VIRTUAL FOCUS ON FLUENCY: A STORY OF RATIOS® AND A STORY OF FUNCTIONS®

Session Objectives
Participants will understand
• fluency as a concept and the need for students to have mathematical fluency;
• the purposes, delivery, and design of instructional tools; and
• how to leverage the power of these instructional tools for fluency development and short-term interventions.

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<th>TIME</th>
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<tr>
<td>Zoom</td>
<td>Session 1</td>
<td>What Is Fluency?</td>
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| 2 hours    |                               | During the first virtual PD session, participants will  
|            |                               | • learn the definition of and purposes behind the fluency activities in Eureka Math,  
|            |                               | • internalize the usefulness of counting exercises and examine how that tool can be leveraged to address students’ needs, and  
|            |                               | • practice using integer cards as tools that build conceptual understanding, develop fluency, and provide opportunities for application.                                                                                                                                  |
| Interim Work and Lunch Break | 2 hours | Professional Reading  
|                               |                               | Play Integer Games                                                                                                                                                                                                                                                                                                                      |
|            |                               | To prepare for the second virtual PD session, participants will  
|            |                               | • independently explore and play Integer Games and  
|            |                               | • read and annotate “Rapid Whiteboard Exchanges,” “Architecture of a Sprint,” and “Sprint History and Details.”                                                                                                                                                             |
| Zoom       | Session 2                     | Whiteboard Exchanges  
| 2 hours    |                               | During the second virtual PD session, participants will  
|            |                               | • read and annotate “Direction for Administration of Sprints”;  
|            |                               | • read the Sprint Index for Grades 4–8 and highlight Sprints you could use with your students;  
|            |                               | • prepare to deliver effective Rapid Whiteboard Exchanges / Whiteboard Exchanges from a sprint you plan to use with your students.                                                                                                                                  |
|            |                               | Sprints  
|            |                               | Conclusion/Q&A                                                                                                                                                                                                                                                                                                                      |

Two-Day Scheduling Option
It is recommended that schools complete parts 1 and 2 of the virtual session in one day. However, schools may choose to schedule parts 1 and 2 on two consecutive days.