

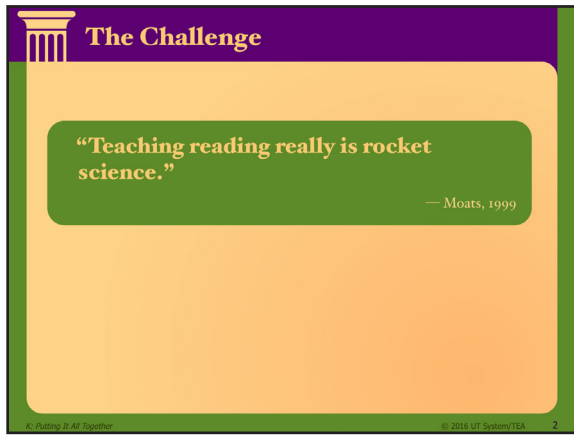


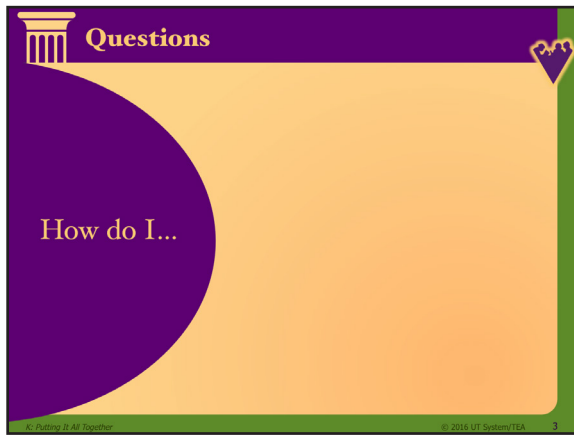
Putting It All Together

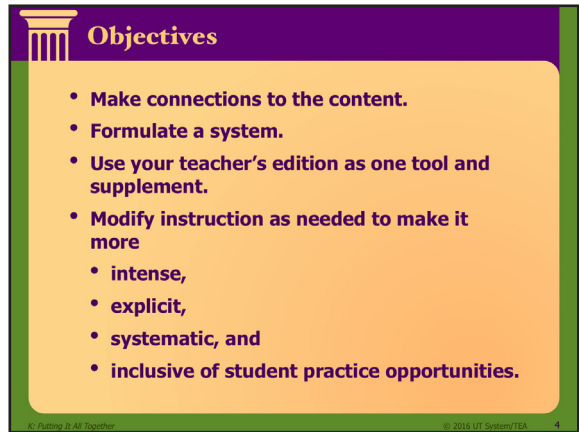
Participant Notes







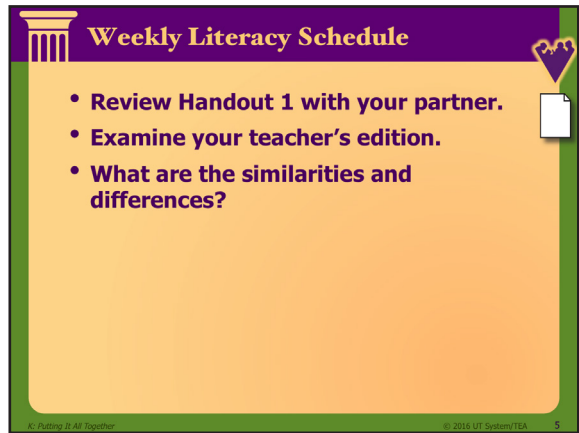




Objectives

- 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.

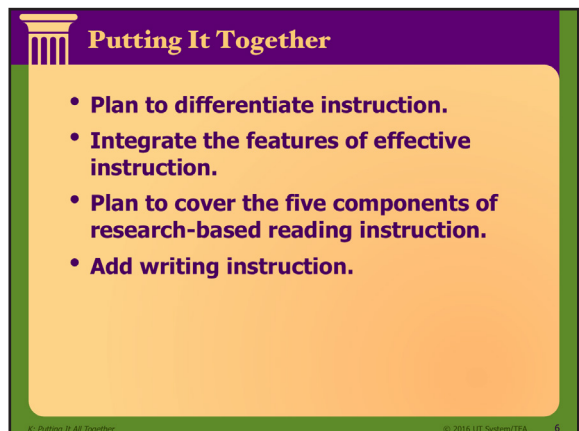
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Weekly Literacy Schedule

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

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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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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

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

Review Directions and Questions

Discuss the questions on Handout 2.

