

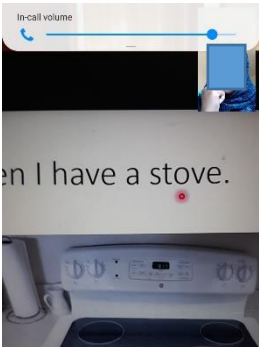


Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
Calendar Questions	Send the monthly calendar ahead of time as a text message attachment. You can also send the learner a full calendar in the mail and ask them to keep it with their English class materials.	Use your rear-facing camera to show a paper calendar or a calendar on your computer screen. 	Screen share the monthly calendar. You can put it into a PPT slide, and also include the surrounding months for expansion activities, or to review past months. As learners become more familiar with the routine, invite learners to take on the role of the teacher and ask each other the questions about the calendar.
Look at the monthly calendar and have the learner/s answer questions. <ul style="list-style-type: none"> • What is the day/date today/yesterday/tomorrow? • What is the month? Last month? Next month? • What is the year? Last year? Next year? • How many Mondays/Tuesdays/Wednesdays are in the month? • What date was last ____? What date will be next ____? • What did you do on ____? 			
The Rose	Take turns sharing one good thing that happened from the past week (the rose), one stressful or sad thing that happened (the thorn), and one thing you're looking forward to (the bud). When first introducing this activity, it is helpful to show a picture of a rose with thorns and a bud to illustrate each of the parts of the activity.		
Total Physical Response (TPR)	Give instructions for actions the learner/s will do during class and model following the instructions. Have the learner/s repeat the instructions while they follow them. As learners become more familiar with the language, have the learner/s lead by giving instructions while you follow. <i>e.g. Mute your microphone. Unmute your microphone. Turn on your camera. Turn off your camera. Rotate your camera. Pick up your pencil. Put down your pencil. Write your name. Underline your name.</i>		
Number of the Day: Tell the learner/s a number and have them write it down. Practice counting up to the number in different ways (by ones, by twos if the number is even, by fives or tens if the number is large). Have the learner/s spell the number, and use it in a sentence. Show some math problems that have the number, and have the learner solve them (for addition, the answer should always be the number of the day. For subtraction, the first number in the equation should be the number of the day). Ask the learner to create several math problems using the number of the day and following the same pattern.			

<p>Share Pictures from the Week</p>	<p>Send the pictures ahead of time as a text message. Ask the learner to send you pictures before the session. The pictures can be sent throughout the week, or at a set time before the session.</p> <p>Ask the learner to talk about their pictures, and ask them questions to encourage them to expand their speaking. Talk about your pictures, and invite the learner to ask you questions about what they see in the pictures.</p> <p>If sending photos over text message isn't an option, take turns sharing you and the learner did during the previous week. Keep it concrete: where did you go, who did you talk to, what did you cook/eat, etc.</p>	<p>Send the pictures ahead of time as a chat message. Ask the learner to send you pictures before the session. The pictures can be sent throughout the week, or at a set time before the session.</p> <p>Ask the learner to talk about their pictures, and ask them questions to encourage them to expand their speaking. Talk about your pictures, and invite the learner to ask you questions about what they see in the pictures.</p>	<p>Put several pictures into a PPT slide, and screen share the PPT with the learners.</p> <p>Invite learners to take turns sharing one or two pictures from their week, and have the rest of the group ask questions about the pictures. Learners can screen share on their phones by tapping the Share icon on the bottom of the screen, then selecting Photo.</p> 
<p>What Time Is It?</p>	<p>Send a text message ahead of time with a picture of a clock.</p> <p>If sending photos over text message is an option, consider purchasing a classroom clock tool and sending it to the learner through the mail.</p> 	<p>Use the rear-facing camera to show a clock that has hands you can move, show a picture of a clock, or use a mini-whiteboard to draw a clock.</p>	<p>Hold up a clock that has hands you can move, screen share a picture of a clock, or use a mini-whiteboard to draw a clock and hold it up for learners.</p> <p>If you are using pictures, you can put them into a PowerPoint to make them easier to share.</p>
<p>Practice counting by fives on the clock. Show different times and have the learner/s say the times. Show two different times, and ask which is later/earlier. For more advanced learners, show two different times and have them say how many hours/minutes are in between the times.</p>			

Pre-Reading Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
General Suggestions	<p>It is highly recommended that you print off and mail stories and accompanying activities in paper packets: send multiple stories at a time, and make sure that the pages are numbered.</p> <p>You can also send the story ahead of time by taking a picture and sending it as a text message. Encourage learners to copy it into a notebook before the lesson if they aren't able to look at their screen during the tutoring session.</p>	<p>Send the story ahead of time by taking a picture and sending it, or send the story as a word or PDF attachment (only send the story and the following activities, not the whole curriculum).</p> <p>During the reading activities, you can use your rear-facing camera to show the story and the accompanying activities on your computer, or a paper copy if you printed it out.</p>	<p>Send the story ahead of time by taking a picture or sending it as an attachment through whichever method you use to communicate with the learners (email, WhatsApp, text messages, etc.).</p> <p>Screen share the story and the accompanying activities. Make sure that the font 20pt or larger to be seen on a phone screen, and be prepared to make it larger if needed.</p>
Pictures and Questions	<p>Have the learner look at the picture/s that accompany the story. Ask the learner to tell you what they see in the pictures, and identify any new vocabulary words that are in the pictures. If there are additional question prompts, practice asking and answering those.</p>	<p>Use your rear-facing camera to show the learner the picture/s that accompany the story. Ask the learner to tell you what they see in the pictures, and identify any new vocabulary words that are in the pictures. If there are additional question prompts, practice asking and answering those.</p>	<p>Screen share the picture/s that accompany the story. Ask the learners to tell you what they see in the pictures, and work together to identify any new vocabulary words that are in the pictures. If there are additional question prompts, practice asking and answering those by calling on individual learners, or have learners type their answers in the chat box.</p>
Predictions from Titles	<p>Have the learner read the title of the reading text aloud from their notebook or from the reading packet. Check to make sure that they understand all of the words in the title.</p> <p>Give the learner a minute to reflect on what they think that the text will be about. Remind them to base their predictions on the words that they read in the title.</p> <p>If the learner has already read the story, ask them to tell you what the title means in their own words.</p>	<p>Use your rear-facing camera to show the learner the title of the reading on your computer or on a paper copy. Check to make sure that they understand all of the words in the title.</p> <p>Give the learner a minute to reflect on what they think that the text will be about. Remind them to base their predictions on the words that they read in the title.</p> <p>If the learner has already read the story, ask them to tell you what the title means in their own words.</p>	<p>Screen share the story and ask the learners to listen while you read the title out loud. Have the learners read the title out loud. Check to make sure that they understand all of the words in the title.</p> <p>Give the learners a minute to reflect on what they think that the text will be about. Remind them to base their predictions on the words that they read in the title. After a minute, ask for volunteers to share their predictions or call on individual learners.</p> <p>If the learners have already read the story, ask several learners to tell you what the title means in their own words.</p>

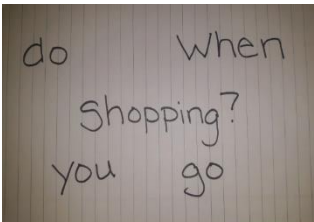
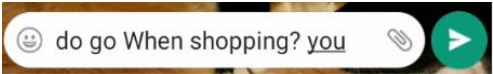

