NEI 2014-2015

Grade 3

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Good morning~Goeie more~Sabah-il-kheir~ Zou san~Zao shang hao~Shubh prabhat~Buenos dias

1. Please make SURE to sign in!
2. Put a tally mark on the graphs.
3. On a sticky note, write one thing you NEED to know before you can begin teaching 3rd grade math! Post it on the board.
4. If you brought your computer, go to <http://vlc.cemseprojects.org/> and sign up for an account! Dig into the resources offered.
5. Check out my math resource website: <http://dpsmathteachersrock.weebly.com/>

**FAQ:**

***Where do I get manipulatives***? Schools usually have sets of these that teachers share or if you are very lucky, there might be some in your room.

***Where can I get my curriculum (teacher’s manuals, etc)?*** These should be in your classroom. There is a set of around 10 manuals and books for you to use. Ask your principal or secretary if you are in a brand new position. You will be learning how to access the materials online on SchoolNet.

***How do I know when to teach everything and how tests and tasks fit in?*** Read Elaine Boyer’s emails (Elaine\_boyer@dpsk12.org), check the scope and sequence documents, and print out and post the 3rd grade Timeframe document.

***How do I fit it all in?*** Start the FIRST day of school and allot 75-90 minutes for 3rd grade math.

Acronyms/Definitions:

EM: Everyday Math

RSA: Recognizing Student Achievement

CCSS: Common Core State Standards

CAS: Colorado Academic Content Standards

TCAP- Transitional Colorado Assessment Program (state test)

DPS Interims: District created tests given at intervals throughout the year

I-task: Instructional Math task, open-ended task with multiple entry points or ways to solve, designed to meet CCSS

Open Response tasks: very similar to I-task, one for every chapter in EM

Toolkit: Math materials/manipulatives

Math Journal: student workbook

Home Links: Homework aligned to each lesson from EM (found in Math Masters book)

Scope and Sequence: plan for the year (from DPS)

Unit test: given at the end of each chapter (needs to be modified from EM to meet CCSS)

Math Games: Games taught to students played DAILY to raise skills

Fact Fluency: knowing a math fact quickly

Algorithms: a step by step WAY to solve a math problem (there are many!)

My Math Schedule (90 min for gr. 3-5)

9:00-9:15- Math Games with a Partner

9:15-9:25- Fact Fluency and Strategy Practice

9:25-9:30- Go over homework (beg. year-I do, later, kids do)

9:30-9:35- Mental Math (whole group, review)

9:35-9:40- Math Message (intro problem)

9:40-10:00-Math Message Follow-Up and Part One (major lesson)

10:00-10:30- Part Two (WORK LIST, independent, groups, hands on, RSA)

*When do I start a work list?* Around 10:00 OR when I see/hear that I need to see smaller groups OR kids one on one to check understanding.

**4.1 Work List:**

1. Finish p. 79 ☺☺

2. Do p. 80 ☺ ☺

3. Grab an activity sheet. “Make a Flag” p. 86 OR “Number Story” p. 407 ☺☺

4. Read Math books or play “Multiplication Top It”

**4.2 Work List:**

1. Do p. 81 ☺

2. See me

3. Do p. 82 ☺☺

4. Do p. 83 ☺☺

5. Use blank paper and your template. Make rectangular polygons where you can find the area by DECOMPOSING the shape.

\***Assess every day**, whether formally or informally. This is the very best way to plan your lessons. Know the target, assess, and group. This is my “see me” part of the work list. They line up and I take notes.

\***Always set up quality work** for them to do so you have TIME to assess and work with flexible groups. The last thing on the work list should be open ended so they are not coming to interrupt while you are working with groups. I try to either make it not so “fun” that the kids who need support feel left out or that the kids are not working with math. I tend to copy or let them choose either enrichment or extra practice items from section 3.

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\*Rubric for RSAs (based on Marzano’s rubric):

4-I can do it myself and extend my answer.

3-I can do it myself the first time.

2-I can do it with help or I just needed a little prompting.

1-I can’t do it with help.

\*I work with the “2s” right there in line or I have them check their own to see if they can fix their work. I note the “1s” and say, “Shall we work on this together in a few minutes?” or “Would you like to sit here with me and work on this?” Then I pull that group while the others are working. I make it friendly enough so that everyone feels like they can ask for help or if I have them stay it is because I care about their mathematical progress.