



Schools Can be Highly Effective in Promoting Learning for Students With Disabilities in Mathematics

Donna Ann Flaherty, Ed.S.

dflaherty@doe.k12.ga.us

Lou Rodeheaver, Ph.D., NBCT

lrodeheaver@doe.k12.ga.us

What Are You Going to Do Different?

Where Should We Start?

- Resources
- Teacher Preparation
- Classroom Structure
- Teacher Attitude

What Can We Do To Prepare Teachers?

Content Specialist

- Content Knowledge
- Instructional Strategies
- Manipulatives training
- Standards Based Classroom
- Differentiation Training
- Provide training to work with diverse learners
- Progress Monitor
- Data Collection

Learning Strategy Specialist

- Content Knowledge
- Instructional Strategies
- Manipulatives training
- Standards Based Classroom
- Differentiation Training
- Accommodations
- Assistive Technology
- Progress Monitor
- Data Collection



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AFTER TRYING TO FLY BY THE SEAT OF HIS PANTS, FRED LEARNED THAT GOOD TEACHING REQUIRES GOOD PLANNING.

Teacher Professional Development

- Teachers should **directly experience** exemplary classroom practice, creative applications to a wide variety of state-of-the-art technology, and multiple forms of authentic assessment.
- County wide training opportunities
- Create learning communities (district/school)

Paul Riccomini

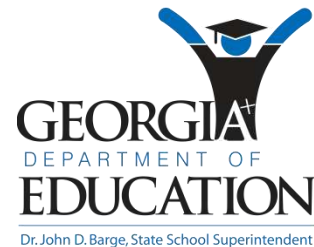
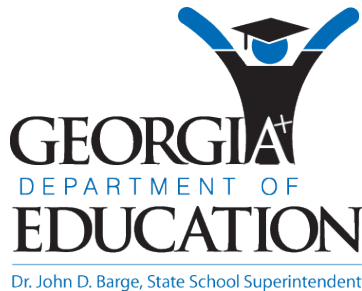
- Paul Riccomini Workshops
 - Building Strategies to Help Students with Disabilities Graduate: Improving Academic Success in Math (SPDG)
 - Strategies for Making AYP for Math (SPDG)
 - Elluminates
 - Error Analysis Procedures
 - Video

Eliminates

- Special Education with General Education
 - 10-15-08 Improving Academic Performance of SWD's for Elementary Mathematics
 - 11-12-08 Improving Academic Performance of SWD's for Secondary Mathematics
 - 01-14-09 SIA Mathematics Vocabulary & Interleave Strategies
 - 02-11-09 SIA Mathematics 1 and Mathematics Support, Space Learning
 - 03-18-09 SIA Mathematics: Graphic representation & Flexible groups (PAL)
 - ETC...

PBS TeacherLine

PBS TeacherLine is an online tool that offers low-cost, high-quality professional development classes to teachers so they can improve their abilities and earn the Professional Learning Units -- or PLUs -- they need to maintain their certification.



Teacher Attitude

- “A man who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it.”
- Alexandre Dumas

Purpose

The Goal of Mathematics Support Classes is to help students successfully complete their regular grade level Mathematics course.

Instructional Practices

Foundations For Success

- **Research on students who are low achievers have difficulties in mathematics, or have learning disabilities related to mathematics tells us that the effective practice includes:**
 - ✓ **Explicit methods** of instruction available on a regular basis (large effect)
 - ✓ Clear problem solving **models** (moderate effect)
 - ✓ Carefully orchestrated **examples**/sequences of examples (moderate effect)
 - ✓ **Concrete objects** to understand abstract representations and notation (large effect)
 - ✓ Participatory **thinking aloud** by students and teachers (large effect)

What Works

- **ACCELERATION** (with remediation in context)
- Multiple **VOCABULARY** representations
- High **ENGAGEMENT** strategies
- **SCAFFOLDING** to move students forward
- **FORMATIVE** Assessments (adjusting instruction based on daily data)
- Teacher **COLLABORATION**

What *Doesn't* Work

- Competitive environments in which students are compared to peers
- Rigid instruction
- “Do you need help?”
- “Gotcha” grading practices
- Lecturing
- Worksheets

