

# Structured Literacy in Grade One: How to Organize a Daily Schedule

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# 90 Minute Structured Literacy Block - Grade 1

## Welcome!

- ❖ Thanks and Introductions
- ❖ Link to slides in chat
- ❖ Land Acknowledgement
- ❖ Recording will be free
- ❖ Q & A
- ❖ Chat: share resources & documents; report issues
- ❖ Certificates of Attendance and Prizes

9/14/22

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Introduction:

The HOW, not the  
WHAT.

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Home About BLOG TRAINING RESOURCES Ongoing SUPPORT Contact

# Let's Get Reading Right!

For Teachers Hungry for the Science of Reading & Art of Implementation

**Step One:**  
Explore. Get curious. What does research from various disciplines tell us about learning to read? Click here to read some **BLOGS**.

**Step Two:**  
Get some basic **TRAINING**. Click here to find out where you can get it for free, or to become certified.

**Step Three:**  
Explore books and **RESOURCES** that may help us implement this training. Click here to get started.

**Step Four:**  
Stay Informed. Click here to find out which organizations and researchers are dedicated to **SUPPORTING YOU**.

[LetsGetReadingRight.com](https://www.LetsGetReadingRight.com)

[TRAINING](#)

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Dr. Jan Hasbrouck - Re...  
Topic: Reading Fluency  
Date: Wednesday, 28th April, 2016

**Curious about Fluency & Comprehension? THIS IS A MUST WATCH!!**  
This is an EXCELLENT video - very easy to understand. Dr. Hasbrouck explains so much in such a succinct way.

Reading Science Academy  
1,43K subscribers

**Curious about how to Make Small Changes Right Away? CLICK HERE** for a 13 min. *Brief Intro to the Science of Reading* video, a 3-min. *Introduction to the Science of Reading* video, and other **FREE documents and presentations that you can share with colleagues**. Dr. Stollar has a straight-to-the-point way of explaining Science of Reading topics in simple and easy to understand terms.

**CLICK HERE TO VIEW Stephanie Stollar's SHORT VIDEOS.**

Maximizing the Benefits of Small-Group Instruction  
Rethinking How We Plan and Deliver Targeted Instruction

**Curious about Small Group Instruction?**  
This is a terrific video - very comprehensive. You will learn about how to organize and plan for small group instruction that targets skills, rather than have all students do the same thing, only with a different levelled text.

ON DEMAND  
Basics of Decoding and Spelling Instruction  
FREE with purchase of the Introduction to Structured Literacy Instruction Course

**Curious about Decoding & Spelling Instruction?**  
This 5-module course is available through the Ontario Branch of the International Dyslexia Association. **CLICK HERE to access (\$65CAD).**  
**NOW FREE for current teacher candidates!**  
Covers all of the basic knowledge you need to understand to support students with **word recognition**.

[Do the BASICS of SPELLING & DECODING Course](#)

## Structured Literacy in Kindergarten

**SPEAKER:**  
**KATE**  
**WINN**



*5 key changes  
that made all my  
students readers*

**August 4th**  
**10am- 11:30am EDT**

# Where Structured Literacy Begins...

Scroll to the bottom of this link and the YouTube video will be there.

[Kate Winn's Webinar](#)



**FREE** workshop series for educators

# BECOMING A LITERACY LEADER

*Rethinking Assessment: Using Universal Screening Data to Inform Reading Instruction*

August 31 | October 26 | November 30

7:30pm - 9:00pm EDT

Screening...  
Where INSTRUCTION  
Begins

Scroll to the bottom of this link and the  
AUGUST 31<sup>st</sup> YouTube video will be there.

<https://www.idaontario.com/>

# AGENDA

## **Introduction/Dyslexia & DLD**

(Developmental Language Disorder)

## **BLOCK ONE: Oral Language Routines**

(Knowledge Building, Oracy, Syntax, Vocabulary, & Fluency)

## **BLOCK TWO: Word Recognition Routines**

(Phonology, Orthography, Fluency, Writing)

## **BLOCK THREE: Small Group Routines**

(Helping those with the largest gaps)

## **Resources**



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# Success Breeds Success



Students who struggle because of **neurobiological differences in their BRAIN wiring** do not have any choice but to **GUESS!**

**They cannot feel READING JOY unless we teach them to read *at the word level.***

Which is where **most, problems with reading occur.**

# Dyslexia & DLD

(Developmental Language Disorder)

# Scarborough's Reading Rope (2001)

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

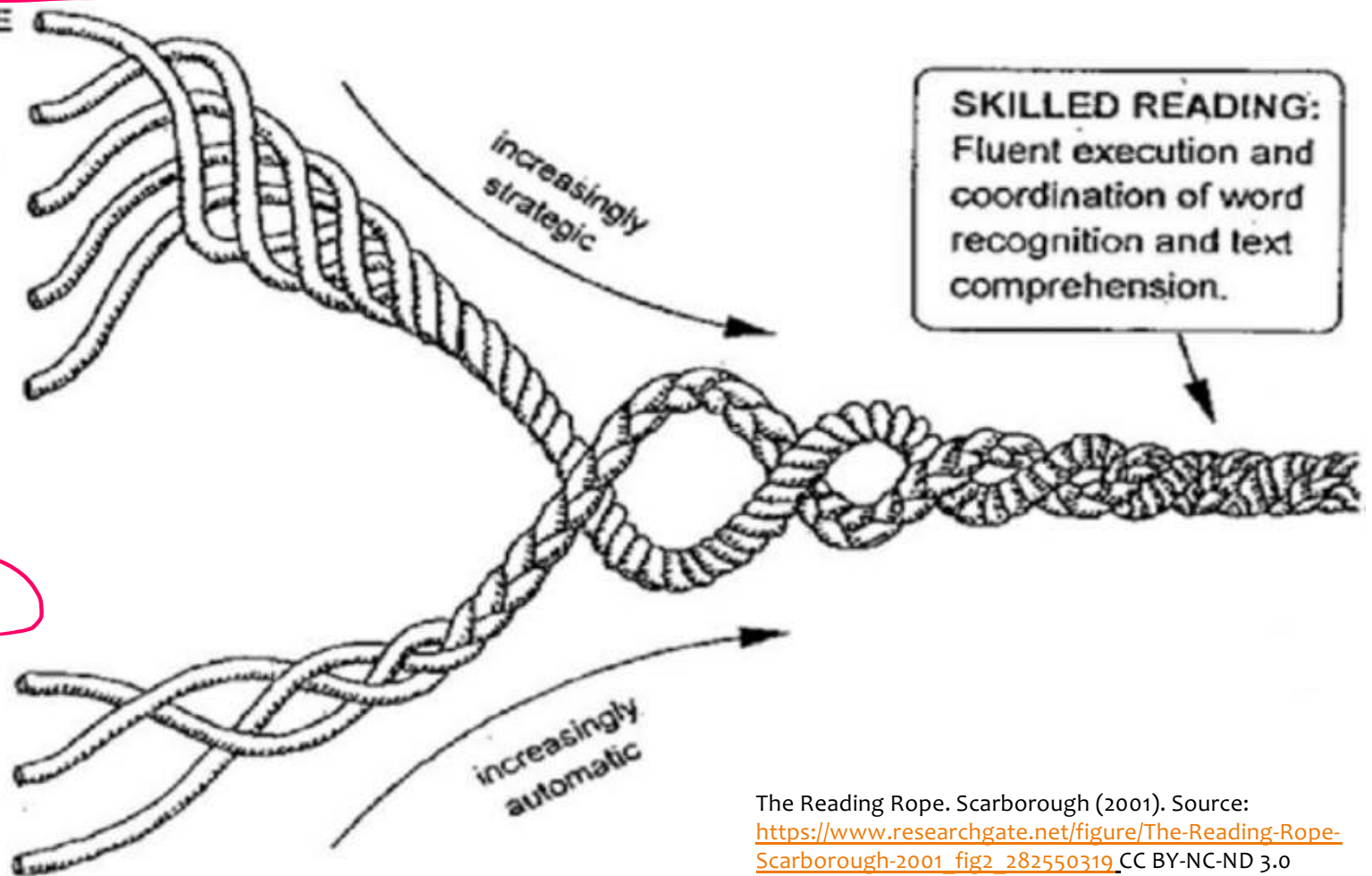
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



The Reading Rope. Scarborough (2001). Source:  
[https://www.researchgate.net/figure/The-Reading-Rope-Scarborough-2001\\_fig2\\_282550319](https://www.researchgate.net/figure/The-Reading-Rope-Scarborough-2001_fig2_282550319) CC BY-NC-ND 3.0

# Universal Design for Learning

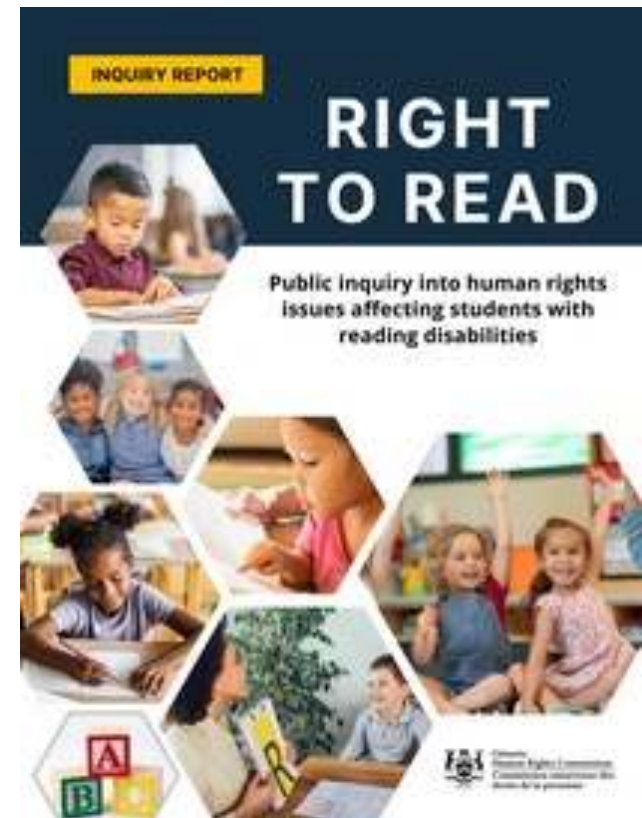
- Helping ALL students Access the Curriculum



# Connections to the OHRC Right to Read Inquiry

<https://www.ohrc.on.ca/en/right-to-read-inquiry-report>

- “Early word reading skills are critical, but they are not the only components in reading outcomes. Robust evidence-based phonics programs should be one part of a broader, evidence-based, rich classroom language arts instruction” (p. 5)
- “Most students who have issues with reading comprehension have word-level reading difficulties” (p. 5)
- “Decades of multidisciplinary research has shown that the best way to teach all students to read words is through direct, explicit, systematic instruction in foundational word-reading skills” (p. 20)
- “Strategies learned in effective intervention programs must be **supported and reinforced in the classroom.**” (p. 41)
- “Having strong early word-reading skills is not enough on its own to overcome structural disadvantage in education and in life. **However, when students start school at a disadvantage and then fail to learn this basic skill, it only deepens their disadvantage.**” (p. 68)
- “Our education system has a responsibility and a **legal duty under the Ontario Human Rights Code to remove any barriers that limit students’ opportunities to learn and succeed.**” (p. 68)



# Unicorn & Rainbow Ideas are lovely, but...

- What are the CRITICAL elements that will ensure EQUITY
- What would be ideal (so much!!), but what do we realistically have time for?



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# Dyslexia:

(Helps us understand the  
**Nuts & Bolts** of Word  
Recognition)

- 1) **Connect sounds and letters** through printing/tracing
- 2) **Blend cvc words *automatically* and *effortlessly***, with careful attention to ***distinguishing* short vowel sounds**
- 3) **Practice reading lots of words with new and previously learned patterns - not rhyming**
- 4) **SOS printing (7 steps)**
- 5) **Sentence printing**
- 6) **Practice reading** new and previously learned patterns **repeatedly** through **decodable text** (build **fluency**)

[www.idaontario.com](http://www.idaontario.com)

- ABOUT DYSLEXIA
- WHAT WORKS



International  
**DYSLEXIA**  
Association® Ontario

# DLD *Developmental Language Disorder:* (Helps us understand the Nuts & Bolts of Receptive & Expressive Language)

- Get face-to-face – **SMILE, Breathe, PAUSE... Notice! Are they “taking in” what you are saying?**
- **Use and POINT** to **VISUALS** (pictures in books, charts, props, real photos, etc.)
- **CREATE VISUALS** *with* them, together
- Use your **body language (point!), facial expressions, tone of voice**
- **Repeat, add new, repeat, add new, repeat!**
- **PAUSE** more often
- **SLOW DOWN**
- **USE FEWER WORDS!**

**Blog:**  
What is the Science behind DLD?  
September 19-21, 2022 DLD Conference





# Open & Closed Syllables

- Point to the vowel!
- Is there something after it?
- What does the vowel say?  
(make sure they have their **vowel card** in their hands).
- So the word is...?



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# Grade One Daily Schedule

- **30 Minutes**

**Whole Group/Pairs:** Oracy, Knowledge Building/Language Comprehension, Vocabulary, Fluency

- **40 Minutes:**

**Whole Group:** Systematic & Explicit Teaching of Phonology & Orthography

- **20 Minutes:**

- **Small Groups: CORRECTIVE FEEDBACK** for children with the largest gaps

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# **BLOCK ONE:**

Oral Language  
Routines  
(30 minutes)

# BLOCK ONE:

(30 minutes)

10 min.



- **Meet & Greet** (check in with each child - warm look/welcome – reduce stress)
- **Sing** (reduces stress, can integrate a song for switching first sounds)

Note!!  
These times  
are just a  
starting point!  
Change as  
needed!

10 min.



- **Introduce Knowledge Topic** (science/social studies) & ask see, think, wonder questions (listening & speaking)
- **Oracy** (brief conversations in pairs using prompts)

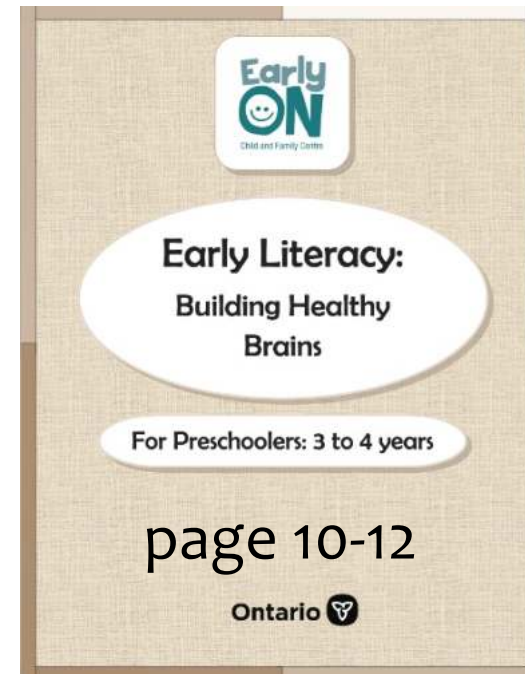
10 min.



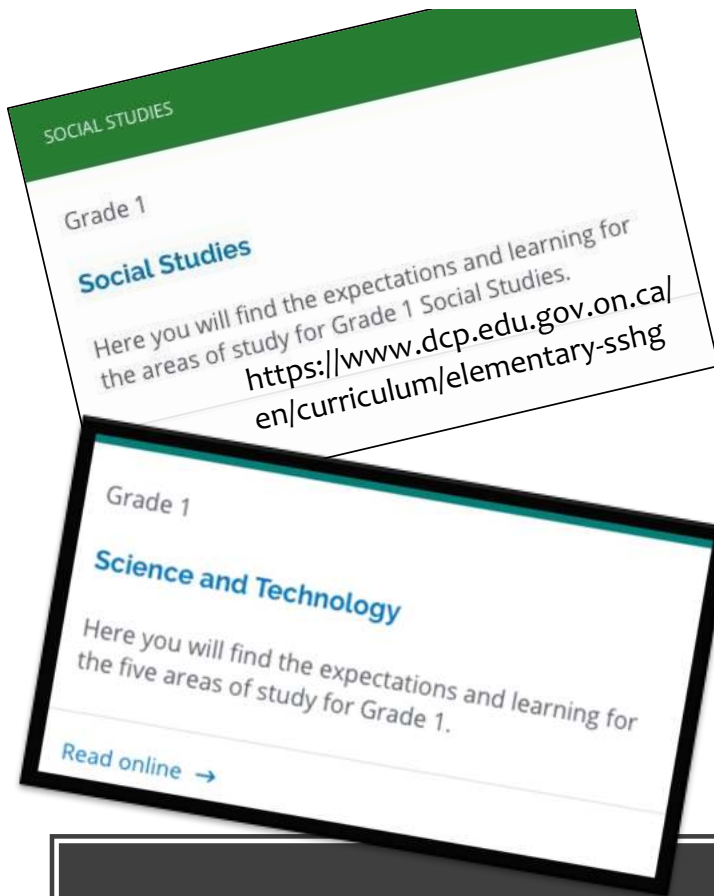
- **Fluency Friday Prep** (**Mon:** teacher reads short poem; **Tues:** choral read; **Wed:** practice in small groups; **Thurs:** rehearsal; **Fri:** invite principal/parents to listen)
- **Language Experience Chart** (poem from above (noting vocabulary, spelling/grammar/punctuation, syntax, model writing, etc.)

# Meet & Greet & Sing! 10 min.

- Set the stage for learning
- Reduce stress
- Breathe
- Do a yoga move
- Check in and connect with each child
- **SING!** (sing a song for switching sounds)



[Songs for Switching Sounds](#)



# Introduce Content Knowledge Topic

10 min.

Read a passage that requires effort, thought, and concentration, and **WONDER** together

Subject

- Language Arts
- History and Geography
- Science
- Mathematics

Grade

- Preschool
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Language

- Spanish

Key

- CKLA Domain 1: Fables and Stories  
Grade 1 • Language Arts • Listening & Learning
- CKLA Domain 2: The Human Body  
Grade 1 • Language Arts • Listening & Learning
- CKLA Domain 3: Different Lands, Similar Stories  
Grade 1 • Language Arts • Listening & Learning
- CKLA Domain 4: Early World Civilizations  
Grade 1 • Language Arts • Listening & Learning
- CKLA Domain 5: Early American Civilizations  
Grade 1 • Language Arts • Listening & Learning
- CKLA Domain 6: Astronomy  
Grade 1 • Language Arts • Listening & Learning

(FREE program)

Core Knowledge®

[Free Knowledge Building Curriculum](#)

# Build Knowledge

(& Curiosity about Science & Social Studies Topics)

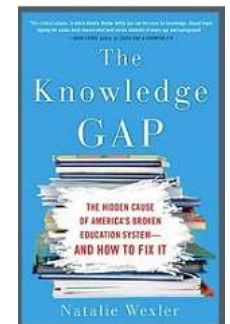


# Reading Comprehension depends upon KNOWLEDGE...

- **Reading Comprehension is not something we can measure, remediate, or teach!** (*Hugh W. Catts*)
- **We must “bring about conditions that will allow children to understand”** (*Hugh W. Catts*)
- Reading comprehension is best “taught” by improving **Language Comprehension and Building Knowledge & Vocabulary**
- Reading comprehension in the early grades depends upon the ability to read “at the word level”, so grade one is going to have the most focus on foundational word reading skills, but **within a content-rich curriculum (science, social studies)... we can still BUILD KNOWLEDGE**



Ep. 10: Natalie Wexler  
Ep. 118: Hugh Catts



**The Knowledge Gap**  
(Natalie Wexler)  
**A MUST READ!**



**Reading Comprehension**  
(22 minutes)



# Oracy

- **Speak and Listen in Pairs (think, pair, share)**
- **Provide Prompt based on what you just read (knowledge building)**
- **Practice Using Manners (not interrupting, please/thank-you, asking )**
- **Speak and Listen** to different points of view
- **Wonder** together
- **Practice the PAUSE** (being okay with silence, allowing others time to think and respond)

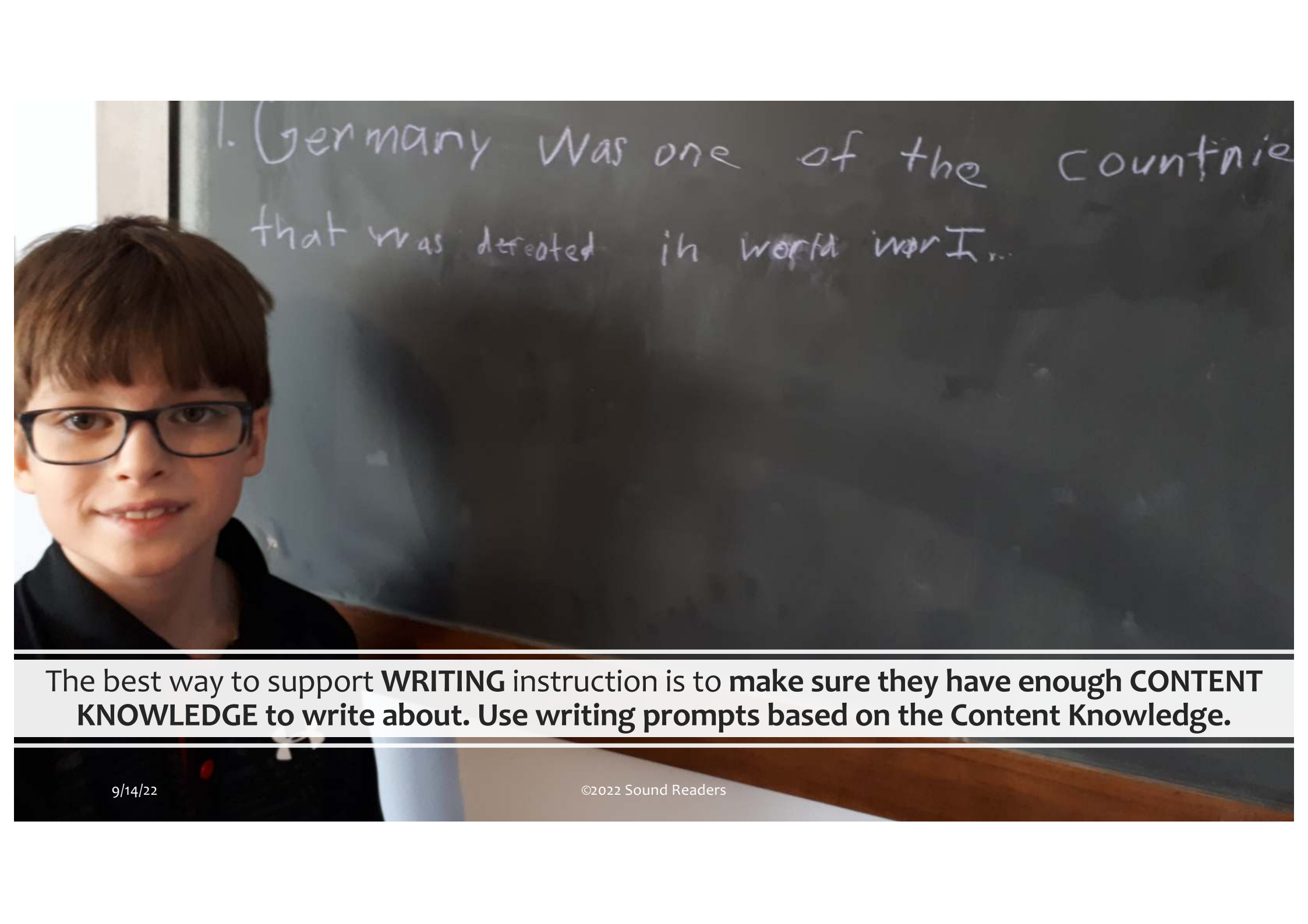
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## Oracy in the Classroom: Strategies for Effective Talk

<https://www.youtube.com/watch?v=2ADAY9AQm54>



1. Germany was one of the countries  
that was defeated in world war I.

The best way to support **WRITING** instruction is to make sure they have enough **CONTENT KNOWLEDGE** to write about. Use writing prompts based on the Content Knowledge.



**NEW Knowledge  
needs other  
knowledge to  
“stick” to...**

**... so we need to  
start building  
their knowledge  
base EARLY to  
give them the  
best chance for  
success in high  
school**

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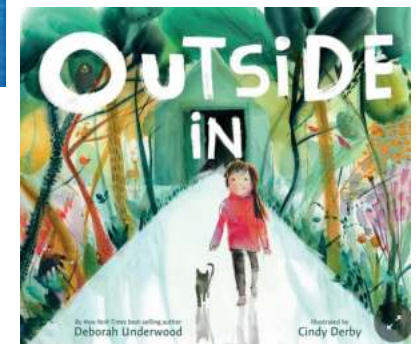
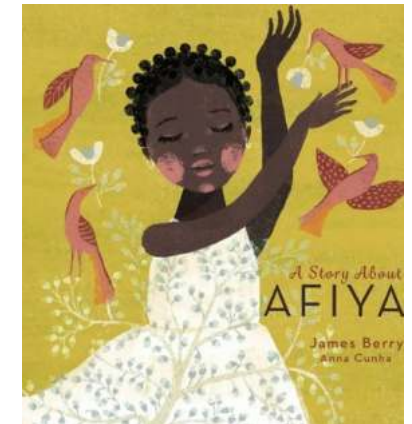
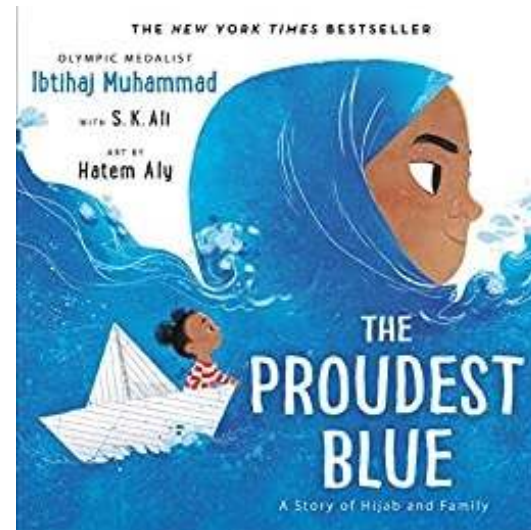
# Read High Quality Children's Literature too, of course ;)

## Helps us Teach:

- **Background Knowledge** (about people, places, and things in the world)
- **Vocabulary** (breadth and depth of knowledge of meanings of words)
- **Language Structures** (syntax – order of words in sentences, grammar, etc.)
- **Verbal Reasoning** (inferences – reading between the lines to understand, metaphors)
- **Literacy Knowledge** (concepts of print – different genres of books)

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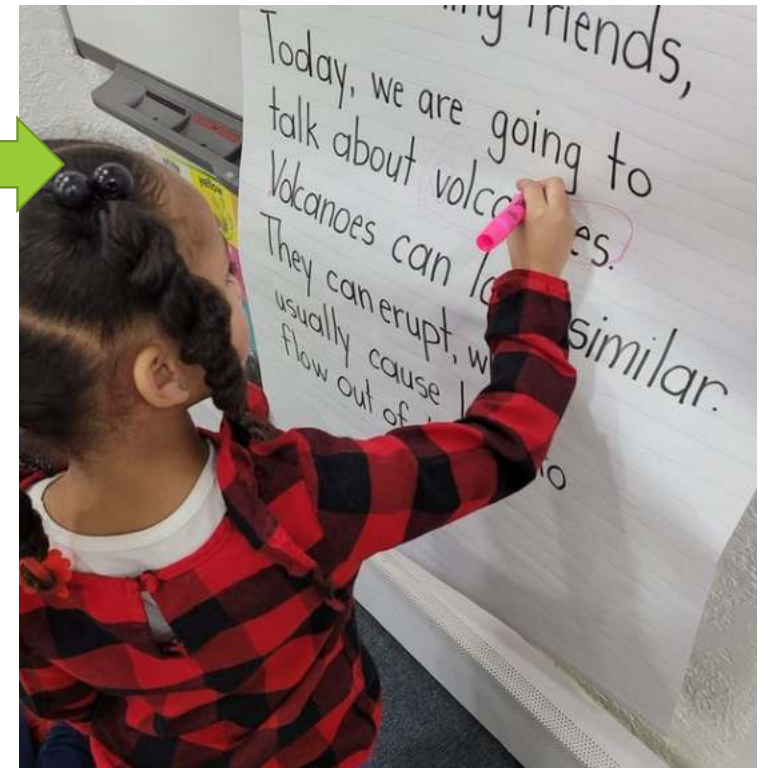
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# Model Reading & Writing using a Language Experience Chart

10 min.

- Simple Poem or nursery rhyme
- Write about **Content Knowledge topic**
- Model writing – differentiate
- Review grammar, syntax, phonics
- **Teach vocabulary**
- Prep for **Fluency Fridays**

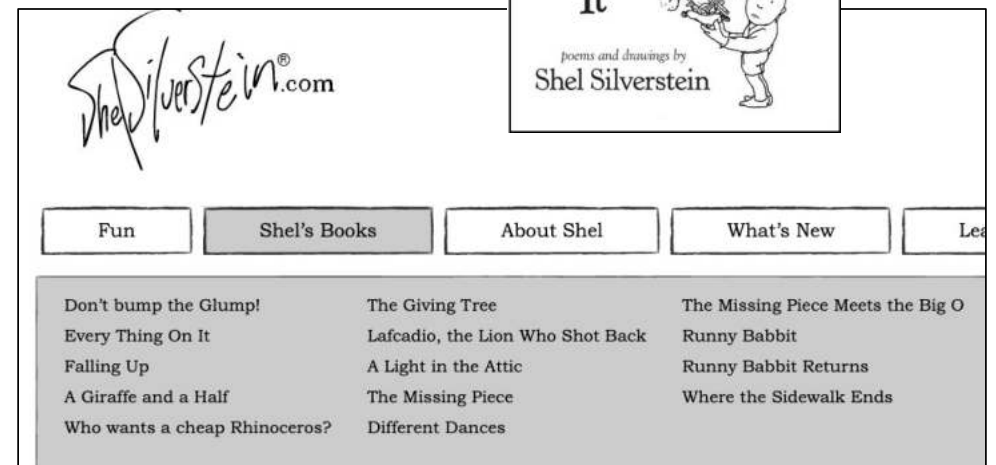
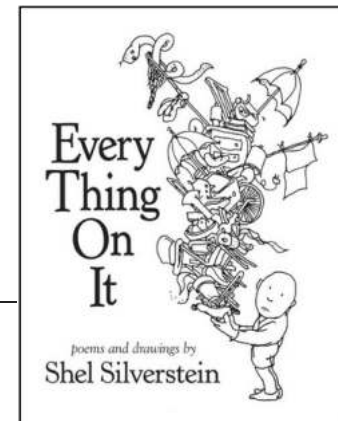


# Fluency Fridays

- **Mon:** teacher reads short poem/nursery rhyme;
- **Tues:** choral read;
- **Wed:** practice in small groups;
- **Thurs:** rehearsal;
- **Fri:** invite principal/parents to listen



Ep. 62  
Tim Rasinski

A screenshot of the Shel Silverstein website. At the top left is the 'shelilverstein.com' logo. Below it is a navigation menu with buttons for 'Fun', 'Shel's Books', 'About Shel', 'What's New', and 'Lea'. The 'Shel's Books' button is highlighted. Below the menu is a grid of book titles:

Don't bump the Glump!	The Giving Tree	The Missing Piece Meets the Big O
Every Thing On It	Lafcadio, the Lion Who Shot Back	Runny Babbit
Falling Up	A Light in the Attic	Runny Babbit Returns
A Giraffe and a Half	The Missing Piece	Where the Sidewalk Ends
Who wants a cheap Rhinoceros?	Different Dances	

# Reading Fluency: Dr. Jan Hasbrouck

TERRIFIC  
49-minute  
video! A  
MUST  
WATCH!!!!



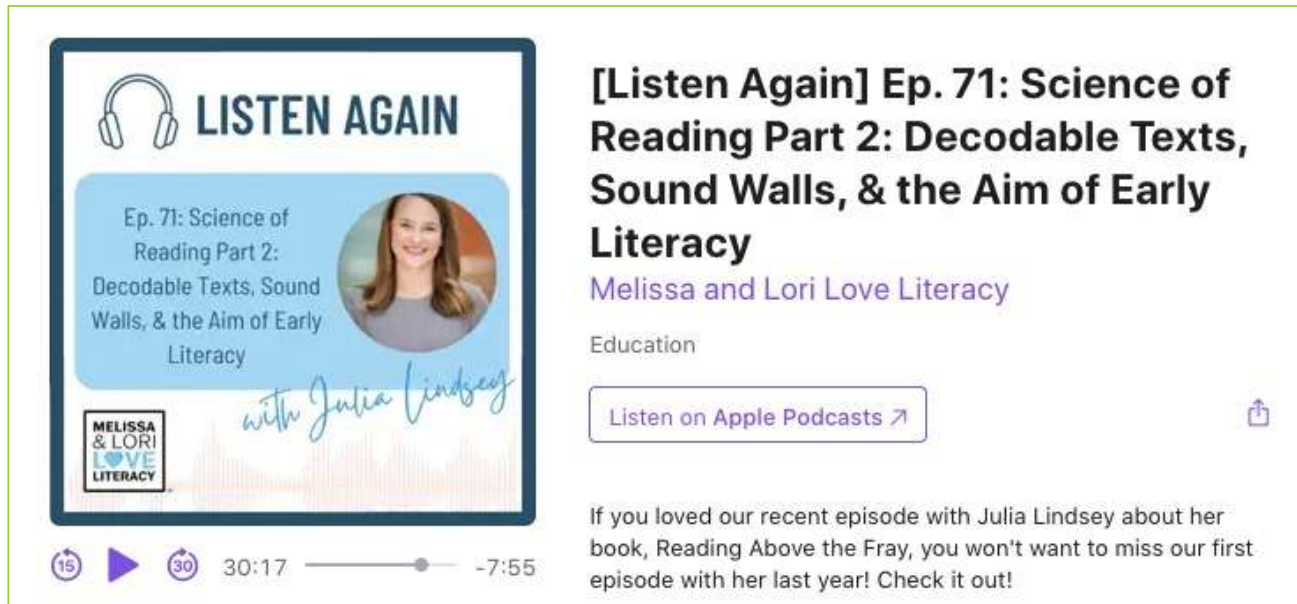
## [Reading Fluency with Dr. Jan Hasbrouck](#)

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# Keeping Grade One in Perspective

We read more decodables here than in any other grade, but that doesn't mean we do not also read more challenging text with (and to) them!



The image shows a podcast player interface. On the left is a square cover art for the episode. At the top left of the cover art is a headphones icon and the text 'LISTEN AGAIN'. Below that, the episode title 'Ep. 71: Science of Reading Part 2: Decodable Texts, Sound Walls, & the Aim of Early Literacy' is displayed. A circular portrait of a woman, Julia Lindsey, is on the right side of the cover art. At the bottom of the cover art, it says 'with Julia Lindsey' in a cursive font and includes the 'MELISSA & LORI LOVE LITERACY' logo. Below the cover art is a playback control bar with a play button, a progress indicator showing 30:17 out of 37:55, and a volume icon. To the right of the cover art, the episode title is repeated in a larger font: '[Listen Again] Ep. 71: Science of Reading Part 2: Decodable Texts, Sound Walls, & the Aim of Early Literacy'. Below the title is the host name 'Melissa and Lori Love Literacy' and the category 'Education'. A button labeled 'Listen on Apple Podcasts' with an external link icon is present. At the bottom, a short paragraph reads: 'If you loved our recent episode with Julia Lindsey about her book, Reading Above the Fray, you won't want to miss our first episode with her last year! Check it out!'



[Podcast Link](#)



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# **BLOCK TWO:** Word Recognition Routines (40 min)

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# BLOCK TWO:

(40 minutes)

Note!!  
These times  
are just a  
starting point!  
Change as  
needed!

- **Alphabet on a String** (early grade one)
- **Very Valuable Vowel Song** (early grade one)

## 1) Slide/Card Deck:

10 min.

(1) Flip through Google Slide Deck & have them say the sounds of letters;

(2) Stop showing the letters & ask: “What spells... (e.g., /t/) and have them spell/trace/print

10 min.

## 2) Introduce & Learn to Print New Pattern

3) **Build Words/Word Chaining** using new pattern

10 min.

## 4) Print Words using SOS Approach

10 min.

5) **Dictate 3-5 Sentences** (for them to print in their notebooks at their seats)

6) **Read. Edit. Re-read. Re-read** their sentences.



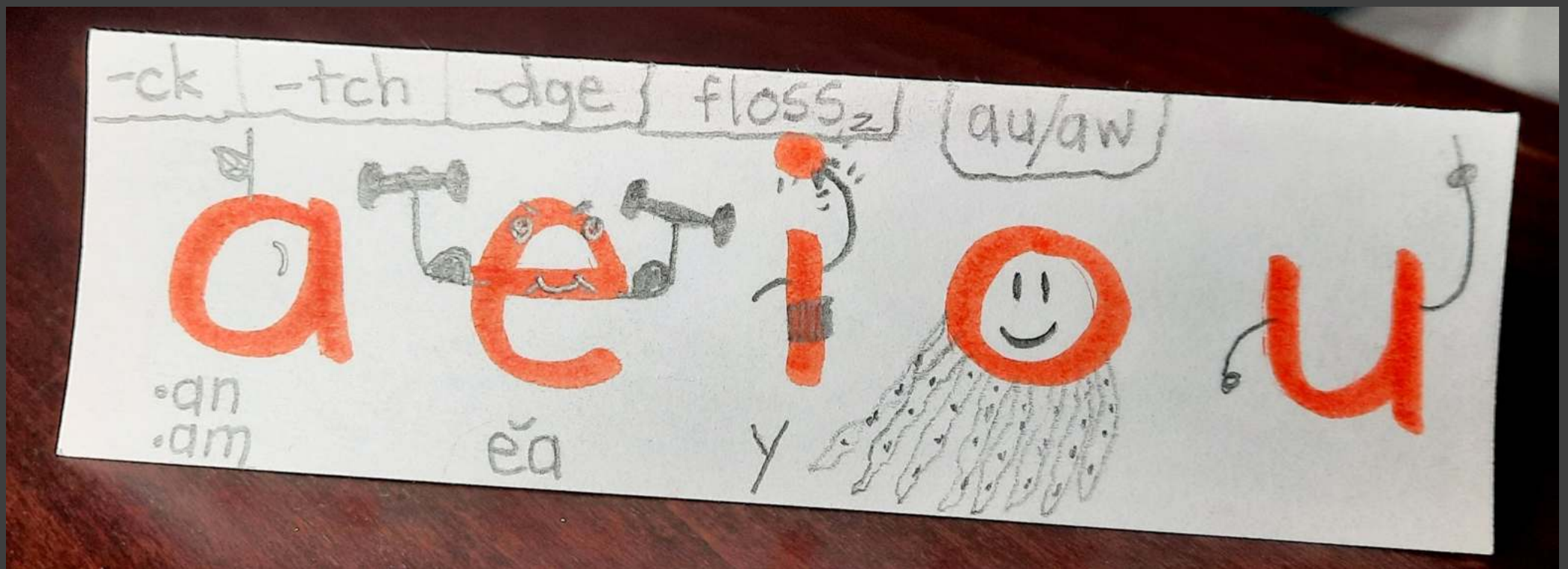
## Alphabet on a String

Add sh, ch, th  
to the end

2022-09-03

- Have children **Point** while others sing & trick each other by stopping on a letter.
- **Letter Switcheroo!** (switch 2 letters & sing)
- **Missing Letter Mystery!**
- What comes **Before** or **After** \_\_\_?
- **Drop 3 letters** and have them hang back up.

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## The Very Valuable Vowel Song

- Sung to the tune of “99 Bottles of Beer on the Wall”
- Each student makes and uses and points to their own cue card every day

# 5 Vowel Questions



- Why are these letters in red?  
(point to alphabet on a string)
- What are the vowels?
- What are the short sounds?
- What are the long sounds?
- Why do we care about the vowels?  
Why are vowels different?

## 2) Have students say the sounds...



### Code Pack:

1) Show them the letters one at a time and have them say the sound.

(1 minute)

# 1A: SLIDE DECK: Students say sounds quickly as you flip through the slides

Let's Get Reading Right!

