

## Helping your child with maths

**Topic:** ESOL, numeracy

**Level:** SfL Entry 3 / SQA National 4/ CEFR B1

**Time:** 90 minutes

### Objectives:

- Learners will practise listening for gist and detail
- Learners will practise composing sentences using imperative verbs
- Learners will be able to participate in a discussion
- Learners will be able to identify at least 3 activities that can support their child's numeracy development.

### Introduction

This lesson is about ways to support a child develop their numeracy skills and is aimed at learners who are parents or who care for children. It provides learners with information about how numeracy is taught in schools today and gives practice at identifying and using some language common to a maths classroom.

Video: <http://esol.britishcouncil.org/content/learners/uk-life/family-learning/helping-children-maths>

Before the lesson prepare:

**Resource A** (flashcards with maths symbol synonyms ) - print out and cut up so each learner has one item of vocabulary

**Resource B** (task 1: true/false questions, task 2: vocabulary gap fill) - print out one copy per learner. You may like to cut or fold the resource in half, so that learners don't start task 2 until you instruct them to do so.

**Resource C** (discussion points) - print out and cut up so each group of 3 learners has one set of questions  
sticky tack

Tip: maths and numeracy are often used interchangeably, but in an educational context, numeracy focuses on the ability to use maths 'in real life'; to problem solve, interpret data, reach a logical conclusion through use of number etc.

## Procedure

### Warmer (5-10 mins)

- Draw 4 columns on the board, with a maths symbol at the top of each. Give out one flashcard (from **Resource A**, with some sticky tack attached to the back) to each learner and ask them to stick it to the board in the correct column. Encourage peer-correction.
- Ask learners to sit down then check the words are in the correct column, asking the class to move any that are not.

*Suggested answers:*

- + plus/add/total/together   - minus/take away/subtract/difference
- ÷ divide/share/group   **X** multiply/times

### Task 1 – discussion (pre-listening) (10 mins)

- Write the following questions on the board:
  - *What do you remember about learning maths as a child?*
  - *What do you know about how your children learn maths in school today?*
  - *How do you help your children to learn maths?*
- Put learners into small groups and ask them to discuss these questions.
- Bring the class back together and ask for feedback from each group. You may like to focus feedback on the topics that will come up in the following video, to support learners in activating their existing knowledge: the importance of parents supporting learning at home, how maths teaching has changed and children enjoy it more, activities that parents and children can do together.

### Task 2 – listening for detail (10 mins)

- Tell learners they are going to watch a video where a teacher talks about how parents can help their children with maths.
- Ask a learner to 'count the number of people in the class', to check understanding of 'count', then elicit examples of things learners might count with their children (eg when walking up or down steps).
- Introduce the video, which includes children and parents saying what things they count. Tell learners to watch the video and note down any items that parents or children say that they count.
- Play the video once through then elicit items noted.

*Suggested answers: items mentioned are 'everything you see', objects (in a book), socks, birds, shops, setting the table (cutlery), planks, coins*

**Differentiation**

Prepare a list of items (including some which are not in the video) that learners with weaker listening skills can tick off as they hear them.

**Task 3 – listening comprehension (15 mins)**

- Tell learners they are going to watch the video again, then answer some true/false questions. Give out the questions (**Resource B task 1**) and ask learners to quickly read through to check understanding.
- Play the video, pausing every so often if learners need extra help.
- Nominate learners to give feedback. You may like to nominate learners with weaker listening skills to answer the 'true' questions (2,3,4,6), while those with stronger listening skills could answer the 'false' questions (1 & 5) and be asked to give the correct information, according to the video.

**Task 4 – vocabulary (10 mins)**

- Tell learners they are going to work on some vocabulary from the video. They will complete the sentences using the correct word. Ask learners to complete **Resource B task 2**.
- As learners finish, tell them to check their answers with another learner.
- Elicit the answers, asking learners to read the whole sentences. If you have an interactive whiteboard, you could display the online version of the activity (labeled 'vocabulary', below the video) and get learners to come and complete the activity on the whiteboard.

**Task 5 – writing sentences using imperative verbs (15 mins)**

- Briefly teach or review the use of imperative verbs. You could refer back to task 2 and write the example 'count the number of people in the room' on the board. Then elicit which word is the verb and underline it, then elicit its position in the sentence ie at the beginning, and point out that there is no subject.
- Write the words *count*, *measure*, *weigh*, *sort*, *estimate* on the board (and check meanings if necessary) and tell learners to make sentences for activities they could do with their children, using these imperative verbs. Learners can work individually or in pairs.
- Monitor and provide feedback as necessary, then finish the activity by eliciting open class feedback.

**Task 6 – pyramid discussion (10-15 mins)**

- Put learners into pairs and give out discussion points (**Resource C**). Give learners 5 minutes to exchange ideas.

## Helping your child with maths: lesson plan

- Join pairs to make groups of 4 and tell learners to share their ideas in their new groups. Monitor the discussions.
- Conduct brief feedback. Ask learners if they will try any of the activities suggested with their children and which ones?
- You may like to elicit ways learners can get help to support their children eg talk to child's teacher, attend events/meetings put on by school (or if school doesn't do this, suggest they start!), look at websites eg bbc, ...

**Cooler - numeracy terms quiz - (5-10 mins)**

- Ask learners to fold an A4 sheet of paper into quarters and tear along the folds. On each of the resulting 4 pieces of paper they should clearly write a numeracy symbol (+, -, x, ÷), large enough to be seen when held up.
- Call out a function (from the warmer activity) and ask learners to hold up the relevant symbol. This could be done competitively, with points awarded, to make it more lively.

**Extension activities / Homework**

If you are able to, you may want to share the National Numeracy Parent Toolkit you're your learners. It gives parents advice on how they can support their children to develop their maths skills. It can be found here: <http://www.nparenttoolkit.org.uk/information-for-parents/>