**Some Thoughts and Suggestions for Teaching Grades 1-6 *Everyday Mathematics* Remotely**
**(See separate document for Kindergarten *Everyday Mathematics*)**

**Introduction**

Many teachers know about the variety of *Everyday Mathematics* resources that are available on ConnectED for themselves and their students to use remotely while schools are closed. However, many educators have asked for ideas and recommendations about how to organize and implement these resources in ways that try to make use of EM lesson components and approximate (even if very imperfectly) features of EM classroom experiences. *The ideas below are simply a starting point for you to adapt and customize for your own particular circumstances, and we encourage teachers to share other ideas with each other and with us.* We have included starting-point suggestions for two different scenarios below:

- **Scenario 1**: Students have decent internet access at home and can join synchronous sessions at least 2 times per week
- **Scenario 2**: Students have spotty internet access at home; can't count on synchronous sessions, but may be able to access or watch videos on own time

**Weekly Math Menu**

Each scenario revolves around a **weekly Math Menu** (see p. 3 for a sample Math Menu template and p. 4 for a sample completed menu) that consists of activities that you compile (as paper packets or printable docs, as digital links, or some combination, depending on your situation[1]). The activities in the weekly menu are drawn primarily from two EM lessons[2] that you choose to focus on that week, as well as activities related to topics you'd like students to review and/or practice. The Math Menu can consist of activities drawn from the following EM components, as well as any other related supplemental resources your students can access:

- **Math Messages** (can be accessed on ConnectEd, posted or printed as a pdf on a LMS, or shared via e-mail, google doc, etc.)
- **Journal Pages or Math Masters** (posted, e-mailed, or printed as pdfs, or accessed on ConnectEd)
- **Differentiation Options** (post instructions, in addition to Math Masters for some, and some can be shared via Activity Cards - see next bullet)
- **Activity Cards** (posted, e-mailed, or printed as pdfs, or accessed on ConnectEd; consider materials requirements and substitutions; also consider partnership requirements)
- **EM Projects** (accessible and downloadable from ConnectEd in Grade-Level Resources)
- **Do-Anytime Activities List** (accessible and downloadable from ConnectEd in Grade-Level Resources)

The Math Menu can include a mixture of **"must-do" and "may-do" activities** for the week, as well as games (online or face-to-face) and other grade-appropriate activities. It may be helpful to include time expectations for different activities on the Math Menu or provide families with guidelines for total time to spend on math each day or week. It may also be helpful to create a one-time family support document with links to videos such as those suggested above or to other vetted websites. Even if you can't do any online sessions with/for your students, a weekly Math Menu may be a good organizer for their math work.

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[1] *For tips on how to access EM program resources digitally or as pdfs, see McGraw Hill's remote-learning program resources page and the e-Learning Gallery on the EM Virtual Learning Community.*

[2] *See this document for some suggestions about which lessons you might prioritize. Other considerations for selecting lessons include availability of materials, need for partners or small groups, and complexity of instructions. For some topics, it may make sense to use a different presentation format, such as a short video of you teaching or explaining a particular concept, skill, or task; an algorithm video or game video; an SRB video from ConnectEd; or a video from a supplemental resource.*

**Schedules and Components**

**Scenario 1:** Students have decent internet access at home and can join synchronous sessions 2 times/week.

Here's what a schedule might look like for two lessons: Lesson A and Lesson B + any additional activities.

| **Monday (Lesson A)** | **Tuesday** | **Wednesday (Lesson B)** | **Thursday** | **Friday** |
|---|---|---|---|---|
| Before Synchronous Session<br>Students do Math Message | Students work on Math Menu<br>Provide guidelines such as:<br><br>--Complete Lesson A "must-dos"<br><br>--Complete at least one "may-do"<br><br>--Complete the Math Message for Lesson B<br><br>Virtual Office Hour<br>Support students as needed | Before Synchronous Session<br>Students do Math Message | Students work on Math Menu<br>Provide guidelines such as:<br><br>--Complete Lesson B "must-dos"<br><br>--Complete at least one "may-do"<br><br>Virtual Office Hour<br>Support students as needed | Catch-Up and Games Day<br><br>Students complete any unfinished "must-dos" from the weekly menu<br><br>Students play at least one game from the Math Menu<br><br>Virtual Office Hour<br>Support students as needed |
| Synchronous Session<br>(with whole group, half groups, or smaller groups):<br>Do some Mental Math and Reflexes exercises together<br><br>Discuss Math Message and do condensed version of Focus Activity<br><br>Go over Math Menu activities | | Synchronous Session<br>(with whole group, half groups, or smaller groups):<br>Do some Mental Math and Reflexes exercises together<br><br>Discuss Math Message and do condensed version of Focus Activity<br><br>Go over Math Menu activities | | |

*You may also choose to create videotaped segments of Focus activities of additional lessons. If you do this and put lesson segments on M, T, and Th (with work time and catch-up on Wednesday and Friday) in the schedule above, you may be able to move through an additional lesson each week, but three lessons per week is probably the limit of what is reasonable for teachers and students under these conditions!*

**Scenario 2:** Students have spotty internet access at home; can't count on synchronous sessions, but may be able to watch videos on their own time.
For this scenario, you might either:

- Follow the same schedule as Scenario 1, but record the synchronous sessions so students can watch them as they are able
- Replace synchronous sessions in the Scenario 1 schedule with videotaped segments of you teaching a condensed version of the Part 1 Focus activity. Omit Mental Math and Reflexes exercises, or replace them with additional fluency games in the Menu or with a video of you that allows empty air time for students to respond to prompts you give.

