





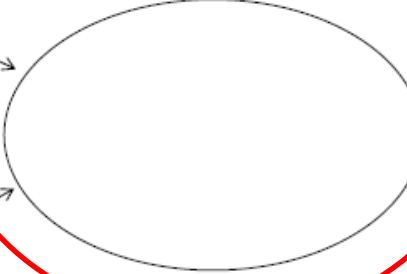

Math Investigation Centers (MIC)

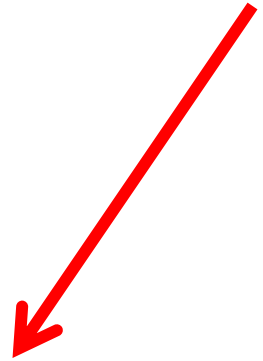
Curriculum and Instruction Department

October 1, 2013



GRANITE SCHOOL DISTRICT LESSON DESIGN TEMPLATE

What will I do to engage students' interest in specific learning goals?	 Content Objectives Language Objectives
(Check for understanding) ↓	
What will I do to help students interact with new knowledge?	
(Check for understanding) ↓	
What will I do to help students practice?	
(Check for understanding) ↓	
What will I do to deepen students' understanding at their level of learning?	 <div data-bbox="1014 773 1568 1225" style="border: 2px solid red; border-radius: 50%; padding: 10px; text-align: center;"><p>What will I do if they still don't get it <u>or</u> they need more?</p></div>
(Check for understanding) ↓	
What will I do next with the data I now have?	



“The goal of the framework is to make it *easier for elementary teachers to provide challenging activities* for students working above their grade level in mathematics without having to plan a separate lesson every day.”



Wilkins, Wilkins, & Oliver

“Differentiating the Curriculum for Elementary Gifted Mathematics Students”

Teaching Children Mathematics August 2006



Guidelines for Task Development

- Tasks align with the Utah Core State Standards for Math and follow the sequence of the Granite District Curriculum Maps.
- Tasks focus on mathematical practices rather than computational skills to provide depth and complexity rather than breadth.
- Tasks were designed to allow students to pursue independent study and individualized learning.



Writers created tasks that are:

- investigative and integrated.
- open-ended with many possible approaches and solutions.
- designed to encourage speculation and creativity.
- conducive to mathematical thinking and discussion.
- varied in Depth of Knowledge (DOK).



Math Investigation Centers

- Tasks are designed for use with 6th grade.
- Tasks are used at teacher discretion for differentiation in conjunction with curriculum compacting.
- Students are not required to work on MIC tasks outside of the designated mathematics period so that an advanced student is not asked to do “extra work.”



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Future Plans

Professional Development for
6th Grade Teachers Fall 2013

4th-5th Grade MIC's are in progress

K-3rd MIC's will be written to align with
developmentally appropriate practices

