

Reflecting God's Love

Helping the littles find their gift of reading so they may
SHINE BRIGHT and SPARKLE with the joy of the Lord.

1. Introduction of Liz and Karen from St. Joseph Catholic School in Yoakum.
2. Components of Effective Research – Supported Reading Instruction (ReadingRockets.org)
 - a. Phonemic awareness, letter knowledge, and concepts of print
 - b. The alphabetic code: Phonics & decoding
 - c. Fluency
 - d. Vocabulary
 - e. Text comprehension
 - f. Written expression
 - g. Spelling & handwriting
 - h. Assess for needs of the students to help plan
 - i. Motivate the children
3. **Kindergarten** things to do. Can be done in first grade.
 - a. Sing to Remember – uses both sides of the brain when listen & sing familiar songs. Add movement and BAM fully engaged student.
 - i. Days of the week
 - ii. Days of the month
 1. All 12 to remember the order
 2. Individual songs to help spell them
 - iii. Color words

** After the 3rd week in kindergarten, they start sounding out words. /l/ /o/ /g/

- b. Letter Flash Cards
 - i. Say the name of the letter, the sound 2 x's, then name again
 - ii. Add them as they are introduced
 - iii. Elmer's glue thick line was added on top for tracing in small groups
 - iv. Use every morning all year
- c. Karate Spelling
 - i. Punch arms up for tall letters: b, d, f, h, k, l, t
 - ii. Punch arms out for regular letters: a, c, e, l, m, n, o, r, s, u, v, w, x, z
 - iii. Kick a leg out for letters with a tail: g, j, p, q, y
- d. Arm spelling with chops & a sweep
- e. Say the letter or sound & have them find it & pull into center or write it
 - i. Alphabet Arc – 1st Put them in alphabetical order
 - ii. Shaving Cream on the desk
 - iii. Gel Boards
 - iv. Salt trays – cookie sheet sprinkle thin layer of salt and write in.
 - v. White boards
 - vi. Mini Alphabet Cookies
- f. Letter of the Week Chart
 - i. Can get different sizes – 25 in. to 35 in. give or take

- ii. Make as you go, then have them laminated.
 - iii. Letter written clearly – upper & lower
 - iv. Has pictures that begin with the weekly letter & sound
 - v. Ask students to
 - 1. give sentence using one of the words on the chart
 - 2. for different examples of weekly letter/sound not on chart
- g. Letter of the Week Book
 - i. Read every day.
 - ii. Use a monster finger or eyeballs to help tracking
 - 1. Hardback examples
 - 2. Paperback examples
 - a. Day 1 – highlight the letter of the week
 - b. Day 2 – highlight a specific sight word
 - c. Day 3 – maybe another sight word or even a punctuation mark
- h. Making Words Mat Pocket Chart
 - i. Find sounds of letter given
 - ii. Find letter of sounds given
 - iii. Sound out words
- i. Scrambled Sentences
 - i. Start in December or January
 - ii. Each sentence in different color
 - iii. Each word is separate
 - iv. Mix them up and try to form a complete sentence that makes sense.
 - v. Can turn a word to make blank – ask what would sound good there
- j. Acting out Stories
 - i. Helps summarizing
 - ii. Helps sequencing
- k. Smart Centers or Learning Stations
 - i. After all work is completed
 - ii. Students must
 - 1. Read a book
 - 2. Complete a writing assignment - Letters
 - a. B.O.Y. – trace letters then write after
 - b. M.O.Y. – write letters on their own
 - c. E.O.Y. – writing sight words
 - 3. Play with the learning/instructive toys available.
- l. Homework
 - i. Types
 - 1. Writing names
 - 2. Tracing letters
 - 3. Saxon Phonics has paper readers that correspond with the letter of the week.
 - 4. As they advance, harder books developmentally appropriate are sent home.
Example: Phonics or Margaret Hillert books
 - ii. Accountability – Students are responsible for parent initials on daily homework chart after they complete assignment

m. READ ALOUDS – read to them at every opportunity available

4. First Grade – first 9 weeks I do majority of reading in every subject, slowly withdrawing

a. First or second full week – Renaissance Star Reading

i. Based on that begin A.R. books

1. Must read 3 times at home
2. Must read before they take the test
3. Must earn 100 on five different books in a row
4. Have them read to one another/Pair Reading

ii. Lists can be found on A.R. bookfinder

b. Phonics

i. Sound a day and it builds on each other

ii. Suffixes

iii. Digraphs ck, th

iv. Combinations qu, ir, ur

v. Vowel consonant e

vi. Final Stable Syllable

vii. Diphthongs ou, ow

viii. Spelling Rules

1. Floss Rule

- a. One syllable root
- b. Short vowel
- c. Ends with f, l, s
- d. Usually double it

2. Spelling with oi & oy

ix. Review the picture cards

x. Flash cards with Phonics words – practice everyday

c. Spelling

i. Use the Saxon Phonics Spelling

ii. Practice

1. Teachers pay Teachers – writing assignments

2. Hands on manipulatives

- a. Magnetic board
- b. Letter Tiles
- c. Playdough with letter stamps
- d. Ink pads with letter stamps
- e. Draw & Write Touch Board
- f. Mini white board
- g. Shaving Cream write
- h. Salt trays write

iii. Take a pre-test on Thursday, if earn 100 they don't have to take it on Friday.

d. Reading

i. Reading Basal

1. Read a story a week

- a. Go over - Vocab/High Frequency Words
- b. Read it every day in class

- i. Cover the Text Based Comprehension
 - 1. Main idea
 - 2. Characterization
 - 3. Summarize
 - 4. Make Predictions
 - 5. Sequence of Events
 - 2. They get flash cards with the vocabulary words to practice every day
 - ii. Listening station
 - 1. CD player & books that have CD's
 - 2. Can use headphones
 - iii. Small Groups
 - 1. Group by ability
 - 2. Use age-appropriate leveled book with multiple copies
 - 3. Sometimes you must give a gentle push
 - 4. Can't meet with everyone everyday
- e. Homework
- i. Saxon Phonics has paper readers that correspond to the weekly letters /sounds
 - 1. Monday & Tuesday – first weekly reader is sent home to read 3 times
 - 2. Wednesday & Thursday – second weekly reader is sent home to read 3 times
 - ii. Read the flashcards Monday – Thursday
 - 1. High Frequency Words from weekly story
 - 2. Phonics words
 - iii. Weekly story – take home Tuesday & Thursday read to adult
 - iv. Thursday – if didn't earn 100 send a spelling assignment