FINALLY!

Help for your small group digital reading struggles!



QUESTION...

Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

If you answered YES! to this question, you are *not alone!*

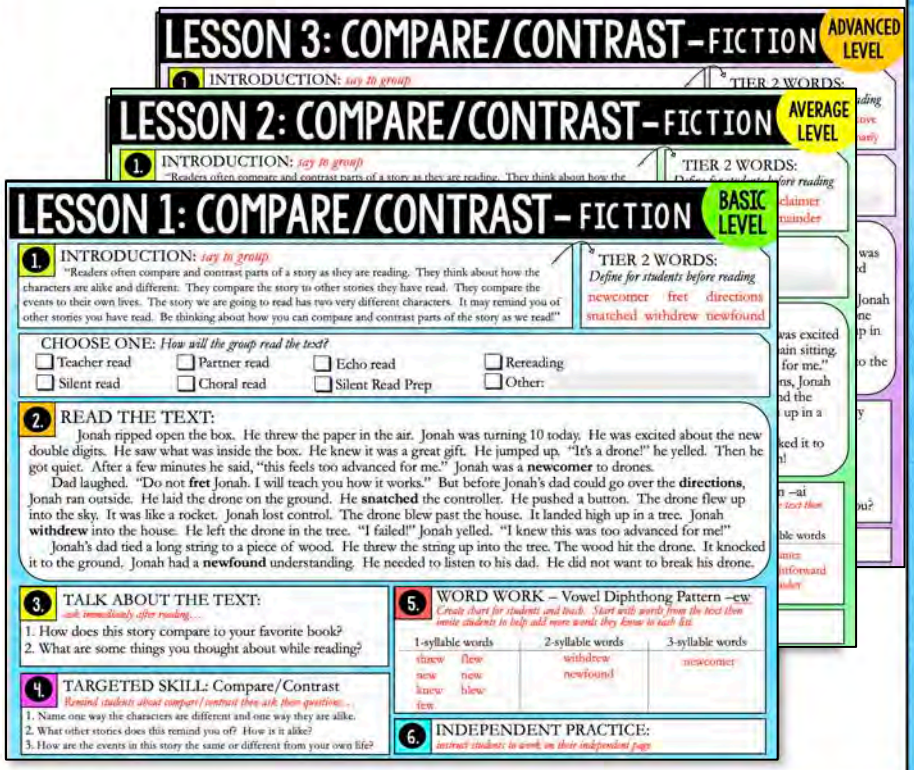


ANSWER...

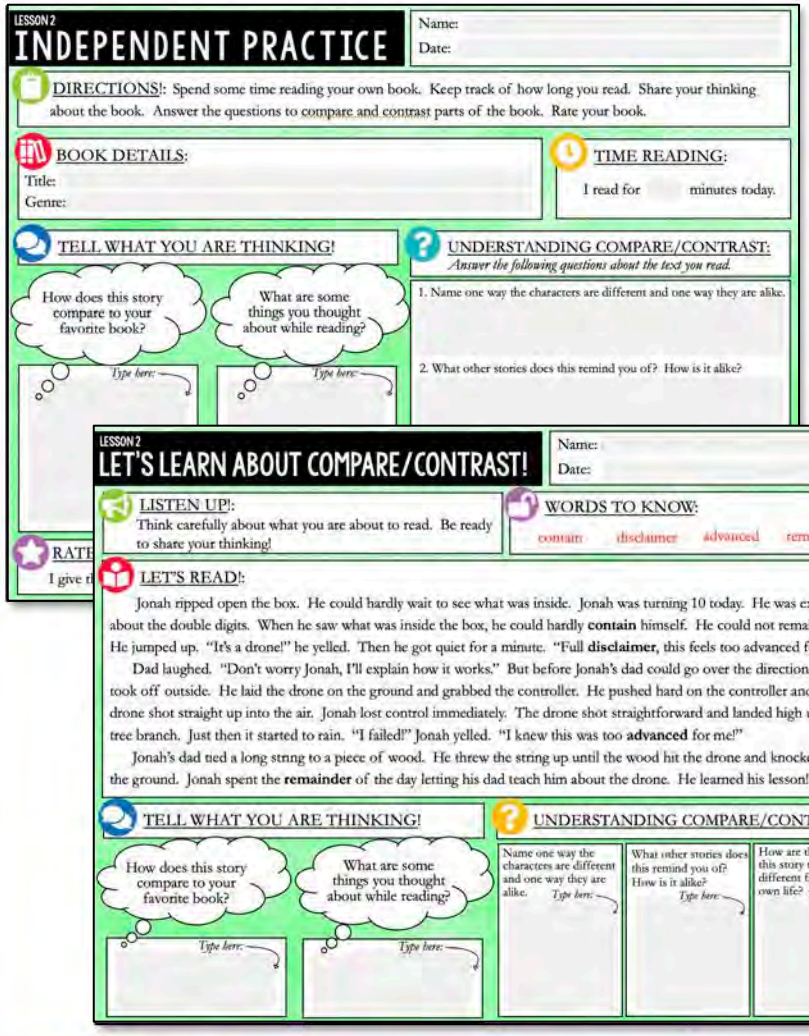
These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

