You CAN Teach OG in Groups

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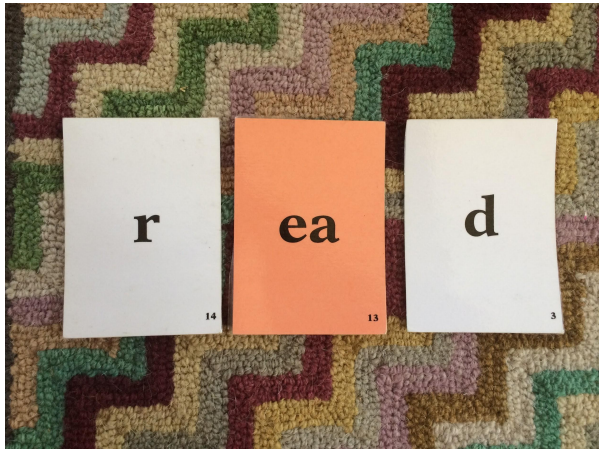
AOGPE Conference April 4-5, 2019

Agenda

1. Setting the stage for our work together
2. Bookend - Core Principles of OG
3. Overview of 3 Key Questions
4. Group Lesson Plan
5. Bookend - Core Principles of OG
6. Try Tomorrow? & Wrap-Up



Core Principles of OG Approach	Evidence
• Multisensory teaching/learning • Diagnostic and prescriptive • Direct and explicit instruction • Systematic, structured, sequential phonics and linguistics • Repetition, reinforcement, feedback, checking for understanding, spiraling back • Build from known to unknown, simple to complex, concrete to abstract • High levels of student engagement, including inquiry and project based pursuits • Cognitive - teaching kids to think • Emotionally-sound environment	

3 Key Questions

when preparing to teach 2+ students using the OG approach

1. What should I consider when creating a pair/small group?
2. How do I manage a group?
3. What should I consider when I am planning an OG lesson for a pair/small group?

1. **What should I consider when creating a pair/small group?**

Use of formal and informal assessment to identify students with most closely aligned skills - initially across THREE key domains:

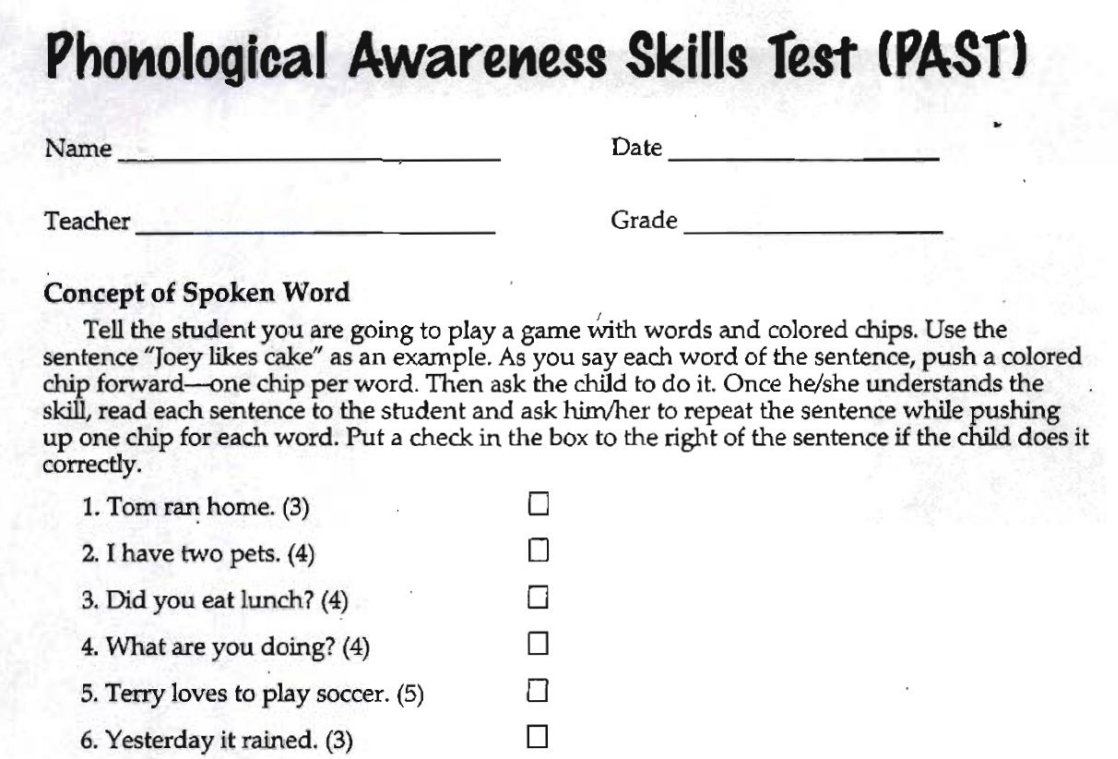
- phonological awareness
- letter ID and sound/symbol correspondence
- decoding/encoding

Phonological Awareness

Phonological Awareness Skills Test (PAST)

CORE (Phonics phoneme deletion/segmentation)

Comprehensive Test of Phonological Processing (CTOPP)



Phonological Awareness Skills Test (PAST)

