

# MAKING SENSE & MOVING FORWARD

**ZACHARY CHAMPAGNE**

zakchamp.com | @zakchamp | zacharychampagne@gmail.com



I don't have all the answers.

There is not a perfect solution.



It is unquestionable that the amount of change we enduring during a global pandemic has impacted the teaching and learning of mathematics, positively, negatively, and everywhere in between.



# This talk is NOT about:

- Learning loss.
- Kids being “behind or low.”
- Defeating language and beliefs that blame students and teachers.



# This talk is about:

- An open and honest conversation about this past year.
- How to honor the incredible work teachers, students, and families have done in the face of incredible challenges.
- How to focus on what matters in mathematics classrooms.



# Context matters.

Each situation is unique and will require local expertise to adequately address how to move forward.



# Begin with connection and community.



# Story Problem Routine





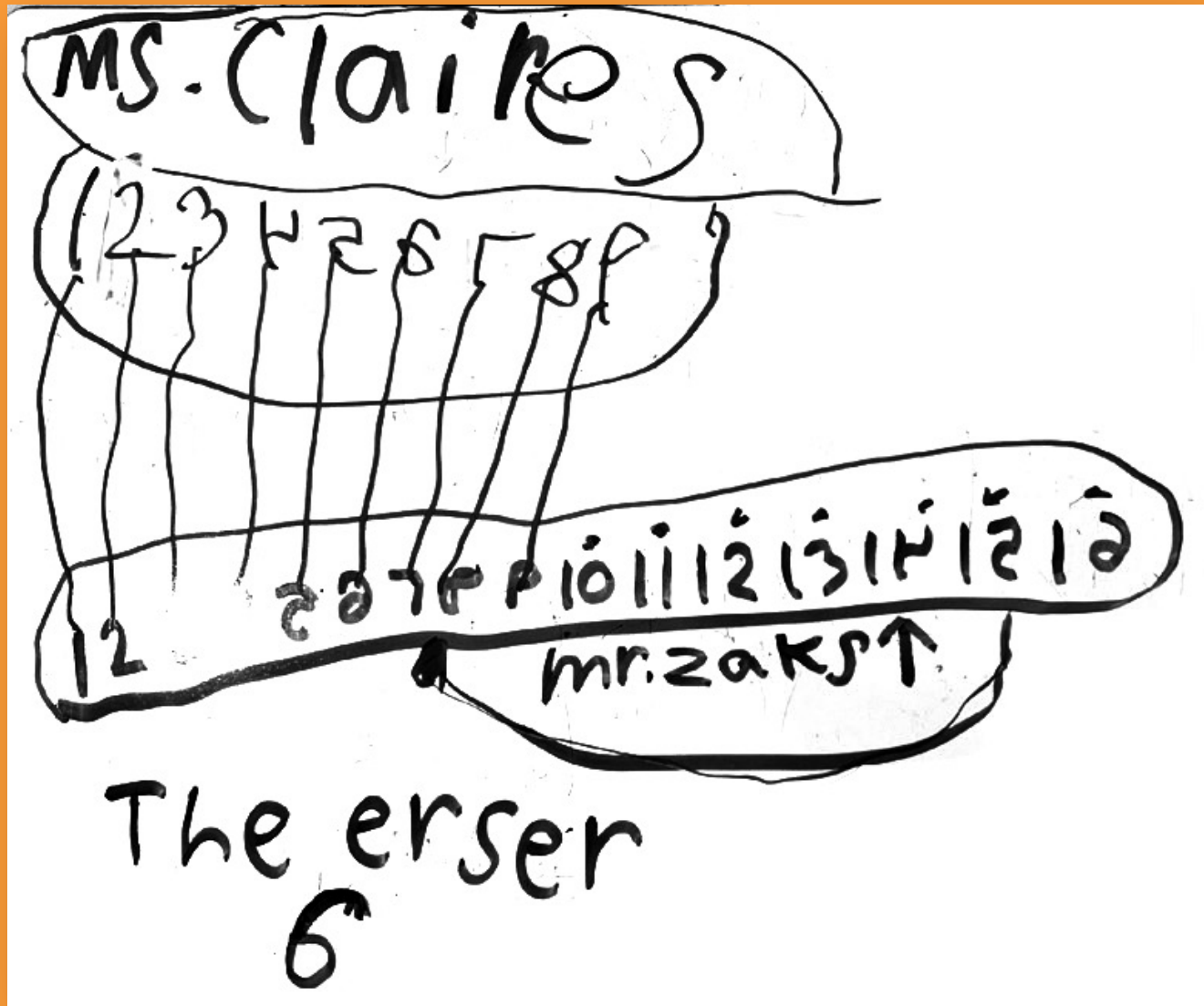
Mr. Zak has 16 piece of candy.  
Ms. Claire has 9 piece of candy.



Mr. Zak has 16 piece of candy.  
Ms. Claire has 9 piece of candy.

