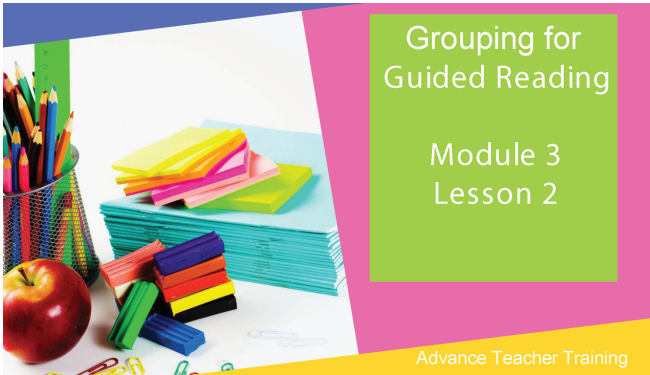


# K-2 MODULE 3 DOWNLOADS



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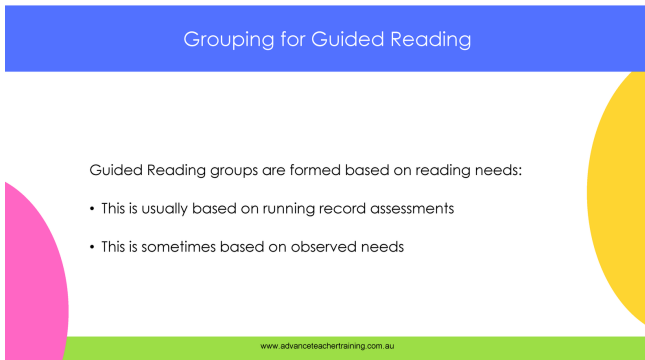
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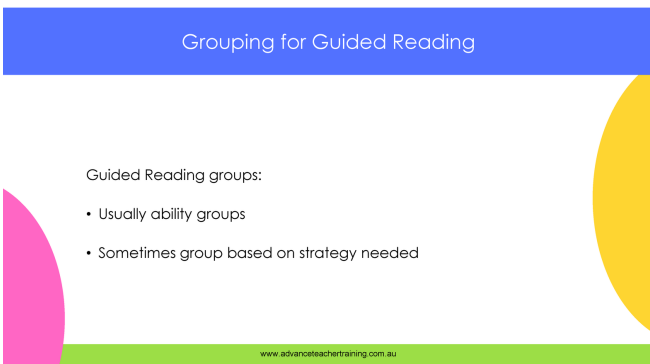
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## Assessment Determined Grouping

- 6 students or less in a group
- Based on instructional level of reading
- Range of between 2-3 levels difference in a group

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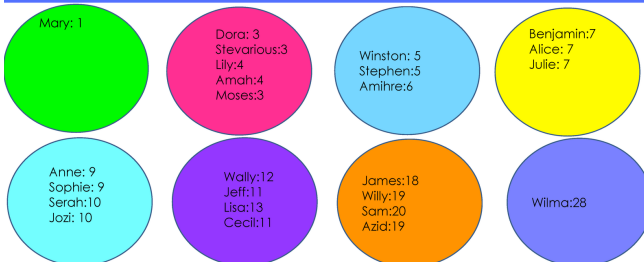
### Example Grouping [Dreaming]



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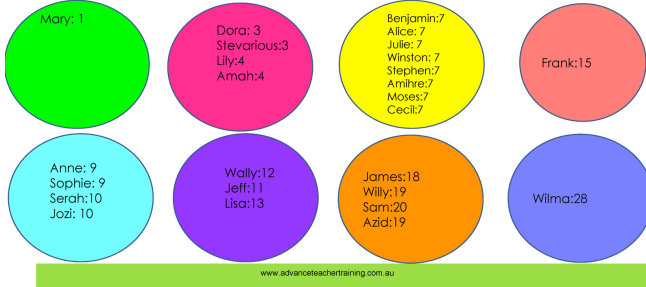
### Example Grouping [Reality]



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### Example Grouping [Reality]



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### Grouping Determined by Observation

- During guided reading you make observations about the group
- Is the text too hard or too easy?
  - Is this the right group for each student?

