What is it?

- Activities to engage students in an exciting and fast-paced way
- Builds speed and accuracy with calculations
- How do the fluencies fit in? Maintenance, Preparation or Anticipation?

Make Fluencies into Flashcards

9 + 3
29 + 3
39 + 3

Make Fluencies into PowerPoints

What is the number sentence, starting with the smaller part?

1 + 3 = 4

Ideas to Consider:

- Choose just 1 or 2 fluencies each day
- Can you do them at other times during the day?
  - Transitions times
  - Standing in line
What is it?

- Real world word problem that reviews previous lessons
- Want kids to be able to solve on their own
- Only found in teacher material.
- Need to have it printed for students
- Use RDW Strategies

Glued problems into a notebook

Put the problems into PowerPoints

Ideas to Consider:

- Print problems from the district website!
- Do Application during morning routine?
- How do you give students the application problem?
  - Weekly packet?
  - Loose pages to hand in?
  - Glue problems into a notebook?
  - Handwrite a question in a notebook?
What is it?

- Heart of the lesson
- Highlight selected parts to include in your lesson so students can be independently successful on the Problem Set
- Understand the skill progression
- Consider the hands on and interactive components.

Create PowerPoints to save time

Concrete → Pictorial → Abstract

Concept Development

Ideas to Consider:

- Do not read the script to your students
- Make it your own
- Read it prior to teaching to understand the flow
- Keep the same vocabulary and big ideas
- Do not feel that you need to do every problem

What is the number sentence, starting with the smaller part?

1 + 3 = 4
What is it?

- 10 minutes of Independent practice: Students work alone
- Progression of complexities (pictorial to abstract, small to large numbers, single to multi-step). These complexities are the rungs of the ladder!

Problem Set

Concrete → Pictorial → Abstract

Set a Timer to 10 minutes!

Ideas to Consider:

- Not designed for students to complete every problem. **Do not assign it all!**
  - Differentiate by ability
  - Give students a sampling of problems from each section.
- Meet the objective
- Provide a balance of calculations, word problems and both pictorial and abstract
What is it?

- Goal is for students to see and hear multiple perspectives
- Sample dialogue and suggested questions in the teacher material

Choose questions that will have students talk about math

Debrief

Write questions on index cards or post-it notes

Ideas to Consider:

- Start by having students compare answers on the problem set.
- Only go over answers to the problems students don’t agree on
- Make up your own questions based upon your student population
What is it?

- Quick way to assess student understanding of lesson
- What is the overall learning needed for the module and this lesson?

Exit Ticket

You have to copy these for students

Ideas to Consider:

- Use Exit Tickets as review before assessments
- Use the previous day’s Exit Ticket during your morning routine
- Use Exit Tickets to help you plan small group work
- Glue them into a notebook
What is it?

- Similar to Problem Set
- Be intentional about homework.
  - Can they do it alone?
  - Do you need to assign it all?
- Adjust homework to match the "Must Do" problems from the Problem Set

Send Problem Set home with Homework for parents to refer to.

Similar to Problem Set

Designed from simple to complex

Ideas to Consider:

- Circle problems that students need to complete
- Put a sticker on the cover explaining to parents only to complete the circled problems
- You do not need to grade homework. Rely on the Debrief and Exit Tickets as your formative assessment.
Problem Set
Homework
Exit Ticket
Debrief
Concept Development
Education