Math Centers

|  |  |  |
| --- | --- | --- |
| Center | Description | Purpose |
| Independent | Students complete a few problems at their desk independently. | To allow for independent practice |
| Games | Students play games with a partner or by themselves. | To practice math in a fun format and work on strategies of game playing. Which in turn get them to understand the math even better. |
| Activities | Activities vary from chapter and practice math concepts | Allows students to explore math concepts further |
| Literature | Students read a story and solve math problems throughout the story. | Allows students to practice math in a real world application |
| Fact Practice  (Not from Go Math) | This is a game that allows the students to practice their math facts. | Repeated practice of math facts. |
| Computer Station | This is where students work on different math programs on the computers. | To practice math facts in a different way. |
| Teacher | This is where students work in a small group setting with the classroom teacher. | To focus in on a small group of students misconceptions and work with them on the current math concepts so they can move to the next step! OR For the advanced students move them on. |

Example of math centers rotation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|  | Independent work is completed daily before going to stations | | | | |
| Games | A | B | C | D | E |
| Activities | B | C | D | E | A |
| Literature | C | D | E | A | B |
| Fact Practice | D | E | A | B | C |
| Computer Station | E | A | B | C | D |
| Teacher | Students are pulled from centers when they need to go to the teacher station. | | | | |

**Explaining Teacher Schedule Sheet:**

Quick check students – these names come from the 2 quick check problems. They will come back to me before they do their independent work. We will review the concept that was just taught see Tier 2 resources. I might also have the students do one or two of their independent problems with me before I let them go.

Group 1 & Group 2 students that I will see next will be the rest of the class though the week grouped up based upon the “Show what you know” and through the previous quick checks from days/week before. These groups are fluid and will change as the students learning changes.

I will see all of my students at least one time a week during the group 1 & group 2 times.

A student could be seen during the quick check time and the group 1 or group 2 times.

Teacher Schedule For Small Groups

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Quick Check | Focus:  SN: | Focus:  SN: | Focus:  SN: | Focus:  SN: | Focus:  SN: |
| Group 1 | Focus:  SN: | Focus:  SN: | Focus:  SN: | Focus:  SN: | Focus:  SN: |
| Group 2 | Focus:  SN: | Focus:  SN: | Focus:  SN: | Focus:  SN: | Focus:  SN: |

Quick Check - Weekly Tracking Sheet – Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lessons: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SN: | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | |
| M | T | W | | R | F | M | T | W | | R | | F | M | T | W | | R | | F | M | T | W | | R | | F | M | T | W | | R | | F | M | T | W | | R | | F |
| SN: | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | |
| M | T | W | R | | F | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | |
| SN: | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | |
| M | T | W | R | | F | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | |
| SN: | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | |
| M | T | W | R | | F | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | |
| SN: | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | |
| M | T | W | R | | F | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | |
| SN: | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | | SN: | | | | | | |
| M | T | W | R | | F | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | | M | T | W | R | | F | |

Blank = got both right

1 = got the first problem wrong 2 = got the second problem wrong 12 = got both wrong

If a lot of students got them wrong – then the whole class probably needs reteaching tomorrow.