Charmaine Willett Renmark Junior Primary School

Black Birds in Room 5

The activity I have chosen is Black birds. My aim for this unit is to get my children thinking mathematically!!! Have a go at solving problems and recording the results. To improve their number knowledge and counting skills.

SACSA- Outcomes

Number 1.8 Id, T, C. KC7

Use counting strategies to answer questions about situations that involve number operations, use of a calculator and informal and standard algorithms.

Pattern and Algebraic Reasoning 1.9 F, T, C. KC1

Recognises and constructs spatial and numerical patterns with concrete materials continues these patterns and predicts what come next.

Lesson 1.

I introduced the song "Sing a song of sixpences" to the class. We sang it through twice and talked about the people in the nursery rhyme. Then we got onto the birds. My first question was "How many birds came out of the pie?" The responses were 20, 20 plus 4. So I asked "How many is 20 + 4 = the response was 24.

I got the class to sit in a circle and in the middle of the circle I put down 8 lino squares.

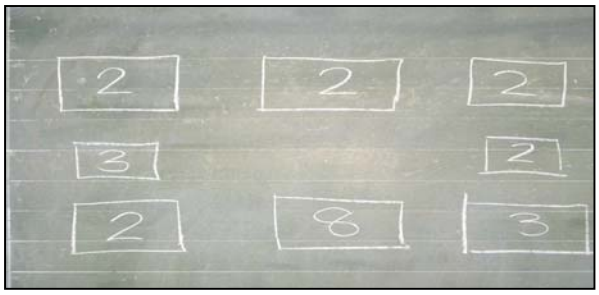
I then gave each of the children a black bird.

I said to the class "The Queen liked the birds so much that she had some bird feeders made for the royal garden."

Now we are the birds visiting the bird feeders. Can all the girls put their bird on a feeder now the boys?

Let's look at each of the bird feeders and record the birds on each feeder.

I recorded the feeders on the board and as a class we counted how many was on each feeder. Then I recorded the numbers in the boxes on the board.



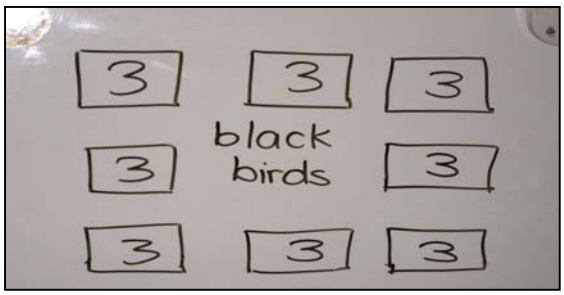
Then the children had a go at recording the information in their book.

Lesson 2.

We started the lesson by singing the nursery rhyme. We were sitting in a circle around the bird feeders on the floor. I asked the question "If we had more birds at one of the feeders would the birds have the same amount of seed to eat. The response was "no".

So "how many birds do we need to have on each feeder for them all to have the same amount of seed". The response was "3 or 6". "So which number would you like to try"? The response was "3 ". AHA!!!!!!!!

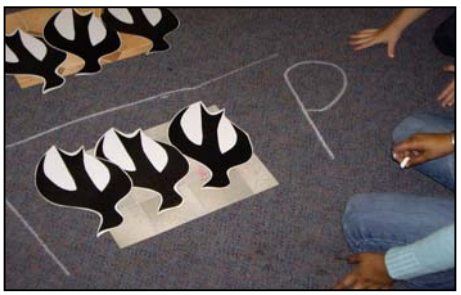
Then all the children put the birds on to the mats. Then we recorded the numbers.



Lesson 3.

This lesson I asked the children "How many birds are on each of the feeders?" Response was 3.

"How many do we have in each line?" The children came out to add up the lines.



What would happen if we changed the number of the birds on each feeder? Response was we could change to 6.

How many feeders are used?
Response was 4.

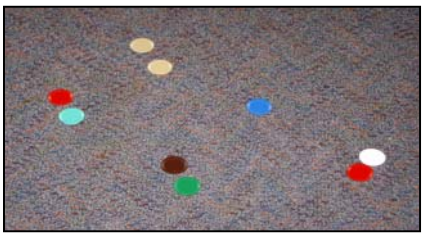
What would happen if we added up the lines now? What would we get?

We added up the top line and got 12. Then we added up down the side and got 18. Then we added up the other side and got 0.

By this stage I realized the children had no idea about adding up the lines to get 9. So I had to go back to looking at the number facts of 9. This will be covered in our next lesson.

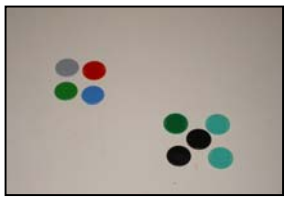
Lesson 4.

