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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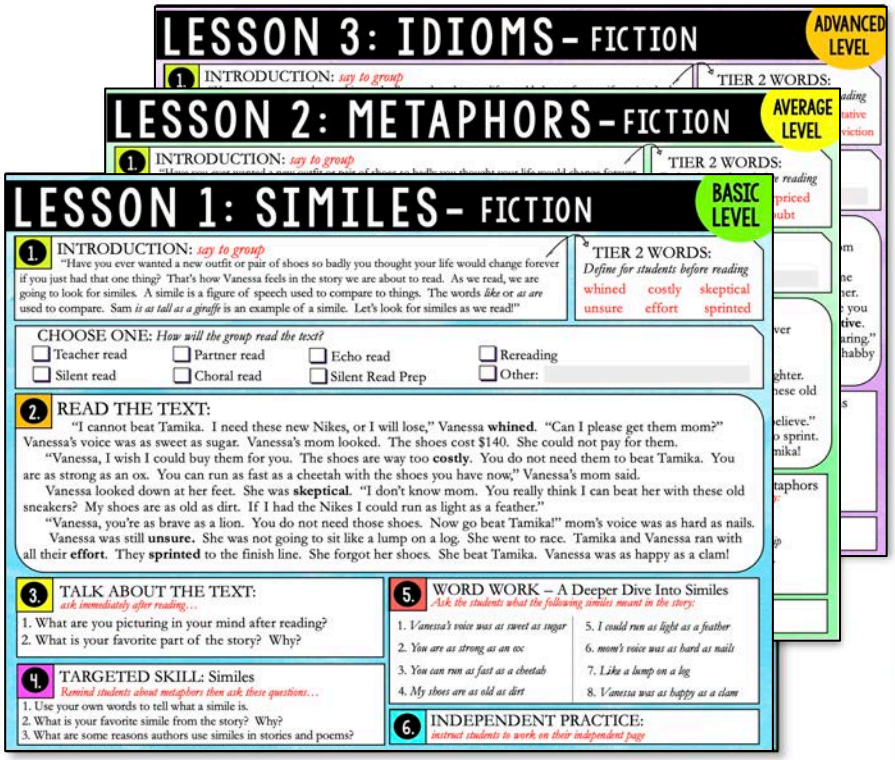
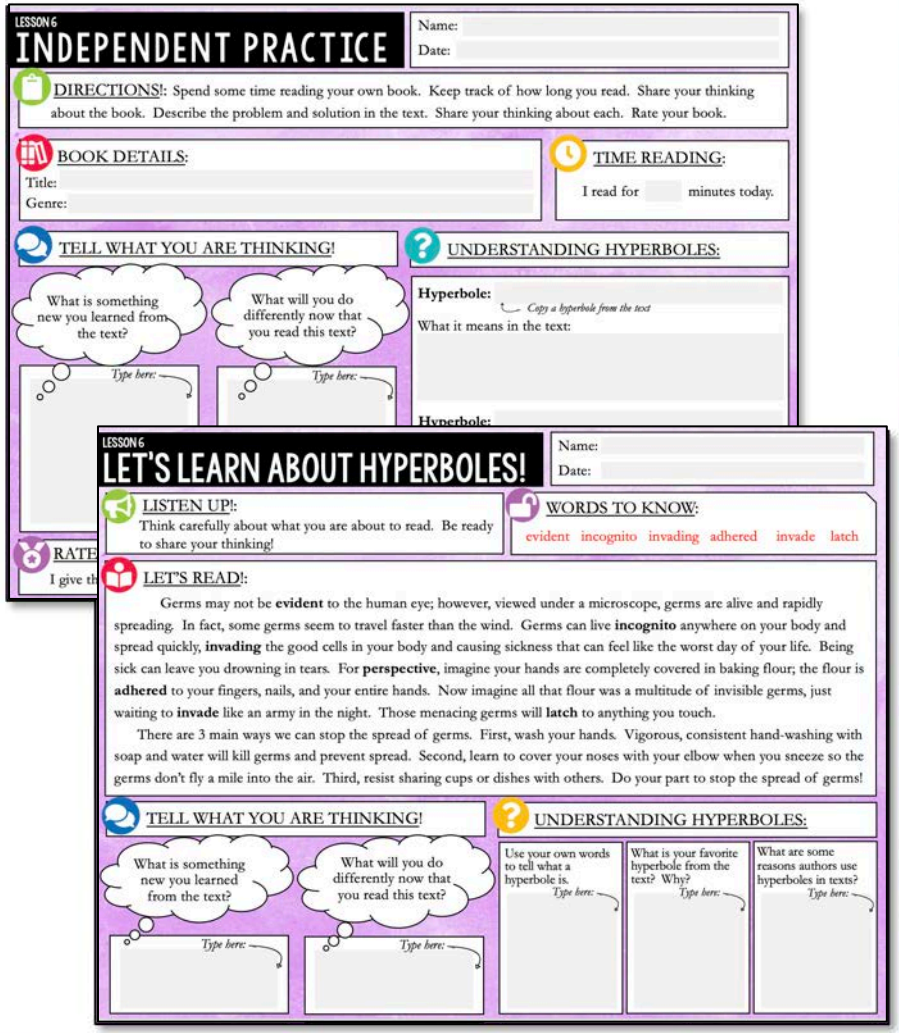
Complete Teacher Pages



