

# Release

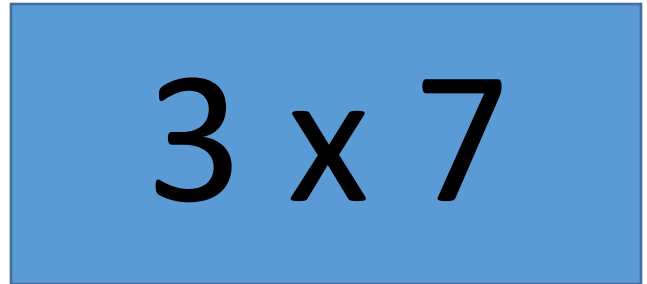
## I. Fluency

Important piece is to say the \_\_\_\_\_ fact ( $3 \times 7 = 21$ )

- "Three times seven is twenty-one."

If the student misses the fact, error correction:

- I Say
- \_\_\_ Say
- You Say
- \_\_\_ Say


$$3 \times 7$$

Time Per Day : \_\_\_\_\_ only on a maximum of \_\_\_\_\_ new facts

---

## II. Problem Solving

**A. Deep Practice** should be practiced \_\_\_\_\_.

Problems should not be \_\_\_\_\_ or \_\_\_\_\_. They should lead to discourse and multiple strategies on how to solve the problem.

Ways to discuss:

- 4 Corners (if multiple choice)
- "Which Answer": teacher calls out 6 students and writes their answer on the board. Students then look at the ways each answer was developed, and identify which one is correct.
- "My Favorite No" – teacher selects student work that is not correct, but has all of the work shown and allow students to identify the small error made to cause the incorrect answer

## **B. Fostering Perseverance**

Article from: Vol. 22, No. 2, September 2016; NCTM "Mathematics Teaching in Middle School"

---

## III. Vocabulary

### **A. Taboo**

- Make "Taboo" cards with vocabulary words and key words that students can't say when describing the words. Students complete in teams.

- Modeled after the original game "Taboo", just use with math words

### **B. Word Sneak**

- Each group of students gets 3 content/academic words and one "silly" word.

- Students take turn saying sentences using their words in conversation. The sentence must make sense and include proper context of the academic word.

# Relax

- Set \_\_\_\_\_ (and stick with them)
- Consistency is the \_\_\_\_\_

# Relate

- Out of 150 influences on learning, teacher-student relationships was ranked number 12 (Hattie, 2012)
- For students to be engaged, they must \_\_\_\_\_ that their work has meaning. Having a \_\_\_\_\_ relationship between the teacher and student is a critical piece to designing engaging work (Schlechty, 2011)

