# Integrating Social, Emotional and Academic Development (SEAD) within the *Kentucky Academic Standards (KAS) for Mathematics*

**Grade 5**

**Purpose:**

The *Integrating Social, Emotional and Academic Development (SEAD) within the Kentucky Academic Standards (KAS) for Mathematics* resource is designed for educators to utilize when planning instruction to meet the needs of all learners. All learning is social and emotional. Integrating explicit attention to social and emotional competencies at the classroom level promotes an academic climate conducive to learning and can support individual students striving toward a collective goal of achieving a more equitable society (Charles A. Dana Center, 2016; The Aspen Institute, 2018).

There are numerous social and emotional learning strategies that can live in our classrooms, regardless of the content area being covered. Educators are encouraged to explore those strategies in depth by visiting KDE’s [Social, Emotional and Behavioral Learning/Health page](https://education.ky.gov/school/sdfs/Pages/Social,-Emotional-and-Behavioral-Learning-Health.aspx). **The focus of this document will be to highlight opportunities for mathematics educators to interweave the development of social emotional competencies with the development of mathematics content**.

**Overview**

This document contains:

* Connections between the social and emotional competencies within the [SEL Framework](https://casel.org/sel-framework/) from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the expectations set forth within the *KAS for Mathematics,* specifically the Standards for Mathematical Practices (SMPs).
  + The five SEL competencies are self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
* Design considerations and specific examples of what integrating SEAD might look like within the specific grade level.
* Questions to empower teachers to self-reflect on ways to integrate SEAD within effective mathematics instruction.
* Questions teachers can use with students to encourage the development of social and emotional competencies while also engaging students with the SMPs.

**Note: The identified examples and linked resources within the document are possible suggestions; however, they are not the only pathways for integrating SEAD within the *KAS for Mathematics*.**

# Standards for Mathematical Practice

The SMPs support students’ full engagement in mathematical learning. Examining the SMP text below makes it clear that students cannot fully achieve the competencies described in these standards without demonstrating strength in CASEL’s SEL competencies (Charles A. Dana Center, 2016). Mainly, the SMPs reflect the view that learning is a social process, implicitly calling for teaching practices that leverage the power of a positive classroom climate and opportunities for collaborative learning. **This section highlights natural K-12 connections between the CASEL competencies and the SMPs**. Design considerations and specific examples of what integrating SEAD might look like within each grade level are provided in the section that follows.

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| **MP.1. Make sense of problems and persevere in solving them.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students **start by explaining the meaning of a problem and looking for entry points to its solution**. They analyze givens, constraints, relationships and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than **simply jumping into a solution attempt**. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They **monitor and evaluate their progress and change course, if necessary**. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables and graphs, or draw diagrams of important features and relationships, graph data and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They **can understand other approaches to solving complex problems** and identify correspondences between different approaches. | **Self-awareness**   * Students are aware of the personal strengths and knowledge they bring to problem solving. * Students take ownership of where they are in the learning process. * Students embrace opportunities to demonstrate growth mindset.   **Self-Management**   * Students resist impulses and regulate their thoughts and behaviors. * Students manage their time and energy toward a goal while appraising their work.   **Social Awareness**   * Students take on others’ perspectives.   **Responsible Decision-Making**   * Students anticipate and evaluate the consequences of one’s actions. |

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| **MP.2. Reason abstractly and quantitatively.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize —to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, **to pause as needed during the manipulation process in order to probe into the referents for the symbols involved**. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. | **Self-Management**   * Students self-regulate and think metacognitively. |
| **MP.3. Construct viable arguments and critique the reasoning of others.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They **justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose**. Mathematically proficient students also are able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can **listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve the arguments.** | **Social Awareness**   * Students anticipate how their own arguments may be interpreted/received. * Students understand others’ perspectives to effectively interpret their arguments. * Students recognize strengths in others.   **Self-Management**   * Students think metacognitively and organize their own thoughts with given information.   **Relationship Skills**   * Students listen actively to further explore the arguments of others, providing feedback to help move thinking forward.   **Responsible Decision-Making**   * Students make a reasoned judgment after analyzing information, data, facts. |