Reading Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
<p>Teacher-Led Reading</p>	<p>Read the story out loud while the learner follows along in their notebook or paper packet.</p> <p>Suggestion: If you send the learners a text to copy, number the sentences so that you can check in that the learner is on the same number of sentence as you read out loud.</p>	<p>Use your rear-facing camera to show the story on your computer or a paper copy. Follow along with your finger or the cursor as you read the story out loud.</p> 	<p>Screen share the story with the learners. Read the story out loud, using the cursor to follow along.</p> <p>Suggestion: If you are sharing the story with PPT or Google Slides, right click your mouse and select Pointer Options then select Laser Pointer. Your cursor will show up as a red circle, which makes it easier to see for learners following along.</p>
<p>Listen and Repeat</p>	<p>Read the story sentence by sentence. Have the learner repeat after each sentence. Use appropriate intonation and expression.</p>	<p>Read the story sentence by sentence. Have the learner repeat after each sentence. Use appropriate intonation and expression.</p>	<p>Read the story sentence by sentence. Have the learners repeat after each sentence. Use appropriate intonation and expression. Encourage learners to have their microphones on so that they can hear one another.</p>
<p>Choral Reading</p>	<p>Read the story out loud. Have the learner read out loud at the same time. Use appropriate intonation and expression.</p>	<p>Read the story out loud. Have the learner read out loud at the same time. Use appropriate intonation and expression.</p>	<p>Read the story out loud. Have the learners read out loud at the same time. Use appropriate intonation and expression. Encourage learners to have their microphones on so that they can hear one another.</p>
<p>Sentence By Sentence</p>	<p>Take turns reading the sentences out loud with the learner. Use appropriate intonation and expression.</p>	<p>Take turns reading the sentences out loud with the learner. Use appropriate intonation and expression.</p>	<p>Have the learners take turns reading the sentences out loud by calling on individual learners.</p>
<p>Partner or Individual Reading</p>	<p>Have the learner read the story out loud while you follow along. If learners get stuck on a word, ask them to sound it out starting at the first letter. Supply the word if they are unable to sound it out after several attempts.</p>	<p>Have the learner read the story out loud while you follow along on your screen. If learners get stuck on a word, ask them to sound it out starting at the first letter. Supply the word if they are unable to sound it out after several attempts.</p>	<p>Put the learners into breakout rooms and turns reading the story. You will need to have sent the story ahead of time, or upload the story into google drive and post a link to it in the chat so that they can click on the link and open the story when they are in their breakout rooms. You will need to practice this ahead of time.</p>

Post-Reading Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
Yes/No Statements	Read statements out loud about the story that are either true or false. Have the learner respond with yes/no to each of the statements.	Read statements out loud about the story that are either true or false. Have the learner respond with yes/no to each of the statements. You can also have them give a thumbs-up or down, send a chat message with their answer, or write yes/no on a piece of paper and show you using their rear-facing camera.	Read statements out loud about the story that are either true or false. Take turns calling on learners to respond with yes/no to each of the statements. You can also have learners type their answer in the chat box or ask them to use the annotate tool to write Y/N in the answer space.
Short Answer Questions	Read the questions out loud and have the learner/s say their answer. After they answer, ask them to tell you which sentence from the story they found the answer in (this helps learners practice citing evidence). If the sentences are numbered, the learner can read the sentence number, if they are not numbered, ask them to read back the whole sentence.	Read the questions out loud and have the learner/s say their answer. After they answer, ask them to tell you which sentence from the story they found the answer in (this helps learners practice citing evidence). If the sentences are numbered, the learner can read the sentence number, if they are not numbered, ask them to read back the whole sentence.	Read the questions out loud and ask for learners to say their answer or call on an individual learner to answer. If you call on an individual learner, call on another learner to paraphrase their answer or confirm if it is correct. You can also have learners type their answers in the chat box. See the previous box for a suggestion on showing evidence.
Matching Columns	Read the word from the first column out loud, and have the learner tell you which answer from the second column matches it if they have the paper in front of them. If not, read a word from the first column, then read 2-3 words from the second column (one of the words will be the correct answer) and have the learner tell you which word matches.	Use your rear-facing camera to show the activity. Read the word from the first column out loud, and have the learner tell you which answer from the second column matches it. Draw a line between the two matching words as the learner completes the activity.	Screen-shard the activity and have learners use the annotate tool to match up the words. You can ask for volunteers, or you can call on learners one at a time to annotate. You can also say one word from the first column, and have the learners type the matching word in the chat box if the annotate tool is not available.
Letter-Sound Drill	Select a spelling and sound pattern that appears several times during the story <i>e.g. /sh/, /th/, /b/, /ar/</i> . Say the spelling and sound pattern several times <i>e.g. SH says /sh/</i> . Have the learner repeat the spelling and sound pattern out loud. Have the	Select a spelling and sound pattern that appears several times during the story <i>e.g. /sh/, /th/, /b/, /ar/</i> . Say the spelling and sound pattern several times <i>e.g. SH says /sh/</i> . Have the learner repeat the spelling and sound pattern out loud. Write the letter/s on a	Select a spelling and sound pattern that appears several times during the story <i>e.g. /sh/, /th/, /b/, /ar/</i> . Say the spelling and sound pattern several times <i>e.g. SH says /sh/</i> . Have the learners repeat the spelling and sound pattern out loud. Hold up a card with the

