

Researching Numeracy Teaching Approaches in Primary Schools

FIELD NOTES

Description

Field Notes were collected by each of the research team facilitators throughout the project. The purpose of these was to track project implementation and progress and to record local meetings, conversations and classroom observations. Up to 18 visits were made to each research school by a member of the research team. Behind-the screen (BTS) schools were visited less than this. This appendix contains indicative excerpts from one set of field notes.

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FIELD NOTES EXAMPLE

20/5/02 Spoke to - problem to SWARM "couldn't see the point" - W'shops ok. "When we got back + re-read now it made more sense". Talk to staff about what is beginning, consolidating, extending etc.
Apparently wrote me an email last week - has everything organized for BTS

- Gde 3/4

Warmup 'PB' Books for dot cards (ten-frames)
(took fair bit of time for students to get set up).

He showed cards, chd's wrote numbers in sequence, they clearly enjoyed this.

Just not making a take long time.

~~Just~~ He went through + checked strategies, chd's swapped books, problem if order not kept (ie if one missed, need dash or x to 'mark the spot').

Wanted to smell go on subtraction with trading.

- Gde 3/4

Card game first to 30, then start 30 move back to 0. A=1, picture = 10.

Elise to make up to 30 or back to 0?

Reviewed subtraction strategies.

Problem sheets to chd's names ~ all very interested to see where their name appeared.

Reviewed problem solving steps

Strategy list, "probably going to move into 'write a no. sentence' today"

At the board:

What's it asking you? What do they want to know?

Pointed out why 'drawing a picture' not appropriate for

444 sausages each

3×444 3 by 4? .. 12

next (3×40) yes Rosie broken it down

to deal with simpler problem

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Sheet 6 arrays

Looking for what you know so if you only do one thing, groups of 1 might think you need to work on the one

Good to suggest they choose 1-2 arrays which they think will best show what they know

Gps 1 and 2, pairs identified, introduced a single sheet
Gps 3 and 4 on the mat & black boards

6 counters ~ ppw ideas 3 twos, 2 threes

from a 'groups of' - 10 counters - made into gps

2 fives, 5 twos (good to start & whole)

10 gps of 1, (group too large?)

gives of certain no. of counters (2) (good to have pre-prepared) - on boards record no. diff ways to

make equal gps, students making + circling but

students not naming (rather than $2 \times 4 = 8$, suggest

2 fives $\boxed{5}$ in box at top of board.

"groups of" appears to be getting in the way

- Gide 1/2.

Working as 'stream nos'

one side (yellow)

the other side (red)

when rubbed between hands show 7

Students 'testing' other students

put finished stream nos in numbered buckets

- Gide 5.

Small group - pointed out difficulty of x^n stories
reversed previous problem 7 & 4 pavers

Story? 7 pavers 4 in row. HM altogether

$$\begin{array}{r} 17 \quad 9 \\ 4 \times 6 \quad 7 \times 8 \\ 62 \quad 72 = 134 \end{array}$$

How? (7+7=14, 14+7=21, 21+7=28)

26: legs
gnats
beetles

One gp wheel = 40 cm ruler - laid end to end

Counted in 4's, 4, 8, 12... 64... 640

They said "added 0" but were really counting tens.

addressed issue of gaps in between. measured length vs

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With small gp:

Cards: what is needed to make 10 (eg 1... nine, 2... eight etc).

Sheet 2 compatible numbers - 2 nos that fit together to make 10.

6 to 10? 4
nos that fit to make 20... 16 to 20? 4.

"Oh" just the same as $6 + 4$

$26 + 4$, $36 + 4$, $46 + 4 = ?$

Find 13 (second row, round about middle)

13 plus what is 20?

Write nos. in your book - find similar facts
eg 2 and 8, 12 and 8...

Recen: failed to (side 5)
many @ level 1/2 ENRP (was
wants advice.

- Side 3/4

Counting by 2's (2's) From? (must be odd > 50) Who's to illustrate pattern.

Look for patterns, write as many as they can
in given time - diff student have leadership
stand up at end, read out, students sit
as numbers go beyond what they had.

next: 5's, start 22, write first few or board discuss
pattern (2, 7, 2, 7) what's happening to tens?

put in chains, stand, students read out nos, sit as
they hear last no. read.

Pointed out counting tens 82, 87, 92, 97, 102, 107, 112

On mat: $\begin{matrix} \circ & \circ & \circ \\ \circ & \circ & \circ \\ \circ & \circ & \circ \end{matrix}$ eight nine ten eleven
invited students to talk about

what they see / how they see eg 3 gps of 3 = 9

HM 3's = 9? '2 from + a half's'

'Array' .. square array no. 9 gps of 1 or

1 gp of 9, $3 + 3 + 3 = 9$, $6 + 3 = 9$, $3 + 6 = 9$

diagonal $3 + 2 + 2 + 1 + 1$.

Commented on how good they were to + "no pluses"

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Actual length

Another group 29 students, 5 hours car

1 student listed all / covered all

$\frac{1}{5}$ $\frac{2}{10}$ $\frac{3}{15}$ $\frac{4}{20}$... $\frac{29}{145}$

30

Staff mtg:

$3+0=3$

SWARM: point of collecting data running

(remember notes all over the place)

64 hrs

point of plar workshops

640

what we want to do next SWARM.

BTS feedback.

Speaking / listening

Early yrs

What is beg / commencing / establishing.

Workshops - LEPS

we math eg's.

Level	Beg.	Comm.	Establishing
1			Counting on +/- action stories
2			+/- mental, written 2+3 digit problem. apply
3	x ² concept	x ² strategies	x ² , 5 ²
4			x ⁿ unpack.
	accept play/ notice inefficient	modeling strategies	Sophisticated/effi. strategies works confidently indep. Can teach others / explain

Skills

re Yr 5.