**Math Common Core Warm-Up Program**

1) You will be expected to complete the Five Daily Warm-Up Problems (5-8 minutes).

When you enter the classroom you will see a warm-up projected on the front screen. You will complete the problems to the best of your ability, showing your work on the warm-up recording sheet provided each week. After 5-8 minutes we will review the answers, even if not every student has finished. You will number the problems and show either work or the original problem on your recording sheet.

2) Checking the Warm-Up Problems (2-4 minutes)

Student Participation

When I review the answers to the warm-ups I will keep track of who answers each question by putting a tally mark on my seating chart. This will ensure that everyone participates in this activity over the course of time. I will call on a student and ask that student to share your answer and then, if appropriate, explain how you solved the problem. Some problems are straight computation and do not require an explanation.

Distributing Tickets

As an incentive for answering questions I will select a student and give them 6 tickets to distribute a week. Three are for the students that correctly answer and explain the warm-up problems, 2 are for following procedure and giving 100% effort and 1 is to be kept by the student who distributes the tickets. Students receiving a ticket will put your name on the back and place the ticket in a class-specific can at the back of the classroom. Every 3-4 weeks I will hold ticket drawings where I will select 10 tickets and give away school passes, homework passes, class privileges and any other class agreed incentives.

Teaching Mini Lessons

As we review the math problems I will often teach small mini-lessons. We will discuss any problems that are previews of lessons that have not yet been taught as well as those problems that review or apply previously covered concepts. I realize that these short explanations may not be grasped by every student. However, with effort you will better understand after the explanation and will be more prepared for similar problems in the future. Remember, this warm-up program is not expected to give immediate mastery of every concept. Rather, multiple exposures to the mathematics that will help lead you to mastery. THE KEY TO SUCCESS WILL BE YOUR CONTINUED EFFORT ☺.

Answer Key Abbreviations Due to Limited Space

\* Property answers are abbreviated so “Commutative +” means Commutative Property of Addition.

\* Dot (line) plot information is given although the actual drawing is not included due to space limitations.

\* Box (and whisker) plots are not drawn but can easily be explained as the key numbers are given.

\* Answers for graphing inequality problems such as x ˂ 3 are given as “open dot, to left.”

\* Repeating decimals such as “0.3 repeating” are shown in the answer key as 0.3333......

\* Fractional answers are written using a slash so ½ would be written 1/2.

\* Some answers require equations to be written. One equation is given although other forms are possible

3) Warm-Up Corrections

You will do the warm-up problems in pencil and correct them in colored pencil or ink on your Student Warm-Up Recording Sheet. You will show work for each problem and place the answers in the answer column. As we correct and discuss the problems you are expected to show corrections (in color) next to each problem that you have missed. In my class, a correction is not just copying the correct answer in color next to your incorrect answer in the answer column. I require that students actually show the work (calculations, drawings, explanations, etc.) for any missed problems next to your original work.

4) Grading Warm-Ups

At the end of each five-day warm-up period I will collect your recording sheets. To earn credit for your work I am less concerned with your actual score and more concerned with student learning. With this in mind I will consider three things when assigning a grade. First, I will check to make sure that you have shown some kind of work on every problem. On simple problems this may just be writing the problem down. On other problems this may mean showing the calculations involved in determining an answer. Secondly, I will look for corrections. As mentioned above, I expect you to correct (in color) each and every problem that you miss. This is your opportunity for learning. As such, if you do not complete your corrections you will not receive full credit. Corrections should include the work associated with arriving at the correct answer, not simply copying down the right answer when it is read aloud in class. Thirdly, I will look at the neatness and completeness of the paper. There are places on the recording sheet for the following:

* day
* date
* warm-up number
* score
* work
* answers
* heading

If the paper is not filled out completely then you will not receive full credit. I will count warm-ups as part of the daily grade in my classroom. Once again, I want to re-emphasize the point that I am more concerned with your learning during the warm-up process than I am with how many problems you get correct each day. If you miss problems but learn from your mistakes (and show your corrections) you can still receive full credit on the assignment.

5) Additional Information

**No Calculators** - The warm-up program is designed to be done without calculators. Required calculations are within the reasonable ability range for your grade.

**Drawings are encouraged** - Certain types of problems (coordinate plane problems, etc.) can best be solved by quickly sketching or drawing a picture to help find the answer. Drawings are encouraged as a strategy.

**Time Period** - The warm-ups and their work are completed on a recording sheet that has room for 5 warm-ups. Although we will consistently be completing warm-ups, I do not give warm-ups every single day. Sometimes there might be a test or other assignment that requires the entire class period and so no warm-up is given on that day. Warm-ups may not start on Monday and end on a Friday. I will start a new warm-up sheet when needed whether that is on a Monday or any other day of the week.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Keep in binder in Warm-Up section)