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 push 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 show using all the words.

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Modify Lesson in Teacher's Edition

For example:

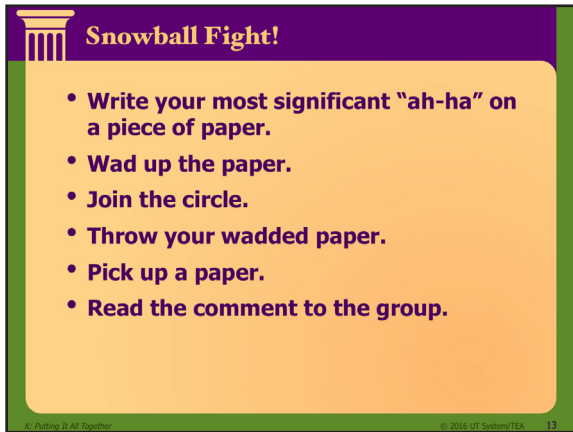
- **Mark: pronunciation**
- **Eliza: *timid – tímido***

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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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Snowball Fight!

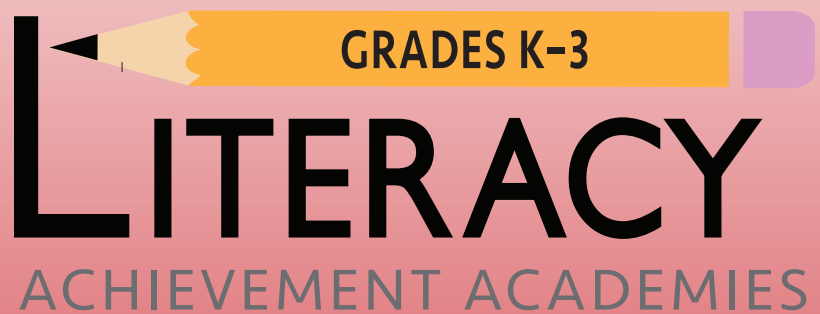
- Write your most significant "ah-ha" on a piece of paper.
- Wad up the paper.
- Join the circle.
- Throw your wadded paper.
- Pick up a paper.
- Read the comment to the group.

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Putting It All Together

Handouts



KINDERGARTEN

Example Weekly Literacy Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
10–20 minutes	<p>Explicit instruction in phonological awareness and phonics</p> <p>Introduction of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p> <p>Teaching of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p> <p>Teaching of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p> <p>Teaching of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p>
20–25 minutes	<p>Introduction of story and vocabulary words from story</p>	<p>Review of vocabulary words from story</p>	<p>Introduction of new vocabulary words or review of vocabulary words from story</p>	<p>Review of vocabulary words from story</p>	<p>Assessment of vocabulary knowledge</p>
20 minutes	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>
45 minutes	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>

Planning Effective Literacy Instruction: Directions and Questions to Consider

With a partner, use your teacher's edition to guide your instruction. To start, develop a lesson for addressing one component of literacy:

- Oral language and listening comprehension
- Phonological awareness, including phonemic awareness
- Alphabetic principle and phonics
- Vocabulary
- Comprehension
- Written expression

Questions to Consider Before the Lesson

Plan the lesson, anticipating difficulties that students may have learning the concept.

- What is the skill I want students to learn? Be specific.
- How will I know when they have mastered that skill? Consider formal and informal assessments.
- What difficulties can I anticipate some students may have with this concept?
- What are other ways I could present the information or the skill?
- What are ways to increase student engagement in the learning?
- What are various ways that students could demonstrate their learning?
- Do I teach this skill in a large group or a small group? Why?

Questions to Consider During the Lesson

Plan on a brisk pace, with ample student engagement. Plan “extra” engagement activities to use when students appear to lose interest or get off task.

- How can I encourage more student engagement?
- How can I incorporate movement or use of manipulatives to reinforce learning?
- In what ways could students work together to learn and practice this skill?
- How can I monitor student progress while teaching?
- Anticipating incorrect responses, what feedback should I provide?

Questions to Consider After the Lesson

Evaluate how well the students learned the skill. If some students appeared to struggle, ask yourself the following questions.

- What can I do to make the instruction more explicit?
- How can I be more systematic and provide more scaffolds?
- How can I increase practice opportunities?
- How can I provide more specific and informative feedback?

