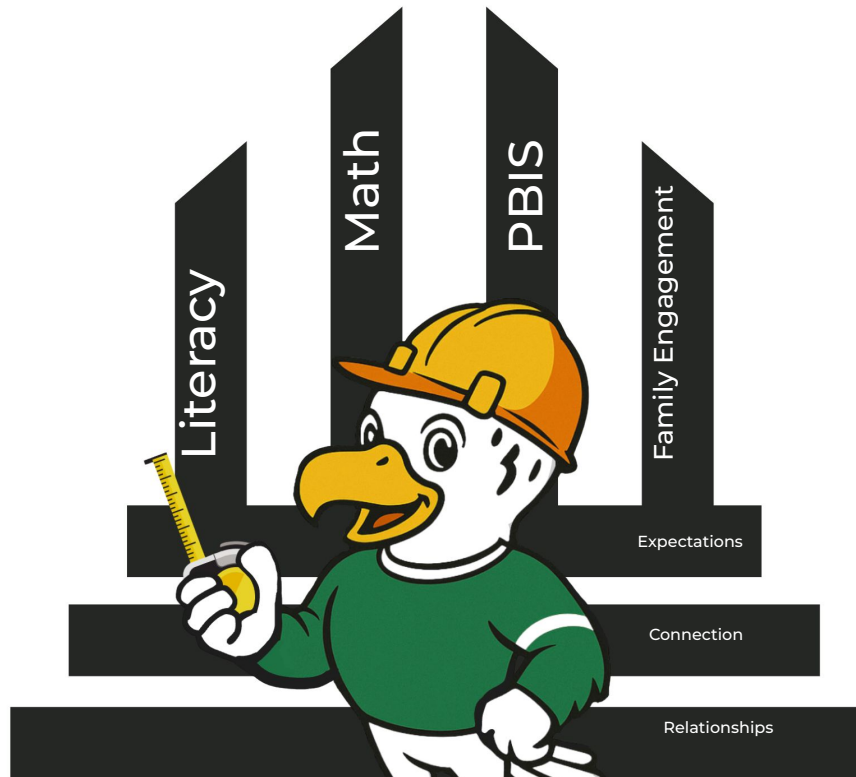




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WE BUILD

NOSTROS CONSTRUIMOS

WAAN DHISAYNAA

WE RISE

NOSTROS LEVANTAMOS

WAAN KACNAA

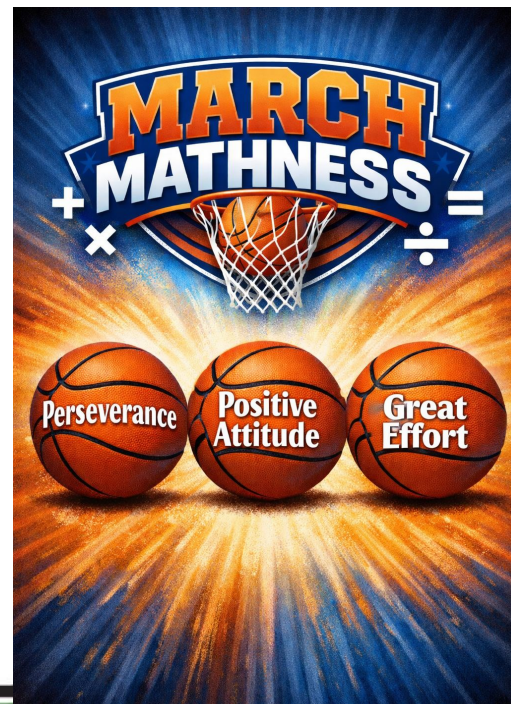
LINCOLN ELEMENTARY



SOAR Students of the Month

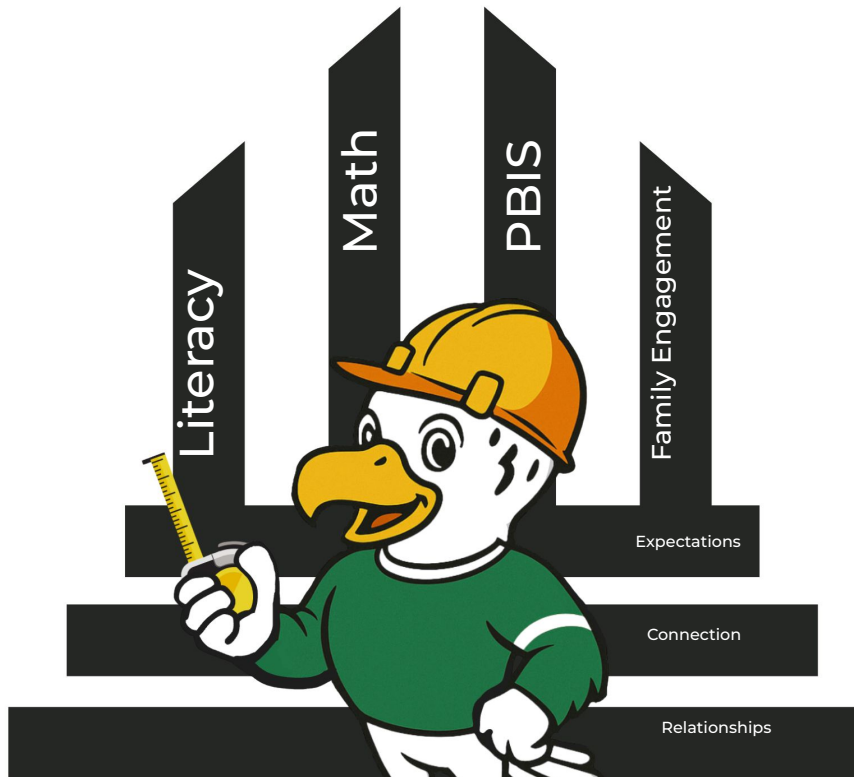
Teachers will be looking for students soaring during math showing:

Perseverance
Positive Attitude
Great Effort



March Focus Video





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Implementation Stages to Our Goal

1

Form our Math and Literacy Committees



2

Set the team norms



3

