



Welcome Bienvenidos





Course Catalogue of **Monthly Parent and Family Webinars**

*Catálogo de cursos de
Seminarios web mensuales para padres y familias*

**Mathematics: What Parents should Know and
Be Able to do to Help their Students**

***Matemáticas: Lo que los padres deben saber
y ser capaces de hacer para ayudar a
sus estudiantes***

**August 21, 2023
21 de agosto, 2023**

Office of Student, Family and
Community Engagement





Office of Student, Family and
Community Engagement

LAUSD
UNIFIED

Greetings! ¡Saludos!



José Jarquín
Interim Director

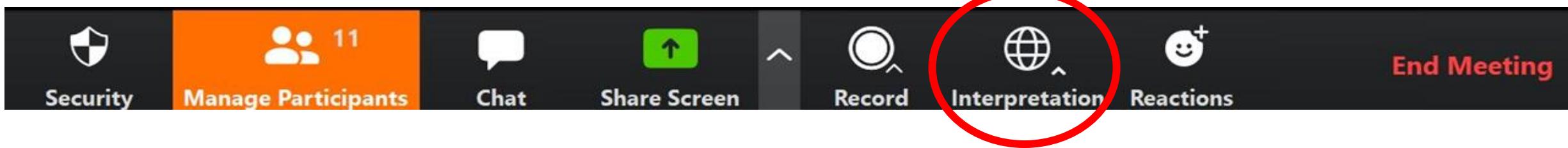


Interpretation Services: laptop or computer

- Click on the globe icon at the bottom of the screen.
- Select the language of preference for you.
- You will engage and listen to the presentation in the language you select.

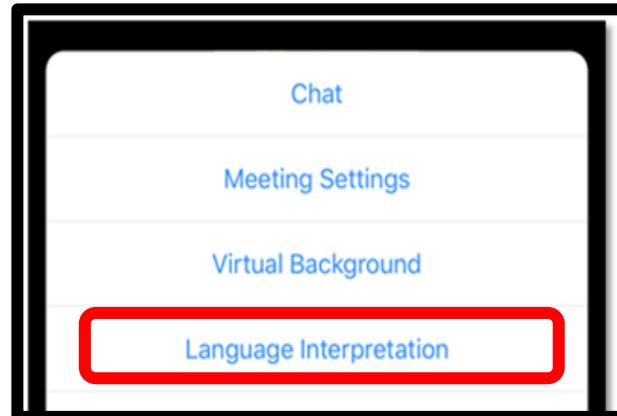
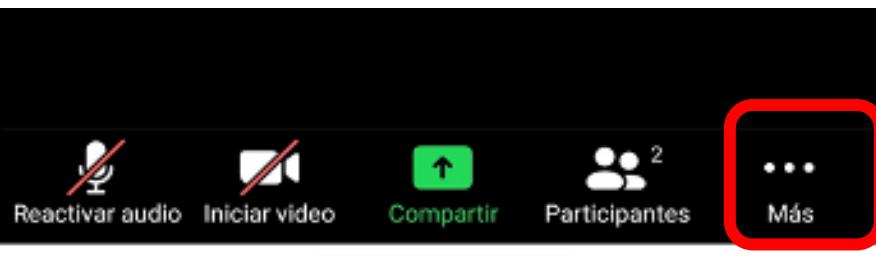
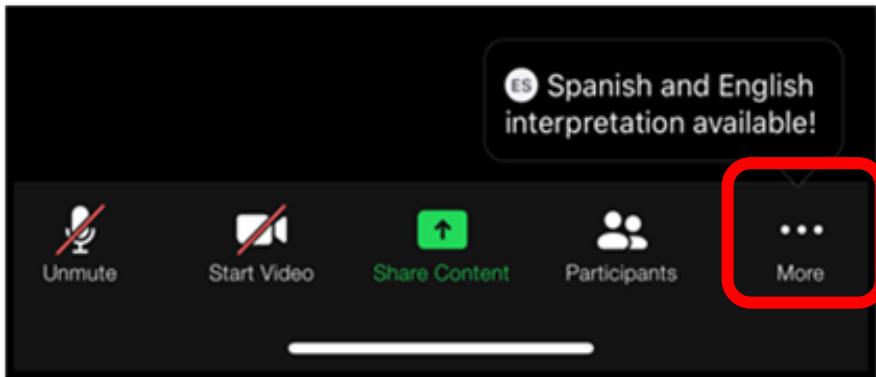
Servicios de interpretación: computadora portátil o de escritorio

- Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
- Seleccione el idioma que le gustaría escuchar.
- Participará y escuchará la presentación en el idioma que seleccione.

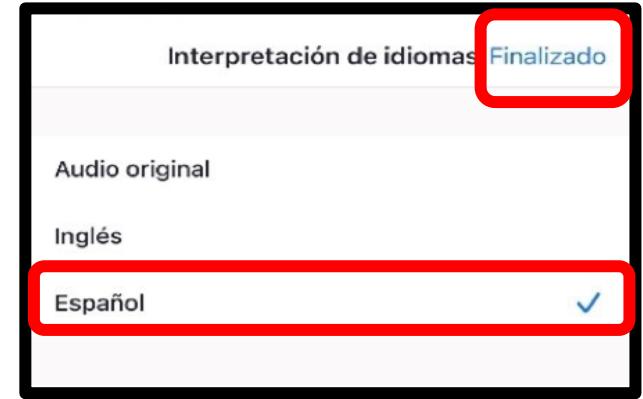




Interpretation services: mobile device



Servicios de interpretación: dispositivo móvil

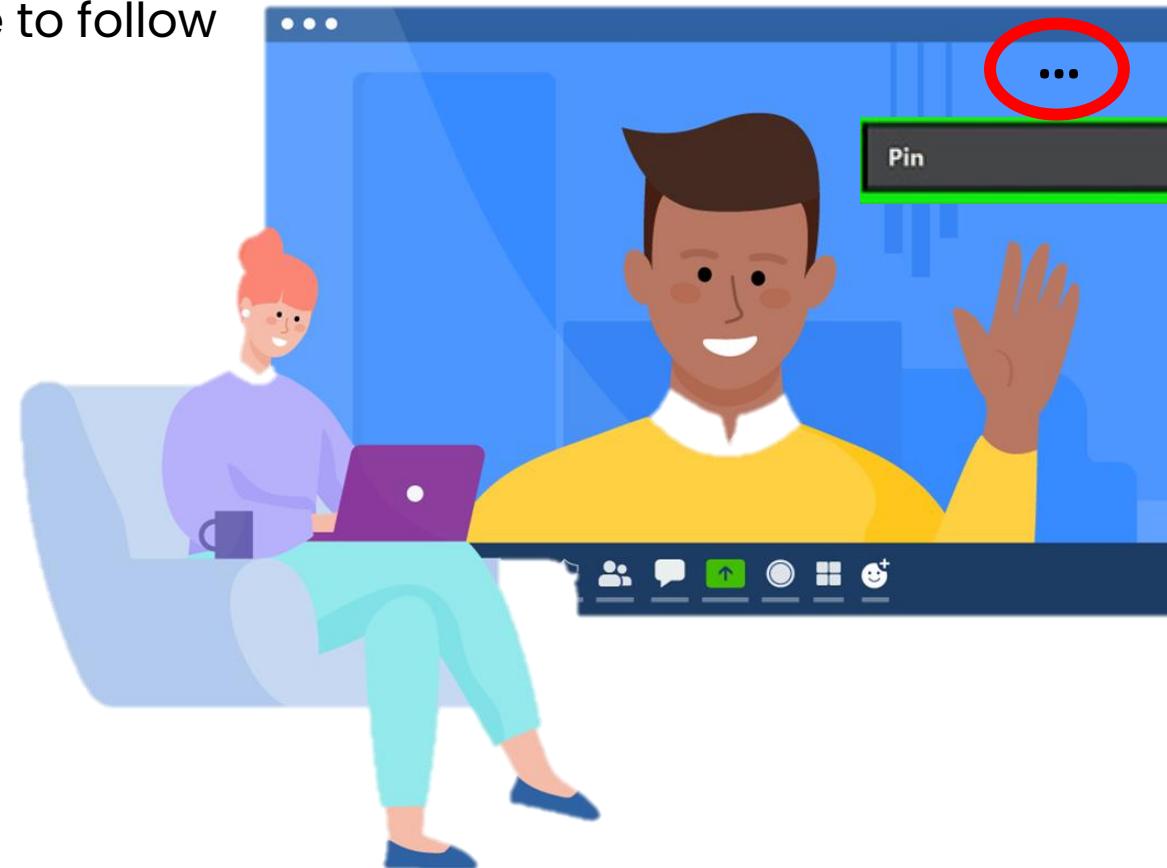




American Sign Language (ASL)

Lenguaje de Señas Americano (ASL, siglas en inglés)

- Hover over the image of our ASL team.
- Click on the three dots.
- Pin the image to follow during the presentation.

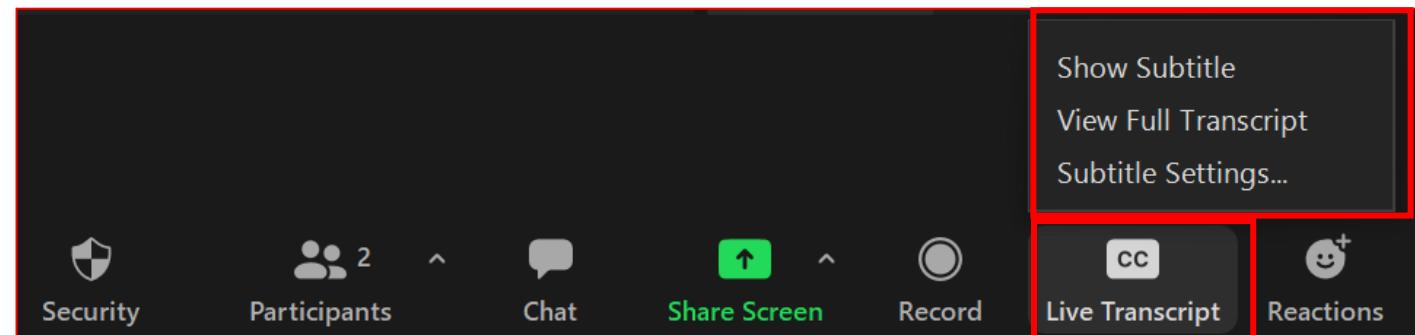


- Coloque el cursor sobre la imagen de nuestro equipo de ASL.
- Haga clic en los tres puntos.
- Fije la imagen haciendo clic sobre Pin para seguir la imagen durante la presentación.



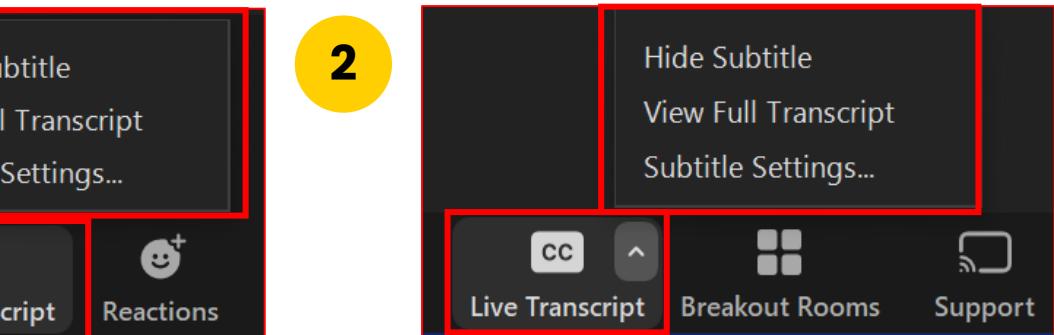
Closed Captioning (cc): laptop or computer

- 1) To enable Closed Captioning:
 - a) Click on **Live Transcript** below CC icon
 - b) Select **Show Subtitle** or **View Full Transcript**
- 2) To disable Closed Captioning: click CC icon and select **Hide Subtitle**



Subtítulos: computadora portátil o de escritorio

- 1) Para activar los subtítulos:
 - a) Haga clic en **Live Transcript** debajo del ícono CC
 - b) Seleccione **Show Subtitle** (mostrar subtítulo) o **View Full Transcript** (transcripción completa)
- 2) Para desactivar los subtítulos: haga clic en el ícono CC y seleccione **Hide Subtitle** (ocultar subtítulo)





Closed Captioning (cc): mobile device

Subtítulos (cc): dispositivo móvil

- 1) Click on the 3 dots
- 2) Click on **Meeting Settings**
- 3) Activate **Closed Captioning**, the click **Done**
- 4) This text will show on your screen
- 5) Captioning is only available in English
- 6) If you don't want CC, go back to Settings and click **Disable Live Transcript**

- 1) Haga clic en los 3 puntos
- 2) Haga clic en **Meeting Settings** (Configuración de la reunión)
- 3) Active **Closed Captioning** (subtítulos), haga clic en **Done** (Listo)
- 4) Este texto aparecerá en tu pantalla.
- 5) Los subtítulos solo están disponibles en inglés
- 6) Si no desea los subtítulos, vuelva a **Settings** (Configuración) y haga click en **Disable Live Transcript**

The figure consists of six screenshots of the Zoom mobile application interface, each numbered 1 through 6:

- Screenshot 1:** Shows the top control bar with icons for Unmute, Start Video, Share Content, Participants (2 people), and More. The 'More' icon is highlighted with a red box and a yellow circle containing the number 1.
- Screenshot 2:** Shows the meeting controls with a red box around the 'Meeting Settings' button, which is highlighted with a yellow circle containing the number 2.
- Screenshot 3:** Shows the 'Meeting Settings' screen. A red box highlights the 'Closed Captioning' toggle switch at the bottom, which is turned on (green). The 'Done' button in the top right corner is also highlighted with a red box and a yellow circle containing the number 3.
- Screenshot 4:** Shows a notification message: "Live Transcription (Closed Captioning) has been enabled" and "Who can see this transcript?". The entire message box is highlighted with a red box and a yellow circle containing the number 4.
- Screenshot 5:** Shows the meeting screen with the text "Hello! Hello! Hello!" displayed in a red box. The top control bar is visible with a yellow circle containing the number 5.
- Screenshot 6:** Shows the meeting controls again. A red box highlights the 'Disable Live Transcript' button, which is highlighted with a yellow circle containing the number 6.

