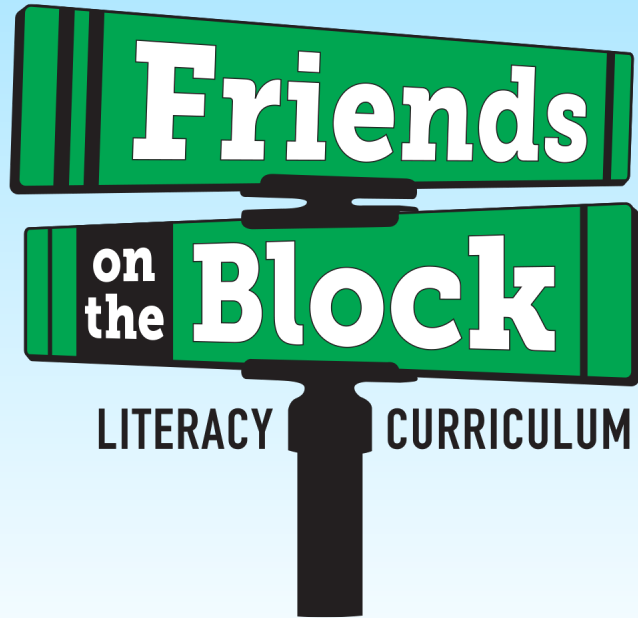


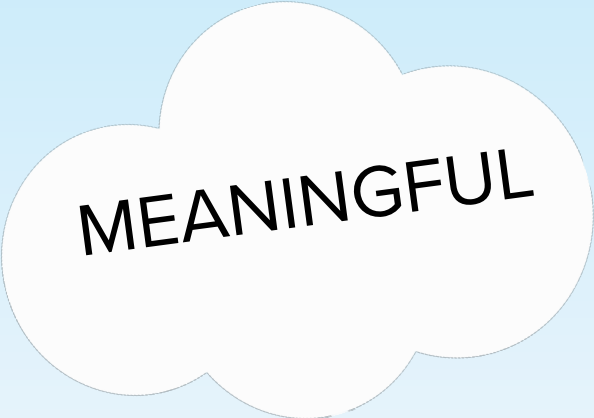


What to Do if I'm Stuck and When to Move On: How to Teach Anyone to Read and Have Fun While Doing It

Customizing and Pacing Instruction in Levels 1-3



Our goal is to help ensure that
EVERYONE,
regardless of disability or circumstance,
learns to read.



MEANINGFUL



EFFICIENT
and
EFFECTIVE



FRIENDLY

The Big Picture

Preparing to Decode

- Letter Sounds
- Blending Sounds and Segmenting Words (phonemic awareness)
- High-frequency Irregular Words
- Print Awareness
- Vocabulary, Comprehension, and Oral Expression
- Retelling Fiction and Nonfiction



The Big Picture

Preparing to Decode

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Letter Sounds: Objective

The student will...

- say the sound (or the most common sound) for individual letters

s → /sss/
t → /t/



Letter Sounds: Tips

- focus on only a few letter sounds at a time
- follow a sequence that minimizes confusion

s → /sss/
t → /t/



Letter Sounds: Tips Sequence

- may follow our sequence or another sequence, but you do need to follow a logical sequence
- separate letters that are confusing (e.g., don't introduce b and then d)
- more common letters before less common letters
- easier letters (s) before more difficult letters (w)

Level 1	Level 2	Level 3
c, f, p, m, s, t	d, j, n	b, g, h, l, r



Letter Sounds: Tips

- focus on only a few letter sounds at a time
- follow a sequence that minimizes confusion
- pronounce sounds clearly and stretch when they are continuous sounds

s → /sss/
t → /t/



Letter Sounds: Tips

- focus on only a few letter sounds at a time
- follow a sequence that minimizes confusion
- pronounce sounds clearly and stretch when they are continuous sounds
- use an echo for correction and for practice - I, We, You
- as you add new letter sounds, continue to practice known sounds (cumulative review)
- lots of fun practice
- in simple terms, draw attention to the way a letter sound is formed in your mouth
- use embedded mnemonics (e.g., s shaped like a snake)



Letter Sounds: Tips

“Embedded mnemonics can be used to teach harder-to-learn correspondences such as the short vowel sounds of A, E, I, O, and U; the consonants W, Y, and H; and the hard sounds for C /k/, and G /g/.”

