**Early Guided Reading Remote Learning – 4 Day Plan (DRA 4-16/Level D-I)**

**\***Early on, set your timer for 15-20 minutes and just get as far as you can—giving you and the students time to learn new routines. When the timer goes off, stop and then pick up where you left off when you meet again. Regardless, always start with the materials “check in.”

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| **DAY 1** | | | | | |
| Students: | | | | | |
| **Title/Text Level:** If students are going to grow as readers, they need to be able to read with you privately. At this stage, the students need access to their own copy of the book – online or off. One suggestion is to put the book in a Google slide show and then link the book in the chat box for students to click on. | | | Strategy Focus: | | Comprehension Focus: |
| **1.** **Check In** (1 min.) Ask students to hold up each of the materials they will need. Materials should include a self-selected book or two (just in case they can’t access the guided reading text.) Just before reading (step #3 below), they will need to locate the guided reading book online. | | | | | |
| Materials needed: | | | | | |
| **2. Sight Word Review** (1 min.) Ask students to write on dry erase board (i.e., plastic pocket with blank paper) & hold up for you to view.   *NSF* p.121-122 | | | | | |
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| **3. Introduce the New Book** (XXX minutes)   * First help students **locate their own copy of the book**.   + An easy way to do this is to paste a link to the book (in Google slides) into the chat box and to ask the students to click on the link.   + If they have an iPad the book (saved as a google slide doc) should pop up full screen; if they are on a different type of device, they may have to press “presenter” in a box in the top right-hand corner to get the correct view.   + If the student is asked to sign in to Google on the iPad, parents will need sign in. This should be a one-time issue and not be a problem in follow up lessons. * Next **practice toggling** between the meeting platform (Webex/Teams/Zoom) and the book. If the student is on an iPad, they can simply swipe up or push the home button twice and the apps that are open will appear; then they can choose the meeting platform app or the book depending on what they need to view. If they are on a computer, they need to click on the appropriate tab to switch to the correct window. * **Practice going to breakout rooms.** Some students may be frightened when they cannot hear or see anyone else so assure them that you know where they are and plan to return them to the meeting room in a few minutes. For some students, an analogy to visiting the doctor (if that’s been a positive experience) might help. They are going into a waiting room of sorts and you will bring them back to the meeting room or, like a doctor, you will be visiting them in the waiting room. * **When you first introduce locating the book, toggling and/or breakout rooms, that may be all you do for this part of the lesson!** It’s okay to make this your objective. * There will be days **when someone in the group may not be able to access the book**. Either confer with that student or ask them to read their “self-selected” book or, if a book is not available, give them a quick writing task. * **For the introduction, screen share the book**. *NSF* p.123 | | | | | |
| The title of this book is… It’s about… | | | | | |
| Notes for Picture Walk (introduce unfamiliar vocabulary or language structures): | | | | | |
| **3. Read with Prompting** (3 to 8 minutes)   * **LOCATING THE TEXT** - Students will need to toggle to their own copy of the text; remind them that they may need to do this again when they are sent to a breakout room. * **SHARED READING TO START** - Early on in the year, you may need to engage students in a shared reading of a few pages to launch them into reading on their own. * **SEND STUDENTS to BREAKOUT ROOMS & CONFER** –   + We do not want students listening to each other read; they are less likely to take risks. (Even if they have been muted, they can hear the other student reading.)   + Send students to individual meeting rooms with directions to “read the book—stretch—read the book again (if there’s time)” and then you can visit a few rooms to confer with individuals or if it’s available, use the lobby feature.   + When you meet with a student, screen shared the book, ask the student which page they were on and start your conference there.   + Use the meeting platform annotation tools, as needed, to support your teaching points.   + Early on, students may not have stamina to attend to reading for more than a few minutes; over time, students should be able to attend to reading for more time independently in breakout rooms as you confer with individuals. * **ON REGROUPING** – Return everyone to the meeting room for discussion and teaching point.   *NSF* p.124-125 | | | | | |
| **Monitoring and Word-Solving**   * Check the picture. What would make sense? * Check the end (or middle) of the word. What would look right & make sense? * Is there a part you know? Can you use that part to help figure out the word? * Chunk the word. * Do you know another word that looks like this one? * What can you try? What can you do to help yourself? * Are you right? How do you know? | | **Fluency**   * Put some words together so it sounds smooth * Try reading like the character would say it. * (Teacher slides finger covering words as student reads--pushes reader’s eye forward. See p. 125.)   **Comprehension**   * What is happening in this part of the story? What is the problem? How might they solve the problem? How does the character feel now? * What have you learned? | | | |
| **4.** **Teaching Point** (1 min.) Regroup and then screen share the book. Use digital annotation tools to illustrate the teaching point. If you had a strong conference with a student that you are turning into a teaching point, encourage that students to share what he or she did and annotate as they talk or grant them access to the annotation tools!  *NSF* p.129 | | | | | |
| **Word Solving Strategies**   * Monitor for meaning (“Did that make sense?”) * Re-read at difficulty * Attend to endings * Use known parts * Use analogies * Break Words | **Fluency & Expression**   * Reread pg. \_\_\_\_ for expression, attention to punctuation, etc.   **Comprehension**   * Recall information * Retell story (B-M-E) * Discuss character’s feelings | | | Notes: | |
| **5. Discussion Prompt** (1 min.) Screen share the book, flipping to particular pages as needed to support conversation.  *NSF* p.126-128 | | | | | |
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| **DAY 2** | | | | |
| **1.** **Check In** (1 min.) Ask students to hold up each of the materials they will need including a self-selected book for reading (in case they cannot access the guided reading text); just before reading (step #3 below), they will need to locate their own copy of the book on-line. | | | | |
| Materials needed: | | | | |
| **2. Sight Word Review** (1 min.) Ask students to write on “dry erase board” & hold up for you to view.  *NSF* p.138 | | | | |
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| **3. Teach New Sight Word (All 3 steps)** (3-5 mins.) Step 1 What’s missing? – Use your own dry erase board & marker or use the Webex whiteboard. Step 2 Mix & Fix – Cut. Too difficult to locate letters (unless they have a magnetic board with letters) & hard to help when you can’t see their workspace. Step 3 – Sky writing instead of table writing allows you to see some the letters they are forming and offer feedback. Step 4 - Ask students to write & hold up for you to view. *NSF*p.78-80 | | | | |
| Word: | | 1. What’s Missing? ~~2. Mix & Fix~~ 3. ~~Table~~ Sky Writing 4. Write It & Retrieve It | | |
| **4. Reread Day 1 Book with Prompting** (3-6 mins.) See Day 1 notes; depending on stamina of children, you may only get to confer with one child. *NSF*p.138 | | | | |
| (See Day 1 Prompts) | | | | |
| **5.** **Teaching Point** (1 minute) Regroup. Screen share the book. Use digital annotation tools to illustrate the teaching point.   *NSF*p.129 | | | | |
| **Word Solving Strategies**   * Monitor for meaning (“Did that make sense?”) * Re-read at difficulty * Attend to endings * Use known parts * Use analogies | **Fluency**   * Reread pg. \_\_\_\_ for expression, attention to punctuation, etc.   **Comprehension**   * Recall information * Retell story (B-M-E) * Discuss character’s feelings | | Notes: | |
| **6. Discussion Prompt** (1 min.) Screen share book if needed to support conversation. *NSF* p.127-128 | | | | |
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| **DAY 3** | | |
| **1.** **Check In** (1 min.) Ask students to hold up each of the materials they will need; if you still need to confer with a student, you may have one student who needs to locate the book. | | |
| Materials needed: | | |
| **2. Reteach Sight Word (All 3 steps)** (2-3 minutes) See notes Day 2. *NSF*p.130, 131, 139 | | |
| Word: | 1. What’s Missing? ~~2. Mix & Fix~~ 3. ~~Table~~ Sky Writing 4. Write It & Retrieve It | |
| **3. Word Study** (4-7 minutes) See notes below. *NSF* p.131-137, 293-297 | | |
| Pick One:   * Picture Sorting * Making Words * Sound Boxes * Analogy Chart (G+) | | **Picture Sorting** - Use the traditional picture sort you already have and connect your documenta camera to your computer (or use a smartphone app like [EpocCamViewer](https://www.kinoni.com/).) As you sort with students, post pictures in a pocket chart or on a dry erase board that you can hold up or zoom in on for students to see easily. Another option is to use your document camera and screen share.  **Making Words**Write the letters students will need to use on a dry erase board you can hold up for them to view. Dictate a word and encourage them to choose letters from your board to write the word on their own dry erase boards. Ask them to underline the onset and then the rime—pronouncing each; then ask them to underline the whole word blending the onset and rime. Model as needed.  **Sound Boxes –** Instead of boxes, ask students to count the sounds they hear and draw a line for each; then write the letter above the line. You may need to demonstrate for the first word.  **Analogy Chart** – Draw a t-chart as a model for the students. Ask them to draw a t-chart and write the two words and hold up for you to view. After the students write each new word, ask them to hold it up to the camera for you to view; offer feedback as needed. \*You may need to give directions on how to form an adequate “T” for the chart. |
| **4. Confer (if needed)** Let other students go while one student stays to read with you; or ask them to reread the guided reading book or read their self-selected text while you confer with a student. If there’s time, regroup for a quick teaching point or discussion. | | |

