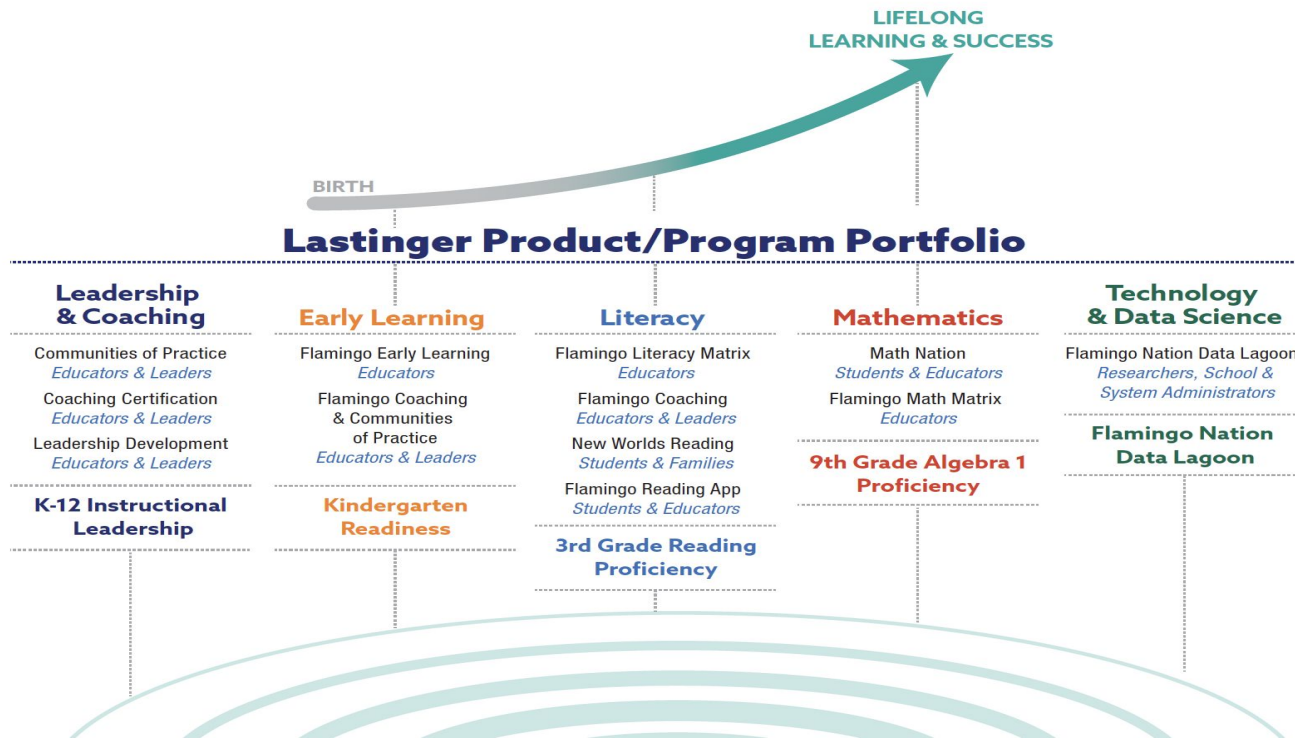


new worlds reading





The UF Lastinger Center mission is to improve the quality of teaching, learning, and childcare. We research, develop, and scale equitable educational innovations for adults and children that put all learners on trajectories for lifelong success.



New Worlds Reading Initiative Vision

Continue creating at-home libraries for eligible students

Build additional community & statewide partnerships

Instill excitement for reading through statewide promotional campaign



Continue to develop teacher experts in the science of reading through microcredentials and create home-school connections in literacy

Develop caregivers' confidence & capacity to support children's reading

Current Eligibility

Florida students are eligible based on the following criteria:

- VPK children who are not yet making age-appropriate progress according to state assessments
 - FAST Star Early Literacy
- K-5 Public or Charter School students who are not yet reading on grade level based
 - FAST Star Early Literacy
 - FAST Star Reading assessment
 - FAST ELA Reading
 - Tier 2 or Tier 3 Reading Instruction



Current Eligibility

“I like that my parents don’t always have to buy me books. I can get them in the mail. It’s also kind of fun. It makes me feel like reading more because they’re mine. I like to read all kinds of books. When I get a book in the mail with my name on it on the box, I feel like I’m special.”



Data Overview (October 2021 – Present)

800,000+

Eligible children
across the state
of Florida

260,000+

Students served
since December
2021

3,900,000+

Books and resources
shipped since
December 2021

Enrollment Support

- We will be shipping flyers directly to schools and VPK providers
- Please distribute flyers to eligible students



new worlds reading
UF Lastinger Center for Learning
UNIVERSITY of FLORIDA
SCHOLASTIC

Reading shapes who we are.

Help your kids read on grade level with Florida's FREE at-home book delivery program.

- VPK - 5th grade students can apply to receive FREE books and reading activities every month from this state-created program.*
- Students can choose books that match their interests.
- Books and activities are available in English, Spanish, Haitian Creole, and braille.

*Visit newworldsreading.com to see eligibility requirements.

Families can apply today:
newworldsreading.com/enroll



New Worlds Reading Literacy Engagement Opportunities



Family and Community Engagement Team

Region	Name	Email
Region 1: Panhandle	Shelli Payne (Wakulla)	shelli.payne@coe.ufl.edu
Region 2: North East	To be hired Contact Erika Fritz-Ochs	efritzochs@coe.ufl.edu
Region 3: North Central	Nasseeka Denis (Alachua)	nasseeka18@coe.ufl.edu
Region 4: South Central	To be hired Contact Erika Fritz-Ochs	efritzochs@coe.ufl.edu
Region 5: South Palm Beach	Mercedes Ryan (Martin)	mercedesryan@coe.ufl.edu
Region 6: South Broward	Lourdes Salgado (Miami)	lsalgado@coe.ufl.edu

New Worlds Reading: Family Engagement Events

Engagement Team

Partner with our family and community engagement team to host:

- Literacy nights with fun activities and free books,
- Classroom read aloud events,
- Parent academy webinars that teach families about science of reading strategies to use at home,
- And more!

