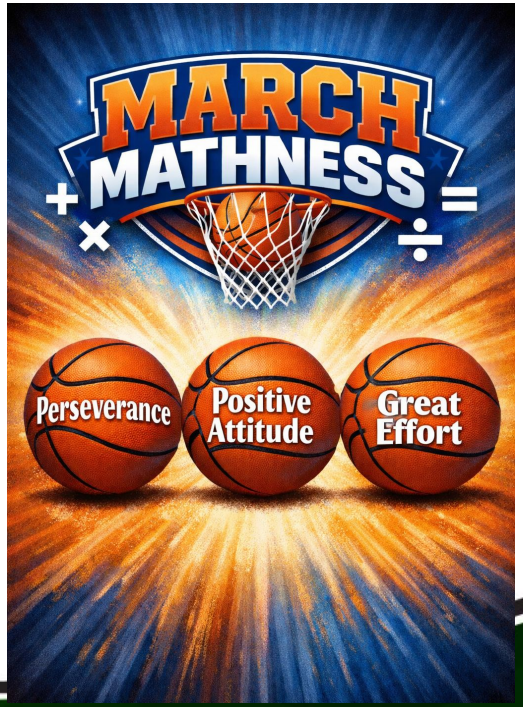
WE ARE FARIBAULT


Literacy
Math
PBIS
Family Engagement
Expectations
Connection
Relationships
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

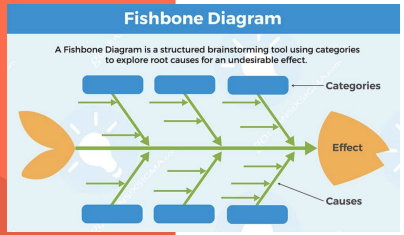


March Focus Video


Literacy
Math
PBIS
Family Engagement
Expectations
Connection
Relationships
WE BUILD
NOSTROS CONSTRUIMOS
WAAN DHISAYNAA
WE RISE
NOSTROS LEVANTAMOS
WAAN KACNAA
LINCOLN ELEMENTARY

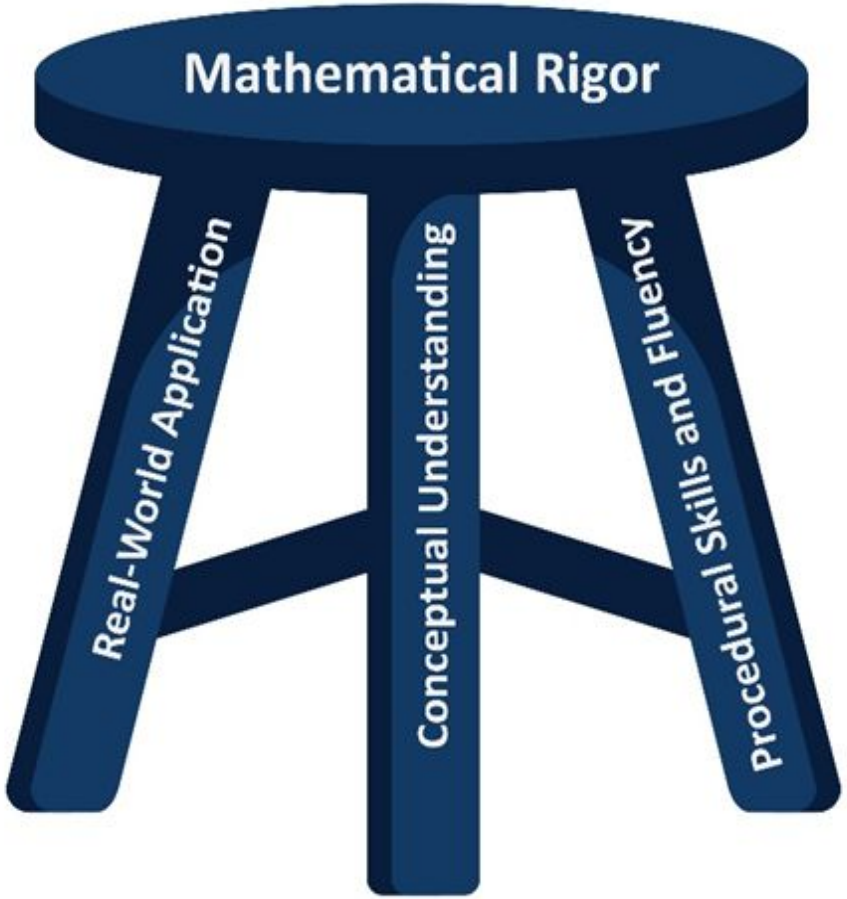
Implementation Stages to Our Goal

1. Form our Math and Literacy Committees ✅
2. Set the team norms ✅
3. Analyze FAST Data ✅



4. Use the "fishbone" tool to find the "why" behind our problem. ✅
5. Review and identify ✅Evidenced Based Practices that match the target area and need from fishbone.
6. Team creates a student-centered growth goal for the year. ✅
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!✅

What is Mathematical Rigor?

