

# Anatomy of a Guided Math Block

## Number Talk (10 Minutes MAX) 2x per cycle

Focus on multiple strategies and creating an anchor chart to future reference.  
(\*Pick a Routine OR a Number Talk – not both same day)

## Routine (5 Minutes ONLY) 2x per cycle

I Love Math, Musical Cards, WODB, Salute, Disappearing Dan, I was walking down the hall, etc.  
(\*Pick a Routine OR a Number Talk – not both same day)

## Guided Math/Math Workshop (45 Minutes)

### GUIDED MATH GROUPS:

- Explicit small-group instruction
- Focus on learning target/ I CAN statements
  - Current content
  - Progress monitoring (data team goals)
  - Intervention work
- Differentiated/grouped by data
  - Exit ticket, minis, etc...
- Use tools, elicit discourse/participation of all
- Lots of questioning to reveal student thinking

### MATH WORKSHOP:

- PURPOSEFUL PRACTICE
  - Determined by data, observation
  - Meet a specific need/purpose (fluency, problem solving, previous concept needing more practice, etc...)
- Workstations with CLEAR math focus (I CAN)
  - Fluency wallets/games (Beat the Clock)
  - Front Row
  - Leveled games (Bump, Squares, etc.)
  - Leveled problem solving
  - Lesson Resources (from BIT site)

## Mini-Lesson (10-15 Minutes)

- Explicit whole-group instruction
- Focus on learning target
- Long enough to collect some formative assessment data (see who has it, who needs a bit more, and who is completely stuck)

Mini lessons may be regular lessons, chunked over more than one day

## DEBRIEF!!! (5 Minutes)

- Reflect on learning. Kids tell you what they learned
- NOT ABOUT NOISE LEVEL/BEHAVIOR
  - Early in the year, this *may* be a component. Two points about the math, one about the norms.

\*\*\* DON'T FORGET!!! \*\*\*  
BOX OF FACTS: 30 min/cycle  
SPRINTS: 1x/cycle  
MINI ASSESSMENTS: 1x/month



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