



# *The Wilkie Way*

*Newsletter November 2010*

New on [www.ncwilkinsons.com/wilkieway](http://www.ncwilkinsons.com/wilkieway)  
**FREE RESOURCES** Teacher Professional Knowledge:  
**Planning Support:** Teaching points for Place Value  
Teaching points for Fractions Measurement Framework

## Teaching Measurement

Is less than 10% of mathematics time for teaching measurement really enough to embed all the concepts associated with measurement at level 1?

The answer is really whether it is practical to think of dividing up the time available into little pockets. Your 5 and 6 year olds certainly do not see the world as separate little pockets of knowledge so why would we even consider presenting concepts to them in this manner?

The concepts and associated language required for level one really means measurement must be part of the everyday curriculum with a focus at particular points during the school year.

The measurement concepts at level 2 are the same for which ever measure you are looking at but there is specific knowledge to be acquired for each. Length will be the most used measure at it is length that provides the visual model for the measurement concepts.

**For a measurement framework for levels 1 – 4  
go to [www.ncwilkinsons.com/wilkieway](http://www.ncwilkinsons.com/wilkieway)  
**FREE RESOURCES**  
Teacher Professional Knowledge**

Measurement at level 3 becomes increasingly dependent on number knowledge, in particular fractions and decimal fractions. Formulae (Algebra) begin to play a part along with an increasing overlap into geometry through angles and measuring rotations.

Measurement at level 4 provides contexts for using number knowledge so the concepts of measurement must also be in place. It is not okay to leave measurement until students are multiplicative thinkers or they will not be able to apply their thinking to real problems which invariably involve measurement concepts or key measurement knowledge.



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### **Professional Development Opportunities 2011**

I am currently filling my calendar (rather quickly) to provide teachers with quality learning opportunities which will provide "just in time" learning to be applied immediately in their classrooms.

All my courses contain practical activities which make mathematics fun to learn.

Professional Learning offered through **Otago University**:

1. Teacher Aides Supporting the Teaching and Learning of Numeracy
2. Implementing Inquiry Learning and a Problem Solving Approach to Teaching Mathematics

These courses will be offered in:

Invercargill, Dunedin, Christchurch, Timaru, Greymouth, Nelson, Wellington, Palmerston North, New Plymouth, Napier, Gisborne, Hamilton, Auckland and Whangerei

Professional Learning offered through **Waikato University**

1. Getting to Grips with Fractions and Decimals - Gisborne 30/3/11
2. Developing Mathematical Thinking in Junior Classes – Gisborne 28/6/11
3. Becoming Numerate – Gisborne 31/8/11, Hamilton 7/9/11
4. Teacher Aides Supporting Numeracy – Hamilton 6/9/10

Professional Learning offered through **Pearson Education NZ**

1. Focus on Teaching and Learning Mathematics at Level 1
2. Focus on Teaching and Learning Mathematics at Levels 2 and 3
3. Focus on Teaching and Learning Mathematics at Levels 3 and 4

These courses will be offered in Auckland, Hamilton, Wellington and Christchurch initially.

I also provide in school professional development to meet the needs of a school. Particular with programme development, implementation plans, long term and medium term planning and assessment.

Please contact [charlotte@ncwilkinsons.com](mailto:charlotte@ncwilkinsons.com) for PD in 2012

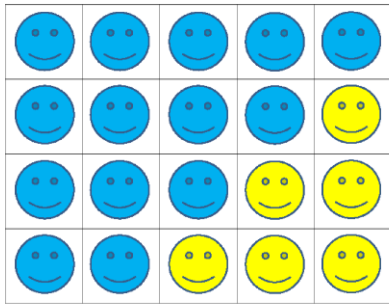
**Sorry 2011 is fully booked!**



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## Free Resources: to explore patterns and relationships in numbers up to 10



5 + 0	4 + 1	3 + 2
2 + 3	1 + 4	0 + 5



### Print and Laminate:

Cut each row to make strips of the same number. Cut out each equation

#### Activity 1

Reassemble the strips to make the one more steps

#### Activity 2

Place the correct equation at the end of each row and notice the patterns in the numbers. One side counts forwards while the other side counts backwards.

Why does this pattern happen? The big idea of counting – the result of adding one more gives you the next number in the counting sequence and the result of taking one away gives the previous number in the counting sequence.

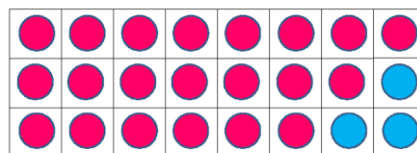
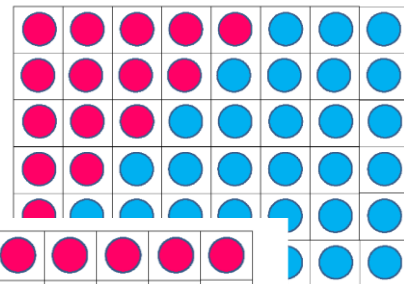
### Print and Laminate

Cut each row then cut between the two colours and cut out the equations

#### Activity 3

Ask students to use the strips to match each equation. Ask students to assemble the strips and equations so they make a step pattern.

When recalling basic facts, explore the idea of how to use a double to remember a near double. Using patterns assists recall.



8 + 0	7 + 1	6 + 2	5 + 3	4 + 4
3 + 5	2 + 6	1 + 7	0 + 8	

Cut out each strip of ten and label forward number the blue and red "stepper" identify the pattern in one more and one less.

Cut out each strip of ten and match to the correct equations.

Cut out each strip and cut between blue and red dot. Put the strips back together to make ten.



Resources available for numbers 5 – 10

[www.ncwilkinsons.com/wilkieway](http://www.ncwilkinsons.com/wilkieway) Free Resources: Classroom Resources



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## Investigations or Problems to be solved!

Sally was saving her money for Christmas.  
In her money box she had \$2 and \$1 coins.  
She had \$13 altogether.  
How many \$2 and \$1 coins could she have?  
How many different ways can you find?



Ian was saving his money for Christmas.  
In his money box he had \$5 notes and \$2 and \$1 coins.  
He had \$34 altogether.  
How many \$5 notes and \$2 and \$1 coins could he have?  
How many different ways can you find?



Emily baked some muffins for her family. Mum likes blueberry muffins, Dad and Kristina like banana muffins and Emily likes chocolate muffins.  
If she baked 12 muffins,  
How many of each sort should she make to keep everyone happy?  
Explain the reason for your answer.



Josh was painting his shed. The green paint was three parts yellow to two parts blue.  
He needed 4.5L of paint. How much yellow paint and how much blue paint does he need?



Josh used the same green colour for his fence.  
The fence is 6m long. He needs 1L of paint for every  $\frac{1}{2}$  m.  
How much yellow paint and how much blue paint does he need?



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