TELL ME Tubs

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Learning Intentions

1. Use an anchor book to design a literacy lesson for emerging communicators
2. Use a core word to anchor literacy instruction
3. Differentiate instruction to include Story Elements
4. Design activities to address reading comprehension, phonemic awareness and Wh questions
5. Identify home and extension activities to enhance learning

Accomplish BIG Things With a

GROWTH MINDSET!

Success Begins With Believing You Can

Instead of Thinking...	Think This...
I can't do it.	I'm still learning. I'll keep trying!
I'm not good at this.	What can I learn to get better at this?
It's good enough.	Is this the best I can do?
It's too hard.	With more practice it will get easier!
I'm afraid of making a mistake.	Mistakes are how I learn & get better!
They are better at it than I am.	What can I learn from them?
I don't know how.	I can learn how!
I can't make this any better.	I can always find ways to improve!
I don't like challenges.	Challenges make me better!
I give up.	I'll try a different way!

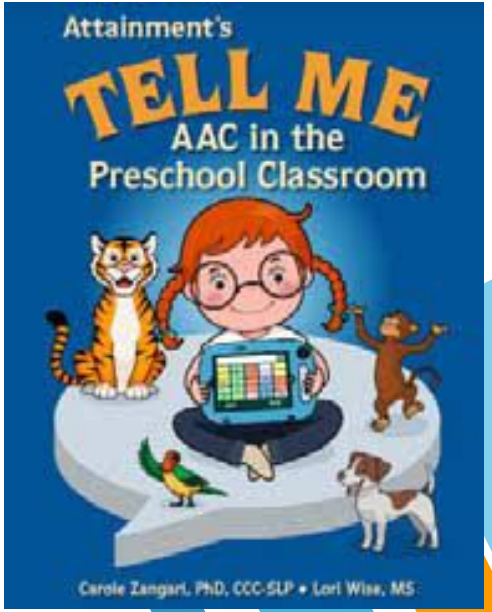
Background on TELL ME AAC in the Preschool Classroom by Carole Zangari & Lori Wise

Sold by Attainment for $149

Wonderful Resource!

More information available:

[Saltillo Webinar by Dr. Zangari]



In a Nutshell.....

What *is* the TELL ME program?

Is	Is Not
A classroom-based approach to teaching high frequency words (i.e., core vocabulary)	Specific to a certain AAC device, app, communication board, or type of symbol
Uses repeated reading of story books as a context for AAC instruction	A full curriculum that covers an entire school year
Designed to be used with any AAC system	

4 Components of TELL ME

Shared reading

Shared writing

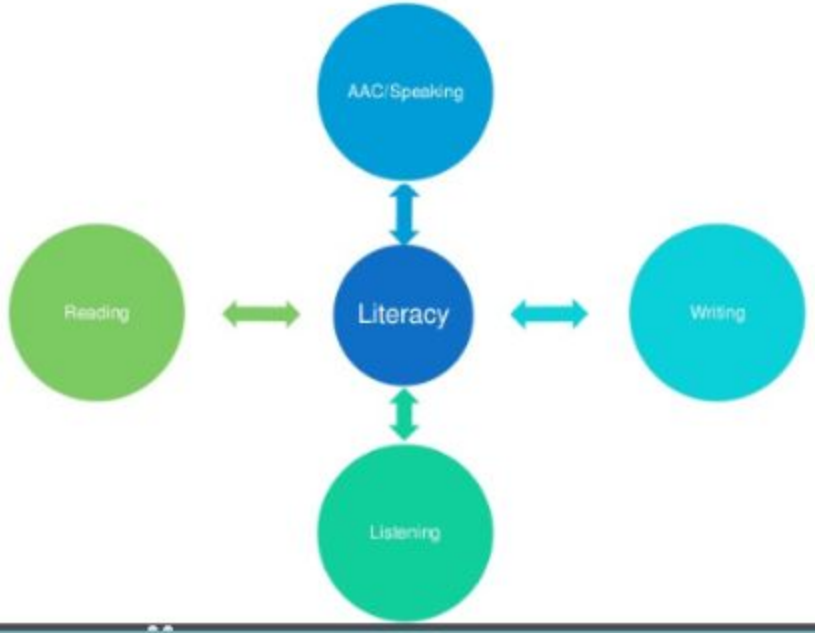
Classroom centers & routines

Home extension activities

Classroom-based Approach

Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991. Adapted from Teale and Sulzby, 1989)



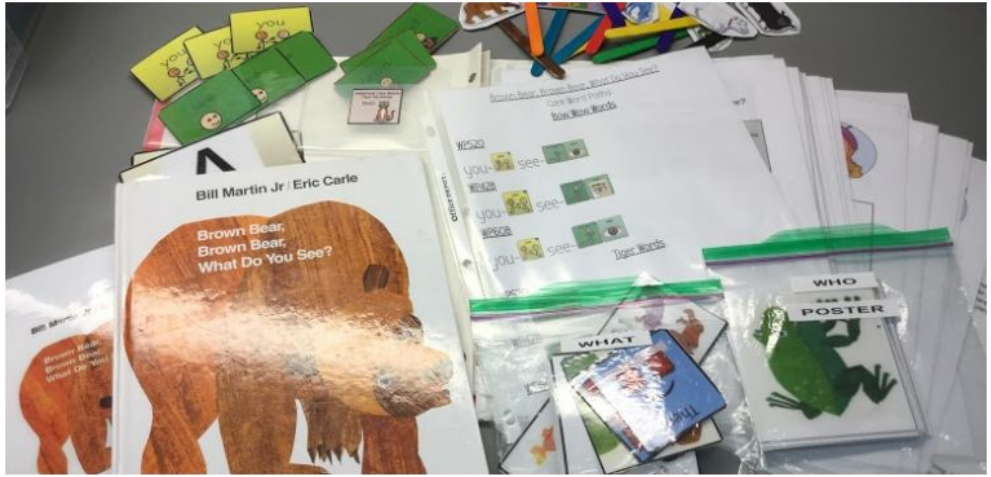
Role of SLP

- Kim Murza's article "Think Beyond You: Activate the Power of your School Treatment Team"- encourages us to be:
  - Coach
  - Independence Facilitator
  - Advocate
- Co-treating a Literacy Group is one way to address these roles as well as student goals!

Sample SLP Learning Targets:

- Vocabulary
- Sequencing
- Wh Questions
- Story Recall
- Pragmatics
- Auditory Processing
- Specific Sounds
- Main Idea
- MLU
- Communicative Functions

Why a Tub?



- Easy way to include a variety of differentiated materials
- Easy way for SLP to coordinate services with teacher and generate carryover
- Way for AT to guide instruction based on Core
- Lesson plan “in a box” originally intended for first year teachers/beginning of the year
- Grew in popularity

TELL ME Book List

BOOK	TITLE/AUTHOR/PUBLISHER	BOW WOW WORDS	TIGER TALK WORDS	LETTER
Warm-Up Book	**Brown Bear, Brown Bear, What Do You See?** By Bill Martin Jr. and Eric Carle Henry Holt and Company, New York www.Mackids.com	see, you	read	a
Book 1	**I Went Walking** By Sue Williams Houghton Mifflin Harcourt Publishing www.hmhco.com	I, see, what, you	front, read, tell	s
Book 2	**From Head to Toe** By Eric Carle HarperCollins Publishers New York www.harperchildrens.com	can, do, help, it	first, like, sing, write	d
Book 3	**Here Are My Hands** By Bill Martin Jr. and John Archambault Henry Holt and Company, New York www.harcourtschoolpublishers.com	good, have, here, like, my/mine	and, hand, head	m
Book 4	**What Do You Like?** By Michael Grejniec NorthSouth Books, New York www.northsouth.com	Review words from previous books		t
Book 5	**Go Away, Big Green Monster!** By Ed Emberley Little, Brown and Company www.lb-kids.com	away, go, not, stop	again, big	p
Book 6	**No, David!** By David Shannon The Blue Sky Press, New York www.scholastic.com	bad, come, no, play	messy, now	o
Book 7	**Come Out and Play, Little Mouse** By Robert Kraus Greenwillow Books, Harper Collins www.harpercollins.com	busy, father, little, mother	brother, later, sister, today	n
Book 8	**The Lunch Box Surprise** By Grace Maccarone Cartwheel Books, Scholastic www.scholastic.com	boy, eat, girl, happy, sad	friend, give, ready	c
Book 9	**If You're Angry and You Know It** By Cecily Kaiser Turtleback Books, Scholastic www.scholastic.com	and, angry, mad, foot/feet, walk, show	know, feel	d
Book 10	**Max's Breakfast** By Rosemary Wells Dial Books for Young Readers, division of Penguin Young Readers Group www.penguin.com/meet/publishers/dialbooksforyoungreaders	all gone, down, get, on, where	different, there	u

