This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study.

Engaging all Students through Numeracy

Empowering the Spirit

This guide is intended to facilitate conversation after viewing the video clip,
Engaging all Students through Numeracy

General synopsis

This video features elementary and high school teachers engaging their students in meaningful learning experiences through the context of playing a traditional hand game and measuring the volume of a traditional tee pee. The students are invited to explore and discover how they can use various skills to solve problems.

Key Understandings

- Numeracy goes beyond paper and pencil tasks and brings real life and, purpose into the classroom.
- Connecting literacy, numeracy and academics to experiences that are relevant will build student engagement.
- By engaging students in mathematics through meaningful and engaging contexts, students are better to reflect on relationships in their daily lives.
- Participating in engaging numeracy experiences provides students with opportunities to discover connections and apply strategies to real- life problem solving.
- Being a numerate person means using math to make sense of a new situation and understanding what math can (and cannot do).

Questions for Reflection and Discussion

- In his opening statement, Jason Ohler says the key to engaging students in their learning is to tie literacy, numeracy and academics to things that matter to them and there are plenty of ways to do that. How does this message resonate with you?
- What are some creative examples that you have seen of how teachers interconnect literacy, numeracy and academics to enhance student learning?
- In what ways does teacher Caroline Bouchard's lesson on probability differ from the more conventional paper and pencil tasks?
- Describe an example of how you created a meaningful context for your students to explore their problem solving skills.
- Student Joseph shared how playing hockey is an example of numeracy in action. What are some other examples of how students experience numeracy outside the classroom?

(see next page for more questions)

Questions for Reflection and Discussion (continued)

- How can teachers help students develop the skill set needed for solving multiple kinds of problems?
- After viewing this video, and based on your reflections and discussions, what changes will you consider to your current teaching practices, especially as it relates to numeracy?
- How will these changes benefit students?

For More Information

***Walking Together: FNMI Perspectives in Curriculum*.** This Alberta Education digital resource is designed to help teachers understand the holistic nature of First Nations, Métis and Inuit ways of knowing, to provide opportunity for First Nations, Métis and Inuit Peoples to share their perspectives on topics important to them, and to demonstrate First Nations, Métis and Inuit perspectives in teaching and learning experiences.

Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners. This Alberta Education resource provides information about First Nations, Métis and Inuit cultures and perspectives, and sample strategies for meeting the needs and recognizing the gifts of First Nations, Métis and Inuit students.

FNMI Collaborative Framework: Building Relationships. A guide to strengthen collaborative processes between school authorities, parents, communities and other stakeholders.

Moving Forward: Implementing FNMI Collaborative Frameworks. A professional development resource supporting success for First Nations, Métis and Inuit students as part of Alberta Education's Business Plan.



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