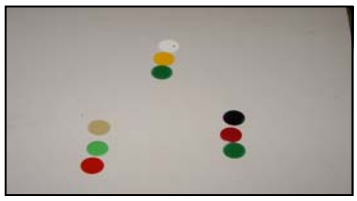
In this lesson we looked at the number facts of 9. So first we counted to 9. Then I asked what numbers could we put together to get to 9. I gave each child 9 counters to see if they could make groups with their 9 counters.

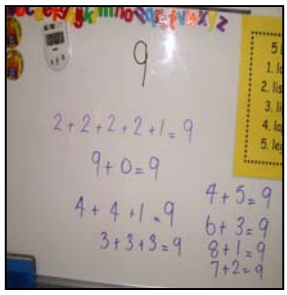


They moved back to their tables to work. Some children looked puzzled as to what they had to do. Some children worked through the task and came up with different groupings.

For example 3+3+3 =9, 2+2+2+2+1=9, 4+4+1=9







Lesson 5.

We looked at the number 9. I got 9 children to stand up and hold large numbers in front of them. Then I started to ask "What number do I add to get to 9?" The response was 0 I wrote the sum on the board **9+0=9**.

Then I sat down 1 child and asked "How many children do we have?" Answer 8. Then I asked "What number do I add to get to 9?" The response was 1 and the sum read **8+1=9**.

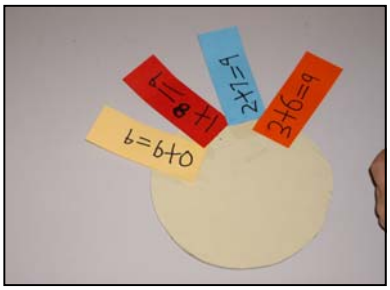
Then I sat down 2 children and asked "How many children do we have?" Answer 7. Then I asked "What number do I add to get to 9?" The response was 2 and the sum read **7+2=9**.

Then I sat down 3 children and asked "How many children do we have?" Answer 6. Then I asked "What number do I add to get to 9?" The response was 3 and the sum read **6+3=9**.
Then I sat down 4 children and asked "How many children do we have?" Answer 5. Then I asked "What number do I add to get to 9?" The response was 4 and the sum read **5+4=9**.
Then the children had a go at recording the sums into their book.

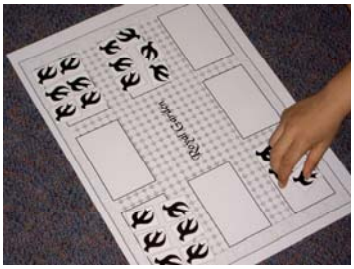
Lesson 6.
In today's lesson we talked about the number facts of 9 that we worked on in the last lesson. I wrote them onto the board.

9+0=9	4+5=9
8+1=9	3+6=9
7+2=9	2+7=9
6+3=9	1+8=9
5+4=9	0+9=9

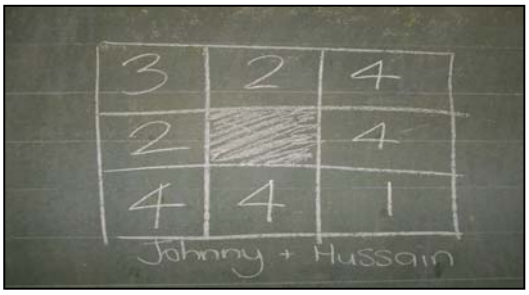
The children wrote the sums onto coloured card and we stuck them onto circles for a display.

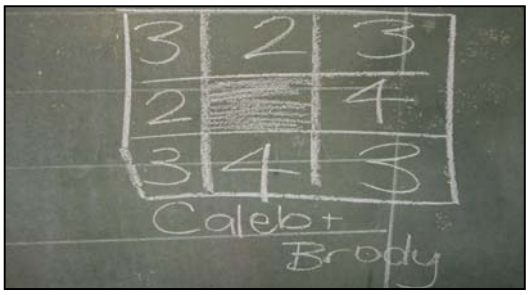


Lesson 7.
Today I got the class to groups of 3. In their groups they are going to use the A3 sheet of the royal garden and 24 little black birds. The task is to divide the birds onto the feeders and record your findings.



As the children were working it was interesting to see the groups who worked together and those who didn't. I recorded some of the findings on the board.





Some groups didn't understand the task and needed some encouragement to have a go. I didn't get each group to record their numbers on a sheet I'll try that another day.

Throughout the lesson I watched the children very involved in the task and I was shocked or AHA!!! To find a group of children did come up with a group of different numbers. It was wonderful to find the children working together in groups, trying to solve a problem or learn something new.