Quick-Start Guide:
Grades 2–5

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

i-Ready Classroom Mathematics

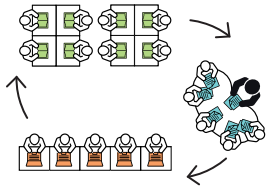
Overview of a Lesson Grades 2–5

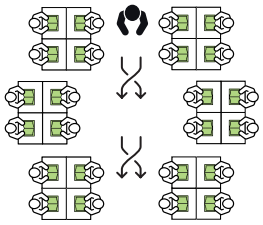
The images shown are an example of how each day of instruction might look. However, *i-Ready Classroom Mathematics* is intended to be flexible based on the needs of students to accomplish learning goals.

Explore
1 DAY

- Connect to prior knowledge
- Introduce new lesson content

Start Activity	Connect to Prior Knowledge	Whole Class Exploration
• Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather?	• Address prerequisite skills based on Grade-Level Planning (Prerequisites) report • Whole class or small groups	*See Teacher's Guide*

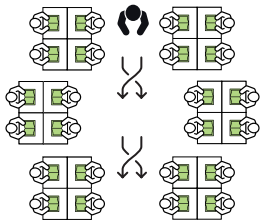


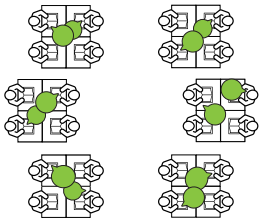


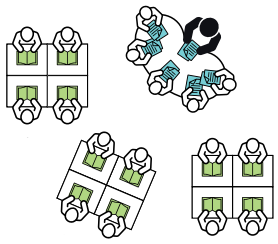
Develop
1–3 DAYS

- Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations
- Practice new skills and apply new learning

Start Activity	Try–Discuss–Connect Framework		
• Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather?	Student Processing Time	Student-Centered Math Discussions	Deepen Learning and Practice



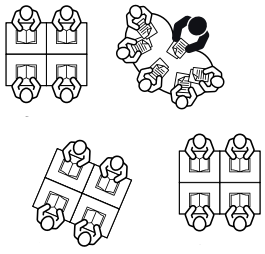




Refine
1 DAY

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

Start Activity	Differentiation—Practice and Centers
• Check for Understanding • Error Analysis	**Student-Led Options:** Center Activities (current or Prerequisite Lessons), Enrichment Activities, Unit Games (on-grade level to review, prerequisites to accelerate to grade level), Grade Level Games (Grades K–2) **Teacher-Led Options:** Teacher's Guide Activities, Tools for Instruction, Center Activities, Interactive Tutorials (current or Prerequisite Lessons) **Independent Options:** Refine Practice (Student Worktext), Fluency and Skills Practice, Digital Learning Games, *i-Ready Personalized Instruction*



© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

ADDRESSING PREREQUISITES

Guidance for Grade-Level Planning (Prerequisites) Report

Derived directly from your students' Diagnostic results, the Grade-Level Planning (Prerequisites) report is one powerful data tool available to support your on-grade level instruction. This report identifies learning needs and suggests student groups that align with each *i-Ready Classroom Mathematics* unit, eliminating the need to assess students before the unit.

As you plan a unit or lesson, you should use the information provided in the Grade-Level Planning (Prerequisites) report to inform plans for whole class instruction and make strategic choices about instructional resources to be used with small groups as needed.

Use this report to see a picture of students' learning needs in relation to the grade-level content of the *i-Ready Classroom Mathematics* unit selected, including:

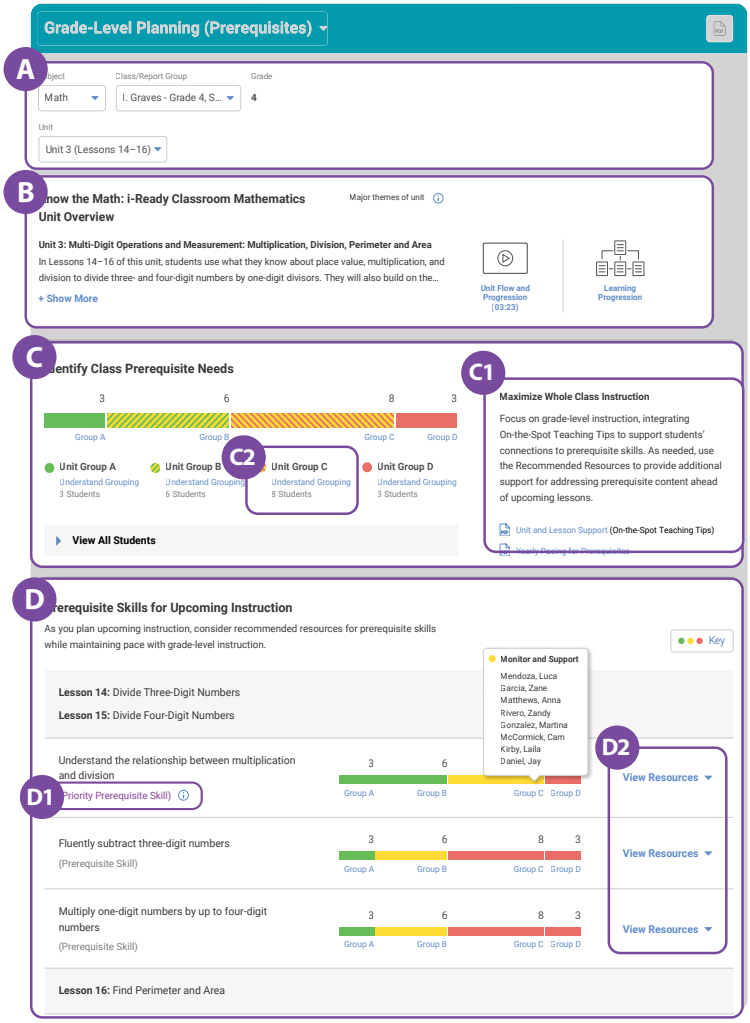
A. Use the **top navigation dropdown** to select an *i-Ready Classroom Mathematics* unit and set of lessons within the unit as the focus for the report.

B. **Know the Math** provides an overview of the concept and skills developed throughout the unit and links to the **Unit Flow and Progression Video** and **Learning Progression** for deeper understanding of the mathematics content.

C. **Identify Class Prerequisite Needs** provides a high-level overview of whole class readiness for the selected lessons.

   C1. **Maximize Whole Class Instruction** includes resources such as **Unit and Lesson Support** for on-the-spot teaching tips to scaffold grade-level instruction or the **Yearly Pacing for Prerequisites** with suggestions to consolidate or adjust lessons in the unit to further address prerequisite skills.

   C2. **Understand Grouping** provides information from the Diagnostic Assessment as context for students' Unit Group placements.



D. **Prerequisite Skills for Upcoming Instruction** details prerequisite skills for the content in the lesson(s). Students are separated into three or four groups based on their results from the most recent Diagnostic. Individual student names are displayed by clicking the group name. Within each group, the data indicates which students have likely acquired each skill (Likely Acquired), may need monitoring and support of the skill (Monitor and Support), or may benefit from more significant work on a skill (In-Depth Review).

   D1. The **Priority Prerequisite Skill** indicates that this prerequisite skill is a key skill students will build upon in the lesson(s). If students need support with numerous prerequisite skills, teachers may wish to focus their efforts on this skill to optimize instructional time and stay on track with suggested pacing guidelines.

   D2. **View Resources** links to recommendations of instructional resources, organized by each lesson within the unit. Use these resources to address prerequisite skill needs with students as time permits.

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Grades 2–5

CHECKLIST Explore

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.

- ☐ Review the **Start Activity Routine** 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 the presentation 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.

☐ Refer to **Grade-Level Planning (Prerequisites) report** groupings and use the *Recommendations* resources.

