

Technology & Augmentative Com. Square Off with 4 Block & Early Literacy

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Traditional View Literacy is Sequential



Research Findings



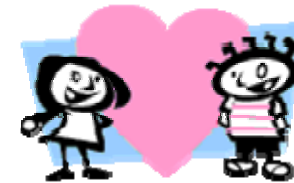
- Reading, writing, speaking (augmented communicating), and listening abilities develop **concurrently** and interrelated rather than sequentially.
- Technologies, media, and materials can dramatically impact children's ability to demonstrate emergent literacy.

Early Literacy is.....

constructive



interactive



recursive



emergent



Early Literacy Development

Readiness skills can often be more effectively learned in a print-rich environment.



AIM for Literacy



- Access: Independent



- Interaction



- Models



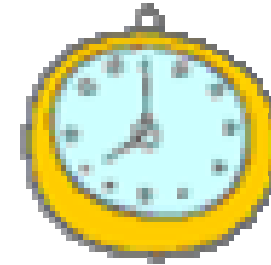
AIM for Literacy



□ Materials 20:1



□ Minutes



□ Motivation



Traditional Views of AAC

- Require prerequisite skills beginning with communication intent.
- Express needs = sole purpose of AAC
- Teach AAC by replacing known/successful communication functions.
- Personalize all systems 100%
- Effective use = everyone requires the student to use the AAC System.

A Current View of AAC

- The only prerequisite is life
- AAC users need to establish social closeness and relationships
- There are commonalities in our language
- Not all environments require AAC and the best AAC users have multiple means

Principles of Balanced Instruction

- Diversity
 - No one instructional approach can be effective for all children

- All children can learn to read and write.
 - Must receive opportunity to learn

Opportunity to Learn Requires:

- Student Engagement
- Repetition with variety
- Knowledgeable "other"
- Cognitive Clarity

Think, Pair, Share

What can I do as a teacher to provide multiple quality opportunities for learning in my classroom?

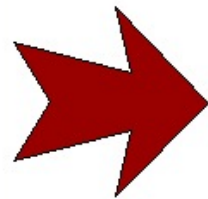
Four Blocks

by Patricia M. Cunningham



4 Blocks & Balanced Literacy

- Self-directed reading
- Guided Reading
- Working with Words
- Writing



Fabulous 5

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Accommodation Challenges

- Physical demands (adapted books and pencils)
- <http://www.region2library.org/boardmaker.htm>
- Cognitive demands (writing from models, real background knowledge experience)
- Sensory demands (large print, voice output, signed stories on CD...)

Text Challenges

- Enrichment Text
 - Language and picture rich
- Transitional Text
 - Repetitive lines and familiar text
- Conventional Text
 - Simple and independent

Enrichment Literacy Text



- Language rich text
- Variety of sentence patterns
- Complex sentences are acceptable
- Blends of language structures
- Language rich graphics
- Detailed graphics that can tell the story and go beyond

Enrichment Literacy Text (b)

- Opportunities for vocabulary expansion
- Readability of individual words not critical-interest and engagement are critical
- Rhyme, rhythm, repetition and/or predictability that creates engagement

Transitional

- Simple and consistent sentence structures within a single book
- High degree of rhyme, rhythm, repetition and/or predictability
- Mix of text that is beyond the student's reading level (for engagement) with text that students can read with support

Transitional (b)

- Close picture-to-text match when independent reading is expected
- Stories can be as long as emergent books if text is interspersed with pages for students to independently read (i.e. pages with 1 or 2 predictable words)

