Sacramento City Unified School District
Putting Children First

Welcome Back!

C^2S^2 – Mathematics

Grades 6-7
Session 2

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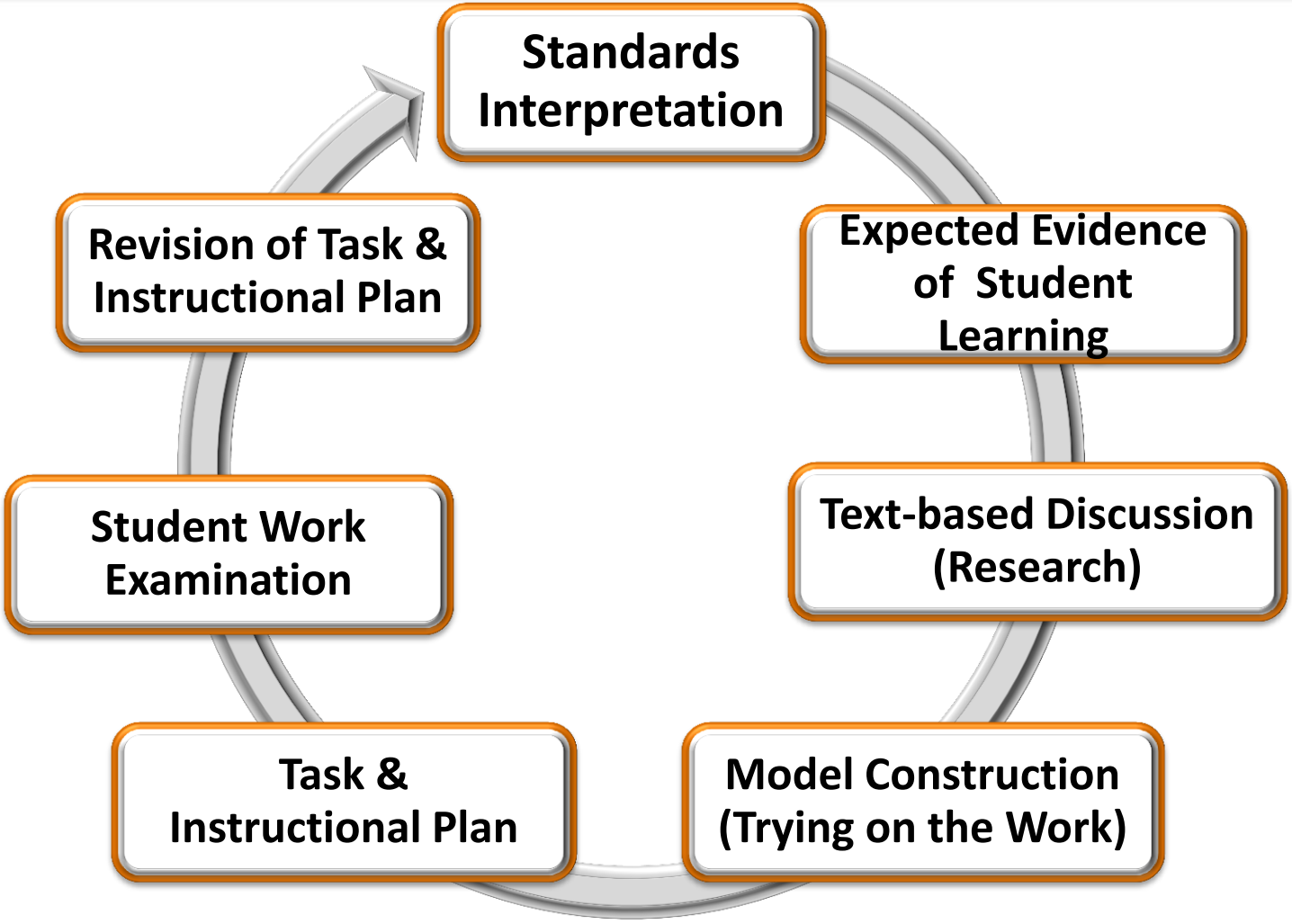
Design Methodology



Evidence of SMPs

Review: SMPs

#1: Making Sense of Problems and Persevere in Solving Them

#6: Attending to Precision

Think of an exemplary student response that provides evidence for Math Practice 1.

$$\text{Is } \frac{7}{8} < \frac{8}{9} \text{? Explain your reasoning}$$

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Analyzing Student Work

Reviewing evidence of Standards of Mathematical Practices 1, 4 and 6

Analyzing Work

- Work in partners or triads

- Look at the student work samples we provide for you
  - ➢ Complete the "evidence recording" template

- Create two piles:
  1) Samples that *have* evidence of SMP 1, 4, or 6
  2) Samples that *don't have* evidence of SMP 1, 4 or 6

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Analyzing Student Work

- Examining your student work

- Work in partners or triads
  - Complete the "evidence recording" template

Analyzing Student Work

As a table group…

- Choose 1 or 2 pieces of student work that exemplifies evidence of progress towards Practice 1, 4 or 6

- Place a post-it on the student work that identifies *where* in the work students were making sense, persevering, and/or attending to precision

Analyzing Student Work

- Gallery Walk
  - Place your 1-2 pieces of student work (with the post-its) on the wall

- As you are walking, take post-its…
  - Write questions and comments

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Break Time

10 minutes

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Trying on the math

Equivalent fractions with Algebra

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Instructional Shifts in Action

- **Focus:** What is the enduring mathematical understanding from this lesson? (share as a table/whole group)

Instructional Shifts in Action

- **Coherence:** If students can understand equivalent fractions, how does that help them when they get to ratios and proportions? (Share as a table/whole group)

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Instructional Shifts in Action

- **Rigor (fluency, deep understanding, application, dual intensity):** What did the teacher do to allow students to gain an understanding of equivalent fractions? (share as a table/whole group)

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Lesson Planning Part A

- Use the enhanced lesson planning guide
- Complete section A
  - What is the focus of your lesson?
  - What should students have learned beforehand? (prior knowledge)
  - How will their new understanding enrich future learning?

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Lunch

1 hour

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Shifts

Read Shift: **Focus**

- Write 2-3 key ideas
- Write down what a teacher's **shift in focus** looks like in the classroom

- WHOLE-GROUP SHARE OUT:

In relation to the prompt for "Focus" on your "Shifts in Action" worksheet, what new understanding do you have?

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Shifts

Read Shift: **Coherence**

- Write 2-3 key ideas
- Write down what a teacher's **shift in coherence** looks like in the classroom

- WHOLE-GROUP SHARE OUT:

In relation to the prompt for "Coherence" on your "Shifts in Action" worksheet, what new understanding do you have?

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Shifts

Read Shift: **Rigor (fluency, deep understanding, application, dual intensity)**

- Write 2-3 key ideas
- Write down what a teacher's **shift in rigor** looks like in the classroom

- WHOLE-GROUP SHARE OUT:

In relation to the prompt for "Rigor" on your "Shifts in Action" worksheet, what new understanding do you have?

Answer getting vs. learning mathematics

USA:

- **How can I teach my kids to get the answer to this problem?**

High Performing Countries:

- **How can I use this problem to teach the mathematics of this unit?**

[Phil Daro]

Teach at the speed of learning

- More time per concept
- More time per problem
- More time per student talking

= less math problems per lesson

[Phil Daro]

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Lesson Planning Part B

- Complete section B of the lesson planning guide
- Be prepared to share out
- Share your expected evidence on a half-sheet of paper
  - Turn it in

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Lesson Planning Part C

- Complete section C of the lesson planning guide
- Be prepared to share out

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Reflection

- Please complete your evaluation