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Complete Teacher Pages



Student Pages



Teach all 6 steps of a DIGITAL small group reading lesson!

EVERYTHING IS INCLUDED

Out of this World LITERACY

USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

Tier 2 Vocabulary Answer Key- Compare Contrast

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
newcomer	A person or thing that has recently arrived at a place or joined a group	beginner novice rookie
fret	Be constantly or visibly worried or anxious	worried distressed upset
		instructions guidance plan
		grab steal take
		remove extract lift
		new recent modern
		restrain curb suppress
		denial refusal rejection
		higher superior surpassed
		rest balance left
		actually plainly really
		delighted ecstatic excited
		thoughtful ponder meditative
		explain clarify illuminate
		carelessly foolishly hastily
		knobbly knotted rough

LESSON 3

LET'S LEARN ABOUT COMPARE/CONTRAST!

Name: _____

Date: _____

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:
literally elated reflective elucidate impulsively gnarly

LET'S READ!:

Jonah tore open the box; he **literally** couldn't wait to see the surprise gift inside. Jonah was turning 10 today and was **elated** about the double digits. When he saw what was inside the box, he couldn't remain seated. He leapt up and shouted gleefully, "It's a drone!" For a moment he became quietly **reflective.** "Full disclaimer, this feels too advanced for me."

Dad chuckled, "Don't stress Jonah; I'll explain how it works." But before Jonah's dad could **elucidate** the directions, Jonah bolted outside, drone in hand. He laid the drone on the ground and **impulsively** pushed hard on the controller. The drone shot straight up into the air like a rocket and Jonah lost control instantly. The drone flew like a bird until it crashed high up in a **gnarly** tree branch. Just then it started to rain. "I failed! I knew this was too **advanced** for me!" Jonah wailed.

Jonah's dad tied a long string to a piece of wood and threw the string up until the wood hit the drone and knocked it to the ground. Jonah spent the remainder of the day listening attentively to his dad's drone directions. He'd learned his lesson!

TELL WHAT YOU ARE THINKING!

How does this story compare to your favorite book?

This is like the Curious George books when George didn't listen to the man in the yellow hat.

What are some things you thought about while reading?

What the gift was going to be for his birthday and would he learn how to use it.

UNDERSTANDING COMPARE/CONTRAST:

Name one way the characters are different and one way they are alike.
The characters are alike because they are both problem solvers and different because Jonah gives up quickly.

What other stories does this remind you of? How is it alike?
This reminds me of The Dot when Vashti could not picture her art as beautiful in the beginning.

How are the events in this story the same or different from your own life?
I got a kite stuck in a tree too when I was trying to fly it on my own, just like Jonah's drone got stuck.

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 2

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Answer the questions to compare and contrast parts of the book. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for minutes today.

TELL WHAT YOU ARE THINKING!

How does this story compare to your favorite book?

Type here:

What are some things you thought about while reading?

Type here:

UNDERSTANDING COMPARE/CONTRAST:

Answer the following questions about the text you read.

1. Name one way the characters are different and one way they are alike.
2. What other stories does this remind you of? How is it alike?
3. How are the events in this story the same or different from your own life?

RATE THE BOOK

I give this book stars because

LESSON 2

LET'S LEARN ABOUT COMPARE/CONTRAST!

Name:

Date:

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

contain disclaimer advanced remainder

LET'S READ!:

Jonah ripped open the box. He could hardly wait to see what was inside. Jonah was turning 10 today. He was excited about the double digits. When he saw what was inside the box, he could hardly **contain** himself. He could not remain sitting. He jumped up. "It's a drone!" he yelled. Then he got quiet for a minute. "Full **disclaimer**, this feels too advanced for me."

