



*Creating a whole generation of
kids that are confident in maths*

**BUILDING A
FOUNDATION OF MATHS
PART 2 OF 3**

SAMPLE - LESSON 1A

**GREEN LEVEL
ONE**



**MATHS
AUSTRALIA**

Lesson Pre : Number Recognition (Counting Units 0-9)

WHAT YOUR STUDENT WILL LEARN

To count units from zero to nine and connect them to their number symbols.

LESSON FOCUS

This lesson helps students learn to count using physical, identical objects like green unit blocks before moving to abstract symbols (numerals 0-9). The key idea is to connect a physical quantity to its name and symbol, and to help them understand that each number is "one more" than the one before it as they count.

KEYS FOR TEACHING

Start with physical, identical objects (green blocks) to reduce cognitive load.

Model counting by touching each block as you say the number to demonstrate one-to-one correspondence.

Introduce numerals as a "secret code" for communicating with someone else the number of blocks and drawings.

YOU'LL KNOW YOUR STUDENT UNDERSTANDS WHEN THEY CAN

Accurately count a group of up to nine green unit blocks.

Show a number from zero to nine using green unit blocks.

Draw a picture (like green squares) to represent a number of blocks.

Match numeral cards 0-9 to the correct group of blocks.

Writes numerals 0-9 to represent the number of blocks built and drawn.

Explain that each number means "one more" than the number before it when counting.

MATERIALS YOU'LL NEED

Integer Block Kit (green unit-blocks)

Whiteboard or large paper

Green pencils or crayons

Numeral cards 0-9

Green Level One Student Workbook (Worksheets - Pre)

TIPS IF YOUR STUDENT IS STRUGGLING

Focus on the concrete: Spend more time on the hands-on learning with blocks, as this is the foundational step.

Revisit one-to-one correspondence: Ensure they touch each block exactly once as they say the number to help with counting accuracy.

Sing familiar counting songs like "0, 1, 2, 3, 4, 5, once I caught a fish alive" to build confidence with the oral counting sequence.

GAMES AND GAMES AND FUN EXTENSION ACTIVITIES

"Number Detective": Lay out a variety of objects and have the student count them, then find the correct numeral card.

Drawing a story: Ask the student to draw a number of squares and tell a simple story about the picture.

INTUITIVE - GETTING STARTED

Learning Facilitator: Ask your student, "Who can count? How high can you count?". Sing a familiar counting song together, like "0, 1, 2, 3, 4, 5, once I caught a fish alive". Say, "Today we are going to learn how to show our counting using special blocks".

Student: *Participate in the song and discussion. Orally count as high as they can.*

Observe: Note your student's participation and oral counting fluency.

CONCRETE - HANDS ON LEARNING WITH BLOCKS

Learning Facilitator: Introduce the green blocks: "These are our counting blocks. They are all the same". Model counting by placing one block and saying, "This is one." Place another and say, "This is one more. That's two". Touch each block as you count to show one-to-one correspondence. Say, "Let's build together. Show me three blocks".

Student: *Touch and count blocks with you, building specified quantities (0-9). Verbalise the process, "This is one block. This is two blocks..." or "I have three blocks".*

Observe: Check that your student touches each block exactly once as they say the number (one-to-one correspondence) and says the numbers in the correct, stable order.

REPRESENTATIONAL - DRAWING THEIR UNDERSTANDING

Learning Facilitator: Say, "Now, let's draw what we built with our blocks." Model drawing 3 green squares for a group of three blocks. "I had three blocks, so I draw three squares". Say, "Now, you build a group of four blocks. On your whiteboard, draw a picture of your four blocks".

Student: *Draw green squares to represent the number of blocks they have in front of them.*

Observe: Check that the number of squares drawn matches the number of physical blocks.

ABSTRACT - USING NUMBERS AND SYMBOLS

Learning Facilitator: Say, "Now we will learn the secret code for our numbers! These codes are called numerals". Introduce the numeral cards 0-9. For each card (e.g., '3'), say: "This is the numeral three. It's the code for the three blocks we built and the three squares we drew".

Student: *Listen to the concept of numerals as a 'code'. Match the correct numeral card to their block construction and drawing.*

Observe: Note the accuracy in matching the numeral symbol to the quantity.

VERBAL & COMBINED PRACTICE - TALKING ABOUT IT

Learning Facilitator: Ask your student to complete a full sequence. "Show me 5 blocks. Draw your 5 blocks. Now find the numeral card for 5". Point to a numeral card, for example '8'. Ask, "What does that mean you need to do with your blocks?".

Student: *Build, draw, and match the numeral for a given number. Explain the process: "This is the number 8, so I need to get 8 blocks and draw 8 squares".*

Observe: Assess whether your student can move between the concrete (blocks), representational (drawing), and abstract (numeral) forms for a given number.

EXPLICIT INSTRUCTION & REVIEW - WRAPPING UP

Learning Facilitator: Say, "Today we learnt to show numbers in three ways: with blocks (that we feel), with drawings (that we see), and with numerals (the maths code). They all mean the same thing!". Reiterate, "Remember, when we count up, each number is one more than the one before".

Student: *Recall what they learnt, for example, "We counted blocks, drew them, and matched the number card".*

Assessment: Green Level One Student Workbook (Worksheets Pre|1 - Pre|8).

GREEN LEVEL ONE

STUDENT WORKBOOK

Metric Edition

Student's Name

By Esther White

Scope & Sequence

GREEN LEVEL ONE

Pre|1 . **Number Recognition - Counting Units**

1A **Place Value - Units, Tens, Hundreds**

1B **Place Value - Hundreds, Tens and Units Combined**

2 **Counting To Twenty**

3 **Counting To One Hundred, Skip Counting by Ten**

4 **Skip Count To Find Area**

5 **Skip Counting by Two**

6 **Geometric Shapes - Circles**

7 **Geometric Shapes - Triangles**

8 **Skip Counting by Five**

9 **Tally Marks**

10 **Geometric Shapes - Rectangles**

11 **Geometric Shapes - Triangles, Circles, Rectangles, Squares, Patterns**

12 **Integer Blocks**

13 **Addition: Introduction And Symbols, Plus Zero**

14 **Addition - Plus One**

15 **Addition - Plus Two**

16 **Addition - Plus Nine**

17 **Addition - Plus Eight**

18 **Addition - Doubles**

19 **Addition - Doubles, Plus One**

20 **Addition - Making Ten**

21 **Addition - Making Nine**

22 **Addition - Three Plus Five, Four Plus Seven, Five Plus Seven**

23 **Addition Of Tens**

24 **Addition Of Hundreds**

25 **Solving For An Unknown**

- 26 Subtraction - Introduction And Symbols**
- 27 Subtraction - Minus Zero, Minus One**
- 28 Subtraction - Minus Two**
- 29 Subtraction - Minus Nine**
- 30 Subtraction - Minus Eight**
- 31 Subtraction - Doubles**
- 32 Subtraction - Making Ten**
- 33 Subtraction - Making Nine**
- 34 Subtraction - Extras**
- 35 Subtraction - By Seven**
- 36 Subtraction - By Six**
- 37 Subtraction - By Five**
- 38 Subtraction - By Three And Four**
- 39 Telling Time - Minutes Only**
- 40 Telling Time - Hours Only**
- 41 Telling Time - Hours And Minutes Combined**

Place Value - Tens

Count the number of tens shown below using one-to-one correspondence and pointing to each as you progress. Count using the real name, then the common name (or nickname) until you are proficient with both. Circle and then say the number of tens. Colour it the same colour as a ten block.



