

Constructing a Firm Foundation: Filling Instructional Gaps in Tier I Instruction

Presentation Handouts and Resources

**The following handouts are copies of slides 26-29 and 32-34 of the Filling Foundational Gaps in Tier 1 Instruction PowerPoint.

Phonological Awareness Skills Sequence

Concept of Spoken Word	distinguish words in sentences
Rhyme	recognize, complete, produce
Syllable	blend, segment, delete
Phonemes	Initial and final sounds blend onset and rime blend, segment, delete
Phoneme Manipulation	add or substitute phonemes

(Phonological Awareness Assessment Tools and Strategies; Yvette Zgonc; SDE Resources)

Phonological Awareness: The How

Whole Group	Small Group
3-5 minutes daily	5-8 minutes of small group differentiated instruction
Target one skill a week	Teach to mastery
Explicitly model through small group and individual practice	Give feedback
Follow the scope and sequence	Follow the scope and sequence
	Target the lowest deficit skill first

(Barksdale Reading Institute)

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Phonological Awareness: Modeling at the Teacher Table

I do, we do, you do method

Concept of Spoken Word	<ul style="list-style-type: none">▪ Utilize a story to read aloud▪ Give students character shape as in story▪ Read sentences from story to students and model how to move one character per word of sentence▪ Continue with additional sentences
Rhyme	<ul style="list-style-type: none">▪ Rhyming rhymes: in small group begin a rhyme such as Old Mac Donald and have students fill in the last word▪ Repeat activity by changing the last word to a new rhyming word
Syllable	<ul style="list-style-type: none">▪ Play Raceway:▪ In groups, move cars for each syllable of a word and have teams blend together▪ Move their car around the racetrack as they blend correctly

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Phonological Awareness: Modeling at the Teacher Table

<p>Phonemes</p>	<p>Fly Swatter Swat:</p> <ul style="list-style-type: none"> ▪ Place various pictures in front of students ▪ Give each student a fly swatter ▪ Tell students that you are thinking of a word that begins with the same sound as a given word ▪ First student to swat the correct picture, moves it to his/her pile for a point ▪ Continue until all pictures have been used or several rounds played ▪ Student with the most picture cards wins ▪ Manipulate between initial, medial, and final sounds as they are taught
<p>Phoneme Manipulation</p>	<p>Sound Swap:</p> <ul style="list-style-type: none"> ▪ Give each student a sound box and a predetermined amount of manipulatives ▪ State word and move manipulatives for number of sounds ▪ Tell students to change a target sound to a different sound and then state word made ▪ Could also be done using pictures for a differentiated approach

(Fifty Nifty Activities by Judith Dodson)

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Phonological Awareness: Modeling at the Teacher Table

Alphabetic Principle	Regularly Spelled High Frequency Words	Beginning Phonics (short vowels)	Advanced Phonics (long vowels, etc.)
<ul style="list-style-type: none"> • Alphabet order • Difference between vowels and consonants • Upper and lowercase • Different fonts • Write letters in both cases • Letter name and sound association • Alphabetical order 	<ul style="list-style-type: none"> ▪ Spell words accurately ▪ Read words with automaticity and accuracy 	<ul style="list-style-type: none"> ▪ Accurately and with automaticity decode and encode words 	<ul style="list-style-type: none"> ▪ Decode in context and in isolation ▪ Encode with accuracy • Schwa • Vowel-r • Long Vowel Spelling Patterns <ol style="list-style-type: none"> 1) Vowel-Consonant-e 2) Open syllables 3) Vowel teams • Diphthongs • Hard and Soft <i>c</i> and <i>g</i> • Consonant-le • Silent Consonant Letters • Dropping <i>e</i> to add Vowel Suffix • Derivational Affixes

(Barksdale Reading Institute)

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Phonics: What Shows Mastery in Area?

Alphabetic Principle	Regularly Spelled High Frequency Words	Beginning Phonics (short vowels)	Advanced Phonics (long vowels, etc.)
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Phonics: Modeling at the Teacher Table

I do, we do, you do method

Name That Sound	<ul style="list-style-type: none">▪ Teacher states word and asks for target sound in certain position▪ Students locate the letter from the alphabet arc▪ Students state the letter name and sound it makes▪ Teacher and students can then sort words with the same positional sound and extend through creating additional words
Tap It, Show It, Write It	<ul style="list-style-type: none">▪ Use words from current reading story▪ Students tap out the sounds heard in the word▪ Students pull down marker for each sound heard▪ Students push markers up and write grapheme <p>- Work toward no longer needing markers for sounds.</p>

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Phonics: Modeling at the Teacher Table

I do, we do, you do method

Link Those Syllables	<ul style="list-style-type: none">▪ Use words from current story/theme▪ Divide the words into appropriate syllables, increasing the number of syllables for groups as needed▪ Students work to build the syllables into words▪ Students read the word in entirety▪ Syllable division may be done/shown▪ Students may sort by number of syllables or type
Mystery Words (Word Building)	<ul style="list-style-type: none">▪ Teacher may choose to manipulate word building cards or have students to. Progress as students gain understanding.▪ Build words and manipulate sounds. Add new sounds as they are introduced.▪ For Example: Bus---bug----bag----flag----flip

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Teacher-Led Reading Center Plan

Grade: K

Decodable/Leveled Reader Title: In

Phonemic Awareness Skill Review

(5 min)

Alliteration (RF.K.2)

1. The main character is a monkey. What's the beginning sound in monkey? (/m/) Let's think of 3 words that start like monkey (money, mix, mad).
2. I also see a pig in the story. What's the beginning sound in pig? (/p/) Let's think of 3 words that begin like pig (pie, pink, pop).

Phonics Skill Practice

(10-12 min)

Short Vowel Sounds (RF.K.3)

1. We've been practicing short vowel sounds. I'm pointing to a vowel in the middle of this word (u). What's its sound? (/u/) Now, let's blend the word then read the page.
2. Continue with skill review while reading the text.

Vocabulary

(5 min)

Wagon (RF.K.4)

1. There is a word in our story I want to make sure you know. The word is wagon. Say wagon. (wagon) A wagon is a trailer with four wheels. In our story it's a toy and has a long handle. Look at it on page 4. Hold your hand to your side and pretend you are pulling a wagon. What's the word? (wagon)
2. Add wagon to word wall.

Fluency Practice

(3-5 min)

Read with purpose (RF.K.4)

1. Page 5 has 3 words. Point to each word while I read them. In the boat. Did you hear how I read that? We want to read with purpose... like we talk...not like robots! We call that reading fluently. Read this page with me just like I read it. (In the boat.)

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Now, you practice reading fluently all by yourself. Remember to read it just like I read it. (In the boat.)

2. Continue practicing reading fluently with select sentences.

Comprehension

(5-7 min)

Read with understanding (RF.K.4)

1. We read a story about a monkey that was in many different places. I'm going to ask you some questions about the story. Remember to look back in the text for the answers.
2. Where was the monkey first? (In the car.) Where was he last? (In the bathtub.) Why would he be in the bathtub last? (He may be dirty from all the places he was in! He was even in the mud!)

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Teacher-Led Reading Center Plan

Grade: _____

Decodable/Leveled Reader Title: _____

Phonemic Awareness Skill Review
(5 min)
Phonics Skill Practice
(10-12 min)
Vocabulary
(5 min)
Fluency Practice
(3-5 min)
Comprehension
(5-7 min)

Let's Talk About Talking!

Presentation Handouts and Resources

Ice Breaker Scenario

It is Friday afternoon. You are at Wal-Mart buying groceries and household items. You run into someone that you know. They stop you and ask how you are doing and what you are up to for the weekend.

Pretend that person is a close friend: what would you say?

Now, pretend that person is your superintendent: what would you say?

Ice Breaker Scenario

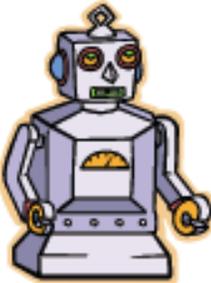
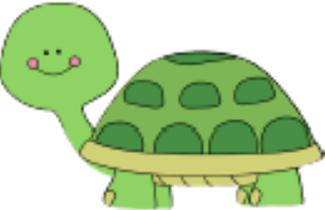
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Let's Talk About Talking!

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 <p>Robot Voice</p>	 <p>Singing Voice</p>	 <p>Excited Voice</p>
 <p>Whisper Voice</p>	 <p>Baby Voice</p>	 <p>Freezing Voice</p>
 <p>Monster Voice</p>	 <p>Slow Voice</p>	 <p>Queen Voice</p>

Let's Talk About Talking: Increasing Oral Language in the Classroom

By: Hillary Sapanski and Keon Shelby

Oral Language and Component	Why	How
Oral Language: Foundational Skills (phonological awareness, phonics, and fluency)	<ul style="list-style-type: none"> Helps students recognize words that enter the orthographic and phonological processors (which then tap into the meaning and context processors) Primes students' phonology Teaches students when to place stress on words (morphology vs. morphological) Develops prosody and expression in fluency 	<ul style="list-style-type: none"> Nursery rhymes, poetry, and music Phoneme games (chaining, manipulation) Compound word games (chaining manipulation) Alliteration Games and activities Fluency "Silly Voices" game Modeling correct prosody; accented syllables of words in fluent reading
Oral Language: Vocabulary	<ul style="list-style-type: none"> Builds command of language: children learn thousands of new words each year Assists children in understanding relationships of words Helps children recognize words in context Exposes children to unusual, rare, and formal vocabulary words (Tier II words) 	<ul style="list-style-type: none"> 30-second conversations "See, Think, Wonder" Physical Select & Connect Word wall games Picture cards Use of synonyms and shades of meaning Context clue discussions Background knowledge Morphology Vocabulary Triangle
Oral Language: Comprehension	<ul style="list-style-type: none"> Reading is NOT natural: we do not learn to speak from print Verbal reasoning is connected to making inferences in text Comprehension begins at the oral level Helps students synthesize and think critically about text Sentence-level comprehension strongly related to oral language development 	<ul style="list-style-type: none"> Literature circles Cooperative learning activities: Show Down, Numbered Heads Together, Three-Part Interview, Quiz, Quiz, Trade "Stronger and Clearer Each Time" Check-in's after daily lesson (What did you learn? Tell a partner) "Say, Mean, Matter"
Oral Language: Writing	<ul style="list-style-type: none"> We learn to write based on how we speak Receptive language Expressive language Listening and reading comprehension Semantics and syntax Unusual vocabulary 	<ul style="list-style-type: none"> Oral storytelling Pre-writing: planning partners "Write-Around" News reporter (report their writing) "Stronger and Clearer Each Time" "Say, Mean, Matter" Revising and editing: Informal versus formal sorting activities

Let's Talk About Talking!

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	What is one thing you learned?	
How confident do you feel in attaching oral language in your classroom?	What is one question you still have?	What would you be interested in learning more about?
	What will you go and implement in the fall?	
	Has your perception on using informal and academic language changed?	