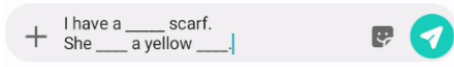
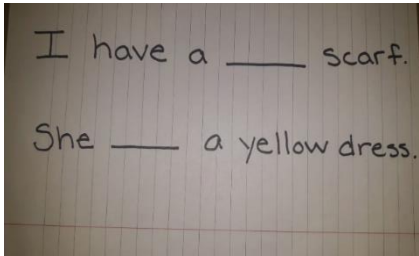
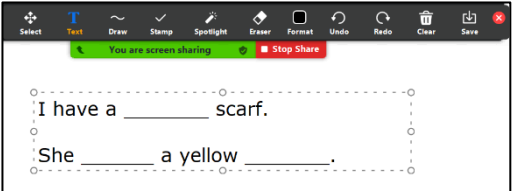
	<p>learner write the letter/s in their notebook five times. Ask the learner/s to look at the story, and identify the words that contain the spelling and sound pattern. As they locate the words, have them write them in their notebook. After the learner finds all of the words, have them read them off to you. Prompt them to look at specific sentences if there are any words that they missed.</p>	<p>notebook or on the computer, and use your rear-facing camera to show the learner. Have the learner write the letter/s in their notebook five times. Ask the learner to look at the story, and identify the words that contain the spelling and sound pattern. As they locate the words, have them write them in their notebook. After the learner finds all of the words, have them read them off to you or show you the words with their rear-facing camera. Prompt them to look at specific sentences if there are any words that they missed.</p>	<p>letter/s written on it, or write them using the Zoom whiteboard. Have the learners write the letter/s in their notebooks five times. Ask the learners to look at the story, and identify the words that contain the spelling and sound pattern. As they locate the words, you can have them type in the chat box, circle them using the annotate tool, or write them in a notebook. Prompt them to look at specific sentences if there are any words that they missed. Read through the entire list of words as a group.</p>
<p>Detail Chain</p>	<p>Ask learner to share one thing that they remember from the story. Affirm that is correct, and add a different detail. Ask the learner to add a third detail. Go back and forth adding details until you run out of suggestions. If the learner gets stuck, prompt them by asking wh- questions about the story. When they answer the question, tell them that they just said a detail and add it on to the chain.</p>	<p>Ask learner to share one thing that they remember from the story. Affirm that is correct, and add a different detail. Ask the learner to add a third detail. Go back and forth adding details until you run out of suggestions. If the learner gets stuck, prompt them by asking wh- questions about the story. When they answer the question, tell them that they just said a detail and add it on to the chain.</p> <p>You can do this activity verbally, or you can write or type up the details as they are added, and show the learner using your rear-facing camera. You can also text the details in the chat. Have the learner go back and read the detail chain once it is complete.</p>	<p>Ask for a volunteer or call on a learner to share one detail that they remember from the story. Invite the learner to call on the next person to share a detail, and continue until everyone has had a chance to share.</p> <p>As the learners share details, type them up in a document. When the detail chain is complete, screen share the document and read the details together.</p> <p>You can also call on learners to take turns typing the details in the chat. They must do it one at a time to create a chain. When the chain is complete, have the learners read it out loud together.</p>

