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We're Exhibiting at the 2010 NCTM Annual Conference in San Diego!

Math Teachers Press is excited to be an exhibitor at the 2010 NCTM Annual Meeting and Exposition in San Diego, California. This year will mark our 20th year as an NCTM exhibitor.

Be sure to stop by our booth (#1723, #1725, #1727, #1729) to speak to our educational consultants about your math intervention needs. Participate in our in-booth, hands-on classroom and play Bingo related to different math topics. Prizes will be awarded!

If you're looking for practical tips to help teachers learn strategies to differentiate instruction, visit our assessment portion of the *Moving with Math*® booth. Here you will find tools for paper-and-pencil assessment as well as information about web-based assessment technology. You'll even walk away with a class record sheet correlated to your state standards.

Don't forget to check your NCTM program book for special coupons and offers from *Moving with Math*®. Bring one of the coupons to the booth to register for a chance to win one of four \$250 gift cards!

If you are looking for more in-depth strategies on reaching your struggling math students attend one of our featured presentations.

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2010 NCTM Preview
 Booths: 1723, 1725, 1727, 1729

Featured Presentations

Assessment and Hands-On Lessons to Differentiate Instruction for RTI
 Friday, April 23rd,
 8:30am-9:30am
 Torrey Room (Marriott)

Hands-On Activities and Questions that Stimulate Number Sense with Fractions
 Friday, April 23rd,
 10:30am-12:00pm
 Salon 6 (Marriott)

Reaching the "I Don't Know How to Teach" Students in Algebra
 Friday, April 23rd,
 3:00pm-4:00pm
 Douglas Pavilion C (Hyatt)

Focus on Intervention: Using Extensions

Moving with Math® Extensions has proven successful in improving achievement of high-needs students in 20–30 lessons!

Extensions, a condensed grade level review, has been implemented successfully in a variety of settings—summer school, extended day, and as a resource for the classroom teacher. Available K-8 in English and Spanish, it is also popular in dual language programs.

The success of *Extensions* is due to the assessment and the instructional model within the *Moving with Math Learning System®*. Best customer research indicates that the linking of assessment with state standards and instruction is the most valuable feature of *Moving with Math®*.

Assessment

Questions on Pre- and Post-Tests as well as daily reviews are correlated to state and NCTM standards. Results recorded on Class Record Sheet and Student Progress reports make it easy to differentiate instruction for the whole group as well as to set up small learning groups and individualized instructional plans.

Instruction

Extensions, like all *Moving with Math* programs, is based on the constructivist approach recommended by Charlotte Danielson in *A Framework For Teaching* and the teachings of Jean Piaget. Students gain conceptual understanding of the underlying concept as they use the compare and contrast strategy with manipulatives. Instruction is differentiated by developmental level and learning style.

Ease of Use

Extensions is designed to be easy for the teacher and district administrator. Everything comes in a box—the Teacher Manual, student books, printed Pre- and

Post-Tests including a Class Record Sheet matched to state standards, and Parent Handbooks and a DVD showing manipulative activities at each grade.

Students begin each lesson with a 5-question daily review. Every test question is matched to an objective and a reteaching page for the missed objective.

The lesson plans are organized so that no pre-planning is necessary. Lesson plans include a description of objectives and vocabulary to be taught. Hands on activities are guided by lightly scripted lessons.

After the hands-on activity, the student turns to an activity page with a visual representation of the manipulative activity at the top of the page. The page moves gradually to more abstract representations of the underlying concept.

Follow Up activities include Journal Prompts, games and the option of additional practice using reproducible pages from the Skill Builders section of the Teachers Resource Manual.

Calendars tie all the activities together!

Professional Development

Implementation workshops are complimentary from the local educational representative or by webinar. The hands on activities with **scripted lesson plans** continue to **provide daily support for teachers** who will also gain insight into understanding the essential concept of what they are teaching. Longer workshops with national trainers may also be arranged.

Results

The program has been evaluated by independent research teams as well as by school districts. These studies all showed statistically significant or positive achievement gains.

