

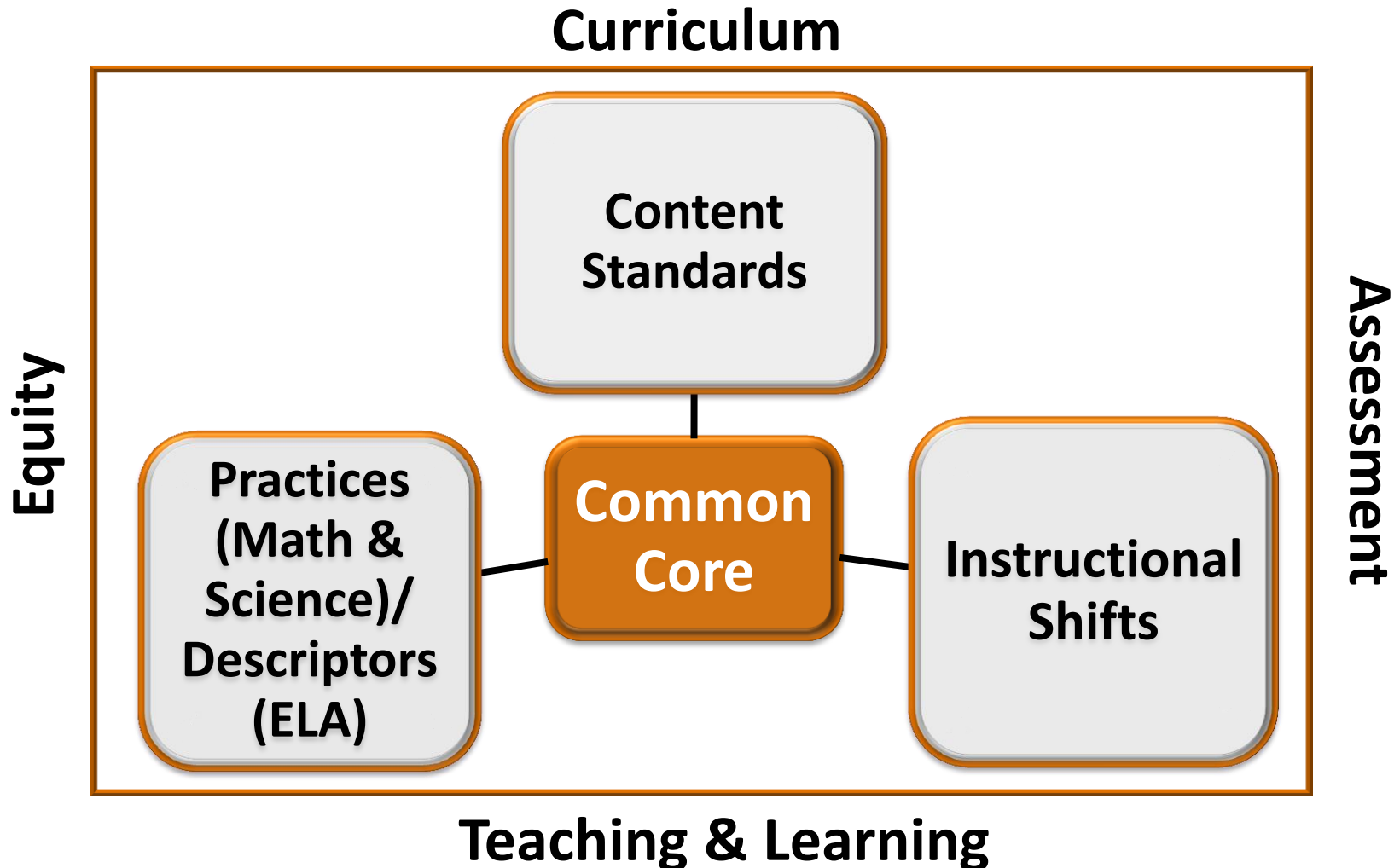


Math Common Core Summer Institute

**Day 1 –
Welcome**

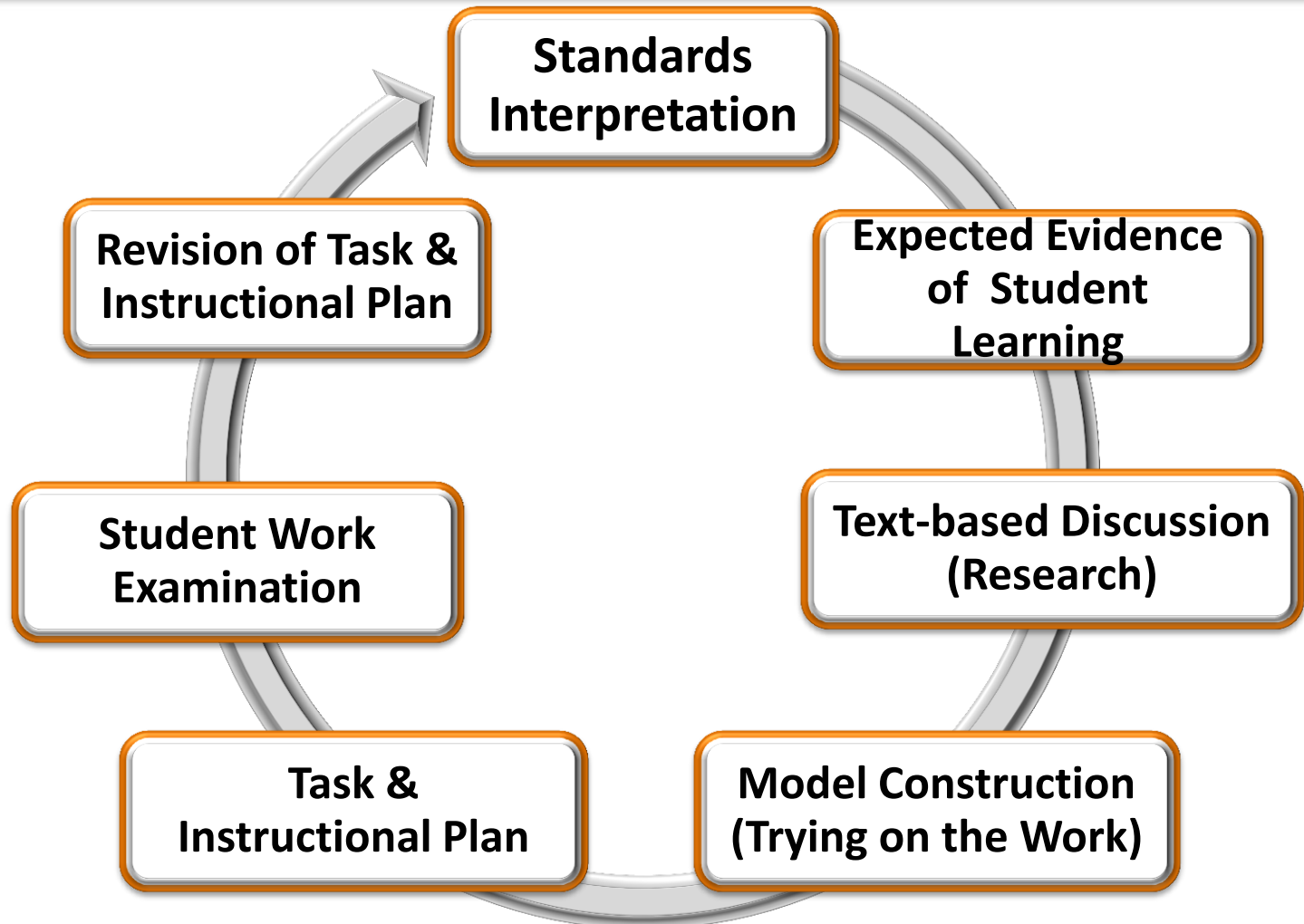


Common Core Standards Framework





Inquiry-Based Design Methodology





Agenda

- Standards for Mathematical Practice
 - Marshmallow Challenge
 - Math with Deb and Rick

Break (~10:00) – 10 minutes

Lunch (~11:45) – 1 hour

- Instructional Shifts
 - Focus
 - Coherence
 - Rigor
- Formative Assessments



Marshmallow Challenge

- Build the tallest freestanding structure
- The entire marshmallow must be on top
- Use as much or as little of the kit
- Break up the spaghetti, string or tape
- The challenge lasts 18 minutes





Standards for Mathematical Practice

Read SMP's 1, 4, 6

As you read:

- What **Assumptions** does the author of the text hold?
- What do you **Agree** with in the text?
- What parts of the text do you want to **Aspire** to?



Marshmallow Challenge

TED talk



Sacramento City Unified School District
Putting Children First

Conceptual Development





Reflection

On your piece of yellow paper folded in half:

- What are you excited about in the Common Core?
- What are you concerned about in the Common Core?



