

# Increasing Student Engagement In Phonemic Awareness And Phonics

Jo Robinson ©2010

**Can your school get better results next year with the same program?**

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**Frustrations**

- How to teach with fidelity
- How to intervene

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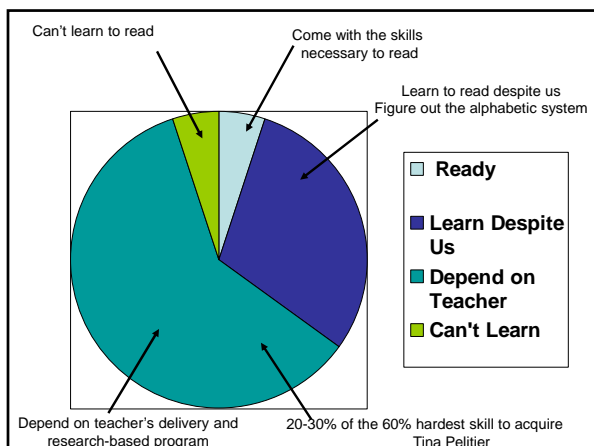
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Getting to 95% means getting to the bottom 20%!

These students most often avoid responding.

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Teachers need specific strategies to get some students to respond.

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**Increase  
Intensity**

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**Intervention Prevention**

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It is all about how responsive  
you get all students to be!

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Engagement = Doing

- Reading
- Answering
- Speaking
- Writing
- Signaling
- Performing

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Engagement is not:

- Quietly watching others
- Listening to teacher
- Waiting for your turn
- Pretending or faking
- Just more seat work
- Killing time quietly

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Research:

Increased Active Student Response (ASR) is functionally related to academic achievement.

- \*Barbetta, Heron, & Heward, 1993
- \*Cavanaugh, Heward, & Donelson, 1996
- \*Naarayan, Heward, Garner, Courson, & Omnes 1990
- \*Sainato, Strain, & Lyon, 1988

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Students can spend years in school avoiding practice.

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**M**andatory  
**E**licited by teacher  
**A**ll students respond  
**T**hroughout the lesson

West Ed

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**Better Target:**

**Every student – Every time**

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## More Intensity Means

- More Explicit Instruction
- More Modeling
- More Time
- More Practice
- More Monitoring and Feedback

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## More Intensity Means

### More Explicit Instruction

More simplified steps taught one step at a time  
More clear explanation of each step  
More structured teaching

### More Modeling

Visually showing exactly "how to" before students respond  
Leaving examples posted  
Graphic organizer for and by each student

### More Time

Returning to tough skill throughout the day  
Returning to tough skill every day

### More Practice

Using engagement strategies to get all to practice each time – all read, all write, all answer  
Providing more instances of practice distributed throughout the day/week

### More Monitoring and Feedback

Checking all responses each time  
Giving immediate rapid praise when correct "Yes" "Right"  
Giving immediate correction when wrong "My Turn. That word is \_\_\_\_." "Fix the spelling of this word."

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## What Does More Practice Mean?

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Practices needed to store concept:

- Average learner 4-14 times
- Everybody else 14-250 times
- Truly disabled 250-350 times

Tina Peltier

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Which gives more practice?

- Consistent engagement
- or
- Occasional or eventual engagement

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What do students need?

- Massed practice
- Distributed practice

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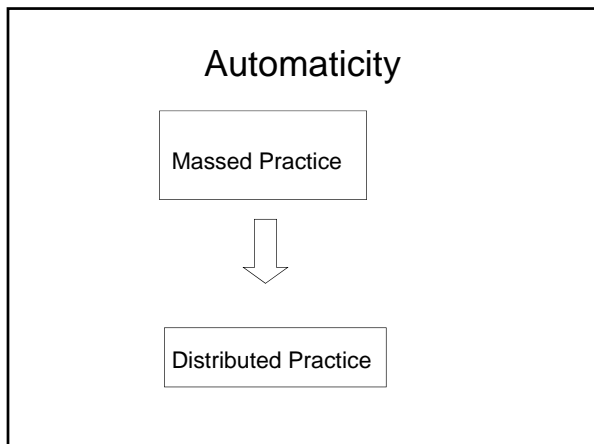
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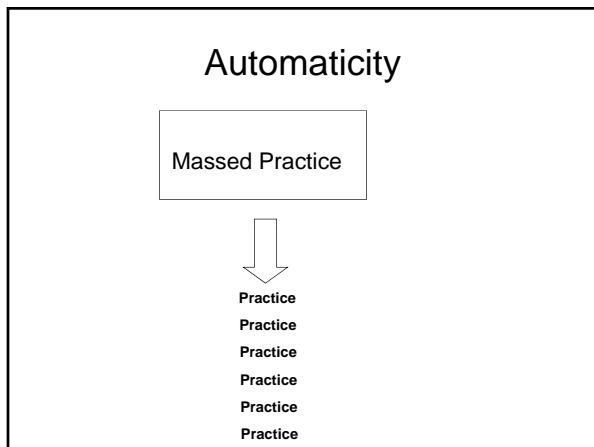
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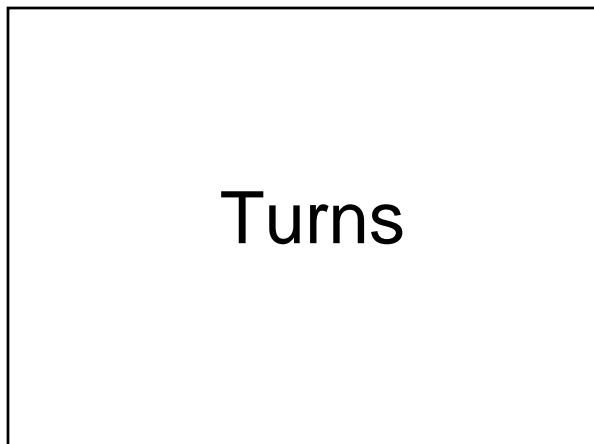
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correct  
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**More Turns**  
+during whole group  
+during small group  
+during independent work

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**What Does  
More Monitoring and  
More Feedback Mean?**

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**Maximize Proximity  
So You Can Monitor**

- Move yourself closer to students
- Move centers closer to you
- Move individual students to you
- Place certain students in your natural walking path

