

Basic Phonemic Awareness

(Kindergarten- 1st grade)



Segmenting with cubes

- The word is _____. What word?
- Tap the sounds with me: / / / / / . How many sounds do you hear?
- Make the word _____ with your cubes.
- Tap each cube as we say the sounds in the word _____.
- Blend the sounds together to read.



Final (or medial) sound matching (thumbs up/down)

- Say _____. What word? _____ Now say our next word _____ What word? _____
- Do those 2 words end with the same sound?
- Let's tap the word _____ / / / / / . Let's tap the next word _____ / / / / / .
- Do they both end with the same sound? Thumbs up or down?



Robot blending (1-syllable words)

- Robo the robot says word slow and choppy. Let's see if we can blend them back together and decipher what he is saying!
- My turn: /a/ /i/ /r/ /i/ (teacher taps).
- Students say "air" (Teacher says sentence to give context/meaning to the word).



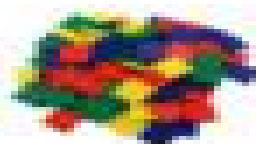
Substitute beginning (or ending) sound

- I'm going to say a word. You will substitute a sound at the beginning to make a new word.
 - Say _____ Instead of / /, say / / . What's our new word?
- Example: Say "chest" (Ss repeat). Instead of /ch/, say /f/ (Ss say "best").



Substitute the middle vowel sound with chips

- We are going to tap the sounds in words and represent them with chips. If the sound is the same you can use the same color.
- Say _____. What word? _____
- Let's tap the sounds: / / / / / (whole word).
- Make _____ with your chips, ready: / / / / / (Ss move chips).
- Let's test to make sure: / / / / / (say the word).
- I want to change _____ (e.g. sun) to _____ (e.g. sin). Think about what sounds are going to stay the same and which will change.
- Take away your / / (u) and add in your / / (i) (Ss move chips).



Sound chaining (change one phoneme at a time)

- We are going to use our tiles to do some chaining, and identify sounds in words.
- The first word is pat. Say pat _____
- What is the first sound you hear in pat --> /p/ (Repeat for middle and final sound, pulling a tile down for each sound).
- Touch each tile and say the sounds: / / / / / . Put it together to make _____
- I'm going to change my word to pit. Say pit _____ Say it again _____
- Point to the cube we need to take away to make it _____ (pit). Take away that tile and replace with your new tile.
- Let's tap the sounds in our new word: / / / / / .

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Xiang Xie



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Teaching Reading Across the Day, Grades K-8 Jennifer Serravallo, 2024-04-12 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In Teaching Reading Across the Day literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level **Spelling Skills, Grade**

5 Smith, Forbes, 2008-09-03 Support students spelling phonics and writing skills with Spelling Skills for grade 5 This 128 page book teaches spelling skills through whole group and individual instruction and includes enrichment activities a glossary a list of children s literature student spelling inventory reproducibles and an answer key Students grasp a well rounded understanding of spelling skills practice the skills with exercises and apply those skills through writing assignments

Strategies for Effective Balanced Literacy Fresch, Mary Jo, 2017-03-01 This easy to follow guide is filled with practical approaches to help teachers transition towards a balanced literacy framework Designed for both newer and veteran teachers alike this straightforward book offers simple techniques and concrete strategies to nurture reading and writing skills through Shared Guided Independent Reading and Writing activities This resource gives teachers in depth lessons plans that take the guesswork out of what is needed in the Language Arts classroom to implement the Balanced Literacy approach

Resources in Education , 2000-10 **Common Core Literacy Lesson Plans** Lauren Davis, 2013-10-11 Schools nationwide are transitioning to the Common Core our advice to you Don t go it alone Our new book Common Core Literacy Lesson Plans Ready to Use Resources K 5 shows you that teaching the Common Core State Standards in the elementary

grades doesn't have to be intimidating. This easy-to-use guide provides model lesson plans for teaching the standards in reading, writing, speaking, listening, and language. Get engaging lesson plans that are grade appropriate, easy to implement, and include ready-to-use reproducible handouts, assessments, resources, and ideas to help you modify the lesson for both struggling and advanced learners. Our Common Core Literacy Lesson Plans are designed to fit seamlessly into your K-5 curriculum. You get practical tips for revamping your existing lessons to meet the standards. Students learn how to read informational texts, write opinion-based essays, and improve their speaking and listening skills. Grammar mini-lessons and foundational skills mini-lessons will help you teach language conventions, phonics, fluency, and more. We take the guesswork out of Common Core lesson plans with this practical, easy-to-use guide. All lesson plans are grade appropriate, and every lesson plan includes Common Core State Standards covered in the lesson, Overview of objectives and focus of the lesson, Background knowledge required, and time required. A detailed step-by-step agenda for the lesson plus a materials list. Differentiation ideas to adapt the lesson for different kinds of learners. Assessment ideas including rubrics and scoring guides. A place for your notes, what worked, what can improve. Bonus: We show you how to extend the lessons into longer units to suit your particular grade's curriculum and even help you create more of your own lessons.

