



# Spotlight on Small Groups

Debbie Diller



## WORKSHOP GUIDE

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*Making the Most of Small Groups: Differentiation for All* (2007) is available at [www.stenhouse.com](http://www.stenhouse.com), along with Debbie Diller’s other books, *Literacy Work Stations* (2003) and *Practice with Purpose* (2005).

The books featured in the video, *United States Symbols* by Ellen Garin and *Damon and Darren* by Lena Everly, were used with the permission of Zaner-Bloser.

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## Introduction

*Spotlight on Small Groups* was taped during a morning reading workshop in Lisa Gregory's third-grade classroom in Houston, Texas. The population of this classroom is 100 percent Hispanic English language learners.

In this DVD, Debbie leads two small groups—one focused on vocabulary, the other on inferring—and with Lisa Gregory reflects about the teaching and learning of the students after each group. Debbie Diller is a consultant and the author of three books, including *Making the Most of Small Groups* (Stenhouse, 2006). You will notice in the video that Debbie has her left arm in a cast—she was recovering from a biking accident.

This guide is designed to help you maximize learning from the videos in workshop settings. Included are helpful hints for workshop coordinators, questions to guide viewing and discussion, and suggestions for implementing ideas from the videos in classrooms.

## Vocabulary Small Group

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This small group, focused on vocabulary, uses the book *United States Symbols* by Ellen Garin, from Zaner-Bloser Literacy Guided Reading Leveled Books: Social Studies, Level M. Debbie introduces students to the concept of symbols, and viewers see a typical format for a small group:

1. Before Reading
  - Book Introduction and Lesson Focus
2. During Reading
  - Individual Reading and Teacher Conferring
  - Group Check-In
3. After Reading
  - Group Discussion
  - Teaching Point(s)

## Questions for Discussion

- What is the purpose of the highlighter tape in the lesson? What tools do you provide to students in small groups?
- How is discussion of the word *symbol* helpful in a small group focused on vocabulary? Why do you think Debbie chose to highlight this word?
- What is Debbie's role in the conferences during reading? How does she distribute her time during the conferring period?
- Why do you think Debbie has a small-group check-in before additional reading and conferring with students?
- How do the students' levels of knowing the word *symbol* change throughout the lesson? (See the list of levels of knowing on page 140 in *Making the Most of Small Groups*.)
- How does Debbie vary her level of support throughout the lesson?
- What task does Debbie leave students with at the end of the small-group session? What follow-up might be appropriate in the coming days and weeks?
- Notice how Debbie and Lisa discuss both small-group procedures and individual students in the debrief session. What adjustments does Lisa make to her teaching plans based on what she has observed?

## Workshop and Classroom Extensions

1. Distribute copies of Figure 1, the excerpt from *Making the Most of Small Groups* titled "Creating Predictable Small-Group Routines." Read silently and then discuss as a group the core structures of small groups. Discuss what is working well for participants in their small-group instruction and what they would like to improve over the coming weeks and months.
2. Distribute highlighter tape and some short text with difficult vocabulary in it. You might pull a research article from a science text or technical journal. Have everyone silently mark difficult vocabulary with the highlighter tape and then discuss the

insights they gained about teaching vocabulary with students based on their experience. Give everyone highlighter tape to use with students during small-group in their own classrooms and then come back for a follow-up session to discuss how the groups went.

3. Distribute copies of Figure 2, the Blank Vocabulary Small Group Planning Form, and Figure 3, the Sample Vocabulary Small Group Planning Form. Have everyone brainstorm which students in their own classrooms they might put in a small group focused on vocabulary. Discuss why they made those choices. Display multiple copies of different books from your school library or book room and talk in small groups about which sets might be most useful in a small group with a vocabulary focus and why. When choosing a book, be sure all students in the small group will be able to read it. Pick a book with some new words, but not so many that students will lose meaning.

4. Distribute copies of Figure 4, Lisa's Observation Notes from the Vocabulary Group. Have everyone bring in copies of their anecdotal notes on their own classrooms and talk through strategies for taking notes in efficient, thoughtful ways.

