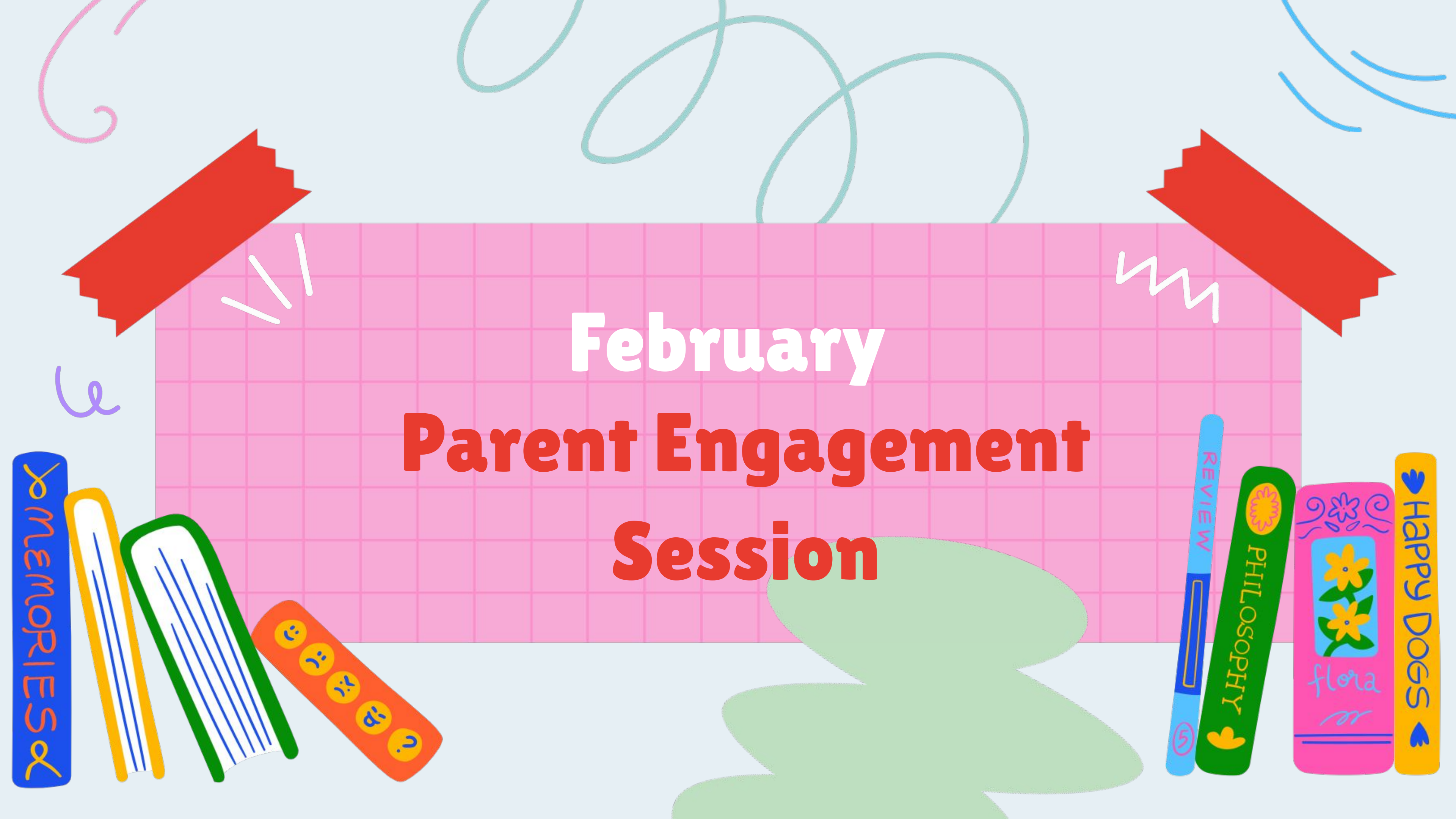


February Parent Engagement Session



MEMORIES

REVIEW

PHILOSOPHY

flora

HAPPY DOGS



Andrea Gringhuis
Principal



Sherry Delaurier
Grade 2 English

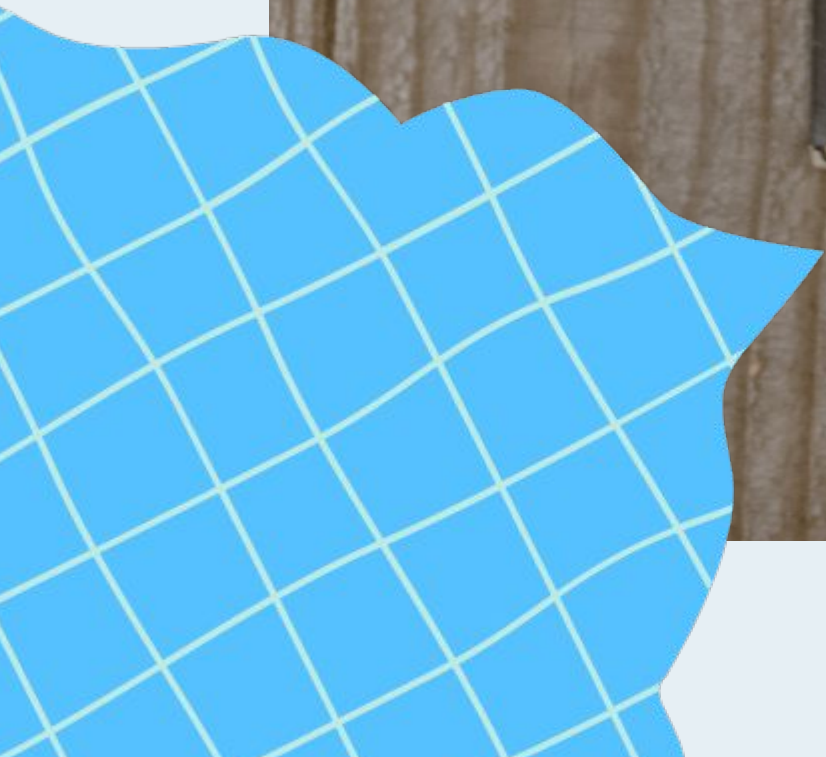
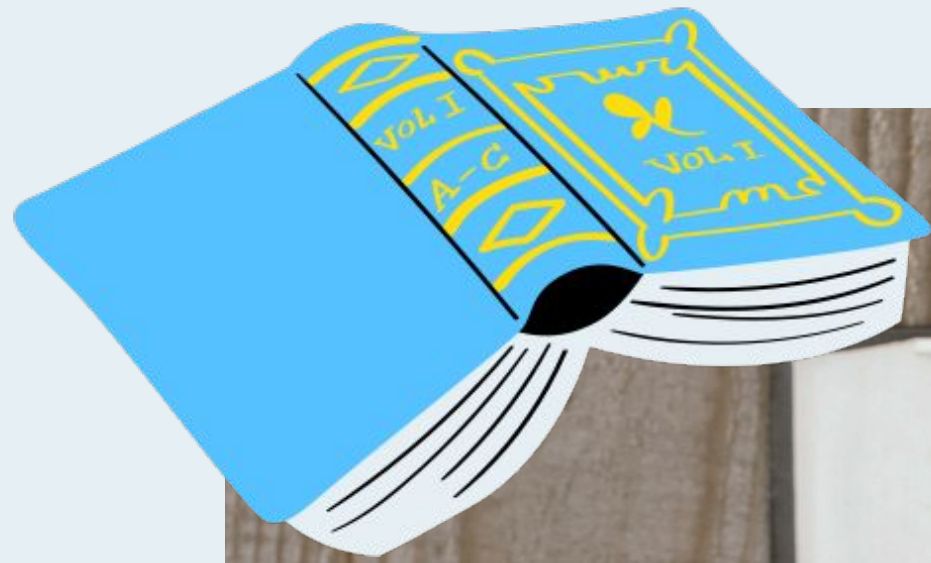


Suzanne Ryl
Grade Two English

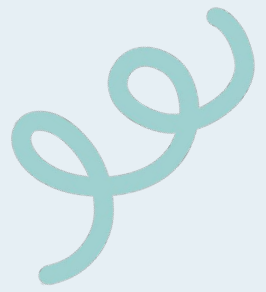


Jessica Cumming
Grade One English





Opening Prayer



Tonight's Agenda

1 **Structured Literacy vs.
Balanced Literacy**

2 **Key Terms**

3 **Sight Words & Heart Words**

4 **Leveled Readers & Reading
Passages**

5 **Mini Lesson, Small Group, at
Home Work**

6 **Grade Levels at a glance**



Balanced Literacy

Haphazard approach to phonemic awareness instruction

Rote Memorization

leveled texts using the 3-cueing system

“Students get better at reading by reading”

Structured Literacy

Explicit, systematic, sequential instruction in phonemic awareness

High frequency words are taught according to their phonic patterns, irregular words are taught explicitly

Read decodable texts that include already-learned phonic patterns

“Students get better at reading by learning and practicing the code.”





