

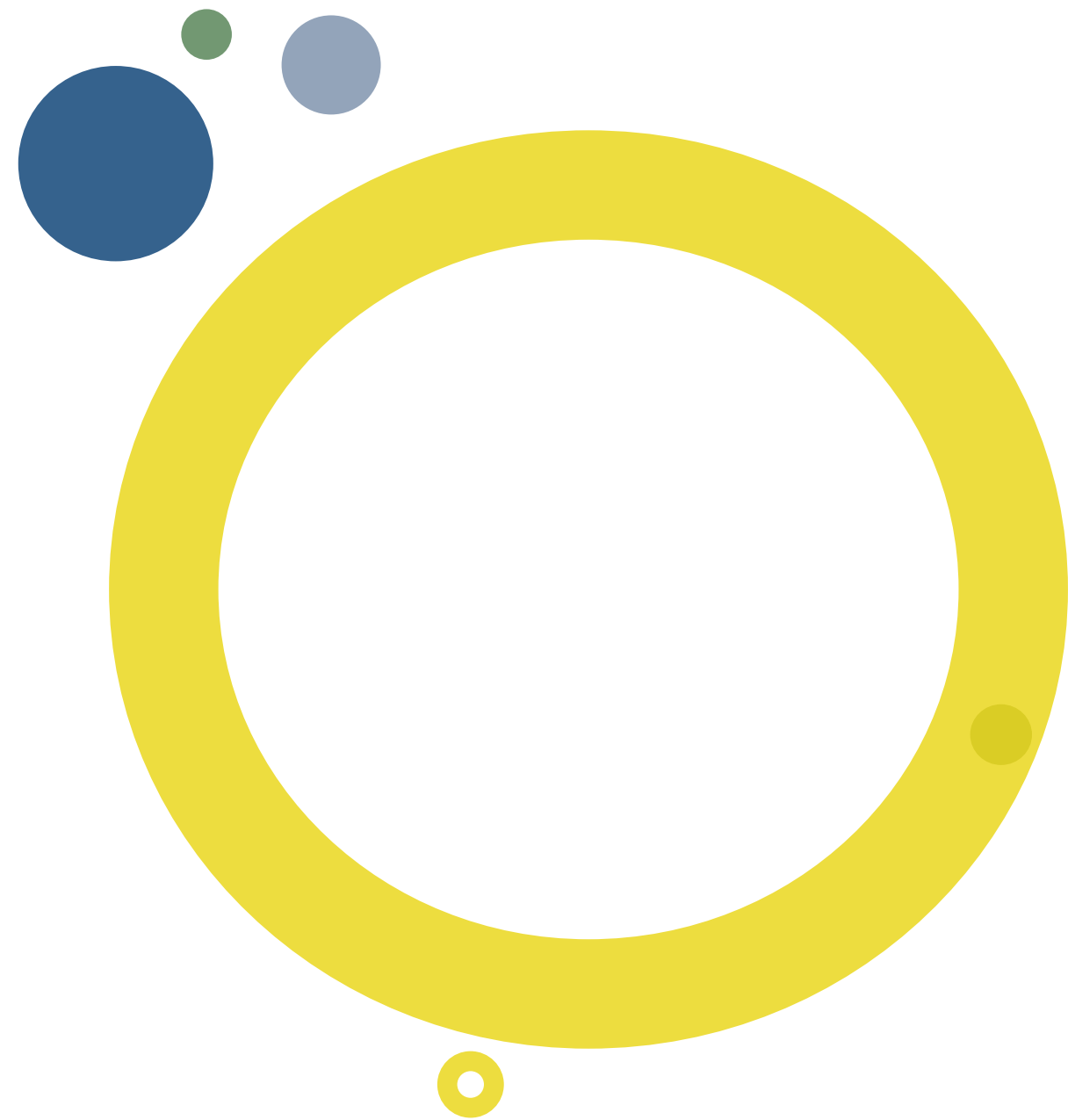


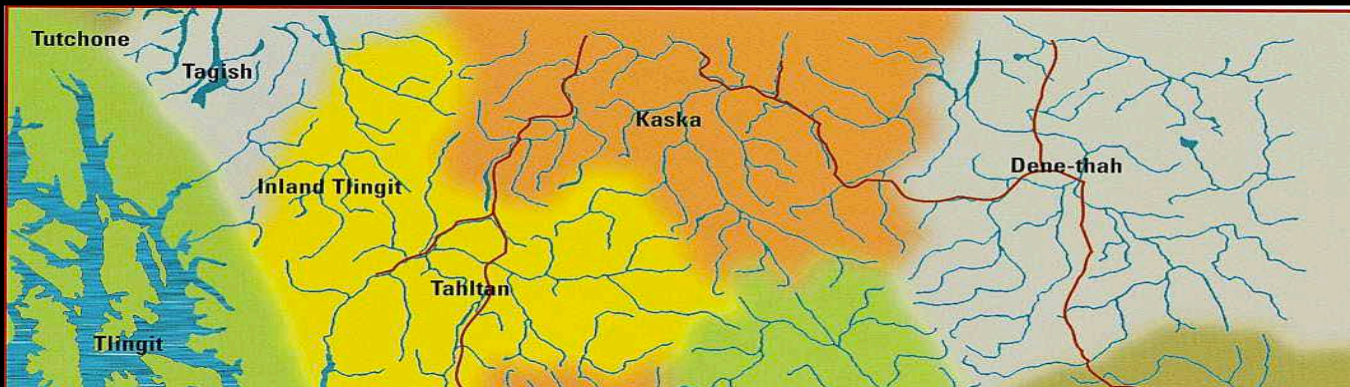
MY JOURNEY WITH JUMP MATH

Liz Barrett

Liz.barrett@jumpmath.org

jumpmath.org





***A BASIC GUIDE TO NAMES**

Listed below are the First Nations Peoples as they are generally known today with a phonetic guide to a common pronunciation. Newcomers to these phonetic pronunciations may still find a huge gap between what they say and what they hear a native speaker saying. The best way to learn these names is to listen closely when in the presence of someone more familiar, and perhaps even ask for a quick lesson. Also included here are names formerly given these groups, and the language families to which they belong.

People	Pronunciation	Have Been Called	Language Family
Haida	Hydah	Haida	Haida
Ktunaxa	Tun-ah-hah	Kootenay	Ktunaxa
Tsimshian	Sim-she-an	Tsimshian	Tsimshian
Gitsan	Git-k-san	Tsimshian	Tsimshian
Nisga'a	Nis-gaa	Tsimshian	Tsimshian
Haisla	Hyzlsh	Krimat	Wakashan
Heiltsuk	Hel-sic	Bella Bella	Wakashan
Oweekeno	O-wik-en-o	Kwakiutl	Wakashan
Kwakwaka'wakw	Kwak-wak-ya-wak	Kwakiutl	Wakashan
Nuu-chah-nulth	New-cha-nulth	Nootka	Wakashan
Tsilhqot'in	Chil-co-teen	Chilcotin	Athapaskan
Dakelh	Da-kelh	Carrier	Athapaskan
Wet'suwet'en	Wet-so-wet-en	Carrier	Athapaskan
Sekani	Sik-en-ee	Sekani	Athapaskan
Dunne-za	De-ney-za	Beaver	Athapaskan
Dene-thah	De-ney-ta	Slave(y)	Athapaskan
Tahltan	Tall-ten	Tahltan	Athapaskan
Kaska	Kas-ka	Kaska	Athapaskan
Tagish	Ta-gish	Tagish	Athapaskan
Tutchone	Tuchon-ee	Tuchone	Athapaskan
Nuxalk	Nu-halk	Bella Coola	Coast Salish
** Coast Salish		Coast Salish	Coast Salish
Stl'atl'imc	Stat-liem	Lillooet	Int. Salish
Nlaka'pamux	Ing-khla-kap-muh	Thompson/Couteau	Int. Salish
Okanagan	O-kan-a-gan	Okanagan	Int. Salish
Secwepemc	She-whep-m	Shuswap	Int. Salish
Tlingit	Kling-kit	Tlingit	Tlingit



Statimc
Nation

PACIFIC
OCEAN



* Adapted from Cheryl Coull's "A Traveller's Guide to Aboriginal B.C." with the permission of the publisher Whitecap Books.

** Although Coast Salish is not the traditional First Nations name for the people occupying this region, this term is used to encompass a number of First Nations Peoples including Klahoos, Homalco, Sliammon, Secelth, Squamish, Halq'emeylem, OStlq'emeylem, Hul'qumi'num, Pentlatch, Straits.



