

# Curriculum Connection

2/13/12

mCLASS: Math – MoY (K – G2)  
ISTEP+ -Writing and Open Ended  
ACUITY Diagnostic #3  
IREAD-3

1/30/12 – 2/24/12  
3/6/12 – 3/14/12  
3/14/12 – 4/04/12  
3/20/12

## Where Are You With DMR?

### Information

- I have skimmed the book. I'm getting started.
- I have read the book and been to a class. I still have questions.
- I am successfully putting DMR practices into place.

### Frequency

- I don't have time.
- I get it in most days but have time issues
- I get it in daily for 15 – 20 minutes. Students work individually for 5 min., partners 5 min., and review for about 10 minutes 2 most needed skills.

### Math Problems

- I'm copying one from the book.
- My review problems reflect what the grade is doing.
- Narrowed my problems to fit the needs of my students.

### Quizzes

- I'm getting no/some testing done.
- I have a format that covers the review questions.
- I have 2 questions for each skill I'm working on and give the quiz every 5 days or 10 days.

### Graphing (in the future – training will be provided)

- I'm supposed to graph the test?
- I'm monitoring the data but not creating a graph. I could use some help.
- I'm graphing the test results to show the % of success for each skill and then posting them. I'm dropping skills that reach the 80% goal.

### Mental Math

- I run out of time for mental math questions.
- I give a mental math question.
- I give three 2/3-step mental math problems daily.

## Technology

Vocabulary sites:

[Vocabulary Logs, Practice Activities, and Word Lists](#)

[.doc](#) by Anita Archer

<http://www.freereading.net/index.php?title=Vocabulary>

[Activities](#) If the stories don't fit, don't worry. Check out the activities and organizers that go with them!

## Vocabulary

Vocabulary is a component of both oral and written language that includes the body of words students must know to make sense of the words they see in print.

**Selecting words:**(Tier 2 words)

- Tier 1 – Mostly learned w/o instruction
  - i.e. summer, family, hungry
- Tier 2 – These words appear frequently in the vocabularies of mature language users. They are not connected to a particular domain.**
  - i.e. fascinate, unfortunate, mentioned
- Tier 3 – Specialized words often related to a specific content area.
  - i.e. photosynthesis, ecosystem

Marzano's **Six Steps to Effective Vocabulary**

**Instruction**

- Provide a description, explanation or example of the new term.
- Ask students to restate the description, explanation or example in their own words.
- Ask students to construct a picture, symbol, or graphic representing the word.
- Engage students in activities that help add knowledge to the terms in their notebooks.
- Periodically ask students to discuss the terms with one another.
- Students are periodically given opportunities to play with the terms.

## Math Adoption Training

G3 – G5 **FEBRUARY 28**- 4:00 – 5:15 Park Hill SDR

**Rescheduled Date**