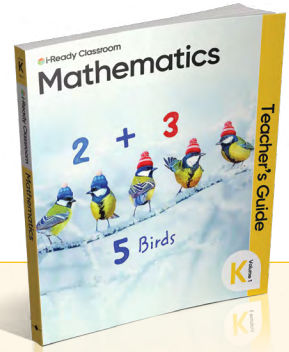


Quick-Start Guide:
Grades K–1

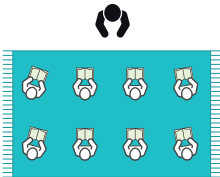
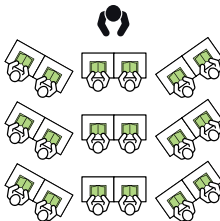
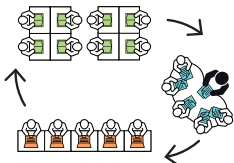


Overview of a Lesson Grade K

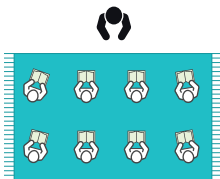
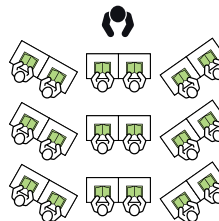
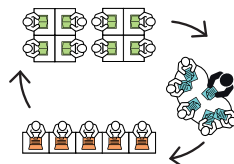
The images shown are an example of how each day of instruction might look. However, *i-Ready Classroom Mathematics* is intended to be flexible based on the needs of students to accomplish learning goals.



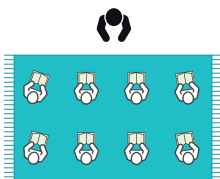
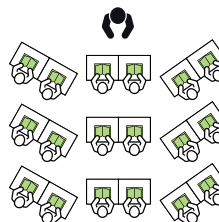
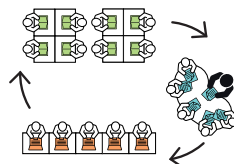
Explore 1 DAY	<ul style="list-style-type: none"> • Discover and investigate concepts concretely • Connect to prior knowledge • Introduce new lesson content
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Number Sense	Discover It	Investigate It	Connect to Prior Knowledge
<ul style="list-style-type: none"> • Notice and Wonder • Show It Another Way • How Many? • Quick Images • Same and Different 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p> 

Develop 2 DAYS	<ul style="list-style-type: none"> • Experience the Try–Discuss–Connect framework • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations • Practice new skills and apply new learning
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

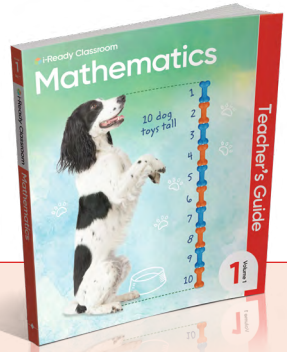
Number Sense	Try–Discuss–Connect	Apply It and Practice	Centers, Differentiation, and Practice
<ul style="list-style-type: none"> • Notice and Wonder • Show It Another Way • How Many? • Quick Images • Same and Different 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p> 

Refine 2 DAYS	<ul style="list-style-type: none"> • Make connections, go deeper, and solidify learning • Strengthen skills and understanding with in-class practice time • Reteach, reinforce, and extend learning
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Number Sense	Make Connections or Analyze It	Apply It, Practice, or Assessment	Post-Assessment Differentiation
<ul style="list-style-type: none"> • Notice and Wonder • Show It Another Way • How Many? • Quick Images • Same and Different 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p> 

Overview of a Lesson Grade 1

The images shown are an example of how each day of instruction might look. However, *i-Ready Classroom Mathematics* is intended to be flexible based on the needs of students to accomplish learning goals.



Explore

1 DAY

- Discover and investigate concepts concretely
- Connect to prior knowledge
- Introduce new lesson content

Number Sense	Discover It and Investigate It	Build Concepts	OR Connect to Prior Knowledge
<ul style="list-style-type: none"> • How Many? • Quick Images • Show It Another Way • Which One Doesn't Belong? • Data Talk 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Develop

2 DAYS

- Experience the Try–Discuss–Connect framework
- Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations
- Practice new skills and apply new learning

Number Sense	Try–Discuss–Connect	Apply It and Practice	Centers, Differentiation, and Practice
<ul style="list-style-type: none"> • How Many? • Quick Images • Show It Another Way • Which One Doesn't Belong? • Data Talk 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Refine

2 DAYS

- Make connections, go deeper, and solidify learning
- Strengthen skills and understanding with in-class practice time
- Reteach, reinforce, and extend learning

Number Sense	Make Connections or Analyze It	Apply It, Practice, or Assessment	Post-Assessment Differentiation
<ul style="list-style-type: none"> • How Many? • Quick Images • Show It Another Way • Which One Doesn't Belong? • Data Talk 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>



CHECKLIST

Explore (Session 1)

Connect to and build prior knowledge | Introduce new lesson content

As you prepare for the Explore sessions, review this checklist while filling out your planning template.

- ☐ Note the *Purpose* in the **Teacher's Guide** on the top left corner and determine how it supports the Lesson Objective(s).
- ☐ Review the **Number Sense and Counting activity**. These activities can be done any time throughout the day.
- ☐ Prepare to increase engagement by incorporating:
 - Engagement Protocols
 - Connect to Language Development
- ☐ Download slides for the Explore session. Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

- ☐ Review the **Discover It activity** and consider the following:
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
- ☐ Gather materials to prepare for **Discover It**.

- ☐ Review the **Investigate It activity**.
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
- ☐ Gather materials to prepare for **Investigate It**.

Close

- ☐ Preview the Math Reflection and Self-Reflection.
- ☐ Ask multiple students to share their thinking.
- ☐ Have students use hand signals to show agreement or disagreement with other students' thinking as a way to check for understanding.
- ☐ Consider how families will access the **Family Letter**:
 - Student Worktext
 - Family Resources via Student eBook (multiple languages available)



Explore (Session 1)

Number Sense and Counting Activities

- ☐ Notice and Wonder
- ☐ Show It Another Way
- ☐ How Many?

- ☐ Quick Images
- ☐ Same and Different

Engagement Protocols:

Supporting English Learners:

Discover It

Materials:

Investigate It

Materials:

Student Workmat page, symbol, and color in Student Worktext:

Close

- ☐ Math Reflection
- ☐ Self-Reflection

Family Letter

- ☐ Student Worktext
- ☐ Student eBook



CHECKLIST

Develop (Sessions 2–3)

Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations | Explore new strategies and develop new learning

As you prepare for the Develop sessions, review this checklist while filling out your planning template.

- ☐ Review the **Number Sense and Counting Activity** and *Purpose* in the **Teacher's Guide** on the top left corner.
- ☐ Prepare to increase engagement by incorporating Engagement Protocols and Connect to Language Development.
- ☐ Download slides for the Develop sessions. Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Try It	Discuss It	Connect It
Make Sense of the Problem Students make sense of the problem and persevere in solving them.	Select and Sequence Students share ideas with a partner, then discuss and compare teacher-selected strategies.	Compare and Connect Dive deeper into conceptual understanding and strategies.
Effective Practices		
<input type="checkbox"/> Give students time to think, but don't wait for all students to develop a full solution. This is "think time." <input type="checkbox"/> Circulate the room to observe student work, listen to discussions, and select and sequence the student strategies to be shared in a way that builds thinking as students work and discuss their ideas with a partner.	<input type="checkbox"/> Display and pose a sentence starter/question using session slides or Discourse Cards. <input type="checkbox"/> Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation. <input type="checkbox"/> Use Teacher's Guide questions to prompt students to recognize, explain, and build on classmates' reasoning and/or errors in a solution strategy.	<input type="checkbox"/> Connect student thinking with the session purpose using Ask/Listen Fors questions. <input type="checkbox"/> Early finishers? Use the Centers Library.
<input type="checkbox"/> Review the Apply It activity and what materials will be used. <input type="checkbox"/> Review the Error Alert in Develop session 1 of 2 and identify students who will most benefit from this opportunity before continuing to Develop session 2 of 2 and the Refine session. <input type="checkbox"/> Consider which sentence frames you will use to support children in their explanations of strategies.		
Centers and Differentiation Options —Choose 2 or 3 stations to use and gather the materials for each.		
Centers Student-Led Practice <input type="checkbox"/> Organize the lesson's Student-Led Stations <ul style="list-style-type: none">• Session Centers• Centers Library: Fluency or Skills Review	Differentiation Teacher-Led Small Group <input type="checkbox"/> Differentiate in small groups to support needs observed during the Apply It activity <ul style="list-style-type: none">• Teacher's Guide Reteach Activity• Teacher's Guide Extend Activity	
Practice (Choose 1 or 2) <input type="checkbox"/> Independent Practice <input type="checkbox"/> Fluency and Skills	<input type="checkbox"/> Assignable Interactive Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> Assignable <i>i-Ready</i> Interactive Tutorial	<input type="checkbox"/> Grade Level Games <input type="checkbox"/> Centers Library
Close	<input type="checkbox"/> Math Reflection	<input type="checkbox"/> Self-Reflection



PLANNING TEMPLATE

Develop (Sessions 2–3)

Number Sense and Counting Activity

- | | |
|----------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Notice and Wonder | <input type="checkbox"/> Quick Images |
| <input type="checkbox"/> Show It Another Way | <input type="checkbox"/> Same and Different |
| <input type="checkbox"/> How Many? | |

Engagement Protocols:

Supporting English Learners:

Try–Discuss–Connect (Encourage students to compare and connect strategies. See Ask/Listen For guidance in the Teacher's Guide.)

Make Sense of the Problem Language Routine:

- | | | | |
|--------------------------------------|---------------------------------------------|---------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Three Reads | <input type="checkbox"/> Co-Craft Questions | <input type="checkbox"/> Say It Another Way | <input type="checkbox"/> Notice and Wonder |
|--------------------------------------|---------------------------------------------|---------------------------------------------|--------------------------------------------|

Apply It (What materials are recommended for this activity? See the Teacher's Guide.)

Student Workmat page, symbol, and color in Student Worktext:

Centers and Differentiation

Centers

Session Centers:

Centers Library:

Teacher-Led Small Group

- ☐ Reteach
☐ Extend

Practice

- | | | | |
|-----------------------------------------------|-----------------------------------------------|--------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Independent Practice | <input type="checkbox"/> Interactive Practice | <input type="checkbox"/> Grade Level Games | <input type="checkbox"/> <i>i-Ready</i> Interactive Tutorial |
| <input type="checkbox"/> Fluency and Skills | <input type="checkbox"/> Learning Games | <input type="checkbox"/> Centers Library | |

Close

- | | |
|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Math Reflection | <input type="checkbox"/> Self-Reflection |
|------------------------------------------|------------------------------------------|



CHECKLIST

Refine (Sessions 4–5)

Strengthen skills and understanding with in-class practice | Reteach, reinforce, and extend learning

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- ☐ Review the *Purpose* in the Teacher's Guide on the top left corner.
- ☐ Understand the **Number Sense and Counting Activity**.
- ☐ Prepare to support English Learners.
- ☐ Download the Refine session slides. Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Session 4: Make Connections

- ☐ Prepare recommended manipulatives. See the Math Toolkit in the Teacher's Guide.
- ☐ Display and introduce **sentence frames**.

Apply It Activity

- ☐ Preview the student workmat in the **Student Worktext**.
- Children can continue the Apply It activity as a center.

Centers, Differentiation, and Practice

Read over the **If/Then** scenarios.

Organize the lesson's Student-Led Stations:

- ☐ Session Centers
- ☐ Centers Library: Skill Review
- ☐ Centers Library: Fluency

Once children are familiar with a center, the activity can be used independently with different content as the year progresses.

Explore and select Independent Practice:

- ☐ Student Worktext
- ☐ Digital Practice
- ☐ Learning Game(s)

Close

- ☐ Preview the **Math Reflection** and **Self-Reflection**.