### Further Reading

Chapter 8, "Vocabulary," in *Making the Most of Small Groups*

## Inferring Small Group

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Learning to infer from texts and understanding how inferring works is a complex issue for many students. In this small group, Debbie takes children through the process of defining the concept of inferring and then testing it out by reading the book *Damon and Darren* by Lena Everly, from Zaner-Bloser Literacy Guided Reading Leveled Books: Chapter Books, Level M.

## Questions for Discussion

- How does Debbie build on students' prior experience and Lisa's classroom lessons to define inferring?
- Why is it important to define and discuss a technical term like *inferring* with students?
- Why do you think Debbie selected this particular text to use with students? How is it well-suited to a discussion of inferring?
- How is the inferring bookmark an aid to comprehension for students?
- What is Debbie's role in the conferences with students during reading? How do her questions help students go more deeply into the text?
- What is the purpose of the inferring anchor chart? How does Debbie use the chart to reinforce the concept of inferring?
- Debbie and Lisa talk about the importance of modeling the use of aids like the bookmark. How do you reinforce the use of these comprehension aids in small group, whole class, and individual conference settings?

## Workshop and Classroom Extensions

1. Distribute copies of Figure 5, the Inferring Anchor Chart, and ask everyone to bring in copies of anchor charts or visual aids they use during small groups. Have an idea exchange, with everyone jotting down notes and plans for how they might try out at least one of the anchor charts in their own classrooms. Reinforce the importance of creating these charts with students during whole-group lessons prior to teaching with them in small groups.
2. Distribute copies of the blank inferring bookmark you've prepared in advance using the inferring bookmark template in Figure 6. (Templates for other comprehension strategies are also included in Figure 6 for your classroom use.) You might also make and distribute copies of the inferring bookmarks

completed by the children (Figure 7). Talk together about how you might introduce the bookmark in a whole-group and/or small-group setting and how the bookmark might be adapted for older or younger students.

3. Distribute copies of Figure 8, the Blank Comprehension Small Group Planning Form, and Figure 9, the Sample Inferring Small Group Planning Form. (Inferring is just one of the comprehension strategies listed on the blank form; you can use it to plan instruction in any of the comprehension strategies.) Have everyone discuss which of their own students they might place in a small group focused on inferring and why. Discuss children's books you have multiple copies of that are especially useful for teaching students about inferring.

4. Distribute copies of Figure 10, Lisa's Observation Notes from the Inferring Group. Discuss how Lisa and Debbie use the notes to guide their debrief session and then discuss ways these notes could be integrated with other standardized assessment data in planning for groups.

5. Ask participants to bring in assessment data for their classes—this might be standardized protocols required of all students, anecdotal records, or some mix of both. Distribute Figure 11, How to Choose a Lesson Focus, and multiple copies of Figure 12, the Blank Lesson Planning Form. Have everyone in the group pore over their assessment data together and plan two to three different small groups for each participant's class. Conduct a follow-up meeting a week later where participants return with their notes from their small groups to share how the sessions went.

## Further Reading

Chapter 4, "Comprehension," in *Making the Most of Small Groups*

FIGURE 1

## Creating Predictable Small-Group Routines

by Debbie Diller

Small groups follow a predictable structure in my teaching. The following are the elements I include in all small-groups reading lessons. A summary of this sequence can be found in Figure 13, Suggested Sequence for Small Groups. You might keep a copy of Figure 13 in your lesson planning notebook.

### Before Reading

A short book introduction helps students to be successful in their reading. I always read the title with them and have them use their background knowledge to consider and then share what they think the book will be about. I give them a brief summary of the book (rather like the back cover or the inside flap of a book you might read as an adult), and I tell them anything they need to know about how the book works. For example, if it's nonfiction, we'll look briefly at the headings, captions, and diagrams, and I'll remind them to read these too.

I set a specific purpose for reading to help them home in and comprehend deeply. This takes only seconds to do and helps children focus on thinking as they read. In the vocabulary lesson, I told students to read to find out about United States symbols. As we read the title, they realized *symbol* was a new word. After discussing this word briefly, students were now ready to start reading and thinking about what this new word meant.

Likewise, in the inferring lesson, I asked kids to read to find out what they could infer about the main characters, Damon and Darren. I reminded them to use what they already know about identical twins (and people in general) and combine this with what the text says. To further help them focus, I had them write down their inferences on a special bookmark along with the page number where they made the inference.

Finally, I remind kids what I expect to see them try as readers that day. This should link to my focus. Because I wanted students to pay attention to new vocabulary in one lesson, I gave them highlighter tape and showed them how to use it to mark new words as they read. We also discussed how to read before and after the word and look at the pictures for clues about the word's meaning.

In the inferring lesson, we made an anchor chart together and looked at an old anchor chart as well. I wanted to be sure students knew what it meant to infer. Before they began reading, I reminded them to take what they already knew and combine it with what the book says in order to



infer and think more deeply about the characters. Again, I do this briefly. I want students to have some time to read and apply this strategy (with support as needed).

I plan ahead for early finishers and tell kids before they start to read what I want them to do if they finish early. I often tell them they can go back and reread. Or I might have them jot down something in particular on sticky notes—new words they found, connections, questions they had while reading, and so forth.

I recommend keeping book introductions short and focused. Less is more. Let the kids talk more than you in the intro. Have them share their ideas about the book, but don't let the time get away from you. If they start trying to tell you a long story, you could gently ask them to write about that during writing workshop that day, and then move on with the lesson. You might want to use a timer and set it for twenty minutes for your small-group lesson. If ten minutes have passed and you're still introducing the book, it's probably time to give it up and move into the during-reading portion. Make sure kids have enough time to do some actual reading during your lesson.

## During Reading

You'll want your students to read as independently as possible. They should not be doing round-robin reading. This is not considered a best practice. When round-robin reading, students don't get enough reading practice; they are not developing reading comprehension (it's just listening comprehension since they're taking turns and listening to each other); and it's boring—for you and for them. Instead, have them read at their own pace, not chorally, but independent of each other. If they start to choral read, you can stagger their starting time by a few seconds, you can have every other child turn his or her chair to face away from the table, or you can simply stand between two choral readers to break them up by asking one to reread to you.

Kids who are reading at the second-grade level or higher can learn how to read silently during this time. I simply tap them on the shoulder and ask them to very quietly read to me so I can hear how their reading sounds. This allows me to check on their decoding and fluency. After listening to a child read a bit, I ask him to tell me about what he's read so far. This is a great way to check for comprehension.

While listening to each individual read a little (not more than a minute or so), I am sure to have a short conversation with her. If a child gets stuck, you may be tempted to give her the word, but don't do this immediately. Instead, prompt the child — say something to try to get

her to solve the problem or do the work.

During reading, you may want to write a short note about a skill or strategy you noticed a child use that day.

## After Reading

When planning a lesson, I jot down a few questions I want to ask after kids finish reading. One question is always connected to the purpose I set before the kids read. For example, in the vocabulary lesson, I told the group to read to find out about United States symbols and to find new words. After they read, I asked what they found out about American symbols. Then I questioned them to get a deeper understanding of the new words they found. I asked, “Did you mark the word *colony*? What does *colony* mean? What do you know about colonies? Why did those people come to the United States? What did you think *Parliament* means?”

In the inferring lesson, I asked the group what they learned about the characters Damon and Darren. To move their thinking deeper, I helped them clarify if the information was right there in the book or if they inferred it. I asked probing questions such as, “What else did you find out?” “Did it say that in the book?” “How did you figure that out?” “How did you infer that?” and “What do you think?”

I’m often asked how to get kids to think when they’re reading. My answer is, “Expect it, and ask good questions.” I try not to ask yes-or-no questions. No deeper comprehension required there. Instead, I use Bloom’s taxonomy and ask higher-level-thinking questions.

