

The Role of the Learning Coach

Agenda



Understanding the
Role of the Learning
Coach



Preparing a
Learning Space and
Schedule



Previewing Courses
and understanding
course components



Synchronous
Sessions



Other Suggested
Activities



Understanding the Role of the Learning Coach

Understanding the Role of the Learning Coach

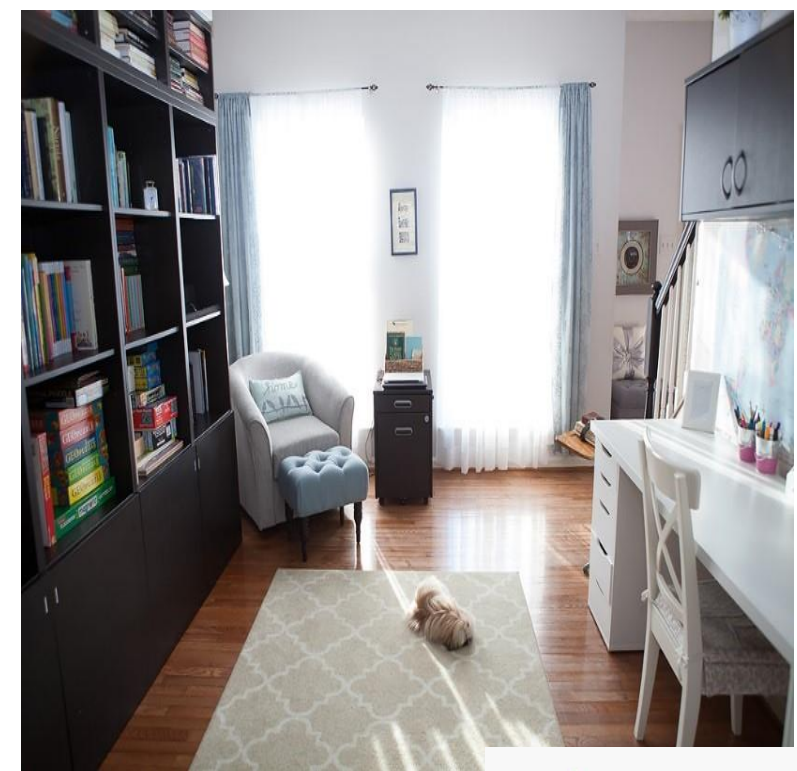
A LEARNING COACH IS A PARENT, FAMILY MEMBER OR OTHER ADULT THAT IS AT HOME WITH THE STUDENT.

THE ROLE OF THE LEARNING COACH IS TO:

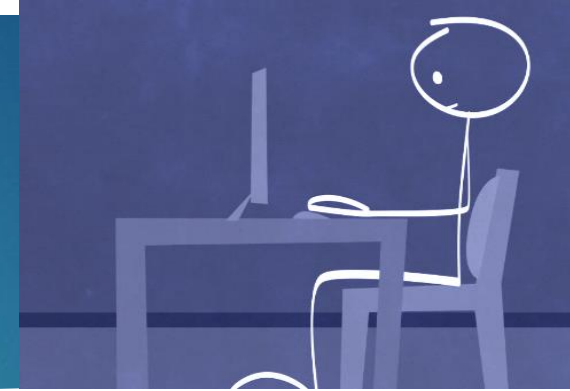
- ▶ Guide the student through the lessons as needed
- ▶ Discuss concepts being taught.
- ▶ Assist with interactive tools and games
- ▶ Oversee assignments
- ▶ Help facilitate hands on learning that may be in the course.
- ▶ Check for understanding on assignments.
- ▶ Keep the student on schedule and on pace.
- ▶ Insure all components of the course are being done with fidelity (independent reading, novel studies, practice activities, etc)
- ▶ Communicate with teacher as needed.



Preparing a Learning Space and Suggested Schedule



Preparing a Learning Space



- ▶ Learning Spaces today are not just a desk and a chair it is important to create a learning space that provides the opportunity for students to move as needed.
- ▶ Make sure the desk and chair allow the student to sit upright at the computer.
- ▶ Have other seating options in the room for students to move to do offline assignments such as a comfy chair or bean bag for independent reading, a larger table with coloring supplies, glue and scissors for written work and projects.
- ▶ Wall space to post a word wall, The 5 Finger Retell, and Choose a Just Right Book pdf documents for frequent reference.

Setting and Following a Schedule

- ▶ Setting and following a schedule is important because it keeps the student in a routine. Here is a suggested schedule.

Suggested Schedule Grades K-3

Subject	Suggested Time
Morning Meeting (Discuss Calendar, Weather, the lessons for the day)	15-20 minutes
Language Arts	60-75 minutes
Snack/ Brain Break (play a game, exercise, move around)	20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	40 minutes
Science	30-45 minutes
Brain Break	10 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives (Art, Music, etc)	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects. What the student's favorite activity was, what they feel they need more help with)	15-20 minutes

Suggested Schedule Grades 4-5

Subject	Suggested Time
Morning Meeting (Discuss Goals for the day, current events, upcoming activities)	15-20 minutes
Language Arts	60-75 minutes
Snack/ Brain Break (play a game, exercise, move around)	20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	40 minutes
Science	30-45 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives (Art, Music, etc)	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects. What the student's favorite activity was, what they feel they need more help with)	15-20 minutes

Previewing Courses and Understanding Course Components

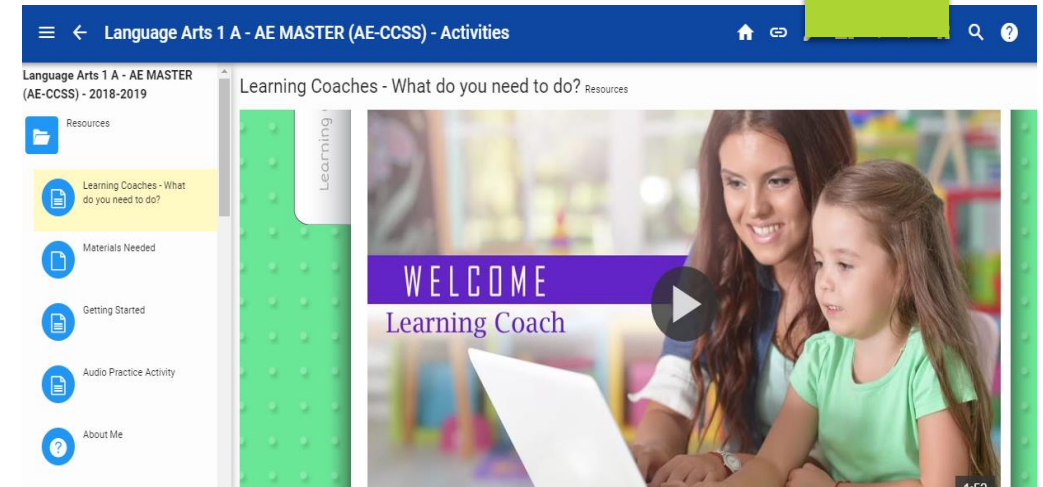


Previewing Courses

- ▶ It is important to preview the courses a student is in.
- ▶ Preview a course by logging into an observer account.
- ▶ A typical module has lessons for the student to learn about the concept and practice the concept, Assignments for the student to complete and assessments that are either done in the course or done in a synchronous session with a teacher.

The Learning Coach Lesson Tab and Resources

- ▶ Inside every course there is a resource module.
- ▶ The resource module has a section for the Learning Coach to learn more about their role as well as how to navigate through the platform.
- ▶ In addition to the resource module within each lesson is a Learning Coach tab. Clicking on it will provide the Learning Coach with information about the lesson as well as if any materials are needed for the lesson.



1.3 Phonics of the Week: Short a

Today you will keep working on the **a** sound and your sight words. You will be introduced to 5 Finger Retelling to help you remember all of the stories you read.

Objectives

Students will:

1. Recognize, identify, read and spell words with the **a** sound.
2. Identify characters in a story.
3. Recognize sight words

Skills Needed

Students must be able to:

1. Recognize letter a
2. Read simple sentences
3. Recognize Kindergarten sight words

Materials Needed

Students will need:

1. Magazine or Newspaper

Key Words:

- a sound
- sight words
- 5 Finger Retelling

Learning Coach Notes

There will be an offline activity for sight words in this lesson. Your student will go on a word "hunt" in newspapers or magazines searching for this week's sight words: has, after, over & better. Once s/he finds one of the sight words in the magazine or newspaper s/he highlights the word.

Materials Preparation



A Materials List for each course is found in the Resources Section, it is organized by the materials needed for each lesson.



General School Supplies should be readily available (crayons, markers, scissors glue, pencils, construction paper, notebooks, computer paper.



Materials are also noted on the Learning Coach tab of each lesson. If no materials are needed they will not be listed.



The Learning Coach should preview the lessons the student will be doing a week in advance in order to insure that the materials needed are readily available when that student encounters the lesson.

Language Arts: Audio Practice Activities

- ▶ In Language Arts students will be asked to submit Audio Practice Activities in each module. The Resources module tells students how to record and submit audio in both the Learning Coach section and the Getting Started Section.