Session 5: Analyze It

- ☐ Review the activity and make connections to the Lesson Objective(s) and Session Purpose.

Deepen Understanding

- ☐ Review the mini-lesson and make connections to the Lesson Objective(s) and Session Purpose.

Assessment, Centers, and Practice

Assessment type:

- ☐ Prepare Activity-Based Assessment
- ☐ Print Lesson Quiz
- ☐ Assign Digital Comprehension Check (Form A/B)

Organize the lesson's Student-Led Stations:

- ☐ Lesson Reflection
- ☐ Session Centers
- ☐ Centers Library: Skill Review
- ☐ Centers Library: Fluency

Explore and select Independent Practice:

- ☐ Student Worktext
- ☐ Digital Practice
- ☐ *i-Ready Personalized Instruction*

Review and prepare Post-Assessment Differentiation:

- ☐ **Reteach:** Tools for Instruction
- ☐ **Reinforce:** Learning Activities
- ☐ **Extend:** Enrichment Activities



PLANNING TEMPLATE

Refine (Sessions 4–5)

Number Sense and Counting Activity

- ☐ Notice and Wonder
- ☐ Show It Another Way
- ☐ How Many?

- ☐ Quick Images
- ☐ Same and Different

Engagement Protocols:

Supporting English Learners:

Session 4: Make Connections

Which manipulatives and sentence frames are suggested for this activity?

Session 5: Analyze It

Student Workmat page, symbol, and color in Student Worktext:

Student Workmat page, symbol, and color in Student Worktext:

Apply It Activity

If/Then:

Deepen Understanding

Assessments, Centers, Differentiation, and Practice

Student-Led Stations:

Lesson Reflection: Centers Library: Skill Review

Session Centers: Centers Library: Fluency

Which Independent Practice did you select?

- ☐ Student Worktext
- ☐ Interactive Digital Practice
- ☐ *i-Ready Personalized Instruction*
(see Digital Correlations in Teacher Toolbox)

Which assessment did you choose?

- ☐ Activity-Based Assessment Lesson Quiz
- ☐ Digital Comprehension Check:
 - ☐ Form A
 - ☐ Form B

Student-Led Stations:

Lesson Reflection: Centers Library: Skill Review

Session Centers: Centers Library: Fluency

Which Independent Practice did you select?

- ☐ Student Worktext
- ☐ Interactive Digital Practice
- ☐ *i-Ready Personalized Instruction*

Close

- ☐ Math Reflection
- ☐ Self-Reflection



CHECKLIST

Explore (Session 1)

Connect to and build prior knowledge | Introduce new lesson content

As you prepare for the Explore sessions, review this guide while filling out your planning template.

- ☐ Note the *Purpose* in the **Teacher's Guide** on the top left corner and determine how it connects to the Lesson Objective(s).
 - ☐ Review the **Number Sense and Counting Activity**. These activities can be done any time throughout the day.
 - ☐ Prepare to increase engagement by incorporating Engagement Protocols and Connect to Language Development.
 - ☐ Download the presentation slides for *Session 1: Explore*.
 - ☐ Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.
-
- ☐ Review the **Discover It activity** and consider the following:
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
 - ☐ Gather materials to prepare for **Discover It**.
-
- ☐ Review the **Investigate It activity**.
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
 - ☐ Gather materials to prepare for **Investigate It**.
-
- ☐ Choose **Build Concepts** (Practice) or **Grade-Level Planning (Prerequisites) Report Groupings**.
 - Build vocabulary and explore math concepts.
 - Use a graphic organizer to build vocabulary.
-
- ☐ Preview the **Math Reflection** and **Self-Reflection**.
-
- ☐ Consider how families will access the **Family Letter**:
 - Student Worktext
 - Family Resources via Student eBook (multiple languages available)



PLANNING TEMPLATE

Explore (Session 1)

Number Sense and Counting Activity

- | | |
|---------------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Which One Doesn't Belong | <input type="checkbox"/> Quick Images |
| <input type="checkbox"/> Show It Another Way | <input type="checkbox"/> Data Talk |
| <input type="checkbox"/> How Many? | |

Engagement Protocols:

Supporting English Learners:

Discover It

Materials:

Investigate It

Materials:

Student Workmat page, symbol, and color in Student Worktext:

Build Concepts or Grade-Level Planning (Prerequisites) Report Groupings

Math Vocabulary:

Close

- | | |
|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Math Reflection | <input type="checkbox"/> Self-Reflection |
|------------------------------------------|------------------------------------------|



CHECKLIST

Develop (Sessions 2–3)

Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations | Explore new strategies and develop new learning

As you prepare for the Develop sessions, review this checklist while filling out your planning template.