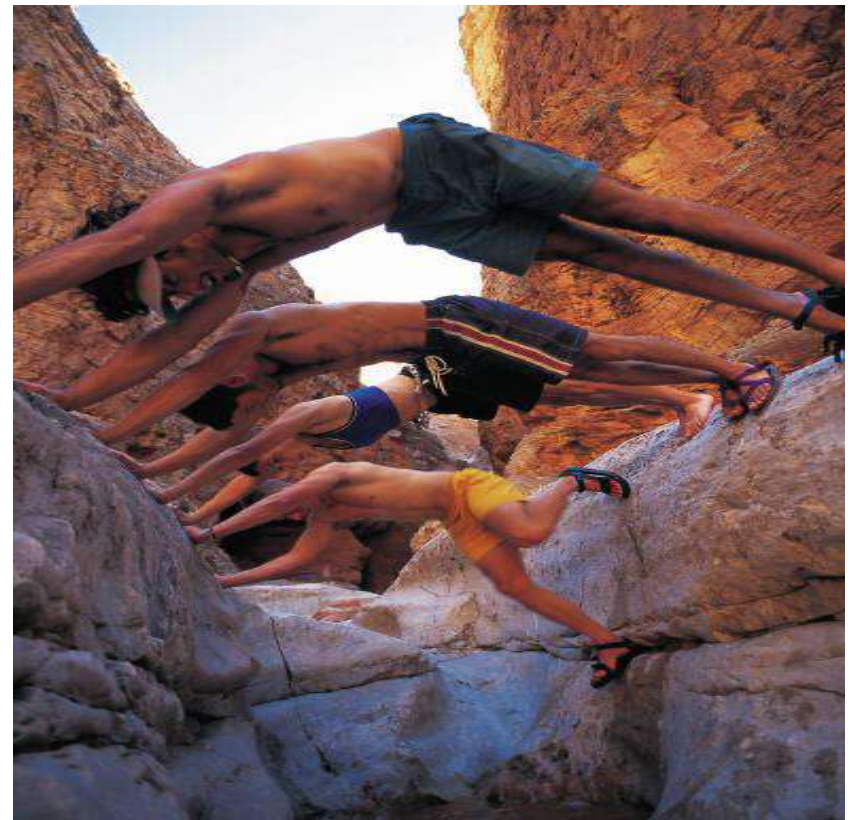
Components of Mathematics Support Class

- All students in a particular Mathematics Support Class should be **concurrently** enrolled in the same regular math course.
- The course should focus on mastery of the standards being taught in the regular mathematics class.
- Continual progress monitoring should be used to assess and diagnose each student's strengths and weaknesses.
- Opportunities should be provided for students to review content with a focus on standards not previously mastered **as well as preview upcoming topics.**

Critically Important

These gaps have to be closed in tandem:

1. Self-efficacy
2. Processing deficits
3. Math knowledge



Self-Efficacy...

- “If a learner’s sense of self-efficacy can be increased, their likelihood of academically performing well in that class will also increase.”
- Providing opportunities for learners to achieve success early in the course helps increase self-efficacy.

- *The Impact of Teaching Strategies on Intrinsic Motivation*
- Lisa Bomia

Self-Efficacy & Tasks

- “those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels.”

Scfhunk & Meece, Self-Efficacy Beliefs of Adolescents, 2005

Characteristics of an Environment that Builds Self-Efficacy

- Choices (Provides a sense of autonomy & control)
- Non-competitive (evaluated on task, not compared to other students.)
- Accommodate processing deficits (Stimulate all the senses , but not necessarily all at once)
- Descriptive, quick feedback
- Builds success early
- Models of success (vicarious success)
- Samples of work provided
- Safe to struggle (Mistakes are part of the process and expected.)
- Promote an active participant rather than a passive observer.

Psychological Processing Deficits

- Visual perception
- Auditory perception
- Memory (short and long term)
- Attention and Distractibility Organization
- Haptic Discrimination
- Conceptualization/Reasoning
- Social Perceptions
- Psychomotor skills/ Visual-Motor Integration

Acceleration/Previewing **CAN** Close Both Gaps

- Students move forward, not backward
- Gaps in math education filled in context while moving forward
- The largest indicator of student success is self-efficacy, not I.Q. Acceleration builds success!
- Scaffolding, vocabulary, & remediation “Just in time,” not “Out of Context”
- Two days ahead, not years behind
- Remediation in context when they need the skill, rather than in isolation.

What is Acceleration/Previewing?

- ▶ Scaffolding for future learning
- ▶ Gives learners advance structure
- ▶ Organizes learning support
- ▶ Only accelerate those “most essential” concepts/skills

Planning Mathematics Support

- ▶ 60-70% of the instructional time on acceleration/previewing
- ▶ 30-40% of the instructional time on remediation/reviewing

Acceleration/Previewing

1. Concept Map from Standard (advance organizer)
2. Activating Strategy/Opener
 - a. To stir intellectual curiosity, tap into prior knowledge, create a desire to know more.)
 - b. Examples: video clips, manipulatives, anticipation guides, strips, demonstration, brainstorm, sorts, etc.)
3. Vocabulary
 - a. Preview it
 - b. Multiple opportunities
 - c. Hands-on strategies
 - d. Make it visual
 - e. Strategies

Assessment Instruction Cycle

Initial Assessment

- Collect historical data
- Formal standardized assessment
- Diagnostic assessment

Progress Monitoring

- Determine appropriate starting level
- Monitor progress frequently
- Graph student scores
- Evaluate progress
- Determine need for instructional modifications

Instructional Delivery

- Secure attention
- Pace briskly (**actively engaged**)
 - frequent responses
 - adequate think time
- Monitor student performance
- Provide **timely** feedback
 - systematic corrective
 - specific reinforcement

Instructional Design

- Analyze content for sameness
- Select range of examples
- Select language of instruction (**LOTS**)
- Sequence language and examples
- Organize into daily lessons
- Schedule practice of examples
- Provide for cumulative review

Progress Monitoring

- Pause and reflect
- WalkABOUTs
- Read Aloud Think Aloud
- Explain and justify work
- Student Conferencing
- Exemplars

Where Do We Get That DATA From?

