# 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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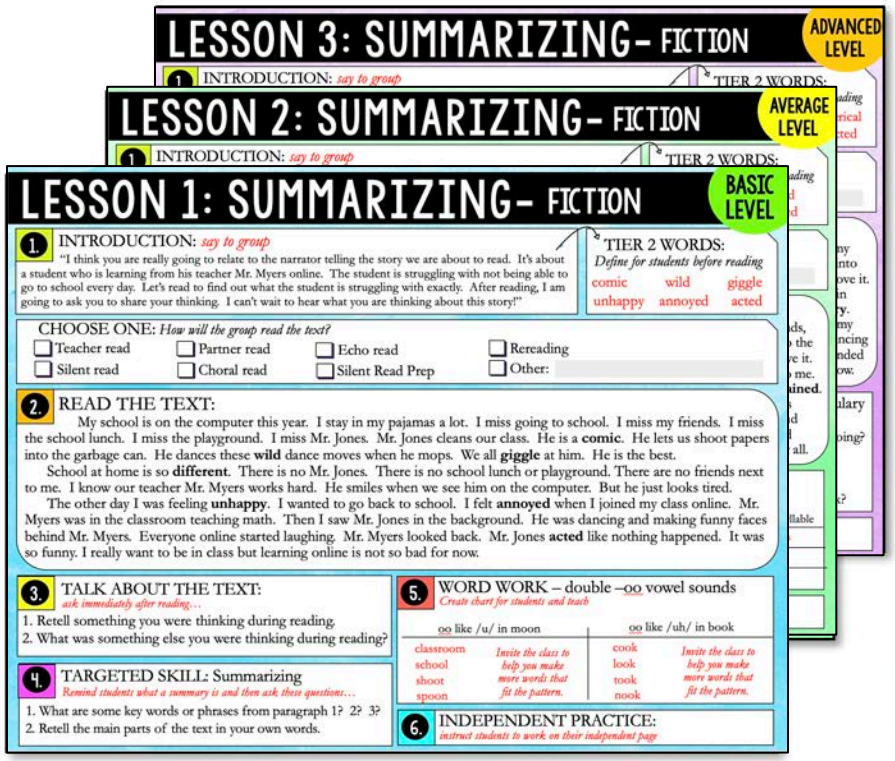
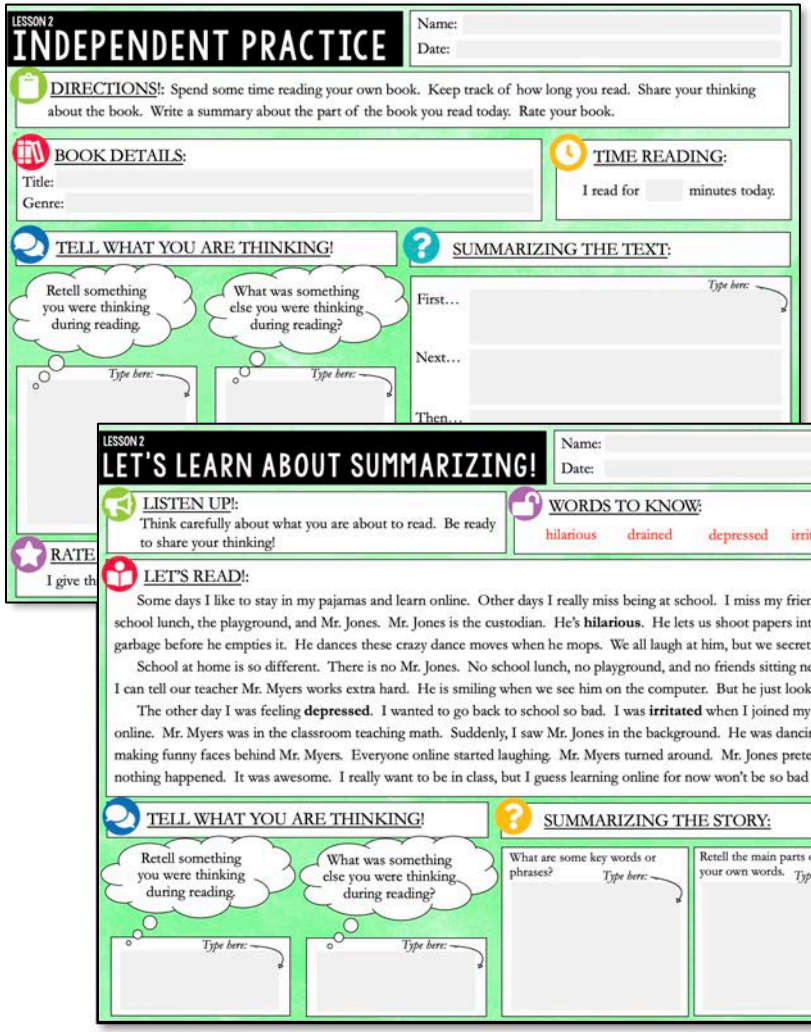
# Complete Teacher Pages




