

PART 3: SUCCESSFULLY IMPLEMENTING SMALL GROUP INSTRUCTION
STARTING THE YEAR OFF RIGHT



The outline below gives a day-by-day breakdown of how to successfully implement small group instruction for Tiers 1, 2 and/or 3 in your classroom. The outline is flexible, so if student struggle on one day, check the repeat box and try that step again the next day. If students are successful, check the success box and move on. If your class is doing well, you can move more quickly through the outline by increasing the amount of time allowed each day and combining two days instruction. You will note the use of specific Workstations In this outline—these are just examples. Please substitute Workstations that YOU WILL USE in your classroom if they differ from the examples provided.

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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Explain reason for Workstations; Workstation rules • Model for class each Workstation rule
2	5-10 minutes		____ (✓) go on to next day		Goal: Practice Workstations Rules TEACHER: <ul style="list-style-type: none"> • SEE DAY 1 ABOVE STUDENTS <ul style="list-style-type: none"> • SEE DAY 1 ABOVE

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
3	5-10 minutes		____ (✓) go on to next day		<p>Goal: Review Workstation Rules</p> <p>TEACHER:</p> <ul style="list-style-type: none"> Review Workstation rules with students Select students to model each rule while class observes Assign a task for students to complete independently at their seats (a simple task that is familiar to students and requires little explanation) Observe students as they implement without intervening Debrief with students <p>STUDENTS</p> <ul style="list-style-type: none"> Demonstrate an understanding of rules by modeling them for class Work independently at task assigned Debrief actively (entering in discussion with teacher and class)
4	5-10 minutes		____ (✓) go on to next day		<p>Goal: Practice Workstations Rules</p> <p>TEACHER:</p> <ul style="list-style-type: none"> SEE DAY 3 ABOVE <p>STUDENTS</p> <ul style="list-style-type: none"> SEE DAY 3 ABOVE
5	5-10 minutes		____ (✓) go on to next day		<p>Goal: Practice Workstations Rules</p> <p>TEACHER:</p> <ul style="list-style-type: none"> SEE DAY 3 ABOVE <p>STUDENTS</p> <ul style="list-style-type: none"> SEE DAY 3 ABOVE

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
6	5-10 minutes		____ (✓) go on to next day		<p>Goal: Practice Workstations Rules</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • SEE DAY 3 ABOVE <p>STUDENTS</p> <ul style="list-style-type: none"> • SEE DAY 3 ABOVE
7	10-15 minutes		____ (✓) go on to next day		<p>Goal: Introduce First Workstation (example provided: Reading Workstation)</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Explain what students will be doing in Reading Workstation • Discuss each of the rules for the Reading Workstation • Select students to model rules while class observes <p>STUDENTS</p> <ul style="list-style-type: none"> • Demonstrate an understanding of Reading Workstation rules by modeling them for class
8	10-15 minutes		____ (✓) go on to next day		<p>Goal: Review Rules for First Workstation</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Review general and Reading Workstation rules • Select students to model rules while class observes <p>STUDENTS</p> <ul style="list-style-type: none"> • Explain general and Reading Workstation rules as well as reason for each • Demonstrate an understanding of rules by modeling them for class

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
Step 2: Introduction of the “Must Do” Chart					
9	15-20 minutes		_____ (✓) go on to next day		<p>Goal: Work in First Workstation, Learn Concept of MUST DO and MAY DO (Workstation Activity), Students Practice MUST DO and Workstation</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Quickly review general and Reading Workstation rules. • Choose students to model a few rules (ones students struggle with) • Explain concepts of MUST DO assignment and MAY DO choices • Select a group of students to go to Reading Workstation to practice MAY DO • Have other students complete two MUST DO activities (simple tasks that are familiar to students and require little explanation) • Observe students as they implement without intervening • Debrief with students <p>STUDENTS</p> <ul style="list-style-type: none"> • Explain general and Reading Workstation rules • Demonstrate an understanding of rules by modeling them for class • One group of students reads stories at the Reading Workstation independently • Other students work on two MUST DO activities • Debrief actively (entering in discussion with teacher and class)
10	15-20 minutes		_____ (✓) go on to next day		<p>Goal: Practice work in first Workstation and completing MUST DO assignments</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Repeat steps of Day 9 above as needed • Select a different group of students to work in in Reading Workstation <p>STUDENTS</p> <ul style="list-style-type: none"> • See Day 9 above

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
11	15-20 minutes		____ (✓) go on to next day		<p>Goal: Practice work in first Workstation and completing MUST DO assignments</p> <p>TEACHER:</p> <ul style="list-style-type: none"> Repeat steps of Day 9 above as needed Select a different group of students to work in in Reading Workstation <p>STUDENTS</p> <ul style="list-style-type: none"> See Day 9 above
12	15-20 minutes		____ (✓) go on to next day		<p>Goal: Practice work in first Workstation and completing MUST DO assignments</p> <p>TEACHER:</p> <ul style="list-style-type: none"> Repeat steps of Day 9 above as needed Select a different group of students to work in in Reading Workstation <p>STUDENTS</p> <p>See Day 9 above</p>
13	20 minutes		____ (✓) go on to next day		<p>Goal: Introduce Second Workstation (example provided: Word Study Workstation)</p> <ul style="list-style-type: none"> Explain what students will be doing in Word Study Workstation Discuss each of the rules for the Word Study Workstation Select students to model rules while class observes <p>STUDENTS</p> <ul style="list-style-type: none"> Demonstrate an understanding of Word Study Workstation rules by modeling them for class
14	20 minutes		____ (✓) go on to next day		<p>Goal: Review Rules for Second Workstation</p> <p>TEACHER:</p> <ul style="list-style-type: none"> Review general and Word Study Workstation rules Select students to model rules while class observes <p>STUDENTS</p> <ul style="list-style-type: none"> Explain general and Word Study Workstation rules as well as reason for each Demonstrate an understanding of rules by modeling them for class

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
15	20 minutes		____ (✓) go on to next day		<p>Goal: Practice Working in Multiple Workstations, Complete MUST DO Assignments</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Quickly review general, Reading and Word Study Workstation rules. • Choose students to model a few rules (ones students struggle with) • Select a group of students to go to Reading Workstation and another group to go to Word Study Workstation to practice MAY DO • Have other students complete two MUST DO activities (simple tasks that are familiar to students and require little explanation) • Observe students as they implement without intervening • Debrief with students <p>STUDENTS</p> <ul style="list-style-type: none"> • Explain general, Reading, and Word Study Workstation rules • Demonstrate an understanding of rules by modeling them for class • One group of students works at the Reading Workstation and another works at the Word Study Workstation independently • Other students work on two MUST DO activities • Debrief actively (entering in discussion with teacher and class)
16	20-30 minutes		____ (✓) go on to next day		<p>Goal: Practice Working in Multiple Workstations, Complete MUST DO Assignments</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Repeat steps of Day 15 above as needed • Select a different groups of students to work in in Reading Workstation and Word Study Workstations <p>STUDENTS</p> <ul style="list-style-type: none"> • See Day 15 above

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
17	20-30 minutes		____ (✓) go on to next day		<p>Goal: Introduce Third Workstation (example provided: Listening Workstation)</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Explain what students will be doing in Listening Workstation • Discuss each of the rules for the Listening Workstation • Select students to model rules while class observes • Quickly review general rules and those for other Workstations as needed • Select a group of students to go to the three Workstations to practice MAY DO • Have other students complete two MUST DO activities (simple tasks that are familiar to students and require little explanation) • Observe students as they implement without intervening • Debrief with students <p>STUDENTS</p> <ul style="list-style-type: none"> • Demonstrate an understanding of Listening Workstation rules by modeling them for class • Three groups of students work independently at the three Workstations introduced so far--Reading, Word Study and Listening (or those Workstations introduced by you, if different from those listed) • Remaining students work on two MUST DO activities • Debrief actively (entering in discussion with teacher and class)

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
18	20-30 minutes		____ (✓) go on to next day		<p>Goal: Practice Working in Multiple Workstations, Complete MUST DO Assignments</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Repeat steps of Day 17 above as needed • Rotate students so that those who were in Workstations on Day 17 are now completing MUST DOs and those who worked in their seats are working on the MAY DOs in the Workstations. <p>STUDENTS</p> <ul style="list-style-type: none"> • See Day 17 above with assignments reversed (Workstation vs. Seat work)

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
Step 3: Students Use MUST DO, Catch-up and MAY DO; Teacher Pulls Small Group					
19	30 minutes		____ (✓) go on to next day		<p>Goal: Introduce Concepts of “Catch-up” work; Workstation Limits and No Interruption</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Show students chart containing MUST DOs, Catch-up, and MAY DOs • Explicitly teach student how and when they move from MUST DO to Catch-up to MAY DO activities • Explain “catch-up” to students as first option once MUST DOs completed • Include on MAY DOs only Workstations and choices that have been previously explained or practiced (The 3 Workstations already introduced would be MAY DOs as would other seat work options familiar to students) • Set visible limits on the number of students per center (badges, LIMIT sign, etc...) • Quickly review general and Workstation rules as needed, have students model some of these rules • Establish the NO INTERRUPTION policy • Observe students as they implement without intervening • Debrief with students <p>STUDENTS</p> <ul style="list-style-type: none"> • Demonstrate an understanding of general and Workstation rules by modeling them for class • Students complete MUST DO assignments and transition to “Catch-up” and then MAY DO activities independently • Debrief actively (entering in discussion with teacher and class)

DAY	TIME	DATE	SUCCESS?	REPEAT	WHAT IT LOOKS LIKE
20	30 minutes		____ (✓) go on to next day		<p>Goal: Teacher Works with Small Group</p> <p>TEACHER:</p> <ul style="list-style-type: none"> • Review general and Workstation rules as needed • Review MUST DO, Catch-up and MAY DO items on the chart and the concept of NO INTERRUPTION • Select students to model some of the rules while the class observes • Pull a homogeneous group for small group instruction while the rest of the class begins MUST DOs • After completing small group instruction, send them back to begin MUST DOs and continue to monitor entire class • Debrief with students <p>STUDENTS</p> <ul style="list-style-type: none"> • See Day 19 above
Step 4: Working with Multiple Small Groups While Students Work Independently					
21 and beyond	30 minutes or more		<p>Repeat Day 20 until you feel your students are ready for full implementation.</p> <p>Introduce new Workstations and other MAY DO options using a similar procedure to those described above. Be sure students know what to do and expected behavior before adding it to the MAY DO options on your chart.</p> <p>Once your students are ready, you can begin extended small group time working with multiple groups for 5-15 minutes each while your students complete assignments and activities from the chart.</p>		

Comprehension Purpose Question for Video Watching

Step 1

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

Comprehension Purpose Question for Video Watching

Step 2

How does the teacher introduce the Must Do choices? What activities are the students asked to complete?

Comprehension Purpose Question for Video Watching

Step 3

How does the teacher explain the *Must Do* activities and the *May Do* choices? How would you explain “Catch-up” to your students?

Comprehension Purpose Question for Video Watching

Step 4

What stands out to you about this video clip?

Step 1—Teacher Monitors

WHOLE GROUP: One activity



Step 2—Teacher Monitors

WHOLE GROUP: At Seats: Learn and Practice Concept of MUST DO tasks
In Workstations: Work independently and appropriately on MAY DO activities

Step 3—Teacher Works with One Group

WHOLE GROUP: Complete MUST DO activities and any Catch-up work; then transition independently to MAY DO choice

Teacher works with one group

Step 4—Teacher Works with Multiple Groups

WHOLE GROUP: Students independently complete MUST DO, Catch-up and, MAY DO

Teacher works with multiple groups