

Taskcard: How to Plan for Small Groups

Preparing to plan for Small Groups

Before the teacher can begin planning for small groups, the teacher must have administered, scored, and analyzed the Reading Readiness & Phonics end of unit Formative Assessment.

Description

The teacher uses the *Formative Assessment Guidance* to administer, score, and analyze the students' proficiency at the end of the Reading Readiness and Phonics (RR&P) unit (i.e. identify students' areas of strength and areas for improvement). Once the teacher has completed the "Student Work Analysis Worksheet" in the *Formative Assessment Guidance*, the teacher is ready to use this data to begin planning for small groups.

Resource

- "Formative Assessment Guidance" found in the unit lesson plan

Planning for Small Groups

The teacher will use the "Small Group Planning Worksheet" (at the end of this document) to record small group lesson plans. Each step, identified by number, corresponds from the Taskcard to the Worksheet and provides a list of reflective questions the teacher can use to guide their planning process. The teacher can find an editable worksheet in the Small Groups with Stations folder. The teacher will write a separate lesson plan for each small group. [Click here](#) to see an example of this process in action.

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The teacher will follow these step-by-step directions to plan for small groups.

Step	Description	Resource
1.	<p><i>What specific skill or phonetic rule is the teacher focusing this lesson on?</i></p> <p><i>Which students need this support?</i></p> <p>Based on the Formative Assessment data, what specific skill or phonetic rule will the teacher reteach and which students will be grouped together for this support?</p>	<ul style="list-style-type: none"> • "Small Group Planning Worksheet"
2.	<p><i>Where have students already experienced success?</i></p> <p><i>What are the key points, helpful hints, or phonics rules the teacher needs to reteach?</i></p> <p>The teacher will plan to build off students' existing understandings to bridge the gap to students' misunderstandings. The teacher will review the "Introduce the sounds" portion of the RR&P lesson plans, noting the key points and phonics rules. The teacher will write down what instructional activities to use during reteaching.</p>	<ul style="list-style-type: none"> • "Small Group Planning Worksheet" • RR&P Lesson Plans
3.	<p><i>What materials are needed to support small group instruction?</i></p> <p>Does the teacher need Sound Letter cards or Letter mats to review sounds or phonics rules? Elkonin boxes and manipulatives to segment or blend words? White boards and dry erase markers for sounding and writing letters and words? Decodable text to practice decoding in context? Additional words to practice decoding the phonics skill?</p> <p>(The <i>Teacher Resource Book</i> has a "Teacher Resource Pack" that contains lists of words for each unit and lesson that can be used to practice the phonics skill of that unit and lesson.)</p>	<ul style="list-style-type: none"> • "Small Group Planning Worksheet" • <i>Teacher Resource Book</i> • <i>Student Resource Book</i> • <i>Resources for Small Groups with Stations</i>

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4.	<p><i>How will the teacher know when students are successful?</i></p> <p>The teacher uses observational notes to determine proficiency with the skill(s) explored during small groups. This may be a 3-5 word spelling test, decoding a list of words, or reading a skill-aligned decodable text.</p> <p>Lists of words are found in the <i>Teacher Resource Book</i> and text can be found on Raz-Plus. Once students demonstrate proficiency of the re-teach skill based on teacher observations, the teacher will re-administer the end-of-unit Formative Assessment found in the RR&P lesson plan.</p>	<ul style="list-style-type: none"> • "Small Group Planning Worksheet" • <i>Teacher Resource Book</i>
5.	<p><i>When will the teacher meet with each group?</i></p> <p>The teacher will plan to meet with every group, but some groups may need more meetings than others. If the Small Groups with Station time is about 30 minutes daily, the teacher should aim to meet with 2 groups (for roughly 10 minutes each) a day.</p>	<ul style="list-style-type: none"> • "Small Group Planning Worksheet"

Small Group Planning Worksheet

Use this worksheet in concert with the “Taskcard: How to Plan for Small Groups” to organize your small groups.

Duplicate, plan, and record on this worksheet. Use one planning worksheet for each small group.

<p>Group Name:</p>	<p>Step 5. When will I meet with this group? Monday Tuesday Wednesday Thursday Friday</p>
<p>Level ____ Unit ____ (Lesson ____)</p>	<p>Step 1. Lesson focus:</p>
<p>Step 1. <i>List the students in this small group.</i></p>	
<p>Step 2. <i>What do the students know? What are the key points, helpful hints, or phonics rules I need to reteach?</i> Write down what instructional activities I plan to use during reteaching.</p>	<p>Success: Misunderstandings: Key Points: Instructional Activities:</p>
<p>Step 3. <i>What instructional materials do I need to engage in meaningful teaching and practice?</i></p>	
<p>Step 4. <i>How will I know when students are successful?</i></p>	
<p>Student</p>	<p>Observational notes</p>