

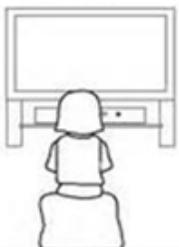
**Australian Curriculum: Foundation numeracy continuum (General Capabilities)**

Sequence familiar actions and events using the language of time, eg 'before' 'after' 'next' 'first'

**Before transformation: Sample Foundation Year task**

**What's possible?**

**Day (cut and stick)**  
Cut out the pictures and stick them in the right order



## Australian Curriculum: Foundation numeracy continuum (General Capabilities)

Sequence familiar actions and events using the language of time, eg 'before' 'after' 'next' 'first'

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## Before transformation: Sample Foundation Year task

## Transformed task: Getting the students doing the thinking

**My Day (cut and stick)**

Cut out the pictures and stick them in the right order



*This activity could be presented to the students as, "One day, Jack took photographs of his family and friends at different times of the day. What order do you think Jack took the photographs in?"*

To support students to make progress with this problem, teachers could ask:

- *What information in the photographs is helpful?*
- *How might you start this problem? What equipment might be useful? What might your first step be?*
- *Do other people think the same as you?*
- *Convince me/another student that your order could work.*
- *Is there another order that you could put these pictures in? ...and another way?*
- *Can you tell the story in the reverse order (starting from the end of the day)?*

(Reversing the order of the story changes the language demands of the task. Students would need to use 'before that' and 'earlier'. Children will often find this more challenging).



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**Annotations: How has the task been changed?**

What did the teacher do?	Why?
Asked students to convince each other of their ideas.	So students analyse why they have sequenced in a particular way and apply their use of disciplinary language in authentic conversations.
Asked students to consider other possible solutions.	So students devise and compare different possibilities.
Used photographs instead of drawings.	So students identify with the task and connect the events to their life.
Asked students to work out how they would start the problem.	So students identify what was required to start the task.

**Transformed task: Getting the students doing the thinking**

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