

BC Reggio-Inspired Mathematics Project Newsletter: November 2021

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BC Reggio-Inspired Mathematics Project

November 2021 Newsletter

**Welcome to the eleventh of our monthly newsletters,
new for 2021!**

(for best viewing of images, open in your browser)
As we continue to nurture and grow this professional

inquiry project, we welcome educators from across the world to join in our dialogue, our proposals and our collaboration.

[link to our blog](#)

In each newsletter, we intend to share an encounter with mathematics, introduce you to educators in our project and share recommended resources. We would love your suggestions as to what this newsletter can offer you.

Encounters with Coding

Coding or computational thinking is connected to mathematical thinking and understanding, particularly the area of spatial reasoning. A code is a sequence of steps involving numbers and symbols such as directional arrows. Although coding is not named specifically in our BC mathematics curriculum there are many connections, including to other areas of learning such as ADST. Using “non-tech” coding experiences supports students in understanding the concepts involved in coding with technology such as Scratch. How is coding part of your daily life? Invite students to investigate coding with the following questions:

- *Go outside and look for a location you want to walk to. Ask students to visualize a pathway to that location. Invite them to think about what steps or directions they would suggest for walking to that location.*

- *Use a grouping of ten frames, printed grids, hundred charts or grids taped on to tables. Starting in one square, have students roll a dice and move that many spots. For the next roll, ask them to change direction before they move. Do this five times and have students record their sequence using numbers and symbols and draw a map of their pathway.*
- *Choose or create a story that involves some sort of journey and create a setting to tell the story. Use directional arrows to code the character's journey. What different routes could they take?*
- *How is coding part of your daily life? Where is coding hidden in things you use at home and at school?*
- *What do you wonder? What might you investigate next and use mathematics to help you understand the world around you?*

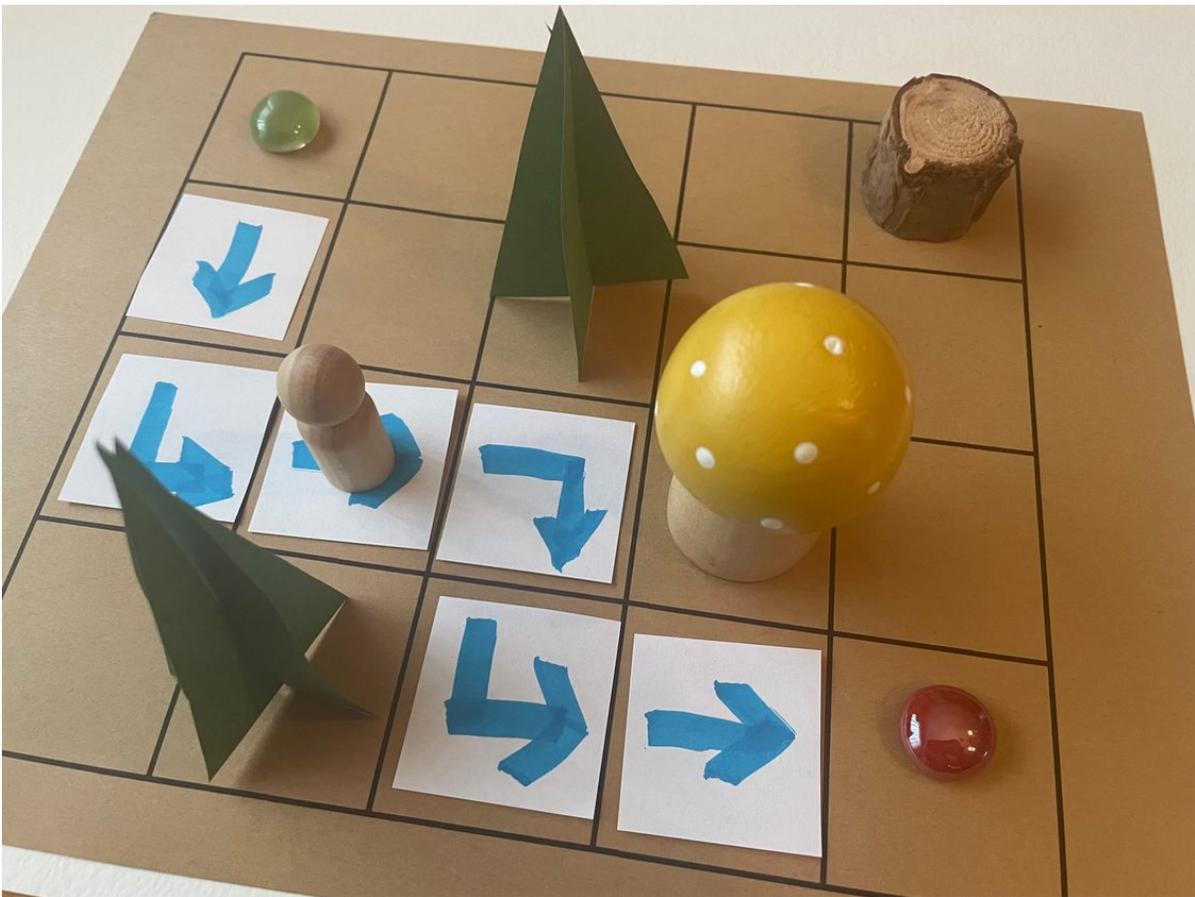


Assessment questions to consider: Are students able to orally describe a pathway using numbers, measurement and positional language? Can students record a coding sequence using numbers and symbols? Are students able to use grids and materials to play games, tell stories and locate objects using pathways? What connections are your students making that might inspire further investigation and inquiry?

Spatial Reasoning Spark

This month on Twitter, the spatial reasoning “spark” we share for students is “code” a pathway and consider what

different tools and materials they could use. Children can choose or create a story to code using grids, story materials and coding arrows. They need to consider quantity of steps spaces and positional changes as they create a pathway for a character to follow. Children can code the route they take from home to school or around the community or code a character's journey in a story. Spatial reasoning is an essential area of mathematics that is embedded in the big ideas and curricular content and competencies in our BC mathematics curriculum.



Educator Profile

This month we feature Sonia Southam. Sonia was one of the first cross-district teachers in this project, joining us with the West Vancouver School District team. She currently teaches Grade Two/Three at Lions Bay Community School in West Vancouver. Sonia tweets at @lookwondersee





Sonia's thoughts on the impact of our professional collaborative inquiry project: *"Being a part of this project has given me an opportunity to connect, learn and grow, both personally and professionally. Through connecting with educators in this group, my own creativity and joy in math has developed. Deepening my understanding of Reggio inspired practice as a part of this project, and exploring the intersection of subjects such as art, language and science with math, has broadened my teaching and my learning. This deepened understanding has increased my confidence and desire to share with colleagues. I have connected more with my students as I further understand the value of co-constructing knowledge, listening and guiding as well as talking. Most of all, I have made incredible connections with other educators who have been there to challenge my thinking and support my struggles but also to celebrate success. My deepest gratitude to everyone continuing this work, thank you!"*

Recommended Resources

The following are some recommended children's books from teachers in our project for supporting students in

thinking about coding:

Hello Ruby: Adventures in Coding by Linda Liukas

How to Code a Sandcastle and How to Code a

Rollercoaster by Josh Funk and Sara Palacios

And teacher resources for coding include:

This year's Hour of Code is being celebrated on

December 12, 2021. Hour of Code [website](#)

Kindercoding Unplugged: Screen-free Activities for

Beginners by Deanna McLennan

You Clever Monkey blog post about coding a story and

free download of coding arrows [HERE](#)

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