



## SOCIAL AND EMOTIONAL -NEXT STEPS FOR EXPECTATION A3

### **MAINTAIN POSITIVE MOTIVATION AND PERSISTENCE**

- \_\_\_\_ is learning that making mistakes is part of learning and helps us solve problems.
- \_\_\_\_ is working towards understanding that failed attempts at a problem are learning opportunities and can bring you closer to solving a problem.
- At times, \_\_\_\_ is able to remain positive towards math work and challenges. They need to try to maintain their positive attitude on a consistent basis.
- \_\_\_\_ needs to work on having a more positive attitude when learning new math concepts and terms.
- \_\_\_\_ needs to strive to remain positive even when they are not successful.
- \_\_\_\_ requires more practice in how to be more supportive with their classmates when they are struggling.
- \_\_\_\_ would benefit from having discussions with family members about the importance of risk-taking in math and how we learn from our mistakes.
- \_\_\_\_ has difficulty recognizing that he/she might not solve a problem on my first try.
- \_\_\_\_ needs to recognize that it is ok to make a mistake, and persevere in order to achieve success.
- \_\_\_\_ is encouraged to take risks to fully comprehend the question and find the solution.
- \_\_\_\_ should practice reframing negative thoughts, expressing gratitude and or practicing optimism, especially when encountering challenges in math.
- \_\_\_\_ needs to understand that some problems will need more than one try to be solved.
- \_\_\_\_ is starting to learn how to deal with their frustration when dealing with a difficult problem.
- \_\_\_\_ can improve by learning to independently determine whether his/her solutions are reasonable, without having to seek teacher approval.
- \_\_\_\_ needs to reflect on problem solutions in order to judge their reasonableness before progressing to the next task.
- \_\_\_\_ is learning that failed attempts are part of problem solving.
- \_\_\_\_ is encouraged to consider using a variety of alternate strategies when solving problems in order to analyze their effectiveness.
- \_\_\_\_ need to clarify his/her thinking independently before communicating his/her solution and understanding of a problem.
- \_\_\_\_ will benefit from ensuring that he/she fully understands the question, or task in order to successfully solve the problem or come to the correct solution.
- \_\_\_\_ can reinforce their learning by talking about concepts explored in class to help his/her make connections to his/her everyday life.
- \_\_\_\_ is encouraged to make connections between the work and skills being taught at school, to real life situations and math concepts.
- Rather than giving up, \_\_\_\_ needs to persevere and utilize a variety of problem solving strategies.

## Next Steps Comments For Math

**Pia Hansen**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

## **Next Steps Comments For Math:**

**Classroom-Ready Rich Math Tasks, Grades 2-3** Beth McCord Kobett, Francis (Skip) Fennell, Karen S. Karp, Desiree Harrison, Barbara Ann Swartz, 2021-06-08 Detailed plans for helping elementary students experience deep mathematical learning Do you work tirelessly to make your math lessons meaningful challenging accessible and engaging Do you spend hours you don't have searching for adapting and creating tasks to provide rich experiences for your students that supplement your mathematics curriculum Help has arrived Classroom Ready Rich Math Tasks for Grades 2 3 details research and standards aligned high cognitive demand tasks that will have your students doing deep problem based learning These ready to implement engaging tasks connect skills concepts and practices while encouraging students to reason problem solve discuss explore multiple solution pathways connect multiple representations and justify their thinking They help students monitor their own thinking and connect the mathematics they know to new situations In other words these tasks allow students to truly do mathematics Written with a strengths based lens and an attentiveness to all students this guide includes Complete task based lessons referencing mathematics standards and practices vocabulary and materials Downloadable planning tools student resource pages and thoughtful questions and formative assessment prompts Guidance on preparing launching facilitating and reflecting on each task Notes on access and equity focusing on students strengths productive struggle and distance or alternative learning environments With concluding guidance on adapting or creating additional rich tasks for your students this guide will help you give all of your students the deepest most enriching and engaging mathematics learning experience possible

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guidance on adapting or creating additional rich tasks for your students this guide will help you give all of your students the deepest most enriching and engaging mathematics learning experience possible **Classroom-Ready Rich Math Tasks,**

