



ThinkUp!TM

MATH

Teacher Guide for using
ThinkUp! Math with a
Hybrid Instruction Model



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This guide contains two options for implementing the components of ThinkUp! Math units in a hybrid model which includes in-school instruction for cohorts of students and to provide learning opportunities and at-home learning. The options are applicable for teachers who use either the print or the online version of ThinkUp! Math. Teachers who have access to the print and online bundle can choose from the options as appropriate to meet the needs of students.

Note: Print Teacher Editions or the online Teacher Guide will be referred to as **TE**. Print Student Editions or the online Student Guide will be referred to as **SE**.

The first option includes this lesson cycle.

Option 1: Hybrid A/B block schedule

Day	Environment	Activity	
		Teacher	Student
Day 1	In-school Instruction	<p><i>Getting Started:</i></p> <ul style="list-style-type: none"> Administer the pre-assessment (grades 2–8). Introduce the Learning Targets for the unit. Implement the Focus for 9 Traits of Critical Thinking. Implement the Concept Exploration activity. Implement the Concept Exploration Formative Assessment. 	<p><i>Getting Started:</i></p> <ul style="list-style-type: none"> Take the pre-assessment (grades 2–8). Answer the Focus for 9 Traits of Critical Thinking questions in the SE. Complete the Concept Exploration page in the SE. Participate in the Concept Exploration Formative Assessment.
Day 2	At-Home Learning (synchronous or asynchronous utilizing Mentoring Minds Instructional Management Platform)	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> Re-introduce the Learning Targets and Critical Thinking traits. Conduct a read aloud with a selection from the Literature Connection (grades 1–5). Introduce the standards-based vocabulary and implement the Vocabulary Mastery activity. Implement the Vocabulary Mastery Formative Assessment. 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> Listen to the read aloud and engage in questions/input (grades 1–5). Participate in the Vocabulary Mastery activity. Participate in the Vocabulary Mastery Formative Assessment. Complete the Vocabulary Mastery page in the SE.



Option 1: Hybrid A/B block schedule

Day	Environment	Activity	
		Teacher	Student
Day 3	In-school Instruction	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> • Implement the Concept Development activities from the TE. • Follow up the Concept Development activities with the Concept Development Formative Assessment. • Instruct the lesson from the Concept Development page in the SE. • Use a guided model of instruction as students complete the Try It! problems at the bottom of the Concept Development page. 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> • Participate in the Concept Development activities from the TE. • Participate in the Concept Development Formative Assessment. • Complete the Try It! problems from the Concept Development page in the SE.
Day 4	At-Home Learning (synchronous or asynchronous utilizing Mentoring Minds Instructional Management Platform)	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> • Implement the Concept Application page in the TE. (This is a back and forth process and is best implemented with synchronous learning.) • Assist students as needed through the Concept Practice and Motivation Station. 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> • Complete the Concept Application page in the SE. (Pause between each question as you work back and forth with your teacher.) • Complete the Concept Practice page in the SE. • Complete the Motivation Station in the SE.
Day 5	In-school Instruction	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Administer the Concept Check assessment (provide accommodations as needed). <p><i>Intervention and Extension:</i></p> <ul style="list-style-type: none"> • Facilitate guided math groups. (The teacher assesses where each individual student is at and provides either Intervention or Extending Student Thinking activities from the TE as needed.) 	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Complete the Concept Check assessment page in the SE. <p><i>Intervention and Extension:</i></p> <ul style="list-style-type: none"> • Students work with the teacher on either Intervention activities or Extending Student Thinking activities. • Students who need an additional challenge may complete the Math Challenge in the SE.



Option 1: Hybrid A/B block schedule

Day	Environment	Activity	
		Teacher	Student
Day 6	At-Home Learning (synchronous or asynchronous utilizing Mentoring Minds Instructional Management Platform)	<i>Extension:</i> <ul style="list-style-type: none"> • Implement the Reflect on My Learning activity for all students (if it is not the Math Challenge). • Assign the Reflection on My Learning question(s) in the SE. • Once students finish, assign the Home Connection activity (grades 1–5). 	<i>Extension:</i> <ul style="list-style-type: none"> • Complete the Reflect on My Learning activity. • Complete the Reflection on My Learning question(s) in the SE. • Complete the Home Connection activity (grades 1–5).



