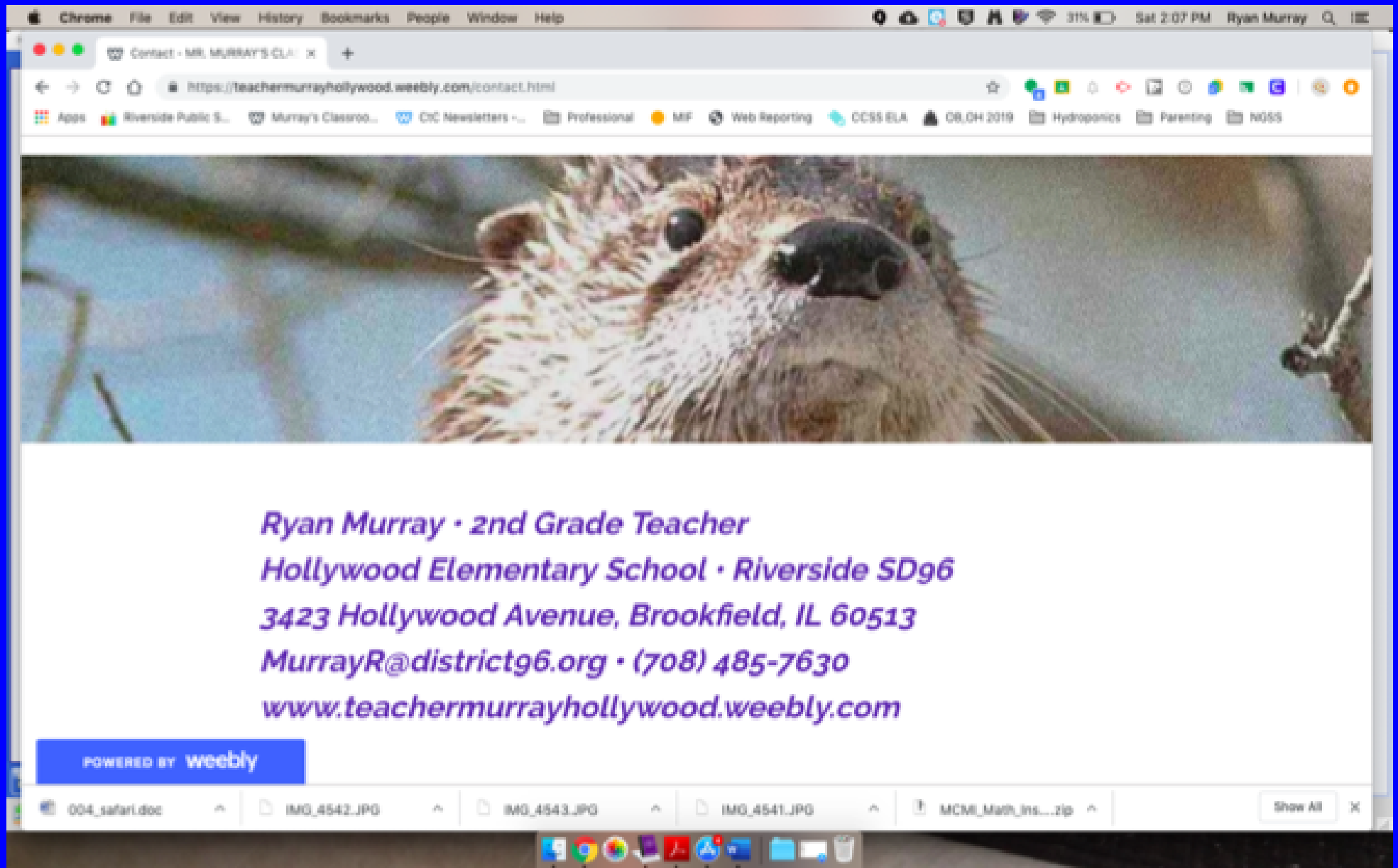


GUIDED  
MATH  
GROUPS

# GUIDED MATH GROUPS

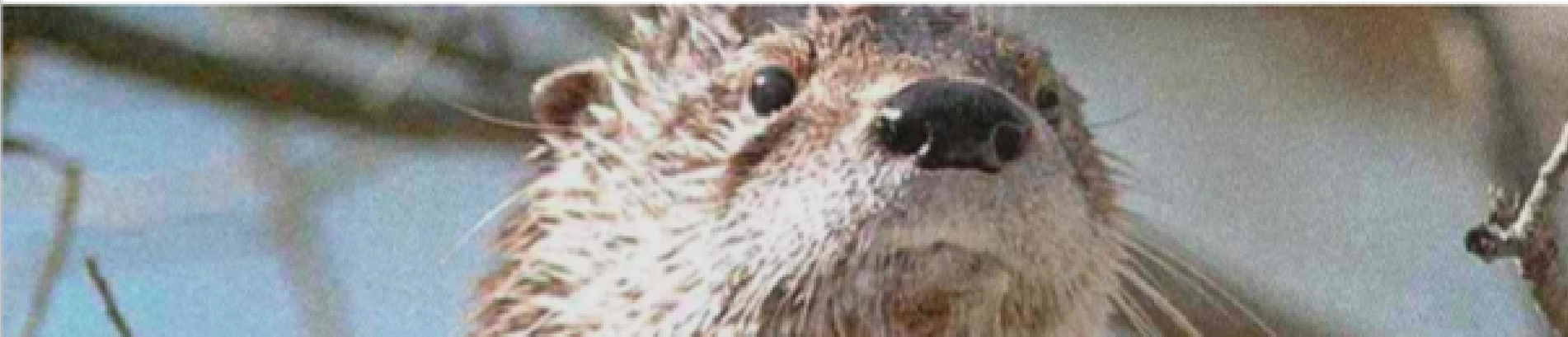


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Contact - MR. MURRAY'S CLAS... x

https://teachermurrayhollywood.weebly.com/contact.html

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# COMMUNITY AGREEMENTS (NORMS)

*No one is as smart as all of us are together.*

---

1. Respect
2. Value our time together
3. Everyone participates
4. Everybody helps
5. Use tools and technology productively
6. Leave no one behind

# GOALS

1. Understand the *benefits* of guided math groups.
2. Gather ideas for group *management*.
3. Get some ideas for *groups*.
4. Have some time to....
  - build a schedule
  - play some math games
  - browse some materials

# The Five Dimensions of Powerful Mathematics Classrooms

## The Mathematics

*The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful mathematical thinkers. Discussions are focused and coherent, providing opportunities to learn mathematical ideas, techniques, and perspectives, make connections, and develop productive mathematical habits of mind.*

## Cognitive Demand

*The extent to which students have opportunities to grapple with and make sense of important mathematical ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called "productive struggle."*

## Equitable Access to Mathematics

*The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core mathematical content being addressed by the class. Classrooms in which a small number of students get most of the "air time" are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.*

## Agency, Ownership, and Identity

*The extent to which students are provided opportunities to "walk the walk and talk the talk" – to contribute to conversations about mathematical ideas, to build on others' ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.*

## Formative Assessment

*The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to deepen their understandings.*



- Significant learning happens in the small-group setting
- Differentiation
- All students involved
- Immediate feedback for teacher
- Kids work with peers
- Broader range of learning standards



# MANAGEMENT

We need to BUILD INDEPENDENCE.

If small-group work is to be most effective, your students must be able to manage themselves while you are working with other groups.