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- Figurative Language

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
whined	Complain in a feeble or petulant way	complain grouse moan
costly	Costing a lot	expensive pricey extravagant
		doubtful questioning unsure
		undecided uncertain unknown
		try attempt shot
		race dart dash
		allow manage incur
		overpaid exaggerated costly
		bright glowing shining
		uncertain hesitant indecisive
		complain whine moan
		huge enormous gigantic
		hesitant uncertain cautious
		remarkable exceptional amazing
	one	uncertain unsure doubtful
		belief opinion view

LESSON 3

LET'S LEARN ABOUT IDIOMS!

Name: _____

Date: _____

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

WORDS TO KNOW:
grumbled astronomical tentative
phenomenal ambivalent conviction

LET'S READ!:

"It's impossible for me to beat Tamika without these new Nikes," Vanessa **grumbled** to her mom. Vanessa's mom sighed. The shoes cost $140, an **astronomical** price; there was no way she could afford them.

"Vanessa, I wish I could buy them for you, but these shoes cost an arm and a leg. Besides, I don't think you need some fancy pair of overpriced shoes to beat Tamika." Vanessa's mom said. She hoped her daughter would see eye to eye with her.

The ball was in Vanessa's court. She stared down at her feet and thought, *when it rains it pours.* "I don't know mom; are you pulling my leg? You really think I can beat her with these old sneakers? My shoes are old dinosaurs." Vanessa was **tentative**.

"Piece of cake!" Mom yelled in a knee jerk reaction. "You're a **phenomenal** runner, no matter what shoes you're wearing."

Vanessa still felt **ambivalent**, but she decided to put a sock in it and show up to race with **conviction**, sporting her shabby shoes. She lined up to sprint, staring down Tamika. They raced hard. She forgot her shoes and beat Tamika!

TELL WHAT YOU ARE THINKING!

What are you picturing in your mind after reading?

A girl who didn't believe in herself but now has the confidence to succeed.

What is your favorite part of the story? Why?

The end because Vanessa didn't need the shoes to beat Tamika.

UNDERSTANDING IDIOMS:

Use your own words to tell what an idiom is.	What is your favorite idiom from the story? Why?	What are some reasons authors use idioms in stories and poems?
It's a figure of speech that means something other than what is spoken and can't be taken literally.	My shoes are as old as dinosaurs because Vanessa was trying to convince her mom to buy her shoes.	Authors use idioms to help the reader understand the story better by painting a picture in their mind.

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 6

LET'S LEARN ABOUT HYPERBOLES!

