



Putting It All Together

Presenter Notes



GRADE 1

Materials

Participant Materials

- Teacher's edition
- Blank piece of paper
- Sticky notes

Putting It All Together



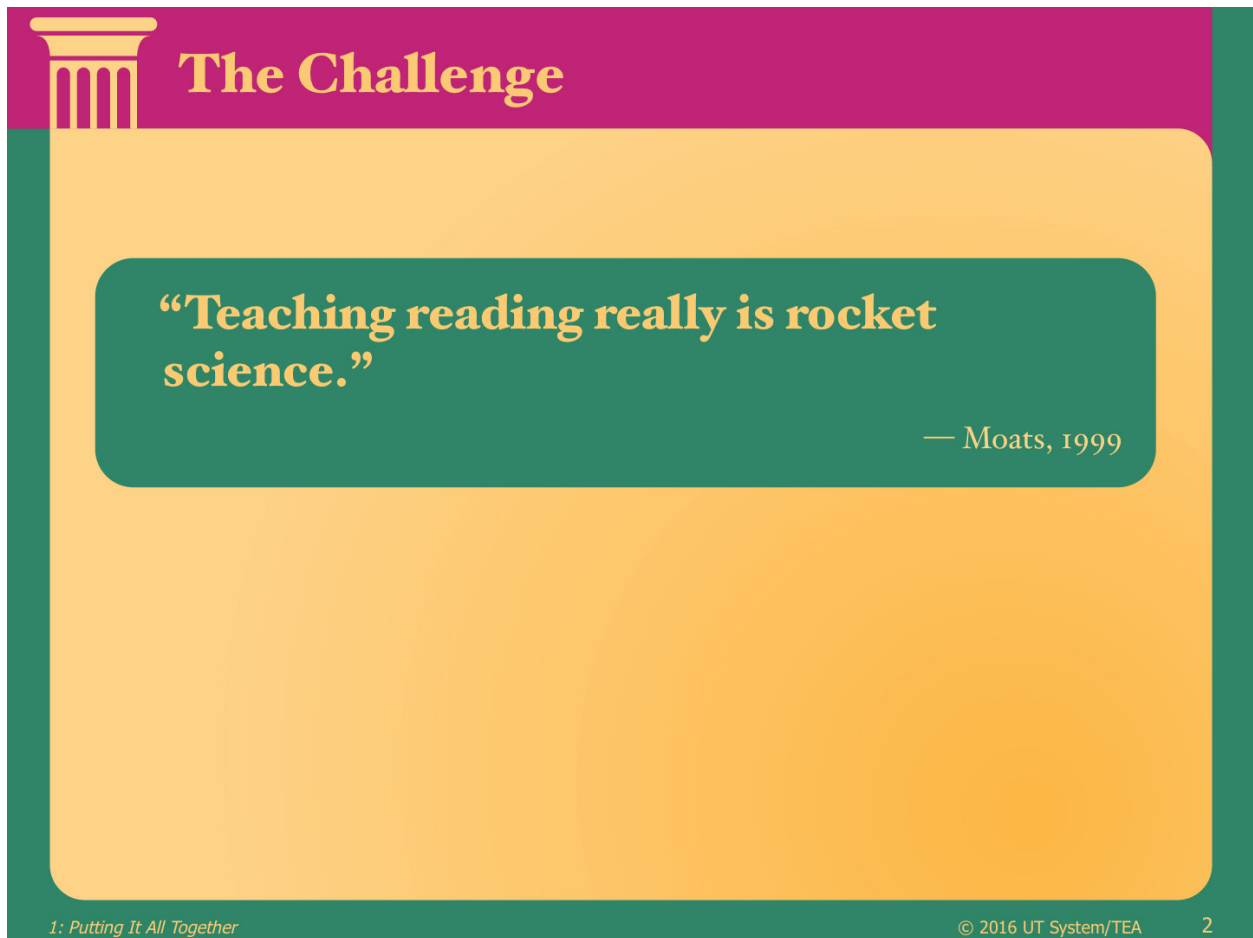
LITERACY
ACHIEVEMENT ACADEMIES


First Grade

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Slide I—Title Slide

Now we'll put it all together.



 **The Challenge**

“Teaching reading really is rocket science.”

