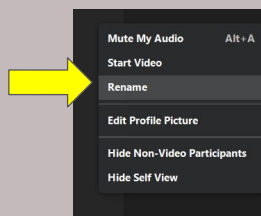
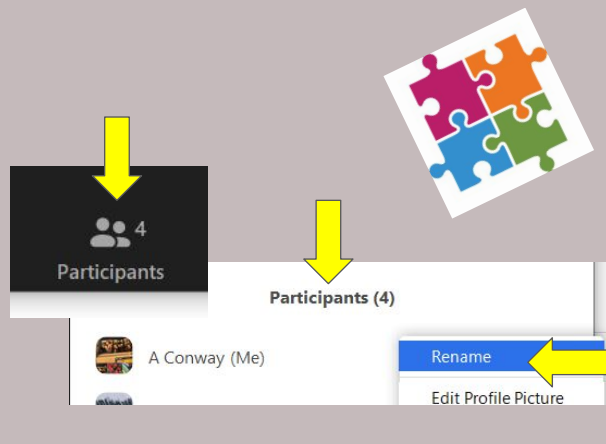


Think about which grade-level breakout room will work best for you today!

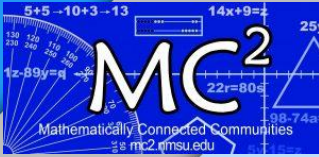
K, 1, 2, 3, 4, 5, 6, 7, 8, HS

Go to your participants icon to bring up the list of participants, find your name, and select More >Rename.

Or, hover over your image and rename yourself with your preferred grade-level and your name. For ex: 7 Allie Conway



Slides 1-4
Michelle



This session will be recorded and available at <https://mc2.nmsu.edu/>

Welcome! Please introduce yourself in the chat box by writing your name, your district, and your role in the education sector.

Mathematically Connected Communities

Structuring Accelerated Learning in Reentry

September 9, 2020

5:00-6:00 pm

Michelle
Slides 2-4
5:00-5:05

Mathematically Connected Communities (MC²) works to improve math education through a variety of professional learning experiences which align to the New Mexico Public Education Department's (NM PED) reentry guidance.

Four Live Web-Events Sessions

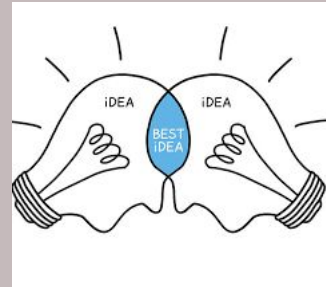
1. Awareness and Information: Purposeful Reentry and Adapting to Change
2. Unpacking Important Mathematics Reentry Documents
3. Structuring Accelerated Learning in Reentry
4. The Importance of Models in Developing Fluency



Norm Offerings for our Collaborative Session

In exploring today, what are the norm(s) you will take with you?

- Invite participation by using names
- Honor individual thinking and learning time
- Ask questions
- Expect to share
- Reflect on where you want to grow
- Other?



5:05-5:10

For our agenda today, quick revisit into acceleration and priority instruction and then engage in two math experiences. Knowing that work is in front of us, put a norm in the chat.

How are you feeling today?

Check In:

<https://student.desmos.com/join/h4cu4x>



Slides 5-6 Allie

5:10-5:15

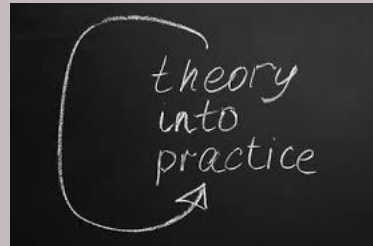
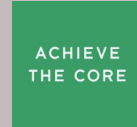
Desmos:

<https://student.desmos.com/join/h4cu4x>

Project results

Session Goals

- *How do we structure our classroom for accelerated learning?*
- *What are strategies for thoughtful acceleration?*
- *What can I do right now?*



~2 Minutes pep talk

Our first session we grounded in the humanity and our professional community.

Next session was about awareness and pushed maybe to a bit of discomfort as we navigated.

This session is theory into practice, now that I know what I know I know, what do I do next?

2 experiences, we are going to move slow...

Thinking tonight as educators; what do can we learn from experiencing this math together and that framework is married to that first sub question.

Bitesized, manageable, mathsnack of a chunk that I can do, add, or change about my classroom or practice now that is goign to impact my students in reentry----10% at a time; be thoughtful about that one or two things.

Small Group Explore

30 second brainstorm:
What do you already know about the priority documents?

In small groups, check in with what you already know and then take 10 minutes to explore again.

- What do you still wonder/need to know about **priority instructional content** and/or **acceleration**?



Michelle

Open Breakout Rooms at 5:20-5:30

Breakout Rooms

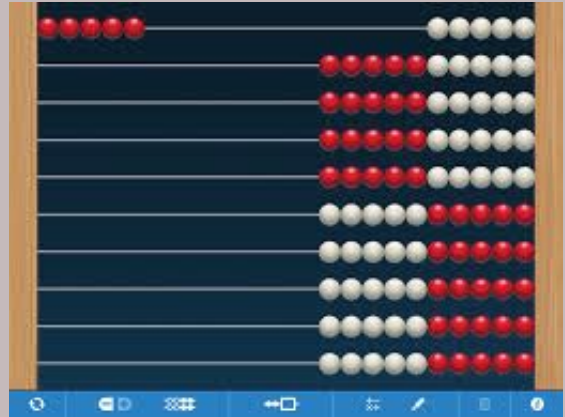
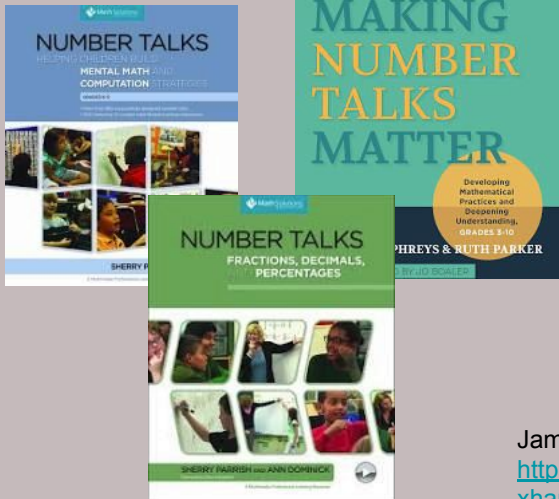
30 seconds brainstorm prior to being whisked away: What do you already know about the priority documents? (pre-think)

What do you still wonder/need to know about **priority instructional content** and/or **acceleration**?

After this, space for discussion about what is/is not acceleration.

- 80% of time
- Content standards prioritized doesn't mean that others drop off
- Where do these documents support us and help us?
- Where do we have questions?

Number Talks



Jamboard Reflection:

<https://jamboard.google.com/d/1nLD5Ve9YWU24RjueJ3IK2xharuY04nwhs2KLpM0j8q4/edit?usp=sharing>

Michelle

5:30-5:40

ReknRek, what do you see and how do you see it?

- Debrief *why* we do a number talk.
 - How does this structure support priority instructional standards and/or acceleration [purposeful reentry]?
 - What else does it support? [JAMBOARD only if time]
 - Engagement
 - Invitation to math
 - Time/structure or routine that is safe
 - Formative assessment on a tight schedule! ;)

Act 1, Peas in a Pod



Slides 9-12

Allie

5:40-5:55

<https://gfletchy.com/3-act-lessons/>

Act 1

MCCK.NBT.1, MCCK.CC.3, 4, 5

[Download the Task](#)

1. What do you wonder? (Whole Group)
2. In the chat, estimate how many peas are in each pod. Large, medium, and small.
3. If all the peas were in one pod, how many peas would there be?
4. Make an estimate you know is too big. Too small.

Act 1, Peas in a Pod



What do you wonder?

In the chat, estimate how many peas are in each pod: Large, medium, and small.

If all the peas were in one pod, how many peas would there be?

Make an estimate you know is too big. Too small.

5:40

<https://gfletchy.com/3-act-lessons/>

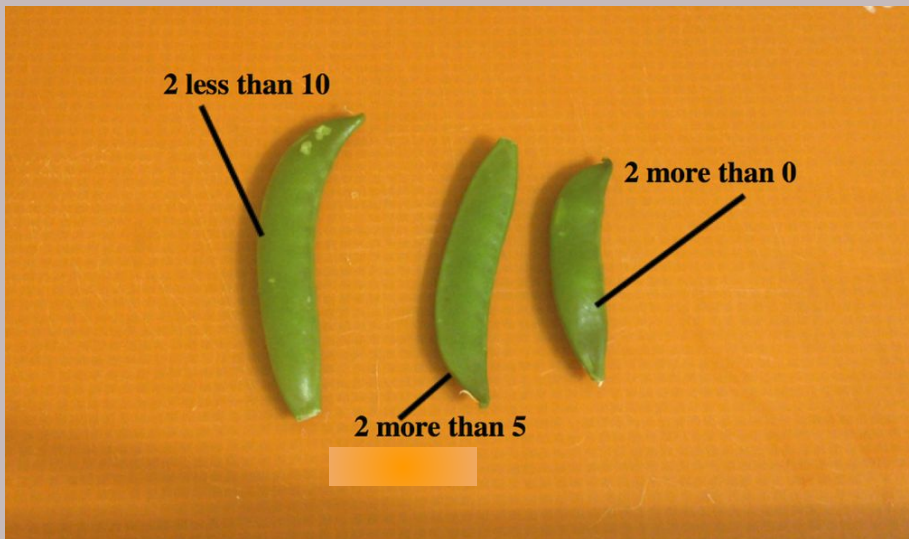
Act 1

MCCK.NBT.1, MCCK.CC.3, 4, 5

[Download the Task](#)

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Act 2: Need more information? Try this!



Act 3: Peas in a Pod



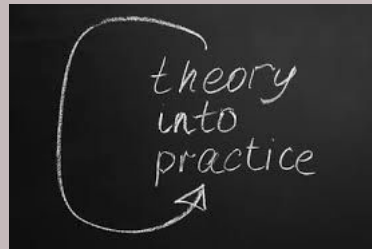
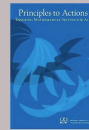
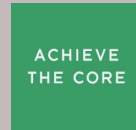
<https://gfletchy.com/peas-in-a-pod/>

End at 5:55

A **Three-Act Task** is a whole-group mathematics **task** consisting of **three** distinct parts: an engaging and perplexing **Act One**, an information and solution seeking **Act Two**, and a solution discussion and solution revealing **Act Three**

Session Goals

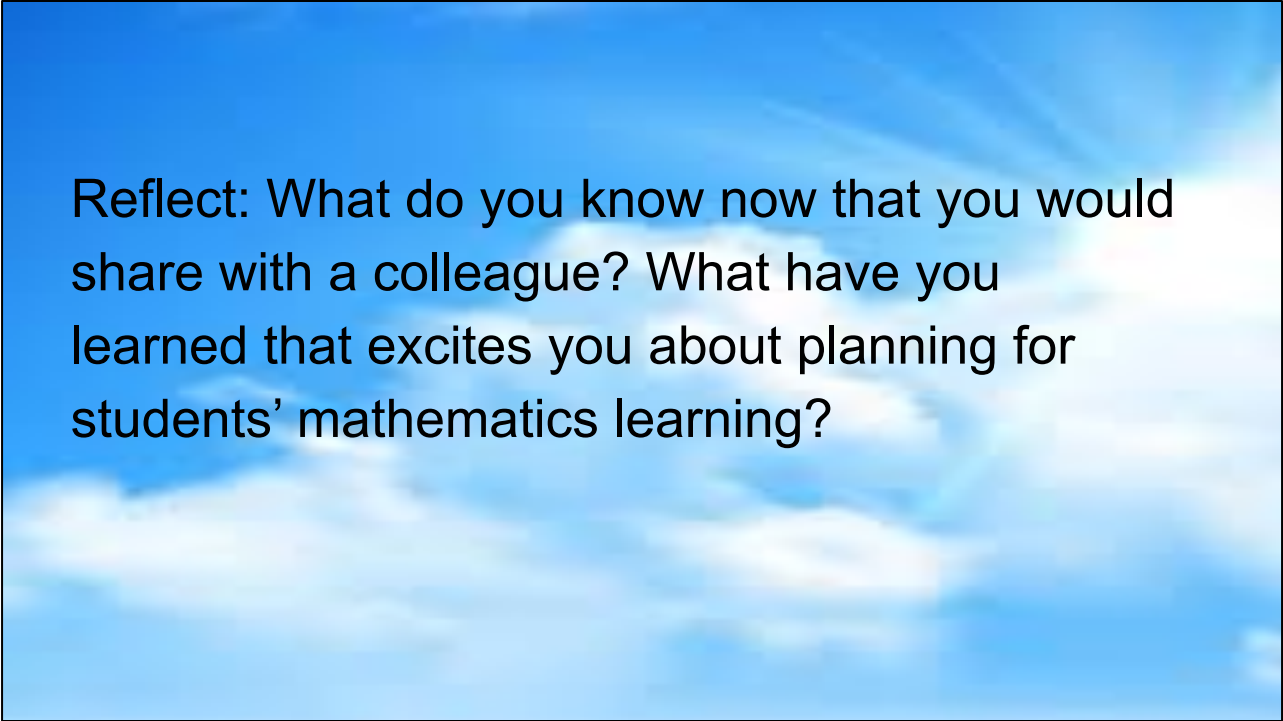
- *How do we structure our classroom for accelerated learning?*
- *What are strategies for thoughtful acceleration?*
- *What can I do right now?*



Revisit our session goals.

What would you say now that is the same as it was for you at the start of this session and what has changed for you.

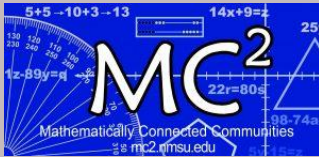
Slides 13-14



Reflect: What do you know now that you would share with a colleague? What have you learned that excites you about planning for students' mathematics learning?

Ask to put into the chat.

Thank you!



Link to MC² Website:
<https://mc2.nmsu.edu/>

Link to MC² Professional Learning Webpage:
<https://mc2.nmsu.edu/pd/>

Link to MC² Contact Page:
<https://mc2.nmsu.edu/about-us/contact-us/>

How to Register for Web Sessions

- Register in learning pairs through the **MC² website**
- Registration will open the **Thursday** before the event
- Events will start at 5:00 pm unless otherwise noted on the registration form

Mark your calendars:

- September 9
- September 23