Language Arts: Independent Reading (Grades K-3)



In Grades K-3 students are required to read 30-40 minutes a day from a book that they can read from (A Just Right Book) They choose one book a week and read it each day.



Students record on their reading log the book they read that week and answer questions about the book.



Students will submit their independent reading assignment weekly to their teacher.

Language Arts: Independent Reading Choosing a Just Right Book

- ▶ The Learning coach will facilitate the Independent Reading Program by helping the student choose a Just Right Book.
- ▶ Books can be chosen from a local library, purchased, or chosen from an at home library.
- ▶ The student should first preview a book and see if it looks interesting to them.
- ▶ If it looks interesting they should then practice the 5 finger rule. Read one page, hold up a finger for each word that can't be read. 5 or more fingers up, choose a different book. 4 or less fingers up it is a just right book. The Learning Coach should listen to the student read the book and keep track with the student.



Language Arts: Independent Reading Assignment

- ▶ Part 1 of the Assignment: The student will fill out the reading log for the week
- ▶ Part 2 of the Assignment: The student will answer the reading log questions for the book they read that week.
- ▶ Note: The Learning Coach should discuss the book with the student using the questions to guide the discussion before the student completes the assignment.
- ▶ Note: These documents can be typed in. A student can download the documents. Save the document in their documents. Pull up the **saved** version to type in. Save when finished.

Name _____

Weekly Reading Log Questions

If you read a fiction book, answer the questions in the Fiction column. If you read a non-fiction book, answer the questions in the non-fiction column.



Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.

Enter Answers Here

Name _____

Independent Reading Log

You may choose a book to read independently each week. The librarian at the local library can help you find appropriate books to read, or you can visit the website shown below.

<https://lexile.com/findabook/>



Weekly Reading Log Questions

Each week, you will be asked to answer the following questions about the book you read. Make sure you can answer these questions by the end of each week.

Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.

Week	Title	Author	Pages Read	Read To/ Read Alone
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4-5 Language Arts: Novel Studies

- ▶ Students choose 2 books to read from a list of three books each semester.
- ▶ Novel Study Guides are included for each book.
- ▶ Learning Coaches should discuss the novels with their students.

Grade 4 Novels

Semester A Novels	Semester B Novels
<i>Bud, Not Buddy</i> by Christopher Paul Curtis	<i>Wringer</i> by Jerry Spinelli
<i>Tales of a Fourth Grade Nothing</i> by Judy Blue	<i>Shiloh</i> by Phyllis Reynolds Naylor
<i>The Tale of Despereaux</i> by Kate DiCamillo	<i>Pictures of Hollis Woods</i> by Patricia Reilly Giff

Grade 5 Novels

Semester A Novels	Semester B Novels
<i>Because of Winn Dixie</i> by Kate DiCamillo	<i>Maniac Magee</i> by Jerry Spinelli
<i>Number the Stars</i> by Lois Lowry	<i>Out of the Dust</i> by Karen Hesse
<i>The Watsons Go To Birmingham-1963</i> by Christopher Paul Curtis	<i>Island of the Blue Dolphin</i> by Scott O'Dell

Bud, Not Buddy Study Guide

The Plot

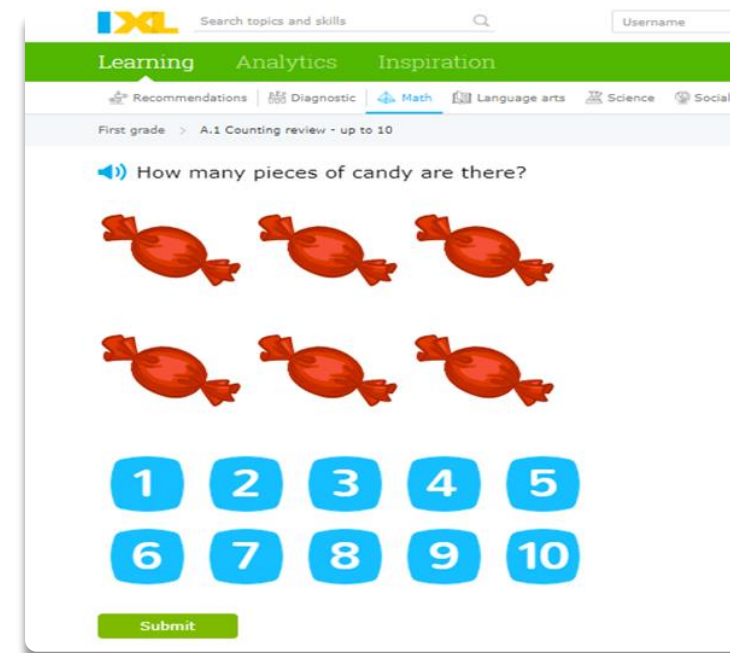
As you read *Bud, Not Buddy*, take notes about how the plot of the story is set up. Use the numbered spaces below to list the conflicts, or problems, faced by the novel's main characters. Then list the events that occur in the novel and the resolutions (the solutions to the novel's problems). For each of these categories, you may not fill all the numbered spaces. Some books have fewer conflicts and events than others.