- CRCT results
- EOCT results
- Classroom performance (**SPREAD SHEET**)
- Teacher recommendation
- Progress monitoring

Explicit Instruction

- The National Research Council (Kilpatrick, et al., 2001) calls for a **mix of explicit** instruction with opportunities to apply principles using **real-life** word problems.
- As teachers we recognize that students do and should construct their own knowledge. However, we must provide **structured guidance through questions for understanding** to support them in their learning especially for students who struggle in their learning of math.

Explicit Instruction

- **Feedback and Correctives**
 - Students should know when their answers are incorrect and that mistakes are a part of learning
- **Distributive Practice (Weekly & Monthly Reviews, Spaced Learning. Interleave)**
 - Effective review promotes transfer of learning by requiring application of content at different times

Ten Effective Teaching Principles

1. Engaged Time
2. Success Rate
3. Content Coverage/Opportunity to Learn
4. Grouping for Instruction
5. Scaffold Instruction

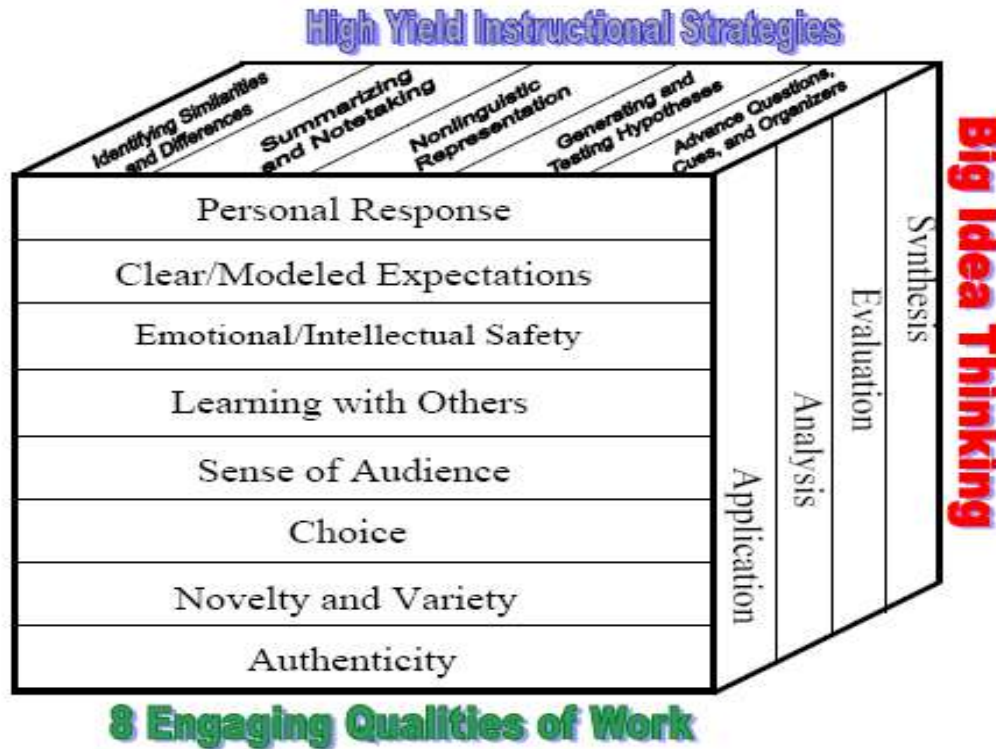
Paul J. Riccomini 2008

Ten Effective Teaching Principles

6. Addressing Forms of Knowledge
7. Activating & Organizing Knowledge
8. Teaching Strategically
9. Making Instruction Explicit
10. Teach Sameness

Paul J. Riccomini 2008

Strategies Are A Must!



Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom Instruction That Works; Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Schlechy, P. (2002) *Working on the Work*. San Francisco, CA: Jossey-Bass.

Strategies

- Advance Organizers
- Vocabulary
- Mnemonics
- Interleave
- Spaced Learning Over Time
- Graphic representation
- Flexible Groups

Determining The Optimal Tool(s)

- **Student abilities and needs**
- **Required tasks**
- **Available supports**



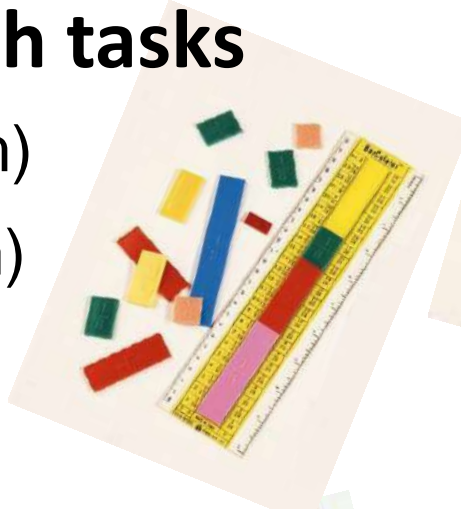
Benefits of Math Aids

- Productivity
- Independence
- Achievement



Manipulatives

- Provides concrete materials that can be used when performing math tasks
 - BarCulator (mathfun.com)
 - PieCulator (mathfun.com)
 - Master Fraction (Onion Mountain Technology)
 - MathLine (Onion Mountain Technology)



Virtual Manipulatives

- **Allows for access to electronic manipulatives**
 - IntelliMathics (Intellitools)
 - National Library of Virtual Manipulatives (<http://nlvm.usu.edu/en/nav/>)



National Library of Virtual Manipulatives for Interactive Mathematics

Utah State UNIVERSITY

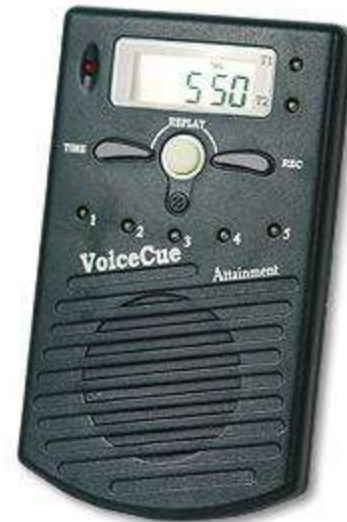
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Index	Pre-K – 2	3 – 5	6 – 8	9 – 12
Number & Operations				
Algebra				
Geometry				
Measurement				
Data Analysis & Probability				

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Process Aids

- **Provide auditory prompts for solving multi-step problems**
 - StepPad (Attainment)
 - VoiceCue (Attainment)



Calculators

- **Large Button - Provide large buttons and/or large display for physical access**
 - Jumbo Display Folding Calculator (Independent Living Aids)
- **Talking Calculator – Provide speech feedback of numbers entered and numbers on display**
 - Desktop Talking Calculator (Maxi-Aids)



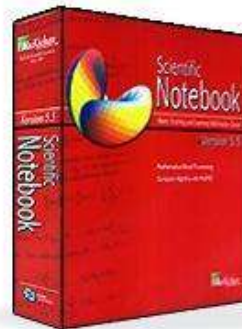
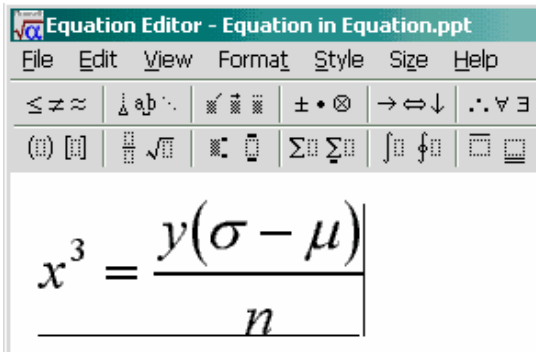
Talking Scientific Calculators

- Provides speech feedback for solving higher level math equations
 - Talking Scientific Calculator (Independent Living Aids)
 - Orion T136X Talking Scientific Calculator (MaxiAids)
 - TI-36X Solar (Independent Living Aids)



Electronic Math Processing Software

- **Allows for completion of higher level math functions in an electronic format**
 - Equation Editor (free download from MS Office CD)
 - Scientific Notebook (MacKichen Software)
 - Geometer's Sketchpad (Key Curriculum Press)



Teacher Resources

- Interactive White Board
- I Pad
- Student Response Systems
- I Pod
- Document Camera
- Graphing Calculator
- Manipulatives

Mathematics Support

Collaboratively Developed and Monitored by Mathematics and Mathematics Support Teachers

Strategies	Assessment/Grades
<p>Previewing Vocabulary:</p> <ul style="list-style-type: none">▪ Vocabulary words for the next unit/lesson are researched (perhaps online) by students. Students should be able to write definitions of the words, use them in appropriate contexts, represent them pictorially, and specify non-examples of them. Graphic organizers should be used with these student-made vocabulary representations.▪ Use Reading Mazes* that incorporate the vocabulary to monitor student achievement.▪ Six Step Process for Building Academic Vocabulary (Marzano)	<ul style="list-style-type: none">▪ Grades may be assigned for proper use of the vocabulary words in all the formats described. Support teachers should monitor the student work in progress and give feedback (formative assessment) through questioning to guide students to proper use and application of the words.▪ Reading Mazes may be used as pre- and post-tests as well as benchmarks of student comprehension of the pertinent vocabulary. Grades may be assigned based on growth in comprehension.
<p>Student Reporting of Mathematical Understanding:</p> <ul style="list-style-type: none">▪ Students will articulate their mathematical conceptual understanding developed during lessons in the Mathematics 1 class to the instructor in the Support class in both in verbal and written formats.▪ The Support class teacher will use this articulation to diagnose student misunderstanding so that other strategies can be applied for student achievement.	<ul style="list-style-type: none">▪ Support teachers will use the verbal and written student articulation to inform the use of other strategies to support student understanding.▪ Grades may be assigned based on the completion of these articulations.
<p>Previewing Tasks:</p> <ul style="list-style-type: none">▪ Students will preview tasks from the Mathematics class by working similar teacher-developed tasks (scaffolding tasks) that focus on building conceptual understanding.	<ul style="list-style-type: none">▪ Support teachers will use the scaffolding tasks to provide commentary to students about their understanding of focused concepts.▪ Grades may be assigned based on the completion of these scaffolding tasks.
<p>Extended Time for Tasks from the Mathematics Class:</p> <ul style="list-style-type: none">▪ Mathematics teachers may send unfinished tasks to the Mathematics Support teacher for students to complete either individually or in newly developed small groups in the Support class.	<ul style="list-style-type: none">▪ Support teachers may provide feedback to students as they complete the Mathematics tasks through questioning.▪ Grades may be assigned based on the completion of these Mathematics tasks.

