SCHOLASTIC Math Place

Grades 1–3
British Columbia

Reviewing Guide

SCHOLASTIC EDUCATION

1. About Math Place

Math Place is developed by Scholastic Education—a new blended print/online learning resource to support early years educators with pedagogy and curriculum implementation for Grades 1–3 British Columbia math curriculum.

Features of Math Place:

- 100% Aligned to British Columbia's Mathematics Curriculum
- Integrated Building Growth Mindsets, First Peoples Principles of Learning, and Financial Literacy
- 3 blended print and digital kits per grade: Number & Operations, Spatial Sense, Patterns & Relations/Data & Probability
- Embedded teaching support with math strategies, research, detailed lesson plans, differentiation and assessment, and follow-up activities
- Promotes positive attitudes and growth mindsets towards math

Lead Author

Diane Stang
National Math Consultant
& Lead Author of Math Place

Diane Stang has been an educator for over 40 years, working in various roles in the classroom, at the ministry level, and now as National Math Consultant and Lead Author of **Math Place**. Her tried and true classroom-tested lessons coupled with her practical approach to math empowers teachers to teach math in an authentic, meaningful way.

Diane has integrated research-based teacher professional development throughout **Math Place** and has woven in building growth mindsets, "math talks," spatial reasoning, visualization, and a balanced math pedagogy to ensure this resource meets the needs of all students and educators.

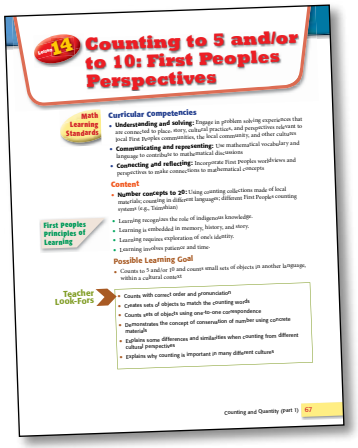
2.British Columbia Curriculum Alignment

Math Place completely aligns with the rationale and goals of British Columbia's redesigned math curriculum, and fully addresses the new changes and significant areas of focus highlighted below:

- **Math Place** helps to facilitate students' understanding of both factual (Content) and process-based (Curricular Competencies) information by identifying the learning standards for each lesson and supporting them with related Teacher Look-Fors.
- **Math Place** effectively integrates high-impact instructional practices to help students achieve in math while considering their well-being and emotional development.

- An introductory lesson lays the foundation for developing positive **growth mindsets and habits of mind** at the beginning of the year. Within many of the lessons in all areas of math, there are strategies for regularly reinforcing and assessing these skills.
- **Problem solving** is presented within the context of real-life situations, which allows students to apply the curricular competencies, and understand the importance of math in their lives.
- **Math Place** incorporates opportunities to deepen understanding through other cultural lenses, including **First Peoples knowledge and perspectives**, by weaving in First Peoples Principles of Learning and reflecting themes identified as Characteristics of Aboriginal Worldviews and Perspectives.
- **Financial Literacy skills** are fully addressed within realistic contexts so students understand the important role that money plays in society and in their futures.
- **Spatial reasoning**, which is linked to success in math, is embedded in all areas of **Math Place**. Students develop spatial thinking as they use concrete, visual, and symbolic representations, and engage in visualization activities.
- **Math Talks** are designed to provoke meaningful discussions that support the development of mental math strategies and skills to develop automaticity of math facts.
- **Differentiation** is embedded within all lessons, and is reinforced in small-group guided lessons that are specifically addressed to meet individual needs and facilitate personalized learning.
- **Assessment** is integrated throughout the resource, allowing teachers to triangulate observations, conversations, and products, and effectively plan next steps.

3. First Peoples Perspectives


Counting to 5 and/or to 10: First Peoples Perspectives

Math Learning Standards

Curricular competencies

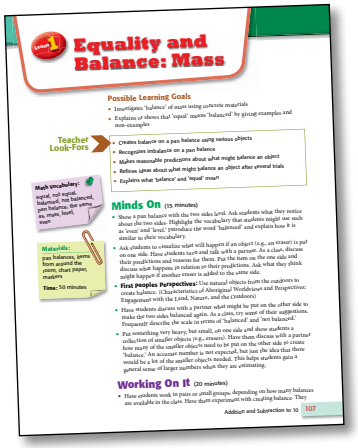
Content

First Peoples principles of Learning

Possible Learning Goal

Teacher Look-Fors

Grade 1 British Columbia Number & Operations Teacher's Guide, page 67


Equality and Balance: Mass

Possible Learning Goals

Teacher Look-Fors

Minds On (15 minutes)

Working On It (20 minutes)

Grade 1 British Columbia Number & Operations Teacher's Guide, page 107

In order for students to develop a deep understanding of math concepts, they need to learn through realistic contexts and problems that relate to their lives. This includes place-based learning experiences that are adapted to the local community or individual contexts so "all learners have opportunities to understand and respect their own cultural heritage as well as that of others" (British Columbia Ministry of Education, 2016). **Math Place** supports the First Peoples Principles of Learning and Aboriginal Worldviews and Perspectives by incorporating opportunities for students to "explore the connections between mathematics and other ways of knowing, including First Peoples knowledge and other worldviews" (British Columbia Ministry of Education, 2016) throughout the lessons.

