

Huddle

Grouping for Differentiation

Frontload or Preview new learning and plan a response to misconceptions to make learning more accessible to students.

ELPS 1A. 2D. 2E. 2G. 2I. 3E. 3F. 4D. 4E. 4F. 4G

IP Rubric PL-2, I-2, I-3, I-8, I-6

- How do I frontload or preview information for students who have a gap in prior knowledge?
- How can I respond to misconceptions quickly?
- How can I ensure access to learning for all my students?

Why it works:

Addressing students' misconceptions before, during, and after instruction in flexible small-groups helps to **prepare the learner** and **extend the learning**. Carol Tomlinson's research confirms that small-group instruction can be an effective component of differentiation. Ways to use flexible small-groups based on data include to frontload or preview content before a lesson, gather students to clarify misunderstandings during instruction, or review concepts and check for understanding after a lesson.



Suggested strategies:

Determine and track student progress
Tiered Assignments
Checkpoints
Real World Connections
Circulate
Flexible Grouping
Structured Peer Conversations
Workstations

Tech tools:

OnTrack
A4E Dashboard
Lead4Ward
Proficiency Level Descriptors

In the Huddle routine, we regularly:

- Anticipate misconceptions and plan using data.
- Frontload or preview vocabulary and build background knowledge.
- Re-teach or review concepts during guided or independent practice in small groups.
- Use flexible grouping strategically.
- Provide additional practice as needed.

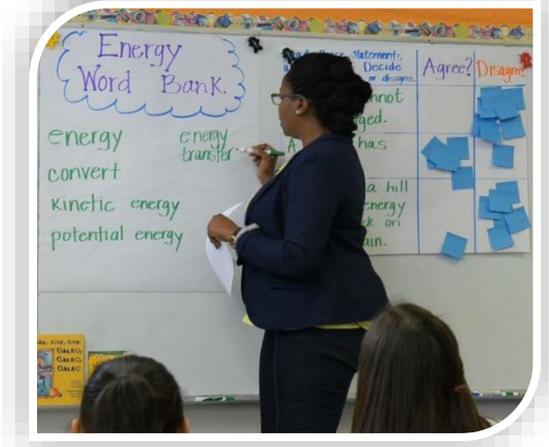
Classroom implementation:

✓ Anticipate misconceptions and plan using data.

Determine and track student progress to decide which students will need additional support before, during, or after instruction and create a system. Anticipate potential misconceptions and create **tiered assignments** to meet the needs of your students. Plan **checkpoints** during instruction to assess students' understanding.

✓ Frontload or preview vocabulary and build background knowledge.

Invite a few students to gather before instruction to **preview** upcoming learning in order to build background knowledge by using **real world connections**. Allow students to read and discuss introductory texts using **Let's Talk** and lead them in highlighting key ideas. Frontload or **preview** challenging vocabulary using **realia**, **visuals**, and/or **Total Physical Response**, or engage students with content in their **native language**.



✓ Re-teach or review concepts during guided or independent practice in small groups.

Keep track of content and concepts with which your students are struggling as you **circulate**. Call those students who need additional support together for a small group **mini-lesson**. Provide additional explanation using **realia**, **visuals**, **Total Physical Response**, or another scaffolded **Pen/cil to Paper** activity.

✓ Use flexible grouping strategically.

Utilize **flexible grouping** by pairing students who need additional support with a **language partner** who can help clarify directions or key ideas and support each other during complex reading and writing tasks. Set expectations about using **native language** as acceptable to clarify ideas or directions, but each student is responsible to do his or her own thinking and writing. Provide students with a framework for **structured peer conversations**, **sentence stems** and/or **paragraph frames**.

✓ Provide additional practice as needed.

For students in need of additional of explanation and practice, create additional learning opportunities to **frontload** or **preview**, and **re-teach** or **review** content and concepts as often as needed. **Workstations** provide a safe environment for student interaction which can help students engage with content in a non-threatening way. Strategically target additional practice to address specific gaps in knowledge or skills and provide consistent linguistic support.