Ideal 90-min Math Block (Grade 8)

Activity Description	Time	What the plan should reflect…
FLUENCY PRACTICE	**3-5 minutes**	Part of the daily Morning Routine Whole Group e.g. FIRST In Math, program-embedded practice
Do Now and Debrief	**7 minutes**	The actual task or problem What the teacher is looking for and listening for during the debrief conversation or student demonstration Extension problems or additional problems for early finishers Teacher Actions (“I will identify students who have incorrectly solved the problem and pair them with a student who has correctly solved the problem,” “I will circulate to identify students who can demonstrate the solution at the SmartBoard”)
Selected Homework Review	**7 minutes**	A few select homework problems will be reviewed Description of the debrief (“selected students will demonstrate…”) Extension problem to review the concept
Launch of New Material	**7 minutes**	What the teacher is looking for and listening for during the conversation Informal assessment of prior knowledge (“Raise your hand if you have ever heard of the GCF?”, “Turn and talk to your partner, what is the GCF of 6 and 50? Be prepared to share.”) Probing questions to prompt students on today’s lesson concepts
Student Exploration	**20 minutes**	Teacher Actions (“I will initially work with the struggling group to get them started and then I will spend no more than 3 minutes with each group in a regular rotation”) What the teacher is looking for and listening for in student conversations Extension problems or additional problems for early finishers Questioning methods in response to potential misconceptions Questioning methods for extension of knowledge

MATH

Debrief of Exploration	**20 minutes**	Teacher Actions ("I will be facilitating from the back of the room, gradually calling up student volunteers or pre-selected groups to demonstrate.") Student Actions ("Students will be focused on the front of the room will track the speaker and will be prepared to demonstrate portions of today's class work.") Potential questions in response to each portion of the exploration Questioning methods in response to misconceptions Questioning methods for extension of knowledge
Independent Practice and Debrief	**10 minutes**	Summarization of activity Selected problem(s) from text ("ACE") Teacher Actions ("I will begin working individually with struggling learners and then will circulate the room and give individual feedback") Student Actions ("Students will work independently and silently unless I have given them a specific peer tutor to pair up with.") What the teacher is looking for and listening for during the debrief conversation or student demonstration Description of the debrief process ("Students will volunteer to demonstrate their solutions and as a class students will question their peer.")
Summarization of Today's Skills	**5 minutes**	Teacher Actions ("I will demonstrate today's skill with one example problem," "I will select a strong student to demonstrate the skill on the board," "I will select a student to verbally state today's concepts and will use talk moves among the students to create a concise explanation for an anchor chart.")
Exit Ticket/Demonstration of Learning, Distribution of Homework	**5 minutes**	Student Actions ("Students will take notes on the concept …") Actual problem ("ACE", CMP) Description of how the DOL will be relayed back to students ("Students will be given the problem back at the start of tomorrow's class," "Students will add their solution to the Twitter wall.")

MATH