



Learning Session Map

Student Name: Maya Smith

Date:	Session Goal:	Session Activity:	State Standard:	Notes from Jay:
7/8	1) Have Maya enjoy math and see connection to art 2) Building relationship with Maya and Jay	Shaping It art and math activity (optional follow-up: have Maya color different polygons/shapes to bring back to session 2)	MA.FS.3.3.G.1.1	<p>Squares have 4 corners, straight sides, same size.</p> <p>Maya used counting and understanding of half to find the halfway point of the lines. Talked about odd and even.</p> <p>Maya noticed the lines weren't straight on the 2nd shape, they were "tilted". Started using the term diagonal. Wondering if the 2nd shape is a square or a diamond. Talked about what happens when we turn shapes (and other objects)</p> <p>Maya was wondering how it "fit". She could see the shape was smaller, but it was interesting that the corners would touch. She noticed the lines on the 2nd square were half of the 1st square. Wondering how that works.</p> <p>After making the 3rd shape, Maya noticed it was back to a "normal" square or a "straight" square. Noticed that it was a pattern. She noticed the length of the lines in the 3rd square was 4 and the length of the 2nd square was 4, but the 2nd square was clearly bigger. Wondering how that works. She drew another identical square and cut it out in order to move around. Then she measured some lines with a ruler. She discovered the diagonal on a square is not the same length as the sides, it's "a little bit bigger".</p>

				<p>Wondering if the shapes are half the size as the one before?</p> <p>Predicted that the next one would continue the pattern. Continued the pattern and coloured it to make a neat design</p> <p>Interested in exploring if we can do this with other shapes, or if it only works with shapes that have all the same side lines. Wondering if squares are the only shape with the same size lines. I'll use that to design for next session!</p>
7/10	<ol style="list-style-type: none"> 1) Continue to build relationship 2) Investigate the shapes (and their relationships with one another) from part 1 a bit deeper 3) Identify any gaps in learning for next steps 	Part 2 of Shaping It: Talking about what you see, a challenge based on what is interesting to Maya (see suggestions from the activity)	MA.FS.3.3.G.1.1	<p>Review from last session- Noticed the diagonal shape was bigger, "learned cool stuff about shapes", it was fun using graph paper, noticed patterns.</p> <p>Started by playing with triangles today. Made several triangles to cut out and move around. Noticed you could put two together to make a bigger triangle and a square. Noticed you could put 4 together to make 2 big triangles and a large square. 1 triangle was $\frac{1}{4}$ of the big square. Put the 4 triangles together to make a rectangle.</p> <p>How many triangles? Counted and did some mental math by doubling. Shared thinking about adding $26+26$. Possibly explore more in the future. Struggled to think through in head.</p> <p>Made a rectangle pattern. Made predictions. Noticed it was similar pattern to the square (regular shape, turned, regular, turned). The triangle was upside down. Could explore degree of turn or transformations (180 vs 90?) in the future.</p>
7/13	1) Follow Maya's questioning to explore polygons and 2-D shapes	Extension of Shaping It	MA.FS.3.3.G.1.1	Today we explored 3 sides shapes, 4, 5, and 6 sided shapes. Maya noticed all the shapes made a pattern. If it was an irregular shape, it changed into a regular shape. The same shape just shifted around and around. Maya also noticed if you cut the triangle off the pentagon it creates a triangle and a square. Also noticed if you cut the top off a triangle you end up with a pentagon and a triangle. Maya

	2) Explore irregular triangles			started making connections between shapes and how shapes can be put together to make new shapes. Maya is ready to explore a new topic!
7/15	1) Introduce Maya to new standards and activity 2) Explore estimation and measurement in a super fun way! 3) Explore adding and subtracting within 1000	Where's the Beef 3 Act Task	MAFS.3.NBT.1.1 MAFS.3.NBT.1.2 MAFS.3.MD.1.2	Maya was very interested in this task. After watching the video she noticed and wondered many things <ul style="list-style-type: none"> - noticed lots of bad manners, lots of people, reporters, contest was being filmed, there were no girls, a score board - wondered how many dogs they ate, do they practice for this? is there new people? are the hot dogs plain or do they have toppings? what's in the cups? <p>Talked about how we could figure out how many hot dogs they ate without the full video to count. Noticed he ate 5 hot dogs in 28 seconds. Estimated 100 hot dogs in 10 minutes (5 hot dogs in 30 seconds, 10 hot dogs in 1 minute)</p> <p>Looked at the next couple videos. Noticed the bun and water was 80 and the hotdog was 46. Surprised that the dog was lighter than the bun. We figured out the dog and the bun weighed 126. Used base 10 blocks to solve. There is some misconception here when using the algorithm.</p> <p>Next we used the base 10 blocks to figure out how much 5 hot dogs would weigh (rounded down to 120 to make it easier- these numbers are pretty big). We figured out 10 dogs weigh 1200. Using that logic we figured out how much 20 hot dogs would weigh. Time ended here, going to finish the task on Friday and possibly play a game!</p>
7/17	See above	Continue task	See above	We started by reviewing what we discovered yesterday. We spend some time on the math learning website building numbers with base 10 blocks. This led us to making a chart counting by 100's to 10,000 (and a little beyond). Maya started to notice repeating patterns in the number system and started making connections to counting sequences she already knows. At first she didn't think the pattern would continue past 10,000. Lots of great discoveries. Maya has requested we do more number pattern work next week!

				We ended session by playing a game and watching the reveal of how many hot dogs Joey ate!
7/20	<p>1) Explore number patterns on a hundreds chart that help build deeper understanding of multiplication</p> <p>2) Have fun and learn a new multiplication game that she can play with her family!</p>	4 in a Row	MAFS.3.OA.3.7	<p>Started by having Maya write the 1st 10 multiples of 2 (up to 20). She noticed the count was going up by 2 each time. Then we looked at a visual of counting by 2s. After looking at the image Maya noticed several more things. She noticed the pattern repeated and if you take off the 10's the pattern keeps going (2,4,6,8). She thinks it would just go forever. We looked at counting by 2's in the 100's and she agreed it goes on forever.</p> <p>Next we looked at counting by 20's. What's the same, what's different. She noticed the same 2,4,6,8 pattern. Lastly we looked at counting by 200 and then compared all 3. What's the same, what's different. Maya noticed that even though it was different numbers, it still had the same pattern. She said she learned something new about counting by 2s.</p> <p>We finished with a couple rounds of connect 4 and then guess my number.</p> <p>Session whiteboard notes</p> <p>Next session we will look at counting by 5's sequences.</p> <p>Session whiteboard notes from Wednesday July 22- counting by 5's</p>

Second batch of sessions

7/27	Exploring number sequences when counting by 3s		MAFS.3.OA.3.7	<p>Looking at multiplication and noticing patterns. Looking at dot patterns to connect to other facts. Working on subitizing and building derived facts.</p> <p>Whiteboard notes highlighting what Maya noticed and discovered.</p> <p>We'll be looking at other representations of 3 times on Wednesday.</p>
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