TELL ME TAKE TWO Titles

Anchor book	Target Word	Other Possible Target Core Words	Letter of the Week
Click Clack Moo, Cows that Type By: Dorin Cronin Illustrated By: Betsy Lewin	like		Ll
Elmer, Patchwork Elephant By David Mckee (Author, Illustrator)	different/ same	different, same	Ee
Froggy Gets Dressed By: Jonathan London Illustrated By: Frank Remkiewicz	put	put, on	Ff
If You Give a Mouse a Cookie By: Laura Numeroff Illustrated By: Felicia Bond	want	want, he	Gg
Mouse's First Spring By: Lauren Thompson Illustrated By: Buket Erdogan	what	Look, what, can	Ww
Pete the Cat-Rockin in My School Shoes By: Eric Litwin Illustrated By James Dean	my	where, in, my	Rr
Snowmen at Night By: Caralyn Buehner Illustrated By: Mark Buehner	do	do, what,	Bb
The Mitten By: Jan Brett	in	in, not	Ii
The Very Hungry Caterpillar By: Eric Carle	more	want, eat, more	Vv
What Will Fat Cat Sit On? By: Jan Thomas	on	on, not, what	Kk
Whose Hat is This? By: Katz Cooper, Sharon Illustrated By: Amy Bailey Muehlenhardt	who	who, is, this	Hh

Materials in every TELL ME TUB!

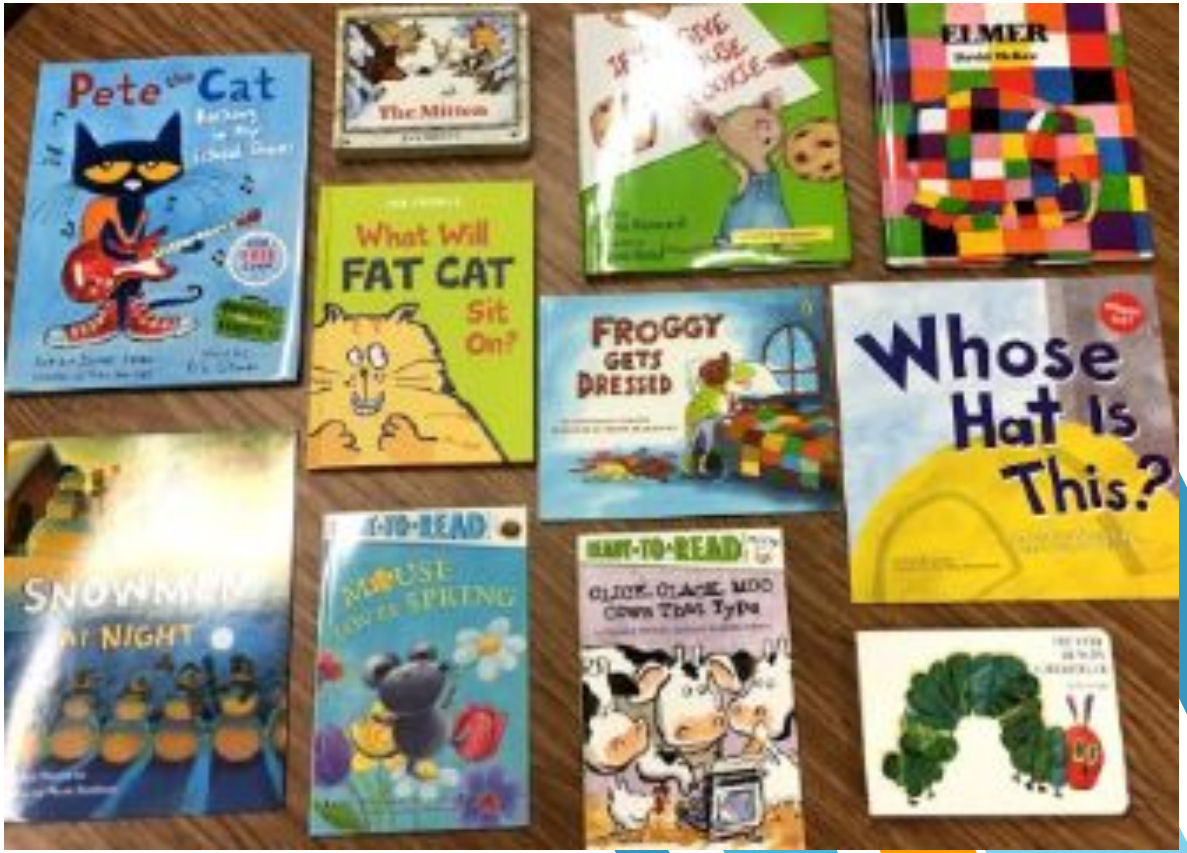
1. Anchor Book for Shared Reading
2. Suggested Lesson Plan
3. Bow Wow and Tiger Talk Cards (Target core words)
4. “What” picture cards specific to story
5. “Who” picture cards specific to story
6. Letter of the week
7. Story manipulatives, when available
8. Craft templates, when available

What I added in my TELL ME TAKE TWO Tubs!

1. Reference Sheet
2. Shared Reading Planning Sheet
3. Activity Page or Book
4. Core Word of the Week Guide
5. Sequencing/Wh question Board/cards
6. Rubric for Answering Wh Questions
7. Picture Comprehension Worksheet
8. Commenting Page
9. Choose It Maker Comprehension page
10. Independent/Guided Reading Books
11. Sample Letter for Parents
12. Extension Activities, as available
13. Question of the Day

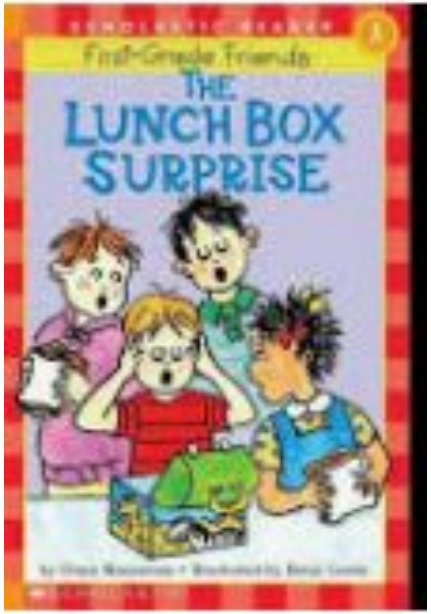
1. TELL ME Anchor Books for Shared Reading

TTT Anchor Books……

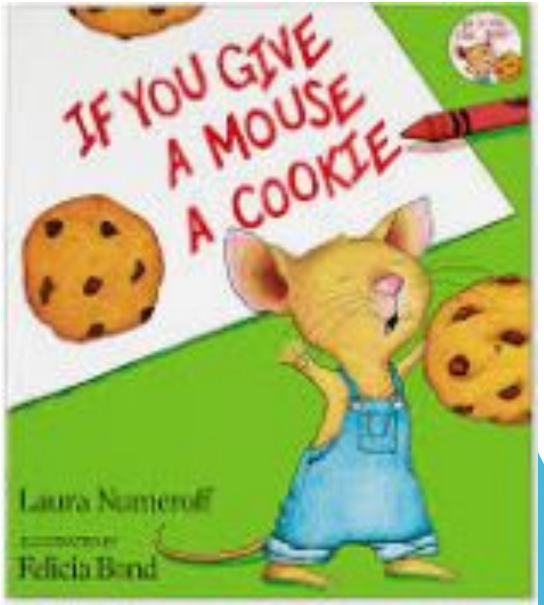


For Today's Purposes of Comparison:
1. Anchor Books

Original TELL ME Title:



TELL ME TAKE TWO Title:



Shared & Guided Reading:

What's the difference?

- **Shared Reading (I DO-WE DO)**
  - Sharing the process of how books work
  - Building language & background knowledge
  - Supporting concepts about print
  - Lots of discussion on every page

- **Guided Reading (YOU DO)**
  - Still focusing on language & background knowledge
  - Guiding students' comprehension of the <u>whole</u> text
  - Teaching strategies to comprehend text
  - Almost no discussion during book reading

Does the student:

Know most of the letters most of the time?
Engage actively during shared reading?
Have a means of communication and interaction?
Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

Shared Reading
Predictable Chart Writing
Alphabet & Phonological Awareness
Independent Writing with access to full alphabet
Self-Directed Reading
Symbol-based Communication (with few exceptions)

Daily Conventional Interventions

Guided Reading (Anchor-Read-Apply)
Word Study (Key Words + Word Wall + Making Words)
Writing
Self-Directed Reading
Communication with symbols + spelling

Slide from: Center for Literacy & Disability Studies

Who Needs What?

