

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Reteaching in Small-Group Interventions

John Wash Elementary School, California • March 2010

Topic: Response to Intervention in Primary Grade Reading
Practice: Progress Monitoring and Differentiation

Highlights

- Katie Banks, first grade teacher, discussing reteaching a skill during a small-group lesson on r-controlled vowels
- Beginning with a definition of the concept and modeling skills before moving to independent practice
- Checking for understanding through the use of whiteboards
- Applying the 80%/20% decision rule to reteaching
- Using independent practice time to work with small groups
- Regrouping students according to specific skill needs
- Instructional approaches for supporting English language learners
- Importance of frequent reassessment for mastery of skills

About the Site

John Wash Elementary School
Fresno, CA

Demographics

- 41% Hispanic
- 37% Asian
- 18% White
- 2% Black
- 1% Other
- 53% Free or Reduced-Price Lunch
- 22% English Language Learners
- 4% Special Education

John Wash Elementary School staff work collaboratively to improve teaching and learning. Through principal leadership, district support, and professional development, John Wash established:

- A three-tiered pyramid of instruction and intervention,
- Systematic and explicit instructional practices that support and engage all students, including English language learners,
- Professional learning communities for using data and planning evidence-based instruction,
- Systems of mutual accountability for student learning.

Full Transcript

Slide 1: Welcome

Welcome to Reteaching in Small-Group Interventions.

Slide 2: Introducing Katie Banks

My name is Katie Banks. I teach first grade, and this is my third year teaching at John Wash.

Slide 3: Lesson objective

For today, I had to introduce r-controlled vowels because that was something, a term they had never heard before, and so just explaining to them that the *r* changes the vowel sounds. The objective was to read words with *-ar*, *-ir*, *-or*, *-ur*, and *-er* correctly. We explain the concept. What is an r-controlled vowel? What is the rule? What do they need to know in order to be able to be successful? After I feel that they all understand the concept and they understand what they need to know to be successful, then we move into the skill development.

Slide 4: Checking for understanding

The whiteboards really help give an instant picture of who has it and who doesn't. So for the first time we used the whiteboards, all I did was say an r-controlled vowel sound and I had them write the one that matched. If my whole class didn't have it, then I would know I need to go back and reteach that part of it. If 80% has it, we move on. And we go back and work on that 20% that didn't get it later.

Slide 5: Small-group intervention

Based on the whiteboards, I have a general idea which ones are going to need help, and so I will either use independent practice time to pull my small group if the time allowed. If not, I look over the independent practice and those that just didn't get it, they will be pulled either that day or the following day for small group.

Slide 6: Regrouping students

And within my grade level, what we do is we have an intervention time, and during that time I will go to both of my partners and say, "I'm working on r-controlled vowels. Send me any of your kids who did not get it." Because if I only have two and she only has two, then it's all of us doing the same thing when one of us can do it with a small group.

Slide 7: Reteaching in small groups

During the small-group time, I try to look at the reason why these students didn't get it. What didn't they understand? Was it that they didn't have the background knowledge? They don't know their vowel sounds, or they don't know something they needed to know for it? Then I will back up and teach that first. If it was they're an English learner and they just need more repetition, more practice, then that's what we'll do. I really try to find out what it is that they're missing, so that I can teach that specific thing.

Slide 8: Differentiating for ELLs

We try to use a lot of special strategies with our ELs and some of the things that we do in the classroom is we all have Smart Boards, so we're able to use a lot of pictures. We also try to seat our ELs with a stronger-speaking English student. If the EL student is having a hard time, maybe they understand it, but they are having a hard time coming up with the words to put it in a sentence or to answer the question. We encourage a lot of communication and talking between the two partners so that they can help give each other the language that they need.

Slide 8: Reassessing for mastery

After I have worked with a small group for a day or two or whatever it takes, we will reassess the student with a similar assessment than they were given the first time. And if they're able to complete it successfully, then we move on and we know that everything's OK. So as soon as I feel they are ready, I will reassess them and then we'll decide if they're ready to move on or not.

Slide 9: Learn more

To learn more about Reteaching in Small-Group Interventions, please explore the additional resources on the Doing What Works website.