

A close-up, low-angle shot of a person's feet wearing black and white sneakers. The person is standing on a paved surface, possibly a path or road. The background is a blurred outdoor setting with green foliage and a clear blue sky. The text is overlaid on the bottom half of the image.

Changing Results  
for Young Learners

January 11th, 2017

# Agenda

- Welcome and learning intentions
- Snapshot of our students
- Articulating our focus
- Break
- Number Routines - Counting Collections
- Book Club
- Dismissal



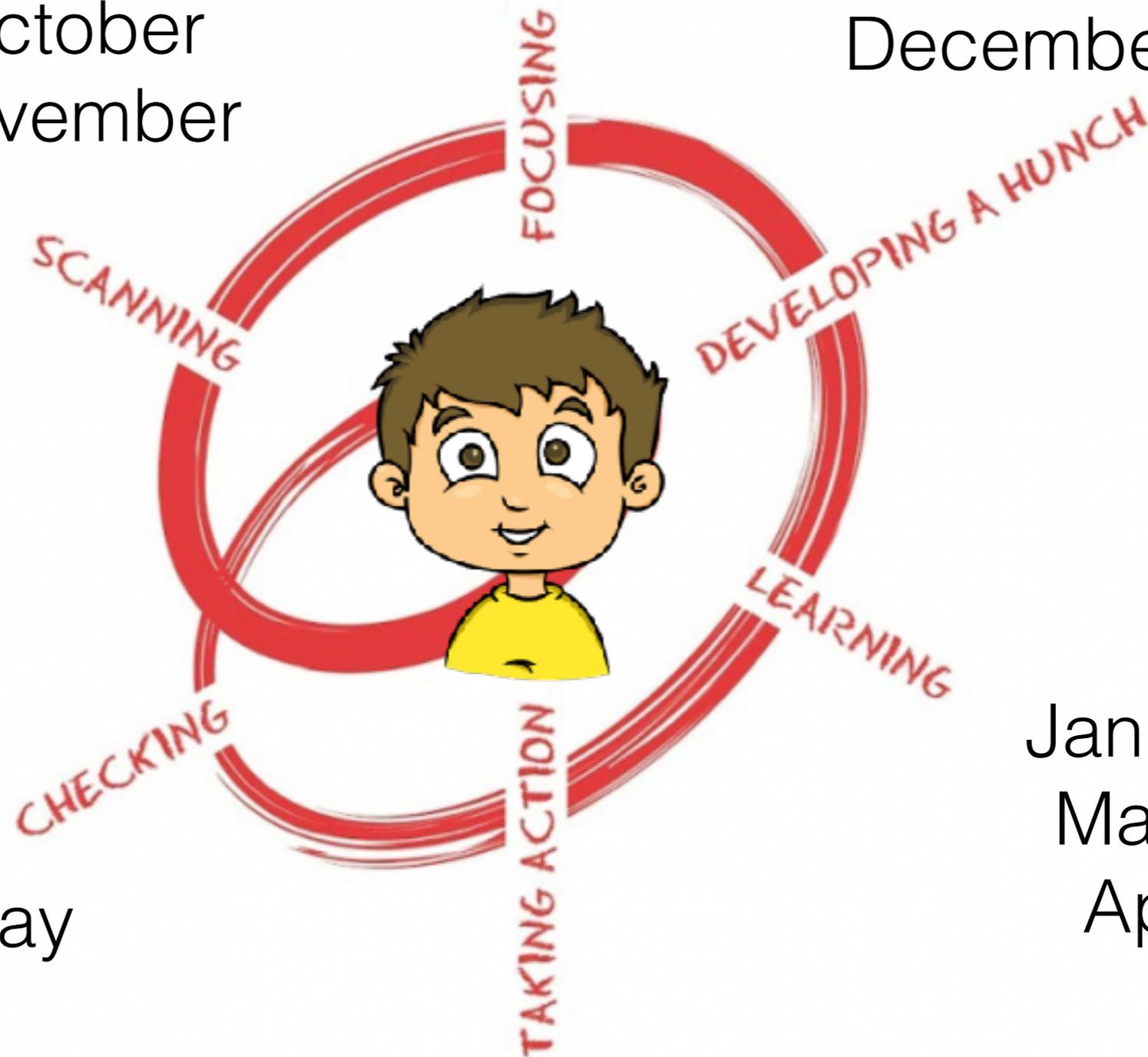
# Learning Intentions

- Based on my scanning, I am able to summarize what I know about my student.
- I have an area of focus in regards to this child's learning.
- I am have some ideas to consider in response to this focus.
- I understand how to use Counting Collections to increase my students' Number Sense.

