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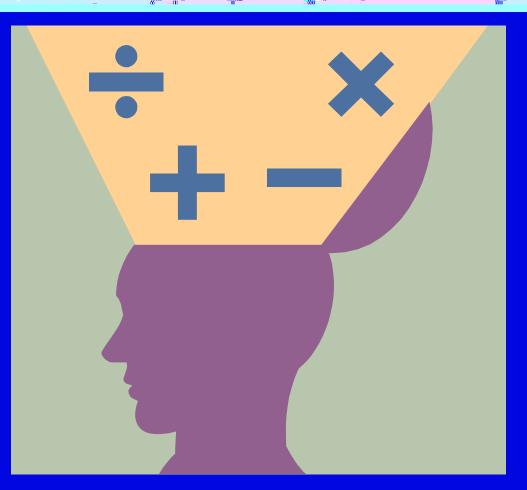
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Conceptual Development

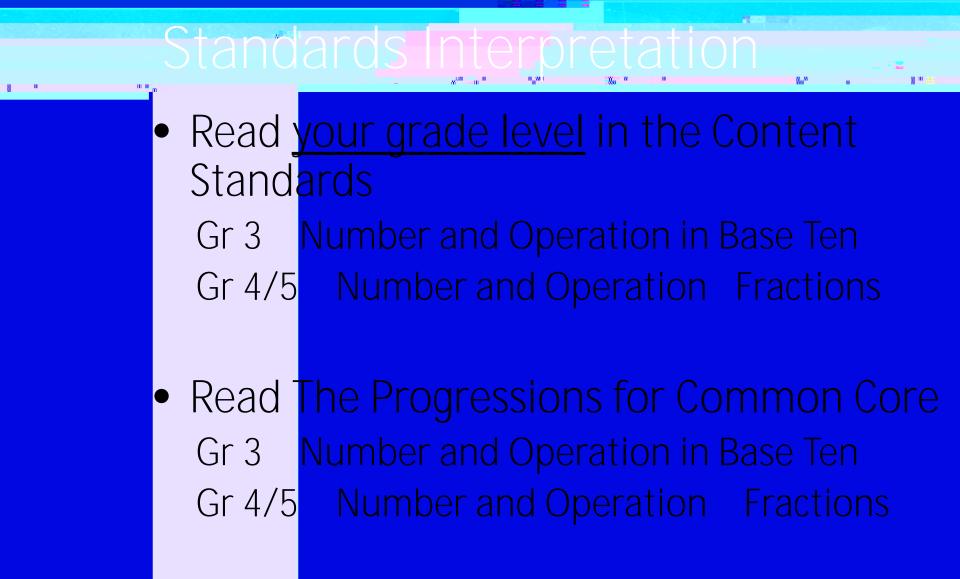


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On a piece of yellow paper folded in half:

What types of errors/misconceptions do you anticipate your students ha &f1**%**m\$tudents



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Standards Interpretation

Silent Sustained Reading Time

 If you would like to discuss with your neighbors as you read, please excuse yourselves to The Bistro Sacramenten Situry initie a Sendo institut

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As you read, make notes of:

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When you return you will be in separate rooms by grade level

Lunch

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Find your Unit of Study with Guiding Questions

Creating a Unit of Study

<u>Enduring Understanding(s):</u> Students will understand that...

- These are specific inferences based on big ideas that have lasting value beyond the classroom.
- They are full-sentence statements that describe specifically what students will understand about the topic, and allow them to transfer their learning to authentic performance tasks.

Creating a Unit of Study

Essential Questions: These questions will guide student inquiry.

- These are thought-provoking questions that recur as students progress through their learning of this topic.
- These questions are framed to provoke and sustain student interest and inquiry.
- These questions do not yield a single answer, but produce different plausible responses.

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Creating a Unit of Study

<u>Knowledge:</u> Students will understand/know...