Name _____ Date _____

Teacher _____ Grade _____

Concept of Spoken Word

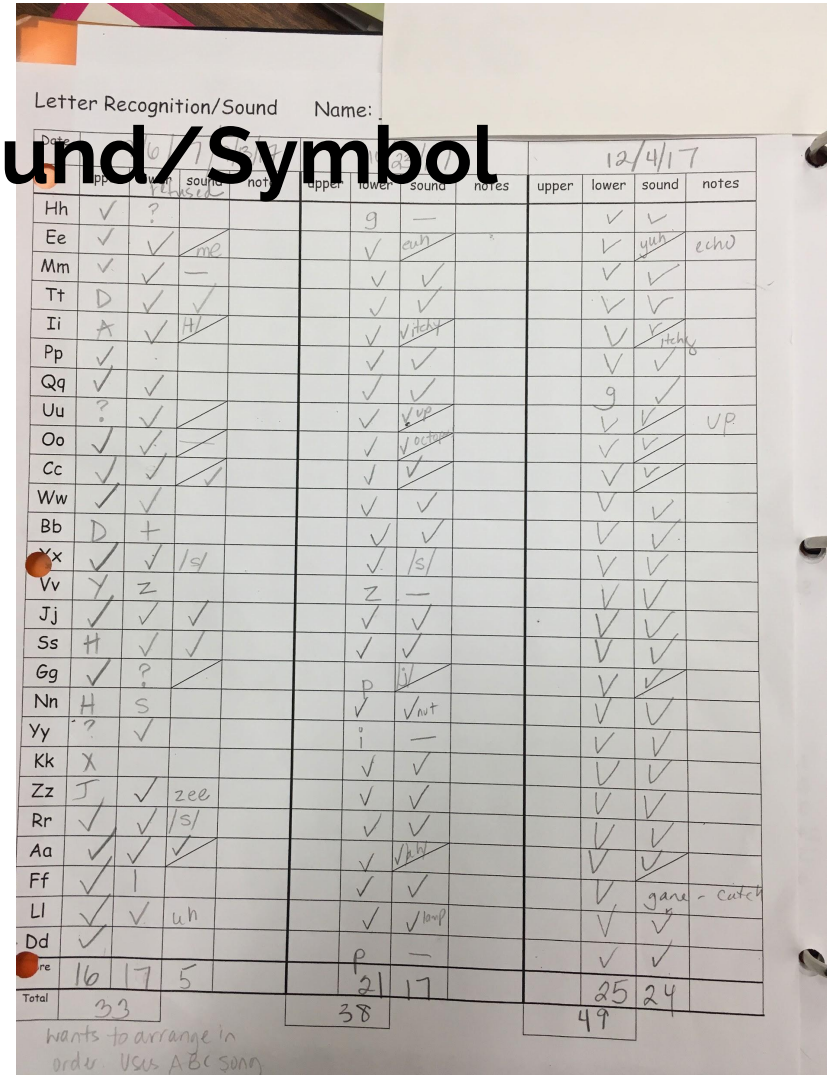
Tell the student you are going to play a game with words and colored chips. Use the sentence "Joey likes cake" as an example. As you say each word of the sentence, push a colored chip forward—one chip per word. Then ask the child to do it. Once he/she understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing up one chip for each word. Put a check in the box to the right of the sentence if the child does it correctly.

1. Tom ran home. (3) ☐
2. I have two pets. (4) ☐
3. Did you eat lunch? (4) ☐
4. What are you doing? (4) ☐
5. Terry loves to play soccer. (5) ☐
6. Yesterday it rained. (3) ☐

Letter Identification & Sound/Symbol

DIBELS (letter identification, nonsense words)

universal screening/assessment (letter identification and sound/symbol)



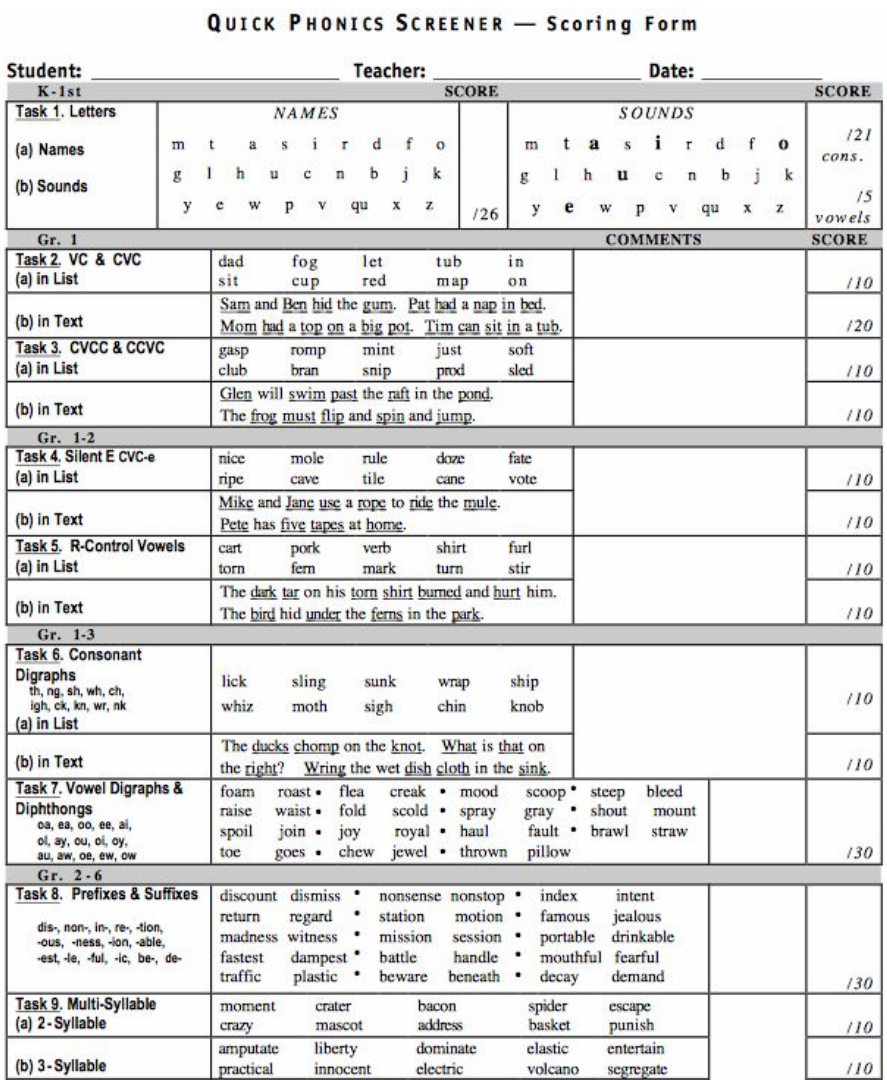
Decoding & Encoding

Quick Phonics Screener (QPS)

