Foundations for *Inspiring Connections* – Day 3

Opening

Foundations for *Inspiring Connections* – Day 3

Door Question:
Which one?

Sign in and share in the door question.

Choose a popsicle stick. Use the shape on your stick to find your team.

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Foundations for *Inspiring Connections* – Day 3

#MoreMath

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email@cpm.org

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Opening

Student Logins

Team Task:

1. Only one device is needed per team.
    a. Enter bit.ly/CPMlogin into an incognito window.
2. Click on “Inspiring Connections.”
3. Click on the green pop-up in the top right corner.

Opening

Inclusivity

"As data increases and more decisions are being based on data, students must develop a deeper understanding of the methods and ethics associated with collecting, analyzing, visualizing, and communicating data… by building data science into the math curriculum and integrating more datasets relevant to students' lived experiences, we can transform this perception and inspire more interest in the subject as a whole."

Dykema, K. (2024). "The importance of data science." President's Message. NCTM.

Opening

IC3 1.1.4 – Is there a relationship?

Student

Learning Targets:

+ I can plot points correctly.
+ I can draw a line that fits the data, and I can use it to make predictions.

Team Goal:

+ Together, we will construct viable arguments and critique the reasoning of others.

p.32–34

Opening

IC3 1.1.4 – Is there a relationship?

Reflect on your experience with a focus on problem-based learning.

What were you doing as a student?

What was I doing as a teacher?

Learning Target: I can identify how routines and structures support learning.

Opening

Inclusivity

Teacher Tips – Lesson at a Glance

Mathematical Language Routines

(Co-Crafted Questions)

Study Team & Teaching Strategies

(Talk-Write-Discuss, Dyad)

Discussion Supports

(Talk Moves)

Want to Learn More?

Opening

8 Competencies for Culturally Responsive Teaching

Competency 4: Bring real-world issues into the classroom

Culturally responsive teachers address the "so what?" factor of instruction by helping students see how the knowledge and skills they learn in school are valuable for their lives, families, and communities…Culturally responsive educators employ lessons and regularly assign projects that require learners to identify complex, real-world issues they encounter in their daily lives and propose solutions for these problems.

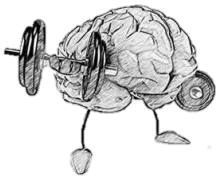
(*Inspiring Connections*, Teacher Materials, 2024)

Want to know more? See "8 Competencies for Culturally Responsive Teaching" in Teacher Materials

Opening

Brain Break

Student



- shake right hands
- shake left hands
- fist bump right hands
- fist bump left hands
- hammer tap right hands
- hammer tap left hands
- crossing high ten
- double fist bump
- do a high ten

Agenda

Learning Target

- **Lesson & Opening**
- Research Connections
- Break
- Collaborative Connections
- Embedded Supports
- Lunch
- Lesson Sequence
- Break
- Algebra Tiles
- Walkthrough
- Preparing to Teach
- Closure

Learning Target: I can identify how routines and structures support learning.

Opening

Housekeeping

- Bathrooms
- 8:00 AM – 4:00 PM
- Breaks scheduled and as needed
- Lunch at ~11 AM
- Parking Lot poster
- Supply/resource table

Opening

Outcomes

Participants will…

+ Become familiar with the CPM Problem-Based Learning research pillar.
+ Learn how the design of *Inspiring Connections* supports and develops problem-based learning.
+ Explore and experience *Inspiring Connections*.
+ Reflect on current practices and beliefs to develop a plan for the implementation of *Inspiring Connections*.

Opening

Working Agreements

Be willing to take **risks**.

Have a **visionary** mindset.

Stay **engaged**.

Explore and reflect on your **beliefs**.

Give **grace** to others and yourself.

Change takes time, effort, and support!

Opening

Feedback – Day 2

Questions and Wonderings

- Parking Lot Document
- Changes & Updates

Agenda

Learning Target

- Opening
- **Research Connections**
- Break
- Collaborative Connections
- Embedded Supports
- Lunch
- Lesson Sequence
- Break
- Algebra Tiles
- Walkthrough
- Preparing to Teach
- Closure

Learning Targets:

- I can connect problem-based learning to culturally responsive pedagogy.
- I can explain how problem-based learning supports long-term retention.

Research Connections

Standards for Mathematical Practice

Focus: Problem-Based Learning

In *Inspiring Connections,* students…

+ reason abstractly and quantitatively, often switching between the two as they work through situation-based problems;
+ model the world with mathematics as they engage in non-routine tasks;
+ use tools, technology, manipulatives, models, and algorithms strategically as they work to solve team-worthy problems; and
+ look for and make use of structure as they construct their understanding of tasks and the mathematics behind them.

Research Connections

Introduction

Teacher

Think-Ink-Pair-Share

What are your beliefs about and experiences with problem-based learning?

p.35

Research Connections

Problem-Based Learning – Why?

Professional Learning Portal:

- Click on your name dropdown to access **File Cabinet**
- **Foundations for *Inspiring Connections***
- **In Person** and **Days 1-4 Resources**
- Select **04. Problem-Based Learning Executive Summary**

Research Connections

Go-Around One Protocol

Focus on the **blue boxes:** *"CPM infers from this research that…"*

And **think** about:

What is math authority, and why is it important in problem-based learning?


p.35

Research Connections

Go-Around One Protocol – Debrief

What is math authority, and why is it important in problem-based learning?

