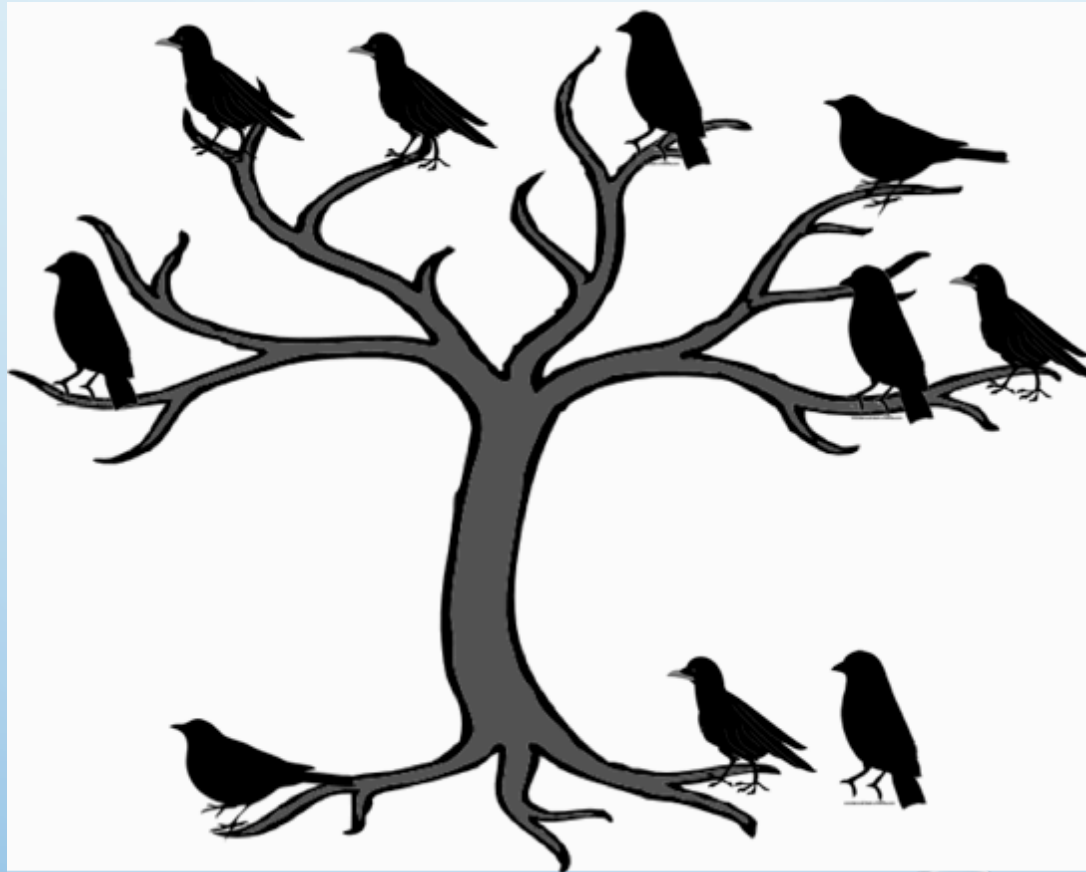




PRISMS AND PYRAMIDS

- THIRD GRADE CLASS
- CO-TEACHING WITH A PRE-SERVICE TEACHER
- ATTENDING TO STUDENT DISCOURSE:
 - IT CAN SIT STILL
 - IT'S FORMING INTO A TRIANGLE
 - IT GOES LIKE THIS
 - PYRAMIDS CANNOT STAND ON THEIR HEADS
 - PRISMS CAN STAND ON THEIR HEADS

VERBIFYING: JOINING & SEPARATING



JUMPING ON A NUMBER LINE...

Take 3 jumps of 4.

Roll two dice to find the numbers for the blanks.



Record your results on the recording sheet.



SHADING ROWS OF...

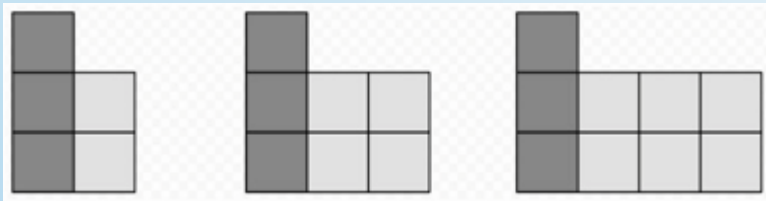
Shade 3 rows of 6.

Roll two dice to find the numbers for the blanks.