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### Actually Look at All Faces and All Student Work

- Maximize proximity
- Use your "Automatic Scanner" like a windshield wiper
- Drop and look
- Drop and listen
- Dot correction

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### Actually Respond to All Student Work

- Verbal responses
  - Giving immediate and rapid praise when correct  
Examples: "Yes" "Right"
  - Giving immediate correction when wrong "My Turn. That word is \_\_\_\_." "Fix the spelling of this word."
- Physical responses
  - Dot correction
  - Hand clap, high five
  - Thumbs up
  - Smile

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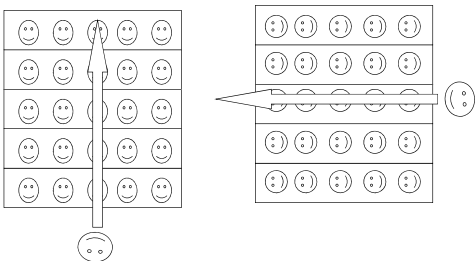
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#### Maximize Proximity on the Rug for Phonemic Awareness and Phonics



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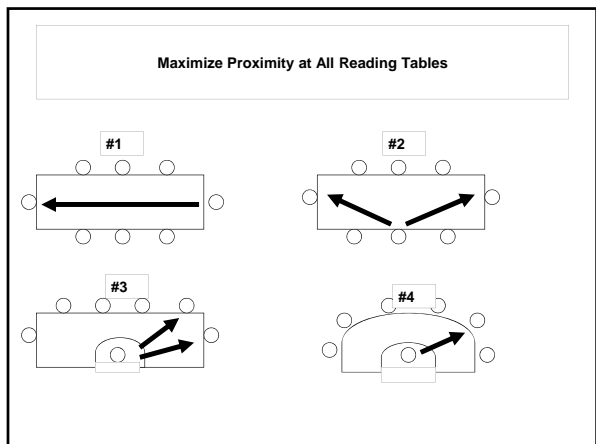
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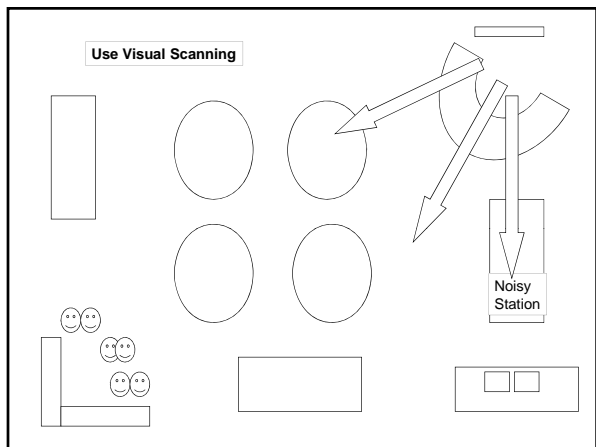
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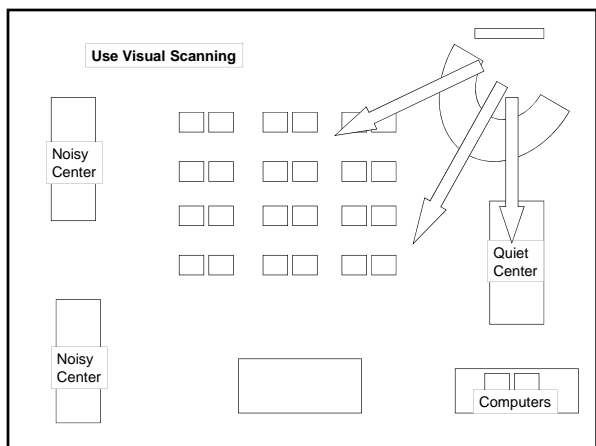
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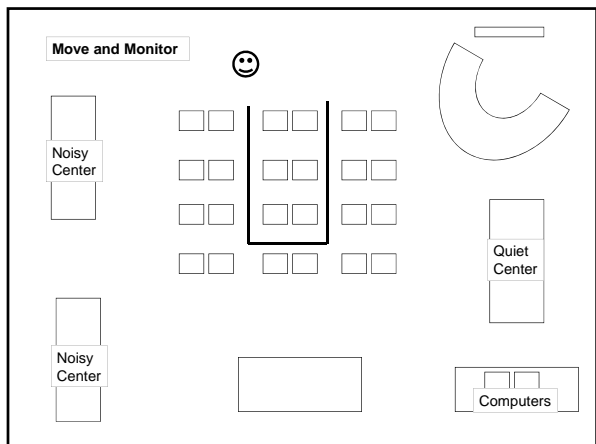
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**What Does Clarity Mean?**

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**Clear, Specific Goals for Kids**

As the bedrock foundation: a penetrating, deep understanding of what it is children are to know and be able to do and how to connect it across grades.

Secrets of High Flying Schools Ed Leadership 5/4/05  
(National Center for Ed Accountability Study 300 schools)

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**Weekly Goals**  
**Think like Sesame Street.**  
 This week is “brought to you by.....”

- Phonics: ed ing ar  
 ar sound ar words word blending  
 blending ed ing words
- High frequency words:  
 afraid again few how read soon
- Amazing vocabulary:  
 gardener dim nature shade sprout blossom
- Changes in a garden

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**No Child Left Behind On.....**

- Phonics: ed ing ar  
 ar sound ar words word blending  
 blending ed ing words
- High frequency words:  
 afraid again few how read soon
- Amazing vocabulary:  
 gardener dim nature shade sprout blossom
- Changes in a garden

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**Kindergarten Student Goals  
 for the Year**

- 26 letters to automaticity
- 26 sounds to automaticity
- 23 sight words to automaticity  
a, my, the, I, like, go, we, on, to, you, have, do, what, no, see, look,  
 come, for, me, one, little, are, here
- 3 sounds – blend and segment
- 20 cwpm sentence reading
- 400 Vocabulary words
- Oral retell, predict and confirm, sequencing

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**What Does Engagement Mean?**

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**1. Engagement Strategy  
100% Choral Response**

100% Giving Short Answers at the Same Time

- Ask a clear question with a single word or simple phrase answer.
- Model the way to respond.
- Give a clear signal for students to respond.  
(Allow think time for more difficult responses)
- Scan all mouths to assure all are responding, moving near non-responders.
- Give feedback on the group response.
- Intersperse calling on individuals.
- Use a perky pace.

