

# Everyday Mathematics Newsletter

May 2008

Chicago Public Schools and University of Chicago  
Everyday Mathematics Restructuring Schools Project

## INSIDE THIS ISSUE

- 1 What's in a Name?
- 1 Mireles: Successes with  
*Everyday Mathematics*
- 2 George Pullman  
Math-A-Thon
- 3 CMSI PD Training
- 3 Having and Using  
Resources
- 4 Words of Advice
- 4 Caldwell, Pullman, &  
Wendell Smith

---

*"My students really enjoy  
math games...."*

---

## What's in a Name?

### The *Everyday Mathematics* Restructuring Schools Newsletter

Working together and communicating successful strategies can multiply our ability to build a strong foundation for teaching mathematics. The University of Chicago's In-School Support Team is launching this newsletter as a communication tool that ISICs, teachers, principals, area coaches, and ISST members can add to the project toolbox. We want everyone to feel that this is something they can contribute to and learn from. If you have material or ideas that you want to submit, please relay them to your In-School Support Team member.

Our newsletter needs a name. It should express something about the people and schools involved in our project. Please give this some consideration.

E-mail your ideas for a title to [cemse-mail@listhost.uchicago.edu](mailto:cemse-mail@listhost.uchicago.edu). In the next issue, we will publish the candidates and ask everyone to vote for their favorite (one vote per e-mail address). Whoever submitted the name that gets the most votes gets the glory and maybe a prize.

## Successes with *Everyday Mathematics* Mireles teachers share their thoughts

*At the conclusion of a recent in-school professional development session, teachers at Arnold Mireles Academy shared these comments about Everyday Mathematics.*

*Everyday Math* has changed the way I introduce new skills. Before, when the students learned a skill, repetition and drill practice was the norm. I've learned to let go and move on, knowing this skill will be re-introduced.—Rhonda Murphy, Special Education

I have noticed that my students are handling manipulatives well. They are also developing social skills in their math centers.—Lisa Heath, Kindergarten

My students really enjoy math games/center activities. The daily routines are beneficial and engaging for students.—Elsa Sierra, Kindergarten

This math program really motivates students. In addition, it has students thinking critically about math as well as going beyond the basics.—Tiffany Drain, Grade 1

Students are now using different strategies to get the sum. They are no longer using fingers to count—they are using the number line, number grid, etc—Carmel Hoak, Grade 1

Please see *Mireles* on page 2

## George Pullman Students' Math-a-Thon Supports St. Jude Children's Hospital

---

*"The students are not just learning math, but helping others in the process!"*

---

In April 2008, the second through the fifth graders at George Pullman School solved math problems to raise money for St. Jude Children's Research Hospital by joining in the Math-a-Thon. Students ask family members, friends, and others to be their Math-a-thon sponsors. Then students work math problems, at their own grade level, in an electronic Funbook. The sponsors donate either a flat rate or a certain amount per correctly answered problem. The donations are then sent to St. Jude. This year, Pullman students raised over \$700, which is the most money they have collected for the Math-a-thon.

The money is raised to help families of children who have been diagnosed with some form of cancer. What is so wonderful about St. Jude is they never turn away a family because they may be unable to pay the sometimes overwhelming costs of medical care for their child. St. Jude uses resources and programs such as Math-a-thon as a way to defer the cost of treatment for these families.

Math-a-thon is America's largest education-based fundraiser. It is an entertaining and educational way for students to review their standard math skills, exercise problem solving skills, and improve their critical thinking processes while learning about social awareness and volunteerism. For their participation, all students receive a certificate of recognition and appreciation. Depending on the amount of money raised, students may also receive prizes such as tee-shirts, free passes to Six Flags Great America, book bags, ball playing equipment, electronic devices, and more.

Congratulations to everyone at George Pullman Elementary School, and especially the students and their families, for supporting this effort. The students are not just learning math, but helping others in the process!

