

6 M's of Culturally Responsive Instruction

Elementary Mathematics

Leveraging Access to Students	<p>MEANING</p> <p>Make Connections to prior learning, self, world, representations or other students.</p> <p>Use context that connects to students' experiences, interests, cultures, and values.</p> <p>My Ideas:</p>	<p>MODELS</p> <p>Highlight exemplar student work to guide thinking and conversations.</p> <p>Develop Anchor Charts to record student strategies and thinking.</p> <p>My Ideas:</p>	<p>MONITORING with feedback</p> <p>Use multiple <i>Mid-Workshop Interruptions</i> based on observation of student thinking.</p> <p>Differentiate questioning during concurrent small groups.</p> <p>My Ideas:</p>
Leveraging Assets of Students	<p>MOUTH</p> <p>SMP3: Construct viable arguments and critique the reasoning of others.</p> <p>Develop protocols for partner and small group conversations.</p> <p>My Ideas:</p>	<p>MOVEMENT</p> <p>SMP5: Use appropriate tools strategically.</p> <p>Use protocols like <i>Think-Pair-Share</i> during Number Routines and discussion.</p> <p>My Ideas:</p>	<p>MUSIC</p> <p>Use music to commit procedures to memory <i>after developing conceptual understanding</i>.</p> <p>Use the music classroom to support development of mathematics concepts (i.e., patterns, fractions, etc.).</p> <p>My Ideas:</p>