Wilson Assessment for Decoding and Encoding (WADE)

CORE (Phonics Survey)

Words Their Way - spelling inventories



QUICK PHONICS SCREENER — Scoring Form

Student: _____ Teacher: _____ Date: _____

K-1st		SCORE	SCORE
Task 1. Letters (a) Names (b) Sounds	NAMES: m t a s i r d f o / g l h u c n b j k / y e w p v qu x z	/26	SOUNDS: m t **a** s **i** r d f **o** / g l h **u** c n b j k / y **e** w p v qu x z — /21 cons. /5 vowels
Gr. 1		**COMMENTS**	**SCORE**
Task 2. VC & CVC (a) in List	dad fog let tub in sit cup red map on		/10
(b) in Text	Sam and Ben hid the gum. Pat had a nap in bed. Mom had a top on a big pot. Tim can sit in a tub.		/20
Task 3. CVCC & CCVC (a) in List	gasp romp mint just soft club bran snip prod sled		/10
(b) in Text	Glen will swim past the raft in the pond. The frog must flip and spin and jump.		/10
Gr. 1-2			
Task 4. Silent E CVC-e (a) in List	nice mole rule doze fate ripe cave tile cane vote		/10
(b) in Text	Mike and Jane use a rope to ride the mule. Pete has five tapes at home.		/10
Task 5. R-Control Vowels (a) in List	cart pork verb shirt furl torn fern mark turn stir		/10
(b) in Text	The dark tar on his torn shirt burned and hurt him. The bird hid under the ferns in the park.		/10
Gr. 1-3			
Task 6. Consonant Digraphs th, ng, sh, wh, ch, igh, ck, kn, wr, nk (a) in List	lick sling sunk wrap ship whiz moth sigh chin knob		/10
(b) in Text	The ducks chomp on the knot. What is that on the right? Wring the wet dish cloth in the sink.		/10
Task 7. Vowel Digraphs & Diphthongs oa, ea, oo, ee, ai, oi, ay, ou, oi, oy, au, aw, oe, ew, ow	foam roast • flea creak • mood scoop • steep bleed raise waist • fold scold • spray gray • shout mount spoil join • joy royal • haul fault • brawl straw toe goes • chew jewel • thrown pillow		/30
Gr. 2 - 6			
Task 8. Prefixes & Suffixes dis-, non-, in-, re-, -tion, -ous, -ness, -ion, -able, -est, -le, -ful, -ic, be-, de-	discount dismiss • nonsense nonstop • index intent return regard • station motion • famous jealous madness witness • mission session • portable drinkable fastest dampest • battle handle • mouthful fearful traffic plastic • beware beneath • decay demand		/30
Task 9. Multi-Syllable (a) 2-Syllable	moment crater bacon spider escape crazy mascot address basket punish		/10
(b) 3-Syllable	amputate liberty dominate elastic entertain practical innocent electric volcano segregate		/10

Once you've gathered data from formal and informal assessments, make group composition decisions with these considerations:

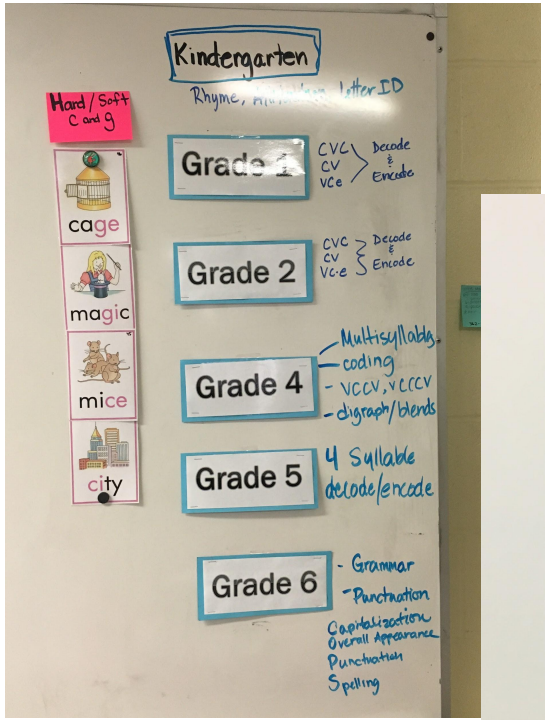
- skills
- learning profile (including anxiety and attention)
- exposure to OG
- interpersonal/personalities

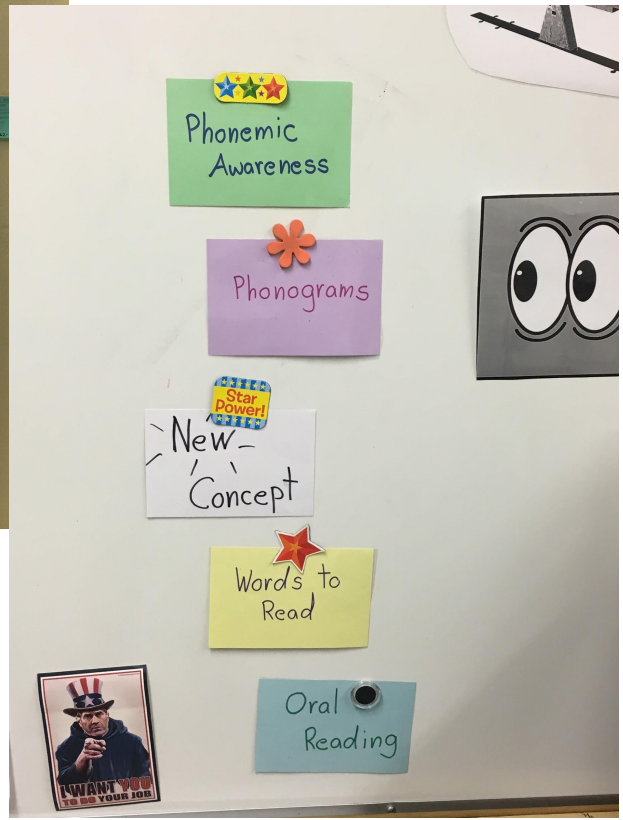
2. How do I manage a group?

