**Session 7: The First 60 Days of Instruction: Examining Critical Lesson Types That Build Across the Grades**

Goals and Outcomes

Overarching Objectives of the August 2014 Network Team Institute

* Participants will be able to explain the significance of starting instruction with the most frequent or least ambiguous sounds.
* Participants will be able to identify ways the Listening and Learning strand supports children’s comprehension and background knowledge.
* Participants will be able to identify evidence of quality practice within the implementation of the Listening and Learning strand.
* Participants will be able to identify the instructional and support materials (e.g., cards, posters) required for Skills strand implementation.
* Participants will be able to identify evidence of quality practice within the implementation of the Skills Strand.
* Participants will be able to articulate the assessment procedures and the purpose of tools they will encounter in the first 60 days of instruction.
* Participants will identify the factors involved when considering flexible grouping options.

**High-Level Purpose of this Session**

Participants will consider the general pacing and scope and sequence of lesson types for the Skills strand across the year. Participants will focus deeply on two key lesson types and will gain experience in dissecting the lesson for planning purposes, practicing key instructional strategies used within varied lesson types, and will consider how adjustments may be made within lessons to support various learners.

**Related Learning Experiences**

This two day training is designed as a curricular kick-off to support instructional leadership teams and teachers who plan on implementing Core Knowledge Language Arts (CKLA) in the coming school year. While this training module is a new launch, individuals who have participated in previous CKLA sessions can use this as an opportunity to reground in the content. This module will not extend beyond the content of previous trainings.

During the first day of training, participants will develop a deep understanding of the guiding instructional design principles around which the two strands of CKLA (Listening & Learning and Skills) were created. “Lessons learned” from the field will also be shared, and participants will have an opportunity to reflect as a team on the instructional implications. Participants will also have an opportunity to review materials of the Listening & Learning strand and see implementation in action. The second day will orient participants to the Skills strand of the CKLA. Participants will have an opportunity to use materials, curricular lesson types, and support tools critical to high-quality implementation (including tools for assessment, placement, grouping, and monitoring of students). Finally, participants will be provided resources to facilitate home-to-school connections about CKLA. This includes a turnkey presentation for a back-to-school night, answers to key frequently asked questions, and a highlight of embedded curricular materials to support connections between the home and classroom.

**Session Outcomes**

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| **What do we want participants to be able to do as a result of this session?** | **How will we know that they are able to do this?** |
| In this session participants will be able to identify evidence of quality practice within the implementation of the Skills Strand. | * Participants will demonstrate understanding through activities focused on examining common lesson types. |

Session Overview

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| **Section** | **Time** | **Overview** | **Prepared Resources** | **Facilitator’s Preparation** | |
| Section 1.  A Student’s Journey | **10**  **min** | We will walk through examples of what students can read and what they can do in writing. How did they acquire the skills needed to read fluently?  These students learned to read in a systematic, structured way through specific lesson types. In this session, they will examine two common lesson types (a basic code lesson and a spelling alternatives lesson). |  |  |
| Section 2  The Basic Code Lesson | **40 min** | Instructors will model dissection of a Basic Code lesson identifying critical behaviors for implementation. | Handouts:   1. August2014\_Session7\_SkillsLessonTypes\_LessonsChartBlankChecklist\_BasicCodeLesson 2. August2014\_Session7\_SkillsLessonTypes\_BasicCodeChecklist 3. August2014\_Session7\_SkillsLessonTypes\_BasicCodeGuidingQuestions 4. August2014\_Session7\_SkillsLessonTypes\_BasicAdvancedCodeDescriptions   Video:  Basic code lesson clip  <http://vimeo.com/coreknowledge/review/71841388/c75e28a52d> |
| Section 3  The Advanced Code Lessons” Spelling Alternative Lesson | **40**  **min** | Advance Code Lessons: Spelling Alternative Lesson  Participants will dissect an Advanced Code lesson identifying critical behaviors for implementation. | Handouts:   * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeChecklist * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeGuidingQuestions * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLessonK * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson1 * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson2 * August2014\_Session7\_SkillsLessonTypes\_BasicAdvancedCodeDescriptions   Video:  Spelling Alternative Lesson clip <http://vimeo.com/coreknowledge/review/71889027/ad7e75287c> |  | |
| Section 4  Reflection | **5**  **min** | REFLECT: Participants will reflect on what they learned about the two lesson types and what this means when they implement them in their classroom. | August2014\_Teachers\_Session7\_SkillsLessonTypes\_Reflection |  | |

