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| **Goal:** | |
| **Procedural fluency**  **What:** Computer/iPad or games  e.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/modelling  e.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:** Problems  e.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:** Investigations  e.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 one  Students sign up | |
| **Work:**  Students collect resources, find a partner if necessary, find a space and get started | |
| **Reflect:**  Share something you learned with class  Share how you used a problem-solving strategy  Share how you used the problem-solving process | |