Writing Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
Dictation Grammar, Vocabulary, Writing	<p>Read the learner a list of vocabulary words or sentences using vocabulary words and/or target grammatical structures. Have the learner write down what they hear.</p> <p>Check their writing by having the learner attach a picture of what they wrote to a text message and send it to you.</p>	<p>Read the learner a list of vocabulary words or sentences using vocabulary words and/or target grammatical structures. Have the learner write down what they hear.</p> <p>Check the writing by having the learner flip their phone to show you what they wrote, or have them take a picture of their writing and send it to you.</p>	<p>Read the learners a list of vocabulary words or sentences using vocabulary words and/or target grammatical structures. Have the learner write down what they hear.</p> <p>You can have all learners write down the dictation on their papers, and share by typing into the chat or flipping their camera to show you what they wrote.</p> <p>You can also do this activity as a partner dictation. Send sentences to individual learners in the chat box, then pair learners up and put them into breakout rooms. In the breakout rooms they can open the chat and take turns reading each other the sentences.</p>

Dictation Feedback: For lower level learners, stop and check spelling after every word or sentence. For higher level learners, check after several sentences. For advanced learners, check all of the writing at the end. It is important to be able to visually see the writing. If learners are spelling back what they wrote, you may not catch errors (such as substituting **a** for **e**) because the learner says the letter incorrectly.

Jumbled Sentences Grammar, Writing	<p>While talking on the phone, send a picture or a text message containing mixed-up words from a sentence or question. Have the learner write out the words in order, and text you their sentence or attach a picture of their sentence to a text message.</p> 	<p>While talking on a video call, send a picture or a chat message containing mixed-up words from a sentence or question. Have the learner write out the words in order, then flip their camera to show you what they wrote.</p> 	<p>Click on the screen share icon, and select Whiteboard. Click on the T for text. Type the mixed up words from the sentence or question. Have the learners write out the words in order, and share their answers by typing them into the chat or flipping their camera to show you what they wrote.</p> 
---	--	---	--

Jumbled Sentence Feedback: If the sentence isn't correct, start by having the learner read it out loud to see if they can hear the error/s. Then move to going word by word with the jumbled words. "What word comes first? How do you know? What word comes next?" etc. You can also text/chat/type the correct sentence on the whiteboard and have the learner compare their sentence to the correct one. Ask the learner rewrite the sentence so that it is correct. This activity can also be sent to learners ahead of time, and checked during the class, since writing can be time-consuming.

<p>Fill-in-the-Blank/Cloze</p> <p>Grammar, Vocabulary, Writing</p>	<p>While talking on the phone, send the learner a text message that contains sentences with missing words. You can also write out the sentences and take a picture with your phone and send it as an attachment to a text message. Have the learner text back the missing words, or write the missing words on a piece of paper and attach a picture of their writing to a text message. The learner may also write out the entire sentence, including the missing words.</p> 	<p>While talking on a video call, send the learner a chat message that contains sentences with missing words. You can also write out the sentences and take a picture with your phone to send as a chat message. Have the learner or write the missing words on a piece of paper then flip their phone to show you their writing.</p> 	<p>Click on the screen share icon, and select Whiteboard. Click on the T for text. Type the sentences with the missing words. You can also prepare the sentences ahead of time in a word document or PPT slide, and screen share with the learners. Have the learners share their answers by typing them into the chat or flipping their camera to show you what they wrote. You can also call on learners to use the annotate tool to fill in the missing words.</p> 
--	---	--	---

Fill-in-the-Blank/Cloze Feedback: If the words are spelled incorrectly, say the word slowly, emphasizing the sound that is incorrect in the learner’s writing. Ask them if the sound that they hear is the same or different from what they have written. If the learner writes the whole sentence and makes errors in what they copied, ask them to compare what they wrote to the original sentence by reading both of them aloud. Sentences can be sent ahead of time.

