Learning Management Plan for Grade 4B

Level: Grade 4 Vels level 2.5-3.0

Numeracy focus: Fractions

(1) What do my learners already know?

Current achievement levels to be ascertained via prior assessments and observations in classroom brainstorming session and pre assessment of fractions.

Assessment information and observations in my profiling of these students has given insights into what their mathematical competencies are.

Prior learning experiences

Children have been familiar with decimals and the structure of basic fractions from previous work last semester, this was obvious in brainstorming session. Take pictures of fraction busting working posters.

(2) Where do my learners need/want to be?

My learner will be able to:

Vels Maths: Number Progression points 2.5-3.0

2.5 Development and use of fraction notation and recognition of equivalent fractions such as ½=4/8, including the ordering of fractions using physical models.

3.0 Develop fraction notation and compare simple common fractions such as ¾ >2/3 using physical models.

3.0 Add and subtract simple common fractions with the assistance of physical models.

3.0 Working mathematically- ie test the truth of mathematical statements and generalisations ie which shapes can be easily used to show fractions.
How do my learners learn best?

Dimensions of Learning considerations.

These children normally perform numeracy as a whole class task and cooperative learning groups work on mathematical problems. I must take into account the personal learning styles of each child and allow each as an individual in the group to provide input and reflection. The children prefer to work in a small groups as they are subject to less distraction, peer mentoring and the opportunity for input into the group is greater. These children are all very receptive to instruction which has been observed in prior lessons, they get easily distracted when confused so working in a small directed groups helps with instruction.

Phase 2 Learning design

What resources do I have at my disposal?

A supportive and nurturing classroom.

Interactive whiteboard to assist instruction

Worksheets

Tactile materials for representing fractions if needed ie unifix blocks

Models ie pizza models

Paper

What will constitute the learning journey?

1. Brainstorm what fractions are

2. Number bust a fraction

3. Pre-assessment of fractions and correction

4. Maths games on fractions involving pizza and cards

5. Using physical manipulatives to order fractions and look at equivalents and comparing fractions to see greater and less than strategies. Using algorithms and models to demonstrate concepts. Always use models for comprehension.

6. Exercises on adding and subtracting simple fractions using a common denominator, instruction and modelling with pizza.
7. Post assessment test to satisfy progression points.

Acquiring and integrating knowledge-to create and group collections within twenty. Early exposure to repeated addition and skip counting. Using empty number lines to visually support number problems. Using grouping strategies and number lines to assist in further addition and worded number problems. Knowledge of counting is extended to grouping animals/people within a range of twenty and this knowledge is used meaningfully to address other similar problems. Further lessons to be organized with similar problems to reinforce this knowledge.

(6) Who will do what?

Myself (pre-service teacher in training) will instruct this class on fraction understanding. Mrs Morris is also available to assist in instruction and classroom management.

(7) How will I check to see my learner has succeeded?

Through formative assessment children discuss their understandings, evidence in worksheets is also provided and reflections at the end of the unit for children to share what they have learnt. I will compare the pre assessment to a post assessment to help assess understanding. Anecdotal notes will also be taken of understanding.

Provide photos and examples of work.
(8) How will I inform the learner of their progress?

Discussion with students on what areas they need to develop and this is recorded in anecdotal records. Samples of work are put into either portfolio or maths books which are reported on. Children can reflect on their own work to see their development. Teacher observations are kept and at the end of this learning sequence a formal assessment will take place to establish progression in this area. Children are informed of their understanding through dialogue and comments/markings on work. The test answers will also be provided so students can self correct.