Discussion Round

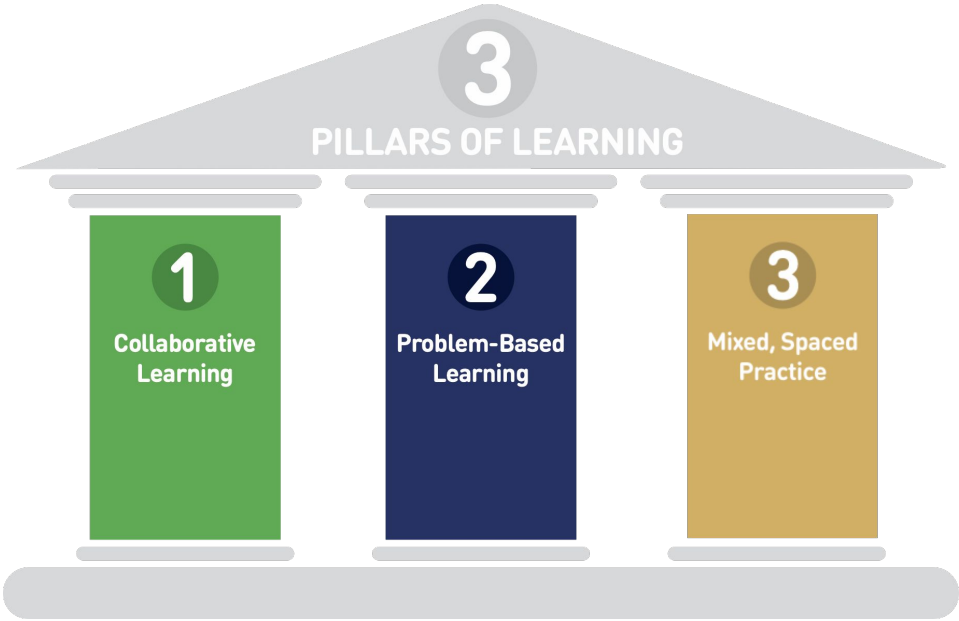
1. Person 1 shares.
2. While Person 1 reports, other team members actively listen.
3. Repeat until all team members have reported all of their ideas.
4. The team comes to a consensus on which idea they will share.

Learning Targets:

- I can connect problem-based learning to culturally responsive pedagogy.
- I can explain how problem-based learning supports long-term retention.

Research Connections

CPM Educational Program



Research Connections

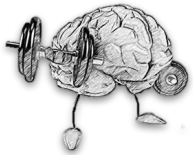
Embedded Support

How does *Inspiring Connections* support an environment for effective problem-based learning?

- **Intentional Launch & Closure**
- **Embedded Supports**
- **Circulation, Questioning, & Team Interactions**
- **Digital Platform**
- **Mathematician's Notebook**
- **Vertical Non-Permanent Surfaces (VNPS)**

Research Connections

Brain Break



Coin Catching

- Place your fist under your chin.
- Set one penny on your elbow.
- Quickly slide your hand down to catch the coin.

Student

Research Connections

CPM Guiding Principles

Teacher

Students deepen their mathematical understanding when they are engaged with concepts over time.

Students have significantly better retention of mathematics when concepts are grounded in context.

Students involvement in effective study teams increases their ability to learn mathematics.

Effective study teams are guided, supported and summarized by a reflective knowledgeable teacher.

Assessing what students understand requires more than one method and more than one opportunity.

When students and stakeholders embrace a growth mindset, they understand that mastery takes time, effort and support.

Research Connections

Venues

Team Jigsaw

How does _____ support problem-based learning?

Digital Platform:

- Click on the **Teacher Materials**.
- **Lesson Implementation** tab.
- Select **Venues**.
- Read “Overview” and your assigned venue.

p.36–37

Teacher

Digital Platform

Mathematician’s Notebook

Vertical Non-Permanent Surfaces (VNPS)

Research Connections

Venues

Teacher

Discussion Round

1. Person 1 reports the idea that they recorded.
2. While Person 1 reports, other team members listen, but do not question or comment.
3. When Person 1 finishes, repeat until all team members have reported all of their ideas.
4. The team discusses all ideas and comes to a consensus on which idea they will share with the whole group.

Digital Platform

Mathematician's Notebook

Vertical Non-Permanent Surfaces (VNPS)

Go-Around One

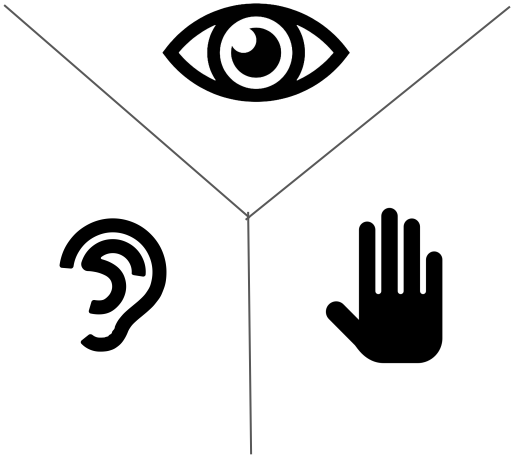
p.36–37

Research Connections

Venues

Teacher

When teams are using _____, what should it look like, sound like, and feel like?



- **Digital Platform**
- **Mathematician's Notebook**
- **Vertical Non-Permanent Surfaces (VNPS)**

Research Connections

Reflection

Partner: Proximity

How will you introduce the venues?

What will you share about the purpose of each venue?

What do you want your students to know about them?

How might the "Looks Like, Sounds Like, Feels Like" activity help your students create an effective learning environment?

Add questions, comments, good ideas to share, and burning issues to the Parking Lot!

Break

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Agenda

Learning Target

- Opening
- Research Connections
- Break
- **Collaborative Connections**
- Embedded Supports
- Lunch
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- Break
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- Closure

Learning Target: I can provide opportunities for students to become independent in pursuing problems.

Collaborative Connections

Embedded Supports

How does problem-based learning in *Inspiring Connections* support an environment for effective collaborative learning?

- **Visibly Random Teams**
- **Team Roles**
- **Collaborative Learning Agreements**
- **Embedded Supports (STTS, MLRs, etc.)**
- **Circulation and Questioning**
- **Vertical Non-Permanent Surfaces (VNPS)**

Collaborative Connections

From Dependent Learners to Independent Learners

The Dependent Learner	The Independent Learner
+ Is dependent on the teacher to carry most of the cognitive load of a task always. + Is unsure of how to tackle a new task. + Cannot complete a task without scaffolds. + Doesn't retain information well or "doesn't get it."	+ Relies on the teacher to carry some of the cognitive load temporarily. + Utilizes strategies and processes for tackling a new task. + Regularly attempts new tasks without scaffolds. + Has cognitive strategies for getting unstuck. + Has learned how to retrieve information from long-term memory.