Our Student Achievement Brochure includes results from districts across the United States and is available upon request.



The power of manipulatives.
“We remember 10% of what we hear, 30% of what we see, and 90% of what we do.”
—Jean Piaget

listeningpoint

“Using the *Moving with Math* series made teaching summer school fun! The students were eager to learn the math games and found the manipulative activities challenging and exciting. There are step-by-step directions for each lesson in the resource guide that enabled us to “move” quickly through the curriculum.”

Amy Botica, Lincoln School District 130, IL

“It’s so easy to implement. Any teacher, experienced or not, will feel comfortable teaching with this program.”

Holly Roberts, Midland ISD, TX

Web-Based Assessment: Matched to State and National Standards

Race to the Top grant applications recently submitted to the Department of Education emphasized the great importance of assessment. *Math Teachers Press* has published successful assessments for districts to use when identifying high-needs students throughout its 29-year history. Districts now have the opportunity to use these effective assessments online. Immediate formative reports are available for teachers to easily differentiate instruction. District and school administrators can instantly access summative reports to measure growth and provide accountability.

Sample screen shot: Increase in Students Passing

MOVING WITH MATH ASSESSMENTS

DISTRICT: Best District [Edit Profile](#) [Log Off](#)

DISTRICT ADMINISTRATOR: Best Admin

ADMIN TOOLS | MANAGE SCHOOLS | DISTRICT REPORTS | TEACHER REPORTS

Increase in Students Passing [Print](#)

1. Date Range: January 1, 2008 to January 1, 2022: [All Dates](#) [Pick Different Range](#)

2. Select the name of the series you would like to view: [A]

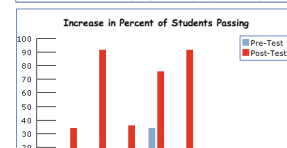
3. Compare schools or compare grades: [Schools]

4. Pick the grade and book to compare among schools: [Gr: 1, Book A1]

Both the graph and chart show the difference between Pre-Test and Post-Test passing rates. The mean for all grades is included in the chart.

Increase in Percent of Students Passing: A1, Pre-Test to Post-Test

School	N	Pre-Test	N	Post-Test	% of Increase (Pre-Test to Post-Test)
Amelia Earhart School	20	5%	20	35%	600
Einstein School	20	10%	20	90%	800
George Washington School	19	0%	19	37%	700
Jackson School	20	35%	20	75%	114
Thomas Jefferson School	20	20%	20	90%	350
Total	99	14%	99	66%	364





Making the Best of Your Summer Math Program

Secretary of Education Arne Duncan has stated that summer learning programs are key components in education reform. Recently, the Education Commission of the States worked with the National Center for Summer Learning to create an Idea Paper on utilizing ARRA funds to develop and enhance summer learning programs.

The joint project research “shows that lack of access to high-quality summer learning programs negatively impacts the academic achievement, health, and social development of children in high-poverty communities.” It also recommends that summer learning programs should be “intentional about building skills, knowledge, attitudes, and behaviors that promote academic achievement and healthy development.”*

Moving with Math[®] Extensions has the research-based strategies and results to attain these goals. It reviews the essential math objectives for grades K–8. Students use manipulatives in every lesson to develop conceptual understanding and improve achievement. Assessment linked to state standards provides data to differentiate instruction for all students. Optional web-based assessment is available for grades K–8.

* Visit <http://www.ecs.org> to read the complete ECS Idea Paper.



Summer Math Tips

Tips from the *What Works Clearinghouse Practice Guide for Out of School Time (OST)*
<http://www.ies.ed.gov/ncee/wwc/>

- Align curriculum with district and state standards.
- Maximize student participation and attendance.
- Adapt instruction to individual and small group needs.
- Provide engaging learning experiences.
- Assess program performance
- Use manipulatives to reach ALL students.
- Use assessment data to differentiate instruction.
- Maximize parental involvement.
- Provide teachers with materials that are easy to use and contain explicit instruction.
- Schedule professional development time to prepare and discuss summer school goals.

