SDEM & Amplify Desmos Math Curriculum Launch

Participant Notebook

Name: _____

Account login for Remote workshop:

Temporary student account (Log in with Amplify):

Username: SDUSDADMX_X@pd.tryamplify.net

Password: AmplifyNumber1

Day 1

Learning Goals

- ☐ Feel ready for your first days teaching with Amplify Desmos Math.
- ☐ Prepare to shift curriculum and teaching practices.
- ☐ Know where to go for more learning.

Agenda

Part 1

- Welcome and Intro
- Experience Amplify Desmos Math
- Navigate Amplify Desmos Math
- Facilitate with the Teacher Dashboard
- Get started with Amplify Desmos Math

Part 2

- Supporting All Students
- Grade Level Exploration
- Unit Level Exploration & Unit-Level Planning
- Lesson Level Exploration & Lesson Level-Planning
- Explore More & More Learning

Amplify Desmos Math

Scavenger Hunt

Overview

Get to know Amplify Desmos Math by working through one or more of the challenges below.

Getting Started

Totally new to the program? Start here! We'll explore the basics, including finding materials and assigning digital lessons.

Finding Lessons and Assessments

- ☐ Find a digital lesson and its corresponding print lesson materials.
- ☐ Find a paper-only lesson.
- ☐ Find a quiz for a unit.
- ☐ Find Form B of an End-of-Unit assessment.

Getting Started With Lessons

- ☐ Assign a digital lesson to your class.
- ☐ Enter the lesson and preview the teacher dashboard.
- ☐ Unassign the lesson from your class.

Student Experience

- ☐ From a lesson homepage, choose Preview Lesson to preview the digital student experience.
- ☐ Try a correct and incorrect answer on a screen that has dynamic feedback.
- ☐ Go to the Synthesis screen, and look at the Sample Responses to consider what students might say.

Branching Out

Finding Resources Within a Course

- ☐ Navigate to a course overview.
    - ☐ Find the Table of Contents for the course.
    - ☐ Find the Family and Caregiver Letter.
- ☐ Find the Program Guide.
    - ☐ Read about unit design.
    - ☐ Read about Instructional Routines in Amplify Desmos Math.

Finding Resources Within a Unit

- ☐ Navigate to a Unit Overview page for your grade level.
    - ☐ Find the Unit Facilitation Guide.
    - ☐ Find the Family Resource.
    - ☐ Find the Student Goals and Glossary.

Finding Resources in the Digital Teacher Guidance

- ☐ Find Today's Goals and Standards for the lesson.
- ☐ Find the Lesson at a Glance.
- ☐ Find the Teacher Guide.
- ☐ Use the Preview Lesson mode to find the Teacher Moves, Sample Responses and Student Supports for a screen.
    - ☐ Find a mathematical language routine in the Teacher Moves.
- ☐ Find the Paper Resources for the lesson.

Finding Resources in the Print Teacher Edition

- ☐ Find Today's Goals and Standards for the lesson.
- ☐ Find the Lesson at a Glance page.
- ☐ Find Launch, Monitor, and Connect for an activity.
- ☐ Find Differentiation and Math Language Development support.

Finding Resources Within Assessments

- ☐ Select a Pre-Unit Check Summary, and find where each problem first appears.
- ☐ Find the Rubric for an End-of-Unit Assessment.
    - ☐ Find which standards align to each problem.
    - ☐ Preview a Summary & Rubric.

Amplify Desmos Math

Level Up: The Teacher Dashboard

Explore Dashboard Tools

- Practice using the tools on a sample dashboard.
  - Go to the student view of the exit ticket.
  - Pause and unpause the lesson.
  - Pace the class to the lesson synthesis and exit ticket.
  - Anonymize and then de-anonymize the class.

