Teaching Learning Succeeding

Subject: Reading
Grade Level: Elementary School
DI Strategy: Split Screen/Flexible Grouping

Reading Stations Split Screen

In my classroom, split screen is something that is done on a daily basis. I have six stations in my classroom for Guided reading.

Station one is "Work on Writing", at this station the students work in a writing journal and complete the writing prompt that is projected from the smart board.

Station two is "Read to Someone" and at this station the students are to read a leveled book that is chosen for them. They are to read the story to their partner and then their partner is supposed to read to them. When finished they fill out a paper about their book and their partners book.

Station three is "Listening Station", at this station a story is selected a little above grade level for them to listen to. Each student has their own copy of the story and the listen to the story and read along. When the story is finished they have a listening station journal that needs to be complete. It goes through story elements and there is a writing section for them to write about their favorite part.

Station four is "Work With the Teacher". At this station, I have leveled books for each of my groups. We read the story together and then we answer comprehension question about the story. The students then take the books home to read with a parent. The next time I see that group, we take a comprehension test from the story that we read.

Station five is "Word Work Station". At this station, the students are working on their own current trick words. Some students are still working on beginning trick words so that is what they are reviewing when others are working on current trick words.

Station six is "IPAD Station". At this station, the students work on a program called Raz-kids. With this program each student is on their own reading level. I can go in a set the reading level for each student and they are reading stories on their level.

My students are held accountable for what they are doing by turning in work when finished at stations. I set the rules in the beginning of the year and have been consistent with following through with directions and what is expected of them has really worked well. Each student follows the directions well and it is usually a very quiet environment when our centers are going on. The student engagement is shown by the noise level in my room. I know they are engaged and working on task when I do not hear side conversations going on and I know the work is being complete.

I have the students grouped by their reading level. I had it like this so that when they go to the center I can have it leveled for their ability. With guided reading groups, I have found this to be the most beneficial. Each group has different expectations of work that is required and it works out for challenging my advanced students as well as keeping my intensive students on task.

Kindergarten

Split Screening/ Tiering in Kindergarten

At the kindergarten level, a common approach to tiering and split screening is centers or stations. This allows the teacher to work with students on different levels and differentiate activities by needs and interests.   It also allows for extension of ideas and time to work with groups who need more challenging and enriching activities.   Each day, my classes participate in station work for approximately 20 minutes.   My classes both have 23-24 students and being able to work with a small group is important to better know my students and tier to accommodate for their needs.   The students are given a partner and they are to be engaged in one of these 12 stations (I have students in partners for these activities):

1. Guided group- My group
2. 3 sets of IPAD stations- students work on RAZ-kids
3. Math station
4. Listening and library station
5. Art station
6. Word work station
7. Handwriting station
8. Fine motor station
9. Learning Games station

To determine my groups, I use many assessments but focus on my oral/written data collections (ex: ability to name the 26 letters), informal observations, and Aimsweb scores.   Students have moved into different partnerships throughout this year. Flexible groupings are not meant to be stagnant and students should be reassessed and groups changed frequently for optimal results.

Before my students can begin stations, activities are explained, rules and expectations are clarified, and questions are answered.   My student practice what the stations should look and sound like in the beginning of the year and these expectations are revisited frequently throughout they year in order to maintain good classroom management.   My layout in the classroom is also important because my guided group works with me at a table that faces out to the entire classroom.   I am able to observe the rest of my students while working with my small group.   I also give my small group an activity, in the middle of my lesson, to work on independently for a few minutes so that I can get up and move around the room to check-in with the other stations.

Overall, tiering and split screening in this form for kindergarten students is very successful because it allows for students to work at a correct level of difficulty with me at my station and also allows the rest of the class to work on review and challenge activities.

Split Screen/Tiering

In my classroom, I use the method of split screen and tiering every day. Within my class, my students complete a "Daily 5", which are essentially learning centers developed by student readiness and interest. Below I have listed each activity center.

Daily 5:
- Reading with Mr. L
- Independent Work
- Word Work
- Computers
- Silent Reading

At the beginning of each academic year, I utilize many different benchmark assessments to determine my students' present level of performance. This data I collect, along with work samples, places my students into 1 of five different groups (red, green, yellow, purple, and blue). Red is considered to be my intensive/strategic group of students, while the blue group is considered to be "above grade level", and requires more extension activities.

All groups that are "Reading with Mr. L ", are reading books and answering questions that are considered to be at the students readiness level based off of benchmark assessments. Within my guided reading groups we focus on strengthening skills that may be more difficult for certain students (fluency, comprehension, inferencing, etc.), while also incorporating quarterly reading skills, such as author's purpose.

Word work (grammar) and independent work (previously learned reading skills) are packets that are on grade level for the students. Even though these packets are designed by readiness, students may work through their packets in any order they may choose. In this essence, these packets are then considered to be differentiated by interest as well.

My students have two options when working on the computers during "Daily 5". Students may log on to Raz-Kids, or they may work on Compass Odyssey. Both of these programs are designed to help students practice specific reading skills that are on their readiness level. Once again, students have choices once they log on to decide what skill they want to practice, or what book they would enjoy reading. So I consider this station to be differentiated by readiness and interest.

Silent reading is simply the students reading their independent reading book that they have chosen. In class, students are required to read a book of their interest, but also a book that is on their readiness level (many of them become disappointed once they realize Diary of a Wimpy Kid isn't challenging enough for them to read). This station is often a fan favorite.

Throughout all of my "Daily 5" centers, students seem to work diligently. I often observe student behaviors while at my side reading table to make sure all students are on task. Transitions between centers are often quick and distractions are limited. My only comment for teachers when incorporating "Daily 5", especially at the upper elementary level, is that students must be aware that you are continuously checking their work, so that they understand they are being held accountable for not only completion, but accuracy as well. Many times, students can believe this work to be "busy work", so they won't try their hardest, which means they are not gaining the most out of each learning center.

K -- Shapes 4 Pillars & ARE

1. **Curriculum:** - As a result of this lesson, what is it you want your students to know and/or be able to do?
   MATH LESSON: Solid Shapes
   I want my students to be able to understand what a 3-D shape is and how it is different from a 2-D shape. I want them to know the names of some common 3-D shapes and relate them to everyday objects. My students will learn what a face, vertex, and edge are as well and recognize them on a 3-D shape.

2. **Assessment:** How did you know their level of understanding going into the lesson/unit?

   I activated prior knowledge by asking students to turn to a partner and name shapes that they knew. I was expecting many of them to just say 2-D shapes but a good amount (about 17 of 25) stated at least one 3-D shape. We shared outward to the whole group and then we started the lesson.

   What data did you collect that day on student learning?
   My students participated in two different activities within the lesson that demonstrated understanding of the concepts to me informally and formally. I observed them during a game called "Stand Up If..." and they would each get a 3-D foam shape to hold and stand up when I called the name of a shape. We played a few rounds of this and traded shapes so I could observe them and review the shape names with them. I also did a formal formative assessment by having students cut pictures of everyday objects and match them to 3-D shapes. Example: a beach ball matched with the sphere. I had a small group with students who needed more reinforcement or guidance of the activity and the other students worked independently. In the PM, my small group consisted of a few of the ESL students in my class who needed more help with the shape identification and recognition (more practice with exploring the form shapes). When they finished this task, I checked each paper individually.

   What next steps does this data suggest?
   By collecting this data, I know that I can move forward to the next lesson on flat and solid shapes. I will have to revisit and review these skills during the months ahead but I know that the concepts seem to be understood by almost all.

   I think I'd like to try to extend some of the students by doing "Stand up if..." with the attributes. For example, stand up if you shape has 6 faces (cube).

3. **Instruction:** What DI strategies did you try, for whom or what purpose, and how did it work?
   ARE- Both activities were engaging (at all levels of difficulty) and assessment driven (formal and informal). The students were engaged in discussion during the game and during the independent activity. The small group provided for students who needed prompting and

extra practice with the concepts while the independent group reviewed the concepts as well.

4. **Management:** What Management considerations helped make this lesson a success/challenge?

The game part of my lesson required more management strategies. I wanted students to stay focused on the topic and the lesson to continue to move smoothly so we could play multiple rounds of the game. First when I passed out the shapes, I asked them to put their heads down, eyes closed and hold out their hand. I said they could try and feel the shape but they should wait to open their eyes.

Second, we needed to trade shapes. My classes have 24-25 students in them and moving around the room freely, all at once, can create chaos if it is not managed appropriately. As a rule for the game, when we traded shapes with another student in the room for the next round of the game, the students were informed that they were _not_ allowed to talk when trading shapes with another student. They were to walk and find someone and switch shapes and sit down. This was very effective. I had one student in each class who did talk and they were asked to sit down and then I traded the shape with them.

Toward the end when I did the Split Screen with my small group and independent grouping for the matching activity part. I made it clear to the students who seemed to understand the concepts that they were to do the activity independently and then the others worked with me for reinforcement and support.

K Tiering, SS, TC Centers

I use Tiering daily in my kindergarten classroom. Students' knowledge and experience coming in to kindergarten is very scattered. I have students who are reading well over the kindergarten goal (level D) and I have some students who still do not know all of there letters or letter sounds. I need to teach each student on their level. My hybrid rotations make this very easy to do. My students are split into three groups based on their abilities. These groups are constantly changing based on teacher observations and various assessments, (AIMSweb, hybrid computer programs, benchmark tests, etc.) I have daily rotations for both literacy and math.

One example of how I use tiering is when we are working in our literacy rotations. I always work on the same overall skill with each group. We focus a lot on reading comprehension. I have leveled passages to read that have three comprehension questions to answer. The higher group is capable of reading a "harder" passage and answering comprehension questions that have open ended responses. My middle group chorally reads a passage that is a little easier to sound out with a slightly simpler plot. Their comprehension questions are multiple choice. For the lower group, I read the passage to them while they point. We then read it again 2-3 times together before answering the comprehension questions. Their questions are multiple choice with only two choices. All three groups are working on the same skill, but the difficultly level is different.

The same goes for my math rotations. We often use manipulatives for all of the groups since we hit some very basic, introductory skills in our math lessons. I often extend the concepts in the higher group to hit on some more of the higher level applications of those base skills. That being said, I will take it back to the very basics for the lower group. I need to make sure they are understanding the root of the concept before we can extend upon it.

3rd Gr Math Centers—SS TC Tiering

My weekly math block is structured to keep Fridays clear for centers. I use unit pretests, weekly check-ins, math boxes, etc. to determine the ability levels of the kids. I split the kids into three groups. I meet with each group for a twenty minute rotation, allowing me to see all the kids. When I see the high flyers, I use enrichment activities found in our differentiation packet or materials I have acquired from the AT teacher to give them more application of strategies work. For the mid range group, we usually focus on the math game or games for the week. My lower group will see remediation work or additional practice. For example, this week we started a new unit. I gave the pretest and used the results to split the class. Thursday, I met with each group and the top group worked on an enrichment activity applying strategies for multiplying with 11, the mid group played math baseball (with 10 sided dice), and the lower group, we revisited the different multiplication strategies (skip counting, adding a group, break apart, etc). After each group has met with me, they move to the next center, which could be a game, computer work, or other activity based on the skill of the week. This keeps them engaged allowing me to focus on the group I am currently with. I like having these group activities built into my weekly plan, so I can check in personally with each student, giving them what they need at the time. Plus, the groups are fluid, so the groupings generally change weekly.