

enVisionMATHS Online Tutorial Guide 1

Tutorial 1.3: Suggested Teaching Sequence

Introduction

This guide describes the flexible order of the topics used in enVisionMATHS and outlines a suggested teaching sequence designed for optimum use of the program.

Topic-driven Structure

enVisionMATHS is designed to be modular with flexibility to customise the order of topics.

Within each year level, however, the topics are presented in an order to provide an appropriate sequence if this is sought.

Skills Trace

A Skills Trace is provided at the front of each Teacher Resource Booklet which shows relevant topics and lessons for the year below and the year above to allow for differentiated lesson planning.



Teaching Sequence

Once a topic or an order of topics is chosen, the key to the implementation of enVisionMATHS in the classroom is the combination of the program components when working through a topic.

As stated in the previous section, enVisionMATHS provides the range of resources needed in today's maths classroom through its multi-component approach. The suggested teaching sequence then draws these together.

Suggested Teaching Sequence

A teaching sequence is provided inside the front cover of each Teacher Resource Booklet. This suggested sequence varies slightly between year levels but each follows the summary below.

Topic

- Plan lesson using the Teacher Resource Booklet
- Introduce topic
- Administer Pre-assessment

Lessons

- Introduce each lesson by setting the purpose
- Make connections to students' previous learning
- Show students the VLB (and VLA where appropriate)
- Whole-class teaching focus
- Students complete activity in the Student Activity Book
- Small group work using Activity Zone and Maths Thinking Skills Book
- Whole-class reflection
- Students record reflections in the Maths Thinking Skills Book
- Students do extra practice at home or school using Differentiated Worksheets

Assessment

- Ongoing and throughout using Assessment pages (on Teacher Resource DVD and in the booklets), observations and recorded work in Maths Thinking Skills.
- Administer Post-assessment.

Note that a lesson would generally take 2 or 3 hour-long classroom sessions to complete.

Also note that the suggested teaching sequence is exactly that – a suggestion. Teachers will choose to use resources in arrangements and combinations that best suit their aims and students.

For further information, please read through an Overview and Implementation Guide for any level of enVisionMATHS.