

Curriculum Connection

2/27/12

ISTEP+ -Writing and Open Ended	3/6/12 – 3/14/12
End of 3 rd Quarter	3/9/12
ACUITY Diagnostic #3 G4 – G8	3/14/12 – 4/4/12
ACUITY Algebra Pred. C G7-G8	3/26/12 – 4/13/12
IREAD-3	3/20/12

Mental Math Part of DMR

How are you providing students daily mental practices with number sense?

Helping students use number strategies that they find comfortable and accurate is an effective way to develop number sense. Students need daily mental practice to develop and retain strong number sense and effective computational skills.

- Select one or more themes for MM
- Dictate orally a corresponding number string
 - Pause briefly after each operational step
- Students don't write anything down until the final answer
- Don't give the answer yet! Repeat the problem to allow students who need a second chance the time
- Those students who think they know are asked to calculate again "just to make sure"
- Students say the answer aloud together
- Verify the correct answer by computing the problem aloud in increments to help those who were unable to do it
- Classes can usually accomplish **three** Mental Math problems in about **five minutes** once familiar with the process. Choose the number of problems appropriate for your class.
- **NOTE:** Be sure to write **your** problem down for review and reference.
- Mental Math problems can be done right after the DMR or at convenient times throughout the day; i.e. before recess.
- **Five Easy Steps to Balanced Math**, pgs. 24 – 27

Technology

Mental Math Problems: You will like THIS!

District Share>Curriculum Resources>Balanced Math>Mental Math>edocs. for G1-2, G3-4, G5-6

The **Parents' Guide to Student Success** developed by the PTA in response to the Common Core State Standards. Scroll down to find your grade level.

<http://www.pta.org/4446.htm>

Integration of Marzano's Vocab Strategies

1. **Provide a description, explanation, or example of the new term.**
 - Looking up words in dictionaries is not useful for teaching vocab
 - Provide a context for the term
 - Introduce direct experiences that provide examples of the term
 - Tell a story that integrates the term
 - Use video as the stimulus for understanding information
 - Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)
 - Describe your own mental picture of the term
 - Find or create pictures that explain the term

Dynamic Teaching Series

Positive Behavior for Tier One Interventions

Presenters: Britt Magneson, Deb Gibson, Nicole Singer, Jeff Studebaker

K – G2 Tuesday, March 13

G9 – G12 Thursday, March 15

G3 – G5 Thursday, March 22

G6 – G8 Tuesday, March 27

Contact your administrator to sign up, limited space

Math Adoption Training

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

Rescheduled Date

Bundle 6 Completion Dates

GK -G8 – March 9th (approximate date)