



Math Curriculum Update

Presented by: Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment; and Kate Skappel, Curriculum Coordinator
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Scope and Sequence



Grade 1 Year At A Glance

Click on each unit in the table to view detailed lesson information.

Unit/Title	Modules		Month	Pacing (# of days)
Unit 1: Numbers All Around Us	Module 1 Module 3	Module 2 Module 4	September	21-22 days
Unit 2: Developing Strategies with Dice and Dominoes	Module 1 Module 3	Module 2 Module 4	October	21-22 days
Unit 3: Adding, Subtracting, Counting & Comparing	Module 1 Module 3	Module 2 Module 4	November/ December	21-22 days
Unit 4: Leapfrogs on the Number Line	Module 1 Module 3	Module 2 Module 4	January	21-22 days
Unit 5: Geometry	Module 1 Module 3	Module 2 Module 4	February	21-22 days
Unit 6: Figure the Facts with Penguins	Module 1 Module 3	Module 2 Module 4	March	21-22 days
Unit 7: One Hundred & Beyond	Module 1 Module 3	Module 2 Module 4	April	21-22 days
Unit 8: Changes, Changes	Module 1 Module 3	Module 2 Module 4	May/June	21-22 days

Links to MN Math Grade 1 Standards Documents

[Numbers and Operations](#)
[Geometry and Measurement](#)
[Algebra](#)



Scope and Sequence



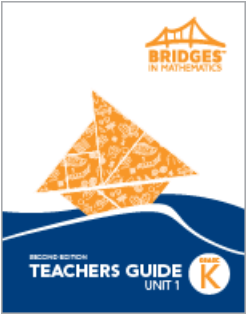

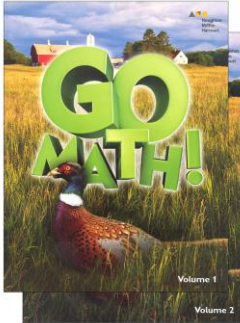
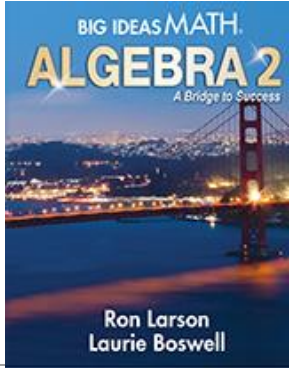
Bridges Math Grade 1 Scope and Sequence

Unit 1: Numbers All Around Us

Unit 1 Module 1: Counting & Data with Popsicles

Session	Learning Targets	MN Math Benchmarks/Alignment	Academic Vocabulary
Session 1 Popsicle Pattern Chart Pt. 1	I can count by 2s. I can recognize, describe, extend, and create number patterns.	1.2.1.1 1.1.2.3	add*, addition, pattern*
Session 2 Popsicle Graph	I can count by 5s up to 100. I can group objects by 5s. I can compare information on a graph.	1.1.2.3 1.1.1.7	Picture graph*, less than*, more than, information
Session 3 Popsicle Party	I can count forward and backward by 1s to 120 starting at any number. I can count by 2s.	1.1.1.3 1.1.1.2	
Session 4 Tally-Ho!	I can count forward and backward by 5s. I can write tally marks to represent a number up to 120.	1.1.1.2 1.1.1.3 1.1.2.3	Tally

Resources Selected

K-1	Grade 2 - Linear Algebra	Algebra 1 (Intermediate Algebra) Geometry Algebra 2
<u>Bridges Math</u>	<u>Go Math!</u>	<u>Big Ideas Math</u>
 		
K - 1 consumable	Grades 2 - 4 consumable Grades 5 - 7 ebook with classroom sets	Online access classroom set

K- 4 Adaptive Resource:

[Dreambox](#)

DreamBox is a highly adaptive, individualized math program that provides scaffolded practice and instruction for discrete skills aligned to Minnesota Math standards.

Professional Development



May 2017	Summer 2017	August 2017	October 2017	November 2017	January 2018	May 2018
<p>Introduction to new resources for Bridges, K-4 Go Math and Big Ideas</p> <p>Initial review of scope and sequence documents.</p>	<p>Introduction to new resources for 5-8 Go Math and Special Programs teachers.</p>	<p>Review of and feedback on Common Assessments created.</p> <p>Training on digital components of curriculum resources.</p> <p>Additional training to prepare for the first units of instruction.</p>	<p>Review of Common Assessments</p> <p>Training on upcoming units of instruction.</p> <p>Support in use of digital components.</p>	<p>Review of Common Assessments</p> <p>Training on upcoming units of instruction.</p> <p>Support in use of digital components.</p>	<p>Review of Common Assessments</p> <p>Training on upcoming units of instruction.</p> <p>Support in use of digital components.</p>	<p>K-12 Math Standards Progression PD: What does the standard look like from Kindergarten through Algebra 2?</p> <p>Input and work on Scope and Sequence.</p>

