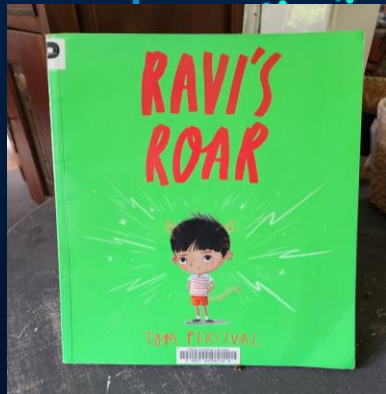


# RICH MATHS THROUGH PICTURE STORY BOOKS



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# A LITTLE ABOUT ME...

Primary school teacher.

Primary maths specialist and consultant.

Mum

Two fur children

**Interests:** bushwalking, the beach, being outside, basketball and of course mathematical education

Ex maths anxious student



# WHY USE PICTURE STORY BOOKS?

- Allows you to create authentic connections to mathematics
- An engaging and motivating hook
- Natural problems and connections arise from stories
- Allows all students to enter the lesson
- Integrating curriculum areas

# SOMEWHERE IN AUSTRALIA

Marcello  
Pennacchio



# STUDENT TASK

**Launch:** Read 'Somewhere in Austalia' by Marcello Pennacchio

Ask the students to think about how many animals where in the story altogether. Then ask them to turn and talk and estimate how many - how to they know.

Ask - how can we find out? List some strategies and bring out materials for students to use to help them.



# EXPLORE

Students work individually to begin with and use anything in the room to help them to find out how many animals there were in total.

**Enabler** (after struggle time) - have some images from the text available or ask students to work in pairs.

**Extender:** In the burrows of Emerald Lake lived an echidna and her eleven puggles. Students can add a possum and wombat to the mix too



# OTHER TASKS...

How many legs?

How many animals might come along on the 20th day?

Maths300 Spiders and Ants or  
Heads and Legs



# BOOKS WITH SIMILAR PROBLEMS



The Waterhole by  
Graeme Base

How Many Legs? by  
Kes Gray



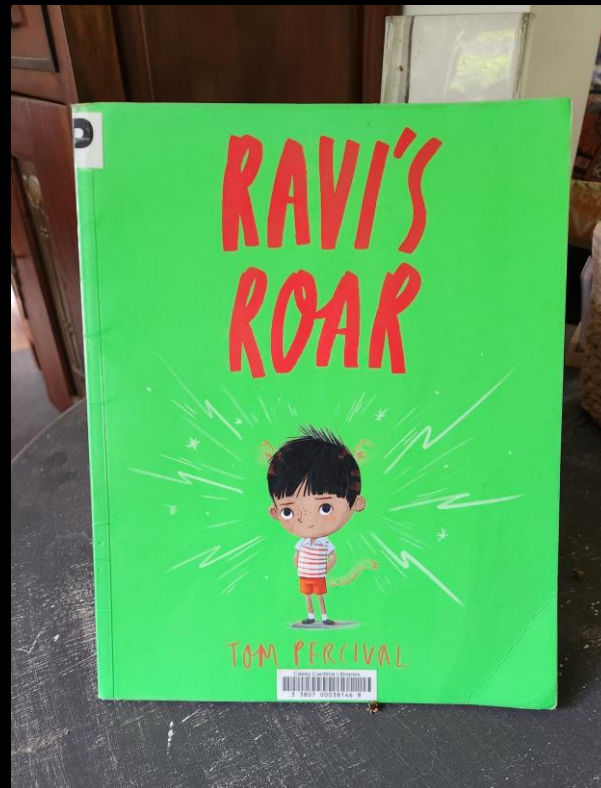
THE MATHEMATICAL  
ASSOCIATION OF VICTORIA

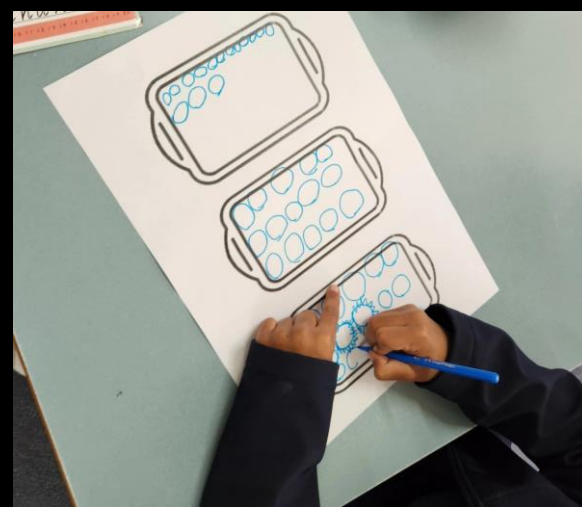
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# RAVI'S ROAR

