**BOE/CO
Information for
Friday,
September 13, 2013**

Upcoming Meeting Dates

Middle School Math Coffees Memo - September 10, 2013

K - 2 Math Information 2013 - 2014

Policy Committee Agenda - September 16, 2013

NAfME News Release - 2013

MEETING DATES

UPCOMING MEETING DATES

September 16   4:15 PM – Policy Committee Meeting
                      501 Kings Highway East
                      Superintendent's Conference Room

September 24   7:30 PM – Board of Education Meeting
                      Regular Meeting
                      501 Kings Highway East
                      2nd Floor Board Conference Room

October 14   4:15 PM – Policy Committee Meeting
                      501 Kings Highway East
                      Superintendent's Conference Room

October 22   7:30 PM – Board of Education Meeting
                      Regular Meeting
                      501 Kings Highway East
                      2nd Floor Board Conference Room

John Chiappetta, English
Patrice Faggella, Science
Greg Pugliese, Social Studies
Dr. Paul Rasmussen, Mathematics

TO: Dr. David Title
FROM: Dr. Paul Rasmussen
DATE: September 10, 2013
RE: Middle School Math Coffees

The secondary mathematics department will be sponsoring a series of math coffees during the beginning of the 2013-2014 school year.   The purpose of these sessions is to provide the parents with an overview of the Big Ideas and Pearson resources that the BOE adopted in the spring of 2013. The sessions will include a demonstration of the instructional support the resource provides the teachers in the classroom, along with an illustration of the support that the resources provide at home to help the student be successful in the classroom. For parents that will be unable to attend, we will be posting the information on the district website.

Below is a table that illustrates when the specific dates and location that each coffee will occur.

Math Coffees by School and by Grade

	Woods	TMS	RLMS
6th Grade	Friday, September 20th 9 a.m. – 10 a.m.	Wednesday, October 2nd 9 a.m. – 10 a.m.	Tuesday, September 17th 9 a.m. – 10 a.m.
7th Grade	Wednesday, October 9th 9 a.m. – 10 a.m.	Friday, September 27th 9 a.m. – 10 a.m.	Tuesday, October 8th 9 a.m. – 10 a.m.
8th Grade Pre-Algebra	Monday, September 30th 9 a.m. – 10 a.m.	Wednesday, October 9th 9 a.m. – 10 a.m.	Thursday, October 3rd 9 a.m. – 10 a.m.
8th Grade Algebra	Friday, October 4th 9 a.m. – 10 a.m.	Monday, October 7th 9 a.m. – 10 a.m.	Tuesday, October 1st 9 a.m. – 10 a.m.

K-2 Math

Information Regarding Implementation Guides and Parent Guide

During the summer of 2013, a group of educators (listed below) worked on the development of implementation guides for mathematics units to be implemented in K-2 classrooms. In Kindergarten, 5 out of 8 units were completed. In first grade, 6 out of 7 units were completed. In second grade 7 out of 8 units were completed. The remaining implementation guides will be completed throughout the 2013-2014 school year.

Educators Who Worked on Units of Study in Summer 2013	School	Grade
Darcy Shoop	N. Stratfield	K
Kerry Abramson	Sherman	K
DeAnna Kopchick	Sherman	1
Cheryl Bitzer	Riverfield	1
Lynne Fuchs	Osborn Hill	1
Joan Robb	Dwight	2
Bethany Winchester	Riverfield	2
Jeanne Gaughan	Mill Hill	2
Elise Archibald	N. Stratfield	MST
Nancy Meehan	Mill Hill	MST
John Keogh		Consultant
Adam Goldberg		Consultant

The cost of writing the implementation guides this summer came to $21855.55. As a point of comparison, the recurring costs of math consumable resources for grades K, 1 and 2 in the 2012-2013 school year was approximately $74,000.

Additionally, we developed an online parent guide. It can be found at the following link:

http://fairfieldpublicschoolsk5math.wikispaces.com/

Attached you will also find two sample lessons from the implementation guides. One sample is from a Kindergarten unit that takes place in February/March and the other sample is from a second grade unit that takes place in October/November.

