



Balanced Literacy Schedule

	Interactive Writing	Word Work (Phonics, Lang Wall, Grammar, Spelling)	Interactive Read Aloud, Shared Reading, Grand Conversations	Reading Workshop	Writing Workshop	Total Min. Weekly For ELA
K	40 min. weekly	10-20 min. daily	40-60 min. weekly	30 min. daily (Less at beginning. Build stamina)	30 min. daily (Less at beginning. Build stamina)	430-500
1	30 min. weekly	10-20 min. daily	40-60 min. weekly	40 min. daily (Build stamina)	40 min. daily (Build stamina)	520-690
2		10-20 min. daily	40-60 min. weekly	50 min. daily	50 min. daily	590-660
3		10-20 min. daily	40-60 min. weekly	50 min. daily	50 min. daily	590-660
4		60 min. weekly	60 min. weekly	50-60 min. daily	45-60 - 4 days a week	550-660
5		60 min. weekly	60 min. weekly	50-60 min. daily	45-60 - 4 days a week	550-660



CGI Mathematics Schedule

Minimum minutes of Math Instruction Per Day:

- TK-K: 35 - 60 minutes
- 1-5: 60 - 75 minutes

Math Workshop Structure:

- Warm-up, number sense routines, or math wall
- Unpacking the problem
- Problem Solving
 - Students working independently or with a partner, teacher is conferring with individual students or in small groups
 - It is recommended to have multiple number sets from which students can choose
 - Rich problems are “low floor, high ceiling” meaning that all students can access the problem, there are supports for students who struggle, and it has a high level of challenge for those who need it
 - Rich problems also have multiple solution paths, provide opportunities for rich discussion, and engage student interest.
 - See types on the next page of this document
- Interruption
- Share

Components of Balanced Math Instruction:

- Warm-ups
- Number Talks
- Counting Collections
- Math Wall
- TERC Activities
- TERC Games
- Problem Solving
- Note: these are a menu to choose from, you will not engage in each component everyday

Minimum Number of Math Workshops Per Week:

- Grades TK-3: 3 CGI workshops per week
- Grades 4-5: 2-3 CGI workshops per week

MATH STORY PROBLEM TYPES

JOINING PROBLEMS

Join (Result Unknown) $6 + 3 = \underline{\quad}$	Join (Change Unknown) $4 + \underline{\quad} = 7$	Join (Start Unknown) $\underline{\quad} + 4 = 6$
Mr. Smith had 6 cookies. Suzy gave him 3 more cookies. How many cookies does Mr. Smith have now?	Mr. Smith had 4 cookies. Suzy gave him some more. Then, Mr. Smith had 7 cookies. How many cookies did Suzy give Mr. Smith?	Mr. Smith had some cookies. Suzy gave him 4 more cookies. Then, he had 6 cookies. How many cookies did Mr. Smith start with?

SEPARATING PROBLEMS

Separate (Result Unknown) $7 - 4 = \underline{\quad}$	Separate (Change Unknown) $5 - \underline{\quad} = 1$	Separate (Start Unknown) $\underline{\quad} - 4 = 4$
Mr. Smith had 7 cookies. He gave 4 of them to Suzy. How many cookies did Mr. Smith have left?	Mr. Smith had 5 cookies. He gave some to Suzy. Then, he had 1 cookie left. How many cookies did Mr. Smith give to Suzy?	Mr. Smith had some cookies. He gave 4 to Suzy. Then, he had 4 cookies left. How many cookies did Mr. Smith have to start with?

PART - PART - WHOLE PROBLEMS

Part - Part - Whole (Whole Unknown) $6 + 3 = \underline{\quad}$	Part - Part - Whole (Part Unknown) $7 - 4 = \underline{\quad}$ or $4 + \underline{\quad} = 7$
Mr. Smith had 6 white cookies and 3 pink cookies. How many cookies did Mr. Smith have altogether?	Mr. Smith had 7 cookies. 4 were pink and the rest were white. How many white cookies did Mr. Smith have?

COMPARING PROBLEMS

Compare (Difference Unknown) $5 - 3 = \underline{\quad}$ or $3 + \underline{\quad} = 5$	Compare (Quantity Unknown) $3 + 2 = \underline{\quad}$	Compare (Referent Unknown) $8 - 5 = \underline{\quad}$
Mr. Smith had 5 cookies. Suzy had 3 cookies. How many more cookies did Mr. Smith have than Suzy?	Mr. Smith had 3 cookies. Suzy had 2 more cookies than Mr. Smith. How many cookies did Suzy have?	Mr. Smith had 8 cookies. He had 5 more than Suzy. How many cookies did Suzy have?

MULTIPLYING AND DIVIDING PROBLEMS

Multiplication $3 \times 3 = \underline{\quad}$	Measurement Division $9 \div 3 = \underline{\quad}$	Partitive Division $12 \div 3 = \underline{\quad}$
Mr. Smith had 3 piles of cookies. There were 3 cookies in each pile. How many cookies did Mr. Smith have?	Mr. Smith had 9 cookies. He put 3 cookies in each box. How many boxes did he need?	Mr. Smith had 12 cookies. He wanted to give them to 3 friends. How many cookies did each friend get?

*WORD PROBLEM CHART BASED ON COGNITIVELY GUIDED INSTRUCTION PROBLEM TYPES



Science, Social Studies, and Morning Meeting

Science/ Social Studies

- TK/K: 30-60 minutes average per week
- 1-5: 60-90 minutes average per week
- Note: this is across the entire school year. Some teachers may opt to alternate science and social studies units (i.e. three six-week units of each per year, or alternate science/social studies monthly).

Morning/Afternoon (class) Meeting

- Average of 15 minutes total per day