

OUTPUT 5/ CONTENT/GEOMETRY

Proposed Answers

Geometry 2D/ 3D shapes	Prior knowledge activation	Multi-modal sources	Rich input	Scaffolding
questions	How would you get your learners to think about the topic and find out about what they already know?	<p>Have a look at the resources associated to the Geometry unit of work and name some of the resources used.</p> <p>What other types of resources could you add?</p>	<p>Looking at the teachers notes and the Lesson plan, write suggested ways to enrich resources.</p> <p>What other resources could you add to challenge your learners?</p>	<p>Can you identify scaffolding steps in this unit?</p> <p>Would you add other steps?</p>
Evidence	There are of course many different ways to activate prior knowledge. In the Teachers notes, we suggested telling learners that the new lesson is going to cover a geometry topic and get them to figure out what the exact topic is.	For this unit, we have generated video animations, including quizzes to allow learners to revise/practise vocabulary and concepts and a step by step penguin oregami, ready-to-cut cards with images/shapes and words/sentences, for	We suggest learners apply their knowledge to the « real world » looking at their surrounding buildings or investigating famous buildings to try and find all the different shapes used.	Scaffolding will ensure that learners acquire content and language more easily. It will provide informal formative assessment to guide and help you decide if any parts of the unit need to be reviewing before moving forward.

	<p>Giving groups of learners a set of cut-out cards, containing: a rectangle, a triangle, a cube, a pyramid, 2 blank titles, 6 sentences sections (It's a geometric shape X2/ flat/ it's not solid/ solid (it's not flat) ask them to have a look at the cards and try and make sense of the information they've got. They can then organise all the cards and find 2 titles (2D geometric shapes & 3D geometric shapes). Once they've completed the task, discuss as a class what they think the topic is and ask specific questions such as : What type of geometric shape is a triangle ? Can you give a simple definition of... Please refer to the Teachers notes for further ideas.</p>	<p>learners to manipulate and word games.</p> <p>We also encourage learners to look for famous monuments in books or on the Internet, to link shapes to building</p>		<p>Looking at the Teachers notes, you'll see that, following the « prior knowledge activation » we suggest asking learners to draw and name 2D/3D shapes they know, prior to viewing the animations.</p> <p>This will allow you to check whether they can distinguish the 2 types of shapes already. It might also allow you to point out cognates in L1 and L2.</p> <p>When you play the animations, learners should already be able to recognise a large part of the vocabulary.</p> <p>Once you've presented the animations, you can get learners to go over the quizzes - trying to name shapes prior to the native speaker and describe each shape.</p>
--	---	--	--	--

				<p>This will allow you to reinforce the fact the 3D shapes are made of 2D shapes</p> <p>A number of « word » activities are suggested - once learners have found the words, you could ask them to draw the correct shape next to them or point to shape, looking at their surroundings.</p> <p>Playing « miming » games is also a great way to demonstrate as well as get learners to manipulate language and concepts. These games can be recycled in many forms: the teacher mimes a shape and learners say what it is ; the teacher says a word and learners have to mime, the teachers gives a 2D shape and learners have to physically represent it with the relevant 2D shapes...</p> <p>The teacher will of course use verbal strategies, formally</p>
--	--	--	--	---

				<p>and informally, throughout the unit as they model structures and pronunciation.</p> <p>Asking learners to complete a tree map, to recap on what they've understood and retained about 2D/3D shapes, using text and drawings, and then asking them to present their map orally, will of course tell you if any learners are struggling with content and vocabulary.</p>
--	--	--	--	---