**Unit 8: Numbers to 20 (January Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Place Value and Base Ten; Numeration and Counting; Uses of Number. Algebra > Patterns, Rules and Relationships. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop a sense of ten as the foundation for place value and counting; develop an awareness that the purpose of counting is to quantify; use a range of counting strategies for a range of purposes; develop an awareness that numbers have a variety of uses; explore, recognise and create patterns and sequences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Numbers to 15:** Counts forwards and backwards within 20, and beyond (U&C); Reads, writes and orders numerals up to at least 15 (U&C); Composes and decomposes the structure of numbers 11−15 in terms of tens and ones (U&C) |  | [D] Notice & Wonder L1[D] Reason & Respond L1–5[D] Think-Pair-Share L1–5[C] Build it; Sketch it; Write it L1[C] Class discussion: Bigger than 10 L1[D] Quick Images L2–3[D] Write-Hide-Show L2–3[C] Show Me! L2, 4[C] Build It! L2–4[D] Choral Counting L3–5[P] Ordering Numbers 16−20 L4[D] Would This Work? L4[D] Three-Act Task L5**Print resources**Pupil’s Book pages 43–49Home/School Links Book page 21–22 | **Intuitive Assessment:**responding to emerging misconceptions**Planned Interactions:** responding to insightsgleaned fromchildren’s responsesto learning experiences**Assessment Events:** information gatheredfrom completion ofthe unit assessment inthe ProgressAssessment Bookletpages 18–19 |
| **2** | **Numbers to 17:** Recalls the number sequence forwards and backwards, between zero and least 20, from any given number (U&C); Reads, writes and orders numerals up to at least 17 (U&C); Composes and decomposes the structure of numbers 16 and 17 in terms oftens and ones (U&C) |  |
| **3** | **Numbers to 19:** Reads, writes and orders numerals up to at least 19 (U&C); Explores mathematical representation (manipulatives and/or pictorially) of tens and ones (C); Composes and decomposes the structure of numbers 18 and 19 in terms of tens and ones (U&C);Discusses the groupings of tens (and ones left over) (C) |  |
| **4** | **Numbers to 20:** Reads, writes and orders numerals up to at least 20 (U&C); Demonstrates an ability to subitise various arrangements or models of numbers to 20 (U&C); Investigates various arrangements (for example: on ten frames) of manipulatives to prompt different mental images of numbers up to 20, while developing a sense of each number (R); Orders and compares numbers 1−20 with each other (R) |  |
| **5** | **How Many?** Selects and uses appropriate materials to make a variety of sets (A&PS); Uses a range of counting strategies to determine quantities and justifies their efficiency (A&PS) |  |
| **6** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |
| **Additional Notes:** |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C]concrete activity; [D]digital activity; [P]activity based on printed materials, followed by lesson numbers. |