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*Guided Math in Action* Nicki Newton, 2014-01-09 Teachers coaches and supervisors will learn how to help elementary school students build mathematical proficiency with standards based differentiated small group instruction with the strategies in this book Both novice and veteran educators will gain in depth knowledge for conducting effective guided math lessons scaffolding learning in small groups and assessing student learning Lots of actual templates graphic organizers black line masters detailed lesson plans and student work samples are included as well as vignettes of mini lessons center time small guided math groups and share time This practical hands on guide will help you Understand the framework of Guided Math lessons Gain an in depth look at the role of assessment throughout the Guided Math process Develop an action plan to get started immediately This is a must have resource for all educators looking for a structure to teach small groups in math that meet the Common Core State Standards for Mathematics

**Bringing Math Students Into the Formative Assessment Equation** Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, Emily R. Fagan, 2015-01-21 Make formative assessment work for you and your math students Finally formative assessment that adds up Bringing Math Students Into the Formative Assessment Equation is the ultimate resource for helping teachers implement formative assessment in the middle school mathematics classroom And it s much more than that With this research based teacher tested guide you won t just learn effective teaching strategies you ll turn your students into self regulated learners They ll monitor and assess their own progress and communicate to you about it Features include A clear and manageable six aspect instructional model Detailed strategies for helping students own their successes Real life examples from middle school mathematics teachers Useful resources and a companion website to help you implement formative assessment in your classroom Formative assessment isn t just for teachers anymore With the help of this essential resource you ll work together with your students toward a common goal of math success This book is outstanding I would recommend it to any math educator The depth of research integrated into practice is extensive and as a result it is the most practical book I have come across related to formative assessment and mathematics The self regulation aspects as well as the ownership and involvement emphasized in the book went beyond the traditional cognitive strategies endorsed in most books Marc Simmons Principal Ilwaco Middle School Ocean Beach School District Long Beach WA The ideas in this book are brought to life with examples of teachers and students in the classroom The teacher voices comments and quotes lend credibility and are a big component of the book s strengths as well as the visuals and graphics Rita Tellez Math Coordinator Ysleta Independent

School District El Paso TX     Joyful Math Deanna Pecaski McLennan, 2023-10-10 If you've ever wished that learning math could be more joyful and playful for young learners you're not alone In *Joyful Math: Invitations to Play and Explore in the Early Childhood Classroom* kindergarten teacher Deanna Pecaski McLennan opens her classroom doors to share the practical yet innovative ways she integrates mathematical play throughout the school day Each chapter of this easy to navigate photo-filled book focuses on specific strategies, activities, and examples of mathematical play within literacy, art, and outdoor explorations Inside *Joyful Math* you'll find a photo guide including suggested tools and materials to setting up a classroom environment and space that fosters mathematical curiosity and joy Dozens of open-ended and teacher-guided mathematical activities that are simple to set up and full of mathematical possibility Practical tips for including mathematical play across the day Suggestions and examples of ways to document and share children's learning experiences with families and communities *Joyful Math* will inspire educators to make space for joy and play in early childhood mathematics and give them the tools to make this vision a reality     **Beliefs: A Hidden Variable in Mathematics Education?** G.C. Leder, Erkki Pehkonen, Günter Törner, 2005-12-28 This book focuses on aspects of mathematical beliefs from a variety of different perspectives Current knowledge of the field is synthesized and existing boundaries are extended The volume is intended for researchers in the field as well as for mathematics educators teaching the next generation of students     Mathematics Coaching Handbook Pia Hansen, 2013-07-23 This book serves as a reference to help prepare and support effective math content coaches It provides insight into the leadership skills necessary to mentor other teachers, establish collaborative teacher teams, influence school culture positively, and improve student achievement     **The Mathematics Coaching Handbook** Pia Hansen, 2015-10-30 Learn how you can work more effectively with teachers in your role as a math coach or department chair Coaching can be a rewarding experience both personally and professionally but it also requires taking risks, being up to date on the latest research, implementing best practices, and managing relationships In this practical book for grades K-8 you'll gain helpful insight on being an effective mentor, coach, and colleague to your math teachers You'll find out how to Develop relationships with your teachers through one-to-one collaboration Establish teacher teams to meet goals effectively Improve student achievement by implementing best practices for math education Overcome common challenges faced by coaches and teacher leaders And more This updated second edition contains new information on empowering teachers to tackle the key shifts of the Common Core It also offers updated advice on ways to conduct professional development with teachers such as through online chats and book studies The book's appendices offer additional resources for math coaches including rubrics, conference guides, and tools for classroom observations     Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 *Teaching Powerful Problem Solving in Math* provides the first in-depth portrait of schoolwide lesson study showing how U.S. teachers at several schools used it to implement powerful problem-based mathematics instruction Students learn

mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would. By learning in this way, students discover the power of their own thinking and gain confidence that extends well beyond mathematics. This book introduces readers to urban elementary and K-8 schools where teachers have dramatically transformed math learning for teachers and for students. Readers will follow teachers as they transform instruction using schoolwide lesson study, building powerful new ways for educators to learn from each other and practice innovative teaching techniques. The authors use in-depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56%. Extensive resources and links are provided to help readers understand and build on the work of these schools, which is grounded in established principles of collective efficacy, intrinsic motivation, and learner agency for both students and teachers.

**Book Features:** Shows how teaching through problem solving can erase the achievement gap in mathematics learning. Provides the first in-depth portrait of schoolwide lesson study, showing how U.S. teachers at several schools build it and use it to transform teaching. Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards. Uses photographs, student work, and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school's work to build problem solving. Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons. Includes lesson plans, photographs of board work, student journals, school newsletters, self-assessment rubrics, and dozens of links to the resources needed to begin using teaching through problem solving and schoolwide lesson study. Provides long-term teacher-led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency.

**Becoming the Math Teacher You Wish You'd Had** Tracy Johnston Zager, 2013-10-10. Ask mathematicians to describe mathematics and they'll use words like playful, beautiful, and creative. Pose the same question to students and many will use words like boring, useless, and even humiliating. **Becoming the Math Teacher You Wish You'd Had** author Tracy Zager helps teachers close this gap by making math class more like mathematics. Zager has spent years working with highly skilled math teachers in a diverse range of settings and grades and has compiled those ideas from these vibrant classrooms into this game-changing book. Inside you'll find:

- How to Teach Student-Centered Mathematics
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- Big Ideas Practical Application: This math book contains dozens of practical and accessible teaching techniques that focus on fundamental math concepts, including strategies that simulate connection of big ideas, rich tasks that encourage students to wonder, generalize, hypothesize, and persevere, and routines to teach students how to collaborate.

**Becoming the Math Teacher You Wish You'd Had** offers fresh perspectives on common challenges from formative assessment to classroom management for elementary and middle school teachers. No

matter what level of math class you teach Zager will coach you along chapter by chapter All teachers can move towards increasingly authentic and delightful mathematics teaching and learning This important book helps develop instructional techniques that will make the math classes we teach so much better than the math classes we took     **Adaptive Education** Robert VanWynsberghe, Andrew Christopher Herman, 2016-05-12 The obstacles that prevent the latest educational research reaching the classroom are daunting few channels to communicate the results of educational research fewer opportunities for teachers to participate in research themselves and little support for honing a scientific approach to teaching The solution according to Robert VanWynsberghe and Andrew C Herman is radical but simple transform the educational institution itself into a laboratory for continuous experimentation Inspired by the pragmatist theories of John Dewey and Roberto Unger Adaptive Education explains how schools and universities can incorporate research processes into their activities institutionalize a policy of inquiry and experimentation and make teaching an evidence based profession An audacious proposal to reform the education system from the ground up Adaptive Education is a roadmap for creating an institution that empowers teachers parents and the community to innovate adapt and explore     *Intelligent Computer Mathematics* Serge Autexier, 2008-07-16 This book constitutes the joint refereed proceedings of the 9th International Conference on Artificial Intelligence and Symbolic Computation AISC 2008 the 15th Symposium on the Integration of Symbolic Computation and Mechanized Reasoning Calculemus 2008 and the 7th International Conference on Mathematical Knowledge Management MKM 2008 held in Birmingham UK in July August as CICM 2008 the Conferences on Intelligent Computer Mathematics The 14 revised full papers for AISC 2008 10 revised full papers for Calculemus 2008 and 18 revised full papers for MKM 2008 plus 5 invited talks were carefully reviewed and selected from a total of 81 submissions for a joint presentation in the book The papers cover different aspects of traditional branches in CS such as computer algebra theorem proving and artificial intelligence in general as well as newly emerging ones such as user interfaces knowledge management and theory exploration thus facilitating the development of integrated mechanized mathematical assistants that will be routinely used by mathematicians computer scientists and engineers in their every day business     **Investing in Partnerships for Student Success** Barry Leonard, 2000     **Arnold's Problems** Vladimir I. Arnold, 2004-06-24 Vladimir Arnold is one of the most outstanding mathematicians of our time Many of these problems are at the front line of current research     **Math That Matters** Marian Small, 2019-05-17 In this insightful math resource for grades 3-8 popular professional developer Marian Small helps teachers understand and facilitate meaningful assessments to advance student understandings Small shows new and veteran teachers how to do three fundamental things well identify the most important math to assess construct meaningful assessments both formative and summative to measure student understanding and provide students with feedback that is clear timely and specific Examples for each grade level are provided along with details on how to pose questions analyze errors and help students understand and learn from their mistakes The book provides specific guidance for

