



Sacramento City Unified School District

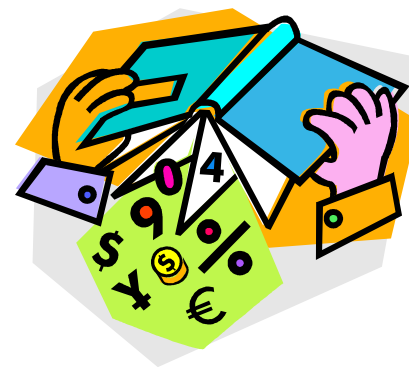
Putting Children First

Math Common Core Summer Institute

Summer Institute

Grades: K – 2

Day 3





Agenda

- Warm-Up (Solve It Three Ways)
- Conceptual Development

Break – 10 minutes

- Trying on the Assessments

Lunch – 1 hour

- Instructional Strategies
- Trying on the Work
- Lesson Planning Rubric



Warm-Up: Solve in 3 Ways

Without using paper and pencil,
solve these equations.

- $95 + 27 =$
- $273 + 368 =$
- $805 - 189 =$
- $812 - 476 =$





Warm-Up: Solve in 3 Ways

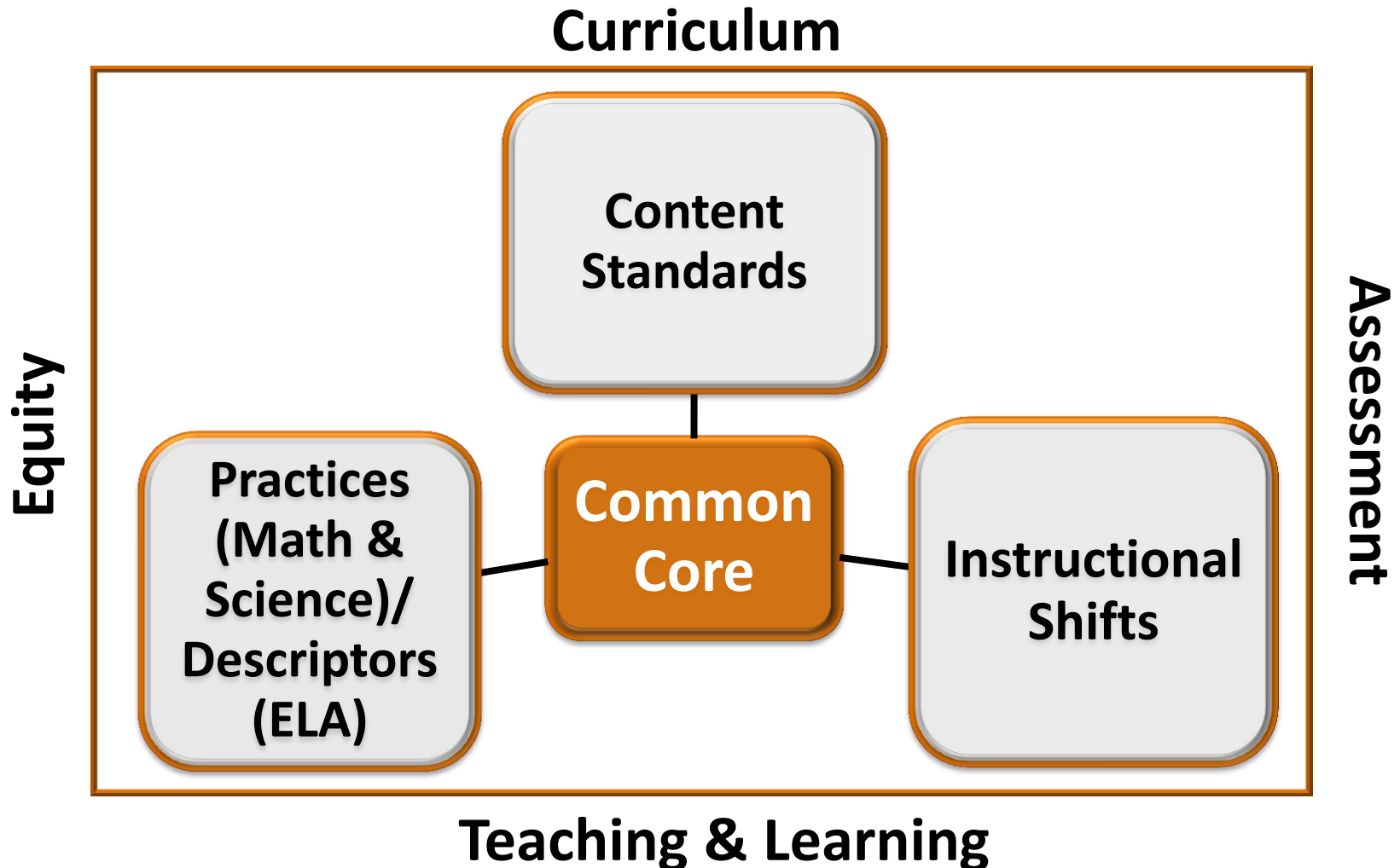


With a partner, share:

- How did you solve the equations?
- What strategies did you use?

