

USING ELM IN LARGE CLASSES

TEACHER PREPARATION

- 1) Plan what ELM activity/story will be assigned in the computer lab.
- 2) Make sure all of the devices are functioning in the lab or in your classroom.
- 3) Plan the activities for 3 or more stations in the classroom (see suggestions at end).
- 4) Prepare each of the classroom stations using available materials such as:
 - Flash cards (with numbers, equations, and shapes).
 - Drawing material (paper and colouring pencils).
 - ELM worksheets (printables from the ELM *Teacher Resources* site or the binder).
- 5) Prepare a run-through of each station before starting. (As a reminder for yourself, write out a specific set of instructions for each station – see below for help).
- 6) Share the lesson objectives with the learners in the classroom before starting the lesson. This helps in managing time.

LEARNER PREPARATION

- 1) Have learners come together.
- 2) Group the learners into two groups.
- 3) Provide an overview of the objectives of the lesson.
- 4) Describe the activities available at each of the different stations and the ELM activity they will be using at the technology station.
- 5) Assign one group of learners to the technology station and ask them to log in to the Learning Toolkit and to open up the activity. Stress the importance of each learner signing into their own account.
- 6) Divide the second group into mini-groups, and assign each mini-group to a station. Ask them to move to the stations and begin the station activity.
- 7) Set a time limit for work in each station, then rotate learners through the stations.
- 8) When half the lesson time is up, ask all learners to return to the mat.
- 9) Divide the lab group into mini-groups and assign them to stations. Ask learners to move to the stations and begin work.
- 10) Ask the second group to proceed to the technology station and to open up the activity. Stress the importance of each learner signing into their own account.

USING THE STATIONS

- 1) If time allows, learners should rotate between the stations (set one way of rotating, i.e. clockwise or counter-clockwise).
- 2) Assign a station to each group and supervise as they do the activities.
- 3) Use visual cues for learners to identify stations easily.
- 4) The time at each station should be indicated.
Suggested 10-15 minutes for a total of 30 minutes, and 30 minutes in the lab.
- 5) If time does not allow for completion of an activity, learners can start at that station in the next Math lesson.
- 6) Rotation can be done by alerting learners using:
 - Bell
 - Clapping of hands

- Using gestures
- Word of mouth

SUGGESTED CLASSROOM ACTIVITIES

- Using printables, including worksheets, number or shape cards, etc. from the ELM Teacher Resources or other prepared materials.
 - On a table have various printed materials that learners can choose from: number cards, arranging tokens to decompose numbers, worksheets, etc.
 - Ask learners to choose one and complete it.
- Colouring pictures and images:
 - On a table have various ELM colouring pages that learners can choose from.
 - Ask learners to choose one and complete it.
- Question and Answer:
 - Create 4-5 short word problems that learners need to solve.
Note: you can also create reflection questions that get learners to think of real-world examples when they applied the mathematical concept in the daily habits.
 - Make sufficient copies of questions.
 - Set up a station with your questions sheet and pencils.
 - Learners take one sheet and complete the questions.