# A Year at a Glance...

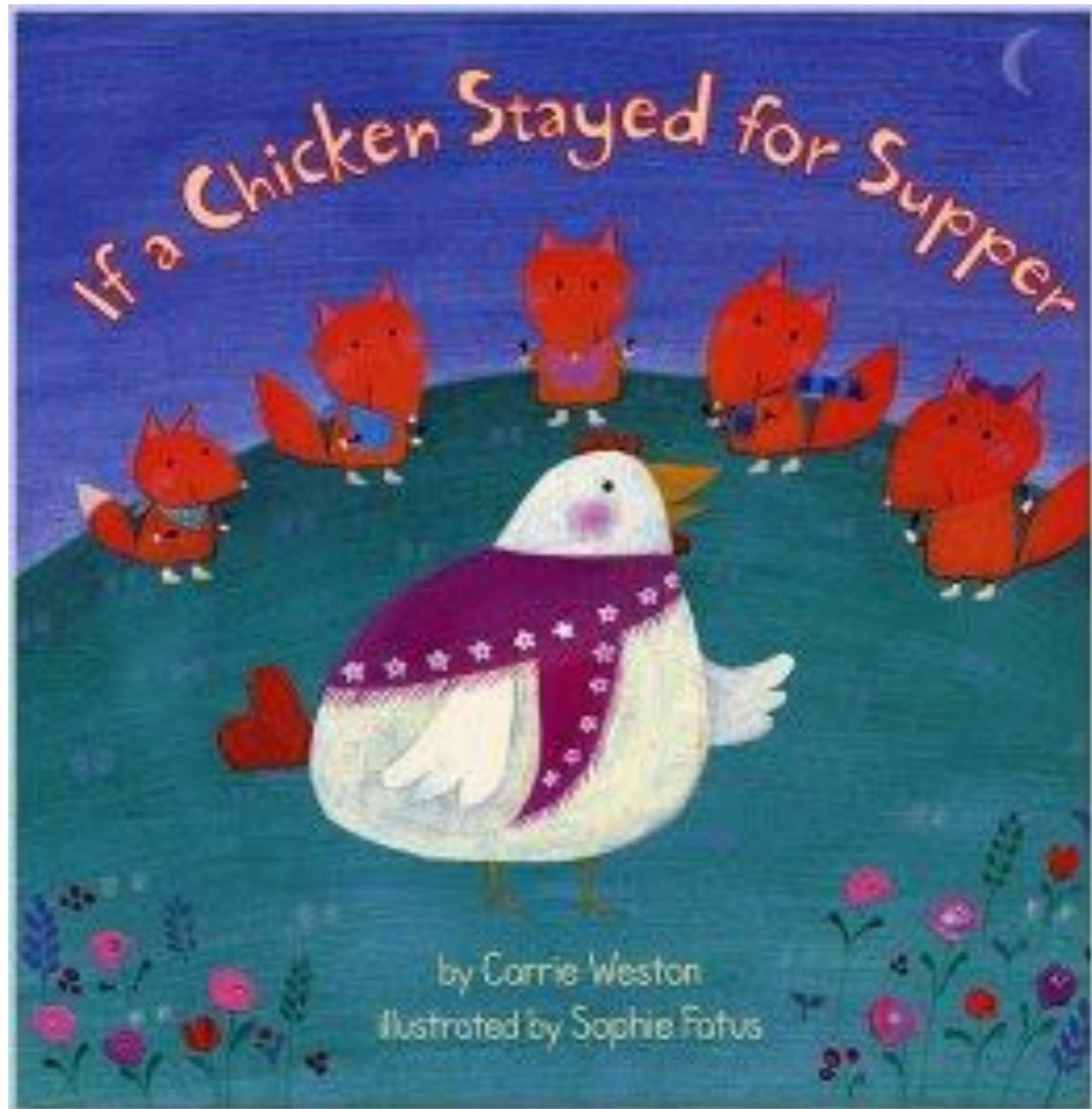
September  
October  
November

November  
December



January  
March  
April

On-going to May



If a Chicken Stayed for Supper

by Carrie Weston  
Illustrated by Sophie Fatus



# Snapshot of where child is at:

Strengths

Hunches

Informs instruction - how you will respond

Supported by evidence (e.g., work samples, photos or video of the child's experience)

Written from your perspective



# An example

 **CHANGING RESULTS FOR YOUNG LEARNERS**

*Yara* **SCANNING** What do I know about this child?  
What evidence do I have to support what I know?

This child comes from Syria. She has 3 other siblings at the school. Her brother walks her to school. Mom and Dad know very little English. Yara did not attend preschool and my hunch is she has not had many mathematical experiences at home. She is strong orally but is still learning her letters. She often confuses letters and numbers and doesn't know which is which. She can state order count to 3 and can recognize the numerals 1, 2, 5 and 10. She likes to help the teacher and others and told me her favourite thing at school is centres. She appears to enjoy kinesthetic (hands on) activities. She works well with her peers. When in a whole class setting she does not offer her thoughts. She seems to lack confidence. Visually she is strong and does well with puzzles. She has also made some complex patterns.

See photos  
AABBABBB

What do I know about this child?  
How do I know my plan is making...

# FOCUS

Where am I going to concentrate my energies to help change the experiences and results for this learner?



# Your FOCUS should:

- stem from your child's strengths and needs
- is grounded in evidence that you have collected (e.g., if you plan to focus on deep conceptual understanding, you should be able to show what your student knows)
- is important; it will make a difference
- is within your control
- lead you to action

# Focussing

Reread and reflect on what you wrote in December.

In relation to your case study child, what are you beginning to wonder?

# Things to remember

- The question is less important than making learning visible
- Stay open to what emerges and develops
- Do not narrow your question so much that you cannot feel freedom to try other things (e.g. manipulatives) It is not about the hands-on, or the strategy, it is about the conceptual idea (e.g., ability to problem solve). It is about the effects on the students
- The more we learn, the more they learn
- The flexibility is big
- Question is more of a starting point

# Focussing

 **CHANGING RESULTS FOR YOUNG LEARNERS – INQUIRY PROCESS**

CASE STUDY STUDENT: \_\_\_\_\_  
TEACHER: \_\_\_\_\_

**SCANNING** What do I know about this child?  
What evidence do I have to support what I know?

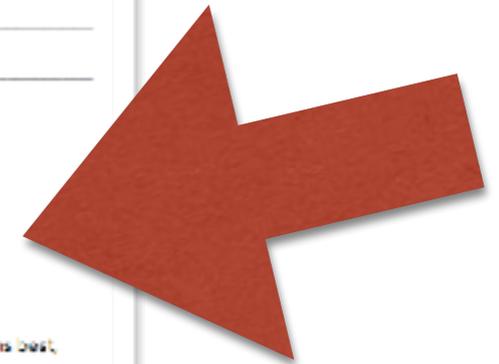
**FOCUSSING** Based on what I know about this child, where should I place my attention?

**TAKING ACTION** Using what I know about this child's strengths, and how he/she learns best, how will I respond? What will I try?

**CHECKING** Reflecting on where the child is now, what progress can be celebrated?  
How do I know my plan is making a difference?

What do I know about this child?  
Where should I focus my efforts?  
Is it making a difference?

In relation to your case study child, what are you beginning to wonder?



# Focussing

**SHARE** your



**in a word or short phrase.**

**We are looking for:**

- **emerging themes**
- **others with a similar focus**

# Sharing About Your Student

This is Yara.

She is in Kindergarten.

She is friendly. She enjoys school and likes to play. When it comes to Mathematics, she is apprehensive. My hunch is that she needs more experiences. Currently she counts to 10 but does not know numerals.

My focus is going to be on her confidence and giving her more “playful, purposeful” counting experiences.



Each person will have **ONE MINUTE.**



Simran (Gr. 3)



Nicolas (Gr.2)

Jasmeh (Gr.1)





Kylie (Gr.2)



Aagaaz (K)



Ashleen (K)



Alice (K)



Avleen (Gr. 1)

