

3rd Grade

General Elementary Instructional Framework 2020 - <b>In-person learning</b>			
Time	Activity	Resource	Rationale
5-7 minutes	<b>Start Problem:</b> entrance slip, number talk, challenge question, review of previous night's homework (if needed)	enVision	To provide students time to mentally prepare for math. Allows transition time from one subject to the next.  Provides insight on student background knowledge.  Allows time to develop math groups for the day.

<p>12-15 minutes</p>	<p><b>Part 1: Solve and Share</b></p> <ul style="list-style-type: none"> <li>● Use three reads-3 mins (phase out by December)           <ul style="list-style-type: none"> <li>○ Teacher Reads               <ul style="list-style-type: none"> <li>■ First question:- What is the problem about?</li> </ul> </li> <li>○ Single Student Reads               <ul style="list-style-type: none"> <li>■ Second question:- What are you trying to find out?</li> </ul> </li> <li>○ Choral Read               <ul style="list-style-type: none"> <li>■ Third question - What information is important?</li> </ul> </li> </ul> </li> <li>● Students solve using ANY strategy (4 min)*</li> <li>● Share their strategy with a partner or group as teacher listens in (3 minutes)</li> <li>● Highlight and discuss one or two different student approaches as a whole group. (5 min)</li> <li>● Complete Looking Back!-Answer question based on the solve and share problem (WCA) In the first chapter, this should be modeled for students.</li> </ul> <p>* It's important to give students enough time to try and solve the problem even if they are struggling.        *WCA - Whole Class Assessment</p>	<p>enVision Mathematics (consumable)</p>	<p>Elicits productive struggle that builds understanding by connecting prior knowledge to new ideas.</p> <p>Gives students the opportunity to model what they know and to help guide your direct instruction.</p> <p>Allows students to see several different strategies that can be used to solve the same problem.</p>
<p>12-15 minutes</p>	<p><b>Part 2: Visual Learning Bridge *</b></p> <ul style="list-style-type: none"> <li>● View the animated video that accompanies the lesson (cartoon avatar reading the</li> </ul>	<p>enVision Mathematics Realize</p>	<p>This is the first opportunity for students to be exposed to formal instruction around the math</p>

	<p>information presented on the workbook page)</p> <ul style="list-style-type: none"> <li>• The video has predetermined pauses or stops in the video for you to discuss as a class the question being asked.</li> <li>• After the video review the connection between the new content being instructed from the video to the Solve and Share (One minute max) <b>No student participation.</b></li> <li>• Then, state the objective of the lesson, which should express the standard in student friendly language. <b>No student participation.</b> One or two sentences (max).</li> <li>• Teacher demonstrates a method of solving the math while talking through the thought process. <b>No student participation</b></li> <li>• Students see the new content being instructed twice. (Video &amp; Teacher Model)</li> </ul> <p>* Connecting the new material to the Solve and Share (Schema) “Bridging the two together”</p>	<p>(online)          enVision Mathematics (consumable)</p>	<p>content that they will be engaging with during the lesson.</p> <p>The visual learning bridge provides colorful images, models, and representations on ways to solve the problems.</p> <p>They don’t just show 1 way to solve the problem-they show various models and representations to explore the key content material for the lesson.</p>
<p>3-5 minutes</p>	<p><b>Part 2: Convince Me</b></p> <ul style="list-style-type: none"> <li>• Students solve or respond to the question that “convinces” the teacher that they</li> </ul>	<p>enVision Mathematics (consumable)</p>	<p>This is the “moment” that we stop and make sure that we are ALL on the same page and are thinking</p>

	<p>understood the new material being instructed.</p> <ul style="list-style-type: none"> <li>Teacher can visually check for understanding and use it to determine groups.</li> </ul>		<p>about what we learned in the visual learning bridge.</p> <p>It's like Monitoring For Meaning- We are checking that we understood what was taught before moving on.</p>
5-7 minutes	<p><b>Part 2: Another Example/Guided Practice</b></p> <ul style="list-style-type: none"> <li>Review "Another Example" that may demonstrate a different strategy.</li> <li>Complete the Guided Practice Questions together (Do You Understand?) (Do You Know How?) This can be done in small groups with teacher, or whole class depending on how many teachers are in the classroom.</li> <li>These problems help get the students in the "groove" or in a rhythm to be able to complete independent practice problems on their own.</li> </ul>	enVision Mathematics (consumable)	<p>Elicits productive struggle</p> <p>Allows the teacher to observe who needs enrichment and who needs additional support</p> <p>Assess if they understand the new content being instructed</p> <p>Use your observations to help form your small groups.</p>
20-30 minutes	<p><b>Part 3: Assess and Differentiate</b>          Guided Math/Centers: Small groups</p>	enVision Mathematics Consumable	Allows you to differentiate instruction



Audubon Public School District  
Instructional Framework: Elementary Math 2020

	<ul style="list-style-type: none"><li>• STEM Activities (enVision)</li><li>• Review vocabulary cards (enVision)</li></ul>		
--	---	--	--

<b>General Elementary Instructional Framework 2020 - Full Remote Learning (small group instruction) Most lessons will be a 2 day lesson</b>			
Time	Activity	Resource	Rationale

<p>Day 1 12-15 minutes</p>	<p><b>Part 1: Solve and Share</b></p> <ul style="list-style-type: none"> <li>● Use three reads-3 mins (phase out by December)           <ul style="list-style-type: none"> <li>○ Teacher Reads               <ul style="list-style-type: none"> <li>■ First question:- What is the problem about?</li> </ul> </li> <li>○ Single Student Reads               <ul style="list-style-type: none"> <li>■ Second question:- What are you trying to find out?</li> </ul> </li> <li>○ Choral Read               <ul style="list-style-type: none"> <li>■ Third question - What information is important?</li> </ul> </li> </ul> </li> <li>● Students solve using ANY strategy (4 min)*</li> <li>● Share their strategy as group as teacher listens in (3 minutes)</li> <li>● Highlight and discuss one or two different student approaches as a whole group. (5 min)</li> <li>● Complete Looking Back!-Answer question based on the solve and share problem (WCA) In the first chapter, this should be modeled for students.</li> </ul> <p>* It's important to give students enough time to try and solve the problem even if they are struggling.</p>	<p>enVision Mathematics (consumable)</p>	<p>Elicits productive struggle that builds understanding by connecting prior knowledge to new ideas.</p> <p>Gives students the opportunity to model what they know and to help guide your direct instruction.</p> <p>Allows students to see several different strategies that can be used to solve the same problem.</p>
<p>Day 1 5-10 minutes</p>	<p><b>Part 2: Modeling</b></p> <ul style="list-style-type: none"> <li>● State the objective of the lesson, which should express the standard in student</li> </ul>	<p>enVision Mathematics Realize</p>	<p>This is the first opportunity for students to be exposed to formal instruction around the math</p>

	<p>friendly language. <b>No student participation.</b> One or two sentences (max).</p> <ul style="list-style-type: none"> <li>Teacher demonstrates a method of solving the math while talking through the thought process. <b>No student participation</b></li> </ul> <p>* Connecting the new material to the Solve and Share (Schema) “Bridging the two together”</p>	<p>(online)          enVision Mathematics (consumable)</p>	<p>content that they will be engaging with during the lesson.</p> <p>The visual learning bridge provides colorful images, models, and representations on ways to solve the problems.</p> <p>They don’t just show 1 way to solve the problem-they show various models and representations to explore the key content material for the lesson.</p>
Day 1 5-7 minutes	<p><b>Part 2: Convince Me</b></p> <ul style="list-style-type: none"> <li>Students solve or respond to the question that “convinces” the teacher that they understood the new material being instructed.</li> <li>Teacher can check for understanding through oral responses.</li> </ul>	<p>enVision Mathematics (consumable)</p>	<p>This is the “moment” that we stop and make sure that we are ALL on the same page and are thinking about what we learned in the visual learning bridge.</p> <p>It’s like Monitoring For Meaning-We are checking that we understood what was taught before moving on.</p>
Day 1 5-7 minutes	<p><b>Part 2: Another Example/Guided Practice</b></p> <ul style="list-style-type: none"> <li>Review “Another Example” that may demonstrate a different strategy.</li> </ul>	<p>enVision Mathematics (consumable)</p>	<p>Elicits productive struggle</p> <p>Allows the teacher to observe who needs enrichment and who needs additional support</p>

	<ul style="list-style-type: none"> <li>● Complete the Guided Practice Questions together (Do You Understand?) (Do You Know How?)</li> <li>● These problems help get the students in the “groove” or in a rhythm to be able to complete independent practice problems on their own.</li> </ul>		<p>Assess if they understand the new content being instructed</p> <p>Use your observations to help form your small groups.</p>
Day 2 5-7 minutes	<p><b>Visual Learning Bridge *</b></p> <ul style="list-style-type: none"> <li>● View the animated video that accompanies the lesson (cartoon avatar reading the information presented on the workbook page)</li> </ul>	enVision	<p>The visual learning bridge provides colorful images, models, and representations on ways to solve the problems.</p> <p>They don't just show 1 way to solve the problem-they show various models and representations to explore the key content material for the lesson.</p>
15- 20 minutes	<p><b>Part 3: Assess</b></p> <ul style="list-style-type: none"> <li>● Complete selected independent practice, problem solving and assessment problems in wkbk)</li> <li>● Another Look Video-enVisions On-Line</li> </ul>	<p>enVision Mathematics Consumables</p> <p>Resource Master</p>	<p>Promotes math literacy</p> <p>Spiral previously learned skills</p> <p>Utilize Real World Math Skills</p>

	<ul style="list-style-type: none"> <li>● Quick Check-enVisions on-Line Program</li> <li>● IXL (On-Line Program)</li> <li>● Reflex (On-Line Program)</li> <li>● Xtramath (On-Line Program)</li> <li>● Prodigy (On-Line Program)</li> <li>● Pick a Project (enVision)</li> <li>● Daily Review (enVision)</li> <li>● Building Math Literacy (enVision)</li> <li>● STEM Activities (enVision)</li> <li>● Review vocabulary cards (enVision)</li> </ul>	<p>Workbook</p> <p>Assessment Master Workbook</p>	<p>Make Cross Curricular Connections</p>
<p>Day 3 15-20 minutes</p>	<p><b>Differentiate</b>        Guided Math/Centers: Small groups (if needed)</p> <ul style="list-style-type: none"> <li>● Teacher works with small groups and individuals (May use problem solving questions, and assessment practice in wkbk to use for instruction) or review previous lesson and independent practice</li> <li>● For lower level groups there is a reteach, for higher level there is an enrich activity, if needed.</li> </ul>	<p>enVision Mathematics Consumables</p> <p>Resource Master Workbook</p> <p>Assessment Master Workbook</p>	<p>Allows you to differentiate instruction</p>

General Elementary Instructional Framework 2020 - **Hybrid Learning**

Time	Activity	Resource	Rationale
------	----------	----------	-----------

Audubon Public School District  
Instructional Framework: Elementary Math 2020

<p>In-person 5-7 minutes</p>	<p><b>Start Problem:</b> entrance slip, number talk, challenge question, review of previous night's homework (if needed)</p>	<p>enVision</p>	<p>To provide students time to mentally prepare for math. Allows transition time from one subject to the next.</p> <p>Provides insight on student background knowledge.</p> <p>Allows time to develop math groups for the day.</p>
----------------------------------	--	-----------------	--

<p>In person 12-15 minutes</p>	<p><b>Part 1: Solve and Share</b></p> <ul style="list-style-type: none"> <li>● Use three reads-3 mins (phase out by December)           <ul style="list-style-type: none"> <li>○ Teacher Reads               <ul style="list-style-type: none"> <li>■ First question:- What is the problem about?</li> </ul> </li> <li>○ Single Student Reads               <ul style="list-style-type: none"> <li>■ Second question:- What are you trying to find out?</li> </ul> </li> <li>○ Choral Read               <ul style="list-style-type: none"> <li>■ Third question - What information is important?</li> </ul> </li> </ul> </li> <li>● Students solve using ANY strategy (4 min)*</li> <li>● Share their strategy with a partner or group as teacher listens in (3 minutes)</li> <li>● Highlight and discuss one or two different student approaches as a whole group. (5 min)</li> <li>● Complete Looking Back!-Answer question based on the solve and share problem (WCA) In the first chapter, this should be modeled for students.</li> </ul> <p>* It's important to give students enough time to try and solve the problem even if they are struggling.</p>	<p>enVision Mathematics (consumable)</p>	<p>Elicits productive struggle that builds understanding by connecting prior knowledge to new ideas.</p> <p>Gives students the opportunity to model what they know and to help guide your direct instruction.</p> <p>Allows students to see several different strategies that can be used to solve the same problem.</p>
<p>In person 12-15 minutes</p>	<p><b>Part 2: Visual Learning Bridge *</b></p> <ul style="list-style-type: none"> <li>● View the animated video that accompanies the lesson (cartoon avatar reading the</li> </ul>	<p>enVision Mathematics Realize</p>	<p>This is the first opportunity for students to be exposed to formal instruction around the math</p>

	<p>information presented on the workbook page)</p> <ul style="list-style-type: none"> <li>• The video has predetermined pauses or stops in the video for you to discuss as a class the question being asked.</li> <li>• After the video review the connection between the new content being instructed from the video to the Solve and Share (One minute max) <b>No student participation.</b></li> <li>• Then, state the objective of the lesson, which should express the standard in student friendly language. <b>No student participation.</b> One or two sentences (max).</li> <li>• Teacher demonstrates a method of solving the math while talking through the thought process. <b>No student participation</b></li> <li>• Students see the new content being instructed twice. (Video &amp; Teacher Model)</li> </ul> <p>* Connecting the new material to the Solve and Share (Schema) “Bridging the two together”</p>	<p>(online)          enVision Mathematics (consumable)</p>	<p>content that they will be engaging with during the lesson.</p> <p>The visual learning bridge provides colorful images, models, and representations on ways to solve the problems.</p> <p>They don’t just show 1 way to solve the problem-they show various models and representations to explore the key content material for the lesson.</p>
<p>In person          3-5 minutes</p>	<p><b>Part 2: Convince Me</b></p> <ul style="list-style-type: none"> <li>• Students solve or respond to the question that “convinces” the teacher that they</li> </ul>	<p>enVision Mathematics (consumable)</p>	<p>This is the “moment” that we stop and make sure that we are ALL on the same page and are thinking</p>

	<p>understood the new material being instructed.</p> <ul style="list-style-type: none"> <li>Teacher can visually check for understanding and use it to determine groups.</li> </ul>		<p>about what we learned in the visual learning bridge.</p> <p>It's like Monitoring For Meaning- We are checking that we understood what was taught before moving on.</p>
<p>In person 5-7 minutes</p>	<p><b>Part 2: Another Example/Guided Practice</b></p> <ul style="list-style-type: none"> <li>Review "Another Example" that may demonstrate a different strategy.</li> <li>Complete the Guided Practice Questions together (Do You Understand?) (Do You Know How?) This can be done in small groups with teacher, or whole class depending on how many teachers are in the classroom.</li> <li>These problems help get the students in the "groove" or in a rhythm to be able to complete independent practice problems on their own.</li> </ul>	<p>enVision Mathematics (consumable)</p>	<p>Elicits productive struggle</p> <p>Allows the teacher to observe who needs enrichment and who needs additional support</p> <p>Assess if they understand the new content being instructed</p> <p>Use your observations to help form your small groups.</p>
<p>In person 20-30 minutes</p>	<p><b>Part 3: Assess and Differentiate</b>          Guided Math/Centers: Small groups</p>	<p>enVision Mathematics Consumable</p>	<p>Allows you to differentiate instruction</p>



Audubon Public School District  
 Instructional Framework: Elementary Math 2020

	<ul style="list-style-type: none"> <li>• STEM Activities (enVision)</li> <li>• Review vocabulary cards (enVision)</li> </ul>		
Remotely	Students will complete the must-do and choice items for the 2 days of remote learning	enVision consumables  Reflex Math  IXL  Teacher made choice board	Promotes math literacy  Spiral previously learned skills  Utilize Real World Math Skills  Make Cross Curricular Connections
Wednesdays	Guided Math/Centers: Small groups <ul style="list-style-type: none"> <li>• Teacher works with small groups and individuals (May use problem solving questions, and assessment practice in wkbk to use for instruction)</li> <li>• For lower level groups there is a reteach, for higher level there is an enrich activity, if needed.</li> </ul>	enVisions consumables	Allows differentiation