



Subject: Math

Grade Level: Elementary School

DI Strategy: Tiered Scaffold

Elementary Math Stations Tiered Assignment Lesson

As a first grade classroom teacher to a group of diverse learners, differentiation must be built into every lesson. I find that tiering works well during my math block on a relatively routine basis. I try to design my math lessons around the guided math model. For example, we recently did a lesson where students had to add three numbers together to get a sum. Knowing the wide range of my students' abilities, especially with their number sense skills, I went into the lesson knowing I had to be prepared to deliver instruction to various abilities. After giving a whole group lesson lasting about 10 minutes, I gave a quick formative assessment using the math journal page. It had two questions with three addends for students to solve. Following this formative assessment, I was quickly able to rearrange groups to launch the guided math center rotation.

I made homogeneous groups and grouped the students by skill strengths/areas of growth. Students then rotated to centers, one of which was me providing direct instruction. My lowest group needed to work with manipulatives to build number sense of joining three groups together. For those students, we pulled three different colored counters and acted out each problem with tangible items. The middle level group of students was having trouble transferring a three number addition number model to a two number model. For those students, I used the manipulatives to demonstrate why the number model turned into adding two numbers. (Ex: $3+7+4=$ ___ turns into $10+4=$ ___) For the middle-high group, I used the scaffold model to have them apply three number addition to school store items and we used cards with items on them. Finally, my highest group was ready to write word problems to accompany the school store problems. I found this tiered scaffold model in math helped keep math fun, individualized, and engaging.