**Math Workshop**

**The Daily Five the ‘Math Way’**

**Introduction:**

- rationale – provide opportunities for teachers to work with groups of students to meet their needs

- guided math instruction – targeted learning intentions with groups of students

- engagement in the mathematical processes

- sense making model

- engaged learners

**Math Workshop Framework:** (at least 3 times a week)

1. Whole Group instruction need to happen every day – 5 – 10 minutes

- introduces concepts, activities or reviews strategies

2. Math workshop – 40 – 50 minutes long

-includes four areas

- Math with Someone

- Math by Myself

- Links to Literature

- Guided Math Group



3. Connect and Reflect – 10 minutes

**Starting Up:**

Getting to Know Your Students:

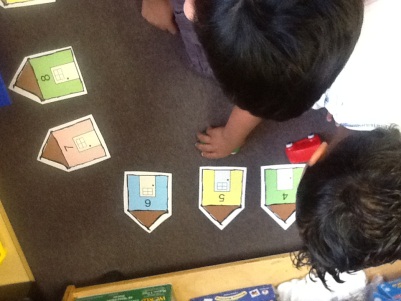
- need to know your students strengths, interests, passions and area to develop

- WDTK – K – focus on subitizing and counting – initial K

and a counting assessment

- Grade 1 – Final K or Initial Grade 1 or Grade Specific

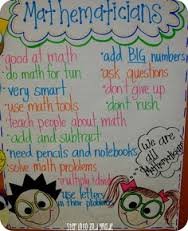
- Grade 2 – Final Grade 1 or Grade Specific

- Whole group counting and sorting activities – explaining their thinking

**Setting the Stage** (the math environment):

- physical structure of the room and materials

- building a math community that is safe, promotes risk taking and develops mutual respect for all

[](http://www.google.ca/imgres?hl=en&biw=1217&bih=576&tbm=isch&tbnid=q77bcchVEPKpaM:&imgrefurl=http://pinterest.com/jennykaysmith/math-anchor-charts/&docid=o26ODPix5WgxuM&imgurl=http://media-cache-ec0.pinimg.com/236x/84/09/63/8409638032a7bb2e6c5315a58151ea42.jpg&w=236&h=289&ei=OlEqUryAJcn5iwLfx4DYDA&zoom=1&iact=hc&vpx=381&vpy=208&dur=4368&hovh=231&hovw=188&tx=87&ty=137&page=2&tbnh=146&tbnw=126&start=24&ndsp=32&ved=1t:429,r:43,s:0,i:213)**Creating Anchor Chart with the students**

- What is a mathematician? Mathematizing

- What are we doing and why?

- purpose

- concepts

- connections

- What will it look like?

- layout

-expectations

- How will I know I am understanding? – making meaning

- How do I know I am a mathematician?

**Math Workshop:**

- Math with Someone – games and activities

- students need to know what to do (comfortable and have practiced the games)

- need to develop clear guidelines and expectations

- need to apply social skills

- need to self-regulate

- need to take care of materials

- need to choose appropriate locations

- focus on building fluency, applying strategies and communicating their ideas

- Math by Myself – independent activities

- writing prompts

- spatial tasks

- story mats

- open ended and parallel tasks

- number tile puzzles

- rich routines

- counting collections

- sorting

- working with dot cards, five/ten frames, dominoes, rekenreks, manipulatives

- IPICK – tools - I pick tools that will help me and I know why I pick them

- pictures of various tools would be helpful

- focus on building and applying understanding

- Links to Literature – posters, pocket charts, trade books, Tumblebooks

- inquiry based activities

- focus on representing and recording ideas

- choose a lead book that would be introduced and worked with the Whole group

- Lead book would set the stage

- family of books that are conceptually related would be available

- rich tasks

- focus on inquiry

- focus on concretely, pictorially and symbolically representing

ideas

Guided Math Groups – 2 groups a day – 20 minutes each

- no more than 5 students, no less than 3

- groups need to be flexible to meet the changing needs of the students

- Focus on Big Ideas in Math

- Numbers can be represented in many ways

- comparing and ordering numbers

- number operations

- materials – dot cards, five/ten frames, manipulatives, dominoes, skillboards

- incorporate NUMBER TALKS

- focus on subitizing, partitioning and mental math strategies

- Assessment for Learning must be embedded – Look at Math Exchanges

- role of the teacher – good questions to ask.

Planning Sheet:

|  |  |
| --- | --- |
| Strand: Number | Big Idea: |
| Whole Group: | |
| Guided Math Instruction: | Math by Myself |
| Math With Someone | Links to Literature |
| Connect and Reflect: | Looking Ahead |