

Structured Session Train the Trainer:
Kinder and Extra Support Tracks
October 8, 2018

Goals and Objectives for Virtual Training

Goals: To equip trainers with the materials and procedures for training volunteers with the Kindergarten Module and the Extra Support Modules for First Grade and Kindergarten.

- ❑ Understand the need for developing the Pre-Fluency modules to meet the diverse needs of students working with Experience Corps Volunteers.
- ❑ Understand the organization of the modules and materials for their tutors.
- ❑ Answer any questions about the modules or engaging tutors with hands on activities included in the program.

Materials needed for tutor training:

KINDERGARTEN

Kindergarten Program Module: (1 per tutor)

RAZ book for practice (1 set for every 3-4 tutors)

- Picture Cards
- Sight Word Cards

Sample decodable books: (1 for every 4 tutors)
optional

Books for read aloud practice

Tutors should bring their manual with
bookmarks from core training.

KINDERGARTEN AND FIRST: EXTRA SUPPORT TRACKS

First Extra Support:

First Grade Extra Support Module: (1 per tutor)

Kindergarten Extra Support:

Kindergarten Extra Support Module: (1 per tutor)

RAZ book for practice (1 set for every 3 tutors)

- Picture Cards
- Sight Word Cards

Alphabet Chart: (1 for every 3-4 tutors)

1 set of Alliteration Cards (Just one set to share)

Experience Corps Kinder and Extra Support 2018

Kindergarten and Extra Support Overview

- Background: Why Separate Tracks?
- Structured Session
- Kindergarten
- 1st Grade Extra Support
- Kindergarten Extra Support

Goals and Objectives

Goals: To equip tutors with the materials and procedures for working within the structured session meeting the needs of students who are not yet ready for fluency practice.

- ❑ Understand the research base for the Experience Corps program's focus on pre-reading skills for our students who are not ready to focus on fluency.
- ❑ Learn how to conduct the word-work games that allow students to practice and use words they will encounter in text during Part 1 of the Skill Building Activity section.
- ❑ Learn read-aloud techniques that build students concepts of print and model good reading skills through shared reading.
- ❑ Understand how to use the Kindergarten and Extra Support scope and sequence guidelines for each of the books in the Kindergarten and Extra Support curriculums.

30-Minute Structured Tutoring Session

Section 2

30-MINUTE STRUCTURED TUTORING SESSION

Opening Activities

(3 minutes)

Skill-Building Activities

(Total:24 minutes)

- Part 1: Fluency/Word Work
- Part 2: Review/Reflection and Quality Talk
- Part 3: Tutor Read-Aloud

(12-15 minutes)

(3 minutes)

(5-6 minutes)

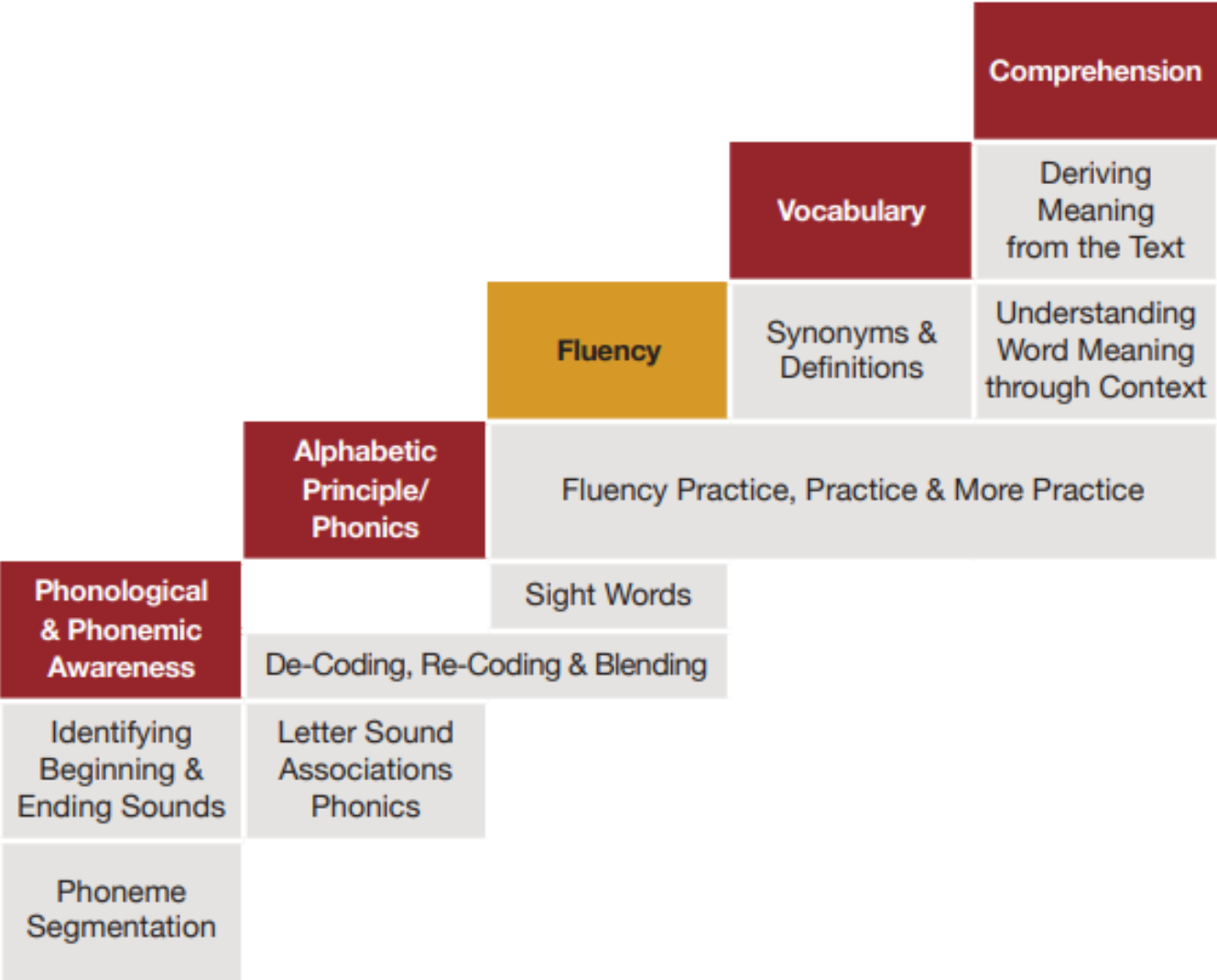
Closing Activities

(3 minutes)