Conventional

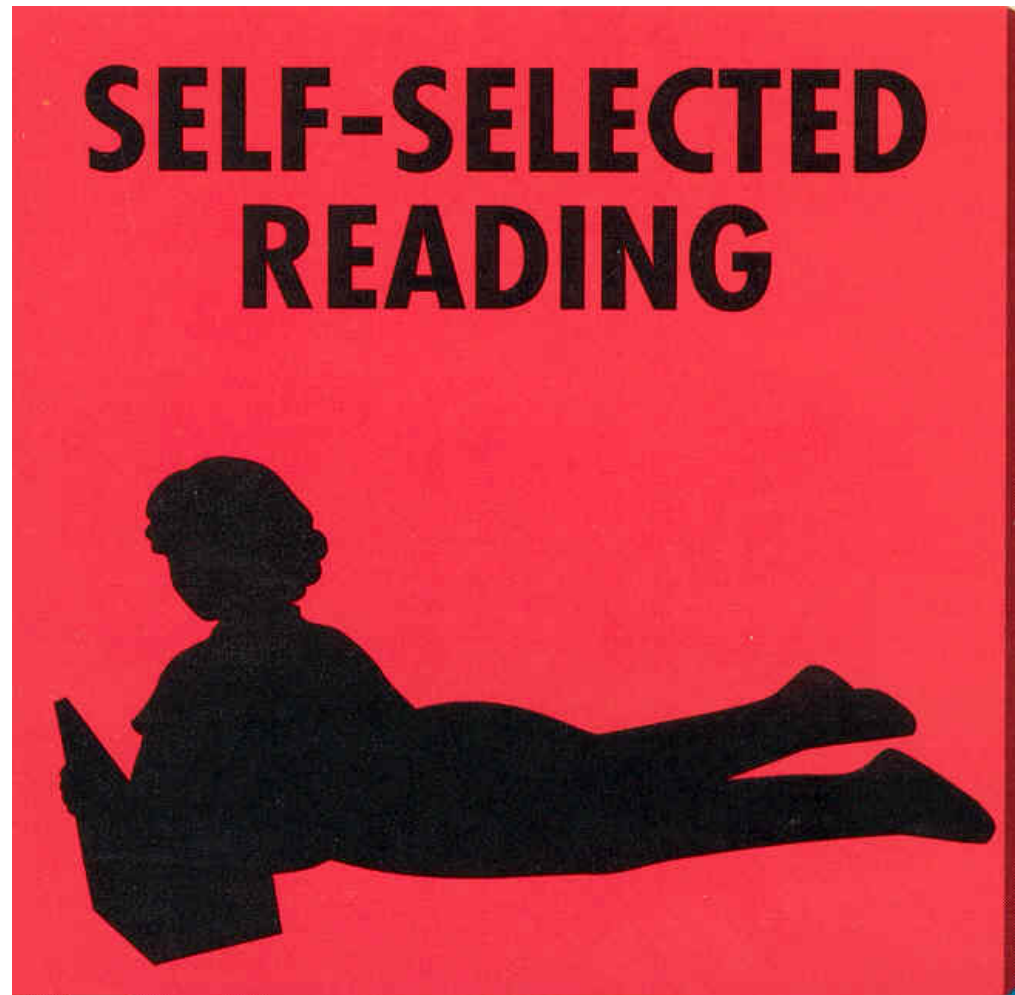
- Simple text
- Simple sentence structure
- Minimal use of pronouns to avoid confusion with referents
- Consistent sentence structures within a given book

Conventional (b)

- Heavy repetition of individual words within a given book
- Heavy use of high frequency and decodable words
- Length of story is short
- Minimal cueing with graphics and other scaffolds

Sample Lesson

Self-Selected Reading Block



Self-Selected Reading Block



















- The teacher models by reading aloud from a variety of genres, topics, and authors.
- Students select a book and read independently.
- Several Students share with the class

Self Selected Reading Principles

- ❑ It ain't self directed if you don't select it yourself.
- ❑ You can't get good at it if it's too difficult.
- ❑ To create a reading community students must share.

Author's Chair Communication Board

Book Talk 16

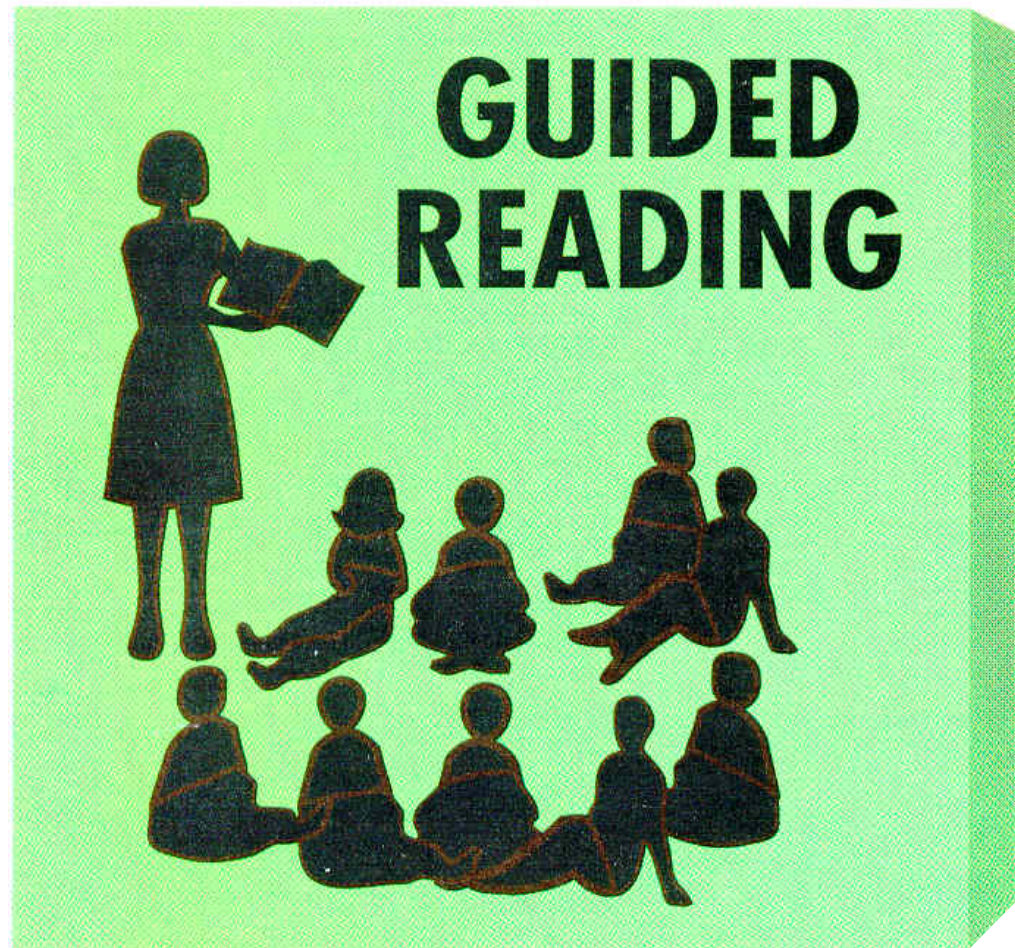
| | | | |
|--|---|--|---|
| I  | want  need | turn page  | more ↓  again |
| no  don't | like  | know  think | funny  |
| wow  | why  | tell me  | cool  |
| what  | who  | that  | bad  |

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Start-to-Finish® Literacy Starters

Sample Lesson

Guided Reading Block



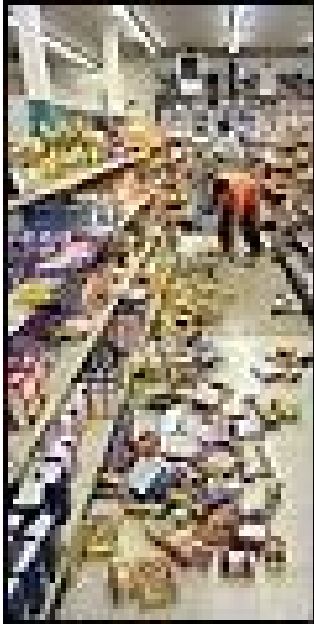
Guided Reading Block Part 1

Background Knowledge

- Show cover of book
- Discuss student predictions
- Individually complete the **Anticipation Guide**
- Read the name of the author & illustrator
- Let the students discuss things related to the book
- Apply information to the Venn Diagram

Guided Reading Block - Picture walk

Earthquakes



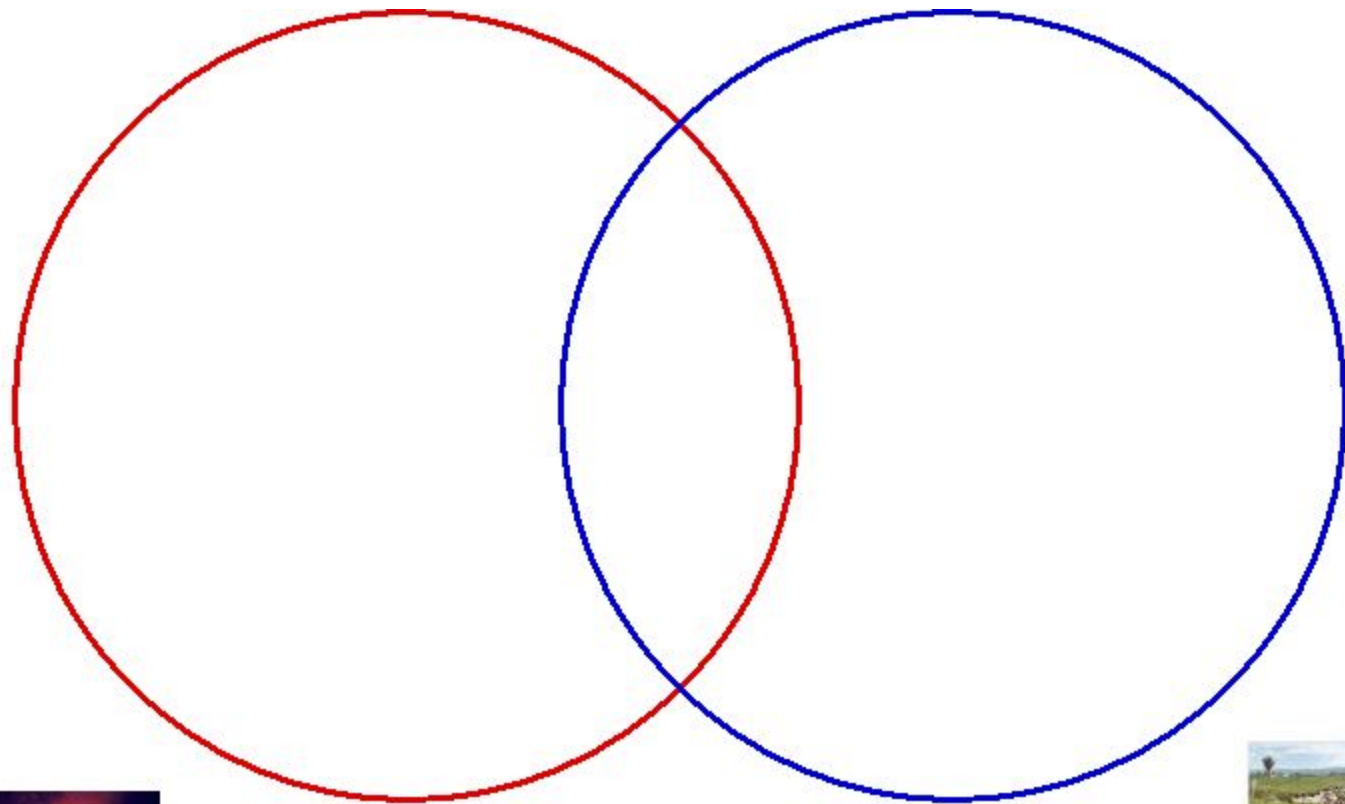
Guided Reading Block - Picture Walk

Volcanoes



Guided Reading Block

VENN



Volcanoes Earthquakes



Guided Reading Block

Set Purpose for Reading

- Let's learn about volcanoes
- Why is this important?
- Preview book
 - Title & headings
 - First & last paragraphs
 - Photos, captions, special features
 - Words repeated or written in bold text

Guided Reading Block Vocabulary



- Target key new vocabulary
- Select 3-10 words for in-depth study per chapter or story
- Create a Concept Definition Map

