LDOE Acceleration – Asynchronous Module 4 – Transcript

1
00:00:06,930 --> 00:00:07,980
- Welcome to part one

2
00:00:07,980 --> 00:00:11,100
of Planning to Address
Unfinished Math Learning,

3
00:00:11,100 --> 00:00:12,770
an asynchronous module which is part

4
00:00:12,770 --> 00:00:14,820
of the Louisiana Department of Education's

5
00:00:14,820 --> 00:00:18,220
Acceleration in Mathematics
professional learning series.

6
00:00:18,220 --> 00:00:20,790
If you have not already done
so, please pause the module,

7
00:00:20,790 --> 00:00:23,590
grab a pen or pencil and
something to jot notes on,

8
00:00:23,590 --> 00:00:25,620
and take a moment to
download the resources

9
00:00:25,620 --> 00:00:27,590
that accompany this session.

10

00:00:27,590 --> 00:00:30,210
For this particular module
you may find it beneficial

11
00:00:30,210 --> 00:00:32,360
to print the Math Planning Guide,

12
00:00:32,360 --> 00:00:34,150
the excerpt from the fifth grade

13
00:00:34,150 --> 00:00:36,910
teacher companion documents 2.0,

14
00:00:36,910 --> 00:00:41,520
the excerpt from the LSSM fifth
grade acceleration guidance,

15
00:00:41,520 --> 00:00:44,410
and the fifth grade Eureka
Math lesson module three,

16
00:00:44,410 --> 00:00:46,463
topic C, lesson nine.

17
00:00:49,730 --> 00:00:52,470
You may be viewing this module
for a variety of reasons,

18
00:00:52,470 --> 00:00:53,910
either as an instructional leader

19
00:00:53,910 --> 00:00:55,500
to build your own individual knowledge

20

00:00:55,500 --> 00:00:57,550
around how to support teachers,

21
00:00:57,550 --> 00:00:59,290
as a leader utilizing the module

22
00:00:59,290 --> 00:01:02,100
to facilitate a PLC with
a small group of teachers

23
00:01:02,100 --> 00:01:04,480
to promote reflective practice,

24
00:01:04,480 --> 00:01:06,410
or as a teacher, a group of teachers

25
00:01:06,410 --> 00:01:09,010
who are interested in
growing professionally.

26
00:01:09,010 --> 00:01:10,310
Whatever your role or setting,

27
00:01:10,310 --> 00:01:12,540
the ultimate goal of the
modules in this series

28
00:01:12,540 --> 00:01:14,950
is to provide you with tools and support

29
00:01:14,950 --> 00:01:16,260
as you work to make the vision

30
00:01:16,260 --> 00:01:18,760

of LDOE's Accelerate Initiative,

31
00:01:18,760 --> 00:01:21,290
that all students can
achieve high expectations

32
00:01:21,290 --> 00:01:23,740
regardless of their
background, family income,

33
00:01:23,740 --> 00:01:25,903
or zip code, a reality.

34
00:01:27,600 --> 00:01:29,770
Before we jump into the
content of the session,

35
00:01:29,770 --> 00:01:32,823
let's take a moment to establish
some community agreements.

36
00:01:33,940 --> 00:01:37,890
Look around you, wherever
you are, that is fine.

37
00:01:37,890 --> 00:01:42,010
If you are sitting at a school
desk, on a lounge at home,

38
00:01:42,010 --> 00:01:46,000
or sitting by the pool, that
is the joy of these modules.

39
00:01:46,000 --> 00:01:49,220
You can come as you are,

right now, in this moment,

40
00:01:49,220 --> 00:01:51,313
all that we ask is for this hour or so,

41
00:01:51,313 --> 00:01:52,900
that you focus on the learning

42
00:01:52,900 --> 00:01:54,750
and try to mute your life around you.

43
00:01:58,180 --> 00:02:00,730
Learning doesn't end
after a one hour video,

44
00:02:00,730 --> 00:02:04,010
it takes place over time, so
take what you learned today

45
00:02:04,010 --> 00:02:06,110
and use it at your school.

46
00:02:06,110 --> 00:02:09,073
Invite others to a discussion
over the materials you see.

47
00:02:10,150 --> 00:02:11,950
Go back and watch this module

48
00:02:11,950 --> 00:02:15,050
or the others again once
you have internalized it,

49
00:02:15,050 --> 00:02:17,180

and you'll see something more.

50
00:02:17,180 --> 00:02:19,893
Continue the learning since
learning is iterative.

51
00:02:21,010 --> 00:02:23,550
And finally, embrace the pause.

52
00:02:23,550 --> 00:02:25,300
There will be times during this video

53
00:02:25,300 --> 00:02:27,390
that you need to reflect on something,

54
00:02:27,390 --> 00:02:29,690
or try it out before moving on,

55
00:02:29,690 --> 00:02:32,250
this is why pause buttons were created,

56
00:02:32,250 --> 00:02:33,480
you're welcome to pause

57
00:02:33,480 --> 00:02:36,730
and rewatch this recording
as many times as you need

58
00:02:36,730 --> 00:02:39,120
while you begin your
journey of learning with us,

59
00:02:39,120 --> 00:02:40,963
so embrace the reflection time.

60
00:02:43,140 --> 00:02:46,680
Let's discuss what we will be
accomplishing in this module.

61
00:02:46,680 --> 00:02:48,840
Through this module's
asynchronous learning,

62
00:02:48,840 --> 00:02:51,370
you will explore how
the Math Planning Guide

63
00:02:51,370 --> 00:02:53,160
can support teachers in engaging

64
00:02:53,160 --> 00:02:55,570
in collaborative
conversations around planning

65
00:02:55,570 --> 00:02:58,360
to accelerate students
towards on grade-level content

66
00:02:58,360 --> 00:02:59,853
in the mathematics classroom.

67
00:03:01,688 --> 00:03:03,740
You will also identify
practical next steps

68
00:03:03,740 --> 00:03:05,430
that will lead to sustainable change,

69

00:03:05,430 --> 00:03:07,973
and most importantly
impact student achievement.

70
00:03:10,270 --> 00:03:12,090
We want to take a brief
moment to calibrate

71
00:03:12,090 --> 00:03:16,120
where we all are at in our
understanding of acceleration.

72
00:03:16,120 --> 00:03:18,480
Here, we have the acceleration cycle,

73
00:03:18,480 --> 00:03:20,030
while this is a continuous cycle,

74
00:03:20,030 --> 00:03:22,513
it does initially start with diagnose.

75
00:03:23,670 --> 00:03:25,180
This is the stage in the process

76
00:03:25,180 --> 00:03:27,250
where we identify student's
unfinished learning

77
00:03:27,250 --> 00:03:29,650
of the content that
serves as prerequisites

78
00:03:29,650 --> 00:03:31,473
for that on grade-level content.

79
00:03:32,570 --> 00:03:34,780
Next, we use the information gathered

80
00:03:34,780 --> 00:03:38,060
to plan for how to provide
just-in-time support to students

81
00:03:38,060 --> 00:03:40,833
so that they can all access
the on grade-level content.

82
00:03:42,000 --> 00:03:44,030
Then we deliver that curriculum-aligned

83
00:03:44,030 --> 00:03:46,700
just-in-time support to our students,

84
00:03:46,700 --> 00:03:48,370
and we monitor their progress

85
00:03:48,370 --> 00:03:51,053
so that we can continue to
adjust support as needed.

86
00:03:52,000 --> 00:03:53,840
This quote from Louisiana Believes

87
00:03:53,840 --> 00:03:56,563
really gets at the heart of
implementing acceleration.

88
00:03:57,397 --> 00:03:59,777
"Acceleration is accomplished
when teachers focus

89
00:03:59,777 --> 00:04:01,657
"on looking forward through the provision

90
00:04:01,657 --> 00:04:04,837
"of just-in-time supports
that ensure readiness

91
00:04:04,837 --> 00:04:07,777
"to engage with grade-level
content by building knowledge

92
00:04:07,777 --> 00:04:11,387
"and connecting it to
skills and current lessons.

93
00:04:11,387 --> 00:04:13,067
"When teachers accelerate learning,

94
00:04:13,067 --> 00:04:16,207
"they diagnose where students
are on their path to mastery

95
00:04:16,207 --> 00:04:18,157
"and put students on a fast track

96
00:04:18,157 --> 00:04:20,477
"to accessing on-grade-level content

97
00:04:20,477 --> 00:04:22,877
"instead of delaying it
through remediation."

98
00:04:23,780 --> 00:04:25,740

So now, let's explore a
tool that can help you

99
00:04:25,740 --> 00:04:28,603
facilitate acceleration
in your math classroom.

100
00:04:30,350 --> 00:04:31,940
You may or may not have used

101
00:04:31,940 --> 00:04:35,250
the LDOE Math Planning Guide before,

102
00:04:35,250 --> 00:04:37,530
but whether this is your
first time looking at it

103
00:04:37,530 --> 00:04:39,080
or your 100th time,

104
00:04:39,080 --> 00:04:41,340
I would like you to take
a moment to preview it

105
00:04:41,340 --> 00:04:43,623
through the lens of acceleration.

106
00:04:44,490 --> 00:04:46,730
Keeping in mind the
description of acceleration

107
00:04:46,730 --> 00:04:49,460
that we just reviewed, take
a moment to look through

108
00:04:49,460 --> 00:04:51,580
the first three pages of the guide

109
00:04:51,580 --> 00:04:54,660
and identify where you think
there are specific pieces

110
00:04:54,660 --> 00:04:56,440
that would support teachers in planning

111
00:04:56,440 --> 00:04:58,990
for acceleration in the math classroom.

112
00:04:58,990 --> 00:05:01,260
Go ahead and pause now to
look through the guide,

113
00:05:01,260 --> 00:05:03,670
and feel free to highlight or make notes.

114
00:05:03,670 --> 00:05:05,940
If you are viewing this in a PLC setting,

115
00:05:05,940 --> 00:05:08,313
have a discussion about what you noticed.

116
00:05:16,170 --> 00:05:18,620
Let's take a deeper dive into each section

117
00:05:18,620 --> 00:05:20,360
of the planning guide.

118
00:05:20,360 --> 00:05:23,110

First, we will look at
establishing the focus

119
00:05:23,110 --> 00:05:25,060
for collaborative planning on page one.

120
00:05:25,970 --> 00:05:27,430
You will notice that this is really

121
00:05:27,430 --> 00:05:29,640
where you set the tone
for collaborative planning

122
00:05:29,640 --> 00:05:32,180
to ensure that we see results.

123
00:05:32,180 --> 00:05:33,360
This section should be used

124
00:05:33,360 --> 00:05:35,840
at the start of each
planning session or PLC,

125
00:05:35,840 --> 00:05:38,390
and it should only take
about two to three minutes.

126
00:05:39,730 --> 00:05:40,810
Throughout this module,

127
00:05:40,810 --> 00:05:42,780
you are going to have the
opportunity to observe

128

00:05:42,780 --> 00:05:46,610
portions of a fifth grade
math PLC/planning session

129
00:05:46,610 --> 00:05:49,410
facilitated by a math content leader.

130
00:05:49,410 --> 00:05:50,940
Additionally, the team is made up

131
00:05:50,940 --> 00:05:53,440
of an experienced fifth grade teacher,

132
00:05:53,440 --> 00:05:54,990
a former sixth grade teacher,

133
00:05:54,990 --> 00:05:57,870
who is new to teaching fifth grade,

134
00:05:57,870 --> 00:05:59,540
and the teacher who is providing

135
00:05:59,540 --> 00:06:01,930
accelerate tutoring support.

136
00:06:01,930 --> 00:06:04,970
Let's watch a clip of a team
as they establish the focus

137
00:06:04,970 --> 00:06:07,020
for their collaborative planning session.

138
00:06:07,940 --> 00:06:09,700
- Let's go ahead and get started.

139
00:06:09,700 --> 00:06:11,240
Like I said to you guys,

140
00:06:11,240 --> 00:06:13,970
we're getting ready to start module 3,

141
00:06:13,970 --> 00:06:16,310
and I tried to identify a standard

142
00:06:16,310 --> 00:06:17,690
that would be really valuable for us

143
00:06:17,690 --> 00:06:19,320
to have a conversation around today,

144
00:06:19,320 --> 00:06:21,280
so that we're were all
ready to move forward

145
00:06:21,280 --> 00:06:22,850
and plan our individual lessons,

146
00:06:22,850 --> 00:06:25,660
but we want to make sure
we're all on the same page.

147
00:06:25,660 --> 00:06:28,430
So Standard 5.NF.A.1

148
00:06:28,430 --> 00:06:32,073
is really threaded throughout this module,

149

00:06:33,110 --> 00:06:34,550
and it's part of the major cluster,

150
00:06:34,550 --> 00:06:36,670
so it makes a lot of sense for us to...

151
00:06:36,670 --> 00:06:38,480
It'll be worth our while to spent our time

152
00:06:38,480 --> 00:06:39,730
having this conversation.

153
00:06:42,550 --> 00:06:45,060
In addition to wanting to
all be on the same page,

154
00:06:45,060 --> 00:06:47,470
it's also going to give us the opportunity

155
00:06:47,470 --> 00:06:50,280
to have conversations about
how we're going to provide

156
00:06:50,280 --> 00:06:51,930
that just-in-time support.

157
00:06:51,930 --> 00:06:54,630
We're going to be able to have
conversations moving forward

158
00:06:54,630 --> 00:06:56,420
about how Erica can really make sure

159
00:06:56,420 --> 00:06:58,840

that what she's doing
in the tutoring sessions

160
00:06:58,840 --> 00:07:00,960
is making this fifth grade content

161
00:07:00,960 --> 00:07:03,130
accessible to all our students.

162
00:07:03,130 --> 00:07:05,280
So it's awesome that
you're here with us Erica

163
00:07:05,280 --> 00:07:08,530
so that we can all be,
again, on the same page,

164
00:07:08,530 --> 00:07:09,900
making sure that all of our students

165
00:07:09,900 --> 00:07:13,110
are accelerating towards
that on-grade-level content.

166
00:07:13,110 --> 00:07:14,730
I just want to remind you of our norms

167
00:07:14,730 --> 00:07:16,630
that we use during our planning sessions,

168
00:07:16,630 --> 00:07:19,670
everyone in here has expertise.

169
00:07:19,670 --> 00:07:24,120

We want to share our talk
time, honor your commitments,

170
00:07:24,120 --> 00:07:25,510
and I appreciate, I can already tell

171
00:07:25,510 --> 00:07:27,010
that you guys came with your notes,

172
00:07:27,010 --> 00:07:28,670
you came prepared, we're here on time,

173
00:07:28,670 --> 00:07:30,861
so you honored that commitment,

174
00:07:30,861 --> 00:07:33,020
and that we respect
our time here together.