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### Guided Reading Schedule

- Guided reading for every group doesn't need to fit into one week
- Guided reading groups don't necessary rotate  
[don't call them rotations]
- Some groups might get more time than others
- The teacher may take guided reading with one group every day for a week or two weeks if needed

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## Grouping for Literacy Centres

Literacy centres are often non-ability based

- The groups are of mixed ability with a mixture of various behaviour management needs combined
- The Task Management Board is used to show students what group they are in
- Students are taught to miss the literacy centre if are in the guided reading group

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## Next Steps:

- Look at your assessments and try grouping your students

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## Demonstration of Guided Reading Year 1

Module 3  
Lesson 3

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### Criteria Checklist for Guided Reading

Watch the guided reading lesson and look for the following:

- What aspects of the book introduction set the students up for a successful, independent, first read?
- What was the reading strategy and was it demonstrated?
- Did the students know what to do when they finished reading?
- Was there a conversation about the book after the students read?
- Was the strategy reinforced?

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### Next Steps:

- Think about one guided reading lesson you've previously taught and check your lesson against the criteria checklist

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### Planning Guided Reading Year 1

#### Module 3 Lesson 4

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## Choosing a Teaching Point

- In the assessments each child was very focused on phonics and getting it right at a word to word level
- Meaning wasn't applied very much
- There was no reading on observed in the running record assessment
- Teaching point chosen was : Reading on

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## Choose a Suitable Text

- There were limited text available
- New information [The text in the reading room were incorrectly levelled]
- I thought I chose a 19 but according to the chart it was around a 34

Levelling Systems Comparison Chart

Year Level	Lexile	PIR Index	PIR Index	PIR Index	PIR Index	PIR Index	PIR Index
Year 1	100	100	100	100	100	100	100
Year 2	200	200	200	200	200	200	200
Year 3	300	300	300	300	300	300	300
Year 4	400	400	400	400	400	400	400
Year 5	500	500	500	500	500	500	500
Year 6	600	600	600	600	600	600	600
Year 7	700	700	700	700	700	700	700
Year 8	800	800	800	800	800	800	800
Year 9	900	900	900	900	900	900	900
Year 10	1000	1000	1000	1000	1000	1000	1000
Year 11	1100	1100	1100	1100	1100	1100	1100
Year 12	1200	1200	1200	1200	1200	1200	1200

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## Early Finishers

- This was a long text so just to re-read it

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## Next Steps for Planning a Guided Reading Lesson

### Read the text and plan the following:

- A 'Nutshell Statement'
- What 'Prior Knowledge' needs to be activated?
- What information needs to be 'Frontloaded'?
- What 'Tricky Parts' need to be introduced?
- 'Word Work'

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**Guided Reading Planning Sheet**  
Text: Fussy Ferret | Group: Arts, Funn, Hares, Stars

**Strategy** Reading On

**Nutshell Statement**  
This is a story about a family that had two tidy people, mum and Tom, and two messy people, dad and the girl.

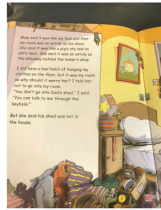
**Prior Knowledge**  
Who is messy in your house?  
Who is tidy in your house?  
Have your mum or dad ever threatened to do something if you don't tidy your room? or if you don't clean up a mess?

**Tricky Parts**  
p2 lefty clothes  
p5 playboy  
p8 garage sale  
p11 Fussy ferret  
p14 headband

**Word Work**  
don't

### Nutshell Statement & Prior Knowledge

What do the students already know about the topic and how can I tune them into their knowledge?



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**Guided Reading Planning Sheet**  
Text: Fussy Ferret | Group: Arts, Funn, Hares, Stars

**Strategy** Reading On

**Nutshell Statement**  
This is a story about a family that had two tidy people, mum and Tom, and two messy people, dad and the girl.

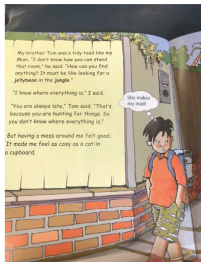
**Prior Knowledge**  
Who is messy in your house?  
Who is tidy in your house?  
Have your mum or dad ever threatened to do something if you don't tidy your room? or if you don't clean up a mess?

