

Instructional Design: Script

Small-Group Instruction

[Start the video with a pan of a classroom in which students are working in small groups. After panning the classroom, focus on a teacher leading a small group and begin the introduction.]

Have you ever had a student who seems to be reserved and struggling in your classroom; but then, when you see them on the playground or in the lunchroom, the student seems like a completely different child?

[Switch view to narrator.] We all have had that student and, thankfully, there is a strategy to help these students come out of their shell and maximize their confidence, knowledge, and understanding.

Studies have shown that small-group instruction is one of the most effective ways to meet this goal. Small-group instruction gives you a natural opportunity to provide targeted and differentiated instruction to fewer students at a time, so that the needs of all children are met.

There are many benefits of small-group instruction. Here are the three main benefits [keep camera view on the narrator, but slide in the numbered and bolded list as the narrator speaks]:

1. Students gain confidence.

Smaller groups allow students to feel more comfortable. Students have more of an opportunity to share and participate than they would in a larger group setting.

2. Teachers are able to personalize instruction to meet student needs.

As the teacher, you get to plan the groups based on your students' educational needs. You may find that within the same lesson you have some groups to whom you are reteaching older content, while with other groups you are pre-teaching what is to come next.

3. Teachers can constantly use formative assessment and provide feedback.

In these smaller settings, you will be able to constantly check for understanding in relation to the learning goals. You will find that you are more able to provide your students with feedback as they work to gain skills.



After today's session, you will be able to effectively plan and implement small-group instruction in your classroom! [Close the clip with the same classroom video as the start of the video, focused on the teacher leading a small group and finishing her lesson]

Step 1: Choosing Groups

[Start the narrator speaking.] There are always many things to consider when you are assembling groups of students. The first thing you're going to want to do is find a way to evaluate the students' proficiency with the material before starting.

[Show clip of teacher testimonial on formal and informal pairings of students in groups.]

In your classroom, you're going to want to use flexible grouping. [SLIDE IN DEFINITION – Flexible Grouping – Grouping students together to deliver instruction and maximize performance. Flexible groups can be whole class, small groups, or partners.] This will maximize learning and performance for all students.

Depending on the intent of your lesson, you are going to have the students organized in different ways. Here are some groupings to consider. [Move camera off the narrator on to a classroom setting. Play a video of a classroom operating in small groups without sound and slide in the bolded list as the narrator talks.]

Achievement Grouping

Here, you group students together who have similar abilities. This allows the students to support each other and collaborate while learning. This grouping may often be preferable when reteaching or reinforcing material.



Cooperative Grouping

This kind of grouping works when you are giving each student a specific task (reader, leader, presenter, note taker, etc.). This allows the students to practice the skill assigned and to collaborate with a team.

Interest Grouping

Here you may group students together who have similar interests. You can play off their similar interests to reinforce concepts.

Random Grouping

Arbitrary grouping is often used when your main focus is on having certain numbers of students in each group or if you want students to get to know each other.

[Switch camera view back to the narrator.] Each of these ways of grouping will allow you to differentiate instruction based on the needs of your students and intent of the lesson. [SLIDE IN DEFINITION – Differentiating Instruction – Tailoring instruction to meet the needs of individual students.] Whether your intent is to differentiate content, process, or products used, using flexible grouping and ongoing assessment will allow you to meet the educational goals of any students.

Next, let's take a look at how to use informal formative assessment.