How many more pieces of candy  
does Mr. Zak have than Ms. Claire?





if it was ten it  
would be 6 but its  
nighn so it is 7

Great  
Job



if  $10+6=16$  then  $p+z$  must  $=16$   
because you just take  
one away from the 10  
so that means that  
you add one more  
to the 6. answer 7



When kids share their thinking, they  
are building community.





# Routines That Get At Students' Important Mathematical Ideas:

- Number talks
- Splat
- Story problem routine
- How Many?
- Which One Doesn't Belong?
- Ways to Make \_\_\_\_\_
- Three Act Tasks
- Counting Collections
- Notice/Wonder





Extend grace, trust, and understanding.



Assume that each and every student is doing the very best they can on any given day.

Start every day with that assumption.



# Use positive language.



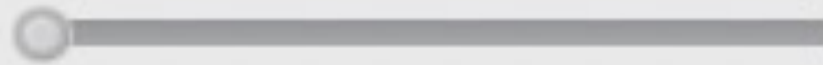
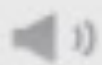
# Focus on engagement.





**3-ACT MATH**

**ACT 1**



00:00 / 00:11



What do you notice?  
What do you wonder?



Main Question?  
How many seats are  
on the train?

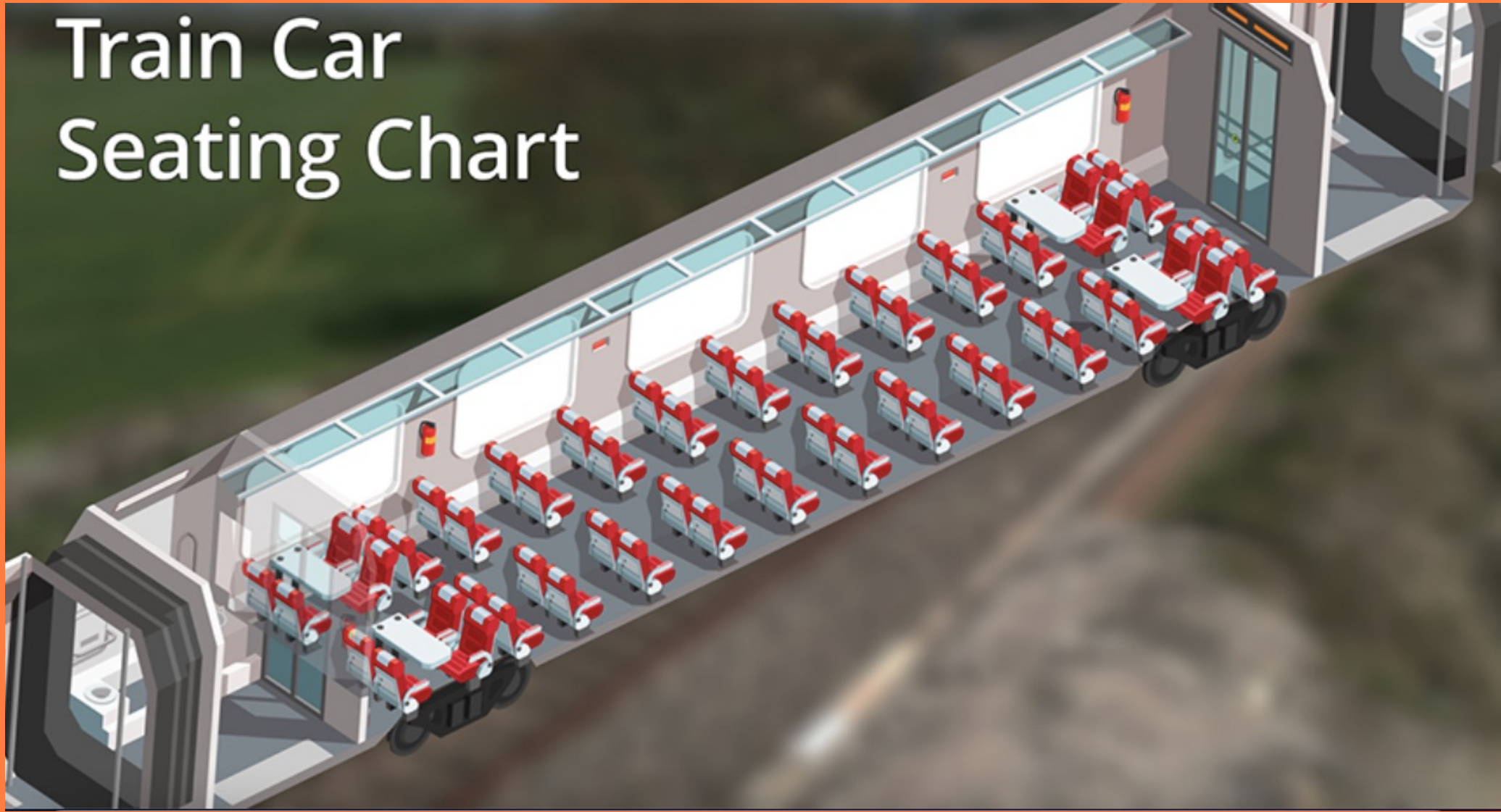


# What information do you need?



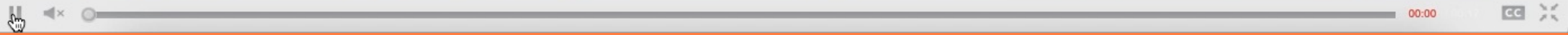


# Train Car Seating Chart



11 passenger cars



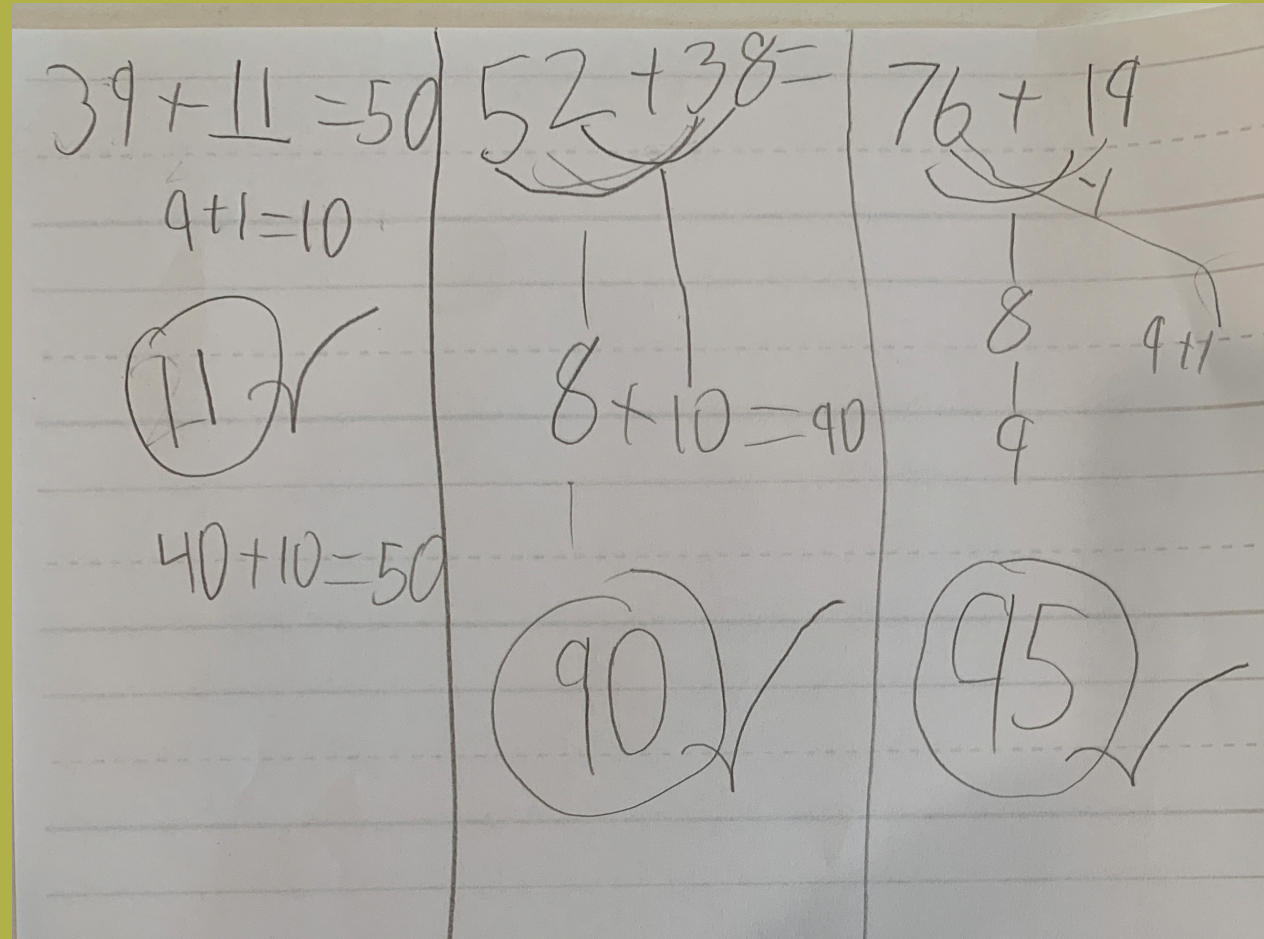




Give all students access to grade level content.



# Focus on conceptual development.



# Concepts then processes



# Content NOT tricks





Slow down and have fun.



# Play The Long Game



# My Core Teaching Beliefs:

- 1 It's okay to walk away from a math problem.
- 2 It's okay to not be finished when class ends.
- 3 Your wonderings are important.
- 4 You have important mathematical ideas.
- 5 Play Matters.





# THANK YOU!

**ZACHARY CHAMPAGNE**

[zakchamp.com](http://zakchamp.com) |  [@zakchamp](https://twitter.com/zakchamp)

[zacharychampagne@gmail.com](mailto:zacharychampagne@gmail.com)