

DMT INSTITUTE

Developing Mathematical Thinking Institute (DMTI)



Professional
Development



Curricular
Resources



Assessment

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DMTI Targeted Activities

This PDF displays the activity for children to work on. By completing these activities, children increase their foundational skills in the topic, which will help them with this topic and future mathematics.

1. If using a journal, have children view the PDF on the screen or device and complete all the activities.
2. Or print the Slides as needed for them to work on.

PMA Targeted Activity

Interpreting Context

New Mexico Mat A

Interpreting Context: New Mexico Mat A

What's involved:

- Seeing quantities and operations
- Understanding what the child knows or doesn't know in the problem
- Problem solving
- Seeing patterns

Why it matters:

- Builds critical thinking and problem-solving skills
- Gives insight into what a student understands and how the student thinks
- Highlights misconceptions that may be hidden with symbolic calculations

Interpreting Context: New Mexico Mat A

Materials

- Print Template: New Mexico mat and/or the set of questions.

Interpreting Context: New Mexico Mat A

Part 1

- Look at the Story mat.
- Ask the child what they see in general..
- Next, ask what math statements they can make. (e.g., I see 3 birds.)
- Then take turns counting or asking addition or subtraction story problems that end with a question. For older children, have them create multiplication and division story problems.
- Finally, try solving the problems in the module.

Template: New Mexico Mat



Interpreting Context: New Mexico Mat A

Part 2

- Look at the Story mat.
- Answer the following set of questions.

Interpreting Context: New Mexico Mat A

1. Count the branches on the tree
2. Find the two big rocks. If 3 lizards are hiding under each rock, how many lizards are there all together under the rocks?
3. There are 3 red peppers in the bowl and 1 on the rock ledge. How many more peppers are in the bowl than on the ledge?
4. An eagle has 4 talons on each foot. How many talons are on one eagle?
5. Count the corn stalks. How many corn stalks would there be if ____ (1, 2, 3, 4, 5, 6, 7) more were planted?



Interpreting Context: New Mexico Mat A

- Count the number of opened ears of corn.
- There are a total of 10 ears of corn. 7 ears of corn have opened. How many ears of corn have not opened?
- There are 4 red peppers. Each pepper has 2 seeds inside. How many total seeds are there?
- There are 4 red peppers on the rock ledge. If ____ (1, 2, 3, 4, 5, 6) more peppers are picked, how many total peppers will there be?
- We picked 7 ears of corn. Then we ate 5 ears of corn for dinner. How many ears of corn are left?





“The Developing Mathematical Thinking Institute (DMTI) is dedicated to enhancing students’ learning of mathematics by supporting educators and parents in implementing research-based instructional strategies through high-quality professional development, curricular resources and assessments.”

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