



# MY JOURNEY WITH JUMP MATH

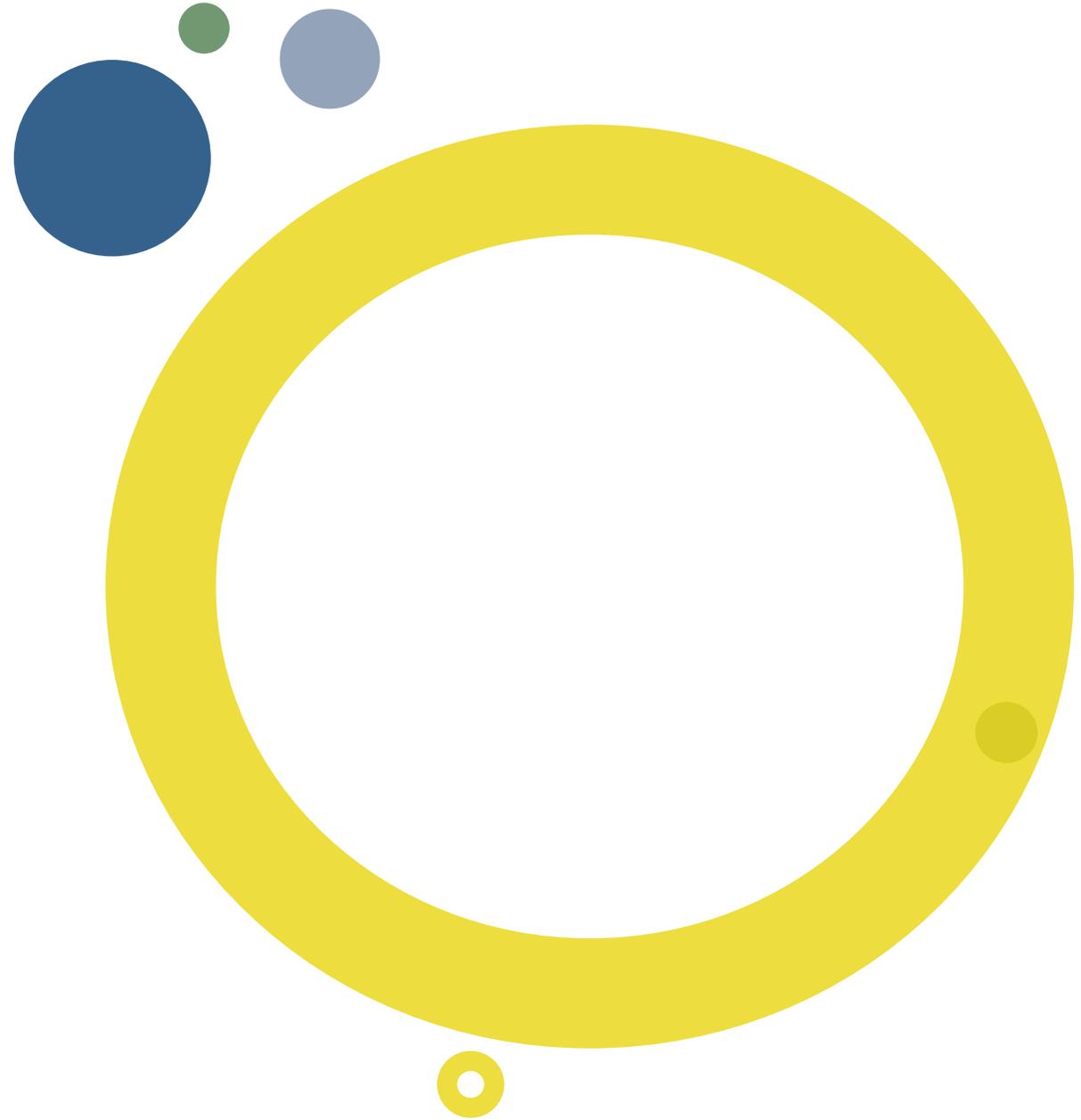
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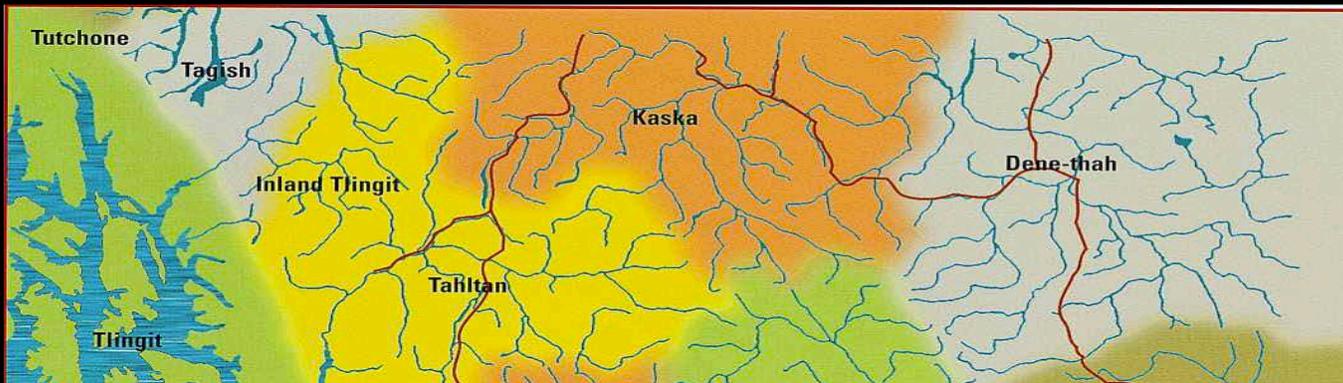
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Liz Barrett

[Liz.barrett@jumpmath.org](mailto:Liz.barrett@jumpmath.org)

[jumpmath.org](http://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.



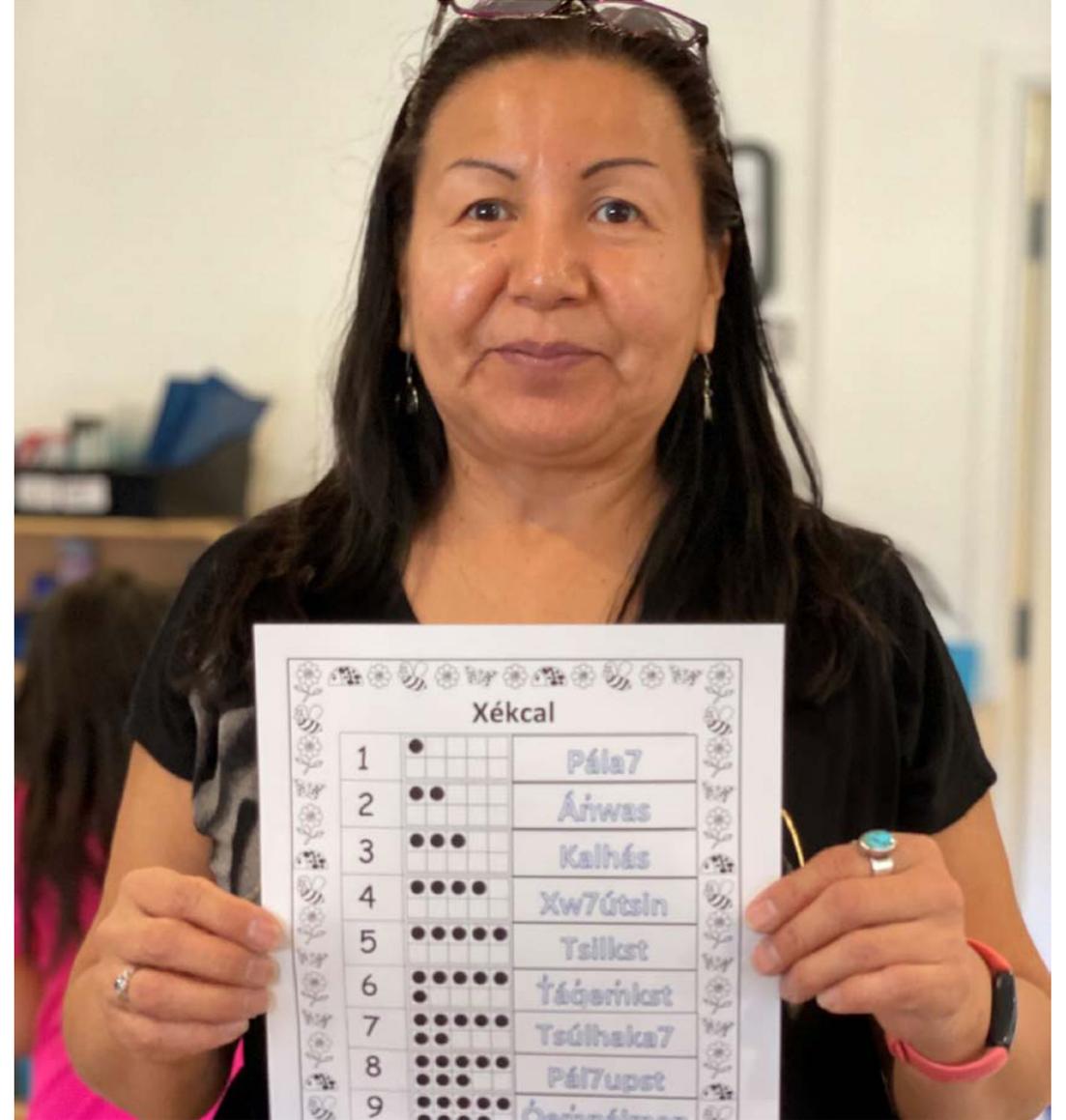
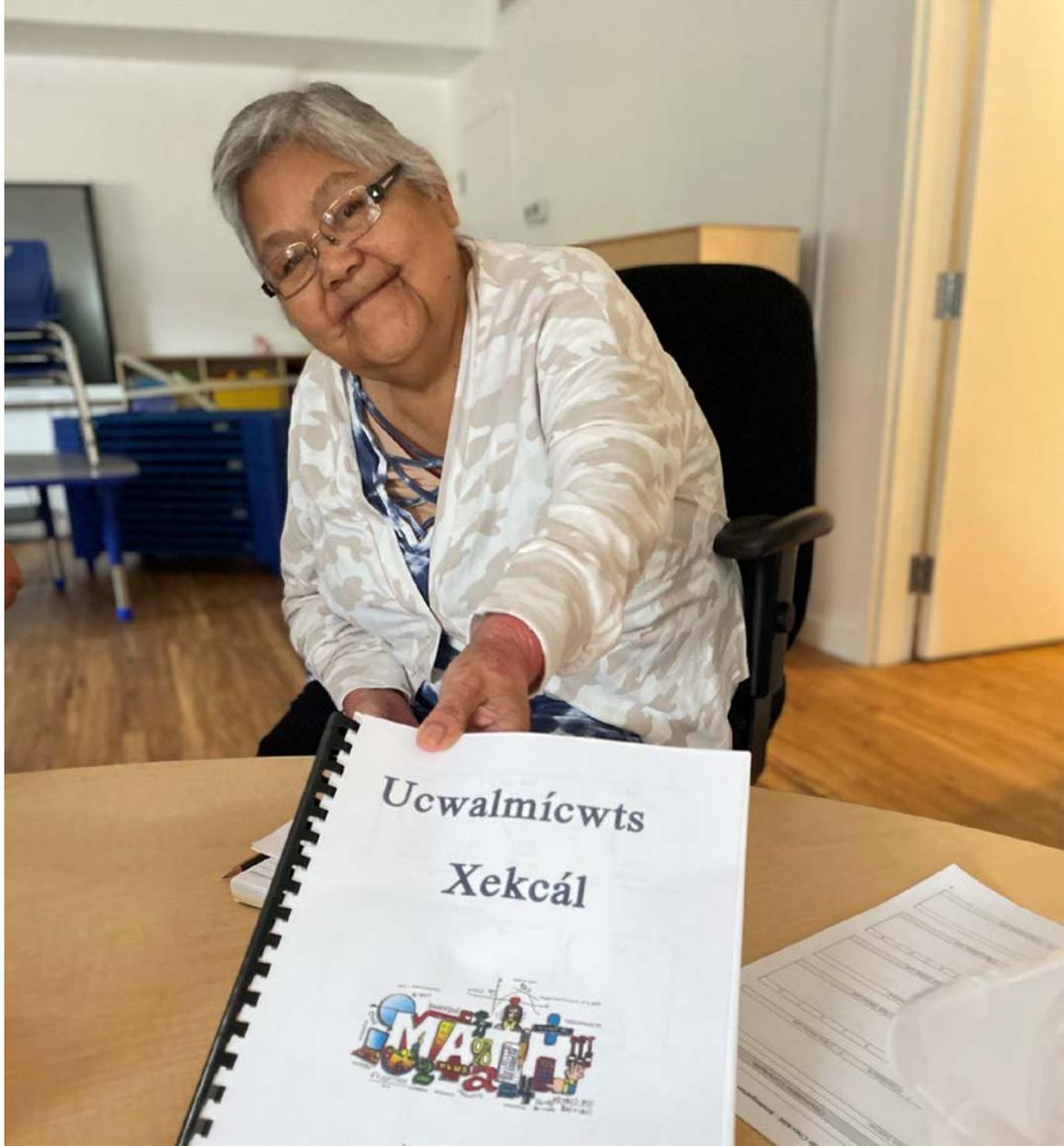
The oldest FN  
school in BC

