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This document does not represent an all-inclusive list of resources/materials that are available. The document contains tools to provide sample resources to teachers. The information within this document is only intended to be a general summary of information provided to the public. The Mississippi Department of Education does not endorse or promote any commercial products or services. Please make sure that you choose the tool(s) that best fits the needs of your students, school, or district.

**Mississippi Department of Education**

359 North West Street
P. O. Box 771
Jackson, Mississippi 39205-0771
(601) 359-3513
www.mdek12.org
# Suggested Beginning of the Year (BOY) Checklist for Virtual Instruction:
Recommended Literacy Planning Guide, Academic Readiness, Social Emotional Learning (SEL) Factors, and Partnerships with Families

## Planning for Instruction

- Collaborate with colleagues to discuss, share, and learn best practices for conducting virtual instruction.
- Identify and setup the physical location for virtual instruction.
- Identify the online and physical materials needed for instruction (student and teacher).
- Identify the virtual platform (Zoom, Microsoft Teams, Google Meets, etc.).
  - Explore the features which support the virtual platform for synchronous (real-time) instruction. Features to explore may include mute, unmute, start video, stop video, chat functions, waiting rooms, breakout rooms, etc.
  - Explore the features which support the virtual platform for asynchronous (learner-centered) instruction. Features to explore may include sending messages and giving feedback.
- Determine the method that will be used for collection of assignments during asynchronous and/or synchronous instruction.
- Identify the district or school contact who is responsible for supporting students and families with technical difficulties.

## Guiding Academic Readiness

- Identify the universal screener administration window (e.g., STAR, i-Ready, NWEA’s MAP Assessment, etc.).
- Identify diagnostic assessments needed based on screener data.
- Identify opportunities to transfer traditional curriculum to include (or expand to) virtual opportunities for students.
- Provide the students materials needed prior to instruction.
- Establish routines and procedures to ensure successful virtual instruction.
  - Check social/emotional needs.
  - Provide guidance to students and parents on virtual platform features such as mute, unmute, start video, stop video, chat functions, waiting rooms, breakout rooms, etc.
  - Establish students’ engagement routines/procedures (asking and answering questions, participation strategies, transitions).
  - Determine how students will display their work during whole- and small-group instruction.
Maintain consistency in a daily routine:
- Take attendance and establish routines for absent students. Identify reason(s) for absence(s) and address those with administration if needed.
- Conduct social/emotional student check-ins.
- Execute consistent instructional routines for synchronous and asynchronous learning.
- Track assignment submissions, provide feedback on assignments, and follow up with students as needed.
- Support students with technical issues.

Exploring Social Emotional Learning (SEL) Factors
- Identify warning signs for social/emotional needs, academics, developmental milestones, and suspected neglect or abuse. Establish a plan with school leadership for reporting/addressing these concerns.
- Schedule a time for students to interact in an unstructured, monitored way throughout the day.
- Watch for students who may be absent, withdrawn, or struggling and connect with them one-on-one.
- Anticipate the types of support families will need to provide for students when planning weekly instruction.

Building Partnerships with Families
- Collect student contact information.
- Develop a plan to track and sustain family communication.
- Connect with students’ families via email, phone, or text. Administer a survey to gather information regarding which family member/caregiver will be supporting student learning at home.
- Communicate family expectations for online learning (technical support, student learning expectations, teacher office hours, and teacher contact information).
- Communicate student expectations for online learning (attendance, participation, assignments, assessments, synchronous vs. asynchronous instruction, etc.).
- Guide families through utilizing the virtual platform, family/teacher communication processes, teacher feedback and student assessment(s) (e.g. virtual family night, family focus groups, email, pre-recorded video).

