

## Study Guide

# Small Group Instruction and Workstations

Module 4—Adding Accountability to Center  
(Workstation) Activities

## 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 it does mean is 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 4: Types of Accountability



All of the types of accountability listed on this slide are defined below.

**WORKSHEETS:** A pre-printed sheet that students turn in with their answers to be graded (or not graded)

**RECORDING SHEETS:** A paper on which a student records work completed in a center that would otherwise be lost during clean-up. For example, students might write down compound words they made from word cards, letters they formed using play dough, multiplication problems completed from a laminated cards; words/math problems they struggled with during center time, etc...

**CHECK-LISTS:** A pre-printed sheet that students mark off which assignments they have successfully completed

**ORAL REPORTS/SUMMARIES:** At the end of center time, one or more students are asked to provide a report to the teacher of what they completed during their work station time or to provide a summary of what they read or learned in centers that day.

**PEER REPORTS/PEER CHECKING/PEER SIGN-OFFS:** The peer reports technique has students report on what their partner accomplished during center time. Peer checking is when a partner has an answer key or similar and checks the work of their work. In an activity like fluency centers, this partner is marking words read incorrectly and timing the reading so that fluency rates can be determined. On sign offs, students initial a recording sheet or other paper to verify that the other student successfully completed the activity.

**PRESENTATIONS:** Students present to the class activities completed during center time (can be as simple as reporting out fluency rates and words read correctly to summaries or stories, etc...)

**PROJECTS:** Students turn in projects (combinations of writing and artwork) on a given assignment.

**EXIT TICKET:** Students answer a question posed at the beginning of center time that can only be answered by completing the activity (can be oral or written).

**SELF-EVALUATION:** Students evaluate their own work efforts (using a rubric) to explain to the teacher what score they deserve on their work and why.

**BONUSES:** Time is allocated for brief, fun activities for students to do if their center work is completed to teacher expectations (a few students can be chosen randomly each day). Examples might be throwing a bean bag at a target to score individual or class points, pulling a brick from a class jenga game, rolling a dice for a small trinket, etc...

### Slide 5: Defining Accountability

Discuss the following and then write a brief explanation of each of the terms below and why they are important to a well-functioning independent center (workstation) time:

- **Accountability**
- **YOU KNOW they did the work...**
- **THEY KNOW THAT YOU KNOW they did the work...**

### Slide 6: Insert a PAUSE



One key to accountability is your students knowing that you are checking their work. Often student work is done on transitory surfaces (white boards, laminated sheets) or using materials that get put away during clean up. In order for your students to see you looking over their work, just before clean-up, have them PAUSE. Then, you circulate through the centers that have the transitory work, commenting, correcting and/or grading (as you wish), so that your students know you do and will look at their work every day.

## Slide 7: Good Practices for Independent Work Time



Discuss why each of the following are important to successful independent work time. Write a brief summary of your discussion for each item.

**Activities can be done 100% independently:**

**Activities that engage students for the entire independent work time:**

**Modeling center activities and reminding students about work time rules (like 3 before me):**

**May do activities are in place:**

**Every center has some type of Accountability built-in:**

## Slide 19: Small Group Rules and Procedures



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

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

1.

2.

3.

4.

5.

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

### Slide 20: Your Turn

Reflect on the various techniques outlined in this presentation to add accountability to your center activities and to the examples provided on the previous slides. Then, either by yourself or with colleagues, look critically, one at a time, at center activities you brought with you today. Determine if they have accountability built in. If not, discuss possible ways to add accountability to the center. Try to provide a few ideas for accountability for each center reviewed. Then move on to another activity.

When finished, please put your reflections below on how you found this training helpful.

### Slide 21: 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? Write your response in the study guide for this module.

# KEY

## Slide 5: Defining Accountability

Discuss the following and then write a brief explanation of each of the terms below and why they are important to a well-functioning independent center (workstation) time:

- **Accountability**

**Making sure that students complete their independent workstation assignments with high quality.**

- **YOU KNOW they did the work...**

**You have a way to verify that your students actually did their work and did it well.**

- **THEY KNOW THAT YOU KNOW they did the work...**

**Your students KNOW that you are checking their work and holding them accountable to complete assignments and with high quality.**