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

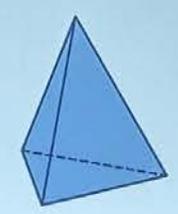




First Ever Translation of JUMP Math  
by the L'il'wat Elders



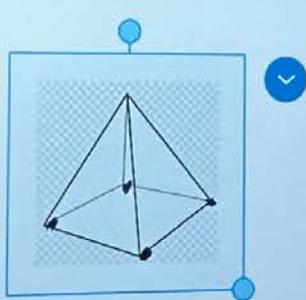
ngelmin twäl



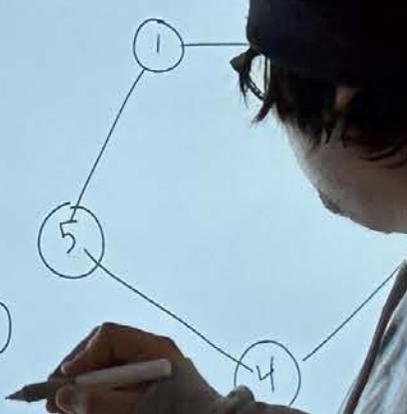
n̄ kälhasniwt.ten



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

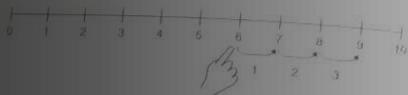


# Confidence Matters

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

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)  $\boxed{2} + 12 = 14$  ✓    n)  $3 + \boxed{7} = 10$  ✓    o)  $\boxed{3} + 8 = 11$  ✓

BONUS

p)  $\boxed{9} + 3 = 12$  ✓    q)  $1 + \boxed{9} = 10$  ✓

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)  $12 \bigcirc 24$

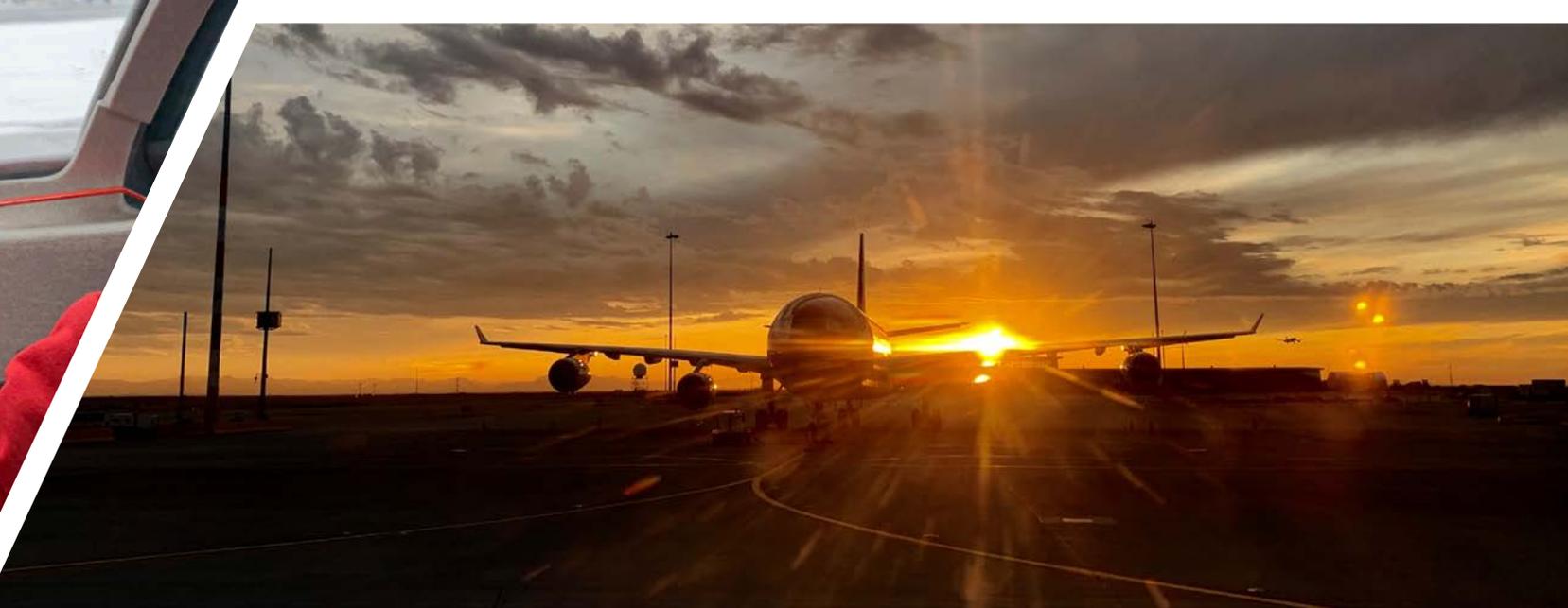
3. Fill in the missing number.  
HINT: Use the number line to find the difference between the smaller number and the larger number.

a) 15 is \_\_\_\_\_ more than 13    b) 20 is \_\_\_\_\_ more than 12





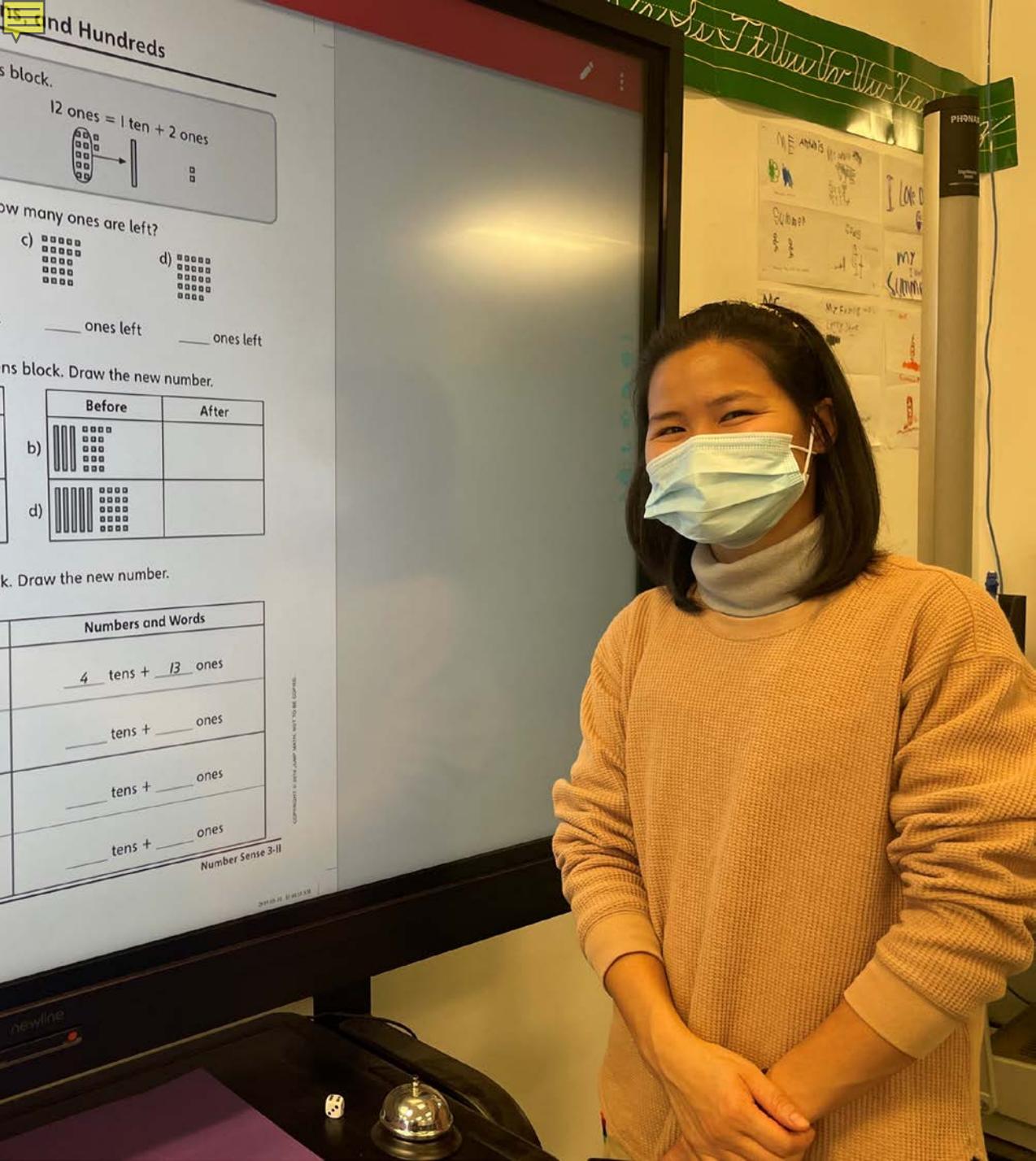








Sandy Lake, Ontario- new laptops for all staff.





