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BC Reggio-Inspired Mathematics Project

February 2021 Newsletter

**Welcome to the second 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.

Share your

Encounters with Measurement

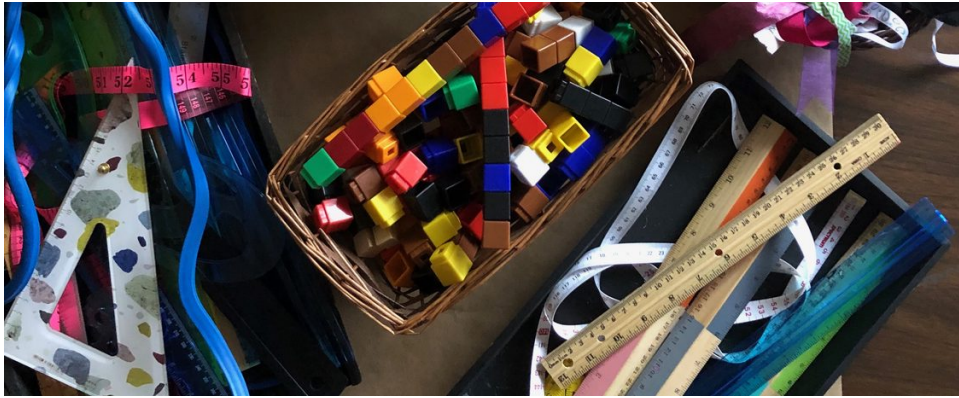
February has brought all sorts of things to measure - freezing temperatures, snow and puddles.

Measurement is both a concept and a process and involves an opportunity for students to apply and connect their understanding of number. Invite students to investigate measurement with the following questions:

- *What could you measure? How could you measure it?*
- *What different materials or tools could you use to help you measure?*
- *What are some things about you or the world around you that are measured?*
- *What strategies and language could you use to compare two measurements?*
- *What questions do you have about measurement?*

Assessment questions to consider: *Are students able to measure two objects using direct comparison? Are students flexible in thinking about the different attributes of an object they could measure? Are students able to make reasonable estimates before measuring? Do they use personal or standard unit referents? What connections are your students making that might inspire further investigation and inquiry?*

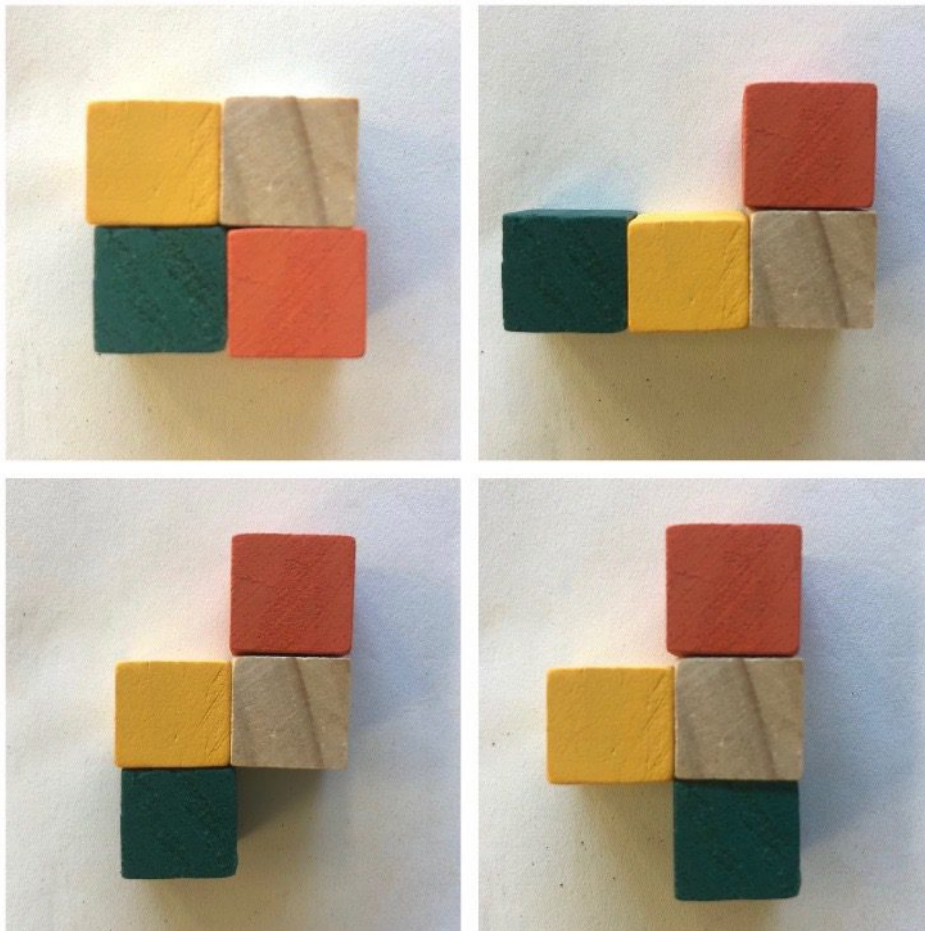




For more information on linear measurement, read our pedagogical content knowledge paper [here](#).

Spatial Reasoning Spark

This month on Twitter, the spatial reasoning “spark” we share is for students to use four cubes to put in as many different arrangements they can find, positioning the cubes face to face/edge to edge. How might students move, turn and flip the cubes to compose new orientations? How might they describe those shapes? What combinations can they create with just three cubes? Or with five cubes? Are students able to visualize and see the cubes from different perspectives? 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 Alana Tesan. Alana was one of the first cross-district teachers in this project, beginning in 2014 when she was a K&1 teacher in the Delta School District. She currently teaches Kindergarten at Pinewood Elementary in Delta. Alana tweets at @AlanaTesan and @PineKinderWood



Alana's thoughts on the impact of our professional collaborative inquiry project: *Being a part of this project has meant connectedness for me. Through our work over the past six years, I have met, talked with, texted, and collaborated with countless inspiring colleagues from across the Lower Mainland (and beyond), who are unpacking and learning similar ideas. This connectedness, for me, has become a special community - like-minded educators that inspire me and push my thinking about teaching and learning math with my students. It has allowed me to give myself permission to wade into uncertain territory at times and take new risks in my math teaching, knowing that there are other educators to support my journey. I hope that I can try to be that educator for others and support their journey too.*

"Our job is too difficult and too beautiful to do alone."
~Amelia Gambetti

Recommended Resources

A Canadian children's book that provides all sorts of prompts for measurement investigations is *Sizing Up Winter* by Lizann Flatt and illustrated by Ashley Barron. This book is one of four in the *Math in Nature* series,

published by OwlKids.

This month's professional resource recommendation is Let's Get Sized: An Inquiry into Systems of Measurement by educators Opal School at the Portland Children's Museum. This resource shares an inquiry project with three to five year olds as they investigate mathematics through measurement. More information is available [here](#).

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