Grades K–5

i-Ready Classroom Mathematics

Program Overview

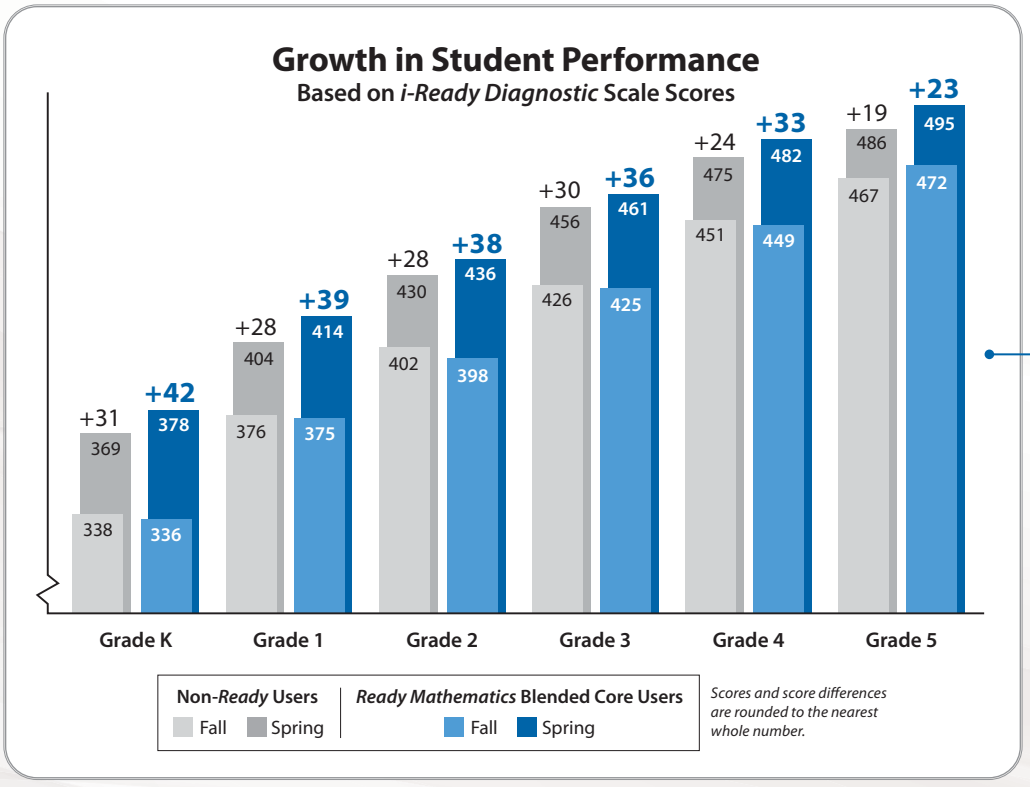
Making Classrooms Better Places for Teachers and Students

We believe that all students can learn grade-level mathematics given the right access and support. *i-Ready Classroom Mathematics* takes a **unique, yet proven approach that builds upon research-based practices that get results**.

Through a **blend of purposeful print and digital components**, this intentional design makes mathematics accessible, increases student engagement, and builds confidence. Everything works together to support teachers and help students connect to mathematics in new ways.

Built on a Proven Program

We measure ourselves by the impacts we make for teachers and students. Our programs are continually tested and refined. *i-Ready Classroom Mathematics* is the next evolution of the *Ready® Mathematics* program with enhancements designed to maximize student success.



Third-party research showed that 9,000 students from 32 schools in three states using the blended *i-Ready* and *Ready Mathematics* curriculum significantly out performed 12,000 comparable students without it.

Read the full report: CurriculumAssociates.com/Ready-Math-Blended-ESSA

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Students Take Ownership of Their Learning

Invite students to be active participants in math class, and help them become independent mathematical thinkers.

Page 4

Practice Matches the Rigor of the Standards

Prepare students for high-stakes assessments with quality practice that reflects the rigorous expectations of the standards.

Page 13

Teachers Use Data to Differentiate Instruction

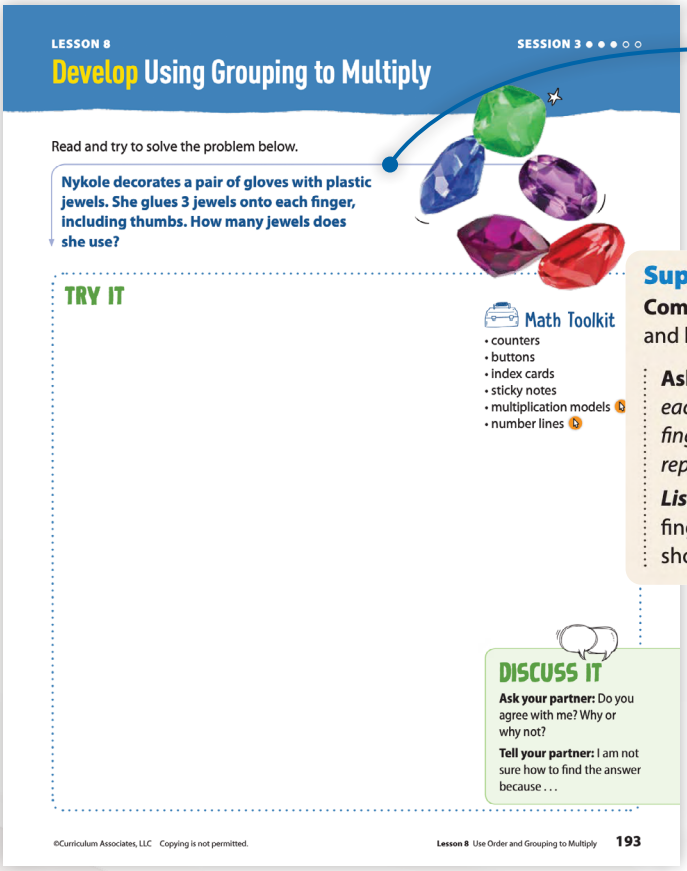
When differentiation is used in service of mastering grade-level standards, it enables students to reach their greatest potential.

Page 16

For a full list of program components available in English and Spanish, see page 22.

Designed to Deliver Powerful Results

Teachers have a lot to do when it comes to addressing the standards. Everything in *i-Ready Classroom Mathematics* optimizes instructional time while deepening student understanding.



LESSON 8 SESSION 3 ● ● ● ○ ○

Develop Using Grouping to Multiply

Read and try to solve the problem below.

Nykole decorates a pair of gloves with plastic jewels. She glues 3 jewels onto each finger, including thumbs. How many jewels does she use?

TRY IT

Math Toolkit
- counters
- buttons
- index cards
- sticky notes
- multiplication models
- number lines

DISCUSS IT

Ask your partner: Do you agree with me? Why or why not?

Tell your partner: I am not sure how to find the answer because . . .

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High-Ceiling/Low-Threshold Tasks

These tasks allow students to naturally engage in the mathematical practices in a meaningful way.

Support Whole Class Discussion

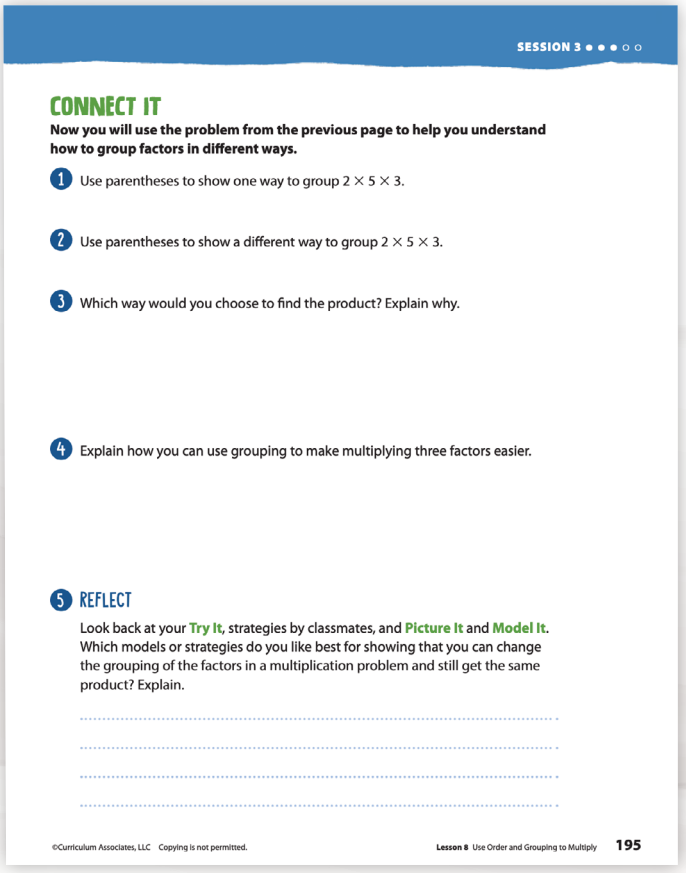
Compare and connect the different representations and have students identify how they are related.

Ask *How is the number of fingers represented in each model? How is the number of jewels on each finger represented? How is the number of gloves represented?*

Listen for There are 5 fingers on each glove; each finger has 3 jewels; there are 2 gloves. Models show 5 groups of 3 twice.

Embedded Teacher Support

Integrate NCTM's Effective Teaching Practices with the best ways to promote and facilitate mathematical discourse.



SESSION 3 ● ● ● ○ ○

CONNECT IT

Now you will use the problem from the previous page to help you understand how to group factors in different ways.

1. Use parentheses to show one way to group $2 \times 5 \times 3$.
2. Use parentheses to show a different way to group $2 \times 5 \times 3$.
3. Which way would you choose to find the product? Explain why.
4. Explain how you can use grouping to make multiplying three factors easier.
5. **REFLECT**

   Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model It**. Which models or strategies do you like best for showing that you can change the grouping of the factors in a multiplication problem and still get the same product? Explain.

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Questions for Deeper Understanding

Students answer critical-thinking questions that help them make explicit connections between multiple strategies.

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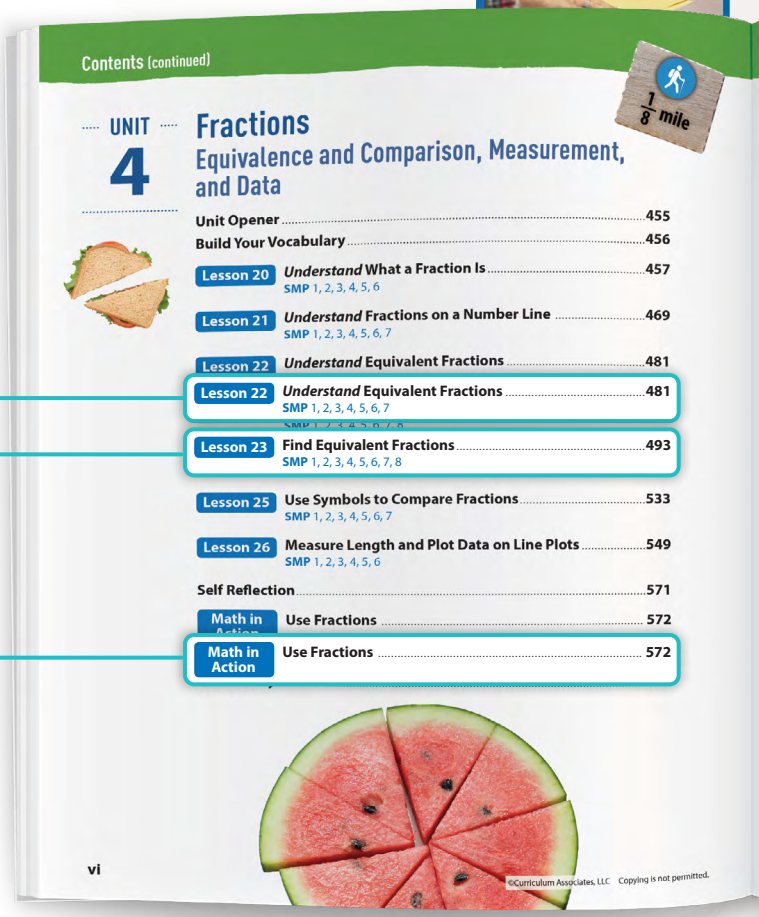
Different Lesson Types to Address All Aspects of Rigor

***Understand* Lessons** These lessons focus primarily on conceptual understanding and occur at key points in the instructional sequence.

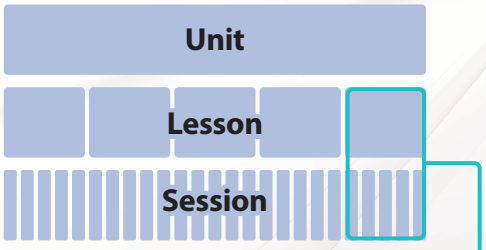
Strategy Lessons These lessons let students develop and discuss a variety of solution strategies, helping them make richer connections and deepen their understanding.

Math in Action Lessons (Grades 2–5) These lessons review unit content and teach students how to develop complete responses to a performance task.



Multiple-Day Lessons Provide More Time for Deeper Understanding

Deep conceptual understanding of the standards doesn't happen in a day. To give students time to dig deeper into the concepts, the lessons in *i-Ready Classroom Mathematics* span multiple days. Lessons are divided into Explore, Develop, and Refine sessions.



Structure of a Lesson

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session	**Develop Session**	**Develop Session**	**Develop Session**	**Refine Session**
Make connections to prior knowledge and explore new concepts.	Develop strategies and understanding through discourse, problem solving, differentiated instruction, and practice.			Practice, deepen understanding, and differentiate.

Example of Grade 2 Week of Instruction *See the following pages for more about each type of session.*

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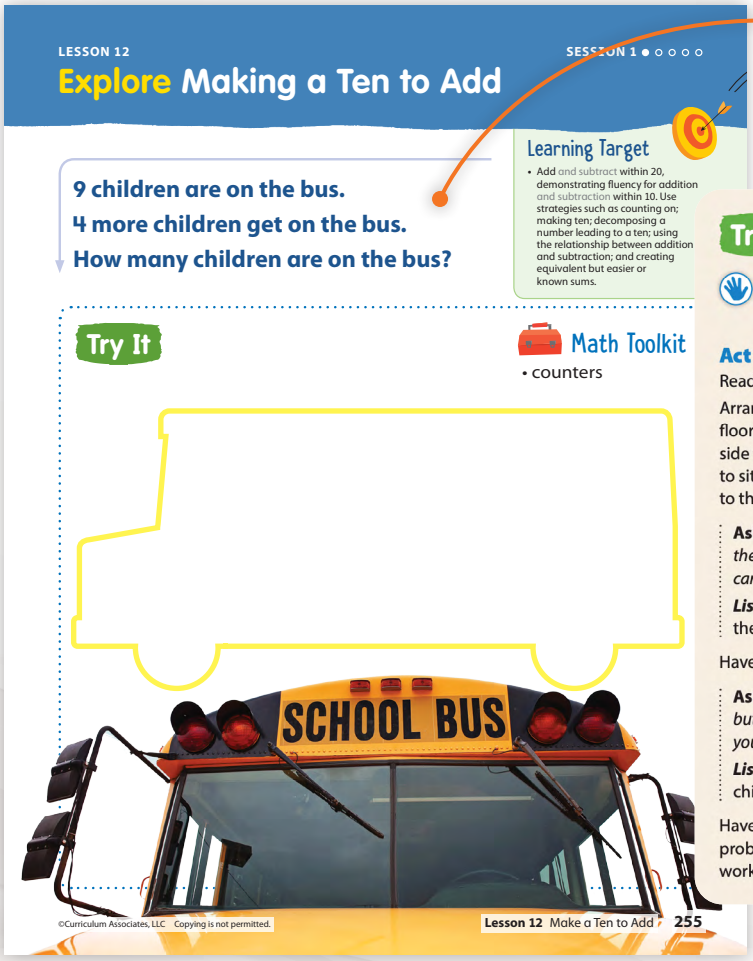
Multiple-Day Lesson Structure

Explore Session

Each lesson starts with an Explore session. This instructional day helps students connect prior learning to the new concepts in the lesson. A high-level task appears throughout each session to ensure deep understanding of the mathematical goals of the lesson.



LESSON 12

Explore Making a Ten to Add

SESSION 1 ● ○ ○ ○ ○

Learning Target

- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

9 children are on the bus.
4 more children get on the bus.
How many children are on the bus?

Try It

Math Toolkit
• counters

SCHOOL BUS

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Try It

Materials For each child: 20 two-color counters; For display: 13 chairs (or 13 Xs taped to the floor)

Act Out Making a Ten

Read the problem aloud together.

Arrange 13 or more chairs (or 13 Xs taped to the floor) in a 10-frame configuration plus others to the side to represent seats on the bus. Invite 9 children to sit down "on the bus." Have 4 other children stand to the side.

Ask *If you have more children get on the bus until there are 10 on the bus altogether, how many more can get on the bus?*

Listen for Encourage a variety of answers and then say: *Let's find out!*

Have 1 child sit as the class counts from 9 up to 10.

Ask *You don't have all the children on the bus yet, but can you tell how many there will be? How can you tell?*

Listen for There are 10 seats filled, and 3 more children, for a total of 13.

Have children work in pairs to represent the problem they acted out using counters on the "bus" workmat on the Student Worktext page.

Example of a Grade 1 Explore Session

Access for All

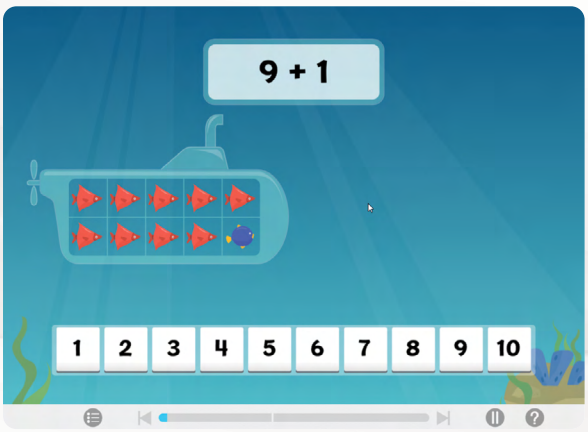
Rich tasks provide multiple entry points to engage individual students' prior knowledge and address unfinished learning.

Honoring Play

Students in Grades K–1 actively engage in the mathematics to make connections between what they learn and their own experiences.

Interactive Tutorials

These animated tutorials engage students during whole class instruction.



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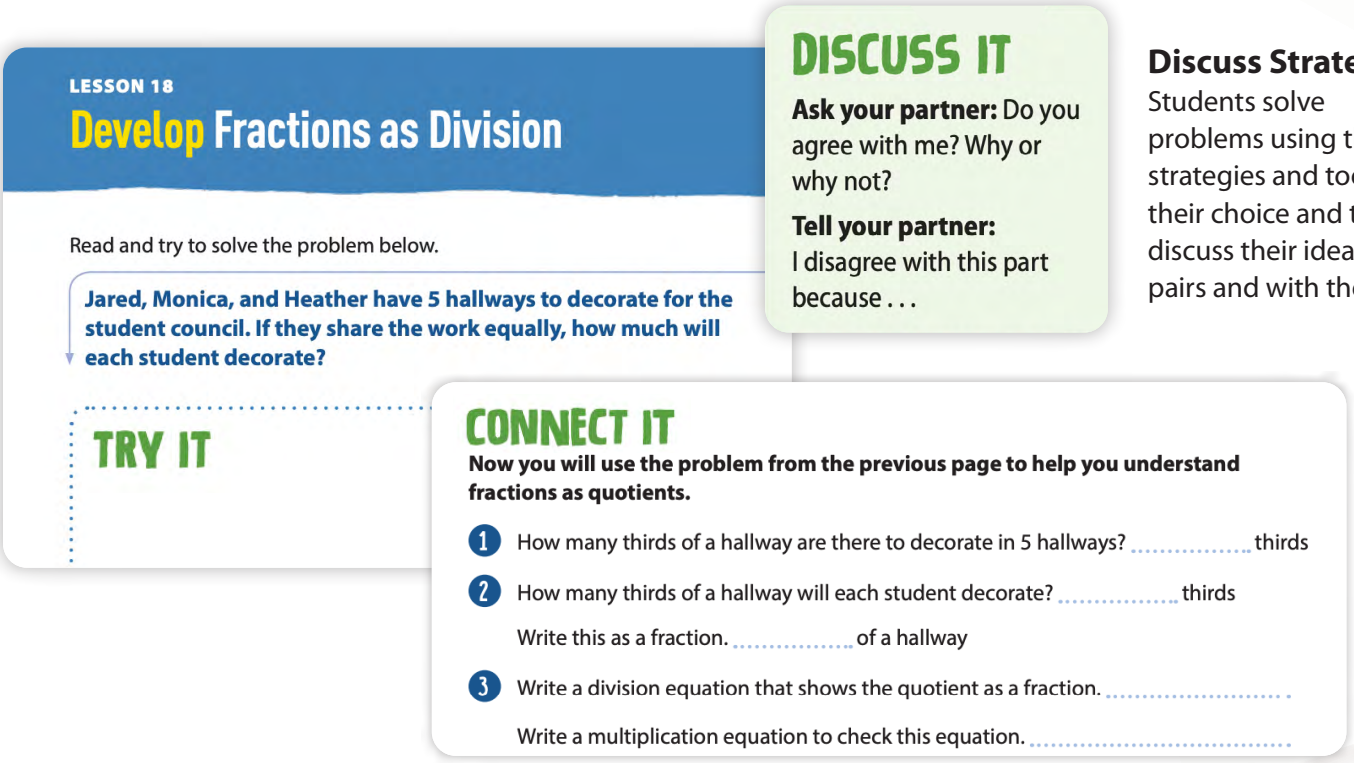
Develop Session

The Develop session engages students in creating, discussing, and comparing different strategies to solve a problem. Students use the same problem throughout instruction, allowing time for students to think critically about new mathematical ideas.



LESSON 18

Develop Fractions as Division

Read and try to solve the problem below.

Jared, Monica, and Heather have 5 hallways to decorate for the student council. If they share the work equally, how much will each student decorate?

TRY IT

DISCUSS IT

Ask your partner: Do you agree with me? Why or why not?

Tell your partner: I disagree with this part because . . .

CONNECT IT

Now you will use the problem from the previous page to help you understand fractions as quotients.

1. How many thirds of a hallway are there to decorate in 5 hallways? _____ thirds
2. How many thirds of a hallway will each student decorate? _____ thirds

   Write this as a fraction. _____ of a hallway
3. Write a division equation that shows the quotient as a fraction. _____

   Write a multiplication equation to check this equation. _____

Discuss Strategies
Students solve problems using the strategies and tools of their choice and then discuss their ideas in pairs and with the class.

Make Connections
Students make connections between the strategies discussed and those in the book to reinforce and extend their understanding.

Refine Session

The Refine session provides dedicated class time for students to strengthen their skills through practice and applications. Students spend time building fluency and checking understanding.

Assess and Differentiate At the beginning of the Refine session, teachers evaluate student work and may group students for differentiation.

Refine Session: Differentiated Instruction and Practice Options

Reteach	Reinforce	Extend	Personalize
Teacher-led **Hands-On Activities** help students who still struggle with lesson concepts.	**Additional on-level work** helps all students strengthen their understanding.	The **Challenge Activity** asks students to go deeper into the lesson concept.	With the addition of ***i-Ready Personalized Instruction***, a customized instruction path helps students fill prerequisite gaps and build up grade-level skills.

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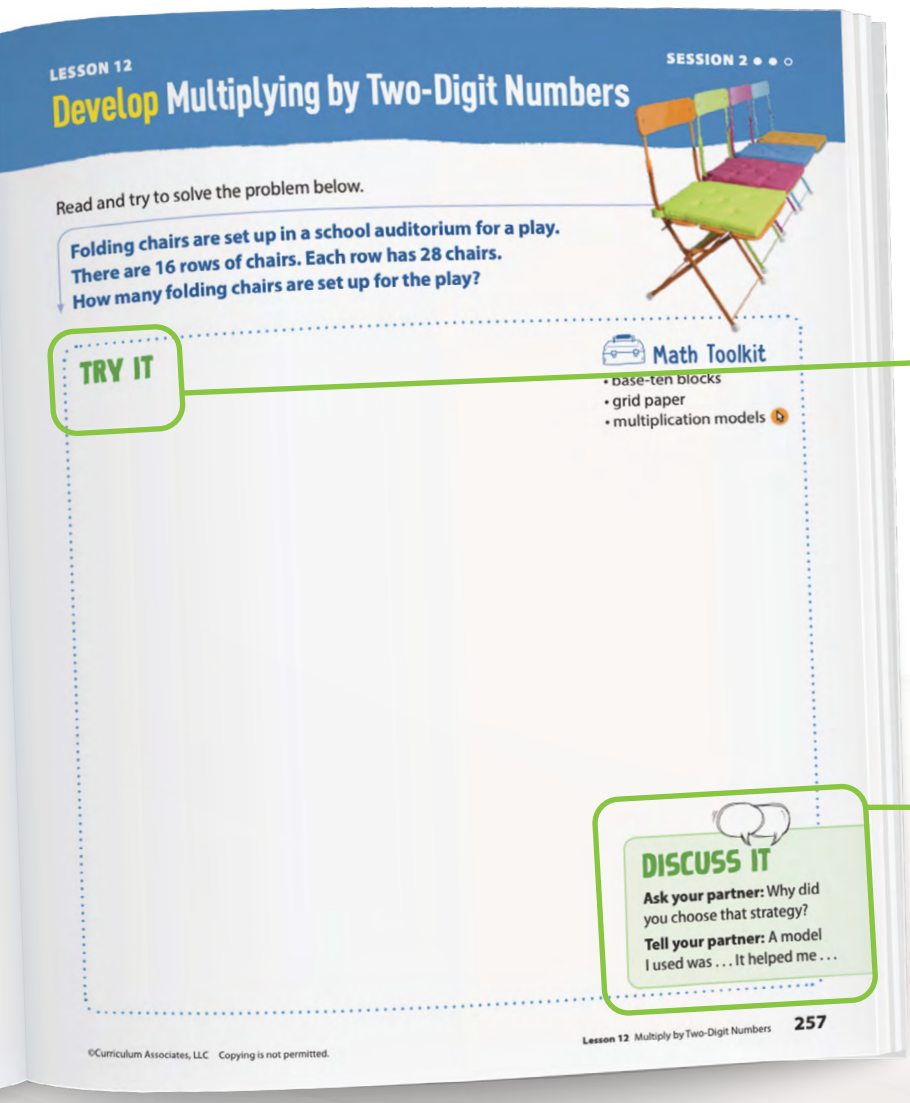
Math Shouldn't Be Quiet

When students do the thinking and talking, they are able to better process, synthesize, and retain ideas leading to greater understanding. The Try–Discuss–Connect routine in *i-Ready Classroom Mathematics* centers around student-generated solutions and meaningful partner and whole class discussions that engage students and help them become independent learners.

Get students doing what they already love—talking. But this time they're talking about mathematics!


LESSON 12

Develop Multiplying by Two-Digit Numbers

SESSION 2

Read and try to solve the problem below.

Folding chairs are set up in a school auditorium for a play. There are 16 rows of chairs. Each row has 28 chairs. How many folding chairs are set up for the play?

TRY IT

Math Toolkit
- base-ten blocks
- grid paper
- multiplication models

DISCUSS IT

Ask your partner: Why did you choose that strategy?

Tell your partner: A model I used was . . . It helped me . . .

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Try It

The teacher introduces a rich task and helps students make sense of the problem.

Students have time to plan and solve the problem using the tools and strategies that make sense to them.

Discuss It

Students talk with a partner to share strategies and practice vocabulary. During the partner discussions, the teacher monitors and asks clarifying questions.

Selected students share their work with the class in a way that builds conceptual understanding.

Example of Grade 4 Try It and Discuss It

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Connect It

Students complete questions that promote deeper connections. Then they apply their understanding to new problems.

After the class fully explores a variety of solution methods, a model or example is presented to enhance students' understanding.

LESSON 12 DEVELOP

Explore different ways to understand multiplying a two-digit number by a two-digit number.

Folding chairs are set up in a school auditorium for a play. There are 16 rows of chairs. Each row has 28 chairs. How many folding chairs are set up for the play?

PICTURE IT

You can use an area model to multiply two-digit numbers.

To solve this problem, multiply 28 by 16.

	20	+ 8
10	10 × 20 = 200	10 × 8 = 80
+ 6	6 × 20 = 120	6 × 8 = 48

200 + 80 + 120 + 48 = ?

MODEL IT

You can also multiply two-digit numbers using partial products.

28
× 16
48 → 6 ones × 8 ones
120 → 6 ones × 2 tens
80 → 1 ten × 8 ones
+ 200 → 1 ten × 2 tens
?

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CONNECT IT

Now you will use the problem from the previous page to help you understand how to multiply a two-digit number by a two-digit number.

1. Why is the area model divided into four sections?

2. How do the four steps in the multiplication using partial products in **Model It** relate to the four sections in the area model in **Picture It**?

3. What is the sum of the partial products and also the product of 28 and 16?

4. Would the product change if 20 + 8 on the top of the area model were changed to 10 + 10 + 8? Explain.

5. How could you estimate to check the reasonableness of your answer to 28 × 16 by multiplying with easier numbers?

6. **REFLECT**

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model It**. Which models or strategies do you like best for multiplying a two-digit number by a two-digit number? Explain.

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Example of Grade 4 Connect It

What does this look like in the classroom?

Visit **CurriculumAssociates.com/TDC** to see the Try–Discuss–Connect routine in a real classroom!

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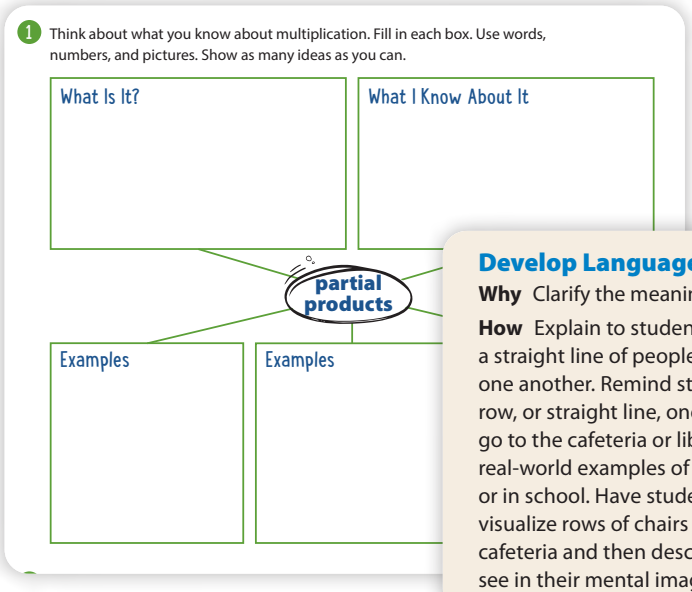
Integrate Language and Mathematics

Build academic language and content knowledge at the same time. The Try–Discuss–Connect routine allows for multiple solution strategies and helps students make sense of problems through academic discourse. *i-Ready Classroom Mathematics* also includes targeted support to help build academic English for all.

Vocabulary Development

Every lesson includes:

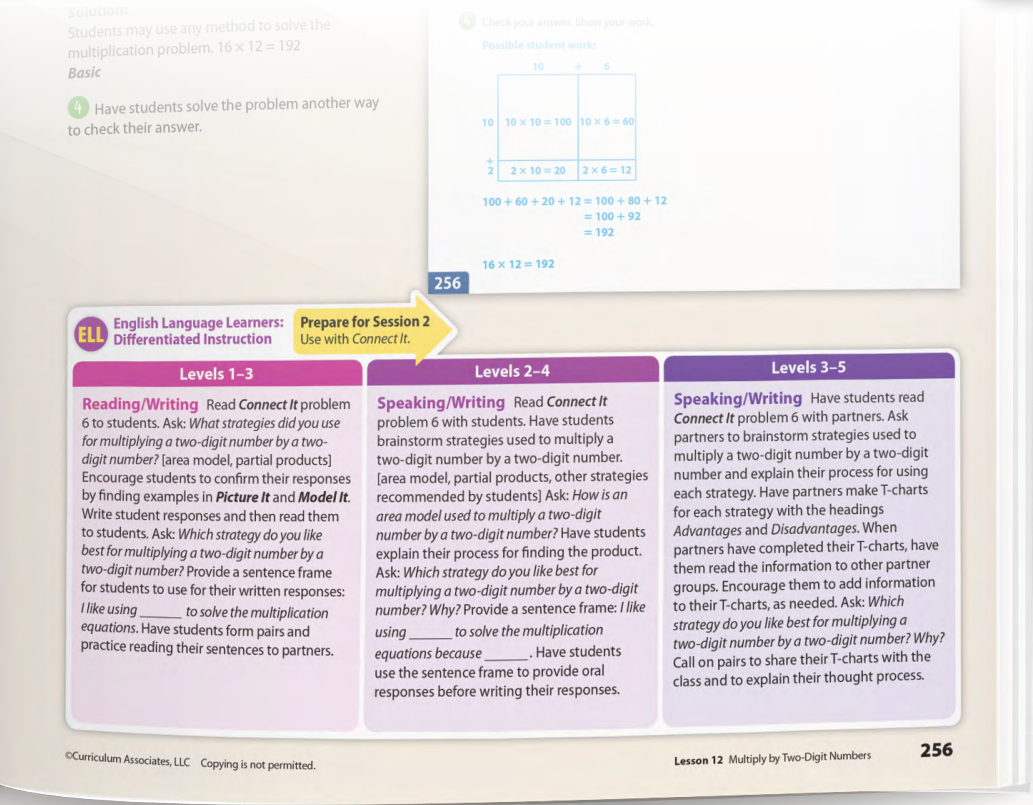
- Vocabulary graphic organizer
- Teacher support to help students review previously learned mathematics concepts and vocabulary they will build on during the lesson



Develop Language

Why Clarify the meaning of the term *row*.

How Explain to students that the word *row* can be a straight line of people or things that are next to one another. Remind students that they line up in a row, or straight line, one after another, when they go to the cafeteria or library. Ask students to give real-world examples of rows they may see at home or in school. Have students close their eyes and visualize rows of chairs in a school auditorium or cafeteria and then describe to partners what they see in their mental images.



Differentiation for English Learners

These scaffolds are provided every day to support the different proficiency levels in the classroom for both receptive and productive language.

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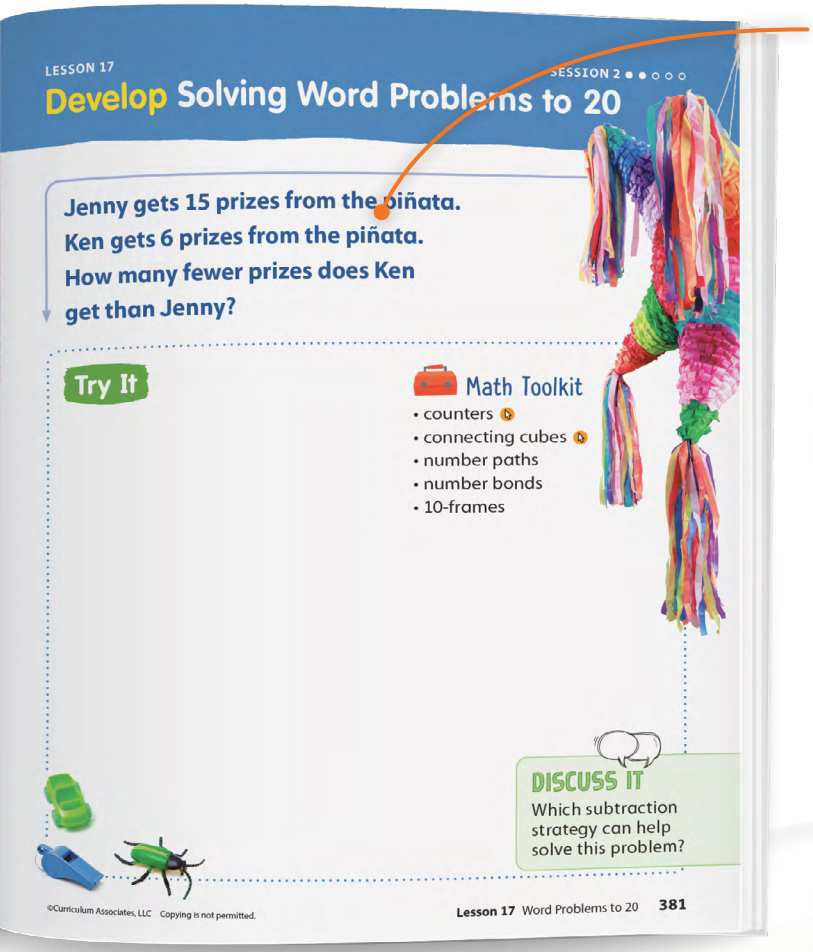
Help Students See Themselves in the Mathematics

Affirm and validate students' identities using the embedded teacher support in *i-Ready Classroom Mathematics*. Contexts and ideas that a variety of students can relate to help them make better connections to the content.

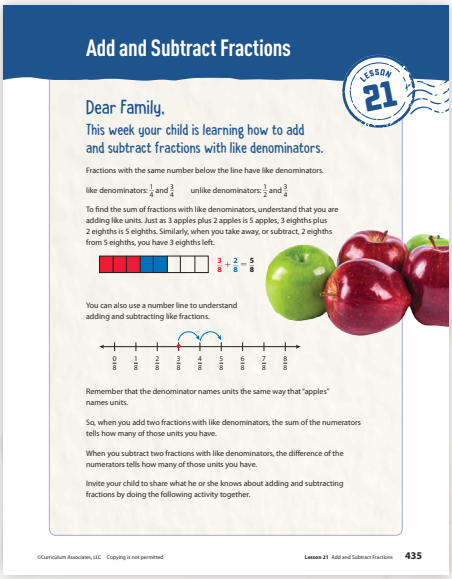


Motivate and Engage

Relevant, high-interest scenarios engage students in meaningful mathematics.

Family Letters

Keep parents in the loop! Each letter includes an activity related to the lesson. Available for every lesson in English, Spanish, Tagalog, Russian, Arabic, Mandarin, Korean, and Vietnamese.



Connect to Community and Cultural Responsiveness

Strategies are provided to increase connections and encourage engagement for all students.

Connect to Community and Cultural Responsiveness

Use these activities to connect with and leverage the diverse backgrounds and experiences of all children.

Session 1 **Use with *Try It*.**
In small groups, have children talk with each other about how they get to school. If they are from other countries, encourage them to discuss what type of transportation they used and how it might differ from the mode their family uses now. Extend children's thinking by asking why some children may need to take the bus. Possible responses could include distance or busy roads. Ask them why some buses are smaller than others. Help children make the connection that a smaller bus will transport fewer passengers.

Session 2 **Use with *Try It*.**
A 10-frame is an abstract representation for some children. Help them connect their fingers to the 10-frame by placing the frame in a vertical position and having children place their hands palms up with each finger aligned to a space on the frame. Ask children to think of other items that could make a group of ten.

Session 3 **Use anytime during this session.**
The goal of this session is to encourage children to have a growth mindset. Ask children if they have ever completed a puzzle. If children do not have adequate background knowledge, show a few puzzle pieces and demonstrate trying to fit the pieces together. Help children make the connection that there are two numbers that always come together to make a 10, similar to two puzzle pieces fitting together. If children struggle with separating and joining numbers while using the make a ten strategy, encourage them to persist.

Sessions 4 and 5 **Use anytime during these sessions.**
As children become accustomed to using math tools to solve problems, have them think of other areas of their lives where they use tools to accomplish specific tasks or projects. For example, ask: *What tools do you use to work on art projects? Do you use tools such as crayons, paint, markers, paper, scissors, and glue? What tools might be used in sports such as soccer or basketball? What tools might be used to travel?*

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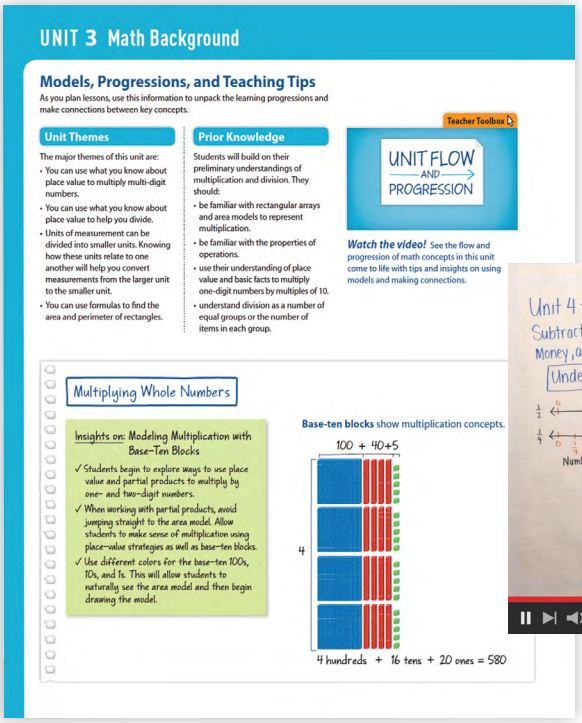
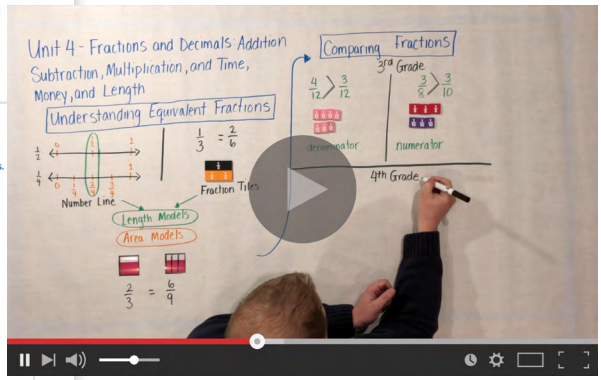
Teacher Support That Empowers

When teachers have the right support, they feel confident teaching mathematics. *i-Ready Classroom Mathematics* includes professional learning designed to help teachers bring mathematical concepts to life as well as learn effective teaching strategies and best practices.



