

Ohio Literacy Conference for K-3rd Grade Teachers

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B-7 Flexible Grouping: The How, the Why & the What (Gr. K-3)

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Flexible Grouping...

- Occurs when there is a whole group assessment or instruction initially; and then the students are divided by their need for review, re-teaching, practice, or enrichment.
- Such grouping could be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme.
- Flexible grouping creates temporary groups for an hour, a day, a week, or a month or so.
- It does **NOT** create permanent groups.

Flexible Grouping is...

- ☺ The key to differentiating instruction
- ☺ Short-term
- ☺ Set in JELL-O
- ☺ Based on student learning needs
- ☺ Based on lesson objectives
- ☺ FAIR

Flexible Grouping Reflection

- What activities would you do with each of the following groups?
- What are the advantages and disadvantages of each for the student? For the teacher?

	Activity	Advantages	Disadvantages
Whole Group			
Small -Group (Heterogeneous)			
Small -Group (Homogeneous)			
Small -group (Random)			
Individual			

Using Flexible Groups for Increased Learning

Academic Success
and Social Skill
Growth

- Cooperative Learning (Heterogeneously)
- All Student Information Available

For Efficient
Learning

- Learning / Multiple Intelligence Profiles
- Profiles (Homogeneously by Profiles)
- Inventories, Observations, Checklists

For Attention and
Motivation

- Interests (Homogeneously by Interests)
- Inventories, Conferences, Interviews

For Growth and
Achievement

- Readiness (Homogeneously by Assessment Needs)
- Pre-Tests, Diagnostic Tests

For Social Skills
and Acceptance

- Random (Short-Term)
- Number off, Clock Partners, Pick a Card

Informal Rating Scale to Discover Intelligences

For each of the following statements, check the characteristics that best describe the student. Note the areas in which the student scores the highest number of checks.

<p style="text-align: center;"><u>Verbal Linguistic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> is highly verbal <input type="checkbox"/> has a good memory <input type="checkbox"/> writes better than average for age <input type="checkbox"/> likes to read and do research <input type="checkbox"/> uses accurate spelling <input type="checkbox"/> has a good vocabulary for age <input type="checkbox"/> enjoys word games <input type="checkbox"/> enjoys listening and speaking 	<p style="text-align: center;"><u>Logical Mathematical</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> likes math <input type="checkbox"/> enjoys logic puzzles <input type="checkbox"/> likes computers <input type="checkbox"/> is organized <input type="checkbox"/> can think critically <input type="checkbox"/> likes to analyze things <input type="checkbox"/> is good at mental math <input type="checkbox"/> likes strategy games 	<p style="text-align: center;"><u>Visual Spatial</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> likes art class <input type="checkbox"/> good at drawing <input type="checkbox"/> can visualize things <input type="checkbox"/> can read a map well <input type="checkbox"/> likes working with models <input type="checkbox"/> is good at matching colors <input type="checkbox"/> thinks in pictures <input type="checkbox"/> can find way in the unfamiliar
<p style="text-align: center;"><u>Musical Rhythmic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> likes music class <input type="checkbox"/> hums occasionally during class <input type="checkbox"/> likes to listen to music <input type="checkbox"/> has a good sense of rhythm <input type="checkbox"/> can tap out a beat <input type="checkbox"/> makes up tunes <input type="checkbox"/> interested in musical instruments <input type="checkbox"/> can remember songs 	<p style="text-align: center;"><u>Bodily Kinesthetic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> good at sports <input type="checkbox"/> prefers to do things and not just watch <input type="checkbox"/> uses hands when speaking <input type="checkbox"/> likes working with hands <input type="checkbox"/> is well coordinated <input type="checkbox"/> gets restless if sits too long <input type="checkbox"/> catches on quickly to physical skills <input type="checkbox"/> looks forward to P.E. 	<p style="text-align: center;"><u>Naturalist</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> likes to be outdoors <input type="checkbox"/> collects natural objects such as rocks <input type="checkbox"/> likes to classify things <input type="checkbox"/> often knows names of plants / animals <input type="checkbox"/> flexible <input type="checkbox"/> enjoys crafts involving nature <input type="checkbox"/> keen sense of nature exploration <input type="checkbox"/> likes outdoor recreation such as camping
<p style="text-align: center;"><u>Interpersonal</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> likes working with a group <input type="checkbox"/> likes to be the center of attention <input type="checkbox"/> has many friends <input type="checkbox"/> likes to organize <input type="checkbox"/> good leadership skills <input type="checkbox"/> a good motivator <input type="checkbox"/> wins confidence of others <input type="checkbox"/> is sensitive to others' feelings 		<p style="text-align: center;"><u>Intrapersonal</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> likes to be alone <input type="checkbox"/> reflective <input type="checkbox"/> doesn't give in to peer pressure <input type="checkbox"/> likes to ponder and asks questions <input type="checkbox"/> can be shy <input type="checkbox"/> has sense of right and wrong <input type="checkbox"/> interested in personal goals <input type="checkbox"/> has an internal locus of control

