# Name: Introduction of the concept of place value. Date: 3/10/11 Year Level: 1

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

‘Number- Whole numbers, simple fractions and the four operations are used to solve problems’ (Essential Learnings, 2007).

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

‘Whole numbers (to 999) have position on a number line and each digit has place value’ (Essential Learnings, 2007).

**Students’ Prerequisite knowledge / understanding / concepts / skills:**Recognises decimal integers to three digits and addition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Specific Learning Outcomes for this Lesson | **Time Req.** | **Teaching / Learning Strategies** | **Organisation** | **Resources** |
|  **Orientating Phase / Introduction** |
| **Students should be able to identify objects at representation of numerical values** | **10 Minutes** | Students will be asked to sit on the floor in a circle. A group of 10 white counters will be placed in the middle of the circle. A child will be asked to count the white counters and will say that there are 10. The teacher will then explain that ten of these white counters, is equal to 1 red counter. The teacher will then get 20 white counters and hide the red counter and place them in the centre. Asking one child how many are there. After child responds with 20 counters, teacher will then remind that 10 counters is one red and prompt the student to put the white counters in groups of 10. Teacher will then give the student two red counters. Teacher will repeat process a few times by asking different students to identify different values of the white counters and ask them how many red counters they may get. | **Students will be in a circle on the floor with their legs crossed.** | * **White Counters**
* **Red Counters**
 |
|  **Enhancing Phase / Body**  |
| **Students should be able to recognise the value of the counters in reference to the ten’s and unit’s columns** | **10 Minutes** | Once students understand the representation of the two coloured counters, students will be asked to move back to their desks and face the interactive whiteboard. On the board, the teacher will write the number 12 on the board. The teacher will show that the ten’s column is equal to the number of red counters. Looking at the number 12, the teacher will ask how many red counters there are in the tens column. Teacher will ask different questions alternating between the unit’s and ten’s column until students are able to show that they understand the correlation between the counters and the numbers. | **Students will be at their desks working in their maths books.** | * **Maths book**
* **IWB**
* **Counters**
 |
| **Synthesising Phase / Conclusion**  |
| **Students should be able to use the counters to represent a number** | **10minutes** | To conclude, one student at a time will be given a number and asked to pick out an appropriate selection of counters. This will show their understanding of the concept and help with reinforcement from the start of the lesson. Students who are not having a turn may write the answer on a piece of paper while the student is getting counters out of the jar. | **Students will be seated at their desks and asked to come one at a time to complete the task in front of the students** |  |

|  |  |
| --- | --- |
| **Assessment Strategies (link to Learning Outcomes):*** As this is introducing a mathematical concept, assessment for this lesson will be informal and will be used when students are answering questions to observe if they understand the concept. Formal assessment, however, will follow in lessons to come.
 | **What’s next? Where to from this lesson?*** Next lesson will start with reinforcement of the concept of place value and will then move on to questions to informally assess the students.
 |