

Sample Lesson Structure

10 min	Warm up/Mental Component Fluency (NB - does not need to be linked to the tune in or lesson body)	Routines <ul style="list-style-type: none"> • Clear focus/reason/purpose • Simply differentiated • Minimal equipment setup • Simple rules Fit available time. See games list in MPS Numeracy files For example; Snap, POP, Nine Card Bingo, Spinner Bingo Games ...
Tune In 10 min	WALT/WILT: WALT: We are learning today WILT: What I am looking for Lesson Focus Vocabulary Vocabulary list	Prior knowledge - link to prior learning Can take a sample question & place it onto the SB (Naplan Planner Guide, brings past vocab). Maths literature (see maths literacy list in MPS Numeracy file) PPW: Add #'s, write a story Routines Word Walls, Barrier Games, Frayer, Word Sorts, picture prompts, knowledge rating scale, thinkboard, number concept stories
30 min	Lesson Body Focus: Understanding <ul style="list-style-type: none"> • Explicit teaching <p style="text-align: center;">_____ OR _____</p> Fluency <ul style="list-style-type: none"> • Teach, Practice, Apply <p style="text-align: center;">_____ OR _____</p> Problem Solving <ul style="list-style-type: none"> • Teacher modelling, student solving similar problems AND Reasoning <ul style="list-style-type: none"> • students explaining, describing, discussing, where possible using language from the tune in. 	Concept/Idea It is very hard to focus a lesson if many different concepts are being 'covered'. Consider a 'thread' (http://www.drpaulswan.com.au/class-planning) to get an idea of what students have been exposed to and what you are preparing them for. Develop a unit of work. The lesson body could consist of learning centres, rotational activities or whole class activities
10 min	Reflection (Plenary) Lesson review involving students using the language of the lesson to explain what they have learned. This part of the lesson assist with formative assessment.	Routines <ul style="list-style-type: none"> • Journals/bus reflection • 2 stars + 1 • 10 minute tops • TPS • Key Questions (Smartboard)

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Warm Up Routines

Typically a routine lasts around 10 minutes. A routine is a repeatable activity that

- have a clear focus/reason/purpose
- pedagogical tools
- are simply differentiated
- require minimal equipment setup
- use simple rules
- fits the available time

Here are a range of tools, games and activities that meet the criteria above:

- Snap, POP, Nine Card Bingo, Spinner Bingo Games, Memory type games, beads, Number Scrolls, Shake and Spill, Plate Drop, Counting, various types including calculator counting, Various dice, card, paul swan board games, thinkboard, cards - addition/subtraction, trading games - lizard land, number puzzles, number concept stories, make it count, calculate triangles, attribute block scenarios, number of the day, speed maths, partner flash, collect 6 (billionaire), songs (youtube), pass, double sided counters - lulu, dominos, buzz, three throw, grab sort add, 2 minute count, roll/collect & count ...

Note when adding to this list or choosing a routine to improve fluency consult the criteria above.

The strength of a routine is that students and teachers become comfortable with the routine and can 'simplify the routine or increase the difficulty'. The lesson gets off to an efficient start. The teacher can be freed up to:

- work with struggling students
- challenge students
- observe and assess student

Caution

Note the strength of a routine can also become a weakness. Students will tire of a routine after a week, so it is suggested that routines change weekly. The teacher may include other aspects of fluency within the week, but the routine will act as the structure to fluency sessions. The same routine may be used again later in the term. Teachers have reported that about 5 routines per term is about the right mix..