




# Lower Primary Teaching Ideas

Room to Learn: Telling the Story of Australia's Classrooms

Start planning your involvement in National Literacy and Numeracy Week by looking at the core activity *Teaching Ideas*. Then continue here, where you will find more ideas to extend and continue the discussion with your class.

Suggestions marked with this symbol  are follow-up activities using the National Data which will be made available on the website, and emailed to registered schools, shortly after the Week finishes. Using the National Data will help your students build a true picture of Australia's classrooms, and how their classroom compares with others around the country.

## Number

Discuss what 'big' means. Is our classroom big?

Discuss the numbers of students from the data.

- What is the largest number of students in one classroom? Do they have the biggest classroom?
- What is the smallest number of students in one classroom? Do they have the smallest classroom?
- How many other classrooms have the same number of students as yours?

## Shape

What is the shape of your classroom?

- Explore the various symmetries within the classroom, including the third dimension.
- Explore edges and vertices through looking at the shapes found in your classroom.

See if you can find tessellations in your classroom (e.g., floor tiles, carpet squares, wall tiles, desks).

- Identify and name the different shapes.
- Copy these tessellations using paper or computer software.
- Explore the angles within the tessellations.
- Design your own tessellating shapes.

## Measurement

- You have measured the perimeter and area of your classroom in two different ways. In what other ways could you measure your classroom? (e.g. the number of students that can lie down on the floor, the number of drink bottles that would fit around the outside edge). What is the strangest measuring unit that you can come up with?
- Can you measure the volume? Or capacity?
- Calculate the cost of covering the floor using different materials. What is the most and least expensive covering? Which would you choose and why?

How much space do you have in your classroom?  
How much space do you need for different activities?  
How big do you think your classroom needs to be?

## Age

Explore what is old and new in different contexts (e.g., buildings, cars, people, trees, stories).

Explore the different ages of your school buildings.

- When was the first school building built? Is there a commemorative plaque? Are all the classrooms and other buildings in the school the same age?
- Create a timeline and plot the different ages of the classrooms and other school buildings. If photographs are available, place them on the timeline. Add in the ages of the children (and the teacher?)

- Interpret the timeline data to identify the time of most and least building activity. Why do you think the school has been added to? Compare what the school population was ten years ago to the present, and predict what it might be in ten years' time.



---

How old is Australia's oldest classroom? The newest? Make a number line of these ages and then place the age of your classroom on it.

---

## Our Classroom

### Make a plan of your classroom.

- Will you use a scale?
- What features will you include? Why? Use a key or legend to identify different learning spaces.
- How will you present your plan? A drawing? Using computer software?

### Make a model of your classroom.

- Will you use a scale?
- What features will you include? Why? How will you identify the different features?
- What will you use to make your model? Could you create a 3D model using computer software?
- Photograph or draw your model from different perspectives.

### Write a story about your classroom.

### What would your ideal classroom be like?

- Discuss as a class.
- Each child could draw a picture of one aspect of the ideal classroom and the pictures combined into a wall display.

---

### What was the most common view from an Australian classroom? The least common? The most unusual?

- Make a pictograph of the different views.
  - How many schools nominated the same view as your classroom?
  - Do the other classrooms in your school have the same view?
  - What would you like to see when you look out from your classroom?
- 

