

# Student Learning Skill 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:** 2-3 hours, spread over multiple lessons

## Lesson Preparation

- Watch 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 here](#), or view with subtitles [here](#)).

There is another lesson plan like this one to guide the end of the first learning cycle: doing the first test, and understanding your 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 min | <ul style="list-style-type: none"> <li>Use the PowerPoint to help introduce the task.</li> <li>Hand out a set of 'Counting cards' to each group of 3 students and support their group work discussions.</li> <li>Bring the class back together to talk through the 'answers' using the PowerPoint.</li> </ul>   | Work in groups of 3 to arrange a set of 'Counting cards' into the order in which they should be taught.                   |
| 20 min | <ul style="list-style-type: none"> <li>Use the PowerPoint to help introduce the task.</li> <li>Hand out a set of Diagnostic Samples to each group of 3 students, along with the worksheet "What are they ready to learn next?".</li> <li>Bring the class back together to talk through the 'answers' using the PowerPoint.</li> </ul>   | Work in groups of 3 to fill in the worksheet "What are they ready to learn next?" by referring to the diagnostic samples. |
| 15 min | <ul style="list-style-type: none"> <li>Play a video within the PowerPoint which explains the online diagnostic.</li> <li>Lead a class discussion about the key take-outs from that video.</li> <li>Put up the Diagnostic poster which summarises those take-outs.</li> </ul>  | Watch a video, and participate in class discussion about that video.  |
| 30 min | <ul style="list-style-type: none"> <li>Hand out student login cards</li> <li>Support students through their first diagnostic</li> <li>Keep an eye out for the first student to finish the diagnostic</li> </ul>   | Log in, and complete as much as possible of the initial diagnostic.   |
| 15 min | <ul style="list-style-type: none"> <li>Bring the class back together as soon as the first student finishes their initial diagnostic</li> <li>Play a video within the PowerPoint which explains how to choose and complete your first module.</li> <li>Lead a class discussion about the key take-outs from that video.</li> <li>Put up the Module poster which summarises those take-outs.</li> </ul> | Watch a video, and participate in class discussion about that video.  |
| 30 min | <ul style="list-style-type: none"> <li>Support students as they complete their initial diagnostics, and move on to starting on their first module.</li> </ul>   | Complete the initial diagnostic, and start working on the first module.   |