Teacher Guide



NCIL Intensification Framework

Lesson Intensification Materials

National Center on Improving Literacy

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Intensification Lesson Materials

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Purpose:

To provide catch-up support for students in Grades 1 and 2 who have not mastered Kindergarten reading skills. The focus is on blending CVC words and supporting students to:

- produce correct letter-sounds (consonants and short vowels).
- blend and read basic high-frequency words and CVC words with accuracy and fluency.
- read decodable text with accuracy and fluency.
- correctly write and spell basic high-frequency words and CVC words.
- be prepared for reading texts with more complex sound-spellings.
- use visual cue charts to follow routines and procedures.
- use positive statements when reflecting on their own reading performance.

Description:

A series of 50 lessons (5 lessons/week for 10 weeks) covering kindergarten content.

How the Intensification Lessons are structured:

Each day's lesson involves the delivery of a series of instruction routines, delivered in sequential order (i.e., Activities A-L, below).

Skills and Routines

Lesson Instructional Time Allotments Per Activity

Activity	***Task***	***Time***
A	Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It	1-2 minutes
B	Irregular Word Reading Part 2 (Check for Understanding)	1-1.5 minutes
C	Phonemic Awareness (Onset-Rime Blending and Phoneme Blending)	1 minute
D	Sound-Spelling Introduction and Practice	.5-1 minute
E	Sound-Spelling Review Part 1: Say It-Write It, Say-It	1-1.5 minutes
F	Sound-Spelling Review Part 2 (Check for Understanding)	1-1.5 minutes
G	Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It	3-4 minutes
H	Continuous Blending Part 2 (Check for Understanding)	1 minute
I	Regular Word Reading	1-2 minutes
J	Sentence Reading: Accuracy and Comprehension	10-15 minutes
K	Sentence Reading: Fluency	4-5 minutes
L	Celebrate Success!	1-2 minutes
	Total Time	**25.5-37.5 minutes**

Materials Needed for Lessons

- Intensification Student Workbooks
- Intensification Teacher Flip Charts
- Teacher Guide
- Sound spelling cards from your core program
- One pencil for each student
- Marker (cap a different color than the body of the marker)
- Interlocking cubes
- Lined Whiteboard, Marker, and Eraser (for teacher demonstration)

Each teacher will need one copy of the Intensification Teacher Flip Charts and the Teacher Guide.

The Intensification Flip Chart contains lesson content for students to look at during instruction.

Printing it on card stock is recommended for ease of use. Each student will need one copy of the Intensification Student Workbook.

Intensification Lesson Directions and Materials by Instructional Routine

Lesson directions are provided in plain text. Verbal directions given by teachers will be in **bold** text. Additional notes to facilitate implementation are provided in *italics*.

Routine	Materials Needed
Vocabulary	• Intensification Teacher Flip Charts

Directions

When words are highlighted in the Intensification Teacher Flip Charts, briefly pause and provide a student friendly definition.

Routine	Materials Needed
Irregular Word Reading, Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It	• Intensification Teacher Flip Charts • Intensification Student Workbook Part A

Directions

Display Intensification Teacher Flip Charts Irregular Word Reading, Part 1.

<u>Model Activity</u>

1. Say -It
   Explain to students, **"You're going to learn to read new words using Say-it, Spell-it, Say-it, Write it, Read it."**
2. Teacher says the word and slides finger under the word while saying it.

<u>Guided Practice</u>

3. Teacher points to the beginning of the same word and says, **"Your turn, what word?"** and slides finger under the word. Students repeat the word in unison.
4. Spell-It
   Teacher says, **"Spell (word)"**
5. Students spell the word out loud in unison.
6. Say-It
   Teacher says, **"What word?"** and slides finger under the word.
7. Students repeat the word one more time in unison.

<u>Direct students to Student Workbook Part A.</u>

8. Write-It
   In their workbooks, have students write the word and say each letter out loud as they write it.
9. Read-It
   Have the students read the word out loud.

Follow steps 1-9 for each word.

Note: Additional lines in student workbook are for error corrections/ additional practice.

Routine	Materials Needed
Irregular Word Reading, Part 2	• Intensification Teacher Flip Charts (Provide meanings for highlighted words) • Intensification Student Workbook Part B

Directions

Display Intensification Teacher Flip Charts Irregular Word Reading, Part 2.

1. Explain to students, **"You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger under the word, read the word out loud."**
2. Teacher points to the left of the first word and says, **"Word?"** (Wait 2 seconds to give students think time.)
3. Teacher slides finger under the word and students read the word chorally.
4. Teacher points to next word and says, **"Word?"**. Wait two seconds, and then slide finger and students read it chorally.
5. Continue with this routine and present all the words in the chart on the flip chart.

Direct students to Student Workbook Part B for independent practice.

6. Have students look at Part B in their student workbook and call on individual students to read each row.

Routine	Materials Needed
Onset-Rime Blending	• Intensification Teacher Flip Charts • Lesson Words • Marker with any color cap and white body

Instruction Notes

Note: When words are in small grey boxes in the teacher flip chart, students are not to look at them. This is strictly an auditory task with no print for the student(s) to view. This routine focuses on blending onset and rime to make words. The teacher says the onset and rime and the student(s) say the whole word.

1. Explain to students, **"You're going to practice blending word parts to make words. When I tap each part of the marker, listen to the word part. When I slide my finger, say the word."**
2. Hold the marker in front of you with the cap to the right and the body of the marker to your left.
3. Tap the cap **[say onset]**
4. Tap the body of the marker **[say rime].**
5. Pause
6. Slide finger above the marker from right to left. Students say the whole word.
7. Repeat steps 1-6 for each word.

Routine	Materials Needed
Phoneme Blending	• Intensification Teacher Flip Charts • Lesson Words • Snap-together math cubes

Instruction Notes

This routine focuses on blending sounds to make words. This is strictly an auditory task with no print for the students to view. The teacher says the individual sounds and the students say the whole word.

1. Hold the same number of cubes as phonemes in the words.
2. Explain to students, **"You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word."**
3. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
4. Slide finger above the cubes from right to left and stay quiet as the students say the whole word.

Phonemic Awareness scaffold options:

1. *Hold each sound for a second longer when tapping for the sounds.*
2. *Say the sounds in each word with less pause between each sound.*
3. *Gradually shorten the time you say each sound and gradually add more pause between sounds until students are successful with the routine as written.*

Use words with only continuous sounds at the beginning of each word.

Routine	Materials Needed
Sound-Spelling Cards	• Sound-Spelling Cards from your core program

Instruction Notes

*****Sound spelling cards are needed for this activity. Check the Intensification Teacher Flip Chart for sound spelling cards needed for each lesson. Hold Sound-Spelling Card up for all students to see.*

1. Explain to students, **"You're going to learn new sound spelling cards. When I tap the card, you'll repeat the name, sound or spelling."**
2. Touch to the side of the picture. "**The card is [card name]. Card?"** (pause) Tap to the side of the picture and have students repeat the name of the card.
3. Touch to the side of the picture. "**The sound is [sound]. Sound?"** (pause) Tap to the side of the picture and have students repeat the sound.
4. Touch to the side of the spelling. **"The spelling is [spelling]. Spelling?"** (pause) Tap to the side of the spelling and have students repeat the spelling.
5. Repeat step 4 for each new additional spelling on the card.
6. Repeat steps 2 through 5 for each of the new cards.

Routine	Materials Needed
Beginning Sound-Spelling Review Part 1	• Intensification Teacher Flip Charts • Intensification Student workbook Part E

Instruction Notes

Display Intensification Teacher Flip Charts
Beginning Sound-Spelling Review Part 1

Say -It

1. Explain to students, **"You're going to practice saying and writing sounds. When I point next to a sound, say the sound in your head. When I touch under the sound, say the sound out loud."**
2. Teacher points to the left of the first sound and says, **"Sound?"** (Wait 2 seconds to give students think time.)
3. Teacher touches under the sound and students read the sound chorally.
4. Teacher points to the next sound and says, **"Sound?"**. Wait two seconds, and then touch under the sound and students read it chorally.
5. Continue with this routine and present all the sounds in the chart.

Write It

"When I point and touch under the sound again, you'll pick up your pen and write the sound in Part E."

Say It

"After you finish writing the sound, then touch under the sound and say the sound out loud."

Routine	Materials Needed
Beginning Sound-Spelling Review Part 2	• Intensification Teacher Flip Charts • Intensification Student workbook Part F

Instruction Notes

Display Intensification Teacher Flip Charts
Beginning Sound-Spelling Review Part 2

1. Explain to students, **"You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud."**

Model Activity.

2. Say**, "My turn."** Touch to the left of the letter and say, **"Sound?"**. Wait for 2 seconds for think time. Then touch under the letter and say the sound. Model this routine for the first two letters.

Guided Practice.

3. Say, **"Your turn."** Go back to the first letter and touch to the left of the letter and say, **"Sound?"**. Wait for 2 seconds for student(s) to think. Then touch under the letter and have the student say the sound in unison. Continue across the chart.

Independent Practice in Workbook

4. Tell students, **"Find Part F in your student workbook."** Call on individual students to read a line of sounds aloud. **"Find the (shape). Touch the (shape) and then read the sounds across that row."**

Routine	Materials Needed
Continuous Blending, Part 1	• Intensification Teacher Flip Charts • Intensification Student Workbook Part G

Instruction Notes

Display Intensification Teacher Flip Charts
Continuous Blending, Part 1

Blend-it, Read-It, Write-It, Compare It, Read-It

1. Explain to students, **"You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between the sounds. After you blend and read the word you will write it in your workbook, compare it and read it again."**

Blend-It

2. Point to the left of the first word. Swoop your finger under the first sound and on to the next sound. Listen for students to provide each sound.

Read-It

3. When you reach the end of the word bring your finger back to the beginning of the word and slide your finger under the word so students know to read the whole word.

Write-It

4. Direct students to Part G in their workbook to write the word they have just read.

Compare-It

5. Have them compare the word to the example in the workbook and correct any errors.

Read-It

6. Have the students read the word out loud.

Routine	Materials Needed
Continuous Blending, Part 2	• Intensification Student Workbook Part H

Instruction Notes

Follow the Teacher Directions (below) to provide individual blending turns. Section H in workbook.

Teacher Directions for Continuous Blending, Part 2:

1. Explain to students, **"Please turn to Section H in your workbook. The words we have learned are written in the boxes. You will put your finger on the first circle before each word."**
2. **"Move your finger from circle to circle whispering the sounds. Then go back to the circle at the beginning of the arrow under the word, slide your finger under the word, and say the word."**
3. **"Continue to blend the sounds and read each word in a whisper voice. Your job is to read without making any mistakes."**
4. **"I will listen to students read while everyone continues whisper reading. If you get to the end of the words, start back to the beginning and continue whisper reading until I say stop."**

Students will whisper read the words in the boxes two to three times. Listen to individual students read and check for accuracy and fluency. Correct any errors by providing accurate pronunciation of the word.

Routine	Materials Needed
Regular Word Reading	• Intensification Teacher Flip Charts • Intensification Student Workbook Part I

Instruction Notes

Display Intensification Teacher Flip Charts
Regular Word Reading

1. Explain to students, **"You're going to practice reading words. When I point next to a word, say the word in your head. When I touch under the word, say the word out loud."**
2. Teacher points to the left of the first sound and says, **"Word?"** (Wait 2 seconds to give students think time.)
3. Teacher touches under the word and students read the sound chorally.
4. Teacher points to the next word and says, **"Word?"**. Wait two seconds, and then touch under the word and students read it chorally.
5. Continue with this routine and present all the words in the chart.

6. **"Find Part I in your workbook. Put your finger on the (shape). When I call your name read the words out loud that go across the line that starts with the (shape)."**

Routine	Materials Needed
Decodable Text Reading	• Intensification Teacher Flip Charts • Intensification Student Workbook Part J

Instruction Notes

Reading #1 Accuracy

Show Intensification Teacher Flip Charts: Sentence Reading Accuracy

1. Explain to students, **"You are going to practice reading a short story. Find section J in your workbook. I'll show you how to read the first sentence. My turn."**
2. **"I'm going to touch under the first word and read the word in my head but I'm not going to say it out loud. When I hear 'Word?' and a tap, then I will say it out loud."**
3. **"After you read a word out loud put your finger under the next word and read the word in your head. When you hear me say 'Word?' and a tap then you say the next word out loud all together."**

After the group of students reads all words aloud, teacher reads the story fluently out loud.

Reading #2 Comprehension

Show Intensification Teacher Flip Charts: Seal Chart

1. **"We are going to complete the items in the seal chart and do a retell. There are three steps. First, identify the main character(s). Second, tell where/ when the story takes place- setting. Third, tell what happened (first, next, last)."**

Depending on the size of the group, students can work in pairs to come up with answers or if the group is small enough (3-4 students), it can be completed as a group. This will be completed orally and not written down.

Reading #3 Fluency

The students whisper read the story. (Student workbook- Part K)

1. **"Your job is to read without making any mistakes. I will listen to students read while everyone continues whisper reading. If you get to the end of the story, start back at the top again and continue whisper reading until I say stop."**

Decodable Text Reading Scaffold:
<u>Accuracy:</u>

1. *Provide additional practice in the areas in need of additional accuracy support (e.g., irregular words, sounds, blending/word reading).*

<u>Fluency:</u>

1. *Provide more practice time for rereading sentences.*
2. *Individual Reading: Provide more time for students to whisper read while the teacher monitors and provides feedback.*

Partner Reading: Students read with a partner while the teacher monitors and provides feedback.

Routine	**Materials**
Celebrate Success	• Intensification Student Workbook Part L

Instruction Notes

<u>Celebrate Success</u>

1. Direct Students to Part L in their workbook.
2. Explain to students, "**Choose one picture that describes you. Think of a reason you chose that picture."**
3. Have students circle a picture that describes them and think of a reason for choosing that picture. Have students whisper read their sentences with you. You can also have students share their sentence with others in the group through a group share-out or partner activity.
4. Explain to students, **"Show me thumbs up when you are ready to share your sentence."** Students put a fist with a thumb up quietly on the table when they are ready. **"Let's share our successes with each other."** Choose a student to share their sentence with the group or with a partner.