**Whole lesson plan (NUMERACY)**

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| **Name of the School:** Glenwood Public School | | **Name of the Teacher Education Student:**  Vincent Dang | **Name of the Mentor:** Katrina Searle | |
| **Class:** 3/4S | | **Date:** 21/11/16 | **Time:** 50 min | |
| **Key Learning Area:** Mathematics | | **Lesson Topic:** Multiplication/Division | | |
| **Recent Prior Experience**   * Red group – Select, use and record a variety of mental strategies and appropriate digital technologies, to solve multiplication problems * Green group – Use mental strategies to divide a two-digit number by a one-digit number in problems for which answers, include a remainder. * Blue group – Use and interpret remainders in solutions to division problems – record strategy used to solve problem | | | | |
| **Syllabus Outcome(s):**   * Selects and uses appropriate mental or written strategies, or technology, to solve problems MA2-2WM * Uses mental and informal written strategies for multiplication and division MA2-6NA | **Indicators of Learning for this lesson (learning intention):**   * Real-life application of mathematics – use of operations particularly multiplication/division. * Develop analytic skills. * Identify numbers and real scenarios. | | | **Assessment (success criteria):**   * Listening, viewing and response from students. * Student participation in learning activities. * Students use of multiplication/division effectively. * Display of strategy – mental, informal. |
| **Any safety issues to be considered:**   * Ss movement and transition during activity. | | **Resources:**   * ‘Shopping list’ for red, green and blue groups (based on numeracy level) * Challenge sheet – recipes * Receipt template * Microsoft PowerPoint * Price figures of certain items | | |

**LESSON SEQUENCE**

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| **Lesson Content /Indicators of Learning (*What* is Taught):** | **Timing**  *(mins)* | **Teaching Strategies / Learning Experiences:**  **(*How* it is taught)** | **Resources and Organisation:** |
| **INTRODUCTION** | | | |
| **Launch MWU** | 5 min | MWU –  Identifying patterns in multiplication table - **How else can we learn our timetables?**  T poses the question to Ss   * Where is it that we use multiplication and division in real life (outside of school)? * Shopping * Work | * Multiplication table * IWU/Whiteboard   Class Dojo  Raffle Tickets |
| **DEVELOPMENT** | | | |
| **Explore** | 40 min | The activity   * T outlines teaching focus – use of multiplication and division. * T shows Ss representations of real life application of mathematics (receipts). * T hands out receipt templates. * Ss are to construct their own receipts through the event of ‘shopping’ – lists are provided. * Ss have a budget of $50, $100 or $220 and are to spend on items they would want/or particularly use. * Ss are encouraged to work together.   \*T explicitly states that Ss need to buy more than 5 items.   * Encourage Ss to buy more than one of the same item (multiplication).   \*Incorporation of multiplication/division is representative through quantity purchases of items. Other operations (addition/subtraction) will also be present.  \*Price figures will also be placed around the room. Ss can choose to ‘purchase’ these items also.  **Extension**   * Change the budget/or add more item categories * Multiplication/Division word problems | * Microsoft PowerPoint * Receipt template * ‘Shopping lists’ * Party list   Class Dojo  Raffle Tickets |
| **CLOSURE** | | | |
| T and Ss share learning achievements. | 5 min | Reflection – Look once, look twice, look again.  Look at my learning…  Look ahead…  Look at my thinking… | Microsoft PowerPoint  \*Assessment checklist  Ss sit at the floor.  Class Dojo  Raffle Tickets |

**Student Teacher’s Evaluation** *(write reflections on the following):*

***Assessment of Learning Outcomes***

To what extent did the learners achieve the intended learning outcomes?

Describe the evidence you have for this.

Outline the follow-up to this lesson for the**learners.**

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***Evaluation of Teaching***

Identify the teaching strategies / learning experiences that were **most** effective. Explain why.

Identify the teaching strategies / learning experiences that were **least** effective. Explain why.

How appropriate was the timing throughout the various sections of the lesson? Why?

Describe how the selection and use of resources supported learning in the lesson.

Identify what motivated the students. Explain why.

Identify the classroom management strategies that were **most** effective. Explain why.

What was most satisfying about the lesson?

Based on these reflections, outline the steps you should now take to improve your teaching in future lessons.

**Colleague teacher’s comments:** (Reference could be made, for example, to planning and preparation, knowledge of curriculum, organisation, motivation of pupils, strategies used, interaction with students, classroom management, catering for individual needs, use of resources, etc.)