Remote Learning Guidance for Being a Reader

INTRODUCTION

GUIDANCE

Beginning of Year

Middle of Year
(Coming Soon)

End of Year
(Coming Soon)

SAMPLE SCHEDULES
The school closures and emergency remote learning during the 2019–2020 school year have changed the landscape of instruction. Center for the Collaborative Classroom recognizes that going forward, educators will need more flexible options to support their students’ learning in a variety of circumstances and formats.

The guidance that follows was designed to focus instruction on pedagogy rather than the technology used to deliver the instruction. We want to help ensure that the integrity of the lessons in Collaborative Literacy or any of our programs is maintained, while making necessary adjustments for distance learning. Additionally, we want to make sure the work students do is rigorous and cognitively engaging, leading to independence rather than simply completion and compliance.

The Remote Learning Guidance is designed to support teachers in transitioning Collaborative Literacy or any of the individual programs from an in-person format to either a blended or fully remote setting.

The guidance is organized by grade level and strand. Within each of the grade levels, you will find instructional guidance, essential learning, and at-home activities. The icon indicates additional resources that are available on the Learning Portal.

Sample schedules are provided to support your planning. For hybrid models, certain activities are better suited to in-person or remote learning and the sample schedules illustrate those recommendations.

Copyright Guidance

In order to facilitate remote learning when in-person instruction is not possible, you may share Collaborative Classroom program materials as needed via private or closed digital and audio environments. This includes the ability to:

- Access digital versions of certain trade books for the duration of the remote learning period. We have secured permission from the copyright holders to provide these versions to our school partners. Please note that the digital editions are not to be printed, downloaded, or shared beyond the classroom community.
• Copy and share student materials as needed for learning, and share teacher materials in order to collaborate on lessons. Please make a reasonable effort to maintain existing copyright lines and reference owners of copyright (for example, if copying pages, include the copyright lines).

A Note About Read-Alouds

When recording read-alouds of any sort, including those for Shared Reading lessons, please follow these additional guidelines to protect copyright holders:

• Send the copyright holder a request for permission to record their book(s) in order to temporarily facilitate remote learning. Include your school name and book information.
• When recording and sharing a story do so privately or in a closed system (e.g., YouTube channel set to private).
• Include the book title, author, and publisher at the beginning of your reading.

Note that many publishers relaxed their copyright requirements during the initial phase of the covid-19 pandemic, but not all, and not indefinitely. Unfortunately, Collaborative Classroom is not the copyright holder and does not have the right to grant permission to record the books.

Navigating a Virtual Platform

Students need the opportunity to learn the tools of their virtual platform. Build in time daily to teach and review how students turn their cameras on/off, mute/unmute, open and use the chat box, click to join a breakout room, and share their screen (older students). Ask yourself these questions:

• How will you incorporate learning to navigate the virtual platform into your online sessions?
• What are the aspects of your virtual platform that are essential for students to know how to manipulate?
• How can you remind yourself to be patient about teaching this navigation?

As you consider the aspects of your virtual platform that are essential, think about:

• The age of the students
• The content
• The time available
• How you can make best use of platform features:
  – A chat box is an excellent way to have quick conversations, provide short responses, and share thinking.
  – A breakout room is an excellent way to have deeper conversations, partner talk, and group work.
  – Sharing a screen is an excellent way for older students to show their work (writing samples) or share information.

Involving Parents/Families

Developing At-Home Norms/Expectations: Ask families to establish at-home norms or expectations for the school day. Encourage families to discuss norms for working at home. Possible discussion questions include:
  • What kind of routine will we establish to make sure we can all get our work done?
  • When will we take breaks to play and have fun?
  • When is it okay to interrupt adults while they are working?
  • How will children communicate that they need help?

Supporting Younger Students: There is a lot for our younger students to learn in this transition to online learning. Consider how you might involve parents/families in effectively engaging in the platform.
  • Who will help the student sign on?
  • Who will help the student get oriented to their screen as you teach them about the camera, the microphone, and the other features of the virtual platform?

