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## Habit 4: I See Myself as a Mathematician

### WHAT?

In this activity, students will explore their mathematical identities at this moment in time. They will answer a series of questions about their feelings and attitudes toward math and include a time capsule that they will see again at the end of the year.

### YOU NEED:

Chart paper

Markers

Paper

Pencils

Envelopes

Mathematical Time Capsule Survey  
(Available as a downloadable resource on the companion website—<https://qrs.ly/vqfnls2>.)

### HOW?

- Tell students that they will be creating their own time capsule that they will open at the end of the year and show their mathematical growth.
- Start by having students complete the mathematical survey. Younger students may have the survey read to them while an adult scribes.
- Students should fold their papers and store them in envelopes with their names on the outside. You may even have students write, “DO NOT open until May \_\_\_\_.”
- Tell students that they will open their time capsules at the end of the year to reflect on their growth as math learners.

#### Mathematical Time Capsule

Name: \_\_\_\_\_

Today's date: \_\_\_\_\_

1. What I want my teacher to know about me as a math learner:
2. My favorite math topic:
3. A time I was proud of my math work:
4. Something I get frustrated with in math:
5. What I want to learn in math this year:
6. Three things about me (not math related):
7. What I would tell my future self:
8. Here is a math problem I can solve:



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- Finish the experience by completing an anchor chart titled “I see myself as a mathematician.” Add some action steps for students to practice this habit.

#### I see myself as a mathematician.

- I can talk about my math strengths.
- I tell myself and others that I can do math.
- I do mathematical things such as talk about math, solve problems, look for patterns, and see math all around me.

### REFLECT

Students must have time to continually explore their mathematical identities. As students learn more math habits and use them in

different ways, their math identities grow and change. Educators can make time for students to explore and reflect on their mathematical growth. Leaders and teachers can also reflect on their own math identities each year they grow with students.

Reflect as a class using the following questions for discussion:

- Why might it be important to think about how you see yourself as a math learner?
- How can we grow as mathematicians this year?

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