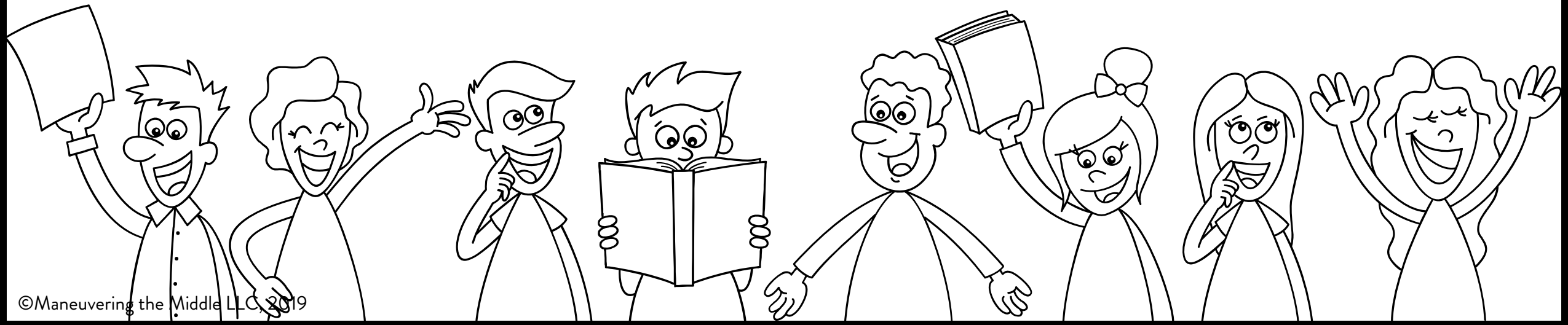
6 tips for implementing SMALL GROUPS

actionable ideas to make small groups work in middle school



©Maneuvering the Middle LLC, 2019

WHO WE ARE

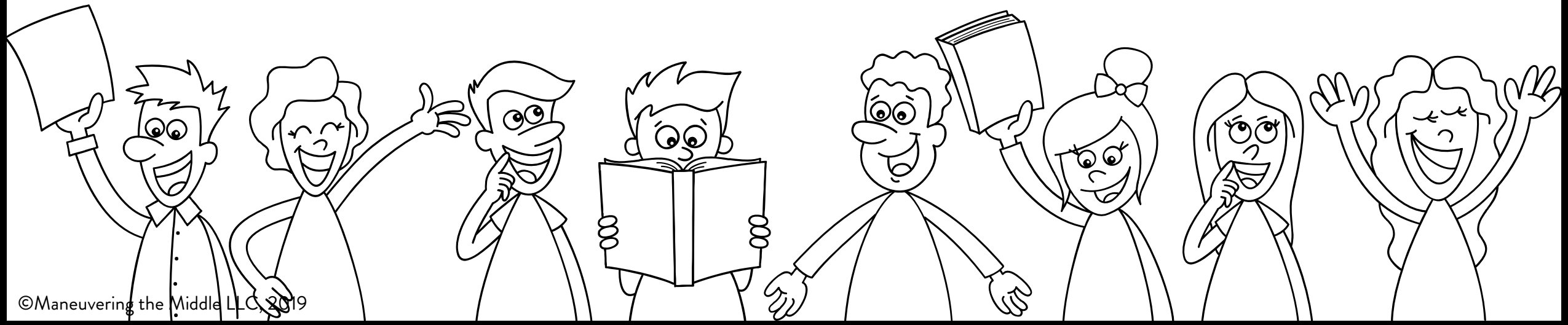
NOELLE PICKERING

KIM DIERKS

©Maneuvering the Middle LLC, 2019

6 tips for implementing SMALL GROUPS

actionable ideas to make small groups work in middle school



©Maneuvering the Middle LLC, 2019

1 MAKE MATERIALS READILY ACCESSIBLE

©Maneuvering the Middle LLC, 2019

BASIC SUPPLIES

ON A BUDGET

- **sticky notes, dot stickers, butcher paper, painter's tape, dry erase markers and pockets**

