# enVisionMATHS Online Tutorial Guide 5

# Tutorial 5.2: Teaching a Year 3 to Year 6 Lesson

#### Introduction

This guide describes a sequence to follow when teaching a Year 3 to Year 6 enVisionMATHS lesson.

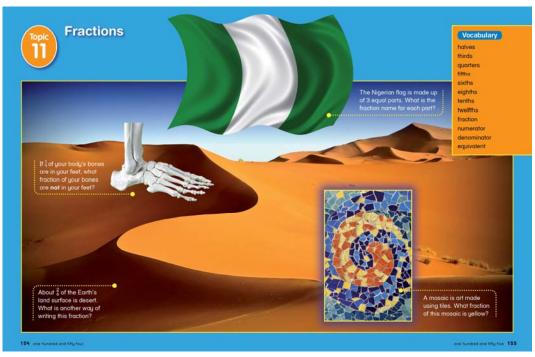
Remember, the teaching sequence is a suggestion. You should feel free to modify it to suit your students and teaching.

### Teaching a Year 3 to 6 Lesson

After completing details in the planning document (on the Teacher Resource DVD) and choosing a topic and lesson to teach, find the appropriate teacher resource booklet and familiarise yourself with its contents. Choose the resources you will need from components such as the Activity Zone and the assessment tools.

## Introducing the Topic

Introduce the topic using the topic-opener spread found at the start of each topic in the Student Activity Book. Discuss the real-life scenarios presented and the vocabulary.



Pearson Australia A division of Pearson Australia Group Pty Ltd ABN 40 004 245 943 Note, for Years 5 and 6, introduce the topic by playing the appropriate topic-opener video from the IWB DVD, and then refer to the topic-opener spread.

#### Pre-assessment

The focus of assessment in enVisionMATHS is both formative and summative; therefore at this point we suggest that you use the associated Pre-assessment as a tool to determine student knowledge in this particular area of mathematics.

The results from this assessment will guide and support teachers in customising instruction and formulating individual or group learning action plans to address individual student needs.

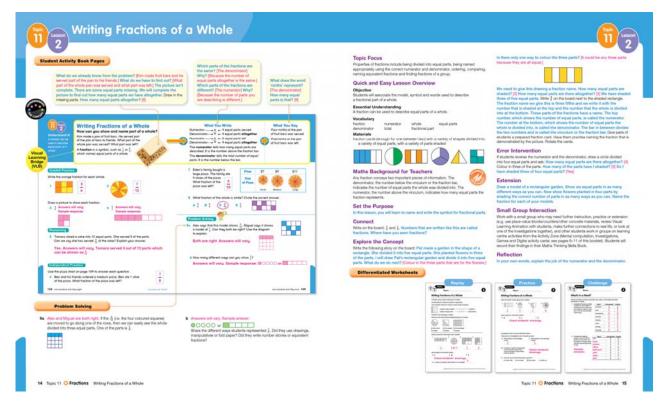
Results and observations can be recorded on the class or student recording templates provided in the Planning documents on the Teacher Resource DVD.

Work out your groups and the resources they will use.

### **Lesson-based Planning**

Note that a lesson using the suggested sequence would generally take at least 2 hour-long Maths sessions to complete.

Familiarise yourself with the notes provided in the lessons section of the Teacher Resource Booklet for the lesson you are teaching.



Pearson Australia A division of Pearson Australia Group Pty Ltd ABN 40 004 245 943 On the left side of each lesson spread you will find a reduced size copy of the appropriate Student Activity Book page with the Visual Learning Bridge at the top. This provides you with a quick reference point and offers teacher questions to help support student learning.

On the right hand page, you will find the Topic Focus and Quick and Easy Lesson Overview for this lesson.

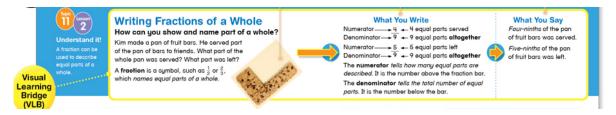
### Whole Class Teaching

Start each lesson by setting the purpose and developing the maths concept by making connections to students' previous learning. Encourage students to share their thinking and make connections using words, pictures and digital or concrete manipulatives.