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| **MP.4. Model with mathematics.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students can apply the mathematics they know to solve problems that arise in everyday life. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are **comfortable making assumptions and approximations** to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They **routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.** | **Self-awareness**   * Students are aware of their own strengths and limitations.   **Self-management**   * Students self-reflect and self-motivate by recognizing the need to improve and work toward goals.   **Responsible Decision-Making**   * Students identify solutions for personal and social problems. |

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| **MP.5. Use appropriate tools strategically.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students **consider the available tools** when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package or dynamic geometry software. Proficient students are sufficiently familiar with appropriate tools to make sound decisions about when each of these tools might be helpful, recognizing both the potential for insight and limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know technology can enable them to visualize the results of varying assumptions, explore consequences and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website and use them to pose or solve problems. They are able to **use technological tools to explore and deepen their understanding of concepts**. | **Self-management**   * Students think metacognitively to identify when to use what tool. * Students motivate themselves to deepen their current understanding.   **Responsible Decision-Making**   * Students learning how to make a reasoned judgment after analyzing information, data and facts. |

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| **MP.6. Attend to precision.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students try to **communicate precisely to others**. They try to **use clear definitions in discussions with others** and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign **consistently** and **appropriately**. They are **careful** about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students **provide carefully formulated explanations to each other**. By the time they reach high school, they can examine claims and make explicit use of definitions. | **Social Awareness and Relationship Skills**   * Students take on the perspective of others and are aware of other’s thoughts and feelings in order to strengthen the effectiveness of communication.   **Self-management**   * Students self-regulate thoughts and behaviors. |

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| **MP.7. Look for and make use of structure.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students **look closely to discern a pattern or structure.** Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. **They also are able to shift perspectives.** They can **see complicated things**, such as some algebraic expressions, **as single objects or as being composed of several objects**. For example, they can see 5 - 3(x - y)2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. | **Self-awareness**   * Students understand their strengths and possess confidence/optimism about their ability to look for and make use of structure.   **Self-management**   * Students motivate themselves, persist and regulate against impulses to give up when a pattern or structure is not immediately apparent. * Students manage their own progress. |

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| **MP.8. Look for and express regularity in repeated reasoning.** | **Connection to Social Emotional Learning Competencies** |
| Mathematically proficient students notice if calculations are repeated and look both for general methods and shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y - 2)/(x - 1) = 3. Noticing the regularity in the way terms cancel when expanding (x - 1) (x + 1), (x - 1) (x2 + x + 1) and (x - 1) (x3 + x2 + x + 1) might lead to awareness of the general formula for the sum of a geometric series. As they work to solve a problem, **mathematically proficient students maintain oversight of the process, while attending to the details**. They **continually evaluate the reasonableness of their intermediate results**. | **Self-awareness**   * Students accurately appraise their own abilities and work.   **Self-management**   * Students regulate their thoughts to know when organizational strategies are needed (e.g., writing key facts or organizing information on paper). |

## Grade 5: SEAD Design Considerations

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| **Standards for Mathematical Practice** |

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| [MP.1.](#MP1) Make sense of problems and persevere in solving them.  [MP.2.](#MP2) Reason abstractly and quantitatively.  [MP.3.](#MP3) Construct viable arguments and critique the reasoning of others.  [MP.4.](#MP4) Model with mathematics. | [MP.5.](#MP5) Use appropriate tools strategically.  [MP.6.](#MP6) Attend to precision.  [MP.7.](#MP7) Look for and make use of structure.  [MP.8.](#MP8) Look for and express regularity in repeated reasoning. |

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| SELF-AWARENESS: **The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Examples include, but are not limited to, the following:** • Integrating personal and social identities                • Identifying personal, cultural, and linguistic assets           • Having a growth mindset  • Identifying one’s emotions                                         • Demonstrating honesty and integrity                                  • Experiencing self-efficacy  • Linking feelings, values, and thoughts                      • Developing interests and a sense of purpose                    • Examining prejudices and biases |

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| Considerations when designing mathematics instruction that fosters **self-awareness:**   * **Lead class activities that offer students the opportunity to share their perspectives and learn from the perspectives of others.** Attend to the ways in which students position one another as capable or not capable of doing mathematics and provide opportunities to elevate the voices of marginalized students, such as strategically sharing student work, student thinking and solutions (MP.3). Use collaborative structures to ensure learning engagement and equity of voice. Communicate that students’ thinking is valued to build trust and rapport by asking questions that elicit students’ thinking.  Position students as mathematically competent by encouraging various entry points and elevating diverse ways students see and use structure in problems. For example, students might see a 3 × 4 × 5 rectangular prisms as three layers of a 4 × 5 array of cubes, as four layers of a 3 × 5 array of cubes, or as five layers of a 3 × 4 array of cubes (MP.7). * **Provide age-appropriate authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their own strengths.** Gather student perspectives through written or verbal reflection (anticipation guides, exit slips, error analysis, interviews, etc.) so that students consider their learning, performance, and growth as learners (MP.3). For example, in [Numbers and Operations with Fractions, Cluster: Use equivalent fractions as a strategy to add and subtract fractions](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=105), students think about adding and subtracting fractions, they ask themselves if the fractions in the problem can be solved using a reasoning strategy, or if it is more efficient to find common denominators (MP.2). For example, for the problem 2 3/4 + 3 1/2, students may mentally or physically refer to a ruler and use a counting up strategy. Or students use a break apart strategy noticing 3/4 is 1/2 + 1/4 and therefore, there are 6 wholes and 1/4 more, so 6 1/4 is the sum. Other students rewrite the fractions as 2 3/4 + 3 2/4 and add the whole numbers and fractions separately and then combine them. Students explain their reasoning strategies and students listen to others who solved the problem differently than they solved it and determine if the reasoning makes sense if it is efficient and if the answer is correct (MP.3). * **Promote a** [**growth mindset**](https://www.youcubed.org/resource/growth-mindset/) **by presenting culturally relevant tasks.** Bring in students’ existing funds of knowledge (culture, contexts, language and experiences); students are more apt to engage with mathematics when they can make a connection to the world, they live in. Consider ways to get to know students, such as asking them to list their favorite musicians, songs, sports, activities, games, food, etc., or by asking deeper questions about their culture, memories and family. Using resources like [3 Act Tasks](https://tapintoteenminds.com/3act-math/) provides students the opportunities to reason and take the first initial step to solve the problem in a real-world context. |

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| Questions for teacher self-reflection when planning instruction to foster student **self-awareness:**   * Why is it important to establish trust with my students to help develop [teacher credibility](http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Boosting-Your-Teacher-Credibility.aspx#:~:text=Teacher%20credibility%20is%20students'%20belief,that%20they%20can%20be%20successful.&text=Teacher%20credibility%20has%20four%20components,competence%2C%20dynamism%2C%20and%20immediacy.)? What steps am I already taking to develop trust with my students? Is there anything I might want to shift about my current approach? * How do I offer my students ways to get to know who I am? * How do I utilize formative assessment practices in a way that highlights student knowledge rather than deficit knowledge? * What strategies do I teach my students to apply to assess their own work and that of their peers? What are my students’ strengths and weaknesses at peer-and self-assessment? How do I support students in responding to other’s use of math practices to support their ideas? * What is my understanding of [culturally responsive instruction](http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx)? What [steps am I taking](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/STEM_Teaching_Tool_53_Cautions_for_Culturally_Responsive_Instruction.pdf) to incorporate culturally responsive instruction deeper into my classroom and instruction? Is there anything I might want to shift about my current approach? * How do I share the classroom’s authority and autonomy with students? Is there anything I might want to shift about my current approach? * What would it look like to include more student voice and student choice in my classroom? * What tasks provide [windows and mirrors](https://www.nctm.org/Publications/Teaching-Children-Mathematics/2016/Vol22/Issue6/tcm2016-02-358a/) into student noticings? * What methods do I use to identify problem solving contexts connected to students interests and/or societal topics relevant to students (at the local or global level)? * Utilizing [multilingual resources](https://www.elsuccessforum.org/resources/a-how-to-guide-for-teachers) can help students see themselves and their heritage in the learning, which promotes student agency. How do I use multilingual/multicultural resources to provide additional scaffolds for ELs? Is there anything I might want to shift about my current approach? * How can I elevate mathematical role models from diverse cultures? |