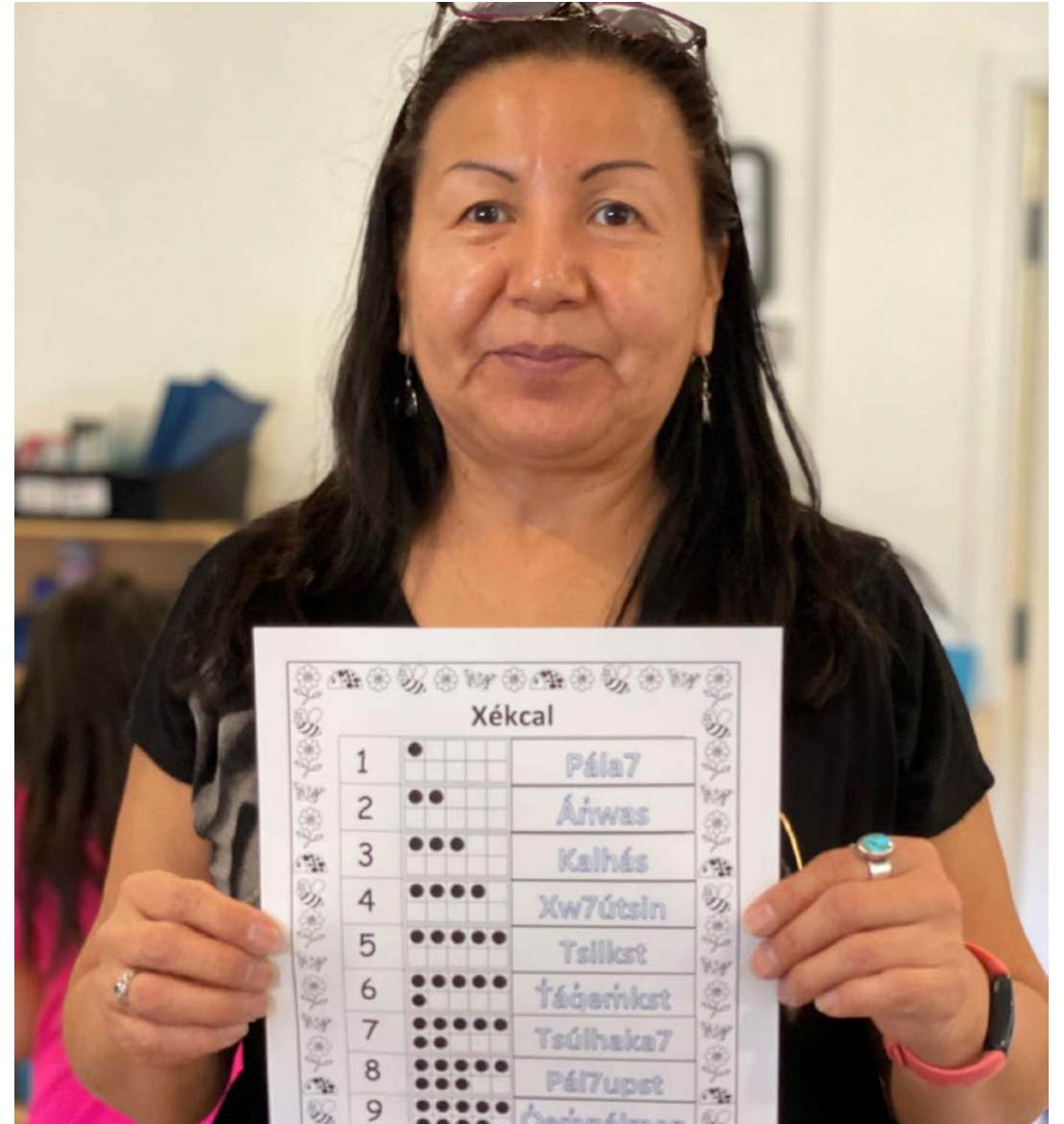
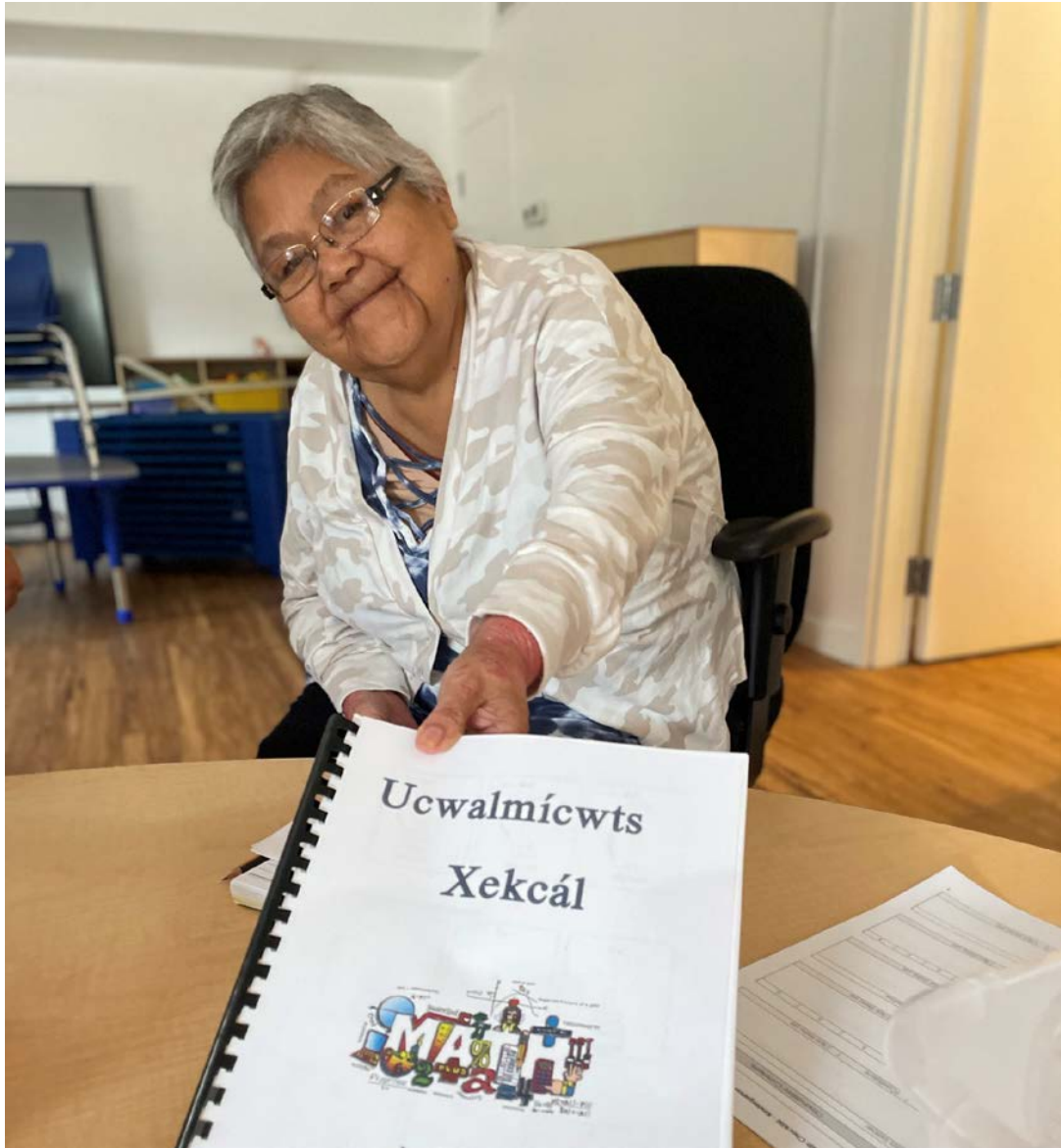
The oldest FN school in BC

Cl̓ao7álh̓cw –
Lil'wat Ravens
Nest School is a
full Immersion
school

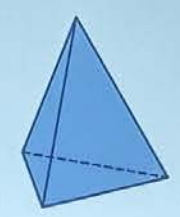




First Ever Translation of JUMP Math
by the L'il'wat Elders



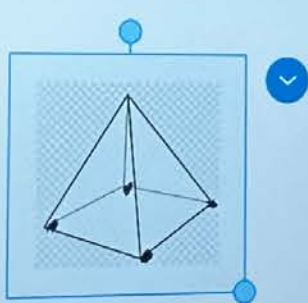
ngelmintwāl



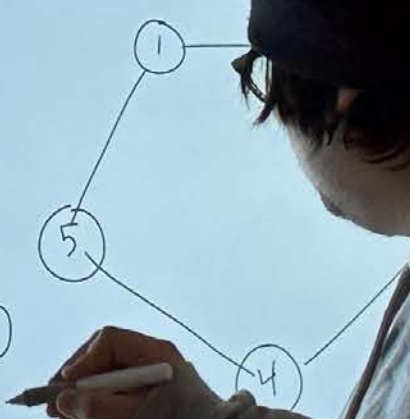
n̄ kälhasniwt.ten



vertex



tšeltšila ku
sq'uts



Why translating Jump Math into L'il'wat was important.

We translated the jump math program for Immersion and our Band school to provide curriculum in the language for the staff and students.

It was an important step to revitalize our language.

Doing this helped us document our language to preserve it for future generations.

Language is no longer handed down from generation to generation as it used to be. THE IMPACT OF RESIDENTIAL SCHOOL!

Residential School Survivor Elder-Janice Dan

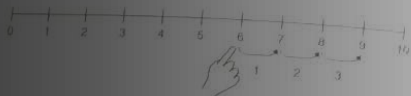


Confidence Matters

PA3-1: Counting

What number added to 6 gives 9? $6 + \boxed{3} = 9$

Anne finds the answer using a number line. She puts her finger on 6 and counts the number of spaces between 6 and 9.




She counts 3 spaces, so: $6 + \boxed{3} = 9$

and: 9 is 3 more than 6

and: 3 is called the difference between 9 and 6

1. Use the following number line to find the difference between the two numbers. Write your answer in the box.



a) $3 + \boxed{6} = 9$ ✓ b) $2 + \boxed{7} = 9$ ✓ c) $4 + \boxed{5} = 9$ ✓

d) $8 + \boxed{2} = 10$ ✓ e) $7 + \boxed{5} = 12$ ✓ f) $11 + \boxed{3} = 14$ ✓

g) $10 + \boxed{2} = 12$ ✓ h) $4 + \boxed{1} = 5$ ✓ i) $12 + \boxed{3} = 15$ ✓

j) $13 + \boxed{2} = 15$ ✓ k) $2 + \boxed{6} = 8$ ✓ l) $9 + \boxed{5} = 14$ ✓


m) $\boxed{1} + 12 = 14$ ✓ n) $3 + \boxed{7} = 10$ ✓ o) $\boxed{3} + 8 = 11$ ✓

BONUS

p) $\boxed{1} + 3 = 12$ ✓ q) $1 + \boxed{9} = 9$ ✓

PA3-1: Counting (continued)

2. Use the following number line to find the difference between the two numbers. Write your answer in the circle.



a) $12 \bigcirc 15$ b) $13 \bigcirc 17$ c) $11 \bigcirc 14$

d) $22 \bigcirc 24$ e) $19 \bigcirc 23$ f) $17 \bigcirc 18$

g) $14 \bigcirc 21$ h) $15 \bigcirc 19$ i) $16 \bigcirc 20$

j) $13 \bigcirc 19$ k) $11 \bigcirc 15$ l) $17 \bigcirc 24$

m) $13 \bigcirc 16$ n) $12 \bigcirc 17$ o) $21 \bigcirc 23$

p) $18 \bigcirc 22$ q) $13 \bigcirc 23$ r) $14 \bigcirc 22$

s) $11 \bigcirc 19$ t) $12 \bigcirc 24$

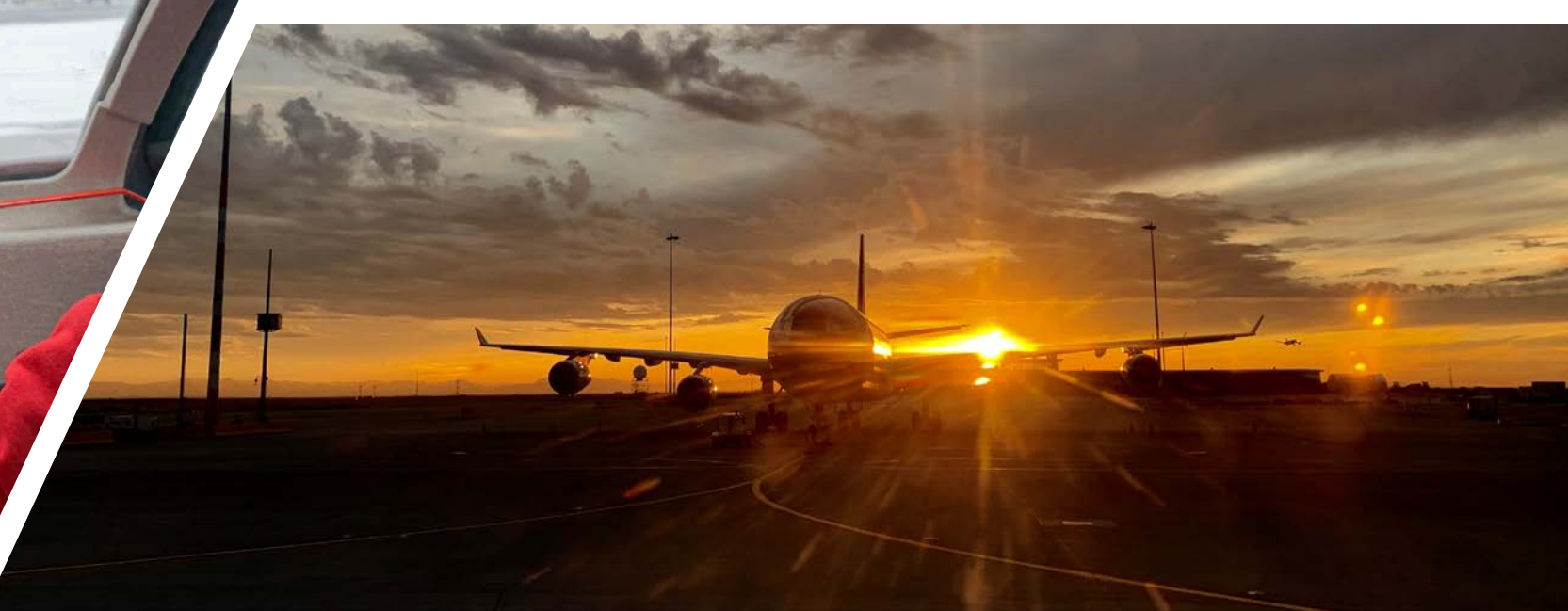
3. Fill in the missing number.
HINT: Use the number line to find the difference between the smaller number and the larger number.

