



Learning Habits Lesson: Learning the Maths that's right for you

Summary

Students are introduced to – and complete – their first diagnostic and first module.

Group Size: Whole class

Length: Approximately 2-3hours, spread over multiple lessons

Lesson Preparation:

- Watch the teacher video (available [here](#)) which gives a quick overview of the lesson.
- Prepare Learning the *Maths that's Right for You* PowerPoint ([download](#)) – there are videos embedded which makes the file size large, so download and save before the lesson.
- Print *Login Cards* for your class by following these steps:
 - Log into your teacher account
 - Click "Students and Classes" and select the class
 - Click "Print Student Logins"
- Print *Diagnostic* poster in A3 colour ([download](#)) – one copy for the classroom.
- Print *Module* poster in A3 colour ([download](#)) – one copy for the classroom.
- Print *Worksheet – What are they ready to learn next?* ([download](#)) – one copy between three students
- Have a class set of the following handouts:
 - *Handout – Counting Cards* ([download](#)) – one copy between three students, preferably pre-cut and laminated for re-use.
 - *Handout – Diagnostic Samples* ([download](#)) – one copy between three students, preferably laminated for re-use.

Learning Intention

This activity helps students to:

- Understand what role the diagnostic plays in their learning
- Learn how to do their first diagnostic well – in a way which gives the best possible data
- Learn the basics of how to choose and complete their first module

After the Lesson

To revisit this, you replay a combined summary video (download video [here](#), or view with YouTube video with subtitles [here](#)).

There is another lesson plan like this one to guide the end of the first learning cycle as students will undertake their first formative test and reflect on their results. See that lesson plan [here](#).

Including the initial diagnostic, there are a total of 4 standard diagnostics which cover the curriculum from Level 1 to Level 10A. You may want students to complete more diagnostics down the track. This gives you more data on their learning needs, and opens more choice for what they can work on. It is best to spread these out over time, running them across 2 terms. This will give the best quality data. See [here](#) for full details.

Time	What the teacher is doing	What students are doing
15 mins	<p>The <i>Maths that's Right for You</i> PowerPoint will help introduce the purpose of the diagnostics and demonstrate how they will work.</p> <p>Hand out a set of 'Counting cards' to each group of 3 students and use the PowerPoint (Slide 2-5) to facilitate the sorting activity.</p> <ul style="list-style-type: none"> • Support the group work discussions. • Bring the class back together to talk through the 'answers' using the PowerPoint to support. 	Work in groups of 3 to sort and arrange a set of 'Counting cards' into the order in which they should be taught.
20 mins	<p>Use Slide 6 of the PowerPoint to introduce the next task.</p> <ul style="list-style-type: none"> • Hand out a set of Diagnostic Samples to each group of 3 students, along with the worksheet "What are they ready to learn next?". • Bring the class back together to talk through the 'answers' using the PowerPoint (Slide 7-11). 	Work in groups of 3 to work through "What are they ready to learn next?" by referring to the diagnostic samples.
15 mins	<p>Explain to the class that we are now getting ready to do our own diagnostic.</p> <ul style="list-style-type: none"> • Play the video within the PowerPoint (Slide 13) which explains the online diagnostic. • Lead a class discussion about the key take-aways from that video. • Put up the <i>Diagnostic</i> poster which summarises those takeouts. 	Watch a video, and participate in a class discussion about that video. What do you notice? What do you wonder?
30 mins	<p>Students are now ready to begin their first diagnostics in test conditions.</p> <ul style="list-style-type: none"> • Hand out the student login cards and spare paper for working out. • Support students through the initial diagnostic. For example, help with any technical challenges, reinforce it's okay to see unfamiliar maths; encourage on task behaviour; read questions out loud (but not "teach"); and encourage students to try their best but not to guess, otherwise they might end up with work that they are not ready for yet, it's fine to skip questions you're unsure about." • Keep an eye out for the first student to finish the diagnostic. 	<p>Log in, and complete as much as possible of the initial diagnostic.</p> <p>Use a spare piece of paper for your working out.</p>
15 mins	<p>Ask students to pause what they are doing for a quick break.</p> <p><i>Optional:</i> This might be a good time to do an energiser.</p> <p>With the first student finishing their initial diagnostic, bring the class back together to explain the next part of their independent learning.</p> <ul style="list-style-type: none"> • Play a video within the PowerPoint (Slide 17) which explains how to choose and complete your first module. • Lead a class discussion about the key take-aways from that video. • Put up the <i>Modules</i> poster which summarises those take-outs. 	<p>Watch a video, and participate in a class discussion about that video.</p> <p>What do you notice? What do you wonder?</p>
30 mins	<p>Continue to support students as they complete their initial diagnostics, and move on to starting on their first module.</p> <p>Remind students of the purpose of the diagnostics and why we're finding out what maths they are ready to learn next. Additionally, remind students of the key messages from the Mistakes are Good lesson, such as <i>Getting stuck is a normal part of learning maths!</i></p>	Continue to complete the initial diagnostic, and, possibly, begin to work on your first module.

Note: Make sure you lock the diagnostics if students do not complete them during the lesson. [Find out more from this Knowledge Base article.](#)