

Course Title: Entry 3 / Level 1 Adult Numeracy – Functional Mathematics	Subject /Topic or Unit/Module: Decimals	Tutor: Charlotte Gustar	Date/Week: 17 th Feb 2011	Time: 10-11	No in Class: 12 +	Room: N026
--	---	-----------------------------------	--	-----------------------	-----------------------------	-------------------

Aim of the lesson:

Learners to develop and progress their maths and problem solving skills through understanding decimals and using them in practical situations

Learning Outcomes.

By the end of the lesson learners will be able to:

1. To discuss the use of a decimals in daily life
2. Identify how to multiply decimals by 10,100 using mental arithmetic
3. To demonstrate + & - skills with decimals
4. To improve simple maths by using money

Which of the following will you use to check learning? (✓ tick):

Question and Answer (QA) ✓	Revision Exercises (R)	Individual Learner Review/PPR or E-ILP (LR)
Group/Individual Presentation (P)	Observation (Ob) ✓	Assignment / Homework (A/H)
Completed tests or exercises (T) ✓	Other (please specify) (O)	

Please identify teaching and learning methods and resources planned (✓ tick) :

Whole-group teaching (WG) ✓	Coaching and instruction (C) ✓	Working in pairs/small groups (G) ✓	Individual project work (PW)	Role-playing exercises (RP)
Case study (CS)	Presentation (Pr)	Discussion (Ds) ✓	Wordstorm/thought shower (W) ✓	Workshop (W)
Practical exercises (P)	Practical demonstrations (D)	Using SmartBoard/or interactive Whiteboard (IWB)	Notetaking (N)	Using whiteboard/flipchart (Wb)
Using an OHP (OHP)	Using video or TV (V/TV)	Using other IT (IT) ✓	Using radio/audio tapes (A)	Using the Internet or Moodle (In)
Using PowerPoint (PP) ✓	Other (please specify):			

Language, Literacy, Numeracy or Key Skills to be addressed in this lesson:

Lang:	Lit:	Num:	Key Skills	Communication:	App of Number:	IT:
Functional Maths referencing: E3: Understand decimals to two decimal places in practical contexts L1: Add and subtract decimals up to two decimal places						
Learning Styles: Activities suitable for Visual/Auditory and Kinaesthetic learners.						
RARPA – Confidence, Self Discovery, Communication, Listening Skills, Problem Solving, Lateral Thinking.						

<p>How will you use ILT (Information and Learning Technology) in this lesson?</p> <ul style="list-style-type: none"> • Use of PowerPoint. • Use of mind map / white board • Visual aids to help learner understanding 	<p>How are you addressing health and safety in this lesson to ensure learners have a safe learning environment?</p> <ul style="list-style-type: none"> • Classroom risk assessment completed. • All learners are given a Health & Safety Induction to include fire evacuation information on their first day. • Familiarisation of the class pen profile will ensure any specific individual needs will be catered for. • Room checked prior to session – General classroom housekeeping (bags kept under tables etc)
<p>How is ECM (Every Child Matters) addressed in this lesson?</p> <ul style="list-style-type: none"> • Being healthy. • Staying safe. • Enjoying & achieving. – <i>This lessons contributes towards the learners achieving an E3 Adult Numeracy qualification.</i> • Making a positive contribution. • Achieving economic wellbeing 	<p>How will the Additional Support Assistant assist the learners in this lesson?</p> <ul style="list-style-type: none"> • Additional Support Assistant will provide support for any behavioural issues and assist with reading and writing. • Additional Support Assistant will be familiar with the class pen profile and will focus on the individual needs of the group moving between learners and assisting where needed • Students V, W, X, Y and Z all benefit from talking through tasks and assistance with vocabulary. • Assisting students A and B – see separate pen profiles
<p>How will you promote equality and diversity during this lesson?</p> <ul style="list-style-type: none"> • Worksheets can be produced in larger font/coloured paper. • Additional Tutor support can be provided for learners with lower entry literacy skills. • All learners treated equally & fairly. • All learners will be asked questions and encouraged to participate in discussions, • ASA assigned to profiled learners. – See pen profile 	<p>How have you differentiated for learners – do any learners require specific resources or support?</p> <ul style="list-style-type: none"> • Although this lesson plan has been core curriculum referenced at Entry level 3-L1 it caters for various learning abilities. • Work has been set at various levels to cater for differentiation in plans (see extension tasks for higher ability learners). • This group benefit from verbal discussions and introduction of new topics to aid their understanding and support the development of language for ESOL students ; Students W, X, Y and Z. • Peer support can be provided through mixed ability groups - learners working together on some tasks. • All learning styles considered and implemented into the lesson plan • P/Point handouts will be available in note format and in slide format. • All handouts available on different coloured paper to aid those who benefit from overlays (Dyslexia) if necessary • Additional notes available for those students who require them • Group discussion with P/Point aids- V and A learners • Small group work – ID N & V activity – VAK learners • Individual work – Work sheets and Q and A • Visual elements included in handouts for Visual learners

