

Which Number Does Not Belong?

Grab a post-it note and share why one of the numbers **does not** belong. Find the corresponding easel and post your post-it!



9	16
25	43



Reveal Mathematics Information Night



Shelby Blake

K - 5 Teacher on Special Assignment

Jenny Conahan

K - 5 Teacher on Special Assignment

Chad Mitchell

6 - 8 Teacher on Special Assignment

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Which Number Does Not Belong?

9	16
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Which Number Does Not Belong?

*The only number whose digits don't add up to 7.

*The only single digit number.

*The only number with a monetary value (25 cents).

*The only number that is the sum of 2 consecutive squares.

9	16
25	43

*The only even number.

*It is the only number that is a square of a square.

*The only number that is not a perfect square.

*The only number that is prime.

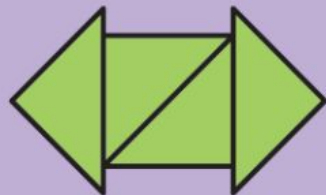
Math Vertical Team

- WSSD Educators from K-12: teachers, specialists, administrators.
- Gathered and collaborated on best practices in math education.
- Arrived at a common vision for the mathematics program for the Wallingford Swarthmore School District.

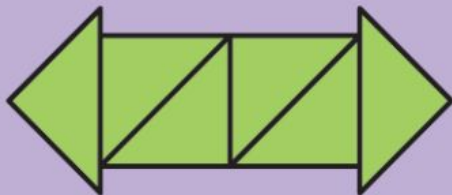
What could they be looking at?



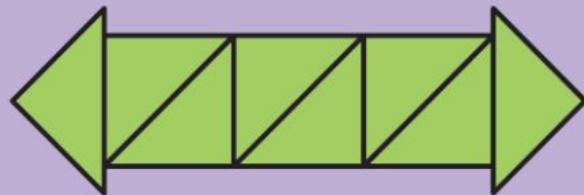
What Do You Notice? What Do You Wonder?



1-day worm



2-day worm



3-day worm

What Do You Notice? What Do You Wonder?

Notice	Wonder
- that we made 3 worms and they are all different sizes - We used different shapes - triangles and squares, too - the worm gets bigger when we add a square - everytime we made a new worm we added 1 square - there was a pattern - 2 triangles, 3 squares - it grew when we added a square - triangle, square, triangle pattern	- what the next worm will look like? - if I could make · 1 million day · 5 day · 100 day · infinity - if the worm can keep growing? - if the worms could be a pet or if you could take it out to dinner with you? - how cars are made? - how triangles and square are made? - what would happen if the pattern would continue?

Our Search: Purpose & Output

Philosophy

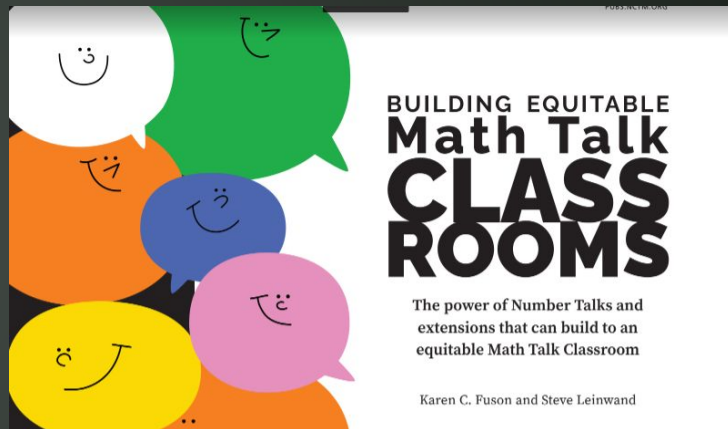
- Constructivist/discovery/exploration/kids learn by doing
- Disequilibrium is a sign of learning
- Everyone is a mathematician/identity

Non-Negotiables (Needs)

- Equity lens, belonging
- Hands-on activities/manipulatives included/
real-world problem solving
- Wide Walls – High Ceiling
- Standards-Aligned
- Resources to support differentiation

Wants

- Online component (resources, tools for students and families)
- Implementation fidelity

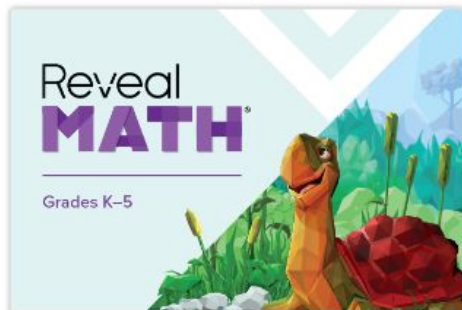


Click the picture to read the article!

