|  **Fayette County Public Schools** **Mathematics Block and i-Ready Integration, K-5**[**K-2 i-Ready Unit Resources**](https://drive.google.com/file/d/1i9qOjtUDegKT5HZPiv2VBoji5T55k8AX/view?usp=sharing) [**2-5 i-Ready Unit Resources**](https://drive.google.com/file/d/1g7ecqlPXnwIgWBwRnALXrLKAfsnE86R3/view?usp=sharing) |
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| **Whole Group**30-50 minutesWhole group contains blocks of time devoted to instruction through modeling and/or mathematical discovery with intentionally planned higher-level questions using grade-level Kentucky standards.* Data-driven decision making
* Collaboration through teamwork or partner work
* Formative Assessments

**Instructional Design Structures for Whole Group:** [Inquiry-Based Instructional Design Model](https://docs.google.com/document/d/1qKWUtr3h1_PgWvd-KOBRML8cxCpdAatM/edit?usp=sharing&ouid=108588964307881630922&rtpof=true&sd=true) (IDM) [Gradual Release Instructional Design Model](https://docs.google.com/document/d/1Jqp3Uq_V8RXLkhJAuExUiEJHK-VJVBgHlpW39bk-iqI/edit?usp=sharing) (IDM) | **Daily Math Routine: 5-10 minutes (Can be outside of whole group block if needed)**Purpose: Students engage in and discuss mathematics to develop number sense, fluency and reasoning.**i-Ready Supports:*** **Number Sense Starts and Daily Counting Practice (K-1)**
* **Starts (2-5)**
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| **Grade-Level Standards-Based Instruction: 15 to 30 minutes** Share learning intention and success criteria to set a purpose for learning, engage students with a “hook”, ask questions to activate prior knowledge, and introduce new learning and vocabulary. [Use concrete examples (manipulatives) and move to pictorial, then toward abstract/symbolic (this transition may occur over multiple lessons).](https://docs.google.com/document/d/1WEI2-ir-MmVnmWyjhWpW7kDhkYDMXSNlF320SGcOfLQ/edit?usp=sharing)**i-Ready Supports:*** **Session Slides**
* **Student Worktext (Try, Discuss, Connect)**
* **Digital Math Tools**
* **Discourse Cards (2-5)**
* **Interactive Tutorials**
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| **Student Practice: 10-15 minutes** Devoted time for intentionally selected questions for students to complete **cooperatively** while the teacher provides in-the-moment feedback. Formatively assess students through observation. Students are actively engaged and should productively struggle, explore, persevere, share, justify, and compare. **i-Ready Supports:*** **Additional Practice (Student Worktext)**
* **Apply It (Student Worktext)**
* **Reinforce & Extend Tasks (Teacher Toolbox)**
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| **Small Group**30-45 minutesInstruction includes:* Deliberate small groups happening simultaneously
* Data-driven decision-making as teacher monitors students working, whether at teacher-directed table or while working in groups
* Differentiation based on student need and scaffolding
* Accountability measures in place to monitor independent and teacher-led instruction

**Instructional Design Structures for Small Group:** [Workshop Instructional Design Model](https://docs.google.com/document/d/12FaxNuQe-O7I-UEqDakilEEinbc-tf35/edit?usp=sharing&ouid=108588964307881630922&rtpof=true&sd=true) (IDM) or [Teacher-Led Small Group Instructional Design Model](https://docs.google.com/document/d/1X75slLe6DTnULutqqOJHKKV2kZl0dAs_/edit?usp=sharing&ouid=108588964307881630922&rtpof=true&sd=true) (IDM) | **Potential Teacher Table:*** Tier 1 Differentiated Instruction correlated to whole-group instruction
* Scaffolded practice based on formative assessment

**i-Ready Supports (Teacher’s Guide):*** **EL Differentiated Instruction**
* **Teacher-Led Small Group (K-1)**
* **Hands-On Activities/Visual Models (2-5)**
* **Deepen Understanding**
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| **Examples of Workstations: Students could work collaboratively or independently depending on the purpose of each task.** *Independent work should be tasks students can successfully complete without teacher support.** Fluency
* Spiral Review
* Writing in response to math
* Enrichment
* Problem-Solving

**i-Ready Supports:*** **Centers Library (K-1)**
* **Learning Games**
* **Interactive Practice**
* **Reinforce & Extend Tasks (Teacher Toolbox)**
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| **Summarize**5-10 minutes | * Review learning intention and success criteria
* Reflect on various strategies used
* Possible time for formal formative assessment

**i-Ready Supports:*** **Self Checks (2-5)**
* **Reflect Questions**
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