A Guide to Trying a Sample Lesson

Ready® Classroom Mathematics

Dear Educator,

If you are interested in trying a lesson or two of *Ready Classroom Mathematics* with your students, use this guide to support you.

1. Get Access to the Online Teacher Toolbox .....Page 2

This is the most important step, as it will help you get access to all the materials you will need to try a few lessons.

2. Choose the lessons you will try–carefully. .....Page 3

We recommend that you choose lessons to try from those listed on page 3. If you decide to try other lessons, we recommend that you try to avoid lessons that begin with the word *Understand*. The focus and format of the *Understand* lessons are different from the majority of the other lessons, which use multiple models and strategies to explore a specific topic.

3. Read *Things to Know Before You Start* .....Page 4

Normally you would participate in our professional development workshops to support you in understanding the program. If you would like to schedule a workshop, please contact us at **TryItQuestions@cainc.com**. If you want to try one or two lessons on your own, be sure to read Things to Know Before You Start on pages 4–7.

4. Gather Resources from the Online Teacher Toolbox ...Page 8

Gather student and teacher materials and—most importantly!—the Session Slides which include the Try–Discuss–Connect Routine slides that are an essential part of teaching with the *Ready Classroom Mathematics* program. You may also want to go to CurriculumAssociates.com/RCM-Pilot-0119 for additional professional support and recommended best practices.

Keep in touch with us! We want to support you, answer your questions, and get your feedback. If you have an immediate need or would like to share feedback, don't hesitate to contact us via email at **TryItQuestions@cainc.com**.

Wishing you and your students a great learning experience!

Sincerely,
The Curriculum Associates team

1. Get Access to the Online Teacher Toolbox

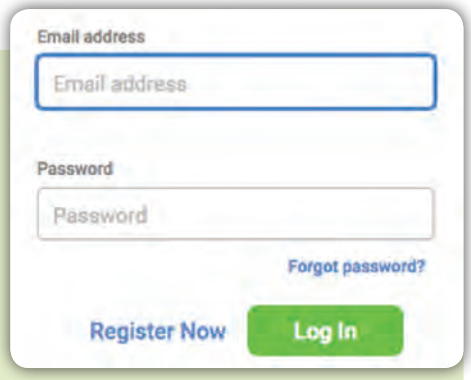
THIS IS THE MOST IMPORTANT STEP, as it will help you get access to lessons, facilitation slides, assessments, differentiation resources, and everything you will need to try out a few lessons.

If you haven't received a license code from a Curriculum Associates representative, email **ReadyClassroomTBX@cainc.com** for a free trial, then follow the steps below.

Part 1: Register

1. Go to **Teacher-Toolbox.com** and click "**Register Now**."
2. Add your **email address** and **create a password**.
3. Enter your **first name**, **last name**, and **school zip code**. Then, **select your school** from the dropdown menu.
4. Select **your role** and the **grade level** you work with. *Note: All users will have access to all content for all grade levels.*

Part 2: Activate Your Account



1. Check your **email** and **activate your account** by clicking on the link.
2. Log in using your **email address and password** you created. Click **Log In** to activate your account.
3. You'll be prompted to enter a license code. **Enter the code you have been given by your Curriculum Associates representative and click "Submit."**

2. Choose the lessons you will try–carefully.

Here are some key things to consider when choosing *Ready Classroom Mathematics* lessons to try:

- **Each lesson represents a cohesive arc of instruction that will take a total of four or five daily sessions** to complete. So, for example, in a two-week trial, you will only be able to teach two lessons.
- We recommend that you **choose lessons from those listed below**.
- If you decide to try other lessons, we recommend that you **do not choose lessons that begin with the word *Understand***. These are great lessons, but the focus and format of the *Understand* lessons are different from the majority of the other lessons, which are called Strategy lessons. Strategy lessons use multiple models and discourse to explore a specific topic.
- If you would like to try more than a few lessons, please let our team know so that we can support you in having a successful experience by contacting us at **TryItQuestions@cainc.com**.

Volume 1 Lesson Recommendations

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Lessons 10 and 11	Lessons 12–14	Lessons 6–9	Lessons 5–9, 15–16	Lessons 11–13	Lessons 10–14

Volume 2 Lesson Recommendations

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Lessons 21–25	Lessons 27–29	Lessons 15–18	Lessons 22–25	Lessons 20–22	Lessons 15–17, 25–27

3. Things to Know Before You Start

Each lesson is divided into daily sessions that will take four or five days to complete.