Lunch

1 hour



Instructional Shifts

Jigsaw

- Number 1 – 6 at your table
- On your own, read the shifts from the shifts handout and the CA draft framework
- Report out to your table what you know about your shift



Instructional Shifts - Focus

- Spending more time on fewer-
- *essential* --concepts
- Negating the issue of “a mile wide and an inch deep”
- Requiring a philosophical shift from content coverage to ***content competency***



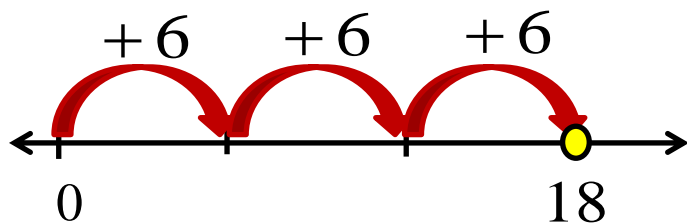
Instructional Shifts - Coherence

- The curriculum has logical progressions from less sophisticated topics into more sophisticated ones.
- Coherence refers to how the standards are organized in and across grade levels.

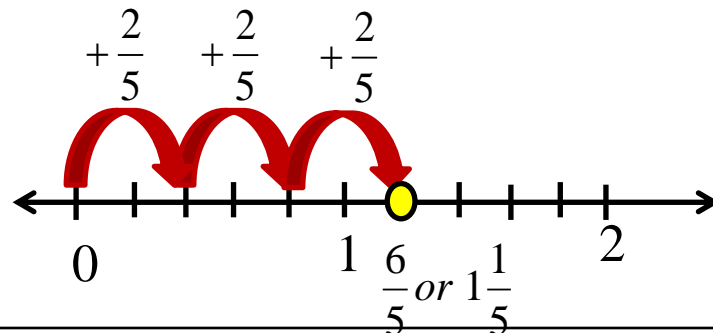


Instructional Shifts - Coherence

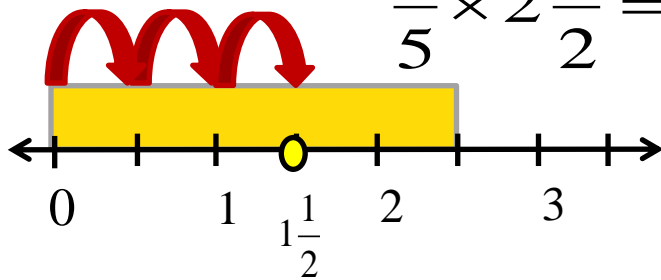
3rd Grade $3 \times 6 = 18$



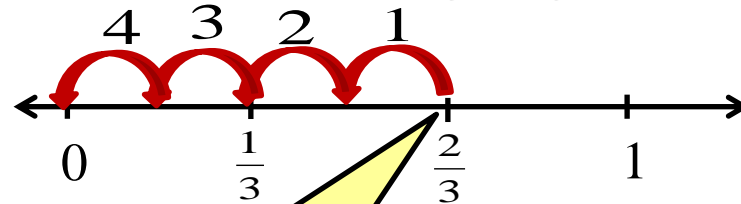
4th Grade $3 \times \frac{2}{5} =$



5th Grade $\frac{3}{5} \times 2\frac{1}{2} =$



6th Grade $\frac{2}{3} \div \frac{1}{6} =$



How many sixths are there in two-thirds?



Instructional Shifts - Rigor

What can I do to make my
classroom instruction more
rigorous?



Instructional Shifts – The Game

6 “Corners”

- Decide with your partner which shift is represented on your paper strip
- Find the corner corresponding to your shift
- Tape your strip to the poster
- Confirm with others in your corner



Instructional Shifts – The Game

6 “Corners” – Gallery Walk

Rotate clockwise through each shift.

Sit down when you have seen them all.



Formative Assessments

- What are formative assessments?
- Why do we need formative assessments?



Formative Assessments

Complete the following:

6th – Grandpa’s Knitting

7th – Art Class

8th – Extending the Definitions of Exponents



Formative Assessments

Discuss at your table

- How do the assessments relate to the shifts?
- How do the assessments require the instruction and the learning to change?
- How does this guide your next steps for instruction?



Reflection

On your piece of yellow paper folded in half:

- What have you learned that is new today?
- What do you hope to get out of this week?



Have a great afternoon!

See you tomorrow at 8:30am!

**Please sit with grade level
peers**

**Suggested homework – Read The
Progressions!**