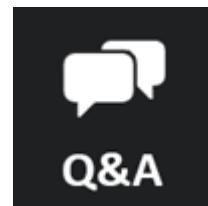


Engaging on this Webinar

Participando en este seminario web

This is a Zoom webinar. Participant microphones are automatically muted and video is off.

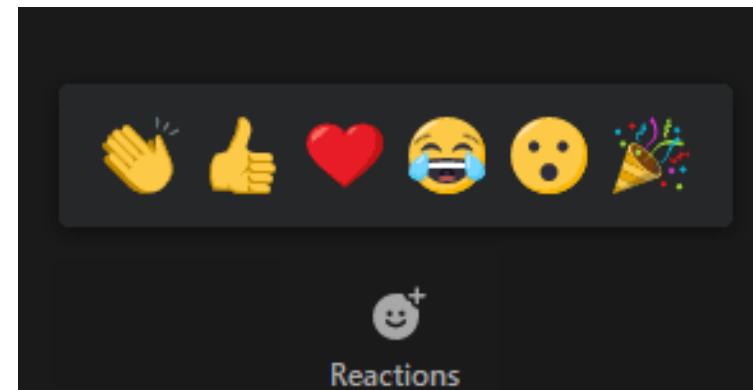
Este es un seminario web o webinario por medio de Zoom. Automáticamente están desactivados los micrófonos de los participantes, al igual que su video.



Ask questions
Haga preguntas



Interact with presenters and share your ideas
Interactúe con los presentadores y comparta sus ideas.



Use the emojis to express your reactions
Utilice los emojis para expresar sus reacciones



Meeting Norms

- 1) We will keep students as a priority.
- 2) We will use online meeting application features to respectfully present questions and comments related to the topic in discussion.
- 3) We believe that we can agree to disagree.



Normas para la reunión

- 1) *Mantendremos a los estudiantes como una prioridad.*
- 2) *Usaremos las funciones de la aplicación de reuniones en línea para presentar respetuosamente preguntas y comentarios relacionados con el tema en discusión.*
- 3) *Creemos que podemos aceptar estar en desacuerdo.*

LAUSD 2022–2026 Strategic Plan

Pillar 3: Engagement and Collaboration

Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students' academic and social-emotional success (Strategic Plan, page 42)

Plan Estratégico de LAUSD 2022–2026

Pilar 3: Participación y Colaboración

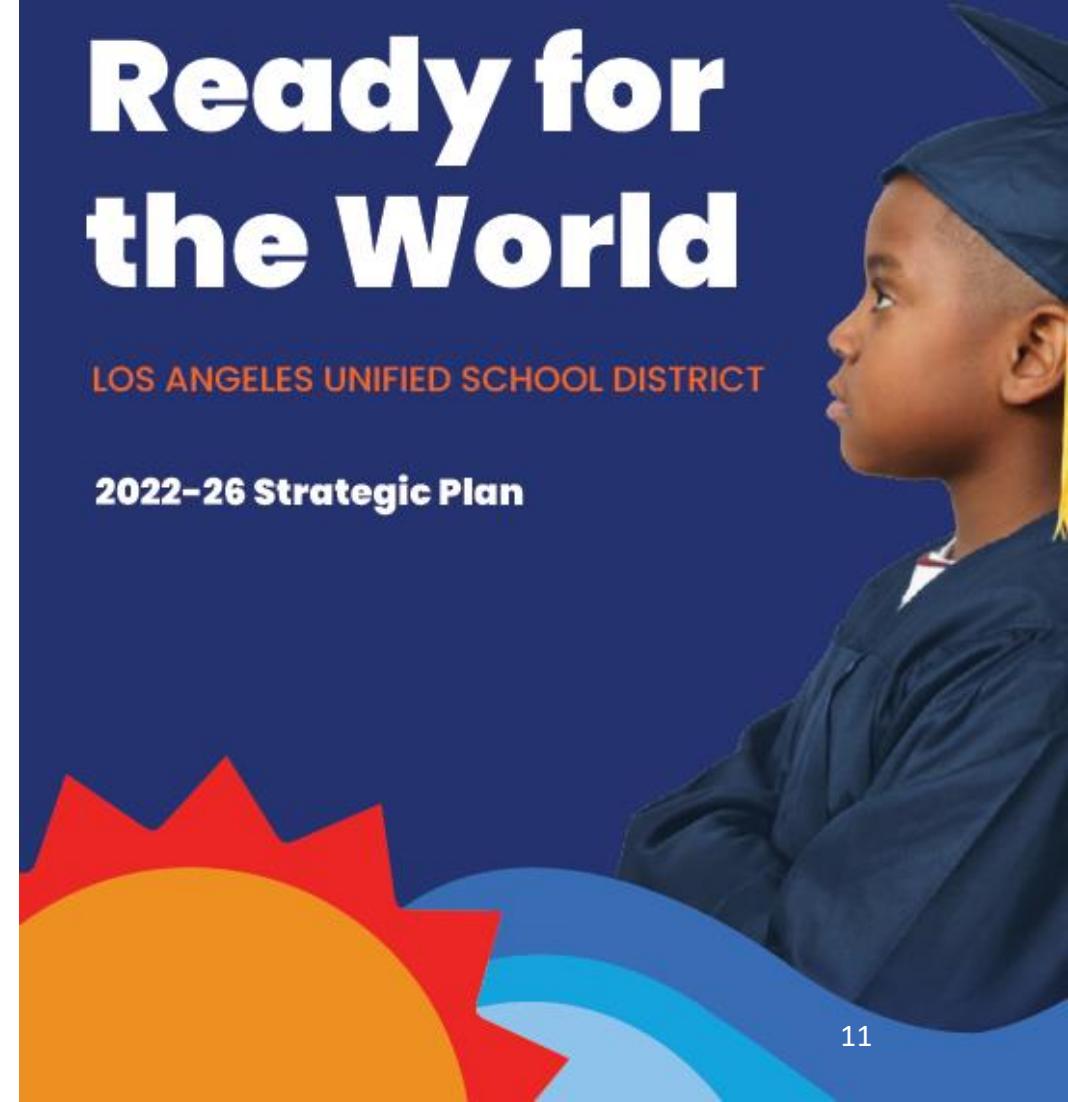
Establecer una Academia para las Familias para dar a las familias las destrezas, información, y oportunidades de redes de comunicación para apoyar el éxito académico y social-emocional de los estudiantes (Plan Estratégico, página 42)



Ready for the World

LOS ANGELES UNIFIED SCHOOL DISTRICT

2022–26 Strategic Plan





Learning Objectives

Objetivos de aprendizaje

1. Understand what students should know and be able to do in math
1. Understand Problem Based Learning Math Structure
1. Math in the Real world and how to see opportunities to see math everywhere

1. *Entender lo que los alumnos deben saber y ser capaces de hacer en matemáticas*
2. *Comprender la estructura del aprendizaje de las matemáticas basado en problemas*
3. *Matemáticas en el mundo real y cómo ver oportunidades para encontrar la matemática en todas partes*

Webinar Staff
Personal del Seminario Web



Natasha Wen
Parent Educator Coach



Dr. Heidi Mahmud
Admin. Coordinator

Division of Instruction

TK-12 Math Coordinator

División de Instrucción

Coordinadora de Matemáticas de TK-12



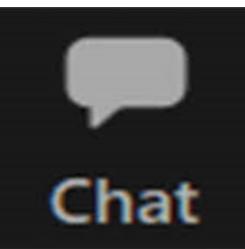
Helen Kim
Elementary Math Coordinator
Division of Instruction

Coordinadora de Matemáticas de Primaria
División de Instrucción



Inclusion Activity

Share in Chat:
What is something you have seen change in how we teach math from how you learned math?



Actividad de integración

Comparta en el chat:
¿Qué es lo que ha visto cambiar en la enseñanza de las matemáticas en relación con la manera en la que usted las aprendió?

LAUSD VISION FOR MATH:

All LAUSD students will identify as mathematicians, see the beauty and joy in mathematics, and use their math knowledge and skills as tools for empowerment and liberation, in service of becoming change agents within their local or global community.

To build this identity, TK-12 Mathematics teachers and leaders in LAUSD will provide opportunities for all students to engage in mathematical discourse, sense making and meaningful problem solving to develop open, inquiring, and demanding minds with the confidence to approach novel situations with adaptability, insight, and creativity.



VISIÓN DE LAUSD PARA LAS MATEMÁTI: CAS:

Todos los estudiantes del LAUSD se identificarán como matemáticos, verán la belleza y la alegría en las matemáticas, y utilizarán sus conocimientos y habilidades de matemáticas como herramientas de empoderamiento y liberación, para servir como agentes de cambio dentro de su comunidad local o global.

Para construir esta identidad, los maestros y líderes de Matemáticas TK-12 en el LAUSD proporcionarán oportunidades para que todos los estudiantes participen en el diálogo de las matemáticas, entender el sentido y resolver problemas significativos para desarrollar mentes abiertas, inquisitivas y exigentes con la confianza para abordar situaciones novedosas con adaptabilidad, visión y creatividad.

Inclusion Activity and Our WHY!

Actividad de integración y nuestro PORQUÉ

Our Why



California Common Core State Standards

Estándares Estatales Básicos Comunes de California

What Your Student Will Learn

Grade-Level Focus

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to "do math" through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels.

In kindergarten through grade two, student learning focuses on the concepts and skills for addition and subtraction with a special emphasis on place value. They will learn different strategies for addition and subtraction and apply them to solving a variety of problems. Students will develop conceptual understandings about addition and subtraction that form the building blocks for later grades. They will be able to explain why a procedure works and why an answer is correct.

Fluency Expectations

Students will also learn to calculate quickly and accurately. This table shows some of the skills students are expected to develop by the end of each grade, which are part of the Standards for Mathematical Content.

Grade	Examples of Fluency Expectations
K	Fluently add and subtract within 5
1	Fluently add and subtract within 10
2	Know from memory all sums of two one-digit numbers Add/subtract within 100 (using strategies)

To help your student learn mathematics:

- Talk with your student about the mathematics you use every day (counting to tell how many things there are, cooking, making decisions, planning a schedule).
- Talk with the teacher about the problem-solving strategies students are learning, and help your student practice them at home.

For more information on the California Common Core State Standards for Mathematics and ideas for helping your student succeed, check out these resources:

- The Common Core Resources Web page is online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.
- The California Common Core State Standards for Mathematics are available online at <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandard-daug2013.pdf>.
- The Mathematics Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/ma/cf/index.asp>.
- Mathematics instruction in Transitional Kindergarten is based on the California Preschool Learning Foundations, which are available online at <http://www.cde.ca.gov/sp/cd/re/pfoundations.asp>.

