

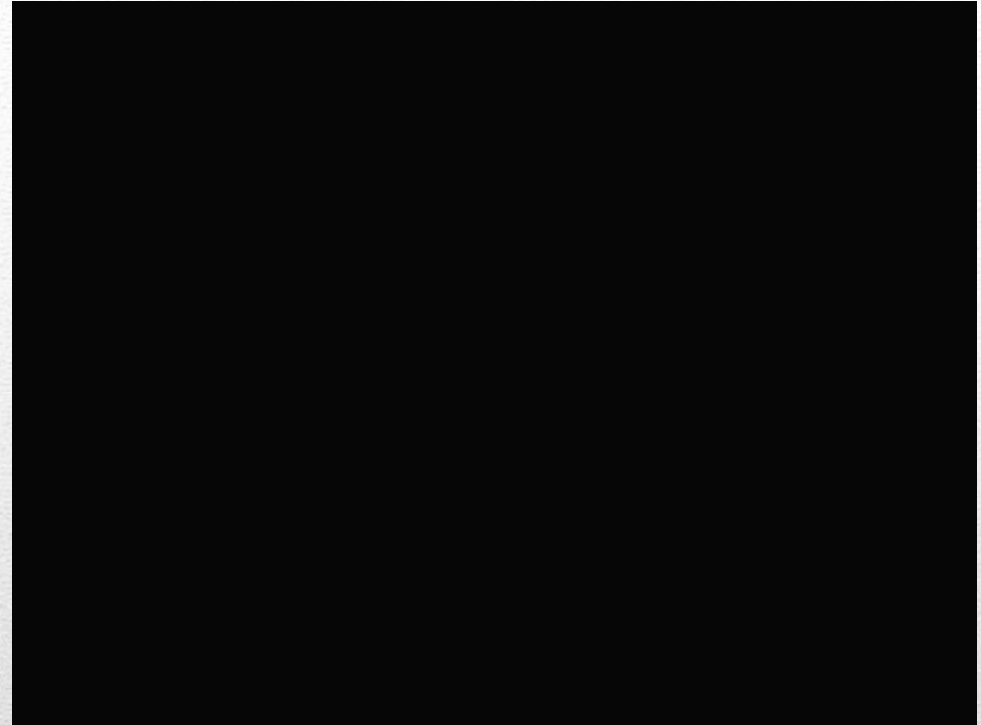
# **Guided Math: It's More Than Numbers**

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- Tired?
- Overwhelmed?
- Over worked?
- Under paid?



**Like Lucy and Ethel?**

**How are you feeling?**

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**Why are we doing guided  
math again?**

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Math has helped a lot because I get to have three math teacher's that help me to get better grades in math. It has made me feel proud about myself and now I can also multiply + divide by myself. Math is hard but once you get use to it it is actually kind of fun!



**This is why...**

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Guided Math  
Math has helped me because Mrs. Lloyd has given me harder problems and she challenges me to do harder things.  
It makes me feel confident and proud of myself. It is fun working by myself and other people.

**And these reasons, too....**

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**That's sweet.**

**What about their parents  
who don't understand?**

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- “I love that my child is being taught using a variety of strategies. It’s not the traditional!”
- “I’m so happy that math is planned and taught based on the needs of my child.”
- “You want my child to be proficient in every aspect of math, not just make a decent score on a test.”

**Some of them get it!**

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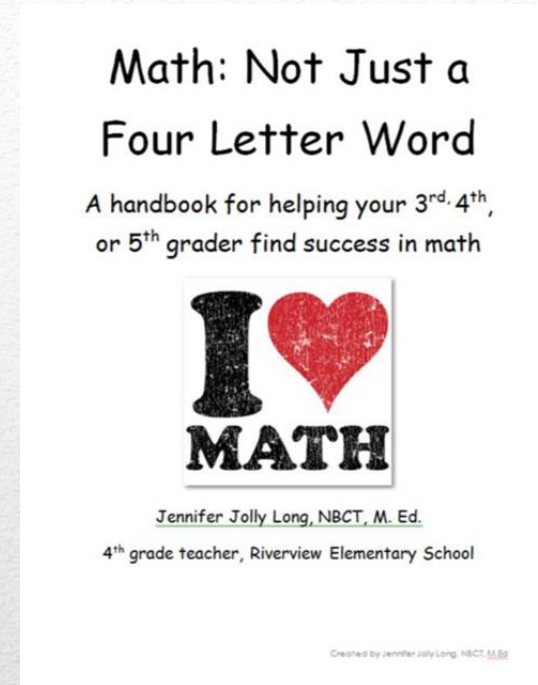
**Right.**

**They're not all so kind!**

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A large part of why they question what we are doing in math is because they don't "get it." How can we help them understand?



