Spring: Reflecting Back and Looking Ahead

As the school year draws to a close, it brings about the opportunity to reflect back over the events that made the school year so interesting. Spring is a great time for reflecting and looking ahead. Spring also brings to you another issue of Teacherlink! Teacherlink is an excellent platform for Everyday Mathematics teachers to get informed on what is going on in the Everyday Mathematics community, as well as a place for teachers to communicate with one another about their thoughts and ideas.

Teacherlink has been successful due to the amount of support it receives on a regular basis. Your feedback is much appreciated and we want that support to continue! We encourage you to reflect this Spring on your daily experiences with Everyday Mathematics and share them within Teacherlink.

There are several ways that you can share your experiences with the Everyday Mathematics community: through the Teacher Forum, teachers are able to ask questions to other Everyday Mathematics teachers who have encountered the same situations.

In Try This!, many teachers have shared tips and offered suggestions on what has worked for them in their classrooms in order to help you prepare to start your next year off right. In Worthwhile Readings, several teachers have shared thoughtful book reviews of literature that they have incorporated into their daily curriculum.

In this issue’s Teacher Feature, a now retired teacher of Everyday Mathematics talks about how she now has a new perspective on the Everyday Mathematics program. Perhaps you have a new perspective you would like to share?

After you have had the opportunity to reflect back on this Spring, we invite you to look ahead to the upcoming Teacherlink edition and share those experiences with us!

Responses can be submitted through the Idea Exchange Form at the end of this issue, or online at www.wgconnect.com.
Dear Math Educator:

You have relied on McGraw-Hill Education to provide engaging, effective programs that capture the vision of your state standards. We fully support the nation’s goal of producing a common core of voluntary standards that are aligned with college and career expectations and which are reflective of cross-disciplinary skills such as critical thinking and problem solving. Our authors, editors, and educational consultants are carefully studying the draft K-12 Common Core State Standards that the National Board of Governors released on March 10, 2010.

As you purchase and implement our high-quality, research-based programs, you can feel confident that we will provide easy-to-use tools and materials to meet your curriculum needs now and in the future. If your state mathematics requirements change to align with the K-12 Common Core State Standards, we will partner with you to successfully transition your students and classrooms. We will offer a variety of technology and print support to meet your needs and to help ensure a smooth transition.

Professional Development

- We will provide professional development opportunities to help teachers learn about the new standards and how to implement them successfully.

Instruction and Planning

- We will provide grade-level correlations to show how your McGraw-Hill mathematics program addresses the K-12 Common Core State Standards.
- We will provide a new teacher resource that demonstrates how to coordinate the content and resources in your McGraw-Hill mathematics program to fully cover the K-12 Common Core State Standards.
- If additional content is required, we will offer quality student lessons, as well as teacher resources and answer keys.

Assessment

- We will provide a downloadable update for ExamView test banks, so that teachers can create and administer tests aligned to the new standards.
- If your state test changes, we will provide assessment items aligned to the K-12 Common Core State Standards.

I appreciate your confidence in McGraw-Hill Education during this time of change in mathematics education. We are looking forward to collaborating with you and your schools regarding the K-12 Common Core State Standards.

Sincerely,

Art Block, Senior Vice President and Publisher
Science, Technology, Engineering, and Mathematics PreK-12
San Diego, CA • April 21–24, 2010

Connections: Linking Concepts and Context

The 2010 NCTM Annual Conference was a great success with nearly 10,000 attendees from across the United States and the world. *Everyday Mathematics* was represented in the exhibit hall with product, presentations, and demonstrations. The new *EM Games* generated much enthusiasm. Did you miss the big event? Preview *EM Games* now at www.everydaymath.com/emgames.

Attendees also excitedly previewed not-yet-released technology, including *EM Games* apps on an Apple iPad®. Three lucky people won an Apple iPad® in our in-booth raffle. Congratulations to James Schiffbauer (Virginia Beach, VA), Paulette Spegrer (Katy, TX), and E. Sneed (Dallas, TX).

NCTM also will hold regional conferences this fall in the following locations:

- Denver, CO • October 7-8
- Baltimore, MD • October 14-15
- New Orleans, LA • October 28-29

The NCTM 2011 Annual Meeting & Exposition will be held in Indianapolis, IN, on April 13-16, 2011. See you there!

Did you attend the NCTM 2010 Annual Meeting and Exposition?

