

Audubon Public School District
Instructional Framework: Elementary Math 2020

4th Grade

General Elementary Instructional Framework 2020-80 minutes			
Time	Activity	Resource	Rationale

<p>15 minutes</p>	<p>Part 1: Solve and Share</p> <ul style="list-style-type: none"> ● Use three reads-3 mins (phase this part out by December) <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 (4 min)* ● Share their strategy with a partner or group as teacher listens in (3 minutes) ● Highlight and discuss one or two different student approaches as a whole group. (5 min) ● Complete Looking Back!-Answer question based on the solve and share problem (WCA) <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</p> <p>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>20 minutes</p>	<p>Part 2: Visual Learning Bridge *</p> <ul style="list-style-type: none"> ● View the animated video that accompanies the lesson (cartoon avatar reading the 	<p>enVision Mathematics Realize (online)</p>	<p>This is the first opportunity for students to be exposed to formal instruction around the</p>

	<p>information presented on the workbook page)</p> <ul style="list-style-type: none"> • The video has predetermined pauses or stops in the video 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. No student participation • 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”</p>	<p>enVision Mathematics (consumable)</p>	<p>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>5 minutes</p>	<p>Part 2: Convince Me</p> <ul style="list-style-type: none"> • Students solve or respond to the question that “convinces” the teacher that they 	<p>enVision Mathematics (consumable)</p>	<p>This is the “moment” that we stop and make sure that we are ALL on the same page</p>

	<p>understood the new material being instructed.</p>		<p>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>
10 minutes	<p>Part 2: Another Example/Guided Practice</p> <ul style="list-style-type: none"> ● Review “Another Example” that may demonstrate a different strategy. ● Complete the Guided Practice Questions together (Do You Understand?) (Do You Know How?) ● These problems help get the students in the “groove” or in a rhythm to be able to complete independent practice problems on their own. 	<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>
30 minutes	<p>Part 3: Assess and Differentiate</p> <p>Guided Math/Centers: Small groups</p> <ul style="list-style-type: none"> ● Teacher works with small groups and individuals (May use reteach, enrich, 	<p>enVision Mathematics Consumables</p> <p>Resource Master Workbook</p>	<p>Allows you to differentiate instruction</p> <p>Promotes math literacy</p> <p>Spiral previously learned skills</p>

	<p>problem solving questions in wkbk to supplement instruction)</p> <p>Students not with a teacher can work on these other math activities:</p> <ul style="list-style-type: none"> ● Complete selected independent practice problems in wkbk (the teacher manual has 3 problems that are checked in pink that you could assign) ● Another Look Video-enVisions On-Line ● Quick Check-enVisions on-Line Program ● Quiet Title Activities ● IXL (On-Line Program) ● Reflex (On-Line Program) ● Xtramath (On-Line Program) ● Prodigy (On-Line Program) ● Pick a Project (enVision) ● Daily Review (enVision) ● Building Math Literacy (enVision) ● STEM Activities (enVision) ● Fact Fluency Practice 	<p>Assessment Master Workbook</p>	<p>Utilize Real World Math Skills</p> <p>Make Cross Curricular Connections</p>
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