

Phonics and Fluency Make-n-Take

with Ready to Learn

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Introductions

- Name
- School
- Grade
- Make a Name Plate

Tactile Sight Word Book

Materials:

- List of sight words
- Index cards
- Glitter or colored glue
- Permanent fine line marker
- Binder rings or comb binding machine



Directions:

1. With the permanent marker, write one sight word on each card.
2. Trace over the permanent marker with the glue
3. Allow to dry thoroughly
4. Bind with comb binder or binder ring

Ready to Learn

- <http://pbskids.org/readytolearn/>
- Ready To Learn (RTL) promotes early learning through age-appropriate, educational and engaging content for children ages 2-8
- Based on CCSS
- Television programs
- PBS KIDS Island
- Professional Development



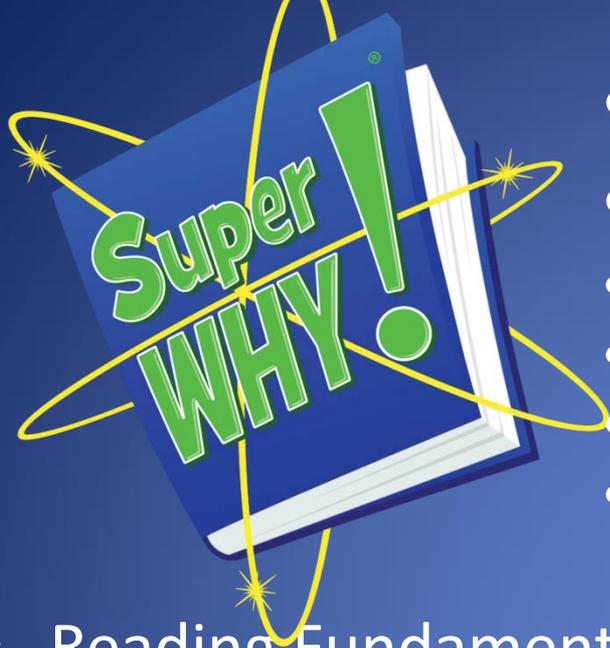


WordWorld™

Where Words Come Alive™

- Ages 3-5
- Introduce, support and foster emergent literacy skills
 - Print Awareness
 - Phonological Sensitivity
 - Letter Knowledge
 - Comprehension
 - Socio-Emotional Skills
 - Self Awareness Skills
 - Social Awareness Skills





- Ages 3-6
- Literacy powered Super Heroes
- Alpha Pig – alphabet power
- Wonder Red – word power
- Princess Presto – spelling power
- Super Why – power to read

- Reading Fundamentals
 - Letter identification
 - Word decoding
 - Phonemic awareness
 - Word encoding
 - Phonics
 - Reading comprehension
- Solving problems kids face in school through a story





Fluency Phrases

Materials:

- Fluency phrases
- Scissors
- Binder ring

Directions:

1. Print and laminate Fluency Phrases.
2. Cut the “extra” off the top and bottom.
3. Punch out the holes on the Fluency Phrases.
4. Cut the Fluency Phrases into strips.
5. Bind using a binder ring.

WORD GIRL™

- 3rd – 5th grades
- Vocabulary usage
- Four words per episode
- Closes vocabulary gap
- Reading comprehension



Popsicle Sticks and Literacy Stations (Fiddle Sticks)

Materials:

- Popsicle sticks/tongue depressors
- Word lists
- Permanent marker (red and black)
- Cups

Directions:

1. Pick one popsicle stick/tongue depressor, and color a red dot on the end of the stick.
2. Write words on sticks
3. Place sticks in plastic cup

Popsicle Sticks Cont.

(ABC Order Sight Words)

Materials:

- Permanent fine line marker
- Popsicle/tongue depressor sticks
- Recording paper
- Plastic cup (optional)

Directions:

1. Write a sight word on each stick
2. Place sticks, word end down, in cup
3. Student removes specified (less for beginners – more as they progress) number of sticks
4. Place word sticks in alphabetical order
5. Write words on recording paper

MARTHA SPEAKS™

- Ages 4-7
- Beloved family dog with the power of speech
- Increase Vocabulary
- Approximately 20 words per show



Spin-a-Word

Materials:

- Pan
- Spinner
- Word Sheet
- Rubber Cement
- Card Stock

Directions:

1. Create and print word sheet
2. Laminate and cut word sheet
3. Place card stock on bottom of pan (if ridged pan) using rubber cement
4. Using rubber cement, place laminated word sheet in pan
5. Attach a sheet of words into the tray/pan

PBS Apps



Other Literacy Station Ideas

Tactile Sight Word Book

Sight words are an integral part of any reading program. Emergent/beginning readers need exposure to and practice with high frequency words. These sight word books provide an engaging tool for practice.

