



## Richmond Math Frequently Asked Questions

### *Q: Why a “Scripted Program”?*

A: Richmond Math is NOT a scripted program. What looks like a script is really a lesson vignette. This is a vignette that depicts what a typical lesson could look like. It is provided for teachers to use as a study guide for the types of interactions they may plan for and expect during their instruction. Use your professional judgement and knowledge of your students to deliver the content in a way that works for your class. The green boxes embedded within the lessons help provide scaffolding and extension strategies and adjustments to consider as you plan for instruction with your students. Teachers know their students and should study the entire lesson and complete the lesson internalization document to prepare and plan for instruction that will meet the needs of THEIR students.

### *Q: Should the lesson plan internalization document be completed for each lesson or for the week?*

A: The lesson plan internalization document should be completed for each Richmond Math lesson. Utilizing the document will help teachers ensure that they are prepared to teach the strategies and activities in each lesson. It will ensure that teachers are clear on the alignment and goals for each lesson and that they have planned to scaffold and enrich the lesson for the students in their respective classrooms. Our current template allows teachers to internalize their lessons for the week. While a division template has been provided and is accessible on RPStech, the primary purpose is to ensure that teachers are internalizing all components of each Richmond Math lesson.

### *Q: Who will look at the lesson internalization document?*

A: While teachers will use the lesson internalization document to study, prepare, and plan for their daily lessons, principals and other site leaders who monitor lesson planning should review them to ensure that they are knowledgeable about the math instruction that will be taking place in classrooms.

### *Q: Should the information from the Richmond Math lesson plan be transferred to my school’s lesson plan template?*

A: No, teachers should not transfer the lesson plan to another form. Instead, they should annotate the Richmond Math lesson plan in their binder and utilize the internalization document to help the teacher plan and prepare for instruction.



*Q: Can teachers change the order of the units taught?*

A: No. Rearranging the units will negatively impact the progression for students as they build their conceptual understanding of the math concepts and strategies found within each Richmond Math lesson. Many of our students are working to build their foundational math understandings, and the progression of Richmond Math is designed to support them in doing this. The concepts and strategies in Richmond Math build from day to day; unit to unit; and year to year. The curriculum is designed to provide students with consistent opportunities to build and apply their understanding of math concepts throughout the whole year, not just in a week or two before they move on to another topic. This means that students are always working to build mastery. They are not expected to have attained mastery after 1 or 2 lessons. Connections are made within and across units. Please trust the process! The order of the lessons may be different from what you have taught before, but it allows for mathematical connections to be made by students throughout the year's curriculum.

*Q: Should I incorporate Math Workshop into every lesson?*

A: No. The small group aspect of Math Workshop has been embedded into some of the Richmond Math lessons. Many of the Number Sense routines have also been embedded into the Bell Ringers of the Richmond Math lessons. However, within the 75-minute K-2 Math Block and the 90-minute 3-5 Math Block, teachers can decide how to embed Math Workshop practices.

NOTE: The Instructional Focus/Guided Practice portion of the Richmond Math lessons should always be taught. This is the lesson content that is the aligned focus for each day. Additionally, a small group lesson structure has been developed to demonstrate how to adequately incorporate all components of the Richmond Math lesson in this format.

*Q: Am I supposed to differentiate for my students?*

A: Absolutely. The green boxes in each lesson suggest ways to scaffold and extend learning in each lesson for learners with various needs. These scaffolds and extensions can be provided during small group instruction.

*Q: When and how can I vary the lesson to support the different needs of my students?*

A: The Practice Set and Homework components of the Richmond Math lesson are designed as a "ladder" building from easy to more challenging. Sprints are designed in the same manner. Keep in mind, that what is remediation/enrichment for one class of students may not look the same for another. Internalizing the lessons, utilizing the suggested scaffold and enrichment, and analyzing actual student work is strongly



suggested when determining how and when to support students as they work towards mastery of the content.

*Q: Must I follow the Richmond Math time frames with fidelity?*

A: Yes, but use your professional judgement. For example, teachers may need to add an additional 5-10 minutes to the Instructional Focus/Guided Practice portion of their lesson, but spending 30 minutes on the Application Problem should not happen.

*Q: Will teachers receive additional training?*

A: YES! There will be a series of professional learning opportunities for teachers. There will be face-to-face and virtual opportunities for teachers to continue learning the curriculum. Teachers will have access to a digital library of videos which focuses on the teaching of Richmond Math strategies and concepts. It is highly recommended that teachers view these videos prior to instruction. We will also offer district-wide and school-based sessions for teachers. These sessions will focus on implementing and planning for facilitation of Richmond Math, inclusive of the use of manipulatives that are embedded. We will also provide professional learning opportunities that will support teachers with using technology to engage students with the Practice Set and Exit Tickets.

*Q: Should I use the Eureka assessments or the district-provided assessments that are outlined in the Richmond Math Curriculum Guides? Are the Richmond Math Assessments aligned to the Virginia SOLs?*

A: Because of the alignment work that has been done to create Richmond Math, the Eureka assessments will not be fully aligned to Richmond Math. Please understand that the district created assessments have been aligned to the Virginia Standards of Learning and so has Richmond Math. Our alignment work on Richmond Math is being monitored by the Virginia Department of Education to ensure that we are providing curriculum resources that are aligned across the written, taught, and tested curriculum. Following the assessment details provided in the Curriculum Guide will ensure that we are providing our students with lessons and assessments that are aligned to Virginia Standards.

*Q: What do you suggest we do to ensure that we can get through each lesson in the allotted time to include time for transitions and passing out materials?*

A: Times that have been allotted for each component of a Richmond Math lesson have been very intentionally allocated to ensure adequate completion of each lesson component. It is suggested that teachers use a timer to ensure that they are not spending too much time on any one component. Richmond Math Visuals have been



developed that illustrate these times and include time for transitions, passing out materials, as well as time for remediation, extension and enrichment.

**Q: What do I do when I feel that the lessons move too quickly and my students are not mastering the content?**

A: Use your professional judgement and knowledge of your class as you internalize and plan for each lesson. Remember that Richmond Math lessons build from lesson to lesson and from unit to unit. As such, students will make connections within and across units throughout the year. We have also added a “Flex Day” to each week in Quarters 3 & 4. Teachers may use these “Flex Days” to review, remediate, and incorporate small group instruction.

**Q: Will students workbooks be easier for students to follow in the future?**

A: Yes. Student workbook page numbers will match the corresponding pages in the Teacher Binders. This should help to alleviate any confusion. Additionally, unit and lesson numbers found at the top of each page, can be used to identify the pages that students are assigned.

**Q: What support will be provided to parents to equip them to support their children with Richmond Math homework at home?**

A: The C&I Math Team has developed a Parent Engagement Toolkit that will be inclusive of resources that can be utilized to support students at home. Richmond Math schools can use these resources to host Parent engagement events at the building this Spring. In addition, parents can access Great Minds’ Parent Support Page that incorporates Parent Tip Sheets that include suggested strategies for supporting learning at home; Homework Helpers that provide examples similar to those found within student homework sheets; and Featured Strategies and Videos that demonstrate common models that are utilized within the Richmond Math curriculum. This page can be accessed utilizing the following link:

<https://greatminds.org/math/parents>.

**Q: How do you plan to address issues with the digital resources provided on RPStech?**

A: We are continuing to work to provide the best resources and curriculum possible both in print and digitally. As we identify areas for improvement, we will immediately adjust these resources. Please continue to provide the C&I Math Team with your feedback utilizing the [Richmond Math Feedback form](#). This helps us to make timely adjustments to our resources.

**Q: What if I find that a Sprint or Exit Ticket is missing?**



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A: Contact the C&I Math Team, and we will make that correction to the digital files. All shared digital files may be downloaded.