i-Ready Classroom Mathematics

2-A1

Family Guide

Support and Inspire Your Student's Success in Mathematics

2024 Edition Only

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While there are several ways to have a positive impact on your student's success in mathematics, here are four key strategies to get you started.

1

Bookshelf

Explore the Student Bookshelf

Student Worktext
The Student Worktext includes instruction, Family Letters, Practice pages, and a math glossary.

Unit Flow & Progression Videos
Watch the Unit Flow & Progression Video when your student begins a new unit.

Family Letters
Read the Family Letter and do the activities with your student at the start of each lesson.

Develop Session Videos
Access instruction if your student misses class, needs additional support at home, or is preparing for an assessment.

2

Learning Games

Check Out the Learning Games

Give your student time and space to play the Learning Games.

3

Family Center

Visit the Family Center

Visit the Family Center to find additional resources for exploring and learning about math with your student.

4

"It's not that I'm so smart, it's just that I stay with problems longer."

—Albert Einstein

Foster a Growth Mindset

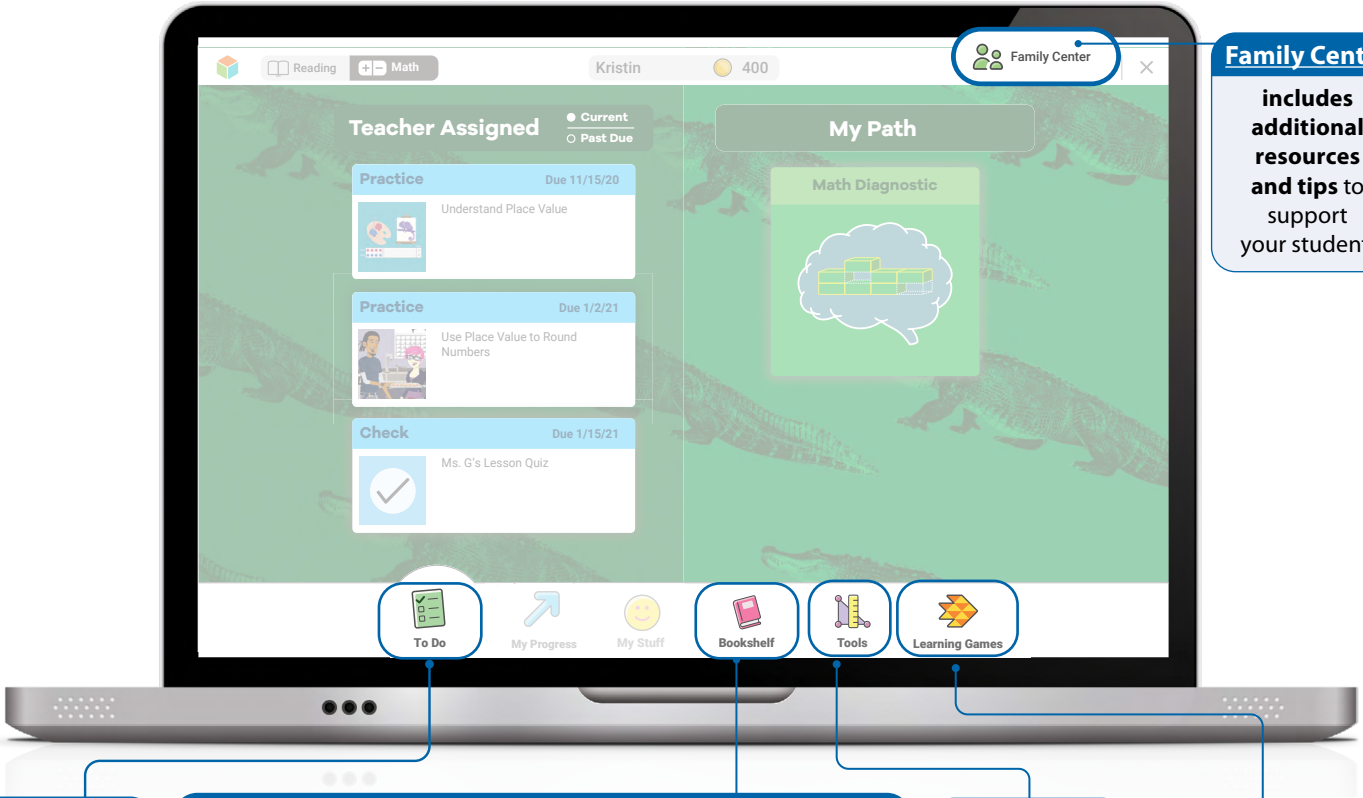
- Encourage your student to stick with challenging pursuits.
- Praise effort instead of being "smart." Try a phrase such as, "I'm really proud that you kept going even when you got stuck."
- Reframe mistakes as opportunities for learning.
- Seek out feedback from others.
- Remain curious about the world and its many obstacles and opportunities.

