



Fifty Nifty Activities

*5 Components and
3 Tiers of Reading Instruction*

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Fifty Nifty Activities: Connecting Research to the Classroom





Fifty Nifty Activities

- ➔ 5 Components of Reading

- ➔ Three Tiers of Instruction
 - Whole Class
 - Small Group
 - Paired and/or Individual



Big Ideas

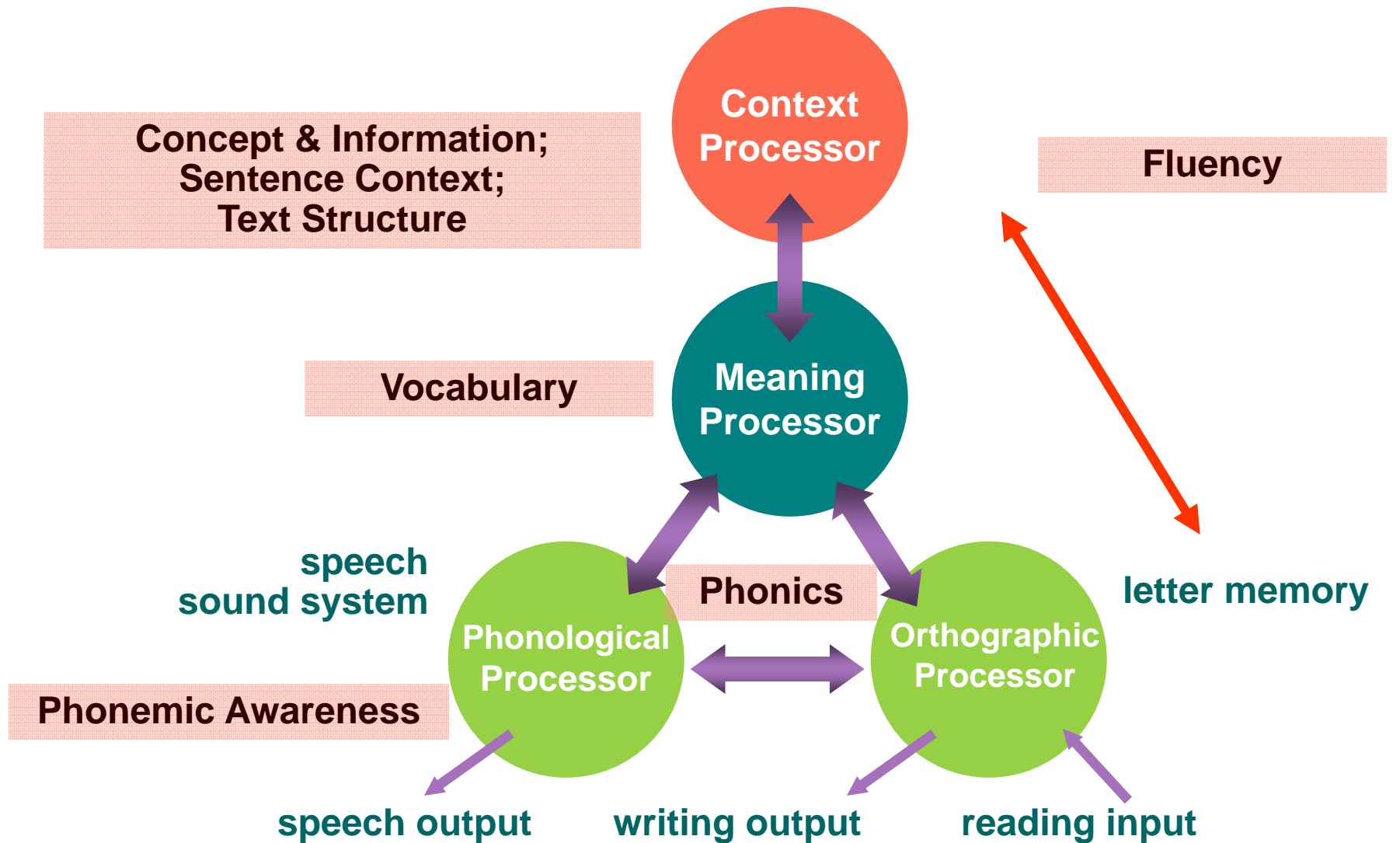
- ❑ Closing the achievement gap through opportunities for meaningful practice.
- ❑ Evidence-based activities, using simple materials that align with 5 components of reading.
- ❑ Bringing FUN and ENGAGEMENT to the process of learning to read.



*Disclaimer: We may not have
time for all the slides*



Four Processing Systems



LETRS Module



The Four Part Processor

- ➔ Activities work best that involve more than one of the 4-part processors simultaneously.
- ➔ Activities work best when they are engaging and require reflection on language and thinking



Going from Known to Owned!

➔ **The Fifty Nifty Activities and Intervention:**

- ➔ These activities can be used for the repetition and reinforcement students need to take a skill from known to owned!



