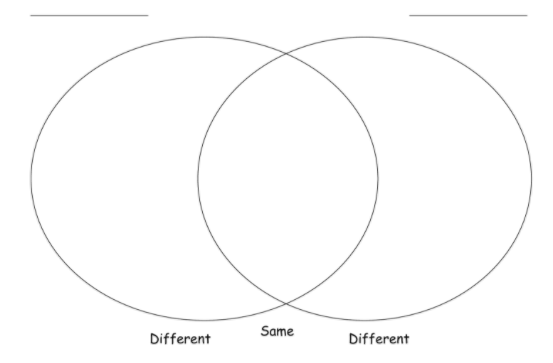
**Conceptual Links.** Knowing what is the same to identity what is different.

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

**Planning Document**

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| --- | --- | --- | --- |
|  | **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 ENGAGEMENT  FOR 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 EXPLORED  FOR 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 UNDERSTANDING  FOR IDEAS CHECK: STEP IN DISCUSSION, DIFFERENTIATION | **LEARNING STATIONS - SMALL GROUP**  SMALL GROUP/PAIRED/INDIVIDUAL WORK WHERE THE STUDENTS WORK LARGELY WITHOUT TEACHER SUPPORT  FOR 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 THINKING  FOR IDEAS CHECK: STEPPING STONES STEP 4 (REFLECTING ON THE WORK) | |