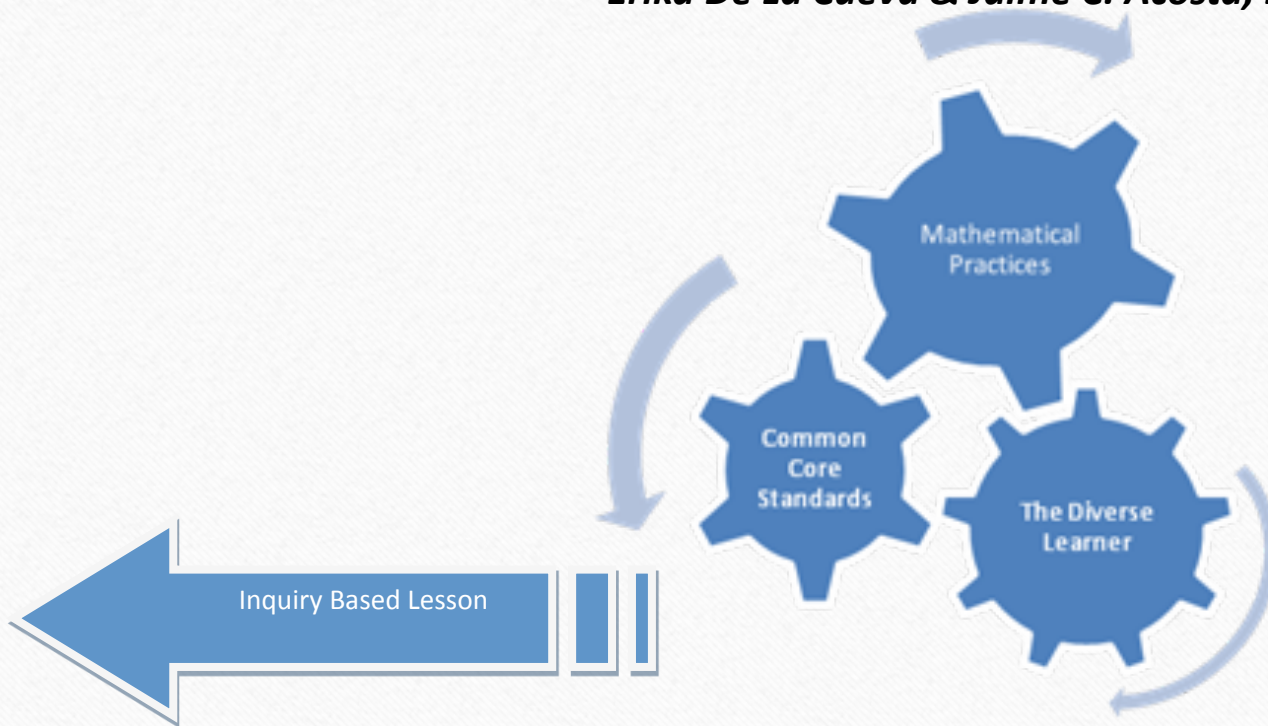


Aligning the Gears of Inquiry Base Learning

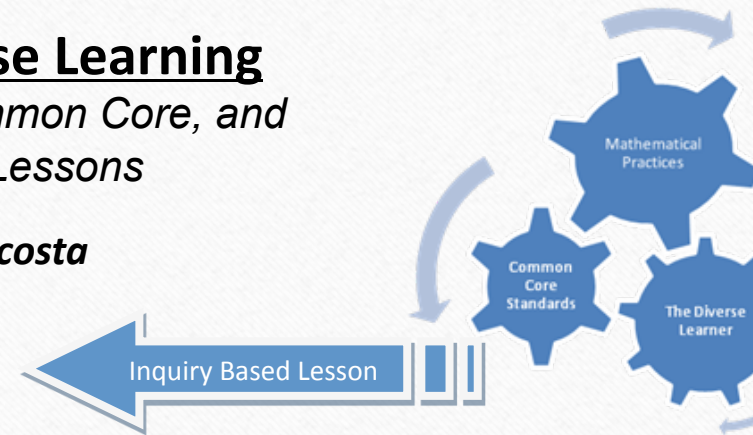
*Triangulating Mathematical Practices, Common Core, and
Diverse Learners for Inquiry Base Lessons*

Erika De La Cueva & Jaime C. Acosta, Ed.D



Aligning the Gears of Inquiry Base Learning *Triangulating Mathematical Practices, Common Core, and Diverse Learners for Inquiry Base Lessons*

Erika De La Cueva & Dr. Jaime C. Acosta



This investigative session will stress the importance of using your Math Process Standards, Common Core content standards and your classroom population in the development of inquiry base lessons which will reflect the letter and the spirit of Common Core and addresses the needs of today’s English Language Learner and diverse learners.

Teachers will explore the “guidance” factor of the three core components of inquiry-based lesson building and be provided resources in. This session will provide teachers constructivist instructional strategies to engage students in learning through exploration and concept building, and support the major mathematical principles of “Equity”, “Curriculum”, “Teaching”, “Learning” and “Reflective Assessment”.

This session will also highlight mathematics as a language consisting of not just the symbolic components, but the phonetic components. Participants will explore the importance of vocabulary development within the language of mathematics and learn new differentiated approaches for the diverse learner.

<u>Event</u>	<u>CCSS</u>	<u>ELL Strategy</u>	<u>Math Practice</u>	<u>Math Principle</u>
Chatter Ball	6.EE.A.3	<i>Verbal Interaction</i> – providing ESL students with opportunities to work together to solve problems. They need to give and receive information, along with completing authentic tasks working together using English.	MP-1,3,6	Equity, Curriculum, Teaching, Learning, Reflective Assessment
5 Cubes Build It	2.G.A.1 3.G.A.1 5.G.B.3 6.G.A.4	<i>Active Participation</i> – requiring active involvement in math activities motivates ESL students, engages them in the learning process, and helps them remember content easier.	MP-1, 2, 3, 4, 5,& 7	Equity, Curriculum, Teaching, Learning, Reflective Assessment
Language Carrousel	K.OA.A.1 1.OA.A.2 2.OA.A.1 3.OA.A.3 4.OA.A.2	<i>Contextual Clues</i> – hands-on and visual support makes the language of math more comprehensible. For example, a lesson about fractions using manipulatives is more understandable, rather than explaining the concept.	MP-1, 2, 3,& 7	Equity, Curriculum, Teaching, Learning, Reflective Assessment
Number Talk	3.OA.A.4 4.OA.A.3 5.OA.A.2 6.EE.A.2.A	<i>Verbal Interaction – Contextual Clues – Active Participation –</i>	MP-1, 3, 7, & 8	Equity, Curriculum, Learning, Reflective Assessment
Chatter Ball Reflection		<i>Verbal Interaction</i> – providing ESL students with opportunities to work together to solve problems. They need to give and receive information, along with completing authentic tasks working together using English.	MP-1,3,6	Equity, Curriculum, Teaching, Learning, Reflective Assessment
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