Establish the “Ways We Work Together”

Provide the opportunity for the students to reflect on and discuss how to work as a community during online learning. Talk to the students about the ways you will work together on your virtual platform. Consider creating a “Ways We Work Together” chart. Possible discussion questions include:
  • What can we do to make sure we get to sessions on time?
  • What can we do to ensure we have all the materials needed?
  • What can we do to show we are listening?
  • What can we do to make sure everyone gets a chance to talk?
  • What can we do to make sure several of us don’t talk at the same time?
Over time, you might consider asking students to reflect on questions such as:

- Which work habit was easy for you today?
- Which work habit was challenging for you today? Why?
- What do you like about working together virtually?
- What can be hard about working together virtually?

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**Norm Setting**

Consider engaging students in a more formal norm setting experience.

1. Ask the students to imagine what kind of virtual classroom they want to have. Ask them to close their eyes and visualize (make a picture in their minds) as you read the following scenario aloud slowly. Read the scenario twice.

   Imagine logging in and joining our virtual classroom. You feel nervous because you've never used [the platform] before. You are a bit shy and worried about being on camera. You may be feeling a little overwhelmed or confused about having to be out of school for so long, and a little sad because you are not able to be with your friends and your teacher. And you're just feeling a little uncertain, but also maybe a little excited, about this new online structure for learning.

2. Ask the students to consider:
   - When you come to our online classroom, how do you want to be treated by the other class members?
   - How would you feel if other class members treated you this way?
   - Imagine if another member in our group felt this way—how would we want to treat them?

3. Ask the students to open their eyes and write their ideas (if grade appropriate). After a few minutes, ask the students to share their thinking.

4. With this discussion in mind, let the students know that you will create a “Ways We Will Work Together” chart based on the class discussion. Model for the students how to generate ways to work together statements. For example,

   I will.... I will not....

   Example: I will talk with a kind voice to other people.

   Example: I will not talk over other people.

5. Ask the students to share their “Ways We Will Work Together” statements. Based on what the students share, create a list of about five norms of “We will . . .” statements.

6. Revisit norms periodically across sessions.
“Go Bag” Guidance

The following suggestions will help you grab the necessary resources for teaching and learning when at-home remote learning is necessary.

For Teachers

While all of the teacher-facing resources are available on the Learning Portal, we recommend that you take your print *Teacher’s Manuals* home.

For Students

We recommend:

- A fully charged device
- A writing tool—preferably a marker or a crayon as those are more visible when holding up documents to the camera
- Paper
- Journal
- Student books
  - *Being a Reader Handwriting Notebook* (grades K–1)
  - *Being a Reader Word Study Notebook* (grade 2)
- White board and dry erase marker

For Parents/Caregivers

We recommend providing the document “IDR Support for Parents” (English and Spanish versions are available) to parents and caregivers.

Supporting Students with Disabilities

Ensure learning opportunities for all students. Review the “Special Considerations” section of the Introduction in your program’s *Teacher’s Manuals* and consider how the additional strategies, question simplification guidance, and modifications might support students with disabilities. Additionally, consider how to use the digital supports offered in your virtual platform such as the speech-to-text feature.
Formative Assessment Considerations

Collecting data will help you plan for and make strategic decisions about how to best meet the needs of your students. Consider how you might use the program-specific assessments to gather information about your class, groups, and individual students.

- How might you administer the assessments via your virtual platform if you are in a fully remote learning situation?
- How might you administer the assessments during in-person instruction if you are in a blended learning situation?

For Being a Reader Small-Group Reading Sets 1–5, we recommend prioritizing the Mastery Tests. Consider how you will schedule one-on-one opportunities to administer the Mastery Tests in a fully remote learning situation.

