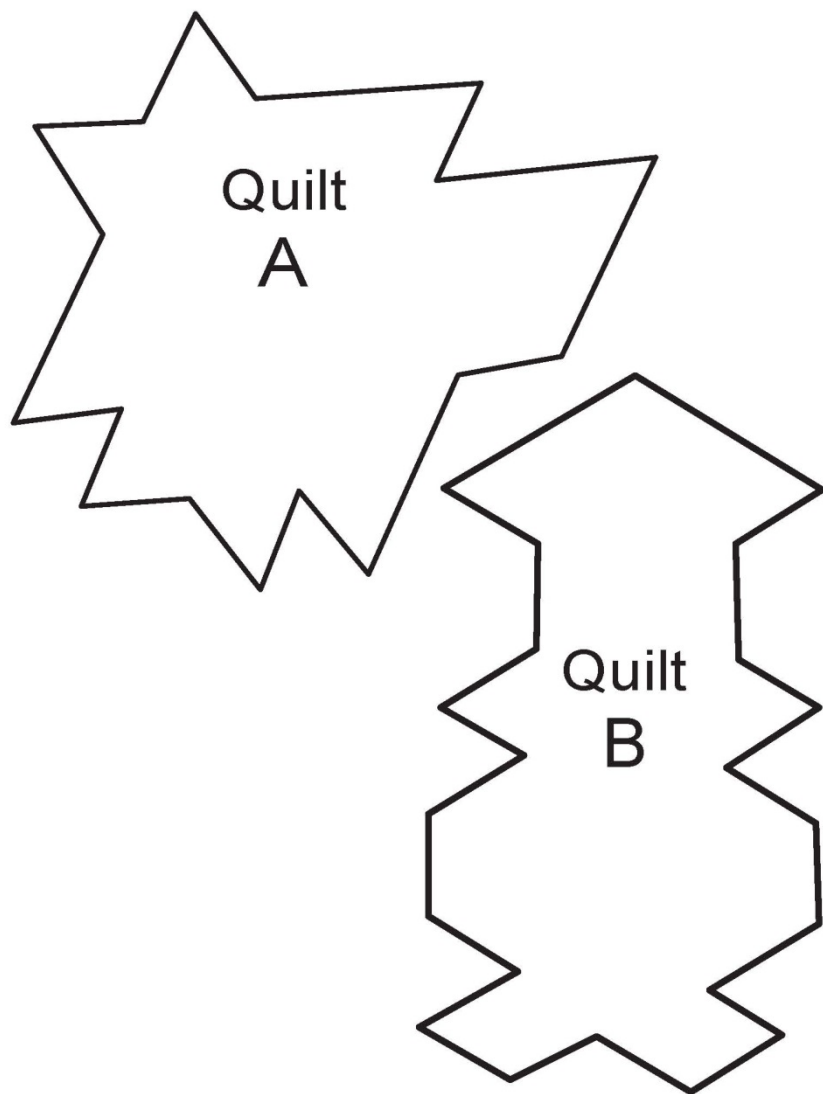


# Welcome to day 4 of MEME!

# Who's next?

## Greeting in order



Which quilt  
covers  
more area?

# Solving the Problem

*Which quilt covers more area?*

- **Work the problem individually.**
- **Share strategies & justify your solution to a partner.**
- **At your table, discuss: *What is the math in this task?***

# What's the math?

*What kind of thinking did you need to figure out the quilt problem?*

- Is it a geometry problem?
- Is it a number problem?
- Is it a measurement problem?

# Big Ideas / Big Connections

Each pair or trio gets 2 of the 26 big ideas

- Discuss: *How are they connected?*
- Make a poster that tells the story of the connections between your big ideas.  
*Describe a classroom episode that touches on both ideas.*

# Discussing the Posters

**What do you notice about the classroom episodes?**

**How are they similar? How are they different?**

# Stop & Reflect





# Operations in 4 Corners

*Which arithmetic operation most resonates with you?* Go to the corner marked with that symbol.

+

-

x

÷

*Why did you choose that operation?*

# Text Rendering Protocol

Why do this? To collaboratively construct meaning; to clarify and expand our thinking.

How do we get started?

- Individually read ***Preschoolers Grow Their Brains***
- Mark **1 sentence, 1 phrase, & 1 word** that particularly resonate with you in your work as an educator.

# Text Rendering Protocol

*Sharing without discussing*

## First Round

Each person shares **1 sentence** that s/he feels is significant.

## Second Round

Each person shares **1 phrase** that s/he feels is significant

## Third Round

Each person shares **1 word** that s/he feels is significant.

# Text Rendering Protocol

## *Discussing with the group*

- What did you hear from others in your group?
- What does it mean for your own work?
- How does it help you understand what ***mindset*** is about (particularly in relation to math)?
- How does mindset affect the learning and growth of ...
  - ... ourselves?
  - ... teachers with whom we work?
  - ... young children with whom teachers work?

# Why does growth mindset matter?

Find a partner to interview.

Take turns asking each other these questions:

- In any area of your life, do you have a growth mindset? Why did it develop? What has it allowed you to do?
- How would you describe your mindset toward math? Has your math mindset shifted over the last three days?

# A Vision for Math Learning

# Stop & Reflect