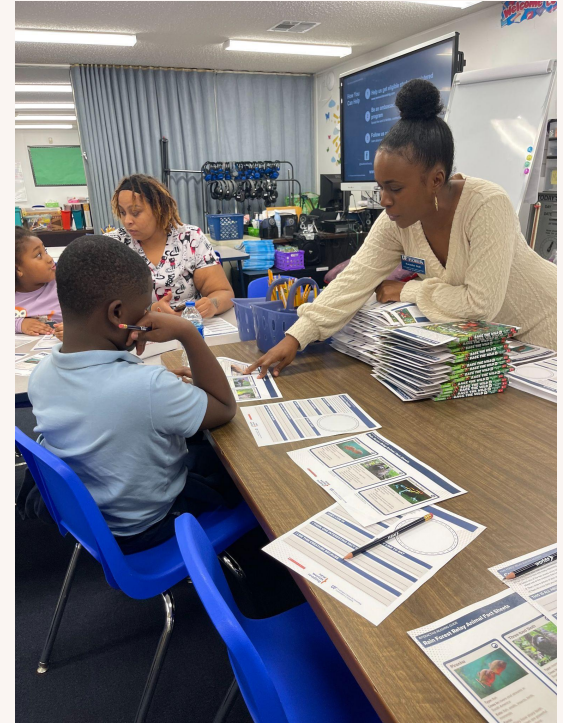
Email us at new.worlds@coe.ufl.edu to partner with us!



Event Tabling



Family Literacy Event



Caregiver Workshop



New Worlds Reading: Educator Resources

Educator Resources

- Teacher reading guides for New Worlds Reading books feature:
 - Science of reading strategies for literacy instruction
 - Example activities to use with students
- Download guides at newworldsreading.com

Teacher Professional Development

- Free program for K-5 classroom teachers in Florida's public & charter schools
- Connects New Worlds Reading's home book delivery program to classroom-based literacy instruction
- Participating educators receive \$450 stipend
- Created in partnership with the Florida Department of Education
- Learn more about eligibility and enrollment at bit.ly/NWRI_TeacherPD



New Worlds Reading Application



Application Process

APPLY

1

Caregivers apply for children at newworldsreading.com.

ELIGIBILITY VERIFICATION

2

There will be a waiting period as New Worlds Reading team will confirm eligibility using student records. **Please note: VPK and K students may have a longer waiting period, as this is their first testing periods.**

FIRST SHIPMENT

3

After receiving an email confirming a child is eligible, our systems take 6-8 weeks to send out that child's first shipment.

MONTHLY FREE BOOKS
AT YOUR DOOR!

4

Enrolled children receive free books and reading activities through fifth grade! **No matter when a child's shipments begin, they receive ALL 9 FREE BOOKS & ACTIVITIES for that school year.**

New Worlds Reading Family Resources



Literacy Resources

- Interactive Reading Guides
- Videos
- Text Messages
- Resource Clearinghouse



Things You Can Try At Home:

Make your reading spot quiet and comfortable.



new worlds reading

INTERACTIVE READING GUIDE

The Word Collector

by Peter H. Reynolds

Jerome collects something very special and it isn't bottle caps, stamps, or baseball cards. He collects words—big words, small words, and all the words he finds fun and interesting. What new words will you collect today?

One great way to motivate your child to read often is to keep books everywhere! Easy access to books means that kids are more likely to read. You can even take books with you when you leave home! Have your child pick out a book or two to bring along. Whenever your child gets bored, encourage them to read their book! Your child can read out loud to you or other family members to help pass time!

Keep books available in places such as these:

- kitchen
- bedrooms
- bathrooms
- living areas
- backpacks
- purses
- vehicles

UF Lastinger Center for Learning
UNIVERSITY OF FLORIDA

© 2022 University of Florida. All rights reserved. Item #753454

MY STINKY SOUP RECIPE

When you taste your stinky soup, what face will you make? Draw it here:

1 cup of _____
 2 spoons of _____
 1/2 cup of _____
 3 scooping _____
 A pinch of _____
 1 chopped _____
 A sprinkle of _____

Directions: Mix all the ingredients into a pot, and cook for _____ minutes. Serve in a soup bowl and enjoy!

In Super Fly Guy, Roz the lunch lady makes Fly Guy stinky garbage soup. Place the stinky stickers in the bowl to create your own stinky soup. Write down your recipe, and draw a face to show how it will taste!

new worlds reading **UF** Lastinger Center for Learning
UNIVERSITY OF FLORIDA

Welcome to Literacy Resources

Helpful Tips and Support for Family Reading

Here you'll find tips and strategies to support your child, develop their skills, and nurture their love of reading.

Live Chat



Reading Guides

Book-specific guides contain helpful strategies and fun activities to support kids while reading.

[GET THE BOOK GUIDES](#)



Bookmarks & Activities

Bookmarks and fun activities to help kids strengthen literacy skills and build reading confidence.

[2022-2023 BOOKMARKS](#)

[2021-2022 BOOKMARKS](#)



Videos

Our videos offer tips and tricks for caregivers to engage with reading in a child-friendly way.

[WATCH OUR VIDEOS](#)

Literacy Resources

Reading Guides

Use these guides while reading to help kids strengthen their literacy skills and build confidence.

Live Chat

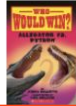
Search by Book Title



Reading Guide

Aliens for Breakfast

[Download Reading Guide](#)



Reading Guide

Who Would Win?® Alligator vs. Python

By Jerry Pallotta
Illustrator Rob Bolster

[Download Reading Guide](#)



Reading Guide

Amigo

By Carlos Zamora
Illustrator Carlos Zamora

[Download Reading Guide](#)

INTERACTIVE
READING GUIDE

Alligator vs. Python (Who Would Win?)

by Jerry Pallotta

Alligator vs. Python (Who Would Win?) is an exciting look at two of nature's deadliest creatures! Learn amazing facts about each animal and then decide who YOU think would win in a fierce fight between the two.

Want to read more books like this one? Visit your local or school library to check out more!

Engaging in the literacy activities in this guide will help children improve their reading skills by highlighting key words, making connections, and focusing on conversations about the book.

