

# LEARNING WALKS

Metric Units  
milligram (mg)  
gram (g)  
kilogram (kg)

Property of One  
One times another  
number is that number.  
 $5 \times 1 = 5$

Multiplication  
5 factor  
 $\times 3$  x factor  
15 product

1x1-12	1x13-24	2x1-12	2x13-24	3x1-12	3x13-24
4x1-12	4x13-24	5x1-12	5x13-24	6x1-12	6x13-24
7x1-12	7x13-24	8x1-12	8x13-24	9x1-12	9x13-24
10x1-12	10x13-24	11x1-12	11x13-24	12x1-12	12x13-24

Divide  
5  
315  
quotient  
divisor/dividend

Divide  
15 d  
÷ 3

39  
278

I agree with your answer because...

How do you know your answer is correct?

Like how you...

Can you explain that in a different way?

I got a different answer because...

I noticed you...

I disagree With You Because

I DON'T Understand You

**Mathematical Practice #1**  
Make sense of problems and persevere in solving them.  
I can make sense of problems and not give up when trying to solve them.  
I can persevere through challenges.

**Mathematical Practice #2**  
Reason abstractly and quantitatively.  
I can think about what makes sense and use words, numbers, logic, and reasoning skills to solve problems.

**Mathematical Practice #3**  
Construct viable arguments and critique the reasoning of others.  
I can justify (explain) my strategies and evaluate (decide) if the ideas of others make sense.

**Mathematical Practice #4**  
Model with mathematics.  
I can recognize math in everyday life and use math I know to solve problems.  
I can clearly show my work using diagrams, symbols, words, and pictures.

**Mathematical Practice #5**  
Use appropriate tools strategically.  
I can select and use the appropriate tools to help me solve problems.  
I can use math tools and explain why I used them.

**Mathematical Practice #6**  
Attend to Precision.  
I can calculate accurately and check my work.  
I can correctly use...  
I can check symbols.  
I can check vocabulary.  
I can check units of measure.

**Mathematical Practice #7**  
Look for and make use of structure.  
I can see and understand how...  
and spaces are organized.

**Mathematical Practice #8**  
Look for and express regularity in repeated reasoning.  
I can look for and express regularity in repeated reasoning.

# Learning walks

**Select a clear focus,** related to your vision.

Be specific about what you are looking for, or trying to find out about.

(for example, “can the students articulate what they are learning and how well they are doing?” or “Opportunities for collaborative learning.”)

**Take your ‘Learning Walk’ in pairs or groups of 3.**

This gives you opportunity to share your reflections with each other at the end, and in between classrooms.

**Plan to visit 3 or 4 classrooms for around 10 minutes each.**

Think of your classroom visits as ‘drop-ins’ rather than formal observations.



**Let staff know you are doing a Learning Walk,** but not necessarily which classrooms you will drop in to, or when.

**You are looking for patterns of student experiences,** not making judgements on teachers. Let teachers know your focus is on *learning*.

# Recording learning walk data

- Talk to the students, sit with them, ask them questions about your focus. Record what they say in notes to remind you later!
- Alternatively, record what you **See** **Hear** **Feel**  
The sheet on the next slide will help you record your observations.
- Classrooms should remain anonymous, so just record them as 'classroom 1, classroom 2 etc' – you are looking for patterns of practice.
- Your notes should provide a prompt to discussion and thinking: take a few moments in the hallway between classrooms to share your thinking and update your reflections.
- Look for common observations in your learning walk team. Ask each other, '*how many students said...*' and '*how did the students react/respond when...*' and '*what were the things that kept coming up/ happening...*' and '*what was the result of ... on the students?*'

# Sensory Monitoring [Recording Sheet]

	Classroom 1	Classroom 2	Classroom 3
<b>See</b> 			
<b>Hear</b> 			
<b>Feel</b> 