Common Assessments



- Assessments are aligned to MN Standards.
- All students take the same assessment.
- Reports can be reviewed by teams to assist in making instructional decisions.
- Teams are working on how to communicate results to parents effectively.
- Using technology to track student performance data:
 - K-1: Google Spreadsheet
 - 2-4: Performance Matters
 - 5-Alg. 2: Naiku

Common Assessment Reports K-1



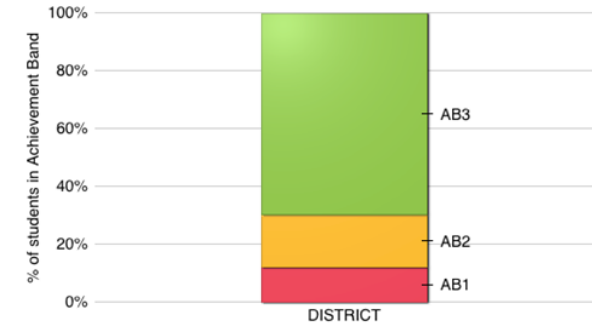
Number Corner Kindergarten Baseline Checkup

SCHOOL:	TEACHER:	DATE:							
Baseline	Interview						Written	TOTAL	
ITEM >	1	2	3a	3b	4	5	1a-c	2	SCORE / LEVEL OF PROFICIENCY
DESCRIPTION >	Counts by rote to 10+	Identifies numerals 1–10 by name.	Counts 7 objects with 1-to-1 correspondence.	Automatically responds with total (7) when asked to report how many he/she just counted.	Determines the total (10) when 3 more cubes are added to the set of 7.	Identify a circle, square, rectangle, triangle hexagon and trapezoid.	Draws a circle, square, and triangle.	Writes numerals 1-10.	
CCSS >	K.CC.1	Supports K.CC	K.CC4a	K.CC.4b	K.OA.2	K.G.5	K.G.5	K.CC.3	
MN Math Benchmark	K.1.1.3	K.1.1.2	K.1.1.3	K.1.1.1	K.1.2.1	K.3.1.1	K.3.1.1	K.1.1.2	
POSSIBLE POINTS >	2 pts possible 0 pts – Gives incorrect response. 1 pt – Gives correct response but not fluently. 2 pts – Gives correct response fluently.	2 pts possible 0 pts – Gives incorrect response. 1 pt – Gives correct response but not fluently. 2 pts – Gives correct response fluently.	1 pt possible 0 pts – Gives incorrect response. 1 pt – Gives correct response.	1 pt possible 0 pts – Gives incorrect response. 1 pt – Gives correct response.	2 pts possible 0 pts – Gives incorrect response. 1 pt – Gives correct response but starts at 1 and recounts all cubes. 2 pts – Gives correct response and counts on from 7 to get the total, or just knows total automatically.	6 pts possible 0 pts – Gives no response or names the wrong shape 1 pt – Names shape correctly	3 pts possible 0 pts – Gives no response or draws something that doesn't resemble the shape. 1 pt – Draws a reasonable facsimile of the shape.	2 pts possible 0 pts – Writes fewer than half the numerals. 1 pt – Writes between half and all the numerals. 2 pts – Writes all the numerals. (* Reversals should be considered correct.)	
Student Names	0, 1, or 2	0, 1, or 2	0 or 1	0 or 1	0, 1, or 2	0 or 1 for each shape	0, 1, 2, or 3	0, 1, or 2	0-19
	2	2	1	1	1	1	3	1	12
	2	2	1	1	0	3	3	1	13
	2	2	0	1	1	4	3	2	15
	2	2	0	1	1	5	3	2	16
	2	1	1	1	1	3	2	1	12