Every Minute Matters [Grades K-5] Molly Ness, 2020-07-02. Make the most of every instructional minute with engaging literacy activities. Time or lack thereof may be the most precious commodity in the classroom. From covering all the necessary curriculum and imparting life skills to attending meetings and answering emails, educators are faced with real challenges when there never seems to be enough time to do it all. Although teachers don't have the power to create more minutes in the school day, they do have the power to be effective and efficient with the time given. Molly Ness asks teachers first to examine their use of time in the classroom in order to make more space for literacy. She then introduces 40 innovative activities designed to replace seatwork. These literacy-rich alternatives for classroom transitions are presented alongside Research on instructional time in K-5 classrooms. Strategies for how to maximize every minute of instruction. Suggestions for improving efficiency to expand independent reading and writing time. Reflective practices to help teachers examine how they use the time they have. The instructional day is ripe for redesign with a thoughtful and authentic time audit. Every Minute Matters guides educators through that process by outlining literacy-rich activities to optimize transitional times and minimize lost instructional minutes.

Differentiated Literacy Instruction in Grades 4 and 5 Sharon Walpole, Michael C. McKenna, Zoi A. Philippakos, John Z. Strong, 2019-10-31. Now revised and updated with many new lesson plans and a new chapter on writing instruction, this trusted book guides upper elementary teachers to design and implement a research-based literacy program. The expert authors show how to teach and assess students in differentiated small groups and explain how instruction works in a tiered response to intervention model. Included are extensive reproducible lesson plans and other tools for building students' skills in word recognition, fluency, vocabulary, comprehension, and writing. The convenient large-size format facilitates photocopying.

purchasers also get access to a Web page where they can download and print the reproducible materials Prior edition title Differentiated Reading Instruction in Grades 4 and 5 Subject Areas Key Words differentiated reading instruction intermediate grades upper elementary students teaching reading small group differentiating instruction differentiation lesson plans planning lessons assessments response to intervention RTI comprehension curriculum fluency interventions elementary reading methods struggling readers teachers vocabulary word recognition words writing decoding Everyday Comprehension Intervention Activities Grade 5 with CD Sandy Riggs,2009 1 Book 1 CD ROM Differentiated Reading Instruction in Grades 4 and 5 Sharon Walpole,Michael C. McKenna,Zoi A. Philippakos,2011-06-23 This book has been replaced by Differentiated Literacy Instruction in Grades 4 and 5 Second Edition ISBN 978 1 4625 4081 5 **Case Studies of Teacher Development** Barbara B. Levin,2003-01-30 This book represents the results of a 15 year longitudinal study based on in depth case studies of the development of four teachers pedagogical thinking These studies illustrate how teachers thinking about children s behavior development learning and teaching develops over time based on their personal and professional life experiences It is an especially significant book because understanding how pedagogical thought develops over time and how these ideas are put into action in classrooms can be used to improve teacher education teacher induction and teacher retention programs Case Studies of Teacher Development An In Depth Look At How Thinking About Pedagogy Develops Over Time provides insight into reasons why some teachers remain and others leave the teaching profession combines narrative with scholarship highlights the voices of four educators through extensive quotes from their interviewers includes vignettes of their classroom teaching and incorporates their own writing contributes to the field of teacher education and teacher development because of the long duration of the four case studies 1985 2000 and the accompanying scholarly analysis of internal and external influences on their lives as teachers and addresses changes in the nature of qualitative research as it influenced this longitudinal study over time At a time when teacher induction and teacher retention are critically important this book will help teacher educators school and district leaders and policymakers understand better how to retain novice and experienced teachers by supporting their professional growth and development

Breaking Through the Language Arts Block Lesley Mandel Morrow,Kenneth Kunz,Maureen P. Hall,Maureen Hall,2018-04-06 This innovative book helps K 6 teachers infuse the entire school day with research based literacy best practices Classroom tested strategies are presented for planning and implementing each component of the exemplary literacy day vocabulary and word study sessions literacy work stations differentiated guided reading groups reading and writing workshops and interdisciplinary projects Teachers get tips for organizing a print rich classroom supporting students social emotional well being and using assessment to guide instruction User friendly features include vivid vignettes classroom management tips questions for discussion and reflection and 15 reproducible forms checklists and lesson templates Purchasers get access to a Web page where they can download and print the reproducible materials in a