### *Mireles* from page 1

[I am] more comfortable each year with the program, not so dependent on the book. The Spanish teacher edition is very helpful with translations and vocabulary. Collaboration with teachers is VERY helpful with lesson development and assessments.—Angie Vargas, Grade 1

Students really like the explorations and using manipulatives. I feel more comfortable instructing the students.—Debbie Cappello, Grade 2

Children have become very proficient at adding and subtracting using a number grid as a number line when need be as a reference. — L. Ewing, Grade 2

I used the games and they worked better for me this year.—Carmela Razo, Grade 3

The program has helped my students improve their English speaking. They are motivated to explain their reasoning.—Lora Mendoza, Grade 3

This year's *Everyday Math* updated version was much better and more organized than last year.—Kathy Riley, Grade 3

I have noticed that the math games have improved my students mathematical operations—especially division.—Rosa Jimenez-Hernandez, Grade 4

I feel more comfortable with the teacher edition and am moving more quickly through the material keeping on pace better. Students are doing more writing/extended response because I have the options provided in the teacher edition and the open response portion of unit assessment. —Anonymous



**Celebrate  
the End  
of the Year!**

Areas 17 and 18  
University of Chicago  
Restructuring  
Schools Project

Thursday, May 29  
3:15 p.m. to 6:15 p.m.  
115 Bourbon Street  
3359 W. 115<sup>th</sup> Street  
Chicago, IL

## A Commitment to Support Chicago Public School Teachers

### CMSI provides professional development training for teachers of *Everyday Mathematics*

If you are going to be teaching *Everyday Mathematics* in 2008-2009, plan now to enroll in the CMSI professional development training. It will support your teaching of *Everyday Mathematics'* content, concepts, and instructional strategies.

### Intensive summer workshops and support through the year for new *Everyday Mathematics* teachers

Teachers who are new to *Everyday Mathematics* can get a head start by attending the CMSI professional development training. During four days of intensive work in the summer, teachers examine the instructional materials, explore content, and preview upcoming lessons with an emphasis on pedagogy. Teachers collaborate with colleagues in planning lessons, discussing management issues, and challenges they may face in implementing *Everyday Mathematics* for the first time. The summer session is followed by five one-day seminars that are distributed throughout the school year. Teachers have the opportunity to share their experiences, find solutions to problems that have come up and plan for upcoming lessons. Assessment and differentiation are addressed on an ongoing basis throughout the training. Teachers are encouraged to attend all 9 days of training.

### Training for experienced *Everyday Mathematics* teachers

Teachers who have already attended the workshops for new teachers of *Everyday Mathematics* can participate in a program designed for them. A one-day summer session and two days during the school year provide experienced *Everyday Mathematics* teachers with an opportunity to deepen their mathematics content and pedagogical knowledge. During the workshops, teachers engage in problem-based investigations, plan lessons, examine student work, analyze assessments, and collaborate with colleagues.

## Having the Resource Is One Thing. Using It Is Another.

The most potentially powerful resources present in any school are the classroom teachers and the in-school instructional support available to them. Much of the work of the mathematics In-School Instructional Coach (ISIC) is directed at assisting the transformation from potential resources to accessible tools in the implementation of curriculum, in this case, *Everyday Mathematics*. So, how does the teacher make full use of this support?

**Apply Technology**—Keep track of the issues and questions that you might have about the day's lesson. E-mail these to the ISIC. What may evolve is a more efficient use of everyone's time by addressing specific issues and questions in grade-level team meetings.

**Provide Input for ISIC Observations**—Increase the effectiveness of the debriefings that follow ISIC observations of your lessons by requesting that the ISIC look for specific things. For example, you may be working on lesson pacing or questioning strategies. Having data about these elements in your instruction is valuable input into your process.

Partnering with your ISIC is an "everyone-wins" situation!

