

Making Instruction Count
Content Connections and Strategies

GOALS

What are our goals for this “transitions” course?

- What are some “wishes” from Algebra teachers?

- Misconceptions for the purpose of the course: What it is, what it is not.

- What do we want students to get out of this course?

Where are we now, where are we going?

See the template *Progression of Topics from Foundations to Algebra I*.

- Notes/Observations on *Progression of Topics from Foundations to Algebra I*.

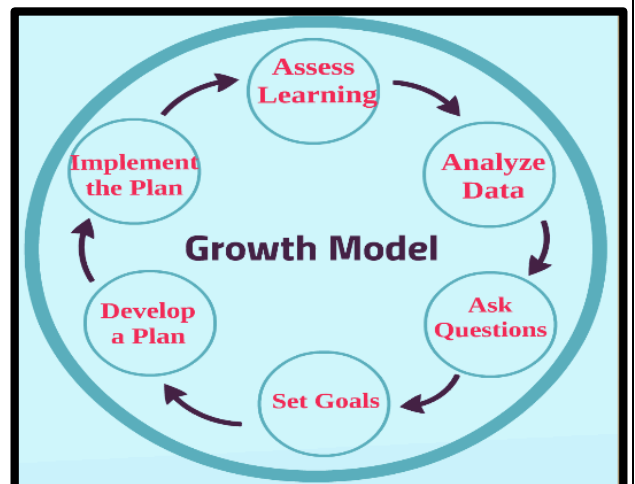
Where are we now, where are we going?

The following is the *Progression of Topics from Foundations to Algebra I*. This template is intended to be helpful for planning and vision.

Strategies

What are strategies to help reach the goals?

- Take your time
- Encourage different ways to think about math with open-ended tasks
 - Which One Doesn't Belong?
 - I Notice and I Wonder
 - Always, Sometimes, or Never True?
 - Turning traditional problems into open-ended problems
- Provide structure and expectations
- Threading the standards: Review problems
- Foster an atmosphere for students to gain confidence



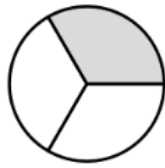
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Helpful Resources

- Smart Classroom Management
- *Progression of Topics from Foundations to Algebra I* planning document
- The Standards
- “Which One Doesn’t Belong?” <http://wodb.ca>

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11. Study the fraction model.



Which value is equivalent to the shaded part of the fraction model?

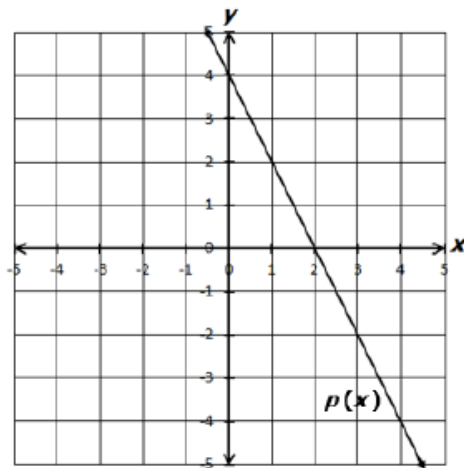
- A $\frac{2}{6}$
- B $\frac{3}{4}$
- C $\frac{6}{8}$
- D $\frac{4}{5}$

Revise a math problem with one answer to a problem with multiple answers.

A choice matrix is shown. Complete the choice matrix by selecting any fractions that are equivalent to the shaded portion of each fraction model.

	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐

56. Consider the graph of the linear function $p(x)$ shown on the coordinate grid.



Which functions have a larger y -intercept than $p(x)$? Select *ALL* that apply.

- A $f(x) = -4(x + 6)$
- B $g(x) = -3x + 5$
- C $h(x) = -x + 3$
- D $j(x) = 2(x + 3)$
- E $k(x) = 4x - 4$
- F $m(x) = 6(x + 2)$
- G $n(x) = 8x$

Create a linear equation with a larger y -intercept than $p(x)$.

Which One Doesn't Belong?

$3x$	-3
$-3x^2$	$-5x$

$y = 4x$	$y = x + 7$
$y = -2x + 4$	$y = 3x - 1$

<http://wodb.ca>