

# K-3 Blended Learning Lesson Plan and Strategies for Summer School



# Lesson Schedule

You can use this sample lesson schedule to support a blended learning summer school classroom of up to 20 students in grades K-3. This lesson plan is flexible so you can use the digital program of your choice as long as it provides instruction in foundational skills.

**Additional resources to support this schedule can be found on the following pages.**

**Welcome, Goal, and Objectives for the Day** .....15 mins

**Practice High Frequency Words** .....15 mins

**Review Previous Day's Lesson** .....10 mins

**Phonological Awareness Lesson** .....15 mins

**Shared Reading and/or "Jacket Lesson" using Big Book** ....20 mins  
Or I Can Read Book (Comprehension Lesson)

**Small Group Follow-up** ..... 120 mins

- **Group A:** Computer Adaptive Software  
Phonological Awareness, Phonics, Vocabulary, Assessment
- **Group B:** Computer Adaptive Software  
Phonological Awareness, Phonics, Vocabulary, Assessment
- **Group C:** Teacher Directed Phonics or Comprehension Lesson with  
manipulatives, little big books, or leveled books
- **Group D:** Leveled Reading  
Bookroom, Readers' Theater, or Vocabulary Readers)

**Whole Class Language/Writing Lesson** .....30 mins

**Wrap-up, Review, and Preview** ..... 15 mins

# High Frequency Words

## Ideas for Teaching High-Frequency Words

- Have students create rebus sentences, using high-frequency words such as the, is, and in.
- Write high-frequency words on cards. Have students form sentences using a pocket chart.
- Have students keep lists of words they can read and write. When they have trouble with a word, they can refer to their notebooks.
- Point out similarities between new words and those students can already decode.

## Teaching Tip!

**Word Walls**—lists of words that follow a particular pattern—are an effective tool for teaching high-frequency words and vocabulary. Here are some ideas:

- With your students, choose words that have similar beginning sounds, vowel sounds, endings, or words on a particular subject.
- When students find an appropriate word, have them add it to the list.
- Encourage students to use these words in their writing and as a reference.

<b>A</b> a after again all am an and any are as ask at ate away	<b>C</b> came can cat come could cut  <b>D</b> did do down  <b>E</b> eat every	<b>G</b> get give go going good got  <b>H</b> had has have he help her here him his hot	<b>I</b> I if in into is it  <b>J</b> just K know  <b>L</b> let like little long look  <b>M</b> make may me must my	<b>N</b> new no not now  <b>O</b> of old on one open our out over  <b>P</b> pick play please pretty put	<b>R</b> ran red ride round run  <b>S</b> said saw say see she sit six so some soon stop	<b>T</b> take ten thank that the them then there they think this three to too two  <b>U</b> under up us	<b>W</b> want was we well went what when where white who will with would  <b>Y</b> yellow yes you
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# Phonological/Phonemic Awareness

The term phonemic awareness is used in two very distinct ways in the reading research literature. It is sometimes used broadly to refer to children's awareness of any of the several units that constitute oral language: spoken words, syllable, onset and rime, and phonemes. Others use the term phonological awareness for this broad range of skills and reserve the term phonemic awareness for the insight that spoken words can be conceived as a sequence of sounds or phonemes.

Progression in the development of phonological awareness includes becoming familiar with rhyme and alliteration, becoming aware of spoken syllables, dealing with onsets and rimes, and finally dealing with the blending and segmenting of phonemes. The skills for blending and segmenting phonemes are among the most difficult to acquire but are also among the most important for reading and spelling.

Beginning at the pre-K level, research-based instructional materials should provide activities and instruction designed to systematically develop phonological and phonemic awareness for those students who need it. Young children should be engaged in activities that include identifying and producing rhyme, identifying syllables in spoken words, identifying and blending onsets and rimes, and blending and segmenting phonemes.

**Measures of phonemic awareness are among the very best predictors of success or failure in learning to read, rivaled only by knowledge of letter names. There is also clear and indisputable evidence that phonemic awareness skills can be trained and that such training results in a reduction of reading problems and improved reading achievement.**

## Ideas for Teaching Phonics

- Use words and names that are part of students' visual environment to reinforce letter-sound associations.
- Create a phonics chart that contains words with a particular phonogram.
- Have students write tongue twisters using words that begin with the same sound.
- Have teams brainstorm to generate the longest list of words containing a particular phonogram.

## Teaching Tip!

### Teaching Phonics in Sequence

Try this progression when teaching phonics:

1. Alliteration, Rhyme, Onsets and Rimes
2. Single Consonant Sounds
3. Consonant Clusters (bl, gr, and sp)
4. Consonant Digraphs (sh, ch, and th)
5. Short Vowels
6. Long Vowels
7. Vowel or Vowel -- Consonant Pairs
8. (oo, ew, oi, and oy)



# Shared Reading Model

## Basis for Shared Reading Model

The shared reading model was developed by Holdaway (1979). It builds from the research that indicates that storybook reading is a critically important factor in young children's reading development (Wells, 1986). The storybook reading done by parents in a home setting is particularly effective (Strickland & Taylor, 1989). However, in school, in most cases, a teacher reads to a group of children rather than to a single child. The shared reading model allows a group of children to experience many of the benefits that are part of storybook reading done for one or two children at home (Ferreiro & Teberosky, 1982; Schickendanz, 1978).

The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations. As the teacher reads the book aloud, all of the children who are being read to can see and appreciate the print and illustrations.

## Repeated Readings

In the shared reading model there are multiple readings of the books over several days. Throughout, children are actively involved in the reading (Yaden, 1988). The teacher may pause in the reading and ask for predictions as to what will happen next. Because many of the books include predictable text, the children often chime in with a word or phrase. Groups of children or individual children might volunteer or be invited to read parts of the story. Through repeated readings and the predictable text, children become familiar with word forms and begin to recognize words and phrases (Bridge, Winograd, & Haley, 1983; Pikulski & Kellner, 1992).

## Purposes for Rereading

The repeated readings of the same story serve various purposes. The first reading is for enjoyment; the second may focus on building and extending comprehension of the selection; a third might focus attention on the interesting language and vocabulary; a fourth might focus on decoding, using the words in the selection as a starting point for teaching word identification skills (Yaden, 1989).

## Benefits of Shared Reading:

- Rich, authentic, interesting literature can be used, even in the earliest phases of a reading program, with children whose word-identification skills would not otherwise allow them access to this quality literature.
- Each reading of a selection provides opportunities for the teacher to model reading for the children.
- Opportunities for concept and language expansion exist that would not be possible if instruction relied only on selections that students could read independently.
- Awareness of the functions of print, familiarity with language patterns, and word-recognition skills grow as children interact several times with the same selection.
- Individual needs of students can be more adequately met. Accelerated readers are challenged by the interesting, natural language of selections. Because of the support offered by the teacher, students who are more slowly acquiring reading skills experience success.

# Small Group Instruction

## Setting Up Your Classroom

Classroom setup can dramatically affect students' attitudes toward and habits of learning. Students need an environment that is organized, stimulating, and comfortable in order to learn effectively. Creating such an environment entails arranging a practical physical layout, supplying diverse materials and supplies, and encouraging students to have a sense of belonging and ownership.

## Arranging Learning Centers

Take the physical features of your classroom into account when planning, adding different kinds of learning centers to fit your class's evolving needs.

- Keep computers facing away from windows to keep glare from sunlight off the screens.
- Use bookshelves to isolate different areas.
- Provide comfortable seating.
- Save space by using walls for posters, display shelves, books, and supplies.
- Build a loft to save space while creating a private spot for independent reading.
- Separate learning centers of high activity, such as a cross-curricular center, from areas like the Reading/Language Arts Center, where students need quiet.
- Set aside an area to meet with small groups.

## Learning Areas

- **Small-Group Area:** Here you can give small-group instruction or allow groups of students to gather for peer-led discussions.
- **Computer Station:** This area is for computer use in writing, math, reading, keyboard practice, research, telecommunications, or creative games.
- **Reading Area:** This is a place where students can read independently or quietly with a partner. It should provide comfortable seating, a variety of books, and a quiet, secluded atmosphere.
- **Writing Center:** Here students can write independently and collaboratively. The area should contain comfortable space for writing and a variety of supplies.
- **Cross-Curricular Center:** This is an active center where students explore relationships across different curricula, including literature, science, social studies, art, and math.
- **Creative Arts Center:** This area is where students can get involved in visual art and dramatic play like Reader's Theater. It should have a variety of art supplies, costumes, and props.
- **Listening Station:** Here students listen to tapes of books, stories, songs, and poems