(Culturally Responsive Teaching & the Brain, Hammond, 2015)

Collaborative Connections

IC2 Lesson 0.1.4 Launch

Teacher

Team Task:

+ Your teacher will give you five sheets of paper.
+ Your team will have 6 minutes to build the tallest tower.
+ No other supplies can be used, but you can manipulate the paper in any way you find helpful.

Collaborative Connections

Launches

The Dependent Learner	The Independent Learner
+ Is dependent on the teacher to carry most of the cognitive load of a task always. + Is unsure of how to tackle a new task. + Cannot complete a task without scaffolds. + Doesn't retain information well or “doesn't get it.”	+ Relies on the teacher to carry some of the cognitive load temporarily. + Utilizes strategies and processes for tackling a new task. + Regularly attempts new tasks without scaffolds. + Has cognitive strategies for getting unstuck. + Has learned how to retrieve information from long-term memory.

(Culturally Responsive Teaching & the Brain, Hammond, 2015)

Collaborative Connections

Reflection & Practice – Debrief

Team Share Around

Your Task:

- Review a Reflection & Practice assignment in your Mathematician's Notebook.
  - Go-Around One: Share — *What did you notice?*
  - Go-Around One: Share — *What did you wonder?*
- Decide on one thing for your **Representative** to share out.
- With remaining time, discuss Reflection & Practice management.

Add questions, comments, good ideas to share, and burning issues to the Parking Lot!

Collaborative Connections

Collaborative Learning

Culturally Responsive Pedagogy

- *How does problem-based learning support developing independent learners?*
- *Why is problem-based learning important for your students?*

Learning Target: I can provide opportunities for students to become independent in pursuing problems.

Dyad

Collaborative Talk

Directions:

1. Locate your partner.
2. Determine who will be Partner 1 and who will be Partner 2.
3. Partner 1 shares uninterrupted for approximately one minute, while Partner 2 attentively listens.
4. Then Partner 2 shares for an equal amount of time, while Partner 1 attentively listens.

Collaborative Connections

Collaborative Learning

Dyad

Teacher

Culturally Responsive Pedagogy

- *How does problem-based learning support developing independent learners?*
- *Why is problem-based learning important for your students?*

Use these sentence frames as needed:

- *At first I was thinking _____, but now I think _____.*
- *Another thought I have is _____.*
- *I noticed _____, so I wonder _____.*

Agenda

Learning Target

- Opening
- Research Connections
- Break
- Collaborative Connections
- **Embedded Supports**
- Lunch
- Lesson Sequence
- Break
- Algebra Tiles
- Walkthrough
- Preparing to Teach
- Closure

Learning Target: I can explain how components of the Authors' Vision support problem-based learning.

Embedded Supports

Math Language Routines & Strategies

Authors' Vision

- Talk-Write-Discuss
- Three Reads
- Discussion Supports
- Investigate Follow-Up Questions

Embedded Supports

Math Language Routines & Strategies

Teacher

Jigsaw

Study Team and Teaching Strategies	Mathematical Language Routines	Mathematical Language Routines	Encourage Deeper Thinking
Talk-Write-Discuss	**Three Reads**	**Discussion Supports**	**Investigate Follow-Up Questions**

p.38 *Inspiring Connections* → Teacher Materials → Embedded Supports

Embedded Supports

Math Language Routines & Strategies

Jigsaw

For your implementation of *Inspiring Connections*:

- *How will this routine or strategy support math proficiency?*
- *How might your students believe they have power over their own learning?*
- *How does it support problem-based learning?*

p.38

Talk-Write-Discuss

Three Reads

Discussion Supports

Investigate Follow-Up Questions

Embedded Supports

Math Language Routines & Strategies

Stronger and Clearer

- Share your written summary with your routine or strategy team.
- **Stronger and Clearer:** Revise your written summary to include specific examples from IC3 1.1.4 – *What is the Relationship?*

Talk-Write-Discuss

Three Reads

Discussion Supports

Investigate Follow-Up Questions

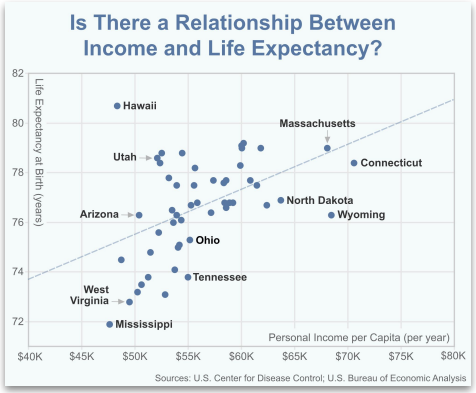
Embedded Supports

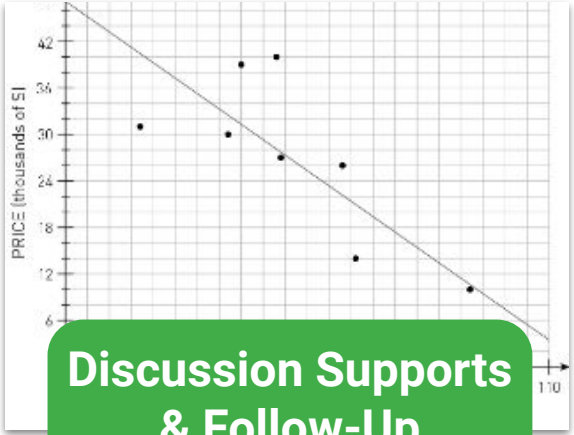
IC3 1.1.4 Is there a relationship? – Authors' Intent

Student

Share Around

Focus Question: *How do routines and strategies support problem-based learning?*





Talk-Write-Discuss

Three Reads

Discussion Supports & Follow-Up Questions

Embedded Supports

Reflection

Participant's Notebook: Reflection Journal

- *What do you want to remember about Mathematical Language Routines & Strategies?*
- *How do Mathematical Language Routines & Strategies connect to problem-based learning?*

Learning Target: I can explain how components of the Authors' Vision support problem-based learning.

p. 39, 5

Add questions, comments, good ideas to share, and burning issues to the Parking Lot!

Lunch Time

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+ Move into your new Visibly Random Teams
+ Please return by: xx:xx

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Agenda

Learning Target

- Opening
- Research Connections
- Break
- Collaborative Connections
- Embedded Supports
- Lunch

- **Lesson Sequence**
- Break
- Algebra Tiles
- Walkthrough
- Preparing to Teach
- Closure

Learning Target: I can explain how the lesson sequence supports problem-based learning.

Lesson Sequence

Door Questions (Rapid Idea Generation)

Teacher

What are some Door Questions to promote social interactions?
Promote safe environments?
Welcome all learners?

Your Task:

+ Independently write each Door Question on a sticky note. (1 min)
+ As a team, continue to write Door Questions. (1 min)

Lesson Sequence

Student Logins

Team Task:

1. Only one device is needed per team.
    a. Enter bit.ly/CPMlogin into an incognito window.
2. Click on “Inspiring Connections.”
3. Click on the green pop-up in the top right corner.

Lesson Sequence

IC2 1.1.2 Launch – Math Chat – Clue Me In

Clue #1: The number of coins is a multiple of four and eight.

Clue #2: The number of coins is more than ten times the product of four and eight.

Clue #3: The second digit raised to the power of the first digit is equal to the third digit.

Which clue was the most helpful?

Which estimate was closest to the answer?

Lesson Sequence

IC2 1.1.2 – How big is a million?

Student

Learning Targets:

+ I can analyze a proportional relationship to make a prediction.

Team Goal:

+ Share your ideas. Every idea is important.

p.40–41

Lesson Sequence

IC2 1.1.2 – Debrief

How does *Inspiring Connections* support problem-based learning?

What were you doing as a student?

What was I doing as a teacher?

Lesson Sequence

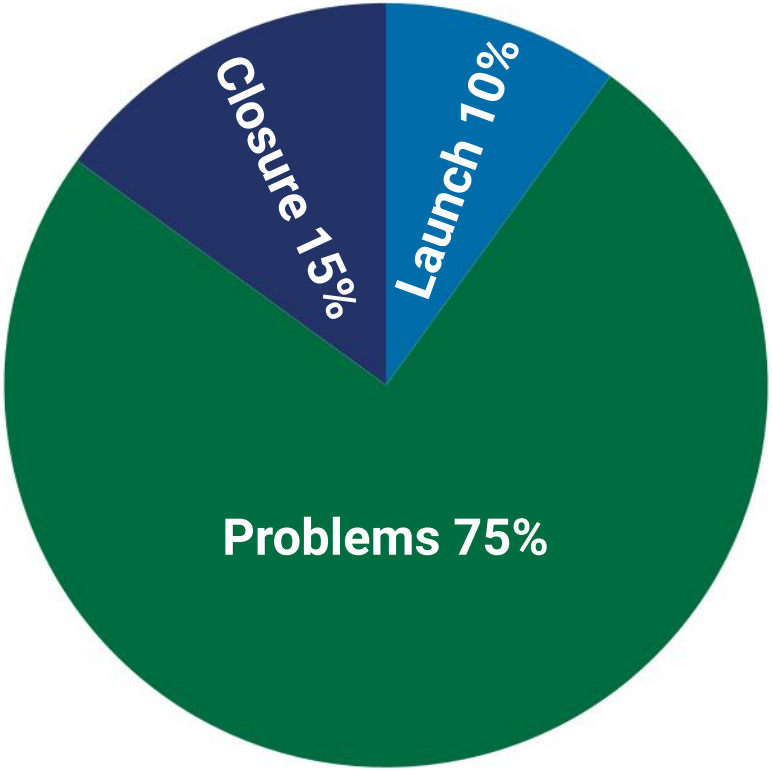
Classroom Clock

Teacher

Lesson Sequence

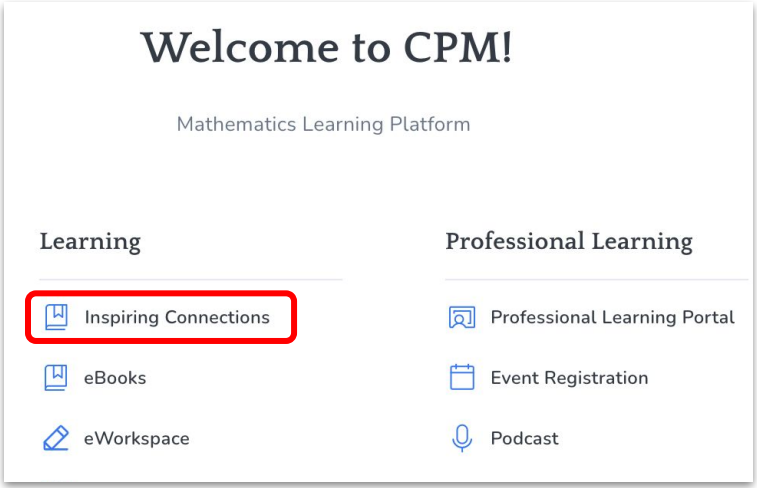
Classroom Clock

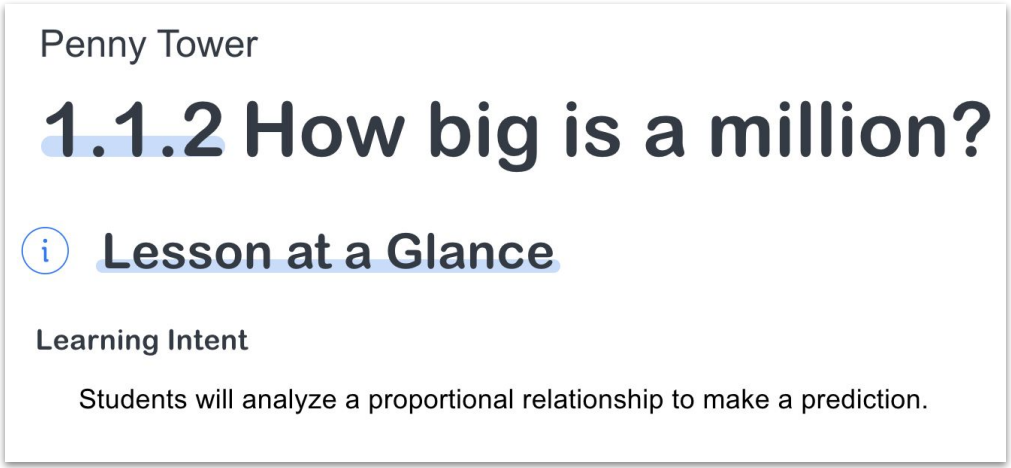
Teacher



Lesson Sequence

Teacher Lesson





Learning Target: I can explain how the lesson sequence supports problem-based learning.

Break

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Agenda

Learning Target

- Opening
- Research Connections
- Break
- Collaborative Connections
- Embedded Supports
- Lunch
- Lesson Sequence
- Break
- **Algebra Tiles**
- Walkthrough
- Preparing to Teach
- Closure

Learning Target:

- I can use algebra tiles to combine like terms and write equivalent expressions.

Algebra Tiles

What are Algebra Tiles?

Student

What do you notice?
What do you wonder?

Explore the tiles with your team and write down your team's notices and wonders. **(3 minutes)**

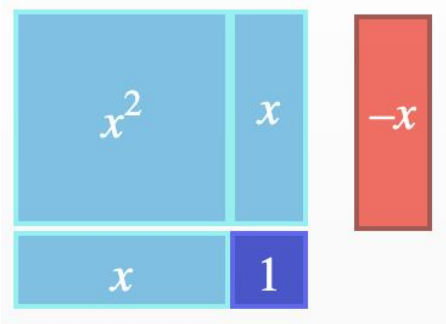
Coordinator Be prepared to share out one of your team's notices or wonders.

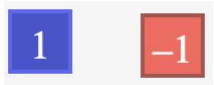
p.42

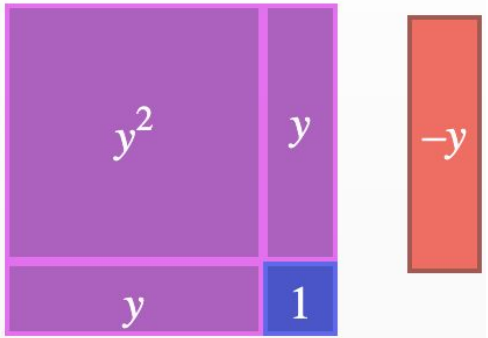
Algebra Tiles

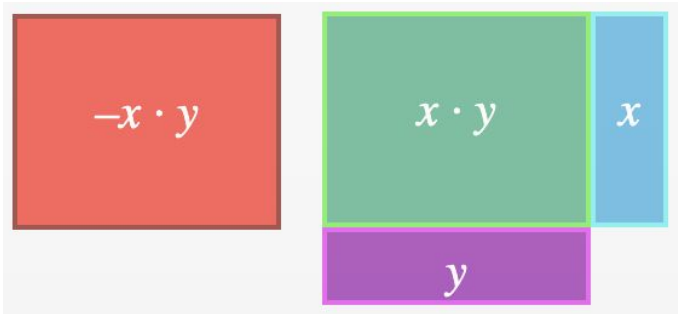
Naming Algebra Tiles

Teacher







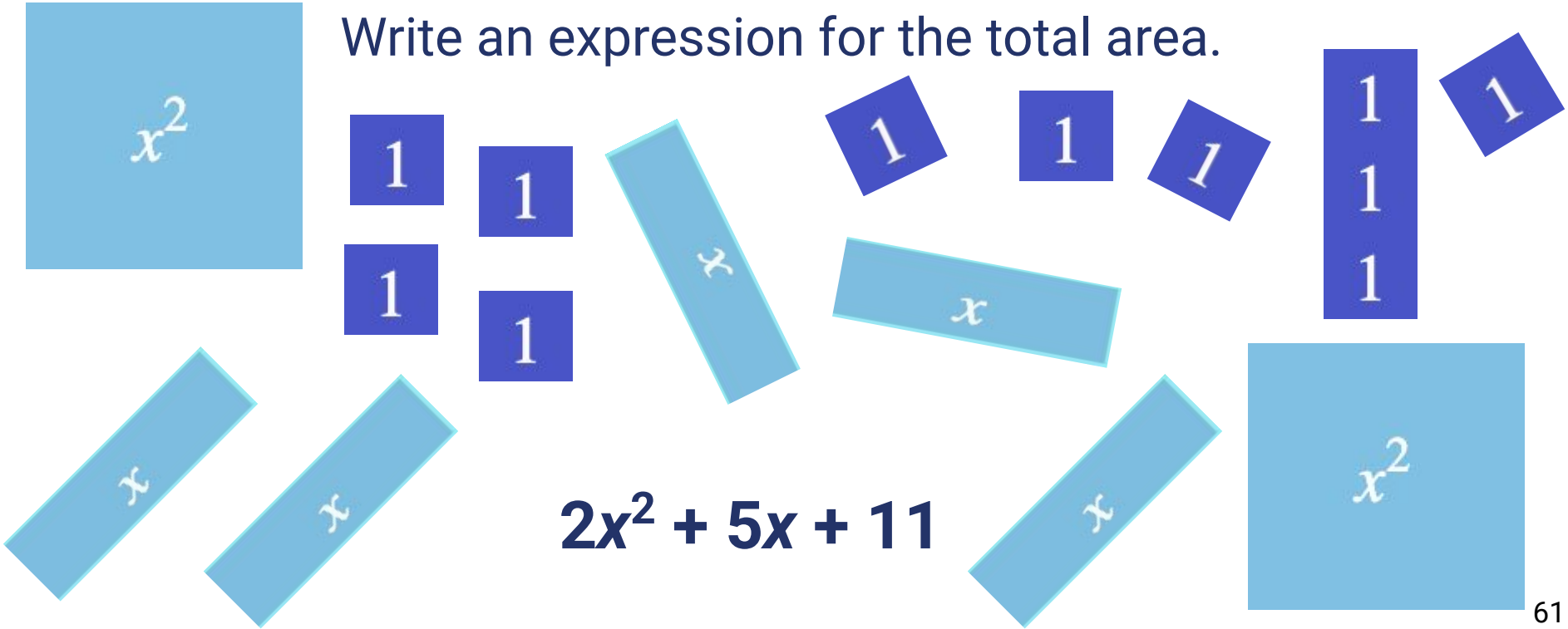


Algebra Tiles

Algebraic Expressions – Combining Like Terms

Teacher

Write an expression for the total area.

