Last week we introduced the 5 major spelling rules. This week’s spelling focus was to uncover the mysteries surrounding one of the 5 major spelling rules in the English language. Just to recap, many spelling discoveries are made if we attend to the number of syllables, location of the sound(s) and the type of vowel (i.e. whether it is a long or short vowel). Another spelling tip is to uncover patterns that can explain how we would USUALLY represent a sound(s).

Did you find out when to double the medial consonant? Use these words to help with your discoveries: *sudden; tennis; mitten; pollen; muffin.*

**This rule is also referred to the Rabbit Rule.** In a two syllable base word with one medial consonant sound after a short vowel, the medial consonant is doubled. The three checkpoints for this rule are:

1. **two syllables**
2. **one medial consonant sound**
3. **short vowel in the first consonant**

If all checkpoints are present then the medial consonant is doubled. If any checkpoint is missing, then the medial consonant is NOT doubled.

The following website can be a fun way to explore spelling rules further:
http://www.bbc.co.uk/schools/spellits/activities_y6/activity1.shtml

**MATHEMATICS – A SUBJECT FOR LEARNING NOT FOR PERFORMING**

Maths, just like spelling, is about problem solving and looking for patterns. Current research emphasises the significance in promoting a growth mindset. This type of mindset is imperative to the attitude we all develop toward learning. What I found significant is the notion that Mathematics needs to be viewed as a subject for learning and not as a subject for performing. As we move toward this notion then we will see major changes in our community attitudes towards mathematical learning. In this current year, the Armadale community, consisting of parents, teachers and students have all been involved in developing our pedagogy in order to maximise the learning potential of all our children. Gathering evidence has been integral to this process. Such evidence has been a driving force in determining what we (the APS community) believe to be the characteristics of a great maths learner. As teachers, we have been enlightened by our data analysis. A dominant characteristic that has emerged from our evidence is a learner’s ability to solve a problem in various ways.
We have been exploring this notion with our children:

The emphasis of the task is to determine the extent of one’s mathematical understandings. Providing a simple answer to the problem **does not** provide an insight into the thought processes used to solve the problem. Nor does it provide opportunity to provide any valuable feedback to the learner. In fact the only feedback it does offer the learner is that the answer is correct or incorrect. Hence this type of feedback can impact on the development of a learner’s attitude. Incorrect answers contribute to the development of an attitude, “I am not good at maths” and correct answers promote an attitude of developing a fear of failure and restricting the amount of learning because learning from one’s mistakes is not part of this child’s expectations. Acknowledging the process is far more powerful for learning.

Have a great week!
Prep Teachers