Connections to First Peoples perspectives and knowledge are made in several ways:

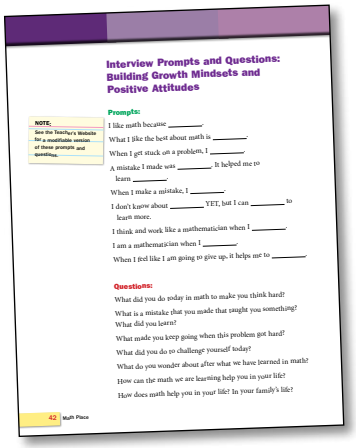
- Unit introductions and applicable lessons identify the explicit and implicit references to First Peoples perspectives and knowledge in the Learning Standards, specifically in the Curricular Competencies, Content, and Elaborations.

- Connections to First Peoples Principles of Learning are identified in unit introductions and integrated into many lessons so students can make connections between math and other ways of knowing.

- First Peoples Perspectives are integrated throughout the lessons and offer prompts or information to further investigations and extend discussions.

4. Building Growth Mindsets and Positive Attitudes Towards Math

People with fixed mindsets about math believe that you are either born to be good at math or you are not. People with a growth mindset believe that the ability to be successful at math can be developed and improved through instruction, effort, and practice. Carol Dweck emphasizes that mindsets are important since they can predict math achievement over time. The good news is that interventions that change mindsets can actually improve achievement (Dweck, 2008). **Math Place** offers many opportunities to build and develop growth mindsets and positive attitudes towards math.



Interview Prompts and Questions: Building Growth Mindsets and Positive Attitudes

Prompts:

I like math because _____.

What I like the best about math is _____.

When I get stuck on a problem, I _____.

A mistake I made was _____. It helped me to learn _____.

When I make a mistake, I _____.

I don't know about _____ YET, but I can _____ to learn more.

I think and work like a mathematician when I _____.

I am a mathematician when I _____.

When I feel like I am going to give up, it helps me to _____.

Questions:

What did you do today in math to make you think hard?

What is a mistake that you made that taught you something?

What did you learn?

What made you keep going when this problem got hard?

What did you do to challenge yourself today?

What do you wonder about after what we have learned in math?

How can the math we are learning help you in your life?

How does math help you in your life? In your family's life?

Example Prompt:

When I get stuck on a problem, I _____.

Instilling a Growth Mindset Lesson

About the Lesson

Whole-Group Lesson:

Minds On (15 minutes)

Consolidation (5 minutes)

Sample Growth Mindset Statements:

Instilling a Growth Mindset Lesson

This lesson expands on building growth mindsets by focusing on how mathematicians critically and creatively think during the problem-solving process. During the lesson, you can develop an anchor chart of these characteristics. This activity enhances the development of positive attitudes towards math and helps students identify necessary mathematical habits of mind. The lesson can be taught at the beginning the year in order to establish the criteria for building these critical skills and attitudes. (See Grade 1 Overview Guide, pages 39-41, for Instilling a Growth Mindset Lesson.)

In addition to this introductory lesson that lays the foundation for building growth mindsets and positive attitudes towards math, the skills are continually reinforced throughout the year by accessing the ***Building Growth Mindsets*** prompts that are embedded in many of the lessons. For example, students learn to view mistakes as learning opportunities and to recognize that their efforts and perseverance will be worthwhile.

About the Lesson

In this lesson, as students collaboratively work through the problem-solving process, they engage in the thinking that mathematicians exhibit, thereby discovering what constitutes a growth mindset. Together with students, you can co-create an anchor chart of these characteristics including what they look and sound like. Throughout the year, regularly refer to and reinforce the messages in the chart by recognizing students' efforts as they persist through various math challenges. The chart can also inspire the celebration of students' accomplishments as they arise. Embedded within many of the lessons in the Teacher's Guides are suggestions on how to further build and reinforce a growth mindset based on the activities that students have just completed.

Grade 1 BC Overview Guide, pages 39-41

5. Research Based

As an education company, partnered with educators, our goal is to help prepare students for future challenges by equipping them with the relevant knowledge and skills necessary to succeed. Research indicates that mathematics plays an integral role in their education and lives, and that its development in the early years is especially critical for later success, even more so than reading skills (Clements & Sarama, 2009, p. 2).