**Give the gift
of repetition**



Research Findings to Guide Instruction for the Fifty Nifty Activities

- ➔ Instruction must be more *focused, explicit and systematic*
- ➔ Include word identification strategies and *reading fluency* practice with connected text
- ➔ Provide ample opportunities for *guided practice*, appropriate levels of *scaffolding and responsive feedback*
- ➔ Teach with *small teacher/student ratios*
- ➔ Teach *intensively*
- ➔ *Double dose*, if possible



50 Nifty Lesson Plan Design

- ➔ **State Goal and Set Purpose**
 - Brief review (Warm-up) and practice of previously learned concepts
- ➔ **MODEL: Introduction or review of new concept (I Do)**
- ➔ **GUIDED PRACTICE (We Do)**
- ➔ **INDEPENDENT PRACTICE (You Do)**
- ➔ **Return To Purpose**

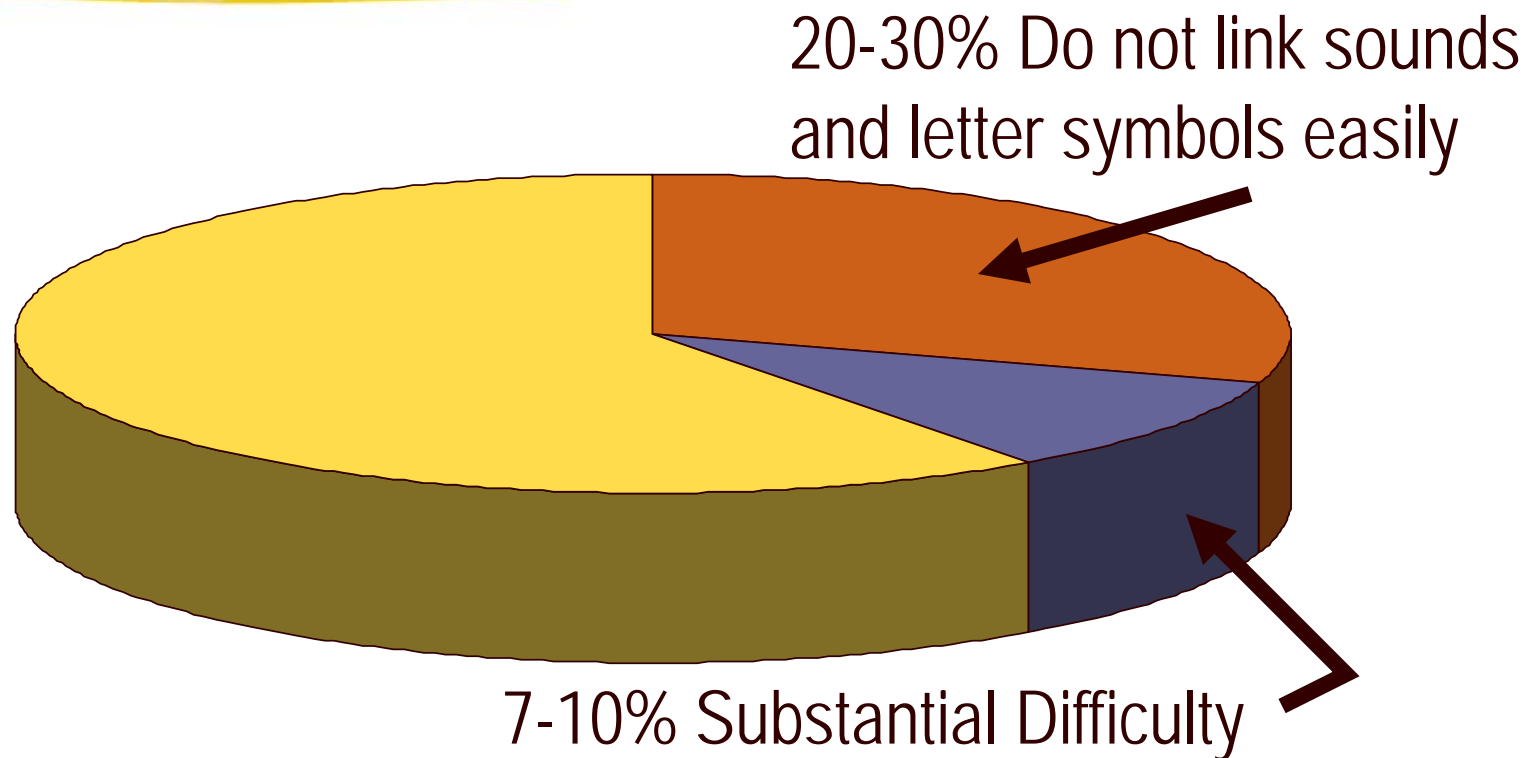


Fifty Nifty Activities *Phonemic Awareness Instruction*



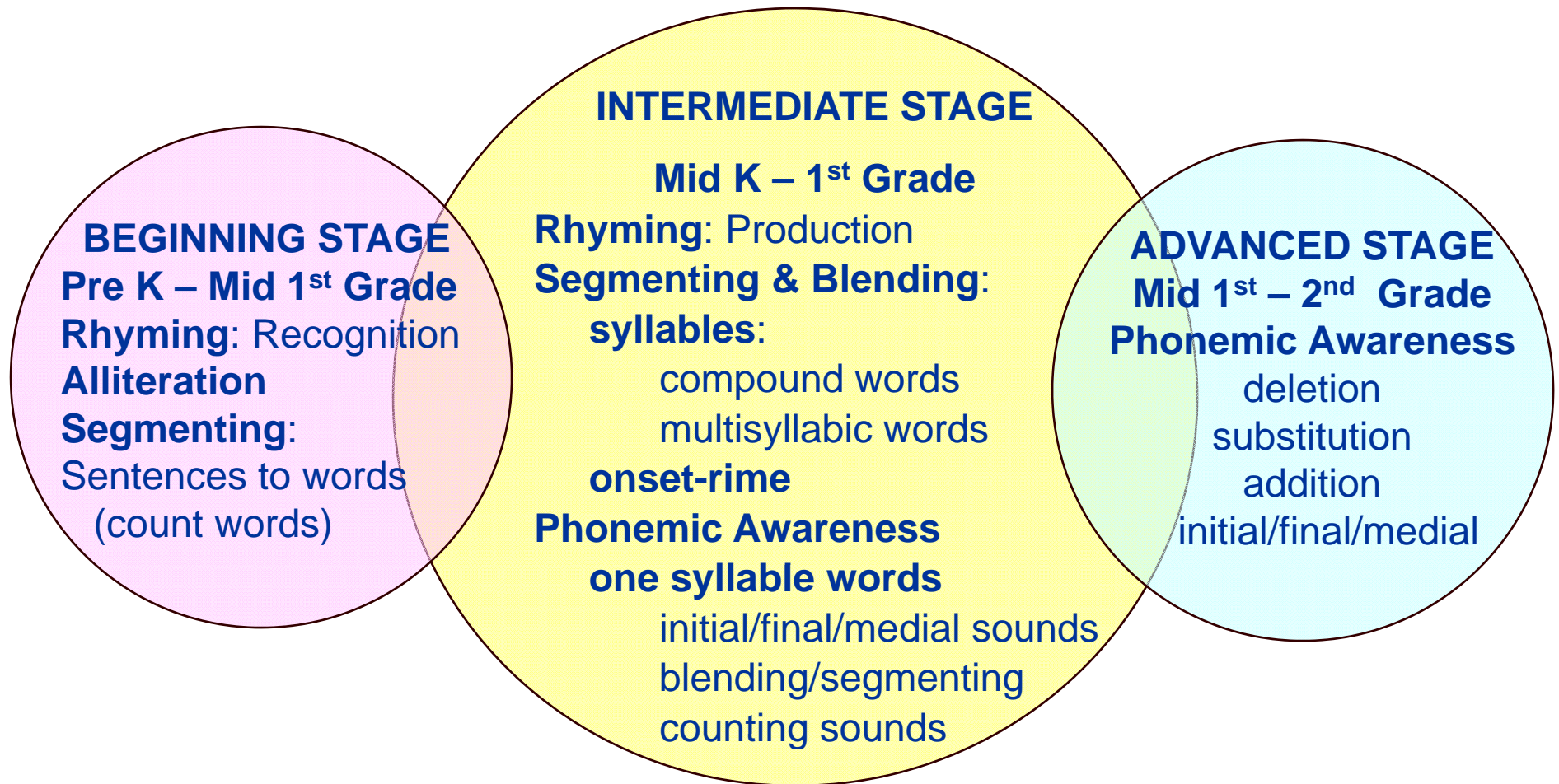


What Does Research Tell Us?



