

# NR.NUM18.001CG The Literacy/Numeracy Connection Series Kindergarten Teachers: Start Your Year with Things That Matter (Matching & Sorting, Puzzles, Patterns and Play)



PRESENTED BY

**Geri Lorway, Thinking 101**



SERIES SESSIONS

Date	Time
October 17, 2017	9:00 AM - 3:30 PM
February 07, 2018	9:00 AM - 3:30 PM



LOCATION

**I.V. Macklin Public School - 8876 - 108 Avenue**

FEE

**\$200.00**

QUESTIONS?

Contact Us:

[nrlc@arpcdc.ab.ca](mailto:nrlc@arpcdc.ab.ca)

[780-882-7988](tel:780-882-7988)

REGISTER ONLINE

Visit our website to register:

[nrlc.net](http://nrlc.net)

## Program

**Register for both dates (\$200) or single date (\$125).**

*Registration includes materials and lunch.*

### **October 17: Play develops the skills for thinking, reasoning and learning**

Where's the Math in Kindergarten? It is embedded in your literacy program.

The foundations for success in math begin with the development of physical skills like tracing, balancing their bodies, balancing blocks, kneading and rolling dough, cutting with scissors, following pathways, building towers, matching shapes, objects and puzzle pieces.

The foundations for success in math begin with the development of language skills and mathematical vocabulary. Vocabulary that is critical to success with both math and science is linked to describing positions in space and to identifying the attributes of objects and shapes.

The foundations for success in math begin with learning to trust collections of 2, collections of 3.

In this first session we will unpack vocabulary by engaging in sorting and patterning tasks. We will study and compare 3D objects and 2D shapes in order to build the vocabulary that is critical to use in your classroom. We will look at a series of sorting and patterning tasks and examine criteria for tracking student development. We will look at ways to introduce number as quantity, not as counting.

We will use a variety of highly engaging stories, poems, books, sorting, patterning and tracing materials to study what it means to match, sort, puzzle and play in ways that develop literacy and numeracy in Kindergarten. You will leave with materials to use in your classroom.

### **February 7: Play becomes children's work**

For day two we will turn our focus to number sense, number relationships and the role that subitizing, counting and measurement skills play in developing a robust understanding of number to 5, then linking numerals to quantities to 10. Adults are so fluent with small numbers that we often misunderstand just how complex the development of counting skills is. While counting by ones forward and backward is a part of coming to know number, it does not form the foundation for number sense. Trusting collections of 2 and 3, which leads to 4 and 5, understanding what it means to be equal, comparing more than, less than and making statements of comparison between quantities and measures are skills that underpin the development of number sense.

On day 2 we will explore and discuss a variety of games, puzzles, stories, poems, books and manipulatives that focus on building number sense appropriate to Kindergarten curriculum as well as ways to incorporate them into centers, mini lessons, independent and group tasks.

We will examine the best tools for developing number sense and counting principles and what to watch for in assessing student progress and readiness for moving to grade one math. You will leave with materials to use in your classroom.

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## **Presenters**

### **Geri Lorway, Thinking 101**

*Geri Lorway does not promote or support "discovery learning". She promotes and supports teaching children how to think, how to reason and problem solve, how to comprehend and communicate both written and oral language in grade appropriate ways, how to use their visual spatial skills to learn, recall and apply FACTS.*

*The basics that form the foundation for success with Readin', Ritin' and 'Rithmetic all connect when we teach kids to THINK as they learn.*

*Geri's career in education spans more than 35 years. She has taught in single & multi grade classrooms, been a principal, a District Principal, a District Consultant and currently continue as a University Professor, action researcher, coach and mentor to teachers, parents and students across Western Canada. As she works in classrooms across the province, her knowledge and understanding evolves. Teaching is change because learning is change.*