



## Tip Sheet for Virtual Schooling



The impact of the coronavirus pandemic has forced schools function in a variety of instructional designs; remote, hybrid and face to face. At VSL, our goal is to enable learning to continue by providing support to teachers, parents/caregivers and students with thoughtful, coherent, and meaningful instruction and resources.



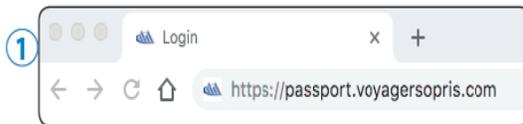
Follow the tips in this document to modify instruction for your environment and maximize all components of the program.

### Navigating the Teacher Center

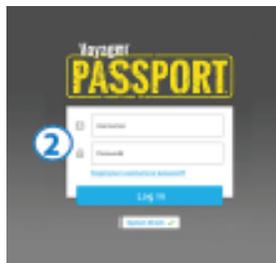
**Purpose:** The *Voyager Passport* Teacher Center is an online portal that allows teachers to input data, monitor progress, generate reports and access a variety of **Resources**.

#### Directions

1. Go to the Voyager Passport home page by entering [passport.voyagersopris.com](https://passport.voyagersopris.com) into your browser.

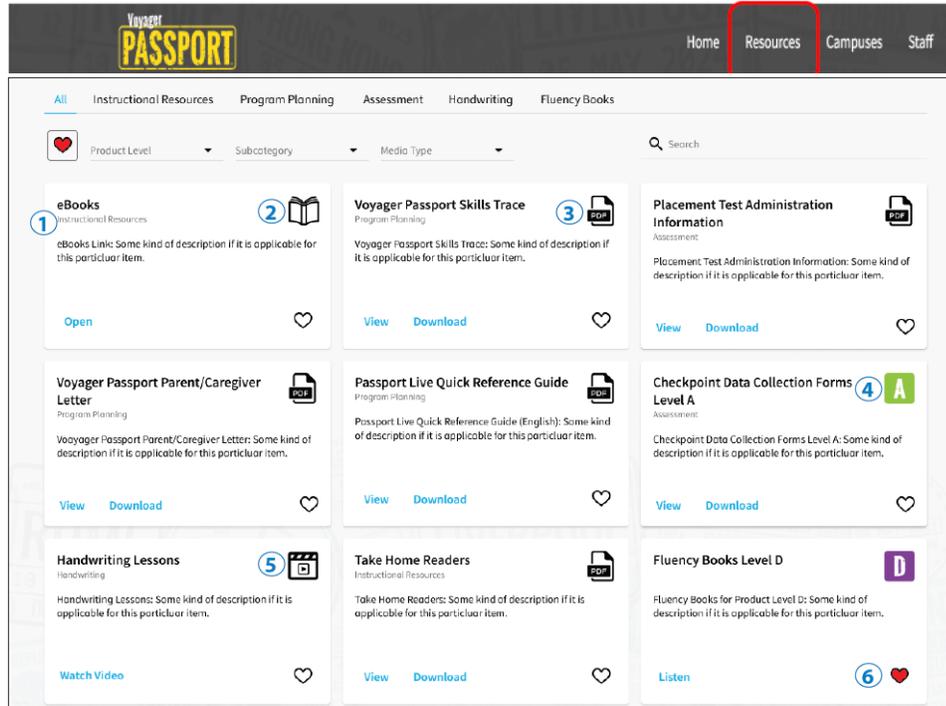


2. Enter your User Name and Password into the login page.



## Preview the Resource Page

The **Resource** tab is the main access point in the Teacher Center. The Resources page defaults to a display of all resources called resource cards. You can click on dropdown menus to filter a specific category or resource.



1. On each card, the resource category is displayed directly underneath the name of the resource.
2. The book icon indicates an online **ebook**. Click on **Open** to navigate to an online reader. The teacher has access to the Passport Teachers Edition Part A and B and the Student Interactive Text Books Part A and Part B.
3. The PDF icon indicates a resource that is in the form of a PDF. Click **View** to read the PDF online. Click **Download** to download the PDF to your computer or device for later viewing.
4. Resource materials that are related directly to a curriculum or assessment resource are marked with the letter symbol and color code for that level.
5. The video slate icon indicates a video lesson. Click the **Watch Video** link to watch the video online.
6. Resources can be tagged as a “favorite” by clicking the heart icon on the card. Then by clicking the heart icon in the filter row, only those cards tagged as favorite will appear on the page.

## Navigating the Student Center

**Purpose:** The **Student Center** allows students to access online audio books so they can follow along in the printed book with audio support.

### Directions:

1. Go to the Voyager Passport home page by entering [passport.voyagersopris.com](http://passport.voyagersopris.com) into your browser.
2. Students will log in using their username and password given to them by their teacher.

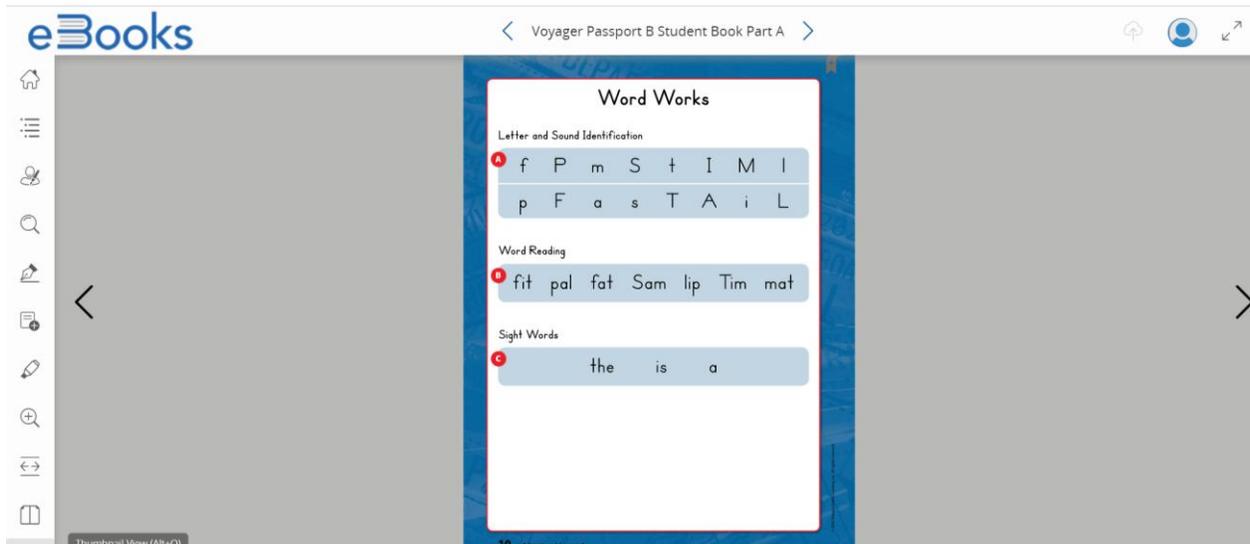
### Preview the Student Home Page

The screenshot displays the Voyager Passport interface. At the top, there is a navigation bar with a '7 eBooks' tab and a user profile for 'Tiffany B.'. Below this, a grid of five book covers is shown, numbered 1 through 5. Book 1 (a coastal town) is marked 'Complete' with a green checkmark. Book 2 (the Eiffel Tower) is also marked 'Complete'. Book 3 (a beach) is marked 'In Progress' with a yellow tab icon. Books 4 (cacti) and 5 (a cathedral) are not yet started. A red arrow points from the 'In Progress' indicator on book 3 to a detailed view of that book. The detailed view shows the title 'The Sun's Family', a yellow play button icon, and a progress bar. Below the title is a 'Table of Contents' with the following items:

Item	Page
A LESSON FOR HYACINTH MACAW	14
Bird Secrets	15
The Sun's Family	16
Special Earth	17

Buttons for 'Passage' and 'Questions' are visible next to 'The Sun's Family'. A timestamp '01:48/04:02' is shown in the top right corner of the detailed view.

1. Upon logging in, students arrive at the **Fluency Books** selection. The student clicks on the book he or she wishes to hear. Directions on how to navigate the book are narrated on the first play.
2. Completed stories are indicated by a green circle with check mark.
3. The yellow tab icon reminds the student which book is currently in progress. An empty circle means that the Fluency Book has not been read.
4. Students can see which stories they have completed and which they have not begun.
5. The student can listen again to any previously read passage by clicking **Passage**. By clicking this link, student can bypass the passage instructions. If assigned by the teacher, the students can also answer question related to the passage by clicking **Questions**.
6. The audio player show the standard play and pause buttons. The blue shading indicates progress within the story.
7. Students can access the Student Passport Interactive Text Book A and B by clicking the **eBooks** Tab. (See example of eBooks in the image on next page.)



## Practice Lessons

**Purpose:** Practice Lessons are included in Voyager Passport to extend and/or intensify the daily lesson. Located at the back of the Teacher Guide, these lessons are designed to be 15 minutes in length, and are directly associated to the lessons across an Adventure.

Practice Lessons can be taught immediately following a daily lesson if time allows, or at another time of day or during the week. The Practice Lessons for students in Levels D and above primarily focus on increasing fluency, and additional lesson parts, such as Spelling, Vocabulary, and Writing in Response to Reading are included and vary from lesson to lesson.

**Fluency**  
Each practice lesson begins with Fluency. Fluency Books provide additional passages for students to read to build fluency. (See page 333)

**Additional Lesson Parts**  
In the second part of each practice lesson, other skills are practiced that may include Spelling, Writing in Response to Reading, Response to Reading, and Vocabulary.

**LESSON 1**  
**Fluency**  
Materials: Fluency Books  
Fluency Books provide additional passages for students to read to build fluency. These passages can be assigned to students' independent reading level. Refer to the front of the Teacher Edition for student placement and management guidelines for the Fluency Books.  
Distribute the Fluency Books. Provide the following instructions for students:  
• Meet with your partner and take turns reading the story aloud.  
• Then, read the story by yourself.  
• Read the story to your partner again. Try to read the story even better.  
• Take turns asking your partner two questions about the story and allowing your partner to answer. Then, ask each other about the story you read.

**Spelling**  
Words with a, i  
Materials: Strips of paper, letter squares (a, c, e, f, g, l, m, n, o, s, t)  
Have students pull the following letter squares: a, c, e, f, g, l, m, n, o, s, t. Provide the following instructions:  
Use the letter squares to spell as many three-letter words as you can. List the words you spell on a sheet of paper. Exchange papers with your partner and read the lists aloud.

**Response to Reading**  
**Dictionary Skills**  
Review how to use a dictionary. Point out alphabetical order, part of speech, pronunciation, and other words. Have partners use a dictionary to look up the definitions for the vocabulary words—plot, vine, and leader. Using the vocabulary words, have students write sentences about their classroom or school.

**Vocabulary**  
**Word Associations**  
Have students complete a concept map for the vocabulary words *plot* and *vine*. Each part of the map will answer one of the following questions: What is it? What is it for? What are some examples?

**LESSON 2**  
**Fluency**  
**Timed Reading**  
Materials: Fluency Books  
Distribute the Fluency Books. Provide the following instructions for students:  
• Quickly read the story in your book and make sure you know all the words.  
• Tell your partner to start the timer and call "Time" after 3 minutes.  
• Read carefully and stop when your partner calls "Time." Mark the place where you stopped.  
• Count the number of words you read.  
• In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.  
• Switch roles with your partner.

**Write in Response to Reading**  
**Informative Writing**  
Have students work with a partner to write a list of rules that people living in their community should follow. Have the pairs present their ideas in a group discussion, sharing their own ideas and building off of others.



## Online Lesson Delivery Teacher Tips

**Purpose:** Passport can be delivered via an online platform with access to both Teacher and Student eBooks.

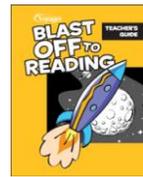
### Option 1 - Intervention Lesson

- Access the Passport Teacher and Student ebook for your lesson.
- Display the student page of your Passport lesson via the platform from Share your screen.
- Deliver the lesson live on the platform and students will respond aloud.
- If students can access the ebooks from home they can follow the lesson. If they are unable to locate the student ebook page they can use paper and pencil.



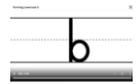
### Option 2 – Timed Fluency Lesson

- Access the Blast Off to Reading Fluency program in the Teacher Center.
- Display by Share your screen the copy of the passage the student will read.
- Facilitate the practice by starting the timer for the one minute read.
- At the end of the minute, teachers will direct students to count how many words they read correctly.



### Option 3 – Handwriting

- Access the Handwriting lessons in the Teacher Center under Resources.
- Send home student writing papers or direct student to use paper and pencil from home.
- Display by Share your screen your model paper.
- Instruct and model letter formation as the students follow along.



### Option 3 – Fluency Readers

- Direct students to the Student center.
- Assign the questions that follow the fluency books.
- Allow time for students to read the Book and answer the questions.



## Maintaining Student Engagement

**Purpose:** To foster community in your online lessons and overcome barriers to student engagement with the following strategies.

- Make contact with students and parents before the lessons begin.
- Create an introductory activity to get students comfortable.
- Share with students how they will respond to you and the lesson on the platform. Practice first!
- Provide opportunities for learner interaction during the lesson based on the age level of the students.
- Encourage sharing.

**Customer Service**

**800-547-6747**

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