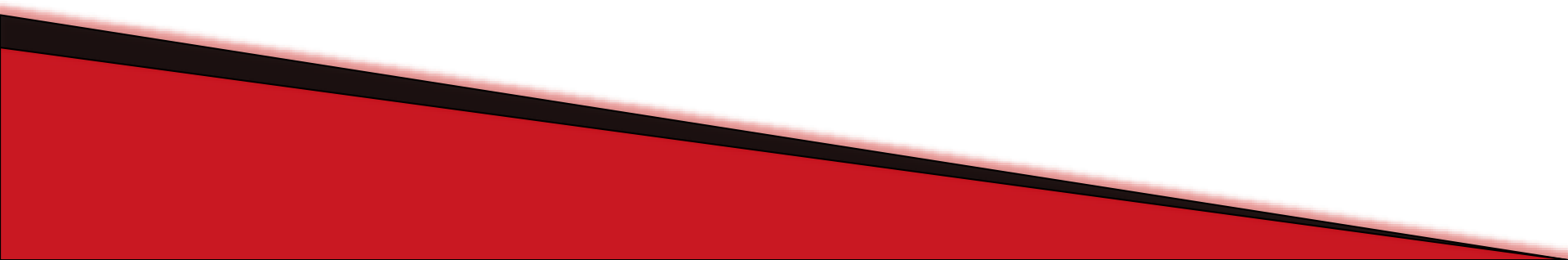# Why is Math Taught so Differently

Black Knight Connections
November 14, 2016

Mike Mylin, Math Department Supervisor
