

Peer Support Plan: English class

In English classes, different activities can happen alongside each other, such as:

- Whole-class text (a novel, text book, story or other book the class reads and discusses together)
- Independent Reading (books chosen by students)
- Writing essays (about the texts or about research topics), creative stories or poems
- Group research projects that often end with a presentation to the class
- Vocabulary (often weekly lists and quizzes)
- Grammar

To help students keep track of these activities, the **facilitator** could:

- Create weekly or monthly calendars with quizzes, assigned reading chapters, projects, essays and other assessments listed

To stay organized with the changing materials or activities each day, the **student** could:

- Use a laminated list of materials regularly needed for class with a dry-erase marker to update the materials required for the next day. The list can serve as an organizational checklist at the beginning and end of class
- Use electronic apps or agenda books if calendars are not provided

At the beginning of class....

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Check laminated list of materials or agenda with classmate and put materials needed on desk • Turn in any homework • Ask classmate quietly about his/her independent reading book: “Do you like it? What is it about? Why did you choose it?” • Prepare/review for any assessments that day 	<ul style="list-style-type: none"> • Model greetings like “Hi, how are you?” • Model by getting necessary materials on desk • Help student get necessary materials on desk • Remind student to turn in any homework • Ask classmate quietly about independent reading book: “Do you like it? What is it about? Why did you choose it?” 	<ul style="list-style-type: none"> • Give students 5 minutes to prepare in pairs quietly if there is a quiz over vocabulary or assigned chapters • Encourage students to share thoughts about independent or whole class reading, if appropriate • Review agenda posted visually so students can prepare for class

During whole group instruction...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Stay engaged and listen to the teacher 	<ul style="list-style-type: none"> • Model by staying focused and following along 	<ul style="list-style-type: none"> • Provide carbon paper to classmate so notes are duplicated for student to

<ul style="list-style-type: none"> • Participate by paying attention and answering questions • Take notes or write down answers on worksheets • Watch classmate for appropriate actions • Ask questions by raising hand and waiting for teacher when needed 	<ul style="list-style-type: none"> • Check to see if student is following along • Let students know when they are doing a good job • Model by asking questions and offering answers 	<p>use in addition to his/her own</p> <ul style="list-style-type: none"> • Allow students to compare worksheets with peers before turning in
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When there are small group activities and project work...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Move to join group and face group members • Tell group which role or task is preferred, if appropriate • Ask for help or explanation from group members and teacher if needed • Stay on task 	<ul style="list-style-type: none"> • Make student feel welcome and included • Encourage student to choose a job or task he or she would prefer • Ask student for input/ideas • Encourage student to stay on task • Model supportive and inclusive work for all group members 	<ul style="list-style-type: none"> • Consider tasks that would allow all students to make successful contributions to group work • Break down group tasks into clear steps. Provide steps in written form as needed, in checklist form • Help create structured roles for group members • Help students decide appropriate roles and tasks within group • Allow students alternatives to speaking in front of class if presentation is required

When there is independent seatwork...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Ask for help if needed • Watch classmate for appropriate action • Stay focused on task 	<ul style="list-style-type: none"> • Model by staying focused and on task • Check to see if student is on task • Let students know when they are doing a good job • Model by asking questions if needed 	<ul style="list-style-type: none"> • Allow student to take classwork to finish for homework if more time is needed • Allow student to receive quiet help from classmate if appropriate

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During whole group reading and literature discussions...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Have book or text open to appropriate place • Read along with class • Offer to take a turn reading aloud if appropriate • Write down ideas you are thinking about during the discussion or reading • Share a comment or question about the reading prepared at home • Listen to other students' ideas 	<ul style="list-style-type: none"> • Volunteer to read aloud from text to model • Urge student to take notes if necessary • Give positive feedback if student contributes to discussion, such as "I like how her comment made me think about..." 	<ul style="list-style-type: none"> • Provide student with discussion question(s) one day ahead of time. Ask student to write down a comment to share or read in class the next day • Encourage student to volunteer to read aloud from text • Allow students to prepare a question or comment in pairs before discussion

At the end of class...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Listen for teacher reminders about upcoming due dates and assessments • Update laminated list of materials and/or agenda • Ask teacher to check agenda or list • Keep organized as materials are put away • Tell classmate and teacher, "Thanks. See you tomorrow." 	<ul style="list-style-type: none"> • Model by writing down teacher reminders in agenda • Help student stay organized as he/she puts away materials • Show student your organization materials and habits as materials are put away • Remind student of any upcoming quizzes/tests • Walk with student part way to next class • Mention one thing the student did well that day in class; ask if he/she has questions 	<ul style="list-style-type: none"> • Give one or two minutes at end of class to review upcoming activities, requirements, due dates • Offer to check student agenda or list to confirm information written down • Ask individually if unanswered questions from class remain

Big Ideas for Peers

- Get to know your partner ... ask lots of questions and find out what he or she enjoys.
- Involve your partner in conversations with other classmates – interacting with others is an important goal.
- Look for opportunities to involve your partner in class activities, even in small ways.
- Make sure you complete your own work; learning the class material is still your priority.

Specific Ways to Offer Support

