

## **Models For Instruction** **Two Mathematics Groups**

**L This model assumes that the groups have been formed using assessment information. Making the groups purposeful, small and flexible are the keys here.**

### **What Does It Look Like?** **Sample Timeframe**

- 1. Whole Group Problem Solving Warm Up (approx. 10-15 min.)**
- 2. Meet with Group A while Group B works independently (approx. 15-20 min.)**
- 3. Circulate through class assessing student progress (approx. 5-10 min.)**
- 4. Meet with Group B while Group A works independently (approx. 15-20 min.)**
- 5. Whole class lesson closure (approx. 5 min.)(Journal)**

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### **Why Two Groups?**

**According to assessment information, your students have clear differences in what they already know and what they still need to learn. It becomes clear to you that different competencies need to be covered with each group. Following a whole class warmup activity, your stronger group of children works independently on meaningful mathematics activities (ex. problem solving activities focusing on concept taught in previous lesson). You pull your first group of students and teach them a directed lesson. After a given amount of time, you send this group back to work on practice activities relating to the concept that you just taught. You circulate for a few minutes checking student progress and implementing classroom management strategies as needed. You then meet with the group that has been working independently. You go over the activities that these children have been working on. If students show strong understanding, you teach them the next benchmark competency. After a given amount of time, you assign homework according to their needs. You then send this group back to their seats and either allow them to get started on their assignment or have them get ready for the closure of mathematics time. You circulate and check on student needs. (You may find it necessary to adjust homework assignment length.) You then bring closure to your mathematics hour.**