Session Roadmap

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| **Section 1: A Student’s Journey** | **Time: 10 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | |  | Slide 2 |  | WG | |  | Slide 3 |  | WG | |  | Slide 4 | **Key Point:**  These reading samples are from Student readers in each grade from the beginning of the year and end of the year. | WG | |  | Slide 5 | **Key Point:**  These writing samples demonstrate what students are able to do. | WG | |  | Slide 6 | **Key Points:**   * These students learned to read in a systematic, structured way through specific lesson types. * In this session, participants will examine two common lesson types (a basic code lesson and a spelling alternative lesson) | WG | |  | Slide 7 | **Key Point:**  Some lesson types repeat across grades and are critical. | WG | |  | Slide 8 | **Key Points:**  Types of writing lessons include:   * Emergent Skills * Handwriting * Spelling * Grammar * Genre Writing   Types of reading Lessons include:   * Emergent Skills * Code (Spelling Patterns)   + Basic Code   + Tricky Words   + Advanced Code     - Spelling Alternatives     - Tricky Spellings | WG | |  | Slide 9 | **Key Points:**   * Basic Code Lessons — teaches students to hear a particular sound, and to write a picture of that sound using the most common (or least ambiguous) spelling for the sound. * Tricky Word Lessons — introduces a word that is needed for instruction but contains spellings that have not yet been taught. * Tricky Spelling Lessons — explicitly calls students’ attention to a spelling that can be pronounced and read more than one way. * Spelling Alternative Lessons — introduces one or more additional spellings for a sound, beyond the basic code spelling students have already learned. | WG | | |

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| **Section 2: Basic Code Lesson** | **Time: 40 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | |  | Slide 10 |  |  | |  | Slide 11 | **Key Point:**  The purpose of this lesson type is to teach students to hear a particular sound, and to write a “picture” of that sound using the most common (or least ambiguous) spelling for the sound. | WG | |  | Slide 12 | **Key Points:**  A basic code lesson is dedicated to a single sound and will usually contain the following elements:   * 1. (Warm-up/review).   2. Introduction of Sound (orally).   3. Oral Language Exercises.   4. Teacher Modeling.   5. Worksheet.   6. (Additional reading and writing activities). | WG | |  | Slide 13 | **Key Points:**   * The Basic Code Lesson is not meant to be done in bits and pieces, or selectively. * It has a sequence, with one part leaning on the previous part. * It will be less effective if subdivided. * Same is true of other lessons. * Please try to do all the exercises, but with fewer examples if necessary. | WG | |  | Slide 14 | **Activity:**   * Participants will gather materials needed for activity: * The Basic Code Guiding Questions worksheet is designed to support with identifying key behaviors associated with lesson components. * The Basic Code Lesson Guiding Questions checklist and the handout of the Kindergarten, Basic Code Skills Lesson | I | |  | Slide 15 | **Activity:**   * Each table will count off 1-4, working individually or in pairs. * Each person will be assigned a specific lesson component to review. | S | |  | Slide 16 | **Activity:**   * Show video of *Basic Code Lesson.* * Participants use Basic Code Implementation Checklist to identify critical behaviors.   **VIDEO:**   * <http://vimeo.com/coreknowledge/review/71841388/c75e28a52d> | I | |  | Slide 17 | **Activity:**  Participants take turns sharing examples of critical behaviors of their assigned component | S | |  | Slide 18 | **Key Points:**   * This is an oral task, no letters * Repeat the sounds and words as if they were the students:   + At beginning: toy, turn, tooth   + At end: bat, mitt, cut * There are very specific gestures used for blending 3, 4, 5 syllable words. * These should be taught explicitly. * Very specific examples are used. * Saying the sounds as if you were the student will help you internalize the lesson as you plan and chart * *The great thing about CKLA is its explicitness:*   + Repeat the sounds and words as if they were the students   + At beginning: toy, turn, tooth   + At end: bat, mitt, cut * The lessons make obvious the most important instructional features by the precision with which they discuss them, the depth of detail provided, and the extent to which these features repeat across lessons. | WG | |  | Slide 19 | **Key Points:**   * Note here that we pulled from the lesson language, but we also brought in knowledge we know is important. * You may also bring in expertise to these checklists. * Some of this may evolve as you work with the program and some will be there as you dig deeply into the lesson content. | WG | |  | Slide 20 | **Key Points:**   * Organization of materials and preparedness is key * Using visuals aides in understanding * Being consistent with precise language and directions for handwriting strokes avoids confusion * Kinesthetic movements should be practiced beforehand | WG | |  | Slide 21 | **Key Points:**   * Teacher uses:   + descriptive handwriting language used to scaffold student learning.   + precise language used “draw a picture of the sound ‘m’   + various modalities used to guide modeling | WG | |  | Slide 22 | **Key Points:**   * Teacher provides clear directions * Materials are accessible * Practice sheet is posted for every student to see * Teacher models a few samples * Teacher provides guided language | WG | | |

