

Putting Children Fire

### Agenda

- I. Setting the Stage
- II. The Characteristics of Learners
- III. Trying on the Math Break
- IV. Pre-Assessment
- V. Orientation to the Math Common Core Standards
- VI. Math Practices in Action
- VII. Collaborative Planning Time
- VIII. Reflection and Evaluation



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### Setting the Stage

- Welcome
- Rationale & Purpose
- Grant Expectations
- Smarter Balanced Update
- Workshop Norms



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### Strategic Plan 2010-14

# Pillar One: Career and College Ready Students



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Common Core Standards (CCS): Focus The focus of the CCS is to guarantee that all students are college and career ready as they exit from high school.



Cautions: Implementing the CCSS is...

- Not about buying a text series
- Not a march through the standards
- Not about breaking apart each standard

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Mathematical Understanding

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hallmark of mathematical understanding is the ability to justify, in



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### 2012-13 Focus Areas

#### Domains

Gr. 3-5: Number and Operations - Fractions Gr. 6-7: Ratios and Proportional Reasoning & The Number System Gr. 8: Expressions and Equations & Functions

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#### Mathematical Practices

- 1. Make sense of problems and persevere in solving them
- 4. Model with mathematics
- 6. Attend to precision



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### Grant Expectations

- District PL: Oct. 8, Dec. 11, Feb. 15, & May 20
- On-site PL: Twice During the Year (When will be determined by each site)
- Monthly Coaching Support
- 8 Hours of Common Planning
- Pre-assessment
- Summer Institute: Date TBD



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### Smarter Balanced A Balanced Assessment System





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#### Smarter Balanced : A Balanced Assessment System





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### Workshop Norms

### Actively Engage (phones off or on

Ask questions Share ideas Focus on what we can do Learn with and from each other Have fun and celebrate!



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### Introductions

- Introduce yourself at your table:Name
- School
- Grade level



**Characteristics of Learners** 

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What are your perceptions of an excellent reader?

What are your perceptions of an excellent math learner?



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### Trying on the Math Math Puzzlers

- On your own, determine the value of the missing number on each number line.



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### Pre-Assessment

- Rationale
- Anonymous
- Make your code: The first 2 letters of

more than your birth date ( only) Example: Maiden name: Gold Birthday: March 24, 1974 Code = GO25



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### **Crientation to the CCSS**



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### Common Core Standards Framework



Teaching & Learning



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### Math Content Standards Format

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

**Ousters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Standards define what students should understand and be able to do.



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### Format Example

#### Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to unde



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Learning Progression Across Domains									
К	1	2	3	4	5	6	7	8	9-12
Counting & Cardinality								_	
Number and Operations in Base Ten						Ratios and Proportional			



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### Math Instructional Shifts

- Focus
- Coherence
- Fluency
- Deep Understanding
- Application
- Dual Intensity

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### Standards for Mathematical Practice





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### **Digging into the Math Practices**

• Slently, read

 Note 2-3 key ideas that struck you



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• At your table: -Paraphrase what the person before you shared -Share 1 key idea (first speaker will paraphrase the last speaker)



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Connect Practice #1 back to Math Puzzlers

- Identify times when you were making sense of the problem
- Identify times when you were persevering
- What things prompted you to make sense of problems and persevere in solving them?
- What else is evident in Practice #1 that you did not identify from the Math Puzzlers activity?



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• Slently, read

 Note 2-3 key ideas that struck you



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### Digging into the Math Practices



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Connect Practice 6 back to Math Puzzlers

- Identify times when you were making sense of the problem
- Identify times when you were persevering
- What things prompted you to make sense of problems and persevere in solving them?
- What else is evident in Practice 6 that you did not identify from the Math Puzzlers activity?



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• Slently, read

 Note 2-3 key ideas that struck you



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### Digging into the Math Practices



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### **Digging into the Math Practices**

Connect Practice #4 back to Math Puzzlers



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### Lunch

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# 1 hour ~ Enjoy!



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### Math Practices in Action

### Fractions on a Number Line



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### **Collaborative Planning**

To be continued



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#### www.corestandards.org



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### **Reflection and Evaluation**

On the back of your evaluation form, please elaborate on Item #1 by answering the following question:

What is something that you know now about the Mathematics Common Core State Standards that you did not know when you got here this morning?