

Small-Group Management Charts

Group management charts provide a way to manage the classroom effectively while you teach a supported reading group.

Small-Group Management Charts:

- Organize children for small-group work.
- Inform children of group members and reading and writing activities.
- Remind children of group assignments when not working with the teacher.
- Help teachers efficiently teach one small group at a time.
- Can be easily changed to reflect new groupings (according to children's progress and instructional needs). Use removable materials, such as clothespins or magnetic tape.

Teacher's Role:

- **Group children for specific purposes, using formal and informal assessment data.**

Children can be grouped according to abilities, needs, and interests.

- **Plan daily lessons, and select curriculum materials and learning activities that reinforce instruction.**

Learning centers offer children time to practice language and literacy skills that have been previously taught during teacher-led small-group instruction or during whole-group instruction.

- **Develop a daily schedule.**

Plan time to meet with reading groups while other children are working in centers.

For example, begin working with two reading groups each day for approximately 15-20 minutes each. The amount of time for each group can vary and depends on children's needs and abilities. Struggling learners need more direct and explicit instruction from the teacher.

Rotate groups until all scheduled groups have met with you.

- **Create a management system to establish easy-to-follow routines.**









Small-group management charts display names in each group. Icons can be used so children can see “at a glance” where they go and what they will be doing.

- **Position your teaching table so that you can monitor the activities of all the children.**

Provide scaffolding and support when necessary.

- **Continually evaluate children’s progress. Regularly regroup children to address their instructional needs.**

Example of a Small-Group Management Chart

<p>Group 1</p> 		<p>Heather Jose Matt Rita</p>		<p>Group 2</p> 		<p>Melanie Miguel Erik Carlos Lorie</p>	
<p>Group 3</p> 		<p>Becky William Ronnie Jennifer Shane</p>		<p>Group 4</p> 		<p>Ted Zane Emily Kristie</p>	
Teacher		Reading Corner		All About Words		Investigations	
<p>Group 1</p> 		<p>Group 2</p> 		<p>Group 3</p> 		<p>Group 4</p> 	

Suggestion: To scaffold learning for English language learners and children with special needs, use photographs of learning centers and of children along with their written names.

Adapted from Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.