



Monday 14th March

Memory

project
TRUST since 1967

1. happiness
2. compassion
3. generosity
4. friendship
- Considerate

PRIMARY TEACHING MANUAL

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STEPPING INTO YOUR CLASSROOM FOR THE FIRST TIME

It can be a very daunting prospect to suddenly find yourself in a position of authority, thrust in front of a class of 30 plus children. The first thing to remember is not to panic! On the first day try to learn the names of your students and establish the rules.

Classroom rules can be devised in a number of ways. You can set the rules, the school can set the rules or your class in conjunction with you, the teacher, can set the rules. If you use the latter method ask members of the class to put forward the rules they think would help to create a good working environment. You write them on the board as the children tell you and devise a list that seems acceptable to everyone including, of course, yourself.

TAKING THE REGISTER

This can be good fun! First you must establish control over your class. Make sure that they have a set routine to follow when they first enter the classroom. Then once they are all quiet take the register.

Initially you may just want to read their names but as time goes on you may want to differ how you do it, for example: corresponding numbers to each person so Eloise Adams is 1, Harry Burnett is 2 etc. Once this has been achieved then you could get a little more ambitious and teach them their numbers in French. There are many ways of taking the register – see if you can come up with your own.

CONSIDERATIONS WHEN PLANNING OR DEVELOPING COURSES

1. Analysis

- Who are you learners?
- What do they already know?
- What subject is to be covered?
- How old are they?
- Why do they need to learn the topic?
- How will the use it?
- To what level will you teach?

2. Planning

Define a topic

This should be very broad.

eg fractions.

Define the aim

This should be the general aim or purpose of the section of the syllabus. It should be a general statement of what you are trying to accomplish, not the specifics.

eg to teach the children halves, quarters and thirds and how they make a whole.

Define the specific objective

This is a detailed statement of what the learners will achieve or be able to demonstrate as a result of the course. They must include an active verb, *ie* list, label, sort, to write, to compare, to solve, to build, to identify to recite. Avoid vague verbs like, be aware, to fully understand, know, contrast, see, understand, appreciate, enjoy, apply, believe, as these are all immeasurable.

The content should be the activities etc you are going to use in your lessons.

eg creative writing, games etc.

Resources

What resources will you need for your lessons? Write these down and make sure they are organised well in advance of the lesson. What resources are available to you? Make the most of what you can improvise

Evaluation

How will you assess the learner's understanding and whether or not the objectives have been achieved? Use a variety of different assessments and tasks throughout the course to check on progress and eventually the achievement of the objectives. Remember to assess a range of complexity of skills. *ie* Recall of information, Understanding, Problem solving.

3. Reinforcement

This is the key to primary teaching. At an early age children need to have things repeated to them over and over again so that they retain the information.

So how can you do this and still make it interesting for the children?

- Explain it all carefully to start with (good for oral learners).
- Set them a task to do. This could be a worksheet, a game, a role-play, a quiz, an experiment etc.
- Bring them back together and get them to tell you what they have learnt. Ask a child to tell all the other children what they have learnt. Children learn much better from each other.

In the long term make sure you spend a good amount of time on each topic.

eg in maths if you taught them addition, after at least 3 weeks, go back and repeat it later on in the term.

MIXED ABILITY TEACHING

When teaching children of any age it is important to realise that they do not all have the same skills and have not reached the same educational development standard. When planning lessons it is important to take this fact into consideration.

Differentiation is easy to carry out. The best way to do it is to make sure that tasks begin basic and progress in difficulty. For example, if you set a worksheet then the first questions would be basic and get harder. You may then wish to produce an extension sheet to stretch those who are capable to the maximum. In this way everyone involved in the activity can reach their maximum potential and feel that they have achieved something.

LANGUAGE

To be a successful teacher of reading we all need a strong background in linguistics, language acquisition, and how students learn to read. Children need to know the link between sounds, letters and knowledge about how to put them together so they can pronounce words. Once they build this base, children can read increasingly difficult text with fluency and understanding.

