

PROM/SE Institute
August 2004
Day 2, Session 2

The Geometry Strand: Focus on Shapes and Properties

Goal of the Session

Participants will recognize the need to focus topics at certain grade levels within the curriculum.

Materials needed

12 post it flip chart pages per room
Markers for each table
Geometry State Standards

Participants should sit by grade level (for example, table #1: grades K and 1, #2: grades 2 and 3, #3: grades 4 and 5, #4: grades 6 and 7, #5: grades 8 and high school)

Facilitator: At your table, please talk about and record (on large flip chart size post-it-notes) what you and your colleagues at your building teach your students about geometric shape and properties. Thus, those of you are table #4; will record what is taught at 6th grade and what is taught at 7th grade on geometric shapes and their properties.

Groups: Record information on chart paper. When finished, post your chart on the wall. (about 15 minutes)

Facilitator: (Groups complete their lists and post on the wall for all to see)
Review what has been recorded at each grade level. At your table, share what you notice about what is taught at each grade level. Look for similarities, differences, evidence of growth of ideas, possible gaps, etc.

Participants: Share findings. (5 to 10 minutes)

Facilitator: Refer to the data they looked at on Day 1. Invite discussion about how this relates to the posters on the wall. (5 minutes)

Facilitator: (Provide copies of State Standards on Geometry)
{Ask} Review the State Geometry Standards, focusing on what you expect to be taught at each grade level for geometric shapes and properties. Note similarities and differences in what is recorded on the wall and what is outlined in the State Standards. (10 minutes)

{Ask} What changes might you recommend to the current curriculum based on the state standards and in light of the data about number of topics?

Participants: Tables share recommended changes for their grade level (5 minutes)

Facilitator: What are some steps you might consider to improve the geometry curriculum and instruction in your school/district related to geometric shapes and properties based on the information from the test scores, state standards, and the information shared regarding the curriculum taught at each grade level? (10 minutes) What might you need in order to focus your curriculum?

Facilitator: Summarize session and generalize comments regarding information and possible steps buildings/districts might consider.