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| **Section 3: Advance Code Lesson** | **Time: 40 minutes** |
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| ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** |
|  | Slide 23 |  | WG, S |
|  | Slide 24 | **Key Point:**  The purpose of this lesson type is to introduce one or more additional spellings for a sound beyond the basic code spelling students have already learned. | WG |
|  | Slide 25 | **Key Points:**   * The basic code spelling for the /ae/ sound is a\_\_e * This spelling is taught at the end of Kindergarten and again in Grade 1. * This spelling is reviewed in Grade 2 | WG |
|  | Slide 26 | **Key Points:**   * There are other “alternatives” for spelling /ae/. * It can be spelled “a” as in “baby.” * It can be spelled “ai” as in “paint.” * It can be spelled “ay” as in “hay.” * These spelling alternatives are taught in Grades 1 and 2. | WG |
|  | Slide 27 | **Key Point:**  In Grade 2 we also teach some additional alternative spellings:   * 1. “eigh” as in “freight.”   2. “ey” as in “greyhounds.”   3. “ea” as in “steak.” | WG |
|  | Slide 28 | **Key Points:**   * A Spelling Alternative lesson will usually contain the following elements:   + (Warm-up/review)   + Introduction of the Spelling or (reviewing spelling)   + Practice Worksheet   + (Additional reading and writing activities) | WG |
|  | Slide 29 | **Key Point:**  Participants review the *Spelling Alternative Lesson Implementation Checklist* in order to become familiar with the critical behaviors associated with each component of the lesson. | I |
|  | Slide 30 | **Activity:**   * Participants use the implementation checklist to identify critical behaviors associated with spelling alternative lessons. * Show video #2: <http://vimeo.com/coreknowledge/review/71889027/ad7e75287c> | I |
|  | Slide 31 | **Activity:**   * Working in groups of 3, participants will review a Spelling Alternative lesson (at the grade level of the group’s choice—K, 1, or 2) * They will use their *Spelling Alternative Guiding Questions* document to identify critical behaviors of each component. | S |
|  | Slide 32 | **Key Point:**   * This slide indicates which section of the lesson the participants will focus on. * Notice that in second grade, participants do not focus on the warm-up, but instead reviewing the spelling. * Not all second grade spelling alternative lessons include a warm-up. | S |
|  | Slide 33 | **Activity:**  This slide indicates the specific section in the lesson participants need to refer to as well as any corresponding handouts. | S |
|  | Slide 34 | **Activity:**  Participants share findings with their group. | S |
|  | Slide 35 | **Key Points:**   * When there is more than one spelling for a sound we say there are spelling alternatives for the sound. * The teacher introduces the spellings or reviews other spellings * Support students in learning the word sorts * Use visuals to support learning | WG |
|  | Slide 36 | **Key Points:**   * Although participants examined two types of reading lessons in this session, it is important to remember that there are many different lesson types (e.g., additional reading and writing) in the Skills strand. Each includes specific components that need to be addressed when implementing the lesson * As administrators observe teachers, it is important they have a copy of the lesson in hand. | WG |

Turnkey Materials Provided

* August2014\_Teachers\_Session7\_SkillLessonTypes\_PPT