



### Middle School Block Schedule Math Framework

90-minute block of explicit math instruction based on the Five Easy Steps to a Balanced Math Program

| Instructional Block                                                                                  | Time                                                            | Teaching Goals                                                                                                                                                                                                                                                                                       | Block Structure                                                                                                                                                                                   | Teaching Materials<br>( <u>Five Easy Steps to a Balanced Math Program</u> is a resource for all blocks)                               | MSDWT Teacher Evaluation<br>(Evidence descriptors for explicit instruction)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computational Skills:<br>DMR<br>Mental Math<br>Intro to lesson                                       | 15 – 25 min.<br>per day                                         | <ul style="list-style-type: none"> <li>Provide practice in several math standards</li> <li>Reinforce prior learning and retention of previously taught concepts and skills</li> <li>Provide daily practice of CCSS based on MSDWT pacing guides</li> <li>Make connections to new concepts</li> </ul> | Self-Reflection<br>Student/Student Reflection<br>Mental Math<br>Intro connected to objectives                                                                                                     | MSDWT Pacing Guides<br>Current district-adopted texts, resources, initiatives<br>Web resources                                        | Lessons include an <u>Introduction</u> with stated/posted learning objective, make background connections by reminding/asking students what they already know about the topic and use a motivational hook/question to launch activities or work.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Problem Solving                                                                                      | 45 – 60 min.<br>per week                                        | <ul style="list-style-type: none"> <li>Organize and consolidate mathematical thinking through communication</li> <li>Analyze and evaluate the mathematical thinking and strategies of others</li> <li>Use the language of mathematics to express mathematical ideas precisely</li> </ul>             | Whole class Instruction<br>Independent Work<br>Partner Reflection<br>Cooperative Teams<br>Whole Class Sharing                                                                                     | MSDWT Pacing Guides<br>Current district-adopted texts, resources, initiatives<br>Web resources<br>Other visual representations        | A <u>mini-lesson</u> (modeling, demonstrating, and student discussion) is presented using interactive lecture. Teacher gives students an opportunity to process the new information and respond to questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Conceptual Understanding                                                                             | 20 – 30 min. per "all period" day<br>30 – 55 min. per block day | <ul style="list-style-type: none"> <li>Develop depth of mathematical understanding by connecting meaning to procedures</li> <li>Provide a structured lesson for students that includes a gradual release of responsibility</li> </ul>                                                                | Direct whole group instruction<br>Guided Practice<br>Independent/partner/small-group practice in the form of practice problems, activities, games, explorations, math work stations/centers, etc. | MSDWT Pacing Guides<br>Current district-adopted texts, resources, initiatives<br>Web resources<br>Manipulatives<br>Marzano Vocabulary | <u>Guided Practice</u> - asks explicit questions that require students to make inferences, encouraging inquiry and questioning by students as the teacher guides students in the task or activity.<br><br>Releases students to <u>Independent Practice</u> after ensuring a practical understanding of the concept/skill. The teacher uses friendly controversy for opportunities to debate, argue, explain, infer, draw and defend conclusions. A systematic process for student responses is present.<br><br><u>Closes</u> the lesson by reconnecting the learning to the lesson objective and to clarify student understanding. Provides comprehensive review of key content concepts. |
| Mastery of Math Facts                                                                                | 10 min. per day                                                 | <ul style="list-style-type: none"> <li>Emphasize operations, number relationships and patterns</li> <li>Reinforce facts through games, flashcards, manipulatives, and literature</li> </ul>                                                                                                          | Built into DMR and Mental Math<br>Games, Activities, Computer-based supports                                                                                                                      | Current district-adopted texts, resources, initiatives<br>Web resources                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Formative Assessments:<br>Checks for understanding<br>DMR quiz, CFA's<br>Formal/informal assessments | Ongoing along with district assessment calendar                 | <ul style="list-style-type: none"> <li>Use formal and informal checks for understanding to help guide instruction</li> <li>Analyze and evaluate the mathematical understanding of specific State Standards</li> </ul>                                                                                | DMR Quizzes (after 4-5 DMRs)<br>Daily checks for understanding<br>District Assessments<br>Independent Assessments                                                                                 | MSDWT Pacing Guides<br>Current district-adopted texts, resources, test-generators, initiatives<br>School/grade-level CFAs             | Collects data about student learning from a variety of sources, including classroom based assessments, district pre-post tests, authentic assessments, rubrics, project work, and portfolios.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