Kindergarten Session Structure

- ❑ Opening (3 min)
- ❑ Skill Building Activities (24 min)
 - ❑ Part 1: Pre-Fluency/Word Work (12-15 min)
 - ❑ Part 2: Review/Reflect and Quality Talk (3 min)
 - ❑ Part 3: Tutor Read Aloud (6-7 min)
- ❑ Closing (3 min)

Building Blocks to Literacy



Kindergarten Curriculum

- ❑ Skill Building: **Part 1: Pre-Fluency / Word Work (12-15 min)**
- ❑ Focused word-work activities:
 - ❑ Aligned to specific Reading A-Z text
 - ❑ Focus on Phonemic Awareness Activities: (Pre-reading skills)
 - ❑ Focus on text sight words
- ❑ Working within the text to apply skills

Session Structure and Word Work Games

Session 1	Phonemic: Word-Work Activities	Sight Word: Word-Work Activities
Session 2	Phonemic: Word-Work Activities	Sight Word: Word-Work Activities
Session 3	Review high frequency words within text Read A-Z book: Echo Read and Choral Read with tutor	
Session 4	Review high frequency words within text Read A-Z book: Echo Read and additional reading game with tutor	
Additional sessions as needed to build fluency with reading book text		
Session 5	Whole book read, Choral Read with tutor	

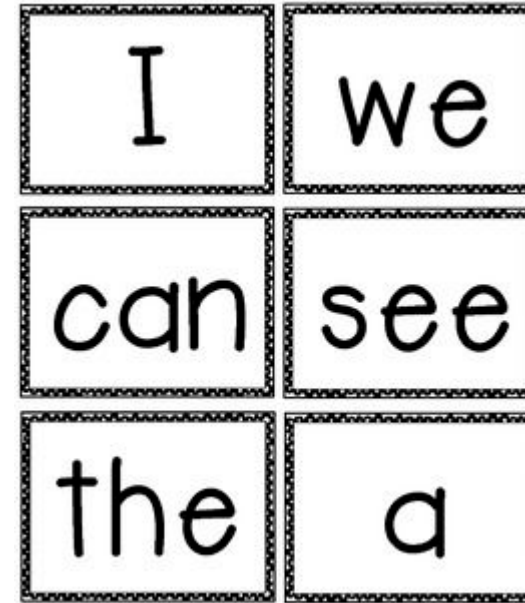
Word Work Games

- 1. Segmenting Sentences**
Tutor reads from text. Students listen and tell back sentence, omitting one word at a time from the end of the sentence.
- 2. Sorting by Syllables**
Tutor names pictures on cards and sounds out syllables in each. Students practice syllables by naming pictures on cards and sorting picture cards into groups by number of syllables.
- 3. Beginning/Ending Sounds**
Tutor names pictures on cards and identifies beginning/ending sounds. Students match their cards to sounds tutor says.
- 4. Picture Card Bingo**
Use picture cards in a grid for the group. Tutor says the beginning/ending sound of a picture on the grid and has a student find the card and turn it over. Repeat.
- 5. High-Frequency Flash Cards**
Working with 5-7 cards at a time, tutor "fast flashes" cards for students to say.
- 6. High-Frequency Word Bingo**
With cards in a grid, tutor says word on the grid (or reads from text) and has students find word.
- 7. Sight Word Hunt**
Tutor reads a sight word card and has students quickly find it in text. Count number of occurrences.

Word-Work Games

Each Kindergarten book will have 2 sets of cards included with the materials

- ❑ Picture Flash Cards will be used with the Phonemic Word-Work Games.
- ❑ High Frequency Word Flash Cards will be used with the Phonics and Sight Word Games



Phonemic Work Activities

(Hear)

- ☐ #1 Segmenting Sentences
- ☐ #2 Sorting by syllables
- ☐ #3 Beginning and Ending
- ☐ #4 Picture Card Group Bingo



Word-Work Game 1:

Segmenting Sentences

Area of focus: Phonemic Awareness

Purpose: Identify individual words in sentences

- ☐ Using the RAZ book listed on the scope and sequence:
 - ☐ Model the procedure for the students before having them join in.
 - ☐ Read a sentence from the text.
 - ☐ Drop off one word at a time.
 - ☐ “This face is happy”
 - ☐ “This face is”
 - ☐ “This face”
 - ☐ “This”



From: Level A-All Kinds of Faces

- “This face is happy” (tutor)
- “This face is” (student 1)
 - “This face” (student 2)
 - “This” (student 3)

Segmenting Sentences: Game 1



Word-Work Game 2:

Sorting by Syllables

Area of focus: Phonemic Awareness

Purpose: Identify syllables in words

“Syllables are a group of sounds within a word. Syllables are a group of sounds, not every single sound in the word. You can tell the syllable groups by how your chin moves when you say a word. When you say a word, every time your chin goes down, it is a syllable.”



- ☐ Guide students in learning the procedure:
 - ☐ Model the procedure for the students before having them join in.
 - ☐ Put your hand under your chin.
 - ☐ Say the word “reading”.
 - ☐ How many times did your chin go down?
 - ☐ “2 times, right!”
 - ☐ “The word ‘reading’ has 2 syllables.”

Sorting by Syllables: Game 2



Word-Work Game 2:

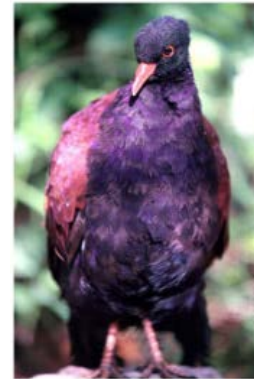
Sorting by Syllables

Area of focus: Phonemic Awareness

Purpose: Identify syllables in words

Sort picture flash cards into groups by the number of syllables.

Picture Cards/Word Work: bird, blue, brown, colors, green, orange, pink, purple, red, yellow



From: Level A- Bird Colors wordless book

Word-Work Game 3: Beginning and Ending

Area of focus: Phonemic Awareness

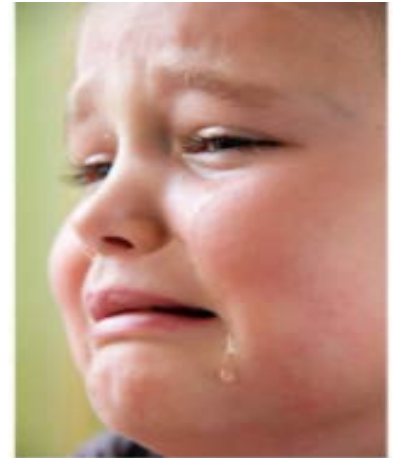
Purpose: Identify Beginning **or** Ending sounds in words

- ☐ Let the students know that this activity is breaking the words into smaller sound parts than syllables.
- ☐ You will focus on beginning **or** ending sounds.

