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| **Time** | **Teacher** | **Students** |
|  | Problem – can be review or preview (could be a small problem or a computational problem) | One whiteboard per table |
|  | Introduce problem  Put students in groups or pairs to best support their math needs  Facilitate discussion of important points of problem | Question/discuss to understand what problem is asking |
| 30-60 seconds | Monitors silent, individual student work, observing for errors in computation and/or concept | Work on assignment silently and individually |
| 1-2 minutes | Observes and facilitates by questioning or “quick” piece of information  Can give students questions back to the group  DOES NOT TEACH | Shares answer/strategy with team  Team discusses, questions, explains and comes up with ONE table answer  Appointed group secretary writes table answer on the group whiteboard |
| 3-4 minutes | “Show Me”  Scans table whiteboards to check answers/work  If all tables have correct answer (and teacher observational feedback supports this), can give another problem  If disagreements in answers, can question class and discuss the answers | One team member holds up whiteboard at signal  Respond to teacher questions to prove or disprove an answer  Begin process with another problem if assigned |

Notes: