

# THE ROLE OF THE LEARNING COACH

K-5 curriculum

# Understanding the Role of the Learning Coach

- Guide the student through the lessons
- Discuss concepts being taught
- Assist with interactive tools and games
- Oversee assignments
- Help facilitate hands on learning
- Check for understanding on assignments
- Keep the student on schedule
- Ensure all components of the course such independent reading, novel studies, and practice activities are being done with fidelity.
- Communicate with teacher as needed

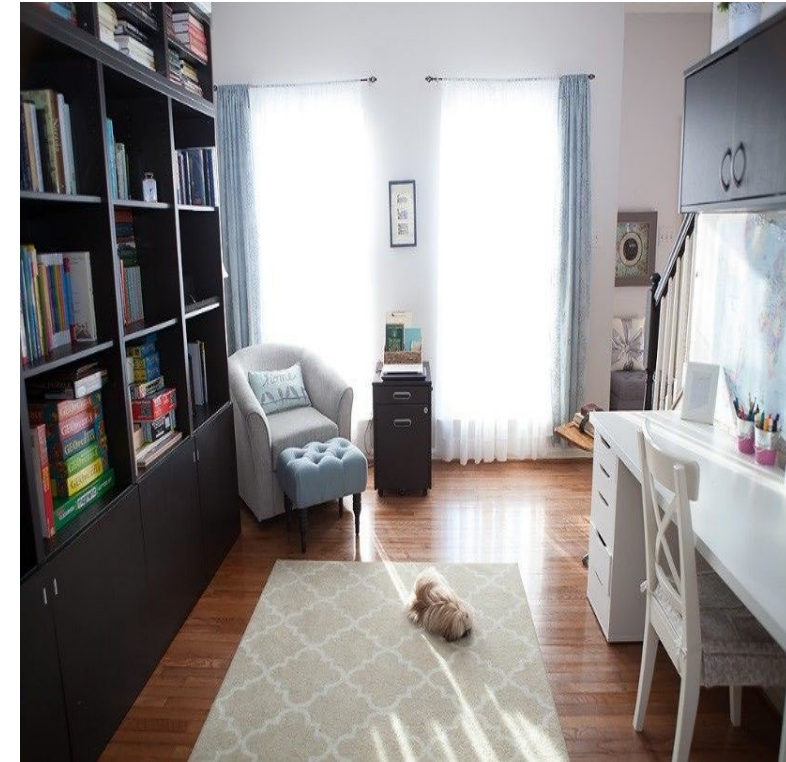


# Preparing a Learning Space

**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 for students to do offline assignments such as independent reading.
- Have 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.

# Preparing a Learning Space





# Setting and Following a 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

# Setting and Following a Schedule

## 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

- It is important to preview the courses your student is taking.
- Preview a course by logging into your account.
- A typical module has lessons for the student to:
  - Learn about the concept and practice the concept
  - Assignments for the student to complete
  - 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.
- Within each lesson is a Learning Coach tab which will provide information about the lesson and a list of any materials that are needed.
- Learning Coach Website:  
<http://learningcoach.accelerate.education/>

Language Arts 1 A - AE MASTER (AE-CCSS) - 2018-2019

Resources

Learning Coaches - What do you need to do?

Materials Needed

Getting Started

Audio Practice Activity

About Me

WELCOME Learning Coach

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

**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 such as crayons, markers, scissors glue, pencils, construction paper, notebooks, and computer paper should be readily available



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 a week in advance to insure that the materials needed are readily available when that student encounters the lesson.

# Language Arts Independent Reading Grades K-3

## Choosing the Right Book

- Books may be selected from the library, purchased, or chosen from your home library.
- The Learning Coach will facilitate independent reading by helping the student choose a “Just Right Book”.
- 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.



# Language Arts Independent Reading Grades K-3



In grades K-3 students are required to read 30-40 minutes a day from “A Just Right Book”. They choose one book a week and read it each day.



On their reading log, students record the book they read and answer questions about the it.



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


# Language Arts Grades K-3 Independent Reading Assignment

- Part 1 : The student will fill out the reading log for the week.
- Part 2 : The student will answer the reading log questions.
- **Note:** The Learning Coach should discuss the book with the student before the student completes the assignment.
- **Note:** These documents can be typed in. A student can download the documents. Save the document. 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.