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| **DAY 4** | | | |
| **1.** **Check In** (1 min.) Ask students to hold up each of the materials they will need. | | | |
| Materials needed: Usually lined paper and marker. (Pencil is too light.) | | | |
| **2. Review book, plan for writing, orally rehearse writing** (2-3 minutes) Screen share the book to review. Use the meeting platform’s whiteboard and annotation tool to draw boxes and fill in with key words if you’re helping students plan for writing OR write key words on a blank piece of paper and ask students to copy at the top of their paper. (They need to be able to reference somehow as they write). | | | |
| **3. Guided Writing with Support** (12-13 minutes) *NSF*p.139-144, 293-297  As you confer with students, start by asking them to read what they’ve written so far and then determine how to help them. They may need to hold up their paper to the screen for you to view. To assess their piece as a whole, ask them to take a photo and upload to Canvas or Google Classroom or wherever they turn in class work OR ask them to hold their work up to the camera and screenshot! Take a look and determine teaching points to integrate into your next guided writing lesson. | | | |
| * Dictated sentences (Only@ DRA Level 4) * B-M-E * Problem-Solution * SWBS * New facts you learned * Other: | | | |
| **4. Affirm students as writers** (1-2 minutes) | | | |
| **NOTES**  **FOR NEXT SET OF LESSONS** | **Text was**:  Hard Appropriate Easy  **Next Book:** | **Next Focus:** | **Students to Assess:** |