

# Flexible Grouping Strategies

Grouping Strategy	Strategy Information
<b>1. Proximity Partners</b>	
<a href="#">Think-Pair-Share</a>	Students start thinking independently, then pair up with a partner to share. The partners then share their thoughts back to the larger group. Partner A can share partner B's thinking,
<a href="#">Think-Pair-Square</a>	Let students think personally, then pair up with a partner to share thoughts, then meet in groups of four to share thoughts.
<a href="#">Second-Set-Partners</a>	Allow students to have a conversation with one partner, then find a different partner and recap the thoughts of their original partner.
<b>2. Get Moving</b>	
<a href="#">Card Deck Groups</a>	A deck of playing cards provides an infinite amount of ways students can be moved around into collaborative groups to share their work or ideas. The notion that students need to get up and locate their group or partners helps stimulate motivation and engagement.
<a href="#">Line Up/Fold The Line</a>	This strategy starts by having students line up on a value line, then the line folds in half and viewpoints are shared.
<a href="#">Grid Pairs/Groups</a>	This strategy is more student driven and allows them to pick a different partner each time. Students meet with their partner, record the date in their partners box, and then cycle through all other students in the classroom. Once a student has met once with everyone, they may use the second date to meet again.
<a href="#">Compass Partners</a>	A strategy that can create a multitude of different partner groupings. This strategy works well for frequently changing student groups.

### 3. We Agree

<a href="#">Would You Rather?</a>	This strategy gives students some choice, and therefore adds an element of engagement. Students also have the opportunity to reflect on their learning preferences if given two differing options of choice (ex. Listening to a podcast vs. Reading an article on the same topic).
Table Topics	This strategy can be used to positively set up flexible grouping near the beginning of the school year as it offers an opportunity for students to build curious relationships with one another. Teachers start by offering a student survey focused on topics such as favorite snacks, movies, travel goals, ect... the teacher then forms groups based on similar or non-similar interests. Students then enter the learning space with an assigned table topic, an assigned table, and a list of the group members. This may be posted on the classroom door. Students head to their table and break the ice by discussing why they choose what they did.
<a href="#">Four Corners</a>	A discussion topic is applied to each corner of the learning space and students engage with other students to talk through and share understandings of the topics.

### 4. You Choose

<a href="#">Jigsaw</a>	This strategy brings together a group of students that each take initiative to learn a small part that is then shared back with the larger (4-6 students) group.
<a href="#">RAFT</a>	This is a grouping strategy that allows students to have choice in writing. Students pick a role, consider their audience, work in a particular format and examine a topic.
TriMind	When using this strategy students have an option to engage in three different learning activities focused on the same learning outcome. The three activities are informed by the three types of thinking preferences - Analytical, Practical, and Creative. Students then pick which task they feel most confident tackling.

## 5. Formative Formations

<a href="#">Team Huddles</a>	In the case that your students get working in groups on a task, and you've forgotten to highlight an important element, you can get a member from each group to form a team huddle with you. The information you share is then taken back to the groups. This also works if you find throughout your observations that students are missing a critical element in their thinking process.
Self-Assessment Groups	After starting class with a mini lesson, students then self-assess their readiness to engage in a follow-up task. Students might identify as an "A" if they require a deeper explanation, a "B" if they just need to ask a few clarifying questions before starting the next task, or a "C" if they feel confident and ready to go.
Like-Pattern Groups	Using recent assessment data, students are grouped based on similar areas of needed skill development. For example, a teacher might form five different writing groups based on a collection of paragraphs written the day before. These groups might look like paragraph structure, content, or capitalization.
<a href="#">Learning Stations</a>	Students cycle through various stations focused on developing specific skills. For example, a teacher could divide a class into three groups, with the groups cycling through a teacher station, a game station, and a collaborative practice station.