Support Your Student at Home

Take a tour of the Student Digital Experience!

What resources are available to support my student at home?

Through the Student Digital Experience, you and your student have access to all the necessary tools and resources to support learning at home. Explore the resources below to learn about the essential digital components available to support you and your student at home.



Family Center

includes additional resources and tips to support your student.

To Do

is where students **access their assignments**.

Bookshelf

The Student Worktext

1. Click the **Bookshelf icon** at the bottom.
2. Click on the *i-Ready Classroom Mathematics* **Worktext image**.

Follow the steps below to get to the other materials.

Unit Flow & Progression Videos

3. Click on **Family Resources** in the upper-right corner.
4. Click on **Watch Video** to the right of the unit your student is starting.

Family Letters

3. Click on **Family Resources** in the upper-right corner.
4. Choose your **language**.
5. Click on the **PDF icon** next to your student's current lesson.

Develop Session Videos

3. Click on **Family Resources** in the upper-right corner.
4. Click on **My Videos** at the top center.
5. Choose **Watch Video** next to the lesson and session your student is working on.

Tools

provides digital math tools to **engage students with building and conceptualizing** math problems.

Learning Games

are a fun and engaging way for students to **practice, improve fluency, and develop a positive relationship** to challenge.

What is the Try–Discuss–Connect framework?

The Try–Discuss–Connect framework is a predictable structure used in most *i-Ready Classroom Mathematics* sessions. Through this framework, students have an opportunity to make sense of problems, share ideas and discuss thinking with their peers, and compare different mathematical representations and approaches. **Watch a video** about the Try–Discuss–Connect framework.

Try It

Make sense of the problem.

Solve and support your thinking.

Discuss It

Share your thinking with a partner and the whole class.

Compare class strategies.

Connect It

Make connections between strategies.

Apply your thinking to new problems.

What happens during each part?

1. The class reads a math problem and identifies the most important information while determining what the problem is asking.
2. Students think independently about the problem, then begin to solve it.

1. With a partner, students share math ideas and strategies, justify and support their thinking, and respectfully critique others' ideas.
2. As a whole class, students compare strategies with those of their classmates.

1. Students think critically about strategies and why they work.
2. Students apply what they've learned to new, more challenging problems and questions.

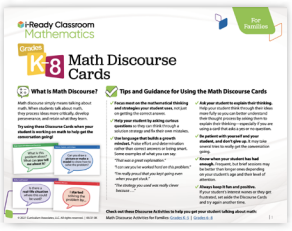
Why is the Try–Discuss–Connect framework helpful to my student?

Throughout the framework, students engage in mathematical discourse, which means they talk about math with partners and the whole class. Verbalizing their own and each other's math ideas strengthens their ability to process new ideas, builds their math confidence, and helps them better retain what they learn.

What does the Try–Discuss–Connect framework look and sound like in the classroom?

Classrooms rich in mathematical conversations aren't quiet! Check out these videos:

Grade 4 | Grade 6



How can I support my student's mathematical discourse at home?

Use the following resources to help get mathematical conversations happening at home:

- Try–Discuss–Connect Guide for Families
- Math Discourse Cards for Families

Adding Three-Digit Numbers

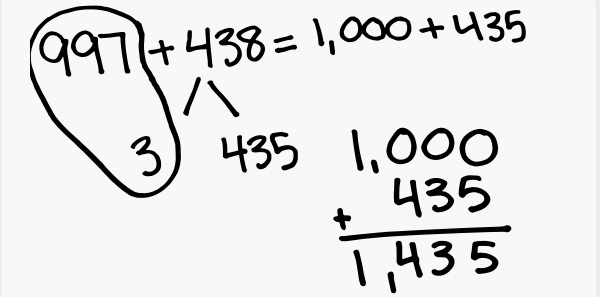
To understand more about your student's mathematics instruction with *i-Ready Classroom Mathematics*, here's an opportunity to experience some math from the program.

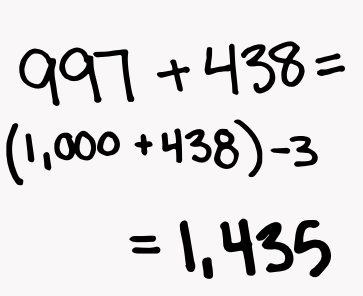
Consider taking a few moments to try the following tasks.

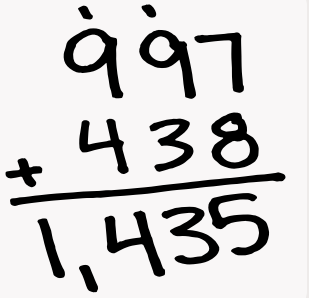
1 **Please take a moment to solve this problem in the space below:**

Add: 997 + 438 = ?

