



Welcome Back!

C²S² Mathematics

Session 4

Grade 4

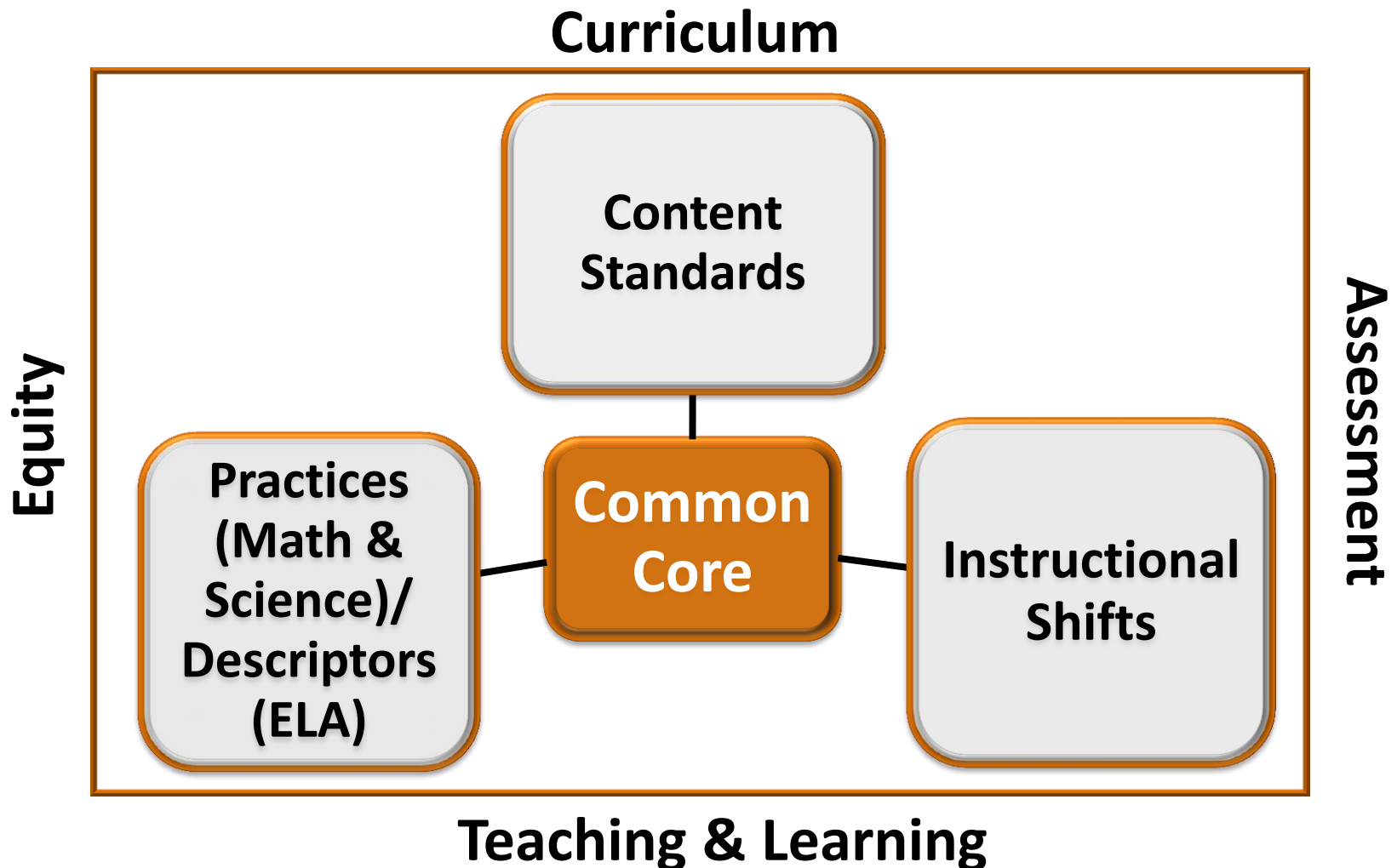


Check-In

- What is something you are proud of that your students have accomplished this year?

