

## Using The Literacy Routines To Support Distance Learning

The most important thing to remember for each component is that you and your learner(s) are having fun, are engaged and are immersed in learning. Make sure to look at the attachments on each tab in the literacy routines and in the learning center, so that you can decide what you want to send home and when. See the distance learning tab to grab links to the videos that you want to share with parents. The password for all videos is ilovepim.

PIM Component	Virtual Learning Suggestions
KMPs/Poems/Songs	<ul style="list-style-type: none"> <li>● Have students/ child stand and move as much as possible keeping them engaged.</li> <li>● Have fun introducing KMPs throughout the day using student's/child's/family member's names, songs, and poems</li> <li>● We are modeling and observing that the child is matching the KMPs to the correct sounds.</li> <li>● Have children stand in front of the computer and participate by asking "What do you hear? Show me."</li> <li>● Introduce/review Monthly/weekly poems daily. Read chorally/echo read in various voices several times using KMPs.</li> <li>● Always start simple introducing a sound or two to begin. Then, go back and add more, checking to make sure previous sounds are in place. Use KMPs for beginning sounds as the year goes on use KMPs for ending sounds, middle sounds, blends and digraphs.</li> <li>● Highlight phonetic focus in poem</li> <li>● Find rhyming words in poem</li> <li>● Talk about phrasing</li> <li>● Use resources My Letters/My Words using monthly poem to identify interesting words and phonetic focus</li> <li>● Have child perform monthly poem using KMPs. Teacher/Parent can use fluency rubric to check for fluency</li> </ul>
Reading and Writing Monster	<ul style="list-style-type: none"> <li>● Introduce the RWM. He is fun and</li> </ul>

	<p>sneaky. He does not want us to learn how to read and write. He tries to pull us back toward him and we need to get away - moving left to right</p> <ul style="list-style-type: none"> <li>● The RWM teaches us letter formation and directionality.</li> <li>● Introducing the Monster hand and monster zone song helps to identify left and where to begin when forming letters, words, and sentences</li> <li>● Have students/child refer to RWM paper when forming letters</li> <li>● When introducing letter focus have students stand in front of the computer and say the letter sound and show you the KMP</li> <li>● Show letter formation video</li> <li>● Chant the letter formation story a few times while modeling the letter formation in the air. Making sure students are engaged, have students/child chant the story and practice writing the letter formation in the air. Then model on paper and guide students/child to chant the story as they are forming the letter. Have student/child show you their paper and provide them with feedback.</li> <li>● Show video Letter/letter/object</li> <li>● New resources that can be used to enhance letter formation is Alphabet strip, Alphabet poem book, Handwriting worksheets,</li> </ul>
Language Calendar	<ul style="list-style-type: none"> <li>● Is where you utilize all components . As you are modeling what good writing looks like and sounds like you are using the KMPs (what sound? Show me), modeling letter formation and directionality - moving left to right through The Reading &amp; Writing Monster, and for 1st and 2nd grade you can utilize the Vowel House by focusing on featured vowel patterns and taking them to the VH window.</li> <li>● Introduce the reading writing monster</li> </ul>

	<p>to intrigue your students/child</p> <ul style="list-style-type: none"> <li>● Sing the Monster zone song and practice the monster hand having students/child show you.</li> <li>● Sing the days of the week song daily demonstrating moving Left to right and being pulled back to the monster - we need to get away!</li> <li>● Have an authentic conversation of an activity you have done in class together. This helps develop language, builds vocabulary. And engages the child. Draw a picture that matches the text.</li> <li>● Have the child count how many words are in a sentence, show you KMPs for beginning sounds of words, clap a short word and a long word (multisyllabic), stretch out a word and say it slowly, and have them find sight words you have been focusing on.</li> <li>● You can easily write entries that incorporate your state ELA standards.</li> <li>● And focus on concepts about print</li> </ul>
<p>Vowel House - 1st &amp; 2nd</p>	<ul style="list-style-type: none"> <li>● Is a graphic organizer to help students/children hear and identify vowel sounds and help with alternate/irregular spelling patterns.</li> <li>● To get students engaged, have them sing the “Apples and Bananas Song” with you while doing the KMPs.</li> <li>● A great activity to do with students is have them listen for vowels in the monthly/weekly poems. Highlight words within the poem/song, have students/children say the word, listen and identify the vowel sound, use its corresponding KMP, and locate the Vowel House window.</li> <li>● Can use any of the VH masters with guided practice or independent work</li> <li>● Picking words from word bank or spelling list - <b>Rainbow Write</b> Worksheet - Say the word, write the</li> </ul>

	<p>word, do KMPs and write the word, do KMPs and write the word again, close your eyes and see the word, Open your eyes and write the word again.</p>
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