

BC Reggio-Inspired Mathematics Project Newsletter: October 2021

BC Reggio-Inspired Mathematics Project <bcreggiomath@gmail.com>

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To: Janice Novakowski <jnovakowski@sd38.bc.ca>

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BC Reggio-Inspired Mathematics Project

October 2021 Newsletter

**Welcome to the tenth 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](#)

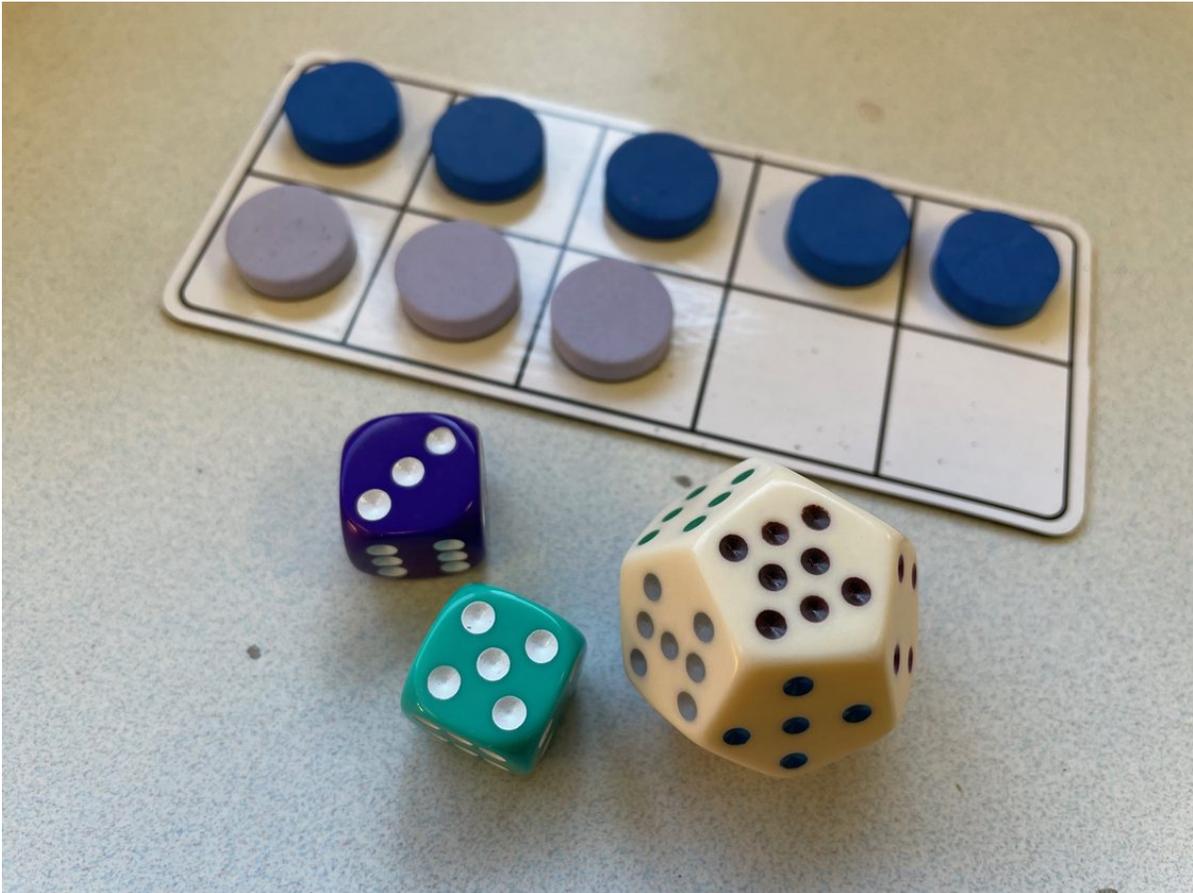
In each newsletter, we intend to share an encounter with mathematics, introduce you to educators in our project and share recommended resources. We would love your suggestions as to what this newsletter can offer you.