Although mathematical concepts that students attain in the early years are sometimes perceived as being simple, they are actually quite complex and play a significant role in future learning. Greg Duncan carried out an extensive longitudinal study, which revealed that early math concepts are the most powerful predictors of later learning (Duncan, et al., 2007, p. 1428). This pertains not only to math, but to later success in reading, as well. Duncan further found that the gains made from kindergarten to the end of grade one were the best predictor of math performance at age 15 (Watts, Duncan, Siegler, & Davis-Kean, 2014, p. 352).

These findings highlight the critical need to focus on math in the early grades, and the benefits that can be achieved. They also compel us as educators to reflect upon the effectiveness of our existing programs and to investigate how we can adapt them to best meet students' needs. It is important to focus on the well-being of the whole child, taking into account their diversity, perspectives, attitudes, and self-efficacy. Young students not only need the math knowledge and skills, but also a positive and curious attitude toward the discipline and the self-confidence to solve problems and justify their thinking. Too often, people believe that math achievement is based on aptitude rather than ability, which often leads to the misconception that effort does not play a role in learning (Clements & Sarama, 2009, p. 213).

In order to try hard, students need to be motivated, to see relevance in what they are learning, and to believe that they can learn math. Teachers also need to believe that all students can succeed and develop into capable and confident mathematicians. **Math Place** is designed to support you by providing rich math lessons and activities that not only meet all of the British Columbia Grades 1–3 math curriculum learning standards, but also powerfully engage students in the wondrous world of math.

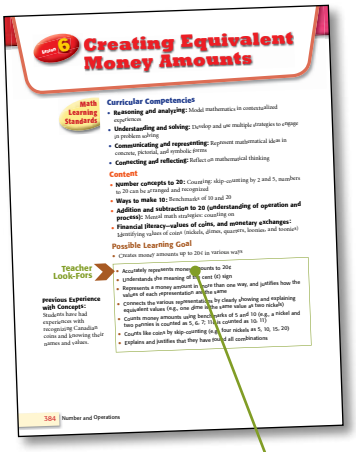
6. Assessment

Math Place offers ongoing assessment of students' understanding to guide future instruction. **Assessment Opportunities** within the lessons offer prompts and suggestions on how to triangulate evidence through observations, conversations, and products. **Teacher Look-Fors** serve as a guide for co-constructing success criteria with your students and for establishing criteria for evaluation.

The goal of assessment is to improve student learning and is therefore a critical component since it drives instruction.

- Assessment for learning involves the continuous process of gathering evidence of student learning and using it to provide feedback and adapt instruction.
- Assessment as learning focuses on the students and their ability to monitor their own learning. Students need to know what the learning goals are and benefit from co-creating success criteria in student-friendly language so they have clear indicators of learning.
- Assessment of learning involves interpreting gathered evidence to summarize and make a judgement on how the student has achieved the learning goals and what is outlined in the curriculum.

Math Place addresses all three aspects of assessment, with the major focus being on assessment for learning and how it evolves within the lessons and from lesson to lesson.


Lesson 6 Creating Equivalent Money Amounts

Math Learning Standards

Curricular Competencies
- Reasoning and analyzing: Model mathematics in contextualized experiences
- Understanding and solving: Develop and use multiple strategies to engage in problem solving
- Communicating and representing: Represent mathematical ideas in concrete, pictorial, and symbolic forms
- Connecting and reflecting: Reflect on mathematical thinking

Content
- Number concepts to 20: Counting: skip-counting by 2 and 5, numbers to 20 can be arranged and recognized
- Ways to make 10: Benchmarks of 10 and 20
- Addition and subtraction to 20 (understanding of operation and process): Mental math strategies: counting on
- Financial literacy—values of coins, and monetary exchanges: Identifying values of coins (nickels, dimes, quarters, loonies, and toonies)

Possible Learning Goal
- Creates money amounts up to 20¢ in various ways

Teacher Look-Fors
- Accurately represents money amounts to 20¢
- Understands the meaning of the cent (¢) sign
- Represents a money amount in more than one way, and justifies how the values of each representation are the same
- Connects the various representations by clearly showing and explaining equivalent values (e.g., one dime is the same value as two nickels)
- Counts money amounts using benchmarks of 5 and 10 (e.g., a nickel and two pennies is counted as 5, 6, 7; 11¢ is counted as 10, 11)
- Counts like coins by skip-counting (e.g., four nickels as 5, 10, 15, 20)
- Explains and justifies that they have found all combinations

previous Experience with Concepts: Students have had experiences with recognizing Canadian coins and knowing their names and values.

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Teacher Look-Fors

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Previous Experience with Concepts: Students have had experiences with recognizing Canadian coins and knowing their names and values.

Teacher Look-Fors support assessment and serve as a guide for co-constructing success criteria with your students.

Math Place Grade 1 British Columbia Number & Operations Teacher's Guide, page 384

Assessment for Learning

Possible Learning Goals and Teacher Look-Fors

- There are **Possible Learning Goals**, which outline the purpose of the lessons, based on the curriculum expectations. These can easily be adapted according to the goals of the teacher and the needs of the students.
- The **Teacher Look-Fors** break down the learning goals into specific observable behaviours that reflect students' understanding of the math. Teachers can use these to monitor student learning throughout the lesson. Modifiable Observational Assessment Tracking Sheets based on the Teacher Look-Fors can be found on the Teacher's Website.

Assessment Opportunities: Triangulation of Evidence

Anne Davies is one educator who has been instrumental in the research behind triangulating evidence. This involves gathering data from three different sources, namely observations, conversations, and products. While educators are usually comfortable with assessing the products that students generate (*e.g.*, students' recorded work on BLM recording sheets, problem solving on chart paper, photos of work such as models made with concrete representations, and work in their math journals), observations and conversations are less clear. In each **Math Place** lesson, there are Assessment Opportunities which highlight what to observe that reflect student understanding. The **Observations** section outlines what to listen and look for as students work on the math to determine what they know, do, and understand. In some cases, signs of misconceptions are highlighted so they can be addressed. The **Conversations** section offers prompts teachers can ask to further probe for understanding. In some cases, possible responses from the students are offered to give teachers an idea of the feedback they can offer to move the learning forward or clear up any misconceptions. The conversations outlined within the lessons can be used as individual interviews to check for understanding or to use in assessment of learning.

Assessment Opportunities

Observations:

- Are students counting on when they make their money amounts?
- Do they use the least amount of coins or find another way to represent the coins?
- Do they exchange coins for others (e.g., replace 5 pennies with a nickel)?
- Do they use guess and check to create amounts, or are they intentional in the way they choose their coins?

Conversations:

- How would you count this amount of money? How can you check that your counting is correct? Why did you start counting with that coin?
- Are there any exchanges that you could make with the coins? How does this change your counting?
- How is this way like the second way you found?

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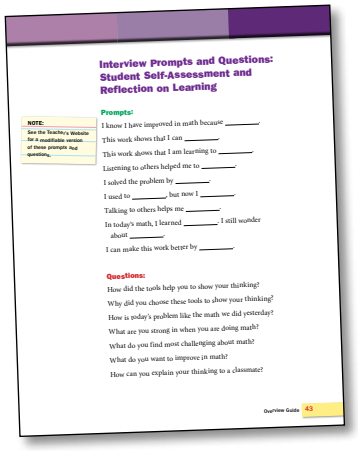
Assessment as Learning

In **Math Place**, there are several means for helping your students monitor their own learning. The **Possible Learning Goals** can be adapted into student-friendly language and brought to the forefront during Consolidation discussions. The **Teacher Look-Fors** can act as a guide for co-creating success criteria, which students can use to reflect on and assess what they have learned.



Interview Prompts and Questions: Student Self-Assessment and Reflection on Learning

NOTE: See the Teacher's Website for a modifiable version of these prompts and questions.

Prompts:

I know I have improved in math because _____.
This work shows that I can _____.
This work shows that I am learning to _____.
Listening to others helped me to _____.
I solved the problem by _____.
I used to _____, but now I _____.
Talking to others helps me _____.
In today's math, I learned _____. I still wonder about _____.
I can make this work better by _____.

Questions:

How did the tools help you to show your thinking?
Why did you choose these tools to show your thinking?
How is today's problem like the math we did yesterday?
What are you strong in when you are doing math?
What do you find most challenging about math?
What do you want to improve in math?
How can you explain your thinking to a classmate?

