Welcome Back! My name is Ann McCue and I am so excited to be the Instructional Coach at Hofer. The role of the instructional coach is to enhance instructional practices in the classroom. I partner with teachers and building administrators, to assist and deepen the learning of all students through a variety of job-embedded professional development opportunities.

For math, our teachers have been involved in several book studies to learn more about Number Sense - the foundation of all math learning, Guided Math, and targeted small group instruction during math time. These book studies come to life in the classroom when teachers implement new ideas and techniques to further deepen their students’ knowledge.

An area important to the success of all students at every grade level in math, is the 8 Mathematical Practices, identified in the Common Core State Standards. These practices are ones educators use to develop the act of thinking mathematically in our students. Below you will find the 8 Mathematical Practices that will encourage our students to become problem-solvers in their world. Beneath each practice is a kid-friendly version you may want to share with your child and a scenario that shows how these practices are incorporated in a “real-life” setting.

1. **Make sense of problems and persevere in solving them.**
   * I can solve problems without giving up.

*Let’s say I, Ann, ask Mike to go get me a sandwich for lunch.  Mike has to ask himself, “I wonder what kind of sandwich she wants.”  Then he has to figure out where to go get the sandwich.*

1. **Reason abstractly and quantitatively.**
   * I can think about numbers in many ways.

*Mike says to himself, “I’m pretty sure Ann will want only a 6 inch sandwich, and only one, not 20 sandwiches.”*

1. **Construct viable arguments and critique the reasoning of others.**
   * I can explain my thinking and try to understand others.

*Mike tells Kelly that he’s going to get me a veggie sandwich.  Kelly tells him he should really get me some chicken noodle soup and a salad.  Mike replies, “I disagree with you, Kelly.  Ann’s a vegetarian and doesn’t eat chicken.  I think I’ll stick with the veggie sandwich, but you’re right about the salad.  She’s always counting calories and she likes salad.  I will pick one up.”*

1. **Model with mathematics**
   * I can show my work in many ways.

*Mike pulls out a piece of paper and creates a table with all the ingredients he knows I want on my sandwich to hand to the clerk at the deli.  And then, just for fun, he draws a diagram of how it should be constructed.*

1. **Use appropriate tools strategically.**
   * I can use math tools and tell why I chose them.

*Realizing that the deli has an app, Mike pulls out his iPhone, downloads the app, and uses it to place the order ahead of time.  Then he uses a map to find the deli.*

1. **Attend to precision.**
   * I can work carefully and check my work.

*Just to make sure the deli gets the order right, Mike calls and speaks to the clerk.  He states, “Be sure to include 3 tomato slices and 6 avocado slices.  And yellow mustard, not Dijon.”*

1. **Look for and make use of structure.**
   * I can use what I know to solve new problems.

*This practice has kids use what they already know to solve problems.  Mike says to himself, “I already know that the deli has a deal where you can get a sandwich and a side.  I’ll order that for Ann.”*

1. **Look for and express regularity in repeated reasoning.**
   * I can solve problems by looking for rules and patterns.

*Mike checks himself.  He wants to use a strategy he’s already used and check for reasonableness.  He steps back, realizes he’s ordered sandwiches from this deli before and knows a shortcut how to get there. He checks the order to make sure it’s correct, and heads off to get me lunch.* *What a good friend!*

Sources: Common Core State Standards 2012; Loma Portal Elementary School