


**IS YOUR
CLASSROOM
ENVIRONMENT**

EPIC!!

ENGAGING, PRODUCTIVE, INNOVATIVE, CREATIVE

BY MANISHA SHARMA & PAM MURRAY

We all want our lessons to be engaging, relevant and meaningful. This leads us to think what lessons we should plan, and techniques should we use to support our students, and cater to their *intellectual, emotional, behavioural, physical, and social needs*. As teachers we need to understand how our students learn and create conditions where students are most likely to *inquire, take risks, ask questions, participate and succeed*.

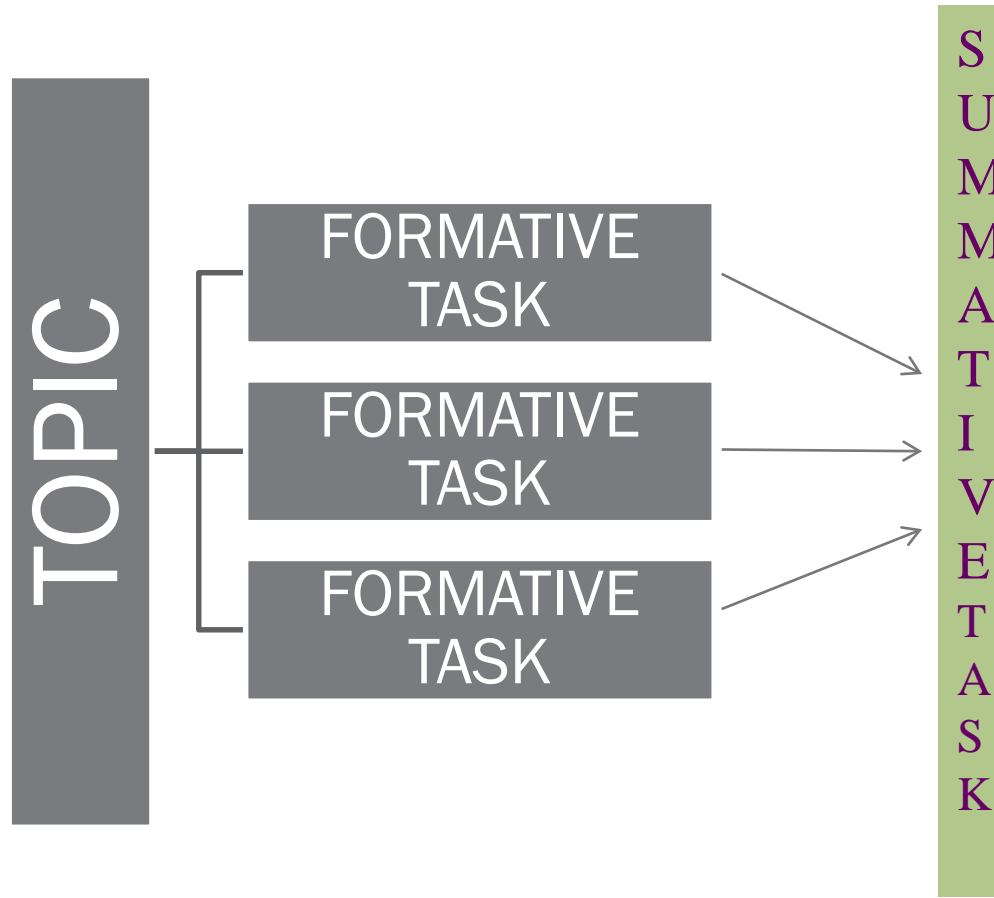


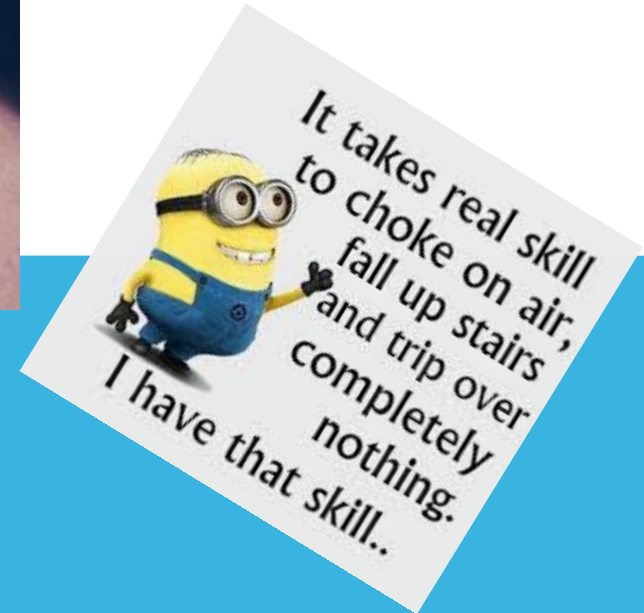
Students are provided with **opportunities of self-expression** and at the same time **foster good relationships** conducive to their learning.

At this workshop we aim to share some of the strategies we have implemented in our classrooms to improve student outcomes and engagement.



