

Summary

January 2, 2007
Math Articulation Team Meeting

Elementary Math Articulation Team

Feedback from the schools on the computational fluency:

Columbia reported that teachers in K-2 were using Bridges and Number Corner. While teachers in grade 3 were supplementing with Heath worksheets. Fourth grade was using Number Corner Quick facts and other practice sheets, and 5th grade was using Math Facts in a Flash. They felt that the students were low in recalling their multiplication and division facts in 5th grade.

Lewis and Clark reported that in grade one, some teachers felt that the students were not developmentally ready to do drills without teaching the strategies. The retention was not as successful... it was just “surface” learning. Grade 2 was using the Van de Walle philosophies, teaching the strategies and the drills. Number Corner seems to help more than Bridges. However, there is only 15-20 minutes for Number Corner each day, so tough to fit it into the day. Grade 4 was using drills as homework supplements, and having students work with their families on their facts.

Washington reported that K-2 focused on teaching the strategies. The upper grades did a Math Olympics, which was a math facts challenge right before winter break. Grade 5 continues to use Math Facts in a Flash. They are finding that with each year, they need to make the tests more difficult for their Math Olympics. **Newbery** reported that a teacher found frustration with Bridges, since it seemed to introduce a concept, and right when it seems time to practice and apply those new concepts, Bridges moves on to a new lesson.

Sunnyslope reported similar frustrations in the lack of mastery. For example, no mastery of the ‘doubles’ strategy before moving on, so will the students truly use that strategy if they don’t “own it”? Grade 2 is using the workout wheel in Number Corner, and all grade levels are supplementing with other resources for computational fluency. It was suggested to assess the understanding/application of the strategy.

Mission View reported that K-2 teachers felt satisfied with the computational fluency in their classrooms. Grades 3-5 felt that supplementing Bridges was necessary and if the homework from Bridges were more fact-oriented, then kids and parents would be more apt to do at home.

It was suggested to propose a staff development for K-5 strategies, teaching computational fluency. The training would include what strategies are appropriate at each grade level, how to supplement and with what materials. The idea is strategy

mastering versus number fact mastery, alone. Jeri Howard has done some work using Van de Walle, demonstrating which strategy would work with each fact. She will share at the next meeting.

Jennifer DeLashmutt will facilitate a 1st, 2nd and 3rd grade committee to gather before April to prepare for the staff training.

Grade 5 Math Adoption:

Jennifer DeLashmutt suggested the organization of observations for the grade 5 teachers with no Bridges experience, and no one in their buildings that have taught 5th grade Bridges before. The articulation committee was supportive of the idea. Jennifer DeLashmutt will facilitate a day for a 6th grade CMP2 observation and a 5th grade Bridges observation...the sooner the better.

In addition, Jennifer DeLashmutt will work with Janis Heigl and the Math Learning Center to get additional grade 5 Bridges materials for exploration by those teachers who have not yet experienced Bridges. Hopefully, more in class observations will be available over the next several weeks.

Piloting feedback will be gathered at the next grade 5 training on February 15, with Janis Heigl.

Mirna Kunkel suggested the communication between the middle school math articulation and the elementary school articulation. In addition, it would be important to provide a forum for 5th and 6th grade teachers to communicate as well.

The committee would like a copy of the 5-year plan for middle school and high school math. Jennifer DeLashmutt will email electronically or PONY the hard copy. The committee would like to know the state recommended math curriculums and the three that are chosen, once that happens...Jennifer DeLashmutt will keep that information available to the committee.

The next meeting is February 6th in the district office Board Room from 3:30 – 5:00 p.m. Jennifer DeLashmutt will pursue having Ted Edwards or a middle school principal to go over the selection process/tracking in middle school for our information and understanding.