

GMM Dry Erase Boards Lesson Plan

get^{more}math!



Goal:

Motivate students to earn points and improve proficiency with dry erase boards.

Materials:

- Class set of dry erase boards
- Dry erase markers
- Dry erase erasers (socks are a great affordable alternative)

Option 1 (Partner share):

1. Partner students of similar abilities while they work in GMM.
2. Each student will need their own dry erase board and marker.
3. Students will work a problem on their dry erase board.
4. When both students complete a problem, they will show their work to their partner before submitting the answer into GMM.
5. This will allow students to discuss their steps and share ideas.

Option 2 (Math Clash):

1. Group your students based on similar abilities.
2. Create several fake students in your class based on the number of groups you need.
3. Give every student a dry erase board, dry erase marker, and eraser.
4. Choose one student to be the leader. The leader is in charge of keeping the group on track. The leader can rotate every couple of rounds if needed.
5. Have one student device per group logged into GMM. Have each group log into a fake account.
6. Students will go to Spiral Review and work together to answer questions.
7. Once students have completed the problem independently, have them flip their board upside down to cover their answer.
8. When everyone is ready the leader says "Math Clash!" and everyone flips their boards over. Then, students discuss answers and their thought processes.
9. Once the group has decided on an answer, the leader enters the answer in GMM.
10. Challenge groups to answer as many questions as possible.

- If you need to differentiate more between groups, create a separate class for different groups to provide more scaffolded questions or more enrichment questions.

Option 3: (Small group instruction):

1. Use Spiral Review data to create small groups.
 - a. Select the desired class, and click on Spiral Review.
 - b. Organize skills using Proficiency by clicking on the arrow next to the Proficiency column.
 - c. Select skill you would like to focus on for small group instruction.

Active	Date Added	Skill Code	Description	Proficient Students
<input type="checkbox"/>	8/22/2024	58001	Determine opposites of numbers	0%
<input type="checkbox"/>	8/20/2024	55044	Order decimals up to 1,000,000,000	67%
<input type="checkbox"/>	8/14/2024	315001	Determine graph from inequality or ineq...	50%
<input type="checkbox"/>	7/23/2024	204022	Subtract fractions, common denominat...	67%
<input type="checkbox"/>	7/18/2024	55043	Compare whole numbers up to 1,000,00...	67%
<input type="checkbox"/>	7/1/2024	43001	Round whole numbers to specified plac...	83%
<input type="checkbox"/>	6/28/2024	43051	Round whole numbers to nearest ten	83%
<input type="checkbox"/>	6/28/2024	10001	Multiply one-digit whole numbers	83%
<input type="checkbox"/>	6/28/2024	41020	Subtract positive integers, two-digit & o...	83%
<input type="checkbox"/>	6/28/2024	40006	Add positive integers	83%

2. After selecting the skill, a detailed report of student proficiency will appear.
3. Click on Proficiency to see where specific students are.
4. The students that are untried, not enough data, red, and yellow are not proficient yet. These are the students to pull for small group.
5. Provide each student in the small group with a dry erase board, dry erase marker, and eraser.
6. Now, do some examples with students! Next to Proficiency, click on Problem. Cycle through several iterations for this type of problem by clicking on the green circle arrow.
7. Complete some examples with your students, and then allow the students to work together on a few sample problems. Lastly, allow them to work them independently on their dry erase board.
8. Once students are comfortable, confident, and ready, let them rejoin the rest of class and work in Spiral Review.
9. Now, you are ready to pull your next small group!

Choose the graph of $x \leq -3$.

skill code: 315001