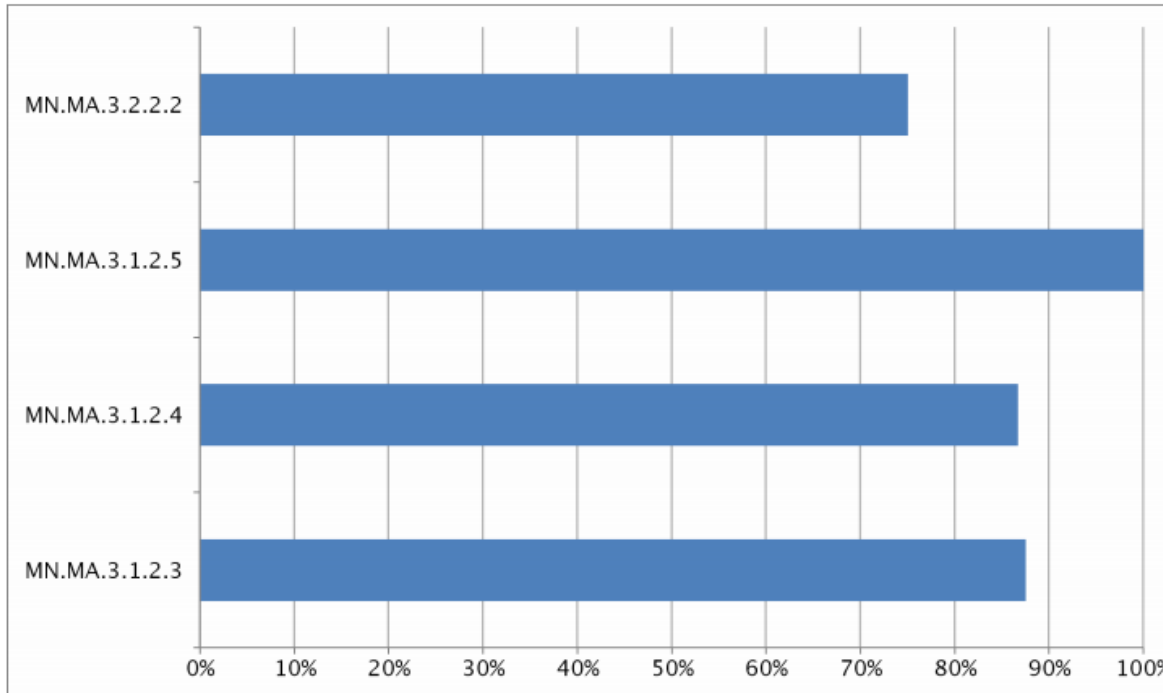
Common Assessment Reports 2-4



Attribute	# of Items	% of Students		Average
MN.MA.3.1.2.3	12	10 10 46	84.85%	81.74%
MN.MA.3.1.2.4	9	7 8 51	89.39%	84.29%
MN.MA.3.1.2.5	2	17 47	73.44%	86.72%
MN.MA.3.2.2.2	3	8 26 30	87.50%	83.59%
<div>Standard</div> <div>Depth of Knowledge</div> <div>Question Interactions</div>				



				1-1	1-2	1-3	1-4			1-5	1-6	1-7	1-8	1-9	1-10			
Students: 66				83.6 %	100.0 %	96.9 %	96.5 %			79.7 %	72.7 %	96.9 %	84.4 %	60.9 %	73.4 %			
Student ID	Student Name	Test Score %	PE/PP	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
#####	T####, G####	65.2%	15 / 23	0	0	A	0.5	0.5	1	0.5	0.5	1			1	0	0	E A B
#####	B####, E##	96.2%	25 / 26	1	1	A	0.5	0.5	1	0.5	0.5	1	C D	2	1	1	1	E A B
#####	B##### R###, J#####	84.6%	22 / 26	1	1	A	0.5	0.5	1	0.5	0.5	1	C D	2	1	1	1	E C A B
#####	S####, K#####	91.3%	21 / 23	0	1	A	0.5	0.5	1	0.5	0.5	1	C D		1	1	1	E A B
#####	H###, J####	88.5%	23 / 26	1	1	A	0.5	0.5	1	0.5	0.5	1	D	2	1	1	1	E A B
#####	E#####, E###	73.9%	17 / 23	0	0	A	0.5	0.5	1	0.5	0.5	1	D		1	0	0	E A B
#####	W#####, P#####	67.4%	15.5 / 23	0	1	A	0.5	0.5	1	0.5	0.5	1	D		1	1	0	E A
#####	F####, A#####	76.9%	20 / 26	0	0	A	0.5	0.5	1	0.5	0.5	1	C D	2	1	1	0	E A B
#####	R#####, K###	78.3%	18 / 23	0	0	A	0.5	0.5	1	0.5	0.5	1	D		1	1	0	E B



Common Assessment Reports (2-4)

