Making Sense of...

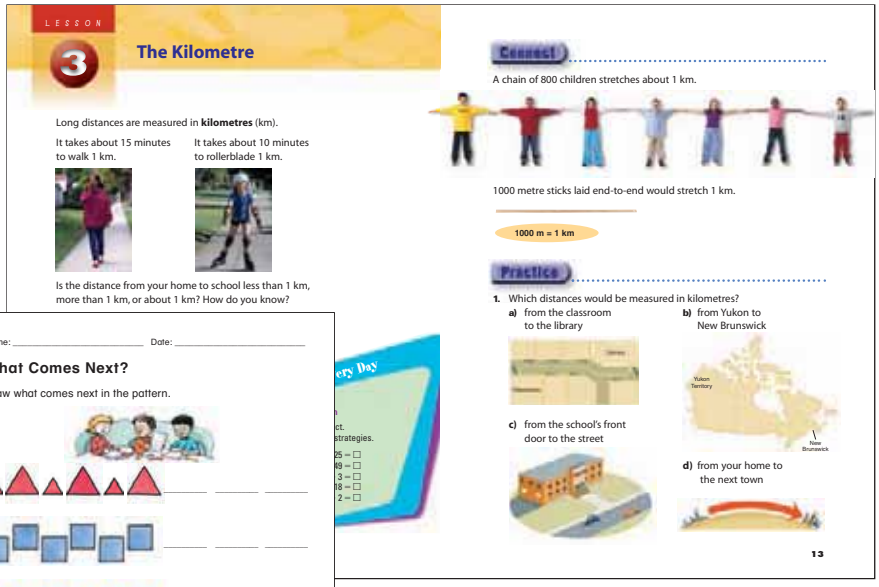
Reaching All Learners

Addison Wesley Mathematics Makes Sense meets diverse needs in both the Student Book and Teacher Guide. Through the Teacher Guide, the program also provides strategies for creating an inclusive learning environment while supporting individual student needs.

From the ground up . . . the Lesson Model

A consistent lesson model simplifies the instructional design while offering a balanced approach to learning new concepts.

- **Explore** activities use a variety of groupings and types of materials; their exploratory nature allows for varying background knowledge
  - **Show and Share** highlights opportunities for students to support each other in developing new concepts
- **Connect** consolidates key concepts for all learners
- **Practice** questions cover a range of difficulty levels and learning styles


LESSON 3

The Kilometre

Long distances are measured in **kilometres** (km).

It takes about 15 minutes to walk 1 km.

It takes about 10 minutes to rollerblade 1 km.

Is the distance from your home to school less than 1 km, more than 1 km, or about 1 km? How do you know?

Connect

A chain of 800 children stretches about 1 km.

1000 metre sticks laid end-to-end would stretch 1 km.

1000 m = 1 km

Practice

1. Which distances would be measured in kilometres?
   a) from the classroom to the library
   b) from Yukon to New Brunswick
   c) from the school's front door to the street
   d) from your home to the next town

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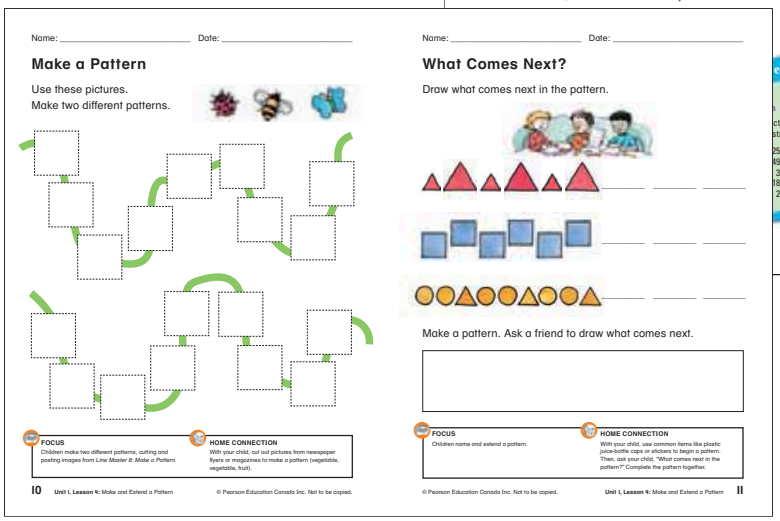
Name: _____ Date: _____

Make a Pattern

Use these pictures.
Make two different patterns.