ASSESSMENT





ALGEBRA – FORMATIVE TASKS

FEW EXAMPLES`

- TARZIA PUZZLES
- MATHS RELAY
- CROSSWORD
- HIDDEN MESSAGE
- EXIT CARDS
- SNAKES & LADDER



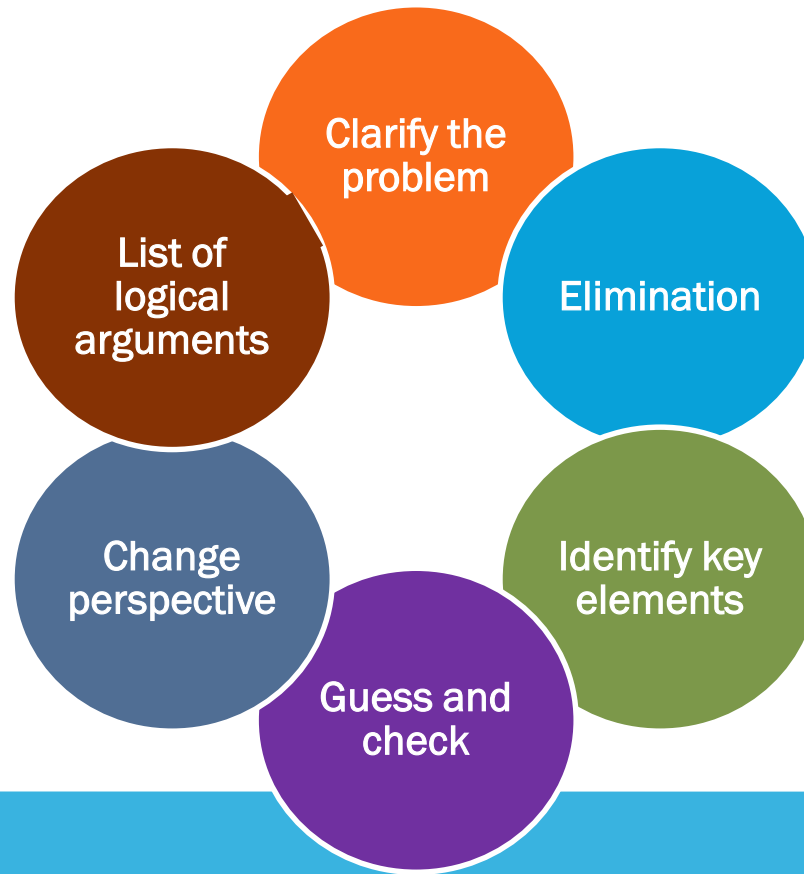