By Tom Percival





# PLANNING A MATHS TASK

- *Launch* - Find/create the problem in the story.
- *Explore* - How will you allow the students to investigate. What materials will be available? What enablers and extenders could you use? What concept are you wanting to focus on? Are there any cross concepts? What questions will you use?
- *Anticipate* - Student response, misconceptions, extensions, materials needed to support, look at the task from a student lens.
- *Summarise* - How will you bring the lesson together? What explicit teaching moments will you look for? Where might these come about? What will you reflect on?

# CONCEPTUAL PLAYWORLD PLANNING



- Selecting the story - Lots of action and a good plot!!
- Designing the Playworld - Space
- Entering and Exiting the space - getting into character, music, themes - engaging the students.
- Planning the problem/inquiry
- Educator role

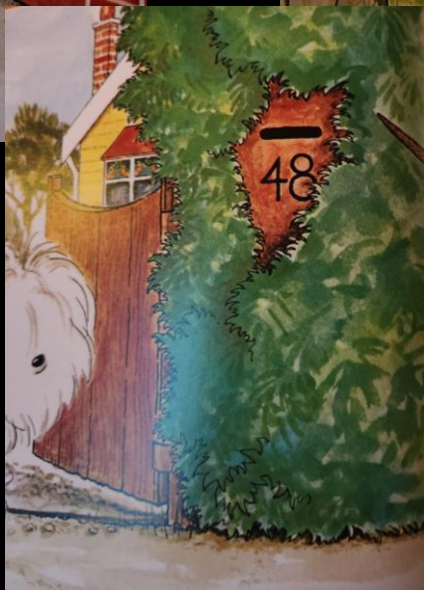


# HAIRY MCLARY FROM DONALDSON'S DAIRY

By Lynley Dodd







# PLANNING A RICH TASK THROUGH PSB

- *Launch* - A new estate is being built up the road and the council are looking for new and innovative ways to number their houses. They have asked for our help.
- *Explore*: Students to create a system of new streets, with house numbers that are non-typical.
- *Anticipate*: thoughts?
- *Summarise*: Sharing and discussing number sequences.





# OVER TO YOU



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## PROFESSIONAL DEVELOPMENT

# FLEER'S CONCEPTUAL PLAYWORLDS

A NEW AND EFFECTIVE WAY OF TEACHING STEM  
TO YOUNG CHILDREN THROUGH PLAY

- 2 HOURS
- DELIVERED VIA ZOOM
- CERTIFICATE OF ATTENDANCE
- GROUP BOOKING (UP TO 20 EARLY  
CHILDHOOD PROFESSIONALS)

(PD HOURS CAN BE USED FOR VIT REGISTRATION RENEWAL)

### CONCEPTUAL PLAYLAB

AUSTRALIA'S LARGEST EVER STUDY IN STEM  
AND EARLY CHILDHOOD EDUCATION:  
AUSTRALIA'S FIRST RESEARCH-BASED MODEL  
FOR TEACHING STEM.



### CONNECT WITH US

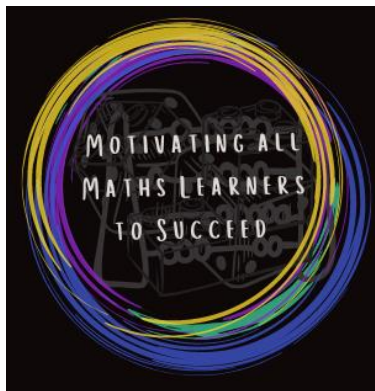
conceptualplaylab@monash.edu (for registration)  
Facebook: Conceptual PlayWorlds for Educators



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# THANK YOU



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Open for 2025 bookings

- In house Consulting/coaching
- Whole and half curriculum days
  - After school PD

MORE INFO