Explore these activities with your child over many readings. As your child becomes more familiar with the book, refer back to this guide for more activities you can do together and questions you can ask. Your child will be able to complete more activities each time you read the story. Also, be sure to include other family members in reading time! Enjoy engaging with your family around *Alligator vs. Python!*

FOCUS ON TEXT FEATURES

In addition to the printed words, nonfiction books with real facts often have extra information and pictures on the page. These are called text features and they help children better understand the topic they are learning about. Use the chart below to help your child hunt down text features in this book and write the new information or facts they learned. Share your favorites with each other!

- **Headings** explain what the sections of a book will be about. For example, the heading on page 2 says *Meet the Alligator* which tells us that we are going to learn about alligators.
- **Photographs** are taken with a camera and show what something really looks like.
- **Illustrations** are drawn by an artist.
- **Maps** show where places are located, such as where animals live.
- **Sidebars** give interesting facts or extra information about a topic. The Fact sidebar on page 5 tells readers that pythons are snakes, and snakes are reptiles.

Text Feature and Page Number	What information or facts did you learn from this text feature?
I found a heading on page _____!	
I found a photograph on page _____!	
I found an illustration on page _____!	
I found a map on page _____!	
I found a sidebar on page _____!	

CREATE SUCCESSFUL READING HABITS

Making reading something special is a great way to instill a love of reading. Help your child get their own library card. Take time every week to visit the library to let your child refresh their collection and ask the librarian for recommendations of books that are like the ones they already enjoy. Make sure they have lots of books and other reading materials around. When family members ask for gift ideas, suggest books that they like with their favorite characters or from a well-known series. Some reading materials that make great gifts are:

- comic books & graphic novels
- ultimate fan guides
- movie novelizations
- books based on their favorite video game characters
- magazines
- how-to guides

ASK QUESTIONS TO CHECK UNDERSTANDING

Whether you read this book with your child or they read it independently, it is important to pause at the end of each chapter to help children reflect on what they have read. Here are some prompts to help older readers reflect before, during, and after reading:

- What do you think this will be about?
- What do you already know about alligators and pythons?
- Did you learn a surprising, scary, or exciting fact on this page? How do you feel about this fact?
- (Before the result of the fight is revealed) Who do you think is going to win this fight? Who do you want to win this fight? Why?
- Do you agree with the winner in this book? Why or why not?
- What questions do you still have about alligators or pythons after reading this book? Where can you find the answers to your questions?

MAKE CONNECTIONS

Guiding children to make connections between the book and their own lives or the world around them deepens their understanding of the text. Use prompts like the ones below to start a conversation with your child:

- Think about some of the books you've read. Have any of them been about alligators or snakes? What did you learn from those books? What was similar or different to what you learned in this book?
- Have you ever seen or touched a live alligator or python before? What was it like? If you have not, would you want to touch a live alligator or python? Why or why not?
- Are there any news events about alligators or pythons that you have heard about? How were they similar to this book? How were they different?

TALK ABOUT NEW AND INTERESTING WORDS

When children encounter unfamiliar words, take a moment to talk about the words using child-friendly definitions. This promotes a rich vocabulary, enhances communication, and improves comprehension. Here are some child-friendly definitions for important words in the book:

tolerate (p. 8)

If you **tolerate** something, you put up with it even if you do not like it. Alligators **tolerate** salt water, but they would prefer to live in freshwater.

disguise (p. 18)

If you **disguise** yourself, you hide yourself or change your appearance so that you cannot be seen by others. Alligators hide all of their body, except for their eyes and nose, under the water to stay **disguised** from humans and other animals.

flexible (pg. 13)

Something that is **flexible** can bend easily. Pythons do not chew food and they wiggle their **flexible** jaw to get whole pieces of food down their throat.

rugged (p. 25)

If something is **rugged**, it is strong and tough. Pythons have skin that feels smooth and **rugged**. How do you think it would feel to touch the **rugged** skin of a snake?

PICK THE WINNER: FACT VS OPINION

Before reading Alligator vs Python, readers might have formed an opinion about who would win based on what they already knew about each reptile. This is a good opportunity to talk about fact vs opinion. Ask readers if they know the difference between these two terms. As they read the story, prompt them to record the facts they learn in the chart below by marking an "X" in the box for which animal they think has the advantage. When they are done, ask them to write or draw which reptile would win based on the facts. Next, have them write or draw their opinion about who they think should win.



	Size	
	Teeth or Fangs	
	Camouflage	
	Eyesight	
	Skills at Fighting	
	Speed	
	Toughness of Skin	
Based on the facts, the winner would be:	My opinion of who should win is:	



Bookmarks

- Digital versions available on the New Worlds Reading Initiative website
- Available in English, Spanish, Haitian Creole, and braille.

Find **yourself** in the pages of a good story.

What interests you most about this book?

Scan to access more reading resources.

new worlds reading

UF Lastinger Center for Learning
UNIVERSITY OF FLORIDA

When you read, you can **become** anything you want to be.

How might this book inspire you to try something new?

Scan to access more reading resources.

new worlds reading

UF Lastinger Center for Learning
UNIVERSITY OF FLORIDA

Reading unlocks the magic of **creativity**.

What might you be inspired to create?

Scan to access more reading resources.

new worlds reading

UF Lastinger Center for Learning
UNIVERSITY OF FLORIDA

Videos



Use Child-Friendly Vocabulary



Make Read Alouds Fun (Grades K-2)



Create Reading Routines (Grades 3-5)



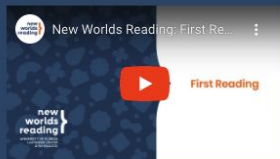
Interactive Reading Guides



Decoding Manipulative Letters



Decoding Multisyllabic Words



First Reading



Dialogic Reading using CROWD



How to Ask Open-Ended Questions

**new
worlds
reading** }

UNIVERSITY OF FLORIDA
LASTINGER CENTER
for Learning and Scholastic

Create Reading Routines (Grades 3–5)

New Worlds Reading Educator Resources



Welcome to

Educator Resources

Educators, check out our toolkits and professional development materials that reinforce science of reading strategies.

Download District and School Toolkits



School Toolkit

Educators – share these emails, flyers and more with eligible students’ parents and families.

[DOWNLOAD](#)



District Toolkit

District leaders – spread the word in your district using emails, flyers, social posts and more.

[DOWNLOAD](#)

Download Reading Guides

Search by Book Title



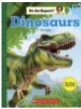
Reading Guide

Chicka Chicka Boom Boom

By Bill Martin Jr. and John Archambault
Illustrator Lois Ehlert

[Download for Parents](#)

[Download for Teachers](#)



Reading Guide

Dinosaurs

By Erin Kelly

[Download for Parents](#)

[Download for Teachers](#)



Reading Guide

Everything Awesome About Sharks and Other Underwater Creatures!

By Mike Lowery
Illustrator Mike Lowery

[Download for Parents](#)

[Download for Teachers](#)



Reading Guide

Going Places

By Peter H. Reynolds and Paul A. Reynolds
Illustrator Peter H. Reynolds

[Download for Parents](#)

[Download for Teachers](#)

Everything Awesome About Sharks and Other Underwater Creatures!

by Robert Kraus

Readers will discover a wealth of weird and wonderful facts about the oceans, sharks, and other sea creatures presented in Mike Lowery's signature comic style with bright and energetic artwork. This will be a cherished book for curious readers and make them eager to know absolutely everything there is to know about sharks.

Create Successful Reading Habits

Recent research from the What Works Clearinghouse shows that readers need opportunities to explore a variety of information text structures.* These structures include **description, sequence, problem and solution, cause and effect, and compare and contrast**. Teacher- or student-created graphic organizers are effective in helping scaffold reader comprehension of text structure.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE

What is the Science of Reading?

The **science of reading** refers to the body of evidence that underlies what we know about how children learn to read. It stems from decades of research in educational and developmental psychology, linguistics, cognitive science, and neuroscience. It outlines:

- how reading develops
- what happens in the brains of students with reading difficulties
- the instructional strategies and content that should be taught to support this development

The **science of reading** is the knowledge that comprises all of these things.

STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS

The Florida B.E.S.T. ELA standards emphasize the point that comprehension is the most important goal of reading and reading instruction. Being able to identify and understand a variety of text structures, or organizational patterns, can greatly aid students in comprehending nonfiction texts (p. 174). One of these text structures is *description*. This is a structure where authors present information about a topic in sections, usually beginning with a central idea or text heading. Authors then elaborate on the topic with features, characteristics, or examples related to the topic.

Look for standards alignment in each section of this guide.

WORD WORK – PHONICS AND WORD ANALYSIS

Help your students read words that have both open and closed syllables. Remember that:

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

Decode Words with Open and Closed Syllables

Say to students, "Syllables are a word or part of a word pronounced as a unit and contain one vowel sound."

A closed syllable:

- ends with one or more consonants
- has a **short-vowel** sound that is spelled with one vowel letter

An open syllable:

- ends with a vowel
- has a **long-vowel** sound spelled with one vowel letter

Here is an example of how to identify words with open and closed syllables in this book:

con - go (p. 14)

o - cean (p. 14)

- Write the words congo and ocean.
- Say the word congo and have your students clap the syllables.
- Say, "How many syllables are there in congo?" (two)
- Ask your students to point to the vowel o in the syllable con.
- Say, "The consonant, n, after the o makes this a **closed syllable**, so the vowel does not sound like its name. It has a short-vowel sound."
- Ask students to point to the vowel o in the syllable go.
- Say, "This syllable ends with o and is not followed by a consonant. It is an **open syllable**, so the word sounds like its name. o, it has a long-vowel sound."
- Help your students read the whole word ocean.
- Repeat the steps for ocean:
 - The first syllable in ocean is the vowel o. Since it is not followed by a consonant, it is an **open syllable**, and the vowel sounds like its name. It has a long-vowel sound.
 - The vowels of the second syllable are followed by a consonant. It is a **closed syllable**, and the vowel does not sound like its name. It has a short-vowel sound.

ELL and SWD suggestion: Students who need additional practice identifying syllable boundaries can benefit from clapping syllables, saying a written word aloud while clapping for each syllable. Repeating this process can help students gain more confidence in identifying syllable boundaries. Remind students that every syllable contains one vowel sound. For consonant -le, the vowel is silent.

You can help your students identify more open syllables and closed syllables by selecting a few words throughout the book to practice with them. You may repeat words or point out new words.

TALK ABOUT NEW AND INTERESTING WORDS

When thinking about which words to select for explicit instruction, choose Tier Two words to help your students increase their vocabulary knowledge. These are high-frequency words that can be used across multiple texts and content areas and are spoken by more mature language users.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

diffuse (p. 20): To **diffuse** is to make a substance or thing spread out thinly. Ocean water **diffuses** sunlight, making the ocean darker the deeper one goes.

degrade (p. 22): To **degrade** is to break something down into its parts. There are bacteria in the ocean that can **degrade** oil and maybe one day clean up oil spills.

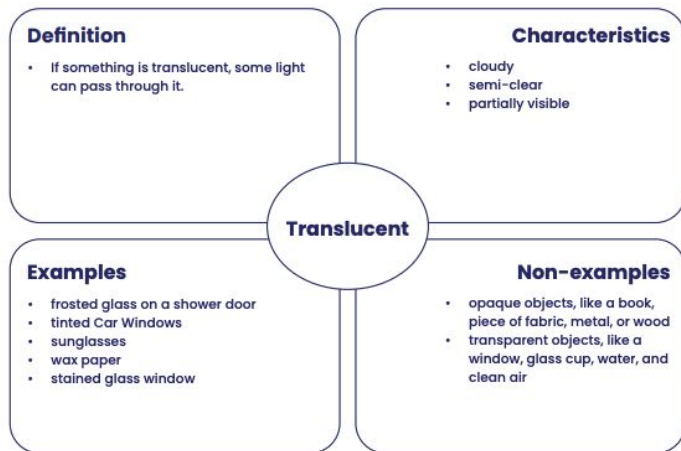
translucent (p. 34): Something that is **translucent** allows light through it. Sharks have a **translucent** extra eyelid that allows them to see underwater and protects their eyes.

examine (p. 50): To **examine** something means to inspect or try to learn more about it. Sharks **examine** new objects with their mouths. Hopefully, that new object isn't someone's foot!

fragment (p. 100): A **fragment** is a tiny piece of something, especially something that has become broken or degraded. Unfortunately, fish eat the billions of plastic **fragments** in the oceans.