Bonus

- Make sure you know what the icons mean on the summary view of the dashboard (dot, X, check, dash, etc.)
- Find the Teacher Moves for Screen 4.
- Hide a student from the class dashboard, then unhide them.
- Sort the list of students by name, and then sort again by time entered.
- Snapshot two responses from the exit ticket that are correct in different and interesting ways.
  - [ ] Add those snapshots to a collection.
  - [ ] Present the collection.
  - [ ] Add the question, “How are these two answers the same or different?”
- Add written feedback in response to a student’s idea.
- Hide a screen, then unhide it.

Building Classroom Culture With Amplify Desmos Math

Getting to Know Each Other Throughout the Year	Cultivating Math Community
Establishing Routines	Leading with Student Ideas

Get Started With Amplify Desmos Math Checklist

1. Student Materials Setup

- ☐ Make sure that students have the necessary materials.
  - ☐ Students have a device or are paired 2:1 with a device.
  - ☐ Students have their Student Edition (SE).
  - ☐ Students have paper and pencil to sketch out ideas, even for digital activities.
- ☐ Geometry toolkits are assembled for Unit 1.

2. Teacher Facilitation Setup

- ☐ The teacher's device is connected to the projector, and/or an extended screen display is set up.
  or
- ☐ Two teacher devices are set up so one can be projected and one can be used to monitor the teacher dashboard while circulating the classroom during digital activities.
- ☐ Consider where whiteboards will be made available throughout the room for students to work.

3. Classroom Community

- ☐ Choose one or more screens from the *Getting to Know Each Other* activity to try with students.
- ☐ Establish norms for students working together and alone on devices.
- ☐ Build your math community by discussing what math class looks, feels, and sounds like—this is your North Star.

4. Plan Your First Unit

- ☐ Read through the Unit Facilitation Guide / Unit at a Glance.
- ☐ Preview the Exit Tickets for the unit.
- ☐ Preview the End-of-Unit Assessment for the unit.

5. Plan Your First Lesson

- ☐ Use the Lesson Planning Template to internalize your first lesson.
- ☐ In the digital Teacher Guide, use the Activity Screens preview to make a lesson road map based on the teacher tips.
- ☐ Using the digital Teacher Guide or the Activity Screens preview, decide which facilitation tool(s) (pause, pace, anonymize) you want to focus on and where in the lesson you want to use them.
- ☐ For print lessons, decide which guidance you will prioritize in the teacher edition to maximize student engagement.
- ☐ Anticipate student responses in the Monitor portion of a print activity, or for a Key Discussion Screen in a digital activity.

6. Teach Your First Lesson

Before class

- ☐ Assign lesson(s) to your class(es).
- ☐ Enter the lesson you've assigned.
- ☐ Pause the dashboard(s).

During class

- ☐ Use the questions posed in the teacher guidance to encourage mathematical discourse and collaborative thinking.
- ☐ Facilitate discussions based on student ideas by using the snapshot tool (digital) or by displaying student work on a document camera (print).
- ☐ Listen and talk to your students as you circulate the room, and use the teacher dashboard to monitor student progress throughout a digital activity.

After class

- ☐ Review student work after class to revisit student brilliance and plan for the next lesson.
- ☐ Make notes to yourself about what went well and what you would do differently. Save these somewhere for the next class or next year!
- ☐ Celebrate! 🎉

Supporting All Students with Amplify Desmos Math

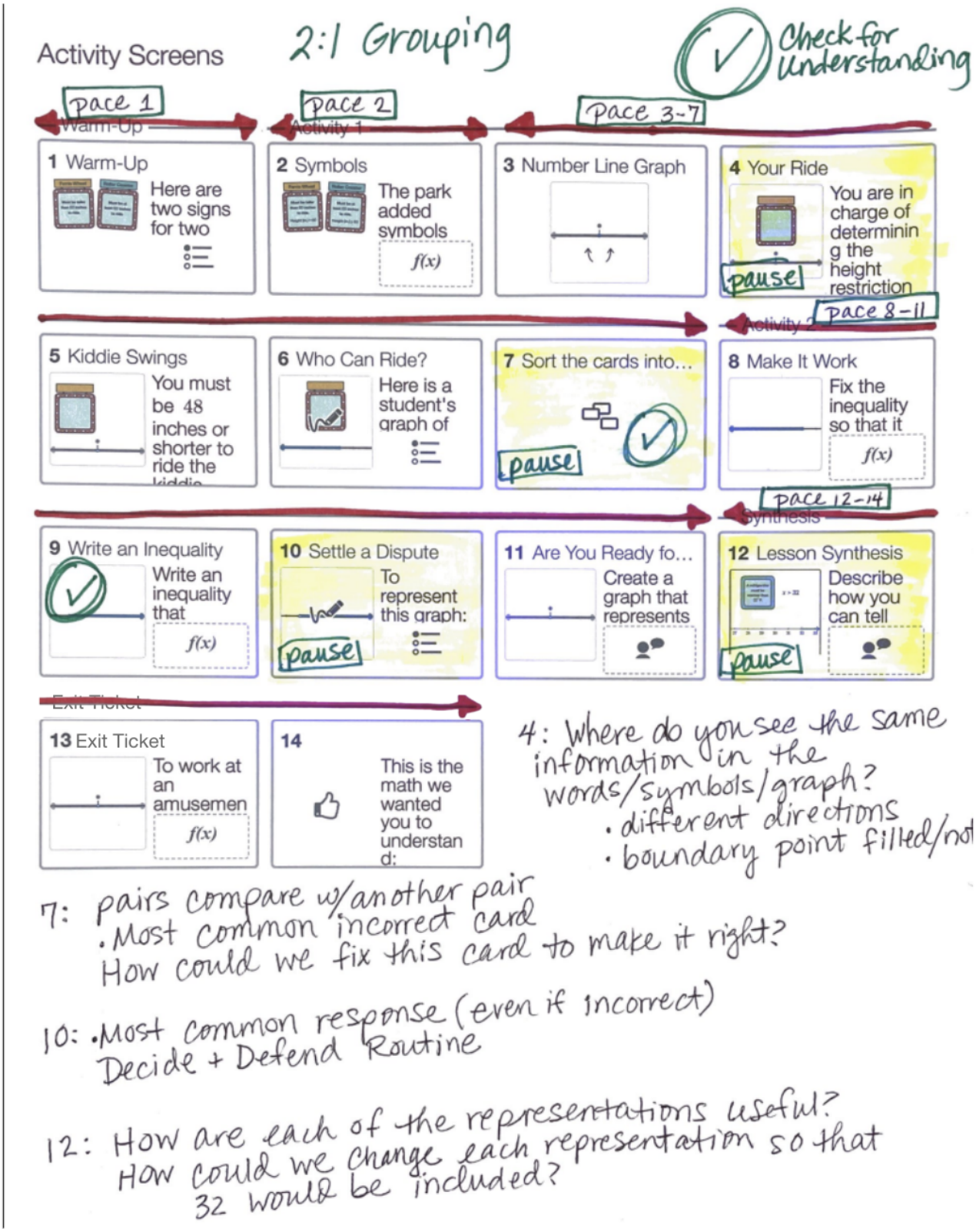
Program Design that Supports Access

Design	Notes
Consistent lesson structure	
A focus on student choice	
Variety of output methods	
Concepts that build from informal to formal	
Interpretive feedback	
Opportunities for self-reflection	

Program Design that Supports Language Development

Design	Notes
Opportunities for students to read, write, speak & listen	
Intentional space for informal language	
Math and language presented in context	
Embedded mathematical language routines	

Lesson Road Map for Math 7, Unit 6, Lesson 13: *I Saw the Signs*



Lesson Road Map template for digital lessons

1. **Understand the Goals of the Lesson**
    a. Complete the lesson in Lesson Preview mode.
    b. Read the lesson At a Glance
    c. Preview the Teacher Guide

2. **Use the template to plan your lesson.**
    a. Use the empty slides on the next page to make notes about each screen as you move through the Teacher Guide.
    b. Use the considerations below to help you.
    c. Highlight the screen numbers you plan to pace together and put a **//** between the screen numbers where you intend to pause in the screen pacing/pausing toolbar below.

