UNPACKING THE LAYERS

A PLACE-CONSCIOUS, NATURE-BASED, LAND-AS-TEACHER APPROACH TO ECOSYSTEMS

WONDERINGS ON HOW TO EMBED MATHEMATICAL THINKING FOR DEEPER UNDERSTANDING, APPRECIATION AND STEWARDSHIP
WHAT COULD DECOLONIZING MY PRACTICE “LOOK LIKE”? 

BEGIN WITH THE END!

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I seek to step back and let the teachings of the more-than-human world infuse connection to place and a recognition that we are “within the ecosystem”.
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Learning involves developing relationships, respecting distinct cultures, and honouring the perspective of others in our communities.

The deepest learning takes place through lived experience. It requires exploring our identities, learning from our mistakes, and having gratitude for our gifts.

We—the two-legged, four-legged, finned and feathered, plants and rocks—are all related.

Learning is connected to land, culture, and spirit.
Food Chain
Fractions are numbers that represent an amount or quantity.
- Fractions can represent parts of a region, set, or linear model.
- Fraction parts are equal shares or equal-sized portions of a whole or unit.
- Provide opportunities to explore and create fractions with concrete materials.
- Recording pictorial representations of fraction models and connecting to symbolic notation.

Introduce concepts of perimeter, area, and circumference (the distance around); use of formula and pi to calculate not intended — the focus is on the concepts.

Estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar.
- Creating patterns using concrete, pictorial, and numerical representations.
- Representing increasing and decreasing patterns in multiple ways.
- Generalizing what makes the pattern increase or decrease (e.g., doubling, adding 2).
- Looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation.
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