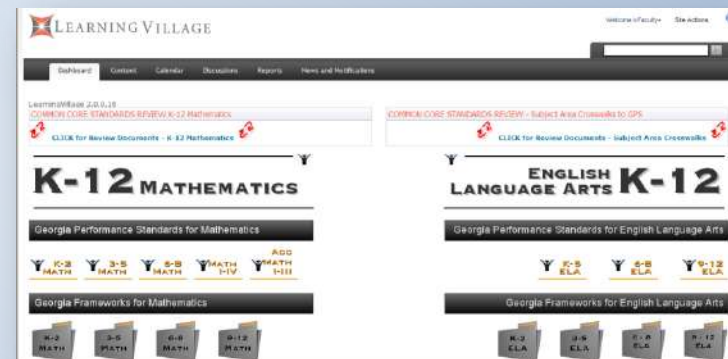


LEARNING VILLAGE

Learning Village, a resource in alignment to the Georgia Performance Standards, has been designed to achieve a balance among concepts, problem solving, and skill development in Georgia's Mathematics classrooms. This resource stresses rigorous concept development, presents realistic and relevant tasks, and keeps a strong emphasis on computational skills.

This website includes:

- standards
- REVISED framework units
- classroom and training videos
- mathematics parent letters
- vertical alignment charts
- webinars
- middle school mathematics webcasts
- PowerPoint unit overviews (coming soon)




GeorgiaStandards.org...


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teachers



administrators







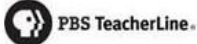


parents

Please Pardon Our Progress

The Advanced Search feature has been temporarily disabled. Any search currently performed on this site will not return relevant results, including use of the search engine above. We apologize for any inconvenience this may cause. Please review these helpful links:

- How to Access Standards
- How to Access Frameworks

Quick Links



Announcements

- NEW CTAE Middle School Instructional Resources
- NEW Lexile Framework for Reading in Action
- NEW Fine Arts Performance Standards
- NEW Health Education Standards
- Proposed REVISED Performance Standards for Eight High School CTAE Courses
- Proposed NEW Science Performance Standards

Accessing Learning Village

Kathy Cox, State Superintendent of Schools

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Parents | Feedback

LEXILE

OAS Georgia's Online Assessment System

Copyri

If you do not have a GaDOE portal login, please click on the "sign up for an account" link to gain access to Learning Village.

Dashboard of Instructional Sources ...

LearningVillage 2.0.9.16

COMMON CORE STANDARDS REVIEW K-12 Mathematics

 [CLICK for Review Documents - K-12 Mathematics](#) 

COMMON CORE STANDARDS REVIEW - Subject Area Crosswalks to GPS

 [CLICK for Review Documents - Subject Area Crosswalks](#) 

K-12 MATHEMATICS

Georgia Performance Standards for Mathematics

 [K-2 MATH](#)  [3-5 MATH](#)  [6-8 MATH](#)  [MATH I-IV](#)  [ACC MATH I-III](#)

Georgia Frameworks for Mathematics

 [K-2 MATH](#)  [3-5 MATH](#)  [6-8 MATH](#)  [9-12 MATH](#)

ENGLISH LANGUAGE ARTS K-12

Georgia Performance Standards for English Language Arts

 [K-5 ELA](#)  [6-8 ELA](#)  [9-12 ELA](#)

Georgia Frameworks for English Language Arts

 [K-2 ELA](#)  [3-5 ELA](#)  [6-8 ELA](#)  [9-12 ELA](#)

Revised Elementary Frameworks

Revised frameworks include:

Updated Standards

Differentiation

Essential Questions

Updated Tasks

Background Knowledge

MATHEMATICS -

Grade 1
Mathematics
Frameworks

Unit 3
Shapes and Fractions

Performance Task: Graphing Attributes

STANDARDS

ME1. Students will compare, partition, and identify geometric shapes by the appropriate attributes of position, shape, size, number of sides, and number of vertices.

ME2. Students will draw simple shapes and graphs and interpret them.

ME3. Students will demonstrate mathematical thinking through word problems.

ESSENTIAL QUESTIONS

- How are shapes similar?
- How are shapes used in our world?