ELL and SWD suggestion: Provide students with a Frayer Model graphic organizer. This organizer can be used to help students clarify the meaning of words they encountered in texts. The model is used to define target vocabulary and generate examples and nonexamples using synonyms, antonyms, and other characteristics of the word (through drawings and pictures) to demonstrate a deep understanding of the target words. The information is placed on a table divided into four sections to provide a visual representation through words and pictures of the target vocabulary.

Frayer Model



READ FOR MEANING – SUMMARIZING DESCRIPTION

Comprehension of texts is a supremely important reading skill. With nonfiction texts, students can benefit from analyzing descriptions in order to summarize important ideas or topics. By scaffolding this description analysis and summarization, teachers can help students master this vital skill.

- **ELA.4.R.2.1:** Explain how text features contribute to the meaning, and identify the text structures of problem/solution, sequence, and description in texts.
- **ELA.4.R.3.2:** Summarize a text to enhance comprehension.
 - **b.** Include the central idea and relevant details for an informational text.
- **ELA.4.R.3.3:** Compare and contrast accounts of the same event using primary and/or secondary sources.

Before: Explanation

- Explain that nonfiction texts contain a lot of information, and the information is arranged in such a way as to help readers learn as much as possible about a particular topic. In this book, some examples include the descriptions of the eight "shark squads" on pages 41 – 61.

During: Summarizing

- Divide the students into groups. Assign each group to summarize, and describe one of the eight "squads."
- Ask each student to individually record three to five key details that describe each squad. Be sure to remind them that each squad, or each shark group, will talk about particular shark species, but the students' goal is to find the key details that describe the squad as a whole. Remind them that they are not working as partners yet.
- Monitor each student to check for understanding. If a student has trouble identifying three to five key details that describe the squad, refer them to the page that has the information about the shark squad.
- Have the students share their key details with their assigned group, and discuss the details they identified about their assigned shark squad.
- Ask them to summarize the key points their group shared about their shark squad.
- Once they have shared and summarized with their group, ask them to write a paragraph summarizing their squad. Tell them that the paragraphs should include the information they recorded from the text about their assigned squad.

After: Comparative Reading

- Give students some examples of other sea animals from the book that travel in groups (e.g., whale pods, fish schools, jellyfish swarms, etc.). Ask the students to select one group they want to study more about.
- Ask students to search the internet for articles, videos, etc. to learn more and refer to the section(s) of the text about the sea animal they chose.
- Ask them to cite two to four key details from the book and their search about the sea animal group that are similar to and different from the shark squads.

ELL and SWD suggestion:

Help students identify that the description at the beginning of each squad section (also labeled as a checklist) provides an overview of all sharks in that grouping. Students can use the sentence stem "All sharks in this squad ..." to begin recording facts for the whole grouping. They can also use the sentence stem "For example, the _____ shark ..." to provide details for a particular shark that supports the squad description.

New Worlds Reading Toolkits

School Sample

What You Will Find in this Toolkit

Talking Points for Parent/Caregiver Conversations	3
Sample Email Messaging	5
From Principals to Teachers	6
From Principals or Teachers to Parents	8
Class Communications Platform Messaging	11
Take-Home Flyer	12
Recorded Phone Call Script	13
Social Media Resources	14
Social Media Handles	15
Hashtags to Include for Social Media Posts	15
Sample Social Media Posts	15
Visual Assets	24
Logos	25
QR Code for Enrollment	25
Images	26
Social Graphics	31



Districts



Schools



Communities

Regional Partners Program

The UF Lastinger Center understands that partnership with school districts, schools, associations, and community organizations throughout the state is **critical to the success of this program**.

We have partnered with **numerous organizations** across the state **both at a state level and within individual communities** to scale the reach of the New Worlds Reading Initiative in the following areas:

- **Parent and Family Literacy Workshops**
- **Community Literacy Events**
- **Teacher Professional Development**

The goals of the New Worlds Reading Regional Partner Program align with and support the overall vision of the New Worlds Reading Initiative.



New Worlds Reading Scholarship Account

New Worlds Reading Scholarship, administered by **Step Up For Students** offers families access to education savings accounts, **worth \$500 each**, to pay for tuition and fees related to part-time tutoring, summer and after-school literacy programs, laptops, tablets and more!



Please help us by doing the following:

- 1** Help us get eligible students to apply:
www.newworldsreading.com
- 2** Be an ambassador for the program.
use toolkits-spread the word to families, communities & educators.
- 3** Follow us on social media.
Learn about our events.