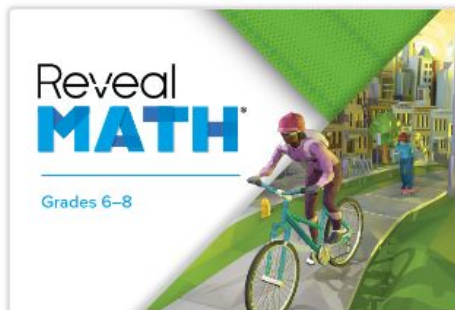


How are they the same?
How are they different?

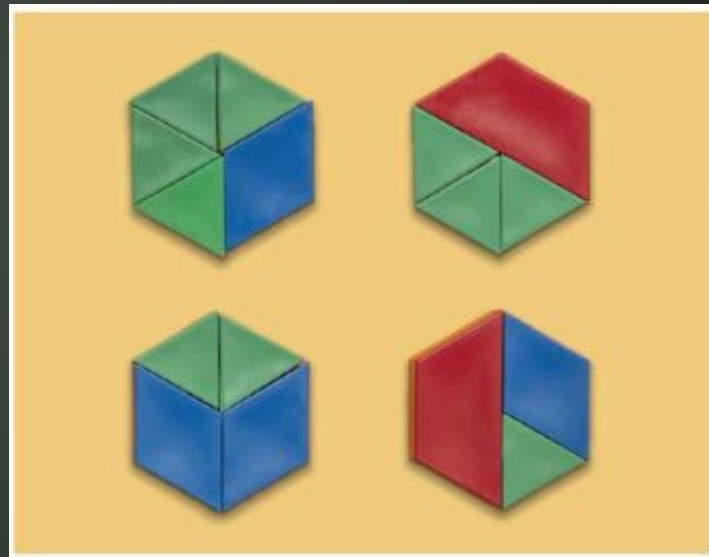
Reveal Math Programs



Explore Grades K-5



Explore Grades 6-8



Math is losing to broccoli...



56% of kids would rather eat
broccoli than do math!

The Fix?

- Spark curiosity!
- Encourage persistence.
- Promote a growth mindset.



Typical Day

Number & Sensemaking Routines



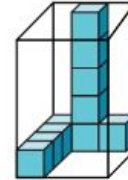
Exploration



Practice & Assess

Work Together

How can you determine the volume of this box?



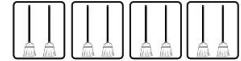
Reflect

Lesson 3-1

Exit Ticket

Name _____

1. How many brooms?



_____ equal groups of _____

2. There are 5 bowls. Each bowl has 4 cherries. What equation represents the number of cherries in the 5 bowls?

3. Which represents the beetles shown? Choose all that apply.



- A. 2 equal groups of 2 B. $4 \times 2 = 8$
C. 4 equal groups of 2 D. $2 \times 2 = 4$

Reflect On Your Learning

I'm confused. I'm still learning. I understand. I can teach someone else.



Differentiation

Reveal Math offers a wide range of both hands-on and digital tools that help teachers tailor their instruction to meet the needs of all students.

Hands-On Learning Tools

Small group
reinforcement activities



Hands-on extension
activities

Color by Number

The art club asks students to draw and color a picture. The pictures will be used to decorate the school.

Draw a picture of your favorite as:

1. Divide your picture into parts.
2. Make rules for how to color it.
3. Write a 3-digit number in each.
4. Switch pictures and rules with Color your partner's picture as. Check each other's work.

Class Celebration

A Lot to Recycle

Imagine that your class is saving tickets. Each week, a city recycling center records the number of pounds of recycling it gets. The manager then writes a report. The report helps the city see how the recycling program is going.

Use the information in the chart to write the weekly report.

1. List at least 7 ways to earn tickets. Write tickets and points each task is worth.
2. Create at least 2 plans for how you can earn enough points to have the party.

Material	Number of Pounds
Glass	10
Paper	741
Plastic	567
Yard Waste	308

1. Order the materials collected from least to greatest.
2. Compare the amounts of materials using symbols.
3. What is another way you can display the data? Include it in your report.
4. Make suggestions for how the city can increase the amount of recycling it receives.

Unit 3 - Place Value to 1,000

Targeted Skills
Support



Differentiation

Hands-On Learning Tools

Reinforcement,
additional practice,
and extension pages

Lesson 2-4 • Reinforce Understanding
Understand Hundreds
Name _____

Review
You can use 10 tens to make 1 hundred.
↓
100
30 tens is: _____

Additional Practice
Name _____
Review
You can group 10 tens to make 1 hundred.
Emma has 100 stickers. How many tens does Emma have?
↓
100
30 tens is: _____

Understand Hundreds
Lesson 2-4 • Extend Thinking
Name _____
Mrs. Blake gives stickers to her helpers. A poster shows the stickers they have earned this year.

