Teaching in the 90 Minute Block Session 2

Christina School District
Spring 2008
Overarching Roll-Out Goal

- Improving reading performance for **ALL** students
Goals

- **Know** how to manage the 90 minute block
- **Understand** importance of explicitly teaching management
- **Be able to Do** a plan for the intensive group and plan independent practice activities for the rest of the class
SESSION 1 FOLLOW-UP

- 2 Successes
- 2 things you learned about your students from your spelling inventory
- 2 management techniques that worked for you
- 1 question
Think about your room. Make a quick sketch.
Desk and Work Area

- Strategic placement of reading table?
- Can eye contact be made with each student?
- Where is the storage area for frequently used materials?
- Where is the chalkboard?
- What is the best placement for the overhead?
- Seating arrangement?
Organize the room for effective teaching and learning

- What are the primary patterns of movement around the class?
- Where might bookshelves provide easy access?
- Is there an area for buddy work?
- Where are your materials stored?
- How accessible are your materials?
Established structure “represents internalization by pupils of limits of behavior, patterns of behavior that are carried out, and sequences of activities that have been established in the past” (Soar & Soar, 1979)
Rules / Procedures

What are some procedures you teach your students to start the year?

- 3:00 o’clock
- 3 minutes
Rules /Procedures need Scaffolding

- I do.
- We do
  - I do; class helps
  - Class does; I help
- You do.
VIDEO

- What procedures do you see being modeled?
- Why?

2 minutes
OTHER PROCEDURES/Behaviors

- Transitions/Interruptions
- Use of materials
- Collecting materials
- Group work
- Seatwork/Independent work
- Teacher led activities
- What do students do when they finish?
THINK ABOUT YOUR ROOM

- Each table receives a classroom routine card
- Discuss and list procedures for this routine
- Select your top 3 management tips for this routine.
- Share out.
Management Strategies for Small Group

- Independent work
  - Clear, explicit directions
  - Anchor papers
- Clearly defined groups
  - Pocket charts, clothespins, etc.
- Supplies/Work Stations
  - Clearly designated where, when
Reflect and Revise

What changes would you make in your classroom layout?
Independent Practice: Alleviate the Angst

- Consider daily paired readings and rereading.
- Consider a daily activity (such as an open ended response) linked directly to your read aloud.
- Consider a daily activity linked directly to your small group instruction.
- Independent Reading with a response activity
  - Incorporate HOTS
- Look for materials already in HM
A new vision for “work folders”
Designated spot may contain a variety of reading and writing tasks on a particular topic
All materials and directions necessary for completion of the independent work are placed in the folder
Independent Practice  4/5

- Silent reading time with a purpose
  - Increase reading stamina
  - Practice comprehension skills

- Reading folder
“I’m All Done”

- Teaching students what is expected
- What determines what’s acceptable
- What is the accountability?
- Respectful Choices
Activities to do when “work” is done

- Independent reading
- Choice activities

Elbow Partner
Planning Independent Practice

- Look at anthology
- What higher level response could you use for independent practice that reflects the whole group instruction for the next three days
- Design a vocabulary activity utilizing the tier two words
Plan for Independent Practice

- 15 Minutes
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>30 minutes (outside the 90 minute block)</td>
<td>Intervention</td>
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<tr>
<td>30-45 minutes</td>
<td>Whole Group Instruction / Quality Read Aloud Comprehension Vocabulary</td>
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<tr>
<td>45-60 minutes (three 15-20 minute groups) Students rotate through the three periods (one with the teacher, perhaps one with a para, one doing independent work and one working on centers)</td>
<td>Needs Based Group instruction based on data: Intensive Strategic Benchmark (Independent Work based on small group instruction, response to the whole group read aloud, partner reading, and centers)</td>
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Paths to Comprehension

- Automatic Word Recognition
- Language Comprehension
- Strategic Knowledge

Comprehension
Intensive Group

- Must be data driven explicit systematic instruction

- Fluency/Word Recognition – 5 minutes
- Phonics/Decoding- 10/15 minutes
Building Word Recognition To Automaticity

- Letter names and sounds
- Teaching sounding and blending
- Letter patterns
- Irregular high-frequency words
- Decoding by analogy

Word recognition and decoding strategies are a prerequisite to fluency
INTENSIVE GROUP

NEXT 5/10 minutes

- Practice/Apply decoding strategies or phonemic awareness strategies
  - Gradual Release of Responsibility Model
  - Phonics Library
  - Leveled Readers
Jig Saw

- Count off 1-6.
- Fold paper to form 6 squares.
- Get ready to share with your table.
- Record the needs of each type of reader.
Intensive Group

INDEPENDENT PRACTICE COMES DIRECTLY FROM THE SMALL GROUP INSTRUCTION
Let’s look at a lesson plan…
For Next time:

- Continue working with intensive group and increase your time to 20 minutes.
- Choose classroom procedures that would work in your room to make group management easier. Begin to implement.

Action Item
Remember

- One step at a time
Link to management strategies

Web Resources

- [http://www.doe.state.de.us/programs/ci/content_areas/ela.shtml](http://www.doe.state.de.us/programs/ci/content_areas/ela.shtml) (DOE ELA homepage (link to ELA clarifications document is on this page))
- [http://www.fcrr.org/](http://www.fcrr.org/) (The Florida Center for Reading Research (wealth of materials for learning centers))
- [http://readwritethink.org/](http://readwritethink.org/) (Read, write, think)
Web Resources

- [http://www.teachers.cr.k12.de.us/~galgano/dibel2.htm](http://www.teachers.cr.k12.de.us/~galgano/dibel2.htm) (links to use with DIBELS)
Grade Level Specific Resources

- [http://www.teachers.cr.k12.de.us/~galgano/1linksela.htm](http://www.teachers.cr.k12.de.us/~galgano/1linksela.htm)  
  - 1st grade
- [http://www.teachers.cr.k12.de.us/~galgano/2ela.htm](http://www.teachers.cr.k12.de.us/~galgano/2ela.htm)  
  - 2nd grade
- [http://www.teachers.cr.k12.de.us/~galgano/3linksela.htm](http://www.teachers.cr.k12.de.us/~galgano/3linksela.htm)  
  - 3rd grade
- [http://www.teachers.cr.k12.de.us/~galgano/4ela.htm](http://www.teachers.cr.k12.de.us/~galgano/4ela.htm)  
  - 4th grade
- [http://www.teachers.cr.k12.de.us/~galgano/5ela.htm](http://www.teachers.cr.k12.de.us/~galgano/5ela.htm)  
  - 5th grade