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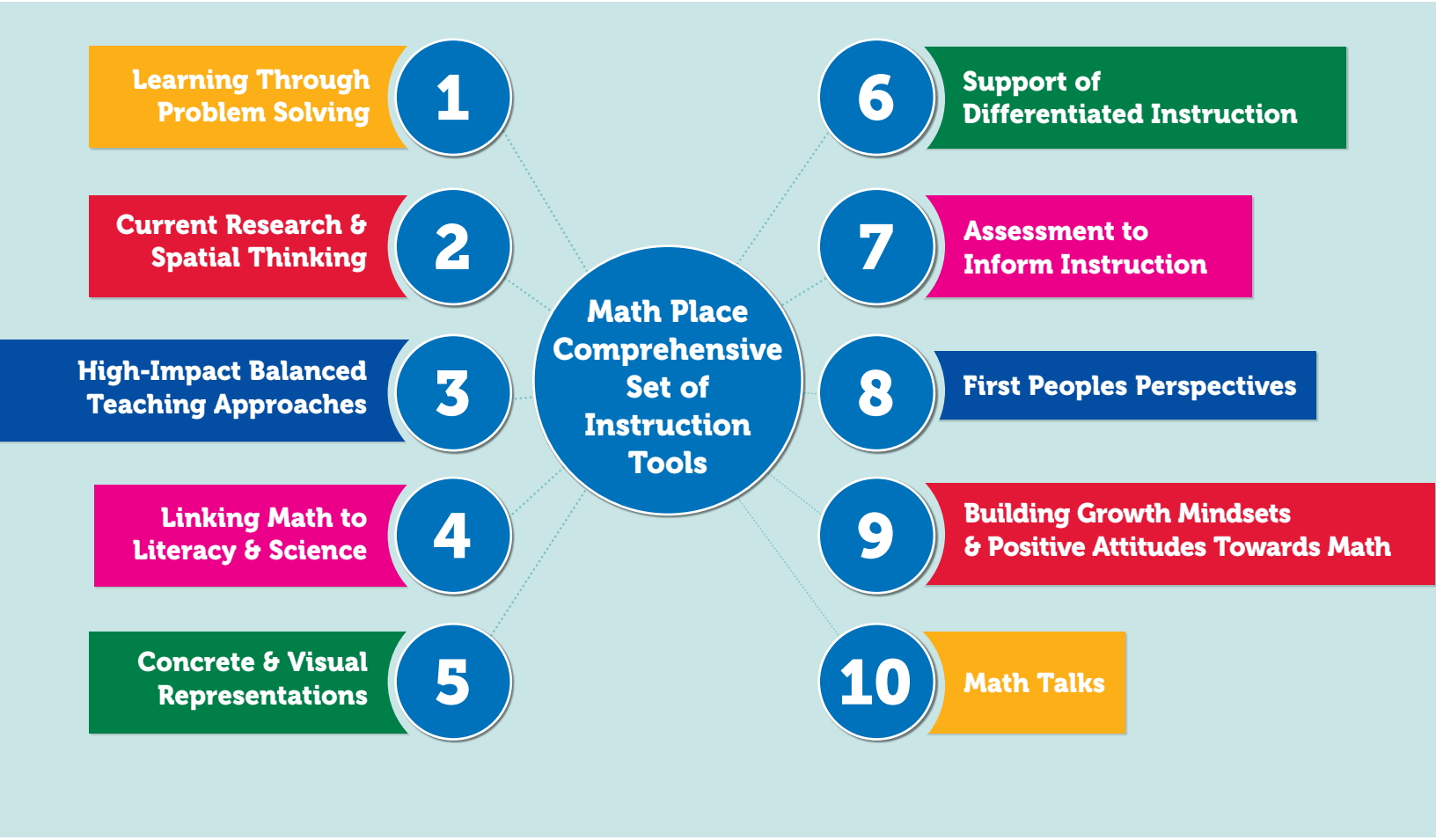
Teachers can also hold individual conferences with students to help them reflect on their own learning. Also included are **Student Self-Assessment and Reflection on Learning** forms. Select the prompts and questions that are most suitable for your students. (See Grade 1 BC Overview Guide, page 43.) A modifiable BLM version of this page is available on the Teacher's Website.

Helping students monitor their self-confidence and attitudes towards math is critical to their learning. Students need to develop a positive growth mindset and the attitude that with time and effort they can learn math. In **Math Place**, this is continually revisited throughout the resource. Many of the lessons have **Building Growth Mindsets** prompts which offer suggestions directly related to the lesson that encourage students to reflect on themselves as mathematical learners and what they can do to continually develop a positive attitude towards mathematics.

Assessment of Learning

The **Possible Learning Goals** and **Teacher Look-Fors** can be used as criteria to create a continuum or rubric for assessing what students can do and how students have mastered certain concepts and skills. The **Possible Learning Goals** can outline the learning that is being assessed. The **Teacher Look-Fors** can be broken into various categories to form the criteria so there are observable behaviours to assess each category.



7. Instructional Design - Pedagogy

The pedagogy embedded through this resource is based on the "continued need for balance between conceptual and procedural understanding of foundational skills, including fluency with basic facts" (British Columbia Ministry of Education, 2016). Lessons and activities reflect a focus on problem solving, which is evident in the Curricular Competencies that use a problem-solving model, as well as the importance of the foundational skills indicated in the Content section.