Next, watch the Visual Learning Animation on the Interactive Whiteboard DVD, to engage students and deepen their maths understanding. While teaching with the animations, stop after certain frames and take time to discuss the mathematics, visual images and connections being made. Encourage students to ask and answer peer questions.

Note that Visual Learning Animations are supplied for Years Foundation to 4. As stated earlier, topic-based videos are supplied instead for Year 5 and 6. Visual Learning Bridges are still supplied for Years 5 and 6.

Look at the associated Visual Learning Bridge on the Interactive Whiteboard DVD or at the top of the Student Activity Book page. Take time to further explore and reinforce students' maths understanding using the questions provided in the Teacher Resource Book.



Continue to explore the maths concept with your students, using the whole class Teaching Focus activity provided. You may choose to make use of Tools4Maths at this point to demonstrate an understanding or particular question.

For students having difficulty understanding particular maths concepts or those requiring more challenging activities, Error intervention and Extension activities and prompts are provided to support individual student needs.

#### **Guided and Independent Response**

Students can then work independently (or in small groups or within a guided teacher group) to complete the associated page in their activity book.

Each lesson page is specifically designed for students to answer a selection of mental computation, guided practice, reasoning, independent practice and problem-solving questions. There is plenty of space for working out. The emphasis is on exploring and applying rather than repetitive practice.

Answers, including expanded answers to the problem-solving questions, are provided in the Teacher Resource Booklet.

### **Differentiated Small Group Work**

At this point you could organise your students to work in like ability or mixed ability groups to revisit, practise or extend their learning. For Years 3 to 6 it is envisaged that students would work on different activities at each learning centre.

One group could work with you on a guided activity revisiting the Visual Learning Animation, Teaching Focus activity or Student Activity Book page.



Groups could work on Activity Zone cards (including the digital card using Tools4Maths). For each topic in years 3 to 6 there are:

- 2 Minds cards (with two copies of each)
- 3 Investigations cards (with 2 copies of each),
- 4 Games cards (with one copy of each) and
- 1 Digital card (with 4 copies of each).

(As part of your planning, you will need to choose which lessons to use the various cards in as the cards are topic- rather then lesson-linked.)

Pearson Australia A division of Pearson Australia Group Pty Ltd ABN 40 004 245 943 Students record their Activity Zone learning in their Maths Thinking Skills Books.

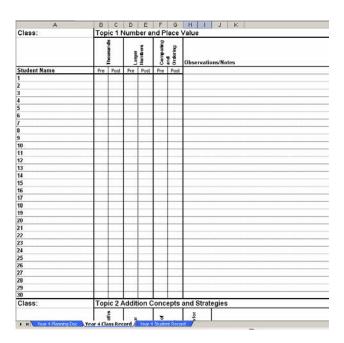
You could also have a group completing a specific Replay, Practice or Challenge differentiated worksheet (these worksheets could also be used for homework). There are three worksheets for every lesson.

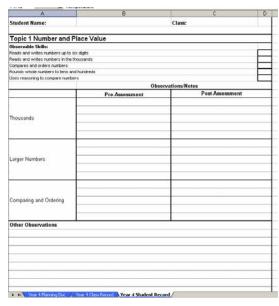
#### Whole Class and Individual Reflection

Use the reflection questions provided in the Teacher Resource Booklet to gain some insight into your students' maths learning. Encourage your students to think aloud and share maths strategies, processes and understandings used throughout the lesson. Discuss areas of expertise as well as challenges. Students then have the opportunity to record their reflections in their Maths Thinking Skills Book or present examples of their new learning using Tools4Maths, which is also found on the Interactive Whiteboard DVD.

#### **Assessment**

During each lesson, take time to work with small groups and individuals to gauge how students are going with each new maths concept. Take time to record anecdotal notes; including capabilities, challenges and goals. Use the recording documents provided for assessment from the Teacher Resource DVD.





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After completing each maths concept, have students complete the associated Post-assessment task. This consists of multiple-choice, short-answer, reasoning and problem-solving questions and will provide information about a student's achievement on a particular topic.

For further information on teaching using enVisionMATHS, please see the Overview and Implementation Guides and Teacher Resource Booklets for any year level.