National Literacy and Numeracy Week 2008
Project Report

Project title: It’s all about the Numbers

Project description: Stage 2 Mathematics Enrichment students will create a PhotoStory Vodcast for Kindergarten students explaining how to order numbers less than 20.

Stage 3 Mathematics Enrichment students will create a video for Stage 1 students explaining how to round off numbers, less than one hundred, to the nearest ten. These two particular concepts have been identified as areas of weakness in Kindergarten and Stage 1 this year.

A video camera will be used to film the Stage 3 project and edited using Premier Elements. The Stage 2 project will use the PhotoStory program, a laptop and headsets with microphone. The students would write a short script, make props and use correct mathematical language which had been explicitly modelled by the teacher.

Students will be withdrawn from regular classes, in small groups for this project. Stage 2 students needed to be shown how to use PhotoStory as several students had not used it before. We also needed to discuss the use of correct mathematical language, questioning techniques and the importance of clear and correct explanations.

The same process was repeated for the Stage 3 video; however, one of the teachers did the video editing as there was not enough time available to teach students how to edit a video.

Students were pre-tested.
Ordering Numbers PhotoStory shown to Kindergarten with Stage 2 students present.
Rounding Off video shown to Stage 1 students.
PhotoStory and video shown to parents and wider school community as part of our Art Show. (This was the first opportunity we had to show these to the school community.) Many parents, students and ex-students had the opportunity to view the video and PhotoStory.

Person responsible for project: Christine Martin

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Number of students, teachers, parents, other community members directly involved:
11 Stage 2 students
7 Stage 3 students
2 teachers

Intended literacy and/or numeracy outcomes:
English Outcomes
- TL1.4 Monitors communication of self and others
- TL2.4 Speaks and listens in ways that assist communication with others
- TL3.1 Recognises that certain types of spoken texts are associated with particular contexts and purposes
TL3.4 reflects on own approach to communication and the ways in which others interact
W3.13 Recognises that certain text types and features are associated with particular purposes and audiences
W4.13 Adjusts writing to take account of aspects of context, purpose and audience

Mathematics Outcomes
NES 1.1 Whole Number
NS1.1 Whole Numbers
WMES 1.3 Working Mathematically-communicating
WMS1.3 Working Mathematically-communicating
WMS2.3 Working Mathematically-communicating
WMS3.3 Working Mathematically-communicating

**Evidence of achievement of intended literacy and/or numeracy outcomes:**
A sample of students from Kindergarten and Stage 1 were pre-and post-tested and the results collated. The students selected represented a range of abilities in the classes. The results showed a slight improvement in some students after one viewing and more improvement after another viewing. These resources will be used in the future.

**Other information:**
Copies of pre/post test for each Stage are see below.

**Feedback about making grants available for such projects:**
Funding for projects such as this really help develop a sense of community and shared learning experiences in the school. The students have the opportunity to showcase their knowledge and understanding to a wider audience that just their classroom which is important in this technological world. The grant also gave the teachers an opportunity to develop their skills and pass on their knowledge to small groups of students for a specific task in a defined time frame.
Kindergarten – Ordering numbers less than 20

Find the missing numbers:

6, ___, 8
13, ___, 15

Write these numbers in order from smallest to largest:

5, 2, 4
6, 12, 3
3, 19, 6, 14
Stage 1 – Rounding 2 digit Numbers to the Nearest Ten

Name: __________________________ Date: _______________________

What tens number is 14 closer to, 10 or 20?

What tens number is 47 closer to, 40 or 50?

What tens number is 75 closer to, 70 or 80?

Round off these numbers to the nearest ten:

24
49
81
60