Sample Weekly Literacy Schedule for Virtual Instruction
**Virtual Instruction for K-5 Teachers**

**Purpose:**

**Day 1: Introduction**

- **Time:** 20 minutes or less
- **Schedule:**
  - **Asynchronous:** Pre-Class Learning
  - **Synchronous:** Whole Group: Language Comprehension (with teacher)

**Day 2: Review and Expand**

- **Time:** 10 minutes
- **Schedule:**
  - **Asynchronous:** Pre-Class Learning
  - **Synchronous:** Whole Group: Language Comprehension (with teacher)

**Day 3: Review and Add**

- **Time:** K: 15-20 minutes, Grade 1: 15-20 minutes, Grades 2-5: 20-30 minutes (time per group)
- **Schedule:**
  - **Asynchronous:** Pre-Class Learning
  - **Synchronous:** Whole Group: Language Comprehension (with teacher)

**Day 4: Review and Synthesize**

- **Time:** 15-30 minutes
- **Schedule:**
  - **Asynchronous:** Pre-Class Learning
  - **Synchronous:** Whole Group: Language Comprehension (with teacher)

**Day 5: Check for Mastery, Enrichment & Remediation**

- **Time:** K: 20 minutes, Grade 1: 30 minutes, Grade 2: 25 minutes, Grades 3-5: 20 minutes (time per group)
- **Schedule:**
  - **Asynchronous:** Pre-Class Learning
  - **Synchronous:** Whole Group: Language Comprehension; Enrichment (with teacher)

**Assessment**

- **Weekly:** Check for Mastery (with teacher)
- **Assessments may include:** Benchmark, Screeners, Progress Monitoring

---

**Schedule Descriptions**

- **15-30 minutes**
- **Break**
- **20 minutes/group**
- **Interventions**
- **Interventions**
- **Interventions**
- **Interventions**
**Synchronous:**
Real-Time Instructional Approach

- Instruction delivered in a specific place, at a specific time for students
- Includes collaboration and immediate feedback
- Video conferencing, live webinars, virtual classrooms

**Asynchronous:**
Learner-Centered Approach

- Content provided to students and accessed when they choose
- Includes self-pacing
- Discussion boards, online assignments, email, blogs, pre-recorded videos

---

**MON.-THURS.**

**ASYNCHRONOUS**
Pre-Class Learning
Language Comprehension

**GRADES K–2**

- Students will watch (or listen to) a pre-recorded video (e.g. read aloud) which introduces a new topic, vocabulary, or concepts.
  - Draw pictures or write sentences to retell
  - Complete sentences from words provided about the new concept
  - Use an online platform (e.g. Seesaw, Flipgrid, Quizlet) to review vocabulary from the text selections
  - Use sorting mats for vocabulary and/or knowledge concepts

The Pre-Class Learning routine includes the following elements (K-5):
- *Introduction* of the unit focus
- *Warm up* with questions for activation
- *Introduction to the text* and core vocabulary with images
- *Setting the purpose* for reading
- *Reading* the text
- *Responding* to text

**GRADES 3–5**

- Students will watch (or listen to) a pre-recorded video (or read text) which introduces a new topic, vocabulary, or concepts.
  - Complete a graphic organizer tied to text
  - Use an online platform (e.g. Seesaw, Flipgrid, Quizlet) to review vocabulary from the text selections
  - Use sorting mats for vocabulary and/or knowledge concepts
  - Use a new topics journal or vocabulary notebook to respond to text (e.g. outline, summarize, respond to writing prompt or questions, etc.) to the text and vocabulary
Greet and SEL

Greeting and/or social-emotional check-in (K-5) such as:

- Mood Meter
- Emotion Cards
- Zoom chat or emoji: How are you feeling?
- Hand greeting
- 1-minute show and tell
- Open-ended sentences tied to new instructional topic: “My favorite animal is... because ...”

SYNCHRONOUS
Whole Group: Language Comprehension

Whole-Group instruction should include complex texts and introduce grade-level language and reading comprehension standards.

- Introduce and review vocabulary
- Ask and answer questions about the text/video
- Complete graphic organizers and association maps about the topic
- Complete vocabulary notebook template for selected words

Whole-Group routine includes the following elements for grades (K-5):

- **Warm up** with questions/ideas from the prework (e.g. think, pair, share with breakout group or chat response)
- **Review** the purpose of reading the text and vocabulary words
- **Reread** the text or highlight sections of the text with guided questions, supports, and focus on vocabulary words
- **Discuss** a portion of the read aloud that includes all 3 levels of questioning (recall, analysis, synthesis)
- **Complete a graphic organizer** with new information on the topic
- **Practice word work** that focuses on a phonics skill, vocabulary word, and/or phrase in the text
- **Close lesson** with an exit ticket and assignment to complete

SYNCHRONOUS
Small Groups: Word Recognition

**Warm up**: Use a paper (or virtual) letter flip chart to review letters, sounds, phonics patterns. Review irregularly spelled high-frequency words.