Analyze FAST Data



6

Team creates a student-centered growth goal for the year.



5

Review and identify

Evidenced Based Practices that match the target area and need from fishbone.



4

Use the “fishbone” tool to find the “why” behind our problem.



7

Team makes final selections, creates action steps.



8

Share the goal and plan with all staff.



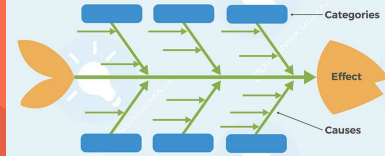
9

Ready to launch the plan for our students!

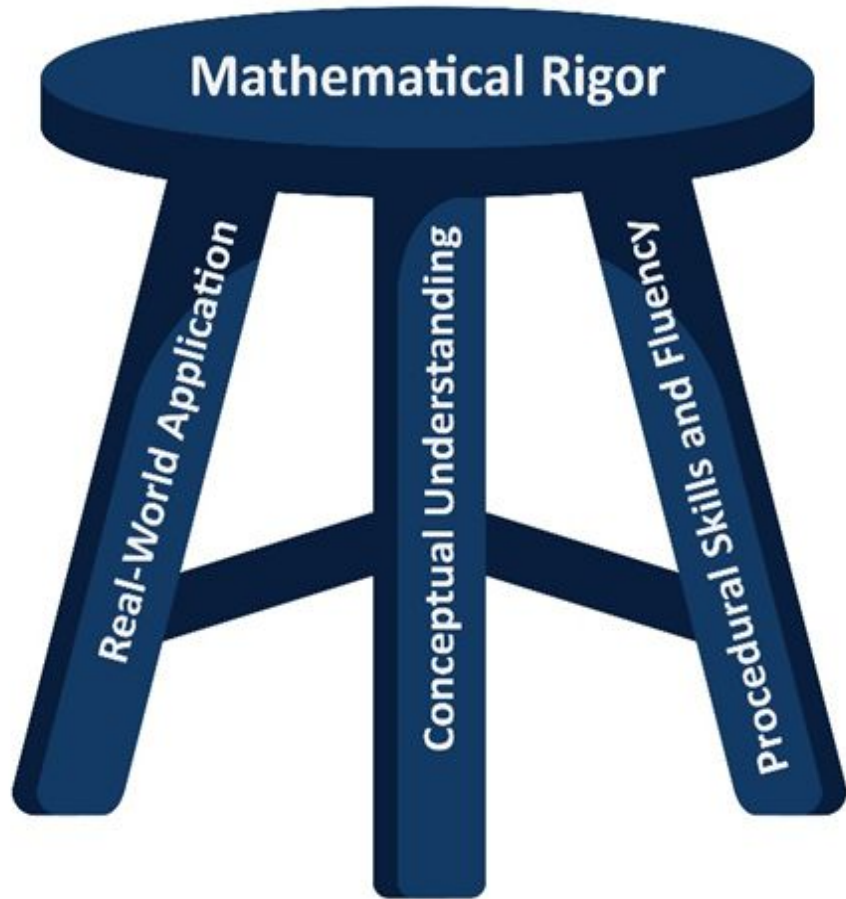


Fishbone Diagram

A Fishbone Diagram is a structured brainstorming tool using categories to explore root causes for an undesirable effect.