Adams, '90; Blachman, '94; Torgesen, et.al, '94

Stages of Phonological Awareness Development

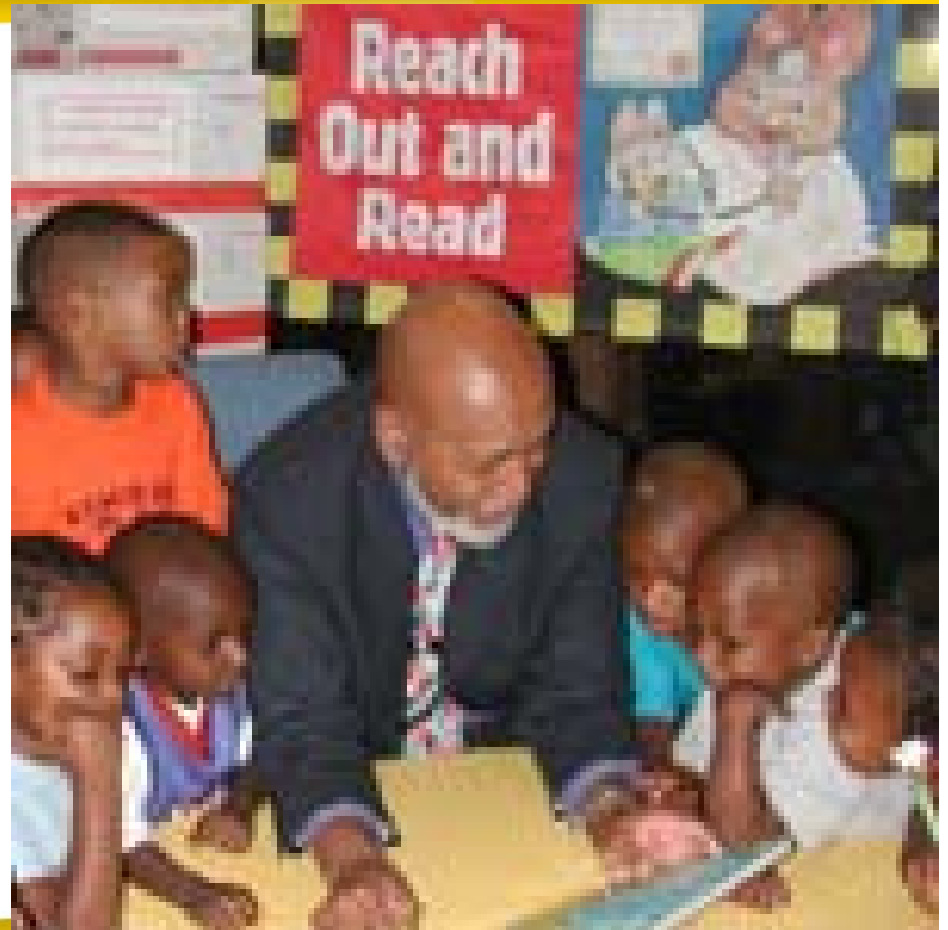


Dodson, Kuhn



DIBELS and Phonemic Awareness Instruction

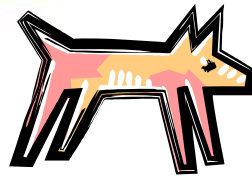
- ➔ Initial Sound Fluency
- ➔ Phonemic Segmentation Fluency



Sound Boxes make sounds real...



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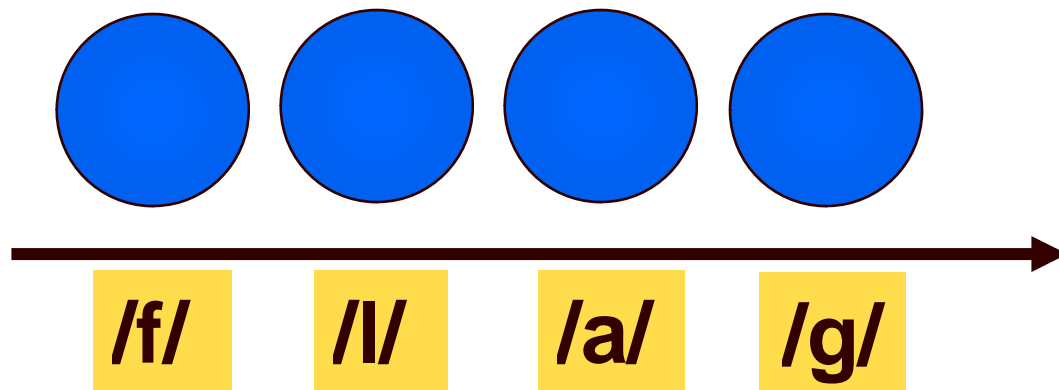
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Using markers or sound boxes have students use a marker to mark the sounds they are hearing.



Activity: Sound Counting

Tap it, Map it and Zap it!

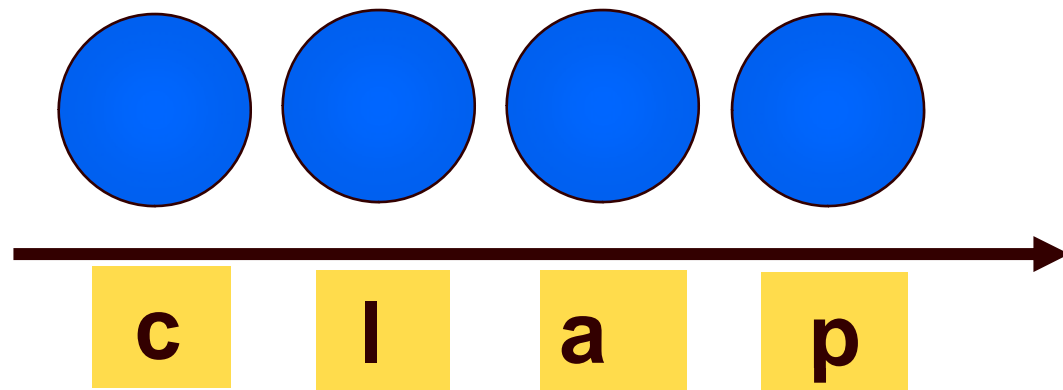


- ⇒ Teacher says the word. Students repeat the word.
- ⇒ Students **“tap”** the sounds in the word.
- ⇒ Students **“map”** the sounds in the word with sound markers.
- ⇒ Students **“zap”**, blend, the sounds together!
- ⇒ Let's Practice!



