



THE READING TEACHER'S TOP TEN TOOLS

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TOOL 4

PART 3

PRACTICE: EFFECTIVE DECODING & ENCODING INSTRUCTION

HOW TO USE THE CLASSROOM VIDEO LESSON DESCRIPTIONS

Each of the instructional practice routines presented in the classroom video portion of Tool 4 is identified and described in this booklet. Use it to take notes as you watch the classroom videos, then, refer back to this document and your notes when planning your own systematic and explicit phonics lessons for beginning readers and also when planning spelling and vocabulary lessons for your older students.

As you watch... pay attention to the following:

- What instructional moves were made? What student actions resulted?
- What behavior management techniques did you observe? How did students react?
- What did the teacher need to know to execute this lesson? (What materials, what prior student knowledge).
- How did the teacher use formative assessment for future lessons?

INTRODUCTION TO TOOL 4 CLASSROOM VIDEOS

The Tool 4 classroom videos present whole group phonics lessons, as well as practice activities you can use with both small and whole groups. The activities are meant to come after your explicit instruction because they provide practice with the elements you have taught the students. The practice activities are designed to give students additional time learning the content, which, for many of our students, is necessary to build automaticity with decoding and encoding – so they can read it and spell it!

Each of the lessons is patterned like yoga moves – back and forth orthographic and phonological, decoding and encoding – in a variety of ways with a variety of materials.

When planning your word recognition phonics lessons, start with your students' word reading and reading fluency skills. Students who are reading at and above grade level materials will most likely not need the additional exposure beyond your systematic explicit instruction. They will be ready to apply the skill after you teach. However, those students whose progress is slower, or who struggle with developing sight recognition (sight recognition of any words, not just high frequency) need the extra practice that you can provide using *The Reading Teacher's Top Ten Tools* practice routines.

Be judicious! Use the knowledge you have about your students' reading progress to determine who needs the extra practice and academic time exploring words to build automaticity with word recognition.





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TOPIC 1: FULL PHONICS LESSONS

The first two videos present full “I do, We do, You do” lessons so you can get a sense of how well designed reading programs are structured. These examples show how to engage students actively through unison responses, writing, reading, and spelling during a phonics lesson. The first one is appropriate for students in the early alphabetic through full alphabetic phases. The second is with students who are in the consolidated phase.

The Partial and Full Alphabetic Phase Phonics Lessons

To begin planning these early phonics lessons you need a phonics skills sequence. If your reading program has a skills sequence (it should list the order of phonics elements that will be taught, one after the other in a cumulative process), use it. If you do not have a skills sequence, use the one provided in *The Reading Teacher’s Top Ten Tools* and included in the back of this booklet.

Directions for this activity:

Whole Group

- Prepare the list of words that use the phonic element being taught – the vowel sound and spelling, consonant sounds and spellings, etc.
- Use a lesson plan format, the one provided with this packet, or one of your own to ensure that you plan a systematic process.

The Steps:

1. Determine how you will engage students for a quick warm-up. You might revisit a skill you taught the previous day or prepare the students for the words they will be reading during the current lesson. Here are some suggestions:
 - Read through a list of words that were taught the previous day.
 - Play the guessing game with the words. “I’m thinking of a word that means...” Students read through the list provided and find the word that answers the clue.
 - Segmenting phoneme awareness exercises – You say a word they read previously or one they will be reading, students say it, then segment the phonemes.
 - Blend phonemes – You say the phonemes in a word they read previously or one they will be reading and the students blend the phonemes to say the word.
 - Students re-read stories from a previous lesson to each other, partner reading to warm up.
2. **I Do.** Teach students the phonic element for this lesson. Show them the grapheme and tell them the phoneme it represents. Write a sample word using that grapheme on a chart or white board, then demonstrate and model how to sound out and say the word.
3. **We Do.** Students tap and say the sounds in a few additional word items. Continue this process with several more words. Briefly bring the meanings of words into the lesson by using them in sentences, or by asking students to use them in sentences.



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The Consolidated Phonics Lesson

There is a lot of potential learning that can take place in decoding lessons with older students. These lessons, designed for the consolidated reader, draw attention to spelling and decoding through syllables, morphemes and etymology using a variety of words. We study syllables, morphemes, and sort words by meaning and by similar spellings. Many of us do not know the morphology or etymology of words, the meaningful parts of words or a words' history, which is bound to spark interest in words. We get to learn right along with our students!

Directions for this activity:

Prepare for your lessons by checking out the morphology and etymology of a few of the words you will teach at this website: www.etymonline.com.

- Prepare the list of words for the lesson, using weekly spelling words from the reading program or vocabulary words drawn from reading materials. You might want to use content area vocabulary terms. We can even use math terms for a decoding lesson!
- Choose a few of the terms that you think will provide interesting morphology and etymology stories: www.etymonline.com. Prepare information about the affixes, roots, and history of the words to include in your lesson.
- If you use **Words Their Way**, you will have several groups of students each working on a different list of words for their spelling. Here are a couple of ideas for you if this is the case: 1) Use vocabulary terms that all students will need to know for their reading and teach the lesson outside of the spelling period;

2) Plan a lesson for one of the groups and rotate the group every week; 3) Once students understand more about morphology and etymology, instruct them to create lessons about one or more of their words using Dictionary.com or Etymonline.com. Have them teach about their words to their peers.