a) 15 is _____ more than 13 b) 20 is _____ more than 12



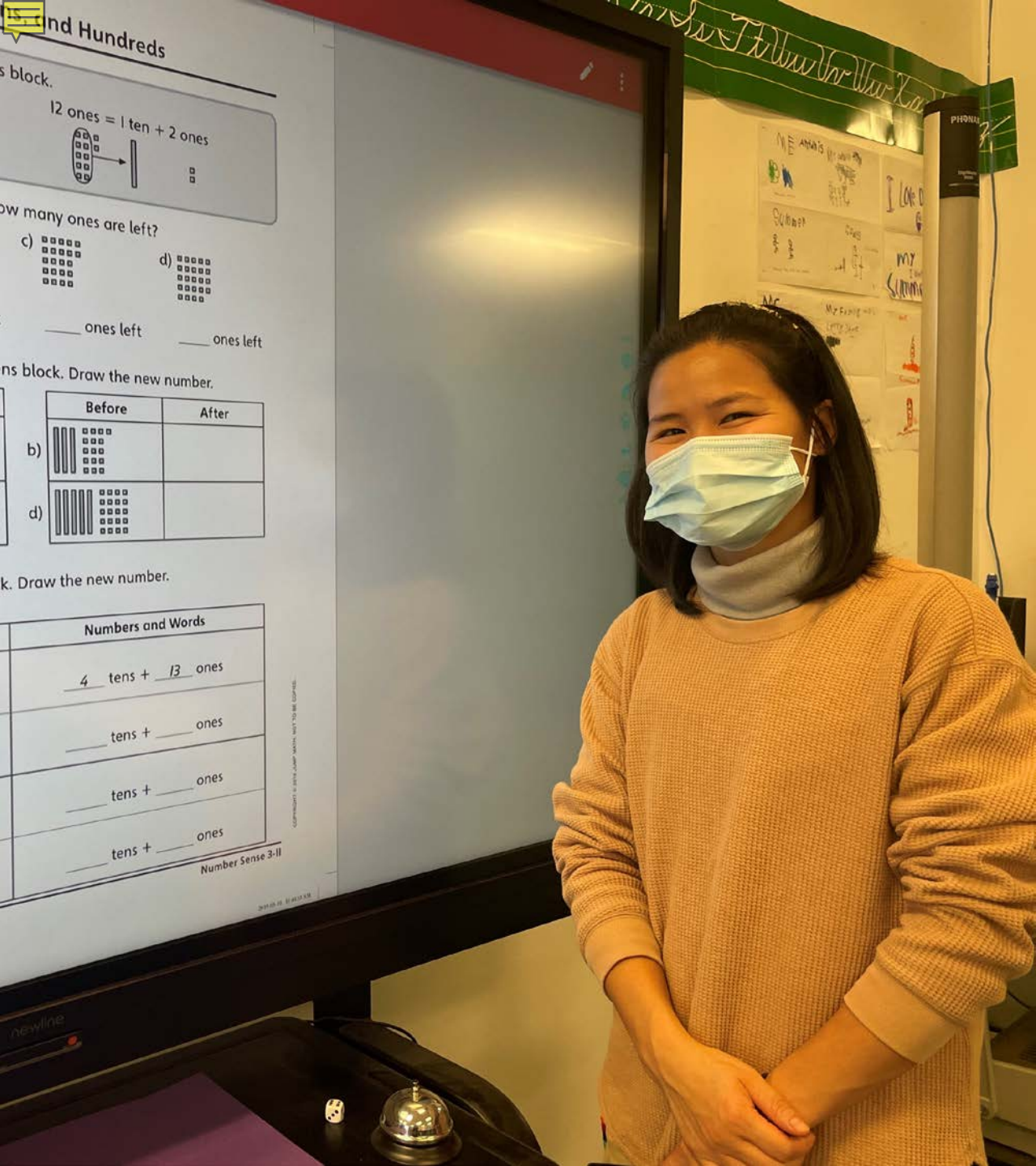


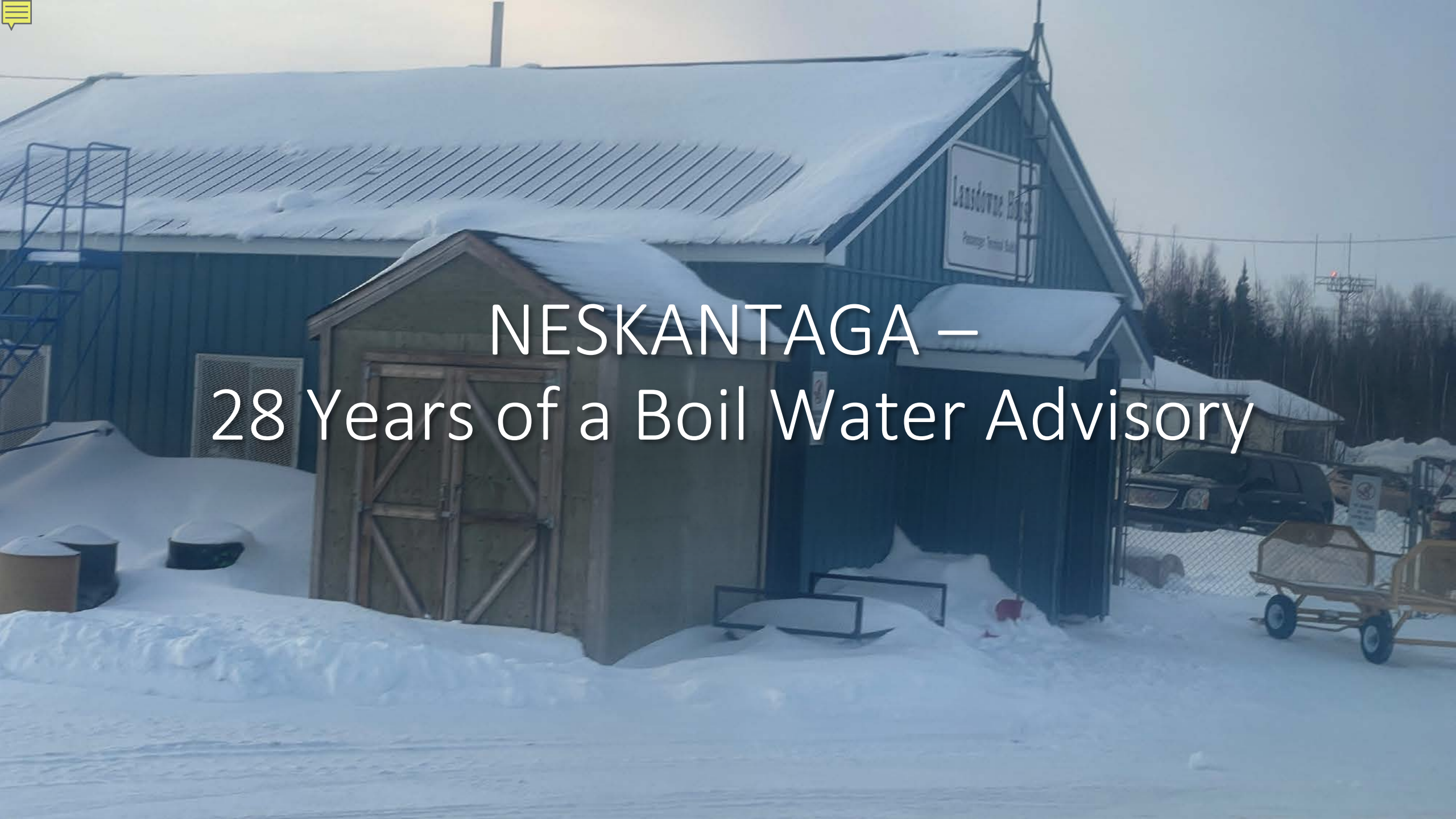






Sandy Lake, Ontario- new laptops for all staff.





NESKANTAGA –
28 Years of a Boil Water Advisory

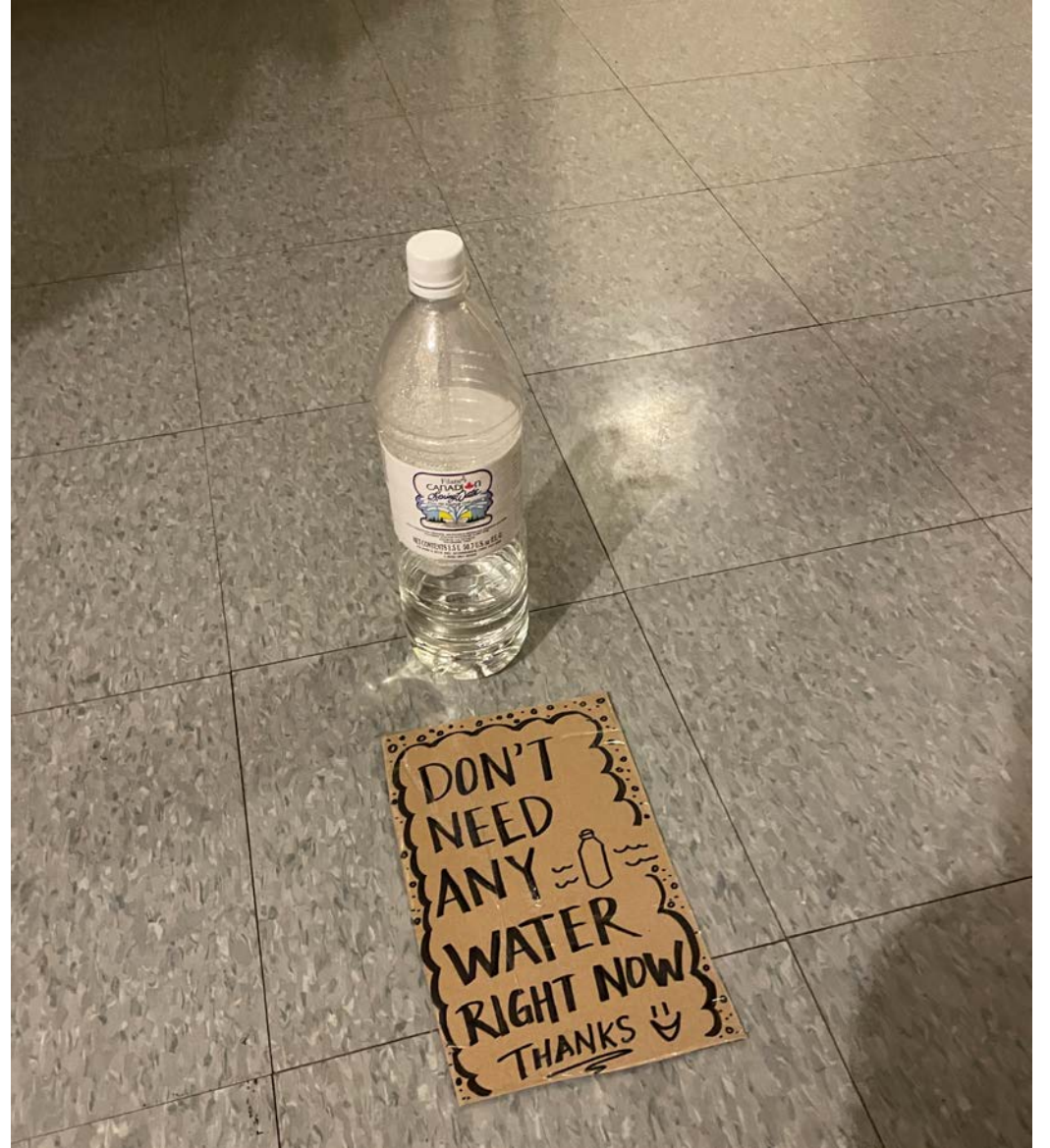
YOU ARE
NOW
ENTERING
A
25+ YRS
BWA
ZONE

Public Notice



**DO NOT DRINK
THE WATER**

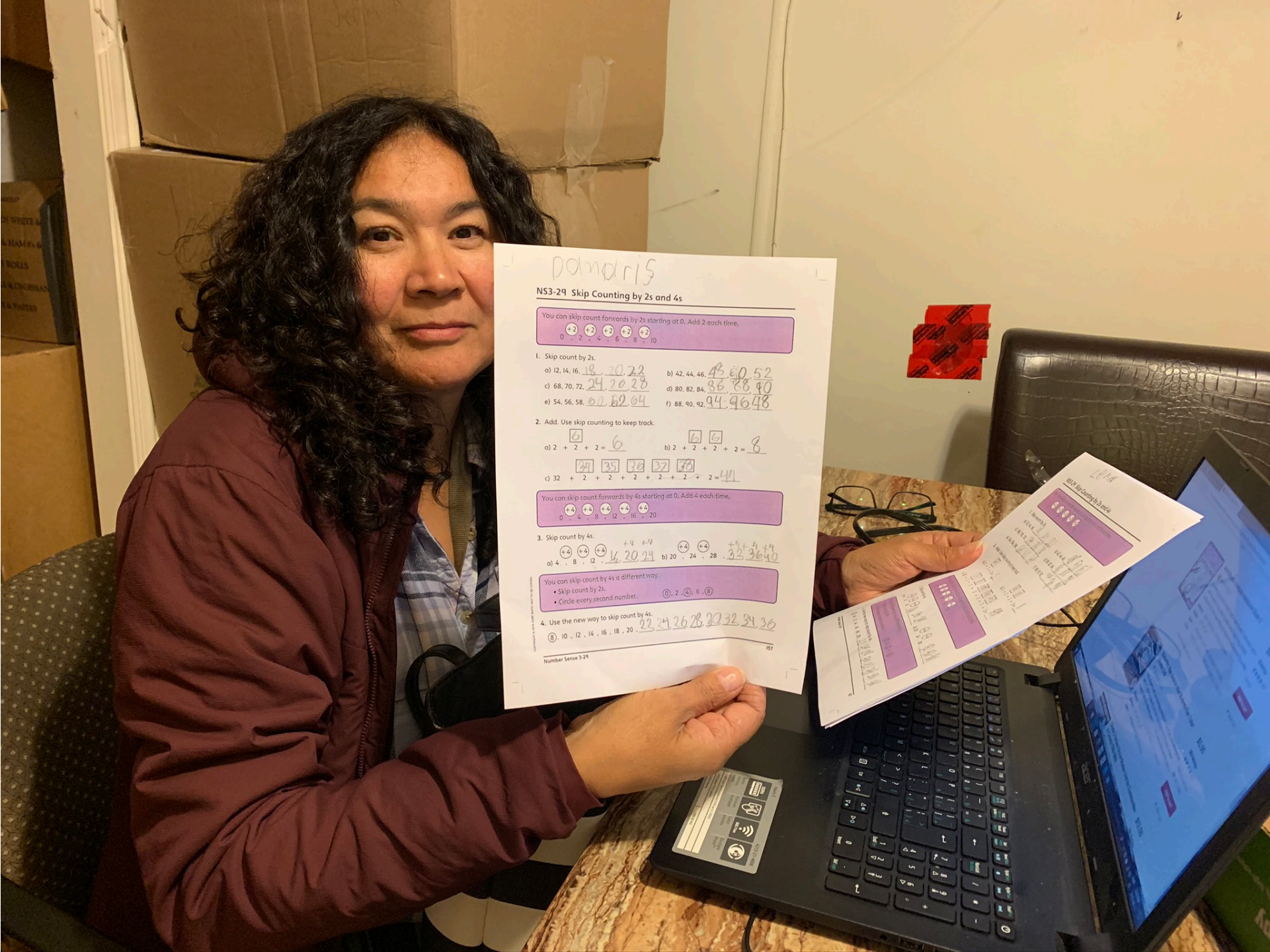
**A Boil Water Advisory has
been issued in your
Community until further notice**







The Kashechewan First Nation is a Cree First Nation



Domaris

NS3-29 Skip Counting by 2s and 4s

You can skip count forwards by 2s starting at 0. Add 2 each time.
0 2 4 6 8 10

1. Skip count by 2s.
- a) 12, 14, 16, 18, 20, 22
 - b) 42, 44, 46, 48, 50, 52
 - c) 68, 70, 72, 74, 76, 78
 - d) 80, 82, 84, 86, 88, 90
 - e) 54, 56, 58, 60, 62, 64
 - f) 88, 90, 92, 94, 96, 98

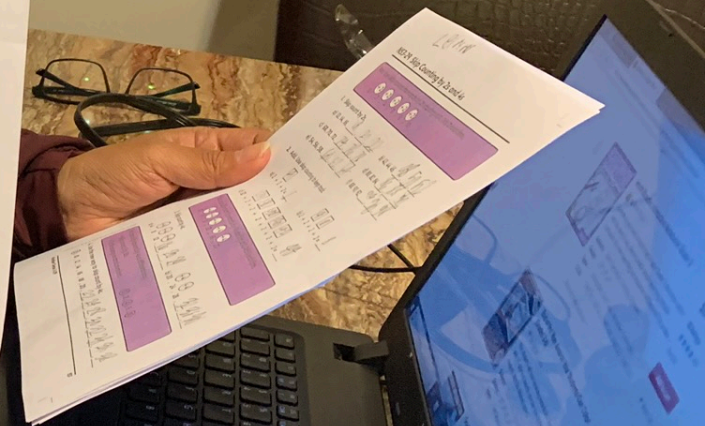
2. Add. Use skip counting to keep track.
- a) $2 + 2 + 2 = 6$
 - b) $2 + 2 + 2 + 2 = 8$
 - c) $32 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 44$

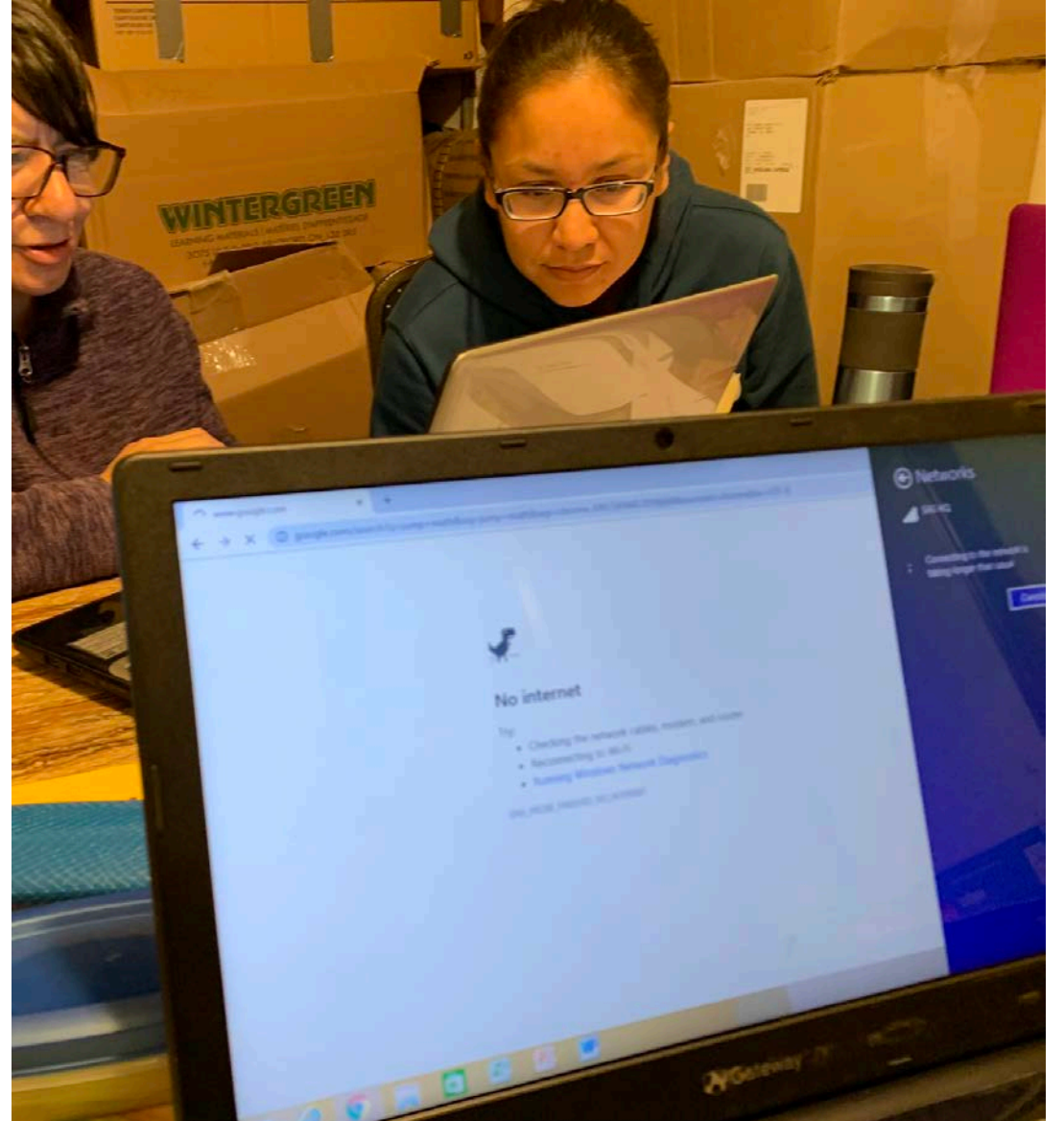
You can skip count forwards by 4s starting at 0. Add 4 each time.
0 4 8 12 16 20

3. Skip count by 4s.
- a) 4, 8, 12, 16, 20, 24
 - b) 20, 24, 28, 32, 36, 40

You can skip count by 4s a different way.
• Skip count by 2s.
• Circle every second number.

4. Use the new way to skip count by 4s.
- ① 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36

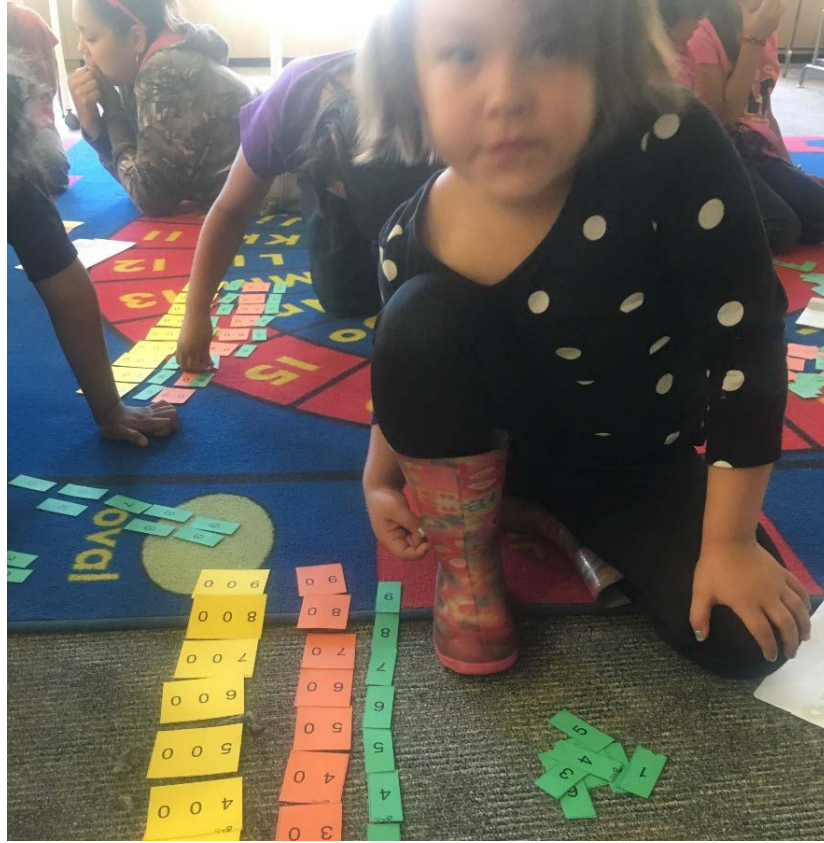




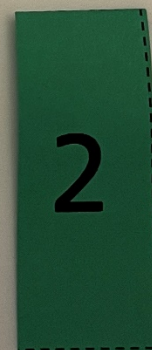
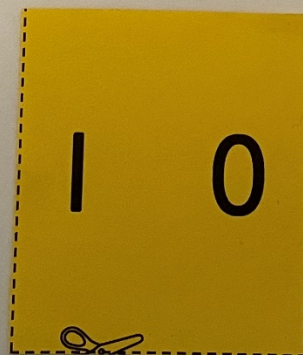
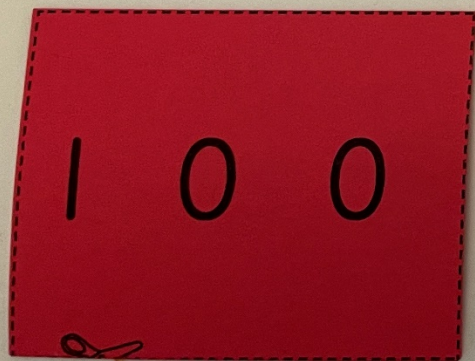
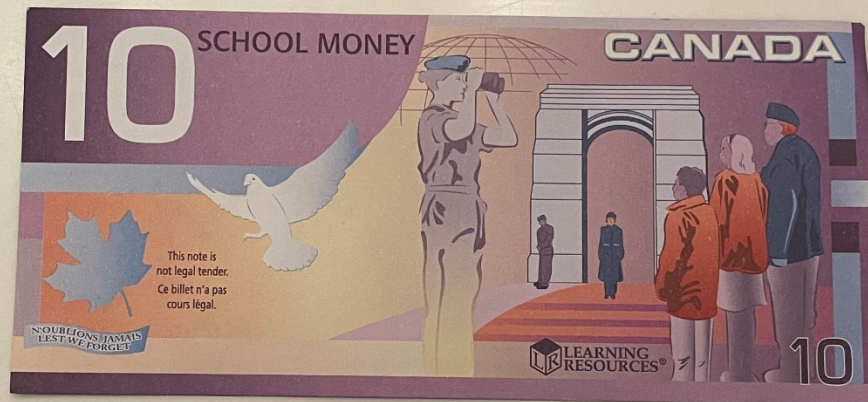
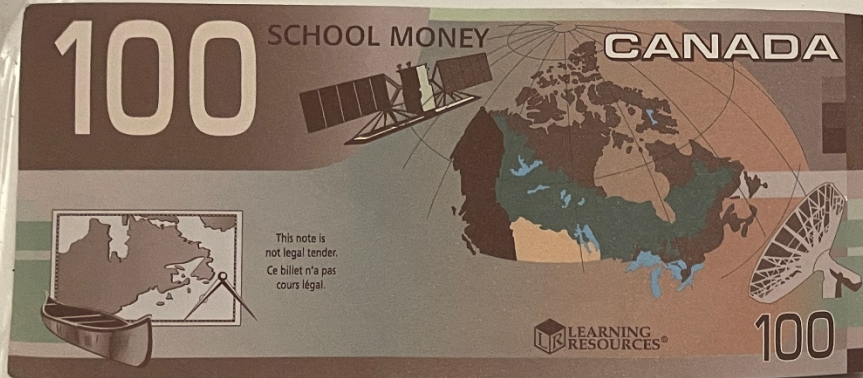
Handwritten list of Inuktitut words and their English translations:

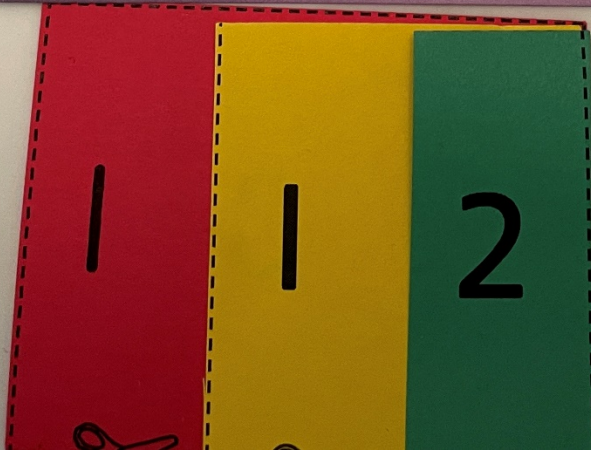
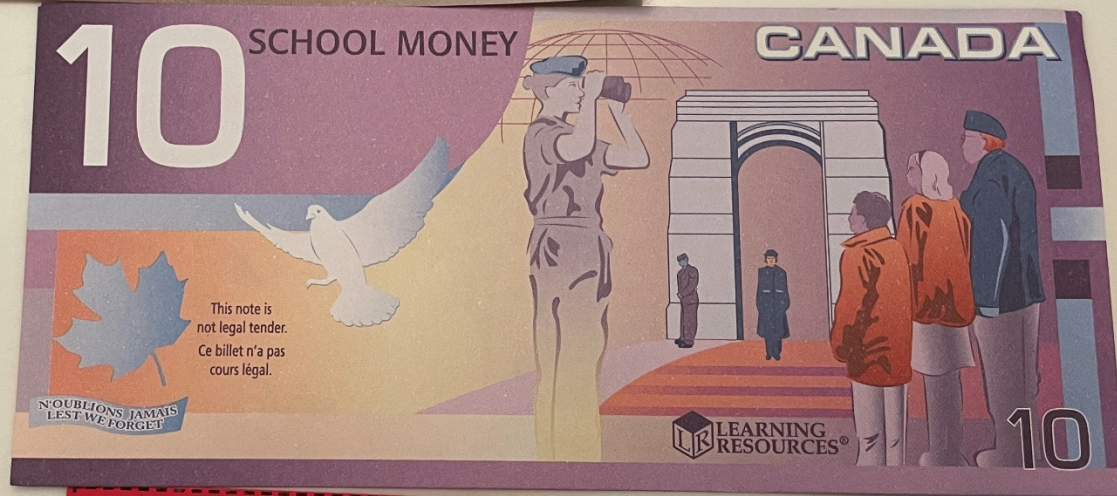
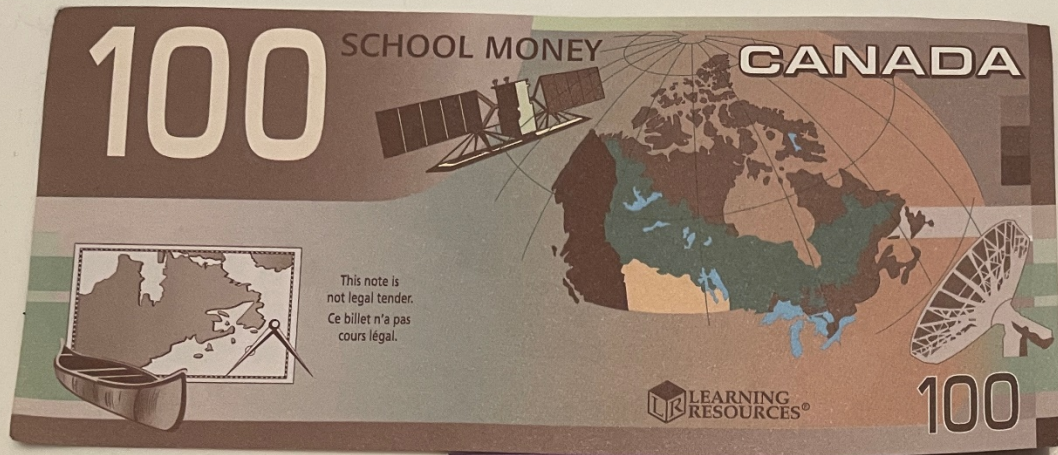
- ᓅᓂᓂ - pencil
- ᓅᓂᓂᓂ - office
- ᓂᓂᓂ - paper
- ᓂᓂᓂᓂ - school
- ᓂᓂᓂᓂ - white whale
- ᓂᓂᓂᓂ - weasle
- ᓂᓂᓂᓂ - geese
- ᓂᓂᓂᓂᓂ - sea gull
- ᓂᓂᓂᓂᓂ - Phatarmigan
- ᓂᓂᓂᓂᓂ - owl
- ᓂᓂᓂᓂ - Musquito
- ᓂᓂᓂᓂ - Bumble bee
- ᓂᓂᓂᓂ - snake
- ᓂᓂᓂᓂ - Beaver
- ᓂᓂᓂᓂ - fridge
- ᓂᓂᓂᓂ - rug
- ᓂᓂᓂᓂ - stove/oven
- ᓂᓂᓂᓂ - tea pot
- ᓂᓂᓂᓂ - coffee
- ᓂᓂᓂᓂ - four
- ᓂᓂᓂᓂ - five
- ᓂᓂᓂᓂ - six
- ᓂᓂᓂᓂ - seven
- ᓂᓂᓂᓂ - eight
- ᓂᓂᓂᓂ - nine
- ᓂᓂᓂᓂ - ten

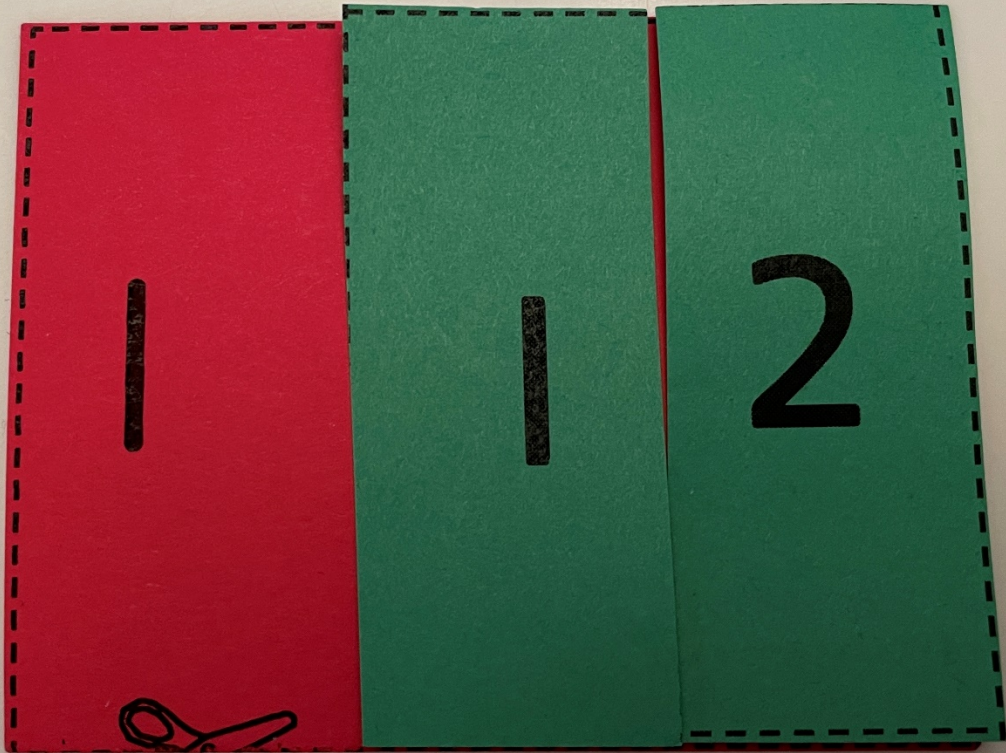


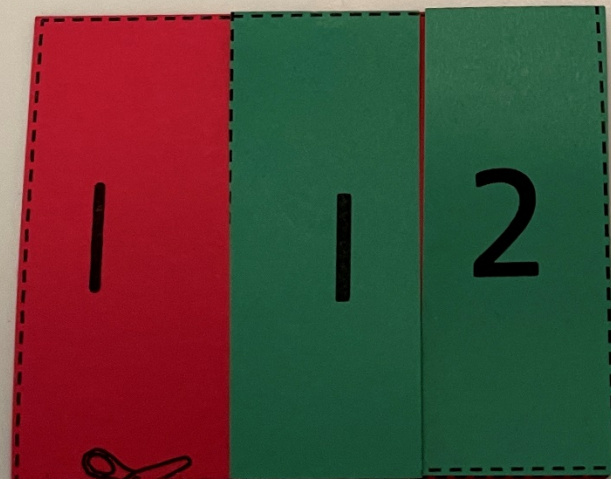


- Money – makes math sense!

