

Write Numerals.

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Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

WRITE NUMERALS.

EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: NUMBER CARDS, PENCIL, PAPER

WHAT COULD WE DO?

Children:

- write numerals correctly

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children:

- ask questions about writing numerals correctly, for example,
 - How do we write number 1, 2, 3, 4, 5, 6, 7, 8, 9?
 - How could you describe number 1, 2, 3, 4, 5, 6, 7, 8, 9?

WRITE NUMERALS.

EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

WHAT COULD WE DO?

Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.

As children count to 10, record the numbers on the board, for example, 1 2 3 4
5 6 7 8 9 10

As children count backwards, point to each number

Children count backwards as often as they count forwards to develop equal capacity at both.

Display the numeral 1.

Children describe the numeral 1 to a friend.

Children explain how to record the numeral 1, starting at the top and drawing a line straight down.

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ Today we're going to investigate numbers.
- ▶ What do you already know about numbers?
- ▶ Talk to a friend about numbers.
- ▶ Is anybody ready to share what they are thinking about numbers?

- ▶ Let's count forwards from one to ten – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- ▶ Let's count backwards from ten – 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0
- ▶ When we count, what do we say?
- ▶ Do we say numbers when we count?
- ▶ When we count forwards and backwards, do we say the same numbers?
- ▶ What are these symbols I've recorded here?
- ▶ Are these symbols, numbers?
- ▶ What number is this?
- ▶ Is this number 1?
- ▶ How do you know?
- ▶ What does 1 look like?
- ▶ Describe number 1 to a friend.

Record the numeral 1, starting at the top and drawing a line straight down.

Display the numeral 2.

Children describe the numeral 2 to a friend to develop their capacity to visualise and record numerals in the correct orientation, thus minimising inappropriate recordings such as reversals.

Children explain how to record the numeral 2, starting at the top and going around to the right, and down, and drawing a straight line across the bottom.

Record the numeral 2, starting at the top and going around to the right, and down, and drawing a straight line across the bottom.

Display the numeral 3.

Children describe the numeral 3 to a friend to develop their capacity to visualise and record numerals in the correct orientation, thus minimising inappropriate recordings

- ▶ Let's write the number 1.
- ▶ Where do all numbers start?
- ▶ Do all numbers start at the top?
- ▶ Let's start at the top and go down.

- ▶ What number is this?
- ▶ Is this number 2?
- ▶ How do you know?
- ▶ What does 2 look like?
- ▶ Describe number 2 to a friend.

- ▶ Let's write the number 2.
- ▶ Where do all numbers start?
- ▶ Do all numbers start at the top?
- ▶ Let's start at the top and go around to the right, and down, and draw a straight line across the bottom.

- ▶ What number is this?
- ▶ Is this number 3?
- ▶ How do you know?
- ▶ What does 3 look like?
- ▶ Describe number 3 to a friend.

such as reversals.

Children explain how to record the numeral 3, starting at the top and going around to the right, and down, and going around to the right, and down.

Record the numeral 3, starting at the top and going around to the right, and down, and drawing a straight line across the bottom.

Continue with other numerals.

- ▶ Let's write the number 3.
- ▶ Where do all numbers start?
- ▶ Do all numbers start at the top?
- ▶ Let's start at the top and go around to the right, and down, and around to the right, and down.