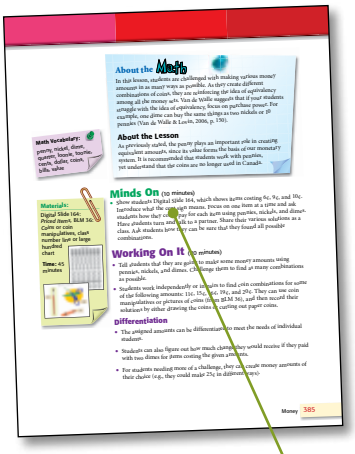
Some of the high-impact and effective practices in **Math Place** include:

Problem-Solving Experiences

The Core Competencies emphasize a hands-on problem-solving model and the importance of being able to apply the necessary foundational skills in problem-solving situations.

Problem-solving lessons incorporate a balanced approach and are organized into three parts, including **Minds On**, **Working On It**, and **Consolidation**. The lessons also support the process of problem solving and highlight the critical and creative thinking that students engage in through all parts of the lessons.

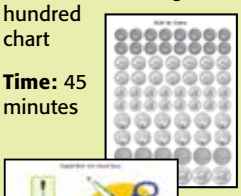
- The **Minds On** session is intended to activate prior knowledge, create a context for the problem, and introduce conventions or concrete objects that may be used in the problem solving part of the lesson.
- The **Working On It** session involves students solving problems, either independently, in pairs, or in small groups. This is a time for you to observe the students in action, assessing and documenting students' strategies, and how they may change or adapt their approach throughout the problem solving.
- During **Consolidation**, the class or small groups convene to discuss the problem-solving strategies, the mathematical thinking, and the math concepts that emerge throughout the process. This is a critical component of the lesson and is more than just sharing students' strategies and solutions.

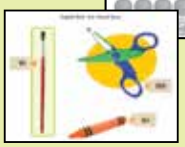


Materials:

Digital Slide 164: *Priced Items,* BLM 36: *Coins* or coin manipulatives, class number line or large hundred chart

Time: 45 minutes





Minds On (10 minutes)

- Show students Digital Slide 164, which shows items costing 6¢, 9¢, and 10¢. Introduce what the cent sign means. Focus on one item at a time and ask students how they could pay for each item using pennies, nickels, and dimes. Have students turn and talk to a partner. Share their various solutions as a class. Ask students how they can be sure that they found all possible combinations.

Working On It (20 minutes)

- Tell students that they are going to make some money amounts using pennies, nickels, and dimes. Challenge them to find as many combinations as possible.
- Students work independently or in pairs to find coin combinations for some of the following amounts: 11¢, 15¢, 16¢, 19¢, and 20¢. They can use coin manipulatives or pictures of coins (from BLM 36), and then record their solutions by either drawing the coins or cutting out paper coins.

Differentiation

- The assigned amounts can be differentiated to meet the needs of individual students.
- Students can also figure out how much change they would receive if they paid with two dimes for items costing the given amounts.
- For students needing more of a challenge, they can create money amounts of their choice (e.g., they could make 25¢ in different ways).

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Direct Instruction

The lessons include prompts and questions to guide students, explicitly bring thinking to the forefront, and to clarify and summarize concepts. The focus of the direct instruction depends on observations of the students and is intentionally planned to align with the learning goal.

Flexible Groupings

Students work with a partner, or in small or large groups, which allows them to communicate and build upon each other's thinking. Students also work independently to solve problems and to apply concepts they have previously learned. This offers an excellent opportunity to demonstrate their learning without the assistance of group members.

Guided Math

Small-group instruction provides opportunities for differentiation. The lessons in the resource allow you to tailor instruction to a small group of students with similar strengths and needs.

Concrete Representations and Tools

Throughout the lessons, students show their thinking using a variety of concrete objects, visual diagrams and drawings, and tools. There are suggestions on how to connect the thinking represented in concrete, visual, and symbolic forms.

Math Talks

Whole-group and small-group discussions are critical since they highlight students' thinking and allow students to communicate their ideas and representations to each other. **Math Talks** and meaningful prompts to stimulate rich discussions are embedded throughout the lessons.

Visualization

Throughout the lessons and in the **Math Talks**, an emphasis is placed on visual activities that students can engage in to develop and reinforce their spatial reasoning skills and to acquire mental strategies to develop proficiency in number facts and calculations.

Meaningful Practice

Practice follows understanding and is essential for consolidating learning. It must be meaningful and monitored so students know they are practising correctly. Suggestions for practice are located in the **Further Practice** section at the end of most lessons. There are also reinforcement activities that students can engage in to reinforce concepts and automaticity with math facts and mental calculations. The **games and activities** encourage interaction and communication, and support the development of self-confidence and positive attitudes towards math.

