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

VIRGINIA TECH

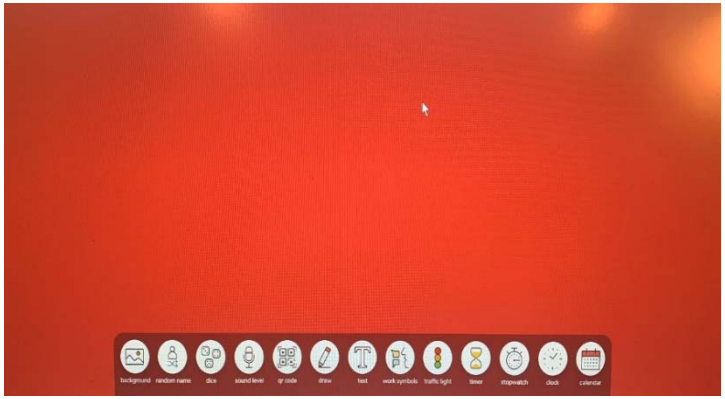
Funny Picture

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

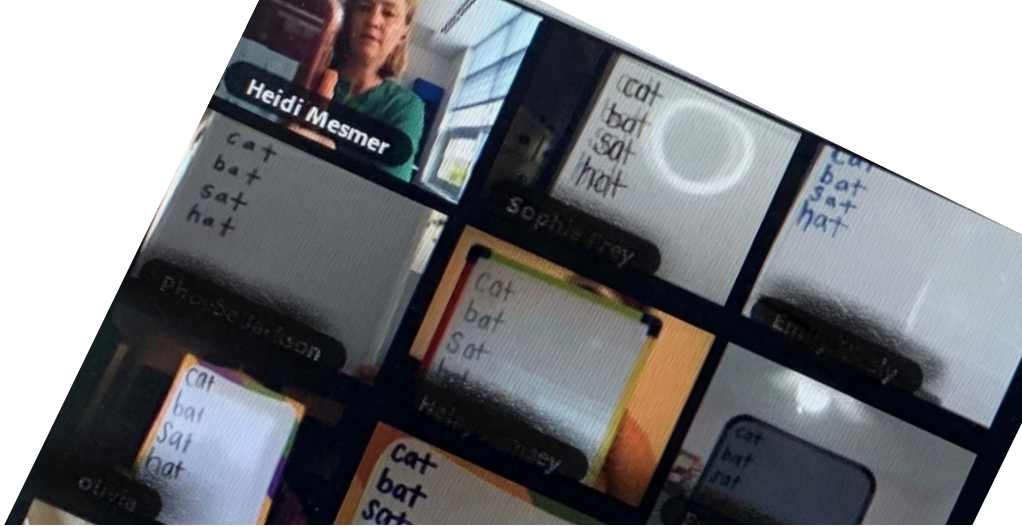
5-5:30 Optional Open Discussion

Word building with Dry Erase Boards

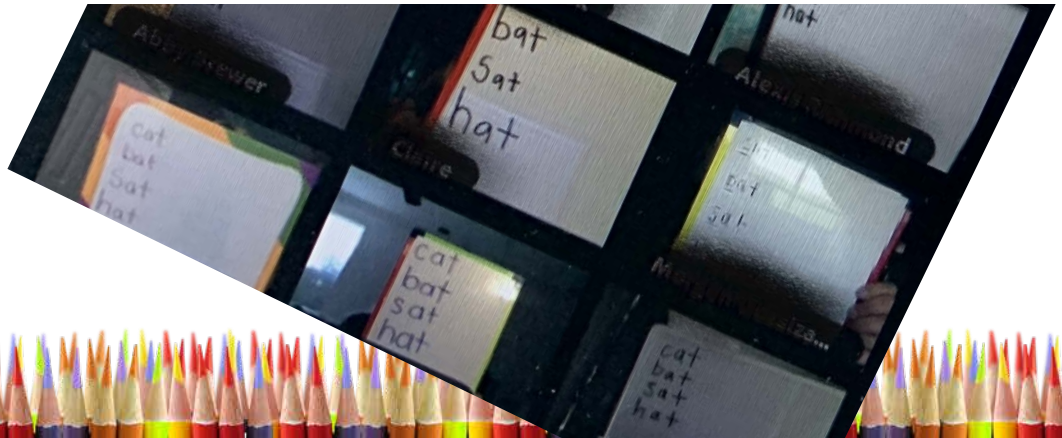
Phonics Templates on UFLI

Concept of Word with RAZ Projectables

Boom Cards