NESKANTAGA –  
28 Years of a Boil Water Advisory

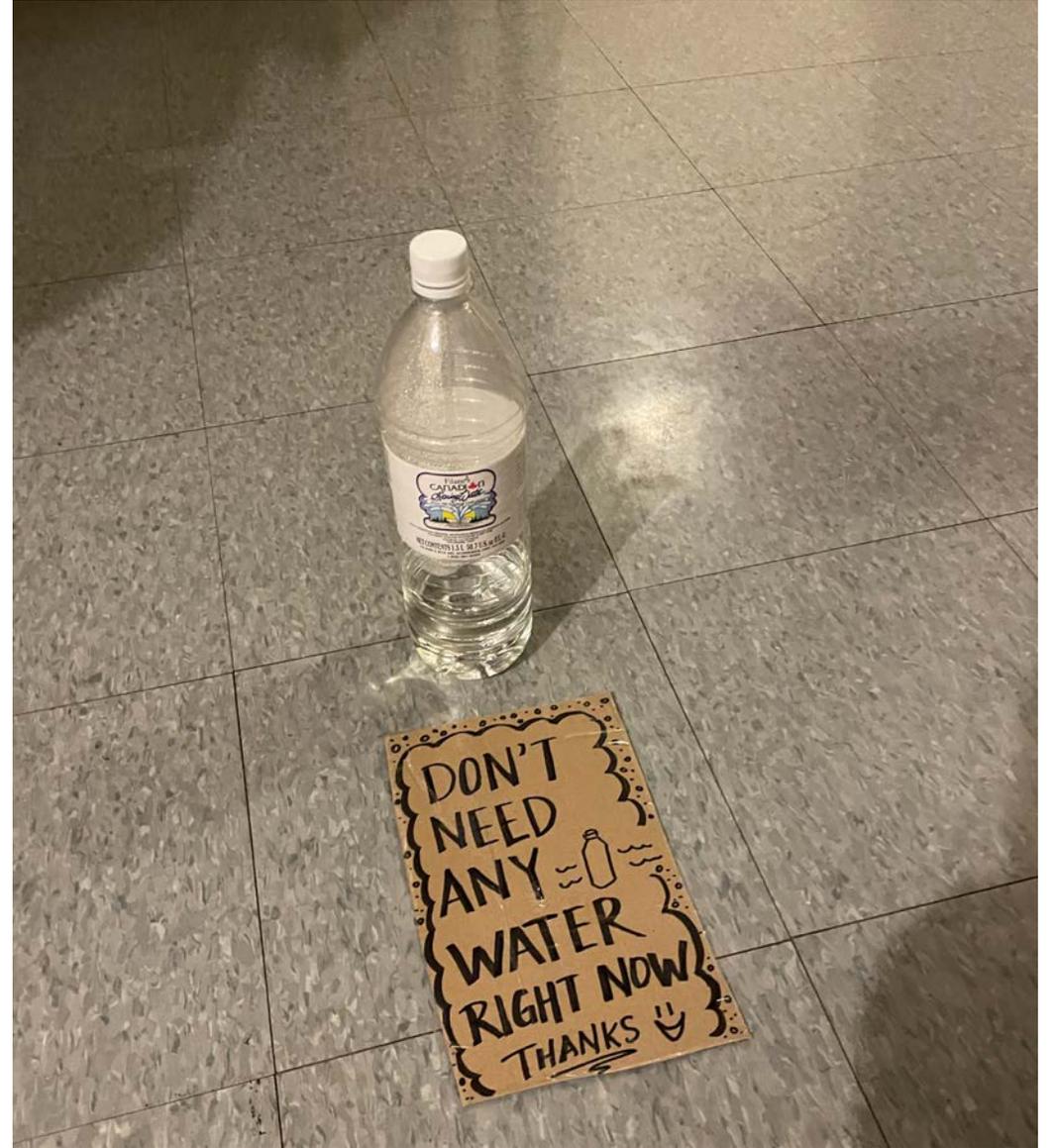
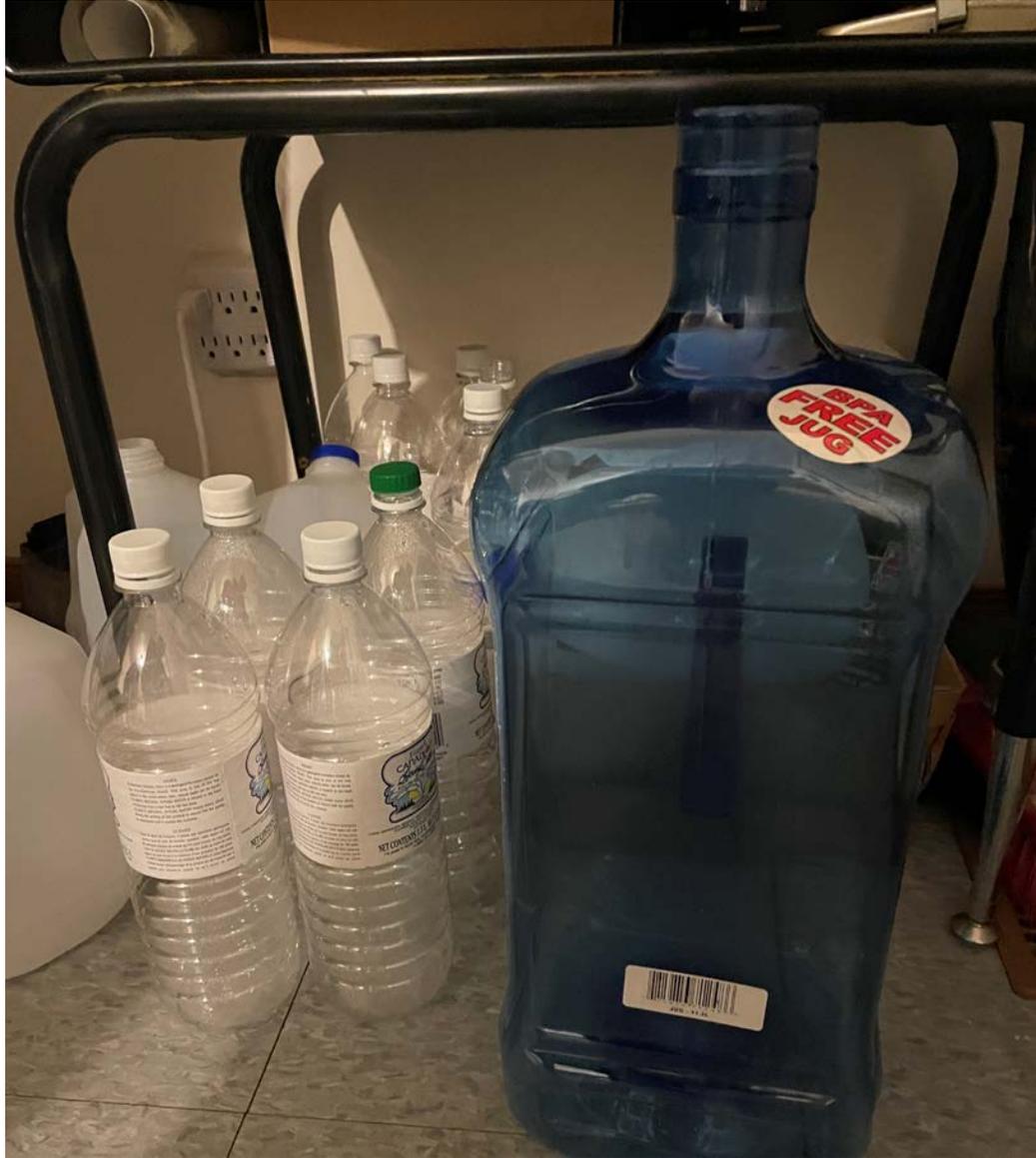
YOU ARE  
NOW  
ENTERING  
A  
25+ YRS  
BWA  
ZONE

# Public Notice



**DO NOT DRINK  
THE WATER**

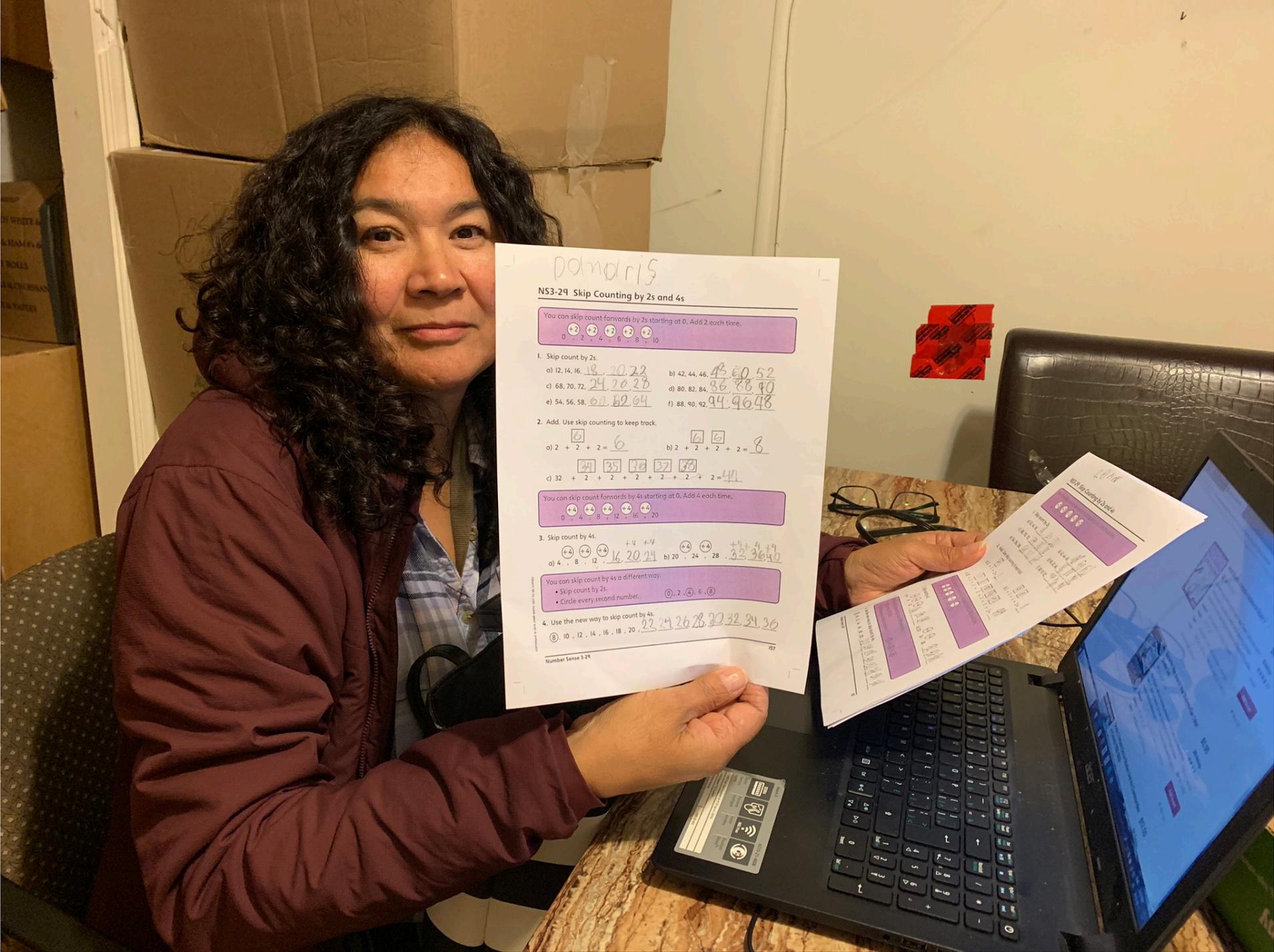
**A Boil Water Advisory has  
been issued in your  
Community until further notice**