A 10x10 grid with a 5x3 rectangle shaded in the bottom-left corner. The shaded area covers the first 5 columns and the first 3 rows of the grid.

Record your results on the recording sheet.

'VERBIFYING' PATTERNS...HOW DO I MAKE IT?



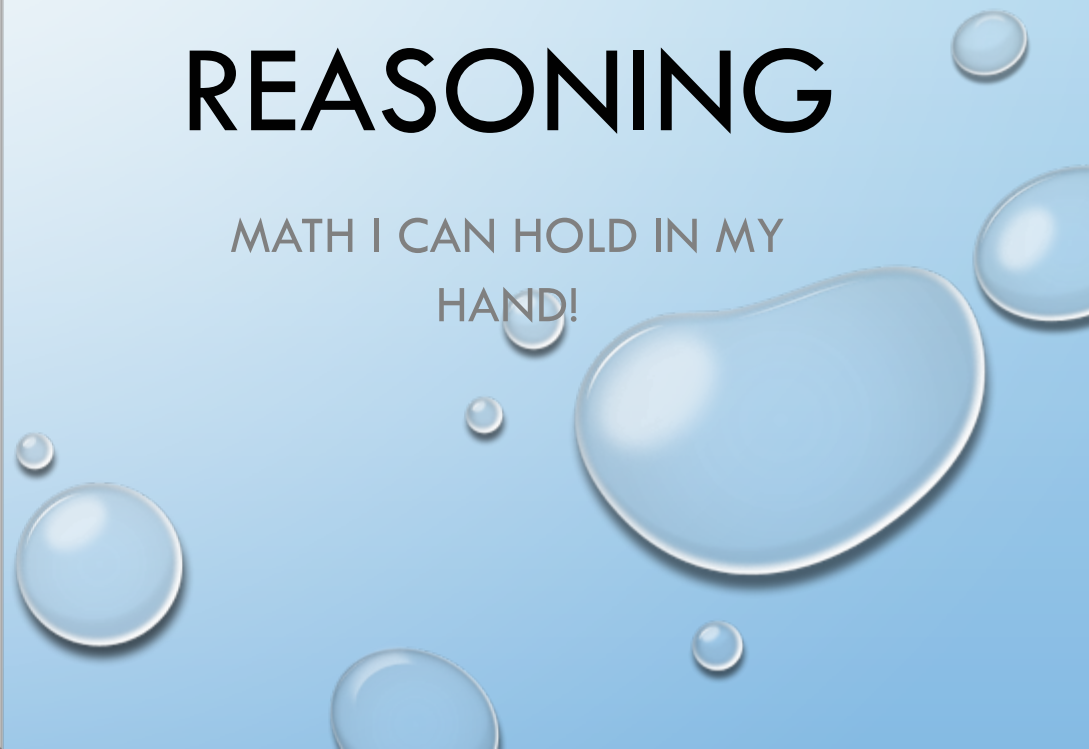
- HOW IS THE PATTERN CHANGING?
- HOW DO I MAKE THE NEXT ONE?
- HOW COULD I MAKE THE 5TH ONE?
- HOW COULD I MAKE THE 10TH ONE?
- HOW COULD I MAKE ONE FOR ANY NUMBER TERM I MIGHT BE GIVEN?



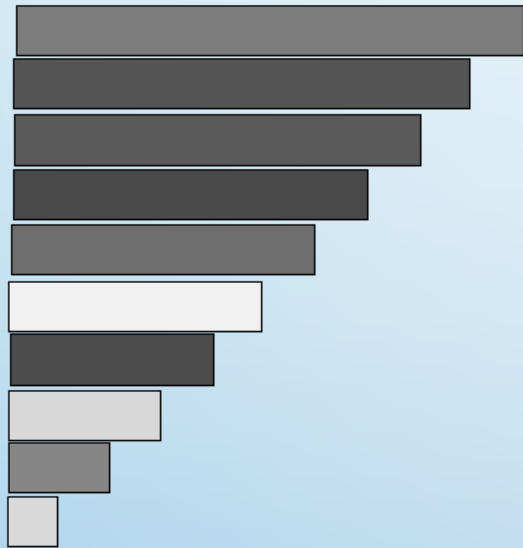


SPATIAL REASONING

MATH I CAN HOLD IN MY
HAND!



