

Building the

Thinking Classroom

Year 1 (Step 1)

OPEN-MIDDLE QUESTIONS = more than one way to get to the answer.
LOW-FLOOR/HIGH CEILING = access points for all students with extensions that challenge students
Prepare the questions ahead of time/create sequences of questions = PROGRESSIVELY HARDER & PARALLEL DIFFICULTY QUESTIONS

- begin lessons with good problems
- form visibly random groups
- use vertical non-permanent surfaces

STANDING at whiteboards or windows.
Each group has ONE PEN.
Groups of THREE is ideal, TWO is better than FOUR.

VISIBLY RANDOM GROUPS
in math classrooms

Strategic Grouping's Goals

- Educational: pedagogical, productivity, peacefulness
- Social: diversity, integration, socialization

Visibly Random Groups

- students need to see!
- teacher-assists students-engage
- 3s are ideal

SEPT 1 Can be introduced ANYTIME in a course so Start TODAY! & repeat DAILY!

Students become agreeable to WORK in any GROUP they are placed in

Eliminates social barriers

Mobility of Knowledge between students

Reliance on teacher for answers

Reliance within and between groups for answers

Engagement on task

Enthusiasm for the class (even if the subject is not their favorite)

Research: Peter Liljedahl

Adapted from Peter Liljedahl Presentation,

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