STANDARDS

- Students recognize
- Students represent
- Students
- Students

ESSENTIAL QUESTIONS

Students will be able to explain how they use shapes and graphs in their lives.

Revised Middle School Frameworks

Revised frameworks include:

Teacher's Edition

Student Edition

Essential Questions

Updated Tasks

Background Knowledge

M A T H E M A T I C S

Grade 8
Mathematics
Frameworks

Unit 2
The Powers That Be


Teacher's Edition

M A T H E M A T I C S

Grade 8
Mathematics
Frameworks

Unit 2
The Powers That Be

Student Edition



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Georgia Department of Education
Grade 8 Mathematics Frameworks
Unit 2: Powers That Be

Task: A Few Folds

ESSENTIAL QUESTIONS

- When are exponents used and why are they important?
- How do I simplify and evaluate algebraic expressions involving integer exponents and operations?

TASK COMMENTS

In this task, students will operate with integer exponents to describe and compare patterns. Students are meant to create and use a table to compare their work and findings. Allow students time to explore, discover, and generalize the properties of exponents and practice simplifying expressions with integer exponents.

A Few Folds

Part 1:

Repeat 1/4 fold one piece of paper in half according to the number of folds and the resulting number of layers of paper. Assuming that you could continue the pattern, how many layers of paper would there be for 10 folds, 100 folds, n folds? How do you know?

Solution

Number of folds	1	2	3	4	5	...	10	...	n
Number of layers of paper	2	4	8	16	32	...	1024	...	2^n
Number of layers of paper without using integer exponents	2	2 ²	2 ³	2 ⁴	2 ⁵	...	2 ¹⁰	...	2 ^{n}

Students should see that each fold resulted in twice as many layers of paper as the previous fold.

Georgia Department of Education
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Grade 8 Mathematics Frameworks
Unit 2: Powers That Be
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Mathematics Newsletters

Mathematics Newsletters include:

Content Articles

Resources

Illuminate Calendar

Professional Learning Opportunities

Assessment Articles

Instructional Articles

GEORGIA DEPARTMENT OF EDUCATION
MONTHLY MATHEMATICS NEWSLETTER
Volume 1 September 15, 2009

Calendar

- September 15, 2009
 - Math Supervisors webinar
 - Mathematics I Support webinar
- September 23, 2009
 - Collaborative Math I & II webinar
- October 1, 2009
 - Grades 3-5 webinar
 - Grades 6-8 webinar
 - Mathematics II Support webinar
- October 6, 2009
 - Grades K-2 webinar
 - Mathematics I webinar
- October 13, 2009
 - Mathematics II webinar

In this Issue...

- Assessment P.1
- Training P.4
- Learning Village P.2
- Featured GPS Classroom P.2

MATHEMATICS TRAINING

The Georgia Department of Education Mathematics Department, in collaboration with the Regional Education Service Agencies (RESA) and the Educational Technology Centers (ETC), will offer a one-day training session, *Assessing for Mathematics EOCT Success: Part II* during the fall semester of the 2009-2010 school year.

This one day training session is built around the Mathematics I EOCT released items. Mathematics I and II teachers will be able to discuss and model the construction of test items; use Depth of Knowledge (DOK) in daily planning; and analyze results that will impact instruction in Tier 1 general classes and Tier 2 Mathematics Support classes.

Please remember that local school systems and/or RESA's will be responsible for managing the professional learning units (PLU) that may be connected with this session.

Registration is now open.
Click [here](#) to register for Assessing for Mathematics EOCT Success.

ASSESSMENT

You may know that standardized tests are made up of items that reflect a variety of Georgia Performance Standards (GPS) for each grade level. But did you know that items also reflect different levels of cognitive complexity? Each item has a depth of knowledge (DOK) assigned to it in addition to a standard and element.

In assessing students, there are three possible DOK levels. Level 1 requires a student to recall information. Items may ask students to order, compute, estimate, or read from data displays. Level 2 requires a student to engage in mental processing beyond recall. Items may ask students to attend, solve, compare, explain, analyze, or construct data displays. Level 3 requires a student to reason using evidence and a higher level of thinking than Level 1 and Level 2. Items may ask students to predict, justify, convince, generalize, or translate knowledge into new context.

For more information on DOK levels, please click [here](#) and go to pages 24 and 25.


Illuminate Live!
Click [here](#) to access Illuminate.

Parent Letters

Mathematics Parent Letters include:

Each letter provides glimpses of the content investigated in class, suggestions for activities to explore at home, vocabulary used in the unit, grade-appropriate readings related to the math content, and links to websites that contain additional background information or practice opportunities for skills development.

CSI Unit Diagram



Further Investigations
In this section, the reader can find activities that parents can do with their students at home to extend or enrich the learning from the classroom.

Terminology
Vocabulary for the unit is defined in this section of the Unit.

Book 'em
Non-math books (or chapters in higher grades) are listed in this section. These references provide pictures of the math content being used, or they suggest the need or usefulness of the mathematics.

