

CURRICULAR COMPETENCIES

Thinking Prompts

Learning Activities

OECD & NCTM Principles

First Peoples Principles

Mathematics

Learning ultimately supports the well-being of the self, the family and the community.
Learning involves recognizing the consequences of one's actions.
Learning is holistic, reflective, experiential and relational.
Learning involves generational roles and responsibilities.
Learning recognizes the role of indigenous knowledge.
Learning is embedded in memory, history, and story.
Learning requires exploration of one's identity.
Learning involves patience and time.

Reasoning & Analyzing

- Estimate reasonably
- Develop mental math strategies and abilities to make sense of quantities
- Use reasoning and logic to explore and make connections
- Explain the problem to someone else. What is the question we are trying to solve?
- When and why do you estimate? What strategies did you use to estimate?
- Can you predict an answer that would be just right? Provide a low and high estimate.
- How did you get your solution? How do you know it's correct?
- What is another way to...?
- How can the same quantity be shown in different ways?

- Concrete and pictorial modelling • Think/ pair share/group work • Placemat
- Games
- Concept webbing • Venn diagram • Sorting/matching/predicting • Act it out
- Ask 3 before Me • Where's the math? -picture prompts

- Reason mathematically through visual, auditory and kinesthetic experiences.
- Construct learning through cooperative engagement, active exploration, problem-solving and meaningful discourse; social nature of learning.
- Poses purposeful questions to advance reasoning and makes sense of mathematical concepts.

Understanding & Solving

- Use multiple strategies to engage in problem solving
- Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving
- Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community
- What strategies did you use to solve the problem? Can you see a pattern? How can a pattern help you solve the problem?
- What method are you going to use? Why? What have you discovered?
- Convince a peer your solution is correct. What do you do when you get stuck?
- What story does this math tell?

- Concrete and pictorial modelling • Placemat • Think pair share/group work
- Graffiti Walkabouts • Jigsaw
- Games • Gallery Walk • Number talks • Picture books
- Examples/non-example creation • Three stay, one stray • Sorting/matching/predicting • Mathematical sorting
- Van de Walle Pentagon of Understanding

- Be sensitive to individual differences and the emotional elements of learning.
- Promote deeper understanding and connections through authentic tasks and contextual tasks
- Develop perseverance through the grappling with mathematical ideas.
- Vary strategies and problem-solving opportunities to keep learning central and active.

Communicating & Representing

- Communicate in many ways
- Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations
- Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking
- Journaling • Number talks • Inside/outside circle
- First Nations oral traditions; power of story
- Solve one way/Solve two ways • Venn Diagram
- Multiple ways of representing thinking (video, sharing strategies, podcast, peer teaching etc.)
- Debate • Argumentation (I disagree... I noticed... I think it could be... I agree...)

- What are you noticing, thinking or wondering while you solve the problem?
- How can you show your thinking in different ways? How can you model the math concept and explain your thinking to others?
- Why do you organize your results like that? What relationships do you notice between...?
- Highly social learning activities allow for construction of knowledge through active exploration, problem-solving, reasoning, and talking.
- Explain and represent knowledge through visual, auditory and kinesthetic experiences.
- Partner talk and group discussion builds shared understanding of mathematical ideas.

- Learners assess and monitor their own understanding and progress toward the mathematics learning goals.
- Descriptive feedback helps guide next steps in learning; provides clear expectations.
- Learners identify connections among the learning environment, the wider environment, and society.
- Journaling • Knew/New • KWL
- Notice/Think/Wonder
- Self-assessment • Number talks
- Ticket out the door
- What worked? Was difficult? What's next?
- Brain Power • Partner Think/Chat/Write

Connecting & Reflecting

- Visualize and describe mathematical concepts
- Connect mathematical concepts to each other and make mathematical connections to the real world
- Share and reflect upon mathematical thinking and concepts
- Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics
- Have we found all the possibilities? How do we know?
- Does your solution make sense?
- How is this problem like something you solved before?
- What have you learned from your mistakes? Where is this math reflected in our community?
- How did you revise your thinking or strategies? Where is this math reflected in our community?
- How do you do differently next time?