

LESSON PLAN

EDST2501

Name:	Date:
Subject: Mathematics	Class: Year 1
Topic: Numbers (specifically length)	Class size: 20 students (approximately)
Lesson Duration: 45 minutes	Time/Period: 2:10 - 2:55pm

Syllabus Outcomes: MA1-CSQ-01 (Stage 1): **Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning**

Learning Intentions: I am learning about combinations of two numbers that add to a number.	Success Indicators: I can recall two numbers that add to a number given by the teacher.
--	---

Key / Foundational ideas to be addressed in this lesson are: Recall, number bonds, add and equals

Links with previous learning:

Measuring objects like pencils, scissors, markers and mini whiteboards using counters or MAB cubes.

Equipment / Resources: Whiteboards, markers, dice, IWB access and TENS frame dots or counters

Assessment (Diagnostic/Formative/Summative): n/a

Cross-curricular priorities	X	General capabilities	X		X
Aboriginal and Torres Strait Islander histories and cultures		Critical and creative thinking		Information and communication technology	
Asia and Australia's engagement with Asia		Ethical understanding		Numeracy	x
Sustainability		Intercultural understanding		Literacy	
		Personal and social capability			

LESSON PLAN

Stage/Timing	Teacher Activity	Student Activity
Introduction	<u>Warm-up</u>	<u>Warm-up</u>

<p>10 minutes</p>	<p>1. Students are instructed to sit on their sit spots on the floor.</p> <p>2. Teacher rolls a die twice on the interactive whiteboard and models adding the two numbers together.</p> <p>3. Teacher writes the total on the board and says, 'This is the answer. What two numbers are added together to equal this answer?'</p> <p>4. Teacher prompts discussion by asking students to identify two numbers that add together to make the given number (for example 8). Teacher records student responses on the main white board and informally assess prior understanding.</p>	<p>1.1. Students sit on their designated sit spots on the floor.</p> <p>2.2. Students observe the dice being rolled and watch the addition being modelled.</p> <p>3.3. Students think about possible number combinations that make the total. Students raise their hands to answer the question.</p> <p>4.4. Students share responses and suggest addition equations that equal the number given.</p>
<p>Body</p> <p>25 minutes</p>	<p><u>Modelled/Guided</u></p> <p>1. Teacher helps students practise subitising and breaking apart numbers through a dot talk activity.</p> <p>2. Teacher displays a dot image and prompts students to share the different clusters or groups they can see. Teacher colour codes student responses to visually represent different ways of seeing the number.</p>	<p><u>Modelled/Guided</u></p> <p>1.1. Students participate in the dot talk activity.</p> <p>2.2. Students observe the dot image and explain or demonstrate the different groups they noticed.</p> <div data-bbox="1285 1056 1868 1289" style="text-align: center;"> <p>6 and 4 more is 10 2 and 2 and 2 and 2 and 2 is 10 4 and 4 is 8 and 2 more is 10</p> </div>

LESSON PLAN

<p>Key Learning Area:</p> <p>Science and Technology: Earth and Space</p>	<p>Class: Stage 2</p>	<p>Date: 21/10/25</p>	<p>Time: Start: 2 pm Finish: 3 pm</p>
<p>Lesson Objective:</p> <p>Students will explain how the Sun is a major source of light and energy and investigate how solar energy affects materials on Earth through observation and simple experiments.</p>			
<p>Recent Prior Experience:</p> <p>Students have previously worked on connecting content “How the Earth’s surface changes over time”.</p>			
<p>Syllabus Outcome(s):</p> <ul style="list-style-type: none"> - ST2-8PW-ST: Describe the characteristics and effects of common forms of energy, such as light and heat - ST2-10ES-S: Investigates regular changes caused by interactions between the Earth and the Sun, and changes to the Earth’s surface. <p>Content</p> <p>Earth’s relationship with the sun</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> ● Students are to identify that the sun is a source of solar energy, as well as its effects on Earth. ● Students can conduct an experiment in proper sequential steps 	<p>Success criteria:</p> <p>Beginner level students</p> <ul style="list-style-type: none"> - Can identify the sun as a source of energy - Can accurately measure and record temperature <p>Moderate level students -</p> <ul style="list-style-type: none"> - Includes the above level and compares temperature data. - Reach a simple conclusion of experiment <p>Advanced level students -</p> <ul style="list-style-type: none"> - Includes the above levels - Students can use scientific reasoning to support their findings and describe changes like heat and energy. 	

