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Welcome Back!

C²S² Mathematics

Grades 3-5 Session 2



Agenda

I. Welcome

II. Warm-Up

III. Evidence of SMPs 1, 4, and 6

IV. Analyzing Student Work

V. Trying on the Math

VI. Instructional Shifts

VII. Instructional Shifts continued

VIII. Lesson Planning

IX. Evaluation/Reflection



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Design Methodology





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Evidence of SMPs

SMPs

#1: Making Sense of Problems and Persevere in Solving Them

#6: Attending to Precision

Think of an Exemplary Student Response that Provides Evidence for Math Practice 1

Is $\frac{7}{8} = \frac{8}{9}$? Explain your reasoning



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- Work in Pairs or Triads
- Look at the Provided Student Work Samples Complete the "Evidence Recording" Template
- Create Two Piles:
 - 1. Samples that *Have* Evidence of SMP 1, 4, or 6
 - 2. Samples that *Don't Have* Evidence of SMP 1, 4 or 6



- Examining <u>Your</u> Student Work
- Work in Pairs or Triads Complete the "Evidence Recording" Template



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- Gallery Walk
 Place Your 1-2 Pieces of Student Work
 (with the Post-Its) on the Wall
- As You are Walking, Take Post-Its Write Questions and Comments



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Break Time

10 Minutes



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Trying On The Math

Adding Fractions with Like Denominators

Instructional Shifts in Action

 FOCUS: What is the enduring mathematical understanding from this lesson?

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(Share as a Table/Whole Group)

Instructional Shifts in Action

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 Coherence: If students can understand adding fractions with like denominators, how does that help them when they get to adding fractions with unlike denominators?
 (Share as a Table/Whole Group)

Instructional Shifts in Action

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- Rigor (Fluency, Deep Understanding, Application, Dual Intensity): What did the teacher do to allow students to gain an understanding of adding fractions?
 - (Share as a Table/Whole Group)



- Use the Enhanced Lesson Planning Guide
- Complete Section Am[(ess)4(on)] THTBTLF{



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Lunch

1 Hour





Read Shift: Focus

• Write 2-3 Key



Instructional Shifts

Read Shift: Coherence

- Write 2-3 Key Ideas
- Write Down What A Teacher's Shift in Coherence Looks Like in the Classroom
- Whole-Group Discussion: In Relation to the Prompt for "Coherence" on your "Shifts in Action" Worksheet, What New Understanding Do You Have?



Instructional Shifts

- Read Shift: Rigor (Fluency, Deep Understanding, Application, Dual Intensity)
- Write 2-3 Key Ideas
- Write Down What A Teacher's Shift in Rigor Looks Like in the Classroom
- Whole-Group Discussion: In Relation to the Prompt for "Rigor" on your "Shifts in Action" Worksheet, What New Understanding Do You Have?



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Answer Getting vs. Learning Mathematics

- USA:
- How can I teach my kids to get the answer to this problem?

High Performing Countries:

• How can I use this problem to teach the mathematics of this unit?

[Phil Daro]



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Teaching at the Speed of Learning

- More Time per Concept
- More Time per Problem
- More Time per Student Talking
- = LESS Math Problems per Lesson

[Phil Daro]



 Complete Section B of the Lesson Planning Guide

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- Be Prepared to Share Your Work
- Share Your Expected Evidence on a Half-Sheet of Paper
 - -Turn It In



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Lesson Planning Part C

- Complete Section C of the Lesson Planning Guide
- Be Prepared to Share Your Work



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Reflection

• Please Complete the Evaluation Form

Thank you!