

Best Practices

Learning how to use a new program can be challenging. Follow these best practices to maximize student learning and implement the program with integrity.

1 Use the program as it is written.

Students, teachers, and districts have seen great results with the program—when they use it as intended. Resist the temptation to supplement with resources or lessons from other programs or websites.



2 Don't try to use everything all at once.

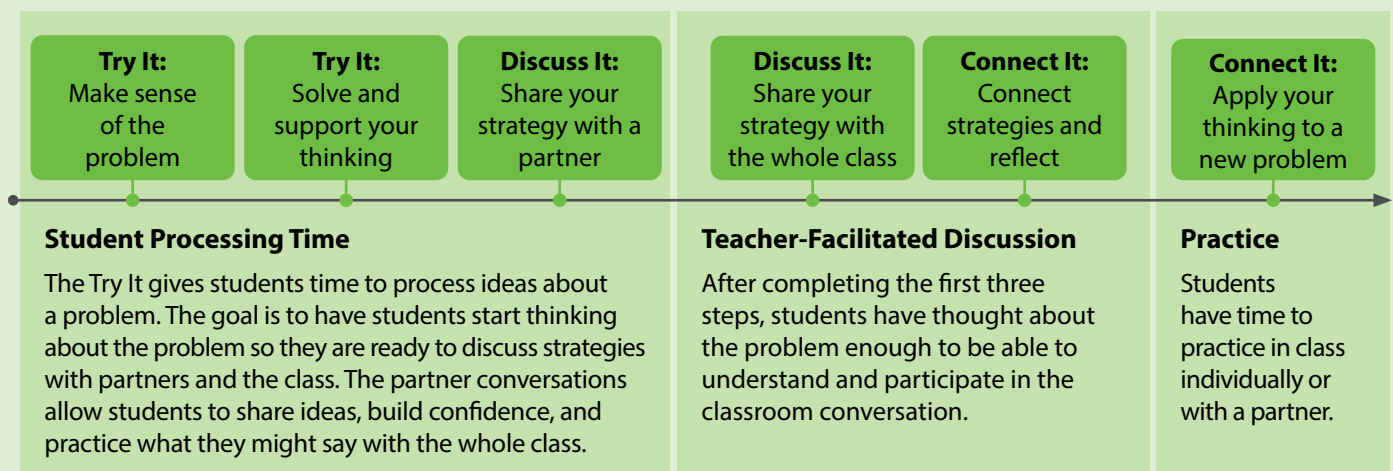
Focus on using the most essential resources before trying to do too much, especially if you are only trying *i-Ready Classroom Mathematics* for a short period of time. There are games, activities, additional print and digital practice, and everything you might ever need to help your students learn math, but **focus on these key resources:**

- Student Worktext and Teacher's Guide
- Presentation slides
- Fluency and Skills Practice from the Teacher Toolbox (if needed)
- Differentiation resources in the Teacher's Guide and possibly the Teacher Toolbox
- Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments (e.g., print or digital Comprehension Checks)
- Prerequisites reports (if using *i-Ready Classroom Mathematics* with the *i-Ready Diagnostic*)



3 Use the Try–Discuss–Connect framework and lesson slides.

Use the Try–Discuss–Connect and presentation slides for each Explore and Develop session of a lesson. Each step has a purpose, and none of the steps should be skipped.



4

Use key teacher moves to engage students in discourse.

Three key teacher moves help keep the entire class engaged in listening, processing, and explaining their ideas when answering questions or sharing their thinking about a strategy.



Individual Think Time allows students time to form ideas so they can develop or understand strategies. It should also be used when asking questions of the class. Asking students to think about an idea and not raise their hand until the teacher asks for volunteers can give more students time to think—and often results in having more volunteers to answer a question! A prompt like, “I’m going to give you a minute to think about this question before I ask for volunteers to answer it” works great.



Turn and Talk gives all students a chance to share their ideas, get feedback from their partner, and practice how they might respond to what was asked or shared in the whole group. It’s important to give students sentence frames to help them start their explanations, such as those in the Student Worktext or on the Mathematics Discourse Cards.



The 4 Rs: Repeat, Rephrase, Reword, and Record

Classroom Situation

If it is possible not everyone was able to hear a response ...

If everyone has clearly heard what was said, **and** the idea is a key part of the lesson, **or** the teacher wants to check to see if students understand what was said ...

If everyone understands what was said, **and** there is specific mathematical language students can use to express this idea more precisely ...

If there are important ideas, words, or images being shared that students would benefit from seeing visually ...

Four Rs Response

... then the teacher has one or two students **repeat** what was said.

... then the teacher has a few students **rephrase** the idea using different words.

... then the teacher prompts a few students to **reword** the idea using more precise mathematical language.

... then the teacher should **record** these ideas for the class to help students process or remember key concepts and allow them to be able to better participate in the conversation.

To encourage students to listen to one another as well as give them time to process what is being shared, it is important to have students repeat, rephrase, or reword what other students have shared. Teachers may want to record the key ideas students share.

5

Acknowledge the importance of mistakes in learning and understanding.

Continually remind students that errors are expected and natural. **Encourage students to think of their initial work in the Try It as a “rough draft,”** much like they do when they write a paper. This helps students be more open to sharing and revising their thinking.

When students make the same error or have the same misconception as one another, be sure to have them explain their thinking to the class. Often during these explanations, students understand their mistakes and are able to correct them. Thank students for sharing mistakes, and encourage them to recognize how much they all learn when they analyze their mistakes and identify their misunderstandings.



6



Use a timer to help manage the time spent on the Start, the Try-Discuss-Connect, and the Close.

If you find that you are spending too much time on the Start, a section of the Try-Discuss-Connect, or the Close, use a timer to help keep the lesson moving. Remember that some students may not develop a full solution during the Try It, and that is okay. Make sure you allow enough time for each student to have a chance to talk, but make sure the majority of the lesson is spent on the whole class conversation about strategies and connections.

7

Encourage student perseverance.

It's important that teachers don't jump in to help students while they are processing ideas and developing strategies, particularly in the Try It and Discuss It portions.

Instead, **ask a question to redirect their thinking or support them if they are "stuck," and then walk away.**



8

Encourage students to find more than one strategy.

If students work quickly on a problem, challenge them to find more strategies they could use to solve the problem. This not only builds flexibility in their thinking, but it also allows them to check their initial thinking. **Remind students that the thinking and strategies they are using will help prepare them for future learning, and as a result, they are often more important than just getting the answer!**



9



For grades don't have students write responses to all the Connect It questions—at least at first.

The Connect It questions really help students see coherence in the strategies they have discussed and should not be skipped, but **you may want to ask the questions orally to the class**, giving appropriate individual think time and possibly having students talk with a partner before sharing their ideas with the class.

To help students develop written responses, choose one or two Connect It questions in which students will write a response. Write key words on the board in a word bank for students to see as they share their ideas orally. Then, ask them to use those words and the ideas shared to write their own response.

10

Don't hesitate to reach out to anyone at Curriculum Associates!

We are here to help you! Don't let your questions go unanswered, and let us know if you are frustrated by anything. You can reach out to your Curriculum Associates team directly or through the feedback button at the bottom of the teacher dashboard.