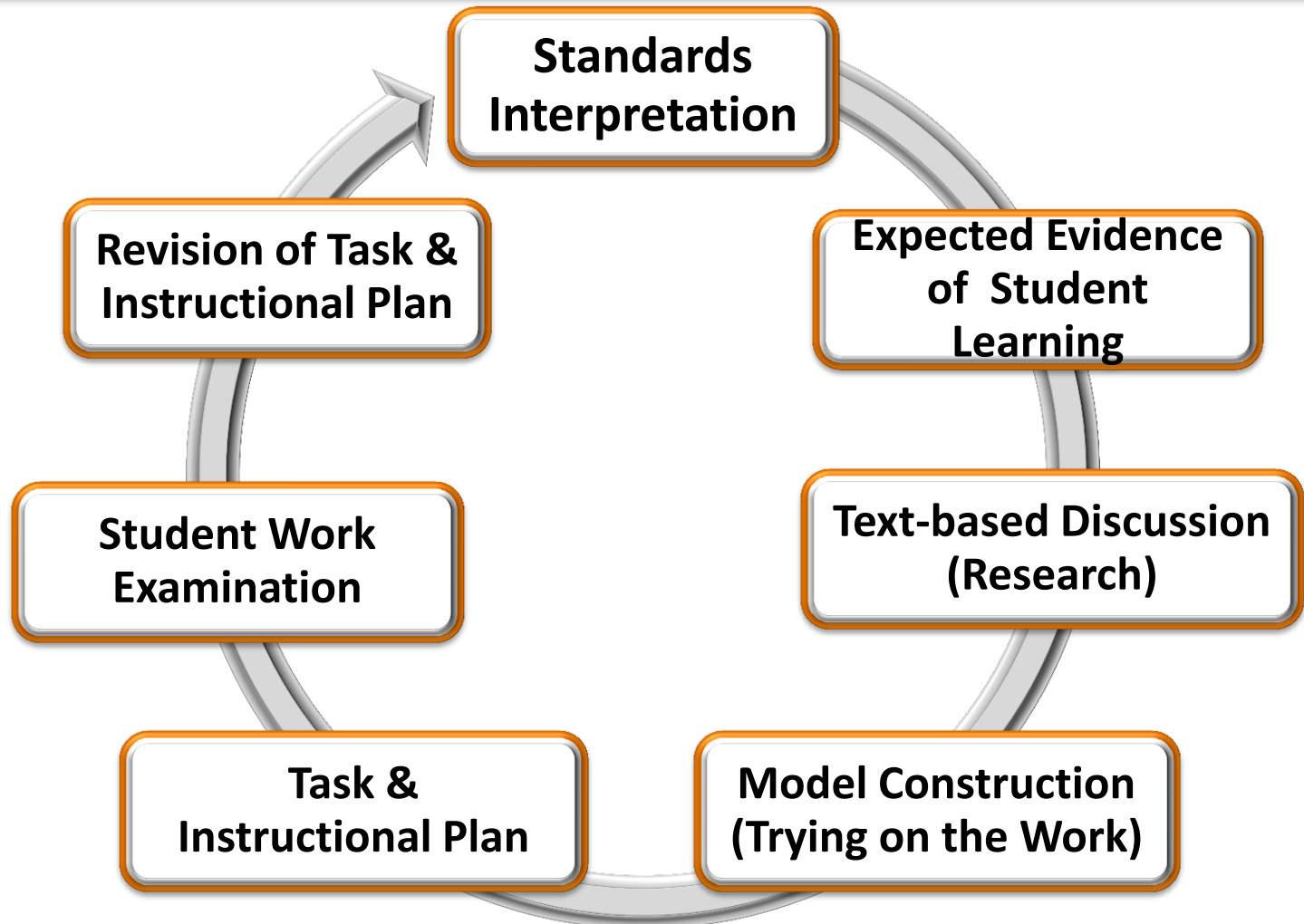


Common Core Standards Framework





Inquiry-Based Design Methodology





Conceptual Development

72

What is this number, and
how do you know?



Conceptual Development

72: What is this number, and how do you know?

- **Student 1:** “The 7 is in the tens place and the 2 is in the ones place so it is 72.”
- **Student 2:** “I have 7 tens and 2 ones. 7 tens make 70. When I add on 2 more ones, I get 72.”



Conceptual Development

Ways of representing the quantity 72

Tens	Ones
7	2
6	12
5	22
4	32
3	42
2	52
1	62
0	72



Conceptual Development

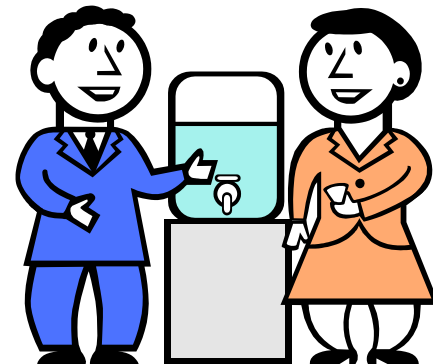
- How can renaming 72 in different ways help students look at three-digit numbers?
- How can students apply what they have learned previously to three-digit numbers?

Hundreds	Tens	Ones
4	3	5



Break

10 Minutes





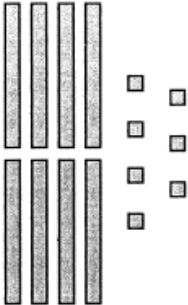
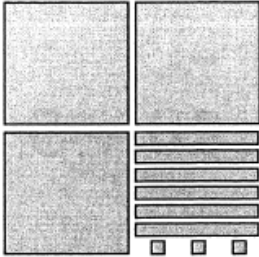
Formative Assessments

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



Formative Assessment Lesson

Place Value Card Sort Activity

<p>Fifteen</p>	<p>Last year our school had 198 students. This year there are 249 students. How many more students are there this year than last year?</p>		
<p>One hundred forty-four</p>	<p>Two hundred seventy-eight</p>	<p>Gabby has 105 stamps in her notebook. There are 39 empty spaces left to fill in her notebook. How many stamps can her notebook hold?</p>	<p>Eighty-seven</p>