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**When?**

**When answer is very short  
One word or short phrase  
All answers are the same**

(from the work of Dr. Anita Archer)

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**Why?**

**Allows ALL to respond**  
**Includes students with special needs**  
**Gives teacher immediate feedback**  
**Builds confidence in low-achieving students**  
**Reduces off task and disruptive behavior**

\*Heward, Courson, & Narayan, 1989  
\*Lingenfelter, 1990  
\*Heward, 1994

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**Non-Examples:**

1. Calling on one student
2. Back row rolling on carpet
3. One loud voice leading and others "coat-tailing"
4. Teacher voice heard above students' voices

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A circle with a diagonal slash through it, containing the text "Who can....?".

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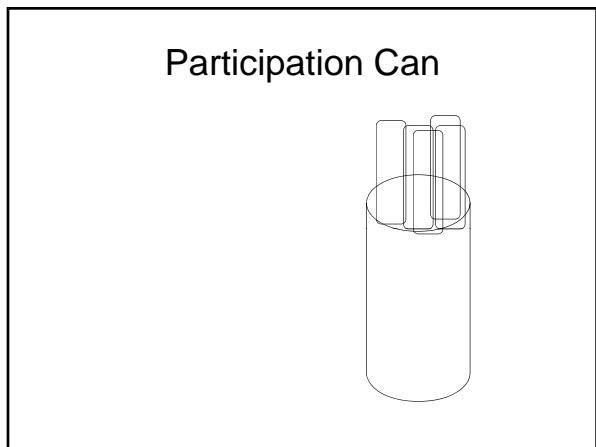
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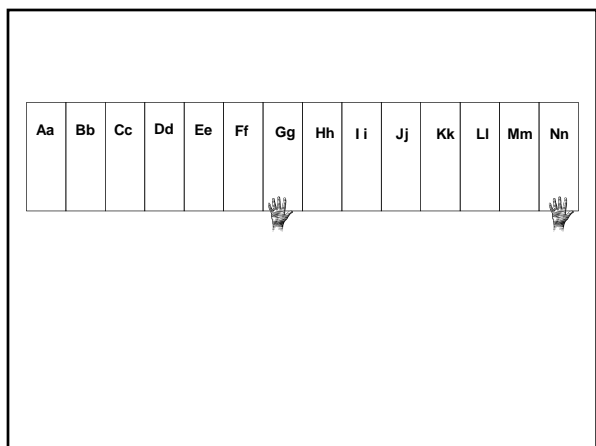
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Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
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Phonemic Awareness Section of  
Teacher's Edition

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## 2. Engagement Strategy 100% Choral Reading

**A. Choral reading with teacher**

- Read orally with students.
- Read at an \_\_\_\_\_ rate.
- Tell them “ Keep your \_\_\_\_\_ with mine.”

**B. Choral reading with teacher “fade”**

- Read orally the first words in a sentence then fade teacher voice.
- \_\_\_\_\_ if the pace falters.

(from the work of Dr. Anita Archer)

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## 2. Engagement Strategy 100% Choral Reading (cont.)

### C. Cloze reading

Teacher reads a selection.

Stops at \_\_\_\_\_ or phrases.

Has students read the \_\_\_\_\_.

### D. Tables or groups read entire section together after "Cloze" reading

### E. Individual turns

- Use only in \_\_\_\_\_.
- Call on students in \_\_\_\_\_ order.
- Vary the \_\_\_\_\_.

(from the work of Dr. Anita Archer)

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## Non-Examples:

1. Actress reading on tape as students follow along
2. Teacher reading the page as students follow along
3. One volunteer reading the page or chart as students follow along
4. "Round Robin Reading"

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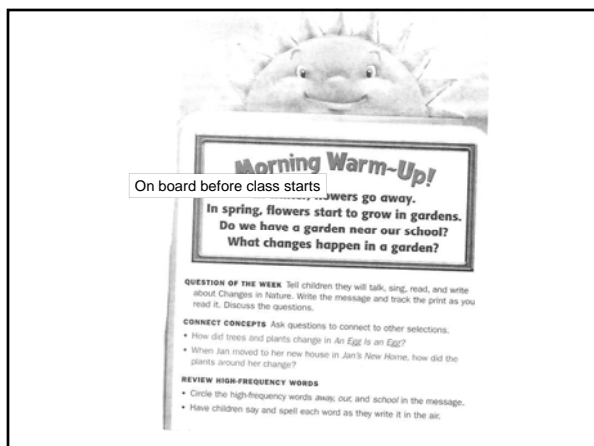
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In winter, flowers go away.  
 In spring, flowers start to grow in gardens.  
 Do we have a garden near our school?  
 What changes happen in a garden?

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**Chart Work – A Practice Opportunity**

You were going to write practice words anyway, why not write on a chart then save and reuse the chart?

- More Practice
  - Many turns on lines: by tables, by rows, 2 or 3 students at a time
  - Practice again at small groups, as center job with partners, for whole group warm up tomorrow, as ticket to leave
- More feedback
  - Feedback when correct "Yes" "right"
  - Correction when wrong "My turn that word is \_\_\_\_\_"
- More time
  - Charts made before students arrive give more time for students to read
  - Rapid simple cues create a fast pace allowing more turns
    - "Sound" "Word" "Blend" "Ready read"

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**Put required word reading into chart reading.**

Have these words ready on a chart or all to read.

Turn it into a center for sorting and reading.

**SORT WORDS**

**INDIVIDUALS SORT WORDS WITH INFLECTED ENDINGS -ed, -ing** and letting. Call on children to read the words. Point out that the ending -ed and letting has the ending -ing. Write the words below. Call on children to read the words, identify the ending, and frame the base word. If children have difficulty reading a base word, have them cover the ending -ed or -ing and blend the base word. Then have children work independently to list the words in which the last consonant was doubled before an ending was added.

Ending -ed	Ending -ing
planned	letting
rested	jumping
tripped	landing
thanked	hugging

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### Oral Vocabulary

**SHARE LITERATURE** Display p. 16 of the *Sing With Me Big Book*. Ask children that they will sing a song about growing a garden. Read the site. Ask children to listen for the Amazing Words: **garden**, **nature**, and **sprout** as you sing. Then sing the song again and ask children to sing with you. Have children demonstrate their understanding of **garden**, **nature**, and **sprout** as they tell how the plants in this song are the plants they know.

**Share with a Partner**  
Sing with Me Big Book

**OBJECTIVES**  
• Build oral vocabulary.  
• Blend and segment syllables.

**Amazing Words** to help the reading process

**garden nature sprout sun shade museum mystery homogenous**

If children use oral vocabulary experiences about the concept of Change in Nature.

**Then** Use the Oral Vocabulary Resource below to teach garden.

**Oral Vocabulary**

**1 Introduce the Word** Repeat the word **garden** for the song. Supply a child-friendly definition. Have children say the word. Example: A **garden** is someone who grows plants.

**2 Demonstrate** Provide an example to show meaning. Question: **Describe** what they will do to grow a garden.

**3 Apply** Have children demonstrate their understanding. Tell me some things in a good garden.

### Phonemic Awareness

#### BLEND AND SEGMENT SYLLABLES

- We just sang about a gardener who planted seeds. Listen to the syllables in **planted**.
- Say **plant**, **ed** and then blend the syllables to say the word, **planted**.
- Have children segment and blend the syllables with you. (**plant, ed, planted**)

Continue the activity with these examples.

wagging    rested    grinding    dated    happening

Could be on a chart with added words like handed petted petted sanded

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### TEACH/MODEL

**Blending Strategy** Could be on a chart ready to read and reuse.

**1 Connect** Write **melted** and **melting**. What do you know about reading these words? (The words both have a base word and an ending. Read the base word; read the ending; then blend the two parts.) Today we will learn about words whose spellings change before an ending is added.

**2 Model** Write **pet**, **petted**, **petting**. The last consonant in **pet**, **t**, was doubled before the endings were added. This happens in short vowel words that end in just one consonant. This is how I blend these words. Cover the added consonant and ending to read the base word; uncover and read the ending. Blend the two parts. Let's blend these words together: **pet, ted, petted; pet, ting, petting**.

**3 Group Practice** First see if the last consonant in the base word was doubled. Read the base word, read the ending, and then blend the two parts. Continue with **batting, rapped, hopping, stepped, shutting**.

**4 Review** What do you know about reading words with endings? See if the base word has a doubled consonant. Read the base word, read the ending, and then blend the parts.

**BLEND WORDS**

**INDIVIDUALS BLEND WORDS** Call on individual children to blend the words **tagged, digging, begging, slipped, chopped, swimming, stopping**. Have them tell what they know about each word before reading it. (The last consonant was doubled before the ending was added.) For feedback, refer to step four of the

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Unit 3

1. melt    melted    melting

2. pet    petted    petting    bat    batted    batting

3. beg    begged    begging    slip    slipped    slipping

4. chop    chopped    chopping    swim    swimming

5. stop    stopped    stopping

6. hop    beg    shut    stop    chop

7. hopping    begged    chopped    shutting

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chat	match
chin	hatch
chips	batch

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Home Sweet Home  
Story 1

1. sh ch th wh tch a e

2. wh oo ch igh sh th

3. smooth too room small

4. chat match when  
chin patch whip  
chips batch whale

5. grow light long more other  
right room small these too

6. This one is too smooth.  
There is no more room to grow in this shell.

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Unit 3	
1. planned	letting
2. rested	jumping
3. tripped	landing
4. thanked	hugging

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1. at    cat    rat    mat

2. sad    mad    Dad

3. fat    sat    Tad

4. was    were    want

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Unit 3

1. at    cat    rat    mat

2. sad    mad    dad

3. at    sad    Tad

4. was    were    want

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Why not write the words on a chart or line of practice to use and reuse as students need practice?

**Monitor Progress** Check Word Reading Inflected Endings -ed, -ing

Write the following words and have individuals read them.

tapping	slipped	jogging	running	pinned
flipped	ringing	clapping	hummed	asked
fixes	getting	yelled	wishes	zipped

If ... children cannot blend words with endings -ed, -ing at this point, then ... continue to monitor their progress using other instructional

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### 3. Engagement Strategy 100% Signaled Response

Examples of all students showing the teacher the correct answer in a non-verbal way:

1. All pointing to the answer
2. All showing the correct number of fingers
3. All moving cards, showing cards, or selecting letters
4. All using highlighter tape or pen
5. Any other appropriate signal

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### 3. Engagement Strategy 100% Signaled Response (Cont.)

Explicitly explain the way to signal a response.  
Model the response.  
Have students practice responding on simple tasks until way of responding is correct.  
Monitor all students to ensure they have responded correctly.  
Give immediate feedback on correct responding. "Yes" "Right"  
Show again how to respond when you see incorrect responses.  
"Jeremy, point this way."

NOTE: All steps above may be necessary before any task becomes an independent work center!

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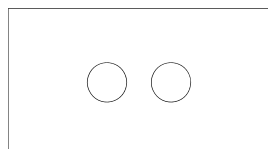
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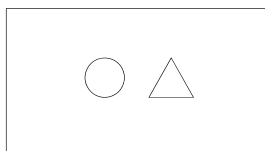
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### Same and different 3 x 5 cards



(Same)



(Different)

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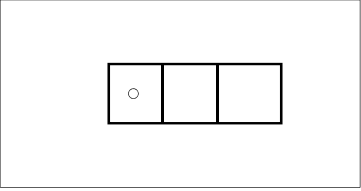
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Elkonin Boxes on 3 x 5 cards



