



Singapore Math with Dawn Swartz

Lesson 14: Good Lesson Planning and Assessing

Outline:

Lesson Planning

- Winston Churchill said, “Plans are of little importance, but planning is essential.”
- Planning for a math lesson or any good lesson:
 - Every lesson that you do begins with your objective.
 - In math our lessons focus on mastery of concepts rather than a trick or procedural shortcut.
 - Build your lesson from prior knowledge. Read through the introductory material that tells you what the students have already learned.
 - Gather materials so that you can teach from concrete to pictorial to abstract.
 - Make notes for gathering materials right onto your lesson plan.
 - Think through the management of your manipulatives.
 - Your lesson is going to center on the learner’s perspective. The teacher’s manual is your guide, but your students are going to help you set the pace.
 - **You are teaching to mastery. Define what mastery means for you and your class and your school.**
 - Singapore math defines mastery as the point at which the learning foundation is strong enough for the student to move on and build on what has been learned.
 - Every lesson is going to provide a short amount of purposeful practice.
 - Your students could use small white boards, marker, and erasers (felt squares) for this practice.
 - You can walk around the room at this practice time.
 - Anticipate what questions your students will have and plan accordingly for the answers or another illustration. Make notes on sticky notes for use in future years.
 - Train your students to become articulate about what they need help with when they do not understand.
- Seven Pieces of a Math Lesson (about 60 minutes in length)





- Warm up activities (5 minutes)
- Number fluency (5 – 10 minutes)
- Homework review (10 minutes)
- Teacher directed – “I do” portion (10 – 15 minutes)
- Guided practice – “We do” portion (10 – 15 minutes)
- Independent practice – “You do” portion (10 – 15 minutes)
- Wrap up/Homework – end well, summarize, ask questions (5 minutes)

Why do you give an assessment? What is the purpose of a test?

- As a teacher, we constantly assess because it informs us as a teacher and it drives our instruction.
- SMWYK = Show Me What You Know (test)
 - Are we ready to move forward?
- Assessments are not just about that formal paper test at the end of a unit.
 - You are constantly assessing your students so you know how to take the next step.
 - You’ll need to do an informal pre-assessment before every new concept is taught. This can be done in groups with manipulatives. Students can collaborate together and grow team spirit in choosing a name together for the team.
- The goal of **formative assessment** is to gather feedback to make sure the class understands the content and they are ready to move on.
 - This is informal.
 - This can be done during class.
 - This can be done during homework review. Have students look at their homework and ask, “What did you practice in last night’s homework?”
 - An exit card is a card or piece of paper that students write the answer of a directed question on at the end of a lesson.
- The goal of a **summative assessment** is to measure the success and proficiency of meeting the objective. Do they have a conceptual understanding? The summative assessment should be compared to the objective.
 - Tests and quizzes need to be created for the Singapore Math U.S. edition.
 - Mark where you decide to give a quiz and a test in the U.S. edition.
 - Some of the tests appear to have problems that the students have never had before. Your goal is to teach conceptual understanding rather than procedures, this helps the students to solve the problems that they have not seen before.
 - You might call these “zinger problems”.
 - You will have to educate parents about these problems.
 - The most important thing about this test is that it informs you as a teacher.