PROBLEM SOLVING STRATEGIES



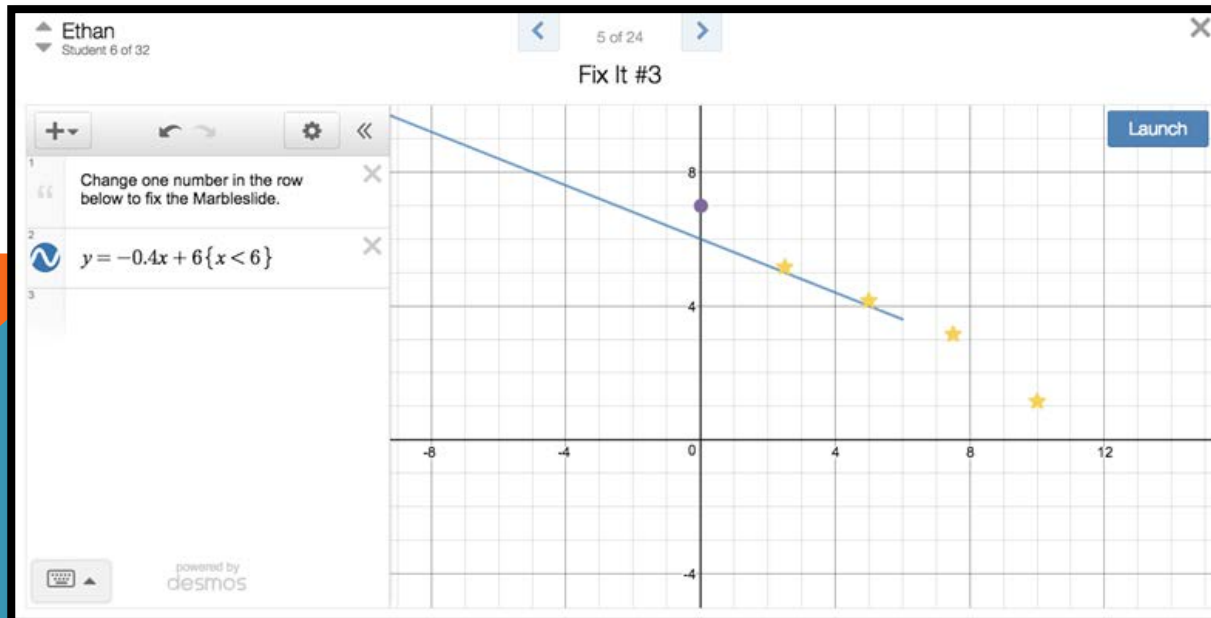
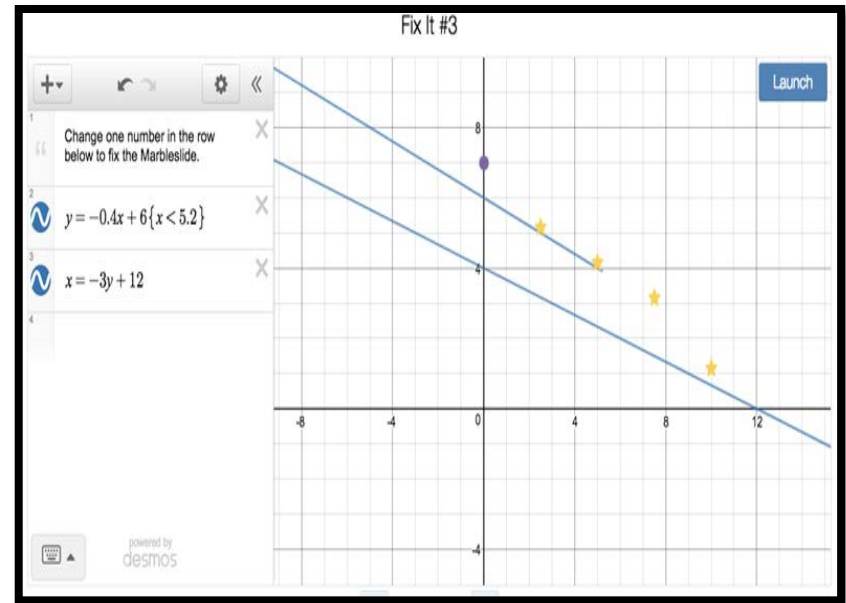
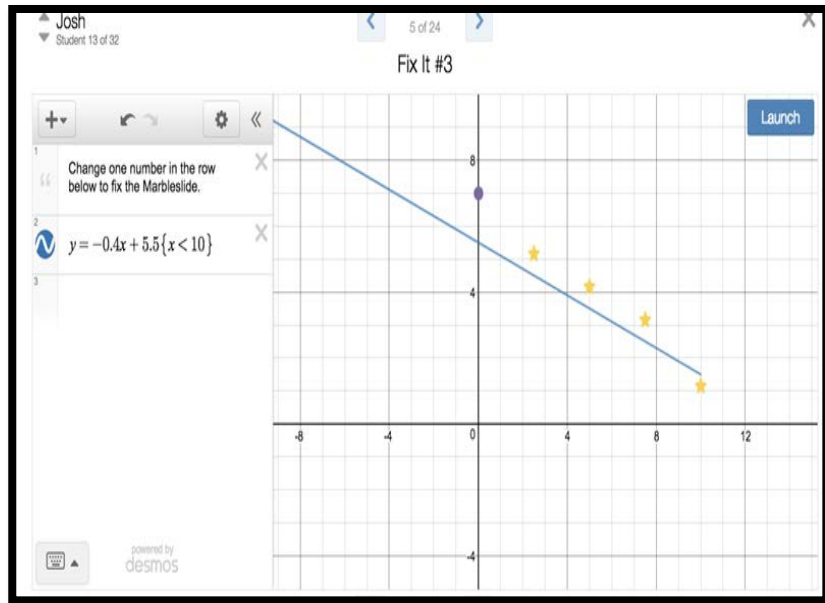
Link:

<http://www.edteck.com/rigor/lessons/detective/index.htm>

PROBLEM SOLVING STRATEGIES



LINEAR EQUATIONS: USING DESMOS



$\frac{x}{30000}$

$x \cdot 30000$

$\frac{x}{1}$

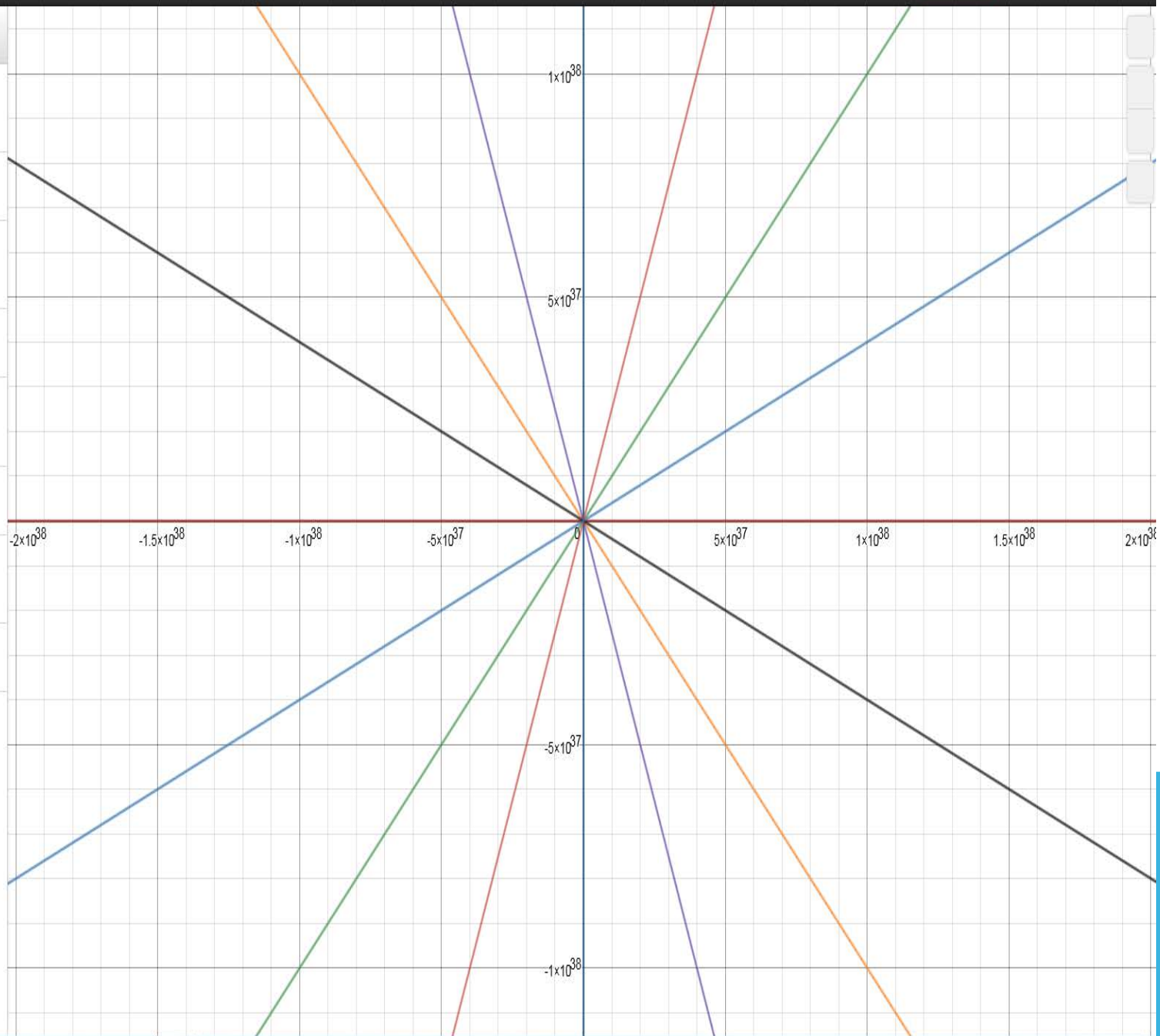
$x \cdot -1$

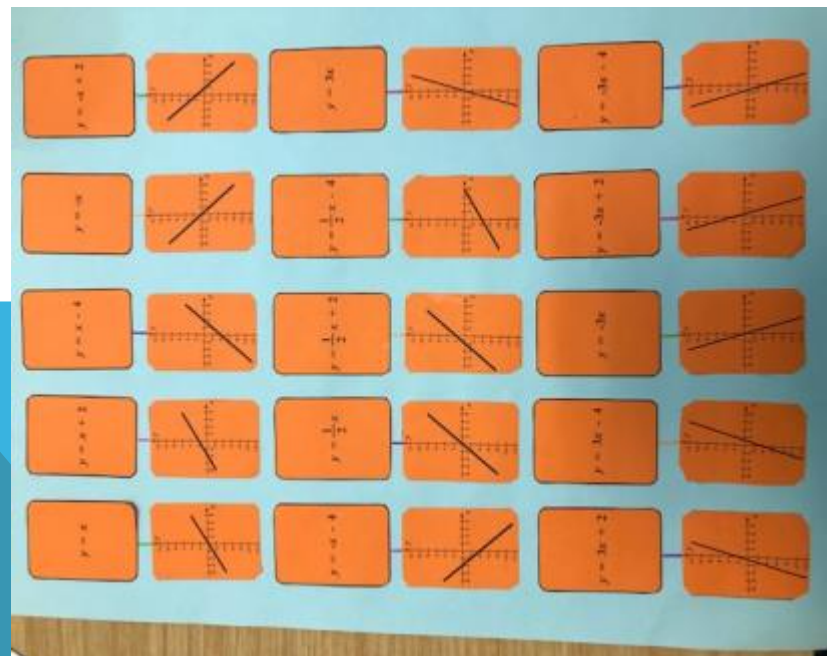
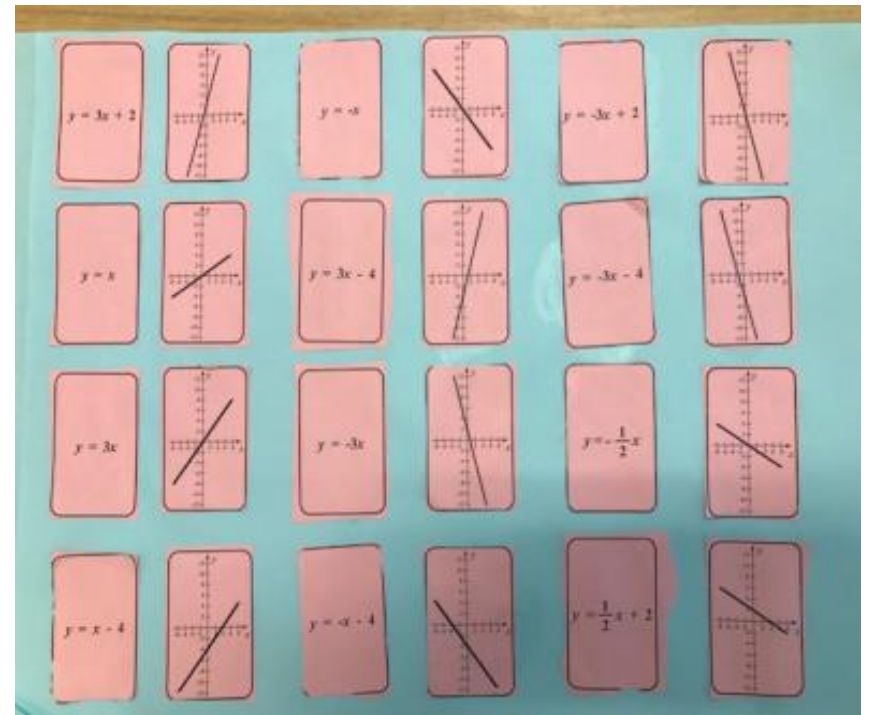
$\frac{x}{-0.4}$