Kindergarten–Grade Two



What Your Student Will Learn:

California Common Core State Standards for Mathematics

The California Common Core State Standards for Mathematics are based on three major principles: focus, coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and Standards for Mathematical Content—that together define the mathematics students need to understand, know, and be able to do at each grade level.

Produced for the Consortium for the Implementation of the Common Core State Standards under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento County Office of Education.

Lo que su hijo aprenderá

Grade-Level Focus

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to "do math" through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels.

In grades three through five, student learning focuses on the concepts and skills for multiplication and division of whole numbers and understanding fractions. They will learn strategies for using multiplication and division to solve problems. Students will also learn to add, subtract, multiply, and divide fractions using various strategies. They will be able to explain why a procedure works and why an answer is correct.

Fluency Expectations

Students will also learn to calculate quickly and accurately. This table shows some of the skills students are expected to develop by the end of each grade, which are part of the Standards for Mathematical Content.

Grade	Examples of Fluency Expectations
3	Fluently multiply and divide within 100 (using strategies) Know from memory all products of two one-digit numbers
4	Fluently add and subtract multi-digit whole numbers up to 1,000,000 using the standard algorithm
5	Fluently multiply multi-digit numbers using the standard algorithm

To help your student learn mathematics:

- Talk with your student about the mathematics you use every day (using measuring cups, making decisions, planning a schedule).
- Talk with the teacher about the problem-solving strategies students are learning, and help your student practice them at home.

For more information on the California Common Core State Standards for Mathematics and ideas for helping your student succeed, check out these resources:

- The Common Core Resources Web page is online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.
- The California Common Core State Standards for Mathematics are available online at <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandard-daug2013.pdf>.
- The Mathematics Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/ma/cf/index.asp>.

Grades 3–5



What Your Student Will Learn:

California Common Core State Standards for Mathematics

The California Common Core State Standards for Mathematics are based on three major principles: focus, coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and Standards for Mathematical Content—that together define the mathematics students need to understand, know, and be able to do at each grade level.

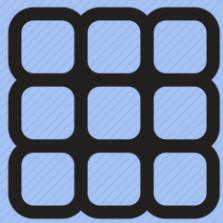
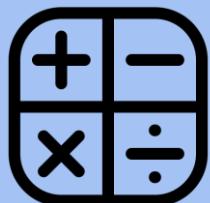
WHAT: 0-3rd Grade/ QUÉ: 0-3er Grado

By the end of third grade, all Los Angeles Unified students will be able to:

Al final del tercer grado, todos los estudiantes del Distrito Unificado de Los Ángeles serán capaces de



- build their concept of numbers, developing an understanding of fractions as numbers. / *desarrollar su concepto de los números, entendiendo que las fracciones son números.*
- learn the concepts behind multiplication and division and up through 100 to solve word problems. / *aprender los conceptos de multiplicación y división hasta 100 para resolver problemas expresados con palabras.*
- make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. / *establecer conexiones entre el concepto de área de un rectángulo y la multiplicación y suma de números enteros.*

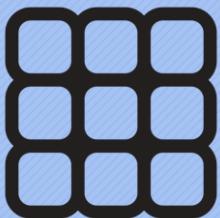
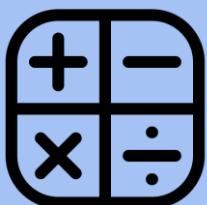


Source/Fuente: [Council of Great City Schools' Parent Roadmap](#)

WHAT: 4-5th Grade / QUÉ: 4to-5to Grado

By the end of fifth grade, all Los Angeles Unified students will be able to:

Al final del quinto grado, todos los estudiantes del Distrito Unificado de Los Ángeles serán capaces de:



- build their understanding of place value systems by working with decimals up to the hundredths place. / *desarrollar su comprensión del sistema del valor de las posiciones al trabajar con decimales hasta el valor centésimo.*
- Add, Subtract, and multiple fractions, including fractions with unlike denominators, / *sumar, restar y multiplicar fracciones, incluidas las fracciones con distintos denominadores,*
- Expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure / *ampliar sus conocimientos de geometría y medición, aprendiendo el concepto de volumen y midiendo el volumen de una figura sólida.*

Source/Fuente: [Council of Great City Schools' Parent Roadmap](#)

Number Sense / Sentido numérico

Number sense is defined as a “good intuition about numbers and their relations. It develops gradually as a result of exploring numbers, visualizing them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms” (Howden, 1989).

When students consider the context of a problem, look at the numbers in a problem, and make a decision about which strategy would be most efficient in each particular problem, they have number sense.

Number sense is the ability to think flexibly between a variety of strategies in context.



El sentido numérico se define como una “buena intuición sobre los números y sus relaciones. Se desarrolla gradualmente como resultado de explorar los números, visualizarlos en una variedad de contextos y relacionarlos de formas que no están limitadas por los algoritmos tradicionales” (Howden, 1989).

Cuando los alumnos consideran el contexto de un problema, observan los números que lo componen y toman una decisión sobre qué estrategia sería más eficaz en cada problema concreto, han adquirido sentido numérico.

El sentido numérico es la capacidad de pensar con flexibilidad entre una variedad de estrategias en un contexto.

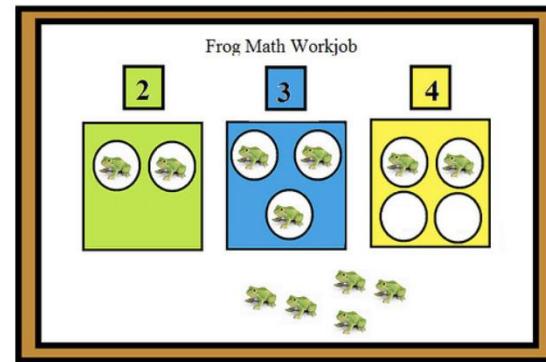
What is number sense? / ¿Qué es el sentido numérico?



Verbal Counting
Contar verbalmente



Cardinality
 Cardinalidad



One to one correspondence
Correspondencia individual



Subtitizing
 Identificación instantánea

How do we develop strong Number Sense at school? ¿Cómo desarrollamos el sólido sentido numérico en la escuela?



Preguntarse

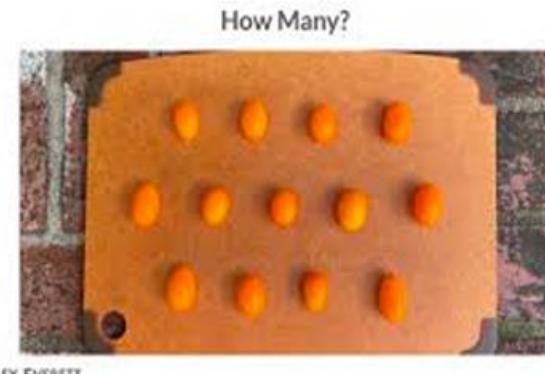
Which one doesn't belong?
¿Cuál no pertenece?

Which one doesn't belong?

A			$4 + 1$
B			
C			
D			



How many do you see?
¿Cuántos ves?



Choral Counting
Contar a coro

5	10	5	20
25	30	35	40
45	50	55	60
65	70	75	80
85	90	95	100

Ways to make a number?
¿Cómo se forma un número?

<input type="text"/>	$+$	<input type="text"/>	$=$	4
<input type="text"/>	$+$	<input type="text"/>	$=$	4
3		1	0	4



Notar

Number Sense

Number sense is defined as a “good intuition about numbers and their relations. It develops gradually as a result of exploring numbers, visualizing them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms” (Howden, 1989).

When students consider the context of a problem, look at the numbers in a problem, and make a decision about which strategy would be most efficient in each particular problem, they have number sense.

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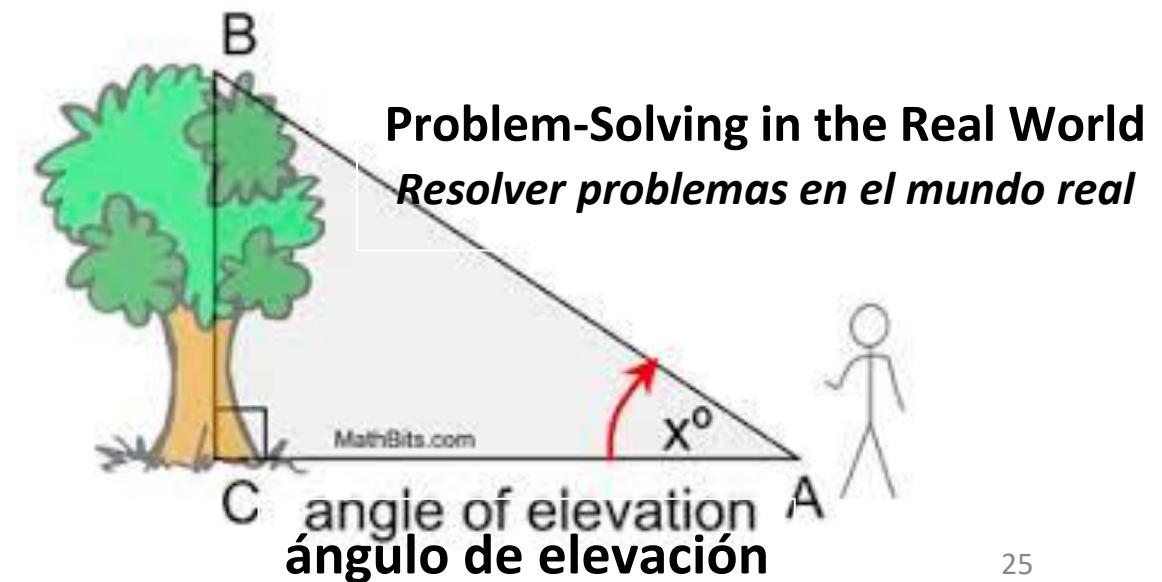
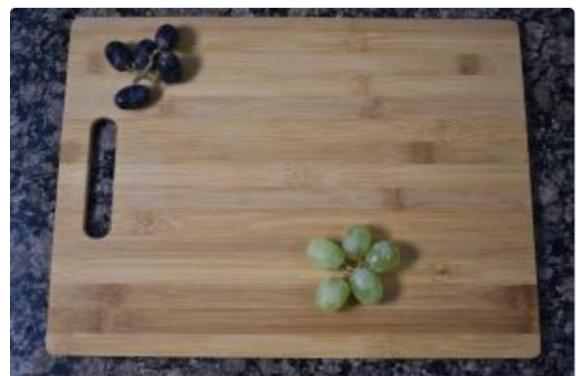
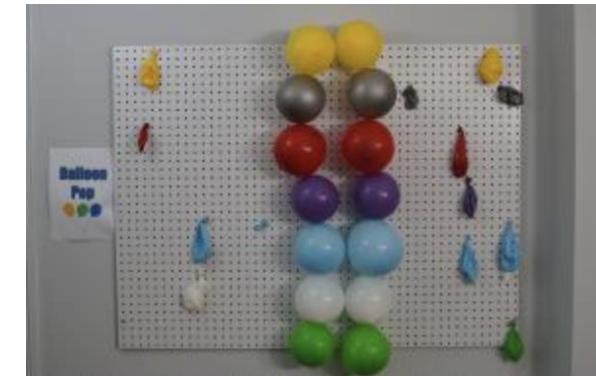
El sentido numérico se define como una “buena intuición sobre los números y sus relaciones. Se desarrolla gradualmente como resultado de explorar los números, visualizarlos en una variedad de contextos y relacionarlos de formas que no están limitadas por los algoritmos tradicionales” (Howden, 1989).

Cuando los alumnos consideran el contexto de un problema, observan los números que lo componen y toman una decisión sobre qué estrategia sería más eficaz en cada problema concreto, han adquirido sentido numérico.

El sentido numérico es la capacidad de pensar con flexibilidad entre una variedad de estrategias en un contexto.

Math in the Real World: Context Matters!

Matemáticas en el mundo real: El contexto importa



Developing a Strong Number Sense Routines at Home

Rutinas para desarrollar el sólido sentido numérico en casa



What do you see?
 How do you see it?
 ¿Qué ves?
 ¿Cómo lo veas?



How do you see it?
 I wonder how many
 there are?
 ¿Cómo lo ves?
 Me pregunto
 cuántos hay.



