

**AGENDA****CCSS Geometry, Grades K-5****Two Day course****OVERVIEW**

This course focuses on content from the domain of Geometry and connects to expectations in the geometric measurement content cluster from the domain of Measurement and Data. Participants gain an understanding of the levels of geometric thinking, the important measurement decisions students need opportunities to make, and types of learning experiences that promote rigorous thinking.

**OUTCOMES**

After the course, participants will be able to:

- Articulate the progression of content in the Common Core State Standards in the domain of Geometry
- Formulate questions that promote rigorous thinking and provide formative assessment data
- Analyze problem-solving activities that develop students' skills in geometry and geometric measurement
- Incorporate effective strategies for teaching mathematics vocabulary into lessons
- Implement instructional strategies including the use of classroom discussions, small-group work, and the use of concrete materials to support students' learning

**Day One****Opening**

This introduction includes the course goals, an overview of the Standards for Mathematical Practices, and pertinent logistical information.

**Internalizing the Language of Math**

The purpose of learning the language of mathematics is to communicate about mathematical ideas. Teaching knowledge of mathematical ideas and relationships must precede teaching vocabulary so that students have a purpose for learning the mathematical vocabulary. Participants investigate a geometry task to consider content, vocabulary, and language demands.

**Break****Composing and Classifying Polygons**

Participants find all possible shapes composed with six Pattern Block triangles. This experience illustrates the importance of using numerous examples of shapes and providing examples and non-examples. They learn the three phases of a lesson focused on reasoning and problem solving and consider the teacher's role during each phase.

### **Lunch**

### **Tangram Puzzle**

The tasks teachers provide are the foundation for mathematics instruction that supports thinking, reasoning, and problem solving. Significant classroom discourse occurs when teachers choose mathematical tasks that engage their students in thinking, problem solving, and communication. During this session, participants compose and decompose shapes.

### **Break**

### **Reasoning with Shapes**

In learning about shapes, it is important to vary the examples in many ways so that students do not learn limited concepts. In this experience, participants provide many variations that are sorted by properties of their lines and angles. They also consider how a strategy such as the Frayer Model fosters vocabulary development.

### **Closing**

Participants take time to reflect on the experiences of the day and ways that these experiences will positively impact their classroom instruction.

## Day Two

### **Opening**

This introduction includes the course goals and provides an opportunity to summarize learning from the first day of the course.

### **Folding Shapes**

During this session, participants fold rectangles and circles to identify and label halves, thirds, fourths, quarters, a half of, a third of, and a fourth of equal shares and recognize that equal shares of identical wholes need not have the same shape (one half of a circle vs. one half of a rectangle).

### **Break**

### **Building Referents for Angle Measurements**

During this session participants consider how to develop students' understanding of measuring angles. Estimation is key to building a good foundation of benchmarks related to measurement. Building referent angles is an important aspect of student experiences with angle measurement. Building the bank of referent angles takes multiple experiences and time.

**Lunch****Investigating Volume**

This session focuses on a view of learning in which people create, or construct their own understanding of mathematical concepts and relationships through interactions between their mind and concrete experiences in the real world. Participants gather data about the volume of several rectangular prisms and consider how this experience with volume compares to their previous learning about volume.

**Break****Constructing Understanding of Area and Spatial Structuring**

In this experience, participants deepen their understanding about spatial structuring and discuss the role that it plays in making sense of the quantities in area problems. They then explore an area problem and examine the learning progression of area in the Common Core State Standards.

**Closing**

Participants take time to reflect on the experiences of the day and ways that these experiences will positively impact their classroom instruction.

**Math Solutions Guiding Principles**

Drawing upon academic work and our own classroom-grounded research and experience, Math Solutions has identified the following four instructional needs as absolutely essential to improving instruction and student outcomes:

- Robust Content Knowledge
- Understanding of How Students Learn
- Insight into Individual Learners through Formative Assessment
- Effective Instructional Strategies

These four instructional needs drive the design of all Math Solutions courses, consulting, and coaching. We consider them our guiding principles and strive to ensure that all educators:

- Know the math they need to teach—know it deeply and flexibly enough to understand various solution paths and students' reasoning
- Understand the conditions necessary for learning, what they need to provide, and what students must make sense of for themselves
- Recognize each student's strengths and weaknesses, content knowledge, reasoning strategies, and misconceptions

- Have the expertise to make math accessible for all students, to ask questions that reveal and build understanding, and help students make sense of and solve problems