

YOUR PLAN FOR PROGRESSIVE LEARNING: MATH

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Kindergarten Skill/Strategy: _____ 1st grade skill/strategy: _____

2nd grade skill/strategy _____

Connecting Concept _____ or Math Practice Standard _____

Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish and Share
<p>I do: Preview week's focus. Then model skill to be learned. Introduce math vocabulary.</p> <p><i>Strategies/Material Teacher may use: graphic organizers, charts, overhead, smart board, white board, think aloud, and manipulatives.</i></p>	<p>I do: Teacher models skill to be learned. Review math vocabulary.</p> <p><i>Strategies/Material Teacher may use: graphic organizers, charts, overhead, smart board, white board, think aloud, and manipulatives.</i></p>	<p>I do: Teacher models skill to be learned. Review math vocabulary.</p> <p><i>Strategies/Material Teacher may use: graphic organizers, charts, overhead, smart board, white board, think aloud, and manipulatives.</i></p>	<p>I do: Lead review of skills learned throughout the week.</p> <p><i>Teachers may refer to Graphic organizers and charts.</i></p>	<p>I do: Clarify directions and model activities to be done at math stations</p>
<p>We do: Guided instruction: Students work in whole or small groups together with the teacher to solve the skill presented for the day.</p> <p>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.</p>	<p>We do: Guided instruction: Students work in whole or small groups together with the teacher to solve the skill presented for the day.</p> <p>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.</p>	<p>We do: Guided instruction: Students work in whole or small groups together with the teacher to solve the skill presented for the day.</p> <p>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.</p>	<p>We do: Students work with partners or in small groups to solve practice assessment problems and explain their reasoning to each other. Teacher circulates to Check for Understanding and provide clarification.</p>	<p>We do: Teacher works with small groups who need extra support based on data from assessments. Remainder of the students play math games or do math stations.</p> <p><i>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.</i></p>
<p>You do: Independent activities: Students work independently to solve problems. This may include differentiated skill practice, word problems, math stations and quadrant D activities.</p> <p><i>Skills/Material Students may use: Graphic organizers, charts, manipulatives, mini white boards, math games.</i></p>	<p>You do: Independent activities: Students work independently to solve problems. This may include differentiated skill practice, word problems, math stations and quadrant D activities.</p> <p><i>Skills/Material Students may use: Graphic organizers, charts, manipulatives, mini white boards, math games.</i></p>	<p>You do: Independent activities: Students work independently to solve problems. This may include differentiated skill practice, word problems, math stations and quadrant D activities.</p> <p><i>Skills/Material Students may use: Graphic organizers, charts, manipulatives, mini white boards, math games.</i></p>	<p>You do: ASSESSMENT of skills and concepts.</p> <p>___short answer ___extended response ___multiple choice</p>	<p>You do: Stations/Games The activities may be set up for the day. They may be from this week or previous weeks.</p> <p>___my own math/vocabulary book ___class math display/charts ___play math games ___challenging word problems. ___Quadrant D Activities</p>
<p>Check for Understanding: Give an example, explain reasoning written or oral, exit ticket, problem of the day.</p>	<p>Check for Understanding: Give an example, explain reasoning written or oral, exit ticket, problem of the day.</p>	<p>Check for Understanding: Give an example, explain reasoning written or oral, exit ticket, problem of the day.</p>	<p>Check for Understanding: Formal Assessment Short answer should show work, Extended response should explain the work and/or reasoning.</p>	<p>Check for Understanding: ___ Observation of students at stations. ___ Work completed at stations.</p>
<p>Homework: Skill Practice 1 _____ 2 _____</p>	<p>Homework: Skill Practice 1 _____ 2 _____</p>	<p>Homework: Skill Practice 1 _____ 2 _____</p>	<p>Homework: Skill Practice 1 _____ 2 _____</p>	<p>Homework: 1 _____ 2 _____</p>