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| Grouping **Strategies Planning Matrix**  **(Dr. Susan Baum)** | | | |
| **Group Type** | **Description** | **Purpose** | **Example** |
| **Readiness**  **Using tiered assignments** | Students are grouped by ability or skill level for a particular lesson. | These groupings occur when the teacher wants to work with students at different levels of understanding to offer more scaffolding or more sophistication. | Readiness groups are used in tiering. After a whole class lesson on distance, rate, and time problems, students were grouped by readiness to complete assignments of different complexity. |
| **Interest** | Students are grouped by similar interests regarding topics of exploration within a unit. | To offer opportunities for students with the same interest to work together especially when there are many topic possibilities within a unit that could be explored. | Third grade class was studying the sea. Students were grouped by interest: sea creatures, sea plants, sea divers, and sunken treasures. Each group researched their topic and contributed to the class mural “Under the sea.” |
| **Talent** | Students are grouped by specific talents such as writers, artists, scientists, engineers, and technologists. | This grouping is especially beneficial as students with a particular talent get to work with others who have similar characteristics. They learn and grow from each other. | A high school social studies class desired to create a WWI exhibit. The actors put on a series of tableaus of scenes from the war; writers created articles about the true heroes; artists rendered a mural of the battle of two major battles showing victory and defeat, and the historians conducted interviews of participants in WWI and created a talking timeline. |
| **Multi-talent** | Groups are formed by including members with different talents | This is used when group assignment calls for a multitude of talent. In this situation, all students contribute by talent for the good of the project. | In middle school science class, students worked in multi talent groups to solve the problem of a deteriorating pond.  Each group had a scientist, engineer, performing artist, and a visual artist. Together they isolated the problems, developed a solution and presented their solution in creative ways. |

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| Jigsaw | This complex grouping strategy uses two groupings. The first brings a group of students together randomly, friendship, or by some commonality. These groupings are mixed-ability most often. The second grouping can be by student interest, readiness, or learning style. Each student learns a particular aspect of the assignment in his expert group and brings back that information to the home team group. Here the student is charged with teaching explaining his findings to the others. | This strategy is used when there is a lot of information to be learned. Students have particular assignments and reteach the findings to others reinforcing concepts learned.  Home team can be student choice or teacher choice. Expert assignments can be differentiated by the tasks assigned or resources required. | On-line students used a jigsaw approach in finding out ways to tap student interests and characteristics of specific learning groups. The home team members split up to investigate different sources using different resources. Each member reported findings to the home team. |
| Opinion Grouping | Groups are formed by similar opinions of students around an issue, moral dilemma, or problem solving | This strategy is used to enhance classroom discussion or persuasive writing. The issue is presented and students brainstorm possible solutions or approaches to the problem. They then select the solution that is their favorite. Then in a group with students who share that opinion, the students form three compelling reasons for their opinion. All groups then share their ideas and students are invited to comment on the arguments or change groups if they are persuaded. | Eighth grade students in a writing class watched the beginning of the movie,  *Vertical Limit* during the opening rock climbing scene. Peter, Annie, and Dad are climbing but an accident occurs and they are hanging by the rope. Annie is attached to the rock but Peter and Dad are hanging Peter is asked by his father to cut the rope and let him die to save the two of them. Students brainstormed five other solutions and then grouped by opinion. Follow up assignment asked them to write a letter to the Mom explaining the reasons for their choice. |