

Module 1  
Participant Guide

Focus on Practice Standards

## Section 4

# Connecticut Core Standards for Mathematics



Grades 6–12

*Systems of Professional Learning*

### **Connecticut Core Standards Systems of Professional Learning**

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Section 4

## Section 4: Supporting Students to “Make sense of problems and persevere in solving them.”

### Kites Activity

*Explore the problem below using the materials provided. Work first on your own and then with your group. Be sure that everyone presents their individual thinking before the group begins to work together. Once your group has determined the instructions that need to be provided with each kit based on the shape of the kite, record your instructions on chart paper. Your instructions should include the length and number of sticks and how each stick should be positioned based on the the desired kite shape.*

A store sells kits to make kites. All the kites are quadrilaterals. Some are what we call “kite-shaped.” Others are rectangles, squares, rhombi, and four sided shapes with no particular characteristics. A kit has string, paper, and two sticks to form the skeleton of the kite.

The store owner needs to know what sticks to put in the kits for each shape, and how to tell the purchaser how to put the sticks together for each shape.

Your job is to give the store owner information about making squares, rectangles, trapezoids, and typical kite shapes. For each shape, list the sticks needed and how they should be put together.

Use the paper strips as your sticks and connect them using the brads to make your kite shapes.

Retrieved from <http://insidemathematics.org/index.php/classroom-video-visits/public-lessons-properties-of-quadrilaterals/300-properties-of-quadrilaterals-tuesday-group-work-part-a?>

## Classroom Environment that Supports Perseverance

*Create a description of a classroom environment that supports perseverance.*