Remote Learning Schedule Considerations

Think about the following allocations of time when planning for remote learning (inclusive of all subject areas):

**Kindergarten and Grade 1**
- Maximum of three 30-minute live/recorded sessions per day
- Maximum of five 10- to 15-minute independent work activities to be done at family discretion over the course of the week (for example, Letter Name activities, word work, independent reading/writing, poetry notebooks)

**Grade 2**
- Maximum of four 30-minute live/recorded sessions per day
- Maximum of two 15- to 20-minute sustained work activities (for example, independent reading/writing) daily
- Maximum of four independent work activities to be done at family discretion (for example, word work, vocabulary extensions, independent research)
Professional Learning Resources

Collaborative Classroom is dedicated to providing on-going professional learning resources to support teachers in their work planning and teaching Collaborative Literacy. Our teaching community has been a wealth of information and idea sharing during the time of remote learning. The following resources might be of further help to you:

- Join our Collaborative Classroom Community Facebook page
- Join the SIPPS Facebook page
- Follow us on Twitter
- Access our blogs and use the filters to find blogs of interest
- Access our archived webinars, review the various webinar series, and determine which might support your own learning
Being a Reader

**Beginning of the Year**

In this section, we offer guidance for the beginning of the school year (within the first 10–12 weeks). *Being a Reader* instructional guidance and at-home activity suggestions are provided to support fully or blended remote learning settings. The guidance is organized by grade level and strand.

- **Kindergarten**
- **Grade 1**
- **Grade 2**
- **Small-Group Reading**

**Kindergarten**

**Beginning-of-the-Year Guidance**

Setting the foundation for independent work lessons supports students in developing ways to work independently and as a group to read, write, and engage in word work practice. These lessons occur during the first eight weeks of the kindergarten school year. Consider how you might adapt this instruction during in-person learning to support independence during in-person, blended, and fully remote learning.

**Learning Letter Names**

All of the Learning Letter Names recorded lessons are available on the same Learning Portal page as this guide.
INSTRUCTIONAL GUIDANCE

- Teach the 20 Learning Letter Name lessons starting Week 3 of the school year.
- Lessons lend themselves to being recorded so that students can access them at a time that works for their families.
- For blended models, consider doing the Read-Aloud lessons in person (Lessons 1, 6, 11, 16, and 20) and having the students complete the other lessons remotely using prerecorded lessons.
- For blended models, consider doing the Class Assessments (Lessons 4, 9, and 14) as well as the Individual Assessment (Lesson 19) in person.
- For fully remote situations, consider teaching the lessons with Class Assessments (Lessons 4, 9, and 14) and the Individual Assessment (Lesson 19) as live sessions or as individual check-ins with students who may need additional support.

AT-HOME ACTIVITIES

- Provide the Alphabet Book pages so that students might trace each letter and draw an illustration or write about an object/action/animal that starts with that letter.
- Have the students use materials available at home, such as foam or magnetic letters, to assemble their own names and other known words.
- Have the students use modeling dough to form letters.
- Have the students use materials such as sand, sugar, or salt poured onto a surface to form letters.

Handwriting

All of the Handwriting recorded lessons are available on the same Learning Portal page as this guide.

INSTRUCTIONAL GUIDANCE

- Engage students in the weekly Handwriting lessons starting Week 2 of the school year.
- Lessons lend themselves to being recorded so that students can access them at a time that is appropriate for their families.
- For blended situations, consider Handwriting as a completely remote part of Being a Reader instruction. Other aspects of literacy instruction would take precedence during live instruction.

AT-HOME ACTIVITIES

Have the students practice writing the letters they learn using the Handwriting Notebook.
Shared Reading

INSTRUCTIONAL GUIDANCE

- Shared Reading instruction is essential for kindergarten students. **This strand is a priority for live instruction.** Make every effort to teach three lessons per week in person or in a live, remote setting. **If live lessons are impossible, consider recording lessons with pauses for families to interact with the text.**

- Shared Reading is interactive instruction and it is essential that students have a full view of either the big book/chart or the digital text via a shared screen. The digital texts for Shared Reading are available on the same Learning Portal page as this guide.

- The first two weeks of kindergarten Shared Reading are essential for community building and learning letter names. The first 11 weeks of kindergarten Shared Reading support students’ acquisition of initial sight words.