What is Structured Literacy?

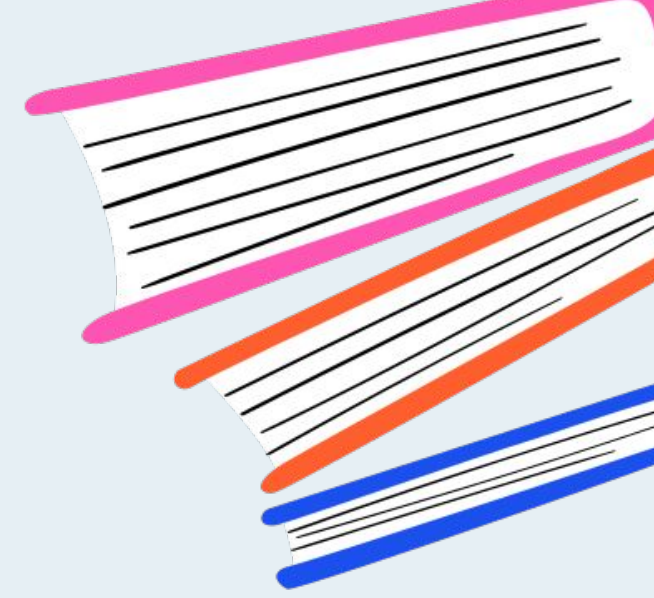


Structured Literacy is an approach that systematically, sequentially and explicitly teaches...

Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.



Key Terms You May Hear Us Use...



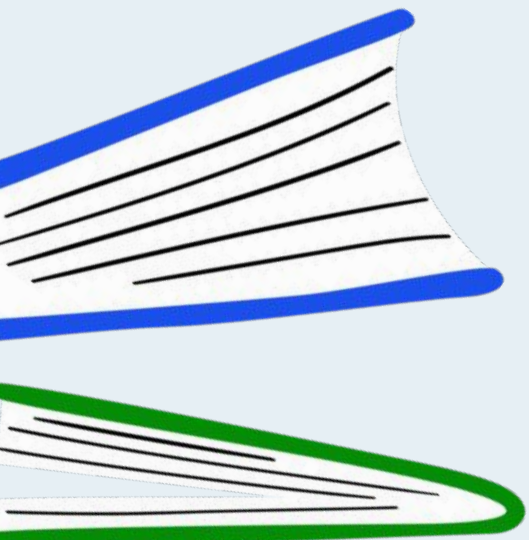
Digraphs - When 2 letters
make 1 sound

Syllables - each syllable has
one vowel sound

Voices on/off - making our
students more aware of the
sounds that they are making

Encoding - students writing

Decoding - students reading



What happened to Sight Words?



What are heart words?




Why doesn't my child have a reading level?



I like to play
with a truck.


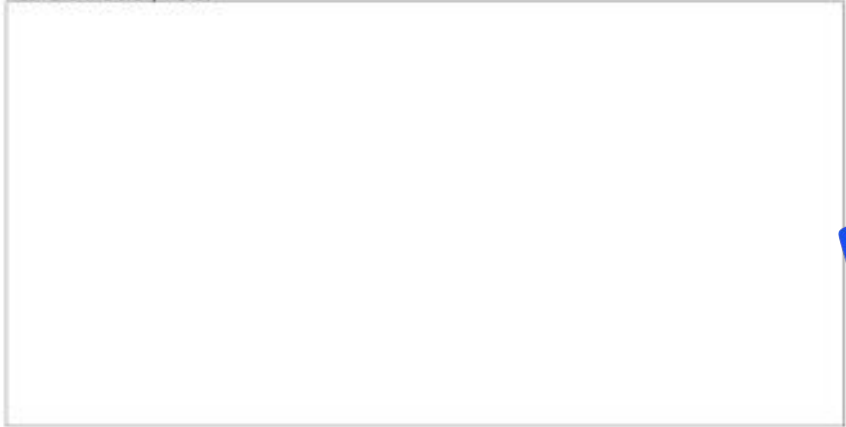


Weekly reading passages

Lesson 12: o /ō/ 

Tom and the Fan

Illustrate the story here:



Tom is a man. Tom is not a fan.
A fan is not a man.
Tom is on the mat.
The fan is on the mat.
Tom and the fan fit on the mat.

