

Sort it Out!
Year 1
Maths Support Team

Ice-Breaker



- Divide yourself into 2 groups.
- Arrange yourselves according to date of birth.
- Let's play – Musical Sort

Mathematics in Kindergarten is concerned with pre-Maths activities in:

a) *Sorting and Classifying*

Sorting and classifying objects into sets contribute to the development of logical thinking.

- recognising a group or set of objects: tea set, pastry set, bathroom set, etc.
- one to one correspondence: 1 egg - 1 egg cup, etc.
1 cup - 1 saucer - 1 spoon
- determining if one group is more or less than another or equal to one another:
3 hats - 6 children
2 forks - 2 knives
- finding one more or one less than a number from 1 to 10.

Ideas from the Kinder years

Kindergarten Guidelines

What's in the Syllabus?

YEAR 1

LEARNING OUTCOMES

Children will be able to:

- | | |
|-------|--|
| L.1.1 | solve a given problem by sorting, classifying and organising information in simple ways. |
| L.1.2 | discuss and explain results. |

KEY VOCABULARY

sort
label

OPPORTUNITIES

Children should be given a range of opportunities such as:

- sorting different shapes, colours, animals, vehicles etc. into two distinct categories (categories can be identified by teacher or by children themselves).

What will they learn? What's new?

Year 1

What's in the Syllabus?

YEAR 2		
LEARNING OUTCOMES Children will be able to:	KEY VOCABULARY	OPPORTUNITIES Children should be given a range of opportunities such as:
L.2.1 solve a given problem by sorting, classifying and organising information in simple ways.	Sort set label	<ul style="list-style-type: none">• sorting objects or pictures in two distinct categories (categories can be identified by teacher or by children themselves).• looking closely at categories to understand that the same objects can be sorted in different ways.• sorting objects or pictures in a list or simple table.
L.2.2 discuss and explain results.	list table	

Where will we lead them to?

Year 2

Learning Outcomes – Level 4

Learning Outcome: 5) Children who nurture positive attitudes towards learning and become engaged and confident learners

Related Achievements: Children who develop a range of cognitive skills to include labelling/identifying, recognition, sorting, hypothesising, predicting, comparing, sequencing and grouping

- 1 I am able to gather information from different sources to learn about the world around me including through: labelling, identifying, recognising, grouping, sequencing, hypothesising, exploring, experimenting, organizing, planning, selecting, memorizing, predicting, analysing, justifying, questioning, anticipating and verifying.
- 2 I make and express choices, plans, and decisions.
- 3 I sort objects according to more than one criterion.
- 4 I can investigate in order to understand how and why things happen.
- 5 I can use my senses to gather information about objects or events and master the necessary vocabulary to share my discoveries.
- 6 I compare by noticing similarities and differences in objects.
- 7 I classify objects according to properties e.g. such as size, colour etc. and by creating categories and sub-categories.
- 8 I am able to talk about cause and effect relationships.

Vocabulary

makes

less

double

How many?

add

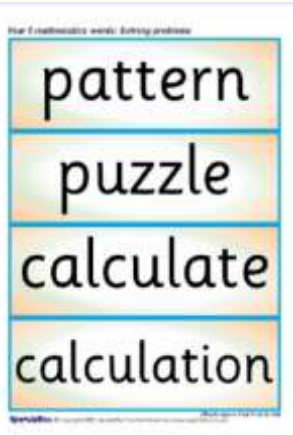
empty

order

- Children should be exposed to the **mathematical terms** in English from an early age.

Using Flashcards

- Prepare flashcards with the vocabulary to be covered during the week.
- When you are using this vocabulary attach the flashcard somewhere in the classroom visible to the whole classroom.
- Whenever you use this vocabulary point to it so that children are exposed to the Maths Vocabulary – they are not just hearing it but seeing it.



Decide as a group on a theme you will work with your class.

Come up with various words for that theme.

- Longest word/Shortest word
- Which words have equal number of letters?
- Put them in alphabetical order.
- How many vowels and consonants?
- What is the difference in letters between the shortest and the longest word?

Put the words on the table.

What questions can you elicit from students when using such activity?

Activity 1 – Vocabulary



Activity 1b – Vocabulary

- Now cut each letter individually and put them altogether.
- Sort them out into 2 different groups and explain how you sorted them out.