Example: Let's count the number of tens I have.

One ten.

Let's count them again using 'ty' to tell how many tens we have.

Onety.

Using our nicknames, that's

Ten.

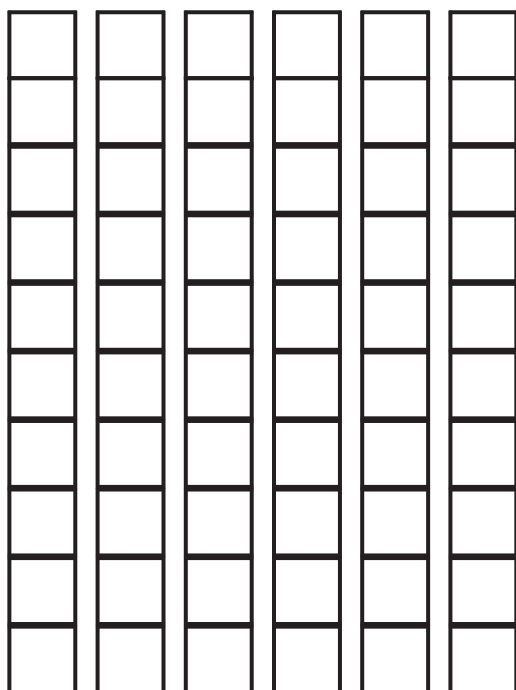
How many tens do I have?

I have one ten.

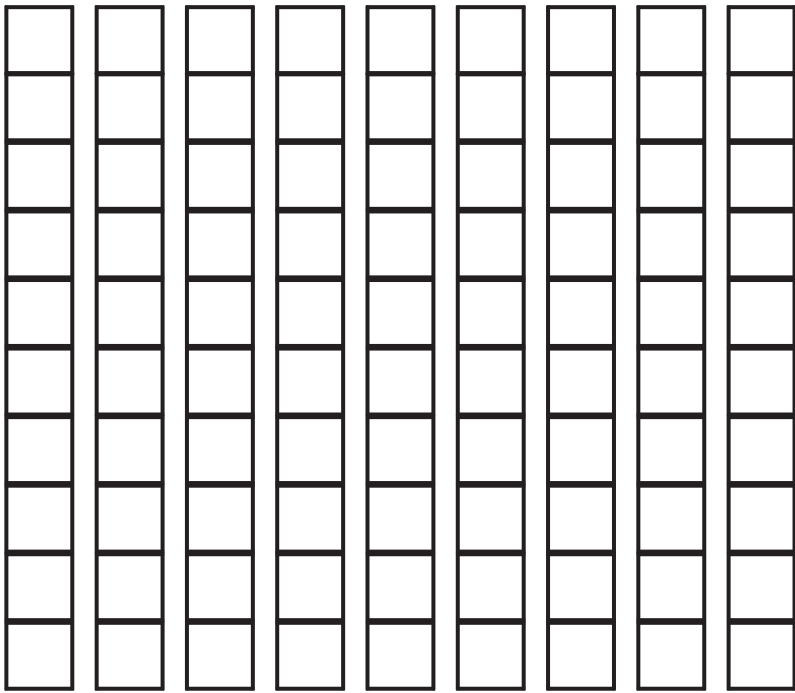
Onety.

Ten.

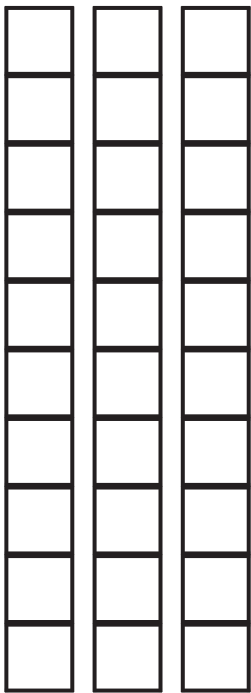
0 10 20 30 40 50 60 70 80 90



0 10 20 30 40 50 60 70 80 90



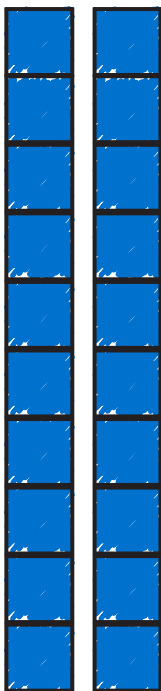
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0 10 20 30 40 50 60 70 80 90

Place Value - Tens

Count, circle and then say the number of tens shown below using the format shown above where you will count them as tens, then with the real name and the common name (or nickname). Colour them in blue then write the numeral yourself.



Example: Let's count the number of tens I have.

One ten, two tens.

Let's count them again using 'ty' to tell how many tens we have.

One-ty, two-ty.

Using our nicknames, that's 'ten, twenty.'

How many tens do I have?

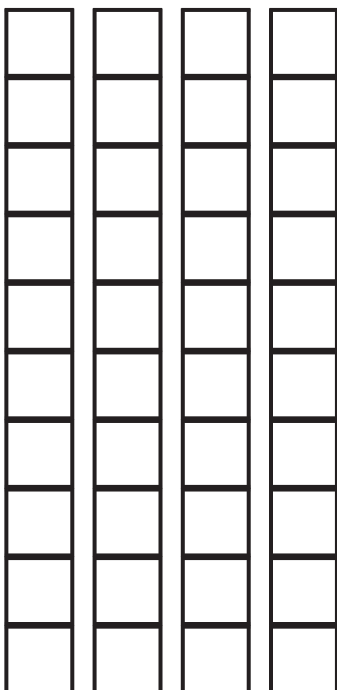
I have two tens.

Two - ty.

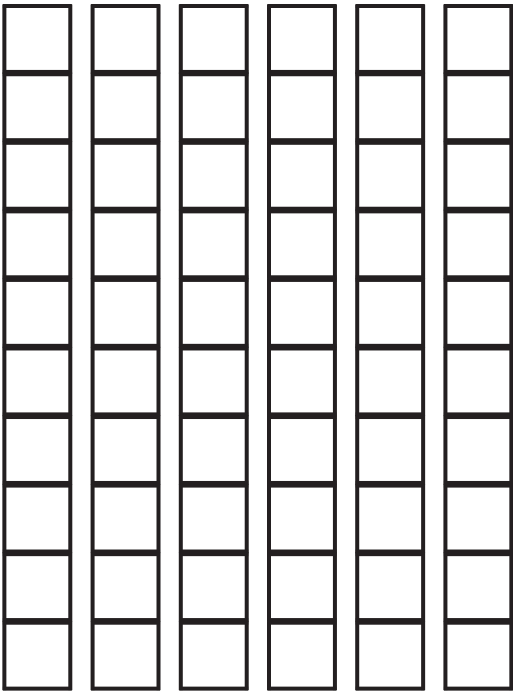
Twenty.