Funding Opportunities Matched to State and National Standards

We are experiencing a historic period in the range of federal grant opportunities, but the goals are the same—to raise student achievement and improve the lowest-performing schools. These federal grants allocate funds for the implementation of innovative educational reform, including the adoption of national standards and the building of assessment and data systems to measure student progress. These funding opportunities also support innovation through technology.

Moving with Math[®]'s blended curriculum solutions integrate technology with manipulatives and printed materials, allowing teachers to reach struggling learners. Our web-based assessment and instruction tie assessment to state and Common Core standards. Results from the Pre-Test allow teachers to easily differentiate instruction based on the needs of the whole class, small learning groups, and individual students. *Moving with Math*[®]'s research-based programs of instruction and assessment will meet the needs of these federal grants.

If you are looking for additional funding or need help applying for a grant, please call 800-852-2435 to request a FREE grant writing kit. We can help you apply for the funding your school needs.

Moving with Math[®] programs support the objectives established by the following federal funding sources:

- American Recovery and Reinvestment Act (ARRA)
- Race to the Top
- Title I
- Title II—A Improving Teaching Quality
- Title III—ESL Bilingual Migrant
- Title IV—21st Century Schools
- Special Education (IDEA)
- Supplemental Educational Services
- School Improvement
- Comprehensive School Reform

upcoming exhibits & workshops

April 8–12, 2010—Houston, TX
(NAESP) National Association
of Elementary School Principals
Booth# 1532

April 21–24, 2010—Nashville, TN
(CEC) Council for Exceptional
Children Booth# 540

April 21–24, 2010—San Diego, CA
(NCTM) National Council of
Teachers of Mathematics
Booth#s 1723, 1725, 1727, 1729

Workshops:

Assessment and Hands-On Lessons
to Differentiate Instruction for RTI
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Hands-On Activities and Questions
that Stimulate Number Sense with
Fractions
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Reaching the “I Don’t Know How
to Teach” Students in Algebra
Friday, April 23rd, 3:00pm-4:00pm
Douglas Pavilion C (Hyatt)

April 29–30, 2010—Richmond, VA
(VCMS) Virginia Council of
Mathematics Supervision

May 14, 2010—Flintstone, MD
Maryland Association of
Elementary School Principals

June 21–July 1, 2010—Chicago, IL
(NCSC) National Charter School
Conference Booth# 117

July 15–July 17, 2010—
San Antonio, TX
(CAMT) Conference for the Advance-
ment of Mathematics Teaching

July 18–July 21, 2010—
Las Vegas, NV
National Conference on
Differentiated Instruction
Booth# 117

a message to our **valued customers...**

Welcome to the inaugural issue of the Math Teachers Press’s quarterly newsletter. Our mission is to provide students, teachers, and educators at all levels the best possible tools for teaching math, so that all students will love math and appreciate its importance in the real world. Over the past 29 years, Math Teachers Press has been a leader in the development and publication of curriculum materials designed to reach ALL students.

Our success with summer math began in 1985. Students in Minneapolis were the first to use the *Moving with Math*® program. Students who did not pass the grade level Benchmark test in April attended a mandatory summer school. After these students finished our six-week program, they took the Benchmark retest. In grade 2, 5, and 7, where students were to be held back, between $\frac{1}{3}$ and $\frac{1}{2}$ of the previously non-passing students passed the Benchmark retest and advanced to the next grade. Since then, over 4,000,000 students from hundreds of districts have shown positive achievement gains.

Our *Moving with Math*® Learning System is a research-based, classroom-proven approach to teaching essential math concepts and operations at all grade levels—from Pre-K through High School.

One of our core values is to provide exceptional customer service. We value your input as to what we can do better. As a smaller publisher, we take pride in being able to respond quickly to your needs. Our new newsletter is an important part of this effort. You will always hear a cheerful voice answering your call at 1-800-852-2435.



We thank you for your continued support of *Moving with Math*® and look forward to working closely with you in 2010!

Caryl K. Pierson

yourviewpoint

Your opinion matters. Please let us know what you think about our new newsletter.

email comments to:
karneson@movingwithmath.com