Purposeful Planning: Growing Independent Mathematical Learners- *First Grade-draft*

Week 3 is dedicated to behaviors, expectations, and responsibilities of a math workshop learner. Students and teachers continue to practice Week 1 and Week 2 behaviors and skills. Teachers must be explicit in their learning expectations so independent and small group work will be successful. Practice as many times as needed to develop good work ethic and accountability. Formative assessments of students play an important role when forming small instructional groups. Forming small groups is the teacher's choice, and the flow of groups (student choice/teacher choice) is the teacher's management decision. It is important to be mindful that small groups remain fluid and flexible based on the current concepts being taught. Establishing workstations takes time and evolves as routine work habits. Students practice accountability, whole and small group work, self-monitoring, recording their learning, and all other aspects of becoming a proficient math workshop learner. It is essential to note that the workshop model does not have to be used on a daily basis; however, an important component of the workshop model is that small group instruction allows for differentiation to meet all student needs.

Week 3 ***Guided Math***	**Goal/EQ**	**Math Workshop Behaviors, Strategies, and Skills**	**Possible Content Lessons**	**Summary/Reflective Closure**
Day 11	**How are we learners in a math workshop?**	**Accountability** Student • Self-monitor (learn to modify and adjust work, if needed) • Participate in independent, collaborative, and whole group work • Independent work (journal reflection, complete assignments) Teacher • Reflect on student learning (journals, independent work, etc.) • Confer with students (orally or in writing) • Respond to student learning (i.e. journals)	**Super Source/K-2/CT/*Very Busy Animals*** • Teachers monitor as students complete "On Their Own" • Make verbal suggestions in regard to clear work expectations when completing tasks • Are individuals/cooperative groups on task? What behaviors need to be reviewed before implementing Guided Math Groups?	**Turn N' Talk:** "How did you count your tiles?" See Thinking & Sharing portion of lesson for other ideas.
Day 12	See example of graphic organizer at the end of the document.	**Language/Vocabulary** • Mathematicians use specialized language • Create Math Word Walls or working Unit Charts to display current vocabulary; post if possible to keep a record of all mathematics language learned throughout the year • Use a variety of strategies-listening, speaking, reading, writing, to build vocabulary	**Vocabulary Development** • Choose literature selection from Instructional Calendar to share with students • After read aloud, place in workshop cycle for students to enjoy • Use VVWA graphic organizer (attached), choose a vocabulary word from unit, and model. • Students will create their own vocabulary graphic organizer	**Pair/Share:** Students should chose classmate who has a different word and share
Day 13		**Guided Math **** • Teachers remind students of the behaviors they have learned and practiced over the course of the past two weeks and explain they are going to put them into practice today. • Students practice role in math workshop • Teacher assigns groups of students to participate in Math Menu items (i.e. learned games, Super Source practice, journal response, basic facts review, etc.) • Teacher monitors and continues making formative assessments of students to determine small instructional groups for following days	**Possible Math Menu:** Partner Game – One More One Less Super Source – Some Sums (Wk 1) Journal Response –" 2 green apples. 3 red apples. How many apples in all?" Counting – Using ten-frame cards or numeral cards, students count sets of objects to match	**Turn N' Talk:** "Today in math, I learned…"
Day 14		**Guided Math **** • Teachers continue reminding students of necessary behaviors needed to have a successful math workshop • Teachers and students practice roles in math workshop • Teachers assign students to workstation • Teachers pull first small group based on the formative assessments made throughout the past few weeks (i.e. common misconceptions, extension, remediation, etc.)	**Possible Math Menu:** Partner Game – The Shape Race (Wk 1) Super Source – Some Sums (Wk 1) Journal Response –"2 green apples. 3 red apples. How many apples in all?" Counting – Using ten-frame cards or numeral cards, students count sets of objects to match Teacher Small Group – teacher provides instruction based on student needs	**Journal Response:** Draw a picture of what you did in math today.
Day 15		**Practice Guided Math in groups**	**Continue with Math Menu**	**Turn N' Talk:** "Something that surprised me today…"

Revisit Week 1 Skills and Strategies as needed

**Math Workshop resource: *Guided Math*, by Laney Sammons

Created by G. Loeber and C Smith 2010

Graphic Organizer for Vocabulary Development
Adapted from McREL presentation, NCTM, 2010

Verbal and Visual Word Association (VVWA)

What—The VVWA strategy combines a vocabulary word and the definition with a visual and a personal connection in a graphic organizer. This helps students to learn and retain the new vocabulary through a visual association.

How—1. Select a vocabulary term appropriate for using VVWA. **2.** Draw a rectangle divided into 4 sections. **3.** Write word in the upper left box; write definition or description in lower left box. **4.** Draw a visual representation of the word in the upper right box, and then in the lower right box, make a personal association.

Vocabulary Term	**Visual Representative**
Description or Definition	**Personal association or connection**

Components of the Visual Verbal Word Association

VVWA Graphic Organizer

Example of the

VVWA Graphic Organizer

Polygon	
• **Closed figure** • **Only straight sides**	**My house has a roof shaped like a trapezoid.**

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