20

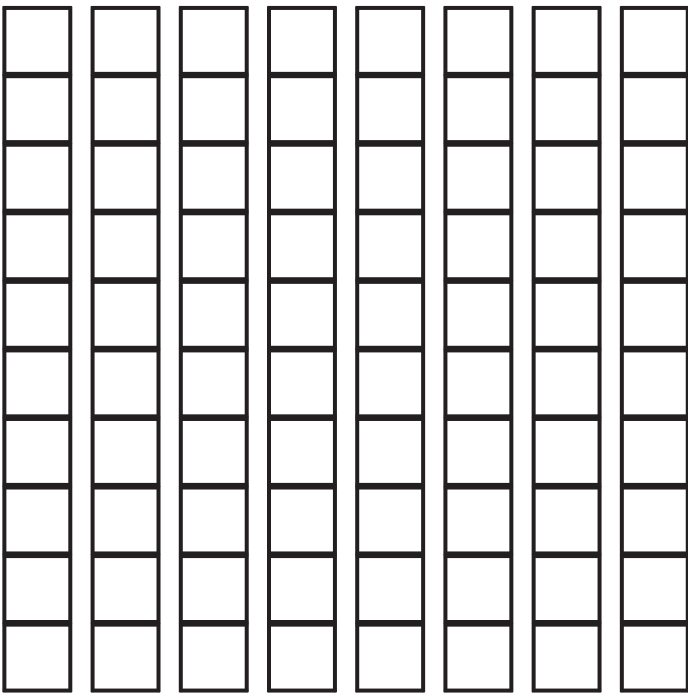
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0 10 20 30 40 50 60 70 80 90



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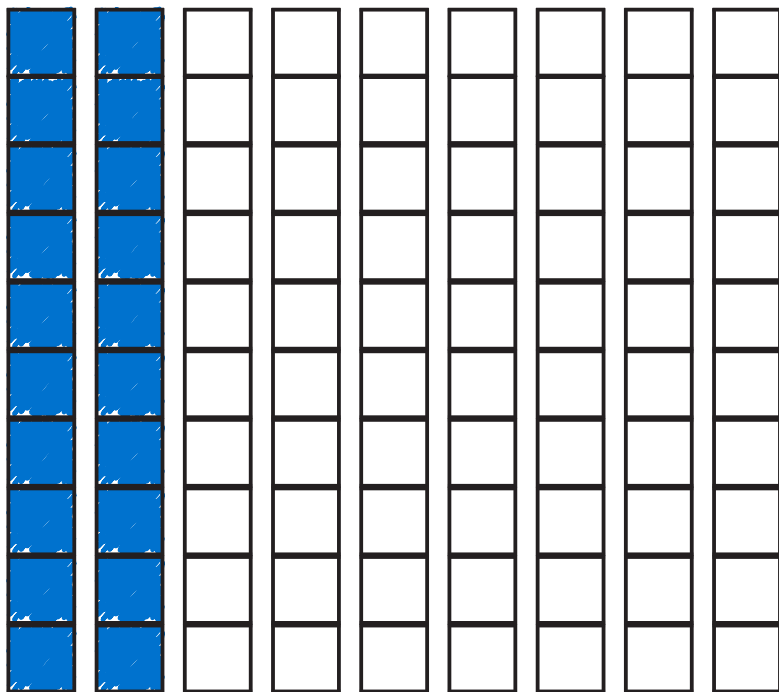


0 10 20 30 40 50 60 70 80 90

Place Value - Tens And Units

Build the number shown. Then colour the correct number of blocks and say the number from left to right as ' ___ tens and ___ units, ___ty ___ '. Say the nickname (or common name) if there is one and colour the blocks.

Example:



2

How many tens do I have?

I have two tens.

How many units do I have?

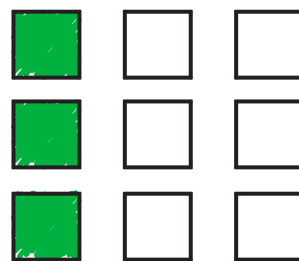
I have three units.

How do I say this number?

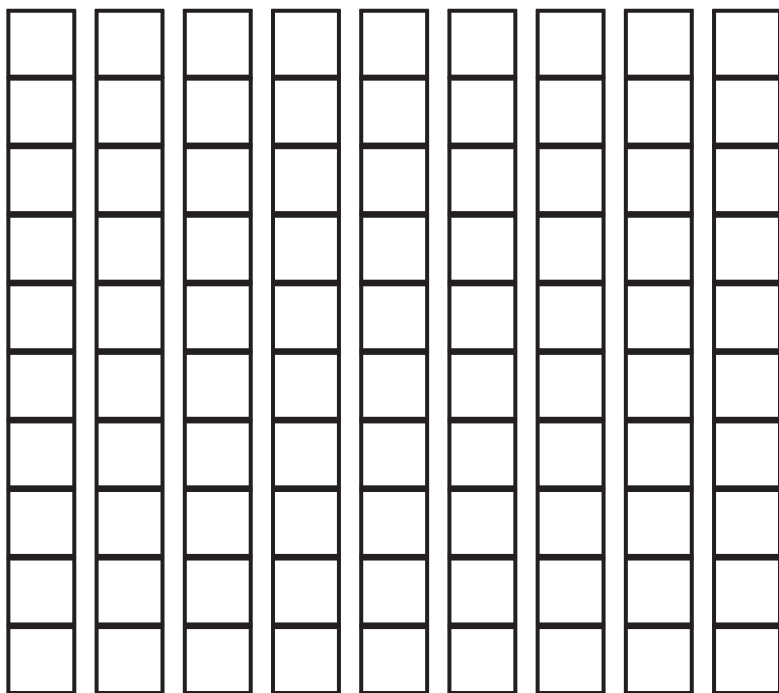
Two tens and three units.

Two-ty three.

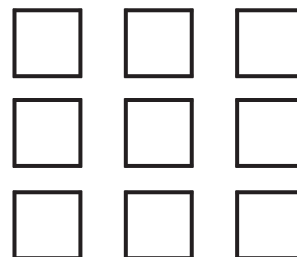
Twenty three.



