**AESD Instructional Math Block Lesson Planning Tool**

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| **Time** | **Component** | **Description** | **Student Actions** | **Teacher Actions** |
| 10 – 15 min. | **Fluency** | Fluency is designed to promote automaticity. Automaticity is critical so that students avoid using up too many of their attention resources with lower-level skills when they are addressing higher-level problems.  The bank of fluency activities for each lesson is intentionally organized so that activities revisit previously learned material to develop automaticity, anticipate future concepts, and strategically preview or build skills for the day’s Concept Development. Some lessons do not have sprints listed. What are other resources available to use for this part of the lesson? |  |  |
| 5 min. | **Opening/ Application Problem** | Application problems are designed to help students understand how to choose and apply the correct mathematics concept to solve real world problems. To achieve this, lessons use tools and models, problems that cause students to think quantitatively and creatively, and patterns that repeat so frequently that students come to see them as connected to their environment and other disciplines. A range of problems presented, serve multiple purposes: single-step word problems help children to understand the meaning of new ideas, and multi-step word problems support and develop instructional concepts. Are these problems supplied in each lesson? |  |  |
| 50-60 min. | **Concept Dev.**  **10 min: Model**  **20 min:**  **Guided**  **Practice**  **20 min: Independent Practice** | During the **model**, the teacher will explicitly introduce the learning target or through exploration/discovery by the students. Here, teachers model their thinking and teach/reinforce vocabulary in context.  During the **guided practice** students will explore with manipulatives and conversations with peers about the new learning. Students justify their thinking and work. Teachers will use targeted probing questions to support and redirect thinking.  During **independent practice** the teacher will work with identified groups to provide intervention or enrichment. The teacher will evaluate student understanding and address misconceptions that exist. Students will work in cooperative structures or engaging in mathematical tasks. Students continue to explore the learning targets by communicating with peers. Students may participant in activities from the day’s lesson, previous taught learning targets or upcoming learning. |  |  |
| 5-10 min. | **Closure/**  **Debrief** | Students need to be able to articulate the focus of the lesson. The Student Debrief is to develop students’ metacognition by helping them make connections between parts of the lesson, concepts, strategies, and tools on their own. Drawing out or introducing key vocabulary by helping students appropriately name the learning they describe. The goal is for students to see and hear multiple perspectives from their classmates and mentally construct a multifaceted image of the concepts being learned. Teachers use questioning to help make these connections explicit and dialogue that directly engages students in the Standards for Mathematical Practice, they articulate those observations so that the lesson’s objective becomes eminently clear (in focus) to them. |  |  |