Encounters with Visualizing

Visualizing is an essential element of mathematical thinking and understanding. We represent mathematical ideas visually using visual structures such as ten frames, area models, number lines and graphs. We also visualize mathematical ideas in our mind, often called visual mental imagery. Being able to visualize a quantity of dots or a shape mentally is an important competency to develop in mathematics. When do you use visualizing in your daily life? Invite students to investigate visualizing with the following questions:

- *Hold up a shape and share how you are going to change its position (turn it sideways, turn upside down, flip over etc) using gestures to support students. Ask students to visualize and/or draw what it will look like in its new position. When might you use this skill in art, sports or playing games?*
- *Hold up a ten frame, rekenrek or dot patterns for 2-3 seconds. Hide it and ask students to visualize: “How many dots did you see?”*
- *When do you use visualizing in your daily life?*

- *When might it be important to be able to use visual mental imagery?*
- *What do you wonder? What might you investigate next to help you understand the world around you?*



To support students' developing visualization skills, encourage children to take a mental picture of a shape or quantity of dots and then visualize that in their mind or to close their eyes and "play the movie" or "make a picture" in their head. . Assessment questions to consider: *Are students able to describe what they are seeing in their mind or use mental imagery as a strategy? Do students represent their mental imagery or strategies with gestures, materials or drawing? If students are shown a picture made of a few shapes for a few seconds, are they able to hold that image in their mind and describe or draw it? Are students able to*

visualize quantity using visual structures such as ten frames or number lines? What connections are your students making that might inspire further investigation and inquiry?



Many math routines support the development of visualizing such as [Splat](#), [Visual Patterns](#), [Quick Images](#) and [WODB](#).

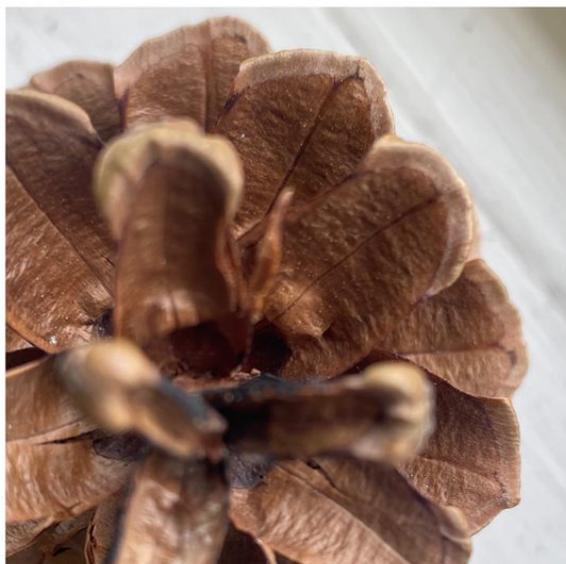
Spatial Reasoning Spark

This month on Twitter, the spatial reasoning “spark” we share for students is to find an object and observe and describe it from many perspectives. This task focuses on the concept of perspective and may involve math concepts such as shape, size and pattern.

Children can collect cones, twigs, shells, rocks or leaves outdoors or various objects within a classroom. Encourage students to observe the item from many perspectives - bird's eye view (from above), bug's eye view (from the side) or a 360 view (all around). Some items can also be observed from below. Zooming in and out as they are observing the item will also create different perspectives for students.

Different perspectives will help students see shapes, size and patterns in the item in new ways.

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 Kelli Lundie. Kelli is a currently a grade 3 teacher at Holly Elementary in the Delta School District. She tweets at @KelliB12



Kelli's thoughts on the impact of our professional collaborative inquiry project: *"Being part of the Reggio Inspired Mathematics Project has connected me with educators that have been inspirational and have nudged my thinking. The cross-district collaboration has built a connected community of educators and friendships where we can all reach out to each other for support. The project has allowed me to develop stronger mathematical thinking skills that have strengthen my teaching. It has also deepened my pedagogical practice in Reggio Inspired Philosophy and has ensured that I am listening to the whole child. Through open-ended exploration in math, my students are able to show what they have learned in different ways. It also allows for multiple entries into the learning and provides all learners a way to express their thinking and to feel successful."*

Recommended Resources

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

Looking Down by Steve Jenkins

Hey Little Ant by Phillip M. Hoose

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BC Reggio-Inspired Math Project

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Richmond, BC V7E 4V4

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