

## What is Flexible Grouping?

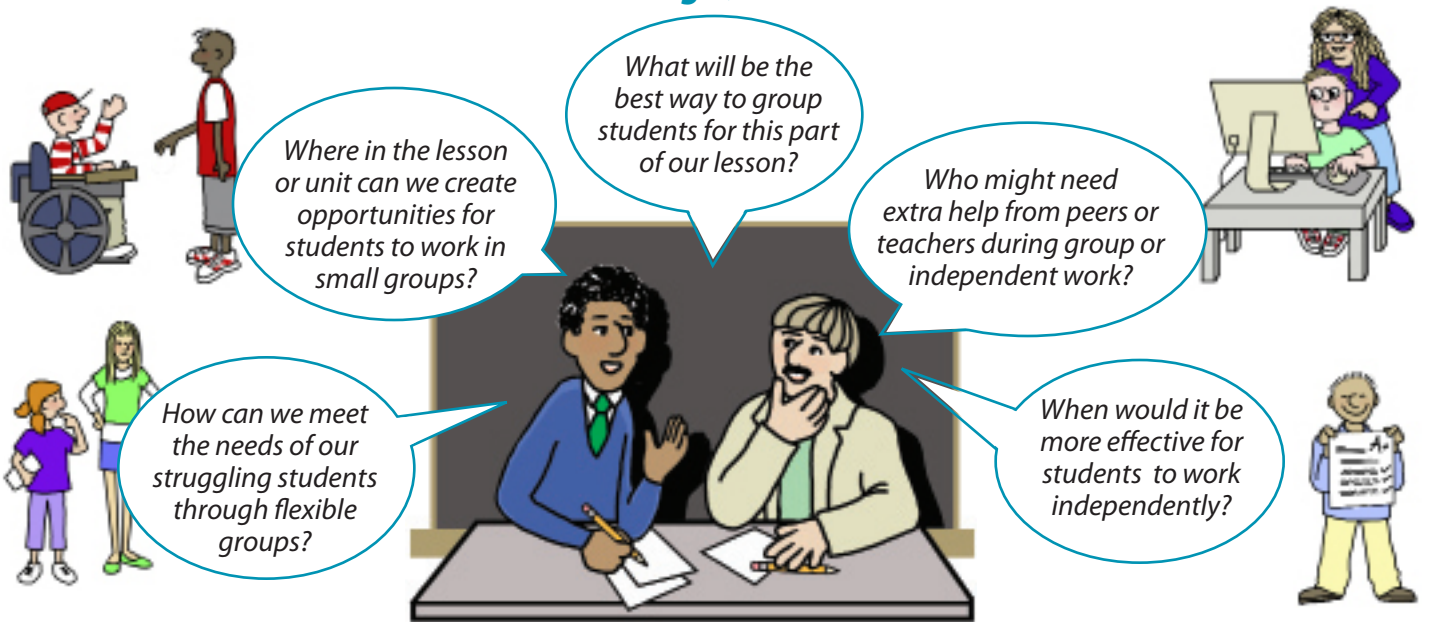
- ▶ Teachers create and manage groups according to • **readiness** • **interests** • **learning preferences**
- ▶ Variations may include • **whole group** • **large group** • **small group**
- ▶ *Individual instruction* takes place as needed

### Collaborative Planning Tips and Reminders:

- Always pre-assess students before grouping.
- Consider the instructional content and purpose of each group.
- Plan for students to regularly move in and out of groups as a result of ongoing assessment.
- Create rubrics and checklists to clearly define expectations and procedures.
- Communicate and practice rules and routines about how students will function in groups.
- Steer clear of negative group labels (e.g., label groups by color rather than ability level).
- **Frequently** vary the membership and purposes of groups.

**Remember to plan for FLEXIBLE, rather than PERMANENT groups!**

### Planning Questions:



Adapted from: Wormeli, R. (2007). *Differentiation: From Planning to Practice, Grades 6-12*. Portland, MA: Stenhouse Publishers.

**Try one of the grouping strategies on the next page!**

# Tips for Managing Groups

- Develop **readiness-level teams** to summarize & share a reading selection.
- Create **task cards** to manage small group activities.
- Allow students time for **individual study** (Web searches, literature reviews).
- Schedule **“one-on-one” time** with a student while others work in groups.
- Establish temporary, **“just-in-time” groups** to re-teach a specific lesson.



# Ways to Form Flexible Groups

## Teacher selected groups

### 3 x 5 Student Information Card

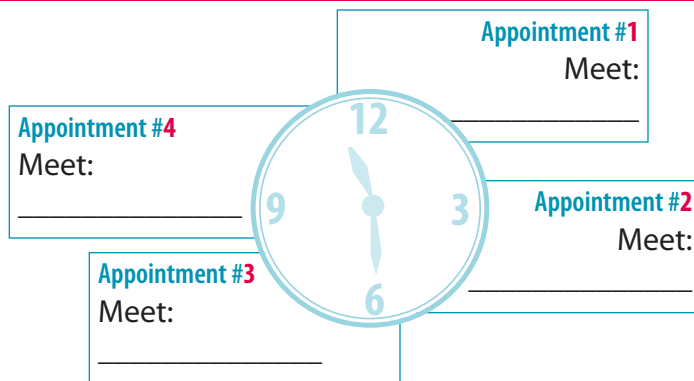
- 1 Collect student data: • **Readiness levels** • **Learning profiles** • **Interests**.
- 2 Create an index card for each student.
- 3 Use information on index cards to assign students to varying groups.
- 4 Differentiate the instructional activity for each group.

Sample Student Information Card:

FCAT Reading Score:	Interests:
FCAT Writing Score:	
FCAT Math Score:	
Student Name: _____	
Grade Level: _____	Class: _____
NRT Scores:	Learning Preferences:
Reading:	
Math:	Multiple Intelligences:

## Student selected groups

### Appointment Clock



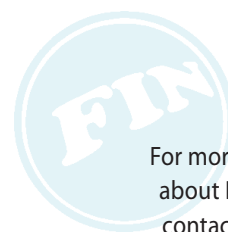
Using a clock graphic organizer, students find four students from around the room and write their names on the face of a clock at four appointment times: 12:00, 3:00, 6:00, and 9:00. At designated times during the lesson or unit, students find their “\_\_\_\_\_ o’clock appointment” and meet with that partner to complete a teacher-assigned task such as:

- Tell all you know about....
- How did the characters in your story resolve their conflict?
- What were some key points you remember from Chapter 11?
- Interview each other about your interests (books, movies, music, games).

## Randomly selected groups

### Matching cards

Give each student a card with a question or answer related to the curriculum content. Students find their “match” (question or answer), then respond to a teacher prompt written on the board. For younger students, match pictures of animals and animal babies, or word cards with nouns and verbs, words and definitions. *Think of the possibilities!*



For more information and training about Differentiated Instruction, contact your local FIN facilitator by visiting our Web site: [www.FloridaInclusionNetwork.com](http://www.FloridaInclusionNetwork.com)