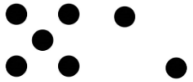
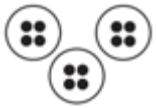
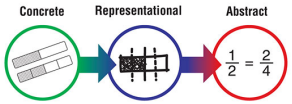
When are Monday Math Minis? Twice a month from 2:35-3:05

Where?

What are Monday Math Minis? Our Monday Math Minis will be used to teach particular skills, extend previous learning, create interest in math topics and generate questions. These will be mini lessons just like you would use in your class. We will introduce you to the skill or topic and then give time to use/practice. Plus lots of resources to take back to your classroom and use immediately!

Why Monday Math Minis? We have thoroughly enjoyed learning about best practices in math and are excited to share what we've learned with our tribe! But we also understand the time demands of running a classroom and managing your personal life so want to make the information and resources easily accessible to all. Come to just one or come to all!

Dates	Topics	Sign Up
12/2	**Numeracy Framework**- provides teachers with the numeracy skills required by students at each stage of development across grade levels. The range of numeracy skills from preschool to year 10 allows teachers to identify stage skills and assess students' prior learning.	
12/16	**Bottom Up 120/100 Chart-** Putting a twist on a popular mathematical tool, this collection of activities shows how placing a number 1 in the bottom-left cell and a 100 in the top-right cell can better support student reasoning.	
1/13	**Counting Routines (Count around the circle, choral counting, start and stop counting, organic number line) -** Do you have students who try to solve all problems by counting up one? What we tend to see is students who count by ones do not use more sophisticated strategies because they are not fully comfortable with skip-counting, nor do they see the patterns of ten on the number grid. Another reason could be that they don't have mental images of the quantities. How do we help these kiddos? Counting routines and visual routines!	

1/27	**Visual Routines (Subitizing- Quick Images, Ten-Frames, Rekenreks) -** How many dots do you see?  You probably did not need to count the dots by one, but instead say the amounts in groups. Did you see a group of five and a group of two, then combine them to make seven? Recognizing small amounts without counting is subitizing! Don't think this applies to the upper grades? How many dots do you see?  Or better yet put the groupings inside a tens frames and really build your students number sense.	
2/24	**Number Strings**- Number strings focus on a series of problems that are related and build on each other. Problems in a number string usually get more difficult as students progress through the string of problems.	
3/9	**Steven Wyborney's Number Talks**- join us to learn how we can put a fun spin on number talks using Steve Wyborney's amazing, **FREE** resources! You will walk away with at least 20 days of instructional routines for number talks!	
4/6	**3 Act Tasks Graham Fletcher**- Looking for a way to engage your students, spark curiosity and fuel sense making in real world math? Join us during this session to work through the three step process and leave with resources to get you started!	
4/20	 **CRA Model-** The purpose of teaching through a concrete-to-representational-to-abstract sequence of instruction is to ensure students truly have a thorough understanding of the math concepts/skills they are learning. When students who have math learning problems are allowed to first develop a concrete understanding of the math concept/skill, then they are much	

	more likely to perform that math skill and truly understand math concepts at the abstract level.	
5/4	**Numberless Word Problems & I bet Lines**- Have you ever said or thought any of the following? “They just add all the numbers! It doesn’t matter what the problem says.” “They don’t stop to think! They just start computing as soon as they’re done reading the problem.” “They don’t even realize this is exactly the same type of situation as the problem we did yesterday!” Then you might be interested in trying out numberless word problems with your students. You read that right, numberless word problems!	
5/18	**What's missing, what’s extra, what’s the hidden information?** **Anchor Charts for Story Problems Plus Feedback for Next Year** This session will be about how to enrich story problems and facilitate sense making. It will also cover the dos and don'ts of story problem anchor charts.	