Reading

The teaching of reading is usually taught by one of two methods:

1. **Look and say** – where children are introduced to new vocabulary in reading books and they learn to recognise the shape of word and what it says.

Lots of reinforcement is needed to make sure the children can read these new words.

*eg identifying them in a mixture of others,
identifying them on a flashcard bingo games...*

1. **Phonics** - where reading is taught in groups of words that sound the same.
The children sound the words out.
eg The fat cat sat on the mat.



There are two methods used to teach phonics:

| Traditional Method | New Phonic Approach |
|---|---|
| Letters called by alphabet names Ai, bee, cee, dee... Confusing! | Introduce letters as characters. Descriptive and meaningful. |
| Letter Sounds Ah, buh, chu... No logic in letter name leads to sound. | Letter sound is always at start of character's name. Easy to reinforce. |
| Spelling rules are not logical. Sh, wh, ch... dry facts which have to be rote learned. | Meaningful stories about the characters involved which help children to remember the new sound. |

Ultimately, children will need both of these skills to become confident and competent readers.

Writing

Ideally letter formation should be taught at the same time as letter sound is taught.

Traditionally, the teaching order for handwriting simply followed the alphabet. However, a more logical approach builds on what children can already achieve and handwriting is taught in groups of letters

| | | |
|---------------|-------------|-------------|
| <i>cadogq</i> | <i>hrnm</i> | <i>ltij</i> |
| <i>bsfkzx</i> | <i>uy</i> | <i>vw</i> |

All lower case letters should be taught before the capitals are, although children will be aware of capital letters in their names etc.

Although good handwriting should be encouraged in all pieces of written work, it is beneficial to teach handwriting as a discrete subject.

Production

This poem could help you to remember some grammar!

*Every name is called a noun,
 As field and fountain, street and town.
 In place of noun the pronoun stands,
 As he and she clap their hands.
 An adjective describes a thing,
 As magic wand or bridle ring.
 The verb means action something done,
 To read and write, jump and run.
 How things are done the adverb tells,
 As quickly slowly, badly, well.
 The preposition shows relation,
 As in street or at the station.
 Conjunctions join in many ways
 Sentences, words and phrase and phrase
 The explanation cries out 'Hark'
 I need a very special mark!*

Activities to help you teach English language:

- Mind maps
- Class discussion
- Debate
- Dictation
- Notes on the board
- Exercises on the board
- Acting out
- Singing songs
- Reading out aloud
- Drilling
- Demonstrations
- Experiments
- Dialogue
- Research
- Writing a newspaper article / essay / comprehension

Paper Bag Puppets



Puppet power

Puppets are an excellent resource for the classroom. They can make lessons more interesting and enjoyable for both you and the children so get puppet making!!

One good role for the puppets, or for just one of them, might be to act as your stooge or as the class mascot. This puppet answers questions but doesn't always get them right. That way you can encourage the children to correct him, thus highlighting common errors and reinforcing accurate language. Kids love the puppet who makes mistakes, it takes the embarrassment away from themselves and becomes a game.

Puppets and stories

Plenty of interaction can be achieved with repetitive stories which involve a tale which can come alive.

Goldilocks and the Three Bears, *The Three Little Pigs*, *Little Red Riding Hood* or *The Three Billy Goats Gruff* all have the added advantage of snippets of dialogue that can be acted out by students. You make large versions in card to tell the tale and students have their small versions to act out the wolf talking to the pigs etc. The tale you tell then becomes a little play between groups of students with their puppets. You can even have a theatre made from a large cardboard box so students can put on their show for the class.

If your classes are older traditional tales would most probably be known in their own language and that helps them to develop the characters and understand the new language.

MATHS

Children will already come to school having experienced maths informally – handling objects, noticing patterns, doing things in order. They may also have some grasp of number, shape, direction, sorting and sharing.

