

Playful Mathematical Inquiry

Sooke Elementary Conference

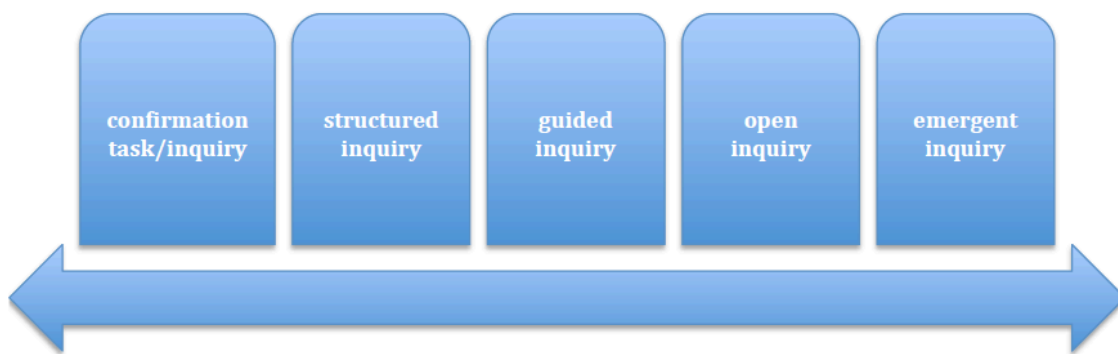
May 12 2017

K-9 Curricular Competency

- ⦿ *Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving*

Spectrum of Inquiry

**goal is to provide opportunities for students to ask their own questions and pose their own problems*



K-9 Curricular Competency

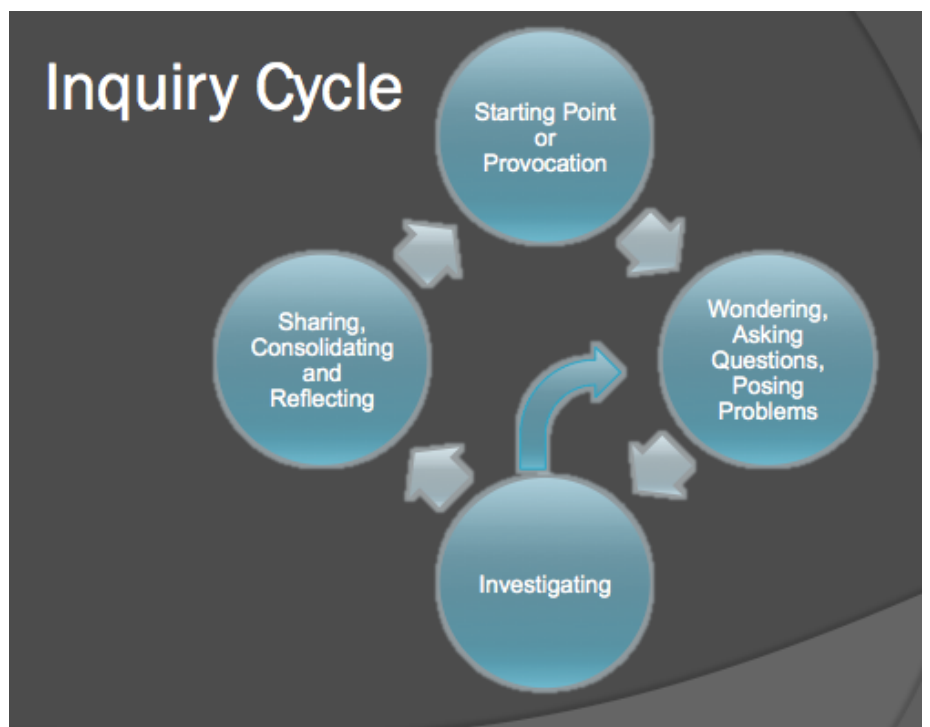
- ⦿ *Connect mathematical concepts to each other and to other areas and personal interests*

Making Connections

- ⦿ math to self
- ⦿ math to world
- ⦿ math to math

What is playful mathematical inquiry?

- ⦿ *playing with materials*
- ⦿ *playing with language*
- ⦿ *playing with ideas*



Provocations

Where do provocations come from?

- ⦿ the students' wonders and interests
- ⦿ the big ideas and curricular content & competencies
- ⦿ making math to math, math to self or math to world connections
- ⦿ a starting point

What can be a provocation?

- ⦿ materials or tools
- ⦿ a question, a story, a puzzle or problem
- ⦿ informational text or graph
- ⦿ local or global news
- ⦿ an issue important to the students – school-based, social justice, environmental

Some frames for provocations:

- ⦿ What stories live within...?
- ⦿ What do you notice? What do you wonder?
- ⦿ What is the relationship between....?
- ⦿ What are the connections between...?
- ⦿ What happens when...?
- ⦿ How many different...?
- ⦿ How do these materials help you think about...?
- ⦿ Where do we see...in the world?

Developing Provocations

- ⦿ Planning with intention – knowledge of curriculum and your students
- ⦿ Being thoughtful about what materials will be offered
- ⦿ Create opportunities for collaboration
- ⦿ Choose a big idea, curricular competency and/ or content
 - How will you provoke thinking and learning?
 - What materials will you use?
 - Will you use direct prompt, implied prompt through modeling or open exploration?
 - How do you anticipate your students will engage with your provocation?
 - How will students' learning be made visible?

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