©Maneuvering the Middle LLC, 2019

MANIPULATIVE STORAGE

©Maneuvering the Middle LLC, 2019

MANIPULATIVES

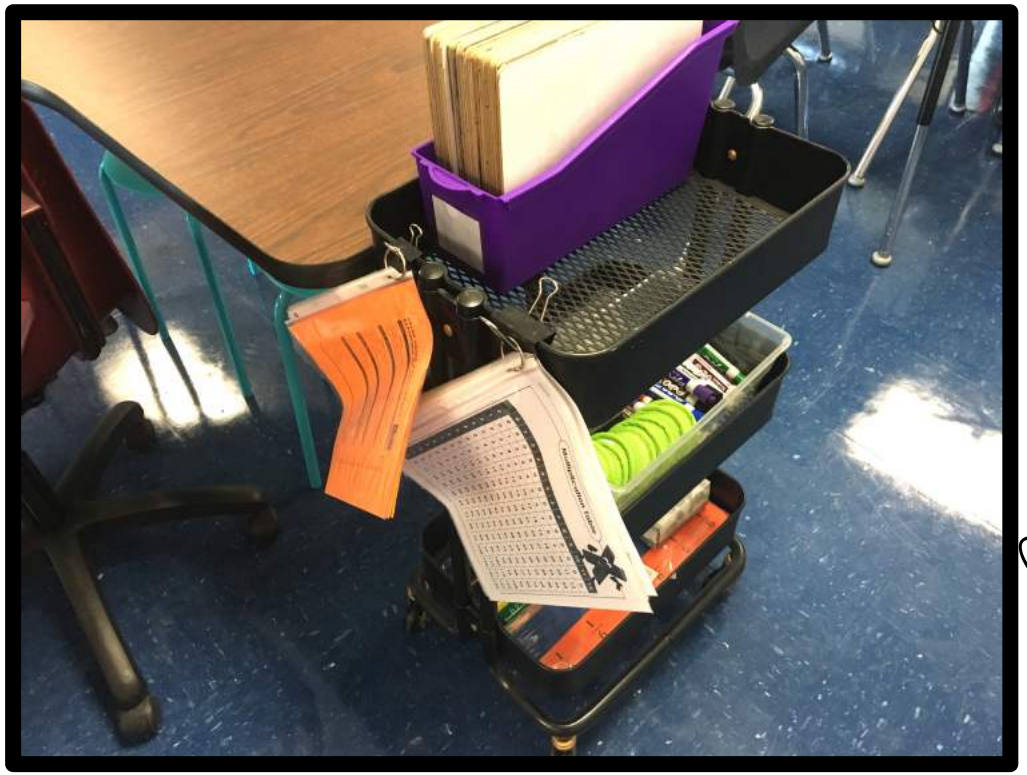
ESSENTIAL MATH MANIPULATIVES

- counters, fraction bars, 3D figures

©Maneuvering the Middle LLC, 2019

STORAGE

KEEP EVERYTHING CLOSE



©Maneuvering the Middle LLC, 2019

2 TAKE IT ONE SKILL AT A TIME

©Maneuvering the Middle LLC, 2019

SKILLS MAKE UP STANDARDS

17 Maya has 120 caramel apples to sell. Each caramel apple is covered with one topping.

- $\frac{1}{5}$ of the caramel apples are covered with peanuts.
- $\frac{1}{3}$ are covered with chocolate chips.
- $\frac{3}{10}$ are covered with coconut.
- The rest are covered with sprinkles.

How many caramel apples are covered with sprinkles?

