

Organization of SA4M

- Experiences to unpack content and practice standards, engage in tasks that can be implemented in the teachers' classrooms, and participate in discussions about student learning

The screenshot shows the user interface of the Oxford School District's Saturday Academy for Math (SA4M) 2017-2018 course page. The top navigation bar includes the Oxford School District logo, a search icon, and links to Home, Courses, Groups, and Resources. The user's name, Brian Buckhalter, is displayed in the top right corner. The main content area is titled "Saturday Academy for Math (SA4M): 2017-2018" and includes a sub-header "Oxford School District". Below the title, there are buttons for "Add Materials" and "Options". A sidebar on the left lists various course options: Course Options, Materials, Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, and Members. The main content area displays a list of materials under the "All Materials" tab, including "Assignments" (Unpublished), "Files/Links/External Tools", "Discussions", and two PDF files: "SA4M 17-18 Dates .pdf" (2 MB) and "2016-MS-CCRS-Math.pdf" (1 MB). On the right side, there is an "Upcoming" section showing the date "Saturday, April 14, 2018" and a calendar icon with the date "14". Below this, a calendar entry for "Saturday Academy for Math (SA4M)" is shown for "04/14/18 9:00 am".

Oxford SCHOOL DISTRICT

Home Courses Groups Resources

Brian Buckhalter

Saturday Academy for Math (SA4M): 2017-2018
Oxford School District

Add Materials Options

Course Options

Materials

Updates

Gradebook

Grade Setup

Mastery

Badges

Attendance

Members

Assignments
Unpublished

Files/Links/External Tools

Discussions

SA4M 17-18 Dates .pdf 2 MB

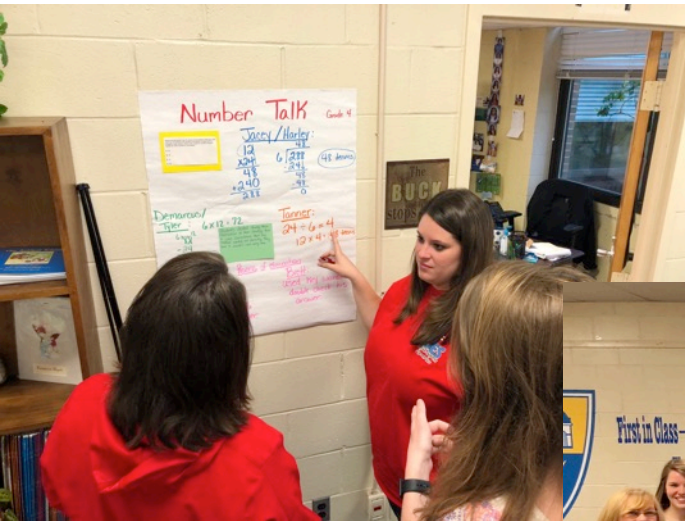
2016-MS-CCRS-Math.pdf 1 MB

Upcoming · 10 Add Event

Saturday, April 14, 2018

14 Saturday Academy for Math (SA4M)
04/14/18 9:00 am

CELEBRATE!