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Mini Lesson – Student's perspective



Lesson 22: k /k/

Home

Practice!



Home Practice
Lesson 40a

New Concept and Sample Words

short e review

- men
- get
- ten
- fed
- yes
- peg

Review Irregular Words

you*, what, have*

Word Work Chains

- 1. leg → led → bed → bet
- 2. mel → set → yet → yes

Sample Word Work Chain Script

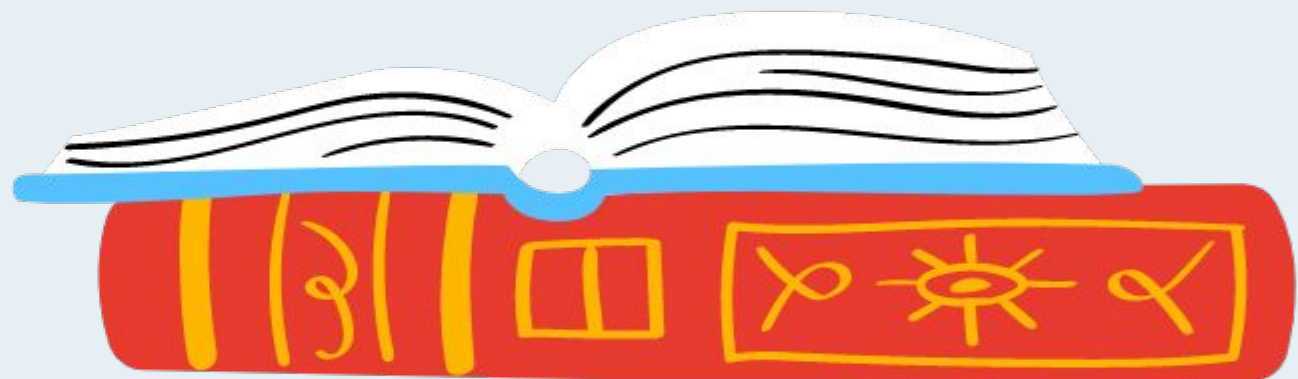
leg → led → bed → bet

- 1. Make the word **leg**. [spelling]
- 2. Change the **g** to **d**. What word is this? [reading]
- 3. Change **led** to **bed**. [spelling]
- 4. Change the **d** to **t**. What word is this? [reading]