A 100

B 33

C 25

D 20

2018 Released STAAR®, Question 17, 7.3B Readiness

©Maneuvering the Middle LLC, 2019

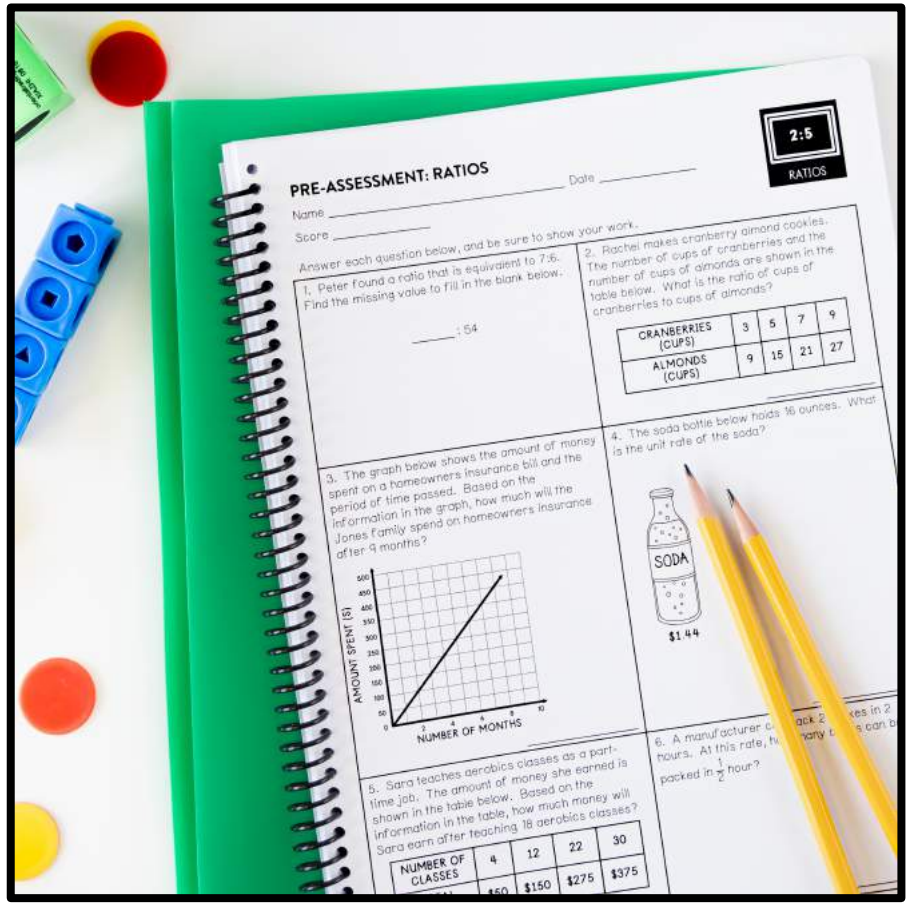
Subject	Chapter 111. Mathematics			
Course Title	§111.27. Math, Grade 7, Beginning with School Year 2014-2015			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(3) Number and operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to:	(B) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers	(iii) apply previous understandings of operations to solve problems using multiplication of rational numbers		
(3) Number and operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to:	(B) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers	(iv) apply previous understandings of operations to solve problems using division of rational numbers		
(3) Number and operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to:	(B) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers	(v) extend previous understandings of operations to solve problems using addition of rational numbers		
(3) Number and operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to:	(B) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers	(vi) extend previous understandings of operations to solve problems using subtraction of rational numbers		

©Maneuvering the Middle LLC, 2019

3 ASSESS FOR THE PURPOSE OF DIFFERENTIATING

©Maneuvering the Middle LLC, 2019

ASSESSMENTS



ASSESS FOR THE PURPOSE OF DIFFERENTIATING

- look for specific skills to target
- use the data to make flexible small groups
- less is more