The multiple-day lessons allow students more time to develop **deeper understanding of a concept** and better retain what they learn.

During a session, students may take part in a **small group** with the teacher, **center activities** with other students, and **individual work** to reinforce learning.

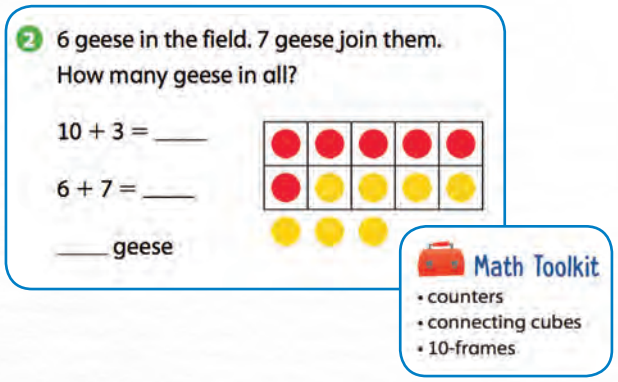
Explore 1 Session	Develop 1–3 Sessions	Refine 1–2 Sessions
Students connect prior knowledge to new concepts. Pages with a blue banner at the top are instructional and pages with a green heading at the top are practice. The practice in this session is designed to develop vocabulary and make connections to prior knowledge.	Students develop strategies and understanding through problem solving and discourse. Pages with a blue banner at the top are instructional and pages with a green heading at the top are practice. The practice in this session is designed to build procedural fluency on a foundation of conceptual understanding, strategic reasoning, and problem solving.	Students deepen their understanding and strengthen their skills through partner and individual practice. During the Refine session, teachers also have resources to reteach, reinforce, extend, and personalize instruction.

Students should always have access to manipulatives.

Students should have **opportunities to work with manipulatives** throughout the program, especially when they are shown in the Student Worktext.

This is especially true during the Try It portion of the routine, where the Math Toolkit lets teachers know which tools to make available to students.

A list of materials for each lesson is available on the Lesson Overview page of the Teacher's Guide.



Use the Try-Discuss-Connect Instructional Routine

The Try–Discuss–Connect instructional routine, described below, is built into the lesson design and seamlessly integrates the Standards for Mathematical Practice into each lesson. Students are given time to think before working in pairs, participating in classroom conversations, and making connections among representations to deepen their understanding.

The Try–Discuss–Connect Routine is summarized below, but you will also want to read the ***Try–Discuss–Connect Routine Resources*** found in the Program Implementation tab of the Teacher Toolbox and the **Instructional Best Practices** on the next page.

Use the **Session Slides** provided with each lesson to guide your instruction as you move through the routine. Do not skip any of the parts of the routine.

Try

1. **Make sense of the problem** *(SMPs 1 and 6)*
   Read the problem together as a class. Make sure students understand what they are being asked to do. Ask a few students to describe what the problem is about. Have several students explain what the problem is asking them to do and what information they know.

2. **Solve and support your thinking** *(SMPs 1, 2, 4, and 5)*
   Allow enough time for students to persevere as they think through their solutions. Make sure students are showing the models and strategies they use.

Discuss

3. **Share your thinking with a partner** *(SMPs 2 and 3)*
   Have partners discuss their strategies. Circulate to hear conversations and select and sequence solutions to discuss with the whole class.

4. **Compare strategies** *(SMPs 2, 3, 6, and often 7 and 8)*
   Call on students to share their answers and solution strategies with the class. Be sure to ask students if they agree or disagree with a student's strategy, rather than telling if the strategy is right or wrong. Show a *Ready Classroom Mathematics* strategy for comparison.

Connect

5. **Make connections and reflect on what you have learned** *(SMPs 2, 3, 4, 6, and often 7 or 8)*
   Choose key questions from the Teacher's Guide to help students make connections and reflect on their thinking.

6. **Apply your thinking to a new problem** *(SMPs 1, 2, 4, 5, 6, and often 7 and 8)*
   Use practice problems in the lesson to give students an opportunity to apply learning to new, similar problems.

Instructional Best Practices

- Ask students to **use hand signals** like thumbs up or thumbs down to show if they agree or disagree with what has been said. Ask a few students to explain their reasoning.

- **Ask students to restate or rephrase what another student says**. This spurs students to listen to one another, rather than just the teacher, and encourages greater attention and discourse.

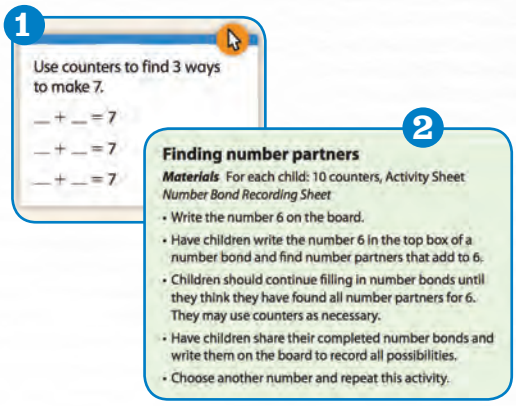
- Use **sentence frames or sentence starters** like the Discourse Cards and Cube to help students begin partner conversations.

- After posing a question to the class, **give students think time and then have them Turn and Talk with a partner** before calling on someone to share with the class. This provides students with more time to process the question and form a response.

- After students explain their strategies or representations to the whole class, ask multiple members of the class to **restate or explain what the student did**, confirming with the student presenter each time.

- Be sure that **partners talk about connections between different strategies or representations** once all the selected student and book strategies are discussed. Students should answer the Connect It questions (in writing or orally with a partner) before discussing with the class.

Don't Miss These Fluency and Practice Resources:



Fluency Development

Students develop computational fluency and number sense in each lesson as they think through problems and develop strategies to support mental math and computation. In addition, lessons are dedicated to each fluency standard before beginning ongoing fluency practice, such as that developed in the Fluency Lesson Starters (K–5) and the Fluency Practice Activities (K–1).

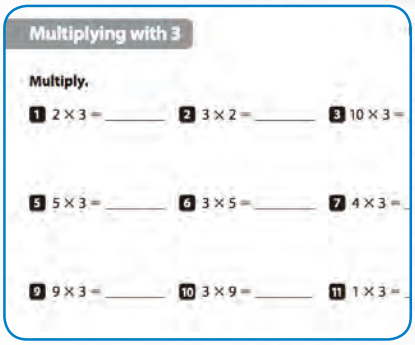
1 Session Slides on Teacher Toolbox (K–5)

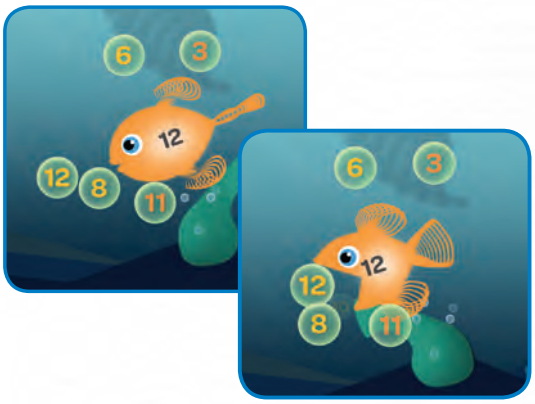
2 Teacher's Guide Activity (K–1)

Fluency and Skills Practice

Students practice computation in every lesson and answer questions that guide them to use structure and patterns to build greater number sense and fluency.

K–5 on the Teacher Toolbox





Interactive Learning Games

These games provide engaging fluency practice at multiple levels that promotes productive struggle and a growth mindset. Teachers receive reports that highlight student progress, including performance, time on task, use of productive strategies, confidence, and more.

Available for Back to School 2019 on the Student Dashboard

Email **ReadyClassroomTBX@cainc.com** to request access to a sample account.