Math Background

At the beginning of each unit, the Math Background helps teachers deepen their understanding of mathematical models and strategies, better understand how the models fit into the learning progression, and learn valuable teaching tips.



Unit Flow & Progression Videos

These videos show the progression of concepts in each unit and include ideas for using the models and making connections. Closed-captioned in English and Spanish.

Available for families, too!

Onsite and Online Professional Development (PD)

Our ongoing, classroom-focused PD supports teachers in using student thinking and the mathematical practices to transform mathematics classrooms.

i-Ready Classroom Central

From how-to tips to planning tools, get on-demand access to everything needed for a successful implementation.

Your Feedback Matters!

We continually grow and enhance our PD resources based upon your needs and opinions.

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High-Quality Independent Practice

Practice needs to build conceptual understanding and match the rigorous expectations of the standards. *i-Ready Classroom Mathematics* provides questions and practice problems that solidify students' conceptual understanding before providing computational practice used to develop fluency.

Additional Practice in Student Worktext

In every session, students build proficiency with the strategies learned in class and apply those ideas to answer critical-thinking questions and new problems.

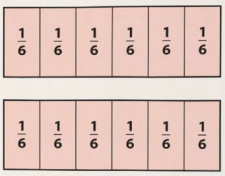
Name: _____ LESSON 23 SESSION 3

Practice Writing a Whole Number as a Fraction

Study the Example showing different ways to write whole numbers as fractions. Then solve problems 1–13.

EXAMPLE

Mrs. Clark cuts 2 same-sized pieces of colored paper into sixths to make strips for paper chains. How many strips does she make?



1 whole = six $\frac{1}{6}$s

$1 = \frac{6}{6}$

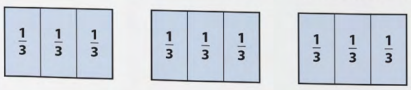
2 wholes = twelve $\frac{1}{6}$s

$2 = \frac{12}{6}$

Each strip is $\frac{1}{6}$ of a whole piece of paper.

Mrs. Clark makes 12 strips.

Write the whole numbers as fractions in problems 1–4.



1. $1 = \frac{\square}{3}$
2. $2 = \frac{\square}{3}$
3. $3 = \frac{\square}{3}$
4. $4 = \frac{\square}{3}$

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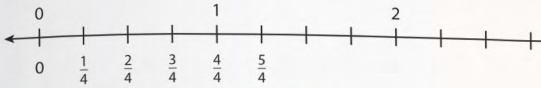
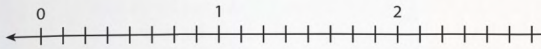
LESSON 23 SESSION 3

Use this number line to solve problems 5–8.



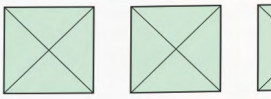
5. $1 = \frac{\square}{4}$
6. $2 = \frac{\square}{4}$
7. $3 = \frac{\square}{4}$
8. $0 = \frac{\square}{4}$

Use this number line to solve problems 9–11.



9. One whole is equal to _____ eighths.
10. 16 eighths is equal to _____ wholes.
11. $3 = \frac{\square}{8}$
12. Use the model below to write a fraction equivalent to 3.

$3 =$ _____



13. Draw a model to show $2 = \frac{8}{4}$.

Example of Grade 3 Practice

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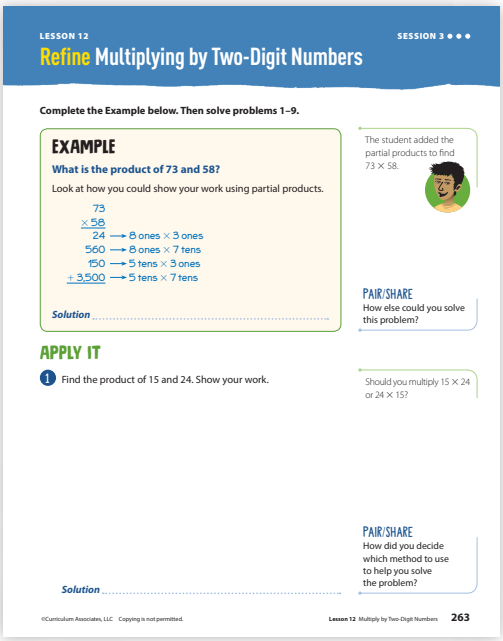
Multiple Practice Opportunities Build Students' Confidence

Effective mathematics practice needs to be more than asking students to memorize math facts and recall answers to questions. *i-Ready Classroom Mathematics* provides a variety of practice opportunities to help students build conceptual understanding and demonstrate procedural fluency by experiencing mathematics in multiple ways.

Refine Sessions

To help students solidify their understanding, each lesson provides one to two days of in-class practice time with the support of other students and the teacher.



LESSON 12 SESSION 3

Refine Multiplying by Two-Digit Numbers

Complete the Example below. Then solve problems 1–9.

EXAMPLE

What is the product of 73 and 58?

Look at how you could show your work using partial products.

73
× 58
24 → 8 ones × 3 ones
560 → 8 ones × 7 tens
150 → 5 tens × 3 ones
+ 3,500 → 5 tens × 7 tens

Solution

The student added the partial products to find 73 × 58.

PAIR/SHARE
How else could you solve this problem?

APPLY IT

1 Find the product of 15 and 24. Show your work.

Should you multiply 15 × 24 or 24 × 15?

PAIR/SHARE
How did you decide which method to use to help you solve the problem?

Solution

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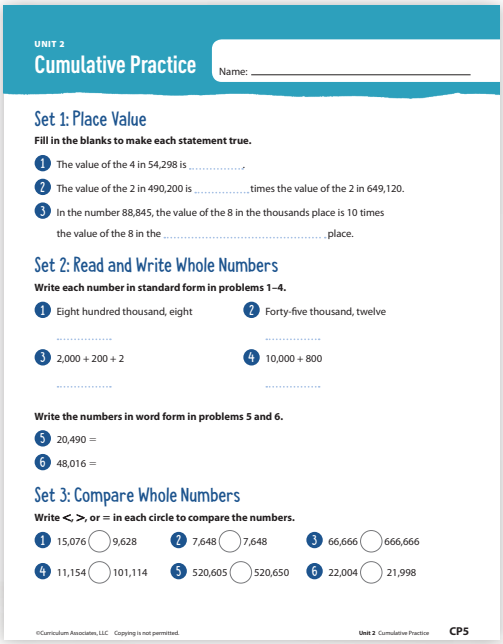
Example of Grade 4 Refine Session

Cumulative Practice

Students revisit previously learned content to deepen their understanding and retention. Available for every unit.



UNIT 2

Cumulative Practice

Name: _____

Set 1: Place Value

Fill in the blanks to make each statement true.

1 The value of the 4 in 54,298 is _____.

2 The value of the 2 in 490,200 is _____ times the value of the 2 in 649,120.

3 In the number 88,845, the value of the 8 in the thousands place is 10 times the value of the 8 in the _____ place.

Set 2: Read and Write Whole Numbers

Write each number in standard form in problems 1–4.

1 Eight hundred thousand, eight _____

2 Forty-five thousand, twelve _____

3 2,000 + 200 + 2 _____

4 10,000 + 800 _____

Write the numbers in word form in problems 5 and 6.

5 20,490 = _____

6 48,016 = _____

Set 3: Compare Whole Numbers

Write <, >, or = in each circle to compare the numbers.

1 15,076 ◯ 9,628 2 7,648 ◯ 7,648 3 66,666 ◯ 666,666

4 11,154 ◯ 101,114 5 520,605 ◯ 520,650 6 22,004 ◯ 21,998

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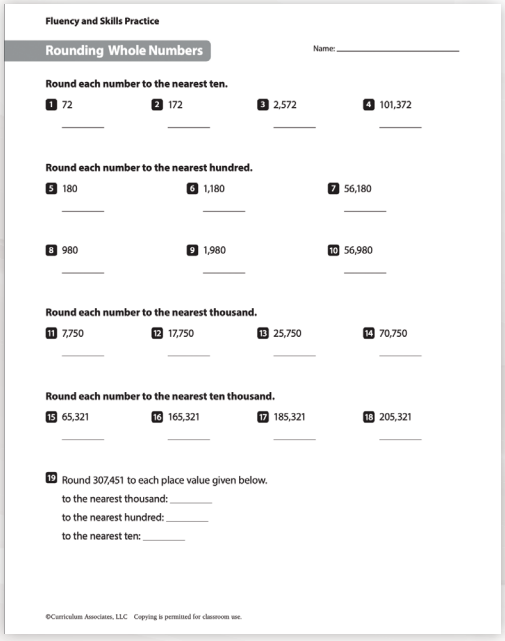
Example of Grade 4 Cumulative Practice

Fluency and Skills Practice

Optional targeted practice uses patterns and repeated reasoning to build mathematics skills. Available as a student workbook or as PDFs on the Teacher Toolbox.



Fluency and Skills Practice

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1 72 2 172 3 2,572 4 101,372

Round each number to the nearest hundred.

5 180 6 1,180 7 56,180

8 980 9 1,980 10 56,980

Round each number to the nearest thousand.

11 7,750 12 17,750 13 25,750 14 70,750

Round each number to the nearest ten thousand.

15 65,321 16 165,321 17 185,321 18 205,321

19 Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

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Example of Grade 4 Fluency and Skills Practice

Learning Games

Playful fluency practice allows students to explore essential skills in a low-stakes environment. In-depth reports offer real-time snapshots of skills progress and growth mindset. Students can toggle to play games in Spanish.

Interactive Practice with Technology-Enhanced Items

This assignable digital resource provides practice that reinforces understanding. Students receive immediate, meaningful feedback to keep them on track.

Fluency Practice

Practice using a number path to count on.

Materials For each child: Activity Sheet *Number Paths*

- Distribute Activity Sheet *Number Paths*. Tell children they are going to use the number paths to model counting on to solve problems.
- Write 5 + 2 = on the board.
- Have children shade the squares 1–5 on the number path. Then have them circle the 5 and draw a curved arrow from 5 to 6 and from 6 to 7. Make sure children notice that the two jumps represent counting on two.
- Write 4 more equations on the board with a blank for the sum. Ask children to model the addition on the number paths in a similar manner and tell the sum.

Fluency Practice

Build the foundations for counting and cardinality with fun fluency activities in the Teacher's Guide: Fluency Practice (Grades K–1) and Building Fluency (Grade K).

Grade Level Games

Fun mathematics games for Grades K–2 help students build fluency and understanding of critical concepts.

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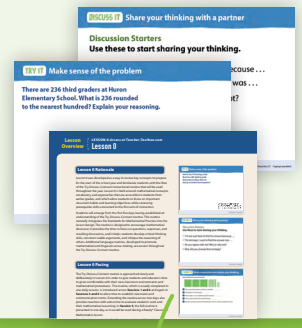
Intuitive Data at Your Fingertips

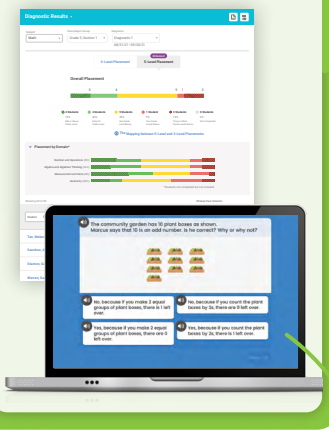
Students come with a wide range of backgrounds, knowledge, and experiences. *i-Ready Classroom Mathematics* helps teachers optimize class time by providing deep knowledge of students' learning needs and guidance to address unfinished learning.

1 Start of School

Use **Lesson 0** to ease students back into classroom routines with concepts from the previous year.

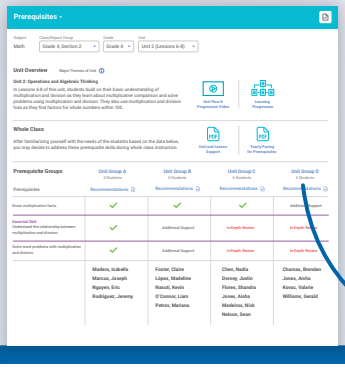


Administer **Diagnostic 1**.



2 Post-Diagnostic

Identify whole class and small group prerequisite learning needs using the **Prerequisites report**.



Lesson 0

Build a community of learners by introducing students to the **Try–Discuss–Connect routine**. This discourse-based instructional routine encourages students to persevere in solving problems, make connections between multiple strategies, and learn from each other.

See pages 8–9 for more about the routine.

Diagnostic

Administer this adaptive digital assessment to gain comprehensive insight into student learning and growth across all K–12 skills and meet the needs of all students.

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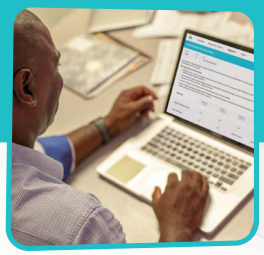
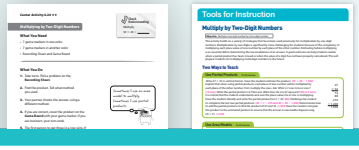
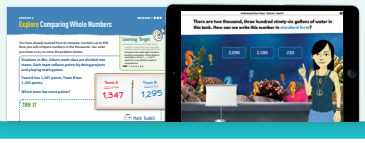


3 Recommended Guidance and Resources

Small Group Recommended Resources



Whole Class Prerequisite Lessons, Guidance, and Support



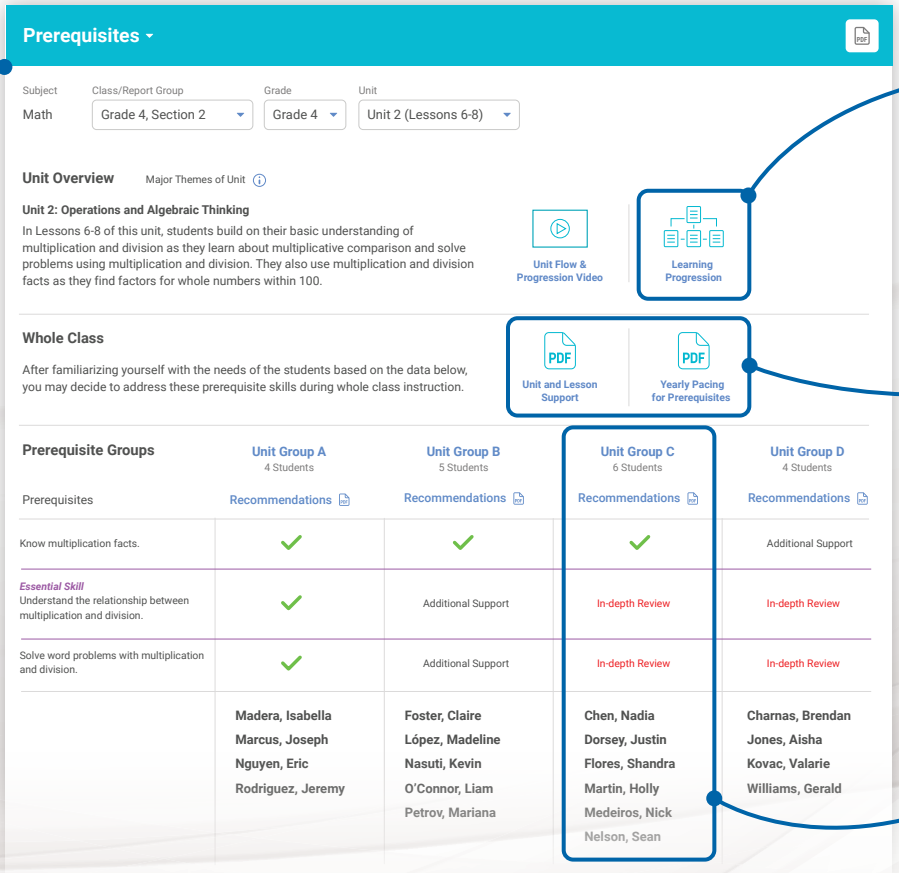
4 Instruction

Small Group Instruction

Whole Class Instruction

Prerequisites Report

Use the Prerequisites report to address unfinished learning, either during small group instruction or whole class instruction, depending on the needs of the class.



Learning Progression

Understand the coherence of standards across previous grade levels to help uncover and address students' unfinished learning.

Whole Class Instruction

Use this pacing and guidance to adjust lesson plans to address prerequisites during whole class instruction when most students have similar learning needs.

- Teach Prerequisite Lessons.
- Consolidate other lessons in the unit.
- Use on-the-spot prerequisite support during grade-level instruction.

Small Group Instruction

Strategically pace the recommended resources throughout the unit with small groups of students to address their similar learning needs.

See the Digital Assessment Reports Sampler for sample reports.

Actionable Insights for Flexible Planning

i-Ready Classroom Mathematics builds informal and formal assessment opportunities into the lesson with suggestions for real-time differentiation. Reports are in-depth, yet intuitive, making it easy to plan the next steps for instruction.

Close: Exit Ticket

9 MATH JOURNAL

Student responses should include a word problem with 12 as the number of wholes to be shared and 5 as the number of equal shares. Students should explain that the quotient 12 ÷ 5 can be represented by the fraction $\frac{12}{5}$.

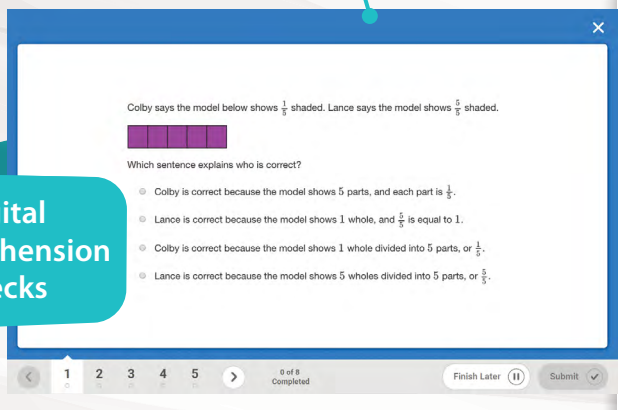
Error Alert **If** students reverse the numerator and denominator in the fraction quotient, **then** have them use reasoning to determine which two whole numbers the quotient of 12 ÷ 5 falls between and assess which of the two possible fractions, $\frac{12}{5}$ or $\frac{5}{12}$, is between those two numbers.

There are multiple opportunities to observe student understanding during the lesson.

- Try It
- Discuss It
- Pair/Share
- Ask/Listen For
- Common Misconceptions
- Error Alert
- Reflect
- Connect It
- Apply It
- Support Whole Group/ Partner Discussion
- Close: Exit Ticket/ Math Journal

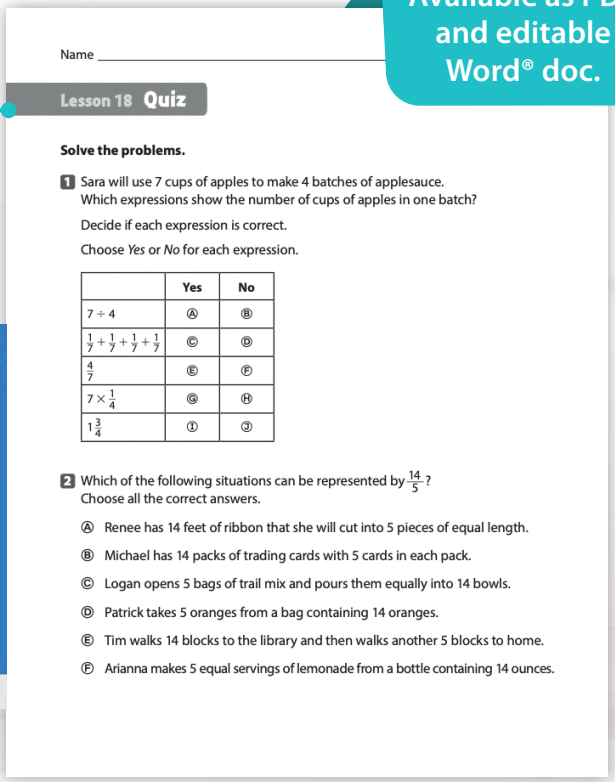
Evaluate student understanding and monitor progress toward learning benchmarks and goals.

- Lesson Quizzes
- Mid-Unit and Unit Assessments
- Digital Comprehension Checks (Lesson, Mid-Unit, and Unit)



Digital Comprehension Checks

Available as PDF and editable Word® doc.



Name _____

Lesson 18 Quiz

Solve the problems.

1 Sara will use 7 cups of apples to make 4 batches of applesauce.
Which expressions show the number of cups of apples in one batch?

Decide if each expression is correct.

Choose *Yes* or *No* for each expression.

