



GUIDED MATH: A FRAMEWORK FOR MATHEMATICS INSTRUCTION

By Laney Sammons

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Menu of Instruction

Daily: Classroom Environment of Numeracy

In this classroom environment, students are immersed in math. The classroom contains evidence of real-life math tasks, data analysis, math word walls, instruments of measurement, mathematical communication, class-created math anchor charts, graphic organizers, calendars and authentic problem solving challenges.

Daily: Math Warm-Ups

These daily tasks set the tone for the day and prompt students to think mathematically. They include Math Stretches, calendar activities, problems of the day, math-related classroom responsibilities, data work, incredible equations, reviews of skills to be maintained, and previews of skills to come.

Your Choice: Whole-Class Instruction

This is an excellent teaching strategy to use with students for introducing lessons with an activating strategy, for teacher modeling and think-alouds, for read-alouds of math-related literature, for reviewing previously mastered skills, for preparation for work in cooperative groups, for paper and pencil assessments, or for Math Huddles.

Your Choice: Small-Group Instruction

Students are instructed in small groups whose composition changes based on their needs. These lessons offer opportunities to introduce new concepts, practice new skills, work with manipulatives, differentiate instruction, provide intensive and targeted instruction to struggling learners, introduce activities that will later become part of Math Workshop, conduct informal assessments, and re-teach based on student needs.

Your Choice: Math Workshop

This is independent work by students either individually, in pairs, or in cooperative groups. The work may provide ongoing practice of previously mastered skills, tasks to promote computational fluency, investigations, math games, math journals, or interdisciplinary work.

Daily: Conferencing

To enhance learning, teachers confer individually with students to informally assess understanding, provide opportunities for one-on-one mathematical communication, and determine teaching points for individual students as well as for the class.

Daily: Assessment

Assessment *for* learning (formative) informs instruction while periodic assessment *of* learning (summative) is conducted at the end units of study. Balanced assessment is essential to determine instruction needs of each student so they can be targeted in small-group lessons.