

Alphabetic Understanding, Phonics, and Spelling



Kindergarten Teacher Reading Academy

Ther Reading

Beginning Reading Skills / Print Awareness

OBJECTIVE

The student will recognize the names of letters and sequence them correctly.

INSTRUCTIONAL CONTENT

Decoding: Letter recognition with 26 uppercase letters

INSTRUCTIONAL ACTIVITY

Alphabet Arc

Purpose: This activity teaches students to recognize, name, and sequence the 26 letters of the alphabet.

MATERIALS

Alphabet strip
Alphabet arc
Set of uppercase letters

DELIVERY OF INSTRUCTION

Grouping: Whole class divided into small groups of five students.

1. Review the sequence of the alphabet while students touch the letters on the alphabet strip.
2. Have students place the letters on a desk.
3. Name the first letter, <A>, and have students find it and place it on the arc.
4. Name the last letter, <Z>, and have students find it and place in on the arc.
5. Name the two middle letters, <M> and <N>, and have students find them and place them on the arc.
6. Ask the name of the second letter, . Say it and ask where it should be placed. Have students find it and place it on the arc.
7. Prompt students to sequence the remaining letters, reminding them to “say it, find it, and place it.”
8. Finish the activity by having students examine the alphabet strip to check for accuracy.

PROGRESS MONITORING

After the lesson, chart the percentage correct of letter naming and sequencing for each student. Periodically have students name and sequence all 26 letters.

Palabras que contienen las primeras once combinaciones de vocales y consonantes

Vocales: a, e, i, o, u

Consonantes: m, p, s, l, t, d

mamá	le	osito
más	se	maleta
mal	pala	sapo
mes	puma	sopa
me	pasa	sola
mi	todo	pesa
masa	toma	está
mata	mesa	sala
lata	tipo	patio
lástima	amo	paseo
da	mami	lima
de	mapa	lodo
es	papi	saludo
sol	pidó	dime
tu	tan	ala
dos	dedo	suma
a	desde	pelota
el	pato	miedo
lo	lee	ola
los	elote	mil
la	duda	topo
las	loma	salto
les	al	esto
pelo	como	paleta
estado	toma	dato



Introduction

In this three-lesson strategy set, the students learn and practice letter-sound correspondences. The first lesson introduces the new letter-sound /sss/. Students practice sounding out the isolated letter and also trace the letter that makes the sound /sss/. The second lesson reviews the newly introduced letter-sound /sss/, and students discriminate the new sound from previously learned letter-sounds. The discrimination task was separated from the initial teaching sequence for students who may have difficulty managing new information. The final lesson integrates a phonological awareness task, identifying initial sounds of words, with identifying the letter that represents that initial sound.

Lesson Objective

Teach the new letter-sound /sss/.

Corresponding TEKS Objectives

K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple consonant-vowel-consonant (CVC) words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers who lack understanding of letter-sound correspondences.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Produce the sound /sss/.
 - Identify the following letter names and their corresponding sounds: /aaa/, /mmm/, and /t/ for the review sequence.
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Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- Introduce most common sounds for new letters.
- Separate introductory teaching lessons of letters that are similar in shape or sound.
- Introduce letters that are found in many short, decodable words.
- Introduce lower-case letters before upper-case letters if students have difficulty managing multiple pieces of information.
- Distinguish between continuous and stop sounds. Continuous sounds can be prolonged for one to two seconds, while stop sounds are immediate, quick sounds.

Sample sequence example:

(This is only one possible example.)

m, t, s, a, d, r, o, f, i, g, h, l, u, c, b, n, k, v, e, w, j, p, y, x, q, z

Letters that represent continuous sounds are: **a, e, f, i, l, m, n, o, r, s, u, v, w, y, z**

Letters that represent stop sounds are: **b, c, d, g, h, j, k, p, q, t, x**

Materials and Examples

Dry erase board or chalk board.

Instructional Sequence		
Model explicit examples.	Point to the letter <i>s</i> .	<p>“Today we are going to learn a new letter-sound. We use this letter’s sound to read words.”</p> <p><i>Model: “The sound for this letter is /sss/. Listen as I say this sound /sss/.”</i></p>
Provide students opportunities.	Assess group and confirm response.	<p>“The sound for this letter is /s/.”</p> <p>“What is the sound for this letter? ” /sss/ “Yes, the sound for this letter is /sss/.”</p>
Assess students’ understanding.	Monitor each individual student’s progress on knowledge of letter-sounds.	<p>“What is the sound for this letter?”</p>

Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	<i>Building Success:</i> If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	<i>Feedback:</i> “The sound for this letter is /sss/. What is the sound for this letter?”
Integration Activity.	Model tracing the letter s. Have the students copy the letter s from your example five times.	<i>Model:</i> “Watch, I’ll write the letter that makes the sound /sss/.” “Your turn to copy the letter that makes the sound /sss/.”

How To Evaluate Learning

Student performance is evaluated in terms of accuracy in responding to letter sounds. Data can be informally collected during a lesson’s group and individual assessment tasks. More formal individual assessment can be completed after every five lessons, testing four to six of the most recent letter sounds. Following is a sample student protocol for assessing the most recently taught letter sounds. When students are highly accurate with letter sounds they may be added to the letter-sound bank for fluency practice. Letter sounds which students are having difficulty learning should be included and reinforced in review practice.

s	t	m	a	s
a	m	s	t	m
s	a	t	m	s
t	m	s	a	t
m	s	a	t	m



Lesson Objective

Review the new letter-sound /sss/ with previously learned letter-sounds.

Corresponding TEKS Objectives

K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple CVC words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers through second grade. It is important to review the newly learned skill along with previously learned skills to promote discrimination and generalization.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify the letter-sounds: /aaa/, /mmm/, /t/ and /sss/.
- Isolate these sounds in words: /aaa/, /mmm/, /t/ and /sss/.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- The newly learned letter sound is interspersed with previously learned letter sounds to determine students' ability to discriminate the sounds.
 - The newly learned letter sound is sampled more often than the previously learned letter sounds.
 - Previously taught letter sounds that students are not consistently accurate with are sampled more often than those that students already know.
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Materials and Examples

- Dry-erase board or chalk board with previous and newly learned letters.
- Students' worksheets for letter copying activity.

s	t	m	s
m	a	s	s
t	s	a	s
a	s	s	t

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Point to the letter <i>s</i> .	<p>"Today we are going to review all of the letter-sounds that we know."</p> <p><i>Model: "The sound for this letter is /sss/."</i></p>
Provide students opportunities.	Point to each of the letter sounds on the dry-erase board and assess group accuracy.	"Let's say the sound for this letter."
Assess students' understanding.	Point to each of the letters on the dry-erase board and assess each individual's accuracy.	"What is the sound for this letter?"
Provide feedback.	<p><i>Building Success:</i> If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.</p>	<p><i>Correction Model:</i> "The sound of this letter is _____. What is the sound for this letter?"</p>
Integration activity.	Have students copy each letter (a, m, t, s) from the chalkboard onto a piece of paper.	<p>"Write the letter that makes the /sss/ sound on your worksheet. Now, write the letter that makes the /t/ sound. Write the letter that makes the /aaa/ sound. Write the letter that makes the /mmm/ sound."</p>
Review sequence.	Review letter sounds on the dry-erase board. Repeat the group and individual assessment format.	