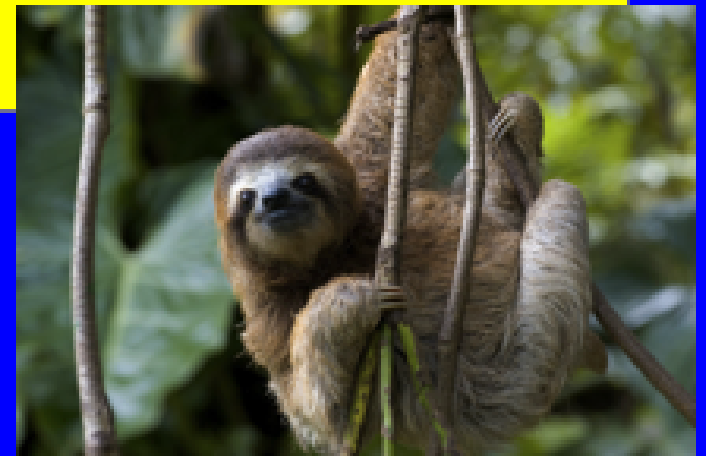






# MANAGEMENT

- Consider starting **GUIDED GROUPS** when your other routines are running smoothly.
- Building independence takes time. It is a new skill for many of your children.



# MANAGEMENT

How will you know when they are ready? You will know!



# MANAGEMENT

1. Explain what Guided Groups are.
2. Set behavior expectations.
2. Practice those behaviors.



## MANAGEMENT

- Build anchor charts with the class.  
Have a discussion about guided math and what is expected.



SUPERFOLY BAMBINO  
DELLA 4 PIANI GIBRILE SUPERGLUATE  
SUPERCHERCOLO DI NOME REPRODUCIBILE



3M

## GUIDED MATH GROUPS

What are the  
students doing?

What are the  
teachers doing?

# Read to Self

Independence

Student

Teacher

- Read Quietly

- Read the Whole  
Time

- Stay in ONE  
Spot

- Get Started  
Quickly

- Build Stamina

- Read with  
Kids

- Meet in  
small groups

- Assessing &  
Testing

# Read With Someone

\* Kindness \*

## Students

- Level 1 voice  
(whispering) (Adam)
- EEKK
  - elbow to elbow
  - knees to knees
- show kindness & be

## Teachers

- working with our small groups
- listening in to your partnership while you read



## INSTRUCTION

1. Teacher is teaching.
2. Kids listening, thinking, asking questions
3. Kids sitting.



## SMALL-GROUP

1. Working together by sharing ideas.
2. Quiet voices. Take turns talking.
3. Working at same pace.

## INDEPENDENT

1. Silent
2. Working alone
3. Do best work, turn in, go to the kitchen





»»»»» ORGANIZATION «««««



Second

Now that we have some management foundations, we can choose guides and groups.

How many  
"guides" do you  
have?

1. Teacher
2. Another adult
3. Technology
4. Math Books
5. Games

## Group One

Harmon, Maren, Emily, Fawn

## Group Two

Lizzie, Antonis, Rebecca, Jin

## Group Three

Vincent, Walter, David, Kai

## Group Four

Lula, Eilis, Natasha, Lila

## Group Five

Roman, Timothy, Lukas, Lee









*Time to practice!*

- Role-play with whole class.



## *Time to practice!*

- Practice with "low impact, no risk" activities.



*Time to practice!*

- Engage in reconnaissance...and take really good notes.





Now that you have...

- management
- determined your guides and groups
- practice practice practice

...you need to decide what the children will be doing.



# What will the children be doing?

1. Teacher (2.NBT.9) (2.OA.1)

2. Paraprofessional  
(Review of previous units)



## What will the children be doing?

3. Technology (current unit of study)

4. Math Book (Geometry or M&D)

5. Games (Fact fluency)



1. The Teacher (2.NBT.9)

2. Paraprofessional (review)

3. Technology (current unit of study)

4. Math Sheet (geometry or M&D)

5. Games (fact fluency)



Now that you have...

