

## **Agenda**

I. **Call to Order / WebEx Log-In**

**<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m109af29d0c82682ca6e859032887c788>**

**Meeting number (access code): 2481 248 8455**

**Meeting Password: NySJRqir225**

*This meeting is being conducted as a hybrid meeting consistent with Sections 149-153 of Connecticut Public Act 21-2. The public may attend in person at the location indicated above or electronically via WebEx with the link provided above.*

II. **Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comments may be submitted electronically to [mdegennaro@woodbridgeps.org](mailto:mdegennaro@woodbridgeps.org)***

III. **Math Update**

IV. **Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comments may be submitted electronically to [mdegennaro@woodbridgeps.org](mailto:mdegennaro@woodbridgeps.org)***

V. **Adjourn**

# MATHEMATICS

**Curriculum Committee**  
**February 1, 2024**

# RESEARCH

- Communicate with several districts within our DRG.
- Meeting with Katherine Gavin, UCONN NEAG School of Education.
- Relevant articles and research.
- Ongoing BOWA Curriculum Leader Meetings.
- Vertical alignment with AMSB through meetings and class visits.
- Classroom visits.
- Ongoing data review - both Standardized and Curriculum Based Measures.

# WHAT WE HAVE LEARNED

- Our instructional philosophy is being implemented across grade levels.
- Our staff utilizes both compacting and flexible grouping in order to support young mathematicians at work.
- Our students are amazing mathematicians!
- We can always grow and learn!

We want our students to have a strong math identity and a growth mindset.

# WHAT IS COMPACTING?

Students complete a pre-assessment.

If they score 90% or higher, they are then given a post-assessment for the same unit.

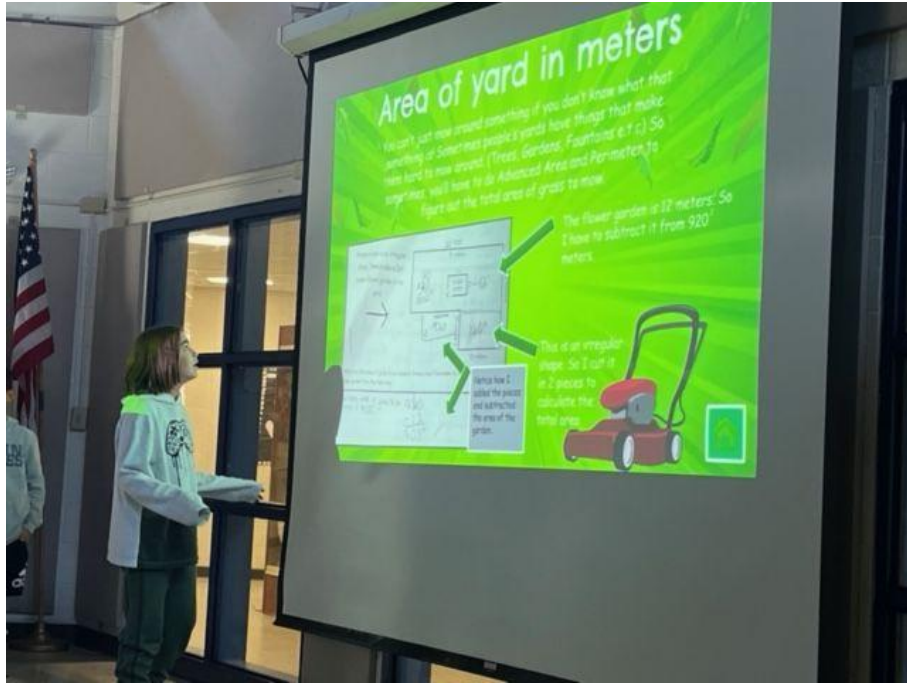
If they score a 90% or higher they are then compacted out.

Students who are compacted out in grade 5 receive small group work that allows them to apply mastered skills to projects and problem solving tasks.

# CURRICULUM COMPACTING DATA

<b>Unit</b>	<b>Number of students</b>
1 (Multiplication, Division and Order of Operations)	17
2 (Decimals)	6 (one chose not to be part of the group)

# EXAMPLES OF STUDENT WORK





# WHAT IS FLEXIBLE GROUPING?

Teachers utilize data to identify students who have mastered concepts and skills.

Students are provided with different work to complete during specific class sessions.

Flexible grouping changes each unit.

\*This is utilized across many classrooms but most notably in 6th grade.



# EXAMPLES OF STUDENT WORK

## Buying Seashells

Bought $\times 24$		
seashell	8	1 24
money	14.00	1.75 42.00

She originally bought 24 seashells. Then she sold 24 seashells for \$60.00, and has a total profit of \$18.00.