— Moats, 1999

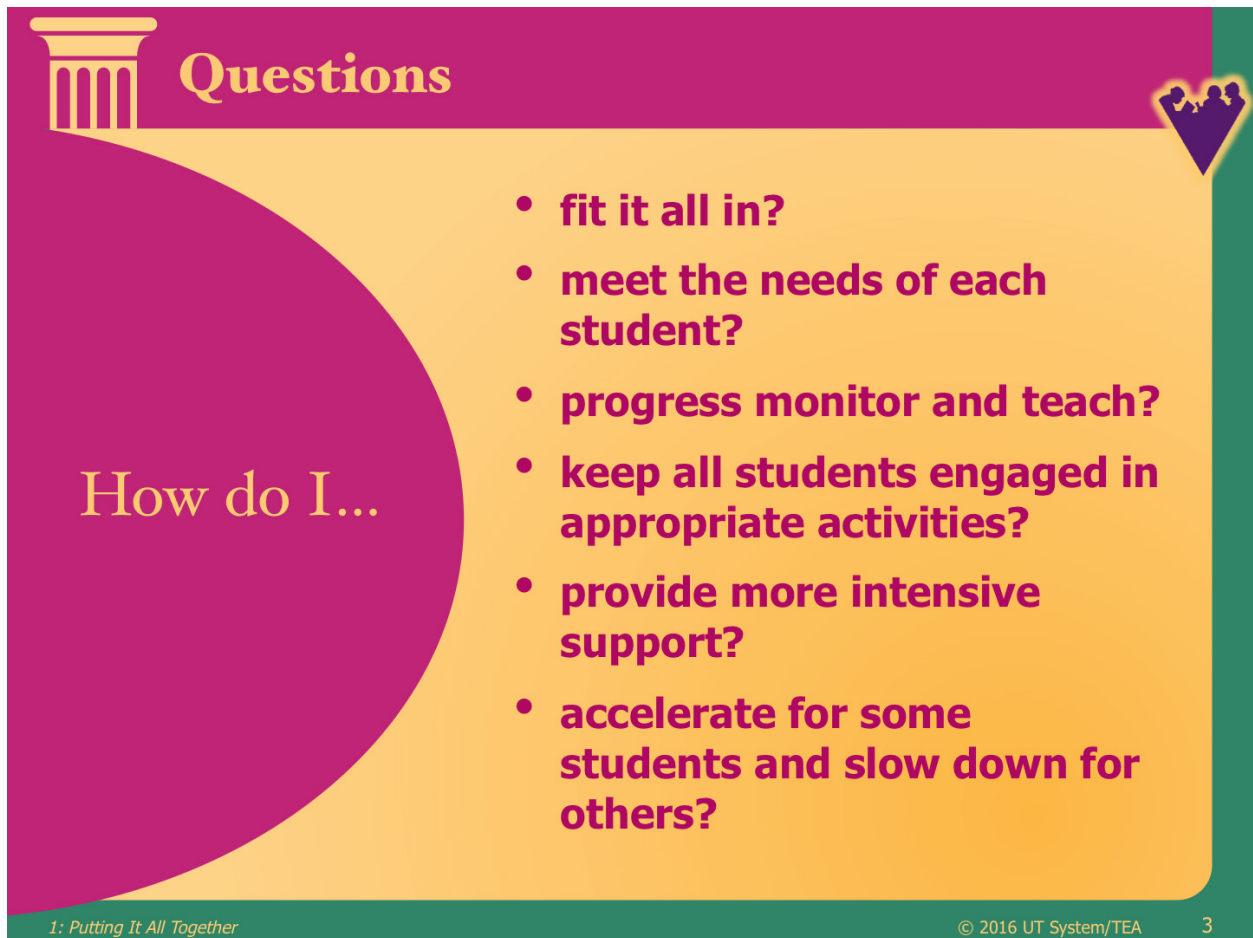
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Slide 2—The Challenge

Louisa Moats often says that teaching reading is as complicated as rocket science. Providing effective instruction for 25 or more students at once is a challenge. However, now more than ever before we know how to teach about 95% of children how to be successful readers and writers.

Reference

Moats, 1999



Questions

How do I...

- fit it all in?
- meet the needs of each student?
- progress monitor and teach?
- keep all students engaged in appropriate activities?
- provide more intensive support?
- accelerate for some students and slow down for others?

