



Using *i-Ready Classroom Mathematics* in Kindergarten

i-Ready Classroom Mathematics offers numerous types of learning experiences for kindergarten students, including concrete activities, games, and lessons that get students talking and acting out important mathematical ideas. Resources for teachers include mathematical background notes and videos as well as detailed instructional support to help maximize student learning.

Concepts taught throughout kindergarten prepare students for success in algebra.

For future mathematics success, students need to be fluent with concepts like counting, flexibility with numbers, and composing and decomposing numbers, among others. **The pacing within *i-Ready Classroom Mathematics* has been designed to provide early learners the time to grow in their conceptual understanding at a pace that ensures all foundational concepts are addressed.** As a result, it's important that you follow the sequencing and pacing of the program in *i-Ready Classroom Mathematics* to address all these foundational concepts—and don't rush through ideas too quickly!

The lessons are divided into multiple sessions (i.e., days).

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session	Develop Session	Develop Session	Refine Session	Refine Session
Make connections to prior knowledge and explore new concepts.	Develop strategies and understanding through discourse, problem solving, differentiated instruction, and practice.		Practice, deepen understanding, and differentiate. <i>There is only one Refine session in Understand Lessons.</i>	

Each day has a different role to support student understanding and retention of concepts. This allows students to develop conceptual understanding through a variety of experiences in age-appropriate ways.

Establish a routine.

Establish a routine to store, distribute, and allow students to choose manipulatives and other concrete objects. Make sure students can access the tools listed in the Math Toolkit of each lesson.

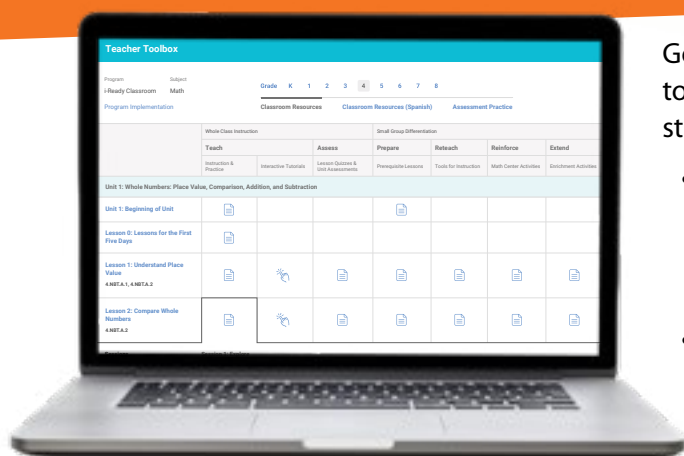
Avoid using outside resources.

Avoid using outside resources that may take away valuable instruction time or not be well correlated to the standards-aligned instruction in *i-Ready Classroom Mathematics*. If there is a resource you feel you need, let us know using the Ask a Question button at the top of this site.

Encourage perseverance and don't jump in to help too soon.

Be sure to give students enough time to think through things on their own. If they ask for help, ask them questions to think about first. Use this [poster](#) on helping students with stuck points and this [Thinking Mat](#) to support student perseverance.

The Try–Discuss–Connect routine is an important part of helping students build understanding of social and emotional characteristics alongside mathematical ideas that support them in retaining what they learn.

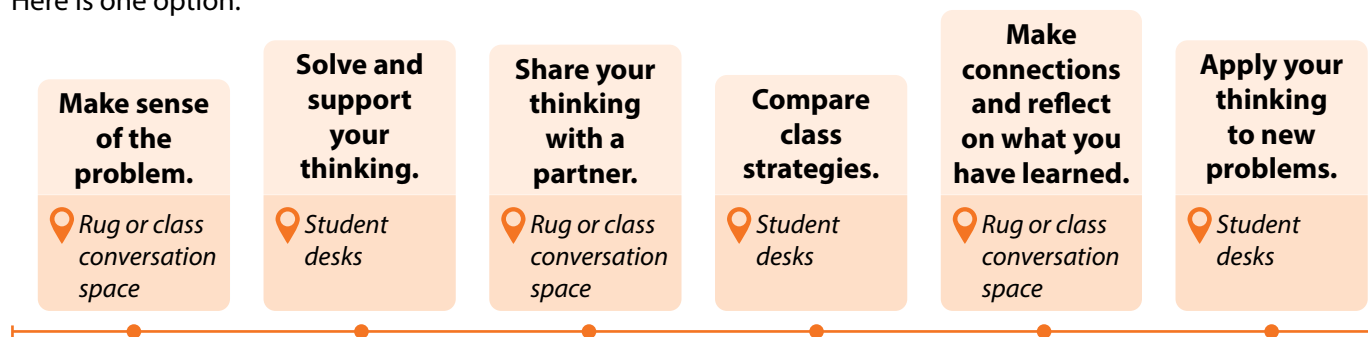


Go to the Teacher Toolbox and read two documents in Lesson 0 to help you better understand the routine, even if you are not starting to use the program at the beginning of the year.

- **Lessons for the First Five Days Teacher's Guide:** The teacher notes provide instructional moves that will help you engage students in discourse and establish learning norms.
- **Understanding the Try–Discuss–Connect Instructional Routine:** This resource provides in-depth support outlining best practices and tips for each step of the routine.

Have students move to different parts of the classroom during the routine.

Here is one option:



Give students the right supports to help them engage in mathematical conversations.

Young students really can engage in discourse, but it takes time and practice for them to develop these skills. Here are some strategies you can use to build discourse in a classroom with young students:

- Have students start to share their thinking by using a sentence frame like, "I started by . . ." See the [Discourse Cards](#) for more ideas.
- Use questions like those on the Discourse Cube (shown on the right) to support students with questions to ask themselves or a partner.
- Give partners a sentence frame to help them critique their partner's response, such as, "I agree with you because . . ." or "I disagree with you because . . ."
- Model how to talk about mathematics with students by role-playing a sample partner conversation with a student. See this sample [role-play](#) for an example.
- Provide plenty of opportunities for students to think about ideas on their own and with a partner before sharing with the class.
- Use [hand signals](#) to engage all students in sharing their thinking. Whenever possible, have the class give numeric answers by showing the answer with their fingers.



The value and power of **learning from others** is a key part of the *i-Ready Classroom Mathematics* program.

This is highlighted through the use of the Try–Discuss–Connect routine during the Explore and Develop sessions (i.e., days) of a lesson. On these days, we recommend the majority of the class time be spent with students working together as a whole class. Stations may be used after the class has completed the routine and during Refine sessions (i.e., days).

Resources to Incorporate into Small Groups and Rotations

The following print and digital resources can be used to support small groups and rotations. For information on lesson-specific resources, refer to your Teacher's Guide.

Independent Reinforcement 	Teacher-Led Small Groups 	Student-Led Small Groups 
• Additional Practice • Fluency & Skills Practice • Enrichment Activities • Interactive Practice • Learning Games • Personalized Instruction	• Hands-On or Visual Model Activities • Differentiated Instruction Activities • Building Fluency (K) • Fluency Practice (K–1) • Prerequisite Lessons • Tools for Instruction • Interactive Tutorials • Build Your Vocabulary	• Center Activities • Unit Games • Grade Level Games (K–2)

Fitting Small Groups and Rotations into a Mathematics Block

Before grouping students for differentiated instruction, it is important to use multiple data sources such as the information from the Prerequisites report, student responses during whole class instruction, and work samples to create these groups. After determining your student groupings, follow the suggestions below for incorporating differentiated small groups into your schedule.

Session(s)	Explore and Develop	Refine
45- to 60-Minute Block	• Facilitate instruction with the session slides. • Provide built-in differentiated support with the Hands-On or Visual Model Activities presented in the Connect It section of Explore and Develop sessions. • Have students work on the Apply It questions, then the Exit Ticket as part of the Close. • Assign the Additional Practice for in-class practice or homework.	• Have students work on the Start activity and the first few questions of the Apply It section. • Using multiple data points, create differentiated groups to reteach, reinforce, or extend student learning. Activities for each of these groups can be found in the Teacher's Guide in the Refine session. In Grades K–2, the Differentiated Instruction activities are located in the Teacher's Guide as part of the second Refine session.
60- to 90-Minute Block	• Complete the recommendations for the 45- to 60-minute block. • Use the resources mentioned above to facilitate additional teacher-led small groups while other students work in a student-led group or on independent assignments.	• Assign the Close: Exit Ticket after small group rotations to check for student understanding. • After the Refine session, assign the Lesson Quiz or Comprehension Check. Use the Small Group Differentiation activities on Teacher Toolbox to provide reteaching, reinforcement, or extension of student learning.

Have fun!

Use These Resources

Instill a love of mathematics in young children, and integrate fun activities and games into classes that directly connect to the mathematical content of kindergarten.

Integrating Play into Instruction

These learning activities provide enjoyment using various types of play, including physical play, role-play, and symbolic play, such as using a paper-towel tube as a telescope. Activities correspond directly to the content in the *i-Ready Classroom Mathematics* lessons.

Integrating Play into Kindergarten Math Instruction

This can be described as an engagement in experiences, play is a natural avenue for children to explore and learn new concepts and skills. Below are a few types of play children may use when learning.

Play Type	Activities	Examples
Symbolic	Imagining things through imagination	Building a castle from blocks
Physical	Working and using objects	Sorting and using blocks
Role-play	Acting out a story or event	Playing school, where one is a teacher and the other is a student
Imaginative	Creating a story or event	Creating a story about a character
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Fun with Fluency

These activities help students develop fluency and build number sense. Some can even be done while students are waiting in line or as a quick activity when you have a few minutes left in any lesson.

Fluency Practice

Finding number partners

Materials: For each child: 10 counters, Activity Sheet, Number Bond Recording Sheet

- Write the number 6 on the board.
- Have children write the number 6 in the top box of the number bond and find number partners that add up to 6.
- Children should continue filling in number bonds until they have found all number partners.

Teacher's Guide

Unit Games

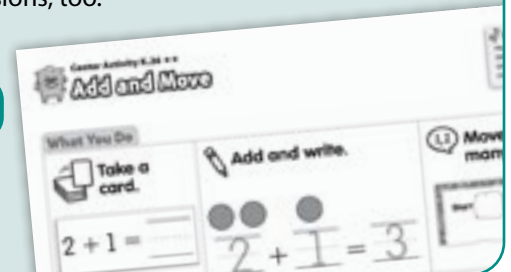
These fun and engaging games have students work collaboratively on critical-thinking activities that can be played multiple times to reinforce previously learned material or practice new content.



Teacher Toolbox

Center Activities

The *i-Ready Classroom Mathematics* Center Activities provide on-level, basic, and advanced versions of each activity to support the needs of your students. All the activities have the same format with modifications in the type of thinking required. Some teachers like to start with the basic activity and then have students play the on-level and advanced versions, too.



Teacher Toolbox

Interactive Learning Games

These games provide engaging fluency practice at multiple levels that promote productive struggle and a growth mindset.



Teachers receive reports that highlight student progress, including performance, time on task, use of productive strategies, confidence, and more.

Student Bookshelf

Grade Level Games

These games are a great way to reinforce key concepts of the grade. They can be played numerous times to develop fluency and number sense and solidify learning.



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