**Fifty Nifty Activities**

5 Components and 3 Tiers of Reading Instruction
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**Fifty Nifty Activities:**
Connecting Research to the Classroom

- 5 Components of Reading
- Three Tiers of Reading Instruction
  - Whole Class
  - Small Group
  - Paired and/or Individual

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**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.

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**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.

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**Four Processing Systems**

- Context Processor
- Meaning Processor
- Orthographic Processor
- Phonological Processor
- Phonemic Awareness

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**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.
Working Memory and Automaticity

Less Fluent Reader

Processing Task

Working Memory

Processing Task

More Fluent Reader

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**

What Does Research Tell Us?

20-30% Do not link sounds and letter symbols easily

7-10% Substantial Difficulty


Fifty Nifty Activities

Phonemic Awareness Instruction

Stages of Phonological Awareness Development

- **BEGINNING STAGE**: Pre K – Mid 1st Grade
  - Rhyming: Recognition
  - Alliteration: Sentences to words (count words)
- **INTERMEDIATE STAGE**: Mid K – 1st Grade
  - Rhyming: Production
  - Segmenting & Blending syllables: compound words, multisyllabic words
  - Onset-rime
  - Phonemic Awareness: one syllable words (initial/medial sounds)
  - Blending/segmenting, counting sounds
- **ADVANCED STAGE**: Mid 1st – 2nd Grade
  - Rhyming: Production
  - Segmenting & Blending syllables: compound words, multisyllabic words
  - Onset-rime
  - Phonemic Awareness: one syllable words (initial/medial sounds)
  - Blending/segmenting, counting sounds

Dodson, Kuhn

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DIBELS and Phonemic Awareness Instruction

- Initial Sound Fluency
- Phonemic Segmentation Fluency

Activity: Arm-Counting for Syllables Segment and Blend

Activity: Finger Tapping for Sounds Segment and Blend

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!

Activity: Tap it, Map it and Graph it!

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

Adapted from Games and Activities for Readers and Spellers by Coultas & Whitney (Sopris West)

The Reflective Practitioner

How will I know if my phonemic awareness instruction is working?

- Measure improvement in DIBELS initial sound fluency, phoneme segmentation fluency and informal phonemic awareness activities as progress monitoring measures.

Fifty Nifty Activities

Phonics Instruction

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

DIBELS and Phonics Instruction

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

- 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

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Activity: Physical Phonics

Small Group:
- Word Tapping and Mapping

<table>
<thead>
<tr>
<th>/l/</th>
<th>/o/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pat</td>
<td>pot</td>
</tr>
<tr>
<td>bag</td>
<td>dog</td>
</tr>
</tbody>
</table>

Activity: Physical Phonics

Small Group:
- Word Tapping and Mapping at the syllable level

<table>
<thead>
<tr>
<th>Closed</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>met</td>
<td>me</td>
</tr>
<tr>
<td>got</td>
<td>go</td>
</tr>
<tr>
<td>mat</td>
<td>he</td>
</tr>
<tr>
<td>rop</td>
<td>ta</td>
</tr>
</tbody>
</table>

Activity: Physical Phonics

Independent/Paired Work:
- Sorting by sound and pattern

<table>
<thead>
<tr>
<th>/e/</th>
<th>/i/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>sit</td>
</tr>
<tr>
<td>pin</td>
<td></td>
</tr>
</tbody>
</table>

The Reflective Practitioner

- How will I know when my phonics instruction is increasing skills?
  - Progress monitoring with DIBELS Nonsense Word Fluency and other informal phonics measures.
  - Increased accuracy in reading high frequency words and during oral reading.

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

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

Activity: Wear-a-word
Whole Class Activity:
- 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.

Activity: Wear-a-word
Small Group Activity:
- Distribute badges to each student - the words in badges relate to target skill.
- Students all read each others words.
- Students create sentences
  Using some of the target words.
  /e/ - pet, vet, sled, smell, mend
  Early Americans - Native Americans, longhouses, tipis, pemican, cradleboard, moccasins.
  tion – nation; station; elation, eruption
- Write one or two of the sentences and code for the target words or concepts.
Heart Words 🌺
Some words have a part – that must be learned by heart!

- said
- ship

The Reflective Practitioner
- How will I know if my fluency instruction is working:
- Measure growth in DIBELS Oral Reading Fluency.
- Measure growth in reading individual words and phrases.

Fifty Nifty Activities
Vocabulary Instruction

Developing Word Consciousness
The more we know about a word, the more easily and fluently we will be able to read it.
- Sounds
- Morphemes
- Syllables
- Multiple meanings
- Synonyms
- How to define it
- Making personal connections
- How to use it in speaking and writing

Created Word Chains
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:
- report
- transport
- import
- reporter

Short vowels:
- transcribe
- transport
- translate
- ☐
- ☐

Taken from LETRS ParaReading
Language Links

Create a word chain with a partner.
Share your word chains with a neighbor.

The Vocabulary Train

exhausted  Very tired
I am exhausted because I did not sleep.

The Vocabulary Train

Stupendous  Really great  I'm stupendous today

Branching Out!

transfer
translate transmit
transport 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
Flyswatter Morphemes

The Talking Classroom:
The teacher asks students to
• use the morpheme in a word
• use the word in a sentence
• give the definition of the word.

The Reflective Practitioner

How will I know when my vocabulary instruction is increasing skills?
– Progress monitoring with DIBELS word use fluency.
– Increased ability to describe objects, use words in sentences with increasing length and elaboration.
– Increased word-consciousness in terms of words in the environment in and out of the classroom.

Fifty Nifty Activities

Comprehension Instruction

DIBELS and
Comprehension Instruction

Oral Reading Fluency and Retell Fluency
Word Use Fluency

Balancing Knowledge and Reading Skills

How much do you know about baseball???
Students who were good decoders but knew very little about baseball did not comprehend as much as their peers who were weaker decoders but had good domain specific knowledge about the game.
But.....both are important!

Language and Learning

Language is a tool for thinking
Language is a reflection of thinking

If we want our students to think better we must help them learn more so they have more to think about.

*Schnieder and J. Korkel, Contemporary Educational Psychology, 14, (1989)
Restricted Talk vs. Elaborated Talk

- **Home Talk** = brief, unelaborated, assumes shared situational background knowledge, used more in homes with less education.
  - Parent wants a child to move over
  - “Move, Jimmy.”
- **School Talk** = elaborated code, used more in homes with higher levels of education, increased use of explicit content knowledge and less dependent on shared situational knowledge.
  - “Jimmy, will you please move over so your sister can see the television better.”

Research: Recorded Vocabulary Size

<table>
<thead>
<tr>
<th>Family Type</th>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Family</td>
<td>2176</td>
<td>1116</td>
</tr>
<tr>
<td>Working Class Family</td>
<td>1498</td>
<td>749</td>
</tr>
<tr>
<td>Welfare Family</td>
<td>976</td>
<td>526</td>
</tr>
</tbody>
</table>

Hart and Risley, 1995

Meaning Differences

Living Concept Maps

- Concept maps help students to organize ideas and concepts generated from reading.
- They help students organize, sequence, categorize, etc.

Bring the Web to Life!

- **American Revolution**
  - People
  - Events
  - Places
  - Causes

The Reflective Practitioner

- How will I know when my comprehension instruction is working?
  - Progress monitor with DIBELS oral reading and retell and word use fluency and other measures.
  - Observe oral and written responses to comprehension activities such as: reading responses, retells, opinions and concept maps.
  - Look for increased detail and depth of thinking that the student is able to share about reading.

Teaching from the Heart

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

Mother Teresa

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