

TEACHER LEADERS

ENGAGE. EMPOWER. INSPIRE.

How do I remediate, differentiate, focus, and explore?

**Teacher Leader Collaboration Event
September, 2016**

Today's Goals

Today we will answer the questions:

1. How do I provide on-time remediation while teaching grade level content?
2. How do I provide opportunities for enrichment while teaching grade level content?
3. How do I ensure my lessons are moving my students towards mastery of my standards?

By the end of today's session, you will feel better equipped and more confident in adjusting the implementation of quality lessons to best meet the needs of your individual students.

Agenda

- Introduction (2 min)
- Framing the Lesson (5 min)
- Experiencing the Lesson (40 min)
- Reflecting on the Lesson (15 min)
- Resources (5 min)
- Closing (5 min)

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Framing the Lesson

- To be successful in the current lesson students should have mastered representing fractions on a number line and understanding comparing fractions using benchmark fractions. This lesson will allow students to reach the full intent of the target standard.
- At each table choose a card to see what type of student you represent. (student with gaps, on level student, advanced student, or below grade level student)
- Observe during the lesson:
 - Scaffolding at the beginning of the lesson and throughout
 - Fluency practice
 - Differentiation for student groups
 - Checks for conceptual understanding
 - Remediation
 - Application Opportunities
- The lesson will focus on the students modeling and explaining their reasoning.

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Experiencing the Lesson

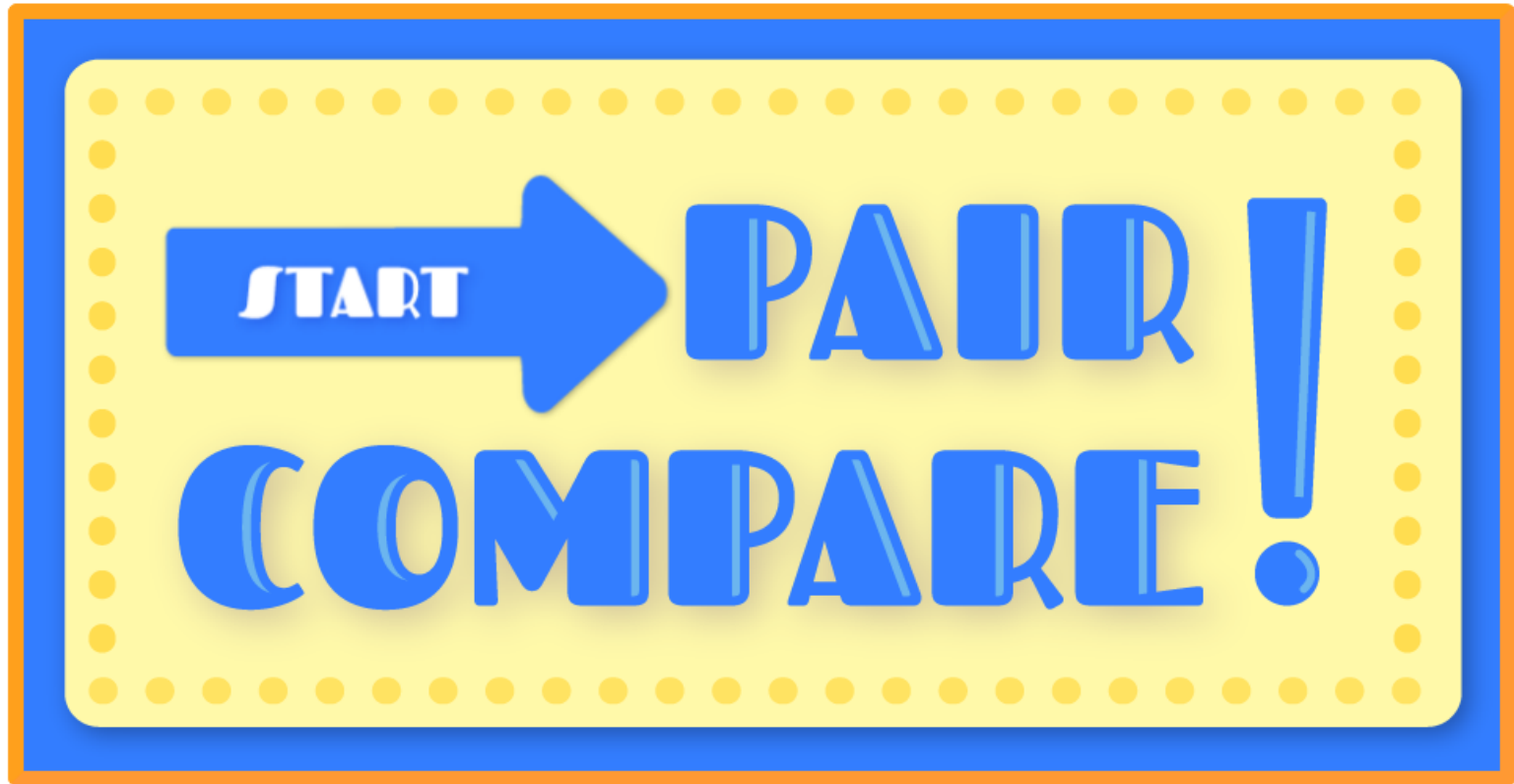
Learning Target:

I can find common units or number of units to compare two fractions.



