

Washington Rose Elementary School  
Ms. Alexander-Principal  
Ms. Wilkes- Math Specialist

# Math News...

## Common Core Shifts

Focus- Instructional time is spent on the major work in the grade level

Coherence- Connect learning across the grades

Rigor- Build Conceptual understanding and fluency

**This weeks recommended fluency:** I have....Who has? About.com provides printable samples of this skill building game, which can be modified to meet the needs of all grade levels. This game can be used to build fluency in place value. Example: I have 76...Who has 3 tens 4 ones? I have 34....Who has 5 hundreds 2 ones? I have 502...Who has 3,050? This activity was suggested by Ms. Beno and Mrs. Thadal. Thank you!

[http://math.about.com/od/mathlessonplans/ss/ihave\\_3.html](http://math.about.com/od/mathlessonplans/ss/ihave_3.html) **have... Who Has?**

[Mathwire.com](http://mathwire.com) (many premade sets are available in a pdf file)

**Math Sprints-** Please review directions on “How to Give a Sprint.” Goal: to administer at least two (2) sprints each week. One sprint can be used to “bridge the gap” and the second sprint should correspond to the lesson taught that week and be delivered after students feel comfortable with the concept/skill. All sprints can and should be modified to meet the needs of your students. Remember, students should be able to get at least eleven (11) correct answers. At the request of **Grade 1** teachers, the number of problems will be reduced to 30 and the font will be larger. **Grade 1** teachers can allow students additional time to work on Sprints. We will phase in the nine (9) step process at this level. All other grade levels (**2-5**) are expected to follow the outline for administering Sprints. Sprints can be taken home to practice and be used in centers.

<http://singaporemathtraining.com> (video of a Sprint being given in a second grade class)

**Curriculum Maps-** A copy of The Common Core Learning Standards aligned to “A Story of Units” was emailed to all teachers on 9/11/12 and a one page copy of the Common Curriculum Map was included in the packet that was distributed at the workshop on 9/6/12. These documents provide and outline of the Modules, the standards, and the approximate number of instructional days needed to complete the Module. What should you be working on now?

- Pre-K: Module 1- Analyze, Sort, Classify, and count up to 5 (45 days)
- Kindergarten: Module 1- Classify and Count Numbers to 10 (45 days)
- Grade 1: Module 1- Addition, Subtraction of Numbers to 10 with Fluency (45 days)
- Grade 2: Module 1- Add/Subtract Numbers to 100. Fluency with Sums and Differences to 20 (**10 days**)
- Grade 3: Module 1- Multiplication and Division with Factors 2, 3, 4, 5, and 10 (25 days)
- Grade 4: Module 1- Place Value, rounding, Fluency with Addition and Subtraction Algorithms of Whole Numbers (25 days)
- Grade 5: Module 1- Place value of Decimal Fractions to the Thousandths(30 days)

**Professional Development:** 9/20 @ 7:35 Grades Pre-K-5: Fluency  
9/24 @ 7:35 Grades K-5: Math Block  
10/1 @ 7:35 Grades K-5: Bar Modeling