

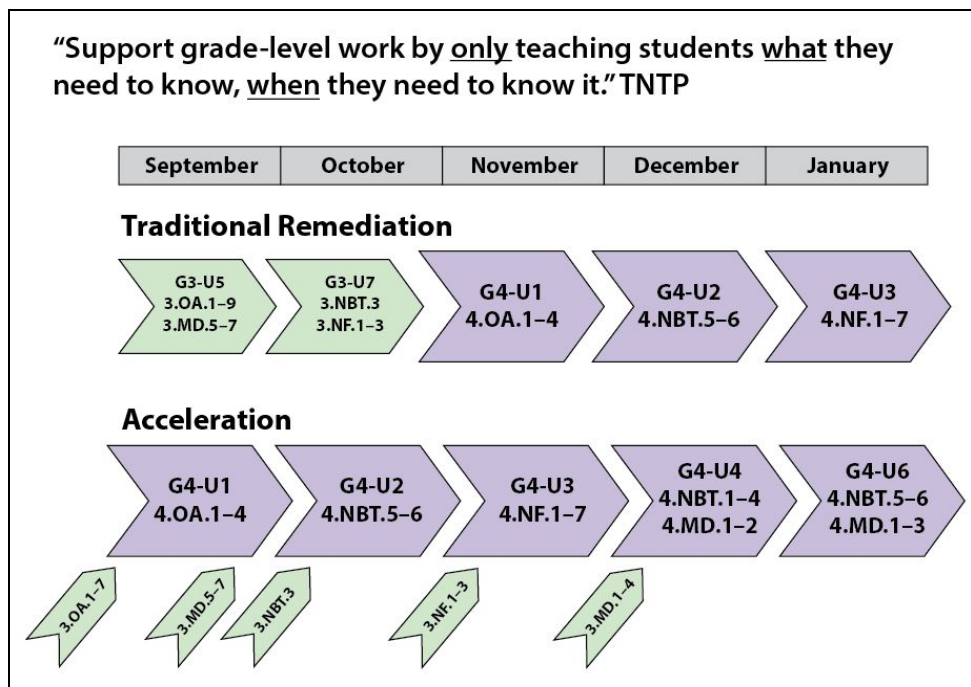
Dear Bridges Teachers,

The 2020–2021 school year promises to be unique in many ways. Students will enter with a wide spectrum of mathematical experiences from the previous year as well as varying levels of readiness. Only you will be in a position to assess and respond to your students’ particular learning needs. The Math Learning Center is developing curriculum guidance to help you navigate your grade-level content in light of the interruptions to classroom instruction during the spring of 2020.

Recommendations in this document address questions related to in-school instruction:

- How should I adjust the Scope & Sequence to address unfinished learning from the previous year?
- How do I identify and address students’ learning needs throughout the school year while maintaining grade-level instruction in the critical areas of focus?
- What Bridges resources should I use to address the needs I’ve identified?
- What changes can I make to my math instruction to meet district mandates regarding hygiene and social distancing?

MLC has considered guidance and recommendations from a variety of sources to develop an approach to the upcoming school year that *accelerates rather than delays students’ engagement with the major work of the grade level*. Our guidance resources aim to help you assess and meet potential areas of need as they arise over the course of the year instead of devoting the first several weeks of instruction to reteaching content from the previous year. The visual below contrasts traditional remediation with an approach that launches students into on-grade instruction immediately, with supports along the way.



Adapted from TNTP Webinar, May 2020

The fact that Unit 1 and September Number Corner review key skills from the previous grade level in the context of on-grade instruction makes it easier to implement this approach, as does the fact that the Bridges Educator Site allows teachers to access the Bridges Intervention volumes as well as materials from earlier grade levels.

The content below lists the grade-level resources we've developed to help teachers plan and deliver in-class instruction over the coming year.

Bridges Back-to-School Guidance for 2020-21

Revised Scope & Sequence

Knowing that extra instructional time may be needed to address learning needs throughout the year, we've revised the Scope & Sequence for each grade level. The suggested modifications, which include moving or even skipping certain modules and units, maximize time with the critical work of the grade level while allowing time for review and reteaching. We have also marked the major standards as they appear in each module, to help teachers make informed decisions about pacing as the school year progresses.

Revised Unit Planners

Revised unit planners feature module-level adjustments to address unfinished learning from the previous year while maintaining a pace for instruction focused on critical grade-level content. These revised planners include suggestions for using Work Places and Number Corner workouts from the previous year, as well as specific activities from the Bridges Intervention program, to review needed skills. All have been chosen with the critical work of the grade level in mind, following a careful analysis of the standards that may have been most affected by school closures in the spring. These activities, all available on the [Bridges Educator Site](#) (login required), may be used with the whole class as 10–15 minute warm-ups or closings to sessions, as well as with small groups.

Unit Screeners in Place of Unit Pre-Assessments

A brief screener/diagnostic assessment for each unit is designed to help teachers identify unfinished learning that might hinder students' ability to access the content of the unit. We recommend that teachers administer these screeners in place of the unit pre-assessments this year. Alternatively, teachers might administer the screener for a particular unit toward the end of the previous unit in order to plan effective support and intervention ahead of time. Each screener contains a maximum of five questions and is accompanied by a guide that includes a carefully selected list of "just in time" resources to support students who need more work with prerequisite skills.

Health & Safety Considerations

Manipulatives

The CDC has discouraged the sharing of objects that are difficult to clean and disinfect. Manipulatives and other materials are frequently used in Bridges as models and tools for making sense of mathematical concepts. MLC has developed grade-specific lists of manipulatives and components such as dice, spinner overlays, and cards needed by each student to assist teachers in creating individual toolkits for in-class and at-home use.

Social Distancing

At some or all points during the 2020–21 school year, students and teachers may be expected to maintain social distance. In situations where close contact would be unavoidable (e.g., coming to the discussion

area for Number Corner, Problem Strings, Math Forums, or Work Places), MLC recommends that students remain at their regular seats.

Work Places

The Unit 1 Planner includes specific recommendations for modifying Unit 1 Work Places so that manipulatives do not need to be shared among students. Teachers are encouraged to examine the Work Places in Units 2 through 7 and make similar adjustments.

What About Number Corner?

Although we may recommend particular workouts from the previous year as review activities in the unit planners, we do not recommend any changes to the regular Number Corner instruction for your grade level. In fact, this year **it may be more important than ever to implement Number Corner** as it provides ongoing opportunities to preview, review, and assess key skills. That said, we have included brief Number Corner notes in the introduction to each unit planner prioritizing workouts in the event that your time is limited or you're meeting with only half your students on any given day.

The challenges that teachers face in the 2020–21 school year are unprecedented, spanning students' social and emotional learning as well as academic learning in all content areas. The Bridges curriculum promotes close student interaction, rich discourse, mathematical sense-making, and frequent use of shared materials. Although some aspects of the program will require modifications in these unique circumstances, MLC believes that students' engagement with grade-level mathematics content is critical and possible. We hope our guidance documents provide a coherent plan and resources that enable you to make sound decisions for how to progress through the mathematics content at your grade level, while simultaneously supplementing with just-in-time learning when and where appropriate.

References

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