

## Classroom Practices: Lower Years

Allow primary students to get accustomed to their classroom before using Accelerated Maths. Introduce the program by teaching students how to complete Accelerated Maths assignments and fill out scan cards.

### Completing Assignments and Scan Cards

1. Teach students how to complete assignments first. Print an exercise with only two or three problems and work through the problems together. *Suggestion: Print an exercise with a large font for one student. Cover up the student name and then make copies for all students. Delete this assignment after printing so you do not have to mark it.*
2. Teach the routines for completing assignments:
  - draw lines between problems
  - circle the chosen answers
  - write the letter of the answer choice in the left margin
  - complete the assignment before marking the scan card
3. On the next day, use a transparency showing a scan card and model filling in the card. Give each student a photocopy of a scan card. Ask each student to point to the first line with a finger. Have them fill in the bubble that matches the answer to the first problem on the exercise.
4. Then, fill in lines 2 and 3. Practice this way until students feel comfortable with the scan card.
5. Once students are able to complete assignments and fill in the scan card, try the entire routine: print an exercise with two or three problems, work the problems together, and transfer the answers to the scan card.
6. Print an exercise with two problems and let students try the process alone.

### Teaching the Maths Practice Cycle

Create a visual reference for the steps in the maths practice cycle. Take photos of students performing each of the tasks listed below. Create captions for each photo. Display the photos and captions on a noticeboard.

- collecting an assignment from the printer
- working an assignment
- filling in a scan card
- bringing all work to the scanner
- feeding the scan card through the scanner
- collecting the TOPS Report and possibly the next assignment
- stapling the assignment to the TOPS Report
- placing the TOPS Report in a basket on your desk

*Suggestion: Use a different student as the model in each photo. Then, gather the rest of the students and have them pose as a group with their TOPS Reports for a “celebration photo.” The goal is to make sure every student is in a photo.*

### Printing Assignments

Print identical exercises rather than practice assignments at first. It’s easier to teach students about Accelerated Maths if they’re working on the same assignment. Students can work problems and fill in scan cards together.

Change software preferences to accommodate younger students. In the Preferences section of the Accelerated Maths software, change the Assignment Font Size to *Large* (14 point) and Answer Placement to *Vertical*, so each answer choice is printed in a separate row.

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### Filling in Scan Cards

Make “trackers” to help students fill in scan cards. Choose one of the following methods based on student preference.

- Laminate bookmarks that students have decorated and personalised. Students can use their bookmarks to stay on the correct line when marking their scan cards.
- Cut the bottom of a library pocket card or the ends of an envelope so that students can slide it down the scan card as they fill in bubbles.
- Distribute Post-its<sup>®</sup> for students to place under the line they’re filling in.

Right-handed students should place the scan card to the right of their assignments. Left-handed students should place the scan card to the left of their assignments.

Recruit “Bubble Buddies” from upper years to help younger students fill in their scan cards.

Once younger students are comfortable using scan cards, assign pairs of classmates to be each other’s Bubble Buddies. Buddies check each other’s completed scan cards to ensure each bubbled answer matches the student’s answer on the assignment. Emphasize to students that the role of the buddy is to check that the scan card is filled in correctly, not to correct each other’s work.

### Matching Assignments and Scan Cards

Color-code scan cards with different highlighter colors. For example, draw a yellow stripe across the top of the practice scan card, pink for diagnostic test, green for regular test and blue for exercise. Use the same colour scheme across the top of assignments, so students match each assignment with the correct scan card.

### Prioritising TOPS Reports

Create “priority baskets” for TOPS Reports, so you can easily identify who needs your immediate help. For example, provide a red basket for reports that need immediate attention and a green basket for reports on which students’ percentage correct is 100 (or whatever criteria you choose). Pull reports from the bottom of each basket.

### Helping Students

To identify who needs help as students are working, create red and green construction-paper tents, cups or signs on ice lolly sticks. Students display a red sign on their desks if they need help; a green sign means they are working and no help is needed.

### Teaching Vocabulary

Create flash cards of commonly used maths words and teach them in your lessons. Keep the flash cards on a noticeboard or other area where students can easily access them.