

## Early Stage 1: Sample lesson

### Counting by Twos

Outcome	Teaching and Learning Activities	Focus Language
<p>Whole Number NES1.1 <i>Counts to 30, orders, reads and represents numbers in the range 0–20</i></p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"><li>• Present students with a large bag of socks from the wash. Have students collect matching socks then fold them together.</li><li>• Talk about how we could count the socks (one-to-one or count by twos).</li></ul> <p><b>Body</b></p> <ul style="list-style-type: none"><li>• As a whole class count the socks by twos.</li><li>• Ask the students to recount by ones to check.</li><li>• Discuss how much faster counting by twos is.</li><li>• Introduce the animal footprint as a visual.</li><li>• Discuss how Aboriginal people would recognise animal prints for hunting and identify dangerous animals when close by, by looking at animal footprints.</li><li>• Count the pairs of animal footprints.</li><li>• Distribute the footprint cards to pairs of students. Students practise counting by 2s to a partner.</li></ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>• Talk with students about why you would count by 2s.</li><li>• Discuss situations where you would count by 2s.</li></ul>	<ul style="list-style-type: none"><li>• Counting by twos.</li><li>• Counting by ones.</li><li>• Two at a time.</li><li>• Faster.</li><li>• Two, four, six, eight and ten.</li></ul>
<p><b>Assessment:</b> Observe students counting. Identify if students are pointing with two fingers at a time. Ask students why we count by 2s. Were students counting in the correct order?</p>		