



## Small-Group Time Planner

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 step several times or decrease the daily minutes spent on small-group time until you feel satisfied that students can maintain independence. If either is the case, it may take you longer than 21 days to complete this planner. Alternatively, you can move through the planner more quickly by increasing the daily minutes sooner than is suggested. This allows more than one group to practice at a given station on a given day.

DAY	DATE	TIME (min.) (Flexible)	SMALL-GROUP TIME GOAL	What is the TEACHER doing?	What are the STUDENTS 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>▪ Teacher explains each of the rules for small-group time using a poster that will be hung up in the classroom.</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 rules and discuss the importance of each rule with the whole group.</li> <li>▪ 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>▪ Teacher quickly reviews each of the rules for small-group time.</li> <li>▪ Teacher chooses students to model some rules while the whole class watches.</li> <li>▪ Teacher gives students a task (that needs little explanation) to do independently at their seats.</li> <li>▪ Teacher monitors room but does not engage with students.</li> <li>▪ Teacher ends small-group time with a debriefing session with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students listen while teacher reviews rules.</li> <li>▪ Individual students model for others what the rules mean.</li> <li>▪ All students work independently at their seats.</li> <li>▪ 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	Practice small-group time rules	(Same as Day 3 above.)	(Same as above.)



6		15	Practice small-group time rules	(Same as Day 3 above.)	(Same as above.)
7		15	Introduce one work station (suggestions: ELA - Reading Station; Math – fluency/number sense task)	<ul style="list-style-type: none"> <li>▪ Teacher introduces and explains each of the rules for the work station .</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 one work station rules and discuss the importance of each with the whole group.</li> <li>▪ Individual students model for others what the rules mean.</li> </ul>
8		15	Review rules for one work station	<ul style="list-style-type: none"> <li>▪ Teacher reviews rules for small-group time and the work station.</li> <li>▪ Teacher chooses students to model some rules while the whole class watches.</li> </ul>	(Same as above.)

**Phase II: “Menu” Introduction: Two Tasks—Teacher Monitors**

9		20	Practice with one work station	<ul style="list-style-type: none"> <li>▪ Teacher quickly reviews each of the rules for small-group time and the work station.</li> <li>▪ Teacher chooses students to model some rules while the whole class watches.</li> <li>▪ Teacher introduces “menu” activities: “Must Do” and “May Do.” Explain that, for now, there will be only “Must Do” tasks. “May Do” choices will come later. These “May Do” tasks will be the other work stations that the teacher will be introducing, such as, reading, writing, and listening, or multiple math stations, such as, computer, fluency activity, performance task stations.</li> <li>▪ Teacher lets a group of students go to the station. (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 but does not engage with students.</li> <li>▪ Teacher ends small-group time with a</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) works at the work station 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>
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				debriefing session with the whole class.	
10		20	Practice with work station	(Same as Day 9 above.) Teacher chooses a different group for the work station.	(Same as above.)
11		20	Practice with work station	(Same as Day 9 above.) Teacher chooses a different group for the work station.	(Same as above.)
12		20	Practice with work station	(Same as Day 9 above.) Teacher chooses a different group for the work station.	(Same as above.)
13		20	Introduce a second (new) work station (suggestions: ELA - Writing Station; Math – lesson practice task)	<ul style="list-style-type: none"> <li>▪ Teacher introduces and explains each of the rules for a new work station.</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 the new work station rules and discuss the importance of each with the whole group.</li> <li>▪ Individual students model for others what the rules mean.</li> </ul>
14		20	Review rules for the new work station	<ul style="list-style-type: none"> <li>▪ Teacher reviews rules for small-group time and the new work station.</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>
15		30	Practice with the new work station	<ul style="list-style-type: none"> <li>▪ Teacher quickly reviews each of the rules for small-group time and the new work station.</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 original work station and lets a group go to the new work station.</li> <li>▪ Teacher gives remainder of class two “Must Do” tasks (that need little explanation) to do independently.</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 original work station independently.</li> <li>▪ One group of students works at the new work station independently.</li> </ul>

				<ul style="list-style-type: none"> <li>Teacher monitors room but does not engage with students.</li> <li>Teacher ends small-group time with a debriefing session with the whole class.</li> </ul>	<ul style="list-style-type: none"> <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>
16		30	Practice with new work station	(Same as Day 15 above.) Teacher chooses different groups for each of the two stations.	(Same as above.)
17		30	Introduce a third work station (suggestions: ELA - Listening Station; Math – performance task)	<ul style="list-style-type: none"> <li>Teacher introduces and explains each of the rules for the third work station.</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 station rules as needed.</li> <li>Teacher chooses students to model some rules while the whole class watches.</li> <li>Teacher chooses students to go to the three stations introduced so far while the rest of the class works on two “Must Do” tasks.</li> <li>Teacher monitors room but does not engage with students.</li> <li>Teacher ends small-group time with a debriefing session with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about the third work station 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 first station independently, one group works at the second station independently, and one group works at the third station independently.</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>
18		30	Review rules for the third work station	<ul style="list-style-type: none"> <li>Teacher reviews rules for small-group time and the third work station.</li> <li>Teacher chooses students to model some rules while the whole class watches.</li> <li>Teacher chooses students to go to the three stations introduced so far while the</li> </ul>	(Same as above.) Plus: <ul style="list-style-type: none"> <li>Students who had been practicing at the three stations transition into their independent “Must</li> </ul>

				<p>rest of the class works on two “Must Do” tasks.</p> <ul style="list-style-type: none"> <li>▪ Teacher monitors room but does not engage with students.</li> <li>▪ After about 10 minutes, the teacher chooses different students so that a new group goes to each of the three stations. <b>This rotation ONLY occurs on this day to give more students a chance to practice with the newly introduced second and third stations. After this day of group practice, students DO NOT rotate through stations.</b></li> <li>▪ Teacher ends small-group time with a debriefing session with the whole class.</li> </ul>	<p>Do” activity.</p> <ul style="list-style-type: none"> <li>▪ Chosen students move from their “Must Do” activity to the assigned station to practice.</li> </ul>
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**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 about the menu and how students choose “May Do” activities once they have completed the “Must Do” tasks. Teacher makes available only “May Do” activities that have been previously explained or practiced. The three stations previously introduced are part of the menu as “May Do” activities since they have been taught.</li> <li>▪ Teacher explicitly tells students rules about how many students can be at a certain station 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 station 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 but does not engage with students.</li> <li>▪ Teacher ends small-group time with a</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>
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				debriefing session with the whole class.	
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 station 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 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>▪ <b>For about 5–10 minutes, teacher pulls a small group or individual to work with who needs reteaching/preteaching.</b></li> <li>▪ Teacher ends small-group time with a debriefing session with the whole class.</li> </ul>	(Same as above.)
<b>Phase IV: “Menu” in Place: Multiple Tasks—Teacher Pulls Multiple Groups</b>					
21		30	From now on, any time a new activity or station is opened up for small-group time, the teacher should follow a routine similar to 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 minutes each group) using intervention and challenge materials and activities. The teacher may increase the length of small-group time if desired.		

**Note on use of one-to-one devices:** With the proliferation of one-to-one digital devices and access to online programs for ELA and math, students can go to the one-to-one devices during independent work time. For example, during math small group instruction time, the rest of the class not working with the teacher in the small group can all be on computer devices accessing and working through a personalized learning system. Another approach is to have one station set up as a computer station which one small group works at for the entirety of the small group instruction time. Students would rotate through this station on different days during small group times.