2 **Compare your way of solving the problem to these approaches:**







3 **Reflect on the following:**

- Think through the steps you went through to solve this problem.
- What skills and knowledge did you need to complete the task?
- How is your way of solving the problem the same or different than the ones above?

Key Takeaway

With *i-Ready Classroom Mathematics*, **students learn to think flexibly about numbers** and to recognize that larger numbers are made up of smaller ones (e.g., 438 = 3 + 435). Thinking flexibly about numbers **strengthens your student's ability to do math mentally**.

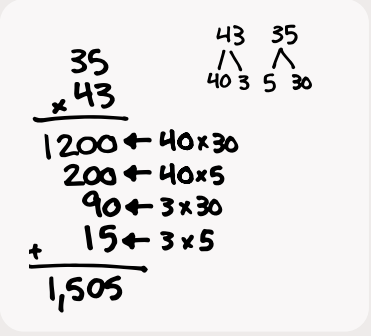
Multiplying Two-Digit Numbers

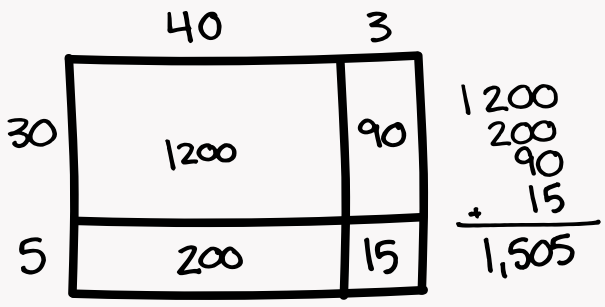
Let's try another problem.

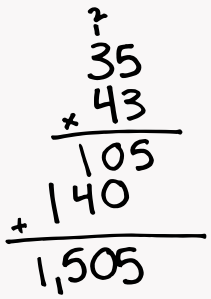
1 **Please take a moment to solve this problem in the space below:**

Multiply: 35 x 43 = ?

2 **Compare your way of solving the problem to these approaches:**







3 **Reflect on the following:**

- What steps did you follow?
- What skills and knowledge did you need to solve the problem?
- What similarities and differences do you see between your strategy and the ones provided?

Key Takeaway

In the first two strategies above, **students develop deeper understanding of place value**. By breaking numbers into their place-value parts, students can readily manipulate them to get answers efficiently and accurately.

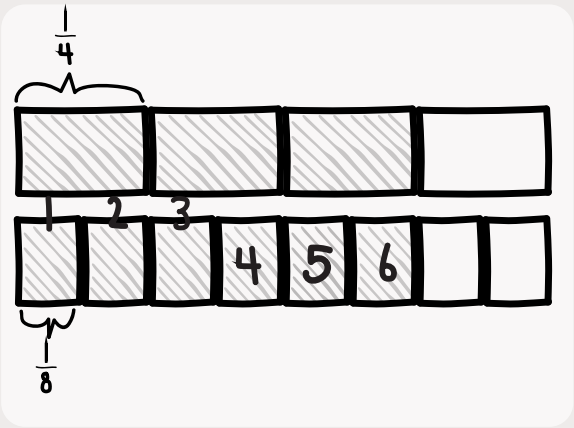
Dividing Fractions

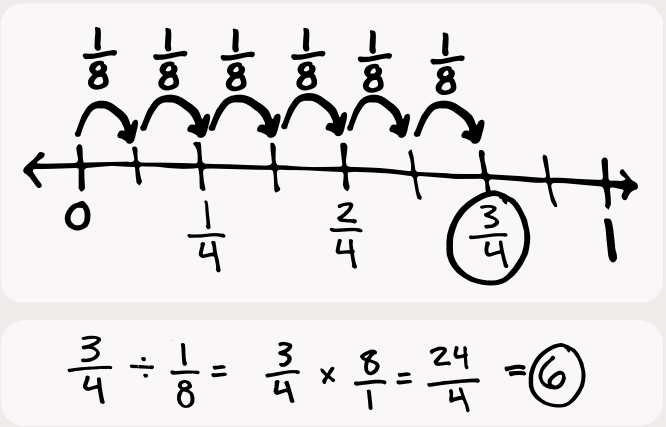
Let's try one more!

1 **Please take a moment to solve this problem in the space below:**

Divide: 3/4 ÷ 1/8 = ?

2 **Compare your way of solving the problem to these approaches:**





$\frac{3}{4} \div \frac{1}{8} = \frac{3}{4} \times \frac{8}{1} = \frac{24}{4} = 6$

3 **Reflect on the following:**

- What steps and skills did you use to solve the problem?
- What similarities and differences do you see among the strategies?

Key Takeaway

In the bottom right strategy, students are taught how to get the answer but not why the process works. In the other two representations of the problem, students can SEE that 1/8 can be divided into 3/4 six times.

Before students are taught the procedure for solving a problem, such as dividing a fraction by a fraction, it is important that they **conceptualize the mathematics using models so they understand WHY the method works**.