## Mathematics Coaching Program - Mathematics Teaching Institute

July 29, 2015

## Daily Agenda: Day Three

## Big Picture Goals:

- Transform 'traditional' textbook tasks into problem solving experiences.
- Ask higher-order questions in mathematics classrooms.
- Use manipulatives to build conceptual understanding of fractions.
- Bridge fraction concepts with corresponding symbolic notation (enactive, iconic, symbolic thinking).
- Identify learning progressions for fraction understanding in $\mathbf{K} \mathbf{- 1 2}$ mathematics.
$\left.\begin{array}{|l|l|l|}\hline 9: 00 \mathrm{am} & \begin{array}{l}\text { Tim and } \\ \text { Amanda }\end{array} & \begin{array}{l}\text { From Textbooks to Tasks / Adapt-a-Task using YOUR } \\ \text { curriculum } \\ \text { Problem Posing Part I - Removing Constraints and }\end{array} \\ \text { Increasing Cognitive Demand } \\ \text { Math Class Needs a Makeover - TED Talk by Dan Meyer }\end{array}\right\}$
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\begin{array}{|l|l|l|}\hline & & \begin{array}{l}\text { Using Manipulatives in Mathematics Classrooms } \\
\text { Hanging Your Fractions Out to Dry" - A conceptual way } \\
\text { to plant seeds of understanding of fractions }\end{array}
$$ <br>
Structuring a Mathematics Workshop <br>
Revisiting the Sticky Issues <br>

Daily Feedback Form\end{array}\right\}\)| Homework: "The Having of Wonderful Ideas" |
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| (Duckworth, 1972) |