 What key knowledge and concepts will students acquire as a result of this unit? Sacramanien Qi UNV vilitte A Senda i visitier

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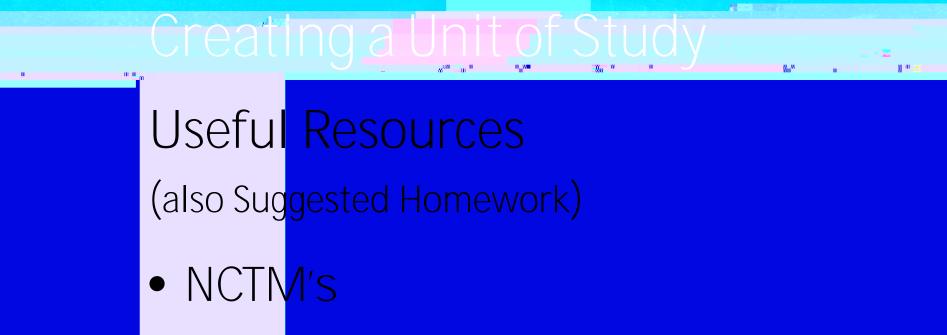
Creating a Unit of Study

<u>Application:</u> Students will be able to...

- Lower Level: Required grade-level fluencies (word recognition, math facts, computational skills, etc.)
- Higher Level: Students will be able to apply their understanding to authentic problem solving

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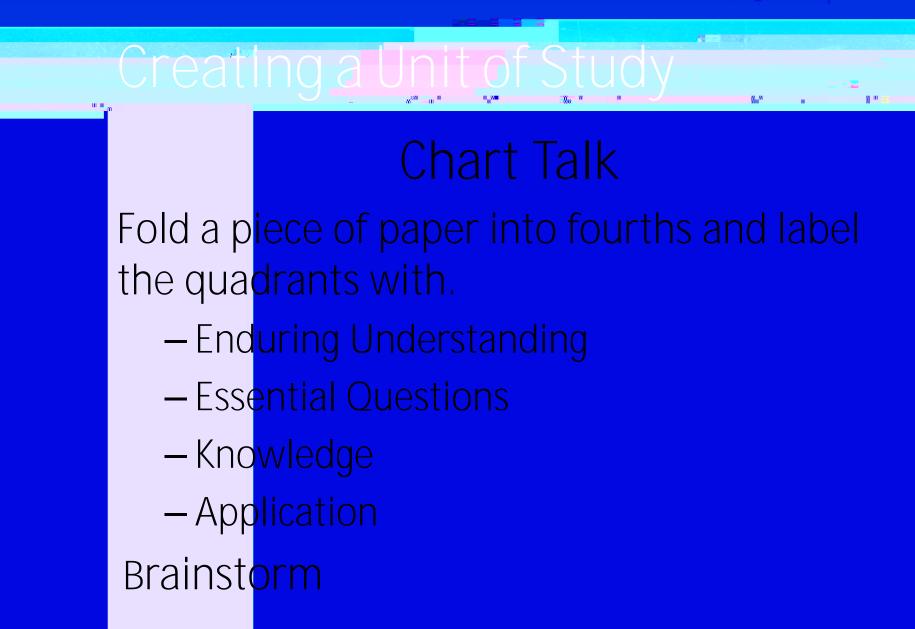


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Creating a Unit of Study

Chart Talk

Silently:

- Add to the charts around the room
- Ask questions on the chart
- Make comments on the chart

Chart Talk Consensus Building

- Come up with your top three entries for Enduring Understanding or Essential Questions
- You may, add to, edit or revise what is on your chart

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Creating a Chart Talk Consensus Building In your group choose a: - Facilitator - Rec<mark>order</mark> - Timekeeper

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Creating a Unit of Study

Chart Talk Consensus Building

Present your top three Enduring Understandings or Essential Questions Sacramanien Qi UNV UNITE A Sendo Luistrici

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pink and green cards.

3. Do the same with the yellow cards.

4. Please fill in any blank cards with the

Card Sorting Activity

- When you are finished, please discuss how you might make extensions and/or modifications to this task if needed.
- How does this task address student misconceptions and further student understanding?

Reflection

On the other half of your yellow piece of paper:

- What are the advantages of a sorting activity?
- How does it encourage students to exemplify the SMPs?

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Have a great a See you tomorrow at 8:30am! Suggested homework Teaching Student Centered Mathematics – Chapter 1