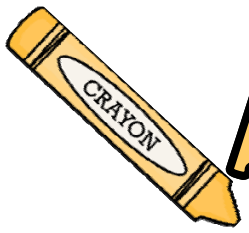


Setting UP GUIDED Math

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A NOTE to the TEACHER

Dear Teachers,

When I was a child I DREADED math time. Ironically, as a teacher, it is one of my most favorite parts of the day! I love teaching in small guided math groups.

As teachers, we all know that manipulatives and hands on experiences with math are so important to learning. Small guided math groups make this MUCH more manageable and save me a gray hair or two!

This is how I set up my classroom for guided math. This is just an outline and some lessons take longer, while others may be shorter than a day. I usually start teaching these within the first week of school so my time is VERY flexible!

I hope the lessons give you a better idea of how to run guided math in your own classroom!

Thank you!
Mandy

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<http://www.tips-for-teachers.com/>

<http://mandys-tips-4-teachers.blogspot.com/>





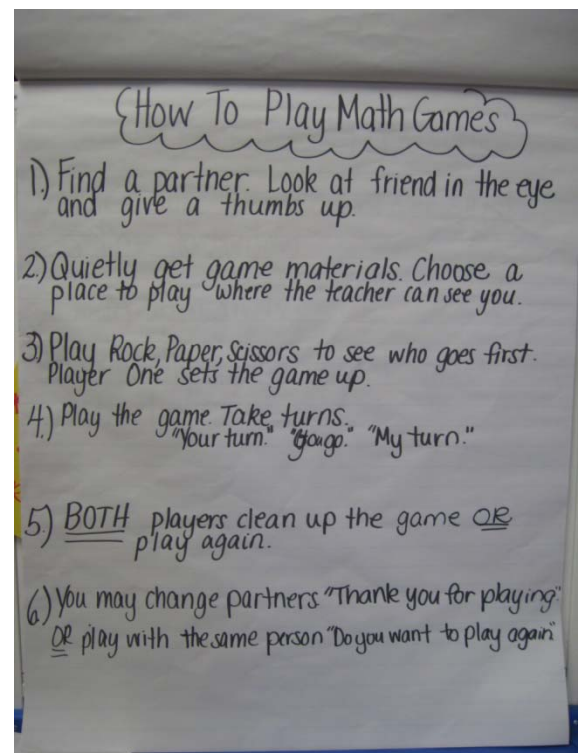
Day One

EQ: How do I play math game appropriately?

Hook: Pull all students to the carpet. Explain that this year we will be playing lots and lots of games during math time. Explain that we need to decide how we will behave and treat each other during this time so we can learn and have fun.

Teaching: With the students, brainstorm a list of ideas of how to play a math game. Record the student's responses. Prompt students to think about finding a partner, are students allowed to change partners or games during the given time period, how to be a good winner or loser, etc. Have students look at the brainstorm list and create a step-by-step list of how we will play games.

Summary: Show students the ten frame cards. Explain how ten frame cards work and a few tricks to easily and quickly figure out the number represented. Teach students how to play 10 Frame Concentration. Model playing with a student following the step-by-step list created by the class. Divide the class into partners and practice playing the game.





Directions for how to play Ten Frame Concentration:

Materials: Deck of Ten-frame Cards 0-10

Object: Find as many combinations of two cards that equal 10.

Directions:

1. Place all the cards face down on a table in a rectangular arrangement (an array).
2. Players take turns turning over two cards.
3. If the two cards add together to make 10, the player keeps the pair.
4. If the cards do not make 10, the player turns them back over.
5. The game ends when all possible combinations have been taken.

Important Note: While playing remember to talk to your partner about the combinations that you are making. "I have a 3 and 7, that equals 10! That is a match."

Directions Taken from

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCEQFjAA&url=http%3A%2F%2Fwww.scituate.k12.ma.us%2FCollateral%2FDocuments%2FEnglish-US%2Fjenkins%2Fmathcalendarsummer%25202012%2520k%2520to%25201.doc&ei=OkRVUIbTEI_I9QsfyIHYBw&usg=AFQjCNHO-pyIBgyzC00po4p0blqAMvQE9w



Day Two

EQ: What is math workshop?

Hook: Gather all students to the carpet. Explain that this year we will be having math workshop. It runs just like reading and writing workshop, but it is math instead!

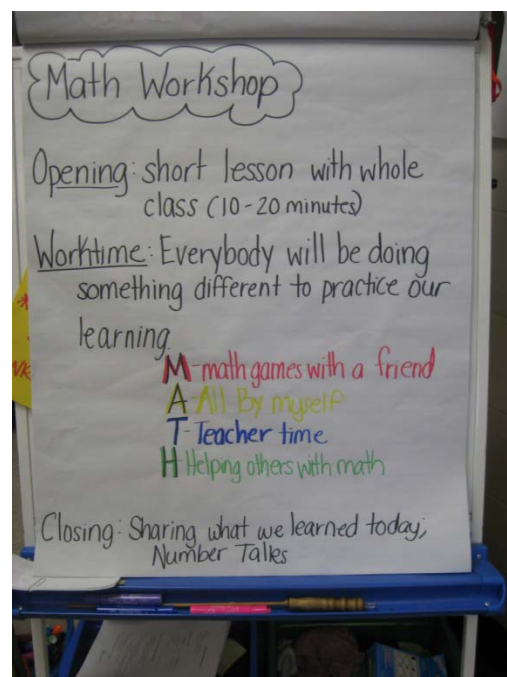
Teaching: Create an anchor chart show students the different parts of math workshop (opening, work time, and closing). Define each section. Explain that during opening the teacher will teach a short math lesson, during work time students will meet in math groups, work independently, and work with each other and that during closing we will share what we have learned for the day and do number talks. Note that students will all be doing different activities.