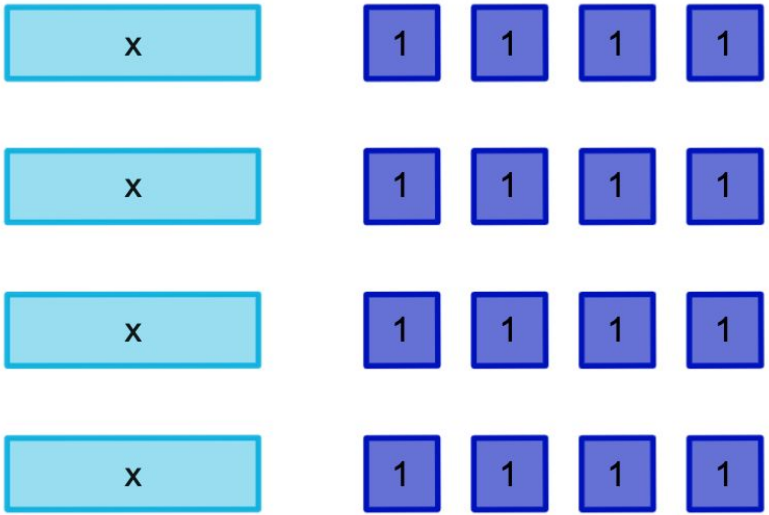


$$2x^2 + 5x + 11$$

Algebra Tiles

IC1 8.1.3 – What is an equivalent expression?

Student



Fortune thinks that the tiles shown here represent $4x + 16$.

Mikale thinks they represent $4(x + 4)$.

Who is correct?

Algebra Tiles

What is an equivalent expression?

Student

Build each expression using algebra tiles. Write an equivalent expression.

$3x + 6$

$6(x + 2)$

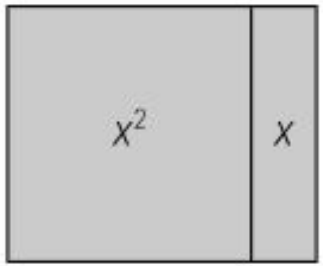
Algebra Tiles

IC1 8.1.5 – What do the numbers mean?

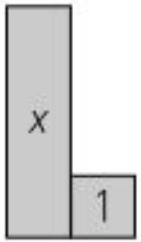
Student

Build each of the following shapes using algebra tiles. What is the perimeter of each shape? Combine as many like terms as possible.

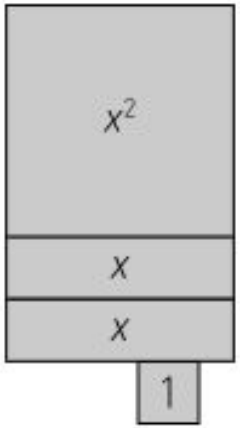
a.



b.



c.



Algebra Tiles

Reflection Journal

Teacher

Reflect on the Algebra Tile Thread by **completing** a 3-2-1 entry.

3 things that I learned
2 connections to my curriculum
1 question I still have

Standards for Mathematical Practice: Use appropriate tools strategically.

Break – Stretch and Sort

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- Please sit together in groups of two, three, or four course-alike teachers.
- Option: Co-Teachers join the team of the course you teach or support.

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Agenda

Learning Target

- Opening
- Research Connections
- Break
- Collaborative Connections
- Embedded Supports
- Lunch
- Lesson Sequence
- Break
- Algebra Tiles
- **Walkthrough**
- Preparing to Teach
- Closure

Learning Targets:

- I can experience and explain the development of classroom community and mathematics content in my course.
- I can navigate the curriculum materials.

Walkthrough

Chapter 1

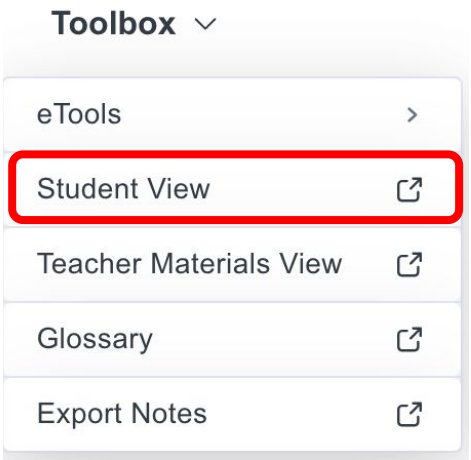
Teacher

Turn & Talk

What stood out during the lessons you experienced as a student today?

Walkthrough

Team Task



Are we ready to start? Complete the checklist below:

- ❑ Locate the **Learning Ladder** and **Red Light, Green Light** materials.
- ❑ Identify the vertical surface and marker for your team.
- ❑ Access your student Mathematician's Notebook and Chapter 1 task card.
- ❑ Review your role on the placemat.

Goal: Complete as many of the Prelude activities as possible.
Navigate the teacher and student materials (Digital Platform and MNB).

Walkthrough

Chapter 1 Learning Ladder

Team 0 (IC2) Example		Team 1 (IC#)		Team 2 (IC#)		Team 3 (IC#)		Team 4 (IC#)		Team 5 (IC#)		Team 6 (IC#)		Team 7 (IC#)		Team 8 (IC#)	
1.1.1																	
1.1.2																	
1.1.3																	
1.2.1																	
1.2.3																	
1.2.4																	
1.3.1																	

Walkthrough

Reflection

Learning Targets:

I can experience and explain the development of classroom community and mathematics content in my course.

I can navigate the curriculum materials.

Share Around: Share one thing you noticed or wondered.

Add questions, comments, good ideas to share, and burning issues to the Parking Lot!

Agenda

Learning Target

- Opening
- Research Connections
- Break
- Collaborative Connections
- Embedded Supports
- Lunch
- Lesson Sequence
- Break
- Algebra Tiles
- Walkthrough
- **Preparing To Teach**
- Closure

Learning Target: I can provide opportunities for students to become independent in pursuing problems.

