

Name and word sorts

Using these names, how could you sort or group them together?

-syllables, beginning sounds, ending sounds/letters, short/long vowels, vowel teams, etc.

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Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom - Fountas & Pinnell



[Tim Rasinski's Word Ladders](#)

Word Ladders

- * Rearrange letters - food that comes from animals
- * Rearrange letters - not wild
- * Change 1 letter - to get possession of something or to grab
- * Change 1 letter - a story
- * Change 1 letter - not short
- * Change 1 letter - a fee paid for a service; e.g. a bridge crossing
- * Minus 2 letters, add 1 letter - a weight; 2,000 pounds
- * Add 1 letter - to have divided something by pulling it apart
- * Change 1 letter - to have caused something to deteriorate
- * Change 1 letter - what teams must do together

team

meat

tame

take

tale

tall

toll

ton

torn

worn

work

Morning Message

G__d m_rn_ng cl_ss!
We are go_ng t_ r__d the
b__k,
Ten Beautiful Things. Th_n, we
w_ll g_ outs_de and find s_me
beautiful things.
Fr_m,
Mrs. Kelly



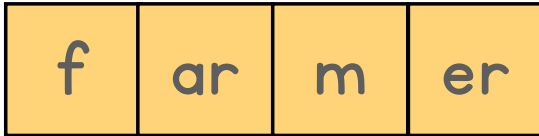
Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- *it helps build students' phonemic awareness & phonics
- *it helps connect letters to sounds
- *it helps students hear and record all sounds in a word
- *it helps solidify left to right directionality

Once students are proficient with phonemic awareness:

- *You can transition to teaching **letter** boxes (this helps with spelling)
- *Students gain independence with this problem-solving strategy

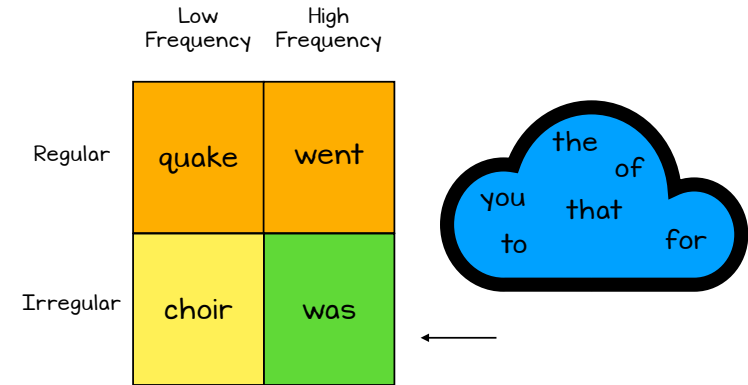


When Readers Struggle: Teaching that Works – Fountas and Pinnell

POPEY

High Frequency Words

Prioritize which high frequency words you explicitly teach...



Shifting the Balance – Burkins & Yates

POPEY

The process of using Elkonin boxes during Writing

- *Give the student a 'practice page' or white board
 - When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- *Model the task for the student
 - Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- *Have the student try it themselves
 - You may do the task together until the student can take over



Literacy Lessons Part Two – Clay

POPEY

A series of horizontal lines for writing practice, intended for students to use the Elkonin boxes during their writing process.

Why is Shared Reading Important?

As an instructional context, shared reading:

- ✓ Provides enjoyable, successful experiences with print for all students
- ✓ Promotes the development of all aspects of the reading process
- ✓ Builds language skills and enhances vocabulary
- ✓ Provides opportunities to engage in expressive, meaningful, fluent reading
- ✓ Builds understanding of various types of texts, formats, and language structures
- ✓ Builds a community of readers

Fountas & Pinnell Blog: What Is Shared Reading?

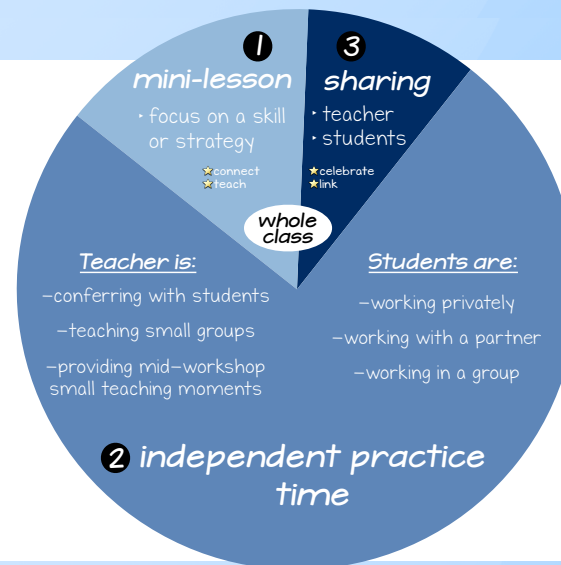


Workshop Flow

Mini-Lesson:
<10 minutes

Students Working:
30 – 45 minutes

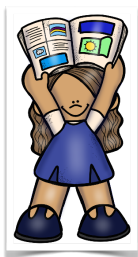
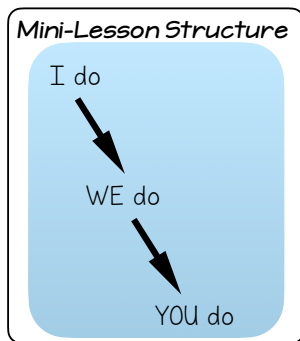
Sharing:
5 minutes



Adapted From: Units of Study – Calkins & Mindsets and Moves – Goldberg & The Daily Five – Boushey & Moser



Mini-Lesson & Read Aloud - Learning New Vocabulary



- * mini, not maxi (five minutes)
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison



Targeted focus and discussion on new vocabulary

dam

a structure that blocks the flow of water

plankton

tiny plants and animals floating in the water

estuary

a body of water where the ocean meets the river

rapids

part of a river where the water flows very quickly

invertebrates

animals without backbones

scales

thin, overlapping plates that cover a salmon's body

Adapted from: [Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)

Building our vocabulary

dam

plankton

estuary

rapids

invertebrates

scales

SMALL GROUP – Talking/Reading/Writing/Thinking Connection...

- Which three words are you most interested in drawing a picture and/or writing a definition of, and why?
- Tell your group/partner why you chose those words and what they mean.
- Work alongside someone as you write/draw.

Adapted from: [Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)

A scope and sequence for phonics instruction

Alphabet Knowledge

CVC

Blends & Digraphs

Silent E

R-Controlled

Vowel Teams

Multi-syllabic

Fluency

Vocabulary

Explicit

Systematic

Cumulative

A Fresh Look at Phonics – Blevins

Characteristics of Strong Phonics Instruction

- ✓ Readiness Skills
- ✓ Scope and sequence
- ✓ Blending
- ✓ Dictation
- ✓ Word Awareness Activities
- ✓ Teaching High-Frequency Words
- ✓ Reading Connected Text



Active * Social * Reflective

A Phonics Lesson

★Blending ★Dictation ★Word Awareness Activities

The same letter/sound focus through each lesson part...



REVIEW IT
 ⇒ Review High Frequency Words
 ⇒ Name letters and sounds

HEAR IT
 ⇒ Phonemic Awareness

TEACH IT
 ⇒ Name new skill/sound

DECODE IT
 ⇒ Decode words with target sound

SPELL IT
 ⇒ Spell words with target sound

READ IT
 ⇒ Read word lists, sentences or decodable books

*These last two steps should be approximately 50% of your lesson time. Blevins states "students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skill to authentic reading and writing experiences" (2017).

Word Chains

Sample teacher language for Word Work

Teacher Language

Skill

(Begin with mat.) Change mat to **sat**. encoding

Change the S to an F.
Now tell me what word you have? decoding

Change **fat** to **fit**. encoding

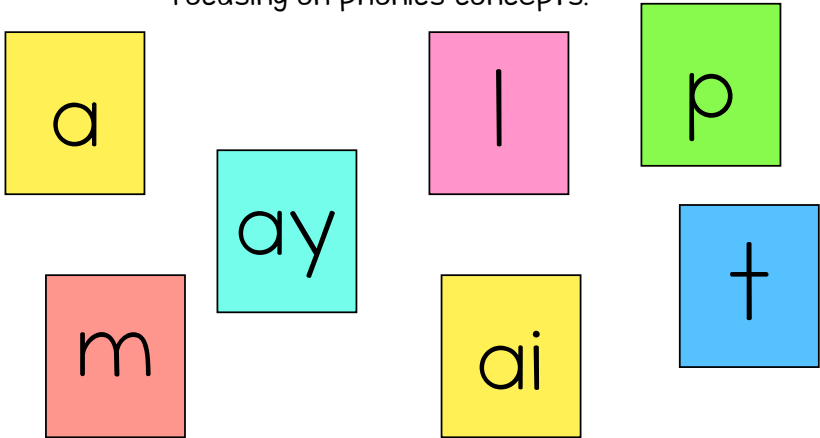
Change the F to an S. What word is that? decoding

What letter do you need to change sit to lit? encoding

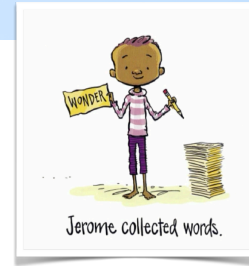
Now add an S to the beginning of **lit**.
What word do you get? decoding

Giant Flash Cards

An interactive way to practice blending and focusing on phonics concepts.



This is How We Teach Reading... And it's Working -Willms & Alberti



...phonics helps students gain access to words, which in turn helps them gain access to meaning. And that is the point of reading – to comprehend the information, to learn something new, to enjoy escaping into the world of a story. Phonics is just a tool to gain that access.

-Blevins, A Fresh Look at Phonics

What We Know About Writing Development

Kids need:

- explicit and sequenced instruction that helps them progress along a learning continuum
- critical feedback that helps them know next steps
- extensive opportunities to write on topics they care about



Units of Study in Opinion, Information, and Narrative Writing – Colkins, The Reading and Writing Project

Handwriting practice lines consisting of ten horizontal lines.

"If children are not spending a **significant** portion of their day **engaged in (reading and writing) texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently**."

—from *Catching Readers Before They Fall*



Reflections & Next Steps

Resources, research & activities shared this morning:

- ✓ How we learn to read
- ✓ Whole Class, Small Group, and Individual Practice Time
- ✓ The Morning Meeting – a routine to connect and share
- ✓ Comprehensive Literacy – Phonemic Awareness & Orthographic Mapping
- ✓ Reading Workshop – connecting stories to the land, mentor text and mini-lesson
 - ✓ Interactive read aloud to support student engagement and vocabulary building
- ✓ Interactive Reading and Shared Reading
- ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- ✓ Book Making and Small Moment writing
- ✓ Closing Circle – six word stories

What is **ONE** thing you can commit to **TRY** in your classroom or role? Share it with your table group

Sources

Books & Presentations

When Readers Struggle: Teaching that Works – Fountas and Pinnell
 A Fresh Look at Phonics, Grade K–2 – Blevins
 Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3
 Shifting the Balance – Burkins & Yates
 The First Six Weeks of School – Denton & Kriete
 Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell
 How to Be a Better Writing Teacher workshop – Anderson & Glover
 Literacy Lessons Part Two – Clay
 From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words – Heggerty Workshop
 UFLI Foundations Manual
 Heggerty Phonemic Awareness Curriculum
 Units of Study – Calkins, The Reading and Writing Project
 The Ramped-Up Read Aloud – Walther
 Letter Lessons & First Words – Mesmer
 This is How We Teach Reading... And it's Working – Willms & Alberti
 Shake Up Shared Reading – Walther
 A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleveland
 Write From the Start: Writing Workshop in K–3 – POPEY Presentation by Lori Jarvison
 Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition presentation – Anderson & Glover workshop
 Engaging Young Writers – Glover

Sources

Videos

[Worry About Yourself](#)
[TED Talk – Birth of a Word](#)
[Balanced Literacy Diet – Park Those Sounds](#)
[Balanced Lit Diet – YouTube: Community Circle – Fostering Oral Language](#)
[Tik Tok Word Reading](#)
[Balanced Literacy Diet – Word Wall I Spy](#)
[Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)
[Todd Parr – The Peace Book](#)
[Units of Study – Calkins, The Reading and Writing Project](#)

Digital Resources

[Using Children's Books to Support Social-Emotional Development – NAEYC](#)
[Reading Rockets: What is the Alphabetic Principle?](#)
[BC Early Learning Framework](#)
[Carrall, Davies, & Richman](#)
[BC Ministry of Education – ELA Curriculum](#)
[Reading Rockets – Phonological and Phonemic Awareness: Introduction](#)
[Fountas & Pinnell Blog: What Is Shared Reading?](#)
[The Big Five: Phonics-Orthographic Mapping – Woodlridge](#)
[Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading](#)
[Carolyn Strom – Presentation: Refining Professional Knowledge to Build Capacity in Reading Instruction, Learning & the Brain Conference, April 2022](#)