PCR3 ELEMENTARY MATHEMATICS

Tier 1 Instructional Framework

Math: Counting and Cardinality (K), Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, Geometry

Math WORKSHOP (60-90 minutes): Essential components of a Differentiated Tier 1 Math Block

Component: *Below is a list of the MUST DO components.*	**Time Frame:** *The time frame listed below is a suggested time for each component.*	**Definition:** *The below definitions of each component is how PCR3 defines the MUST DO, essential components of a differentiated Tier 1 Math block of instruction. These definitions were formed in collaboration with surrounding school districts.*	**Resources:** *District identified KEY Resources must be used 80% of the instructional time while SUPPORTING resources are meant to be used 20% of the time as supplemental resources to help students achieve mastery of the skills and to fill any curricular gaps in the KEY resource.*
Whole Group/Mini-lesson	Daily	A direct, focused teaching lesson to the whole class. It is an opportunity to specifically address math skills and strategies, as well as acquiring new vocabulary.	*Key Resource:* EnVisions Must Do Components of an EnVisions Lesson: • Daily Common Core Review (morning work) • Step 1 - Develop: Problem-Based Learning • Step 2 - Develop: Visual Learning • Step 3 – Assess and Differentiate • Quick Check *Supporting Resources:* Reflex Math, Xtra Math, Brain Pop Jr., Acuity Instructional Activities,
Independent Practice	Daily Independent Work Within the Math Block	Students are engaged in independent practice at their instructional level, math fluency activities, math games, and math spiraling center activities while the teacher conferences with individual students and meets with small groups about their mathematical skills and understanding.	
Small Group Instruction	Teacher Guided Groups should occur daily 10-15 min per lesson	Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group. In Guided Math groups, students engage in standards-based, rigorous, engaging learning opportunities where the teacher focuses on a particular concept, strategy or skill. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning. Guided math provides a structure for teachers to differentiate instruction so they can *reach and teach* every student. (Dr. Nicki Newton)	
Conferring	Weekly 1-3 min per conference	During math conferences, the teacher meets with students to collect and document information about the students' attitudes and interests as a mathematician, their level of understanding and the ability to self-monitor, their application of math strategies learned; explicitly teaches the teaching points by demonstrating, providing guided practice, or by supporting independent effort; determine next steps with student and together set rigorous, specific, and attainable goals. Student conferences can occur in any setting.	
Reflection (Optional)	As needed 5-10 min	A time for teachers to reinforce learning through purposeful student conversations about math processes, struggles and achievements. Students participate in conversations with one another as a class, in small groups, and/or in pairs.	

This document was created in alignment with the Platte County R-3 Principals of Learning.

*All students can learn. * Student learning is a process. * Each student's personal best looks different. * Students can learning from taking risks and making mistakes. Students learn at different rates, times, and in different ways. * Timely student feedback is essential for high levels of learning. Positive student-teacher relationships are necessary for student success.*