Designing an effective maths lesson.

The hook 5 mins	The mathematical concept is explained to the students and why it is important- connection to real life. The lesson objective is within working memory capabilities so students are likely to remember more of the lesson-Less is more! Student engagement is high as they are ***hooked*** into the topic.
Modelled 5-10mins	The learning intention is clearly stated and is within working memory capabilities, so students are likely to remember more of the lesson-Less is more! The concept is modelled using manipulatives or concrete-everyday examples. Connections are made to prior learning.
Guided Practice 12-15mins Differentiation	Teacher guides the practice until it is correct then students can work independently. Students are writing and talking about their learning to improve the depth of learning and recall. Differentiation of content, process and product according to student's readiness, interests and learning profile, e.g. flexible grouping, individualizing lessons, compacting, tiered assignments, and varying question levels.
Independent 15-20 mins	Open-ended tasks/rich collaborative tasks that allow students to solve problems including problems they pose. Students explain and make their thinking visible as they apply their learning of the concept.
Cognitive Closure 5-10 mins	Reflecting on and making sense of what they have learnt assists with remembering for future use. Today I learnt about: This connects or adds to what I learnt about: What I learnt today can help me later when:
Times are approx. and should be based on the age of students and daily schedule	

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