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Slide 3—Questions

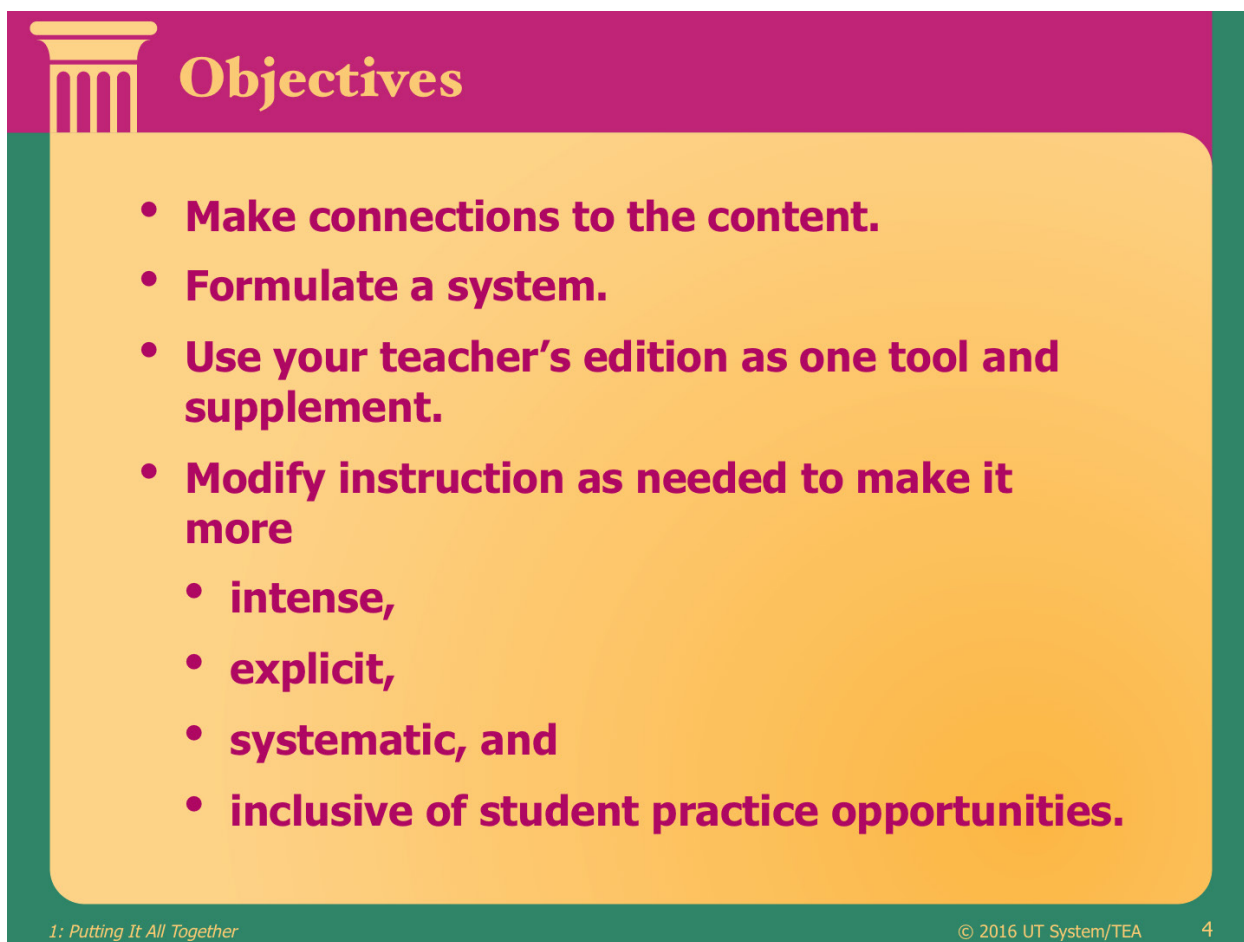
Activity

With your partner, brainstorm for 30 seconds about some questions you have, or a new teacher might have, about integrating everything you learned in this Academy into your class.

Pause 30 seconds for participants to think of questions. Point to or call on one person at each table to share a question.

Click to reveal the questions.

Here are some questions that both new and experienced teachers often ask. And you've added to the list! It is a formidable challenge, but you can do it. Your students depend upon you to teach them to read well.



Objectives

- **Make connections to the content.**
- **Formulate a system.**
- **Use your teacher's edition as one tool and supplement.**
- **Modify instruction as needed to make it more**
 - **intense,**
 - **explicit,**
 - **systematic, and**
 - **inclusive of student practice opportunities.**

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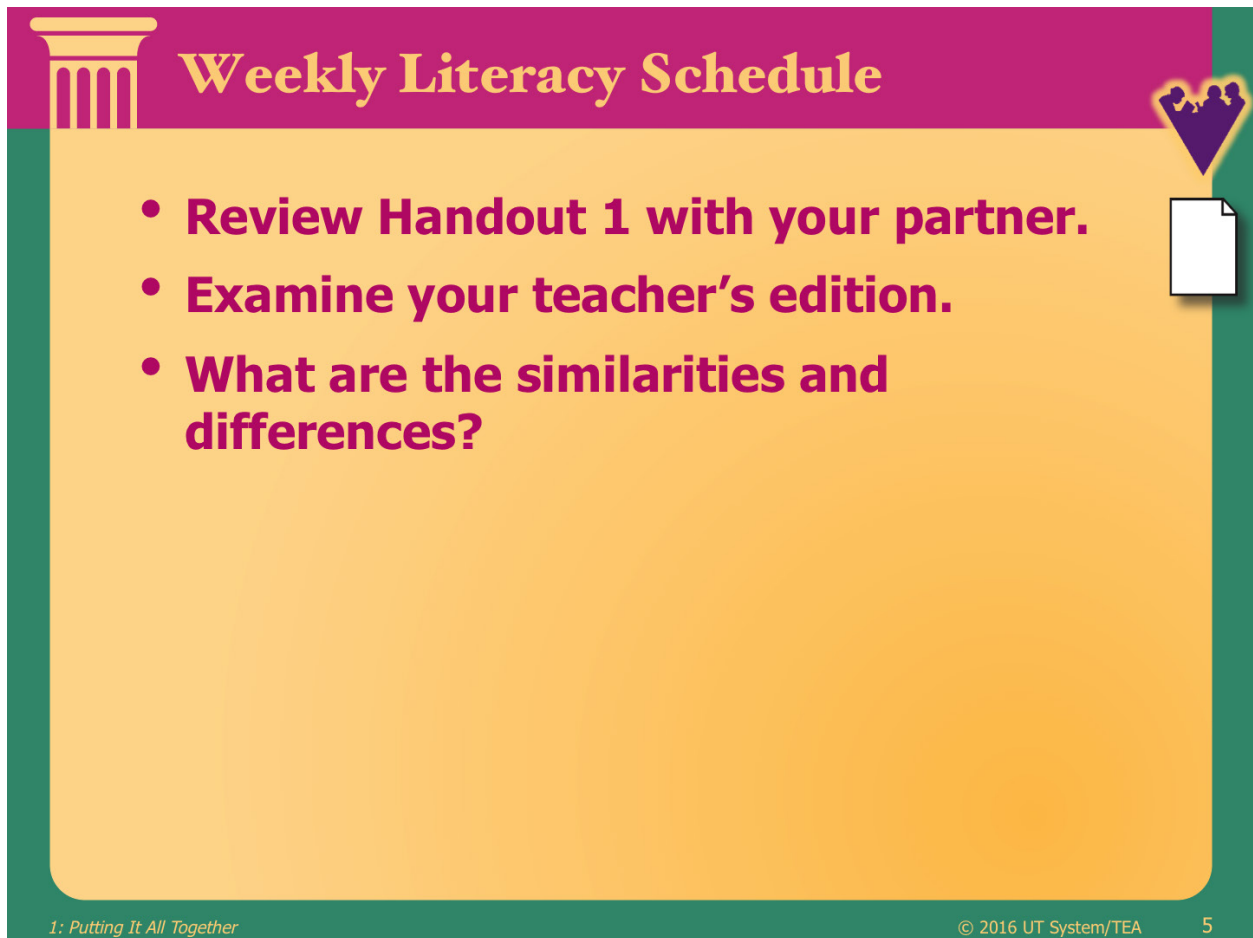
Slide 4—Objectives