- On page 1 of the *Recommendations* PDF, review the *Overview* section that indicates which prerequisite skills are directly connected to each of the upcoming lessons.
- If there are multiple prerequisites, prioritize the Essential Skill or the most appropriate prerequisite skill.
- Gather the associated resources to plan for stations below.

Stations Based on Grade-Level Planning (Prerequisites) Report

Student-Led Options *(Choose One)*	**Independent Options** *(Choose One)*	**Whole Class/Teacher-Led Options** *(Choose One)*
☐ **Prerequisite Center Activities** (Choose from on-level, below-level, and above-level versions available under Math Center Activities on the Teacher Toolbox.)	☐ **Prerequisite Fluency and Skills Practice** (in Develop sessions on the Teacher Toolbox)	☐ **Prerequisite Tools for Instruction** (under the Reteach column on the Teacher Toolbox)
☐ **Prerequisite Enrichment Activities** (under the Extend column on the Teacher Toolbox)	☐ **Prerequisite Interactive** (i.e., digital) **Practice** (Learn how to assign.)	☐ **Prerequisite Interactive Tutorials** (under Interactive Tutorials on the Teacher Toolbox)
	☐ **Prerequisite Learning Games** (Learn more about the games and their use.)	
	☐ **Prerequisite *i-Ready Personalized Instruction* lessons** (if available for pilot)	

☐ **Whole Class:** Introduce new lesson content. Students transfer prerequisite skills exposure to new content.

☐ **Exit Ticket**

☐ **Additional Practice/Homework**

- Develop Math Language
- Deepen Prerequisite Knowledge

☐ Consider how families will access the **Family Letter**:

- Student Worktext
- Family Resources via Student eBook (multiple languages available)

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Grades 2–5

PLANNING GUIDE

Explore

Start Activity Routine

- ☐ Which One Doesn't Belong?
- ☐ Which Would You Rather?
- ☐ Always, Sometimes, Never
- ☐ Same and Different

Engagement Protocols:

Support for English Learners:

Student-Led Options *(Choose One)*

- ☐ **Prerequisite Center Activities**
  (Choose from on-level, below-level, and above-level versions available under Math Center Activities on the Teacher Toolbox.)
- ☐ **Prerequisite Enrichment Activities**
  (under the Extend column on the Teacher Toolbox)

Independent Options *(Choose One)*

- ☐ **Prerequisite Fluency and Skills Practice**
  (in Develop sessions on the Teacher Toolbox)
- ☐ **Prerequisite Interactive** (i.e., digital) **Practice**
  (Learn how to assign.)
- ☐ **Prerequisite Learning Games**
  (Learn more about the games and their use.)
- ☐ **Prerequisite *i-Ready Personalized Instruction* lessons**
  (if available for pilot)

Teacher-Led Options *(Choose One)*

- ☐ **Prerequisite Tools for Instruction** (under the Reteach column on the Teacher Toolbox)
- ☐ **Prerequisite Interactive Tutorials** (under Interactive Tutorials on the Teacher Toolbox)

Whole Class

☐ **Try It**	☐ **Discuss It**	☐ **Connect It**

Prerequisites Practice Options

- ☐ Additional Practice pages
- ☐ Fluency and Skills
- ☐ Assignable Interactive Practice
- ☐ Fluency Flight
- ☐ Learning Games
- ☐ Unit Games
- ☐ Center Activities (on/above/below)

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Grades 2–5

CHECKLIST Develop

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 **Start Activity Routine** 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: Students make sense of the problem and persevere in solving them.

Make Sense of the Problem

- ☐ Select one language routine to build student ownership of reading the problem and building their understanding of the problem before attempting to solve: Three Reads, Notice and Wonder, Co-Craft Questions, Say It Another Way.

Solve and Support Thinking

- ☐ Provide access to, and encourage use of various tools and manipulatives suggested in the Teacher's Guide so students can solve using the method or approach of their choosing.

Effective Practices

- ☐ Give students time to think, but don't wait for all students to develop a full solution.
- ☐ Circulate to observe student work and select and sequence student strategies to be shared.

