Tea Party
Lesson 4: Defend Phase

Australian Curriculum: Mathematics (Foundation Year)

ACMNA289: Compare, order and make correspondences between collections, initially to 20, and explain reasoning.

- Comparing and ordering items of like and unlike characteristics using the words 'more', 'less', 'same as' and 'not the same as' and giving reasons for these answers.
- Using objects which are personally and culturally relevant to students.

Lesson abstract

Students present their plans for a tea party to the teacher and class, reasoning about the counts of different items and the total number of items they require. They test their plans by setting up the tea party, and compare their plans to other students' plans. Students enjoy their tea party and reflect on the effectiveness of their plans and on how they used counting to plan a tea party for their friends.

Mathematical purpose (for students)

We will use our plans to get the right number of items to have tea party with our friends.

Mathematical purpose (for teachers)

Teachers listen to the reasoning by students, about the number of items they will need. They observe how students count the objects they need and set the table, following their plans. The teacher can help students check for accuracy by matching the tea party table setting to the number of guests at the party. At the end of the Develop phase, students will be able to:

- Reason about and collect the objects they need to set up their tea party;
- Reflect on the effectiveness of their plans and how counting is used to successfully have a tea party.

Lesson Length 1 hour

Vocabulary Encountered

- Reason about
- Effective/effectiveness
- Enough, too many, not enough

Lesson Materials

- Tea party items
- Student planning sheets from previous lessons including placemats

We value your feedback after these lessons via https://www.surveymonkey.com/r/CV2TXTT

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Our Tea Party

Presenting findings

1. **Have students sit in groups** where they will have their tea party. Each child needs to have their own placemat and their checklist in front of them, for checking how many and which items are needed.
    - If you are using clipboards, then placing the clipboard in front of a student can let that student know that it is their turn to be a leader or to collect items for the group.
2. **Ask one student** in each group to look at their plans for one item that their group needs. Have them share what is on their plan and let the class know that this is the item we will collect first.
    - For example, Shanie's group needs cups so we will collect cups for our tables first. Ask the leader of each group to see how many cups (if any) are needed for their group.
    - In turns the leaders approach the teacher and count out the cups for their group. They take the cups back to their group and hand them out to check there is enough for everyone at the tea party.
3. **Continue** this process for each object, organising different students in the group to collect each time.
4. **If students make counting errors,** use this opportunity to investigate why this has happened. Count and recount where possible to check the number of objects that are needed. Use language such as *more than*, *less than*, *how many more do we need*, or *is there enough*.
5. **Once the tea party is ready**, there is an opportunity to count all the objects on the table. Ask groups to count all the objects on the table. This number may be compared to any previous predictions or calculations made. You may record this on a small whiteboard or piece of paper for each group. Encourage all students in the group to count to check.

The tea party is ready for this group! Each person has the same objects for their tea party. They counted 24 objects altogether.

Expected Student Responses

When collecting objects for the tea party, students may:

- Read their plans to know that they need 6 plates and count to collect 6 objects only to find that they return with 5 objects to share. If students miscount when they are collecting objects from the teacher, sometimes allow them to return to their friends to discover they have the wrong number. Model to these students how to count with one-to-one correspondence by touching or holding each object while they say the number name.
- Count their friends at the table to know how many objects they will need. Encourage students to refer to the representations on the placemats they have made.
- "Some children need to be encouraged to work out ways of counting one object using one number name to avoid counting the same object more than once" (The State of Queensland, 2006).

Have our tea party

6. **The tea party begins!**
7. **Take photos** of each tea party group for the students to annotate later. Photos can be printed or used electronically for students to count and label.

References

The State of Queensland (Queensland Studies Authority) (2006). *Early years curriculum materials: Developing early mathematical understandings*. Retrieved from https://www.qcaa.qld.edu.au/downloads/p_10/ey_lt_maths_understandings.pdf