Carrigan Intermediate School consists of 20 - 5th grade classes and 20 - 6th grade classes. There are 10 Grade 5 Math Teachers and 10 Grade 6 Math teachers. We have two Math Facilitators, Lynn Bonaldo and Mona Solano, along with 3 math paraprofessionals. The main job of the math facilitators is to assist the teachers in creating and implementing lessons that will incorporate the 8 mathematical practices. In addition, we will support the teachers with lessons, strategies, and activities that will, in turn, help the students become better learners. The paraprofessionals will assist the teachers during their math periods, working with individual students or in small groups. For example, they could be working on math facts, mathematical algorithms, reinforcing the lesson taught, etc.

The Common Core's Standards for Mathematical Practice focus on what it means for students to be mathematically proficient. It is a way to approach teaching so that students develop a mathematical mindset and see math in the world around them. We are making problem-solvers. These standards describe student behaviors, ensure an understanding of math, and focus on developing reasoning and building mathematical communication. The practice standards are a lot to take in. They are the foundation for mathematical thinking and practice in our classrooms.

#1 Make sense of problems and persevere in solving them
What it means: Understand the problem, find a way to attack it, and work until it is done. Basically, you will find practice standard #1 in every math problem, every day.

#2 Reason abstractly and quantitatively
What it means: Get ready for the words contextualize and decontextualize. If students have a problem, they should be able to break it apart and show it symbolically, with pictures, or in any way other than the standard algorithm. Conversely, if students are working a problem, they should be able to apply the "math work" to the situation.

#3 Construct viable arguments and critique the reasoning of others
What it means: Be able to talk about math, using mathematical language, to support or oppose the work of others.

#4 Model with mathematics
What it means: Use math to solve real-world problems, organize data, and understand the world around you.

#5 Use appropriate tools strategically
What it means: Students can select the appropriate math tool to use and use it correctly to solve problems. In the real world, no one tells you that it is time to use the meter stick instead of the protractor.

#6 Attend to precision
What it means: Students speak and solve mathematics with exactness and meticulousness.

#7 Look for and make use of structure
What it means: Find patterns and repeated reasoning that can help solve more complex problems. For young students this might be recognizing fact families, inverses, or the distributive property. As students get older, they can break apart problems and numbers into familiar relationships.

#8 Look for and express regularity in repeated reasoning
What it means: Keep an eye on the big picture while working out the details of the problem. You don’t want kids that can solve the one problem you’ve given them; you want students who can generalize their thinking.
# Units of study for the school year 2018-2019

### 6th Grade:
- Unit 1: Operating with Positive Rational Numbers
- Unit 2: Ratios & Rates
- Unit 3: Expressions & Equations
- Unit 4: Understanding Positive & Negative Numbers
- Unit 5: Algebraic Reasoning
- Unit 6: Geometry
- Unit 7: Statistics & Distribution

### 5th Grade:
- Unit 1: Understanding the Place Value System
- Unit 2: Computing with Whole Numbers & Decimals
- Unit 3: Algebraic Connections
- Unit 4: Addition & Subtraction of Fractions
- Unit 5: Multiplying and Dividing Fractions
- Unit 6: Geometry
- Unit 7: Statistics

round, digit, value, greater than, less than, equal to, equivalent, expression, expanded form, hundredths, tenths, thousandths, word form

These are just some of the math words your child has encountered in their first unit of study. Help your children learn the vocabulary of mathematics. They will never get a real feeling for math nor learn more advanced concepts without an understanding of its vocabulary. Check that your children can define new terms. If not, have them use models and simple problems to show you they understand how the term is used. Here are 2 strategies that you can use at home with your child to help build their math vocabulary. Visit [http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary](http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary) for more.

### Concept Cube

A concept cube is a great strategy to employ word parts. Students receive a six-square cube (which will eventually be folded into a three dimensional cube). On each of the squares students are instructed to write down one of the following.

- Vocabulary word
- Antonym
- Synonym
- Category it belongs to
- Essential characteristics
- Example

Students then cut, fold and tape the cube to make a square. Then, with a partner, they roll their cube and must tell the relationship of the word that lands on top to the original vocabulary word.

Implementing a variety of approaches will help prevent boredom. Experiment with different strategies and techniques to determine which ones work the best for your students.

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**Shout Out!!!**

Kudos to for returning their Summer Math Challenge packets. They will be honored at our 1st Caring Cougar on October 24th, 2018!
Sometimes the hardest part of solving a problem is just getting started. Having some steps to follow may help you.

- Understand the information in the problem and what you are trying to find out.
- Try a strategy you think might help you solve the problem.
- Find the solution using that strategy or try another way until you solve the problem.
- Check back to make certain of your answer.

Now it’s your turn. Try those steps to help you solve the problem. Show all your work. Return this page back to your teacher with your name, room number and a parent signature to earn a prize.

**Problem:** Mel had $35 and withdraw some more money from his bank account. He bought a pair of trousers at $34.00, two shirts at $16.00 each and 2 pairs of shoes at $24.00 each. After the shopping, he had $32.00 left. How much money did Mel withdraw from the bank?

**Solution:**

Student name: _________________________________ Room number: __________

Parent name: _________________________________