Conflicts	1.
What problems will need to be solved by the end of the story? As you learn about new problems, write them on the lines in this box.	2.
	3.
	4.
	5.
	5.

<p>Events</p> <p>What happens throughout the story? When you read about an event that seems important, write it on one of the lines in this box</p>	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.

K-3 Math: IXL Activities

- ▶ Additional online practice for math is offered through IXL.
- ▶ The lessons are sequenced to match the practice activities within the lessons.
- ▶ Students will need to login before they start the practice.
- ▶ Learning Coaches should make sure they show students how to login and make sure they login each time they do an IXL activity until it has become routine for the student.



Assignments

- ▶ Assignments are found in each lesson.
- ▶ When there is an assignment an Activity button will be on the lesson page.
- ▶ Clicking on the Activity Button pulls up a pdf document for a student to print.
- ▶ Workbooks are available that have the pdf documents.



Click the icon to download a PDF version of the story.



Click on the link below to see the worksheet that goes along with the story "Al's Jam." When you finish this worksheet submit it to your teacher.

Activity



Click on the next page to practice your spelling words one last time before your spelling test.

Name _____.

ă Sound

Directions:

Below are several sentences from the story **Al's Jam**. Read each sentence. Underline any words that have the **ă** sound in them.

Highlight this week's sight words.

(Hint: Some of your words may be underlined AND highlighted.)

Example: Al is an alligator.

("Al", "an" and "alligator" are all underlined because they have the short **ă** sound in them)

