




# Kindergarten REMOTE LEARNING GUIDANCE

## How to Deliver Daily Instruction in Remote or Hybrid Teaching Environments



At Letterland, we realize that the coronavirus pandemic has meant that schools have had to reimagine instruction for the 2020–2021 school year. Many schools are open virtually for part or all of their instruction. We want to help ensure that your students continue to receive the high quality literacy instruction they are used to in this new environment. Therefore, we have created a **template** that adjusts the standard 5 Day Plan to make the most of the virtual environment. Some activities have been moved or combined with others to ensure a balanced day, but all of Letterlands’ engaging routines are still in place. Instruction has been divided into two main types, live and self-paced. Every lesson should contain both types.

 <p><b>Live Whole Group Instruction</b> (10-15 minutes daily)</p>	<p>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 Lesson-at-a-Glance on the next pages. 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.</p>
 <p><b>Self-Paced Independent Practice</b> (15-30 minutes daily)</p>	<p>Independent practice activities are designed to support the teaching and learning and should be done <i>after</i> 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.</p>
 <p><b>Small Group Instruction</b> (10-30 minutes as needed)</p>	<p>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.</p>

### What do I need?



Your students will need access to: [Letterland Phonics Online](https://us.letterland.com/phonics-online) and documents such as *Kindergarten Sound & Shape Activities* from your *Teacher Toolkit*. You can share documents from your *Teacher Toolkit* (available to teachers via *Phonics Online*) by whichever means suits your school. For example, you can share documents with Google Classrooms, SeeSaw, Blackboard, email or as print outs.

# Lesson-at-a-glance - Section 1, Lessons 1–18

## Remote Learning Guidance



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><b>Whole Group Live Instruction</b> (10–15 min.)</p>	<ul style="list-style-type: none"> <li>Introduce Annie Apple and Bouncy Ben</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Clever Cat and Dippy Duck</li> <li>Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Eddy Elephant and Firefighter Fred</li> <li>Alphabet Line</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Golden Girl and Harry Hat Man</li> <li>Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Impy Ink and Jumping Jim</li> <li>Order Please!</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Word Sort—Review</li> <li>Assessment</li> </ul>
<p><b>Self-Paced Independent Practice</b> (15–30 min.)</p>	<p>In these first few weeks of school, teachers may want to limit the amount of independent work they give. During <i>Phonemic Awareness Fast Track</i> it is sufficient to suggest one of the following activities as well as read-aloud time with a parent.</p> <ul style="list-style-type: none"> <li>Play Letterland Detectives</li> <li>Use the <a href="#">Step-by-Step Craft Ideas</a> to make a prop for one of the Letterlanders</li> <li>Listen to a Letterlander’s story on <a href="#">Phonics Online/Meet the Letterlanders</a></li> </ul>					
	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<p><b>Whole Group Live Instruction</b> (10–15 min.)</p>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Kicking King and Lucy Lamp Light</li> <li>Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Munching Mike and Noisy Nick</li> <li>Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Oscar Orange and Peter Puppy</li> <li>Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Word Sort—Review</li> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Quarrelsome Queen and Red Robot</li> <li>Order Please!</li> </ul>	<ul style="list-style-type: none"> <li>Quick Dash</li> <li>Introduce Sammy Snake and Talking Tess</li> <li>Word Sort</li> </ul>
<p><b>Self-Paced Independent Practice</b> (15–30 min.)</p>	<p>In these first few weeks of school, teachers may want to limit the amount of independent work they give. During <i>Phonemic Awareness Fast Track</i> it is sufficient to suggest one of the following activities as well as read-aloud time with a parent.</p> <ul style="list-style-type: none"> <li>Play Letterland Detectives</li> <li>Use the <a href="#">Step-by-Step Craft Ideas</a> to make a prop for one of the Letterlanders</li> <li>Listen to a Letterlander’s story on <a href="#">Phonics Online/Meet the Letterlanders</a></li> </ul>					

	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17-18
 <p><b>Whole Group Live Instruction</b> (10–15 min.)</p>	<ul style="list-style-type: none"> <li>• Quick Dash</li> <li>• Introduce Uppy Umbrella and Vicky Violet</li> <li>• Order Please!</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Dash</li> <li>• Word Sort—Review</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Dash</li> <li>• Introduce Walter Walrus and Fix-it Max</li> <li>• Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Dash</li> <li>• Introduce Yellow Yo-Yo Man and Zig Zag Zebra</li> <li>• Order Please!</li> </ul>	<ul style="list-style-type: none"> <li>• Review Activities               <ul style="list-style-type: none"> <li>• Guess Who? In a Box</li> <li>• Who Starts?</li> <li>• I Spy</li> </ul> </li> <li>• Virtual a-z presentation</li> <li>• End of Fast Track Assessments</li> </ul>
 <p><b>Self-Paced Independent Practice</b> (15–30 min.)</p>	<p>In these first few weeks of school, teachers may want to limit the amount of independent work they give. During <i>Phonemic Awareness Fast Track</i> it is sufficient to suggest one of the following activities as well as read-aloud time with a parent.</p> <ul style="list-style-type: none"> <li>• Play Letterland Detectives</li> <li>• Use the <a href="#">Step-by-Step Craft Ideas</a> to make a prop for one of the Letterlanders</li> <li>• Listen to a Letterlander’s story on <a href="#">Phonics Online—Meet the Letterlanders</a></li> </ul>				