For Teachers Hungry for the Science of Reading & Art of Implementation

**Step One:** Explore. Get started. What other research from various disciplines tell us about learning to read? Click here to read some BLOGS.

**Step Two:** Train. Get some basic TRAINING. Click here to find out where you can get it, for free, or to become certified.

**Step Three:** Explore. Explore books and RESOURCES that may help you implement the reading. Click here to get started.

**Step Four:** Support. Find out what communities and resources are available to SUPPORTING YOU.

Primary Code Pack

Martha Kovack, MEd, OCT  
 Certified Practical Linguistics/Orton-Gillingham Teacher  
 Language Arts Sessional Instructor for K-4 Preservice Teachers  
 Owner, Founder, CEO of Sound Readers  
 Creator of LetsGetReadingRight.com  
<https://twitter.com/marthakovack>

## Martha's Primary Code Pack

**BLOG:** Connecting the Science of Reading with the Art of Implementation

### Grade One – Sept. – Dec. using Journeys Decodables as a base – Units 1 & 2

Week	Spelling Pattern	Approximate:
1	cvc – short a, an/am, + punctuation (capital/period)	2 <sup>nd</sup> week of Sept
2	cvc – short i, + review short a, closed/open syllables	3 <sup>rd</sup> week of Sept
3	cvc – short o, + review short a/i/o	4 <sup>th</sup> week of Sept
4	cvc – short e + review short a/i/o	1 <sup>st</sup> week of Oct
5	cvc – short u + review short a/e/i/o	2 <sup>nd</sup> week of Oct
6	cvc – mixed, + 'rabbit' words (closed-closed syllable division)	3 <sup>rd</sup> week of Oct
7	-ck, floss, + end blends	4 <sup>th</sup> week of Oct
8	sh, th, + s, es suffixes	1 <sup>st</sup> week of Nov
9	ch, wh, + end blends + punctuation (question mark)	2 <sup>nd</sup> week of Nov
10	ing/ang/ong/ung, "r" blends	3 <sup>rd</sup> week of Nov
11	ink/jank/unk, "r" blends	4 <sup>th</sup> week of Nov
12	"x" blends (exclamation mark)	1 <sup>st</sup> week of Dec

### Grade One – January – March using Journeys Decodables as a base – Units 3 & 4

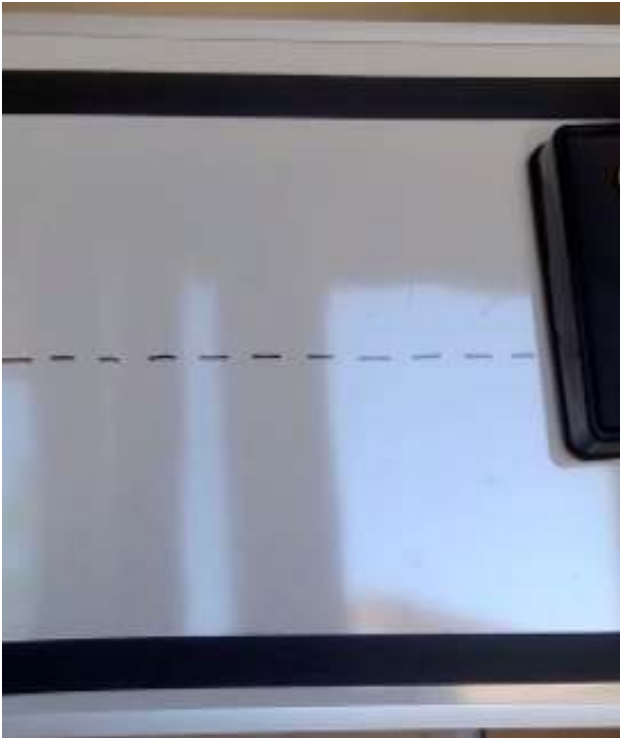
Week	Spelling Pattern	Approximate Date:
13	-ing suffix, + y as long i	1 <sup>st</sup> week of Jan
14	Doubling Rule, -ed suffix & sounds of 'ed', "change y to i" rule	2 <sup>nd</sup> week of Jan
15	-ch, punctuation/quotation marks, commas, possessive plural	3 <sup>rd</sup> week of Jan
16	sh, syllable division reading 1 <sup>st</sup> syllable in author/nutrition name	4 <sup>th</sup> week of Jan
17	Triple blends (scr, sgl), all, plus sh/s-blends confusions	1 <sup>st</sup> week of Feb
18	Magic e, magic e/cvc confusion	2 <sup>nd</sup> week of Feb
19	Magic e with soft c, magic e/cvc confusion	3 <sup>rd</sup> week of Feb
20	Magic e, "Take off the e" rule, soft g, dge	4 <sup>th</sup> week of Feb
21	ai/ay	1 <sup>st</sup> week of Mar
22	ee/ea, silent e jobs	2 <sup>nd</sup> week of Mar
23	oa/ow	3 <sup>rd</sup> week of Mar
24	"y" as long /e/ (silly/funny), change "y to i" rule (end of Unit 6)	4 <sup>th</sup> week of Mar

### Grade One – April – June using Journeys Decodables as a base – Units 5 & 6

Week	Spelling Pattern	Approximate Date:
25	ar, or	1 <sup>st</sup> week of Apr
26	er/ir/ur	2 <sup>nd</sup> week of Apr
27	-ook, wr	3 <sup>rd</sup> week of Apr
28	ou/ow	4 <sup>th</sup> week of Apr
29	oo, oo, ew	1 <sup>st</sup> week of May
30	au/aw	2 <sup>nd</sup> week of May
31	oi/oy	3 <sup>rd</sup> week of May
32	igh, ie (piece of pie)	4 <sup>th</sup> week of May
33	Consonant-le syllable	1 <sup>st</sup> week of Jun
34	alk, wa, "ar" as schwa (about, along), -ly suffix	2 <sup>nd</sup> week of Jun
35	"re", "un", "be"	3 <sup>rd</sup> week of Jun
36	practice multisyllable words (as you can do all year)	4 <sup>th</sup> week of Jun

Grade One Daily Schedule Literacy Block

## 1B: SLIDE DECK: Students print & say sounds **SIMULTANEOUSLY**



### Print & say **SIMULTANEOUSLY**

- **Don't show them the letter**
- Ask, “What spells...?” (e.g., /b/)

Students print the letter and:

- say the letter name (e.g., “b”)
- say “keyword” (e.g., “bear”)
- say the letter **SOUND** (e.g., /b/)



**1B: SLIDE DECK: Students print & say sounds SIMULTANEOUSLY as you flip slides**



**What  
Spells...**  
(do not show  
the letter)

## 2. Introduce and learn to print new spelling pattern

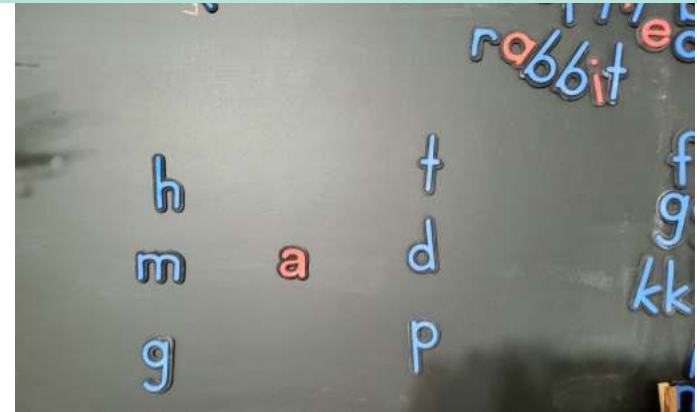
1) **Guess the sound** (e.g., ship, shin, shower, shoe, etc.)

2) **Sound Swap:**

5-6 students stand in a circle holding a letter(s). One student doesn't get a letter, & "steals" someone's letter by saying the right sound.

# 3. Build Words & Word Chaining

- Choose students to come to board and **build words using magnetic tiles on a white board or chalkboard**



- **Choose students to come to the board and do word chaining** (e.g., Change “luck” to “tuck”; or change “brush” to “blush”)



UFLI | University of Florida Literacy Institute

Word Chains for Encoding & Decoding Practice

10:43

Word Chaining

### 3. Could also do Syllable Division here

**“IT’S ALL ABOUT THE VOWEL,  
‘BOUT the Vowel, NOT the  
consonant...”**



Ask frequently, **“What is the most  
important part of the word?”** (the vowels!)



Knowing the syllable types helps us know **what the vowel says**

## 4. Print Words using SOS Approach

- This routine support students in **HAND-SOUND** coordination
- Students say the sound **SIMULTANEOUSLY** while printing the letter!

1. Teacher says word.
2. **Student repeats word.**
3. Student taps out the **sounds** in the word.
4. Student taps again and says the **letter names** for each sound.
5. Student prints word and says the **letter names** **simultaneously**.
6. **Student repeats word.**
7. **Student makes sentence w word.**



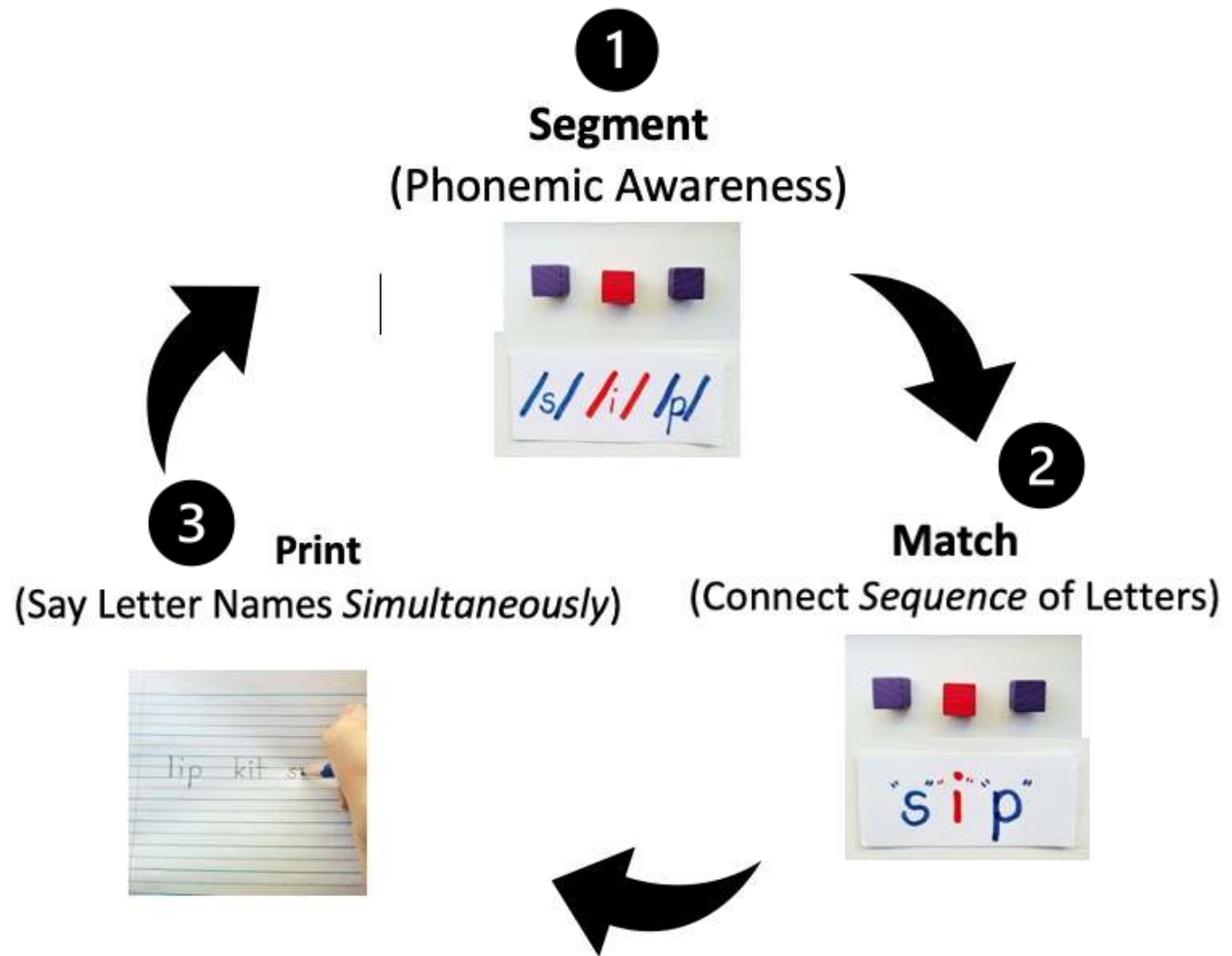
## 4. Print Words using SOS Approach



The KEY is saying the letter names at the EXACT same time that they are printed.

# Say sounds & letters **Simultaneously** while printing!

- NOT the same as playing a phonemic awareness game
- NOT the same as giving students phonics worksheets
- NOT the same as teaching one spelling pattern per week



## 5. Dictate 3-5 Sentences

- May have to start with phrases (e.g., -in the hut; -on the log)
- **Teacher dictates sentences** (sentences that contain only words that they have previously been taught – otherwise, print the word for them on the board to just copy)
- **Students print 3-5 sentences** in their notebook at their desk.



## 5. Dictate 4-5 Sentences



## 6. Read. Edit. Re-read. Re-read.

- Have students **read** their sentences to a peer
- Have students choral **read** sentences with a peer
- Have students **edit** their sentences
- Have students **edit** their peers' sentences
- Have students **read** their peers' sentences
- Have students **read, re-read, and re-read** their sentences

A fan can fit in it.	Is it for a fan?
A tin pan is in it.	Is it for a tin pan?
A map can fit in it.	Is it for a map?
Ram Cat can sit in it.	Is it for Ram Cat?
Look at Sam!	It is his cap.
Ram is his cat.	Did Sid fit in the hat?
Look what I see!	Sid did fit in the hat!
Sid is in the big hat.	I am with you in the big van.
What is it?	It is a big pig in a big pen.
Can you play with it?	Yes, I like to play with it.
I can fit it in the bag.	I can see him play with you.
Look at the man.	The man is on the mat.
The big ram is mad.	Can I be with you?
Yes, you can be with me in the big pen.	
I can see him look for you in the big pen.	
The big pig can sit in the pen.	
Have you fit the cap on the man?	
Yes, I fit the cap on the man.	

Create sentences  
that follow your  
Scope & Sequence

Have them  
highlight what  
they can read  
effortlessly.

(thanks to super teacher and friend  
Susanne Crowther :)

9/14/22

# **BLOCK THREE:** Small Group Routines (20 min)

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# BLOCK THREE

(20 minutes)

- **Two Small Groups** (4 students)
- **Other children do GROW centres:**

**G**ame (in groups of 2-3)

**R**ead (read decodable text & re-read with partner, with another adult, with reading buddy, with EPIC)

**O**r

**W**rite (think and wonder about morning discussion topic)

Small groups **CONTINUALLY FLEX** depending upon the needs of the students with the largest gaps

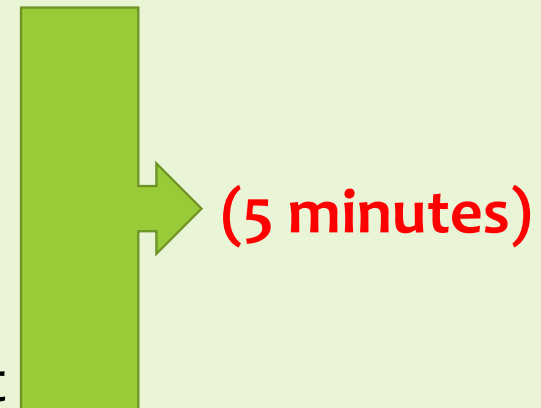
# 10 Minute Small Group Time

Choose students based on **screening** results

- 1) **One-minute** Phonemic Awareness “listening game” **(1 minute)**
- 2) **Slide/Card Deck** (say sounds, then trace) **(3 minutes)**
- 3) **Continuous Blending** (card flipping, spoon game) **(1 minute)**



- **MONDAY:** Word Building/Word Chaining
- **TUESDAY:** Game
- **WEDNESDAY:** SOS Printing
- **THURSDAY:** Printing Sentences
- **FRIDAY:** Reading Controlled/Decodable Text



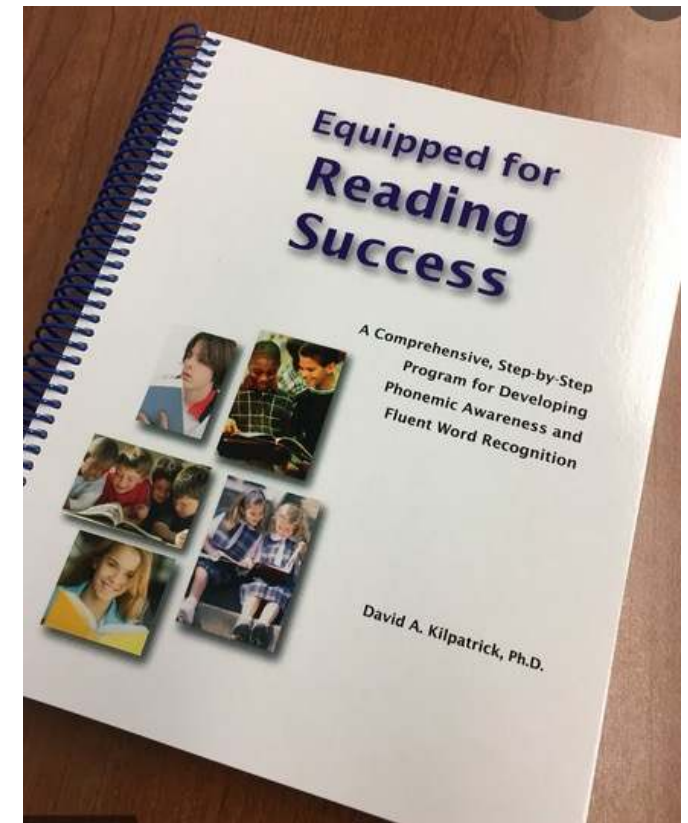
**1) One-minute** (10 words) **(1 minute)**

## **Phonemic Awareness Drills**

**Build Phonemic Proficiency**  
**(accuracy AND automaticity!)**

It's okay if 2 students answer at a time.

The other two can answer in their heads.



<https://equippedforreadingsuccess.com/>

[Caversham Booksellers](#)

[West Coast Literacy:](#)

# 1) Phonemic Awareness:

You may have to backtrack.

**(1 minute)**

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- Play, “I hear with My Little Ear, the **VERY FIRST SOUND IN...**” (e.g., brush)
- Take them to the **Alphabet on a String** & repeat activities from Block One
- Put letters on a cookie tray (or popsicle sticks) and have them point & use 1:1 correspondence to sing the alphabet song



# 1) Reading Rockets with Linda Ferrell – Mastering Short Vowels **\*A MUST-SEE Video!**

Use  
**CUBES**  
for sound  
chaining!



**(1 minute)**

2022-09-14



[Mastering Short Vowels with Linda Ferrell](#)<sup>57</sup>

## 2) Have students say the sounds...



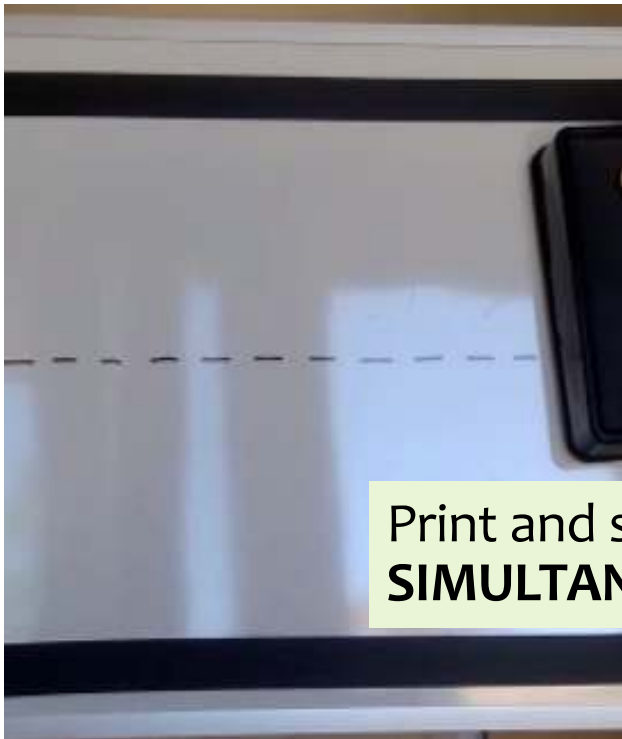
### Code Pack:

1) Show them the letters one at a time and have them say the sound.

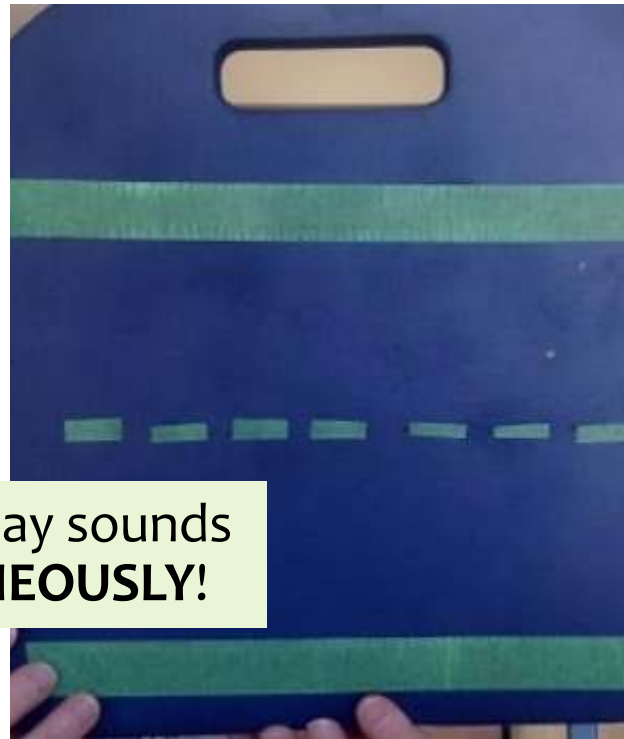
(1 minute)

## 2) Have students trace/print letters

(same as in Block TWO)



Print and say sounds  
**SIMULTANEOUSLY!**



**Code Pack:**

**2) DON'T show letters.**  
**Just ask, "What Spells...?"**  
(e.g., /b/)

Students print or trace the letter and say the letter name, keyword, & sound.

**(2 minutes)**



## Keeping Small Groups Focused

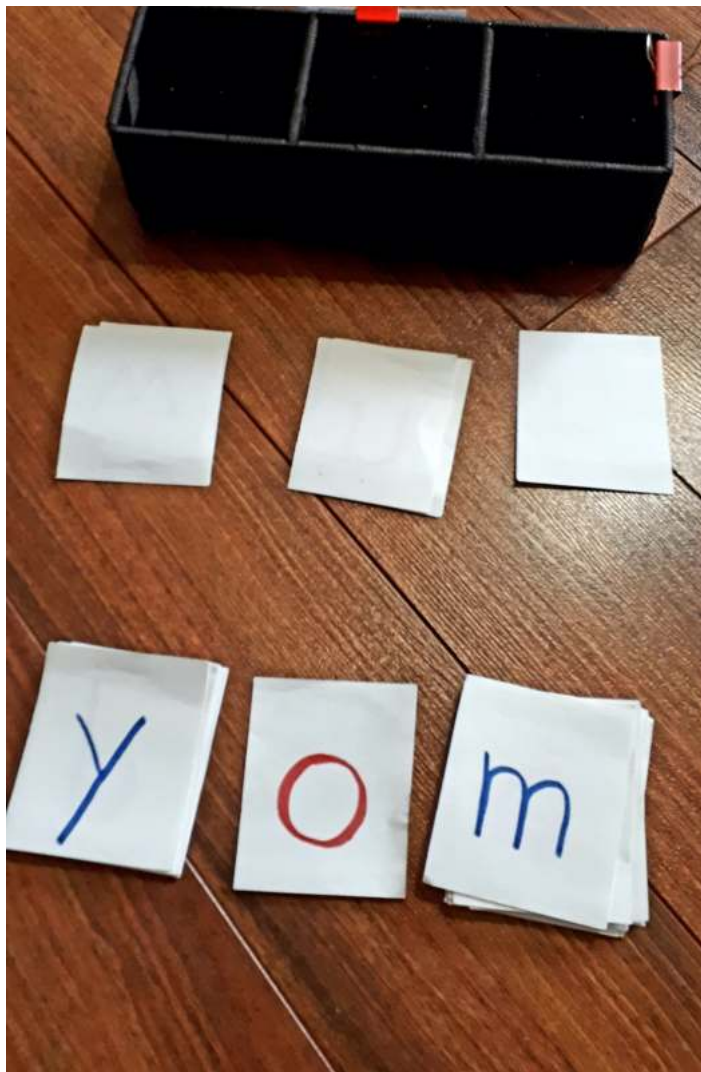
## 3) Help Students BLEND

(1 minute)

The goal is to help students BLEND **automatically** and **effortlessly**, not read words sound out sound by sound, or by saying the “onset” & then the “rime”:

- Card Flipping
- Spoons Game
- Any fun way to read words (blending continuously)





### 3) Blending via Card Flipping – Learning How to Blend

**(1 minute)**

### 3) Blending (watch “an”) Card Flipping



# Bookwidgets

(Create using  
“Randomness” activity))

Student View [Design](#) [Print](#) [Back](#)

[cvc simple](#)



z i n

[Spin](#)




BookWidgets  
interactive learning



# 6 Secrets to Help Students Blend cvc Words

---

Cover up the last sound, and then **have them blend just the first two sounds.** Have them **sound it out in their heads first.** 

---

If this says \_\_\_\_\_, then **THIS** must say..... Then just flip first letter.

---

Have them **read the VOWEL first** (e.g., /a/, /cat/; /o/, /dog/).

---

Have them use a scooper (e.g., large knitting needle) to drag under the word.

---

Use “**continuant**” sounds at the beginning only (e.g., sounds that are a ‘stream’ of air like /s/, /f/, /l/, etc).

---

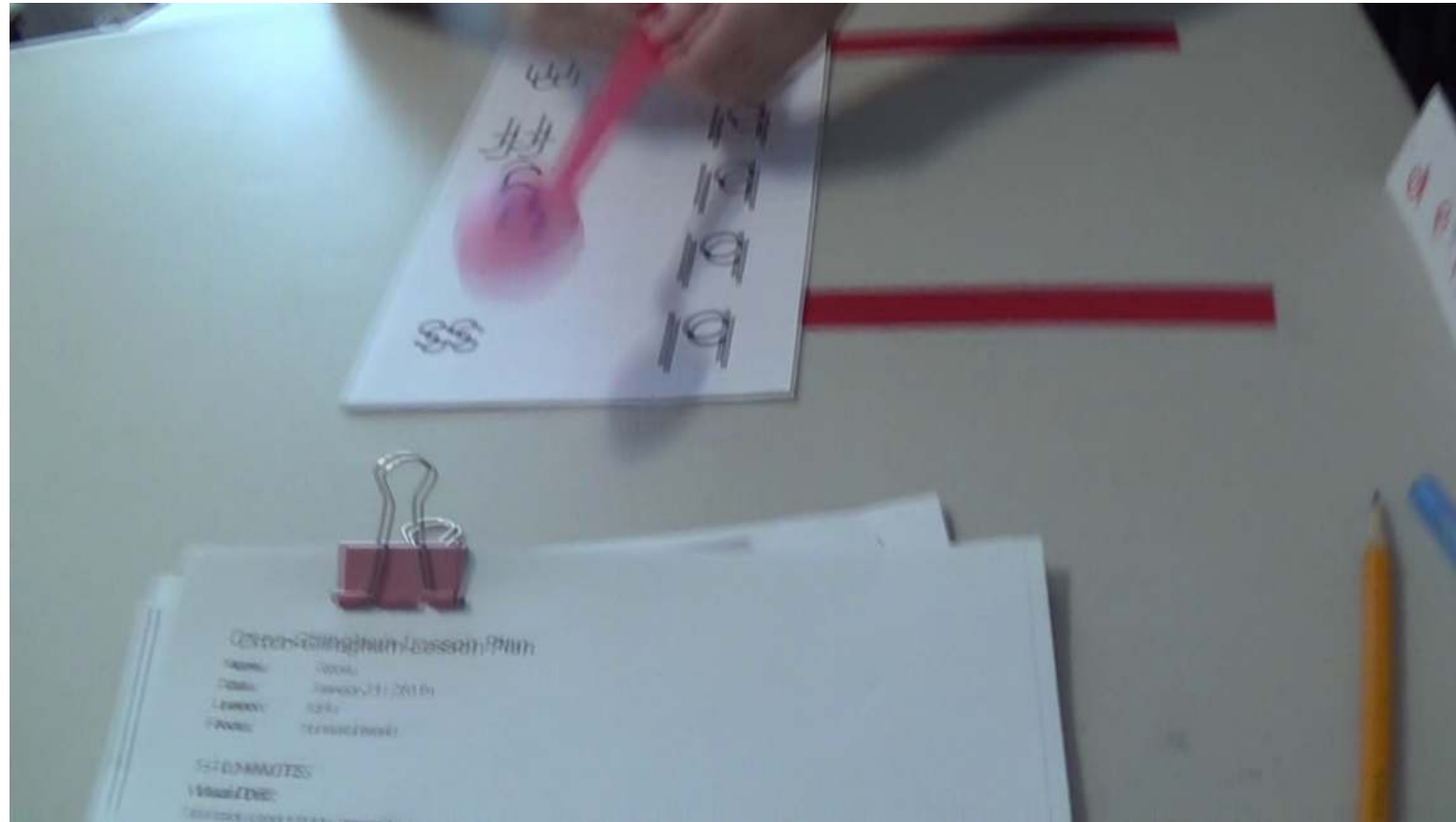
Teach them to open their mouth when they see a vowel.



3) Fun activities help with blending:

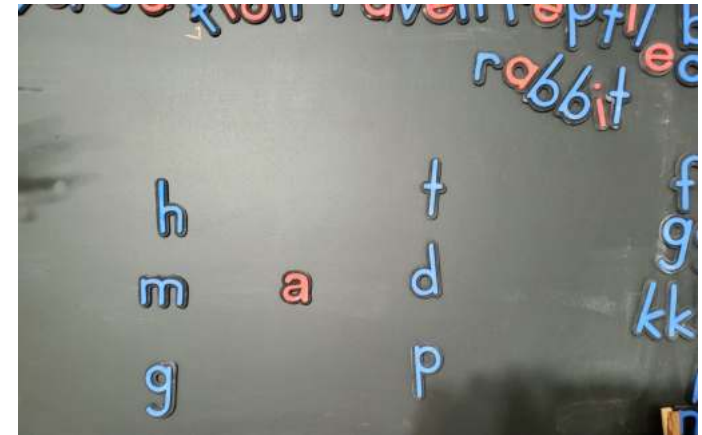
For example,  
**Play the SPOON GAME!**

**(1 minute)**



# Monday: Build Words & Word Chaining

- Choose students to come to board and **build words using magnetic tiles on a white board or chalkboard**



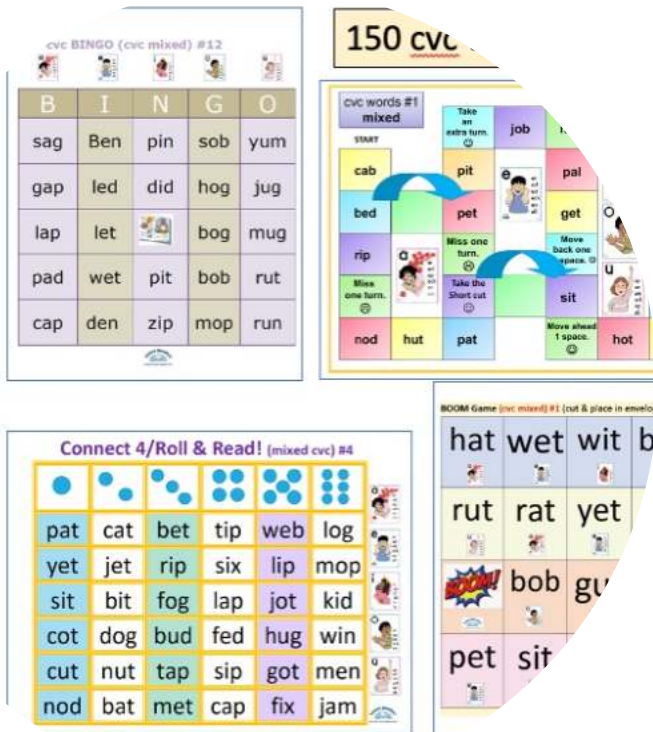
- **Choose students to come to the board and do word chaining** (e.g., Change “luck” to “tuck”; or change “brush” to “blush”)



## Word Chaining

**(5 minutes)**

# Tuesdays: Play a Game or Fill in the Blank – Read lots and lots of words



Read word lists  
**ACROSS, not down...**

Resist rhyming – not great for orthographic mapping

“Fill in the blank” is an effective activity as well (e.g., f\_\_t, h\_\_s, b\_\_n, etc.)

Have them **SAY THE VOWEL SOUND** at **EXACTLY** the same time they print!



**(5 minutes)**

# Wednesdays: Print Words using SOS Approach

- This routine support students in **HAND-SOUND** coordination
- The most important part of this – like the tracing in BLOCK TWO - is **students saying the sound SIMULTANEOUSLY** while printing the letter!

**(5 minutes)**

1. Teacher says word.
2. **Student repeats word.**
3. Student taps out the **sounds** in the word.
4. Student taps again and says the **letter names** for each sound.
5. Student prints word and says the **letter names** **simultaneously**.
6. **Student repeats word.**
7. **Student makes sentence w word.**



# Thursdays: Dictate Sentences

- May have to start with phrases  
(e.g., -in the hut; -on the log; -for a bit)
- Dictates sentences for them to print in a notebook (with sentences that contain **only words that they have previously been taught** – otherwise, print the word for them to copy)

**(5 minutes)**

# Fridays: Listen to them Read Controlled Text And throughout the day whenever you have a minute...



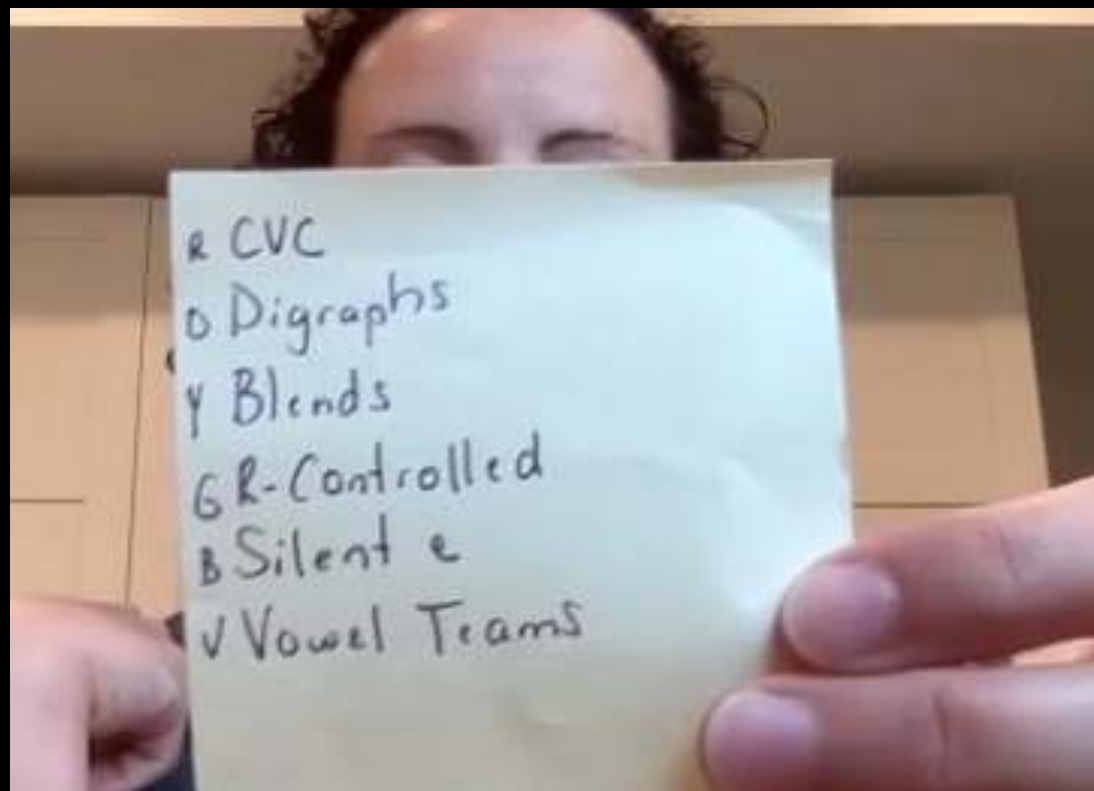
- Listen to one student at a time while others read to themselves (under their breath)

- **ALSO** read those with the largest gaps **when you get a chance throughout the rest of the day.**

9/14/22 (5 minutes)

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# Sort controlled text using coloured masking tape (thank-you Kelly Little! 😊)







# Things to Prepare for Small Group

- **Phonemic awareness page** (from Equipped for Reading Success)
- **Slide/Card Deck**
- **Card-flipping cards** (for card flipping)
- **4-5 Cookie trays/white boards with magnetic letters** (for building words/word chaining)
- **List of words for word building and word chaining words**
- **Cubes** (or other manipulative) **for SOS printing**
- **Decodable text**
- **Lots of pencils & erasers**
- **Highlighters**



Give Students Folders with everything they need is in that folder **FOR THE WEEK.**

- **Tracing Board/Paper** (for printing/tracing)
- **Spoon & letter page** (for blending)
- **Game**
- **Notebook** (for printing words & sentences)
- **List of words to read and highlight**

9/14/22

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## Phonics Lessons for the Week of: Week 19 (March 21-25)

**Focus:** R-Controlled /ar/      **Shared Reading:** "Sharks" Poem

**Keywords:** art, car, part, star, hard, shark, start      **Vocabulary:** snarl, discard

Monday	<ul style="list-style-type: none"><li>• Concept Introduction → "Welcome aboard the pirate ship!"<ul style="list-style-type: none"><li>◦ Bossy r works with the a to say /ar/ (different from /a/ and /A/)</li><li>◦ Unlock on sound wall (mention /er/ and /or/ as well)</li></ul></li><li>• Word Reading → AR Decoding Slides</li><li>• Building Words (whole class) → car, cart, part, art, start, smart, snarl (vocab)</li><li>• Shared Reading: "Sharks" Poem → discuss meaning</li></ul>
Tuesday	<ul style="list-style-type: none"><li>• Review</li><li>• Word Reading → Flip and Read</li><li>• Syllabication practice → partner, discard (vocab)</li><li>• Whiteboard dictation → snarl, smart, start, hard, bark, car</li><li>• "Read and Highlight: AR"</li><li>• Shared Reading: "Sharks" Poem</li></ul>

## Make a Weekly Lesson Plan

# Other students go to GROW CENTRES

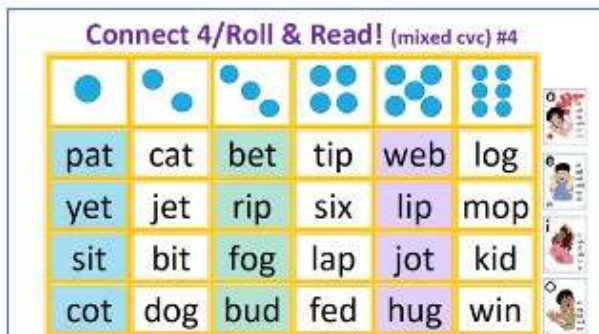
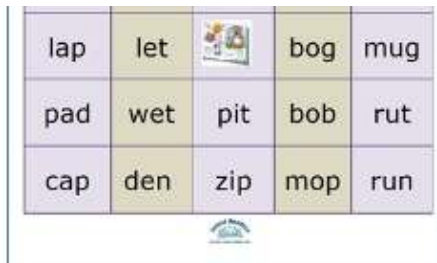
- GAME
- READ
- OR
- WRITE

## More Ideas:



**Ep. 80:** A Primary Teacher's Perspective on Science of Reading, **Small Group Instruction,** & Use of Sound Walls

# Games in Pairs – Keep it Simple

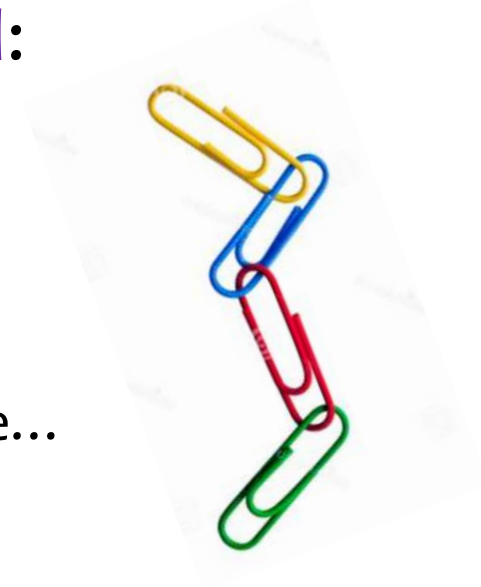


- **Mondays:** Board Games
- **Tuesdays** – BINGO Games
- **Wednesdays** – BOOM Games
- **Thursdays** – Roll & Read
- **Fridays** – Card Games

# Create & Extend ORAL Sentences When Playing Games

To help them **extend**  
their sentences, give  
them **LINKING WORDS**  
cue card:

- , so...
- , and...
- , but...
- , because...
- , or...
- , although...



## READ - in Pairs, using EPIC,

- Students go to their book bucket and **read their decodable** to their game partner, a parent volunteer, a reading buddy, or anyone you can find to listen to them read!
- This is NOT independent reading time – independent reading in grade one, is a Rainbow & Unicorn activity





# Write

- Sentences that have to do with what they wonder or think about the **CONTENT KNOWLEDGE topic you read about in the morning.**

# Resources

9/14/22

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# Grade One Scope & Sequence Example: Go to the BLOGS on LetsGetReadingRight.com

## Martha's Primary Code Pack

**BLOG:** Connecting the Science of Reading with the Art of Implementation

### Grade One – Sept. – Dec. using Journeys Decodables as a base – Units 1 & 2

Week	Spelling Pattern	Approximate:
1	cvc – short a, an/am, + punctuation (capital/period)	2 <sup>nd</sup> week of Sept
2	cvc – short i, + review short a, closed/open syllables	3 <sup>rd</sup> week of Sept
3	cvc – short o, + review short a/i/o	4 <sup>th</sup> week of Sept
4	cvc – short e + review short a/i/o	1 <sup>st</sup> week of Oct
5	cvc – short u + review short a/e/i/o	2 <sup>nd</sup> week of Oct
6	cvc – mixed, + 'rabbit' words (closed-closed syllable division)	3 <sup>rd</sup> week of Oct
7	-ck, floss, + end blends	4 <sup>th</sup> week of Oct
8	sh, th, + s, es suffixes	1 <sup>st</sup> week of Nov
9	ch, wh, + end blends + punctuation (question mark)	2 <sup>nd</sup> week of Nov
10	ing/ang/ong/ung, "r" blends	3 <sup>rd</sup> week of Nov
11	ink/jank/ork/unrk, "r" blends	4 <sup>th</sup> week of Nov
12	"x" blends (exclamation mark)	1 <sup>st</sup> week of Dec

### Grade One – January – March using Journeys Decodables as a base – Units 3 & 4

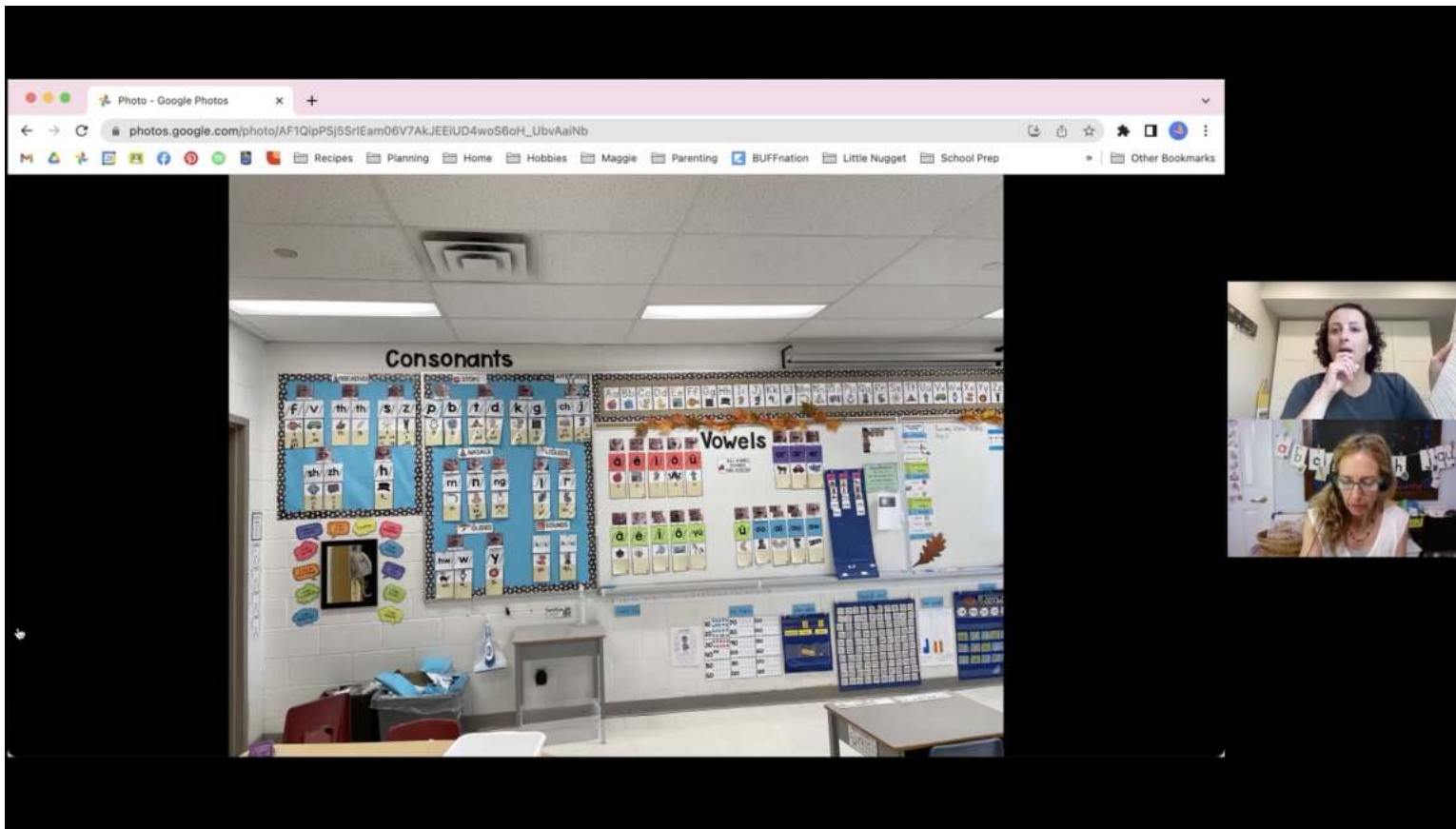
Week	Spelling Pattern	Approximate Date:
13	-ing suffix, + y as long i	1 <sup>st</sup> week of Jan
14	Doubling Rule, -ed suffix & sounds of 'ed', "change y to i" rule	2 <sup>nd</sup> week of Jan
15	-ch, punctuation/quotation marks, commas, possessive plural	3 <sup>rd</sup> week of Jan
16	sh, syllable division reading 1 <sup>st</sup> syllable in author/illustrator name	4 <sup>th</sup> week of Jan
17	Triple blends (scr, sgr), all, plus sh/s-blends confusions	1 <sup>st</sup> week of Feb
18	Magic e, magic e/cvc confusion	2 <sup>nd</sup> week of Feb
19	Magic e with soft c, magic e/cvc confusion	3 <sup>rd</sup> week of Feb
20	Magic e, "Take off the e" rule, soft g, dge	4 <sup>th</sup> week of Feb
21	ai/ay	1 <sup>st</sup> week of Mar
22	ee/ea, silent e jobs	2 <sup>nd</sup> week of Mar
23	oa/ow	3 <sup>rd</sup> week of Mar
24	"y" as long /e/ (silly/funny), change "y to i" rule (end of Unit 6)	4 <sup>th</sup> week of Mar

### Grade One – April – June using Journeys Decodables as a base – Units 5 & 6

25	ar, or	1 <sup>st</sup> week of Apr
26	er/ir/ur	2 <sup>nd</sup> week of Apr
27	-ook, wr	3 <sup>rd</sup> week of Apr
28	ou/ow	4 <sup>th</sup> week of Apr
29	oo, oo, ew	1 <sup>st</sup> week of May
30	au/aw	2 <sup>nd</sup> week of May
31	oi/oy	3 <sup>rd</sup> week of May
32	igh, ie (piece of pie)	4 <sup>th</sup> week of May
33	Consonant-le syllable	1 <sup>st</sup> week of Jun
34	alk, wa, "ar" as schwa (about, along), -ly suffix	2 <sup>nd</sup> week of Jun
35	"re", "un", "be"	3 <sup>rd</sup> week of Jun
36	practice multisyllable words (as you can do all year)	4 <sup>th</sup> week of Jun

Grade One Daily Schedule  
Literacy Block

# Using A program...

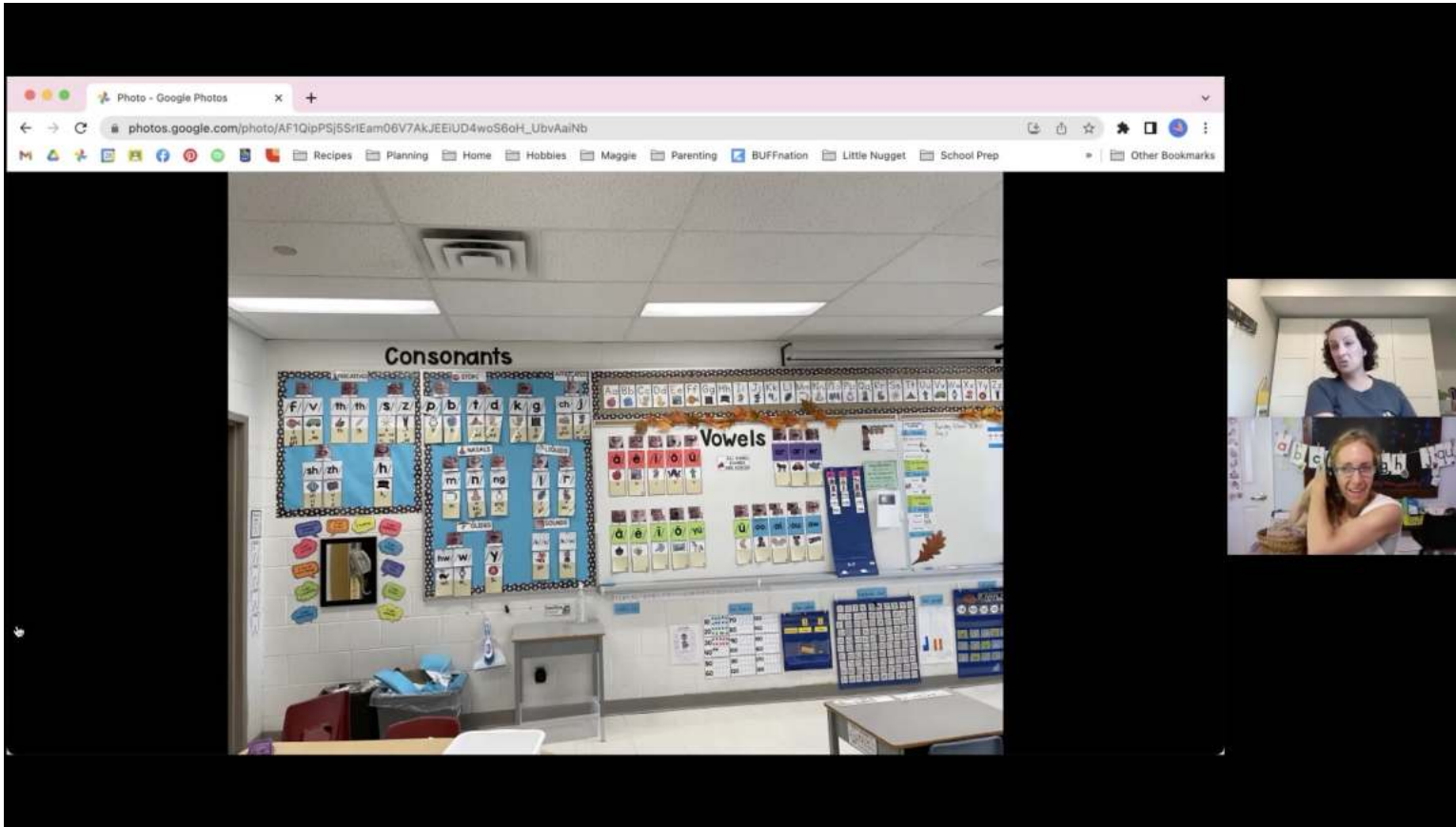


For example, “From Sounds to Spelling” is not on TPT. You can find it here:

[From Sounds to Spelling](#)

**NOTE:** Kelly has been taking SoR training for 2 years, so she has the **knowledge** to take what makes teaching easier and more effective, and **she knows when to leave the rest.**

# From Sounds to Spelling Program



**NOTE:** Kelly has been taking SoR training for 2 years, so she has the **knowledge** to take what makes teaching easier and more effective, and **she knows when to leave the rest.**

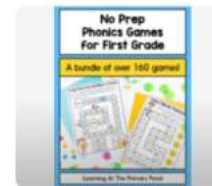
# Learning at the Primary Pond



- From Sounds to Spellings program (\$165US) Grade One Program <https://www.fromsoundstospelling.com/>
- Decodable texts - **Search:** Short Vowels CVC Words Decodable Readers and Passages for First Grade Bundle (search for other spelling patterns too)
- Games & Bingo Chip Activities - **Search:** First Grade No-Prep Phonics Games Bundle | SOR aligned

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2022-09-14



**First Grade No-Prep Phonics Games Bundle** \$27.04  
| SOR aligned

Created by Learning At The Primary Pond - Alison

Bundle  
1 License

Make phonics FUN for your students - without the prep time for you! These hands-on, no-prep activities for 1st grade phonics skills are great for centers or independent work. There are...

[Get Bundle](#)

**CVC WORDS DECODABLES**  
1st Grade Bundle



**Short Vowels CVC Words Decodable Readers and Passages for First Grade BUNDLE**

\$14.00  
~~\$14.00~~  
**\$11.25**  
Bundle

by  
The First Grade Roundup by Whitney Shaddock

★ 4.8 (123)

Do you need a variety of printable and digital decodable passages for first grade to use with your science of reading lessons and 1st grade phonics

[Add to cart](#)

**Subjects:** Phonics, Reading, Writing

[+ Wish List](#)

**Grades:** K - 1<sup>st</sup>



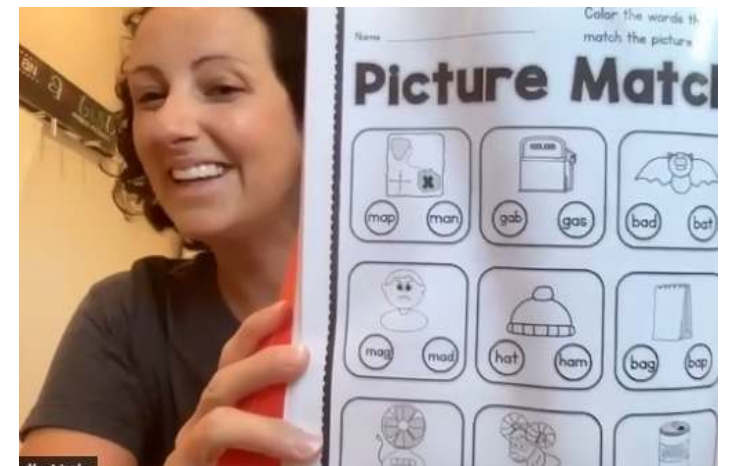
**Teachers Pay Teachers**

# Make Every Moment Count: Folders for Any Moment



2022-09-14

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Use **Sarah Paul Activities (TPT)** and have these ready to go and **use throughout the day.**

Use magnetic Bingo chips!

# Make Every Moment Count!



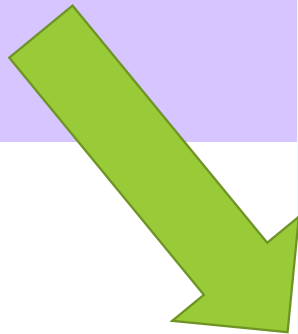


# Ask Questions (Simple Scripts)



- How many types of syllables are there?
- How many do you know?  
Why do we care?
- Tell me everything you know about vowels.
- Why do we care about vowels?
- What is the most important part of the word?
- How do we change “flop” to “flopped”?
- **What sound does the “-ed” make in “flopped”?**
- Which word on this page is a **Doubling Rule** word?
- Which word on this page is a **“Change y to i”** word?

**USE  
SCRIPTS!**



M. Kovack · Jun 29 · 6 min read

## 12 Helpful Scripts for Word & Sentence Level Routines

Updated: Jul 11



- **Ask: “What is the base word”** (or, do you see a prefix or a suffix in this word?)
- **What sound does “-ed” make it that word?**
- **Which spelling rule (hold up 3 fingers!) do we have to use to change (e.g., take) to (e.g., taking)?**
- **Can you give me a sentence for that word?**

**Martha’s BLOG about Routine Scripts:**  
<https://www.letsgetreadingright.com/news>

# Consonants

**FRICATIVES**

/f/ /v/ /th/ /th/ /s/ /z/

**STOP**

/p/ /b/ /t/ /d/ /k/ /g/

**GLIDES**

/sh/ /zh/ /h/

**NASALS**

/m/ /n/ /ng/

**LIQUIDS**

/l/ /r/

**AFFRICATES**

/ch/ /j/

**SOUNDS**

/k/ /x/ /h/ /w/

hw /w/ y

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

# Vowels

**ALL VOWEL SOUNDS ARE VOWELS**

à / é / i / o / ú

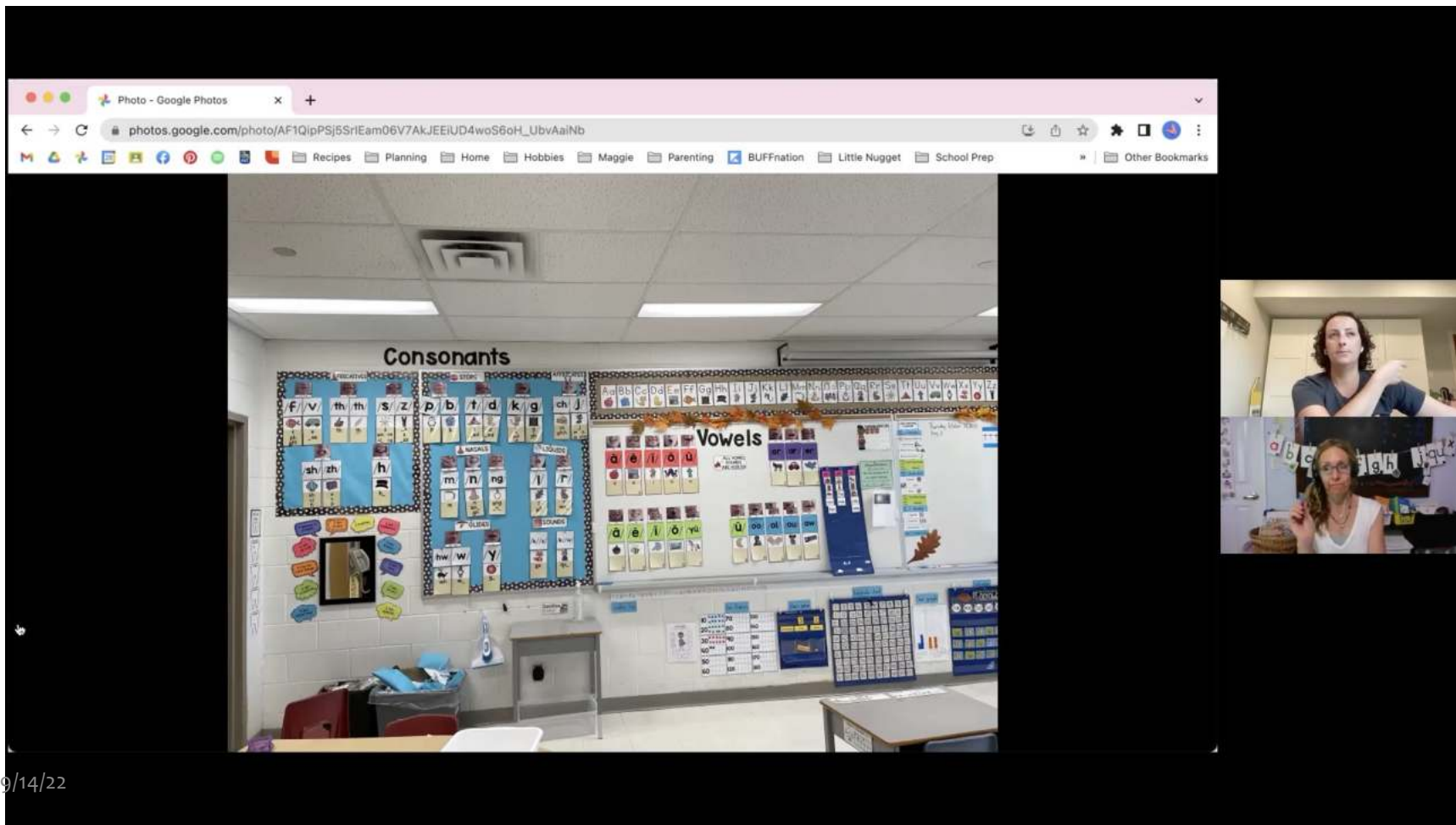
ü / oo / oi / ou / aw

Turning Meter 1000  
Day 2

10	70	130
20	80	140
30	90	150
40	100	160
50	110	170
60	120	180


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Wild Words – Words that Don't Follow the Rules




# Mrs. Winter's Bliss

- **FREE Sound Wall**
- Search: **Mrs. Winter's Bliss Sound Wall**
- **Other FREE things**



**FREE! SOUND WALL**  
SHORT VOWEL EXPLICIT LESSONS  
& STUDENT ACTIVITIES

**FREE Sound Wall Explicit Lessons and Sound Wall Activities**

 by Christina Winter - Mrs Winter's Bliss

This sound wall teacher guide with lesson plans includes everything you need to explicitly and systematically introduce and utilize a sound wall with

**Subjects:** Phonics, Spelling, Writing  
**Grades:** K - 2<sup>nd</sup>

**FREE**

★ 4.7 (55)

✓ PDF

+ Wish List

Good mouth movements.  
Buy base package, but  
change how you like -  
**Decent and Done.**



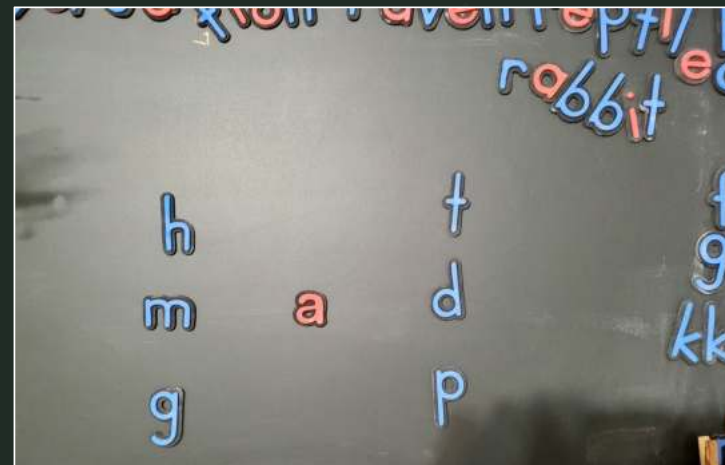


This is where I got my **MAGNETIC LETTERS** - foam, black outline, lowercase. **Click Here.** Lots of other fun resources too.



- <https://www.reallygoodstuff.com/search/?text=foam+letters>

# Magnetic Letter Tiles



# Sarah Paul: Free Letter Tiles!

<https://www.teacherspayteachers.com/Product/Letter-Tiles-for-Phonics-Instruction-3978782>




**FREE**

Download



Teachers Pay Teachers

cvc BINGO (cvc mixed) #12

B	I	N	G	O
sag	Ben	pin	sob	yum
gap	led	did	hog	jug
lap	let		bog	mug
pad	wet	pit	bob	rut
cap	den	zip	mop	run

150 cvc

cvc words #1 mixed

START

cab	pit	job
bed	pet	pal
rip	Miss one turn.	Move back one space.
Miss one turn.	Take the Short cut	sit
nod	hut	pat
		Move ahead 1 space.
		hot

Connect 4/Roll & Read! (mixed cvc) #4

●	●●	●●●	●●●●	●●●●●	●●●●●●
pat	cat	bet	tip	web	log
yet	jet	rip	six	lip	mop
sit	bit	fog	lap	jot	kid
cot	dog	bud	fed	hug	win
cut	nut	tap	sip	got	men
nod	bat	met	cap	fix	jam

BOOM Game (cvc mixed) #1 (cut & place in envelope)

hat	wet	wit	b
rut	rat	yet	
	bob	gu	
pet	sit		



# Cvc Games with Templates

to use with other spelling patterns  
(included with "How to Organize Literacy Centres Course")

**PROMO CODE: IDASR25**  
[CLICK HERE to ORDER](#)



\*Games are also available separately at  
[soundreaders.ca](https://soundreaders.ca) (Canada) OR  
[soundreaders.com](https://soundreaders.com) (International)

Or at  
[Teachers Pay Teachers at the Sound Readers Store:](#)





**PROMO CODE: IDASR50**  
= 50% off all digital card  
games & board games



[SoundReaders.ca](https://www.SoundReaders.ca)

25 different decks of cards organized by spelling pattern  
(15 decks are available ready-made)

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## Let's Get Reading Right!

For Teachers Hungry for the Science of Reading & Art of Implementation

**Step One:**  
Explore. Get curious. What does research from various disciplines tell us about learning to read? Click here to read some **BLOGS**.

**Step Two:**  
Get some basic **TRAINING**. Click here to find out where you can get it for free, or to become certified.

**Step Three:**  
Explore books and **RESOURCES** that may help us implement this training. Click here to get started.

**Step Four:**  
Stay informed. Click here to find out which organizations and researchers are dedicated to **SUPPORTING YOU**.

↑  
[Resources](#)

# Certificate of Attendance

- There will be a link to apply for a Certificate of Attendance in the webinar **follow-up email**.
- The certificate will cost **\$10**.
- Please note that they will only be given out to those that **attended the webinar live**.



**Prize Time!**  
**2 Full Sets of Ready- Made Crazy Cards!**

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But **EVERYONE** can use **PROMO CODE: IDASR50** for 50% off all digital games at Sound Readers