




## Small Group Time Planner

Getting You Started ...  
Your First 21 Days!!




This planner is a *suggested* sequence to get you started with small group time. If your class is having a hard time following the rules and procedures, you may need to repeat a day several times or decrease the daily minutes spent on small group time until you feel satisfied that they can maintain independence. If either is the case, it *may* take you longer than 20 days to complete this planner; OR you can move through the planner more quickly by increasing the daily minutes sooner than is suggested. This would allow more than one group to practice in a given area on a given day.






D A Y	DATE	TIME (min.) <i>(Flexible)</i>	SMALL GROUP TIME GOAL	What is the <i>TEACHER</i> doing?	What are the <i>STUDENTS</i> doing?
<b>Phase I of SMALL GROUP TIME: Whole Group Teacher Monitors</b>					
1		15	Introduce SMALL GROUP TIME Rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher explains each of the rules for SMALL GROUP TIME using a poster that will be <b>hung up</b> in the classroom.</li> <li><input type="checkbox"/> Teacher chooses students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about rules and discuss the importance of each rule with the whole group.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> </ul>
2		15	Practice SMALL GROUP TIME Rules	(Same as Day 1 above)	(Same as above)
3		15	Practice SMALL GROUP TIME Rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher quickly reviews each of the rules for SMALL GROUP TIME.</li> <li><input type="checkbox"/> Teacher chooses students to model some rules while the whole class watches.</li> <li><input type="checkbox"/> Teacher gives students a task (that needs little explanation) to do independently at their seats.</li> <li><input type="checkbox"/> Teacher monitors room; though does not engage with students!</li> <li><input type="checkbox"/> Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen while teacher reviews rules.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> <li><input type="checkbox"/> All students work independently at their seats.</li> <li><input type="checkbox"/> Students actively participate in a debriefing session.</li> </ul>

4		15	Practice SMALL GROUP TIME Rules	(Same as Day 3 above)	(Same as above)
5		15	Introduce Reading Area 	<ul style="list-style-type: none"> <li>❑ Teacher introduces and explains each of the rules for the <b>Reading Area</b>.</li> <li>❑ Teacher chooses students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students learn about Reading Area rules and discuss the importance of each with the whole group.</li> <li>❑ Individual students model for others what the rules mean.</li> </ul>
6		15	Review Rules for Reading Area	<ul style="list-style-type: none"> <li>❑ Teacher reviews rules for SMALL GROUP TIME and the READING AREA.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> </ul>	(Same as above)

**Examples of Rules**  
(Goes for all Stations)


-  Number of children
-  Appropriate use of materials
-  Management of completed work


**SMALL GROUP TIME RULES**


-  Keep them at five or less
-  Different from Learning Station Rules (Learning Station rules would be specific to the stations.)
-  Examples:
  - DO NOT interrupt teacher when s/he is working with a group. (Establish system for getting help if students need it while in Learning Station...Parking Lots?)
  - Stay in Learning Stations until bell rings (or whatever transition indicator you have established in your room).
  - NO roaming around room (have an organized plan governing sharpening of pencils, getting crayons, paper, etc.)
  - A rule regarding lavatory usage

Avoid SSR in Reading Station especially for students in need of STRATEGIC or INTENSIVE support. For struggling readers, paired reading aloud is better for building comprehension.

## Phase II: “Menu” Introduction: Two Tasks – Teacher Monitors

7	20	Practice with Reading Area	<div style="border: 2px solid green; padding: 5px; margin-bottom: 10px;"> <p style="margin: 0;"><b>Display <i>MUST DO</i> menu on the board for all to see.</b></p> <p style="margin: 0;"><i>Activities should represent INDEPENDENT practice and application of previously taught skills. This requires that teacher know students' individual skill level in order to differentiate Learning Area activities to meet students' needs.</i></p> </div> <ul style="list-style-type: none"> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and the Reading Area.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ Teacher introduces “Menu” activities—“Must Do” &amp; “May Do.” Explain that, for now, there will be only “Must Do” tasks. “May Do” choices will come later.</li> <li>❑ Teacher lets a group of students go to the Reading Area. (This is their “Must Do”.)</li> <li>❑ Teacher gives remainder of class two “Must Do” tasks (that need little explanation) to do independently.</li> <li>❑ Teacher monitors room; though does not engage with students!</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students listen while teacher reviews rules.</li> <li>❑ Individual students are asked to model for others what some of the rules mean.</li> <li>❑ One group of students (more groups if length of SMALL GROUP TIME is increased) reads stories at the Reading Area independently.</li> <li>❑ The remainder of the class works on the “Must Do” tasks independently.</li> <li>❑ Students actively participate in a debriefing session.</li> </ul>
8	20	Practice with Reading Area	(Same as Day 7 above) Teacher chooses a different group for <i>Reading Area</i> .	(Same as above)
9	20	Practice with Reading Area	(Same as Day 7 above) Teacher chooses a different group for <i>Reading Area</i> .	(Same as above)
10	20 (Guideline for time)	Introduce Writing Area 	<ul style="list-style-type: none"> <li>❑ Teacher introduces and explains each of the rules for the Writing Area.</li> <li>❑ Teacher chooses students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students learn about Writing Area rules and discuss the importance of each with the whole group.</li> <li>❑ Individual students model for others what the rules mean.</li> </ul>

11		20	Review Rules for Writing Area	<ul style="list-style-type: none"> <li>❑ Teacher reviews rules for SMALL GROUP TIME and the WRITING AREA.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students listen while teacher reviews rules.</li> <li>❑ Individual students are asked to model for others what some of the rules mean.</li> </ul>
12		30	Practice with Writing Area	<ul style="list-style-type: none"> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and the Writing Area.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ Teacher lets a group of students go to the Reading Area and lets a group go to the Writing Area.</li> <li>❑ Teacher gives remainder of class two “Must Do” tasks (that need little explanation) to do independently.</li> <li>❑ Teacher monitors room; though does not engage with students!</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students listen while teacher reviews rules.</li> <li>❑ Individual students are asked to model for others what some of the rules mean.</li> <li>❑ One group of students reads stories at the Reading Area independently.</li> <li>❑ One group of students works at the Writing Area independently.</li> <li>❑ The remainder of the class works on an independent task at their seats.</li> <li>❑ Students actively participate in a debriefing session.</li> </ul>
			<p>Activities in <b>WRITING STATION</b> should <i>NOT</i> be tied to process—instead should be response to <i>Journeys</i> literature being used during instruction.</p>		
13		30	Practice with Writing Area	(Same as Day 12 above) Teacher chooses different groups for Reading Area & Writing Area.	(Same as above)
14		30	Introduce Listening Area 	<ul style="list-style-type: none"> <li>❑ Teacher introduces and explains each of the rules for the Listening Area.</li> <li>❑ Teacher chooses students to model each rule while the whole class watches.</li> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and Area rules <u>as needed</u>.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ Teacher chooses students to go to the three areas introduced so far while the rest of the class works on two “Must Do” tasks.</li> <li>❑ Teacher monitors room; though does not engage with students.</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students learn about Listening Area rules and discuss the importance of each with the whole group.</li> <li>❑ Individual students model rules for others</li> <li>❑ One group of students works at the Reading Area independently.</li> <li>❑ One group of students works at the Writing Area independently.</li> <li>❑ One group of students listens to a story at the Listening Area.</li> <li>❑ The remainder of the class works on two “Must Do” tasks independently.</li> <li>❑ Students actively participate in a debriefing session.</li> </ul>

15		30	Review Rules for Listening Area	<ul style="list-style-type: none"> <li>❑ Teacher reviews rules for SMALL GROUP TIME and the Listening Area.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ Teacher chooses students to go to the three areas introduced so far while the rest of the class works on two “Must Do” tasks.</li> <li>❑ Teacher monitors room, though does not engage with students.</li> <li>❑ After about 10 minutes, the teacher chooses different students so that a new group goes to Writing Area, a new group goes to Reading Area, and a new group goes to Listening Area. <b>This rotation ONLY occurs on this day to give more students a chance to practice with the newly introduced Writing and Listening Areas. After this day of group practice, students DO NOT rotate through areas.</b></li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<p style="text-align: center;">(Same as above) +</p> <ul style="list-style-type: none"> <li>❑ Students who had been practicing at the three Areas transition into their independent “Must Do” activity.</li> <li>❑ Chosen students move from “Must Do” activity to assigned area to practice.</li> </ul> <div style="border: 2px solid yellow; padding: 5px; text-align: center; margin-top: 10px;"> <p><b>Rotations DO NOT have to happen EVERYDAY.</b></p> </div>
16		30	Introduce Literacy Areas using apps on the iPad <div style="text-align: center; margin-top: 20px;">  </div>	<ul style="list-style-type: none"> <li>❑ Teacher introduces and explains each of the rules for the literacy apps on the iPad.</li> <li>❑ Teacher chooses students to model each rule while the whole class watches.</li> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and Area rules <u>as needed</u>.</li> <li>❑ Teacher models logging in and out of Clever using badges or username and password.</li> <li>❑ Teacher ensures student have badges or login information.</li> <li>❑ Teacher ensures students have the Lexia Core 5 or Power Up app downloaded on their iPad.</li> <li>❑ Students practice logging in and out of Clever.</li> <li>❑ Teacher models accessing Lexia and myOn through Clever</li> <li>❑ Students practice accessing Lexia and myOn through Clever</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	

17		20	Practice with myOn	<ul style="list-style-type: none"> <li>❑ Teacher reviews the rules for the literacy apps on the iPad.</li> <li>❑ Teacher chooses students to model each rule while the whole class watches.</li> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and Area rules <u>as needed</u>.</li> <li>❑ Students practice accessing and logging out of myOn through Clever</li> <li>❑ Students practice small group area time by reading using the myOn app.</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	
18		20	Practice with Lexia Core 5 (Grades K-5) or Power Up (Grade 6)	<ul style="list-style-type: none"> <li>❑ Teacher reviews the rules for the literacy apps on the iPad.</li> <li>❑ Teacher chooses students to model each rule while the whole class watches.</li> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and Area rules <u>as needed</u>.</li> <li>❑ Students practice accessing and logging out of Lexia Core 5 or Power Up through Clever</li> <li>❑ Students practice small group area time by using the Lexia Core 5 or Power Up app.</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	

Phase III: “Menu” in place: Multiple Tasks – Teacher Pulls One Group

19		30	Introduce Menu of Choices	<ul style="list-style-type: none"> <li>❑ Teacher talks about the “menu” of choices for SMALL GROUP TIME. Teacher instructs students as to what the menu is and how students can choose “May Do” activities once they have completed the “Must Do” tasks. Teacher only makes available “May Do” activities that have been previously explained or practiced. Reading, Writing, and Listening Areas are part of the menu as “May Do” activities since they have been taught.</li> <li>❑ Teacher explicitly tells students rules about how many children can be at a certain area and how to move between “Must Do” and “May Do” activities.</li> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and area rules as needed, emphasizing the “no interruption” concept.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ Teacher monitors room, though does not engage with students.</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students listen while teacher reviews rules.</li> <li>❑ Individual students are asked to model for others what some of the rules mean.</li> <li>❑ Students choose from a menu of “May Do” activities.</li> <li>❑ Students move freely from “Must Do” to “May Do” activities following the directions the teacher has given.</li> <li>❑ Students actively participate in a debriefing session.</li> </ul>
20		30	Introduce Teacher Working with Small Group	<ul style="list-style-type: none"> <li>❑ Teacher quickly reviews each of the rules for SMALL GROUP TIME and area rules <u>as needed</u>, emphasizing the “no interruption” concept.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ Teacher gives the “menu” for SMALL GROUP TIME. Teacher instructs students as to what the menu is and how students can choose “May Do” activities.</li> <li>❑ For about 5-10 minutes, teacher pulls a small group or individual to work with who needs reteaching/preteaching.</li> <li>❑ Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	(Same as above)

**Phase IV: “Menu” in place: Multiple Tasks – Teacher Pulls Multiple Groups**

21		30	<p>From now on, any time a new activity or area is opened up for SMALL GROUP TIME, the teacher should follow a similar routine as the one established above. The teacher needs to stay in Phase III until the class is ready to move on to Phase IV. Phase III may take anywhere from one to three weeks. When ready to begin Phase IV, the teacher may begin to pull <b>multiple groups</b> for an extended time (10-15 min. each group) using intervention and challenge materials and activities. The teacher may increase the length of SMALL GROUP TIME if desired.</p>
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Teachers need to be deliberate and strategic about selecting *MUST DO* and *MAY DO* Activities. Goals must be appropriate, focused and differentiated.

<b>MUST DO ACTIVITIES</b> <i>Journeys</i>	<b>MAY DO ACTIVITIES</b> Still <i>Journeys</i> , but other support materials within the program
Student Workbook	Extension/application-type activities, related to theme more than skills:- <ul style="list-style-type: none"> <li>● Reports</li> <li>● Projects</li> <li>● Expansion of literature response</li> <li>● Cross-Curricular activities</li> </ul>
Books for All Learners	
Decodable Books	
Work taken from back of Teacher Manual...Blue tabs	
Intervention Kit	