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

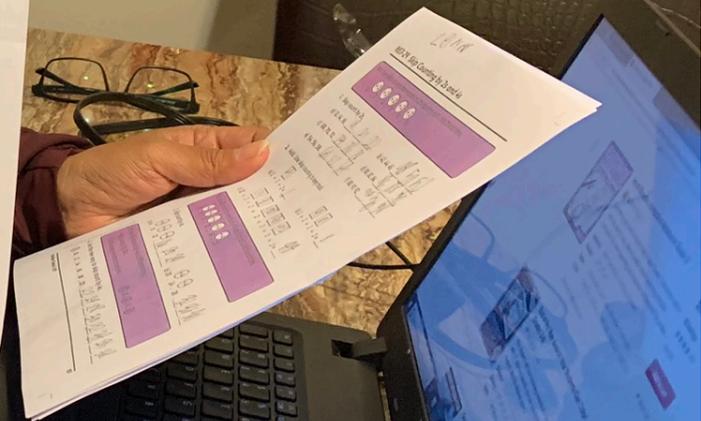
2. Add. Use skip counting to keep track.
- a)  $2 + 2 + 2 = 6$
  - b)  $2 + 2 + 2 + 2 = 8$
  - c)  $32 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 44$

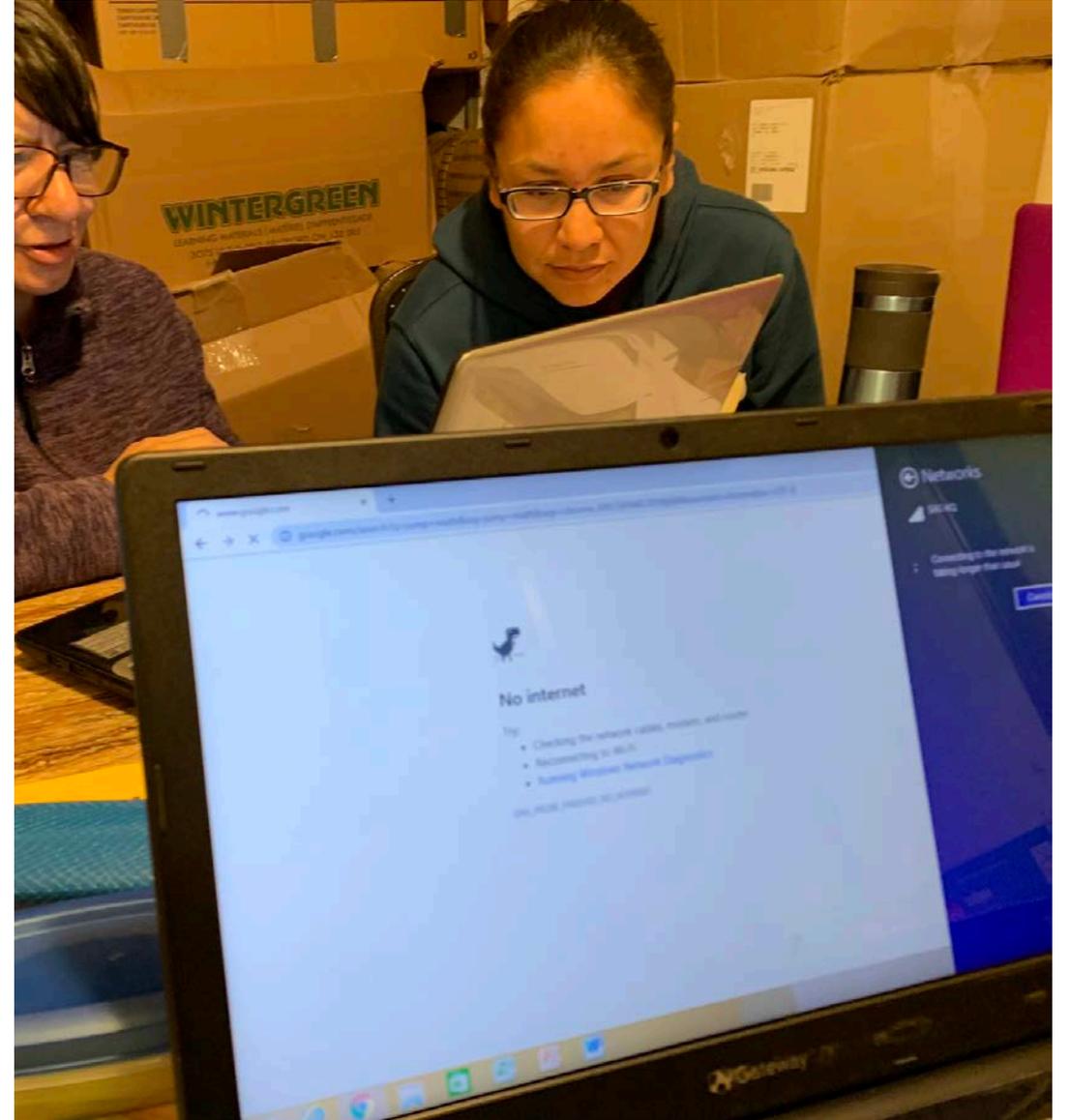
You can skip count forwards by 4s starting at 0. Add 4 each time.  
0 4 8 12 16 20

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.

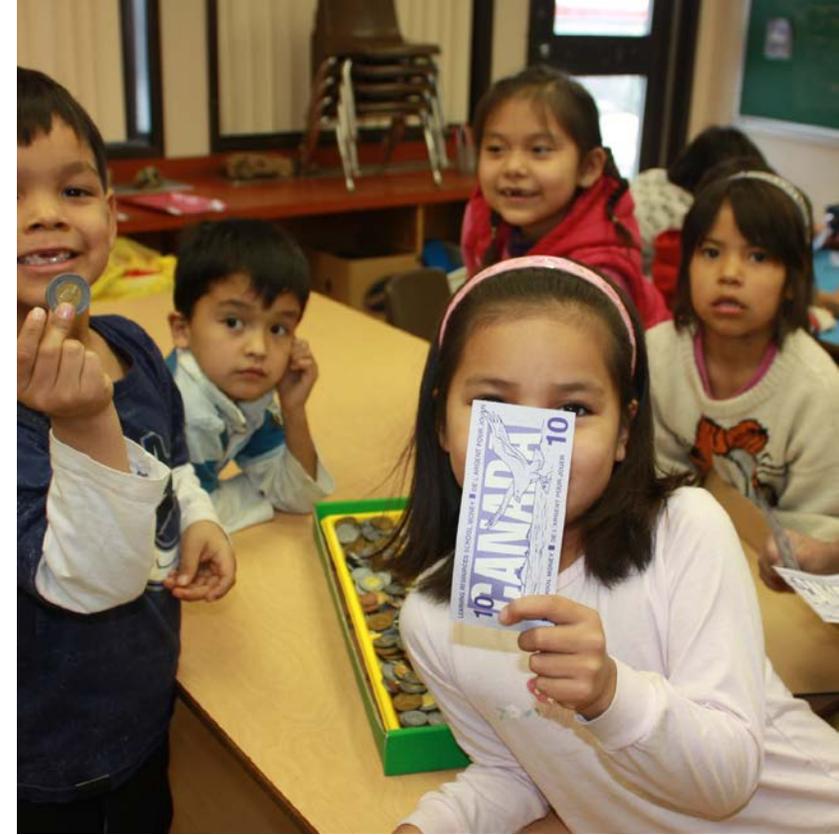
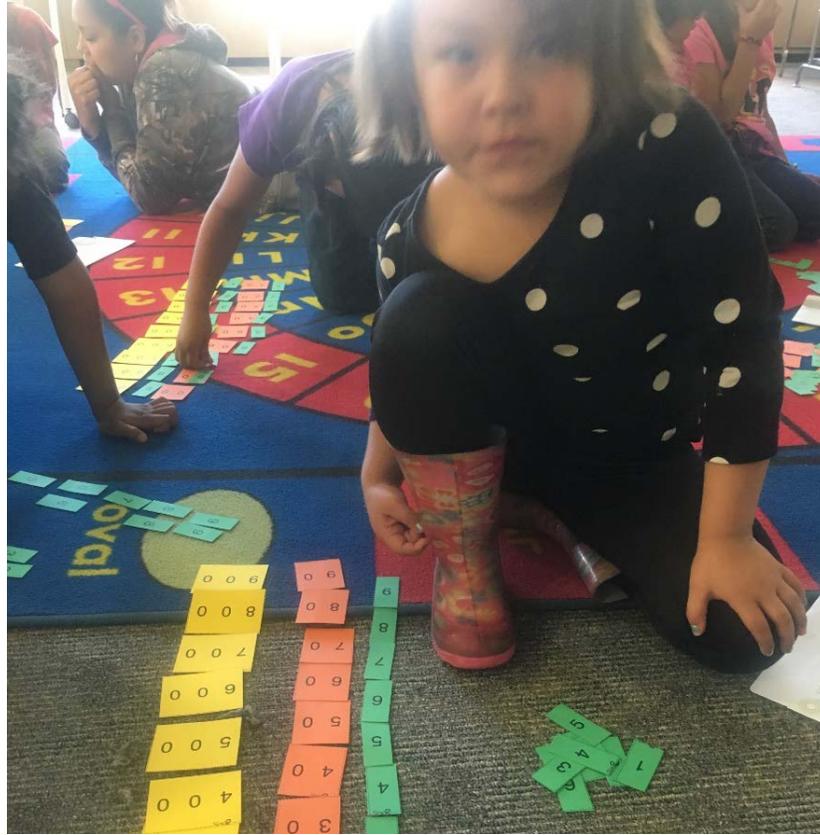
4. Use the new way to skip count by 4s.
- ① 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36



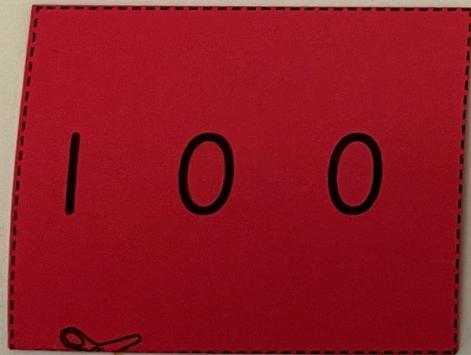
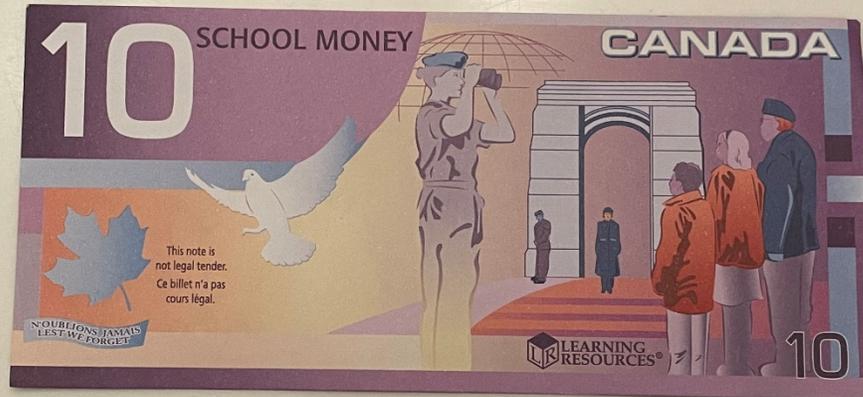


