Lyra Statts

Flexible Grouping Plan

June 15, 2011

Group 1

Kiana Hobbs-IP (Interpersonal)

Jalissa Sheppard-L (Linguistic)

Tran Nyugen-BK (Bodily/Kinesthetic)

Xochitl Campos-M (Musical)

In this group I combined a student with a high level of knowledge (Kiana) with a student with a medium level of knowledge (Tran) with two students with a lower level of knowledge. I grouped them this way so that Kiana and Tran can help the other two students. Also, because Kiana has a higher level of knowledge than Tran she can hopefully keep his bossiness to a minimal. If Kiana is in charge, perhaps she won’t be so boy crazy. I also combined students of various learning styles so that the different perspectives that can offer fresh ideas when looking at math problems. This group may prove challenging if Kiana gets sidetracked with boy craziness or Tran gets too bossy.

Group 2

Cassandra Fisher-M

Juan Carlos-BK

Chase Livingston-L

Destiny Higgins-LM (Logical/Mathematical)

In this group I combined varying levels of knowledge together so that the students with a higher level of knowledge can help those students with a lower level of knowledge. I also hoped that Cassasndra’s musical style of learning would keep Juan interested so that he would not shut down. I also combined varying learning styles so that students could help each other with information they may not understand. This group may have challenges if Juan gets too chatty and draws students off task.

Group 3

Dakota Schmidt-LM

Jesus Sandoval-IP

Deangelo Hurley-M

JeMarcus Mann-BK

In this group I combined varying levels of knowledge with varying learning styles. I hoped the students with a higher level of knowledge would be able to help those students who do not possess such a high level of knowledge. Also, the varying styles of learning may work together to make new material more accessible for all the students in the group. Deangelo is also very good at helping people so I combined that with Dakota’s higher level of knowledge for maximized learning potential within the group. Interpersonal problems may arise in this group if Jemarcus gets too antsy while working or Dakota has a hard time helping students with a lower level of knowledge.

Group 4

LaVaughn Robinson-LM

Filberto Cruz-BK

Sidne McCoy-SV (Spatial/Visual)

Elsa Velez-L

In this group I combined varying levels of knowledge with varying learning styles. I hoped the students with a higher level of knowledge would be able to help those students who do not possess such a high level of knowledge. Also, the varying styles of learning may work together to make new material more accessible for all the students in the group. This group could face difficulties if the students in the group do not work well together due to learning differences or language barriers.

Group 5

Haley Massey-LM

Mafune Aljib-SV

Kofe Cobral-BK

Alexa Huffman-IP

In this group I combined varying levels of knowledge with varying learning styles. I hoped the students with a higher level of knowledge would be able to help those students who do not possess such a high level of knowledge. Also, the varying styles of learning may work together to make new material more accessible for all the students in the group. I also thought that Haley would be good in this group because he would want to show the students how to work the problems instead of just having them copy off of him. Also, combining Mufane with an interpersonal learner and a logical-mathematical learner may help him not get frustrated with new material. If Mufane withdraws due to the material or if Haley refuses to help other students this group may run into challenges. They may also be language barriers.

Group 6

Elijah Weiss-SV

Desiree Walker-BK

Lan Lopez-L

In this group I combined varying levels of knowledge with varying learning styles. I hoped the students with a higher level of knowledge would be able to help those students who do not possess such a high level of knowledge. Also, the varying styles of learning may work together to make new material more accessible for all the students in the group. I also thought that Elijah would do well in this group because he may see helping this group as being in competition with Tran’s group, which may inspire him to be more helpful with the students. Elijah may get caught up in his own work, trying to out-do Tran and that would cause a challenge for the group.

For Ms. Lane’s classroom to properly foster an effective lesson, she will need to move throughout the room while the groups are working. While doing this she will need to assess that each group is operating to the classroom expectation and each member of the group is operating to her individual expectation. It would be beneficial to Ms. Lane to point out these expectations to the class before they break for group work. In order to continue to foster effective lessons during group work, Ms. Lane will need to continue a running record on how students operate in the group setting, both individually and with their classmates.

Ms. Lane should continue her effective lesson by calling the students back to the class and having each group work on or two problems on the board. She should then collect the work done and review it for individual comprehension of the material.

Ms. Lane effective demonstrated differentiated learning by grouping students of different learning styles together and by having them work in small groups. She could further the differentiated learning experience by offering the students several assignments to choose from so that students of different learning styles could maximize their learning experience through content as well as process. Ms. Lane could assign roles within the group based on each students learning style, so that no student is left out and all students are working to their strengths.