



Illustrative Mathematics Lesson Components

This resource supports teachers in making lesson adaptations for in person, socially distant learning, and virtual learning. It is organized by Illustrative Mathematics lesson components and includes the rationale for each component. When making lesson adaptations, teachers should first consider how the changes will impact priority students. Consider using the guidance provided by the Illustrative Mathematics curriculum within each lesson that gives specific adaptations to activities with priority groups in mind.

Lesson Component	Purpose	In person, <i>socially distant</i> learning suggestions	Virtual learning suggestions
Warm Up	<ul style="list-style-type: none">Supports students in getting ready for the day's lesson.Gives students an opportunity to strengthen their number sense or procedural fluency.May include an instructional routine such as a number talk, notice and wonder, which one doesn't belong, True/False.	<p>For quick flash:</p> <ul style="list-style-type: none">Flash a copy on PowerPoint or under a document camera.Students respond individually to explain how they saw the dots; the teacher "records" by using the cursor to point out the way students saw OR has multiple hard copies to write on under the document camera.Students respond to each other's representations verbally. <p>Additional Warm up Routines:</p> <ul style="list-style-type: none">For a number talk, display one problem at a time in Google	<p>For quick flash:</p> <ul style="list-style-type: none">Live lesson: flash dot pictures on a slide for three seconds before clicking to the next slide with the question, "How many dots did you see and how did you see them?" Students can respond in the chat (Zoom, Google Meet) or by unmuting. <p>Additional Warm up Routines:</p> <ul style="list-style-type: none">For a number talk, display one problem at a time in Google Slides. Students can share their thinking and answers in



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		Slides. <ul style="list-style-type: none"> ▪ Think, Pair, Shares can be implemented using whiteboards and showing each other work from a distance. ▪ Images can be displayed on a PowerPoint or as hard copies under a document camera. 	the chat box. <ul style="list-style-type: none"> ▪ Think, Pair, Share can be implemented in break out rooms and can be completed in trios to reduce the number of rooms.
Classroom Activities	<ul style="list-style-type: none"> ▪ Introduce a new concept and associated language. ▪ Introduce a new representation. ▪ Formalize a definition of a term for an idea previously encountered informally. ▪ Provide experience with a new context. ▪ Identify and resolve common mistakes and misconceptions people make. ▪ Work towards mastery of a concept or procedure. ▪ Provide an opportunity 	Classroom Activity Routine: <ul style="list-style-type: none"> ▪ Ask students to do the task individually using a whiteboard. ▪ While students are working, ask them to hold up whiteboards so you can see their work and gather trends across the class. ▪ During the discussion at the end, ask students to share their work on whiteboards by holding it up and angling slowly so students in all parts of class can see OR by walking up to the document camera and placing it under. ▪ Create an anchor chart for students to reference Additional Considerations:	Virtual Classroom Activity Routine: <ul style="list-style-type: none"> ▪ Live lesson: use the breakout rooms feature of Zoom, collaborative Google Doc for each group in Google Classroom; comment on documents and jump in and out of breakout rooms. <ul style="list-style-type: none"> ○ As groups are working, monitor visual displays for exemplar responses and note for whole-class visual display. ○ Create a whole-class visual display. ▪ Live lesson: have students work on paper and write their responses into a Nearpod



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	to apply mathematics to a modeling or other application problem.	<ul style="list-style-type: none">▪ Think, Pair, Shares for each question (think/write response on white board, share visually with a partner, thumbs up/down and any adjusting feedback, then whole group discussion); Each student does their own visual display for at least one problem and keeps for their reference.▪ Small-group activities can be done on whiteboards in pairs-visually showing each other work/talking quietly to give each other feedback from across the room.▪ Activities that require groups to have materials will need each student to have their own copy.	<ul style="list-style-type: none">▪ slide (Open-Ended Question or Collaborate); review responses by sharing one student response and discussing.▪ Small-group activities can be adapted to fit the whole group (with fewer questions for time).
Lesson Synthesis	<ul style="list-style-type: none">▪ Support students to incorporate new insights gained during the activities into their big picture understanding.▪ Allow students to synthesize/process what	<ul style="list-style-type: none">▪ Pose questions verbally to the class; choose a volunteer or cold call for responses; students respond orally at the same time (Japanese teaching technique).▪ Ask students for a written response. During a group share-one person shares what they've written and the teachers then	<ul style="list-style-type: none">▪ Live lesson: Use a Nearpod slide such as collaborate board or open-ended question to gather student responses to one to two priority questions from the synthesis.



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	they have learned. *These questions are essential in summarizing the learning for students, so try not to skip them.	asks another student to add on. (Repeat several times.)	

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