<p>Sentence Chain</p> <p>Vocabulary, Writing</p>	<p>Send the learner a picture attached to a text message. Spend some time talking about what they see in the picture, prompting for specific vocabulary and/or grammatical structures. Ask the learner to write a sentence about what they see in the picture, and send it to you by text or as a photo attachment. Add a sentence about a different detail in the picture and send it back to the learner. Continue sending texts or pictures back and forth adding to the detail chain. When there is nothing else that can be added, ask the learner to read the chain back to you.</p>	<p>While on a video chat, send the learner a picture (can also be sent ahead of time). Spend some time talking about what they see in the picture, prompting for specific vocabulary and/or grammatical structures. Ask the learner to write a sentence about what they see in the picture, and show you their sentence by flipping their camera. They can also send it as a chat message. Add a sentence about a different detail in the picture and show or chat it back to the learner. Continue taking turns writing sentences. When you are finished, have the learner read the sentences back to you.</p>	<p>Screen share a picture from your computer or that you found on the internet. Spend some time talking about what the learners see in the picture, prompting for specific vocabulary and/or grammatical structures. Have the learners take turns writing sentences about the picture. They can use text feature on the annotate tool, or type their sentences into the chat. You can also start a google doc and share the link in the chat. Learners click on the link to open the document, and then can take turns writing sentences directly into it. When everyone has had a chance to write, have learners take turns reading the sentences.</p>
--	--	---	---

Detail Chain Feedback: If the learner makes a grammatical mistake, model the correct structure in the next sentence and ask the learner to compare them. Unless they are misspelling key vocabulary, don’t focus too much on spelling. The goal of this activity is to increase writing fluency.


Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
<p>Count the Sounds</p> <p>Phonics, Spelling</p>	<p>Say a word from the week’s reading and/or vocabulary. Repeat the word and say it very slowly, emphasizing the individual sounds in the word. Have the learner count the sounds, and tell you how many sounds they hear. Repeat until you have gone through all of the week’s vocabulary. Example: /h/ /ou/ /se/ = 3 sounds</p>	<p>Say a word from the week’s reading and/or vocabulary. Repeat the word and say it very slowly, emphasizing the individual sounds in the word. Have the learner count the sounds, and hold up their fingers to show you how many sounds they hear. Repeat until you have gone through all of the week’s vocabulary Example: /k/ /i/ /tch/ /en/ = 4 sounds</p>	<p>Say a word from the week’s reading and/or vocabulary. Repeat the word and say it very slowly, emphasizing the individual sounds in the word. Have the learners count the sounds. The learners can hold up their fingers to show how many sounds they hear or type their answer in the chat box. Repeat until you have gone through all of the week’s vocabulary. Example: /c/ /l/ /o/ /th/ /es/ = 5 sounds</p>
<p>Count the Sounds Feedback: Tell learners that being able to hear all of the individual sounds in words will help them be better at spelling. If learners are struggling to hear the individual sounds, say the word one sound at a time, having the learner repeat each sound after you. Do this several times, then count the sounds together.</p>			
<p>Blend the Word</p> <p>Phonics</p>	<p>Choose a word from the week’s reading and/or vocabulary. Sound the word out while the learner listens (do not say the word first). Have the learner guess what word you are saying. Repeat until you have gone through all of the week’s vocabulary. Example: /a/ /p/ /l/ (apple)</p>	<p>Choose a word from the week’s reading and/or vocabulary. Sound the word out while the learner listens (do not say the word first). Have the learner guess what word you are saying. If you want to add in spelling, have them say and chat the word to you in a message. Repeat until you have gone through all of the week’s vocabulary. Example: /ch/ /i/ /k/ /n/ (chicken)</p>	<p>Choose a word from the week’s reading and/or vocabulary. Sound the word out while the learners listen (do not say the word first). You can have learners call out the word as they recognize it, or call on an individual learner to guess the word. If you want to add in spelling, have the learners type the word in the chat box. Repeat until you have gone through all of the week’s vocabulary. Example: /h/ /u/ /ng/ /r/ /ee/ (hungry)</p>
<p>Blend the Word Feedback: If the learners are having issues identifying the word, blend the first two sounds together (/chi/ /k/ /n/). If they still struggle, blend the first three sounds together (or /hung/ /r/ /ee/) so that they can hear a larger chunk of the word.</p>			

