

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The largest droplet is in the bottom right corner, while others are smaller and more numerous, particularly in the top left and bottom center areas.

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!

I want the grade 3 students to observe, ask questions, be filled with wonder about the environment right outside our door.

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.

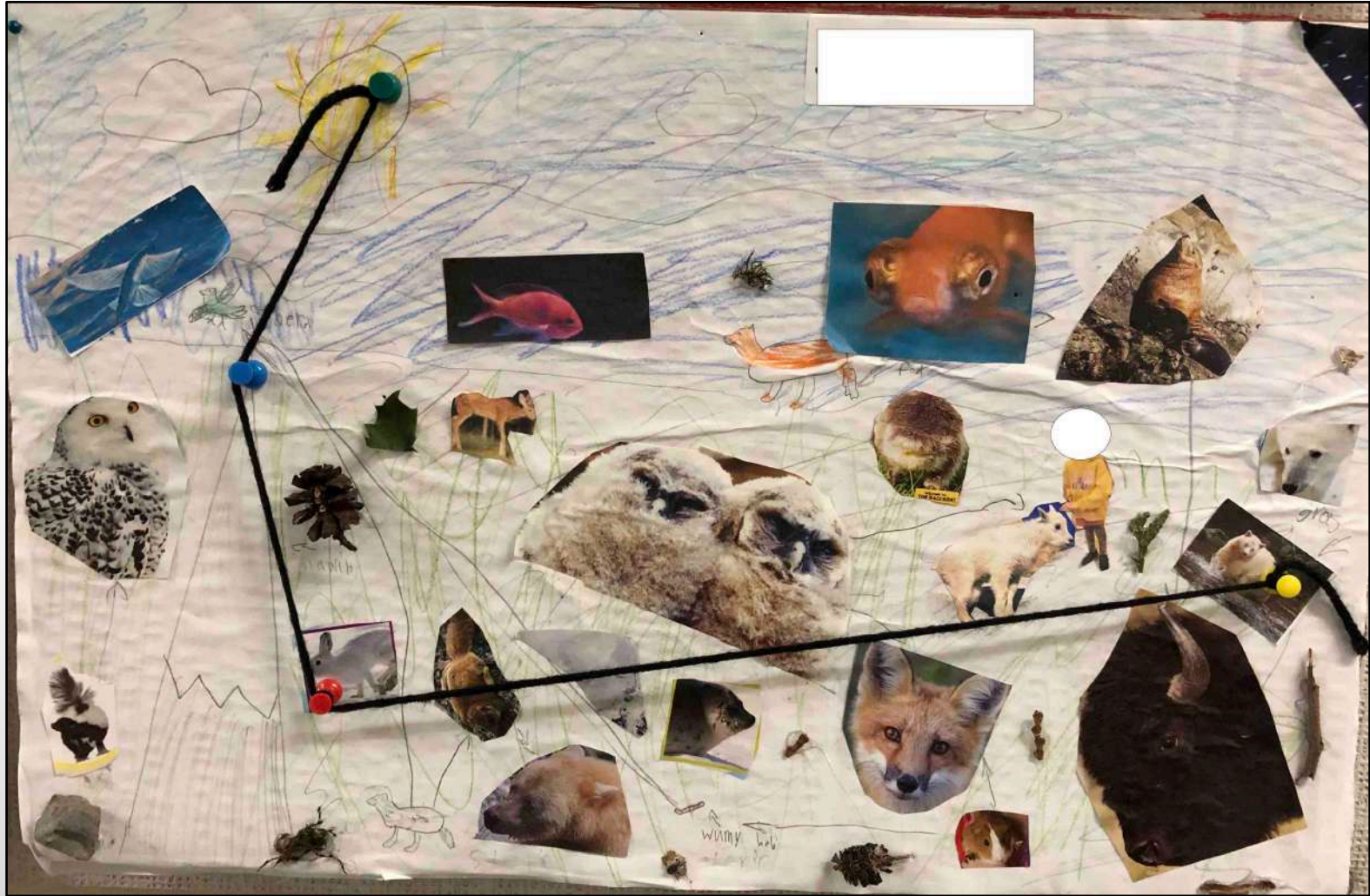






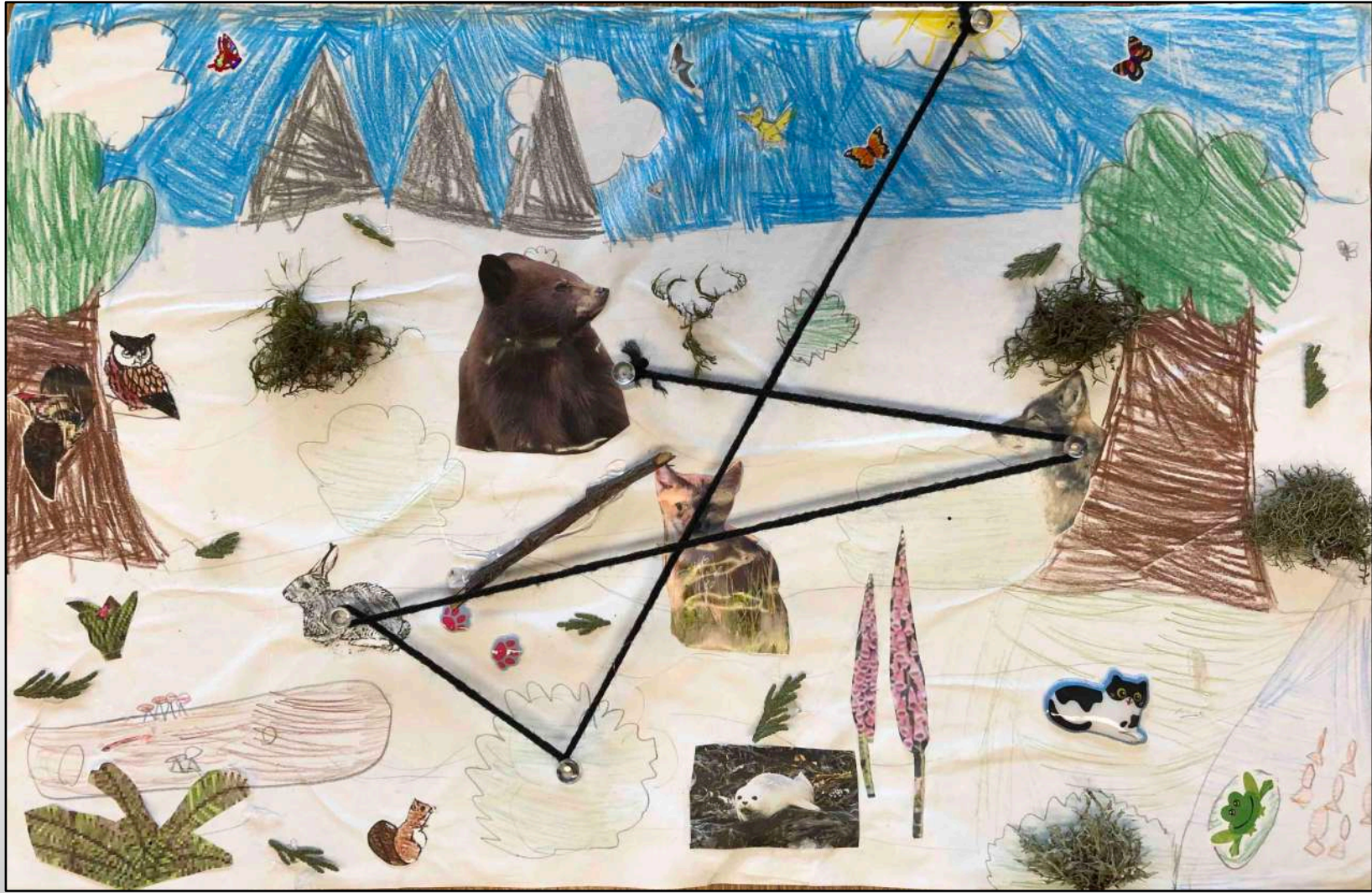






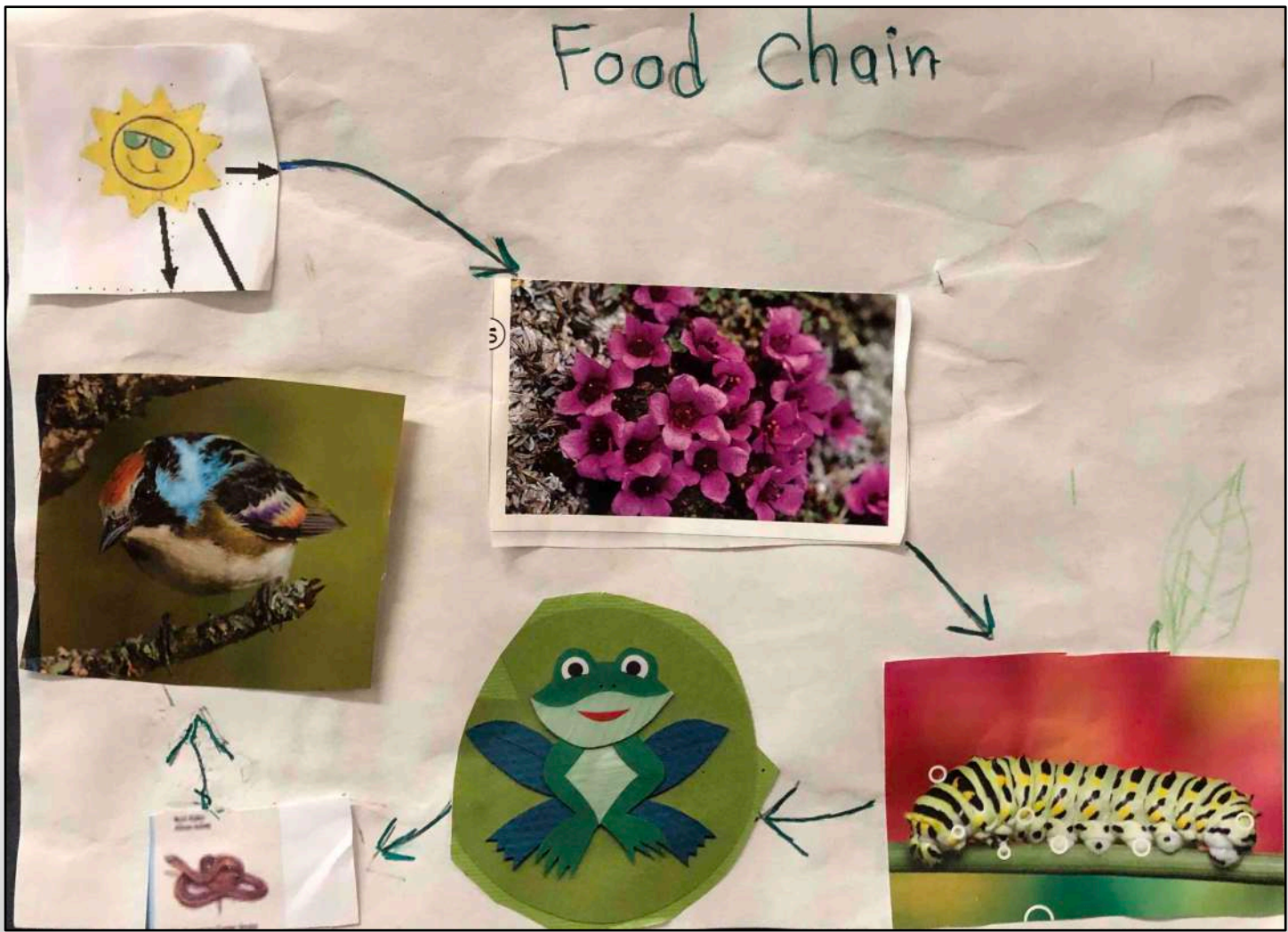








Food Chain



financial literacy

- counting mixed combinations of coins and bills up to \$100:
 - totalling up a set of coins and bills
 - using different combinations of coins and bills to make the same amount
- understanding that payments can be made in flexible ways (e.g., cash, cheques, credit, electronic transactions, goods and services)
- understanding that there are different ways of earning money to reach a financial goal (e.g., recycling, holding bake sales, selling items, walking a neighbour's dog)
- Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game.

- 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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