Preguntarse



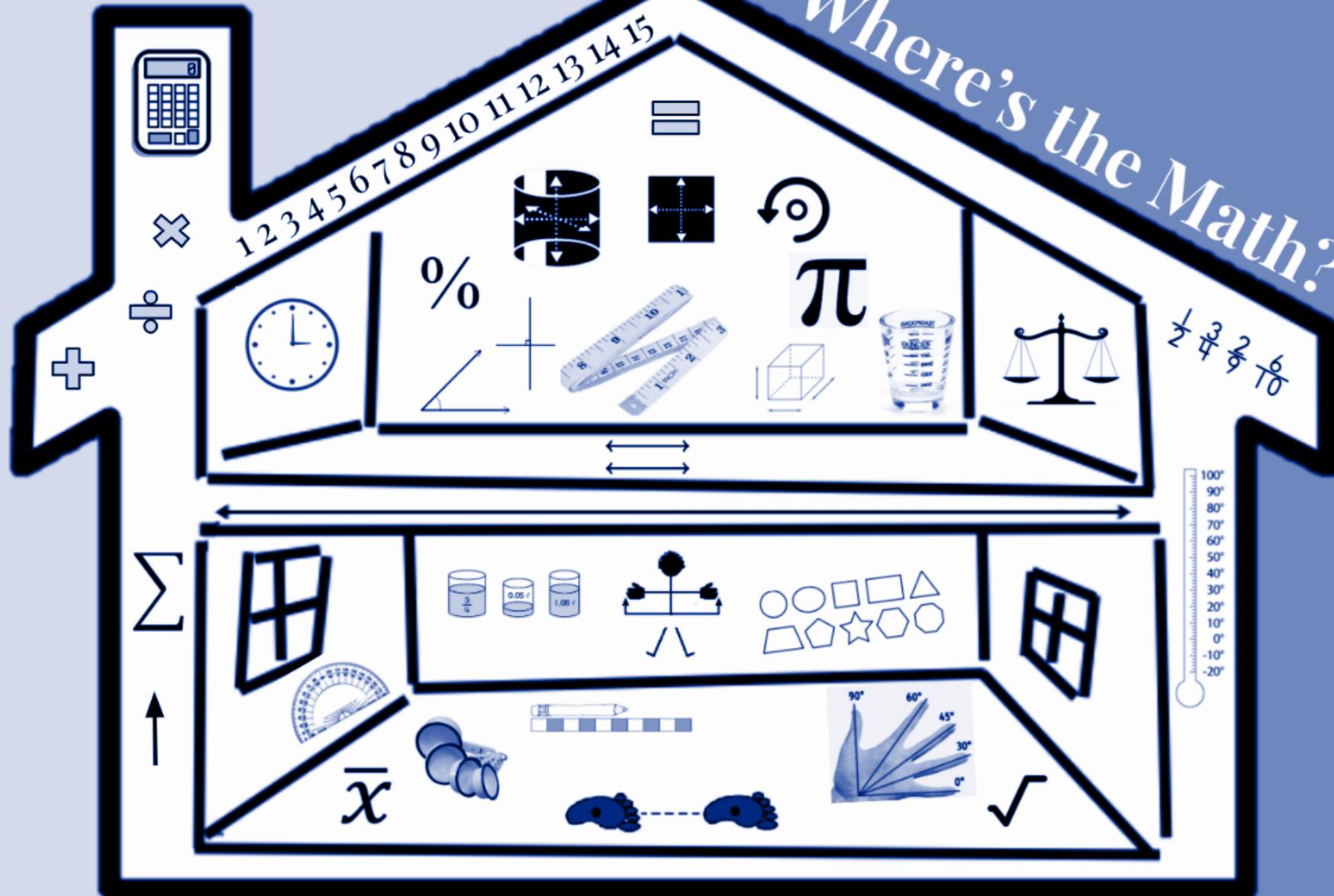
math
belongs
bed

Questions to Ask when they get home from school /
Preguntas para cuando lleguen a casa de la escuela

What do you notice? / ¿Qué notas?
 How do you see it? / ¿Cómo lo ves?
 How would you describe it? / ¿Cómo lo describirías?
 How might you count it? / ¿Cómo podrías contar lo?
 How did you know that? / ¿Cómo lo sabes?
 Where have you seen this pattern before? / ¿Dónde has visto este patrón antes?



Where's the Math?



What success looks like at the end of the year? ¿Qué aspecto tiene el éxito al final del año?

Kindergarten *Su hijo(a) de kindergarten:*



Can your kindergartner add and subtract?



¿Puede sumar y restar?

Habilidades de matemáticas

Does your kindergartner really understand addition and subtraction?

Can your kindergartner solve simple word problems?



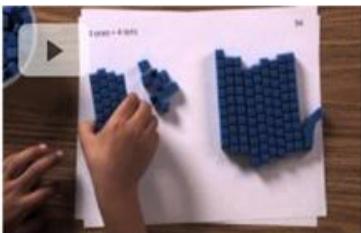
¿Puede resolver problemas simples de palabras?

Problemas del mundo real

¿Realmente entiende la suma y la resta?

Conceptos de matemáticas

1st grade *Su hijo(a) de 1º grado:*



How easily does your 1st grader add and subtract?



¿Puede sumar y restar fácilmente?

Habilidades de matemáticas

Does your 1st grader understand the tens and ones places?



¿Entiende realmente las decenas y centenas?

Conceptos de matemáticas

Can your 1st grader tackle word problems?



¿Puede entender los problemas de palabras?

Problemas del mundo real

3rd grade *Su hijo(a) de 3º grado:*



Does your 3rd grader multiply and divide within 100?



¿Puede multiplicar y dividir números de 100?

Habilidades de matemáticas

Does your 3rd grader understand what division means?



¿Entiende lo que significa la división?

Conceptos de matemáticas

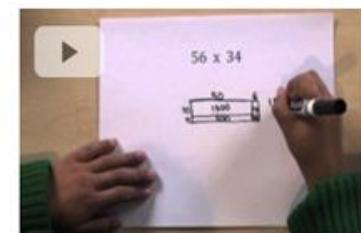
Can your 3rd grader do word problems with multiplication and division?



¿Puede resolver problemas de palabras con multiplicación y división?

Problemas del mundo real

4th grade *Su hijo(a) de 4º grado:*



Does your 4th grader multiply 2 digit numbers?



¿Puede multiplicar y dividir números de 2 cifras?

Habilidades de matemáticas

Does your 4th grader understand how to compare fractions?



¿Entiende cómo comparar las fracciones?

Conceptos de matemáticas

Can your 4th grader do word problems with fractions?



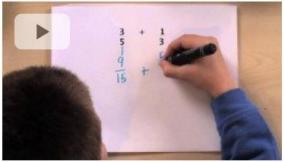
¿Puede resolver problemas con fracciones?

Problemas del mundo real

What success looks like at the end of the year? ¿Qué aspecto tiene el éxito al final del año?

Parents Supporting Mathematics Learning Videos Videos de padres que apoyan el aprendizaje de las matemáticas

5th grade



Does your 5th grader add and subtract fractions with different denominators?

Math skills



Does your 5th grader have a deep understanding of multiplication?

Math concepts



Can your 5th grader estimate the answer to word problems?

Real world problems

6th grade



Can your 6th grader find equivalent ratios?

Math skills



Does your 6th grader understand ratios?

Math concepts



Can your 6th grader solve word problems with ratios?

Real world problems

Common Core Expained in 3 mins Common Core explicado en 3 minutos

32 - 12 =

$$\begin{array}{r} 12 + 3 \\ \hline 15 \\ 15 + 5 \\ \hline 20 \\ 20 + 10 \\ \hline 30 \\ 30 + 2 \\ \hline 32 \\ 20 = \text{answer} \end{array}$$

COMMON CORE SUBTRACTION
THE "NEW METHOD" EXPLAINED

Math

Math shapes the world around us in fascinating ways. It's more than just counting or adding or memorizing math facts. When parents help kids explore everyday math — at home, at the store, in the park and at play — we help our children begin to think like creative, curious mathematicians.

ADDITION / SUBTRACTION GAMES

- Push Your Luck**
Step up and spin the wheel!
- Math Clash**
Ready, set... clash!
- Darts**
Test your aim in online multiplayer!
- Sudoku**
Fill in the spaces with the right numbers.
- Calculate This!**
Crunch numbers to collect coins.
- 2048**
Add like numbers to win this one. Can you make 2048?
- Plus 10**
Remove blocks by adding them up!
- Sum Blocks**
Use the overlapping area to hit the target sums!
- Math Duck**
Can you quack the equation?

Math Games and Resources

Juegos y recursos de matemáticas



<https://www.mathgames.com/>



<https://www.coolmathgames.com/>

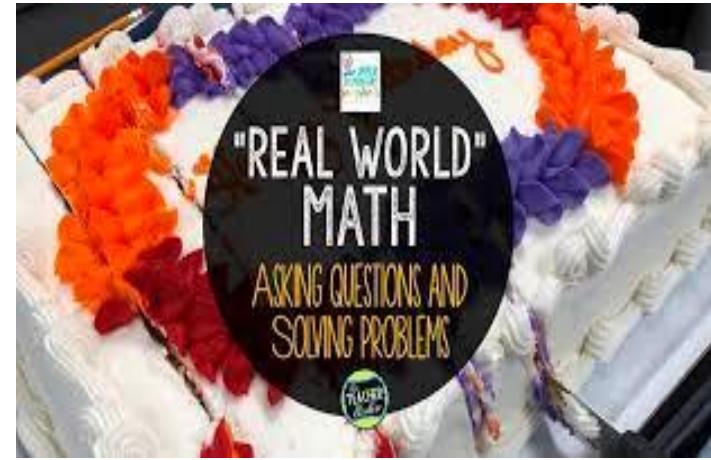


<https://pbskids.org/games/math>



<https://www.mathlearningcenter.org/apps>

The screenshot shows a grid of 12 math-related items. Some are interactive games like 'Pattern Shapes' (with a hand cursor), 'Fluency Practice' (with a hand cursor), 'Find Patterns' (with a hand cursor), and 'Mobiles Puzzles' (with a hand cursor). Others are books or stories to be read aloud, such as 'ADA TWIST, SCIENTIST', 'ROBOTS REVERE, ENGINEER', 'Scientists Use Math Read Aloud', and 'Engineers Use Math Read Aloud'. There are also puzzles like 'Who Am I? Puzzles' (with a hand cursor) and 'Coin Bubble' (with a hand cursor).



This page from Math Milestones for Grade 1 contains several math problems:

- 1.1 Lions at a water hole: 10 lions were at the water hole. 4 lions joined them. Then 3 more lions joined. How many lions were at the water hole after that?
- 1.2 True or false?: 6 tens + 4 ones < 4 ones + 7 tens
7 ones + 5 tens = _____
- 1.3 Using a paper clip as a unit of length, draw a straight line 7 units long.
- 1.4 Our class watched the weather for 21 days. On a chart, we marked each day as one of three kinds: sunny, cloudy, or rainy.
- 1.5 Tyler has 6 more grapes than Zoey. Zoey has 8 grapes. How many grapes does Tyler have?
Equation model: _____
Answer: Tyler has _____ grapes.
- 1.6 I have 24 straws in a jar. I have 30 straws in a bag. How many straws do I have?
- 1.7 If the class works hard, our teacher will put a marble in a jar. We will have a party when there are 10 marbles in the jar. Today there are 6 marbles in the jar. How many marbles do we need for a party?
- 1.8 90 - 40 = _____
9 apples - 4 apples = _____
9 cups - 4 cups = _____
9 tens - 4 tens = _____
- 1.9 Write the missing numbers.
4 + 5 = _____ 7 - 4 = _____
10 - 8 = _____ 2 + 6 = _____
4 + _____ = 10 7 + _____ = 10
- 1.10 Write the sum. $\frac{37}{+ 46}$
- 1.11 Write the missing numbers. Tell how you got the answers.
 $8 + 5 = \underline{\hspace{2cm}} + 2$
 $13 - 4 = \underline{\hspace{2cm}} - 5 = 4$
 $7 + 4 + 10 + \underline{\hspace{2cm}} = 12$
- 1.12 Grace tried to blow out 15 candles on her birthday cake. Grace blew out 9 candles. How many candles are still lit?
Equation model: _____
Answer: _____ candles are still lit.
- 1.13 When I fell asleep last night, there were 8 icicles outside my window. When I woke up this morning, there were 3 icicles. How many icicles fell while I slept?
- 1.14 One statement below is false. Find the false statement. How did you decide?

A square can be created using triangles like this one.
None of these are squares.