Materials:

list of sight words

index cards

glitter or colored liquid glue

permanent fine line marker

binder rings or comb binding machine

Directions:

1. With the permanent marker, write one sight word on each card.
2. Trace over the permanent marker with the glue.
3. Allow to dry thoroughly.
4. Bind with a comb binder or binder ring.

Students use their finger to trace each sight word as they read it. Partnering a struggling reader with a buddy, the first reader traces and says each letter. Their partner reads the word, and the first reader repeats the word. This helps students make a connection between the letters they are tracing with their fingers and the sight word. It's great practice for both students.

Fluency Strips

Experts recommend reading words in phrases to build fluency. *Fluency* is the ability to read a text accurately, quickly, and with expression.

Reading **fluency** is **important** because it provides a bridge between word recognition and reading comprehension.

Since **fluent** readers don't have to concentrate on decoding the actual words, they can focus their attention on what the text actually means.

Materials:

Fluency phrases

Scissors

Binder Ring

Directions:

1. Print and laminate fluency phrases.
2. Cut the "extra" off the top and bottom.
3. Punch out the holes in the fluency phrases.
4. Cut the fluency phrases into strips.
5. Bind using a binder ring.

Working with a partner (or individually), a student practices the fluency phrases provided. During this time, they can use a timer to determine how long it takes them to read the phrases. Students should strive to decrease the amount of time it takes them to accurately read the fluency phrase set.

Spin-a-Word

Word families and sight words are an integral part of any reading program. Emergent/beginning readers need exposure to and practice with these words to continue building their reading proficiency. This “Spin-a-Word” game provides an engaging tool for collaborative and individual practice.

Materials:

Pan

Spinner

Word Sheet

Rubber Cement

Card Stock

Directions:

1. Create and print word sheet
2. Laminate and cut word sheet
3. Place card stock on bottom of pan (if ridged pan) using rubber cement
4. Using rubber cement, place laminated word sheet in pan
5. Attach a sheet of words into the tray/pan

Working with a partner (or individually), a student will spin the top and wait until it lands on a word. The student then reads the word. If the student gets the word correct, they receive a point. The student with the most points at the end of the game wins.

Students should also record the words they read on an accountability sheet.

Fiddle Sticks

Word families and sight words are an integral part of any reading program. Emergent/beginning readers need exposure to and practice with these words to continue building their reading proficiency. This “Fiddle Sticks” game provides an engaging tool for collaborative and individual practice.

Materials:

Popsicle sticks/tongue depressors
Word lists
Permanent marker (red and black)
Cups

Directions:

1. Pick one popsicle stick/tongue depressor, and color a red dot on the end of the stick.
2. Write words on sticks
3. Place sticks in plastic cup

For this activity all sticks are placed in a cup, ensuring that the red dot is placed toward the bottom of the cup. Students will take turns choosing sticks and reading the words. If the student reads the word correctly, they keep the stick. If the word is read incorrectly, it is placed back in the cup. This process continues until all sticks have been drawn or until a student draws the stick with the red dot. If the red dot is drawn, the student who drew the red dot must return all sticks to the cup. At the end of the time (set by teacher), the student with the most sticks wins.

ABC Sight Words

Sight word acquisition is an important building block in the construction of a child's ability to read. Mastering a large number of sight words enables students to read fluently and focus their attention on making sense of what they are reading. Mastering a sight word means that a child can identify it, read it in isolation, read it in context, understands the word's meanings and uses, and can spell it correctly in their writing.

Materials:

Permanent fine line marker
Popsicle/tongue depressor sticks
Recording paper
Plastic cup (optional)

Directions:

1. Write a sight word on each stick
2. Place sticks, word end down, in cup
3. Student removes specified (less for beginners – more as they progress) number of sticks
4. Place word sticks in alphabetical order
5. Write words on recording paper

This activity can be differentiated for any level. The number of sticks used can be altered depending on the student's level.

Phonics and Fluency

The National Reading Panel tells us that there are five aspects of reading instruction. These five areas include phonemic awareness, phonics, fluency, vocabulary, and text comprehension. While all of these areas must be mastered and utilized in order to be a proficient reader, students must start at the beginning. After students have mastered basic phonemic awareness an educator begins to introduce phonics skills, then fluency and so on. This is the standard way of teaching basic literacy to students, and when students aren't able to make it past the first two or three concepts it becomes an area of concern and frustration for all involved.