Guided Reading Block

Vocabulary Instruction

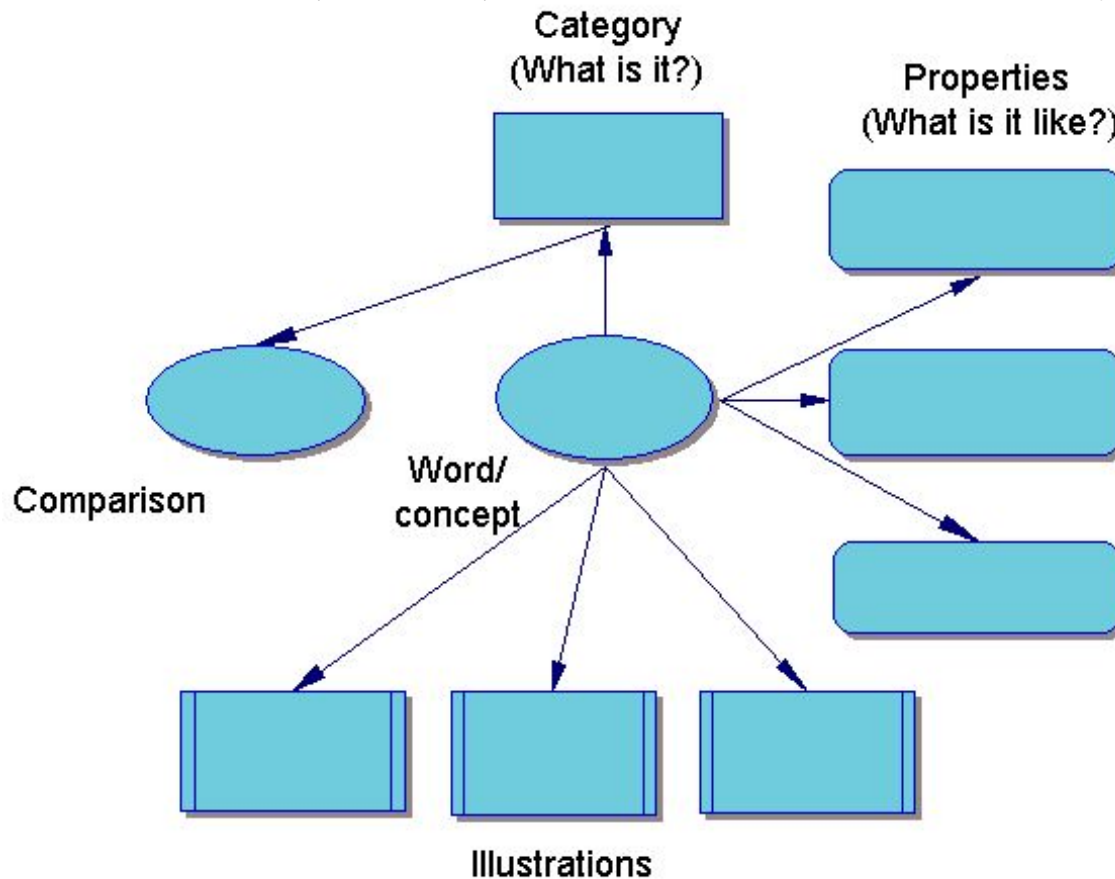
1. Introduce the word
 1. Write the word
 2. Read the word and students repeat the word

2. Present a student friendly explanation for the word
 1. Have the student repeat the explanation back to you

Guided Reading Block

Vocabulary Instruction

3. *Illustrate the word and provide examples by creating concept maps for new vocabulary words.*



Guided Reading Block

Vocabulary Instruction

Check for students' understanding by providing them the opportunity to create one sentence summaries of the targeted words.

One - Sentence Summary Frames

Description

A _____ is a kind of _____ that.....

Compare & Contrast

___x___ and ___y___ are similar in that they both..., but
___x___ ..., while ___y___... .

Guided Reading Block

Word Wall Procedures

- Add five new words each week
- Arrange words by first letter
- Use different colors for words that look alike
- Attach gold stars to the words that rhyme with other words

Guided Reading Block

Word Wall Procedures (b)



- Give clues for the 5 new words as you add them to the word wall.

- Demonstrate how to write the word
 - Students write the words on half sheets of handwriting paper or use an accommodation, such as special paper, an augmentative communication device or a word processor.