Dad laughed. "Don't worry Jonah, I'll explain how it works." But before Jonah's dad could go over the directions, Jonah took off outside. He laid the drone on the ground and grabbed the controller. He pushed hard on the controller and the drone shot straight up into the air. Jonah lost control immediately. The drone shot straightforward and landed high up in a tree branch. Just then it started to rain. "I failed!" Jonah yelled. "I knew this was too **advanced** for me!"

Jonah's dad tied a long string to a piece of wood. He threw the string up until the wood hit the drone and knocked it to the ground. Jonah spent the **remainder** of the day letting his dad teach him about the drone. He learned his lesson!

TELL WHAT YOU ARE THINKING!

How does this story compare to your favorite book?

Type here:

What are some things you thought about while reading?

Type here:

UNDERSTANDING COMPARE/CONTRAST:

Name one way the characters are different and one way they are alike. *Type here:*

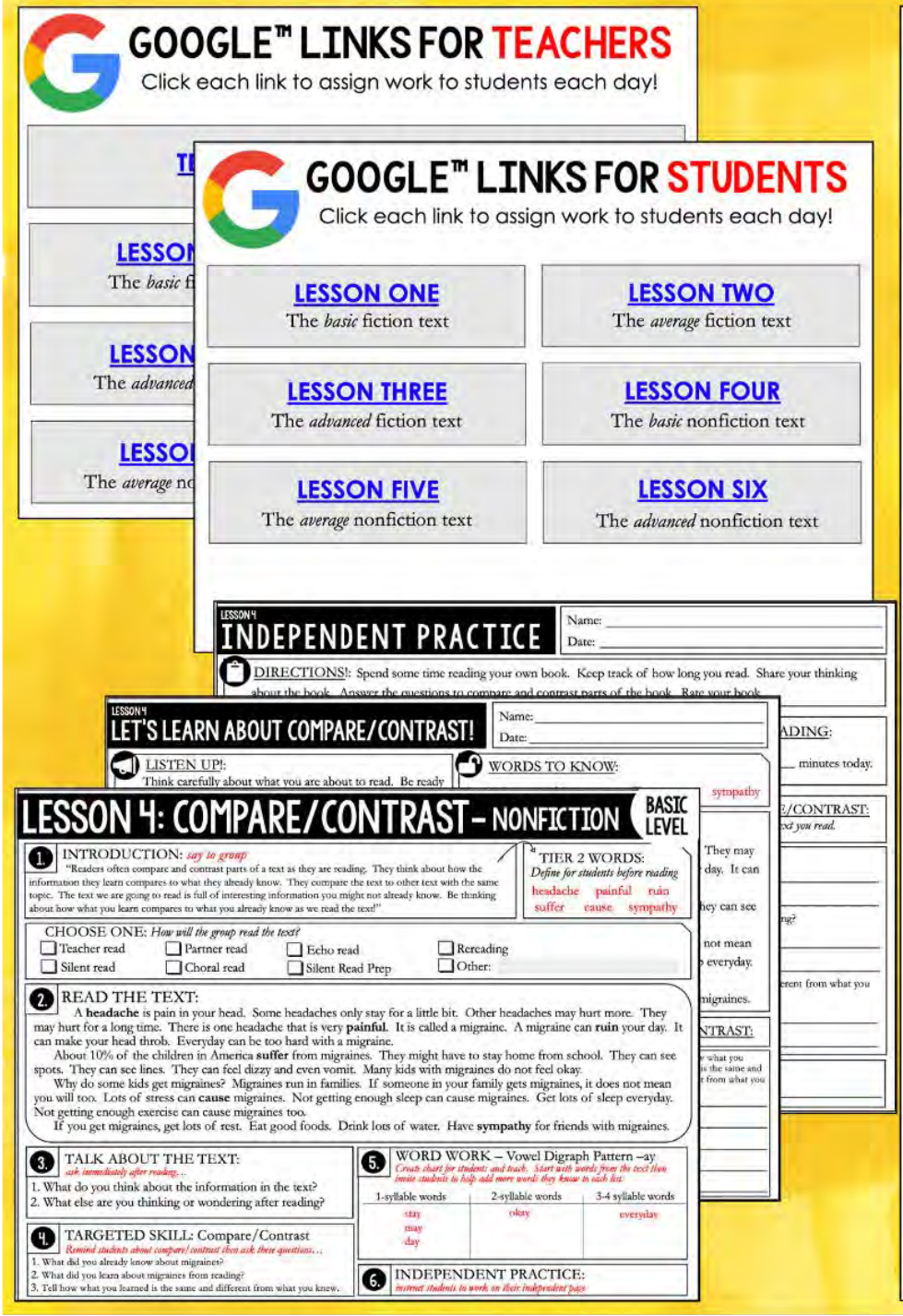
What other stories does this remind you of? How is it alike? *Type here:*