After analyzing data from the state of Oklahoma, several trends were found. One of these trends included a large number of students who struggle with the concepts of phonics and fluency. Shockingly enough, these two concepts are highly integrated. Without effective phonics skills it is very difficult for children to ascertain strong fluency skills.

In order to better meet the needs of the educators and parents who are working with these students, we will provide a brief background of basic literacy foundations to demonstrate why focusing on these areas will in turn assist in the overall abilities of children in the classroom. Teachers and parents will also be offered various activities and OETA resources that are easy to maintain and often times free for public use.

To begin with, it is important for both educators and parents to understand the importance of early literacy for the future of our children. Frances, Shaywitz, Stuebing, Shaywitz & Fletcher (1996) tell us that students whose start in learning to read is unsuccessful are not likely to catch up with their peers in future years, and in turn will not become successful readers. This alone tells us that if we as educators and parents do not reach our children, it is likely that they will

have a lifetime of struggle ahead of them. Knowing this, what are the first stages of learning to read and how does it impact future stages?

Chard, Pikulski, & Templeton (2000) state that

In the early stages of learning to read, children rely on ‘sounding out’ words - associating printed letters with the sound of oral language and blending these sounds together. If children have not developed the insight that oral words are composed of a limited number of units called sounds, they will not be able to use this fundamental approach to word identification. (p. 4)

This important information lets us know that without basic phonemic awareness and phonics skills students will not be able to gain the skills necessary for future reading abilities. In order to assist educators and parents with incorporating these basic phonics skills into lessons and conversations, this professional development will give all in attendance the opportunity to create various activities to be used in small groups and literacy stations throughout their classrooms. Through these activities teachers will be able to appropriately utilize Ready to Learn resources as well as incorporate state required standards.

After students have learned skills and concepts based around phonemic awareness, one may begin focusing on more complex phonics skills. Frances et. Al (1996) state when a classroom has “Instruction that focuses on these patterns and the experience of reading these patterns over and over in words leads to the ability to process or ‘chunk’ the letters as a single unit rather than as three separate letters” (p. 5). This transition from individual letter sounds to patterns and blending is the next step in improving student’s ability to learn.

When students have mastered the skills described above, educators will then be able to begin working with students on basic fluency. It is understood that fluency has many different aspects but the most frequently discussed is the speed and accuracy at which individuals are able to read. By understanding and being able to apply their knowledge of patterns, blends and chunking students will be better prepared to decode and sound out words that they are reading. This will ultimately improve their speed and accuracy while reading and therefore their overall fluency abilities.

As you can see, early literacy is an irreplaceable skill that if not learned can dramatically affect the future of our youth. It is not a skill that can be bypassed or easily made up in future years. As a result we as educators and parents must begin facing these deficits throughout our state head-on and increasing the abilities of our students and efficiency of our classroom lessons.

Resources

Chard, D. J., Pikulski, J. J., & Templeton, S. (2000). From phonemic awareness to fluency: Effective decoding instruction in a research-based program. *Houghton Mifflin Reading: Current Research in Reading/Language Arts*. Retrieved from:
http://www.eduplace.com/state/author/chard_pik_temp.pdf

Frances, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., & Fletcher, J. M. (1996). Developmental lag versus deficit models for reading disability: An individual growth curves analyses. *Journal of Education Psychology*, 88, 3–17.

Lesson Plan Title: Strategies that Build Foundational Reading Skills

Concept / Topic to Teach: Phonics and Fluency

Standards Addressed:

Reading Foundational Skills –

RF 2 Know and apply grade level phonological awareness

RF 3 Know and apply grade level phonics

RF 4 Read with sufficient accuracy and fluency

General Goal(s): Increased level of understanding of instructional strategies for teaching phonics and fluency for PreK- third grade students.

Specific Objectives:

Participants will increase understanding for teaching phonics and fluency stations.

Participants will create multiple “Make & Take” literacy stations.

Required Materials: See Attached List

Agenda:

Saturday November 15	
10:00-10:30	Introduction Protocol
10:30-10:45	The importance of Fluency and Phonics
10:45-11:00	tactile sight word book
11:00-11:15	spin a sight word
11:15 – 11:30	iPad apps (OETA)
11:30-11:45	popsicle sticks and literacy stations
11:45-12:00	fluency phrases
12:00-12:30	Closing

Assessment Based On Objectives:

Participants will complete Reflection/Evaluation to be submitted to Gail Mosley, OETA Ready to Learn NE Regional Coordinator.