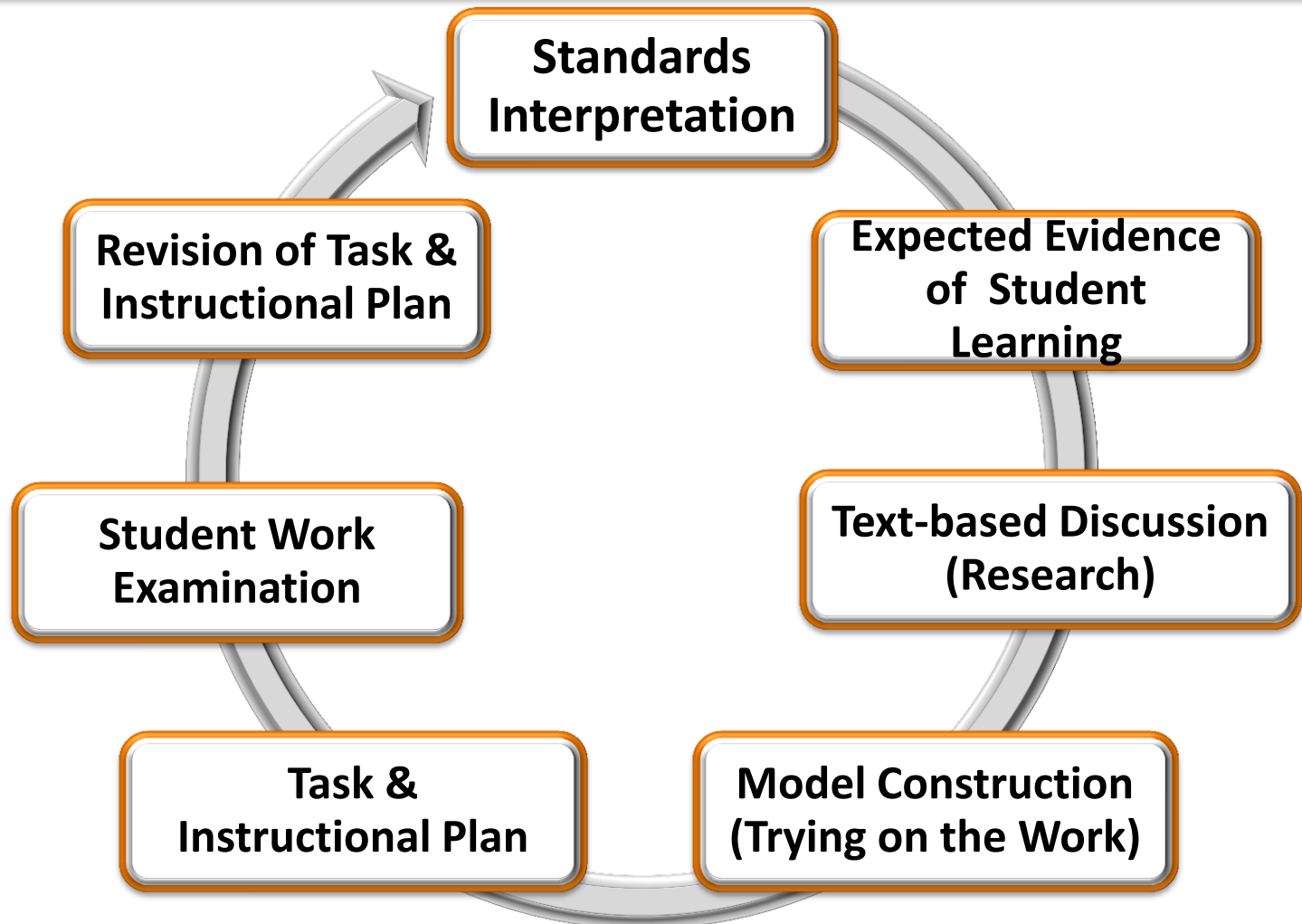


Common Core Standards Framework





Inquiry-Based Design Methodology





Agenda

- Student Work Examination
- Creating a Unit of Study
 - Standards Interpretation (Review of Enduring Understandings)
 - Expected Student Evidence (Knowledge and Application)
 - Guiding Questions

