



Math Common Core Summer Institute

Day 4 –

Welcome



String Activity

- What role did you take on during the activity?
- How did the roles affect the group as you progressed through the task?



Assessments

Try on the proposed culminating task

- Does the task assess the standards for the unit?
- If not, which standards are absent?
- Are there standards assessed that are not called out in the unit?



Assessments

How would you revise the proposed task to assess the standards?



New Unit of Study

Revisiting our work from
yesterday

- Enduring Understanding
- Essential Questions
- Knowledge
- Application

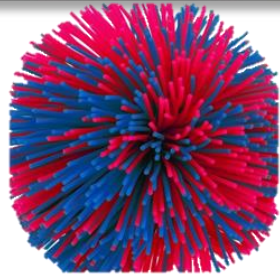


Lesson Sequence

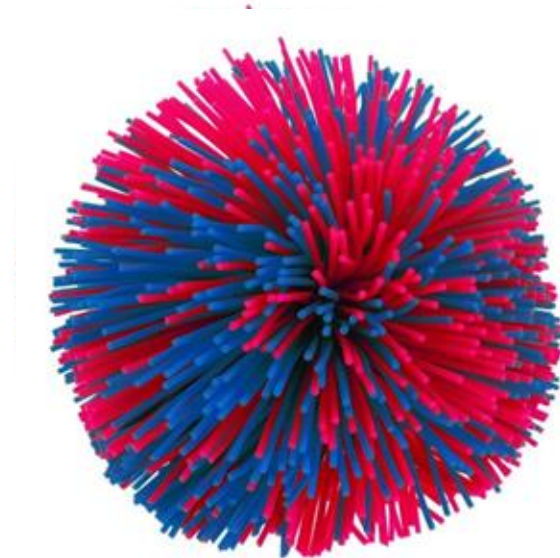
- With a partner, cut the Applications into strips
- Put the Applications in a logical teaching order



Lesson Sequence



Katch the Koosh Ball!





Lesson Sequence

- Create groups of Application and Knowledge that should be taught together in a lesson
- Put the lessons in sequential order
- On chart paper, write your lesson sequence



Lesson Sequence

Gallery Walk

Take post-its and place one on a poster to “vote” for your favorite sequence



Lunch
1 hour



Sacramento City Unified School District
Putting Children First

Welcome Back





Assessment Exploration

- Use a laptop or the Training Rooms to explore online resources.
- Look for formative assessments that fit within your standards/unit of study



Assessment Exploration

Websites to start with:

- <http://www.smarterbalanced.org/smarter-balanced-assessments/#item>
- <http://www.illustrativemathematics.org>
- <http://www.insidemathematics.org/>
- <http://www.wccusd.net/Page/3205>



Assessment Exploration

- Print **two** assessments to try with your table group
- Place on the lesson sequence poster
 - A copy of the assessment
 - A sticky note with the website the assessment came from
 - Note which lesson you recommend using the assessment for



Have a great afternoon!

See you tomorrow at 8:30am!

Suggested homework –

- Progressions**
- CA Draft Framework**
- Van de Walle**