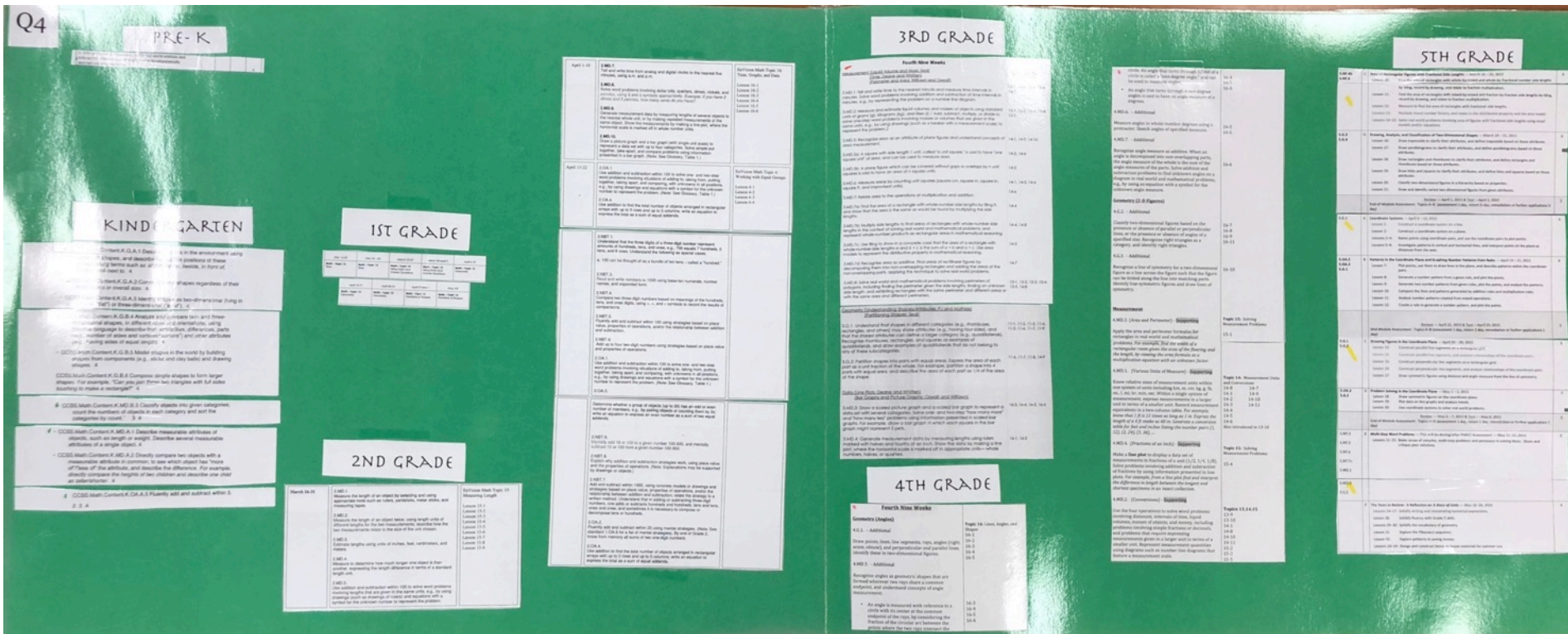


Leadership and Assistance for Science Education Reform (LASER), Seattle, WA

- *Findings from the 2007–2008 school year evaluation studies suggested that students with the highest gains were instructed by teachers with a minimum of 18 hours of professional development. Furthermore, student gains were also more closely associated with those teachers who participated in professional learning communities and took time during the day to work on professional development.*

