

# Math in Focus Parent Information Session



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# Agenda

- Why Math in Focus?
- Pedagogy
- Supporting Parents and Students

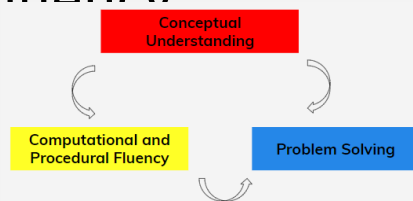


# Why Math in Focus?

- Math Research Team Developed
- Collected feedback from a variety of sources regarding current math resources
- A comprehensive study of math programs to determine most appropriate resource to pilot
- Two programs selected: Investigations 3 and Math in Focus
  - Pilot took place in 12 classrooms with 1 unit from each program

# Why Math in Focus?

- Conceptual understanding, computational fluency, and problem solving
- Mastery Learning
  - Gradual Release Instructional Model
  - Concrete Pictorial Abstract (CPA)
  - Visualization
  - Metacognition

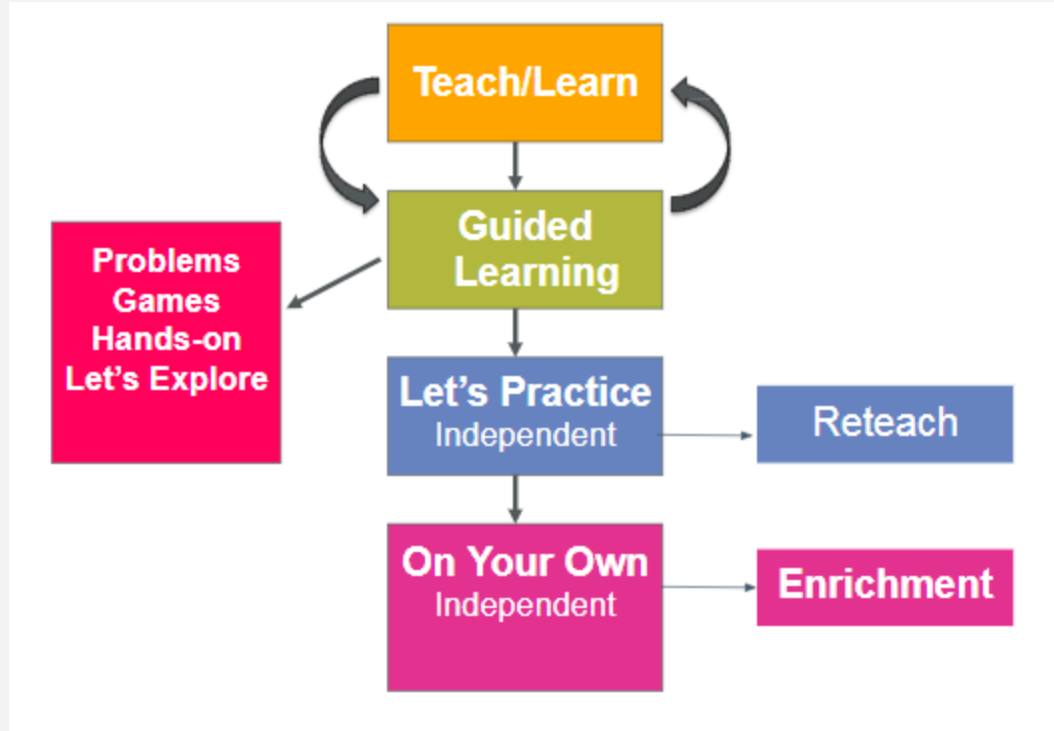


# Three Year Plan

- 2018-19: Grades K-2
- 2019-20: Grades 3-4
- 2020-21: Grade 5



# Gradual Release Lesson Structure

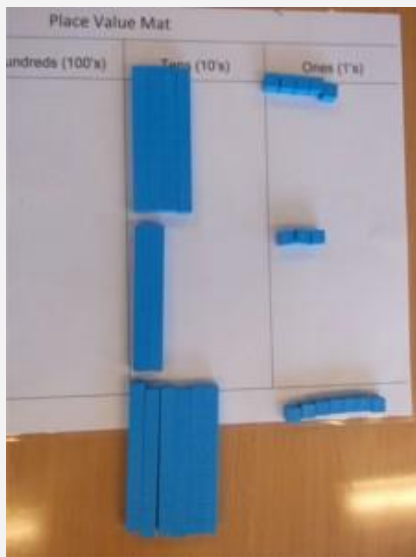


# Concrete-Pictorial-Abstract

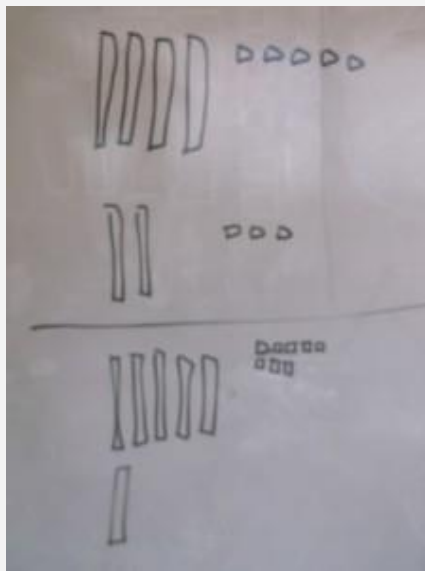
CPA

Concrete

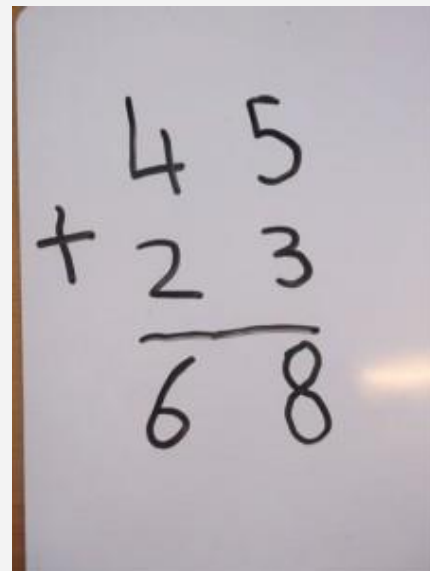
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Pictorial



Abstract



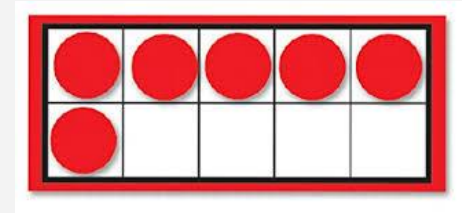
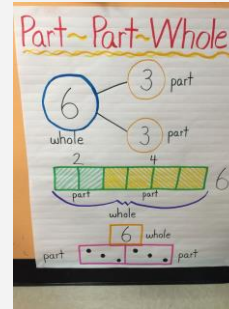
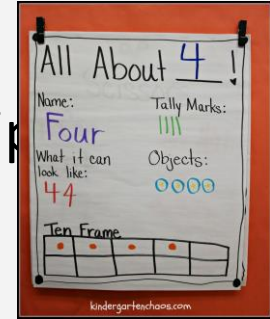
# Visualization

Enables students to see math concepts and relationships

Draw It!

Picture It in Your Mind!

How do you see the math?







# Metacognition

- Monitoring of one's own thinking
- Questioning:
  - How do you know?
  - What makes you say that?
  - Explain.


**Guided Learning**


Find the missing numbers.

1 How many  are there?



hundred

2 How many  are there?





hundred

3

997, 998, 999,


What number comes after 999?


You read 1,000 as one **thousand**!



