

# Organizing Student Choices

## THINK-TAC-TOE

### Think – Tac – Toe

Multiplication war cards	Puzzling Problem	Division Dominoes
Number Tiles	Place Your Order	Puzzling Problem
Chip Away	Puzzling Problem	Computer: x-madness

## MENU

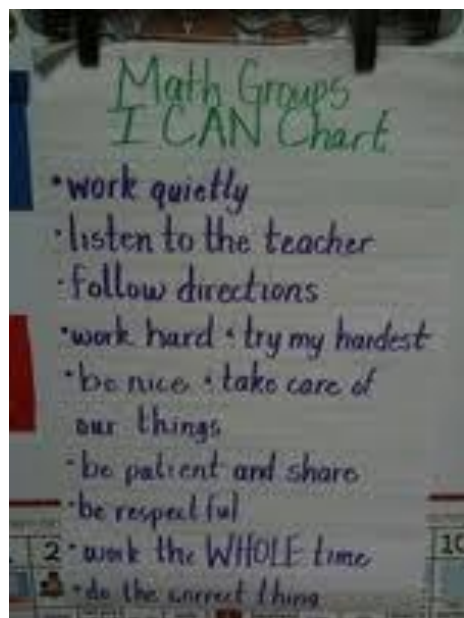
### MATH MENU:



Appetizers (choose 2)	<ul style="list-style-type: none"> <li>Cooking up Math</li> <li>Number Tiles</li> <li>Puzzling Problems</li> <li>Write all about It</li> </ul>
Main entrée (choose 1)	<ul style="list-style-type: none"> <li>Measurement Olympics activity</li> <li>Moving with Measurement</li> <li>Measurement Hunt</li> </ul>
Dessert (choose 2)	<ul style="list-style-type: none"> <li>Measurement Match</li> <li>Put a Cap On It! (capacity at the sink)</li> <li>Exploring volume with blocks</li> <li>The Weighty Project (at scales)</li> </ul>

Write about it:

## “I CAN” chart



## MUST DO/CAN DO

Student Name: _____		Due: _____	
<b>Must Do:</b>		<b>Can Do</b>	
<ul style="list-style-type: none"> <li>Puzzling Problems – set 1 and 2</li> <li>Create a word problem in journal explaining a friend's strategy</li> <li>Number of the week activity</li> <li>Array for Math activity</li> </ul>		<ul style="list-style-type: none"> <li>Computer: Math Mania</li> <li>Number Tiles</li> <li>Time Matching game</li> <li>“In a Minute” exploration</li> </ul>	
Something I really enjoyed doing this week:			
Something that I struggled with this week:			
Something that made me think differently this week:			

# Have a System of Routines & Procedures:

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How do we treat each other when we share ideas, questions, and answers?

How do we ask each other questions?

How do we show our work?

How do we choose partners or groups?

How do we use manipulatives? Where are they? What do we do when we are finished with them?

What do we do if we need help while the teacher is working with a group?

What if I don't know HOW to do an activity?

What if I start an activity, but I don't have time to finish it?

AND SO MUCH MORE ....

Taking the time to work through all of this will ensure that you have a classroom community for Math Workshop.

# Have a Place for Everything and Everything in its Place:

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Have a place for manipulatives and a variety to choose from. What you think is most effective may not be the manipulative that makes the most sense to all of your students.

Have materials such as paper, pencils, scissors, crayons so students can feel free to show their work in a variety of ways.

Have a place for small groups and whole group.

Have a place for students for turn things in when they are finished.

Have a place for cooperative learning. If you are given desks, you may want to consider arranging them in a table format to promote dialogue.

Taking time to think through these things when setting up your classroom will ensure that you have a classroom environment for Math Workshop.

# Sample Schedules:

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**Teacher meets with small groups while other students are engaged in multiple activities.**

5 minutes	Whole group number talk or count around as a warm-up	
10 – 15 minutes	Teacher meets with first group	While teacher is meeting with groups, other students in the classroom make choices using a menu, think-tac-toe, or must-do/can-do. A system has been established so that students know what to do when finished and what do if they have questions
10-15 minutes	Teacher meets with second group	
10-15 minutes	Teacher meets with third group	
10-15 minutes	Teacher meets with fourth group	
10 minutes	Reflection, Group connection, formative assessment	

**Teacher meets with small groups while other students are engaged in one activity that they work on in collaborative groups.**

5 minutes	Whole group number talk or count around as a warm-up	
10 minutes	Teacher meets with first group	While teacher is meeting with groups, other students in the classroom are working in collaborative learning groups on a cognitively demanding question with more than one entry point. A classroom community has been established so that students are respectful of one another's ideas, probe one another for proof, and are open to more than one way to look at a problem.
10 minutes	Teacher meets with second group	
10 minutes	Teacher meets with third group	
10 minutes	Teacher meets with fourth group	
15 minutes	Students share out their solutions and their methods for solving. Students reflect on similarities and differences, making connections to other groups' strategies.	