

Supporting your Child's Growth in Math

Queen's Rangers

We will consider...

- How math instruction has and has not changed
- Actions you can take to support your child

What has not changed...

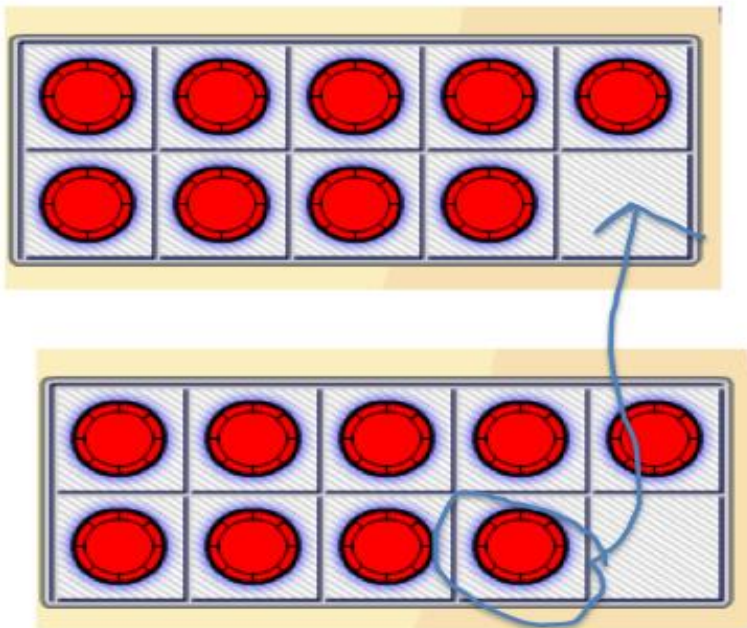
- Focus on number
- Attention to geometry and measurement
- There are still some answers that are right or wrong ($4 + 8$ is still 12)

What has changed...

- Better use of math tools (manipulatives)

Math tools

- 10-frames



It's easy to see why $9 + 9 = 10 + 8$
(18).
Just move one counter up.

Math tools..... Geoboards

Choice 1: Create a rectangle. Divide it into four sections of one quarter. Do it two more times, but divide it in a different way each time.

Choice 2: Create a rectangle. Divide it into four sections of one quarter so that the sections are not all exactly the same.

What has changed...

- More focus on estimation and not just calculation

Attention to estimation

- Is $42 + 58 + 91$ closer to 100, 150, or 200?
Why?
- I added two numbers and the sum was 43.
If one was in the twenties, what do you know about the other?
- I multiplied 31×41 . How do you know (without calculating) that the answer is close to 1200?

What has changed...

- More attention to other topics in math - particularly patterning and algebra (even in earlier grades) and data/statistics

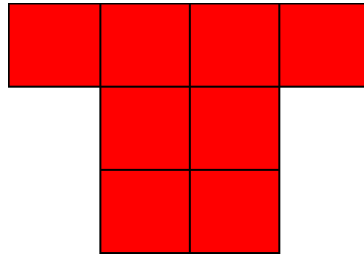
Pattern ideas that might seem new...

We might ask:

How could you continue 2, 5, 8,... in different ways? For each way you choose, what would the 20th number be?

Patterning

- What is a possible rule for this pattern?
- How would you build the first and third positions in this pattern using your rule?
- Can you think of another rule that would have the same arrangement of tiles in the second position?



1

2

3

What has changed

- More focus on problem solving - figuring it out rather than being shown.

A Rich Task

1. Can two coins be worth more than five coins? How do you know?

2. $10 \text{ cents} + 2 \text{ cents} = ?$

3. I have 45 cents in my pocket, which coins could I have? Show your work.

Curriculum Expectation: Grade 2 NSN - Operational Sense (OE3)
– add and subtract money amounts to 100¢ using a variety of tools and strategies

Measurement

It's not just using formulas - it's about understanding them.

For example, studying the formula for the perimeter of the rectangle, students need to learn:

- That we need two values to determine perimeter
- That perimeter is double the sum of the length and the width
- That knowing the perimeter narrow down the possible rectangles but there are still lots of them

What has changed...

- more focus on problem solving - figuring it out rather than being shown.

Alternative Strategies that might seem new

- How would you calculate $342 - 121$?
- Would you do $200 - 2$ the same way?
- Children are learning different strategies since different ones are more efficient or more meaningful in different situations AND
- Different ones make more sense to different kids

What has changed...

- More attention to understanding ideas so they last

What has changed...

- more attention to the different needs of different children

What can you do?

- Be positive about Math
- ask little questions in passing e.g. The answer is 10. What is the question?
- Look for fun opportunities to count
- play with numbers through games

Interesting questions

- Is a 2 000 000 cm squared shopping mall big or small?

OR

- The sum of two numbers is almost 200. What might they be?

Notice

These questions get kids to think more broadly.
They focus on bigger ideas

Support involves not showing but probing.
Asking why this... or why that. Building
connections.

Games

PRODIGY

Teachers [Parents](#) Prodigy Membership Support

Math was boring.
We fixed that.

Prodigy is a fun math game for Grades 1-6 your kids will actually want to play!

[Register for Free](#)



Questions.....