Sounds in the word 'sad.'

-"sad" "Listen: /s/ /a/ /d/"

-"The beginning sound is /s/"



Word-Work Game 3:

Beginning or Ending

Area of focus: Phonemic Awareness

Purpose: Identify Beginning or Ending sounds in words

Tutor Modeling / Echo / Matching



happy /h/



sad /s/



Exited /e/



mad /m/

Beginning and Ending: Game 3



Word-Work Game 4:

Picture Card Group Bingo

Area of focus: Phonemic Awareness

Purpose: Identification of phonemes / sounds in words

Tell the students they will listen for **beginning sounds**.

- ☐ Place the word-work picture cards in a 3X3 grid – face up.
- ☐ The tutor says the beginning sound of one of the pictures on the grid.
- ☐ A student identifies the picture beginning with that sound.
- ☐ Once identified, have all students say the picture name and the beginning sound before moving to the next sound. (turn the card over)
- ☐ Repeat with another student chosen to find the card that matches the beginning sound said by the tutor.



Picture Card Group Bingo: Game 4



Time for Practice:

MATERIALS

- ❑ Module Pages 7-10
- ❑ Reading A-Z book:
We Look
- ❑ Picture Cards:



PROCEDURES

- ❑ Tutors work in teams of 4
- ❑ Read through each of the Word Work Games
- ❑ Role Play: 1 Tutor takes the lead on each game.
 - ❑ Introduces the game to their students and plays the game.
- ❑ Group Debrief

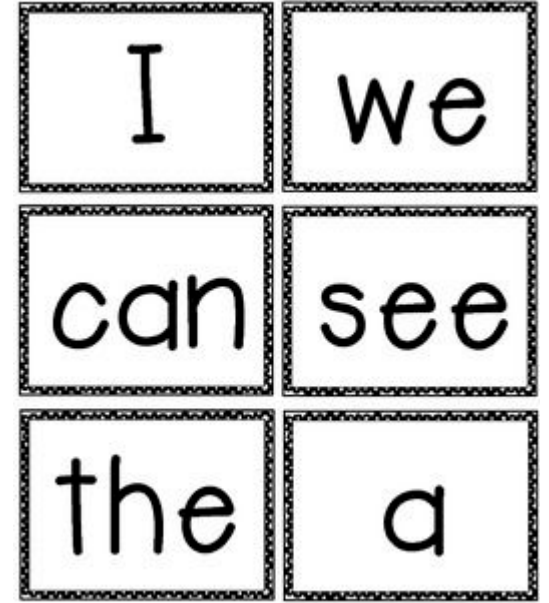
Questions?



High Frequency Words

Word-Work Activities

- #5 High Frequency Flash Card Flash
- #6 High Frequency Word Cards Group Bingo
- #7 Sight Word Hunt



Word-Work Game 5:

High Frequency Flash Card Flash

Area of focus: Phonics / Fluency with Sight Words

Purpose: Identification of sight words to aid reading fluency

The goal is for students to know the whole word by sight, not by sounding it out.

Only work with 5-7 sight words at one time

- ☐ The tutor reads and shows each of the words
- ☐ Practice Run – whole group: allow any and all students to answer
- ☐ Random Flash – one student at a time answers, in random order.
- ☐ Go through the stack several times increasing the speed each time. Remember to keep the speed at a rate that ensures the group's success.

High Frequency Flash Card Flash: Game 5



Word-Work Game 6:

High Frequency Word Cards Group Bingo

I	the	look
for	a	we
the	for	they

Area of focus: Phonics / Fluency with Sight Words

Purpose: Word-sound association, identification of sight words to aid reading fluency

Game Directions:

- ☐ Students say the words with the tutor as the tutor places the word cards in a 3X3 grid.
- ☐ As the tutor reads each word, a student is directed to find it on the grid.
- ☐ All students repeat the word before moving to the next word.
- ☐ Repeat the process until all words have been read.
- ☐ **The tutor reads the book to the students and has students identify the high-frequency words as they hear the tutor reading.

HFW Card Group Bingo: Game 6



Word-Work Game 7:

Sight Word Hunt



Area of focus: Phonics / Fluency with Sight Words

Purpose: Word-sound association, Sight word identification in different fonts, contexts and case

Game Directions:

- ☐ Tutor reads and shows all of the words.
- ☐ Tutor lays out one flash card and reads it to the students.
- ☐ Students quickly look through book and count how many times they can find that word.
- ☐ Tutor then leads students through the book and they count as a group, saying the word each time it appears.
- ☐ ** Repeat the process for each word card.

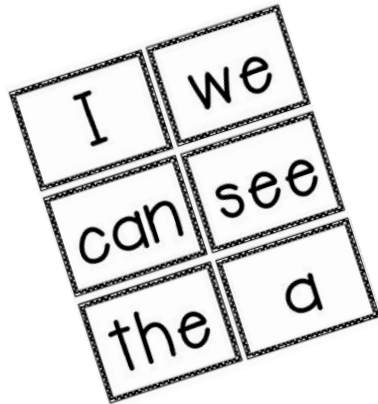
Sight Word Hunt: Game 7



Time for Practice:

MATERIALS

- ❑ Module Pages 11-13
- ❑ Reading A-Z book:
We Look
- ❑ Word cards:
 - ❑ Extra sight word cards.



PROCEDURES

- ❑ Tutors work in teams of 3
- ❑ Read through each of the Word Work Games
- ❑ Role Play: 1 Tutor takes the lead on each game.
 - ❑ Introduces the game to their students and plays the game.
- ❑ Group Debrief

Questions?



