

## Growing confident through language

Student Story

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Millie, a year 5 student, used to appear shy and was reluctant to ask questions when she didn't understand a task or concept. She is now very confident in asking for help or in answering questions and is always eager to share her thinking and successes in mathematics. This is a transcript showing Millie's understanding and use of technical language at the end of a task that introduced adding fractions with common denominators.

**Teacher:** Tell me about the 5 halves.

**Millie:** 5 halves is an improper fraction.

**Teacher:** How do you know that 5 halves is an improper fraction?

**Millie:** Well, it's not a usual fraction.

**Teacher:** How do we know it's improper?

**Millie:** Because...the numerator is higher than the denominator.

**Teacher:** What have you changed your improper fraction into?

**Millie:** I turned it into a mixed number.

**Teacher:** What's your mixed number?

**Millie:** 2 wholes and 1 half.

**Teacher:** That's right 2 and a half.

**She is now very confident in asking for help or in answering questions and is always eager to share her thinking and successes in mathematics.**



### **Finding 3.3 Language**

*Explicitly teach learners mathematical language and symbols so they can articulate and represent what, how and why they are learning and understanding.*



### **Finding 5.3: Metacognition**

*Help students recognise what they know well, what they need help with and what they still need to learn.*



### **Finding 5.4: Feedback**

*Provide feedback that is timely and promotes success in future learning.*