

Notes for Trainers

Kindergarten and 1st Grade Literacy Achievement Academies

Note: These notes refer to the presentation that you received at the TOTs. The presentation you will download from the Gateway reflect the changes in the slides (changes and deletions); participant notes pages are also updated if they were printed using the participant handouts in Gateway (after June 24). The changes are adjustments that help maximize the time.

DAY ONE

Notes follow convention of kindergarten slide number/first grade slide number: Title of Slide. Comments.

Overview: 60 minutes (includes additional discussion of Handout 3)

Help participants organize their materials at the very beginning. Tell them that they will place documents they will use repeatedly into the pocket folder.

Prior to presenting, place tabs on pages of TEKS and PK Guidelines that you are going to refer to.

Name tent: have your participants list a struggling student *and* a student who was working above grade level (gifted) to consider throughout the Academy. This may help remind them to think about the range of their students' abilities.

Slide 6/6: Warm-up Activity. Name tent activity: Practice, it should only take 3-5 minutes to do. Be sure the "challenging student" is added to the name tent at some point, if you elect to postpone completing the activity.

Slide 12/12: Prekindergarten Guidelines. Handout 1: Use document camera to go over it to orient Participants. Point out the Pre-K Standard, TEKS Tagline, and TEKS Student Expectations.

Slide 13/13: Beginning Reading Instruction. Model one of the sections on Handout 3 specifically targeting a grade level expectation using the document camera. Place post-it notes on top of each row and uncover as you review. Adds 9 minutes to time but okay. Note that the purpose of this is not to get all the "right" answers, rather it is to get the participants into the state resources and to help them understand that they are all aligned and research-based. Handout 3: Place post-it notes on completed version and remove as you provide details in each box.

English language learners: 54 minutes

Try transitioning to this section using one of the Energizers for student engagement.

Slide 10/10: Stages of Second Language Development. May have participants code Handout 1 (e.g., + = always use, - never use)

Slide 11/11: Development of Second Language Learners. Slide changed: Removed the -ing errors from slide; took example out of notes. Removed one of overgeneralizations (Grasp of regular verb forms).

Slide 14/14: Analyzing ELL Instruction. Have participants highlight student challenges in each scenario in Handout 3. Then, in the margin, write down instructional strategies from Handout 2.

Features of Effective Instruction: 46 minutes

Slide 8/8: Checking for Understanding. Handout 1: Descriptions of the kinds of engagement activities are being provided for participants in the revised print files.

Slide 19/19: Growth Mindset. Quickly review information and skip activity.

Differentiating Instruction 72 minutes

Slide 3/3: Is it Fair to Differentiate? Remove last sentence of speaker notes, as we don't come back to these questions.

Slide 18/18: Instructional Strategies. Use TE to apply differentiated strategies.

Slide 23/23: What is Dyslexia? Change first sentence in notes to read: This definition of dyslexia comes from Texas law and is referenced in the Dyslexia Handbook. Let's read it together....

Slide 26/26: Identify Dyslexia early! At end of this slide, direct participants back to quote on slide and review.

Slide 29/29: Instruction for Students with Dyslexia. Read handout and reduce participant discussion time to 2 minutes. Skip rest of activity.

Slide 33/33: Add to notes: Discuss how you can differentiate to help your students achieve reading success. Allow 2 minutes.

Oral Language 43 minutes

Slide 6/5: TEKS. Ask participants why we look at the grade level below and the one above when using the alignment document.

Slide 7/6: A Language-Centered Classroom. The notes restate the slide. Before showing the video, ask participants to focus on what the child says and the types of questions asked.

Slide 8/7: Summarize the notes quickly.

Slide 9/8: Deleted. Appears earlier.

Slide 10/9: Scaffolding Students' Language. Change in notes and activity:

Review slide; delete the notes. Activity: Presenters will model the Scaffolding Script. Set up activity: Do NOT ask participants to find Handout 2 in K, Handout 1 in 1G. "As we present this interaction, make a list of the strategies you hear the teacher using." Model the script. NOTE: Scaffolding

script in participant's guide has the answers on it. Go over the script again, asking participants for the strategy/answer.

Slide 13/12: Oral Language Lessons. Handout 5/4: If time, have participants write questions.

Listening Comprehension 57 minutes

Slide 4/4: TEKS. Note: Figure 19 is Handout 1, but the participants also have it in folder from Overview session.

Slide 12/12 Graphic Organizers. Handout 5: You might quickly model how to use the Connection Chart (or another organizer) in relation to the Three Ralphs story heard earlier in Differentiating Instruction section.

Slide 14/14: Scaffolding Using Different Kinds of Questions. Reduce notes, just read the first 3 sentences on page 16, then refer to handouts 6 & 7. Skip the activity.

Slide 15/15: Asking Questions Along the Continuum. Prepare examples for Handout 9. Tell participants that the Before Reading questions are for activating prior knowledge, and that not all levels of questions may be used. Then give some examples. (Comprehension purpose questions will be addressed later in Reading Comprehension.)