How To Evaluate Learning

Use the procedure outlined in the initial teaching strategy.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Web site: <http://www.tea.state.tx.us/teks/>



Lesson Objective

Review and assess a student's ability to produce initial sounds of pictured objects and identify corresponding letter-sound tiles.

Corresponding TEKS Objectives

K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

K.6.D & 1.6.D: The student is expected to identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This activity is designed to integrate phonological awareness and beginning alphabetic understanding skills. Phonological awareness is a necessary, but not sufficient, skill for alphabetic understanding. Coordination of these two skills is necessary for blending sounds into words. Integrating these two skills provides an opportunity to review each skill and to display the interactive nature of phonological awareness and alphabetic understanding in developing students' decoding skills.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify initial sounds of words.
- Associate initial sounds with corresponding letter tiles (s, m, t, and a).

Instructional Design Criteria

- Select pictured objects with initial sounds that have been taught.
 - Include four to six sounds for the activity. Do not include sounds or letters that are very similar in sound or shape.
 - Add new letter-sound tiles to the game after they have been taught and reviewed at least twice.
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Blending Activities

Say It Slowly

Using letters, demonstrate how to say a CVC word slowly by blending the sounds together in units:

Letters: *s, a, t*

Say: /s/, /sa/, /sat/.

Have children practice blending CVC words using this method.

In Spanish, have children practice blending using one-syllable words, such as *con* (*with*), *sol* (*sun*), or *mal* (*bad*).

Say It Faster/Move It Closer

Lay out two letters separated by a wide space:

s

a

Point to the first letter *s*. With children, say /s/ and hold it until you point to the second letter *a*. Then say /a/.

Move the letters closer together, and repeat the procedure with the sounds being spoken faster.

s

a

Move the letters closer together until the sounds are spoken as one unit:

s a /sa/

Add a final consonant *t*: /sa/ /t/

Blend the three sounds to read the word: *sat*.

Onsets and Rimes

Place two letters on the table: *a* and *t*.

Model and have children blend the two sounds.

Say: *at*.

Place the onset, the letter *s*, before the rime, —*at*.

With children, blend /s/ and —*at* to read *sat*.

Change the onset to other letters and make new words for children to blend and read (e.g., *sat* to *mat*, *mat* to *rat*, *rat* to *pat*, *pat* to *bat*).

Use other rimes to practice blending, such as —*an*, —*am*, —*op*, —*it*, —*in*.

In Spanish, work with one-syllable words that can be separated into onset and rime. For example, you can use the rime —*en* and add the letters *v*, *t*, *d*, *tr* to make the following words: *ven*, *ten*, *den*, *tren*.

Playing With Sounds

Place two letters on the table: *a* and *t*.

With children, blend the letter sounds to say *at*.

Ask children to change *at* to *sat*.

Children add the letter *s* and blend the sounds together to read *sat*.

Ask children to make and read new words by changing or adding new letter sounds (e.g., *sat* to *mat*, *mat* to *map*, *map* to *mop*, *mop* to *top*, *top* to *stop*).

In Spanish, place two letters on the table, *a* and *l*. With children, blend the letter sounds to say *al* (*to*). Ask children to change *al* to *sal*. Children add an *s* and blend the sounds to read *sal* (*salt*). Ask children to make and read new words by changing or adding new letter sounds (e.g., *mal* (*bad*), *mar* (*sea*)).

Tapping Out

Using letters, make a word such as *sat*.

Using one hand, demonstrate tapping the index finger to the thumb as you say the initial sound in the word: /s/.

Tap the middle finger to the thumb as you say the medial sound: /a/.

Tap the ring finger to the thumb as you say the final sound: /t/.

Tap all the fingers to the thumb as you say the word: *sat*.

Children practice “tapping out” the sounds of other CVC words.

In Spanish, children practice “tapping out” sounds using one-syllable words.

Tapping and Sweeping

Using letters, make a word such as *sat*.

Demonstrate by making a fist and tapping under the *s* as you say /s/.

Tap under the *a* as you say /a/.

Finally tap under the *t* as you say /t/.

Sweep your fist under all the letters as you say the word: *sat*.

Have each child take turns blending CVC words in this way.

In Spanish, children can take turns blending one- and two-syllable words.

Making and Sorting Words Lessons

Teacher Preparation

Step One: Think of a word related to a theme, content-related topic, concept, or story. This word will be the final word that children make in the lesson. The letters in this word are used to make other words.

Note: Choose words that consist of previously introduced letter-sound correspondences. Include a range of simple to complex words.

Step Two: Brainstorm 10 or 12 words children can make using any of the letters in the final word.

Step Three: Group words by common spelling patterns. Write each word on an index card.

Step Four: Sequence the words by the number of letters children will use to make them. [Begin with two-letter words, then three-letter words, etc.]

Step Five: Write the individual letters of the final word on separate index cards. [You may use individual letters or letter cards that you already have.] It is helpful to organize each lesson in a labeled envelope or reclosable plastic bag.

Teaching a Making Words Lesson

Materials

Teacher: Large letter cards; pocket chart; index cards with words to be made

Children: Individual letter cards and pocket chart (Individual pocket charts can be made from file folders.)

Note: Distribute only the letters needed to make the words in each lesson. Too many letter choices can complicate the activity for children, especially for children who are at risk for reading difficulties.

Step Six: Distribute one set of the letters in the final word to each child.

Option A: Place all the same letters in a reclosable bag or a tray. Take out bags of letters to be used in the lesson. Children pick up one letter from each bag before the lesson begins, or designated children get a letter set for each child in their group. Children place letters in individual pocket charts.

Option B: Children find the letters for the lesson from personal sets at their desk. Children place letters in individual pocket charts.

Step Seven: Children alphabetize letters, vowels first and then consonants.

Step Eight: Show each letter in the lesson and review its name and sound.

Step Nine: Tell children the number of letters in the first word. Say the word and then use it in a sentence. In the beginning, and for children who are having difficulty, model the process of making words. The number of words that you model depends on your children's needs and abilities. Children make the word with their individual letters and pocket chart.

For children who need more support, say the word slowly, stretching out the sounds "aaaaannnnn". Use prompts such as, "What sound do you hear first? What sound comes next? Say it again after me and point to each letter."

Step Ten: Have one child, who has made the word correctly, come up and make the word in front of the class using the large letters and pocket chart.

A child may come to the front of the class and make the word before everyone is finished. Encourage all children to self-check words they make by comparing them to words made at the front of the room.

Monitor to see that each child has the correct word.

Note: To clarify for children who are having difficulty, ask them to say each sound in the word they were asked to make. Then ask if the sounds match the letters in the word they made. Have children make corrections. Then have them point to each letter, say its sound slowly, blend the sounds together, and slide their finger under the word as they say it again.

Step Eleven: Display the word card. Ask children to use the word in a sentence.

Step Twelve: Use the same procedures to make the other words. End with the final word.

The final word uses all of the letters and is a challenge for children to discover on their own. Some of your children will figure it out quickly. Be sure to tell them not to say it until you ask for the final word.

Sorting Words

Step Thirteen: Remove the individual letters. Place all the word cards in the pocket chart. Children group or sort the words by common letters, sounds, or spelling patterns.

Transfer to Reading and Writing

Step Fourteen: Children generate other words that have the same patterns. This step helps children understand how they can use spelling patterns to read and spell other words.

Related Activities

Making Words Quickly

Give children two minutes to write as many words as they can using the letters from the Making Words lesson. Ask children to read and spell their words.

Making Words Journals

Children write words from Making Words quickly in their journals. They can also record words they have learned. Words can be grouped by patterns.

Word Hunts

Children look for words and patterns in other contexts (e.g., books, signs, magazines, content area textbooks) to add to their collection of words.

Making and Sorting Words Dialogue

Getting Ready

1. "Find the letters for this lesson: _____. Place the letters in your pocket chart."
2. "Place your pocket chart, with the letters in it, on the table in front of you."
3. "Put the letters in alphabetical order." [Put letters in ABC order in pocket chart.]
4. "Point to each letter and say its name and sound with me."
5. "Ewith me."



Sorting Words

17. [Remove the letter cards from the pocket chart. Have children put letters away.]
18. "Let's read the words we've made." [Point to each word card.]
19. "Do any of the words we made look or sound the same?"
20. [Children sort word cards by similar patterns.]

Transfer to Reading and Writing

21. "Can you think of other words that have similar patterns?"
22. [Write words on index cards. Children group by words with similar patterns.]

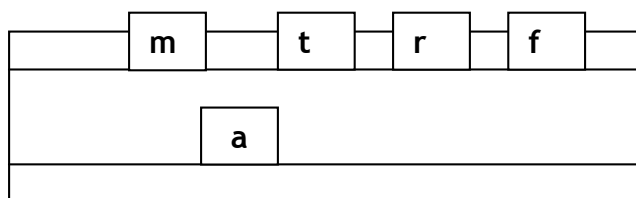
Adapted from Cunningham, P. M. & Hall, D. P. (1994). *Making words: Multilevel, hands-on, developmentally appropriate spelling and phonics activities*. Carthage, IL: Good Apple.

Reviewing Letter Sounds to Blend Sounds and Read Words

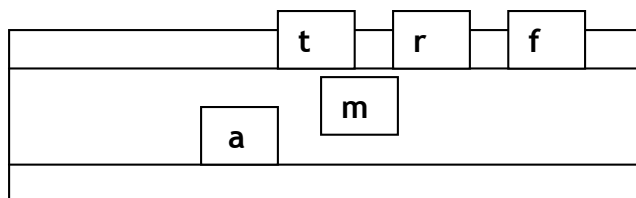
- Distribute individual pocket charts and letters for the lesson.
- Students place letters, such as *a*, *m*, *t*, *r*, *f*, in top pocket.
- As you review the name and sound of each letter, have students move the letter to the lower pocket.
- Students return all the letters to the top pocket before making words.
- Present words that accommodate different ability levels. Students blend the sounds and read the word after they make each one.

Example: Review of *a*, *m*, *t*, *r*, *f*

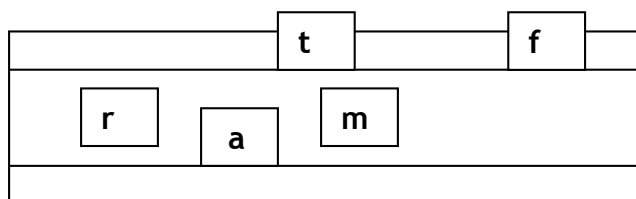
Find the letter that says /a/. Name the letter and place it in the bottom pocket.



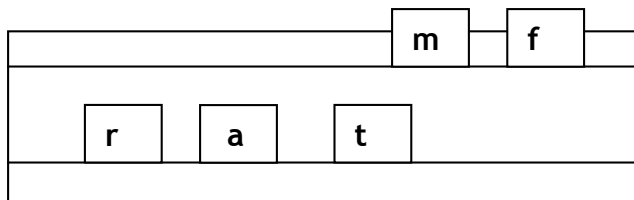
Find the letter that says /m/ and place it after the first letter. What's the word?



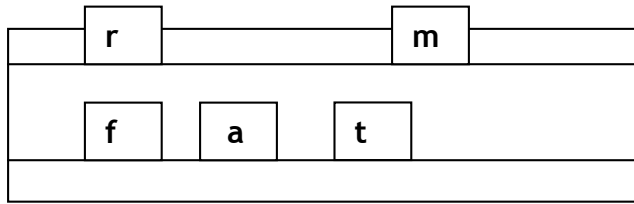
Place the *r* before *am*. What does it say?



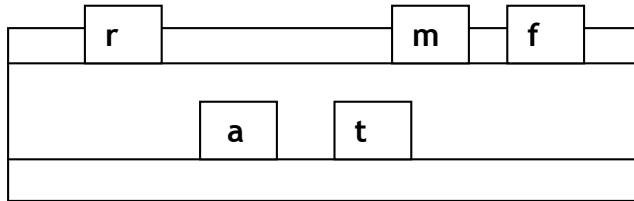
Replace the *m* in *ram* with a *t*. Tell me what it says.



Replace the *r* in *rat* with an *f*. What's the word?



Take one letter away and make *at*.



Adapted from Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Brookes.

x	z	s	h
w	y	t	g

q	s	f	n
p	r	t	v

r	b	d	f
l	p	c	t

k	m	p	m
j	l	n	n

i	o	u	u
i	o	o	u

e	e	a	a
a	e	i	a

e	i	i	o
e	e	i	o

u	u	a	
o	u	a	

b	c	d	d	f	f	g	g	h	j	k
l	l	m	n	n	p	p	p	q	r	r
s	s	t	t	v	w	x	y	z		

a	a	a	a	a	a	i	i	i	i	i
i	e	e	e	e	e	e	o	o	o	o
o	o	u	u	u	u	u	u	u		

Word Sorts

Closed Sorts

Choose the categories and model the sorting procedure.

Example: Present three categories, read the three words (bolded), and place them in the correct column. Then ask children to sort the other words.

Short /i/ words
pig

short /u/ words
gum

short /a/ words
man

Other words: *jug, bit, pat, run, wag, big, dug, kit, cat, plan, lip, hum, tan, cub, chin, clap, cut.*

Word sorts can be designed to focus on a single new concept or can be used for a review with mixed concepts.

For example, children know the **CVC** pattern with short /a/, so you create a sort with /a/ words and the new /o/ sound. Another example of a mixed design would be sorting for all the short vowel sounds.

As children begin to understand the complexities of short and long vowel sounds, they may be asked to do two-step word sorts. First they sort for sound and then for spelling.

For example, in step one, children sort for sound.

<u>Short /a/</u>		<u>Long /a/</u>
dad		make
flag		pale
fan		mate
crab		rate
fast		say
grass	day	
pal		

In step two, children sort for spelling.