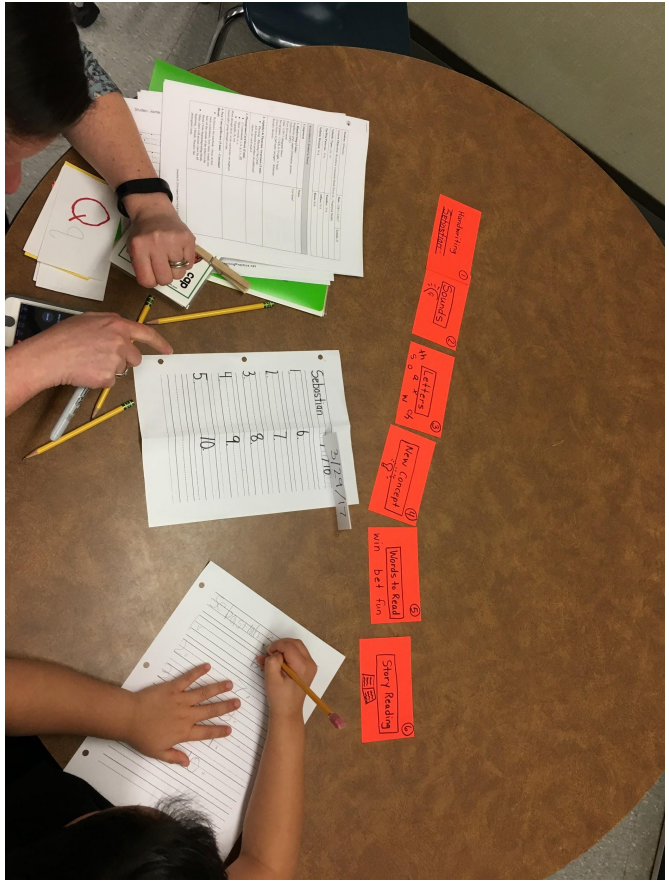
Golden Rule: If you plan well, groups do well.

Said another way: Your planning dictates how well you'll be able to manage a group and how successful kids will be with content.

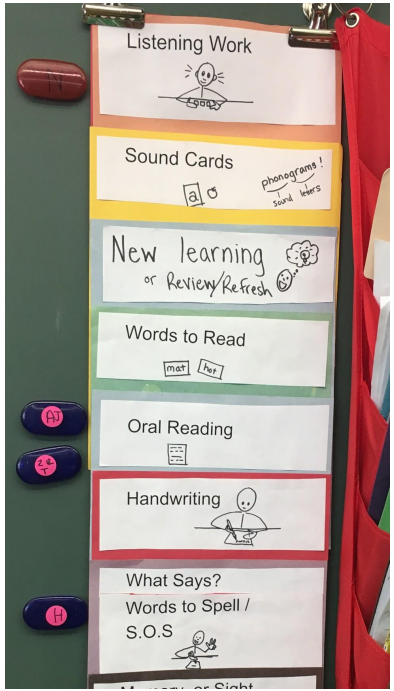
Said a different way: If you manage your planning and anticipate needs, you won't have to manage kids' behaviors.


Kindergarten
Rhyme, Letter ID
Hard / Soft C and G
cage
magic
mice
city
Grade 1
CVC
CV
VCe
Decode & Encode
Grade 2
CVC
CV
VC.e
Decode & Encode
Grade 4
Multisyllabic coding
- VCCV, VCCCV
- digraph/blends
Grade 5
4 Syllable decode/encode
Grade 6
- Grammar
- Punctuation
Capitalization
Overall Appearance
Punctuation
Spelling


Phonemic Awareness
Phonograms
Star Power!
New Concept
Words to Read
Oral Reading
I WANT YOU TO BE YOUR JOB


Sebastian
Words to Read
Start Reading

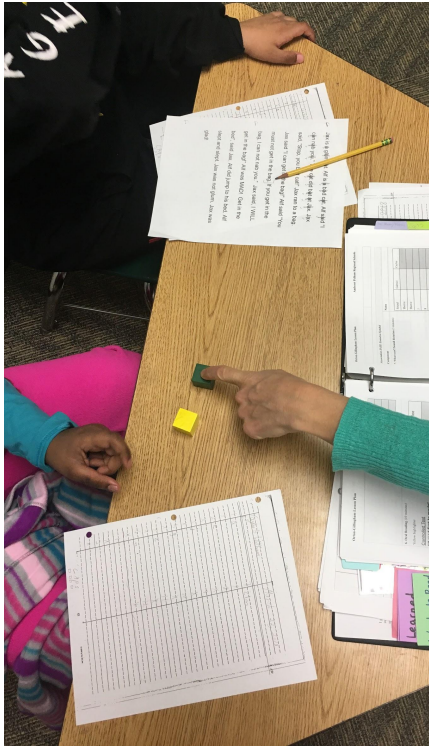
Other Management Considerations



- Teach/explain/model behavioral expectations - from the outset, including posted procedures and schedules
- Directly teach procedures/routines and hold students accountable
- Integrated use of positive self-talk techniques (mantras/raps)
- Use of a workboard/centers
- Do not expect students to work together, or to know what to do when your attention is elsewhere - you must teach them what to do!
- Integrated motivation plans
- Until you can manage a group, you cannot play games!

How to manage yourself!