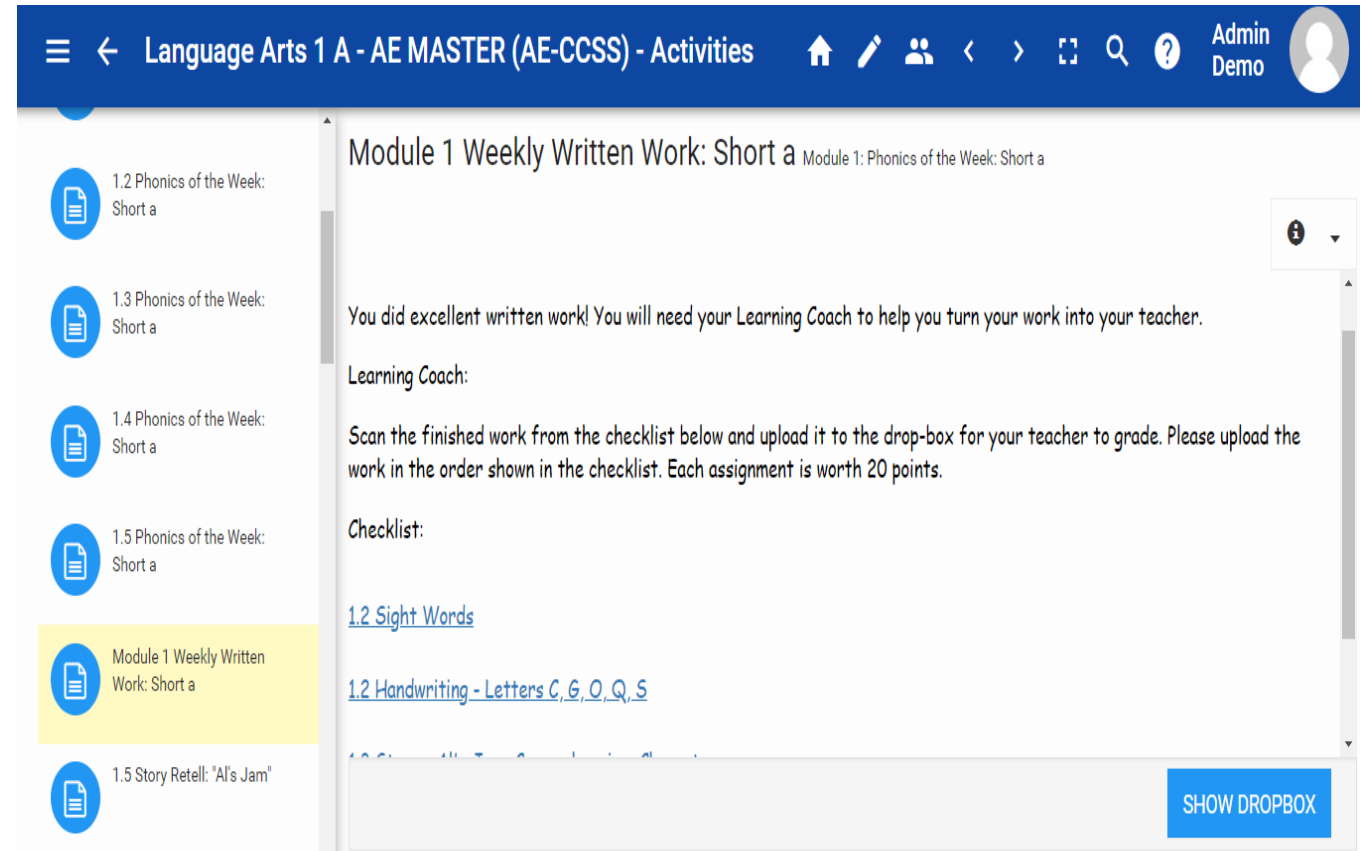


Sight Words
after has
over better

1. Al has jam.
2. Al and Pat the rat jump over a van.
3. After Al and Pat the rat jump over the van, Al grabs the jam.
4. Al better eat the jam or Pat the rat will nab the jam!

K-3 Language Arts Weekly Assignments

- ▶ After a Student completes the 5th lesson there will be a spot for students to submit all of their assignments they were asked to do in each lesson.
- ▶ Students can scan or take a picture of their work, upload it in the dropbox and send to the teacher.



Language Arts 1 A - AE MASTER (AE-CCSS) - Activities

Admin Demo

Module 1 Weekly Written Work: Short a

You did excellent written work! You will need your Learning Coach to help you turn your work into your teacher.

Learning Coach:

Scan the finished work from the checklist below and upload it to the drop-box for your teacher to grade. Please upload the work in the order shown in the checklist. Each assignment is worth 20 points.

Checklist:

- [1.2 Sight Words](#)
- [1.2 Handwriting - Letters C, G, O, Q, S](#)

SHOW DROPBOX

Submitting Assignments

- ▶ In the Resources Module of every course the Learning Coach Lesson or Getting Started Lesson there is a video that shows how to submit assignments. Be sure to watch it with your student.
- ▶ For K-3 a lot of the pdf documents will have to be printed and then scanned when completed in order to be submitted.
- ▶ If working from a workbook the workbook page can be scanned, saved and submitted.
- ▶ As the student moves up grades they will encounter pdf documents that they can type in. The Resources Module explains how to save and submit these documents in the Getting Started Activity.

Synchronous Sessions

Synchronous Sessions



Each week the teacher will schedule a synchronous session with the student.



It will last between 30-60 minutes.



The teacher will administer spelling tests, synchronous benchmark assessments, reading level assessments, go over grades and submitted work and discuss with the student what they are learning.



The Learning Coach should sit in on these sessions in order to be aware of what is being discussed, listen for any tips the teacher may be giving the student so that they can be reinforced by the coach, as well as ask any questions they may have.

Other Suggested Activities

Morning Meeting

- ▶ It is important to keep young students on a schedule. Morning Meeting is a time to meet with your student and discuss certain topics to start the day.
- ▶ Time: 15-20 minutes
- ▶ Take out a calendar, have the student pick out the date, tell what day of the week it is, what yesterday was, and tomorrow will be (K-2). For grades 3-5 discuss special events for the day or week and the date and time they are happening.
- ▶ Discuss what season it is. What clues outside tell us the season?
- ▶ Discuss the weather.
- ▶ Discuss some current events that are kid appropriate.
- ▶ Review goals for the day.



Brain Breaks



After a student finishes a subject give them a break. Anywhere from 10-20 minutes. Longer if they need a snack, shorter if they do not.



The Break should be structured and planned, but should include activities that allows the student to move and have fun.



Research Brain Breaks online for ideas that will get the student moving. (Go Noodle is an excellent website for this)

Lunch/Free Time



Schedule lunch and free time into the day.



Make it a 40 minute session.



The student can eat lunch for 20 minutes



The student then gets 20 minutes of free play, if it is nice have them play outside.



Free Play should not be structured it is a break from the day.

Afternoon Meeting



Afternoon Meeting is a time to come together and reflect on the day. Time 15-20 Minutes.



Discuss what was accomplished and if the student met their goals.



What was the best part of their day.



What did they enjoy learning the most?



What did they feel they need more help with?



Set goals for tomorrow.