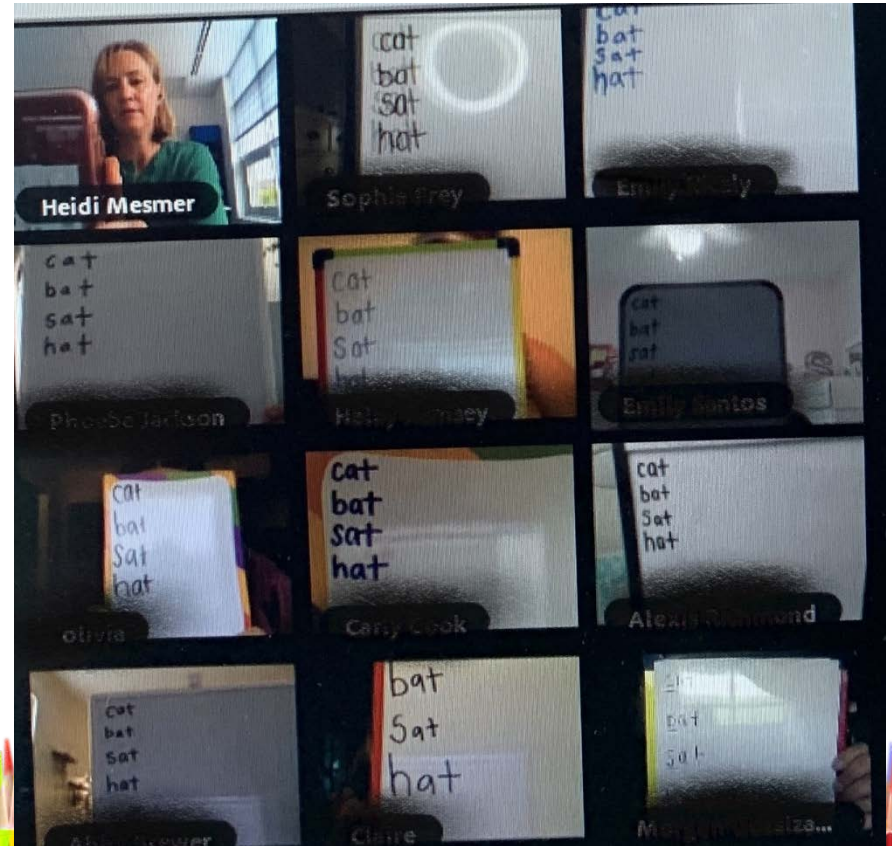
Word Building with Dry Erase Boards



Word Building (Word Ladders)

Teacher dictates words.

Students spell words by changing the letters.



Procedure

PLAN the words. (Don't wing it!)

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

DICTATE the word

- Students show words

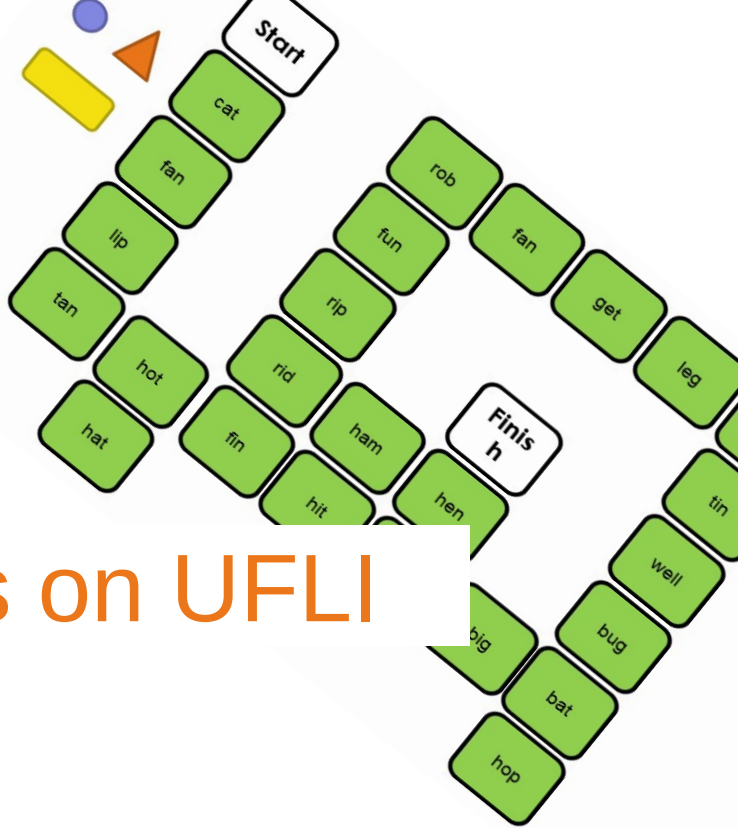
TOUCH the letter where you will change. TELL the new *sound.*