Break (~10:15am) – 10 minutes

- Assessments
- Lesson Sequence
- Teacher Post-Assessment

Lunch (~11:40) – 1 hour

- Lesson Planning and Presentations



Rubric for Reviewing Student Work

0	1	2	3
<p>Nothing Correct</p> <p>Or</p> <p>No Work Done</p>	<p>Correct answer with procedure and no conceptual explanation given</p> <p>Or</p> <p>Incomplete work or incorrect answer and some conceptual explanation given</p>	<p>Correct answer with procedure (for example, a written explanation that simply states the procedures used) and 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>



Reviewing Student Work

- Use the rubric to look at your own student work.
 - Share with your table
 - What might you revise?
- We will put up student work for a Gallery Walk as you return from break.



Reflection Question #1

Using Your Yellow Evaluation Sheet:

- Fold paper in half
- Writing Prompt #1 –

What has been most useful for helping you understand math common core this year?



Creating a Unit of Study

- **Standards Interpretation**
 - Enduring Understandings
 - Knowledge and Application
- **Guiding Questions**
- **Assessments**
- **Lesson Sequence**
- **Lesson Planning**



Standards Interpretation

Grade 4

Number and Operations – Fractions

4.NF.1,2

Extend understanding of fraction equivalence and ordering.

Take out and review:

- Standards – 4.NF.1,2
- “Understanding the Content Standards Matrix” from Session 3



Standards Interpretation

Enduring Understandings:

Your posters from Session 3 had these “Big Ideas/Enduring Understandings”

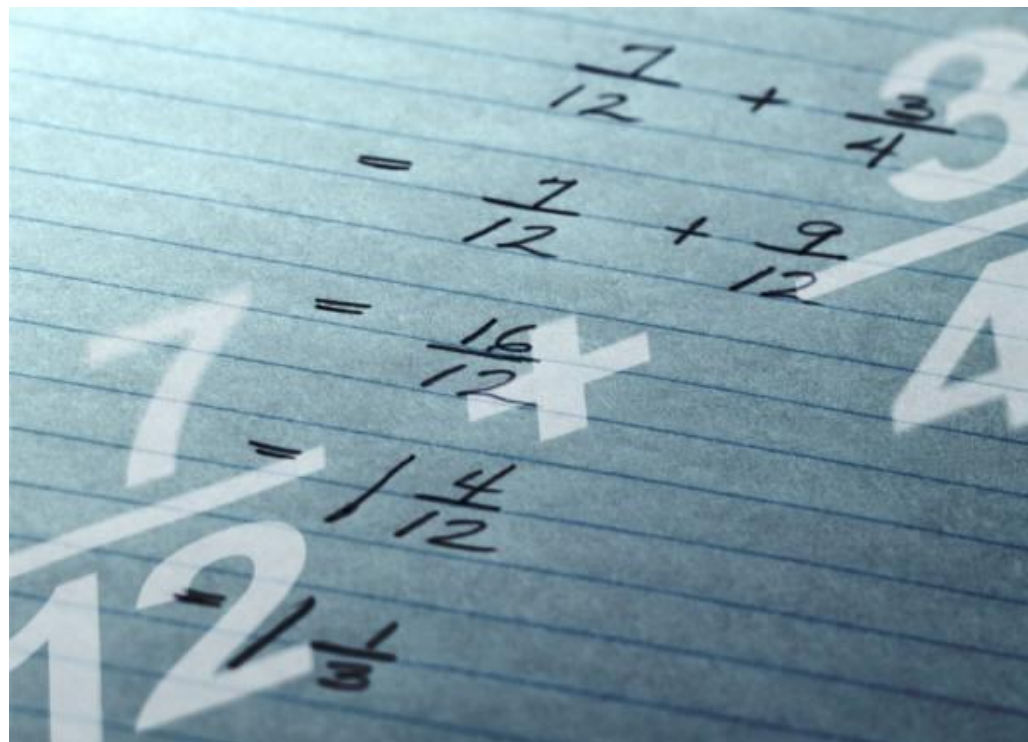
- Sts. need to understand the analogy of fractions and whole numbers



Sacramento City Unified School District

Putting Children First

Conceptual Development





Standards Interpretation

Knowledge and Application

Your posters from Session 3 had these ideas for “Knowledge and Application”

• many fractions label the same point on a number line and are therefore equal...
 $\frac{1}{2}, \frac{2}{4}, \frac{3}{6}$ (fraction strips show this)

Demonstrate an understanding of equal fractions and comparing fractions.



Guiding Questions

These questions will guide student inquiry:

- These are thought provoking questions that recur as students progress through their learning of this topic.
- These are framed to provoke and sustain student interest and inquiry.
- These do not yield a single answer, but produce different plausible responses.

Wiggins and McTighe *Understanding by Design*



Break

10 minutes



Assessments

“Try On” the assessments

Formative Interim Assessment:

Mid-Unit Check

Post-Assessment (Culminating Task):

Picking Fractions



Types of Lessons

What types of lessons support students conceptual understanding of fractions?

E.g.: “You-We-I” (Phil Daro’s Video)



Lesson Sequence

Example:

Pre-Assessment: Ready for More Fractions

Lesson 1: Explore Parts of Whole

Students will know...

- the size whole matters when expressing relationships with fractions
- the more fractional parts used to make a whole, the smaller the parts
- how many pieces it takes to make a whole and each piece is a unit fraction.

Students will be able to...

- identify, build, read, write, and label fractions



Teacher Post-Assessment

For the Math Common Core grant:

- Make your code (same as Session 1):
The first 2 letters of your mother's maiden name and one more than your birth date (*day* only)

Example

Maiden name: **Gold**

Birthday: March **24**, 1974

Code = GO25



Lunch

1 hour



Lesson Planning

- In small groups, create a complete lesson plan that fits in the lesson sequence.
- Use the “Lesson Planning Guide” to identify
 - A. the **focus** of your lesson,
 - B. the **evidence** of Math Practices 1, 4, and/or 6, and
 - C. the **learning experiences** that provide for rigor.



District Website

Download the Lesson Planning Guide

Go to www.scusd.edu/common-core

- Professional Development Dates and Materials
 - Mathematics Dates and Materials
 - Focus or Target
 - Today's Date



Lesson Planning Guide

A. Focus and Coherence

B. Evidence of Math Practices

C. Learning Experiences



Guidelines for Saving Your Lesson Plan

To save your Lesson Plan document:

- Use the flash drive provided
- Open the 4th grade folder
- Save with file name: **4.NF.Lesson#**

Ex: 4.NF.Lesson2A



Presentations

Share parts of your lesson with the group:

- Focus of the lesson
- Warm-up
- Formative Assessment



Reflection Question #2

Using Your Yellow Evaluation:

A. What support would you like to continue your learning of Common Core Math next school year?

or

B. Reflect on the CC Math learning you've done this year and complete the following sentence stems:

“I used to think...” and “Now I think...”



District Website

- Find these units of study on our district website at www.scusd.edu/common-core
- They will be available by June 14th



Summer Institute

Sign up for the summer institute:

Grades 3-5

July 8 – 12

\$500 stipend



Celebration/Evaluation

Please complete your evaluation

Thank you!!!

