



Department of Education
Region X – Northern Mindanao
DIVISION OF LANA O DEL NORTE
Pigcarangan, Tubod, Lanao del Norte



**Virtual Echo Training on Language Integration, Mental Calculation and Problem Solving
Strategies through Lesson Study (Secondary)**

ACTION PLAN

School: **KAWIT ORIENTAL INTEGRATED SCHOOL** Date of Training: **August 30 - September 3, 2021**

Objectives: a) enhance content knowledge on integrating language strategies, mental calculation and problem solving strategies through lesson study.
b) develop contextualized/situational Math materials.

Activities	Target	Date of Implementation	Person Involved	Resource Requirement	Expected Output
Pre-training: * Letter to the school principal on the conduct of the echo training for secondary teachers. * Issuance of School Memorandum * Making of matrix of the activity	School Principal	August 16, 2021	School Principal math coordinator	Bond paper	School Memorandum Signed and approved by the school principal
Training Proper: * Preliminary Activities * Discussion Proper * Collaboration of ideas * Contextualization and revising DLP adding the new strategies * Closing program	Math teacher	August 30- September 3, 2021	Math Coordinator Math Teacher	Internet connection	Revised DLP
Post-training: * Apply the strategies in delivering the lesson to the students. * Evaluation of the activity * Submit narrative and documentation to the Math EPS	Math teacher Math EPS	All-year round	School principal Math Coordinator Math Teacher	Bond paper	Lesson plan integrating the strategies

Prepared by:


MICHELLE BUTOY AGAWIN
Math teacher

Approved:

MARK P. PAGUIDOPON
School Principal

Mathematics In Action 2

**Timothy D. Kanold, Mona
Toncheff, Matthew R. Larson, Bill
Barnes, Jessica Kanold-McIntyre, Sarah
Schuhl**

Mathematics In Action 2:

Mathematics in Action Plus G. Murra, Robin D. Howat, 2000-02 Maths in Action Plus Teacher s Resource Book 4 is linked to Students Book 4 and contains Photocopiable worksheets to support book exercises Photocopiable resource sheets with games and activities Sample examination papers Notes on curriculum compliance teacher guidance and links to Maths in Action Books 3A and 4A Mathematics in Action Doug Brown, 1996 This is a comprehensive differentiated course suitable for students of all abilities It is written specifically for standard grade through appropriate for other UK curricula Chapters begin with looking back exercises for consolidation of the work The fully differentiated contents have graded exercises Review sections enable students to develop mathematical competence and confidence There are photocopiable resources for general and credit students Mathematics in Action 2 John Franklin, Kenneth Preece, 1974 *Math in Action - Measurement* Teacher Created Resources, 2005-03-02 Math in Action - Time Teacher Created Resources, 2005-03-02

Mathematics in Action Jim Hunter, 1994-09-12 The Maths in Action series is a complete revision of the Scottish maths course Mathematics in Action It provides a differentiated course in mathematics that delivers the 5 14 guidelines and the National Curriculum in England and Wales and Northern Ireland Mathematics in Action Mathematics in Action Group (Great Britain), 1987 **Mathematics in Action** Mathematics in Action Group (Great Britain), 1987-01 *Mathematics in Action 2* Consortium for Foundation Mathematics, Cuny, Pre-Precalculus Grou Suny, 1998-11 This book empowers students to develop mathematical literacy in the real world and is a solid foundation for future study in mathematics and other disciplines This first book of a two book series supports the need for mathematics through real life applications that are relevant to students It is filled with real world situations in which the crucial need for mathematics arises *Mathematics Assessment and Intervention in a PLC at Work®*, *Second Edition* Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera, 2023-06-27 This second edition book from the Every Student Can Learn Mathematics series guides you and your collaborative teams in building student and collective teacher efficacy through the formative use of common assessments Discover how you can work interdependently to design high quality assessments calibrate scoring of student work and analyze data to enhance instructional practices and sustain effective Tier 2 learning experiences for students New and enhanced protocols and examples provide practical tools and models for immediate implementation Improve your mathematics collaborative team assessment processes using the four critical questions of a PLC at Work along with an RTI or MTSS focus on effective Tier 2 interventions This book will help K 12 mathematics teachers and teacher teams Learn the criteria for the formative use of all unit by unit common mathematics assessments Identify essential learning standards as drivers for common assessments and student reflection Design and use high quality common assessments and team scoring agreements Calibrate the scoring of student work for consistent formative feedback to students Engage in data protocols that analyze student work to enhance instructional practices identify

students in need of targeted intervention or extension and create effective intervention learning experiences Determine how students can reflect and set goals using the formative feedback process based on common unit by unit assessments Design and implement an effective Tier 2 mathematics intervention program to support student learning Contents Preface Introduction Chapter 1 The Mathematics at Work Common Assessment Process Chapter 2 Quality Common Mathematics Assessments Chapter 3 Sample Common Mathematics Assessments and Calibration Routines Chapter 4 Teacher Actions in the Formative Assessment Process Chapter 5 Student Actions in the Formative Assessment Process Chapter 6 Team Response to Student Learning Using Tier 2 Mathematics Intervention Criteria Summary Epilogue Appendix References and Resources Index

Resources in Education, 1999-10 *Tomorrow's High School* Gene Bottoms, 2022-04-11 How do some high schools produce graduates that consistently achieve at high levels Would you believe there is a set of proven strategies that could help you deliver similar impressive results and better prepare students for the world after high school High schools in the United States face a startling reality many graduates are unprepared for success in postsecondary studies or for high demand well paying jobs in a rapidly changing economy Although this situation is alarming the high schools that have embraced new ways of learning show us what is possible Drawing from his experience with the High Schools That Work initiative Gene Bottoms offers educators a path forward by urging them to pursue bold goals and outlining bold actions for achieving those goals His vision is clear replace the traditional model of secondary education with one that engages students in a rigorous curriculum that combines a solid academic core with intellectually demanding career pathway courses The notion that nearly all students can achieve at high levels is borne out by numerous examples of high schools including those with traditionally underperforming student populations that have used key strategies to help all students realize their potential Bottoms explains the root causes of the current shortcomings in high school education and then specifies critical components of successful transformation Shared leadership Powerful assignments especially in math literacy and career technical education planned and executed by academic and career pathway teachers working together Strengthened connections between middle school and high school A redesigned senior year and Comprehensive counseling and advisory programs Provocative and persuasive in its sense of urgency Tomorrow's High School offers proven and practical solutions to finally make high schools a rich and rewarding experience for all students whatever their future college and career goals may be This book is a copublication of ASCD and SREB It includes access to nine downloadable appendices

Making a Difference: Volume I and II Sasha A. Barab, 2017-09-05 William Wordsworth 1770-1850 needs little introduction as the central figure in Romantic poetry and a crucial influence in the development of poetry generally This broad ranging survey redefines the variety of his writing by showing how it incorporates contemporary concepts of language difference and the ways in which popular and serious literature were compared and distinguished during this period It discusses many of Wordsworth's later poems comparing his work with that of his regional contemporaries as well as major writers such as Scott

