

Kansas MTSS Symposium  
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## Reading Routines for Grades K-2

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Goals – Teachers will

- Learn and experience several learning and practice routines that can be incorporated into whole group and small group lessons

# **STEPS Small Group Lesson Plan Form**

Week of: \_\_\_\_\_

TARGET LEARNING FOCUS: \_\_\_\_\_

STUDENTS: \_\_\_\_\_

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<p><b><u>S</u>et-up</b> Practice Review.</p> <p><i>Quick practice of skills students have mastered. – 3 min</i></p>					
<p><b><u>T</u>each.</b> <u>Model. Explicit.</u></p> <p><i>Model and teach new concept</i> <b>3 minutes</b></p>					
<p><b><u>E</u>ngage.</b> <u>Practice with Feedback.</u></p> <p><i>Teacher-led practice.</i> <b>3 minutes</b></p>					
<p><b><u>P</u>actice Activity</b> <i>Extended practice of new skill.</i></p> <p><b>15-20 minutes</b></p>					
<p><b><u>S</u>how you know</b> <i>Quick check of skill mastery.</i></p>					

# Reading Instruction Routines

## Teaching and Practice Tools to Use Again and Again

### Phoneme Awareness:

- I Do. We Do. You Do. Segmenting and Blending.

### Phonics, Spelling – Structural Analysis

- Double Duty (Moveable Graphemes) and Sound Spelling Boxes.
- Dictation

### Fluency:

- Fluency Drill
- Flashcard activities
- High Frequency –Spin Say Write
- Monitored reading, Repeated Reading –Lava, Partner Reading, (alternate reading), timed re-reading charted

**Vocabulary:** integrated

## PHONEME AWARENESS ROUTINES

During any of these playful activities with words, discuss meaning, use the words in sentences.

### **Phoneme Segmentation: Use words students are learning to read and spell – Treasures.**

I say the word.

You say the word. (Correct if necessary)

Say the sounds. (Correct if necessary. “My turn. Listen. Do it with me”)

Say the word.

- Elkonan boxes
- Head Waist Toes or Tap the arm , shoulder to hand.
- Punch it Out
- Slinky
- Count on fingers – start with fist, open one finger at a time as sounds are segmented

### **Phoneme Blending: Use words students are learning to read and spell from phonics lessons**

I say the sounds. *Cue for unison response -*

You say the word.

If students struggle with single phoneme blending, back up to the **onset-rime level**. Use unifix cubes or legos to represent the two parts of the word. Pull them apart while saying the parts and put the parts back together saying the whole word.

### **K - Phoneme First Sound Match:**

Students match pictures that start with the same sound. Use Words Their Way, or other, pictures.

Name picture.

Say the first sound.

## PHONICS ROUTINES

### Double Duty or Spelling Boxes A Week's Worth Of Word Practice in One

Use the Double Duty (DD) or Spelling Boxes (SB) worksheet. Use snack size Zip-Locks® or envelopes to save the pieces for each day's lesson.

Mon	Tues	Wed	Thurs	Fri
<p>DD - Spell the words with moveable letters and ask students to write the words in the provided spaces. Save letters to use again.</p> <p>SB - Write words in provided space after segmenting and spelling each word in the spelling boxes.</p>	<p>DD and SB - Read the words, cut them out and read them again. Place upside down and turn words over one by one reading each.</p> <p>(DD) Use cut out graphemes to spell the words from dictation.</p> <p>Optional: SB Use set of other moveable letters.</p>	<p>Combine two sets of words. Pairs of students play concentration. (Individual student's words can be noted with a colored dot for regrouping after play.)</p>	<p>Each student lays their words out on table in front of them. Teacher gives clue and student <b>finds and reads</b> the appropriate word. "An animal with a tail and purrs." "Cat!"</p> <p>Alternate: teacher pulls a word from her set of words and reads it. Students turn over and read their own words until they find the chosen word.</p>	<p>Students write the words from dictation like a spelling test – in pairs or teacher directed. Students find the words in their set and check their spellings.</p> <p>Pairs dictate and spell the words using their moveable graphemes.</p>

Please note that these are daily activities for word decoding and reading. Teachers will also include reading stories, fluency reading, repeated reading, and other connected text reading practice during the daily lessons.

**Additional Ideas for lessons with Double Duty and Spelling Boxes forms:**

- Students continually read the words as they sort words according to sounds, spellings, or meaning.
- Teacher and/or students act out a word and students find and read the word.
- Keep words over time. Use a different color paper each week of a unit. Combine and use words to practice and review.
- Teacher says a word phoneme by phoneme. Students blend the sounds together, find the word in their group of words, and read the word.
- Oral language – place words upside down, choose a word, read it and use it in a sentence. Other students repeat the sentence, or do this in pairs.

**Directions for using the Double Duty (two activities in one):**

Teacher prepares a word list based on the week's phonics lesson and notes the letters needed to spell the words.

1. Teacher dictates the letters/graphemes students will need to spell the words. Students write the graphemes in the boxes and cut them out. (Or grapheme tiles can be provided)
2. Teacher says a word. Students repeat the word and "tap" the phonemes in the word (segment the phonemes).
3. Students use the moveable letters to spell the word on the arrow.
4. Students write the word in the blank space on the bottom of the sheet.
5. Teacher and students repeat the process for each word.

**Directions for using the Spelling Boxes form:**

Teacher prepares word list – usually spelling words or phonics words from the week's lesson. If the list is long, use a sampling of the words for whole group and then use the rest of the words during small group lessons.

1. Teacher says a word. Students repeat.
2. "Dot and say the sounds." Students and teacher together, say each phoneme as they place a small dot in the bottom of a spelling box.
3. Teacher, touching the first box, "What sound?" Students say the sound. "Spell it." Students and teacher write the grapheme for the sound.
4. Repeat for each phoneme-grapheme until the word is spelled. Write the word in the final column.
5. Point out the phonic elements that are being taught. Include any other information that will help students recall the sound-spelling connections (i.e., "We spell the /f/ sound ph in this word because the word graph is Greek.")

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# Sound Spelling Boxes




# Fluency Drill

A Fluency Drill can be created on a chart with 30 squares – five rows of six squares.

The first row contains six words for review. **The subsequent rows contain the same six words in differing orders.**

- The teacher prepares an overhead transparency, or Smart Board copy, of the chart for a Fluency Drill. She or he points to and reads each word in the first row.
- The teacher again points to each word as the students read the words with the teacher. Use high frequency words, phonics words, or vocabulary words.
- The teacher then touches each square on the chart, starting across the first row and working down and across each of the remaining rows.
- As the teacher touches each square, the students read the word in the square.
- The teacher can time the students if quick recognition is a goal.
- After the students have read all the words, the teacher reviews any confusing words by touching the words at random one at a time as the students read them.

Begin the morning with a choral response drill.

Place copies of the Drill sheet in the students' Fluency Kits.

Invite students to try to beat the clock, timed reading of the Drill sheet within a set time (20, 30 seconds)

**Build in meaning and oral language** – Teacher says a definition, students identify the word, write it, read it, and use it in conversation with a partner.

# FLUENCY DRILL


# Additional Fluency Practice Ideas

## Automaticity with word recognition

### 1. Spin Say and Write

Use this engaging practice game to practice reading and spelling high frequency words or phonics lesson words. Write eight words in the spin circle. Use a pencil and paper-clip to spin. Read the word the spinner lands on; write the word under its column on the grid. Repeat until one word WINS! Continue until a second word wins. Clip papers together to take home or if game will continue the following day. Make sure students are **READING** the words aloud and spelling them correctly.

### 2. Flashcards

**You're It!** Create sets of flashcards with words from the reading lesson, high frequency words that have been introduced, or vocabulary words that students are expected to be able to recognize automatically (older students).

- Pairs of students play "You're It!" Insert one or two "You're It!" cards in the stack. One student reads the cards while the other student listens and provides assistance if needed.
- When the student comes to "You're It!" Partner Two has to read all the words that Partner One has just finished reading.
- The reading continues with each student taking turns reading until You're It is read.

3. **Spill and Say** Place several words students are expected to recognize automatically in a container such as a Pringles® can. Pairs of students take turns shaking the container and spilling the words on a table top. The Partner who spills the words must read all the words that land face-up to the other partner. Repeat several times.

## Fluency with Text Reading

### 1. Scoop the Phrases

Using a sheet protector with copies of sentences or paragraphs from the students' reading materials, scoop phrases to aid with smoother reading and prosody. This is for students whose word recognition is pretty well developed but are still reading word-by-word. Students read chorally as the teacher models the scooping on the overhead projector.

### 2. LAVA

Don't stop the Lava! Lava flows and so do our voices when we read. Using reading material that has been read several times, students in small group place an object on each letter of LAVA. Teacher sets a stop watch for a predetermined time (30, 40, 50 seconds) and students start reading, one sentence at a time around the group. Students know to keep their place because if

they are the one reading when the timer goes off, they move one of their objects into the volcano. Reading resumes and the routine continues until a student loses all of their objects. Then all objects are placed on the LAVA letters and the process begins again. Teacher corrects and provides instruction when words are misread. Comprehension questions are asked occasionally to add focus on meaning.

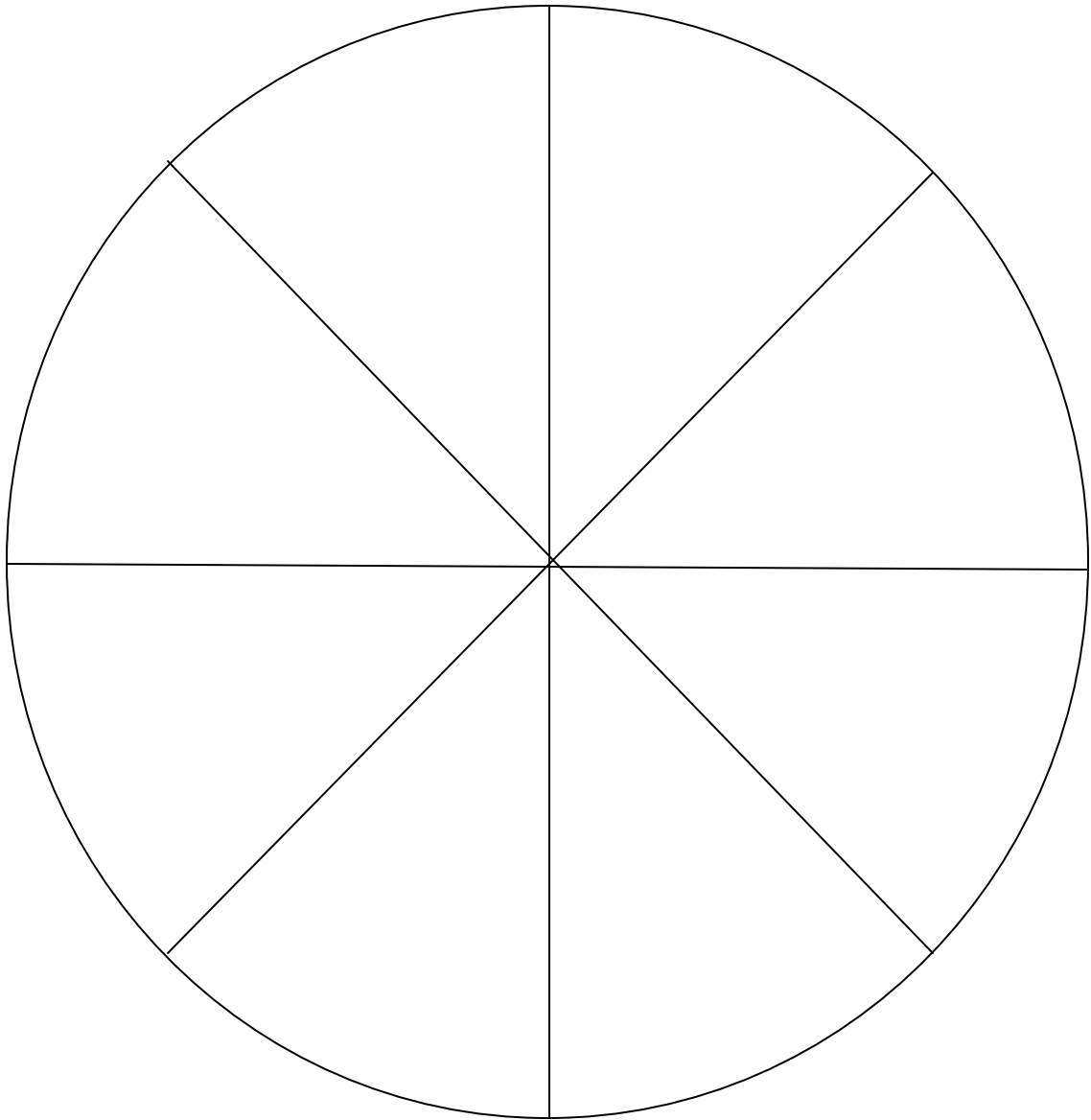
### **3. Fluency Kits**

Prepare fluency kits for each student. Use Zip-Lock® bags and place carefully chosen reading materials, flashcards, and word lists in them. Devote specific times during the day for student to read the content of their Fluency Kits independently, to partners, and to bring to small group reading class for practice. Some teachers keep individualized materials on clipboards to accomplish the same collection of practice material.

# Spin, Say and Write!


Name \_\_\_\_\_

# Spin, Say, and Write





L	A	V	A
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## Sound Spelling Boxes