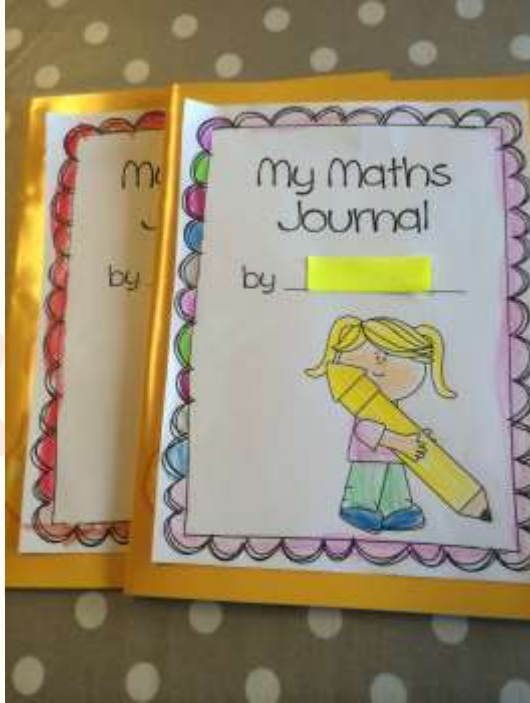
ROVING REPORTER

Roving reporter

- A **Roving Reporter** is a member of a team who roams around the room seeking ideas and help from other groups.
- The reporter has to give the ideas posed by all the groups to the whole class.



Maths Journaling -



What is a Maths journal?

A maths journal is a reflective book of pupils' understanding of Maths concept.

Maths journals can be used to:

- Record the solutions to maths problems
- Write about learning.



Why use Maths journals?



- Students articulate what they are learning. It is important to provide many opportunities for students to organise and record their work without the structure of a worksheet.
- Journals serve as an invaluable assessment resources that can inform classroom instruction.

How often should I use Maths journals in My class?

This is entirely up to the individual teacher. Some teachers use them several times a week. The important thing is to ensure that students are being given regular opportunities throughout the year to record their mathematical thinking in a way that make sense to them.







My Maths Journal

What is your favourite colour? Find out your classmates' favourite colours.

Draw a pictograph in your maths journal.

Use one 😊 to represent 1 learner.

	
	
	
	
Other colour	

Data Handling Journal Entry examples -

Journal examples -

On create a question and ask up to 10 friends, recording answers in tally marks. Next they complete graph.

Do you _____ ?

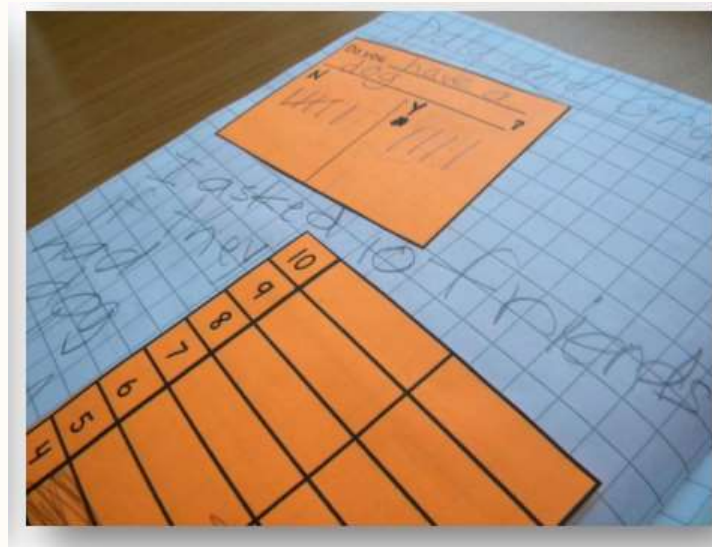
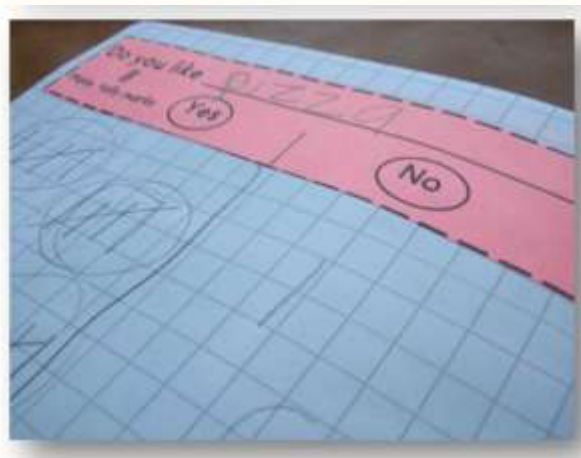
Y	N
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Do you _____ ?

