

# Guided reading 'lite' online – NET Section online guided reading (self-directed learning)

## Why guided reading from home?

Students cannot teach themselves to read. With students learning from home and in socially-distanced classrooms, we are aware that both teachers and students are currently time-poor and have no access to books.

However, as the months and years of the pandemic roll on, it is concerning that students are not developing practical reading strategies in differentiated/ability groups.

While schools are trying online libraries for students, students cannot teach themselves to read. We are very concerned that students are not developing reading strategies to solve reading problems as they arise 'in the moment'.

Therefore, the NET Section has created **self-directed learning videos** for guided reading. **This requires nothing on the part of teachers except to send students the URL.** <https://nets.edb.hkedcity.net/individual.php?p=104>

## Who can use these videos?

You do **not** need to be a guided reading or Space Town or PLP-R/W school to use these videos. These books are for **P1, P2 and P3** covering books approximating *Reading Recovery* levels 1, 2 and 3.

The books are **relevant to ALL SCHOOLS** although the books were developed for Space Town and PLP-R/W.

The topics, vocabulary, phonics, syntax, high frequency words and readings strategies are aligned with the KS1 curriculum.

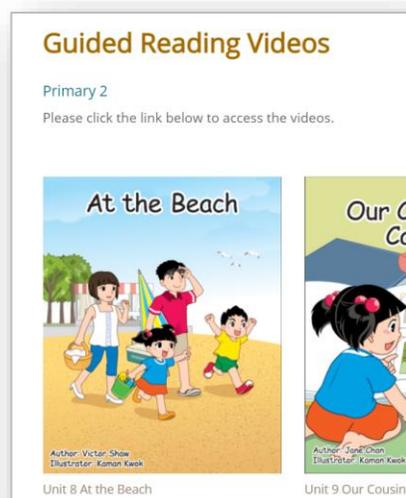
## Structure of the video lessons

The 84 videos are created in EdPuzzle. The lessons are created and narrated by NET Section advisory teachers. Each lesson lasts 10-15 minutes. Students do them independently, although teachers can show them during online lessons. Also, these videos model to teachers how to teach reading strategies online.

Each lesson is structured in the following repeated consistent way:

1. Cover study – title, topic prediction, vocab, author, illustrator
2. Picture walk – no text, developing concepts, vocabulary and prediction
3. Read aloud together – student reads along with teacher, teacher stops at challenging words to explicitly model decoding strategies and some comprehension strategies
4. Read aloud independently – student reads aloud solo with visual prompts
5. Quiz – comprehension questions, self-correcting
6. Content word test.

Note the **BIG EMPHASIS on reading strategies.**



## Why guided reading books?

An effective reading programme should have students engaged in a range of teaching strategies for reading. Storytelling, reading aloud of high level literature, shared reading, guided reading and independent reading all have different purposes. No doubt you are asking students to listen to you reading aloud, and to read online books. They also need **reading strategies guidance**. This is why we made the online videos for you.

## Where to find the videos

The videos are hosted on the NET Scheme e-Platform, found here:

<https://nets.edb.hkedcity.net/individual.php?p=104>

84 guided reading books have been uploaded. P1 (units 5 and 6) assist the introduction of guided reading in term 2. P2 and P3 (units 13 to 18) cover the full year of guided reading.

View the sample here: **8.1.2 I am Happy at the Beach** -

<https://edpuzzle.com/media/5f7eb35215050f40bb2b582e>

## Deciding which book

There are three versions of each book — a low (yellow), middle (blue) and more challenging (red) versions (roughly RR Levels 1, 2 or 3).

For Space Town and PLP-R/W schools, note the code: e.g. 8.1.2 = Unit 8, Week 1, book 2 (of 3 books).

## How to use the books

You do **NOT** need to be in Space Town or PLP-R/W to use these books. Any topic each week is fine, as these books **STAND ALONE**.