- Ongoing data collection; create/use structures written out in your LP to allow for quick recording of students' skills and needs
- Use the "future planning" section in your LP - to capture your diagnostic thinking
- Use a timer and be a realist!
- Simultaneous independent work planned ahead (i.e., review deck of phonograms, while teacher works with one; LWs practice; each kid has their own deck)



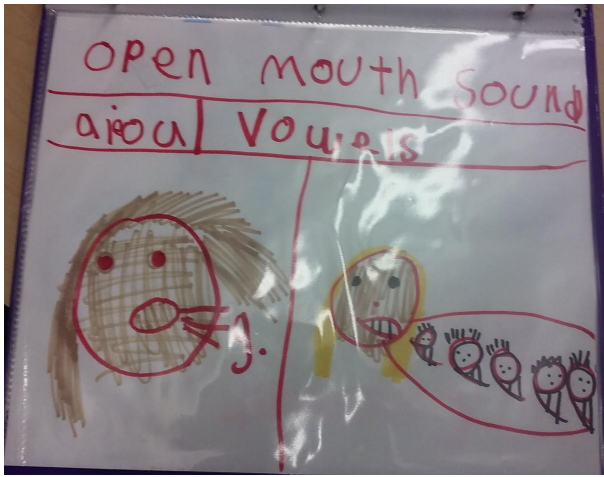
3. What should I consider when I am planning an OG lesson for a pair/small group?

a. Time
b. Organization of teacher/student materials
c. Scope/sequence
d. Data collection and ongoing monitoring
e. Structure of the lesson plan template

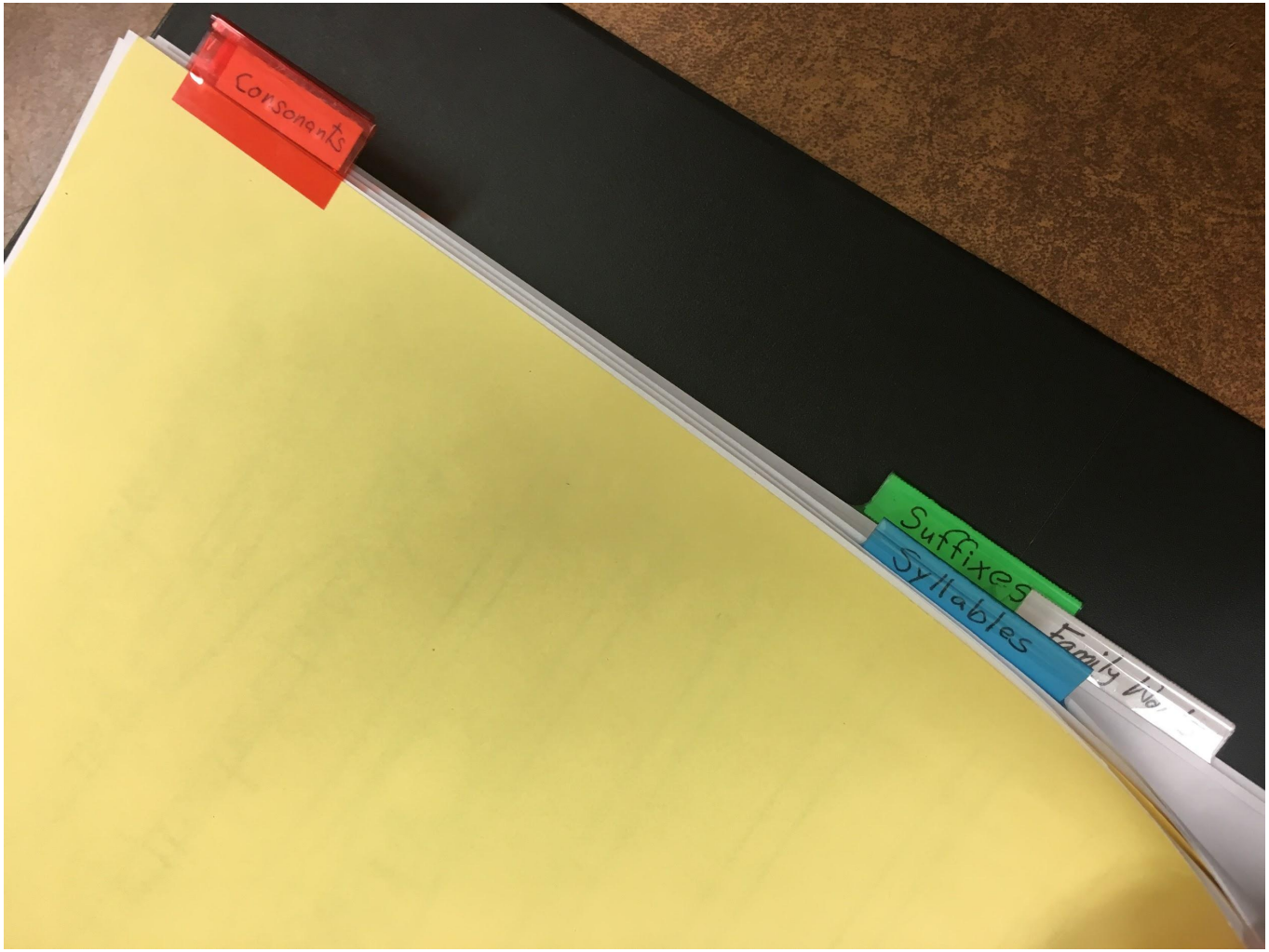
a. Time

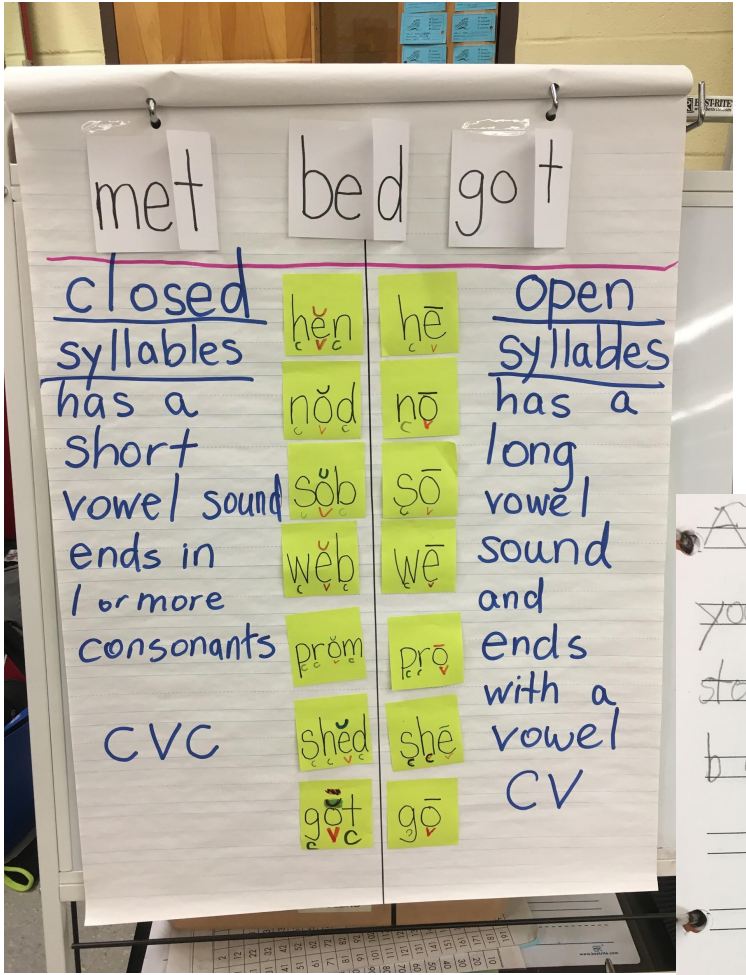
- Experiences in public school settings tends to dictate 30-minute blocks; clear break between decoding/encoding
- We are realists! - Day 5 can reinforce through more games, and/or planning that 2 full lessons will actually happen every week (snow days, PD, meetings, etc.)
- Use a timer!

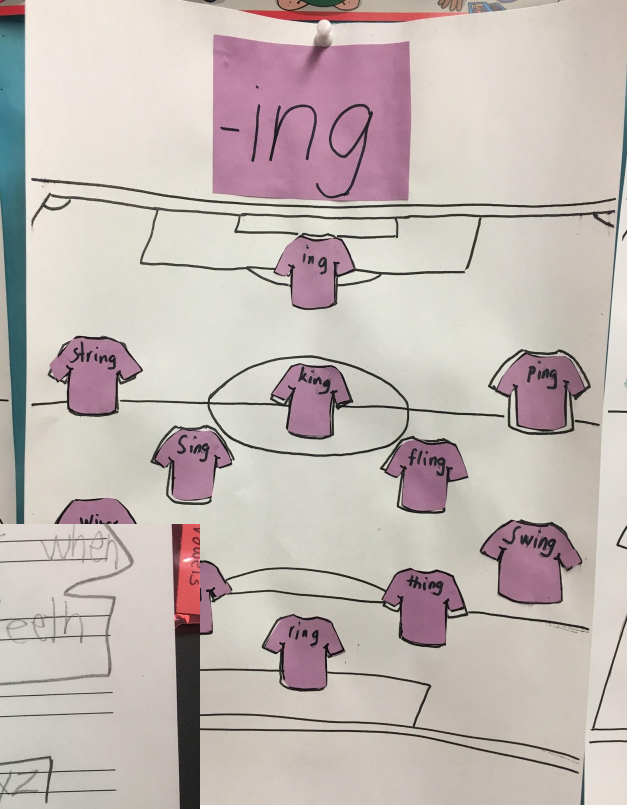
b. Organization of T/S materials

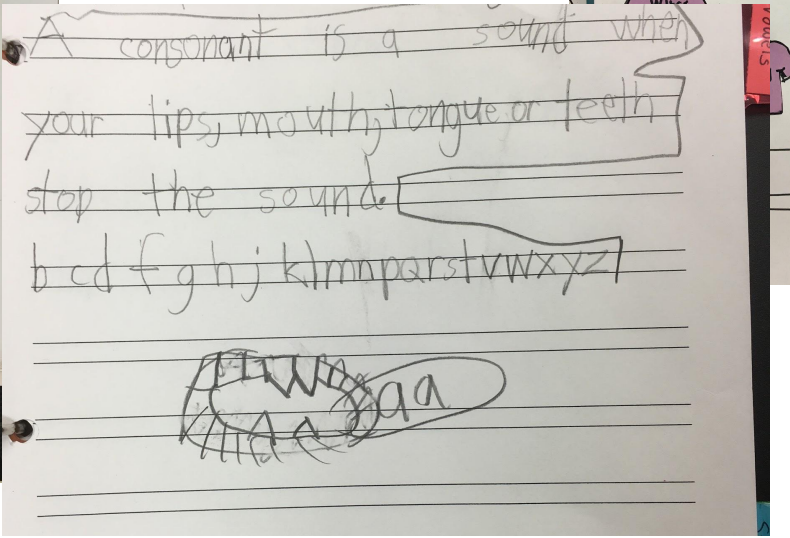


- Materials ready-to-go; multiple sets per/kid
- Teacher notebook
  - Lesson plans
  - Tab per student (assessments, level sheets, etc)
- Student reference notebooks
  - Organized by concepts, syllable division patterns, LWs, spelling agreements, spelling generalizations, etc.
  - Ideally travels from tutoring/classroom work - support reading and spelling in the context of general education


Consonants
Suffixes
Syllables


met
bed
got
closed syllables
has a short vowel sound
ends in 1 or more consonants
CVC
hĕn
nŏd
sŏb
wĕb
prŏm
shĕd
gŏt
hē
nō
sō
wē
prō
shē
gō
open syllables
has a long vowel sound and ends with a vowel
CV


