



Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

PRINCIPAL: Mrs Julianne Emmert

Edition #8 - 20th July 2015

VALUE: Every child matters every day!

Port Curtis Road State School acknowledges the traditional Dharumbal people on whose land it stands.

Our School Rules and Acceptable Behaviour

- **Be Safe**
 - **Be Responsible**
 - **Be Respectful**
- Respect for Ourselves**
Respect for Others
Respect for Learning



Acknowledgements

Learning Place
 Teacher Aides Supporting Students with Disabilities.

Sue Larkey: International Author, Autism Spectrum Specialist, Teacher
 Sue Larkey is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.

The Umbrella Network
 "families supporting families"
 LOVE our kids
 EMPOWER ourselves
 INSPIRE our community

Amanda Hartmann,
 Inclusive Learning Consultant Speech Pathologist), Spectronics

Mr John Fleming Principal advocates a dramatic shift in the way primary school children are taught using the John Fleming Explicit Teaching Model

WELCOME to Porty's Power of Positive Thinking, Edition #8

An extract from our PCRSS Maths Policy

Our beliefs about teaching mathematics

The staff of Port Curtis Road State School believe that mathematics:



- is highly important for successful life beyond schooling
- should be taught everyday and across all KLAs
- focuses on the development of higher order thinking within our students
- includes the explicit teaching of mathematical strategies and ways of working
- incorporates the use of materials at all year levels
- should be connected to the students' real lives
- includes opportunities for teachers to continue learning.

Teaching mathematics at Port Curtis Road State School includes:

- a balanced mathematical learning approach which consists of
 - * learning basic facts
 - * applying basic facts and procedures to solve familiar problems
 - * solving specific problems in novel situations
 - * investigating issues and problem situations
 - * developing strategies to aid problem solving and real life numeracy applications
- differentiated learning to meet the varied needs of our students
- embedding the effective use of information and communication technologies
- embedding Indigenous perspectives
- focusing on all forms of computation (mental, written and technology-assisted)



10 Examples of Best Numeracy Practice

1	<p>Purposeful real life activities. This includes opportunities to participate in constructing knowledge through concrete experiences and investigation of Mathematical concepts.</p> <ul style="list-style-type: none"> • Modelled activities • Guided activities • Independent activities • Shared activities
2	<p>Maths INVESTIGATIONS involving higher order thinking strategies.</p>
3	<p>Model the Steps in Solving Word Problems.</p> <ul style="list-style-type: none"> • Read the entire problem carefully. • Identify the question. • Find the important facts. • Write an equation/sum. • Estimate the answer. • Solve the equation & check the answer makes sense. 
4	<p>Expose students to a variety of Problem solving techniques. Include Guess & Check, Make a List, Draw a picture or diagram, Write a number sentence, Look for patterns, Make a table or graph....</p>
5	<p>Foster a positive attitude towards Mathematics. Emphasise the role mathematics plays in our daily lives, including, telling time, shopping, building, cooking and playing sport.</p>
6	<p>Purpose for Learning is Explicit. WALT – What Am I Learning Today? We are learning to.... WILF – What Am I Looking For?</p>
7	<p>Reflection on tasks & learning, linked to the explicitly stated purpose of a lesson.</p>
8	<p>Differentiation – All students catered for.</p>
9	<p>Vocabulary Rich Environment. Classroom has multiple places for students to access KLA specific vocabulary. Including</p> <ul style="list-style-type: none"> • Word Walls • Dictionaries / Class Dictionaries / Personal Dictionaries • Vocabulary Lists 
10	<p>No excuses basic mathematical facts, terminology (Ann Baker posters) and setting out with a focus on place value.</p>

Did you know? **The word 'mathematics' comes from the Greek mathema, which means learning, study, science.**
The = sign ("equals sign") was invented by 16th Century Welsh mathematician Robert Recorde, who was fed up with writing "is equal to" in his equations.
 If you add up the numbers 1-100 consecutively **(1+2+3+4+5.....) the total is 5050.**



Resources

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Web-site: www.theumbrellanetwork.org