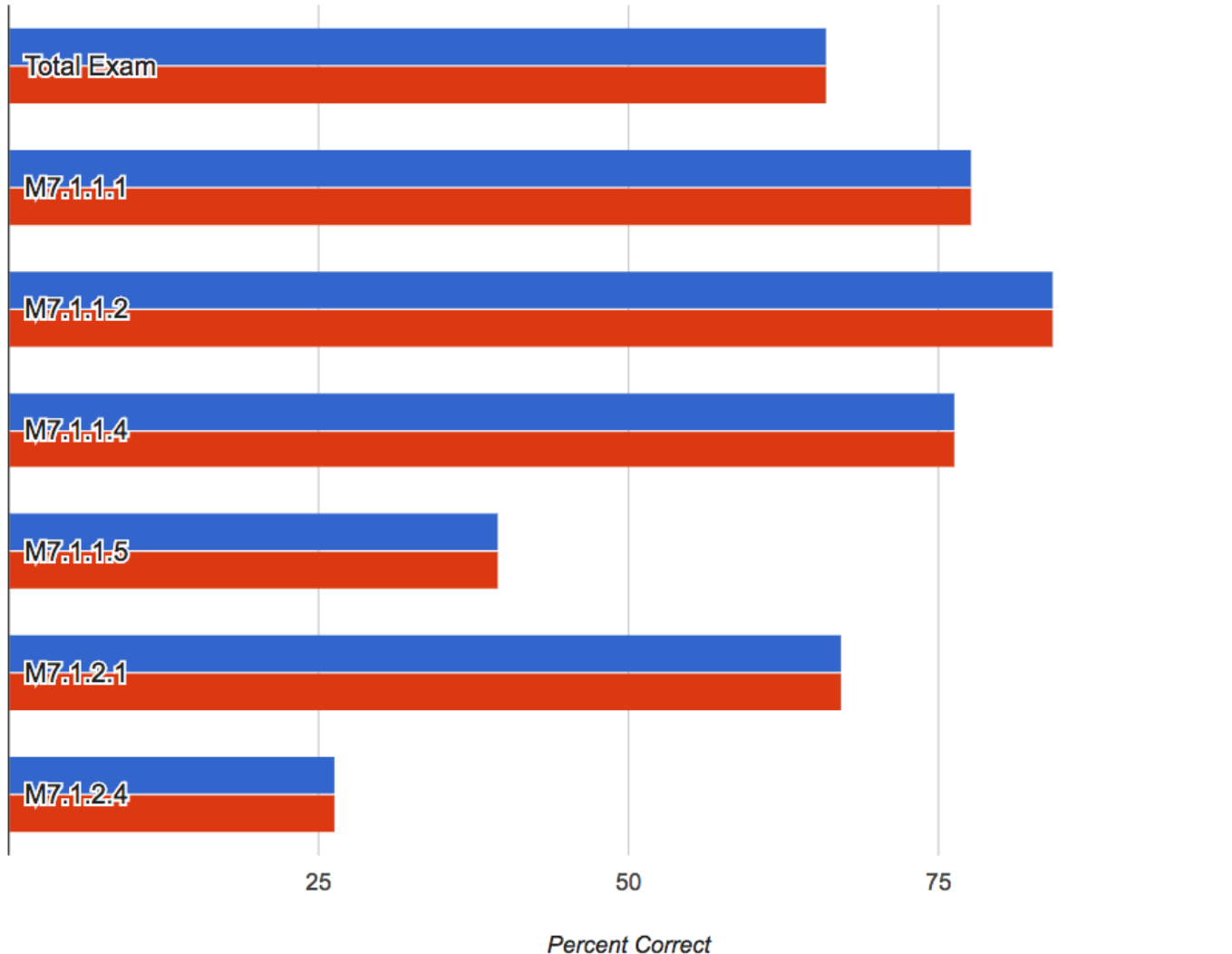
Standard Performance

Standard	Description	PE	PP	Percent
MN.MA.3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.	14.00	16.00	87.50%
MN.MA.3.1.2.4	Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.	13.00	15.00	86.67%
MN.MA.3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.	2.00	2.00	100.00%
MN.MA.3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.	3.00	4.00	75.00%

Common Assessment Reports 5 - Alg. 2

Grade 7 - Module 3 Assessment

Average Class



Parent Resources

Bridges

- Family Letters
- Interactive Student Edition Videos
- Math on the Spot

Go Math!

Bridges in Mathematics Grade 1

Unit 6: Figure the Facts with Penguins

In this unit your child will:

- Practice efficient math strategies to add and subtract within the range of 0–20
- Tell, write, and solve a variety of addition and subtraction story problems
- Write equations to match the problems
- Use place value strategies to add and subtract up to 100
- Measure, order, and compare height in inches

Your child will solve problems like those shown below. Keep this sheet for reference when you're helping with homework.

