TOP 10 WEXS to Help 0 0 0 0 0 0 0 1. Build Relationships - Your students will be more likely to take risks and make

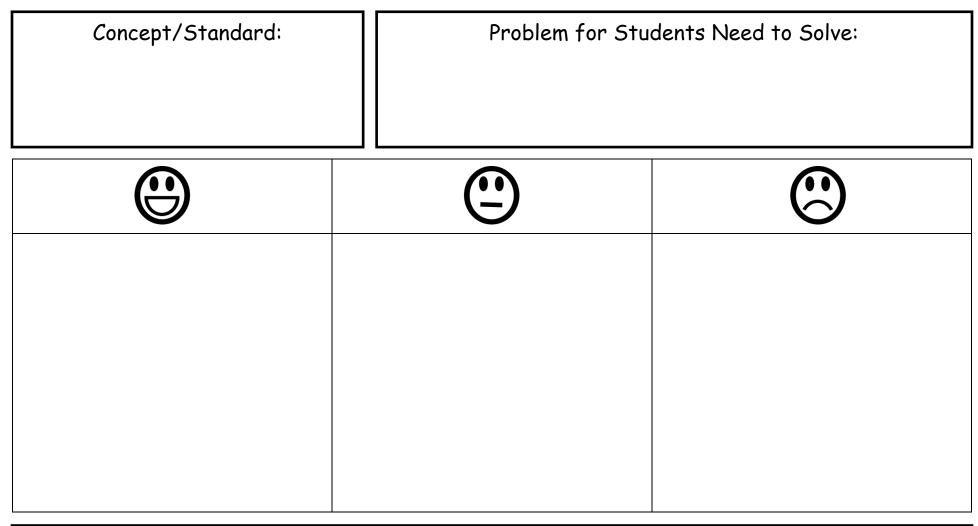
- mistakes if they trust you and know that you truly care about them.
- 2. LISTER & BE POTTERT If you ask your students a question, give them "think time." If needed, rephrase your question. Don't just hear what they say...listen.

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- O 3. MISTERS TRE PROOF YOU'RE TRYING First, teach students that it's okay to make mistakes. Then, teach them how to learn from their mistakes.
- \check{O} 4. MOOT THOM WHORE THOS ARE Let them feel success. A defeated child is Ŏ O O hard to teach. Build off of their strengths and then go from there.
 - Tricks of the Trede Give your students the tools they need to be successful.
- 5. THERS OF the TREED Give your students the tools they need to be successful. This includes teaching a variety of strategies and giving students access to hands-on tools, resources, and manipulatives.
 6. TELE NORE Formatively assess your children constantly. Take notes from preassessments, number talks, student discussions, and activities. Use what you see and hear to help you pull small groups for instruction. Don't overthink it.
 7. REDIRE MERT WORL Helping your students see how math is relevant to their world and allowing them to make connections makes what they are learning more meaningful and memorable.
 8. DIPPERENTIES Changing the types of questions you ask and/or the materials you use are two easy ways to differentiate for your students. Differentiation isn't just for the struggling learner (all of your students will benefit).
 9. Left Them Tells Give your students a chance to turn and talk to each other, lead discussions, and work together. Kid talk is powerful. Fight the urge to interrupt.

 - discussions, and work together. Kid talk is powerful. Fight the urge to interrupt. Sit back and enjoy the show. You will be surprised how much your kids teach you.
 - 10. Be Theugh设UI Be purposeful with your planning and guestioning but be flexible in knowing when to change your plans and work "on the fly."





Where Do I Go from Here: Tasks, Small Group Focus, and/or Mini-Lesson

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0		Made to Measure												0
0	choice board													0
0														0
0						Name								0
0			Choice : Longer			Choice 2: Shortest to Longest				Center 3: Sizing Up Shoes				Ŭ
0		Find at least 5 objects in the classroom that are				Use a crayon, a pencil, and a pair of scissors. Put them				Trace an outline of your shoe and cut it out.				0
0		longer than 10 unifix cubes. Record the name of each				in order from shortest to longest. Draw and label				Measure the length of your shoe using unifix cubes.				0
0		object and tell how many unifix cubes long it is.				your fin more ob	jects. F	out them	n in	Then measure the length of Shaq's shoe. Record your findings. What do you				0
0		What did you notice about these objects?				order from shortest to longest. Record your findings.				notice?				0
0		Choice 4:					Center	5:		Center 6:				Ŭ
0		Measuring Penny's World Create your own Penny. Measure her height and				Scoop and Stack Grab a handful of cubes, stack them, then count				Shorter Find at least 5 objects in the classroom that are				0
0			paperclip	s, unifix		them. Repeat two more times, so that you have three stacks. Order them				shorter than 5 unifix cubes. Record the name of each object and tell how many				0
0		cubes, and small cubes. Record your findings.				from tallest to shortest. Record your findings.				unifix cubes long it is. What did you notice about				0
			Center	7:			Center	-		the	ese obje Center 9	cts.		0
0		Mec Use the	a sure M i cutout t	rs. F. To measu		Ir Using	iching A the inc	l ong hworms		y Pick ten o	ou Choc bjects i	n the rooi	n	0
U		Record	using po l your fii	ndings or		•	ournal, r	uler, an	d	nonstan		it of your		0
0		What d	recording lo you th	ink woul		finding	er. Reco s. Then	, measur	re	Mrs. F. I	know the	re you let e unit you		0
0			vou me Vould less, or t	you nee	d	those items with a ruler using inches. What do you notice?				are going to use before you get started. Record your findings.				0
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