

2025-26 APS K-5 Math Block

Instructional Framework

Resources: HMH Expressions



Math Block Lesson Routines		Instruction Type	K-2	3-5
Daily	Number Sense Routine	Whole Group	10-15 min	10-15 min
	Possible Routines & Procedures: ■ Number Talk ■ “I Notice, I Wonder” ■ “Which one doesn’t belong?” ■ Number of the Day ■ Count Around ■ Building Numbers ■ Grapple with interesting or complex problem ■ Finger Patterns ■ Generate questions to connect mathematics to the real world ■ Teaching the Lesson, Quick Practice, & Anytime Problem- HMH Expressions			
	Teacher Facilitated, Targeted Math Lesson <i>*Not teacher centered (Or)</i> Small Group Interventions and Learning Stations	Whole Group Small Group	55-60 min	40-60 min
	Possible Routines & Procedures: ■ Facilitating a focus lesson ■ Problem Solving ■ Applying mathematics to the real world ■ Reinforcing a new learning station ■ Formatively assessing students ■ Discussing common errors ■ Tier 2 Instruction – providing intervention ■ Math Activity Center, Differentiated Instruction, & Homework and Spiral Review- HMH Expressions			
	Synthesis and Student Reflection	Whole Group	10-15 min	10-15 min
Weekly/Monthly	Possible Routines & Procedures: ■ Math Share ■ Journal Prompts ■ FSGPT ■ Exit Slips (could include Writing Critically) ■ Four Corners ■ Gallery Walk ■ Turn and Talk ■ Math Talk-HMH Expressions <i>*FSGPT- Frequent Small Group Purposeful Talk</i>			
	Multi Step Math Task <i>*Students should complete the Problem Solving Process Form for major tasks.</i> Student Problem Solving Process PDF	Whole Group/ Small Group/ Individual	Should be completed a minimum of twice a month, during math lessons or small group times.	

NCTM (National Council of Teachers of Mathematics) Math Teaching Practices:

- ☐ Establish mathematics goals to focus learning.
- ☐ Implement tasks that promote reasoning and problem solving.
- ☐ Use and connect mathematical representations.
- ☐ Facilitate meaningful mathematical discourse.
- ☐ Pose purposeful questions.
- ☐ Build procedural fluency from conceptual understanding.
- ☐ Support productive struggle in learning mathematics.
- ☐ Elicit and use evidence of student thinking.

