

**ZMATH 2011f.00101**

**Youdale, Leonie**

**Planning, teaching and assessing mathematics learning for real!**

Aust. Prim. Math. Classr. 15, No. 4, 29-32 (2010).

Summary: As a final year Bachelor of Education student at the University of Tasmania, this author recently participated in an innovative program for improving mathematics learning outcomes for primary school students and the mathematics teaching development of pre-service teachers. As a participant in the program, she was required to plan, teach, and assess a sequence of six mathematics lessons for a group of seven students at a local primary school. The planning was undertaken in collaboration with a fellow student and was approved by both the classroom teacher and university staff prior to the commencement of the lessons. They were allocated a group of Prep and Grade 1 students who required a focus on the number sequence 11-20. This article describes the processes the author and her fellow student undertook, observations made, and lessons learned as a result of this experience. (Contains 2 figures.) (ERIC)

*Classification:* B50

*Keywords:* young children; numbers; preservice teachers; teacher competencies; teaching skills; planning; lesson plans; cooperative planning; teacher education programs

<http://www.aamt.edu.au/Webshop/Entire-catalogue/Australian-Primary-Mathematics-Classroom>