convenient 8 1/2 x 11 size Note this book is a contemporary follow up to Morrow's influential earlier title *Organizing and Managing the Language Arts Block* **Balancing Reading and Language Learning** Mary Cappellini, 2024-11-01 Teaching reading to children in a language that is not their own is a daunting task *Balancing Reading and Language Learning* A Resource for Teaching English Language Learners K-5 provides the strategies proven to be effective in a balanced reading program while at the same time valuing the native culture and first language skills of the English language learner Combining the best classroom practices and research on teaching reading and language acquisition author Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles Included in this text are How to set up an environment that will allow all English language learners to succeed Stages of English language proficiency and stages of reading development how they compare and how to use them to assess and plan for individual children A focus on tapping into children's prior knowledge in their primary language while teaching reading in English and using Spanish English cognates to help develop academic language A collection of in depth lessons and mini lessons based on children's language proficiency and reading strategy needs with ongoing assessment teacher reflection and with an emphasis on choosing the right books to match their reading and language level How to manage numerous guided reading groups with children of all stages of reading and language proficiency Thematic planning with sample units for primary and upper grades to support academic language and meet content standards Ideas for literacy evenings school tours and other events to involve parents with the learning community Extensive resources numerous forms and checklists observation sheets planning sheets literature response sheets focus sheets for shared and guided reading and more Regardless of how many or how few ELL students a teacher has this invaluable resource helps them meet the challenges and reap the rewards of teaching children to read as they learn the language **American Samoa, Hearings Before the Commission Appointed by the President of the United States...September 18-20, 1930, at Honolulu, September 26-30, in American Samoa** United States. American Samoa Commission, 1931 **American Education**, 1916 **Why can't U teach me 2 read?** Beth Fertig, 2009-09-15 *Why can't U teach me 2 read* is a vivid stirring passionately told story of three students who fought for the right to learn to read and won only to discover that their efforts to learn to read had hardly begun A person who cannot read cannot confidently ride a city bus shop take medicine or hold a job much less receive e mail follow headlines send text messages or write a letter to a relative And yet the best minds of American education cannot agree on the right way for reading to be taught In fact they can hardly settle on a common vocabulary to use in talking about reading As a result for a quarter of a century American schools have been riven by what educators call the reading wars and our young people have been caught in the crossfire *Why can't U teach me 2 read* focuses on three such students Yamilka Alejandro and Antonio all

have learning disabilities and all legally challenged the New York City schools for failing to teach them to read by the time they got to high school When the school system s own hearing officers ruled in the students favor the city was compelled to pay for the three students now young adults to receive intensive private tutoring Fertig tells the inspiring heartbreaking stories of these three young people as they struggle to learn to read before it is too late At the same time she tells a story of great change in schools nationwide where the crush of standardized tests and the presence of technocrats like New York s mayor Michael Bloomberg and his schools chancellor Joel Klein have energized teachers and parents to question the meaning of education as never before And she dramatizes the process of learning to read showing how the act of reading is nothing short of miraculous Along the way Fertig makes clear that the simple question facing students and teachers alike How should young people learn to read opens onto the broader questions of what schools are really for and why so many of America s schools are faltering Why cant U teach me 2 read is a poignant vital book for the reader in all of us **Classroom Behavior**

Management for General and Special Educators Myung-Sook Koh,2025-06-02 This comprehensive textbook outlines a holistic approach to inclusive classroom management It critically examines the limitations inherent in behaviorism based methods particularly the Positive Behavior Interventions and Supports PBIS framework rooted in Applied Behavior Analysis ABA and offers an alternative that integrates the full spectrum of student needs and the complexities of modern educational dynamics Addressing the interconnected crises of falling academic standards rising teacher turnover and growing student behavioral and emotional challenges the book presents a comprehensive actionable strategy for accurately identifying classroom deficiencies and effectively responding to them in a student centered way Applicable to both special education and general educational contexts Classroom Behavior Management for General and Special Educators is key reading for pre service teachers in classroom and behavior management courses as well as in service teachers teacher educators and school administrators seeking new ways to address student behavior **The Learning and Teaching of Phonological Decoding**

in Chinese EFL Children Keren Hua,2024-08-30 This book presents the learning and teaching of phonological decoding in Chinese EFL primary classrooms The phonological decoding ability of the children is described interpreted and evaluated the teaching materials are analyzed and the classroom instruction observed and the links between these various facets are explored using both quantitative and qualitative techniques textbook analysis classroom observations interviews with teachers and a textbook writer reading test and nonword reading test This book provides insights into Chinese children s phonological decoding profile including performance in decoding different types of orthographic units the strategies children at different levels of reading ability use to sound out vowel graphemes and their decoding ability in relation to reading ability The investigation of the teaching practices reveals how the decoding instruction is designed developed and delivered to the children and thereby informs the interplay between the classroom instruction and children s development of phonological decoding skills **Linguistics and Language Behavior Abstracts** ,2009-04 [American Samoa](#) American Samoan

Commission,1931 **Accelerating Newcomer Literacy** Eugenia Krimmel,2025-09-29 This book supports educators in teaching academic writing skills to Newcomer English Learners ELs who are just beginning their English language learning journey Newcomer ELs typically have minimal familiarity with the English alphabet which can be an obstacle for them learning writing phonics and spelling in English Drawing on research and classroom tested methods this book provides teachers practical strategies to help Newcomers start writing earlier mastering letter sound correspondence and gaining confidence to write their thoughts in English Readers will learn how to seamlessly integrate EL targeted strategies and personalized literacy instruction into writing workshops to accelerate Newcomer s acquisition of English phonics spelling and writing skills These adaptable strategies also benefit World Language teachers seeking effective ways to teach writing and literacy to beginners on any language learning journey Built on the author s instructional coaching expertise and observations of field testing by practicing teachers this is an excellent resource for English as a Second Language ESL educators and instructional coaches to promote faster and better literacy acquisition for their Newcomers and other beginner language learners

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