Preschool Mathematics Instructional Design Model

This model includes accessible tasks, open-ended problem-solving, small-group instruction, student choice and time for meaningful practice. By using the familiar structure of the literacy block/workshop, students can transition into the same way of working independently, playing games, and problem-solving.

Small Group / Work Time		
	Teacher Role:	**Student Role:**
Teacher/Para Led Small Group (10-15 minutes designated small group time or during extended work time) During *designated small group time* (10-15 minutes), teacher/para lead targeted groups of students in small group instruction concurrently. The guided lessons correlate to the planned content or evidence of learning/misconceptions as determined by assessments. **OR** While students are engaged in centers, the teacher/para will lead small groups for guided lessons correlating to the content taught during whole group or evidence of learning/misconceptions as determined by assessments. *Teacher/paras continue to monitor student engagement in centers during work time.*	• Plan purposeful and differentiated lessons • Meet with identified groups of students based on data • Revisit learning intention/success criteria from mini-lesson • Facilitate learning through problem-based tasks • Provide math tools to support thinking • Provide feedback on strategies • Record anecdotal notes and formative assessment data	• Analyze misconceptions • Ask clarifying questions • Actively participate • Use math tools to support thinking • Explain reasoning
Work Time During work time, student work is organized and differentiated based on student need and learning centers. Math instruction is done throughout the school day and can be a focus in every learning center. *Note: Independent work should be REVIEW vs. initial learning*	• Plan purposeful and differentiated stations • Provide students with choice of stations or activities within a station • Provide math tools to support thinking • Monitor students in workstations • Reflect on observed behaviors to adjust work stations • Hold students accountable for work during stations • Provide feedback when appropriate	• Revisit previously learned content • Apply knowledge through partner work or collaborative grouping • Use math tools strategically • Complete task as described • Document work for evidence / accountability through math journal, recording sheets, photographs, video • Construct viable arguments • Critique the reasoning of others
Reflection / Closure A deliberate time for students to reflect on what they've learned during center time.	• Facilitate discussion of strategies used during workstations • Monitor student progress during the discussion	• Share strategies • Analyze strategies for effectiveness and efficiency • Reflect on learning to identify strengths and areas of further growth

References:

Lempp, J. (2022). *Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More*. Heinemann.