<u>ay</u>	<u>VCe</u>
day	make
say	pale
	mate
	rate

Open Sorts

Have children organize sets of words into categories based on what they notice about the words.

Observe the categories individual children create. These observations may provide valuable information about their understanding of letters and sounds.

Open sorts are most effective after children have had many opportunities with closed sorts and understand the concept of sorting.

Adapted from Bear, D. R., Invernizzi M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Merrill.

Word Sorts in Spanish *Clasificación de Palabras en Español*

- Clasificaciones cerradas (Closed sorts)**

Escoja previamente las categorías y modele el procedimiento de clasificar.

Ejemplo: Presente tres categorías, lea tres palabras diferentes y coloque cada palabra en la columna correcta. Pídale a los niños que clasifiquen las palabras restantes. Por ejemplo, los niños pueden clasificar palabras de acuerdo a la vocal que tienen.

/e/
se

/u/
tu

/a/
más

Otras palabras: *las, vez, en, paz, mes, su, yo, tren, sal, dar*

- Clasificaciones abiertas (Open sorts)**

Puede establecer categorías sin dar a los niños el nombre de las categorías para que ellos descubran los patrones de ortografía o los sonidos que se tengan en común.

Ejemplo: Los niños pueden identificar el sonido inicial y clasificar palabras de acuerdo a su sonido inicial.

m
mes
mamá
mano

p
pescado
payaso
papa

s
sonrisa
sal
saludar

Los niños pueden aplaudir y contar las sílabas en cada palabra y clasificar las palabras de acuerdo al número de sílabas.

1 sílaba
mes
los
doy

2 sílabas
casa
toma
lodo

3 sílabas
tapete
ventana
muñeco

Teaching With Word Walls

- Select words from reading programs, high-frequency word lists, irregular words, and words that children commonly use in their reading and writing.

Children can refer to the word wall as they learn to read and spell words.

- Limit the words to those that children encounter often in their reading and writing.

Words should be added gradually.

Words can be written in big black letters on different-colored paper to help children distinguish easily confused words, such as for and from or them and they.

- Display words in a highly visible, accessible place in the classroom.

Being able to easily see the words on the word wall helps children when they are reading and writing.

- Categorize words in a variety of ways.

You may have many different word walls, such as words placed in alphabetical order or words categorized by topics.

Children's names are often the first words placed on a word wall. Pictures can also be added.

Content-area words from science, social studies, and other informational texts (e.g., weather, geographical regions) can also be displayed on word boards or charts.

Words can also be categorized by similar spelling patterns, like —at or —ig , to help children make connections between sounds in words.

Cutting around the shape of the word helps some children distinguish one word from another.

- Provide many opportunities for word wall practice.

Saying, spelling, and writing the words several times a week helps children recognize words automatically and increases their lexicon of sight words.

Word wall practice can be scheduled for short periods several times a week.

- Encourage children to use the word wall when they are independently reading and writing.

Regularly model how to use the word wall during reading and writing.

Portable or individual word walls can be constructed using file folders.

Individualized word walls provide children with their own dictionary of words that they can use at their desks or take home.

Word Wall Activities

1. *(Students need wipe-off boards.)*

Pretend that you're a word detective.

Number your paper from 1 to 5. *(Number 1 – 5 on large wipe off board.)*

I'm thinking of a word on the Word Wall. Try to guess the Word Wall word that I'm thinking.

I'll give you one clue at a time.

Listen to each clue and write the Word Wall word you believe I'm thinking about on your paper.

Don't shout out any words. Be a good detective! Here's the first clue.

Clue #1. It's on the word wall. Write the Word Wall word that you believe is the word I'm thinking beside #1 on your paper. Everyone should make a guess and write a word each time I give a clue.

Clue #2. It ends with the letter **e**.

Write the Word Wall word next to #2. *(Draw a line and write the letter e beside #2, 3, 4, and 5).*

If you think it is the word you guessed for clue #1, write the same word again.

Clue #3. It has the letter **a** in it. *(Write the letter a in front of numbers 3, 4, and 5)*

Write a word by #3.

Remember to write the same word again, if you believe you have figured it out.

Clue #4. It has 7 letters. *(Erase the line in places to make 7 blanks with e in the last blank.)*

Clue #5. It fits in the sentence: I wear a coat _____ it is cold. *(Write the sentence on the board under #5.)*

Raise your hand if you think you know the word.

_____, tell us the Word Wall word you discovered .

Answer: **(because)**

Repeat after me. (Read and spell the word. Students echo.)

2. *(Write the word can on the board.)*

Can someone read this Word Wall word?

If I cover up the first letter, what is the last part of the word?

Answer: **(an)**

Can is in the /**an**/ word family. Words spelled with the same letter pattern can be grouped in word families.

Raise your hand if you can think of more words that are in the /**an**/ family.

(Call on students to write and spell the words on the board under the word can. Possible answers: an, Dan, man, tan, fan, ban, clan, bran, Stan, and ran.

Let's read and spell all the words we wrote in the /**an**/ family.

Repeat after me. *(Read and spell each word. Students echo.)*

3. *(Hold up five fingers)*
I'm thinking of a five-letter Word Wall word that begins with the letter **a**. *(Write the letter on the board.)*
The word makes sense in this sentence: That was fun so let's do it _____.
Answer: **(again)**
Repeat after me. *(Say and spell the word. Students echo.)*
4. *(Hold up four fingers)*
I'm thinking of a four-letter Word Wall word that ends with the letter **t**. *(Write the letter on the board.)*
It makes sense in this sentence: *(Write the sentence on the board.)*
I ate ___ **t** of the apple.
Answer: **(part)** *(Fill in the blank with the word.)*
Repeat after me. *(Say and spell the word. Students echo.)*
5. Find Word Wall words that end with the /d/ sound. Write them on your paper.
Answers: **(and, could, did, find, had, made, said, would)**
(Call on students to say and spell the words as you write them on the board)
Repeat after me. *(Say and spell the words. Students echo.)*
6. Find two Word Wall words that rhyme with **no**.
Answers: **(go, so)**
Repeat after me. *(Say, spell, and read the words. Students echo, write the words, and read them.)*
7. We're going to *Write and Rap* three words from the Word Wall. On your paper, write **the**, **does**, and **from**. *(Write words on board and read them. Students echo.)*
Now let's rap!
 - I'll say **the**, and you say **the**. *(Students echo the.)*
I'll spell **the**: **T-H-E**.
Now you spell **the**: *(Students echo T-H-E).*
 - I'll say **does** and you say **does**. *(Students echo does.)*
I'll spell **does**: **D-O-E-S**.
Now you spell **does**: *(Students echo D-O-E-S).*
 - I'll say **from**, and you say **from**. *(Students echo from.)*
I'll spell **from**, **F-R-O-M**.
Now you spell **from**: *(Students echo F-R-O-M).*
8. *(Write the letters: a, s, and w on the board.)*
The Word Wall word I'm thinking of is spelled with these three letters. It makes sense in this sentence: I ___ walking down the street. *(Write sentence on board.)*
Answer: **(was)** *(Read sentence with answer. Students echo.)*
Repeat after me. *(Say and spell the word. Students echo, write the word, and read it.)*

9. Which word on the Word Wall means "human beings?"
(If no one guesses the word, provide clues one at a time.)
Clue #1: The word that means "human beings" begins with a letter that is in the middle of the alphabet.
Clue #2: The word that means "human beings" makes sense in this sentence: We have lots of _____ who go to our school.
Answer: (**people**) (Read sentence with answer. Students echo.)
Repeat after me. (Say and spell the word. Students echo, write the word, and read it.)
10. Turn to your neighbor.
Choose one of the Word Wall words.
Tell your partner the letter it begins with but NOT the word.
Slowly write each letter with your finger on your partner's back.
Your partner guesses the word.
Write the word again on your partner's back, saying each letter out loud together.
End by saying the word. Take turns.

