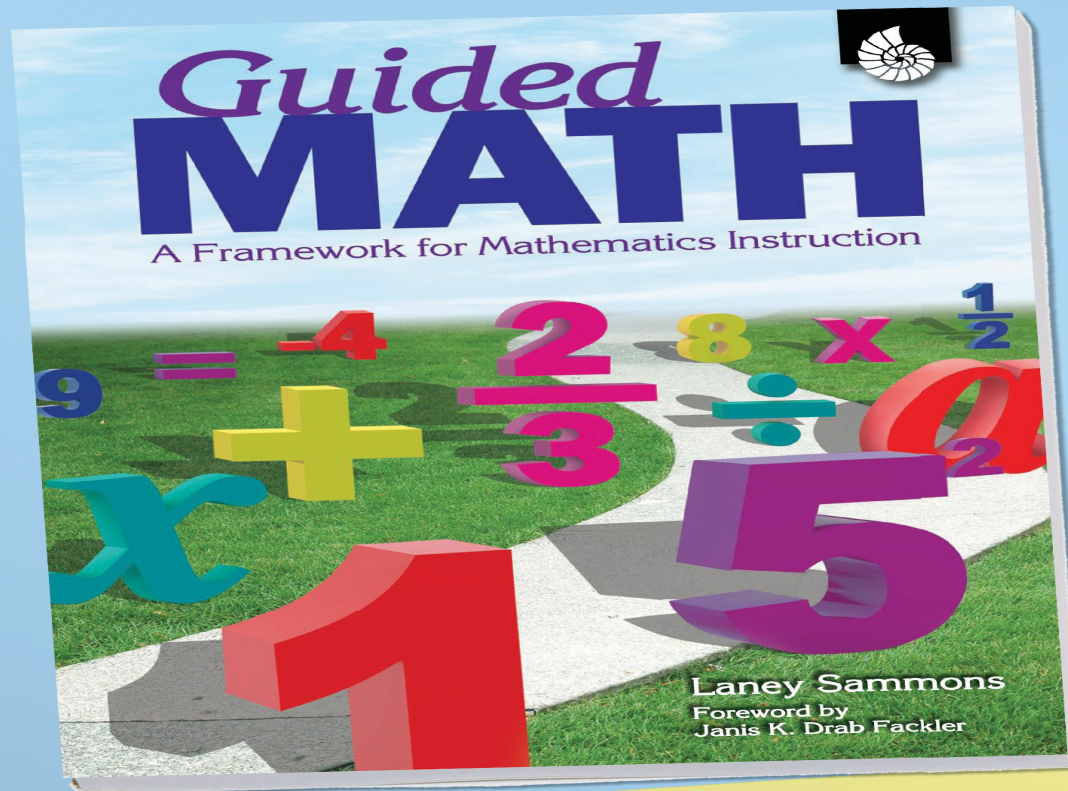


Book Study  
for

Session 3



# Today...

- **Sharing** - Kim Cline from Coghlan
- **Review Big Ideas of chapters 4-9**
- **Future plans and needs**



# Sharing

For next time...

- Finish the reading
- Explore more math warm-ups
- Gather your resources for Math Workshop (centres)



- Try teaching a small group

# A reminder why we are here...

## How can we...?

- Reach students at all levels of achievement
- Provide diverse methods of learning
- Allow more opportunities for observation and communication by students
- Encourage active engagement by students





# The sessions so far...

- What is Guided Math?
- Why use Guided Math in your classroom?
- Creating a Numeracy Rich Classroom
- Math Warm-ups
- Sharing of Resources – Carolyn, Deanna

<http://35mathk8.weebly.com>



# What are the Big Ideas of Chapters 4-9?

## **Ch. 4** Effective use of Whole Class Instruction

- Mini Lessons

## **Ch. 5** Using Guided Math with Small Groups

- Develop conceptual understanding and teach strategies
- Assess, plan, teach (cycle)

## **Ch. 6** Supporting Guided Math with Math Workshop

- Independent activities that students can complete individual, pairs or groups



## **Ch. 7** Conferring with Students During Guided Math

- Important component:
  - 1 to 1 interaction, provides information about math understanding and misconceptions

## **Ch. 8** Assessment in Guided Math

- Formative assessment helps to guide your groups
  - Students need to work at an instructional level
  - Teachers use a number of assessments

## **Ch. 9** Putting It Into Practice

- Collaborate with other teachers
- Breakdown the components and teach them
  - See Laney's "The First 15 Days"





# Small Group Guided Instruction

- Is similar to guided reading, but composition of the groups may be even more fluid
- Homogenous, flexible grouping by level of achievement
- Requires assessment to determine each student's level
- Provides scaffolding to support the learning efforts of students
- Encourages exploration of math concepts in a risk-free learning environment





# Small Group Guided Instruction

- Introduction of new concepts
- Practice of new skills
- Instruction with manipulatives
- Intensive instruction for students having difficulty mastering concepts
- Introduction of activities that will later become independent work during math workshop/ centres
- Informal assessment
- Re-teaching based on results of formative assessment



# Math Workshop

## Centres/Workstations etc.

- Students work independently, in pairs, or in groups.
- Procedures and routines must be established and practiced.
- Activities should provide opportunities for exploration or practice of mastered skills.



# Math Workshop Activities



- Follow-up work from small group lesson
  - Seat work etc.
- Problems of the Week
- Math games
- Work with manipulatives
- Math journals
- Multidisciplinary Connections (where Language Arts, Science or Social Studies relate to Math)
- Children's literature
- Technology



# Math Workshop

## Centres/Workstations etc.

- Students work independently, in pairs, or in groups.
- Procedures and routines must be established and practiced.
- Activities should provide opportunities for exploration or practice of mastered skills.





# How can you assess students to determine grouping prior to and during instruction?

- Observation of an assigned task
- Written explanation of understanding by students in their math journals
- Pre-assessment
- Formative test results
- Performance in earlier work on sequential math concepts
- Checklist
- Conferencing



## Suggestions for the future...

1. Introduce, practice and set criteria for 1-2 Workstations.
2. Make an outline and schedule for using Guided Math for one week. See how it works best for your class and then make adjustments as needed.

## Reflection

What are some things that you still want to know about Guided Math in the classroom?

How can you find out the answers to your questions?

- Additional Workshop?
- Team up with teachers