How are the events in this story the same or different from your own life? *Type here:*

Each lesson comes with 2 student pages

The first page is used during the small group time

The second page is used to apply the reading skill into independent reading


GOOGLE™ LINKS FOR TEACHERS
Click each link to assign work to students each day!
GOOGLE™ LINKS FOR STUDENTS
Click each link to assign work to students each day!
LESSON ONE
The basic fiction text
LESSON TWO
The average fiction text
LESSON THREE
The advanced fiction text
LESSON FOUR
The basic nonfiction text
LESSON FIVE
The average nonfiction text
LESSON SIX
The advanced nonfiction text
LESSON 4
INDEPENDENT PRACTICE
Name:
Date:
DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking
LESSON 4
LET'S LEARN ABOUT COMPARE/CONTRAST!
Name:
Date:
LISTEN UP!:
Think carefully about what you are about to read. Be ready
WORDS TO KNOW:
sympathy
LESSON 4: COMPARE/CONTRAST – NONFICTION
BASIC LEVEL
1. INTRODUCTION: say to group
"Readers often compare and contrast parts of a text as they are reading. They think about how the information they learn compares to what they already know. They compare the text to other text with the same topic. The text we are going to read is full of interesting information you might not already know. Be thinking about how what you learn compares to what you already know as we read the text!"
TIER 2 WORDS:
Define for students before reading
headache painful ruin
suffer cause sympathy
CHOOSE ONE: How will the group read the text?
Teacher read
Partner read
Echo read
Rereading
Silent read
Choral read
Silent Read Prep
Other:
2. READ THE TEXT:
A headache is pain in your head. Some headaches only stay for a little bit. Other headaches may hurt more. They may hurt for a long time. There is one headache that is very painful. It is called a migraine. A migraine can ruin your day. It can make your head throb. Everyday can be too hard with a migraine.
About 10% of the children in America suffer from migraines. They might have to stay home from school. They can see spots. They can see lines. They can feel dizzy and even vomit. Many kids with migraines do not feel okay.
Why do some kids get migraines? Migraines run in families. If someone in your family gets migraines, it does not mean you will too. Lots of stress can cause migraines. Not getting enough sleep can cause migraines. Get lots of sleep everyday. Not getting enough exercise can cause migraines too.
If you get migraines, get lots of rest. Eat good foods. Drink lots of water. Have sympathy for friends with migraines.
3. TALK ABOUT THE TEXT:
ask immediately after reading...
1. What do you think about the information in the text?
2. What else are you thinking or wondering after reading?
4. TARGETED SKILL: Compare/Contrast
Remind students about compare/contrast then ask these questions...
1. What did you already know about migraines?
2. What did you learn about migraines from reading?
3. Tell how what you learned is the same and different from what you knew.
5. WORD WORK – Vowel Digraph Pattern –ay
Create chart for students and teach. Start with words from the text then invite students to help add more words they know to each list.
1-syllable words
2-syllable words
3-4 syllable words
-ray
may
day
okay
everyday
6. INDEPENDENT PRACTICE:
Designed to provide EVERYTHING you need for Online Small Group Lessons
Black and White printable version also available!

Included in This Resource:

1. 6 complete guided reading lessons for teaching comparing and contrasting. *See detailed small group lesson summary page for more information.*
2. **IMPORTANT:** There are two passages. One fiction and one nonfiction. The passages are adjusted to be used in 3 levels. In each level the word work, vocabulary and text complexity changes. The reading levels are: Basic (grades 1-2), Average (grades 3-4), Advanced (grades 5-6). *See differentiation code page for more.*
3. Small group summary lesson page.
4. Detailed description with time suggestions for each of the 6 small group steps.
5. Teacher strategy guide for differentiating within each lesson.
6. A complete teacher page for each lesson.
7. 2 student pages for each lesson.
8. Digital and printable (black and white) formats included.
9. ANSWER KEYS!

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Lesson Breakdown:

*** there is one fiction and one nonfiction passage that is adapted for each lesson.

Lesson 1: The *basic* fiction text.
Lesson 2: The *average* fiction text.
Lesson 3: The *advanced* fiction text.
Lesson 4: The *basic* nonfiction text.
Lesson 5: The *average* nonfiction text.
Lesson 6: The *advanced* nonfiction text.