Tap it, Map it and Graph it!

Phoneme/Grapheme Mapping



- ⇒ Partner and trade off being student and teacher.
- ⇒ Create a list of 5 to 10 words.
- ⇒ Play the game: *Tap it, Map it and Graph it!*



Activity: Oral Word Play Games

Koosh Ball Games

Silent Ball

Sentence Segmentation

Same Sound Start

Rhyming

Initial – Final Game

Multi-syllabic Word Games



Flyswatter Sounds





Fifty Nifty Activities Phonics Instruction





DIBELS and Phonics Instruction

- ➔ Letter Naming Fluency
- ➔ Nonsense Word Fluency
- ➔ Oral Reading Fluency



Phonics in Action

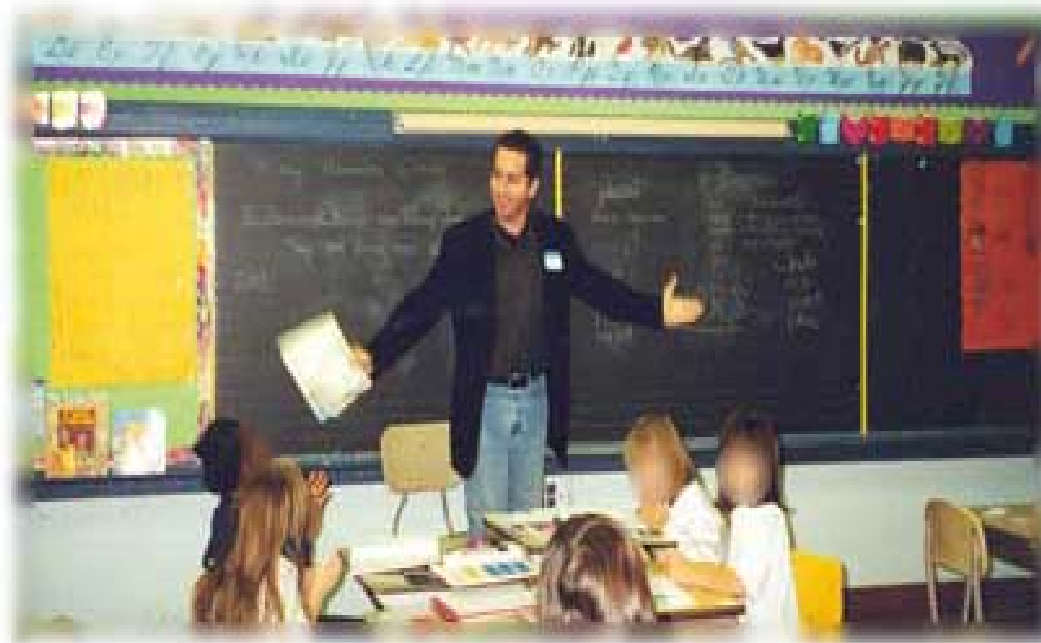
- ➔ Jake is 5 and learning to read.
He points at a picture in a zoo book and says,
"Look Mama! It's a frickin' Elephant!"
Deep breath .. "What did you call it?"
"It's a frickin' Elephant, Mama!
It says so on the picture!"
and so it does .

"A f r i c a n Elephant "





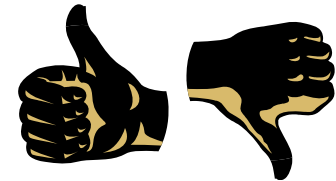
Activity: Physical Phonics





Activity: Physical Phonics

- ⇒ Students are given cards and stand in front of room
- ⇒ Students at seats have white boards
- ⇒ Students write words on white boards
- ⇒ Students at front of room build words
- ⇒ Students at seats compare and decide if the word is spelled correctly
- ⇒ Can be done with graphemes or morphemes





Activity: Physical Phonics

Small Group:

- ➔ Word Tapping and Mapping

/a/	/o/
pat	pot
trap	hop



Activity: Physical Phonics

Small Group:

- ➔ Word Tapping and Mapping at the syllable level

Closed

past

tap

camp

rop

Open

she

go

he

ta



Activity: Physical Phonics

Independent/Paired

Work:

- ➔ Sorting by sound and pattern

/a/

/o/

pat

hot

pond



Language Links: Phonics Chains

p.48

When we teach words in groups as relatives, it is easier for students to remember the words, retrieve the words, and use the words.



