Welcome ~ Summer Training
Everyday Math ~EDM 4

Your FIDELITY Guides...

Matt Nysewander

Nikki Watts

Joanne Warner

Linda Lamberth

Jessica Johnson

Courtney Lumbley

Welcome!

Now to our favorite islander…..

Shari Switzer

Curriculum Maps

Please take a minute to thank your grade level reps for their hard work on these maps. Remember that these reps are your go-to people for any questions or ideas regarding this living document.

Curriculum Maps

Sit right back and write a note
A note on a post-it note
That shares thoughts on curriculum maps
That will be implemented next year
That will be implemented next year

Turn and Talk:

1. What is different about your map?
2. What are the benefits of this map?

Manipulative Kits and eToolkit

The table below lists the materials that are used on a regular basis throughout *First Grade Everyday Mathematics*. All of the items below are available from McGraw-Hill Education. They may be purchased as a comprehensive classroom manipulatives kit or by individual items. The manipulative kit comes packaged in durable plastic tubs. Note that some lessons call for additional materials, which you or your children can bring in at the appropriate times. These additional materials are listed in the Unit Organizers and in the lessons in which they are used.

Manipulative Kit Contents		eTools
Item	Quantity	Item
Attribute blocks	2 sets of 60	✔
Base-10 Flats	3 packs of 10 flats	✔
Base-10 Longs	5 packs of 50 longs	✔
Base-10 Unit Cubes	10 packs of 100 cubes	✔
Clock face	1 pack of 25	✔
Connecting cubes	3 packs of 100	✔
Connectors	1 pack of 2,000	
Counters, translucent	1 pack of 500	✔
Counting sticks	1 pack of 1,000	✔
Dice, blank	1 pack of 16	✔
Dice, dot	2 packs of 12	✔
Dice, polyhedral	3 packs of 6	✔
Dominoes, double-9	5 sets of 55	✔
Everything Math Decks	3 packs of 5	✔
Geoboards, two-sided	8 individual boards	✔
Geosolids	5 sets of 12	✔
Marker Boards	25 boards	
Number line, –35 to 180	1 number line	✔
Pattern blocks	2 sets of 250	✔
Play money bills		✔
Pennies, play coins	1 set of 500	✔
Dimes, play coins	1 set of 250	✔
Quick Look Cards	1 pack each of 3 types: dot patterns, ten frames, double-ten frames	✔
Rubber bands	1 pack of 400	
Spinners	Not in kit	✔
Straws	1 pack of 500	
Ten frames	7 sets of frames and circles	✔
Thermometer	1	✔

What is in my kit?

Look at page xlvii in your teacher's manual!

What will be new to you?

1. Activity Cards
2. Quick Look Cards
3. Spiral Trace
4. Math Boxes now only review previously taught material
5. Two Day Open Response Lessons
6. Reengagement Lessons
7. Differentiation options for small group instruction in each lesson
8. Lessons can last more than a day

What's New with EDM4 Scavenger Hunt

The changes started getting rough

EDM 3 was tossed

If not for the courage of the grade level reps

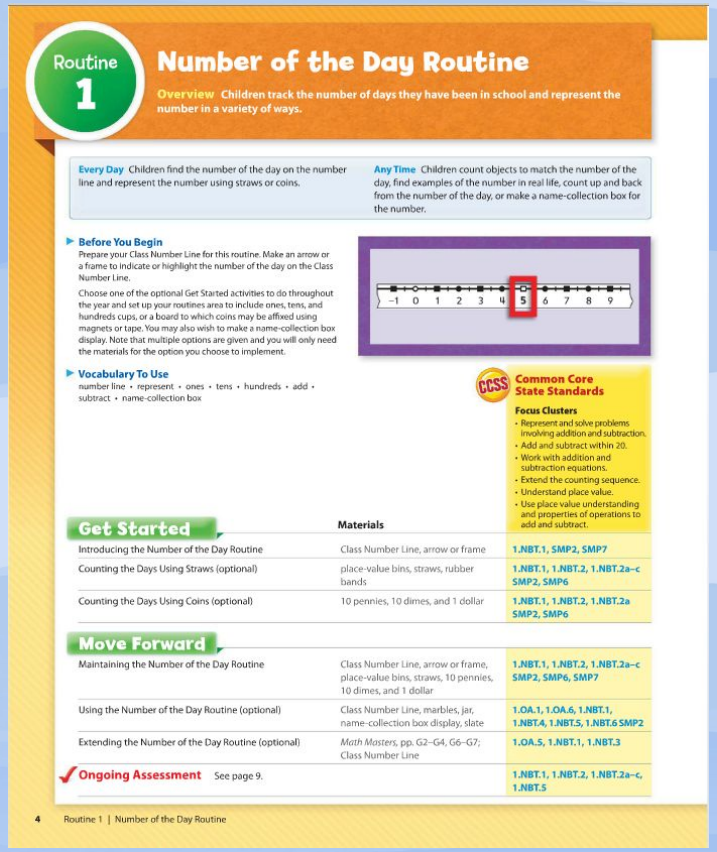
Fidelity would be lost

Fidelity would be lost

Hints for the Scavenger Hunt:

- **Look on page xli for the types of lessons!**
- **Look on page xl for how many lessons you teach!**

Routines for Second Grade



Routine 1

Number of the Day Routine

Overview Children track the number of days they have been in school and represent the number in a variety of ways.

Every Day Children find the number of the day on the number line and represent the number using straws or coins.

Any Time Children count objects to match the number of the day, find examples of the number in real life, count up and back from the number of the day, or make a name-collection box for the number.

Before You Begin

Prepare your Class Number Line for this routine. Make an arrow or a frame to indicate or highlight the number of the day on the Class Number Line.

Choose one of the optional Get Started activities to do throughout the year and set up your routines area to include ones, tens, and hundreds cups, or a board to which coins may be affixed using magnets or tape. You may also wish to make a name-collection box display. Note that multiple options are given and you will only need the materials for the option you choose to implement.

Vocabulary To Use

number line • represent • ones • tens • hundreds • add • subtract • name-collection box

