

Next Level Learning 2023

Next Level Learning Math Overview

**The morning math block will be 40 minutes each day.**

**The afternoon math block will be 35 minutes each day.**

**All students will complete the Fluency, Word Problem, and Lesson Summary together. After the fluency and word problem, half of the students will work on concept exploration with the teacher in the morning while half complete the independent digital lesson. In the afternoon the groups switch so each student will receive teacher led and digital instruction every day. Students will come back to the whole group for the lesson summary. Groups should be formed heterogeneously, not by ability.**

[**https://webassets.zearn.org/resources/zearn\_math\_teaching\_and\_learning\_approach.pdf**](https://webassets.zearn.org/resources/zearn_math_teaching_and_learning_approach.pdf)

**Warm-Up (10 Minutes)**: Number routines are a desirable way to begin a math class. They develop number sense by connecting critical math concepts daily. The word problem is is designed for students to do math in an exploratory way. Students share their own thinking aloud and discuss classmates’ problem-solving strategies, inviting all voices into the math conversation to create a shared sense of belonging and understanding.

**Concept Exploration (30 Minutes)**: The lessons provide teachers with opportunities to build a deep understanding for students and facilitate math discussions where students can bring their own learning and frames of reference into the classroom. These directly align with the digital lessons students will be completing in the afternoon.

**Independent Digital Lesson (30 Minutes):** These self-paced lessons harness technology to provide individualized, engaging lessons for students. Each digital lesson includes adaptive fluency, lesson aligned fluency, guided practice and independent practice. Not every Zearn lesson has a corresponding digital lesson. ***You will need to assign students the aligning mission that they can work through at their own pace.*** Use the Zearn Pace Report to monitor student progress as students may work ahead or fall behind within the mission. Students who complete the mission early will get mission bonuses.

**Wrap-Up (5 minutes)**: The lesson summary is intended to provide students with the opportunity to reflect on the lesson and assess their progress toward the learning goal. Utilize the Zearn debrief questions and notes in the lesson plan to summarize the lesson.

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| DAY | DATE | LESSON AND LEARNING GOALS FOR MISSION 3: MULTIPLY AND DIVIDE TRICKY NUMBERS  <https://webassets.zearn.org/resources/G03M03_Teacher_Lesson_Materials_Z1.pdf> |
| TOPIC A: The Properties of Multiplication and Division | | |
|  |  | Mission 3, Lesson 1  **Learning Goal:** I can study commutativity to find known facts of 6, 7, 8, and 9. |
|  |  | Mission 3, Lesson 2  **Learning Goal:** I can apply the distributive and commutative properties to relate multiplication facts 5 × n + n to 6 × n and n × 6 where n is the size of the unit. |
|  |  | Mission 3, Lesson 3  **Learning Goal:** I can multiply and divide with familiar facts using a letter to represent the unknown. |
| TOPIC B: Multiplication and Division Using Units of 6 and 7 | | |
|  |  | Mission 3, Lesson 4  **Learning Goal:** I can count by units of 6 to multiply and divide using number bonds to decompose. |
|  |  | Mission 3, Lesson 5  **Learning Goal:** I can count by units of 7 to multiply and divide using number bonds to decompose. |
|  |  | Mission 3, Lesson 6  **Learning Goal:** I can use the distributive property as a strategy to multiply and divide using units of 6 and 7. |
|  |  | Mission 3, Lesson 7  **Learning Goal:** I can interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7. |
| TOPIC C: Multiplication and Division Using Units Up to 8 | | |
|  |  | Mission 3, Lesson 8  **Learning Goal:** I can understand the function of parentheses and apply to solving problems. |
|  |  | Mission 3, Lesson 9  **Learning Goal:** I can model the associative property as a strategy to multiply. |
|  |  | Mission 3, Lesson 10  **Learning Goal:** I can use the distributive property as a strategy to multiply and divide. |
|  |  | Mission 3, Lesson 11  **Learning Goal:** I can interpret the unknown in multiplication and division to model and solve problems. |
| TOPIC D: Multiplication and Division Using Units of 9 | | |
|  |  | Mission 3, Lesson 12  **Learning Goal:** I can apply the distributive property and the fact 9 = 10 – 1 as a strategy to multiply. |
|  |  | Mission 3, Lesson 13  **Learning Goal:** I can identify and use arithmetic patterns to multiply. |
|  |  | Mission 3, Lesson 14  **Learning Goal:** I can identify and use arithmetic patterns to multiply. |
|  |  | Mission 3, Lesson 15  **Learning Goal:** I can interpret the unknown in multiplication and division to model and solve problems. |
| TOPIC E: Analysis of Patterns and Problem-Solving Including Units of 0 and 1 | | |
|  |  | Mission 3, Lesson 16  **Learning Goal:** I can reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division. |
|  |  | Mission 3, Lesson 17  **Learning Goal:** I can identify patterns in multiplication and division facts using the multiplication table. |
|  |  | Mission 3, Lesson 18  **Learning Goal:** I I can solve two-step word problems involving all four operations and assess the reasonableness of solutions. |
| TOPIC F: Multiplication of Single-Digit Factos and Multiples of 10 | | |
|  |  | Mission 3, Lesson 19  **Learning Goal:** I can multiply by multiples of 10 using the place value chart. |
|  |  | Mission 3, Lesson 20  **Learning Goal:** I can use place value strategies and the associative property n × (m × 10) = (n × m) × 10 (where n and m are less than 10) to multiply by multiples of 10. |
|  |  | Mission 3, Lesson 21  **Learning Goal:** Solve two-step word problems involving multiplying single-digit factors and multiples of 10. |
| DAY | DATE | LESSON AND LEARNING GOALS FOR MISSION 5: FRACTIONS AS NUMBERS  <https://webassets.zearn.org/resources/G03M05_Teacher_Lesson_Materials_Z1.pdf> |
| TOPIC A: Partitioning a Whole Number into Equal Parts | | |
|  |  | Mission 5, Lesson 1  **Learning Goal:** I can specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models. |
|  |  | Mission 5, Lesson 2  **Learning Goal:** I can specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips. |
|  |  | Mission 5, Lesson 3  **Learning Goal:** I can specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models. |
|  |  | Mission 5, Lesson 4  **Learning Goal:** I can represent and identify fractional parts of different wholes. |
| TOPIC B: Unit Fractions and Their Relation to the Whole | | |
|  |  | Mission 5, Lesson 5  **Learning Goal:** I can partition a whole into equal parts and define the equal parts to identify the unit fraction numerically. |