Slide 20/20: Carry it Through. Model how to complete the form using the example handout you were provided.

Phonological Awareness, K: 137 minutes & First Grade: 136 minutes **(PA can begin on Day One and continue on Day Two)**

Slide 10/11: How is Phonological Awareness Taught Effectively? (cont.) Model movements from children's point of view to reinforce reading from left to right. For example, if using arm, move from shoulder to wrist when showing phonemes or syllables.

Slide 24/15: Consonant Phonemes. Demonstrate plugging your ears or nose to show voiced/unvoiced sounds.

Slide 19: Identifying Initial, Final and Medial Phonemes. Practice the activity on the slide as a group – can do this with several slides as a way to model and engage participants.

Slide 45/36: Consider Diversity: English Language Learners. Handout 14: Might have participants put a star next to each item they already do for ELLs and another icon for areas they can enhance

DAY TWO

(Phonological Awareness, Continued.)

Kindergarten Alphabetic Understanding 102 minutes

- Slide 6: Alphabet Activities. Model it. Have participants Say it, Find it, and Place it. Put the mat on the table. Choose either upper or lowercase (to save time putting one or other away). Delete the brainstorm activity.
- Slide 8: What We Know from Research. Might insert an energizer such as Mix It Up – have participants move around the room and meet someone new in lieu of activity provided.
- Slide 10: Standard Pronunciations. You might have participants close their eyes and visualize whether words such as man/fan or bike/site are rhyming words. Then use thumbs up/down for each example.

Kindergarten Decoding and Spelling 111 minutes

- Note: This section does not include specific directions on when to/when not to read slides or refer to notes as in other sections.
- Slide 25: Decodable Texts. Eliminate notes after the second paragraph (discussion of predictable text and activity).

First Grade: Phonics and Spelling 216 minutes

- Slide 8: Might have participants create a T-chart labeled Incorrect Assumptions/What Spelling is all about – after participants read the slide and identify key words/phrases, they then place the word/phrase under the appropriate heading.
- Slide 9: ELAR TEKS: Oral and Written Conventions and Reading Strands. Might write TEKS sections on chart paper (or use document camera) so participants review all phonics TEKS/Guidelines (e.g., print awareness, alphabetic knowledge).
- Slide 11: Letter-Recognition Activities. Have letters ready next to your alphabet arc to save time – and know the color needed to model for participants.
- Slide 12: Alphabet Activities. Model it. Have participants Say it, Find it, and Place it (routine). Put the mat on the document camera. Tell participants to choose either upper or lowercase letters (if there is a choice).
- Slide 14: Letter-Sound Knowledge. Change last 2 sentences of notes: Vowel diphthongs are produced by changing the placement of the tongue or lips when producing the vowel sound, as in *noise* or *house*. Louisa Moats defined it as “Where the tongue begins in one place and ends in another.
- Slide 15: Explicit Systematic Letter-Sound Instruction. Handout 5&6 – might have participants highlight headings – set a purpose.
- Slide 16: Phoneme Position Influences Spelling. Demonstrate plugging your ears or nose to show voiced/unvoiced sounds.

- Slide 19: Watch the video only without using the spelling grid. If participants use the spelling grid during the video and with activities, they won't have enough lines.
- Slide 20: Phoneme-Grapheme Mapping Model. Model and practice the activity on the slide as a group – can do this with several slides as a way to model and engage participants. Presenter Resource 2 (pg. 5 of 5): change /ed/ to /t/
- Slide 23: Just reference the handouts because an upcoming video will demonstrate.
- Slide 24: Making and Sorting Words: Video. Set a purpose for each video. Might have Partner A write down differentiation elements/strategies and Partner B write down how the teacher monitored and provided feedback, or look for Features of Effective Instruction.
- Slide 26. Word Sort Activities. Resource 3: Record answers on chart paper prior to completing activity to save time.
- Slide 28: Decoding and Blending Sounds in Words. Might use your whiteboard to model and have letters out and ready to model.
- Slide 29: Why Teaching Decoding is Important. Might ask a few questions such as, “How many multisyllabic words would 5th graders encounter?”
- Slide 32: Teaching with Word Walls: Word Wall – add ‘because’ to your handout. It has been added to the participant’s handout.
- Slide 34: Orthographic Conventions. On document camera, draw a line on the handout between activity one and two so participants don’t get confused (they tried to use the information in Activity 1 to do Activity 2). You might also have your handout completed.
- Slide 36: Common Syllable Patterns. Refer to Handout 25 only because you’ll do an activity with 6-Syllable Types.
- Slide 46: Taking a Closer Look. Plan this entire section carefully because you’ll want time for participants to apply learning with their TE.

