

Overview to Remote and Hybrid Learning

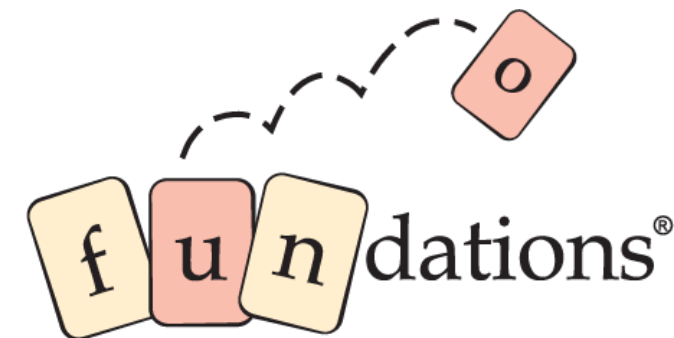
2020-2021 School Year





Where should Foundations instruction begin for the 2020-2021 school year after significant instructional time was lost during Spring 2020?

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Entry Point for Levels 1 & 2

Follow the Curriculum for *Current* Grade Level

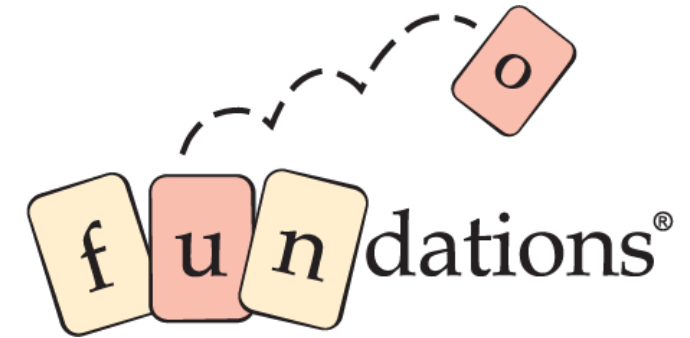
For Levels 1 and 2, you will follow the ***current*** grade level instruction. ***Keep in mind:***

- ✓ Foundations is designed to scaffold and review concepts. In the first few units of both Levels 1 and 2, learning plans that extend the Units are provided on the Learning Community for Foundations (PLC).
- ✓ Consider that during the initial implementation year, schools successfully implement K-2 without having students complete the previous level of instruction.

It will be helpful to know where students left off in the previous level, however, it will not require you to adjust your starting point. (No need to spend time assessing.)

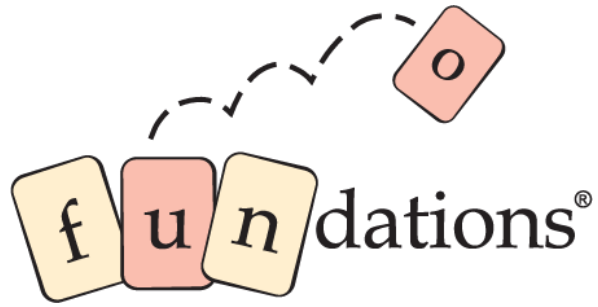
As always, it will be important to use student data and reteach lessons as needed. Teachers may need to spend some additional time in units as determined by the mastery scores from the Unit test scores.

Entry Point for Level 3 | Considerations



In Level 3, the Level 2 curriculum is a prerequisite for Level 3 instruction. Consider the following:

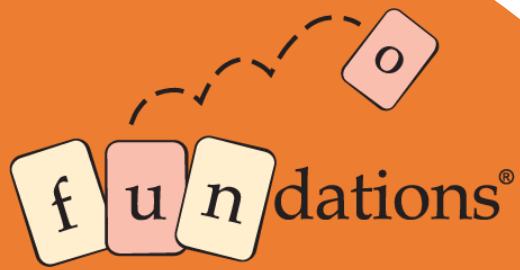
- ✓ ***If second graders were able to complete more than half of the Level 2 curriculum***, teachers could begin with Level 3 instruction. Teachers may need to spend some additional time in units as determined by the mastery scores from the Level 3 Unit test scores.
- ✓ ***If second graders only completed the first few units of Level 2***, it is recommended that 3rd grade students resume with Level 2 instruction from the last Unit completed. The 3rd grade teachers could continue to use the Level 3 Teacher Kit since most Level 2 material is in the kit. The teachers would just need to add the following Foundations Level 2 material:
 - ✓ Level 2 Teacher's Manual
 - ✓ Level 2 Word of the Day Cards and Level 2 Trick Words (or teachers could make on index cards)
 - ✓ Teachers should plan to access the FUN HUB which will have supportive materials for Level 2 instruction.
 - ✓ Students will need Level 2 Consumables (Level 2 Student Notebook/Composition Book)



Pacing and Daily Plan

What are the recommendations for daily instruction and pacing for remote or hybrid models?