Summary: Explain that today we are going to practice doing different activities. Model and explain how to play 10 Frame War with a partner. Create a short anchor chart with students on how to switch from one activity to another. Divide the class in half. One half will play 10 Frame War and the other half will play 10 Frame Concentration. Have students play one game and then walk through switching to the other game. Create a quick anchor chart of how to switch (think about the signal for switching, how to clean up, noise level, self control, etc.) Then have students play the second game.

**Directions and printable
recording sheet available at**

<https://docs.google.com/file/d/0BwNTA9GuAMKbb0E1RWFwXdpU00/edit>

These sheets were created by
Amanda at the [First Grade
Garden](#)





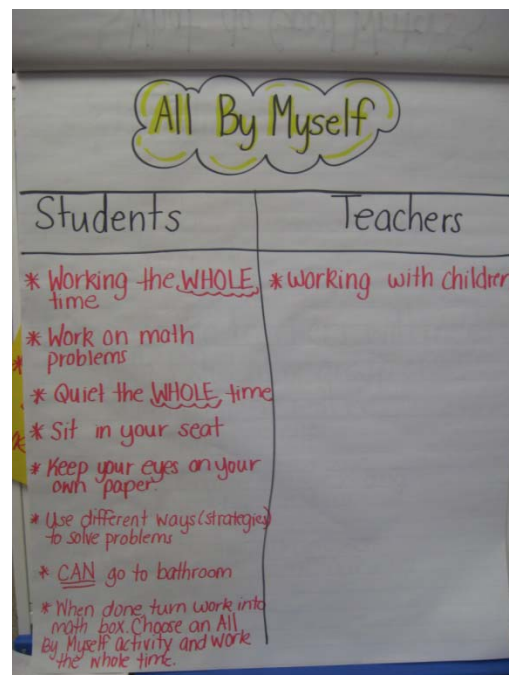
Day Three

EQ: How do I work independently during math workshop?

Hook: Pulls students to the carpet. Refer to the math workshop anchor chart from the previous day. Explain that today we are doing to focus on the independent work section.

Teaching: Explain to students that in math especially, sometimes we need to sit down and show our thinking on paper so the teacher can see what the student understands or may need some more help with. Create a t chart of what students and the teacher will do during independent work or All by Myself work for the M.A.T.H. workshop acronym. Note that students are to work the whole time, where students will work, what to do if the student needs help, where to turn in work, what to do when the student is finished. Model what to do when finished. Students are to review flash cards, get on fast math, or use the ghost cards.

Summary: Explain that today the class will practice. Divide the class into two groups. One group will be playing either game learned this week (students' choice) and the other group will practice working independently with a simple addition worksheet and then completing an independent activity. Then have the students practice switching (refer to the switching activity anchor chart) and completing the other activity.



Students	Teachers
<ul style="list-style-type: none">* Working the <u>WHOLE</u> time* Work on math problems* Quiet the <u>WHOLE</u> time* Sit in your seat* Keep your eyes on your own paper* Use different ways (strategies) to solve problems* <u>CAN</u> go to bathroom* When done turn work into math box. Choose an All By Myself activity and work the whole time.	<ul style="list-style-type: none">* working with children

Day Four

EQ: *How can I work with a partner in math?*

Hook: Explain today that we will be learning another part of the M.A.T.H. acronym. Explain that today we will be practicing the H- Helping Others with Math. Tell students that this is a problem solving activity!

Teaching: Show students a simple word problem. Model how to solve the problem using a pictorial representation, a computation number sentence with the answer written in sentence form, and a sentence explaining how the pair found the answer. Then partner students up. Walk the pairs through solving the problem. Have the pairs of students talk, record one step and then stop the class to check in. Complete this until the word problem has been solved and explained. I will be using first grade exemplars in the beginning of the year until I can assess student's math readiness.

Summary: Model for students what to do when the students complete the assigned word problem (turn in and get complete a Read, Write, Draw word problem together). Explain to students that we are going to practice solving the word problems with a partner. Today ALL students will be doing this- we will not be switching due to time. Pair students up and give a simple addition exemplar.

Helping Others With Math

There was nine students playing at recess. Four more children came out to play. How many children were playing in all?

Pictures	Numbers	Words
 Draw a quick picture to solve	$9 + 4 = 13$ Write a number sentence that matches the picture	13 Children were playing in all. Write your answer in a complete sentence.

Give them a partner?