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| Questions to foster **self-awareness** in students:   * How can you use what you know to explain why this works? (MP.7) * Why did you decide to use this method? (MP.2) * How did you test whether your approach worked? (MP.3) * What do you notice? What do you wonder? |

## Grade 5: SEAD Design Considerations

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| **Standards for Mathematical Practice** |

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| [MP.1.](#MP1) Make sense of problems and persevere in solving them.  [MP.2.](#MP2) Reason abstractly and quantitatively.  [MP.3.](#MP3) Construct viable arguments and critique the reasoning of others.  [MP.4.](#MP4) Model with mathematics. | [MP.5.](#MP5) Use appropriate tools strategically.  [MP.6.](#MP6) Attend to precision.  [MP.7.](#MP7) Look for and make use of structure.  [MP.8.](#MP8) Look for and express regularity in repeated reasoning. |

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| SELF-MANAGEMENT: **The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation and agency to accomplish personal/collective goals. Examples include, but are not limited to, the following:** • Showing the courage to take initiative                • Identifying and using stress-management strategies       • Setting personal and collective goals  • Exhibiting self-discipline and self-motivation     • Demonstrating personal and collective agency                 • Managing one’s emotions  • Using planning and organizational skills |

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| Considerations when designing mathematics instruction that fosters **self-management:**   * **Provide opportunities for students to take the initiative for their own learning.** Embedding time and space for student reflection can have a significant impact on how well students are able to manage their emotions and express personal agency around the mathematics being learned.  Consider how to support and equip students to take the initiative and move learning forward. For example,what context makes sense when students apply a rule, like add 3 and several patterns emerge. In [Operations and Algebraic Thinking, Cluster: Analyze patterns and relationships](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=99), students see the explicit pattern is the new value 3 more than the original value. But, as students explore, they notice if they pick an input that is 5 more than the last input, then the output is also 5 more. The context could be thinking of people's ages in three years. So, if they have a sibling that is 5 years older now, in three years, they will still be 5 years older (MP.2). They represent these patterns on graphs and use the graphs to make sense of the situation (MP.4). * **Routinely ask questions that encourage students to reflect on barriers they may encounter and help them think about ways they can overcome challenges.** Consistently provide students, individually and collectively, with opportunities and support to engage in productive struggle as they grapple with mathematical ideas and relationships (NCTM, 2014). Promote student engagement and identity by embedding systems and routines, such as [Routines for Reasoning](http://www.fosteringmathpractices.com/routinesforreasoning/), to allow students to engage in productive struggle and take ownership of their progress and growth toward intended learning outcomes. While specific routines may vary among educators and even across different class sessions, routines can help foster a sense of predictability and safety for students as they learn mathematics. Consider engaging students in the development of success criteria, empowering them to evaluate where they are on the learning continuum and advocate for support as learning continues (MP.3). * **Support students in setting personal and collective goals.** Establish clear learning goals that promote mathematical learning as just, equitable and inclusive. Formative assessment strategies are used to equip and empower students to take ownership of their learning. Consider sharing the questions within [A Family Guide to Understanding Assessment](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/A_Family's_Guide_to_Student_Assessment.pdf) to enable students and families to continue to strengthen student self-management in a variety of situations. For example, students set goals based on where they are with the math standards they are learning and consistently check to see where they are and where they are going in their learning. |

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| Questions for teacher self-reflection when planning instruction to foster student **self-management:**   * How do I utilize formative assessment practices in a way that highlights student knowledge rather than deficit knowledge? How do I embed instructional routines to support students in self-assessing their progress toward the learning goal? Is there anything I might want to shift about my current approach? * What is my reaction when a student makes a mistake in my class? Is there anything I might want to shift about my current approach? How might I use student mistakes as an opportunity for learning? * How might I model self-discipline and self-motivation during my instruction? * What do I look for to see what my students understand and where my students need guidance? * How might I support students in working through problems without taking the thinking away from them? * How can I help students recognize the things they do and say are evidence of their learning? How can I support students in making their ideas visible and public? * How do I offer students the opportunity to make decisions about how to improve as opposed to a way to determine if they are right or wrong based on whether they get a “good” grade or “bad” grade? (For example, this might mean allowing students to revise incorrect or incomplete responses based on formative feedback about their initial work.) * What opportunities for student reflection are embedded within my plan for instruction? Are there specific [reflection prompts](https://ged.com/wp-content/uploads/MathPrompts.pdf) that lend themselves to this learning experience? Is there a specific [writing strategy](https://www.michigan.gov/documents/mde/Writing_to_Learn_Mathematics_306722_7.pdf), I could utilize with students to reflect on their learning in mathematics? |