@NewWorldsReading



@newworldsreading



@newworldsFL



@newworldsreading

**new
worlds
reading** }

THANK YOU

www.newworldsreading.com
new.worlds@coe.ufl.edu



@NewWorldsReading



@newworldsreading



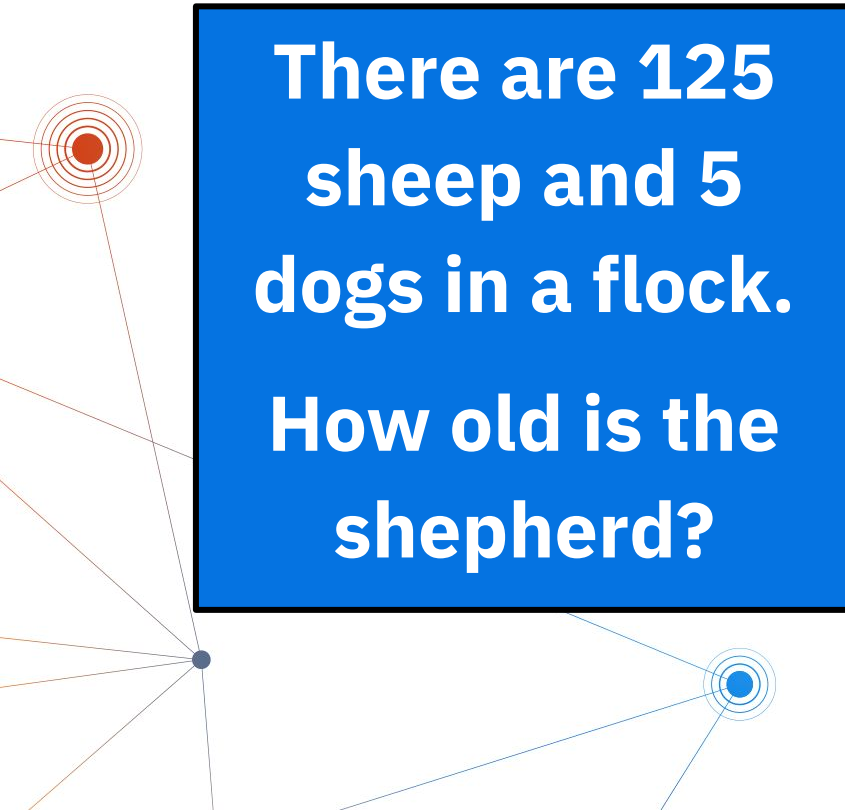
@newworldsFL



@newworldsreading

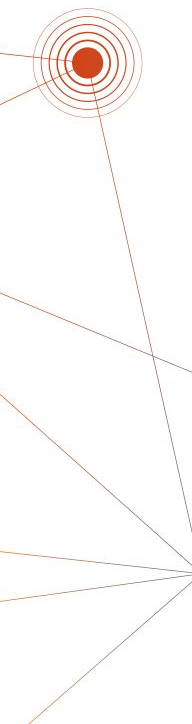
Math Matrix Professional Development

Dilemma - The Shepherd Problem



**There are 125
sheep and 5
dogs in a flock.
How old is the
shepherd?**

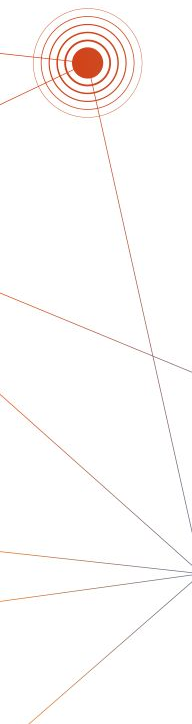
Dilemma - The Shepherd Problem



**There are 125
sheep and 5
dogs in a flock.
How old is the
shepherd?**

Predict what students will do when they encounter this problem.

