

First Grade Elementary Instructional Framework 2020			
Time	Activity	Resource	Rationale
5-8 Minutes	<p>Math Talk</p> <p>Today's Challenge if time permits</p>	<p>Number Talks by Primary Bliss Teaching</p> <p>enVision Mathematics</p>	<p>Promotes the use of academic vocabulary in a variety of contexts.</p> <p>Promotes math concepts in a non-threatening way.</p>
10-12 minutes	<p>Step 1: Solve and Share</p> <ul style="list-style-type: none"> ● Use three reads - 3 mins <ul style="list-style-type: none"> ○ Teacher Reads <ul style="list-style-type: none"> ■ First question:- What is the problem about? ○ Single Student Reads <ul style="list-style-type: none"> ■ Second question:- What are you trying to find out? ○ Choral Read <ul style="list-style-type: none"> ■ Third question - What information is important? ● Students solve using ANY strategy while the teacher observes students at work. (How do students decide which strategy to use? How do students show and explain their work?) (4 min.) 	<p>enVision Mathematics</p>	<p>Elicits productive struggle that builds understanding by connecting prior knowledge to new ideas.</p> <p>Promotes creativity in mathematics.</p> <p>Builds understanding by connecting prior knowledge to new ideas.</p> <p>Builds understanding through classroom conversation</p> <p>Allows for students to discuss and share solution strategies and see several different strategies that can be used to solve the same problem</p>

	<ul style="list-style-type: none"> ● Turn and Talk - Students share their strategy with a partner or group as the teacher listens. (2 minutes) ● Whole group- highlight and discuss one or two different student approaches, discuss solution strategies and key ideas. . (3 min) <p>* It's important to give students enough time to try and solve the problem even if they are struggling.</p>		
10 minutes	<p>Step 2: Visual Learning Bridge *</p> <ul style="list-style-type: none"> ● View the animated video that accompanies the lesson (cartoon avatar reading the information presented on the workbook page) ● The video has predetermined pauses or stops for you to discuss as a class the question being asked. ● After the video review the connection between the new content being instructed from the video to the Solve and Share (One minute max) No student participation. ● Then, state the objective of the lesson, which should express the standard in student friendly language. No student participation. One or two sentences (max). ● Teacher demonstrates a method of solving the math while talking through the thought process and using the topic vocabulary. No student participation 	<p>enVision Mathematics Realize (online)</p> <p>Digital Manipulatives</p>	<p>This is the first opportunity for students to be exposed to formal instruction around the math 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>Includes interactivity to build understanding through classroom conversation</p> <p>Use appropriate tools strategically</p>

	<ul style="list-style-type: none"> Students see the new content being instructed twice. (Video & Teacher Model) <p>** Connecting the new material to the Solve and Share (Schema) “Bridging the two together”. This can be done using the Convince Me.</p>		
7-10 minutes	<p>Step 2: Guided Practice/Independent</p> <ul style="list-style-type: none"> Complete the Guided Practice Questions together (Do You Understand?) (Do You Know How?) (3- 5 mins) These problems help get the students in the “groove” or in a rhythm to be able to complete independent practice problems on their own. Students work on the independent practice page. (5 mins) <p>**If needed watch “Another Look” video that may demonstrate a different strategy.</p>	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>
30 minutes	<p>Part 3: Assess and Differentiate</p> <p>Guided Math/Centers: Small groups</p> <ul style="list-style-type: none"> Teacher use math manipulatives with small groups and individuals (May use reteach, enrich, problem solving questions in wkbk to supplement instruction) 	<p>enVision Mathematics Consumables</p> <p>Resource Master Workbook</p>	<p>Builds Proficiency as students work on their own</p> <p>Allows you to differentiate instruction</p> <p>Promotes math literacy</p> <p>Spiral previously learned skills</p>

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	<p>Students not with a teacher can work on these other math activities:</p> <ul style="list-style-type: none"> ● IXL (On-Line Program) ● Xtramath (On-Line Program) ● Prodigy (On-Line Program) ● Pick a Project (enVision)* ● Math Games (Ipads or hands on games) ● Fact Fluency Practice ● Problem Solving Leveled Reading Mats(enVision)? 	<p>Assessment Master Workbook</p>	
<p>Additional activities/ instructional activities: (See pacing guide calendar)</p>	<p>**Pick a Project: each Topic provides a pick a project students can complete that are related to the current math topic.</p> <ul style="list-style-type: none"> ○ Can be completed two ways: <ul style="list-style-type: none"> ■ Whole Group (entire day of instruction) ■ During math centers <p>**3 ACTS: Every other topic includes a 3 ACT Math task which offers real-world problems using the content from that topic.</p> <ul style="list-style-type: none"> ○ This will be completed by the whole group in place of a lesson. 	<p>Resource Master Workbook</p>	<p>Utilize Real World Math Skills Make Cross Curricular Connections</p>