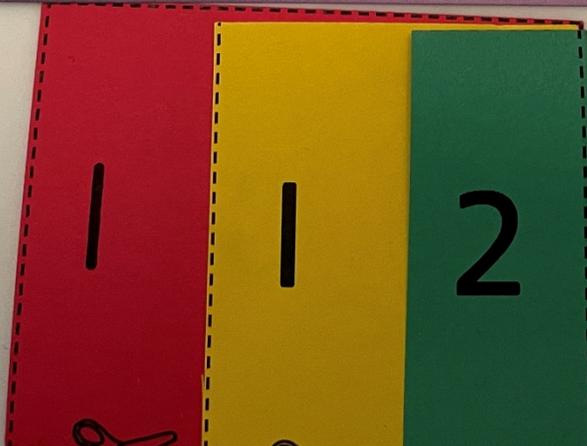
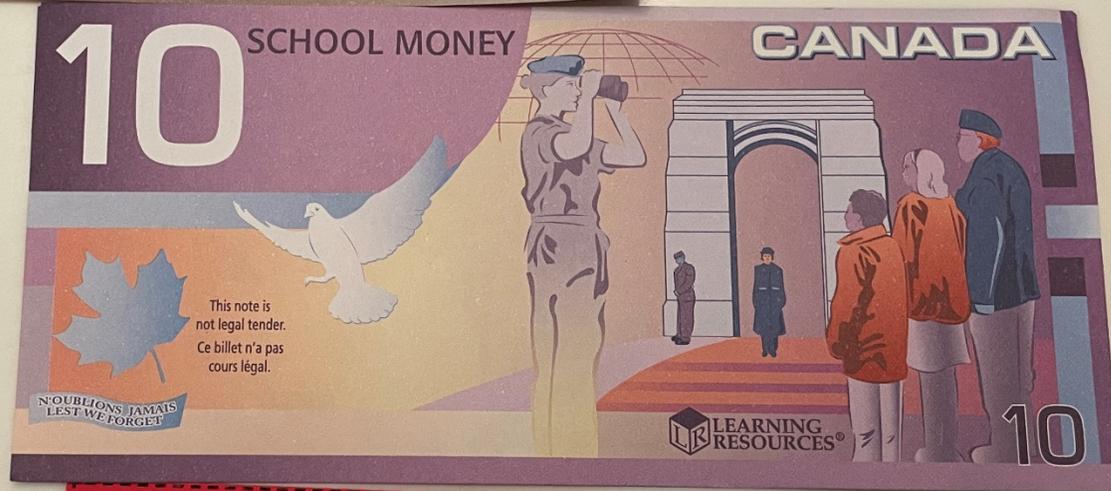
|               |                    |                   |                   |              |
|---------------|--------------------|-------------------|-------------------|--------------|
| ᑎᑭᑦᑎ - pencil | ᑎᑎᑦᑎ - white whale | ᑎᑎᑦᑎ - Musquito   | ᑎᑎᑦᑎ - fridge     | ᑎᑎᑦᑎ - four  |
| ᑎᑭᑦᑎ - office | ᑎᑎᑦᑎ - weasle      | ᑎᑎᑦᑎ - Bumble bee | ᑎᑎᑦᑎ - rug        | ᑎᑎᑦᑎ - five  |
| ᑎᑎᑦᑎ - paper  | ᑎᑎᑦᑎ - geese       | ᑎᑎᑦᑎ - snake      | ᑎᑎᑦᑎ - stove/oven | ᑎᑎᑦᑎ - six   |
| ᑎᑎᑦᑎ - school | ᑎᑎᑦᑎ - sea gull    | ᑎᑎᑦᑎ - Beaver     | ᑎᑎᑦᑎ - tea pot    | ᑎᑎᑦᑎ - seven |
|               | ᑎᑎᑦᑎ - Phatarmigan |                   | ᑎᑎᑦᑎ - coffee     | ᑎᑎᑦᑎ - nine  |
|               | ᑎᑎᑦᑎ - owl         |                   |                   | ᑎᑎᑦᑎ - ten   |

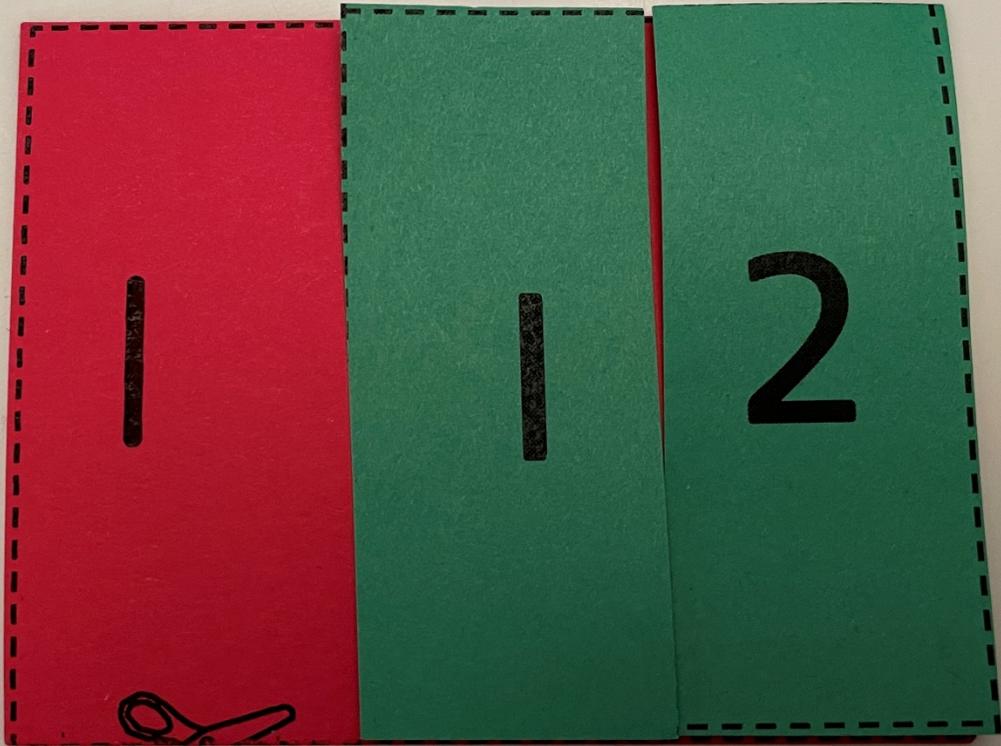


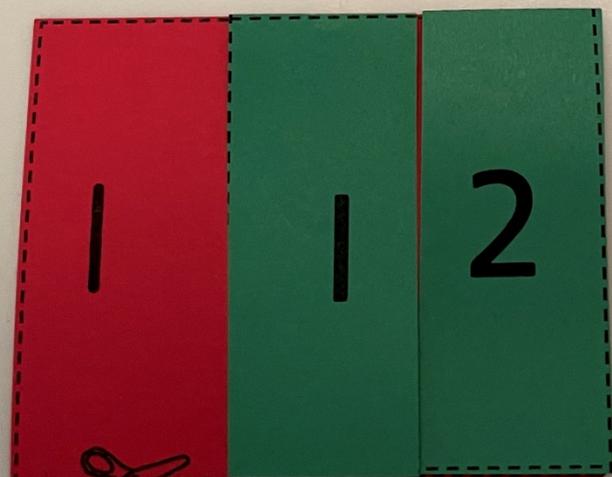


- Money – makes math sense!