**Tricky Parts**  
p2 lefty clothes  
p5 playboy  
p8 garage sale  
p11 Fussy ferret  
p14 headband

**Word Work**  
don't

### Front-loading information

If they don't know very much about the topic how can I front-load them with information?



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## Summary of Planning a Guided Reading Lesson

- Assessment
- Grouping
- Teaching Point
- Choose the Text
- Early Finishers
- Nutshell Statement
- Prior Knowledge
- Tricky Parts
- Word Work

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28

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Guided Reading Planning Sheet	
Text	Group
Strategy:	
Nutshell Statement:	
Prior Knowledge:	
Tricky Parts:	
Word Work:	

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**Next Steps:**

- Plan for Early Finishers during Guided Reading
- Practice planning and delivering a guided reading lesson... Remember, we all learn from our mistakes and won't be perfect 'straight out of the gate'

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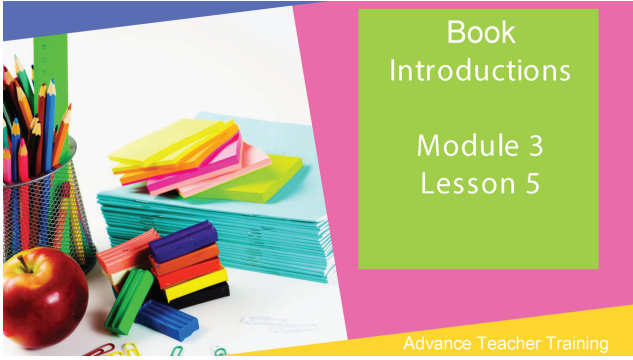
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### Book Introduction Purpose

- To set students up for a successful, independent, first read

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### Book Introduction Gradient

Gradient of Teacher Involvement – Marie Clay

1. Reading to the child
2. Rich Introduction
3. Shorter, more focused introduction
4. A few suggestions to increase accessibility of a new text
5. Making the task an unseen, unshared, unassisted activity

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### Some Aspects to Consider in a Book Introduction "Am I Giving Away too Much?"

- It's always better to give too much information than too little
- If you give too little information then the book becomes hard and reading is a chore

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### Some Aspects to Consider in a Book Introduction Nutshell Statement



Think about a 'nutshell' statement to give an overview of the text



**Nutshell Statement:**

This book is called Uh-Oh. It's a story about when dad and the children went to the shop and got some things. After shopping they couldn't find their car.

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### Some Aspects to Consider in a Book Introduction Prior Knowledge

**Elicit students' prior knowledge and experiences**

- "Have you ever lost your car in the carpark?"
- "What shops do you go to?"
- "What have you got at the shop?"
- "What has your brother/dad got at the shop?"
- FRONTLOAD if they don't have prior knowledge or experiences

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### Some Aspects to Consider in a Book Introduction Picture Walk

Invite students to use the illustrations to make some predictions

- Where did dad go and what did he get?
- Where did 'my brother' go and what did he get?
- If the students guess boots instead of shoes you say... 'That's a good guess, in this story it is shoes....!'

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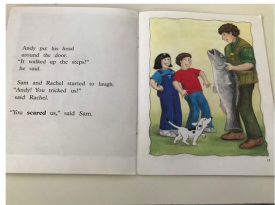
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### Some Aspects to Consider in a Book Introduction Names and Proper Nouns

- Introduce character names and the names of places



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### Some Aspects to Consider in a Book Introduction Major Concepts or Ideas

- Explain any concepts or ideas you think the children need information about



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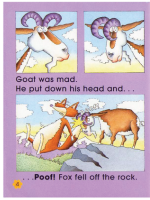
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### Some Aspects to Consider in a Book Introduction Text Layout

- Draw attention to the layout of the text



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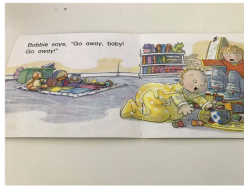
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### Some Aspects to Consider in a Book Introduction Language Patterns

