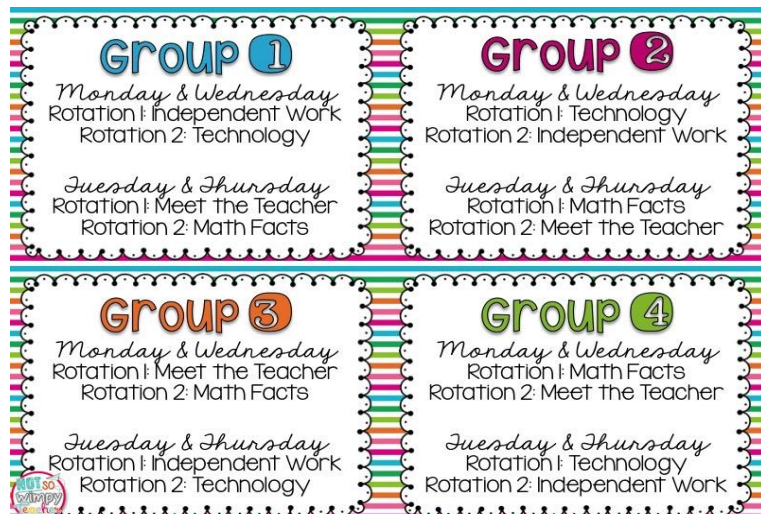
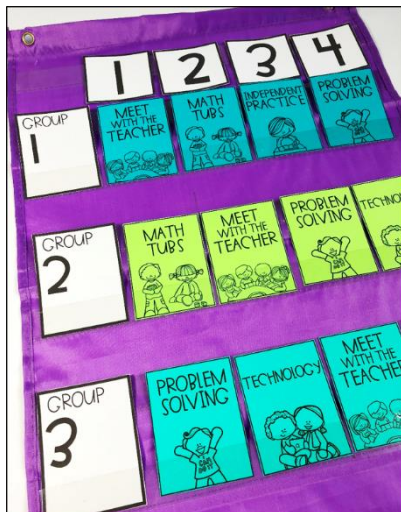




Getting Started with Guided Math

Before you start:

- 1. Name your groups**—use colours or numbers, anything that names groups equitably.
- 2. Establish expectations and explicitly teach them:** Teach groups:
 - how to listen for a timer, clean up, and change to next station
 - how to stay on task
 - how to regulate voice levels
 - how to NOT disturb teacher when there is instruction at teacher table (students should brainstorm what to do if you're stuck when you can't interrupt the teacher)
- 3. Ensure you have visual reminders of procedures**—anchor charts and pictures of what it looks like/sounds like when we are successfully using group rotations.
- 4. Review class routines regularly**, and be prepared to explicitly teach them again and again—even at older grades!
- 5. Make sure students know where to look to find what they should be doing**, in case they arrive late or get confused.
- 6. Have both verbal and written instructions for activities**, especially if they are new routines



Decide on a schedule. Start simple! Will you run groups once in a week? Twice? Often setting up a set of stations means your class is prepped for two or three days, depending how many groups you have. Some teachers use stations every day. You could teach full group lesson and then move into groups. Avoid groups larger than five. Groups do not need to be by ability, although you may choose to do that sometimes. Fluid groups and random groups are best.

Math Stations

Look Like

- Kids working on math.
- Partners working together.
- Partners taking turns.
- Children staying at their center.
- Kids taking care of the materials.
- Everyone cleaning up.

Sound Like

- Quiet voices.
- Kids talking to their partner.
- Kids talking about math.
- Kids raising their hands if they need help.



