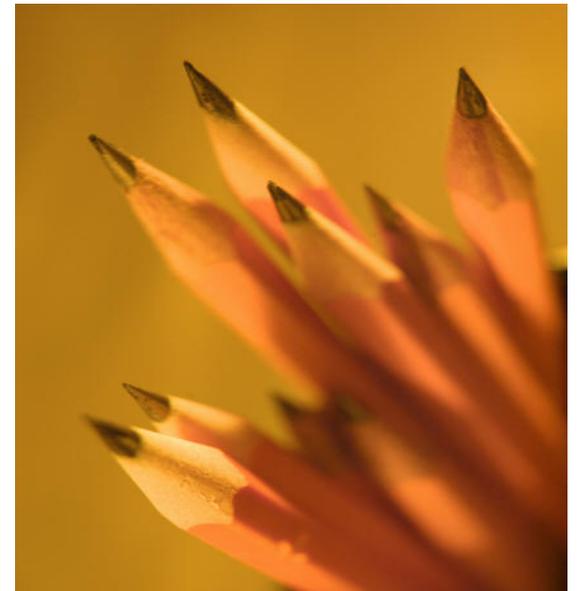


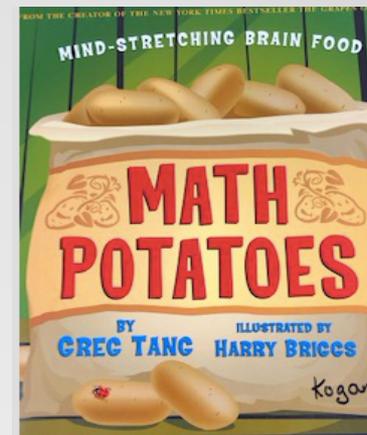
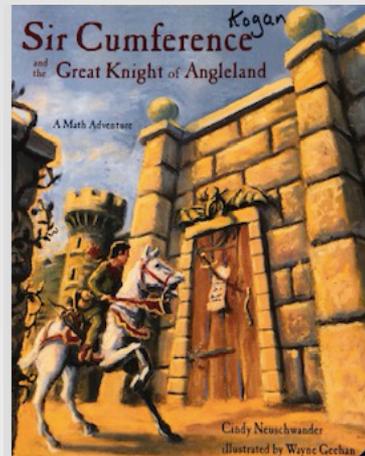
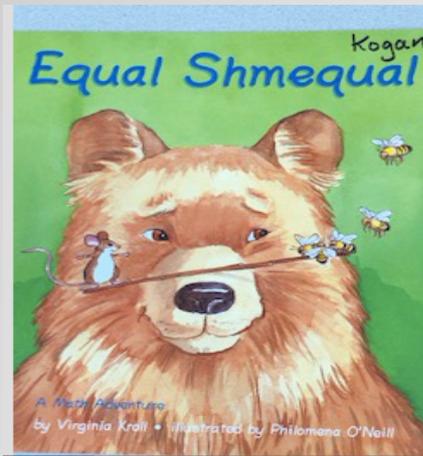
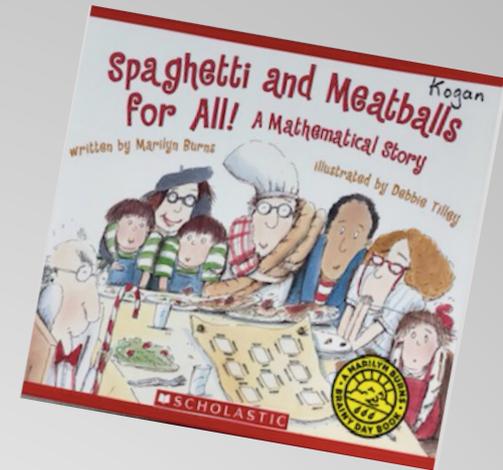
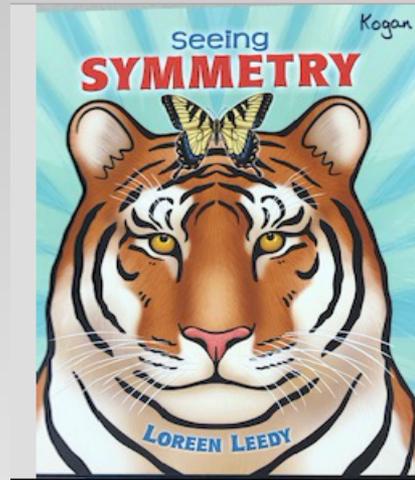
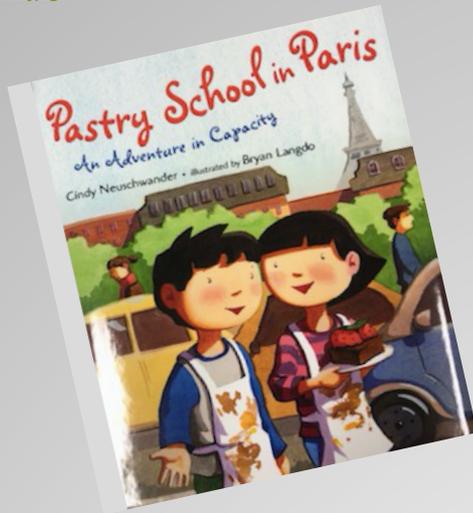
Math Navigate