Mrs. Blake's Helpers	
Name	Stickers
André	400
Javier	308
Rina	100
Tal	500
Malik	209

1. Mrs. Blake has a sticker book with 10 stickers on each page. How many pages of stickers does she need to use to give Rina stickers? Explain your thinking.

2. How many pages of stickers does Mrs. Blake need to use to give Malik stickers? Explain your thinking.

Match the 1
1. 400
2. 600
3. 200
4. 700

What is the
1. _____
2. _____
3. _____

On-Level Extra
Practice



Game Station for
continued skill
practice



Differentiation

Digital Tools

Digital Game Stations



Replay math videos
for each lesson



Extension Web Sketch
Explorations



Accessing Reveal at Home



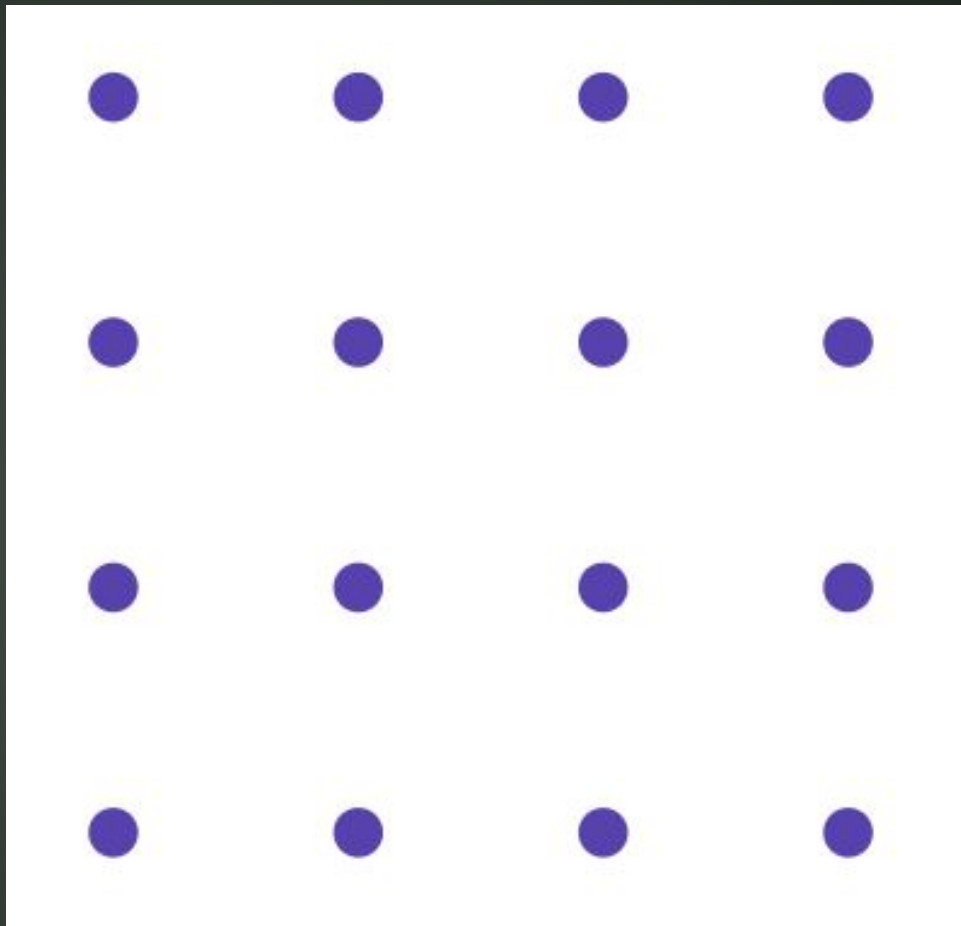
When accessing Reveal at home, you will have access to:

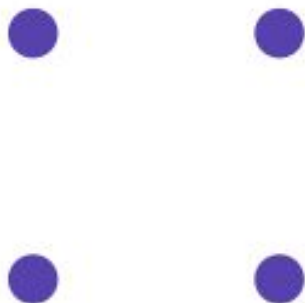
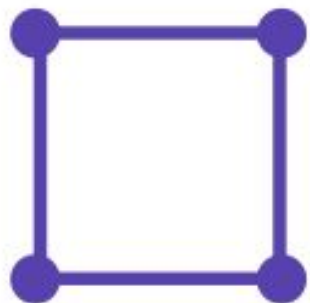
- ❑ Any assignments assigned by the teacher
- ❑ eToolkit
- ❑ Glossary
- ❑ Digital Station Center (complete digital game library)
- ❑ Interactive Student Editions
- ❑ Unit and Lesson Resources
 - ❑ Family Letter for each unit
 - ❑ Math Replay Videos