After students discuss what they read, I end the lesson by referring to my focus. I point out (or have them share) what they did as good readers, such as using highlighter tape to stop and pay attention to new words and reading before and after a word to figure out its meaning. Then I remind them to keep doing this next time they read, even if they don’t have highlighter tape. Likewise, in the inferring lesson, we talked about what they did differently as they read and thought more deeply about the characters. I was honest with them and told them inferring is hard and would take lots of practice. They know we’ll continue working with this strategy for a while.

As students leave my small-group table, I like to take a minute to jot down a quick reflection of how the lesson went (so I won’t forget by the end of the next lesson or by the end of the day). I use any notes I took to help me plan for the next lesson. Odds are, I’ll repeat the focus of my lesson several times in a row. Practice makes permanent.

Figure 2: Blank Vocabulary Small Group Planning Form

<b>Group:</b> _____		<b>Date:</b> _____	
<b>Focus: VOCABULARY</b>			
<input type="checkbox"/> new word recognition	<input type="checkbox"/> meaning from context	<input type="checkbox"/> multiple meanings	
<input type="checkbox"/> using word parts	<input type="checkbox"/> NF text features	<input type="checkbox"/> using new words	
<input type="checkbox"/> book language/idioms			
<b>Warm-Up:</b> Familiar Rereading		<b>Listen to:</b> _____	<b>Title:</b> _____
<b>Today's Book:</b> _____		<b>Level:</b> _____	
<hr/>			
<b>BEFORE READING</b>			
<b>New Words:</b>			
<b>Book Intro:</b>			
<hr/>			
<b>DURING READING</b>			
<b>Prompts:</b>			
<b>Notes:</b>			
<hr/>			
<b>AFTER READING</b>			
<b>Discuss:</b>			
<b>New Words:</b>			
<hr/>			
<b>REFLECTION</b>			

Figure 3: Sample Vocabulary Small Group Planning Form

Group: Karla, Oscar, Karla P., Estrella Date: 1-17-07

**Focus: VOCABULARY**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> new word recognition | <input checked="" type="checkbox"/> meaning from context | <input type="checkbox"/> multiple meanings |
| <input type="checkbox"/> using word parts                | <input type="checkbox"/> NF text features                | <input type="checkbox"/> using new words   |
| <input type="checkbox"/> book language/idioms            |  |  |

Warm-Up: Familiar Rereading Listen to: \_\_\_\_\_ Title: \_\_\_\_\_

Today's Book: United States Symbols Level: M

**BEFORE READING**

New Words: symbols cymbals

Read Title. New words? Discuss

Show how to mark words with highlighter tape if new.

Title page - look @ Baldie on pg.

Book Intro: Read to find out @ American symbols (pg 3 explains symbol)

Might re-read to figure out a word's meaning

**DURING READING**

**Prompts:**

- Use the picture to help you figure out what the word means.
- Which words gave you a clue to what the word means.

**Notes:**

**AFTER READING**

**Discuss:**

What are some symbols of the US?

What are some of your new words? What do they mean?

**New Words:**

**REFLECTION** Highlighter-tape worked well - Use again!

Estrella had some trouble with comprehension, esp. due to lack of background knowledge.

Figure 4: Lisa's Observation Notes from the Vocabulary Group

Give them a purpose  
 1/17/07  
 \* Purpose of the Lesson  
 → New Words →  
 what do good readers do?  
 1) Read the title - why -  
 Intro highlighter tape - it's a novelty for them  
 \* Model on how to use highlighter tape  
 \* Type of text  
 \* Intro - Word-Symbol → make connections to word  
 \* lead p. 3 - Independently - use highlighter tape  
 to find words - give directions on what to do  
 when it  
 \* Oscar found homophones  
 Karla - reads independently - did you find a  
 new word - use highlighter tape  
 Read speech bubble  
 Discuss meanings of both homophones  
 Cymbal & Symbol  
 - Give signal when finished reading  
 Discuss words and their meaning

Figure 4 (continued)

- Discussion of pgs. read
  - ~~Ask~~ Ask comprehension questions
  - Estrella had to reread page to discuss
- ↓ Ask more comprehension questions - ask for  
text evidence in book
- Read sentence if used - discuss parliament

- 
- Discuss what helped them
- Understand book
  - What should you do to focus  
outward meaning

Figure 5: Inferring Anchor Chart

Infer:

background knowledge  
(what you know)

+

words in the book (text)

= inference

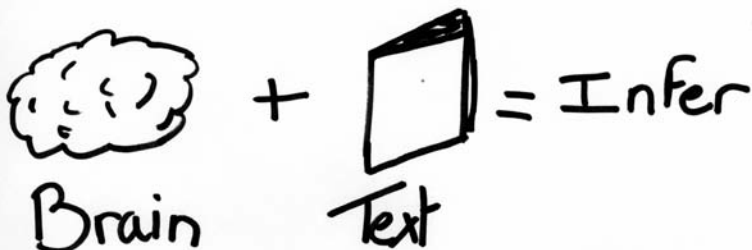


Figure 6: Bookmark Templates

<b>Comprehension Bookmarks</b>		
<hr/> _____ 's <b>Bookmark</b> <b>My Connections:</b>	<hr/> _____ 's <b>Bookmark</b> <b>My Questions:</b>	<hr/> _____ 's <b>Bookmark</b> <b>What I'm Visualizing:</b>



Figure 6 (continued)

<b>Comprehension Bookmarks</b>		
<div style="text-align: right; margin-bottom: 10px;">_____ 's</div> <div style="text-align: center; margin-bottom: 10px;"><b>Bookmark</b></div> <div style="text-align: center;"><b>Interesting Words:</b></div>	<div style="text-align: right; margin-bottom: 10px;">_____ 's</div> <div style="text-align: center; margin-bottom: 10px;"><b>Bookmark</b></div> <div style="text-align: center;"><b>Interesting Facts:</b></div> <div style="text-align: center; margin-top: 100px;"><b>New Words:</b></div>	<div style="text-align: right; margin-bottom: 10px;">_____ 's</div> <div style="text-align: center; margin-bottom: 10px;"><b>Bookmark</b></div> <div style="text-align: center;"><b>What I'm Inferring:</b></div>

Figure 7: Samples of Students' Inferring Bookmarks

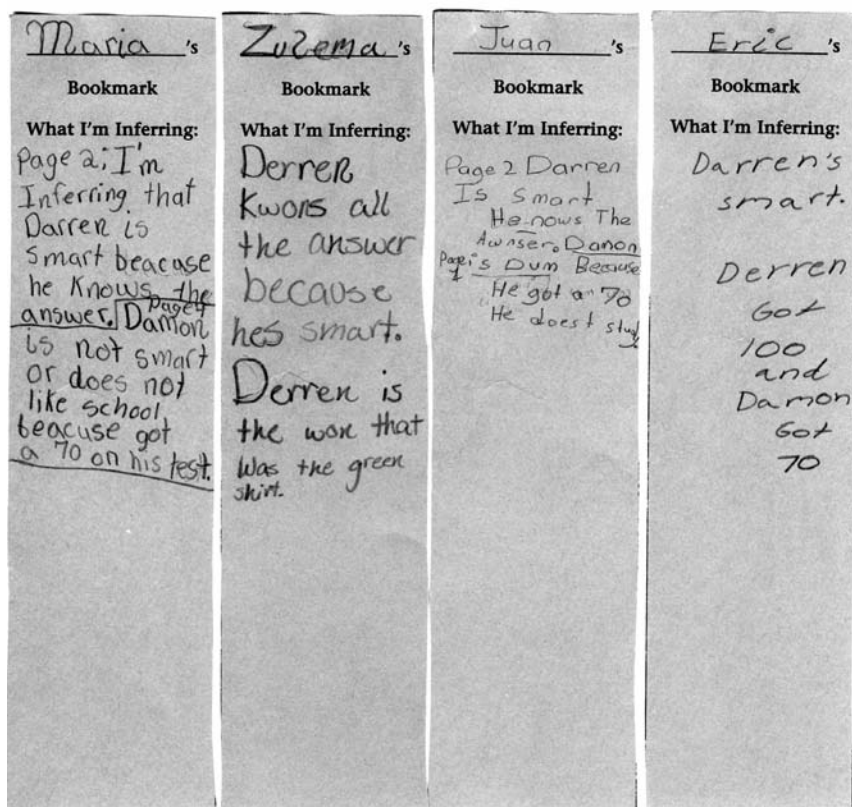


Figure 8: Blank Comprehension Small Group Planning Form

Group: \_\_\_\_\_ Date: \_\_\_\_\_

**Focus: COMPREHENSION**

☐ monitoring    ☐ schema    ☐ asking ?s    ☐ visualizing    ☐ inference  
☐ summarizing    ☐ text structure    ☐ graphic organizers    ☐ deeper meaning

Warm-Up: Familiar Reading    Listen to: \_\_\_\_\_ Title: \_\_\_\_\_

Today's Book: \_\_\_\_\_ Level: \_\_\_\_\_

---

**BEFORE READING**

Book Intro:

Genre:

Set purpose for reading:

Read to find out:

---

**DURING READING**

Prompts:

Notes:

---

**AFTER READING**

Discuss:


---

**REFLECTION**

Figure 9: Sample Inferring Small Group Planning Form

\* Set timer!      \* Use anchor inference chart

<b>Group:</b> <u>Zulema, Karla, Juan, Eric</u>		<b>Date:</b> <u>1-17-07</u>	
<b>Focus: COMPREHENSION</b>			
<input type="checkbox"/> monitoring	<input type="checkbox"/> schema	<input type="checkbox"/> asking ?s	<input type="checkbox"/> visualizing
<input type="checkbox"/> summarizing	<input type="checkbox"/> text structure	<input type="checkbox"/> graphic organizers	<input checked="" type="checkbox"/> inference
<b>Warm-Up:</b> Familiar Reading		<b>Listen to:</b> _____	<b>Title:</b> _____
<b>Today's Book:</b> <u>Damon + Darren</u>		<b>Level:</b> <u>M</u>	
<hr/>			
<b>BEFORE READING</b>			
<b>Book Intro:</b>			
<b>Genre:</b> Realistic Fiction			
<p>Read title. What can you infer? (twins) How did you figure that out?</p> <p>Read p 2-3 What can you infer about the characters?</p> <p>Read p 4-6 Find out what happened at dinner with their family</p> <p>Read p 7-8 Find out about family time (use inference bookmarks)</p> <p><b>Set purpose for reading:</b></p> <p><b>Read to find out:</b> what Damon, Darren are like. How do they act?</p>			
<hr/>			
<b>DURING READING</b>			
<b>Prompts:</b>			
<p>- Join together what you know with what the words say</p> <p>- What might happen next?</p> <p>- What does the author think? How did you figure that out?</p>			
<b>Notes:</b>			
<hr/>			
<b>AFTER READING</b>			
<b>Discuss:</b>			
<p>p 2-3 What did you learn about the characters? What did you infer?</p> <p>p 4-6 What happened at dinner? How did you expect each boy to act? Why?</p> <p>Infer what you think Fam-Time is</p> <p>p 7-8 What did you think about Fam-Time?</p>			
<hr/>			
<b>REFLECTION</b>			
<p>Took a while for Eric to think deeper. Wanted to stay on surface.</p> <p>Zulema was really shining!</p>			

Figure 10: Lisa's Observation Notes from the Inferring Group

11/7/07

Inferring - Damon & Darren - What is going to be about?

What are some clues → that let you know what's going on

Mud preview

Five - identical twins  
- what might be some problems of identical twins?

↓

one could be smarter

Guess purpose → How are they different?

---

Infer → what do you do when

Inferring is thinking →

What do you already know in your background knowledge (what you know) + the words in the book

Ex: Why did it come model it?

↓

I think it would have helped them

Figure 10 (continued)

After <sup>Zulema</sup> reading - what can ~~the~~ infer about Darren? What is he doing? What is the text evidence from what you inferred → He did you know he was a good student.

\* Erik - what did you learn about Darren? <sup>I'll let the chat</sup>  
 (redirected Erik - that happens often) Model

Good readers think while they read -  
 what is something you learned about Darren -  
 (Text evidence) - let's go deeper into our thinking.

you learn more today →  
 Truly deeper - <sup>use some truly deeper</sup>  
 Retaching Erik - for him to understand  
 Bookmark helps you stop + think

\* Redirect Erik → slow down to go deeper

\* Maria reads w/ fluency - \* you didn't forget Comprehension

\* Can use inference w/ picture <sup>as you can tell inference w/ picture</sup>

\* Erik was able to make an inference

Figure 11: How to Choose a Lesson Focus

How to Choose a Lesson Focus	
If You See This	Choose This Focus
<ul style="list-style-type: none"> <li>■ low phonemic awareness scores</li> <li>■ lack of response in whole-group lessons on phonemic awareness</li> <li>■ inconsistency in phonemic awareness tasks</li> <li>■ difficulty with segmenting sounds (oral task or when writing)</li> <li>■ difficulty with blending sounds (oral task or when reading)</li> </ul>	<ul style="list-style-type: none"> <li>■ phonemic awareness</li> </ul>
<ul style="list-style-type: none"> <li>■ low letter-sound knowledge</li> <li>■ decoding difficulties and reading miscues (pay attention to patterns of errors and focus on those phonics elements in small group)</li> <li>■ spelling difficulties and writing miscues (pay attention to patterns of errors and focus on those phonics elements in small group)</li> </ul>	<ul style="list-style-type: none"> <li>■ phonics</li> </ul>
<ul style="list-style-type: none"> <li>■ low comprehension scores</li> <li>■ good decoding but poor comprehension</li> <li>■ basic understanding but could go deeper with comprehension</li> <li>■ making errors and no self-correction with regard to meaning</li> <li>■ difficulty with connecting to the text, visualizing, summarizing, or inferring</li> </ul>	<ul style="list-style-type: none"> <li>■ comprehension</li> </ul>
<ul style="list-style-type: none"> <li>■ low fluency scores</li> <li>■ choppy or word-by-word reading</li> <li>■ struggling over words</li> <li>■ reading in a monotone voice with no intonation or expression</li> <li>■ reading too quickly and not pausing for punctuation</li> </ul>	<ul style="list-style-type: none"> <li>■ fluency</li> </ul>
<ul style="list-style-type: none"> <li>■ low vocabulary scores</li> <li>■ limited oral vocabulary (even if native English speaker)</li> <li>■ little or no attention paid to new words while reading (or writing)</li> <li>■ use of basic words and could use vocabulary expansion</li> <li>■ lack of content-area word knowledge</li> </ul>	<ul style="list-style-type: none"> <li>■ vocabulary</li> </ul>
<p><b>Note:</b> You may choose a focus and spend several lessons on the same focus. Work with it until you start to see students improving in this area. Then switch the focus to another area that will improve the reading of children in that group. Plan your lessons day by day, basing tomorrow's lesson on what you saw happening today. Small groups need to be flexible.</p>	

Figure 12: Blank Lesson Planning Form (for any lesson focus)

Group: \_\_\_\_\_

Date: \_\_\_\_\_

Focus/Goal: \_\_\_\_\_

Title: \_\_\_\_\_

Level: \_\_\_\_\_

BEFORE READING

Running Record with: \_\_\_\_\_

Title: \_\_\_\_\_

Book Intro:

DURING READING

Prompts:

Notes:

AFTER READING

Discuss:

REFLECTION



Figure 13: Suggested Sequence for Small Groups, Grades 3-6

B E F O R E R E A D I N G			
Routine	Purpose	Students	Teacher
Book Introduction and Lesson Focus	Comprehension and Vocabulary	<ul style="list-style-type: none"> <li>• Read title with teacher</li> <li>• Discuss what they know and think book will be about</li> <li>• May learn new words they'll encounter</li> <li>• Think about what they will read to find out</li> <li>• Review reading skills and strategies they'll practice (related to lesson focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Leads discussion using book covers to build comprehension and vocabulary</li> <li>• Tells children anything they will need to know to understand how the text in the book works</li> <li>• Discusses unfamiliar concepts and words with which students may have no background knowledge</li> <li>• Helps to set purpose for reading: "Read to find out..."</li> <li>• Highlights reading strategies kids should use (related to lesson focus)</li> </ul>
Consider the students and the demands of the text at this level as you plan your book introduction and strategy focus.	<ul style="list-style-type: none"> <li>• Orients students to new book and helps set purpose for reading</li> <li>• Taps and builds students' prior knowledge to improve comprehension</li> <li>• May build vocabulary needed to understand the book</li> <li>• Tunes kids in to reading strategies you expect to see them use that day</li> </ul>		
B E F O R E R E A D I N G			

Figure 13 (continued)

D U R I N G R E A D I N G			
Routine	Purpose	Students	Teacher
Individual Reading and Teacher Confering  Students read new book individually with support from teacher as needed (not round robin reading).	Phonics, Fluency, Comprehension and Vocabulary <ul style="list-style-type: none"><li>Assessment and prompting of above</li></ul>	<ul style="list-style-type: none"><li>Read quietly on their own and apply reading skills and strategies related to the lesson focus</li><li>Try to solve problems as independently as possible</li><li>May respond to text with sticky notes, bookmarks, or rereading (depends on reading level)</li></ul>	<ul style="list-style-type: none"><li>Listens in and observes kids one or two at a time</li><li>Prompts as needed if child is stuck, but not to fix every error</li><li>Briefly teaches as needed</li><li>Notes decoding, fluency, and comprehension (and records for one student)</li></ul>
Check-In  Hold a brief discussion with the group to be sure kids understand what they've read so far.	Comprehension <ul style="list-style-type: none"><li>Assessment of reading comprehension and use of skills/strategy (related to lesson focus)</li></ul>	<ul style="list-style-type: none"><li>Discuss what they've read so far</li><li>Share what skills/strategies they tried (related to lesson focus)</li></ul>	<ul style="list-style-type: none"><li>Leads discussion about what was read so far</li><li>Asks questions to deepen understanding and improve vocabulary</li><li>Redirects / reteaches as needed</li></ul>
D U R I N G R E A D I N G			

Figure 13 (continued)

A F T E R R E A D I N G			
Routine	Purpose	Students	Teacher
Group Discussion	<p>Comprehension, Vocabulary, Phonics, and Fluency</p> <ul style="list-style-type: none"> <li>Assessment and reinforcement of what kids did while reading</li> </ul>	<ul style="list-style-type: none"> <li>Retell, answer questions, and refer back to text with evidence</li> <li>Share tricky words and how they solved these</li> <li>May read aloud parts to show text evidence or for fluency practice</li> </ul>	<ul style="list-style-type: none"> <li>Talks with the kids about what they read (relate to purpose set before reading and check for comprehension)</li> <li>Asks questions to deepen understanding and improve vocabulary</li> </ul>
Teaching Point(s)	<p>Phonics, Fluency, Comprehension, and Vocabulary</p> <ul style="list-style-type: none"> <li>Reinforces what kids practiced that day</li> </ul>	<ul style="list-style-type: none"> <li>Share what they did well as readers (what helped them solve problems)</li> <li>Reflect on their reading</li> </ul>	<ul style="list-style-type: none"> <li>Tells kids what he/she noticed they did well in their reading (or have them share)</li> <li>Relates to lesson focus, using notes to show specific examples if possible (or have them share)</li> <li>Reminds kids to keep using the skills/strategies in their future reading</li> </ul>
A F T E R R E A D I N G			

