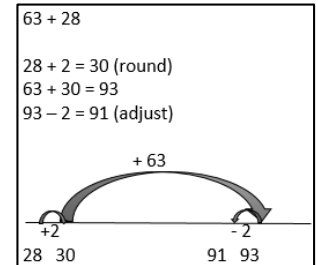


Number Talks and Dot Talks – Process for Learning Numbers and Operations

The following quotes are taken from the Ministry of Education’s document: [Focusing on the Fundamentals of Math, A Teacher’s Guide](#)

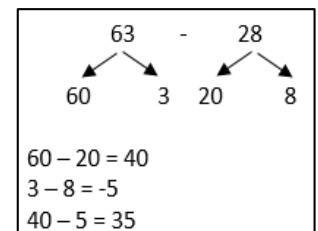
Why are we teaching strategies versus going straight to memorization?

- “Strategies help students find an answer even if they forget what was memorized. Discussing math fact strategies focuses attention on number sense, operations, patterns, properties, and other critical number concepts.”
- “Children should learn their number facts. However, they would benefit from learning these facts by using an increasingly sophisticated series of strategies rather than by jumping directly to memorization.”



Are teachers still teaching the way parents learned?

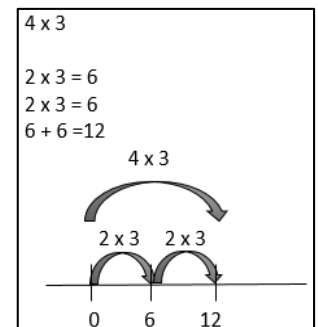
- Yes
- Our curriculum calls this the “standard algorithm”
- Teachers have the knowledge to know WHEN to teach the standard algorithm
- Example: students would begin to learn the standard algorithm for addition WHEN they have a solid understanding of place value (e.g. they can easily break a 2-digit number into tens and ones)



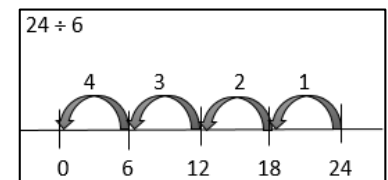
Homework

“I want to help my child with their math homework, but I don't understand how to help them. They say they need to use a specific strategy but I have no idea what that strategy is.”

- Use the [guide](#) in the *Math Supports* webpage to help
- Show your child the sheet to help you identify what strategy they are working on
- Give it your best shot
- If you and your child are still struggling feel free to stop. Communicate to the teacher in the child's agenda or a note that your child tried to do the homework but was unable to use the strategy requested.



For more resources on how to help your child at home, please visit the [Math Supports](#) page on the PVNCCDSB website.



Check out January's Math Problem! Share your strategies with @PVNCCDSB using #PVNCLearns #PVNCMath!

Do you want to build a snowperson?

How much snow would you need to build a snowperson?

What would be the mass?

What would be the volume?

What if it melted? How much water would you have?

- Each classroom is welcome to modify the question to meet the needs of their students.
- Consider having a similar challenge in the entrance/corridor of the school for parents, guests, staff members, and students to contribute to.