	Yes	No
$7 \div 4$	Ⓐ	Ⓑ
$\frac{1}{7}+\frac{1}{7}+\frac{1}{7}+\frac{1}{7}$	Ⓒ	Ⓓ
$\frac{4}{7}$	Ⓔ	Ⓕ
$7 \times \frac{1}{4}$	Ⓖ	Ⓗ
$1\frac{3}{4}$	Ⓘ	Ⓙ

2 Which of the following situations can be represented by $\frac{14}{5}$?
Choose all the correct answers.

Ⓐ Renee has 14 feet of ribbon that she will cut into 5 pieces of equal length.
Ⓑ Michael has 14 packs of trading cards with 5 cards in each pack.
Ⓒ Logan opens 5 bags of trail mix and pours them equally into 14 bowls.
Ⓓ Patrick takes 5 oranges from a bag containing 14 oranges.
Ⓔ Tim walks 14 blocks to the library and then walks another 5 blocks to home.
Ⓕ Arianna makes 5 equal servings of lemonade from a bottle containing 14 ounces.

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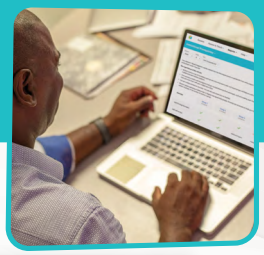
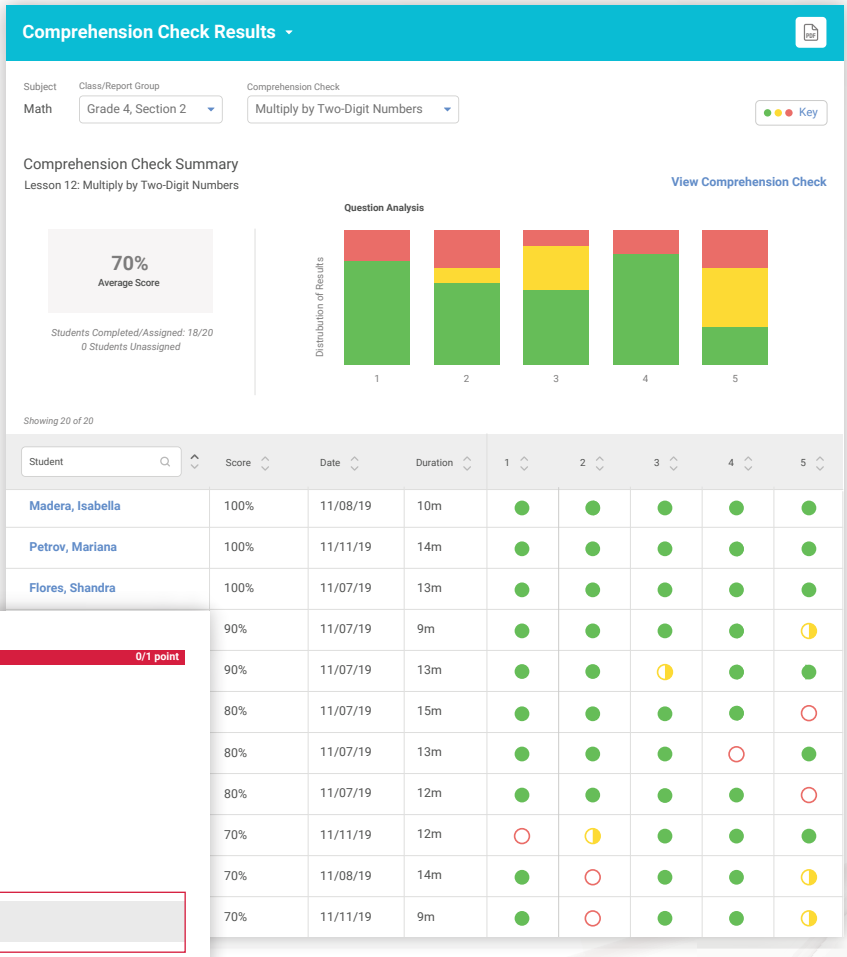
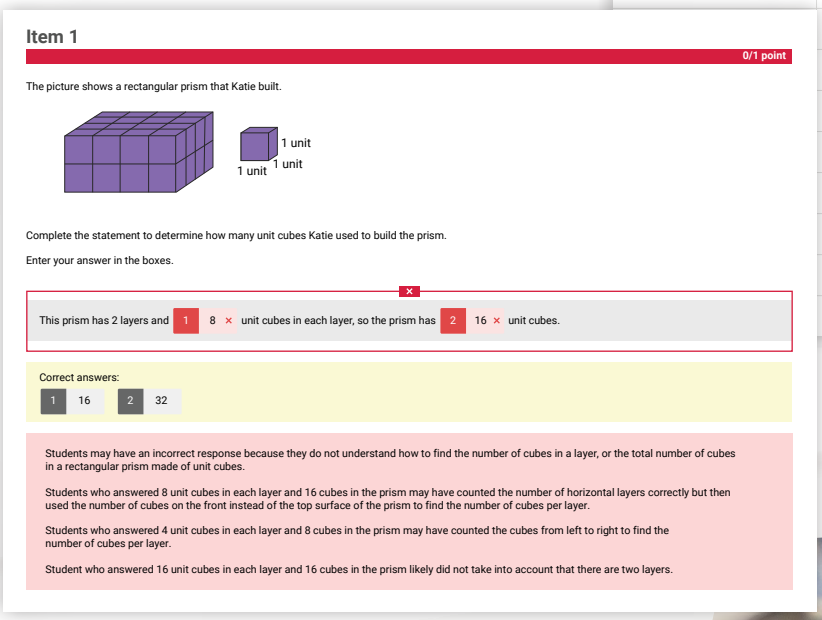


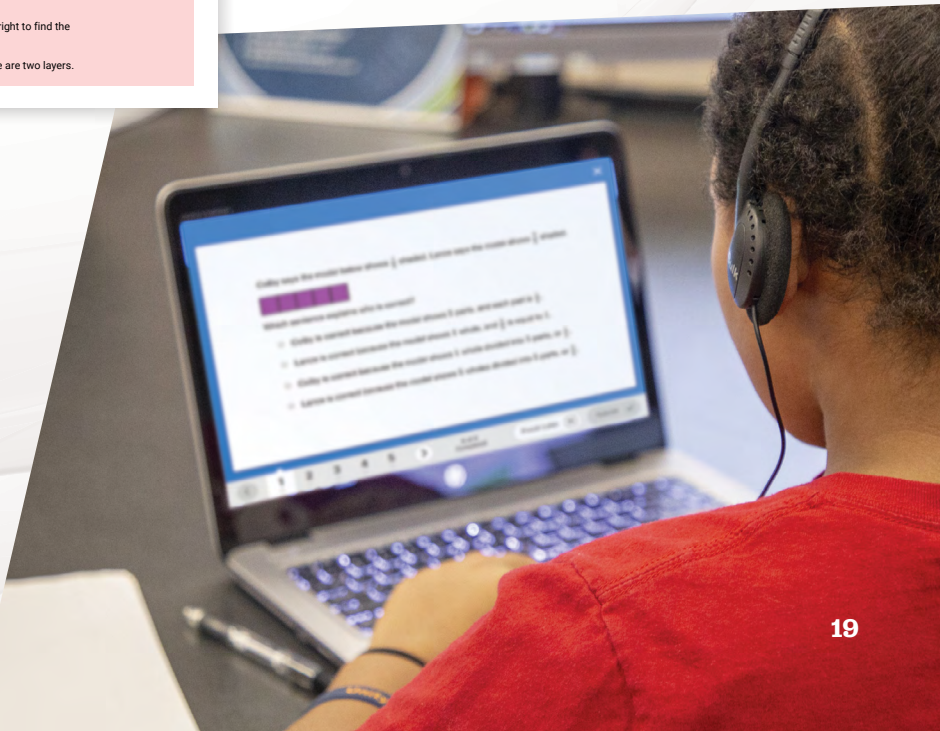
Comprehension Check Reports

- Provide insight into student understanding of concepts and skills at the lesson and unit level with auto-scored assessments
- Support teachers in identifying common misconceptions and errors as well as common strengths among student understanding





Response Analysis Get insight into common student errors and misconceptions, making it easier to address incorrect answers.



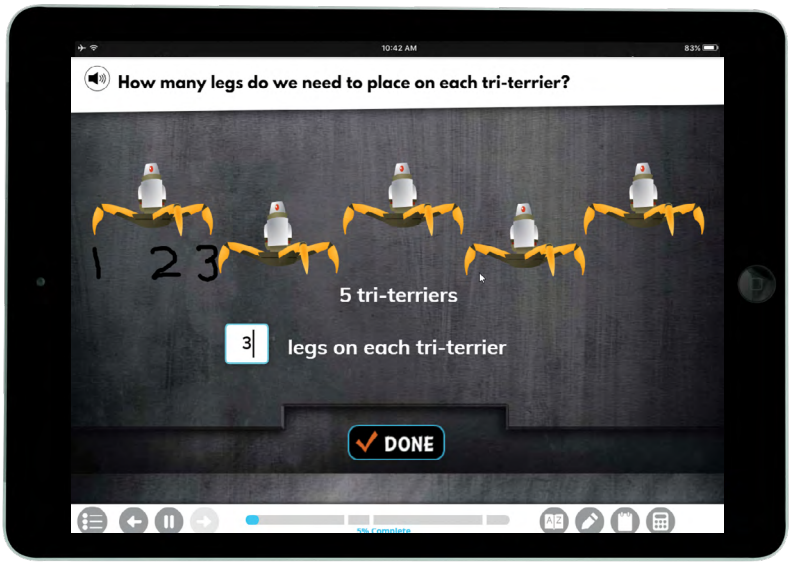
Differentiation Made Easy

Effective differentiation requires a thoughtful approach. *i-Ready Classroom Mathematics* provides insightful data and purposeful resources so teachers have what they need, when they need it.