[Click here to access login directions](#)

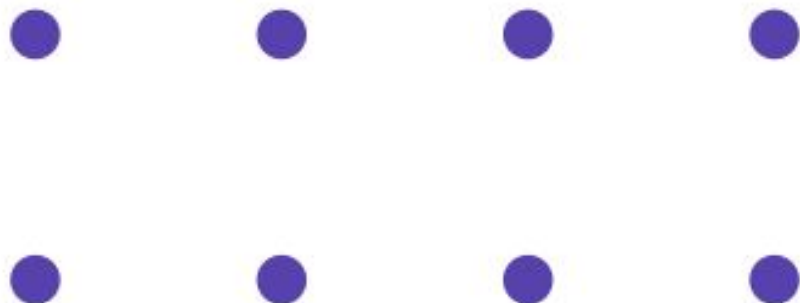


**Let's do
some
math
together!**

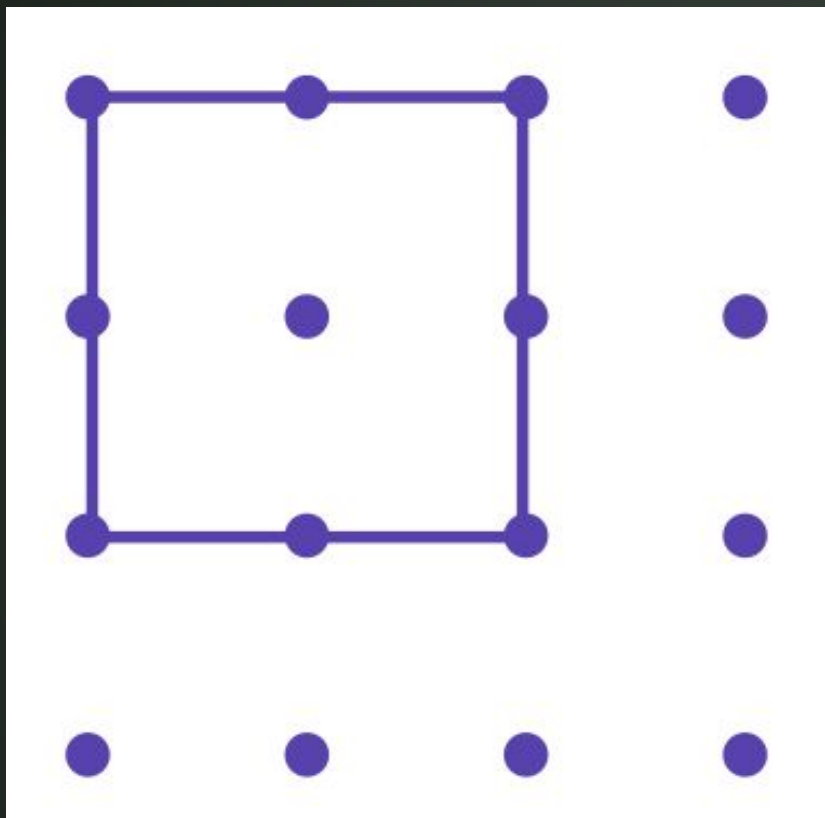




**How many
squares?**

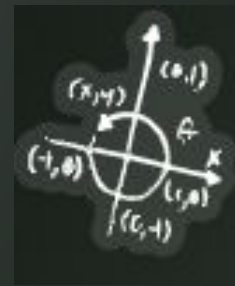


**All vertices
must be ON a
dot**





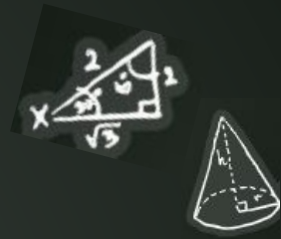
- ❑ Student Agency
- ❑ Entry Level → Challenge
- ❑ Struggle & Sprinkles of Hope
- ❑ Don't Reveal the Answer
- ❑ Social



“The only way to learn mathematics
is by doing mathematics.”

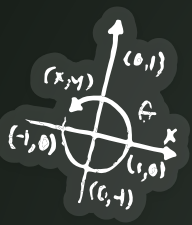
–Paul Halmos

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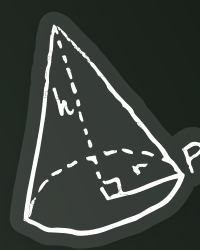


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$$a_1 r^{n-1} \quad 2ab + b^2$$



“Many parents have asked me: What is the point of my child explaining their work if they can get the answer right?

My answer is always the same: Explaining your work is what, in mathematics, we call reasoning, and reasoning is central to the discipline of mathematics.”

—Jo Boaler

$$a_1 r^{n-1} = a_1 r^{n-1}$$

$$(x+a)(x-a)$$