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_____ 's Interest Inventory

1. What I like *most* about school is _____.
2. What I like *least* about school is _____.
3. In the classroom I wish I could sit _____.
4. My behavior is _____ because
_____.
5. With my friends, I like to _____.
6. When I'm by myself, I like to _____.
7. My favorite book is _____ because
_____.
8. I live with _____.
9. Something I would like to learn this year is _____.
10. Something I want my teacher to know about me is

_____.

Cooperative Learning

COOPERATIVE LEARNING IS:	COOPERATIVE LEARNING IS NOT:
<ul style="list-style-type: none">✓ Students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments✓ An academic objective specifying the concepts and strategies to be learned and a social skills objective specifying the interpersonal or small group skill to be used and mastered during the lesson✓ Assigning each group member a role and specific responsibilities to complete the work	<ul style="list-style-type: none">✗ Having students sit side by side at the same table and talk with each other as they do their individual assignments✗ Having students do a task individually with instructions that the ones who finish first are to help the slower student✗ Assigning a report to a group where one student does all the work and others put their name on it

Essential Elements of Cooperative Learning

Most cooperative learning advocates agree that for a teaching method to fit the cooperative learning model, it must employ a number of characteristics. Some forms of the following five are often cited as essential elements:

1. **Positive Interdependence** - *a sense of sink or swim together*
2. **Individual and Group Accountability** - *the group goal cannot be reached without each member's contribution*
3. **Equal Participation with Face-to-Face Interaction** - *supportive academic interaction between group members (working together to create and celebrate learning moments)*
4. **Simultaneous Interaction to Build Social Skills** - *supportive social interaction between group members (problem-solving, trust, communication, conflict resolution)*
5. **Group Processing and Evaluation of Learning Goals** - *reflection on group's success and goal-setting for future activities*

Name of Cooperative Learning Structure

Directions

Ideas for Classroom Use

Name of Cooperative Learning Structure

Directions

Ideas for Classroom Use

Jigsaw

Student Groups

1	2
3	4

1	2
3	4

1	2
3	4

1	2
3	4

Expert Groups

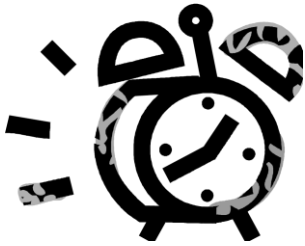
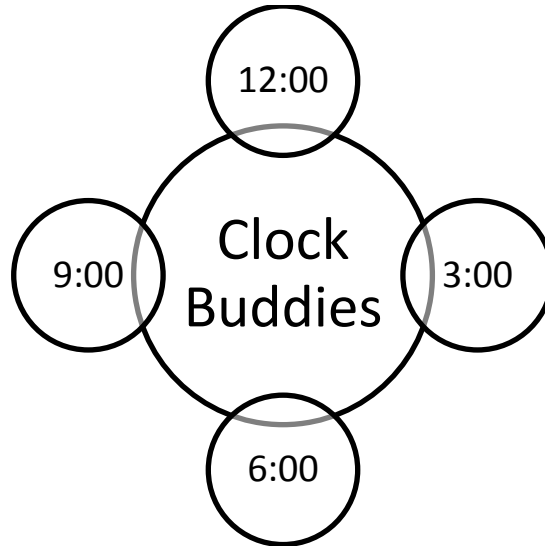
1	1
1	1

2	2
2	2

3	3
3	3

4	4
4	4

Random Appointments



Appointment Calendar for

Student Name: _____

8:00 _____

9:00 _____

10:00 _____

11:00 _____

12:00 _____

1:00 _____

2:00 _____

3:00 _____

Assessment to Support Grouping

The purpose of pre-assessment is to determine what students know about a topic before it is taught. Pre-assessment will help the teacher determine flexible grouping patterns and should be used regularly.

Types of Pre-Assessment include:

- Teacher prepared pre-test
- KWL Charts
- Graphic Organizers
- Writing Prompts and Samples
- Student demonstrations and discussions
- Student products and work samples
- Show of hands/EPR Every Pupil Response
- Standardized Tests
- Diagnostic Data
- Exit Cards
- Teacher Observation/Checklist

ALPHA-BOXES

A	B	C	D	E	F
G	H	I	J	L	L
M	TOPIC:				N
O	P	Q	R	S	T
U	V	W	X	Y	Z

Think-Tac-Toe

List of Related Citations

“Flexible Grouping”

Presented by Staff Development for Educators (SDE)

Melissa Dickson

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