Stations and Small Groups

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Stations and Small Groups

<table>
<thead>
<tr>
<th>Hopes</th>
<th>Fears</th>
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</thead>
</table>

- Green squares represent hopes.
- Pink squares represent fears.
Objectives

- Describe hopes and fears of stations and small group
- Analyze examples and non-examples of classroom space
- Decide on and write rules or routines
- Learn about a Station and Small Group 21-Day Planner
Classroom Climate

“The real test comes during the performance. Never forget that you are the one who enhances the climate in your classroom every day—through your smile, your body language, your polite words, your kind acts, your enthusiasm for teaching, and your dedication to your students. In all these ways, you make your classroom climate both orderly and positive.”

Archer and Hughes, 2011, p. 130
Organize Classroom Space

Organize the physical space:

- Whole class instruction
- Small group instruction
- Independent work
- Bulletin boards
- Wall posters
- Technology
- Bookcases
Organize Classroom Space

Arrange space so that:

- students face the teacher without turning around;
- the teacher has close proximity to students;
- students can interact with a partner and/or team; and
- the teacher can see all areas of the room.
Organize Classroom Space

Arrange space so that:

- the teacher can easily monitor all areas;
- the teacher and students can move easily around the room;
- the teacher can access necessary instructional materials; and
- students can access necessary materials.
**Station and Small Group Planner**

**Purpose:** The purpose of this planner is to support educators with implementing small group instruction and stations in grades 6-8. This planner includes a phase-in approach, consisting of approximately 21 days, along with focus areas, recommended time-frames, and suggested resources (CORE, 2005). The number of days and time-frames will vary based on teacher or student need.

Prior to the implementation of this planner, the teacher should give special attention to classroom organization. This includes (but is not limited to) organizing whole and small group instructional areas, station areas, teacher or student instructional materials, technology or other equipment, bulletin boards, and bookshelves (Archer & Hughes, 2011).

<table>
<thead>
<tr>
<th>Day</th>
<th>Time-frame (minutes)</th>
<th>Goal</th>
<th>Teacher Action (T)</th>
<th>Student Action (S)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Introduce the concept of “rules” and include students in developing classroom rules.</td>
<td>T: Identify, define, and explain “rules” to abide by during whole group, small group, and stations. S: Collaborate with the teacher to develop and discuss the importance of each rule.</td>
<td></td>
<td>Explicit instruction: Classroom rules</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Model and practice classroom rules.</td>
<td>T: Model each rule and provide time to practice. S: Practice each rule including examples and non-examples.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classroom Rules

Rules:

- are few in number (3-6);
- state desired behavior in a positive manner;
- are short and simple and begin with a verb; and
- define behaviors clearly.
Sample Classroom Rules

- Arrive on time.
- Be polite in words and actions.
- Bring only necessary school materials to class.
- Participate in all activities.
- Stay on task.

Archer and Hughes, 2011, p. 118
Classroom Rules

- Post rules.
- Introduce rules.
- Teach lessons on individual rules.
- Review rules.
- Act as if you expect desired behaviors.
Classroom Routines and Procedures

1. Determine situations where a routine or procedure is needed.
2. For each situation, outline the routine or procedure.
3. Teach the most important routines or procedures first.
4. Review routines or procedures as needed.
Sample Classroom Routine or Procedure

Situation: Movement into a secondary classroom

- Before bell rings, teacher opens door and stands at door.
- Teacher greets students as they arrive.
- When bell rings, teacher closes door.
- Upon arrival to class, students put materials away and put homework in corner of desk.
- Students begin warm-up activity when bell rings.
- Teacher quickly scan class and takes attendance.
- Teacher immediately begins new lesson.

Archer and Hughes, 2011, p. 124
Example: Delivering oral presentations

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are:</td>
<td>You are:</td>
</tr>
<tr>
<td>• standing in front of the class;</td>
<td>• presenting information with clarity;</td>
</tr>
<tr>
<td>• facing your classmates;</td>
<td>• talking with expression and enthusiasm;</td>
</tr>
<tr>
<td>• smiling; and</td>
<td>• using a voice that is easy to hear; and</td>
</tr>
<tr>
<td>• prepared.</td>
<td>• answering questions.</td>
</tr>
</tbody>
</table>
# Station Samples

<table>
<thead>
<tr>
<th>Station</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Self-Questioning Response Chart</td>
</tr>
<tr>
<td>Reading</td>
<td>If-Then Mind Map</td>
</tr>
<tr>
<td>Writing</td>
<td>Word Play-Metacognition</td>
</tr>
<tr>
<td>Technology</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>
## Independent Station

<table>
<thead>
<tr>
<th>Level of Thinking</th>
<th>Comprehension Self-Assessment</th>
<th>Focusing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create</strong></td>
<td>I have developed an interpretation of what this story means.</td>
<td>Why is the author telling me this story? What does this story mean to me?</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>I can critically examine this story.</td>
<td>Does the author have an attitude, and if so, about what?</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>I can notice how the author wrote the story.</td>
<td>What literary techniques does the author use?</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>I can use my life experiences to understand the author’s story.</td>
<td>How can I connect this story to my life and experiences?</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td>I can understand what the author is telling me.</td>
<td>How do the characters feel about one another?</td>
</tr>
<tr>
<td><strong>Remember</strong></td>
<td>I can follow what happens in this story</td>
<td>What event initiates the action of the story?</td>
</tr>
</tbody>
</table>

Buehl, 2011, p. 194
If-Then Mind Map: IF Wilbur hadn’t been the runt of the litter…

- THEN Fern wouldn’t have been able to keep him as a pet…
- THEN he would have been raised for slaughter.
- THEN he would never have become friends with Charlotte.
- THEN he would not have made so many friends in the barnyard.

Cash, 2011, p. 171
Writing Station

- Word Play-Metacognition
  - Word Riddles ("pun-o-mania")
    - Subject: Pig
    - Related Items: Ham, pork, pen, hog, grunt, oink
    - Choose one: Ham (words with am: ambulance, amnesia)
    - Write a riddle:
      Riddle: How do you take a pig to a hospital?
      Answer: In a hambulance!
      Riddle: What do you call it when a pig loses it memory?
      Answer: Hamnesia!

Baumann and Kame’ennui, 2004, p. 228
Technology Station

- https://www.vocabulary.com/lists/
- Sample Activities
  - Morphology
  - Roots
  - Literature
  - Non-Fiction
  - Historical Documents
  - Speeches
  - Just for Fun
  - News
Small Group Instruction

1. Use valid, reliable assessment data.
2. Implement rich and varied activities; not more of the same.
3. Provide ongoing opportunities for all students to develop and build relationships with other students (i.e., increase their self-esteem).
4. Keep in small group for a limited time (i.e., avoid stereotyping).
5. Monitor progress continuously.
6. Engage all student groups in meaningful and respectful work (i.e., higher-level thinking to meet individual students’ needs).
<table>
<thead>
<tr>
<th>Group</th>
<th>Focus and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Making Inferences</td>
</tr>
<tr>
<td></td>
<td>• Build background</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary-Use Context</td>
</tr>
<tr>
<td>Group 2</td>
<td>Making Inferences</td>
</tr>
<tr>
<td></td>
<td>• Project-based learning: Select a topic and create a commercial</td>
</tr>
</tbody>
</table>
What? So What? Now What?

- What?
  - What will you work on?

- So What?
  - Why is this important to you?

- Now What?
  - What are your next steps?
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THANK YOU