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

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

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

McCandliss, B., Beck, I. L., Sandak, R., & Perfetti, C. (2003). Focusing attention on decoding for c hildren with poor reading skills: Design and preliminary tests of the word building intervention. *Scientific studies of reading*, *7*(1), 75-104.



Phonics Templates on UFLI

https://education.ufl.edu/ufli

cap

pad

tap

dad

map

had

UFLI Basic Blending

Do watch the video that tells you how to use it.

? hat ≡

	b	c	d	f
g	h	j	k	l
m	n	p	r	s
t	y			

a
o

	b
d	g
m	n
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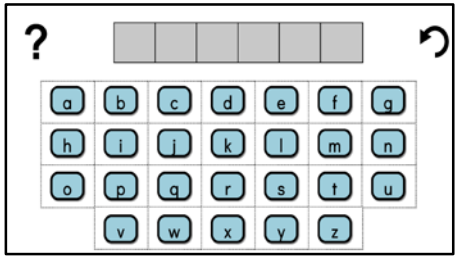
jat
cat
cot
cop
co
c

Instructions for Tablet Use

Word Work Mat – Beginner



iOS

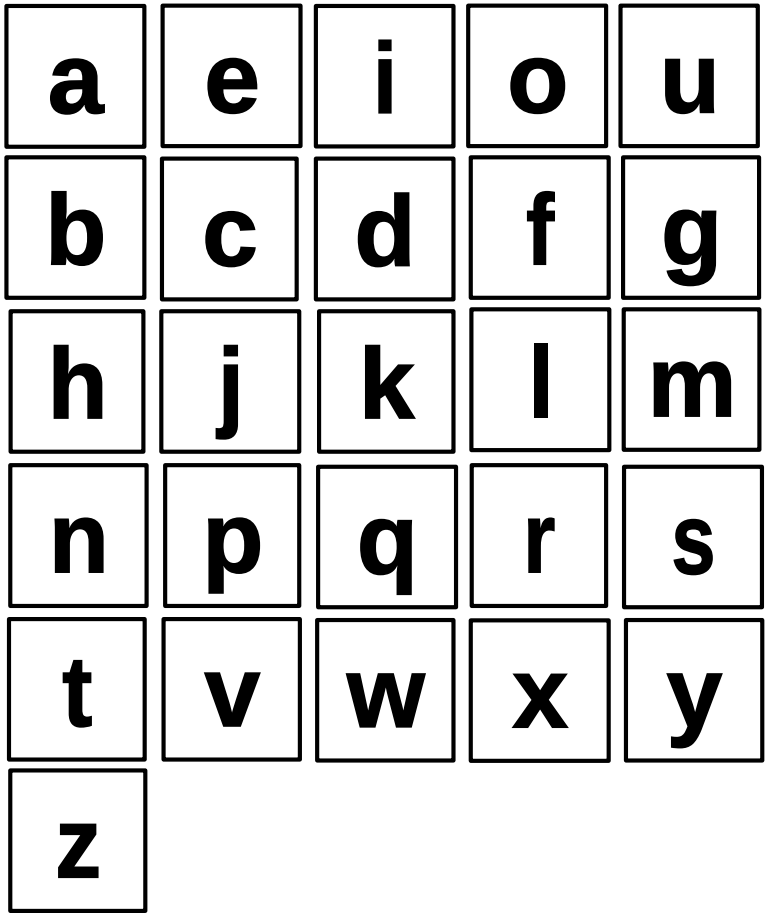
Open this link from Safari and add it to home screen