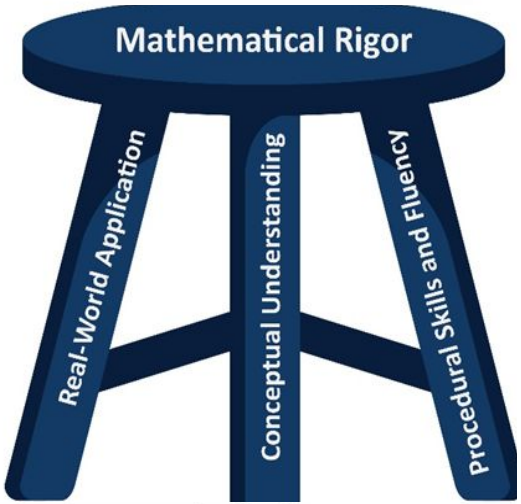


What classroom experiences helped you learn this?

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

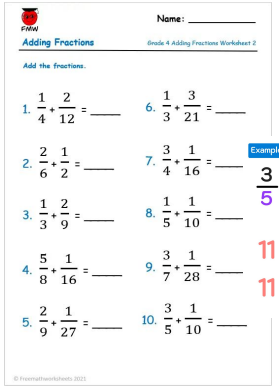
4.1.2.3	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.

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



Application

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



Example #2: Different Denominators

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

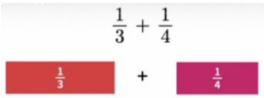
$\frac{11\times3}{11\times5}+\frac{4\times5}{11\times5}=\frac{33}{55}+\frac{20}{55}$

Procedural Skill & Fluency

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

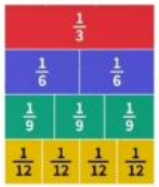
What is the same? What is different?

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



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

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



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

What patterns do you notice?

An equal intensity on…

1

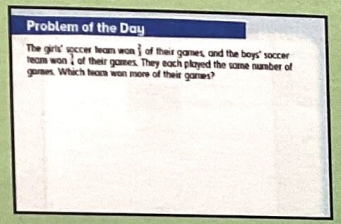
Conceptual Understanding

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

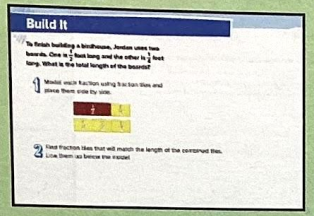
First Steps: What activities support conceptual understanding in our curriculum?

2 BUILD Conceptual Understanding

Slides 3–4

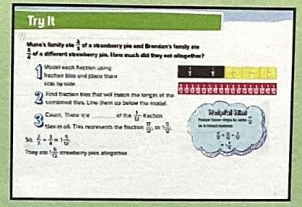


Slides 5–7

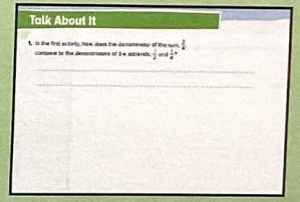


3 PRACTICE Procedural Skill and Fluency

Slides 8–9



Slides 10–15



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.

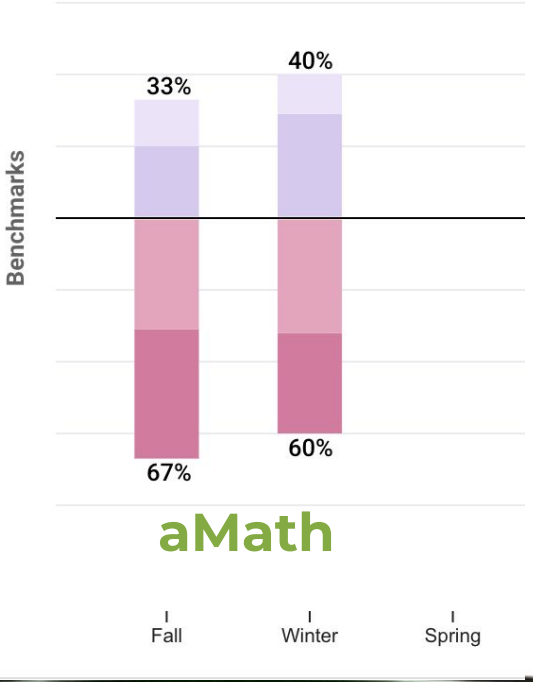
MP5 **Use Appropriate Tools** Students can check to see if they have equivalent fractions by aligning the tiles below each other. If the tiles do not align, the fractions are not equivalent.

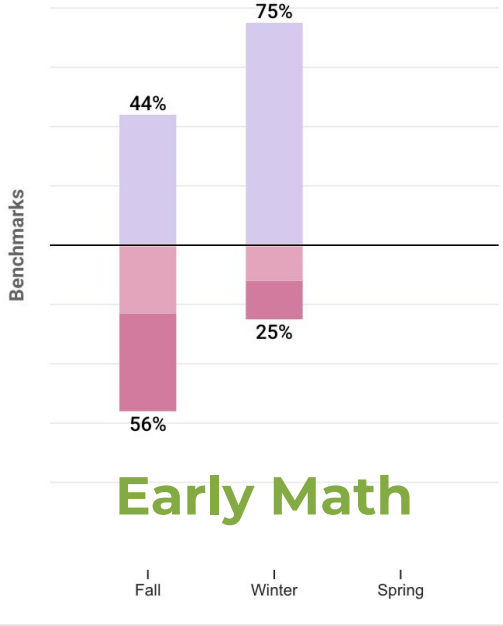
Try It

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





Intentionality

Clear Action Steps

Walkthroughs

Data-driven decisions

Intentional Behavior Management

Individualization

WE ARE FARIBAULT