

## Mathematics Short Term Lesson Plan

<b>Date</b>	<b>Year/Class</b>
<b>Relevant Q2T Standards</b> <i>Find at least one relevant standard that relates to your lesson and make it a different one to the focus in your last lesson. Early in your practice you might consider the standard retrospectively while later on you may plan with it in mind.</i>	
<b>Context of Lesson</b> <i>Your description should explain how this lesson fits in with the sequence of lessons that it relates to. In particular you should indicate any issues arising from the previous lesson.  For example:  "A number of children seem to have developed a misconception about..... and this lesson will attempt to address this by....."  Would be a much more useful comment than:  "This is the fourth lesson of five on fractions"  This box is best completed in the period between the previous maths lesson and this one.</i>	
<b>Learning Objectives Mental/Oral</b> <i>These should not necessarily be lifted straight from the NPS Framework Programmes of study but be adapted as appropriate to meet the specific needs of the children you are teaching.</i>	<b>Learning Objectives Main</b> <i>As well as the advice opposite it is worth remembering that children frequently don't achieve objectives in a single lesson and should not be expected to. It may be possible to break objectives down into smaller steps that can be achieved but be wary of losing the 'bigger picture' if you do this. Consider any links to other objectives that are not your main focus in order to be aware of opportunities for developing 'relational understanding'.</i>
<b>Key Vocabulary</b> <i>You may find the NPS Vocabulary Book very useful for identifying appropriate vocabulary.  Restrict this to key vocabulary that will actually be used  Identify any terms that are 'new'.</i>	<b>Resources</b> <i>It would be useful to list these resources to act as a checklist for your lesson preparations. You need to think about the particular relevance of the resources in supporting the lesson objectives.</i>
<b>Mental/Oral (time)</b> <i>It is good practice for this part of the lesson to relate to the main part of the lesson eg: practising skills that will be used in that section of the lesson.  If you choose not to do this you should indicate the reason for your decision.</i>	<b>Key Questions</b> <i>These should be questions that you are going to use in the lesson. You might find it useful to use this box as a script for the questions you ask in the lesson. The NPS Vocabulary Book (pages 4-6) may be helpful in helping to formulate questions.</i>
<b>Main Activities (time)</b> <i>This is the most important box on the plan and should be completed in detail.  You should identify an introduction and the (differentiated) activities that will take place. The number of different activities that you choose to use should be a realistic number to manage. Identify the focus group(s) that you will be working with and the role of any other adults. Make a clear distinction between what you will be modelling, demonstrating etc... and what the pupils will be doing. For any task that you prepare think very carefully about what the pupils will learn from it.  It will be useful to indicate a time frame for each of the activities taking place.</i>	<b>Key Questions</b> <i>Do remember the use of probing questions. Think about the responses your questions might elicit from children. In particular 'incorrect' ones and how you might follow them up. Where you can try to avoid putting yourself in a position where you have to 'think on your feet'.  Looking at the 'errors and misconceptions' section of your medium-term plan may be helpful in helping you to devise questions.</i>
<b>Plenary (time)</b> <i>This is a very important part of the lesson and needs to be planned thoroughly. Will it be used to summarise, to extend the main part of the lesson, to introduce tomorrow's lesson or to address misconceptions? An indication of</i>	

