Dallas ISD
Accelerating Campus Excellence

2nd Six Weeks Deep Dive Middle School Math

Agenda

Topic	Time
Welcome, Celebrations, Norms, Learning Objectives & Deliverables	3 minutes
2nd Six Weeks IPC Overview	7 minutes
Unpacking Student Expectations	30 minutes
Review STAAR Stems and CA Items	15 minutes
Lesson Objectives and DOLs	15 minutes
Anchor Charts and Teaching Strategies	15 minutes
Routines	10 minutes
Turning Around the Training	10 minutes

Learning Objectives/Deliverables

Learning Objectives

- Participants will:
  - Understand the composition of the ACE IPCs and how to utilize them for planning
  - Diagram standards to the level of singular lesson objectives
  - Create and utilize anchor charts and routines to impact student achievement
  - Replicate the training and strengthen the practices of their PLC team in the areas stated above

Deliverables

- Participants will create:
  - A diagram of 2-3 Readiness Standards for the 2nd Six Weeks
  - Lesson Objectives for Student Expectation 6.4G
  - An anchor chart for 6.4G and/or 6.4H to be used with students, and model for participants
  - An outline of redelivery to campus PLC

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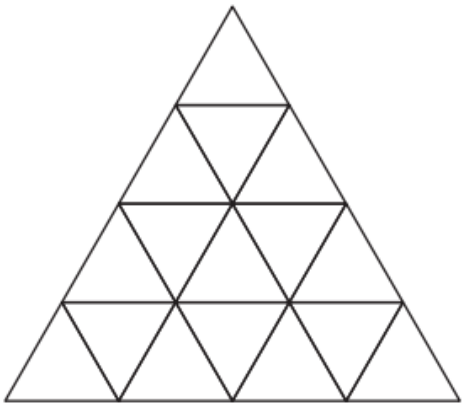

Preview Challenge!

- Shade 50% of the triangles blue.
- Shade 25% of the triangles green.
- Shade 2 of the triangles yellow.

- Write a fraction to represent the number of triangles that are not shaded.

- What percent are not shaded?

- Write at least two equivalent fractions that represent the number of triangles that are shaded blue.

- What percent of the triangles are yellow?

- Explain how the percent of green triangles and the fractional representations of the green triangles are related. What is your mathematical proof?

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Guided Notes

Instructional Planning Calendar Overview • What are the components of the ACE IPC? • How does the IPC impact lesson planning? • What information is most useful to me? Why?	
Unpacking Standards • What are the steps to unpacking a standard by diagramming? • How does unpacking a standard impact first instruction? Student Achievement? • Which standards are a priority for unpacking? Why? • What is a "Knowledge and Skills" statement? What is a student expectation?	

I Do- Follow along and take notes as I diagram 6.4G

6.4(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money

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Guided Notes

We Do- Work with a partner to diagram 6.4H

6.4(H) convert units within a measurement system, including the use of proportions and unit rates

You Do- Choose a Readiness Standard from the 2nd Six Weeks to diagram on your own. Write your diagram on chart paper. When you are finished hang your chart paper and be ready to report out.

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Guided Notes

Review STAAR Stems	
• Why is it important to review STAAR Stems and CA Items before planning Lesson Objectives and DOLs? • How does creating exemplars of STAAR Stems and CA Items impact first instruction? • Would creating exemplars for all problems presented to students be beneficial? Why or Why not?	

6.4(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money

2018 – Q10

10 A waiter earned a 17% tip. What decimal is equivalent to 17%?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

6.4(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money

2018 – Q23

23 Dolores spent $13.00 of the $20.00 in her wallet. Which decimal represents the fraction of the $20.00 Dolores spent?

A 0.35

B 0.13

C 0.07

D 0.65

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Guided Notes

Creating Lesson Objectives • Look back at the IPC, what Go Math Lessons are aligned to 6.4G and 6.4H for this Six Weeks? • How many days are allotted for these standards? • Review the resources at www.myhrw.com, through Clever. What resources will help you plan for these standards? • What other standards (if any) will be bundled in these lessons?	
Creating DOLs • What are the first steps in creating DOLs? • Why is alignment to the LO important? • How do the I Do-We Do- You Do, parts of the lesson cycle relate to the DOL?	

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Guided Notes

I Do- Follow along as I write the LO for 6.4G.

We Do-Write a LO for 6.4H with your partner for Wednesday's lesson.

You Do- Write a 2nd LO for 6.4H for Thursday's lesson.