The objectives of this session include planning how to differentiate your reading and writing instruction. As you plan these lessons, be mindful of the most challenging student you identified at the beginning of the Academy. Take a look at your drawing of that student one more time!

Pause while they look.

Let's review the objectives to put it all together.

Review the slide with participants.

The slide has a magenta header with a white column icon on the left and the title 'Weekly Literacy Schedule' in white. The main content area is yellow with three bullet points in magenta. On the right side of the yellow area, there is a purple heart icon with three white figures inside, and a white document icon with a black border. The footer is green with white text on the left, center, and right.

Weekly Literacy Schedule

- Review Handout 1 with your partner.
- Examine your teacher's edition.
- What are the similarities and differences?

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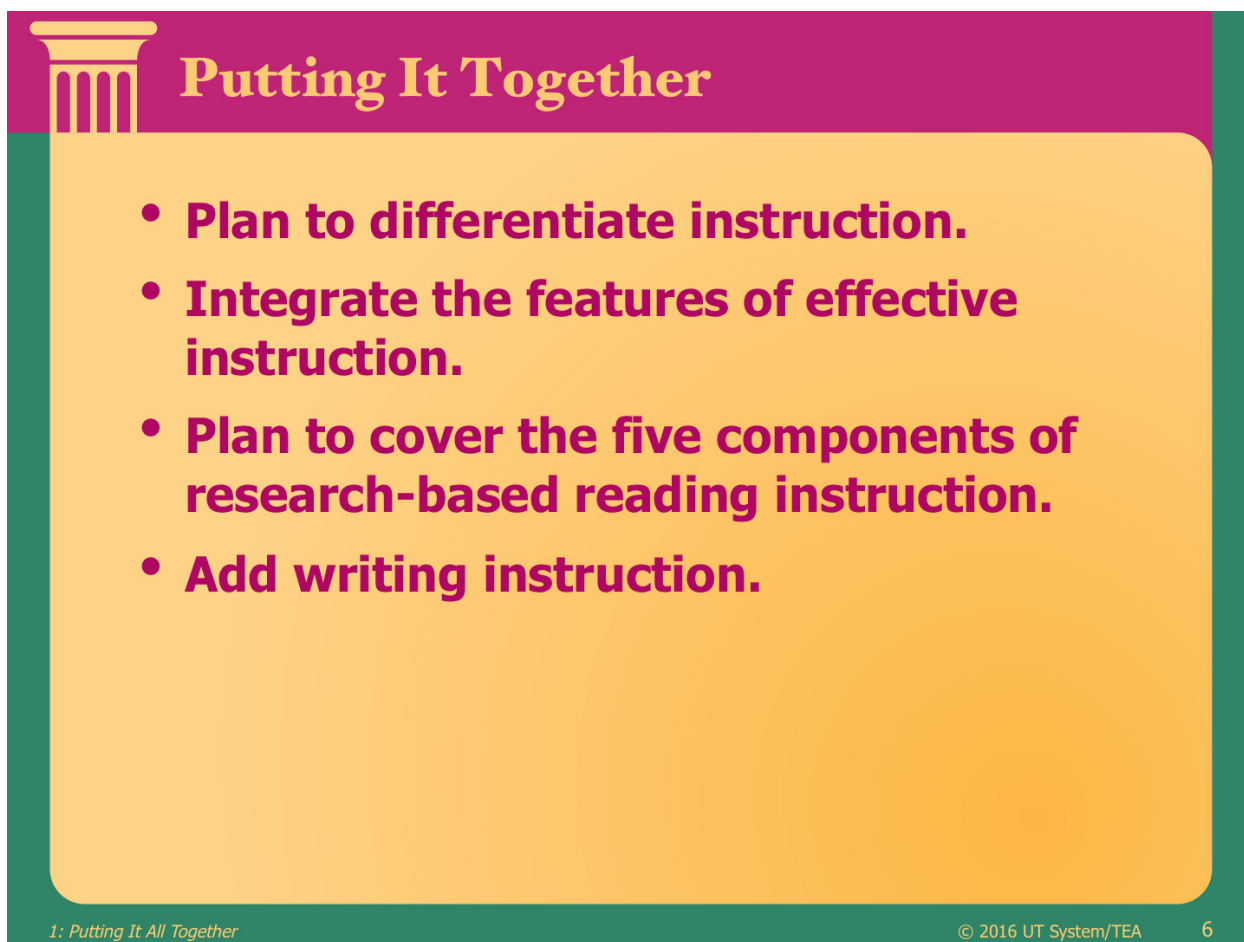
Slide 5—Weekly Literacy Schedule

Activity

Review **Handout 1: Example Weekly Literacy Schedule**. Then with your partner, review a lesson plan provided in your teacher's edition. What are the similarities and differences? You have 5 minutes.

