

Quick-Start Guide for Grades K–1



Overview of a Lesson

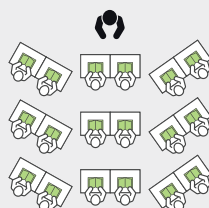
The amount of time for each lesson can be adjusted for 40- to 90-minute math blocks. An example for 60 minutes is shown.

Explore Session (One Day per Lesson)

- Make connections to prior learning.
- Use the Prerequisites report to address unfinished learning.

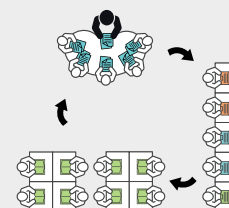
Whole Class Instruction

20 minutes



Rotations for Differentiated Support

40 minutes

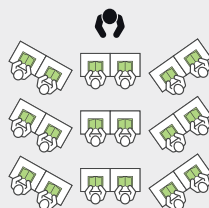


Develop Sessions (One to Three Days per Lesson)

- Focus on new grade-level content.
- Use the Try–Discuss–Connect instructional framework.

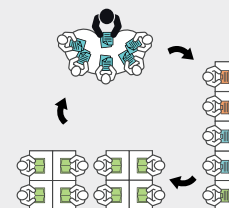
Whole Class Instruction

About 30–45 minutes



Rotations for Differentiated Support

About 15–20 minutes

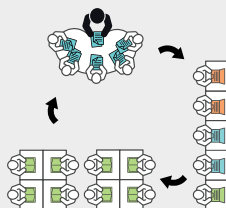


Refine Session(s) (Two Days per Lesson)

- This day is built into the pacing for practice and grade-level stations.

Rotations for Differentiated Support

45–60 minutes



Teacher-Led Station

Current or Prerequisite Lessons:

- Teacher's Guide Activities
- Tools for Instruction
- Center Activities
- Interactive Tutorials

Independent Station

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

Partner Station

- Center Activities (*current or Prerequisite Lessons*)
- Enrichment Activities
- Unit Games (*on-grade level to review, prerequisites to fill gaps*)
- Grade Level Games

Lesson Planning Checklist

Think through each step, and check off the resources you want to use.
Start by using one or two resources, and add others as time allows.

- **Log in** to the teacher dashboard using your *i-Ready Classroom Mathematics* login.

- **Go to the Instruction & Practice column on the Teacher Toolbox to:**

- ☐ Download the session slides to use with the Try–Discuss–Connect instructional framework.
- ☐ Review the Student Worktext and the Teacher’s Guide pages digitally.

- **Choose one or two practice resources you want to use:**

- ☐ Student Worktext practice (Apply It or Practice pages)
- ☐ Fluency and Skills Practice (*in Develop sessions on the Teacher Toolbox*)
- ☐ Interactive (i.e., digital) Practice
- ☐ Learning Games
- ☐ Grade Level Games (*under the Program Implementation tab on the Grades K–2 Teacher Toolbox*)
- ☐ Cumulative Practice (*in the back of the Student Worktext and Teacher’s Guide and under the Beginning of Unit resources on the Teacher Toolbox*)

- **Choose a few differentiation resources you want to use:**

Teacher-Led Activity Options

- ☐ Hands-On Activities in the Teacher’s Guide (*Develop and Refine sessions*)
- ☐ Challenge Activities in the Teacher’s Guide (*Refine sessions*)
- ☐ Tools for Instruction (*under the Reteach column on the Teacher Toolbox*)
- ☐ Interactive Tutorials (*under Interactive Tutorials on the Teacher Toolbox*)

Partner Activity Options

- ☐ Center Activities (*Choose from on-level, below-level, and above-level versions available under Math Center Activities on the Teacher Toolbox.*)
- ☐ Grade Level Games (*under the Program Implementation tab on the Grades K–2 Teacher Toolbox*)
- ☐ Enrichment Activities (*under the Extend column on the Teacher Toolbox*)
- ☐ Unit Games for prior units or grades (*in the End of Unit resources on the Teacher Toolbox*)

Independent Station Options

- ☐ Student Worktext practice, including Refine session practice
- ☐ Fluency and Skills Practice (*in Develop sessions on the Teacher Toolbox*)
- ☐ Interactive (i.e., digit
- ☐ Learning Games
- ☐ Cumulative Practice (*See Beginning of Unit resources on the Teacher Toolbox and in the back of the Student Worktext*)
- ☐ *i-Ready Personalized Instruction* lessons (*if available for pilot*)

- **Determine if you want to try a printed Lesson Quiz** (from the Assess column on the Teacher Toolbox) **or a digital Comprehension Check** ([learn how to assign here](#)). Realize these are proficiency-based quizzes and students will likely find them challenging until they do more of them.

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Best Practices Checklist

- **Use the session slides to help facilitate the Try–Discuss–Connect instructional framework.**

- ☐ Use the Start slide as a brief warm-up. You may even want to skip it to focus on instruction, especially for Develop sessions.
- ☐ Do all the steps of Try–Discuss–Connect, but keep the pace moving.
- ☐ **Try It:** Give students time to think, but don't wait for all students to develop a full solution. This is "think time."
- ☐ **Try It:** Thoughtfully choose two or three students to have a partner conversation and then share their strategy with the whole class.
- ☐ **Discuss It:** You may want to model student-to-student conversation before students discuss with a partner.
- ☐ **Discuss It:** While students share their strategies, ask them to repeat or rephrase what another student shared during the explanation of their strategy to give them time to process what they heard.
- ☐ **Connect It:** If time allows, choose a few of the Connect It questions that have not already been asked to discuss orally with the class.

- **For the Refine session, consider setting up a few stations using some of the station and differentiation resources (listed on the [previous page](#)).**

- **Support all students, especially English Learners, in persevering with problem solving. You can use routines like Notice and Wonder, Co-Craft Questions, or Three Reads to help students. Try these steps of the Three Reads.**

- ☐ Read the problem and then ask students, "If you were going to use five words or less to describe what the problem is about, what would you say?" to help them understand the context of the problem and clarify any vocabulary words.
- ☐ Before a volunteer reads the problem, let students know you want them to think about another way to say what the question is asking them to find. Then ask a few students what the problem is asking—not how they will solve it.
- ☐ Before the class or student partners read the problem aloud, let students know you want them to think about what information is important. List the important quantities and relationships in the problem as a class.

- **Model how to use the Three Reads Notecatcher during the Make Sense of the Problem step of Try–Discuss–Connect.** Use the Notecatcher a few times with the whole class to teach them how to use it. Then, slip it into a document sleeve and let students use it when they work on Apply It problems and practice problems.
- Ask students who might be stuck during the Try It questions to prompt their thinking. Some examples might be, "Can you draw a picture to represent the situation?" or "How could you use a model to show the numbers?"

- **Get your questions answered with these resources:**

- ☐ Check out the [pilot website](#) for additional best practices, classroom videos, and more!
- ☐ Join us for office hours, in which we answer your questions and discuss "hot topics," or send us an email.