**Phonological Awareness**: Use phonological awareness continuum to sequence instruction based on data; skills will be differentiated and taught to mastery.

**Warm Up**: Use a paper (or virtual) letter flip chart to review letters, sounds, phonics patterns. Review irregularly spelled high-frequency words.

**Phonological Awareness** if needed.

*Advanced Phonics*: Skills will be differentiated and taught to mastery.
**Phonics:** Skills will be differentiated and taught to mastery.
- Introduce a new pattern(s)
- Code or mark pattern(s) within words
- Decode words with the new pattern
- Practice reading words or phrases fluently
- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Encode sounds, words, and sentences

**Fluency:** Read decodable text or grade-level anchor text.

- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Encode multisyllabic words and sentences

*Advanced Phonics* may include advanced vowel/spelling patterns; affixes - prefixes and suffixes; etymology and morphology; syllable types; encoding and decoding multisyllabic words with sounds and spelling.

**ASSIGNMENT**

**Word Recognition & Language Comprehension**

- Review, write, or sort previously learned letters (upper- and lowercase)
- Read decodable text
- Review and practice high-frequency words
- Complete assignment using provided materials (like felt squares, color tiles) from school
- Complete word sort
- Complete and update a graphic organizer
- Complete and update a vocabulary journal template
- Draw pictures or write sentences to retell or summarize
- Complete word learning strategies using vocabulary words

- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Read a related short passage that connects to the read aloud of the day
- Respond to comprehension questions pertaining to the text
- Record/write an oral summary to upload and email to the teacher
- Complete a graphic organizer (timeline of events, map of setting, vocabulary)
- Create riddles using vocabulary and key concepts from the read aloud

**ASYNCHRONOUS Work Resources**

**Word Recognition**

This list consists of some possible online resources for teachers to incorporate into word recognition practice.

Phonological Awareness, Phonics & Handwriting:
- [UURC Tracing Board in the App Store](#)
- [Alphabet Streets in the App Store](#)
- [Letter Formation in the App Store](#)
- [Short Vowels in the App Store](#)
- [Reading Intervention Videos](#)

**Language Comprehension**

This list consists of some possible online resources for teachers to incorporate into language comprehension practice.

Vocabulary, Fluency, & Comprehension:
- [Root Words](#)
- [Root Word Games & Exercises - Teaching Root Words to Kids](#)
- [Storyline Online - Online read alouds](#)
- [::: My Capstone Library :::: - Online library, interactive e-books](#)
- [Kids Stories](#)
These groups should be differentiated according to diagnostic data. Instruction should follow a systematic and explicit lesson format. These lesson components ensure that students receive direct instruction on the focus skills, practice decoding and encoding, and build fluency through connected text.
### Friday

#### Grades K-5

| **ASYNCHRONOUS** Pre-Class Learning  
Language Comprehension | Students will listen to a pre-recorded video with instructions for review with vocabulary or concepts.  
- Use sorting mats for vocabulary and/or knowledge concepts  
- Complete a graphic organizer about the text  
- Draw pictures or compose sentences to retell or summarize  
- Compose sentences about the new concept using words provided  
- Review concepts by using an online platform (e.g. Seesaw, Flipgrid, Quizlet)  
- Utilize a knowledge or vocabulary notebook to draw, summarize, retell, outline, or respond to questions about the text and vocabulary  
- Respond to a text-dependent prompt about the text by writing or drawing  
- Check for understanding using an online quiz (e.g. Nearpod) or quiz provided by the teacher |
|---|---|
| **Greet and SEL** | Social-emotional check-in such as:  
- Mood Meter, Emotion Cards  
- Hand greeting (e.g. thumbs up, thumbs down, clapping hands)  
- Virtual High Fives  
- Zoom chat or emoji: How are you feeling?  
- Open-ended sentences: “If your mood was a weather, what would it be?” or “If your mood was a song, what would it be?” |
| **SYNCHRONOUS** Whole Group: Language Comprehension | - Introduce an enrichment text, video, or slideshow  
- Participate in a vocabulary game  
- Complete graphic organizers and association maps about the topic  
- Complete virtual learning survey (e.g. what worked, what did not work, what was most complicated, what needs more clarification) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREAK</strong> (15-30 minutes)</td>
<td></td>
</tr>
</tbody>
</table>

