

ACHIEVE THE CORE

Coherence Card Activity – Facilitator Directions

Objective: Engage educators in an activity to uncover some of the math progressions woven into the Standards, and illustrate the concept of coherence across grades and within a grade.

Materials:

- 7 sets of colored index cards with individual standards written or printed on them (one color per progression)
- One large poster with individual columns for Kindergarten through 8th grade, written or printed

K	1	2	3	4	5	6	7	8

- Participants should bring their personal copy of the Standards

Activity walkthrough:

- Divide participants into groups small enough so that they can easily work as a team.
- Facilitator should explain the activity as follows:
 - In front of you lie a set of colored cards and a large poster. Each colored set of cards represents one theme, such as number lines or properties of operations, and each card has an individual standard printed on it. Your goal as a team is to correctly place the cards within each grade in an accurate progression. The only parameters are that no two of the same color cards will appear in the same grade, and that there will not necessarily be one card in each grade for each progression.
 - You may not use your standards during the activity - only at the very end to check your team's work.
 - It may be helpful to first identify the theme for each set of cards, so that you collectively understand each strand that you are working with.
 - Although you may not all be K – 8 teachers, the objective is to see how topics and themes in the Standards progress from K-8. Use the wording of the standards on each card as an indicator of which standard would be placed before or after another standard within the same progression.
- Encourage teams to get up around the poster board together as they experiment with ordering the cards and placing them in different grades. As participants begin their discussion, facilitators should walk around to different groups and observe. If a team seems stuck, ask them which standards they are specifically struggling with and read them aloud, or ask the participants to read them aloud. Continuously draw the team back to individual word choices, which will help them understand why one standard would be before or after another.
- After all the cards are placed on the board, have participants take out their Standards and check their work, either grade by grade or by each progression.