Name:

Date:

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

WORDS TO KNOW:
evident incognito invading adhered invade latch

LET'S READ!:

Germs may not be **evident** to the human eye; however, viewed under a microscope, germs are alive and rapidly spreading. In fact, some germs seem to travel faster than the wind. Germs can live **incognito** anywhere on your body and spread quickly, **invading** the good cells in your body and causing sickness that can feel like the worst day of your life. Being sick can leave you drowning in tears. For **perspective**, imagine your hands are completely covered in baking flour; the flour is **adhered** to your fingers, nails, and your entire hands. Now imagine all that flour was a multitude of invisible germs, just waiting to **invade** like an army in the night. Those menacing germs will **latch** to anything you touch.

There are 3 main ways we can stop the spread of germs. First, wash your hands. Vigorous, consistent hand-washing with soap and water will kill germs and prevent spread. Second, learn to cover your noses with your elbow when you sneeze so the germs don't fly a mile into the air. Third, resist sharing cups or dishes with others. Do your part to stop the spread of germs!

TELL WHAT YOU ARE THINKING!

What is something new you learned from the text?

Type here:

What will you do differently now that you read this text?

Type here:

UNDERSTANDING HYPERBOLES:

Use your own words to tell what a hyperbole is.
Type here:

What is your favorite hyperbole from the text? Why?
Type here:

What are some reasons authors use hyperboles in texts?
Type here:

LESSON 6

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. Describe the problem and solution in the text. Share your thinking about each. Rate your book.

BOOK DETAILS:
Title:
Genre:

TIME READING:
I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

What is something new you learned from the text?

Type here:

What will you do differently now that you read this text?

Type here:

UNDERSTANDING HYPERBOLES:

Hyperbole:
Copy a hyperbole from the text
What it means in the text:

Hyperbole:
Copy a hyperbole from the text
What it means in the text:

RATE THE BOOK
I give this book _____ stars because

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



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 figurative language. *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	whined costly skeptical unsure effort sprinted	Figurative Language: **Similes**	A Deeper Dive Into Similes
2	Average	Fiction	afford overpriced sparkling doubt	Figurative Language: **Metaphor**	A Deeper Dive Into Metaphors
3	Advanced	Fiction	grumbled astronomical tentative phenomenal ambivalent conviction	Figurative Language: **Idiom**	A Deeper Dive Into Idioms
4	Basic	NF	peek invisible rumble grumble suspend spread	Figurative Language: **Onomatopoeia**	A Deeper Dive Into Onomatopoeia
5	Average	NF	potent raid dicey resist	Figurative Language: **Alliteration**	A Deeper Dive Into Alliteration
6	Advanced	NF	evident incognito invading adhered invade latch	Figurative Language: **Hyperbole**	A Deeper Dive Into Hyperbole

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BREAKDOWN OF FIGURATIVE LANGUAGE TAUGHT IN EACH LESSON

BASIC

Lesson #1- F: Similes: Authors use lots of different types of language in the texts they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different.

Lesson #4- NF: Onomatopoeia: Onomatopoeia words are words that imitate an actual sound. Onomatopoeia words are not literal. They are a type of figurative language. *Zap! Zoom!* and *buzz* are examples of onomatopoeia words. They tell readers about the sounds in a text.

AVERAGE

Lesson #2- F: Metaphor: A metaphor is used when an author compares one person, thing or idea to another to show they are similar. Metaphors are not literal. They are figurative language. *Ian is a firework* is an example of a metaphor.

Lesson #5- NF: Alliteration: Alliteration is a type of figurative language that occurs when words that start with the same sounds follow each other in a phrase. *Gooey, gloppy gum* is an example of alliteration. They are fun to read in stories and poems.

ADVANCED

Lessons #3- F: Idiom: An idiom is a figure of speech. It is a group of words that mean something different when they are grouped together. For example, in the phrase, *raining cats and dogs,* the words *cats* and *dogs* do not actually identify those animals. In this idiom phrase, they mean it's raining hard.

Lesson #6- NF: Hyperbole: A hyperbole is a figure of speech that contains an exaggeration. The hyperbole is not meant to be taken literally by the reader. It's often considered dramatic. An example of a hyperbole is '*The king's nose is 3 feet long!*'

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