- Who needs ***shared reading***?
  - Emergent readers/writers
  - Early conventional readers with texts beyond their reading level
  - Students who are struggling with vocabulary and background knowledge
- Who needs ***guided reading***?
  - Early conventional readers
  - Readers who are struggling with text comprehension

OUR JOB During Shared Reading…

- Pause, pause, pause!
- Models on AAC device
- Attributes meaning to all student attempts
- Explains words
- Makes connections between book & students experiences
- Models thought processes -"think outlouds"
- Models concepts about print
- Be animated!
- Have FUN!

Why Add Purposes to Shared Reading?

- Creates a ***structure***-it helps teachers identify priorities and teaching targets
- Good conventional readers learn to set their own purpose for reading
- Our students need to be exposed to this before they become conventional readers
- Most classes have a wide range of abilities-many of whom would benefit from this
- Encourage teachers to re-read same book for different purposes

Planning Lesson: Identify Purposes

- Preview the text
- Identify the key main concepts
  - What are the most important take aways?
- What is a factoid? What is a big picture concept/skill?
  - Who was the main character vs. describe main character
  - Where are the characters vs. describe the problem
- Set purposes which address key concepts
  - Can identify multiple purposes to read at different times

Planning Form: Previewing Text to Identify Purposes

Preview Book to Identify Strategies/Teaching Concepts

What does this book lend itself to? Check all that apply and indicate which one you will focus on during the 1st, 2nd and 3rd read,etc.

____Making predictions	____Making connections between book and student experiences
____Modeling concepts about print	____Making text to text connections
____Questions	____Letter Identification
____Character description/comparison	____Taking others' perspectives
____Picture walks	____Repeated lines
____Picture descriptions-teaching that text doesn't carry all meaning	____Using context
____Giving opinion	____Vision issues: salient feature descriptions
____Building background knowledge	
____Text to self connections	____Text to text connections
	____Text to world connections
	____Other

Sample Purposes for Very Emergent Students

- Comment or give opinions about the story
- Ask questions about the story
- Make connections with the story (find the things you have done)
- Describe (characters, settings, actions, feelings)
- Act it out
- Sequence text events
- Find new words to talk about
- Be the reading helper (concepts about print)
- Pick something to learn more about
- Pick something to write about
- Talk about the pictures
- Show me your favorite part (or person/character)

2. Suggested Lesson Plan

10 lessons for Shared Reading
10 lessons for Shared Writing
Infusion Activity Ideas
Implementation - Fidelity Checklists
Home Extension Activities

TMM: Reference Sheet

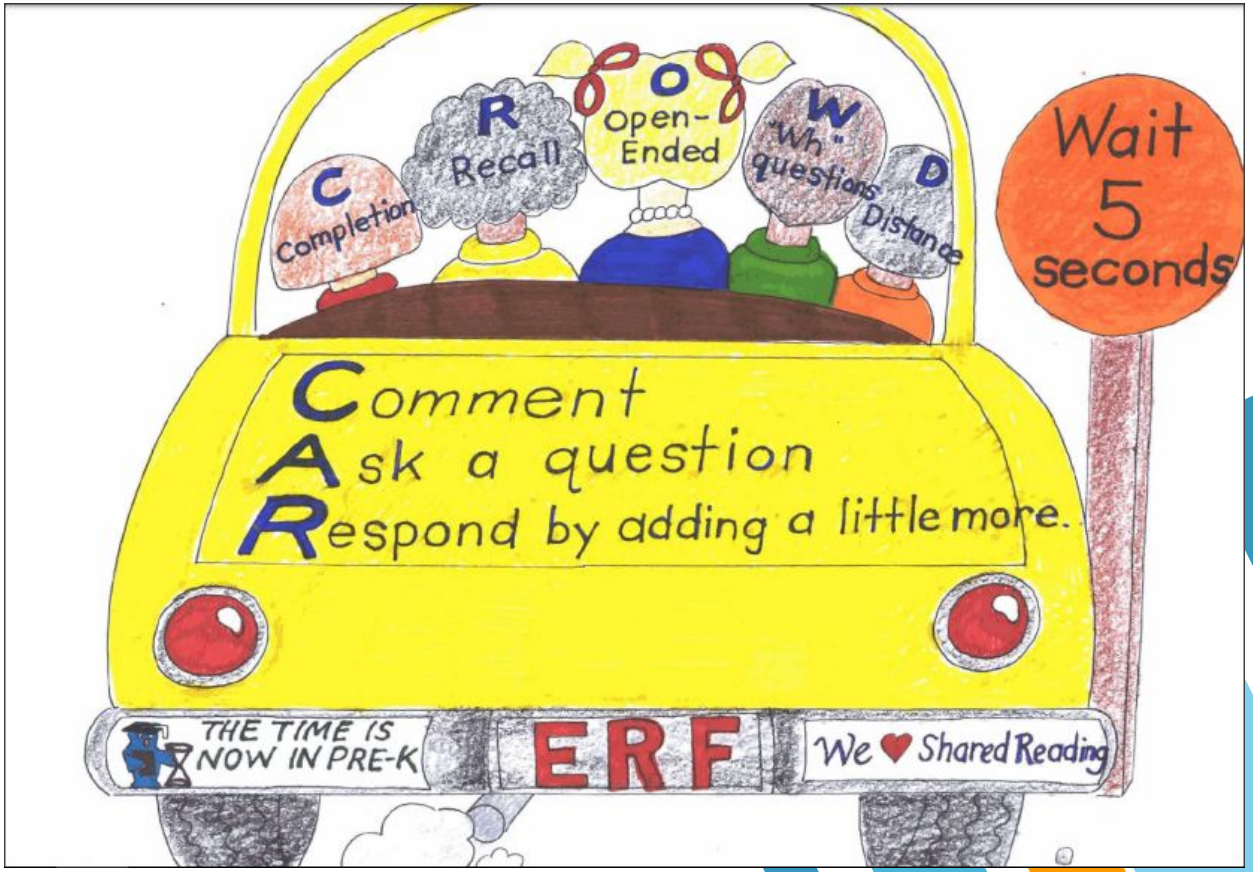
Target Core Word: I ☆ reference guides ☆ AT Literacy Materials Available for Checkout ☆ extras

Books	Theme	Songs/Videos	Book Walk	Letters/Sounds
Shared Reading Tell Me Tub Available for checkout at ESC Brown Bear, Brown Bear What Do You See? Brown Bear Video—example of wait time I Went Walking I Went Walking—Read Aloud	farm animals/colors	I Song	Use your book walk to help students: anticipate what they will read make predictions make connections	Target Letter: Ff Letter F Song ABC Book Template
Tell Me Tub Available for checkout at ESC What Do You Like?				Letter of the week materials Kindergarten Worksheets and games—this sight has many free letter/letter sound printable activities
Independent Reading AFC: Farm Friends	farm animals			Reading A–Z Letter Books

AFC: I Like Socks	descriptives			The Letter Sounds Song–Kids TV
				ABC Song–AO Kids
				Sing the Alphabet–ABC Mouse
How Do I Feel? Reading A–Z–Core Word I focused	feelings	**Writing**	**Data/Reference**	**Comprehension Check Sequencing Materials**
I–Dynavox Core Word Lesson Lotsacomplsons–read aloud–I Have Feelings	feelings/actions/describing /people	cut apart sentences	Data Sheets–Core Set 1 Literacy Reflection and Observation Forms Weekly Literacy Routines Planner Word of the Week	Picture Comprehension
Language Lab		Core words/ core wall and story character cards from Tell Me Literacy Tub–I Went Walking or What Do You Like can be used to create simple writing samples and check story comprehension	Book Talk Schedule Commenting/Book Report	

Mothers Hubbard Website Mothers Hubbard Website contains amazing, simple reading materials –a little of the content does reference religion		**Story Elements**	**Centers/Extension Activities**	**Printable Extras**
Free Literacy Sites		Story Elements Video	Centers/Extension Activities	Extras
The Measured Mom Website–this site contains many quality free reading materials		Story Elements boards & Posters		Suggested Apps for Core Word Work
				Interactive Smart Board Friendly Sites

Shared Reading Strategy



Follow the C-A-R

An approach to structuring shared reading interactions.

COMMENT
⇩
stop and wait 5 seconds.
⇩
ASK a question.
⇩
stop and wait 5 seconds.
⇩
RESPOND by adding more

Corinne Watson

Put the CROWD in the CAR

- **C**ompletion
- **R**ecall
- **O**pen- Ended
- **W**h – Questions
- **D**istancing

Rotate through the CROWD as appropriate.

Completion
- Leave a blank at the end of a sentence and child fills it in.
- These are typically used in books with rhyme or books with repetitive phrases.
- Example, "Brown bear, brown bear, What do you see? I see a white dog looking at _____," letting the child fill in the blank with the word *me*.
- Completion questions help students begin to understand the structure of language in books.