What is Mathematical Rigor?



**What
classroom
experiences
helped you
learn this?**

$$\frac{1}{3} + \frac{1}{4} =$$

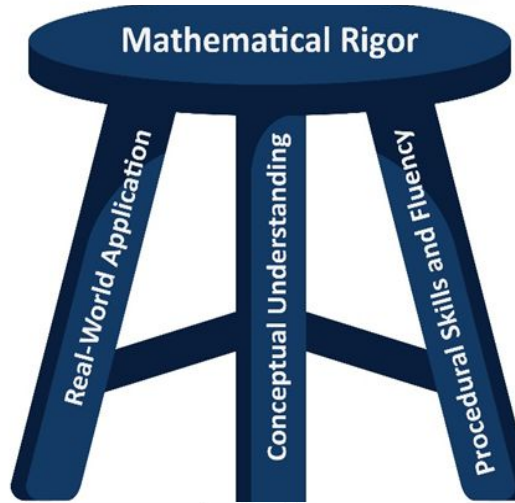
4.1.2.3


Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.

$$\frac{1}{3} + \frac{1}{4} =$$

Application

Students identify the appropriate concepts and skills to tackle **novel real-world problems.**




 Name: _____
Adding Fractions Grade 4 Adding Fractions Worksheet 2
 Add the fractions.

1. $\frac{1}{4} + \frac{2}{12} =$ _____ 6. $\frac{1}{3} + \frac{3}{21} =$ _____
 2. $\frac{2}{6} + \frac{1}{2} =$ _____ 7. $\frac{3}{4} + \frac{1}{16} =$ _____
 3. $\frac{1}{3} + \frac{2}{9} =$ _____ 8. $\frac{1}{5} + \frac{1}{10} =$ _____
 4. $\frac{5}{8} + \frac{1}{16} =$ _____ 9. $\frac{3}{7} + \frac{1}{28} =$ _____
 5. $\frac{2}{9} + \frac{1}{27} =$ _____ 10. $\frac{3}{5} + \frac{1}{10} =$ _____

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Example #2: Different Denominators


$\frac{3}{5} + \frac{4}{11}$
 You can find a common denominator by multiplying the denominators together


$$\frac{3 \times 11}{5 \times 11} + \frac{4 \times 5}{11 \times 5} = \frac{33}{55} + \frac{20}{55}$$

Procedural Skill & Fluency

Students develop **efficiency** and **accuracy** in computations.

What is the same? What is different?

$\frac{1}{3} + \frac{1}{4}$


$\frac{4}{12} + \frac{3}{12}$


$$\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \frac{4}{12}$$

$$\frac{1}{4} = \frac{2}{8} = \frac{3}{12}$$



Conceptual Understanding

Students build a deep understanding of the **how** and **why** of mathematics.

An equal intensity on...

What patterns do you notice?

First Steps: What activities support conceptual understanding in our curriculum?

2 BUILD Conceptual Understanding

Slides 3–4

Problem of the Day

The girls' soccer team won $\frac{1}{2}$ of their games, and the boys' soccer team won $\frac{1}{4}$ of their games. They each played the same number of games. Which team won more of their games?

Slides 5–7

Build It

To reach building a foundation, Jordan uses two boards. One is $\frac{1}{2}$ foot long and the other is $\frac{1}{4}$ foot long. What is the total length of the boards?

- 1 Model each fraction using fraction tiles and draw them onto the grid.



- 2 Draw fraction tiles that will match the length of the combined tiles. Line them up below the model.

3 PRACTICE Procedural Skill and Fluency

Slides 8–9

Try It

Mark's family ate $\frac{1}{2}$ of a strawberry pie and Brandon's family ate $\frac{1}{4}$ of a different strawberry pie. How much did they eat altogether?

- 1 Model each fraction using fraction tiles and draw them onto the grid.

- 2 Find fraction tiles that will match the length of the combined tiles. Line them up below the model.

- 3 Color three eighths of the $\frac{1}{2}$ fraction tile. Label all the numerators the fraction $\frac{2}{8}$, or $\frac{1}{4}$.

So, $\frac{1}{2} + \frac{1}{4} = \frac{2}{8} + \frac{1}{4} = \frac{3}{4}$. They ate $\frac{3}{4}$ strawberry pie altogether.



Slides 10–15

Talk About It

1. In the first activity, the area for the denominator of the sum $\frac{1}{2} + \frac{1}{4}$ contains the denominators of the addends, 2 and 4.