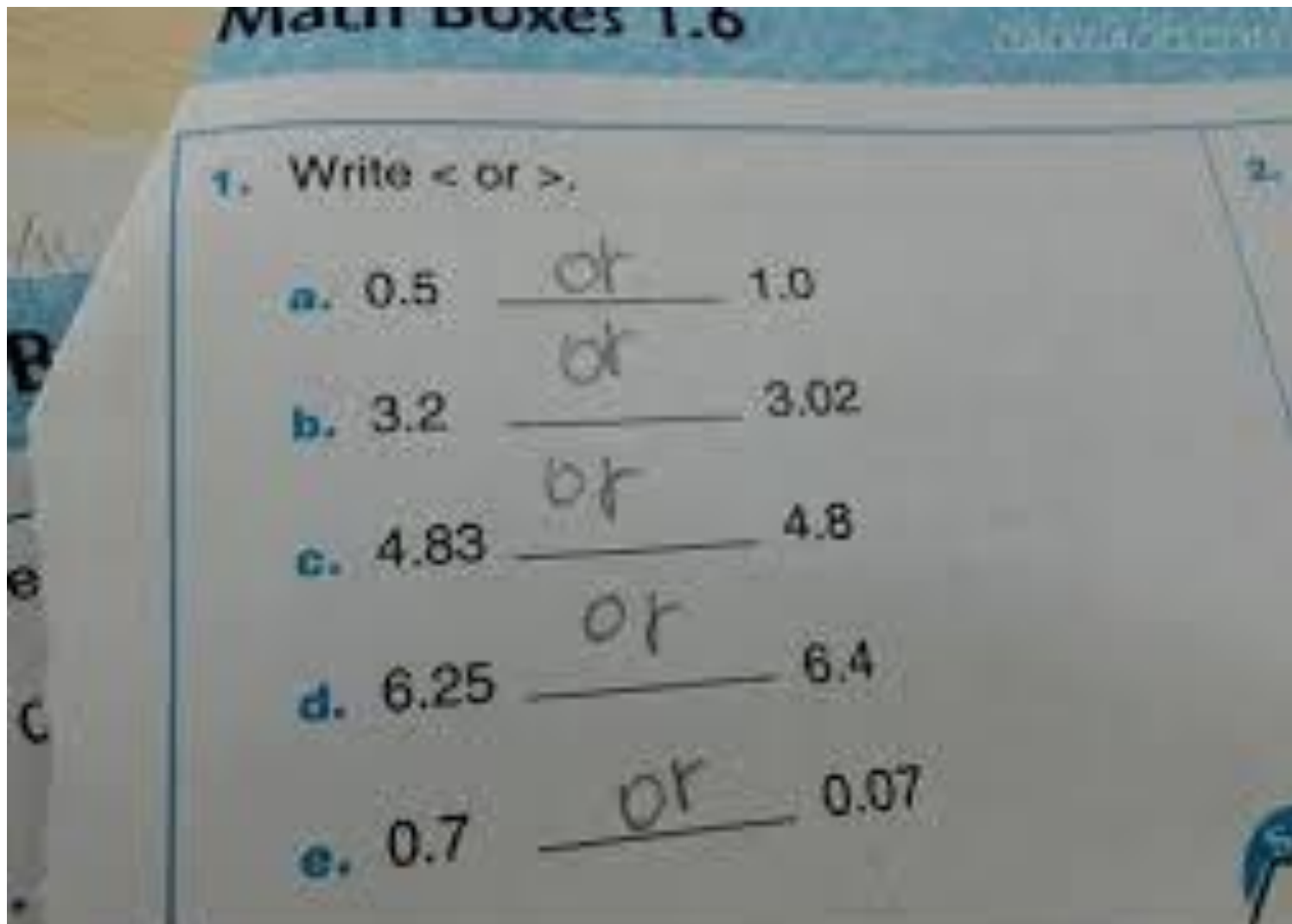Lisa Mumma, Principal, Centerville Middle School
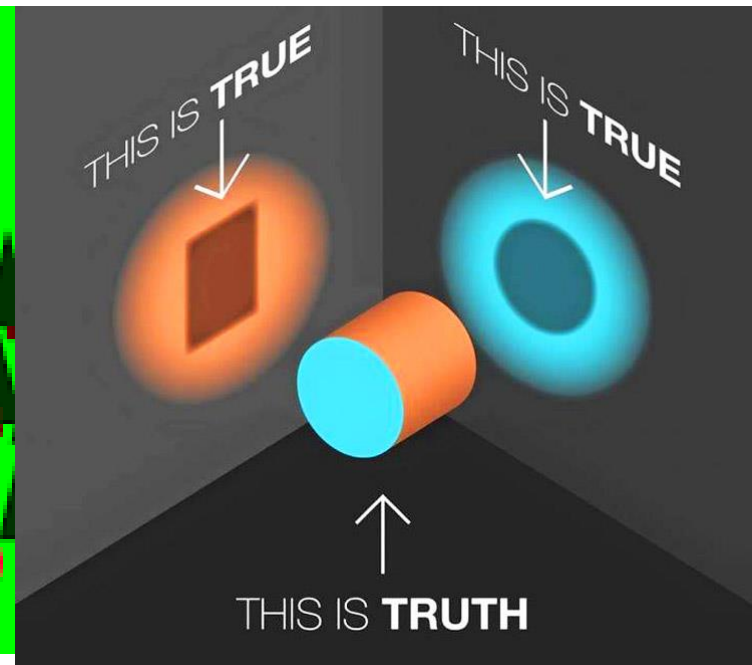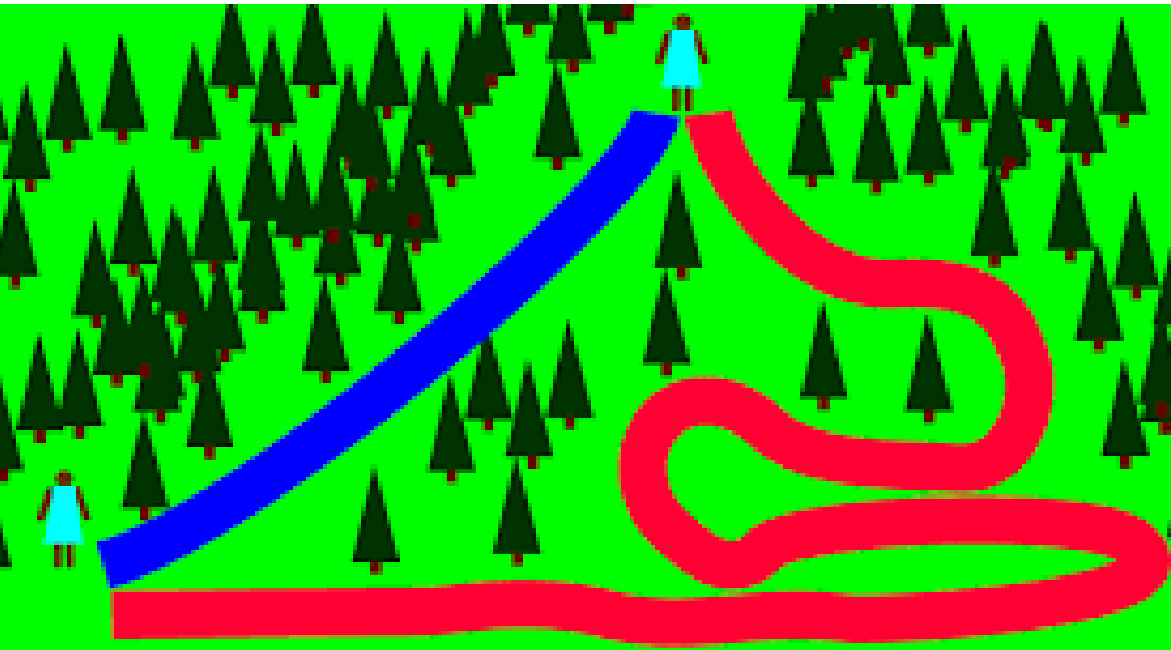
Mathematics Proficiency