# Problem Solving


- Embedded and central to instruction
- Apply different strategies to routine and nonroutine problems
- Builds confidence to persevere
- Develop critical thinking skills
- Interrelated mathematical concepts



 Put On Your Thinking Cap!

 Problem Solving

Write five numbers from 1 to 10 on each clown to complete the number bonds.  
Use each number once for each clown.

Example



1.  2. 

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# Questions to Support Homework

- ★ What is the problem you're working on?
- ★ What words or directions do you not understand?
- ★ Where do you think you should begin?
- ★ What do you already know that can help you work through the problem?
- ★ Can you draw a picture or make a diagram?
- ★ What problems like this one have you had before?
- ★ Can you go on to another problem and come back to this one later?
- ★ Where can we look for some help?
- ★ Should you tackle this problem another time?
- ★ What can you tell or ask your teacher?

# Parent Support

- Link mathematics with daily life
  - Card Games, Board Games
  - Read books about numbers and counting
  - Use numbers as you talk with children about what they are doing
  - Communicate with classroom teacher



# Resources

- Newsletters
- [DPS Elementary Math Site](#)

**Math in Focus**

# SCHOOL to HOME

**Connections**

**Chapter 1 Numbers to 1,000**

**Dear Family,**

In this chapter, your child will learn numbers to 1,000. Some of the skills your child will practice are:

- using place-value charts to read, write, compare, and order numbers to 1,000
- counting on by 10s and 100s to 1,000

**Vocabulary to Practice**

This **place-value chart** shows the number 326.

Number	Hundreds	Tens	Ones
326	3	2	6

**Thank You!**



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