

WHOLE GROUP MATH

Before the Lesson

- Select problems that support the objective of the lesson and create exemplars.
- Anticipate students' misconceptions and plan guiding questions to facilitate learning.
- Secure manipulatives as needed to support instruction.
- Prepare and post anchor chart(s).

Introduction 20-25 min

Post and highlight a clear, aligned, bite-size lesson objective. Frame the lesson and explain the learning and the student performance outcome.

Routine - Lead SE driven teaching segment based on data to spiral concepts and/or necessity to front load concepts.

Preview Challenge - Hook students to the lesson by presenting a question that sparks interest, activates prior knowledge, and generates discussion.

I Do 20-25 min

Model and clarify knowledge and/or skill using the concrete, pictorial, and abstract continuum of instruction.

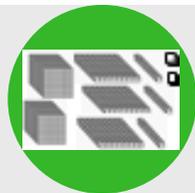
Use anchor chart(s) to mark vocabulary, concepts, and strategies as they are encountered in the modeling.

Break down learning into student digestible chunks and connect the Preview Challenge to the lesson's knowledge and/or skill.



We Do

Pose problem(s) aligned to the skill taught and refer to the exemplar.



Provide and monitor use of manipulatives as needed based on SE trajectory.



Use questions to guide students through the process and solution of the problem(s).

You Do With a Partner 10-15 min

Poses problem(s) for student partners/pairs to solve together and refer to the exemplar.

Have students revisit the Preview Challenge question to revise their work if needed.

Encourage student discussion using content vocabulary to talk about the problem and solution.

Support and differentiate instruction by asking assessing and advancing questions.

You Do

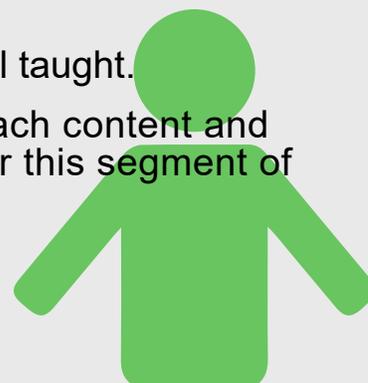
10-15 min

Make clear connections to the skill that was just presented and practiced.

Establish clear expectations for completing the problems.

Pose problem(s) involving the use of the knowledge and skill taught.

Circulate and aggressively monitor to collect data for reteach content and grouping. (Conceptual and procedural laps are planned for this segment of the lesson.)



Big Ideas

- Use instructional curriculum calendars for planning grade level SE skill for the targeted whole group lesson.
- Study the trajectory of the SE in order to expose students to the appropriate set of learning activities in a sequence that fosters conceptual understanding.
- Teach CONCEPTUALLY, concretely and pictorially. Explain and show how the strategy is tied to the concept.
- Students will get the most from instruction when the concept is made relevant to their world.
- It is vital to define the targeted skill in precise, student-friendly language.
- As part of the gradual release model, consistently check for understanding to ensure students are ready to proceed to the next section of the lesson cycle.
- Be mindful of time allotted to the different components of the instructional block, and allow sufficient time for students to practice the skill for the lesson.