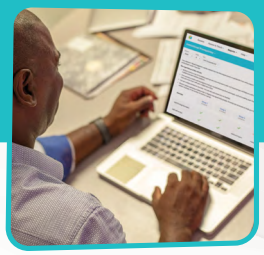
Before the Lesson

Using the data from the Prerequisites report, teachers can provide review of and intervention for critical topics and connect to specific differentiation resources, including:

- **Prerequisite Lessons** and **Interactive Tutorials** that help address unfinished learning
- **Teacher Toolbox** that provides access to all K–8 resources to support whole class instruction and small group differentiation



Example of a Prerequisite Interactive Tutorial



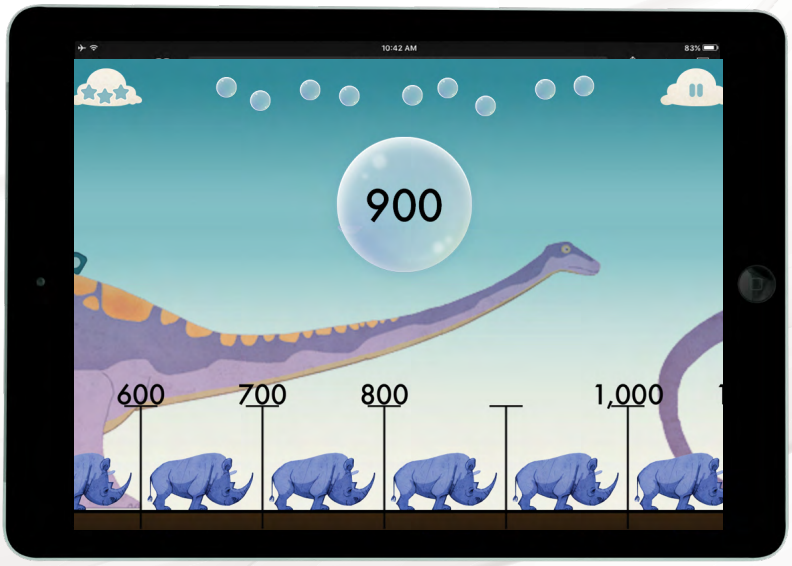
Assign student PDFs through any learning management system!

During the Lesson

- **Common Misconceptions** are highlighted in red with suggestions on how to address them.
- **Hands-On Activities**, strategically placed at critical points of the lesson, provide if/then suggestions to guide instruction.
- **Deepen Understanding** provides an in-depth exploration of a targeted mathematical practice related directly to the concepts of the lesson.
- **Refine sessions** provide dedicated instructional time and activities for differentiated instruction.

After the Lesson

- **Differentiation** options for each lesson let teachers reteach, reinforce, and extend learning to meet the needs of all students.
- **Tools for Instruction** are mini-lessons for reteaching lesson concepts.
- **Develop Session Video Library** offers instructional videos for remote learning, homework support, or reteaching concepts.
- **Math Center Activities** are purposefully designed for on-, below-, and above-level students.
- **Enrichment Activities** challenge students with higher-order thinking tasks.
- **Learning Games** offer fun, challenging, and personalized practice and help students develop a growth mindset.



Example of a Learning Game

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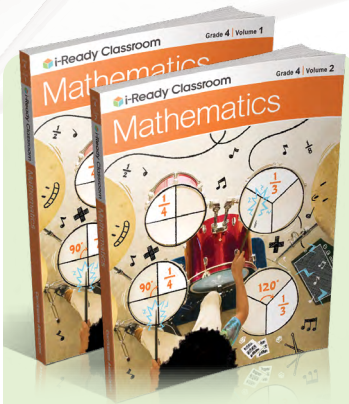
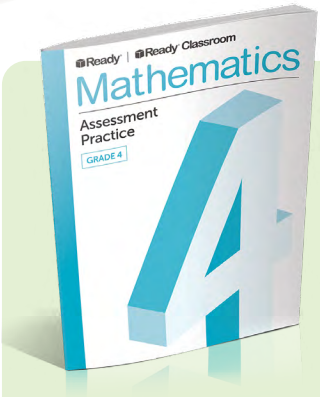
Program Components

Student Materials



Student Worktext E/S

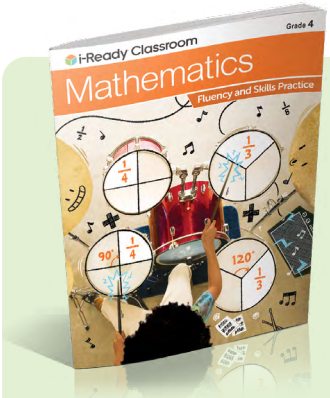
Students take ownership of the learning as they work through the rich tasks and practice new skills in each lesson.



Assessment Practice Book E/S

A series of standards-aligned practice assessments

Available in print and downloadable in English and Spanish from the Teacher Toolbox



Fluency and Skills Practice Book

Targeted fluency practice for every lesson.

Included on the Teacher Toolbox and available in print for additional purchase

Hands-On Materials

Engage students in hands-on learning.

Available at: Hand2Mind.com/ Curriculum-Associates

Student Digital Experience

The Student Digital Experience, accessible through i-ReadyConnect.com, provides access to all student components of *i-Ready Classroom Mathematics*.

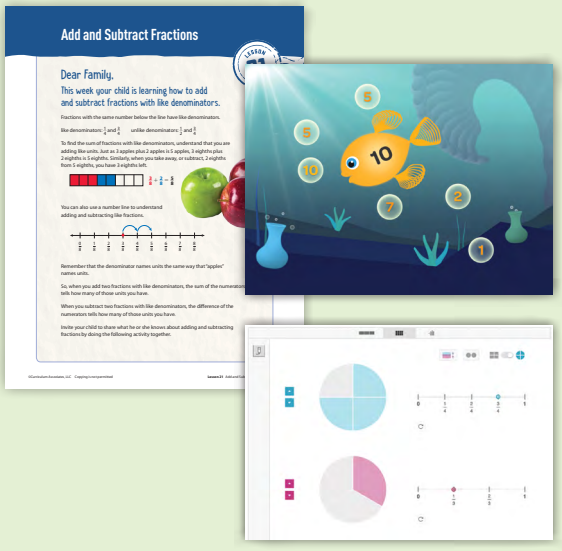
Student Bookshelf provides online access to student resources, including:

- **Digital Student Worktext E/S**
  Includes tools, such as note-taking text-to-speech, highlighting, and a calculator
- **Family Resources E/S**
  - Family Letter for every lesson
  - Unit Flow & Progression Videos
- **Multilingual Glossary** available in nine languages
- **Student Handbook** with a guide to the Standards for Mathematical Practice, a mathematical language reference tool, and 100 Mathematical Discourse Questions
- **Develop Session Video Library** offers instructional videos for remote learning, homework support, or reteaching concepts.

Digital Math Tools
Provide virtual representations of various models.

Interactive Learning Games E/S
Develop conceptual understanding, improve fluency, and develop a positive relationship to challenge.

Interactive Practice
Helps students build procedural fluency and skill by providing immediate, meaningful feedback



E/S = Available in English/Spanish

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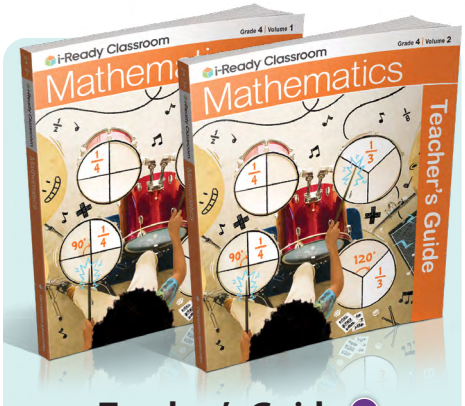
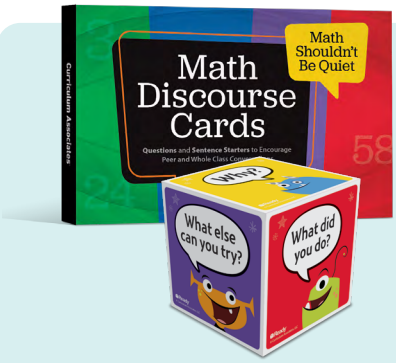
Teacher Materials



Teacher's Guide E/S

Two volumes include discourse-based instructional support, math background, and embedded professional learning.

Available in print and online



Discourse Cards and Cube E/S

These resources provide a question or a sentence starter to get students talking about mathematics.

Available in print and online

i-Ready Classroom Central

Online teacher portal provides on-demand access to tips and resources for a successful implementation.

Teacher Digital Experience

The Teacher Digital Experience, accessible through i-ReadyConnect.com, provides access to all teacher components of *i-Ready Classroom Mathematics*.

Teacher Toolbox provides access to all K–8 resources in one convenient location. A few highlights include:

- Interactive Tutorials*
- Digital Math Tools
- Lesson PowerPoint® Slides E/S
- Fluency and Skills Practice E/S
- Center Activities E/S
- Enrichment Activities E/S
- Assessment Resources E/S
- Unit Flow & Progression Videos**
- Literacy Connections E/S
- Grade Level Games (K–2) E/S
- Unit Games E/S
- Develop Session Video Library

*Grades K–3 available in Spanish.
Grades 4–5 available in Spanish in 2022.
**Closed-captioned in English and Spanish

Assignable Practice Resources

- Learning Games E/S
- Interactive Practice

Digital Assessments

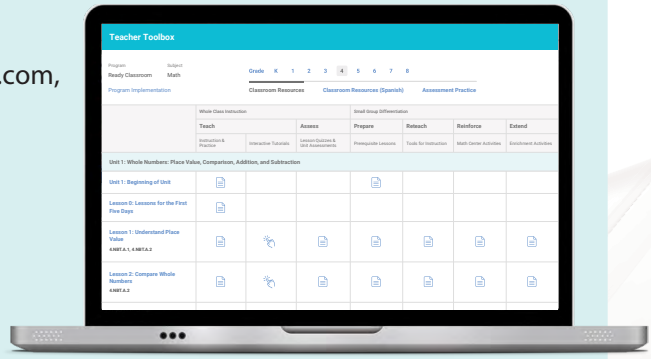
- Diagnostic E/S
- Comprehension Checks E/S

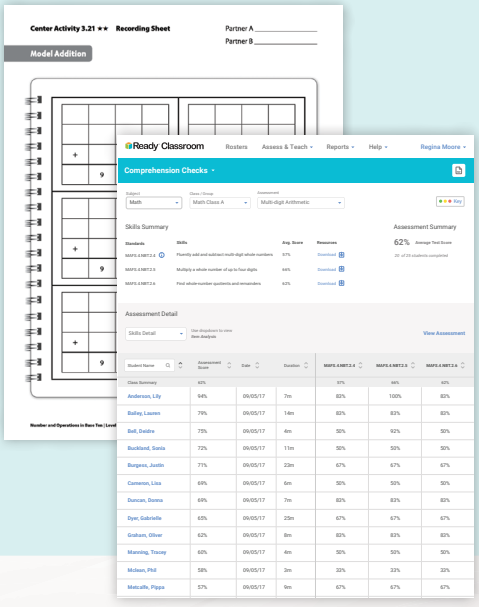
Reports

- Diagnostic Results
- Comprehension Check Results
- Prerequisites
- Learning Games

Optional Add-On

- *i-Ready Personalized Instruction*





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i-Ready Classroom Mathematics

Grades K–5

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