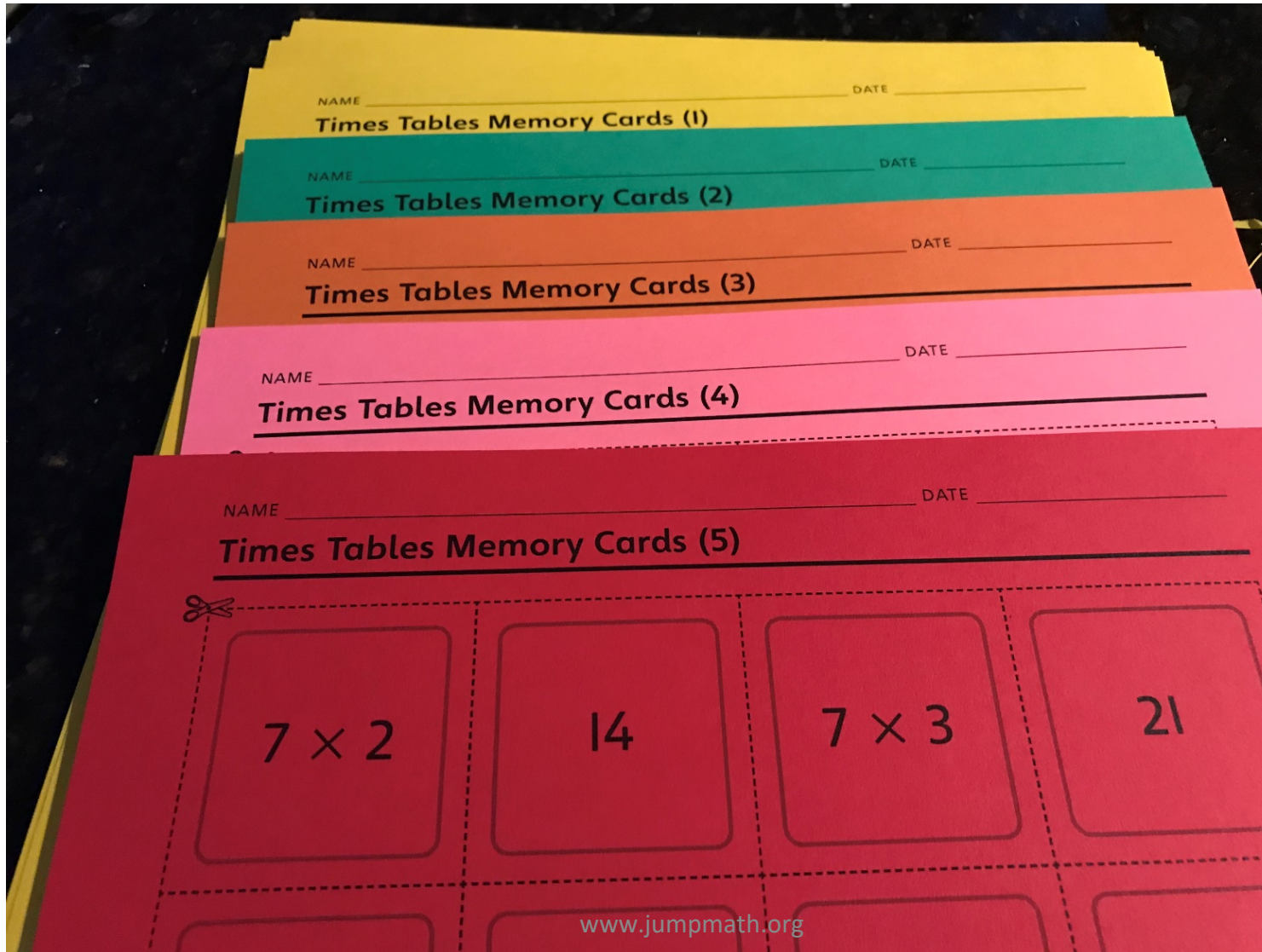








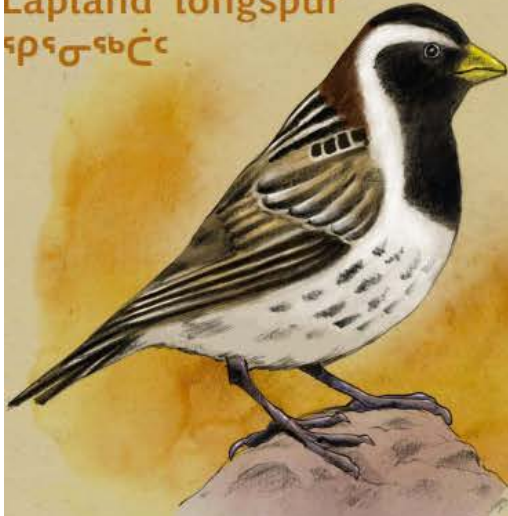
Memory Games – Gr 2 & 3



Nunavut Birds



Lapland longspur
ᕐᓱᕐᕐᕐᕐᕐ



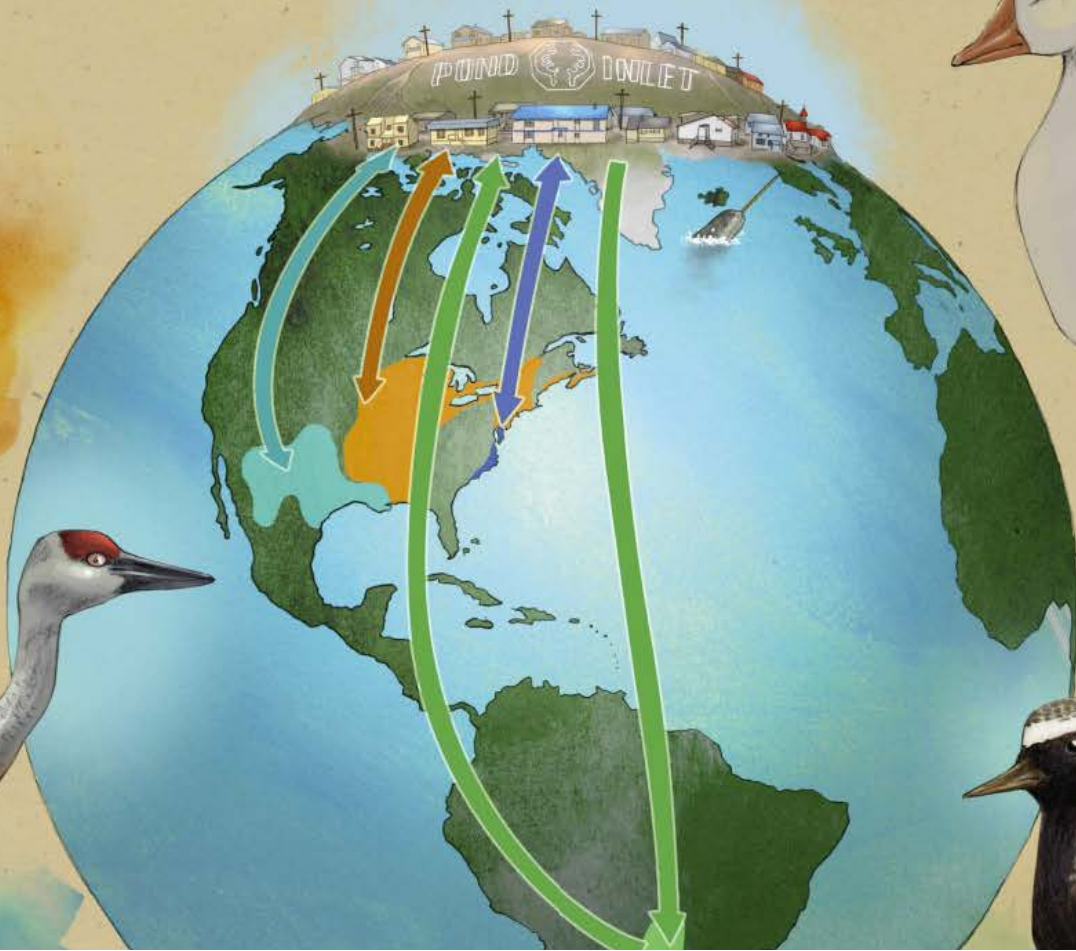
Greater snow goose
ᕐᕐᕐᕐᕐ



Sandhill crane
ᕐᕐᕐᕐᕐ



American golden-plover
ᕐᕐᕐᕐᕐ/ᕐᕐᕐᕐᕐ





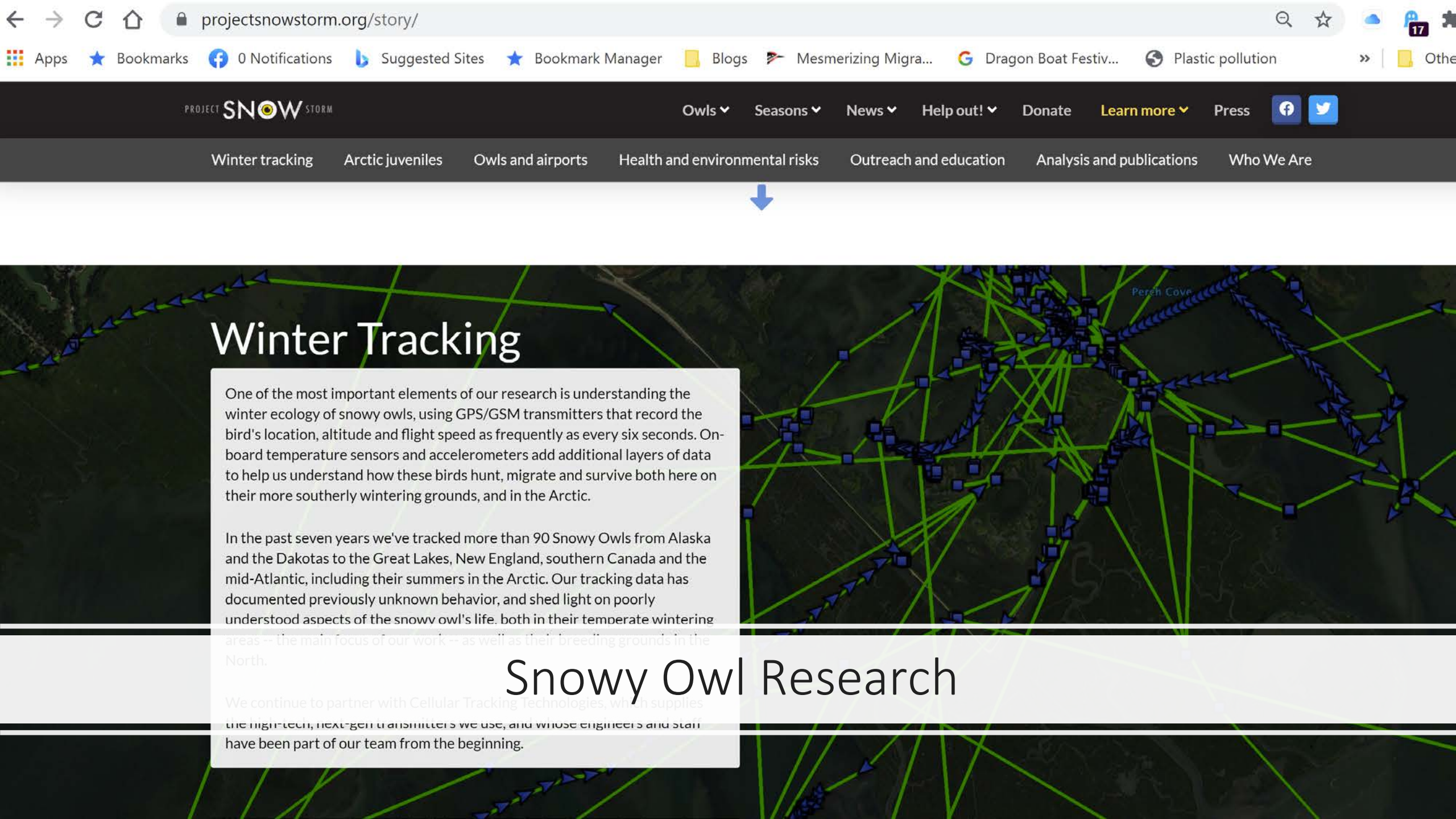
© Liz Barrett
Whistler's Wild Things
lizbarrett.smugmug.com



