Study Guide

Small Group Instruction and Workstations

Module 6—Classroom Management During Small Group Time

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.

Slide 7: Effective Small Group Time is Precious...

Think about the age/grade of your students. How will you explain the importance of not interrupting small group time to them?

Slide 8: Creating a class culture of shared responsibility

Look over the suggested traits for a classroom culture of shared responsibility on this slide. Which of these will you emphasize with your students? What additional traits do you want your students to exhibit?

Slide 9-10: Including students in classroom decision making

Why is it important to involve students in making classroom rules and having them sign the Classroom Rules chart?

Slides 11-15: Creating a classroom culture of shared responsibilities

How can the suggestions on these slides benefit you and your classroom management?

Kids helping Kids

Peer Tutoring

Shared Responsibilities (Classroom Helpers)

Center Leaders/Captains

Slide 17: The First 21 Days Module

The framework for implementing small group instruction laid out in this module is extremely valuable to successful classroom management during small group time because the training uses a gradual release model to teach students how they are expected to behave in their independent workstations while you are working with a small group of students

Students first learn how to work 100% independently. Then they learn how to transition from one activity to another independently. You model using the "I do, we do, you do" procedure. The Must Do, Catch Up and May Do menu is introduced. Daily debriefs provide students with feedback on both what students did well and areas of needed improvement.

This explicit and systematic approach leaves nothing to chance. It shows students EXACTLY WHAT to do as well as HOW to do it

Should you struggle with an aspect of your small group time, refer back to this training and handouts. Revisit any lessons that will help your students overcome identified difficulties.

Slides 18-20: Consistency and Routines

Briefly discuss the importance of the terms covered on these slides.

CONSISTENCY—

ROUTINES—

I DO, WE DO, YOU DO—

Slide 21: Transitions

Efficient transitions are very important because even a small savings of time on a daily basis leads to a large amount of additional instructional time over the school year. For example, saving 1 minute each day translates into 3 hours of additional instruction time (1 minute x 180 days = 180 minutes).

Slide 24: Emergency or Non-Emergency

The following exercises is great to do with your students in order for them to learn the difference between a true emergency and a non-emergency. Are the following EMERGENCIES—Mark each either EMERGENCY or NON-EMERGENCY.

The computer on which a student is working shuts off and cannot be turned back on. _____

A student has to go to the bathroom really badly but someone else is already out of the room. _____

A student sees something move in the corner of the room and thinks it might be a mouse or a different animal. _____

A student finishes all of their work early and needs to know what to do next.

_____

A student accidentally pokes their neighbor with their pencil and that student is bleeding, but only a little. _____

A student pulls on Kara's pony tail and it hurts. Is this an emergency for Kara? _____

Julie notices that Juan's backpack smells bad. _____

Slides 24-26: No-Interruption; 3 Before Me strategies

Remember to review these strategies regularly, and frequently at the beginning of the year, so that students are familiar with your expectations. Review any issues that come up during the debrief time (which is reviewed on slide 50).
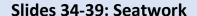
Slides 27-30: Automation Ideas

These 4 slides presented some ideas to help put your room on autopilot. Now think about your classroom and things that you do on a regular basis that take away from your instructional time. Write a few of them in the space provided. Then either discuss with a colleague or reflect upon how you can automate these time-consuming tasks.

Slide 33: Engaging, Relevant and Productive Seatwork

Why is the Goldilocks analogy appropriate when designing what your daily seatwork/center activities should be like?

Slides 34-39: Seatwork

Which areas of creating seatwork/center activities have been problematic for you in the past? Write down these items and either brainstorm with a colleague or, by yourself reflect upon the information on these slides to consider how you can improve in these areas. Write your thoughts below.

Slide 40: Building Accountability into Center Activities

Accountability is when **YOU KNOW** they did it…

…and **THEY KNOW THAT YOU KNOW**.

Why are both parts of this statement essential to getting students to complete independent workstation activities with high quality?
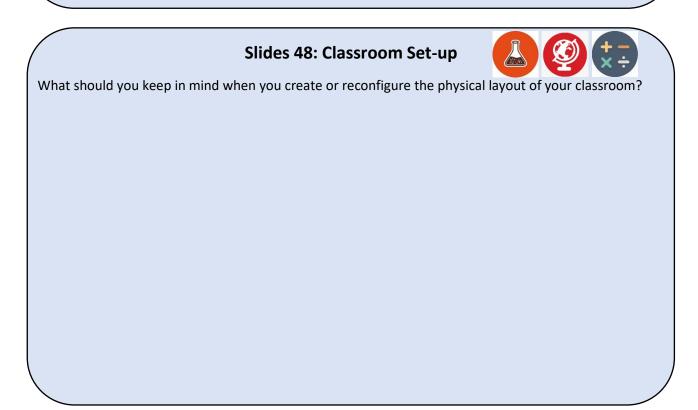
Slides 41-42: Must Do, Catch-Up, May Do

What do you like about the Must Do, Catch-Up, May Do structure for workstations?

Slides 43-47: Workstations and Rotations

What are your biggest takeaways from the information and the rotation examples on these slides?

Slides 48: Classroom Set-up

What should you keep in mind when you create or reconfigure the physical layout of your classroom?

Slide 49: Independent Workstation Rules

In the space below, develop your own rules for Workstation time in your classroom.

Slides 50: Daily Debriefs

How do you anticipate using debriefs to support your small group classroom management?

Slides 51: Consequences

Tips for consequences during small group time:

➢ If possible, do not interrupt your small group—deal with it during debrief time.
➢ Where possible, have consequences be a logical consequence of the infraction.
➢ Be flexible…avoid consequence charts. They obligate you to consequences you may not want to implement…and not it makes you look inconsistent.
➢ Instead, operate without a consequence chart. Some situations require a strong consequence after 1 occurrence (phone call home, trip to office) while others may not require such a response even after 17 occurrences.

KEY

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The computer on which a student is working shuts off and cannot be turned back on. __NON-EMERGENCY__

A student has to go to the bathroom really badly but someone else is already out of the room. __NON-EMERGENCY__

A student sees something move in the corner of the room and thinks it might be a mouse or a different animal. __EMERGENCY__

A student finishes all of their work early and needs to know what to do next.

__NON-EMERGENCY__

A student accidentally pokes their neighbor with their pencil and that student is bleeding, but only a little. __EMERGENCY__

A student pulls on Kara's pony tail and it hurts. Is this an emergency for Kara? __DEPENDS ON HOW BADLY KARA IS HURT__

Julie notices that Juan's backpack smells bad. __NON-EMERGENCY__