

What are the Others Doing? Setting up the classroom for Guided Reading and effective small group learning.

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- 4.00-4.30 Revisit Guided Reading
- 4.30-5.00 Setting up for success
Managing small groups
- 5.00-5.30 Practical suggestions for
group work

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LITERACY BLOCK				
Integration ↑ ↓ Explicit and Systematic Teaching ↑ ↓ Authentic Assessment for Reporting ↑ ↓ Assessment for Teaching	Whole Class Teaching	Modelled Reading	Modelled Writing <i>Handwriting Spelling Grammar Structure</i>	Modelled Talking and Listening <i>Grammar Structure</i>
		Shared Reading <i>Spelling Grammar Structure</i>	Shared Writing <i>Grammar Spelling Punctuation Structure</i>	Shared Talking and Listening <i>Structure Grammar</i>
	Small Group Teaching	Small Group Instructional Reading <i>Guided Reading Reciprocal Teaching Reader's Circle Literature Circles</i>	Guided Writing <i>Spelling Punctuation Grammar Structure</i>	Guided Talking and Listening <i>Grammar Structure</i>
	Independent Learning	Independent Reading <i>For a variety of purposes</i>	Independent Writing <i>For a variety of audiences and purposes</i>	Independent Talking and Listening <i>For a variety of audiences and purposes</i>

Guided Reading

- A well-planned, teacher-led Guided Reading lesson takes approximately 15- 20 minutes.
- The independent activities should be planned to last for approximately 15-20 minutes to support classroom organisation.
- In the first few weeks of school and again at the beginning of each term, it is important to establish routines and expectations.

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What happens during the Guided Reading lesson?

- Each student has a copy of the text, and the teacher has access to a whiteboard or chart and related resources such as a dictionary or map.
- The teacher introduces the text, making links with the students' prior knowledge and experience of both the context and the text form, and shares the purpose for the reading with the students, who then read the text silently.

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What happens during the Guided Reading lesson?

- The teacher and the student discuss the part of the text read with the teacher monitoring the students' engagement and comprehension. Discussion focuses on extending learning.
- Conclude the sessions by reviewing the purpose for reading and reflecting on the learning. The students then move (usually) to related literacy activities.

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Are students learning?

- Guided Reading involves:
 - making links between what readers already know and can do and what they are learning;
 - generating rich discussion;
 - supporting and challenging learners in their use of their strategies;
 - helping them reflect on their learning;
 - monitoring their learning.
- Right at the core of guided reading is the fact that each student in the group processes the text for themselves.

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- Are students acquiring learning or applying learning?
- What comment/question might the teacher make next based on what the student has said?
- What is the evidence that the children are learning?
If the teacher is doing all the talking, there's no way to work that out.

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Guided....

- Planning is essential - not only planning questions but planning for what you might expect to hear and see.
- When planning for reading instruction teachers need to read the text **like a reader** before they read it like a teacher. **What meaning do you take away?** Teachers can miss aspects of well crafted texts in their quest to get to teaching.

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Teaching strategies	Teacher	Student
Before Guided Reading	Selects appropriate text based on assessment Prepares introduction to the text Briefly introduces the text	Engages in conversation about the text Browses the text
During Guided Reading	Scaffolds Validates Teaches to meet individual needs Evaluates Encourages Clarifies Confirms Observes/makes notes	Read text to themselves (softly or silently) Applies learning Takes charge Practices Problem solves Approximates Self corrects
After Guided Reading	Engages group members in conversation Raises questions Invites a personal response Assesses individual understanding and gives feedback	Engages in conversation with the group Responds to questions Might reread to a partner or independently With support talks about what he/she did in reading the text

Adapted from Regie Routman 2008

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Establish successful behaviours

- Establish class rules and class meetings.
- Discuss successful behaviours as they occur.
- Use the three-step process for every activity: make it explicit, practice and give feedback.
- Encourage self evaluation.
- Engage in goal setting.

Setting up the classroom

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Working Independently

- When planning for Literacy group work, select tasks that will allow for differentiation.
- Such activities will have greater benefits for the learner and in most cases less preparation for the teacher.
- Group work tasks are not 'extras' rather the emphasis is on hands-on learning that engages the students.
- Each task should be meaningful practice or application of previous learning.

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- This will also mean ensuring that the classroom environment is organised to support group learning.
- It will require good organisation of resources so that the children can find what they will need.
- All activities require a whole class introduction and practice so the children are clear what is expected.
- Groups for Guided Reading and subsequent independent work should have a maximum of 6 children.

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Reflection

- *Think about the statements so far.*
- *How do you need to adapt these ideas to create a structure for group work that will be appropriate in your classroom?*
- *Will you have your students work individually, in pairs or groups?*
- *Consider the use of parents in your classroom. Once good structures and activities are in place, involving parents can have a range of benefits provided appropriate training is undertaken.*

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Selecting Learning Activities

There are two basic criteria for identifying learning activities:

- **Engagement on task**

Learners must be deeply engaged in the activity.

- **Transfer**

There should be clear evidence that something has been learned, done, understood, practised, etc., in participating in the activity.

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What makes for an effective teaching-learning activity?

- It is explicitly linked to other parts of the teaching-learning session (or day).
- It is preceded by language which explicitly stated the teacher's purposes for the activity.
- It involves students in social interaction and cognitive collaboration.
- It is structured so that learners are encouraged to use more than one mode of language.
- It coerces learners to draw on more than one subsystem of language.
- It encourages learners to transfer meaning across or within different semiotic systems.
- It allows learners to offer a range of acceptable responses.

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Language Arts, Vol. 79 No. 2, February 2001 Brian Cambourne

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Decisions

- Small groups, tasks boards, pairs, individuals or contracts?

Consider the possibilities in order to plan an organisational structure and appropriate tasks to accommodate the needs of your children.

- The decisions made will be critical in meeting the needs of the children you are teaching and achieving your planned outcomes.

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Tasks for group or individual work

- The best follow up to Guided Reading (or a form of small group instruction) is more reading.
- Following are some suggestions for independent group work. The best tasks will be those linked to your current classroom teaching.

Ideas for Learning Activities

1. Listening Posts

2. Poetry Box

Select a range of poetry for paired reading.

3. Writing

4. Games

- Cuberty/Upwords/Boggle
- Bingo Games (homonyms, synonyms)

Learning Activities

5. Book Boxes/Buddy Reading Independent Level

6. Listening and Talking

- Communications Game (2-3 children)
- Socially Speaking (with helper) 7 plus

7. Handwriting

- Magnetic Letters/Magnetic Words
- Write 'n Wipe Boards
- Magnetic White Board
- Tactile Sandpaper Tiles

More Learning Activities

8. Readers' Theatre. This is an excellent activity at any level for students to read out loud for a purpose.

9. Follow up to small group lesson.

10. Word Hunts

Activities related to word towers, word lists etc

11. Dialogue journals

12. Cloze

- Websites...refer to handout

Select web based activities carefully to ensure they are meaningful and linked to class work and teaching outcomes.

Carefully check links regularly.

- Extension. Always have rich tasks for students to go on to when they have completed their work.

Student Sharing

- What did I do in my group today?
- What did I have fun doing in group work today?
- What didn't I like about group work today?
- What did I do to help myself become a better reader today?

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Student Sharing

- What did I do to help myself become a better writer today?
- What do I think we should change in group work?
- How did I solve a problem in group work today?
- How did I help someone else solve a problem in group work today?

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Solving problems

- How did I model this new task or use of materials?
- Did I model enough? Should I remodel?
- How long has this material been in the work centre? (It might be time to replace it to keep interest high).
- Are the materials at the work centre well organized and easy to use?
- Have I recently had the children change partners? Is it time for new partners? Would someone work better alone?

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- Is there a list of what to do at each centre?
Does it need to be updated?
- Is there enough for students to do at this centre?
What materials need to be changed or added?
- Can the children do this activity on their own?
- Is this activity interesting and meaningful to the child? If not, what can I change to make it so?

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- *When (and not if) you make ghastly mistakes, don't fall into a heap: learn from those mistakes. Teaching, like any art, is an endless cycle of trial and error. If you imagine you will one day have the whole game sewn up, think again and keep thinking. And keep reading and discussing, and changing and experimenting. The best "teacher" you will ever have is careful reflection on your own experience as a teacher in your own classroom.*

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Mem Fox *Radical Reflections* (1993:185)

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