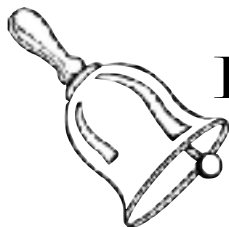


Balanced Math Training



Bellwork / Objective / Rationale notes:

Overview - The Three Components of a Balanced Math Program

- 1.
- 2.
- 3.

Component 1 - Computational Fluency

What is it?

Classroom practices that support Computational Fluency

Current strengths?

Current Weaknesses?

Implementation goals. What changes will I make to my current lessons and practices?

Additional Notes

Component 2 - Conceptual Understanding

What is it?

Classroom practices that support Conceptual Understanding

Current strengths?

Current Weaknesses?

Builds Computational Fluency or Conceptual Understanding?

Limited time for numerous exercises

Students work independently

Focus on the answer

One correct algorithm

Students work cooperatively

Multiple means to find the answer

Emphasis is on learning

Emphasis is on teaching

Focus on thinking

Extended time for fewer problems

Implementation goals. What changes will I make to my current lessons and practices?

Additional Notes

Component 3 - Problem Solving Ability

What is it?

Notes on POW

Notes on PBL

Current strengths?

Current Weaknesses?

Implementation goals. What changes will I make to my current lessons and practices?

Additional Notes

Balanced Math - Resources

National Council of Teachers of Mathematics: nctm.org

NCTM publications:

[Mathematics Teacher](#) (high school)

[Mathematics Teaching in the Middle School](#)

[Teaching Children Mathematics](#) (K-5)

[Five Easy Steps to a Balanced Math Program](#), Larry Ainsworth and Jan Christinson

beyondtextbooks.org:

Daily Math Skills

Daily Math Review

Unwrapped Documents

Performance Level Descriptors

Big Ideas

Common Misconceptions

Problem of the Week

Problems

Rubrics

Organizers

Project-Based Learning

Projects

Rubrics

Templates

“Balanced Math” folder (available on beyondtextbooks.org shortly after the Super Conference)

The presentation you saw today

Additional POW prompts

[MTMS](#) article on creative problem-solving and POW



Balanced Math

Computational Fluency

Fast **and** accurate use of appropriate math operations. Knowing how to do the math.



Conceptual Understanding

A deep understanding of math concepts and relationships. Knowing why I use these procedures, and which ones to use.

Problem-Solving Ability

Reasoning through unfamiliar situations, deciding how to proceed. Knowing when and where to use the math.



