How to Create a Quality Virtual Lesson Plan for Literacy

Welcome!
The seminar will be starting shortly
Interactive Q & A

Tell Us!

What have you learned about your students during this time?
Today’s Presenters

Claire Kreller
2nd Grade Teacher & K-2 Instructional Coach
CICS Irving Park

Amira Aljabar
Customer Implementation Manager
Lexia Learning

Jen Stack
Senior Manager of Professional Learning
LEAP Innovations
Agenda

1. Context Setting
   - LEAP Innovations
   - Jen Stack

2. Literacy and Edtech Implementation
   - Lexia Learning
   - Amira Aljabar

3. Literacy Learning in Practice
   - CICS Irving Park
   - Claire Kreller

4. Helpline
   - The whole panel
Interact.

During the Seminar

Q&A

Please post your questions via the Q&A at the bottom of your screen.

Vote up questions with the thumbs up!

Twitter

#LEAPLearningSeries @LEAPinChicago

After the Seminar

Helpline

After the 60 min seminar, we’ll host an extended 30 minute “helpline”.

You will be able to step up to the mic and share your questions.

Resources

A recording of the session along with resources will be shared post webinar.

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Norms

- Be honest. Be vulnerable.

- Be solution oriented.

- Be open to outgrowing your knowledge (be humble)

(Shoutout to Monroe Elementary School for the norms!)
About Me

🌟 LEAP Professional Learning Team

🌟 New Teacher Center Induction Coach

🌟 Former 5th & 8th grade ELA teacher
  ● 10 years at Avondale Elementary SD
  ● Master Teacher and member of school Leadership Team
  ● M.Ed. in Educational Administration & Supervision

🌟 Newly Engaged
Our Shared Goals

1. To provide standards-aligned, quality continuous learning
2. To minimize instructional loss
3. To create routines and structures to stay engaged and connected
4. To attend to the whole child needs
5. Get by...
About the LEAP Learning Series

Remote Learning Seminar Series
- A six part webinar series designed in response to educator’s immediate needs
- Safe place for educators to learn
- Hear promising practices
- Get support with reaching and teaching as many of your students as possible

Remote Learning in Action
- 6-week professional learning program, *Remote Learning in Action*, designed to help educators successfully transition into a remote environment through the lens of personalized learning
- Learn through interactive, live-webinar lessons, hands-on tasks, insights sharing, and feedback
- Lead your team through practical learning and create rich collaboration

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We built the LEAP Learning Framework to provide actionable strategies to implement personalized learning.

Learner Focused
learner experiences are relevant, contextualized and designed around a deep understanding of individual academic and nonacademic needs, interests and strengths

Learner Demonstrated
learners progress at their own pace and advance based on demonstrated competency, not time spent on a subject

Learner Led
learners coached to take ownership of their learning so that it dynamically adjusts to their skills, curiosity and goals

Learner Connected
learning transcends the classroom in relevant and accredited ways, connected to families and communities
Give us your feedback on today’s session via the survey! https://bit.ly/3cOokPN

Register for the next webinars:
https://www.leapinnovations.org/lls/

- Connectivity w/ Google & ClassDojo
- Trauma Informed Practices w/ Pamela Cantor
- Literacy & Lesson Plans - NOW
- Making Moves with Math
- Parent Partnership
- Looking Ahead to Fall

Remote Learning in Action is a comprehensive, new professional learning program for educator teams.
Reach out to partnerships@leapinnovations.org.
Principles for Literacy Learning

🌟 Reading improves reading
🌟 Foundational skills are critical
🌟 Fluency and comprehension are related
Remote Learning - Delivery Methods

**Synchronous**

“Live” learning opportunities

Like this webinar!

**Asynchronous**

Self-directed learning opportunities

Not all options need to be digital

**Off Line**

Self-directed learning opportunities

NOT tech dependent
Decoding × Language Comprehension = Reading Comprehension

How These Skills Must Be Taught

- **Explicit** (directly taught)
- **Systematic** (logically ordered skills; simple to complex)
- **Cumulative** (new learning building on prior learning)
- **Diagnostic/Responsive** (progress is monitored; instruction is adjusted)
Adaptive Blended Learning Model

Personalized Learning:
Targeted and time-efficient with the Teacher at the core of every step
Student Motivation

- Self monitoring and growth mindset

Distance Learning How:

- Assign weekly/daily goals of use to upload to Google classroom
- Student goal setting/reflection documents submitted via google classroom
- Connect with parents and students via class dojo, text message, or calling throughout the week on small successes and areas that need more support.
Data

- **Plan instruction**

  Distance Learning **How**:  
  - Set a “5 minute check in” time on google calendar as a reminder to check data  
  - Use the data to schedule small group video conferencing  
  - Video meeting with SPED and EL Teacher to plan week  
  - Share progress, successes, and resources with families and students via email, text messaging with a picture, or a simple phone call.
Direct Instruction Lessons

- Direct, explicit instruction
- Gradual Release of Responsibility
- Target a specific skill

Distance Learning **How:**

- Set consistent time aside each week to meet with students via video conferencing for small group or one on one lessons
- Turn into google presentation or a flipchart
- Record a video via seesaw or screencastify
- Send home to parents that feel comfortable
- Collaborate with colleagues (SPED/ Diverse learners, or EL)
- Send reproducibles or manipulatives for students to print or cut
Reinforcement

- Reinforce and extend learning
- Promote skill generalization

Distance Learning How:
- Video meetings one on one
  - Screen share using Kami
- Uploaded to google classroom, emailed, pick up packets
- Individual Student Google Folder
- Take a picture and send to students using Notability app to mark answers
- Notebook and pencil
- Weekly buddies where students work with their peers via the phone or facetime
Celebrate Distance Learning **How**:

- Friday video conferencing shout outs, dance parties, etc
- Invite parents to end of week celebration meetings
- Take a picture of progress or certificates and send it to parents via text message, email, or calling.
Since we are currently learning remotely using Lexia at home has been fun for students. They can show their parents their successes and I have been able to provide follow up on struggling areas with families. By helping parents understand where their child may need extra assistance it has encouraged students to want to be on the program more. We have a Lexia challenge in our Google classroom to encourage students to do their best while they are on the Lexia program.

During Distance learning, I am now using it for every student and I am so thankful for a program that can target their individuality and grow them wherever they are. I can now see how this can be beneficial not only for the struggling student, but also for the students who need to be stretched past the second grade standards. I love how Core5 provides lessons for me to connect with my students or small groups. I really like the sorting features in the tabs that can sort by lessons or levels to help me build groups for our small group time.
You can also use the Notability app on iPads. Just take a picture of the page and save it to a new Notability page. Then when you share your screen on your Google Meet you can mark it up with them watching! I did it today in my Google Meet... super easy!

A lot of mine don't have printer access either, so I've been printing the skill builder packets as part of their packets to pick up every few weeks. It also seems to help with the families who have limited internet access or just don’t want their kids online too long.

Our support staff and tutors are also helping us by checking on the Lexia lessons. When they appear, parents are being emailed to set up a Zoom meeting to see if the child can participate in the mini lesson with staff. The support staff will provide the lesson for me.
Lexia

Q&A
CICS
Irving Park
About CICS Irving Park

• Located in Irving Park
• 531 Students
• Personalized Learning Model
• Part of the Distinctive Schools Network

Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5.3%</td>
</tr>
<tr>
<td>Black</td>
<td>3.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>73.3%</td>
</tr>
<tr>
<td>White</td>
<td>14.9%</td>
</tr>
<tr>
<td>Other</td>
<td>3.4%</td>
</tr>
<tr>
<td>Low Income</td>
<td>62%</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>14.1%</td>
</tr>
<tr>
<td>Limited English</td>
<td>27.7%</td>
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</tbody>
</table>
Lesson Planning for At-Home Learning

- Balance of accountability & autonomy:
  - Network & Campus must dos
  - Teacher autonomy in the how, platform, tools, schedule, etc.
- Leveraged what worked at school and what students were familiar with - Agendas, small groups, etc.
- Continue to use our core program, Benchmark Advance, in a modified way to ensure critical standards and key learnings are taught
- Balance of grade level (core) and personalized paths (Lexia)
Lesson Planning for At-Home Learning