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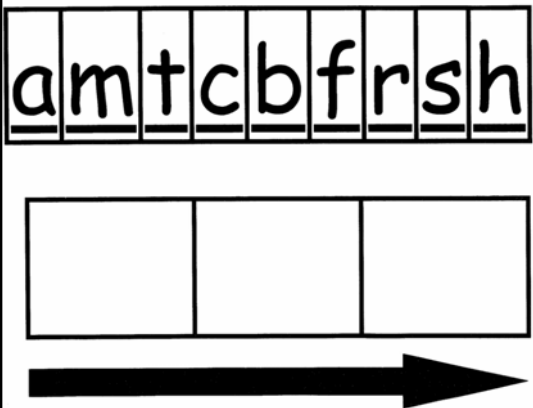
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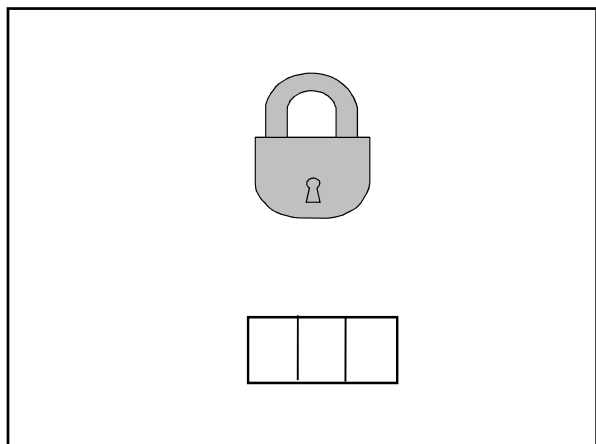
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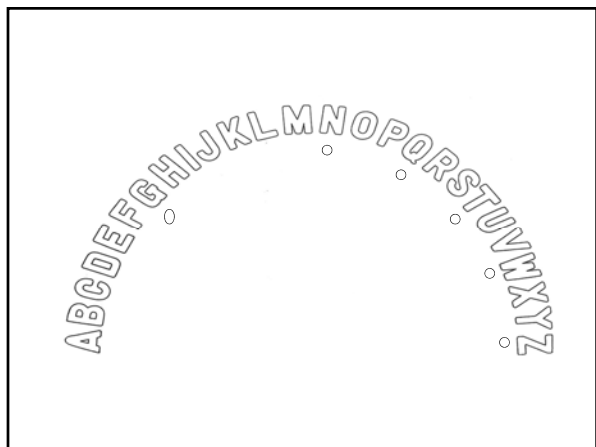
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Use the Words Provided in the Practice Book or TE for Sorting Jobs

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Name \_\_\_\_\_

<p><b>ed</b></p> <p>tagged</p> <p>ripped</p> <p>slipped</p> <p>hopped</p> <p>batted</p>	<p><b>ing</b></p> <p>digging</p> <p>petting</p> <p>chopping</p> <p>slipping</p> <p>begging</p>
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Name \_\_\_\_\_

<p><b>a_e</b></p> <p>cake</p> <p>rake</p> <p>same</p> <p>skate</p> <p>fate</p>	<p><b>a</b></p> <p>cat</p> <p>mat</p> <p>Sam</p> <p>man</p> <p>sad</p>
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Name \_\_\_\_\_

<p><b>ar</b></p> <p>cart</p> <p>farm</p> <p>harm</p> <p>park</p> <p>shark</p>	<p><b>or</b></p> <p>born</p> <p>short</p> <p>sort</p> <p>cork</p> <p>story</p>
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### Different Sorts for Different Groups

Jaguars

sh ee

should Trish seed meet shear  
crash need tree feed seem  
trash

Lions

ar a

far man start grand  
market matted bat  
carton farm

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### Monitor and Give Feedback on Sorting Task

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### Planning for Small Group Reading of Decodables

1. Select the text that group will read orally.
2. Prepare the practice will this group need today to be able to read this selected text
  - Sounds?
  - Blending?
  - Sight words?
  - Phrases?
  - Smooth sentence reading?
  - Text endurance?
  - Vocabulary or background knowledge?

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Provide practice on words from the decodable text before students read the decodable. Examples:

1. Students read the chart (story words) in pairs until correct.
2. Students read personal lines of practice (story words) until correct

More turns

Use rapid simple cues for speed

More monitoring and feedback

Abundant praise for correct reading

Immediate correction of all errors

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### Lines of Practice – A Practice Opportunity

You were going to write practice words anyway, why not write on personal lines of practice then save and reuse them?

- More Practice
  - Many turns on lines: individually, 2 or 3 students at a time
  - Practice again at small groups, as center job with partners, as ticket to leave
- More feedback
  - Feedback when correct "Yes" "right"
  - Correction when wrong " My turn that word is \_\_\_\_\_"
- More time
  - Rapid simple cues create a fast pace allowing more turns
    - "Sound" "Word" "Blend" "Ready read"

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### Individual Practice Lines- Teacher made One for each student in group

tapping sipped jogging running pinned

flipped ringing clapping hummed asked

fixes getting yelled wishes zipped

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**Decrease number of words for struggling groups.**

tapping      sipped      jogging

flipped      ringing      clapping

hummed      getting      getting

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**Practice Lines- Sounds only**

sh ar oo ch oy

oy oo sh ar ch

ch oo ar oy sh

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**Individual Practice Lines- Teacher made**  
**One line for each student in group**

jar yard dark hard sharp farm

sort scarf porch start car cart

bark harm hard park part spark

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**Personal Practice Lines- Visual Cues Added**

jar yard dark hard sharp farm

sort scarf porch start car cart

bark harm hard park part spark

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**Personal Practice Lines – less on line**

jar yard dark

sort scarf porch

bark harm hard

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**Add visual cues at first if needed then take away.**

hard farm park

shark park dark

mark sharp bark

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Gradually remove visual support on charts and lines of practice by Friday.

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Grade 2, Theme 6, Week 2 - The Art Class - compound words  
paint•ing = painting

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Grade 2, Theme 6, Week 2 - The Art Class - compound words  
John•son = Johnson

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Grade 2, Theme 6, Week 2 - The Art Class - compound words  
paint•brush = paintbrush

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### Bumpy and Smooth Sentence Cards

The fat cat sat on the mat.  
The fat cat sat on the mat.

The man sat on the mat.  
The man sat on the mat.

Nan sat on the mat.  
Nan sat on the mat.  
Nan sat on the mat.  
Nan sat on the mat.

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Monitor and Give Feedback  
on Personal Lines of Practice

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### Sound Munchers



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More Explicit  
Segmenting and Blending  
with Pointing to Engage

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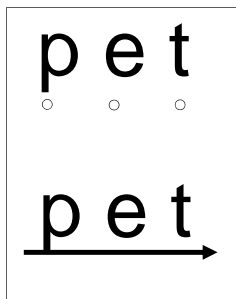
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Make cards for words with this week's sounds and previous tough sounds.



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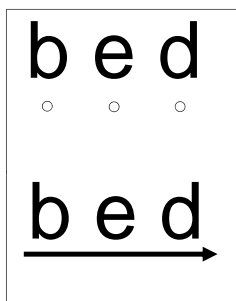
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Make cards for words with this week's sounds and previous tough sounds.



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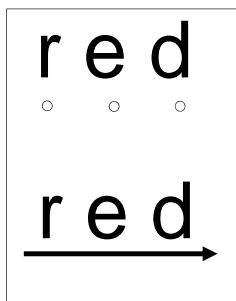
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Make cards for words with this week's sounds and previous tough sounds.



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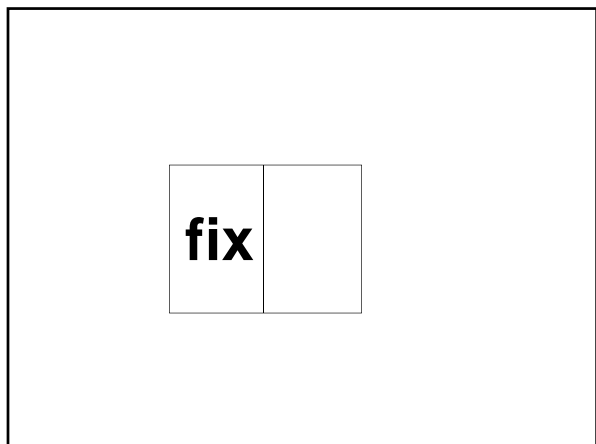
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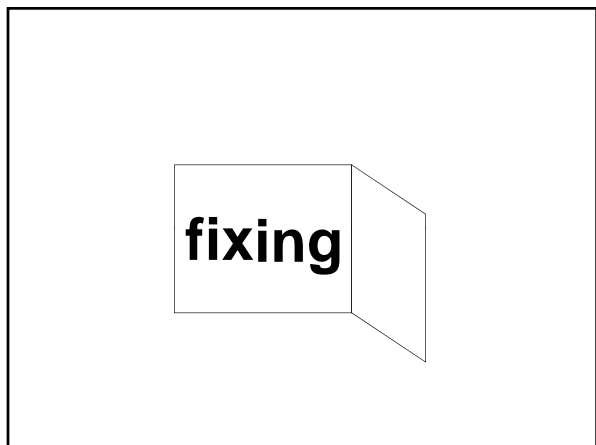
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Website for computer  
lines of practice

•[http://oregonreadingfirst.uoregon.edu/tchr\\_lines\\_of\\_practice.html](http://oregonreadingfirst.uoregon.edu/tchr_lines_of_practice.html)

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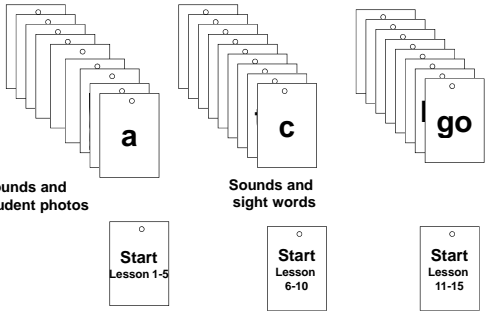
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### Kindergarten Sound Rings



Sounds and student photos

Sounds and sight words

Start Lesson 1-5

Start Lesson 6-10

Start Lesson 11-15

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### Sound Rings



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### Sound Clapping Game

This is a game to reinforce clapping sounds in words. The children put on their "clapping gloves" and choose a picture card. They clap the number of sounds in the word and check themselves by turning the card over.



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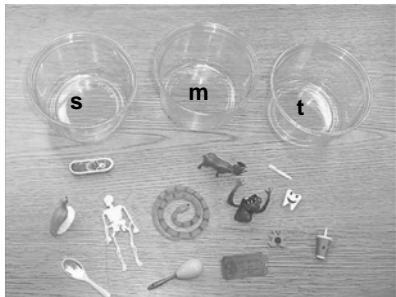
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### Object Sort (by initial sound)




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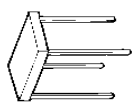
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### Phonological Awareness

Sound Snacker – Sound Smacker PA.033.AM1b

mitten, mop, marble, mask, lion, table

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### Connected Extra Practice Ideas for First Grade Whole Group

**Whole Group Examples:** All whole group jobs come from this week's sounds, blending, sight words and sentences.

- 1. Daily Dictation** Create daily dictation on difficult missed sounds, words, sight words and sentences until mastered using dictation procedure.
- 2. Word of the Day** Make one word a "Word of the Day" and tape it to each desk. Have students spell it to enter and leave the room. Wear the word of the day around your neck on a plastic name tag. Do the same for another word the next day.
- 3. Word(s) on My Desk** Tape a teacher-made bumpy smooth card or a specific practice line to each student's desk and have students segment and blend those word(s) throughout the day.
- 4. Words by the Door** Tape a teacher-made bumpy smooth card or a specific practice line to the door of the class and have students segment and blend those word(s) as they come and go throughout the day.

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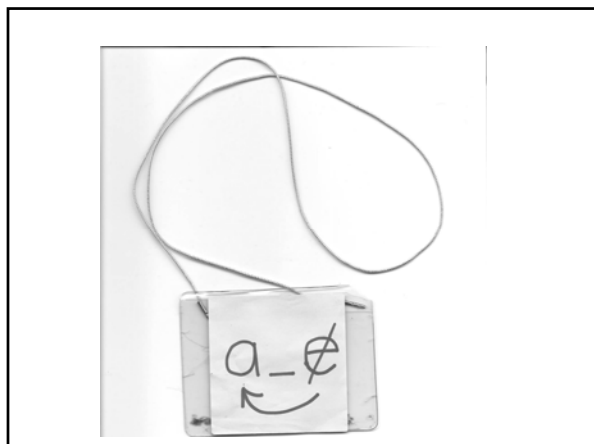
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### Making Word Building Disposable = More Turns

**BUILD WORDS**

a | c | k | p | r | s | sh | t

**INDIVIDUALS MAKE AN ART.** Write art and have the class blend it. Have children spell art with letter tiles. Monitor work and provide feedback.

- Add c to the beginning of art.  
What is the new word?      c | a | r | t
- Change the c to p.  
What is the new word?      p | a | r | t
- Change the t to k.  
What is the new word?      p | a | r | k
- Change the p to s.  
What is the new word?      s | p | a | r | k
- Change the sp to sh.  
What is the new word?      sh | a | r | k

**MODEL BLENDING WORD FAMILIES** Write bark. Model blending /b/—ark, bark. Have children blend bark with you. Then have them blend these words using onset and rime: dark, mark, card, yard, bark, farm, charm, cart, start, smart.

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**PRACTICE**

### SPELLING: The Long a Sound

**Building Words** Draw a slip of paper, and call out the word.

- Have children build the word with punchout letters.
- Hold up the slip of paper so children can check their work. Have them hold up a hand when their word matches yours.
- Repeat with the remaining words.

**Practice/Homework** Assign Practice Book page 31.

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**Efficient Pocket Chart  
Word Building Routines  
With 100% Engagement**

a	m	f	l	p	c	u	i	
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f	l	i	p
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Palmcroft Elementary  
Yuma Arizona

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**Efficient Pocket Chart  
Word Building Routines  
With 100% Engagement**

a	c	k	ar	p	s	sh	t	
---	---	---	----	---	---	----	---	--

c	ar	t
---	----	---

Palmcroft Elementary  
Yuma Arizona

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**Efficient Pocket Chart  
Word Building Routines  
With 100% Engagement**

could	world	these	over	house	own
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<del>world</del>
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Palmcroft Elementary  
Yuma Arizona

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### Cube Game

			<b>Winner!</b> soon	
			soon	
			soon	
			soon	
			soon	
			soon	
			soon	
afraid	again	few	soon	how
afraid	again	few	soon	how
afraid	again	few	soon	how

Name Rosa

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### Crash Game



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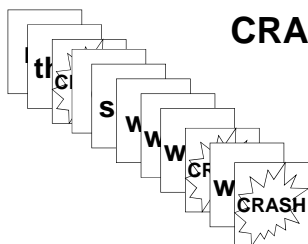
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### CRASH Game



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## 4. Engagement Strategy 100% Written Response

Explicitly explain a writing task one step at a time.  
Model the way to write one step at a time.  
Show visual of each step.  
Have students write one step at a time until they can complete step correctly.  
Display visual of expected final written product.  
Modify the length of task for those who can only do smaller parts.  
Monitor all writers doing the first step of task to ensure they have started task correctly.  
Give feedback to all on written task.  
Expect task completion.

NOTE: All steps above may be necessary before task becomes an independent work center!

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## Daily Dictation of Sounds Decodable Words, Sight Words and Sentences

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## Sound Dictation Routine

1. Say "Look at me. Say this sound /m/  
Write the letter that says /m/"
2. Walk around looking at responses, giving feedback and helping to students write.
3. Only after students have written the sound independently, write the sound so all can see to correct.
4. Say "Does yours match mine? If not, fix it."

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Name \_\_\_\_\_

1 m 2 a 3 S 4 s

5 t 6 M 7 f 8 d

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**Word Dictation Routine**

1. Say "Look at me.  
Say the word 'man'. Sound it out with me.  
Mmmaaaannn. Write 'man.' "
2. Walk around looking at responses, giving feedback and helping to students write.
3. Only after students have written the word, put up the word so all can see to correct.
4. Say "Does yours match mine? If not, fix it."

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**Word Dictation Routine**

1. Say "Look at me.  
Say the word 'coil'. Sound it out with me. Write 'coil.'
2. Walk around looking at responses, giving feedback and helping to students write.
3. Only after students have written the word independently, put up the word so all can see to correct.
4. Say "Does yours match mine? If not, fix it."

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Name \_\_\_\_\_

1. ed    2. ing    3. oa    4. igh

5. hop    6. hopped    7. tap    8. tapped

9. tapping    10. hopping    11. petting

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Name \_\_\_\_\_

1. ar    2. s    3. ing    4. sh

5. cart    6. farm    7. hard    8. part

9. said    10. was    11. were

12. The hard part was the hopping

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Unit 3

1. melt melted melting

2. pet petted petting bat batted batting

3. beg begged begging slip slipped slipping

4. chop chopped chopping swim swimming

5. stop stopped stopping

6. hop beg shut stop chop

7. hopping begged chopped shutting

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**Individual Practice Lines- Teacher made  
One for each student in group**

tapping sipped jogging running pinned

flipped ringing clapping hummed asked

fixes getting yelled wishes zipped

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**Daily Sentence Writing  
Using Two Required Words**

(Trick: one sight word, one phonics word)

Today's "Twofers"

- hard work
- cart was
- farm were
- sharp tool
- harm carpet

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**Show Models of  
Finished Sentences (More Modeling)**

1. I don't like hard work.
2. The shopping cart was full of food.
3. There were lots of animals on the farm.
4. Dad won't let me use a sharp tool.
5. Paint will harm our new carpet.

(5 finished sentences is the ticket to recess!)

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Name \_\_\_\_\_

1 ar 2 s 3 ing 4 sh

5 car 6 farm 7 hard 8 part

9 said 10 was 11 were

12 The hard part was the hopping

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**Add visual cues at first if needed then take away.**

hard      farm      park

shark      park      dark

mark      sharp      bark

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**Sentence Writing in Sentence Strip Books with Repeated Practice on Tough Sight Words**

I want to eat \_\_\_\_\_.

Students do all the writing themselves. The sentences starter is the same on each page.  
 You require a set number of pages each day, usually four.  
 Students can draw a picture or write a word to fill in the blank.

Some examples of tough program sight words to put in sentences:  
 Could I \_\_\_\_\_? I want to go with \_\_\_\_\_. Who is in the \_\_\_\_\_?  
 He has a \_\_\_\_\_. He has a little \_\_\_\_\_. Look at the \_\_\_\_\_.  
 I want one \_\_\_\_\_. I see a \_\_\_\_\_.

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### Sentence Writing on Lined Paper with Repeated Practice on Tough Sight Words

Name \_\_\_\_\_

1. Whose \_\_\_\_\_ is in the \_\_\_\_\_?
2. Whose \_\_\_\_\_ is in the \_\_\_\_\_?
3. Whose \_\_\_\_\_ is in the \_\_\_\_\_?
4. Whose \_\_\_\_\_ is in the \_\_\_\_\_?