Fairfield Public Schools Balanced Math Instructional Model

Materials: Addition and Subtraction Fact Sheet (one per student), counters, manipulatives, pencils

Fluency Work (1-5 min.)	*Today's lesson will be an assessment point. Please note that this lesson is not about task completion; it is about assessing where each student falls in the landscape of learning in respect to number sense, addition, and subtraction. You are look for the strategies that students are using to solve problems.*
Teaching Point	Assessment of number sense, addition, and subtraction.
Mini-Lesson	Display the problems 2+1=_ and 3-1=_ on the white board. Ask students to look at both problems and T&T and share which one is an addition problem and which one is a subtraction problem. Select students to explain their thinking and point to the plus and minus signs to identify the different symbols. Cover the subtraction problem and focus the class' attention to the addition problem. You may draw or display a five frame below the problem. Ask students to think in their minds about how they would solve this problem. Call on students to share their strategy. Call on additional students to repeat their strategy. *Be prepared that not all students may choose to use the five frame; others may explain mental computations or model using their fingers.* Invite other students to share different strategies and have peers rephrase the strategies. Cover the addition problem and focus student attention on the subtraction problem. You may draw 3 dots below the problem. Again, ask students to think in their minds about how they would solve this problem. Select students to share their strategies. Call on additional students to rephrase the strategies of their peers. $$2+1 = \underline{\quad} \qquad 3-1 = \underline{\quad}$$
Focus Questions for APS (1 min.)	How many are you starting with? How many will you add/take away? How many do you have after you added/took away?
Active Problem Solving	Distribute Addition and Subtraction Fact Sheets. As students work, ask if they are solving an addition problem or a subtraction problem. Notice and record student strategies. Note if students are using manipulatives, drawing pictures, or completing problems with automaticity. Select students displaying varied levels of understanding and invite them to share their strategies during a reconvene. After about 5 minutes of APS, gather students in the meeting area to review different strategies for solving problems. Have a student with a limited understanding demonstrate a strategy first. Have students rephrase how their peer solved the problem. Continue with a student who demonstrates a higher level of understanding. Model solving both addition and subtraction problems before sending students back to complete their work. Observe and record students' abilities to transfer peer strategies as they work.

Differentiation Suggestions	Some students may be provided with five frames to assist them in solving the problems. Counters, manipultives, math racks, and pictorial representations may be offered to students. Students who are solving problems with automaticity may create their own problems within 10. Others may create problems with missing addends.
Assessment Point	Notice and record student strategies. Observe students who: • Count on • Count three times when adding • Use the five structure • Display an understanding of compensation and equivalence • Add/subtract with automaticity • Model using manipulatives
Reconvene & Focus Q.	Reconvene the class in the meeting area. Preselect two or three students who used different strategies to solve the same problem. Have students tell the class how the strategy that they used. Notice with the class how each student got the same answer. Wonder with them, how they all got the same answer using different strategies. Celebrate student work in both addition in subtraction.
Journal Reflection Question (2-5 min.)	
Suggested Homework (5-15 min.)	
Notes for Next Lesson	

Name_____ Date_____

Addition and Subtraction Fact Sheet

$1+4=$ __   ☐☐☐☐☐ $1+3=$ __   ☐☐☐☐☐

$2+3=$ __   ☐☐☐☐☐ $1+2=$ __   ☐☐☐☐☐

$4+1=$ __   ☐☐☐☐☐ $4+0=$ __   ☐☐☐☐☐

$0+5=$ __   ☐☐☐☐☐ $2+2=$ __   ☐☐☐☐☐

$\_+3=5$ $1+\_=3$

$2+\_=4$ $\_+4=4$

$$5 - 1 = \_\_$$
○ ○ ○ ○ ○

$$2 - 1 = \_\_$$
○ ○

$$4 - 2 = \_\_$$
○ ○ ○ ○

$$3 - 2 = \_\_$$
○ ○ ○

$$5 - \_\_ = 2$$

$$\_\_ - 3 = 1$$

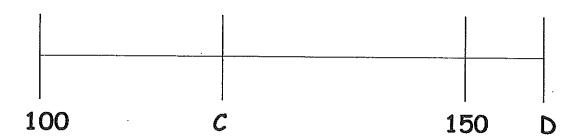# Fairfield Public Schools Balanced Math Instructional Model

	Materials	GR 2 U2 L22 T1 (for display), copies of GR 2 U2 L22 S1 and GR 2 U2 L22 S2 – two versions of the activity for today's APS
	Fluency Work 5-7 min.	Play one round of the game "Target" with your students. Write the numbers 7, 6, 1, and 3 on the board and tell the students that today the target number is 5. Although there is one two number combination that makes 5, challenge them also to try to use either three or all four of the numbers to make 5. After some wait time, have students T&T before sharing their solutions whole group. (Possible combinations include: $6 - 1 = 5$, $7 + 1 - 3 = 5$, and $7 + 3 + 1 - 6 = 5$.)
(15-20 min.)	**Teaching Point**	Investigating the relative magnitude of numbers using a number line
	Mini-Lesson	Display GR 2 U2 L22 T1 and ask the students what number they would choose to put at point A, the left-hand endpoint (T&T). Have several students share their thinking, including an explanation for the number chosen, and attempt to reach class consensus. Again, establishing benchmarks can be helpful in locating numbers on a number line. Sample reasoning process: the number located half-way between 80 and 120 is 100. Half-way between 80 and 100 is 90. The distance from 80 to the point where 90 would be is the same as the distance from the point labeled 80 to the point labeled A – this distance is about 10. Therefore point A is about 10 units to the left of 80, so 70 would be a good estimate for point A. Then have students T&T the number located at point B. Since this point is slightly to the right of the half-way point between 80 and 120, The number that should be paired with this location is a little bit more than 100. It is difficult to pinpoint an exact value without a ruler or other measuring device, but an estimate of about 103 or 104 is very good – have the students try to agree on a number. Move to the second number line and have the students T&T to estimate the numbers located at C and D. 125 is half-way between 100 and 150, and C is slightly to the left of where 125 would be. If you divide up the interval from 100 to 150 into sub-intervals of 10 each, C is to the right of 120 – the students should agree on a number near 122 or 123. D, the right-hand endpoint, is the length of an interval of 10 to the right of 150 – 160 would be a very good estimate. *In each of these problems there is clearly more than one reasonable answer – the discussion should center on what is <u>reasonable</u> (and why it is reasonable).*
	Focus Questions for APS	How did you estimate a number for each point on the number line?

(20-25 min.)	**Active Problem Solving**	Pair the students homogeneously. Have students work in pairs or groups of three on either GR 2 U2 L22 S1 or GR 2 U2 L22 S2 – see differentiation notes below. Note the difference between the problems in this lesson, in which students are asked to estimate number values of specific points located on a given number line, and the problems on the problem sheets for lessons 19 and 20, in which students were given specific number values and were asked to approximate where they might be located in relation to the end numbers on the number lines provided. Give each group two copies of the problem sheet and have them use one copy as their draft, as students may decide to revise the location of points as they proceed through the location of five different points on each number line. They then can make a final copy after they have completed the first number line before moving on to the second number line.
	Differentiation Suggestions	GR 2 U2 L22 S2 is the more challenging of the two problem sheets. Part A on GR 2 U2 L22 S1 is identical to part A on GR 2 U2 L22 S2, but part B on S1 is much easier than part B on S2. Be sure that student groups are engaging in thoughtful discussions about appropriate estimates of the number values for each point in question.
	Assessment Point	**(Observations, anecdotal notes, What is the student level of comprehension?)** Were students able to estimate within reason the number value to assign to each of the designated points? What strategies did the students use to make their estimates? Did students make use of benchmark numbers?
(10 min.)	**Reconvene & Focus Q.**	Prepare for the reconvene in advance by drawing the common number line (from part A on GR 2 U2 L22 S1) on the board. Reconvene the students to have a discussion of student strategies for estimating numbers on a number line (again remember that these are estimates, so accept any solution that is reasonable). Have one students present her/his solution (with her/his reasoning) for problem #A1 to the class. Then have other students respond until consensus is reached. It should be noted that the slash mark half-way between the endpoints can be assigned the number 250, and using similar reasoning the other two slash marks can be assigned the numbers 225 and 275. Proceed in a similar manner to discuss values for points B and C.
	Journal Reflection	Is 125 closer to 100 or closer to 160? Draw a number line showing all three numbers to show your thinking.
	Suggested Homework	GR 2 U2 L22 S3 (top half)
	Notes for Next Lesson	In the next two lessons, students will be playing games designed to incorporate and integrate some of the objectives of this unit in novel settings. For lesson 23, you will need dice (one per group) and copies of GR 2 U2 L23 S1 or GR 2 U2 L23 S2, the game recording sheets (two versions are provided for differentiation).

A   80   B   120

What number would you put at point A?

What number would you put at point B?

100   C   150   D

What number would you put at point C?

What number would you put at point D?