The key theme of relationship both between characters within poems and between poet and reader is explored through Wordsworth's construction of community and his use of power relationships. A serious discussion of the place of sexual feeling in his writing is also included. *Mathematics in the K-8 Classroom and Library* Sueanne McKinney, KaaVonja Hinton, 2010-05-11 Two experts on education offer a rich and diverse selection of children's literature and teaching strategies for the K-8 mathematics classroom. Taking advantage of quality motivating literature during mathematics instruction pays off especially when teachers and media specialists work together to convey crucial mathematical concepts and standards. *Mathematics in the K-8 Classroom and Library* shows you how it's done. After an introduction to the National Council of Teachers of Mathematics's NCTM Principles and Process Standards, each remaining chapter is devoted to an NCTM content standard. The book offers engaging research-based strategies and booklists of specific titles that together can be used to increase student achievement. The strategies suggested here provide a hands-on, student-centered focus that allows students to make connections with prior learning, personal experiences, and good books. Both the recommended children's books and the activities will appeal even to reluctant readers and students for whom mathematics might be a challenge. Each chapter includes an extensive annotated list of texts, dozens of hands-on activities, handouts, and writing prompts. *Introduction to Contextual Maths in Chemistry* Fiona Dickinson, Andrew McKinley, 2023-01-17 CHEMISTRY STUDENT GUIDES GUIDED BY STUDENTS For any student who has ever struggled with a mathematical understanding of chemistry, this book is for you. Mathematics is the essential tool for physical scientists. We know that confidence in using mathematics early on in a chemistry degree builds a solid foundation for further study. However, applying the abstract mathematics taught in schools to chemical phenomena is one of the biggest challenges that chemistry students face. In this book, we take a chemistry-first approach. We link the mathematics to recognisable chemical concepts, building on high school chemistry to facilitate deeper understanding. We cover the practical mathematical skills, including representation of data as tables and graphs, and give an overview of error handling in the physical sciences. More advanced mathematical concepts are introduced using calculus to determine kinetic rate laws, intermolecular forces, and in quantifying energetic change in thermodynamics. We also introduce the concept of the complex number and its role in considering quantum wave functions, widely used in computational chemistry. There are worked examples and problem sets to provide plenty of practise material to build proficiency. We also include insights from real students which identify common problem areas and provide the prompts that helped them to overcome these. Chemistry Student Guides are written with current students involved at every stage, guiding the books towards the most challenging aspects of the topic. *Learning Mathematics in the Context of 3D Printing* Frederik Dilling, Felicitas Pielsticker, Ingo Witzke, 2023-03-01 The volume presents a collection of articles on the use of 3D printing technology in mathematics education and in mathematics teacher training. It contains both basic research-oriented contributions as well as reflected descriptions of concrete developments for teaching. The authors of this compilation share a

positive attitude towards the possibilities that the use of 3D printing technology understood as an interplay of software and hardware can unfold for mathematics education but critically evaluate from a mathematics education research perspective when where and how an application can enable an added value for the learning of a mathematical content

Mathematics Coaching and Collaboration in a PLC at Work™ Timothy D. Kanold, Mona Toncheff, Matthew R. Larson, Bill Barnes, Jessica Kanold-McIntyre, Sarah Schuhl, 2018-03-30 Part of the Every Student Can Learn Mathematics series Build a mathematics teaching community that promotes learning for K 12 educators and students This user friendly resource is divided into two parts each covering actionable team strategies in teaching mathematics in a PLC at Work™ First you ll discover how to coach highly effective mathematics teams within your professional learning community Then you ll learn how to utilize collaboration and lesson design elements within your math curriculum for teacher team reflection assessment data analysis and action Learn to lead math teacher teams and foster effective collaborative teaching strategies Build a collaborative math learning culture that engages and promotes learning for students and staff members Optimize coaching and foster equity and belonging to encourage collaboration on instruction and math assessment Engage in mathematics lesson study to help teams learn from one another and reflect on effective strategies in teaching mathematics Develop norms SMART goals for teachers agendas and a plan for working effectively as a collaborative team in a PLC at Work™ Address all parts of your math curriculum from math instruction to math interventions Contents Preface Introduction Part 1 Develop PLC Structures for Effective Teacher Team Engagement Transparency and Action Chapter 1 Five Inspirational PLC Leadership Practices Chapter 2 Five Leadership Strategies for Effective Collaboration in Mathematics Part 2 Use Common Assessments and Lesson Design Elements for Teacher Team Reflection Data Analysis and Subsequent Action Chapter 3 How to Create and Nurture a Culture of Change Growth Reflection and Improvement in Your Mathematics Program Chapter 4 How to Lead a Culture of Transparency and Learning with Mathematics Assessments Chapter 5 How to Lead in a Culture of Transparency and Learning with Mathematics Instruction Chapter 6 How to Lead a Culture of Collective Responsibility Epilogue Appendix A References and Resources Books in the Every Student Can Learn Mathematics series Mathematics Assessment and Intervention in a PLC at Work™ Mathematics Instruction and Tasks in a PLC at Work™ Mathematics Homework and Grading in a PLC at Work™ Mathematics Coaching and Collaboration in a PLC at Work™

