

CURRICULUM WORKSHOP NIGHT



MSC's Progressive Approach to Education

Wednesday, Feb. 10th

6:00 pm to 7:30 pm

AGENDA

6:00 pm **Opening Address** in MSC Auditorium

Shael Suransky, President of Bank Street College of Education

6:30 pm **Workshop Sessions begin**

All workshops are offered twice: once at 6:30 pm and then again at 7:00 pm. (With one exception below) Please choose one workshop for 6:30 pm and another workshop for 7:00 pm.*

GRADE	WORKSHOP	TEACHERS	CLASSROOM	PAGE #
K - 3 rd grade, ELA	Understanding Reading Levels and Learning What They Mean	Meredith McAssey, Karen Dunner	603	1
6 – 8 th grade, ELA	Building an Independent Reader	Stephanie Douglas	616	2
K – 2 nd grade, Math	Understanding Engage NY Curriculum	Jessica Han, Gerri Ann Garrelick Lindsey Simpson	606	3 – 4
3 – 5 th grade, Math	Understanding Engage NY Curriculum	Patti Kelly, Alice Hsu, Hilary Kaden	615	5 – 6
6 – 8 th grade, Math	Understanding Connected Mathematics (6-8 Math)	Jeff Hamilton	620	7 – 8
6 – 8 th grade, Assessment	How to use iLearn as a Window to Student Progress (*Note: This is only offered at 6:30)	Erin Moughon-Smith	618	9
All Grades	What are Student-Centered Portfolios?	Elizabeth Sasson, Nancy Chen, Matthew Lyons	617	10

*** CHILDCARE with Roads to Success is located in the basement - Room B17.**

Please pick up your children by 7:45pm.

K – 3rd Grade – English Language Arts

Understanding Reading Levels and Learning What They Mean

Meredith McAssey, Karen Dunner

Building an Independent Reader

Level A & B

Readers are using meaning and structure to read, not phonological cues.

Guidelines for readers include:

1. Using the picture as source of information
2. Need to be working on one to one match
3. Directionality (read left to right)
4. Know a handful of sight words
5. Can continue a pattern after reading the first page

Level C & D

Similar to A & B Levels, but now unknown words need to be something the reader can figure out graphophonological cues (or using beginning and ending letters).

Guidelines for readers include:

1. Beginning to decode
2. Level D books have longer patterns and more sight words

Level E

Guidelines for readers include:

1. Looking through the word to begin chunking words (ex: p-ark-park)
2. Build comprehension
3. Begins to read with fluency and phrasing
4. Tracks print with eyes, using finger only and points of difficulty

Level F & G

Guidelines for readers include:

1. Building stronger comprehension skills
2. Figuring out difficult vocabulary
3. Begins to monitor and self-correct errors
4. Retells keeping story events in order to analyze story
5. Continues to build fluency and phrasing

Level H & I

Guidelines for readers include:

1. Developing inferencing skills.
2. Envision the story to compensate for low picture support
3. Keep the accumulating story events in mind
4. Read with fluency

JKLM

- Character has one clear problem that needs to be solved
- Character has clear, mostly unchanging character traits
- The title of the book often tells you about the main character or problem
- Supporting characters are simple and not fully developed

NO PQ

- Character has more than one clear problem
- The main character is complex - their traits change as you read the story
- There are tricky phrases and passages
- There is figurative language
- There are subplots or side stories
- Your thoughts as a reader should change as you read

How you can support your child's reading

- ☐ Share your reading life
- ☐ Ask about theirs
- ☐ Interact with your child's Reading Notebook
- ☐ Designate reading time and space
- ☐ Ask specific questions around appropriate reading level/genre
- ☐ Read something together or read to each other
- ☐ Create and maintain a print-rich environment
- ☐ A family trip to the library or the book store - rewards!
- ☐ Choosing reading over other options
- ☐ Borrow books from my in-class library! Happy to give you a tour~

Presented to you by:
Meredith McAssey

&

Karen Dunner

6-8th Grade – English Language Arts
Building an Independent Reader
Stephanie Douglas

Text Bands Explained (Fountas and Pinnell's A - Z levels)

U, V, W

- These books are all about theme(s), and the plot is there to carry the theme(s).
- Often there is a deeper meaning or theme to which the plot, characters, and setting contribute.
- Some seemingly minor details turn out to be very important and are often symbolic of the theme or deeper meaning.
- Minor characters and subplots also reflect and contribute to the underlying theme.
- Character's feelings and traits are usually revealed through inferences; very rarely is a character's feelings or traits stated explicitly.

