

Instructional Routines

Definition:

An instructional routine is a purposeful and strategically selected structure—**the how**—for students to engage with and communicate their thinking about sound and significant mathematics.

Things to Consider When Planning for and Facilitating Instructional Routines:

Instructional routines have multiple purposes and can be implemented for various intentions related to student thinking, discourse, and/or participation. They are most productive when used regularly so that students become accustomed to the norms and expectations. The routines themselves are course and content agnostic but create a productive and safe place for students to engage in mathematics and/or classroom practices.

Things to consider:

- Student contributions should be the main focus
- All ideas are valued, whether they are correct or incorrect
- Accessible to all students in the classroom
- Students express their understanding verbally
- Can be relevant and meaningful to the kids
- Model and maintain consistent routines and expectations
- The routine should not overshadow the math
- Allows for differentiation within the same task (scaffold and/or extend).

Things to avoid:

- This is not lecture
- This is not direct and explicit instruction
- The same students contributing each time

Examples:

- Which One Doesn't Belong
- Open Middle
- Find the Mistake
- Would You Rather?
- Same but Different
- What do you notice, what do you wonder?
- Number Talks
- Number Strings
- Estimation 180
- Slow Reveal Graphs
- Visual Patterns
- Always, Sometimes, Never
- Graphing Story