

Lesson Topic : Mathematics - Number				
Year Group : 2				
Learning Outcome	We are learning about how many tens and ones are in a whole number.			
Links with the New Zealand Curriculum 	Number knowledge - Know the forward and backward counting sequences of whole numbers to 100. - Know groupings with five, within ten, and with ten. NA2-4: Know how many ones, tens, and hundreds are in whole numbers to at least 1000.			
Key Competencies 	Thinking - students will develop an additive view of whole number place value by knowing the significance of the position of digits in a whole number. Using language, symbols and texts- Children are developing an understanding of the ‘tens’ and ‘ones’ digit in two digit numbers. Participating and contributing - Children will be participating by sharing their prior knowledge and developing understanding of this new concept as a part of this group lesson. Managing self - Children will be able to practice their own understanding throughout the task. Relating to others- Children will be able to listen to others ideas and build upon their ideas to support their own understanding.			
Prior knowledge 	Prior to this lesson we completed the NZ Maths lesson Read, say do which involved students developing this understanding first with teen numbers.			
Lesson Sequence 	Session Outline This is a smaller group lesson based on meeting the learning needs of these students. I start the lesson by explaining to students that they need to pretend that they work at a Jelly Bean Factory. At the factory their job is to pack and get orders ready that come in. Each bag of jelly beans can only have exactly ten jelly beans. As a group they are presented with orders. <table><tr><td>Student Activity</td><td>Teacher Activity</td></tr></table>		Student Activity	Teacher Activity
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	<table border="1"> <tr> <td data-bbox="343 203 917 629"> Learn - Prior knowledge drawn on as children are reminded about their developing place value knowledge. - Learning intention for the lesson is introduced. - Children participate by modeling the numbers provided by the teacher using place value equipment (jelly beans). </td><td data-bbox="917 203 1492 629"> The teacher uses the Hub Site to access today's learning. She makes links to how this can be used at home. The teacher introduces the learning intention for the lesson. The teacher revisits previous lessons and encourages children to share prior knowledge about - place value (how do we know how many tens and ones are in a number?) </td></tr> <tr> <td data-bbox="343 629 917 1167"> Create - The children pick 3 'orders' (numbers provided by the teacher on site slides) to fill. - They represent each of these orders with the correct amount of jelly beans (packets - tens and singles - ones). - Children take a photo of each of their 'orders.' - Children upload their 4 photos onto a pic collage with the corresponding number that they represent. </td><td data-bbox="917 629 1492 1167"> The teacher recaps this prior knowledge by asking children to model some numbers using the place value material (jelly beans). The teacher asks children to explain how they know they are showing the correct amount. The teacher then swaps roles. She models an amount using the beans and asks children to record the number she is showing. </td></tr> <tr> <td data-bbox="343 1167 917 1637"> Share - The children share their learning and understanding as the teacher roams to support. - The children share with a buddy in the class (someone outside of their Maths group) and explain how they know they have packed the correct amount. - The children share their work on their blog. </td><td data-bbox="917 1167 1492 1637"> The teacher explains the create part of the task for this lesson. To pick 3 of the 'orders' that have come into the factory. Pack these 'orders' and take a photo of each of them. Upload your photos onto a pic collage with the number amount. The teacher recaps instructions/steps and draws them on the board as a reference for children. Once children move away to complete the task, the teacher roams and helps children to do this. </td></tr> </table>	Learn - Prior knowledge drawn on as children are reminded about their developing place value knowledge. - Learning intention for the lesson is introduced. - Children participate by modeling the numbers provided by the teacher using place value equipment (jelly beans).	The teacher uses the Hub Site to access today's learning. She makes links to how this can be used at home. The teacher introduces the learning intention for the lesson. The teacher revisits previous lessons and encourages children to share prior knowledge about - place value (how do we know how many tens and ones are in a number?)	Create - The children pick 3 'orders' (numbers provided by the teacher on site slides) to fill. - They represent each of these orders with the correct amount of jelly beans (packets - tens and singles - ones). - Children take a photo of each of their 'orders.' - Children upload their 4 photos onto a pic collage with the corresponding number that they represent.	The teacher recaps this prior knowledge by asking children to model some numbers using the place value material (jelly beans). The teacher asks children to explain how they know they are showing the correct amount. The teacher then swaps roles. She models an amount using the beans and asks children to record the number she is showing.	Share - The children share their learning and understanding as the teacher roams to support. - The children share with a buddy in the class (someone outside of their Maths group) and explain how they know they have packed the correct amount. - The children share their work on their blog.	The teacher explains the create part of the task for this lesson. To pick 3 of the 'orders' that have come into the factory. Pack these 'orders' and take a photo of each of them. Upload your photos onto a pic collage with the number amount. The teacher recaps instructions/steps and draws them on the board as a reference for children. Once children move away to complete the task, the teacher roams and helps children to do this.
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Reflection and Analysis

• Lesson Content and Student Understanding

Providing children with multiple opportunities to practice their understanding of place value has helped to support their learning about it. The children always enjoy using different types of equipment (in this episode it was using the maths beans). This helped to make the content more hands-on and engaging. By flipping the learning around and modeling an amount for the children, I was able to see children's depth of understanding. Our school has recently received some amazing professional development around Maths.

This has involved us learning about Maths Talk Moves. I have been practicing using these moves throughout my maths teaching. Two of these moves include repeating (getting the children to repeat something their peers have just said), and justifying (getting children to explain their thinking).

- **Lesson Pacing and Delivery**

It's always tricky in a modern learning environment to teach a group while monitoring the rest of your class. At the time of filming this episode I remember struggling with this. I have a very needy class and so it can be hard to expect them to work on something independently while working with a particular group. I felt that I had lots of interruptions throughout this group lesson. This then interrupted the flow and delivery. I wasn't happy with the way that I delivered the 'create' part of this lesson. When watching back, I wish that I had got the children to complete each step of the task as I modeled it. Unfortunately I got a bit flustered and muddled and didn't explain things the most clearly. Luckily, the children were still able to complete the task the way I had envisioned. It was great to capture them justifying how they knew they had represented the correct amount with the materials.