Parent Handbook

**What to do with the questions...**

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**But...what if I'm still  
working on "getting it" in  
my own classroom?**

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## Forming Groups

- Pre-Assessment data
  - Assessment Analysis
- Informal Assessment
  - Anecdotal records
  - Exit Slips
- Post-Assessment data
  - Who needs re-teaching?  
(doesn't have to be stopping to re-teach)
    - How can I incorporate re-teaching points into what is next?
- Grouping is flexible

## Leading Groups

- Based on data and your observations of the needs of those students in particular
- Giving students the opportunity to grasp what they didn't grasp in the mini-lesson(s)
- Using manipulatives (a variety) to ensure that students have conceptual understanding before moving to the abstract
- Having math conversations, allowing students to use the math vocabulary you model for them in a small, safe environment
- Practice, practice, practice – **leveled** practice
- Front-loading for what is coming

**Good news: We all are learning together!**

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## Back to Basics

- Hundreds Board activities
- Number Talks
  - Mental Computation
    - Decomposing numbers
    - Doubling/Halving
  - Sharing Thought Processes is huge!
  - Efficiency
- Is it reasonable? Activities
  - Could your teacher be 15 feet tall?
  - Could your living room be 15 feet wide?
- More, Less, the Same
  - Begin with an initial number and give a second number (both represented pictorially) - decide if the second number is more, less, or the same – connect to numerical representation
- Missing Part/Missing Number
  - Tell students you have a total number of items. Show them part of that and ask what is missing? (The younger the students, the more heavily you should rely on actual objects or pictures)

Share: What's working in your classroom?

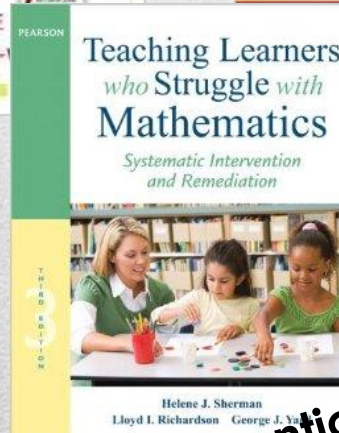
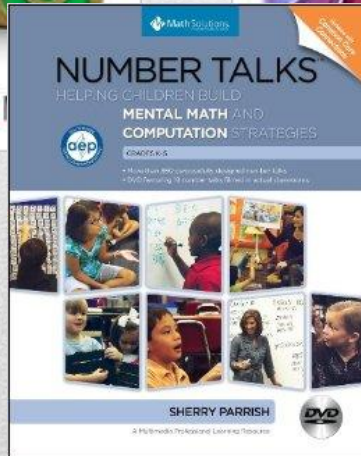
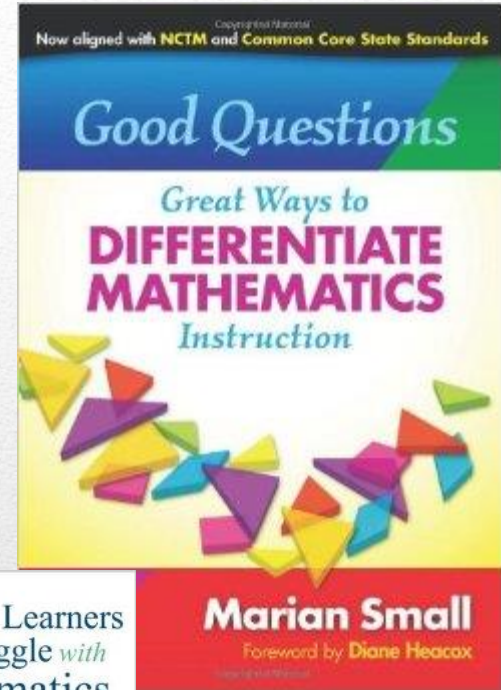
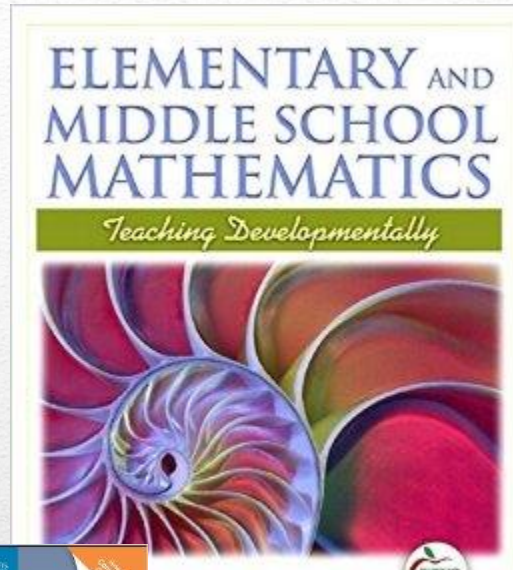
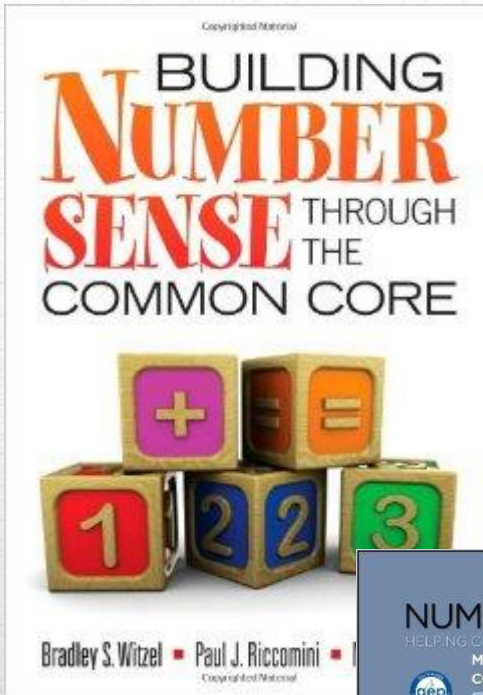
# Quick Strategies to Build Number Sense