# Math Plans Lessons From The Field

**Joseph Erickson, Jeffrey B. Anderson**



## **Math Plans Lessons From The Field:**

Math Plans Patricia Marshall,1997 This stimulating resource is packed with both direct instruction and exploring lesson plans that take both teachers and students to deeper levels of reasoning through positive experiences that deliver understanding The intriguing lessons in geometry measurement probability and statistics patterns and functions logic and number were written and taught by beginning teachers from the many resources available to them cooperating teachers and professors current books and periodicals videos and workshops The result is a collage of well prepared ready to use mathematically sound plans that give children the desire and the means to learn mathematics *The Virginia Mathematics Teacher* ,1998 **Teaching Children Mathematics** ,2006 *Resources in Education* ,1994 Guiding Children's Learning of Mathematics Leonard M. Kennedy,Steven Tipps,Art Johnson,2003-06-12 A textbook for students of elementary education Part One outlines Elementary Mathematics for the 21st Century and Part Two covers Concepts and Skills in Elementary Mathematics *Learning With the Community* Joseph Erickson,Jeffrey B. Anderson,2023-07-03 This practical guide is intended for faculty and service learning directors combining the how to information and rigorous intellectual framework that teachers seek What distinguishes this volume is that the contributors are writing for their peers They discuss how service learning can be implemented within teacher education and what teacher education contributes to the pedagogy of service learning The book offers both theoretical background and practical pedagogical chapters which describe the design implementation and outcomes of teacher education service learning programs as well as annotated bibliographies program descriptions and course syllabi **Scott Foresman-Addison Wesley Middle School Math** ,2002 **Tentative Course of Study in Mathematics for Indiana School, Grades [one to Nine]** Indiana. Department of Public Instruction,1930 **Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2017: Department of Health and Human Services; Corporation for National and Community Service; Substance Abuse and Mental Health Services Administration; Department of Labor** United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies,2016 *School Science and Mathematics* ,1922 Strategies ,2004 *Mathematics Methods for the Elementary and Middle School* Mary M. Hatfield,1993 **Reading and Writing to Learn Mathematics** Joseph G. R. Martinez,Nancy Conrad Martinez,2001 Shows K 6 teachers how to teach math using writing and reading lessons and activities in accordance with NCTM standard 2 math as communication Includes classroom examples lessons activities and stories for teachers to show how everyday language skills can transfer to math learning Illustrates how to make writing a meaningful part of cognitive as well as affective development how to use reading and writing in assessment of math sills and how to make reading math assignments more meaningful *Science and Mathematics in Early-childhood Education* Donna M. Wolfinger,1994 The Teaching of Junior High School Mathematics David Eugene Smith,William David Reeve,1927

**Catalogue** Johns Hopkins University. College for Teachers,1930      *For the Learning of Mathematics* ,2007      **Oregon Education Journal** ,1927      *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier,2005 Teaching Secondary and Middle School Mathematics combines up to date technology and research with a vibrant writing style to help teachers grasp curriculum teaching and assessment issues as they relate to secondary and middle school mathematics Designed for pre service or in service teachers the second edition presents concise current and meaningful descriptions of what it takes to be an effective teacher of mathematics This extensively revised practical resource offers a balance of theory and practice including a wealth of examples and descriptions of classroom situations to assist students in visualizing mathematics instruction in the classroom Each chapter contains specific outcomes for the reader a glossary of relevant terms several discussion questions and an extensive bibliography that contains references and suggested readings Appendices include a descriptive list of recommended Internet Web sites on mathematics education and two case studies for further discussion New To This Edition A new chapter Chapter 7 examines four major content areas of the secondary and middle school curriculum algebra geometry data analysis and probability and discrete mathematics and the teaching methodology and NCTM Standards specific to each area A new chapter Chapter 10 devoted to the topic of equity discusses special needs students gender equity and ethnic cultural differences How Would You React scenarios have been added in each chapter which allow students and professors to explore various teaching and learning issues and ideas for making decisions in a debate setting Spotlight on Technology and examples highlighting major chapter concepts involving the use of technology have been interspersed throughout and encourage students to think about the appropriate use of technology in teaching mathematics Daniel Brahier is Associate Professor of Mathematics Education at Bowling Green State University in Ohio and a current eighth grade teacher He is also the author of Assessment in Middle and High School Mathematics A Teacher s Guide Eye On Education 2001 With experience as a teacher administrator guidance counselor and curriculum coordinator his teaching and writing draws from every angle      **College Student Journal** ,1997

## Decoding **Math Plans Lessons From The Field**: Revealing the Captivating Potential of Verbal Expression

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