Mrs. Robyn Kogan
Grades 1- 2

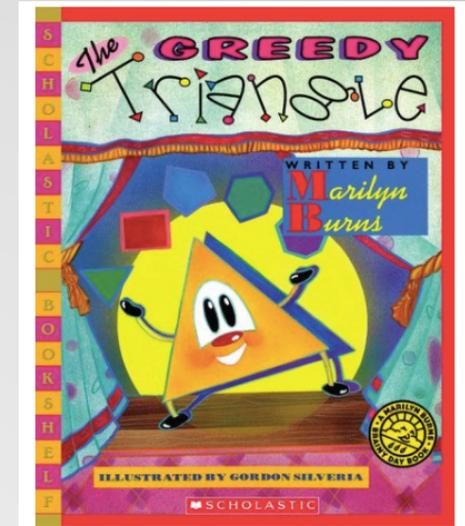
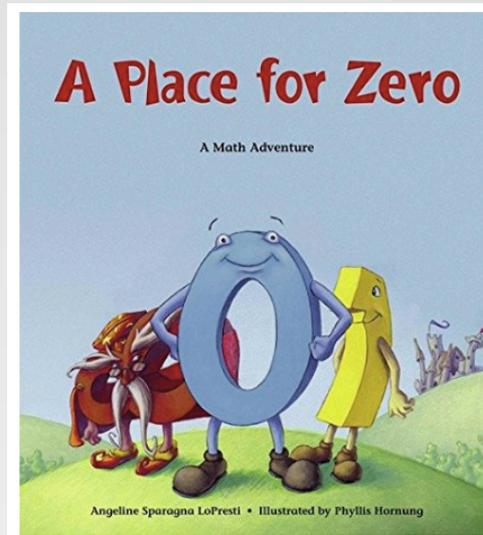
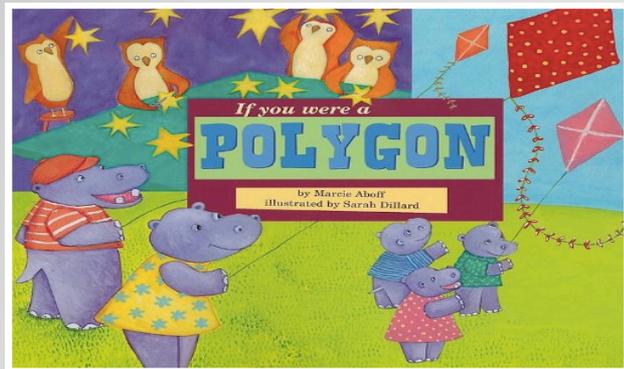
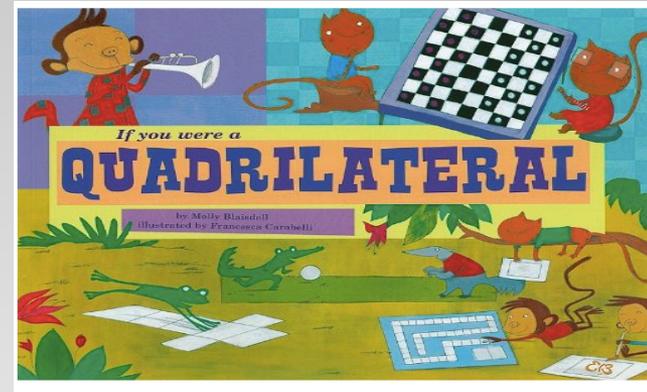
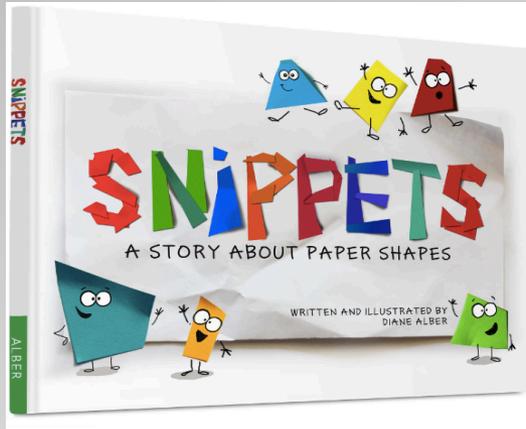