How are the Lessons Different?

- Each lesson comes with a completely different set of tier 2 vocabulary focus words.
- It also includes a completely separate word work focus.
- The questions for focusing on the comprehension skill in step 4 are different for the advanced level.
- The passage changes in each of the three levels, adding sentence complexity, multi-meaning words and figurative language, along with new vocabulary.

PRO TEACHING TIP:

- If a group of students use the basic level and show success, the teacher can **absolutely use the average level with that same group** (since vocabulary, word work, and text complexity changes).
- They can even use the advanced level as well.
- They'd likely change the way in which the text was read in the group.
- For example, in the basic level the students may read silently after the introduction.
- In the average level they may choose to echo read.
- In the advanced level it may be teacher read.
- In fact, there is so much power in rereading and trying out new ideas and thinking each time.

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Use the Different Levels with the Same Students!

Are you unsure whether your students are ***really* reading** or simply trying to memorize words?

- The 2 passages (1 F, 1 NF) are specifically designed to answer this question!
- Begin with lesson 1 or 4 (the basic level). Have students read the passage after the introduction and complete the lesson.
- Use lesson 2 or 5 (the average level) with the same group. This may be the next day, week, or months later. Choose a reading format for step 2. This may be different than your first time reading.
- Because the tier 2 vocabulary and the complexity of the text changes, students will be forced to adjust their reading. Yes, the text is about 80% the same, but they will have to show that they can adapt to the changes when they reread the new version. There is POWER in rereading!
- When students are strong enough readers, try out lesson 3 or 6 (the advanced levels) with the group. It may be teacher-led reading, but the thinking after the new version of the text, the comprehension focus, and the new tier 2 vocabulary discussion will be even richer.

TEACHER CHALLENGE:

Consider these bullet points above when trying out the adjusted passage from the basic, average, to advanced level with a group of readers!

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Use this resource with your students for distance learning (on a secured platform) or in person with your entire class.	Share this resource with other teachers, including an entire grade level, school, or district without purchasing the proper number of licenses.
To share this resource with colleagues you must: 1. Go to 'My TpT' on the top right of your screen 2. Click on 'My Purchases' 3. Click the 'Buy Additional Licenses' button 4. Purchase a discounted license for each colleague you plan to share this resource with	Modify, redistribute, or resell any part of this resource.

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6 Steps in Small Group Reading Lessons:

Step	Time	Description	Tips:
1: The Introduction	2-3 minutes	The teacher shares helpful information with students about the text they are about to read and discuss. This is often planned in advance and designed to help students navigate their way through any potential places in the text where they may become stuck.	• Jot down a few sentences and plan to read them to the group. • Include a brief summary of what is about to be read. • Find a way to get students excited about reading the text. • Decode and define any vocabulary you believe the group may struggle reading. • Tell students to anticipate a group discussion after reading. • Instruct students what to do when finished reading.
2: Read the Text	3-4 minutes	The teacher decides how the group will engage in reading the text. Consult the 'How to Differentiate Within the Levels' page for ideas on which format you'll be reading the text with the group.	• Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the text. • **If the text appears too challenging, it is still OKAY to use the text in a small group!** Simply choose either teacher read or echo reading. The key is that students discuss and practice sharing their thinking after reading and consider the comprehension skill.
3: Talk About the Text	3-4 minutes	The teacher asks open-ended questions to the group immediately after reading. **Do not skip this step**! It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the text immediately after reading.	• Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?" • Students can type responses into their student page while one or two answer aloud. • You can certainly have them type their answer and then turn in their student page after the lesson is complete. This is a great accountability check and gives you the opportunity to read everyone's thoughts, even if there is not enough time for each reader to share verbally during the group.
4: Targeted Skill	3-4 minutes	Now that you have heard what the students were thinking about the text immediately after reading, it's time to teach the targeted skill. Ask a few specific comprehension questions about the skill.	• Remind students what the skill is and define how readers use the skill. • Students can type responses into their student page while one or two answer aloud. • Pay attention to whether the students are mastering the skill or if they need more whole group, small group support.