175
00:07:33,020 --> 00:07:35,730
And as part of my commitment,

176
00:07:35,730 --> 00:07:36,790
I'll take notes on everything,

177
00:07:36,790 --> 00:07:37,740
you guys can take your own notes,

178
00:07:37,740 --> 00:07:41,130
but I'll email all of my
notes to you guys afterwards,

179
00:07:41,130 --> 00:07:42,610
again, so that we can all refer to them

180
00:07:42,610 --> 00:07:44,760
when we're planning
our individual lessons.

181
00:07:45,950 --> 00:07:48,560
- Let's take a moment to
check for our look-fors

182
00:07:48,560 --> 00:07:50,790
for this portion of the planning guide.

183
00:07:50,790 --> 00:07:53,310
I think we can all agree
that we did observe

184
00:07:53,310 --> 00:07:55,850
the lead establishing
conversation expectations,

185
00:07:55,850 --> 00:07:58,320
group norms, and desired outcomes.

186
00:07:58,320 --> 00:08:00,810
And we did hear that the
standard being selected

187
00:08:00,810 --> 00:08:03,493
to focus on is relevant and timely.

188
00:08:06,640 --> 00:08:08,660
Here are some guiding reflection questions

189
00:08:08,660 --> 00:08:10,530

that can help us dig a little deeper

190
00:08:10,530 --> 00:08:12,343
into what we observed in the video.

191
00:08:13,760 --> 00:08:16,040
Pause this recording
now and take some time

192
00:08:16,040 --> 00:08:19,020
to consider your responses
to these questions.

193
00:08:19,020 --> 00:08:21,200
If you are watching with
a colleague or team,

194
00:08:21,200 --> 00:08:24,510
engage in a conversation
around your responses.

195
00:08:24,510 --> 00:08:25,803
Go ahead and pause now.

196
00:08:29,610 --> 00:08:32,500
Let's debrief on some responses
that you might have had,

197
00:08:32,500 --> 00:08:35,000
or that came up in your discussion.

198
00:08:35,000 --> 00:08:37,860
Establishing the focus at the
start of the planning session

199
00:08:37,860 --> 00:08:39,933
really sets the tone for the team.

200
00:08:41,020 --> 00:08:42,500
It allows them to be productive

201
00:08:42,500 --> 00:08:44,430
and efficient with their time,

202
00:08:44,430 --> 00:08:46,170
and it also allows them to know

203
00:08:46,170 --> 00:08:48,320
when they have accomplished
their outcomes.

204
00:08:49,360 --> 00:08:50,660
For the second question,

205
00:08:50,660 --> 00:08:52,360
as far as identifying the standards

206
00:08:52,360 --> 00:08:55,960
that will be discussed, we saw
that the team did prioritize

207
00:08:55,960 --> 00:08:58,090
the standard they would be focusing on,

208
00:08:58,090 --> 00:09:00,760
we know time is a very valuable commodity,

209
00:09:00,760 --> 00:09:03,410

and that teachers never have enough of it,

210
00:09:03,410 --> 00:09:04,890
so you want to pick those standards

211
00:09:04,890 --> 00:09:07,580
that give you the most bang for your buck.

212
00:09:07,580 --> 00:09:09,670
We saw this team focus on a standard

213
00:09:09,670 --> 00:09:12,180
that will be hit on heavily
in the upcoming unit,

214
00:09:12,180 --> 00:09:15,080
and it is also part of a major
cluster in the grade level.

215
00:09:16,370 --> 00:09:19,030
Finally, I encourage you to
feel free to use the norms

216
00:09:19,030 --> 00:09:22,120
that are on the planning guide
or collaborate to tweak them

217
00:09:22,120 --> 00:09:24,193
to best meet the needs of your team.

218
00:09:26,420 --> 00:09:28,070
After establishing the focus

219
00:09:28,070 --> 00:09:30,140

for the collaborative planning session,

220
00:09:30,140 --> 00:09:33,910
teams then engage in a foundational
study of the standards.

221
00:09:33,910 --> 00:09:36,110
With an identified focus standard,

222
00:09:36,110 --> 00:09:38,250
and when all team members come prepared

223
00:09:38,250 --> 00:09:41,140
having previewed the LDOE resources,

224
00:09:41,140 --> 00:09:44,523
this discussion generally
takes 10 to 15 minutes.

225
00:09:45,770 --> 00:09:48,230
We can see here that the process includes

226
00:09:48,230 --> 00:09:52,513
analyzing the standard,
identifying related standards,

227
00:09:53,350 --> 00:09:55,303
describing the component of rigor,

228
00:09:56,170 --> 00:09:59,580
and developing statements to
describe what students can do

229
00:09:59,580 --> 00:10:01,333

to demonstrate their knowledge.

230
00:10:03,210 --> 00:10:05,820
Before we watch this
planning team in action,

231
00:10:05,820 --> 00:10:07,720
let's take a look at some of the resources

232
00:10:07,720 --> 00:10:10,640
that are readily available
on Louisiana Believes

233
00:10:10,640 --> 00:10:12,170
that can really help teachers

234
00:10:12,170 --> 00:10:14,860
efficiently engage in this process.

235
00:10:14,860 --> 00:10:16,960
All of the resources that
we are about to look at

236
00:10:16,960 --> 00:10:18,900
can be found by visiting the website

237
00:10:18,900 --> 00:10:23,700
at the top of this screen,
or by searching math planning

238
00:10:23,700 --> 00:10:26,673
from the Louisiana Believes home site.

239
00:10:30,190 --> 00:10:33,723

This is definitely a website
that you may want to bookmark.

240
00:10:38,780 --> 00:10:41,010
To analyze the targeted standard,

241
00:10:41,010 --> 00:10:43,060
you want to attend to the introduction,

242
00:10:43,060 --> 00:10:46,280
content standard, cluster heading, domain,

243
00:10:46,280 --> 00:10:48,550
and conceptual category.

244
00:10:48,550 --> 00:10:50,660
A tool that can be very beneficial

245
00:10:50,660 --> 00:10:54,130
to help you efficiently consider
all parts of the standard

246
00:10:54,130 --> 00:10:57,080
is the Teacher Companion Documents 2.0.

247
00:10:58,710 --> 00:11:02,540
Take a minute now to pause
the module and use the excerpt

248
00:11:02,540 --> 00:11:05,340
from the fifth grade Teacher
Companion Documents 2.0

249
00:11:05,340 --> 00:11:07,970

that you printed out at the
beginning of the session,

250
00:11:07,970 --> 00:11:11,370
that includes Standard 5.NF.A.1

251
00:11:11,370 --> 00:11:13,863
and analyze the standard, pause now.

252
00:11:17,810 --> 00:11:19,570
The next step in the planning guide

253
00:11:19,570 --> 00:11:22,580
is to identify related standards.

254
00:11:22,580 --> 00:11:25,670
In this section, you are
encouraged to look at the standards

255
00:11:25,670 --> 00:11:28,120
that occur in the grade or course before

256
00:11:28,120 --> 00:11:30,340
and after the target standard,

257
00:11:30,340 --> 00:11:32,970
and look at how the standards differ.

258
00:11:32,970 --> 00:11:34,500
Once again, the companion guide

259
00:11:34,500 --> 00:11:36,733
is a great resource to use here.

260
00:11:38,130 --> 00:11:40,010
Additionally, you may find it useful

261
00:11:40,010 --> 00:11:44,270
to look at the LSSM
Acceleration Guidance documents

262
00:11:44,270 --> 00:11:46,533
when identifying the related standards.

263
00:11:49,460 --> 00:11:52,120
Outside of the LDOE resources,

264
00:11:52,120 --> 00:11:55,490
you may find the achieve the
core coherence map useful,

265
00:11:55,490 --> 00:11:58,550
but a word of caution,
you really want to focus

266
00:11:58,550 --> 00:12:01,190
on the most closely connected standards,

267
00:12:01,190 --> 00:12:04,350
don't let yourself get
sucked down the rabbit hole,

268
00:12:04,350 --> 00:12:06,610
and also, keep in mind that this tool

269
00:12:06,610 --> 00:12:09,870
was developed based on
the common core standards,

270
00:12:09,870 --> 00:12:11,550
so you want to be sure that you attend

271
00:12:11,550 --> 00:12:15,593
to the differences between
the LSSM and the common core.

272
00:12:17,550 --> 00:12:19,750
Take a minute now to pause the module

273
00:12:19,750 --> 00:12:23,070
and use these tools to
identify the related standards

274
00:12:23,070 --> 00:12:25,253
to Standard 5.NF.A.1.

275
00:12:32,780 --> 00:12:35,180
The companion documents can also be useful

276
00:12:35,180 --> 00:12:37,340
when identifying the component of rigor

277
00:12:37,340 --> 00:12:38,710
connected to the standard

278
00:12:38,710 --> 00:12:40,853
and the instructional implications.

279
00:12:42,060 --> 00:12:44,420
Pause now to see what the component

280

00:12:44,420 --> 00:12:47,250
of rigor is for Standard 5.NF.A.1,

281
00:12:47,250 --> 00:12:50,040
and consider those
instructional implications.

282
00:12:50,040 --> 00:12:53,103
If you are in a PLC, have
a discussion about it.

283
00:12:58,750 --> 00:13:00,910
You can also use the rigor documents

284
00:13:00,910 --> 00:13:02,850
found on the Louisiana Believes site

285
00:13:02,850 --> 00:13:04,310
to see the components of rigor

286
00:13:04,310 --> 00:13:06,570
for each standard at a glance.

287
00:13:06,570 --> 00:13:08,250
The benefit to using this tool

288
00:13:08,250 --> 00:13:11,740
is that it underlines the words
and phrases in the standard

289
00:13:11,740 --> 00:13:12,670
that helps surface

290
00:13:12,670 --> 00:13:15,073

why the component of rigor was identified.

291
00:13:17,370 --> 00:13:18,890
We are now going to join back in

292
00:13:18,890 --> 00:13:20,340
with the fifth grade planning session

293
00:13:20,340 --> 00:13:23,980
to observe how they engage in
the study of the standards.

294
00:13:23,980 --> 00:13:26,750
As you watch, refer to
the look-fors on page two

295
00:13:26,750 --> 00:13:27,790
of the planning guide,

296
00:13:27,790 --> 00:13:29,590
and see which ones you think this group

297
00:13:29,590 --> 00:13:31,613
accomplishes during the conversation.

298
00:13:32,650 --> 00:13:35,370
Also, see how this
teams foundational study

299
00:13:35,370 --> 00:13:37,820
of the standard aligns
with what you noticed

300
00:13:37,820 --> 00:13:40,860

about Standard 5.NF.A.1.

301
00:13:40,860 --> 00:13:43,460
- So let's go ahead
and just jump right in,

302
00:13:43,460 --> 00:13:44,840
and again, I appreciate you guys

303
00:13:44,840 --> 00:13:46,400
having looked at everything beforehand

304
00:13:46,400 --> 00:13:48,323
so that we can honor our time.

305
00:13:49,410 --> 00:13:53,020
Looking at that Standard 5.NF.A.1,

306
00:13:53,020 --> 00:13:55,530
and just honing in on the
language in that standard

307
00:13:55,530 --> 00:13:57,170
and the information that
we have from our resources

308
00:13:57,170 --> 00:13:58,003
about that standard,

309
00:13:58,003 --> 00:14:01,310
what are really some of the key learnings

310
00:14:01,310 --> 00:14:02,940
and specific strategies

311
00:14:02,940 --> 00:14:05,490
that we know we'll want to keep in mind

312
00:14:05,490 --> 00:14:08,393
moving forward with planning
this for the standard?

313
00:14:12,970 --> 00:14:14,850
- One thing that I was thinking

314
00:14:14,850 --> 00:14:17,810
as I was reading through
the companion guide

315
00:14:17,810 --> 00:14:20,470
was that we can...

316
00:14:20,470 --> 00:14:24,340
It references what was
done in fourth grade

317
00:14:24,340 --> 00:14:26,000
that we can now build on,

318
00:14:26,000 --> 00:14:28,560
and so, I really appreciated that.

319
00:14:28,560 --> 00:14:32,173
So knowing that they've
been using visual models,

320
00:14:34,645 --> 00:14:37,747
and that they have an understanding

of equivalent fractions,

321
00:14:38,930 --> 00:14:43,140
it really makes this
seem much more doable,

322
00:14:43,140 --> 00:14:47,080
like, we don't have to go
back, or there's less to teach,

323
00:14:47,080 --> 00:14:49,930
it's more just building
on what already exists

324
00:14:49,930 --> 00:14:52,723
and showing them how to
put those pieces together, right?

325
00:14:55,070 --> 00:14:57,290
Yeah, using their understanding of those

326
00:14:57,290 --> 00:15:02,120
equivalent fractions to
get a common denominator

327
00:15:02,120 --> 00:15:04,160
so that they can add or subtract

328
00:15:04,160 --> 00:15:05,490
the way that they also know how to do,

329
00:15:05,490 --> 00:15:07,700
so again, combining
things they already know.

330
00:15:07,700 --> 00:15:08,533
- Okay.

331
00:15:15,380 --> 00:15:16,213
Lisa, Erica?

332
00:15:16,213 --> 00:15:18,470
Did you guys notice
any other key learnings

333
00:15:18,470 --> 00:15:20,280
that we'll want to keep in mind?

334
00:15:20,280 --> 00:15:21,510
Either from the convening guide

335
00:15:21,510 --> 00:15:23,253
or any of the other resources?

336
00:15:24,260 --> 00:15:28,470
- Well, I mean, I guess
what stands out for me

337
00:15:28,470 --> 00:15:33,470
from looking at the fourth
grade standards coming forward,

338
00:15:34,750 --> 00:15:37,510
like they start with the visual fractions,

339
00:15:37,510 --> 00:15:41,550
so I get that, that would lead to

340

00:15:41,550 --> 00:15:45,550
understanding equivalent
fractions numerically.

341
00:15:45,550 --> 00:15:49,370
But I hope that they do
have the foundation though,

342
00:15:49,370 --> 00:15:52,084
of those visual fractions,
'cause we may need that.

343
00:15:52,084 --> 00:15:53,940
- So let me ask you this...

344
00:15:55,690 --> 00:15:57,590
'Cause I hear we've brought up

345
00:15:57,590 --> 00:15:59,420
the fourth grade standards, right?

346
00:15:59,420 --> 00:16:02,020
That they should have experience

347
00:16:02,020 --> 00:16:03,610
with visual fraction models,

348
00:16:03,610 --> 00:16:06,960
so what's our focus in
fifth grade right now?

349
00:16:06,960 --> 00:16:09,980
What is it that is our
responsibility in fifth grade?

350
00:16:09,980 --> 00:16:11,260
And then we'll dig a little deeper

351
00:16:11,260 --> 00:16:14,070
into what they should have had from fourth

352
00:16:14,070 --> 00:16:15,600
and maybe have a little conversation

353
00:16:15,600 --> 00:16:18,980
about how that's going to impact
our specific lesson planing,

354
00:16:18,980 --> 00:16:23,050
but what really are the
key points in fifth grade

355
00:16:23,050 --> 00:16:26,410
that we are introducing to our students?

356
00:16:26,410 --> 00:16:29,030
- It looks like we're
introducing unlike denominators.