Sentences

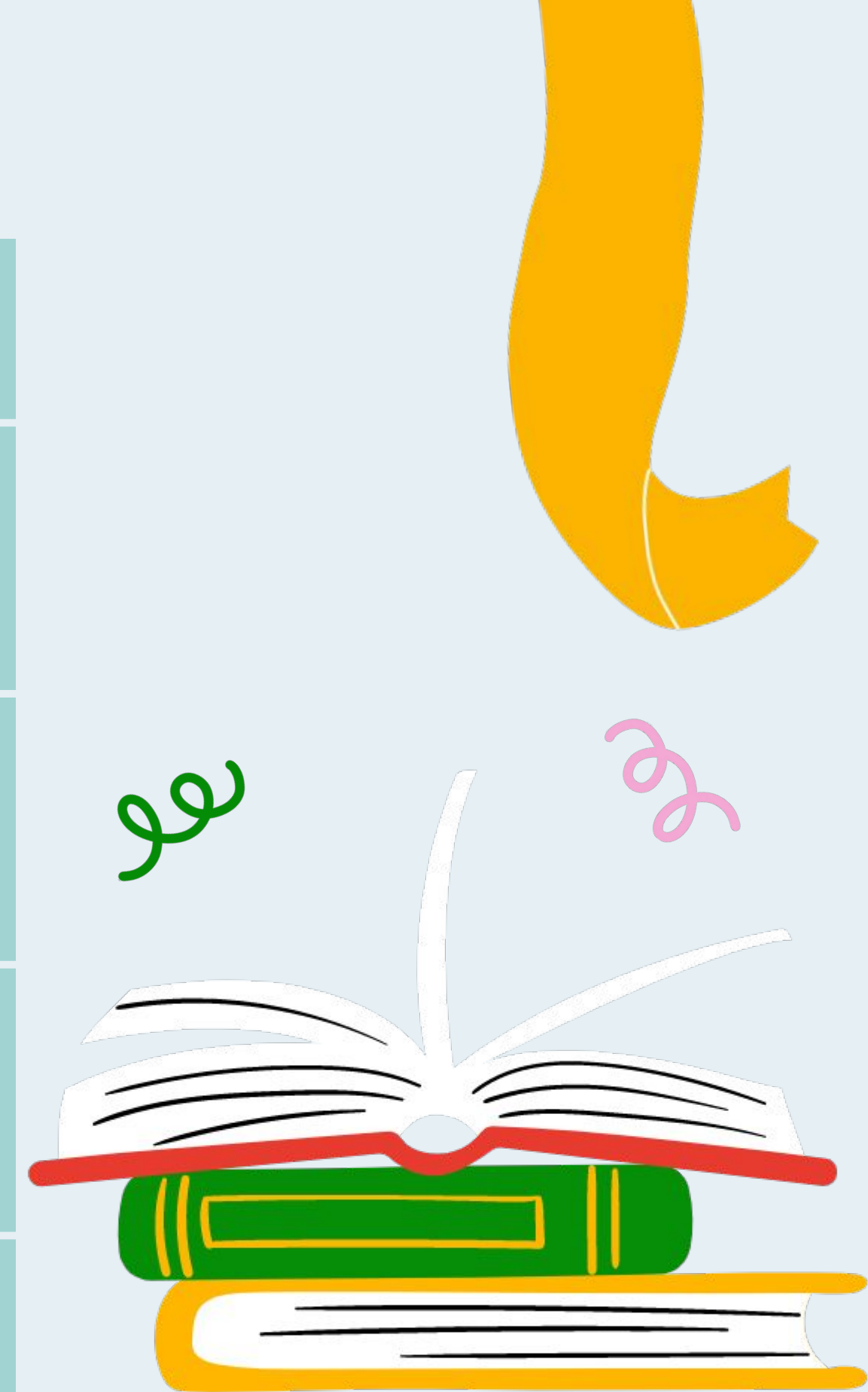
- 1. I have ten pet hens.
- 2. Can you get a red pen?