Build It

You will need

- fraction tiles

Read the example aloud.

What sum are we trying to find? $\frac{1}{2} + \frac{1}{4}$

We can find the sum using models.

Hold up a $\frac{1}{2}$ - and $\frac{1}{4}$ -fraction tile. Place the tiles next to each other.



Use Appropriate Tools Students can check to see if they have equivalent fractions by aligning the tiles below each other. If the tiles do not align, the fractions are not equivalent.

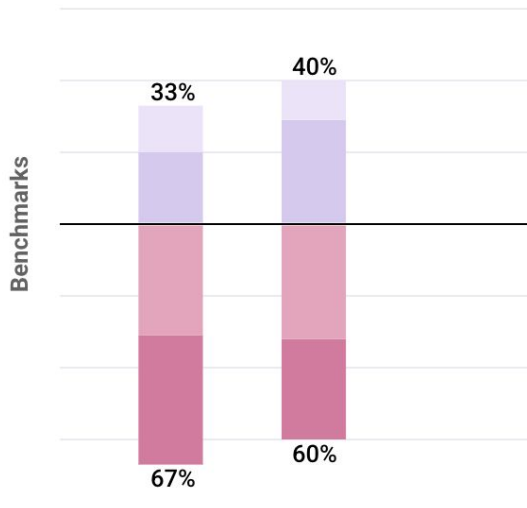
Try It

Read the example aloud.

What sum are we trying to find? $\frac{2}{3} + \frac{3}{4}$

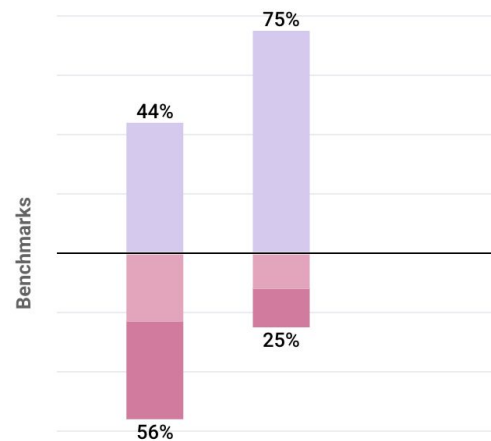


The Percent of Students that are at Benchmark



aMath

Fall Winter Spring



Early Math

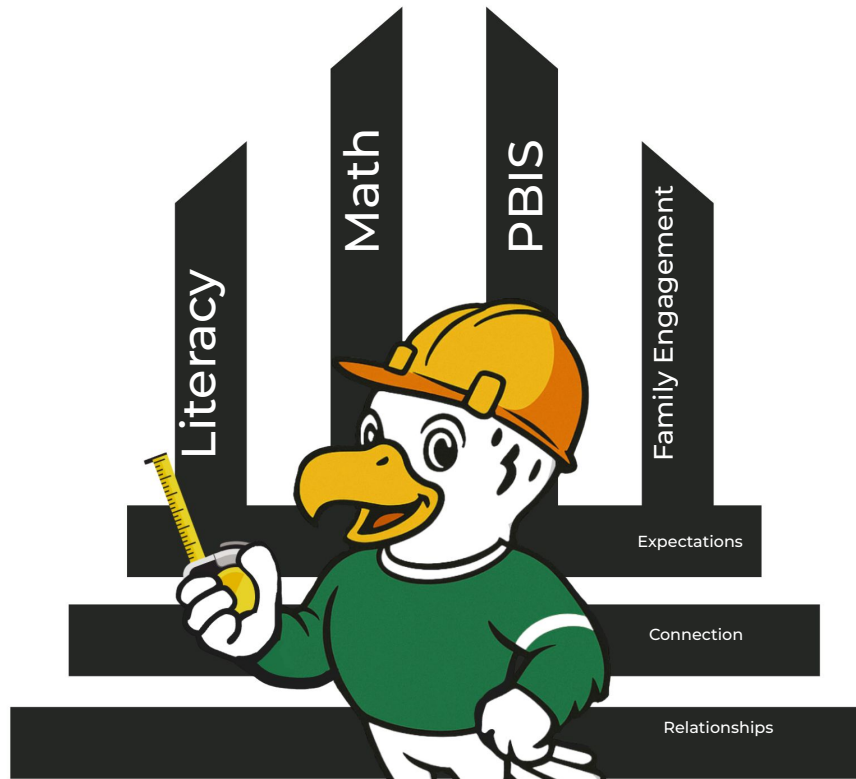
Fall Winter Spring



Intentionality

Clear Action Steps

Walkthroughs



Data-driven decisions

Intentional Behavior Management

Individualization

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