



Build Math Muscles!

I am Barb Wagner

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Shape of the Day

9:00 - 10:15

10:15 - 10:30 Break

10:30 - 11:45

11:45 - 12:45 Lunch

12:45 - 3:00

Opener

Which one doesn't [belong](#)?

9	16
25	43

Learning Intentions

- ❖ Teachers will have a flexible structure to use for planning.
- ❖ Teachers will use the pedagogy of best practise to discuss math teaching ideas.
- ❖ Teachers will work socially and network with others.

“

Today, we live in a time of extraordinary and accelerating change, and the need to understand and be able to use mathematics in everyday life has never been greater.....Demands of the new century require that all children acquire an understanding of mathematical concepts, proficiency in skills and positive attitudes towards mathematics.



Do all that!!
How?

Unit Plan

Big Idea

Unit Plan

Content and Curricular Competencies

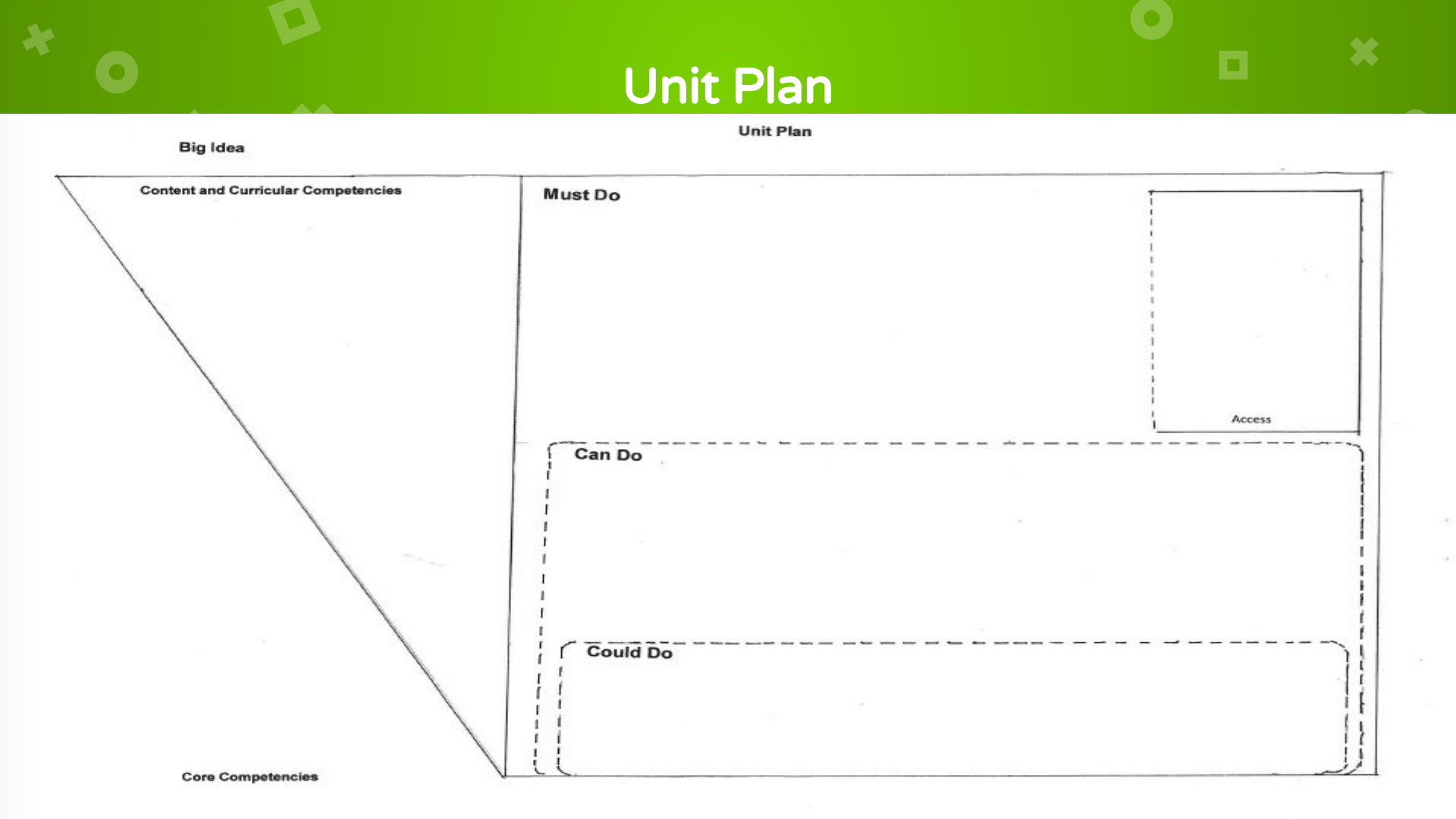
Must Do

Access

Can Do

Could Do

Core Competencies



Week Plan

Unit:

Learning Intentions :

<p>Content and Curricular Competencies</p> <p>Core Competencies</p>	<p>Must Do</p> <div data-bbox="1506 207 1796 447" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p>Access</p></div> <p>Can Do</p> <p>Could Do</p>
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COMMUNICATION

Adapted from Tu Loan Trieu SD43 (2017)

Connect and engage with others (to share and develop ideas):

- I ask and respond to simple, direct questions
- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully

Acquire, interpret, and present information (include inquiries)

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way
- I can present information and ideas to an audience I may not know

Collaborate to plan, carry out, and review constructions and activities

- I can work with others to achieve a common goal; I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas and identify the ways we agree (commonalities)

Explain/recount and reflect on experiences and accomplishments

- I give, receive, and act on feedback
- I can recount simple experiences and activities and tell something I learned
- I can represent my learning, and tell how it connects to my experiences and efforts



Unit Topic: Learning Intentions:

Opener (All)

Activator – could be Opener, could be pre-lesson. Get them thinking!

Mini Lesson –

Work Time: What will students have to do?

Access	I Must...	I Can...	I Could...	I Can Try to...
				

Wrap up – Metacognitive Piece - What did they learn today?

Assessment – What tools for formative assessment or descriptive feedback.

Openers

Number Talks

[Estimation 180](#)

Number Routines

[Same Different](#)

[Number Strings](#)

[Clothesline Math](#)

Activator

This depends entirely on what your [Learning Intention](#)/s is for your group of students.

Mathematics

K 1 2 **3** 4 5 6 7 8 9

[Introduction](#) | [Goals and Rationale](#) | [What's New](#) | [Curriculum Overview](#)

Core Competencies

C
Communication

T
Thinking

PS
Personal & Social

Big Ideas

Fractions are a type of *number* that can represent quantities.

Development of computational *fluency* in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.

Regular increases and decreases in *patterns* can be identified and used to make generalizations.

Standard units are used to describe, measure, and compare *attributes* of objects' shapes.

The likelihood of possible *outcomes* can be examined, compared, and interpreted.

Activators

3 Act Tasks

Literature

Math text-book

Working Time

- Individual practise - puzzles, problems
- Partner work - games, manipulatives, problems
- Small group - vertical surfaces, problem solving
- Stations - manipulatives, teacher station, technology, games, vocabulary

Metacognitive Time

What did you learn today?

- ★ Report out
- ★ Exit slips
- ★ Journal
- ★ Self assessment



Thanks!

Any questions?

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