

Lesson Topic : Math – Number and Algebra				
Year Group : 2				
Learning Outcome	To count on from the biggest number to solve addition problems.			
Links with the New Zealand Curriculum 	Level 1 Number and algebra Number strategies Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.			
Key Competencies 	Thinking - Children are being prompted and taught to think about counting on from the biggest number in order to add. Using language, symbols and texts- Children are viewing and working with mathematical symbols to show their understanding of the concept. Participating and contributing - Children are working within the group. They are taking part in group discussions and answering questions. Managing self - Children are managing themselves by showing their understanding of the concept using Explain Everything. Relating to others- Children are listening to each other during the group discussion. The children are able to work alongside each other to complete the task.			
Prior knowledge 	We have been working on addition for the last 5–6 weeks. Alongside this the children have been developing their knowledge of numbers to know most before and after numbers to 100. This is to support them to be able to count on from larger numbers.			
Lesson Sequence 	Session Outline This is a group session based on developing and understanding the counting on strategy in maths. As a group, we first work through a few problems using materials. The task is then explained and modeled. The children then move away to show their learning using Explain Everything. <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="344 206 922 667"> Learn - The children are reminded of their prior knowledge/learning through the use of a group modeling book. - The children share what they already know about using the counting on strategy. - The children watch a youtube clip of the strategy being used. - The children participate in the group lesson by using materials to count on and solve several addition problems. </td><td data-bbox="922 206 1485 667"> The teacher revisits the group's modeling book to remind children of the strategy they have been working on. The teacher uses questioning and prompting to see what the children have remembered about using this addition strategy. The teacher shares a youtube clip of how the strategy is used. The teacher poses several addition problems for students to solve with materials. The teacher checks in as children work, to see who needs further support with this. </td></tr> <tr> <td data-bbox="344 667 922 931"> Create - The children download an Explain Everything template off of the hub site. - The children show their understanding of how to count on, by completing the task on Explain Everything. </td><td data-bbox="922 667 1485 931"> The teacher models and demonstrates how to first access work from the hub site. The teacher then models how to complete some of the task. </td></tr> <tr> <td data-bbox="344 931 922 1196"> Share - The children share their learning and understanding as the teacher roams to support. - The children share their work on their blog. </td><td data-bbox="922 931 1485 1196"> The children choose where they would like to work. The teacher roams and supports children with the task. The teacher uses questioning to check children's understanding of the learning. </td></tr> </table>	Learn - The children are reminded of their prior knowledge/learning through the use of a group modeling book. - The children share what they already know about using the counting on strategy. - The children watch a youtube clip of the strategy being used. - The children participate in the group lesson by using materials to count on and solve several addition problems.	The teacher revisits the group's modeling book to remind children of the strategy they have been working on. The teacher uses questioning and prompting to see what the children have remembered about using this addition strategy. The teacher shares a youtube clip of how the strategy is used. The teacher poses several addition problems for students to solve with materials. The teacher checks in as children work, to see who needs further support with this.	Create - The children download an Explain Everything template off of the hub site. - The children show their understanding of how to count on, by completing the task on Explain Everything.	The teacher models and demonstrates how to first access work from the hub site. The teacher then models how to complete some of the task.	Share - The children share their learning and understanding as the teacher roams to support. - The children share their work on their blog.	The children choose where they would like to work. The teacher roams and supports children with the task. The teacher uses questioning to check children's understanding of the learning.
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Resources	• The biggest number first - Youtube Clip						

Reflection and Analysis

Lesson Content - This lesson was based around a group of children's needs and stage in maths. The children always love and find it useful to use materials when practicing a strategy. This lesson was done following several weeks of learning about and developing counting on. I felt that the children were confident in what they were doing.

Lesson Pacing and Delivery - Due to maths being a time where I work with smaller groups it was important to keep the lesson quick and to the point. This also helps children at this age to stay focussed and get less distracted in between. The children are still new to using templates on Explain Everything and accessing work off our hub site. This is why it was important for me to take the time and slow down to explain and show them how to do this. It was beneficial to have time to roam and check in with students while they were completing the task.

Student Understanding - This lesson really clarified to me as the teacher where children were at in their learning of this maths strategy. Most children were able to complete the task successfully with only one or two incorrect numbers here or there. Next time I would have used smaller number problems. This is because I noticed as children were completing the activity that some are still missing after numbers up to 100.