Access Professional Development Support

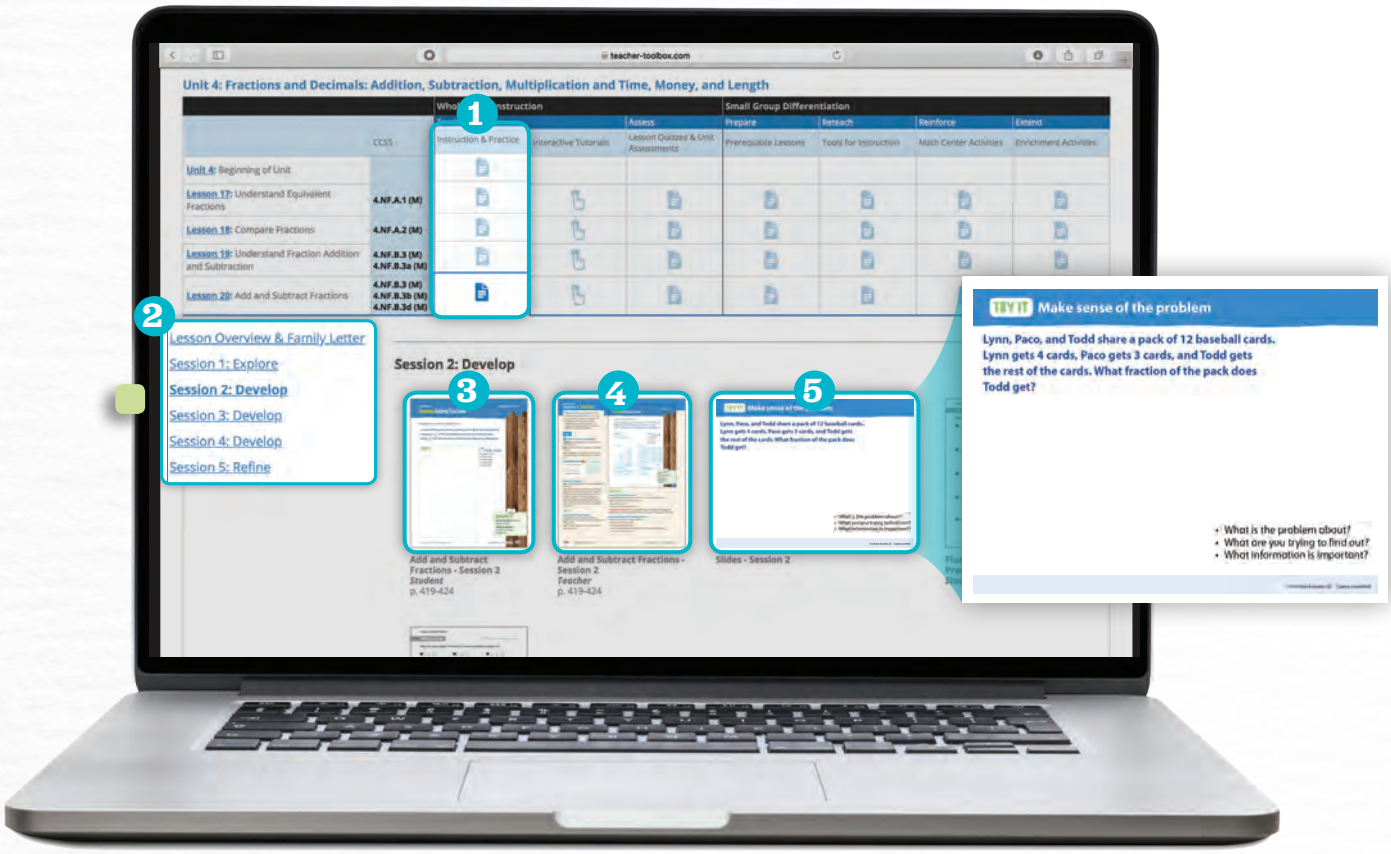
You'll find some of our professional support at CurriculumAssociates.com/RCM-Pilot-0119, but if you are interested in scheduling a professional development workshop or have any questions while trying the program out, please contact us at **TryItQuestions@cainc.com**.

4. Gather Resources from the Online Teacher Toolbox

Get the Essentials

Once you've **registered and signed in** to the Teacher Toolbox (see page 2):

- ☐ **Identify the lesson(s) you will try**, ideally selecting from those listed on page 3.
- ☐ Locate the lessons you will teach on the Teacher Toolbox using the diagram below to **gather these essential resources:**
  - ☐ 1 Go to the **Instruction and Practice column** of the Teacher Toolbox.
  - ☐ 2 **Print out the essential resources for each session** of the lesson as well as the Lesson Overview.
  - ☐ 3 **Print out the Student Worktext pages** for each lesson, ideally in color. If printing options are limited, you might have students work in their notebooks and only print out the practice sections of the lesson.
  - ☐ 4 **Print out the Teacher's Guide pages** for each lesson you will try. Highlight the questions you will ask.
  - ☐ 5 **Download the Session Slides** for each part of the lesson onto your computer. These include the important Try–Discuss–Connect slides you will use with the supporting text in the Teacher's Guide to teach the lesson.
- ☐ ***Optional:*** **Review the Lesson Quiz** found on the Teacher Toolbox and in the Teacher's Guide at the end of the lesson to plan with the assessment in mind.



