



SMALL GROUP LESSON PLANNING TEMPLATE

When teaching in small groups, the teacher must have a plan to ensure that each child receives appropriate instruction. There are three common ways to plan for small group instruction: teaching the same lesson the same way, teaching the same lesson different ways, and teaching a different lesson to different groups. Differentiating instruction between groups can seem intimidating at first, but changing one or two parts of the lesson to meet the needs of students in the group is enough. The template below can help a teacher plan how to adapt their lesson for each small group.

Subject:		Date:	
<p>What type of lesson is this? (circle one)</p> <p style="text-align: center;"> Same Lesson Taught the Same Way Same Lesson Taught Different Ways Different Lessons for at Least One Group </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> Use the same objective for all groups Use different objectives for Groups </p>			
Objective (What you want students to know or be able to do by the end of the class): <small>*Note: Your objectives may be the same for some (or all) of the groups</small>	By the end of class, students will be able to...	By the end of class, students will be able to...	By the end of class, students will be able to...
	Group 1	Group 2	Group 3
Students in Group			



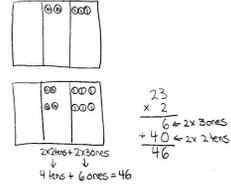
What do I know about this group's readiness for the topic? Consider looking at testing data, digital content data, and observational data			
Intro to Lesson			
Teacher Led Instruction (Teacher Model)			
Guided Practice			
Independent Student Practice			
Closing			



Example

Subject: 4th grade math		Date: October 10	
<p>What type of lesson is this? (circle 1-2)</p> <p style="text-align: center;"> Same Lesson Taught the Same Way Same Lesson Taught Different Ways Different Lessons for at Least One Group </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> Use the same objective for all groups Use different objectives for Groups </p>			
Objective (What you want students to know or be able to do by the end of the class): <small>*Note: Your objectives may be the same for some (or all) of the groups</small>	By the end of class, students will be able to... <i>Multiply three-and four-digit numbers by one-digit numbers applying the standard algorithm</i>	By the end of class, students will be able to... <i>Multiply three-and four-digit numbers by one-digit numbers applying the standard algorithm</i>	By the end of class, students will be able to... <i>Use place value disks to represent two-digit by one-digit multiplication</i>
	Group 1	Group 2	Group 3
Students in Group	Markus Elizabeth Demetrius Jayla McKenna Corey Jill Maria	Leo Owen Victoria Lena Bobby Kellan JJ Isaiah P. Tricia	Mabel Haley Isaiah M. Nevaeh Arielle Antonio
What do I know about this group's readiness for the topic? Consider looking at testing data,	All students can multiply single digits mentally. Multiple two digit by one digit with ease	Strong single digit multipliers. Can multiple most numbers mentally (generally struggle with 7+)	Students know how to multiply one digit numbers well. Work best with manipulatives, rather than the algorithm.



<p>digital content data, and observational data</p>	<p>Have received lessons on digital content provider about multiplying with three and four digit numbers. Varying levels of success.</p>	<p>Confident with two digit by one digit multiplication. Most mistakes are math face errors, not process errors</p>	<p>Most students get <50% on digital lessons about multiplying two digit numbers.</p>
<p>Intro to Lesson</p>	<p>Explain that we're going to work on multiplying three and four digit numbers by one number.</p> <p>Remind that we've done this with place value disks, but we're going to try this a different way.</p> <p>Ask students to solve 6×162 using place value chart and disks.</p>	<p>Same as group 1</p>	<p>Explain that we're working on two digit by one digit</p> <p>Remind students of place value disks and how we use them</p>
<p>Teacher Led Instruction (Teacher Model)</p>	<p>Show 6×162 using place value chart.</p> <p>Talk through similarities between chart and standard algorithm. Verbalize process to solve with algorithm.</p> <p>Repeat with 5×237.</p>	<p>Same as group 1</p>	<p>Model how to represent 2×23 with disks. Write a matching equation and record the partial products vertically.</p> 
<p>Guided Practice</p>	<p>Students work individually or in pairs to solve:</p> <p>6×716 3×457 2×628</p> <p>Ask students to talk through their process while checking in with each group.</p>	<p>Same as group 1</p>	<p>Provide students with a worksheet with disk matrix written (include space for hundreds to build familiarity).</p> <p>Practice as group with following problems: 3×23 4×54</p>



Independent Student Practice	Students practice independently. Problems: 8×431 5×978 7×829 There are 6 lanes on the highway and 123 cars are stuck in each lane. How many total cars are there?	Students practice independently. Problems: 3×846 4×391 3×873 5×621	Students practice independently. Problems: 5×42 3×34
Closing	Ask students to compare multiplying with place value chart and algorithm. What is similar? What is different? Which do they prefer? Explain that we'll continue to practice this tomorrow.	Same as group 1	Recap what was covered. Explain how we used disks, but that tomorrow we will do the same type of problems using bigger numbers!