Researchers

Dr Jean-Francois Therrien

Snowy owls



Winter Tracking

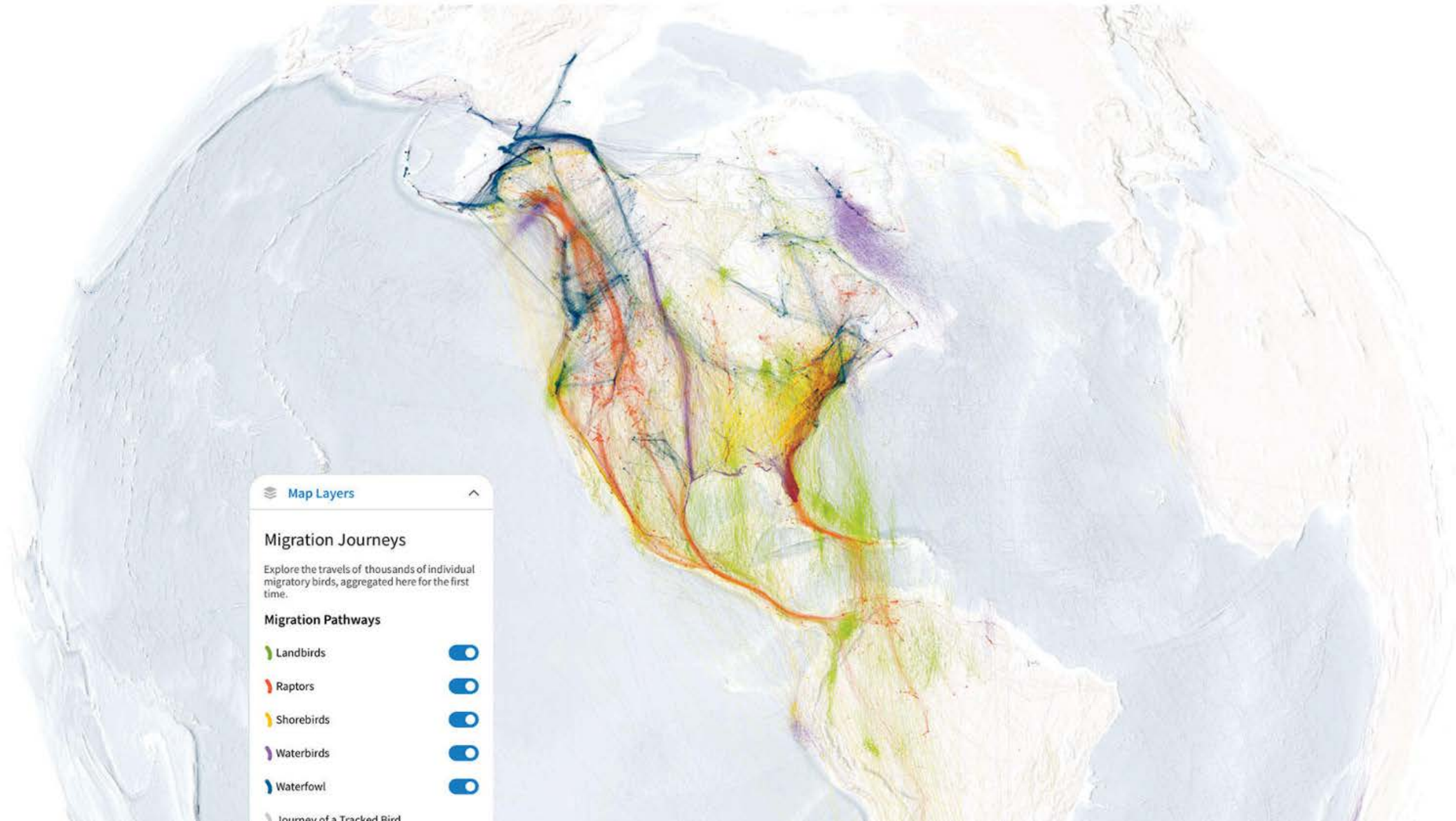
One of the most important elements of our research is understanding the winter ecology of snowy owls, using GPS/GSM transmitters that record the bird's location, altitude and flight speed as frequently as every six seconds. On-board temperature sensors and accelerometers add additional layers of data to help us understand how these birds hunt, migrate and survive both here on their more southerly wintering grounds, and in the Arctic.

In the past seven years we've tracked more than 90 Snowy Owls from Alaska and the Dakotas to the Great Lakes, New England, southern Canada and the mid-Atlantic, including their summers in the Arctic. Our tracking data has documented previously unknown behavior, and shed light on poorly understood aspects of the snowy owl's life, both in their temperate wintering areas -- the main focus of our work -- as well as their breeding grounds in the North.

We continue to partner with Cellular Tracking Technologies, which supplies the high-tech, next-gen transmitters we use, and whose engineers and staff have been part of our team from the beginning.

Snowy Owl Research





https://roneglash.org/

The screenshot shows a web browser window with the URL roneglash.org in the address bar. The page title is "Ron Eglash Home Page". The browser's bookmark bar includes "Blogs", "News", "Popular", "0 Notifications", "Bestwestern.com, t...", "Bookmark Manager", "Bookmarks", "Celebrate the Salmon", "eBird Canada", "Facebook", and "Login".

Ron Eglash Homepage

Dr. Ron Eglash
Professor
School of Information
University of Michigan
Ann Arbor, MI 48103

Work phone: (734) 763-2285
email: contact "eglash" using "@umich.edu"
[Erdős number 3](#)
[Lecture schedule](#)
[Curriculum vitae](#)

Current Courses at UM

- [Design for Generative Justice](#)
- [Foundations of Information Studies](#)
- [Self-organization in Science and Society](#)

Previous Courses at RPI

- [Generative Justice](#)
- [Product Design and Innovation Studio V](#)
- [Science in the Key of Life](#)
- [Science Studies](#)

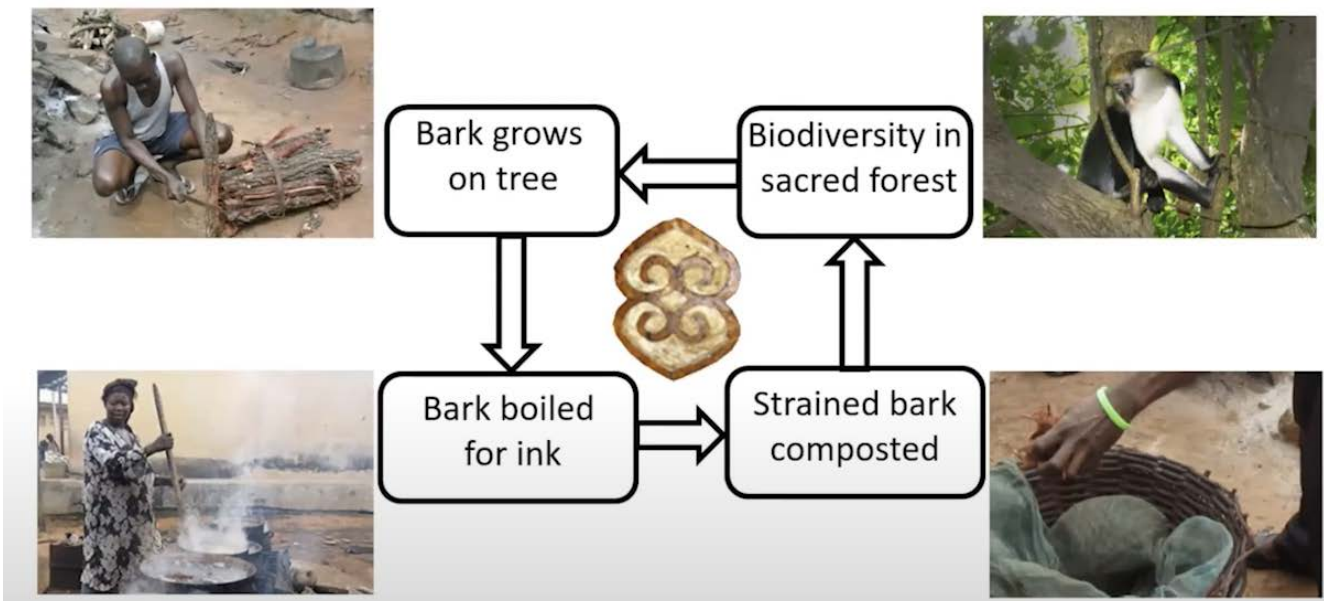
Current Research

- [African Fractals](#)
- [Generative Justice](#)
- [Native American Cybernetics](#)
- [Culturally Situated Design Tools](#)
- [Community Informatics](#)
- [Communication Studies](#)
- [Race/Ethnicity in Science and Technology](#)
- [Appropriating Technology: vernacular science and social power](#)
- [Social Studies of Cybernetics](#)



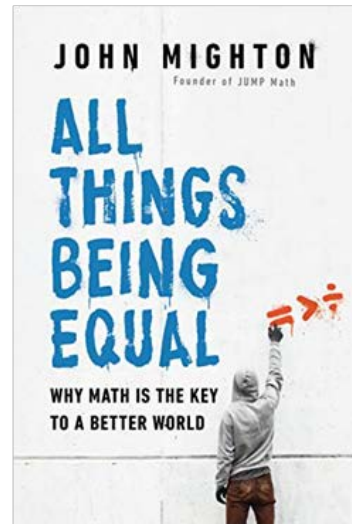
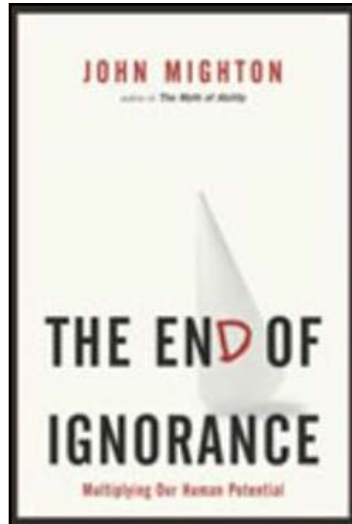
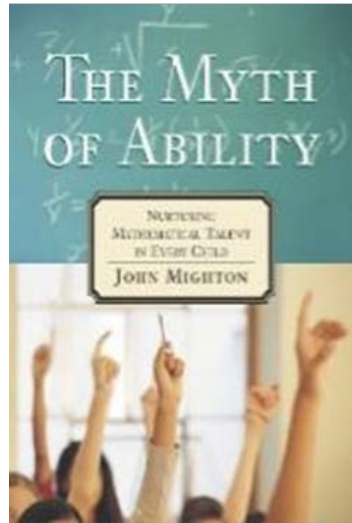
<https://roneglash.org/>

Western STEM was created for value extraction
Indigenous STEM's goal is to prevent extraction, and
nurture cyclic generation



We have trouble recognizing Indigenous STEM:
because we are blind to generative technologies

Dr. John Mighton



"I founded JUMP because I believe that one of the most efficient ways to improve our condition is to give people the intellectual tools they need to think about the 'consequences of the little choices they make'."



A Social Enterprise



2022
**Top 10 Canadian
Impact Charity**



Teacher Resources



Assessment & Practice Books

Educator Tools

The resources and tools offered below are intended to help educators build student confidence, skill and understanding of math concepts, as well as their own math teaching confidence and capabilities.

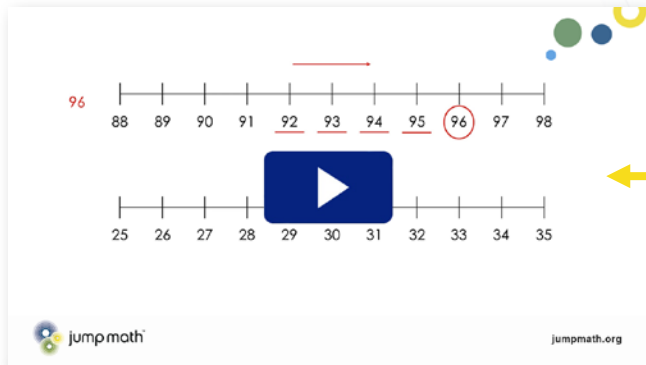
First, you'll find our comprehensive **Teacher Resources** and **Professional Learning** supports. Scroll down further to access additional resources! For support with teaching Financial Literacy, visit our free [Financial Literacy Support Platform](#).