We would love to hear about your experience! Login at www.wgconnect.com to share your story!
After teaching in the classroom for 30 years, I have retired with many memories and special teaching moments. I loved teaching my second graders! Throughout the years, math had become one of my favorite subjects to teach. For the majority of years in the classroom, I looked forward to math time because I enjoyed the subject, the curriculum was straightforward, and some students really enjoyed math. In the last years of my teaching, math was special because nearly all my students looked forward to math as much as I did.

Through my years in the classroom, curricula changed, and we all adjusted to the new texts. However, the last math adoption left me shaking my head and doubting the new curriculum selection. In my district, all elementary math teachers were given the option to come and listen to the final two choices. As a veteran teacher, I felt more comfortable with the more traditional program that allowed me to integrate activities that I always used into daily lessons. But my life changed when the adoption selection was Everyday Mathematics.

However, I decided to respect the decision and fully support the curriculum selection. That summer I created, laminated, and designed my morning routines board; prepared game pieces; organized tubs with supplies; cleared shelves; and attended in-service. It was a lot of work! Would it be worth it? How would my students make the transition? How would they score on our state’s standardized test?

To my amazement, life with math “lit up” that year.

We (my students and I) had so many new ways of understanding and looking at math. We could not wait to see how many names we could find for a number. We loved the playing cards and other games integrated in the daily lessons. The exploration lessons were fun and interesting too. My three co-workers and I each prepared one exploration and then rotated to the other classrooms with our supplies. The students enjoyed the “new” teacher, and all were able to participate in the activities. It was a year of hard work, frustrations, and frequent deliberations with coworkers, but our hard work was paying off as my second graders were talking about math and doing things I had not thought second graders were capable of! There was a light at the end of the tunnel. It all worked so well.

And how did my students do in the state tests? They exceeded beyond my expectations! Perhaps it was that the format of the test questions was similar to our daily math lessons? Whatever it was about this new program, I was thrilled!

Best of all, Everyday Mathematics uses familiar, everyday objects in stories and examples so students can relate what they do in class to the real world— and succeed beyond the state test. That is what learning and teaching are all about.

Why didn’t I have this program sooner?

This past year my granddaughter’s district adopted Everyday Mathematics, and I have loved talking to her about math. We play card games, and she is impressed that Grandma is so knowledgeable. I have to say I am impressed by her abilities too!
Located in the east-central part of the state, the Geary County Unified School District (USD) serves four communities within the county: Grandview, Milford, Junction City, and on-post at military base Fort Riley. The district enrolls approximately 7,000 students in Grades PreK-12 and operates 14 elementary schools, two middle schools, and one high school.

The presence of Fort Riley tremendously impacts the schools in Geary County. A total of 65% of students are identified as federally connected, with the majority being children of military personnel stationed at the base. Over one-half of the student population qualifies for free or reduced-price lunches. The mobility rate in the district is high among both students and teachers.

Unlike most places in the state, the student population in Geary County Schools is very diverse—both ethnically and geographically. Because their parents are connected to the military, many students have lived all across the United States and the world. Significantly, this diversity is viewed as one of the strengths of the community where everyone works together and accepts each other.

Leader in State
The Geary County USD enjoys the reputation as one of the leading school districts in the state of Kansas. The district’s motto is “We Believe All Can Achieve,” and all members of the community are truly committed to this principle. Students in Geary County benefit from an excellent Board of Education, a supportive administration, and dedicated teachers and principals. In addition, many parents and members of the community are interested in school issues and are willing volunteers.

For three consecutive school years (2006, 2007, and 2008), all Geary County elementary schools received the Kansas Standard of Excellence. The Standard of Excellence is awarded to schools that meet or exceed criteria defining the percentage of students who achieve specific performance levels.

In addition, Geary County has met Adequate Yearly Progress every year since the passing of No Child Left Behind in 2002.

Geary County schools have also been cited in national reports. The Education Trust, in the report Dispelling the Myth Revisited, identified “high-flying” schools, those that educate high-poverty level and highly diverse student populations and that post very high levels of performance. Among the “high-flying” schools identified nationwide were five Geary County schools.

Choosing Everyday Mathematics
Beginning in fall 1997, representatives from each elementary school joined with district curriculum leaders to form a committee to select a new mathematics curriculum. After reviewing the research, the math committee developed rubrics that it would use to evaluate the various math curricula. The program needed to be a rigorous curriculum that aligned with state and national standards, was supported by the National Science Foundation, and provided quality professional development.

Math committee members communicated these developments back to their schools so that all teachers in Geary County Schools were aware of and involved in the decision-making. In spring 1998, the math committee, with strong input from teachers, selected Everyday Mathematics.

