

Figure 1.4: Teacher Starter Playbook for Personalized Learning Plan Templates

1. Determine which students to involve, such as one student, a small group, or the whole class. Complete the template's demographic section. When students are starting to read and write, you can enlarge the form and let them copy the information you share on the whiteboard. As their basic skills improve, use the template for practicing oral reading (singly or in chorus) and writing their responses.

If you have digital notebooks available, plan to start students sketching pictures and words. The following abbreviated steps, from the Illinois Early Learning Project (n.d.; <https://illinoisearlylearning.org/pa/project-planning/children-sketch>), can get you started. That website has directions for later sketch work.

- a. Set various items on different tables and group students at each.
 - b. Explain to the students that they will be sketching an object, including its shape and texture, "sizes of its parts, how many parts it has, [and] its location relative to nearby objects" (Illinois Early Learning Project, n.d.). Say that sketching is done quickly.
 - c. Provide a clipboard, a piece of paper, and a pencil to each student and allow all students to stand where they need to as they sketch.
 - d. Discuss the sketches when they are done.
2. After a sketch, ask questions such as the following.
 - "What feelings are in this picture?"
 - "Can you tell me a story about this picture?"
 - "What other objects can you draw that make this sound?"
 3. Collect sketches, one per letter of the alphabet, in student portfolios until you reach the end of the alphabet. Help students bind their sketches into an ABC book to share with parents.
 4. End the unit with practice choral reading or a reading circle with the sketchbooks. Invite students to share positive feedback with statements such as, *What I like about (student's name) book is . . .*
 5. When students are making their sketches and presenting books, intervene at least once a day to ask, "Why are you making these sketches?" Ensure their *whys* are in response to the words *goal* or *plan*.