Common Core State Standards

Focus Clusters

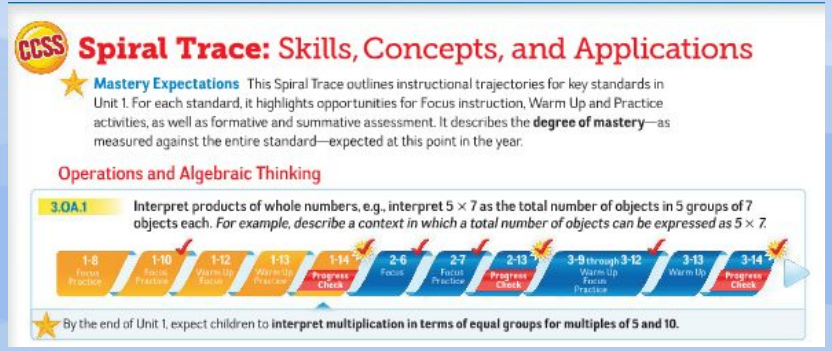
- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Get Started	Materials	
Introducing the Number of the Day Routine	Class Number Line, arrow or frame	1.NBT.1, SMP2, SMP7
Counting the Days Using Straws (optional)	place-value bins, straws, rubber bands	1.NBT.1, 1.NBT.2, 1.NBT.2a–c SMP2, SMP6
Counting the Days Using Coins (optional)	10 pennies, 10 dimes, and 1 dollar	1.NBT.1, 1.NBT.2, 1.NBT.2a SMP2, SMP6
Move Forward		
Maintaining the Number of the Day Routine	Class Number Line, arrow or frame, place-value bins, straws, 10 pennies, 10 dimes, and 1 dollar	1.NBT.1, 1.NBT.2, 1.NBT.2a–c SMP2, SMP6, SMP7
Using the Number of the Day Routine (optional)	Class Number Line, marbles, jar, name-collection box display, slate	1.OA.1, 1.OA.6, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6 SMP2
Extending the Number of the Day Routine (optional)	*Math Masters*, pp. G2–G4, G6–G7; Class Number Line	1.OA.5, 1.NBT.1, 1.NBT.3
Ongoing Assessment See page 9.		1.NBT.1, 1.NBT.2, 1.NBT.2a–c, 1.NBT.5

4 Routine 1 | Number of the Day Routine

- Turn to page 4 in your teacher's manual to see the routines that will be taught in second grade
- Notice that there is a "Get Started" list and "Move Forward" list of activities
- These routines will be taught in the first three days of school next year, according to your curriculum map

How to Use the Spiral



Spiral Trace: Skills, Concepts, and Applications

Mastery Expectations This Spiral Trace outlines instructional trajectories for key standards in Unit 1. For each standard, it highlights opportunities for Focus instruction, Warm Up and Practice activities, as well as formative and summative assessment. It describes the **degree of mastery**—as measured against the entire standard—expected at this point in the year.

Operations and Algebraic Thinking

3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*

1-8 Focus Practice | 1-10 Focus Practice | 1-12 Warm Up Focus | 1-13 Warm Up Practice | 1-14 Progress Check | 2-6 Focus | 2-7 Focus Practice | 2-13 Progress Check | 3-9 through 3-12 Warm Up Focus Practice | 3-13 Warm Up | 3-14 Progress Check

By the end of Unit 1, expect children to **interpret multiplication in terms of equal groups for multiples of 5 and 10.**

The Spiral Trace allows you to see the big picture. You can see when a specific standard will come up again and when it's accessed.

Use the Spiral to:

- Streamline reteaching
- Support background knowledge and previously introduced standards
- Know when standards are assessed

Turn to page 50 in your teacher's manual to see the Unit 1 Spiral Trace.

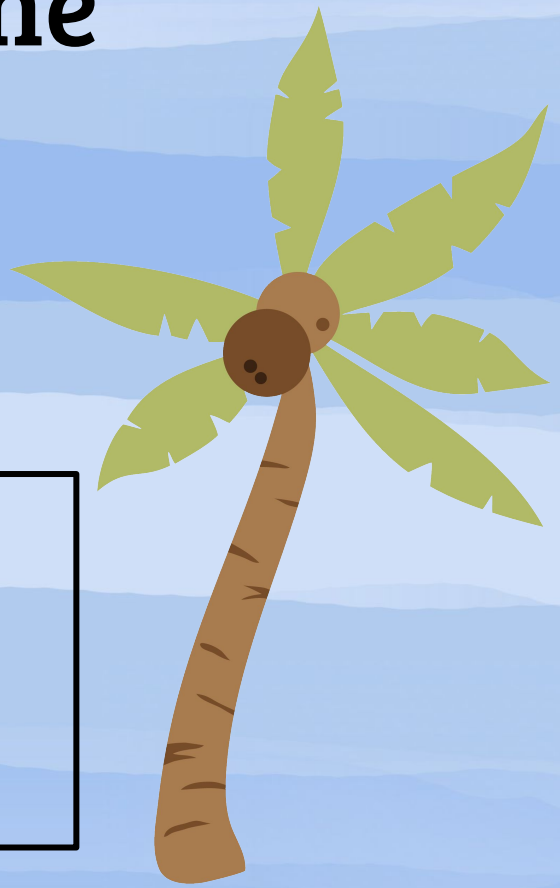
Lesson Day Outline

- Warm Up
- Focus
- Practice

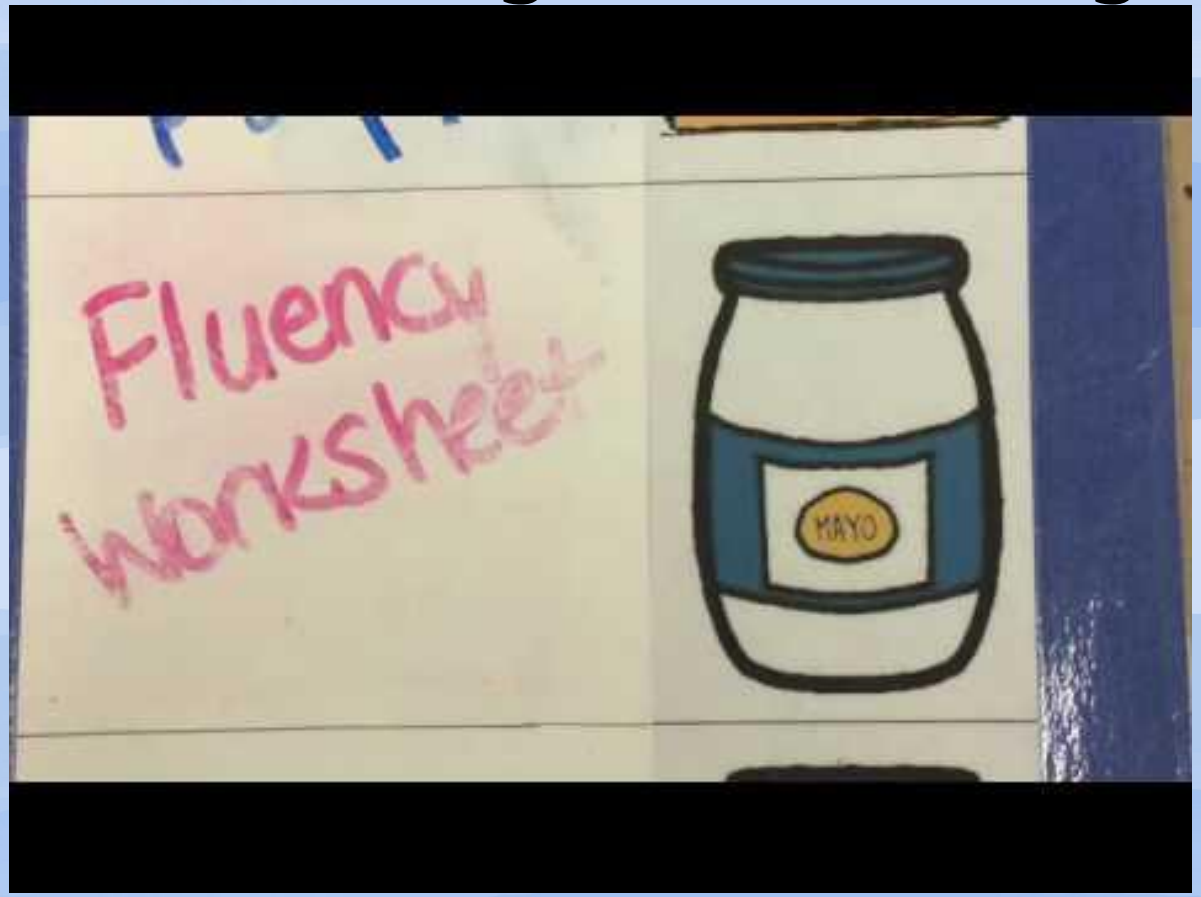
Tight - Loose - Tight Model:

The “tight” part of Everyday Math is what you teach and when you teach it.

The “loose” part of Everyday Math is how you teach it!



Tight - Loose - Tight



Mindy Nowacki, Adams Elementary

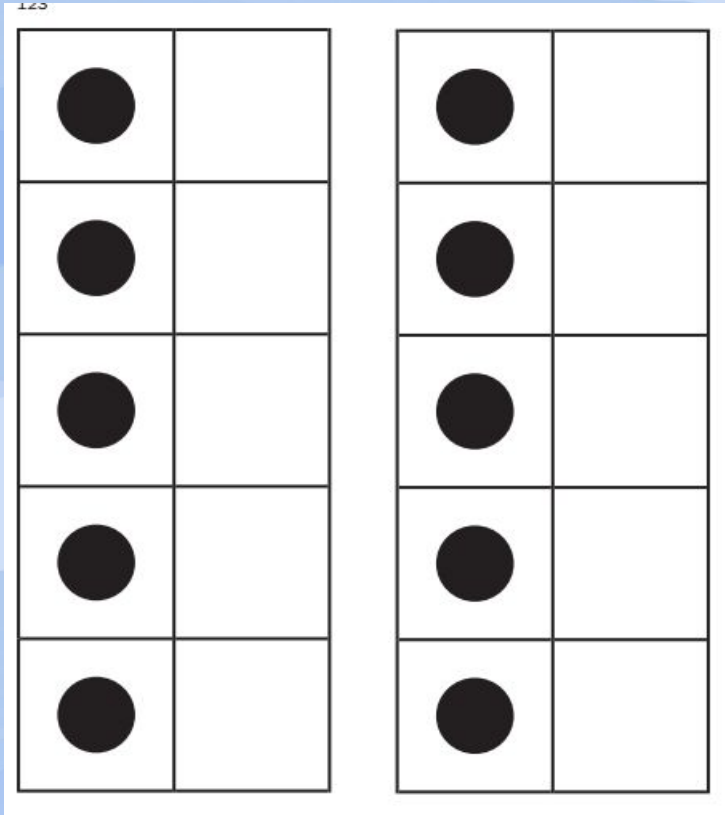
Warm Ups

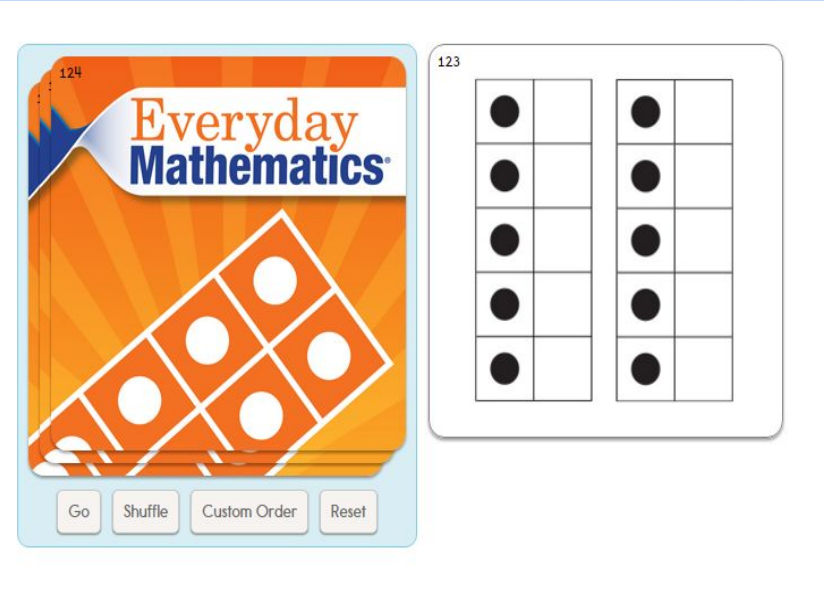
Warm ups are a critical piece
To warm their little brains
Work your magic to engage their minds
New synapse will be made
New synapse will be made

Warm Ups

- Get CREATIVE! Work your MAGIC! Get your students ready to learn!
- Remember there are many ways to teach the warm up. This is a loose time for instruction.
- For example, you might try:
  - Plickers
  - Tiny Tap or other apps
  - Clickers
  - Dojo
  - EM technology
  - iPevo white board
  - Mentor text

Quick Look Cards





Comes with K-3 kits. These are available to print or find on etools for all grades.

Quick Look Cards

Warm Ups Using IPEVO!

Using Tiny Tap and Clickers

Warm Ups

What other ways, tools, or tricks could you use during a Warm Up? Talk with your table and write your thoughts on Post It Notes to share possible ideas.

Focus

The focus is the new daily skill
This piece needs to be tight
This is part of fidelity
Yes you heard me right
Yes you heard me right

Focus

- Main part of the lesson, where the instruction happens
- Targeted standard is addressed in this part
- Could be whole group or small group instruction, please look at the differentiation bar in each lesson

- Remember that Flex Days are built into your curriculum maps. It is okay if the Focus part of your lesson runs long! Your Focus part of the lesson could be continued the following day.

Open Response and Reengagement

- Each EDM 4 Unit has one Open Response lesson and one Reengagement lesson

- For the Open Response lessons (Day 1), students are given a problem that needs to be solved
  - There are many ways to solve the problems posed
  - Students are asked to solve the problem individually or with a small group, then they share their results with the class and explain their reasoning

- For Day 2 of these lessons (called Reengagement), students are asked to review their thinking from Day 1 after hearing their classmate's thoughts and possibly improve their answers

See page 80 in your teacher's manual for an example!

Tight - Loose - Tight

This is one way to teach the Focus part of the lesson in a small group setting.

Thank you Ms. Weck! She teaches 1st grade at Kitley.

Practice and Teacher Table

Practice is to reinforce

The skills that are previously taught

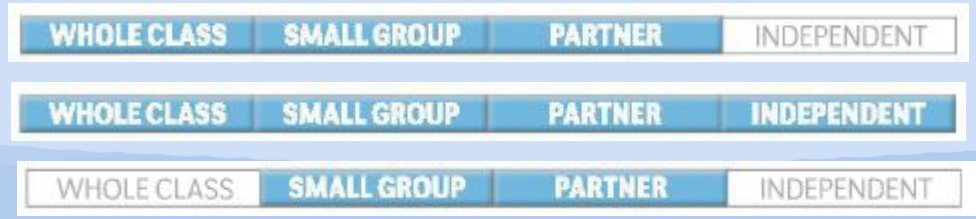
Small group, games, teacher table

Learning can’t be stopped

Learning can’t be stopped

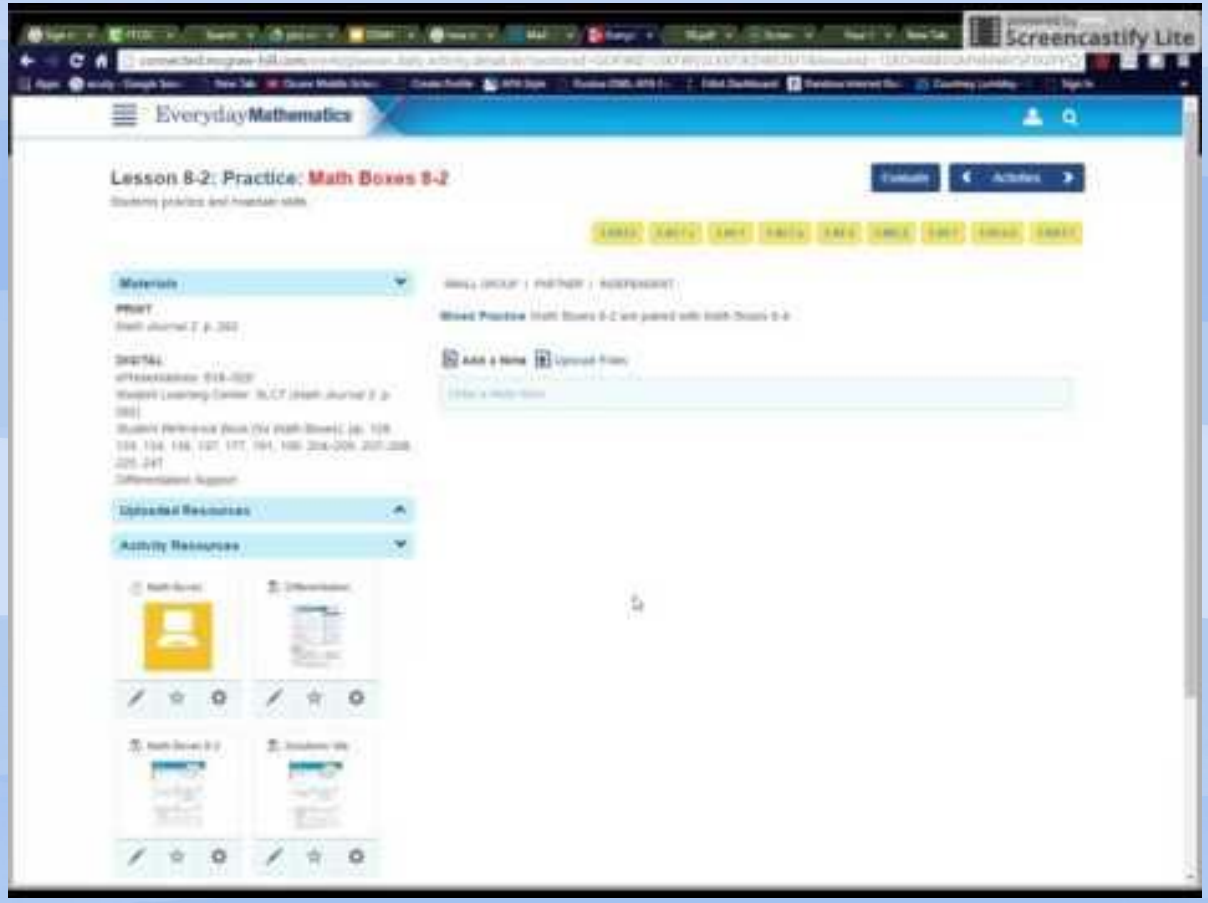
Practice

- Consists of games, Math Boxes, Math Journal pages
- Is a time for students to independently practice
- Number Talks could occur during this time
- Practice activities would be appropriate for IAs that push into classrooms
- Look at the differentiation bar for how these activities can be delivered



This is an ideal time to pull small groups for differentiated instruction.

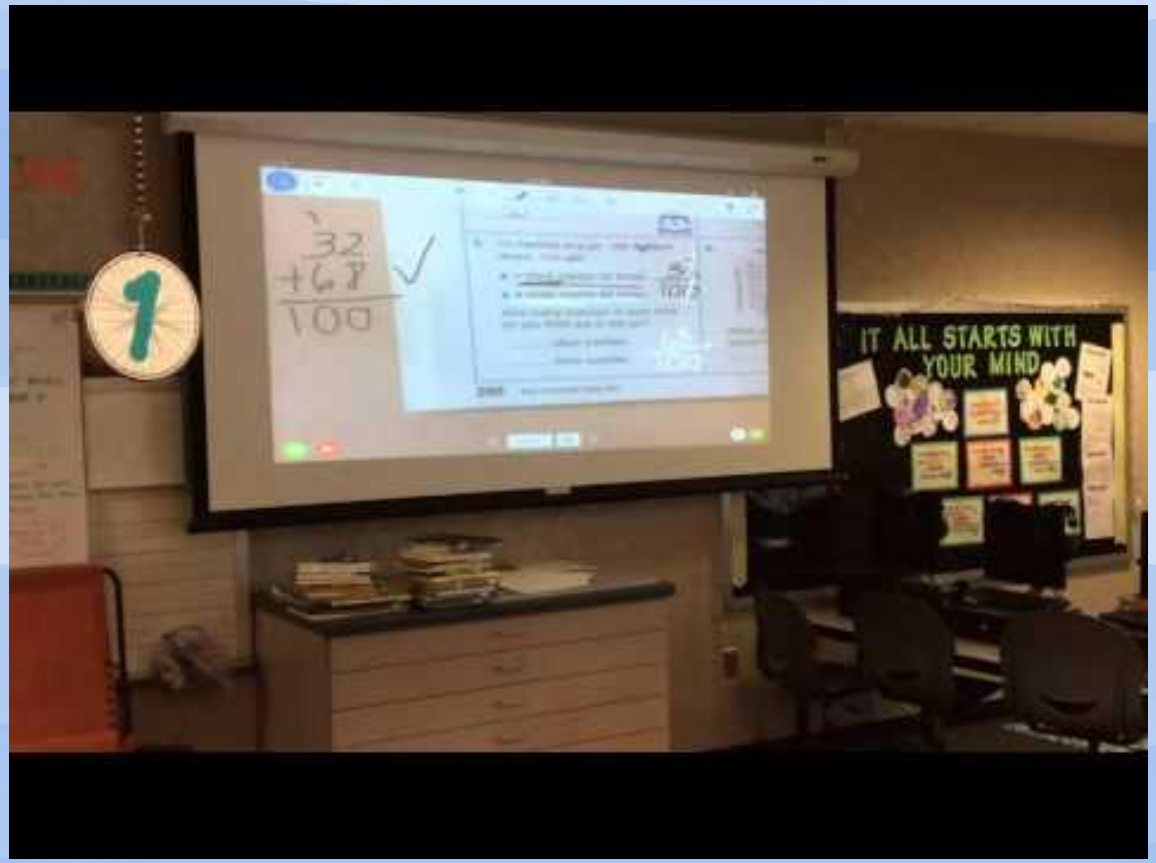
A Mathbox Message in a Bottle...



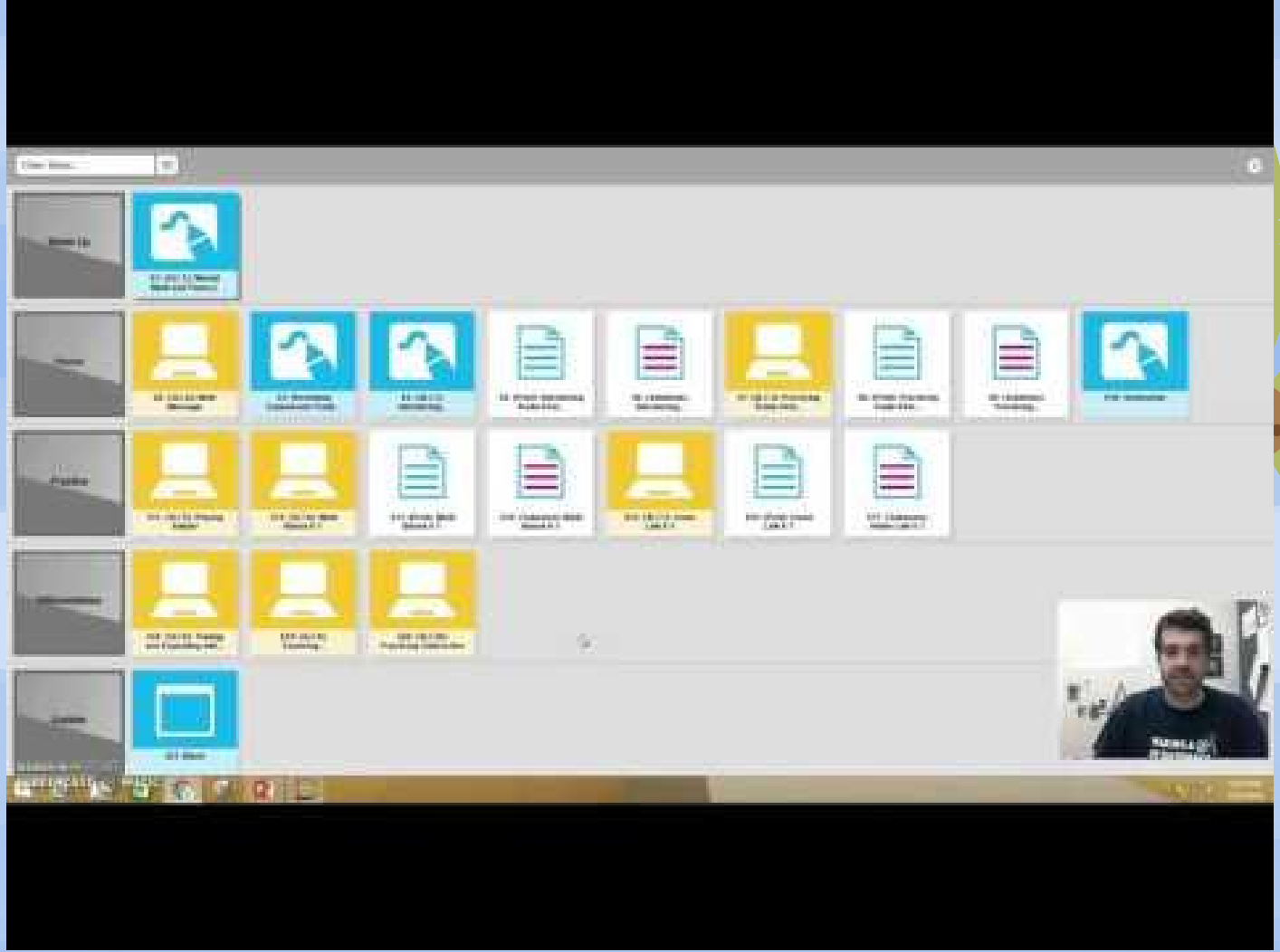
Practice

- The Practice part of your lesson could occur at any time during your Math block. You may do Practice activities at the beginning of your Math block, as a break in the middle of the Focus part of your lesson, or at the end of the lesson.

Using iPevo WhiteBoard during practice time



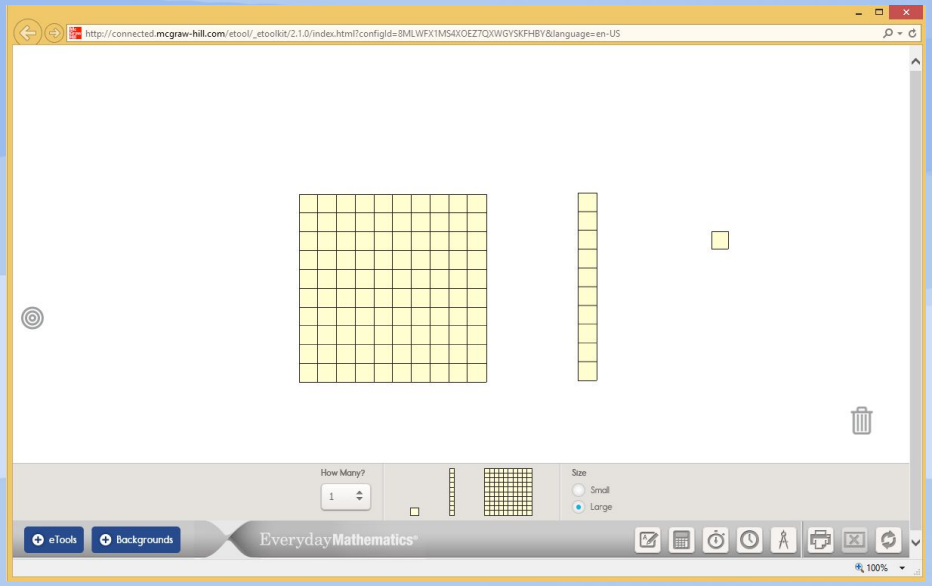
Katie Reynolds,
Acton



eToolkit

Take a few minutes to look at the eToolkit on the EDM4 Website:

- Under the “hamburger” menu, click on “eToolkit”
- Click on “etools” to see manipulatives that you could project for your students
- Click on “backgrounds” to see “What’s My Rule?” diagrams, place value boards, number lines, and much more!
- Use the  tool to write on these backgrounds



Practice and EDM 4 Games Online

- Sign in to the Everyday Math website
- Click on the 1st Grade Teacher's Manual
- Click on the hamburger menu (at the upper left hand corner)
- Scroll down to "EM Games Online"
- Click on a game to see many choices to differentiate practice

Formative Assessments to Form TT, Plan for Flex Day

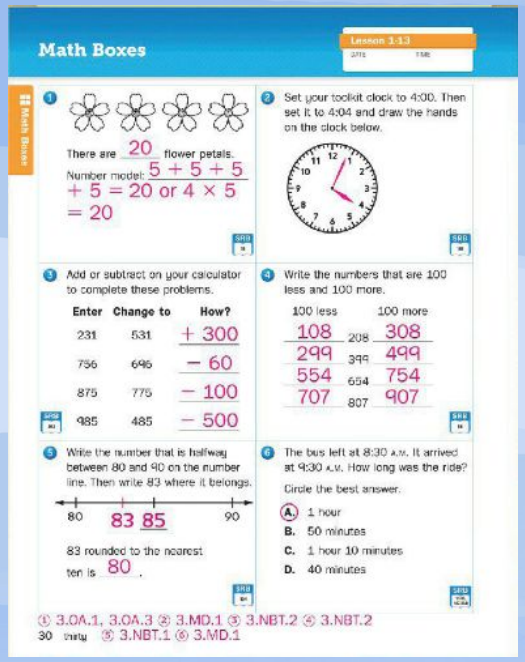
Assessment Check-In

Math Journal 1, p. 5

Expect most children to use the appropriate tools for completing each problem correctly on journal page 5. GMP5.2 If children struggle with the tool usage, have them describe what the suggested tool does and reread the problem before attempting to solve it. They may also benefit from completing the Readiness activities (found in the Differentiation Options) before these topics are revisited: time in Lesson 1-5, addition and subtraction in Units 2 and 3, and measurement and geometry in Unit 4.

Assessment and Reporting Go Online to record student progress for this standard.

1 Warm Up 5–10 min



Math Boxes

Lesson 1-13

1. There are 20 flower petals.
Number model: 5 + 5 + 5 + 5 = 20 or 4 × 5 = 20

2. Set your toolkit clock to 4:00. Then set it to 4:04 and draw the hands on the clock below.

3. Add or subtract on your calculator to complete these problems.

Enter	Change to	How?
231	531	+ 300
756	696	− 60
875	775	− 100
985	485	− 500

4. Write the numbers that are 100 less and 100 more.

100 less		100 more
108	208	308
299	399	499
554	654	754
707	807	907

5. Write the number that is halfway between 80 and 90 on the number line. Then write 83 where it belongs.

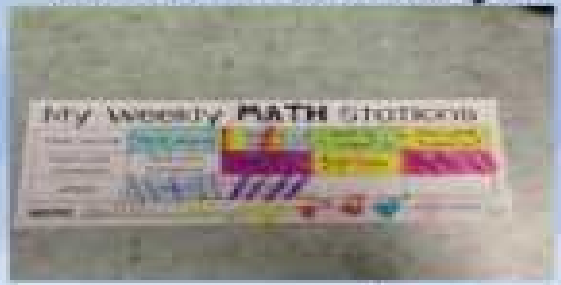
80 — 83 85 — 90

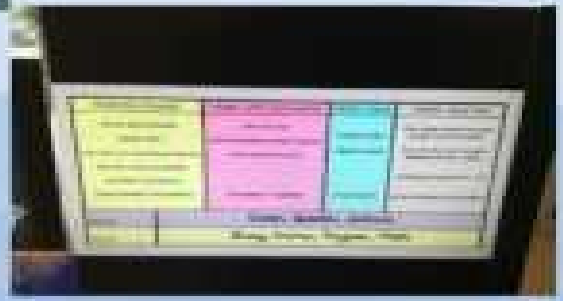
83 rounded to the nearest ten is 80.

6. The bus left at 8:30 A.M. It arrived at 9:30 A.M. How long was the ride?
Circle the best answer.
A. 1 hour
B. 50 minutes
C. 1 hour 10 minutes
D. 40 minutes

① 3.OA.1, 3.OA.3 ② 3.MD.1 ③ 3.NBT.2 ④ 3.NBT.2
30 thirty ⑤ 3.NBT.1 ⑥ 3.MD.1

Which Castaways do I pull and what do I do at Teacher Table?





Alyssa Short,
Thompson Crossing

Math Teacher Table

Amy Lambrecht,
Adams Elementary

Additional Times I Could Do Math Teacher Table

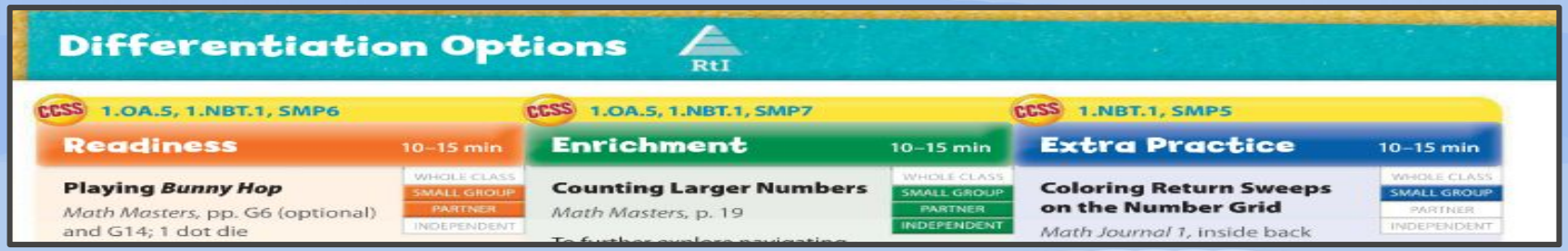
Jennifer McBride, Thompson Crossing

Computer lab
Science and Social Studies
Independent work
When students finish early
Morning work time
Restroom time

Differentiation Options

Part of every lesson!

Please open your manuals to a lesson and look over the Differentiation Options for the lesson.

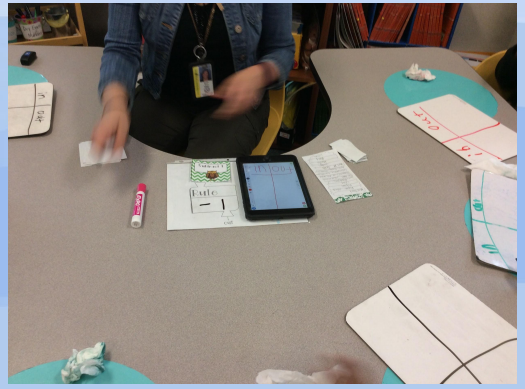


Questions to Ponder:

1. When would you use these?
2. How could IAs support you with these differentiation options?
3. How do these options impact student learning and engagement?

What materials can I use during Flex Days and at Teacher Table?

Organizing Teacher Table Time



Technology being used at a Math Teacher Table

One way to organize your Math Teacher Table time is to split students into groups. Some groups could work with teachers while other groups could play EDM games or finish Math Boxes.

Students not at a teacher table might play math games to practice specific skills

Math Teacher Table

Talk to your table mates about ways to manage student independent practice time in order to reinforce skills at teacher table.

Special Math Days

There are several kinds of special days
On the fidelity map
With Flex Days, and Review Days too
Assessment Days and small groups!
The Open Response
Teacher Table and daily games
Here on Fidelity Isle!

Flex Day

What It Is!!!

- INTENTIONAL Day in our curriculum map that should be used for re-teaching, differentiation, and enrichment.
- Teacher Table should be planned based on formative assessments
- Could be used to introduce a new math station
- Classrooms could switch students to creatively meet all students' needs

What It is NOT!!!!

- Students catching up on an assignment
- Students redoing an assignment
- Busy Work or worksheets
- Not just "Game Day"
- Not Study Guide Day

Review Days

What It Is!!!

- Should be data driven
- Teachers should be actively working with small groups of students
- Uses skill targeted EDM games to support specific skills
- Could be a time to reteach a specific lesson or skill to a group of students

What It is NOT!!!!

- Should not be a blanket review of all unit skills
- Should not be a review of homework
- Should not be 75 minutes of seat work

Unit Review - Gallery Walk

Gallery Walk ~ One option for Unit Review Days

- **Students were highly engaged in solving problems.**
- **Special Ed teacher, Gen Ed IA, and Classroom Teacher Tables all going at once**
- **3 Red Challenge Problem Posters are shown**

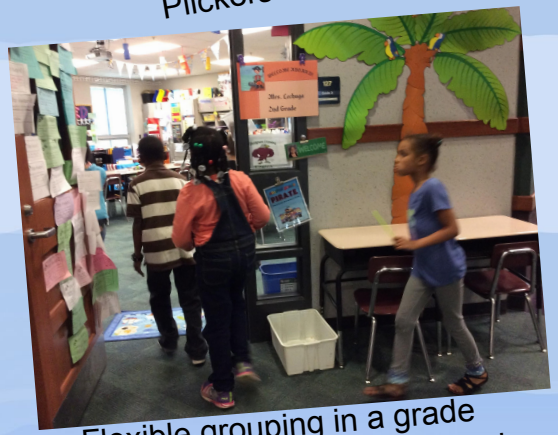
Review Day Ideas

Plickers

EDM games to practice skills

Kahoot!

Use in the computer lab to quiz students for review



Flexible grouping in a grade level based on students' need

EDM online resources and etoolkit

Small group instruction

Second Grade Materials Needed for Unit 1

Unit 1 Materials

VLC Virtual Learning Community — See how *Everyday Mathematics* teachers organize materials. Search "Classroom Tours" at **vlc.cemseprojects.org**.

Lesson	*Math Masters*	Activity Cards	Manipulative Kit	Other Materials
1-1	pp. 2–7	1–2	Class Number Line; per partnership: number cards	Class Number-Line Poster; Class Thermometer Poster (optional)
1-2	pp. 8; G2 (1 copy per partnership)	3	per group: one 6-sided die	Working with a Partner Poster; per partnership: 2 pennies or counters, scissors, glue or tape; per group: 1 length of masking tape (20 feet long), 21 shorter lengths of masking tape, 21 index cards labeled 0–20
1-3		4	toolkit coins (20 pennies, 10 nickels, 10 dimes)	Pattern-Block Template; Lost-and-Found Box; overhead coins (optional); Class Data Pad; crayons; slate
1-4	pp. 9–10; 11 (2–3 copies); 12; G3	5	per group: one 6-sided die	Rules for Working in Small Groups Poster; glue or tape; game markers; Number-Grid Poster; 1 yellow, 1 blue, and 1 red crayon; empty paper-towel roll (optional); slate
1-5	pp. 13–14; 15 (optional); 16; TA4–TA5			pieces of a jigsaw puzzle; comic strip, colored pencils (optional); selected samples of children's work; children's work from Day 1; chart paper; Number-Grid Poster; Guidelines for Discussions Poster
1-6	p. 17	6–8	Quick Look Cards 58, 61, and 69; calculator; per partnership: 1 each of number cards 0–12 (from the Everything Math Deck, if available), two 6-sided dice	per partnership: 10 pennies or counters
1-7	pp. G4–G5	9–10	per partnership: 1 complete Everything Math Deck	per partnership: 10 pennies, 1 small plastic plate; Class Number-Line Poster; slate
1-8	pp. 18; G5–G6	11–12	Quick Look Cards 79, 113, and 121; per partnership: 4 each of number cards 0–10 (from the Everything Math Deck, if available), two 6-sided dice, toolkit coins (20 pennies, 10 nickels, 10 dimes, and 5 quarters)	*My Reference Book*
1-9	pp. TA3; TA6	13	Quick Look Cards 84, 87, and 88; 20 counters; Class Number Line	Class Data Pad; yellow and orange crayons
1-10	p. TA3	14	Quick Look Cards 81, 96, 107; slate; calculator	
1-11	pp. 19–21; G3; G7–G8	15–16	toolkit coins (optional); per group: one 6-sided die; 4 each of number cards 0–9; Class Number Line	slate; game markers (such as counters or pennies); objects of various weights; glue or tape
1-12	pp. 8 (optional); 22; G2	8; 17–19	Quick Look Cards 99, 104, and 109; base-10 blocks; square and triangle pattern blocks; per partnership: 1 set of double-9 dominoes, 1 each of number cards 0–18, two dice	quarter-sheets of paper; Pattern-Block Template; per partnership: 2 pennies or counters
1-13	pp. 23–26; *Assessment Handbook*, pp. 5–10			

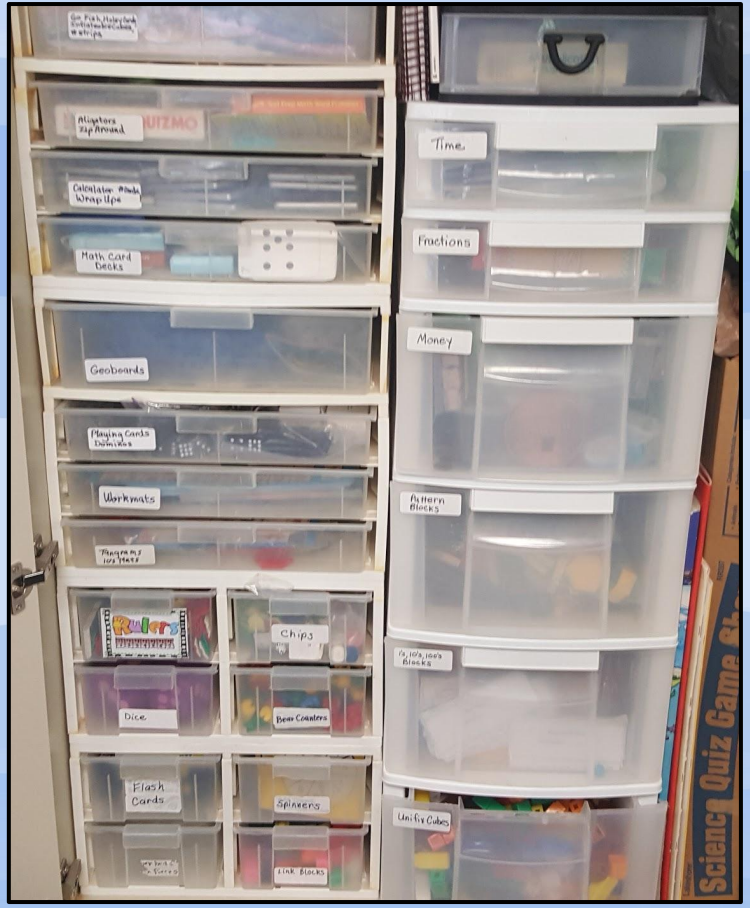
Literature Link — 1-3 *Lots of Ladybugs! Counting by Fives* (optional) — 1-9 *Even Steven and Odd Todd* (optional)

