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Summer, 2017

DAY 2

- **PLEASE SIGN IN**

PLEASE SIT

**Where you were
yesterday**





1. Coding CBA levels

- a. It's becoming easier
- b. "I am getting better."
- c. "CBA levels of multiplication opened my eyes to ways I've never thought about before"
- d. "Knowing what level a student is at – allows us to push them to the next level."
- e. "CBA leveling for operation seems to be as clear as mud. 8-)"
- f. The depth of understanding of place value needed to understand CBA
- g. From a HS teacher "What skip counting is."
- h. "Students progress through levels but not in a linear fashion."

2. Long Division

- a. Persistence
- b. Never give up"
- c. "Long division is hard."

3. Team Building

- a. The importance of taking time to work on teaching collaboration skills
- b. The power of collaboration
- c. Roles foster communication and collaboration - but some people may have adverse reactions to some roles
- d. "I think my role (behavior) in group work is dependent on my comfort level of the topic."
- e. Good tasks are essential for good teamwork.
- f. Directions need to be clear
- g. "Four heads are better than one."
- h. Uncovered some of my own attitudes to teamwork – (Powerful self reflection here! Kudos)
- i. "If you are struggling you are learning"
- j. "I would not have solved the long division problem alone."
- k. "I still prefer individual work time first to digest a problem before jumping into group work."

4. Probes

- a. Refreshed on posting probes and IQ's
- b. "Formatting is time-consuming"
- c. Coding is hard
- d. Writing quality learning targets is hard
- e. "Writing probes with all that we have learned is easier yet harder."

1. Solving the Long division problem in a different way
2. How can I adapt the division problem for my 6th graders ?
3. Will this group end at the end of next week or will we meet again?
4. How can I make my math lessons as engaging as the cup problem?
5. Is there time to do something like the cup problem in class?
6. That crazy division problem...
7. Can students just google the long division problem?
8. Do all students go through the CBA?
9. Do all probes lead to both analytical and procedural activities? And if not does that mean it's a bad probe?
10. Am I coding well?
11. Do students even complete (understand?) the long division algorithm any more?
12. Ready for digging into the progressions and shifting to thinking about math and content.
13. Best way to give feedback
14. How do you know if a task is group-worthy?
15. How can I develop team-worthy tasks for all of the specific content I must teach?
16. When to fit probes / CBA into your jam-packed schedule
17. Thinking about levels of standards – assessing multiplication and division at the correct level
18. How to deal with the struggle of basic multiplication facts
19. How to “address” each individual student ...
20. Differences between AVMR and CBA – Manipulatives
21. “Dear God, those probes from 2 summers ago!!!!!!”
22. “Is this the year I put it all together? Baby steps until now.

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Aim

Assess

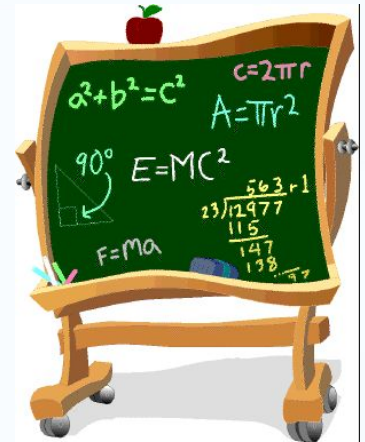
Awareness

Analyze

Address

Agenda

- Reconnecting
- CBA - Place Value
- Online Resources
- WOT LIST
- Lunch
- FINISH - Website Clean-up
- Progressions
- Closure - Homework and Next steps



Limericks

Take one strip of paper that contains one line (out of 5 lines) of a Limerick. You need to find three other people whose lines fit with yours.

Note: the last line is missing.

All four find/share a table, introduce yourselves and

Then write the last line of your Limerick. As a check, before making up the last line, let the teacher leader see your lines to make sure that you have the correct set.

Example: (a football/math Limerick)

The Baltimore score was a score
Plus a seven point bonus twice more.
They beat us with glee
By three squared times three.

To the Ravens we cry nevermore!

(what was the final score?)



CBA Place Value

ONLINE RESOURCES

WOT LIST



Lunch



**DID YOU REMEMBER TO
SIGN IN FOR THE
AFTERNOON
SESSION????**

**Homework for
Wednesday is on the back
table....**

Progressions

Modified - Golden Line Protocol

1. Count off by 12₄'s. This will determine your group and your grade level band. 1 first grade , 2 - 2nd grade, 3 - 3rd grade, 10- fourth grade, 11- fifth grade and 12- K . 8-)
2. In your new base 4 groups - discuss ideas that resonated for you at that grade level. What are students doing and thinking at that level?
3. Go to the Illustrative Mathematics website and find a task that illustrates student thinking at that grade level based on your discussion.
- 4 Create a poster display to share with the whole group.



WEBSITE CLEANUP COMPLETION

1. Continue work to add the Stats/Prob probes to our website
2. Work til 3:15

Look for lines.....

Homework

For Tuesday: Read Progression Document “K-5 Number and Operations in Base Ten”

For Wednesday : Read Progression Document “3-5 Number and Operations - Fractions”

For Thursday: Read Progression document “6-8 The Number System; High School Number.”

For Friday: Read Progression document “6-8 Expressions and Equations”

For Monday: Preparations for Share out (Voluntary)

Feedback Forms