They are not yet conscious of maths as being a discrete subject – it is embedded in their play and in everyday activities.

eg getting dressed, cooking dinner shopping

In maths activities pupils should be involved in different kinds of learning:

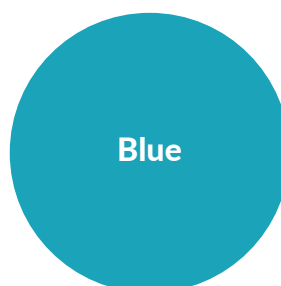
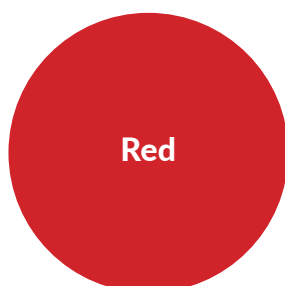
Learning concepts, facts and techniques, developing skills in approaches to problem solving and enquiry.

In relation to this variety in learning approaches, pupils learning should cover different aspects of maths:

- Number
- Money
- Shape
- Position and Movement
- Information Handling
- Measure

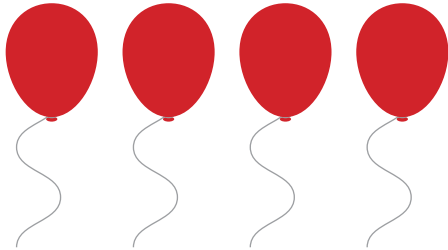
Pre number skills – sorting, matching and pattern

1. Colour recognition

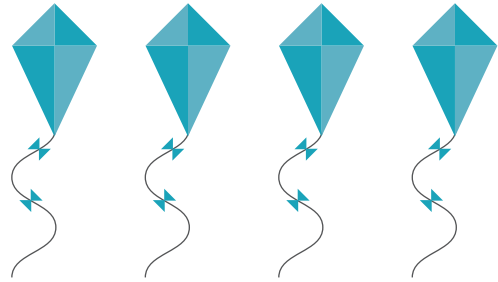


2. Sorting by Colour

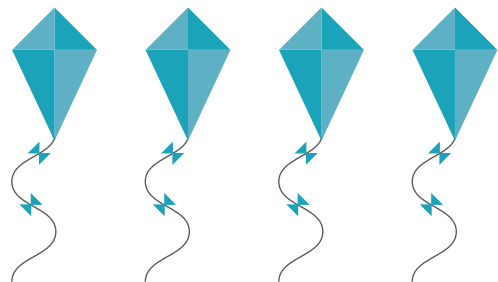
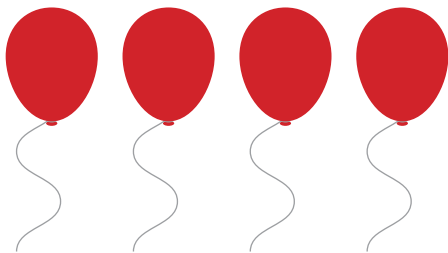
Draw red balloons



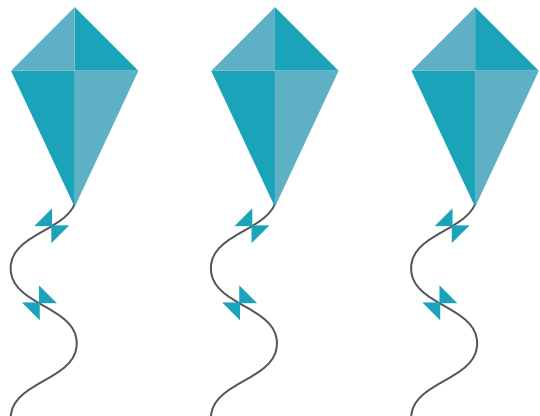
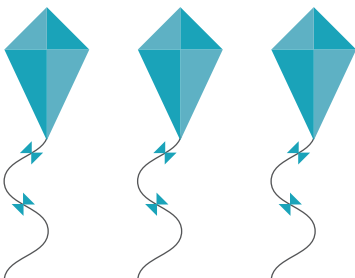
Draw blue kites



3. Sorting by type



3. Sorting by size



5. Matching



6. Patterns



Above is a pattern. What is missing from this pattern in the diagram below?



What will the next shape be in this pattern?



