COGNITIVELY GUIDED INSTRUCTION K-2 Year 1
Agenda Overview

CGI Math Teacher Learning Center’s CGI K-2, year 1, session runs for 8 days. We are open to working with agencies who require a different number of days in their first year of work with us. Here is an overview of the topics we address each day. We may revise these topics to meet the needs of the teachers we are working with. Days 1 – 4 typically occur during the summer (or another time when school isn’t in session) and days 5 – 8 typically occur during the school year.

Day 1
- Introduction to CGI
- Problem solving experience – discussion of Math Practice Standards
- Children’s intuitive strategies for solving problems – Introduction to Direct Modeling
- Addition and subtraction problem types
- Children’s strategies for solving addition and subtraction problems – a developmental trajectory
- Writing addition and subtraction problems for your students – part 1

Day 2
- Linking CGI problem types to State Math Standards
- Multiplication and division problem types and strategies -- a developmental trajectory
- Linking K-2 multiplication and division to K-2 Math Standards
- Writing multiplication and division problems for your students
- CGI Classroom – Part 1

Day 3
- Math Interviews with K-2 students
- Debrief interview
  - Link students’ thinking to CGI Frameworks
  - Discuss implications for classroom instruction
- CGI in the classroom – part 1
  - Lesson Structure
  - Posing problems to students
- Planning a CGI lesson for your students

Day 4
- Multidigit addition and subtraction
  - Problem Types
  - Students’ strategies – a developmental trajectory
• CGI in the classroom – part 2
  • Assessing students’ thinking
  • Engaging students with each other’s mathematical ideas
  • Integrating CGI with your textbook or other curriculum resources

**Day 5 (typically in the fall)**
• Implementation check in
• Problem types to develop base ten understanding
• Students’ strategies for solving base ten problems – a developmental trajectory
• Linking students’ strategies to base ten State Math Standards

**Day 6 (typically in the same week as day 5)**
• Classroom Embedded Work – Base Ten Concepts
  On our classroom embedded days, we work with a classroom of children. We assess each students’ understanding of base ten, plan a lesson to move each student forward and teach the lesson. For more information on our classroom embedded work please see [https://www.teachingisproblemsolving.org/blog/classroom-embedded-work/](https://www.teachingisproblemsolving.org/blog/classroom-embedded-work/)

**Day 7 (typically after January 1)**
• Classroom Embedded Work – Multi-digit addition or subtraction
  On our classroom embedded days, we work with a classroom of children. We assess each students’ understanding of base ten, plan a lesson to move each student forward and teach the lesson. For more information on our classroom embedded work please see [https://www.teachingisproblemsolving.org/blog/classroom-embedded-work/](https://www.teachingisproblemsolving.org/blog/classroom-embedded-work/)

**Day 8 (typically in the same week as day 7)**
• Implementation check in
• Questions and concerns identified by the teachers in the group
• Multi-digit addition and subtraction – using properties of operations to add and subtract
• Integrating CGI with your textbook or other curriculum resources – part 2

Each day will consist of 6 – 7 hours of instruction (not including lunch) with a 30 – 90 minute lunch break. We will work with your agency’s typical daily teacher professional development schedule.

Please contact Linda Levi at linda.levi@cgimath-tlc.org or 608-335-2149 with questions.