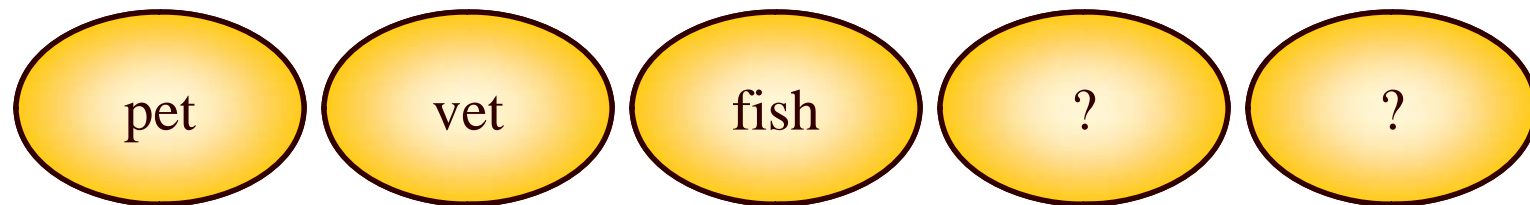


Language Links

Meaning Related:



Short vowels



Taken from LETRS ParaReading



*Impact fluency through miles
on the page...and more!*





DIBELS and Fluency Instruction

- ➔ All DIBELS measures are tied to fluency instruction at the sound, letter, word, oral language and connected text levels.



Sequence of Fluency Instruction

Comprehension

Text Reading

Sentences

Phrases

Words

Letters

Sounds





Without the Building Blocks...



Help!



Comprehension



Sentences



Phrases



Words



Text Reading



Letters



Sounds



Building Sight Word Practice

Practice high frequency words to work toward automaticity

- New words: because, friend, play
- Ongoing practice words: there, where, said
- Read the words
- Speed drill with key words

Because	friend	play	friend
play	said	there	where
because	friend	because	there
play	there	where	because



Additional Examples of Patterned Word Lists

bob	hot	cop	job	rob
hop	cop	job	hot	rob
bob	cop	hot	hop	cop
bob	rob	job	hot	cop

pal	pale	pan	pane	cap
cape	pal	pale	pan	pane
cap	cape	pal	pale	pan
pane	cap	cape	pan	pane



Activity: Wear-a-word

Whole Class Activity:

- ➔ Multiple exposures help develop automaticity.
- ➔ Choose a target word or concept and place the word or examples of the concept in a name badge.
- ➔ Draw attention to the badge throughout the day.





Heart Words



⇒ Some words have a part – that must be learned by heart!



said



ship



Fifty Nifty Activities Vocabulary Instruction





School-wide Vocabulary



2/24/2009
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School-Wide Vocabulary

- ➔ School-wide vocabulary study - choose important words
- ➔ Post the words everywhere you can at school (lunchroom, gym, music room, on desks, bathrooms).
- ➔ Sent the words home
- ➔ Vocabulary assemblies
- ➔ Graph school-wide vocabulary growth in a public place
- ➔ Vocabulary celebrations



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Branching Out!