Preparing To Teach

From Dependent Learners to Independent Learners

The Dependent Learner	The Independent Learner
+ Is dependent on the teacher to carry most of the cognitive load of a task always. + Is unsure of how to tackle a new task. + Cannot complete a task without scaffolds. + Doesn't retain information well or "doesn't get it."	+ Relies on the teacher to carry some of the cognitive load temporarily. + Utilizes strategies and processes for tackling a new task. + Regularly attempts new tasks without scaffolds. + Has cognitive strategies for getting unstuck. + Has learned how to retrieve information from long-term memory.

(Culturally Responsive Teaching & the Brain, Hammond, 2015)

Preparing To Teach

Collective Knowledge

Carousel

What works best for you when preparing to teach a lesson?

Preparing To Teach

Discussion Rounds

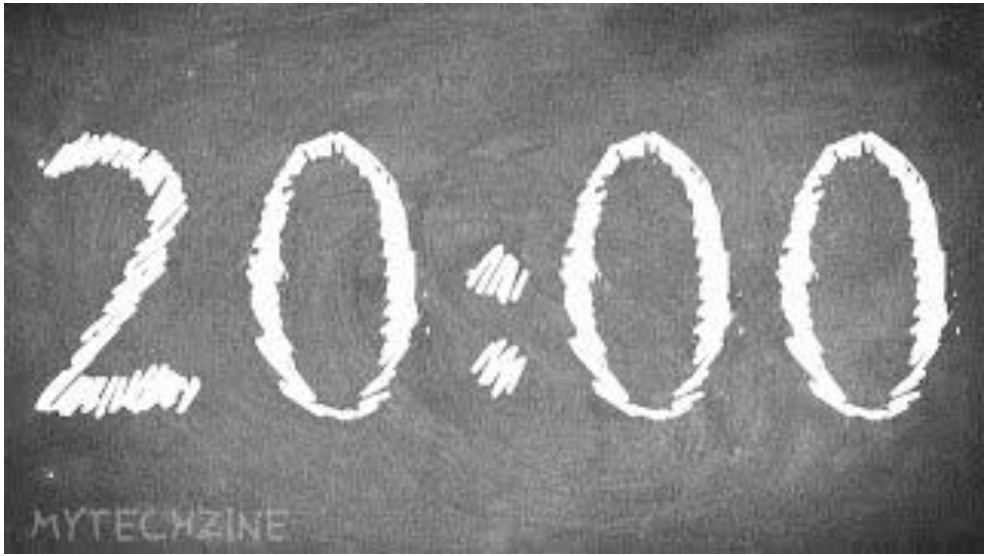
Hosted Exhibit Visit

Focus questions:

- *What do you want to remember about the Authors' Vision when preparing to teach?*
- *What teacher moves do you want to focus on when preparing to teach?*
- *What is good for your students?*

Preparing To Teach

Taking Action



Learning Target: I can provide opportunities for students to become independent in pursuing problems.

Preparing To Teach

Discussion Rounds – Debrief

Focus questions:

- *What do you want to remember about the Authors' Vision when preparing to teach?*
- *What teacher moves do you want to focus on when preparing to teach?*
- *What is good for your students?*

Share Around: Share one component of lesson preparation you will implement this school year.

Add questions, comments, good ideas to share, and burning issues to the Parking Lot!

Agenda

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- **Closure**

Learning Target: I can reflect on the impact of problem-based learning.

Closure

Problem-Based Learning Vocabulary

Reciprocal Teaching: How does *Inspiring Connections* support an environment for effective problem-based learning?

- **Intentional Launch & Closure**
- **Mathematical Language Routines & Strategies**
- **Circulation, Questioning, & Team Interactions**
- **Digital Platform**
- **Learning Targets**
- **Vertical Non-Permanent Surfaces (VNPS)**

Closure

Embedded Supports

Ambassador	Go Chat	Pass It On	Stop and Scan	Stronger & Clearer
Board Report	Huddle	Pick Three	Swapmeet	Collect & Display
Carousel	Jigsaw	Quick Pitch	Talk-Write Discuss	Critique, Correct, Clarify
Dyad	Learning Ladder	Reciprocal Teaching	Teammates Consult	Information Gap
Exhibit Visit	Listening Post	Red Light, Green Light	Team Spotlight	Co-Craft Questions
Fishbowl	Numbered Heads	Relay	Think-Ink-Pair-Share	Three Reads
Give One, Get One	Pairs Check	Share Around	Visibly Random Teams	Compare & Connect
Glow and Grow	Partner	Silent Debate		Discussion Supports

Closure

Outcomes

Participants will…

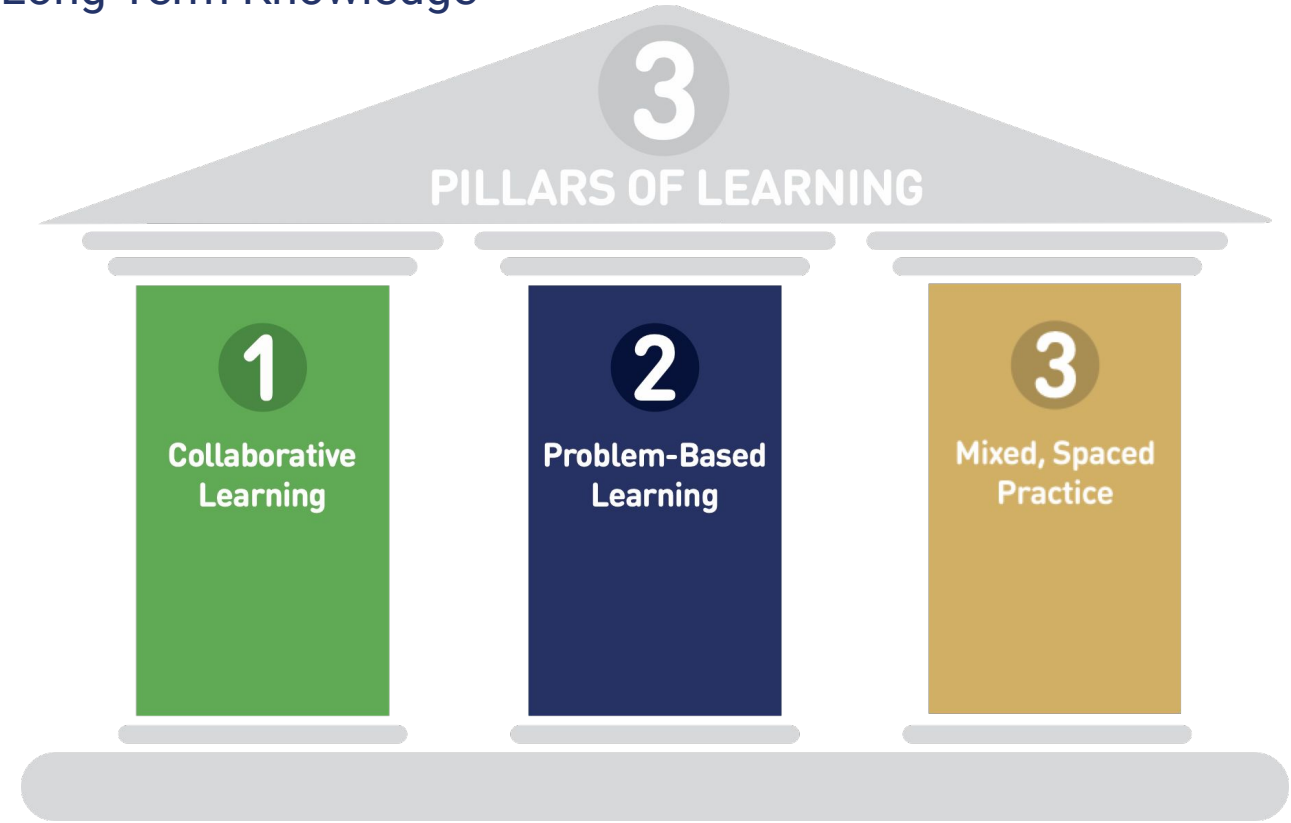
- Become familiar with the CPM Problem-Based Learning research pillar.
- Learn how the design of *Inspiring Connections* supports and develops problem-based learning.
- Explore and experience *Inspiring Connections*.
- Reflect on current practices and beliefs to develop a plan for the implementation of *Inspiring Connections*.

Learning Event Feedback:

1. Open up the learning event module.
2. Scroll down to Event Attendance and Feedback.
3. Open Day 3 Feedback.
4. Complete the Feedback form.

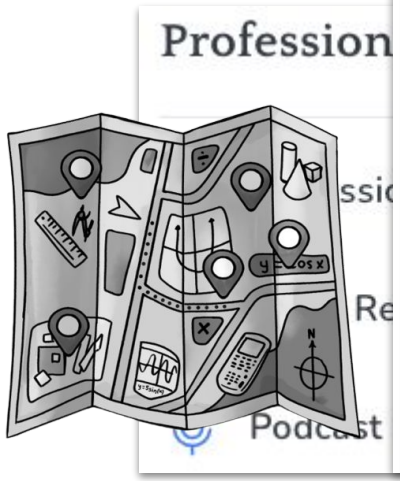
Closure

Attaining Long-Term Knowledge



Lesson Planning

Inspiring Connections Action Plan



DAY THREE

PROBLEM-BASED LEARNING

How will you use the resources in *Inspiring Connections* to support problem-based learning?

Consider:

- Beliefs
- Research
- Big ideas
- Vocabulary
- Tools and resources to support you

Learning Target: I can reflect on the impact of problem-based learning.

Closure

CPM Guiding Principles

Students deepen their mathematical understanding when they are engaged with concepts over time.

Students have significantly better retention of mathematics when concepts are grounded in context.

Students involvement in effective study teams increases their ability to learn mathematics.

Effective study teams are guided, supported and summarized by a reflective knowledgeable teacher.

Assessing what students understand requires more than one method and more than one opportunity.

When students and stakeholders embrace a growth mindset, they understand that mastery takes time, effort and support.

Closure

CPM's Equity Principles

Relationships are of vital importance.

The goal of teaching is to help all students transition from dependent to independent learners.

Students' uniqueness is an asset, not a deficit.

Reflection is a crucial part of growth.

Closure

- **Parking Lot**
- **Attendance**
  - Enter passcode in the PL Portal

    X X X X X X
- **Before Next Session:**
  - Explore the Digital Platform

CPM
MORE MATH FOR MORE PEOPLE

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Subtitle Font Size: 18

Color coding:

- **Teacher Lens**: 006DAB
- **Learning Log**: 006DAB
- **Student Lens**: 41AD49
- **Housekeeping**: 233368
- **Content Module**: 006D41
- **Thread**: 006D41

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Note: Drop zones of icons on layouts are not moveable.

HOUSEKEEPING

ANCHOR PAGE

WELCOME

PUZZLE

TEAM GOAL

TEACHER LENS

LEARNING LOG

THREAD

CONTENT MODULE

MATH GOAL

STUDENT LENS

EQUITY LENS

ASSESSMENT

PRODUCTIVE STRUGGLE

RESEARCH PILLARS

MSP

COLLABORATIVE LEARNING

PBL

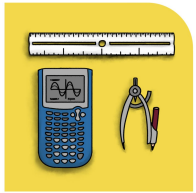
STUDY TEAMS

LEARNING TARGET

TASK CARD

TEAM ROLES ALL

RESOURCE MANAGER



TASK MANAGER

REPORTER RECORDER

FACILITATOR

IMPLEMENTATION ACTION PLAN

TEAM ROOMS

IMPLEMENTATION PROGRESS TOOL

STTS

CPM

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- https://twitter.com/CPMmath

Blue Sky (https://bsky.app/)

- https://bsky.app/profile/cpmmath.bsky.social

Embedded Supports

Math Language Routines & Strategies

Teacher

Jigsaw

Talk-Write-Discuss

Study Team and Teaching Strategies

MLR6

Three Reads

Routines

MLR8

Discussion Supports

Routines

Investigate Follow-Up Questions

Encourage Deeper Thinking

p.38

Inspiring Connections → Teacher Materials → Embedded Supports