Progress in Industrial Mathematics at ECMI 2016 Peregrina Quintela, Patricia Barral, Dolores Gómez, Francisco J. Pena, Jerónimo Rodríguez, Pilar Salgado, Miguel E. Vázquez-Méndez, 2018-03-26 This book addresses mathematics in a wide variety of applications ranging from problems in electronics energy and the environment to mechanics and mechatronics Using the classification system defined in the EU Framework Programme for Research and Innovation H2020 several of the topics covered belong to the challenge climate action environment resource efficiency and raw materials and some to health demographic change and wellbeing while others belong to Europe in a changing world inclusive innovative and reflective societies The 19th European

Conference on Mathematics for Industry ECMI2016 was held in Santiago de Compostela Spain in June 2016 The proceedings of this conference include the plenary lectures ECMI awards and special lectures mini symposia including the description of each mini symposium and contributed talks The ECMI conferences are organized by the European Consortium for Mathematics in Industry with the aim of promoting interaction between academy and industry leading to innovation in both fields and providing unique opportunities to discuss the latest ideas problems and methodologies and contributing to the advancement of science and technology They also encourage industrial sectors to propose challenging problems where mathematicians can provide insights and fresh perspectives Lastly the ECMI conferences are one of the main forums in which significant advances in industrial mathematics are presented bringing together prominent figures from business science and academia to promote the use of innovative mathematics in industry

Handbook of Digital Resources in Mathematics Education Birgit Pepin, Ghislaine Gueudet, Jeffrey Choppin, 2024-06-21 This handbook presents the state of the art scholarship on theoretical frames mathematical content learning environments pedagogic practices teacher professional learning and policy issues related to the development and use of digital resources in mathematics education With the advent of more and more open access digital resources teachers choose from the web what they see fit for their classroom students choose in the moment what they need for their projects and learning paths However educators and students often find it difficult to choose from the abundance of materials on offer as they are uncertain about their quality and beneficial use It is clear that at a time of bouleversement of the teaching learning processes it is crucial to understand the quality and the potentially transformative aspects of digital resources This book provides comprehensive analyses of and insights into the transformative aspects of digital resources

Creativity and Technology in Mathematics Education Viktor Freiman, Janet Lynne Tassell, 2018-09-03 This volume provides new insights on creativity while focusing on innovative methodological approaches in research and practice of integrating technological tools and environments in mathematics teaching and learning This work is being built on the discussions at the mini symposium on Creativity and Technology at the International Conference on Mathematical Creativity and Giftedness ICMCG in Denver USA 2014 and other contributions to the topic The book emphasizes a diversity of views a variety of contexts angles and cultures of thought as well as mathematical and educational practices The authors of each chapter explore the potential of technology to foster creative and divergent mathematical thinking problem solving and problem posing creative use of dynamic multimodal and interactive software by teachers and learners as well as other digital media and tools while widening and enriching transdisciplinary and interdisciplinary connections in mathematics classroom Along with ground breaking innovative approaches the book aims to provide researchers and practitioners with new paths for diversification of opportunities for all students to become more creative and innovative mathematics learners A framework for dynamic learning conditions of leveraging mathematical creativity with technology is an outcome of the book as well

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