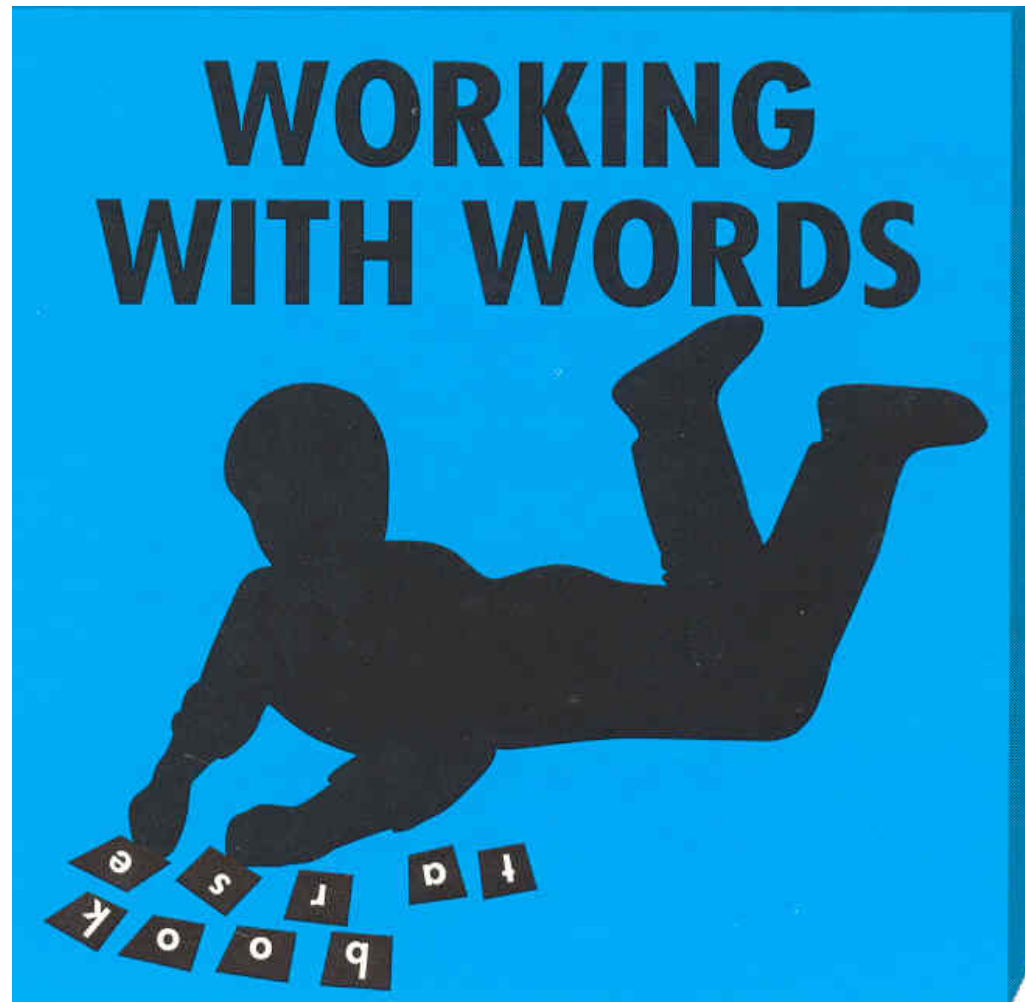
Guided Reading Block

Word Wall Procedures (c)

- Practice the five new words only for the first few days.
- Procedures for old word review days include the teacher calling out 5 old words.
- Duplicate a new take-home word wall each week.

Sample Lesson

Working with Words Reading Block



Making Words Block

Phonemic Awareness



Representing phonemes with picture cards

- ❑ Say: "Listen ... toe" (normal speaking speed).
- ❑ Then say: "Listen again- I can say it the other way .. /t/ pause /o/," using the sounds.
- ❑ Say "Look. I can use the blocks to show how many sounds there are in 'toe'." Say "/t/ and /o/" again as you place two blocks on the table. Then snap the blocks together, saying "toe".
- ❑ Repeat the procedure again with 2 sound (CV) words, asking the children to participate.
- ❑ Follow-up with the language master/card reader.

