




Upper 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.

- 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., in sheets of newspaper made into square metres).
- 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?
- What about other costs? Painting? Window coverings?

Number

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?
- Do younger students have bigger classrooms?
- Think of some other questions that might be answered using the national data.

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 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.
- 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 reliable do you think your answer will be?

Shape

What is the shape of your classroom?

- Explore the various symmetries within the classroom, including the third dimension.
- Explore edges, faces and vertices through looking at the shapes and objects 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.

Plot a graph of the number of classrooms built in Australia in each year(s).



- In what year(s) were the most/least number of classrooms built?
- Can you find any link between the number of classrooms built and the population of Australia at the same 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. Add the ages of the students (and the teacher?)

Your Classroom

Make a plan of your classroom.

- What scale will you use?
- 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?
- Record all the measurements around the perimeter using formal units.
- Calculate the area of the classroom using the plan.

Make a model or diorama 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.

What would your ideal classroom be like?

- Discuss the attributes and features needed.
- Work in small groups to present a design of the ideal classroom and compare with other groups.
- Each student could draw a picture of one aspect of the ideal classroom and the pictures combine into a wall display.

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

- Make a graph of the different views. What type of graph would be the most useful?
 - 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?
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