



CURRICULUM AND ASSESSMENT OUTLINE

ASSESSMENT ACTIVITY PRE-PRIMARY



MATHEMATICS

How Many in the Family?

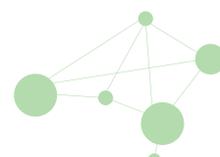
Section 1: Summary

Background information

Brief Description of Assessment Activity	The children respond to question about information set out in the collections. The children give responses to their data analysis.			
Context summary	Children are given opportunities to answer yes/no questions every day. The children are exposed to sorting and classifying objects. With the teacher's help the children can gather and organise objects and pictures, in order to help the children see the relationship that exists between the number names, numerals and quantities. Teachers need to be sensitive to the family circumstances of the students in their class and to customise the activity for their students.			
Purpose	Formative		Summative	
Description of purpose	The elaboration for (ACMSP011) using data displays to answer simple questions.			
Audience Suitability	At Year Level	Extension	Students with disability	EAL/D

Summary of links to the Australian Curriculum

Content Strand	Number and Algebra		Measurement and Geometry		Probability and Statistics		
Proficiency Strands	Understanding		Fluency		Problem Solving		Reasoning
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	





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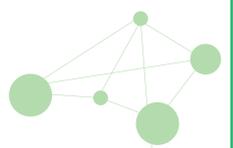
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Section 2: Links to the Australian Curriculum

Mathematics – Pre-primary

Content descriptions	Relevant Aspects of the Achievement Standard
<p>Probability and Statistics Data representation and interpretation</p> <ul style="list-style-type: none"> Answer yes/no questions to collect information (ACMSP011) 	<p>By the end of the Pre-primary year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information</p>

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v40 <www.australiancurriculum.edu.au/Home>





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How Many in the Family?

Section 3: Student activity

Discuss as a class how many people in their family. Have numbers on cards positioned around the classroom. Ask children to move to the number that represents the number of people in their family.

Using cards, have the children draw their family members including themselves. Children write their name on the card and place their family in the space on the floor that represents their family member total. Using the grouped collections the children respond to questions about their family and questions relating to other data.

Looking at the data collected about our family members, children answer a range of questions, teacher or assistant to scribe or describe child's responses.

<i>Proficiency</i>	Possible Questions	Scribe or describe, child's response
<i>Understanding</i> Recognises numbers in the collection	Where is the number 7? Which is the number 4? Show me the number 9?	
<i>Fluency</i> Counting quantity to show family members	How many people have 4 family members? Count how many people in Jane's family. Count how many have 5 family members.	
<i>Problem Solving</i> Using the placement of the family card to show the number of people in it.	How can we place the cards to show that there are more family members with 4 people in than 3 people?	
<i>Reasoning</i> Determining which group has the most or the least	Which group has the least amount of people in it? How many people have the most family members? In our class which group has the most people in it? How do we know which group has the most?	

Student Learning associated with the activity

In this activity the children are given the opportunity to count, recognise numbers and see the relationship that exists between the number names, numerals and quantities.



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How Many in the Family?

Section 4: Reflection

To what extent did the task provide an opportunity for the students to demonstrate their skills and understandings from the curriculum content?	The task gave the students ample opportunities to demonstrate their ability to answer questions and use this information to solve problems.
What range of achievement was able to be demonstrated by students?	For each proficiency strand there was a range of understanding demonstrated by the children.
Was any additional support required for some students to enable them to access the task?	Comprehension of the questions was difficult for some children. Re wording the questions did not help all of these children. I worked with these children to reteach the connections to number and quantity.
What misconceptions were revealed from students' responses to the task?	Differentiating between the number of people in a family and the number of families with a given number of people.
How could this activity be used to inform planning of future teaching and learning?	By focusing on each proficiency strand teachers can gather evidence on what the each child knows and what needs to be reinforced.
How could this activity relate to other learning areas?	The activity could be used in science for recording weather (e.g. the number of sunny days) and responding to questions related to data collected.