Kindergarten: Scope and Sequence

Book 1: <i>All Kinds of Faces</i>			
Session	Skill Building Activities		Materials
Session 1	Phonemic Work Activities - Segmenting Sentences (#1) and - Beginning/ Ending Sounds (#3) using Beginning sound /s/	Sight Word, Word-Work Activities - High-Frequency Flash Card Flash (#5)	Sight Word Cards: is, this Picture Cards: excited, face, happy, mad, sad, scared, shy, sleepy, sorry Tutor Book: All Kinds of Faces Book for each Student: All Kinds of Faces
Session 2	Phonemic Work Activities - Sorting by Syllables (#2) and - Beginning/ Ending Sounds (#3) using Ending sound long e	Sight Word, Word-Work Activities - High-Frequency Flash Card Flash (#5)	
Session 3	Review Sight word cards is, this Sight Word, Word-Work: Sight Word Hunt Game #7 first 2-4 pages Read A-Z Book: All Kinds of Faces first 2-4 pages Reading Games: Echo Read and Choral Read		Sight Word Cards: is, this Tutor Book: All Kinds of Faces Book for each Student: All Kinds of Faces
Session 4	Sight Word, Word-Work: Sight Word Hunt Game #7 next 2-4 pages Read A-Z Book: All Kinds of Faces next 2-4 pages Reading Games: Echo Read and Choral Read		Sight Word Cards: is, this Tutor Book: All Kinds of Faces Book for each Student: All Kinds of Faces
	Additional Sessions as needed to build fluency with the text.		
Session 5	Read A-Z Book: All Kinds of Faces whole book read Reading Games: Choral Reading to read all pages, twice. Optional- for third whole book read, have student switch off reading pages.		Tutor Book: All Kinds of Faces Book for each Student: All Kinds of Faces

Decodables

hop	mop	top	Pop
dot	pot	hot	

Rhyming word work replace the phonemic awareness activities.

The goal would be to have the student be automatic with the rhyming words after the first session with the book.

Shared Reading:

- ❑ Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the tutor.

- ❑ The tutor explicitly models the skills of proficient readers, including reading with fluency and expression.

❑ Before Reading

- ❑ Introduce the story: discuss the title, pictures, and author/illustrator (book walk)

❑ During Reading

- ❑ Read with appropriate inflection and tone
- ❑ Track words
- ❑ Echo and Choral reading with students

❑ After Reading

- ❑ Reactions and comments (connecting)
- ❑ Ask (WH) questions

Tutor Read Aloud:

- ❑ Opening (3 min)
- ❑ Skill Building Activities (24 min)
 - ❑ Part 1: Fluency/Word Study (12-15 min)
 - ❑ Part 2: Review/Reflect and Quality Talk (3 min)
 - ❑ **Part 3: Tutor Read Aloud (6-7 min)**
- ❑ Closing (3 min)

Tutor Read Aloud:

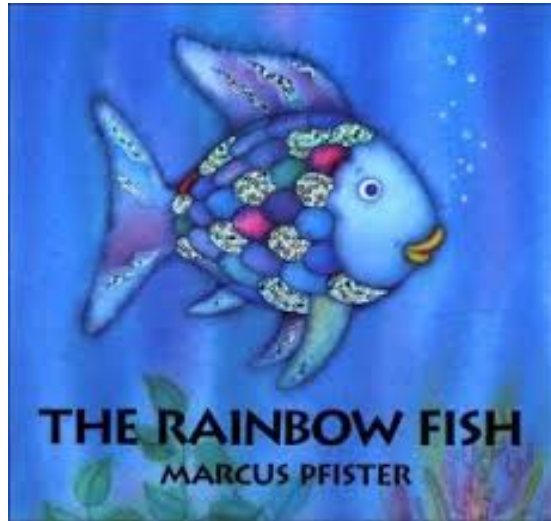
Concepts of Print refers to the ability of a child to know and recognize the ways in which **print** “works” for the purposes of reading, particularly with regard to books.

- ❑ During our Concepts of Print read-aloud structure we will focus on:
 - ❑ The front of the book, the back of the book.
 - ❑ The title, the author, the illustrator.
 - ❑ Where you begin reading on a page.
 - ❑ Reading from left to right, top to bottom.
 - ❑ Pointing out text features, illustrations with captions, maps, graphs.
- ❑ Relating the picture in an illustration and making predictions of what will happen in the story.
- ❑ Identifying punctuation
- ❑ Identifying upper case and lower case letters.
- ❑ Focusing on words that begin the same, end the same, or rhyme.
- ❑ Expanding vocabulary: (new words/concepts, synonyms)

Time for Practice:

MATERIALS

- ☐ Module Pages 19-20
- ☐ Read Aloud Book



PROCEDURES

- ☐ Tutors work in teams of 4
- ☐ Read through the book
- ☐ Identify how much of the book you will read each day (1/2, 1/3)
- ☐ Plan out the Think Aloud points for concepts of print that you will focus on each day
- ☐ Group Debrief

Questions?



Practice Session:

Book 5: <i>We Look</i>		
Session	Skill Building Activities	
Session 1	Phonemic Work Activities - Segmenting Sentences (#1) and - Sorting by Syllables (#2)	Sight Word, Word-Work Activities - High-Frequency Flash Card Flash (#5) and - Bingo (Game #6) (w/ Extra Cards)
Session 2	Phonemic Work Activities - Beginning/ Ending Sounds (#3) using Beginning sound /k/ and - Picture Card Bingo (#4)	Sight Word, Word-Work Activities - High-Frequency Flash Card Flash (#5) and - Bingo (Game #6) (w/ Extra Cards)
Session 3	Review Sight word cards a, I, the, we, at, look Sight Word, Word-Work: Sight Word Hunt Game #7 first 2-4 pages Read A-Z Book: We Look first 2-4 pages Reading Games: Echo Read and Choral Read	Sight Word Cards: a, I, the, we, at, look Tutor Book: We Look Book for each Student: We Look
Session 4	Sight Word, Word-Work: Sight Word Hunt Game #7 next 2-4 pages Read A-Z Book: We Look next 2-4 pages Reading Games: Echo Read and Fill-in-the-Blank	Sight Word Cards: a, I, the, we, at, look Tutor Book: We Look Book for each Student: We Look
	Additional Sessions as needed to build fluency with the text.	
Session 5	Read A-Z Book: We Look whole book read Reading Games: Choral Reading to read all pages, twice. Optional- for third whole book read, have student switch off reading pages.	Tutor Book: We Look Book for each Student: We Look

