

## Core Math 6 – Mrs. Charleston

### **Necessary Class Supplies**

Binder – 2 inch (can be used with other subjects)  
2 Dividers for assignments and loose leaf paper  
Loose-leaf paper  
Spiral notebook (70+ pages)  
Red grading utensil  
Pencils with erasers  
Colored pencils  
Ruler (cm & inches)  
Cover for math book

\* Please have your student put their name on their supplies!

### **Textbook**

The course textbook is *College Preparatory Mathematics*. Go to [www.cpm.org](http://www.cpm.org) for more information. The text is structured to actively involve every student in the process of learning mathematics. The problem-based lessons provide a balance of basic skills, conceptual understanding, and problem solving strategies. Each lesson has a mathematical objective and focuses on one or more of the mathematical practices. The course contains all of the content and practice standards required of the new state standards, which in turn will be reflected in the PARCC assessments, implemented during the 2014-2015 school year. **There is a parent section on the website with additional information about the design of the text, its research base, Parent Guides, Homework Help and much more.**

### **Course Content**

The course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

### **Homework**

Homework is designed to offer students spaced practice with past material and to help lay a foundation for future learning. All homework is assigned from the *Review and Preview* sections of the textbook. These problems spread the practice over several days and weeks so that students have time to become proficient with ideas and skills. This promotes the retention of the big ideas throughout the course. Students should check their homework and access helpful hints through the CPM website or their e-book.

<http://www.cpm.org/students/homework/>

- expect homework nightly
- 20-30 minutes per night

## **Assessments**

**Team Reviews:** Team reviews are designed to inspire in-depth conversations and collaboration around essential mathematics. They promote higher level thinking, collaborative skills, and self-assessment. **The team review provides each individual student with necessary insights to help them prepare for the individual test.**

**Individual Tests:** Individual tests are given several days after the completion of the team review. In most cases, a new unit will be introduced before the individual test is administered. This allows students time between the team review and the individual test to prepare sufficiently.

To promote long term retention of concepts, all individual assessments will be created using approximately 60% of previously taught material and 40% new material. Recently introduced material will most likely not be assessed until the next unit to allow ample time for students to achieve mastery.

**Other:** Students will also be assessed utilizing classroom observations, student presentations, participation quizzes, and/or portfolios, to provide them with a variety of opportunities to demonstrate mastery of mathematical concepts and ideas.

**Grading** Ultimately the student grade needs to reflect the level of mathematical knowledge acquired by each student. To reflect the level of student mastery, the majority of a student's grade will be comprised of the Individual Test average. The quarter grade will consist of *assignments, participation, team reviews and individual tests.*

- If you would like more information regarding the new state standards, please visit: [www.corestandards.org](http://www.corestandards.org).

## **My contact information:**

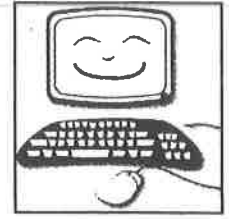
Voicemail: (614) 797-8115

Email: [charlesp@wcohs.org](mailto:charlesp@wcohs.org) ( this is the best way to contact me)

## **Key points to remember:**

- The spiral notebook has important information and notes from class and should be the first resource.
- Computer help –The CPM (textbook) username and password is glued into the back of the spiral notebook and logbook (little pink paper)
- See helpful website info (hand out) with parent help suggestions ☺
- PowerSchool is updated weekly

## QUALITY MATH WEBSITES FOR FAMILIES



To learn more about the Common Core State Standards for Mathematics:



<http://www.corestandards.org>  
<http://www.cgcs.org/Page/244>  
<http://pta.org/parents/content.cfm?ItemNumber=2583>  
<http://www.ptacommoncore.org>

**For Fluency and Practice:**



<http://xtramath.org>  
<http://www.aplusmath.com/Flashcards/index.html>  
[http://www.harcourtschool.com/activity/thats\\_a\\_fact/english\\_4\\_6.html](http://www.harcourtschool.com/activity/thats_a_fact/english_4_6.html)  
<http://www.ixl.com/math/>

**For Math Games:**



<http://www.mathplayground.com>  
<http://www.coolmath.com>  
<http://www.funbrain.com/brain/MathBrain/MathBrain.html>  
<http://pbskids.org/games/math/>  
<http://www.math-play.com>  
<http://calculationnation.nctm.org/>

**For Lessons and Videos:**



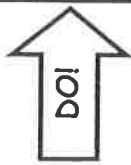
<http://www.khanacademy.org>  
<http://www.mathtv.com>  
<http://mathvids.com>  
<http://learnzillion.com/>  
<http://studyjams.scholastic.com/studyjams/jams/math/index.htm>

**Math for Families:**



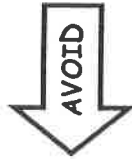
[http://www.figurethis.org/fc/family\\_corner.htm](http://www.figurethis.org/fc/family_corner.htm)  
<http://pbskids.org/cyberchase/>  
<http://mathforum.org/>  
<http://www.mathcats.com/>  
<http://www.nctm.org/resources/families.aspx>  
<http://nlvm.usu.edu/>

## HELPING YOUR CHILD SUCCEED IN MATH

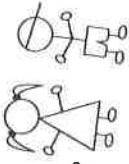


- Regard numeracy as equally important as literacy
- Encourage a "growth mindset"
- Ask your child probing questions
- Value effort and perseverance
- Have high expectations
- View challenges as an opportunity to learn
- Take interest in your child's math learning
- Model a confident, proactive approach to problem solving
- Work collaboratively with your child
- Encourage independence
- Speak in a positive manner about math
- Promote math as "thinking"
- Help your child feel safe in taking chances
- Communicate any homework difficulties to the teacher

- Don't...allow a "fixed mindset" to take root
- Don't...explain exactly what to do, step-by-step
- Don't...overemphasize answer-getting
- Don't...imply that some people *just aren't good at math*
- Don't...expect that math should "come easy"
- Don't...suggest that you aren't capable of offering support
- Don't...worry if you are unfamiliar with the math
- Don't...complete work for your child
- Don't...allow dependence on you as the first resource
- Don't...say "I was terrible in math", "This new math makes no sense", or "I haven't done math in twenty years."
- Don't...portray math as memorization
- Don't...exceed reasonable time limits on homework
- Don't...define mathematics solely as arithmetic



## GOOD MATH QUESTIONS TO ASK YOUR CHILD



### When your child needs help getting started, you can ask:

- Are there any words in the directions that you don't understand?
- Where do you think you could begin?
- Have you tried reading the problem aloud?
- What do you know so far?
- Can you predict what the solution might look like? What makes you think that?



### While your child is working, you can ask:

- How are you organizing your work?
- Why did you decide to...?
- What are you wondering?
- What are you planning to do next?
- Have you noticed any patterns?



### When your child has difficulty with math homework, you can ask:

- How is this like what you did in class today?
- Does this remind you of a similar problem that you have solved in the past?
- Is there anything you know that could be used to solve the problem?
- Can you find help in your textbook or notes?
- Can you explain everything you have done so far?
- Can you complete part of the problem?
- Have you tried breaking down the problem?



### When your child asks "Is this right?" you can ask:

- Does your answer seem reasonable? How do you know?
- What does your answer mean?
- How can you convince me that your solution makes sense?
- Can you use another approach and compare the solutions?
- Is there more than one possible solution?
- What is being counted? Does your solution need units?



### When your child is finished with homework, you can ask:

- What did you learn from this assignment?
- What new questions do you have?
- How do these problems fit with what you have been learning recently?
- Will your strategy always work?
- What would happen if...?

