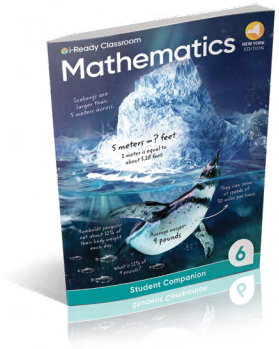
i-Ready Classroom Mathematics

Grades 6–8 and Algebra 1

Approved for Core Math by NYC Solves

Customized New York Resources

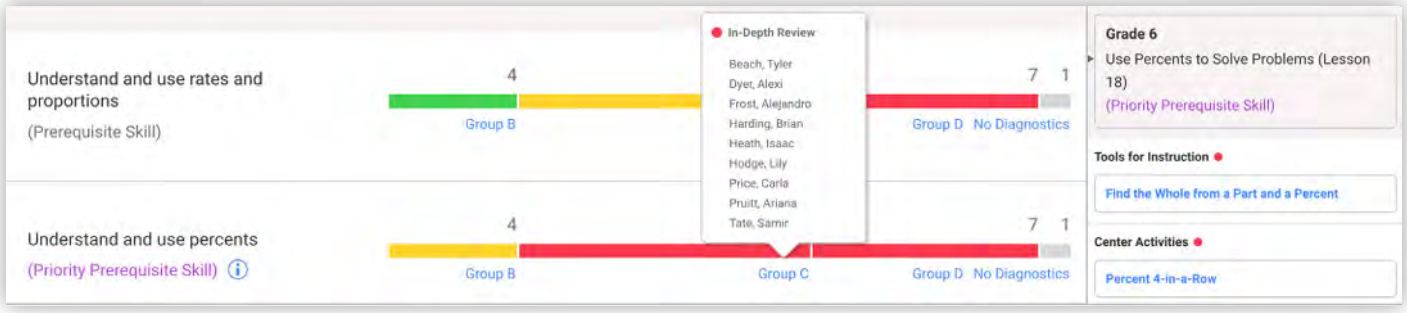


- **NY-Specific Teacher's Guides** list the Next Generation Learning Standards (NGLS), the Standards for Mathematical Practice, and NY-specific lessons at point of use.
- **Enhancement Activities** provide NY-specific lessons and activities for full coverage of the NGLS for Mathematics.
- **Customized pacing guides** integrate NY-specific content into yearly pacing. Lessons that can be taught after the state test are identified with a checkmark icon.

Multiple-Day Lessons Build in Time for Acceleration and Flexibility

The **unique multiple-day lesson design** provides opportunities to address unfinished learning, dive more deeply into grade-level instruction and the NYC Instructional Shifts, and address additional grade-level instruction based on students' needs.

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session	**Develop** Sessions			**Refine** Session
(Shifts 1–3)	**(Shifts 1–4)**			**(Shifts 1–5)**
Prepare all students for grade-level instruction with targeted prerequisite review connected to the lesson.	Focus on grade-level content with lessons aligned with the NYC Instructional Shifts. Includes supports for Multilingual Learners, students with disabilities, and advanced learners.			Strengthen grade-level learning with additional practice and flexible grouping resources.
Use prerequisite reports and resources (below).	Use the Try–Discuss–Connect instructional framework (p. 2).			Use multi-level small group activities and practice resources (p. 2).



Lessons Integrate NYC Instructional Shifts and Supports for All Students

Try–Discuss–Connect Framework and the NYC Instructional Shifts

Try It

- Using a shared task, the class begins with sensemaking using routines such as Three Reads, Notice and Wonder, or Co-Craft Questions. **(Shifts 1–3)**
- Students use what they already know to think about ways to approach the common task and begin to develop strategies. **(Shifts 1, 2, and 4)**

Discuss It

- Students use sentence frames to discuss their mathematical ideas and strategies with a partner. **(Shifts 1–3)**
- The class discusses select student strategies. Teachers ask questions, and students explain their reasoning. **(Shifts 1–4)**

Connect It

- Teachers ask questions to help students compare class strategies, standards-aligned strategies, and their own strategies to make connections between mathematical ideas. **(Shifts 1–4)**
- Students apply what they have learned to new problems to practice sensemaking and newly learned strategies. **(Shifts 1, 2, and 4)**

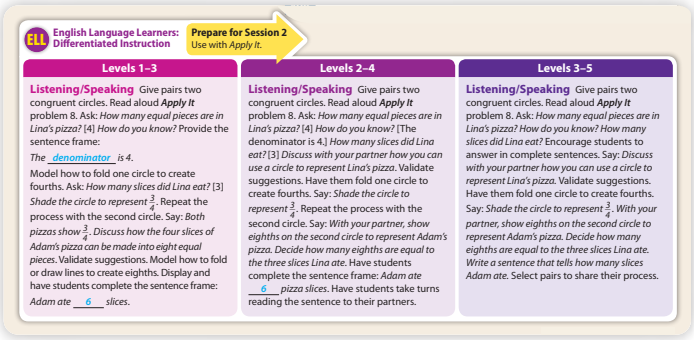
Instructional Supports for All Learners, Including Students with Disabilities (SWD) and Multilingual Learners (MLL).