Fractions and Decimals
Students will:
- Investigate parts for a whole and how they can be used to represent a whole.
- Recognize that the denominator is the number of parts of a whole and that the numerator is the number of parts of the whole.
- Explain the concept that the larger the denominator, the smaller the size of the part.
- Compare like fractions and like decimals to greater than, less than, or equal to the part.
- Understand factors, their factors, multiples, and how they relate to various fraction models.

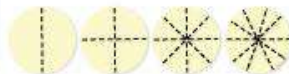
Classroom Cases
1. Add and subtract to 100.
2. You buy 10 tickets to a game at the fair and you only get 5 on the ticket. Check a receipt for extra charges and extra you have as a hobby and a game ticket.

Case Closed - Evidence

10	10	10	10	10	10	10	10	10	10
35					35				

Case Closed - Evidence


100	100	100	100	100	100	100	100	100	100
350					350				

Case Closed - Evidence


Clues
In the Clues section are hints for understanding and appreciating the mathematics. For example, this section tells the reader that circle graphs are often called pie charts.

Related Files
If the user clicks on this section (or enters the address in his browser), he will be referred to links for student practice and background information for topics addressed in the unit.

GPS Mathematics Classroom Videos




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 - Administrator's Math Toolkit
 - Instructional Videos
 - Webcasts: Using Manipulatives, Gr. 6-8
 - GPS for K-5 Math Polycor
 - Math I: Algebra/Geometry/Statistics
 - Math I: Assessing for Math Success
 - Math II: Geometry/Algebra II/Statistics
 - Effective Math Instruction for Students with Diverse Needs
 - GPS in Action
 - Tips from the Trenches
- Science
- Social Studies
- Special Education
- Career, Technical, and Agricultural Education (CTAE)
- GSO to GO Videos & Podcasts

Home » Resources & Videos » Browse Videos » Mathematics » Georgia Classroom Instructional Videos

Georgia Classroom Instructional Videos

<p>Kindergarten</p> <ul style="list-style-type: none"> • Chrysanthemum is My Name (Unit 4) • How Heavy Is It? (Unit 4) • It's All in the Bag (Unit 6) • Take it to the Store! (Unit 6) • Math Tubs • Calendar 	<p>Grade 1</p> <ul style="list-style-type: none"> • Jelly Bean Grab (Unit 1) • Creating Story Problems (Unit 2) • Which One Doesn't Belong! (Unit 3) • It's Time (Unit 4) • Measurement Masters (Unit 4) • How Many Ways? (Unit 5)
<p>Grade 3</p> <ul style="list-style-type: none"> • Shopping for Healthy Snacks (Unit 1) • Making "Cents" of Division (Unit 2) • Twenty-four Kids All in Rows (Unit 2) • A Giraffe Named Stretch (Unit 2) • Family Reunion (Unit 2) • Guess Who's Coming to Dinner (Unit 3) • Math Centers 	<p>Grade 4</p> <ul style="list-style-type: none"> • Grocery Shopping (Unit 1) • Using Arrays to Multiply Bigger Number 2) • Kilogram Scavenger Hunt (Unit 3) • Quadrilateral Challenge (Unit 4) • Flag Fractions (Unit 5) • Balance Scales (Unit 5) • Balance Scale Algebra (Unit 6)
<p>Grade 6</p> <ul style="list-style-type: none"> • Arrays, Factors, and Number Theory (Unit 2) • Cupid Targets Fractions and Recipes (Unit 3) • Re-carpeting the Classroom (Unit 7) 	<p>Grade 7</p> <ul style="list-style-type: none"> • The "eyes" have it! (Unit 1) • A Second Challenge (Unit 4) • A Final Challenge (Unit 4) • Sessaw Nickels (Unit 6)
<p>Grade 8</p> <ul style="list-style-type: none"> • Is it Fair? (Unit 1) • Expanding Space Station (Unit 3) • Walk the Graph (Unit 5) • Cara's Candles & DVD Club (Unit 7) 	



Mathematics Videos

www.georgiastandards.org

- Administrator's Mathematics Toolkit
- Georgia Classroom Instructional Videos
- Webcasts: Using Manipulatives, Gr. 6-8
- GPS for K-5 Math Polycom, March, 2009
- Mathematics I: Algebra/Geometry/Statistics
- Mathematics I: Assessing for Mathematics Success
- Mathematics II: Geometry/Algebra II/Statistics
- Effective Mathematics Instruction for Students with Diverse Needs
- Georgia Performance Standards In Action
- Tips From the Trenches

Further Investigations:

Show your student graphs in newspapers, journals, or on the Internet. Identify the domains and ranges and discuss whether they represent discrete or continuous data.

When watching television with your student, pick statements from the commercials and restate them as conditional statements. Then state the converse, inverse, and contrapositive. Evaluate the truth value of each statement.

Look for sequences in your world such as hours worked or number of seats at a theatre. Ask your student to represent them recursively, in closed form, and in function notation.

Terminology:

Contrapositive: A conditional statement that negates and reverses the hypothesis and the conclusion.

Converse: A conditional statement that reverses the hypothesis and the conclusion.

Continuous: A set of data that can include any real-numbered value in a given interval such as temperature, time, and length.