©Maneuvering the Middle LLC, 2019

TEACHER BINDER

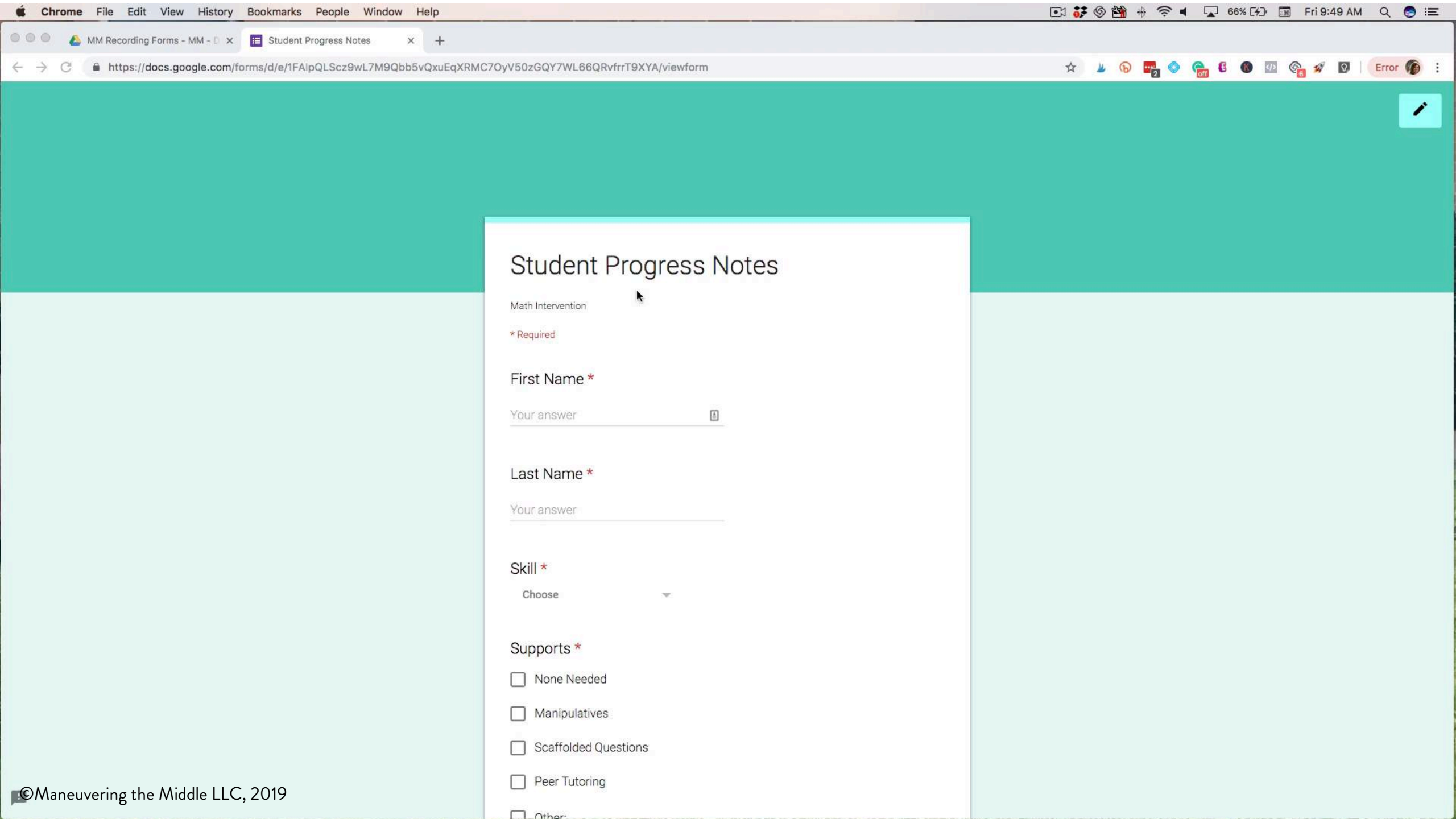
WHAT'S IN YOUR TEACHER BINDER?

- progress notes

GO DIGITAL

- create a simple Google Form™ that you can submit and sort
- on the iPad: create a QR code to the form

©Maneuvering the Middle LLC, 2019



©Maneuvering the Middle LLC, 2019

4 KEEP THE MINI-LESSON MINI

©Maneuvering the Middle LLC, 2019

SMALL GROUP TABLE

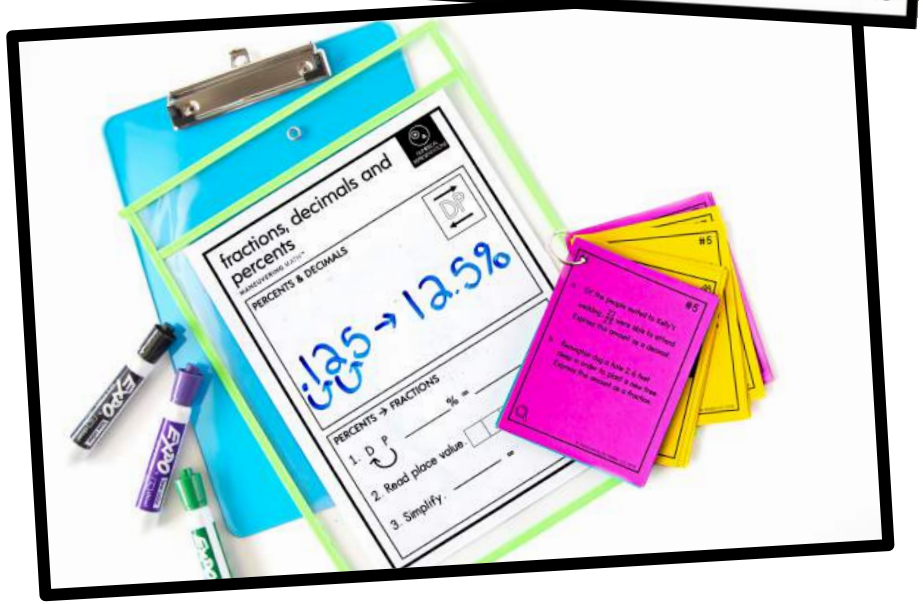
TEACHER BEHAVIOR	STUDENT OUTCOME
• questioning	• thinking
• addressing misconceptions	• less frustration, more grit
• praise	• builds confidence

