

FIRST TO SIXTH GRADE

MATH IN FOCUS



STRUCTURE & NARRATIVES
TO SUPPORT INSTRUCTION

GRADUAL RELEASE

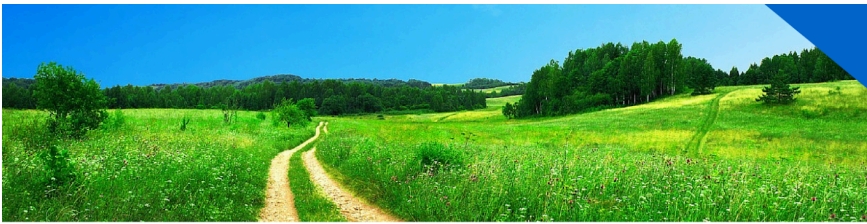
Preplanning

Direct
Involvement

Guided
Learning

Independent
Practice

Chapter Wrap Up
& Assessment



Math in Focus Preplanning

Review

Chapter Overview
Chapter Planning Guide
Chapter Introduction
Chapter Review Test (use this with not instead of the Test Prep.)
Highly Recommended Tip: Teacher should take the Chapter Pretest and "Put on Your Thinking Cap" for each lesson to keep the end goal in mind when planning.

Background

Allow time for teaching respectful student discourse. What does it sound like to respectfully disagree? How can I share my ideas? Feel free to start with "idea coins" and other tools to encourage discussion engagement.

Schedule time for students to become acquainted with manipulatives. When are these items tools and when are they toys? What is your classroom procedure going to be?

Organize

Manipulatives and games are created and organized.
Utilize volunteers.
These can be great stations or sub plans.
Send home the "Home to School Connection."

Preassess

Tools:
Recall Prior Knowledge mini lesson
Quick Check
Pretest



Direct Involvement

Books are closed. Students have had practice with manipulatives in your classroom and training on how to respectfully discuss/disagree with each other.

The Basics

Students are given an Anchor task question to solve collaboratively without any direct instruction. This question is aligned to the goal of the lesson. It can be the first problem of the lesson, the Problem of the Day, or any question from individual practice that fits your needs.

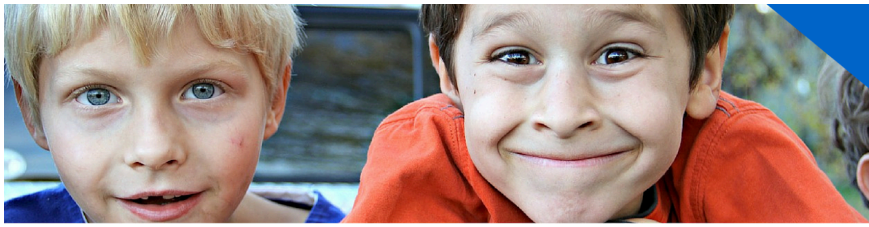
The Process

Students are encouraged to discuss and use manipulatives at their table to solve. This is a time for students draw upon their prior knowledge and have meaningful math discussions.

While students are solving, the teacher's role is to ask questions that promote thought. The teacher is not giving answers or showing steps. See facilitative question cards for ideas.

Reflection

The teacher has students share out in teams what they did on the DocuCam. During the explanation, the teacher is asking students probing questions to help them explain their thoughts and describe what they see in their brain. Teachers discuss and model what the students have articulated. Vocabulary is introduced. "Remember when you said _____, in math we call that _____."



Guided Learning

Books are open. This portion of the lesson could take more than 1 day. Again, teaching students how to speak respectfully and with curiosity is imperative for success.

Students

During this part of the lesson, students are working within their books with with partners through games, activities, and practice, making deeper connections on content. The management of this time is entirely up to the teacher. Some tools that can be used are: "Let's Explore," games, "Hands on" activities, and "Math Journals."

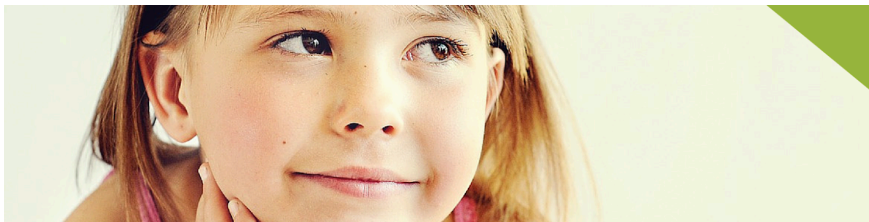
Teacher

The teacher is still in the "coach" role asking questions and working with struggling learners. Implementing flexible grouping during guided learning can provide the teacher with another effective time block to work with struggling learners. Manipulatives are put away except for struggling learners.

