

# Toolbox for Literacy Success



[mdek12.org](https://mdek12.org)

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MDE Literacy Coaches



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- Discuss the components of the literacy kit
- Analyze how the literacy toolbox connects to the Mississippi College and Career Readiness Standards (MSCCRS)
- View kindergarten through 3<sup>rd</sup> grade standards for reading foundations and language
- Discuss activities/centers that can be conducted utilizing the literacy toolbox
- View resources



- Silence your cell phone.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.
- During hands on activities, please use the gloves available on each of the tables.
- As always, please keep masks pulled up over mouth and nose for safety purposes.



How comfortable are you with using or creating classroom centers?

You can type to access

<https://www.menti.com/hicpz4hynr>

or use the QR code with your phone camera

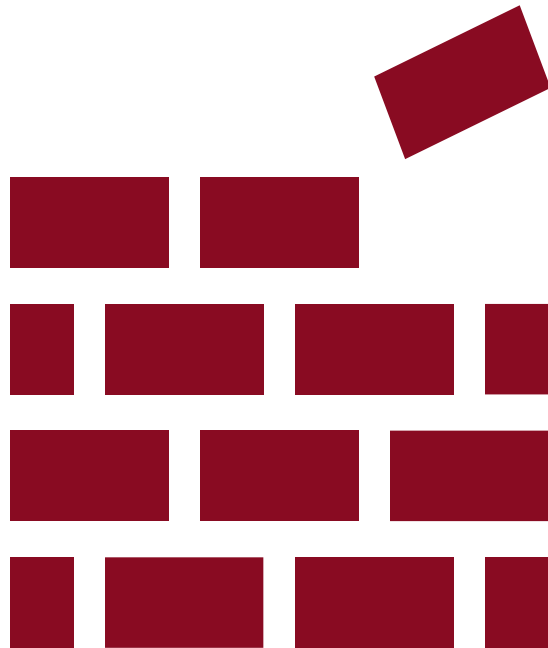


# Literacy Toolbox

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**A literacy toolbox can be developed by exploring different ways to enhance a students' literacy skills.**



- **Practical instructional tools are materials and resources needed to teach.**
- **Creative teaching ideas are opportunities to improve students' literacy.**



- **Participation-** students can apply new skills in centers, small groups, and/or at the teacher-led table
- **Communication-** students can talk about each task with peers to build knowledge and social skills
- **Multi-sensory experience-** every activity or task provides a hands-on approach to student learning



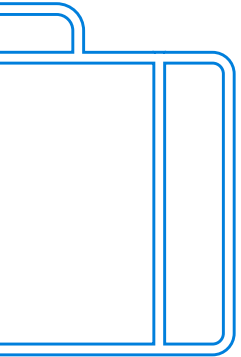
# Literacy Toolbox Materials

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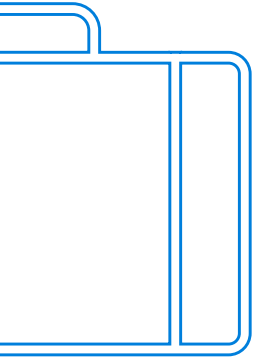
## Materials Included:

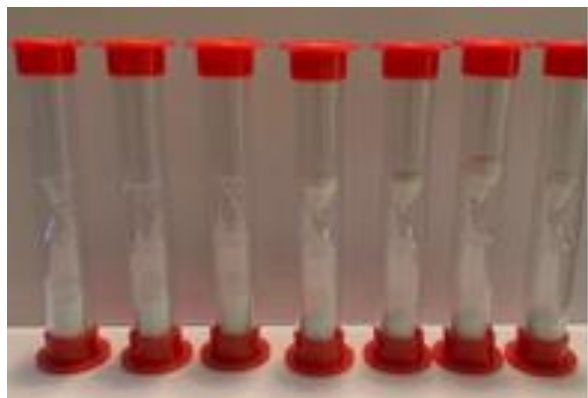
- White boards or dry erase boards can be used to write words and sentences or build words using letter tiles/phrases.
- Sand timers can be used for various activities among students (sight word fluency, reading fluency, etc.).
- Magnetic Sentence Building Set can be used to build sentences.
- Magnetic Letters or Stamps can help spell and build words.



