Big Ideas Implementation Timeline

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Curriculum Maps (available on 109 website)

**Elementary**

Kindergarten  1st Grade  2nd Grade  3rd Grade  4th Grade  5th Grade  5th Grade TAP

**Middle School**

6th Grade: Intro to Algebra  6th Grade Pre-Algebra  7th Grade Algebra 1
7th Grade Intro to Algebra  8th Grade Algebra  8th Grade Geometry
## Preparing Students for Algebra or Geometry Pathways

### 4th-5th-6th Grade Math Progressions

<table>
<thead>
<tr>
<th>Progressions for Big Ideas Chapter 1</th>
<th>Student Knows… What the student has to know to accomplish the “I-Can” statement. (Essential Knowledge)</th>
<th>Student Can…. Statements of what a student is able to do to demonstrate proficiency. (Mathematical Understanding)</th>
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</table>
| 4.NBT.1                              | • I know what a multi-digit number is.  
• I know place value through the thousands place.  
• I know the relationship between division and multiplication. | • I can show how a digit’s value is affected by its position.  
• I understand that a digit’s value increases by ten times if it is moved one place to the left (5740 is how many tens? 5740 + 10 = 5740).  
• I understand that a digit’s value decreases by ten times if it is moved one place to the right (87 tens is how much? 87 x 10 = 870). |
| 5.NBT.1 (Ch 1: 1.1, 1.2, 1.4, 1.5)   | • I know place value names.  
• I know place values of digits in a given number.  
• I know base ten operations. | • I can recognize that in a multi-digit number, one place to the left is 10 times larger than the place directly to the right.  
• I can recognize that in a multi-digit number, one place to the right is 1/10 as much as the place directly to the left. |
| 5.NBT.2 (Ch 1: 1.3)                  | • I know place values of digits in a given number.  
• I know how to fluently multiply and divide by ten.  
• I can explain how a digit’s position affects its value.  
• I know how to convert to numbers with a base of 10 and an exponent to standard form and back again. | • I can explain patterns when multiplying a number by powers of 10.  
• I can explain the relationship in the placement of a decimal point when a decimal is multiplied by powers of 10.  
• I can explain the relationship in the placement of a decimal point when a decimal is divided by powers of 10.  
• I can use whole number exponents to express powers of 10. |
| 6.EE.1 (Ch 1: 1.1, 1.2)              | • I know mathematical operations are used in solving problems in which a new value is produced from one or more values.  
• I know algebraic thinking involves choosing, combining, and applying effective strategies for answering | • I can write numerical expressions involving whole-number exponents.  
• I can evaluate numerical expressions involving whole-number exponents. |
What might parents see their children working on at home?

Practice Pages

Digital Assignments

Math Notebook/Journal (to show work)

Features of Big Ideas for Parents to Know

“Need Help” Video Feature

“Live Tutor” available for some questions

“Check Work” Feature

Skills Trainer

- With the current resource, rate your understanding of your grade level standards.
- With the current resources, rate your understanding of the math progressions as it relates to your grade level standards, and those of the grade levels above and below the one you currently teach.
- Big Ideas (and the supplementals provided) allow me to effectively organize instruction around my grade level standards with confidence.
- Big Ideas (and the supplementals provided) help me to effectively differentiate for students who are struggling to learn or learning at a faster rate.
- I am confident that Big Ideas (and the supplementals provided) are helping me implement best practice, research-based instruction focused on the common core state standards for mathematics.
- The supplementals provided are used by Big Ideas and our supplemental resources, can leave my classroom with procedural fluency of the skills emphasized within our grade level standards.
- I am confident students, with the use of Big Ideas and the supplemental resources, can exit my classroom with a deep conceptual understanding as called for by the mathematical standards of practice.

2018 vs 2019
7th Grade Story
Grade-Level Coordination

- Job-Alike and Grade-Level PLC
- Summer work
- Planning day on October 3rd

Mrs. Mall was “Clever” and left before the picture.
Team Planning

Caruso: Meetings twice per week that includes teachers and Curriculum Specialist; meetings several days per week between teachers and co-teachers; touch base with interventionist several times a week in person or via email. The teacher partnership happens daily!

Shepard: Weekly meeting that includes teachers, special education co-teachers, interventionist, and Curriculum Specialist; meetings several days per week between teachers and co-teachers; meetings with interventionist via email and in person several times per week. The teacher partnership happens daily!
Day-to-Day Instruction: Caruso and Shepard
Dig-In or Number Talk/Mini-Lesson

27 \times 4

Ryan: 4 \times 7 = 28
4 \times 10 = 40
4 \times 10 = 40
108

Kaila: 27 \times 2 + 27 \times 2
(27 + 27)(27 + 27)

x \div 4

108

Jayre: 54 + 54 = 108
3 \times 30 = 90
60 + 60 + 60 + 60 = 240
240 \div 20 = 12
108

Ryan: 4 \times 4 \times 4

Ms. Field: 25 \times 100 \div 24 = 108
Small Group Instruction: Who, What, Why, How?
ES on Ratios and Ratio Tables

Learning Target:  
Compute unit rates associated with ratios of fractions, including ratios of length, area, and other quantities measured in like or different units. 7.RP.1

Score:

Directions: Find the missing values in each ratio table. Then write the equivalent ratios.

1. Miles | 45 | 135 | 90  
   Hours  | 0.75 | 3

2. Flour (cups) | 3/2 | 3 |  
   Milk (cups)   | 1/2 | 3/2 | 2

Equivalent ratios: _____, _____, _____
Equivalent ratios: _____, _____, _____

Closing a Lesson

Entrance Slip on Probability

Learning Target:  
Investigate chance process and develop, use, and evaluate probability models. 7.SP.5c

Score:

Use the diagram below. Assume that all angles are right angles. If you choose a point inside the figure, what is the probability that it will be in each shaded region? Write your answer as a simplified fraction.

1. P(red)            
2. P(purple)         
3. P(not red or purple) 
4. P(not red or yellow)
How to be a MATH PERSON:

Step 1: Do math (any type)

Step 2: Be a person

scaffoldedmath.com