Subject: E3 – L1 Functional Maths / Adult Numeracy			Topic: Decimals		
Timing	Focus of the Lesson Subject Matter/Content	What Teaching Methods will you use?	Learner Activity Include differentiation and activities of Additional Support Assistants	Which Resources will you use?	How will you check learning? (you can use abbreviation overleaf eg QA)
2 Mins	Welcome, register and domestics (Slides 1&2)		Listening and responding appropriately Learners to engage in agreement on respect and domestics for learning environment, also displayed on PowerPoint	Register Slideshow	
2 Mins	Aims & Objectives Share the aims and objectives with the class Progress Knowledge Checker	Whole Group Individual	Active listening Complete knowledge checker <i>Differentiated task: Learners are to complete the handout according to their personal capabilities – personalised learning.</i>	Slideshow Knowledge checker sheet Self Assessment Handout	QA K.C.Sheet
5 Mins	Re-Cap on topics from last lesson - fractions	Whole Group	Active listening	Slideshow	Observation Question and Answer
10 Mins	Introduce the learners to the use of a decimals in daily life	Whole group	<u>Objective 1</u> Completion of Activity. Learners to actively listen and participate in discussion <i>Differentiated task: Learners are to complete notes according to their personal capabilities. Handout / mind map outline provided</i>	Slideshow Handout / Mind map outline	Question and answer Completion of Activity
10 Mins	Explain how to multiply / divide decimals by 10 and 100 Conversion quiz	Whole group	<u>Objective 2</u> Participate in discussion. <u>Objective 4</u> Complete conversion quiz. Learners to independently complete notes on decimals.	Slideshow Notes Pens Sweets	Completion of Activity Question and Answer Observation

5 Mins	Recap addition and subtraction method with decimals	Whole Group	<u>Objective 3</u> Active listening/contributions <i>ASA and Teacher to assist all learners, but in particular those learners identified on the pen profile.</i>	Slideshow	Question and Answer
5mins	Explain why using decimals is important	Whole group	<u>Objective 1</u> Active listening/contributions	Slideshow	Q and A
20mins	Introduce students to worksheet. Problem solving using decimals.	Individual	<u>Objective 1,2,3,4</u> Completion of activity / worksheet <i>Differentiated task: Learners are to complete the handout according to their personal capabilities – personalised learning. 2 different styles of worksheet available to learners. ASA and Teacher to assist all learners, but in particular those learners identified on the pen profile.</i>	Slideshow Worksheets (choice of beauty salon or garage)	Q and A Worksheets
2 mins	Ask learners to fill in Knowledge checker On one note ask learners to write one thing they have learnt from the lesson On the other post it note ask learners to score the lesson out of 10 and display near the door when leaving the room	Individual and Group work	Listen to tutor instruction Voice opinion on knowledge checker for tutor feedback with this being visible for learners to consider when leaving the room.	Slideshow Knowledge checker	Q and A

Reflections on lesson (link any developments needed to your IfL Reflect portfolio):

To obtain an editable Word version of this document please upload and share your own resource contributions at

www.skillsworkshop.org

THANK YOU