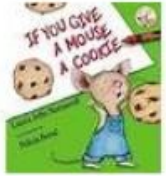
Recall
- Questions about what happened in a portion of the book that has just been read.
- Example " *Tell me what the little truck did."*

Open-Ended
- Questions that do not have specifically right/wrong answers.
- Usually focus on the pictures in books.
- Example, *"Tell me what's happening in this picture."*

Wh- Questions
- Questions that begin with what, where, when, why and how.
- Typically focus on the pictures in books.
- Example, *"What does the man have?"*

Distancing
- Questions that relate what is in the book to experience outside the book.
- Form a bridge between books and the real world.
- Example, *"You saw animals at the farm. What animal did you see at the farm?"*

Shared Reading Planning Sheet



Shared Reading Worksheet

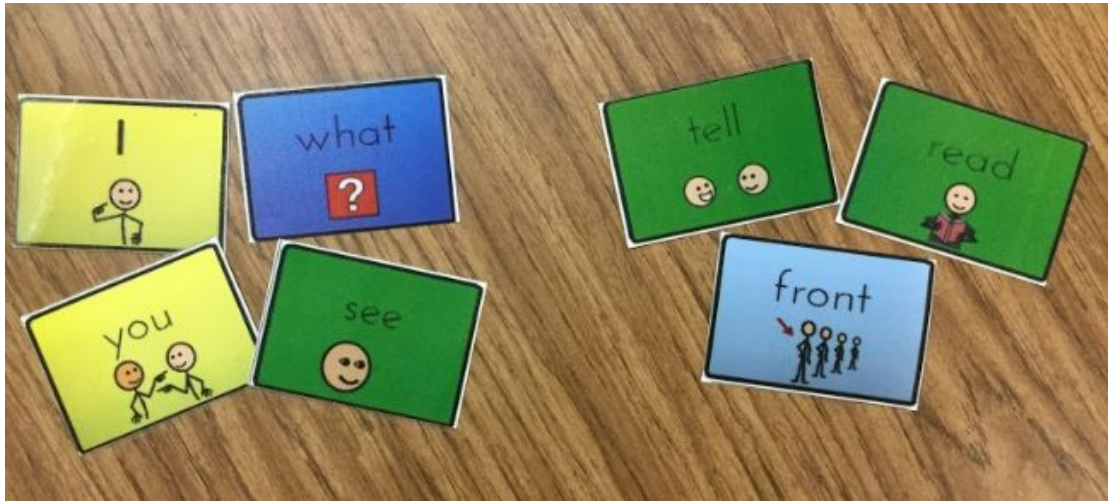
Created by Maureen C. Castillo, MA. CCC-SLP

Book Title: **If You Give A Mouse a Cookie**
Author: Laura Numeroff
Illustrator: Felicia Bond

Core Word(s)	**Want, he**
C- Completion	A core word, sentence, or phrase that can be repeated in this book or leave a blank for students to fill in: If you give a mouse a _____, he will _____ (want) .....
O - Open Ended	Questions to ask that have no right or wrong answer; **Tell me about this picture** **What kind of cookies do you like?**
W- WH Questions	Who, what, when, where and why questions: **Where is this happening?** **Who is in our story?** **What is he doing?**
D- Distance	Questions that bridge to the child's life or other learning; **Have you ever eaten something and it reminded you of something else or a different event?**

These are only suggestions. Try to help students make connections!

Sample Visual Schedule Of a Literacy Group:



3. Bow Wow & Tiger Talk words - target & bonus core words

TTT: Word of Week Guide

Our classroom word of the week is:

Please model the way and use the word of the week in your conversations with our students.

Thank You!

Core Word of the Week: I

Transitions
I go
I see bus
I like school
I don't like to wait
I want home
I want recess

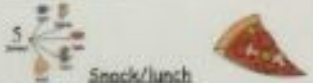
I

Please encourage use of the word of the week for different communication functions.

- ❑ request
- ❑ comment/observation
- ❑ command
- ❑ protest
- ❑ directing actions
- ❑ negation

Play/Centers

- I like ball
- I see swing
- I want slide
- I hear birds
- I feel paint-it's slimy (fingerpaint)
- I not want that.
- I want that.



Snack/lunch

- I like it
- I not like it
- I smell it
- I see it

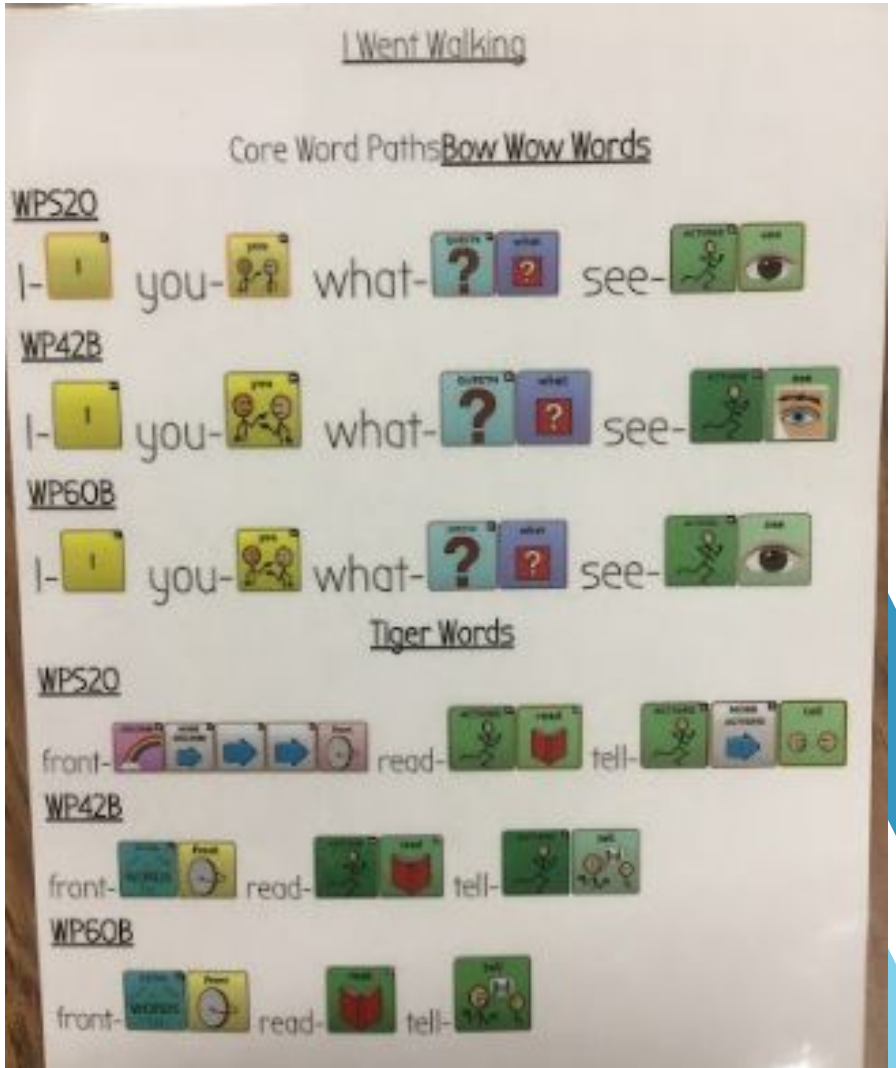
Staff can model use of I when describing senses relating to food. I smell pizza. I see pizza. I eat Pizza, I taste it. Yum! I like it!

Reading
Scholastic Sight Word Readers-Form Friends-I Like Socks
Extention Book-How Do I Feel? , and or What I Like by Maureen Castillo, Illustrated by Kurt Castillo
Reading A-Z/Raz Kids-I See My Colors
School or local library popular book:
I Like Me by Karen Beaumont
I See Fall by Charles Ghigna and Illustrated by Ag Jatkowska
Classic Book-Brown Bear, Brown Bear What do You See? By Eric Carle
Great Sight Word Site-books, worksheets and more

Social Engagement Activities:
Play iSpy with my little eye throughout the day.
In art-I spy (model looking at colored objects in room) I see a blue sign....
Outside-I spy (blue bird, big slide, little slide +++) I see a big slide...
I spy with my little eye video

Hide and Seek-Have student hide-model"I see you" when you find them.