Ehri, 2014, p. 14



The Big Picture

Preparing to Decode

- Letter Sounds
- **Blending Sounds and Segmenting Words (phonemic awareness)**
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Phonemic Awareness: Objectives (Levels 1-2)

The student will...

- orally **blend** the first sound of a word with the rest of the word

/sss/ un → sun

- say the first sound of a spoken word (**segment**)

sun → /sss/



Phonemic Awareness: Objectives (Level 3)

The student will...

- orally **blend** sounds into a word

/sss/ /uuu/ /nnn/ → sun

- say each sound in a spoken word (**segment**)

sun → /sss/ /uuu/ /nnn/



Phonemic Awareness: Tips

- Are you applying the techniques from the previous video?
 - follow sequence carefully
 - stretch and connect, when possible
- Follow **I, We, You** correction procedure, but accept answers and provide lots of fun practice
- Try focusing on just “What’s the first sound?” (initial sound isolation/segmenting the initial sound)
- Add letters
 - more on this in upcoming videos, as we do this in Level 4 of FOTB
 - reciprocal nature of phonemic awareness and decoding/phonics

Phonemic Awareness with Print

- choose words in which each letter represents its most common sound
- choose more words that begin with continuous sounds
- choose words that are meaningful to students

am	fun	sit	not	red
ran	run	in	mom	net
mad	up	big	lot	pet



The Big Picture

Preparing to Decode

- Letter Sounds
- Blending Sounds and Segmenting Words (phonemic awareness)
- **High-frequency Irregular Words**
- Print Awareness
- Vocabulary, Comprehension, and Oral Expression
- Retelling Fiction and Nonfiction



High-Frequency Irregular Words: Objective

The student will...

- read high-frequency irregular (or temporarily irregular) words

[look at word and say the word]

High-frequency irregular words – common words that do not follow common phonics patterns (e.g., *friend*)



High-Frequency Irregular Words: Tips

Key Information

- At this “early alphabetic” stage students do not have the skills to analyze the words and are using some letter cues to identify words
- As students learn to decode they will learn irregularly spelled words more quickly and easily
- For now, just need to learn a few of these words as they are needed to read meaningful sentences



High-Frequency Irregular Words: Tips

- choose words that can be put together to form simple sentences
- choose a few at a time and review



Selecting Words: Friends on the Block

Level 1	Level 2	Level 3
a	dad	are
do	here	at
I	is	happy
like	look	in
not	mom	no
want	see	she
	the	yes
	where	you



High-Frequency Irregular Words: Tips

- Follow **I, We, You** correction procedure or **I, You** (echo)
- Practice reading books and sentences
- Lots of fun practice
 - Building Words
 - Building Sentences



Shake and Make with Dr. Jennifer Cheatham

- build words with letters
- great because they look at each letter
- fine to build word from memory or can look at the word, if needed

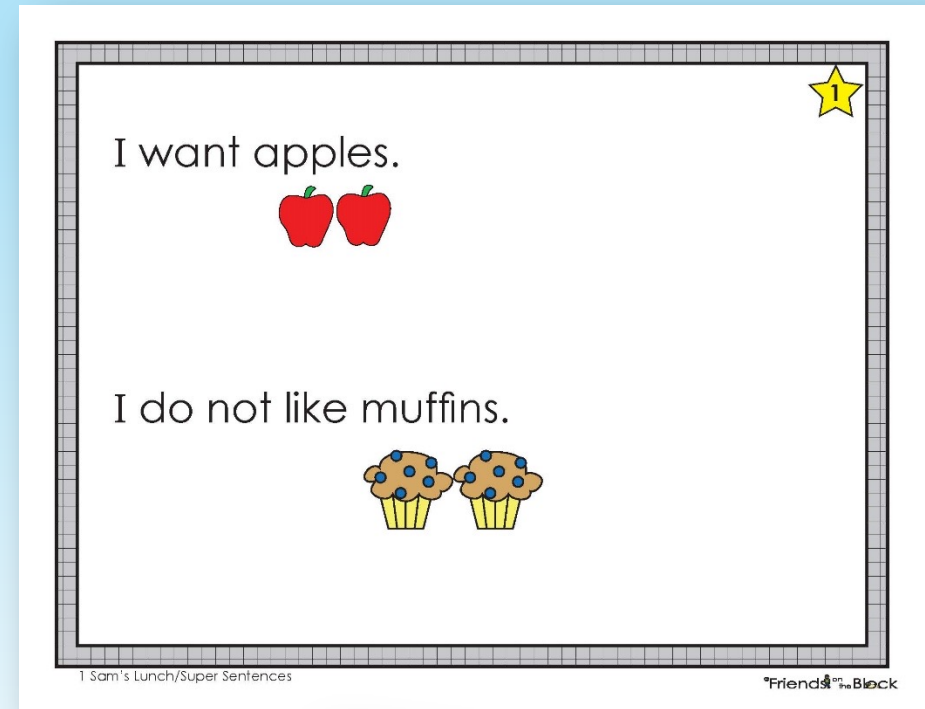


Shake and Make from Friends on the Block

Games:

Super Sentences

- Write a sentence with the words (add a picture word as needed)
- Write the words of the sentence on cards (or on a strip and cut the strip into the individual words).
- Lay out the cards for the sentence
- If needed, the child uses the sentence to arrange word cards into the given sentence



The Big Picture

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- Letter Sounds
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- High-frequency Irregular Words
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Early Book Reading



Early Book Reading: Objectives

The student will...

- read words in text with **gradually increasing** accuracy, speed, and expression
- make predictions and discuss a book to develop vocabulary, comprehension, and oral expression
- retell a simple book with support
- demonstrate print awareness during book reading



Early Book Reading: Tips

- these skills develop gradually
- important to point while reading
- use echo reading, as needed
- talk, talk, talk about what is being read



The Big Picture

Preparing to Decode

- Letter Sounds – **some letter sounds**
- Blending Sounds and Segmenting Words (phonemic awareness) – **isolate the first sound in a spoken word**
- High-frequency Irregular Words – **some very common words**
- Print Awareness – **point as you read with support**
- Vocabulary, Comprehension, and Oral Expression – **growing**
- Retelling Fiction and Nonfiction – **growing**



Pacing and the Importance of Mastery

- avoid the snowball effect
- recognize that foundational skills require cumulative review to become proficient
- follow the needs of your student
- some skills may require a lot more practice than others



Pacing and Flexible Mastery: Friends on the Block

Level 1	Level 2	Level 3
a	dad	are
do	here	at
I	is	happy
like	look	in
not	mom	no
want	see	she
	the	yes
	where	you



Customization: Choose games based on skills students need to practice

Part 1 Warm Up (1 to 5 minutes)

Part 2 Book Reading (5 to 15 minutes)

- choose books with the words you want to practice
- provide help very quickly

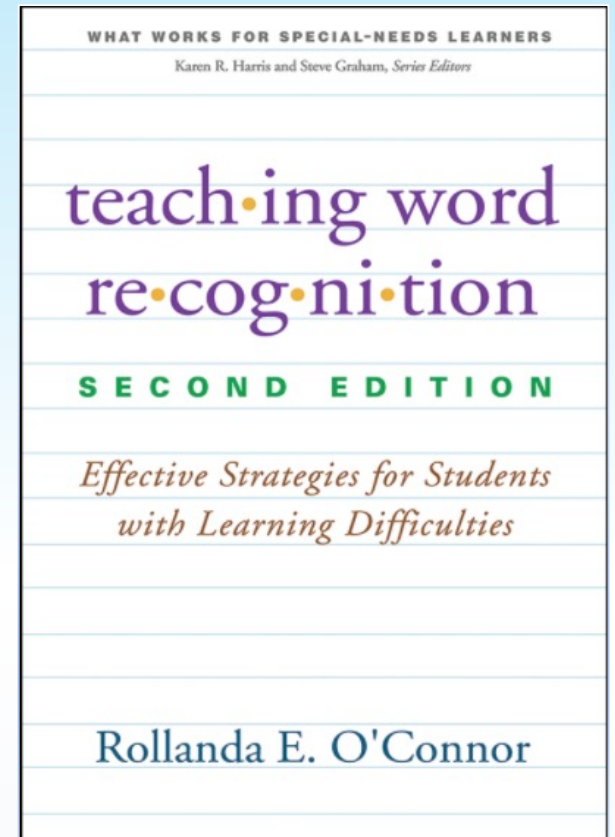
Part 3 Game or Fun Learning Activity (5 to 15 minutes)

TOTAL TIME: 10 to 30 minutes



Additional Resources

- ReadingRockets.org
- Rollanda O'Connor's book provides practical guidance and brief explanations of research support
- University of Florida Literacy Institute



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 - some of our games
 - monthly giveaways
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