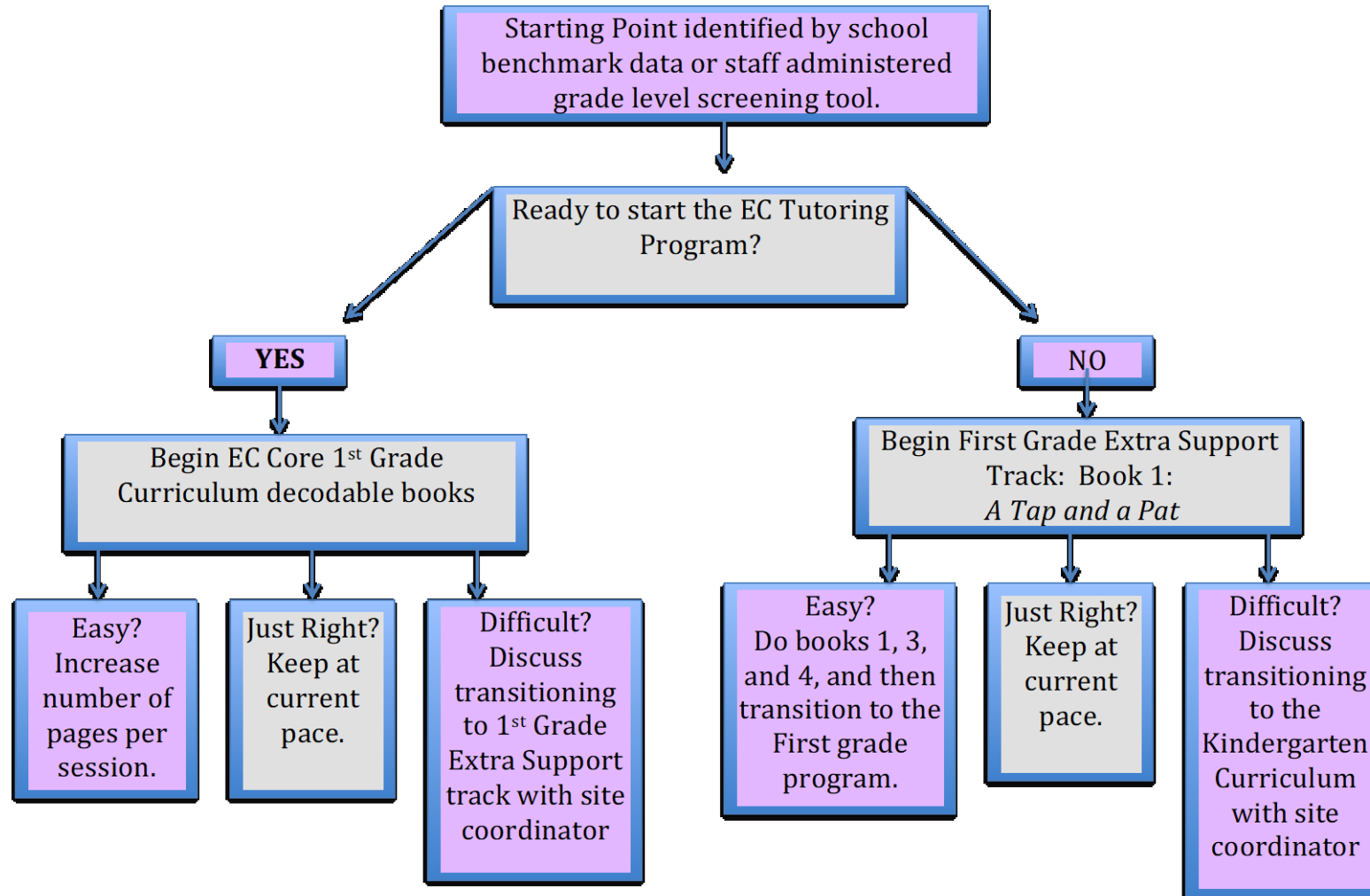
- ❑ With your team of 4:
 - ❑ Prepare the materials for your session: (1 or 2)
 - ❑ 1 tutor will take the lead for each of the activities.
 - ❑ Role Play: (session 1 or 2)
- ❑ With your team of 4:
 - ❑ Role Play: Session 3
- ❑ Debrief:

First Grade Extra Support Track



**Supplemental Tutor Manual Module for
30-Minute Structured Session
First Grade Extra**

First Grade Decision Chart



First Grade Extra Support Track

- ❑ Opening (3 min)
- ❑ Skill Building Activities (24 min)
 - ❑ Part 1: Pre-Fluency/Word Work (12-15 min)
 - ❑ Part 2: Review/Reflect and Quality Talk (3 min)
 - ❑ Part 3: Tutor Read Aloud (6 min)
- ❑ Closing (3 min)

Extra Support 1st: Activities and Pacing

- ❑ Each of the books includes specific activities and materials.
- ❑ Scope and Sequence is provided for each book.
- ❑ Pacing of books is dependent on students' abilities. (Number of pages per session)
- ❑ Word-Work activities focus on high frequency words and sight words from the specified Reading A-Z book.
- ❑ **The Word-Work activities are Activity 5, 6, and 7 from the Kindergarten Curriculum.**
- ❑ Students are supported with models of fluent reading by focusing on Echo Reading and Choral Reading during tutoring sessions.

Skill Building Activities

Structure for 1st Grade Extra Support Books

Session 1	Sight Word: Word-Work Activities
Session 2	Review high frequency words within text Read A-Z book: Echo Read and Choral Read with tutor
Session 3	Review high frequency words within text Read A-Z book: Echo Read and Choral Read with tutor
Session 4	Review high frequency words within text Read A-Z book: Echo Read and additional reading game with tutor
Session 5	Whole book read, Choral Read with tutor twice. If additional reading of book have tutor and students switch off reading portions independently