357
00:16:29,030 --> 00:16:30,240
- Okay, so we're bringing in,

358
00:16:30,240 --> 00:16:33,000
they have not seen unlike
denominators before, that's big.

359
00:16:33,000 --> 00:16:35,200
Yes, absolutely, Erica.

360
00:16:35,200 --> 00:16:36,633
So they have not seen that.

361
00:16:37,980 --> 00:16:39,880
And then you brought up something, Lisa,

362
00:16:39,880 --> 00:16:42,350
that our goal is to kind of take them

363
00:16:42,350 --> 00:16:44,050
as far as finding equivalent fractions.

364
00:16:44,050 --> 00:16:45,270
You mentioned we're trying to move them

365
00:16:45,270 --> 00:16:47,783
more towards numerical, right?

366
00:16:48,960 --> 00:16:51,280
- Yeah, I mean, the standard
is going to require that.

367
00:16:51,280 --> 00:16:52,113
- Exactly.

368
00:16:53,013 --> 00:16:56,733
- So it's just around how do we get there

369
00:16:56,733 --> 00:16:58,615
based on where kids are.

370
00:16:58,615 --> 00:16:59,700
- Right.

371
00:16:59,700 --> 00:17:02,860
- When you say numerical, you
mean as opposed to the visual.

372
00:17:02,860 --> 00:17:04,120
- Right.
- Okay.

373
00:17:04,120 --> 00:17:04,953
- Right.

374
00:17:06,110 --> 00:17:06,943
- Yeah.

375
00:17:06,943 --> 00:17:08,450
- I feel like we need a
combination of the two

376
00:17:08,450 --> 00:17:09,630
or we might, right?

377
00:17:09,630 --> 00:17:12,130
We don't know where our students are,

378
00:17:12,130 --> 00:17:15,940
but I think that we need to be prepared

379
00:17:15,940 --> 00:17:19,730
to use visual models to bridge gaps,

380
00:17:19,730 --> 00:17:21,500
and of course, we have new students too

381
00:17:21,500 --> 00:17:24,400
that maybe weren't even
in our system last year.

382
00:17:24,400 --> 00:17:27,060
- Yeah, so I'm going to ask you guys,

383
00:17:27,060 --> 00:17:28,800
based on what you're saying,

384
00:17:28,800 --> 00:17:31,200
we're going to be kind
of building this bridge,

385
00:17:31,200 --> 00:17:32,680
did anyone have an opportunity

386
00:17:32,680 --> 00:17:35,080
to look at the rigor document?

387
00:17:35,080 --> 00:17:39,530
To see kind of what actually
our kind of component

388
00:17:41,480 --> 00:17:44,850
of rigor we're really
touching on in fifth grade?

389
00:17:44,850 --> 00:17:46,683
- If I read this correctly,

390
00:17:47,600 --> 00:17:52,600
this standard is about
conceptual understanding

391
00:17:54,890 --> 00:17:57,240
and then procedural skill fluency,

392
00:17:57,240 --> 00:18:00,610
so that we can get into the next standard

393
00:18:00,610 --> 00:18:03,460
of application as well.

394
00:18:03,460 --> 00:18:07,720
Or there's another standard
here where we apply these ideas,

395
00:18:07,720 --> 00:18:09,677
but this one in particular is conceptual

396
00:18:09,677 --> 00:18:10,830
understanding and fluency.

397
00:18:10,830 --> 00:18:12,240
- Okay, so when we're looking at,

398
00:18:12,240 --> 00:18:16,110
in the rigor documents, when
we're looking at 5.NF.A.1,

399
00:18:16,110 --> 00:18:17,970
that is both conceptual understanding

400
00:18:17,970 --> 00:18:19,570
and procedural skills and fluency,

401

00:18:19,570 --> 00:18:22,940
so to your point, what
you were saying, Lisa,

402
00:18:22,940 --> 00:18:25,060
we are still using there

403
00:18:25,060 --> 00:18:26,770
and building their
conceptual understanding

404
00:18:26,770 --> 00:18:28,800
with the goal of working towards

405
00:18:28,800 --> 00:18:31,130
and building procedural
skills and fluency,

406
00:18:31,130 --> 00:18:35,090
and I like what you
brought up there, Molly,

407
00:18:35,090 --> 00:18:38,400
the next Standard 5.NF.A.2,

408
00:18:38,400 --> 00:18:41,060
when we're going into word problems,

409
00:18:41,060 --> 00:18:43,063
what level of rigor is that one?

410
00:18:44,400 --> 00:18:45,780
Or component of rigor?

411

00:18:45,780 --> 00:18:46,990
- Application.
- Application,

412
00:18:46,990 --> 00:18:47,823
so that's where...

413
00:18:47,823 --> 00:18:49,510
So we're kind of in fifth grade

414
00:18:49,510 --> 00:18:52,740
spanning all of the
components of rigor, right?

415
00:18:52,740 --> 00:18:56,160
But that's awesome, that means
that we do get to include...

416
00:18:56,160 --> 00:18:59,290
And it's our responsibility to
include those visual models.

417
00:18:59,290 --> 00:19:03,020
- So Jackie, when I'm
tutoring the students,

418
00:19:03,020 --> 00:19:06,020
where are they coming into
in terms of the conceptual

419
00:19:06,020 --> 00:19:08,040
understanding and procedural
skills and fluency?

420
00:19:08,040 --> 00:19:10,126

- Yeah. That's a really
good question, Erica.

421
00:19:10,126 --> 00:19:11,047
- I think that's what I was getting at.

422
00:19:11,047 --> 00:19:14,220
- I know Lisa and I do so.

423
00:19:14,220 --> 00:19:18,790
I did have an opportunity to
talk to our fourth grade team

424
00:19:18,790 --> 00:19:21,730
over the summer, we were
doing kind of a discussion

425
00:19:21,730 --> 00:19:24,690
about forward planning and
what they had identified

426
00:19:24,690 --> 00:19:26,650
as maybe some areas
for growth for students

427
00:19:26,650 --> 00:19:27,860
that for whatever reason, they feel like

428
00:19:27,860 --> 00:19:29,880
they didn't really go as
deep as they should have.

429
00:19:29,880 --> 00:19:32,730
And these fourth grade standards

430
00:19:32,730 --> 00:19:34,830
were some standards that they
felt like they did not go

431
00:19:34,830 --> 00:19:36,250
to the depth that they should've

432
00:19:36,250 --> 00:19:40,660
because like you guys
said, and Erica, I know

433
00:19:40,660 --> 00:19:43,184
you've been looking at the
fourth grade standards. Right?

434
00:19:43,184 --> 00:19:44,017
- That's right.

435
00:19:44,017 --> 00:19:46,765
- Fourth grade, what were we
hoping they should have done,

436
00:19:46,765 --> 00:19:48,993
in their standards to lead up to this?

437
00:19:50,170 --> 00:19:51,563
- Visual fractions.

438
00:19:52,435 --> 00:19:54,350
We've been working with them
with the visual fractions.

439
00:19:54,350 --> 00:19:55,183
- Yeah.

440
00:19:55,183 --> 00:19:57,100
We're hoping they should have
built their understanding

441
00:19:57,100 --> 00:19:59,120
of equivalent using
visual fraction models.

442
00:19:59,120 --> 00:20:01,640
So fourth grade, last year felt like

443
00:20:01,640 --> 00:20:03,850
they really didn't do that to the depth

444
00:20:03,850 --> 00:20:04,683
that they should have.

445
00:20:04,683 --> 00:20:07,800
They felt pushed for time.

446
00:20:07,800 --> 00:20:10,710
We know that they had to spend
some time teaching virtually.

447
00:20:10,710 --> 00:20:13,500
So they felt like they kind of jumped

448
00:20:13,500 --> 00:20:18,500
to doing some algorithms
and tricks with the kids.

449
00:20:19,223 --> 00:20:21,680
We know that's like the nature of it

450
00:20:21,680 --> 00:20:24,330
when we're pushed for time
and it wasn't difficult

451
00:20:24,330 --> 00:20:26,690
having to find ways to teach it virtually.

452
00:20:26,690 --> 00:20:29,010
They probably are not coming to us

453
00:20:29,010 --> 00:20:32,230
with a really strong
conceptual understanding

454
00:20:32,230 --> 00:20:34,720
of how to find equivalent fractions.

455
00:20:34,720 --> 00:20:36,420
So that's something, yeah.

456
00:20:36,420 --> 00:20:38,200
- So we'll have to spend some time

457
00:20:38,200 --> 00:20:42,800
during tutoring with the
visual fractions all over again

458
00:20:42,800 --> 00:20:44,950
and denominators and numerators.

459
00:20:44,950 --> 00:20:45,783
- Yeah.
- Okay.

460
00:20:45,783 --> 00:20:46,870
- Yeah. That's a really good point.

461
00:20:46,870 --> 00:20:47,960
And honestly, Erica,

462
00:20:47,960 --> 00:20:51,120
I feel like not only is
that going to be important

463
00:20:51,120 --> 00:20:52,760
during tutoring, but I
think that's something

464
00:20:52,760 --> 00:20:54,730
that won't work like,
when we come together

465
00:20:54,730 --> 00:20:56,390
and we're talking about actual lessons

466
00:20:56,390 --> 00:20:59,840
and giving that just-in-time
support during our classes

467
00:20:59,840 --> 00:21:03,730
that we're probably
going to have to plan for

468
00:21:03,730 --> 00:21:06,300
having visual fraction models
and building understanding,

469

00:21:06,300 --> 00:21:10,210
even during our core math instruction

470
00:21:10,210 --> 00:21:13,820
so that all our students can
be accessing the content.

471
00:21:13,820 --> 00:21:14,653
Yeah.

472
00:21:17,410 --> 00:21:20,250
I know Lisa that you had
brought that up earlier.

473
00:21:20,250 --> 00:21:22,830
That that is something
that we're going to have

474
00:21:22,830 --> 00:21:25,890
to keep in mind is they probably,

475
00:21:25,890 --> 00:21:27,440
aren't going to be very strong.

476
00:21:28,590 --> 00:21:31,560
Talking about the models,
did you have any thoughts

477
00:21:31,560 --> 00:21:34,510
about any different models that

478
00:21:34,510 --> 00:21:39,510
for visuals that students
might have had experience with

479
00:21:40,860 --> 00:21:42,760
just so that we can keep them in mind.

480
00:21:47,440 --> 00:21:50,970
- Would you include
working with number lines?

481
00:21:50,970 --> 00:21:52,680
- Absolutely. I think
that's a big one, right?

482
00:21:52,680 --> 00:21:53,860
- Okay.
- That's huge.

483
00:21:53,860 --> 00:21:55,135
For building that conception.

484
00:21:55,135 --> 00:21:56,760
- 'Cause I think a lot of times we want to

485
00:21:56,760 --> 00:21:58,940
do pizzas and pies and things like that,

486
00:21:58,940 --> 00:22:03,940
but if we can also tie that
to the number line itself

487
00:22:04,380 --> 00:22:07,790
and the equivalencies, decimal fractions

488
00:22:07,790 --> 00:22:08,843
and things like that.

489
00:22:10,010 --> 00:22:12,450
- So not just sticking to the area model,

490
00:22:12,450 --> 00:22:14,920
but making sure that we're
connecting it to number lines

491
00:22:14,920 --> 00:22:17,130
'cause that's really like numbers.

492
00:22:17,130 --> 00:22:19,480
Awesome. Yeah, I agree with you 100%.

493
00:22:19,480 --> 00:22:22,420
And even a lot of the visuals that we see,

494
00:22:22,420 --> 00:22:24,290
it's always the area model.

495
00:22:24,290 --> 00:22:26,140
- Well I admit I wished I
had learned it that way.

496
00:22:26,140 --> 00:22:27,710
I'm just Like wait.

497
00:22:27,710 --> 00:22:28,543
- Yeah, I know.

498
00:22:28,543 --> 00:22:30,204
I feel that every time
we have discussions.

499

00:22:30,204 --> 00:22:31,570
- I feel like I got ripped off.

500
00:22:31,570 --> 00:22:32,403
- Yeah.

501
00:22:32,403 --> 00:22:34,504
- So are you saying that,
that we should move away

502
00:22:34,504 --> 00:22:37,730
from the pizzas and incorporate this more?

503
00:22:37,730 --> 00:22:40,480
- I just think that when we're
working on the number line,

504
00:22:40,480 --> 00:22:43,110
we're literally, I mean
this is a numeracy issue

505
00:22:43,110 --> 00:22:45,840
and if we're not dealing
with those numbers

506
00:22:45,840 --> 00:22:47,833
versus these visual fractions,

507
00:22:47,833 --> 00:22:50,570
we have to get there eventually, right?

508
00:22:50,570 --> 00:22:51,670
And it's our job to...

509

00:22:51,670 --> 00:22:55,710
This is like a critical grade,
so it's our job to move us.

510
00:22:55,710 --> 00:22:59,663
Right, so there's a place
of course for area models

511
00:22:59,663 --> 00:23:00,747
and things like that.

512
00:23:00,747 --> 00:23:03,750
But we also want it to be sure that

513
00:23:03,750 --> 00:23:05,740
it's tied to the number line

514
00:23:05,740 --> 00:23:10,010
because that's going to happen
in the subsequent grades, right?

515
00:23:10,010 --> 00:23:11,940
So in sixth grade we're
doing all kinds of stuff

516
00:23:11,940 --> 00:23:13,263
on the number line.

517
00:23:13,263 --> 00:23:14,390
- Okay.

518
00:23:14,390 --> 00:23:15,983
- Students have experiences,

519

00:23:17,760 --> 00:23:20,300
in planning sessions with third grade,

520
00:23:20,300 --> 00:23:23,500
we're talking about representing
fractions on number lines.

521
00:23:23,500 --> 00:23:26,060
And even when we're talking
about whole numbers,

522
00:23:26,060 --> 00:23:27,870
students have experienced
with number lines.

523
00:23:27,870 --> 00:23:31,210
So I think what I hear you saying, Lisa

524
00:23:31,210 --> 00:23:33,100
is like not eliminating the area model,

525
00:23:33,100 --> 00:23:36,440
but being conscious that we
should also be helping them

526
00:23:36,440 --> 00:23:39,580
make connections to number lines too.

527
00:23:39,580 --> 00:23:42,890
- Can I start with the area
models given where they are,

528
00:23:42,890 --> 00:23:45,570
where they're coming
from and then gradually

529
00:23:45,570 --> 00:23:46,653
get them to the.

530
00:23:48,240 --> 00:23:50,710
- Well, what do you guys think about that?

531
00:23:50,710 --> 00:23:52,660
Like if she's talking about
in the tutoring sessions,

532
00:23:52,660 --> 00:23:56,010
starting with area and then
moving to number lines,

533
00:23:56,010 --> 00:23:57,610
what are your feelings about it?