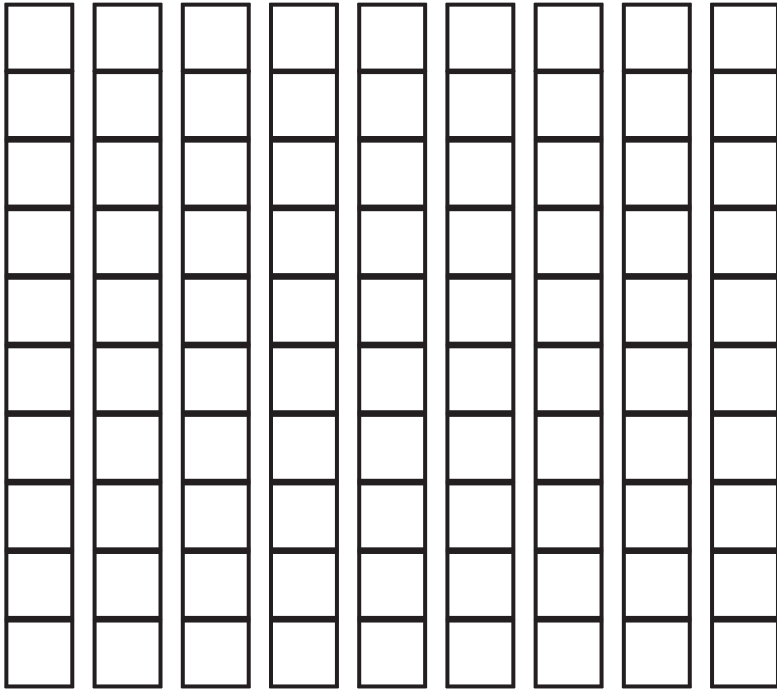
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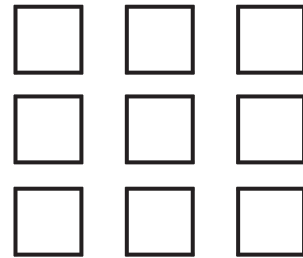
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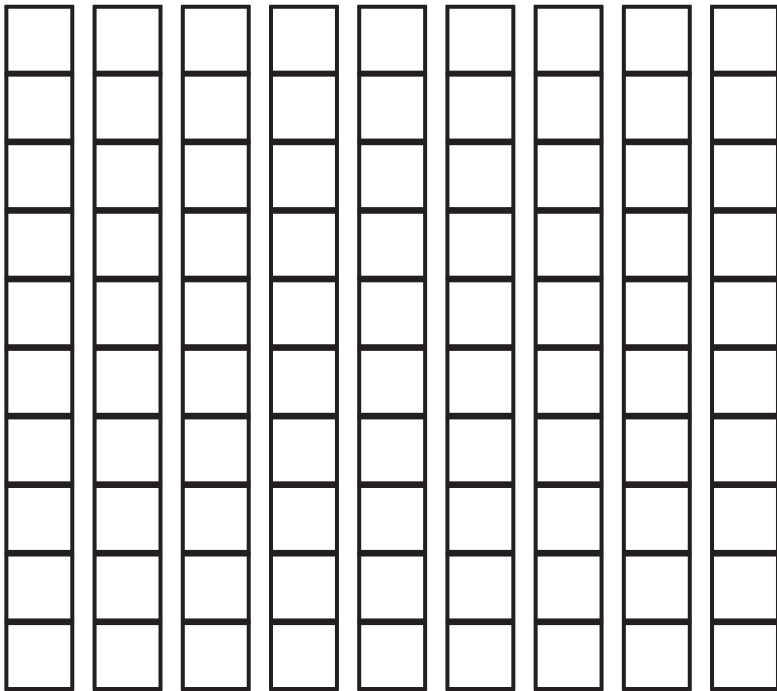
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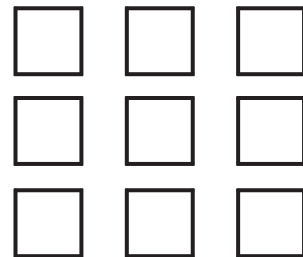
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2



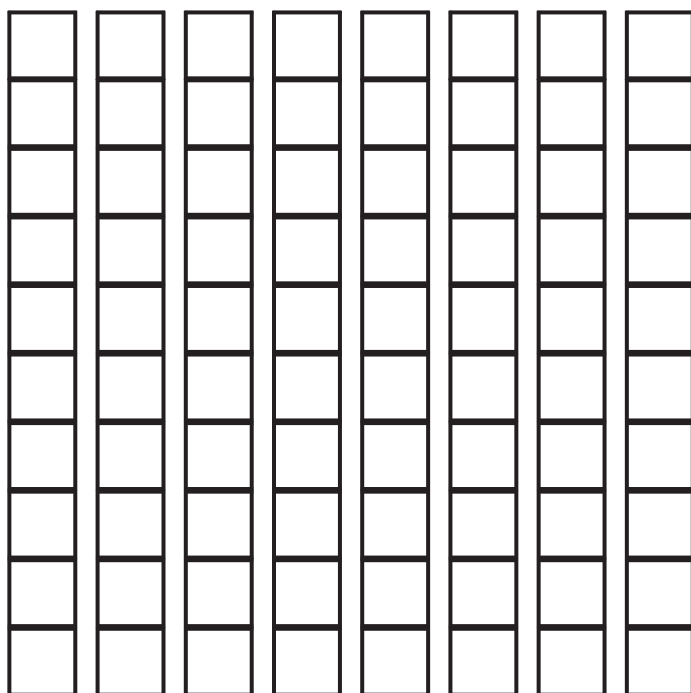
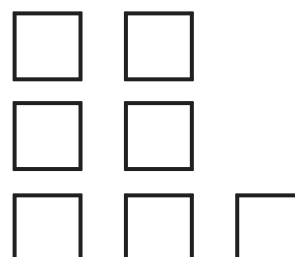
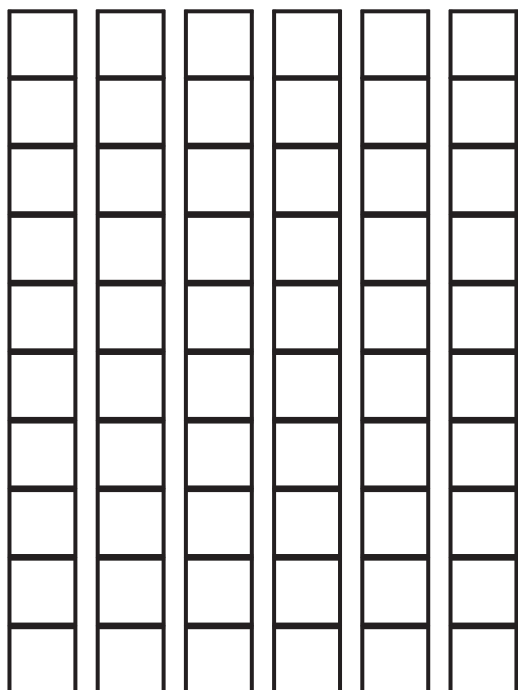
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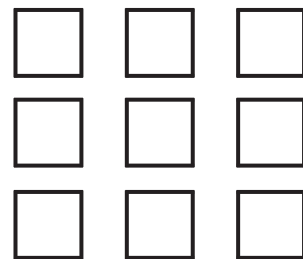
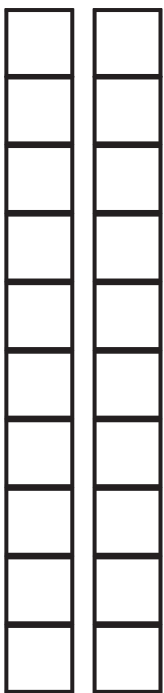
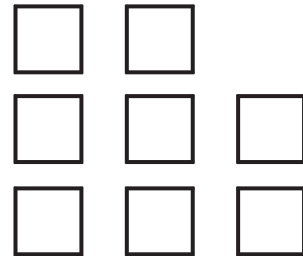
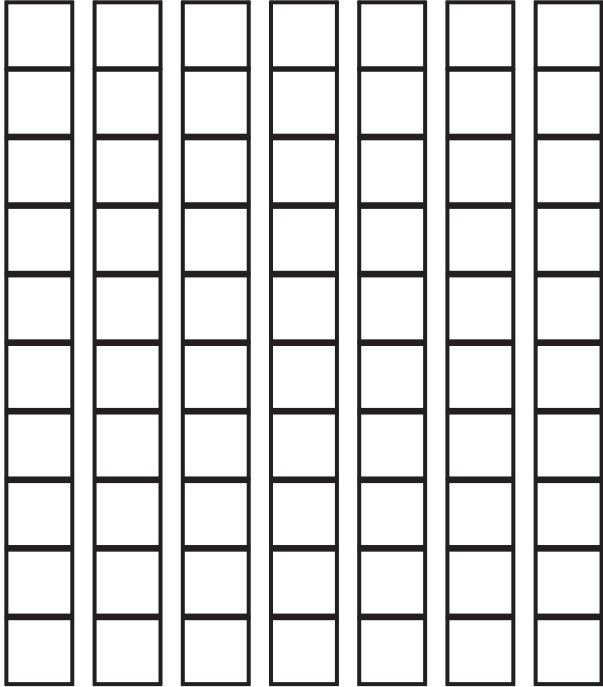


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Place Value - Tens And Units

Build the number shown. Colour the blocks and say the number from left to right “ ___ tens and ___ units, ___ty ___ ’. Say the nickname (or common name) if there is one and write the numerals underneath to match what you have built, coloured and said.