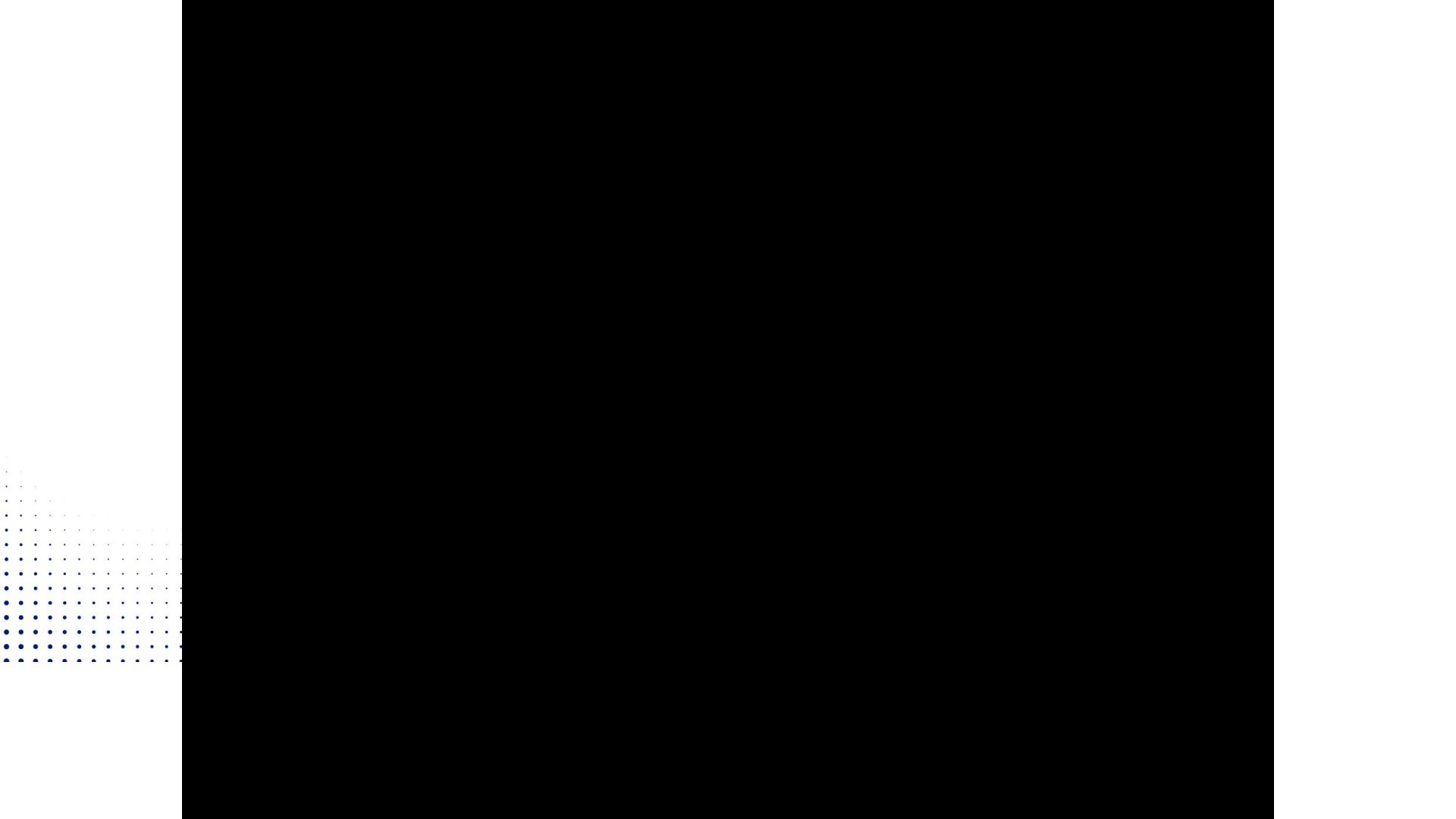
Dilemma - The Shepherd Problem



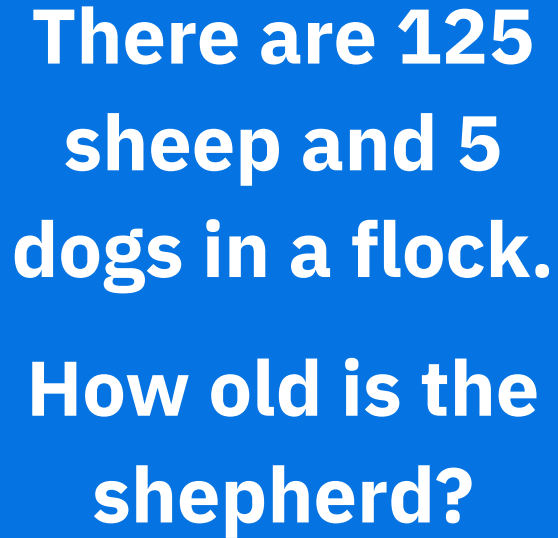
**There are 125
sheep and 5
dogs in a flock.
How old is the
shepherd?**

Predict what students will do when they encounter this problem.

What do you want students to do when they encounter this problem?



Unpacking - The Shepherd Problem

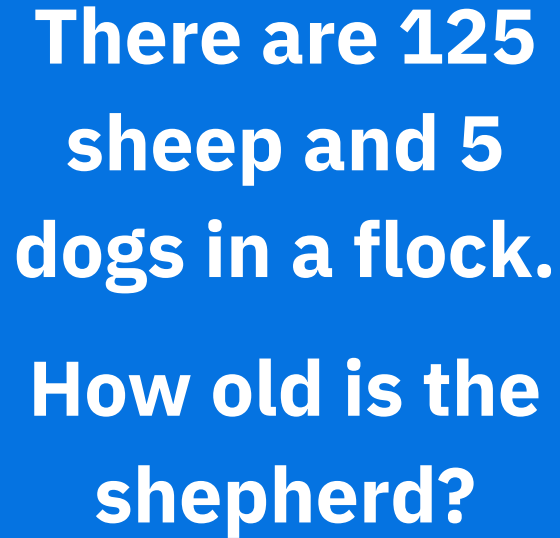


**There are 125
sheep and 5
dogs in a flock.
How old is the
shepherd?**

What do you *notice* about the student responses?

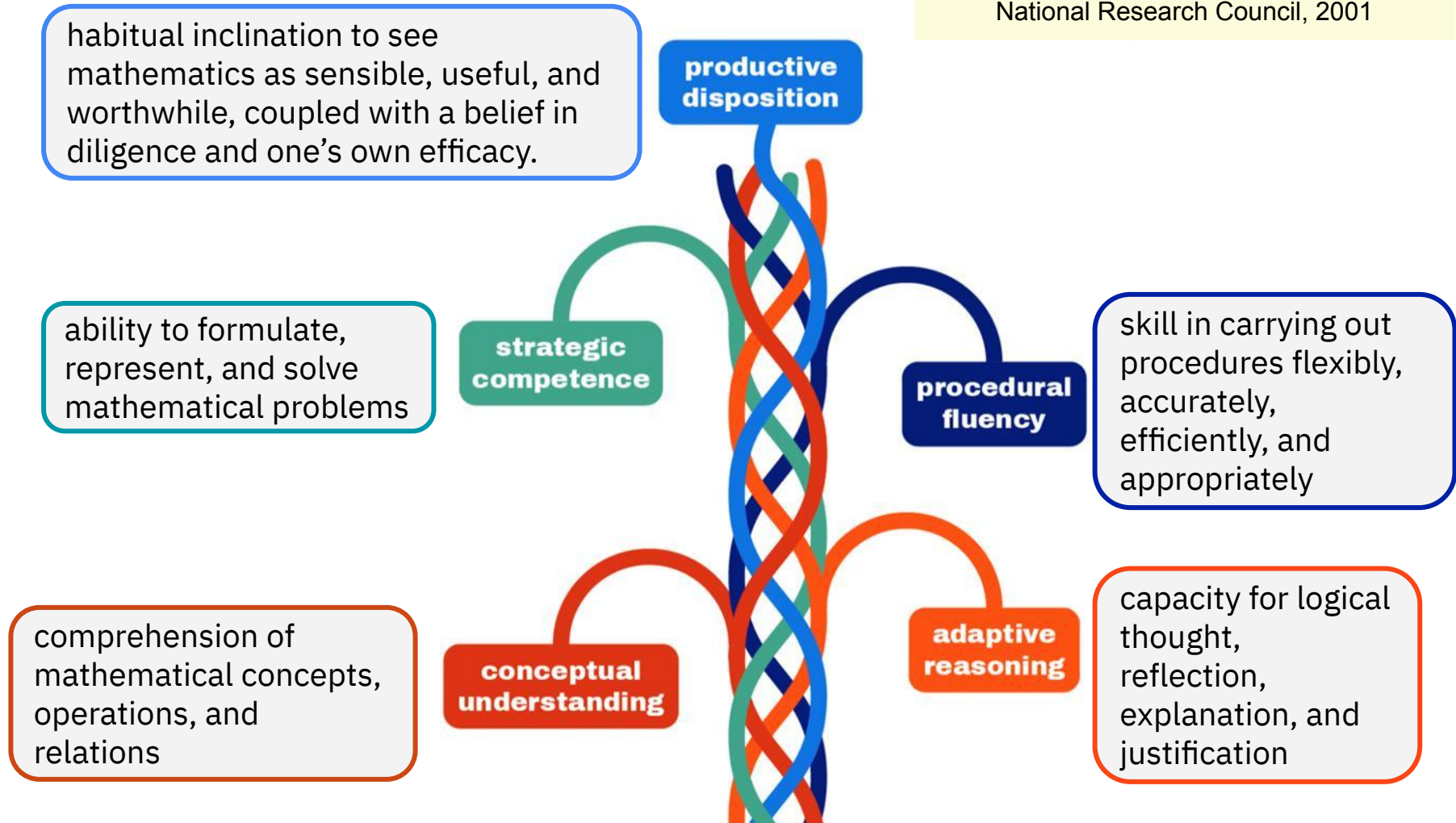
What do you *wonder*?

