

example schedule for launching math centers

day 1	day 2	day 3	day 4	day 5
<p>Introduce the math workshop and math centers. Go over the components you will use and how often you will have centers. Also, go over teacher and student roles during math centers. Teach the first center, and have the whole class practice (with small groups and partners, but the whole class doing the same center) for about 15-20 minutes.</p>	<p>Introduce and model the second center. Practice the second center with the whole class for 15-20 minutes.</p>	<p>Teach transition procedures. Practice the first and second centers in small groups with half of the class doing one center and the other half doing the other. Switch centers and practice transition procedures.</p>	<p>Introduce and model the third center. Practice the third center with the whole class for 15-20 minutes.</p>	<p>Teach expectations for teacher time. Divide your class into four groups (the three centers you have introduced and a group with you). Practice each center for about 10 minutes, ensuring that the students are following all of your expectations and procedures. At your close/share time, review any necessary procedures and expectations.</p>

day 6-9

Introduce and model the rest of the centers. Practice each center with the whole class for 15-20 minutes. You can also do one center rotation in groups after introducing a new center (with the centers you have already practiced).

day 9-10

Have a practice run with all of the centers you have chosen. I recommend giving the students at your table something they can easily work on independently so that you can still monitor and redirect as needed. Your closing time for each day should recap how the students did and review any procedures and expectations that need review.

example sequence of procedures to teach

day 1	day 2	day 3	day 4	day 5
<p>Signal for stopping centers, materials to take to centers, and quantity + quality of work for specific center you are introducing this day</p>	<p>Voice level, working with others, and quantity + quality of work for specific center you are introducing this day</p>	<p>Staying on task and at your center, what to do if you get stuck, cleaning up centers, and transition/rotation procedures</p>	<p>What to do if students need materials, what to do if they finish early, the quantity + quality of work for specific center you are introducing this day</p>	<p>What to do when they get to the teacher table, expectations for behavior at the teacher table, and a review of any procedures that they students are struggling with</p>
<p>day 6-9</p>			<p>day 9-10</p>	
<p>Handling and turning in center work and quantity/quality of work for specific center</p> <p>Also review any expectations and procedures the students are struggling with.</p> <p>Make sure that you keep a close eye on staying on task and working the entire time.</p>			<p>Review any expectations and procedures the students are struggling with.</p>	

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Thanks!
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Credits:

