



Welcome Back!

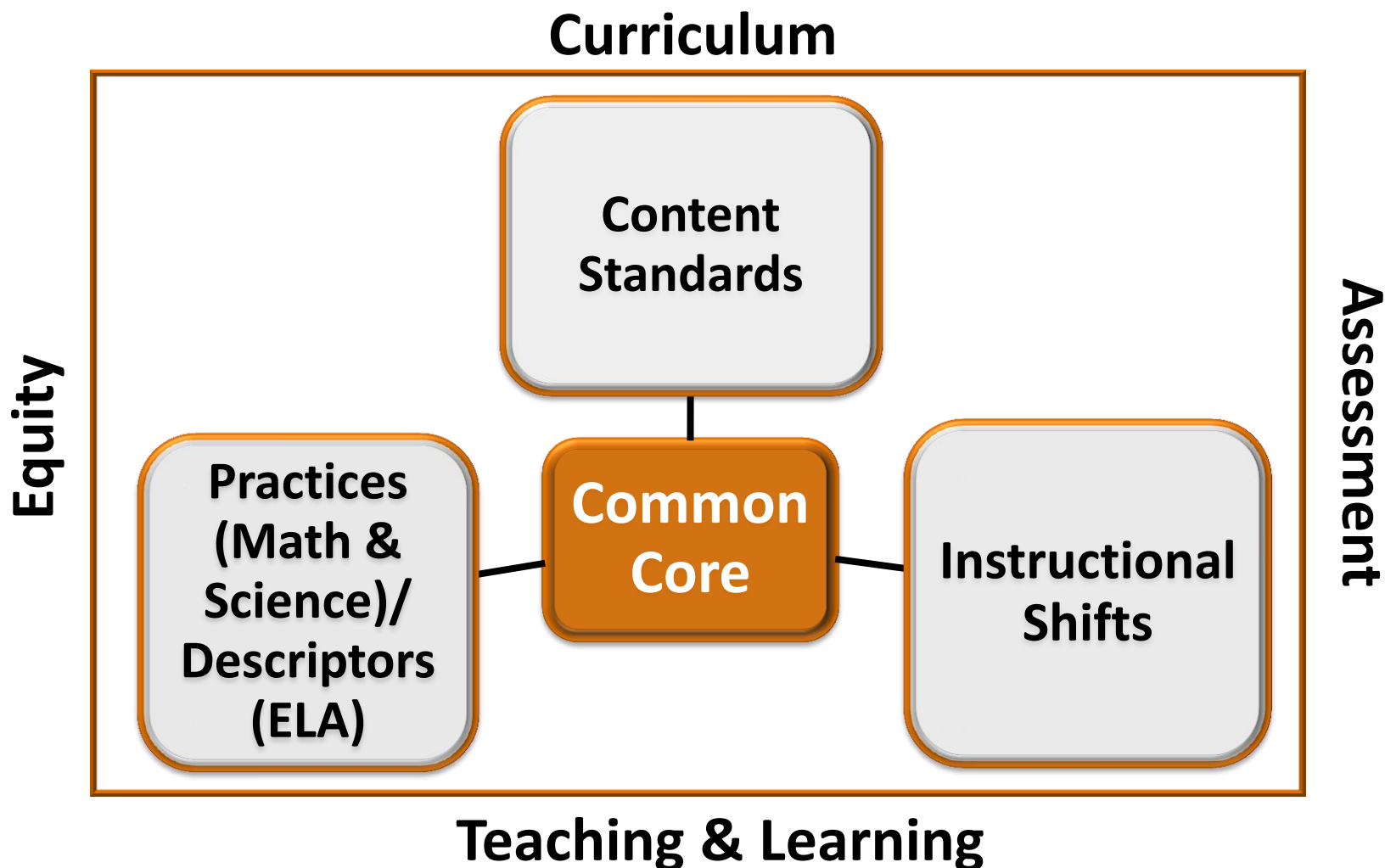
C²S² Mathematics

Grades 3-4

Session 3

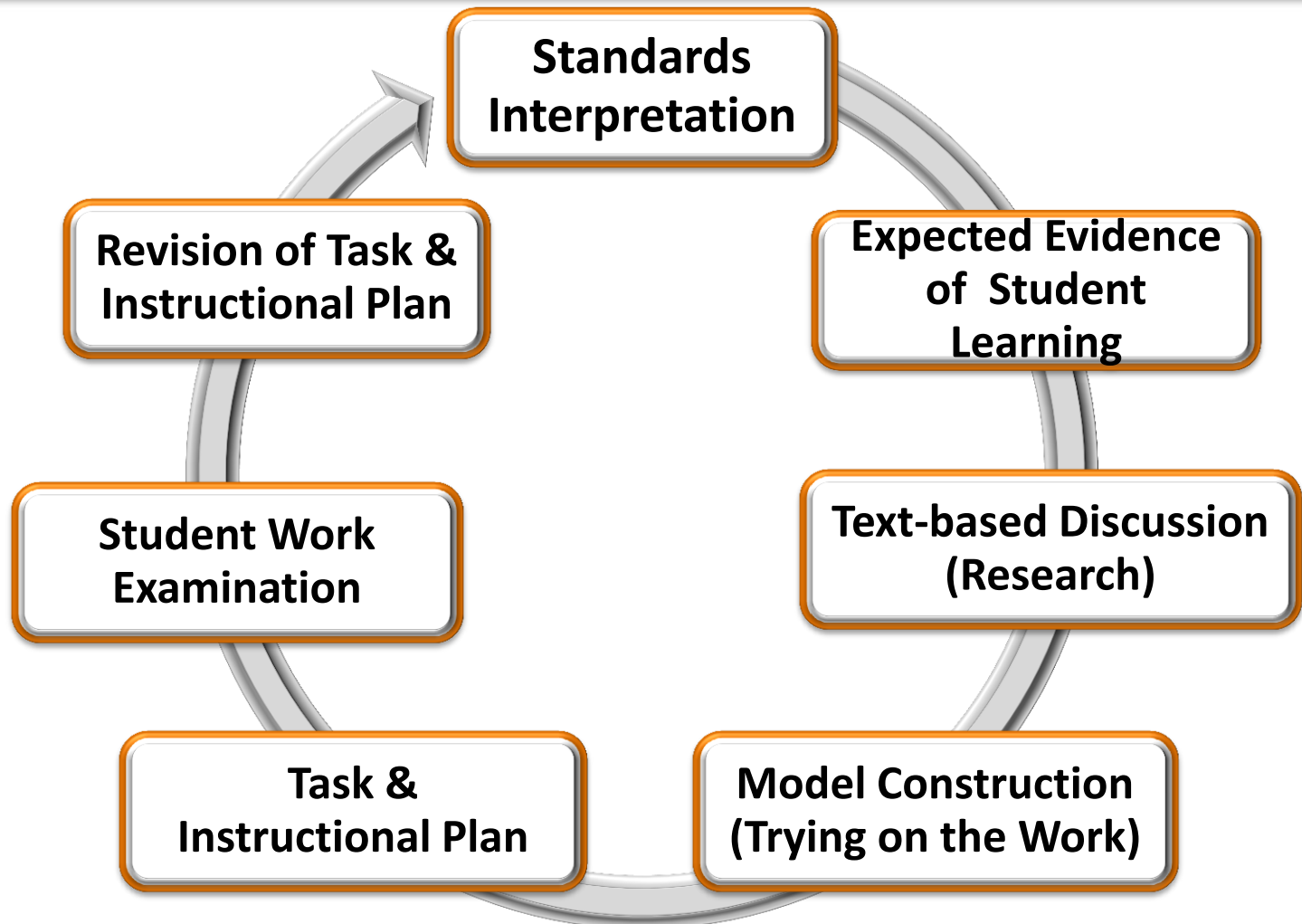


Common Core Standards Framework





Inquiry-Based Design Methodology





Agenda

- Student Work Review and Gallery Walk
- Standards Interpretation
- Expected Evidence of Student Learning

Break (~10:00am) – *10 minutes*

- Text-Based Discussion
- Model Construction (Trying on the Work)
 - Unit of Study
 - Math

Lunch (~12:00) – *1 hour*

- Model Construction (cont.)
- Lesson Planning



Rubric for Reviewing Student Work

0	1	2	3
<p>Nothing Correct Or No Work Done</p>	<p>Correct answer; no conceptual explanation given</p> <p>Or</p> <p>Incomplete work or incorrect answer; some conceptual explanation given</p>	<p>Correct answer with procedural understanding only (for example, a written explanation that simply states the procedures used); some conceptual explanation given</p> <p>Or</p> <p>Incorrect answer (for example, due to a minor computational error) with complete conceptual explanation</p>	<p>Correct answer with a complete and logical conceptual explanation, written in a clear and well-organized way</p>



Rubric for Reviewing Student Work

Is $7/8 < 8/9$?

- On your own, use the rubric to score Student 1
 - Be prepared to justify your score to the group
- On your own, use the rubric to score Student 2 and Student 3



Reviewing Student Work

- Use the rubric to look at your own student work.
- Share with your table.



Reviewing Student Work

Gallery Walk

- Place 1-2 pieces of student work per table on the wall

Take Post-Its

- Note evidence of SMPs
- Note questions you would ask students



Revision of Task

Using Your Yellow Evaluation Sheet:

- Fold paper in half
- Writing Prompt #1 -

Now that you've analyzed student work, how might you revise the lesson or math task?