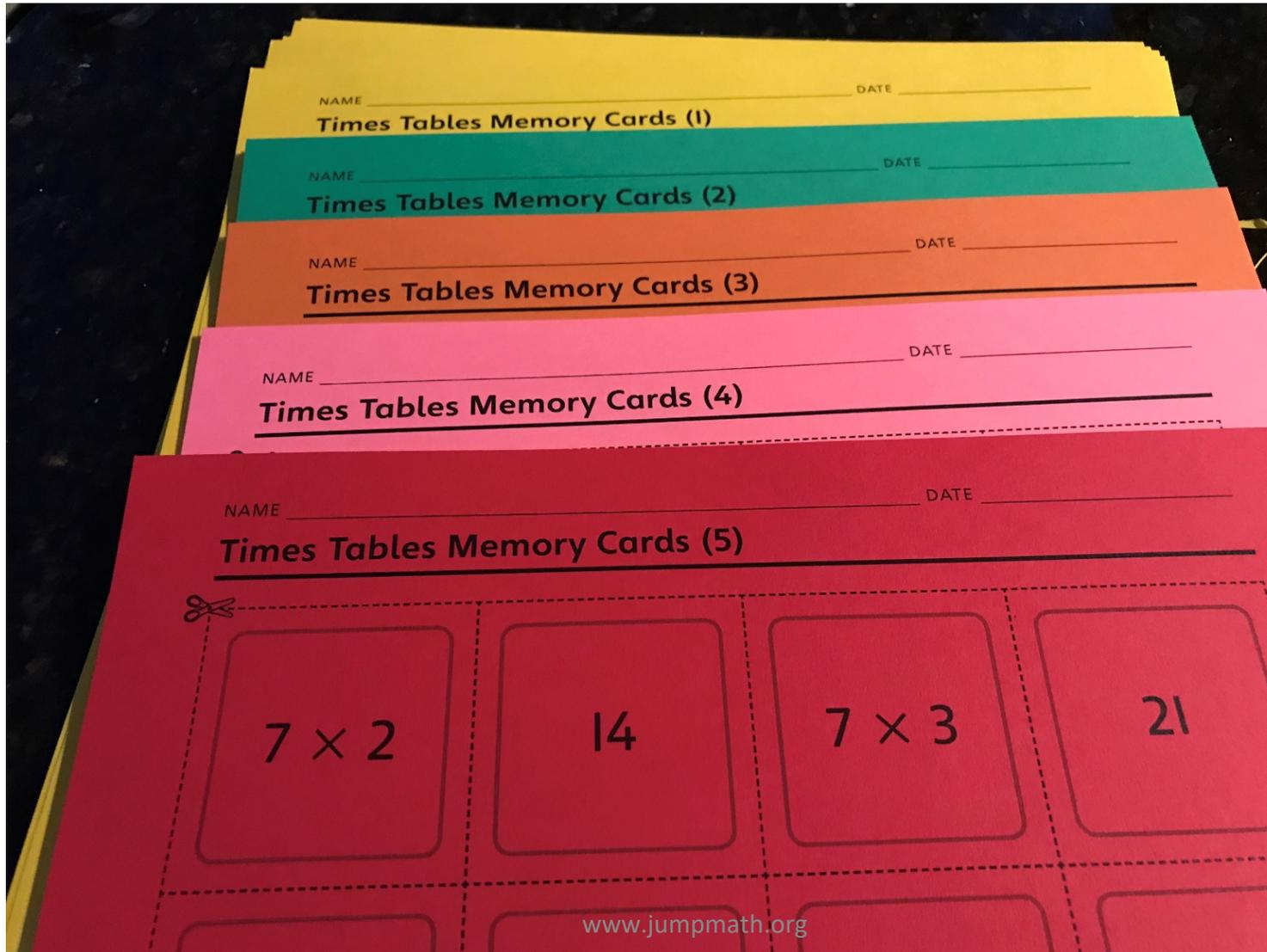




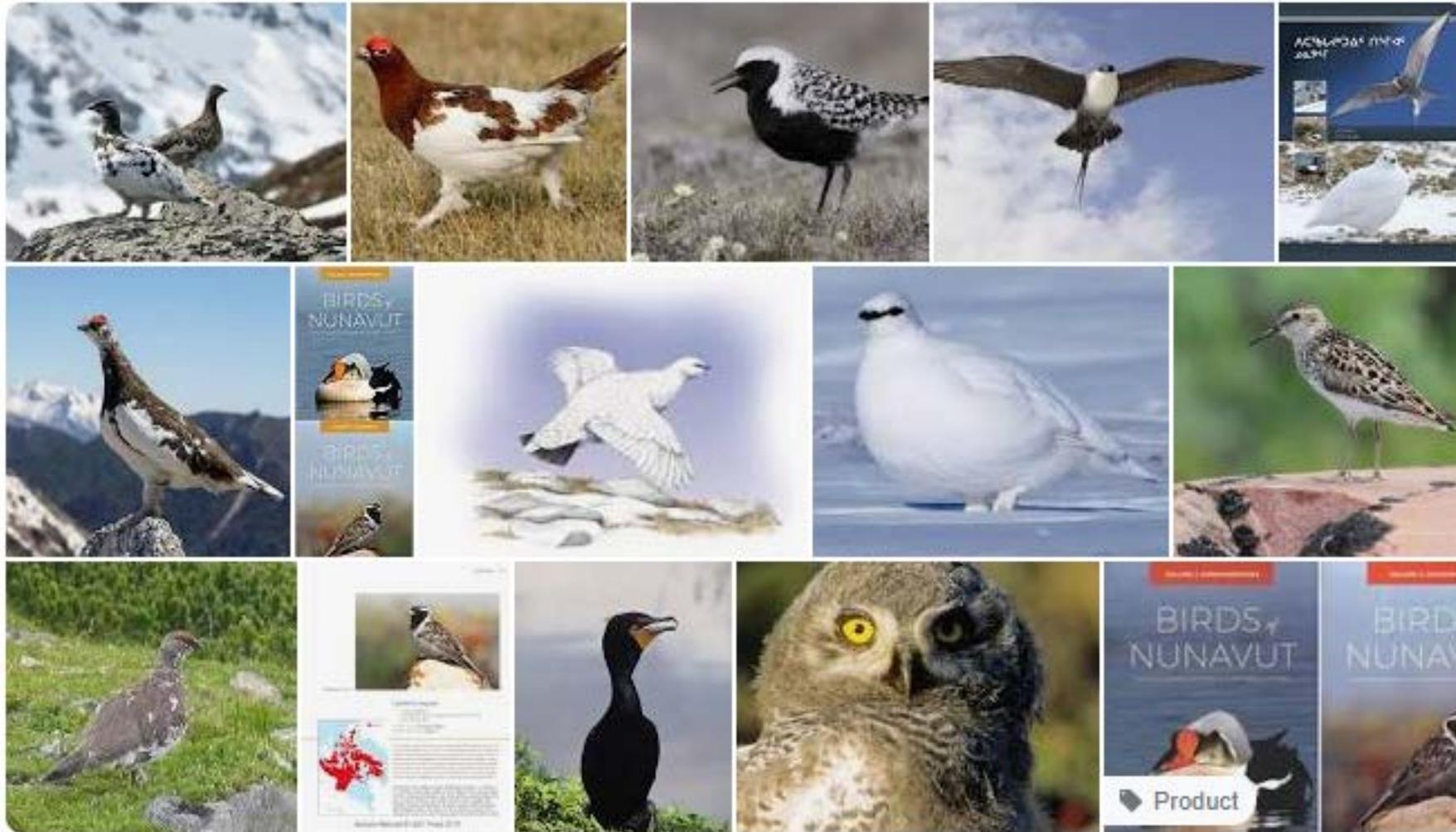




# Memory Games – Gr 2 & 3



# Nunavut Birds







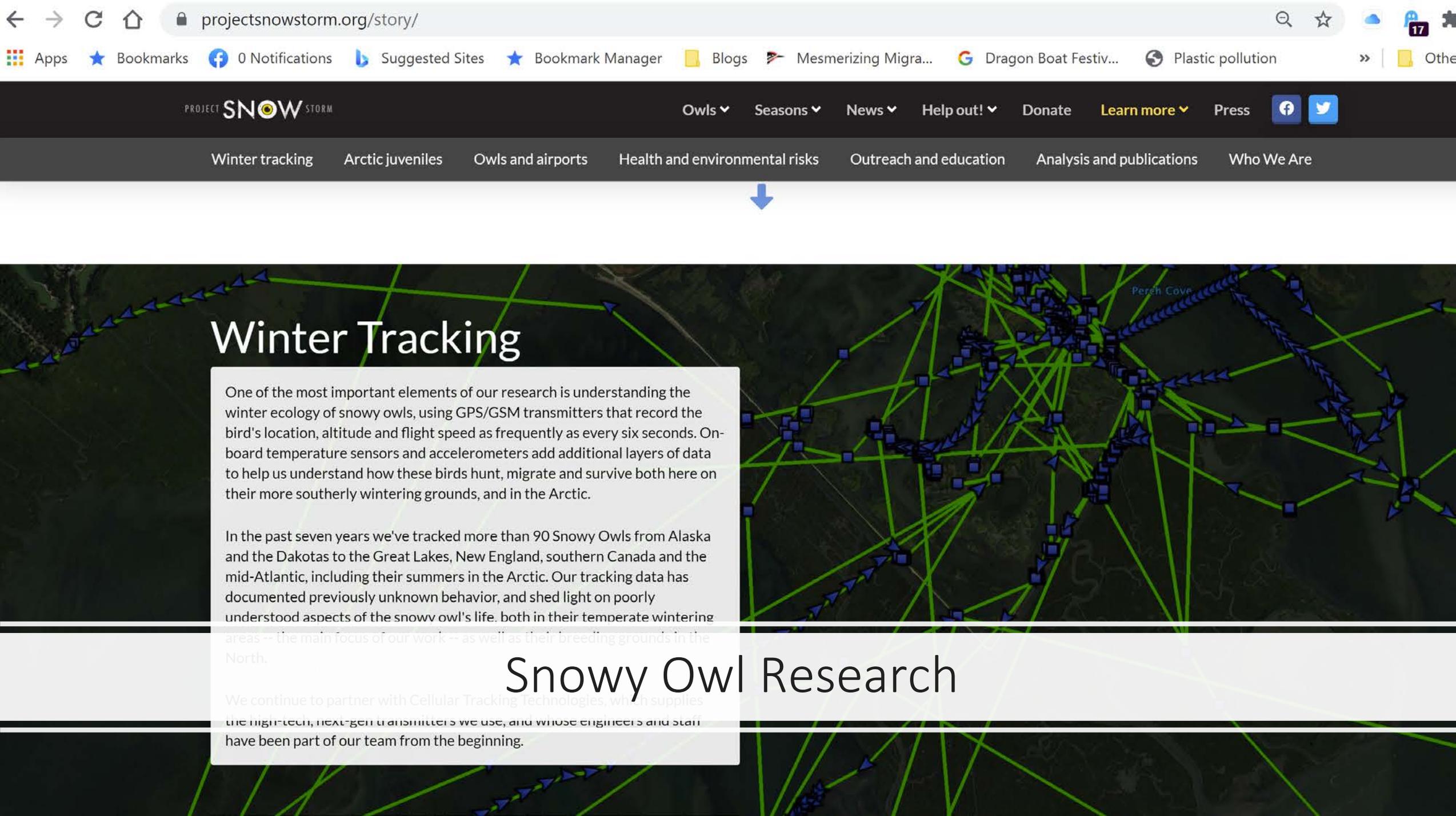
© Liz Barrett  
Whistler's Wild Things  
[lizbarrett.smugmug.com](http://lizbarrett.smugmug.com)



# Researchers

Dr Jean-Francois Therrien

Snowy owls



# Winter Tracking

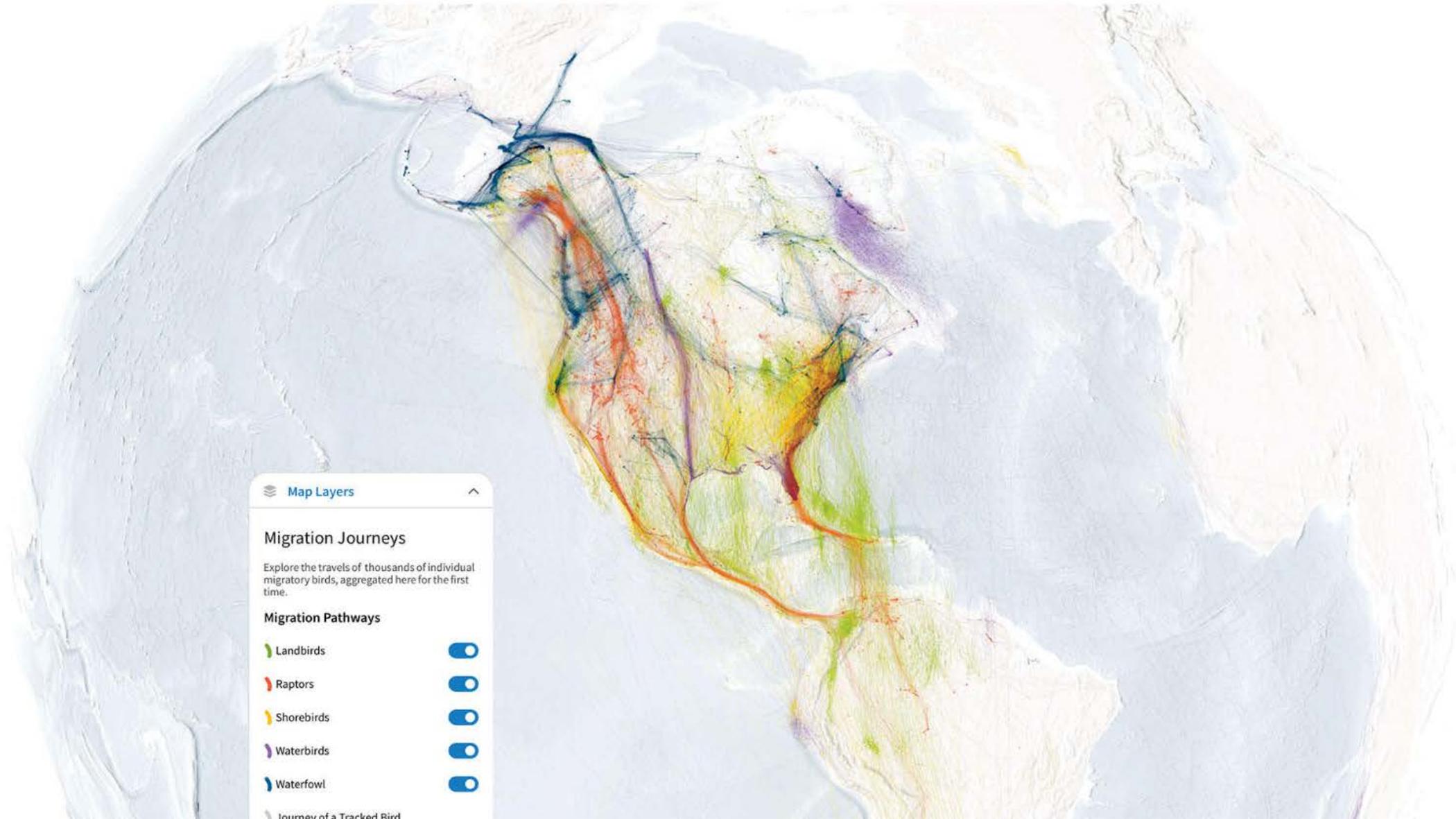
One of the most important elements of our research is understanding the winter ecology of snowy owls, using GPS/GSM transmitters that record the bird's location, altitude and flight speed as frequently as every six seconds. On-board temperature sensors and accelerometers add additional layers of data 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.

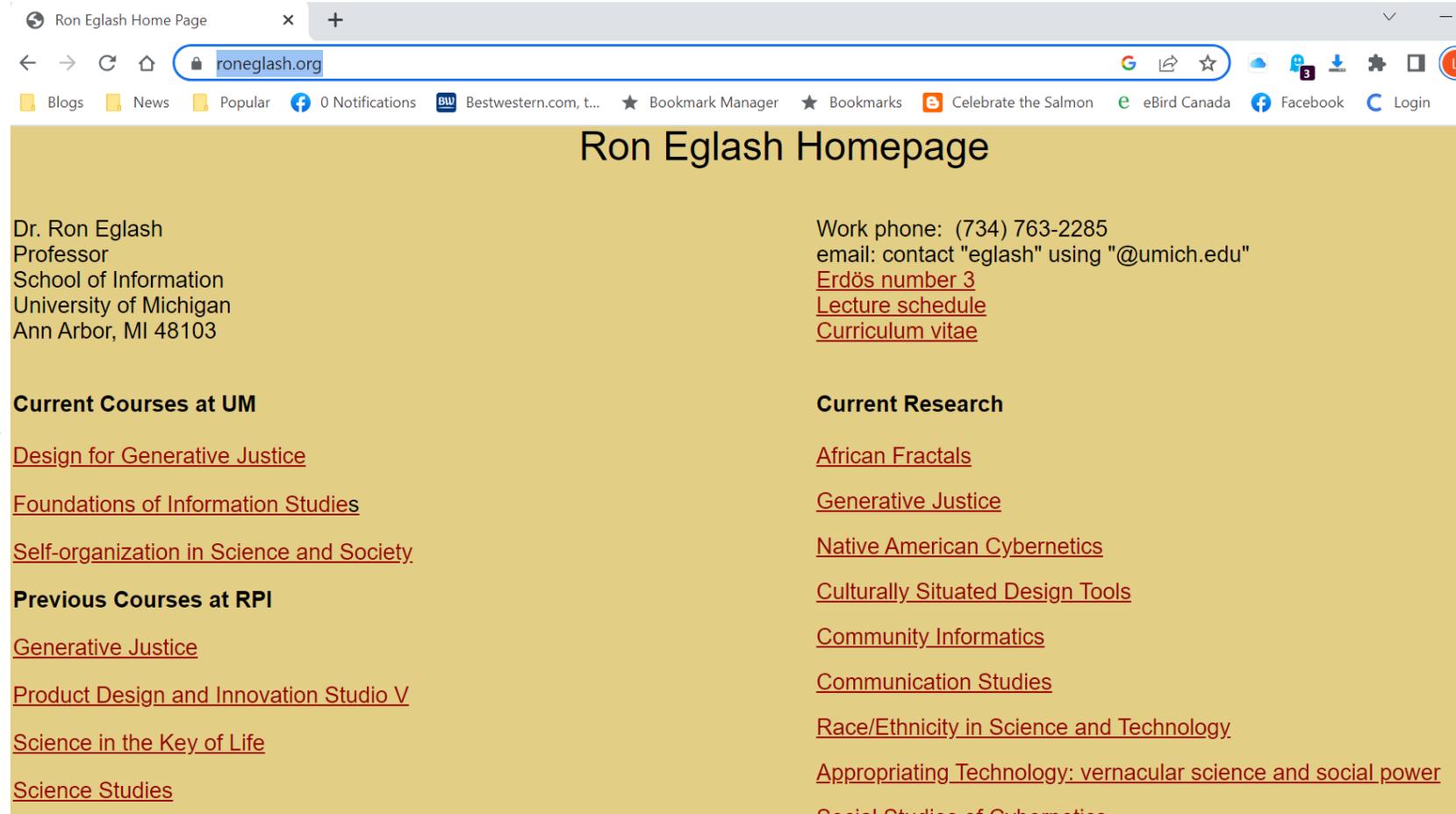
We continue to partner with Cellular Tracking Technologies, which supplies the high-tech, next-gen transmitters we use, and whose engineers and staff have been part of our team from the beginning.

## Snowy Owl Research





https://roneglash.org/



The image shows a screenshot of a web browser displaying the homepage of Ron Eglash. The browser's address bar shows the URL "roneglash.org". The page has a yellow background and is titled "Ron Eglash Homepage".

**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](#)

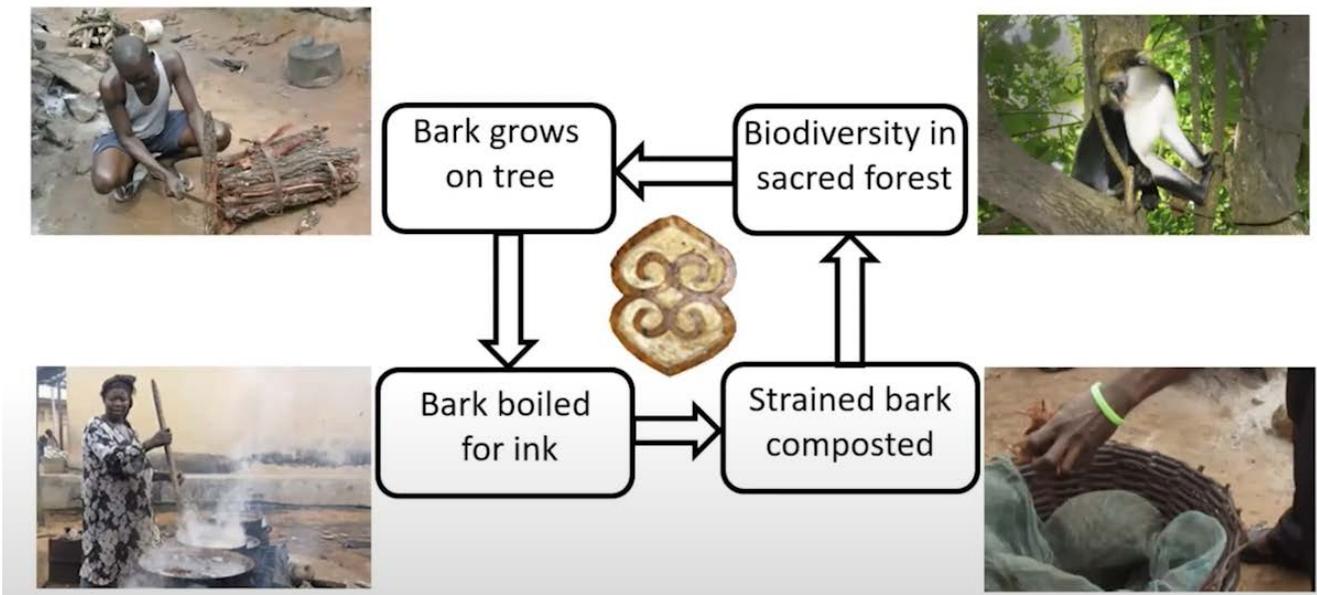
**Current Research**

- [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](#)



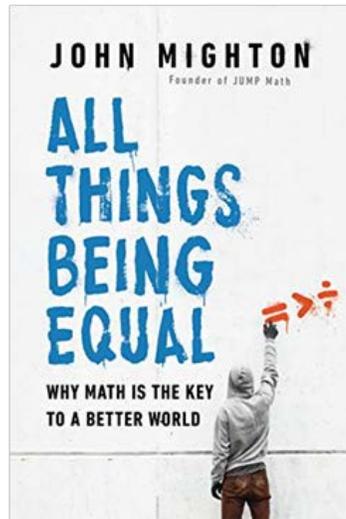
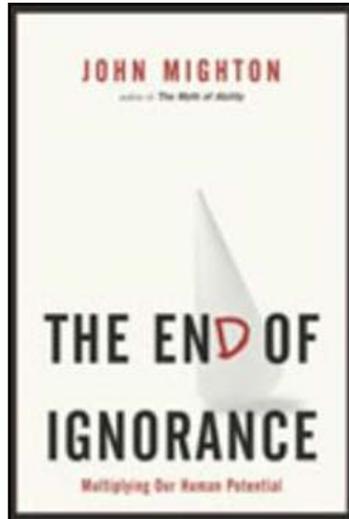
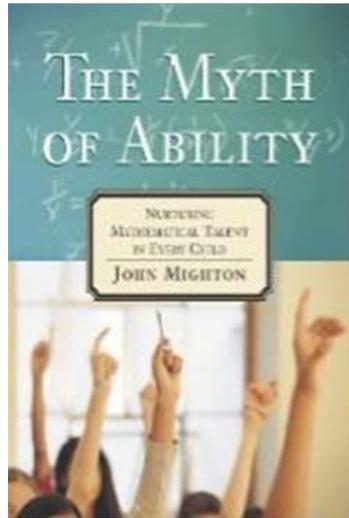
<https://roneglash.org/>

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.

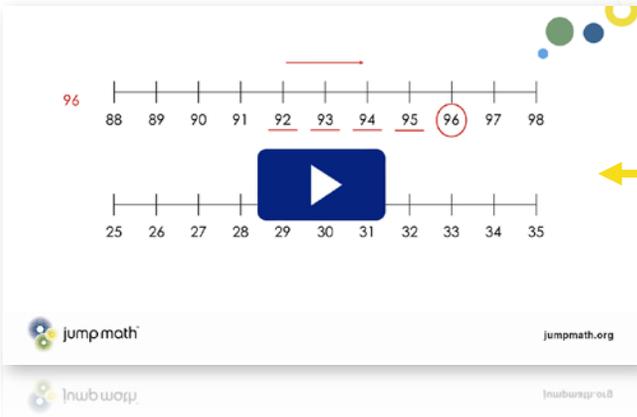
First, you'll find our comprehensive **Teacher Resources** and **Professional Learning** supports. Scroll down further to access additional resources! For support with teaching Financial Literacy, visit our free [Financial Literacy Support Platform](#).

