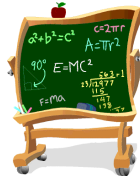


## Woonsocket Education Department



### FAQs

In response to the numerous questions surrounding the planning, implementation, and documentation of the mathematics instructional units, please note the following FAQs:

1. Am I expected to follow the “backwards lesson design” model to plan my daily instruction? Do I need to complete the lesson plan template for each day of instruction throughout the unit? Where do I post it? Who will have access to these plans?

In order to maximize the effectiveness of instruction, you should develop lesson plans for each day of the unit. Please keep a copy of your lesson plans for each unit in your curriculum binder. You may choose to share these with the Instructional Coaches/Teacher Leaders. However, they should be made available to your principal, central office administration, and the Mathematics Instructional Leader upon request. They *do not* need to be turned in to anyone.

[Lesson Planning Tool \( go to: Literacy and Professional Development\)](#)

2. Where does assessment fit in?

Assessment is the driving force of instruction. As with any journey, we must first determine where we need to go (what students will know and be able to do) in order to plan and map out the instruction. In accordance to the backwards lesson design model, the assessment should be planned prior to the creation of lessons and activities. Please note that all assessments need to be built into the time frame of the unit.

Currently, the district is working on creating district-wide assessments. At the elementary level, these assessments will be given to all students at the end of each trimester. At the secondary level, common tasks will be given quarterly.

3. What do I need to display in my classroom so that the lesson plan objective(s) is clear to ALL students?

The goal of our guaranteed and viable curriculum is to ensure that every student, every day in every class, for every lesson is learning grade-appropriate content. In order for this to be successful, *students need to know what it is that they are learning*. Therefore, one of the main focal points of the CARA cycle walk-through is whether the learning objective is clear to **all** students. In order to help this process along, we are asking that teachers post the *essential question(s)* on the board daily. This will focus the instruction, by guiding the opening session/discussion of the workshop, and allowing for closure at the end of the lesson. By the end of the lesson/unit, students should be able to answer the essential questions.

#### 4. Can I rearrange the order in which the units are taught?

No. The order of the instructional units was planned and purposeful, and therefore is non-negotiable. You must teach the units in the order in which they appear in the scope and sequence. Again, please take note of any comments and or suggestions that you may have in your curriculum binder for future discussion and reflection.

#### 5. How many instructional minutes per day should I be teaching math in elementary school?

The Woonsocket Education Department Suggested Instructional Framework for PreK & K Half-Day Sessions suggests that the math workshop run for 45 minutes. The instructional options during this time include, but are not limited to, guided instruction (2 groups), Math Conferences, Peer/Buddy Work, Independent Practice, Math Centers, Strategy Lessons and Problem Solving.

The Woonsocket Education Department Suggested Instructional Framework for Grades 1-5 suggests that the math workshop run for 60 minutes. The instructional options during this time include, but are not limited to, guided instruction (2 groups), Math Conferences, Peer/Buddy Work, Independent Practice, Math Centers, Strategy Lessons and Problem Solving.

[Instructional Frameworks \(go to: Literacy and Professional Development\)](#)

#### 6. If I complete a unit before the number of allotted days, and/or if a unit takes me longer to complete, can I adjust the length of the units to move ahead or continue past the specified number of days?

No. The scope and sequence is non-negotiable. The number of days allotted is

firm. However, please understand this year is a *pilot* year. We are expecting that changes and adjustments will need to take place. Please be mindful of the pace of your instruction. Take notes of any adjustments to the pacing that you feel are necessary in your curriculum binder. Remember, the focus is the depth and understanding of the content, not breathe of instruction. So, if you are able to complete instruction in fewer days than allotted, go deeper into the concept or skill and application.

### 7. How do I meet the needs of my students in multi-grade classrooms?

The purpose of our guaranteed and viable curriculum is to ensure that every student, every day, in every class, for every lesson is learning grade-appropriate content. With that said, we are aware that there may be gaps in student learning. Therefore, we must plan purposefully to build in remediation and differentiate our instruction in order to help bridge those gaps. Each and every student must have the opportunity to learn the content for their grade level. Teaching just one grade level to multi-level classrooms puts students at a disadvantage for all future learning. Grouping by grade level within these classes may be helpful for planning and instruction.

### 8. If I teach in a self-contained/inclusion classroom, do I need to follow the scope and sequence for each grade level, or can I choose a unit at lower grade level?

You must follow the scope and sequence for the grade level. You may not choose a lower grade level. We are aware that there may be gaps in student learning. During your lessons and workshops, please build in remediation and differentiated instruction to help bridge the gaps. The mini lessons should be taught at grade level. Providing supports to these students and teachers will be an ongoing effort in the district.

### 9. Is the district going to provide time for teachers to collaborate on lesson design?

Yes. The district will be providing workshop sessions for teachers to continue the collaborative planning process. See your principal and or instructional coach for more information about these professional development opportunities. Secondary teachers will meet during common planning time (CPT.)