Language routines such as Three Reads help all students develop sensemaking and become problem solvers. Use a Three Reads Notecatcher for sensemaking during independent practice. (SWD, MLL)

Low-floor, high-ceiling tasks with pictures help students grasp contexts. They use visual representations, manipulatives, and other methods of their choice to engage with learning. (SWD, MLL)

Sentence Frames and Discourse Cards help partners talk about mathematics. Students with similar strategies or native languages can work together to build confidence and engage in discourse. (SWD, MLL)

Language supports (below) are specific to the lesson and support three different levels of language proficiency. (MLL)



English Language Learners: Differentiated Instruction — Prepare for Session 2 — Use with *Apply It*.

Levels 1–3	Levels 2–4	Levels 3–5
Listening/Speaking Give pairs two congruent circles. Read aloud ***Apply It*** problem 8. Ask: *How many equal pieces are in Lina's pizza?* [4] *How do you know?* Provide the sentence frame: *The* ___denominator___ *is 4.* Model how to fold one circle to create fourths. Ask: *How many slices did Lina eat?* [3] *Shade the circle to represent* $\frac{3}{4}$. Repeat the process with the second circle. Say: *Both pizzas show* $\frac{3}{4}$. *Discuss how the four slices of Adam's pizza can be made into eight equal pieces.* Validate suggestions. Model how to fold or draw lines to create eighths. Display and have students complete the sentence frame: *Adam ate* ___6___ *slices.*	**Listening/Speaking** Give pairs two congruent circles. Read aloud ***Apply It*** problem 8. Ask: *How many equal pieces are in Lina's pizza?* [4] *How do you know?* [The denominator is 4.] *How many slices did Lina eat?* [3] *Discuss with your partner how you can use a circle to represent Lina's pizza.* Validate suggestions. Have them fold one circle to create fourths. Say: *Shade the circle to represent* $\frac{3}{4}$. Repeat the process with the second circle. Say: *With your partner, show eighths on the second circle to represent Adam's pizza. Decide how many eighths are equal to the three slices Lina ate.* Have students complete the sentence frame: *Adam ate* ___6___ *pizza slices.* Have students take turns reading the sentence to their partners.	**Listening/Speaking** Give pairs two congruent circles. Read aloud ***Apply It*** problem 8. Ask: *How many equal pieces are in Lina's pizza? How do you know? How many slices did Lina eat?* Encourage students to answer in complete sentences. Say: *Discuss with your partner how you can use a circle to represent Lina's pizza.* Validate suggestions. Have them fold one circle to create fourths. Say: *Shade the circle to represent* $\frac{3}{4}$. *With your partner, show eighths on the second circle to represent Adam's pizza. Decide how many eighths are equal to the three slices Lina ate. Write a sentence that tells how many slices Adam ate.* Select pairs to share their process.

Grade-Level Reinforcement

Choose from teacher-led activities, partner activities, and individual resources to **reteach, reinforce, or extend grade-level learning** during the Refine session with resources like these:

Teacher-Led

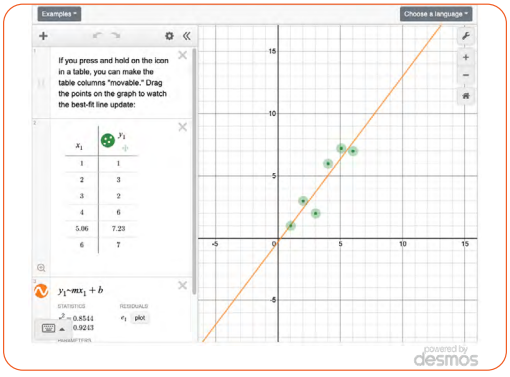
Current or Prerequisite Lessons:
- Teacher-Led Activities
  - Reteach Activities
  - Challenge Activities
- Tools for Instruction

Partner Activities
- Center Activities (Basic, On Level, and Above Level options)
- Enrichment Activities
- Unit Games (current unit or from prior units for review)

Individual Options
- Refine practice (Student Worktext)
- Fluency and Skills Practice
- Digital Learning Games
- *i-Ready Personalized Instruction*

Desmos Connections

Enhance learning throughout each lesson with **Digital Math Tools** powered by Desmos (Grades 6–Algebra 1) and **Desmos Quick Connects** in Algebra 1.



Visit your NYC *i-Ready Classroom Mathematics* site to learn more.

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