Sacramento City Unified School District

Putting Children First

Welcome Back!

C^2S^2 Mathematics

Grades 8

Session 3

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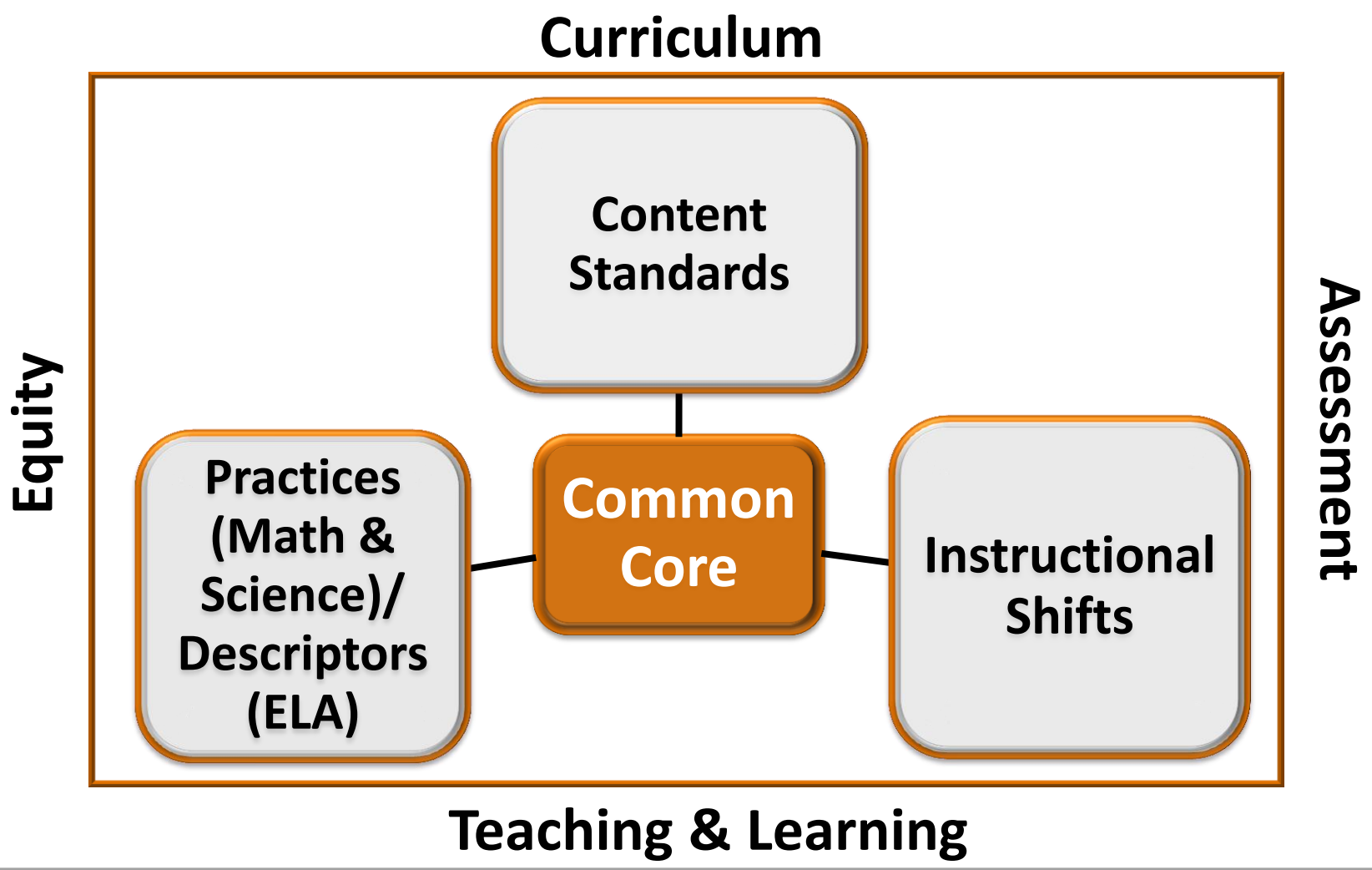
Common Core Standards Framework



