

**ZMATH 2012c.00341**

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**Some positive aspects of a three-part lesson.**

Math. Teach. (Derby), No. 221, 26-27 (2011).

Summary: This author agrees with the sentiments of John Hibbs' article "Was there ever any point to the three-part lesson?" (MT219). In particular the author fully supports a flexible approach to the structure of lessons. There are two interesting questions that arise from Hibbs' article: (1) Are there reasons for the large-scale adherence of teachers to the three-part lesson?; and (2) Are there advantages that have resulted from the introduction of the three-part lesson? In this article, the author makes the case that the three-part lesson has some good points, particularly in regard to mental maths, which have become a major component of math lessons in the primary classroom. (ERIC)

*Classification:* D42 F32

*Keywords:* lesson plans; lesson planning; mental computation; educational strategies; numeracy

<http://www.atm.org.uk/journal/archive/mt221.html>