

DISTAID - Distance education through Investigation of Services, Tools, Assessment, Interactions, and Design.

## Lesson's Plan

<b>Teacher</b>	Luzia Novais
<b>Subject</b>	Maths; 9th grade
<b>Time:</b>	4 lessons of 45 minutes
<b>Students</b>	9th grade students aged 14 years old.
<b>Class Hybrid Model</b>	Collaborative group work in person and at a distance
<b>AIMS:</b>	<ul style="list-style-type: none"><li>• To search for information;</li><li>• To select information;</li><li>• To develop critical thinking;</li><li>• To reveal autonomy;</li><li>• To cooperate with each other;</li><li>• To share learnings.</li></ul>
<b>Contents (Curricula)</b>	interest, percentages, discounts, proportions, and the simple rule of three.
<b>Materials</b>	Tablets and/or computers Internet Mobile phones Classroom Maths' webtools

### Brief description of the educational resource produced:

Financial mathematics is fundamental, as it appears in people's daily lives. The problem proposed to the 9th grade class involves basic contents of financial mathematics, such as: interest, percentages, discounts, proportions, and the simple rule of three.

The class was divided into groups to which the following guidelines were given:

- carefully read the problem guide that was posted in the Classroom;
- use a collaborative digital tool (Genially, Padlet, Google slides, Canva, or another tool that the students like), which must be shared with the Teacher when they start the work, in order to monitor the work's development;
- answer all the questions asked and can use GeoGebra or other WebTools, placing all the images and intermediate steps, in an organized way, in the chosen digital tool;

This activity started in a face-to-face class (May 17th) and continued autonomously and at a distance over a week. The works produced by the students were followed up through the sharing that the students did right at the beginning.

The final work was presented on May 31<sup>st</sup> by the students to our ERASMUS colleagues.

The resources produced by my students were the following:

<https://view.genial.ly/629533f065452800188763e8/presentation-making-decisions>

[https://docs.google.com/presentation/d/1wWlh-f6gwDQoAGMB3w6MY-](https://docs.google.com/presentation/d/1wWlh-f6gwDQoAGMB3w6MY-HQNIWYI17RMwp4AeqncU/edit?usp=sharing)

<https://prezi.com/view/IxJEASX7evWgINuekCif/>

[https://docs.google.com/presentation/d/1E\\_uQgmQNYOq\\_j5kSFpg-](https://docs.google.com/presentation/d/1E_uQgmQNYOq_j5kSFpg-KXD8MY_wbkXp/edit?usp=sharing&oid=114780163676426047821&rtpof=true&sd=true)

[KXD8MY\\_wbkXp/edit?usp=sharing&oid=114780163676426047821&rtpof=true&sd=true](https://docs.google.com/presentation/d/1E_uQgmQNYOq_j5kSFpg-KXD8MY_wbkXp/edit?usp=sharing&oid=114780163676426047821&rtpof=true&sd=true)

[https://www.canva.com/design/DAFBPuZH1To/f9ZOKTtQJfsrjQrXiZFE7A/view?utm\\_content=DAFBPuZH1To](https://www.canva.com/design/DAFBPuZH1To/f9ZOKTtQJfsrjQrXiZFE7A/view?utm_content=DAFBPuZH1To&utm_campaign=designshare&utm_medium=link&utm_source=viewer)  
&utm\_campaign=designshare&utm\_medium=link&utm\_source=viewer

<https://docs.google.com/presentation/d/1SsJWr45-DjrPmt3LnBzKSzKlqo-vZIBk6Z5hGiAglig/edit?usp=sharing>

### Evaluation

Direct observation;

Analysis of works submitted in the classroom.