

Year 2 – Jeanelle Attard and Joanne Vella

Learning Outcome:

A.2.2 count on and back in steps of 1s, 10s, 2s, 5s and 3s.

Previous Knowledge:

A.2.1 count reliably at least 30 objects

A.2.3 recognise odd and even numbers up to 30

A.2.4 read and write numerals from 0 to at least 30

Success Criteria:

- I can count forward and backwards in steps of 1s, 2s, 3s, 5s, and 10s to and from any whole number up to 30.
- I can find similarities and differences in number patterns
- I can create a pattern

Vocabulary:

Ones/twos/threes/fives/tens

Count on/count back

Estimate/guess

Number grid

In steps of

Patterns

Next

Odd and even

Resources:

- number grid / number fans
- rough paper (ball fight)
- flashcards with maths vocabulary
- caps (2 different colours)
- whiteboard marker
- Maze worksheet
- dice
- Hinge point question (on ppt)
- task cards (in ppt)

- task card assessment (in ppt)
- Journal Sheet
- music instruments
- Teacher's Observation sheet
- Students' self-assessment resources

Mental Warmup

Ball fight

Ask learner to write a 2digit number on a piece of paper. Form it as a ball. Have a ball fight until teacher whistles. Open any ball and write something about that number (15 to 20 sec). Repeat for three times. At the end, open a paper and discuss answers.

Lesson

Introduction: (**Working in pairs**)

1. Ask learners to circle numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, (..... 30) /or counting in 3s
2. Ask learners to describe the pattern used:
e.g. one number 'yes' one number 'no', skip a number, even numbers only, **counting in 2s**.
3. Introduce the concept of counting in 2s.
4. Ask learners to use the same pattern 'counting in 2s' but start from number 1. Mark numbers on a different number grid.
5. Ask learners to describe similarities and differences.
eg: **Similarities:** skip a number, counting in 2s, there are 15 numbers up to 30. **Differences:** odd/even numbers, starting

from 2/starting from 1....

Hands on Activities

6. Choose a number less than 10. Start from that number and count in 2s/3s. Describe your pattern/sequence using the maths vocabulary (flashcards on display)
7. Choose an even number between 5 and 10. Start from that number and count in 2s/3s. Describe your sequence/pattern.

8. Hinge Point Question

I am counting in 2s/3s. I start from 11. What is the next number?

- A. 12 B. 13 C. 14 D. 30**

Counting Backwards

9. Challenge learners to count backwards in 2s/3s starting from 20. Ask them to Think, Pair and Share and show their sequence using the number cards on the table.
(teacher to observe and ask questions) - Which is the first number? Which is the next number counting backwards?
10. Children to practice counting backwards, describing sequence using same maths vocab as before.
11. Challenge children with a maze. Who is a Math Champion? Who can find his winning badge by counting backwards in steps of twos starting from number 21?
(Variation: use beebot/ Constructa Bot)

Connecting Maths to other Subjects/Linking patterns

12. Use the same pattern (counting in 2s/3s) and present the pattern using caps: How many colours do you need? Why? What are the two colours representing? If the first blue cap is 4 what is the next blue cap? If the blue cap is 4 what is the next red cap?
13. Use the same patterns, give children music instruments to play the pattern using different instruments.

Problem Solving in Groups of 3

14. Task Card

I start at a number less than 10. I count in 2s/3s. The last number I circle is 30. Which is my starting number?

15. Journaling

Resources: envelope with cards

Work sheet

Dice/pencils

Form of Assessment:

Teacher's Observation sheet

Pupils' self- assessment using popsicle stick smileys / 1 to 4 rubric