# Name: Vashti Keogh Date: 20/08/11 Year Level: 1

**Content strand(s) with corresponding Sub-Strand(s):** Number and Algebra – ‘Represent and solve simple addition and

subtraction problems using a range of strategies including counting on, partitioning and rearranging parts’

**Content Description(s) with corresponding Elaboration(s):** ‘Developing a range of mental strategies for addition and subtraction problems’. For this lesson the ‘counting on’ method for addition will be explored.

**Students’ Prerequisite knowledge / understanding / concepts / skills:** Students will need to be able to ‘Recognise, model, read, write and order

numbers to at least 100’ and ‘Count collections to 100 by partitioning numbers using place value.’ Have previous knowledge of the concept of addition and be aware of some skills involved.

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| Specific Learning Outcomes for this Lesson | **Time Req.** | **Teaching / Learning Strategies** | **Organisation** | **Resources** |
| **Orientating Phase / Introduction** | | | | | |
| **Students should be able to**  **Remember the concept and skill of addition and be able to answer simple questions using sheep.** | **10 minutes** | **This lesson will be addressing the strategy of the ‘counting on method’. To begin, Reinforcement of the concept of addition would be emphasised by using plastic sheep at the front of the classroom. The teacher will explain that there are 3 sheep in one paddock and two in the other and that the students need to ‘join together’ the sheep in order to know how many sheep all together need to be fed. Individual students would be asked different small examples so that the whole class can be reminded of the concept and skill of addition.** | **Students should be sitting at their tables organised so that they are all facing the front of the classroom.** | **5 plastic sheep** |
| **Enhancing Phase / Body** | | | | | |
| **Students should be able to**  **Understand the function of ‘Counting on cards’ and be able to show the counting on method.** | **25 minutes** | **Students are now shown the function of ‘counting on cards’ by the teacher in front of the whole class. Students are then handed their own cards and are to write their answer on a piece of paper. The teacher quickly walks around and checks the answers to make sure students are on the right track. They are instructed to swap cards with their ‘neighbour’ and then compare answers with each other. Students who are finding this task challenging can be shown by early finishing students. If this is unsuccessful teacher can then provide individual attention at a later time.** |  | **Counting on cards, pencils and a piece of paper.** |
| **Synthesising Phase / Conclusion** | | | | | |
| **Students should be able to**  **Show understanding of the function of ‘counting on cards’ by being able to produce their own.** | **10 minutes** | **Students are now requested to make their own ‘counting on cards’ for another student to complete in a follow up lesson to reinforce the strategy of the counting on method. This can be used to assess the student’s understanding.** |  | **Piece of paper for each student, pencils.** |

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| **Assessment Strategies (link to Learning Outcomes):**  Making their own ‘counting on cards’ to show that they are ‘developing a range of mental strategies for addition and subtraction problems’. | **What’s next? Where to from this lesson?**  Next lesson can start by reinforcing the strategy by allowing students to solve each other’s counting on cards (obviously between these lessons they will be viewed by the teacher). Then a new strategy may be introduced, such as, counting doubles. |