Sold $\times 24$		
seashell	6	1 24
money	15.00	2.50 60.00

First we divided 8 by 14.00 and got 1.75, then we  $1.75 \times 24$  and got 42.00.

So in second table we did  $24 \times 2.50$  so got the profit.

you we got dividing  $15 \div 6 = 2.5$  and  $2.5 \times 24 = 60$

Examples

### Buying Seashells

Cassandra bought some special seashells. She paid \$14.00 for every 8 seashells she bought. Later, Cassandra sold these shells for more seashells. She sold her shells and made a profit of \$18.00. How many seashells did Cassandra originally buy?

We needed to figure out how many seashells Cassandra originally bought. To find our answer we used ratio tables. Our plan was to make 2 ratio tables. In the first ratio table we needed to figure out that she got paid \$14.00 for every 8 seashells she bought. In the second ratio table we needed to figure out \$15.00 for every 6 seashells. We know the answer is correct because all 3 of us got that as an answer. We also know it is right because we made 2 ratio tables. The first ratio table shows us how much she paid for every seashell she bought. The second ratio table shows how many seashells she sold and her profit. We noticed that, if we don't understand what we are doing to push through and to talk it out as a group and talk it through. This makes us think of a math problem that is multiple steps. That is the math language that we used or math notation accurately throughout our work.

## Buying Seashells

Bought $\times 24$			Sold $\times 24$		
\$	14.00	1.75   42	\$	15	2.5   60
Seashells	8	1 24	Seashells	6	1 24

Buyer  $\times 8$   $\times 24$  Seller  $\times 6$   $\times 24$

First we needed to figure out the price of one sea shell that Cassandra bought. To do this we used a ratio table to find out the price of each seashell. Using the ratio table we found out that the unit rate for each sea shell is \$1.75. We then had to figure out how much Cassandra sold each sea shell for. To do this we used a ratio table to figure out the unit rate of each seashell she sold. We came to the conclusion that Cassandra sold each sea shell for \$2.50. This shows us she makes a profit of 0.75 per seashell. Cassandra makes a profit of \$18.00 so we divided 18 by 0.75 because she makes 0.75 for every seashell she sells. By doing this we found out that she originally bought 24 sea shells to make a profit of \$18.00. I know my answer is correct because I made a ratio table that shows me Cassandra sold 60 worth of sea shells and made a profit of \$18.00.

## Cassandra's Sea Shells

Bought $\times 24$			Sold $\times 24$		
Money	\$14.00	1.75 42.00	Money	\$15	2.5 60.00
Seashells	8	1 24	Seashells	6	1 24

Buyer  $\times 8$   $\times 24$  Seller  $\times 6$   $\times 24$

Dollars vs Shells graph (Bought):

Seashells	8	1	24
Dollars	14.00	1.75	42.00

Dollars vs Shells graph (Sold):

Seashells	6	1	24
Dollars	15.00	2.50	60.00

# PRE-ALGEBRA

This year:

- Small number of students receive access to online program.
- Math specialist checks in with them regularly.
- Math specialist adjusts online program or provides additional work.

Next year:

- Assessment given to 5th grade students who qualify.
- Pre-algebra will meet every day during 6th grade math block should we have enough students qualify.

# WAYS WE CAN CONTINUE TO IMPROVE

- Professional development provided to staff to support deepening understanding of grade level standards.
- Exploration of specific resources for mathematicians who qualify for compacting or flexible grouping.
- After school mathematics clubs.
- Ongoing individualized communication.
- Ongoing collaboration with BOWA colleagues.

# SAMPLE COMMUNICATIONS

## Email

Math Unit 1 Test >



Students took our unit 1 math test yesterday, and today students conducted an error analysis to fix any errors. For students that had difficulty correcting their answers independently, you will see that I worked with them on the error analysis sheet and/or on an attached sticky note(s). We will continue to review multiplication, division, and order of operations throughout the year, and I will work independently with any student who struggled in those areas. Once you are able to review the test, please sign and return it to school.

Our next unit is computation of decimals. I will continue to provide enrichment activities for those students who are mastering skills at a faster pace. I have several activities available in the classroom and we also have two online activities currently available in Google Classroom (5 is Alive and Open Middle). All of these enrichment activities are available to students at home as well as in school. Please reach out if you have any questions.



5th graders presented some amazing extension projects in math involving calculating revenue, creating a business plan, and advertising. Nice job [redacted] addition to the math involved, students learned other valuable lessons such as working together, meeting deadlines, and using technology effectively. They also had a chance to practice their presentation skills. This Lawn Mower task is now available to all students who'd like to give it a try. Many other students have been working on extension projects including Marcy Cook Tiles, math puzzles, and CMLs. Remember to ask your child how they are challenging themselves in math!

## Class Dojo

QUESTIONS?