LESSON PLANNING
THE CLASSROOM ORGANISER WAY

DEVELOPING STUDENT PLANNERS

A SNAPSHOT OF RESOURCES

SUGGESTIONS FOR PRESENTATION

ADDING RESOURCES

Not secure | cro.classroomorganiser.com.au/plans/plan-sessions/411/

Apps · MGSC - Staff - Symba · MGSC Connect · Home | Compass · Classroom · MGSC - Maths - Goo · Mathletics · Class Room Organise · ABC - Australian Broa · (2) Illy - Papercuts (fe

THE CLASSROOM ORGANISER

Click here for help

v3

Bill
Teacher

- Dashboard
- Subjects Setup
- Classes Setup
- Planning Setup
- Tracking
- Support
- Change Password

Reorder	Delete	Lesson name	Lesson aims	Progressing toward the Standard	At the Standard	Working above the Standard
✛	✖	Ex 6 A Understanding Pythagoras Theorem(P260)	Identify the Hypotenuse Identify the right angled sides Understand the relationship Identify Pythagorean triples	Ex 6 A Q2, 3, 4, 5 , 6, 7, 8	Q 10, 12, 13, 14, 15, 16, 18	Use you tube video to demonstrate Q 19, 20
✛	✖	Ex 6 B Using Pythagoras Theorem to find the length of the Hypotenuse	Identify c in the formula as the hypotenuse Build the understanding that any side length can be calculated using Pythagoras if the other two side lengths are known Find the value of c, if a and b are known Show the hypotenuse as an exact value	Ex 6 B Q 1 to 8.	Q 9, 10	Q 12 to 15
✛	✖	Ex 6 C Using Pythagoras Theorem to find the length of a shorter side	Using the Pythagoras Theorem to find the side length a or b	Ex 6 C Q 1 to 8	Q 9, 11, 12, 13, 14	Q 15, 16, 17
✛	✖	Chapter review				
✛	✖	Test				

ADD NEW ROW

UPDATE SESSIONS

DETAILING A PAGE FROM
MYMATHSONLINE.COM.AU ONTO THE LESSON PLAN

Pythagoras Theorem

Pythagoras and the missing lengths

1

2

Pythagoras found a link
and described it thus;

3

'The area of the square on the
hypotenuse is equal to the sum
of the squares on the shortest
two sides.'

4

5

6

7
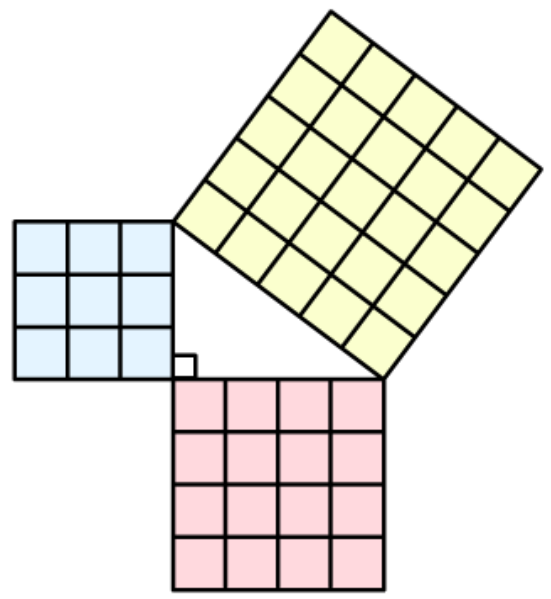
Put in plain English
what he meant was:

8

The areas of the two smaller squares
add up to the area of the largest square.

