



Mathematics (MAP²D) Recommendations for Combination Classes 2011-2012

Description: In addition to the MAP²D Pacing Guides, which give teachers a recommended number of instructional days spent on each lesson, this document was created to assist combination classroom teachers in the management of their entire math block of instruction. This document includes guidelines and a *suggested* sample math block for teaching in combination classes. The time allotments indicated are approximate. Teachers may spend more or less time in each section of the MAP²D lesson structure depending on student need, teacher objectives, and the time of year in which instruction is given.

Assessments: MAP²D Trimester Tests or End-of-Course Exams need to be given during the “testing windows” for each grade level. According to Report Card Guidelines, three to four Standards Based Assessments (SBA’s) are to be administered during each trimester. In addition, in grades 1-5 Basic Facts Assessments will be given a minimum of once per month for each operation.

Resources: The following resources may be beneficial in lesson planning and the implementation of the MAP²D Program. These resources can be found in any HSP Teacher’s Edition:

- Unit at a Glance
- Teaching the California Standards
- Universal Access
- Lesson Planner
- Resources and Correlations

*Additional resources can be found on the LBUSD MAP²D website and Intranet.

Content Standards: The Harcourt School Publishers (HSP) Math Program is a guide for teaching the Mathematics Content Standards. To assist in time management and lesson planning, it may be helpful to look for common Content Standards being taught in both grade levels.

Combination Class Options

When teaching a combination class, it is an effective practice to keep one grade level (i.e., the grade level with the most students) and send the other students out among the other classrooms (see Option 1). If this is not possible, included is a sample lesson schedule to be used with a 90 minute program in grades 1 - 5 (see Option 2).

Option 1	Suggested Guidelines	Considerations/Management
Students at one of the grade levels join other classrooms for math instruction.	<ul style="list-style-type: none"> • Teacher will provide math instruction for the grade level present in the classroom. • Teacher uses recommended MAP²D pacing guide for the grade level. 	<ul style="list-style-type: none"> • Use appropriate set of grade level materials. • Collaborate and communicate with team teacher(s) to discuss content and progress of students.

Option 2	Suggested Guidelines	Considerations/Management
Both grade levels remain in the classroom for math instruction.	<ul style="list-style-type: none"> • Teacher will provide math instruction for each grade level present in the classroom. • Teacher uses recommended MAP²D pacing guide for each grade level present in the classroom. 	<ul style="list-style-type: none"> • Use two sets of math materials (one set for each grade level in the combination). • Provide direct instruction for one grade level, while alternate grade level is independently working on the application of previously taught math content. (See sample MAP²D block.)

Sample MAP²D Block for Combination Classes (Grades 2-3)

(Option 2)

- When the Content Standards for both grade levels are similar, they can be taught during whole group instruction.
- When the lesson content for both grade levels is different it is recommended to use the following lesson structure.

* See the MAP²D Pacing Guide to determine content covered each day.

Grade 2	Grade 3
<p>Problem of the Day: (10 minutes) POD can be done whole class. The teacher models the first word problem/spiral review. Students complete a parallel problem.</p>	
<p>Lesson Opener/Input/Structured Guided Practice: (15 min.)</p> <ul style="list-style-type: none"> • Teacher begins with Lesson Opener. • Teacher provides input and modeling of new content. • During SGP, students copy problems/steps into their journals. 	<p>Math Facts Review/Spiral Review: (15 minutes)</p> <ul style="list-style-type: none"> • Students work independently on “It’s All About the Facts” review/application problems and/or spiral review problems.
<p>Math Facts Review/Spiral Review: (15 minutes)</p> <ul style="list-style-type: none"> • Students work independently on “It’s All About the Facts” review/application problems and/or spiral review problems. 	<p>Lesson Opener/Input/Structured Guided Practice: (15 min.)</p> <ul style="list-style-type: none"> • Teacher begins with Lesson Opener. • Teacher provides input and modeling of new content. • During SGP, students copy problems/steps into journals.
<p>Guided Practice: (20 minutes)</p> <ul style="list-style-type: none"> • Teacher assigns 4 to 6 problems (including 1 challenge problem) to each grade level. • Each student works independently to solve the problems in his/her journal. • Teacher moves about the room helping students or provides small group instruction. • Students work cooperatively in small groups to compare work and reach a consensus. 	
<p>Presentation: (13 minutes)</p> <ul style="list-style-type: none"> • Students are selected randomly to present at least 2-3 problems for each grade level. 	
<p>Closure/Preview: (2 minutes)</p> <ul style="list-style-type: none"> • Teacher elicits responses from all students that demonstrate their understanding of the lesson/objective. • Teacher provides a glimpse of the next day’s lesson objective on the board without any explanation. 	

*The MAP²D lesson structure is 60 minutes; however this suggested lesson structure has an additional 15 minutes that includes the students working independently on math facts/spiral review. An additional 15 minutes should be spent on “It’s All About the Facts”.