|  |  |  |
| --- | --- | --- |
|  | **LESSON PLAN** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | Week/Session | 1 |
| Course/Class | PGCHE microteach | Topic | Pure Maths: Numbers & Fractions | Tutor | John Alamina | Date | 22.01.2021 |

|  |  |  |
| --- | --- | --- |
| Aims |  | Materials & Resources: Wooclap e-learning url: <https://www.wooclap.com/HUDISCPM0101>, Teams Screen share, Google Slides, |
| Objectives/Learning Outcomes: At the end of this session,  Student’s should be able to   1. know where a number belongs on the number line and 2. calculate equivalent fractions |
|  | Evaluation / Assessment:  In class quiz, In class formative Q&A, In class post exercises |
| Links to previous session: None |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Topic / Teaching Activity | Student Learning Activity | Assessment strategy | Theory Underpinning Activity | Resources |
| 5 min | Introduce Myself and the learning platform  And the learning style | Listening, logging onto wooclap |  |  |  |
| 1 min | First activity | Student to answer the question | Done through wooclap |  | Wooclap quiz |
| 2 min | Explanation of positive and negative numbers | Use of the number line to explain how we move between positive and negative numbers |  | Visual understanding of Positive and negative numbers | Number line |
| 1 min | Reinforcing activity | Formative quiz to show understanding positive and negative numbers |  |  | Wooclap quiz |
| 1 min | Second Activity quiz | Student to answer a question on fractions |  |  | Wooclap quiz |
| 2 min | Explanation of equivalent fractions | Use of the pizza illustration to explain equivalent fractions |  | Equivalent fractions intuition | Pizza illustration |
| 1 min | Reinforcing activity | Formative quiz to reinforce equivalent quiz |  |  | Wooclap quiz |
| 1 min | Close |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Topic / Teaching Activity | Student Learning Activity | Assessment strategy | Theory Underpinning Activity | Resources |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

***\* Development of Skills: Cognitive domain -*** *Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.* ***Affective domain*** *– Receiving, Responding, Valuing, Organising, Characterising Psychomotor domain: Naturalising From* Reece, I. & Walker, S. (2006) *Teaching, Training and Learning: A Practical Guide (6th Edition revised),* Sunderland: British Educational Publishers Ltd pp. 54-56

|  |  |
| --- | --- |
| ***Evaluation and follow up*** | |
| Things that went well | Things that didn’t go well |
| Everyone enjoyed the |  |
| Follow up for next session | Improvement and/or issues for course team |
|  |  |