**Conceptual Links.** Knowing what is the same to identity what is different.

**The hinge point is** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning Document**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lesson 1-4 (Week 1)** | **Lesson 5-8 (Week 2)** | **Lesson 9-12 (Week 3)** |
| **Year # Differentiation** |  |  |  |
| **Whole Class(Baseline)** |  |  |  |
| **Year # Differentiation** |  |  |  |

**Math Workshop Template**

|  |
| --- |
| Topic: Date:  |
| Achievement Statement:  |
| 5-10 minutes | **NUMBER SENSE ROUTINE - WHOLE GROUP**SHORT ACTIVITY TO REVIEW PRE-REQUISITES, PROMOTE DISCOURSE, INCREASE ENGAGEMENTFOR IDEAS CHECK: STEPPING STONES STEP 2 (STARTING THE LESSON), FLARE, FUNDAMENTALS, BIG BOOKS |
| 15 minutes | **FOCUS LESSON - WHOLE GROUP**THE CONCEPTUAL PART OF THE LESSON THAT FOCUSES ON THE BIG IEAS(S) BEING EXPLOREDFOR IDEAS CHECK: STEPPING STONES STEP 3 (TEACHING THE LESSON OR MATHEDOLOGY VIDEOS) |
| 30 minutes | **GUIDED MATH - SMALL GROUP**FOCUS/GUIDED INSTRUCTION WHERE THE TEACHER SITS WITH A SMALL GROUP OF STUDENTS TO CHECK FOR UNDERSTANDINGFOR IDEAS CHECK: STEP IN DISCUSSION, DIFFERENTIATION | **LEARNING STATIONS - SMALL GROUP**SMALL GROUP/PAIRED/INDIVIDUAL WORK WHERE THE STUDENTS WORK LARGELY WITHOUT TEACHER SUPPORTFOR IDEAS CHECK: DIFFERENTIATION, MORE MATH, FUNDAMENTALS, BIG BOOKS  |
| 5-10 minutes | **STUDENT REFLECTION - WHOLE GROUP**AN OPPORTUNITY TO REINFORCE THE BIG IDEA(S) & REFLECT ON STRATEGIES AND THINKINGFOR IDEAS CHECK: STEPPING STONES STEP 4 (REFLECTING ON THE WORK)  |