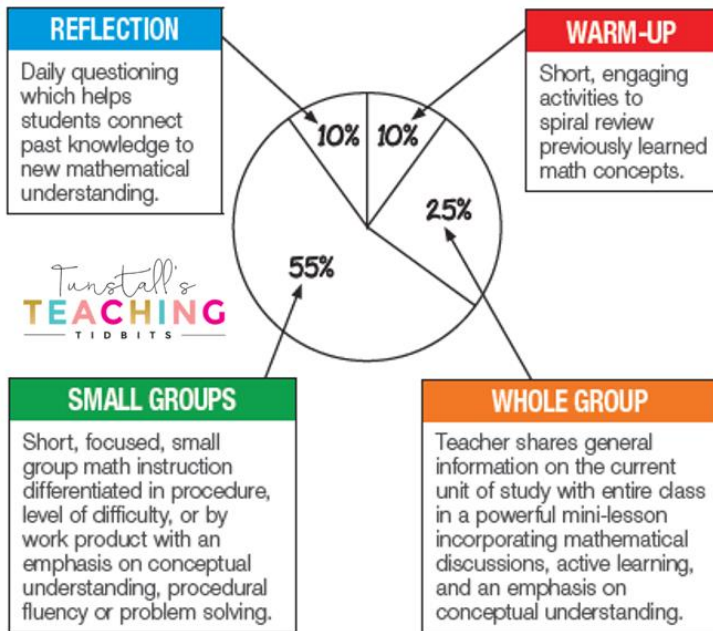
Give thoughtful feedback
Respect others + their thoughts
On task, all the time
Use soft voices
Participate actively
Stay with your group

Wild About Fifth Grade

What is Math Workshop?

- ① It starts with a short lesson.
- ② Then we have Independent Math time (Math Centers).
 - Guided Math (teacher)
 - Vocabulary
 - Fact Fluency
 - Problem Solving 30%
 - Digital
 - Math Games 4.0g
 - Independent Work
- ③ We'll end with a discussion about the day's work.

MATH BLOCK



REFLECTION
 Daily questioning which helps students connect past knowledge to new mathematical understanding.

WARM-UP
 Short, engaging activities to spiral review previously learned math concepts.

SMALL GROUPS
 Short, focused, small group math instruction differentiated in procedure, level of difficulty, or by work product with an emphasis on conceptual understanding, procedural fluency or problem solving.

WHOLE GROUP
 Teacher shares general information on the current unit of study with entire class in a powerful mini-lesson incorporating mathematical discussions, active learning, and an emphasis on conceptual understanding.

MATH Centers

Learning Goal: To get better at math. They are fun.

Students	Teacher
-get started quickly	-working with students
-working the whole time	
-using centers the right way	
-not bothering others	
-put supplies away carefully	
-use quiet voices * whisper *	
-no interrupting	
-stick with one activity	

Mrs. Beattie's CLASSROOM

Be sure all students are familiar with routines and where to look for direction. When possible, include a sheet of written instructions with each activity. You can have games, paper-pencil activities (independent practice), watch a video, use technology (mathletics, ixl, etc), model with manipulatives and submit photos of your work, collaborate on a challenge problem, journal, spaced practice, peer tutoring, explore...anything that supports your outcome or provides spaced practice. If you need to make your groups smaller, include a silent reading station—overlap with ELA or any other subject. Be creative!



Pause occasionally to have students self-assess their efficiency in groups. You can record video of groups transitioning from station to station. Have students view the video and rate their own work. Was I on task? Did I move quickly to the next station? Did I have the materials I need? Did I leave the teacher uninterrupted? Did I collaborate with my colleagues? Did I peer teach when needed? Did I approach others for help? Was I fair?



Read More
<https://www.tunstallsteachingtidbits.com/2017/03/math-rotations-a-favorite-time-of-day.html>
<https://www.mrsbeattiesclassroom.com/2017/06/how-to-get-organized-for-guided-math.html>
<https://www.tunstallsteachingtidbits.com/2017/11/scheduling-guided-math-block.html>
<https://thesimplyorganizedteacher.com/math-stations/>
<http://queenofthefirstgradejungle.blogspot.com/2014/03/math-workstations-part-1-why.html>
<https://learningwithmisslagrow.com/2018/04/02/math-stations/>



Want help to get started? Call CTCS Math Consultant Cindy Smith 306-783-8787



Books

