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My Words— Pre K–K

This sample includes the following:

Management Guide Cover (1 page)

Table of Contents (1 page)

Program Overview (1 page)

How to Use This Program (2 pages)

Assessment (2 pages)

Lesson Plan (4 pages)

Reader (7 pages)

To Create a World ⁱⁿ which
Children **love** to Learn!

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Grades
Pre K-K



High-Frequency Word Readers

Management Guide



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Components

Each kit includes the following materials for teachers and children:

My Words Book Pairs

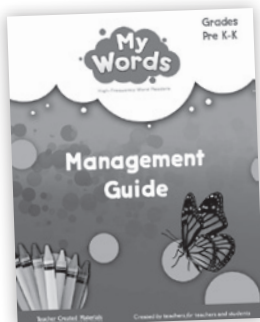


Each pair of full-color books includes two to three high-frequency words in predictable phrases or sentences.

High-Frequency Words	Title	Guided Reading Level	Lexile Level	Title	Guided Reading Level	Lexile Level
a, for, you	<i>A Gift for You</i>	LB (labels)	NP	<i>In Your Backpack</i>	LB	NP
at, the, to	<i>Around School</i>	LB	NP	<i>Around Town</i>	LB	NP
a, be, with	<i>Be Happy</i>	A	10L	<i>Be Kind</i>	B	BR20L
a, as	<i>Beautiful Brown</i>	LB	NP	<i>Colorful</i>	LB	NP
is, it, was	<i>Before and After</i>	A	BR50L	<i>Earth Changes</i>	A	BR70L
are, in, they	<i>Messy Dogs</i>	A	BR60L	<i>In</i>	A	BR70L
he, his	<i>Draw It</i>	A	BR50L	<i>Play Ball!</i>	A	BR50L
and, of	<i>Hold It</i>	LB	NP	<i>Tools for the Job</i>	LB	NP
have, I	<i>I Have Lunch</i>	A	BR40L	<i>I Have Music</i>	A	20L
a, in, on	<i>In a Box</i>	LB	NP	<i>On the Road</i>	LB	NP
that, this, is	<i>Kid-Sized</i>	A	BR60L	<i>This and That</i>	A	BR30L
from, is, the	<i>My Birthday Party</i>	B	40L	<i>My Fort</i>	B	70L

Management Guide

Easy-to-use teacher resource that supports best practices for early literacy instruction.



Digital Resources

Digital resources are accessed through the Teacher Created Materials website (see page 42). Digital resources include the following (a full list can be found on pages 42–44 of this book):

- Read-Along eBooks
- PDFs of books for whiteboard or tablet use
- take-home copies of each book
- printable activities, templates, and bookmarks

Lesson Overview

Teacher Pages

The teacher pages in the lesson plan are organized in a consistent format with instructional components that follow the same sequence for each lesson.

Objectives and words are highlighted on the first page.

Before Reading

- Children are introduced to the high-frequency words in isolation.
- Children are introduced to the book, its features, and the topic.
- Children review the behaviors of good readers.

During Reading

- The teacher provides a model, and children count the words.
- The teacher provides a model, and children read the words.

After Reading

- Children discuss the topic of the book and make connections to the text.
- Children review the words in isolation.

Revisit the Book

Workstation options include creating a book modeled after the *My Words* book, completing a practice page, and reading with a friend.

Activity Pages

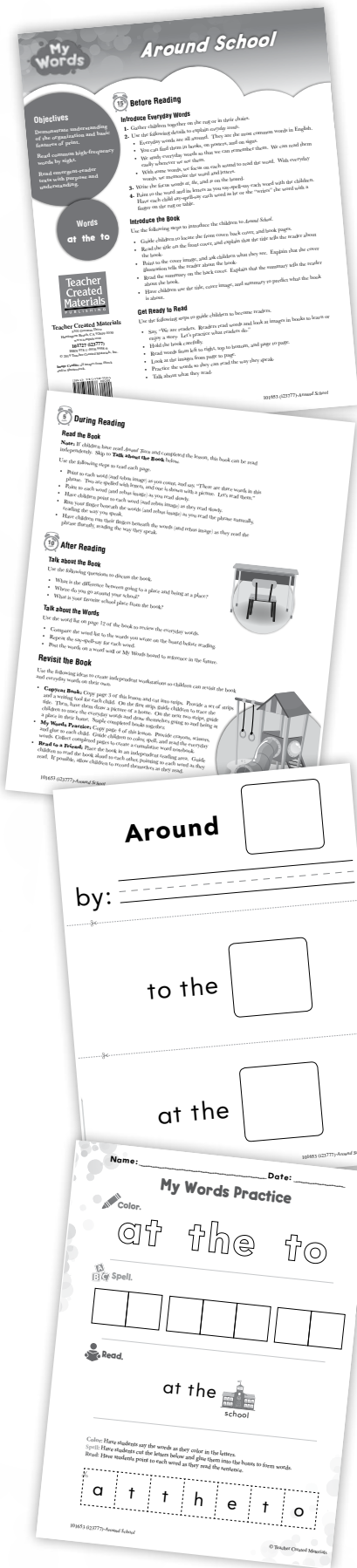
The activity pages in the lesson plan are organized in a consistent format, presenting activities appropriate for workstations or centers.

Copycat Book Activity Page

The **Copycat Book** activity guides children to use the *My Words* book as a mentor text as they create their own books. Throughout the year, pages from these books can be compiled to create class books for the classroom library.

My Words Practice Pages

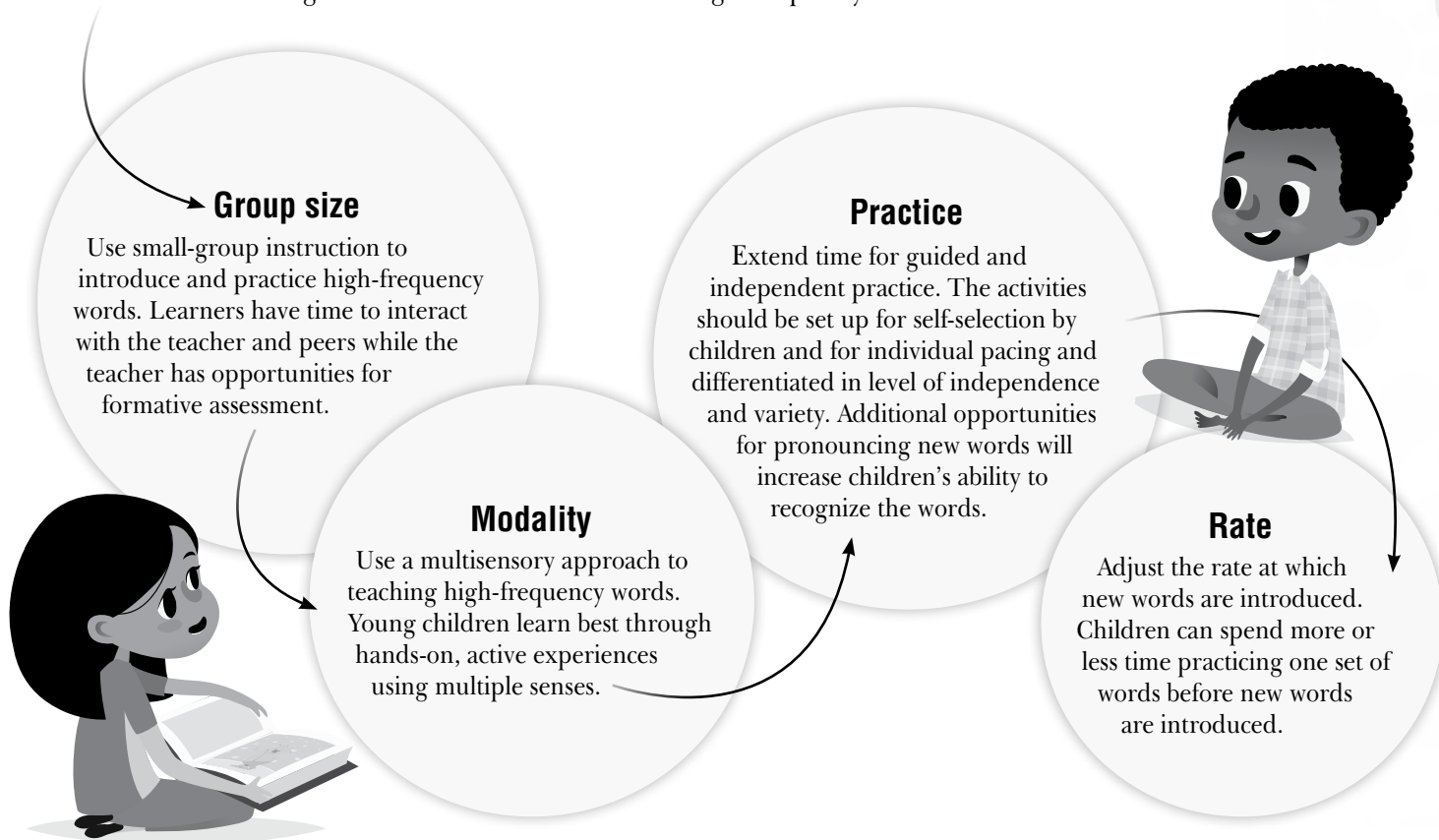
Each *My Words* book pair has complementary **My Words Practice Pages**. The activity for one book in each pair prompts children to color, spell, and read the words. The activity for the other book in each pair prompts children to color, find, and write the words.



Differentiation

Because children develop at varying rates and reading is a complex cognitive and physical process that requires attention to multiple tasks at once, no single approach to instruction will work for every child. Differentiation involves making adjustments in group size, modality, practice, rate, or learning environment to meet the needs of each learner.

Consider the following for successful differentiation of high-frequency word instruction for **all** learners:



Cultural Responsiveness

Whether teaching in a very diverse school setting or with a homogenous population, cultural responsiveness is important, especially as it applies to increasing academic literacy for all students (Hollie 2018).

Culturally responsive teachers **validate** and **affirm (VA)** cultural and linguistic behaviors of all children. They also **build** and **bridge (BB)** children's behaviors to successfully meet expectations of mainstream school culture (Hollie 2018). Effective teachers use a variety of methods to increase the probability of reaching all children no matter their race, gender, age, economic level, religion, orientation, or ethnic identity (Delpit 1995; Hammond 2015).

Keep the following questions in mind when planning instruction:

- Is the activity validating and affirming cultural behaviors of the children? If so, which behaviors in particular?
- Is the activity building and bridging children's cultural behaviors to school cultural behaviors? If so, which behaviors in particular?
- Is there a balance of activities throughout the lesson that both validate and affirm (VA) as well as build and bridge (BB)?

Best Practices for Assessing Early Readers

Overview

Assessment is the process of collecting information about a child's learning and development. Authentic assessment is used to inform instruction, determine individual learner goals, and guide instructional planning. The assessment process also serves to identify any special needs of learners and is used to report these conclusions to other adults (Strickland and Riley-Ayers 2006).

Assessment is categorized as formative or summative. Formative assessment is implemented throughout the learning process, while summative assessment occurs at the end of an instructional lesson or unit. Formative assessment is used for monitoring progress, adjusting instruction, and providing immediate feedback to teachers and learners through multiple, repeated events (IRA 2013).

Summative assessment documents performance after formative assessment has been used to monitor progress. Summative assessment is most often formal in nature and usually a curriculum-focused or teacher-created test (Hanover Research 2014).

Early Readers

Assessment of early readers should be an active, dynamic process that changes to meet the learners' needs and capitalizes on their interests. This is in contrast to a one-dimensional, paper-and-pencil approach. Young learners perform at higher levels when the tasks are at appropriate developmental levels, represent active learning, and fit the context of the instruction and classroom environment.

Multiple Methods

Using multiple sources of data for individual learners will yield more accurate reflections of the learners' progress and potential development (NCTE position statement 2013). Valid use of the data is an important element of assessment. Work samples from the entire class can be examined to determine goals for instruction and to determine small groups based on progress and performance level. Work samples of individual learners can be used to determine patterns of growth and should be consulted periodically (NCTE 2013).

To assess comprehension of a text, multiple methods should be used to create a full picture of students' understanding. Using oral retellings of familiar texts provides opportunities to assess understanding of main ideas and sequences (Hanover Research 2014).

Mastery of High-Frequency Words

Methods

To assess early readers' mastery of high-frequency words, data should be collected from a variety of sources and methods:

1. Isolated Word Tests

Flash cards or student-friendly word lists can be used to prompt students to read the high-frequency words in isolation. Teachers record the rate of accuracy until mastery is achieved. These instruments are commonly created with the curriculum goals in mind and are effective ways to collect data on multiple skills at once.

2. Running Records

This style of assessment can be documented during read-alouds to determine sight word mastery.

3. Observations

The teacher takes notes throughout the day to gain perspective on a learner's progress. A balance of spontaneous and intentional observations is optimal. Students should be observed in individual practice in learning centers, small groups, and whole groups to achieve an accurate account of development. Children perform at a higher level when the task is reflective of their interests rather than contrived for assessment purposes only. Notes can be written on index cards, labels, sticky notes, or teacher-created observation forms.

4. Portfolios

Organized work samples are meant to reflect a balanced, accurate picture of progress. This approach allows the learner to be involved by choosing the best examples of their work to be represented in the portfolio. Work samples should be added systematically and can include writing samples, audio/video of reading, and photographs of projects.

Best Practices for Assessing Early Readers *(cont.)*

Determine Baseline

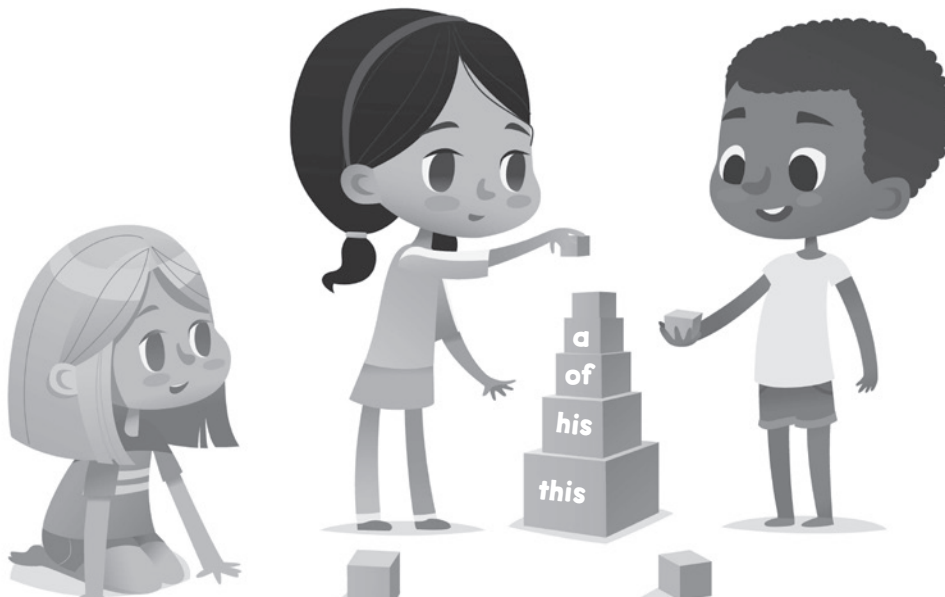
Assessment in early childhood classrooms considers the child's developmental level in all learning domains and moves forward from that point. To assess mastery of high-frequency words, first determine a baseline of knowledge by checking for understanding of the alphabetic principle, concepts of print, and whether any high-frequency words have been mastered. Determining the baseline serves as a beginning point of instruction.

Theory into Practice

The recording tools on pages 26–27 ([studentrecord.pdf](#); [classrecord.pdf](#)) can be used to document children's baseline mastery of 25 high-frequency words and to record increasing mastery during formal checkpoints throughout the year.

Progress Monitoring

Although checklists, informal observations, and work samples can be used for formative assessment on a daily or weekly basis, formal or diagnostic assessments should be conducted only periodically—usually once a semester or at the beginning, middle, and end of the school year. These formal assessments can be used to determine if a child is thriving under the current curriculum or if changes are necessary to meet the child's needs.





Before Reading

Objectives

Demonstrate understanding of the organization and basic features of print.

Read common high-frequency words by sight.

Read emergent-reader texts with purpose and understanding.

Words
are in
they

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Introduce Everyday Words

1. Gather children together on the rug or in their chairs.
2. Use the following details to explain *everyday words*.
 - Everyday words are all around. They are the most common words in English.
 - You can find them in books, on posters, and on signs.
 - We study everyday words so that we can remember them. We can read them easily wherever we see them.
 - With some words, we focus on each sound to read the word. With everyday words, we memorize the word and letters.
3. Write the focus words *are*, *in*, and *they* on the board.
4. Point to the word and its letters as you say-spell-say each word with the children. Have each child say-spell-say each word as he or she “writes” the word with a finger on the rug or table.

Introduce the Book

Use the following steps to introduce the children to *Messy Dogs*.

- Guide children to locate the front cover, back cover, and book pages.
- Read the title on the front cover, and explain that the title tells the reader about the book.
- Point to the cover image, and ask children what they see. Explain that the cover image tells the reader about the book.
- Read the summary on the back cover. Explain that the summary tells the reader about the book.
- Have children use the title, cover image, and summary to predict what the book is about.

Get Ready to Read

Use the following steps to guide children to become readers.

- Say, “We are readers. Readers read words and look at images in books to learn or enjoy a story. Let’s practice what readers do.”
- Hold the book carefully.
- Read words from left to right, top to bottom, and page to page.
- Look at the images from page to page.
- Practice the words so they can read the way they speak.
- Talk about what they read.



During Reading

Read the Book

Note: If children have read *In* and completed the lesson, this book can be read independently. Skip to **Talk about the Book** below.

Use the following steps to read each page.

- Point to each word (and rebus image) as you count, and say, “There are four words in this sentence. Three words are spelled with letters, and one is shown with a picture. Let’s read them.”
- Point to each word (and rebus image) as you read slowly.
- Have children point to each word (and rebus image) as they read slowly.
- Run your finger beneath the words (and rebus image) as you read the sentence fluently, reading the way you speak.
- Have children run their fingers beneath the words (and rebus image) as they read the sentence fluently, reading the way they speak.



After Reading

Talk about the Book

Use the following questions to discuss the book.

- What can you tell about the dogs from their actions?
- Do you ever get messy like the dogs?
- What is your favorite messy-dog moment from the book?

Talk about the Words

Use the word list on page 12 of the book to review the everyday words.

- Compare the word list to the words you wrote on the board before reading.
- Repeat the say-spell-say for each word.
- Post the words on a word wall or *My Words* board to reference in the future.

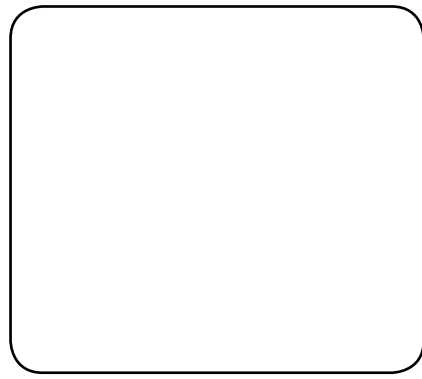
Revisit the Book

Use the following ideas to create independent workstations so children can revisit the book and everyday words on their own.

- **Copycat Book:** Copy the page and cut into strips. Give a set of strips and a writing tool to each child. On the first strip, guide children to trace the title and add a drawing of themselves. On the next two strips, guide children to trace the everyday words and draw two friends in messy places. Staple completed books together.
- **My Words Practice:** Copy the page. Give crayons and a pencil to each child. Guide children to color, spell, and read the everyday words. Collect completed pages to create a cumulative-word notebook.
- **Read to a Friend:** Place the book in an independent-reading area. Guide children to read the book aloud to each other, pointing to each word as they read. If possible, allow children to record themselves as they read.



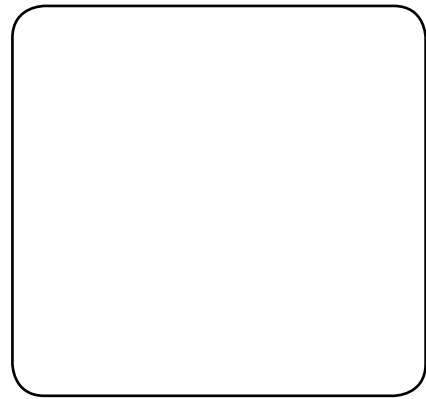
Messy



by:



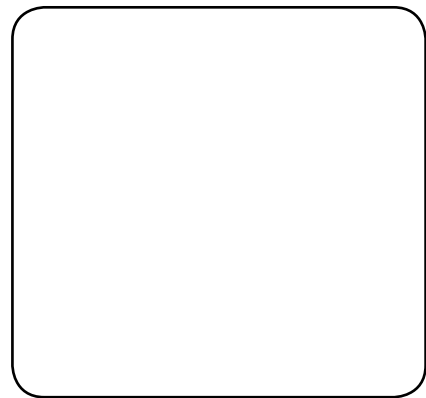
They are in



.



They are in



.

Name: _____ Date: _____

My Words Practice



are in they



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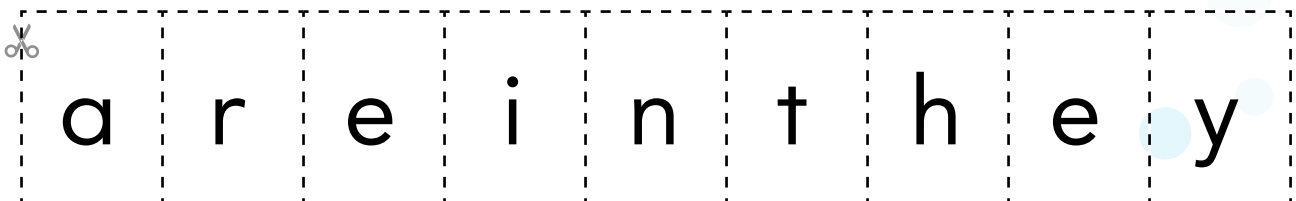


They are in  .
mud

Color: Have children say the words as they color in the letters.

Spell: Have children cut the letters below and glue them into the boxes to form words.

Read: Have children point to each word as they read the phrase.



Messy Dogs



Dona Herweck Rice



They are in  .
mud



They are in  .
trash



They are in  .
shoes



They are in  .
clothes



They are in  .
leaves



They are in  .
snow



They are in  .
sand



They are in  .
water



They are in  .
families



They are in  .
love

High-Frequency Words

are
in
they