Elementary SIWOK - SUM Session - 60 Minutes - April 19, 2024 - Delta Marriott Downtown

Content What is the topic or information to be explored **Time/Who:** How long will this topic/process take and who will lead it?	**Process:** What process fits the topic/content being explored? How will you have participants explore and engage in the content. List the steps in the process below. Remember: What reflection questions might you ask, to bring the thinking in the room together and close the section? **Facilitator Thinking and Formative Assessment:** What big ideas are you hoping to hear from the room, what are you watching and listening for as a facilitator?	**Materials Needed** PPT, Handouts, Articles, Videos etc.
Opening & Introductions Chad, Reanna & Lamarr Agendas & Outcomes Chad **3 mins**	**Welcome & Introductions** **Agenda & Outcomes:** Quick Check in on the agenda for the day and the hoped for learning outcomes, facilitators note any connections between outcomes and sticky notes under questions, wonders, challenges….Also Show the Agenda Assessment and remind them to add to it when ever they have a minute	PPT - Welcome PPT & HO- Agenda and Outcomes with QR Code to Agenda Assessment
Personal Reflection: Chad **3 mins**	On a sticky notes record: What are some of the teaching strategies or ways of doing math that kids are really engaged with and learn really well through? Write 2-3 ideas down - one idea per sticky note. What are your Wonders or hoped- for learnings for today? - Record that on a different colored sticky note. Place all of them inside your handout for later Where are you at in terms of your comfort level and understanding of supporting Indigenous Ways of Knowing in your Math classroom?	PPT - Reflection instructions HO - Reflection Instructions Sticky Notes Participant Pencil Cases
MATHY TEACHING #1 Lamarr - **13 mins** Teachers need to play the games, touch the things, be in the moment learning the traditional knowledge..... and then make the connection to their own context or the relationship to the knowledge they already have inside them	**PROCESS: PLAY!!** **Potential Games, Experiences, Teachings** Potential teachings, activities, games… Games and Traditional activities: ● Guessing Sticks, Odd Even, Pull the Stick, ● Lamarr will choose, we will play whole room once and then split into four groups	PPT - Mathy Experience Image, and Table Group Instructions -Lamarr bring materials Chart Paper - Teacher reflection

Reanna **8 mins** Teachers need to make connections to curriculum, assessment after doing, experiencing a teaching (cross curricular connections, inclusive practices and special considerations/math identity, potential to engage families and community Teachers need to see a mix of games (stones, sticks, hand games) /teachings/ potential experiences in a mix of locations, to see what is possible.. Teachers need opportunities to reflect on the value of the play, nature, do first, connect to math after Teachers need to examine math scope and sequence of curriculum and triangulated assessment practices	**After Playing the game**, doing the task or listening to the Teaching, (we will choose several over the span of the two days for the full session) Teachers need to examine connections to the topics identified in the LH column of their handout page: ● Curriculum: outcomes and indicators ● Potential Assessment Data ● The importance of hands-on materials in mathematics ● Potential for cross-curricular connections ● Potential for connecting and valuing family knowledge	by Grade levels ½ page poster - QR Code to Curric. from PK-5 HO - Triangulation of Evidence HO - Hands on in Math - ?Chad Tobacco for all participants Lamarr's Traditional Games K-4 Curriculum document
Personal Reflection: Chad **2 mins**	Return to sticky notes: Would you add any other sticky notes to your list of ways students really get engaged and learn well in your math class? (one idea/sticky note) Now, What did you notice about the Indigenous ways of doing and knowing mathematics that you just engaged in? Write 2-3 ideas down - one idea per sticky note.	PPT - Reflection instructions HO - Reflection Instructions Participant Pencil Cases with blue, yellow and green sticky notes
MATHY TEACHING #2 Lamarr - **13 mins** Teachers need to play the games, touch the things, be in the moment learning the traditional knowledge..... and then make the connection to their own context or the relationship to the knowledge	**PROCESS: PLAY!!** **Potential Games, Experiences, Teachings** Potential teachings, activities, games… Games and Traditional activities: ● Dice Game - Whole Group and then four small groups	PPT - Mathy Experience Image, and Table Group Instructions -Lamarr bring materials Chart Paper -

they already have inside them Reanna **6 mins** Teachers need to make connections to curriculum, assessment after doing, experiencing a teaching (cross curricular connections, inclusive practices and special considerations/math identity, potential to engage families and community Teachers need to see a mix of games (stones, sticks, hand games) /teachings/ potential experiences in a mix of locations, to see what is possible.. Teachers need opportunities to reflect on the value of the play, nature, do first, connect to math after Teachers need to examine math scope and sequence of curriculum and triangulated assessment practices	**After Playing the game**, doing the task or listening to the Teaching, (we will choose Teachers need to examine connections to the topics identified in the LH column of the chart paper: ● Curriculum: outcomes and indicators ● Potential Assessment Data ● The importance of hands-on materials in mathematics ● Potential for cross-curricular connections ● Potential for connecting and valuing family knowledge Reanna - ask groups to share out one connection	Teacher reflection by Grade levels ½ page poster - QR Code to Curric. from PK-5 Lamarr's Traditional Games K-4 Curriculum Correlation document
Table Group Reflection - Chad **8 mins**	Return to sticky notes: Would you add any other sticky notes to your list of Indigenous ways of doing and knowing mathematics? Add them now - one idea per sticky note. With Table group - place all sticky notes on each side of venn - As a group - are their any you could move closer together in the centre or draw a line between, for connections you see. **Debrief:** What connections do you see between the two sides…. What might be the same and what is different between playing math games and learning through First Nations teachings of a game or oral teaching? **Closing for section:** Table Groups Share connections they saw - one each	PPT - Venn Diagram Instructions Blank Venn Diagrams
Personal Reflection: Return to Your Original Goal **2 mins - Chad**	Return to your final sticky note, Turn and Talk - discuss with an elbow partner your goal, and how you felt today's session supported your learning.	PPT - Turn & Talk instructions
Session Information Chad & Reanna **2 mins**	Committee information - Facilitator shares a bit about how this all began, and who are the teachers and elders who supported the creation of these sessions.	PPT - Committee Members and Tentative Dates

	Then shares the tentative dates and locations for the full-two day elementary session	
Closing **1 min**	Closing Circle -Share your next steps for learning or a key-take away from the session…(if time allows…If not they share with an elbow partner after reflecting) Share QR Code for feedback	PPT - Closing Reflections Agenda Assessment QR Code