Provide 5 minutes for participants to work.

Lead a short discussion on the teacher's edition. Some areas that may need more emphasis than provided in the teacher's edition include more systematic instruction, additional practice opportunities, and teaching fewer vocabulary words at one time.

The slide features a magenta header with a white classical column icon on the left and the title "Putting It Together" in white serif font. The main content area is a large yellow rounded rectangle with a green border on the left and bottom. It contains four bullet points in magenta. The footer is a dark green bar with white text on the left and right.

Putting It Together

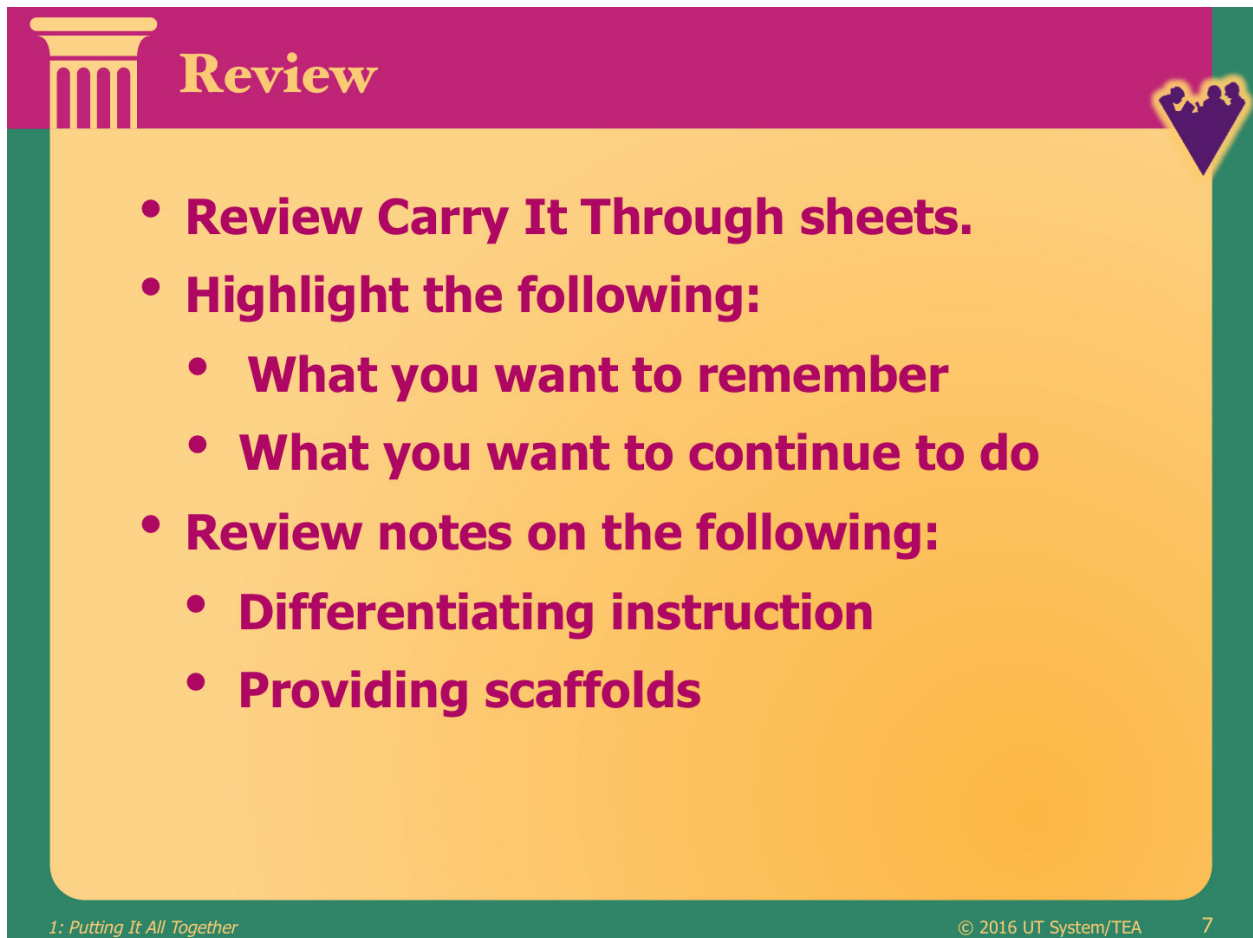
- **Plan to differentiate instruction.**
- **Integrate the features of effective instruction.**
- **Plan to cover the five components of research-based reading instruction.**
- **Add writing instruction.**

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Slide 6—Putting It Together

We will spend the next 30 minutes or so working through some steps to plan differentiated instruction. Please remember to integrate everything you have learned.

Review the information on the slide.

The slide has a magenta header with a white column icon on the left and the word "Review" in white. On the right of the header is a purple heart icon containing white silhouettes of three people. The main content area is a large yellow rectangle with a green border. It contains a bulleted list of review tasks. At the bottom of the slide, there is a green bar with white text on the left and right.

Review

- **Review Carry It Through sheets.**
- **Highlight the following:**
 - **What you want to remember**
 - **What you want to continue to do**
- **Review notes on the following:**
 - **Differentiating instruction**
 - **Providing scaffolds**

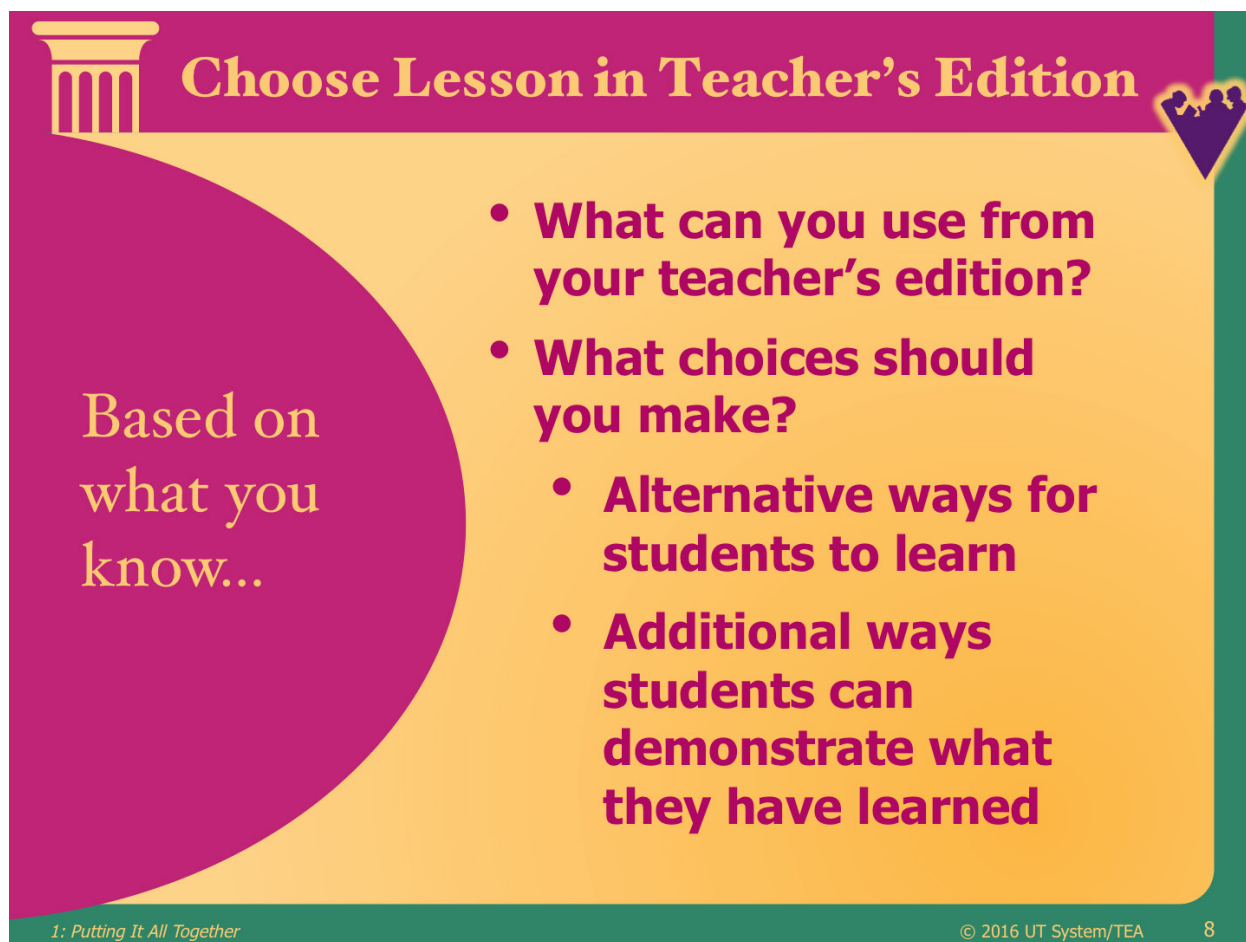
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Slide 7—Review

Activity

The first step is to review your Carry It Through sheets. With your partner, share the notes you wrote throughout the Academy about what you want to remember, effective practices you want to continue to implement, and how to differentiate instruction. You have 5 minutes.

Allow 5 minutes for participants to work.



Choose Lesson in Teacher's Edition

Based on what you know...

- What can you use from your teacher's edition?
- What choices should you make?
 - Alternative ways for students to learn
 - Additional ways students can demonstrate what they have learned