First Grade Extra Support: Scope and Sequence

Book: <i>A Tap and a Pat</i>			
Session	Skill Building Activities		Materials
Extra Support Track Session #1	Text Word-Work: Sam, Pam, tan, pan, sat, mat, pats, taps Rhyme Identification: Sam, Pam; tan, pan; sat, mat	Sight Word-Work Activities - Flash Card Flash (Word-Work Game #5) - Bingo (Game #6) (w/ Extra Cards)	Sight Word Cards: this, is, on, the, and, are, at, gets + Sight Word Cards Extra Set Tutor Book: A Tap and a Pat Book for each Student: A Tap and a Pat
Extra Support Track Session #2	Review Sight word cards: this, is, on, the, and, are, at, gets Sight Word-Work: Sight Word Hunt (Game #7) first 3-4 pages Read A-Z Book: A Tap and a Pat Reading Games: Echo Read and Choral Read		Sight Word Cards: this, is, on, the, and, are, at, gets Tutor Book: A Tap and a Pat Book for each Student: A Tap and a Pat
Extra Support Track Session #3	Review Sight word cards this, is, on, the, and, are, at, gets Sight Word-Work: Sight Word Hunt (Game #7) next 3-4 pages Read A-Z Book: A Tap and a Pat Reading Games: Echo Read and Choral Read		Sight Word Cards: this, is, on, the, and, are, at, gets Tutor Book: A Tap and a Pat Book for each Student: A Tap and a Pat
Extra Support Track Session #4	Read A-Z Book: whole book read Reading Games: Choral Reading to read all pages, twice. Optional- for third whole book read, have students and tutor switch off reading sections independently.		Tutor Book: A Tap and a Pat Book for each Student: A Tap and a Pat

Extra Support 1st: Reading Practice and Read Aloud

- ❑ Just like the Kindergarten Curriculum, the First Grade Extra Support Track should include opportunities for shared reading experiences supported by Echo and Choral Reading during Skill Building Part 1 of the tutoring session.
- ❑ During Skill Building Part 3: Tutor Read-Aloud it is suggested that the first 3-4 weeks are focused on Concepts of Print to ensure that the students have basic text knowledge and connections prior to moving into fluency practice activities.

Questions?

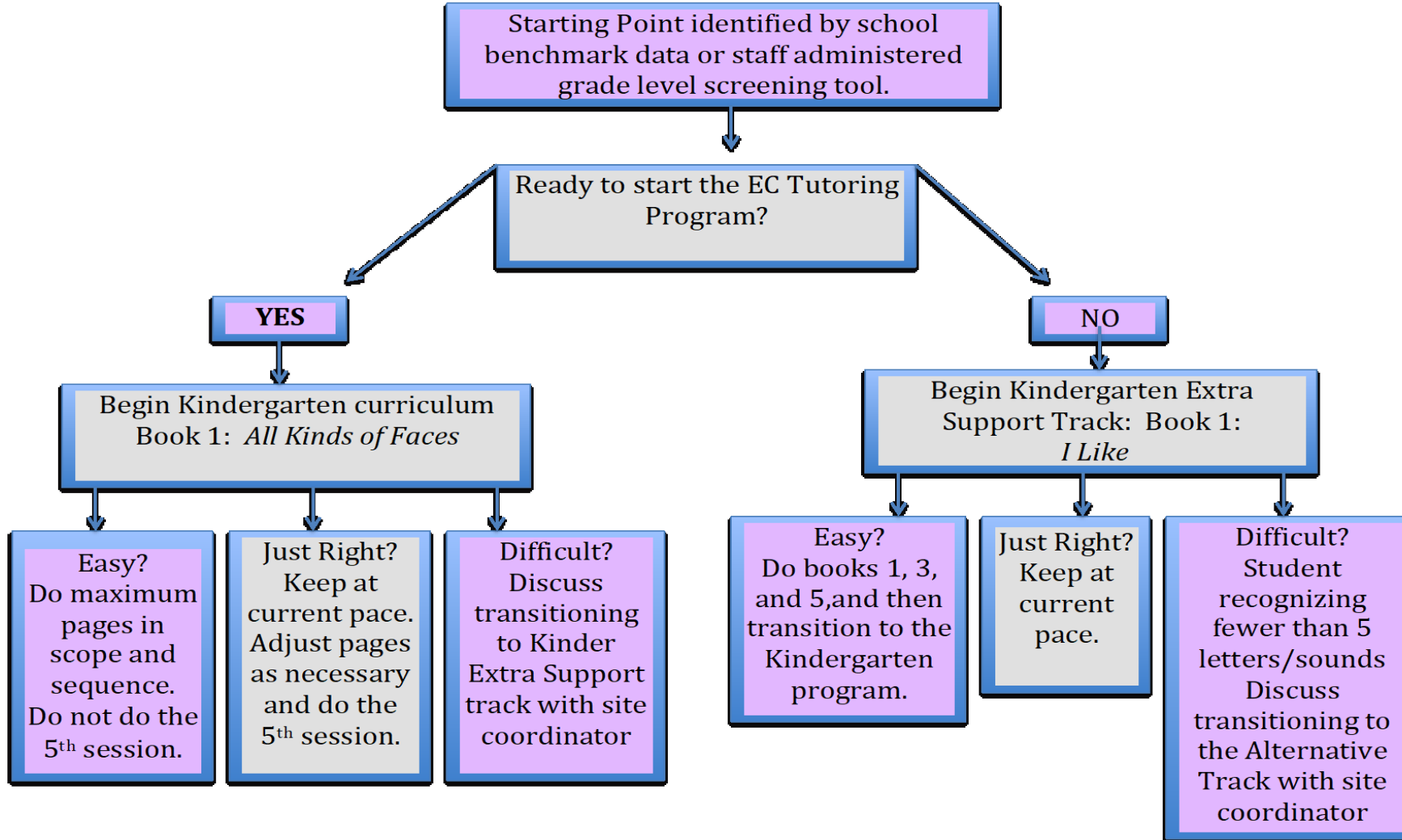


Kindergarten Extra Support Track



**Supplemental Tutor Manual Module for
30-Minute Structured Session
Kindergarten Extra
Support Track**

Kindergarten Decision Chart



Kindergarten Grade Extra Support Track

- ❑ Opening (3 min)
- ❑ Skill Building Activities (24 min)
 - ❑ Part 1: Pre-Fluency/Word Work (12-15 min)
 - ❑ Part 2: Review/Reflect and Quality Talk (2 min)
 - ❑ Part 3: Tutor Read Aloud (7-8 min)
- ❑ Closing (3 min)

Extra Support Kindergarten: Activities and Pacing

- ❑ Each of the books includes specific activities and materials.
- ❑ Scope and Sequence is provided for each book.
- ❑ There are 5 books and 4 lessons for each book
- ❑ Kinder Extra Support Activities focus on phonological and phonemic awareness, phonics, print concepts and sight words associated with the Reading A-Z book.
- ❑ Some of the 9 activities are similar to the Kinder activities. Others emphasize additional Pre-reading skills practice for students who do not have skills needed to be successful in the Kindergarten Curriculum.
- ❑ Students are supported with models of fluent reading by focusing on Echo Reading and Choral Reading during tutoring sessions.
- ❑ The Kinder-Extra Support track is intended to be flexible for students who acquire the skills quickly and are ready to move back to the Kindergarten program.

