These are a few of My Favorite Things

These are not meant to be comprehensive, or even reflect what I think your priorities should be. They are in particular heavily weighted towards materials I have produced.

**“Common Core 101”**

A very popular Ted Talk by Dan Meyer which called for a “makeover” of what we ask of students in mathematics classes. It predates the Common Core, identifying issues which Common Core implementation is aiming to address:

<http://www.ted.com/talks/dan_meyer_math_curriculum_makeover?language=en>

A handout aimed at parents:

<http://pages.uoregon.edu/dps/CommonCore/CCSSM_bygrade.pdf>

Another handout aimed at parents:

<http://pages.uoregon.edu/dps/CommonCore/ParentPrimer.pdf>

**Deeper Dive into the Common Core**

Illustrative Mathematics, a site aimed at elaborating what mathematical proficiency looks like according to the Common Core, primarily through over one thousand tasks with commentary (more classroom tasks than assessment). Reading the commentary supports wonderful professional learning:

<https://www.illustrativemathematics.org>

Coming soon: **curricular blueprints**, which add some narrative to standards and tasks so that teachers can better understand learning flows!

Some of my favorite tasks:

A game which my daughter Kiri made for me for Father’s Day when she was a first grader!

<https://www.illustrativemathematics.org/content-standards/tasks/991>

This 2nd grad task is very similar to many you see in classrooms now, but the small changes make some big differences.

<https://www.illustrativemathematics.org/content-standards/tasks/144>

Throughout the fractions strand, visual models such as in this fourth grade task, are essential.

<https://www.illustrativemathematics.org/content-standards/4/NF/A/1/tasks/743>

In this task we start to see more elaborate connections between mathematical expressions and experience.

<https://www.illustrativemathematics.org/content-standards/tasks/590>

My favorite task to first share with people to start the discussion of what the changes are in the Common Core. It is a reading and writing task!

<https://www.illustrativemathematics.org/content-standards/tasks/633>

What does it mean to “see structure in expressions”? Check out this task.

<https://www.illustrativemathematics.org/content-standards/tasks/531>

There are also some compelling illustrations of the Mathematical Practices, which include classroom artifacts, videos, lessons, etc. along with grade-level refined elaborations of the practices.

<https://www.illustrativemathematics.org/practice-standards>

**Deeper Dive into the Common Core, continued**

The progressions documents, which are a narrative version of the Common Core. They were drafted as part of the writing of the Common Core, and then revised to provide a fairly complete narrative version. They are not easy reading for many, but well worth the effort. Break up reading into small pieces, and spend time discussing the classroom implications.

<http://ime.math.arizona.edu/progressions/>

The progression on fractions has been translated into a series of videos posted at Illustrative Mathematics – a must-see for teachers in grades 3-6 (and beyond).

<https://www.illustrativemathematics.org/progressions>

The Common Core document itself – “the last word” – in a hyperlinked version for those who like to navigate quickly. (Does not have references cited, high-school tracks, etc.; use usual Oregon version for that.)

<https://commoncoretools.files.wordpress.com/2011/02/ccssi_math_standards_hyperlinked_1-0.pdf>

Bill McCallum, one of the lead writers of the Common Core, has a blog which has deeper analysis and elaboration. See for example this lovely post on coherence.

<http://commoncoretools.me/2012/02/16/the-structure-is-the-standards/>

**Curricular Resources**

Mathalicious is a wonderful resource for engaging project-based lessons at middle and high-school, often based on current events. It is not free, but for individual teachers it is pay-what-you-can.

<http://www.mathalicious.com>

The Mathematics Assessment Project has lessons at middle and high-school with plenty of guidance about formative assessment within the lesson.

<http://map.mathshell.org/materials/lessons.php>

Dan Meyer produces “Three-Act Tasks” which are engaging, again for middle and high-school.

<https://docs.google.com/spreadsheet/pub?key=0AjIqyKM9d7ZYdEhtR3BJMmdBWnM2YWxWYVM1UWowTEE&output=html>

Read Dan’s discussion of these tasks in his blog.

<http://blog.mrmeyer.com/2011/the-three-acts-of-a-mathematical-story/>

EngageNY is a free, complete, well-aligned curriculum. That said, implementation is a big challenge, and teachers need support. For easy access, I have put the pdf versions here (not updated, however):

<http://pages.uoregon.edu/dps/engageny/>

Again, teachers often need a lot of support (coaching, content-based PD, a chance to work with colleagues). Some tools for professional learning along with pacing guides are in the subdirectory:

<http://pages.uoregon.edu/dps/engageny/PDresources/>

Another key (free) piece is that there are videos which are available to draw from which show classroom practice, for example:

<https://www.engageny.org/resource/common-core-instruction-use-modeling-and-tools-to-solve-three-digit-subtraction-problems>

The State of Utah also has an open, freely available, high-quality curriculum but only at grades 7, 8 and HS. Note that the HS sequence is integrated, while EngageNY is traditional.

<http://www.uen.org/oer/>

Coming in a year: a consortium of states including Oregon will be producing a suite of open educational resources.

<http://k12oercollaborative.org>

**Practitioner Blogs**

Dan Meyer – the most famous high-school math teacher in the country?

<http://blog.mrmeyer.com>

Fawn Nguyen – middle school teacher with funny commentary. She’s originally from Oregon and a huge Duck fan (comes to Autzen every fall). Check out her Barbie Bungee activity.

<http://fawnnguyen.com/barbie-bungee-revisited-better-class-lists/>

The Emergent Math blog, which among other resources has an “inquiry starter kit”.

<http://emergentmath.com/2013/10/30/a-problem-based-learning-starter-kit/>

Math Coach’s Corner for K-5

<http://mathcoachscorner.blogspot.com>

**Smarter Balanced Assessment**

Summaries of Claim 1 items stems, which give a comprehensive view of about 40% of the assessment, as well as gives some sense for material which will be featured on Claims 2-4. They are posted along with blueprints, which indicate how often different items are sampled.

<http://pages.uoregon.edu/dps/CommonCore/resources/sbac/>

The complement to looking at these, to get a good view of the “other half” of the assessment, look at performance tasks.

**Additional resource for parents**

Great Schools has put together videos discussing K-5 proficiency (math and ELA) aimed at parents.

<http://www.greatschools.org/gk/milestones/>

Parents (and of course educators!) should know about growth mindsets

<https://www.khanacademy.org/about/blog/post/95208400815/the-learning-myth-why-ill-never-tell-my-son-hes>

<http://www.youtube.com/watch?v=NWv1VdDeoRY>

A wide array of resources, including one of the standard introductory videos for parents, is here

<http://www.bealearninghero.org/#intro>