

Remote Learning Guidance for SIPPS

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Introduction

Collaborative Classroom acknowledges the various methods and formats districts and schools utilize to best serve their students and families. This document provides guidance to plan for and engage students in *SIPPS* instruction via a **live** remote learning platform, including:

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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).

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 students to show their work (guided spelling) or share information.

Involve 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?*

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?*

Norm Setting

Consider engaging students in a more formal norm setting experience.

1. Ask the students to imagine what kind of virtual group 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 group. 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 group, 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 group 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.

Preparing a “Go Bag”

If possible, gather the resources you will need to provide *SIPPS* instruction remotely.

(The  icon indicates resources that are available on the Learning Portal.)

Teacher Materials

Consider the resources that will support planning and teaching for at-home remote learning.

General materials:

- Hand-held white board
- Dry erase markers

SIPPS program materials are available digitally. Look at what is available and decide which resources to access in print and which to access digitally.

Print materials:

- *Teacher's Manuals*
- *Intensive Multisensory Instruction for SIPPS Handbook*
- Hand-Held Spelling-Sound Cards
- Hand-Held Sight Word Cards
- Wall Cards



Digital materials:

- *Teacher's Manuals* (via the Learning Portal and the Access Pro App)
- *Intensive Multisensory Instruction for SIPPS Handbook* (via the Learning Portal and the Access Pro App)
- Spelling-Sound Cards and Sight Word/Syllable Cards (via the Card Deck App or PDFs in the Remote Learning chicklet on the Learning Portal)
- Wall Cards (via the Wall Card Presentation Tool or PDFs on the Learning Portal)
- Texts (via the BookRoom! App)
- *Intensive Multisensory Instruction for SIPPS: Trace and Write (Beginning, Extension, Plus) and Reproducibles (Challenge)* (PDFs via the Learning Portal)
- ClassView Pro Assessment App

Student Materials

Consider the resources that will support student learning for at-home remote learning. We recommend the following.

General materials:

- Fully charged device
- Just-right books for wide reading
- Hand-held white board
- Dry erase markers
- A writing tool—preferably a marker or a crayon as those are more visible when holding up documents to the camera
- Paper



Printable program materials:

- For *Beginning*, *Extension*, and *Plus*:
 - Spelling-Sound Chart (PDF via the Learning Portal)
 - Sight Word Dictionary (PDF via the Learning Portal)

- Texts: Individual books can be delivered electronically through our BookRoom! App [[App Store](#) | [Google](#)]. *The Beginning Level Little Books*, *Extension Level Story Book*, and *SIPPS Plus Dreams on Wheels* are loaded into the app by typing in the appropriate code below. The students will then have access to the books in the device for rereading at a later time.
 - Little Books 1A-10: spsb1
 - Little Books 11-20: spsb2
 - Little Books 21-30: spsb3
 - Little Books 31-40: spsb4
 - Little Books 41-50: spsb5
 - Little Books 51-55: spsb6
 - Story Book: spse
 - Dreams on Wheels: spsp
- For *Extension* and *Challenge*:
 - Consonant-*l-e* Chart (PDF via the Learning Portal)
- For *Challenge*:
 - Irregular Sight Syllable Chart (PDF via the Learning Portal)
 - Vowel Generalizations Poster (PDF via the Learning Portal)
 - Irregular Sight Syllables Wall Chart (PDF via the Learning Portal)
 - Spelling-Sound Wall Chart (PDF via the Learning Portal)

Assessing for Instruction

Collect data to provide information that will help you plan for and make strategic decisions in best meeting the needs of students.

Beginning-of-the-Year Recommendation: Enter into the data collection phase at the beginning of the school year as if all students were “new to the school” in order to gain a fresh perspective and understanding of their growth, development, and learning needs. At the beginning of the year, administer the *SIPPS* Placement Assessment to determine where to place students in the program:

- *SIPPS* K–3 Placement Assessment (found in Appendix C of the *Teacher’s Manual* and the ClassView Pro App)
- *SIPPS* 4–12 Placement Assessment (found in Appendix C of the *SIPPS Plus Teacher’s Manual* and the ClassView Pro App)

Grouping Considerations

Use the “Interpreting the Assessment Results” and “Placement Considerations” sections of the Placement Assessment to form groups.

As you group your students for *SIPPS* instruction, consider:

- *Which students have the most significant instructional needs and will require instruction in the smallest group?*
- *How many students are you able to see at one time via your virtual platform?*
- *Are all the students able to use visual cues to engage in choral responses?*
- *Are you able to hear the choral responses from all students and provide corrective feedback as necessary?*

Supporting Students with Disabilities

Ensure learning opportunities for all students. Additionally, consider how to use the digital supports offered in your virtual platform such as the speech-to-text feature.

Professional Learning Resources

Collaborative Classroom is dedicated to providing on-going professional learning resources to support teachers in their work planning and teaching our programs. 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

SIPPS

Teaching *SIPPS* Remotely

Adhere to the elements of an effective *SIPPS* routine as if you were sitting at a small-group table. Focus on being clear, concise, and consistent while avoiding over-talking and over-scaffolding.

Consider how to organize your program materials for each lesson. If you are using the digital materials, locate each day's lessons on the Learning Portal and create a tab for the lesson for each group in the order you will teach them.

Consider how to provide corrective feedback in an authentic way. Know that you might not "catch" every student move or error as often as you would sitting at a small-group table.

Consider how the visual cues can support students' engagement in thinking and participating in choral responses. You might notice a need to use visual cues more intentionally and consistently during remote learning instruction.

Instructional Guidance

Connect with each child/group personally and build trust.

- Take a few moments at the beginning and end of each session to check in with each child.
- Plan a very quick (1–3 minutes), fun activity to engage and connect with the group before starting instruction.
- Maintain a natural presence, as if you were in the same room.

See and hear the students clearly.

- Request that students sit on a chair with the device on a table.
- Ask the students to sit on the edge of their seats and lean toward the device so that their faces are close to the camera and microphone.
- Use a "gallery view" so that you are able to see all your students at once as you would sitting at a small-group table.

VIRTUAL CHORAL RESPONSE

This is challenging! Here are some tips:

- Slow down and provide extended wait-time.
- During Reading a Mixed List, you might ask the students to give you a visual signal (raised hand or thumbs up) when they have finished decoding and are ready to read.
- Spend some additional time reteaching and practicing choral responses to be successful in this new format.

Use clear visual cues with an easy-to-see pointer.

- If displaying hand-held or wall cards digitally, enlarge your cursor size for ease of viewing. Typically, you can adjust your cursor size in the Accessibility section of your computer's System Preferences.
- If displaying hand-held or wall cards digitally, slow down your mouse or trackpad speed to allow for clear, smooth visual cues including swiping. Typically, you can adjust the tracking speed in the Mouse and/or Trackpad section of your computer's System Preferences.
- You might find it helpful for students to have the visual cue in front of them as well.
- You'll find examples of multisensory enhancements that might support this remote instruction in the *Intensive Multisensory Instruction for SIPPS Handbook*.

Consider these possible tools:

- If your virtual platform has an annotation feature, consider how you might use annotations to feature content.
- When the students are reading the *Beginning Level Story Posters*, use the PDF rotation feature to flip the documents upright when needed.

See students thinking in writing as they engage in Guided Spelling. Ask the students to angle their devices so that their writing is visible on the screen. As they are writing, provide individual support in the moment to ensure they are practicing accurately.

Provide opportunities for students to read texts without interruption.

- If you are using a virtual platform that offers breakout rooms, consider sending each student into their own breakout room to read. You can “pop in” to listen and check on student progress. Close the breakout rooms for a post-reading discussion.
- An alternative is to use the mute feature. Ask the students to mute themselves as they read. Unmute one student at a time to listen to each of them.

Conferring in One-on-One Sessions

Meet with students one on one to assess for mastery as well as gather comprehensive information about the students as readers. During these sessions, listen to the students read, and confer with them to support their reading and gather comprehensive information.

- Use the information gathered to confirm mastery and ability to apply foundational skills to reading as well as make data-driven instructional decisions.
- Use the “Instructional Self-Checks” that occur at regular intervals in *SIPPS Beginning* and *Extension Levels* and *SIPPS Plus* to reflect on and adjust instruction through the lens of the data collected.

Schedule one-on-one sessions to administer the Mastery Tests (*Beginning*, *Extension*, and *Plus*) or Progress Assessments (*Challenge*) as they arise within the *SIPPS* level.

- Use the “Analysis of Errors” guidance provided with each Mastery Test to reflect on and adjust instruction.

Supporting At-Home Activities

Practice and application beyond *SIPPS* instruction is essential for students to attain and maintain foundational skills learning.



For Family Support: Provide the level-specific family letter, which can be found on the same Learning Portal page as this guide. The letter answers questions such as:

- What is *SIPPS*?
- What does *SIPPS* look like?
- How can I support *SIPPS* at home?



These activities can be used at home to practice sight words. (These activities can be used for sight syllables as well.) The cards can be found on the same Learning Portal page as this guide.

- **Memory:** Create two sets of the sight 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 the sight 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 “Sight Word Bingo.”
- **Highlight:** Look at magazines, newspapers, cereal boxes, and other media—highlight and read the sight 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 scraps of paper, write the words. Have the child say the word and if correct, crumple the paper and toss it for a basket.
- **Up the Stairs:** Write the sight words on index cards. Stand at the bottom of a flight of stairs. Flash the words one at a time. If the child 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 children by having different cards based on their needs. Even older kids can play along by including math equations or vocabulary words.)
- **Spotlight:** Post the sight words around the room. Turn the lights off. Give the student a flashlight and have them hunt for words. As they shine their light on the words, they read the word.
- **Egg Hunt:** Put sight words inside colored plastic eggs and hide them around the house. Have the child 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 sight word, pick a movement activity from the bag. Show the word and if the child reads it correctly, they do the movement on the paper. If they do not know the word, read the word to the child, ask the child to spell the word and read the word once more. Then, put the card back into the deck to try again.

For Teacher-Directed Support: The following recommendations can support the practice and application of foundational skills.

Practice Opportunities



Consider the ways in which students can practice:

- Provide students with the Spelling-Sound Chart
 - Color the sounds you know
 - Practice saying the sounds
 - Use the Chart to help spell words as you write

- Provide students with the Sight Word Dictionary
 - Make a card for each word using index cards
 - Practice the sight words using the read-spell-read routine
- Provide students with the *Trace and Write* PDFs for lessons
 - Practice writing the sounds
 - Say the sounds as you trace
 - Write the sight word three times
- Provide students with the texts (*Beginning, Extension, or Plus*) to read and reread through the BookRoom! App (see [p. 6](#) for how to access the App and specific texts).
 - Reread the texts
 - Find these sight words _____, _____, _____
 - Write about your favorite part of the story or character
- Encourage students to read independently beyond the *SIPPS* lessons.
 - Discuss how they might access a variety of texts at home.
 - Ask students to read for a variety of reasons daily/weekly:
 - Bring their favorite book to a lesson
 - Jot down their favorite part of a book
 - Jot down something they learned
- Encourage students to write everyday items:
 - Grocery lists
 - Things to do today
 - Letter to _____
 - A persuasive letter to an appropriate adult explaining why they need more time for any activity they want to do (for example, online games or TV)