Pacing and the Daily Plan

Whether in-person, fully remote, or in a hybrid model, it is ***strongly recommended*** that Foundations lessons be **conducted for 20-30 minutes daily in whole or small groups** since foundational skills instruction is ***critical***.

However, we recognize that a daily lesson may not be feasible in remote and hybrid contexts and understand that daily rotation of lesson activities may need to be adjusted.

The following modifications are provided, keeping in mind that given the urgent need for recommendations, these were not evaluated using Wilson Language Training's typical Plan-Do-Study-Act cycle.

In-Class Learning		Remote Learning
IN-PERSON MODEL	As designed, teacher led, 30-minute lessons, 5 days per week + Intervention/Targeted Lessons	“At-home” = send home support videos, packet, additional practice
FULLY REMOTE MODEL	-----	Teacher-led instruction <ul style="list-style-type: none"> • Whole group lessons focusing on Introduce New Concepts • Smaller groups focusing on application and allowing for teacher observation/feedback • Provide videos as supplemental support, home support and worksheets for practice • Targeted video lessons facilitated by support staff
HYBRID MODEL	Teacher-led instruction, 30-minute <ul style="list-style-type: none"> • Additional 10 minutes if possible • Lessons that focus on interactive practice/application for teacher observation and feedback • Conduct Unit Test • + Intervention/Targeted Lessons 	Teacher-led instruction <ul style="list-style-type: none"> • Whole group lessons focusing on Introduce New Concepts • Provide videos as supplemental support, home support and worksheets for practice • Targeted video lessons facilitated by support staff

Fundations[®] Daily Plan Adjustments At a Glance



For additional ideas,
check out the document on
Remote and Hybrid Schedules

Supporting Video Demos

**Teacher leads instruction as much as possible.
Videos in FUN HUB provide additional support:**

Introduce New Concepts for each week

Watched by teacher as a model. Can also be sent home to the student for review/preview or if the student missed the teacher-led lesson.

Targeted instruction lessons (1 or more each week) Recommended videos are facilitated (by a support staff or parent volunteer.) All students could benefit from the lessons.

Introduce New Concepts

Video demonstrations of the new concepts taught in this Unit/Week. Watch the video a



U1 W1 t-b-f Part 1

Week 1 Letters t-b-f Letter-
Keyword-Sound, Drill Sounds,
Skywrite Letter Formation

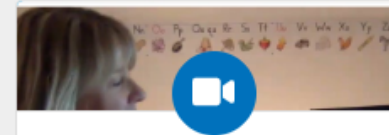


U1 W1 t-b-f Part 2

Week 1 Letters t-b-f Student
Notebook, Echo Letter Formation

Targeted Instruction/Intervention Resources

Videos of targeted lessons for this Unit/Week that can be shared with students and facilitate



U1 W1 INT

U1 Week 1 Targeted Lesson



Fully Remote

If all remote all the time, it is best to have **full set of the Teacher Materials and one set of Student Durables to use at home.**

A pocket chart will be helpful.

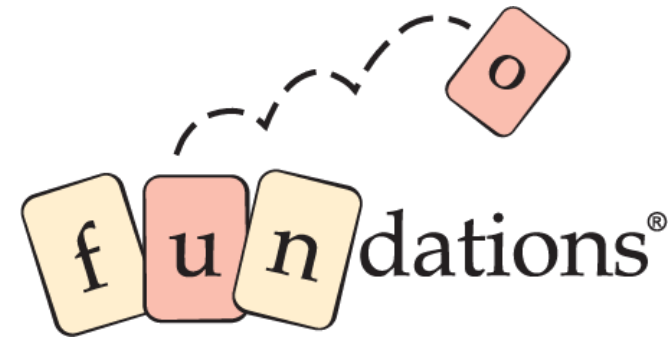
Use the FUN HUB Interactivities.

Hybrid

If in/out of school, the ideal is two full sets of materials, one for the classroom and one for at home.