Remaining committed to the Everyday Mathematics strategy, the district updated to the second edition of the program in 2001. The third edition was adopted in 2007.

Professional Development
Before the school year began, teachers in Geary County Schools received their first professional development presented by Everyday Mathematics consultants.
Recalling those initial training sessions, Beth Hudson, the director of elementary education in the district, states, “The *Everyday Mathematics* consultants shared their strong mathematical knowledge with the teachers in the district. *Everyday Mathematics* consultants have consistently encouraged and supported Geary County Schools in a major commitment to professional development.”

Over the years, the extraordinary commitment to professional development has created a core group of *Everyday Mathematics* teacher leaders in each school building. These teacher leaders serve as resources to provide an immediate response to teacher questions and concerns. Teachers were supported initially through a series of district-wide *Everyday Mathematics* meetings held at each grade level two to three times in the first year of implementation. At these meetings, teachers consulted with each other on topics such as pacing, teaching strategies, and classroom management.

New teachers to the district receive training in the materials each year. In addition, the Geary County Schools offers ongoing professional development specific to mathematics. The Board of Education makes available all the necessary supporting manipulatives and materials for a successful implementation of *Everyday Mathematics*.

**Support for Parents**

“Even as we were beginning to implement *Everyday Mathematics*, we knew that we needed to build support for the program among parents,” recalls Hudson. A priority at each elementary school was hosting Family Math Nights where the *Everyday Mathematics* curriculum was presented and explained. In addition, parents and family members were encouraged to play the games in *Everyday Mathematics* at these sessions.

“Communications with parents, whether it be Home Links, math nights, or brief notes, help parents know what the children are doing in mathematics at school,” explains Hudson. “Parents begin to see the goals of *Everyday Mathematics* and can work to reinforce them at home.”

Efforts to connect parents with the *Everyday Mathematics* program continue in Geary County. A recent Family Math Night presentation that showed how *Everyday Mathematics* is aligned with the Kansas Math Assessment was very well received by parents and the community.

**Math Assessment Results**

Student achievement in the Geary County Schools is noteworthy. The district routinely outscores the state average on the Kansas Math Assessment (KMA). In 2008-2009, 93% of Geary’s Grade 3 students scored Proficient or Above, compared to 88% in the state. Meanwhile, 96% of Grade 4 students were Proficient or Above, nine percentage points higher than the state average, and 97% of Grade 5 students scored Proficient or Above compared to 87% of the state.

“The success in mathematics that we have achieved in Geary County Schools is the result of the entire community working together to support our students,” states Hudson. “We are fortunate to have the full support of the members of our Board of Education for *Everyday Mathematics*. Many teachers, administrators, parents and community members are dedicated to the success of the students in Geary County Schools. Truly, we believe all can achieve in Geary County Schools.”
Success with Everyday Mathematics


District of Columbia Public Schools, which for the last five years has used McGraw-Hill’s Everyday Mathematics® program in grades K-5, has made dramatic improvement in mathematics achievement in standardized tests. The 2009 National Assessment of Education Progress (NAEP), a national test given to fourth- and eighth-graders every two years, most recently demonstrated this progress. From 2005 to 2009, D.C. public schools increased NAEP scores in math by 4.5 times the national average for fourth graders.

Since 2005, the D.C. public schools have used McGraw-Hill’s Everyday Mathematics, a structured, rigorous, and research-based PreK–6 curriculum developed by the University of Chicago School Mathematics Project that helps students learn mathematical reasoning and develop strong math skills. The program’s hands-on approach, which focuses on using a student’s own experiences, real-life examples and games, teaches basic skills as well as conceptual thinking. It is the nation’s most popular elementary math program, used by more than 4 million students nationwide.

“Our district had specific goals in mind when adopting Everyday Mathematics five years ago: actively engaging students as they learn math, improving student achievement, and enhancing the quality of our teachers’ instruction and professional development,” said Michelle Rhee, Chancellor of the District of Columbia Public Schools system. “We are on our way to meeting our goals, and we are hopeful that we will continue to see tremendous progress.”

In addition to the positive NAEP results, District of Columbia Comprehensive Assessment System (DC-CAS) standardized test scores have also seen steady gains. From 2006 to 2009, the district has experienced a 77 percent growth rate in the number of students scoring proficient on the DC-CAS.