CALC   OVERLAY   INDEX

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v3.1

Bill
Teacher

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✛	✖	Ex 6 A Understanding Pythagoras Theorem(P260)	Identify the Hypotenuse Identify the right angled sides Understand the relationship Identify Pythagorean triples. *mymathsonline/measurement,space,geometry/pythagoras theorem n0. 8*	Ex 6 A Q2, 3, 4, 5 , 6, 7, 8	Q 10, 12, 13, 14, 15, 16, 18	Use you tube video to demonstrate Q 19, 20
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✛	✖	Chapter review				
✛	✖	Test				

ADD NEW ROW **UPDATE SESSIONS**

11:13 AM
26/11/2018

DETAILING A FORMATIVE ASSESSMENT

I USE AN IT TOOL

THAT QUIZ.ORG

ADDRESS: HTTPS://WWW.THATQUIZ.ORG/TQ/TEACHER.HTML

TO SET UP SMALL TESTS IN A FEW MINUTES. THE TESTS ARE MARKED FOR US AND THE RESULTS ARE SHOWN AS SOON A S A STUDENT HAS COMPLETED THE TEST

https://www.thatquiz.org/tq/teacher.html

t h a t q u i z

William Murray

Classes

8A 2018 ▼

See Tests
Grades
Edit Class
New Class
Mobile App

Common Tests

Integers
×÷ Arithmetic
<> Inequality
↕Σ Averages
x² Exponents
⌃ Factors
Algebra
∫ Calculus
Fractions
Concepts
Geometry
Vocabulary
Geography
Science

Other Tests

Design
Browse
Share

Admin

Log Out

Root & Exponent

Length	20 ▼
Level	2 ▼
Timer	None ▼
Order	Rand. ▼

Simple

Exponents ☑
Roots ☑
Logarithms ☐

Advanced

n^{-a} ☐
$(a/b)^n$ ☐
$(a/b)^{-n}$ ☐
$n^a \times n^b$ ☐
$n^a \times n^b = n^x$ ☐
$n^a \div n^b = n^x$ ☐
$a^{xy} = a^z$ ☐
$a \cdot a \cdot a = a^3$ ☐
$a^2 \cdot a^3 = a^5$ ☐
$\sqrt{a \pm b}$ ☐
$\log_n a \pm \log_n b$ ☐
i^a ☐
$\sqrt{-n(i)}$ ☐

Regenerate

Test Name   Auto ☐

$7^2 = 49$ $5^2 = 25$

$2^2 = 4$ $\sqrt{49} = 7$

$\sqrt{25} = 5$ $5^2 = 25$

$8^2 = 64$ $2^2 = 4$

$\sqrt{9} = 3$ $10^2 = 100$

$3^2 = 9$ $\sqrt{81} = 9$

$\sqrt{4} = 2$ $9^2 = 81$

$\sqrt{100} = 10$ $\sqrt{64} = 8$

$8^2 = 64$ $\sqrt{16} = 4$

$\sqrt{25} = 5$ $7^2 = 49$

ThatQuiz For Teachers - Google Chrome

ThatQuiz For Teachers - Google...
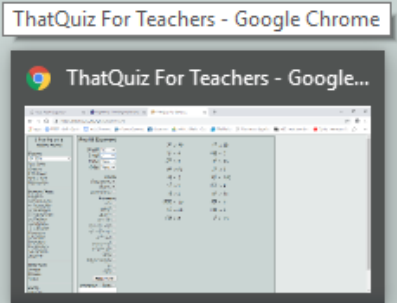
Configure   Download CSV

Click titles or grades for a detailed report.

☐ Saved / Incomplete

st Name	Rounding	Rounding	Mixed Fraction (Arit	Percentages 1	Average
...any	5	55	45	95	50
...y	75		85		80
...ta	10		55		33
...arlett	0	30	50		27
...liah	30			100	65
...a	0	0	15	90	26
...llie	85		70	100	85
...ly	0		25		13
...arisha					
...natsasia	10		35	100	48
...mily	45		50		48
...Olivia	35		70	35	47
...Alexandra	30		50		40
...Vanessa	45		65		55
...aya	80		30	100	70
...ar				100	100
...eorgia	55		70		63
...be	0		40	100	47
...ia	55		60		58
...illow	0				
...exandra	85		70		
	40	65	100		
	45		50		48
	7.			0	35
			60	50	59
					100

Willow Shepherd
Mixed Fraction (Arithmeti
2018.02.05

Lesson aims	Standard
Identify the Hypotenuse Identify the right angled sides Understand the relationship Identify Pythagorean triples. *mymathsonline/measurement,space,geometry/pythagoras theorem no. 8* https://app.mymathsonline.com.au	Ex 6 A Q2, 3, 4, 5 , 6, 7, 8
Complete that quiz task on squares & square roots and a second test on formulas HTTPS://WWW.THATQUIZ.ORG/TQ/TEACHER	
Identify c in the formula as the hypotenuse Build the understanding that any side	Ex 6 B Q 1

HOW TO ADD CONTENT TO THE LESSON PLAN

IF YOU ARE JUST CHANGING THE DETAILS WITHIN THE LESSON PLAN:

 GO TO PLANNING SET UP/PLANNING

CHOOSE THE PARTICULAR SUBJECT: YEAR 9 MATHEMATICS

CHOOSE THE PARTICULAR TOPIC: PYTHAGORAS THEOREM

CHOOSE THE CELL YOU WANT TO WRITE IN- CHANGE THE PLAN

CHANGING PLAN FORMATS

THERE ARE TWO WAYS THAT THIS CAN BE DONE:

1. USING THE CLASSROOM ORGANISER TOOLS-THIS CAN BE TIME CONSUMING BECAUSE IF A COLUMN IS ADDED INSIDE THE CURRENT STRUCTURE OF THE PLAN THEN EVERY CELL WILL NEED TO BE REPOPULATED WITH DATA IN THE CORRECT CELL.

2. ALTER A SHELL PLAN (WORD)

3. DELETE THE CLASSROOMORGANISER PLAN

4. PASTE IN THE REDESIGNED WORD PLAN

POINTS TO REMEMBER

- *ANY PLANNING TEMPLATE CAN BE CHANGED AND STUDENT PLANNERS UPDATED – INSTANTLY*

- *ADVANCED STUDENTS CAN WORK AHEAD*

- *CONSOLIDATING STUDENTS CAN WORK AT THEIR OWN PACE*

- *STUDENTS CAN SHOW THEIR PROGRESS ON THE TRACKER*

THE GREATEST TEACHER BENEFIT FROM USING THE CLASSROOM ORGANISER

- ONCE YOU HAVE COMPLETED A SUBJECT OVER A YEAR YOU WILL HAVE A SET OF LESSON PLANNERS THAT YOU DESIGNED IN CONJUNCTION WITH YOUR STUDENTS

- THE LESSON PLAN IS DESIGNED IN A STYLE THAT YOU UNDERSTAHD AND ARE COMFORTABLE WITH

- YOU CAN NOW SET THE PLANNERS FOR THE NEXT YEAR IN A FEW MINUTES SECURE IN THE KNOWLEDGE THAT YOU AND YOUR STUDENTS CAN WORK WITH THEM, ALTER THEM OR EVEN REDESIGN THEM IN A VERY SHORT PERIOD OF TIME.

- TO HELP YOU TO START OUT YOU HAVE BEEN SUPPLIED WITH A SUBJECT PLAN FOR YEAR 7, 8, 9 AND 10 WHICH YOU CAN MODIFY TO SUIT YOUR NEEDS AS THE INITIAL YEAR GOES BY. YOU CAN USE THIS IF YOU WISH. SAFTER THAT YOU WILL HAVE YOUR OWN SET OF CUSTOM DESIGNED PLANS

IN HOUSE PROFESSIONAL DEVELOPMENT

IF YOU HAVE A NUMBER OF TEACHERS AT SCHOOL WHO WISH TO TAKE ADVANTAGE OF THIS TOOL WE CAN ARRANGE A 2 HOUR PRESENTATION FOR A SMALL FEE THAT WILL HELP ALL OF THE TEACHERS TO SET UP THE PLANNING AND TRACKING SYSTEM