If not possible, consider using/having at home:

- The FUN HUB Interactivities
- A set of Student Durables (dry erase board, magnetic board/tiles)
- Pocket Chart & Standard Sound Cards



Material Planning

For Teachers



Watch the Materials Tips
Video on the FUN HUB

InterActivities Tool for Teachers

Drill Sounds / Warm-Up

- Large Sound Cards, Standard Sound Card Display, Sound Posters, Suffix Frames, Trick Word Flashcards (Sound Alike Flashcards L3)

Introduce New Concepts, Word of the Day, Word Talk, Echo Find Letters & Words

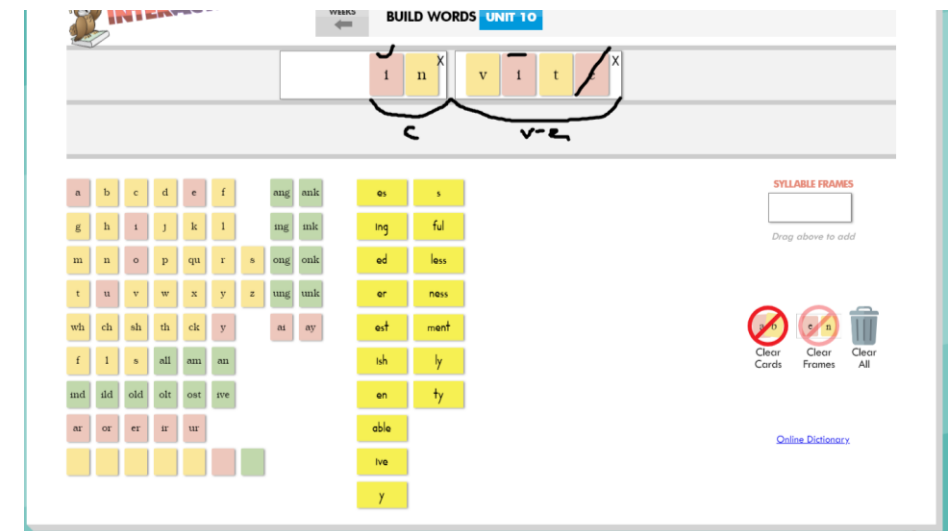
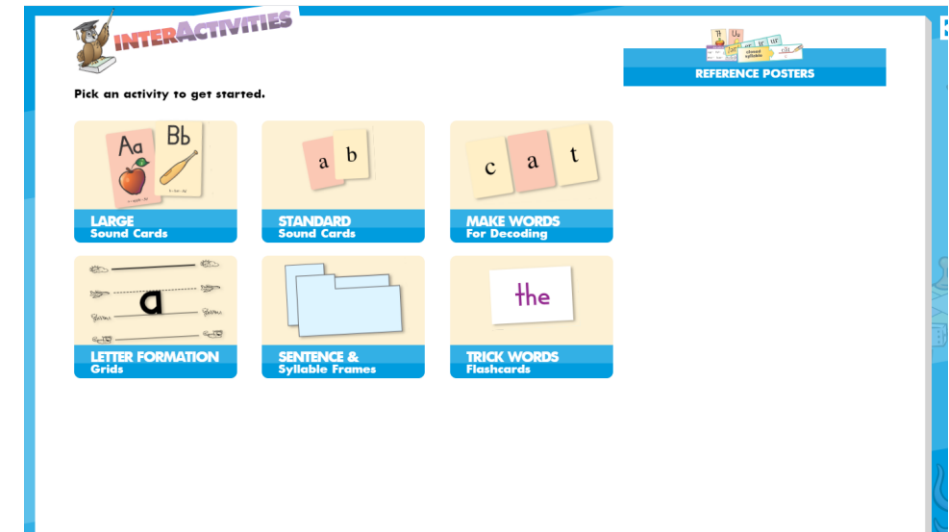
- Build words screen with Sound Cards, Syllable, and Suffix Frames

Dictation

- Large Dictation Grid Poster used with a “pen”

Additionally, for Levels K and 1

- Word Play, Teach Trick Words, Word of the Day, Word Talk
 - Sentence and Syllable Frames
- Letter Formation Activities
 - Letter Formation Grids



Fully Remote

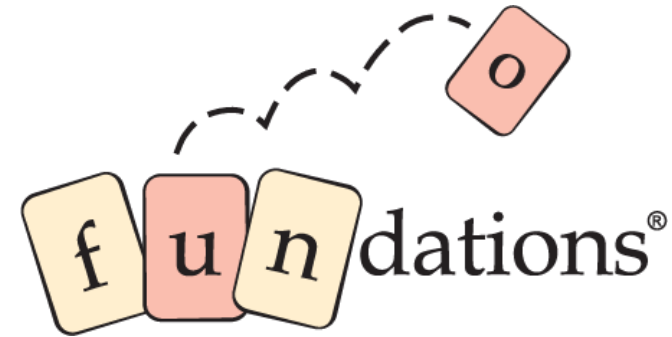
If all remote all the time, it is best to have a **set of Student Durables and Consumables to use at home:**

- Dry Erase Board
 - Magnetic Letter Board and Tiles
 - Student Notebook
 - Student Composition Book
-

Hybrid

Manipulatives are **key** to student application and practice.