“We are proud to be part of this outstanding improvement in Washington, D.C. schools and other schools across the country through our Everyday Mathematics program,” said Arthur Block, senior vice president of the McGraw-Hill School Education Group’s STEM Learning Solutions Center. “This achievement is a testament to the dedication of educators, students, and parents in the D.C. community and the partnership we have developed to create math success.”

Everyday Mathematics
Summer Institutes

Are you looking for professional development on Everyday Mathematics this summer? Attend a workshop in cities around the country with sessions designed to meet a variety of needs, such as Initial Training, Experienced User Training, Leadership Training, and more!

- Denver Reading & Math Symposium June 22, 2010
- Chicago Math & Reading Summer Workshop July 26-27, 2010
- Ohio Summer Conferences July 26th & 30th; and August 3, 2010
- Seattle Summer Institute August 2–3, 2010
- Pennsylvania Workshop August 5-6, 2010

More information and additional locations are available at www.everydaymath.com/summerinstitutes.

Additional professional development opportunities may be available in your area. Contact your local sales representative for more information (www.wrightgroup.com/replocator).

We want to hear from you!

Do you have a student who has succeeded with Everyday Mathematics? We would love to hear about it and give the student deserved recognition!

login at www.wgconnect.com to share your story!
Picture Pie 2: A drawing book and stencil by Ed Emberly

The first two pages of this book portray useful information through simple, brightly colored illustrations and sparse text. The book also presents the concept of dividing shapes and putting them together to make letters or pictures of objects. An explanation of stencils, step-by-step instructions, tools and materials, and cutting and pasting acts as a beginner’s guide to the book. I have the kids use their Everyday Mathematics Pattern Block template, along with or instead of the stencil. This is a highly motivational way to reinforce shapes, fractions, and symmetry (asymmetry). I also use many of the designs in other subject areas, such as language arts, science, and social studies. The kids’ sense of accomplishment is strong. Even though the end products “look alike,” they are a springboard for new creations as students problem solve with shapes.

This is a book for all ages. Teachers can use the designs for bulletin boards, posters, bookmarks, games and puzzles.

Lois Lysik-Walz, Grade 2 Teacher
Buttonhall Lane School, Glastonbury, CT

Pattern Fish by Trudy Harris

I am a kindergarten teacher and love using the literature links recommended in the Everyday Mathematics book. Often, I open the lesson with the story. I find that the literature is the perfect way to set the stage for the topic we are covering. I do not have enough time to search and hunt (or try to remember) books that coordinate with my lessons, so I am thankful for the suggestions in each unit. Four of my favorites are: “Pattern Fish” and “Pattern Bugs”, by Trudy Harris; and “Give me Half” and “The Best Bug Parade” by Stuart Murphy. All four of these books tie tightly to the lessons, and are colorful, entertaining, and most importantly ENGAGING! If your students are not taking advantage of the literature connections suggested in each lesson, they are truly missing out. Take a few minutes to request these titles from your library. You will be glad you did.

Wynn Godbold, Kindergarten Teacher
Lakewood Elementary, Myrtle Beach, SC
Everyone Wins... When Everyone Plays!

Games are an integral part of the Everyday Mathematics program. EM Games, for Early Childhood (PreK-K) through Grade 6, offer popular computer games that make basic skills practice fun.

Easy to Manage
• No additional planning to incorporate into instruction
• Detailed audio instructions for each game
• Management system to monitor student progress
  (online version only)

Fun to Play
• Dozens of new and redesigned games to motivate students
• Wide selection of classic EM Games
• One- and two-player game options for playing alone or with a friend
• Challenge and Skillbuilder menus for play at specific skill levels

Designed for Success
• Practice basic skills and build critical thinking skills
• Develop mathematical strands
• Build computation and fact fluency
• Receive student feedback on all mathematical concepts

EM Games ONLINE
✓ Access to all grade-level games
✓ Game-playing from home
✓ Real-time performance data
✓ Management system with report generator

EM Games on CD-ROM
✓ CD-ROM for every grade level, with Skillbuilder and Challenge games
✓ Student CD allows for game-play at home

Are you already a subscriber of EM Games Online?
Upon subscription renewal, your account will be automatically upgraded to the new EM Games!
States or districts with EM Games already on contract will not be automatically upgraded due to contractual obligations.
Q How can I help my students learn about coin exchange away from the classroom?

A I ask my students’ parents to help me reinforce coin exchange by keeping a jar of change in their kitchens. When the students come home from school or during the weekends, they have to pay for their snacks using the coins from the change jar. For example, if two cookies cost twenty-five cents, the student has to use coins other than a quarter to show 25 cents. My parents say this has been very helpful to their child. The students also enjoy this because it is a game rather than drill practice.

