

Essential Questions

What the research says...

'Essential Questions develop foundational understandings. They provide the fundamental organizing principles that bind an inquiry and guide the development of meaningful, authentic tasks.'

Pat Clifford and Sharon Friesen

From a teaching perspective...

'The secret to teaching may be as simple as asking students good questions - and then giving them the opportunity to find the answers.'

By Jeffrey D. Wilhelm

<http://www.scholastic.com/teachers/article/essential-questions?pImages=y&x=40&y=18>

Learning Outcome:

NS1.1

Counts, orders, reads and represents two- and three-digit numbers

Learning Objective for the lesson:

'To count money using face value'

Essential Question

'What is money and how do we use it?'

End of lesson Reflection

'I can use money to...

'Could you afford the lunch you wanted?'

Creating Essential Questions

Stage 1 Mathematics Program Wks. 1&2 Term 3 2013 (9 days)							
	Focus area	Outcomes, Key Ideas and Working Mathematically	Whole class introduction (modelled activities)	Activities – Lower ability	Activities – Middle Ability	Activities – Higher ability	Whole class conclusion
3	<p>L.O: To identify the most appropriate unit of measurement.</p> <p>Ess Q.</p>	<p>MS1.1 Recognise the need for metres and centimetres and use them to measure length and distance.</p> <p>WM Select and use appropriate units to measure lengths.</p>	<p>Warm up: Circle champ x tables 2,3,5 – roll 2 dice with 2,3,5 and 1,2,3,4,5,6</p> <p>Display photo of garden bed on IWB. If we were going to plant something in this bed, what would need to know? Discuss ideas. Display problem on IWB – we need to know how long our school garden beds are so we can decide how many plants to grow.</p> <p>If we wanted to measure the length of the bed, how could we do it? What would we use? Elicit ideas.</p>	<p>D: Mixed ability groups.</p> <p>Display a selection of informal units for groups to choose from (paddle pop sticks, A4 paper, <u>textas</u>, pencils, etc). <u>Chn</u> work as a group to decide what they think would be best to measure the length of a garden bed.</p> <p>Take selected units of measurement to garden and measure length of garden bed and record on worksheet.</p> <p>Return to classroom and compare measurements with another group. Do we all have the same information? Why not?</p>			<p>Discuss our findings. What could we use to ensure we all have the same information when we are measuring a garden bed? Discuss ideas.</p> <p>Explain we need to have a standard unit of measurement. Ask what this could be and leave as an open ended question to be discussed in lesson 3.</p>

L.O: To identify the most appropriate unit of measurement.

Essential Question:

How can we measure a garden bed?

Creating Essential Questions

Wks 1&2 maths program - Microsoft Word

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			we do it? What would we use? Elicit ideas.		
4	L.O: To use <u>metres</u> to measure and record length. Ess Q.	MS1.1 <u>Recognise</u> the need for <u>metres</u> and <u>centimetres</u> and use them to measure length and distance. WM Select and use appropriate units to measure lengths.	Warm up: Around the world with simple multiplication facts. Refer to Q from plenary lesson 3. What could we use to measure the garden bed to ensure we all have the same information? What are <u>centimetres</u> or <u>metres</u> ? Discuss in LPs. Which is bigger? Which would be best to use? Why? Introduce <u>metre</u> ruler and discuss.	D: Mixed ability groups. Each group given a <u>metre</u> ruler and worksheet to complete to measure the length of the garden bed. Go to garden as a class and each group works to measure and record the length of the garden bed. Return to class and discuss and compare findings with other groups. Elicit measurements from each group and record on IWB. Is our information more similar than yesterday? Why? What else could we use <u>metres</u> to measure? Depending on time, <u>chn</u> work in LPs or small groups to make a list on mini whiteboards of things they would measure in <u>metres</u> . Discuss as a class.	Who can tell me how many <u>centimetres</u> in a <u>metre</u> ? How would I know when to use cm or <u>metres</u> to measure something? Reflection: I can use <u>metres</u> to...

Stage 1 Mathematics Program Wks. 1&2 Term 3 2013 (9 days)

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L.O: To use metres to measure and record length.

Essential Question:

How do I know when to use metres or centimetres?