- Make sense of problems and persevere in solving them.

- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.

- Model with mathematics.

- Use appropriate tools strategically.

- Attend to precision.

- Look for and make use of structure.

- Look for and express regularity in repeated reason

What does it mean to understand

Math Boxes 1.6

1. Write < or >.

a. 0.5 __or__ 1.0

b. 3.2 __or__ 3.02

c. 4.83 __or__ 4.8

d. 6.25 __or__ 6.4

e. 0.7 __or__ 0.07

Example 1: 2 digit multiplication

Example 1: 2 digit multiplication

- Shortcut Method

- Partial Products

Example 2: Fraction Multiplication

- Bill and Ted work together to mow a lawn. Each is responsible to mow half of the lawn. Bill only mowed $\frac{2}{3}$ of his half. How much of the total lawn did Bill mow?

Access to Support

- Parent Pages for Grades K-6
- Big Ideas Online tools for Grades 7 and 8

Parent Guide to Math Expressions, Grade 2, Unit 5

Use this guide to locate resources aligned with the work that your Hempfield student is doing in class.

Unit 5: Time, Graphs and Word Problems

Lesson #	Title	Parent Page Reference
1	Hours and A.M. or P.M.	L81, L84
2	Hours and Minutes	L24, L82
3	Discuss Picture Graphs	L94, L95
4	Read Picture Graphs	L94, L95
5	Introduce Bar Graphs	L96
6	Read Bar Graphs	L96, L97
7	Solve Problems Using a Bar Graph	L96, L97
8	Collect and Graph Data	L93, L95, L97
9	Make Graphs and Interpret Data	L94, L98
10	Focus on Mathematical Practices	L95, L97

Access to Support

Name _____

LESSON 24 **Counting Patterns Within 100**
OBJECTIVE Extend counting sequences within 100, counting by 1s, 5s, and 10s.

CC.2.NBT.2

You can count different ways.

Count by fives.

5, 10, 15, 20, 25, 30, 35

Count by tens.

10, 20, 30, 40, 50, 60

Count by fives.

1. 5, 10, 15, 20, _____, _____, _____

2. 20, 25, 30, 35, _____, _____, _____

LESSON 82 **Time to 5 Minutes**
OBJECTIVE Tell and write time to the nearest five minutes.

CC.2.MD.7

The minute hand moves from one number to the next in 5 minutes.

Start at the 12. Count by fives.

Stop at the number the minute hand points to.
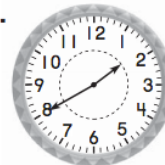
The hour is 8 o'clock.

It is 20 minutes after 8:00.

8:20

Look at the clock hands. Write the time.