- Math Navigate meets for 1 hour each week
- Areas of study encourage inquiry and engage students in critical thinking, problem solving, and communication
- Curriculum based on Kendall-Hunt M2
- **Grade 1 - Getting in “Shape” - Geometry and Measurement**
 - Develop understanding of the properties of shapes, symmetry, and congruence
 - Explore units of measurement and apply understanding to real-world tasks
- **Grade 2 - New Dimensions - 3-D Geometry and Measurement**
 - Advance geometric thinking through continued work with two-dimensional and three-dimensional figures
 - Explore the measurement concepts of length, area, and volume

- Conferences held late January
- Report cards sent home twice yearly



Units are Anchored with Picture Books



Homework is...

Replacement for classroom work (with some exceptions) * * *

Separate from graded work

An opportunity to practice concepts and prepare for future class activities

Ideally, an accurate reflection of what a child knows or can do

It's OK if students...

Crave the opportunity to figure things out on their own

Struggle with the assignment, perhaps even not finishing * * *

Make mistakes on the homework * * *

Have questions about homework, even after completing it

As your child's teachers, we will...

Provide meaningful and thought-provoking work

Embrace mistakes as part of the learning process * * *

Take time to answer questions and celebrate discovery

We hope that you as parents will...

Have conversations with your child about his/her learning or homework * * *

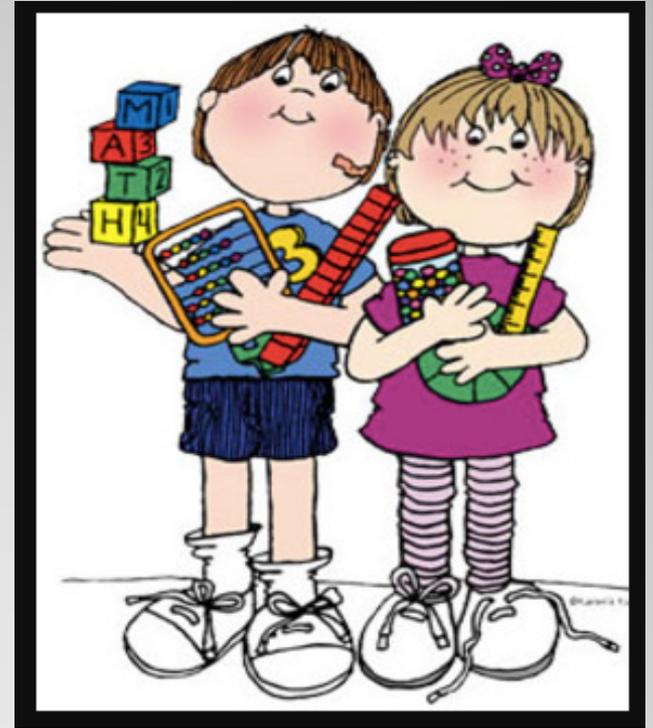
Help to spell a word, explain a direction, or offer a pep talk

Contact us if your child seems frustrated with the assignment, Navigate expectations, or if you feel your child's work doesn't represent his/her best effort

Inquiry Model



- Participate in whole group and small group discussions
- Collaborate with peers to challenge their thinking and build on previous knowledge
- Use a variety of approaches to solve a problem
- Reflect on their learning and explain their thinking



Mathematicians in the Classroom

Who?

- Who has a different answer?
- Who solved this in a different way?
- Who has good support for their idea?
- Who has another idea?

What or What If?

- What patterns do you see? What generalizations might you make from the patterns?
- What reasons do you have?
- What do you think is the strongest answer, the best method, or the best strategy to begin with?
- What if you change one or more parts of the problem?

When?

- When does this work?
- When does this not work?

Where?