X, Y, Z

- While these books are all about theme and a deeper meaning, often that deeper meaning is complex and difficult to pinpoint or explain.
- The theme(s) can also be ambiguous and open to interpretation.
- Characters' feelings and traits are revealed almost entirely through inferences; not much about a character's inner world is stated directly.
- Characters may have secrets that are not directly stated, only hinted at through clues.
- Main AND secondary characters are nuanced and change significantly throughout the story.
- Sometimes content of the story is more mature.

Book Lists

[TCRWP Book Lists](#) - SO many great leveled book lists

[Scholastic Book Wizard](#)- search by Guided Reading level for F&P level

[Goodreads](#)- Friend me! StephanieD@MSC

Electronic Support

[Library of Congress](#)' classic books online

[New York Public Library](#) has terrific electronic versions for loan

[Read Any Book](#) online books

How you can support your teen's reading

- ☐ Share your reading life
- ☐ Ask about theirs
- ☐ Interact with your child's Reading Notebook
- ☐ Designate reading time and space
- ☐ Ask specific questions around appropriate reading level/genre
- ☐ Read something together or read to each other
- ☐ Create and maintain a print-rich environment
- ☐ A family trip to the library or the book store - rewards!
- ☐ Choosing reading over other options
- ☐ Borrow books from my in-class library! Happy to give you a tour~

Early Childhood Math at MSC

MSC's Progressive Approach To Education | Curriculum Workshop 2016

What is Engage NY?

EngageNY is a Common Core aligned math curriculum created by the New York State Education Department. Lessons are designed to be adaptable so that teachers can meet student needs while still aligning to the Common Core. Opportunity for repeated practice is emphasized in each module of the EngageNY curriculum.

Big Math Ideas in Early Childhood

Decomposition

- Smaller numbers are embedded within larger numbers
- You can break a number into parts (basic addition)
- Breaking apart two digit numbers strengthens student recognition and understanding of place value
- Place value plays an important role in addition, subtraction and multiplication building blocks

Fluency

- Automatic recall of basic facts strengthens students ability to both decompose numbers and solve more complex number operations

Efficient Strategies

- Students explore a number of strategies (counting on, decomposing numbers, looking for friendly groupings) to problem solve quickly and accurately

Process

- Students first make sense of math problems or tasks
- They determine a strategy
- They persevere in solving the problem
- They explain their thinking

Math Language and Tools:

Rekenrek (Math Rack)

A base 10 tool, used to aid in addition and subtraction to 20



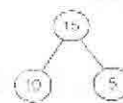
Tens Frame

A base 10 tool, used to decompose and recognize groups of ten and parts within ten



Number Bonds | Tape

Diagrams A way of representing the part-part-whole relationship between numbers



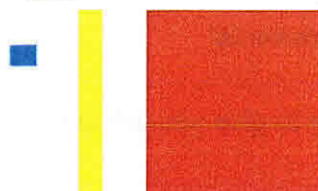
Equation | Number Sentence A numerical representation of a math story problem

Susan had 14 cookies. She gave 9 to Jacob. How many cookies does she have now? $14 - 9 = 5$

Place Value Chart An extension of place value, ten base organization of larger numbers

Hundreds	Tens	Ones

Base 10 Blocks A manipulative used to decompose larger numbers into hundreds, tens, and ones



See reverse side for tips to help your child with math at home!