Lesson Content (<i>What is Taught</i>):	Timing	Teaching Strategies / Learning Experiences: (<i>How it is taught</i>)	Resources and Organisation:
INTRODUCTION (link to previous understanding, skill attitudes. Explain new understanding, skills, attitudes to be investigated)			
Guided discussion: <ul style="list-style-type: none"> - What is already known about the sun - How are we already using it to make energy for us now Introductory videos Class discussion on videos	10 mins	<p>The teacher writes “The Sun” on the whiteboard and instructs students to brainstorm in pairs, prompting students on what they know about the sun and how they think the Earth is affected by the sun. Students share their ideas with the class and add these ideas to the brainstorm on the whiteboard.</p> <p>The teacher shows two introductory videos about how the sun affects the Earth, as well as how it is a source of energy. After watching the videos, prompt students to add anything else to the brainstorm.</p>	<ul style="list-style-type: none"> • Interactive white board Videos <ul style="list-style-type: none"> • Sun Energy: (how the sun provides energy section only) https://youtu.be/vQSECrMlygg?t=185 • How the sun affects the Earth: https://www.youtube.com/watch?v=i_jiQzoQF5M

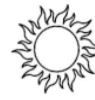
PREVIEW ONLY - Full Document Available for Purchase

Name: _____

Date: _____



Sun vs Shade



My prediction

Experiment

Draw where your 2 cups are placed



Temperature

Cup	Starting	10 mins	20 mins
Sun			
Shade			

Observations

What changed? Which cup was warmer?



PREVIEW

purchase

LESSON PLAN

EDST2501

Name:	Date:
Subject: Reading Groups	Class: Year 1
Topic: Guided Reading and Handwriting	Class size: 20 students (approximately)
Lesson Duration: 20 minutes	Time/Period: 10:30am - 10:50am

Syllabus Outcomes:

EN1-HANDW-01 (Handwriting): Students use a legible, fluent, and automatic handwriting style, and use digital technology (like word-processing) when creating texts

EN1-RECOM-01 (Reading Comprehension): Students comprehend independently read texts that require sustained reading by activating background/word knowledge, connecting sentences, understanding whole text, and monitoring for meaning.

EN1-PHOKW-01 (Phonic Knowledge): Students use initial and extended phonics, including vowel digraphs and trigraphs, to decode (read) and encode (spell) words

EN1-REFLU-01 (Reading Fluency): Students read decodable texts aloud with developing automaticity, accuracy, and appropriate prosody (expression

Learning Intentions: Students will practise reading fluency, word recognition and handwriting by reading and their handwriting booklet.

Success Indicators:

Students participate in group reading, attempt to read unfamiliar words using decoding strategies and students complete handwriting activities in their booklets.

Key / Foundational ideas to be addressed in this lesson are:

Developing reading fluency and confidence through guided reading practice.

Links with previous learning:

Recall how students began reading a new book for the week and that they worked on their handwriting in their booklet.

Equipment / Resources:

Reading books, handwriting booklets, lead pencils, timer and an interactive board.

Assessment (Diagnostic/Formative/Summative): n/a

LESSON PLAN

Stage/Timing	Teacher Activity	Student Activity
Introduction 5 minutes	Gather students on the floor and remind them of expectations during guided reading and handwriting such as reading silently, listening ears as well as safe and respectful behaviours.	Students are to pay attention and listen to the instructions and to grab their folders and sit at their desks with their arms folded.
Body 20 minutes	<p><u>Guided Reading (10 minutes)</u></p> <p><u>Turtle and Seahorse Group (5 minutes each)</u></p> <ul style="list-style-type: none"> - students read allocated book from their group folder on their table - support students with sounding out words, fluency and decoding - pointing to words while reading <p>Provide praise and encouragement throughout. Once the timer is up, grab students' attention and prompt them to transition to their handwriting booklets for the remaining 10 minutes. Start timer once all students have taken out their booklets.</p>	<ul style="list-style-type: none"> - Ask students questions about the book to check their understanding whereas the remaining students read silently and work on their handwriting on their tables. - reset and remind students of class expectations if it gets too loud.

PREVIEW ONLY - Full Document Available on Purchase