

YOUR PLAN FOR PROGRESSIVE LEARNING: MATH Grades 3-5

Week of _____ Teacher: _____ skill/strategy: _____

Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It
I do: Model math focus of the week	I do: Teacher models focus	I do: Teacher and/OR students model
We do: Skills/Material Teacher and Students may use: Graphic organizers, charts, overhead, smart board, think aloud, manipulatives, small group guided instruction, differentiated instruction to meet the needs of a small group, mini or large white board.	We do: Skills/Material Teacher and Students may use: Graphic organizers, charts, overhead, smart board, think aloud, manipulatives, small group guided instruction, differentiated instruction to meet the needs of a small group, mini or large white board.	We do: Skills/Material Teacher and Students may use: Graphic organizers, charts, overhead, smart board, think aloud, manipulatives, small group guided instruction, differentiated instruction to meet the needs of a small group, mini or large white board.
You do: Independent activities: Students work independently. This may include differentiated skill practice, word problems, math stations and quadrant D activities. <i>Skills/Material Students may use: Graphic organizers, charts, manipulatives, mini white boards, math games.</i>	You do: Independent activities: Students work independently. This may include differentiated skill practice, word problems, math stations and quadrant D activities. <i>Skills/Material Students may use: Graphic organizers, charts, manipulatives, mini white boards, math games.</i>	You do: Independent activities: Students work independently. This may include differentiated skill practice, word problems, math stations and quadrant D activities. <i>Skills/Material Students may use: Graphic organizers, charts, manipulatives, mini white boards, math games.</i>
Check for Understanding: Give an example, explain reasoning written or oral, exit ticket, problem of the day.	Check for Understanding: Give an example, explain reasoning written or oral, exit ticket, problem of the day.	Check for Understanding: Give an example, explain reasoning written or oral, exit ticket, problem of the day.
Homework:	Homework:	Homework:

Thursday Think It Through	Friday Finish and Share
<i>The session may begin with a brief review but the assessment should be done at the beginning so teacher can then work with students needing assistance and involve others in individual or group activities.</i>	We do: Teacher works with small groups who need extra support based on data from assessments.
Assessment: Teacher circulates to Check for Understanding and provide feedback/clarification. Students improve work or advance to independent activities.	You Do: At and Above-level students Stations/Games The activities may be set up for the day. They may be from this week or previous weeks.
Homework:	Check for Understanding: Students clarify what they learned in learning report or revised assessment. Synthesis: How we'll complete the week with clarity for all students.