Adapted from Cunningham. P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Longman.

Word Wall/Pared de Palabras Hints for the Bilingual Classroom

- Create separate word walls for English and Spanish words.

Consider using separate colors of ink when writing in English and Spanish.

For example, print all words in Spanish in red and all words in English in black.

Mixing words can sometimes create confusion between similar looking words. For example, *dime* (dime in English) and *dime* ("tell me" in Spanish).

Vowels in Spanish and English have different sounds.

- In Spanish there are some letters that do not occur (or seldom occur) in the initial consonant position even though they are part of the Spanish alphabet.

For example, **rr** and **ñ**. The medial positions of words containing these letters can be highlighted on the word wall.

For example: *barra* or *barra*
 carro or *carro*
 piña or *piña*
 niño or *niño*

- Include articles with nouns.

For example: **el caballo** (the horse) or **la brocha** (the brush)

- Illustrate both uppercase and lowercase letters on Spanish Word Walls.
For example, for the letters **Ch**, and **Ll**, the word wall should model these letters as follows:
Ch/ch; Ll/l

(Note: The letter **rr** never occurs at the beginning of a word and **ñ** is only rarely capitalized, therefore neither letter needs to be modeled in the uppercase.)

- Provide examples for initial consonants *and* vowels because vowels are phonetically regular in Spanish.

Examples of how to join syllables to make words.

For example: **la + ta = lata**
 lu + jo = lujo
 ma + to = mato
 ma + lo = malo

- Include high-frequency, commonly misspelled words and other words you notice students misspelling.

For example: **voy (boi), yo (llo), vaca (baca)**

- Incorporate word families in Spanish or words with similar roots.

For example: **-ito primito (little cousin), osito (little bear)**
 -azo primazo (big cousin), librazo (big book)

For example: **juego (game)**
 juguete (toy)
 juguetón (person who plays a lot)

trabajar (to work)
 trabajo (job)
 trabajoso (requires a lot of work)
 trabajador (worker)

Types of Texts for Beginning Reading Instruction

The following three types of texts help children learn more about book and print concepts, letters, sounds, and words. In kindergarten, children begin to use this knowledge to read words and simple texts.

Predictable and Patterned Books

- Follow a pattern that is usually predictable
 - Close picture-text match (On each page, the text is the same except for one or two words that name something illustrated on the page.)
 - Repeated pattern (phrases or a group of sentences)
 - Rhyming words
 - Familiar songs
 - Familiar concepts (e.g., numbers or days of the week)
- Usually not based on letter-sound correspondences, spelling patterns, or sight words that children have learned or are learning (Children may try to identify words without attending to the graphophonemic features.)
- Found in many literature-based reading programs, trade books, and “little books” series
- Develop basic book and print concepts; rhyming and alliteration; listening comprehension strategies, particularly predicting what will happen next; new vocabulary; and children's oral language through response to reading and basic sight vocabulary

Decodable or Phonetically Regular Books

- Provide children with opportunities to apply the alphabetic principle and begin reading connected text using the letter-sound correspondences they have learned or are learning
- Include a high proportion of words that use letter-sound correspondences or spelling patterns (rimes) that children know or are learning (i.e., words that share a common sound or spelling pattern such as the short vowel sound /a/ in *at* or the rime —*at* in *cat, rat, sat, mat, bat, pat, fat*)
- Include a limited number of high-frequency words and familiar words
- Also may contain a limited number of other words to make the text more interesting
- Develop letter-sound correspondences, spelling patterns, basic sight vocabulary, and independent reading of words, sentences, and stories

Pictures-for-Words Books

- Represent with little pictures some words that are more difficult for beginning readers
- Develop high-frequency sight words and independent reading of words, sentences, and stories

Adapted from Hiebert, E. H. (1999). Text matters in learning to read. *The Reading Teacher*, 52(6), 552-566; Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Blending Sounds to Read Words Progress Check

Note: This progress check is timed and administered individually.

Materials: Student and examiner copies of *Blending Sounds to Read Words Progress Check*; timer

Directions: *I want you to begin here (point to the first word) and read each word going down column #1, and then go to the top of the next column (point to #2). Try to read each word. If you come to a word you don't know, I'll help you. Do you have any questions?*

Procedure:

1. Say "Begin" and start the timer.
2. Mark errors by putting a slash through the word on your copy.
3. If the student struggles with a word or doesn't respond in 5 seconds, tell the student the word and mark it incorrect.
4. If the student makes 5 consecutive errors before the minute is up, stop the assessment.
5. At the end of 1 minute, say "Stop" and place a double //slash mark after the last word read correctly. If the student reads all the words before the minute is up, record the time.

Scoring: Add the total correct responses. Record student responses on the *Letter-Sound Knowledge Checklist*.

Variation: Create your own list of words that target letter-sound instruction.

Blending Sounds to Read Words Progress Check Teacher Record Form

Student: _____ Date: _____

Time: _____ Total Number Correct: _____

1	Response	2	Response	3	Response	4	Response	5	Response
it		cat		must		flag		stamp	
am		him		hats		step		strap	
if		hot		hand		drop		split	
Sam		tag		last		skin		skunk	
mad									

Comments:

**Blending Sounds to Read Words Progress Check
Student Form**

1	2	3	4	5
it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
Sam	tag	last	skin	skunk
mad				

**Blending Sounds to Read Words Progress Check
Student Form**

1	2	3	4	5

Blending Sounds to Read Words Progress Check Teacher Record Form

Student: _____ Date: _____

Time: _____ Total Number Correct: _____

1	Response	2	Response	3	Response	4	Response	5	Response

Comments:

Letter Names Progress Check Teacher Form

Student Name: _____ Date: _____

Time: _____

A M T S I F

D R O G L H

U C B N K V

E Z J P Y X

Q W

a m t s i f

d r o g l h

u c b n k v

e z j p y x

q w

Letter Names Progress Check Student Form

Practice: **T O**

A M T S I F

D R O G L H

U C B N K V

E Z J P Y X

Q W

a m t s i f

d r o g l h

u c b n k v

e z j p y x

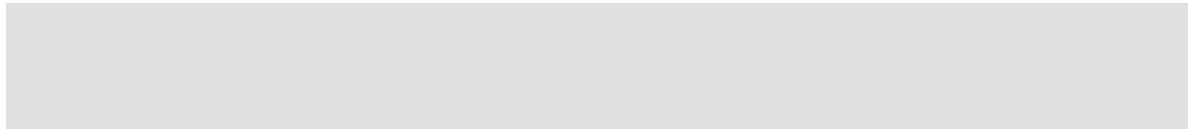
q w

Letter Sounds Progress Check Teacher Form

Student Name: _____ Date: _____

Time: _____

a	m	t	s	i	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z				



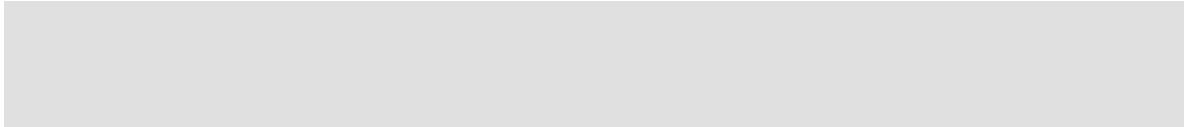
o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z	t	s

Letter Sounds Progress Check Student Form

Practice **m**

o

a	m	t	s	i	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z				



o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z	t	s

Elements of Effective Phonics Instruction

Grouping for Instruction

- Teach letter-sound knowledge (i.e., phonics) in small groups, one-on-one, or with the whole class, depending on children's abilities and needs.
- Struggling learners especially benefit from intensive, small-group instruction.

Explicit and Systematic Instruction

- Introduce letter-sound correspondences in a sequence. There is NOT an established order of introduction for letter-sound correspondences, so the sequences vary across beginning reading programs.
- Teach frequently used letters and sounds before those less frequently used in texts and spelling.

Examples:

In English and Spanish: *m* is more frequently used than *x*.

In English: "Hard" /k/ sound for *c* as in *can* is introduced before the "soft" /s/ sound for *c* in *cent*.

In Spanish: "Hard" /k/ sound for *c* as in *como* (*how*) is introduced before the "soft" /s/ sound for *c* as in *cima* (*peak*).

In English: /g/ sound for *g* as in *girl* is presented before the /j/ sound for *g* as in *gym*.

In Spanish: the /g/ sound for *g* as in *gato* (*cat*) is presented before the /h/ sound for *g* in *genio* (*genius*).

- Introduce only a few letter-sound correspondences at a time. Reduce the number and rate of introduction of new sounds for children who have difficulty.
- Model and present each individual letter and tell children its most common sound. [Key words are often included.]

Example:

Display card with the letter and an illustration of its key word and say: *e*, /e/, *elephant*.

- Prolong or stretch out continuous sounds only, such as vowels and some consonants. Stop sounds are sounds that can only be said for an instant because the airflow is stopped for a short time when they are spoken. Do not stretch out stop sounds.

Examples of Continuous and Stop Consonant Sounds

Continuous	Stop (Clipped)
/f/	/b/
/l/	/c/
/m/	/d/
/n/	/g/
/r/	/j/
/s/	/k/
/v/	/p/
/w/	/t/
/y/	
/z/	

Adapted from Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

- Continuous sounds are easier to say without distortion (adding a vowel sound) than stop sounds. "Clip" the vowel sound to make it as brief as possible.

Examples:

In English: *b* is pronounced /b/ instead of /buh/; *g* as /g/ instead of /guh/.

In Spanish: *b* is pronounced /b/ instead of /be/; *p* as /p/ instead of /pe/.

- Voiced and unvoiced pairs are similar except for the vibration of the vocal cords. The vocal cords vibrate during the production of voiced sounds and do not vibrate during unvoiced or voiceless sounds.

Examples of Consonant Pairs

Voiced	Unvoiced
/b/	/p/
/d/	/t/
/g/	/k/
/v/	/f/
/z/	/s/

Adapted from Carreker, S. (1999). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore, MD: Brookes.

- Help children if they are having difficulty distinguishing sounds.

Examples:

Let children feel the vibrations of voiced sounds by touching their voice boxes with their fingertips or by covering both ears and listening as they say the sounds.

Use small mirrors. Model the correct formation for the letters and have children watch the positions of their mouths, tongues, and teeth as they say the sounds.

Try skywriting (writing letters using whole arm movements).

- Begin with letter-sound correspondences that can be combined to make words that children can decode, read, and understand.
- In English, it is important to introduce some vowels early so that words can be made and read. In Spanish, vowels are usually introduced before consonants.

Examples:

With the letter-sound knowledge of *m*, *s*, *t*, and *a*, children can read words such as *at*, *am*, *as*, *mat*, *sat*, and *Sam*.

In Spanish: Letters can be combined to make syllables, such as *la*, *sa*, and *ta*, and then words, such as *tasa* (*cup*) and *lata* (*can*).

- For decoding instruction, select words that consist of previously taught letter-sound correspondences, represent vocabulary familiar to children, and are frequently used in primary texts.
- Introduce words that begin with continuous sounds before words that begin with stop (or clipped) sounds.
- Progress from short VC and CVC (two or three letters) words to longer words (four or five letters).
- Model how to blend individual sounds without stopping between them.

Example:

/mmmmmaaaaannnnn/ rather than stopping between each sound /m/ /a/ /n/

- When assessing phonemic awareness, sounds are usually isolated. However, to read words, it often helps children to blend individual sounds without pausing between them.
- Ask children to track each letter from left to right with their finger as they say each sound.
- After children sound out individual letters, have them follow this sounding- out with a “fast” pronunciation of the word.

Example:

/mmmmaaaaaannnnn/ *man*.

- As children become more proficient, move from orally sounding out words to sounding them out silently.
- Model this step by silently mouthing a word's pronunciation to illustrate that sounding out can be done silently.

Scaffolded Practice

- Provide immediate clarification during guided practice. Model correct responses and have children give the answer on their own.

Example:

If you point to the letter *a* in *cat* and ask for its sound and a child responds /i/, model the correct response by saying /aaaaa/ and then check the child's understanding by pointing to the letter *a* and asking the child to give the sound for the letter *a* in *cat*.

Repeat several of the previous tasks and the one that caused confusion.

- During guided practice, have children discriminate new sounds from other known letter-sound correspondences.

Example:

Present recently introduced /t/ sound with other known letter sounds: *s, t, m, t, p, t, s*. Point to each letter and have children identify its sound.

Progress Monitoring

-
- B
- A
-

Based on Adams, 1990, 2001; Adams, Foorman, et al., 1998; Adams, Treiman, et al., 1998; Blachman et al., 2000; Carnine et al., 1997; Carreker, 1999; Chall & Popp, 1996; Chard & Osborn, 1999; Chard et al., 1998; LFA, 2000; NRP, 2000; Neuhaus Education Center, 1992; Snow et al. 1998



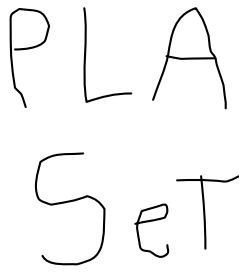

Taking a Closer Look

Lesson Title: _____

Examine the lesson and complete the chart. Specifically state how the lesson addresses each element. Use the handout "Elements of Effective Phonics Instruction" as a guide.

