

Small Groups

Date: _____

	Students	Skill Focus	Text
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			

Small Group Schedule

Date: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1					
Group 2					
Group 3					
Group 4					
Group 5					

Group ___ Plan

Date: _____

Students

Focus

Text

Day 1	Day 2	Day 3	Day 4	Day 5

Group ___ Plan

Date: _____

Students

Focus

Text

Day 1	Day 2	Day 3	Day 4

Group ___ Plan

Date: _____

Students

Focus

Text

Vocabulary

Day 1	Day 2	Day 3	Day 4

Group ___ Plan **Text**

Date: _____

Student

Level Next Week

Teaching Point:

Day 1

Observations:

Day 2

Read: Echo read, partner read, group read, independent reading

Day 3

Comprehension: Connections, story map, sequencing

Day 4

Writing in Response to Reading:
Cut up sentences, graphic organizers, language experiences

Day 5

Word Work:
Phonics, word building, guess the covered word, fry word practice

Day 1 Book Preview: Picture walk, activate prior knowledge, make predictions, strategy instruction, load vocabulary

Teaching Point:

Observations:

Day 2 Read: Echo read, partner read, group read, independent reading

Student	% Accuracy:	Comprehension	Level Next Week:
_____	_____	+ ___ / ___	_____
_____	_____	+ ___ / ___	_____
_____	_____	+ ___ / ___	_____
_____	_____	+ ___ / ___	_____

Day 3 Comprehension: Connections, story map, sequencing

Teaching Point:

Observations:

Day 4 Writing in Response to Reading:
Cut up sentences, graphic organizers, language experiences

Teaching Point:

Observations:

Day 5 Word Work: Phonics, word building, guess the covered word, fry word practice

Teaching Point:

Observations:

Observations

Date: _____

Student

date

date

Group ____

Student Observations

Date: _____

Focus

Text

students

Group ____

Small Group Notes

Date: _____

Focus

Text

Today we...

Follow up with...

Great Ideas!

Group ___

Small Group Notes

Date: _____

Today's Goal

Text

Notes from today...

Individual notes

Group ____

Small Group Notes

Date: _____

Focus

Text

Today we...

Follow up with...

Great Ideas!

Individual
Observations

Student

Date: _____

text &
date

Observations

Student

Date: _____

Text

uses schema	makes connections	one to one correspondence	knows sight words	uses patterns	sounds out	uses picture clues	fluent reader	self-corrects	uses expression	comprehension	vocabulary	

Building Background During Small Group Instruction

- **Preload Words** - This is for students who are reading books with basic words. Students understand the meaning of the words but they may not be able to read them. Put the new words on index cards. For each new word, put three known words on index cards. This is creating a word stack for student practice. Use this stack like flashcards. Make sure you have three known words and then one new word. Hold the cards up and say the word, have the kids repeat each after you. Once you have done this, have the kids say all of the words without your prompting. With these cards you may also choose to lay out the cards and have students find the word you ask for. Later in the week, these cards can be placed at a center for independent practice.
- **Word Search** - give the students the book you will be reading. Tell the students a word and have them find it in the reading.
- **Vocabulary Building** – use the graphic organizer to introduce students to new words and help them build understanding.
- **Vocabulary Flip** – Fold the paper in half on the solid line. Students cut on the dotted line and flip each tab over. Have students write on word on each tab. Under they tab they write the meaning or draw a picture.
- **Reading Preview** – Great for nonfiction texts! Tell students the book title and topic. Have them record what they already know about the topic.
- **Just talk!** – Activating prior knowledge can be a time when you give students an idea and they share a memory. For example, if you are reading a book about going to the park, students can share their own personal stories. You might even have them begin by drawing a picture and then have each student share. This is also great listening and speaking practice!

Reading the Text in Small Group Instruction

The focus of day 2 is often reading the book together. There are many ways you might choose to read the book together. Here are some ideas we use in our own classrooms:

- **Echo read** - the teacher reads a sentence, modeling fluency and expression. The students repeat after the teacher.
- **Read together** - the students and teacher read the book together out loud.
- **Whisper read** - like read together but students use a whispering voice.
- **Partner read**
- **Read to self** - when I choose to have my students read to self, I like to take my free time to listen to each student read a page to me.
- **Read to self, 1 page at a time** - for students who might need comprehension support. Have students read one page independently. When they finish, ask comprehension questions to make sure students are understanding as they read.

Working on Comprehension in Small Group Instruction

- **My Picture Walk** - Have students fold a paper into six squares. They create a picture book of the events in the book. This helps them recall details and work on sequencing.
- **Graphic Organizers** - Work with students to complete group or individual graphic organizers geared towards your focus skill.
- **Talk!** - Work on answering and asking questions of each other.

Working on Writing During Small Group Instruction

- **Cut Up Sentences** - Students tell you a sentence about their book. You might post a question they answer or they may share their favorite part. You write the sentence on sentence strips and cut it up for them. Students then work to unscramble the sentence. Once students have unscrambled their own, they can trade.
- **White Boards** – Ask students questions and have them respond on white boards.
- **Sentence Frames** - Use a graphic organizer to help students write a summary of the story.
- **Book Recommendations** - Have students write a short recommendation for a classmate sharing why he or she should read the book.
- **Book Advertisement** - Have students create an ad for the book they read.
- **Book Review** – Students share their reaction to the book.
- **Write about a Graphic Organizer** – Students will use a graphic organizer they completed to write a response to their reading.

Working on Words During Small Group Instruction

- **Word Sorts** - Write nine or ten words from the book your students are currently reading on sentence strips. Cut the strips to fit the length of each word. Begin by having students read each word. Then, the students will sort the words. Give them categories such as number of letters, syllables, long vowel or short vowel sounds, and beginning letters.
- **Fry Words** – Work on sight words with students.

Name: _____

Words I need to know before I read...

Word: _____

What the word means:

Show the
word
using
pictures

Word: _____

What the word means:

Show the
word
using
pictures

Word: _____

What the word means:

Show the
word
using
pictures

What the word means:

Show the
word
using
pictures

Name: _____

Thinking before I read...

Book Title: _____

I think this book will teach me about: _____

What I already know about the topic:

Questions I have about the topic:

(Use words and pictures!)

(Use words and pictures!)