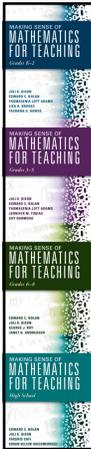


Small Group, Whole Class: Supporting Small Group Instruction within a Whole Class Structure

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Chat about this:

- When are small groups used in mathematics instruction?
- Why are they used?
- What do they look like?

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Goals for this Session

- Discuss the purposes of differentiation and small group instruction;
- Explore strategies to implement effective small group instruction within a whole class structure; and
- Create a shared image of effective differentiation and small group instruction.

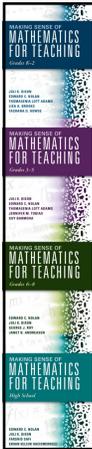
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Purpose of Small Group Instruction:

- Differentiation
 - Adjusting instruction to meet students' individual needs.

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Purpose of Small Group Instruction:

- Differentiation
- Diagnosis

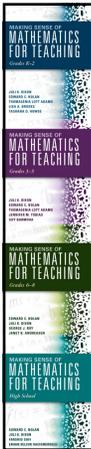
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Purpose of Small Group Instruction:

- Differentiation
- Diagnosis
 - Learning about what students know and what they have yet to learn.

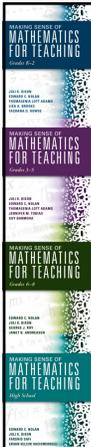
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Purpose of Small Group Instruction:

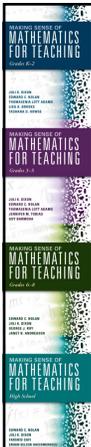
Small group instruction provides the opportunity to diagnose student understanding so that differentiation can be targeted and proactive.

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Planning for Small Group Instruction is Crucial

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Plan with the TQE Process in Mind



- **Tasks** connect to learning goals and help identify student errors.
- **Questions** elicit mathematical understandings and common errors.
- **Evidence** drives scaffolding and guides extensions.

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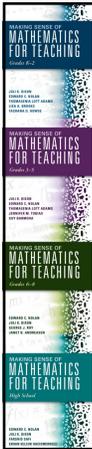
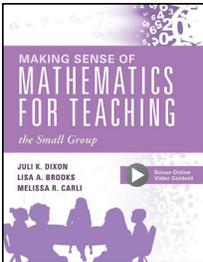
Explore Shapes

How would you define the following shapes?

- Rectangle
- Square
- Rhombus

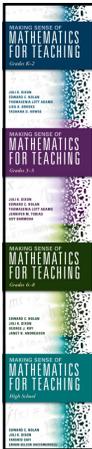
What should students in kindergarten know about these shapes?

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Making Sense of Mathematics for Teaching the Small Group

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Structures of Small Group Instruction

- Grouping
- Teacher's and Students' Roles
- Norms

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Structures of Small Group Instruction

- Grouping
 - Homogeneous

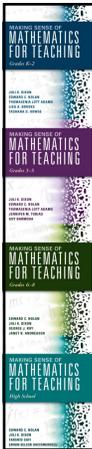
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Structures of Small Group Instruction

Low Performing	Low Performing
Low Performing	Low Performing

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Structures of Small Group Instruction

- Grouping
 - Homogeneous
 - Moderately Heterogeneous

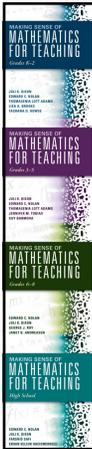
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Structures of Small Group Instruction

Beyond proficient	Proficient
Almost proficient	Not yet proficient

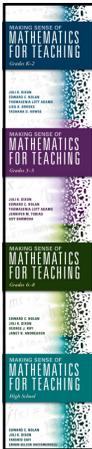
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Structures of Small Group Instruction

Beyond proficient	Proficient	Proficient	Almost Proficient
Proficient	Almost Proficient	Almost Proficient	Not yet proficient

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Structures of Small Group Instruction

- Grouping
- Teacher's and Students' Roles
 - Teacher facilitates
 - Students engage

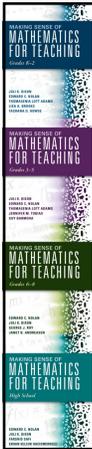
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Structures of Small Group Instruction

- Grouping
- Teacher's and Students' Roles
- Norms

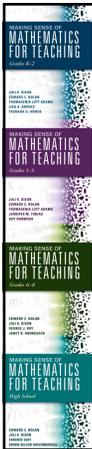
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Discourse Norms

- Provide explanations and justifications with solutions.
- Make sense of others' solutions.
- Communicate when you don't understand or don't agree.

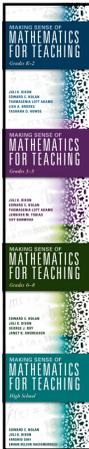
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Four Strategies for Effective and Equitable Differentiation

1. Use moderately heterogeneous groups.
2. Select tasks with multiple access points.
3. Prepare assessing, scaffolding, and advancing questions prior to implementing the task.
4. Provide scaffolding "just in time."

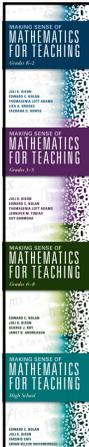
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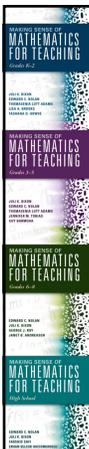
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Strategy 1: Use Moderately Heterogeneous Groups

How are students typically grouped?

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Strategy 2: Select Tasks with Multiple Access Points

What does this mean?

And how do we plan for it?

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Plan with the TQE Process in Mind



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- **Evidence** drives scaffolding and guides extensions.

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Small Group, Whole Class

What does this look like in Grade 3?

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Consider this task:

Spark Your Learning

Imagine you are studying monkeys and how they move. Each monkey has 2 arms and 2 legs. Choose any number of monkeys from 1 to 9 to study. How many arms and legs are there?

Show your thinking.



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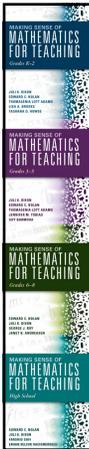


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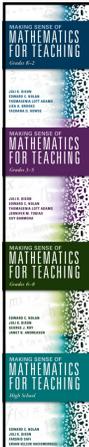
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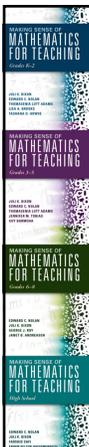
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Four Strategies for Effective and Equitable Differentiation

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Lexi and Louise decided to volunteer to clean up a hiking trail. Each of the volunteers was asked to bring a snack for the group. Lexi made a large pan of brownies, but her brother ate $\frac{1}{4}$ of the pan before she left for the trail. Lexi brought all of the remaining brownies and $\frac{2}{3}$ of what she brought was eaten by the volunteers. How much of the large pan of brownies did the volunteers eat?

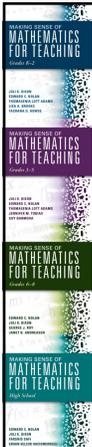
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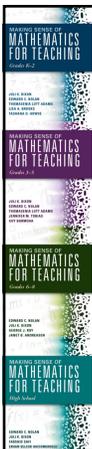


Strategy 4: Provide Scaffolding
"Just in Time."

- Just-in-case scaffolding
- Just-in-time scaffolding

Blog: <https://tinyurl.com/y5pcxcoq>

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TQE Process
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