

Study Guide

Small Group Instruction and Workstations

Module 5—Advanced Small Group Instruction

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.

Slide 5: Effective Small Group Instruction



What three competencies need to be implemented in tandem for small group instruction to work well?

- 1.
- 2.
- 3.

Slide 6: Rules & Procedures—Teach; Model; Review



How should you teach, model and review your rules and procedures?

1. TEACH...
2. MODEL...
3. REVIEW...

Slide 7: Modeling and Practicing Rules & Procedures



Why is it very important to not interact with students when they are practicing independent work time rules and procedures?

Slide 8-10: Rules & Procedures



Look at the various rules and posters on these slides. How can these serve you in your classroom?

Slide 11-14: Centers...What are they?



How do you see using the various center options (in your seat, centers move, students move, hybrid) in your classroom?

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Slide 15: Center Rotations



How does the gradual opening of centers outlined on this slide help with the successful implementation of small group instruction? (HINT: Think specifically about the first two bullets)

Slide 16-17: Center Rotation Classroom Examples



Draw your classroom below and how you envision rotations working for your specific class at this specific time of the year. (If taking this in the summer, draw how rotations would work at the very beginning of the year.)

Slide 18: Center Rotation Chart



The rotation chart shown on the slide is just an example. There are many other ways to create a rotation chart. What matters is that the chart be easy for your students to understand and follow independently.

Consider which centers you plan to have in your class during small group instruction. How might you represent these on your chart?

If working in a group, discuss what the rotation charts already in use in your classrooms look like or even better, share the actual charts with your colleagues. You can use the space below to sketch out a rotation chart for your classroom, should you need to create one.

Slide 19-23: Keys to Small Group Instruction



Explain why each of the following key concepts are important for small group instruction.

Small group instruction should...

- 1. Be Students with similar instructional needs:**
- 2. Be Based on student Data:**
- 3. Use proven strategies, different from whole group instruction:**
- 4. Utilize Regular Progress Monitoring**

Slide 32: Your turn

Consider the skill results shown here and decide how you might work on Final Sound Identification with these students...

SECTION	Final Sound Identification	
POSSIBLE SCORE	Intervention: 0-3 On Target: 4-6 Mastered: 7-8	
	Raw Score	Intervention
Aligayter, Allison	3	YES
Beare, Bob	6	
Cammealyun, Charles	3	YES
Dingo, Donna	0	YES
Elefant, Edgar	4	
Fish, Fernanda	0	YES
Geraph, Giselle	5	
Hoarss, Harry	4	
Igwana, Ian	0	YES
Jagwarh, Janis	0	YES
Kowalla, Kevin	6	

Should you have one intervention group or more? Explain.

What would be the activity(ies) you would work on with the group(s)?

Slide 33-40: Seatwork



Evaluate your center/seatwork activities on the following rubric. In general, how well do you do on the following indicators?



1. The activity(ies) I selected could be completed 100% independently by all of my students.



2. The activity(ies) I planned were of an appropriate length for the time students would be working on them.



3. The activity(ies) I chose were fun and engaging for students.



4. The activity(ies) I planned were challenging but “do-able” (Not too hard or too easy).



5. I built accountability into my activity(ies). My students knew that I would look at their work and grade it or provide feedback.



6. My activity(ies) review and/or reinforce content and curriculum previously taught.



7. I identified the state standards that each center/activity covered.

Slide 41: Pause and Ponder



Based on the reflection handout you completed on the previous slide, what is the priority skill in your own reading instruction that you would like to work on? What ideas do you have related to developing this skill? Write your response below.