



Fluency Practice: 10 – 15 minutes		
Cr1/2b,3c Cr5/2a	<b>Teacher...</b>	<b>Students...</b>
	<ul style="list-style-type: none"> <li>involves all students in the fluency task (sprints, choral counting, counting routine, etc.)</li> <li>uses clear routines and signals</li> <li>models the counting exercises</li> <li>invites students to share patterns and/or connections they notice</li> <li>integrates movement and counting practice</li> <li>celebrates student improvement</li> <li>demonstrates enthusiasm for math</li> </ul>	<ul style="list-style-type: none"> <li>actively participate</li> <li>practice skills demonstrated by the teacher</li> </ul>
Application Problem: 5 minutes		
Cr1/3c	<b>Teacher...</b>	<b>Students...</b>
	<ul style="list-style-type: none"> <li>presents problem to activate thinking and make connections from previous lesson</li> <li>prompts students to read, draw, write to solve the problem</li> <li>allows students to struggle productively and encourages perseverance</li> </ul>	<ul style="list-style-type: none"> <li>record thinking using problem solving journals, personal white boards, or other written format</li> </ul>
Concept Development: 30 – 40 minutes		
Cr1/3a,3c Cr2/3b Cr3/3e Cr5/2a	<b>Teacher...</b>	<b>Students...</b>
	<ul style="list-style-type: none"> <li>poses problems to introduce new learning</li> <li>engages students in dialogue to solve problems</li> <li>thinks aloud to model problem solving process</li> <li>develops anchor charts with students to model math concepts</li> <li>demonstrates math concepts using a balance of concrete, pictorial, and abstract examples to build student understanding</li> <li>includes manipulatives as needed to support conceptual understanding</li> <li>might work with small groups of students</li> </ul>	<ul style="list-style-type: none"> <li>actively listen and participate</li> <li>collaborate/dialogue with teacher and peers to solve problems</li> <li>utilize math tools as needed to strengthen understanding</li> <li>move flexibly between concrete, pictorial, and abstract representations to make connections</li> <li>might use personal white boards to record thinking</li> </ul>

<b>Problem Set: 10 minutes</b>		
Cr2,3b Cr3,3e	<b>Teacher...</b> <ul style="list-style-type: none"> <li>• assigns “must do” and “can do” problems to individual and/or groups of students</li> <li>• observes students working independently and in groups – intervening to coach, encourage, and celebrate</li> <li>• asks questions to activate student thinking</li> <li>• makes note of misunderstandings to address</li> <li>• works with students individually and/or in small groups</li> </ul>	<b>Students...</b> <ul style="list-style-type: none"> <li>• work independently, in pairs, or small groups to complete the assigned problems</li> <li>• apply skills from concept development</li> <li>• use manipulatives, pictures, and/or symbols to solve and represent problems</li> </ul>
<b>Student Debrief: 10 minutes</b>		
Cr1,3c Cr2,3b Cr5,2a Cr6,3d	<b>Teacher...</b> <ul style="list-style-type: none"> <li>• states learning objective</li> <li>• asks students to work in partners to compare answers to the problem set</li> <li>• listens to student discussions for examples to share and misconceptions to address</li> <li>• guides students in a conversation to debrief the problem set</li> <li>• asks questions to prompt student reflection and active processing of the content</li> <li>• addresses student misconceptions</li> <li>• might select specific student work to share</li> </ul>	<b>Students...</b> <ul style="list-style-type: none"> <li>• work with classmates to compare answers to the problem set</li> <li>• share their strategies and reasoning</li> <li>• answer questions about their work and the work of others</li> <li>• use “math talk” to discuss learning with others</li> </ul>
<b>Exit Ticket: 3 minutes</b>		
Cr6,3d	<b>Teacher...</b> <ul style="list-style-type: none"> <li>• gives students exit ticket for the lesson</li> <li>• might read the questions aloud to students</li> <li>• uses completed exit slips to monitor student progress and make instructional decisions for the next lesson</li> </ul>	<b>Students...</b> <ul style="list-style-type: none"> <li>• complete exit ticket</li> </ul>
<b>Classroom Environment</b>		
Cr5,2c,2e	<ul style="list-style-type: none"> <li>• Anchor charts are visible and accessible to students</li> <li>• Math tools are visible, organized, and accessible to students</li> <li>• Math vocabulary is evident (word wall, student created dictionary, etc.)</li> <li>• Meeting area might be designated for students to convene during concept development and student debrief</li> </ul>	