- ☐ Review the **Number Sense and Counting Activity** and *Purpose* in the **Teacher's Guide** on the top left corner.
- ☐ Prepare to increase engagement by incorporating Engagement Protocols and Connect to Language Development.
- ☐ Download slides for the Develop sessions.
- ☐ Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Try It	Discuss It	Connect It
Make Sense of the Problem Students make sense of the problem and persevere in solving them.	Select and Sequence Students share ideas with a partner, then discuss and compare teacher-selected strategies.	Compare and Connect Dive deeper into conceptual understanding and strategies.
Effective Practices		
<input type="checkbox"/> Give students time to think, but don't wait for all students to develop a full solution. This is "think time." <input type="checkbox"/> Circulate the room to observe student work, listen to discussions, and select and sequence the student strategies to be shared in a way that builds thinking.	<input type="checkbox"/> Display and pose a sentence starter/question using session slides and Discourse Cards. <input type="checkbox"/> Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation. <input type="checkbox"/> Prompt students to recognize, explain, and build on classmates' reasoning and/or errors in a solution strategy.	<input type="checkbox"/> If no students represent the model shown on the Student Worktext page, connect the drawing and equation to the children's models by having children identify how the strategies represent the math story. <input type="checkbox"/> Early finishers? Centers Library!
<input type="checkbox"/> Review the Apply It activity and what materials will be used. <input type="checkbox"/> Review the Error Alert in Develop session 1 of 2 and identify students who will most benefit from this opportunity before continuing to Develop session 2 of 2 and the Refine session. <input type="checkbox"/> Consider which sentence frames you will use to support children in their explanations of strategies.		
Centers and Differentiation Options —Choose 2 or 3 stations to use and gather the materials for each activity.		
Centers Student-Led Practice		Differentiation Teacher-Led Small Group
<input type="checkbox"/> Organize the lesson's Student-Led Stations: Session Centers, Centers Library: Fluency, Centers Library: Skill Review		<input type="checkbox"/> Differentiate in small groups to support needs observed during the Apply It activity: Reteach, Extend
Practice (Choose 1 or 2) <input type="checkbox"/> Independent Practice <input type="checkbox"/> Fluency and Skills	<input type="checkbox"/> Assignable Interactive Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> Assignable <i>i-Ready</i> Interactive Tutorial	<input type="checkbox"/> Grade Level Games <input type="checkbox"/> Centers Library
<input type="checkbox"/> Close		



PLANNING TEMPLATE

Develop (Sessions 2–3)

Number Sense and Counting Activity

☐ Which One Doesn't Belong

☐ Show It Another Way

☐ How Many?

☐ Quick Images

☐ Data Talk

Engagement Protocols:

Supporting English Learners:

Try–Discuss–Connect (Encourage students to compare and connect strategies. See Ask/Listen For guidance in the Teacher's Guide.)

Make Sense of the Problem Language Routine:

☐ Three Reads

☐ Co-Craft Questions

☐ Say It Another Way

☐ Notice and Wonder

Model It/Teacher-Led:

Apply It (What materials are recommended for this activity? See the Teacher's Guide.)

Student Workmat page, symbol, and color in Student Worktext:

Centers, Differentiation, and Practice

Centers

Session Centers:

Centers Library:

Teacher-Led Small Group

☐ Reteach

☐ Extend

Practice

☐ Apply It

☐ Fluency and Skills

☐ Learning Games

☐ Centers Library

☐ Independent Practice

☐ Interactive Practice

☐ Grade Level Games

☐ i-Ready Interactive Tutorial

Close

☐ Math Reflection

☐ Self-Reflection



CHECKLIST

Refine (Sessions 4–5)

Strengthen skills and understanding with in-class practice | Reteach, reinforce, and extend learning

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- ☐ Review the *Purpose* in the Teacher's Guide on the top left corner.
- ☐ Understand the **Number Sense and Counting Activity**.
- ☐ Prepare to support English Learners.

- ☐ Download the Refine session slides.
- ☐ Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Session 4: Make Connections

- ☐ Prepare recommended manipulatives. See the Math Toolkit in the Teacher's Guide.
- ☐ Display and introduce sentence frames.

Centers, Differentiation, and Practice

- ☐ Read over the **If/Then** scenarios.
- ☐ Preview the **Check for Understanding**.

Organize the lesson's Student-Led Stations:

- ☐ Session Centers
- ☐ Centers Library: Skill Review
- ☐ Centers Library: Fluency

Explore and select Independent Practice:

- ☐ Apply It
- ☐ Independent Practice
- ☐ Digital Practice
- ☐ Learning Game(s)

Session 5: Analyze It

- ☐ Review the activity and make connections to the Lesson Objectives and Session Purpose.

Deepen Understanding

- ☐ Review the mini-lesson and make connections to the Lesson Objectives and Session Purpose.

Assessment, Centers, and Practice

- ☐ Read over the **If/Then** scenarios.
- ☐ Preview the **Check for Understanding**.

Assessment type:

- ☐ Print Lesson Quiz
- ☐ Assign Digital Comprehension Check (Form A/B)

Organize the lesson's Student-Led Stations:

- ☐ Session Centers
- ☐ Centers Library: Skill Review
- ☐ Centers Library: Fluency

Explore and select Independent Practice:

- ☐ Independent Practice
- ☐ Learning Games
- ☐ *i-Ready Personalized Instruction*

Review and prepare Post-Assessment Differentiation:

- ☐ **Reteach:** Tools for Instruction
- ☐ **Reinforce:** Learning Activities
- ☐ **Extend:** Enrichment Activities

Close

- ☐ Preview the **Math Reflection** and **Self-Reflection**.



PLANNING TEMPLATE

Refine (Sessions 4–5)

Number Sense and Counting Activity

- | | |
|---------------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Which One Doesn't Belong | <input type="checkbox"/> Quick Images |
| <input type="checkbox"/> Show It Another Way | <input type="checkbox"/> Data Talk |
| <input type="checkbox"/> How Many? | |

Engagement Protocols:

Supporting English Learners:

Session 4: Make Connections

Which manipulatives and sentence frames are suggested for this activity?

Session 5: Analyze It

Student Workmat page, symbol, and color in Student Worktext:

Student Workmat page, symbol, and color in Student Worktext:

Apply It Activity

Deepen Understanding

If/Then:

Centers, Differentiation, and Practice

Assessments, Centers, and Practice

Teacher-Led Small Group

Check for Understanding:

Student-Led Stations:

Session Centers:

Centers Library: Skill Review

Centers Library: Fluency

Which Independent Practice did you select?

- ☐ Apply It
- ☐ Digital Practice (Assignable)
- ☐ Learning Game(s)
- ☐ *i-Ready Personalized Instruction*
(see Digital Correlations in Teacher Toolbox)

Which assessment did you choose?

- ☐ Lesson Quiz
- ☐ Digital Comprehension Check: ☐ Form A ☐ Form B

Student-Led Stations:

Session Centers:

Centers Library: Skill Review

Centers Library: Fluency

Which Independent Practice did you select?

- ☐ Apply It
- ☐ Independent Practice
- ☐ Digital Practice (Interactive Practice)

Post-Assessment Differentiation

- ☐ **Reteach:** Tools for Instruction
- ☐ **Reinforce:** Learning Activities
- ☐ **Extend:** Enrichment Activities

Close

- | | |
|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Math Reflection | <input type="checkbox"/> Self-Reflection |
|------------------------------------------|------------------------------------------|

Notes: