A Systematic Approach to Teach Phonics Skills by Incorporating the Interactive Whiteboard:

A Handbook for Second Grade Teachers.

11/29/2012

Anush Boyadzhyan
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Dear Teachers,

I know that as educators, we strive to meet all of our students’ educational individualized needs. Being in charge of pupils’ education is both a rewarding and challenging task. After thoughtful consideration on my project and many hours of research, I have come to the conclusion that in order to help children become proficient readers a systematic phonics program is the key. Because phonics skills cover such a broad spectrum, I have, based on my research; provided a recommended systematic outline, strategies, literature, lesson plans and how to implement the Interactive Whiteboard (IWB) in lessons and as a center. Based on my professional experience in second grade, I designed this guidebook by picking the key phonic skills that I feel are the most problematic and essential skills needed for second grade students. Within each subgroup of target phonic skills, I have provided a parallel teaching style to help you teach these skills. Hopefully second grade teachers will find this guidebook useful resource to implement in your classrooms.

Sincerely,

Anush Boyadzhyan

Anush Boyadzhyan
Rationale

In the last six years of my teaching career I have used the *Harcourt Trophies Basal Series* as the core reading program in my class. The selected stories in *Trophies* have a set of phonics skills and spelling patterns that are aligned with each story, therefore, mainly focusing on whole-word activities. *Trophies* does not have a systematic phonics outline to teach these skills. These programs pay limited attention to letter-sound relationships and provide little or no instruction in how to blend letters to pronounce words. Based on my research and experience, I have come to the conclusion that when students are not taught in a systematic format it confuses them and wanes their prior knowledge. Dodd & Carr (2003) supported the fact that children may become more fluent readers with a systematic phonics foundation. It is crucial to scaffold upon prior knowledge and differentiate instruction to strengthen these skills. (Tobin, McInnes, 2008, Durrell, Nicholson, Olson, Gravel, & Linehan, 2008; Foorman, 2007).

The English alphabet is not phonetic; however, it has a logical letter-sound system in five phonic generalizations (Gates, 2001). To help students become more fluent readers, phonemic awareness is needed to set a solid foundation followed by systematic phonics scaffold (Vadasy, Sanders, & Tudor, 2007). Research also highlights strategies such as: “s-t-r-e-t-c-h out,” “say-it and move-it,” “phono-graphix,” and “sound boxes” for developing phonic skills to help students become fluent readers (Bursuck, Smith, Munk, Damer, Mehlig, & Perry, 2004; Denton, Parke, & Hasbrouk, 2003; Manyak 2008; Norman, & Calfee, 2004; Rule, Dockstader, & Stewart, 2006).

Technology is the fastest growing medium in the world. We use it for communication and as a networking tool in our daily routines. Technology has made its
way to the education forum in genres including computers, webcams, the Internet, and the interactive whiteboard (IWB) (Parr, & Ward, 2011). These technologies do not just help us teach the old material in new ways, but they can also help us teach the new material in new ways (Hedberg, 2011). The interactive whiteboard is a large interactive display that combines a whiteboard and a computer in one. Teachers are empowered to facilitate learning in whole-group or small-group settings with the use of this tool.

Wall, Higgins, & Smith (2005) indicated that students who use the IWB have more positive feedback than negative regarding their thinking and learning process. When students are engaged, they are more likely to learn. This resource guide will address student motivation and engagement with the use of the IWB. Integrating the IWB as a center or station should provide students with additional time to independently practice phonics skills. This should eventually help students become more fluent comprehensive readers (Adams 2011; Shenton & Pagett, 2007).
Abstract

Boyadzhyan, A. (2012). *Teachers will use a systematic approach to teach phonics skills by incorporating the interactive whiteboard: a handbook for second grade teachers*. Sierra Nevada College, Incline Village, Nevada.

A systematic phonics program forms the foundation and sets the stage for fluent readers. It encompasses word recognition, spelling, and reading comprehension. A systematic phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Systematic phonics when coupled with the interactive whiteboard enables students to independently practice phonics skills at their instructional level. The purpose of this professional project was to create a handbook to help second grade teachers assess students’ current phonics skill levels and systematically scaffold skills to challenge students at their own level of competency. Achieving mastery leads to proficient readers, which produces the greatest impact on children’s overall success in their educational career. Included in this handbook are lesson plans, recommended systematic phonics protocol, and independent practice using the interactive whiteboard. The list of references concludes the resource guide.
Project Goals

**Teacher Goal:** The primary goal of this project is to create a resource guidebook for classroom teachers to teach systematic phonics to second grade students using the interactive whiteboard.

**Student Goal:** Second grade students will be able to independently use the interactive whiteboard during centers as a tool to master phonics skills.
Professional Standards

International Reading Association Standards

*Standard 3* Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

*Standard 8* Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

International Society for Technology in Education

NETS•T [NETS for Teachers](https://www.iste.org/): The standards for evaluating the skills and knowledge educators need to teach, work, and learn in an increasingly connected global and digital society.

NETS•S [NETS for Students](https://www.iste.org/): The standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Common Core Curriculum Standards

English Language Art

RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- c. Isolate and pronounce initial, medial vowel, and final sounds spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete individual sounds (phonemes).

RF.2 (3) Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- 2a distinguish long short vowel sounds in spoken single-syllable words.
- 2b orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know vowel teams are a combination of two, three, or four letters which represent a vowel sound.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefix and suffix.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- b. Read orally with expression.
- c. Use context to confirm or self-correct word recognition and understanding, reading as necessary.
**Recommended Systematic Sequence of Skills for Phonic Instruction**

A systematic sequence of phonics skills recommended by Pearson Learning Group (2003) is provided below. The skill sequence is based on the way students developmentally learn the sounds of language. This sequence may be adjusted to meet the learning needs of students. If, for example, the most students are ready to blend letters, that instruction would be focused on the Blending sub-skill. Other Students may require instruction in multi-syllabic words and the instruction would focus on Prefixes and Suffixes. It is critical that teachers be aware of the pre-requisite skills necessary for student success.

I. Phonemic Awareness

   A. Sound and word discrimination

   B. Rhyming

      - Examples of rhyming words: cat-hat; mat-fat; bet-pet; sell-tell; fill-hill; cake-bake; tame-lame.

   C. Blending

      - Example of Consonant Blends: cl, br, fl, dr, st, sp.
D. Segmentation

- Cat /k/ /a/ /t/

II. Phonics Skills

A. Decoding

1. Single consonants

2. Short vowels: a, e, i, o, u.

3. Long Vowel with silent e (CVCe pattern)

4. Long Vowel as the end of words/syllables

5. Y as a Vowel

6. Hard and Soft c and g

7. R-controlled Vowels

B. Compound Word

- Example: doghouse (dog house); rainbow (rain bow); cowboy (cow boy).

C. Syllables

Rules for decoding multi-syllabic words. These common syllables-spelling patterns will provide students with insight into how words are put together.

A Closed Syllable: These syllables end in a consonant and the vowel in the syllable is usually short. For instance: the words lad/der and the word nap/kin.

An Open Syllable: These syllables end in a vowel and the vowel is generally long. For instance: the words pi/lot and po/lite.

R-controlled: When a vowel is followed by r, the letter affects the sound of the vowel. The vowel and the r appear in the same syllable. Example: bird, turtle.
**Vowel-silent e** These represent long-vowel sounds. Example: complete, decide.

**Consonant-le:** Usually the le appears at the end of a word and is preceded by a consonant, the consonant plus le forms the final syllable. Example: table, little.

**Vowel Team:** Many vowels sounds are spelled with vowel digraphs such as ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, and ei. The vowel digraphs appear in the same syllable. Example: boat, explain

D. Suffix/Prefix

1. Suffix examples: -ful, -less, -ness, -ly, -er, -est
2. Prefix examples: re-, pre-, un-, dis,

E. Synonyms/Antonyms

1. Synonym examples: big-giant; happy-glad; small-tiny.
2. Antonym examples: hot-cold; day-night; big-small.

F. Homophones/Homonyms

1. Examples of Homophones: mail – male; war-wore; to-two-too; not-knot; hear-here; some-sum; fair-fare; band-banned.

III. Fluency

A. Automaticity

B. Prosody (Expression)

IV. Vocabulary

V. Text Comprehension

I have prioritized the phonics skills: Beginning- Middle-End, Vowel Diphthongs, the Infliction –ed, and Homophones because instructional
strategies are often lacking in traditional texts. The lessons in my guidebook are examples that can be used to teach several lessons in each sub-phonic category. I’ve put together what I think is important and the best strategy to use to help students master a skill.
Interactive Whiteboard

What is it? The interactive whiteboard/SMARTBoard is a large interactive display that combines a whiteboard and a computer in one.

Several ways to use it…

➤ Group Note-taking

Use the board as you would your plain old regular whiteboard but with one difference, SAVE the notes! Most IWB vendors include software that serves as a blank canvas for creating presentations and taking notes. Encourage your students to come up and jot down a few discoveries they make during independent work time or notes that might help the rest of the class on a particular topic. Save the notes at the end of the class—you now have a digital record of the day’s learning! Print out the notes or publish them as a PDF to your website for later student consumption.

➤ Online Interactive
It’s tough to find time to learn all the essential needs of your IWB’s software, so tap into the thousands of online flash-based activities and interactive that are already available. Below are a few of my favorites:

- **Starfall.com** - A great place for emergent readers to explore letters and words and play with them. Interactive multimedia books, complete with narration, make this website a great fit for IWBs.
- **Interactive Whiteboard Resources from Topmarks** - a useful UK-based website that includes an index of dozens of websites, online activities and web-based resources that play nicely with many IWBs.

**Student Control At Centers**

Once you feel comfortable using the tools and the new learning opportunities the IWB has to offer, use it as a center or station for your students. Pull up one of the lessons you’ve downloaded from your vendor’s lesson plan sharing community and let your students work in small groups with the IWB. Your IWB can be an excellent language arts center instantly by adding it to the rotation in your classroom. An interactive lesson that you’ve already used in class can serve as a practice or reinforcement tool. Often students love to repeat interactive lessons when they’re the ones doing the “navigating.”

**Where you can get free lessons…**

**Share lessons and other resources**

Teachers use SMART Notebook to create, teach and manage interactive lessons within a single application. On the SMART Exchange website, you can upload your own engaging lessons to share with your peers. You can also download exciting lessons that other teachers have submitted. And with the SMART Notebook Express web application, teachers anywhere can access SMART Notebook lessons right away.

**Who says it’s important?**

Think Three

What it is? Think three is a strategy derived from Explicit Instruction. Explicit Instruction is an explicit, systematic, and effective teaching methodology. Its direct approach to teaching sets a clear understanding for what is expected for and from students.

How to use it… “I do,” “We do,” “You do.”

“I do”
1. Teacher will state a clear and purposeful learning goal for the student.
2. Teacher will model lesson and procedures.
3. Teacher will use clear language.
4. Teacher will avoid deviations.

“We do”
1. “We do” is guided practice.
2. Students will work in groups or with a partner to practice the skill.
3. Students will get timely feedback and prompts.
4. Students will practice until fluent in the skill.

“You do”
1. Students will individually practice the target phonic skills at their seats or using the IWB as one of their stations.

Who says it’s important?

Explicit Instruction Effective and Efficient Teaching By Anita L. Archer and Charles A. Hughes
Topic One:

Beginning-Middle-End Sounds
**Prerequisite skill:** Students should be able to identify consonant sounds and short vowel sounds before identifying long vowels sounds and vowel diphthongs.

**Target skill:** beginning, middle, ending sounds.

**NV Core Standard:** RF 2.2.c. Isolate and pronounce initial, medial vowel, and final sounds spoken single-syllable words.

**Literature:** Green Eggs and Ham by Dr. Seuss

**Strategy:** Beginning-Middle-End

**Who says it’s important?**


**“I do…”**

1. Teacher will state the objective in kid friendly terms: I am learning to sound out the beginning letter of words.
2. Teacher will display the following pictures on the IWB, leaving the target skill focus blank.
   a) you may choose to access a lesson from SMARTexchange
   b) you may download the pictures from clipart or online and save it on your word document.
   c) I have provided the following example:
3. Teacher will model “Think Aloud” as she sings out the letter sounds and fills in two of the missing letters.

“We do…”

1. Teacher will invite volunteers to the IWB to fill in the beginning missing letters on three pictures.
   a. as teacher allows students to use the IWB, she is modeling and setting the expected behavior for independent practice during centers.
2. Students will pair up and practice filling in the rest of the missing letters on the provided practice worksheet.
“You do…”

During centers students will practice their instructional level skill using the IWB by either accessing the smartexchange lessons or the lessons made by the teacher.

**Middle and Ending sound skills can be taught in the same format and strategy.**
Fill in the missing vowel or consonant letter.

1. be__
2. __ar
3. t__nt
4. __oy

5. c__bin
6. t__p
7. la__der
8. zebr__

9. ___ ion
10. rocke__
11. __ift
12. b__ll
End of Lesson Test

Fill in the missing vowel or consonant letter.

1. bed  2. car  3. tent  4. boy
5. cabin  6. top  7. ladder  8. zebra
9. lion  10. rocket  11. gift  12. bell
Karo went to the zoo in his aunt’s __________.

He saw many animals. His favorites were the __________ and the __________. He was so excited! He wanted to buy a __________ for his brother. He rang the __________ for help. An assistant came out of the __________ to help him.

Karo purchased a toy __________. After his long day at the zoo, he climbed the __________ on his __________ and went to sleep. He was a happy __________!
Name__________________  Date___________

Find the word that will finish each sentence. Use the words in the box.

<table>
<thead>
<tr>
<th>bed</th>
<th>car</th>
<th>tent</th>
<th>boy</th>
<th>ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>zebra</td>
<td>lion</td>
<td>rocket</td>
<td>gift</td>
<td>bell</td>
</tr>
</tbody>
</table>

Karo went to the zoo in his aunt’s _car_. He saw many animals. His favorites were the _lion_ and the _zebra_. He was so excited! He wanted to buy a _gift_ for his brother. He rang the _bell_ for help. An assistant came out of the _tent_ to help him. Karo purchased a toy _rocket_. After his long day at the zoo, he climbed the _ladder_ on his _bed_ and went to sleep. He was a one happy _boy_!
Topic Two

Vowel Diphthongs

oa  ue  oy
**Prerequisite Skill:** Students should be able to identify long and short vowel sounds.

**Target skill:** Vowel Diphthongs: ou, oy, oi, ew, ow

This strategy can also be used to teach consonant and vowel digraphs (ch, sh, th; oo, au, aw, …).

**NV Core Standard:** RF.2.3b Know vowel teams are a combination of two, three, or four letters which represent a vowel sound.

**Literature:** The Clown in the Gown Drives the Car with the Star by Brian Cleary

**Strategy:** Phono-graphix

**Who says it’s important?**

“I do…”

1. Teacher will state the objective: I will learn that two teams of vowels make one new sound.
2. Teacher will scaffold on prior knowledge of vowel sounds and help students understand that letters are pictures of sounds.
3. Teacher will help students understand that written words are made up of sound pictures that represent the sounds in the words.
4. Teacher will model and scaffold segmenting and blending sounds in a spoken word.
For example: The nature of the code the pictures can be made of one b / t or more oa letters. So boat has three sounds, and three sound pictures b oa t.

“We do…”

1. Students will read the words aloud.
2. Students will pair-up and practice the vowel diphthong sound.
3. Partners will give one another feedback by repeating the word if said correctly.

blue goat read clue church flower

gown meat clown float fresh seat

“You do…”

Centers: students will practice their instructional level skill using the IWB by accessing smartexchange and/or lessons made by the teacher.
There once lived a lady who _________ very silly. She collected _______ _______ from birds that were _______ ugly. One day, the lady saw ________ birds sitting on a ______ in the middle of a pond. Who ever thought that she _________ get in a _______ and begin to row? When she finally made her way there, all of the birds flew away in _________. Needless to say she felt very _________.
There once lived a lady who seemed very silly. She collected blue feathers from birds that were really ugly. One day, the lady saw four birds sitting on a tree in the middle of a pond. Who ever thought that she would get in a boat and begin to row? When she finally made her way there, all of the birds flew away in fear. Needless to say she felt very gloom.
Topic Three

Inflection –ed
Strategy derived from *Harcourt Trophies Basal Series*

**Prerequisite Skill:** Blending

**Target Skill:** Inflectional ending -ed; past tense, 3 sounds, /ed/ adds a syllable.
Students will be able to identify the 3 sounds –ed makes /d/, /t/, or /id/.

**NV Core Standard:** RF.2.3c Apply knowledge of syllable types to aid in pronunciation of syllables.
RF.2.3d Blend words containing prefixes and suffixes.

**Strategy:** Think Aloud

**Who say it’s important?**

**Literature:** Where the Wild Things Are by Maurice Sendak

“**I do”…**

1) Teacher will state the kid friendly object: I am learning to identify the 3 sounds of –ed and the syllables to help say the word.
2) Teacher will list the words with –ed on IWB and save it as a word document.

Example words:

- opened
- finished
- jumped
- washed
- rented
- planted
- smiled
- looked
- kicked

3) Teacher will cover the –ed

4) Ask students, “does the base word end in /dl/ or /lt/ sound?

5) If yes, say the word with /edl/ sound.

6) If no, try the /dl/ or /lt/ sounds. Does this sound right, like a word I’ve heard before?”

7) Try the word in a sentence.

8) Does it change the number of syllable(s) in a word?

“We do…”

1. Students Will read the word aloud and verify with their partner the –ed sound it makes.

2. When we add –ed to a verb, it means it happened in the __________ (past).

3. Tell your partner what 3 sounds –ed can make.

4. Teacher will ask for volunteers to go the IWB and sort the words in the correct phonic sounds /dl/, /lt/, or /id/ by using the example words.
Example words:
packed        played        visited
walked        rented        floated

“You do…”

Centers: students will practice their instructional level skill using the IWB by accessing smartexchange and/or lessons made by the teacher. Remind students to use the strategy chart as a guide during independent practice.

Surf - Surfed

**Same format and strategy can be used to inflections –ed (y to i).**
Past Tense Assessment

All regular verbs end in –ed, but can have three different sounds. This section of the test will assess your listening skills and ability to identify the correct ending sound.

Listen to the verbs carefully as the teacher speaks. Complete each sentence with the correct form of the verb. Then mark the correct ending sound (d, t, id) on the chart.

1. When Mr. Thomas awoke from a good night’s sleep, he (walk) ___________ to the bathroom.

<table>
<thead>
<tr>
<th>d</th>
<th>t</th>
<th>id</th>
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</table>

2. He (look) __________ in the mirror.

3. Oh, my! He was (frighten) _____________ by what he saw.

4. His face was (cover) ____________ in purple and green spots.

5. Mr. Thomas quickly (call) ___________ the doctor.

6. The doctor said he (need) _______________ to come in to the office right away.

7. At the doctor’s office, both the nurse and the doctor (examine) __________ Mr. Thomas’ face.

8. They were both so (surprise) ______________. No one had ever had this kind of rash.

9. Mr. Thomas’ doctor (call) ____________ a skin specialist.

10. He said if Mr. Thomas (want) __________ to look normal, he would have to stop eating pickles and blueberries at the same time.
Past Tense Assessment

All regular verbs end in –ed, but can have three different sounds. This section of the test will assess your listening skills and ability to identify the correct ending sound.

Listen to the verbs carefully as the teacher speaks. Complete each sentence with the correct form of the verb. Then mark the correct ending sound (d, t, id) on the chart.

11. When Mr. Thomas awoke from a good night’s sleep, he (walk) walked to the bathroom.
12. He (look) looked in the mirror.
13. Oh, my! He was (frighten) frightened by what he saw.
14. His face was (cover) covered in purple and green spots.
15. Mr. Thomas quickly (call) called the doctor.
16. The doctor said he (need) needed to come in to the office right away.
17. At the doctor’s office, both the nurse and the doctor (examine) examined Mr. Thomas’ face.
18. They were both so (surprise) surprised. No one had ever had this kind of rash.
19. Mr. Thomas’ doctor (call) called a skin specialist.
20. He said if Mr. Thomas (want) wanted to look normal, he would have to stop eating pickles and blueberries at the same time.
Topic Four

Homophones
Prerequisite Skill: Students should be able to read basic sight words and or grade level text.

Target skill: Homophones (Reading comprehension and fluency)

NV Core Standard: RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c Use context to confirm or self-correct word recognition and understanding.

Literature: Homophone Hubbub by Kathryn Wheeler

Strategy: Readers Theater
This strategy allows readers of all levels to have a role in the lesson.

Who says it’s important?

great plains institute of reading and writing.
“I do…”

1. Teacher will state the kid friendly objective:
   a. I am learning that words can sound the same but have different meaning.
   b. I’m practicing reading fluently.
2. Teacher will define homophone: “homo” = same and “phone” = sound.
3. Teacher will display pictures and type homophones using the IWB (and save it as a word document).
4. Teacher will introduce title, genre, and provide each student with a copy of the script.
5. Teacher will read aloud a part with expression and pace to model one of the characters’ roles.

“We do…”

1. Class will read reader’s theater whole group.
2. Students will highlight their assigned roles.
3. Students will have opportunity to practice reading their part for fluency and prosody.
4. Students will understand and distinguish homophones and, therefore, improve reading comprehension.
“You do…”

1. Students will listen and read their part on cue.
2. Students will read their role with fluency and expression

Centers: students will practice their instructional level skill using the IWB by accessing smartexchange and/or lessons made by the teacher.

**Assessment for Homophone Hubbub is included in the copy of the script.**
More Suggested Homophone Practice Activities....

Draw a line to match the meaning to the correct word.

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<td>1.</td>
<td>Letters sent through the postal service.</td>
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<td>2.</td>
<td>A female deer.</td>
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<td>3.</td>
<td>An insect that works hard.</td>
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<td>4.</td>
<td>To fly high.</td>
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<td>5.</td>
<td>People use to walk on.</td>
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<tr>
<td>6.</td>
<td>A thick mixture used for baking.</td>
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<td>7.</td>
<td>A man or a boy.</td>
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<td>8.</td>
<td>The sister of ones mother or father.</td>
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<tr>
<td>9.</td>
<td>A painful place on the body.</td>
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<td>10.</td>
<td>A courageous act.</td>
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Draw a line to match the meaning to the correct word.

1. Letters sent through the postal service.  FEAT
2. A female deer.  AUNT
3. An insect that works hard.  FEET
4. To fly high.  SOAR
5. People use to walk on.  MAIL
6. A thick mixture used for baking.  MALE
7. A man or a boy.  DOE
8. The sister of one's mother or father.  ANT
9. A painful place on the body.  DOUGH
10. A courageous act.  SORE
Rubric for Readers Theater

<table>
<thead>
<tr>
<th>Skill</th>
<th>Encore (4pts)</th>
<th>Standing “O” (3pts)</th>
<th>You’re a Star (2pts)</th>
<th>Time to Rehearse (1pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show leadership and respect during rehearsal.</td>
<td></td>
<td></td>
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<tr>
<td>Read role with fluency.</td>
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<tr>
<td>Read role with tone and volume of voice.</td>
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<tr>
<td>Use body language, gesture, and facial expressions.</td>
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<tr>
<td>Listen to other character’s line and respond on cue.</td>
<td></td>
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<tr>
<td>Effectively move around the stage.</td>
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<tr>
<td>Does not disrupt others by giggling, making noise, and moving around.</td>
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<td></td>
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<tr>
<td>Displays and understanding of the character’s moods, actions, emotions, and points of view.</td>
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</tbody>
</table>
Essential Terms and Concepts

**Antonyms:** Are different words that are opposite or almost opposite in meaning.

**Beginning-Middle-End:** The focus in this strategy is to have students sound out the beginning-middle-end sounds of the letters by singing out the sounds of letters.

**Blending:** Is the process of forming a word by combining parts of words.

**Consonant Digraph:** Is two consonants that together stand for one sound - ch, sh, th,ck.

**Diphthong:** Is two different vowel blended together to make one vowel sound.

**Homophone:** A word that is pronounced the same as another word, but has a different meaning. They may be spelled the same (e.g.: rose the flower and rose the past tense of rise) or not (e.g.: week and weak). Homophones are a type of homonym.

**Inflection:** Is the modification of a word to express different grammatical categories such as tense.

**Interactive Whiteboard (IWB) or Smartboard:** The interactive whiteboard/SMART Board is a large interactive display that combines a whiteboard and a computer in one.

**On Deck:** When one student is using the IWB, the second one is ready to go next “on deck.” Students will use the “on deck” strategy by taking turns in ordinal numbers to expedite the procedural use of the IWB.

**Phoneme:** Is the smallest part of spoken language that makes a difference in the meaning of words.

**Phonemic Awareness:** Is the ability to hear, identify, and manipulate the individual sounds-phonemes-in spoken words.
**Phonics:** Is the understanding that there is a predictable relationship between (the sounds of *spoken* language) and graphemes (the letters and spellings that represent those sounds in *written* language.

**Phono-graphix:** A strategy that focuses on letters and letter combinations as pictures of sounds.

**Prosody:** Is the natural rhythms and tones of spoken language. For example, reading with emotion and expression.

**Reading fluency:** Involves the ability to read text smoothly and at a reasonable rate.

**Readers Theatre:** An effective strategy to motivate students to practice reading. It provides students with the opportunity to practice rate, expression, and accuracy. It involves the students at all reading level by allowing students to read and/or perform their scripted part.

**Segmenting:** It carries out one sound unit at a time or sound pictures may be one, two or three or more letters long.

**Strategy:** A plan of action for achieving a purpose (Harvey & Goudvis, 2007).

**Systematic phonics:** The instruction is any method following a carefully selected sequence of letter-sound relationships, organized into a logical order.

**Syllable:** The organizing units for oral representations of words. A syllable is a unit of sound containing a single vowel sound and any consonants that modify, or are modified by, the vowel. All words consist of at least one syllable. E.g.: news is a one syllable word, but newspaper has three (news/pa/per).

**Synonym:** Are two different words that have the same or almost the same meaning.

**Think Aloud:** A form of explicit modeling in which teachers give an oral description of the cognitive processes they go through as they read with their students, so that students can understand how a successful reader approaches a text.

**Vowel Digraph:** Is two letters together that stand for one vowel sounds. The vowel sound can be short or long. The vowel sound can be short or long, or have a special sound of its own- book, bread, yawn.
References


Annotated Bibliography


This was a theoretical article. The purpose of this article was to provide tips on how teachers can engage students by the use of the Interactive Whiteboard.

The interactive whiteboard or the Smartboard as known in different countries was developed as an interactive technological teaching tool. This article provided tips on a variety of activities ranging from classroom management to end of the day routines. It included activities in most subject matters such as: math, science, grammar, and technology. The provided ideas also integrated subject matters. For example, a reading lesson can be integrated to social studies by pulling up a map on google and tracing the character’s journey in the story. Another provided example was the use of the interactive whiteboard during centers. The Smartboard engaged the students and gave them the opportunity to practice a skill.

This article would be beneficial for primary teachers. It provides easy to implement tips for teachers and activities for students using the Smartboard.


This was a theoretical article. The purpose was to report the results of Project PRIDE (Preventing and Remediation Reading Problems through Early Identification and Direct Teaching of Early Literacy Skills).

Project PRIDE was four-year project funded by the federal government. It used data-based decision making and ongoing professional development to design this
program. Project PRIDE integrated the following four lines of research to prevent reading failure. (a) Instruction in phonological awareness facilitates reading acquisition. (b) Instruction in phonemic awareness. (b) Reading fluency is critical. (d) The ease of acquiring reading skills. The major features of PRIDE were: (a) systematic, explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary, and comprehension (b) multi-tiered model. In Tier 1, instruction started whole group with Harcourt. Tier 2 provided small group instruction essential to students’ needs. Tier 3 was an intensive reading program for students who had failed to make substantial progress. Placements for students were determined by data collection. Ongoing Professional Development was necessary to give teachers the tools needed to implement the program.

This article is beneficial for primary teachers because it relates to required data collection in the classroom.


This was a theoretical article. The purpose was to provide teachers with activities, exercises, and evaluations to improve reading skills.

The authors listed several factors to help young children become successful readers. Children need to be influenced and exposed to literature from an early age. When an element such as being read to as a child is absent, it is then that children may struggle with reading. The article provided four effective activities to tutor struggling readers. The first activity was to say aloud the name of the letter and its phoneme to practicing letter-sound identification. The second exercise was to blend sounds by
playing games such as “s-t-r-e-t-c-h out” the word for phonemic awareness. The third activity was to sound out consonant letters with short vowel sounds. This helped children practice Word Reading. The fourth activity was to practice “sight word” along with other words to Sentence Reading. After each exercise, children were timed to gauge progress in fluency.

Primary teachers will find this article useful because it gives specific examples of how to help children practice to master phonetic and reading skills.


This was an empirical article. The purpose of this study was to compare three vital skills in early literacy.

The three skills necessary for early literacy were letter-sound recognition, letter-sound recall, and letter reproduction. 83 children from the ages of four years 11 months to six years four months were asked to recognize, recall, and reproduce 32 letter sounds. The children’s results indicated that each of these tasks required the cognitive processes involved in early literacy development. The fundamental skill for reading was letter recognition. It was a challenge for children to master this skill because the letters seemed too abstract. A letter-sound recall illustrated an emerging understanding of the alphabet. This task made a greater demand on the children because it required higher levels of cognitive and speech abilities. Letter reproduction differed from both of the previous tasks because it required the interaction of knowledge and printed response. The results indicated that children overall performed better in letter-sound recognition than in recall, or reproduction.
This article would be beneficial for primary teachers because it provides research according to age appropriate developmental abilities in literacy.


This was an empirical article. The purpose of this study was to evaluate reading readiness and its relationship between various aspects in reading growth.

This study took place in Boston. There were 91 teachers and 2,300 children who participated in the study. There were twelve control group classrooms paired against the twelve experimental group classrooms. Both groups used the basal reading program (Scott Foresman), whereas, the experimental group had early emphasis on letter names and sounds instruction. The ability test was given to first grade students in September. Based on their test results, students were homogenously grouped in above, on, and below reading levels. The study showed that reading growth is achieved through scaffolding: knowledge of letters, ability to identify sound to letter, and application of phonics.

This article would be beneficial for primary teachers. Teachers can use the provided diagnostic tests to evaluate student readiness and implement age appropriate lessons.


This was an empirical article. The purpose of this article was to identify the foundational knowledge and skills needed for reading fluency.

This study used first, second, and third graders over a course of nine months to study the relationship between word recognition and reading fluency. Researchers used
spelling-sound relationship, running records, and trained educators to administer the test. Each child was tested twice. The participants were first tested in February and once again in November. The tests consisted of pseudo-words to check for letter-sound to word recognition. The Running records used the identical books for both tests. A four cross-lagged analysis was used to interpret the results. The results demonstrated consistent growth in word-recognition development over the nine-month period. It also suggested that phonics knowledge has a causal relationship with reading fluency. Skilled readers read with automaticity versus unskilled readers.

Primary and intermediate teachers would find this article beneficial, as it relates specifically to reading fluency.


This was a theoretical article. The focus of this article was on beginning reading instruction in primary-grade classrooms.

The key components for reading instruction were: phonemic awareness and decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. A core reading program or “basal reading program” provided guided small group instruction based on the students’ needs to improve reading skills. A core reading program was based on its demographics and how it was implemented in that specific school. At the teacher’s level, classroom management, scaffolding and differentiated instruction, encouragement, cross-cultural connections, and balanced teachings of skills were the key characteristics for an effective
reading instruction. A combination of a core reading program and teacher’s experience became the ingredients needed to have met the students’ needs as a beginning reader.

This article is beneficial for primary teachers because it supports small group differentiated instruction as a core reading program.


This was a theoretical article. The purpose was to teach beginning readers how to read by reviewing systematic phonic rules and its use.

The article reviewed and studied phonic clusters or cell patterns and generalizations in combining vowel and consonant rules and blends. The National Reading Panel supported the systematic letter-sound relationships based on their own research. The article described the five phonic generalizations as followed: (a) Single vowels, short vowel sounds: a e i o u y. (b) Final single vowel-consonant-e, patterns have a long vowel sound and a silent ending e: Final single vowel-consonant-e (-VCe) patterns usually have a long first vowel and a silent final e, (c) Vowel digraphs usually have one or one of two sounds, (d) single consonants usually have one or one of two sounds, (e) consonants di/trigraphs usually have one or one of two sounds.

Primary reading teachers would find this article beneficial, as it relates to generalizing phonic rules. The five generalizations form a good starting point to teach beginning readers how to learn letter-sound relationship.

This was an empirical article. The purpose of this study was to explore the impact of the Linguistic Phonic Approach (LPA) on young children’s reading.

The study took place in Northern Ireland with Year Two and Three students. Students were tested on strengths and weaknesses in phonic skills. The rationale of the LPA was to let children see the relationship between the spoken language which they already had versus the “look and say” approach. Children were provided with opportunities to build their knowledge of the code in learning how the 44 main sounds in English were represented. There were six stages that the children learned in the context of reading and writing. In each stage the children built on prior knowledge to move on the next phonetic skill. The data indicated that the LPA approach did have a positive impact on the children’s performance in reading and writing.

This article would be beneficial for primary teachers. It provides key principles in the program for reading and writing in the English language.


This was an empirical article. The purpose of this study was to explore the teacher’s focus of using technology to teach the curriculum versus traditional methods.

The data came from six primary and secondary schools over a span of one year. The technology tool used in this study was the interactive whiteboard. The participant schools were provided with curriculum consultants who worked with the teachers over the duration of the study. Teachers also collaborated with other teachers in different schools and participated in three two-day workshops. Initially teachers were hesitant and intimidated to incorporate the use of digital technologies in the classroom due to their
own biases and lack of knowledge. Towards the end of the study, it was evident that primary teachers used the interactive whiteboard more often in whole-class or small-group instruction rather than for individual use, such as, to help generate new knowledge, concepts or skills. The students however, liked using the interactive whiteboard as a learning tool and they were able to use it without the help of their teachers. At the end of the study, teachers claimed to be more proficient in using the interactive whiteboard. They reported more interaction and higher level learning among the students.

This article would be beneficial for primary, secondary teachers, and administrators. The interactive whiteboard supports the use of digital technology as pedagogy.


This was an empirical article. The purpose was to compare methods to improve the decoding and reading fluency of struggling readers.

The participants in the study were struggling second grade readers from seven schools in three school districts in Washington and Florida. The study was conducted in small-group instruction in phonemic awareness, letter-sound correspondences, and word families. The tutors for the reading intervention groups were either experienced teachers or had bachelor's degrees and experience with children. The students met three times a week for 10-20min to increase Accuracy and Automaticity Conditions. The intervention consisted of phonemic awareness warm-up activities, timed reading drills, and word family practices. In all intervention, tutors provided timely corrective feedback to help
reinforce and meet the goals set forth for the participants. Students in both practice
groups improved in overall levels of performance during the repeated reading
intervention. Automaticity is also a skill that tends to increase over time.

Primary grade teachers will find this article useful because it provides specific interventions to help students improve reading fluency.


This was a theoretical article. The purpose was to provide activities to teach letter sounds, blend letters, decode words, and spell phonetically.

The article provided five activities on how to teach students phonemic awareness. The first activity was “Beginning-Middle-End.” The focus was to have students sound out the beginning-middle-end sounds of the letters by singing out the sounds of letters. The second activity was “Say-It-and-Move-It.” The focus in this activity was to correspond its phonemic sound by saying the letter and moving the correct tile to form the word. The third activity was “Scaffolded Spelling.” In this activity, students were engaged in stretching out the word as they spelled it like a “bubble gum.” The fourth activity was “Word Mapping.” The main focus in this activity was to map out sight words by blends of segments. The fifth activity was “Word Wall Boxes.” This activity provided a daily review of sight words as the children built their phonemic awareness.

Primary teachers would find this article beneficial. It provides specific step-by-step directions and examples how to teach the activities.

This was a theoretical article. The purpose of this article was to provide systematic phonemic awareness for instruction.

For students who had difficulty to differentiating sounds in words, sound boxes gave them the kinesthetic scaffolding tools to become proficient at manipulating the phonemes in words. Sound boxes, also known as Elkonin boxes taught students how to hear the phonemes in words in sequence. Sound boxes were made on construction paper by dividing the paper in equal parts for the segments in a word. A picture of the word was also provided. This allowed students to see the picture as they pushed the markers into the boxes as the word was segmented or stretched. Teaching how to hear the sounds in words was crucial for students’ learning. The following four steps provided a gradual process for instructions in phonemic awareness; (a) model how to stretch the word out into its phonemes, (b) a mirror was used to show the correct mouth positioning for a word and showed how the boxes were used in the process, (c) verbalize each phoneme slowly and smoothly as you push in a marker in the right box, (d) teach students how to use the sound boxes to notice and segment phonemes. Allow students to work independently to show word’s phonemes.

This article would be beneficial for primary teachers to provide systematic phonemic awareness during instruction using the sound box strategy.


This was an empirical article. The purpose of this article was to implement and evaluate a teacher’s modeling strategy to increase reading especially during sustained silent reading (SSR).
An effective and direct method for influencing the behavior of children was demonstrating or modeling the desired behavior. The teacher’s job among many other complex roles in the classroom was to model this desired behavior. Before the reading block, the teacher encouraged students to read chapter books and use the restroom. During the first part of this experiment, the teacher conducted odd jobs such as grading while the students read. Students’ responses reflected the teacher’s modeling. They were not on task and did not engage in reading. During the second part of the experiment, the teacher modeled the desired behavior. She read while the students read. The results demonstrated a strong correlation between a teacher-modeled behavior and the expected behavior. Students were on-task and read for the 20 minute block.

This article is important for primary grade teachers because it validates the importance of modeling as a strategy.


This was a theoretical article. The purpose of this article was to provide phonic assessments for primary students and strategies to help improve these skills.

The assessment was called The Tile Test. It was designed to examine students’ understanding of letters, sounds, words, and sentences in a timely manner. The entire test took about 10-15 minutes only assessing the fundamental concepts such as decoding, spelling, metalinguistic questions, and sight words. The test had four features: a) efficiency, b) flexibility, c) clinical opportunities, and d) feedback. Once the teacher had administered the test and tallied the results, she could then use the provided strategies to improve students’ phonic skills. Strategies included problem-solving, decoding new or
unfamiliar words, and spelling. The strategies were also adaptable in the classroom for whole group instruction or applying it to the curriculum.

This article would be beneficial for primary teachers. It can help teachers assess and use the provided strategies to improve phonic skills.


This was a theoretical article. The purpose of this article was to provide strategies for engaging children through play to learn sounds and words.

The following 12 word games were an easy way to introduce sounds and words for children. They were: Talking Like Turtles, Presto Chango, Word Ladders, Which One Doesn’t Belong?, Riddles, Clapping Words, Games With Words, Word Sketches, Word Theater, 20 Questions, Concentration, Go Fish, Word-Part Rummy, and Word War. Games with sounds focus on phonemic awareness and decoding. While engaging children in these games, the atmosphere should always be light and fun. Provide children help whenever needed, so that they will not feel frustrated or overwhelmed. Through these games, children were able to focus on skills, for example: word families, moved from one word to another, figured out words that matched a clue, syllables, sight words, new vocabulary, and synonyms.

This article would be beneficial for primary teachers. They can implement these games in centers to allow students the opportunity to engage in phonemic skills through play.

This was an empirical article. The purpose of this article was to increase the role of the laptops in the daily use of teachers for learning and teaching practices.

This was a four year longitudinal study in New Zealand. Three schools participated in the case-study ranging from different socio-economic groupings. The data was predominantly based on the last year of the study. It largely evaluated observations, interviews, and some student work. The study cited that at the teacher’s level, beliefs and readiness played a crucial role in the implementation of technology in the classroom. Overtime, as teachers became more competent, the use of technology became more apparent in the classroom. The findings of this study indicated that as the laptop became the focal point, teachers used it for planning, preparation, and delivering lessons in the classroom. Students used it as an additional source for learning experiences and experiencing the world outside. Because each school had a strong learning culture, they were able to use the laptop as a hub to increase teaching – learning practices.

This article would be beneficial for primary teachers because it supports the importance of technology and its vital use in the classroom.


This theoretical article provided a strategy for teaching struggling readers who are unable to decode polysyllabic words in a text.

The article provided a strategy called “Integrated Processing.” The author provided step-by-step procedures on how to teach this strategy and help implement it in the classroom. When students got to an unknown word in the text, they were to underline the word. Once the word was underlined, the students were to use the syllable brakes in
the word to try to read the word aloud. The strategy allowed time for the students to read
the segments of the word aloud. Positive reinforcement was provided but, not
immediately. This strategy was aimed to be used in whole group or small group setting.
The article suggested the use of technological tools such as the overhead or the ELMO to
teach the strategy. The objective was to have students read aloud at grade level. In order
to achieve this objective, the main focus was to use grade level expository or science
books to read polysyllabic words. Once students become efficient in the use of this
strategy, the author recommended reading to teach students how to decode, use context
clues and learn to read polysyllabic words in text for fluency and comprehension.
This article is beneficial for primary and secondary teachers who have struggling readers.

With this strategy, teachers can help struggling students with polysyllabic words.

fluency getting to know each other. The Reading Teacher, 62(3), 257-260.

This was a theoretical article. The purpose of this article was to provide a key
ingredient in teaching reading fluency.

Phonics and fluency are key goals of the elementary curriculum. The key ingredient
to increase reading fluency was with rhyming poetry. Word families are used to teach
primary students how to read. The article suggested that phonics and fluency can be
thought simultaneously rather than individual domains by using the following three step
instruction. First, identify the word family. Have students brainstorm, record the
outcome, and talk about the words. Second, use the words from the word family, isolate
them, and find rhyming words to help the students write a rhyming poem. Third, have
students sort and classify words to show word mastery by extending the lesson. Practice in whole and small groups, choral reading, and model tone and voice. Give students opportunity to read poems aloud after practicing them for several days for fluency and automaticity.

This article would be beneficial for primary teachers. It provides a simple three-step sequential instruction to teach phonics and fluency.


This was an empirical article. The purpose of this study was to increase phonological awareness by providing hands-on and kinesthetic activities.

This study took place in Idaho. There were thirty-four students in grades first through third who were failing in reading. The study had two experimental before-school programs and the control pullout program that took place in the same school. The before-school programs met Tues.-Thurs. for 45 minutes. First was the Verbal/Kinesthetic Group which included activities such as: songs, phonics card games, word games, and writing. Students rotated through four centers to practice phonetic skills. Second was the Tactile/Object Box Group which included hands on activities. Students manipulated boxes filled with objects, toys, and printed word cards for sorting. The Control Pullout Group met thirteen to fifteen minutes a day in a resource room. Students were taught using the basal series, sounding out words in context and applying phonetic rules. The results indicated an average 18% gain for the before-school programs versus an 8.2% gain for the control group.
This article would be beneficial for primary teachers. The activities in this article can be duplicated to teach phonological awareness.


This was an empirical quantitative study. The purpose was to study and see if early phonic-oriented intervention with classroom assistants (CAs) was effective for children in reading fluency.

The study was carried out in three phases. In the pre-test phase, 498 children from nine schools were screened for five phonological awareness. Children were tested for Sounds work, Rime, Mixed rime-and-phoneme, word-sentence-text-level class teaching tasks, word reading, spelling, and letter-sound knowledge. In the Intervention phase, 104 students of the 498 were selected with the poorest reading skills. A controlled group was given *pseudoword reading* to teach vowel sounds and to prevent memorization. Children were also given phonological awareness tasks with the help of CAs over a nine-week period. All controlled group children (with the *pseudoword reading*) in the immediate post-test phase, showed seventy-eight percent increase in their reading skills. As a result, the intervention had been successful in developing a skill to decode Consonant Vowel Consonant patterns in early readers.

This article is useful for primary teachers because it indicates that with early phonic-oriented intervention with CAs, children will have a head start to becoming successful readers.

This was an empirical article. The purpose of this article was to improve classroom reading comprehension.

The most important thing about reading was comprehension. Teachers struggled with teaching proper reading comprehension strategies because of its complexity and required time and implication of the skill. The author set forth and designed a new framework called START (Students and Teachers Actively Reading Text). This framework improved comprehension through modeling and scaffolding. Often times, teachers focused more on struggling students and neglected average and advanced readers. This framework was attempted to aim to enhance comprehension for different levels. The author stressed the importance of including these strategies during reading rather than in a separate lesson. Direct instruction in comprehension strategies included teacher modeling and explained when and how to use them, provided guided practice, and opportunities for independent reading. The following are the eight comprehension strategies: predicting/inferring, visualizing, making connections, questioning, determining main idea, summarizing, and making judgments. A chart in the classroom was provided to encourage students to use as a source when using one of these strategies.

This article is beneficial for primary teachers because it provided reading comprehension strategies for different level readers.


Retrieved from [www.bpsjournals.co.uk](http://www.bpsjournals.co.uk)
This was an empirical article. The purpose was to implement phonological awareness and phonics training within whole-class and see the impact of children who were at risk of developing reading difficulties.

The research was conducted in Britain over a three-year period. Children were accepted in the study at the age of eight months and four years from low socio-economic communities. The participants were administered a pretest and then a posttest at the end of the longitudinal study. The intervention consisted of a single, whole class, session covering the teaching of phonological awareness, phonics, sight vocabulary, and reading to and with children. Each whole class lesson lasted 12 minutes three times a day. Since all the teaching was done whole-class, teachers divided the classes into higher, middle, and lower achieving groups. Starting with the higher achieving group, teachers timed the students for 12 minutes to practice phonetic segments and worked their way down. The results from this study suggested that delivering short, frequent whole-class sessions that include focused phonological and phonics training can have a significant impact on the reading development of children.

This article is useful for elementary school teachers because it provides whole-class strategies to teach phonics.


This was an empirical article. The purpose of this article was to evaluate the effectiveness of the phono-graphix reading program with a group of struggling readers.

The research for this study was conducted in Scotland over a 6 month period with four struggling second grade students. The Phono-Graphix program recognized that
letters did not make sounds, but represented them. Its basic premise was that the English written code is a sound code. Children should learn the correspondence between the sounds they make and the pictures that represent them. The three skills needed to operate on the code were blending, segmenting, and phoneme manipulation. Blending- all words are blended. There is no special category called “blends.” Segmenting- this is carried out one sound unit at a time. Sound units or sound pictures may be one, two or three or more letters long. The nature of the code the pictures can be made of one b / t or more oa letters. So boat has three sounds, and three sound pictures b o a t. Phoneme manipulation- there is overlap in the code where one sound picture can represent more than one sound. The results indicated overall improvement in reading and spelling for all four kids.

This article would be beneficial for primary, ELL, and Resource teachers. It provides an effective program to help improve reading skills for struggling students.


This was a theoretical article. This report reflected on the impact of Interactive Whiteboard (IWB) use on the teaching and learning of literacy.

IWBs were a recent addition to the classroom. Did this new pedagogy increase student learning interaction? The relationship between the use of IWBs and interactive teaching was an interesting one. One argument supported the IWBs for its interaction with students due to its novelty. The other argued that the IWB was an advanced technology board that allowed teachers and students to interact with it. The article also stated that teachers were not properly trained to use the IWB in their classrooms.
Therefore, it became a technical problem. Teachers can maximize the use of the IWBs by collaborating with colleagues and investing the time to be more affective. Only then the IWBs may increase student interaction in literacy.

This article would be beneficial for primary teachers because the use of the interactive whiteboard in being implemented and utilized in majority of the classrooms today.


This was an empirical article. The purpose of this article was to study gender differences in primary whole group classrooms using the interactive whiteboard (IWBs) and its long-term and short-term effects.

This study was conducted with Year five and Year six students in the United Kingdom for a duration of two years. The study consisted of 18 female and 12 male teachers with a total of 114 lessons observed. The observations were live versus video or audio taped. Most teachers were observed four times, once using the IWBs and once without. The focus point was the teacher in the observation. The data was collected by student participation and not necessarily on the accuracy of their response. The findings of this study indicated that boys were more actively involved in the lesson than the girls due to the inclusion of the interactive whiteboard. The study also indicated that teachers’ redirection, focus, praise, and closed questions were more aimed towards the boys than the girls.
This article would be beneficial for primary teachers. Teachers can become more aware of the dynamics in their classroom.


This was a theoretical article. The purpose of this article was to examine the relationship between teachers’ beliefs about teaching and uses of technology.

Today, technology is used widespread, especially computers. Teachers may use technology anywhere from lesson planning, communicating with parents, or record keeping. Teachers have not quite completely implemented technology in higher order thinking lessons based on the article. Many internal and external factors played a part on the teacher’s bias using technology. They compared two teachers’ beliefs about teaching: transmissionist and constructivist. A transmissionist model of learning was when students took on information and delivered the product. A constructivist model of learning was more of an interactive and reflective experience.

This article would be beneficial for primary teachers who use technology in the classroom. It provides a look at teachers’ bias and the implementation of technology.


This was a theoretical article. The purpose of this article was to demonstrate that differentiated instruction in a variety of ways is beneficial for students.

Differentiating instruction was meant for teachers to create different levels of learning opportunities for students. Teachers knew that there was a need to pay attention
to students’ different literacy needs; however, they did not know how to execute these challenging requirements in a dynamic classroom. The authors in this article provided examples as to how to carry out these needs. At the heart of differentiated instruction was to providing the student with choices to better match their learning needs. This “how-to-differentiate” gap was outlined in the following steps: model, guide, coach, scaffold, and fade strategies and prompts, to accelerate independence. In a small group setting, the teachers had additional time for instruction especially with struggling students. With adult guidance, students acquired concepts about the conventions of print, phonemic awareness and speaking skills while talking about a story.

This article is beneficial for primary teachers because it stresses the importance and provides an outline on how to successfully implement differentiated instruction in a dynamic classroom.


This was an empirical article. The purpose was to provide supplemental phonics-based reading instruction to improve reading accuracy, fluency, and spelling.

The participants for this study were a total of 46 children in grades 2 and 3 with low reading skills. The study had two intervention groups using paraeducators. Protocol provided individual instruction for 30 min per day, four days per week. The first group started from October - March and averaged 21.5 hours of intervention. The second group started from March -May and averaged 17.5 hours of intervention. Paraeducators used the following scaffolding instruction as their intervention: a) Letter-sound
correspondences.  b) Decoding. Paraeducators modeled blending and decoding strategies.  c) Sight word reading. Students were asked to read orally from their passage.  

d) Spelling, involved dictation of decodable and sight words.  e) Additional phonics generalizations featured high-frequency words, spelling-sound relationship, silent e, and blends. The results for the first group showed significant growth in fluency and accuracy. The second group, showed significant growth in spelling, but not in reading fluency. 

This article is beneficial for second and third grade teachers. This study provides scaffolding instruction to improve reading fluency.


This was an empirical article. The purpose of this article was to collect information regarding the interactive whiteboard (IWB) based on the student’s perspective.

This study was conducted in 12 schools throughout England. A template was designed to encourage feedback from students using a bubble dialogue. A bubble dialogue was a graphic used to allow students to express their thoughts and stimulate conversation regarding the IWB by filling in the bubbles. The templates were used with groups of four to six students, much like a focus group. A Venn Diagram was later used to compare and contrast the outcome of the response. Results indicated that there were more positive feedback than negative regarding students’ thinking and learning process with the use of the IWB. Students expressed that certain software had them focused,
engaged, and increased motivation in learning. Frustration and technical difficulty were a few of the negative feedbacks from students.

This article would be beneficial for primary teachers because it provides feedback from the students about their learning process.


This was a theoretical article. The purpose of this article was to provide suggestions for literature to support phonemic awareness.

According to the National Reading Panel (2000), phonemic awareness was defined as “the ability to notice, think about, and work with the individual sounds in spoken words.” (p. 169). In order for children to acquire phonemic awareness, they needed exposure to words at an early age. Phonemic awareness activities should be kept fun and playful according to Yopp (1995). Wordless books were one source which helped children develop basic reading blocks before they were taught to read. These books kindled creativity and introduced children to basic story structure and exposed the relationship between images and words. Typically developing children would next benefit from rhymes and wordplay books. These books would help children focus on words and their manipulation. Poetry was the next genre in scaffolding phonetic awareness. Children recited rhymes, produced rhyming words, clapped sounds and syllables to strengthen phonemic awareness.

This article would be beneficial for primary teachers because it outlined and provided excellent selections of books supporting phonemic awareness.