Names _____, _____, _____

Part A.

```
|----------•----|--------------|----•---------|--------•--------|
            A    |              |    B         |        C        |
```

200   **300**

1. What number is at point A? Why do you think this?

_____

_____

_____

2. What number is at point B? Why do you think this?

_____

_____

_____

3. What number is at point C? Why do you think this?

_____

_____

_____

Part B.

```
 ├────────────────┼──────●───────┼──────────●──────┼──────●──────┤
                        D                  E            F
30                                                               90
```

1. What number is at point D? Why do you think this?

_____

_____

_____

2. What number is at point E? Why do you think this?

_____

_____

_____

3. What number is at point F? Why do you think this?

_____

_____

_____

Names _____, _____, _____

Part A.

```
|——————————•———|——————————|———•——————|——————————|———•——————|
              A   |              B           |           C
```

200   300

1. What number is at point A? Why do you think this?

_____

_____

_____

2. What number is at point B? Why do you think this?

_____

_____

_____

3. What number is at point C? Why do you think this?

_____

_____

_____

Part B.

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├────────────┼─────●────────┼─────────●───┼──────●────┤
             680  D              E         F        740
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4. What number is at point D? Why do you think this?

_____

_____

_____

5. What number is at point E? Why do you think this?

_____

_____

_____

6. What number is at point F? Why do you think this?

_____

_____

_____

Name: _____ Date _____

Homework for lesson 22: Use the number line below.

1. What number would you place at the MIDDLE slash mark? _____

2. What number would you place at the FIRST slash mark to the right of 0? _____

3. What number would you put at point A? _____

4. What number would you put at point B? _____

Homework for lesson 23: Use the number line below.

1. What number would you place at the MIDDLE slash mark? _____

2. What number would you place at the FIRST slash mark to the right of 100? _____

3. What number would you put at point A? _____

4. What number would you put at point B? _____

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting

Monday, September 16, 2013
Education Center
501 Kings Highway East
Superintendent's Conference Room
4:15 p.m.

Agenda

I.   Call to Order

II.   Approval of Minutes

III.   Policy

- Policy #5519 Students - Wellness
- BOE Mission and Goals – Continued discussion

IV.   Open Discussion/Public Comment

V.   Adjournment

VI.   Future Items:
- Policy #4240 Personnel – Electronic Mail
- Policy #3552 Business – Lending School Owned Equipment
- Policy #5340 Students – Lost/Damaged Equipment
- Policy #4110 Personnel – Recruitment and Selection
- Policy #5542 Students – On Campus Recruitment
- Policy #6511 Instruction – Special Education

Future Mtg. Dates and Times: **Monday, October 14, 2013 at 4:15 p.m.**
November 18, December 2.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless
otherwise noted.

NEWS RELEASE

CONTACT:
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National Association *for* **Music Education**

Fairfield Public Schools High School Students to Perform with the 2013 NAfME All-National Honors Ensembles at the Gaylord Opryland Hotel in Nashville

October 27-30, 2013, Nashville, TN: Evelynne Fulda (Alto- Choir), Connor Levinson, (French Horn- Band), Zachary Roberge (Bass- Choir), Liam Russell (Trombone- Band), and Joseph Sugrue (Tenor Sax- Band) from Fairfield Warde High School, and Eliza Wiant (Soprano- Choir) from Fairfield Ludlowe High School in Fairfield, CT have been selected as members of the 2013 NAfME All-National Honor Band and Choir sponsored by the National Association for Music Education (NAfME). They will join more than 670 of the most musically talented and skilled high school students in the United States to perform at a gala concert on October 30, 2013 in Nashville, Tennessee.

These exceptional students will prepare remarkably challenging music that they will perform under the baton of four of the most prominent conductors in the United States: Dr. Peter Boonshaft, Miriam Burns, Rollo Dilworth, and Rodney Whitaker.

The NAfME All-National Honors Ensembles, consisting of a concert band, symphony orchestra, mixed chorus, and jazz ensemble, are organized by members of the National Association for Music Education. The concert band and symphony orchestra will each have approximately 150 instrumentalists, the jazz ensemble will have 20 instrumentalists, and the mixed chorus will have approximately 350 vocalists. Eligible students have qualified for their state-level honor ensemble program and competed against top students for a spot in these national honor ensembles.

The 2013 NAfME All-National Honors Ensembles will perform for an audience of thousands on Wednesday, October 30, 2013, in the Presidential Ballroom of the Gaylord Opryland Hotel, in Nashville, TN. For program and ticket information please visit http://musiced.nafme.org/all-national-honor-ensembles/.

National Association for Music Education, among the world's largest arts education organizations, is the only association that addresses all aspects of music education. NAfME advocates at the local, state, and national levels; provides resources for teachers, parents, and administrators; hosts professional development events; and offers a variety of opportunities for students and teachers. The Association orchestrates success for millions of students nationwide and has supported music educators at all teaching levels for more than a century.

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