by and then

Android

Open this link from Chrome and add it to home screen

from the settings


a e i o u
b c d f g
h j k l m
n p q r s
t v w x y
z

r a p

Manipulative Letters

a t

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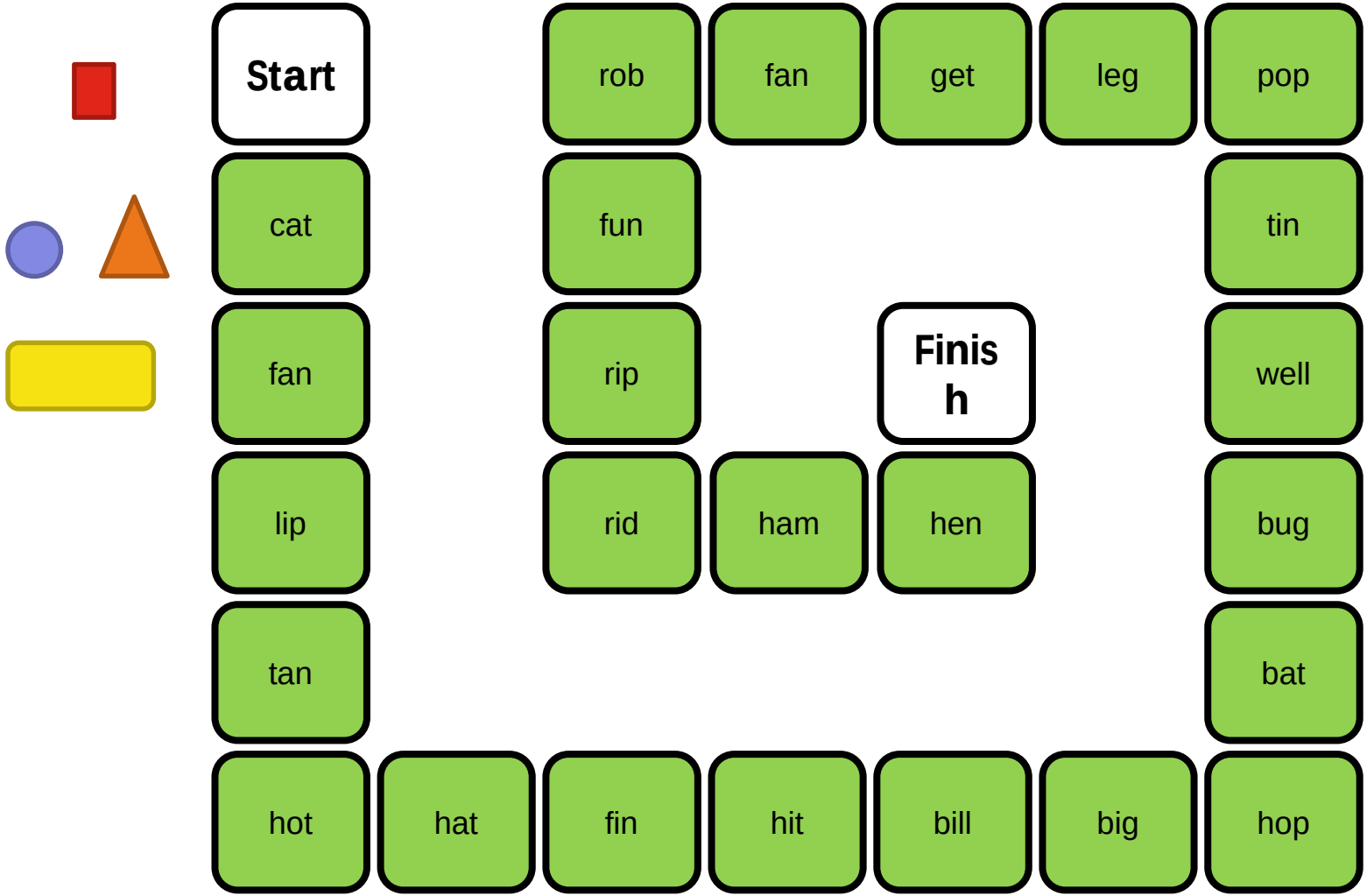
c r s f i l m


Start
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Print Referencing/Concept of Word

Video at explanation:
https://drive.google.com/file/d/1PD_VXSkWzF6TalchiUdq92ldI0Bhuxb0/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

Justice, L. M., & Ezell, H. K. (2004). Print Referencing. *Language, Speech, and Hearing Services in Schools*.