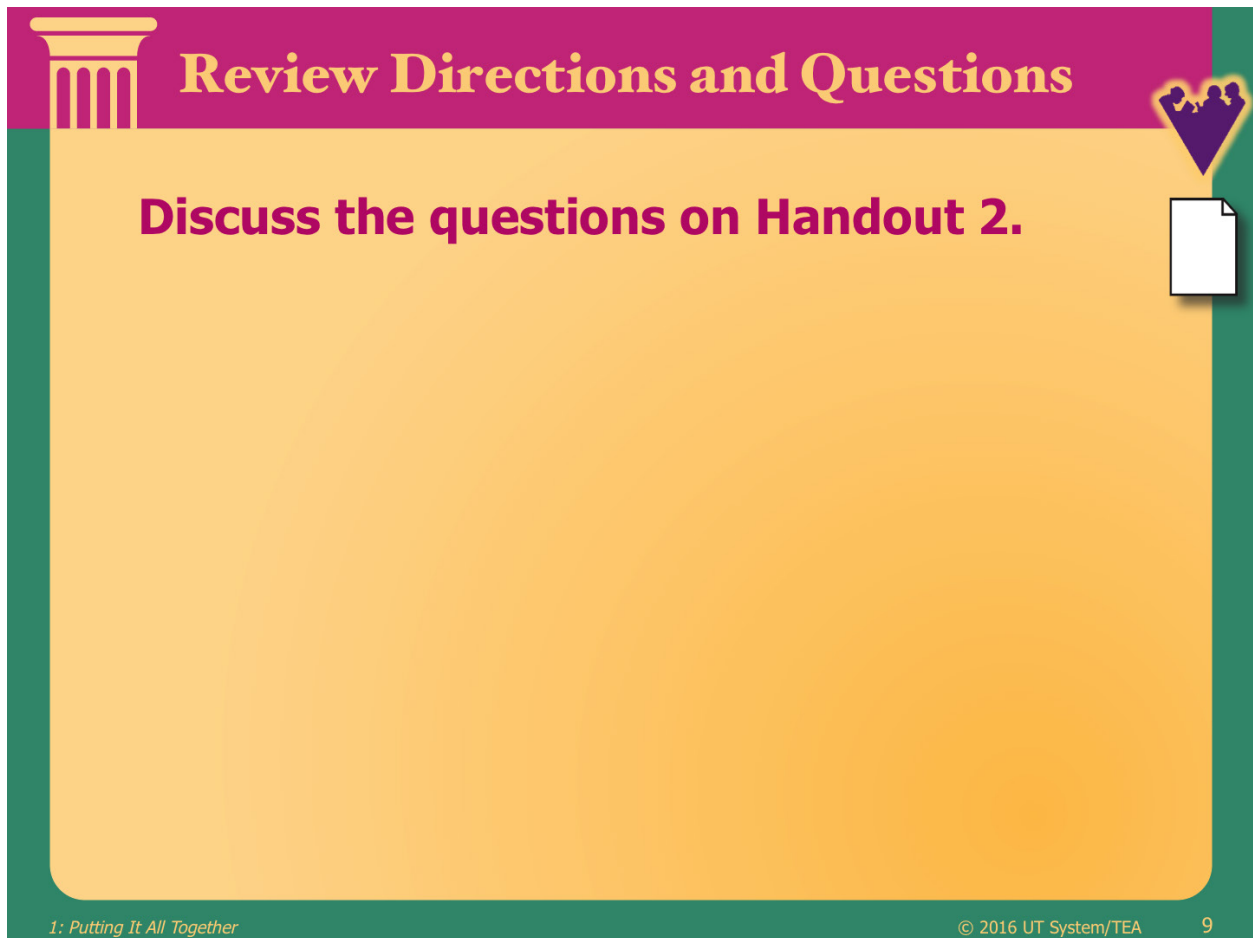
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Slide 8—Choose Lesson in Teacher's Edition

Activity

With your partner, choose a lesson or part of a lesson in your teacher's edition that addresses one of the essential components of literacy instruction: language development, phonological or phonemic awareness, alphabetic principle or phonics, vocabulary, or comprehension. Also look for how writing instruction is provided.

Provide time for participants to work.



Review Directions and Questions

Discuss the questions on Handout 2.

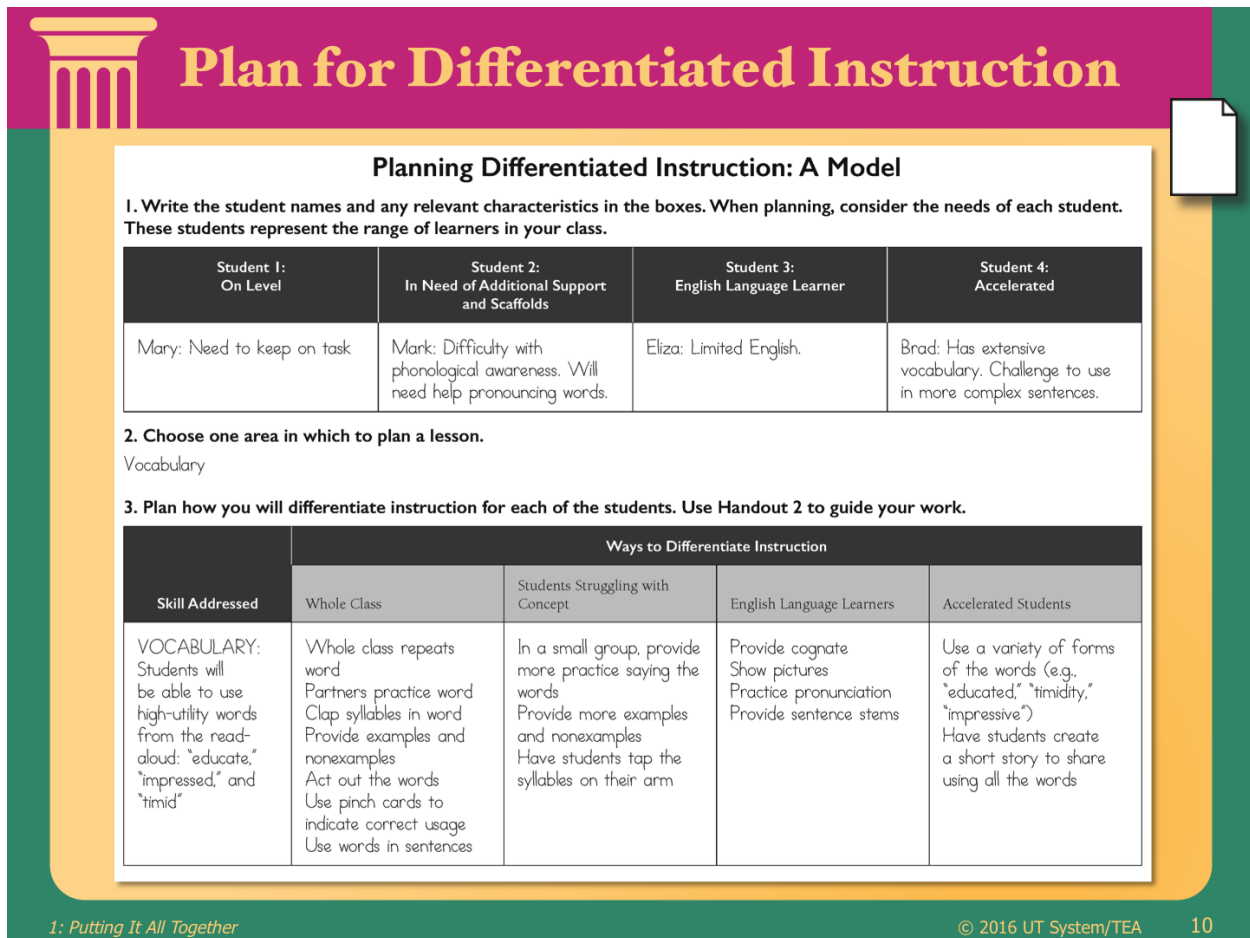
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Slide 9—Review Directions and Questions

