

What if? We taught math like we teach reading?

June 25, 2013

- small groups**, guided centers.
- integrating math in reading, writing, etc.
- mini-lessons
- “strong mathematicians do this...” (Standards for Mathematical Practice)
- model to build up to understanding
- how to meet diverse needs?
- math jobs...
- “early readers” for math.
- interactive lessons
- multiple things planned for **differentiation**
- maintain a positive atmosphere
- interpreting data, how students are learning
- one to one conferencing
- talk about math
- using data to adjust practice
- it is not as easy to challenge students who are ready for the next step or who need a challenge – it takes more time and work.

What if... Shift 5 Application

Outside of math time, where can students apply math skills and understandings without being prompted?

June 26, 2013

-data

-arguments regarding pros & cons regarding data they are looking at.

-creating mathematical representations

-science connection

-how the world works... “How high can you jump on the moon?”

-graphing temperatures, hot and cold in US and world

-economic unit – social studies?

-buying and selling

-Bed Time Math Problems – website

-how they worked on it, arrived at answer, bring work in to share

-math in **morning meeting**

-calendar activities

-math wall

-small group meetings

-data collection

-during line up – brief math activities

-cycles unit – tracking numbers, data

-number of days of school

-how many more straws until a “bundle”

- 100 page book, 6 days to read, how many pages per day?
- 22 kids in a class – divide into groups
- 20 minutes to finish, taking down 5 minutes blocks from visual on board
- teacher / student chart – tally through blending – calculating points between teacher and students... tease out amount of points, comparison of numbers.
- lunch count – include all kids, equals number of lunches, tracking lunch data

- Critical Skills challenges

What if... Dual Intensity

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- helped to connect it to phonics v. whole language
- naming where application is happening
- have a decent balance – applications need to be more real life and challenging
- integrate application into IB
- applications that promote skills development
- families seem to only want to deal with the skills math for homework
- math skills for homework... benefit?
- focus on Critical Areas for homework... THEN they bring homework in and they do small group work with it and then students do problems on the board

-team teaching to better address differentiation,
meeting individual student needs