

Unit of Work Title: Counting Columns		Duration of Unit: 11 weeks		Class/Stage: Stage 1	
Students will develop their understanding of the concept of Place Value and our base 10 number system by participating in a series of small group games and activities focused on recognition of 2, 3 and 4 digit numbers, size of numbers and the ones/tens/hundreds/thousands columns. Students will engage with numbers in fun and motivating ways including Interwrite activities, active hands on experiences and motivating worksheets. These fundamental mathematics skills promote students functional living abilities by giving them the skills required to better communicate their needs, solve day-to-day problems and complete step-by-step tasks. A solid foundation in Place Value is vital for any student who will be engaging in addition or subtraction of 2- or 3- digit numbers, especially that involving carrying or borrowing.					
Content Descriptions – This includes a variety of learn to and learn about priorities for students					
<ul style="list-style-type: none">- applies place value, informally, to count, order, read and represent two- and three-digit numbers- compares and orders numbers					
Outcomes:		Learning Objectives – Students will be able to:			Students working towards objective
MAe-4NA		Writes numbers 1-30 with correct letter formation			
MA1-4NA		Accurately reads numbers	Two digit (up to 100)		
			Two and three digit		
			Three and four digit		
		Represents numbers using base ten blocks	Two digit		
			Two and three digit		
			Three and four digit		
		Uses place value to partition numbers into ones, tens, hundreds and thousands			
Assessment Overview: Evidence of Student learning gathered through: (pre and post)		<u>Pre-assessment</u> <ul style="list-style-type: none">- Observational Data collected for each learning objective <u>Post Assessment</u> <ul style="list-style-type: none">- Annotated work samples- Annotated photography and video footage- Observational data collected for each learning objective			
<u>Individual Student Adjustments:</u> All students – <u>movement activity</u> - to help focus during lesson – numbers aerobics All students: <u>Lesson components</u> - clearly communicated and used to show duration of lesson and expectations ahead to reduce anxiety All students: <u>Starshop</u> – all students earn money throughout the day to purchase a reward from the Starshop. 5 x \$1 = reward to choose before lunch. All students: Content differentiation – see worksheet and activity differentiation details in teaching sequence below					

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All students: Who's turn board - to indicate visually to students whose turn it will be during games or activities. Reduces anxiety or frustration about getting a turn. Can use a timer to further indicate length of peer turns.

Other individual student considerations:

- Student specific seating or sensory supports
- Seating position of students to maximise engagement
- Reward charts
- Comprehension and expressive communication supports



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Week & Focus	Teaching and Learning Sequence	Resources
Term 1 Wednesdays 45 minute lesson Weeks 1-5	<ol style="list-style-type: none"> 1. YouTube choices PowerPoint with annotated You Tube Choices about Place Value 2. Count and create the number Students click and drag the corresponding number to a range of given ones and tens 3. Create this number Students create a number using an online apparatus and display the corresponding number using base ten blocks 4. Online game Students take turns to select hundreds, tens and ones to create a given large number 5. Number Aerobics – Movement Activity Students complete a set of moves that correspond to the number of a certain place value: Thousands: lunges Hundreds: star jumps Tens: jumps Ones: Claps 6. Guess that number Students take turns to read out a range of large numbers to practise mathematical language 7. Worksheets Students must count the number of ones, tens and hundreds base ten block representations to create a large number. <p>Differentiation:</p>	<p>Full PowerPoint Presentation with Hyperlinks for each activity</p> <p>YouTube Choices: https://www.youtube.com/watch?v=uedvwH6Ay18 https://www.youtube.com/watch?v=21I3Jg5_MCg https://www.youtube.com/watch?v=5W47G-h7myY </p> <p>Count and create the number hyperlink Create this number hyperlink </p> <p>Online Game hyperlinks: http://www.topmarks.co.uk/place-value/place-value-charts http://www.sheppardsoftware.com/mathgames/placevalue/fruits_shoot_place_value.htm </p> <p>Number Aerobics hyperlink</p> <p>Guess That Number hyperlink – Group 1 Guess That Number hyperlink – Group 2 </p>

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<p>Term 1 Wednesdays 45 minute lesson Weeks 6-11</p>	<ol style="list-style-type: none"> 1. YouTube choices PowerPoint with annotated You Tube Choices about Place Value 2. Make the Number in Blocks Students split into two groups. One group uses concrete base ten blocks to create a given large number. The other group must click and drag the appropriate base ten blocks to create a given large number. 3. Number Aerobics – Movement Activity Students complete a set of moves that correspond to the number of a certain place value: Thousands: lunges Hundreds: star jumps Tens: jumps Ones: Claps 4. Guess that number Students take turns to read out a range of large numbers to practise mathematical language 5. Worksheets Students must count the number of ones, tens and hundreds base ten block representations to create a large number. Differentiation: 	<p>Full PowerPoint Presentation with Hyperlinks for each activity</p> <p>YouTube Choices: https://www.youtube.com/watch?v=uedvwH6Ay18 https://www.youtube.com/watch?v=21l3Jg5_MCg https://www.youtube.com/watch?v=5W47G-h7myY </p> <p>Number Aerobics hyperlink</p> <p>Guess That Number hyperlink – Group 1 Guess That Number hyperlink – Group 2</p>
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