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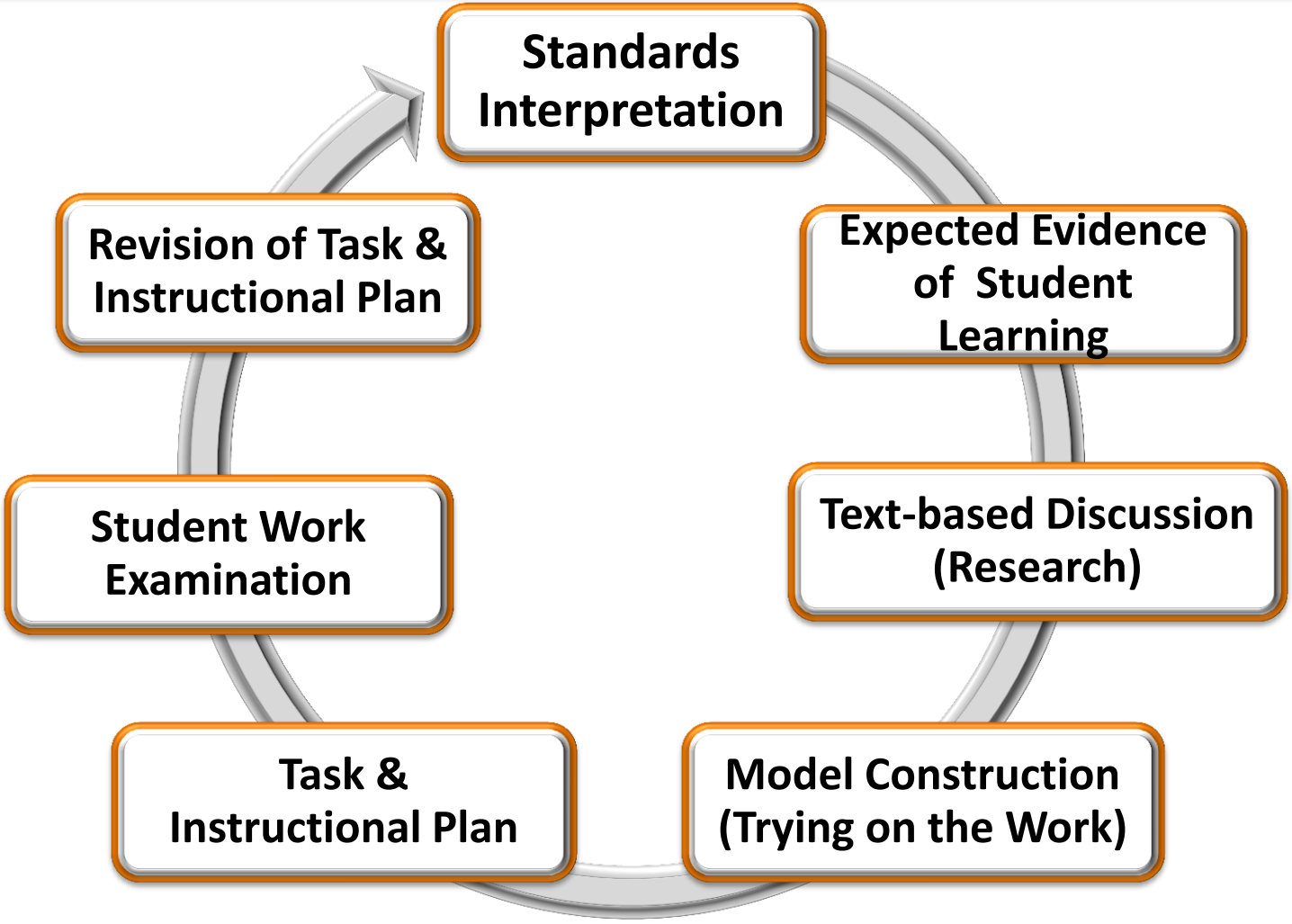
Inquiry-Based Design Methodology



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Agenda

- Student Work Review and Gallery Walk
- Standards Interpretation
- Expected Evidence of Student Learning

Break (~10:00am) – *10 minutes*

- Text-Based Discussion
- Model Construction (Trying on the Work)
  - Unit of Study
  - Math

Lunch (~12:00) – *1 hour*

- Model Construction (cont.)
- Lesson Planning

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Rubric for Reviewing Student Work

0	1	2	3
Nothing Correct **Or** **No Work Done**	Correct answer; no conceptual explanation given Or Incomplete work or incorrect answer; some conceptual explanation given	Correct answer with procedural understanding only (for example, a written explanation that simply states the procedures used); some conceptual explanation given Or Incorrect answer (for example, due to a minor computational error) with complete conceptual explanation	Correct answer with a complete and logical conceptual explanation, written in a clear and well-organized way

Rubric for Reviewing Student Work

Suzie simplified x^5/x^{15} using the division property of exponents. She wrote:

$$\frac{x^5}{x^{15}} = x^{5-15} = x^{-10}$$

Explain why this property works.

Rubric for Reviewing Student Work

- On your own, use the rubric to score Student 1
  - Be prepared to justify your score to the
- On your own, use the rubric to score Student 2 and Student 3

Reviewing Student Work

- Use the rubric to look at your own student work.

- Share with your table.

