

**Go Math! Training**

1:00-4:30pm

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| **Professional Development Objectives:** 1. *Learn about the components of the Go Math resources.*
2. *Collaborate, plan, and explore with Go Math resources.*
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Agenda:

1:00pm Welcome & Agenda Overview

1:05pm Go Math Organization and Curriculum Guides

1:25pm Framework for Teaching Go Math (+Tech Integration)

2:45pm Break

3:00pm Collaboration, Planning, and Exploration around the Framework

3:30pm Critical Success Factors for the Implementation of Go Math

3:45pm Go Math Pacing, Assessment, and Data Teams

4:05pm Collaboration, Planning, and Exploration around Pacing and Assessment

4:25pm Exit Ticket

4:30pm Dismissal

12:00pm-1:00pm Lunch\*

\*Individuals who plan to take this as part of the 2 day course for 1 AEA License Renewal or Drake EDEX Credit must engages in **30 minutes of onsite** structured collaboration during this 1 hour lunch break. This time will include opportunities for you to action plan the implementation of new learning.

Facilitator Planning Checklist

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| DONE | WHO | TASK |
| √ | BOTH | Attend Facilitator Meeting on Tuesday, May 27 |
|  | BOTH | View PowerPoint and email Anna with grade level recommendations/ considerations by June 4th (optional) |
|  | BOTH | Familiarize yourself with the new curriculum guide format and the organization of Chapter One. |
|  | BOTH | Familiarize yourself with the Grab and Go Centers and have some tips for organization, set-up, and management  |
|  | BOTH | Review Documents: Framework for Teaching, Daily Math Review Expectations, Critical Success Factors, Assessment Plan |
|  | BOTH | Read through the questions that will be posed to teachers and make notes. Your main role will be to float from table to table during breakout times and help answer questions, problem solve, and generate ideas. You will also have the opportunity to add your thoughts when the group is pulled back together. |
|  | BOTH | Attend and Facilitate Summer PD session ☺ |

Go Math! Training



**Access all documents:** [***http://elementary.dmschools.org***](http://elementary.dmschools.org)

**Go Math Organization and Curriculum Guides**

*□ Read the Vocabulary Reader, Connections to Science, and The Project*

* + What would be the benefits to using these resources?
	+ Do you foresee implementing these in your classroom? If so, how?

*□* *Read Teaching for Depth*

1. How could you utilize this resource in data teams and planning?

*□ Access a Professional Development video on Think Central.*

*□ Review the new curriculum guide format for Chapter One.*

**Framework for Teaching**

*□* Pre-assessment

* + What will the pre-assessment process look like in your classroom?
	+ How is assessing the prerequisite skills helpful in planning for small group instruction?

*□* Daily Math Review + Mental Math

* + Does a 15 minute maximum time limit for DMR + Mental Math change your DMR structure? How? Think through how it will look in your classroom.
	+ Where will you place Daily Math Review + Mental Math in your school day?
	+ If time allows – think through the first few weeks of school and what skills/concepts will you start off the year with in DMR?

*□* Whole Group Concept Development and Quick Check

* + Explore the first few lessons in your Chapter 1 TE. Read through the lessons. What supports are provided? What materials might you need? What technology is available?
	+ What is a quick way to check the “Quick Check”? Share your ideas with others around you.

*□* Whole Group Concept Development and Quick Check (Continued)

* + There are many resources in the Engage, Explore, and Explain. Circle the “MUSTS” in your TE that will be essential in the 20 minutes allotted to this section of the math block.

*□* Differentiated Instruction

**Problem solve with a partner: But What If…**

* + Over half of my class does not pass the Quick Check after the whole group lesson?
	+ The Personal Math Trainer is not available or working during this time?
	+ A Tier 2/3 student passes the Quick Check?
	+ I have more Tier 2/Tier 3 students than devices?
	+ I have a support teacher that comes in – how can I utilize him/her?
	+ I have more than 20 minutes for small group – how can I allot the time?

**Discuss…**

* What routines and expectations will need to be in place to make small group time run smoothly?
* Sketch out a plan (daily and weekly) for how your small group time will look with the structure of your classroom and support. Think through Early Out Wednesdays.
* What materials will you need to prepare ahead of time to be ready for small groups each day?

**Take this time to continue to plan and look through resources for differentiated instruction – located in the Teacher Edition and Think Central.**

* How can you model math small groups to look similar to small group time in literacy?
* Problem solve potential challenges with a partner.

*□* Problem Solving

* How can you utilize your current problem solving practices (CGI, Messy Problems) in the Go Math structure?
* Think through Lesson 1.1’s problem solving section –
	+ How will you transition from small group instruction?
	+ Become familiar with the Interactive Whiteboard
	+ Which questions will you have students complete?
	+ How will the complete the problems? Whole Group? Partners? Pods?
* Problem solve potential challenges with a partner.

*□* Special Education/ Intervention Reflection

* Think through your math block and supports – how will you structure the 75 – 90 minutes to meet the needs of the students?
* Problem solve potential challenges with a partner

*□* Critical Success Factors

* Notes:

*□* Assessment, Pacing, and Data Teams

* Notes: