Study Guide

Small Group Instruction and Workstations

Module 2—The First 21 Days

PREFACE

This study guide is intended to help teachers get the maximum benefit from the six modules that make up the Small Group Instruction and Workstations PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that "All teachers are reading teachers." This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What is does mean that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading "chops" that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS

Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slides 5-8: Benefits of Small Group Instruction for STUDENTS

Discuss as a group (if working with others) the benefits of small group instruction for your students. Jot your ideas in the space below.

Slide 11: Hallmarks of Small Group Instruction

Remember that Small Group Instruction should be:

- **Comprised of 3-6 students**
- **Teacher-guided**
- **Homogenous**
- **Differentiated**

Slides 9-12: Benefits of Small Group instruction for TEACHERS

Reflect upon or discuss as a group (if working with others) the benefits of small group instruction for YOU as a teacher. Jot your ideas in the space below.

Slide 13: Small Group Instructional Learning Cycle

What is the purpose of pre-assessment?

Why do you think is it important that small group instruction be different from that provided when the concept was originally introduced?

Why do you think that regular, frequent progress monitoring an important piece of the small group instructional cycle?

Why is post-assessment important beyond the on-going progress monitoring?

The slide says that this learning cycle is an iterative process that continually adjusts based on student needs identified by the data. What does this mean to you?

Slide 14: Effective SG Instruction

Discuss the importance of the two key terms on this page. The definition of each is provided to

FLEXIBLE GROUPING: Groups are formed and disbanded based on the data/student needs. Groups are not static but change as needed as students master skills and new needs are identified.

SCAFFOLDING: Helping struggling students using direct, explicit, and systematic instruction. Direct and explicit mean that we show students EXACTLY what to do and how to do it before expecting them to do it. This is often called the I do, WE do, YOU do approach. Systematic means that it is step-by-step. When students are not yet able to do this, we take a step backwards and simplify the task and ask them to do that independently. This, in turn, is used to have them then do an incrementally more challenging task.

Slide 19-20: Small Group Rules and Procedures

What do you need from your students for you to be able to work successfully with your small group students? List those needs below

-
-
-
-

Now that you know what you need, develop a set of Independent Worktime rules for your class. Remember, keep the rules simple and positively phrased. List your rules below.

1.
2.
3.
4.
5.

Remember to model each rule, have students practice and provide feedback.

Slide 23: Step 1

Step 1 is outlined in your handouts to take 8 days. Keep in mind, however, that you can shorten or expand this time period depending on how well prepared your students are to move onto the next step. Repeat days if necessary; combine days and lessons if students are ready to move on.

Slide 22-23: Goals for Step 1

TRUE (T) of FALSE (F) Which of the below goals are aims of step 1?

- Students learn and practice the rules for independent worktime.

- Students rotate between centers independently.

- Teacher monitors students as they work independently but does not intervene.

- Students work 100% independently on an activity for 5 to 10 minutes.

- Teachers pull a group of students for small group instruction.

- Teacher debriefs with students each day to highlight things that are working well and to go over areas of needed improvement.

(See answer key on page 14.)

Slide 24: Possible Independent Activities

List several different activities that students in your grade can complete 100% independently at the beginning of the year.

Slide 25: Transitions

Why do you think that, for the initial transition, students remain at their seats and simply change from one activity to a different one?

Slides 27-29: Class Debriefs

What are the primary three goals of class debriefs?

1. Highlight what went _____ during small group time.

2. Discuss areas of _____ for the next day's small group time.

3. Get student _____ which will promote a sense of shared purpose and have students take ownership of the success of small group time.

(See answer key on page 14.)

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
					Step 1: Introducing Workstations—Purpose, Rules and Procedures
1	5-10 minutes		____ (✓) go on to next day		**Goal: Introduce concept of Workstations and Small Group work** TEACHER: • Explain what Workstations are and how they will be used in classroom • Introduce Workstations rules (poster to be placed in classroom) • Select students to model each rule while the class observes STUDENTS • Explain reason for Workstations; Workstation rules • Model for class each Workstation rule

Slides 30-31: Planner Organization

DAY: Where you are in the First 21 Days outline

TIME: An estimate of how long it will take to do the day's activity (excluding the debrief)

DATE: Space for documenting the date on which you taught the lesson

SUCCESS?: A place to place a check mark if you are satisfied with student performance.

