



Remote Teaching and Learning with Ready Classroom Mathematics



Overview

This spring, when students across the country were at home, educators focused on maximizing remote learning as their primary mode of delivering instruction. As we transition into Back to School 2020, educators are facing a more complex reality. Some districts are starting the year with fully remote classrooms, while others are starting with hybrid schedules where students transition between school and home. The tactical demands of how to deliver instruction are significant.

We have curated the most common questions from educators across the country and built a collection of practical resources to help you teach *Ready Classroom Mathematics*, given the unique reopening plans of your district or school.

Question Summary

- How do I **assign digital resources** to my students?..... [1](#)
- How do I **deliver *Ready Classroom Mathematics* instruction with my hybrid or all-remote schedule?**..... [2](#)
- How do I strategically **address unfinished learning from the prior year**, no matter where students are learning? ... [2](#)
- How do I make the **best use of *i-Ready Personalized Instruction***? (if available) [2](#)
- How do I **leverage Learning Games?** [2](#)
- How do I **engage students in mathematical discourse**, no matter where they are learning? [3](#)
- How do I **adjust my pacing** in this unusual school year? [3](#)

How do I assign digital resources to my students?



[Using Ready Classroom Mathematics with an LMS](#)

This document provides an overview of how you can currently use *Ready Classroom Mathematics* with your learning management system (LMS), as well as additional supports coming soon.



Using *Ready Classroom Mathematics* Teacher Toolbox with an LMS Step-by-Step Videos ([Google Classroom](#) | [Canvas®](#) | [Schoology®](#))

These videos walk through how to assign student-facing files through an LMS and how students submit their work to teachers.



[Interactive Practice Overview Video](#)

This video walks through how to assign Interactive Practice through the Teacher Digital Experience.



[Comprehension Check Overview Video](#)

This video walks through how to assign Comprehension Checks through the Teacher Digital Experience.

How do I deliver *Ready Classroom Mathematics* instruction with my hybrid or all-remote schedule?



[Planning *Ready Classroom Mathematics* Lessons for Back to School 2020](#)

This document walks through key principles for making decisions about which program components to use where and when and offers practical tips for how to adapt teaching and leadership to different schedules and learning contexts.



[Sample Schedules \(\[Hybrid\]\(#\) | \[All-Remote\]\(#\)— Coming Soon!\)](#)

These documents use real examples of districts' Back to School 2020 schedules to show how the program might be taught over the course of a week of instruction.



[Recorded \(Asynchronous\) Develop Session Examples \(\[Grade 1\]\(#\) | \[Grade 4\]\(#\)\)](#)

These videos provide a model of asynchronous instruction that educators can use to make their own lesson videos when students are learning at home without live teacher support.



[Using Digital Math Tools in Remote Instruction \(\[Perimeter and Area\]\(#\)\)](#)

This video demonstrates how a teacher can leverage Digital Math Tools in synchronous (i.e., live) remote instruction.

How do I strategically address unfinished learning from the prior year, no matter where students are learning?

Note that a current Prerequisites report is predicated on students taking a Diagnostic. Your district's beginning-of-year assessment plan will depend on its Back to School 2020 reopening plans and schedule. Please consult with your school leader to understand when and where students will be assessed.



[Prerequisites Report Overview Video](#)

This video walks through how to access and navigate the Prerequisites report via the Teacher Digital Experience.



[Using the Prerequisites Report \(\[FAQ\]\(#\) | \[Instructional Decision-Making Tool\]\(#\)\)](#)

These documents help teachers think through and make sense of the information within the report and plan to strategically integrate prerequisites into their instructional plans while delivering grade-level content.



[\(Coming Soon!\) Using the Prerequisites Report to Plan Instruction Digital Course](#)

This course walks educators through the process of using their own student data to address unfinished learning needs identified through the Prerequisites report. Access this course from the Online Educator Learning platform via the Help menu on [i-Ready® Connect](#).

How do I make the best use of *i-Ready Personalized Instruction*? (if available)



[Maximizing Personalized Instruction for Back to School 2020](#)

This document provides guidance on how to use *i-Ready Personalized Instruction* across a range of Back to School learning scenarios.

How do I leverage Learning Games?



[Educator Guide: Learning Games](#)

This document gives an overview of available games and offers recommendations for incorporating them into instruction.

Continued on following page.

How do I engage students in mathematical discourse, no matter where they are learning?



[Adapting the Try–Discuss–Connect Routine for Remote Teaching and Learning](#)

This document offers practical tips for applying classroom discourse moves to synchronous (i.e., live) or asynchronous (i.e., recorded) instruction.



(Coming Soon!) Planning for the Try–Discuss–Connect Routine in Remote Teaching and Learning

This document shows how to use the [Try–Discuss–Connect Routine Preparation Template](#) to include considerations for remote teaching and learning.

For more general information on using the Try–Discuss–Connect routine:



Try–Discuss–Connect Routine Overview

[\(General\)](#) | [Try It](#) | [Discuss It](#) | [Connect It](#) | [How do I start a session?](#) | [How do I close a session?](#)

These resources provide information about implementing the *Ready Classroom Mathematics* Try–Discuss–Connect routine during instruction to deeply engage students in the Standards for Mathematical Practice.



The Try–Discuss–Connect Routine in Action

These classroom videos demonstrate a lesson Start, each step of the Try–Discuss–Connect routine, and a Close: Exit Ticket.

Start: [Grade K](#) | [Grade 4](#) **Discuss It:** [Grade K](#) | [Grade 4](#) **Close: Exit Ticket:** [Grade K](#) | [Grade 4](#)
Try It: [Grade K](#) | [Grade 4](#) **Connect It:** [Grade K](#) | [Grade 4](#) **Additional Practice:** [Grade K](#)



Establishing Routines through Lesson 0 Digital Course

This course explores the importance of Lesson 0 in introducing students to the Try–Discuss–Connect routine and building a foundation for mathematical discourse throughout the year. Coming soon, this course will contain grade-specific extensions for facilitating Sessions 1–5 with students. Access this course from the Online Educator Learning platform via the Help menu on [i-Ready Connect](#).



Elevating Mathematical Discourse Digital Course

This course engages teachers in techniques to support students as they further develop their mathematical discourse skills. Access this course from the Online Educator Learning platform via the Help menu on [i-Ready Connect](#).

How do I adjust my pacing in this unusual school year?



Adjusting Pacing for Back to School 2020 (FAQ)

This document advises on the most frequent pacing questions we’ve received: how to incorporate Prerequisite Lessons into weekly instruction, how to consolidate lessons to maintain pacing of grade-level scope and sequence, and how to consolidate Explore and Develop sessions into one 45- to 60-minute class.



Yearly Pacing for Prerequisites

This document is available in the [Teacher Digital Experience](#) and can be accessed at the top of the Prerequisites report (go to Reports/Diagnostic) or the Teacher Toolbox (go to Assess & Teach/Resources) with Beginning-of-Unit resources. It provides recommendations for adjusting pacing specific to each grade, unit, and lesson.