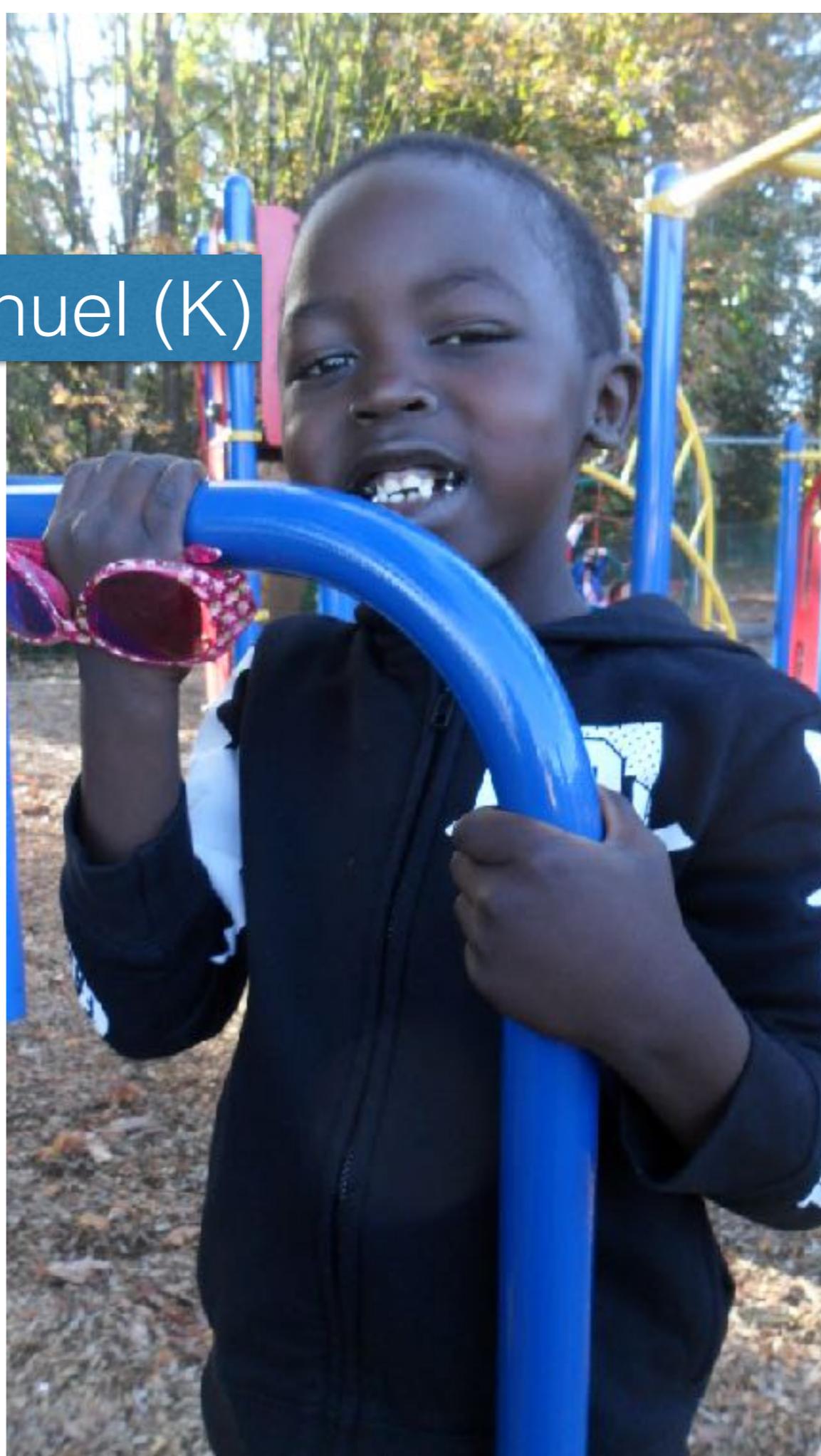


Nikhil (Gr.1)

Tanvir (Gr.2)



Emmanuel (K)



Devyrn (K)





Sebastian (Gr.1)



Devyn (Gr. K)

Dhanveer





Harlow



Emma

These kids forward  
were not talked about.



As we shift to our focus, we need to remember not to narrow how we will respond.

We must remain **OPEN** to **EMERGING POSSIBILITIES**.

There is **NO one RIGHT ANSWER**.

It may take **SEVERAL ATTEMPTS** and

**MANY DIFFERENT APPROACHES!**



Communicating  
Understanding

Engagement

Carousel Brainstorm:  
What ideas do you have?

Deeper Conceptual  
Understanding

?

Confidence  
Taking Risks

Communicating  
Understanding

Deeper Conceptual  
Understanding

Engagement

Confidence  
Taking Risks

**CHANGING RESULTS FOR YOUNG LEARNERS**  
**Inquiry FOCUS**

Name \_\_\_\_\_ School \_\_\_\_\_

My Inquiry Focus....

To improve \_\_\_\_\_'s \_\_\_\_\_

Some ideas I'm considering...

Meet with others who share similar foci  
and record the ideas brainstormed.

