

# SMALL GROUP PLANNER



TEACHER:

DATE:

## 1 - IDENTIFY STUDENTS & LEARNING GOALS

STUDENTS:	STANDARDS:
	<b>LEARNING OBJECTIVES</b> - <i>What do students need to know and be able to do?</i>
	<b>MISCONCEPTIONS</b> - <i>Identify any present mathematical misconceptions.</i>

## 2 - CONNECT ST MATH & PREPARE SUPPORTS

ST MATH CURRICULUM	STRATEGY	MATERIALS & SUPPORTS
<a href="#">Viewing Objectives by Standard Textbook Correlation</a>	<a href="#">Puzzle Talks Assignments</a>	<input type="checkbox"/> <a href="#">Problem Solving Process and Sentence Stems</a>
<b>Objective:</b>  <b>Game:</b>  <b>Level:</b>	<input type="checkbox"/> Puzzle Talk Name:  <input type="checkbox"/> 1:1 Play - Journey/Assignment Objective:  <input type="checkbox"/> Other Activity:	<input type="checkbox"/> <a href="#">Manipulatives:</a> <input type="checkbox"/> <a href="#">Math Mats:</a> <input type="checkbox"/> <a href="#">Game Mat:</a> <input type="checkbox"/> <a href="#">Journal Page:</a> <input type="checkbox"/> <a href="#">Exit Ticket:</a> <input type="checkbox"/> <a href="#">Data Tracker:</a> <input type="checkbox"/> Other:

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## 3 - PLANNING QUESTIONS

MATHEMATICS CONTENT	STUDENT SKILLS & LEARNING EVIDENCE
<i>What <b>math concepts</b> are represented in the ST Math puzzle?</i>	<i>What <b>skills</b> do students need to solve this puzzle?</i>
<i>What <b>academic vocabulary</b> is represented game level or puzzle?</i>	<i>How will students demonstrate <b>evidence</b> of their understanding?</i>
<i>What <b>curriculum connections</b> would be helpful to highlight?</i>	

## 4 - SMALL GROUP SESSION & FOLLOW-UP

FACILITATING QUESTIONS	STUDENT RESPONSES & OBSERVATIONS	FOLLOW-UP NEEDS & PLAN
EXIT TICKET QUESTION	STUDENT RESPONSES & OBSERVATIONS	FOLLOW-UP NEEDS & PLAN