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.

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
   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
   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

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

ii. 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