Considerations
Identify a screen or 2 where you will celebrate/preview student brilliance and create engagement at the beginning of the lesson. (Pace) 🎉 (copy/paste this icon into the screen template above)
Identify a **Key Discussion Screens** almost midway through the lesson and consider the questions you will ask to guide the discussion. (Pace & Pause) 🔑 • Anticipate student responses & questions that may come up during the discussion. • What types of responses will you select and how will you sequence the conversations? • What connections are you hoping to draw between student responses?
Choose 2-3 screens to monitor student progress. *(These screens will most likely be self-checking, provide feedback to students, and allow students to see the responses of others & revise.)* 📊
Identify **Key Discussion Screens** at the end of the lesson to summarize student thinking and plan questions you will ask to guide the conversation. (Pace & Pause) 🔑 • Anticipate student responses & questions that may come up during the discussion. • What types of responses will you select and how will you sequence the conversations. • What connections are you hoping to draw between student responses?
What questions or activities will engage students in explaining and/or illustrating the concepts of the lesson, and may provide a formative assessment about who learned what? 📌

Lesson:

Screen Pacing/Pausing 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

1	2	3	4	Notes
5	6	7	8	
9	10	11	12	
13	14	15	16	

Lesson Road Map template for print lessons

1. **Understand the Goals of the Lesson**
    a. Do the math for the lesson in the Student Edition
    b. Read the Lesson at a Glance
    c. Read the Teacher Guide

2. **Use the template to plan your lesson.**
    a. Use the empty spaces to make notes about each Activity as you move through the Teacher Guide.
    b. Use the considerations below to help you.

Considerations
Identify a problem or 2 where you will Celebrate/Preview student brilliance and create engagement at the beginning of the lesson. 🎉 (copy/paste this icon into the template)
Read through each of the **Connect sections** and write the questions you will ask to guide the discussion. • Anticipate student responses & questions that may come up during the discussion. • What types of responses will you select and how will you sequence the conversations? • What connections are you hoping to draw between student responses?
Choose one problem in each activity to monitor student progress.
What questions or activities will engage students in explaining and/or illustrating the concepts of the lesson, and may provide a formative assessment about who learned what?
Notes: • Some lessons have an optional Activity 3. If you're planning one of these lessons, use a piece of scrap paper to plan for the third activity. • You may want to consider adding in planning notes for Activities with a "You're Invited to Explore More" problem.

Lesson:

Warm-up	**Activity 1**
Launch	Launch
Connect	Monitor
	Connect

Activity 2	**Synthesis/Summary**
Launch	Connect
Monitor	
Connect	

Unit Planning Template

1. **Understand the Story of the Unit**
    - Read the Unit Summary
    - Read the Unit Facilitation Guide / Unit at a Glance

Sub-unit Goals	Skills
How does the learning in this unit relate to learning in prior grades or units?	How does the learning in this unit connect to future learning?
What vocabulary will students encounter in this unit?	
How do the topics in this unit develop over the different sections?	
Which standards are addressed in this unit? Are any priority standards present?	
What contexts, visual models, and representations are used in this unit? How are these used in previous grades? In the next grade?	
Which lessons are considered optional and could be eliminated to make room to address unfinished learning?	

2. **Complete the End-of-unit Assessment and review the Assessment Summary and Rubric.**
    - Return to the table on the previous page to add more thinking.

3. **Complete the Pre-unit Check, then review the Pre-unit Check Summary to identify where students might need support to access prior content.**
   Note: Consider spreading out Pre-unit Check questions throughout the unit, as outlined in the Pre-unit Check Summary.

Prerequisite Concept/Skill	**Pre-unit Check Question**	**Where in the Unit Is This Skill Needed?** (e.g., before Lesson 8)	**Possible Supports**

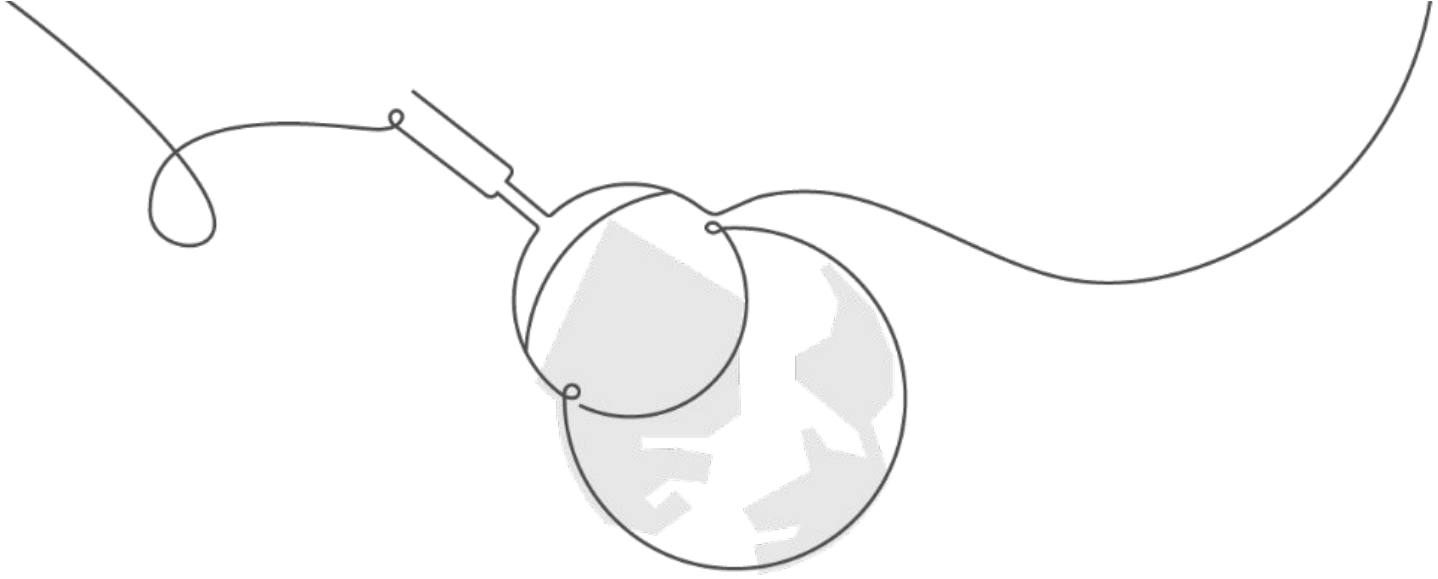
4. **Complete the Exit Tickets and Quizzes for the unit, then review the "Support for Future Learning" suggestions in the Teacher Moves.**
    - Which exit tickets will help you determine whether students will need additional support during the unit? Where in the unit are students expected to have mastery of certain skills?
    - How will this data be used to determine possible supports?
    - Return to the table in #1 to add more thinking.

Concept/Skill	**Where in the Unit is Mastery Expected?** (e.g., end of Lesson 4)	**Possible Supports**

Appendix A: Terms Reference

Amplify Desmos Math	Desmos Math + Accelerated
Teacher Edition	Teacher Guide or Lesson Guide
Student Edition	Student Notes
Sub-Unit	Section
Today's Goals	Learning Goals
You're invited to explore more.	Are you ready for more?
Synthesis	Lesson Synthesis
Exit Ticket	Cool Down
Extension	Early Finishers
Differentiation	Student Supports
Math Language Development	Multilingual Learners
Pacing Modification	Suggestions for Consolidation or Omission

Notes



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