# Break Time

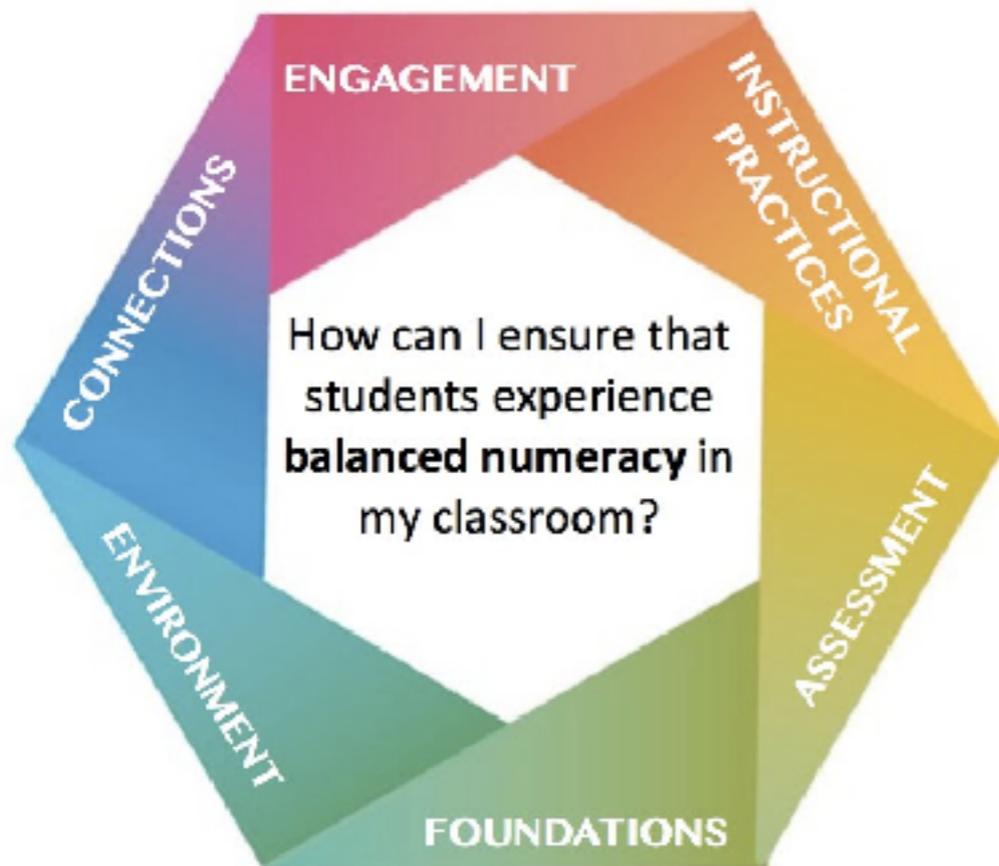


**Please come  
see me to  
check the  
schedule of  
visits!**

Jen Barker's Changing Results January – February 2017 Schedule	
DATE	SCHOOLS
Thursday, January 12 <sup>th</sup> Afternoon	<u>Green Timbers:</u> 12:30 – 1:30 p.m. Nicole Strain (Gr. 1) Sarah Baxter (Gr. K) Kristi Hiltz (K)
Monday, January 16 <sup>th</sup> Afternoon	Jen in Richmond Presenting
Tuesday, January 17 <sup>th</sup> Afternoon	<u>Strawberry Hill:</u> 12:30 p.m. Tanya Corbin-Riley (Gr. 1) 1:30 p.m. Carin Porcellato (Gr. 2)
Wednesday, January 18 <sup>th</sup> Morning	<u>Beaver Creek:</u> Harbinder Lalli (Gr.2) Peter Spence (Gr. 1) Meena Dulku (Gr. 2)
Wednesday, January 18 <sup>th</sup> Afternoon	At DEC - Faye Brownlie evening
Thursday, January 19 <sup>th</sup> Afternoon	<u>William Watson:</u> 12:30 a.m. Nicole Skinner (K) 1:30 a.m. Christine Syms (Gr. 1)

# Professional Learning

We are HERE!



## The BIG IDEAS

- Subtilizing and Place Value - November
- Estimation and Counting - January
- Decomposing - February
- Counting and Decomposing - April

## Whole Class/Number Routines

- **Number Routines:**
  - Quick Images - November
  - Counting Collections - January
  - Decomposing with Part Whole Cards, Ten frames and double ten frames - February
  - Counting and Decomposing with Rekenreks - April
- Inquiry based lesson - February

## Small group

- through our **Book Study** we will explore **Math Exchanges/Guided Math Small Groups**, where we will work responsively with small, random groups.

## Individual

- **Daily Math Investigations** - ongoing throughout the year. We will collaborate and share with each other.

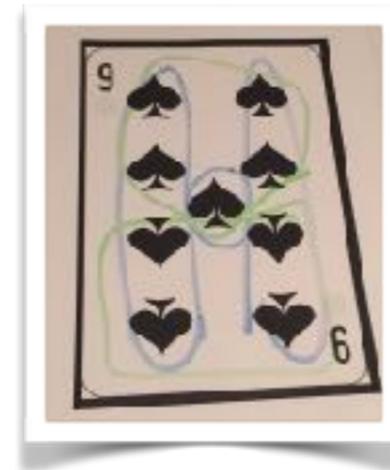
# Reflecting on Quick Images

What did you try?

What did you notice?

What questions do you have?

What did your students learn?

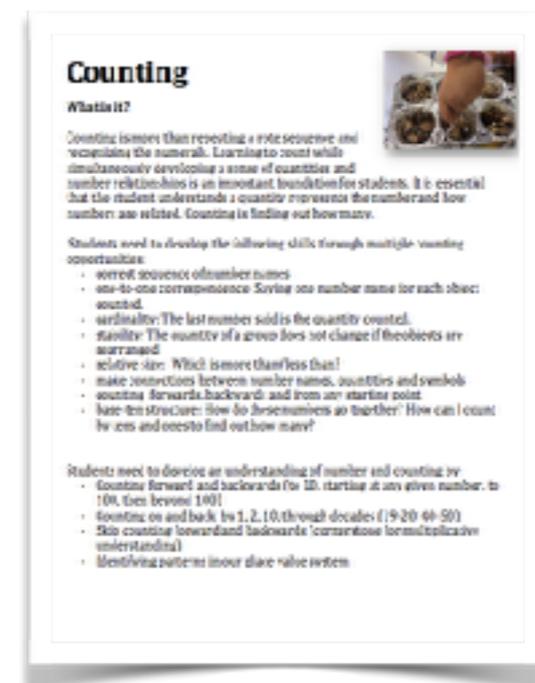


# COUNTING

Take 5 minutes to read through the 4 page document!

**It is important because students need to develop:**

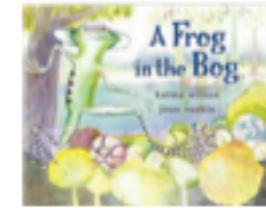
- Correct sequence of number names
- One-to-one correspondence
- Cardinality
- Relative size
- Skip counting
- Place Value
- Estimation skills



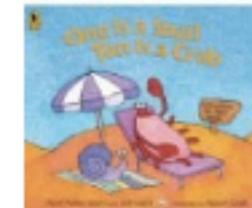
# Launch with a Counting Book



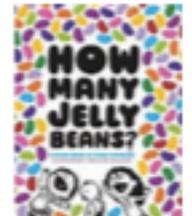
Ed Emberley



John Himmelman



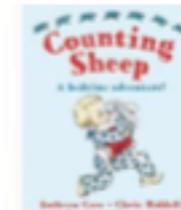
April Pulley Sayre & Jeff Sayre



Andrea Menotti



Paul Giganti Jr.