PROBLEM	COMMENTS
<p>Choose one fact and write a story.</p> <p>$8 + 10 = 18$ There were 18 penguins in the water. Ten more jumped in. How many in all?</p> <p>Solve $9 + 5$.</p>	<p>Math fact strategies from Units 2 and 3 are used to solve word problems up to 20. Models like the Double-Flag Cards (shown) help students understand how addition and subtraction are related through fact families.</p> <p>$8 + 10 = 18$ $18 - 10 = 8$ $18 - 8 = 10$ 18 penguins were in the water. 10 more jumped in. How many were left?</p>

Bridges in Mathematics Grado 1 Unidad 6

Pingüinos en plataformas de hielo

En esta unidad su hijo:

- Practicará estrategias matemáticas eficientes para sumar y restar en un rango de 0–20
- Contará, escribirá y resolverá una variedad de problemas de texto de suma y resta
- Escribirá ecuaciones que correspondan a los problemas
- Usará estrategias de valor de posición para sumar y restar hasta 100
- Medirá, ordenará y comparará altura en pulgadas

Su hijo resolverá problemas como los que se muestran a continuación. Guarde esta hoja para consultarla cuando le ayude con la tarea.

PROBLEMA	COMENTARIOS
<p>Escoge una operación y escribe una historia.</p> <p>$8 + 10 = 18$ There were 18 penguins in the water. Ten more jumped in. How many in all?</p> <p>Resuelve $9 + 5$.</p>	<p>Las estrategias de las operaciones matemáticas de las Unidades 2 y 3 se usan para resolver problemas verbales hasta 20. Los modelos como las tarjetas de solapa doble (que se muestran) ayudan a los estudiantes a entender cómo se relacionan la suma y la resta en las familias de operaciones.</p> <p>$8 + 10 = 18$ $18 - 10 = 8$ $18 - 8 = 10$ 18 pingüinos were in the water. 10 jumped into the water. How many were left?</p>

Chapter 13 School-Home Letter

Vocabulary

area The measure of the number of unit squares needed to cover a surface

base, b A polygon's side

formula A set of symbols that expresses a mathematical rule

height, h The measure of a perpendicular from the base to the top of a two-dimensional shape

perimeter The distance around a shape

square unit A unit of area with dimensions of 1 unit \times 1 unit

Dear Family,

During the next few weeks, our math class will be learning about perimeter and area. We will explore the concept that area is a measure of how many unit squares cover a surface. We will also learn the formula for finding the area of a rectangle.

You can expect to see homework that provides practice with finding perimeters and areas of rectangles, and areas of combined rectangles.

Here is a sample of how your child will be taught to use a formula to find the area of a rectangle.

MODEL Use a Formula to Find Area

This is how we will use a formula to find the area of a rectangle.

STEP 1	STEP 2	Tips
Identify the base and the height of the rectangle.	Use the formula $A = b \times h$ to find the area of the rectangle.	Remember that any side of a rectangle could be the base. Depending upon the side labeled as the base, the perpendicular side

Capítulo 13 Carta para la casa

Vocabulario

área La medida del número de los cuadrados de una unidad necesarios para cubrir una superficie

base, b Un lado de un polígono

fórmula Un conjunto de símbolos que expresa una regla matemática

altura, h La medida de un lado perpendicular de una figura bidimensional desde la base hasta la parte superior

perímetro La distancia alrededor de una figura

unidad cuadrada Una unidad para medir el área que tiene 1 unidad de largo y 1 unidad de ancho

Querida familia,

Durante las próximas semanas, en la clase de matemáticas aprenderemos acerca del perímetro y el área. Exploraremos el concepto del área como medida de superficie que usa cuadrados de una unidad. También aprenderemos la fórmula para hallar el área de un rectángulo.

Llevaré a la casa tareas para practicar la manera de hallar los perímetros y las áreas de rectángulos y las áreas de combinaciones de rectángulos.

Este es un ejemplo de la manera como aprenderemos a usar una fórmula para hallar el área de un rectángulo.

MODELO Usar una fórmula para hallar el área

Así es como usaremos la fórmula del área de un rectángulo.

PASO 1	PASO 2	Pistas
Identifica la base y la altura del rectángulo.	Usa la fórmula $A = b \times h$ para hallar el área del rectángulo.	Recuerda que cualquiera de los lados de un rectángulo puede ser la base. Según el lado que se determine como base, el lado perpendicular a esa base es la altura. En el modelo, la base

4 Way Equity Test



1. Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?
2. Does this help to ensure equitable access for all?
3. Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected groups?
4. Does this ensure the same rigorous standards for academic performance exist for all students?