©Maneuvering the Middle LLC, 2019

SMALL GROUP TABLE

SMALL GROUP ACTIVITIES

- dry erase pockets
  - task cards
- working with manipulatives
  - make the math concrete
- showing the math a different way
  - area models, strip diagrams, etc.



Best Practices in Math Interventions. (2014, August). Retrieved June, 2017, from https://www.mbaea.org/documents/filelibrary/numeracy/Best_Practices_in_Math_Intervention_53D80FEED7650.pdf

©Maneuvering the Middle LLC, 2019

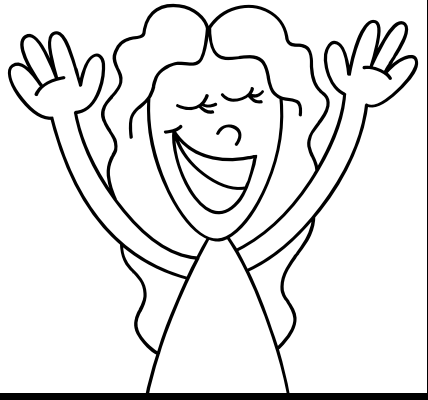
5 HOLD ALL STUDENTS ACCOUNTABLE

©Maneuvering the Middle LLC, 2019

WHAT IS THE CLASS DOING?

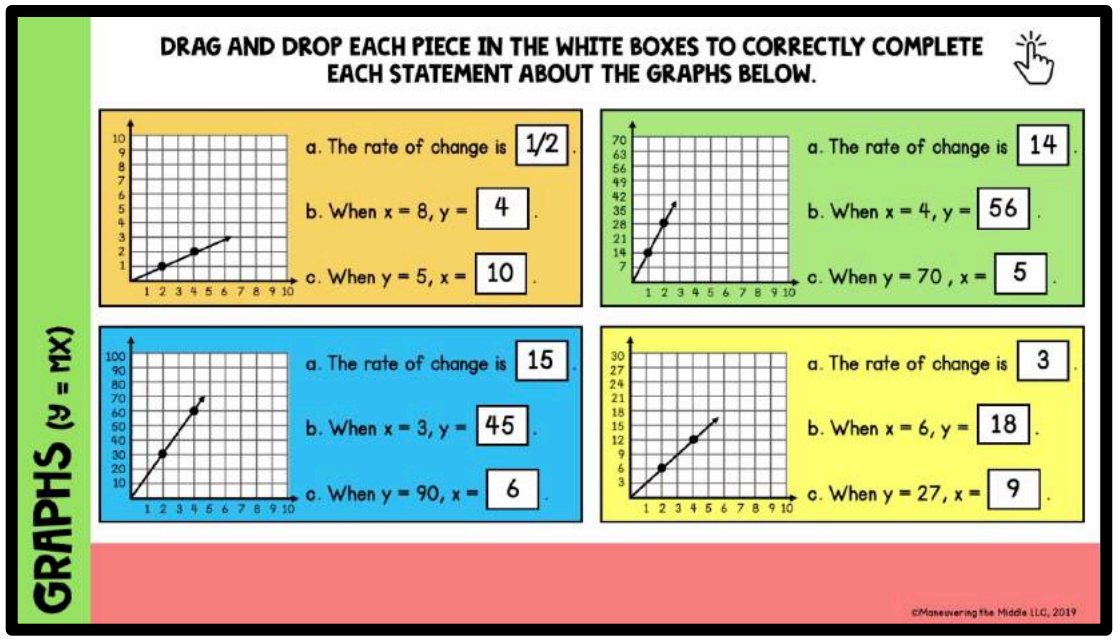
SUGGESTED IDEAS:

- familiar class activities
  - scavenger hunts
  - stations
  - solve and colors
- independent practice
  - corrections
- digital activities
- Khan Academy

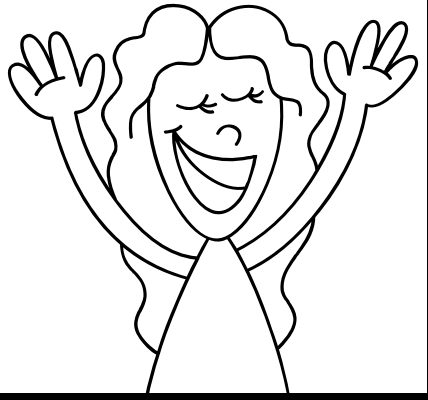


©Maneuvering the Middle LLC, 2019

TIPS FOR ACCOUNTABILITY



- recording sheets
- self-checking stations
- timers



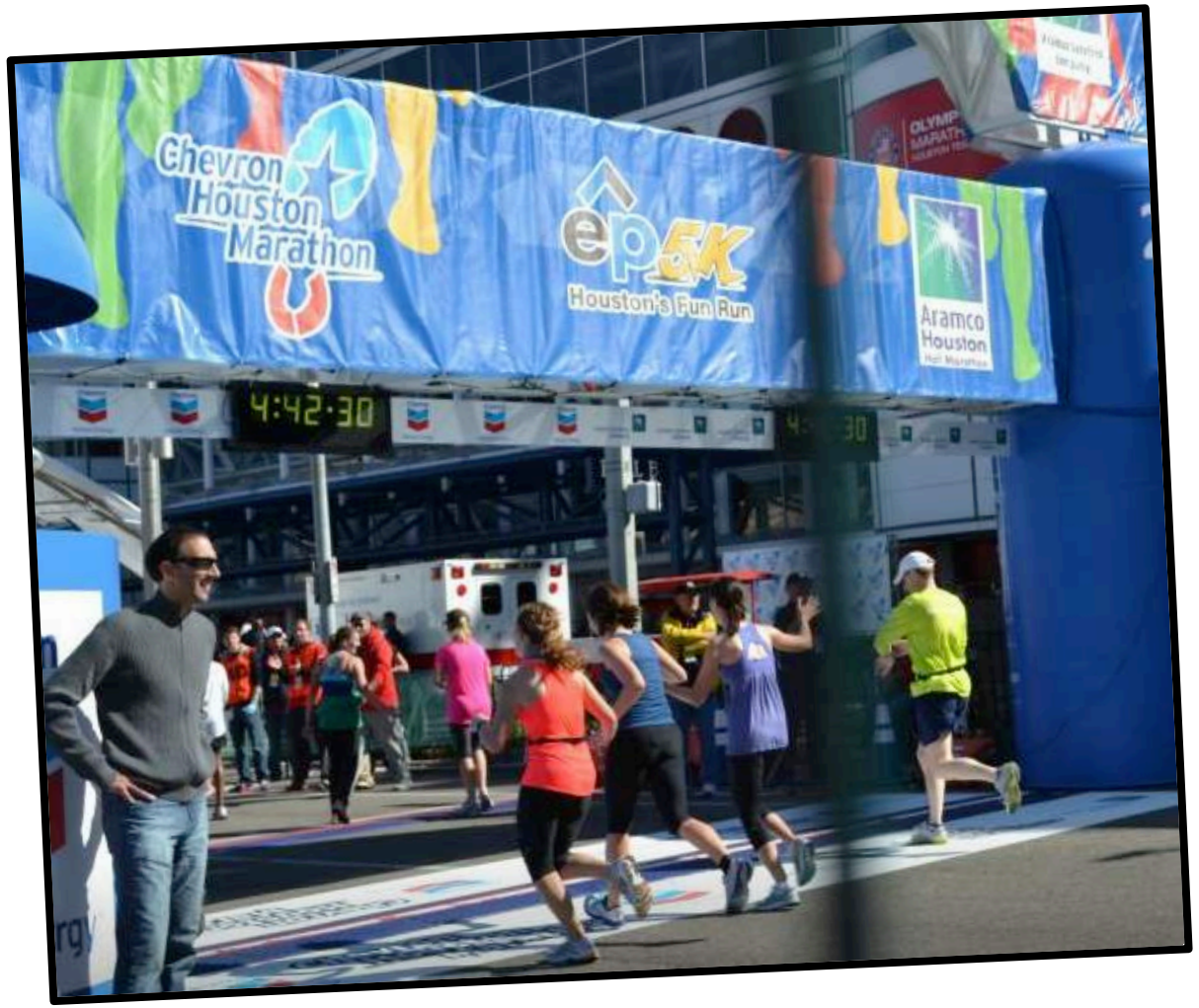