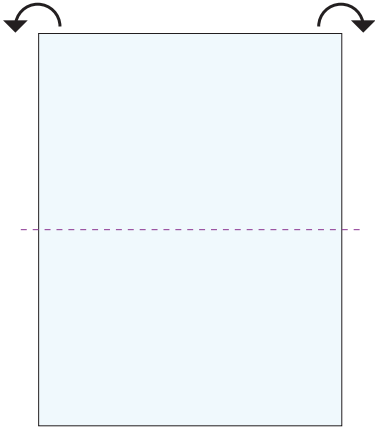
# Language/Writing Lesson

Telling a story is a fun and effective way to build writing skills. There are a number of apps available to build books online, or you can do this using simple paper and scissors.

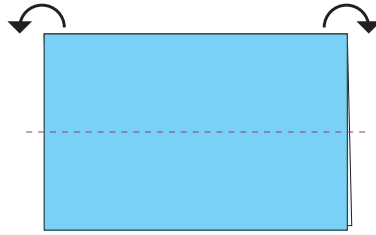
You can use a simple storyboard template to start and the Mini-Book assembly instructions on the following page for students to write in and color to make their own book!

1	2
3	4
5	6

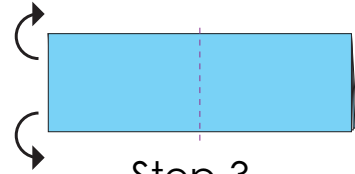
# Mini Book Assembly



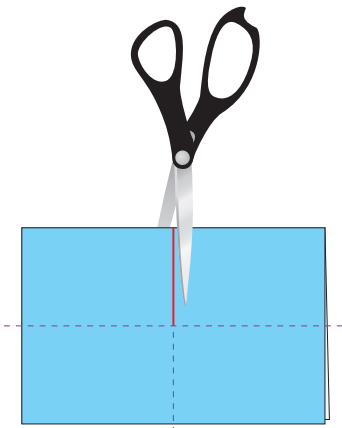
Step 1



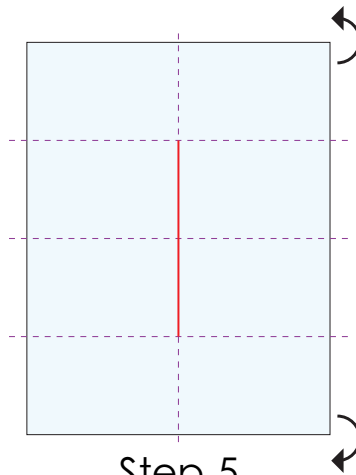
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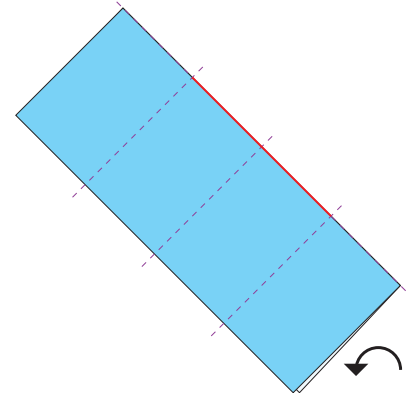
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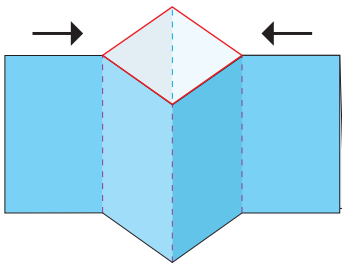
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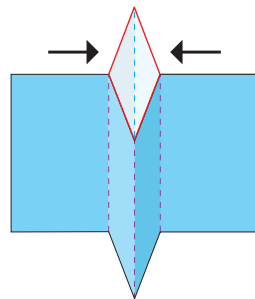
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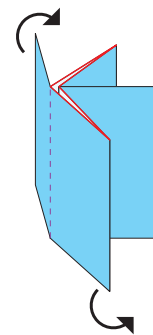
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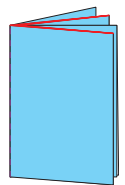
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Step 8



Step 9



Step 10