Measure


Get children to measure different things in the classroom. Start with simple measuring – teach them centimetres only.

eg. *Measure these lines*



Number

Types of number

| | |
|--------------------------------|--|
| Whole numbers | <i>Counting, ordering, writing numbers, halves, quarters, fractions, decimals, percentages...</i> |
| Money | <i>Using coins.</i> |
| Add and Subtract | <i>Mentally. Written examples including money and measure.</i> |
| Multiply and divide | <i>Mentally within confines of all tables to 10. Written examples including money and measure.</i> |
| Round numbers | <i>Rounding to nearest 10, 100, 1000...</i> |
| Patterns and sequences | <p><i>Number stories eg</i> $8 + 0 = 8$ $7 + 1 = 8$ $6 + 2 = 8$ $5 + 3 = 8$</p> <p><i>Odd and even numbers.</i></p> <p><i>Sequences eg</i> 10, 15, 20, 25 10, 20, 30, 40</p> <p><i>Shape</i> </p> |
| Functions and equations | <p><i>Missing numbers eg</i> $4 + ? = 6$ $? + 6 = 11$</p> |
| Measure | <p><i>Length, weight, area, volume in non-standard units eg hand spans</i></p> <p><i>Length, weight, area, volume in standard units eg cm, ml, kg</i></p> |
| Time | <p><i>Daytime, nighttime, seasons, days, months, before, after. O'clock times and digital.</i></p> <p><i>Half and quarter past/to, hours, minutes, seconds. 24 hour clock.</i></p> |

Shape, Position and Movement

| | |
|------------------------------|--|
| Shape | <i>3D and 2D shapes</i> |
| Position and movement | <i>Behind, in front of, above, forwards, backwards, turning through right angles, clockwise/anticlockwise. Co-ordinates. Compass points. Angles. Symmetry.</i> |

Mental maths

There are two types of mental maths :

| | |
|---------------|--|
| Oral | <i>Where questions and responses are verbal. (whole class)</i> |
| Mental | <i>Where questions and answers may be written but the calculation should be done in the head. (whole class or group)</i> |

Organisation of a good Maths Lesson

| | |
|----------------------------------|---|
| Warm Up! | <i>5 – 10 minutes of mental maths.</i> |
| Focus | <i>Main body of lesson with clear teaching point.</i> |
| Assessment and Evaluation | <i>Can be informal or more structured.</i> |
| Practice and Enrichment | <i>New skills must be practiced in different contexts – homework, revision, investigations.</i> |

Visual Aids

Counting Stick

Use a counting stick to develop counting skills, position and estimation.
Point to the number you want the children to say.
To get a half number, go in between.



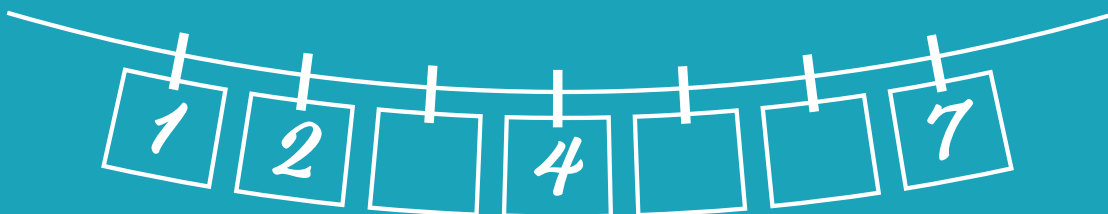
Band Aid

This is a card strip with an elastic band. Mark the cardboard with even lines. Use this for show me activities.