Discuss It: Students share ideas with a partner, then discuss and compare teacher-selected strategies.

Share Your Thinking with a Partner

- ☐ Students discuss their strategy and a partner's strategy in preparation for whole class discussion, including why it is reasonable in the context of the problem and defending their thinking verbally and using representations.
- ☐ Students show they are listening by rephrasing and asking questions of classmates to clarify understanding and discuss similarities and differences.

Compare Class Strategies

- ☐ Lead students through analysis of preselected strategies by probing the entire class to make connections between and across shared strategies.
  - Guidance in Teacher's Guide:
    - Whole Class Discussion
    - Ask/Listen For
  - Additional Resource:
    - Discourse Cards

Effective Practices

- ☐ Display session slides and Discourse Cards.
- ☐ Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation.
- ☐ Prompt students to recognize, explain, and build on classmates' reasoning and/or errors in a solution strategy.

Connect It: Dive deeper into conceptual understanding and strategies.

Make Connections and Reflect

- ☐ Display the Picture It and Model It slides and ask the aligned questions in the Teacher's Guide, if not shared during Discuss It.
- ☐ Select 1–2 key Connect It questions for students to complete verbally and/or in writing (e.g., whole class, pairs, etc.).

Apply Your Thinking to a New Problem

- ☐ Students practice what they learned by answering Apply It problems.
- ☐ Make the Hands-On or Visual Activities available to all students to build student ownership.

Effective Practices

- ☐ Integrate a few of the Connect It questions into the Discuss It section.
- ☐ Early finishers? Get ahead by providing all students the lesson-specific Enrichment Activity.
- ☐ For Additional Practice: See the green Practice pages in the Student Worktext.

☐ Exit Ticket

Practice

- ☐ Apply It Problems
- ☐ Additional Practice pages
- ☐ Fluency and Skills
- ☐ Assignable Interactive Practice
- ☐ Learning Games

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Grades 2–5

PLANNING GUIDE

Develop

Start Activity Routine

- ☐ Which One Doesn't Belong?
- ☐ Which Would You Rather?
- ☐ Always, Sometimes, Never
- ☐ Same and Different

Engagement Protocols:

Support for English Learners:

Try It: Students make sense of the problem and persevere in solving them.		**Effective Practices**
Make Sense of the Problem *Which language routine will you use? (see Teacher's Guide)*	**Solve and Support Thinking** *Which manipulatives are recommended for this session? (see Teacher's Guide)*	☐ Give students time to think, but don't wait for all students to develop a full solution. This is "think time." ☐ Circulate the room to observe student work, listen to discussions, and select and sequence the student strategies to be shared.
Discuss It: Students share ideas with a partner, then discuss and compare teacher-selected strategies.		**Effective Practices**
Share Your Thinking with a Partner *Which student strategies are best to select for class analysis? (see Select and Sequence Strategies guidance in the Teacher's Guide)*	**Compare Class Strategies** *Which recommended questions from the Teacher's Guide will you use?*	☐ Display and pose a sentence starter/question using session slides and Discourse Cards. ☐ Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation. ☐ Prompt students to recognize, explain, and build on classmates' reasoning and/or errors in a solution strategy.
Connect It: Dive deeper into conceptual understanding and strategies.		**Effective Practices**
Make Connections and Reflect on What You Have Learned *Which two to three Connect It questions will you address as a class?*	**Apply Your Thinking to a New Problem** *Will students complete the Apply It practice with a partner or independently?*	☐ Integrate a few of the Connect It questions into the Discuss It section. ☐ Early finishers? Provide the lesson-specific Enrichment Activity to all students. ☐ For Additional Practice: See the green Practice pages in the Student Worktext.

Practice

☐ Apply It Problems	☐ Assignable Interactive Practice	☐ Unit Games
☐ Additional Practice pages	☐ Fluency Flight	☐ Center Activities (on/above/below)
☐ Fluency and Skills	☐ Learning Games	☐ Enrichment Activity
		☐ Comprehension Check (Learn more.)