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| Questions to foster **self-management** in students:   * What does the number \_\_\_ represent in the problem? (MP.2) * Would it help to create a diagram? Draw a picture? Make a table? (MP.4) * What connections do you see? (MP.4) |

## Grade 5: SEAD Design Considerations

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| **Standards for Mathematical Practice** |

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| SOCIAL AWARENESS: **The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school and community resources and supports. Examples include, but are not limited to, the following:** • Recognizing situational demands and opportunities            • Taking others’ perspectives                    • Demonstrating empathy and compassion   • Identifying diverse social norms, including unjust ones       • Recognizing strengths in others            • Showing concern for the feelings of others  • Understanding the influences of organizations/systems on behavior                                                       • Understanding and expressing gratitude |

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| Considerations when designing mathematics instruction that fosters **social awareness:**   * **Promote a sense of belonging.** Build a safe community where mathematical discourse supports active listening, promotes diverse perspectives and insights, and allows students to consider others’ reasoning to advance their own mathematical understanding. Build community by providing group tasks to develop sense making and problem solving while deepening students’ active engagement (MP.1). Creating a learning community is essential for mathematical practices that are interpersonal by nature, such as MP.3. Co-create shared agreements or ground rules about how all members of the learning community will interact with empathy and the desire to understand other perspectives. Consider how to equip students with skills and strategies to [bridge differences](https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf). Normalize mistake-making and celebrate intellectual risk-taking using strategies such as [My Favorite No.](https://learn.teachingchannel.com/video/class-warm-up-routine) For example, in [Numbers and Operations with Fractions, Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=109), students solve the classic “brownie sharing” problems, wherein brownies are shared equally with children. In considering how 4 children share 5 brownies. They use drawings of rectangles and partition to show each child will get 1 1/4 brownies. As students continue to explore brownie sharing, they notice patterns. In this case, they see 5 ÷4 means the same as 5/4 (MP.4). Students reason quantitatively as they work on scaling problems in context (MP.2). For example, in 3/4 of 16, students might reason the answer is less than 16. To solve it, they begin by thinking 1/4 of 16 is 4, then think 3 groups of 4 is 12. As students divide a problem such as 4 ÷ 1/8, 7 ÷ 1/8, 10 ÷1/8, they notice how many eighths in one whole and then multiply by how many wholes they have. This pattern leads to an understanding of why it looks like they are multiplying by the denominator (MP.8). * **Design structured and unstructured time for students to actively collaborate with their classmates**. Reflect on student identities and agency to build diverse groups. Position students as competent and elevate the status of students by valuing different contributions students make when they share representations and make connections between these representations. Translating between multiple representations helps students understand each form represents the same relationship and provides a unique perspective on the relationship (MP.3). Engage students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures as tools for problem solving (NCTM, 2014). For example, in [Numbers and Operations in Base Ten, Cluster: Perform operations with multi digit whole numbers and with decimals to hundredths](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=104), students understand when given a multiplication problem, they have a choice in how they solve it and select a way that makes sense for the values in the problem. For example, for 1234 x 12, they see the small numbers lend to a break apart strategy and solve the problem this way: 1234 x 10 = 12340 and 1234 x 2 = 2468. They add the partial products to equal 14,808 (MP.7). Other students may stack the two values and use an algorithm. Students recognize a rectangle is an effective model for ensuring all partial products are calculated, for both whole numbers and decimals (MP.4). As students explore problems with decimal values, they reason about the problem, rather than following rules devoid of meaning (count the number of decimal places). For example, when multiplying 4 x 1.5, they use a break apart strategy, as they have for whole numbers, noticing 4 x 1 = 4 and 4 x 0.5 = 2, so therefore, 4 x 1.5 = 6 (MP.2). They explain why this works and when they use this strategy (MP.3). |