- Prepare to tell students why words are spelled the way they are. If your program does not provide this information, try doing a web search asking questions about why a word is spelled the way it is. You are going to learn a lot about words too!
- Use the steps outlined below to plan a lesson to ensure that you plan a systematic process.

The Steps:

1. Plan what you will do for a warm up. Suggestions: Dictate a few of the vocabulary terms from a previous lesson. Give the meaning of the word, ask students to say the word, and then write it. Ask students to use the word in a sentence and write a sentence. Write the word and ask students to check their spelling. Do just one or two.
2. Plan for how students will interact with the words for reading and writing them. What do you need to tell students about spellings of any the words? If you are combining a mix of spelling and vocabulary terms, you can do a meaning sort that will provide lots of reading and writing practice.
 - a. Write a vocabulary term on the board. Students write the term. Engage in a brief discussion about meaning.
 - b. Ask students to read through their spelling words. Will any of these words fit under the heading of the vocabulary term?



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TOPIC 2: PRACTICE ROUTINES TO BUILD AUTOMATICITY

Practice routines that possess the power to keep students actively engaged are the kinds of practice routines we want! Multiple and repeated opportunities to see, say, hear, and write the phonic elements being taught are an important component of practice lessons. Here are several routines that can be used over and over with students; just vary the word items as you work your way through your phonics skills sequence.

Double Duty - Double Practice Spelling and Reading

Directions for this activity:

Use this practice process in small reading groups so that you can monitor students' letter formation, sound symbol connection, and reading of the words you are teaching.

The blackline master for this activity is at the end of this booklet.

The Steps:

Prepare the word list based on the week's phonics lesson and note 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.
6. Once all words are written, students read the words they wrote.

See the next page for a week's worth of lessons using the *Double Duty*. This is a great way to get your struggling readers reading the words multiple times!

Additional Ideas for Lessons with Double Duty

- 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. Students repeat the sentence, or do this in pairs.

Phonics Routine

Double Duty©

A Week's Worth of Word Practice in One

Use the *Double Duty* worksheet. Use snack size Zip-Locks® or envelopes to save the pieces for each day's lesson.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Spell the words with moveable letters and ask students to write the words in the provided spaces. Save letters to use again.	Read the words, cut them out and read them again. Place upside down and turn words over one by one reading each word. Use cut out graphemes to spell the words from dictation.	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.)	Each student lays their words out on table in front of them. Teacher gives a clue and student finds and reads the appropriate word. "An animal with a tail and purrs." "Cat!" 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.	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. Pairs dictate and spell the words using their moveable graphemes.

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

NOTES:



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Moveable Letters – Moveable Graphemes!

Teachers like to vary lessons and use a variety of manipulatives in their lessons. And students like this too! Use moveable graphemes to spell the words students are learning. Use a systematic routine to guide students to spell the words you dictate. Make sure you are using grapheme tiles, not letter tiles. This means that the squares students use to spell the words have graphemes on them, the letter or letters used to spell the phoneme. For example, /sh/ will use one tile with both the S and H on it – SH- and the vowel sound in shout will use a grapheme tile with both the O and the U on it, OU.

Directions for this activity:

The Steps:

1. Prepare sets of moveable graphemes for students to use to spell the words you dictate.
2. Dictate a word. Students say the word. Students tap the sounds in the word to create a map of the word in their minds.
3. Students use the grapheme tiles to spell the word.
4. Ask students to write the word on their paper before returning the graphemes to the top of their workspace.
5. Repeat with another word.
6. End the lesson with a review of the words the students spelled. Ask them to read each word and use it in a sentence.

Using a systematic routine is such a great way to help teachers remember the ways they want students to interact with the material.

Hear it, Say it, Spell it, Write it, Read it. This kind of routine ensures that students get the intensive interaction with content to build automaticity. Also, recall from Tool 1 the elements of effective instruction – unison responses, practice, individual checks, modeling for students, corrective feedback. All of these teaching behaviors can be a part of your lessons too!

Sound Spelling Boxes

Making the phoneme-grapheme connection enhances word recognition. The method *Sound Spelling Boxes* fits nicely into practice routines, and research shows improved spelling and word recognition as a result of using this tool! It is a wonderful teaching process for students who are in the partial to full alphabetic phases. Spelling boxes lead students to identify the phonemes in words and then spell each phoneme.

Use *Sound Spelling Boxes* in whole group to introduce new spelling words and phonic elements, and in small group to provide additional practice. **Note that it is a teacher directed activity and not meant to be used as an activity that students complete independently.** The teacher needs to monitor and lead the students through the steps, with each word.