534
00:23:59,610 --> 00:24:03,770
- Yeah, I think the benefit
of the visual models

535
00:24:03,770 --> 00:24:05,720
and also the age of the kids,

536
00:24:05,720 --> 00:24:08,720
you ended up talking about
fairness and things like that.

537
00:24:08,720 --> 00:24:10,557
Like are these? Yeah.

538
00:24:14,349 --> 00:24:17,230
Or just opportunities to

sort of draw things out

539
00:24:17,230 --> 00:24:21,570
and shade things is
also an engagement piece

540
00:24:21,570 --> 00:24:23,030
versus just the numerical.

541
00:24:23,030 --> 00:24:25,070
So I'm not suggesting that
we skip over that at all.

542
00:24:25,070 --> 00:24:27,780
- Yeah, I wonder also even
'cause like you're saying,

543
00:24:27,780 --> 00:24:30,480
thinking about the way they
draw things that match visuals.

544
00:24:30,480 --> 00:24:31,313
Right?

545
00:24:31,313 --> 00:24:35,100
I wonder if the scenarios that
there might be certain story,

546
00:24:35,100 --> 00:24:38,330
problems like as we're setting
the stage for them, right?

547
00:24:38,330 --> 00:24:40,870
There's some stories that when
they naturally draw pictures

548
00:24:40,870 --> 00:24:43,370
are going to be drawing a circle

549
00:24:43,370 --> 00:24:45,030
or a square or an array, right?

550
00:24:45,030 --> 00:24:48,090
And there's some stories
like if we're talking about

551
00:24:48,940 --> 00:24:51,150
running a race that it's
going to make more sense

552
00:24:51,150 --> 00:24:51,983
for a number line.

553
00:24:51,983 --> 00:24:56,730
So it'll be interesting to
see kind of what our kiddos do

554
00:24:56,730 --> 00:24:59,903
when we give them an
opportunity to draw models.

555
00:25:03,620 --> 00:25:05,200
- I'm hearing you say that
it's making me wonder,

556
00:25:05,200 --> 00:25:08,040
do you do, this is kind of linear,

557
00:25:08,040 --> 00:25:13,040

do you do visual and then number line,

558
00:25:13,210 --> 00:25:17,900
and then we're leading to
this kind of being able to add

559
00:25:17,900 --> 00:25:19,830
numerically the fractions,

560
00:25:19,830 --> 00:25:22,840
or can you be doing the
visual and the number line

561
00:25:22,840 --> 00:25:23,673
at the same time?

562
00:25:23,673 --> 00:25:24,873
Or is that just confusing?

563
00:25:27,270 --> 00:25:29,000
- I think we're going to have students

564
00:25:29,000 --> 00:25:33,450
that are based on what
exposure they've had

565
00:25:33,450 --> 00:25:34,760
are going to be comfortable
in different areas.

566
00:25:34,760 --> 00:25:37,330
And we know we're only
going to be building

567

00:25:37,330 --> 00:25:38,680
a conceptual understanding more

568
00:25:38,680 --> 00:25:40,450
if they can make connections between

569
00:25:40,450 --> 00:25:41,960
different models, right?

570
00:25:41,960 --> 00:25:44,950
It is not going to hurt
them to have them looking at

571
00:25:44,950 --> 00:25:48,530
two different representations
and making connections.

572
00:25:48,530 --> 00:25:52,470
I think that's a really good
conversation for us to have,

573
00:25:52,470 --> 00:25:54,050
I want to be mindful of our time.

574
00:25:54,050 --> 00:25:56,410
So I just want to go back
to kind of our checklist

575
00:25:56,410 --> 00:25:59,140
about our look-fors and see
if there were any pieces

576
00:26:00,290 --> 00:26:02,020
just to make sure we're on the same page

577
00:26:02,020 --> 00:26:03,760
and then we'll come back together

578
00:26:03,760 --> 00:26:05,350
and actually hone in on that lesson.

579
00:26:05,350 --> 00:26:07,190
So we talked about the key learning

580
00:26:07,190 --> 00:26:08,450
expected from the standard.

581
00:26:08,450 --> 00:26:10,990
We talked about some specific strategies.

582
00:26:10,990 --> 00:26:12,573
We talked about pre-req.

583
00:26:13,460 --> 00:26:17,410
I know Molly, you kind of
brought up talking about

584
00:26:17,410 --> 00:26:20,170
where they're going also
in this grade level.

585
00:26:20,170 --> 00:26:22,960
And I had seen that on
the coherence map too

586
00:26:22,960 --> 00:26:27,130
that were kind of leading into focusing on

587

00:26:27,130 --> 00:26:28,733
word problems as well.

588
00:26:30,300 --> 00:26:33,943
You guys talked about
new strategies or skills.

589
00:26:36,520 --> 00:26:38,173
We talked about rigor.

590
00:26:41,720 --> 00:26:43,640
Do you guys feel like you have

591
00:26:45,700 --> 00:26:48,210
enough of an understanding
of this standard

592
00:26:48,210 --> 00:26:52,150
to move forward and start your
lesson, planning on the unit,

593
00:26:52,150 --> 00:26:55,330
writing those clear objectives
and learning statements

594
00:26:55,330 --> 00:26:56,163
for each one.

595
00:26:56,163 --> 00:26:59,720
And then I will reach out
to you guys in the follow-up

596
00:26:59,720 --> 00:27:01,980
so that we can identify what actual lesson

597
00:27:01,980 --> 00:27:05,370
we're going to come together
and dig into and plan together

598
00:27:06,640 --> 00:27:09,730
when we have our actual like
45 minutes planning time.

599
00:27:09,730 --> 00:27:12,630
Do you guys feel comfortable
with that where we're at now?

600
00:27:14,290 --> 00:27:16,290
Or do you have any additional questions?

601
00:27:18,520 --> 00:27:19,380
- I don't.

602
00:27:19,380 --> 00:27:20,950
- Okay.
- This was really helpful.

603
00:27:20,950 --> 00:27:22,230
- Yeah. It's really helpful for me too.

604
00:27:22,230 --> 00:27:23,280
And I really appreciate you guys,

605
00:27:23,280 --> 00:27:24,460
including me in the conversation,

606
00:27:24,460 --> 00:27:25,960
it will help with the lessons.

607
00:27:27,290 --> 00:27:29,456
- Yeah. And you can help connect across.

608
00:27:29,456 --> 00:27:31,477
Yeah. So, all right, yeah.

609
00:27:31,477 --> 00:27:32,310
- You feel good?

610
00:27:32,310 --> 00:27:33,143
- No, I do.

611
00:27:33,143 --> 00:27:35,740
- Okay, so I will follow up with you guys

612
00:27:35,740 --> 00:27:37,740
with the lesson that we're going to plan

613
00:27:38,787 --> 00:27:41,300
and really dig into together as a team

614
00:27:41,300 --> 00:27:43,460
so that you guys can come
prepared with your annotations

615
00:27:43,460 --> 00:27:47,140
and I will send you our follow-up,

616
00:27:47,140 --> 00:27:48,270
the notes from our sessions.

617
00:27:48,270 --> 00:27:50,903
So this was awesome.

Thank you guys so much.

618
00:27:52,200 --> 00:27:54,670
- In addition to identifying
the key look-fors,

619
00:27:54,670 --> 00:27:57,330
the following reflection
questions can be beneficial

620
00:27:57,330 --> 00:28:00,693
for individual processing or
to guide group discussions.

621
00:28:01,670 --> 00:28:04,120
What are the benefits of
engaging in a foundational study

622
00:28:04,120 --> 00:28:07,573
of the standards as a team
prior to daily lesson planning?

623
00:28:08,930 --> 00:28:11,536
How does a team's foundational
study of the standard

624
00:28:11,536 --> 00:28:14,090
support teachers in accelerating students

625
00:28:14,090 --> 00:28:15,963
and providing just-in-time support?

626
00:28:17,310 --> 00:28:20,130
And why is it important
for an accelerate tutor

627
00:28:20,130 --> 00:28:22,900
to participate in these conversations?

628
00:28:22,900 --> 00:28:25,870
Pause now and consider your
responses to these questions.

629
00:28:25,870 --> 00:28:28,260
If you are watching in a team or a PLC,

630
00:28:28,260 --> 00:28:30,783
engage in a conversation
around your responses.

631
00:28:34,330 --> 00:28:36,150
Now we are going to look at the third part

632
00:28:36,150 --> 00:28:39,020
of the planning guide
bridge to lesson planning.

633
00:28:39,020 --> 00:28:41,890
This is where we get into
planning individual lessons,

634
00:28:41,890 --> 00:28:44,320
and it's where team members
will connect their understanding

635
00:28:44,320 --> 00:28:47,400
of the standards to the tier
one curriculum resources

636

00:28:47,400 --> 00:28:49,390
so that they can make
instructional decisions

637
00:28:49,390 --> 00:28:51,470
that best meet the intent of the standards

638
00:28:51,470 --> 00:28:53,033
and the needs of all students.

639
00:28:54,260 --> 00:28:56,230
This conversation should
take approximately

640
00:28:56,230 --> 00:28:57,573
20 to 30 minutes.

641
00:28:58,500 --> 00:29:00,050
For this next portion in addition

642
00:29:00,050 --> 00:29:01,570
to having out your planning guide,

643
00:29:01,570 --> 00:29:03,650
you want to make sure that
you have that printed copy

644
00:29:03,650 --> 00:29:06,700
of the fifth grade Eureka
lesson - Module 3,

645
00:29:06,700 --> 00:29:09,510
Topic C, Lesson nine, Adding fractions

646

00:29:09,510 --> 00:29:11,693
- making like units numerically.

647
00:29:14,590 --> 00:29:16,640
In order to engage in
a truly collaborative

648
00:29:16,640 --> 00:29:17,920
productive conversation

649
00:29:17,920 --> 00:29:19,880
that results in a common understanding

650
00:29:19,880 --> 00:29:22,850
of how to connect the study of
the standards to the lesson,

651
00:29:22,850 --> 00:29:25,810
it's really important that
team members study the lesson

652
00:29:25,810 --> 00:29:28,400
beforehand and make their annotations.

653
00:29:28,400 --> 00:29:31,710
So before we see the fifth
grade team in action,

654
00:29:31,710 --> 00:29:34,790
pause the video and take some
time to familiarize yourself

655
00:29:34,790 --> 00:29:35,803
with the lesson.

656
00:29:36,700 --> 00:29:40,090
Refer to the annotate the
lesson portion of the document

657
00:29:40,090 --> 00:29:42,190
to give you guidance on key components

658
00:29:42,190 --> 00:29:44,450
you may want to make notes on.

659
00:29:44,450 --> 00:29:47,040
I realized that many of you
may not teach fifth grade

660
00:29:47,040 --> 00:29:49,470
and you may not be
familiar with the standard,

661
00:29:49,470 --> 00:29:52,050
but keep in mind the foundational
study of the standard

662
00:29:52,050 --> 00:29:56,360
that you engaged in as you try
to best annotate the lesson.

663
00:29:56,360 --> 00:29:58,453
Pause now to take your time to do so.

664
00:30:03,320 --> 00:30:05,350
Now we will watch the fifth grade team

665
00:30:05,350 --> 00:30:07,230
engage in the first part of their planning

666
00:30:07,230 --> 00:30:08,690
as they collaborate and discuss

667
00:30:08,690 --> 00:30:10,620
the bridge to lesson planning.

668
00:30:10,620 --> 00:30:13,070
As you watch, consider
which of the annotations

669
00:30:13,070 --> 00:30:14,680
you hear the team discussing

670
00:30:14,680 --> 00:30:17,163
and which look-fors they accomplish.

671
00:30:18,250 --> 00:30:22,430
- All right, after we
all kind of touched base

672
00:30:24,018 --> 00:30:26,360
and based on that information
that we got from fourth grade

673
00:30:26,360 --> 00:30:29,030
in our last conversation about how we know

674
00:30:29,030 --> 00:30:31,360
what students are most
likely going to need

675
00:30:31,360 --> 00:30:32,633
additional support with,

676
00:30:33,950 --> 00:30:37,640
with adding and subtracting
fractions in fifth grade,

677
00:30:37,640 --> 00:30:39,380
we all kind of decided
the best use of our time

678
00:30:39,380 --> 00:30:43,510
when did talk about Lesson 9,
which was adding fractions,

679
00:30:43,510 --> 00:30:45,463
making like units numerically.

680
00:30:47,230 --> 00:30:50,300
We can all kind of discuss
where our annotations are at

681
00:30:50,300 --> 00:30:51,680
and things that we
noticed about the lesson,

682
00:30:51,680 --> 00:30:52,810
but also making sure

683
00:30:52,810 --> 00:30:56,550
that we touch on those
just-in-time supports

684
00:30:56,550 --> 00:30:59,090
as well as incorporating
conversations with Erica

685
00:30:59,090 --> 00:31:01,680
about how we can connect
what's happening in tutoring

686
00:31:01,680 --> 00:31:03,140
with this lesson.

687
00:31:03,140 --> 00:31:06,660
So let's just jump in and
talk about the lesson itself.

688
00:31:06,660 --> 00:31:10,810
Were there any points that
you think we need to change

689
00:31:10,810 --> 00:31:14,060
to the lesson as a whole or
problems that we need to omit

690
00:31:14,060 --> 00:31:17,370
or adjust so that the
lessons really aligned with

691
00:31:17,370 --> 00:31:19,920
what we talked about last
time in our discussion

692
00:31:19,920 --> 00:31:21,113
around the standards?

693
00:31:24,840 --> 00:31:29,763
- Well, it starts
pretty early on having students

694

00:31:39,295 --> 00:31:43,020
and this problem, the
application problem here,

695
00:31:43,020 --> 00:31:48,020
and having students have to add things of

696
00:31:51,620 --> 00:31:53,410
with different denominators, right?

697
00:31:53,410 --> 00:31:54,243
Or combined.

698
00:31:58,880 --> 00:32:01,570
I think we could build this part out

699
00:32:02,800 --> 00:32:07,510
so that we can connect
back to what students do

700
00:32:07,510 --> 00:32:10,990
or did or didn't get
from fourth grade, right?

701
00:32:10,990 --> 00:32:15,940
So we can build in some
places where they can

702
00:32:15,940 --> 00:32:20,380
do some visual representations
of the fractions

703
00:32:22,820 --> 00:32:26,913
and the equivalent fractions.

704
00:32:29,080 --> 00:32:32,040
So this would have to be
longer than the 10 minutes that

705
00:32:33,820 --> 00:32:37,630
we have now for it in
order for them to do that.

706
00:32:37,630 --> 00:32:41,740
But it's a nice way connect
back to what they've

707
00:32:42,710 --> 00:32:44,860
have or haven't done,
or build that in here

708
00:32:44,860 --> 00:32:46,323
I think early on.

709
00:32:49,330 --> 00:32:52,316
That was what stood
out to me as an option.

710
00:32:52,316 --> 00:32:53,360
- I was also thinking that

711
00:32:53,360 --> 00:32:55,410
again building off that fourth grade

712
00:32:55,410 --> 00:32:56,860
and not knowing where they are

713
00:32:56,860 --> 00:32:59,540
for us through tutoring to prepare,

714
00:32:59,540 --> 00:33:04,240
so like a word wall for them
and bring that to the classes

715
00:33:04,240 --> 00:33:06,373
to kind of help them get started.

716
00:33:07,350 --> 00:33:09,000
What do you all think about that?

717
00:33:11,360 --> 00:33:13,840
Seemed like a good use
during the tutoring time?

718
00:33:13,840 --> 00:33:14,790
- Oh yeah.
- Okay.

719
00:33:15,640 --> 00:33:17,100
- I definitely think
that would be supportive

720
00:33:17,100 --> 00:33:18,940
of them moving into this.

721
00:33:18,940 --> 00:33:21,580
- So kind of like front-loading
some of that vocabulary

722
00:33:21,580 --> 00:33:23,700
and getting it on the word
wall, so they're used to it.

723

00:33:23,700 --> 00:33:25,040
- Yeah.

724
00:33:25,040 --> 00:33:29,853
- And then so Molly,
your suggestion is maybe,

725
00:33:30,910 --> 00:33:33,080
it's probably going to take
more than 10 minutes here

726
00:33:33,080 --> 00:33:37,430
to get them actually, if we
really want them to be drawing

727
00:33:39,020 --> 00:33:40,510
models in this part.

728
00:33:40,510 --> 00:33:41,770
- Yeah. I think so.

729
00:33:41,770 --> 00:33:44,010
Which would mean that everything

730
00:33:44,010 --> 00:33:45,440
would need to shift a little bit.

731
00:33:45,440 --> 00:33:46,273
- Okay.

732
00:33:48,200 --> 00:33:53,050
- I think we could then
get through problem 3

733

00:33:55,850 --> 00:33:59,260
on page 147 in day one.

734
00:33:59,260 --> 00:34:01,750
And then that would
maybe be where we would

735
00:34:03,300 --> 00:34:04,800
break into a second day

736
00:34:05,810 --> 00:34:08,850
and have to shift some
other things around as well,

737
00:34:08,850 --> 00:34:10,583
making some things homework.

738
00:34:13,750 --> 00:34:15,710
- Yeah, I was also thinking
about the running out of time,

739
00:34:15,710 --> 00:34:19,860
especially if we want
them to really provide,

740
00:34:19,860 --> 00:34:21,030
expand on their answers

741
00:34:21,030 --> 00:34:26,030
and to show that they understand the work

742
00:34:26,080 --> 00:34:28,330
but that that's going
to eat up time as well.

743
00:34:29,970 --> 00:34:32,560
- Yeah, because we want
them to develop that

744
00:34:32,560 --> 00:34:33,690
conceptual understanding.

745
00:34:33,690 --> 00:34:36,590
So there's some places
where we're going to have to

746
00:34:36,590 --> 00:34:39,920
make sure we push more
than maybe what's on here

747
00:34:39,920 --> 00:34:44,270
and not just ask the question,

748
00:34:44,270 --> 00:34:47,940
but also have them justify their thinking.

749
00:34:47,940 --> 00:34:50,030
- Okay, so if we're
going to cut this into,

750
00:34:50,030 --> 00:34:51,830
we're going to say day one, day two,

751
00:34:52,680 --> 00:34:55,840
what are our thoughts on what
problems we're going to use

752
00:34:55,840 --> 00:34:58,180
keeping in the mindset of day one, right?

753
00:34:58,180 --> 00:35:00,560
Like what problems are you
thinking would be the best

754
00:35:00,560 --> 00:35:02,440
based on what we've
covered up to that point?

755
00:35:02,440 --> 00:35:04,320
- Are you talking about
from the problem set?

756
00:35:04,320 --> 00:35:05,153
- Yeah.

757
00:35:08,330 --> 00:35:11,890
- So there's eight of
these practice problems

758
00:35:11,890 --> 00:35:14,980
before you get into the word problems.

759
00:35:14,980 --> 00:35:16,780
So maybe we don't need all of those.

760
00:35:24,360 --> 00:35:25,960
And if we're going to make this homework,

761
00:35:25,960 --> 00:35:27,960
that feels like a little bit much to me.

762
00:35:29,290 --> 00:35:32,543
So maybe the first six of these,

763
00:35:34,320 --> 00:35:38,150
of the practice problems
in the problem set

764
00:35:39,000 --> 00:35:41,983
and then maybe one word problem.

765
00:35:42,960 --> 00:35:45,123
So this number 2 maybe would work well.

766
00:35:47,840 --> 00:35:49,810
And then to get a little
bit more out of it,

767
00:35:49,810 --> 00:35:54,230
I think we could also
use problem number 3

768
00:35:54,230 --> 00:35:55,523
as an exit ticket,

769
00:35:56,590 --> 00:35:59,190
but this might be one of
those places where we could

770
00:36:00,320 --> 00:36:03,220
ask for justification from the students

771
00:36:04,190 --> 00:36:05,200
on their way out the door.

772
00:36:05,200 --> 00:36:08,550
And then we can use that to analyze

773
00:36:08,550 --> 00:36:10,653
before they come back to us.

774
00:36:14,765 --> 00:36:16,360
- And that goes with what Erica was saying

775
00:36:16,360 --> 00:36:17,390
about let's get that,

776
00:36:17,390 --> 00:36:20,040
make sure that we're
having that justification

777
00:36:20,040 --> 00:36:22,390
so that we can see what
their understanding is.

778
00:36:23,260 --> 00:36:24,650
- What are some of the strategies

779
00:36:24,650 --> 00:36:29,650
that I can get my kids
to justify their work?

780
00:36:31,420 --> 00:36:32,670
- That's a good question.

781
00:36:40,010 --> 00:36:40,950
- Is it possible?

782
00:36:40,950 --> 00:36:43,430
I mean one idea that I had, but
I want to run it by you all,

783
00:36:43,430 --> 00:36:46,130
is it possibly using different models?

784
00:36:46,130 --> 00:36:49,640
So if they've used one model to have,

785
00:36:49,640 --> 00:36:52,723
you use another one as to explain it?

786
00:36:56,470 --> 00:36:57,970
- That's an interesting point.

787
00:36:59,361 --> 00:37:02,630
I think I would've said
if they use one model

788
00:37:02,630 --> 00:37:05,570
and they can explain with that one,

789
00:37:05,570 --> 00:37:08,710
why they got the answer they did,

790
00:37:08,710 --> 00:37:10,880
that that might be sufficient.

791
00:37:10,880 --> 00:37:13,983
Even nicer if they can use
multiple ways of showing you.

792
00:37:15,460 --> 00:37:18,520
I think it's maybe just going
beyond just seeing the answer.

793
00:37:18,520 --> 00:37:23,520
So any kind of explanation
or model that demonstrates

794
00:37:23,870 --> 00:37:28,870
the why they got what they did
helps you see their thinking.

795
00:37:33,520 --> 00:37:36,020
Lisa, did you have thoughts about that?

796
00:37:36,020 --> 00:37:39,103
- Well, I also wonder,

797
00:37:41,670 --> 00:37:45,650
do we want to nudge
them in that direction?

798
00:37:45,650 --> 00:37:48,230
Or do we want to see kind of what we get?

799
00:37:48,230 --> 00:37:51,380
Like maybe some students
might be comfortable

800
00:37:51,380 --> 00:37:56,380
with the numerical approach
or kind of breaking a fraction

801
00:37:57,070 --> 00:37:59,210
into unit fractions or something like that

802
00:38:00,430 --> 00:38:02,083
for their own sense-making.

803
00:38:03,250 --> 00:38:05,590
I'm not to say that those
are not models also,

804
00:38:05,590 --> 00:38:10,140
but I'm just wondering if we
would anticipate some students

805
00:38:10,140 --> 00:38:15,140
might have a numerical
approach as well, which would,

806
00:38:16,480 --> 00:38:18,280
if we had the opportunity to share out,

807
00:38:18,280 --> 00:38:22,020
then we can make connections
between those numerical

808
00:38:22,020 --> 00:38:25,330
representation and these other ways

809
00:38:25,330 --> 00:38:26,930
that students might approach it.

810
00:38:28,910 --> 00:38:29,930
- I was just going to ask

811
00:38:29,930 --> 00:38:32,830
if they go directly to the
numerical representation

812
00:38:32,830 --> 00:38:34,670

and don't use a model at all,

813
00:38:34,670 --> 00:38:37,730
and then you say explain
it to me or convince me

814
00:38:37,730 --> 00:38:40,840
or justify your reasoning,

815
00:38:40,840 --> 00:38:44,630
then what would the justification
you would expected to see

816
00:38:45,643 --> 00:38:47,030
or would it be like an explanation,

817
00:38:47,030 --> 00:38:48,890
like a verbal explanation?

818
00:38:48,890 --> 00:38:50,640
If they did not use a visual model.

819
00:38:52,180 --> 00:38:53,920
- Well, I would just go with whatever

820
00:38:53,920 --> 00:38:55,893
work products they have there.

821
00:38:55,893 --> 00:38:58,463
If's a numerical approach, but then again,

822
00:38:59,648 --> 00:39:04,300
I like your notion of can you
convince me that that's true.

823
00:39:04,300 --> 00:39:07,683
So using the numerical representation.

824
00:39:09,435 --> 00:39:10,390
- Okay.

825
00:39:10,390 --> 00:39:11,840
- And you said something Lisa,

826
00:39:11,840 --> 00:39:15,350
that I think a couple of
you guys have brought it up,

827
00:39:15,350 --> 00:39:19,113
as far as sharing the student strategies.

828
00:39:20,300 --> 00:39:22,080
Do you think that from this problem,

829
00:39:22,080 --> 00:39:25,940
that'd be something that we
want to do is actually be

830
00:39:27,060 --> 00:39:28,380
looking for those strategies

831
00:39:28,380 --> 00:39:30,783
so that it could be highlighted or?

832
00:39:32,050 --> 00:39:32,883
- Yeah.

833

00:39:32,883 --> 00:39:34,990
When I was originally thinking
about how to build out

834
00:39:35,940 --> 00:39:39,300
this first problem and why
it would cause you to take longer

835
00:39:40,240 --> 00:39:42,030
the application problem.

836
00:39:42,030 --> 00:39:46,070
This seem to be a nice place
to do a think pair, share,

837
00:39:46,070 --> 00:39:47,970
give them some time to think alone

838
00:39:47,970 --> 00:39:50,080
and then to work together.

839
00:39:50,080 --> 00:39:51,360
And when they're working together,

840
00:39:51,360 --> 00:39:54,530
we could walk around and
hear the different ideas

841
00:39:54,530 --> 00:39:58,930
that came up and prep some
students to be ready to share.

842
00:39:58,930 --> 00:40:02,830
Especially if we see different approaches

843
00:40:02,830 --> 00:40:06,990
so that when we come together
and do the whole group,

844
00:40:06,990 --> 00:40:08,680
you could have those different approaches

845
00:40:08,680 --> 00:40:10,053
being demonstrated.

846
00:40:11,631 --> 00:40:14,481
- That's something we definitely
want to underscore with.

847
00:40:17,650 --> 00:40:18,700
- Yeah.

848
00:40:18,700 --> 00:40:23,033
- Yeah. The draw might
look different across them.

849
00:40:24,480 --> 00:40:26,470
- Yeah. 'Cause I think
with this age group,

850
00:40:26,470 --> 00:40:30,213
that's probably where they
feel comfortable, the visuals.

851
00:40:31,770 --> 00:40:35,780
- Yeah. It seems like what
we're doing here, right?

852
00:40:35,780 --> 00:40:38,450

Is trying to transition from that visual.

853
00:40:38,450 --> 00:40:39,283
- Yeah.

854
00:40:41,200 --> 00:40:46,200
Again, we know that the fourth
grade teachers told us that,

855
00:40:46,800 --> 00:40:49,210
these were challenges
to use these visuals.

856
00:40:49,210 --> 00:40:53,490
So we could anticipate
maybe that this would

857
00:40:55,630 --> 00:40:59,170
be a big chunk of our time
in this particular lesson.

858
00:40:59,170 --> 00:41:02,510
- So then you guys have
already said kind of this part

859
00:41:02,510 --> 00:41:06,290
is the, you see a think, pair,
share here in this application,

860
00:41:06,290 --> 00:41:09,730
I've heard you saying we're
going to be looking for

861
00:41:11,500 --> 00:41:13,310
some different strategies.

862
00:41:13,310 --> 00:41:16,223
We want to push them to
justify their thinking.

863
00:41:18,730 --> 00:41:21,113
Hopefully highlight some
of those strategies.

864
00:41:22,180 --> 00:41:26,860
It sounds like this part is
going to be like independent,

865
00:41:26,860 --> 00:41:30,573
group/partner and whole classwork.

866
00:41:31,550 --> 00:41:33,460
- In addition to the key look-fors.

867
00:41:33,460 --> 00:41:35,810
These reflection questions
can be beneficial

868
00:41:35,810 --> 00:41:37,410
for individual processing

869
00:41:37,410 --> 00:41:40,130
or to guide your group discussions.

870
00:41:40,130 --> 00:41:42,993
Consider - what was the
role of the facilitator?

871
00:41:44,430 --> 00:41:47,100

How do the establish
norms support this team

872
00:41:47,100 --> 00:41:49,403
in engaging in
collaborative conversations?

873
00:41:50,970 --> 00:41:52,410
And how will this conversation

874
00:41:52,410 --> 00:41:54,320
help these teachers accelerate students

875
00:41:54,320 --> 00:41:56,910
towards on grade-level content?

876
00:41:56,910 --> 00:42:00,350
Pause now and consider your
responses to these questions.

877
00:42:00,350 --> 00:42:02,870
And if you're watching in a team or PLC,

878
00:42:02,870 --> 00:42:04,443
debrief on your thoughts.

879
00:42:08,660 --> 00:42:11,080
In the next portion of the discussion

880
00:42:11,080 --> 00:42:12,910
as we watched the fifth grade team,

881
00:42:12,910 --> 00:42:15,420
consider the overall

tone of the conversation

882
00:42:15,420 --> 00:42:18,583
as you also identify which
of the look-fors you observe.

883
00:42:20,600 --> 00:42:22,880
- Well, I wonder if before
we talk about hot spots,

884
00:42:22,880 --> 00:42:24,420
we should just make sure
we're on the same page.

885
00:42:24,420 --> 00:42:28,320
So we've kind of talked
about this lesson as a whole.

886
00:42:28,320 --> 00:42:30,780
Let's just make sure
we're on the same page

887
00:42:30,780 --> 00:42:32,360
with what our expectations are,

888
00:42:32,360 --> 00:42:34,360
what are the lesson level
expectations of this?

889
00:42:34,360 --> 00:42:36,700
By the end of this lesson on day one,

890
00:42:36,700 --> 00:42:38,490
because now we've chunked it, right?

891
00:42:38,490 --> 00:42:39,980
We decided we're only going to accomplish

892
00:42:39,980 --> 00:42:42,270
a certain amount of this on day one.

893
00:42:42,270 --> 00:42:46,350
So what do we think are
lesson level of performance

894
00:42:46,350 --> 00:42:48,920
expectations for day one will be

895
00:42:48,920 --> 00:42:52,670
so that when we come back
together, we can have a discussion

896
00:42:52,670 --> 00:42:54,473
about whether we accomplished it or not.

897
00:43:01,010 --> 00:43:05,470
- I think since we're
in this transition state

898
00:43:08,250 --> 00:43:10,600
and trying to develop
conceptual understanding,

899
00:43:11,678 --> 00:43:12,830
we want to see that, right?

900
00:43:12,830 --> 00:43:17,830
Or we want them to know
why they need like units.

901
00:43:22,100 --> 00:43:23,750
- Yeah. We're really introducing,

902
00:43:25,960 --> 00:43:29,730
not like units and working through that

903
00:43:29,730 --> 00:43:32,903
by the end of the day,
it seems like to me,

904
00:43:34,230 --> 00:43:37,233
'cause we've introduced that
with the concept problem.

905
00:43:43,650 --> 00:43:45,293
- So moving from?

906
00:43:48,160 --> 00:43:51,040
- From having the common denominator,

907
00:43:51,040 --> 00:43:53,000
wait, I just lost my train of thought.

908
00:43:53,000 --> 00:43:54,963
I was going to say common denominator to,

909
00:43:55,820 --> 00:43:58,240
well, when you don't have
the common denominator,

910
00:43:58,240 --> 00:44:01,203
how do you get that?

911
00:44:02,122 --> 00:44:04,780
You need to know that you
need to first, right?

912
00:44:04,780 --> 00:44:07,050
Like what's the, yeah.

913
00:44:07,050 --> 00:44:07,883
- Okay.

914
00:44:09,280 --> 00:44:12,530
They should know they need
to have like units, right?

915
00:44:12,530 --> 00:44:13,720
We need that common denominator.

916
00:44:13,720 --> 00:44:16,530
We need like units to be
able to add or subtract.

917
00:44:16,530 --> 00:44:17,960
- And we'd like for it to be like a good

918
00:44:17,960 --> 00:44:18,870
conceptual understanding,

919
00:44:18,870 --> 00:44:23,870
not just like memorization
of the algorithm

920
00:44:24,630 --> 00:44:29,630
so that they can be more
flexible when maybe.

921
00:44:29,770 --> 00:44:31,330
- I've heard before the

922
00:44:31,330 --> 00:44:34,520
and students really seem to respond to it,

923
00:44:34,520 --> 00:44:38,000
the idea of the two eggs + three eggs,

924
00:44:38,000 --> 00:44:39,970
to introduce the common denominator,

925
00:44:39,970 --> 00:44:42,403
the two eggs + three eggs is five eggs.

926
00:44:43,723 --> 00:44:46,520
And that's a way for them
to understand that concept

927
00:44:49,521 --> 00:44:50,853
as they're learning this.

928
00:44:50,853 --> 00:44:53,460
- I've actually heard that
before. I don't understand.

929
00:44:53,460 --> 00:44:57,880
- So like thinking about
one fifth plus

930
00:44:57,880 --> 00:44:59,030
we're saying two eggs, three eggs,

931
00:44:59,030 --> 00:45:01,760
so two fifths plus three fifths.

932
00:45:01,760 --> 00:45:02,960
A lot of kids are going to want to say

933
00:45:02,960 --> 00:45:04,870
when they're first seeing
it five tenths, right?

934
00:45:04,870 --> 00:45:06,370
They want to add the denominator,

935
00:45:06,370 --> 00:45:11,030
but we're talking about
our fifths are the units

936
00:45:11,030 --> 00:45:12,270
that we're using.

937
00:45:12,270 --> 00:45:15,350
So we've got two fifths.

938
00:45:15,350 --> 00:45:16,960
And that's why a lot of
times you use word form

939
00:45:16,960 --> 00:45:20,000
like you notice, these are
in word form first here.

940
00:45:20,000 --> 00:45:21,670
Two fifths, what are we talking about?

941
00:45:21,670 --> 00:45:24,470
We're talking about fifths,
two fifths plus three fifths

942
00:45:26,833 --> 00:45:28,160
is going to give us five fifths.

943
00:45:28,160 --> 00:45:31,340
Just like if I had two
eggs plus three eggs,

944
00:45:31,340 --> 00:45:32,173
it gives me five eggs.

945
00:45:32,173 --> 00:45:34,370
It's almost like I've even heard teachers,

946
00:45:34,370 --> 00:45:36,600
which again, I know we try to
get away from cutesy things

947
00:45:36,600 --> 00:45:40,022
say, it's almost like
the last name, right?

948
00:45:40,022 --> 00:45:43,030
I'm talking about a certain
amount of these pieces.

949
00:45:43,030 --> 00:45:44,010
What do we call these pieces

950
00:45:44,010 --> 00:45:46,200
of the pieces we're

talking about are fifths.

951
00:45:46,200 --> 00:45:49,680
So also using the analogy of
eggs or apples or whatever.

952
00:45:49,680 --> 00:45:51,190
But then if they don't have the same name,

953
00:45:51,190 --> 00:45:53,940
how do we add two eggs
plus three water bottles?

954
00:45:53,940 --> 00:45:56,120
Well, what are we going to
get then? That's really hard.

955
00:45:56,120 --> 00:45:57,700
Now, this is where it gets kind of wonky

956
00:45:57,700 --> 00:46:00,700
because then you don't really
rename water bottles as eggs

957
00:46:00,700 --> 00:46:02,500
or eggs as water bottles.

958
00:46:02,500 --> 00:46:03,950
But when we're talking about like,

959
00:46:03,950 --> 00:46:06,470
we need to get the same unit

960
00:46:06,470 --> 00:46:08,290

so that we can combine those things.

961
00:46:08,290 --> 00:46:09,280
- Okay.

962
00:46:09,280 --> 00:46:10,860
- Does that?
- It makes perfect sense.

963
00:46:10,860 --> 00:46:15,750
I just hadn't, the thinking
of fractions as units

964
00:46:15,750 --> 00:46:16,970
or, yeah.

965
00:46:16,970 --> 00:46:20,480
Is a little different.
I mean, it makes sense.

966
00:46:20,480 --> 00:46:24,090
The terminology, I never
have shifted or put in that.

967
00:46:24,090 --> 00:46:25,790
- Yeah, and I think part of it too,

968
00:46:25,790 --> 00:46:30,790
is the way that fractions are introduced

969
00:46:31,410 --> 00:46:35,400
to where kids have
experience with fractions,

970

00:46:35,400 --> 00:46:38,280
never seeing it named with the,

971
00:46:38,280 --> 00:46:39,910
I forget the name of the bar.

972
00:46:39,910 --> 00:46:41,481
Not seeing it represented as a fraction.

973
00:46:41,481 --> 00:46:42,350
- The vinculum.

974
00:46:42,350 --> 00:46:43,183
- What is it?

975
00:46:43,183 --> 00:46:44,299
- I think it's a vinculum.

976
00:46:44,299 --> 00:46:48,087
- I'm sure that's right. (crosstalk)

977
00:46:51,600 --> 00:46:54,533
- Or maybe that's the
division. (crosstalk)

978
00:46:58,630 --> 00:47:00,880
(laughing)

979
00:47:02,170 --> 00:47:04,350
- When they learn, first
we're talking about

980
00:47:04,350 --> 00:47:05,860
fourths, halves, thirds,

981
00:47:05,860 --> 00:47:08,660
it's only ever in words,
they never see the fractions.

982
00:47:08,660 --> 00:47:09,493
It's not until third grade

983
00:47:09,493 --> 00:47:11,950
that they actually see
it written as a fraction.

984
00:47:11,950 --> 00:47:14,390
It really is all building your
understanding of it as units,

985
00:47:14,390 --> 00:47:16,660
as it goes through.

986
00:47:16,660 --> 00:47:18,160
- I had no idea. Very interesting.

987
00:47:18,160 --> 00:47:19,397
- Yeah.

988
00:47:19,397 --> 00:47:22,773
- And of course the earlier
the units are visual, right?

989
00:47:25,914 --> 00:47:29,100
It's a thing of the same size, right?

990
00:47:29,100 --> 00:47:31,770
If it's a slice of something.

991
00:47:31,770 --> 00:47:33,990
Or if you're cutting up something

992
00:47:33,990 --> 00:47:37,330
and to all be the same size of things.

993
00:47:37,330 --> 00:47:40,247
- Yeah. Do you have another
way of kind of like.

994
00:47:42,561 --> 00:47:44,313
- It's about the units, right?

995
00:47:46,810 --> 00:47:50,440
I think that's the challenge there

996
00:47:50,440 --> 00:47:53,850
is what is the unit of
measure that your grade?

997
00:47:53,850 --> 00:47:55,910
So if you're in thirds,
your unit of measure

998
00:47:55,910 --> 00:48:00,910
is pieces that are a size of one third.

999
00:48:01,430 --> 00:48:03,910
So whether it's a third of the distance

1000
00:48:03,910 --> 00:48:07,770
between zero and one, or
it's a piece of something

1001
00:48:07,770 --> 00:48:12,670
that has three of the same size of things.

1002
00:48:12,670 --> 00:48:16,720
- If we used fraction tiles,
or if we used fraction circles,

1003
00:48:16,720 --> 00:48:19,693
then kids can actually
see, I've got these,

1004
00:48:22,213 --> 00:48:23,570
how many thirds do I have here?

1005
00:48:23,570 --> 00:48:24,900
Oh, we've got two thirds.

1006
00:48:24,900 --> 00:48:26,560
Okay. How many, sixths do I have here?

1007
00:48:26,560 --> 00:48:27,600
Four sixths.

1008
00:48:27,600 --> 00:48:29,480
Okay. But how do we add
these things together?

1009
00:48:29,480 --> 00:48:30,560
And that's where I'd start and be like,

1010
00:48:30,560 --> 00:48:32,350
are there any of these
we can make into third?

1011
00:48:32,350 --> 00:48:34,000
Let's trade them out for a third.

1012
00:48:35,260 --> 00:48:37,510
Take them and make them
so that they're like.

1013
00:48:38,650 --> 00:48:40,730
Manipulatives helps them see,

1014
00:48:40,730 --> 00:48:42,670
you can't tell me a total here

1015
00:48:42,670 --> 00:48:44,740
'cause you don't have like sized pieces

1016
00:48:44,740 --> 00:48:46,570
or units aren't the same.

1017
00:48:46,570 --> 00:48:49,230
I think to your point, Erica,

1018
00:48:49,230 --> 00:48:50,900
when you're thinking about strategies

1019
00:48:50,900 --> 00:48:52,070
that you can bring into tutoring,

1020
00:48:52,070 --> 00:48:55,053
probably what Lisa just
said is really key.

1021

00:48:56,283 --> 00:48:59,133
Anytime you can bring it back
down to kids thinking about

1022
00:49:00,050 --> 00:49:03,210
what the units are that
they're working with.

1023
00:49:03,210 --> 00:49:07,770
And even if they have to
decompose it into unit fractions,

1024
00:49:07,770 --> 00:49:11,363
to make sense of it, that may
be something that they need.

1025
00:49:12,520 --> 00:49:15,660
- In addition to
identifying those look-fors,

1026
00:49:15,660 --> 00:49:18,133
here are some additional
reflection questions.

1027
00:49:19,390 --> 00:49:21,220
How do structured planning sessions

1028
00:49:21,220 --> 00:49:24,230
using the Math Planning
Guide surface opportunities

1029
00:49:24,230 --> 00:49:26,230
for professional growth and development?

1030
00:49:27,240 --> 00:49:30,020

And how do these types of
conversations support teachers

1031
00:49:30,020 --> 00:49:32,373
in accelerating students
in the math classroom?

1032
00:49:33,990 --> 00:49:37,150
Pause now and consider your
response to the questions

1033
00:49:37,150 --> 00:49:39,670
and any additional look-fors you observed.

1034
00:49:39,670 --> 00:49:41,920
If you are watching in a team or PLC,

1035
00:49:41,920 --> 00:49:44,653
engage in a conversation
around your responses.

1036
00:49:48,570 --> 00:49:52,170
We are now going to watch the
team identify some hot spots,

1037
00:49:52,170 --> 00:49:54,810
consider how they use
mathematical teaching practice

1038
00:49:54,810 --> 00:49:57,240
of facilitating discourse as a strategy

1039
00:49:57,240 --> 00:49:59,080
to overcome those hot spots.

1040
00:49:59,080 --> 00:50:02,123
And also see which of the
look-fors you observe.

1041
00:50:03,380 --> 00:50:07,600
- So where do you guys think
that if we are anticipating,

1042
00:50:07,600 --> 00:50:09,750
'cause we do want to be prepared for,

1043
00:50:09,750 --> 00:50:12,800
if they do show us that they
need some additional support,

1044
00:50:12,800 --> 00:50:14,340
whether it's the class

1045
00:50:14,340 --> 00:50:17,040
or whether it's groups
of students who need it,

1046
00:50:17,040 --> 00:50:19,400
where do you guys think that maybe we'll

1047
00:50:19,400 --> 00:50:20,690
encounter some hot spots

1048
00:50:20,690 --> 00:50:22,570
and then let's talk about some solutions,

1049
00:50:22,570 --> 00:50:25,970
whether they'd be in the
classroom just in time support

1050
00:50:25,970 --> 00:50:28,690
or things that Erica can be

1051
00:50:28,690 --> 00:50:30,340
working with students on as well.

1052
00:50:31,650 --> 00:50:36,240
You guys have any places
that are key points?

1053
00:50:36,240 --> 00:50:37,730
- We've already come up with some options

1054
00:50:37,730 --> 00:50:39,240
in these first couple pages.

1055
00:50:39,240 --> 00:50:42,120
Like if they're struggling with units,

1056
00:50:42,120 --> 00:50:45,170
ways to make that more
concrete for them by using

1057
00:50:47,180 --> 00:50:51,760
non-math examples of other
types of like units or yeah,

1058
00:50:53,240 --> 00:50:56,800
not fractions necessarily,
but something else.

1059
00:50:56,800 --> 00:50:58,790
And then in the second page,

1060
00:50:58,790 --> 00:51:01,340
I think when we were talking
about how to make this

1061
00:51:02,700 --> 00:51:03,700
accessible to students

1062
00:51:03,700 --> 00:51:05,273
and spending some extra time on there,

1063
00:51:05,273 --> 00:51:09,140
I was realizing that they might not have

1064
00:51:09,140 --> 00:51:12,580
some of these pieces from fourth grade

1065
00:51:18,141 --> 00:51:22,860
with the kind of the visuals
or the equivalent fractions.

1066
00:51:22,860 --> 00:51:27,680
And so creating opportunities
for that by making this longer

1067
00:51:27,680 --> 00:51:32,680
and doing the independent
partner and then group work

1068
00:51:34,410 --> 00:51:36,530
and then pulling out
the different solutions

1069
00:51:36,530 --> 00:51:38,750

so that we can really build that out more.