### Phonemic Awareness Fast Track Assessments

The use of assessments in the *Phonemic Awareness Fast Track* is strategic. Teachers are recommended to use them with students who are having difficulty meeting the goals listed on page 31 of the *Kindergarten Teacher’s Guide, Volume 1* or to obtain precise information about how students are responding to instruction. Some school districts may have specific instructions regarding assessment in a virtual environment and teachers should defer to district expectations.

**Assessment 1:** Initial Sounds may be done independently by children at home as is and then submitted to teachers. It is also possible to upload the assessment form and the individual pictures to a tool like SeeSaw to be manipulated directly by the children and then submitted.

**Assessment 2:** Letter Sounds could be done during a one-to-one live session using a videoconferencing tool. Alternately, teachers could upload the form to a tool like SeeSaw and students can record themselves saying the sound each letter makes.




**Assessment 3:** Character Names only needs to be given for any items missed in Assessment 2. It can be set up the same way as Assessment 2 as well.

# Lesson-at-a-glance - Section 2, Lessons 19–107

## Remote Learning Guidance



### Kindergarten

	Day 1 - New Letter	Day 2 - New Letter	Review	Blending & Segmenting
 <p><b>Whole Group Live Instruction</b> (10–15 min.)</p>	<p>Introduce the new Letterlander, focusing on the sound, action and song. Lesson should include:</p> <ul style="list-style-type: none"> <li>• Quick Dash</li> <li>• Introduce the Sound, Action, and Song</li> <li>• Word Building Activity (some lessons from Lesson 42 onward)</li> </ul>	<p>Focus on the new character's shape. Lesson should include:</p> <ul style="list-style-type: none"> <li>• Guess Who?</li> <li>• Introduce the Shapes</li> <li>• Word Building Activity (some lessons from Lesson 36 onward)</li> </ul>	<p>Review and practice of recently taught Letterlanders. Lesson should include:</p> <ul style="list-style-type: none"> <li>• Quick Dash/Guess Who?</li> <li>• Review Activities</li> <li>• Read <i>Decodable Booklet</i> (from Lesson 42 onward)</li> </ul>	<p>Blending and segmenting words for reading and spelling. Lesson should include:</p> <ul style="list-style-type: none"> <li>• Quick Dash/Guess Who?</li> <li>• Introduce a digraph (from Lesson 41 onward)</li> <li>• Word Building Activity</li> </ul>
 <p><b>Self-Paced Independent Practice</b> (15–30 min.)</p>	<ul style="list-style-type: none"> <li>• <i>K Sound &amp; Shape Activities</i> – look for alliterative objects in the picture and color them</li> <li>• Picture Code the letter shapes using the visual reference as a guide</li> </ul>	<ul style="list-style-type: none"> <li>• <i>K Sound &amp; Shape Activities</i> – Rainbow write the letter shapes using the <i>Handwriting Songs on Phonics Online</i> to help</li> </ul>	<ul style="list-style-type: none"> <li>• Capitals Game</li> <li>• <i>Phonics Online</i> - including <i>Phonics Readers</i></li> </ul> <p><b>Additional Resources for Practice</b></p> <ul style="list-style-type: none"> <li>• <i>Kindergarten Choice Boards</i> (on the letterland.com website)</li> <li>• <i>Kindergarten Teacher's Guides, Appendix games</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Phonics Online</i> - including <i>Phonics Readers and Games</i></li> <li>• <i>My Letterland Reading Booklet</i></li> </ul>
 <p><b>Small Group Instruction</b></p>	<ul style="list-style-type: none"> <li>• Beginning Sound Sort</li> <li>• Small Group Intervention Activities (<i>Kindergarten Teacher's Guide Vol 1</i>, pages 192-218)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My Letterland Reading Booklet</i></li> <li>• Small Group Intervention Activities (<i>KTGV1</i>, pages 192-218)</li> </ul>	<ul style="list-style-type: none"> <li>• Reread the <i>Decodable Booklet</i></li> <li>• Beginning Sound Sort</li> <li>• Small Group Intervention Activities (<i>KTGV1</i>, pages 192-218)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Intervention Activities (<i>KTGV1</i>, pages 192-218)</li> </ul>