-ing
ing
string
king
Ping
Sing
fling
swing
thing
ring


A consonant is a sound when your lips, mouth, tongue or teeth stop the sound.
b c d f g h j k l m n p q r s t v w x y z

c. Scope & Sequence

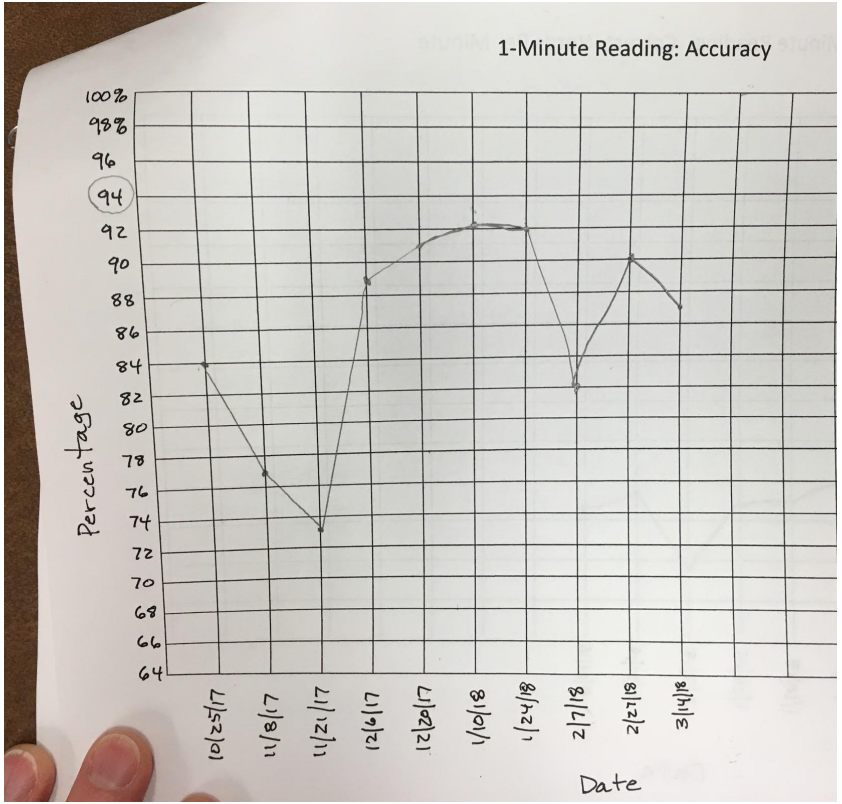
- Mapped scope/sequence
- Decisions about mastery - 95%+
- Varying pacing based on students' levels of mastery - pairing independent work while you work with one around mastery/speedbumps

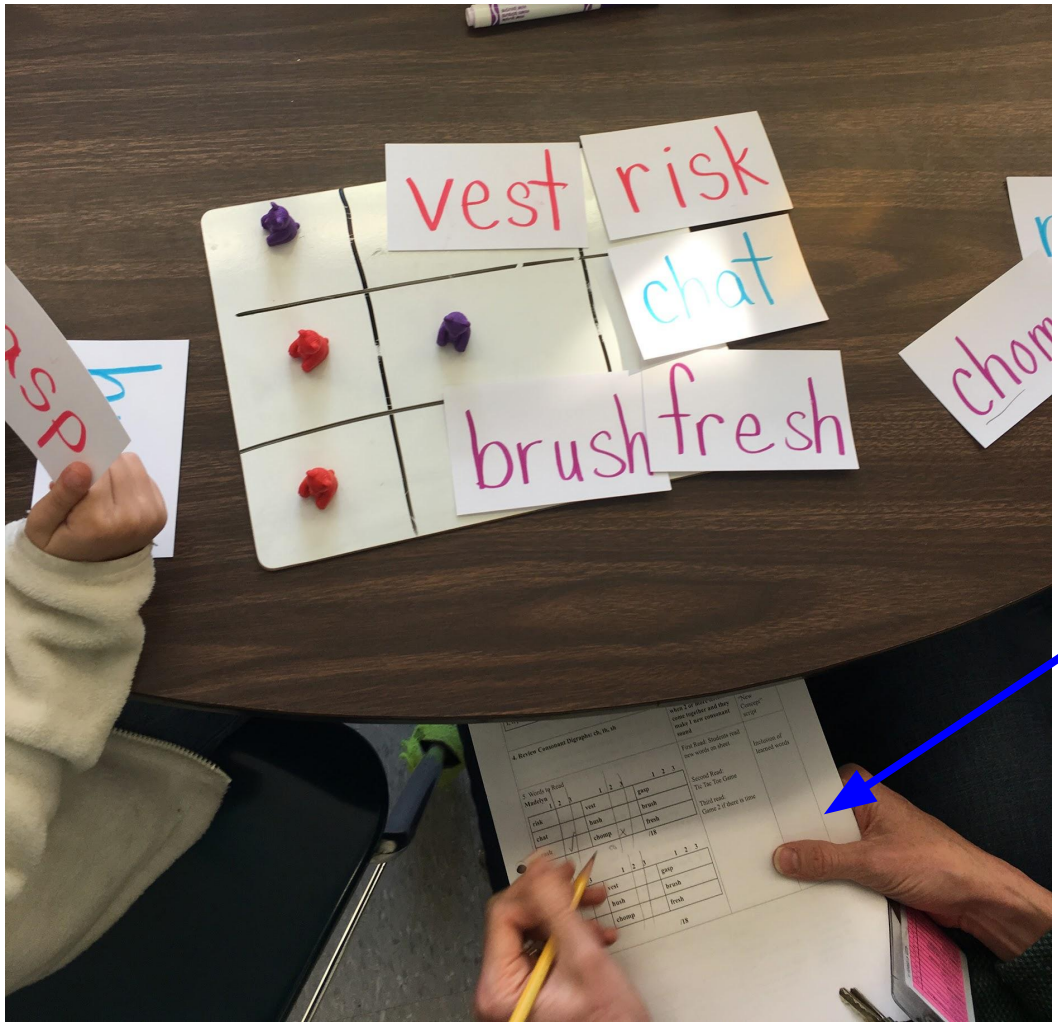
	Phonograms			Decoding	Encoding	Concepts	Learned Words	
	□ a-apple	□ a-e safe	□ wh-whistle	□ CVC	□ CVC	□ vowel	□ □ a	
	□ e-echo	□ e-e Pete	□ th-this	□ CV	□ CV	□ consonant	□ □ the	
	□ e-he	□ i-e pine	□ th-thumb	□ VCE	□ VCE	□ syllable	□ □ I	
	□ i-itch	□ o-e home	□ sh-ship	□ VC/CV	□ 2 syllable (like con)	□ short vowel sound	□ □ is	
	□ o-octopus	□ u-e mule;	□ ch-chin	□ L1 family words	□ capital letters	□ closed syllable	□ □ has	
	□ o-go	rule	□ p-pan		□ ending punctuation	□ consonant blend	□ □ his	
	□ u-umbrella	□ j-jam	□ b-bat		□ COPS	□ consonant digraph	□ □ from	
	□ qu-queen	□ g-goat	□ t-top		□ WH- finger signal	□ long vowel sound	□ □ of	
	□ r-rat	□ k-kite	□ d-dog		□ /k/ at end = k	□ open syllable	□ □ you	
	□ w-wind	□ c-cat	□ f-fish		□ x at end of 1 syllable word	□ learned word	□ □ to	
	□ x-box	□ s-snake	□ v-van			□ family word	□ □ do	
	□ y-yoyo	□ m-man	□ h-hat	**Affixes/Roots**		□ VCE syllable	□ □ was	
	□ z-zebra	□ n-nut	□ -all	□ -s (/s/)	□ -s (/s/)	□ base word	□ □ were	
	□ -ank, -ink	□ l-lamp	□ -ong, -ung	□ -ed (/ed/)	□ -ed (/ed/)	□ suffix	□ □ said	
I	□ -onk, -unk	□ -ang, -ing		□ -ing	□ -ing	□ compound word	□ □ are	

