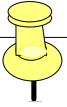


Smart Start
Instructional Format
for Reading Lessons
on the Carpet





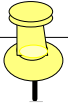
Instructional Format:

1. Large group instruction introducing: phoneme or phonics concept, reading comprehension strategy, and new sight words during carpet time. Phonemes, phonic concepts, and sight words placed on word wall for daily review. The board is full when it contains 100 words. Once full, replace the first flashcard with a new one until gradually the old words are replaced one day at a time. All phonemes taught remain on the word wall for the entire year.

2. Large group practice of new concept (decoding or comprehension strategy) and new sight word followed by review of old concepts and sight words.
NEW CONCEPTS: To teach new concepts use letters written in large printing on flashcards. Have several students stand at the front of the class. Each one holds a single letter while standing side by side in a row to form a word. Use a puppet to demonstrate how to sound out the letters together in a row. Have the puppet make mistakes and see if you can get students to correct the puppet. For example: introduce the word **key ow**. Have puppet sound out the word **how** using the individual sounds of **h, o, w** which when blended make a nonsense word. Next, teach the puppet to look for the key **ow** and remind them that this word only has **two sounds** not three. Repeat this activity using different words that have the **ow** key for approximately five to ten minutes. All new phonetic concepts are introduced in this fashion. Group practice with the puppet making the errors, builds understanding and confidence for individual work.

3. Next, dismiss students to desks for application of large group instruction with teacher-made decodable text stories (Smart Start in Language Arts reading sheets) and phonics concept reinforcement worksheets. (Students are dismissed in small groups or one at a time depending on their needs.)

4. Small group practice. Students requiring extra practice and teacher instruction remain at the carpet for further oral practice and direct feedback from the teacher while other children begin their work. Extra practice and feedback by the teacher is essential for struggling readers. Children's rate of mastery varies greatly and must be quickly noticed by the teacher and addressed.



5. Once all students are dismissed, the teacher goes to each student individually at his desk. There, the teacher listens to the child read the teacher-made decodable text story. The teacher then checks the work, record exact words missed/reading difficulties, and gives direct feedback to the child. Recording the exact words missed will help the teacher to find any pattern of learning difficulties. For example: is it always the same sight word missed or always the same word key or letter which causes the error. Without recording the exact words missed it is very hard to precisely locate what the difficulties are later. Children requiring teacher assistance have their work stamped by a stamp which reads: "Completed with Teacher's Assistance". All schoolwork should be sent home each day so that parents are informed and made aware of any difficulties on a daily basis.

6. Parents should be contacted regarding difficulty with progress as soon as a problem becomes apparent so that home assistance may be implemented. Home assistance may include: having the child read and review his schoolwork with the parent, playing phonics/sight word reinforcement games, doing repeated readings with the sight word book for help with sight words.

7. Students finishing seatwork proceed to: phonics and sight word games, book and tape centre, independent flashcard work, and the classroom library. Once students are able to read in the classroom library, this becomes their first activity following seatwork. A classroom library containing books with decodable text (not predictable text) is essential. It is here that the children solidify skills through practice and application and are able to move along at their own pace. Students place finished books on their desks as a sign that they are ready for a book interview with the the teacher or a parent volunteer and proceed to free time language arts centres on the carpet. Once reading in the classroom library has been completed students move on to the centre activities. Book interviews by the teacher are ongoing throughout the day until all have been completed.