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| Questions for teacher self-reflection when planning instruction to foster student **social awareness:**   * How do I group my students for collaborations and small-group work (ability, homogenous or heterogenous according to a specific criteria)? Is there anything I might want to shift about my current approach? * How is learning typically arranged in my classroom? Is it individual practice, whole-group instruction, collaborative work, exploration? Why or how do I choose these approaches for practice? Are there other strategies and structures I might want to use in the classroom? * How do I determine when whole-class discussion might need to happen? * How might I elevate the importance of exploring math concepts as opposed to seeking the “right” answer? * How might I support students in making their thinking visible? * How deep is my understanding of how the mathematics content standards are connected within and across grade levels? * Do I select the instructional strategies I use according to the target of the standard I am teaching? Is there anything I might want to shift about my current approach? * How might I investigate the social, cultural and historical influences behind different views? Whether or not there is strong disagreement within your group, learning more about those with opposing views can build empathy and improve communication. |

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| Questions to foster **social awareness** in students:   * Can you think of another method that might have worked? (MP.2) * How is \_\_\_’s way of solving the problem like/different from yours? (MP.1) * Is there a mathematical rule for \_\_\_? (MP.8) |

## Grade 5: SEAD Design Considerations

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| **Standards for Mathematical Practice** |

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| [MP.1.](#MP1) Make sense of problems and persevere in solving them.  [MP.2.](#MP2) Reason abstractly and quantitatively.  [MP.3.](#MP3) Construct viable arguments and critique the reasoning of others.  [MP.4.](#MP4) Model with mathematics. | [MP.5.](#MP5) Use appropriate tools strategically.  [MP.6.](#MP6) Attend to precision.  [MP.7.](#MP7) Look for and make use of structure.  [MP.8.](#MP8) Look for and express regularity in repeated reasoning. |

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| RELATIONSHIP SKILLS: **The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Examples include, but are not limited to, the following:** • Seeking or offering support and help when needed           • Communicating effectively             • Developing positive relationships  • Practicing teamwork and collaborative problem-solving    • Demonstrating cultural competency • Resolving conflicts constructively  • Standing up for the rights of others                                       • Resisting negative social pressure                • Showing leadership in groups |

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| Considerations when designing mathematics instruction that fosters **relationship skills**:   * **Promote skills in cooperation and communication.** Enhance students’ mathematical agency by including regular collaborative opportunities for students to work together with others as a team on [modeling](http://www.siam.org/Portals/0/Publications/Reports/gaimme-full_color_for_online_viewing.pdf?ver=2018-03-19-115454-057) tasks that provide multiple pathways for success and that require reasoning and problem solving (MP.4). Collaborative learning experiences also can serve to reinforce self-management skills. One way to do this might be to urge students to continually evaluate and talk to their peers about the reasonableness of their results. For example, in [Numbers and Operations in Base Ten, Cluster: Understand the place value system](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=101), students look across series of problems to notice a pattern when multiplying by 10, 100 or 1000 (MP.8) and justify why patterns exist (why 36 x 100 = 3600), rather than superficially noting ‘you add zeros,’ they explain or show there are 36 hundred, so 3600 (MP.3). Students use similar reasoning to compare decimal values, explaining tenths are larger than hundredths and therefore, they look to first see which values have more tenths before looking at how many hundredths it has (MP.2, MP.7). Students use tools such as number lines and base 10 blocks to see place value relationships with decimals to compare and to round (MP.5). * **Empower students to give and receive constructive feedback.** Intentionally use collaborative work groups to reinforce the importance of working together to solve problems and achieve goals**.** As students engage in learning experiences that require them to listen to the argument of others, decide if they make sense and ask useful questions to clarify or improve the argument, it may be useful to implement discussion protocols to provide a safe environment for students to share their developing thinking (MP.3). For example, in [Geometry, Cluster: Classify two-dimensional figures into categories based on their properties](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=115), students describe attributes they notice for a particular type of quadrilateral, focusing on side lengths and angles (MP.6). They compare the lists of defining attributes across shapes to notice what they have in common and what is different (MP.7). They explain some types of quadrilaterals (parallelograms) are also rectangles because all the attributes of a parallelogram are also attributes of a rectangle (MP.3). They use this analysis to build an understanding of a rectangle as a special case of a parallelogram (a parallelogram with 90-degree angles) and use these understandings to create a hierarchy of quadrilaterals (MP.1). Use [purposeful questions](https://www.nctm.org/Conferences-and-Professional-Development/Tips-for-Teachers/Asking-Questions-and-Promoting-Discourse/) to assess and advance student’s reasoning and sense making about important mathematical ideas and relationships (NCTM, 2014). By thinking about when misconceptions are likely to arise in the lesson, teachers can plan to use strategies, such as [Talk Moves](https://irp-cdn.multiscreensite.com/7a45b809/files/uploaded/talk_moves_map_oconnor_2017.pdf), that will support students to clarify and advance their learning. Planning to use these strategies allows teachers to be ready to quickly take appropriate pedagogical action for many of their learners. |

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| Questions for teacher self-reflection when planning instruction to foster student **relationship skills:**   * How was I taught math when growing up? Was my experience a balance of conceptual understanding, procedural skills/fluency, application, or did it lean more heavily in one area? How do I typically teach mathematics? Is my instruction a balance of conceptual understanding, procedural skills/fluency or application, or does it lean more heavily in one area? * What steps am I taking to engage students in the mathematical practices as they learn mathematical content? Would I (or my team/PLC) benefit from examining the *KAS for Mathematics* more deeply using the [Breaking Down a Standard protocol](https://kystandards.org/standards-resources/mathematics-resources/breaking-down-a-mathematics-standard/)? Do I (or my team/PLC) understand how the target of the standard and the coherence component inform instruction around the standard? Have I (or my team/PLC) reflected on common preconceptions, misconceptions and challenges/confusions that might arise for my students? * What steps am I taking to ensure all my students get the same [opportunities to communicate and collaborate](http://stemteachingtools.org/brief/35) through classroom discussions? Which student(s) do I typically call on to participate in class discussions? Is there anything I might want to shift about my current approach? * How might I use modeling in my classroom to support students in understanding where they are in their own learning? * What learning experiences am I offering students to allow them to demonstrate flexibility in representing mathematics? Is there anything I might want to shift about my current approach? * How might I utilize and engage with problems that have complex, competing or multiple answers? * What strategies do I have for facilitating [productive mathematics discussions](https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Strategies-for-Discussion/)? What steps do I take to plan for sharing student responses according to different methods and solution pathways, instead of randomly calling on students? Is there anything I might want to shift about my current approach? * How might I support students in giving feedback in specific situations? Are there specific strategies I might employ to help students improve their communication skills? |

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| Questions to foster **relationship skills** in students:   * Why was it helpful to use \_\_\_\_? (MP.5) * Why is this important to the problem? (MP.7) * How do you know? (MP.3) |

## Grade 5: SEAD Design Considerations

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| **Standards for Mathematical Practice** |

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| [MP.1.](#MP1) Make sense of problems and persevere in solving them.  [MP.2.](#MP2) Reason abstractly and quantitatively.  [MP.3.](#MP3) Construct viable arguments and critique the reasoning of others.  [MP.4.](#MP4) Model with mathematics. | [MP.5.](#MP5) Use appropriate tools strategically.  [MP.6.](#MP6) Attend to precision.  [MP.7.](#MP7) Look for and make use of structure.  [MP.8.](#MP8) Look for and express regularity in repeated reasoning. |

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| RESPONSIBLE DECISION-MAKING: **The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being. Examples include, but are not limited to, the following:** • Demonstrating curiosity and open-mindedness                          • Learning to make a reasoned judgment after analyzing information, data, facts  • Identifying solutions for personal and social problems              • Recognizing how critical thinking skills are useful both inside & outside of school  • Anticipating & evaluating the consequences of one’s actions  • Reflecting on one’s role to promote personal, family and community well-being |