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Phonics Routine

Sound Spelling Boxes

A Week's Worth of Word Practice in One

Use the Sound Spelling Boxes form. Use snack size Zip-Locks® or envelopes to save the words when they are cut out for each day's lesson.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Write words in provided space after segmenting and spelling each word in the spelling boxes.</p> <p>Highlight tricky spelling parts or the phonic element that is being learned this week.</p> <p>Say it as you highlight it!</p>	<p>Read the words, cut them out and read them again. Place upside down and turn words over one by one reading each.</p> <p>Optional: Use set of moveable letters to spell the words as they are dictated.</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 finds and reads and writes the appropriate word. "Something I do when I put my hand up in class" "Raise!"</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>

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



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Syllable Spelling

Syllable Spelling is similar to *Spelling Boxes*, but instead of segmenting words by phoneme and then spelling the word, students segment words by *syllable* and then spell each syllable to write the word. Instead of directing students to, “Say and dot the sounds,” as in *Spelling Boxes*, we direct, “Say and dot the syllables.”

There is a lot of research support for this technique. As our students move into reading multisyllable words and become consolidated readers, we need to help them to move beyond forming orthographic representations of single syllable words to forming representations of the syllables, or chunks, within the long words they will be reading. *Syllable Spelling* also provides opportunities to explore words’ morphology, their roots, prefixes, and suffixes and their meanings.

Therefore, *Syllable Spelling* can include decoding (advanced phonics) AND meaning. Begin using *Syllable Spelling* when students’ reading materials introduce multisyllable words, usually in second grade. Vocabulary terms from reading lessons and content areas can be introduced with *Syllable Spelling*. Many reading and content area vocabulary words have roots and affixes that lend themselves to lessons on meaningful parts of words – morphology.

Hint – if you are not sure where to divide a word into its syllables, check with the dictionary before doing the lesson with students. When a question about syllable division arises, assign a student **Lexicographer** to look it up for the class! Dictionary.com is a good online dictionary to use – www.dictionary.com. Make sure you are looking at the *spelling* syllabication, not the spoken syllabication.

The blackline master for this activity is at the end of this booklet - *Syllable Spelling Boxes*.

Directions for this activity:

The Steps:

1. Teacher says the word. Students say the word. Stomp the syllables (fist in palm of opposite hand).
2. Present the written word. Students read the word in unison.
3. Provide the word’s meaning and discuss how the word will be used in students’ reading material. Connect to students’ lives in a meaningful way.
4. Underline and discuss meanings of any affixes and roots.
5. Stomp and dot each syllable section on the form. Spell each syllable. Write the word in the end section. During this step, provide a model by doing it with them and guiding them through the steps.

This is not an independent activity initially. Once students understand how to do syllable boxes, they can complete syllable spelling with a partner. Check students’ work!

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ADDITIONAL NOTES

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BLACKLINE MASTERS:

- Phonics Skills Sequence
- Lesson Planning Form
- Double Duty
- Short Vowel Sound Associations
- Sound Spelling Boxes Early Grades
- Sound Spelling Boxes Regular
- Sound Spelling Boxes for Plastic Sheet Protector
- Syllable Spelling Boxes

Phonics Skills Sequence for Instruction

Example

Teach a group of consonants and then a vowel. Decode cvc words with those graphemes. Slowly add additional graphemes.

c, d, g, m, l, h, t

a (apple)

o (octopus)

j

p

k

i (itch)

ch (chin)

u (up)

b

r

n

f

e (echo)

s

sh

th (voiced as in them)

w

wh

v

y

x

z

Closed syllables

th (unvoiced as in thin)

qu (quest)

two-syllable with compound words
consonant blends

Two syllable words with consonant blends

ing, ang, ong, ung, ink, ank, onk, unk

Magic e rule and syllables

Two syllable words with magic e

ph (phone)

ea (seat)

oa (boat)

ai (pain)

ee (see)

ay (way)

oe (doe)

syllable division – common patterns

er (her)

ir (shirt)

ur (fur)

ow (owl)

ou (out)

igh (night)

C-le syllables: ble, fle, tle, dle, gle, kle, ple,
zle

ild, old, ind, ost, olt

ar (dark)

or (corn)

oo (moon)

Endings: -ly, -vy, -by, -dy, -ty, -fy, -ny, -py,
-sy

ck (sack)

Hard and soft c

Hard and soft g

-ge and -dge

y as a vowel

Open syllables

aw (law)

au (fault)

a (call)

oi (coin)

oy (toy)

Suffix –ed

ew (grew)

tch – catch)

eigh (eight)

ie (chief)

eu (Europe)

ei (ceiling)

tion (action)

ue (cue)

ou (group)

sion (mansion)

ea (great)

ch (machine)

s /z/ (music, result)

Affixes and root words

Spelling with affixes: Double it (bagged).

Drop it (hoping). Change it (babies).



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



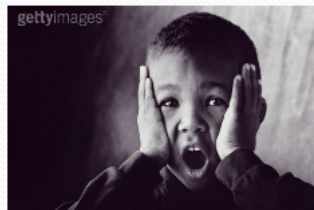
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Short Vowel Sounds Motions

- /a/ apple- apple in the basket
- /e/ echo - hands on sides of mouth
- /i/ itch - little scratch
- /o/ octopus - fingers moving across
- /u/ up - fingers point up









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Name: _____

Syllable Spelling

