

What does a school staff need to know about forming small group instruction?

This learning guide is designed for use by instructional leaders and learning communities or as a self-paced study to explore guided math.



This learning guide is intended to be used after viewing the video clip:

[Guided Math Video 3](#)

Big Idea: “Environments rich in mathematical opportunities are essential if we want our children to develop a thorough understanding of mathematics.”

~Laney Sammons. *Guided Math: A Framework for Mathematics*

Key understandings:

- Research tells us that increases in student learning are directly linked to the strategic instructional choices made by teachers. (Marzano 2003).
- Small-group instruction is a component of Guided Math that gives teachers an enormous amount of flexibility in meeting the needs of **all** students. This approach provides instruction on a targeted set of math skills, to the students that need it most.
- “When teachers meet with small groups, students clamor to be included. Teachers learn about their students - how they think, how they express themselves, how they work together, and how they learn.” (pg. 180, Sammons, 2010)

Questions for discussion:

- Think about the way you currently support all learners to achieve math outcomes. How much time do you devote to small group instruction?
- What are the advantages of using flexible, needs based groupings for student learning? What are some of the challenges?
- What data and formative assessments could you use to guide you as you create small groups?

For more information:

Marzano, Robert J. 2003. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development

Sammons, Laney. 2010. *Guided Math: A Framework for Mathematics Instruction*. Huntington Beach, CA: Shell Education

Newton, Dr. Nikki. *Guided Math in Action: Building Each Student's Mathematical Proficiency with Small-Group Instruction*. New York, NY: Routledge

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