<p>Which One Doesn't Fit?</p> <p>Phonics</p>	<p>Pick three words from the week's vocabulary and/or reading. Two of the words should be similar (rhyme or same first sound), and one of the words should be different.</p> <p>Ask the learner tell you which word is different.</p> <p>Say the words.</p> <p>Have the learner say the word that doesn't fit. To expand, have the learner tell you why it doesn't fit.</p> <p>Example: cook, cake, book (cake)</p>	<p>Pick three words from the week's vocabulary and/or reading. Two of the words should be similar (rhyme or same first sound), and one of the words should be different.</p> <p>Ask the learner tell you which word is different.</p> <p>Say the words.</p> <p>Have the learner say the word that doesn't fit. To expand, have the learner tell you why it doesn't fit.</p> <p>Example: shoe, shirt, sock (sock)</p>	<p>Pick three words from the week's vocabulary and/or reading. Two of the words should be similar (rhyme or same first sound), and one of the words should be different.</p> <p>Ask the learners tell you which word is different.</p> <p>Say the words.</p> <p>You can have learners call out the word that doesn't fit, or call on an individual learner to say the word. You can also have learners type their answer in the chat box. To expand, have the learners tell you why it doesn't fit.</p>
--	---	--	---

Which One Doesn't Fit Feedback: If the learners are struggling to identify the word that is different, tell them exactly what to listen for. *"Which word doesn't start with /sh/?"* of *"Which word doesn't sound like /ook/?"* If learners are still struggling to hear the different word, go through the three words one at a time, and ask a prompting question for each word *"What does this word start with? Is that the same or different than the first word?"*.

<p>Where's the Sound?</p> <p>Phonics, Spelling</p>	<p>Compile a list of vocabulary words and/or words from the weekly story.</p> <p>Pick a sound that is in the word, and tell the learner the target sound <i>"Where is the /b/ sound?"</i></p> <p>Say the word out loud. Have the learner tell you if the sound is in the beginning of the word (the first sound) the middle of the word (anywhere between the first and last sound) or the end of the word (the last sound).</p> <p>Example: /b/- table- middle /t/- table –beginning /l/- table- end</p>	<p>Compile a list of vocabulary words and/or words from the weekly story. The words may have a sound in common, or they may all contain different sounds.</p> <p>Pick a sound that is in a word, and tell the learner the target sound <i>"Where is the /b/ sound?"</i></p> <p>Say the word out loud. Have the learner tell you if the sound is in the beginning of the word (the first sound) the middle of the word (anywhere between the first and last sound) or the end of the word (the last sound).</p> <p>Chat the word to the learner so they can check if they were correct.</p> <p>Example: /ch/- chicken- beginning /ch/- kitchen- middle /ch/- bunch- end</p>	<p>Compile a list of vocabulary words and/or words from the weekly story. The words may have a sound in common, or they may all contain different sounds.</p> <p>Pick a sound that is in a word, and tell the learners the target sound <i>"Where is the /b/ sound?"</i></p> <p>Say the word out loud. You can have learners call out if the sound is in the beginning of the word (the first sound) the middle of the word (anywhere between the first and last sound) or the end of the word (the last sound), or you can call on an individual learner, or ask learners to type their answer in the chat box. You can also screen share a grid labeled Beginning/Middle/End and have learners use the annotate tool to mark where they hear the sound.</p>
--	---	--	---

Where's the Sound Feedback: If learners are struggling to hear where the sound falls in a word, say the word slowly, emphasizing the target sound. If they still struggle, break the word down sound by sound. If learners make a mistake, ask them to listen again and repeat the word, emphasizing the target sound.