$x \cdot -0.4$

$\frac{x}{0.4}$

$x \cdot 0.4$

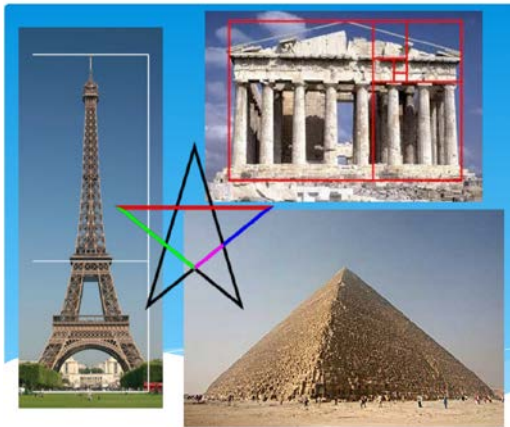




INVESTIGATION TASK

TAKING A LOOK AT PROPORTION IN THE REAL WORLD

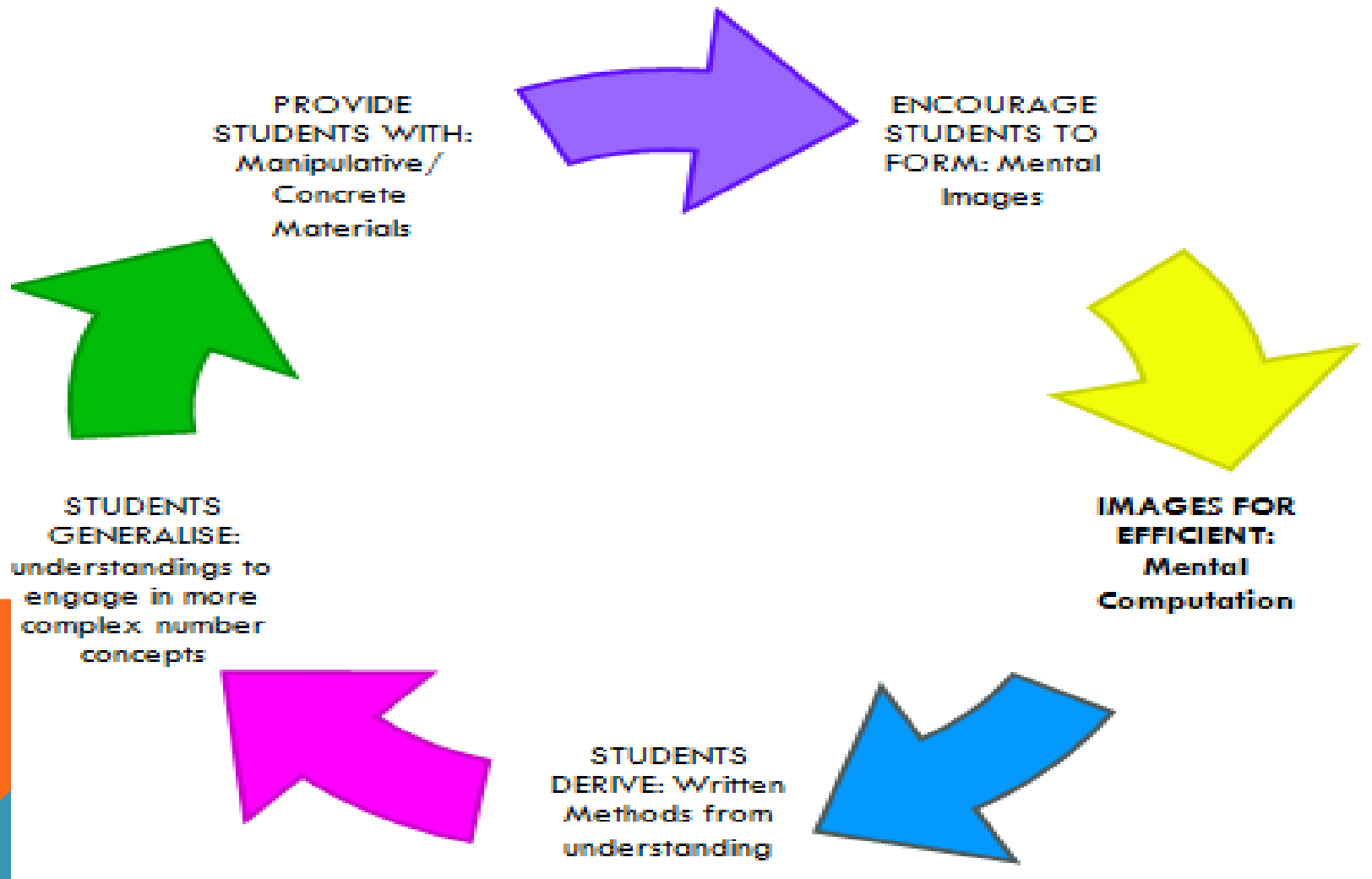
- The Fibonacci Sequence
- The Golden ratio



