



VIRTUAL FLUENCY IN ACTION – PURPOSEFUL, ACCESSIBLE, AND ENGAGING PRACTICE IN GRADES 6–12: A STORY OF RATIOS[®]/A STORY OF FUNCTIONS[®]

Session Objectives:

Participants will understand

- build a shared understanding of the definition and multiple aspects of math fluency and its relationship to conceptual understanding and application,
- explain the purposes of incorporating fluency practice consistently during instruction,
- experience and analyze four common routines for fluency practice (sprints, integer card activities, counting exercises, white board exchanges) to describe when they might be most effective during instruction.
- through practice with planning for fluency practice within the context of a grade-level topic, begin to make and explain strategic instructional choices around fluency practice as a means of supporting our defined purposes and facilitating a joyful learning experience.

TIME	AGENDA	DESCRIPTION
Part A 2 hours	Defining Fluency Fluency in Action	During the first virtual PD session, participants will <ul style="list-style-type: none"> • build a shared understanding of the definition and multiple aspects of math fluency and its relationship to conceptual understanding and application. • experience and analyze four common routines for fluency practice (counting, integer card activities, white board exchanges, and sprints) to describe when they might be most effective during instruction.
Part B Preparation 30-45 minutes		To prepare for the second virtual PD session, participants will <ul style="list-style-type: none"> • Complete Algebra I Module 1 Problem Progression and answer the guiding questions (VEM pp. 25-28).
Part B 2 hours	Planning Purposeful Fluency Practice Collaborative/Independent Practice	During the second virtual PD session, participants will <ul style="list-style-type: none"> • explain the purposes of incorporating fluency practice consistently during instruction. • through practice with planning for fluency practice within the context of a grade-level topic, begin to make and explain strategic instructional choices around fluency practice as a means of supporting our defined purposes and facilitating a joyful learning experience.