Prevent the summer slide!
8 weeks without school...

- On average, all students lose approximately 2.6 months of grade level equivalency in mathematical computation over the summer months (Cooper, 1996).
- Studies reveal that the greatest areas of loss for all students, regardless of socio-economic status, are in factual or procedural knowledge during the summer months. For example, students typically forget how to perform mathematical operations such as subtraction with regrouping or how to spell common words without regular practice (Fairchild and Boulay, 2002)
What is it?

● Can lose up to 3 months of reading and math during summer
● Lose momentum of learning
● Harder to get started in the new year

Image source: http://passioninportableland.blogspot.sg/2015/07/stop-dont-let-your-brain-turn-to-mush.html
Sprint, Marathon, or Walk in the Woods?
Sprint

SHORT-TERM GOALS:

- Homework, assessments
- Immediate assignments and projects

Image source: http://upl.stack.com/wp-content/uploads/2013/01/160162a00e1759cc_sprint.xxlarge_1.jpg
LONG-TERM GOALS:

- Laying an academic foundation – mastery of skills and content
- Cultivating a strong work ethic – organization, focus, discipline
Walk in the Woods

LIFE-LONG GOALS:
Attitudes towards learning

- Developing a deep love of learning
- Developing an appreciation for knowledge, imagination, books, and “the life of the mind”
- Building “intellectual character” and “learning habits”

What is summer learning for?

● Great time to work on those long-term and life-long learning goals
● Help children realize that learning happens everywhere and all the time
● Give children an opportunity to deepen their interests and passions
● Give children an opportunity to consolidate/remediate/fill in the gaps from last year
● Give children an opportunity to learn about the larger world - learning through travel and field trips
● Give children an opportunity to reconnect with family and learn about their own heritage, culture, family, mother tongue
● Low pressure, enjoyable learning...
Culture eats strategy for breakfast!

Peter Drucker

Image source: http://www.bni.com/Portals/0/Erin/CultStratBreak.jpg
How can you create a culture of learning in your home?

How to fall in love with Math

Perhaps the most essential message to get across is that with math you can reach not just for the sky or the stars or the edges of the universe, but for timeless constellations of ideas that lie beyond.

- Manil Suri

We live in a math-rich nation...

WHAT WE CAN LEARN FROM SINGAPORE:
The idea of math-rich homes and mathematical environments
How can we help kids build strong math foundations early on?

IT’S PART OF THE CULTURE:
A parallel math world – outside of schools – across the island, both for local and international kids (this is part of the culture as opposed to a response to the school).
What about Math?

How do you create a math rich culture in your home?

- **The Physical Culture:**
  Puzzles, legos, blocks, board games, math apps
  Measuring tapes, tangrams, math and science kits and games

- **The Verbal Culture:**
  Notice the math around you!
  Affirm the beauty and importance of math…
  Elevator math, Grocery Store math, Money math, Cooking math, Playground math, Conversations about math & math games/riddles/mental math
Doing Math...?

● Engage in mathematical activities to develop spatial thinking and logical reasoning

● Structured math exercises...should you supplement? And if yes, what kind of supplementing works best? What are your goals?

● Procedural math versus Conceptual math

● Notice all the math around you, and integrate math into your trips...calculate distances travelled, play math games on car trips, currency exchange, calculate tips and change, notice shapes and patterns...
Your PLAN!

- What
- When
- How

Who we are ...

Rishi - age 11, will be starting G6 (middle school) in August

Lekha - age 7, will be starting G3 in August
WHAT, HOW, and WHEN?

- **In India**: Mostly games that kids can play with their cousins -- chess, legos, board games (monopoly, snakes & ladders, card games), upload some math apps on ipad (Splash math?), some time for minecraft/tetris

- Weave math into conversations wherever possible -- calculating change/tips etc.

- **In Singapore (last 3 weeks)**: Structured math in the mornings for half an hour using Singapore Math books to review previous year’s math/consolidate learning: 30 to 40 minutes each morning before we start our day’s activities

- If time permits, get kids to do some scratch coding...
What are your goals for math...

Possible math activities…

Possible math conversations...

Math supplementing: Consider WHY, WHAT, HOW and WHEN…

Why: To fill in gaps, to consolidate understanding, to challenge and get ready for the next year...

What: Choose topics

How: Make a plan; workbooks or online;

When: Days, Times.
A Parallel Universe

In books I have traveled, not only to other worlds but into my own. I learned who I was and who I wanted to be, what I might aspire to, and what I might dare to dream about my world and myself. But I felt that I, too, existed much of the time in a different dimension from everyone else I knew. There was waking, and there was sleeping. And then there were books, a kind of parallel universe in which anything might happen and frequently did.