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



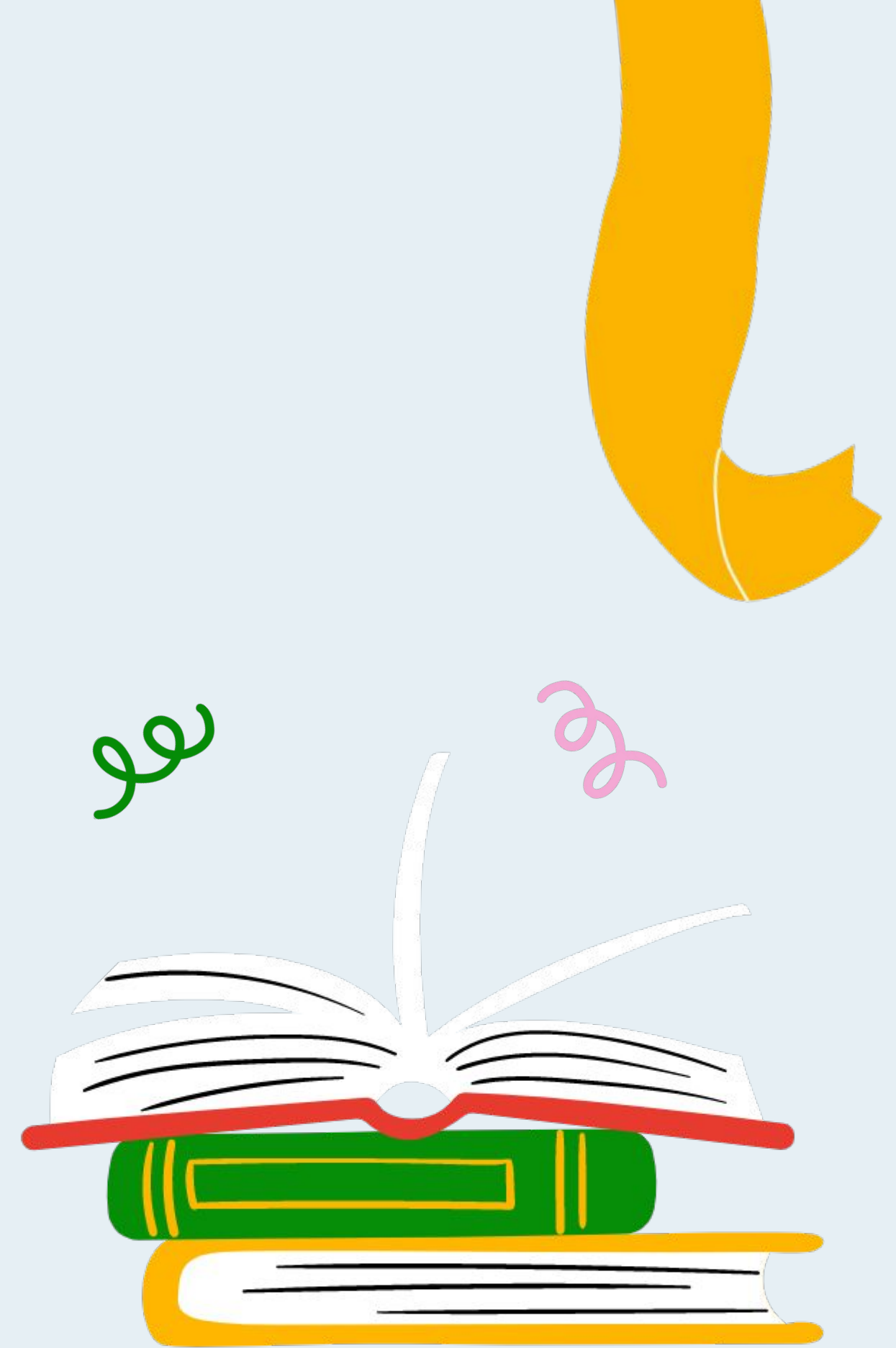
Kindergarten/Grade 1

Phonemic Awareness	Practicing manipulating words by changing one sound.
Phonics	A large portion of our year is focused on letters and their related sound(s). We begin to also look at doubled consonants, and digraphs.
Fluency	Fluency is something we continue to work on through the year. Student's may not be fluent in their reading in grade one as we are really focusing on our decoding skills.
Vocabulary	We are being exposed to new vocabulary when reading our read aloud books, as well as when we are working on our journal writing.
Comprehension	We focus on our comprehension during read alouds in a whole class setting. We do also work on our comprehension in our literacy centers.



Grade 2

Phonemic Awareness	UFLI: Phoneme awareness will be stopping by the end of the year except for those determined to still need it
Phonics	CVe/controlled r, vowel teams/ begin morphology, writing- only required to spell sounds in writing correctly that have been learned
Fluency	Practice through partner reading, repeated readings, decodable passages. Will not be fluent.
Vocabulary	Through read alouds, stopping and discussing word meanings.
Comprehension	Comprehension strategies are practiced as a class through read alouds. Independent comprehension will happen once students have learned the above.



Grade 3

Phonemic Awareness	Only for students that still need it.
Phonics	Begin Morphology - smallest unit of meaning - studying word parts and meanings (prefixes and suffixes)
Fluency	They should begin to become fluent and use expression when reading.
Vocabulary	Continue to learn vocabulary through read alouds and all other subject areas. Teaching students to stop when they come to a word they do not understand the meaning of.
Comprehension	As the other areas of literacy fall into place in the student's learning, comprehension will follow.

Morphology

The study of how morphemes are combined to form words.

Words are made up of morphemes:




Morphemes are the smallest unit of *meaning*.



How can I support my child at home?

