

## Supporting Elementary On-line Reading Instruction

This suggested teaching sequence was created for ELA and resource teachers to collaborate through target teaching by using 30-minute on-line sessions.

By adjusting the activities and the reading level of the texts, this sample lesson plan can be adapted for any level of elementary school.

This document is divided into five main sections:

1. General Guidelines-overview
2. Whole group read-aloud
3. General guidelines-specific to individual and small group instruction
4. Individual or small group reading instruction.
  - Menu of activities
  - Suggested 30-minute 3-block model of instruction
5. Web references consulted

1. General Guidelines before starting:
  - This requires knowledge of a video conferencing unit.  
For Zoom support: <https://zoom.us/docs/en-us/covid19.html>
  - Should this be applicable, please ensure that these activities are adapted to respect the objectives outline on a student's Individualized Education Plan.
  - Always ensure respect of school board policies in terms of Copibec, online learning, and any COVID-19 measures that are in place.
  - Familiarize yourself with both the **whole group read-aloud** section and **individual and small group session** activities. These activities are meant to complement each other and should be done on different days (or at least not as back to back activities). An attempt to include both activities should be made.

## 2. Whole group read-aloud for all students

Lesson Segment:	Rationale:
<p>Teacher or resource teacher:</p> <p><b>Read-aloud</b> If using a digital book, share your screen on a video conferencing unit.</p> <p>Fiction</p> <ul style="list-style-type: none"> <li>• story book</li> <li>• chapter of a book</li> </ul> <p>Non-fiction</p> <ul style="list-style-type: none"> <li>• whole text</li> <li>• portion of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Build relationships</li> <li>• To build knowledge</li> <li>• To maintain/increase language development through interactive (extra-textual talk) read-aloud.</li> </ul> <p>For a thorough rationale: <a href="https://bit.ly/2DrrUI">https://bit.ly/2DrrUI</a> Scroll down to: <i>The Importance of the Read-Aloud</i></p>
Activities to target teach:	
<p><b>Interactive read aloud</b></p> <p><b>1-Prepare 2-4 vocabulary words. Select the important, useful and difficult ones. Introduce and explain. Review the words in future sessions. Praise use. Model use in future conversations.</b></p> <p><b>2- Clearly state a purpose for reading.</b></p> <p><b>3a*-Prepare questions in advance. These are suggestions.</b></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>• What happened in the beginning? middle? end?</li> <li>• How did the character feel in the beginning? middle? end?</li> <li>• Was there a problem? What was it? How was it solved?</li> <li>• What did the author do to make the story interesting?</li> <li>• Did you learn a lesson?</li> <li>• Retell or summarize</li> </ul> <ul style="list-style-type: none"> <li>• Reinforce vocabulary words as they come up in context.</li> </ul> <p>Nonfiction</p> <ul style="list-style-type: none"> <li>• What is an interesting fact?</li> <li>• Explore the text structure. <a href="https://bit.ly/2ZJWbp0">https://bit.ly/2ZJWbp0</a></li> </ul>	

- What text feature (diagram, chart, table) do you find most intriguing? Why?
  - How did the illustrations and/or diagrams help clarify the information?
  - Based on the illustrations (not the words), what do you think the book is about?
  - Determine main idea and details.
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- Reinforce vocabulary words as they come up in context.

**3b\*-Prepare a mini-lesson focused on a certain aspect of reading.**

- Model how you are using the strategy during your read-aloud.

\*Vary your lessons, by choosing **3a** or **3b**, based on your students' needs.

If you are comfortable, record the live session so that families can access the read aloud at their convenience.

Prior to the video conference session, send a link to a videotaped version of the read-aloud to the students or parents by email or other. (YouTube or a recording of you) This will allow the students to listen to the story once, and be prepared to answer discussion questions, be ready for a second reading, or both. This flipped classroom model may optimize your time spent together online.

### 3. Guidelines before starting individual or small group session:

#### Preparation:

- The activities can be shared by the ELA teacher or resource teacher.
- Listen to the child read. Take notes. Determine strengths and needs. Try to categorize difficulties into either word recognition or comprehension difficulties. Based on your observations, tailor your activities from the suggested activities below. Work with students individually or in small groups based on need.
- Pre-plan the selected passage and activities that you will be working on with the student or small group (3-4 students). Ensure that this is a good-fit reading level.
- “It’s important to note that struggling readers will often have problems in multiple areas. For example, children who have problems with phonemic awareness almost always have problems in word decoding and phonics.” Reading Rockets

#### General structure:

- From the activities below, pick and choose what is needed. Feel free to use and adapt the suggested 3-block model.
- The gradual release of responsibility method is suggested.
  - Teacher models (I do)
  - Teacher and student do together (we do)
  - Student works independently with teacher feedback (you do)

#### 4. Individual or small group session:

#### Menu of activities for a student struggling with word recognition:

Components of Reading	What I may have observed	Suggested targeted activities (see website below for prepared activities)
Phonemic Awareness  <b>Done orally</b>	<ul style="list-style-type: none"> <li>• The student doesn't correctly complete blending activities; for example, putting together the sounds /k/ /i/ /ck/ to make the word kick. (approximately achieved at age 6)</li> <li>• The student doesn't correctly complete phoneme substitution activities; for example, changing the /m/ in mate to /cr/ in order to make crate. (approximately achieved at age 6 1/2)</li> </ul>	<ul style="list-style-type: none"> <li>• Matching initial, final and medial sounds.</li> <li>• Isolating initial, final and medial sounds.</li> <li>• Blending</li> <li>• Segmenting</li> <li>• Substitution</li> <li>• Deletion (sophisticated deletion activities may only be mastered at age 9)</li> </ul> <p>(These skills have been placed in a suggested order of introduction)</p>
Word Decoding and Phonics	<ul style="list-style-type: none"> <li>• The student has difficulty matching sounds and letters, which can affect reading and spelling.</li> <li>• The student has trouble reading and spelling phonetically.</li> <li>• The student decodes in a very labored manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach phonics in a systematic and explicit way. Consolidate the phonics lessons already taught. Use the white board on Zoom. Have student practice blending letters into words. *If the student is having difficulty, go back to blending orally in the phonemic awareness section.</li> </ul>

		<ul style="list-style-type: none"> <li>• Review letter sound knowledge daily. Note difficulties. Provide extra practice. Use white board on Zoom so that the student can see and say the letter.</li> <li>• Review high-frequency words previously taught. Read and spell a selected few.</li> </ul>
Source: Reading Rockets <a href="https://www.readingrockets.org/">https://www.readingrockets.org/</a>		
For a bank of prepared activities for all components of reading, grouped by cycle: <a href="https://fccr.org/resources/resources_sca.html">https://fccr.org/resources/resources_sca.html</a>		

### Suggested 3-block thirty-minute lesson (Individual or small group):

- Adapt **Block 1** using the **menu of activities** above and based on student need.
- Each block should take 10 minutes maximum. The activities can be done in one session or at separate moments, depending on age and attention span of the student.

**If the child is struggling word recognition**, use phonemic awareness or word decoding, and phonics activities based on need. The student should also be included in the read-aloud activity and discussion. Continue with block 2 and block 3 to include word recognition practice in connected text.

#### **Block 1: Word work-10 minutes**

The activity below includes the following skills:

- Segmenting
- Sound-symbol correspondence (encoding)
- Sounding out (decoding)
- Letter sound substitution and deletion

#### Individual Instruction

##### **Switch it activity:**

##### **Preselect 8 words with target sounds**

##### **brunch-bunch-bench-bent-rent-rant-chant-chart**

Example:

- Say the word “brunch”
- Using your fingers, identify the sounds in **brunch**. (There are 5 sounds. Make sure to show fingers in the same direction as spelling)
- Count the sounds. Identify the number of sounds on paper or on the Zoom whiteboard.
- Teachers models printing corresponding sounds on Zoom whiteboard **or**
- Student can print on paper and hold it up to show the teacher.

- Student or teacher verifies spelling by blending the sounds together to read the word.

Should the student make a mistake in spelling, allow them to read out the letters printed. Repeat the target word (brunch). Have the student work through the steps once again verifying that the letters and the sounds match the target word. Support as needed.

Continue by changing one sound at a time and repeat the process above for each new word.

- Remove the /r/ sound in brunch. Follow sequence above. Read the new word. (bunch)
- Continue by changing the /u/ sound to /e/. Follow sequence above. Read the new word, etc.
- Note down any skills or letter sounds that the student needs extra practice in.
- Add the target sounds to the next session.

For a simpler sequence, use the steps above with cvc words: bat-bet-wet-set-sat-sad-mad-mud. Target the sounds.

**Small Group Adaptations**

Follow individual instructions above except all students should show you a piece of paper so that you can quickly check their sound-symbol correspondences.

**For students that struggle mainly with comprehension:** Start at Block 2. After working the fluency activities, tailor your lesson based on needs by focusing your time on the suggested activities from the read-aloud section above. The child should also be included in the read-aloud lesson. Continue with block 3 and increase vocabulary, background knowledge and comprehension type activities.

**Activity**

**Block 2: Re-reading for fluency-10 minutes**

- Share your screen or ensure that student have their digital book open on a device.
- All students will need access to the segment of text for the day.

**Individual Instruction**

- The teacher can start by reading and modeling fluency by using the last section of text that was read from the previous session.
- Have the student warm-up using the same section of text. They can read it three times (or until fluent).
- Model fluency or provide feedback.
- The student should master this small section of text through repeated readings.
- Discuss what they have learned, or the student can retell/summarize the section of text.

**Small Group Adaptations**

Follow individual instructions above and add:

- All students turn off their mic except one student.
- You listen to one student at a time. (select a smaller text section for expediency)
- All others warm-up by practicing the section of text until you ask them to turn on their mic.

- Lead a discussion about reading material with all students.

#### Activity

##### **Block 3: Guided oral reading-10 minutes**

- Share your screen **or** ensure that student have their digital book open on a device.
- All students will need access to the text at their instructional level.

#### Individual Instruction

Before the student starts reading:

- Remind the student what their strengths are as a reader.
- Remind students of the reading goal that they are working towards.
- Activate prior knowledge about the topic or retell what was previously read.
- Student reads a pre-determined section of the text.
- Provide feedback. Note strengths and difficulties. Use for planning next session.

#### Small Group Adaptations

Follow individual instructions above and add:

- All students are reading the selected portion of text independently. Their mics are off.
- Check-in with each student one at a time using the individual instruction procedure above.
- End the video conference session with the student as soon as they have read with you.
- Move on to the next student.
  
- Alternatives: Use parents or older siblings to listen in on this section of the reading until you can provide the student with one to one.

## 5. Web references consulted:

Florida Centre for Reading Research  
Bank of activities for each component of reading:  
[https://fcrr.org/resources/resources\\_sca.html](https://fcrr.org/resources/resources_sca.html)

Literacy today-The Importance of the Read-Aloud  
<https://www.literacytoday.ca/primary/reading/reader-response/>

National Council of the Teachers of English  
<https://secure.ncte.org/library/NCTEFiles/Resources/Journals/VM/0244-may2017/VM0244Picture.pdf>

Reading Rockets  
[https://www.readingrockets.org/pdfs/Target the Problem.pdf](https://www.readingrockets.org/pdfs/Target_the_Problem.pdf)

Reading Simplified  
<https://readingsimplified.com/how-to-teach-reading-online/>