translate

transfer

transport

transmit

transition





Activity: Flyswatter Morphemes

➔ pre mis un sub

➔ re form dis trans

➔ port non struct pro

➔ pre dict ex com



Activity: Flyswatter Morphemes

dictionary

predict

dictate

reform

deform

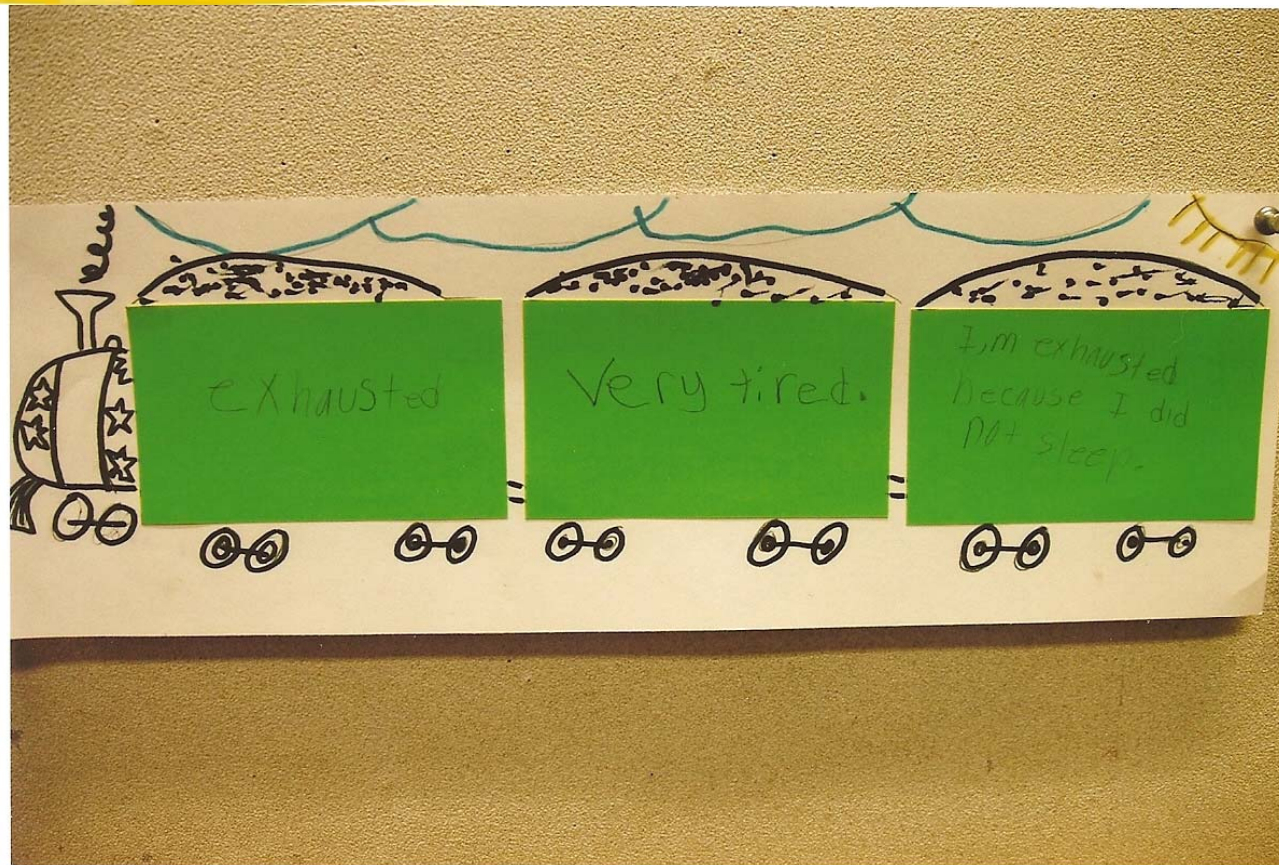
formula

transport

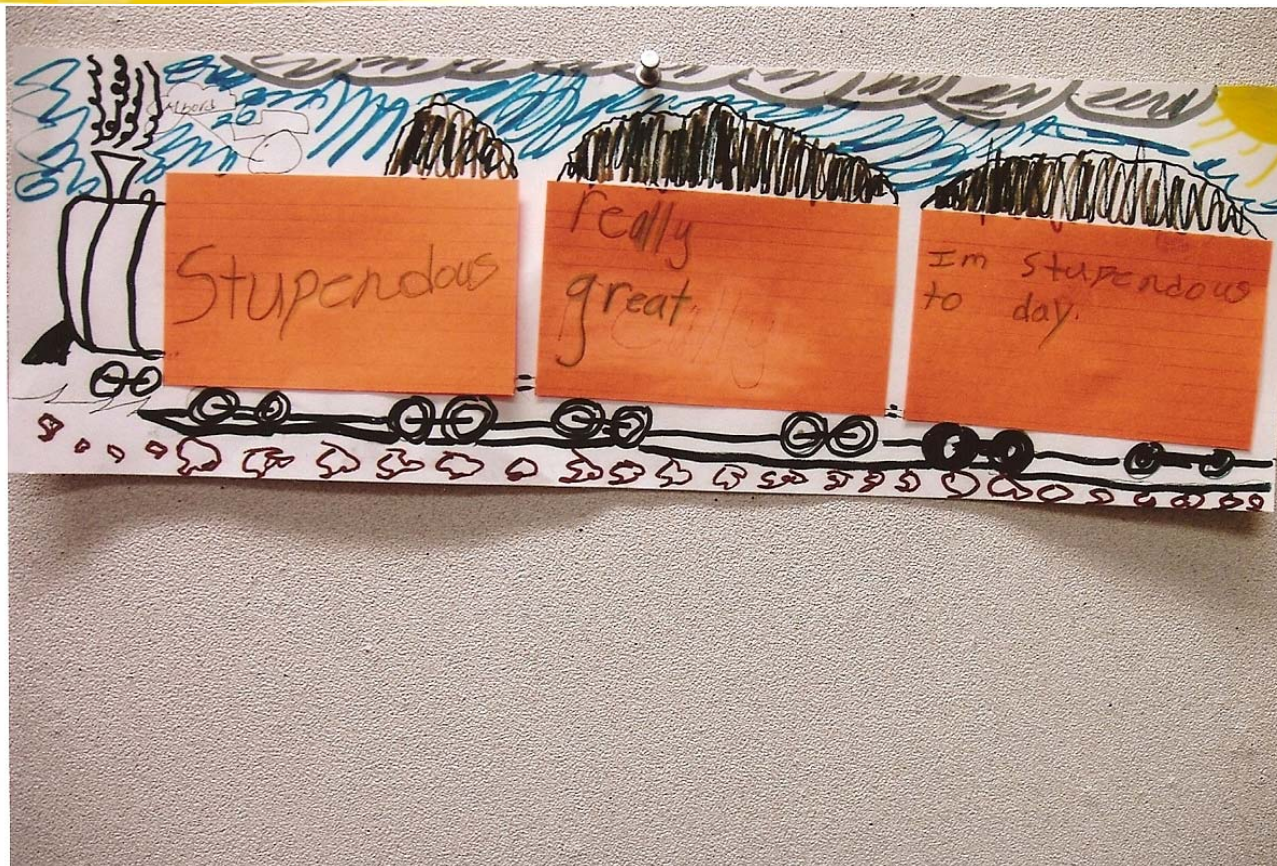
transform

translate

The Vocabulary Train

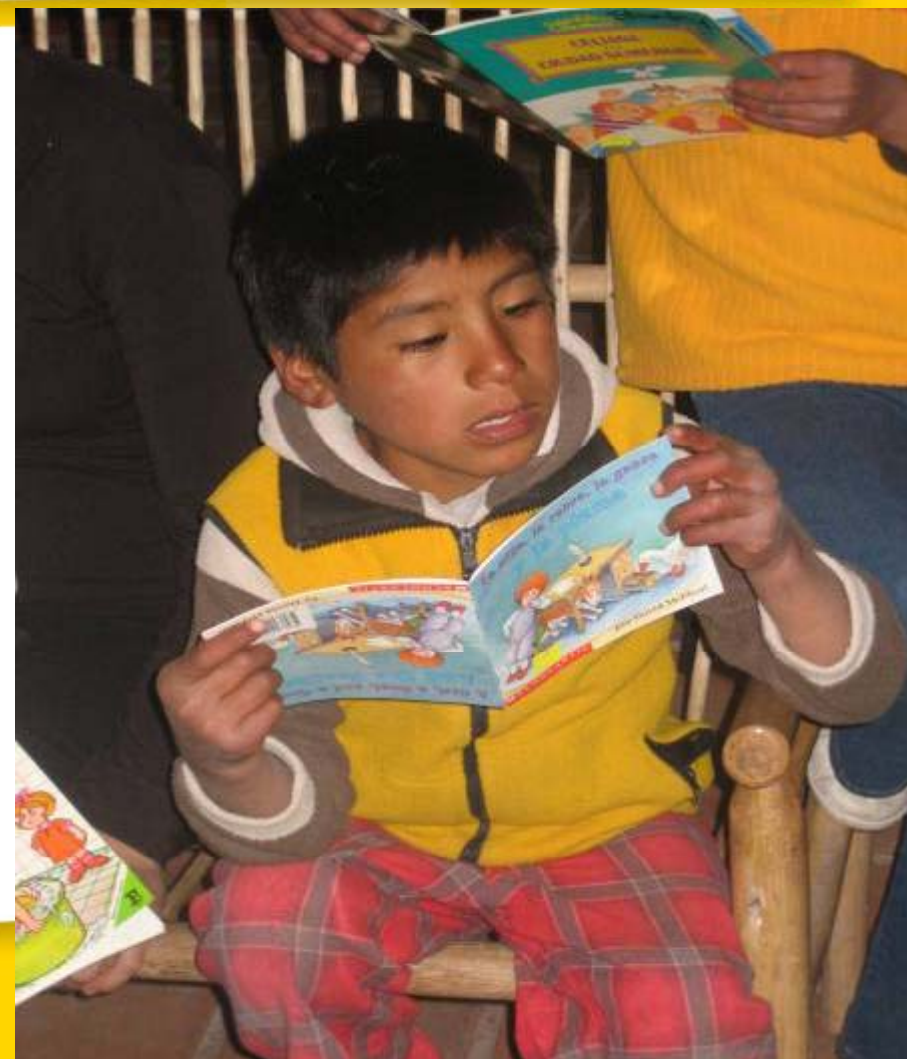


The Vocabulary Train





Fifty Nifty Activities Comprehension Instruction





DIBELS and Comprehension Instruction

- ➔ Oral Reading Fluency and Retell Fluency
- ➔ Word Use Fluency



*Label the Bucket: Organize your Thinking**

- ➔ Label one bucket with the topic label
- ➔ Generate ideas about the main idea
- ➔ Place everyone's ideas/vocabulary words in the bucket
- ➔ Mix the words up
- ➔ Distribute the words and place in categories.





*Label the Bucket: Organize your Thinking**



- ➔ Topic = Colonial America
- ➔ Generate ideas about the main idea (colonies, challenges, food, clothing, beliefs, ideals).
- ➔ Place everyone's ideas/vocabulary words in the bucket
- ➔ Mix the words up
- ➔ Sort the words and place in categories.

*Adapted from the work of Joan Sedita: LETRS - Module 11

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Mingle, Mingle

- ➔ Share a new idea you learned during this training.
- ➔ Share one activity you will try with your students.
- ➔ Share your most significant learning today.



Teaching from the Heart

*“It is not how much we give
but how much love we put
into giving.”*



Mother Teresa

Thank you!