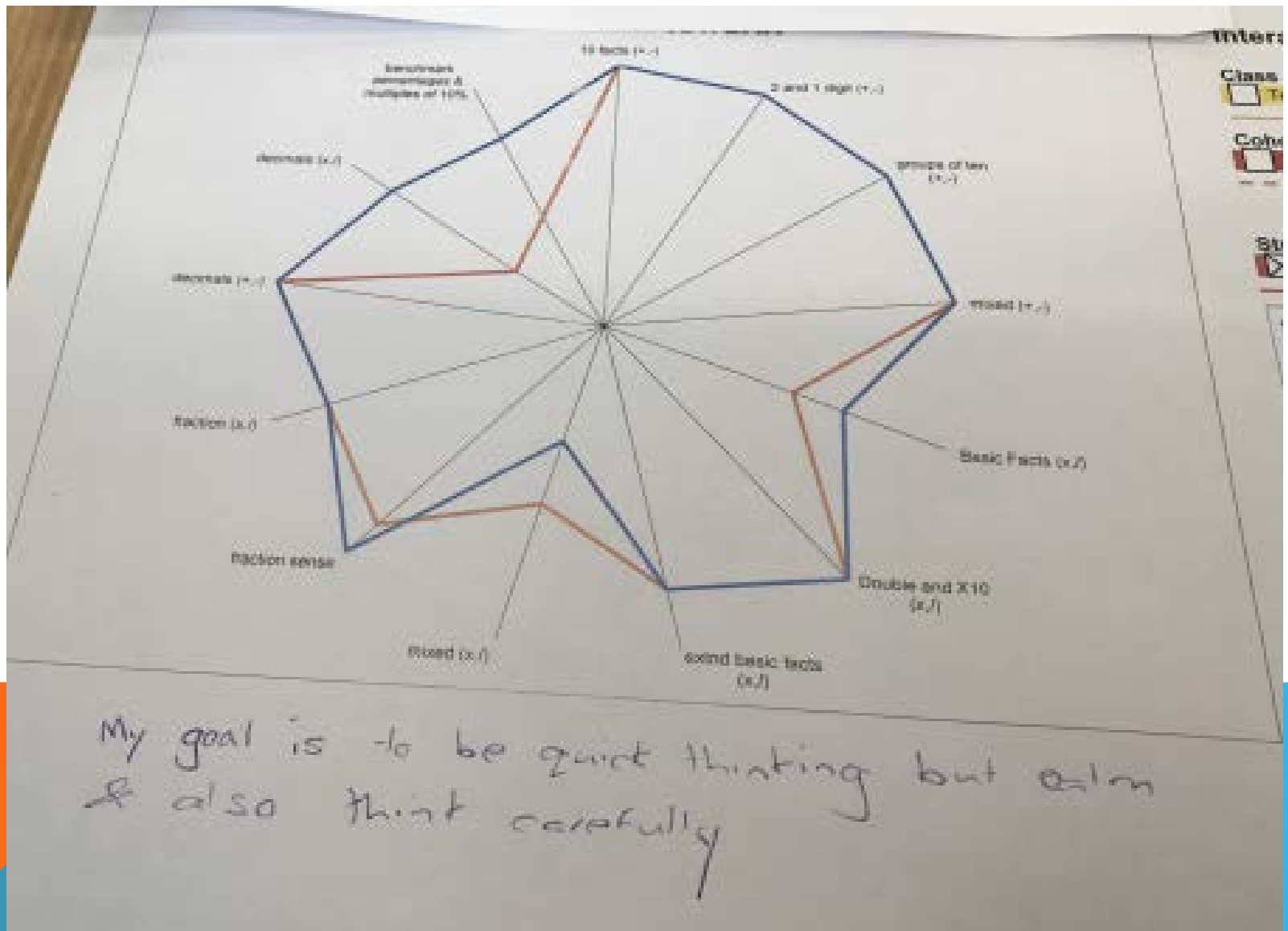
MENTAL STRATEGIES

MIDDLE YEAR MENTAL COMPUTATION


MYMC



USING DATA FROM MYMC



SELFIE

- **S** – showed all my working out
 - **E** – eliminated all the errors
 - **L** - learn from mistakes
 - **F** - found different solutions (if possible)
 - **I** - improved effort
 - **E** - explained my answers logically
- 

FEEDBACK

I really appreciated your effort today

This will be a challenging concept to learn, but I believe you can master it

Say This <i>Praise the effort a student exhibits during a task</i>	Not That <i>Avoid statements that suggest a student is "smart"</i>
I like the way you tried all kinds of strategies on that math problem until you finally got it.	Wow, you did great on that math problem – you're smart!
It was a long, hard assignment, but you stuck to it and got it done. That's great!	See, I told you that would be easy – you're smart!
For the student who gets an A without trying: "All right, that was too easy for you. Let's do something more challenging that you can learn from."	Nice job, you got an A without even trying.
For the student who works hard and doesn't do well: "I liked the effort you put in. Let's work together some more and figure out what you don't understand.	Some people are just not good at math – don't worry about it.

It is okay to take risks, that's how we learn

You haven't got it yet, but you will if you keep working and thinking about it

GOOGLE DRIVE

Name of the folder:

ACT Mathematics Cluster

<http://bit.ly/2uNvQrT>