Discrete: A set of data that represents a situation where the possibilities are distinct and separated from each other such as counts of people.

Domain: The set of all possible values for the independent or input variable in a function.

Hypothesis: In a conditional statement, the part that follows "if."

Inverse: A conditional statement that negates the hypothesis and the conclusion.

Range: The set of all possible values for the dependent or output variable in a function.

Class:

To a large extent, applied mathematics consists of modeling various phenomena by functions, using mathematics to analyze these functions, and then using this mathematical analysis to obtain insight into the phenomena. We can model more and more things if we have a larger repertoire of functions.

Book'em:

Through the Looking Glass
by Lewis Carroll

Related File:

www.cesimc.gatech.edu/csi/

Prepared by the Center for Education Integrating Science, Mathematics, and Computing at Georgia Tech in cooperation with the Georgia DOE. ©2009 Georgia Institute of Technology

Function Families

Student will:

Math I - 1 of 6

- Explore properties of basic quadratic, cubic, absolute value, square root, and rational functions
- Determine the range given the domain and rule of correspondence for a function
- Represent functions with function notation and use the notation to ask and answer questions about relationships
- Read and draw graphs of functional relationships
- Recognize and evaluate logical relationships between a statement and its converse, its inverse, and its contrapositive.

Classroom Cases:

1. Iva has a job after school delivering papers. She is paid \$5 per week plus \$.10 for each paper delivered. Make a table and a graph to show the relationship between the number of papers delivered and amount earned each week. Write a formula in function notation to represent the relationship. What is the domain? What is the range?

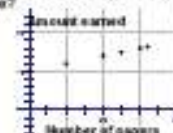
Case Closed - Evidence:

Number of papers delivered, n	10	20	25	30	32
Weekly earnings, $E(n)$	\$ 6	7	7.50	8	8.20

$E(n) = 5 + 0.10n$

The domain is the number of papers delivered, n . It can be represented: $\{n \in \mathbb{N} \mid n \geq 0\}$. The range includes all the amounts

she could earn in a week. It can be represented: $\{E(n) \in \mathbb{Q} \mid E(n) \geq 0\}$. Since the number of papers must be whole numbers, the points on the graph should not be connected.



2. Write the sentences below in "if-then" form. Give the converse of each statement and tell whether its truth value is true or false.
- I cry at weddings.
 - A rectangle is a quadrilateral with 4 right angles.
 - $f(3) = 3$ when $f(x) = \sqrt{x}$.

Case Closed - Evidence:

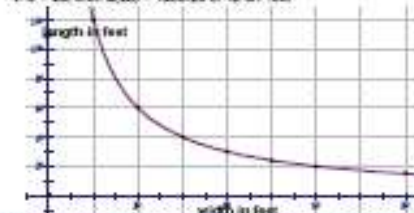
Statement	Converse	Truth value
If I am at a wedding, then I cry.	If I cry, then I am at a wedding.	False. I also cry at the movies.
If a quadrilateral is a rectangle, then it has 4 right angles.	If a quadrilateral has 4 right angles, then it is a rectangle.	True
If $f(x) = \sqrt{x}$, then $f(9) = 3$.	If $f(9) = 3$, then $f(x) = \sqrt{x}$.	False. $f(x)$ could be $270x$.

3. Uncle Hank is building a shop. He needs a floor space of 1200 square feet. Make a table to show some of the possible lengths and widths for the shop. Draw a graph to show the relationship between width and length and represent the relationship in function notation. Write a function rule to calculate the length of the floor for any given width. Use your rule to determine the length of the floor when the width is 20 feet.

Case Closed - Evidence:

Width	Length
10	120
20	60
30	40
40	30
50	24
60	20
80	15
100	12

Let w = width and $L(w)$ = length. Then $L(w) = 1200/w$.
If $w = 20$, then $L(20) = 1200/20$ or 60 feet



Resources

- “Learning from NAEP: Professional Development Materials for Teachers of Mathematics”, NCTM, edited by Catherine A. Brown and Lynn V. Clark.
- “Ed Thoughts What We Know About Mathematics Teaching and Learning” 2nd Edition, McREL, edited by Vicki Urquhart with Carmon Anderson, Linda Brannan, Kathleen Dempsey, and Matt Kuhn.
- “Differentiation in Practice A Resource Guide for Differentiating Curriculum Grades 5-9”, ASCD, by Carol Ann Tomlinson and Caroline Cunningham Eidson.
- “Differentiating Math Instruction Strategies That Work for K-8 Classrooms” second edition with updates based on the National Mathematics Advisory Panel Report, Corwin, by William N. Bender.

What's Next?

- How can you as an ADMINISTRATOR make a difference for SWD or our at Risk Students?
 - What can you do to promote/strengthen teacher knowledge?
- ❖ **Turn and Share 1 thing you can do differently to promoting learning for students with disabilities in mathematics!**

The Opportunity YOU have is...

...to empower your teachers to create an environment that fosters math self-efficacy while utilizing instructional strategies and assistive technology that will maximize math potential.