

McGraw-Hill

My Math-Made For You

Math Centers Routines and Using the McGraw-Hill My Math My Learning Stations

Why use math centers in my classroom?

Math centers are a wonderful way for students to work independently or in small groups exploring, practicing, or extending mathematical concepts. When working in math learning stations, students are engaged in problem-solving activities; they are reasoning; representing their thinking; communicating; and making connections between mathematical practices and content. McGraw-Hill My Math Learning Stations are your solution for math centers in the classroom. The Learning Stations allow you to work with individuals or meet with small groups in order to further differentiate math instructions.

How do I build a routine to help students work independently in Learning Stations?

To help students build a routine for working independently during math learning station time, model the activities in the station. For younger students and English language learners, create a brief list with simple drawings or pictures to help them remember what to do at each station.

How do I group my students for work in Learning Stations?

To determine station groups you can use informal assessment, including observations. Remember to keep reassessing and regrouping throughout the year. You may also use the buddy system to help with individualized work.

How much time should my students spend in Learning Stations?

The time spent at a learning station will vary with the age of the students and the time for the school year. Kindergarten students may spend about 15 minutes in each station while first through fifth grade students may spend about 20 minutes.

How do I make the most out of independent learning?

Following independent work, bring students back together in a large group and have them share any work product that was created at the learning station or tell what they did at the learning station. Ask questions to start collaborative conversations and allow student to explain, justify, and analyze by discussing outcomes.

Helpful Hints for Organizing your Learning Stations:

To organize your classroom for Learning Stations, first evaluate the space available and decide how it can be arranged to best promote independent and small group interaction. As students are working in stations, they should be visible from where you may be working with individuals or a small group.

- Decide on a rotation chart format to direct who goes to which learning station. Use a bell or timer to signal when to change learning stations.
- Label a folder for each activity and put the blackline masters needed for that activity in the folder.
- Label folders for each student.
- Label a box Finished in which students place completed work.
- Use student logs or journals for recording.
- Make sure that all supplies needed for each activity are available at the stations.
- Ensure that the space allows for easy and independent cleanup.

What is included in the Learning Stations to make the most of center time?

- A **carrying case** stores all of the components that make up the learning stations kit.
- The **Learning Station Guide** includes instructions for using each component of the kit.
- **Games** can be used to reinforce, challenge, and extend mathematical concepts. **English** is on one side; **Spanish** is on the other.
- **Graphic Novels** introduce and revisit real-world mathematical situations to bring content to life.
- **Real-World Problem Solving Readers** include three reading levels to extend problem-solving skills and strategies. The On-Level Readers are also available in Spanish.
- **Activity Cards** include cross-curricular connections. English is on one side and Spanish is on the other.
- **Problem Solving Cards** tie problem solving to other disciplines with real-world applications. English is on one side and Spanish is on the other. (Grades 3-5 only)