©Maneuvering the Middle LLC, 2019

6 MAINTAIN CONSISTENCY

YOU'VE GOT THIS!

©Maneuvering the Middle LLC, 2019

CONSISTENCY IS KEY



©Maneuvering the Middle LLC, 2019

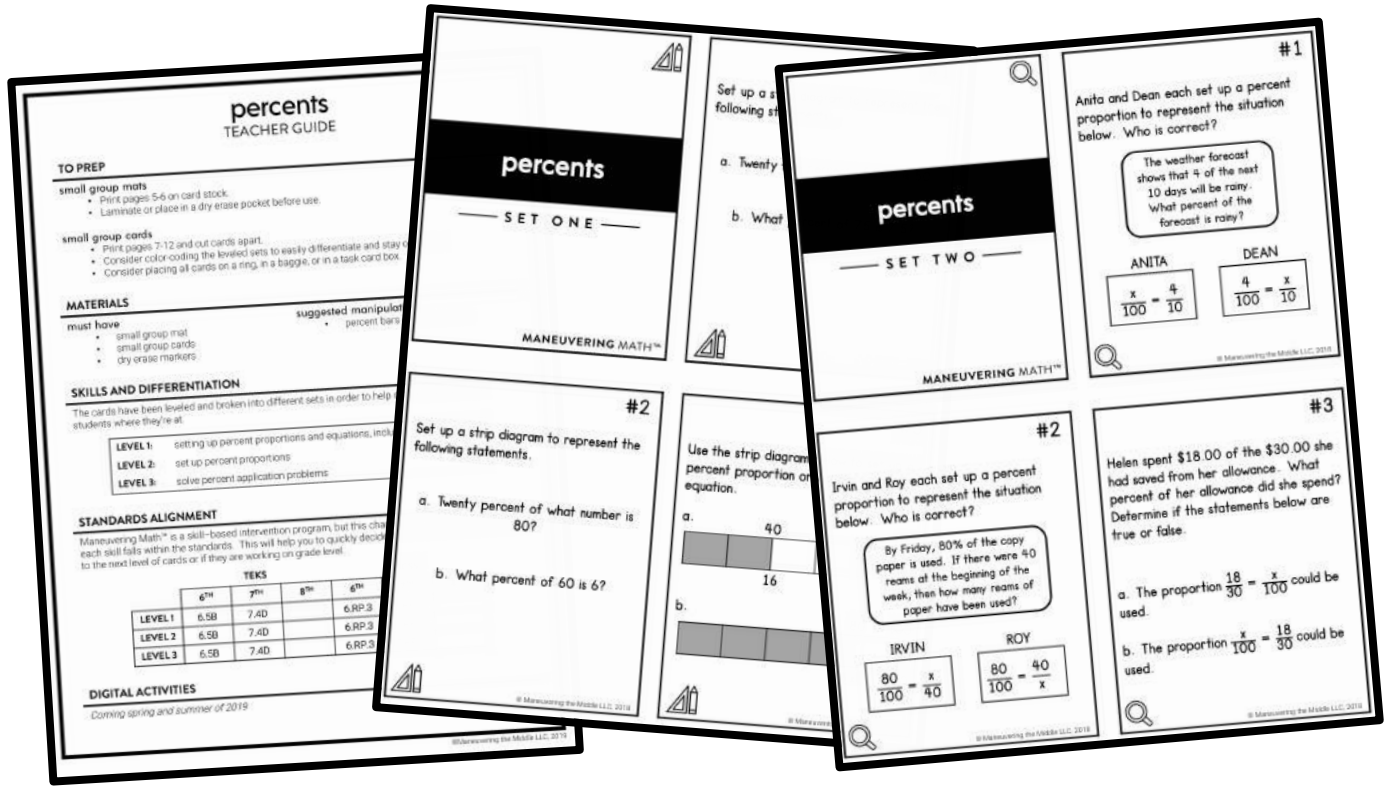
CONSISTENCY IS KEY

Success is neither magical nor mysterious. Success is the natural consequence of consistently applying basic fundamentals.