Organizational Ideas

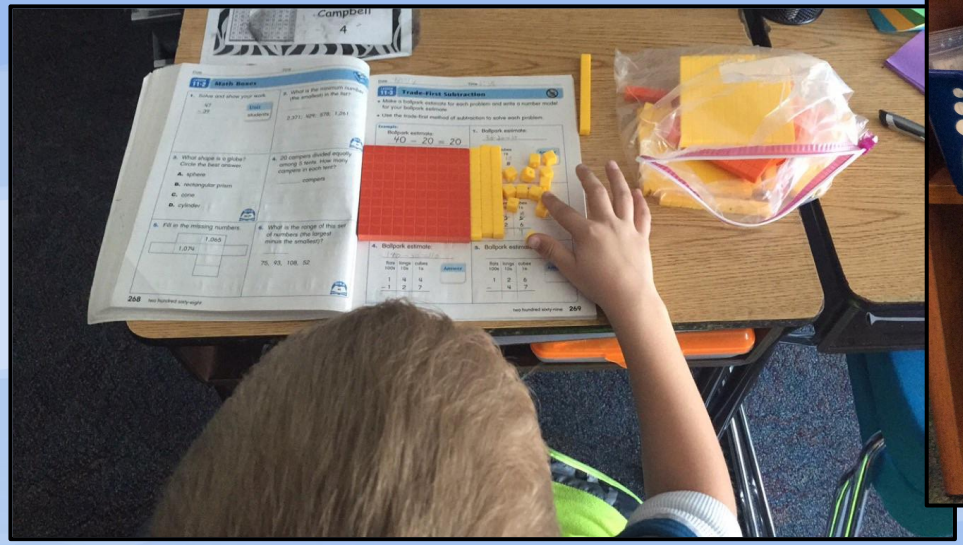
Organizational Ideas

Organizational Ideas

Organizational Ideas

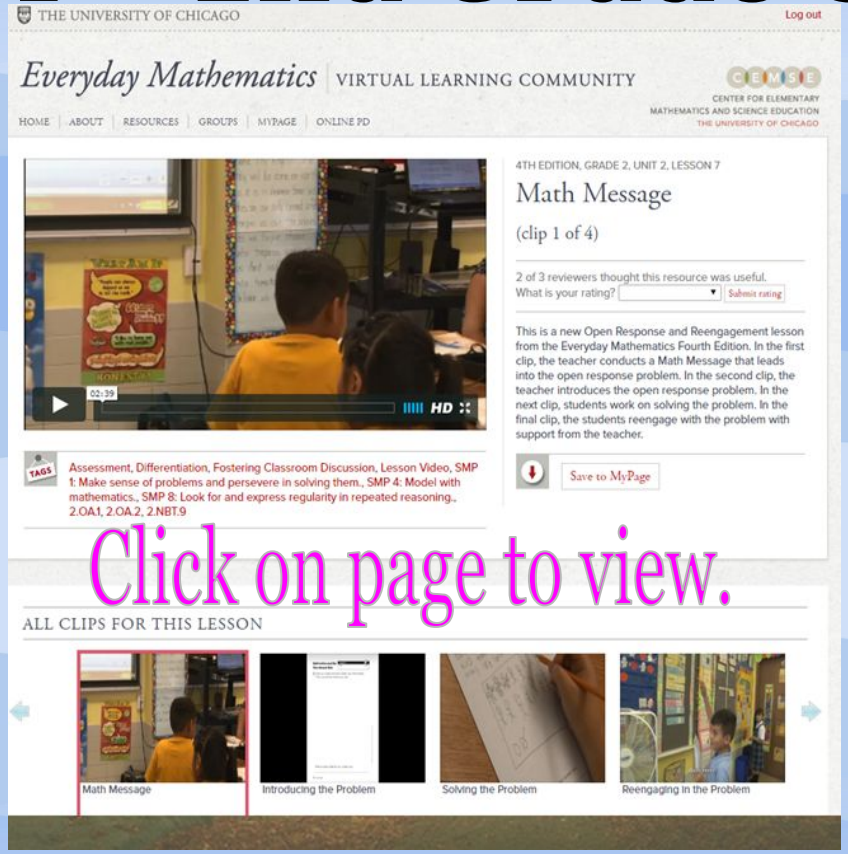


Organizational Ideas



Thank you for coming to the Summer Training for Everyday Math 4

EDM4 ~ 2nd Grade Clips

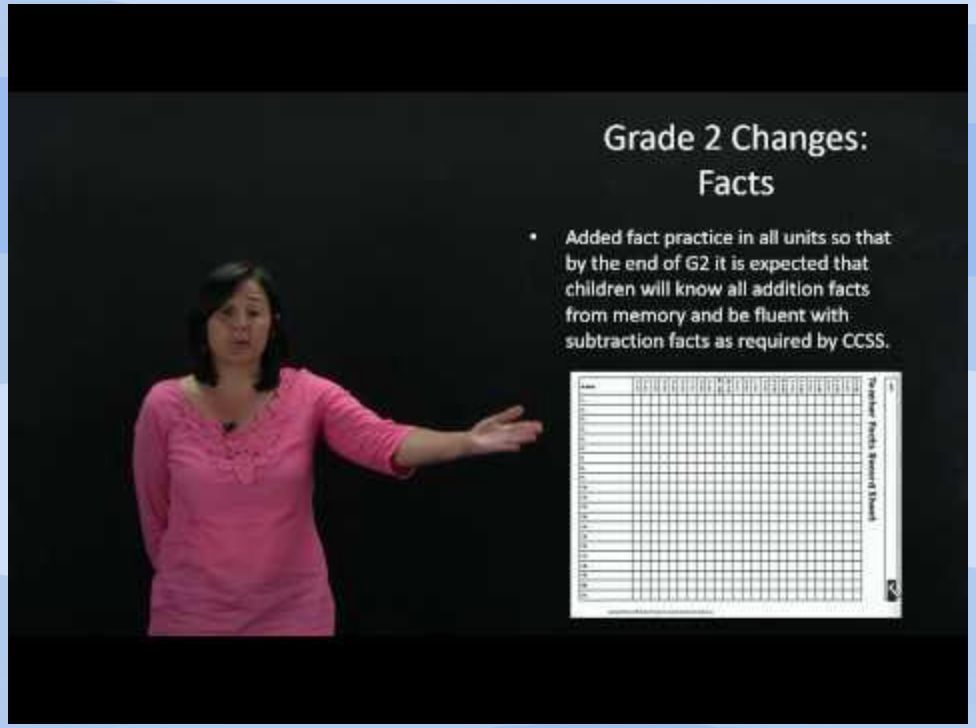


Open Response & Reengagement

EDM4 - Intro Video

K-5 Overview

EDM4 - Overview Video



What's New in: Second Grade