

Cambridge Primary Mathematics 0096 · Stage 1

CM1-B3

Where's That Bone?

Gp Position and transformation · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

We are learning to use everyday words to describe position and direction.

Success criteria

- I can show position words with objects.
- I can draw or diagram the same maths.
- I can record my answer and explain how the story supports it.
- I can use TWM.04 while I work.

Learning objectives

1Gp.01

Use everyday words to describe position and direction.

TWM.04

Convincing: give evidence to back up or challenge an idea or answer.

30-minute lesson

Governed source lesson: The Bone Is Behind the Bird Feeder · Concept · Describing where an object is with a position word and a named landmark

1

Find the maths in the story

4 min**1Gp.01**

Read-along: Listen with highlighting and pause at the passage used by "The Bone Is Behind the Bird Feeder".

Teacher: Sit where you can see the chart. As the teacher reads each of the eight position words from the back of the book, put your own body in that place next to your chair: get behind it, get under it, get on it, stand left of it and right of it. Say the word out loud at the same time your body arrives.

Learners: Notice the story evidence and say the maths question in their own words.

2

Model it with objects

5 min**1Gp.01**

Read-along: Replay the source passage while building the quantities, shapes or measures it supplies.

Teacher: Four children build the yard corner on the carpet: chair for the apple tree, box for the porch, hoop for the pond, ruler for the bird feeder, rock beside the chair. One child is Bingo and walks a bone to a hiding place while the others watch. Nobody speaks until the bone is down.

Learners: Build a concrete model and check that each part matches the read-along.

3

Try the concrete task

6 min

1Gp.01

Read-along: Keep the relevant story page visible as the class tests the model.

Teacher: Take turns saying one whole sentence about the bone you just watched go down, in the form the bone is ____ the _____. Use one of the eight words from the chart and name a thing in the yard corner. The child who was Bingo says yes or no, and a no means somebody else tries with a different word.

Learners: Change or compare the objects, then explain what stayed the same and what changed.

4

Draw the maths

5 min

1Gp.01

Read-along: Return to the same story evidence before learners make a pictorial record.

Teacher: Model a clear drawing, diagram or mark for the concrete work without adding a quantity the story does not supply.

Learners: Draw the model and label the important parts with maths language.

5

Record and solve

6 min

1Gp.01

Read-along: Use the read-along once more as the evidence check for the abstract record.

Teacher: Close your eyes while a partner moves the bone somewhere new. Open them, listen to your partner's one sentence, and walk straight to the bone and pick it up without guessing twice. If you land in the wrong place, your partner says the sentence again and you both work out which word sent you wrong.

Learners: Record the result with suitable numbers, words or symbols and link it back to the picture.

6

Reflect and convince

4 min

TWM.04

Read-along: Show the source passage and invite a final evidence-based check.

Teacher: Name the Thinking and Working Mathematically focus: Convincing: give evidence to back up or challenge an idea or answer.

Learners: Use the concrete model, drawing and record together to justify the answer.

Read-along routes

Shared maths question

How does Where's That Bone? help us explore position words?

Evidence required

Show the story evidence, a concrete model, a pictorial record and a matching abstract record.

Solo

Read independently, pause at the named source passage and complete the shared maths model.

Supported

Read with the audio and use the teacher's pause points, objects and response frame.

Listening

Listen with the text highlighted, build the same model and give the explanation orally.

Assessment check

The learner meets 1Gp.01 by showing and explaining the objective through the story model. Evidence for TWM.04 is visible when the learner demonstrates this Thinking and Working Mathematically focus: Convincing: give evidence to back up or challenge an idea or answer.

15-minute short version

1

Story question

4 min**1Gp.01**

Read-along: Listen to the passage used by "The Bone Is Behind the Bird Feeder".

Teacher: Sit where you can see the chart. As the teacher reads each of the eight position words from the back of the book, put your own body in that place next to your chair: get behind it, get under it, get on it, stand left of it and right of it. Say the word out loud at the same time your body arrives.

Learners: Name the maths question and the story evidence.

2

Build, draw and record

7 min**1Gp.01**

Read-along: Replay the evidence while learners move from objects to a drawing and a record.

Teacher: Four children build the yard corner on the carpet: chair for the apple tree, box for the porch, hoop for the pond, ruler for the bird feeder, rock beside the chair. One child is Bingo and walks a bone to a hiding place while the others watch. Nobody speaks until the bone is down.

Learners: Make one concrete model, draw it and add numbers, words or symbols.

3

Check and explain

4 min

TWM.04

Read-along: Return to the source page for the final check.

Teacher: Ask learners to demonstrate: Convincing: give evidence to back up or challenge an idea or answer.

Learners: Explain why the model answers the story question.

Learner activity

Concrete, pictorial, abstract: Position words

Use the read-along evidence for every part. Do not add a number or measure that the story does not give.

1. Build the story maths with objects.

2. Draw the same model and label its important parts.

3. Record the result with suitable numbers, words or symbols.

4. Explain how your evidence uses TWM.04.
