# Name: Miss Jessica walker Date: 1 August 2011 Year Level: 2

**Content strand(s) with corresponding Sub-Strand(s):**

Number – Whole numbers and addition.

**Content Description(s) with corresponding Elaboration(s):**

Present and solve simple addition problems using the count on strategy.

**Students’ Prerequisite knowledge / understanding / concepts / skills:**

Students know how to count to ten. Students understand whole numbers and the importance of number order; cardinal ordinal, and nominal numbers. Students understand the concept of groups.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Specific Learning Outcomes for this Lesson | **Time Req.** | **Teaching / Learning Strategies** | **Organisation** | **Resources** |
| **Orientating Phase / Introduction** | | | | | |
| **Students should be able to count the number of objects in two different groups and count the objects altogether. Students should be able to complete simple addition sums that are proposed in their language.** | **10min** | **Introduce students to the story “ A Feast for 10” by Cathryn Falwell. Read through the story stoping to count the shopping items. “Lets make sure that they have put 2 carrots in the trolley, ready count….” Ask students how many items are now in the trolley at different stages of the book. “ “How many items are in the trolley altogether?, Lets count”.**  **Ask students to tell the class one item they have brought from the shop and how many they brought. “ How many packets of chips did you get from the shop Kate?.... Can you explain how you knew that you brought two packets of chips?** | **Students sitting on the floor.** | **Storybook*, A Feast for 10.*** |
| **Enhancing Phase / Body** | | | | | |
| **Students should be able to count the number of items in a group and find the sum of the two groups by counting the items altogether. Students should be able to create their own addition story up ten.** | **30** | **On the board, draw two trolleys one blue and one red. Using laminated cut outs of apples, ask six students to place one apple into one of the trolleys. Ask the students; “How can we find out how many apples are in the Red trolley?” and “How can we find out how many apples there are in the Blue trolley? Lets count..”lets count.” Draw one big trolley on the board; get the students to count with you as you place all the apples from the red and blue trolley into the big trolley. “Let’s count!”. “ How many apples do we have altogether? Repeat this until all students understand the concept. Ensure that during this task there is an opportunity for one/ both trolley’s to have 0 apples in them. “ If there is 0 apples in the Red trolley and 0 apples in the Blue trolley, (pretending to place 0 apples into the large trolley) Then means that 0 apples and 0 apples equals 0 apples”.**  **Present a situation to the students. “It’s now your turn to go shopping, using old magazines, select and cut out two different food items and place them into this trolley template. Write a story to tell your classmates what your two items are and how many you have of each and altogether”. As students are doing their own, model the task by sitting with different groups of students and make your own shopping story.** | **Students sitting at their desks.** | **White board markers, Cut out laminated pictures of apples.** |
| **Synthesising Phase / Conclusion** | | | | | |
| **Students should be able to demonstrate their understanding of addition in a real-world situation by putting two groups together to find how many there are altogether. Students should be able to reflect in the task and relate the task to other real-world situations.** | **5** | **Ask individual students to tell their shopping story. Demonstrate their story using coloured counters. “James brought 4 drinks, (hold four counter in one hand), and 3 bread sticks, (hold 3 counter in the other hand).” “I have 4 counter in this hand and 3 in the other, altogether I have? Lets count”. Allow different students to tell their addition story, asking students to demonstrate the addition problem using the counters.** | **Students sitting on the floor** | **Copy’s of students work, coloured counters** |

|  |  |
| --- | --- |
| **Assessment Strategies (link to Learning Outcomes):**   * Observation of student’s response to key questions surrounding storybook. * Observations of students response to apple activity (did they correctly count on, number recognition nominal numbers) * Students response to making the connection between real-world and mathematics * Student’s ability to construct an addition story and solve the simple addition question. * Student’s ability to make connection between real-world objects and math materials. | **What’s next? Where to from this lesson?**  From here students will be introduced to the material and mathematic language stage of addition. Using a number of mathematical concrete/visual resources, such as MAB blocks and unifix blocks, students will practice their new addition skills and be introduced to the concept of what the number 10 looks like using the MAB blocks**.** The Count-on strategy will still be the primary strategy used for the second lesson, with the exceptions to those students who can count and understand number higher then 20, in this case the use-doubles and use-tens strategy may be introduced to those students. |