Get Familiar with Professional Resources and Program Support

Under the 6 **Program Implementation tab on the Teacher Toolbox**, look for these resources:

- ☐ 7 **Student Worktext and Teacher's Guide Walkthroughs** explain the instructional design of the program.
- ☐ 8 **Discourse Cards** provide questions for partner discussions.
- ☐ 9 The **Try–Discuss–Connect Routine resources** provide additional teaching support.

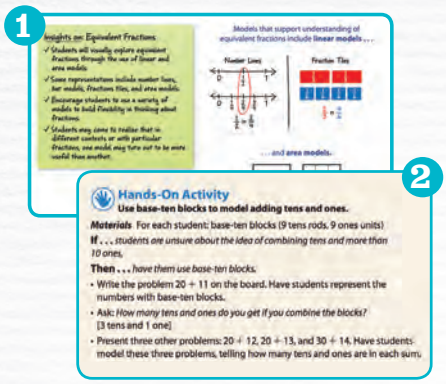
Go to CurriculumAssociates.com/RCM-Pilot-0119 for:

- ☐ **100 Questions for Mathematics Discourse** provides questions connected to the mathematical practices that teachers can use to promote mathematical discourse in the classroom.
- ☐ Additional **professional development support** and resources including classroom videos that are available for you to access at any time.

Explore Additional Resources

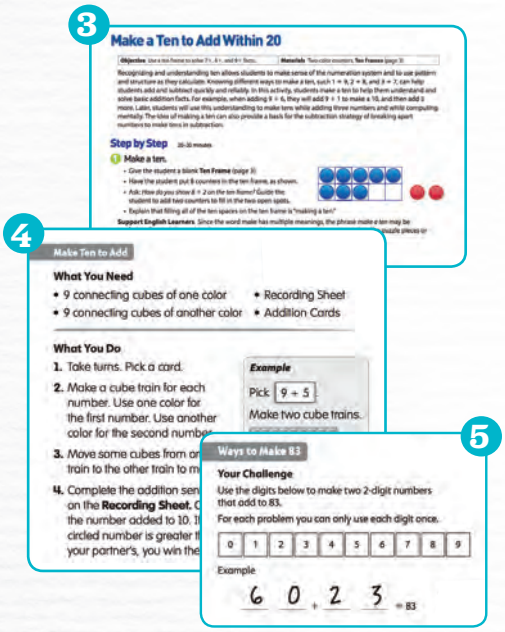
You may not have time to dive into more than the essential resources listed on the previous page. If you do want to branch out, here is a list of some of the resources you may want to explore.

From the Teacher's Guide:



- ☐ **1 Mathematical Background Notes** that appear at the beginning of each unit support teachers with the progression of the mathematics and representations of the unit.
- ☐ **2 Hands-On Activities** appear throughout the lesson, at the end of the lesson in the Refine session, and after the Lesson Quiz.
- ☐ **English Learner support** in the purple boxes throughout each unit and lesson provides tiered support for students with multiple levels of proficiency in reading, writing, and speaking and listening.

On the Teacher Toolbox:



- ☐ **Unit Flow and Progression Videos** in the Instruction and Practice column in the Beginning of the Unit resources support teachers in understanding the models and progressions of the unit.
- ☐ **3 Tools for Instruction activities** are provided for teacher-led reteaching and differentiation.
- ☐ **4 Math Center Activities** in three different levels are provided for partners to use for whole class reinforcement or in small group differentiated stations.
- ☐ **5 Enrichment Activities** are included for students who are ready for additional challenge.
- ☐ Additional **Fluency and Skills Practice** is available for each Develop session to further support number sense and computational fluency.
- ☐ **Unit Games**, found in the Instruction and Practice column at the end of each unit, can be used from earlier grades or units in centers or at the end of the current unit with the whole class.

For a complete list of program resources, see Program Resources on the Program Implementation tab of the Teacher Toolbox.

Curriculum Associates

ReadyClassroomMathematics.com/LearnMore

26134.0
12/18 7.5K