There is **NO teacher WORK required. Just give students the weekly URLs for home viewing.**

Teachers can:

- can assign a book each week according to ability
- can assign all three books, where students start with the easiest and try the next two levels
- in online lessons, model how to use the books.

## Student accountability

To track students' commitment, and keep a record of their home reading habit, a **home reading record sheet** can be used. A sample template is provided over-page. Add the URLs of the book videos to the boxes.

If you create a **digital worksheet** through your own account in [Teachermade.com](https://www.teachermade.com) or [Liveworksheet.com](https://www.liveworksheet.com), your account will track student worksheet input. You can then follow up.

View this experimental sample **Guided Reading Record worksheet**:

<https://app.teachermade.com/fill/45d7c778-194f-4769-a1c7-fc44490bee45>

# Reading at home

Go online to do the reading video lesson:

1. Read along.
2. Read again by yourself.
3. Do the quiz.
4. Fill in the record below.



Week		I read along (date)	I read by myself (date)	I practised reading strategies by myself		
1.	8.1.1 We are very Happy <a href="https://edpuzzle.com/media/5f7e781da96d3540e0d7a24c">https://edpuzzle.com/media/5f7e781da96d3540e0d7a24c</a>			😊	😐	☹️
	8.1.2 I am Happy at the Beach <a href="https://edpuzzle.com/media/5f7eb35215050f40bb2b582e">https://edpuzzle.com/media/5f7eb35215050f40bb2b582e</a>			😊	😐	☹️
	8.1.3 Happy and Tired <a href="https://edpuzzle.com/media/5f7e9248e0d7ce40c4d99caf">https://edpuzzle.com/media/5f7e9248e0d7ce40c4d99caf</a>			😊	😐	☹️
2.				😊	😐	☹️
				😊	😐	☹️
				😊	😐	☹️
3.				😊	😐	☹️
				😊	😐	☹️
				😊	😐	☹️
4.				😊	😐	☹️
				😊	😐	☹️
				😊	😐	☹️

## How to introduce “Guided reading lite” videos for home learning

It is now important that students in P1, P2 and P3 are doing the guided reading ‘lite’ videos. Here is a suggested way to implement them for self-directed learning at home:

1. For 2 or 3 weeks, the NET looks at the three book videos and decides which one is most appropriate to teach in the classroom. Videos can range from 6 to 16 minutes so it’s best to know what timeframe you have.
2. The video is a lesson in itself. So the role of the teacher in class is to show students how to click onto the video and work through it together.
3. As the video lesson is playing, **make sure all students read aloud and along with the narrator**, and then have them read aloud on their own, when prompted. Then students can all attempt to answer the quiz questions.
4. The next step is to **model** to the students how to complete the **home reading record page** (either using the original **Home Reading Record book**, or using the home reading record sheet attached). Write in the name of the book, the date, etc. Then ask students to do the same.
5. Next, **assign the students another book** from that week to read for home reading. You might set up a QR code or the URL in their online homework folder.
6. Explain that you **expect** them to read that book the same as they did in class, and to complete the home reading record in the same way.
7. In any other English lessons that follow, try to **use the same language of reading strategies** that you saw modelled in the guided reading videos.

### Home reading videos

8. The following week, in the NET lesson, ask students to open their home reading record page to be **checked for their home reading record**.
  - Make a record of anyone who did not write the book up.
  - You might like to **use a stamp** for everyone’s entry in the home reading record, to incentivise the students. This could be done at any time during the lesson e.g. while students are doing other learning.
9. **Give feedback** to the students about their first effort in recording the book. Then introduce another book video, and **repeat** the video lesson procedure.
10. If students have forgotten to complete the home reading record the following week (that is, two weeks in a row), **send a letter to parents/carers** that explains to them that it is important they get into the **home reading habit**. And that soon they will have real books to bring home and they must be reliable.

(You can find some of this in Chinese and English in the original Home Reading Record booklet inside cover, and in the PLP-R/W Teacher Manual found here <https://nets.edb.hkedcity.net/page.php?p=86> )