### CMSI PD Training

#### Level I:

For teachers new to *Everyday Mathematics*

- 54 hours of professional development
- Days 1 through 4 during the summer
- Days 5 through 9 during the school year

#### Level II:

For teachers who have attended Level I workshops and taught *Everyday Mathematics*

- 18 hours of professional development
- Day 1 in the summer
- Days 2 and 3 during the school year

All sessions are from 8:30 a.m. to 2:45 p.m.

**On-Line Registration**  
<http://cmsi.cps.k12.il.us>

## Words of Advice

### On effectively implementing *Everyday Mathematics* with students who have special needs

Each and every one of us has special talents that help us work with children. LaKisha L. Thigpen has worked her entire nine-year teaching career with special needs students at George M. Pullman Elementary School. Ms. Thigpen also has a special connection with Pullman in that it is her alma mater!

Taking an active role in her school, LaKisha is a member of the Leadership Team, coaches the Pee-Wee Cheer/Dance team, sponsors the Student Council, and is chair of the Special Education Department. LaKisha is currently working on her Math Endorsement at the University of Chicago with a grant from the Polk Brothers through the Chicago Public Schools. She has recently joined the Office of Math and Science *Everyday Mathematics* Professional Development (PD) Leadership Academy. If you attended one of the new CMSI PD sessions, one of your facilitators might have been LaKisha Thigpen. She has a few words on how to effectively implement *Everyday Mathematics* in a classroom with students who have special needs

"My words of advice would be: 'Follow the pacing calendar and don't look for mastery.' I know that it may seem difficult in the beginning but our students are learning more concepts now that we are doing *Everyday Math* than they would have been based upon the goals that we write in our IEPs.

"I think that *Everyday Math* works for students with special needs because of the introduction of new concepts, strategies and vocabulary, just to name a few. I also like the renewed confidence that my students now display when we take the quarterly city assessments. When they see the questions, they are excited because there are concepts on the assessment that were covered in the curriculum.

*Everyday Math* gets the students with special needs involved in a more tactile and kinesthetic way, when concepts are introduced, therefore making more connections and comprehension is then gained."

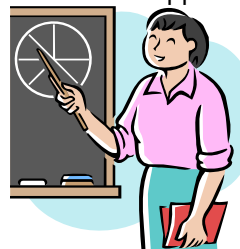
## Caldwell

Paula Harper, Grade 4, gave her students a Math Day. They spent the day focusing on math, and especially the *Everyday Mathematics* games. One student, who had not participated much in class, asked when they could do it again.

## West Pullman: The $\pi$ Is the Limit

On March 14 at West Pullman the  $\pi$  was the limit for the students in grades 5 through 8. Ms. Melachrinidis (ISIC) challenged students to memorize as many digits of  $\pi$  as possible. Students rose to the challenge with the top finishers memorizing 170, 160 and 80 digits of  $\pi$ , respectively.

Students in Grade 5 measured the circumference and diameter of several round objects and discovered that the ratio of any circle's circumference to its diameter is approximately 3.14 or  $\pi$ .



Grade 5 teachers Ms. Grimes, Ms. James, and Ms Fox and their students explored another iteration of pie by enjoying circular shaped treats such as pizza and apple pie.

## 100 Day Celebration at Wendell Smith

Students at Wendell Smith celebrated the 100<sup>th</sup> day of school by bringing in 100 pennies to donate to St. Jude Children's Research Hospital. Students helped St. Jude's efforts to help sick children. Way to go Wendell Smith.

## Caldwell

Pamela Porch, Grade 2, has her students sing a rap about *Everyday Mathematics*.

### Everyday Math Chant

Every day, every day, Everyday Math!  
Every day, every day, Everyday Math!  
Math is cool! Math is fun!  
Math is great for everyone!

Every day, every day, Everyday Math!  
Every day, every day, Everyday Math!  
Addition, subtraction, lots to do!  
Measurement, problem solving and group work, too!

Every day, every day, Everyday Math!  
Every day, every day, Everyday Math!  
Math is cool! Math is fun!  
Math is great for everyone!

Every Day, Every Day, Every Day Math!  
Every Day, Every Day Every Day Math!