Daily Homework

 Home Practice

New Concept and Sample Words
nasalized a review (an, am)
fan can ran am ham jam

Review Irregular Words
the, l, a, said

Word Work Chains
1. fan → man → pan → can 2. am → ram → jam → ham

Sample Word Work Chain Script
fan → man → pan → can
1. Make the word fan . [spelling] 2. Change the f to m . What word is this? [reading] 3. Change man to pan . [spelling] 4. Change the p to c . What word is this? [reading]

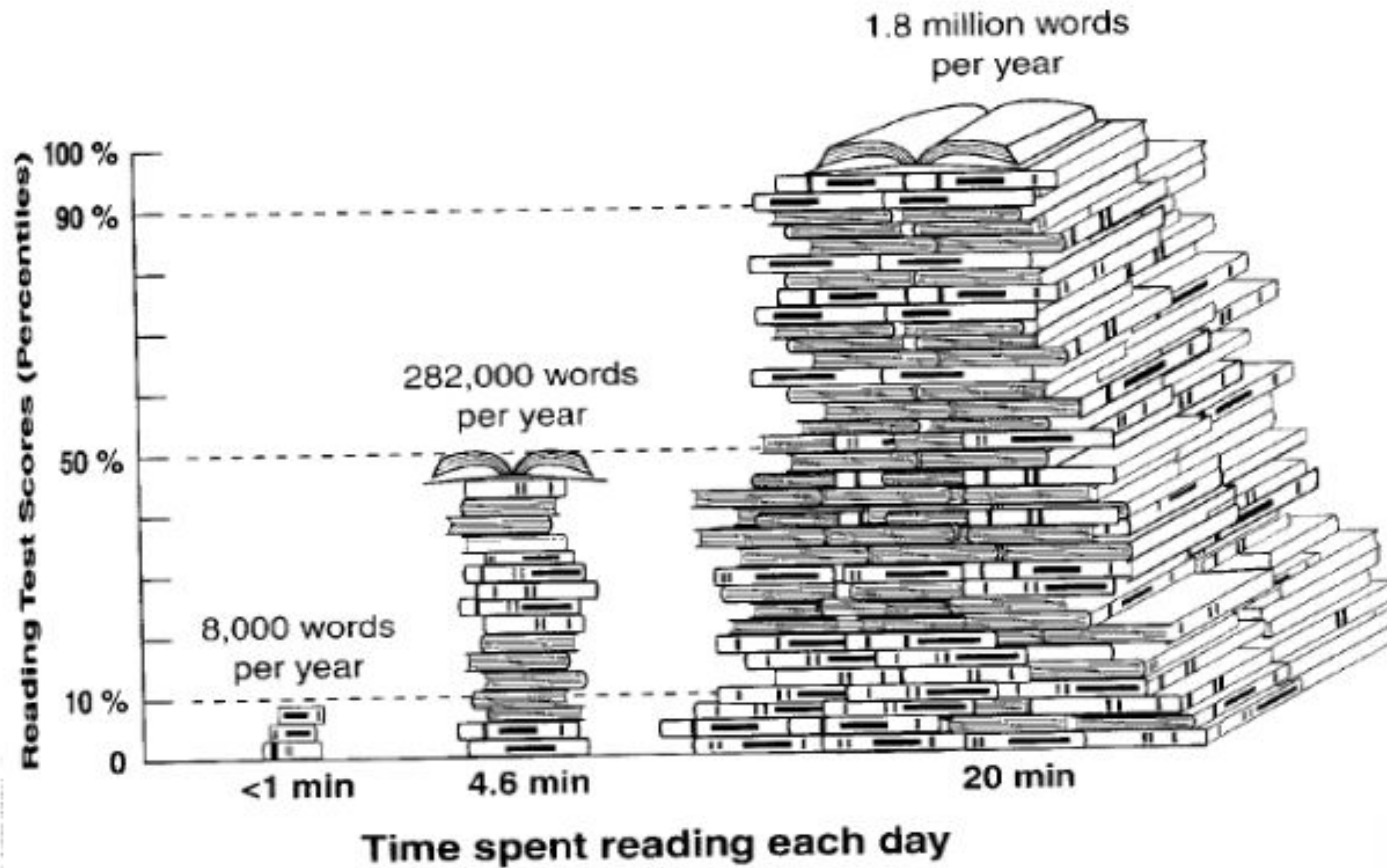
Sentences
1. I had a fan. 2. The man has a van.

Creating a literacy rich environment



Modeling as an active reader / writer







Any Questions?



Literacy Night Parent Feedback →