1. Identify the standard and student objective.

2. Utilize Thinking Maps or graphic organizers that students are familiar with.

3. Record a mini-lesson modeling the skill, the way we would at school.

4. Create opportunity for student independent practice of the skill.

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**SHORT READ 2 MINI-LESSON**

**“Sand Sculpture”: Identify the Main Topic of a Text**

(15 MIN.) RI.2.1, RI.2.2, SL.2.2, SL.2.3

**Preview the Text**
Display and ask students to open to “Sand Sculpture.” Tell students that this is an informational text that includes factual details as well as photographs of real people and events.

Remind students that using fix-up monitoring strategies can help with comprehension. Encourage students to stop reading every so often and restate to themselves what they just read. If necessary, they should reread for better understanding.

**Model**
Display and ask students to follow along as you read paragraphs 1 and 2 aloud and model identifying and annotating the key details by underlining them.

**Sample modeling (paragraph 1):** In this paragraph, the author introduces the text by asking readers to imagine being at the beach. I’ll underline the phrase “palls and...
At-Home Learning Schedule

Each week students and parents receive a schedule outlining all of their assignments for the week in each subject.

Daily assignments are reviewed in our Morning Meeting.

<table>
<thead>
<tr>
<th>Morning Meeting</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (Morning)</td>
<td>-Read “From Pine Tree to Pizza Box” (pg. 18-25) on Benchmark online, Unit 9 workbook.</td>
<td>-Read “From Pine Tree to Pizza Box” (pg. 18-25) on Benchmark online, Unit 9 workbook.</td>
<td>-Read &quot;Fresh From the Market&quot; (pg. 6-9) and &quot;From Pine Tree to Pizza Box&quot; (pg. 18-25) on Benchmark online, Unit 9 workbook.</td>
<td>-Read &quot;Animal Defenses&quot; on Seesaw</td>
<td>-Read &quot;The Creature Constitution&quot; on Seesaw</td>
</tr>
<tr>
<td></td>
<td>-Monday Reading: Main Topic, Part 1</td>
<td>-Tuesday Reading: Main Topic, Part 2</td>
<td>-Wednesday Reading: Compare and Contrast</td>
<td>-Thursday Reading: Animal Defenses Comprehension Check</td>
<td>-Do 15-20 min of Lexia or read a book</td>
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</table>

9:00 Monday- Thursday
(Meeting info goes here)
Mini-lessons are pre-recorded so that students can watch and rewatch them when completing their independent practice.

We use Loom - any screencast site would work!
• Guided Reading groups meet 2x/ week.
• Teacher shares their screen so that students can all see it and follow along.
• Separate fluency and comprehension practice activities are assigned to students based on their reading level.
• We’ve also leveraged Reader’s Theater during Guided Reading small group meetings to increase student engagement!
Activity Tracker

- Student Activity completion is tracked daily in a teacher-facing sheet
- Students have “sticker charts” - they earn stickers for completed activities at the end of each day.
Lexia Student Goals

- Weekly minute and unit goals are set for students and added to their chart
- Student shout outs happen at Morning Meetings throughout the week
- Feedback on progress is given at the end of the week
- Student success is celebrated with certificates and fun stickers!
Distinctive Schools Q&A
Learner Connected

Register for the next webinars:
https://www.leapinnovations.org/lls/
For group registration: kourtnie.nunley@leapinnovations.org

- Connectivity w/ Google & ClassDojo & Lee Elementary
- Trauma Informed Practices w/ Pamela Cantor TFC
- Literacy & Lesson Plans
- Making Moves with Math - Next Week!
- Parent Partnership
- Looking Ahead to Fall

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**Helpline**

**Step 1:** Raise your hand

**Step 2:** If you are called on, your mic will be unmuted and you can ask your question.

Please state:

- your name
- school / org
- your question

Please limit your question to 30s or less. :)
Continue Learning Together

Learner Connected

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THANK YOU