

SUGGESTIONS FOR DISTANCE LEARNING

Guided Practice Reading Growth, Grades 4-8: Texts and Lessons to Improve Fluency, Comprehension, and Vocabulary by Laura Robb and David L. Harrison

The 24 guided practice lessons in our book are part of instructional reading and important for offering students who require intervention and extra support opportunities to improve their reading skill. What makes the lessons unique is that you are there to scaffold, but it's the students who do the thinking, the writing, the connecting of ideas, and the enlarging of their background knowledge.

There are two kinds of guided practice lessons: (1) Shared Reading Lessons that focus on students moving slowly through a poem or short text to respond to questions asking them to infer, visualize, compare and contrast, etc., and (2) Partner Discussion Lessons that ask students to work with a partner to discuss questions that deepen their understanding of a poem or short text and then use their paired discussions as springboards for writing their thoughts in a reader's notebook.

Although guided practice lessons, like much else in education, are ideal in person, you can successfully implement these lessons in a remote learning scenario. You'll find tips and suggestions here for using each kind of guided practice lesson with distance learning.

These lessons ask you to use an online document camera to model and think aloud. If you don't have a document camera, you can send students a short video to watch or email students the information and have them follow as you walk them through it. You can also include these pieces in their classroom portal, whether Google or another platform.

SUGGESTIONS FOR THE SHARED READING LESSONS

Teacher Decides whether the lesson is for the entire class or a group of students.

Materials: Email your students copies of the poem or short text and the QR-Code to access the video; you can also include these in students' online classroom portal. Ask students to place these in a folder, titled "Guided Practice" on their computer. They can also tape the poem or short text and QR-Code on a page in their readers' notebooks headed with their name, date, and the title of the text.

Teacher Preparation: Set up your anchor chart on 9 × 12 paper to post on your online document camera or show in a video.

Day 1:

- Start a class or group online meeting to make sure students have the text for the lesson and the QR-Code
- Have students place the text and code into a folder on their computers or tape it into their notebooks.
- Ask students to listen to the video(s) using the QR-Code and jot notes about what they learned. Encourage them to listen twice to improve recall.
- Using an online document camera, post the vocabulary words and sentences—this is your anchor chart. Read the first sentence and show students how you use context clues to figure out the word's meaning.
- Read the second sentence and ask students to figure out the word's meaning and share the clues they used.
- Have students do both sentences once they are comfortable with the process.
- Read the text out loud to the students and ask them to follow silently. **Ask:** How does the information in the video connect to the text?

Day 2:

- Invite the class or group to an online meeting.
- Introduce the reading strategy and using your online document camera to show a T-Chart with the strategy's name on the left side and "Text Evidence" on the right side. Place the T-Chart under the vocabulary sentences.
- With students, choral read the poem one stanza at a time or the text one paragraph at a time.
- Read aloud the poem or short text in the suggested stanzas or sections. After each reading, ask students the questions and remind them to offer details from the text as support.
- Using the document camera, record some responses students made plus text evidence.

Wrap-Up: Notice all the things students did well.

Day 3:

- Start a class or group online meeting to review what students practiced.
- Ask students to retrieve the text.
- Review the vocabulary and discuss other forms of words.
- Use the online document camera to show students the anchor chart and ask them to adjust their ideas and add new ones.
- Invite the class or group to read aloud selections from the short text or the poem.

Teacher Reflects: Think about students' responses, their ability to cite supporting text details, and their understanding of the vocabulary. Decide whether you can move to a new or related strategy or if you need to find a text that uses the same strategy.

SUGGESTIONS FOR PARTNER DISCUSSION LESSONS

Teacher Decides whether the lesson is for the entire class or a group of students.

Materials: Email your students copies of the poem or short text and the QR-Code to access the video or include these in their online classroom portal. Ask students to place these in a folder, titled “Guided Practice” on their computer. They can also tape the poem or short text and QR-Code on a page in their readers’ notebooks headed with their name, date, and the title of the text.

Day 1:

- Organize a class or group online meeting to make sure students have the text for the lesson and the QR-Code.
- Have students place the text and code into a folder on their computers or tape it into their notebooks.
- Ask students to listen to the video using the QR-Code and jot notes about what they learned. Encourage them to listen twice to improve recall.
- Pair-up students so they can communicate by texting or talking on their phones. If you are using a meeting platform such as Zoom, you can place partners in break-out rooms for a designated time, then print them back to the group meeting. Partners discuss what they learned from the video and then volunteer to share their thoughts with the class or group.
- Ask students to jot a list of details learned on a headed, blank document on their computers and add it to the folder titled “Guided Practice.” You can share students’ writing by using the shared screen on Zoom or the document camera in Google Meet, for instance.
- Read the text out loud to the students and ask them to follow silently. **Ask:** How does the information in the video connect to the text?

Day 2:

- Start a class or group online meeting and explain that today everyone will work on building vocabulary.
- Follow directions for word building. Prepare a page to share with the class or group on your online document camera. Write each word and its forms and the sample sentences and post on your online document camera. Read the first sentence out loud and then show students how to use context clues to figure out the word. (This can be done on a blank digital page, as well, while you share your screen.)
- Ask students to show how they use context to determine the word’s meaning in the second sentence and volunteer to share their thoughts.
- Have students do both sentences once they are comfortable with the process.
- Read aloud the text. Have students choral read it with you.
- Model “cold writing” using your online document camera.

Day 3:

- Email students the prompts and questions for paired discussions, or place them in students’ classroom portals.
- Start a class or group online meeting.
- Use the same partners as on Day 1, if possible, and have them discuss all the prompts or ones you selected. Show the prompts on your online document camera and put a check next to those you selected.
- Invite pairs to discuss via texting, , phone call, or break-out room, and remind them to include text details to support their responses.
- Ask pairs to volunteer and share.

Day 4:

- Start a whole class meeting
- Review, using your online document camera, your “cold Writing” notes.
- Email students the suggestions for notebook writing or include these in students’ online classroom portals.
- Ask students to select one or two, write their responses on a blank page headed with their name, date, and title of the text.
- Ask students to reread their writing and make adjustments, then email it to you or upload to their classroom portal.
- Read students’ writing and decide who might require extra support. Invite these students to contact you during your virtual office hours or set a mutually agreed upon time to work with them one-on-one.