Activity

Please find **Handout 2: Planning Effective Literacy Instruction: Directions and Questions to Consider**. With your partner, review these questions. Once you get used to thinking in terms of differentiation, you will automatically think of questions such as these. You have 7 minutes.

Provide 7 minutes for participants to work. If you have time or if the conversations lag, have the tables share.



Plan for Differentiated Instruction

Planning Differentiated Instruction: A Model

1. Write the student names and any relevant characteristics in the boxes. When planning, consider the needs of each student. These students represent the range of learners in your class.

Student 1: On Level	Student 2: In Need of Additional Support and Scaffolds	Student 3: English Language Learner	Student 4: Accelerated
Mary: Need to keep on task	Mark: Difficulty with phonological awareness. Will need help pronouncing words.	Eliza: Limited English.	Brad: Has extensive vocabulary. Challenge to use in more complex sentences.

2. Choose one area in which to plan a lesson.
Vocabulary

3. Plan how you will differentiate instruction for each of the students. Use Handout 2 to guide your work.

Skill Addressed	Ways to Differentiate Instruction			
	Whole Class	Students Struggling with Concept	English Language Learners	Accelerated Students
VOCABULARY: Students will be able to use high-utility words from the read-aloud: "educate," "impressed," and "timid"	Whole class repeats word Partners practice word Clap syllables in word Provide examples and nonexamples Act out the words Use pinch cards to indicate correct usage Use words in sentences	In a small group, provide more practice saying the words Provide more examples and nonexamples Have students tap the syllables on their arm	Provide cognate Show pictures Practice pronunciation Provide sentence stems	Use a variety of forms of the words (e.g., "educated," "timidity," "impressive") Have students create a short story to share using all the words

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Slide 10—Plan for Differentiated Instruction

Review **Handout 3: Template for Planning Differentiated Instruction**.


Pause.

Now I will use **Handout 4** to model a think-aloud about my differentiation decisions.

Use the handout to model.



Modify Lesson in Teacher's Edition



For example:

- **Mark:** pronunciation
- **Eliza:** *timid* – *tímido*

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Slide 11—Modify Lesson in Teacher's Edition

Using sticky notes, mark in the text where you will differentiate for your student. For example, Mark will need help with pronunciation; Eliza would benefit from hearing the cognate of *timid*, *tímido*.

Provide 5 minutes for participants to work.



Partner Work Time



- 1. Review your notes.**
- 2. Consider your challenging student.**
- 3. Choose a lesson in your teacher's edition.**
- 4. Review the directions and questions (Handout 2).**
- 5. Plan for differentiation (Handout 3).**
- 6. Modify a lesson in your teacher's edition.**

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Slide 12—Partner Work Time

With your partner, complete these steps for differentiating instruction.

You have 15 minutes.

Provide 15 minutes for participants to work. Support partners as they work—ask probing questions, help them determine whether more or less instruction than the teacher's edition provides is required, etc.



Snowball Fight!

- **Write your most significant “ah-ha” on a piece of paper.**
- **Wad up the paper.**
- **Join the circle.**
- **Throw your wadded paper.**
- **Pick up a paper.**
- **Read the comment to the group.**

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Slide 13—Snowball Fight!

This is a fun way for students, and you, to contemplate your most significant “ah-ha” while learning from your colleagues. Take a piece of paper and write your most significant new knowledge on it.

Pause a few seconds as they think and write.

Wad up the paper into a ball.

Model.

Stand up and come to the front and form a circle.

Throw your wadded paper across the circle. Pause as they throw their paper ball.

Pick up any piece of paper. You will read that statement. We’ll quickly go around the room, reading the statements. Don’t make any comments—just read to the group what a colleague has written.

Lead the activity.