Reviewing Student Work

Gallery Walk

- Place 1-2 pieces of student work per table on the wall

Take Post-Its

- Note evidence of SMPs
- Note questions you would ask students

Revision of Task

Using Your Yellow Evaluation Sheet:

- Fold paper in half
- Writing Prompt #1 -

Now that you've analyzed student work, how might you revise the lesson or math task?

Standards Interpretation

Read Content Standards

- Read your grade level content standards in the domain, “Expressions and Equations.”

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Standards Interpretation

Focus in on a Cluster

Domain: Expressions and Equations

- **8.EE.1,2,3,4** Work with radicals and integer exponents

Individually record your findings in the first two columns of the "Understanding the Content Standards" matrix.

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Break

10 minutes

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Text-Based Discussion

Expand your understanding

- Read the Progressions document.
  - Overview
  - Your grade level
- After reading *Progressions for the Common Core,* individually record your findings in the third column of the "Understanding the Content Standards" matrix.

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Text-Based Discussion

Expand your understanding

- Share your ideas with your tablemates

- Create a chart sharing your collective understanding including:
  - Standards Interpretation
  - Big Ideas/Enduring Understandings
  - Additional Notes Based on *Progressions for the Common Core*

Text-Based Discussion

Gallery Walk

Take Post-Its

- Comments, questions, “aha” moments

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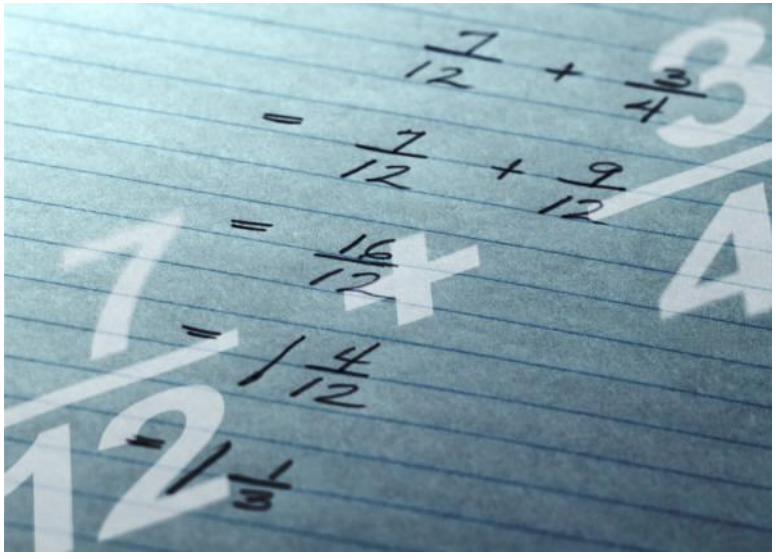
Model Construction (Trying on the Work)

Introduction to Designing a "Unit of Study"

Model Construction (Trying on the Work)

Trying on the Math



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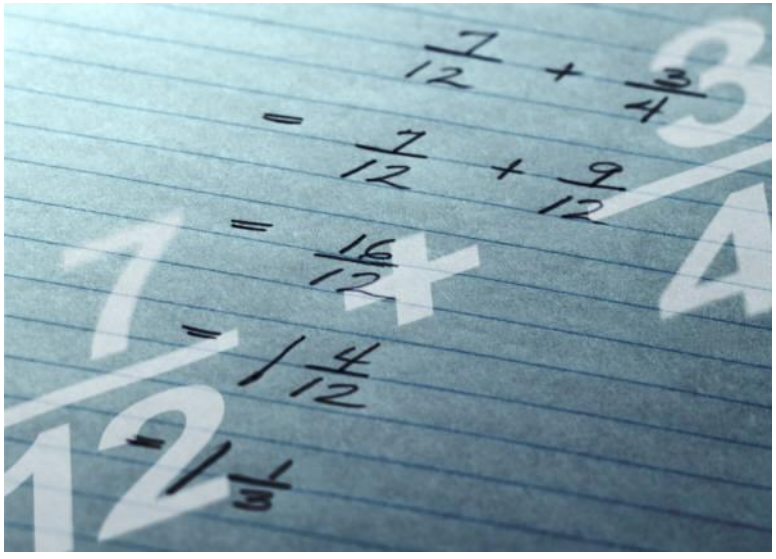
Lunch

1 hour

Model Construction (Trying on the Work)

Trying on the Math



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Reflection Question

Using Your Yellow Evaluation:

- Writing Prompt #2 -

How did reading the Common Core standards and "trying on the work" help you understand how to build students' conceptual understanding of exponents?

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Homework

Lesson Planning

- Pick a standard from the **Expressions and Equations** domain from grade 8 that you read today.
- Plan and teach a lesson
  - Try some strategies that you saw today or in past sessions
- Student Work
  - Bring back 3 pieces of student work

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Reflection

Please Complete Your Evaluation

Thank you!!!