*Virtual Instruction for K-5 Teachers*
SYNCHRONOUS
Small Groups: Word Recognition
- Assess or progress monitor
- Reteach/remediate as needed
- Practice reading words or phrases fluently
- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Encode sounds, words, and sentences

ASYNCHRONOUS
After Learning Word Recognition
- Practice using a digital platform – assigned skill (e.g. i-Ready or Lexia)
- Use sorting mats for phonological awareness skills
- Utilize word maps for advanced phonics concepts: etymology, morphology, multisyllabic words with prefixes and suffixes
- Review sounds/spellings by making and sorting words
- Review and practice reading and spelling high-frequency words (HFW)
- Blend and read decodable text
- Decode and encode multisyllabic words with sound-spelling and include affixes: prefixes and suffixes
### Example Weekly Lesson Plan Using *Core Knowledge Curriculum*

**First Grade Sample Virtual Plan – ELA** *Examples and units of study from CKLA 1/Domain 2*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.1.1,7; W.1.2,8; SL.14,5; L.1.1,5</td>
<td>Introduce</td>
<td>Review/Expand</td>
<td>Review/Add</td>
<td>Review/Synthesize</td>
<td>Enrichment/Assessment</td>
</tr>
<tr>
<td>RI.1.7; SL.1.4; L.1.4,5,6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.1.2; W.1.2,8; SL.1.4,5; L.1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.1.2,7,9; W.1.8; SL.1.4; L.1.5,6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text and Vocabulary from Core Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: “Everybody Has a Body” human, network, organs, oxygen, systems</td>
</tr>
<tr>
<td>Lesson 2: “The Body’s Framework” joint, skeletal system, skeleton, skull, spine, support</td>
</tr>
<tr>
<td>Lesson 3: “Marvelous Moving Muscles” involuntary, muscles, muscular system, tendons, voluntary</td>
</tr>
<tr>
<td>Lesson 4: “Chew, Swallow, Squeeze, and Churn” digestion, digestive system, esophagus, intestine, stomach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASYNCHRONOUS Pre-Class Learning 20 minutes or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduce Unit</strong>: The next few weeks we will learn about our own bodies and how they work.</td>
</tr>
<tr>
<td>2. <strong>Warm up</strong>: Ask KWL questions about how their bodies work.</td>
</tr>
<tr>
<td>3. <strong>Introduce text and core vocabulary</strong> with images. Show image 1A-1: Meet Dr. Welbody. Tell students that Dr. Welbody is going to help them understand their bodies.</td>
</tr>
<tr>
<td>4. <strong>Set purpose</strong>. Tell students to listen carefully to find out what is in their bodies beneath their skin that keeps them alive and healthy.</td>
</tr>
<tr>
<td>5. <strong>Read the text</strong>.</td>
</tr>
<tr>
<td>1. <strong>Review</strong>: Remind students that Dr. Welbody said that she was going to teach them about all of the systems at work inside their bodies.</td>
</tr>
<tr>
<td>2. <strong>Warm up</strong>: Tell students that today they are going to learn about the skeletal system.</td>
</tr>
<tr>
<td>3. <strong>Introduce text and core vocabulary</strong> with images. Watch Skeletal System Video.</td>
</tr>
<tr>
<td>4. <strong>Set purpose</strong>. Tell students to listen carefully to find out the names of different parts of the skeletal system.</td>
</tr>
<tr>
<td>5. <strong>Read the Text</strong> using images and watch Skeletal System Video.</td>
</tr>
<tr>
<td>1. <strong>Review</strong>: Remind students that Dr. Welbody is teaching how the body systems are all tied together in a network to keep the human body alive and healthy.</td>
</tr>
<tr>
<td>2. <strong>Warm up</strong>: Tell them that today they are going to learn about the muscular system.</td>
</tr>
<tr>
<td>3. <strong>Introduce text and core vocabulary</strong> with images. Watch Muscular System Video.</td>
</tr>
<tr>
<td>4. <strong>Set purpose</strong>. Tell students to listen carefully to see if their predictions about the most important muscle are correct.</td>
</tr>
<tr>
<td>5. <strong>Read the Text</strong> using images and watch Muscular System Video.</td>
</tr>
<tr>
<td>1. <strong>Check</strong> for understanding.</td>
</tr>
<tr>
<td>2. <strong>Assess</strong> using online sources like Nearpod or a short quiz provided by the teacher.</td>
</tr>
</tbody>
</table>
## LANGUAGE COMPREHENSION | VIRTUAL WHOLE GROUP | SYNCHRONOUS

### WHOLE GROUP
20-30 minutes (approximately)

1. **Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms.
2. **Review:** State purpose and review vocabulary words.
3. **Reread text:** “Everybody Has a Body”
4. **Begin the discussion:** Include vocabulary, main idea of text, and details from the read aloud.
5. **Graphic Organizer (GO):** Use a graphic organizer (e.g. GO Chart, KWL) and begin to fill in information about the body. (Students should take a screenshot to refer to GO for daily assignments.)
6. **Word Work:** Use Vocabulary Template in the read-aloud, *Multiple Meaning activity.* (Students should take a screenshot to refer to vocabulary template for daily assignments.)
7. **Closing:** Name an organ system.

### ASYNCHRONOUS
Tasks for Language Comprehension

<table>
<thead>
<tr>
<th>Assignment for Feedback:</th>
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<th>Assignment for Feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Complete vocabulary template. Refer to screenshots.</td>
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<td>2. Complete vocabulary template. Refer to screenshots.</td>
</tr>
</tbody>
</table>

### BREAK
(15-30 minutes)

1. **Review GO.**
2. **Facilitate students discussion.**
3. **Word work:** Complete vocabulary work using a matching game (online platform).
4. **Assess:** Complete quiz and discuss answers.

**Students respond to Q&A about Zoom.**

1. What worked or did not work?
2. What did you like or did not like?
3. What would you like to change?
4. What was the biggest challenge?
**WORD RECOGNITION | VIRTUAL SMALL GROUPS | SYNCHRONOUS**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Day 1 Introduce</th>
<th>Day 2 Review/Expand</th>
<th>Day 3 Review/Add</th>
<th>Day 4 Review/Synthesize</th>
<th>Day 5 Enrichment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.K.1,2, L.K.1</td>
<td>RF.K.1,2, L.K.1</td>
<td>RF.K.1,2, L.K.1</td>
<td>RF.K.1,2, L.K.1</td>
<td>RF.K.1,2, L.K.1</td>
<td></td>
</tr>
</tbody>
</table>

**ASYNCHRONOUS**

Tasks for Word Recognition

(Task may differ on a daily basis.)

- **Assignment for Feedback:**
  - Practice handwriting (e.g. ABC’s/specific upper- and lowercase letters, first and last name).
  - Complete Family letter pages: Materials may include felt squares, color tiles.
  - Read decodable book based on current phonics skill.
  - Practice High-Frequency Words (HFW).
  - Phonological Awareness Practice: Review previously learned sounds.
  - Phonics Practice: Specific skills based on screen and/or diagnostic data.