Anna Quindlen
Creating a reading culture in your home...

The Physical Culture of the home:
● Book shelves in public spaces
● Book shelves in kids’ rooms

The Verbal Culture of the home:
● Conversations about books
● Meal time conversations: What are you reading

The Behavioral Culture of the home:
● Who’s reading?
● Make time for reading....
Read Alouds...

- Listening Ages versus Reading Ages
- Time to Bond
- Make a Plan
- Consult your librarian
- Get your books ahead of time
Independent Reading

● Help children understand the joy and pleasure of a book!
● CHOICE
● Question: What if your child makes limited choices? Should you censor his/her reading?
● Make sure that you get the books ahead of time ... buy print books, buy e-books, get ready!
● Encourage a summer challenge
● Book conversations and family reading time
Let’s talk about traveling…

Preparing for a trip with learning in mind…

Maps and facts about the country you’ll be visiting
The Importance of Prior Knowledge

- An important factor that can influence what children or adults learn—particularly cognitively—from a museum visit is their prior knowledge about a topic (Falk & Adelman, 2003; Falk & Dierking, 1992, 2000).
- The impact of prior knowledge on learning in any setting is well documented (diSessa, 1982; Falk & Storksdieck, 2005; Minstrell, 1989; Resnick, 1983; Roschelle, 1995; Strike & Posner, 1985; Wray & Lewis, 1997).
- In a museum setting, discussions with students suggest that they learn the most from an exhibit when they already have some understanding of the concept being presented (Feher & Rice, 1985; Tuckey, 1992a).

From: Jennifer DeWitt & Martin Storksdieck (2008) A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future, Visitor Studies, 11:2, 181-197,
Maximizing learning when you travel

● What books, websites, resources might work to provide prior knowledge?
● What kinds of conversations could you have?
● Remember: sometimes less is more; don’t try to teach too much!
● How can children consolidate and remember what they have learnt?
Your PLAN!

- What
- When
- How

Here’s my plan for summer learning ...

Travel to Chennai to visit grandparents/family + last 3 weeks here in Singapore

Goals:

● Help children understand and appreciate their own heritage and culture through books, outings, and attend at least one classical dance/music performance
● Make sure that children have lots of time with their extended family/lots of free play with cousins
● Ensure that kids read high quality literature
● Math - last three weeks: structured math exercises to review what they learned last year and get ready for the upcoming year
What?

- Books: Buy or borrow books ahead of time
- Book List:

  **About India:** Sita’s Ramayan, Jamila Gavin’s Tales From India, Maya Dayal’s Anthology, Non-Fiction: 100 Famous Indians, Illustrated History of India, Books from Tullika on Gandhi

  **Wider reading:**
  - The Edge by Roland Smith
  - Fish In A Tree, by Lyna Mullaly Hunt (dyslexia)
  - Echo, By Pam Munoz Ryan
  - Adventures of A Kid Magician, by Judy Flom Hill
  - Wild Boy, by Rob Lloyd Jones – steampunk adventure/mystery (set in 1800s)
  - Mastermind, by Gordon Korman
  - Other Percy Jackson books?
  - Listen, Slowly, by Thanh Lai
  - See Saw Girl, by Linda Sue Parks
An India Immersion...
How & When ...

IN INDIA:

Mondays, Wednesdays, and Fridays: 30 to 40 minutes of non-fiction reading/discussion about Indian history and geography...read aloud, look at maps/fill in printable maps, puzzle quiz game on Indian states, keep it light and fun - after breakfast before we go out or do anything for the day.

Afternoons: If we’re not going out anywhere, offer kids books to read -- quiet family reading time and/or visits to club library after lunch.

Bedtime: Read aloud -- Jamila Gavin’s “Tales of India” and Pam Munoz Ryan’s “Echo”
Take some time to make your summer plan ...

What are your goals for reading?

Books you’d like to read aloud:

Books you want your kids to read:

Days, times...?
CIS TK - resources
What?

- TK recommendations
- Novelist
- Other sites

bit.ly/TKlibrary
How? Resources

**eBooks**
- Epic Books
- NLB
- Tumblebooks

**Books**
- NLB
- Local library / bookstore
- TK library (from 4 July 2016)

**Image source:** http://static.guim.co.uk/sys-images/Arts/Arts_/Pictures/2011/8/2/1312281537643/Hardbacks-and-ebook-reade-009.jpg
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Math Stories

CANADIAN INTERNATIONAL SCHOOL
Tracking - only if you want to!

biblionasium.com
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