1.

2.

3.

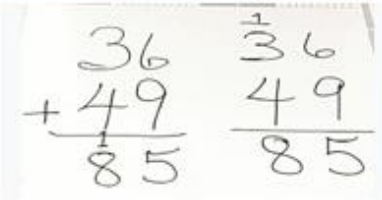# Access to Support: Video Resources

GRADE 2

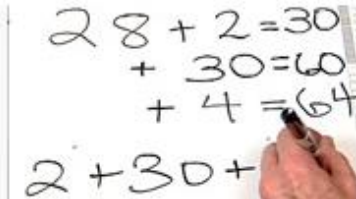0 Teacher Edition Walkthrough

0 Program Overview

1 Addition Strategies: Make a Ten Strategy with Fingers and Coin Strips

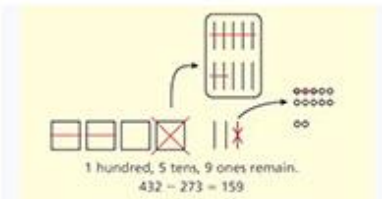2 Accessible Algorithms: Show All Totals, New Groups Below, New Groups Above

3 Measure Length

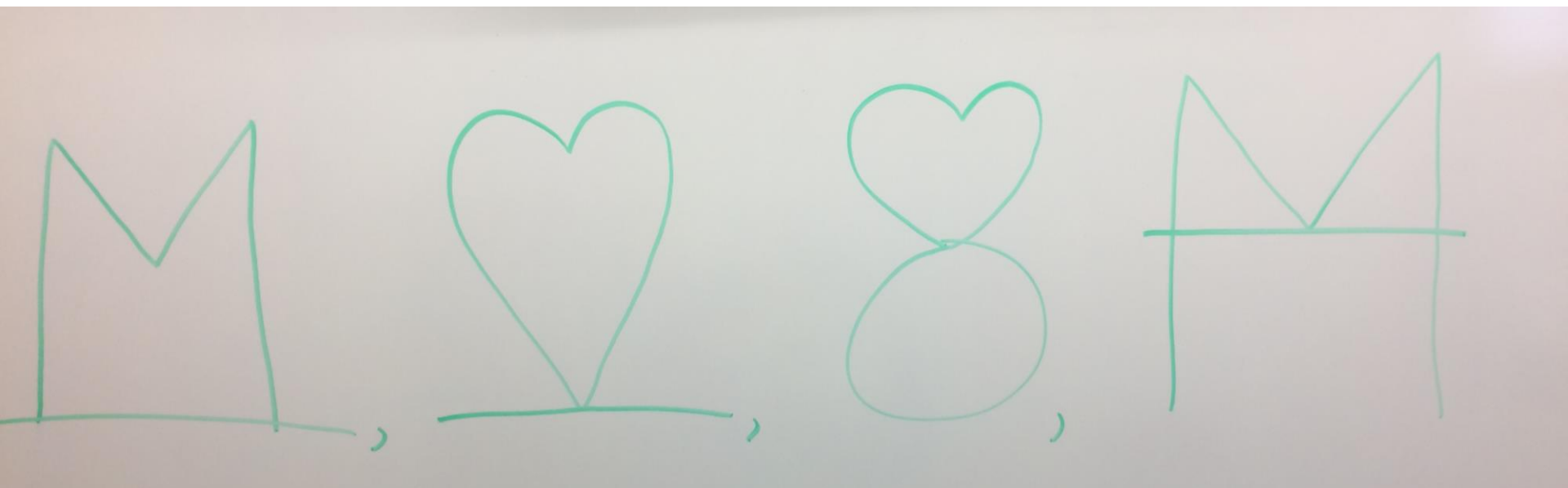4 Acessible Algorithms: Expanded Method, Ungroup First, Adding Up Method

5 Daily Routine: Time

6 Accessible Algorithms: Expanded Method, Ungroup First Method, Adding Up Method

What comes next in the sequence?

What comes next in the sequence?

Thanks for coming!

Mike Mylin, Mathematics Department Supervisor

Lisa Mumma, Principal, Centerville Middle School