<p>Mystery Word</p> <p>Phonics</p>	<p>Select several words from the week’s reading and/or vocabulary.</p> <p>While you are speaking on the phone, say the first letter of a word, and have the learner write it down (for digraphs such as /ch/ or /ae/, say both of the letters together because they represent one sound). Then ask them to say the sound. Ask if they can guess what the word is.</p> <p>Say the second letter of the word and have the learner write it down, then say the sounds out loud. Ask if they can guess the word. Continue saying letters until the learner has guessed correctly, or the entire word has been spelled.</p>	<p>Select several words from the week’s reading and/or vocabulary.</p> <p>While you are on a video call, send the learner a chat message with the first letter of the word, and have them say the first sound out loud. Ask if they can guess what the word is.</p> <p>Send a chat message with the first and second letter and have them say them out loud, then guess what the word is. Continue sending additional letters until the learner has guessed, or the entire word is spelled.</p> <p>You can also write the words on cards, and use your rear facing camera to reveal the letters one at a time until the word is guessed.</p>	<p>Select several words from the week’s reading and/or vocabulary.</p> <p>Use the whiteboard to type the first letter of a word (for digraphs such as /ch/ or /ae/, type both of the letters together because they represent one sound).</p> <p>Have the learners say the sound of the letter, and then ask them to guess what the word is. Write the second letter of the word and have the learners say the two sounds together, then guess the word. You can have the learners say their guesses out loud, or type them in the chat box. Continue typing letters until the word has been guessed correctly, or the entire word has been spelled.</p> <p>You can also write the words on cards, and reveal one letter at a time until the word is guessed.</p> 
--	--	--	--

Mystery Word Feedback: If the learner guesses a word that contains a different sound, say the revealed sounds out loud and ask if that is the same or different from the word they guessed. If the learner guesses a word that is incorrect but contains the accurate sounds, reinforce the fact that they made a very good guess and that you’ll give them some more information. You can also prompt them to think about the vocabulary or reading topic.

<p>Sounds and Spelling by Turns</p> <p>Phonics, Spelling</p>	<p>Say a word from the week’s reading and/or vocabulary.</p> <p>Say the sound in the word.</p> <p>Prompt the learner to say the second sound in the word.</p> <p>Say the third sound in the word.</p> <p>Continue until all of the sounds have been said.</p> <p>Repeat the word, but this time say the letters so that you take turns spelling the word out loud.</p>	<p>Say a word from the week’s reading and/or vocabulary.</p> <p>Say the sound in the word.</p> <p>Prompt the learner to say the second sound in the word.</p> <p>Say the third sound in the word.</p> <p>Continue until all of the sounds have been said.</p> <p>Repeat the word, but this time say the letters so that you take turns spelling the word out loud.</p>	<p>Say a word from the week’s reading and/or vocabulary.</p> <p>Say the sound in the word.</p> <p>Call on a learner to say the second sound in the word.</p> <p>Call on a learner to say the third sound in the word.</p> <p>Continue until all of the sounds have been said.</p> <p>Repeat the word, but this time say the letters so that the learners take turns spelling the word out loud.</p> <p>When you are doing the spelling of the word (saying letters rather than sounds), you can type the letters on the whiteboard as learners say them out loud.</p>
--	--	--	---

Sounds and Spelling by Turns Feedback: If the learner says the name of a word when they are supposed to say the sound, model saying the sound instead “*L is the name of the letter. What is the sound? lllll .”* If the learner says the wrong sound or letter, repeat the whole word, emphasizing the target sound.