Throughout Math Place the lessons for each topic are engaging, relevant to young students' lives, provoke curiosity about math, and stimulate creative and critical thinking. By working through the activities, students gain a strong understanding of the concepts as well as the underlying fundamental skills, including proficiency with math calculations. The accompanying Read Aloud texts for each area of math instill wonder and excitement about math by engaging students through stories. As students problem solve with others, they develop collaboration skills and learn how to communicate their thinking to others, using mathematical language. Students also engage in independent problem solving and practice to help them internalize and apply recently learned concepts and skills.

The lessons are filled with rich, open problems, allowing students to reason through tasks and represent their thinking with a variety of tools, drawings, and concrete representations. Most importantly, as students proceed through the activities, they develop a positive attitude towards math, the self-confidence to persevere, and a growth mindset that emanates, "I can do math and be good at it."

8. Differentiated Support

Lessons and problems can be differentiated to meet the specific needs of students. For example, by making the numbers simpler or more complex, depending on individual needs, students can work on the same math concept and engage in rich problem-solving tasks, yet work with numbers they understand. After consolidating a lesson, it may become evident that all or only some students require more experience to master a concept. This can be accomplished by changing the numbers or context to offer a variation of the completed lesson to students who need more reinforcement. Students can also be encouraged to solve the varied problem in another way or use different materials to show their thinking. It is also beneficial to meet with students in **guided math lessons** as they problem solve, so they can express their ideas and any misconceptions can be identified and clarified. Throughout the lessons and activities, there are suggestions for how to differentiate specific tasks following every **Working On It** section.

The lessons in each guide follow a general pathway to understanding the math concepts of the strand, in support of British Columbia's Math curriculum. Each lesson begins with learning standards, possible learning goals, and as required, **Previous Experience with Concepts** to help teachers identify and potentially re-address critical learning and potential gaps. The activities and groupings follow a natural and research-based early years developmental progression of how children learn and develop mathematically. The Teacher's Guides, coupled with the grade/strand instructional design, provide the flexibility to adapt the conceptual sequence order to support students who may need to follow an alternative pathway.

English Language Learning

All students need to discuss math and learn the appropriate terms to describe their thinking, but it is a greater challenge for students who have a different first language and are just learning English. It is sometimes assumed that, since English Language Learning students cannot express all of their ideas in English, they require easier math tasks. ELL students, and any other students who may need support with the language, actually benefit from collaboratively participating in the same activities as other students. Although they may not share their ideas within the group, they can work with concrete materials and listen to the conversations of others, thereby acquiring mathematical language. They also develop self-confidence as they manipulate the concrete materials and participate within a group. While ELL students may go through a silent period, they are still learning and processing the math. Since all Grade 1–3 students need to learn the correct mathematical terms, it is valuable to offer the vocabulary as it arises during the **Minds On** and **Consolidation** class discussions. Displaying these terms on the **Math Word Wall**, and drawing attention to them by playing games on a daily basis, will also help to encourage the use of math vocabulary in all students. In addition, ELL students benefit greatly from having visuals paired with instructions or problems. This can also assist all students who are in the early stages of learning to read.

Teaching Tip

When conversing with beginning ELL students you may use first language buddies so students can think in their first language. As well, asking questions for which students can answer by pointing, matching, or choosing between two choices are helpful strategies.

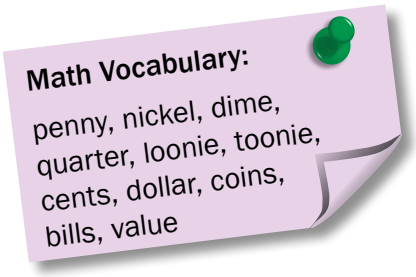
Students with Learning Disabilities

Students with learning disabilities are usually not identified until the later grades. For students who have been identified as having a learning disability, if they possess average to above average overall cognitive abilities they should be able to attain the math concepts and skills outlined in the grade-appropriate curriculum by using the accommodations suggested in **Math Place**. Taking an asset-based look at all students is best, identifying their strengths and areas of need. Accommodations can be designed to use their strengths to leverage their needs. For example, a student with a strength in

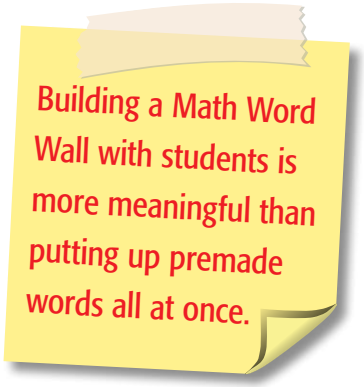
perceptual reasoning and a need in working memory can benefit from having visuals, such as pictures and charts, so they do not have to hold all the information in their minds when solving a problem. These accommodations can be offered to any students who may benefit from the additional support. Students with learning disabilities benefit from working with their peers in group situations, since the collaborative interaction gives them support, rather than the feeling of isolation that can be created when working alone. The instructional design of **Math Place** was developed to provide multiple opportunities and entry points into differentiation, whole-class, small-group, and individualized differentiated instruction.

