Grade One REMOTE LEARNING GUIDANCE
How to Deliver Daily Instruction in Remote or Hybrid Teaching Environments

Literacy Comes to Life!

The coronavirus pandemic means that schools are having to reimagine instruction for the 2020-2021 school year. Many schools are delivering part or all their instruction virtually. We want to help ensure that students continue to receive the high quality literacy instruction. We have created sample videos and a template that adjust the standard Letterland lessons for a virtual environment. Instruction has been divided into two main types, live and self-paced. Every lesson should contain both types.

Whole Group Live Instruction (10-15 minutes daily)	Ideally, teachers should provide some live, interactive instruction using a video conferencing tool. This precious time with the students should focus on the teaching and learning aspects of every lesson. These will be outlined in the 5 Day Plan-at-a-Glance on the next page. This is the part of the lesson where teachers will review or introduce concepts as well as engage students in guided practice. If teachers are not able to provide live remote instruction, this section of the lesson can be a pre-recorded video lesson.
Self-Paced Independent Practice (15-30 minutes daily)	Independent practice activities are designed to support the teaching and learning and should be done *after* the video lesson. They are made up of whole group and independent/partner activities that can be done without teacher facilitation. The sample lesson also gives guidance on compatible digital tools.
Small Group Instruction (10-30 minutes as needed)	Differentiated small group instruction is critical, but will look different in each school district depending on their remote learning plan. The sample lesson will give suggestions on which activities work better as live, interactive instruction vs. self-paced independent practice.

What do I need?
- Grade One Teacher's Guide
- Picture Code Cards - Straight
- Pocket Chart
- Whiteboard
- Document Camera

- Phonics Online - including Meet the Letterlanders, Cards, Phonics Readers. For guidance on how to share within your school/district click here.
- Teacher Resources - download and share Unit Activities and Instructions

5 DAY PLAN at-a-glance
Remote Learning Guidance

Letterland

Grade One

	Day 1	Day 2	Day 3	Day 4	Day 5
Whole Group Live Instruction (10-15 min.)	Introduce the new concept and practice reading concept words. Lesson should include: • Phonic Concept Review • Introduce the New Concept • Building Words for Reading	Practice spelling concept words. Lesson should include: • Quick Dash • Building Words for Spelling • Word Detectives	Consolidation and practice of reading/spelling concept words. Lesson should include: • Guess Who? • Unit Story	Consolidation and practice of reading/spelling concept words. Lesson should include: • Quick Dash • Red Robot's Reading Race	Assessment of mastery of unit concepts. Assessment should include: • Fluency Check • Spelling Test Assessments can be set up as independent activities that students complete independently.
Self-Paced Independent Practice (15-30 min.)	• Read the *Student List* • Read the Review Sentences*	• Sounds Race* • Finish Word Detectives*	• Written Word Sort* • Reading Unit Story or other decodable text	• Spelling Sort • Write 5 Interesting Sentences*	• Play a *Game-of-the-Week* with a partner. • Play games from Phonics Online
Small Group Instruction (10-30 min.)	• Teacher Builds Words • New Tricky Words	• Children Build Words • Review Tricky Words	• Dictate Tricky Words & Review Sentences • Reread Review Sentences or Unit Story	• Share homework sentences • Reread the Student List or Unit Story	• Read *Phonics Readers* or other decodable text • Play games from Phonics Online

Activities marked by an asterisk* indicate assignments that could be uploaded and checked by a teacher.

Additional Opportunities for Practice 👨‍🏫 👥

Phonics Practice	If I can spell... • Extension 1 (Mark up words in list.) • Extension 2 (Make a semantic web of words created and illustrate their meanings. Discuss any grammatical or semantic relationships the words may have.) • Write words and sentences from the unit *Student List* and then read to a partner. • Mark up the unit *Student List* or the *Review Sentences* focusing on a new or difficult concept. • *Look-Say-Cover-Write* • Play a *Game-of-the-Week* with a partner. • Illustrate or picture code new letters, digraphs or words. • Mark up current concepts in words from other decodable text for more challenge. • Play games from [Phonics Online](#). • Build words using the [Little Letter Cards](#). • Use student center activities from the [Florida Center for Reading Research](#) for additional phonics and phonemic awareness practice. • Give students a writing prompt using concept words as part of a word bank.
Tricky Words Practice	• Rainbow or [Pyramid](#) write Tricky words • Create looping powerpoints for individual practice or use a tool like [Miro](#) or [Jamboard](#).

Fluency Practice	• Read the *Student List*, the *Unit Story* or song lyrics with a partner.
	 • Listen or read-along to the *Phonics Readers*.
	 • Read decodable text from other publishers. Make sure to align them to the Letterland unit currently on.
	       • [Reading A-Z](#)
	       • [Flyleaf Decodable Readers](#)