Grouping for Instruction
Explicit and Systematic Instruction
Scaffolded Practice
Progress Monitoring


Stages of Spelling

Stage	Examples of Spelling	Description of Development
Prephonemic		Imitate writing by scribbling, drawing, or writing. May include letter-like forms, but make no connection to sound.
Semiphonemic/Early Letter Name		Slowly acquire directionality of writing (left to right and top to bottom) but lack correct spacing. Begin to match speech to print. Represent whole words and syllables with initial consonants, sometimes adding final consonants. Often substitute letters that are similarly articulated, such as /b/ for /p/, /j/ for /dr/.
Letter Name		Begin to represent each sound with a letter. Connect sound to letter names. Add short vowels, but continue to spell based on the place of articulation, such as /e/ for /i/. Use some consonant blends and digraphs.
Within-Word Pattern		Begin to use spelling patterns and parts of words to spell more complex single syllable words. Use long vowel patterns, but often confuse them, such as <i>bote</i> for <i>boat</i> .
Syllable Juncture	Not described; generally applies to older students.	
Derivational Constancy	Not described; generally applies to older students.	

Adapted from Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. *The Reading Teacher*, 52(3), 222–242; Templeton, S. (1996). Spelling: The foundation of word knowledge for the less-proficient reader. In L. R. Putnam (Ed.), *How to become a better reading teacher: Strategies for assessment and intervention* (pp. 317–329). Englewood Cliffs, NJ: Merrill.

Spanish Spelling Stages

Spelling in Spanish and English develops in similar ways. However, the stages of spelling development in English cannot be directly applied to Spanish-speaking learners due to several key differences in the way spelling develops in each language. The following stages, proposed by Ferroli and Krajenta, correspond roughly to the Bear and Templeton stages of spelling development.

Stage	Examples of Spelling	Description of Development
Preliterate		There is no letter-sound correspondence between the beginning sound in the syllable and the letter or scribble that the child writes.
Semi-phonetic 1	A R zse ER	The first vowel or the first consonant of a syllable are represented correctly. The first letters written by Spanish-speaking learners are usually the letters of their name and vowels rather than consonants.
Semi-phonetic 2	BCN (brincando) SUAVIO (submarino)	The first consonant and other consonants are represented correctly or the first consonant and a least one vowel (it could be the first vowel) are represented correctly.
Phonetic	BINADO (brincando) SEÑO (sueño)	There is a vowel in every syllable. In syllables with one vowel, the vowel is represented correctly; in syllables with two vowels at least one of the vowels is represented correctly. Misspellings are alternative representations of a particular sound.
Transitional	vonitas (bonitas) token (toquen)	Every sound in the word corresponds to a letter that reasonably represents the sound. In syllables with diphthongs, each sound must be represented by two vowels or a vowel followed by <i>ll</i> or <i>y</i> . The hard /k/ sound is represented with <i>k</i> or <i>c</i> .

Adapted from Ferroli, L., & Krajenta, M. (1989-90). Validating a Spanish developmental spelling test. *NABE Journal*, 14 (1, 2, & 3), 41-61.

★ ★ ★
A .

★ ★ ★ ★
H : ' ?

★ ★ ★ ★ ★
H . :

★ ★ ★ ★ ★ ★
? // ? : '

I / .

★ ★ ★ ★ ★ ★ ★
A : ?

A // ? // .

D . ? :

★ ★ ★ ★ ★ ★ ★ ★
B ? . :

Literacy Lessons

Book Partners

Objective: C

Topic:

Materials: F

Directions:

-
-
- H
-

Scaffolding Strategies:

Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed to help each child successfully complete the task.

★

A : ? ?

H : D J ?

★ ★

A : .

★ ★ ★

• : .

• : ? ?

E .

★ ★ ★ ★

-

.

A : D

?

.

.

★ ★ ★ ★ ★

: , ' .I

E : B . A A

.

★ ★ ★ ★ ★ ★

A : ?

,

.

,

.

.

:

,

.

Adapted from O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. F. (1998). *Ladders to literacy: A kindergarten activity book*. Baltimore, MD: Brookes.

Literacy Lessons

Different Ways to Say It

Objective: C , ,

Topics: , ' / , '

Materials: , , / , ,

Directions:

- D (. ., yes, hello).
- H E
- .
- D .
- D , , .
- A .

Scaffolding Strategies:

Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed to help each child successfully complete the task.

★

A : G ? G ? H

E

?

:

★★

?

: F , masa.

H

.

★ ★ ★
E .
E : , ' . E ?
H .
' '
.

★ ★ ★ ★
A : H yes F ?
H ' ? . : .
I .
H yes F ? : F *oui.*
K . : I

Adapted from O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. F. (1998). *Ladders to literacy: A kindergarten activity book*. Baltimore, MD: Brookes.

Lecciones de lecto-escritura

Escribiendo en su diario

Objetivo: Los niños dibujan, dictan y escriben sobre sus vivencias y experiencias.

Temas: La percepción fonológica, el lenguaje oral y el concepto de la letra impresa.

Materiales: Libretas, crayones, lápices, marcadores

Instrucciones:

- Proporcione a cada niño una libreta para escribir ideas, pensamientos, sentimientos y experiencias.
- Asigne un período de tiempo para que los niños dibujen y escriban en su diario.
- Permita que los niños compartan sus diarios con sus compañeros.

Estrategias de apoyo:

Proporcione ayuda y apoyo específico a los niños que lo necesiten. Utilice las estrategias de apoyo para ayudar a cada niño a completar la actividad satisfactoriamente.

Empiece con estrategias que ofrecen menos apoyo (ej., ★) y vaya incrementando el apoyo (ej., ★★★★★) gradualmente si se necesita.

★

Ayude a los niños a decidir sobre lo que van a dibujar o a escribir: "¿Sobre qué quieres escribir el día de hoy?"

Ayude a los niños a identificar un tema sobre el que ellos quieran dibujar y aliéntelos a que le dicten oraciones: "Cuéntanos sobre tu paseo al zoológico."

Ayude a los niños a identificar un tema sobre el que ellos quieran dibujar: "Puedes hacer un dibujo sobre tu perrito."

★ ★

Aliente y alabe la escritura, los dibujos y el uso de ortografía fonética.

Señale las letras correctas en las palabras.

Pídales a los niños que hablen sobre sus dibujos y sobre lo que están escribiendo:
"Estoy escribiendo mi nombre."

Aliente y alabe los esfuerzos de los niños para escribir palabras.

Ayude a los niños a desarrollar y dar más información sobre sus dibujos: "Estás dibujando un gato. Un gato tiene bigotes y una cola larga."

★ ★ ★

Pregúnteles a los niños sobre lo que dibujaron y sugiérales que escriban un título para su dibujo.

Al escribir, ayude a los niños a escoger letras basándose en la segmentación de los sonidos en las palabras.

★ ★ ★ ★

Diga en voz fuerte las palabras y señale cada letra cuando diga el sonido.

Modele a los niños cómo leer y escribir palabras y letras nuevas juntando y separando sonidos.

Muéstreles a los niños cómo escribir una palabra o una letra para titular un dibujo.

