

BLOCK

LESSON PART

LESSON ACTIVITY

Word Study / Foundational Reading Skills

**1**

**Sounds Quick Drill**



The teacher can use standard Letter-Sound Cards to complete the drill by holding individual cards up to the camera. Alternatively, the teacher could hold a Magnetic Journal with Letter Tiles up to the camera and point to the individual tiles during the drill. Exploring the use of a “student drill leader” is only suggested if the online meeting software supports this approach and if students have their own set of Letter Tiles or Letter-Sound Cards. Be sure to vary the prompting of students’ responses to include calling on individual students as well as having the students chorally respond.

**2**

**Teach & Review Concepts for Reading**



Using Letter-Sound Cards and/or Word Element & Syllable Cards placed in a pocket chart or on a magnetic board that is visible to students, the teacher can build words for the students to read. Alternatively, the Magnetic Journal with Letter Tiles or the online [Just Words InterActivities](#) may be used to display words for the students to read. Additionally, the interactive template in Wilson Academy for the creation of Syllable Cards can be accessed by clicking on the following link: [WRS Interactive Syllable Cards](#). To maximize student engagement, the teacher can call on individual students to read words and/or answer questions in addition to prompting for choral responses. The teacher can ask students to tap in front of the camera if needed and/or scoop syllables in words with their finger gently on the device screen.

**3**

**Word Cards**



The teacher can access the interactive template in Wilson Academy to create Word Cards for this part of the lesson by clicking on the following link: [WRS Interactive Word Cards](#). The teacher can hold up individual Word Cards in front of the camera for the students to read. To continue to maximize student engagement, the teacher should remember to sometimes call on individual students to read words and/or answer questions. When designing Word Card activities, the teacher should keep in mind how to best implement in a remote setting. Vocabulary Words and High Frequency Word Cards can also be held up in front of the camera for the students to read. The teacher can send a copy of a Student Portfolio Vocabulary Template for the student to use for vocabulary study of unknown words. These templates can be found a in Wilson Academy by clicking on the following link: [Vocabulary Template](#).

**4**

**Wordlist Reading**



The teacher should have students turn to the correct page in their Student Reader or hold up the appropriate Student Reader page in front of the camera for the students to read their practice words. Prompt for individual and choral responses, targeting trouble spots. When charting a student 1:1, the teacher should be sure to assign an independent and quiet activity for the other students to complete. The teacher can check the students’ work after all the charting is done. When charting a student 1:1, the teacher should direct the student to turn to the correct page in their Student Reader or hold up the appropriate Student Reader page in front of the camera for the student to read their charting list. After recording any errors, the teacher can discuss the Wordlist Chart progress with the student and show them how they did by holding it up to the camera.

**5**

**Sentence Reading**



The teacher should direct students to turn to the correct page in their Student Readers or hold up the appropriate Student Reader page in front of the camera for the students to see. The teacher may need to display one half of the page at a time so the students can see the sentences well. The teacher should direct the students to read each sentence one at a time silently while scooping the phrases, modeling as needed. Then, the teacher should have the students read each sentence by calling on students individually and sometimes asking students to chorally read. The teacher should direct questions about comprehension, vocabulary, and language concepts to students one at a time so they can properly hear the responses, but do so in a manner that keeps all students engaged.

BLOCK

LESSON PART

LESSON ACTIVITY

6

### Quick Drill in Reverse



If students have their own Magnetic Journal with Letter Tiles, they can point (or hold up to the camera) and respond as they would in an in-person lesson. If students do not have their own Magnetic Journal with Letter Tiles, the teacher should send them a copy of the [Manipulative Resources Template](#) posted on Wilson Language Training's website. This template has blank color-coded tiles that can substitute for the Letter Tiles used in this part of the lesson. If possible, students can position their cameras so that the teacher can see the tiles while the students point to them, or the students can be directed to hold up the appropriate blank color-coded tiles to the camera. The teacher should vary responses so that sometimes they call on individual students and sometimes they prompt for a choral response.