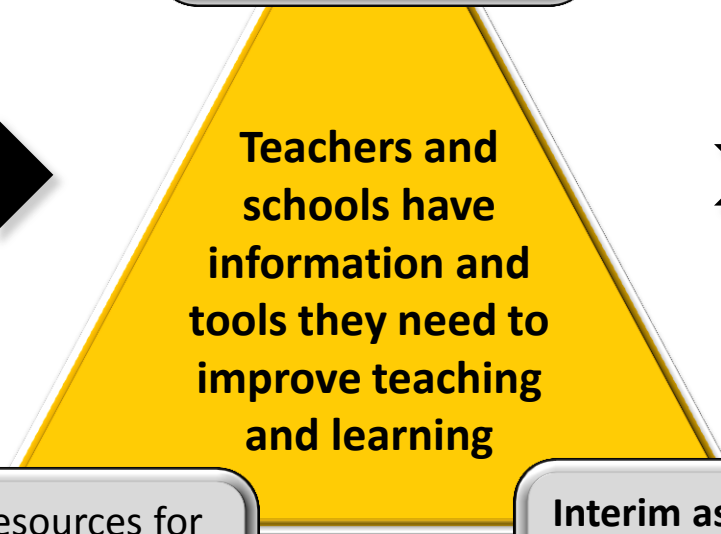


Smarter Balanced A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness



Summative assessments
Benchmarked to college and career readiness



All students leave high school college and career ready

Teacher resources for **formative assessment practices** to improve instruction

Interim assessments
Flexible, open, used for actionable feedback



Smarter Balanced : A Balanced Assessment System

School Year

Last 12 weeks of year*

DIGITAL CLEARINGHOUSE of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

Optional Interim Assessment

Computer Adaptive Assessment and Performance Tasks

Optional Interim Assessment

Computer Adaptive Assessment and Performance Tasks

Summative Performance Tasks for Accountability

- Reading
- Writing
- Math

Summative End of Year Adaptive Assessment for Accountability

Re-take option



Different Kinds of Assessments

- Selected-Response
- Constructed-Response
- Extended-Response
- Technology-Enhanced
- Performance Tasks



Assessment: SBAC

Trying on the assessment (Day 2)





SBAC Survey Results

Math Tools Survey Results

Math Tools	Tally Marks
Clock	III
Place Value Blocks	III
Calculator	
Pattern Block	
Fraction Set	III
Coins	
Tangrams	

Science Tools Survey Results

Science Tools	Tally Marks
Thermometers	III
Beakers	III
Safety Goggles	III
Tape Measure	II
Magnets	II
Magnifying Lens	III
Compass	III



SBAC Debrief

Reflect on the assessment.

- Which part was challenging, and why?
- How is the SBAC assessment different from the CST or Benchmark test?
- How can you help your future 3rd grade students access this type of math?