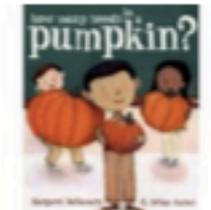
Kathryn Cave



Ursus Wehrli



Ann Jonas



Margaret McNamara



Melanie Gerth



Ann and John Hassett



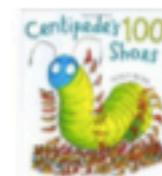
Cindy Neuschwander



Kathi Appelt



Matthew McElligott



Tony Ross



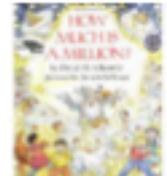
stuart J. murphy



Stuart J. Murphy



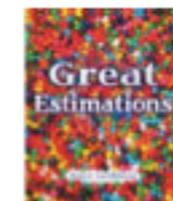
Donald Crews



David Schwartz



Anna Milbourne



Bruce Goldstone



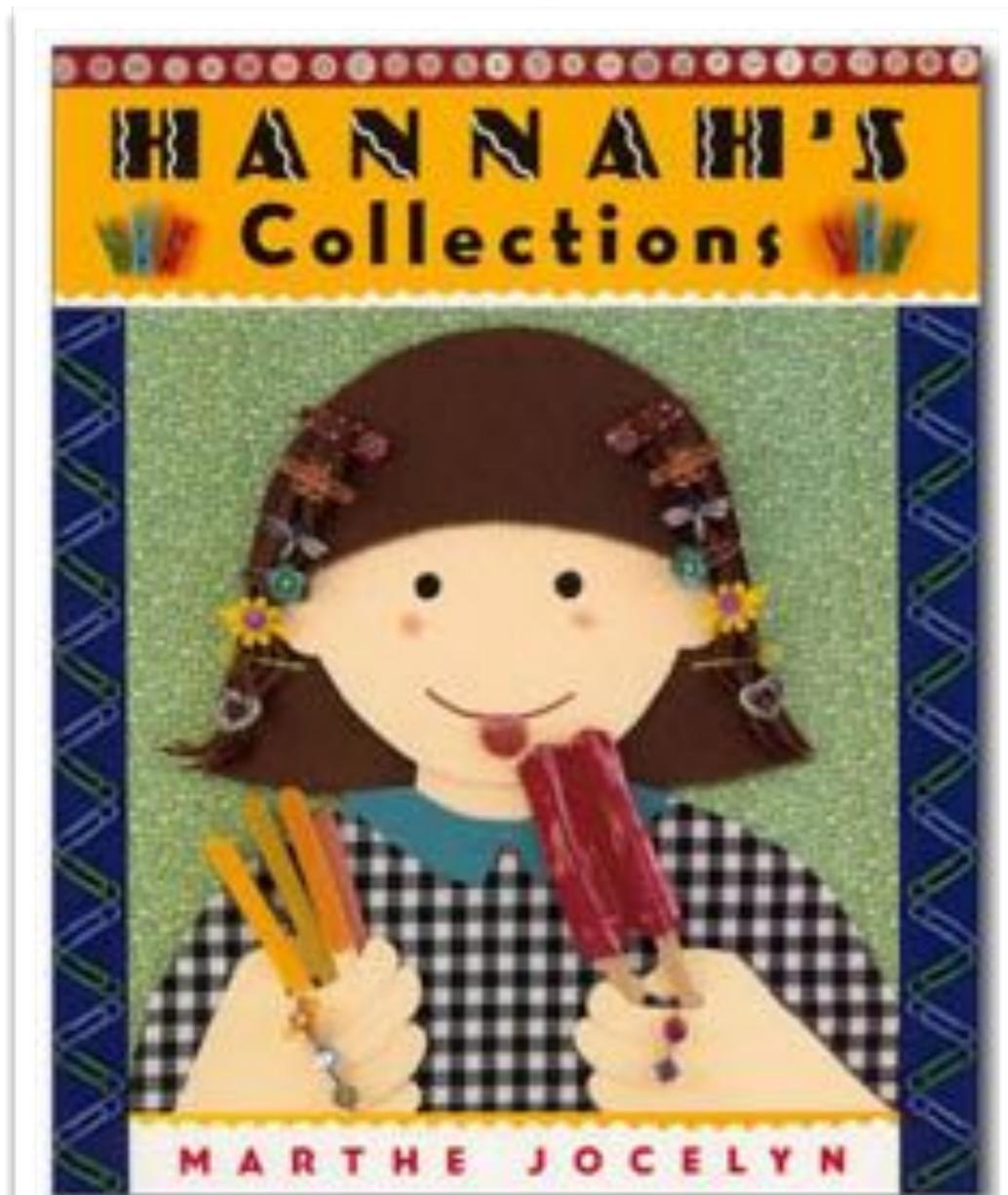
Masayuki Sebe



Elinor J Pinczes



Jean-Luc Fromental



# Counting Collections

## Learning Intentions:

- One-to-one correspondence
- Cardinality
- Counting forward
- Skip counting
- Place Value



## Items you could use:

- anything - straws, bottle caps, buttons, pompoms, craft sticks, beans, beads, toothpicks, mini-erasers, play cards, small animals

# The 1 - 20 Kit



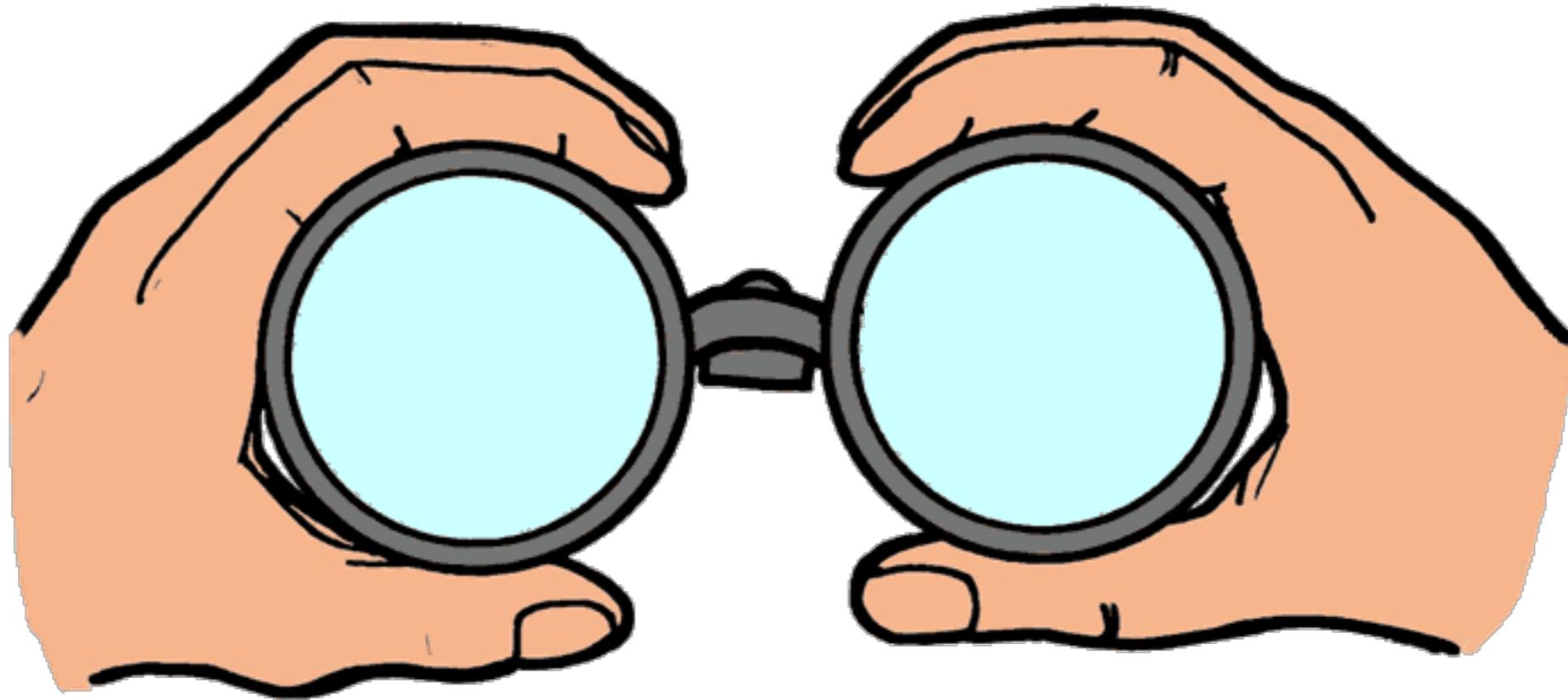


# YOUR TURN:

- Explore your tools - how might you use these to count?
- Count your collection using your tools
- Be prepared to share how you counted your collection

Playful **LEARNING**





Gallery Walk - Take some time to walk around to each of the tables and look at how your colleagues counted and the different tools they used.



# Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



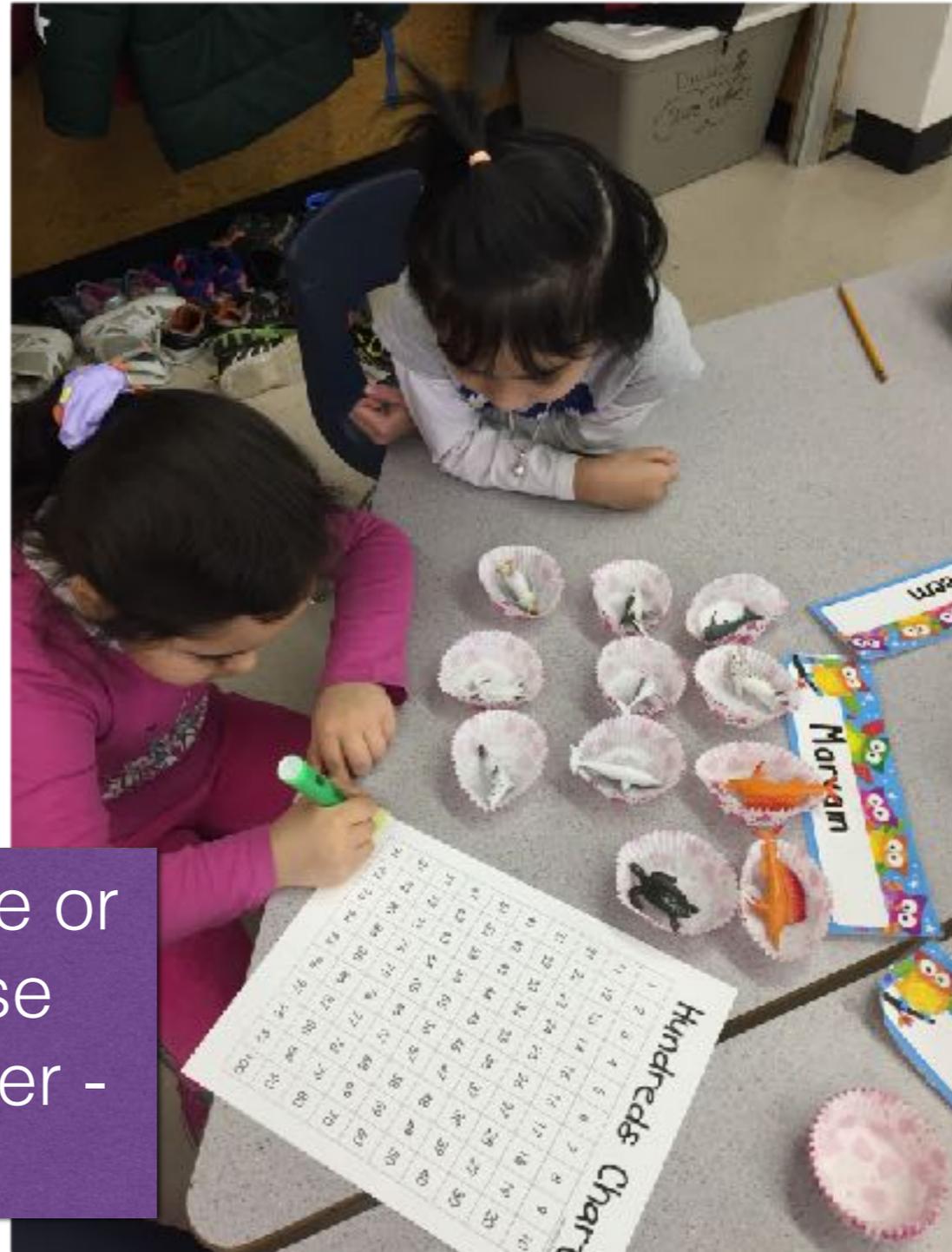
Count by tens using ten-frames

By fives using five-frames or a hand print

by twos using ice-cube trays

by fours using a circle mat

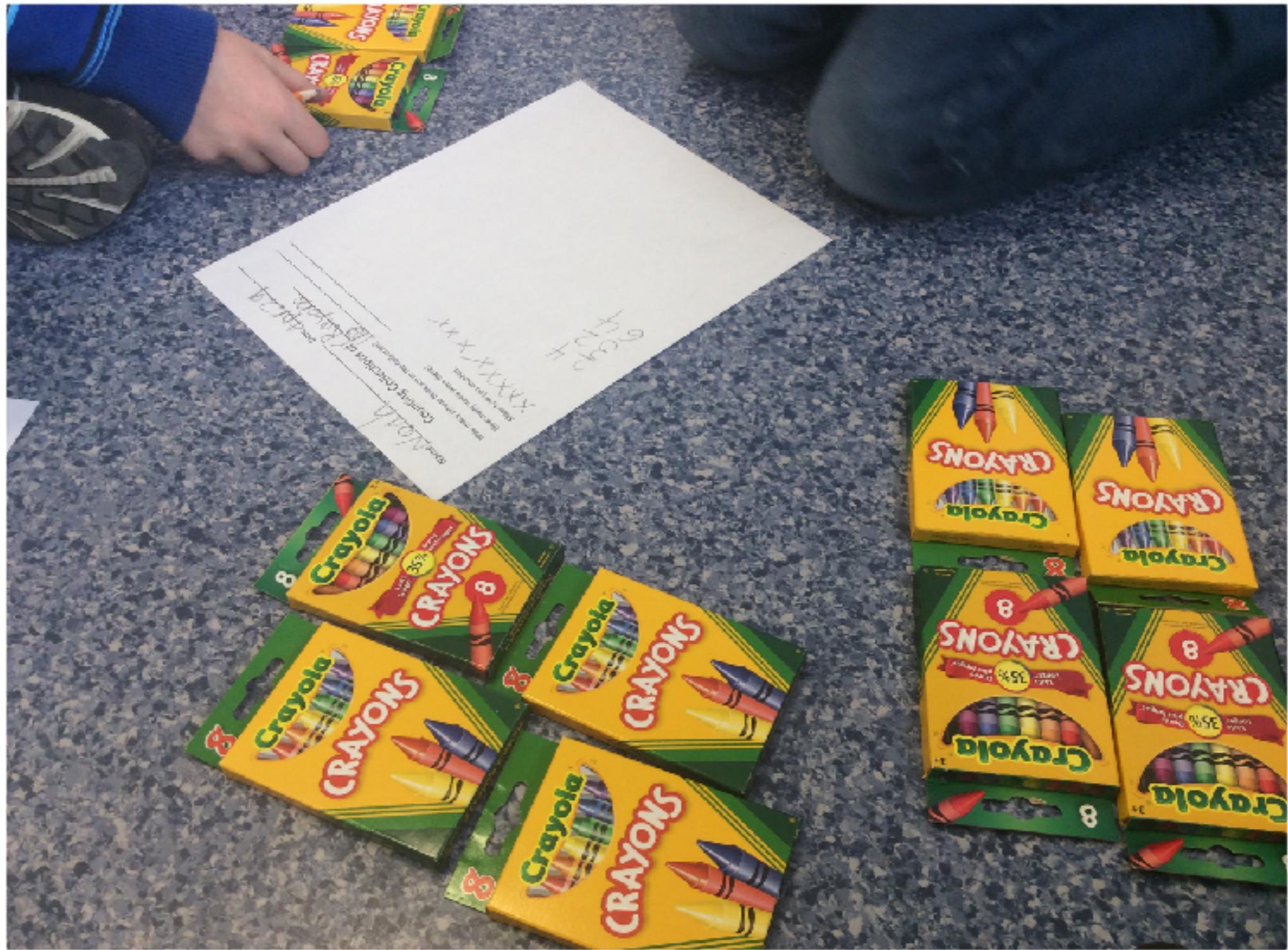
# Counting by ones One-to-one using cupcake liners