REPEAT: space for documenting the date on which you repeated the lesson if needed.

WHAT IT LOOKS LIKE: Lists the objective for the day as well as what the teacher and students are doing during the lesson
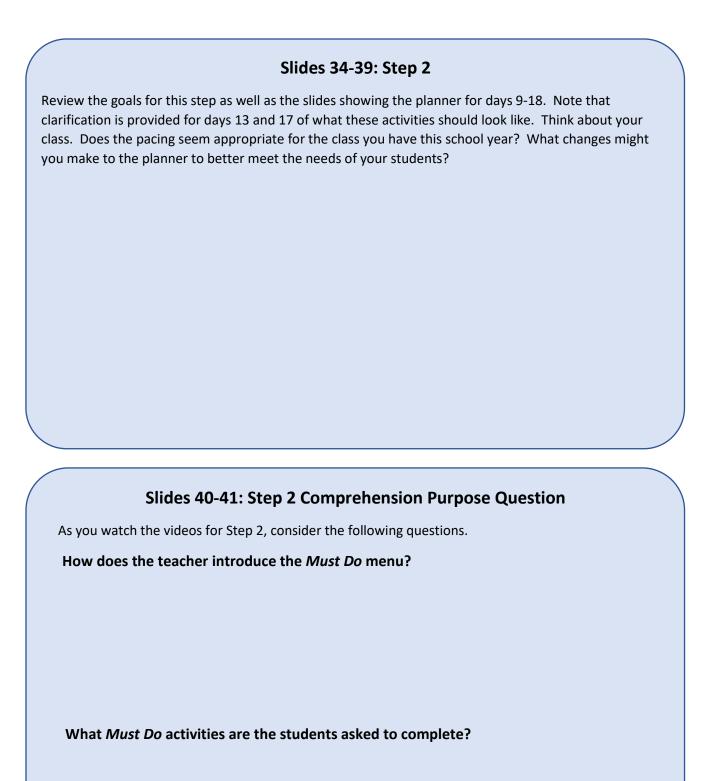
Slides 31-33: Step 1 Comprehension Purpose Question

As you watch the videos for Step 1, consider the following questions.

How does the teacher explain the rules and self-regulating behaviors to the students?

What are other examples of independent tasks?

What is the purpose of observing, but not intervening while students practice in the workstations?

Slides 34-39: Step 2

Review the goals for this step as well as the slides showing the planner for days 9-18. Note that clarification is provided for days 13 and 17 of what these activities should look like. Think about your class. Does the pacing seem appropriate for the class you have this school year? What changes might you make to the planner to better meet the needs of your students?

Slides 40-41: Step 2 Comprehension Purpose Question

As you watch the videos for Step 2, consider the following questions.

How does the teacher introduce the *Must Do* menu?

What *Must Do* activities are the students asked to complete?

Slide 44: Must Do, Catch Up, May Do

Thinking about the grade level of your students, how would you explain these terms to your students? Write you response in the space provided below.

Must Do

Catch Up

May Do

Slides 42-45: Step 3 Goals and Planner

After the groundwork you laid in steps 1 and 2, in step 3 you pull a group for a brief period of small group instruction. This gives you a chance to evaluate how well prepared your students are to work independently.

Why do you think only 5-10 minutes is allotted for small group time during this step?

How would you ensure that students do quality must do and catch-up work and don't rush through these assignments so that they can work on the fun May Do choices?

Slide 46: Step 3 Comprehension Purpose Question

As you watch the videos for Step 3, consider the following question.

How does the teacher explain the *Must Do* activities and *May Do* choices?

Slides 47-49: Posters

The posters shown on these slides are available for free download from:

https://dyslexia.times.uh.edu/teachers/classroom-posters/

Slide 50: Outline Discussion

How can the Must Do, Catch Up and May Do chart and the no interruption visuals benefit your students?

Slides 51-54: Step 4

Step 4 begins on day 21 and continues through the rest of the school year.

Do you feel that the 4 weeks of preparation outlined in steps 1 through 3 set the stage for success for the remainder of the school year? Explain your answer below.

Slide 55: Step 4 Comprehension Purpose Question

As you watch the videos for Step 4, consider the following question.

What stands out to you about this video clip?

Slides 57-59: Progress Monitoring

Progress Monitoring allows you as a teacher to adjust your grouping and instruction based on the constant changes to your students' needs and abilities. It involves both looking at student DATA and adjusting INSTRUCTION based on that data. When kids are not making the progress we hope for, we need to look FIRST at our own instruction and make any needed changes. Below, discuss how data and instructional changes play a key role in effective small group instruction.

DATA:

INSTRUCTIONAL CHANGES:

Slide 60: Pause and Ponder

Teachers: Reflect upon your small group instruction, your rules and procedures, and your progress monitoring. Which one of these areas will be most impacted by this training module? What specific changes will you make to make your centers/small group instruction more effective?

KEY

Slide 13: Small Group Instructional Learning Cycle

What is the purpose of pre-assessment?

Pre-assessment allows you determine exactly which skills each student knows or does not know.

Why do you think is it important that small group instruction be different from that provided when the concept was originally introduced?

If students did not learn a skill the first way it was taught, it is unlikely that repeating the same lesson will help them learn it. A different approach is required for those students to be successful.

Why do you think that regular, frequent progress monitoring an important piece of the small group instructional cycle?

Small group time is precious. It is essential to know if and when students are learning students are learning concepts with which they struggle. If students have learned it, a new skill can be targeted or other student needs can be prioritized. If they have not learned it, teachers should reflect on their teaching an on other ways the concept can be taught.

Why is post-assessment important beyond the on-going progress monitoring?

Post-assessment helps the teacher know whether students are retaining knowledge and whether or not we need to re-teach for mastery.

The slide says that this learning cycle is an iterative process that continually adjusts based on student needs identified by the data. What does this mean to you?

The process never ends. As students master content, small group instruction evolves to meet their changing needs, but progress monitoring and instructional adjustments continually occur.

Slide 22-23: Goals for Step 1

TRUE (T) of FALSE (F) Which of the below goals are aims of step 1?

- Students learn and practice the rules for independent worktime.   **TRUE**

- Students rotate between centers independently.   **FALSE**

- Teacher monitors students as they work independently but does not intervene.   **TRUE**

- Students work 100% independently on an activity for 5 to 10 minutes.   **TRUE**

- Teachers pull a group of students for small group instruction.   **FALSE**

- Teacher debriefs with students each day to highlight things that are working well and to go over areas of needed improvement.   **TRUE**

Slide 27-29: Class Debriefs

What are the primary three goals of class debriefs?

1. Highlight what went __**WELL**__ during small group time.

2. Discuss areas of __**NEEDED IMPROVEMENT**__ for the next day's small group time.

3. Get student __**PARTICIPATION**__ which will promote a sense of shared purpose and have students take ownership of the success of small group time.

Slides 42-45: Step 3 Goals and Planner

   After the groundwork you laid in steps 1 and 2, in step 3 you pull a group for a brief period of small group instruction. This gives you a chance to evaluate how well prepared your students are to work independently.

Why do you think only 5-10 minutes is allotted for small group time during this step?

This is the students first experience with working independently and using their self-regulation skills. It is best to introduce this with short practice at first and gradually increase the length of time that students have for independent work time so they can successfully develop these new skills.

How would you ensure that students do quality must do and catch-up work and don't rush through these assignments so that they can work on the fun May Do choices?

Teachers can ensure that the work students complete is of quality by holding them accountable. Work should be checked on a regular basis and students must be held to high work standards. Have students re-do unsatisfactory work. The privilege of working on "fun work station activities" may be temporarily taken away from a student until work quality improves.