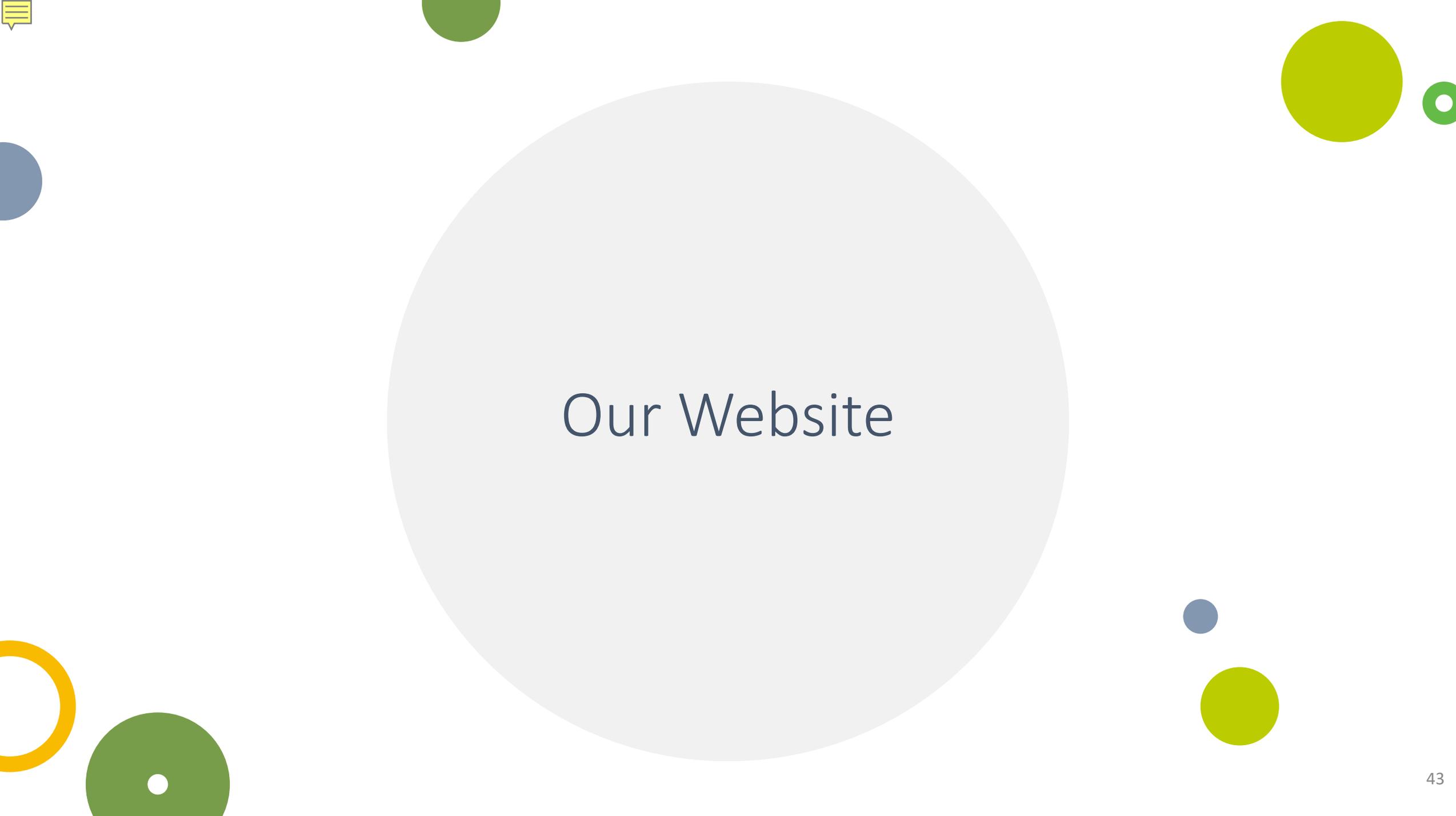


- Unit Sample Packs [2] —  
Get free samples of our material for each grade.
- Financial Literacy Lesson Plans, Grades 1–8 [8] —  
Financial Literacy lesson plans for Grades 1–8 that are aligned with the new Ontario math curriculum.
- Financial Literacy Lesson Plans, Grade 9 [2] —  
Financial Literacy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

Website  
[www.jumpmath.org](http://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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- [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.





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# Resource Centre

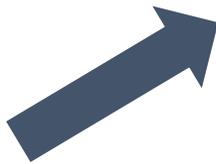
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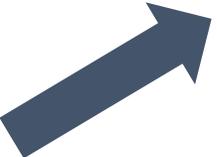
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# Resource Centre



[Home](#) / [Resource Centre](#)

## 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.



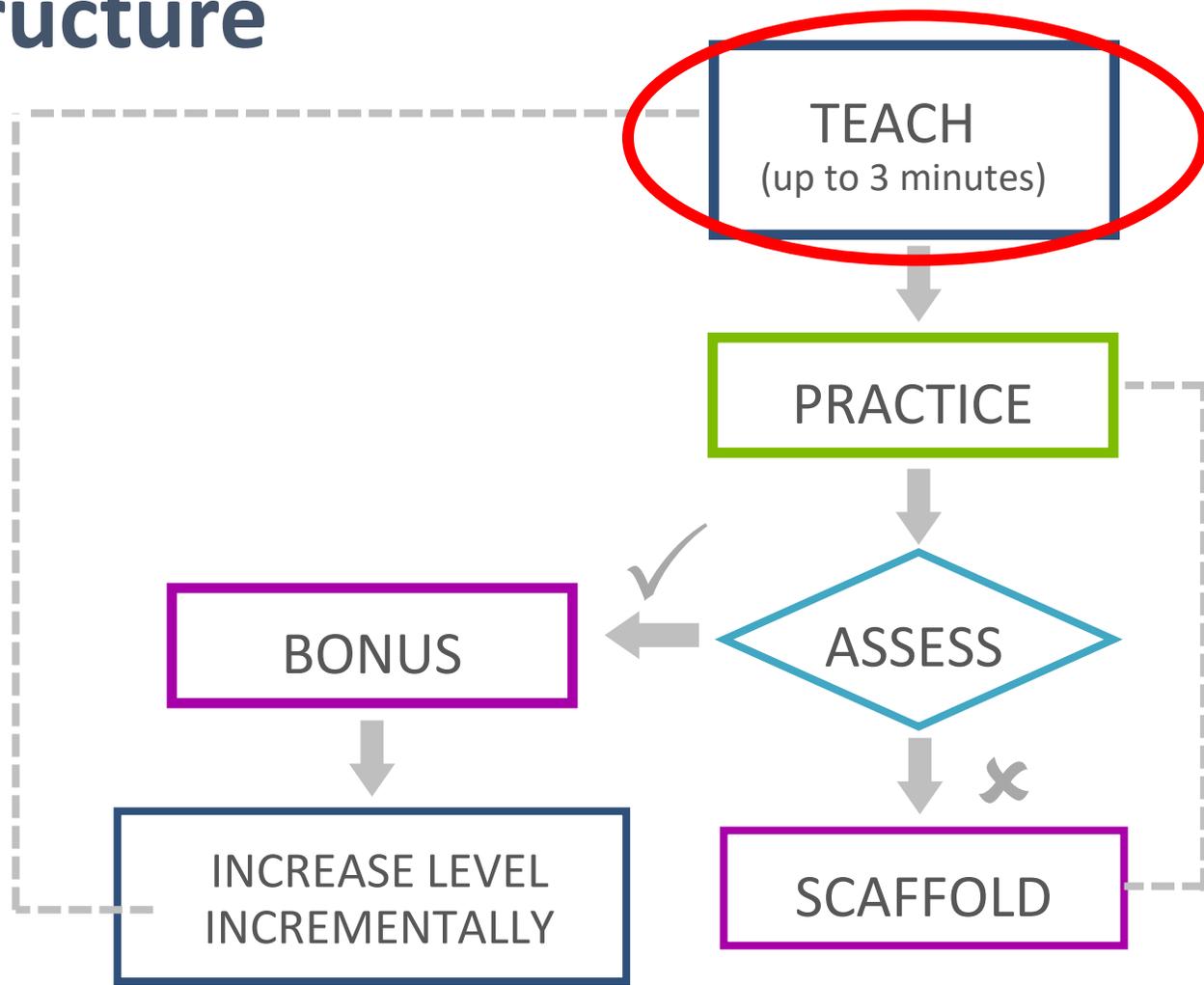
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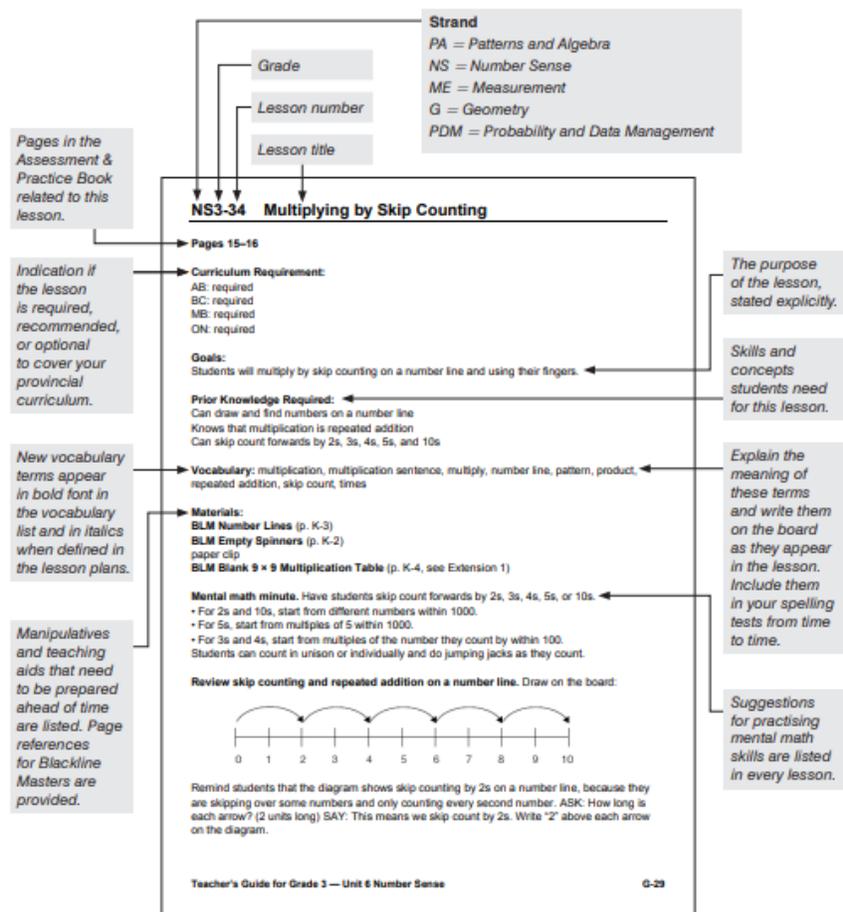




# Lesson Structure



# 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    CB: 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?

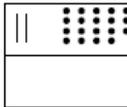
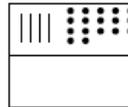
Discuss how the digits relate to the picture.

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

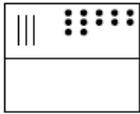
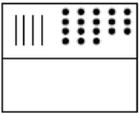
a)     b)   
\_\_\_ ones left                      \_\_\_ ones left

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





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