



At a Glance...

SELF-DIRECTED LEARNING

GRADES 1 TO 8

# Facilitator – Teacher Workshop

Supplies Needed	2
In Preparation for the Workshop	2
Before the Workshop	2
Workshop Planning	3
Appendix A – Steps to Develop an Understanding of Specific Learning Expectations From At a Glance... The Guides for Effective Instruction in Mathematics Revised	7

## Duration:

95  
min

## Targeted Context:

- professional learning community (PLC)
- professional activity day
- mentoring
- coaching

## Intention:

In-depth exploration of some of the links in the resource *At a Glance... The Guides for Effective Instruction in Mathematics Revised*.

## Supplies Needed

---

- ➔ Technological equipment (interactive whiteboard to project the presentation, laptop or tablet, if available). Everyone should bring a laptop to explore the resource.
- ➔ Chart paper and felt-tip pens or whiteboards.
- ➔ Sticky notes for each participant.
- ➔ Poster-sized paper to make posters for targeted specific expectations at appropriate grade levels.
- ➔ Manipulatives and mathematical models selected to enhance learning related to the targeted specific expectations, so that staff can try activities before assigning them to their students.

## In Preparation for the Workshop

---

1. Organize the meeting date and time with the school principal.
2. If you will be working with a whole school or division, decide on a single content focus with the school principal. The school might already have an identified goal in the Student Success Plan (SSP) and School Improvement Plan (SIP).
3. If you will be working with a single teacher, ask them to come prepared to do some planning on the next unit they will be teaching.
4. Take some time to explore the links within the resource, using the steps in the flow chart outlined in Appendix A.
5. Prepare the presentation (PowerPoint or Google Presentation) using the template that is available on the *At a Glance...* website.
6. Prepare posters that identify the specific expectations that will be targeted in the workshop.
7. Identify the traditional territory that should be recognized and prepare an acknowledgement statement, following the school board guidelines.

## Before the Workshop

---

Send an email with the date, time, and location of the workshop, along with your contact details.

In the email, ask participants to:

- ➔ Familiarize themselves with the resource [At a Glance... The Guides for Effective Instruction in Mathematics Revised](#).
- ➔ [Watch the video](#) explaining how to navigate the resource.

- ➔ Come prepared with the focus of their next unit, along with any lesson plans and classroom assessments they'd like to include.

## Workshop Planning

---

### Land Acknowledgement

Duration: 2 min

Present the acknowledgement statement (follow the schoolboard guidelines).

### Agenda

Duration: 2 min

Present the agenda for the meeting.

For example: Learning Goals, Looking at Data, Exploring the Resource, Exploring Activities, Break, Strand Overviews, Next Step, Reflection/Exit Ticket.

### Learning Goals

Duration: 3 min

Present the learning goals.

By the end of the workshop I will be able to:

- ➔ Navigate the *At a Glance... The Guides for Effective Instruction in Mathematics Revised* resource.
- ➔ Name the components of the resource and how they can support my teaching:
  - General Foundations: provides general pedagogical insights, by division, including the big mathematical ideas in each strand.
  - Grade Specific Learning: identifies the mathematical skills and knowledge that students will be developing, by grade, and possible learning strategies.
- ➔ Find an activity from the resource that focuses on a targeted expectation.
- ➔ Understand how the resource can support me in differentiating instruction.

## Introducing the *At a Glance...* Resource

Duration: 5 min

- ➔ Explain that the resource *The Guides to Effective Instruction in Mathematics* have been revised into *At a Glance...* which now includes additional guides for Financial Literacy and Coding. Clarify that the *Financial Literacy* guide stands alone and that the *Coding* guide is embedded in the Algebra Strand
- ➔ If the participants have not yet seen the video on how to navigate the resource before the workshop, show the video.

## Looking at Our Data

Duration: 10 min

If you are working with a school or division, present data on the content focus for the workshop and why it was chosen. If you are working with a single teacher, ask them to share the focus of their next unit or series of lesson plans along with possible classroom assessments.

## Exploring Strand Overview

Duration: 12 min

- ➔ Refer to the Strand Overviews in the 2020 Mathematics Curriculum and point out how the Strand Overviews have been added to the *At a Glance...* website. Show the participants the video on [Strand Overviews](#).
- ➔ Invite participants to place their sticky notes on the appropriate “Strand Overview” poster highlighting their targeted specific expectation on the wall.

For example, in Grade 1, to be able to identify and compare coins and bills up to \$50, students must be able to:

- describe attributes of the coins and bills (size, shape, colour, image);
- associate the name with the coin or bill;
- use counting strategies (to compare the value of different coins and bills);
- represent the value (with math manipulatives such as linking blocks and math models such as a hundred grid).

The Grade 1 teacher would write keywords on sticky notes and place them appropriately on the Strand Overview poster.

## Discussion

Duration: 10 min

- ➔ Ask participants to read the sticky notes under the targeted specific expectations posted on the wall. Ask them to note the similarities and differences between the knowledge and skills from one grade level to the next, and to explain them to each other.
- ➔ Ask questions to ensure that everyone understands the evolution of skills, knowledge, strategies, and learning tools (math manipulative and models) in the development of the concept.
- ➔ It's a good opportunity to demonstrate that specific expectations reflect a progression in knowledge and skill development, and that key concepts identify the central principles and mathematical ideas that underpin the learning in a specific expectation.
- ➔ After participating in this discussion, the participants should begin to see how the learning progression for the content focus develops throughout the grades and from one division to the next. This exercise helps participants to identify the similarities and differences in the knowledge and skills from one grade to the next in order and will support them in differentiating for their students as needed.

## Exploring a Targeted Activity

Duration: 20 min

- ➔ Help participants to navigate to the **Teaching and Learning** component for the strand and concept that they will be focusing on, and explain how to see the materials for their grade level.
- ➔ Explain to participants that they will now explore and select one activity from the resource that focuses on their targeted expectation. Ask them to use sticky notes to record the mathematical skills and knowledge that students will be developing and using in their chosen activity.
- ➔ Allow participants to organize for the activity in a way that supports their learning needs: either alone, in teams of twos, by grade levels, by division, etc.
- ➔ Ask participants to explore the targeted activity.
  - Circulate in the room and support participants as needed.
  - Encourage participants to use the math manipulatives and models as they explore their chosen activities.

## Follow-up to the Exploration

Duration: 12 min

- ➔ After the participants have explored the activity, explain that the next task will introduce other components of the resource that will support them to unpack the skills and knowledge related to the activity, in grade appropriate ways:
  - Guide them to click on the following:
    - ▶ Grade Specific Learning > Grade Level > Skills and Knowledge (related to the activity being explored)
  - To make the connection with the Big Ideas involved, have participants explore the General Foundations for the strand, along with Skills and Knowledge (related to the Activity). Guide them to click on the following:
    - ▶ General Foundations > Primary (or Junior or Intermediate)
    - ▶ Grade Specific Learning > Grade Level > Skills and Knowledge (related to the Activity)
- ➔ Invite participants to record, on sticky notes, key words that describe the skills and knowledge connected to their targeted expectation. Explain that they will use these notes for a discussion in the next activity.

## Reflective Sharing

Duration: 5 min

Ask the following question and lead a discussion:

- ➔ How can this resource support you when it comes to planning the weekly 300 minutes of mathematics?
- ➔ How can this resource support you to differentiate instruction to meet the needs of your students?

## Exploring Activities to Try in the Class

Duration: 8 min

- ➔ Ask each participant to explore the other activities suggested for the concept, as well as the Learning Situation (if there is one) under the “Grade Specific Learning” tab for the targeted strand and concept.
- ➔ Everyone should choose an activity to try out in class for the next session.

## Exit Ticket

Duration: **4** min

- ➔ Present the exit ticket to participants and ask them to think about their mathematical learning.
- ➔ Examples for tickets include red light, yellow light, green light (one practice to change, one practice to check and one practice to add), new learning, one small step at a time.
- ➔ Write the name of the next activity to be explored in class by the teacher.
- ➔ According to their context, facilitators can plan other follow-up sessions to go deeper into instructional planning.

# Appendix A – Steps to Develop an Understanding of Specific Learning Expectations From *At a Glance...*

## Flow Chart

Choose the **Overall Expectation**, the **concept**, and the Specific **Expectations** in the Strand Overviews document in the 2020 Mathematics curriculum and read the accompanying Teacher supports on the curriculum website, for the specific expectations that you have targeted.



Link the **Big Idea** for the targeted expectation by going to the *At a Glance...* website and clicking on the following: **appropriate math strand (for example, Spatial Sense, Algebra) > General Foundations > Overview**.



Note other important messages by selecting other sub-tabs under the **"General Foundations"** tab.



Determine the skills and knowledge implicit in the targeted expectation by clicking on **Grade Specific Learning > Grade Level > Skills and Knowledge** (for the targeted expectation).



Find learning activities related to the targeted expectation by clicking on **Grade Specific Learning > Grade Level > Teaching and Learning** (for the targeted expectation).