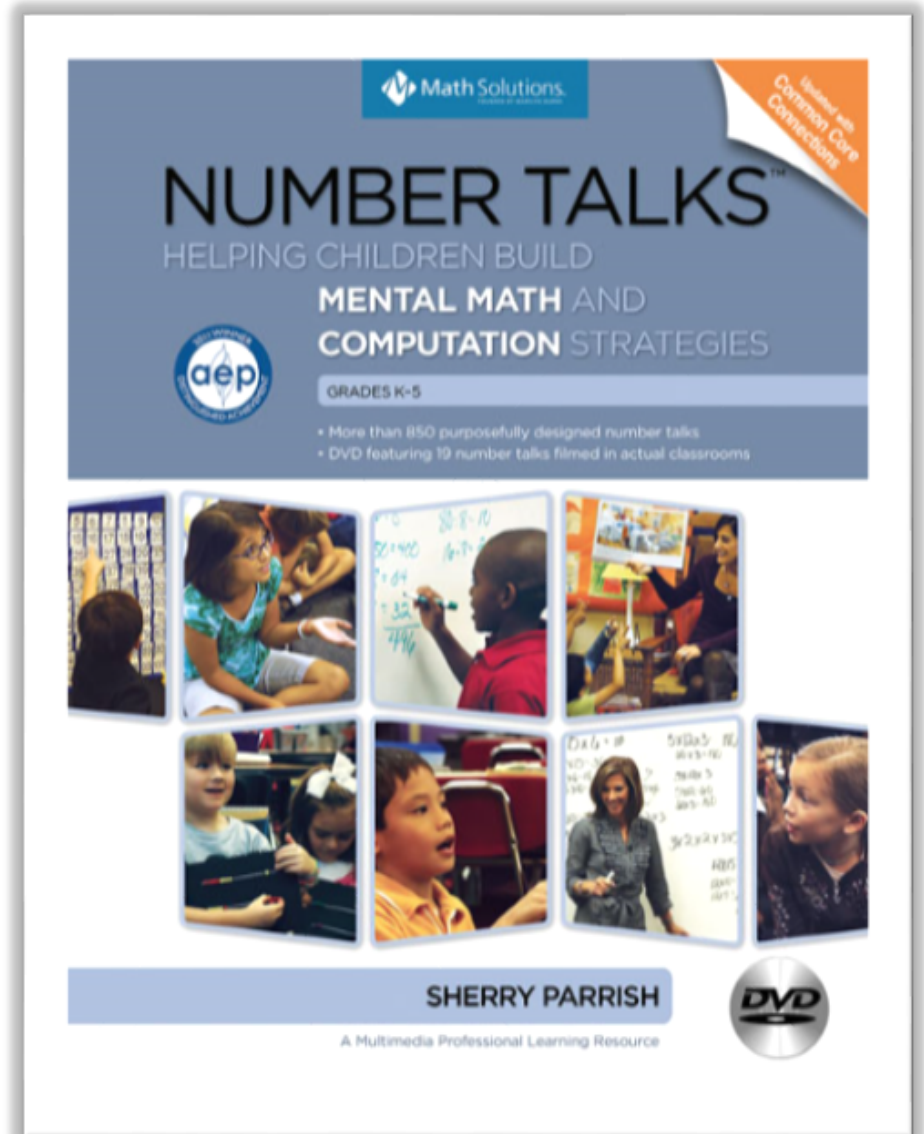
The Focus of SA4M

- Initial years of SA4M focused on upcoming content in classrooms
- Pacing guides were deconstructed and similarities within grade bands determined the Saturday's focus



The Focus of SA4M

2017-2018 focus:
Number Talks



Where to next?

Identify applicable content standards (MSCCRS-M)

- Examples from 1st Grade
 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)
 - Understand that the two digits of a two-digit number represent amounts of tens and ones.
 - 10 can be thought of as a bundle of ten ones — called a “ten”
 - Mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used

Where to next?

Examine conceptual understanding the task provides

3rd Grade example

- Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value...
 - Understand regrouping beyond “Go next door and borrow some more”

Discuss instructional implications

Scaffolding instruction to include pre-requisites in some form (i.e., verbally, written, modeling)

Full Cups

4
3
2

Loose Beans

8
18
28

*Mathematics
Lessons Learned
from Across the
World
Prekindergarten-
Grade 8*

Mathematics
Lessons
Learned
from
**Across the
World**

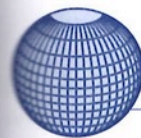
Prekindergarten–Grade 8

edited by
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NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

Chapter written by Olimpia Castro Mora



Chapter 4

Representation of Numbers by Place Value

Olimpia Rosa Castro Mora

*Unit Measurement of Educational Quality, Ministry of Education
Peru*

MATH CONTENT

Equivalent representations of the same number

Identifying different ways of decomposing a number by its place value

MATERIALS NEEDED

50 beans or pebbles

9 disposable cups per group of 4 students

Activity sheet for each student

Setting the Scene

Country of Context

Each year since 2007, a census evaluation has been applied to second graders in Peru to determine if students have developed the mathematical skills deemed appropriate for their grade. The results aid the Ministry of Education in helping teachers conduct classes to improve where needed.

In one of the latest censuses, the use of place value was assessed using questions about recognizing equivalences among different representations of whole numbers. A sample item is given in figure 2.1, showing egg cartons, each of which, when full, holds 10 eggs. (Note that in Peru, eggs bought by the 10s is not uncommon.) On this item, approximately 75 percent of the students did not recognize the equivalence of 46 and the response 3 tens and 16 units.

How Teachers Feel About SA4M



Erin Snellgrove Mon Feb 27, 2017 at 11:47 am

“After Saturday’s lesson, I will use different strategies to help my students solve word problems. I will also go back and work with those who struggled with regrouping. I really liked the peas activity. It made me realize I didn’t even fully understand the concept of regrouping.”

How Teachers Feel About SA4M



Patricia Jones Wed Mar 1, 2017 at 9:15 am

“I love it when the fourth grade is at Math Academy along with the third grade. Things that we do in third grade can help the fourth grade with building, or it can cause a problem for them. We are in the same building, but we don’t get to see each other. When we’re together at Math Academy, information flows back and forth. PLC’s and Math Academy have really helped me to understand the standards, which better prepares me for my students and the classroom.”

How Teachers Feel About SA4M



Kelly Locastro Mon Feb 27, 2017 at 12:12 pm

After attending the Saturday Academy for Math, I am e:

“After attending the Saturday Academy for Math, I am excited about introducing a variety of types of word problems to my students. My students have been using strategies like finding the key words, but during the session, I learned that this can actually inhibit them from understanding what is really going on in the problem. I realized that my students need [to] focus on key actions instead of key words. I also am going to incorporate some of the strategies for regrouping. One of my favorites was the place value mat in the video Buck showed us. I also liked the chick peas example, and think this could really help deepen my students’ understanding of how regrouping does not change the value of number.”

The Future of SA4M

- Seek grant funding
- Formally evaluate SA4M
- Continue to spread the word
- Continue K-5 SA4M; expand to a 6-8 SA4M
- Formally examine the impact on student achievement