1070
00:51:38,750 --> 00:51:41,300
So I think we've already
captured some places

1071
00:51:41,300 --> 00:51:43,500
where we might have some issues

1072
00:51:43,500 --> 00:51:46,210
on the first couple of pages.

1073
00:51:46,210 --> 00:51:47,730
So that's the rest of--

1074
00:51:47,730 --> 00:51:50,220
- Yeah. What about that
concept development?

1075
00:51:50,220 --> 00:51:51,683
What do you guys think?

1076
00:51:52,809 --> 00:51:53,809
Do you think there's

1077
00:52:00,010 --> 00:52:02,770
any other spots you
think would be hot spots?

1078
00:52:02,770 --> 00:52:06,180
- I do think we have some pretty
friendly denominators here,

1079
00:52:06,180 --> 00:52:08,150

like in the application,

1080
00:52:08,150 --> 00:52:10,230
there's a couple of them that use sevenths,

1081
00:52:10,230 --> 00:52:12,450
which are a little bit more challenging,

1082
00:52:12,450 --> 00:52:14,350
but these are pretty friendly number here.

1083
00:52:14,350 --> 00:52:16,810
- That's a really good thing
for us to keep in mind Lisa

1084
00:52:16,810 --> 00:52:19,500
is because remember when we met before

1085
00:52:19,500 --> 00:52:22,480
we talked about how they won't have...

1086
00:52:22,480 --> 00:52:23,930
Like this is the year,

1087
00:52:23,930 --> 00:52:25,250
the first time they're going to see sevenths,

1088
00:52:25,250 --> 00:52:26,540
they haven't seen sevenths before.

1089
00:52:26,540 --> 00:52:29,003
So that's something for
us to keep in mind too.

1090
00:52:30,500 --> 00:52:31,870
- Now I'm reflecting on the video.

1091
00:52:31,870 --> 00:52:34,410
In addition to considering
how the group use discourse

1092
00:52:34,410 --> 00:52:37,500
to overcome the hot
spots, pause and reflect

1093
00:52:37,500 --> 00:52:41,180
individually or as a
group on how this type

1094
00:52:41,180 --> 00:52:42,910
of conversation helps teachers

1095
00:52:42,910 --> 00:52:45,703
provide just-in-time support to students.

1096
00:52:50,820 --> 00:52:52,900
As we watch the team wrap up their bridge

1097
00:52:52,900 --> 00:52:54,930
to lesson planning conversation,

1098
00:52:54,930 --> 00:52:57,900
consider - how does the team ensure

1099
00:52:57,900 --> 00:53:01,520
high quality math
instruction for all students?

1100
00:53:01,520 --> 00:53:04,130
And what connections can you
make between the conversations

1101
00:53:04,130 --> 00:53:07,500
in this clip and the acceleration cycle.

1102
00:53:07,500 --> 00:53:09,943
Finally, which of the
look-fors do you observe?

1103
00:53:14,920 --> 00:53:17,980
- Fair to say that in the
concept development part,

1104
00:53:17,980 --> 00:53:21,310
this is where we would
pull out the strategy,

1105
00:53:21,310 --> 00:53:25,890
like multiple strategies
so that they can understand

1106
00:53:25,890 --> 00:53:28,533
how we get to the common denominators?

1107
00:53:30,380 --> 00:53:31,213
- Yeah.

1108
00:53:32,370 --> 00:53:37,320
With this really they're
starting solving it

1109
00:53:37,320 --> 00:53:38,410

based on their prior knowledge,

1110
00:53:38,410 --> 00:53:39,990
whatever they get here, right?

1111
00:53:39,990 --> 00:53:41,040
The application part.

1112
00:53:41,890 --> 00:53:43,540
That gives us an opportunity
to see where they're at

1113
00:53:43,540 --> 00:53:46,440
and now we're trying to help them

1114
00:53:46,440 --> 00:53:50,460
through a class discussion,
but also turn and talks,

1115
00:53:50,460 --> 00:53:54,020
helping them to understand
how the equations

1116
00:53:54,020 --> 00:53:56,793
really matched with those
models that they've been doing.

1117
00:53:58,960 --> 00:54:00,520
- Gotcha.

1118
00:54:00,520 --> 00:54:04,760
- And getting them to reflect on

1119
00:54:06,300 --> 00:54:10,997

why they need that common
denominator so that it's like,

1120
00:54:10,997 --> 00:54:14,760
and they figured it out in
an application and process,

1121
00:54:14,760 --> 00:54:16,770
but getting them to kind of think about

1122
00:54:16,770 --> 00:54:19,630
generally, why is that important or yeah.

1123
00:54:21,850 --> 00:54:23,913
Like why is that always the case?

1124
00:54:24,950 --> 00:54:27,620
- And this is something
that during tutoring,

1125
00:54:27,620 --> 00:54:29,840
I can have with the students,

1126
00:54:29,840 --> 00:54:32,360
we can do the anchor
charts that has all of this

1127
00:54:33,390 --> 00:54:34,700
then I can give it to you all.

1128
00:54:34,700 --> 00:54:39,143
And so you could reference
it during the class.

1129

00:54:39,980 --> 00:54:42,800
- Yeah, I think going back to

1130
00:54:42,800 --> 00:54:44,719
remembering that experience and the why.

1131
00:54:44,719 --> 00:54:46,630
Yeah. It would be useful.

1132
00:54:46,630 --> 00:54:47,970
- Okay.

1133
00:54:47,970 --> 00:54:52,150
- And that would help them
really make a connection between

1134
00:54:52,150 --> 00:54:54,690
the additional support they're
getting and what's going on

1135
00:54:54,690 --> 00:54:56,843
in the classroom 'cause that's
what we want them to do.

1136
00:54:56,843 --> 00:54:58,807
We need them to see a connection.

1137
00:54:58,807 --> 00:55:01,600
So we've talked about how
we need to be figuring out

1138
00:55:01,600 --> 00:55:03,540
where our students are at
and we've got to be gathering

1139
00:55:03,540 --> 00:55:05,070
information for that just-in-time support.

1140
00:55:05,070 --> 00:55:07,470
I just want to make sure
we're on the same page

1141
00:55:07,470 --> 00:55:09,070
with where do we,

1142
00:55:09,070 --> 00:55:11,750
we know we're constantly
formatively assessing our students,

1143
00:55:11,750 --> 00:55:14,890
but where do you see
some key points or places

1144
00:55:14,890 --> 00:55:19,080
that we really want to be
conscious of formatively assessing

1145
00:55:19,080 --> 00:55:21,070
students within this lesson?

1146
00:55:21,070 --> 00:55:24,850
- I think would you choose
to do an exit ticket,

1147
00:55:24,850 --> 00:55:29,150
like we mentioned, that
would be a good place.

1148
00:55:29,150 --> 00:55:31,234

That's later in the lesson,

1149
00:55:31,234 --> 00:55:34,623
that would be a nice formative
assessment between days.

1150
00:55:36,490 --> 00:55:40,190
So using that third
question for the problem set

1151
00:55:40,190 --> 00:55:41,530
and then adding in the...

1152
00:55:42,960 --> 00:55:45,310
Asking them for their justification

1153
00:55:45,310 --> 00:55:47,843
would give us some good
information about their thinking.

1154
00:55:50,980 --> 00:55:53,790
- So that's number three.

1155
00:55:53,790 --> 00:55:56,680
So we're going to use
that as our exit ticket,

1156
00:55:56,680 --> 00:55:58,110
we're going to have them
through their thinking.

1157
00:55:58,110 --> 00:55:59,910
That'll be at the end of the lesson.

1158

00:56:00,775 --> 00:56:02,830
And since that's at the end of the lesson,

1159
00:56:02,830 --> 00:56:05,403
that would probably be a
good one for us to use.

1160
00:56:06,340 --> 00:56:07,910
We'll come back together
and talk about that

1161
00:56:07,910 --> 00:56:10,230
and figure out where we're
going to go with day two.

1162
00:56:10,230 --> 00:56:13,760
Were there any other spots
that within the lesson,

1163
00:56:13,760 --> 00:56:18,120
maybe you saw as key points
that we should be aware of

1164
00:56:18,120 --> 00:56:20,270
like a formative assessment.

1165
00:56:20,270 --> 00:56:23,120
'Cause it's going to
give us some information

1166
00:56:23,120 --> 00:56:26,313
maybe about what we talked
about that were hot spots,

1167
00:56:28,971 --> 00:56:31,940

you just think we should
really be aware of.

1168
00:56:31,940 --> 00:56:36,010
- And I'd like to see
students articulating

1169
00:56:36,010 --> 00:56:40,260
or whatever saying like,
why can't you just add

1170
00:56:40,260 --> 00:56:41,650
all these numbers up?

1171
00:56:43,580 --> 00:56:47,360
Why do we have to have
this common denominator?

1172
00:56:47,360 --> 00:56:52,360
And why does that cause us to
change the numerator? Okay.

1173
00:56:54,052 --> 00:56:57,100
Like why can't we just add,

1174
00:56:57,100 --> 00:56:59,380
seems like we've been adding
numbers a long time, right?

1175
00:56:59,380 --> 00:57:01,460
Why can't we add them? Why not?

1176
00:57:01,460 --> 00:57:02,293
Right?

1177
00:57:02,293 --> 00:57:03,423
Why in this case,

1178
00:57:04,875 --> 00:57:07,290
are we needing to have
this common denominator?

1179
00:57:07,290 --> 00:57:10,410
- Where do you think it'll surface,

1180
00:57:10,410 --> 00:57:11,840
Like where in the lesson do you think

1181
00:57:11,840 --> 00:57:14,603
are opportunities for us
to gather that information?

1182
00:57:17,120 --> 00:57:18,090
- It's conceptual.

1183
00:57:18,090 --> 00:57:20,621
So I think it's in that
conceptual development

1184
00:57:20,621 --> 00:57:21,803
part of the lesson.

1185
00:57:24,080 --> 00:57:26,700
- And then the application
before they even get into that,

1186
00:57:26,700 --> 00:57:29,340
then there's trying to figure
out that question first.

1187
00:57:29,340 --> 00:57:33,150
- Right, so that question
might actually surface earlier.

1188
00:57:33,150 --> 00:57:35,830
Right? Students may even ask it.

1189
00:57:35,830 --> 00:57:36,663
- Yeah.

1190
00:57:36,663 --> 00:57:37,496
- Right?

1191
00:57:37,496 --> 00:57:39,500
Or you may notice that two students,

1192
00:57:39,500 --> 00:57:40,670
when they compare their answers,

1193
00:57:40,670 --> 00:57:42,305
one of them added all the numbers up

1194
00:57:42,305 --> 00:57:43,917
in the top and in the bottom
and that's their answer

1195
00:57:43,917 --> 00:57:46,580
and the other person
that said something else,

1196
00:57:46,580 --> 00:57:50,820
that's closer to what we're
hoping students would do,

1197
00:57:50,820 --> 00:57:52,550
which is recognize the need.

1198
00:57:52,550 --> 00:57:53,730
- And as they're talking to each other

1199
00:57:53,730 --> 00:57:56,962
and justifying to each other,
why they did what they did.

1200
00:57:56,962 --> 00:57:57,795
- Right.

1201
00:57:59,403 --> 00:58:01,110
- So what I hear you saying is that

1202
00:58:01,110 --> 00:58:03,180
we really should be paying attention to

1203
00:58:04,460 --> 00:58:05,880
and gathering some information

1204
00:58:05,880 --> 00:58:08,310
during that application problem

1205
00:58:08,310 --> 00:58:10,690
and listening to their
conversations to see,

1206
00:58:10,690 --> 00:58:13,850
are they even aware when
they get this first problem

1207
00:58:13,850 --> 00:58:15,470
that's got unlike denominators,

1208
00:58:15,470 --> 00:58:17,720
are they aware they need
common denominators?

1209
00:58:20,570 --> 00:58:23,480
- And to me, stuff like this,

1210
00:58:23,480 --> 00:58:26,610
if it doesn't come up, this common error,

1211
00:58:26,610 --> 00:58:28,893
I have one already prepped up.

1212
00:58:28,893 --> 00:58:30,943
Right? I'm just like, hey, you know what?

1213
00:58:32,140 --> 00:58:34,480
Last year when we were
working on this one,

1214
00:58:34,480 --> 00:58:39,250
student did this, and so I
just want you all to like,

1215
00:58:39,250 --> 00:58:40,730
can you take this apart a little bit?

1216
00:58:40,730 --> 00:58:42,150
'Cause it's a totally different answer

1217

00:58:42,150 --> 00:58:43,960
than the one that we just agreed upon.

1218
00:58:43,960 --> 00:58:46,540
So what happened? Right?

1219
00:58:46,540 --> 00:58:47,373
- Kind of like an error analysis

1220
00:58:47,373 --> 00:58:50,120
and just pretending
like it's student work.

1221
00:58:50,120 --> 00:58:51,760
- Yeah, you are just like

1222
00:58:51,760 --> 00:58:55,560
what do you think this
classmate was thinking?

1223
00:58:55,560 --> 00:58:57,830
Or maybe it was a pair
of classmates, right?

1224
00:58:57,830 --> 00:59:00,770
Like what do you think they were doing?

1225
00:59:00,770 --> 00:59:01,740
- Can I have that?

1226
00:59:02,876 --> 00:59:04,173
That's great.

1227
00:59:04,173 --> 00:59:05,006

- Yeah.

1228
00:59:05,006 --> 00:59:07,010
Okay. So we're going to be...

1229
00:59:07,010 --> 00:59:08,230
I love that.

1230
00:59:08,230 --> 00:59:10,010
That's one thing we're going
to do as we kind of prepared

1231
00:59:10,010 --> 00:59:13,270
with that in our back pocket
to facilitate that discussion.

1232
00:59:13,270 --> 00:59:14,515
I mean, honestly, I feel like

1233
00:59:14,515 --> 00:59:16,330
you kind of just sort of leading us

1234
00:59:16,330 --> 00:59:18,490
right into the next thing
I did want to ask about,

1235
00:59:18,490 --> 00:59:21,220
we know we want to be
purposeful about SMPs, right?

1236
00:59:21,220 --> 00:59:24,543
And those standards for
mathematical practice.

1237

00:59:24,543 --> 00:59:26,493
- (inaudible) grab my marked up copy.

1238
00:59:28,490 --> 00:59:31,650
- You're talking about having
them analyze each other's work

1239
00:59:31,650 --> 00:59:35,280
and kind of critique the reasoning.

1240
00:59:35,280 --> 00:59:36,113
- Yeah.

1241
00:59:38,010 --> 00:59:40,850
- Which sounds like an argument.

1242
00:59:40,850 --> 00:59:42,150
- Yeah. Definitely.

1243
00:59:42,150 --> 00:59:43,280
- Critique the reasoning of others.

1244
00:59:43,280 --> 00:59:44,990
- Yeah. And which one is that?

1245
00:59:44,990 --> 00:59:45,900
Which number is that?