Unpacking - The Shepherd Problem



There are **125**
sheep and **5**
dogs in a flock.
How old is the
shepherd?

How does **the way we teach mathematics** impact the way students respond to this problem?



Math Matrix Components



Dilemma



Unpacking

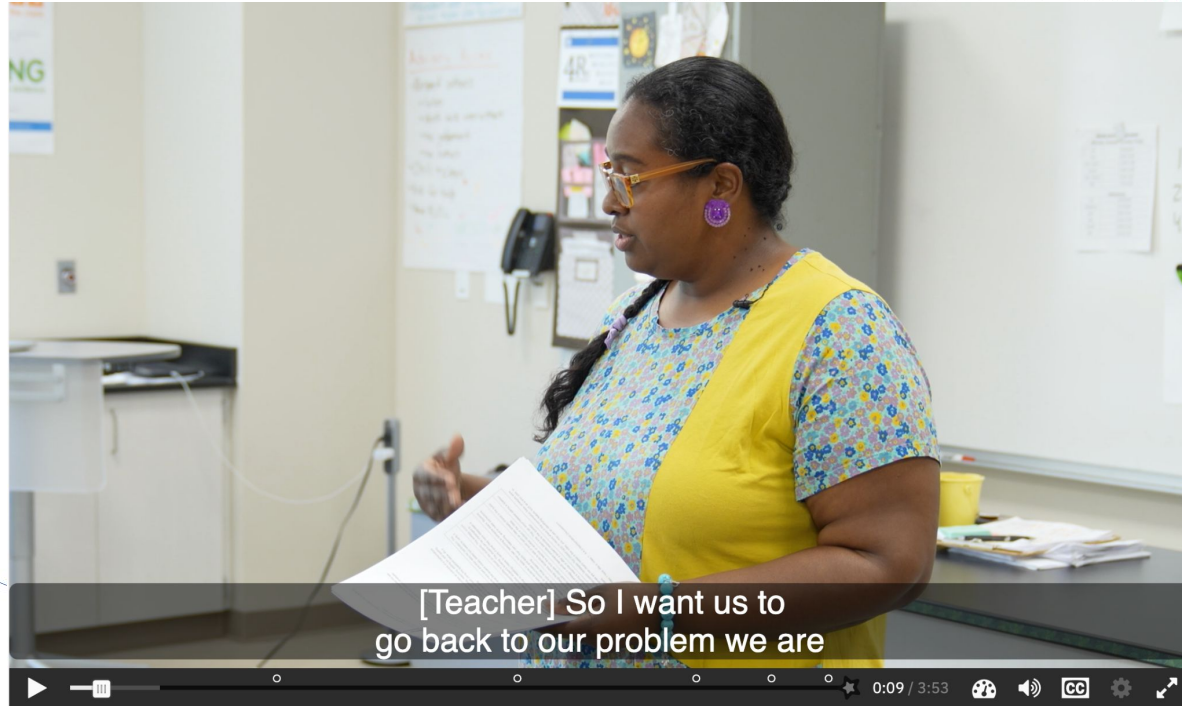


**Instructional
Guidance**



**Student
Engagement**

Math Matrix Features: Interactive Video



Math Matrix Features: Interactive Video

Which discussion strategy did the teacher just use?

Waiting

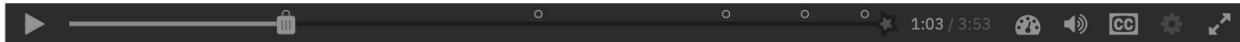
Revoicing

Adding on

Repeating

Reasoning

Check



Math Matrix Features: Interactive Case Studies

Three Student Profiles

Alex



Bilal



Camila



1 / 24 ▶

H-P Reuse

Math Matrix Features: Interactive Case Studies



The teacher notices that Alex, sitting towards the back of the class, has put his head down...

◀ 4 / 24 ▶

H5P Reuse

Math Matrix Features: Downloadable Handouts

HABIT RECAP



Habit:
“I focus on strategies on the way to solutions.”

What are some practices teachers can engage in to support this habit?

- Provide feedback to students on their strategies, rather than on the correctness of their answers.
- Consider providing the answer key for certain activities.
- Create opportunities for collaborative problem-solving to allow the exchange of multiple strategies.

What are some questions teachers can ask students to support this habit?

- What strategy did you use to find the answer?
- Why did you use that particular strategy?
- Can you solve this same problem using another strategy?
- What strategies have you used in the past to solve similar problems?
- How can you check your solution to make sure it makes sense?

Math Matrix Features: Interactive Books

Knowledge Check 7/8

Order of Operations_1


- ▶ True or False?
- What is the O...
- To PEMDAS o...
- Viral Sensatio...
- ▶ Try It!
- Common Mist...
- ▼ Knowledge C...
- Spot the Mistake!

Summary & submit

Knowledge Check

Question 1

Drag and drop the rectangle on to the mistake that the student made in the following order of operations problem:

$$18 - 10 \div 2$$
$$8 \div 2$$
$$4$$


Content Courses

Number Sense & Operations

(K-5; 18 hours)

- Whole Numbers & Place Value
- Addition and Subtraction
- Multiplication
- Division
- Introduction to Fractions

Algebraic Reasoning

(6-12; 18 hours)

- From Arithmetic to Algebra
- Variables and Expressions
- Equations
- Ratios, Proportions, Rates of Change
- Introduction to Functions

Statewide Pilot: Spring 2024

- 250 Teachers (125 K5, 125 6-12)
- Duration is about 3 months
- Time required is about 60 hours
- \$1000 incentive for completing **all coursework and participating in 1 focus group interview**
- bit.ly/Math_Matrix





Thank you!