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| **Goal:** |
| **Procedural fluency****What:** Computer/iPad or gamese.g. My Maths, Mangahigh, Interactive Resources, Top Marks, Acing Maths games,**How:**Complete the assigned lesson and the online activity to check understanding**Why: To practise a strategy, to learn vocabulary, to improve knowledge, to improve accuracy and fluency** | **Conceptual understanding****What:** Game/practical activity/modellinge.g. Abacus Activity book, Teaching student-centered mathematics, Concept Cartoons, **How:**Play the game/do the activity with a partner/group**Why: To better understand a concept, to be able to make sense of an idea in order to teach it to others** |
| **Problem-solving****What:** Problemse.g. Problem-solving Toolkit, word problems**How:**Work through the problems, recording all thinking in notebooks**Why: To practise the problem-solving process, to practise different strategies, to improve at word problems, to apply knowledge, to improve thinking and communication skills** | **Problem-solving****What:** Investigationse.g. We can do it!, Maths Investigations, Nrich, Maths in a box,**How:**Work with a partner, recording all thinking on a poster**Why: To practise the problem-solving process, to practise different strategies, to improve at word problems, to apply knowledge, to increase stamina, to improve thinking, social, self-management and communication skills** |
| **Plan:** Present each option-what they involve and why you would do each oneStudents sign up |
| **Work:**Students collect resources, find a partner if necessary, find a space and get started |
| **Reflect:**Share something you learned with classShare how you used a problem-solving strategyShare how you used the problem-solving process |