**Assessment**

If students can complete their journal pages or Math Masters pages within the Student Learning Center (SLC) of the ConnectEd platform, teachers can review and assess their work via ConnectEd. Students can take a picture of their Math Menu and e-mail it to you or post it somewhere at the end of each week. You can use these for assessment purposes. You can also have kids complete the Assessment Check-In each day and submit as a photo or in a google form.

**Sample Weekly Math Menu Template**

| | |
|---|---|
| Must-Dos<br>❏ Lesson A Math Message (before Monday session)<br>❏ Lesson A Journal Pages, including Math Boxes (Tuesday)<br>❏ Lesson B Math Message (before Wednesday session)<br>❏ Lesson B Journal Pages, including Math Boxes (Thursday) | May-Dos<br>❏ Activity Card X<br>❏ Activity Card Y<br>❏ Differentiation Option Title 1<br>❏ Differentiation Option Title 2 |
| Games<br>❏ Game 1<br>❏ Game 2 | Do-Anytime Activities<br>❏ Choose an activity from featured EM Project<br>❏ Choose a Do-Anytime Activity |
| My favorite math activity this week was…. (draw or write) | Something I learned was….<br><br>Something I still have questions about is… |

**Sample Weekly Math Menu: Grade 3, Unit 6**

Two focal lessons: Lesson 6-6: Multiplication and Division Diagrams and Lesson 6-7: Multiplication with Larger Factors

**Must-Dos**

- ❑ 6-6 Math Message (before Monday session)
  ***Record at least 2 different number models with a ? or another for the unknown to represent this story: Annette has bags of grapes for her team. In each bag there are 5 grapes. There are 45 grapes in all. How many bags does Annette have?***

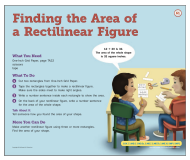
- ❑ Lesson 6-6 Journal Pages, including Math Boxes (Tuesday)
  **SMJ2 pp. 200, 201, 202**

- ❑ Lesson 6-7 Math Message (before Wednesday session)
  ***Compare the multiplication facts. Which fact in each pair has a greater product?***

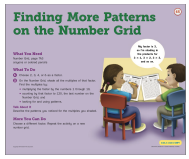
  4x6 5x8
  3x7 3x4
  2x8 5x5

- ❑ Lesson 6-7 Journal Pages, including Math Boxes (Thursday)
  **SMJ2 pp. 203, 204, 206**

**May-Dos**




- ❑ Activity Card 61
  (Extra Practice from Lesson 4-12)
  *Materials needed: grid paper, scissors, tape*




- ❑ Activity Card 65
  (Extra Practice from Lesson 5-7)
  *Materials needed: number grid, crayon colored pencil*

*or*

- ❑ Lesson 6-6 Readiness Activity:
  **Drawing Pictures to Solve Multiplication Stories**
  *Create brief directions for students and parents, along with a few examples of multiplication number stories and an example of a multiplication picture.

- ❑ Lesson 6-7 Practice Activity: **Estimating and Measuring Mass**
  **SMJ2 pg. 205**

**Games**

- ❑ **Multiplication Top-It**
  **Directions on SRB pg. 260**
  *This game can be played online
  Materials: Number cards 1-10

- ❑ **Roll to 1,000**
  **Directions on SRB pg. 253**

**Do-Anytime Activities**

- ❑ From *Project 8: Math Outdoors*
  **<u>Obstacle Course</u>**
  ***Create your own obstacle course outdoors and try some of the following math connections:***
  **-Draw a map of your obstacle course and describe it using language that refers to spatial location and directionality such as *over, under, near, far, left, right, etc***
  **-Use a stopwatch to measure the amount of time it takes to**

| | |
|---|---|
| Materials - 2 dice and a record sheet (you can make your own record sheet on paper) | **complete the course.**<br>**-Collect data by recording data on a table or chart.**<br><br>❏ Unit 6 Do-Anytime Activity: ***Use fact triangles to practice multiplication by covering the product. Practice division by covering one of the other numbers.*** |
| **My Reflection on Math for This Week** | |
| My favorite math activity this week was…. (draw or write) | Something I learned was….<br><br>Something I still have questions about is… |