Record numeral on sticky note or circle on chart with dry erase marker and check with teacher - then grab a new bag!

# Counting by larger groups!







We always circle how many we have.

# Showing how they counted!

Name Tanner Date Apr. 29

Counting Collections of frogs

How many do you think are in the collection? 34

How many items were there? 33

Show how you counted.



We counted by 2's

# Guiding questions...

- How many items do you think you have?
- How many items do you have?
- How did you count them?
- Can you record how you counted?
- What other ways could you count?

# Let's brainstorm what free items we could use!

What is available  
in our  
classroom?

What about our  
parent  
community?  
Perhaps a  
letter...



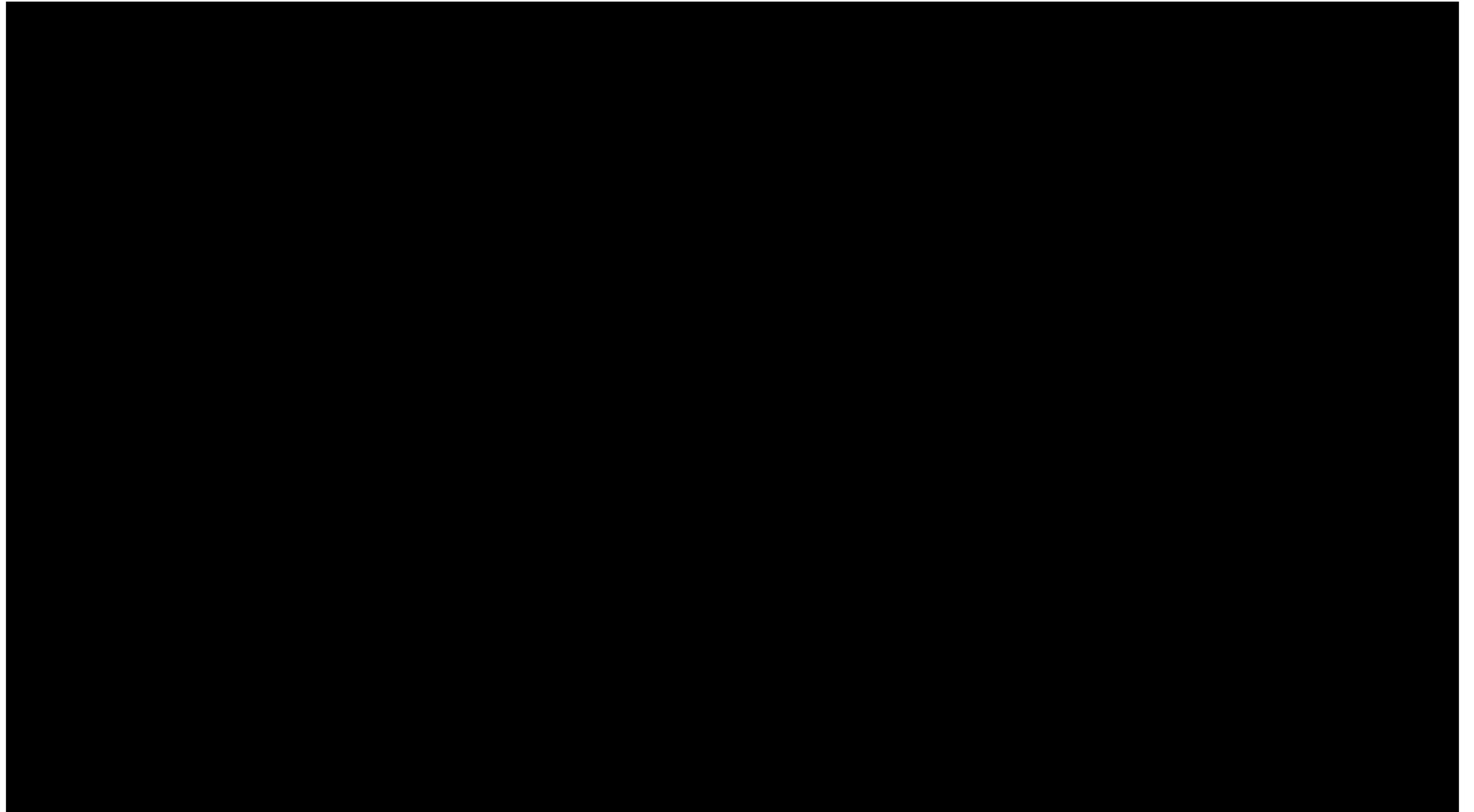
What is available  
in our schools?

What is available  
in our  
community?

# Build Your Kits!

- **Take ONE kit** - It would be good to speak with others at your school about how you could share building a full set of different kits with different quantities.
- **Take a sheet of each of the 3 labels** for your ziplock bags
- Take one of each of the **handouts**
- Put your collection in your kit.



