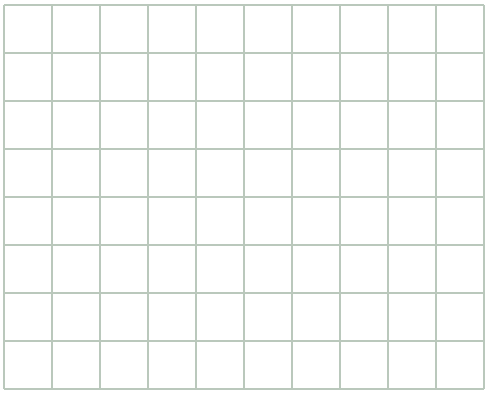
Source-led community learning and observation

NAME	DATE

1 **Activity · Work with your teacher**

Copy the beadwork pattern onto the grid, then cut it into 2 pieces and move them. Has its area changed?



Source-led community learning and observation

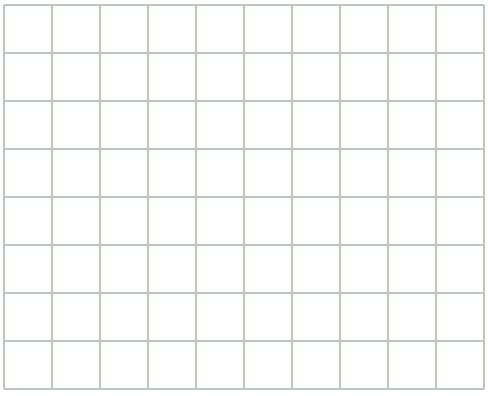
1. Did it: counts the same number of squares before and after moving the 2 pieces, and says the area stays the same because no square was added or taken away. Recorded as taught; not scored.

Practice / supporting evidence: A teacher-led, community-source activity is recorded descriptively, never as an automatic cultural or mathematical pass/fail score.

Teacher procedure · Question 1

1. Before: choose a First Nations, Métis or Inuit beadwork pattern with a community source, and ask whether it may be copied for class. The Gabriel Dumont Institute's The Flower Beadwork People (gdins.org) is one source.
2. Copy part of the design onto the grid below with the child, square by square. Count the squares it covers.
3. Cut the design into 2 pieces along grid lines and move the pieces into a new arrangement.
4. Say: "Count the squares again. Has the area changed? Why not?"

Record: Area before and after, in squares, and why



Did it: counts the same number of squares before and after moving the 2 pieces, and says the area stays the same because no square was added or taken away. Recorded as taught; not scored.