

Mathematics Lesson Structure

Grades 2-5

Time	Minutes Elapsed	Action
0:00-0:10	10 min	Problem of the day: Teacher chooses a word problem which requires one of the four operations. During the second and third trimester teachers will spiral content from previous trimesters using their item analysis grids. Teacher models the first problem and students practice a second problem independently. The teacher will discuss the problem with the students afterwards (Keep the same content for 3 to 5 days or until students master the content before moving on).
0:10-0:11	1 min	Lesson Opener: Teacher connects the previous learning to the new learning. The teacher does this by activating students' prior knowledge, stating and writing the objective on the board, and setting the purpose for the day's lesson.
0:11-0:21	10 min	Comprehensible Input/Modeling and Structured Guided Practice: Teacher will provide input and modeling of the new content as students are actively engaged. Students experience the math objective with manipulatives and copy and solve problems on their whiteboards or journal. Teacher consistently checks for understanding of all students. As teacher monitors, (s)he adjusts instruction as necessary.
0:21-0:41	20 min.	Guided Practice: Teacher creates or chooses 4 to 6 problems (the number based on number of table groups) that reflect the content taught and writes all of the problems on the board or overhead. Each student solves all of the problems independently. Teacher actively moves about the room observing student work in progress with an eye for error analysis. After completing the problems, students will work cooperatively in a group to compare and discuss how they came up with their findings. All students need to know how to complete the problems since they do not know who will be selected to answer.
0:41-0:58	17 min.	Presentation: After the students have discussed each problem, a student is randomly selected from a group to give the answer and explain the process on how to complete the problem. If the child presenter is unable to complete the problem, (s)he can ask for help from one of the teammates. The team would then decide who will assist the presenter. Teacher reteaches whole or small group as necessary.
0:58-0:59	1 min	Closure: Teacher elicits responses from <u>all</u> students that demonstrate understanding of the lesson objective/mathematical procedure.
0:59-0:60	1 min	Preview: The teacher will provide a glimpse of the next day's lesson objective by placing a problem on the board which contains the new content. This provides interest and motivation and raises the level of concern for the following day.

Note: This is the lesson structure for the math hour. An additional 30 minutes must be allotted daily to practice the math facts.