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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 problemPut students in groups or pairs to best support their math needsFacilitate 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 informationCan give students questions back to the groupDOES NOT TEACH | Shares answer/strategy with teamTeam discusses, questions, explains and comes up with ONE table answerAppointed group secretary writes table answer on the group whiteboard |
| 3-4 minutes | “Show Me”Scans table whiteboards to check answers/workIf all tables have correct answer (and teacher observational feedback supports this), can give another problemIf disagreements in answers, can question class and discuss the answers | One team member holds up whiteboard at signalRespond to teacher questions to prove or disprove an answerBegin process with another problem if assigned |

Notes: