# \author{ ANA Math Coach - Ms. P. Collins 

 <br> MATH FOCUS <br> 60 minutes of Tier 1 Mathematics instruction each day <br> Building fluency with Number Sense Routines 15 minutes each day <br> 30 minutes of Tier 2 Small Group Instruction <br> How will my child learn math? <br> Children learn math best through activities that encourage them to: <br> - explore; • think about what they are exploring; • solve problems using information they have gathered themselves; • explain how they reached their solutions <br> Children learn easily when they can connect math concepts and procedures to their own experience. By using common household objects and observing everyday events (such as weather patterns), <br> <br> \section*{PARENTING TIPS}} <br> <br> \section*{PARENTING TIPS}
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## CONTACT INFO

Please let me know if you have any questions or concerns regarding the math your child is learning.

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MATH COACHES CAN MAKE AN IMPACT

Coaches provide support for teachers who have multiple demands through job embedded professional development. One key element essential to effective math instruction, that a math coach in particular provides, is supporting teacher knowledge of mathematics content. Math coaches are able to provide Feedback, planning support, and work towards goals in a timely manner with knowledge and understanding that comes from being in the classroom and working with teachers.

## Coaching Benefits and Needs

Coaches play an important role in schools. They provide the middle leadership that is crucial to maintaining a productive learning environment. They are often a trusted instructional leader in a building or district. Coaches have the opportunity to connect with teachers and students to move learning forward for all parties.


Number Sense Routine:
Number Strings
This routine focuses on developing a sense of pattern and relationships among related problems.
$2 \times 5=$
$4 \times 5=$
$8 \times 5=$
$16 \times 5=$
$32 \times 5=$
$48 \times 50=$

Relating a known equation can help students solve unknown equations.