AT-HOME ACTIVITIES

- Consider using the Independent Work Connections to extend the learning.
- Consider using the Foundational Skills Practice notes to extend the learning.
- Starting in Week 9, students will regularly use poetry during Shared Reading. Students can use their poetry notebook to:
  - Read and reread poems
  - Illustrate poems
  - Find high-frequency words in poems
  - Find known letters in poems
  - Find patterns or rhymes in poems
Grade 1

Beginning-of-the-Year Guidance

Setting the foundation for independent work lessons supports students in developing ways to work independently and as a group to read, write, and engage in word work practice. These lessons occur during the first six weeks of the grade 1 school year. Consider how you might adapt this instruction during in-person learning to support independence during in-person, blended, and fully remote learning.

Handwriting

All of the Handwriting recorded lessons are available on the same Learning Portal page as this guide.

INSTRUCTIONAL GUIDANCE

- Teach weekly handwriting lessons starting in Week 2 of the school year.
- Lessons lend themselves to being recorded so that students can access them at a time that is appropriate for their families.
- For blended situations, consider Handwriting as a completely remote part of Being a Reader instruction. Other aspects of literacy instruction would take precedence during live instruction.

AT-HOME ACTIVITIES

Have the students to practice the letters learned using the Handwriting Notebook.

Shared Reading

INSTRUCTIONAL GUIDANCE

- Shared Reading instruction is essential for grade 1 students. This strand is a priority for live instruction. Make every effort to teach three lessons per week in person or in a live, remote setting. If live lessons are impossible, consider recording lessons with pauses for families to interact with the text.
- Shared Reading is interactive instruction and it is essential that students have a full view of either the big book/chart or the digital text via a shared screen. The digital texts for Shared Reading are available on the same Learning Portal page as this guide.
AT-HOME ACTIVITIES

- Have the students use the Independent Work Connections to extend the learning.
- Use the Foundational Skills Practice notes to extend the learning.
- Starting in Week 10, students will regularly use poetry during Shared Reading. Students can use their poetry notebook to:
  - Read and reread poems
  - Illustrate poems
  - Find high-frequency words in poems
  - Find known letters in poems
  - Find patterns or rhymes in poems
Grade 2

Beginning-of-the-Year Guidance

Setting the foundation for independent work lessons supports students in developing ways to work independently and as a group to read, write, and engage in word work practice. These lessons occur during the first four weeks of the grade 2 school year. Consider how you might adapt this instruction during in-person learning to support independence during in-person, blended, and fully remote learning.

Word Study

INSTRUCTIONAL GUIDANCE

- Word Study instruction is essential for grade 2 students. This strand is a priority for live instruction. Make every effort to teach three or four lessons per week in person or in a live, remote setting.
- Teach Word Study lessons for Weeks 1–10. When planning for instruction, note that Weeks 1–8 are a review of grade 1 foundational skills and that Weeks 9–10 focus on alphabetizing.

AT-HOME ACTIVITIES

- Consider using the Independent Work Connections to extend the learning.
- Provide the Word Scrambles to practice learned patterns.
  - Word Scramble 4a and 4b: Week 4 or later
  - Word Scramble 5a and 5b: Week 5 or later
  - Word Scramble 6a and 6b: Week 6 or later
  - Word Scramble 7a and 7b: Week 7 or later
  - Word Scramble 8a and 8b: Week 8 or later
  - Word Scramble 9a and 9b: Week 9 or later
  - Word Scramble 10a and 10b: Week 10 or later
- Provide the Word Stairs to practice learned patterns.
  - Word Stairs 4: Week 4 or later
  - Word Stairs 5: Week 5 or later
  - Word Stairs 6: Week 6 or later
- Word Stairs 7: Week 7 or later
- Word Stairs 8: Week 8 or later

Parents can download the WordWorks! App to access word work activities that directly connect to Word Study. [iTunes | Google]
Small-Group Reading Sets 1–5

INSTRUCTIONAL GUIDANCE

Small-Group Reading is a priority for all students and should be taught via live instruction as much as possible.

- Kindergarten: Begin Small-Group Reading after week 7
- Grade 1: Begin Small-Group Reading after week 6
- Grade 2: Begin Small-Group Reading after week 4

When live instruction is not an option, you can use recordings of the Small-Group Reading Lessons from Sets 1–5, available on the same Learning Portal page as this guide.