Get the paper

Day Five

EQ: *What are the procedures that I follow at each activity?*

Hook: Call students to the carpet. Review the procedures for each guided math activity.

Teaching: Create a step by step reference chart for guided math activities. Create a three column chart and create a list of how to complete the tasks from beginning to end.

Summary: Teach students how to play Ten Frame Go Fish. Divide students into three groups (All by Myself, Math Games, and Helping Others with Math). Then have students rotate through all the centers. Between rotations meet on the back carpet and check in according to the step by step chart from this lesson.

Directions for Ten Frame Go Fish:

<http://teachmath.openschoolnetwork.ca/grade1/documents/make10gofish.pdf>

M Math Games	A All By Myself	T	H
1) Find a partner. (3)	1) Start your work right away at desk.	Come when the teacher calls you.	1) Find partner.
2) Choose a game. Find a place to sit.	2) Turn work into Math Box (Name on paper)		2) Get your math notebook.
3) Rock, Paper Scissors	3) Get a small stack of flashcards and practice at your desk. <u>No switching cards.</u>	3) Get the problem from the Helping Others drawer.	
4) Set up cards and play		4) Glue the problem down.	
5) Say "Good game"		5) Play Rock, Paper, Scissors to see who reads the problem.	
6) Play a new game or Play the old game again. OR Find a new partner and game.		6) Set up papers and solve.	
		7) Put notebook OPEN on the counter.	
		8) Play 110's chart puzzle.	



Day Six

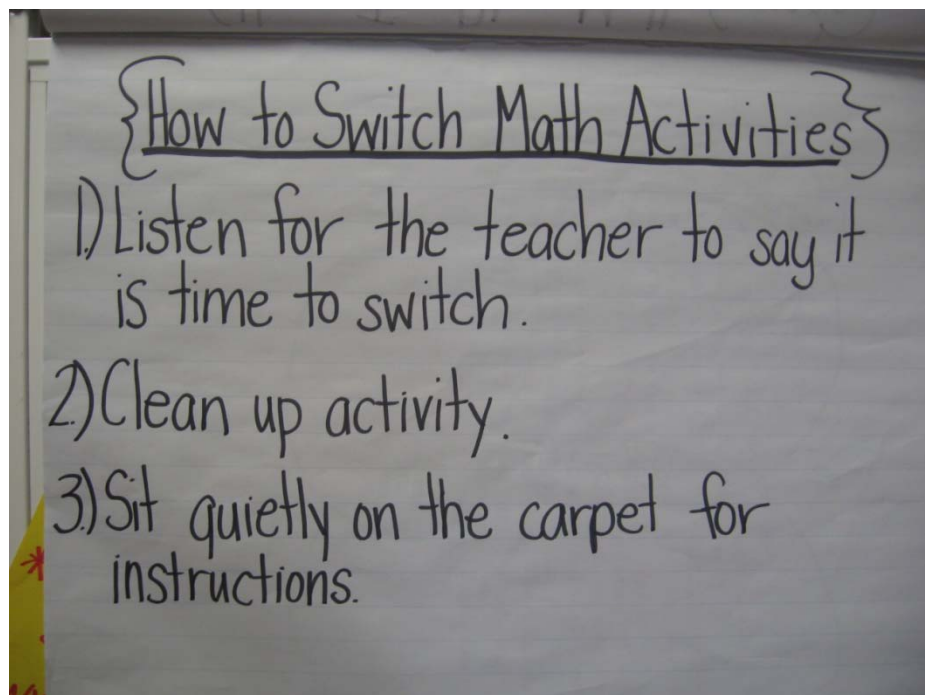
EQ: *What are the procedures that I follow at each activity?*

Hook: Call students to the carpet. Review the procedures for each guided math activity.

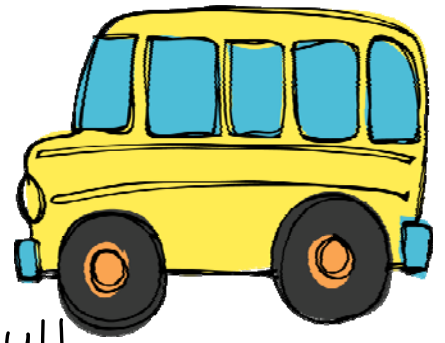
Teaching: Review the step by step reference chart for guided math activities. Show students the center rotation chart. In our classroom I use a Promethean board flipchart and simply drag students' names into the correct box.

Summary: Divide students into three groups (All by Myself, Math Games, and Helping Others with Math) according to the center switching chart. Then have students rotate through all the centers. Between centers have students gather on the carpet and check in according to the step by step guide created on day five.

Another chart to consider creating is a "How To Switch Math Activities" chart.



Thank YOU!



I hope you find this product helpful!

Please check out my other products at
<http://www.teacherspayteachers.com/Store/Amanda-Holland-Gregory>.

Please let me know if you see any errors or mistakes that need to be fixed. I would love any feedback!

I need to give a special shout out to my wonderful editor! Thank you so much, Katie, for ALL of your help!

Thank you!
Mandy Gregory

<http://www.tips-for-teachers.com/>
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[graphic by LILLY BIMBLE](#)

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