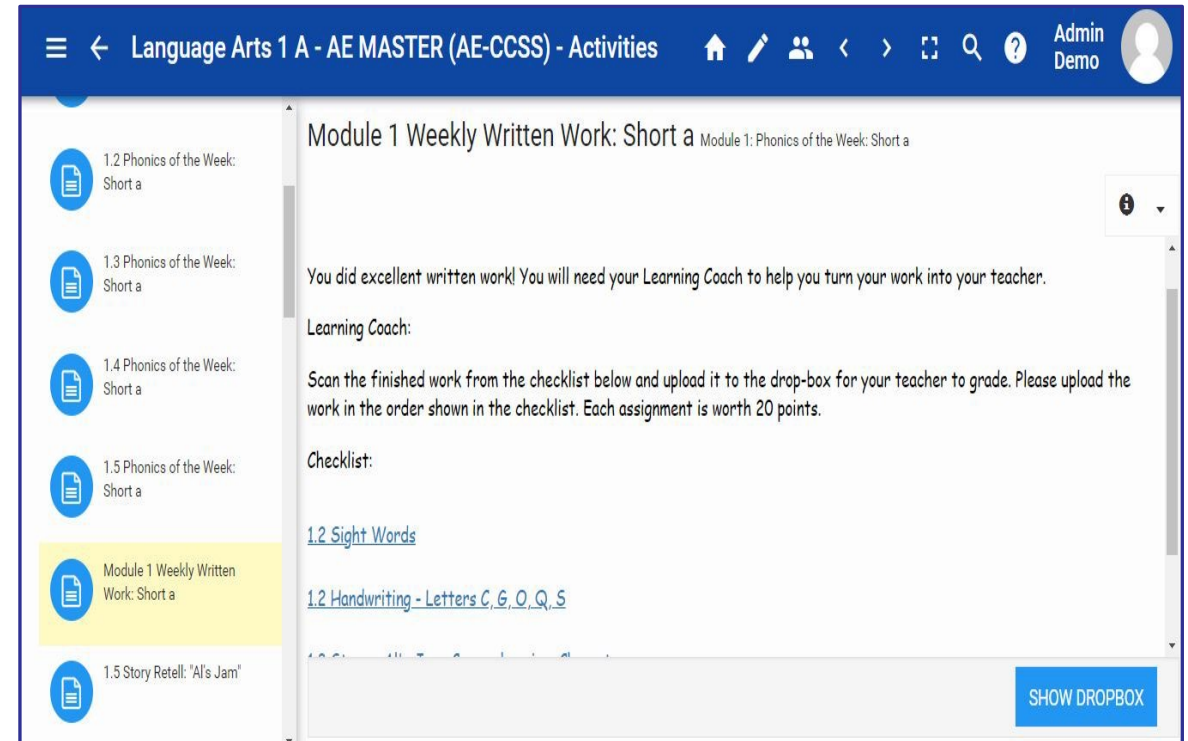
Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.

Week	Title	Author	Pages Read	Read To/Read Alone
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# Language Arts Grades K-3 Weekly Assignments

- After a student completes the 5<sup>th</sup> 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 drop box and send to the teacher.



# Language Arts Grades 4-5 Novel Studies

- From a list of three books, students choose two books to read 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.

<p><b>Events</b></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.

# Grades K-3 Math Assignments

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

# 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 grades K-3 the workbook pages can be scanned, saved and submitted. Documents can also be printed.
- As the student moves up grades they will encounter pdf documents in which a student can type. The Resources Module explains how to save and submit these documents in the Getting Started Activity.



The Morning Meeting is a time to meet with your student and discuss certain topics to start the day. Young students need to be on a schedule.

- The meeting should be about 15 to 20 minutes.
- On the calendar, have the student pick out the date, tell what day of the week it is, what yesterday was, and tomorrow will be for grades K-2.
- For grades 3-5 discuss special events for the day or week and the date and time they are happening.
- Discuss the season.
- Discuss the weather.
- Discuss some current events that are appropriate for children.
- Review goals for the day.

# Other Suggested Activities

## 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 ideas.**

# Other Suggested Activities

## 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.**

The Afternoon Meeting is a time to come together and reflect on the day.

- The meeting should be about 15 to 20 minutes.
- Discuss what was accomplished and if the student met their goals
- What was the best part of the day?
- What did they enjoy the most?
- Do they need help with anything?
- Set goals for tomorrow.