Template for Planning Differentiated Instruction

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.

- Oral Language and Listening Comprehension
- Alphabetic Principle and Phonics
- Comprehension
- Phonological and Phonemic Awareness
- Vocabulary
- Writing

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

Ways to Differentiate Instruction				
Skill Addressed	Whole Class	Students Struggling With Concept	English Language Learners	Accelerated Students
<p>VOCABULARY: Students will be able to use high-utility words from the read-aloud: "educate," "impressed," and "timid."</p>	<p>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</p>	<p>In a small group, provide more practice saying the words Provide more examples and nonexamples Have students tap the syllables on their arm</p>	<p>Provide cognate Show pictures Practice pronunciation Provide sentence stems</p>	<p>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</p>

4. Using sticky notes, mark in your teacher's edition where you will use the differentiation techniques.

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.

Ways to Differentiate Instruction			
Skill Addressed	Whole Class	Students Struggling with Concept	English Language Learners
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
			Accelerated Students 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

Questions to Consider Before the Lesson

Plan the lesson, anticipating difficulties students may have learning the concept.

- What is the skill I want children to learn? Be specific.
Students will be able to use correctly three words from the read-aloud (“timid,” “impress,” and “educate”).
Students will identify examples and nonexamples.
- How will I know when they have mastered that skill? Consider formal and informal assessments.
Student responses indicate they can identify the correct uses of the word. When provided sentence stems, students can supply the correct word. Some students will be able to create original sentences using the words.
- What difficulties can I anticipate some students may have with this concept?
Students may repeat the sample sentence and have difficulty generating novel sentences using the word correctly.
- What are other ways I could present the information or the skill?
Pair the word with pictures, act out the words, or use choral responses.
- What are ways to increase student engagement in the learning?
Students will repeat the word, whisper the word to a partner, use thumbs up and thumbs down to judge examples and nonexamples, draw pictures of the words, and dictate stories using the words.
- What are various ways that students could demonstrate their learning?
Students can use the words appropriately in a variety of ways—in conversation, in stories, or as a synonym or antonym (e.g., “timid” vs. “brave”).
- Do I teach this skill in a large group or a small group? Why?
Initially, whole class instruction. If needed for some students, reinforce and scaffold learning in a small group.

Questions to Consider During the Lesson

Plan on a brisk pace, with ample student engagement. Plan “extra” engagement activities to use when students appear to lose interest or get off task.

- How can I encourage more student engagement?
For every three sentences I say, I will request a response from the students, such as choral responses, whispering to a partner, thumbs up or thumbs down, true or false, make up sentences, or move to corner of the room with correct word.
- How can I incorporate movement or use of manipulatives to reinforce the learning?
“timid”—cower like a shy kitten; “impress”—make a “wow” expression; “educate”—pretend to read a book
- In what ways could students work together to learn and practice this skill?
Students make up sentences using the words, draw pictures, or think of opposites.

- How can I monitor student progress while teaching?
Observe students and monitor for misconceptions. At the end of the week, check with individual students whom I noticed having trouble with the words. Use the “pocket children” technique to provide more individual practice.
- Anticipating incorrect responses, what feedback should I provide?
Examples of corrective feedback: Let’s think about the word “timid” a bit more. “Timid” means to be shy or afraid. What does “timid” mean? Yes! Feeling afraid or shy. Sometimes we feel timid entering a room of strangers. Did you feel timid your first day of school? How did you feel the first day of school? Yes, timid!

Questions to Consider After the Lesson

Evaluate how well the students learned the skill. If some students appeared to struggle, ask yourself the following.

- What can I do to make the instruction more explicit?
I will directly teach the definitions. I can also have more read-alouds using the words, embedding the definitions as I read. I will use the words in conversation.
- How can I be more systematic and provide more scaffolds?
Select fewer words and provide more examples and sentence starters.
- How can I increase practice opportunities?
Increase my use of the words throughout the day. Use the pocket children technique. Post the word with a picture; as students use the word, write their names under the word. Do the same if a student reports hearing someone else use the word.
- How can I provide more specific and informative feedback?
I will not have the students guess the meaning of the word. I will give them a quick definition and have them elaborate and give examples. I will praise their use of the word with comments such as “So you like to impress your friends when playing video games? Please tell me more about how you impress your friends.”