Justice, L. M., & Ezell, H. K. (2000). Enhancing children's print and word awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, *9*(3), 257-269.

Justice, L. M., Kaderavek, J. N., Fan, X., Sofka, A., & Hunt, A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher–child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools*.

Mesmer, H. A. E., & Williams, T. O. (2015). Examining the role of syllable awareness in a model of concept of word: Findings from preschoolers. *Reading Research Quarterly*, *50*(4), 483-497.

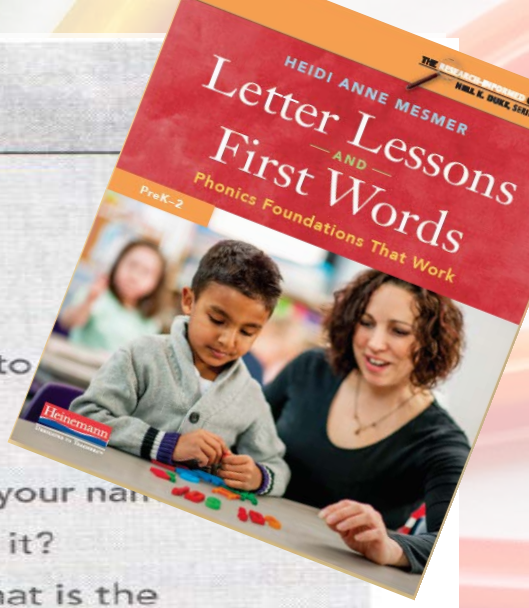
Mesmer, H. A. E., & Lake, K. (2010). The role of syllable awareness and syllable-controlled text in the development of finger-point reading. *Reading Psychology*, *31*(2), 176-201.

‘

Morris, D., Bloodgood, J. W., Lomax, R. G., & Perney, J. (2003). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading research quarterly*, *38*(3), 302-328.

Morris, D. (1983). Concept of word and phoneme awareness in the beginning reader. *Research in the Teaching of English*, 359-373.

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 na
- 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.

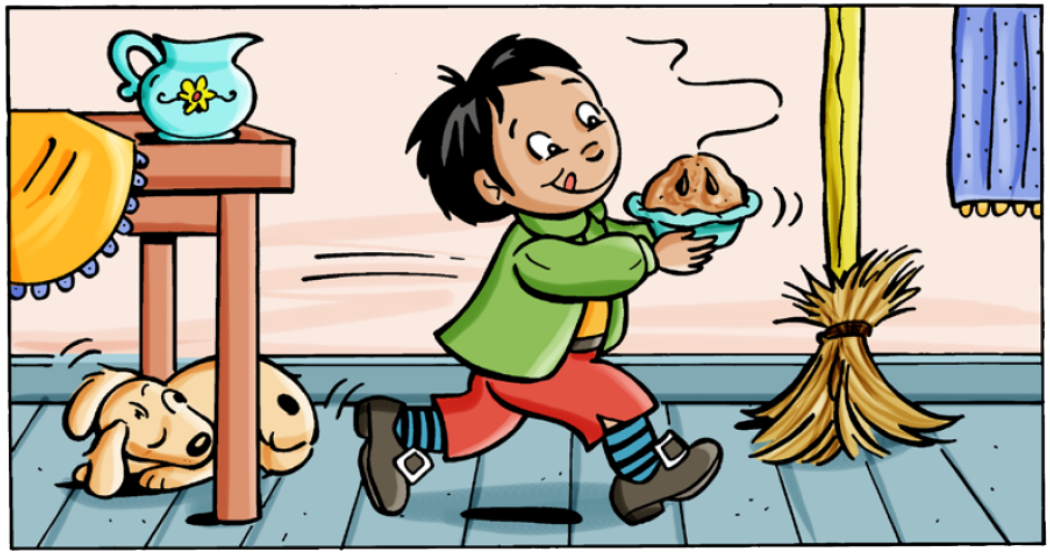
Day 2: Read the book and point to the words. Ask children to read as *you* point.

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?"

NURSERY RHYME

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=SFpxYmpPN1dVRFdqL3FTanpiZ2Zudz09

Thank you!

Contact : hamesmer@ vt.edu