Day	Tuesday 10.16	Wednesday 10.17	Thursday 10.18
SE/Go Math Lesson	6.4G Lesson 9.2	6.4G & 6.4H Lesson 8.4	6.4G & 6.4H Lesson 8.4
LO			
DOL			

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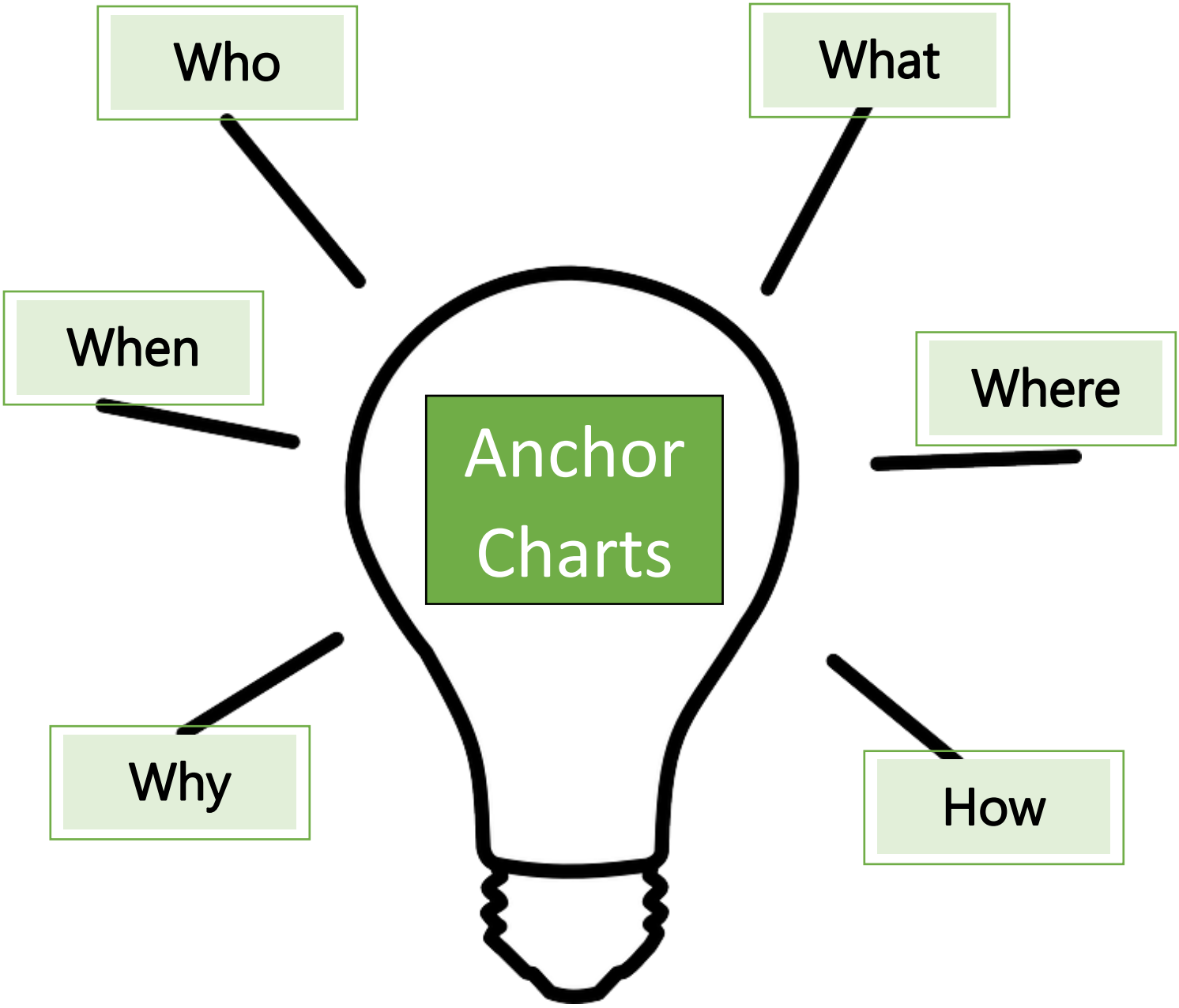
Guided Notes



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Guided Notes

Routines Discuss this with your elbow partner. • Why do you think this is true? • How would you use this information to improve student achievement?	

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

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Guided Notes

Turning Around the Training

Guiding Questions:

1. What is the rationale for this training?
2. Who will deliver the training? Who are the participants?
3. How will you change the content to meet the needs of your PLC?
4. What materials will you need?
5. What obstacles will you face? What are some possible solutions?
6. When will you rehearse the training? Who will give you feedback?
7. What are the learning outcomes that you expect? How will this training impact student achievement? Why?

Action Item	Owner	Timeline

Please complete the survey found which can be found at the link below, or by scanning the QR code on the left.

https://goo.gl/forms/PkxuDfMtLbLvMKqK2