If students are not able to bring their Student Durable and Consumable materials to/from home to have during the remote times, we suggest providing an “at home practice packet” for each student.



Material Planning

For Students



Watch the Materials Tips
Video on the FUN HUB

What are the At-Home Student Packets?

Fundations At Home Student Packet

What is it?

For the 2020-2021 school year, the Foundations At Home Student Packet is a low-tech and inexpensive solution for students to have a set of mock-up manipulatives for at-home use.

How do I access it?

Teachers and parents may purchase these affordable packets by visiting the online Wilson Store at <https://store.wilsonlanguage.com> (\$3.40-\$3.80 per packet).

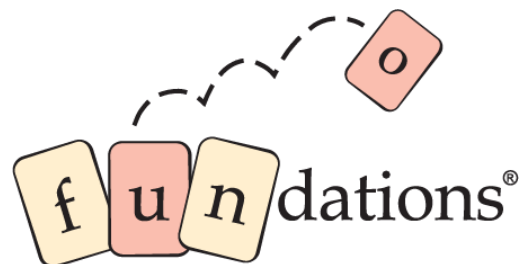


What does it offer?

At Home Student Packet contains:

- Level-specific color Letter Tiles and Letter Board template on cardstock paper
- Dry Erase Writing Tablet template on cardstock paper with a film lamination for use with a dry erase marker
- Desk Strip Lite (Levels K & 1)
- Foundations Drawing and Writing Workbook

Available at <https://store.wilsonlanguage.com>

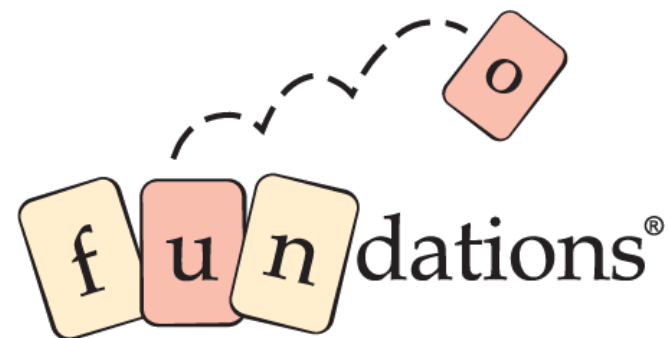


Assessment

What are the recommendations for how to conduct assessments in fully remote models or in a hybrid setting?



Fully Remote	<p>Levels 1, 2, 3 = conduct the Unit Test in small groups (leverage support staff)</p> <p>Level K = do the tests individually or in very small groups (leverage support staff)</p>
Hybrid	<p>Plan to conduct Unit Tests on a day that students are in the classroom</p>
Class 80% Mastery	<p>80% mastery may be difficult with fluctuating attendance in remote or hybrid settings.</p> <p>Assess class 80% mastery as accurately as possible within the circumstances.</p>



Unit Tests and Student Mastery




Watch the Materials Tips
Video on the FUN HUB

Class Mastery and Reteach Lessons

If fewer than 80 percent of your Foundations students score at least 80% on a Unit Test, elements of the Unit should be retaught before moving on to the next Unit.

Carefully review the students' Unit Tests, looking for common errors, then use the Reteach Learning Plan to target instruction until you are confident that the students have better mastery (2-5 days).



Wilson Language Basics

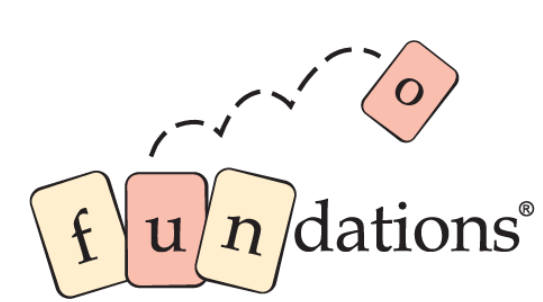
Learning Plan for Reteach

Foundations®

Instructions: Use this template to plan 2-5 days of reteaching before moving on.