First Grade Tips for Home

- Keep It fun! Play games.
- Draw pictures to make sense of the problems
- Have your child explain their thinking
"How did you get that?"
"What helped you?"
- Know the strategies they are working on and keep a chart near by
- Let kids grapple with a math problem using blank paper

JUST THE FACTS:

Learning basic math facts helps children to be more fluent problem solvers. Practice these:

Doubles (serve as anchor facts): $1+1=2$, $2+2=4$

Doubles +1: $6+7$ is just $6+6+1$

Combinations of ten: $2+8$, $1+9$

Plus 10: $4+10=14$, $5+10=15$, $22+10=32$

Plus 9: see $6+9$, think $6+10-1$ OR

see $6+9$, turn into $5+10$

Hidden helpers: find the hidden ten or double

$7+5=?$	$5+5+2$ or $6+6$	$7+3+2$
$6+8=?$	$6+6+2$ or $7+7$	$6+4+4$ or $8+2+4$

SOME MODELS/STRATEGIES TO KNOW:

Addition:

- *Counting on
- *Decompose and Add by Place Value
- *Make a 10 and Add Some
- *Use a number line to get to a benchmark number

Subtraction:

- *Draw and cross out
- *Take from ten
- *"Base Ten Sticks"
- *Take Out 10 & Subtract
- *Decompose and Subtract by Place Value

READ, DRAW, WRITE

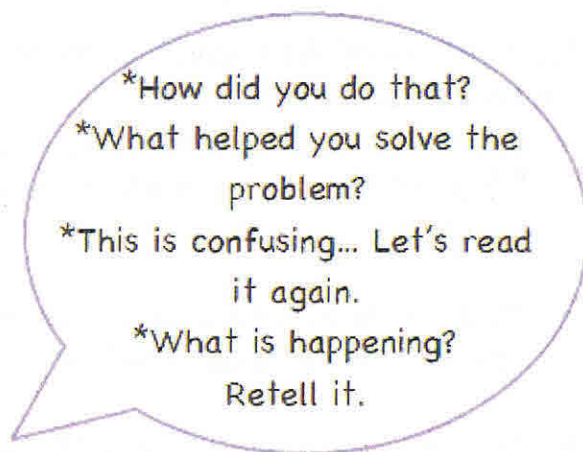
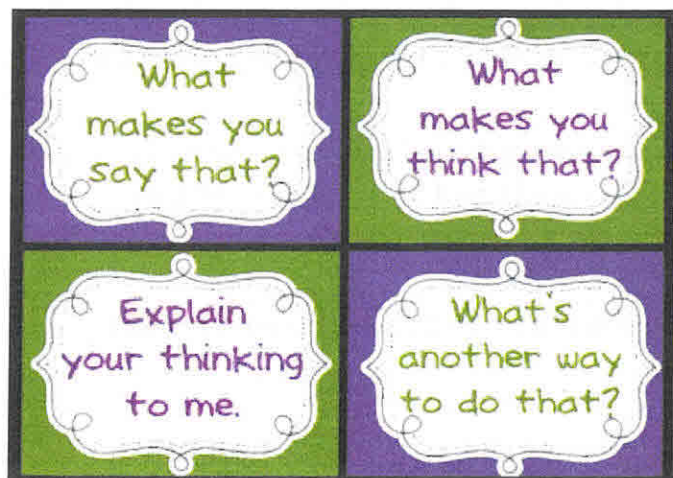
The RDW approach should be used whenever students are faced with a story problem. Remind your child that they need to do three things: pull out the essential information needed, mathematically represent their thinking using an efficient strategy, and explain with words what they did/how they know.

Second Grade Tips for Home

A lot of the work done in 2nd grade builds off the understanding of the number 10 learned in 1st grade, as well as the fluency of "10 Facts". This helps students move into greater understanding of place value and how numbers fit together in various contexts.

When working with students at home, the most important question to ask is: "HOW DO YOU KNOW?"