Amanda Hartmann, Speech Pathologist, Spectronics.
www.spectronics.com.au

Department of Education and Training
<http://education.qld.gov.au>

Sue-Ellen Kusher-Mindworks Consultant
www.mindworksteam.com.au/sue-ellen-kusher

Bulling No Way!
<http://bullyingnoway.gov.au/national-day/index.html>

National Centre Against Bullying
www.bullying.org

Consolidations and Warm Ups

At PCRSS, we distinguish between English and Maths warm Ups [15 - 20 minutes], and lesson warm-ups [5+ mins], an integral component of our explicit instruction lesson format. While used in different contexts, they share some common attributes:

- Mandated in all classrooms [P-7] - everyday
- Fast paced and well-planned sessions varying in length from 5 - 40 minutes
- Usually delivered to the whole class using a range of materials including flashcards, SMBs and IWB
- Delivered at the beginning of an English or Maths session
- Includes a range of activities and chants, with CFU occurring throughout

Shared Purpose:

- ~ switch on students to learning
- ~ develop automaticity [number facts/sight words/phonics...]
- ~ consolidate core concepts and skills [review prior learning]
- ~ move student knowledge from short term to long term memory
- ~ builds students 'stamina' - ability to focus
- ~ builds confidence in students yet to acquire knowledge, providing opportunities for repetition and practice

Designed for Purpose

English Warm Up
 Usually delivered at the start of an English block. A typical literacy warm up includes:

- Sight words and vocab
- Phonics
- Phonemic awareness
- Tracking & segmenting
- Spelling rules
- Grammar concepts
- Punctuation concepts
- Comprehension strategies
- NAPLAN concepts
- Selection of previous work covered

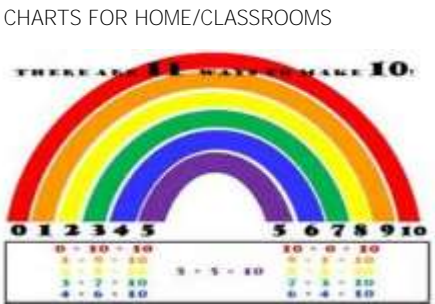
Maths Warm Up
 Usually delivered at the start of a Maths block. A typical numeracy warm up includes:

- Number facts
- Times tables
- Four processes
- Place Value
- Rules, formulas
- Coverage of all maths strands
- Maths vocab
- Applications on concepts/skills
- NAPLAN concepts
- Selection of previous work covered

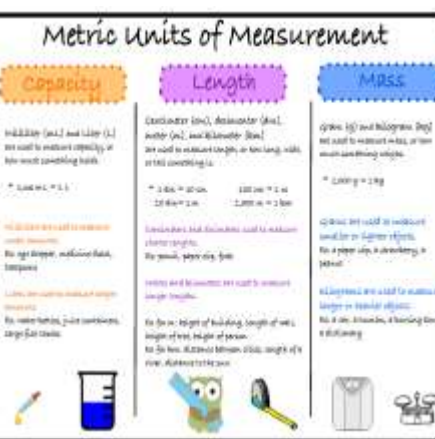


Lesson Warm Up [Strand Specific]
 Used at the start of an explicit teaching lesson. For example, a measurement warm up would precede a measurement lesson, a grammar warm up would precede a focused grammar lesson. The purpose of this type of Warm Up is to:

- Activate prior knowledge, placing relevant knowledge in to working memory – in effect 'warming up' the brain
- Make connections between what is already known and what is to be learnt



*Other KLAs have their own warm ups eg. science warm up prior to science lessons would include unit specific vocab, concept and skills.



Checking for Understanding [Student Accountability]

Having the students simply chant the warm up is not enough [about 30% will be actively participating]. Consolidations must be interactive and varied. Teachers need to have systems in place to check for understanding and to hold students accountable. This is usually done by stopping the warm up at key points and asking questions of individual students or the whole class [e.g. SMBs]. To facilitate this process, **scripts** are prepared e.g.

- For a phonics warm up the script will include planned stops asking students to:
 - *Identify if the 70 flashcard is showing a digraph/trigraph and add the vowels to start/end
 - *Use of spelling choice in a word
 - *Editing a sentence using the phonics rules just flash-carded/chanted
- In a sight word warm up the students would be asked to put the word in a sentence, identify if it is a noun/verb/adjective, give a synonym/antonym, spell it when we add 'ed' to the end [change tense] etc.