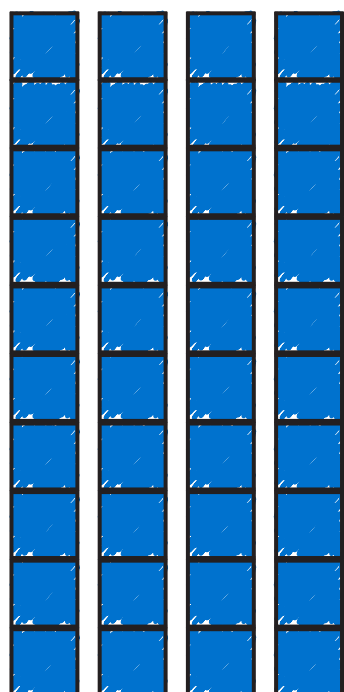
Place Value - Tens And Units

Count, colour, circle, write and say the number of units shown below.

Example: How many tens do I have? I have four tens.

How many units do I have? I have three units.

What number do I have? Forty three.



43

9

8

7

6

5

4

3

2

1

0

0

10

20

30

40

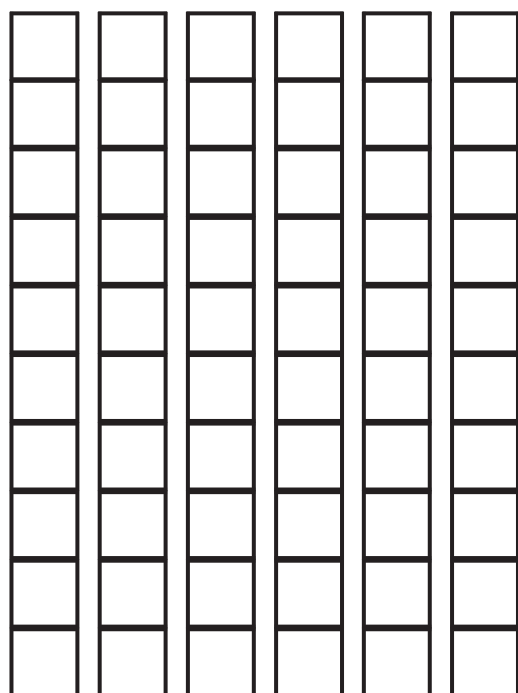
50

60

70

80

90



9

8

7

6

5

4

3

2

1

0

0

10

20

30

40

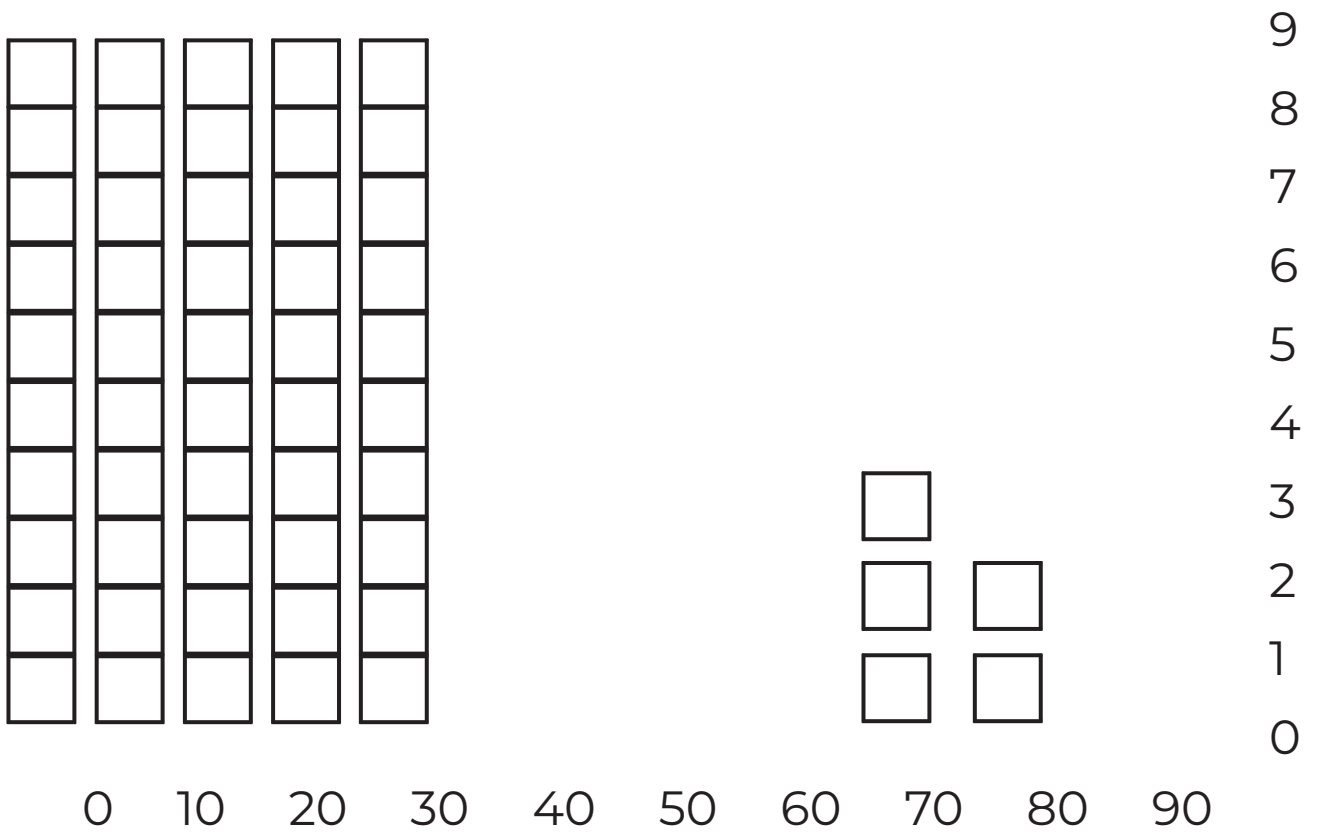
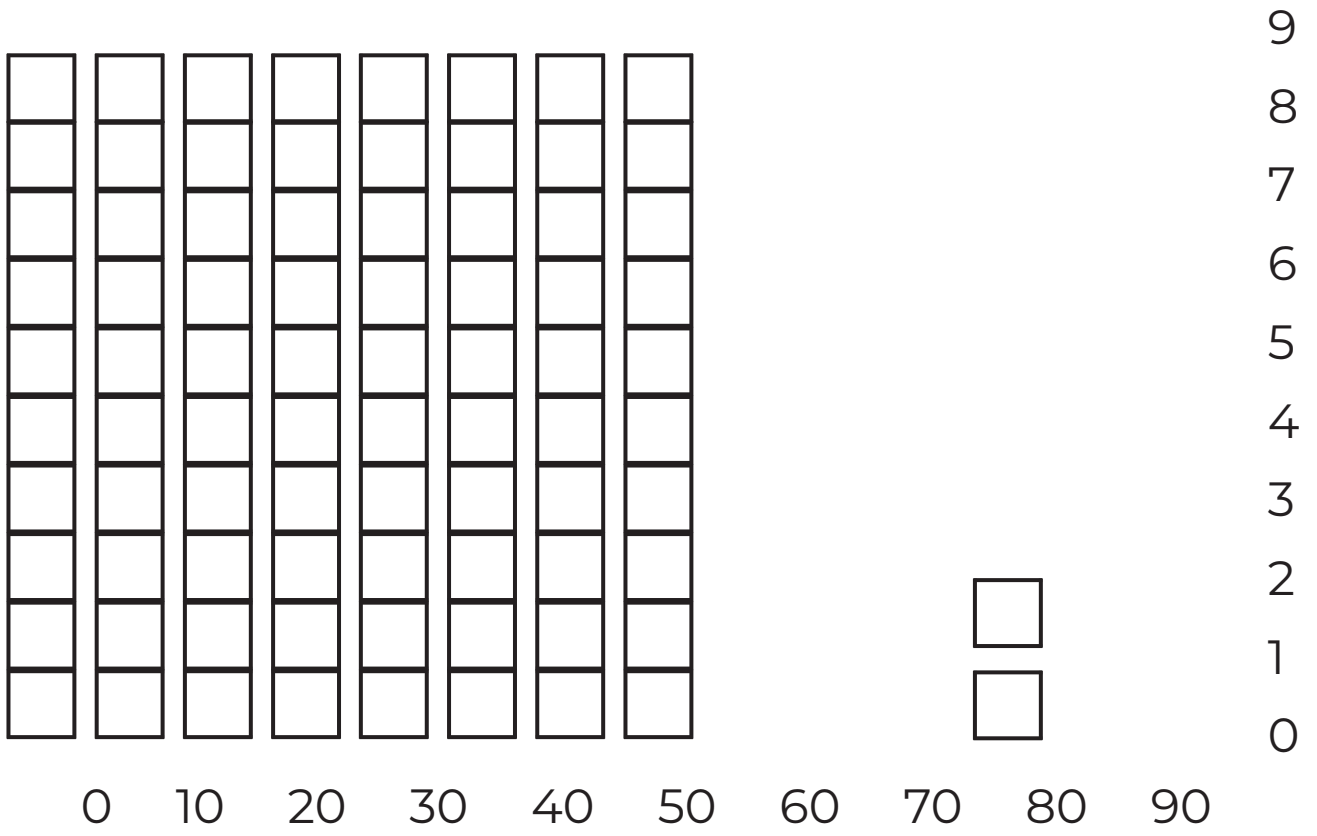
50