Questions to Ask to Support Your Child's Math Thinking:



3-5th Grade – Math
Understanding Engage NY Curriculum
Patti Kelly, Alice Hsu, Hilary Kaden

What is Engage NY (A Story of Units)?

A Story of Units is designed to help students understand how to choose and apply concepts of mathematics to solve problems. To achieve this, the modules include mathematical tools and diagrams that aid problem solving: interesting problems that encourage students to think quantitatively and creatively, and opportunities to model situations using mathematics. The goal is for students to come see mathematics as connected to their environment, to other disciplines, and to the mathematics itself. A range of problems are presented within modules, topics, and lessons that serve multiple purposes:

- Single-step word problems that help students understand the meaning of a particular concept.
- Multi-step word problems that support and develop instructional concepts and allow for cross- pollination of multiple concepts into a single problem.
- Brainteasers and puzzles, or other non-routine problems that may be given anytime during the school day. These are meant to engage students in constructive play that encourages perseverance without performance or test-related anxiety.
- Exploratory tasks designed to break potential habits of “rigid thinking.” For example, asking students to draw at least 3 different triangles with a 15-inch perimeter encourages them to think of triangles other than equilaterals. Geometry problems with multiple solution paths and mental math problems that can be solved in many ways are further examples.

How is our implementation of Engage NY Progressive?

MSC teachers adapt the Engage curriculum “script” to create more opportunities for student-led discovery.

- Lessons often begin with students being presented with a thought-provoking real-life problem that they work to solve using models and/or strategies of their choosing.
- Students then turn and talk to share their thinking with their classmates and compare their strategies and solutions
- This exposes students to multiple strategies for solving the same problem and provides practice in critiquing the reasoning of others.
- Students then investigate a similarly structured problem independently

How does it meet the needs of all students?

- Because students across all grades are using the same curriculum, they are becoming familiar with the terminology, approaches, and models that carry over from one grade to the next.
- Teachers group students in a variety of ways, including station teaching, coach/rookie partnerships, peer partnerships.
- Because the Engage NY curriculum is on a continuum, teachers can access materials and lessons across grades in order to meet students who are working at different levels.

Resources for Parents:

- Your child's teachers! Please feel free to ask at any time for an explanation or demonstration of something your child is being taught!!!
- Grade-by-Grade Fluency Expectations:

<https://www.engageny.org/sites/default/files/resource/attachments/shifts-for-students-and-parents.pdf> (see p. 16)

- "A Story of Units Curriculum Overview":

<https://www.engageny.org/common-core-curriculum>

Connected Mathematics Project 3 Curriculum

- ❖ The Connected Mathematics Project curriculum development has been guided by our single mathematical standard:

All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.

- ❖ The Connected Mathematics Project (CMP) was funded by the National Science Foundation to develop a complete middle school mathematics curriculum for students and teachers.
- ❖ CMP is a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment. Mathematical ideas are identified and embedded in a sequenced set of tasks and explored in depth to allow students to develop rich mathematical understandings and meaningful skills. The Common Core State Standards for Mathematics (CCSSM) and the Standards for Mathematical Practice are embedded within each problem.
- ❖ At MSC, 6th, 7th, and 8th grade math teachers develop and implement projects in-line with the philosophy of MSC, in-line with CCSSM, and in-line with CMP3 to promote a rigorous, thorough understanding of the connections among different major content areas in mathematics.

- ❖ Why don't we all do a math problem? Let's say we are buying a scarf for \$80 and there is a 7.5% tax. How much is the tax?

Write below how you might solve...

How MSC teaches...

Delta Math

- ❖ Delta Math is a free online math program used by more than 1,000 public schools in New York City and more than 5,000 public schools across the country.
- ❖ The purpose of Delta Math is to supplement, not take the place of, students' mathematics education.
- ❖ Delta Math is a combination of Common-Core math and the procedural math we were likely exposed to during middle school.
- ❖ What can the teacher see? Let's check it out.

