**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

**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 |