




Marvellous Me—Term 1:

designed by Rob Vingerhoets & deciphered by Cathy Tascone.

Marvellous Me—these activities can either be planned or they may ‘just happen’. Which ever way they are done, they must be **documented** into your work program. You may like to document how/what happened. You must also find time to write how the activity was supported for the kids or extended for your students.

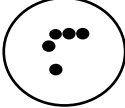
Marvellous Me

- Birthday graph
- Heights (paper plate with streamers)
- Pictographs (eye colour, hair colour etc...)—bar graphs
- Human sorting/thinking linking. Kids identify the attributes used to group the grade. E.g. hair length, hair colour, short/long hair; eye colour, shoe type, jumper no jumper...kids must be able to articulate attribute used.
- What make me the same? What makes me different? This could be represented using a Venn Diagram
- Number in family & position in family
- Ages of siblings
- Favourite things; toys, video games etc...
- Conduct pet or similar survey
- Put Your Foot In It (Rich Assessment Task {31})
- 15 seconds of fame
- Baby maths— weight
 Thing you can do now that you couldn't do before
 Age at first steps; could feed yourself; first teeth
 Time you were born
- Use laminated feet to measure things in the room & outside the room. Find things shorter/longer than your foot.
- Link with me—the teacher says, “I have a dog.” Kids who have a dog come out & link arms with the teacher. The child at one end then makes a statement, e.g. “I have one sister.” The kids who have one sister then join the link. Keep going with different attributes until all kids are linked; use football teams, ‘I barrack for Collingwood’; ‘I live in Dorchester Street’. (You can then show some of this as a Venn Diagram.)
- Tell me 10 things about a    Do these on separate days.
- Human Maths: change the amounts as needed
 eg.
 - 3 kids—how many legs?
 - 4 kids—how many eyes?
 - 5 kids—how many ears?
 - 2 kids—how many fingers?
- Dice Doing: roll a big die, teacher nominates a child to do jumps or claps etc... If a 4 is rolled, the child jumps 4 times etc...
- Numbers around us: Go on a number walk around the school & look for numbers; e.g. clocks; room numbers; number plates etc...
 Go for a number walk around the block.
- Tell me something about the number.....pick a number between 1 and 20. Make the number big, so you can write in it or around it.
 e.g.

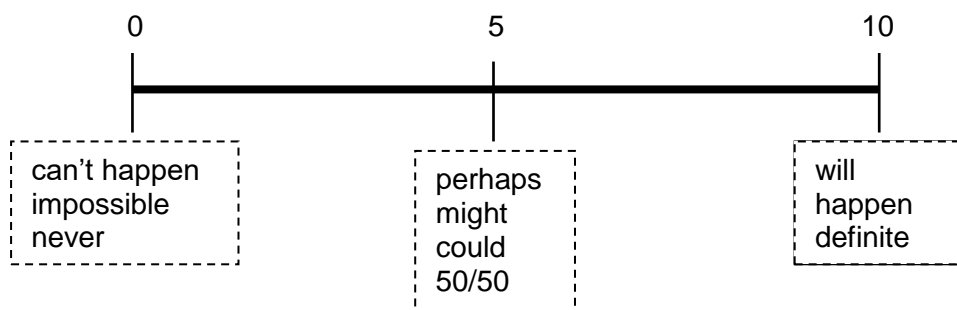


Do a big 7 (or other number) on a large sheet of paper.

- Shapes around us: Go on a shape walk around the school & look for shapes; e.g. circles, rectangles, etc.....
Go for a shape walk around the block.
- Patterns—shape, colours & numbers
- Mind reader—simple clues to a number
- Sorting & classifying—buttons; attribute blocks; fruit; dinosaurs; people sets etc.....have free, but also some directed play.
- Construction: emphasis on—height; shapes (2D & 3D); have the kids draw the shape then build it.

- Subitising: 

- Numbers 0 to 9 based activities:
 - Human number line
 - Line up 0, 1, 2, 3, 4, 5, 6, 7, 8, 9—count up & down
 - Odd & Even ‘physical’ pattern—step out the even (odd) numbers; see if the kids can complete the pattern before you do
 - Spot the attributes: 1, 7, 4=straight lines; 0, 8,3,6=curvy; 9,5,2=straight & curvy or whatever the kids give you
 - Sit down clues: e.g. if you are the number of days in the week give your number to someone else; fingers on a hand; number of eyes; this many pigs in the story; sounds like ‘gate’.
 - Before & After
- Order the key times of the day: morning play; lunch; library etc...
- Sequence a whole day: getting up, breakfast, going to school etc...
- Probability Line: should be 1 metre long & laminated. Use big dot stickers to put on the line.



- The probability line: weather related; someone will go to the sick bay today; Mr Principal will visit our classroom today etc...
- Spatial Language:
 - Inside/outside; above/below; in front/behind; left/right; between; through; around; over/under. Use the playground to ‘play’ with these concepts.
 - Human balances—make me a balance using two hands and one foot; one hand (left or right) one knee and one foot; two elbows & two knees. Have fun with this.
- Shapes: cylinders; squares; rectangles; circles; hoops etc...

DATA—all about ME

- Birthday graphs
- Eye colour
- Number of people in the family
- Pets
- Length of feet
- Heights
- Hair colour

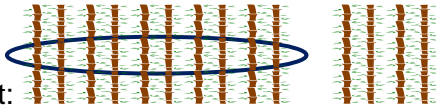
Rhymes & Literature—

- 1, 2, 3, 4, 5 Once I caught a fish alive...
- One, two buckle my shoe...
- 10 green bottles...
- Ten little monkeys...

First Hundred Days of School—

Numerate:

24	25	26	27	28	29
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Bundle it:

Unifix it:

Ten Frame:

•	•	•	•	•
•	•	•	•	•

•	•	•	•	

Abacus it:



Money it:

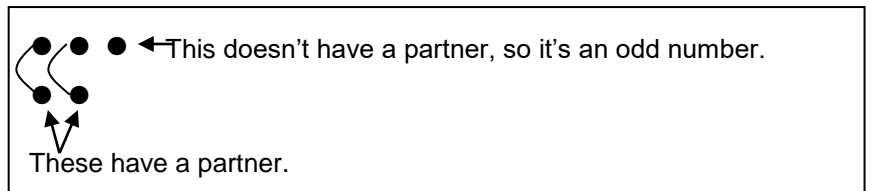


Attendance: this can be done 'part' (boys' numbers), 'part' (girls' numbers), 'whole' (the whole grade).

boys 13	girls 12
Total in the grade today? 25	

Lining Up:

Ordinal Numbers
Odd numbers
Even numbers



Daily Weather/Day of the Week/Date

What's on today?: create a visual timetable.

- First, second and after that?
- Sequencing
- Before recess/after recess

Patterns: 2 attributes initially

- Shape
- Colour

Pick the odd one out: use the kids—boy, girl, boy, girl; boy, boy, girl; etc...do this with shapes & numbers

- Family tree diagram:

