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| **Student(s) Name(s)/ ARCOTS Code**: | | | |
| **Date :** | | | |
| **Developmental Domain** | **Progression of Numeracy**  **Strand: Number** | | |
| **Developmental Level & Nutshell Statement** | **Level B:**  **Classify numbers as odd and even. Understand meaning of base 10. Read and write numbers using base ten numerals. Count within 1000 (skip count by 5, 10 and 100). Addition/subtraction of two digit numbers without trading. Extend numeric and symbolic patterns.** | | |
| **Evidence for this level?** (What makes you say this? | ARCOTS testing student ZPD was Level B. 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 classify numbers as odd and even. | - Students classify (in a written or spoken way) a set of numbers distinguishing between odd and even numbers.  - Students identify any given number as even or odd, and can transform it to the other kind (if even, to an odd, if odd to an even)  -Students identify odd and even numbers in their environment.  - Students identify the pattern of odd and even numbers alternating | ***JUNIOR YEARS***  ***Expositive***  • Teacher will model classification strategy/approach to identify if a number is even or odd, emphasising the understanding of the rules that will allow students to identify it:   * Teacher will supply students with sets of objects, each set having a different number of objects. * Teacher will model (personally, or by a video, a worksheet, etc) arrangement of objects into pairs. If there are no objects without a pair the number is even. If there is an object left without a pair the number is odd.   • Teacher will model (personally, or by a video, a worksheet, etc) counting even and odd numbers from any given 2 digit number.  • Teacher will write first twenty numbers on board (include 0). Students asked to name each number as it is pointed out. Teacher will show pattern (from 1) of odd, even, odd, even etc. Points out the odd numbers - 1,3,5,7,9 . etc and evens 2,4,6,8, etc.  • Teacher will point out that zero has not been included. Is zero an odd or an even number? Teacher will rewrite the appropriate sequence with zero included. Teacher will write on the board a mixture of odd and even numbers  ***Associative/Investigative***  • Using different activities, teacher will provide students the opportunity to classify numbers as even or odd. | ***JUNIOR YEARS***  • Students work with different sets of objects, arranging each group into pairs and deciding whether the number is odd or even.  • In groups, students count out loud up and down in even numbers or odd numbers. Then from any given 2 digit number.  • Students discuss everyday situations where zero occurs. (scores in sport, no money left etc).  • Students identify whether numbers are odd or even.  • Students skip to a known rhyme (ex; 2,4,6,8, who do you think we appreciate? etc).  • Students compete in groups to classify 2 digit numbers as even or odd. | • Different set of objects.  • Pencil, paper.  • Skipping rope.  • Worksheet to classify numbers.  • Pencil, paper. | **Review Date:**  **Reflection:** |
| ***MIDDLE YEARS***  ***Expositive***  • Teacher will model classification strategy/approach to identify if a number is even or odd, emphasising the understanding of the rules that will allow students to identify it:   * Teacher will supply students with sets of objects, (each set having a different number of objects), and a number grid. * Teacher will model (personally, or by a video, a worksheet, etc) arrangement of objects into pairs. If there are no objects without a pair the number is even. If there is an object left without a pair the number is odd.   • Teacher will model (personally, or by a video, a worksheet, etc) counting even and odd numbers from any given 2 digit number.  ***Associative/Investigative***  • Teacher will challenge students to use patterns to classify all numbers on the grid as odd or even.  • Teacher will organise an excursion to record and classify house numbers in the school zone. | ***JUNIOR YEARS***  • Students will work with different sets of objects, arranging each group into pairs and deciding whether the number is odd or even.  • When decision is made students will mark on number grid whether the object is odd or even, using colouring.  • Students will examine patterns in grid to generalise the pattern of odd and even numbers alternating.  • Students taken along nearby streets, recording/viewing the house numbers. What did you notice? Why are houses numbered? Why are they numbered in the way you observed? Construct a model street with houses numbered the way you saw them, extend the sequence. | • Different set of objects.  • Pencil, paper, colouring pencils.  • Worksheet to classify numbers.  • Parents and teachers to supervise the excursion.  • Worksheet to record and classify house numbers.  • Pencil, paper, colouring pencils. | **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. | | | | |