

**“Bridges”:
Creating
STRONGER
Mathematicians!**

Tuesday, October 10th, 2017



We Will Discuss...

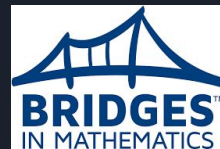
- Curriculum Overview
- Interactive Math Activity
- Home Connections
- Q&A



WHY Bridges in Mathematics?

Middleton, Oregon, and MMSD all went into curriculum review at the same time. 12 curricula were looked at in all. All 3 districts chose Bridges.

- Common Core Aligned
- Hands On and Engaging
- Focus on discussion and communication
- Comprehensive: includes enrichment and intervention materials
- Varied ways of assessing students (not just end of unit): observation checklists, interviews, pretests, formative checks after lessons, etc. so a BODY OF EVIDENCE can be shared with parents
- Teacher-friendly



“Bridges” Curriculum Overview

- Number Corner (15 minutes/day)



“Bridges” Curriculum Overview

- Bridges (60 minutes/day)



Standards for Student Mathematical Practice

“It’s about more than just getting the right answer...”

1 Make sense of problems and persevere in solving them.



Keep on going!

2 Reason abstractly and quantitatively.

Write a story for the mathematical equation


$$\frac{1}{2} \times 4$$

DeJuan exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise?

Think what makes sense.

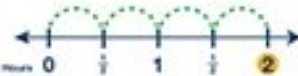
3 Construct viable arguments and critique the reasoning of others.



$\frac{2}{4} = \frac{1}{2}$ I agree.

Talk and explain.

4 Model with mathematics.


$$\frac{1}{2} \times 4 = 2 \text{ or } 4 \times \frac{1}{2} = 2$$

Show your thinking.

5 Use appropriate tools strategically.



$3 \times 2 = 6$

Use the right tools.

6 Attend to precision.

symbol: equals (the same as)

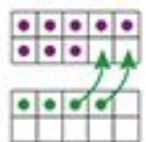
120 minutes = 2 hours

units of measure

Check your work.

7 Look for and make use of structure.

$8 + 4 = 12$



See the pattern or connection.

8 Look for and express regularity in repeated reasoning.



See the pattern or connection.

On report card:

“Uses mathematical thinking, behaviors, and communication”



Problem String

$$99 + 87$$

$$199 + 46$$

$$2.88 + 0.12$$

$$2.88 + 1.56$$

Home Connection

<https://www.mathlearningcenter.org/bridges>


What will my child be learning?

How is my child doing?

How can I help?

Bridges in Mathematics
Grade 5 Unit 1

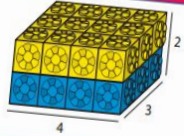
Expressions, Equations & Volume



In this unit your child will:

- Solve multi-step story problems involving multiplication and division with remainders
- Multiply and divide with multi-digit numbers
- Demonstrate an understanding of volume using multiplication
- Find all factor pairs for whole numbers between 1 and 100

Your child will learn and practice these skills by solving problems like those shown below. Keep this sheet for reference when you're helping with homework. Use the free Math Vocabulary Cards app for additional support: [mathlearningcenter.org/apps](https://www.mathlearningcenter.org/apps)

PROBLEM	COMMENTS
	Students can multiply all three dimensions to find the volume: $4 \times 3 \times 2 = 24$. Many of the activities in this unit encourage students to see equal layers of cubes. In this example, they can see 2 layers (the height) with 12 cubes in each layer.
<p>Multiplication Strategies 15×99</p> <p>More Multiplication Strategies 28×34</p>	The multi-digit multiplication strategies emphasized in Unit 1 are: partial products, the over strategy, the 5 is half of 10 strategy, and the doubling and halving.

Questions???

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