Checks

Checks for understanding could sound like "Look at number 3 with your partner, discuss and solve on your whiteboard, be ready to share."

If this portion spills into the next day, start with a "Brain Warm up" activity to get students back into their math minds.



Individual Practice

Students

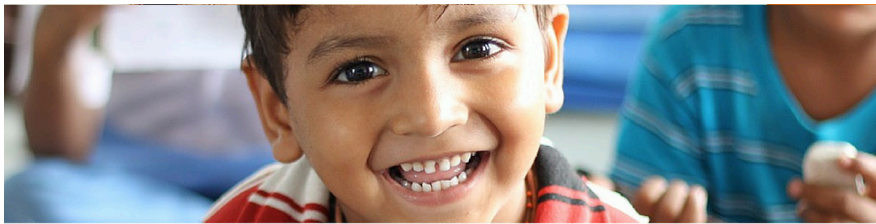
This is the time when students work individually to build mastery. Students are learning about persevering through productive struggle. Try to avoid giving answers. Some questions for students might be, "How do you know? Are you sure that's right? Does it make sense?"

Practice

Start with "Let's Practice". If successful, students can move to their workbook practice. If students struggle with the "Let's Practice", the workbook should not be assigned to the student. instead, the teacher should work with struggling students to help strengthen skills. Homework should only be given if it is a skill that a student can complete individually without assistance.

Differentiation

Advanced students can complete the workbook page and then move onto the "Enrichment" page. These pages will require students to solve problems in a different way than than the "Let's Practice" problems. After mastery is demonstrated, gifted students can participate in other classroom projects, like Mango or Defined STEM. Struggling students are not working independently yet. This is time for you to pull your small group and work through some "Reteach" questions. If you need to go down to other grade levels, the best way to find those lessons is to go to "Teacher Guide to Transition 2-5." Find the skill you are focusing on pages 5-7 and you can click on the direct link to the skill's worksheet in a different grade level. Finally, students will discuss as a class when they are done discussing questions, areas of struggle or strength. This is a time to clarify, listen, and probe for understanding.



Chapter Wrap Up & Assessments

Thinking Cap

At the end of each chapter is a section called Put on Your Thinking Cap. This is a one day, collaborative activity that helps students apply learning from the chapter, and continues to promote productive struggle through problem solving. It is okay if students do not get to the answer. This is a day focused on the process.

Test Prep

After completing the Lessons, students will need to review. Use the "Chapter Wrap Up," Chapter Review Test, to prepare for the Test Prep (chapter test).



Analysis

Remember, the test questions are broken down into 3 categories: Basic (70-80% should get it right), Application (50-60% get it right), and Novel Questions (30-40% get it right). The levels are mixed in multiple choice, short answer, and extended response questions.

Instead of looking at test scores, look at how students do on each type of question. A 15/25 does not tell the whole story. Use PBL time to discuss new strategies for relearning. Also, this is not a reading test, so read to students as needed.

Kinder Only



Kinder IDEA

Investigate

Whole Group Time
Look and listen to story, chant, or poem.
Ask questions
"What do you see?"
"How do you know"
(Higher order thinking)
Give discussion time
Use this time to give prior knowledge if none is present.
Use academic vocabulary

Discover

During this section, don't give students the strategy, question to have them discover it on their own (may need to be more guided at the beginning of the year.) Manipulatives will be used during this section
Guided by teacher with facilitative questions.
Could we...
What would happen if...
Are you sure?
How do you know?
Show me...
Can you show it another way?

Explore

Small Group Time
Use flexible grouping
Distribute materials and give "play time." Let students know when "tool time" with manipulatives has begun.
Students will work with partners or in small groups.
Teacher weaves in and out of groups monitoring, observing, and asking questions that promote thought.

Apply

Independent Work Time
Student workbook
Students will be given time to independently complete their pages. (check for understanding)
Ask questions while walking around and monitoring.
How do you know...
Are you sure that's right?
Does it make sense?
Show me...
Can you show it another way?
Support struggling students.