

## Supporting Math at Home

February 28, 2023

## Available Languages

Languages Requested:

- Japanese - Mihoko Yamamoto
- Korean - Hannah Yu
- Chinese - Jeanne Haselhorst
- Russian - Olga Vodicka
- Bulgarian - Dilyana Zheleva
- Ukrainian - Iryna Cambone
- Spanish - Adriana Temple



## Welcome!

## District 15 EL Students

- 3417 Eligible Students
- 470 Recent Exits
- 501 Fully Exited
- 80+ Languages



## Agenda

- Math at School
- Math at Home
- Connecting Math at School and Home


## Math at School

## Illustrative Mathematics Lesson Structure



## Warm Up

- Warm-ups: Each lesson begins with a warm-up routine that is an invitation to the mathematics of the lesson. The same routines are used throughout the entire curriculum, and students become very familiar with the structure of the routines. During warm-up routines, all students are encouraged to share their developing ideas, ask questions, and respond to the reasoning of others.


## Activity \& Lesson Synthesis

- Activity and Lesson Syntheses: Each activity and lesson includes a synthesis that provides an opportunity for students to discuss key mathematical ideas of the activity/lesson and incorporate their new insights into their big-picture understanding.


## Cool Down

Cool downs are a way for students and teachers to reflect on their understanding of that day's lesson.
(Kinder does not have Cool Downs)

## Math at Home

## Math at Home

In the same way that we know that it is critical to read to our children at home, talking about math at home is equally important.

Engaging in conversations about math allows children to see that math is around them at all times.

Here are some simple questions that allow you to engage in this talk with your children.

## What do you notice? What do you wonder? ? ?

This is a routine that students engage in during the warm up of lessons. It provides students an opportunity to share their ideas and questions.

This can be done with images that you see around, or even in real life.

## What do you notice? © What do you wonder? .?



## What do you notice? © What do you wonder? .?



## Which One Doesn't Belong? $\otimes$

In this warm up routine students are asked to look at all four images in each of the quadrants and asked to share their reasoning as to "Which One Doesn't Belong and Why?" The great thing about this routine is that there are no wrong answers, as long as the student's reasoning is true. The focus is not on the answer, but on the student being able to communicate his/her reasoning/justification of their choice.

You can do this with many things at home or even ask your child to create their own problem.

## Which One Doesn't Belong?



## Which One Doesn’t Belong? $\otimes$



## How many?

This routine is about numbers and counting, but it's different than just asking children to count a specific thing.

The idea is that you don't tell children what to count. Instead you decide what to count in each picture (and you have many choices).

The longer you look, the more possibilities you'll notice.

## How many? <br> - 東 r



## How many?



## Connecting Math at School and Home

## Centers

Centers are a structure that students engage in during math with Illustrative Mathematics. These are math games that allow students to practice skills and develop fluency of mathematical concepts.

These are games that can be played with your children at home too.

- Which One?
- 5-in-a-row
- Addition \& Subtraction
- Multiplication
- Number puzzles
- Addition \& Subtraction
- Multiplication \& Division


## Which One?

Students ask their partner yes or no questions to figure out what shape they chose.

Students take turns generating numbers and placing counters on a board. The first partner to have five counters in a row wins.

## Number Puzzles

Students use the digits 0-9 to make each addition or subtraction, multiplication or division equation true.

Pick a Center and Play!


## Questions?



## SAVE the Date for MPAC

April 18, 2023

- Continuing to support your child's English Language Development over the Summer


