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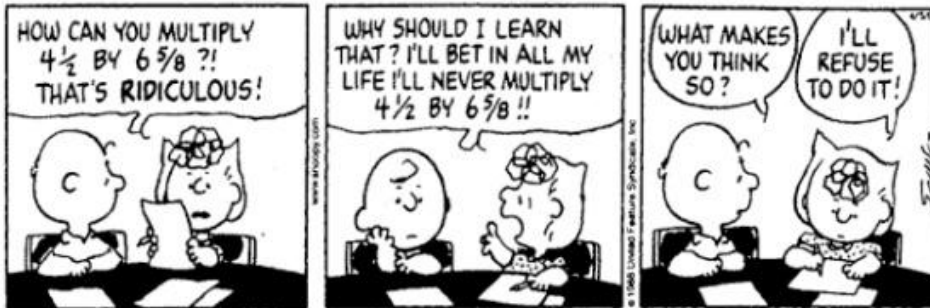
Summer, 2017

DAY 3

- PLEASE SIGN IN
- No assigned Seating



PEANUTS Classics By Charles M. Schulz





Important things we've learned

1. I love the website Chris shared!
2. Progression of place value in K - 5, I now appreciate more of the skills I took for granted.
3. Probe writing should begin by asking “How might students think about.....”
4. Misconceptions are not really “mis”!.... students need to be provided experiences to work with concepts!
5. I enjoyed stretching my brain!
6. Focus on WOT not tasks they can do
7. I think the probes will be easier to create now
8. Base 4 was challenging - it made me connect to how some students must feel in class.
9. We need GREAT K - 5 teachers! - it is impressive what students need to know early on!



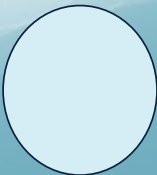
Things that squared with our thinking!

1. Rounding is challenging without some concrete models
2. Language and notation of math can promote misconceptions (the teen numbers do not conform to the same convention for numbers greater than 20)
3. The website cleanup is going very well
4. I like the idea of students learning math for understanding rather than only procedures for answer getting
5. Using another base really causes deeper understanding of place-value
6. Students aren't expected to master algorithms early on. Focus is on other strategies and WOT.
7. Really like the MN website (Vikings still stink)
8. Base 10 is the best system!
9. Place Value is very important!
10. The ending to Scott's group's limerick was hysterical!



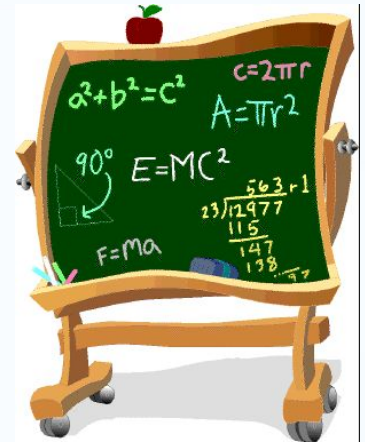
What is still circling?

1. When do we use the probes? Effective use of probes?
2. Rounding - can still be a downfall if only taught as a “rule”
3. How to help students maintain conceptual understanding after developing more efficient algorithms/methods?
4. Naming numbers in different bases!
5. Probes are still difficult to write!
6. Going back to old probes is time consuming
7. With students at different levels, how do we move them to the level we are supposed to be at?
8. I have more appreciation for ELL students
9. How important it is to have a strong math background at every level of teaching!
10. Can we really stop using the term “misconception?” It’s difficult to distinguish between tasks/understandings, etc...
11. Is the base stuff like the MOD learning I had in college?
12. How would pi look in base 4?
13. Excited for Ryan to convince us all that base 12 is the shizzzz!
14. Tomorrow do we start at 8? or 20_4 ?



Agenda

- Reconnecting
- CBA - Fractions
- Nix the Tricks
- Lunch
- Progressions - Connections
- Begin Writing Probes
- Closure - Homework and Next steps



We're going on a camping trip...



- 1 Count off by 3's
2. Form a circle with those in your group and wait for instructions



CBA Fractions

Nix the Tricks



Lunch



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

**Homework is on the back
table**

PROGRESSIONS

A- ha moments?

Eliciting Mathematical Misconception

<http://em2.edc.org/content/assessments>

Task....

Read over your assigned “assessment” - click on the “all assessment materials”

Discuss how it connects to the information in the progressions document

Create a presentation for the group to explain your assessment (include the task, topic background, standard(s), and misconceptions/conceptions the probe is uncovering)

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.”**

Feedback Forms