7

### Teach & Review Concepts for Spelling



**One-Syllable Words:** If students have their own Magnetic Journal with Letter Tiles, they can build the words as is done in an in-person lesson. The blank color-coded tiles on the [Manipulative Resources Template](#) can be used if Magnetic Journals with Letter Tiles are not available to the students. If possible, students can position their cameras so the teacher can see what was built. Students can be called on individually or chorally to spell each word orally after it is built. The teacher can then use their printed cards or Letter Tiles to model the correct spelling of the word.

**Multisyllabic Words:** If students have access to index cards, multisyllabic words can be built with these by having the student place the appropriate number of cards as they segment the word into individual syllables before spelling. In addition, the [Manipulative Resources Template](#) can be used as it provides color-coded blank Word Element (prefixes, bases, and suffixes) & Syllable Cards for the students to use. If possible, students can position their cameras so the teacher can see what was built. Students can be called on individually or chorally to spell each word orally after it is built.

The teacher can use their own set of printed cards or the [Just Words InterActivities](#) to model the correct spelling of the word after the students spell it.

**High Frequency Words:** The students can practice spelling the words by writing and naming the letters on a table or desk. The teacher can also direct students to skywrite the words.

8

### Written Work Dictation



If the students do not have a Dictation Notebook or [WRS Dictation Pages](#), lined paper can be substituted. The teacher should model how to set up the page for their dictation work before they begin, then proceed with standard dictation procedures. Having individual students respond as well as asking for choral responses will help with group engagement. The teacher can model the correct spelling of dictated sounds, words, phrases, and sentences on a white board or piece of paper held up to the camera. Using a dark marker or pen will help students better see the written text to check their work. The teacher can request that students hold up their papers to the camera so the spelling and/or marking of words can be quickly checked as the dictation work progresses. This will help with error correction and assessing individual mastery. If students can use a dark pen or marker, this may help the teacher to better see the individual spelling work. Further review of student dictation work may be possible if students can scan or take a picture of their work and send it to the teacher. The sentence proofreading process should still be used during remote lessons. Sending a copy of the [Guided Proofreading Procedures](#) to each student ahead of time will help them follow along and stay on task.

BLOCK

LESSON PART

LESSON ACTIVITY

Fluency / Comprehension

## 9



### Controlled Text Passage Reading

The teacher should direct students to turn to the correct page in their Student Readers or hold up the appropriate Student Reader page in front of the camera for the students to see. If holding the text passage up to the camera, the teacher may need to display one half of the page at a time so the students can see the text well. The teacher should direct the students to read silently while scooping the text gently with their finger (either on the physical page or on a device screen), modeling as needed. If the teacher needs to draw pictures during the Comprehension S.O.S.™ process, the teacher can use a piece of paper or a dry-erase board positioned in front of the camera so the students can see the pictures during the discussion. For oral reading, the teacher may need to vary between choral and individual students reading to hear and assess the accurate and fluent reading of text. Wilson has provided brand new passage packets for Steps 1-6 that can be shared directly with students, as needed. Click on the following link to access the passage packets and teacher's guide: [WRS Steps 1-6 Passage Packets](#).

## 10



### Listening/Reading Fluency and Comprehension

To access Wilson's extensive library of Enriched and Non-controlled Readable Text passage sets for use during Part 10 of the lesson, click on the following link: [Wilson Academy Text Passage Sets](#).

**Listening Comprehension:** The teacher may need to check in more frequently with students as the enriched text (narrative or informational) is read aloud, in order to help them maintain attention and focus. If the teacher needs to draw pictures during the Comprehension S.O.S.™ process, the teacher can use a piece of paper or a dry-erase board positioned in front of the camera so the students can see the pictures during the discussion.

**Reading Comprehension:** The teacher can send a Wilson Academy Non-controlled Readable Text Passage (preferably one that matches the Enriched Text version previously read to the students) or a copy of a readable text not sourced from Wilson Academy. The teacher should direct the students to read silently while scooping the text gently with their finger (either on the physical page or on a device screen), modeling as needed. If the teacher needs to draw pictures during the Comprehension S.O.S.™ process, the teacher can use a piece of paper or a dry-erase board positioned in front of the camera so the students can see the pictures during the discussion. For oral reading, the teacher may need to vary between choral and individual students reading to hear and assess the accurate and fluent reading of text.