IXL Learning Program

- ❖ IXL is also an online learning program used to supplement, not take the place of, math education at MSC.
- ❖ This program is fully Common Core aligned that offers impressive analytics for teachers and even more impressive support for students.
- ❖ IXL is scaffolded uniquely for every student; that is to say, no two students will ever have the same homework, and students can work at their own pace.
- ❖ Let's take a look together.

6-8th Grade – Assessment

How to use iLearn as a Window to Student Progress

Erin Moughon-Smith

What is iLearn and how do we use it?

It is a learning management system (LMS) that the NYCDOE contracted. iLearn and its parent iZone are used throughout the United States and Canada. It is a virtual platform, similar to the Blackboard system in CUNY and SUNY schools where teachers can post content and grades, students can upload work, and parents can view all of it 24/7.

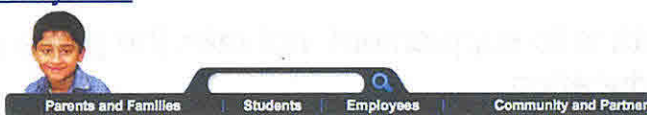
Why do we use it?

MSC uses iLearn to:

- Increase communication between teachers, students, and families
- Allow access to curriculum and grades at any time
- Allow a safe space to upload work and contact teachers
- Make work accessible from any computer, any time without having to worry about losing a flash drive or having it deleted from the dashboard

How do I get on?

www.ilearnnyc.net



What is iLearnNYC?



Sign in to iLearnNYC

SIGN IN

Is my system compatible?

[Admin Console](#)

I want additional iLearnNYC info!

SHOW ME MORE

I need iLearnNYC technical assist

HELP ME



Click on the green SIGN IN button (indicated by the blue arrow). You will log in with your student's username and password, and you will view it as your student would.

What can I see?

The homepage will have all of your student's classes. Click on any class you wish to view. All classes will have a header bar like the one below:



iLearnNYC

Content Assignments **Progress** **Personal Tools** Communication Edit Course

Progress (or How am I doing?) is the section with the grades. **Personal Tools** is where a student's **locker** (or digital upload space) is.

All Grades – Assessment

What are Student-Centered Portfolios?

Elizabeth Sasson, Nancy Chen, Matthew Lyons

'The act of reflecting is one which causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning - heading towards seeing the bigger picture.' - Phil Race (2002)

What is ePortfolio?

In grades 6-8 at MSC, we set aside time each week for student reflection on their completed work. Four times over the year, once per quarter, students choose an assignment from one of their core classes, Math, Science, ELA or History, and write a prompted reflection on that assignment. Once completed, the Reflection forms the basis for a brief presentation that students give to peers on the assignment.

The importance of reflection for learning

Reflecting on what you have learned in any experience has the vital effect of deepening the connections between the new knowledge you acquired and your existing knowledge, not only academic content but of yourself as a learner too. Metacognition – thinking about your thinking – is a habit ePortfolio seeks to infuse in students, who are often too pre-occupied with number grades, to make those important connections to past learning experiences and promote a habit of thinking about learning as a conscious process rather than just a series of discrete tasks that terminate in a number grade.

The ePortfolio Reflection Prompt:

In an extended response answer the following prompt:

YOUR CLAIM: This assignment represents an important part of my learning

Identify a mastery task that you completed this marking period. Describe the task and the process leading up to your final product, including struggles and successes and feedback. Explain how your experience (process, content, skills) may be used in the future.

Your response will use multiple specific details to:

- Describe the task as well as the skills and strategies you used to complete it
- Discuss struggles and successes you had along the way
- Address the feedback you received (rubric, notes, conference)
- Discuss how you may use what you learned in the future.

REFERENCE LINKS:

- <http://www.edunators.com/index.php/becoming-the-edunator/step-5-reflecting-for-learning/the-importance-of-reflection-in-education>
- <http://ww2.kqed.org/mindshift/2014/12/03/what-meaningful-reflection-on-student-work-can-do-for-learning/>
- <http://www.edutopia.org/student-reflection-blogs-journals-technology>