		AND/OR		
<div><div>Check Foundations Level</div><div><div><div>1</div><div>2</div><div>3</div></div></div><div><div>Tier 1 Reteaching</div><div>Current Unit / Week(s) being retaught:</div><div>Unit:</div><div>Week(s):</div><div>Trouble spots based on evident Dictation or Unit Test errors</div><div>Common Sound Errors</div><div>Common Spelling Errors</div><div>Common Marking Errors</div><div>Notes:</div></div></div>	<div><div>Drill Sounds/Warm-Up</div><div>Time: 2 minutes</div><div>Large Sound Cards:</div><div>Standard Sound Cards:</div><div>Other:</div><div>Introduce New Concepts to Reteach</div><div>Time: 10 minutes</div><div>Concepts to Reteach:</div><div>Notes:</div><div>Tips:</div><div>Drill Sounds/Warm-Up<ul style="list-style-type: none">Focus on trouble spots</div><div>Introduce New Concepts<ul style="list-style-type: none">See Introduce New Concepts (usually taught Days 1 and/or 2 most weeks)Choose "New Concept" days to reteach based on trouble spots or skill focus</div><div>Student Notebook Page (to reference):</div></div>	<div><div>Word Talk</div><div>Time: 5-10 minutes</div><div>Teacher Builds Words (Including trouble spots)</div><div>Read stack of Word Card Flashcards containing trouble spots</div><div>Quickly flash selected word cards, then display 8-10 Word Cards containing trouble spots. Ask students about word structure.</div><div>Practice tapping and marking.</div><div>Questions to reinforce trouble spots:</div><div>Tips:</div><div><ul style="list-style-type: none">Create extra flashcards using blank word cards or Word Card template on the PLC including sounds, rules or concepts needed to be retaughtConsider Accuracy/Automaticity FocusWeave in vocabulary</div><div>Student Notebook Page (to reference):</div></div>	<div><div>Echo/Find Letters & Words</div><div>Time: 5-10 minutes</div><div>Sounds to dictate:</div><div>Current Unit Words:</div><div>Current Unit Nonsense Words:</div><div>Trick Words:</div><div>Sound Alike Words (L3):</div><div>Sentence:</div><div>Tips:</div><div><ul style="list-style-type: none">Consider Accuracy/Automaticity FocusAsk students about word structureWeave in vocabulary</div><div>Student Notebook Page (to reference):</div></div>	<div><div>Dictation/Dry Erase</div><div>Time: 10 minutes</div><div>Sounds to dictate:</div><div>Current Unit Words:</div><div>Current Unit Nonsense Words:</div><div>Trick Words:</div><div>Sound Alike Words (L3):</div><div>Sentence:</div><div>Tips:</div><div><ul style="list-style-type: none">Have students repeat and then writeReinforce correct letter formationReinforce sentence proofreading, particularly punctuation, tapping/scooping for errors.</div><div>Student Notebook Page (to reference):</div></div>

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Targeted Lessons & Intervention

What are the recommendations for how to conduct targeted and intervention lessons remotely or in a hybrid setting?



Targeted Instruction and Intervention

Many students may benefit from targeted instruction during this time; struggling students will need to be especially supported.

Review Targeted Instruction/Intervention section of the Prevention Learning Community (PLC):

- Guidance on designing daily targeted instruction
- Additional Lesson Support Activities
- Learning Plan Templates and Weekly Planners
- Progress Monitoring Tools (K-2) to further assess and evaluate students in need over time
- Fluency Kit Demo
- Fluency Practice Templates



Level 3 Intervention Weekly Planner (5 Days/Week)

Day 1	Day 2	Day 3	Day 4	Day 5
Warm-Up:	Warm-Up:	Warm-Up:	Warm-Up:	Warm-Up:
Word Talk:	Build Words:	Build Words:	Build Words:	Build Words:
Automaticity Practice:	Echo / Find Letters & Words:	Dictation (Dry Erase):	Echo / Find Letters & Words:	Dictation (Dry Erase):
Trouble spots to focus on:	Trouble spots to focus on:	Trouble spots to focus on:	Trouble spots to focus on:	Trouble spots to focus on:

Level 2 Using Fluency Drills for Intervention



LEVEL K: ADDITIONAL SUPPORT ACTIVITIES

Additional Activities to Target Specific Skills

If a student is not showing adequate progress along the aim line to reach the benchmark, see below for suggested additional Foundations activities. These activities may be incorporated into the intervention lesson plan and may need to be done in a smaller group or 1:1 to target specific skills as needed. Also, see Foundations Home Support packet for additional reinforcement activities. Follow the Foundations Scope and Sequence for instruction.

Errors on the probes can help to inform instruction. However, it is important to only practice skills that have been directly introduced in accordance with the Foundations Scope and Sequence. For example, if a student makes an error naming the letter in a probe, and letter has been introduced during Foundations lessons, then it should be included in the letter naming activities during the intervention lesson. However, if a student makes an error naming the letter in a probe, and letter has not been introduced during Foundations lessons, then it should not be included in the letter naming activities during the intervention lesson.

LEVELS 1 & 2 INTERVENTION GUIDELINES | 3 Days per Week | Beginning to Mid-Year

Day	Activities	Focus
Day 1	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice any unknown Trick Words.
	Build Words	Build 3-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Word Talk	Use Unit resources to make additional flashcards targeting trouble spots. Include nonsense words. Goal is practice reading without tapping. Discuss word structure (current concepts, sounds, rules) and vocabulary as needed.
	Fluency Work	Make copies of fluency lists for sounds, phonetically regular words and nonsense words to practice with the group, or use desuper .
Day 2	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice un-mastered phonetic words and any unknown Trick Words.
	Foundations Fluency Work	Make copies of phrases and Unit story cards. Distribute to students. —Practice with group: echo and choral read; discuss trouble spots, tapping only if needed. Work to remain accurate while improving automaticity. If time, also practice selected sound and word drills from current and previous Units. —Chart individuals: other students continue to practice in pairs or work on phrasing and prosody practice with Unit story. Practice other fluency lists as needed.
	Build Words	Build 3-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Dictation (Dry Erase)	Select 3 sounds, 2 review words, and 3 current Unit words. Students repeat, tap if needed, build with tiles, then spell aloud. Include trouble spots. Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students tap only if needed.
Day 3	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice un-mastered phonetic words and Trick Words.
	Build Words	Build 3-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Echo / Find Letters & Words	Select 3 sounds, 2 review words, and 3 current Unit words. Students repeat, tap if needed, build with tiles, then spell aloud. Include trouble spots.
	Dictation (Dry Erase)	Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students tap only if needed.

Note: The Prevention/Early Intervention Learning Community for Foundations provides templates to develop intervention lesson plans, create extra word cards, and practice lists for targeting sounds. Additionally, the Foundations Home Support Pack contains activities to reinforce taught skills.

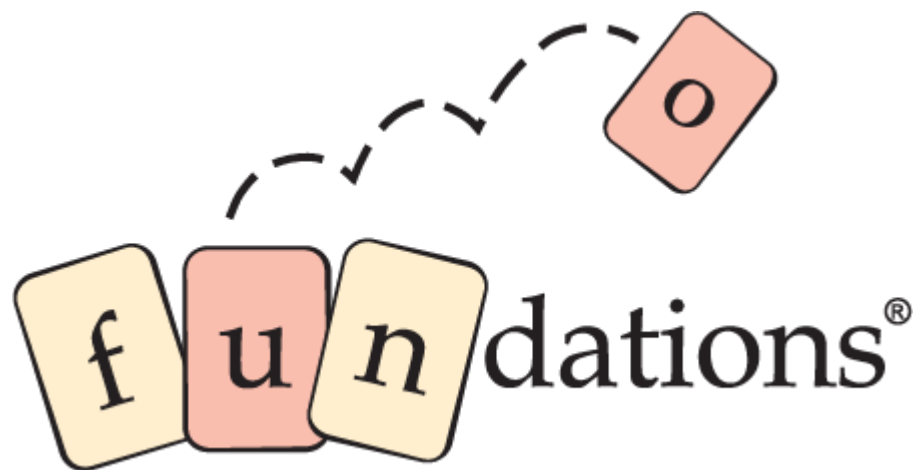
Videos to Support Targeted Lessons

In addition to the intervention resources and guidance on the PLC, use the targeted lesson videos in FUN HUB

- **All** students could benefit from the additional practice.
- Provide 1-3 videos per week.
- GREAT IDEA! Split videos into segments: show reading and spelling separately.
- GREAT IDEA! Enlist support staff and community volunteers to facilitate small groups.



This video is intended for demonstration purposes and does not represent the entire program which requires interactive teacher feedback and a focus on students using manipulatives and having multiple activities for practice.
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**Thank you for your commitment to
teaching critical foundational skills with
FOUNDATIONS!**