3. Core Word Paths



4/5. “What” and “Who” pictures

4/5. TTT: Wh Questions Rubric

Rubric: Answering Wh-Questions for Reading Comprehension

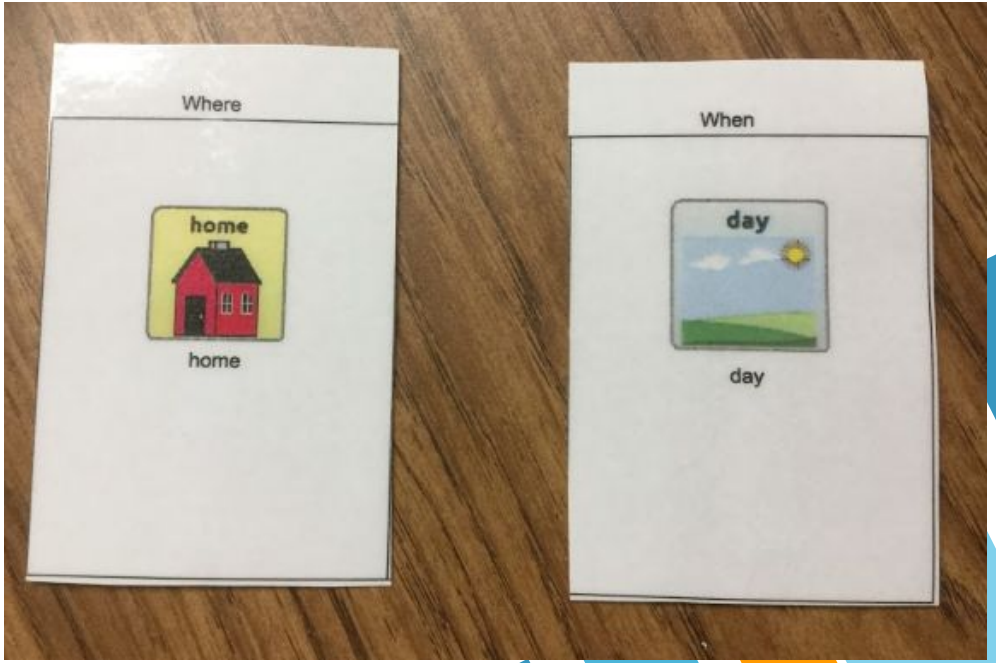
Assessing reading comprehension on a Kindergarten level using wh- questions. Pictures or visual supports are allowed for nonverbal students.

Answering WH-Questions

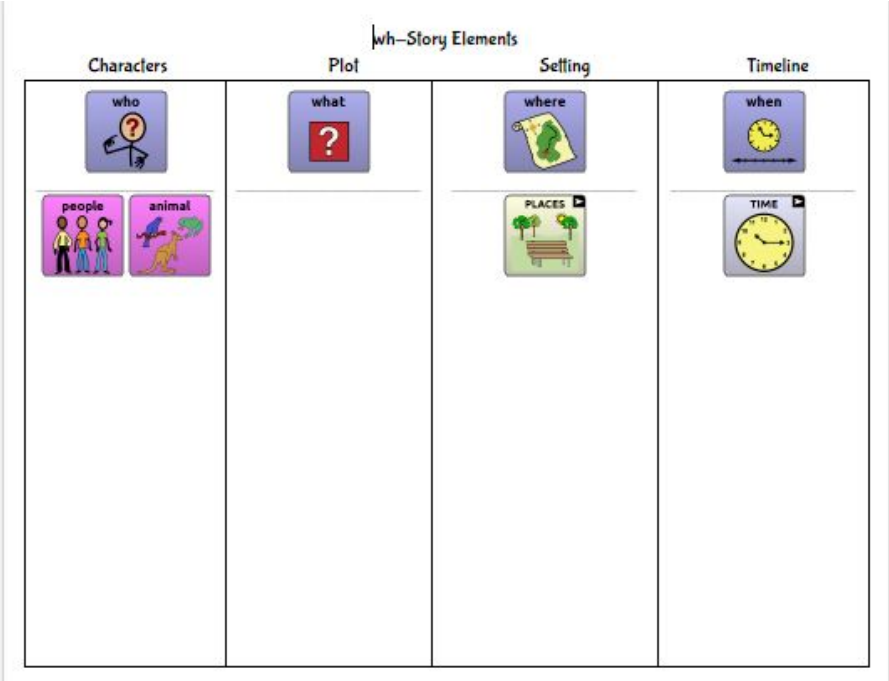
iRubric

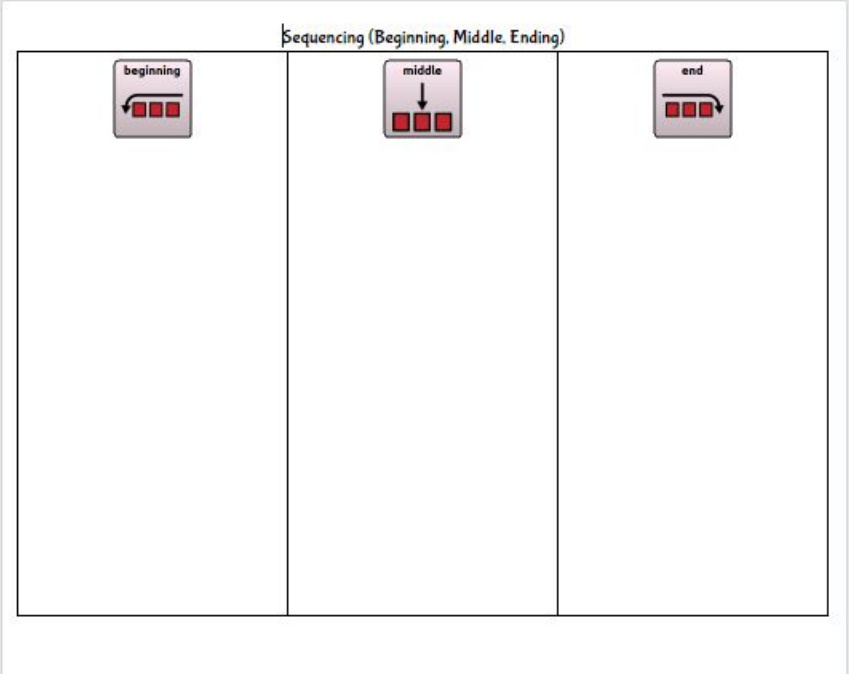
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
People,Animals-WHO	Poor Unable to identify the person or animal when given visuals (field of two).	Fair May have to ask more direct questions to get the answer, but can identify Who given visuals.	Good Is able to identify the person of animal with little or no help (with or without visuals). Can also give a character trait when provided with two picture choices.	Excellent All main people are identified, using voice or AAC device. Can add a character trait for one person with no assistance.
When	Poor Unable to identify when the event is taking place, when given visuals (field of two).	Fair May have to ask more direct questions to get the answer, but can identify When given visuals.	Good Is able to identify when the event is taking place with little or no help (with or without visuals).	Excellent Can identify when the event is taking place without help, using voice or AAC device.
Details-WHAT	Poor Unable to identify specific action in story when given visuals (field of two).	Fair May have to ask more direct questions to get the answer, but able to identify one action in story.	Good Can identify one or more actions in story with no help and given three visual choices.	Excellent Can recall action with no help using voice or AAC device.
Details-WHERE	Poor Unable to identify the setting (place) given two visual choices.	Fair May have to ask more direct questions to get the answer, but can identify place from field of two visuals.	Good Can identify the place from field of three visuals with some assistance.	Excellent Can describe the setting without help using voice or AAC.
Question about the topic-WHY	Poor Cannot answer, given two visual choices.	Fair May have to ask more direct questions to get the answer correctly from field of two visuals.	Good Can answer the question with little or no help. Gives correct responses, using either voice or AAC.	Excellent The question is answered correctly without help, using voice or AAC device.