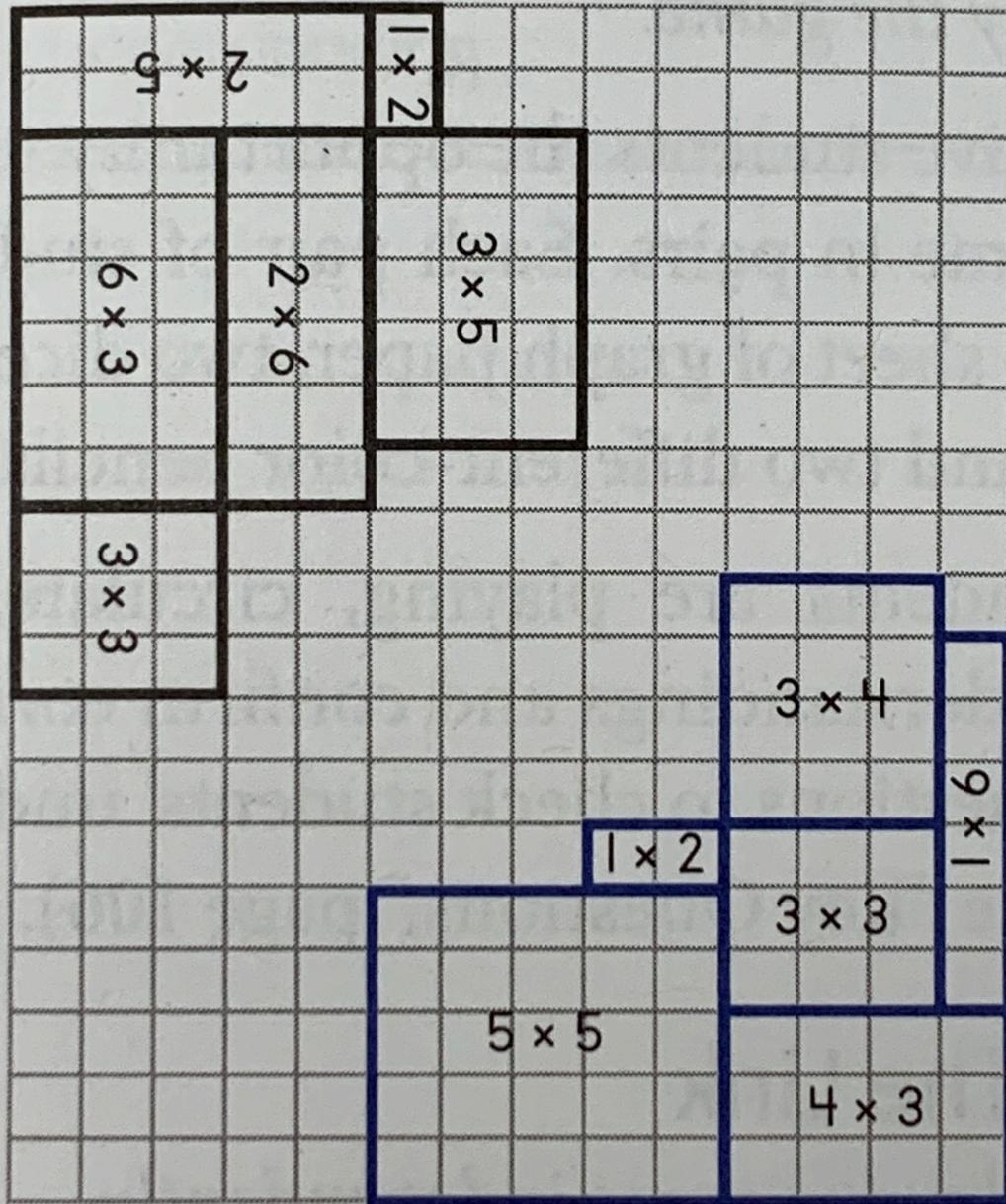
- Where did that come from?
- Where should you start?
- Where might you go for help?

Why or Why Not?

- Why does that work?
- If it doesn't not work, why or why not?

Let's do an activity that the second graders will do when we study area and perimeter. . .

- Choose a partner
- One person takes a red pencil (or other dark color)
- One person takes a blue pencil (or other dark color)
- Person with blue goes first
- Roll the dice. The two numbers you roll are the dimensions of your rectangle. Draw that rectangle in one of the corners of the game board.
- Label the rectangle with its length and width by writing inside of it.
- Next player does the same – starting at the opposite side of the centimeter paper.
- Player #1 rolls again. This time the rectangle must share at least one side with the previous same color rectangle.
- Take turns, drawing rectangles until someone rolls and the rectangle will not fit on the game board.
- When that happens, add up all of the areas of your rectangles and the player with the greatest total area wins.



Follow our classes on Twitter
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#d30learns

Contact Information

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What's Happening in Navigate?