Utilice los dictados que hacen los niños para modelar cómo escribir las palabras.

Pídales a los niños que le dicten lo que quieren decir sobre su dibujo para que usted escriba el mensaje.

Aliente a los niños a que lean las palabras con usted.

Lecciones de lecto-escritura

¡A investigar!

- Objetivo:** Los niños exploran un tema a profundidad y analizan cómo los eventos están conectados entre sí y en una secuencia específica.
- Temas:** La percepción fonológica, el lenguaje oral y el concepto de la letra impresa.
- Materiales:** Materiales sobre los proyectos, papel, marcadores, lápices, libros, libretas, grabadora, cámara

Instrucciones:

- Escoja dos o tres proyectos de interés general.
- Seleccione una variedad de medios para obtener la información deseada (ej., dibujos, fotografías, casetes).
- Invite a los expertos de la comunidad y a las familias de los niños. Por ejemplo, invite a un bombero al salón para que hable sobre seguridad en el hogar o visite con su grupo una fábrica.
- Planee cómo va a ser la información resumida y diseminada (ej., videocasetes, pósters, libros).
- Divida a los niños en dos o tres grupos.

Estrategias de apoyo:

Proporcione ayuda y apoyo específico a los niños que lo necesiten. Utilice las estrategias de apoyo para ayudar a cada niño a completar la actividad satisfactoriamente.

Empiece con estrategias que ofrecen menos apoyo (ej., ★) y vaya incrementando el apoyo (ej., ★★★★★) gradualmente si se necesita.

★

Ayude a los niños a planear y organizar la información: "¿Cómo podemos investigar . . . ?"

Pídales a los niños que expliquen porque los procedimientos son necesarios: "¿Por qué vamos a la biblioteca?"

Ayude a los niños a relacionar el tema con experiencias personales: "¿Has visto alguna vez una telaraña?"

★ ★

Aliente a los niños a expresar sus ideas e incorporarlas siempre que sea posible.

Ayude a los niños a determinar si sus ideas son fáciles de realizar o no: "¿Tenemos suficiente dinero para ordenar el video?"

Pídales a los niños que aclaren ideas: "¿Por qué pusiste esa pieza ahí?"

Describe las cosas que los niños están haciendo y viendo: "Esa es la fotografía de un huracán."

★ ★ ★

Ayude a los niños a seguir una secuencia lógica: "¿Qué debemos hacer primero? ¿Qué vamos a hacer después de visitar la estación de bomberos?"

Ayude a los niños a hacer conexiones: "Si buscamos en más de un libro, encontraremos más información."

Ayude a los niños a seguir una secuencia lógica: "Primero visitaremos la estación de bomberos."

★ ★ ★ ★

Resuma la información, tome notas y ayude a los niños a recordar los pasos realizados.

Recuérdelos a los niños los pasos realizados para completar el proyecto. Resuma los planes de trabajo.

★ ★ ★ ★ ★

Asigne diferentes tareas para cada niño basándose en los intereses, experiencias y habilidades de los niños.

Pídales a los niños que describan lo que han hecho hasta ese momento antes de que procedan con los siguientes pasos.

Utilice medios concretos (organizadores gráficos) para registrar información y observaciones: "Vamos a ver nuestra tabla. ¿Recogimos más piedras esta semana o la semana pasada?"

★ ★ ★ ★ ★ ★

Asigne tareas específicas a niños individualmente: "María, ¿le podrías pedir a tus padres que te ayuden a buscar fotografías de conchitas de mar?"

Asigne tareas específicas a niños individualmente: "Vamos a dejar que Paco pegue las fotos en el póster."

Haga preguntas específicas: "¿Qué es el coral?"

Modele cómo describir objetos y eventos.

Desarrolle el vocabulario de los niños: "Conchitas. Sí, las conchas son las casas de muchas criaturas del océano."

Utilice a otros como modelos: "Jorge está buscando fotos del océano en las revistas. ¿Puedes tú encontrar algunas fotos?"

Lecciones de lecto-escritura

Diarios con fotografías

Objetivo: Los niños aprenden cómo las fotografías documentan eventos pasados y sirven como trampolín para la discusión y reflexión.

Temas: La percepción fonológica, el lenguaje oral y concepto de la letra impresa.

Materiales: cámara, papel, cartapacios

Instrucciones:

- Tome fotografías de los niños trabajando en el salón o de objetos interesantes que hayan visto en excursiones escolares.
- En grupos pequeños, pídale a los niños que conversen sobre las fotografías y evalúen las experiencias.
- Haga álbumes con las fotos y escriba breves descripciones para cada fotografía.

Estrategias de apoyo:

Proporcione ayuda y apoyo específico a los niños que lo necesiten. Utilice las estrategias de apoyo para ayudar a cada niño a completar la actividad satisfactoramente.

Empiece con estrategias que ofrecen menos apoyo (ej., ★) y vaya incrementando el apoyo (ej., ★★★★★) gradualmente si se necesita.

★

Ayude a los niños a decidir sobre lo que van a escribir conversando sobre los eventos de las fotografías: "¿Qué estaban haciendo ustedes aquí?"

Aliente a los niños a escribir algo para ponerle un título a la fotografía: "¿Por qué estábamos usando guantes aquí?"

Pídale a los niños que expliquen lo que está pasando en las fotografías: "Dime qué ves aquí."

★★

Aliente y alabe la escritura y el usar ortografía fonética.

Aliente y ofrezca retroalimentación a los esfuerzos de los niños para escribir.

Pídale a los niños que lean lo que han escrito.

Elements of Effective Instruction: Spelling and Writing

Grouping for Instruction

Use whole-group, small-group, and one-on-one instruction for writing instruction. Group children based on their interests, knowledge,

Explicit and Systematic Instruction

Spelling

- Some children learn to spell with little effort, but all children benefit from spelling instruction and practice.
- Review words children have learned to spell to correctly spell words previously learned.
- Consider children's knowledge and skills and teach the spelling patterns used and less regular patterns.

Example:

The phonogram *am* is more commonly used than *ax*.

- Limit the number of new spelling words or spelling patterns introduced

Writing

- Use collaborative writing to help children learn how to write. Collaborative writing provides a concrete demonstration of sound concepts, correspondences, the conventions of written language, and writing procedures.
- Incorporate a variety of collaborative writing procedures to help children understand that spoken words can be transformed into both narrative and expository texts.

Examples:

Collaborative writing involves children narrating a story or message as a group. Children do not write the message themselves. Children's names beside their contributions are written on the page.

Interactive writing is a form of collaborative writing that scaffolds writing by having the teacher hold the pen as the words are written and less of the text is written by the children for the children to write independently.

Writing aloud is a "think aloud" strategy where teachers vocalize what they are thinking as they write. Teachers ask children to assist at various times in the discussion, encouraging children to contribute, expand, and sequence ideas. Writing aloud provides opportunities for children to learn how to select topics, organize ideas, and compose text.

Scaffolded Practice

Spelling

- Provide extended practice for newly learned words or spelling patterns, including introducing new patterns.

Example:

Dictate words and/or sentences a