1246
00:59:45,900 --> 00:59:46,733
- SMP 3.

1247
00:59:46,733 --> 00:59:47,566
- SMP 3.

1248
00:59:47,566 --> 00:59:50,120
Okay so SMP 3 and honestly,

1249
00:59:50,120 --> 00:59:52,800
I feel like that goes back to
what Erica was saying about

1250
00:59:52,800 --> 00:59:54,740
keeping in mind, having them justify

1251
00:59:57,563 --> 01:00:00,830
and convince me throughout
this whole thing.

1252
01:00:00,830 --> 01:00:03,410
I know we've had a lot of discussion about

1253
01:00:05,970 --> 01:00:07,600
how we're going to come
providing some support

1254
01:00:07,600 --> 01:00:08,530
throughout this lesson.

1255
01:00:08,530 --> 01:00:10,590
And we've talked about ways
that we're going to kind of

1256
01:00:10,590 --> 01:00:12,910
alter the lesson some,

1257
01:00:12,910 --> 01:00:17,690
but I just want to make sure
that we've kind of touched on

1258
01:00:17,690 --> 01:00:19,540
how we're going to provide
that just-in-time support

1259
01:00:19,540 --> 01:00:20,680
in the classroom.

1260
01:00:20,680 --> 01:00:24,300
And also Erica, that you feel confident

1261
01:00:24,300 --> 01:00:26,470
in how this is going to impact
what you're going to focus on

1262
01:00:26,470 --> 01:00:28,380
in the tutoring sessions.

1263
01:00:28,380 --> 01:00:30,540
- Yeah, there were a couple
of ideas that were mentioned

1264
01:00:30,540 --> 01:00:32,370
that I'm definitely going to try out.

1265
01:00:32,370 --> 01:00:35,790
One is to try doing a
brainstorming session

1266
01:00:35,790 --> 01:00:40,460
with the students to see what
they do know about fractions.

1267
01:00:40,460 --> 01:00:43,690

The word wall that we talked
about, the anchor chart,

1268
01:00:43,690 --> 01:00:45,620
and then focusing on models

1269
01:00:45,620 --> 01:00:47,500
and connecting conceptual understanding

1270
01:00:47,500 --> 01:00:49,980
to more abstract when
using suggested problems

1271
01:00:49,980 --> 01:00:52,610
in the acceleration
document, guided document.

1272
01:00:52,610 --> 01:00:53,593
Guidance documents.

1273
01:00:55,420 --> 01:00:58,610
- Yeah. I think that all
makes a lot of sense.

1274
01:00:58,610 --> 01:01:00,640
I'm really encouraged
by this because I think

1275
01:01:00,640 --> 01:01:05,163
there's time and space in this to...

1276
01:01:06,100 --> 01:01:10,430
I mean, it's designed for
us to pick up on students

1277
01:01:10,430 --> 01:01:13,593
using visual models and to go from there.

1278
01:01:14,960 --> 01:01:17,280
Of course we do want to get them past that

1279
01:01:17,280 --> 01:01:22,280
or to the numerical piece,
but we're starting with

1280
01:01:22,840 --> 01:01:25,630
where they supposedly are,

1281
01:01:25,630 --> 01:01:28,990
but then if they do have
some unfinished learning,

1282
01:01:28,990 --> 01:01:32,060
it's nice that we can
build that in pretty easily

1283
01:01:32,060 --> 01:01:34,480
because of the way this is designed.

1284
01:01:34,480 --> 01:01:38,573
I think we have that opportunity here.

1285
01:01:42,360 --> 01:01:44,880
- Okay, I think my only other thing is

1286
01:01:45,888 --> 01:01:48,770
we know we want to be
accelerating all of our students

1287
01:01:48,770 --> 01:01:52,490
and we don't want to forget
that even though we know

1288
01:01:52,490 --> 01:01:54,220
that there could be some
unfinished learning,

1289
01:01:54,220 --> 01:01:56,280
we don't want to forget that
we could have some students

1290
01:01:56,280 --> 01:01:58,928
that get it from the get-go, right?

1291
01:01:58,928 --> 01:02:01,770
That do have that
conceptual understanding.

1292
01:02:01,770 --> 01:02:05,090
So did you guys have any
thoughts about extensions

1293
01:02:05,090 --> 01:02:07,990
or ways that we can support

1294
01:02:07,990 --> 01:02:10,280
or keep pushing those students

1295
01:02:10,280 --> 01:02:12,040
who do have the conceptual understanding,

1296
01:02:12,040 --> 01:02:17,040
making sure that they're

still engaged in this content.

1297
01:02:35,030 --> 01:02:36,323
- Yeah. This call-out.

1298
01:02:37,844 --> 01:02:40,057
- What page?
- On page 144.

1299
01:02:45,470 --> 01:02:48,140
I think gets to that idea that

1300
01:02:48,140 --> 01:02:50,490
for some students is
going to feel like review.

1301
01:02:51,810 --> 01:02:53,500
So for the students that are already here

1302
01:02:53,500 --> 01:02:55,233
is a way to extend it.

1303
01:02:56,400 --> 01:02:59,073
So that's already included in some places,

1304
01:02:59,912 --> 01:03:01,433
and some opportunities there.

1305
01:03:07,570 --> 01:03:09,763
- I also think Lisa pointed out earlier,

1306
01:03:10,922 --> 01:03:13,490
that some denominators are more difficult

1307
01:03:13,490 --> 01:03:15,490
than other denominators, right?

1308
01:03:15,490 --> 01:03:17,260
Lisa, what were the specific types

1309
01:03:17,260 --> 01:03:19,023
that you were saying might be.

1310
01:03:20,580 --> 01:03:22,200
- Any non-prime.

1311
01:03:22,200 --> 01:03:26,580
I mean, any prime number beyond 5 is

1312
01:03:26,580 --> 01:03:31,580
or 11, there are a few prime numbers

1313
01:03:33,640 --> 01:03:35,197
that are not too hard to work with

1314
01:03:35,197 --> 01:03:39,080
but you get into 13ths, 17ths,

1315
01:03:42,150 --> 01:03:43,790
you're going to run out of...

1316
01:03:47,570 --> 01:03:49,386
I call them friendly or denominator.

1317
01:03:49,386 --> 01:03:51,386
They're un-friendly.

1318
01:03:51,386 --> 01:03:52,219
- Yeah.

1319
01:03:52,219 --> 01:03:53,052
- Right?

1320
01:03:53,052 --> 01:03:55,083
Because who wants to work with 13ths? Right?

1321
01:03:55,990 --> 01:03:57,813
But sometimes you need
to work in 13ths. Right?

1322
01:03:57,813 --> 01:03:59,630
Some of the most powerful mathematic,

1323
01:03:59,630 --> 01:04:01,800
it depends on primes, right?
- Yeah.

1324
01:04:01,800 --> 01:04:03,350
- So anyway--

1325
01:04:03,350 --> 01:04:06,110
- I wonder if even if
there was a challenge,

1326
01:04:06,110 --> 01:04:10,820
if they could tell us, if we
said Ms. Brown says that,

1327
01:04:13,200 --> 01:04:15,370
denominators like 13ths are unfriendly,

1328
01:04:15,370 --> 01:04:18,223
why would she say that
and see if they could.

1329
01:04:20,170 --> 01:04:21,616
- Yeah.

1330
01:04:21,616 --> 01:04:23,973
Or just throw two primes together,

1331
01:04:25,530 --> 01:04:29,050
having helped you, if you
have to do 13ths plus 17ths.

1332
01:04:29,050 --> 01:04:29,985
- Right.
- Right.

1333
01:04:29,985 --> 01:04:31,485
So these are just mean, right?

1334
01:04:33,142 --> 01:04:33,975
But why?

1335
01:04:33,975 --> 01:04:35,112
(laughing)

1336
01:04:35,112 --> 01:04:36,550
- Wait, well because that
it's not just busy work

1337
01:04:36,550 --> 01:04:37,383
anymore right now.

1338
01:04:37,383 --> 01:04:39,050
We're not just like, keep them busy,

1339
01:04:39,050 --> 01:04:42,360
finally realizing they should...

1340
01:04:42,360 --> 01:04:44,840
Let's just multiply these
two denominators together,

1341
01:04:44,840 --> 01:04:46,330
or maybe they will realize it.

1342
01:04:46,330 --> 01:04:48,780
Maybe they'll say they're not that mean

1343
01:04:48,780 --> 01:04:51,370
I can just multiply these
two denominators together.

1344
01:04:51,370 --> 01:04:53,530
So next time we come together,

1345
01:04:53,530 --> 01:04:55,900
we'll bring those exit
tickets so that we can

1346
01:04:55,900 --> 01:04:58,250
go through and analyze
some of the student work

1347
01:04:59,400 --> 01:05:01,540
and have a discussion about
where to go from there.

1348
01:05:01,540 --> 01:05:06,340
Just remember you do not
need to bring every student's

1349
01:05:06,340 --> 01:05:08,330
work sample, just bring a couple.

1350
01:05:08,330 --> 01:05:11,860
So we have a sampling of
what you see in your class

1351
01:05:14,150 --> 01:05:15,120
of that exit ticket,

1352
01:05:15,120 --> 01:05:16,860
so that then we can go
through and have a discussion

1353
01:05:16,860 --> 01:05:19,610
about where we're going to
move next with our students.

1354
01:05:20,810 --> 01:05:25,270
And just if you can,
please make a copy of those

1355
01:05:25,270 --> 01:05:27,020
for each of us so we can

1356
01:05:27,020 --> 01:05:29,300
have them in front of us to look at.

1357
01:05:29,300 --> 01:05:32,480

And again, I will send us
a summary of our notes.

1358
01:05:32,480 --> 01:05:33,703
All right, thanks guys.

1359
01:05:35,330 --> 01:05:37,750
- Take some time now
to individually reflect

1360
01:05:37,750 --> 01:05:40,323
or process the following
questions as a team,

1361
01:05:41,510 --> 01:05:44,650
in the clip, how did the
team have a discussion

1362
01:05:44,650 --> 01:05:47,100
around how to ensure high
quality math instruction

1363
01:05:47,100 --> 01:05:48,830
for all students?

1364
01:05:48,830 --> 01:05:50,320
And what connections can you make

1365
01:05:50,320 --> 01:05:52,210
between the conversation in the clip

1366
01:05:52,210 --> 01:05:53,923
and the acceleration cycle?

1367

01:05:58,000 --> 01:06:01,250
Let's revisit our learning
outcomes for this session.

1368
01:06:01,250 --> 01:06:04,250
At this point, we have explored
how the Math Planning Guides

1369
01:06:04,250 --> 01:06:05,390
can support teachers

1370
01:06:05,390 --> 01:06:07,490
in engaging in
collaborative conversations,

1371
01:06:07,490 --> 01:06:09,750
around planning to accelerate students

1372
01:06:09,750 --> 01:06:13,580
towards on-grade level content
in the mathematics classroom.

1373
01:06:13,580 --> 01:06:16,893
So now let's get into talking
about actionable next steps.

1374
01:06:18,300 --> 01:06:19,133
At this point,

1375
01:06:19,133 --> 01:06:21,350
you most likely are
feeling a mix of excitement

1376
01:06:21,350 --> 01:06:22,620
and a little anxiety.

1377
01:06:22,620 --> 01:06:24,340
That's okay.

1378
01:06:24,340 --> 01:06:26,840
We know that we all want to do
what's best for our students.

1379
01:06:26,840 --> 01:06:29,560
And research says that
acceleration is key.

1380
01:06:29,560 --> 01:06:31,160
This planning guide is just a tool

1381
01:06:31,160 --> 01:06:33,010
to support you in making that happen.

1382
01:06:34,010 --> 01:06:37,730
To first accomplish this, share
what you have learned today.

1383
01:06:37,730 --> 01:06:39,910
It will be a lot easier to move forward

1384
01:06:39,910 --> 01:06:43,020
if you have colleagues
you can collaborate with.

1385
01:06:43,020 --> 01:06:46,340
Make a plan and in that
plan be reasonable.

1386
01:06:46,340 --> 01:06:48,720

It may be that your team
does a foundational studies

1387
01:06:48,720 --> 01:06:51,440
of the standards at the
start of a topic or module,

1388
01:06:51,440 --> 01:06:53,880
really focusing on those major clusters

1389
01:06:53,880 --> 01:06:55,980
and then decide as a team on the lessons

1390
01:06:55,980 --> 01:06:57,960
that you will come together to discuss

1391
01:06:57,960 --> 01:07:00,050
similarly to what we
saw the fifth grade team

1392
01:07:00,050 --> 01:07:01,183
do in the videos.

1393
01:07:02,290 --> 01:07:04,510
Talk as a team and
anticipate some barriers

1394
01:07:04,510 --> 01:07:07,060
you may encounter as you
start using this tool

1395
01:07:07,060 --> 01:07:09,230
and then discuss how you will respond,

1396

01:07:09,230 --> 01:07:11,193
overcome those barriers and adapt.

1397
01:07:12,490 --> 01:07:15,170
Ask for help. You are not on an island.

1398
01:07:15,170 --> 01:07:17,280
Reach out to instructional
leaders at your site

1399
01:07:17,280 --> 01:07:18,990
or your parish or district.

1400
01:07:18,990 --> 01:07:20,020
At the end of this module,

1401
01:07:20,020 --> 01:07:22,030
we will share additional
contact information

1402
01:07:22,030 --> 01:07:23,330
if you want to learn more.

1403
01:07:24,590 --> 01:07:27,100
Finally, once you've gotten your feet wet

1404
01:07:27,100 --> 01:07:29,780
with using the first portion
of the planning guide,

1405
01:07:29,780 --> 01:07:33,360
watch planning to address
unfinished math learning part two,

1406

01:07:33,360 --> 01:07:34,460
to dig into the portion

1407
01:07:34,460 --> 01:07:37,060
of the guide related to
unpacking student understanding

1408
01:07:37,060 --> 01:07:38,743
by analyzing student work.

1409
01:07:40,430 --> 01:07:42,340
Thank you for taking the time to reflect

1410
01:07:42,340 --> 01:07:44,673
and for engaging in this
asynchronous module.

1411
01:07:46,760 --> 01:07:48,330
Please feel free to visit,

1412
01:07:48,330 --> 01:07:51,020
revisit this recording
as often as you like

1413
01:07:51,020 --> 01:07:52,980
and take back the
information and resources

1414
01:07:52,980 --> 01:07:55,010
from the session to your team.

1415
01:07:55,010 --> 01:07:57,160
In addition to visiting
the sites on this slide

1416
01:07:57,160 --> 01:08:00,150
for additional information regarding LDOEs

1417
01:08:00,150 --> 01:08:03,673
Accelerate Initiative and
for planning resources.

1418
01:08:05,530 --> 01:08:09,770
Finally, please reach out to stem@la.gov

1419
01:08:09,770 --> 01:08:11,800
with any questions or comments,

1420
01:08:11,800 --> 01:08:13,273
or if you want to learn more.