

Identify, describe and demonstrate quarter, half, three-quarter and full measures...

identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations

Learning intention

- identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations

Teach and model

- identifying things that turn in the school environment; for example, the handle on a tap or a door, the dial or switch on a piece of equipment; identifying a half turn and a full...
- giving and following instructions to move during an activity; for example, demonstrating and describing half, quarter and full turns in a choreographed dance
- investigating hands turning on a clock and relating quarter, half and full hours to angles and the language of clockwise or anti-clockwise

Check understanding

- Explain the main idea in identify, describe and demonstrate quarter, half, three-quarter and full measures... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.