Phonological / Phonemic Awareness Activities

(Hear)

☐ #1 Segmenting Sentences

☐ (Similar to Word Work Game 1)

☐ #2 Sorting by syllables

☐ (Similar to Word Work Game 2)

☐ #3 Segmenting Words

☐ (Similar to Word Work Game 3)

☐ #4 Picture Card Group Bingo

☐ (Same activity to Word Work Game 4)

☐ #5 Identify Rhyming Words



Kinder-Extra Support Activity 1: (similar to K #1)

Segmenting Sentences

Area of focus: Phonological /Phonemic Awareness

Purpose: Identify individual words in sentences

- ☐ Using sample sentences, read a sentence and then say it again clapping each time you say a word.
 - ☐ Model the procedure for the students before having them join in.
 - ☐ Read a sentence from the list.
 - ☐ Clap each time you say a word.
 - ☐ I (clap) see (clap) a (clap) cat. (clap)
 - ☐ Read other sentences from the list and have students clap it out with you, or use sentences from the RAZ book so that students become familiar with the books.

Kinder Extra Support Activity 2: (similar to K #2)

Sorting by Syllables

Area of focus: Phonological /Phonemic Awareness

Purpose: Identify syllables in words

- ☐ Guide students in learning the procedure:
 - ☐ Model the procedure for the students before having them join in.
 - ☐ Put your hand under your chin.
 - ☐ Say the word “reading”.
 - ☐ How many times did your chin go down?
 - ☐ “2 times, right!”
 - ☐ “The word ‘reading’ has 2 syllables.”

- ☐ Practice the skill with:
 - ☐ Student names
 - ☐ Compound words from the list
 - ☐ Picture cards for the aligned book.



Kinder-Extra Support Activity 3: (similar to K #3)

Area of focus: Phonological /Phonemic Awareness

Purpose: Identify individual sounds in words

Tutor Modeling / Echo / Matching

- ❑ Tutor explains and models the process:
 - ❑ We are going to practice finding all the parts, (sounds) in words.
 - ❑ I am going to say a word and then stretch it out so that I can hear each sound.
 - ❑ (bat) /b/ /a/ /t/
 - ❑ “Now you try it with me, ‘kit’ /k/ /i/ /t/”
- ❑ Using words from the word list:
 - ❑ Say the whole word and stretch it out into sounds with the students.
 - ❑ After students are familiar with stretching out sounds, you could ask them to identify the beginning sound of the word.
 - ❑ “We stretched out the word (bat) /b/ /a/ /t/. “Who can tell me what sound was at the beginning, the first sound that we said?”

Kinder Extra Support Activity 4: (same as K #4)

Picture Card Group Bingo

Area of focus: Phonological /Phonemic Awareness

Purpose: Identification of phonemes / sounds in words

Tell the students they will listen for **beginning sounds**.

- ☐ Place the word-work picture cards in a 3X3 grid – face up.
- ☐ The tutor says the beginning sound of one of the pictures on the grid.
- ☐ A student identifies the picture beginning with that sound.
- ☐ Once identified, have all students say the picture name and the beginning sound before moving to the next sound. (turn the card over)
- ☐ Repeat with another student chosen to find the card that matches the beginning sound said by the tutor.



Kinder Extra Support Activity 5:

Identify Rhyming Words

Area of focus: Phonological /Phonemic Awareness

Purpose: Identification of rhymes in words.

- ❑ Tutor explains and models the process:

- ❑ “Rhyming words are words that sound the same at the end of the word. Let me show you.”

- ❑ Give students the example from the activity. (cat, bat). Make sure to accentuate the ending /at/ sound.

- ❑ Use the word list on the activity page to give students pairs of rhyming words.

- ❑ Have them identify the rhyming part for each pair.

- ❑ After students have done this activity a number of times, have them try to come up with another word that rhymes with the pair of words that you give them.

- ❑ Students can also try to come up with words that rhyme with the pictures in their books.

Time for Practice:

MATERIALS

- ❑ Module Pages 10-15

- ❑ Reading A-Z book:

- ❑ Picture Cards:



PROCEDURES

- ❑ Tutors work in teams of 5

- ❑ Read through each of the Word Work Games

- ❑ Role Play: 1 Tutor takes the lead on each game.



























- ❑ Introduces the game to their students and plays the game.

- ❑ Group Debrief

Phonics Activities

(See)

☐ #6 Alphabet Chart

My Alphabet Chart		Aa 	Bb 	Cc 
Dd 	Ee 	Ff 	Gg 	Hh 
Ii 	Jj 	Kk 	Ll 	Mm 
Nn 	Oo 	Pp 	Qq 	Rr 
Ss 	Tt 	Uu 	Vv 	Ww 
Xx 	Yy 	Zz 		

Created by:
Mary Marker 2017

☐ #7 Alliteration Cards

Gloria
grasshopper
likes green
grass.



Kinder Extra Support Activity 6:

Letter names and identification

Area of focus: Phonics

Purpose: Identification of alphabet letters

- ❑ Tutor shows the alphabet chart to the students.
 - ❑ Ask students if they know what it is. Ask if they know the song.
 - ❑ Sing the alphabet song with the students, pointing to each letter as you sing.
- ❑ After singing the song a few times, ask the students to point to a letter that they know.
- ❑ When they point to a letter, ask them if they know the name of the letter, or what sound the letter makes. ***“Can you think of something that begins with that sound/”***
- ❑ If the student doesn’t know the name of the letter, respond with “Sure you do!” and sing the song pointing to letters until you reach their letter. ***“What is the name of this letter?”***

Kinder Extra Support Activity 7:

Alliteration Cards

Area of focus: Phonics

Purpose: Matching Letters and Sounds

- ❑ Using the alphabet chart, point to the target letter of the day.
 - ❑ Ask students if they know the letter name.
 - ❑ Support students who do not remember the name by singing the alphabet song with them, and stopping when you get to the target letter.
- ❑ Show the students the alliteration card, and read the card to them accentuating the beginning sounds.
- ❑ Have students write the letter in the air, or trace the letter on paper.
- ❑ Model for them and have them repeat the sentence: “The letter is **B**, the sound is /**b**/.”
- ❑ Ask students to share other words they know that begin with the target letter/sound.