JIM ROHN

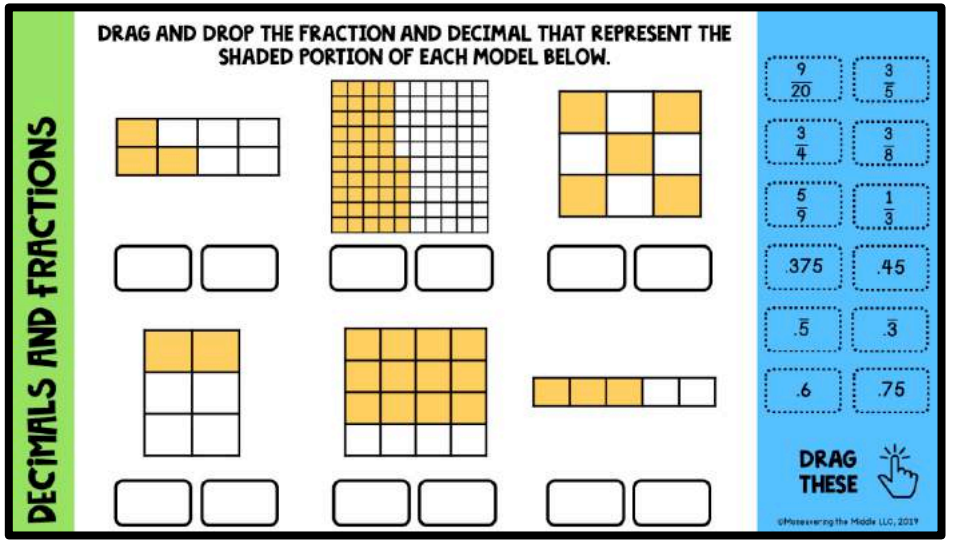
©Maneuvering the Middle LLC, 2019

www.maneuveringthemiddle.com/camt



small group materials for:
percents and multiple representations

small group activities video

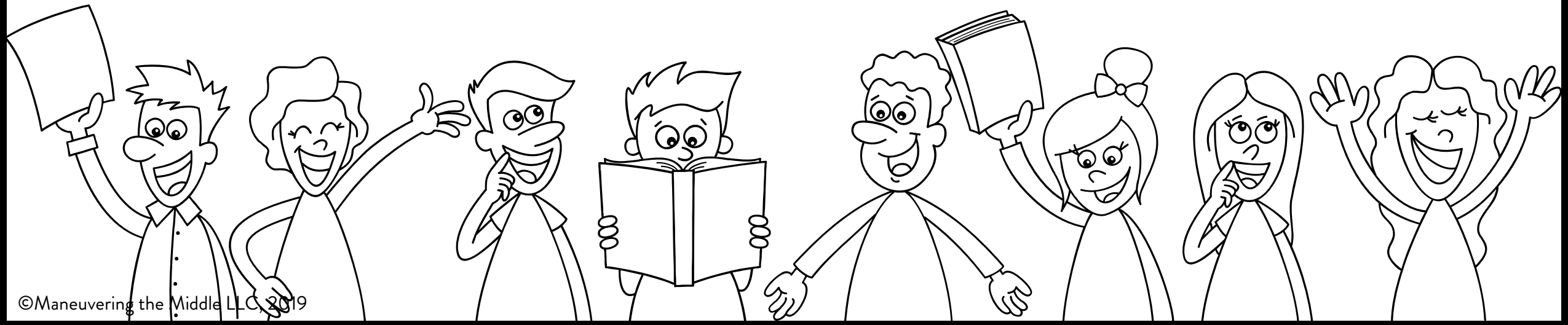


digital activity set for:
percents and multiple representations

©Maneuvering the Middle LLC, 2019

6 tips for implementing SMALL GROUPS

actionable ideas to make small groups work in middle school



©Maneuvering the Middle LLC, 2019