**ASYNCHRONOUS TASKS MAY BE DONE WHILE OTHER SMALL GROUPS ARE PARTICIPATING IN SESSIONS WITH THE TEACHER.**
### Third Grade Sample Virtual Plan - ELA

*Examples and units of study from CKLA 3/Unit 2*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.1,7; W.3.2,8; SL.3.4,5,6</td>
<td>Introduce</td>
<td>Review/Expand</td>
<td>Review/Add</td>
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#### LANGUAGE COMPREHENSION

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<td>Introduce</td>
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</table>

#### Text and Vocabulary from Core Knowledge

**Lesson 1:** "Classifying Animals by Characteristics"  
characteristics, classify, invertebrates, kingdom, organisms, taxonomy, vertebrates

#### ASYNCHRONOUS

**Pre-Class Learning**  
20 minutes or less

1. **Introduce Unit:** The next few weeks we will learn about classifying animals and their characteristics.
2. **Warm up:** Ask KWL questions about characteristics of animals.
3. **Introduce text** with images. Show image 1A-1 – “It is helpful to put animals into groups based on their characteristics.”
4. **Set purpose.** Tell students to listen carefully to identify the names of the 5 animal groups and why scientists group them as they do.
5. **Read the text.** Watch video.

1. **Review:** Remind students of the 5 animal groups and their characteristics.
2. **Warm up:** Tell students that today they are going to learn about cold and warm-blooded animals.
3. **Introduce text and core vocabulary** with images.
4. **Set purpose.** Ask students to listen and identify whether the animal is cold-blooded or warm-blooded.
5. **Read the Text.** Students will make predictions using a graphic organizer (GO).

1. **Review:** Remind students of the 5 animal groups and their vocabulary using word sort.
2. **Warm up:** Tell students that they are going to learn about animals that are classified as vertebrates.
3. **Introduce text and core vocabulary** with images.
4. **Set purpose.** Tell students to listen carefully and identify why the backbone is so important to animals that are classified as vertebrates.
5. **Read the Text.** Watch video on fish.

1. **Assess:** Check for understanding.
2. **Short quiz:** Use online sources (e.g. Nearpod) or a quiz provided by the teacher.
**WHOLE GROUP**
20-30 minutes (approximately)

<table>
<thead>
<tr>
<th>Whole Group Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1. Warm up:</strong></td>
<td>Think, pair, and share the information learned from the asynchronous activity in breakout rooms.</td>
</tr>
<tr>
<td><strong>2. Review:</strong></td>
<td>State purpose and review vocabulary words.</td>
</tr>
<tr>
<td><strong>3. Reread text:</strong></td>
<td>&quot;Classifying Animals by Characteristics,&quot; characteristics*, classify*, invertebrates kingdom*, organisms taxonomy, vertebrates</td>
</tr>
<tr>
<td><strong>4. Begin the discussion:</strong></td>
<td>Include vocabulary, main idea of text, and details from the text.</td>
</tr>
<tr>
<td><strong>5. Graphic Organizer (GO):</strong></td>
<td>Use a classification GO and fill in information about the 5 animal groups. (Students should take a screenshot to refer to GO for daily assignments.)</td>
</tr>
<tr>
<td><strong>6. Word Work:</strong></td>
<td>Complete the vocabulary template using words from the text: Multiple Meaning Activity. (Students should take a screenshot to refer to GO for daily assignments.)</td>
</tr>
<tr>
<td><strong>7. Closing:</strong></td>
<td>Name an animal group and a characteristic of that group. “After hearing today’s read aloud and comprehension questions and answers, do you have any remaining questions?”</td>
</tr>
</tbody>
</table>