Option 2: Hybrid

Day	Environment	Activity	
		Teacher	Student
Getting Started	The purpose of the <i>Getting Started</i> component is to introduce the unit focus standard(s) and the Critical Thinking traits that support students as they learn, practice, and master the unit focus standard(s).	<ul style="list-style-type: none"> • Administer the pre-assessment (grades 2–8). • Introduce the Learning Targets for the unit. • Implement the Focus for 9 Traits of Critical Thinking. • Implement the Concept Exploration activity. • Implement the Concept Exploration Formative Assessment. 	<ul style="list-style-type: none"> • Take the pre-assessment (grades 2–8). • Answer the Focus for 9 Traits of Critical Thinking questions in the SE. • Complete the Concept Exploration page in the SE. • Participate in the Concept Exploration Formative Assessment.
Instruction	The purpose of the <i>Instruction</i> component is to provide an explanation for students and teachers of the unit focus standard(s), including an identification of the essential vocabulary.	<ul style="list-style-type: none"> • Re-introduce the Learning Targets and Critical Thinking traits. • Conduct a read aloud with a selection from the Literature Connection. • Introduce the standards-based vocabulary and implement the Vocabulary Mastery activity. • Implement the Vocabulary Mastery Formative Assessment. • Implement the Concept Development activities from the TE. • Follow up the Concept Development activities with the Concept Development Formative Assessment. • Instruct the lesson from the Concept Development page in the SE. • Use a guided model of instruction as students complete the Try It! problems at the bottom of the Concept Development page. • Implement the Concept Application page in the TE. (This is a back and forth process and is best implemented with synchronous learning.) • Assist students as needed through the Concept Practice and Motivation Station. 	<ul style="list-style-type: none"> • Listen to the read aloud and engage in questions/input. • Participate in the Vocabulary Mastery activity. • Participate in Vocabulary Mastery Formative Assessment. • Complete the Vocabulary Mastery page in the SE. • Participate in the Concept Development activities from the TE. • Participate in the Concept Development Formative Assessment. • Complete the Try It! problems from the Concept Development page in the SE. • Complete the Concept Application page in the SE. (Pause between each question as you work back and forth with your teacher.) • Complete the Concept Practice page in the SE. • Complete the Motivation Station in the SE.



Option 2: Hybrid

Day	Environment	Activity	
		Teacher	Student
Assessment	<p>The purpose of the <i>Assessment</i> component is to provide students an opportunity to apply the unit focus standard(s) in a context that mirrors standardized testing. Teachers can use the <i>Assessment</i> component to monitor student learning and make instructional decisions regarding the need for interventions or reinforcement for individual students or the large group.</p>	<ul style="list-style-type: none"> Administer the Concept Check assessment (provide accommodations as needed). 	<ul style="list-style-type: none"> Complete the Concept Check assessment in the SE.
Intervention and Extension	<p>The purpose of the <i>Intervention</i> component is to provide engaging instructional activities that support students who have demonstrated the need for intervention and support in order to show mastery of the unit focus standard(s).</p> <p>The purpose of the <i>Extension</i> component is to provide students an opportunity to connect with and to explore the content of the unit in a new context.</p>	<ul style="list-style-type: none"> Facilitate guided math groups. (The teacher assesses where each individual student is at and provides either Intervention or Extending Student Thinking activities from the TE as needed.) Implement the Reflect on My Learning activity for all students (if it is not the Math Challenge). Assign the Reflection on My Learning question(s) in the SE. Once students finish, assign the Home Connection activity (grades 1–5). 	<ul style="list-style-type: none"> Students work with the teacher on either Intervention activities or Extending Student Thinking activities. Students who need an additional challenge may complete the Math Challenge in the SE. Complete the Reflect on My Learning activity. Complete the Reflection on My Learning question(s) in the SE. Complete the Home Connection activity (grades 1–5).