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- Megan Astor's TPT store:  
<http://www.teacherspayteachers.com/Store/Megan-Astor> for **Prove It! problem solving problems** (all grade levels)
- [www.teachingchannel.org](http://www.teachingchannel.org) – great resource for videos of mini-lessons and group lessons with teacher explanation
- <https://learnzillion.com/> - Teacher created “mini-lessons” that walk through students math concepts

## Some Online Resources

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# Text Resources

Interventionists

“Whatever you set out to do this year, persevere! It’s not always easy, it’s not always fun, it’s not always really evident that it is worth it – BUT IT IS! Stick with it, know that change is a rough and tumble business. Know that ‘real change is uncomfortable (at times)’ and know that it is totally worth it! It is good for our students. Starting new routines and structures in math is rocky at first. We all need to take a swig of STICK-WITH-ITNESS... If we are to set off on this journey. It will pay off. It will be worth it. It will be priceless in time.”

- Dr. Nicki Newton,

<http://guidedmath.wordpress.com/2014/08/16/real-change-involves-stick-with-itness/>

**Dr. Nicki says....**

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“I enjoy math. I like it because we get to do guided math. I love doing the math games and getting a turn with the teacher, then going to do Prove-It. I think I’m a good math learner because a mini-lesson...then on to guided math...it’s so much math that helps me. All of the things I have learned will help me do math later.”

“I like math this year because we have new, easier and more fun strategies so we can learn without confusion. I have engaged on the box method because to me it’s the funnest and easiest one. It makes me feel like I am a math genius in every way! I think it will help me in life because I want to make it into the NFL but if I don’t make it I might go into a job with lots of math so math could help me there.”

**Let’s stick with it for these  
guys...**

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- If you want to have someone come into your classroom to model some aspect of Guided Math, sign up on the orange sheet.
- If you want to go to someone's classroom to observe Guided Math, sign up on the green sheet.
- Look through the books at the back table and sign up if you are interested in possibly having a copy.

## **Post It- Parking Lot**

- List any manipulatives you still need– with your name, please!!
- List any questions you have or other professional development you would like to have.

**Thanks for your attention. Please let me know if there's any way I can help you!**

# **Exit Slip**

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