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**LANGUAGE COMPREHENSION | VIRTUAL WHOLE GROUP | SYNCHRONOUS**

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</tr>
<tr>
<td><strong>3. Read text:</strong></td>
<td>&quot;Cold-Blooded and Warm-Blooded Animals&quot;</td>
</tr>
<tr>
<td><strong>4. Begin the discussion:</strong></td>
<td>Include vocabulary, main idea of text, and details with 3 levels of questions.</td>
</tr>
<tr>
<td><strong>5. Graphic Organizer (GO):</strong></td>
<td>Add new information about cold and warm-blooded animals to GO. (Students should take a screenshot to refer to GO for daily assignments.)</td>
</tr>
<tr>
<td><strong>6. Word Work:</strong></td>
<td>Use Vocabulary Template and think of animals that will bask. (Students should take a screenshot to refer to GO for daily assignments.)</td>
</tr>
<tr>
<td><strong>7. Closing:</strong></td>
<td>List two facts about vertebrates from the text.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Whole Group Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Warm up:</strong></td>
<td>Think, pair, and share the information learned from the asynchronous activity in breakout rooms.</td>
</tr>
<tr>
<td><strong>2. Review:</strong></td>
<td>State purpose and review vocabulary words.</td>
</tr>
<tr>
<td><strong>3. Read text:</strong></td>
<td>“Vertebrate Animals”</td>
</tr>
<tr>
<td><strong>4. Begin the discussion:</strong></td>
<td>Include vocabulary, main idea of text, and details with 3 levels of questions.</td>
</tr>
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<td><strong>5. Graphic Organizer (GO):</strong></td>
<td>Add new information about vertebrate animals to GO. (Students should take a screenshot to refer to GO for daily assignments.)</td>
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<td><strong>6. Word Work:</strong></td>
<td>Slither means... Conduct a word study from words in the text. Show students images of animals on cards. (Students should take a screenshot to refer to GO for daily assignments.)</td>
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<td><strong>7. Closing:</strong></td>
<td>List facts about fish from the text.</td>
</tr>
</tbody>
</table>

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**Virtual Instruction for K-5 Teachers**

1. **Review** GO. Ask: “What have we learned this week?”
2. **Facilitate** students discussion.
3. **Word work:** Complete vocabulary work using a matching game (online platform).
4. **Assess:** Complete quiz and discuss answers.

**Students respond to Q&A about Zoom.**

1. What worked or did not work?
2. What did you like or did not like?
3. What would you like to change?
4. What was the biggest challenge?
### ASYNCHRONOUS

**Tasks for Language Comprehension**

*(Tasks may differ on a daily basis.)*

**Assignments for Feedback:**
- Complete and update the GO.
- Complete the vocabulary template.
- Compose (complex and compound) sentences based on the images.
- Read a related short passage that connects to the read aloud of the day.
- Respond to comprehension questions pertaining to the text.
- Use a knowledge or vocabulary notebook to write summaries.

*Refer to screen shots and images as needed.*

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### BREAK *(15-30 minutes)*

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### WORD RECOGNITION | VIRTUAL SMALL GROUP | SYNCHRONOUS

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
<td><strong>Review/Expand</strong></td>
<td><strong>Review/Add</strong></td>
<td><strong>Review/Synthesize</strong></td>
<td><strong>Enrichment/Assessment</strong></td>
</tr>
<tr>
<td><strong>Group 1:</strong> 30 min</td>
<td><strong>Group 2:</strong> 30 min</td>
<td><strong>Group 3:</strong> 30 min</td>
<td><strong>Group 4:</strong> 30 min</td>
<td><strong>Virtual Instruction for K-5 Teachers</strong></td>
</tr>
<tr>
<td><strong>1. Warm up:</strong> Review High-Frequency Words (HFW) and affixes/root words.</td>
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<td><strong>Assessment:</strong> Benchmark, Screeners, Progress Monitoring</td>
</tr>
<tr>
<td><strong>2. Phonological Awareness:</strong> Substitute sounds in words with 3 or 4 syllables (e.g. protection; change section to /vicing/ to make providing).</td>
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<td>Reteach as needed.</td>
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<tr>
<td><strong>4. Dictation:</strong> Focus on Phoneme-Grapheme Mapping (PGM) focus pattern.</td>
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**Virtual Instruction for K-5 Teachers**
5. Fluency: Read Claus Claws.
6. Closing: Complete assignment for feedback.

**Assignment for Feedback:**
- Review previously learned sounds, spelling patterns, or morphemes using practice sheets or online platform.
- Create/build words with sounds/spelling using FCRR.org resources.
- Play online word/sound wall game(s).
- Complete word/phrase fluency activities.
- Use materials (e.g. felt squares, color tiles) to complete assigned activities.
- Compose sentences with previously taught words (e.g. sight words or words with specific phonics patterns).
- Play games with word cards to identify letter patterns/sounds/ affixes/ words in text.

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**ASYNCHRONOUS TASKS MAY BE DONE WHILE OTHER SMALL GROUPS ARE HAVING SESSIONS WITH THE TEACHER.**

*Core Knowledge* is a free, high-quality, and aligned open-educational resource.