	Phonograms			Decoding	Encoding	Concepts	Learned Words	
	□ ar-car	□ a-baby	□ ai-paint	□ VC/CV	□ 2+ syllable (unlike cons.)	□ diphthong	□ □ come	□ □ some
	□ or-horn	□ e-recess	□ ay-play	□ VC/CCV	□ V/CV	□ diphthong syllable	□ □ does	□ □ goes
	□ er-her	□ i-spider	□ oi-point	□ VC/CCCV	□ Y - my/candy	□ r-cont. vowel	□ □ done	□ □ gone
	□ ir-bird	□ o-pony	□ oy-toy	□ V/CV	□ FLS/Z	□ r-cont. vowel syllable	□ □ here	□ □ one
	□ ur-turn	□ u-music	□ ea-eat	□ L2 family words	□ /er/ as er	□ present tense	□ □ once	□ □ why
	□ s-nose	□ u-ruby	□ ee-feet		□ -ck/-k □ -tch/-ch	□ past tense	□ □ our	□ □ they
	□ y-my	□ ow-snow	□ ou-out		□ oi/oy □ ou/ow	□ prefix	□ □ their	□ □ there

d. Data Collection & Ongoing Monitoring

- OG level sheets - one for each student
- Use of district-based measures to monitor skill progress (beyond the BAS)
- Note-taking with the lesson plan template
- Students track their own data




vest
risk
chat
brush
fresh

e. Structure of LP template

- Clear delineation/individualization for each student
- Suggested guidelines for time per component
- Use students and their lives as integral parts of your content
- Oral Reading Example - The Goblin

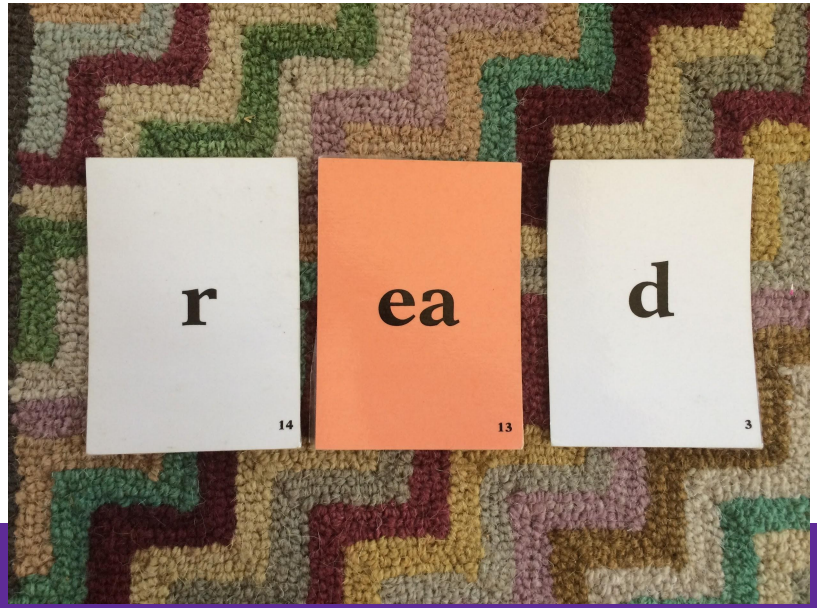
Group Lesson Plan - Sam + Josh

1. Identify a partner
2. Review the Sam/Josh LP - view videos
3. Think/reflect/critique
4. Decide what other ways you could support EACH component; How else could the component be addressed?
5. Examine the core principles of OG - have them been met?

Core Principles of OG Approach	Evidence
• Multisensory teaching/learning • Diagnostic and prescriptive • Direct and explicit instruction • Systematic, structured, sequential phonics and linguistics • Repetition, reinforcement, feedback, checking for understanding, spiraling back • Build from known to unknown, simple to complex, concrete to abstract • High levels of student engagement, including inquiry, projects, & personal connections • Cognitive - teaching kids to think • Emotionally-sound environment	

What will you try tomorrow?

Contact us:



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