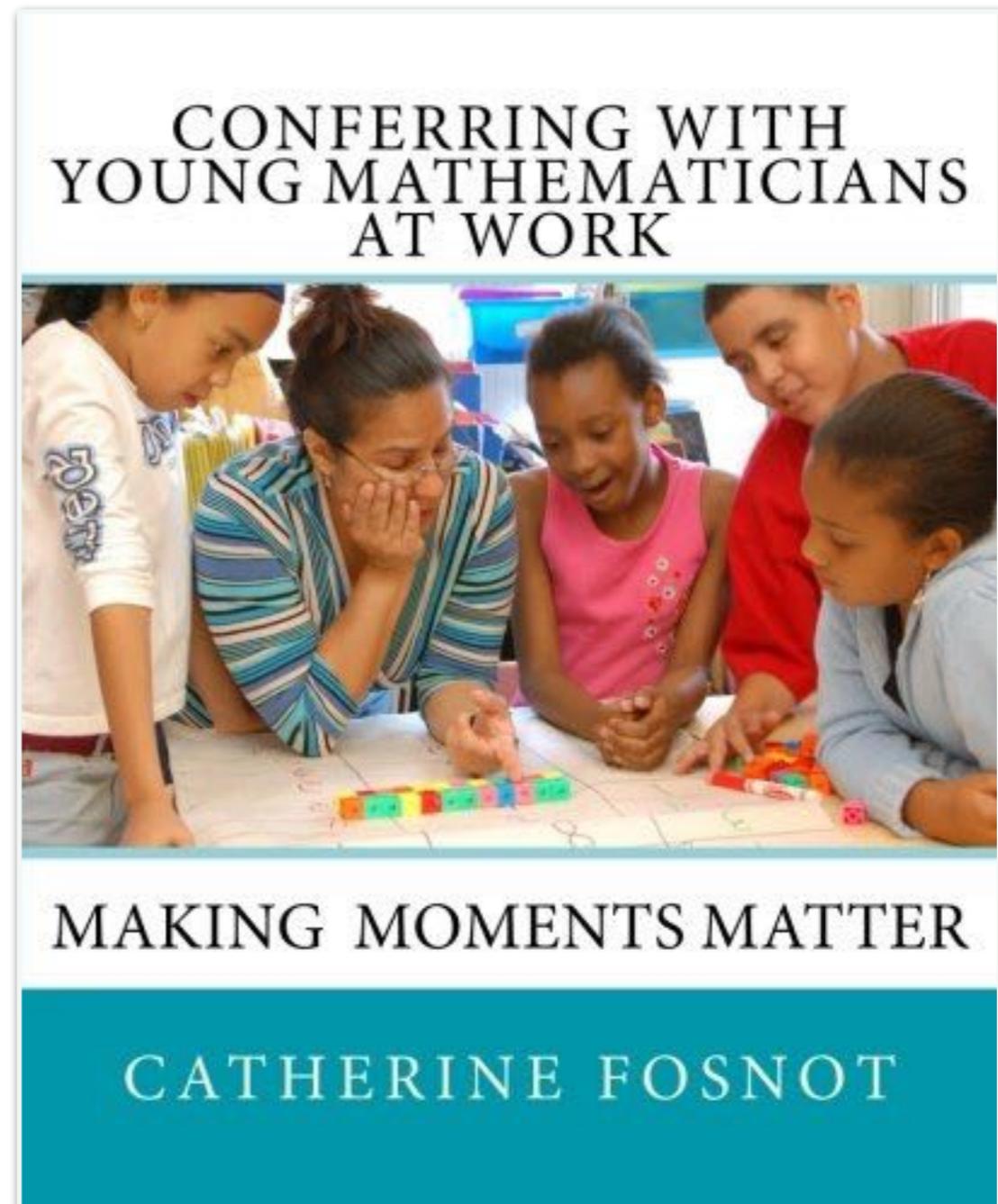


Access this and other videos/key resources at [tedd.org](https://tedd.org)

# Book Club

## Summary of Chapter One and Two

- Teachers are more than just facilitators, we are mentors.
- We need to know the developmental nature of the mathematics in order to know how to up the ante.
- Teacher - Student Discussions whether in a one-on-one or in small groups are IMPORTANT!



“When I sit down to confer with a developing mathematician, I have to constantly remind myself that my goal is to support the development of the young mathematician sitting next to me. It is not to fix the piece of mathematics. ”

– Catherine Fosnot

# Conferencing

- Begin with an invitation to talk about what they are doing.
- Celebrate their approach.
- Nudge the learning forward through a question/challenge.
- Record what the child was able to do and note where you want them to go next.



# Classroom Visits

## How can I support you?

- Demo a short lesson
- Co-teach a new idea with you
- Work with a small group - demo conferring
- Extra set of eyes while you teach.
- Work with your student, etc.
- Ideas?

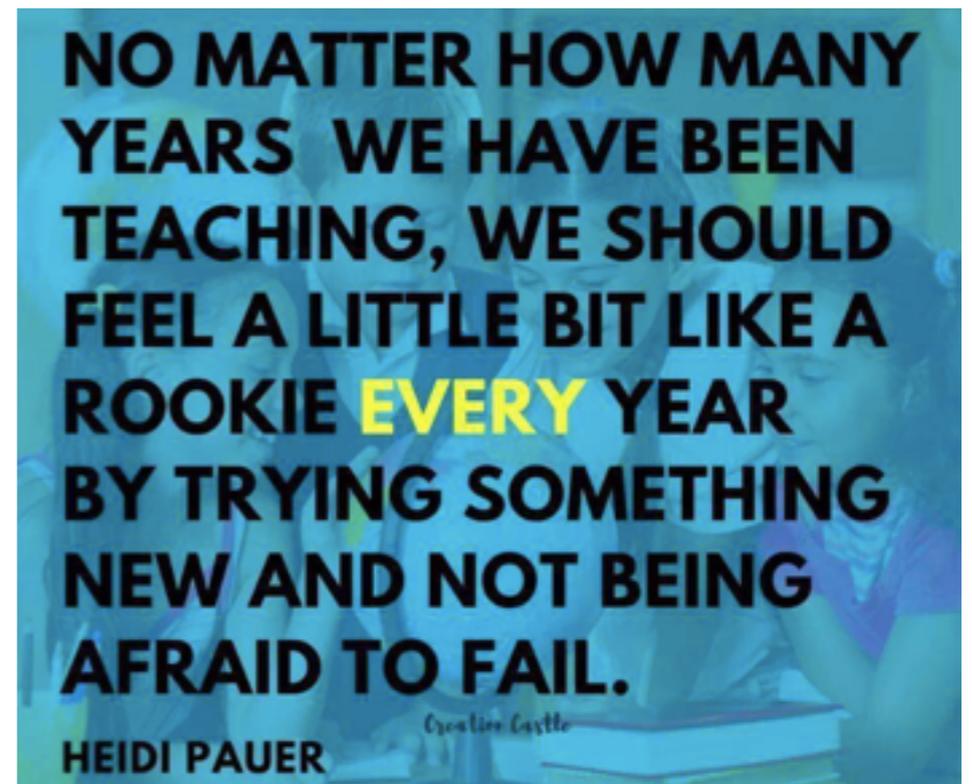


## **NOTE:**

I really want to be able to spend some time with your case study student(s). We need to remember that this initiative is about them. Although we may wish to explore a “new” to use approach, it should always stem from what we think will work best for our kids.

# To do before February 15th

- Continue to observe your case study student, record your observations, and collect artifacts that speak to this child's learning (e.g., work samples, videos on iPad, assessments, etc.)
- Dig in to your focus. Spend time searching for websites, blogs, and/or books.



# Next session

February 15th  
(Morning session)

8:30am - 11:30am

REC Rm. 206

