Eureka Look Fors

Fluency:
- Sprints

- Counting: Can start at numbers other than 0 or 1 and might include supportive concrete material or visual models (Ex: Happy Counting, Red Light/Green Light. Beep Counting, Ten and Tuck, etc.)

- Whiteboard Exchange

Application Problem:
- Engage students in using the RDW Process (Read, Draw, Write a Sentence)

- Sequence problems from simple to complex and adjust based on students' responses

- Facilitate share and critique of various explanations, representations, and/or examples.

Concept Development: (largest chunk of time)
Instruction:
- Maintain overall alignment with the objectives and suggested pacing and structure.

- Use of tools, precise mathematical language (vocab and units), and/or models

- Balance teacher talk with opportunities for peer share and/or collaboration

Problem Set: (Individual, partner, or group)
- Allow for independent practice and productive struggle

- Assign problems strategically to differentiate practice as needed

- Create and assign remedial sequences as needed

Student Debrief:
- Elicit students' thinking, prompt reflection, and promote metacognition through student centered discussion

- Culminate with students' verbal articulation of their learning for the day

- Close with completion of the daily Exit Ticket (opportunity for informal assessment that guides effective preparation of subsequent lessons) as needed.

i-Ready:
- Monitor student progress and alerts to adjust schedules and instruction.

- Review and analyze data from assessments to prioritize and adjust instruction.

Workstations: (Pairs/Small Group/Individual)
- Differentiated activities designed to reteach, remediate, and enrich student's understanding of concepts

- Small Group Instruction, Technology, Problem Solving, Fluency, Math Journal