Fluency: 35 minutes

DAY THREE

Vocabulary 52 minutes

Slides 6-7: Deleted

- Slide 10: Three Principles of Vocabulary Instruction. Practice the “Vocabulary Dive.” Reinforce that it is multiple exposures not how many times you say the word. Example: If the word is press – I press the button in the elevator to take me to the correct floor. My mother presses my shirt using an iron.
- Slide 13: Selecting Words to Teach (cont.) Delete activity. Good example for Tier 3 words - example: there are a lot of words that my doctor needs to know that I don't.
- Slide 15: Words for Each Tier. Reduce time for Activity to 5 minutes. Tell Participants to identify three Tier 2 words only. Put these on chart paper. Do not ask for volunteers to write words on chart paper. Allow 5 minutes.
- Slide 18: Plan Your Read-Aloud. Reinforce Tier 2 words are “words for life”

Slide 19: Wolf! Review the handout. "Listen for great Tier 2 words." Then watch the video.

Slide 20: Feedback. Reduce activity by 5 minutes. Allow 5 minutes for discussion. Use list to summarize discussion.

Slide 23: Explicit Vocabulary Instruction Routine (cont.) After reviewing the 6-Step Vocabulary Routine, model the routine using the word "wail."

Slide 24: Practice: Routine for Explicit Vocabulary Instruction. Reduce activity by 3 minutes (Allow 7 minutes)

Slide 28: Antonym Song. Use the words on the slide, or substitute different words than those provided.

Slide 29: Deleted.

Slide 30: Consider Diversity: English Language Learners. Reduce activity by 1 minute. Add to speaker notes: "Discuss how these strategies benefit all students." and reiterate the importance of the number of exposures to new words.

Reading Comprehension: 70 minutes

Slide 3: ELAR TEKS Reading Strand. Have participants circle the box for Strategies on the slide. Reduce activity by 2 minutes (Do not have participants share with whole group).

Slide 11: Sentence Anagrams. Delete activity.

Slide 14: Comprehension Purpose Questions: Activities. Shorten time 3:00 (Allow 5 minutes.)

Slide 18: Cut 12 minutes (Allow 5 minutes for Handout 6 and 8 minutes for Handout 7 activities). You might assign a team member from each table to review one lesson (e.g., one focuses on Creating Mental Images, one Retelling, etc.) and complete the lesson for that strategy. Then, share with teammates.

Writing: 58 minutes

Slide 6: Allocating Time to Writing. Pause and reveal answer on slide. (Don't ask participants to guess.)

Slide 8: Deleted.

Slide 12: Reduce activity by 2 minutes (Allow 3 minutes for Handout 11 and 10 minutes for Handout 12 activities)

Slide 15: Scaffolding Writing. Delete activity.

Slide 17: Review bullets on slide, and delete speaker notes.

Using Data: 141 minutes

Slide 9: Video: Instructional Grouping. Write questions on chart paper so participants have a purpose when watching the video.

Slide 17: Use this handout to guide you through slides 18-25. No need to read speaker notes.

Slide 29: If participants ask about assessments, refer them to the Commissioner's List of Reading Assessments on the TEA web site.

Slide 30: Color-code data prior to modeling/discussing. Show the color-coded data on the document camera as a scaffold for participants.

Slide 34: Briefly discuss.

Slide 35/36: Diagnostic Data: Practice. Deleted.

Slide 38: Progress-Monitoring Data: Modeling. Model how to read the line graph.

Slide 39: Progress Monitoring Data: Practice. Deleted

Slides 43-44 How are we doing? And Next Steps. Reference and ask participants to think about when they return to school and have students.

Putting it All Together: 44 minutes

Major changes. Be sure you have the new presenter notes posted in the Texas Gateway. (These notes below reflect the slide versions you received in the Training of Trainers session.)

Slide 5: Weekly Lesson Plan. Allow 3 minutes for participants to work. Note: Example Weekly Lesson plan is missing writing. This handout will be changed for participants.

Slide 7: Steps removed from slides. (in titles)

Slides 8-9 Deleted. Student profiles for 4 students taken out, Difficult for new teachers to do, plus saves time.

Slide 10: Choose Lesson in Teacher's Edition. Allow 2-3 minutes for activity.

Slide 11: Review Directions and Questions. Find Handout 2 (was 3): Planning Effective Literacy Instruction: Directions and Questions to Consider. Allow 7 minutes to work.

Slide 12: Plan for Differentiated Instruction. Review Handout 3 (was 4)... "Be sure to record your ideas about how to differentiate instruction for your challenging student.

Slide 13: Modify Lesson in Teacher's Edition. Using sticky notes, mark in the text where you will differentiate for your challenging student. Provide 5 minutes for activity. (If there is time, model the entire process using Handout 4 (was 5) Planning for Differentiated Instruction: A Model. It should take 5 minutes to model.)

Slide 14: Partner Work time. Slide is modified: #2. Consider your challenging student. Step 3 is eliminated, steps are renumbered and Handout #s are renumbered. Provide 15 minutes minimum for this activity.

Slide 16: Deleted.

Remember to show TEA video.