## Other Helpful Materials:

- Dry erase markers or markers are used to write words or sentences.
- Phoneme Grapheme Map is used to show the relationship between the phonemes and graphemes, and spell words.
- Rice, Sand, or Dirt are multisensory materials to help promote development and explore students' senses.
- Construction Paper can be used to create books and cut and paste activities.
- Post-It Notes can be used for quick responses to questions.



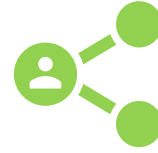




- Bins can hold items such as letter tiles, construction paper, card stock, or white boards.



- Jars and containers can be used for magnetic pieces and items needed for sorting and classifying objects.



- File folders are used to file handouts or activities based on standards or components.



- Ziploc bags can store paper, center directions, and small or large materials.



- Plastic sleeves/sheet protectors to keep handouts protected.

# Aligning Activities to Standards

Mrs. Dickerson

Class



$$(5 \times 4) \times 3$$
$$5 \times (4 \times 3)$$
$$(3 \times 5) \times 4$$

$$5 \times (4 \times 3)$$
$$12 \times 5$$



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- Ensure that center activities are aligned with Mississippi College and Career Readiness Standards
- Outline expectations for each learning goal and describe ways for students to reach those goals



<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
<ul style="list-style-type: none"><li>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters</li></ul>	<ul style="list-style-type: none"><li>RF.1.3g- Recognize and read grade-appropriate irregularly spelled words</li></ul>	<ul style="list-style-type: none"><li>RF.2.3f- Recognize and read grade-appropriate irregularly spelled words</li></ul>	<ul style="list-style-type: none"><li>RF.3.3d- Read grade-appropriate irregularly spelled words</li></ul>

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
<ul style="list-style-type: none"><li>L.K.2a- Capitalize the first word in a sentence and the pronoun I</li></ul>	<ul style="list-style-type: none"><li>L.1.1b- Produce grade-appropriate text using legible writing</li></ul>	<ul style="list-style-type: none"><li>L.2.2a- Capitalize holidays, product names, and geographic names</li></ul>	<ul style="list-style-type: none"><li>L.3.2a- Capitalize appropriate words in titles</li></ul>

# Activities with the Literacy Toolbox

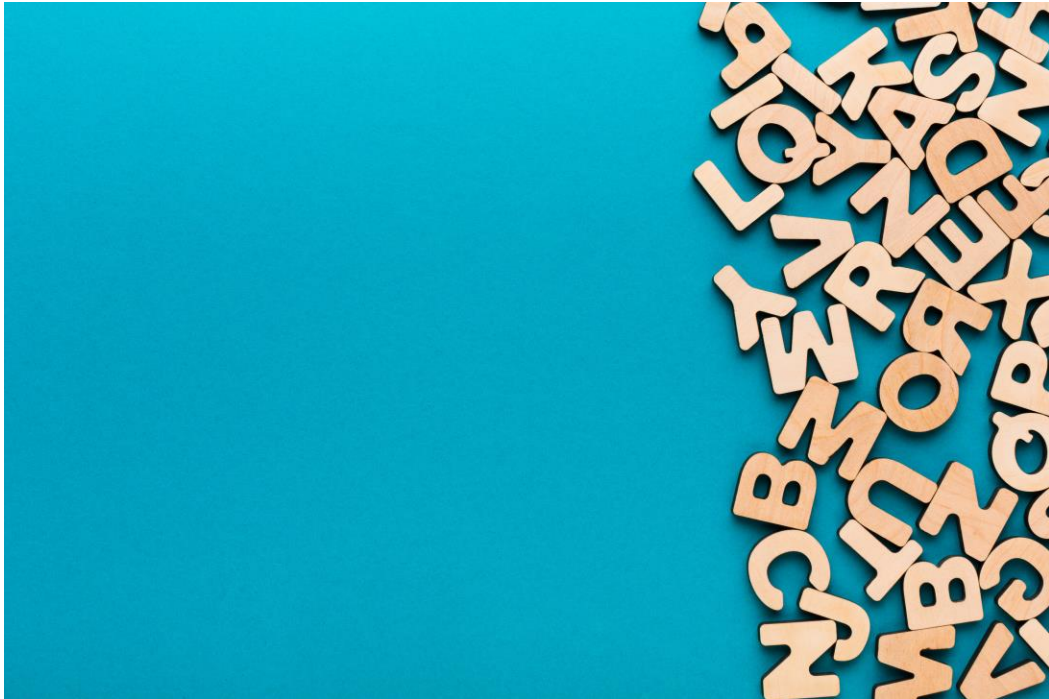
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- Say it, Build it, Write it- RF.K.1b, RF.1.3g, RF.2.3f, RF.3.3d
- Stamp a Word- RF.K.1, RF.1.3
- Fix it- L.K.2a,L.1.1b,L.1.2a, RF.1.1a, L.2.2a , L.3.2a
- Digging for Letters- RF.K1.d,L.1.1a
- Mix it up- L.K.1j, L.1.1j, L.2.1.f, L.3.1i
- Family Tree- RF.1.3



