

## iLit45 & iLitELL Distance Learning Strategies

Schools and districts may find that students will need to be at home for an extended period due to unforeseen circumstances. The following document highlights strategies and techniques for distance learning options for each lesson component of iLit45 and/or iLitELL.

### General Best Practices:

- Review your lesson and decide which lesson components and content is most important for your students.
- Create a plan on how you will deliver the lesson or lesson components to your students. Think about recording lessons & activities to be watched later by students, scheduling live class time, sending assignments, setting expectations for completion and responses, maximizing the library and notebook features, and utilizing the print resources available on MysavvasTraining.com and iLitPLC.com
- If possible, utilize video conferencing options to gather groups of students for conversation and collaboration.
- If possible, utilize video conferencing options to conference with individual students or small groups.
- Use the Buzz feature to send students messages regarding assignments, provide feedback and positive reinforcement, and send surveys.
- Use the Supplemental Lessons for additional activities and lessons including Phonological Awareness, Book Clubs, and additional Read Aloud options.
- Contact your iLit Education Specialist for more support with distance learning options.

### Time to Read

- Assign students 10-15 minutes each day to read a book from the iLit library – teachers may want to give free choice or choose a title for all students to read. Teachers may also want to differentiate titles for 1 or more differently leveled reading groups in class.
- Create response prompts for students to complete or use the response prompts from Time to Read lesson. Have students type responses in the Journal section of the iLit Notebook. To review student responses, go to Assignments. On the left-hand side, click on any student name on the roster lister and click on the View Notebook link. Teachers cannot add notes directly to the Journal entries but can conference with students on responses.
- Have students complete a book report or project about their book. Through internet conferencing, have students record or share live the completed report or project.
- Have students add new vocabulary words encountered in their reading to the Word Bank. Assign a certain number of words required each day or each week. To review student responses, go to Assignments. On the left-hand side, click on any student name on the roster lister and click on the View Notebook link. Go to Word Bank. Teachers cannot add notes directly to the Word Bank entries but can conference with students on responses.
- If there is a language or grammar lesson as part of Time to Read, create screen shots or screen captures of the lesson to share with students. Check the Language Conventions workbook to see if there is a corresponding worksheet to use as practice or check for understanding.
- Conference with students (through email or video conferencing) or use their responses in their Journal to complete the Time to Read conferencing form.

## Vocabulary

- Create a word list for students containing all of the vocabulary words and academic vocabulary for the week. Have students use the Word Bank to type the definition and a sentence for each word. To review student responses, go to Assignments. On the left-hand side, click on any student name on the roster list and click on the View Notebook link. Go to Word Bank. Teachers cannot add notes directly to the Word Bank entries but can conference with students on responses.
- Create screen shots or screen captures of the pictures and sentences for the new vocabulary to share with students. Students can also go to their Notebook; click on the Resources tab and search for the current vocabulary words under Vocabulary.
- If there is a language or grammar lesson as part of Vocabulary, create screen shots or screen captures of the lesson to share with students. Check the Language Conventions workbook to see if there is a corresponding worksheet to use as practice.

## Read Aloud Think Aloud

- Record the story and the Think Aloud stopping points. Have students use your recording to follow along from the book in the library.
- Create comprehension questions for students to complete in their Journal as they listen and follow along with the story.
- As students listen to the story, have students add any new or unknown words to the Word Bank. To review student responses, go to Assignments. On the left-hand side, click on any student name on the roster list and click on the View Notebook link. Go to Word Bank. Teachers cannot add notes directly to the Word Bank entries but can conference with students on responses.
- Consider using the alternate Read Aloud, Think Aloud (RATA) titles in Supplement Lessons to complement current RATA titles.
- For reading selections with vocabulary and comprehension questions already created, use any of the Book Club titles in Supplemental Lessons as your RATA title.

## Classroom Conversation

- Use the Conversation Starters and have students respond in their Journal.
- Create alternative or additional Conversation Starters response prompts for students to complete.
- Conference with students (through email or video conferencing) or use their responses in their Journal to complete the Classroom Conversation evaluation form.
- Have students create and complete graphic organizers to help remember the story (i.e. cause and effect, story timelines, Venn diagrams to compare and contrast, etc.).

## Whole Group

- Create screen shots or screen captures of the pictures, sentences, graphic organizers, etc. to share with students.
- Use the Language Conventions or Writer's Conventions workbooks to supplement your screen shots and lesson screens and provide practice or check for understanding.
- Set up a video conference call for all or a group of students to conduct the Whole Group lesson.

## Work Time

- Prioritize assignments for students, setting expectations for completion. The Interactive Reader (IR) is the most important assignment.
- Utilize the rubrics and graphic organizers for the IR to support students with completion of this assignment.
- Score the current IR before assigning the next IR.
- It is recommended that you do not assign many assignments at once. Set expectations for completion, check for student progress and assign new assignments to students once prior assignments are completed.
- Set up a video conference call for all or a group of students to practice or review assignments.
- Set individual conferences to review assignments and completed work. Students can go to their Notebook and click on the My Work tab to see scored assignments.

## Wrap Up

- Review the Wrap Up activity to see if it can be used as an "exit ticket" or additional activity to further understanding of a story read or lesson reviewed.
- Have students respond in their Journals.
- Conference with students to complete the Wrap Up activity.