ADDING AND SUBTRACTING



$$8 + 7 = 10 + 5$$



$$9 + 4 = 10 + 3$$



$$17 - 8 = 9$$



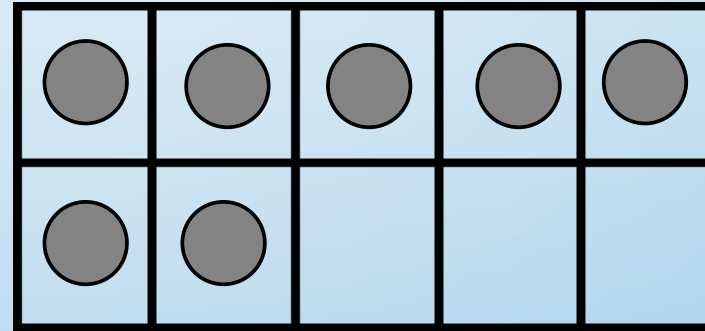
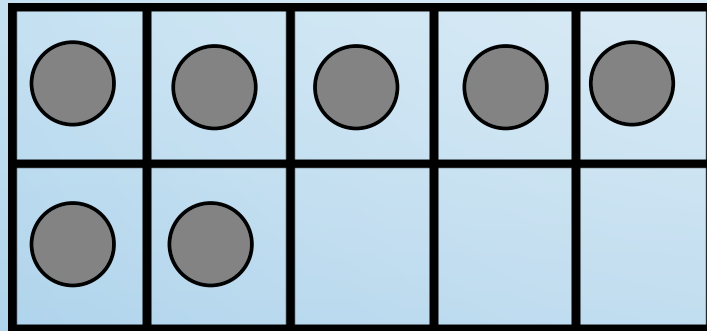
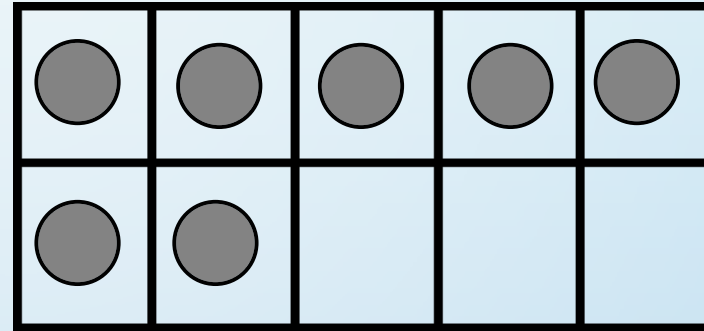
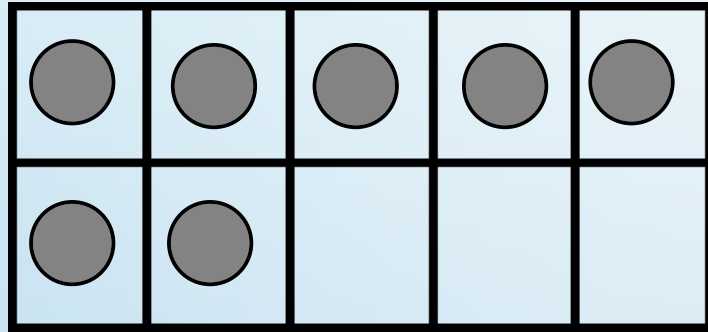
CONNECTING TO ALGEBRAIC REASONING

$$3x + 7 = 25$$

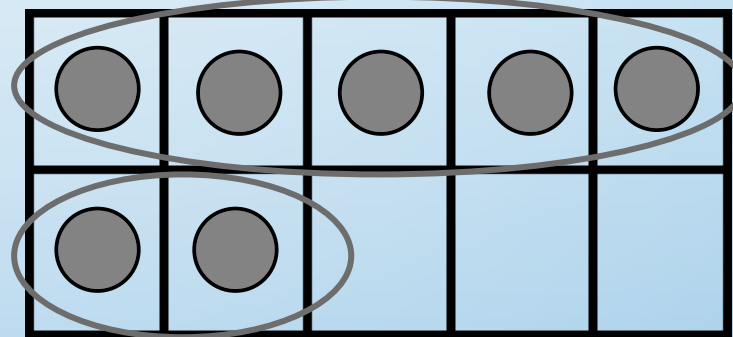
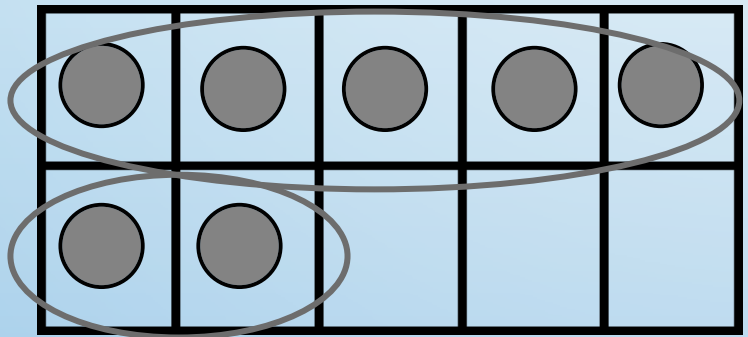
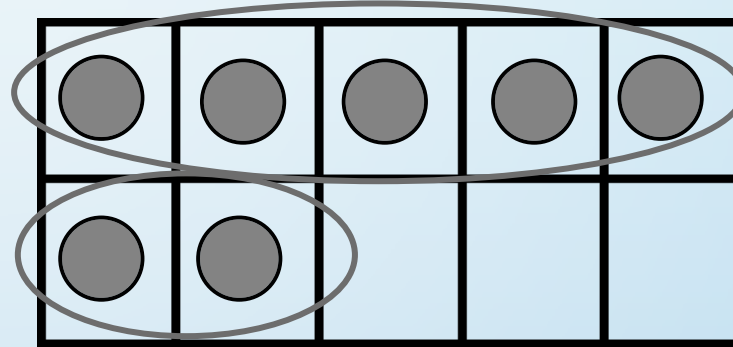
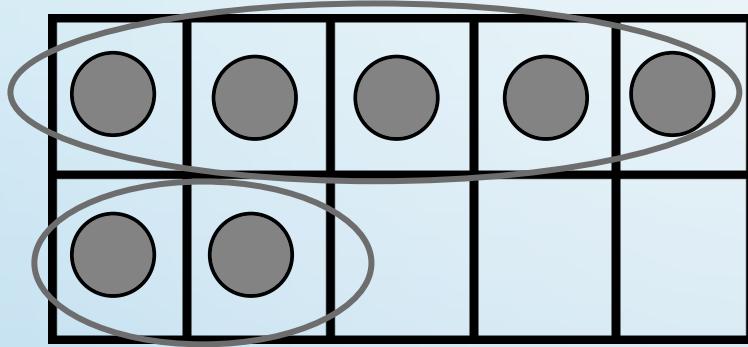
25			
x	x	x	7

The background is a light blue gradient. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, some overlapping. The droplets have highlights and shadows, giving them a 3D appearance.
$$4 \times 7$$

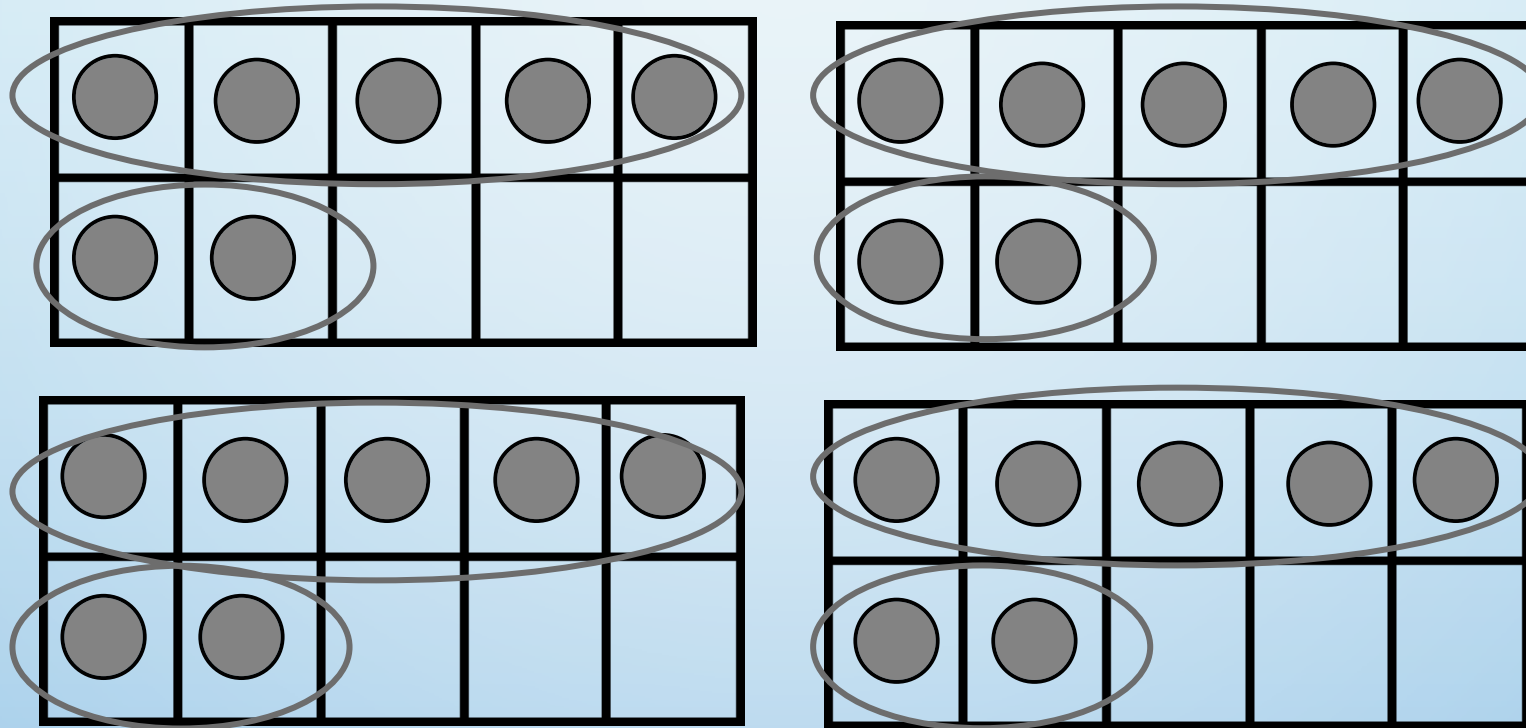
How can this help us with our 7s facts?



How can this help us with our 7s facts?

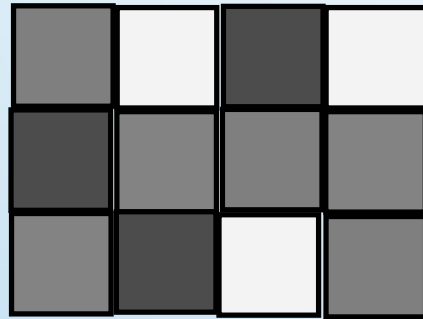


How can this help us with our 7s facts?

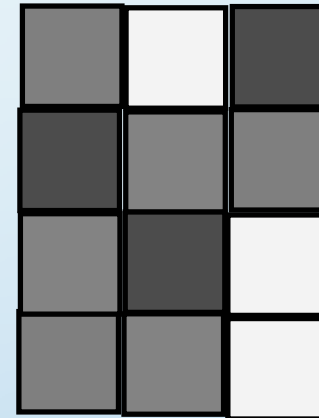


$$4 \times 7 = 4 \times 5 + 4 \times 2 = 20 + 8 = 28$$

ARRAYS AND AREAS



$$3 \times 4 = 12$$



$$4 \times 3 = 12$$

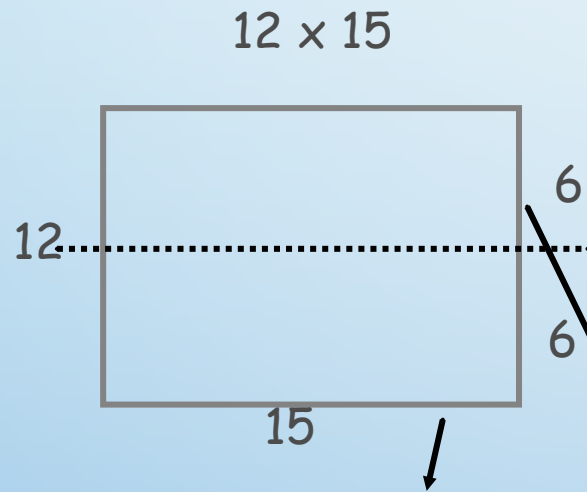


$$2 \times 6 = 12$$

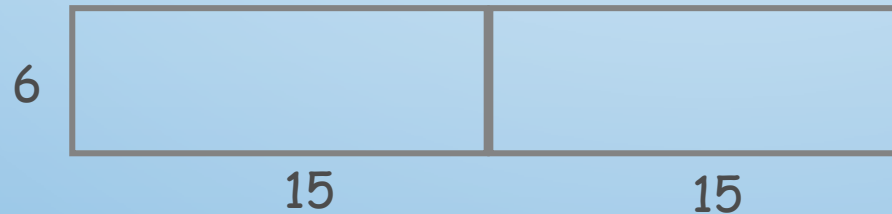
$$1 \times 12 = 12$$



SHOW $12 \times 15 = 6 \times 30$

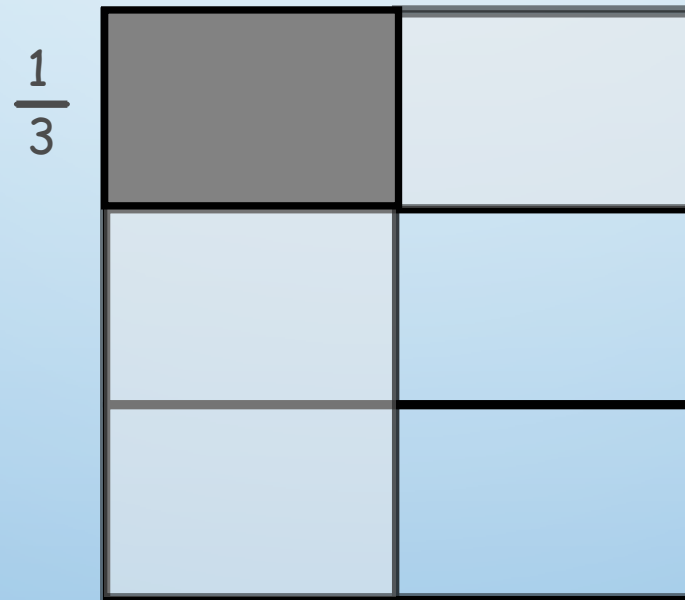


If I make an area model that is 12 rows of 15 and then I cut it in half to make two rectangles that are each 6 rows of 15, I can rearrange the pieces to show this is 6 rows of 30 so 180 in all.



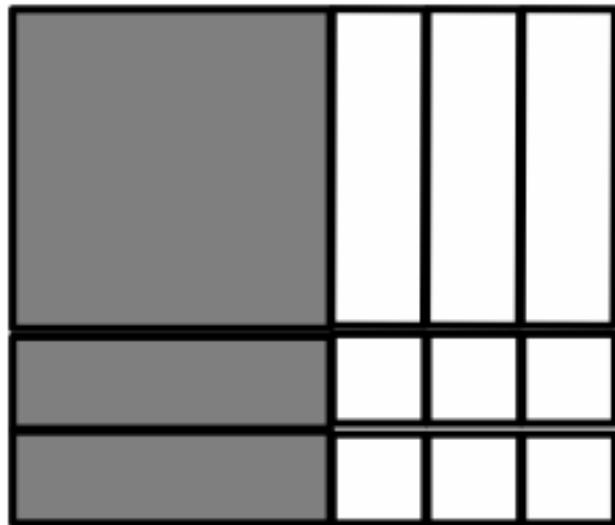
MULTIPLYING FRACTIONS WITH AREA...

$$\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$$

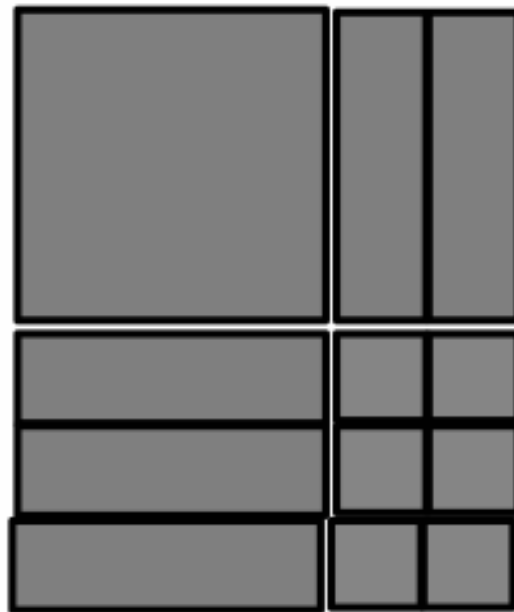


AREA MODELS FOR BINOMIALS...

$$(x + 2)(x - 3)$$



$$x^2 + 5x + 6$$





RECONCILIATION

- **“RESTORE WHAT MUST BE RESTORED, REPAIR WHAT MUST BE REPAIRED, AND RETURN WHAT MUST BE RETURNED”** (TRUTH AND RECONCILIATION COMMISSION OF CANADA, 2015, P. 6).



IT'S GOOD FOR
EVERYONE, BUT
ESSENTIAL FOR SOME...

- CHECK OUT
SHOWMEYOURMATH.CA
- WELA'LIOQ / THANK YOU!