when and how to offer feedback on both correct and incorrect answers in order to advance students mathematical thinking Like other Marian Small bestsellers Math That Matters combines her special brand of lucid explanation of difficult concepts with fresh and engaging activities Our understanding of the power of assessment to improve learning has deepened significantly in the past two decades Marian Small draws upon the critical research behind this understanding to explain what effective practice looks like It is essential reading for all elementary educators and has the potential to profoundly affect the quality of mathematics assessment in our schools From the Foreword by Damian Cooper president Plan Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more Math That Matters is a timely response to that need Marian Small removes the mystery of how to engage students in learning while collecting assessment data that drive next instructional plans Karen Karp Johns Hopkins University The beauty of this book is that it is simple enough for brand new teachers and complex enough for experienced teachers The author offers an amazing gift by linking assessment ideas directly to common state standards Felicia Darling Santa Rosa Junior College

*The Formative 5* Francis (Skip) Fennell, Beth McCord Kobett, Jonathan A. Wray, 2016-12-15 This highly practical and readable book gets right down into the detail of what good formative assessment looks like in math classrooms and shows how teachers can make this a part of their regular planning and instruction Dylan Wiliam Emeritus Professor of Educational Assessment University College Imagine how it would feel to not worry about how to plan teach and check for student mathematical understandings and related proficiencies Imagine if this important process felt like a natural every day part of your lesson preparation instead of an extra thing to do This must have resource shows the way NCTM Past President Francis Skip Fennell and nationally recognized mathematics educators Beth McCord Kobett and Jonathan Jon Wray offer five of the most impactful proven assessment techniques Observations Interviews Show Me Hinge Questions and Exit Tasks you can implement every day Tried and tested by teachers just like you you ll find that this palette of classroom based techniques will truly assess learning and inform teaching Research and classroom practice indicates that formative assessment is poorly understood This book gives you a concise research based classroom dedicated plan with lots of tools activities classroom vignettes and student work to guide your daily use of these techniques The Formative 5 Both within and between lessons K 8 teachers of mathematics will learn to Think and go beyond assessment of learning focusing on assessment for learning Directly connect assessment to planning and teaching Engineer effective classroom questioning discussions and learning tasks Provide success criteria and feedback that moves students forward Integrate the Standards for Mathematical Practice Activate student self assessors who take ownership of their learning Includes a book study guide tools and templates and a companion website with downloadables and multi media examples of student discussion in the classroom The Formative 5 will help you build your mathematics related formative assessment capacity through daily use of these five key techniques leading to regularly monitored and improved learning opportunities for your students Now Available The On Your Feet Guide

to The Formative 5      *Introduction to Abstract Mathematics* John F. Lucas, 1990 This is a book about mathematics and mathematical thinking It is intended for the serious learner who is interested in studying some deductive strategies in the context of a variety of elementary mathematical situations No background beyond single variable calculus is presumed

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