

The ILMA Pre-Kindergarten Mathematics Program: One Lesson Sample

Week 2 – Number 1		
Outcomes and Indicators	Teaching and Learning Experiences	Resources
<p>NES1.1 Whole Numbers Students develop a sense of the relative size of whole numbers and the role of place value in their representation</p> <ul style="list-style-type: none"> • Counts to 30, and orders, reads and represents numbers in the range 0 to 10 • counting with one-to-one correspondence • reading and writing numbers to at least 10 • representing numbers to at least 10 using numerals, symbols and objects (including fingers) 	<p>Lesson Two:</p> <ol style="list-style-type: none"> 1. Calendar activity: Have a calendar chart in front of the room on the wall at student’s eye level. This is a daily activity, every morning start with the calendar. With this first lesson teacher to demonstrate what to do then later in the week let some children do one part and gradually different students will do different parts. <ul style="list-style-type: none"> • The calendar should have the days on it, start by pointing to the days and reciting them eg Sunday, Monday, Tuesday etc. Go back and point today’s day and say “Today is -----”, colour it in with whiteboard marker (it should wipe off with a duster for tomorrow). • Find the date and say what number it is and colour it in. • Chant the months then find the month you are in and say “We are in -----” and colour it in. • Point to each weather picture and ask “Is it cold today...Is it hot today? Etc. Once all the pictures are done go back and if it is hot then colour it in. • Note: As this is the first lesson and students are new to this concept, keep it brief. Gradually, they will pick up the chanting of the days and months and they especially enjoy colouring in the parts. 2. Sing Fingerplays: This week’s fingerplays are Ten Little Fingers and Five Little Monkeys Jumping on the Bed. (If students do not know the fingerplay, do it a few times.) <ul style="list-style-type: none"> • Sing it the first few times using fingers. • Get 5 students to stand in front to be the monkeys. (Be sure to count the 5 monkeys) These 5 monkeys will role play the rhyme while everyone sings. On ‘One fell off and bump his head’ the student next in line jumps and sit down etc. Do this a few times with different students. 3. Rote count to 20 while pointing to the numbers chart. 4. Number 1: <ul style="list-style-type: none"> • Use a flashcard and introduce the number 1 • Have some teddybear counters (or other counters) on a table near you or in your lap. Hold up 1 teddybear and say “Here is 1 teddybear.” Select different students one at a time to come up and show everyone 1 teddybear. Ask everyone is that 1 teddybear? 	<p>Calendar poster/chart</p> <p>Note: the type of calendar activity depends on the type of calendar chart being used. If it is a chart that can be drawn on then let children use markers to circle or colour the day, month etc in. If it is a Velcro one then let children select the correct day, month etc and adhere it to the proper places.</p> <p>Numbers 1 to 20 poster/chart</p> <p>Number 1 flashcard; Teddybear counters</p>

	<ul style="list-style-type: none"> • Show 1 finger and say this is 1 finger. Ask students to hold up 1 finger. • Playdough: using playdough and the playdough number 1 mat children fill in the number 1 with playdough. Then children make 1 ball and lay it in the 1 circle. Go around and ask students what number is that, how many balls have you got? • Give students 10-15 minutes of free play with dough then pack up the dough and have them colour in the number 1 and the dot and take home. • Note: How the children fill in the number is up to them at this stage: they could break off pieces and lay them inside the lines or make little balls and lay them inside or they could roll the playdough into a long thin 'snake' and form the number (this is harder). Also, with the mat the number 1 will be different to NSW Foundation, so liquid paper out the top hook and the bottom line – the 1 should be a line only. 	<p>Playdough; Playdough number mat 1, one for each child, (see section after this on how to use and to print go to Resources folder)</p>
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