

Funderij

Lesson Focus Maths- numbers 1-20	Learning Area / Strand Number and Algebra: Number and place value	Year Level Prep	Implementation Date [REDACTED] Duration Middle session 11.30 am – 12.30 pm (4 x 15 mins)
Prior knowledge of learners <ul style="list-style-type: none"> Students have some knowledge of the numbers 0-20 and their representations and are able to sequence the majority of these numbers correctly 			
Lesson objective/s By the end of this lesson, students should be able to: <ul style="list-style-type: none"> Identify, record and match the various representation of the numerals 11-20 (or 0-10) Sequence numbers 11-20 (0-10) 			
Links to Curriculum (identify relevant Strands and Content Descriptors) <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) Subitise small collections of objects (ACMNA003) Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) 			
Evidence of learning <ul style="list-style-type: none"> Students will successfully complete the rotational activities Students will be able to verbalise their strategies (eg finger pointing, eye gaze etc) as applicable 			
Classroom Management Strategies Outlining the lesson outcomes, giving clear instructions, stating behavioural expectations Use of body language encouraging, waiting & scanning, parallel acknowledgement, proximity (all as necessary). Watch Billy, Riley, Peter, Alex & Chayse R for participation. Watch Peter & Billy for straying from the learning area			
Resources Roll it/write it/show it activity sheet, dice, pencil (whiteboard, marker, duster)- Need T/A or TA on this. Match numbers & representations to 20 (0-10) * could find 0-10 so difficult for support. Magnetic number & tray sequence to 20 (to 10) * worked well. Need baking trays. (5) work in pairs or Number puzzles 11-20 (0-10) * worked well (modelled how to play first). ensure is enough			
Differentiation strategies Students will be divided into four ability groups <ul style="list-style-type: none"> Extension: Ruby, Taite, Lacey P, India, Lacey H, Gabriel (not Gabriel/Taite) Group 1: Amity/Chayse M, Peter/Lily, Group 2: Macy/Caylen, Riley/Charlotte, Bradley/ Beckett Support: Billy (1:1), Alex/Zahlia, Emma/Chayse R (pairs) Need to move with these (5). 			
Lesson Introduction <ul style="list-style-type: none"> Introducing the topic Engagement of the learners 	<ul style="list-style-type: none"> Settle students on carpet & gain their attention with '1,2,3..eyes on me' or 'everybody looking, looking, looking..' and explain rotations and who is taking each activity (eg MT, PST, T/A, Parent helper) Remind students of behaviour expectations/focus where necessary eg taking turns, talking nicely to our friends 		
Lesson Body <ul style="list-style-type: none"> Delivering the content through specific strategies <p>15-20 mins x 4</p>	<ul style="list-style-type: none"> Direct students to their groups Assist students as necessary Take notes on students' abilities using the data checklist to aid and make opportunities for incidental teaching where applica. Give 2 minute warning before the end of the activity Regain student attention (as above) and direct students to pe Direct students to the next rotational activity <p>Baking trays</p>		
Lesson Conclusion <ul style="list-style-type: none"> Concluding activities Summarizing the lesson 	<ul style="list-style-type: none"> Give 2 minute warning before the end of the activity Regain attention and direct students to pack away Ask students for verbal feedback on activities Transition students to line up ready for lunch/play 		
Evaluation / Reflection <p>Was noisy + busy rotations, (5) enjoyed & but groups (partic lower) are impacted by Collaborate (or lack of) skills. Need parent helper or TA help as spent time going between 2 groups. Pairing (5) worked well with higher ability but in support 1 person wd take over so be aware of pairings Interesting to see ^{many} people ended up working/helping each other every time.</p>			

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