Math Vocabulary and Word Wall

Each lesson highlights the math vocabulary that pertains to the lesson, including terms that were previously learned but are important to current understanding, or new vocabulary. Rather than introducing vocabulary before the lesson, it is more meaningful to highlight or introduce the words as the related concept arises within the lesson. This provides students with an immediate example of a term that is relevant to what they are doing. If students describe a math concept in common language or through their physical model, offer the formal mathematical term and clearly link it to its meaning and an example. At this point, add the word to the **Math Word Wall**.

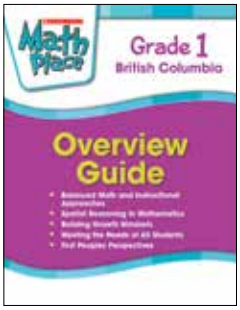


Building a **Math Word Wall** with students is more meaningful than putting up premade words all at once. As vocabulary arises in class, print the words on cards so they are visible from any point in the room. They can also be accompanied by a visual, which conveys word meaning, and arranged by strand so related words are together. Every couple of days, take two or three minutes to ask questions about the **Math Word Wall**. For example, you can say, "I am thinking of a word that means a whole that is divided into two equal pieces," or ask, "What do you know about a dime?" This can also be done incidentally, for example, while students are waiting in line. It is important to draw attention to words that were used previously so students remember their meanings over time. During a lesson, if a student describes a concept without using the mathematical term, it is an excellent opportunity to offer or ask for the vocabulary and have students locate it on the **Math Word Wall**. These activities do not take a great deal of time or effort to create or reinforce, but the benefits are substantial as students naturally integrate the vocabulary into their oral dialogue and written responses.

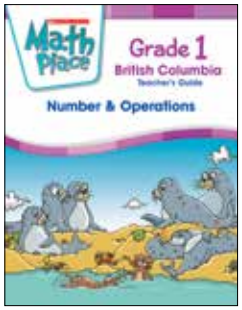


9. Kit Components

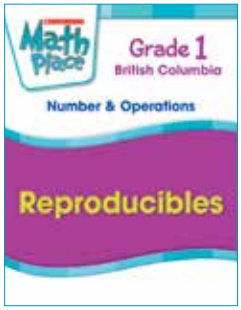
Teacher Resources



Overview Guide
(Digital Only)



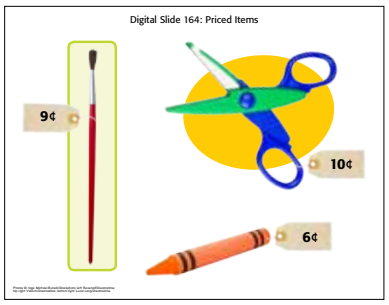
Teacher's Guide

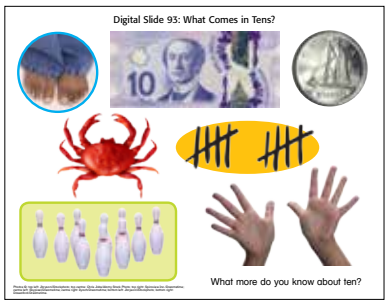


Reproducibles
(Print & Digital)

Storage Box

Teacher Website with
Additional Resources

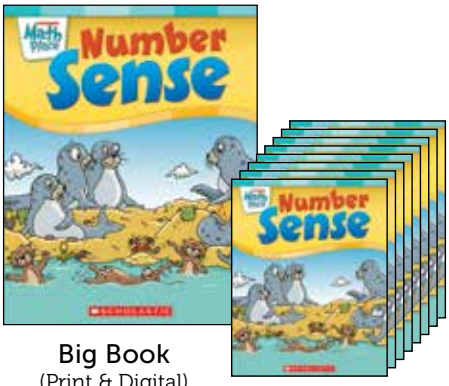




Digital Slides

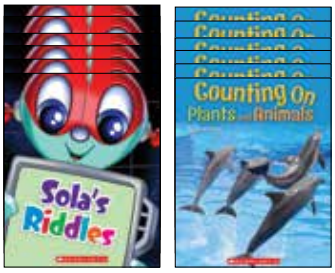
Books

Read Alouds
(3–5 books)



Big Book
(Print & Digital)

Little Book
(8 copies of each)



Math Little Books
(8 copies of each)

For more information on all grade kits and blend/online pricing structures,
call 1-855-724-7377 or email education-resources@scholastic.ca