STUDENT
STUDENT
PARENT
PARENT

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[Grade K Math Milestones](#)

[Grade 1 Math Milestones](#)

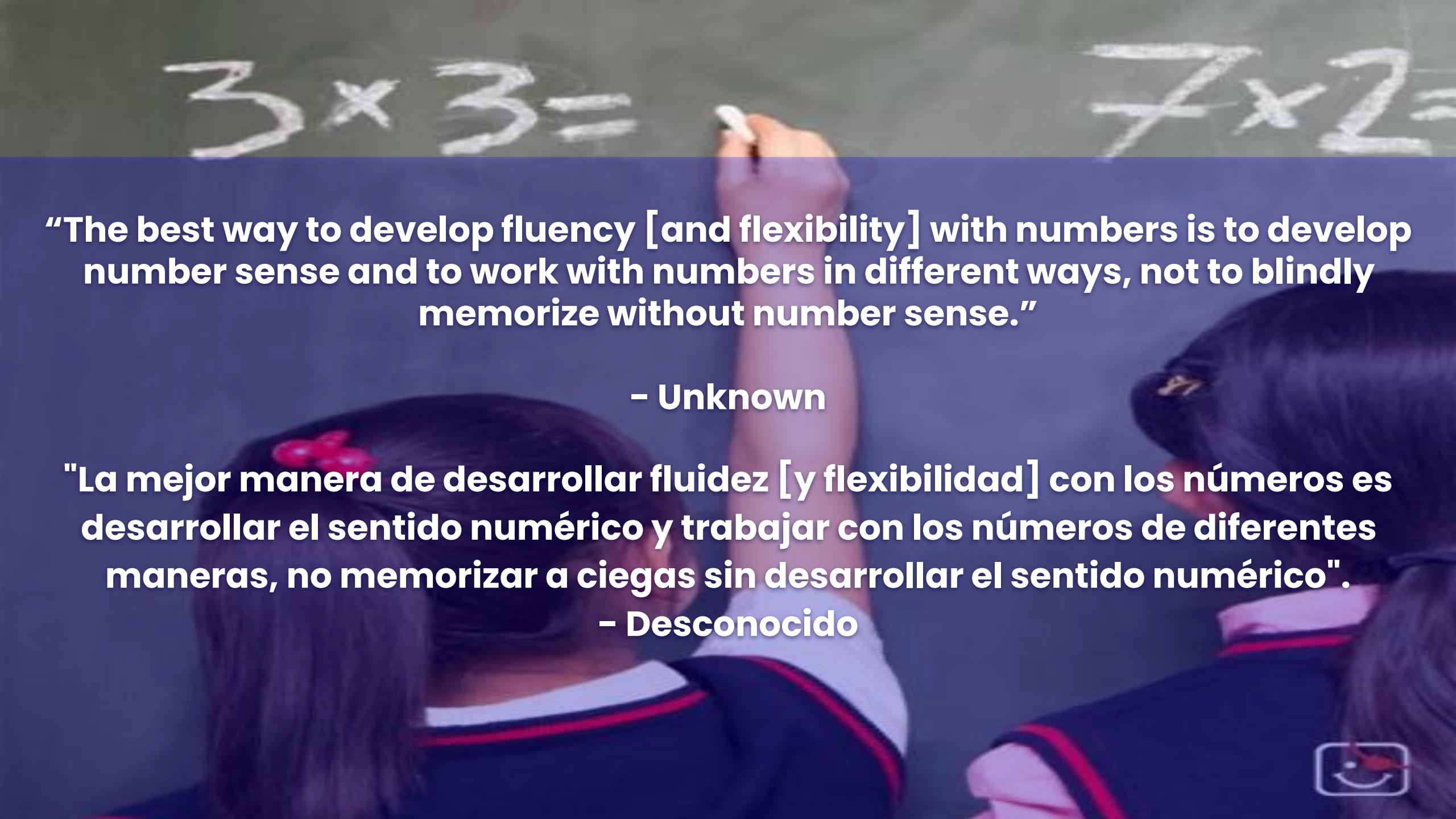
[Grade 2 Math Milestones](#)

[Grade 3 Math Milestones](#)

[Grade 4 Math Milestones](#)

[Grade 5 Math Milestones](#)

[Grade 6 Math Milestones](#)

A photograph of a teacher's hands writing multiplication equations on a chalkboard. In the top left, '3x3=' is written in white chalk. In the top right, '7x2=' is written. The teacher is wearing a dark blue polo shirt with red and white stripes on the collar.

"The best way to develop fluency [and flexibility] with numbers is to develop number sense and to work with numbers in different ways, not to blindly memorize without number sense."

- Unknown

"La mejor manera de desarrollar fluidez [y flexibilidad] con los números es desarrollar el sentido numérico y trabajar con los números de diferentes maneras, no memorizar a ciegas sin desarrollar el sentido numérico".

- Desconocido



**What
questions
might you
have?**



**¿Alguna
pregunta que
pueda tener?**

Division of Instruction

TK-12 Math Coordinators

División de Instrucción

Coordinadores de Matemáticas TK-12



Firoza Kanji
Coordinator, Secondary Math
Division of Instruction

Coordinadora de Matemáticas de Secundaria
División de Instrucción



Philip Ogbuehi
Coordinator, Secondary Math
Division of Instruction

Coordinador de Matemáticas de Secundaria
División de Instrucción

What are the Opportunities to discuss mathematics at home?



¿Qué oportunidades tenemos en casa para conversar sobre matemáticas?

We believe **ALL** students... Creemos que **TODOS** los estudiantes...

have brilliant mathematical ideas

tienen ideas matemáticas brillantes

puede entender y resolver problemas

can make sense of and solve problems



have experiences and ideas that are valuable

tienen experiencias e ideas que son valiosas

can learn grade-level mathematics

pueden aprender las matemáticas de nivel de grado

Do our students share these beliefs about their mathematical abilities?

¿Comparten nuestros estudiantes estas creencias sobre sus capacidades matemáticas?

Student Voice / Voz de los estudiantes



Turn
and
TALK

Why do we study mathematics in school? ¿Por qué estudiamos matemáticas en la escuela?



Because all the calculators might run out of batteries or something. / Porque todas las calculadoras podrían quedarse sin pilas o algo así.

Because when you grow up you couldn't tell if you are rich or not. / Porque cuando seas grande no sabrás si eres rico o no.

Because what would you do with your check from work when you grow up? / Porque, ¿qué harías con tu cheque del trabajo cuando seas grande?

Because you have to count if you want to be an astronaut like 10...9...8..blast off. Porque si quieres ser astronauta tienes que contar 10...9...8... despegar.

Because my teacher could get sued if we don't. That's what she said. Any subject we don't know - Wham! She gets sued and she's already poor. / Porque podrían demandar a mi maestra si no aprendemos. Eso es lo que ella dijo. Cualquier materia que no sepamos... ¡Zas! La demandan y ella ya es pobre.



Growth Mindset / Mentalidad de crecimiento

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."

Carol Dweck

"En una mentalidad de crecimiento, las personas creen que sus capacidades más básicas pueden desarrollarse mediante la dedicación y el trabajo duro: el cerebro y el talento son sólo el punto de partida. Este punto de vista crea un amor por el aprendizaje y una resiliencia que son esenciales para alcanzar grandes logros."

Carol Dweck

Building Math Identities for Students in LAUSD / Desarrollar la identidad matemática de los estudiantes del LAUSD



An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Use equivalent fractions as a strategy to add and subtract fractions	Analyze proportional relationships and use them to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand place value	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Use place value understanding and properties of operations to perform multidigit arithmetic	Apply and extend previous understandings of numbers to the system of rational numbers	Analyze and solve linear equations and pairs of simultaneous linear equations	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Add and subtract within 20	Use place value understanding and properties of operations to add and subtract	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio reasoning to solve problems	Use properties of operations to generate equivalent expressions	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Work with addition and subtraction equations	Measure and estimate lengths in standard units	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Apply and extend previous understandings of arithmetic to algebraic expressions	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Use functions to model relationships between quantities
Work with numbers 11–19 to gain foundations for place value	Extend the counting sequence	Relate addition and subtraction to length	Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Reason about and solve one-variable equations and inequalities	Graph points in the coordinate plane to solve real-world and mathematical problems*	Represent and analyze quantitative relationships between dependent and independent variables	
Work with numbers 11–19 to gain foundations for place value	Understand place value	Use place value understanding and properties of operations to add and subtract	Geometric measurement: understand concepts of area and relate area to multiplication and to addition					
Work with numbers 11–19 to gain foundations for place value	Measure lengths indirectly and by iterating length units							

* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.

** Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.

WHAT? 6th Grade

By the end of 6th grade, all LAUSD students will be able to:

Grade 6

- **RP.A** Understand ratio concepts and use ratio reasoning to solve problems.
- **NS.A** Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- **NS.C** Apply and extend previous understandings of numbers to the system of rational numbers.
- **EE.A** Apply and extend previous understandings of arithmetic to algebraic expressions.
- **EE. B** Reason about and solve one-variable equations and inequalities.
- **EE. C** Represent and analyze quantitative relationships between dependent and independent variables.

¿QUÉ? 6º Grado

Al final del 6º. grado, todos los estudiantes del LAUSD serán capaces de:

6º Grado

- **RP.A** Comprender los conceptos de proporción y utilizar el razonamiento de proporción para resolver problemas.
- **NS.A** Aplicar y ampliar conocimientos previos de multiplicación y división para dividir fracciones entre fracciones.
- **NS.C** Aplicar y ampliar los conocimientos previos sobre números al sistema de números racionales.
- **EE.A** Aplicar y ampliar los conocimientos previos de aritmética a las expresiones algebraicas.
- **EE. B** Razonar y resolver ecuaciones y desigualdades de una variable..
- **EE. C** Representar y analizar relaciones cuantitativas entre variables dependientes e independientes.

WHAT? 7th Grade

By the end of 7th grade, all LAUSD students will be able to:

Grade 7

- **RP.A** Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **NS.A** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- **EE.A** Use properties of operations to generate equivalent expressions.
- **EE. B** Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

¿QUÉ? 7º Grado

Al final del 7º. grado, todos los estudiantes del LAUSD serán capaces de:

7º Grado

- **RP.A** Analizar relaciones proporcionales y utilizarlas para resolver problemas de matemáticas y de la vida real.
- **NS.A** Aplicar y ampliar conocimientos previos sobre operaciones con fracciones para sumar, restar, multiplicar y dividir números racionales.
- **EE.A** Utilizar las propiedades de las operaciones para generar expresiones equivalentes.
- **EE. B** Resolver problemas de matemáticas y de la vida real utilizando expresiones y ecuaciones numéricas y algebraicas.

WHAT? 8th Grade

By the end of 8th grade, all LAUSD students will be able to:

Grade 8

- **EE.A** Work with radicals and integer exponents.
- **EE.B** Understand the connections between proportional relationships, lines, and linear equations.
- **EE.C** Analyze and solve linear equations and pairs of simultaneous linear equations.
- **F.A** Define, evaluate, and compare functions.
- **F.B** Use functions to model relationships between quantities.
- **G.A** Understand congruence and similarity using physical models, transparencies, or geometry software.
- **G.B** Understand and apply the Pythagorean Theorem.

¿QUÉ? 8º Grado

Al final del 8º. grado, todos los estudiantes del LAUSD serán capaces de:

8º Grado

- **EE.A** Trabajar con radicales y exponentes enteros.
- **EE.B** Comprender las conexiones entre relaciones proporcionales, rectas y ecuaciones lineales..
- **EE.C** Analizar y resolver ecuaciones lineales y pares de ecuaciones lineales simultáneas.
- **F.A** Definir, evaluar y comparar funciones.
- **F.B** Usar las funciones para modelar las relaciones entre cantidades.
- **G.A** Comprender la congruencia y la semejanza utilizando modelos físicos, transparencias o programas informáticos de geometría.
- **G.B** Entender y aplicar el Teorema de Pitágoras.