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6 Steps in Small Group Reading Lesson:

Step	Time	Description	Tips:
5: Word Work	2-3 minutes	The teacher will introduce either a spelling, phonics, grammar, or vocabulary activity. The teacher will begin building word work for students to see word patterns. Students will add ideas to each word pattern.	• Use an anchor chart to create the chart of word patterns. • Dry erase boards work too! • The teacher creates the chart, asking students to chime in and help build word patterns and understandings. • Keep this time brief and to the point so that you do not isolate words too much and take away from the meaning of the text as a whole.
6: Independent Practice	After the Lesson	The teacher will instruct students to complete the independent page after reading. Students will immediately apply the targeted skill into a text they are reading independently. They will submit their independent work to the teacher when complete.	• This is an excellent way to determine if students can apply the targeted skill into their own independent reading. • It works to differentiate, as students read books they have chosen based on preferences and ability. They can apply the skill into their own independent level. • Review the independent work, making teaching decisions on whether students need additional teaching support, or they have mastered the reading skill.
Total Time: 10-18 minutes			

All of these steps are completely designed and prepared for you in each lesson!

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Small Group Lesson Summary

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	newcomer, fret, directions, snatched, withdrew, newfound	Compare/Contrast	Vowel Diphthong Pattern –ew
2	Average	Fiction	contain, disclaimer, advanced, remainder	Compare/Contrast	Vowel Digraph Pattern –ai
3	Advanced	Fiction	literally, elated, reflective, elucidate, impulsively, gnarly	Compare/Contrast	A Deeper Dive Into Vocabulary
4	Basic	NF	headache, painful, ruin, suffer, cause, sympathy	Compare/Contrast	Vowel Digraph Pattern –ay
5	Average	NF	degree, guarantee, seek, fatigue	Compare/Contrast	Vowel Digraph Pattern –ee
6	Advanced	NF	fleeting, unbearable, mere, endure, inherited, assurance	Compare/Contrast	A Deeper Dive Into Vocabulary

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USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

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How to Differentiate Within the Levels:

Don't skip this key step to ensure small group reading success!

BEFORE THE GROUP MEETS…

Decide how you will engage students in step 2, the reading of the text. This is KEY in ensuring reading success. Here's a quick guide to choosing which reading style you will use each time. Always consider the needs of the readers in the group as you decide.

Reading Style:	Description:	Times to Use this Reading Format:
Teacher Read	The teacher reads the text aloud to the small group while they follow along on the student page.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • If time is short and the teacher would like to focus more on the comprehension portion than reading fluency practice.
Silent Read	The students read the text independently after they have heard the introduction and gone over the key vocabulary words. If a student finishes reading before others, that student is instructed to read the passage again until the group is ready to discuss.	• When the text is instructional and can be read successfully after an introduction. • When the text is at the students' independent reading levels. • When the teacher wants to conduct a running record or one-on-one reading time.
Partner Read	Students get together in a chat online or whisper read in person. One student reads the passage, then the other student reads the entire passage. Both students should read aloud the entire passage.	• When the text is instructional and can be read successfully after an introduction. • When asking students to share thinking with a partner. • When the teacher wants to be free to push in and listen to a partnership read together.
Choral Read	Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • Use when there is a variety of readers in the group (some may be able to read the passage independently while others may need more support). • To keep all students in the group engaged and ensure that they read the entire passage. • To build reading stamina, confidence, fluency, and reading motivation.

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Reading Style:	Description:	Times to Use this Reading Format:
Echo Read	Teacher reads a short section of text (paragraph or sentence) and the students read it back aloud together. Focus on rereading with the same fluency.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • To practice reading accuracy, fluency, motivation, and confidence. • For a shared reading experience.
Silent Read Prep	Have students read silently before reading aloud to prep for strong reading fluency and expression.	• When the text is just a bit too challenging for that group of students to read on their own without practicing in advance. • To ensure the group is reading successfully. • To provide more than one opportunity to read the text in a small group time.
Rereading	Have students reread a text 2-3 times, focusing on fluency and expression each time.	• When the text is instructional and can be read successfully after an introduction. • When working to build writing stamina and confidence. • When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading.

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GOOGLE™ LINKS FOR TEACHERS

Click each link to assign work to students each day!

TEACHER DIRECTIONS AND TIPS

LESSON ONE
The *basic* fiction text

LESSON TWO
The *average* fiction text

LESSON THREE
The *advanced* fiction text

LESSON FOUR
The *basic* nonfiction text

LESSON FIVE
The *average* nonfiction text

LESSON SIX
The *advanced* nonfiction text

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

LESSON ONE
The *basic* fiction text

LESSON TWO
The *average* fiction text

LESSON THREE
The *advanced* fiction text

LESSON FOUR
The *basic* nonfiction text

LESSON FIVE
The *average* nonfiction text

LESSON SIX
The *advanced* nonfiction text