

Investigate Multiples of Three

Which of these numbers are multiples of 3?

There is a rule for finding multiples of 3.

If the sum of the digits is a multiple of 3 then the number is a multiple of 3.

12	21
18	36
27	42
36	54

27

Year 5 Multiples and Factors Lessons

Factors in Common

Look for factors that appear in both trees. These are called common factors.

18: 1×18 , 2×9 , 3×6

24: 1×24 , 2×12 , 3×8 , 4×6

18 and 24 share common factors: 1, 2, 3, 6.

Finding Factor Pairs

How can we make sure that we find all of the factor pairs of a number and don't miss any out?

No, we don't put 3 on the number.

Number line: 1, 2, 3, 4, 6, 8, 12, 24

Teaching Year 5

Michael Brown



Teaching Year 5:

Teaching Key Stage 2 Music Ann Bryant, 2008-10 Teaching Key Stage 2 Music ages 7-11 is a complete step by step scheme of work for both specialist and non specialist teachers. The book is carefully constructed to help teachers meet curriculum requirements and deliver music in an exciting and creative way and includes detailed lesson plans yet also provides the flexibility for teachers to create their own. The book contains plenty of songs and rhymes, listening recommendations and assessment grids and provides fantastic audio and visual support. The Enhanced CD contains photocopiable lyrics and worksheets for easy printing, projection as well as backing tracks and full performances of all the songs contained within.

Crossing the Border From Preservice to Inservice Science Teacher Dennis W. Sunal, Cynthia Szymanski Sunal, Justina A. Ogodo, 2024-09-04 This RISE volume explores strategies to induct and retain new science teachers emphasizing professional development. It covers methods like teacher reflection, leadership, collaboration, identity strengthening and PLC involvement. The book highlights successful approaches to develop high quality teachers and improve student learning.

Sport Education Peter Hastie, 2011-09-08 Sport Education International Perspectives presents a series of studies of the innovative pedagogical model that has taken the physical education world by storm. Since the emergence of the Sport Education model in the mid 1990s it has been adopted and adapted in physical education programs around the world and a new research literature has followed in its wake. This book offers a review of international Sport Education schemes and projects and documents what it takes to run a successful Sport Education program. Exploring Sport Education across all levels of education from the elementary school to the university, the book provides answers to key questions such as: what models have been developed to teach Sport Education? what do successful SE programs look like? what do teachers think about SE and how to make it work? what are the implications for professional development across the range of human movement studies? With contributions from leading international scholars and practitioners from the US, Europe and Asia, this book offers a more thoughtful and critical set of perspectives on sport education than any other. It is essential reading for any student, pre-service teacher, classroom teacher or university instructor working in SE, PE, youth sport, sports coaching or related disciplines.

Helping Teachers Develop Sara Bubb, 2005-09-20 Helping Teachers Develop is a positive, uplifting, encouraging publication, very good value for money. It is the sort of publication we need in the profession and it is well worth being part of every head teacher or staff development tutor's collection of really useful books. I have to confess, even before I had finished reading it for review, I was using Helping Teachers Develop with my trainee teachers. Peter Stammers in the Journal of In-service Education. The book explores ways teachers at all levels can mentor others and improve their careers. It also contains guidance on ways to cope with having your lessons observed and how to make constructive comments as an observer. Michael Shaw, Times Educational Supplement. This is another excellent and accessible practice guide from someone who unusually understands both the classroom teacher from long years of practice and the theory. The chapter on

observation of teachers should be read by every headteacher deputy and teacher who engages in monitoring classroom practice Note a few inspectors would benefit too It s one to read and then refer to on a regular basis if you work in schools or PGCE departments Tim Brighouse Chief Adviser for London Schools Helping teachers develop whether they re trainees newly or recently qualified in their first three ten or twenty years and whether they re superb or struggling is vital for the profession for the millions of children who ll learn more as a result Schools have to take greater responsibility for staff s continuing professional development CPD but there is little real help for the people who develop teachers The best teachers will be expected to mentor trainee and newly qualified teachers NQTs and share good practice with all colleagues Drawing directly on real life experience and the latest research this book will help people in a mentoring coaching advisory or management role to o develop teachers through understanding adult learning and the CPD cycle o meet needs from the range of professional development activities o carry out observations and give oral and written feedback in a range of situations o help and monitor planning and other parts of the job o help teachers develop their careers Using examples from current practice Sara will take you through every stage of CPD from what professional development is to how you can support and monitor staff in your own school There are photocopiable materials for you to use The guidance in this book will be essential for mentors induction tutors CPD staff development coordinators people with advanced skills or excellent teacher status and all those with a leadership and management role in schools or local authorities Sara Bubb is the UK s leading induction expert and has vast expertise in the CPD field She runs many courses for different levels of school staff assesses trainee and advanced skills teachers and is the new teacher expert for the Times Educational Supplement Sara has been seconded from the Institute of Education to the DfES as the consultant for the Chartered London Teacher initiative She is the co author with Peter Earley of Leading and Managing Continuing Professional Development and Managing Teacher Workload

Effective Teacher Education for Inclusion Deborah Robinson, 2024-08-28 Drawing on research carried out in partnership with schoolteachers school leaders and student teachers this book presents cutting edge research on teacher education and how it can be used to catalyse the development of inclusive practice in mainstream schools and classrooms Theoretically robust and guided by the author s near 40 years of experience as an educationalist this research informed book offers an account of the practices and principles that underpin effective teacher education for special educational needs and disability SEND Chapters propose transformative approaches towards effective teacher education whilst also exploring the dangers of de intellectualisation to the promotion of inclusive practices in doing so this book reasserts the indispensability of intellectual labour to the development of the inclusive teacher Ultimately this book argues that teacher education curricula must include critical theoretical work and reflexive projects offering intellectually rich and critical approaches whilst also defending the important role that higher education plays in the context of partnership with schools At a time when urgent questions around equity are being discussed on the global stage this book will be of interest to scholars researchers and postgraduate students

in the fields of inclusion and special education teacher education and the theory of education more broadly Teacher educators and policymakers working towards equitable quality education for all will also find the volume of use *The Teaching of Agriculture in the Public Schools* Alexander Caswell Ellis,1906 *The Output of Professional Schools for Teachers* Charles Emile Benson,1922 **The School World** ,1917 **Annual Report of the State Board of Education and of the Commissioner of Education of New Jersey with Accompanying Documents, for the School Year Ending June 30 ...** New Jersey. State Board of Education,1915 Report District of Columbia. Board of Education,1881 *Report of the Education Department* University of the State of New York,1922 **Bulletin** University of Minnesota,1927 **Yearbook of the National Society for the Study of Education** National Society for the Study of Education,1919 **Report** Pennsylvania. Department of Public Instruction,1915 The Ohio Teacher ,1914 Legislative Documents Iowa. General Assembly,1909 Contains the reports of state departments and officials for the preceding fiscal biennium **Proceedings of the ... Annual Conference** ,1907 **Annual Report - Carnegie Foundation for the Advancement of Teaching** Carnegie Foundation for the Advancement of Teaching,1915 *House documents* ,1895 **Bulletin of Kentucky Department of Education** ,1914

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