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Grades 2–5

CHECKLIST

Refine

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 **Start Activity Routine** and *Purpose* in the **Teacher's Guide** on the top left corner.
- ☐ Prepare to support English Learners.
- ☐ Review Check for Understanding and Error Analysis in your Teacher's Guide.
- ☐ 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.

- ☐ **Prepare stations** and see **Differentiated Instruction** options for Reteach, Extend, Reinforce, and Personalize guidance in the Teacher's Guide.
- ☐ To further differentiate, **locate the current grade-level lesson in Teacher Toolbox** and review **Math Center Activities** and **Enrichment Activities**.
- ☐ See **Program Implementation** to review and select the current grade-level **Digital Resource Correlations** showing the lesson associated to assign.
  - Learning Games Correlations
  - Interactive Practice Correlations
  - Prerequisite Interactive Tutorials Correlations
  - *i-Ready* Lesson Correlations

Student-Led Options	Independent Options	Whole Class/Teacher-Led Options
☐ **Grade-Level Center Activities** (Choose from on-level, below-level, and above-level versions available under Math Center Activities on the Teacher Toolbox.)	☐ **Student Worktext Refine practice**	☐ **Grade-Level Hands-On Activity** (in the Teacher's Guide)
☐ **Grade Level Games** (under the Program Implementation tab on the Grades K–2 Teacher Toolbox)	☐ **Grade-Level Fluency and Skills Practice** (in Develop sessions on the Teacher Toolbox)	☐ **Grade-Level Challenge Activity** (in the Teacher's Guide)
☐ **Grade-Level Enrichment Activities** (under the Extend column on the Teacher Toolbox)	☐ **Grade-Level Interactive** (i.e., digital) **Practice** (Learn how to assign.)	☐ **Grade-Level Tools for Instruction** (in Teacher Toolbox)
☐ **Grade-Level Unit Games for prior units or grades** (in the End of Unit resources on the Teacher Toolbox)	☐ **Learning Games** (Learn more about the games and their use.)	☐ **Grade-Level Interactive Tutorial** (in Teacher Toolbox)
	☐ **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)	

- ☐ **Exit Ticket**

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Grades 2–5

PLANNING TEMPLATE

Refine

Start Activity Routine

- ☐ Check for Understanding
- ☐ Error Analysis

Engagement Protocols:

Support for English Learners:

Student-Led Options *(Choose One)*

- ☐ **Grade-Level 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)
- ☐ **Grade-Level Enrichment Activities** (under the Extend column on the Teacher Toolbox)
- ☐ **Grade-Level Unit Games** for prior units or grades (in the End of Unit resources on the Teacher Toolbox)

Independent Options *(Choose One)*

- ☐ **Student Worktext Refine practice**
- ☐ **Grade-Level Fluency and Skills Practice** (in Develop sessions on the Teacher Toolbox)
- ☐ **Grade-Level Interactive** (i.e., digital) **Practice** (Learn how to assign.)
- ☐ **Learning Games** (Learn more about the games and their use.)
- ☐ **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)

Teacher-Led Options *(Choose One)*

- ☐ **Grade-Level Hands-On Activity** in the Teacher's Guide.
- ☐ **Grade-Level Challenge Activity** in the Teacher's Guide.
- ☐ **Grade-Level Tools for Instruction** in Teacher Toolbox.
- ☐ **Grade-Level Interactive Tutorial** in Teacher Toolbox.

Grade-Level Practice

- ☐ Refine Practice Pages
- ☐ Fluency and Skills
- ☐ Assignable Interactive Practice
- ☐ Fluency Flight
- ☐ Learning Games
- ☐ Unit Games
- ☐ Enrichment Activity
- ☐ Lesson Center Activities (on/above/below)
- ☐ Comprehension Check (Learn more.)

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135

Notes:

© 2024 Curriculum Associates, LLC. All rights reserved. | 06/24 0K | 2263135