## 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 (counting, choral response, white board exchanges, and sprints) 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
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Part A | Defining Fluency | During the first virtual PD session, participants will
Fluency in Action | • 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, choral response, white board exchanges, and sprints) to describe when they might be most effective during instruction.
Part B | Preparation | To prepare for the second virtual PD session, participants will
| 30-45 minutes | • Complete Grade 3 Module 1 Problem Progression and answer the guiding questions (VEM pp. 13-14).
Part B | Planning Purposeful Fluency Practice | During the second virtual PD session, participants will
Collaborative/Independent Practice | • 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.