

MATH FOCUS PROJECT WEBINARS



SESSION DETAILS with the DNA Math Team

In all sessions, teachers will engage in the TQE Process, exploring rich and engaging new tasks, creating and asking targeted questions, and anticipating student responses.

Discussion will include strategies to encourage student-to-student discourse and scaffold support to provide access to each and every student.

All sessions are **full-days 9:00 - 11:00 & 1:00 - 3:00.**

February 23 & April 5

Grades K-2
with **Thomasenia Adams**

Topics will include characteristics of plane shapes, definitions of plane shapes & measurement.



@TLAmath

February 11 & April 6

Grades 3-4
with **Juli Dixon**

Topics will include multiplication, division, and representing and naming fractions.



@thestrokeofluck

February 22 & March 29

Grades 5-7
with **Ed Nolan**

Topics will include word problems, multiplication, and division.



@ed_nolan

February 23

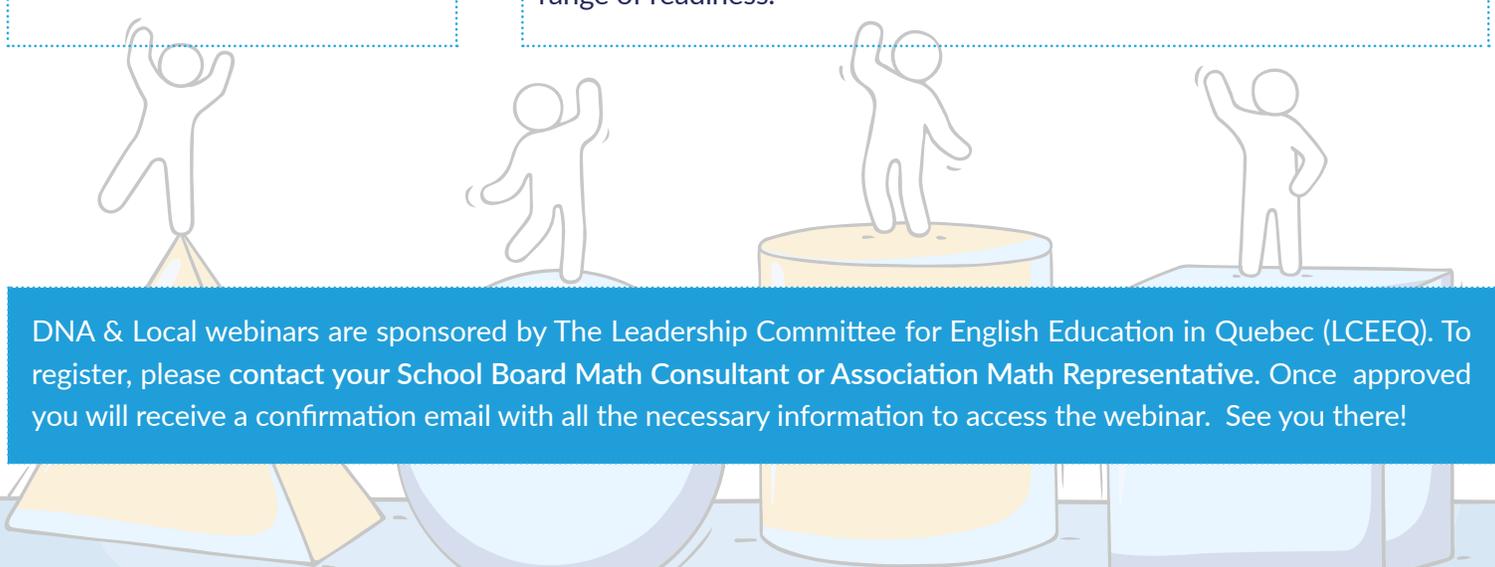
Grades 3-4
*extension from webinar 2021
with **Juli Dixon**

Topics will include graphing and other cool things.

March 31

Resource Teachers with Juli Dixon

Designed for Grades K-6 Resource Teachers with experience in the TQE Process, participants in this session will engage in applying the TQE Process in planning and reflecting on mathematics instruction, with an emphasis on supporting classrooms that include students with a wide range of readiness.



DNA & Local webinars are sponsored by The Leadership Committee for English Education in Quebec (LCEEQ). To register, please contact your School Board Math Consultant or Association Math Representative. Once approved you will receive a confirmation email with all the necessary information to access the webinar. See you there!

[Click for more details](#)

March 28 with Jeff Harvey, WQSB & Zak Likely, ESSB | Elementary Cycle 1 & 2

Situational Problems: More than Summative Assessments

Are situational problems sometimes an afterthought? Do they cause undue stress to you and your students? We feel that way too sometimes. But...it doesn't have to be that way!

In this session you will:

- Learn how situational problems can develop specific problem solving skills and big ideas
- Develop strategies to facilitate situational problems as learning opportunities
- Build confidence using situational problems as formative assessment tools
- And leave with a bank of new situational problems and supporting tools.

April 4 with Cathy Martin & Tina Morotti, RSB | Secondary

From Arrays to Quadratics

Supporting students' conceptual understanding and making connections with multiplication/division, algebra, factoring and completing the square.

In this session you will:

- Explore the DNA team's 5 instructional shifts and TQE process
- Develop conceptual understanding through the connection of math ideas, operations & relationships using a 3-Act-Task
- Learn how to support students to make sense of procedural strategies (algorithms) by connecting them to conceptual models.

April 28 with James Gore, SWLSB | Elementary Cycle 3 & Secondary

Creating a Classroom Environment for Engaging Mathematics

Math classrooms should not be algorithm factories where students regurgitate formulas that they don't understand.

In this session you will:

- Learn different strategies that encourage engagement, develop student ownership for their learning, and create an atmosphere where students are more receptive to learning
- Explore teacher examples of how they've implemented ideas from professional development material like Building Thinking Classrooms into place and their reflections
- Work together to come up with ideas and strategies to take some of these practices and develop ways to implement them in your classroom.

May 19 with Danielle Chaput, CQSB & Jodi Coleman, ETSB | Elementary Cycle 2&3

Five Practices for Orchestrating Mathematical Discussions

The 5 Practices for Successfully Orchestrating Mathematical Discussions offers a framework to support you to implement tasks, facilitate discourse, and look for evidence of student thinking.

In this session you will:

- Learn the Five Practices for Orchestrating Mathematical Discussions framework & its links to the TQE process
- Plan to use evidence from student work, discourse and observations in class to elicit student understanding
- Consider the framework to guide your instruction during the lesson and react to student thinking in the moment.

