

| Second Grade Elementary Instructional Framework 2020 | | | |
|--|--|---|--|
| Time | Activity | Resource | Rationale |
| 5-8 Minutes | <p>Math Talk</p> <p>OR</p> <p>Today's Challenge</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. (4 min.) ● Turn and Talk - Students share their strategy with a partner or group as the teacher listens. (2 minutes) | <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"> • 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 • Students see the new content being instructed twice. (Video & Teacher Model) | <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> |

| | | | |
|--------------|--|---|--|
| | <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> | <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 use math manipulatives with small groups and individuals (May use reteach, enrich, problem solving questions in wkbk to supplement instruction) <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) | <p>enVision Mathematics Consumables</p> <p>Resource Master Workbook</p> <p>Assessment 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> |

Audubon Public School District
 Instructional Framework: Elementary Math 2020

| | | | |
|--|--|---------------------------------|--|
| | <ul style="list-style-type: none"> ● Prodigy (On-Line Program) ● Pick a Project (enVision)* ● Math Games (Chromebooks or hands-on games) ● Fluency Practice Activity (enVision) and/or Fact Fluency Practice with a partner | | |
| <p>Additional activities/ instructional activities:</p> <p>(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</p> <p>Make Cross Curricular Connections</p> |