If teacher’s have SRC memberships, they can use the following resources with students:

- **Downloadable Resources**
  - **Word Analysis Activities**
    - Teachers can send out Word Sort games to students. Students can print out these activities at home and sort words according to rules.
    - Card Swap cards can be sent to students to practice explaining why words contain certain markings. This activity can also be done during online instruction. Teachers can hold up a card and ask the question(s) on the back of the card. The teacher can then call on students to answer the questions.
    - Destinations activities can be done online. Instead of having students walk to different destinations in the classroom, they can show their answer. Instruct students to have one sheet of paper for each rule in the activity. (If the game covers three rules, the students will need three pieces of paper. If the game covers five rules, the students will need five pieces of paper, etc.) Students will write one rule on each paper that is a part of the activity (example, paper one will say “r. 4,” paper two will say “r. 18,” etc.) The instructor will choose one of the destinations cards and show the first word to the students. Students will think about which rule is in that word. They will hold up the card showing their answer. The teacher will then call on a student to articulate how that rule applies to the word. The instructor can also have all students write their response in the chat box feature.

- **All Grade Resources**
  - Spalding Phonograms App: Parent Letter and Directions to use the App are provided under App Practice.

- **Video Resources**
  - Phonogram Introduction with Handwriting
    - At the beginning of the school year, all students learn or review all 70 phonograms using Phonogram Introduction with Handwriting procedures. Videos for phonograms 1-87, using Phonogram Introduction with Handwriting procedures, are in SRC under Videos → Phonogram Introduction with Handwriting. These can be assigned to students with the papers submitted for teacher review/feedback.
  - Procedure Videos
    - At the beginning of the year, teachers can show procedure videos to students to show how lessons will look. Use the Teacher/Student Interaction videos to show what the teacher will do during instruction and what the students will do.
Distance/Online Learning Suggestions

Oral Phonogram Review (OPR)

- Before OPR instruction begins, confirm that the video setting “mirror image” is not selected. If it is, phonogram cards will be portrayed backwards.
- Oral Phonogram Procedure
  - OPR Step 1
    - Show the students the phonogram card.
    - Students repeat the sound(s). (It is difficult to hear a choral response but this process will get the students familiar with the procedure. They can continue to practice this procedure on their own time using the app.)
    - Teacher corrects sound(s) as needed.
  - OPR Step 2
    - Show the students the phonogram card.
    - Students repeat the sound(s). (It is difficult to hear a choral response but this process will get the students familiar with the procedure. They can continue to practice this procedure on their own time using the app.)
    - Teacher asks knowledge questions. If the question has a yes or no response, students can show their answer by giving a thumbs up or thumbs down. Teacher can individually call on a student to explain their answer. If the question is a placement question (example, Where may I use this phonogram?), the teacher can individually call on a student to explain the answer.
    - As students become comfortable with phonogram sounds, the teacher can start fading knowledge questions and transition into application questions. Follow same procedures as above to answer questions.
- Spalding Phonogram App
  - Provide Spalding Phonograms App Overview video to parents and students to familiarize themselves with the App features. [https://www.spaldingeducation.org/practice-materials](https://www.spaldingeducation.org/practice-materials)
  - Encourage families to purchase the Spalding Phonograms App. App practice is a great way to get massed practice at an independent level. Be sure parents are aware of procedures to offer support as needed. Spalding Phonograms App: Parent Letter and Directions to use the App are provided under Downloadable Resources → All Grades → App Practice in the SRC.
  - Teachers can send a list of phonograms to students at the beginning of the week listing the phonograms to practice in “Differentiated Practice” on the app.
- Small groups
  - At the beginning of the school year, assess students on the first 70 phonograms. Group students according to their phonogram mastery. Each day, work with a different small group going through phonogram sounds.
- Individual Practice
  - If you have time during the week, set up short times to work with individual students. Students can sign up for 2-3 minute blocks of time spaced throughout the week. You can take advantage of the “waiting room” feature on Zoom. As students log in for their time, they will
be put in a waiting room. After you are done with one student, they can leave the meeting, and you can bring the next student in.

**Written Phonogram Review (WPR)**

- If a teacher has access to a document camera, this equipment can be very useful during online WPR instruction. Share the document camera screen to show the teacher’s writing. Teacher needs to be cognizant of hand placement so students can see letter formation in real time rather than the top of the teacher’s hand while they form phonograms.
- Teachers can also sit with a whiteboard behind them during WPR online instruction. Position the camera so the instructor and whiteboard are in frame. The teacher will need to draw top lines and base lines on the whiteboard.
- Students can take a picture or scan their WPR sheet and email it to instructors. This will allow instructors the opportunity to review student phonogram knowledge and handwriting.
- After students evaluate their handwriting and choose an exemplary phonogram and a refinement, assign students to breakout rooms, and let them articulate their analysis to a partner.

**Spelling Dictation (SD)**

- If a teacher has access to a document camera, this equipment can be very useful during online Spelling Dictation instruction as well. Share the document camera screen to show the teacher’s writing.
- Teachers can also sit with a whiteboard during Spelling Dictation instruction. Position the camera so the instructor and whiteboard are in frame. The teacher will need to draw top lines and base lines on the whiteboard.
- To help students dictate words together to the teacher, provide students with one-word prompts for each step. Although Spalding usually recommends silent prompts during Spelling Dictation, distant learning needs a modification. When the teacher is ready for students to sound the word back, say “sound.” Next, the teacher will say “marking(s)” (if there are any in the word) and students will dictate the markings to the teacher. Then, the teacher will say “read,” and students will read the word. Finally, the instructor will say “rule(s)” (if there are any in the word) and students will say the rule(s) in the word. As students become confident with these procedures online, teachers can begin fading from the one-word cues. Please note that Zoom will not allow all students voices to come through together. Instead, it will move around from voice to voice. Still encourage students to participate throughout each step.
- Students can take a picture or scan their notebook pages and email them to teachers after words are entered. This will allow teachers the opportunity to review student notebooks. Teachers may also choose to scan the pages from their notebook and send them to students. Students can compare their notebooks to the teachers before sending their pages to the teacher.
Distance/Online Learning Suggestions

- Shortened Spelling Lists
  - If word entry is taking longer than anticipated due to online procedures, shorten the spelling list for the week. For example, instead of entering 30 words a week, try beginning the year entering 20 words a week. As students become more comfortable with spelling procedures online, teachers can begin increasing the number of spelling words.

- Reading for Spelling/Reading
  - Record yourself reading spelling words for spelling and reading. In the videos, show your notebook and record your voice. This can be done with the spelling words each day. Email the video to families so students can practice reading for spelling and reading for reading at home. Encourage the parents to be present as they watch the video so parents can stop and clarify sounds as needed.

Word Analysis (WA)

- Word Analysis: Step 1
  - If there are hesitations with markings and/or rules during Spelling Dictation, ask students to explain the reasoning behind these markings and/or rules. This may be done in different ways. Individual students may be called on, students may write their answers into the chat box, or the teacher can put students into breakout rooms and allow students to discuss this with a partner. If breakout rooms are used, make sure to follow up with an explanation whole group once students leave the breakout rooms.

- Word Analysis: Step 2
  - If teachers have an SRC membership, they can take advantage of the Word Analysis activities listed under Downloadable Resources under Spalding Resource Center.
  - Identify rules and/or markings that are a struggle to students. Take advantage of breakout rooms by designing activities where students can discuss these rules and/or markings with partners or in small groups.

- Word Analysis: Step 3
  - You can take advantage of the chat box to individually assess students. Students can also write responses on paper. They can hold the paper up in front of the camera for the teacher to see. They can also take a picture or scan the paper and email it the teacher.
  - Quiz apps like Kahoot can allow for quick individual assessments.
Distance/Online Learning Suggestions

Sentence Construction with High-Frequency Vocabulary (SCV)

- Modeling procedures will remain the same. Teachers can decide how they want to show their model sentence to students. This can be done under a document camera, sentences can be written on a whiteboard by the teacher, teacher can also write a sentence in a Word document or on a PowerPoint and share that screen with students.
- During coaching, teachers will share a new sentence with their students the same way they did during modeling. Teachers can call on individual students to explain the usage and meaning of the word based on the sentence. The teacher will then call on individual students to brainstorm additional ways the word may be used in sentences. Students can then go into breakout rooms where they will share an oral sentence using the vocabulary word with a partner. After leaving the breakout room, the teacher will call on multiple students to share their sentences. Then, students will write a sentence using the unfamiliar vocabulary word. This can be done on paper or in a Word document and sent to the teacher, or students can write their sentence in the chat box.

Assessments

- Oral Phonogram Assessment (OPA)
  - Teacher can record him/herself giving an OPR. Provide this video to the students. Student will watch the teacher’s video while recording themselves saying the sounds. This student video can then be submitted to the teacher. The teacher can analyze the student’s sounds for mastery or any clarifications needed.
- Written Phonogram Assessment (WPA)
  - WPA can occur weekly as usual. The teacher can record him/herself administering a WPA. Provide this video to the student. Student will watch the teacher’s video while writing phonograms. Student WPA papers can be submitted to the teacher for accuracy and handwriting.
- Spelling Assessment
  - Spelling assessments can occur weekly as usual. The teacher can record him/herself administering a spelling test. Provide this video to the student. Student will watch the teacher’s video while writing spelling words. Student Spelling Assessment papers can be submitted to the teacher for accuracy and handwriting.
Distance/Online Learning Suggestions

Additional Resource on Spalding website

Material Bundles and Free Resources for parents offered here: https://www.spaldingeducation.org/practice-materials