Enjoy a SHORT BREAK

We will begin again at 10:10

Please do not forget to complete the evaluation for the ID & R training you just received.

https://forms.office.com/r/f5Yw7U4LAh

Title I, Part C
Education of Migratory Children

Working with Small Groups

Today's Purpose

- Understand the benefits of small-group learning
- Acquire a variety of small-group activity ideas that you can incorporate immediately
- Understand when working with small groups is possible
- Review helpful hints about scheduling

Research: Small-Groups

Research Indicates….

- Working in small groups gives students a chance to practice the higher-order thinking skills that instructors love to teach. Students who do small group work generally learn more of the material and retain their knowledge longer than students who don't (Davis, 1993 as cited by Tuttle, 2021).

- In Brown's (2017) study, learners in a tutorial setting outside the daily classroom were more likely to ask specific questions, be able to use manipulatives to assist in understanding, engage in math games or drawing, and figure out previously confusing concepts.

- Another report by Jacob and Jacob (2018) on small group tutorials with younger learners indicated that engaging, interactive, and developmentally appropriate math activities in small groups helped students feel supported and more capable of understanding their errors in math.

- Further studies indicate that when students are provided immediate feedback, personalized support, and positive reinforcement, gains occur (Perrault, 2016).

Key Benefits of Small-Group Instruction

- Opportunity for two-way **feedback**
- Check for **understanding**
- Change the **pacing** of lessons
- **Remediate** (re-teach) or **accelerate** (pre-teach)
- Comprehensible input, e.g., breakdown of complex **ideas** and **language**
- **Confidence** booster
- Positive **engagement** with adults and other students

First, what does it NOT look like…

How many times……?

….have you seen a student shrug when asked a question…

….have you heard the answer “I dunno…”

….have you witnessed a student suddenly have to go to the counselor, nurse, restroom, etc. when learning begins….”

….have you seen a student just sit silently..

What does being "engaged" mean?

- Paying attention **(behavior)**
- Being **cognitively** involved (thinking)
- **Emotionally** responding (e.g., surprise, confusion, excitement, etc.)

What does paying attention, being cognitively involved, and emotionally checking-in to the moment look like?

- Responding to questions
- Taking notes, writing, or highlighting
- Listening (as opposed to chatting or sleeping)
- Asking questions
- Reacting (appropriately)
- Tracking with their eyes
- Following requests
- Interacting (appropriately)
- What else can you think of?

Small-Group Activities

Why do learners dis-engage?

- The lesson is too hard or too easy
- **The teaching material is boring**
- The tutor does not provide feedback
- The adult makes all the choices every time
- The student is afraid of failing if he or she tries
- The tutor moves on before students are ready
- The student doesn't see the topic as relevant
- **The students don't get to do anything**

I Do, We Do, You Do

- Think of small group instruction as the WE DO segment of this popular teaching method
  - After whole group lesson or teacher instruction (I DO)
  - Before students work independently (YOU DO)

Sample of Small-Group Activities

Below are some examples of brief small-group activities that SSPs can use at different points to deepen understanding of the material.

- **Turn-and-Talk**: Pairs or trios briefly share responses to a prompt. The SSP then elicits responses from the whole group.
- **Think-Pair-Share**: Individuals write in response to a prompt then share those responses in pairs. The SSP then facilitates report-outs from some pairs.
- **Peer Instruction**: The SSP asks a question. If responses are sufficiently divergent, students talk with 1-2 peers about their responses to clarify understanding.
- **Games:** There are a variety of important skills students can develop through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship.
- **Group Writing:** Engaging and supportive, group writing is a great way to help students put pencil to paper.

Modeled Group Writing Activity

Background - Mrs. Rhoden, an SSP, is working with a small group of three 3rd Grade students. The classroom teacher, Ms. Smith, has been working on the following writing standard with her class:

ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials and Supplies to Make Learning Interactive or Fun

- File folder gameboards
- Dice
- Whiteboards & markers
- Math manipulatives
- Graph paper and foldables
- Trackers for reading
- Post-it notes
- Colored pens

When to Use A Small Group Setting

When should small group instruction usually occur?

Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio. Small groups typically range in size from three to six students.

How would small-group instruction look?

SSP/ Tutor

- Share rules and expectations with participant
- Review assigned tasks and instructions
- Assists students with assigned work. (Ask for understanding, model skills)

Participant

- Listen to rules and expectations
- Asks questions or clarification of tasks and instructions
- Works independently
- Review assigned work with SSP/Tutor

Working with small groups is possible when…

- Teacher introduces a new topic or skill
- Students need to review a skill
- Instructional time is not interrupted

- Small-group is **NOT** a substitute for valuable content instructional time
- Small-group instruction is an opportunity to reiterate key instructional points
- Conduct small-group instruction in an inclusion setting; this may be preferred over pull-out
- Use time efficiently

Hints About Small-Group Instruction

- If you must pull students out of the classroom, group migrant students to leverage your time. For example, you might bring together three migrant second graders whose classes are next to each other on the same hall.
- Collaborate with classroom teacher to push-into classes or pull students aside during the teacher's small group instructional time.
- Try to be consistent so that the **student**, the **teacher**, and **you** know what to expect.

SSP/Recruiter Name: Nancy Trujillo
Work Hours: From 8:00 to 4:00
Total hours worked/week: 40

Migrant Education Program Staff Schedule
First Semester ___ Second Semester _X__
School Year 2014-2015

Home Base School: Georgia Middle School
Schools Served: Georgia Elem., Middle, High School

** PFS children must be highlighted in yellow.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MS and HS; Home visit	MS; HS; Home visits; ID&R	MS and HS	MS and HS	Elem and MS ½ day
8:00-8:30 Contacting classroom teachers to prepare for upcoming lessons/student needs. 8:30-9:00 Preview ELA class with Edvin (library)	8:00-8:30 Pull-out tutoring – multiplication facts for Edvin, Doral, Alice (library) 8:30-9:00 Pull-out tutoring – multiplication facts for Carmin and Lori (library)	8:00-8:30 Contacting classroom teachers to prepare for upcoming lessons/student needs. 8:30-9:00 Preview ELA class with Sonia (library)	8:00-8:45 Writing Essay practice – Leticia and Maria (library) 8:45 – travel to ES	8:00-9:00 Office work/emails/calls and planning for Saturday class.
9:00-9:40 Georgia Middle School Edvin & Sonia Gonzales Reading Lab(Mrs.Reid)	9:00-9:40 Georgia Middle School Edvin & Sonia Gonzales Reading Lab(Mrs.Reid)	9:00-9:40 Georgia Middle School Edvin & Sonia Gonzales Reading Lab(Mrs.Reid)	9:00-9:40 Georgia Elem. School Alan Cruz &Dora Paz ELA/Rdg. Rm. # 208(Mrs.Ross)	9:00-9:40 Georgia Elem. School Alan Cruz &Dora Paz ELA/Rdg Rm.#208 (Mrs.Ross)
9:50-10:45 Georgia High School Juan Martinez & Alex Mono Analytic Geometric Rm. # 201(Mr. Patrick)	9:50-10:30 Georgia High School Juan Martinez, Alex Mono Analytic Geometric Rm. # 201(Mr. Patrick)	9:50-10:45 Georgia Elem. School Juan Cruz, Simon Vela Math Rm. # 111(Mr. Burke)	9:50-10:45 Georgia High School Juan Martinez, Alex Mono Analytic Geometric Rm. # 201(Mr. Patrick)	9:50-10:45 Georgia Elem. School Juan Cruz, Simon Vela Math Rm. # 111(Mr. Burke)
10:55-11:55 Georgia Middle School Leticia Solis& Maria Galvan Math Rm. #414 (Mrs. Blue) Lunch and Planning 11:55-12:40	10:55-11:55 OSY/DO (Corina Mata, Pedro Solis) Taylor Trailer Park Rm.# 3&9	10:55-11:55 Georgia Middle School Leticia Solis& Maria Galvan Math Rm. #414 (Mrs. Blue) Lunch and Planning 11:55-12:40	10:55-11:55 Georgia Middle School Nora Paz, Sol Reyes, Jay Ramos Math Rm. #414 (Mrs. Blue)	10:55-11:55 Georgia Middle School Nora Paz, Sol Reyes, Jay Ramos Math Rm. #414 (Mrs. Blue)
12:40-1:35 Georgia Middle School Jose Castro, Noe Soto,AnaSoto Edvin Gonzales ELA/Rdg Rm. #412(Ms. Haines)	12:00-2:45 ID&R; occupational survey follow up; employer visits	12:40-1:35 Georgia Middle School Jose Castro, Noe Soto, Ana Soto Edvin Gonzales ELA/Rdg Rm. #412(Ms. Haines)	12:00-12:45 Georgia High School Luis Cano, Blas Gil, Tony Gala 9th Lit Rm.#101 (Mrs. Canon) Lunch 12:45-1:15	**SATURDAY** *6 Week Saturday Class for OSY* 7:00-8:30 travel to site – Miller's Packing Shed 8:30-9:00 set up class iPads. 9:00-11:00 SEL for OSY OSY: Samuel, Charles, Mark, Jose, and Phillip.
1:40-2:40 Georgia Middle School Carmen Mena& Lori Lama ELA/Rdg Rm.# 412(Mrs.Haines)		1:40-2:40 Georgia Middle School Carmen Mena & Lori Lama Ela/rdg Rm.# 412 (Mrs.Haines)	1:15-2:00Reading/Rm#109 2:00-2:40/Math/ (Ms.Moss) Georgia Elem. School Lyla Lama, Joel Peña, Ana Peña	
2:45-4:00 Travel/EXITO Eva Luna, Saul Rios 222 E. Pine St./225 E. Pine St	2:45-4:00 Georgia Middle School Noel Bravo & Inez Lobo Liturature Rm.406 (Mrs. Royal)	2:45-4:00 Georgia Middle School Noel Bravo & Inez Lobo Liturature Rm.406 (Mrs. Royal)	2:45-4:00 Georgia Middle School Noel Bravo & Inez Lobo Liturature Rm.406 (Mrs. Royal)	
Contracted Hours on Tues and Wed	4:30-5:30 EXITO Pedro and Sandy O.	4:30-5:30 EXITO Juan and Ana		

PFS and NON-PFS MONITORED: Currently performing well according to teacher(s) and student grades: Sandra Mata, Irma Vela, Nancy Rios
CURRENT copy given to: Regional Office ___X____ System Contact ___X____ Principal(s) ___X____ School Secretary ____X___ **Date of Last Update:** 1/15/15

Thank you for attending!

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Tell us more!

Please, scan the QR code below and answer a brief survey.

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