**Emergent Guided Reading Plan for Remote Learning 4-Day (DRA 1-3/Level A-C)**

**\***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.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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** (1-2 minutes) Ask students to write on dry erase board (i.e., plastic pocket with blank paper) & hold up for you to view.  *NSF*p.69-72 | | | | | |
|  | | |  |  | |
| **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.73-74 | | | | | |
| The title of the book is… It is about… | | | | | |
| Notes for Picture Walk (introduce unfamiliar vocabulary/language structures and point out the new sight word): | | | | | |
| **3. Read with Prompting** (3-8 minutes) *NSF* p.75-76   * **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. | | | | | |
| **Monitoring & Word-Solving Prompts**   * Point to each word. (Levels A & B) * Try it. Check the picture. What would make sense? * Reread the sentence & make the first sound. * What would make sense & look right? * Show me the word \_\_\_\_\_\_\_. (Locate a sight word) * Check the word with your finger. * Could it be \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_? * How do you know it is \_\_\_\_\_\_\_ & not \_\_\_\_\_\_\_? * What can you do? * Are you right? How do you know? | | **Fluency**   * Use your eyes instead of your finger. (Discourage pointing at Level C) * Read it the way the character would say it.   **Comprehension Prompts**   * What did you read? Tell me about the story? * Does this book remind you of something you’ve done? * How is this book like another you have read? * Have you ever felt the way the character feels? Why? * What is your favorite part? Why? * What was the problem? How was it solved? | | | |
| **4.** **Teaching Point** (1-2 mins) 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 student to share what he or she did and annotate for them as they talk or teach them how to use the annotation tools. *NSF p. 77* | | | | | |
| * One-to-one matching (stop pointing at C) * Cross-check first letter & sound with picture clue * Monitor for meaning (“Does that make sense?”) * Monitor with letters & sounds (“Let’s try the first letter and think about what would make sense.”) | * Visually scan CVC word left to right (about level 3) & cross check * Reread (the sentence) to problem-solve | | | | Notes: |
| **5. Discussion Prompt** (2 mins.) Screen share the book, flipping to particular pages as needed to support conversation. *NSF* p.76-77 | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DAY 2** | | | | | |
| **1.** **Check In** (1 min.) Ask students to hold up each of the materials they will need; they need to locate book in Canvas or by clicking link in Chat box. | | | | | |
| Materials needed: | | | | | |
| **2. Sight Word Review** (1 min.) Ask students to write on “dry erase board” & hold up for you to view. *NSF*p.69-70 | | | | | |
|  | | |  | |  |
| **3. Teach New Sight Word (All 3 steps)** (2-3 minutes) 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 & hard to help when you can’t see their workspace (unless your school has provided magnetic alphabet trays that the student can hold up when they are done). Step 3 – Sky writing instead of table writing allows you to see 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 minutes) See Day 1 notes; depending on stamina of children, you may only get to confer with one child. *NSF*p.87, 76 | | | | | |
| *(See Day 1 Prompts)* | | | | | |
| **5. Teaching Point** (1 min.) Regroup. Screen share the book. Use digital annotation tools to illustrate the teaching point.  *NSF*p.77 | | | | | |
| * One-to-one matching (stop pointing at C) * Cross-check first letter & sound with picture clue * Monitor for meaning (“Does that make sense?”) * Monitor with letters & sounds (“Let’s try the first letter and think about what would make sense.”) | | * Visually scan CVC word left to right (about level 3) & cross check * Reread (the sentence) to problem-solve | | Notes: | |
| **6. Discussion Prompt** (1 mins.) Screen share book if needed to support conversation. *NSF* p.76-77 | | | | | |
|  | | | | | |

|  |  |  |
| --- | --- | --- |
| **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 book by clicking link in chat. | | |
| Materials needed: | | |
| **2. Reteach Sight Word (All 3 steps)** (2-3 minutes) See notes Day 2. *NSF*p.78-80 | | |
| 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.80-86, 291-292 | | |
| Pick One:   * Picture Sorting * Making Words * Sound Boxes | | Notes:  **Picture Sorting** - Use the traditional picture sort you already have. As you sort with students, post pictures in a pocket chart or on a dry erase board that you can hold up 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.  **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. |
| **4. Confer (if needed)** Let other students go while one student stays to read with you. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY 4** | | | |
| **1.** **Check In** (1 min.) Ask students to hold up each of the materials they will need. | | | |
| Materials needed: Usually marker and paper; pencil is difficult to see when the students holds up to camera for you to view. | | | |
| **2. Review the Book (if needed)** | | | |
| **3. Guided Writing with Support** (12-13 minutes) Count the number of words with students and then model drawing that number of blanks (for words) on a piece of blank paper. (This can be done using a document camera or you can write on a large dry erase board.) Ask students to do the same on their paper. Pencil does not show up very well when you ask students to hold their work up to the camera so ask the student to use their dry erase marker. As students write, ask them to check in with you by holding up their writing to the camera. Support as needed with opportunities to practice letter formation & sight words and use sound boxes.  *NSF* p.88-90, 291-292 | | | |
| **4. Affirm students as writers.** | | | |
| \* Dictate a sentence (including sight word)  Level A: 3–5 words  Level B: 5–7 words  Level C: 7–10 words | | | |
| **NOTES**  **FOR NEXT SET OF LESSONS** | **Text was**:  Hard Appropriate Easy  **Next Book:** | **Next Focus:** | **Students to Assess:** |