

Lesson Account 9 – Lesson on plans and evaluations

Name	Organisation	Age/ability range
Cheryl Periton	NCETM	Year 8 – Middle ability – lesson on plans and elevations

How was the session/task introduced?

The plan and elevation views of a solid made from multi-link were projected onto the board. Pupils were asked to construct the actual solid for themselves. Pair/share talk strategy followed by discussion of problems etc.

How was the session/task sustained?

Pupils creating other solids from given 2D diagrams.
Pupils had to draw diagrams from solids they had made – swap with other pupils and then compare. Had the other pupil been able to create their solid? If not, why not?
Pupils in pairs asked to write down a list of 'key points' to remember in the form of a poster.

How was the session/task concluded?

Pupils sharing of key points.
Posters displayed on wall.

What were the critical moments?

When cubes first issued – what would pupils do?
Inevitably there was the making of guns and shapes and a few minutes were allowed for this before starting the initial activity.
Making the transition from building a solid from someone else's diagrams to drawing diagrams for one's own solids.
Would pupils be able to do this?
Would they just make it easy for themselves?

What mathematics was learnt? (on plan and off plan) and what is the evidence of learning?

Definition of plan and elevation.
Understanding the relationship between the concrete object and the diagrams.
The posters produced allowed pupils to articulate their understanding.

How was that mathematics learnt?

By use of concrete, kinaesthetic approaches and discussing with peers.

Other memorable outcomes

A group that was at times behaviourally difficult was fully engaged in the task.

Resources

Multi-link cubes.
OHP overlays
Isometric paper (if wanted)