

A4A In-School Coaching with Christine King - Session #2 - Jan. 15, 2020

Grade	Mathematical Focus	Activity
2	Addition Strategies: Mental Math with Compensation, Associative Properties of Operation - NGLS: 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Subitizing - Base-ten Blocks Focus is on adding multiples of 10 to any double-digit number.	Pedagogical Structure: Game Group Structure: Partnership Materials: sheet protectors, Grid Game Mats, two-colored counters, dry erase markers Learning Goal: SWBAT solve addition problems mentally by using landmark numbers. Description of Activity: Students play a Grid Game. Each student has to take turns selecting an addend to add to the constant (17, 18, or 19). Students have to state their sum, then write equations to reflect what they said. They then can check their sum using any tool, math model or strategy that they prefer. Vocabulary: addend, sum Assessment: Does/Can the students apply the strategy when not prompted? Can the student explain the strategy?
3	Area (rectilinear figures) 3.MD.C.7.D Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Number String: Using the ten times tables to find the products of the 9 and 8 times tables. 3 x 10 3 x 9 4 x 10 4 x 9 4 x 8 5 x 10 5 x 12	Pedagogical Structure: Game Group Structure: Partnership Materials: sheet protectors, Grid Game Mats, square tiles, dry erase markers, 1-inch graph paper Learning Goal: SWBAT find the area of rectilinear figures by using decomposing the figure into rectangles and adding the areas. Description of Activity: Students play a Grid Game. Each student has to take turns selecting a number that represents an area. They have to build a rectilinear figure using square tiles, then draw the figure on the grid paper. They have to explain and show how they could find the area. Vocabulary: square inches/units, area, decompose Assessment: Can the student determine the area of rectilinear figures? Can the student explain the strategy that they used.

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4	Measurement, Graphing - line plots, Adding Fractions 4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. Fluency Carousel - adding fractions	Pedagogical Structure: Teacher Tell Me, Mute Teacher Group Structure: Small-Groups Materials: Teacher Tell Me Sheets Learning Goal: SWBAT read line plots and explain what the data means. Description of Activity: Students will read data on a line plot. Vocabulary: line plot Assessment: Can the student interpret data on a line plot?
5	Measurement, Volume, Associative Property of Multiplication 5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. Fluency Carousel - adding decimals or the associative property	Pedagogical Structure: Guided Exploration, Quiz, Quiz Trade Group Structure: Whole Class, Small-Groups Materials: Snap cubes, copy paper Learning Goal: SWBAT define rectangular prism, explain what volume is and a strategy to determine the volume of a rectangular prism. Description of Activity: ... Vocabulary: rectangular prism, volume Assessment: Can the student identify a rectangular prism? Can the student explain what volume is? Can the student use a strategy to find the volume of a rectangular prism?

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