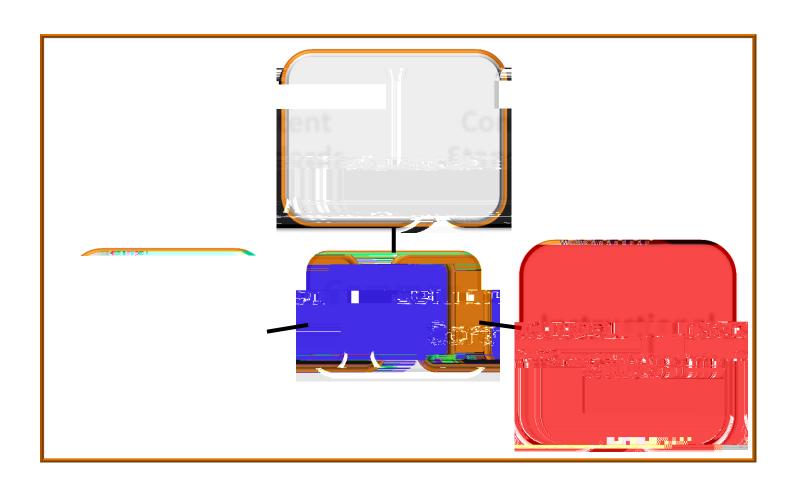


# Welcome Back!

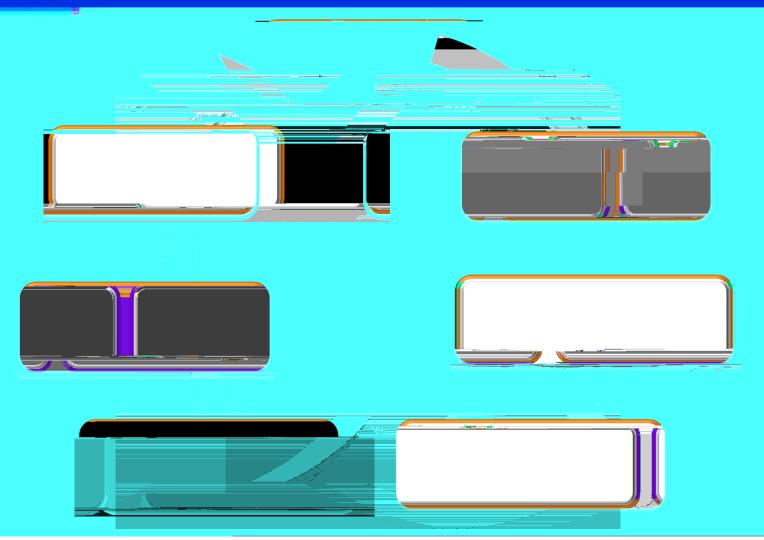


#### Common Core Standards Framework





# Inquiry-Based Design Methodology





# Agenda

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

#### Break (~10:00am) - 10 minutes

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

#### Lunch (~12:00) - 1 hour

- Model Construction (cont.)
- Lesson Planning



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200			
	Correct answer; no conceptual explanation given  Or  Incomplete work or incorrect answer; some conceptual explanation given s 7 0 0 1 26.92.9 m	Correct answer with procedural understanding only (for example, a written explanation that simply states the procedures usi(es)]T#TQq35.280 18.27-0.043(p) T&	

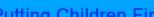


# Rubric for Reviewing Student Work

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

 Use the rubric to look at <u>your</u> own







# Reviewing Student Work

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

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



## Revision of Task

Using Your Yellow Evaluation Sheet:

- Fold paper in half
- Writing Prompt #1 -

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



# Standards Interpretation

- Read your grade level content standards in the domain, "Number and Operations
  - Fractions."



# Standards Interpretation

- •
- •
- •

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



#### Break

# 10 minutes

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

# Text-Based Discussion

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

## Text-Based Discussion

• Comments, Questions, "Aha" Moments





#### Model Construction (Trying on the Work)



Putting Children Fir



Putting Children Fir

# Reflection Question

Using Your Yellow Evaluation:

Writing Prompt #2 -

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



### Homework

# Lesson Planning

Pick a standard from the

domain

from grades 3 – 5 that you read today.

Plan and teach a lesson

Try some strategies that you saw today or in past sessions



Putting Children Fir