Kim Baldwin, Grade 1 Teacher
St. Michael’s Episcopal School, Richmond, VA

Q How can I keep my students motivated to play math games?

A As a way to keep students on track and actually playing the games, I have them think of strategies to outwit their opponent and then tell me if their strategies worked. This motivates the students to play the games while reinforcing math skills. The students always get excited when they are introduced to new games because they have to think of new strategies. This is also helpful for me as a teacher because I can work with individual students, or a group of students, who need the extra help.

Kevin Agtarap, Grades 5-6 Teacher
Kaimiloa Elementary School, Ewa Beach, HI

Q How can I help parents keep up their child’s math skills when school is out for the summer?

A Over the years I have found it extremely helpful to give the end-of-year assessment at the beginning of the school year, and again at the end, and give the results to parents as a comparison and record of growth. The parents then have the opportunity to work on missing skills over the summer.

Meredith Leighty, Grade 3 Teacher
Bromwell Elementary School, Denver, CO

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Kevin Agtarap, Grades 5-6 Teacher
Kaimiloa Elementary School, Ewa Beach, HI

Q How can my school implement the Everyday Mathematics curriculum without causing a big change all at once?

A To prevent concerns that might arise with parents, introduce Everyday Mathematics one grade at a time. We began the program three years ago in Kindergarten and now have it in Grades K-2. The parents, students, and children love it! Because our students and parents are “growing up” with the program, it is very successful in my building.

Carol Baker, Principal
Saint Mary Catholic School, Plano, IL

EVERYDAY MATHEMATICS TIP
The new Assessment Supplement contains beginning-of, mid-, and end-of year assessments. These blackline master assessments are available for purchase on everydaymath.com as well as in the catalog (ISBN: 0-07-618778-0).
As you prepare for the coming school year, go beyond thinking about materials and manipulatives required for instructional preparation. Go online to your district’s web site to study updated information related to Everyday Mathematics. You may be pleasantly surprised to view pacing schedules for all grade levels, as well as updated resources for educators and parents. Therefore, your research will enable excellent instruction for students and effective sharing with staff.

Susan K. Aker, Grade 3 Teacher
The West Farms Public School 6X,
Bronx, NY

Each of my fourth-grade students has a tool kit. I put computer-generated labels on plastic shoeboxes with each student’s name and fill the boxes with manipulatives and tools the students need throughout the year: pattern blocks, compass, protractor, tape measure, Everyday Mathematics card decks, geometry template, straws and twist ties, calculator, etc. I label each item with a number and include a list of contents is on the lid so that we can make sure the tool kits are complete. This has reduced the amount of time needed to pass out materials, and I have also found that the children feel more comfortable with the manipulatives and use them for activities other than what I have assigned, which provides more practice and mastery of the skills needed to use the tools!

Patricia Steinhoff, Grade 4 Teacher
Harris Elementary, St. Charles, MO

An easy way to incorporate daily routines is to make a page of “math boxes” with the specific routines. Print the page on card stock (one for each student) and laminate it. Students write their answers with dry erasers and wipe them off after they have been reviewed. For first grade, I make individual boxes to show the date, to show the date in tally marks, to the month and day as time, to record the temperature and compare it to the day before, to show the number of days we have been in school in coins, and finally a box for students to count by 2s from today’s date. I bind this with calendar pages copied from the Math Masters, (one for each month (students record data on pages and mark the passage of the year daily) but you can use the routine page by itself.

Elizabeth Garrison, Grade 1 Teacher
St. George’s Independent School,
Memphis, TN

We want to hear from you!

Do you have a great idea for teaching Everyday Mathematics to share with other teachers?

Go to www.wgconnect.com to submit your TeacherLink Teacher Tip.
To fill out this form online, go to http://www.wgconnect.com

Teacherlink’s success depends upon educators like YOU who are willing to get involved in the exchange of ideas. Please take a moment to share your ideas, questions, answers, suggestions, thoughts, experience, advice, achievements, or insight.

Return this form to:
Teacherlink
P.O. Box 812960
Chicago, IL 60681

You may also fax your ideas to 312-233-6655

Thank you for participating in the Teacherlink idea exchange!

Check all that apply. Below is my:

❍ Teacher Tip submission
❍ Digital Innovations technology question or article idea
❍ Teacher Feature article idea
❍ Everyday Mathematics Success Story
❍ Other

I would also consider

❍ Participating in a survey or interview
❍ Writing for Teacherlink Topic:

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