TTT: Where and When pictures, when applicable

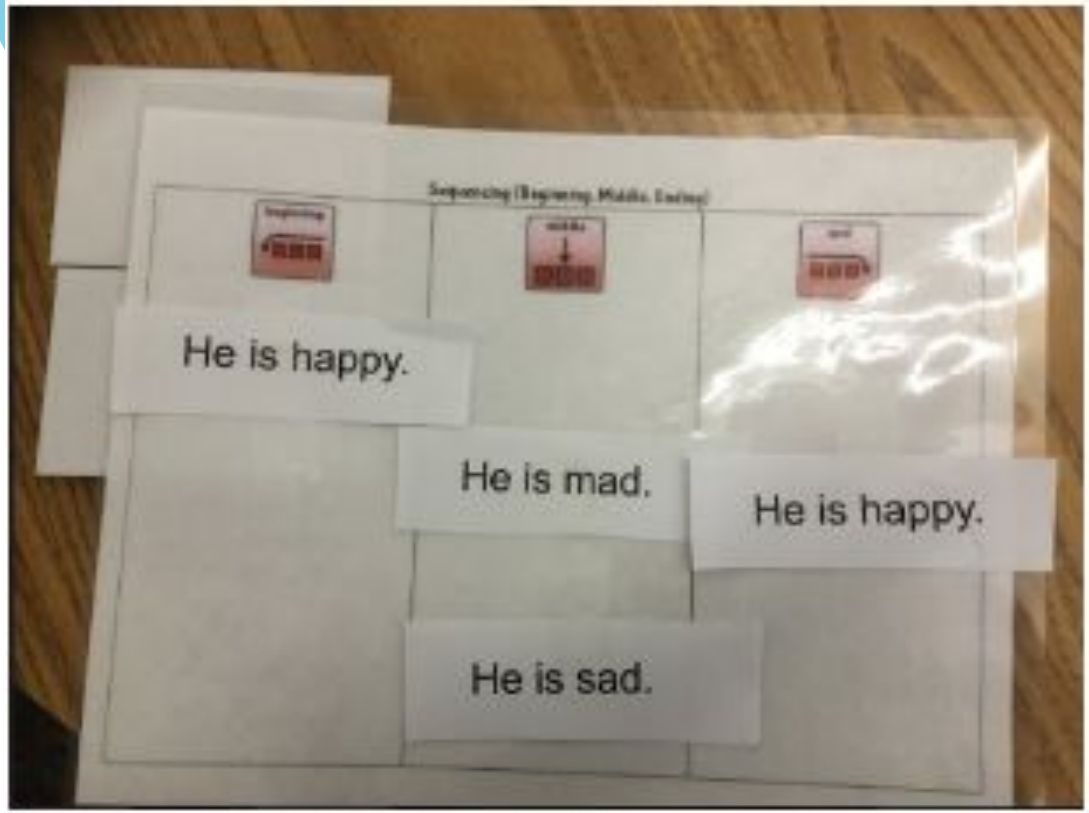


TTT: Wh Question & Sequencing Boards





wh-Story Recall
Characters
Plot
Setting
mom


He is happy.
He is mad.
He is happy.
He is sad.

TTT: Story Elements

Characters:

Who is in the story?

or

Action/Plot:

What happened in the story?

and

Setting:

Where is the story?

When did it happen?

and

Give a reason:

Why did character feel that way or do

Benefits of Teaching Story Elements

1. Improve Reading Comprehension
2. Improve Written Expression
3. Provide a framework for story re-tell……this can spill over into telling my story!!!! So important for verbal expression!

Storytelling can be used as a means of information transfer while developing social closeness and beginning discourse skills.

From Caroline Musselwhite…

https://youtu.be/joWFRe5hLwk

Narratives describe events across time (Soto, 2006). The ability to participate in sharing a full narrative develops over time out of experiences with basic discourse experiences (conversations, play, shared readings). "My Day" narratives can be used to share information about events across the school day. With scaffolds in place such as visual schedules, students can be involved in co-constructing narratives that can give interpretive meaning (e.g., art = good, fun). These can be quickly recorded into a communicative system with a page for "my news" (Zangari, 2013).

Finally, learning to tell a story, even if it is someone else's story, helps build discourse skills. Learn how to pause and then move to the next line in the story.

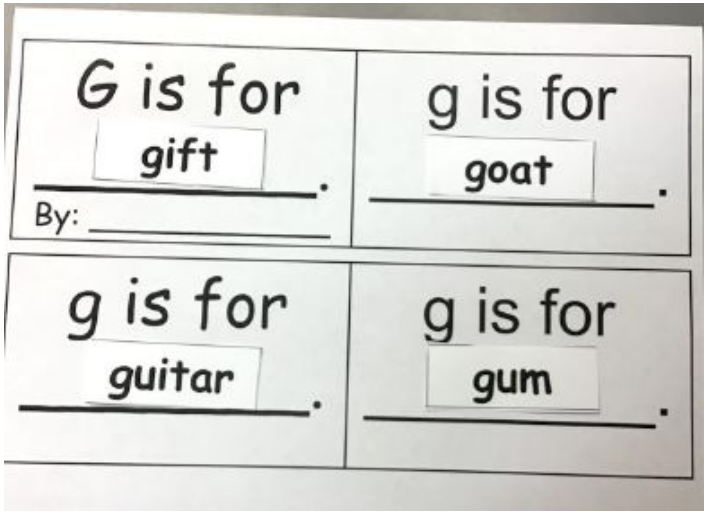
Characters:
Who is the story about?
Who?
boy
girl
women
mom
dad
ANIMALS
children
friend
Actions:
character do?
what?
STOP
Setting:
take place?
Where?

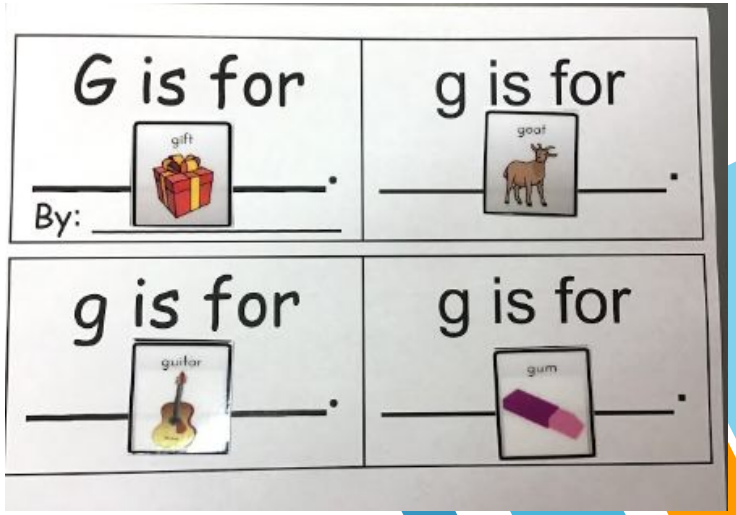
https://drive.google.com/drive/folders/1rybZSF5S70KOw0zJ3N-6nmWF7kyBRtoK

6. Letter of the Week materials

Followed letter-sound correspondence progression preferred by J. Light and D. McNaughton

http://aacliteracy.psu.edu/index.php/page/show/id/6/index.html



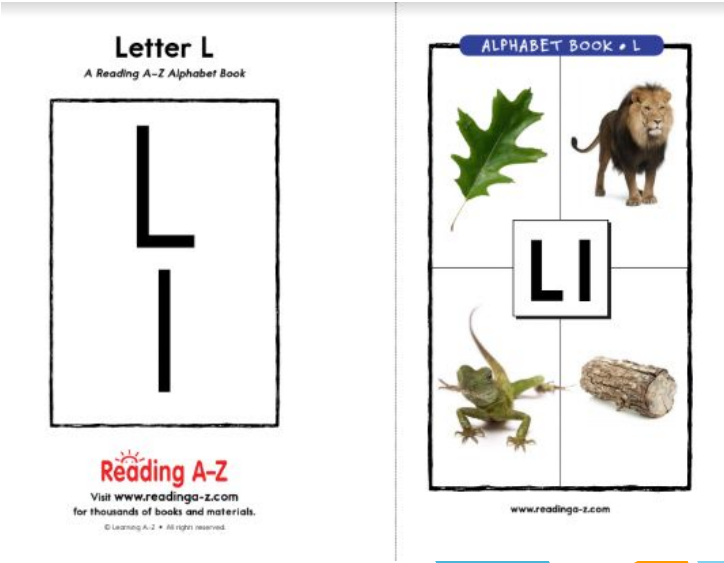


6. TTT: More “letter” activities - including music!

Our classroom letter of the week is:

Please model the letter name and sound as often as possible.

Thank You!



The Power of Music

How Music Helps Language Acquisition https://blogs.edweek.org/edweek/global_learning/2016/02/how_music_helps_language_acquisition.html

Stimulates the brain - prep it for language (fluid way to process sounds)

Great way to introduce a word

Add movement - sensory break

Often paired with video for multisensory learning

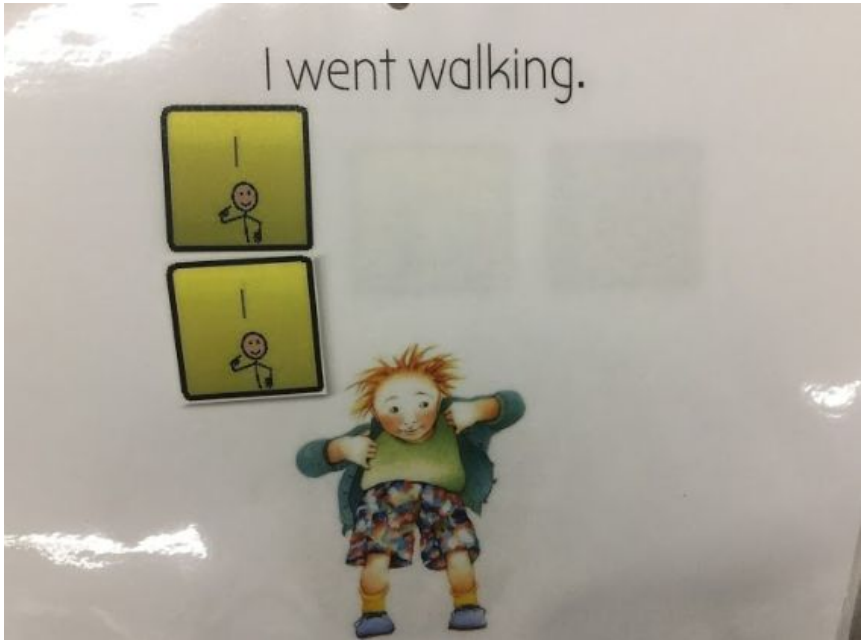
Transition from one activity to another - especially as kids come and go