- I Can Hear You- RF K.3
- Phoneme Grapheme Mapping- RF.K.1b, RF.1.2
- Minute to Win It- RF.\_\_\_.4b (Can be adapted to any grade level)
- Person, Place, or Thing- L.K.5a, L.1.5a
- Switch- L.2.1a and c
- Does It Agree and Wrap it up- L.1.1c, L.3.1f





## Routine

- Read the word on the board.
- Build the word with magnetic letters.
- Write the word.
- Read the word to a partner.

**Materials:** Magnetic Letters, White board, Dry Erase Marker

**Standards Addressed:** RF.K.1b, RF.1.3g, RF.2.3f, RF.3.3d

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the word	Stamp the word
_____ _____ _____	
_____ _____ _____	
_____ _____ _____	
_____ _____ _____	
_____ _____ _____	

## Routine

- Read a word.
- Write the word.
- Stamp the word.

**Materials:** Stamp set, lowercase alphabet

**Standards Addressed:** RF.K.1, RF.1.3



## Routine

- Read the sentence.
- Identify the mistakes.
- Use letter stamps to edit mistakes.

**Material:** Capital Letter Stamps,  
Sentence Strips

## Standards Addressed:

L.K.2a,L.1.1b,L.1.2a,RF.1.1a,L.2.2a,L  
.3.2a





## Routine

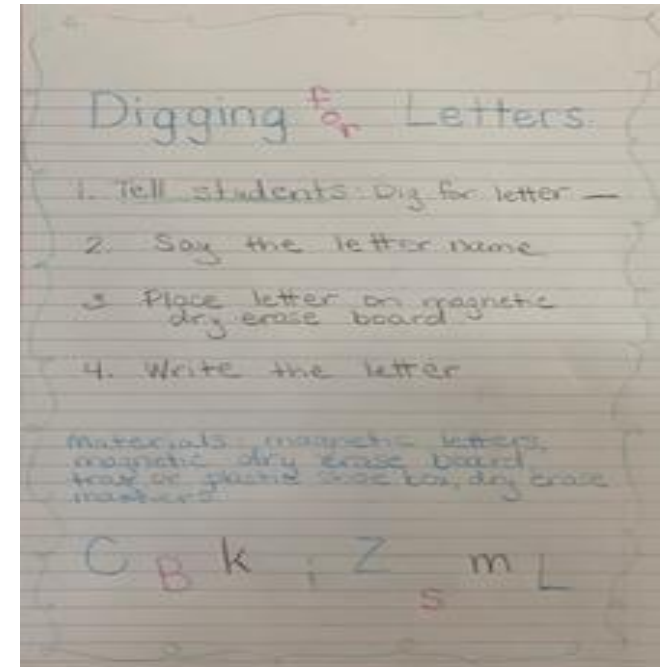
- Dig for the letter\_\_\_ .
- Say the letter\_.
- Place letter on magnetic board.
- Write the letter.

## Materials:

- Magnetic Letters or Stamps, White Board, Dry Erase Markers
- Rice, Sand, or Dirt

**Standard Addressed:**RF.K1.d,L.1.1a

- How would you adapt the "Digging for Letters" activity in your classroom?
- Create an anchor chart outlining the steps to implement your adapted routine.





### Routine

- Unscramble the sentence with your partner.
- Write the correct sentence on the white board.

**Materials:** Magnetic Sentence Building Set, White Board, Dry Erase Marker

**Standards Addressed:**  
L.k.1j,L.1.1j,L.2.1.f,L.3.1i



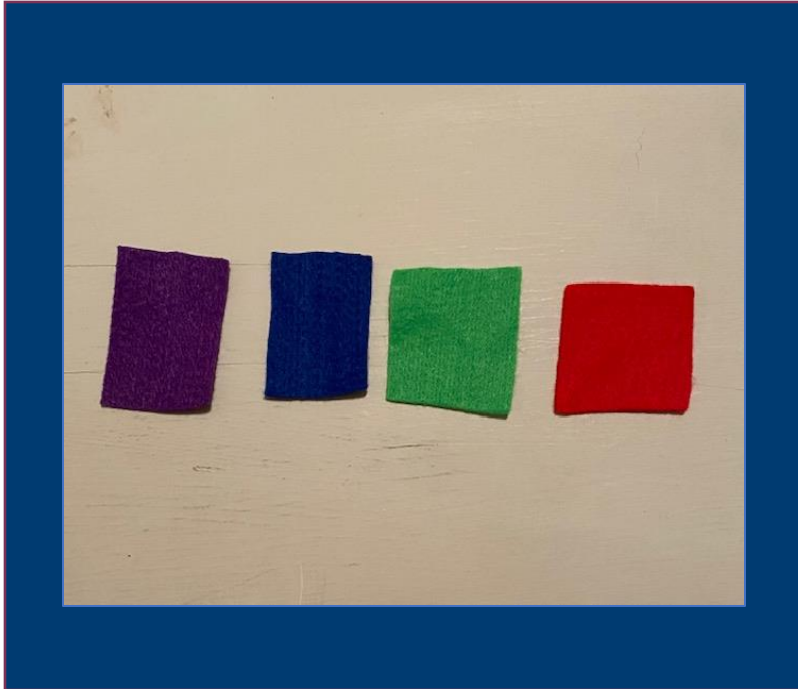
## Routine

- Choose a word family cube.
- Change the initial cube to create words using the reading rods.
- Draw a tree on construction paper and create leaves based on words created.

## Materials:

- Reading Rods, Construction Paper, Markers

**Standard Addressed:** RF.1.3

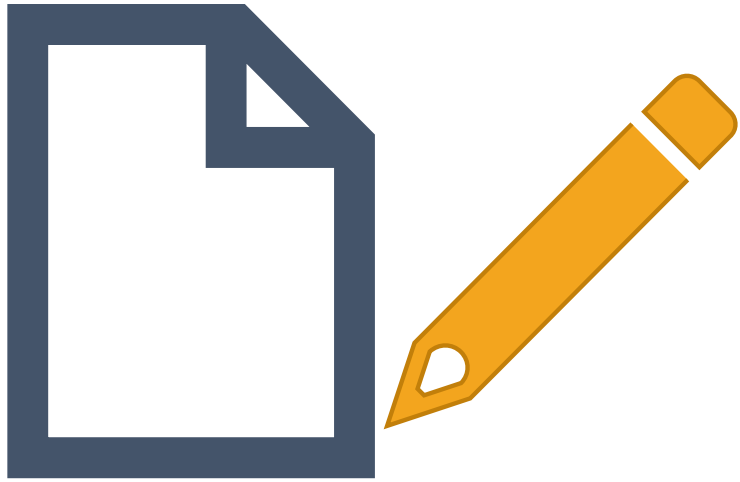


## Routine:

- Choose three to four felt squares.
- Tap the felt squares every time you hear a sound.
- One square represents one sound.
- Glide your finger under the felt squares after tapping out the sounds and then say the whole word.

**Materials:** felt squares

**Standard Addressed:** RF K.2



## Routine:

- Say a word out loud.
- Segment each phoneme in each box using a post-it note.
- Replace the post-it note with the letter(s) for the grapheme.
- Write the word and then read it.

## Materials:

- Sheet Protector, Phoneme Grapheme Mapping Handout, Post-it Notes, Dry Erase Marker

**Standard Addressed:** RF.K.1,RF.1.2/3

- Using the Phoneme Grapheme Map and materials at your table, complete the Phoneme Grapheme Map with guidance from your presenter.





## Routine

- Name each letter of the alphabet, match upper and lowercase letters, say sight words, or read fluency phrases before the timer runs out.

**Materials:** Timers, reading material

**Standards Addressed:** RF.\_\_\_.4b

(Can be adapted to any grade level)





## Routine

- Choose a green noun tile.
- Sort each tile under person, place, or thing on the handout.
- Produce a sentence with each type of noun.

## Materials:

- Magnetic Sentence Building Set,  
Noun Sort Handout

## Standards Addressed:

L.K.5a,L.1.5a



## Routine

- Read each sentence.
- Use magnetic punctuation to complete each sentence.
- Create one declarative, interrogative, imperative and exclamatory sentence.

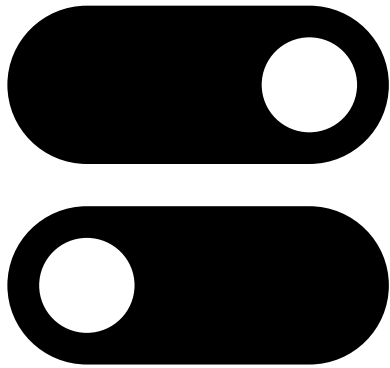
## Materials:

- White punctuation from the Magnetic Sentence Building Set

**Standards Addressed:** L.1.2b and c, RF.1.1, L.2.2a,b,c,L.3.2b,c,d

- Look at each sentence strip on your table. Work with your table partner and use the white magnetic punctuation to complete each sentence.





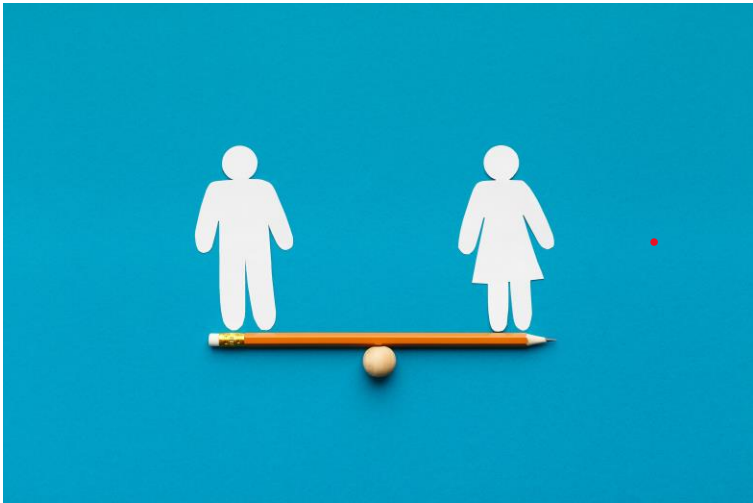
## Routine

- Read the sentence.
- Replace the nouns (green) with the correct pronouns (light green) in the sentence.
- Create your own sentence using nouns.
- Have your partner replace nouns with pronouns.

## Materials:

- Magnetic Sentence Building Set (nouns green and pronouns light green)

**Standards Addressed:** L.2.1a and c



## Routine

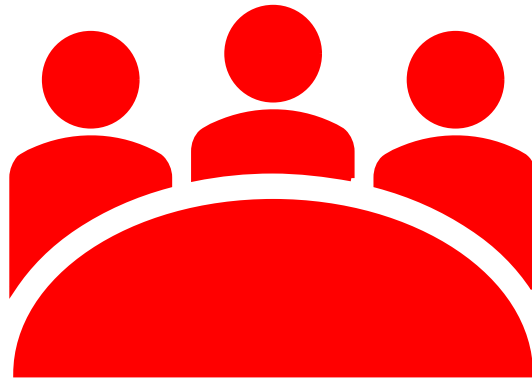
- With your partner, build sentence(s) with singular and plural nouns.
- Discuss if the verb agrees with each noun.
- Write the correct sentence(s).

## Materials:

- Magnetic Sentence Building Set (nouns-green, pronouns-light green, verbs-yellow, adjectives and articles red, and punctuation white)

**Standards Addressed:** L.1.1c,L.3.1f

- Using the sentence building cards at your table, create sentences where the subject and verbs agree.





- **Be organized**
- **Supplement material as needed**
- **Engage the learner**
- **Connect activities to MSCCRS**





- **All activities above were either taken directly from or adapted from the sites and books below.**

[www.momto2poshlildivas.com](http://www.momto2poshlildivas.com)

- Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.
- *Learning with Magnetic Sentence Building Tiles*
- **Great website for downloadable phonics activities -**  
[https://www.havefunteaching.com/resources/browse/product\\_cat/phonics+activities/](https://www.havefunteaching.com/resources/browse/product_cat/phonics+activities/)



Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

Campaign aims to equip parents and community members with information and resources to help children become strong readers

Visit [strongreadersms.com](http://strongreadersms.com) for more information!



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