Time for Practice:

MATERIALS


☐ Module Pages 15-16

☐ Alphabet Chart:



☐ Alliteration Card:

Gloria
grasshopper
likes green
grass.



PROCEDURES

☐ Tutors work in teams of 4

☐ Read through Activities (6 and 7)

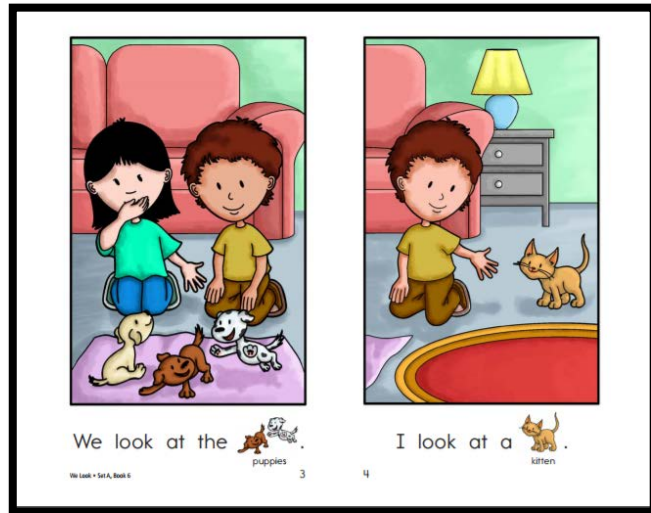
☐ Role Play: 1 Tutor takes the lead on each game.

☐ Introduces the game to their students and plays the game.

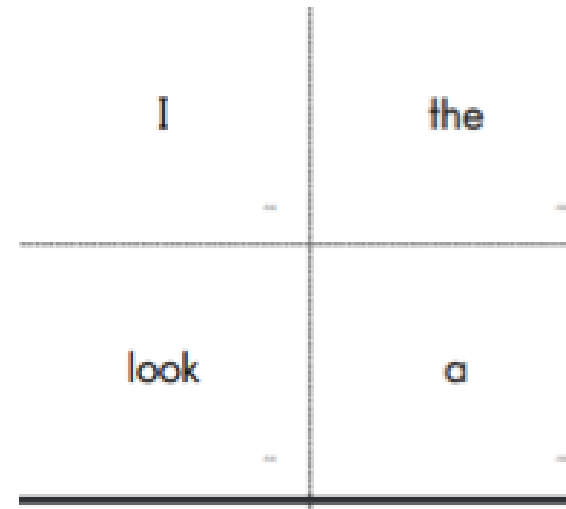
☐ Group Debrief

Book Routines and High Frequency Words

□ #8 Book Routines



□ #9 High Frequency Words / sight words.



Kinder Extra Support Activity 8:

Book Routines

Area of focus: Phonics / sight words

Purpose: Repeated Reading of Books

☐ Book Reading Day 1

- ☐ Concepts of Print:

- ☐ Share the cover, discuss the title and author/illustrator.

- ☐ Do a book walk and have a discussion about the pictures. Make predictions of what they think the book will be about.

- ☐ Expanding language: Quality Talk

- ☐ Book Reading Day 2: Reintroduce the book.

- ☐ Ask if they remember anything they saw in the pictures.

- ☐ Read the book to the students to provide a model of fluent reading.

- ☐ Ask questions after reading: What was the most interesting part of the story? The funniest part? Why?

Kinder Extra Support Activity 8:

Book Routines

Area of focus: Phonics / sight words

Purpose: Repeated Reading of Books



- ❑ Book Reading Day 3,4: Each student has a copy of the book. Use choral reading to read with the students, tracking the words as you read.
- ❑ Re-read specified pages of the book.
- ❑ Play a word hunt game: Have students turn to the same page, read one of the sight words, and have students put their finger on the word.
- ❑ After reading ask (WH) questions and connect story to the student's lives. (Quality Talk)

Kinder Extra Support Activity 9:

Build a sentence

Area of focus: Phonics / Fluency with Sight Words

Purpose: Word-sound association, Sight word identification

- ☐ Using the picture cards and word cards from the book.
 - ☐ Place each picture on the table one at a time and tell the students the name of the picture.
 - ☐ Have students repeat the name of each picture.
 - ☐ Show each word card to the students and read each word. Have students repeat the word with you.
- ☐ You can duplicate sentences that were in their book and have them add in the pictures to create their own sentences.
 - ☐ We like ____ and ____.
 - ☐ I like ____ and ____.
- ☐ As students become familiar with the high frequency words you can combine words from various books to reinforce sight words and create new sentences.

Kindergarten Extra Support: Reading Practice and Read Aloud

- Just like the Kindergarten Curriculum, the Kindergarten Extra Support Track should include opportunities for shared reading experiences supported by Echo and Choral Reading during Skill Building Part 1 of the tutoring session.
- During Skill Building Part 3: Tutor Read-Aloud it is suggested that the first 4-6 weeks are focused on Concepts of Print to ensure that the students have basic text knowledge and connections prior to moving into fluency practice activities.
- Discussions about the parts of the book, and illustrations provide an opportunity to expand student's background knowledge and vocabulary.
(Quality Talk)

Kindergarten Extra Support: Scope and Sequence

Extra Support Track Kindergarten		
Book: Can You See		Read Aloud Focus: Concepts of Print and Shared Reading
Session	Skill Building Activities	Materials
Kindergarten Extra Support Session #1	Activity 5: Identify Rhyming pairs Activity 2: Sorting Syllables with book picture cards.	Activity 7: Alliteration Cards (Pp) Activity 8: Book Work 1
Kindergarten Extra Support Session #2	Activity 3: Segmenting sounds/ focus on beginning sounds (L, N, P) with Elkonin boxes	Activity 6: Alphabet Chart Activity 7: Alliteration Cards (Hh) Activity 8: Book Work 2
Kindergarten Extra Support Session #3	Activity 5: Identify Rhyming Pairs (Producing Rhymes) Activity 4: Picture Card Bingo	Activity 7: Alliteration Cards (Dd) Activity 8: Book Work 3 Activity 9: Build a sentence
Kindergarten Extra Support Session #4	Activity 2: Sorting syllables (book picture cards)	Activity 7: Alliteration Cards (Aa) Activity 8: Book Work 3 Activity 9: Build a sentence

- With your team of 4:
 - Prepare the materials for your session: (1, 2, or 4)
 - 1 tutor will take the lead for each of the activities.
 - Role Play:
- Debrief:

Questions?

