**Professional Learning Communities (PLC) Agenda**



**PLC Agenda: Student Instruction (Reading Readiness and Phonics)**

**[Start time] – [End time]**

***Topic***

* Student Instruction: Reading Readiness & Phonics Lesson Plans

***Goals***

* Work collaboratively to understand the content and flow of a lesson.
* Practice communicating the content to students.
* Troubleshoot potential misconceptions.

***Facilitators***

* Program Leader

***Invited to attend***

* Teachers

***Prepare***

1. Prepare a sample lesson plan and corresponding slide deck; any lesson will do!
2. Share with teachers the *Lesson Plan Coding System* document.

| **Agenda Item** | **Time** | **Process** | **Notes**  |
| --- | --- | --- | --- |
| **Welcome** | 5 min | * Program Leader possible script:

*Welcome to our PLC session on student instruction! I’m excited to explore the Reading Readiness and Phonics lessons; my goal is that we walk away from our time together feeling comfortable and confident in teaching these lessons. During this time, we will preview a lesson, practice a portion of a lesson and determine how to best implement these lessons with our students.* *Before we dive in, let’s check in with each other.* [Facilitator: consider asking one of these ice breaker questions, found [here](https://museumhack.com/list-icebreakers-questions/).]*As a reminder, we will table “housekeeping” items for now (but do keep a list of these items!); we really want to use this time to think strategically about how to best implement the Reading Readiness and Phonics lessons with our students. If there are specific logistical questions you have, please be sure to reach out to me via email or let’s set up a meeting to discuss…I’m here to support you!* |  |
| **Learn** | 10 min | * During this time, you’ll preview/review the structure of the Reading Readiness and Phonics lessons by conducting a Treasure Hunt. You’ll want to have a sample lesson plan and corresponding slide deck ready to use during this time.
* Possible facilitator script:

*Before we jump in, let’s take a moment to ask/answer any questions you might have about the Reading Readiness and Phonics lesson plans.* [Pause here to answer any questions.]*Now let’s take a moment to review the structure and format of the Reading Readiness and Phonics lesson plans. If you remember from our PD training, Springboard provides everything we need to teach our students, including the comprehensive lesson plans, Student and Teacher Resource Books and corresponding slide decks. As a reminder, we always want to start with the lesson plan when preparing to teach… this is our source of truth. The lesson plans provide everything we need to teach the lessons… and because they are so comprehensive, they serve as a type of PD themselves!**Let’s explore the components of the lesson plans by conducting a Treasure Hunt. Please pull up any lesson plan you’ll be teaching this week. With a partner, see if you can find:* 1. *“Say” and “Do” script*
2. *Suggested materials for the lesson*
3. *Formative assessment directions and materials*
4. *Correction routine*

[Facilitator note: give teachers 4-6 minutes to explore the lesson plan] *Let’s come back together and share out where we find each of these components.* [Have teachers share where they found the treasure hunt list. If necessary, model for teachers where to find these items.] |  |
| **Think** | 20 min | * Possible facilitator script:

*Now that we have (re)familiarized ourselves with the lesson plan, let’s spend some time practicing how to implement these lessons. As a reminder, here is the lesson structure for the Reading Readiness and Phonics lessons:* *For PR:* 1. *Phonological awareness activities*
2. *Letter names*
3. *Letter formation*
4. *Letter sounds*

*For Levels A-B:* 1. *Phonological awareness activities*
2. *IBRDS*
3. *High Frequency Words*

*For Levels C-D:* 1. *Phonemic awareness activities*
2. *IBRDS*
3. *High Frequency Words*

*The structure of each level’s lesson plan is based on the science of reading and best practices for how young children learn best; as such, it’s important that we follow them in order (and use the script too!). In a moment, we are going to break into small groups. Each small group will focus on one component of the Reading Readiness and Phonics lesson plan. Here are the topics for each group:* 1. *Group A: Phonemic/Phonological awareness activities*
2. *Group B: Introduce the sound/letter (for PR)*
3. *Group C: Blend the sound*

*You’ll choose the small group that matches the lesson component you want to practice/role play. For example, if you’re interested in practicing phonemic/phonological awareness, you’ll choose Group A. This is an opportunity to practice the script, receive feedback from a colleague or just continue to explore what the lesson feels like/sounds like.*[Facilitator note: be sure to adjust these groups as you see fit. The idea here is that teachers are able to choose which portion of the lesson plan they would like to practice/role play in small groups. If necessary, consider modeling a portion of the lesson plan for the teachers.]*We will spend about 10 minutes in small groups, then we will come back together and reflect using these guiding questions:* 1. *What felt the most comfortable in role playing?*
2. *What do you feel you’ll need to practice more?*
3. *Any ah-ha moments or key takeaways?*

[Facilitator note: As teachers are working in small groups, pop around to each group to provide additional support. This could look like modeling the portion they are working on, talking through the script with teachers, answering any specific questions, explaining the rationale behind the script, etc.) After about 10 minutes, call the groups back together to respond to the reflection questions.] |  |
| **Spring** | 10 min | * Possible facilitator script:

*Now that we have explored the lesson plans and practiced a portion of the lesson plan, let’s turn our attention to our own class. Let’s return to one of the lesson plans you’ll teach this week. Spend the next 10 minutes (either individually or with a partner) “marking up” the lesson plan using the* Lesson Plan Coding System *document. This document is intended to support in effectively and efficiently preparing to teach a Reading Readiness and Phonics lesson. In addition to the document, be sure to think about these questions:* 1. *Are there specific areas that you think students will need some additional support?*
2. *Are there any portions of the lesson plan you’ll want to practice before you teach it? Consider practicing it now!*
3. *Do you have all of the materials you need to teach the lesson? Find them and bookmark them!*
 |  |
| **Celebrate** | 5 min | Team shouts out positive contributions from members to extend or enhance the discussion. |  |
| **Next time preparation** |  |  |  |

[\*\* Please note that an additional column could be added to the table for capturing meeting minutes.]