Reinforce language and learning

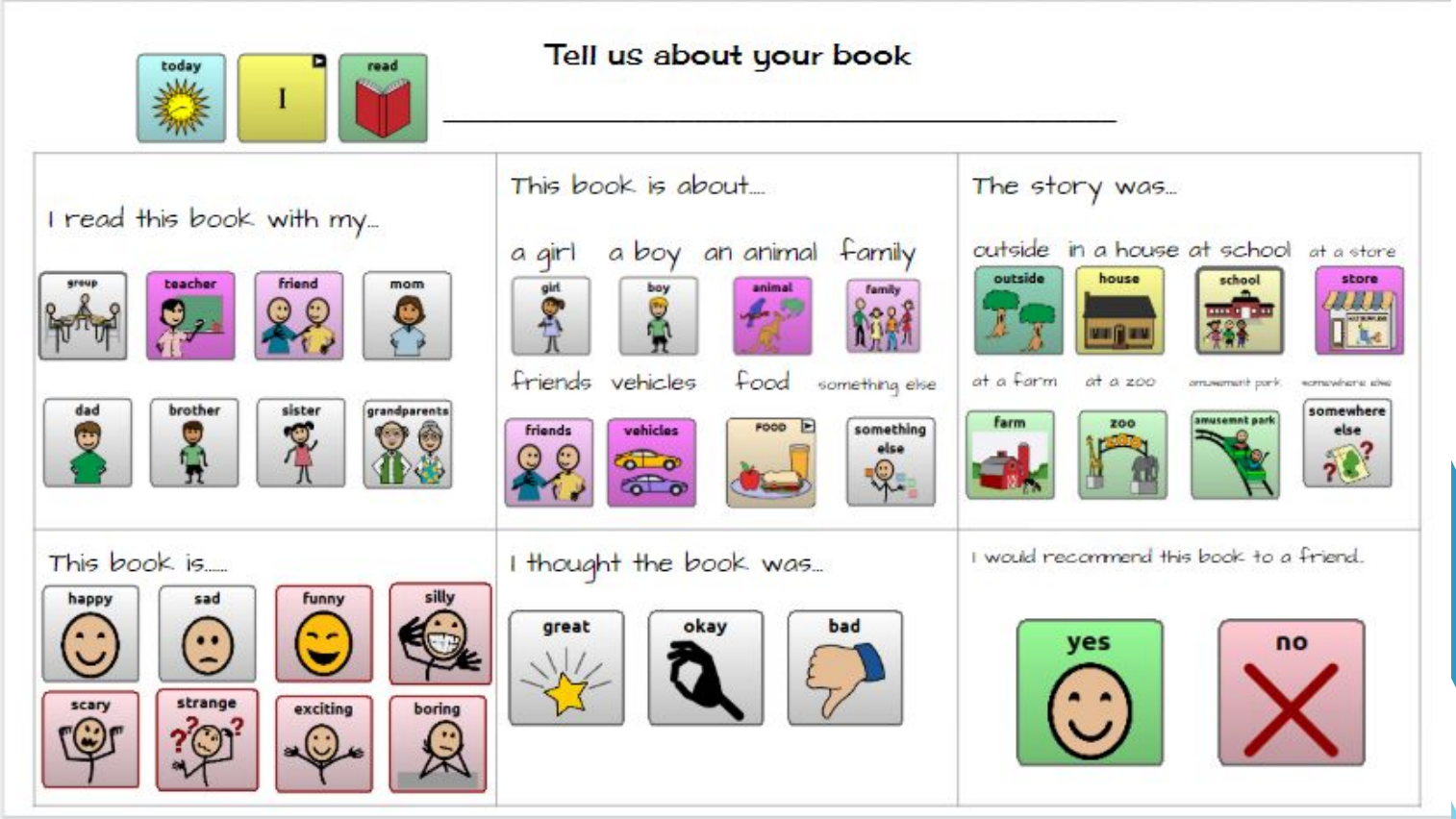
Have fun!!!!

7. Story Manipulatives, when available

7. TTT: Activity Board



7. TTT: Commenting Page



Question of the Day

Do you like cookies?

8. Craft templates/ideas, when available

Art Instructions—Quack Quack Duck

You will need:
- large pieces of white paper
- yellow paint, paintbrushes
- duck pattern
- feathers
- glue

1. Paint a large white piece of paper using yellow paint.
2. Trace the duck pattern onto the yellow painted paper.
3. Cut the duck out
4. Glue feathers onto your duck.

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8. TTT: Picture Comprehension Sheet

Name:

Picture Comprehension

Look at the picture. Circle the correct sentences. Draw a line through incorrect sentences.

I see a cat.

I see a bear.

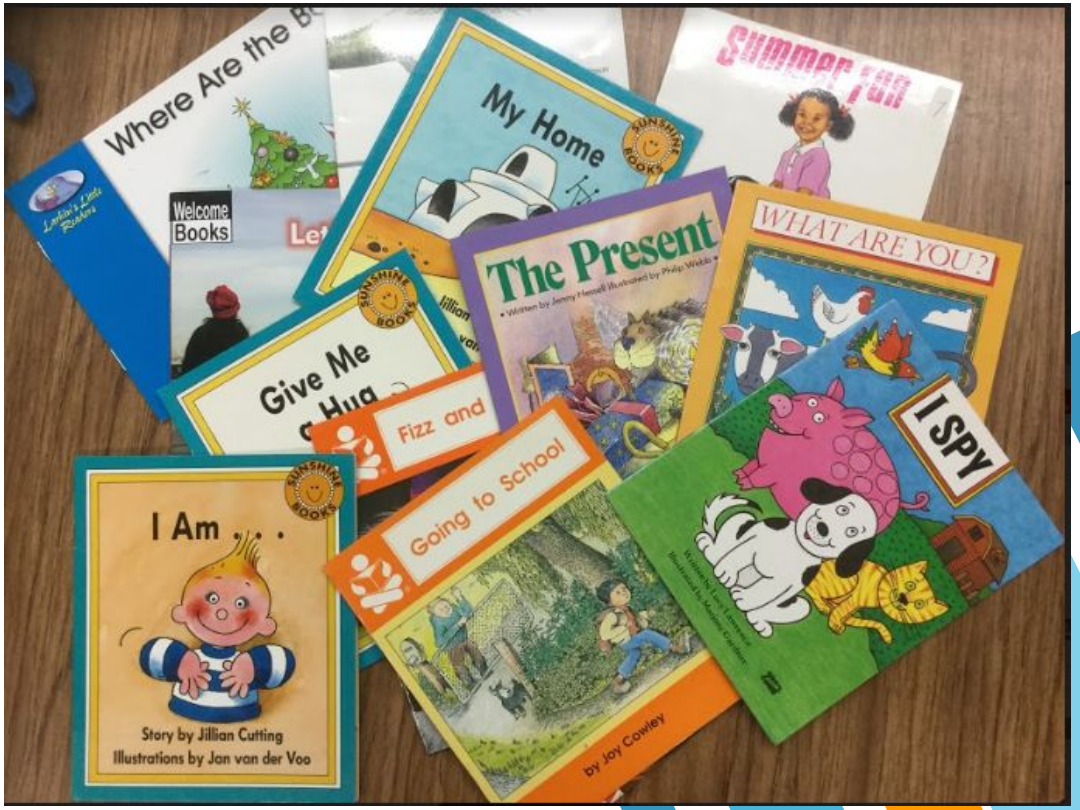
It is brown.

It is white.

The bear is digging.

The bear is swimming.