# Student Pages




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

**EVERYTHING IS INCLUDED**

Out of this World LITERACY

# Included in This Resource:

1. 6 complete guided reading lessons for teaching summarizing. *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 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 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- Summarizing

| TIER 2 WORDS: | MEANING IN THE TEXT: | SYNONYMS: |
|---|---|---|
| **LESSON 4: Basic Nonfiction** | | |
| special | Better, greater or otherwise different from what is usual | exceptional distinct marked |
| | | measure scale heft |
| | | weighty massive hefty |
| | | small minor tiny |
| | | fearful frightened afraid |
| | | learn educate school |
| | | |
| | | huge enormous extensive |
| | | live occupy inhabit |
| | | find locate search |
| | | identify place know |
| | | |
| | | large heavy huge |
| | | live breathe be |
| | | huge enormous large |
| | | fascinate grip intrigue |
| | | best pick cream |
| | | frightened terrified scared |

LESSON 4

### LET'S LEARN ABOUT SUMMARIZING!

Name: _____

Date: _____

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

**WORDS TO KNOW:**
special weigh heavy mini scared study

**LET'S READ!:**

Some animals are very big. Do you know what the biggest land animal is in the world? It is an elephant! Elephants are very **special** animals. There are three kinds of elephants that live in the world. Two of those kinds live in Africa. One lives in Asia. Elephants **weigh** a lot! They are very **heavy**. Elephants weigh between 5,000 and 15,000 pounds! They weigh more than a car. One tooth in an elephant's mouth weighs more than a newborn human baby!

We can learn a lot about elephants. There are many fun facts about elephants. Did you know they can see themselves when they look into a mirror? It's true. The trunk of an elephant can weigh 400 pounds. It is big, but it can pick up a **mini object** like one small piece of rice. Elephants are **scared** of bees. Farmers use bees to keep elephants off their land.

Elephants can live a long life. They can live to be 70 years old. A Baby elephant grows in its mom's belly for a long time. It takes almost two years before a baby elephant is born. There is a lot to **study** about the biggest land animal in the world!

**TELL WHAT YOU ARE THINKING!**

Tell me something you are thinking about what you learned.

I thought whales were the largest animals in the world.

What are you thinking about elephants? Tell me more.

I'm surprised that an elephant tooth weighs more than a newborn human.

**SUMMARIZING THE TEXT:**

What part from paragraph 2 should be in the summary?
Elephants can see themselves in mirrors, elephants' trunks are heavy, elephants are scared of bees.

How would you begin and end the summary of this text?
Elephants are the biggest animals in the world. They can live to be 70 years old.

## 6 Complete small group lessons

## Everything is on ONE page!

## ANSWER KEYS INCLUDED AS A GUIDE

LESSON 2

# LET'S LEARN ABOUT SUMMARIZING!

Name:

Date:

LISTEN UP!:

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

WORDS TO KNOW:

hilarious drained depressed irritated

LET'S READ!:

Some days I like to stay in my pajamas and learn online. Other days I really miss being at school. I miss my friends, the school lunch, the playground, and Mr. Jones. Mr. Jones is the custodian. He's **hilarious**. He lets us shoot papers into the garbage before he empties it. He dances these crazy dance moves when he mops. We all laugh at him, but we secretly love it.

School at home is so different. There is no Mr. Jones. No school lunch, no playground, and no friends sitting next to me. I can tell our teacher Mr. Myers works extra hard. He is smiling when we see him on the computer. But he just looks **drained**.

The other day I was feeling **depressed**. I wanted to go back to school so bad. I was **irritated** when I joined my class online. Mr. Myers was in the classroom teaching math. Suddenly, I saw Mr. Jones in the background. He was dancing and making funny faces behind Mr. Myers. Everyone online started laughing. Mr. Myers turned around. Mr. Jones pretended nothing happened. It was awesome. I really want to be in class, but I guess learning online for now won't be so bad after all.

TELL WHAT YOU ARE THINKING!

Retell something you were thinking during reading.

Type here:

What was something else you were thinking during reading?

Type here:

SUMMARIZING THE STORY:

What are some key words or phrases? Type here:

Retell the main parts of the text in your own words. Type here:

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. Write a summary about the part of the book you read today. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for minutes today.

TELL WHAT YOU ARE THINKING!

Retell something you were thinking during reading.

Type here:

What was something else you were thinking during reading?

Type here:

SUMMARIZING THE TEXT:

Type here:

First…

Next…

Then…

At the end…

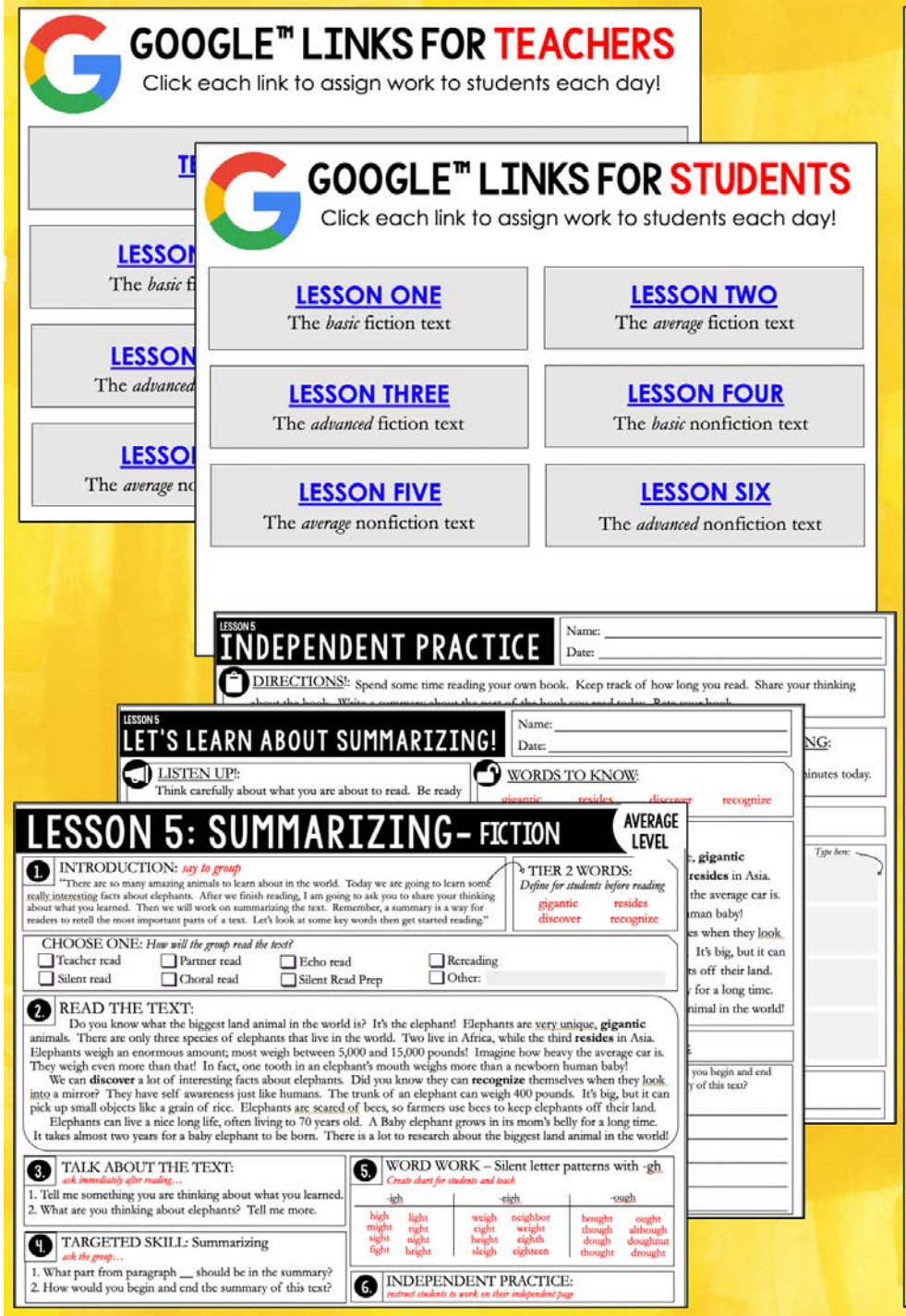
RATE THE BOOK

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!

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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.<br>• Include a brief summary of what is about to be read.<br>• Find a way to get students excited about reading the text.<br>• Decode and define any vocabulary you believe the group may struggle reading.<br>• Tell students to anticipate a group discussion after reading.<br>• 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.<br>• **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?"<br>• Students can type responses into their student page while one or two answer aloud.<br>• 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.<br>• Students can type responses into their student page while one or two answer aloud.<br>• 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.<br>• Dry erase boards work too!<br>• The teacher creates the chart, asking students to chime in and help build word patterns and understandings.<br>• 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.<br>• 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.<br>• 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 | comic, wild, giggle, unhappy, annoyed, acted | Summarizing | Double -oo vowel sounds |
| 2 | Average | Fiction | hilarious, drained, depressed, irritated | Summarizing | Words with 3 syllables |
| 3 | Advanced | Fiction | lounge, resent, hysterical, contrary, weary, dejected | Summarizing | A deeper dive into vocabulary |
| 4 | Basic | NF | special, weigh, heavy, mini, scared, study | Summarizing | Double consonants |
| 5 | Average | NF | gigantic, resides, discover, recognize | Summarizing | Silent letter patterns with -gh |
| 6 | Advanced | NF | massive, exist, astronomical, riveting, elite, petrified | Summarizing | A closer look at vocabulary words |

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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.<br>• 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.<br>• When the text is at the students' independent reading levels.<br>• 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.<br>• When asking students to share thinking with a partner.<br>• 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.<br>• 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).<br>• To keep all students in the group engaged and ensure that they read the entire passage.<br>• 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.<br>• To practice reading accuracy, fluency, motivation, and confidence.<br>• 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.<br>• To ensure the group is reading successfully.<br>• 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.<br>• When working to build writing stamina and confidence.<br>• When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading. |

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