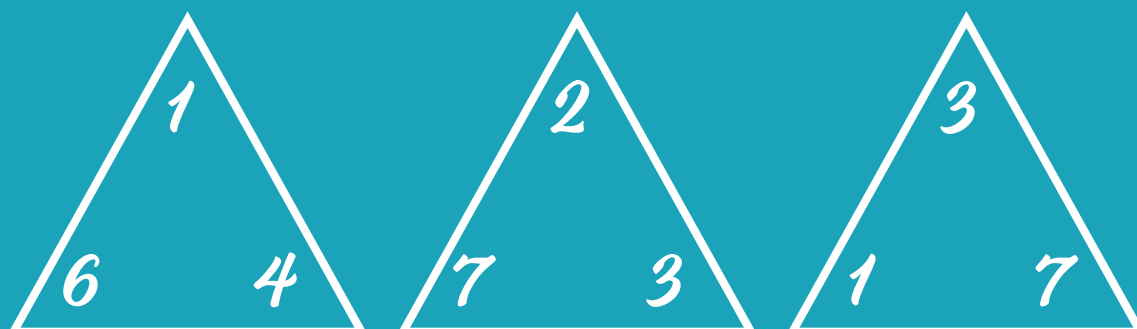
Washing Lines

Counting on and counting back order, position and estimation sequences, missing numbers.



Triangles

Hide any point to make a visual maths sum.



OTHER SUBJECTS

These are all taught in primary school. Often the subjects overlap and instead of teaching them separately a teacher may choose to set a theme and cover all of them under that one theme eg rivers, a certain type of landscape.

- *Geography*
- *History*
- *Religious Education*
- *Physical Education*
- *Art*
- *IT*
- *Science*
- *Music*

IDEAS FOR ACTIVITIES YOU CAN DO IN LESSONS

- *Creative writing*
- *Construction of meaningful sentences which test a particular grammar point*
- *Filling in blanks in a passage*
- *Comprehension exercises*
- *Role-Play*
- *Writing/reading poems*
- *Games*
- *Rhyming songs*
- *Story boxes – these are good fun. Get a box and put a variety of objects in it.*
- *Get the children to write a story based on the objects in the box.*
- *Class discussion*
- *Debate*
- *Dictation*
- *Notes on the board*
- *Exercises on the board*
- *Acting out*
- *Singing songs*
- *Reading out aloud*
- *Drilling*
- *Demonstrations*
- *Experiments*
- *Dialogues*
- *Research*
- *Write a newspaper article / essay*
- *Comprehension*

WAYS TO ENCOURAGE

I'm proud of the way you worked today.

That's right.

You're really working hard today.

That's coming along nicely.

I'm happy to see you working like that.

Exactly right.

You've just about mastered it.

That's better than ever.

Wonderful.

You must have been practicing.

Nice going.

Fantastic.

You're doing that much better today.

That's the best you've ever done.

Now you've figured it out.

Great!

Congratulations!

Keep working on it.

You are learning fast.

Couldn't have done it better myself.

One more time and you'll have it.

That's the right way to do it.

You're getting better every day.

Keep up the good work.

Nothing can stop you now.

Sensational!

You've got your brain in gear today.

Excellent!

Tremendous!

Now that's what I call a fine job.

You're really improving.

Superb!

Keep it up!

Congratulations. You got it right!

I'm very proud of you.

I think you're doing the right thing.

Super.

That's good.

You are very good at that.

Good work.

That's much, much better.

That's the best ever.

Perfect.

Much better.

Fine.

You did that very well.

Outstanding.

That's it!

You've just about got it.

You're doing a good job.

That's quite an improvement.

I knew you could do it.

Not bad.

You're improving.

Good for you!

Aren't you proud of yourself?

You really make my job fun.

That's the way!

You did it that time!

Terrific.

That's the way to do it.

That's better.

That was first class work.

That's great.

That's how to handle that.

Right on!

You're doing beautifully!

You certainly did well today.

You did a lot of work today.

That's it.

Marvellous!

Way to go!

RESOURCES

There will be some things that you may wish to take out but many things will be available at your school or can be found within the local environment.

- *Blu Tac*
- *Scissors*
- *Glue*
- *Sellotape*
- *Coloured pencils*
- *Paint*
- *Magazines*
- *Postcards*
- *String*
- *Tapes*
- *Glitter*
- *A stamp (for their work)*
- *Picture Book*
- *Story books*
- *Tape with songs on*

Useful Websites

www.primaryresources.co.uk

www.twinkl.co.uk

www.sparklebox.co.uk

www.primaryteachingservices.co.uk

www.nrich.maths.org/

www.stem.org.uk/

www.jollylearning.co.uk/

www.topmarks.co.uk/

www.sumdog.com/us/

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display & resources

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