- management
- determined your guides and groups
- practice practice practice
- activities
- now you need a schedule






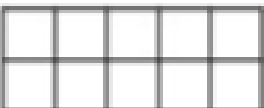
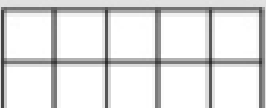

# Math Block Overview

Student Groups	Mini lesson 5-10 min	Rotation 1 15 min	Rotation 2 15 min	Rotation 3 15 min	Rotation 4 15 min
1		Independent	Center	Computer	Small Group
2		Center	Computer	Small Group	Independent
3		Computer	Small Group	Independent	Center
4		Small Group	Independent	Center	Computer

Math Centers				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
<b>Skill Review</b>	<b>Currently...</b>	<b>Fluency</b>	<b>Currently...</b>	<b>Journal</b>



# Daily 3: Math Rotations

	Round #1	Round #2	Round #3
<b>GREEN</b> Jill, Diane, Kelly, Bernice, Chris, Coleman, Dave	Ms. W	Partner Math 	DreamBox 
<b>YELLOW ONE</b> Kara, Lana, Michelle, Kate, Roger, Jo Dan	DreamBox 	Ms. W	Partner Math 
<b>BLUE</b> Christy, Katie, Leslie, Stephanie, Teml, Sarah, Allison	Partner Math 	DreamBox 	Ms. W

Working Hard to Become Better Mathematicians!

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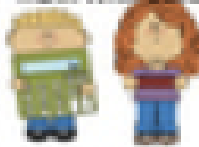



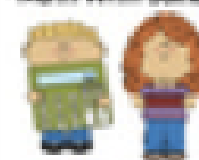



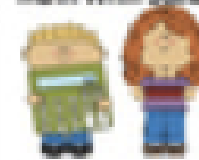







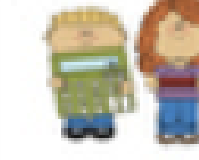

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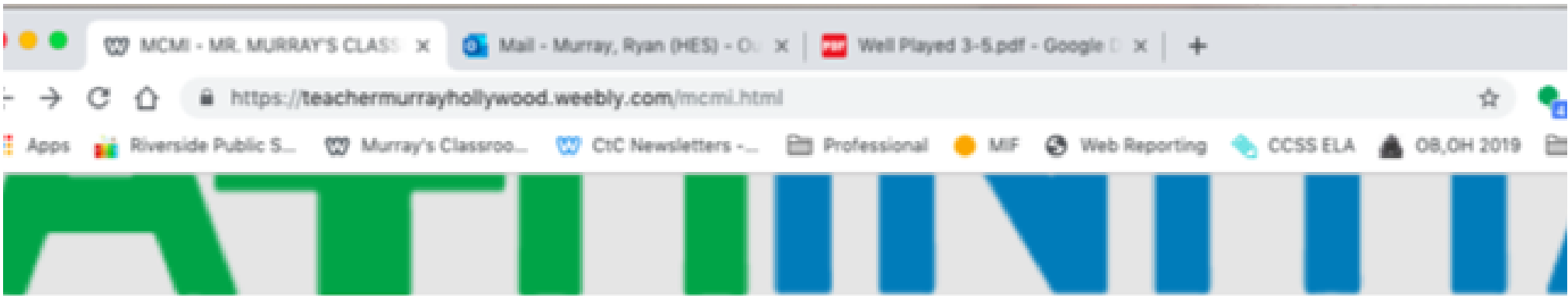
Name \_\_\_\_\_

Date \_\_\_\_\_

Monday	Math Writing 	Math By Myself 	Math With Someone 	Math With A Teacher 
Tuesday	Math Writing 	Math By Myself 	Math With Someone 	Math With A Teacher 
Wednesday	Math Writing 	Math By Myself 	Math With Someone 	Math With A Teacher 
Thursday	Math Writing 	Math By Myself 	Math With Someone 	Math With A Teacher 
Friday	Math Writing 	Math By Myself 	Math With Someone 	Math With A Teacher 



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Presentation Slides

Anchor Charts

Red,Orange,Blue Zones

Record Keeping

Games (Deck of Cards)

Game Evaluation Tool

Well-Played

Games (1st grade)

Games (2nd grade)

Games (3rd Grade)

Games (4th Grade)

Games (5th Grade)