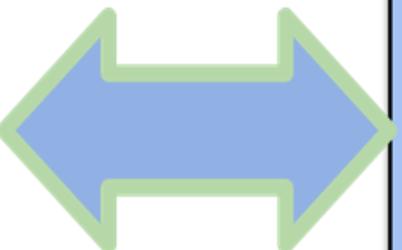
Common Core Standards for Mathematics

Estándares de Common Core para Matemáticas

(CCSSM)



Standards for Mathematical Content
Estándares para el contenido de matemáticas
WHAT / QUÉ
deberían *aprender* y *entender* los estudiantes



Standards for Mathematical Practice
Estándares para la práctica de matemáticas
HOW / CÓMO
los estudiantes *participarán* y *entenderán*

Structuring the Standards for Mathematical Practice

OVERARCHING HABITS OF MIND OF MATHEMATICAL THINKERS

1. Make sense of problems and persevere in solving them
6. Attend to precision

REASONING AND EXPLAINING

2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others

MODELING AND USING TOOLS

4. Model with mathematics
5. Use appropriate tools strategically

SEEING STRUCTURE AND GENERALIZING

7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Estructuración de los estándares para la práctica matemática

HÁBITOS MENTALES GENERALES DE LOS PENSADORES MATEMÁTICOS

1. Encontrar sentido a los problemas y perseverar para resolverlos
6. Prestar atención a la precisión

RAZONAR Y EXPLICAR

2. Razonar abstracta y cuantitativamente
3. Construir argumentos viables y criticar el razonamiento de otros

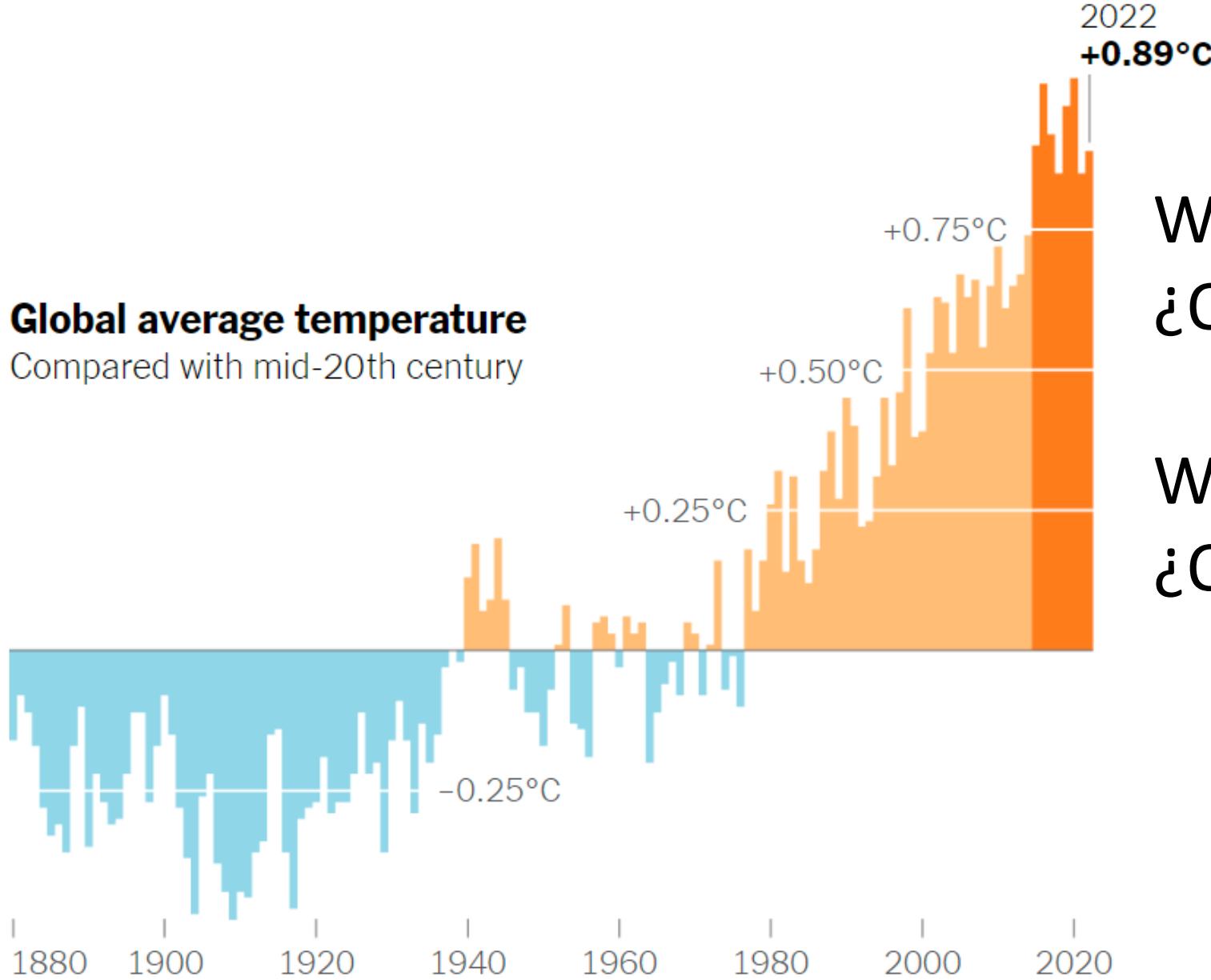
MODELAR Y USAR HERRAMIENTAS

4. Hacer modelos matemáticos
5. Utilizar estratégicamente las herramientas adecuadas

VER LA ESTRUCTURA Y GENERALIZAR

7. Buscar y utilizar la estructura
8. Buscar y expresar regularidad en razonamientos repetidos

02:00



What do you notice?
¿Qué notas?

What do you wonder?
¿Qué te preguntas?

WHAT? High School

By the end of 11th grade, all Los Angeles Unified students will be able to:

High School

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.

¿QUÉ? Escuela Preparatoria

Al final del 11º grado, todos los estudiantes del Distrito Unificado de Los Ángeles serán capaces de:

Escuela Preparatoria

- Interpretar la estructura de las expresiones.
- Escribir expresiones en formas equivalentes para resolver problemas.
- Realizar operaciones aritméticas con polinomios.
- Crear ecuaciones que describan números o relaciones.
- Entender la resolución de las ecuaciones como un proceso de razonamiento y explicar dicho razonamiento.
- Resolver ecuaciones y desigualdades en una variable.
- Representar y resolver gráficamente ecuaciones y desigualdades.
- Comprender el concepto de función y utilizar las notaciones de las funciones.
- Interpretar las funciones que surgen en las aplicaciones en función de un contexto.
- Analizar funciones utilizando diferentes representaciones.
- Construir una función que modele una relación entre dos cantidades.

Focus strongly where the standards focus

Firme enfoque en lo que se centran los estándares

Content from CCSSM Widely Applicable as Prerequisites for a Range of College Majors, Postsecondary Programs and Careers*

This table¹ lists clusters and standards with relatively wide applicability across a range of postsecondary work. Table 1 is a **subset** of the material students must study to be college and career ready (CCSSM, pp. 57, 84). Curricular materials, instruction, and assessment must give especially careful treatment to the domains, clusters, and standards in Table 1, including their interconnections and their applications—amounting to a majority of students' time.

Number and Quantity	Algebra	Functions	Geometry	Statistics and Probability	Applying Key Takeaways from Grades 6–8**
<p>N-RN, Real Numbers: Both clusters in this domain contain widely applicable prerequisites.</p> <p>N-Q*, Quantities: Every standard in this domain is a widely applicable prerequisite. Note, this domain is especially important in the high school content standards overall as a widely applicable prerequisite.</p>	<p>Every domain in this category contains widely applicable prerequisites.^o</p> <p>Note, the A-SSE domain is especially important in the high school content standards overall as a widely applicable prerequisite.</p>	<p>F-IF, Interpreting Functions: Every cluster in this domain contains widely applicable prerequisites.^o</p> <p>Additionally, standards F-BF.1 and F-LE.1 are relatively important within this category as widely applicable prerequisites.</p>	<p>The following standards and clusters are relatively important within this category as widely applicable prerequisites:</p> <p>G-CO.1 G-CO.9 G-CO.10 G-SRT.B G-SRT.C</p> <p>Note, the above standards in turn have learning prerequisites within the Geometry category, including:</p> <p>G-CO.A G-CO.B G-SRT.A</p>	<p>The following standards are relatively important within this category as widely applicable prerequisites:</p> <p>S-ID.2 S-ID.7 S-IC.1</p> <p>Note, the above standards in turn have learning prerequisites within 6-8.SP.</p>	<p>Solving problems at a level of sophistication appropriate to high school by:</p> <ul style="list-style-type: none">• Applying ratios and proportional relationships.• Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m³, acre-feet, etc.).• Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem.• Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic.• Applying concepts and skills of basic statistics and probability (see 6-8.SP).• Performing rational number arithmetic fluently.

New (2023) Math Framework / Nuevo marco de matemáticas (2023)

“This framework provides strategies to challenge, engage, and support all students in deep and relevant math learning by building on successful approaches used in nations that produce high and equitable achievement in math,. . . This framework provides teachers and schools with a path to greater excellence with greater equity.”

“Este marco proporciona estrategias para desafiar, comprometer y apoyar a todos los estudiantes en el aprendizaje profundo y relevante de las matemáticas, basándose en enfoques exitosos utilizados en las naciones que producen un rendimiento alto y equitativo en matemáticas. . . Este marco proporciona a los maestros y las escuelas un camino hacia una mayor excelencia con mayor equidad”.

State Board President Linda Darling-Hammond

Linda Darling-Hammond, Presidenta de la Junta Estatal

How? #1 Curriculum - Middle School

Core Curriculum	Supplemental Resources
<p>Illustrative Mathematics</p> <ul style="list-style-type: none">• Aligned to the California Common Core Standards• Meets College & Career Readiness Standard Expectations <p>CPM/Core Mathematics</p> <ul style="list-style-type: none">• Aligned to the California Common Core Standards• Meets College & Career Readiness Standard Expectations	<p>Digital Math Programs</p> <ul style="list-style-type: none">• iReady• Discovery Education• IXL*• Zearn* <p>Additional Resources</p> <ul style="list-style-type: none">• Coherence Map Tasks• CAASPP <u>Tools for Teachers</u>• <u>Open Middle</u>• <u>Three Act Math</u>• <u>Problem-Based Lessons</u>• <u>Tasks Archive - YouCubed</u>• <u>Yummy Math</u>

*TBD

¿Cómo? Núm. 1 Plan de estudios - Escuela Intermedia

Plan de estudios básico	Recursos suplementarios
<p>Matemáticas ilustrativas</p> <ul style="list-style-type: none">• Alineadas con los Estándares de Common Core de California• Cumple las expectativas del estándar de preparación para la universidad y la carrera profesional <p>CPM/ Matemáticas básicas</p> <ul style="list-style-type: none">• Alineadas con los Estándares de Common Core de California• Cumple las expectativas del estándar de preparación para la universidad y la carrera profesional	<p>Programas digitales de matemáticas</p> <ul style="list-style-type: none">• iReady• Discovery Education• IXL*• Zearn* <p>Recursos adicionales</p> <ul style="list-style-type: none">• Tareas del mapa de coherencia• CAASPP Tools for Teachers• Open Middle• Three Act Math• Problem-Based Lessons• Tasks Archive - YouCubed• Yummy Math

HOW? #1 Curriculum- Secondary

Core Curriculum

High School (HS)

- Illustrative Math
- *Big Ideas*
- *CPM Core Connections*
- *SpringBoard Traditional*
- Financial Algebra: Advanced Algebra with Financial Applications

HS Advanced Math Books

Precalculus

- Glencoe Precalculus
- CPM Precalculus (3rd ed.)
- College Board Precalculus
- Precalculus Enhanced w/Graphing Utilities (7th ed.)
- Precalculus with Limits (4th ed.)
- Precalculus: Graphical, Numerical, Algebraic

Statistics and Probability

- Elementary Statistics (6th ed.)
- Statistics and Probability w/Appl (3rd ed.)
- Stats in Your World (2nd ed.)

Transition to College Mathematics & Statistics

Discrete Math

- Discrete Mathematics and Its Applications
- Discrete Mathematics with Applications
- Math for Your World

Advanced Placement (AP)

AP Calculus

- Pearson Calculus AP 2nd Ed.
- Calculus for AP Course (2nd ed.)
- Calculus of a Single Variable (8th ed.)
- Calculus, AP Edition (11th ed.)
- Calculus, AP Edition (2nd ed.)
- Calculus: Graphical, Numerical, Algebraic (5th ed.)

AP Statistics and Probability

- Introduction to Statistics (5th ed.)
- Statistics Modeling the World (4th ed.)
- The Practice of Statistics (5th ed.)
- The Practice of Statistics (6th ed.)

¿CÓMO? Núm. 1 Plan de estudios – Nivel Secundario

Plan de estudios básico

Escuela Preparatoria (HS)

- Illustrative Math
- *Big Ideas*
- *CPM Core Connections*
- *SpringBoard Traditional*
- Álgebra financiera: Álgebra avanzada con aplicaciones financieras

Libros de Matemáticas Avanzadas de Preparatoria

Precálculo

- *Glencoe Precalculus*
- *CPM Precalculus (3rd ed.)*
- *College Board Precalculus*
- *Precalculus Enhanced w/Graphing Utilities (7th ed.)*
- *Precalculus with Limits (4th ed.)*
- *Precalculus: Graphical, Numerical, Algebraic*

Estadísticas y Probabilidades

- *Elementary Statistics (6th ed.)*
- *Statistics and Probability w/Applications (3rd ed.)*
- *Stats in Your World (2nd ed.)*

Transición a Matemáticas y Estadística Universitarias

Discrete Math

- *Discrete Mathematics and Its Applications*
- *Discrete Mathematics with Applications*
- *Math for Your World*

Cursos avanzados (AP)

Cálculo AP

- *Pearson Calculus AP 2nd Ed.*
- *Calculus for AP Course (2nd ed.)*
- *Calculus of a Single Variable (8th ed.)*
- *Calculus, AP Edition (11th ed.)*
- *Calculus, AP Edition (2nd ed.)*
- *Calculus: Graphical, Numerical, Algebraic (5th ed.)*

Estadísticas y Probabilidades AP

- *Introduction to Statistics (5th ed.)*
- *Statistics Modeling the World (4th ed.)*
- *The Practice of Statistics (5th ed.)*
- *The Practice of Statistics (6th ed.)*

Table 3 – Recommended Course Sequence to Meet the Requirement for Mathematics
(Also includes Honors)

9th Grade	10th Grade	11th Grade	12th Grade
CC Algebra 1 (Yearlong) 310341/42 or Financial Algebra 1AB 310233/34 or CC Geometry AB 310423/24 or CC Algebra 2AB 310343/44	CC Geometry AB 310423/24 or CC Algebra 2AB 310343/44 or Financial Algebra 2AB 310239/40 or Other 2nd year of Math See the approved course list: https://achieve.lausd.net/Page/8039	CC Algebra 2AB 310343/44 or Other 3rd year of Math See the approved course list: https://achieve.lausd.net/Page/8039	Additional years of mathematics depend on students' college and career goals. See the approved course list: https://achieve.lausd.net/Page/8039

What math course is your child taking this semester?

¿Qué clase de matemáticas está cursando su hijo/a este semestre?

Check the class schedule

Consulte el horario de clases

Ask the math teacher or the counselor...

Pregunte al maestro de matemáticas o al consejero...



How to Help Your Child with Math Homework: 5 Easy Questions You Can Ask

Cómo ayudar a su hijo(a) con la tarea de matemáticas: 5 preguntas fáciles que puede hacer

What is the problem asking? / *¿Qué está preguntando el problema?*

What do you already know? / *¿Qué es lo que ya sabes?*

Where have you seen something like this before? / *¿Dónde has visto algo así antes?*

Can you brainstorm 5 different ways you could try to solve this problem? / *¿Puedes pensar en 5 maneras diferentes de resolver este problema?*

Can you make a guess? How would you know if it was right? / *¿Puedes adivinarlo? ¿Cómo sabrías si es correcto?*

How to Access

On-Demand Tutoring

LAUSD contracts Paper™ to provide free tutoring for K-6 students

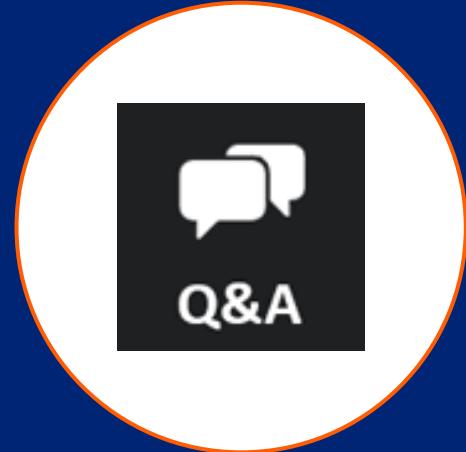


All elementary and K-8 span



Log in to @ schoology

All secondary, K-12 and 6/8-12 span, options, and virtual academies have Tutor.com.



Q & A

Preguntas y Respuestas



Vanessa Lugo Rippee
Manager for Prof. Learning

i-Ready Family Session

i-Ready Sesión para familias



Facilitated by

Vanessa Lugo Rippee
Manager of
Professional Learning

i-Ready Overview

Visión general de i-Ready

What Is *i-Ready*? ¿Qué es *i-Ready*?



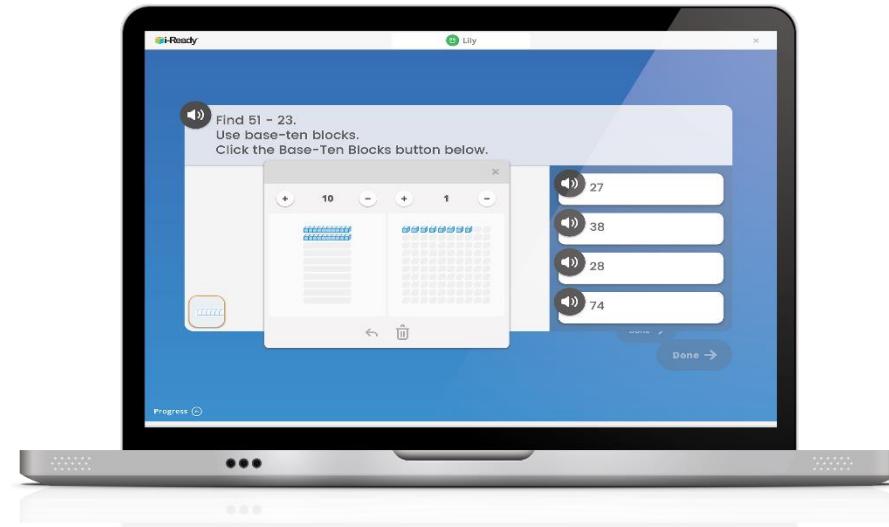
Insight

Resources

Aspirational, attainable goals for each student to get them on a path to proficiency or advanced proficiency

i-Ready Diagnostic

Examen de Diagnóstico i-Ready



The purpose of the Diagnostic is to determine how best to support your student's learning, not to give your student a score or grade.

El propósito del Diagnóstico es determinar la mejor manera de apoyar el aprendizaje de su estudiante, no darle una puntuación o calificación.

Adaptive Diagnostic Assessment

Examen de diagnóstico adaptativo

¿Cómo funciona este examen de diagnóstico?

i-Ready es un examen adaptativo. Esto significa que las preguntas cambian en función de tus respuestas.

How Does the Diagnostic Work?

i-Ready is an **adaptive test**. This means the questions change based on your answers.

Some questions will be **hard**



Some questions will be **easy**



Others will be **just right** for you



Algunas preguntas serán difíciles

Algunas preguntas serán fáciles

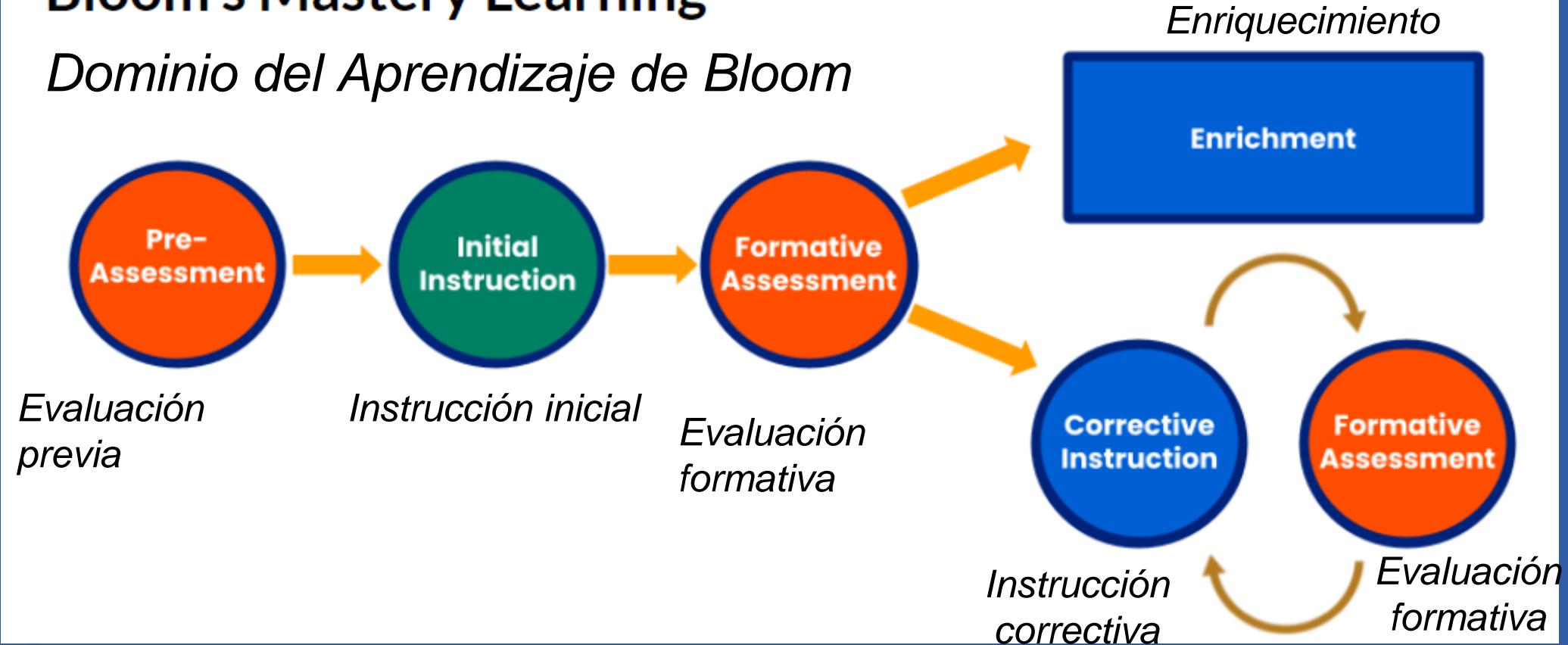
Otras serán perfectas para ti

Equity in Grading and Instruction

Equidad en la Calificación y la Instrucción

Bloom's Mastery Learning

Dominio del Aprendizaje de Bloom



Student Dashboard

Panel de control del estudiante

Age appropriate:

Adecuado para la edad:

Grades K–2 / Grados K–2



Grades 3–12 / Grados 3–12



When will my student be taking i-Ready? ¿Cuándo tomará la prueba i-Ready mi estudiante?



Welcome to *i-Ready*

LAUSD Diagnostic Windows

Diagnostic 1	Diagnostic 2	Diagnostic 3
English: August 21–October 6	English: November 27–February 9	English: April 15–June 5
Spanish: August 21–October 13	Spanish: November 27–February 16	Spanish: April 9–June 5

For any questions related to Diagnostic testing, please contact your site administrator.

Diagnostic Scheduling Information*

Recommended testing sessions are based on average total testing time. Consider adding buffer time for transitions, logging in, viewing tutorial videos, and allowing students who are absent or need more time to complete the Diagnostic before it expires. Some students may need more or less time, based on a number of factors.
Please note it is not recommended students at any grade level try to complete the Diagnostic in one session.

Grade	Recommended Testing Sessions for Each Diagnostic (per Subject)
TK & K	Three 20-minute sessions
1–3	Two 20- to 30-minute sessions
4–6	Two 30- to 40-minute sessions
6–8 & 9–12	Two 30- to 40-minute sessions 1. Plan the number and length of testing sessions based on your schedule. 2. Most students complete within 60–90 minutes (e.g., two 40-minute sessions). Some may need additional time.

*i-Ready recommends a three-week testing window. Once the Diagnostic has been completed, students will be served up their i-Ready Personalized Path, and groups will be generated in the teacher-led reports based on the i-Ready Diagnostic.

All students will take i-Ready 3 times per Year at the Beginning, Middle and End of Year.

The first assessment for K-12 will take place between August 21st-October 6th

Todos los estudiantes tomarán la prueba i-Ready 3 veces por año al comienzo, a mitad y al final del año.

La primera evaluación para K-12 tendrá lugar entre el 21 de agosto y el 6 de octubre.

Prepare Your Student for the Diagnostic

Prepare a su estudiante para el examen de diagnóstico



Take your time and **do not rush**.



*Toma tu tiempo y **no te apures**.*



Try your best.



Haz lo mejor que puedes.



For Math—Show your work on paper for every problem.



*Para Matemáticas-Muestra tu trabajo en el **papel** en cada problema.*



For Reading—Read each passage carefully and **reread** the passage when necessary.