60

70

80

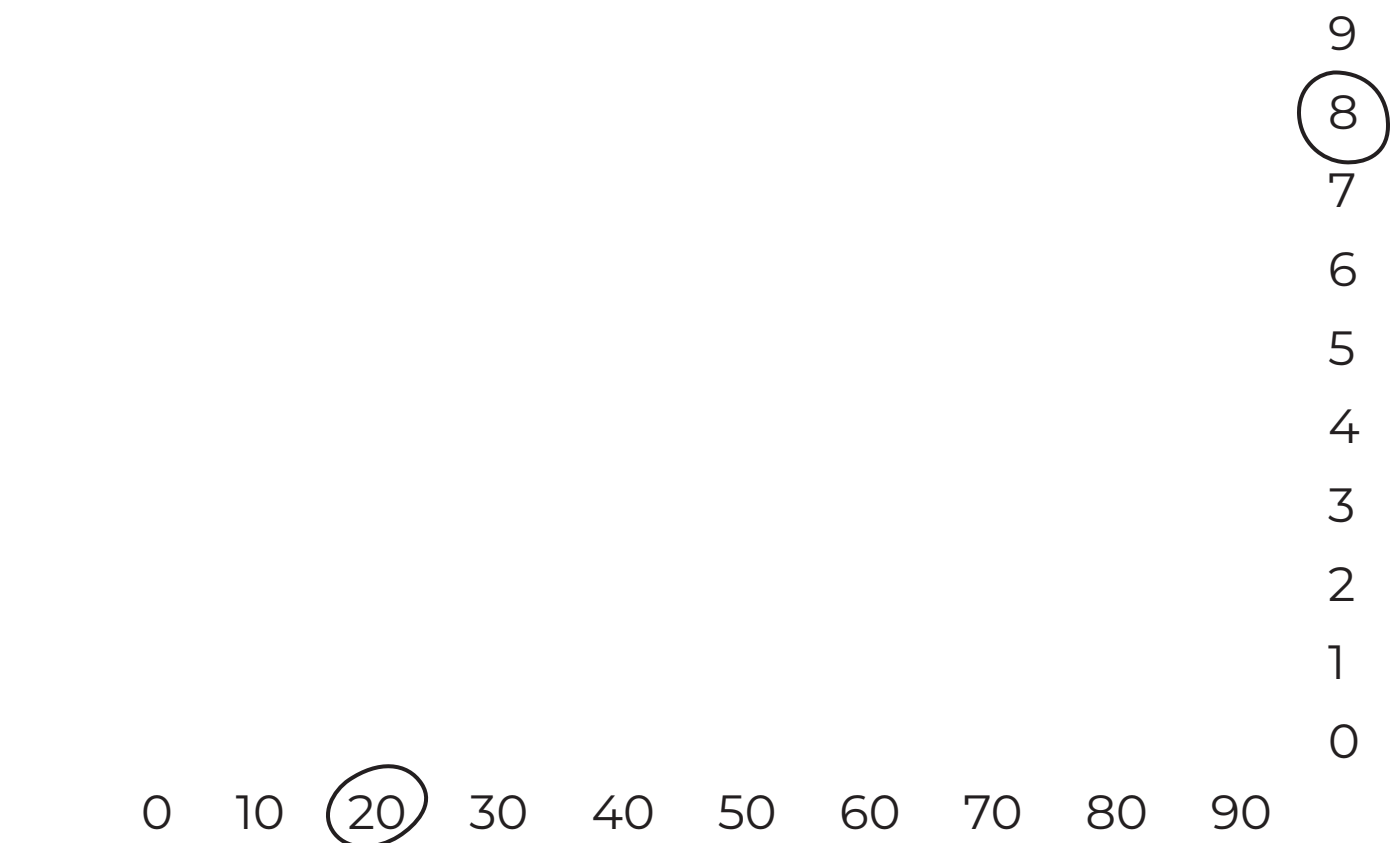
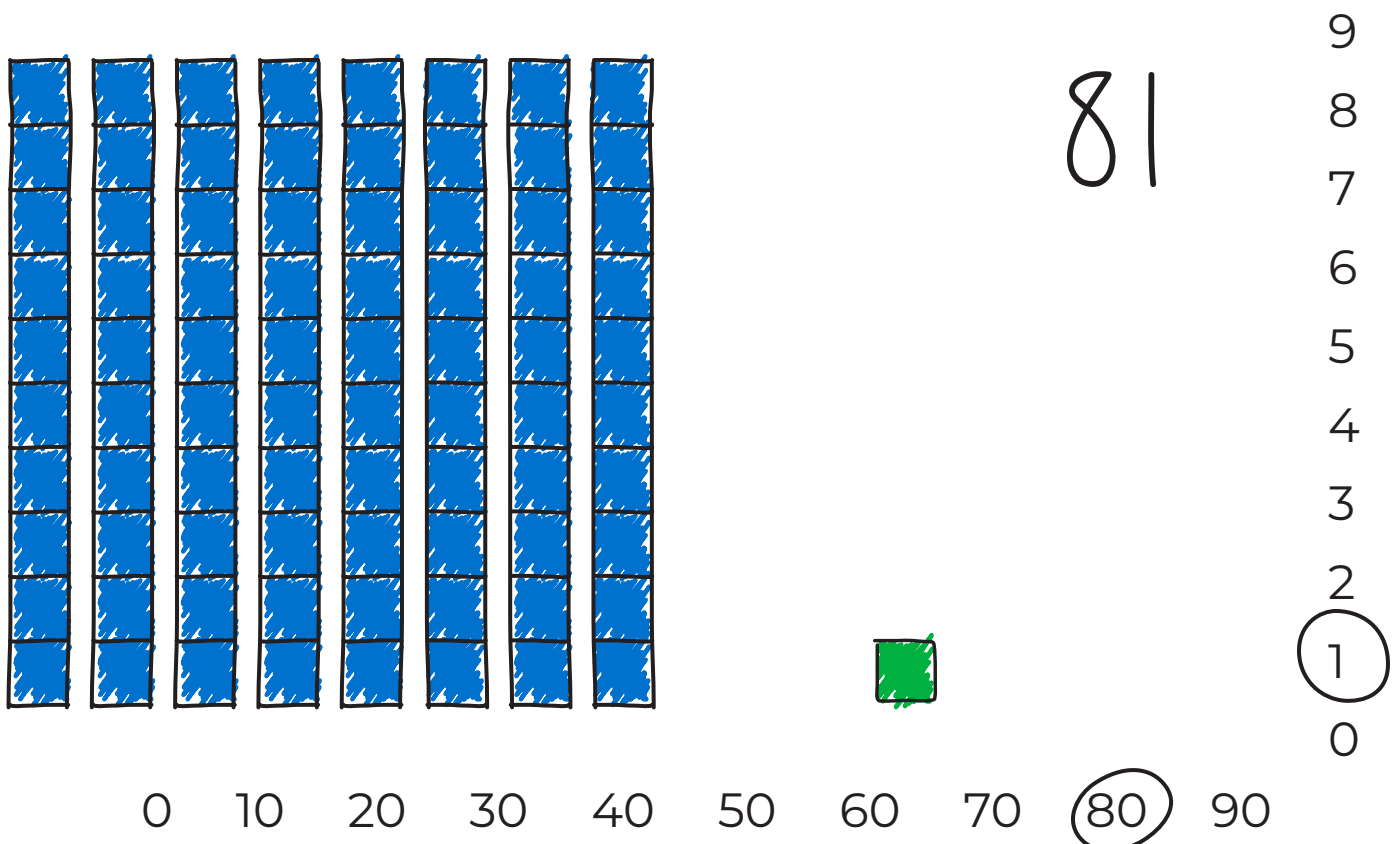
90



