

Kilmore Primary School Numeracy Instructional Model



Evidence of consistency in Numeracy Hour:

* Timetable indicates a committed numeracy hour daily

* Classroom environment accommodates a differentiated numeracy lesson structure and appropriate resources

* Conversations teacher to student, student to student, student to teacher support development of numeracy concepts

* Precise student data is used to provide personalized instruction

* Teacher monitors/records student learning and teacher effectiveness

* Students are familiar with classroom routines

	STRUCTURE OF THE NUMERACY HOUR	TEACHING APPROACHES	EVIDENCE
10 minutes	Lesson Launch <ul style="list-style-type: none"> Whole class, small group, partner or individual 	<ul style="list-style-type: none"> In front of Beside behind 	<ul style="list-style-type: none"> Fluency practice is differentiated so it is matched to students' learning needs The tasks are engaging for the learner The students can self-monitor in some way e.g. calculator, counting chart
10 – 15 minutes	Mini lesson <ul style="list-style-type: none"> Explicit teaching that is teacher directed 	<ul style="list-style-type: none"> Whole Class 	Teacher makes a connection with the content e.g.: <ul style="list-style-type: none"> Link to real world To previous work (<i>It's just like...</i>) Troublesome attempts (<i>I noticed many of you are having trouble with...</i>) The teacher teaches students through: <ul style="list-style-type: none"> Demonstration of thinking aloud (<i>this is how I am going to figure it out...</i>) Connecting to models Providing perspective (<i>which lines of paving tiles are you looking at?</i>) Students 'have a go'. The teacher may... <ul style="list-style-type: none"> Provide prompts Work with a student or group of students (<i>scaffolding</i>) Ask a student to work with a partner (<i>turn and talk</i>) Link the mini lesson to independent/group work for the remainder of the lesson: <ul style="list-style-type: none"> Ask students to focus on a strategy (<i>today you might like to try ...</i>) Focus on difference (<i>Instead of ...look for...try...</i>)
30-40 minutes	Independent/Group learning <ul style="list-style-type: none"> Differentiated tools are used to match the numeracy tasks more closely to student 	Independent/Group	<ul style="list-style-type: none"> Extensive student activity/work time The student task are rich/open-ended Change the number range, adjusting the number up or down to suit different students The teacher strategically uses manipulatives or visual supports to help less confident students Small group instruction, including a teaching group with similar learning needs The teacher actively roves after the teaching group to assist students The teacher provides an example of a mathematical process that forms a model for investigation. Students are invited to write and solve their own examples at their own level of understanding The teacher matches strategies to group of students
5-10 minutes	Reflection/Summary <ul style="list-style-type: none"> Use student oral and written reflection to connect numeracy learning 	Whole Class	During the reflection/summary time teacher will assist the students to look at the concepts explored: <ul style="list-style-type: none"> Focus on the mathematics (<i>We wanted to find a rule...</i>) Focus on what students found out (<i>What did you learn about...</i>) Discuss the strategies explore by: <ul style="list-style-type: none"> Asking students to explain the strategies they used and how they helped Drawing attention to the key strategies (<i>What stayed the same, what changed?</i>) Discuss the model used to support thinking (visualization) <ul style="list-style-type: none"> What patterns did you make...How did the grid paper help you? Discuss the relationships by: <ul style="list-style-type: none"> Discussing the connections within the mathematics (<i>Jenna had.pattern, Tim had...pattern, both had...</i>)