Students do all the writing themselves. The sentences starter is the same on each page.  
 You require a set number of pages each day. Usually 4.  
 Students can draw a picture or write a word to fill in the blank.

Some examples of tough program sight words to put in sentences:  
 Could I \_\_\_\_\_? I want to go with \_\_\_\_\_. Who is in the \_\_\_\_\_?  
 He has a \_\_\_\_\_. He has a little \_\_\_\_\_. Look at the \_\_\_\_\_.  
 I want one \_\_\_\_\_. I see a \_\_\_\_\_.

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### Sentence Writing on Lined Paper with Repeated Practice on Tough Sight Words

Name \_\_\_\_\_

1. How does a \_\_\_\_\_ (animal) \_\_\_\_\_ (move)?
2. How does a \_\_\_\_\_ \_\_\_\_\_?
3. How does a \_\_\_\_\_ \_\_\_\_\_?
4. How does a \_\_\_\_\_ \_\_\_\_\_?

Students do all the writing themselves. The sentences starter is the same on each page.  
 You require a set number of pages each day. Usually 4.  
 Students can draw a picture or write a word to fill in the blank.

Some examples of tough Read Well words to put in sentences:  
 Could I \_\_\_\_\_? I want to go with \_\_\_\_\_. Who is in the \_\_\_\_\_?  
 He has a \_\_\_\_\_. He has a little \_\_\_\_\_. Look at the \_\_\_\_\_.  
 I want one \_\_\_\_\_. I see a \_\_\_\_\_.

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## More Intensity Means

### More Explicit Instruction

More simplified steps taught one step at a time  
 More clear explanation of each step  
 More structured teaching

### More Modeling

Visually showing exactly "how to" before students respond  
 Leaving examples posted  
 Graphic organizer for and by each student

### More Time

Returning to tough skill throughout the day  
 Returning to tough skill every day

### More Practice

Using engagement strategies to get all to practice each time – all read, all write, all answer  
 Providing more instances of practice distributed throughout the day/week

### More monitoring and Feedback

Checking all responses each time  
 Giving immediate rapid praise when correct "Yes" "Right"  
 Giving immediate correction when wrong "My Turn. That word is \_\_\_\_." "Fix the spelling of this word."

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**Better Target:**  
**Every student – Every time**

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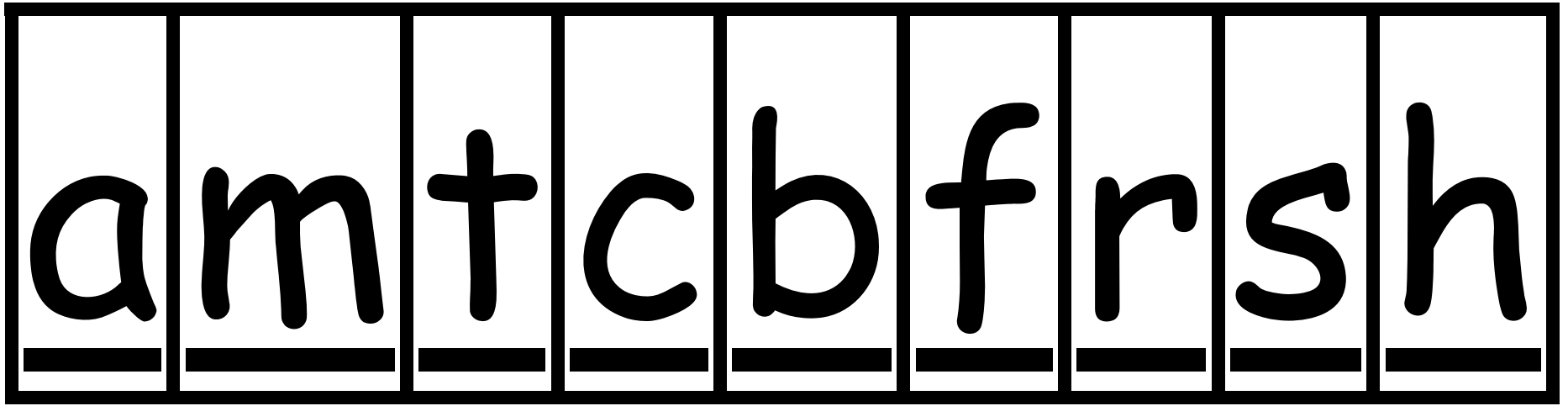
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## **Steps for Instruction with the Phonics Library**

“Lines of Practice”-give each child one of the lines of practice and instruct them to whisper read it to themselves. If they finish it, they should do it again. You listen in to as many as you can using the popcorn approach. You can request that they “turn up the volume” individually, to check for mastery. Have them “pass the line to their neighbor” for more practice.

### **Order:**

1. High Frequency Words
2. Previous Sounds
3. New Phonics Skill
4. Blending Words Using Previously Taught Skills
5. Phrases and/or Sentences (preview of today’s Phonics Library story)
6. Read the Phonics Library story—hopefully with at least 97% accuracy now that we’ve had all of this practice 😊!

Grade ?, Theme or Unit # ?, Week ? -- Title of Story (accompanies /insert anthology story title/) -- Sentences

(Insert sentence or phrase.)

Grade ?, Theme or Unit # ?, Week ? -- Title of Story (accompanies /insert anthology story title/) -- Sentences

(Insert sentence or phrase.)

Grade ?, Theme or Unit # ?, Week ? -- Title of Story (accompanies /insert anthology story title/) -- Sentences

(Insert sentence or phrase.)

Grade ?, Theme or Unit # ?, Week ? -- Title of Story (accompanies /insert anthology story title/) -- Sentences

(Insert sentence or phrase.)

Grade ?, Theme or Unit # ?, Week ? -- Title of Story (accompanies /insert anthology story title/) -- Sentences

(Insert sentence or phrase.)

Grade ?, Theme or Unit # ?, Week ? -- Title of Story (accompanies /insert anthology story title/) -- Sentences

(Insert sentence or phrase.)

Name \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

(Most recently introduced sounds)

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

(Sounds that students had difficulty remembering, writing or decoding)

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

(Newest sight words and difficult sight words that have already been introduced)

12 \_\_\_\_\_

(A sentence with new/difficult sight words and decodable words with newest sounds)

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