FOCUS
Children make two different patterns, cutting and pasting images from *Line Master 8: Make a Pattern*.

HOME CONNECTION
With your child, cut out pictures from newspaper flyers or magazines to make a pattern (vegetable, vegetable, fruit).

10 Unit I, Lesson 4: Make and Extend a Pattern © Pearson Education Canada Inc. Not to be copied.

Name: _____ Date: _____

What Comes Next?

Draw what comes next in the pattern.

Make a pattern. Ask a friend to draw what comes next.

FOCUS
Children name and extend a pattern.

HOME CONNECTION
With your child, use common items like plastic juice-bottle caps or stickers to begin a pattern. Then, ask your child, "What comes next in the pattern?" Complete the pattern together.

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Understanding the elementary-level student:

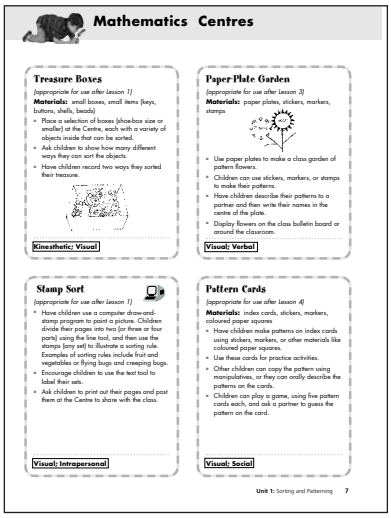
- An open, inviting design with language at an appropriate reading level
- Content pacing that fits the developmental stage of the learner
- Contexts that are meaningful across cultures — from First Nations people to our multicultural mosaic
- Opportunities to communicate responses in a variety of ways — through words, numbers, pictures, or models

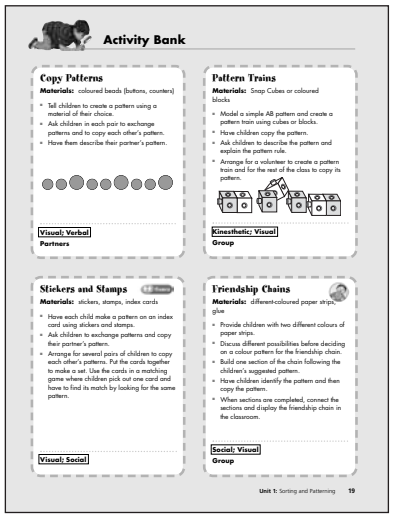
All students need opportunities to apply mathematics skills and concepts in ways that are meaningful to them.

– Sue Gordon, Author

Reaching all learners . . . through support in the Teacher Guide

In the Teacher Guide, additional activities address multiple intelligences, while teaching notes offer suggestions for supporting specific student needs.



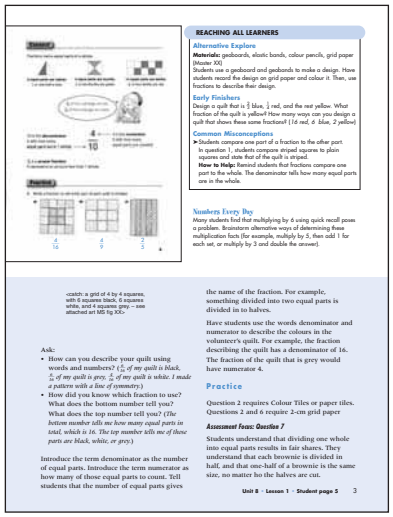


At Grades 1 and 2

- **Mathematics Centres** provide ideas for extra support and reinforcement throughout the unit
- **Practice** suggestions for core lessons include ideas for **Extra Support** for ESL learners or students who require additional reinforcement
- **Activity Banks** for core lessons identify multiple intelligences and grouping options
- **Assessment for Learning** provides suggestions for identifying and addressing specific student needs

At Grades 3 and up

- **Additional Activities** at the start of each unit provide ideas for extra support
- Notes in each lesson provide suggestions for **ESL Strategies; Alternative Explore; Common Misconceptions,** and **How to Help.**
- **Assessment for Learning** provides suggestions for identifying and addressing specific student needs
- **Step by Step** offers a scaffolded problem in worksheet form, featuring a question from the Practice set, provided for every lesson



Building a Math Community

This module in your Teacher Guide gives you

- Guidelines for creating a supportive environment for learning mathematics
- Suggestions for age-appropriate activities, games, and routines that help to create positive attitudes toward learning mathematics