- Unit Sample Packs [2] —
Get free samples of our material for each grade.
- Financial Literacy Lesson Plans, Grades 1–8 [8] —
Financial Literacy lesson plans for Grades 1–8 that are aligned with the new Ontario math curriculum.
- Financial Literacy Lesson Plans, Grade 9 [2] —
Financial Literacy lesson plans for Grade 9 that are aligned with the new Ontario math curriculum.
- Coding Lessons [8] —

Website
www.jumpmath.org

Digital Lesson Slides





Our Website

Resource Centre

My Account

Request a Quote

Contact Support

FAQ

Changing your profile information



Change password



Updating your billing information




Cancelling your membership



Request a sales quote



VIEW CORRECTIONS 

Educator Tools

JUMP Math offers a variety of free tools to assist educators with building student confidence, skill and understanding of math concepts, as well as their own confidence and capabilities in teaching math. Below you'll find our comprehensive **Teacher Resources** and **Professional Learning** resources. Scroll down further to view additional resources, including **Financial Literacy Lessons**, **Assessment Tools** and more! For more support with teaching Financial Literacy, visit our free [Financial Literacy Support Platform](#).



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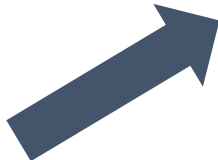
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Resource Centre

- [Unit Sample Packs \[2\]](#) →
Get free samples of our material for each grade.
- [Financial Literacy Lesson Plans, Grades 1–8 \[8\]](#) →
Financial Literacy lesson plans for Grades 1–8 that are aligned with the new Ontario math curriculum.
- [Financial Literacy Lesson Plans, Grade 9 \[2\]](#) →
Financial Literacy lesson plans for Grade 9 that are aligned with the new Ontario math curriculum.
- [Coding Lessons \[8\]](#) →
Coding lessons for Grades 1–8 that are aligned with the new Ontario math curriculum.
- [Curriculum Support Packages \[3\]](#) →
Download packages that support teaching to the 2020 Ontario curriculum, the 2022 Alberta curriculum for Kindergarten to Grade 3, and the 2021–2022 draft Alberta curriculum for Grades 4 to 6.
- [Essential Lessons \[10\]](#) →
Download a list of the most essential lessons for the 2021–2022 school year and review material from previous grades.
- [Curriculum Correlations \[5\]](#) →
See how JUMP Math lessons align to the Alberta, British Columbia, Manitoba, Ontario, and Saskatchewan curricula.
- [Confidence Building Units \[12\]](#) →
Increase student focus and confidence with these companions to our grade-level material.
- [Assessment Tools \[12\]](#) →
Find all of our modifiable assessment tools here, including assessment checklists, quizzes, and tests.
- [EQAO Assessment Prep \[2\]](#) →
Familiarize students with the type of questions that may appear on the EQAO assessment for Grades 3 and 6.





Resource Centre

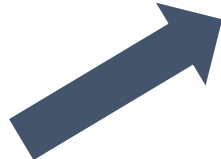
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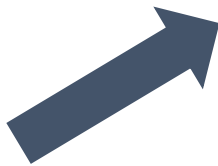
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Resource Centre

Welcome to our Resource Centre for Professional Educators. Below you will find a variety of free resources to assist you with helping children to learn math using JUMP Math. Our Resource Centre is continually evolving to serve you better. Check back regularly for new resources.



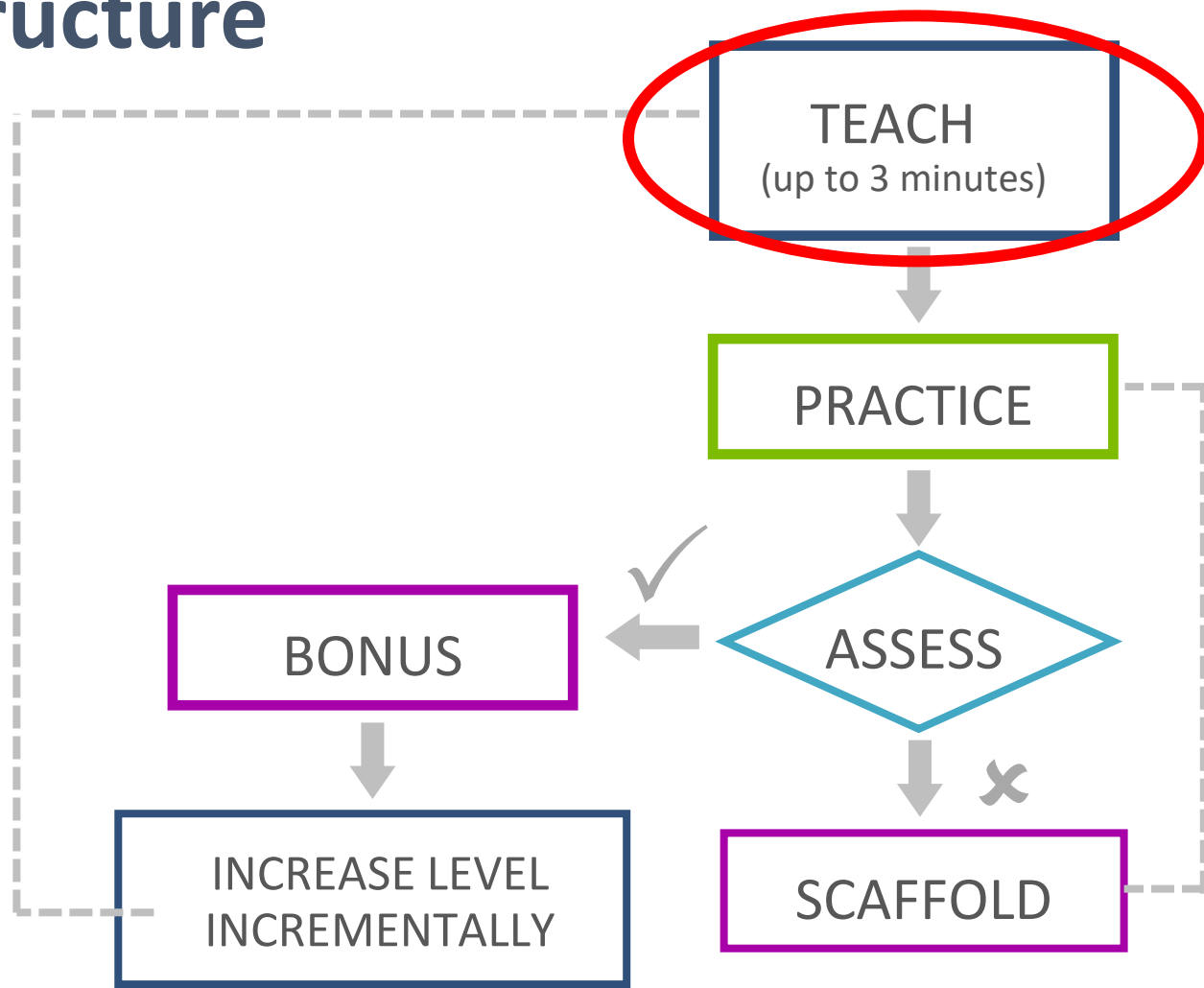
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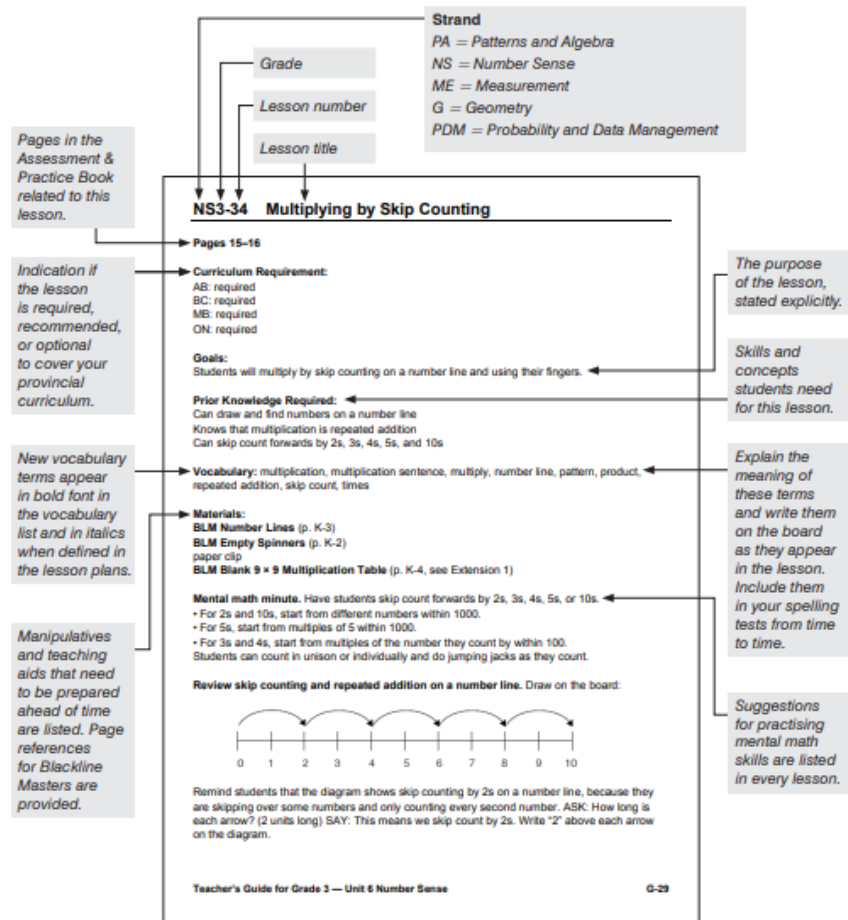




Lesson Structure



Lesson Plans



- ✓ Goal of the lesson
- ✓ Expectations covered
- ✓ Prior knowledge needed
- ✓ Vocabulary, materials
- ✓ Critical features of concept
- ✓ Explanations & prompts
- ✓ Exercises, bonus question
- ✓ Sample answers
- ✓ Activities, Extensions



ASK, SAY

*“Why am I using these words?
What new learning am I trying to engage?”*

“What’s new? Is this something new?”

OR

“Am I inviting them to make a choice?”

OR

“Am I offering some practice with this?”



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 Teacher's Guide 3.1 Unit 2 Number Sense pp. C-55-62
 New Canadian Edition


NS3-11
 Regrouping of Ones, Tens, and Hundreds

Students will:

- regroup to write numbers as sums of ones, tens, and hundreds in different ways.


AB: required BC: required
 MB: required ON: required

 
 AP Book 3.1 pp. 52-54



Mental Math Minute

How many **ones** blocks are here?







— —

Are there enough to **trade** for a **tens** block?

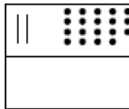
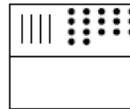
Discuss how the digits relate to the picture.

Circle the groups of 10 **ones** blocks.
 How many **ones** are left over?

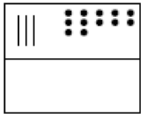
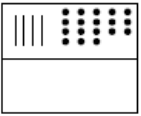
a)  b) 
 ___ ones left ___ ones left

c)  d) 
 ___ ones left ___ ones left

Trade 10 **ones** blocks for 1 **tens** block.
 Start by circling groups of 10 **ones** blocks. Draw the number after **regrouping** in the box below.

a)  b) 

See p. C-54 for details. Emphasize that the value doesn't change when regrouping.

c)  d) 



Math Minds

A unique collaboration:

- University of Calgary
- JUMP Math
- School Boards

Focus: Improving elementary math teaching and learning

RaPID approach to teaching



From Math Minds

A well-designed resource should:

- ✓ provide **consistent** approach to topics
- ✓ be formatted as **structured inquiries**
- ✓ be **sensitive to mounting complexity**
- ✓ have **comprehensive coverage**
- ✓ offer **ample practice**



Structured Inquiry

Structured (Math)

- Math has a logical structure
- We should pay attention to the structure of the math
- Active involvement in noticing, making sense, applying

Inquiry (Learning)

- Every learner has access to every idea
- Practice is efficient and effective: continually expanding the learning