Experiencing the Lesson

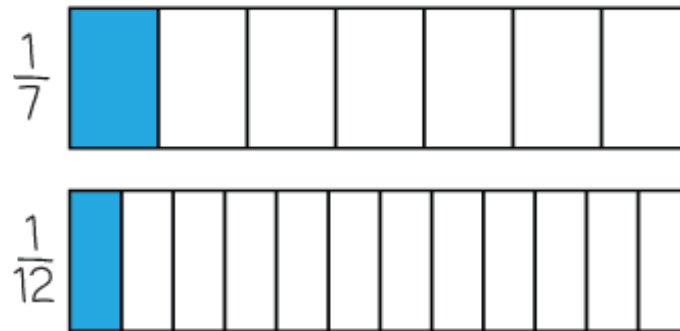
Fluency Practice:



Experiencing the Lesson

Development

Math Talk



Is 1 seventh or 1 twelfth greater? 

- **1 seventh is greater**
- How did the model help you solve the problem?



Experiencing the Lesson


Development

Math Talk-Part 2



Solve this in your notes.

1

Model $\frac{7}{10}$ and $\frac{3}{5}$ using tape diagrams. 

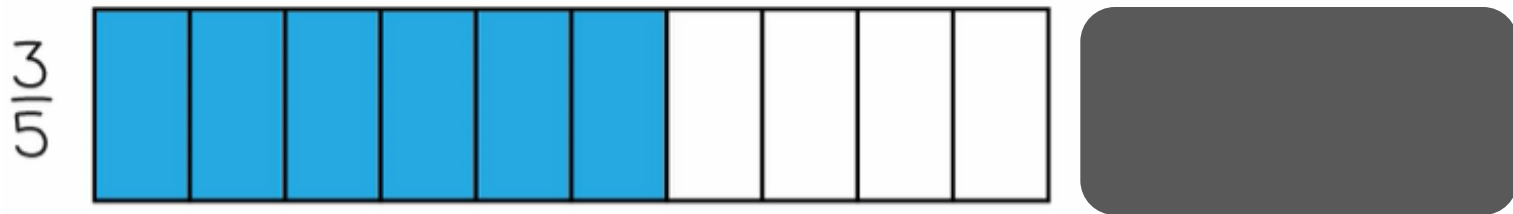
- How could we use these models to find which fraction is larger?
- What is important about the relationship between the size of the models?
- How can we make two fractions that we can compare?



Experiencing the Lesson

Development

Math Talk-Solution



Experiencing the Lesson

Demonstration:

Small Group Activities-1st Rotation

9:58

Group 1

Fraction War

Kids can compare fractions: greater than, less than, or equal to. Cut cards out and play like the traditional card game War, but with fractions! Students can easily compare their fractions using the colored fraction bars. The player with the highest fraction gets to keep his card and his opponent's. Who will collect the most fractions?

Group 2

Compare Fractions

Compare fractions in this two-player math game. It'll improve your kid's fraction knowledge in a flash! Using just a deck of cards, pencils and paper you can create a more interesting way to practice an important skill. The objective of the games is to work together to determine who has created the largest fraction.

Group 3

Fraction Feud



As a group compare fractions and answer Questions to explain your reasoning.

Group 4

Solve and Create

Students will work as a group to solve 3 problems and then create one of their own.



Experiencing the Lesson

Demonstration:

Small Group Activities-2nd Rotation



10:00

Group 4

Fraction War

Kids can compare fractions: greater than, less than, or equal to. Cut cards out and play like the traditional card game War, but with fractions! Students can easily compare their fractions using the colored fraction bars. The player with the highest fraction gets to keep his card and his opponent's. Who will collect the most fractions?

Group 3

Compare Fractions

Compare fractions in this two-player math game. It'll improve your kid's fraction knowledge in a flash! Using just a deck of cards, pencils and paper you can create a more interesting way to practice an important skill. The objective of the games is to work together to determine who has created the largest fraction.

Group 2

Fraction Feud



As a group compare fractions and answer questions to explain your reasoning.

Group 1

Solve and Create

Students will work as a group to solve 3 problems and then create one of their own.



Experiencing the Lesson

Demonstration:

Student debrief and exit ticket

1. Draw tape diagrams to compare the following fractions:

$$\frac{2}{5} \quad \bigcirc \quad \frac{3}{10}$$

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Remediation

What actions did the teacher take to support remediation during implementation of the lesson?

Differentiation

What actions did the teacher take to differentiate the mathematics of the lesson and/or the implementation of the lesson?

Focus

What actions did the teacher take to ensure the lesson stayed on track in pushing students towards mastery of the target standard?

Explore

What actions did the teacher take to allow students to interact with the mathematics of the lesson?

What actions did the teacher take to allow students the opportunity to go beyond the expected outcomes of the lesson?

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Resources

<http://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning>

1. Louisiana Guide to Implementing Eureka (coming soon)
2. Guide to Rigor
3. Focus by Grade Level (coming soon)

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Closing Discussion

Discuss the following questions with a colleague:

1. How can I modify my current instructional resource to better meet the needs of my individual students?
2. What do I need to do differently in my classroom as a result of this session?
3. How will I help other teachers at my school understand how to use a single high quality lesson to meet the needs of all students?

Edmodo Math Groups

Network with other math teachers, share resources, and discuss successful strategies using Edmodo.

1. Visit: <http://www.edmodo.com>
2. Create an account
3. Use code: LKEAQ4