*Para la lectura-Lee atentamente cada pasaje y **vuelve a leerlo** cuando sea necesario.*



Check your work before going to the next question.



Revisa tu trabajo antes de pasar a la siguiente pregunta.

i-Ready Family Center

Centro Familiar i-Ready

The screenshot shows the i-Ready Family Center website. At the top, there's a navigation bar with the i-Ready logo, a language dropdown set to English, and a menu icon. The main header features the text "Welcome!" and a brief description: "The i-Ready Family Center is the place to learn how you can support and encourage your student's success with i-Ready." Below this is a "Watch Video" button and a circular navigation control with three dots.

What Is i-Ready? [Go](#)

Frequently Asked Questions [Go](#)

Technical Support [Go](#)

More Resources to Help Support Your Student

- What is i-Ready?** [Family Guide](#)

Use this guide to better understand i-Ready and how it will help your student build essential skills in reading and mathematics.
- Video: Understanding i-Ready Diagnostic Data for Families** [Watch this video to better understand your student's i-Ready Diagnostic results.](#)
- Understanding Your Student's i-Ready Diagnostic Results** [Use this resource to better understand your student's i-Ready Diagnostic results.](#)

i-Ready Diagnostic Key Takeaways

Principales conclusiones del examen de diagnóstico i-Ready

The *i-Ready Diagnostic* provides information to your student's teacher(s) so they can best meet students' needs.

El Examen de Diagnóstico i-Ready proporciona información al maestro o maestros de su estudiante para poder satisfacer mejor sus necesidades.

Help your student by encouraging them to try their best on the assessment!

Ayude a su alumno alentándole a que intente hacer lo mejor que pueda en la evaluación!

Use the resources available on our support sites for families.

Utilice los recursos disponibles en nuestros sitios de apoyo a las familias.

Thank You!

¡Gracias!

Inspira a otros. ¡Comparte tus historias i-Ready!

Inspire others. Share your *i-Ready* stories!

Post



Post on
social media.

Tag



Use the hashtag
#myiReady

Share



Get noticed and
be featured!



@MyiReady



Curriculum
Associates



@CurriculumAssoc



iReady



Extraordinary
Educators

Publicar

**Publicar en
las redes
sociales.**

Etiqueta

**Utiliza la
etiqueta
#myiReady.**

Comparte

**Capta la atención de
otros y te destaca
en los medios**



Q & A

Preguntas y Respuestas



Review of today's learning

Repasso del aprendizaje de hoy

1. Understand what students should know and be able to do in math

1. Experience a Problem Based Learning Math Structure

1. Identify math in the real world

1. Comprender lo que los alumnos deben saber y ser capaces de hacer en matemáticas

2. Experimentar una estructura matemática de aprendizaje basado en la resolución de problemas

3. Identificar las matemáticas en el mundo real

Division of Instruction (DOI)

División de Instrucción (DOI)



lausd.org/instruction



laschools



@instructionla



@LAUSD_Achieve



333 S. Beaudry Av., 25th Floor
Los Angeles, CA 90017



(213) 241-4822



Call to Action



Llamada a la Acción

What is something you learned today that you would like to put into practice or share with others? Let us know in chat!



¿Qué es algo que aprendió hoy que le gustaría poner en práctica o compartir con otros?
¡Díganos en el chat!



Evaluation



Evaluación

Please take a few minutes to tell us how this workshop supported your learning.

Por favor tome unos minutos para informarnos cómo este taller apoyó su aprendizaje.

<https://bit.ly/FAW2023-08-21>

2023 08.21 Mathematics: What parents should know

SESSION EVALUATION

1. Select the date of the session. *

Upcoming Webinars



Próximos seminarios web

Date: Wednesday, 08/23

Time: 5:30 – 7:00pm

Topic: **Getting to Know Your School Staff and Preparing for Back to School Night and Parent Conferences**

Date: Monday, 08/28

Time: 5:30 – 7:00pm

Topic: **Legislative Learning Session 1: State government and how LA Unified can elevate parent priorities to Sacramento.**

Fecha: Miércoles, 23/08

Hora: 5:30 – 7:00pm

Tema: **Conocer al Personal de su Escuela y Prepararse para la Noche de Regreso a la Escuela y Conferencias de Padres**

Fecha: Lunes, 28/08

Hora: 5:30 – 7:00pm

Tema: **Sesión 1 de Aprendizaje Legislativo: El gobierno estatal y cómo el Distrito Unificado de Los Ángeles puede elevar las prioridades de los padres de familia a Sacramento.**

Upcoming Webinars



Próximos seminarios web

Date: Wednesday, 08/30

Time: 5:30 – 7:00pm

Topic: **General Disaster Preparedness with the American Red Cross:** September is National Preparedness Month. Learn how to prepare ourselves, our families and our homes for the eventuality of a disaster.

Fecha: Miércoles, 23/08

Hora: 5:30 – 7:00pm

Tema: **Preparación General para Desastres con la Cruz Roja Americana:** El mes de septiembre es el mes nacional de preparación. Aprenda cómo prepararse, a sus familias y nuestros hogares para la eventualidad de un desastre.



ACADEMIA PARA LA FAMILIA CATÁLOGO DE CURSOS **Agosto de 2023**

Fecha y Hora	Lugar
Miércoles 9 de agosto	https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm	ID de webinario: 895 5755 5227
Lunes 14 de agosto	https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm	ID de webinario: 895 5755 5227
Lunes 21 de agosto	https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm	ID de webinario: 895 5755 5227
Miércoles 23 de agosto	https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm	ID de webinario: 895 5755 5227
Lunes 28 de agosto	https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm	ID de webinario: 895 5755 5227
Miércoles 30 de agosto	https://bit.ly/ familyacademywebinar

Título y descripción

El Regreso Exitoso a la Escuela Comienza con el Autocuidado

¿Está usted o su estudiante sintiéndose ansioso o estresado por regresar a la escuela? Venga a aprender consejos, técnicas y estrategias de autocuidado para un comienzo exitoso del año escolar y más allá.

Lengua y Literatura en Inglés: Lo que los Padres Deben Saber y Ser Capaces de Hacer para Ayudar a sus Estudiantes

Aprenda de los expertos del distrito sobre los estándares de instrucción utilizados en Lengua y Literatura en Inglés de TK a grado 12. Adquiera estrategias para conectar la escuela y el hogar.

Matemáticas: Lo que los Padres Deben Saber y Ser Capaces de Hacer para Ayudar a sus Estudiantes

Aprenda de los expertos del distrito sobre los estándares de instrucción utilizados en Matemáticas de TK a grado 12. Adquiera estrategias para conectar la escuela y el hogar.

Conocer al Personal de su Escuela y Prepararse para la Noche de Regreso a la Escuela y Conferencias de Padres

Acompáñenos para aprender de un panel de personal escolar y padres sobre qué esperar de la Noche de Regreso a la Escuela. Aprenda cómo prepararse y qué preguntas podría hacer para apoyar a su estudiante.

Sesión 1 de Aprendizaje Legislativo

¿Le gustaría conocer cómo se aprueban las leyes? ¿Se ha preguntado alguna vez cómo usted puede hacer un cambio en su comunidad local? En esta serie de tres partes, aprenderá cómo abogar por los estudiantes y las escuelas de LAUSD. En la sesión 1, nos enfocaremos en el gobierno estatal y cómo el Distrito Unificado de Los Ángeles puede elevar las prioridades de los padres de familia a Sacramento.

Mes Nacional de Preparación con la Cruz Roja Americana

El mes de septiembre es el mes nacional de preparación. Acompáñenos para aprender cómo prepararse, a sus familias y nuestros hogares para la eventualidad de un desastre. Averigüe qué otras labores que afectan las vidas son el enfoque de la Cruz Roja Americana y cómo usted puede formar parte de las labores.

Los seminarios web de la Academia para la Familia, a menos que se especifique de otra manera, están disponibles en inglés con interpretación simultánea al español, así como subtítulos en inglés y serán grabados. Podrá ver las sesiones grabadas 72 horas después de la sesión en vivo por medio de <https://lausd.org/familyacademy>. Si necesita adaptaciones especiales, envíe un correo electrónico a families@lausd.net con su petición al menos 2 semanas antes del seminario web.



FAMILY ACADEMY COURSE CATALOGUE **August 2023**

Date & Time	Location
Wednesday August 9	https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm Webinar ID #: 895 5755 5227

Monday August 14	https://bit.ly/ familyacademywebinar
5:30 – 7:00 pm	Webinar ID #: 895 5755 5227

Monday August 21	https://bit.ly/ familyacademywebinar
5:30 – 7:00 pm	Webinar ID #: 895 5755 5227

Wednesday August 23	https://bit.ly/ familyacademywebinar
5:30 – 7:00 pm	Webinar ID #: 895 5755 5227

Monday August 28	https://bit.ly/ familyacademywebinar
5:30 – 7:00 pm	Webinar ID #: 895 5755 5227

Wednesday August 30	https://bit.ly/ familyacademywebinar
5:30 – 7:00 pm	Webinar ID #: 895 5755 5227

Wednesday August 30	https://bit.ly/ familyacademywebinar
5:30 – 7:00 pm	Webinar ID #: 895 5755 5227

Family Academy webinars, unless specifically noted, will be provided in English and Spanish simultaneously with closed captioning in English and will be recorded. You may review recorded sessions 72 hours after the live session at <https://lausd.org/familyacademy>. If you require special accommodations, please email families@lausd.net with your request at least 2 weeks prior to the webinar.

Title & Description

Successful Back-to-School Starts with Self-Care

Are you or your student feeling anxious or stressed about going back to school? Come learn self-care tips, techniques and strategies towards a successful start of the school year and beyond.

English Language Arts: What Parents should Know and Be Able to do to Help their Students

Learn from district experts about the instructional standards used in English Language Arts from TK-12th grade. Learn strategies to connect school to home.

Mathematics: What Parents should Know and Be Able to do to Help their Students

Learn from district experts about the instructional standards used in Mathematics from TK-12th grade. Learn strategies to connect school to home.

Getting to Know your School Staff and Preparing for Back-to-School Night and Parent Conferences

Join us to learn from a panel of school staff and parents about what to expect from Back to School Night. Learn how to prepare and what questions you can ask to support your student.

Legislative Learning Session 1

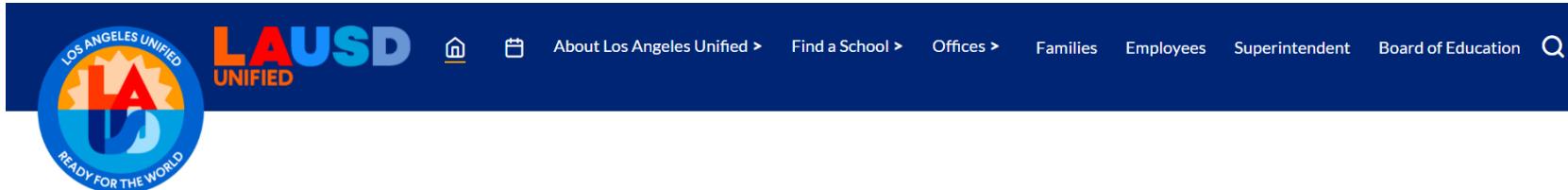
Are you curious how laws are passed? Have you wondered how you can make a change in your local community? In this three-part series, learn how to advocate for students and schools in LAUSD. In session 1, we will focus on state government and how LA Unified can elevate parent priorities to Sacramento.

National Preparedness Month with American Red Cross

September is National Preparedness Month. Join us and learn how to prepare ourselves, our families and our homes for the eventuality of a disaster. Find out what other life-impacting work is at the heart of the American Red Cross and how you can be a part of it.

Family Academy webpage

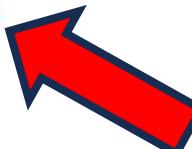
Academia para la Familia página web



COURSE CATALOGUE - Family Academy

The Family Academy is designed to leverage families' assets to be empowered as they support their child from the early primary years to college and career success. This effort will complement family knowledge by connecting them to actionable learning focused on their child's development, as well as opportunities to accelerate their own careers and quality of livelihood.

View the course catalogue for Family Academy central course offerings in August 2023: [English](#) | [Spanish](#)



lausd.org/familyacademy

August 2023 Parent and Family Academy Webinars - Click Here for Recordings and Slides

June 2023 Parent and Family Academy Webinars - Click Here for Recordings and Slides

May 2023 Parent and Family Academy Webinars - Click Here for Recordings and Slides





Office of Student, Family and Community Engagement

LAUSD UNIFIED