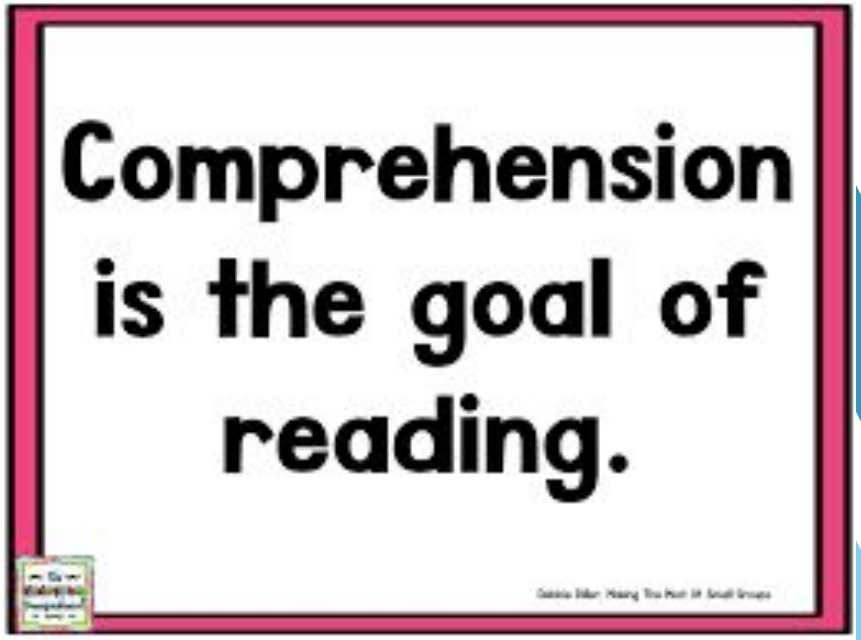
9. TTT: Independent/Guided Reading Books



Some students may also need Guided Reading as shift to more conventional instruction:

Guided reading is a instructional approach that involves a teacher working with a small group of **readers**. During the lesson, the teacher provides a text that students can **read** with support, coaching the learners as they use problem-solving strategies to **read** the text. The ultimate goal is independent **reading**. Aug 12, 2017

Components of Reading Comprehension



http://literacyforallinstruction.ca/guided-reading/

8. TTT: Choose It Maker Comprehension/Smart Board Activities

Link to Sample Letter to Parents

Date:_____

Dear _____,

As you know, _____ is learning how to use core words using his/her TouchChat/NovaChat. It's an exciting time! Each new word mastered opens more possibilities for communication!

I am sending you this letter to let you know we are working on a different word each week, while reviewing all of the words we have already targeted.

The word of the week is:_____.

We will learn how to find the word in books, use it in writing, give directions, and combine it so that your child hears it and sees it in a variety of contexts throughout the school day. You are an important partner in your child's learning process.

How? You can reinforce the learning of the word by:

1. Modeling!!!! Use your child's device to find the word and use it in a meaningful way. Always pair verbal speech with the device, so your child learns to see it and hear it!

2. Strive for 5 - try to find 5 times during the evening to use the target word. Remember, don't "quiz" your child.....he/she will follow your example as he/she sees you using the device to speak.

3. Try to make it fun! Play a game, read a book, comment on things you see in your home-interaction comes before language!

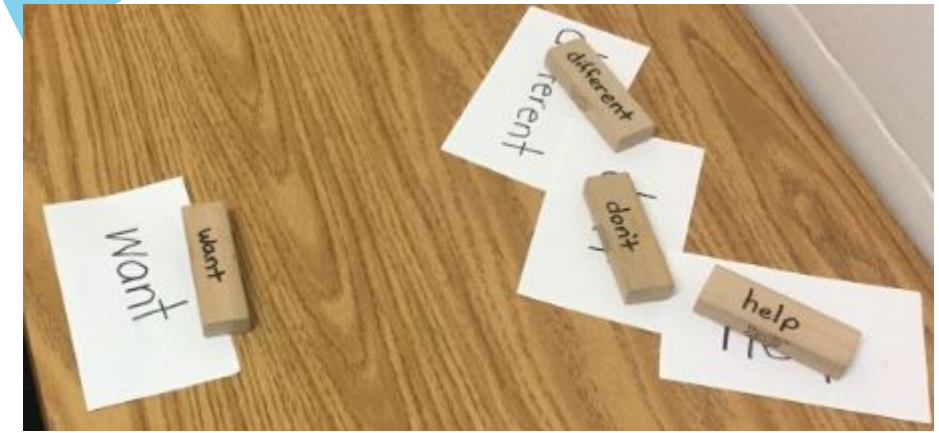
Your enthusiastic participation will really enhance your child's learning. I may send home practice materials on some days, and will let you know what the new target word is each week!

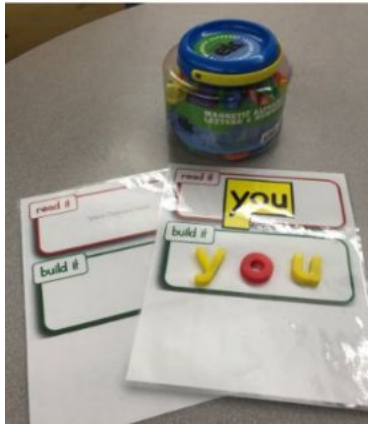
The more practice, the better! I'm looking forward to hearing more about the fun you have working with your child as his/her vocabulary grows!

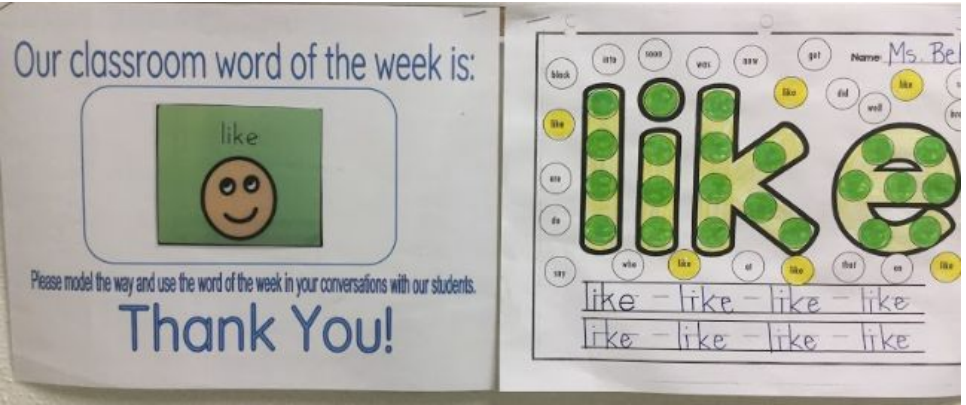
Sincerely,

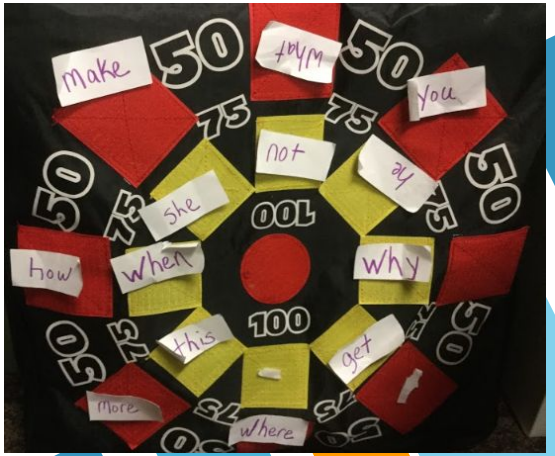
Infusion Activities/Extension Ideas

Ideas









Core in Action

Sample Lesson Plan - Simplified

Generic Weekly Literacy Plan

Sample Comprehensive Literacy Plan

Sample Weekly Literacy Plan for Emergent Readers/Writers based on Core:

Monday	Tuesday	Wednesday	Thursday	Friday
Core: Introduce word with Video	Letters/Sounds: Introduce letter of week with video	Social Connection: Question of the Day	Story Elements: Watch video of story	Core: Review core word with video
Shared Reading: Picture Walk Purpose: Build Background Knowledge	Shared Reading: Anchor Book Purpose: Find words with target letter in text	Shared Reading: Anchor Book or alternative Purpose: How Characters Feel	Shared Reading: Purpose: Focus on Elements (Who, What, Where)	Shared Reading: Purpose: Beginning/Middle/End
Shared Writing: Brainstorm ideas based on predictions	Shared Writing: Predictable Chart	Shared Writing: Model feelings (Why)	Shared Writing: Identify Characters,Setting, Problem/Solution	Shared Writing: Sequence parts of story

Word Work: Core words	Independent Writing: Journals or scrambled sentences	Independent Writing: Commenting about book	Independent Writing: Write about one element from discussion	Independent Writing: Sequencing Activity
Independent Reading: Read text /core words	Independent Reading: Phonemic Awareness activity	Independent Reading: Read to peer	Independent Reading: Letters and Sounds	Independent Reading: Read text
Other: Core word activity	Other: letter/sound activity	Other: Social Activity	Other: Comprehension Activity	Other: Culminating activity

Growth Mindset....

How can I get the most out of my students and staff?

Where can I get the most carryover and generalization of skills?

How can I best model strategies for staff?

Questions?