- Introduce any unfamiliar language patterns



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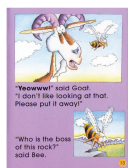
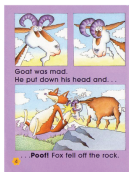
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### Some Aspects to Consider in a Book Introduction Tricky or Unfamiliar Words

- Use any new or challenging vocabulary in your conversation about the text
- If you can't weave the new vocabulary into your conversation just point it out



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42

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## Some Aspects to Consider in a Book Introduction Pose a Question

- Pose one or two questions, which will drive children into the text and inspire them to seek meaning



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## Summary of a Book Introduction

- Nutshell Statement
  - Prior Knowledge
  - Tricky words or concepts
  - Text layout, language patterns, names and Proper Nouns
- [these will only need to be covered sometimes – dependent on the text]
- Pose a questions

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### Next Steps:

- Plan a rich, full book introduction
- Remember, it's better to say too much than too little!

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**Word Work  
in  
Guided Reading**

**Module 3  
Lesson 6**

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**Word Work  
Purpose**

To teach word work **at the point of need & in context**

**Word work includes:**

- Sight words
- Phonics patterns and sounds
- Word knowledge of contractions, homophones, synonyms etc.

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**Word Work  
Steps to Teaching Sight Words**



- Choose a sight word that the students need next
- When possible choose a sight word that is repeated on many different pages
- Show the sight word to the students
- Get the students to find it on many different pages
- Check each time that they are pointing to the correct word
- Get the students to write the sight word many times
- Check they are writing it correctly
- After several attempts, have a race in writing the word
- Get them to make it with magnetic letters
- Always check they are making it correctly
- After several attempts, have a race making the word

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We went to the bookshop!  
I got a book.

### Word Work

#### Steps to Teaching Phonics Patterns

- Choose a phonics pattern the students need next
- When possible choose a pattern that is repeated in the text
- We can talk to students about if we know the word went we can get to other words with that pattern [word analogy]
- look
- book
- hook
- cook
- took
- foot

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### Word Work

#### Contractions

- Choose a contraction that is repeated in the text
- Use the whiteboard and magnetic letters to show how contraction works
- Get the students to try this several times

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Word Work

- Quick
- Optional
- Great for teaching 'at the point of need'
- Contextual

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Next Steps:

- Try planning some word work for one of your guided reading lessons

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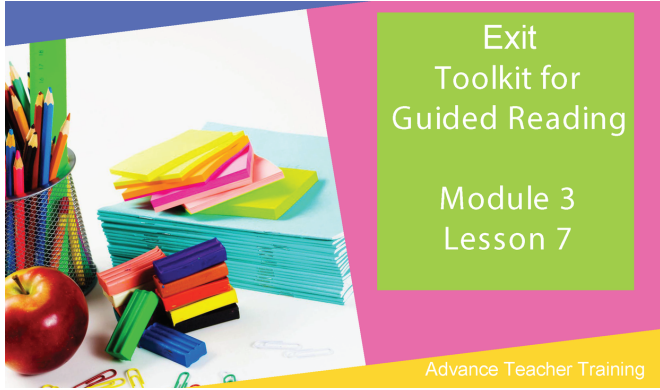
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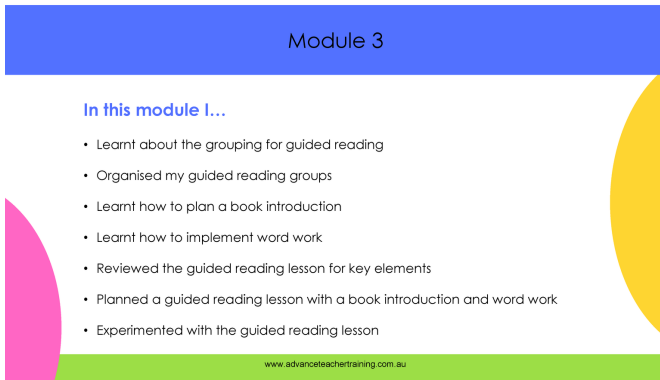
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