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| Considerations when designing mathematics instruction that fosters **responsible decision making:**   * **Provide opportunities for students to make responsible decisions after analyzing information.** Give students problem scenarios and ask them to work in pairs/groups to decide what they would do. Students may benefit from using think-aloud strategies (or hearing the strategies others use) as they make sense of problems and persevere in solving them (MP.1). Providing opportunities for student discourse, whether during small group or whole class instruction, also will help build mathematical vocabulary. For example, in [Measurement and Data, Cluster: Understand and apply the statistics process](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=111), after gathering data on a question of interest, students recognize they have many data points and therefore, decide they will do a scaled graph (MP.4). Students create the graph; they decide to do a picture graph and pick a scale of 1 picture = 4 data points (MP.6). In another situation, students recognize they have numerical data, create a dot plot, and decide to use a spreadsheet on the computer to create the graph (MP.5). Students compare how dot plots and bar graphs are similar and different, recognizing when to use each (MP.6). * **Model good decision-making.** Establish classroom discussion norms that support facilitating discourse among students to build a shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments (NCTM, 2014). Making intentional choices about the language used when modeling “think aloud” strategies can be impactful. Provide opportunities for students to evaluate expressions and as they realize there are options within the order of operations. For example, in [Operations and Algebraic Thinking, Cluster: Write and interpret numerical expressions](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf#page=98), students move between words and symbols, understanding equivalent ways to express a statement. Students interpret the statement “The sum of 347, 124 and 99, divided by 30 as, (347 + 124 + 99) ÷ 30 and as 347 + 124 + 99 30 (MP.7). Students could add the three values and then divide by 30 or divide each addend by 30 and get the same answer. They think of a context to convince themselves two options will lead to the same answer (MP.2). In this case, students consider the two options and see the first idea is less ‘messy’ and therefore, a good choice (MP.1). * **Engage students in learning where they develop voice and perspective to participate in the local context more fully and beyond.** Look for opportunities to utilize primary source documents or lessons, such as graphs, situations, etc., that deal with current world events. Consider facilitating [Data Talks](https://www.youcubed.org/resource/data-talks/), short 5–10-minute classroom discussions to help students develop data literacy. Utilizing [slow reveal graphs](https://slowrevealgraphs.com/), as demonstrated [here](https://amplify.com/math-teacher-lounge?utm_campaign=FY20_Math_mathteacherlounge.com_National_videoseries&utm_medium=email&_hsmi=105707915&_hsenc=p2ANqtz-9xlfmbHGZa5heYHLkxM7AlAO5XE0Ma7rwjb0tA87X3RK5FW5mj1Nvpali_tSxG9HGdZZL1Brv74ckTeFswFapaxgKMz5SuaxV9HkS7u0ajrP69WK8&utm_content=105707915&utm_source=hs_email), can be a powerful tool in creating curiosity, offering multiple entry points to a discussion on data and eliciting profound noticings from students. When learning to make a reasoned judgment after analyzing information, data, facts, encourage students to consider how making responsible decisions can promote systemic change within their local context and beyond. Attention will need to be given to helping students understand how their role can impact the systems and structures around them. |

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| Questions for teacher self-reflection when planning instruction to foster student **responsible decision making:**   * What steps am I taking to establish a culture that reinforces with students that a mathematical model used to represent a problem’s solution is a “work in progress” and may be revised as needed? Is there anything I might want to shift about my current approach? * How might I [study the community](http://stemteachingtools.org/brief/31) in which I teach and incorporate issues that affect my students into my instruction? * What strengths and values might I highlight from the community in which I teach? * What steps am I taking to offer students opportunities to actively engage and use their voice within my classroom? Is there anything I might want to shift about my current approach? How might I support that same active engagement and voice beyond my classroom and beyond my school? * What process do I use when [designing a learning experience](https://www.edutopia.org/article/bringing-culturally-responsive-lens-math-class) that has students “taking action” as the final product? What might “taking action” look like for students in my classroom and beyond? |

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| Questions to foster **responsible decision making** in students:   * Does your plan make sense? Why or why not? (MP.1) * Can you explain what you’ve done so far? (MP.2) * What labels could you use? |

\*For additional support integrating the Standards for Mathematical Practice access the [Engaging the SMPs: Look fors and Question Stems](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/SMP_Look_Fors_and_Question_Stems.pdf) resource.

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