Standards Interpretation

Read Content Standards

- Read your grade level content standards in the domain, “Number and Operations – Fractions.”



Standards Interpretation

Focus in on a Cluster

Domain: Number and Operations – Fractions

Clusters:

- **3.NF.1, 2, 3** Develop understanding of fractions as numbers
- **4.NF.3, 4** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- **5.NF.1, 2** Use equivalent fractions as a strategy to add and subtract fractions.



Standards Interpretation

Focus in on a Cluster

- 3.NF.1, 2, 3
- 4.NF.3, 4
- 5.NF.1, 2

Individually record your findings in the first two columns of the “Understanding the Content Standards” matrix.



Break

10 minutes



Text-Based Discussion

Expand your understanding

- Read the Progressions document.
 - Overview
 - Your grade level
- After reading *Progressions for the Common Core*, individually record your findings in the third column of the “Understanding the Content Standards” matrix.



Text-Based Discussion

Expand your understanding

- Share your ideas with your tablemates
- Create a chart sharing your collective understanding including:
 - Standards Interpretation
 - Big Ideas/Enduring Understandings
 - Additional Notes Based on
Progressions for the Common Core



Text-Based Discussion

Gallery Walk

Take Post-Its

- Comments, Questions, “Aha” Moments



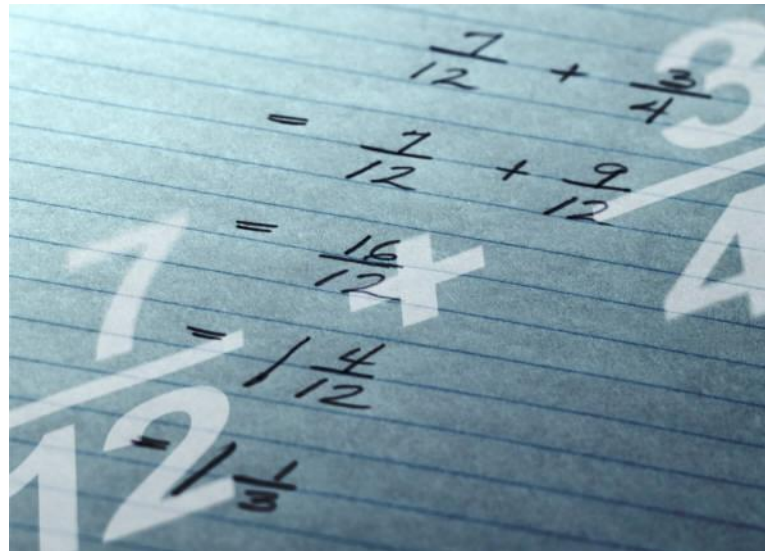
Model Construction (Trying on the Work)

Introduction to Designing a “Unit of Study”



Model Construction (Trying on the Work)

Trying on the Math





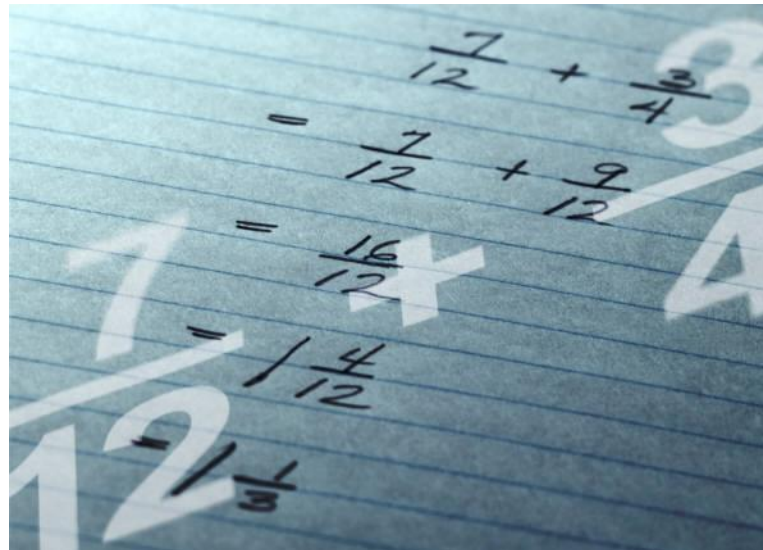
Lunch

1 hour



Model Construction (Trying on the Work)

Trying on the Math





Reflection Question

Using Your Yellow Evaluation:

- Writing Prompt #2 -

How did reading the Common Core fraction standards and “trying on the work” help you understand how to build students’ conceptual understanding?



Homework

Lesson Planning

- Pick a standard from the **Number and Operations – Fractions** domain from grades 3 – 5 that you read today.
- Plan and teach a lesson
 - Try some strategies that you saw today or in past sessions



Reflection

Please Complete Your Evaluation

Thank you!!!