Y	N
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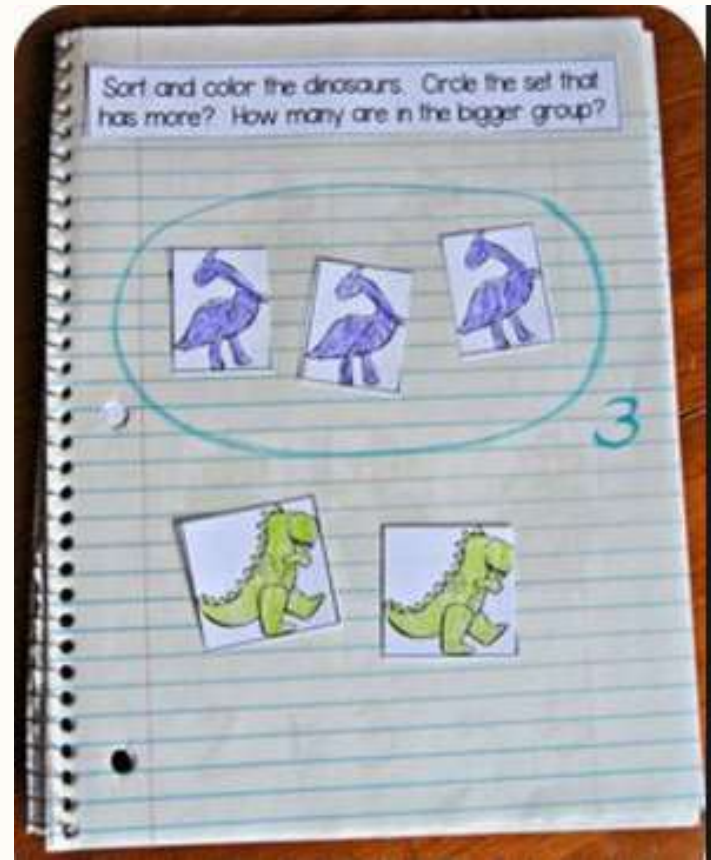
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	Yes	No

10		
9		
8		
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5		
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3		
2		
1		
	Yes	No



Journal Prompts -

Can you sort these buttons in more than one way?



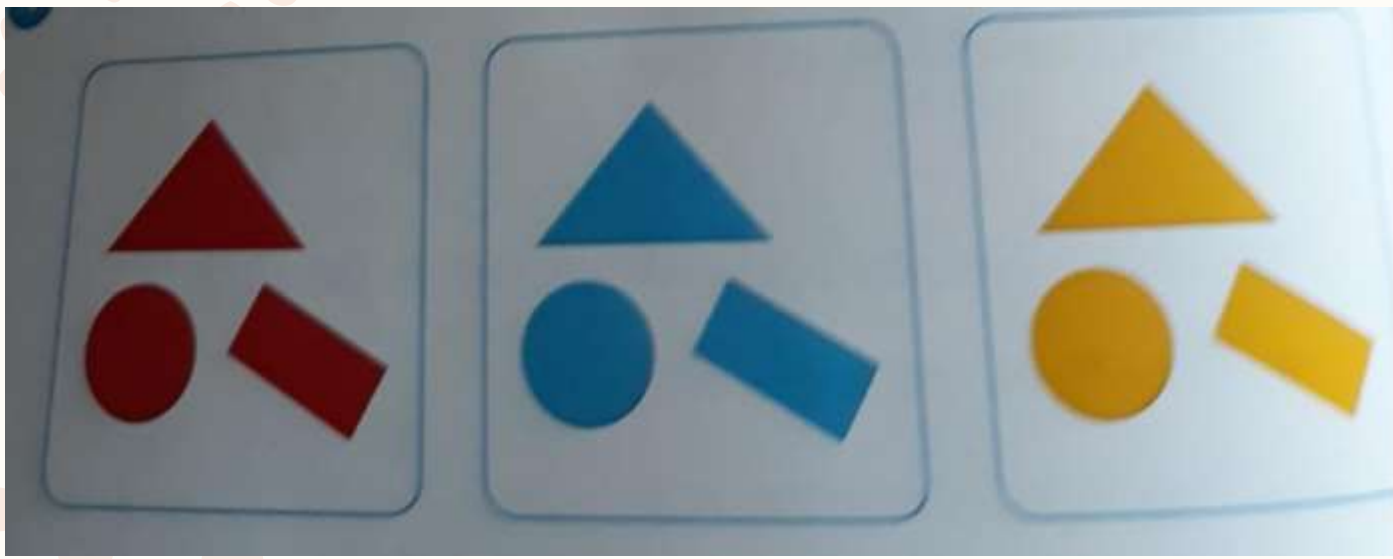
What is a hinge point question?



Let's try it out – Using 4 corners

What is Maths Journaling?

- A. Journaling is a notebook with Maths notes from teachers.
- B. Journaling is always interactive and done as classwork.
- C. Journaling involves having students record their thoughts, understanding and explanation about Maths ideas.
- D. Journaling is a type of portfolio portraying students' progress throughout the year.



George says that these 2 sets are sorted out according to colour.

- A. Correct
- B. Not Correct