



Closing

Students:

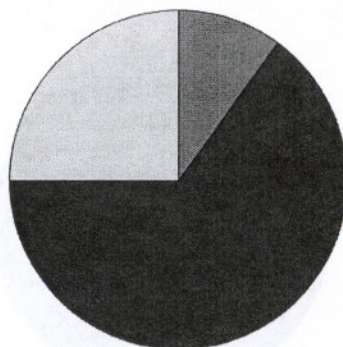
- Show and explain approaches for solving problems
- Ask questions
- Use mathematical vocabulary
- Summarize the main concepts for the day and link concepts to the standards

Teacher:

- Selects students to share solutions
- Explicitly clarifies misconceptions
- Informally assesses student understanding
- Identifies future problems for adjustments in lessons and interventions

Celebrate progress towards meeting standards

Mathematics Instructional Framework



- Opening
- Work Session
- Closing

Opening

Activating strategy to activate schema

Explicit instruction aligned to the standards and/or elements that include a balance of:

- Skills
- Conceptual understanding
- Problem solving

Modeling:

- Practices and procedures
- A variety of problem-solving strategies
- Mathematical vocabulary development in context

Sets performance goals and expectations for the work session

Work Session

Teacher:

Facilitates independent and small group work:

- Listens carefully to students
- Allows students to struggle and make mistakes
- Assesses student understanding of the standards
- Provides appropriate hints and asks questions
- Provides feedback and guidance

Monitors and documents student progress

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction

Students:

Struggle to apply skills and concepts to solve problems and gain insight from mistakes:

- Independent work
- Small group work

Participate in guided practice

Engage in performance tasks

Conference with teacher and/or peers

Demonstrate process standards:

- Solve problems (Using appropriate technology)
- Reason and evaluate mathematical thinking
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

Appropriately use manipulatives to solve problems

Engage in content area reading and writing to learn

