

Making Math Concrete

Shake, stack and sort for math fluency.

Curriculum Connections

A5. The Mathematical Processes

A6. Number Sense and Operations

(A6.1, A6.2, A6.3, A6.4, A6.5, A6.6, A6.8, A6.10, A6.12)



Key Takeaways

- Math interviews provide qualitative data and can be used for assessment; observe strengths, monitor growth and identify next steps.
- Use addition and subtraction continuums to understand where students are, inform next steps and create math learning groups.
- By providing multiple representations for information and encouraging multiple ways to express mathematical thinking, you support the Universal Design for Learning framework.
- Scheduled, deliberate practice supports development of math fluency, number representation and initial experiences with addition and subtraction.

Strategies & Tips

- **Get to know your learners.**
Discover interests, assess skills and gauge understanding with math interviews. Document progress with notes, digital recordings or photos.
- **Incorporate math into learning centres.**
Math is all around us. Look for ways to bring math into the learning centres you already have.
- **Take it outside (and bring it indoors).**
From stepping outside to estimate and measure the distances to bringing in pinecones to use as counters, the natural world offers new ways to engage with mathematic fundamentals.
- **Embrace games for practice.**
Counting, subitizing, composing and decomposing can all be built into games, making skills practice anything but rote!
- **Plan for maximum accessibility.**
Employ parallel tasks and open-ended invitations to make learning accessible for all. Choose your play and inquiries with your goals in mind.

