

---

# Welcome

CPM Virtual Learning Series



## Foundations for Implementation – Session 5

*What should I do before we get started?*

- + Feel free to test your mic, then mute.
- + In the Public Chat, share your college and/or high school mascot.
- + Review the Virtual Routines.

### Virtual Routines

- Join with microphone.
- Private Chat Facilitator for individual support.
- Share your ideas.
- Open eBook.

# Tech Tip



## Whiteboard Tools

The screenshot shows a whiteboard interface with several toolbars. A red box highlights the 'Color' and 'Fill' options, which include a grid of colored circles and a 'Keep Open' checkbox. Another red box highlights the 'Dash' and 'Size' options, which include a grid of dashed patterns and buttons for 'S', 'M', and 'L' sizes. A third red box highlights the 'Styles' dropdown menu. A fourth red box highlights the main toolbar on the right, which includes icons for selection, erasing, drawing shapes, and text. A fifth red box highlights the bottom toolbar, which includes icons for adding, microphone, camera, and a whiteboard icon. A red arrow points from the bottom toolbar to a callout box that says 'Click here to turn on multi-user whiteboard'.

Color

Fill

Dash

Size

Keep Open

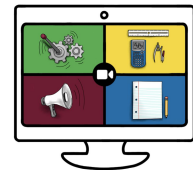
Styles

Click here to turn on multi-user whiteboard

## Team Room Routines

- Join with microphone.
- Webcams (encouraged).
- Offer support to team.
- Share your ideas.

# How does it grow?



## Team Task: 6 Minutes

1. Introduce yourself to your team and share a strength that you bring to the team from the Pick 3. (2 min)
2. Consider your strengths to determine roles for this session. (1 min)

Resource Manager

Task Manager

Facilitator

Recorder/Reporter

3. Pretend your team has completed the part of the problem shown. Review the work and complete parts **c** & **d**. (3 min)

The growth of a tile **Pattern C** is represented by the equation  $y = 3x + 1$ .

- a. Copy and fill in the table for Pattern C.

Figure # $x$	0	1	2	3	4
# of Tiles $y$	1	4	7	10	13

- b. By how many tiles is Pattern C growing? What is the starting value?
- c. Where do you look in the table to see the growth and starting value?
- d. Where do you look in the equation to see the growth and starting value?

# Learning Log

## Team Brainstorm and Learning Log

### **Team Task: 5 Minutes**

Take turns sharing your prior expertise and any new ideas for managing student work as well as how you might help students understand the shifts in teaching and learning.



Team Whiteboard Brainstorming Space

# Mixed, Spaced Practice



## Team Task: 5 Minutes

1. Read team role responsibilities. (1 min)
2. Facilitate a Discussion Round allowing everyone to share. (4 min)

## Discussion Round

Take turns sharing your *connection*, *extension* or *challenge* from the reading.

- + How are the ideas and information presented **connected** with what you already knew?
- + What new ideas did you get that **extended** or broadened your thinking?
- + What **challenges** or puzzles have come up in your mind from the ideas and information presented?

**RM**

Start Discussion Round.

**F**

Lead the Discussion Round.

**T**

Monitor time so everyone can share.

**R/R**

Ensure everyone shares.

---

# Screen Break

Take a break and walk away from the computer.





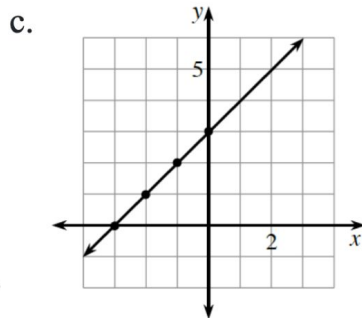
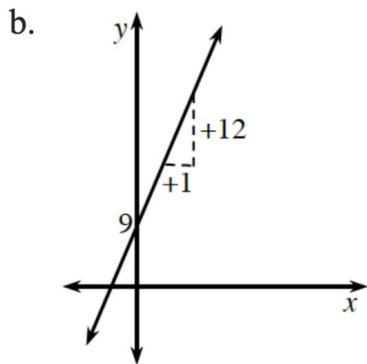
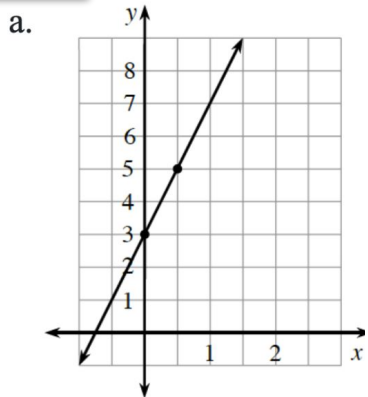
Red Light, Green Light	Test	2-11	2-12	2-13 a-c	2-14	2-15	2-16
Team 1							
Team 2							
Team 3							
Team 4							
Team 5							
Team 6							
Team 7							
Team 8							
Team 9							
Team 10							
Team 11							

Stuck

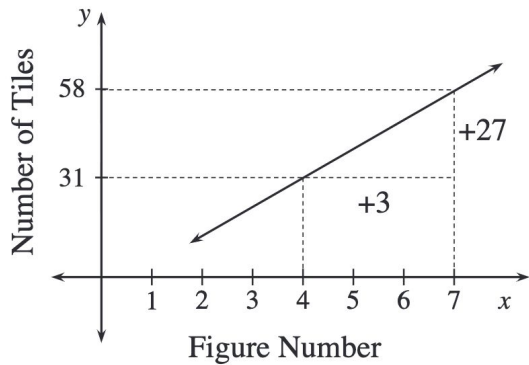
Hmm

Done/  
Good  
to go!

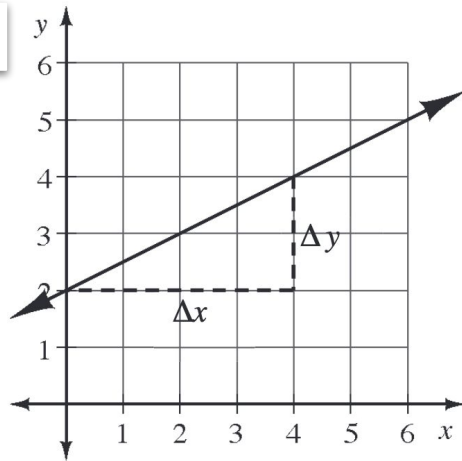
2-13



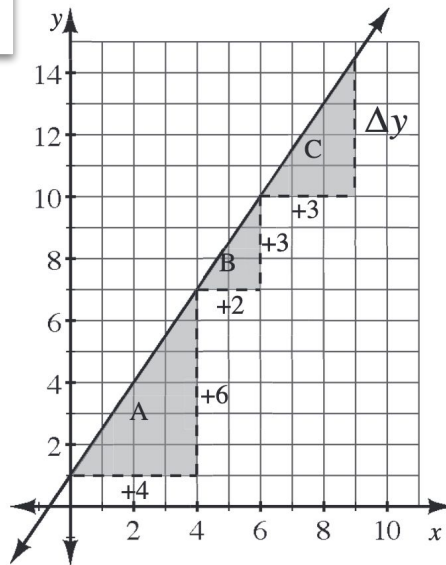
2-14



2-15



2-16





---

# Assessment Tab

## Jigsaw



### Team Task: 6 Minutes

Share a summary of your reading in a team Whiparound.

**RM**

**Presentations**

**T**

**Team Assessments**

**F**

**Observations**

**R/R**

**Individual Assessments**

### Bonus Discussion:

How do these ideas align with your current assessment practices?