Place Value - Tens And Units

Build then draw the number of tens and units circled. Colour them in and then write the number yourself.

Example:



9
8
7
6
5
4
3
2
1
0

0 10 20 30 40 50 60 70 80 90

9
8
7
6
5
4
3
2
1
0

0 10 20 30 40 50 60 70 80 90

Place Value - Hundreds

Count, circle and say the number of hundreds shown below. Colour them red and then write the number next to it.

900

800

700

600

500

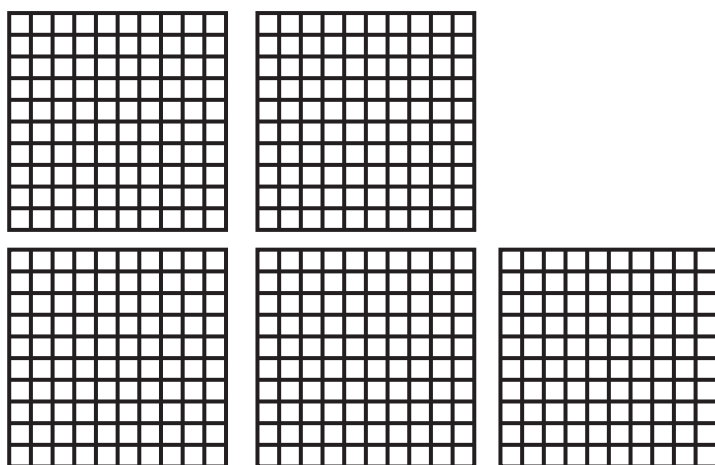
400

300

200

100

000



900

800

700

600

500

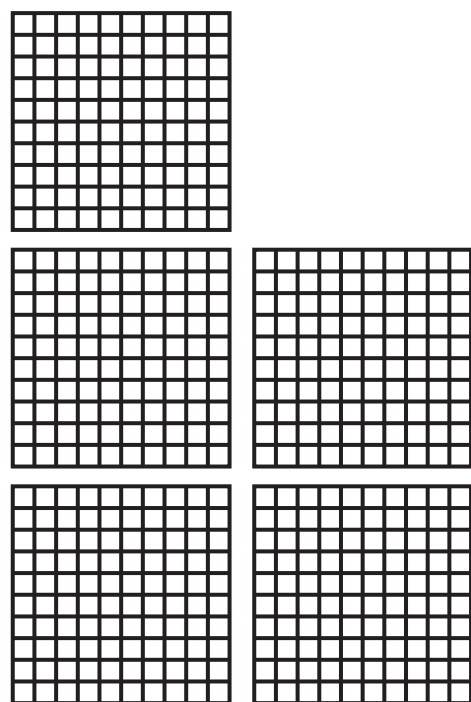
400

300

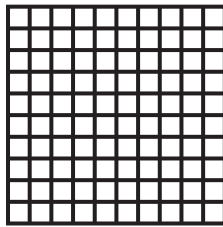
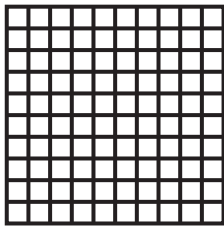
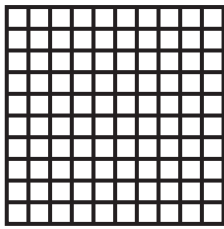
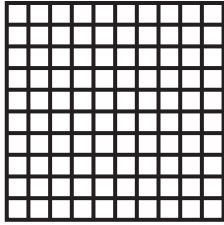
200

