Techniques for Beginning Reading Instruction in a Virtual Environment (K-2) Session 2

Do you have a Dry erase board, marker, and eraser?

@haemesmer

Heidi Anne Mesmer, Professor
We must laugh and be kind to ourselves
Feedback
- Give us APPS!
- Do the discussion after the hour
- Do less well

Classroomscreen.com
Flipgrid.com
4 Sessions

1. Engagement, Management, and Rapport-Building in a Virtual Environment

2. Phonics and Phonological Awareness;

3. Virtual Oral Reading for Assessment, Instruction, and Celebration/Sharing;

4. Wrap-up/Teacher’s Choice-App Fair: Sharing Useful Apps
Format Change

4-5 pm
Presentation

5-5:30
Optional Office Hours
- Talk w/peers
- Mesmer answers questions
Today

5-5:30 Optional Open Discussion

Word building with Dry Erase Boards

Phonics Templates on UFLI

Concept of Word with RAZ Projectables

Boom Cards
Word Building with Dry Erase Boards
Word Building (Word Ladders)

Teacher dictates words.

Students spell words by changing the letters.
Procedure

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**PLAN the words. (Don’t wing it!)**

- Change at beginning (easiest), ending, or middle (hardest.)

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**DICTATE the word**

- Students show words

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**TOUCH the letter where you will change. TELL the new sound.**

- Students show words. Call on 1 student to read the new word.

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Phonics Templates on UFLI

https://education.ufl.edu/ufli
UFLI Basic Blending

Do watch the video that tells you how to use it.
Instructions for Tablet Use
Word Work Mat - Beginner

iOS
Open this link from Safari and add it to home screen by [ ] and then [+]

Android
Open this link from Chrome and add it to home screen from the settings
Manipulative Letters

at

c r s f i l m
Start → rob → fan → get → leg → pop → tin → well → bug → bat → hot → hat → fin → hit → bill → big → hop → Finish
Print Referencing/Concept of Word

Video at explanation:
https://drive.google.com/file/d/1PD_VXSkWzF6TalchiUdq92Idl0 Bhuxb0/view?usp=sharing
Shared Reading

Teacher models the reading process.

Big Book with **large** print and a pointer so children can see words, sentences, and punctuation.

Teacher “shares” reading responsibilities with the children and gets their “help.”

This is Matt! He’s our cat!
Research


Teacher Prompts for Print Referencing

How Print Works

- If I wanted to read this book, where would I start?
- Where do I go next? [Indicate going from left to right.]
- When I am at the end of a line, where do I go? [Sweep back to]

Using Letters

- Can you name a letter on this page? Is there a letter that’s in your name?
- I see a letter that makes the sound /t/. Can you come find it?
- I want to read this word. How would I start that word? What is the sound?

Words

- Watch me point to each word as I say it. Can you come up and do it? [or] Say the words as I point.
- How many letters are in that word the?
- How many words are on this page?
- Look at the word _____. It is a long word. Listen to me say it. It even sounds long.
Day 1: Read the book without pointing. Talk about the story, rhyme, or repetitive parts.

Day 2: Read the book and point to the words. Ask children to read as you point.

Day 3: Read the book and point. Read the book again and ask different children to come up and point.

Day 4: Read the book and focus on using letters. Use a target letter-sound throughout the reading, and pause and get help. “Okay, here we are. Look at this beginning letter. What should I say?”
Little Jack Horner
Boom Cards: Mary Matlock
Happy Half-Hour (Optional)

If you want, please join us for open-ended discussion and ?s @ THIS room

PASSCODE: 457079

https://virginiatech.zoom.us/j/95224634977?pwd=SFPxYmpPN1dVRFDqL3FTanpiZ2Zu
dz09
Thank you!

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