Making Words Block Activities

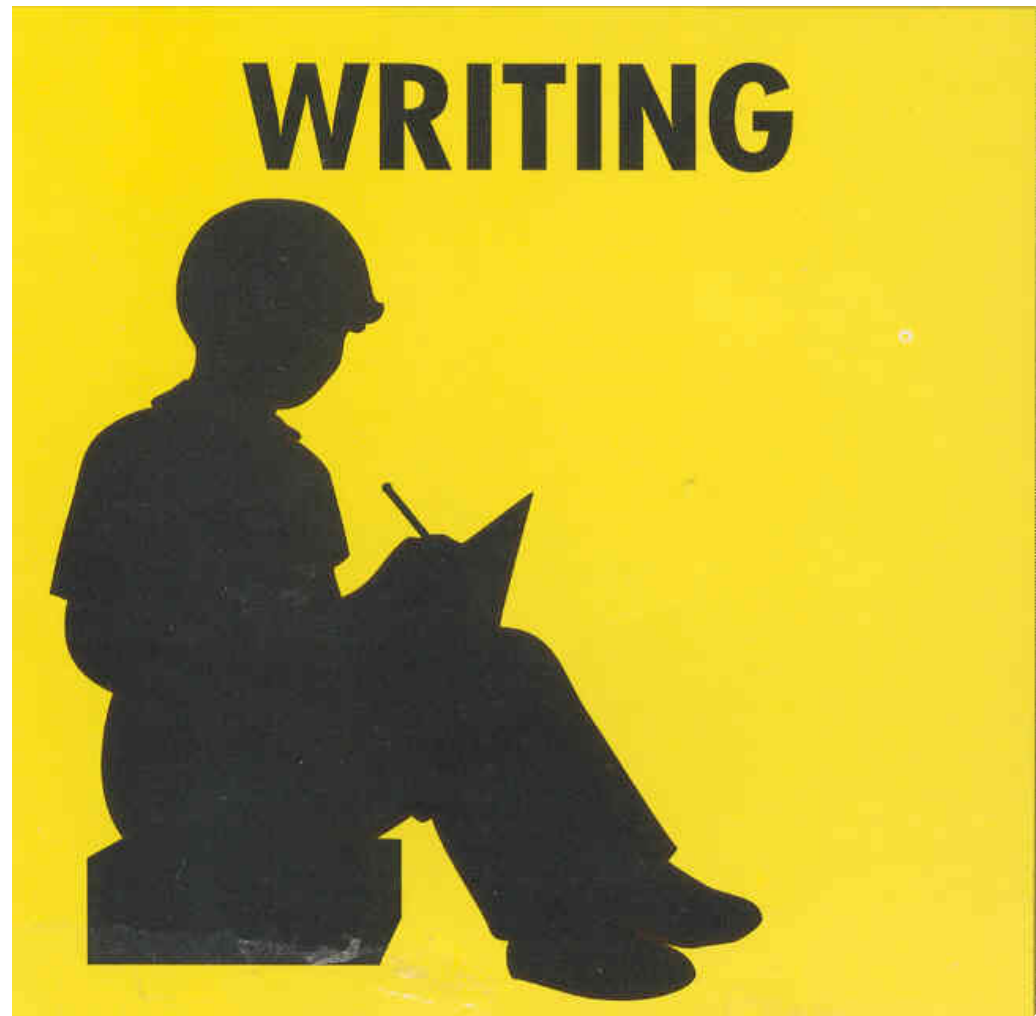
- Pass out envelopes with 5 consonant (t, n, g, s) and 2 vowel cards (a, i)
- Give the number of letters in the word as clues and let the students make a word
 - Example - Write the number 5 on the board and tell the students to add just one letter to *sing* to make *sting*.

Making Words Block

Activities (b)

- Students sort words by patterns and make new words
- Teacher initiates the *Transfer Step* by showing the students a new word that fits an established pattern. Students select the rhyme that matches the new word. (example - at/sat)

Sample Lesson Writing Block



Writing Block 1

Mini-Lesson

- The Writing Block begins with a mini-lesson
- Students watch as the teacher writes and thinks aloud as she writes
- Editing conventions studied so far are covered and the class checks for these features

Writing Block 2

Student Writing

- ❑ Student Writing and Conferencing
- ❑ Self generated topics, individually paces at various stages of the writing process
- ❑ Individual editing conferences with designated students and the teacher

Writing Block 3

Sharing

- Students share what they have written in the Author's Chair
- The author answers questions from classmates about the writing

Woulda Coulda Shoulda

Shel Silverstein (1932-1999)

All the Woulda-Coulda-Shouldas
Layin' in the sun,
Talkin' 'bout the things
They woulda-coulda-shoulda done....
But those Woulda-Shoulda-
Couldas
All ran away and hid
From one little did.

Be fruitful and multiply.