100

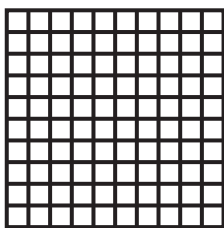
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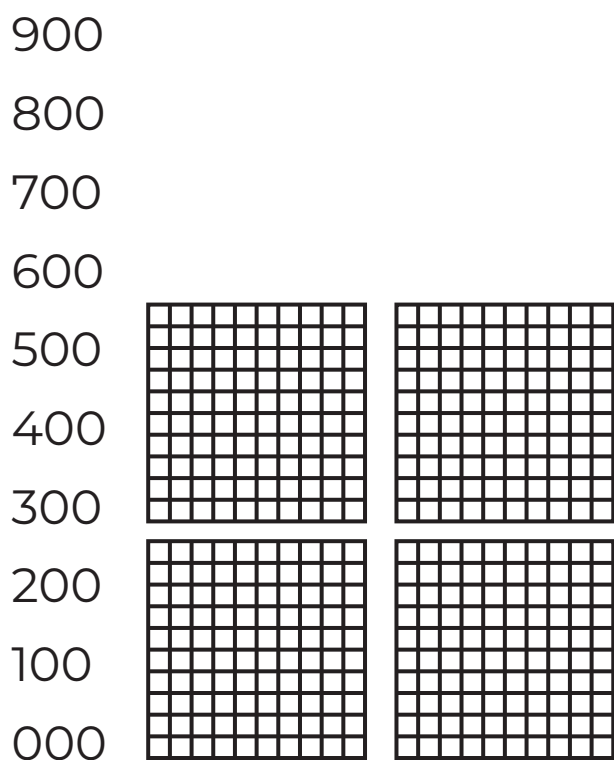
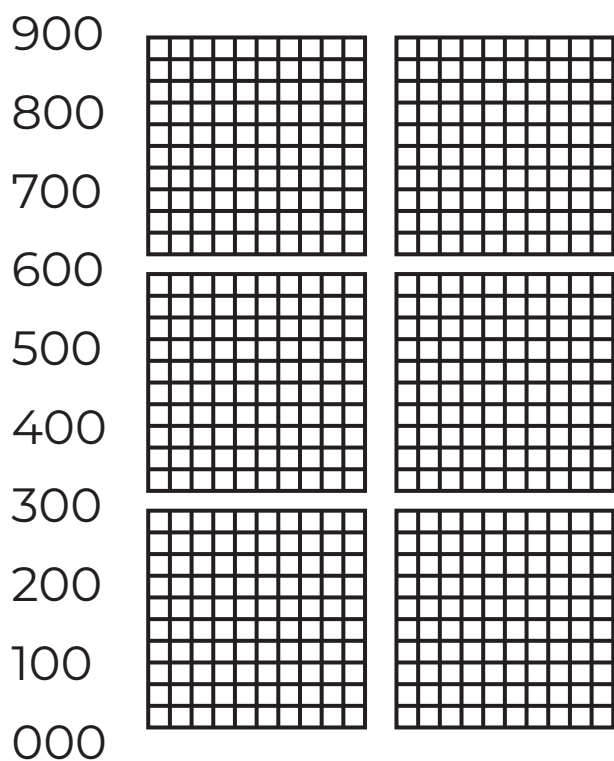


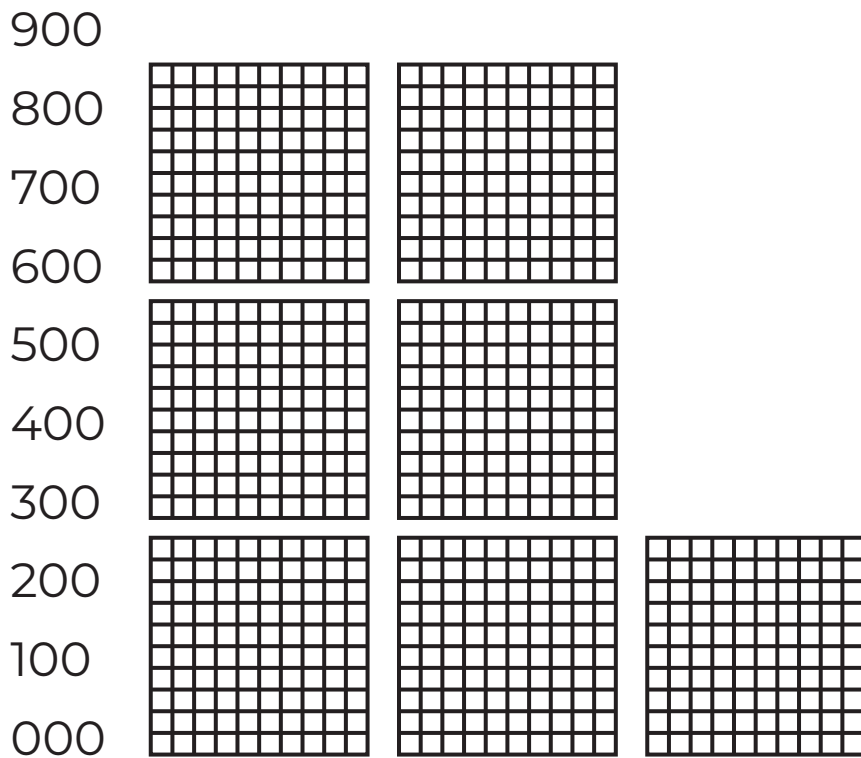
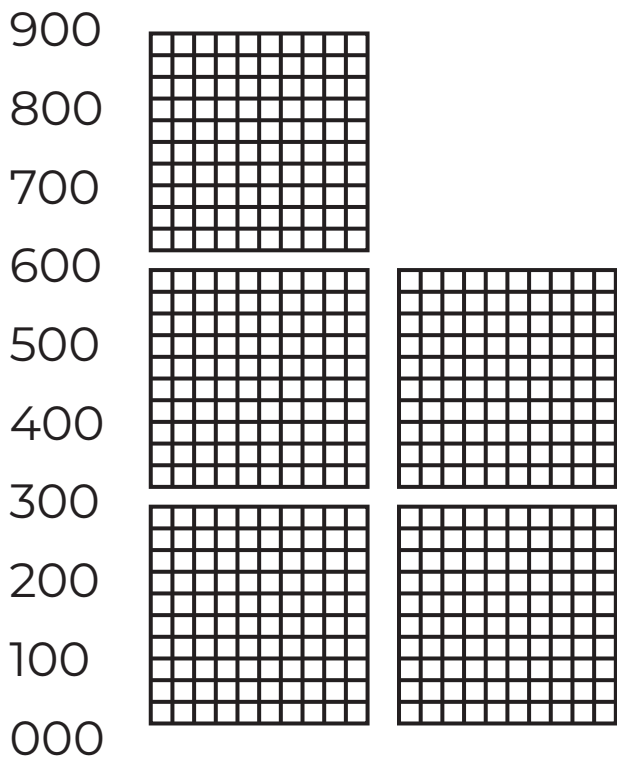
900
800
700
600
500
400
300
200
100
000



Place Value - Hundreds

Count, circle and say the number of hundreds shown below. Colour them red and then write the number next to it.







*Creating a whole generation of
kids that are confident in maths*

GREEN LEVEL ONE

FOCUS: Single Digit Addition And Subtraction

Pre-requisite: The student can count from zero to nine and is ready to begin mastery of maths.

- **Counting**
- **Place Value - Hundreds, Tens, Units**
- **Manipulatives For Mastery**
- **Geometric Shapes - Circles, Triangles, Rectangles, Squares**
- **Addition**
- **Solving for an Unknown**
- **Subtraction**
- **Tally Marks**
- **Skip Counting By Two, Five And Ten**
- **Telling Time**
- **Real Life Application, And More....**

The **Maths Australia** strategy involves three components:

Video and written instruction for the teacher and student, hands-on manipulatives to make abstract maths concepts understandable, and student workbooks to provide practice and review.

Watch the video until you understand the new topic, read the instruction material to reinforce your own learning, then use the manipulatives to teach understanding. Relate the lesson content to real life questions, have the student draw accurate representations, and only then move to the abstract squiggles on the piece of paper.

The Student Workbook will enable you to ensure mastery before you progress your student to the next lesson, confident of what they have learnt.

We look forward to your student's outstanding success as you teach them the way they learn!



GREEN LEVEL ONE Student Workbook

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