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| **Student(s) Name(s)/ ARCOTS Code**: | | | |
| **Date :** | | | |
| **Developmental Domain** | **Progression of Numeracy**  **Strand: Number** | | |
| **Developmental Level & Nutshell Statement** | **Level A:**  **Add and skip count numbers less than 20. Match number names with numerals. Recognise numeric patterns (skip count forward 2s, 4s and 5s). Carry out single digit addition and multiplication as repeated addition.** | | |
| **Evidence for this level?** (What makes you say this? | ARCOTS testing student ZPD was Level A. Analysis of work samples against the progression confirmed this. | | |
| ***What is the student ready to learn?*** | ***What are the expected outcomes and evidence?*** | ***What interventions has the teacher planned?*** | ***What worked? What next?*** |

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| **Learning Intention/s**  (Specific **skill** or concept or part thereof to be learned) | **Evidence** (What the students will be able to do, say, make or write): | **Teaching Strategy** (What the *teacher* says, does, makes or writes) | **Learning Activity**  (Describes what the students are actually going to do) | **Resources** (People, place or things used in the activity to realise the learning strategy) | **Review & Reflection** |
| Students will be able to name the numerals and identify the quantity they represent. | - Students recognise numerals in their environment.  - Students name a selected range of numerals.  - Students match quantities to a given range of numerals.  - Students match (in a written or spoken way) names to the corresponding numerals less than 20.  - Students match (in a written or spoken way) numeral to the quantity they represent. | ***JUNIOR YEARS***  ***Expositive***  • Teacher will determine what students already know about numbers by asking:   * When do we use numbers? (teacher will use this information to proceed) * Which numbers do you see and use most often?   • Teacher will model (personally, or by a video, a worksheet, a laboratory work description, etc) counting and pointing to the corresponding numerals.  • Teacher will use concrete materials to illustrate the quantity that the numbers represent, counting them and showing the numeral.  • Teacher will ask: How many fingers am I showing? How many tables in the classroom? How many boys? How many girls?  ***Associative/Expositive***  • Using different activities, teacher will provide students the opportunity to match numerals with names and quantity.  • Teacher sets up and explains games for students to play. | ***JUNIOR YEARS***  • Students will work in pairs to show what they know about numbers. This is recorded and shared with everyone.  • In groups, students will solve puzzles by matching the number names to numerals and give examples of the quantities.  • Thinkboard: Students will make the number using icypole sticks/MAB.  • Students will identify how many of each objects unveiled on the table.  • In groups of two, each pair will pick up a number and place on corresponding objects on the table.  • Student will think of a number in a stated range. In turns, other students guess and given response ‘higher’ or ‘lower’, until number is guessed.  • Students play games such as ‘dominoes’ (with teacher prepared dominoes), ‘snakes & ladders’ or similar board game (with teacher prepared dice). | • Number puzzles.  • Thinkboard  • Concrete materials (e.g. icypole sticks, MAB).  • A range of objects to display.  • Dominoes with numbers recorded as a mixture of numerals and words.  • Snakes and ladders (or similar board game)  • Dice with 1 – 6 on faces | **Review Date:**  **Reflection:** |
| ***MIDDLE YEARS***  ***Expositive***  • Teacher will determine what students already know about numbers by asking:   * When do we use numbers? (teacher will use this information to proceed)   • Teacher will use concrete materials to illustrate the quantity that the numbers represent, counting them and showing the numeral.  ***Associative/Expositive***  • Using different activities, teacher will provide students the opportunity to match numerals with names and quantity.  • Teacher sets activities to be completed at home. | ***MIDDLE YEARS***  • In groups, students will:  - play numerical games that require the identification of the numeral and its name (e.g. the number bingo game).  - explore different groups of objects, counting them to recognise its quantity. Afterwards, they will write the number in digits and words and include it in a sentence.  - play the ‘bean game’. Die thrown if number <4 player gives 2 objects to the centre if number is greater or = to 4 then player takes 2 objects from the centre. Five throws each or until centre is empty. Winner is the player with the most objects.  • Students write the number in digits and words, include it in a ‘number sentence’ and draw what the quantity looks like.  • Students hold a number party, each select a number and dress up in a way to reflect it, bring items that contain the number. This number of a food item can be brought in, or decorated with the number.  • Each student has a sticky label with a number on the back. All other students know the number and are asked questions by the individual student that requires a ‘yes’ or ‘no’ answer (eg; is my number more than 5), until student guesses his/her number.  • Students look around their home and identify 5 uses of numbers, recording the use of each. List then brought to school.  • Other numbering systems can be drawn to the attention of students (ex, food additives on labels, postcodes, telephone numbers, library numbers, etc.) | • Numerical games, such as Bingo.  • Concrete materials (e.g. icypole sticks, MAB)  - 20 beans/buttons etc. A die, 20 objects, 2/3 players. 5 objects per player, the rest put into the centre.  • Worksheets.  • Sticky labels with numbers.  • Cans of food, telephone book/smart phone. | **Review Date:**  **Reflection:** |
| **Rationale:** | Differentiated context: the activities proposed on the first line can be more suitable for junior years’ students. In turn, the activities on the second line can be more suitable for middle years’ students. | | | | |