| **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 minutes  Whole 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)** |
| **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** |
| **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)** |
| **Small Group**  30-45 minutes  Instruction 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** |
| **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)** |
| **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** |