Lunch

1 Hour





Instructional Strategies

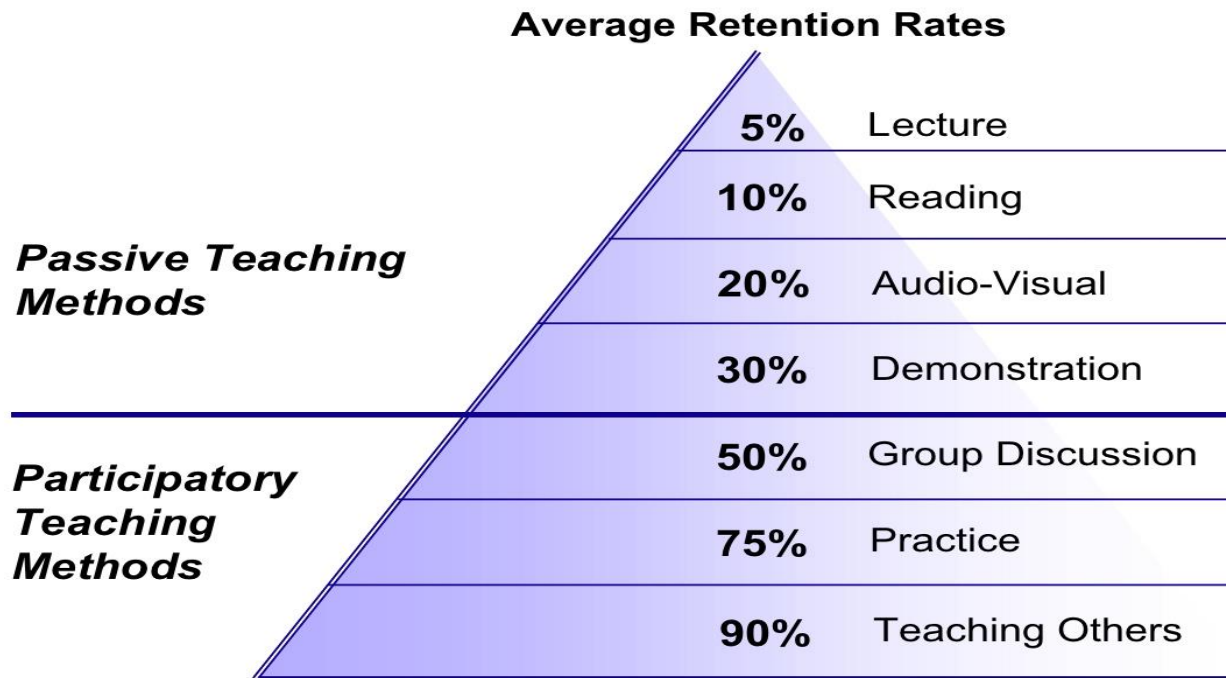
Read

- “Instructional Model” pages 9 – 14
 - When planning your future lessons, which instructional model would you like to use?
- “Student Engagement Strategies” pages 15 – 22
 - Which engagement strategy have you used?
 - Which engagement strategy would you like to try?



Learning Pyramid

The Learning Pyramid*



*Adapted from National Training Laboratories. Bethel, Maine

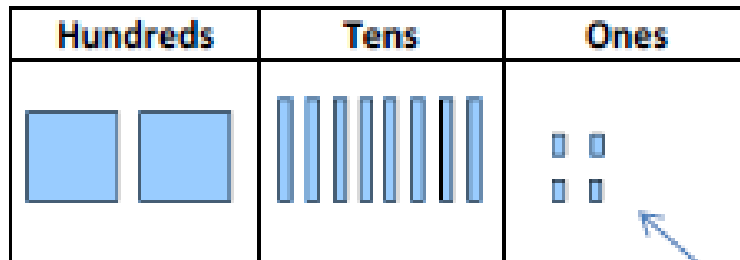


Visual Representation of Numbers

2nd Grade Number and Operations in Base Ten: Composing and Decomposing Numbers

Second Grade

Compose and decompose numbers by using a variety of strategies, such as known facts, tens place value or landmark numbers to solve problems.



What number is 1 more than 284? 285

Hundreds	Tens	Ones

What number is 100 more than 285? 385

Use 408 as a clue to find out about the scale.

What is 10 less than 400?
Show it on the number line.



Trying on the Work

Complete the number patterns.

231	232			235	
		243			



Trying on the Work Reflection

- How will this lesson help my students?
- Do I need any revisions, if so, what can I do to help my students learn the mathematics that the lesson is trying to teach?
- How does this lesson reinforce the standard I'm trying to teach?



Lesson Planning

Lesson Planning Rubric

SCUSD Common Core Mathematics Lesson Planning Guide

Unit Title: Lesson:	Approx. time:	CCSS-M Standards:
A. Focus and Coherence	B. Evidence of Math Practices	
Students will know...	<i>What will students produce when they are making sense, persevering, attending to precision and/or modeling, in relation to the focus of the lesson?</i>	
Students will be able to...		
Student prior knowledge:		
Which math concepts will this lesson lead to?		
Guiding Question(s)		
Formative Assessments		
Anticipated Student Preconceptions/Misconceptions		
Materials/Resources		



Reflection and Evaluation

On the back of your DISTRICT evaluation form, please reflect:

- What kind of support are you hoping to receive for Math Common Core?
- Which part of the Summer Institute did you find most valuable?

Please fill out the front part of the DISTRICT evaluation form.



**Thank you, and
have a great
summer!**

