

What do students need in order to be successful in math?


Turn and Talk
Share with a partner.

We know that to be successful in math students must develop...

- Deep conceptual understanding
- Computational fluency
- The ability to apply their mathematical knowledge to solve problems
- The ability to communicate mathematical ideas with precision

Yet, students are not all alike.

- Gaps in foundational knowledge and skills.
- Misconceptions
- Need for additional challenges
- Different learning styles


Too often we begin our instruction aiming toward the middle and praying for ricochet.

Jennifer Taylor-Cox

Flexible grouping is a hallmark of differentiated instruction.
Tomlinson and Allan
The Guided Math framework supports flexible grouping and aligns with the principles of differentiated instruction.

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- Ongoing adjustment of content, process, and products to meet students' levels of prior knowledge, critical thinking, and expression styles.


Principles of Differentiated Instruction

- Focus on essential ideas and skills
- Responsiveness to individual differences
- Integration of assessment and
instruction

Guided Math is a flexible instructional framework.



## Small-Group Instruction

> Composition of the groups may be even more fluid than for Guided Reading.
-Groups are usually homogenous, yet flexible-- grouped by the needs of students.
-Students are continuously assessed either formally or informally to determine their instructional needs.




Effective Small-Group Instruction Requires

- Instructional Framework to Support It
- Targeted Lessons
- Accurate Grouping of Students

Scheduling Guided Math
Small-Group Lessons
aMath Warm-up (15-20 minutes max).
It may include any of these:
aCalendar Board
aMath Stretches
aDaily Review
aProblem of the Week
aMini Lesson (10 minutes-only if
needed)
aMath Workshop with Small-Group
Instruction (50-60 minutes)




## Small-Group Lessons

Planning

- Big Ideas (already mapped out in Stage 1 of each unit)
- Criteria for success and prerequisite knowledge/skills needed
- Teaching Point
- Differentiation
- Materials


Planning Assessments for Grouping

- What foundational knowledge and skills do students need to be successful with the lesson?
- How will you know if students have gaps in these areas?
-How can you address these gaps most effectively and move students to the current instructional focus?



## Read one of the sample

 lessons in the handout.What do you notice? What questions do you have?


What kinds of assessments could be used to determine whether students possess this knowledge and skill?

How could you effectively fill gaps in these areas?


Turn and Talk Share with a partner.

How does this approach impact lesson planning?

Turn and Talk
Share with a partner.

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Reflections
1. What are one or two "ahas!" you got
from the session?
2. What are one or two "huhs?" that still
remain?
    Laneyas@aol.com
    On Facebook: Teacher
    Using Guided Math
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