Students must have access to a copy of the texts in Sets 1–5. Families can download the BookRoom! app and use the barcodes to access the books appropriate for their students based on their small group. [iTunes | Google]

AT-HOME ACTIVITIES

- Students can read and reread books from their current set and previous sets. Students might:
  - Use a free PDF mark-up app (such as Markup) to annotate and highlight these texts. It might be fun to revisit texts and look for sight words.
  - Write another story about the characters.
  - Look for words that have the newly learned spelling pattern.
  - Play a memory game with words from the story.
- Students can engage in the picture/word sorts to practice spelling-sound correspondences.

High-Frequency Word Activities

The high-frequency word cards blackline masters are located in the Small-Group Reading Set Resources on the Learning Portal. They occur every 5 weeks.

- Set 1, Week 5
- Set 2, Week 2
- Set 2, Week 7
- Set 3, Week 4
- Set 4, Week 1
• Set 4, Week 6
• Set 5, Week 3
• Set 5, Week 8
• Set 5, Week 13

AT-HOME ACTIVITIES

These activities can be used to practice letters or the Sets 1–5 high-frequency words.

• **Memory:** Create two sets of high-frequency word cards and play a game of “Memory.” Lay the cards face down on the floor or the table. Take turns trying to match identical words by turning over cards two at a time. The person with the most pairs wins.

• **Go Fish:** Create two sets of high-frequency word cards and play “Go Fish.” The goal is to have the most matched word pairs at the end of the game. Each player receives seven cards and follows the standard rules for playing “Go Fish.” (Example: Player 1: “Do you have the word *from*?” If Player 2 has the requested word card then they give it to Player 1 and Player 1 sets down their match. If Player 2 does not have the requested word card then Player 1 draws a card and it is now Player 2’s turn.)

• **Bingo:** Create bingo cards with the words and play a game of “High-Frequency Word Bingo.”

• **Highlight:** Look at magazines, newspapers, cereal boxes, and other media—highlight and read the high-frequency words found in that content.

• **On the Run:** Choose a word and have the student find the word as many times they can on billboards, signs, etc.

• **Snowball:** Set up a waste-paper basket 3 or 4 feet from a table. On scrap paper, write the letters or high-frequency words. Have the student say the word (or letter) and if correct crumple the paper and toss it for a basket.

• **Up the Stairs:** Write high-frequency words (or letters) on index cards. Stand at the bottom of a flight of stairs. Flash the words one at a time. If the student reads the word correctly, have them take a step up the stairs. Write “Go Back One Step” or “Go Forward One Step” on several index cards for some added challenge. (This game can be played with multiple students by having different cards based on their needs. Even older kids can play along by including math equations or vocabulary words.)

• **Alphabet Soup:** Put magnetic letters in a pot and use a soup ladle to scoop them out. Have the students identify the letter they scoop!
- **Spotlight:** Post high-frequency words or letters around the room. Turn the lights off. Give the students a flashlight and have them hunt for words. As they shine their light on the words, they read each one.

- **Egg Hunt:** Put sight words or letters inside colored plastic eggs and hide them around the house. Have the students collect the eggs and read the words they find.

- **Twirl, Hop, Read:** Write down movement activities or exercises on small scraps of paper and put them in a bag or bowl. Some suggestions include “twirl once,” “hop 2 times,” “do 3 jumping jacks,” “run in place,” or any other movement idea appropriate for the age of your children. Before flashing a high-frequency word, pick a movement activity from the bag. Show the word (or letter) and if the student reads it correctly, they do the movement on the paper. If they do not know the word, read the word to the student, ask the student to spell the word and read the word once more. Then, put the card back into the deck to try again.

**Small-Group Reading Sets 6–12**

**INSTRUCTIONAL GUIDANCE**

Small-Group Reading is a priority for all students and should be taught via live instruction as much as possible.

- Grade 1: Begin Small-Group Reading after week 6
- Grade 2: Begin Small-Group Reading after week 4

Students must have access to the texts in the set they are working in. These are available on the same Learning Portal page as this guide.

**AT-HOME ACTIVITIES**

- Consider using the More Strategy Practice notes to extend the learning.
- Consider using the Extensions to extend the learning.
- Consider using the Technology Extensions to extend the learning.
## Collaborative Literacy Sample Schedule:
### Blended Model for Kindergarten, Week 6

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Remote</strong></td>
<td><strong>In Person</strong></td>
<td><strong>Remote</strong></td>
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<td>Being a Reader</td>
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<td>Shared Reading,</td>
<td>Handwriting,</td>
<td>Shared Reading,</td>
<td>Learning Letter</td>
<td>Learning Letter</td>
</tr>
<tr>
<td>Week 6, Day 1</td>
<td>Week 6: Recorded</td>
<td>Week 6, Day 2</td>
<td>Names, Lesson 17</td>
<td>Names, Lesson 20</td>
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<td>Being a Reader</td>
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<tr>
<td>Learning Letter</td>
<td>Learning Letter</td>
<td>Independent Work</td>
<td>Learning Letter</td>
<td>Independent Work</td>
</tr>
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<td>Names, Lesson 19</td>
<td>Week 6, Day 2</td>
<td>Names, Lesson 19</td>
<td>Week 6: Recorded</td>
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<td>Being a Reader</td>
<td>Making Meaning</td>
<td>Making Meaning</td>
<td>Being a Reader</td>
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<td>Independent Work</td>
<td>Independent Work</td>
<td>Unit 1, Week 6</td>
<td>Vocabulary, Week 6</td>
<td>Learning Letter</td>
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<td>Recorded</td>
<td>Names, Lesson 20</td>
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<td>Being a Writer</td>
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<td>Shared Reading,</td>
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<td>Day 1</td>
<td>Day 2</td>
<td>Day 2</td>
<td>Week Activities</td>
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<tr>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 2</td>
<td>Day 2</td>
<td>Week 6, Day 3</td>
</tr>
</tbody>
</table>

**At-Home Activities:**
- **Monday**
  - Listen to the song "Open, Shut, Them"; talk to a family member about how that song is like the book *Hands Can*
  - Find high-frequency words around your house
  - Writing Throughout the Week Activities Unit 2, Week 2
- **Tuesday**
  - Complete Handwriting Notebook pp. 1–4
  - Make your page for the class book based on *Hands Can*
  - Writing Throughout the Week Activities Unit 2, Week 2

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**Collaborative Literacy Sample Schedule:**
**Fully Remote Model for Kindergarten, Week 6**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<td>Being a Reader Shared Reading, Week 6, Day 1: Live via remote platform</td>
<td>Being a Reader Shared Reading, Week 6, Day 2: Live via remote platform</td>
<td>Being a Reader Shared Reading, Week 6, Day 3: Live via remote platform</td>
<td>Being a Reader Learning Letter Names, Lesson 19: Live via remote platform</td>
<td>Being a Reader Learning Letter Names, Lesson 20: Recorded</td>
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<td>Being a Reader Learning Letter Names, Lesson 18: Recorded</td>
<td>Being a Reader Handwriting, Week 6: Recorded</td>
<td>Making Meaning Unit 1, Week 6, Day 1: Recorded</td>
<td>Making Meaning Unit 1, Week 6, Day 2: Live via remote platform</td>
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<td>Being a Writer Unit 2, Week 2, Day 1: Live via remote platform</td>
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<td>Being a Writer Unit 2, Week 2, Day 3: Live via remote platform</td>
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</tbody>
</table>

**At-Home Activities (to be completed throughout the week):**

- **Being a Reader**
  - Complete Handwriting Notebook pages 1–4
  - Make your page for the class book based on *Hands Can*
  - Practice new high frequency words by playing “Memory” with them
  - Find high-frequency words around your house
  - Listen to the song “Open, Shut Them” and talk to a family member about how that song is like the book *Hands Can*

- **Being a Writer Writing Throughout the Week Activities**
  - Create a color book
  - Write about a favorite color
## Collaborative Literacy Sample Schedule: Blended Model for Grade 1, Week 7

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<tr>
<th></th>
<th>Monday In Person</th>
<th>Tuesday Remote</th>
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<td>Being a Reader Shared Reading, Week 7, Day 1</td>
<td>Being a Reader Handwriting, Week 7: Recorded</td>
<td>Being a Reader Shared Reading, Week 7, Day 2</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Reader Shared Reading, Week 7, Day 3</td>
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<tr>
<td><strong>Small-Group Reading</strong></td>
<td>Being a Reader Small-Group Reading</td>
<td>Being a Reader Small-Group Reading</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 3: Live or recorded</td>
<td>Being a Reader Small-Group Reading</td>
</tr>
<tr>
<td><strong>Being a Writer</strong></td>
<td>Unit 2, Week 2, Day 1</td>
<td>Making Meaning Unit 2, Week 3, Day 1</td>
<td>Being a Writer Unit 2, Week 2, Day 2</td>
<td>Making Meaning Unit 2, Week 3, Day 2</td>
<td>Being a Writer Unit 2, Week 2, Day 4</td>
</tr>
<tr>
<td><strong>At-Home Activities</strong></td>
<td>• Complete Handwriting Notebook pp. 7-9</td>
<td>• Being a Writer Unit 2, Week 2, Day 2</td>
<td>• Write your own version of <em>This Little Chick</em></td>
<td>• Play “Memory” with your high-frequency words</td>
<td>• Writing Throughout the Week: Write more stories about special places</td>
</tr>
<tr>
<td></td>
<td>• Find high-frequency words in a book you’re reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Free Write (from Being a Writer lesson)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Remote Learning Guidance for Being a Reader
Collaborative Literacy Sample Schedule:
Fully Remote Model for Grade 1, Week 7

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Reader Shared Reading, Week 7, Day 1: Live via remote platform</td>
<td>Being a Reader Shared Reading, Week 7, Day 2: Live via remote platform</td>
<td>Being a Reader Shared Reading, Week 7, Day 3: Live via remote platform</td>
<td>Being a Reader Handwriting, Week 7: Recorded</td>
<td>Individual Check-Ins</td>
</tr>
<tr>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
</tr>
<tr>
<td>Making Meaning Vocabulary, Week 6, Day 1: Recorded</td>
<td>Making Meaning Vocabulary, Week 6, Day 2: Recorded</td>
<td>Making Meaning Vocabulary, Week 6, Day 3: Recorded</td>
<td>Making Meaning Unit 2, Week 3, Day 1: Recorded</td>
<td>Making Meaning Unit 2, Week 3, Day 2: Live or recorded</td>
</tr>
<tr>
<td></td>
<td>Being a Writer Unit 2, Week 2, Day 1: Recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 2: Live or recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 3: Live or recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 4: Live or recorded</td>
</tr>
</tbody>
</table>

At-Home Activities:

- **Being a Reader**
  - Complete Handwriting Notebook pages 7–9
  - Write a new version of *This Little Chick* using the sentence frame
  - Practice high-frequency words by playing “Memory” with them
  - Find high-frequency words in a book you’re reading

- **Being a Writer**
  - Writing Throughout the Week Activities from Unit 2, Week 1

- **Making Meaning Vocabulary**
  - Match words from Weeks 1–5
Collaborative Literacy Sample Schedule:
Blended Model for Grade 3, Week 6

<table>
<thead>
<tr>
<th>Monday In Person</th>
<th>Tuesday Remote</th>
<th>Wednesday In Person</th>
<th>Thursday Remote</th>
<th>Friday In Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer Personal Narrative, Week 1, Day 1</td>
<td>Being a Writer Personal Narrative, Week 1, Day 1: Recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 3</td>
<td>Being a Writer Personal Narrative, Week 1, Day 4: Recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 5</td>
</tr>
<tr>
<td>Making Meaning Unit 3, Week 1, Day 1</td>
<td>Making Meaning Unit 3, Week 1, Day 2: Recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 3</td>
<td>Making Meaning Unit 3, Week 1, Day 4: Recorded</td>
<td></td>
</tr>
<tr>
<td>Making Meaning Vocabulary, Week 6, Day 1</td>
<td>Making Meaning Vocabulary, Week 6, Day 2</td>
<td>Making Meaning Vocabulary, Week 6, Day 3</td>
<td>Making Meaning Vocabulary, Week 6, Day 4</td>
<td></td>
</tr>
</tbody>
</table>

At-Home Activities:
- IDR
- Independent Writing
- Vocabulary review from Week 5
- Respond to Blog (Making Meaning Technology Extension, p. 83)

- IDR
- Independent Writing
- Making Meaning Writing About Reading, p. 112
Collaborative Literacy Sample Schedule: Fully Remote Model for Grade 3, Week 6

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer Personal Narrative, Week 1, Day 1: Live or recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 2: Recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 3: Live or recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 4: Recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 5: Live or recorded</td>
</tr>
<tr>
<td>Making Meaning Unit 3, Week 1, Day 1: Live or recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 2: Recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 3</td>
<td>Making Meaning Unit 3, Week 1, Day 4: Recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 5: Live or recorded</td>
</tr>
<tr>
<td>Making Meaning Vocabulary, Week 6, Day 1</td>
<td>Making Meaning Vocabulary, Week 6, Day 2</td>
<td>Making Meaning Vocabulary, Week 6, Day 3</td>
<td>Making Meaning Vocabulary, Week 6, Day 4</td>
<td>Making Meaning Vocabulary, Week 6, Day 5</td>
</tr>
</tbody>
</table>

At-Home Activities (to be completed throughout the week):

- Making Meaning
  - IDR: To be completed daily
  - Respond to Class Reading Blog (see Technology Extension, p. 83)
  - Writing About Reading: Write an opinion on *The Paper Bag Princess*
  - Vocabulary Review from Week 5

- Being a Writer
  - Independent Writing: To be completed daily
  - Listen to and write about the music of *Grandma’s Records* (Technology Extension)
Collaborative Literacy Sample Schedule:
Blended Model for Grade 5, Week 4

<table>
<thead>
<tr>
<th>Monday In Person</th>
<th>Tuesday Remote</th>
<th>Wednesday In Person</th>
<th>Thursday Remote</th>
<th>Friday In Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer Unit 2, Week 1, Day 1</td>
<td>Being a Writer Unit 2, Week 1, Day 2: Recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 3</td>
<td>Being a Writer Unit 2, Week 1, Day 4: Recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 5</td>
</tr>
<tr>
<td>Making Meaning Unit 2, Week 2, Day 1</td>
<td>Making Meaning Unit 2, Week 2, Day 2: Recorded</td>
<td>Making Meaning Unit 2, Week 2, Day 3</td>
<td>Making Meaning Unit 2, Week 2, Day 4: Recorded</td>
<td>Making Meaning Vocabulary, Ongoing Review, Day 5</td>
</tr>
</tbody>
</table>

**At-Home Activities:**
- IDR
- Independent Writing
- Vocabulary review from Week 3
- Being a Writer Extension, p. 76
- Being a Writer Extension, p. 77
- Making Meaning Extension, p. 77
- Being a Writer Extension, p. 87
## Collaborative Literacy Sample Schedule
### Fully Remote Model for Grade 5, Week 4

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer Unit 2, Week 1, Day 1: Live or recorded Making Meaning Unit 2, Week 2, Day 1: Live or recorded Making Meaning Vocabulary, Week 4, Day 1</td>
<td>Being a Writer Unit 2, Week 1, Day 2: Recorded Making Meaning Unit 2, Week 2, Day 2: Recorded Making Meaning Vocabulary, Week 4, Day 2</td>
<td>Being a Writer Unit 2, Week 1, Day 3: Live or recorded Making Meaning Unit 2, Week 2, Day 3 Making Meaning Vocabulary, Week 4, Day 3</td>
<td>Being a Writer Unit 2, Week 1, Day 4: Recorded Making Meaning Unit 2, Week 2, Day 4: Recorded Making Meaning Vocabulary, Week 4, Day 4</td>
<td>Being a Writer Unit 2, Week 1, Day 5: Live or recorded</td>
</tr>
</tbody>
</table>

### At-Home Activities (to be completed throughout the week):
- **Making Meaning**
  - IDR: To be completed daily
  - Vocabulary Review from Week 3

- **Being a Writer**
  - Independent Writing: To be completed daily
  - Extension Activity, p. 76
  - Extension Activity, p. 87