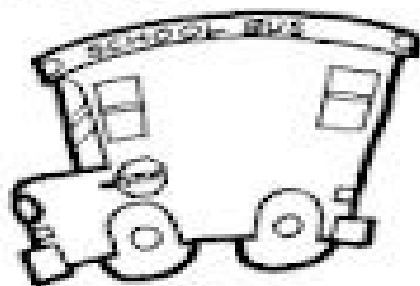


SILLY DECODABLE POEMS

digital + printable texts
created by Whitney Shaddock, the first grade roundup

Wheels on the Toy 34

The wheels on the toy
Go through moist soil
To the boy, full of joy!
The wheels on the toy
Go find the coins
All through the soil

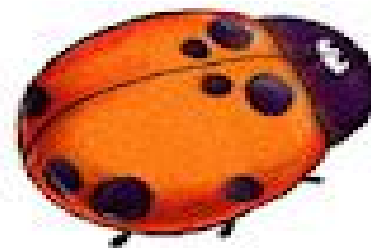


Wheels on the

© the first grade roundup

A BUG IN MY CUP 35

I see a bug in my big cup,
On the bus to my hut.
I see a bug in my big cup,
I dump it in the mud!



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Mary Had a Little Lamb

Decodable Poems For First Graders

SRA/McGraw-Hill



Decodable Poems For First Graders:

Organizing the Early Literacy Classroom Sharon Walpole, Michael C. McKenna, 2016-05-20 Filled with clear explanations and doable strategies this book helps PreK 2 teachers juggle the demands of planning effective instruction and creating a literacy rich classroom environment Realistic vignettes illustrate how to set goals develop standards based curricula and assessments establish routines and organize the classroom space and the daily schedule The authors demonstrate the nuts and bolts of building an exemplary classroom library and professional teaching library collaborating as a team with other teachers and specialists preparing report cards and communicating with families Several reproducible forms can be downloaded and printed in a convenient 8 1/2 x 11 size

Readers and Writers in Primary Grades Martha Combs, 2006 Readers and Writers in Primary Grades is organized around strategies that benefit elementary school teachers in their efforts to be responsive to the developmental literacy needs of young children Integrating theory and practice these strategies offer a balanced look at appropriate literacy activities for K 3 classrooms Chapter topics include reading aloud to children shared reading shared and interactive writing guided and independent reading guided and independent writing literature study developing phonological awareness and a strong phonics base integrating phonics and structure and linking children's learning experiences with a balanced literacy program

Research-based Methods of Reading Instruction for English Language Learners, Grades K-4 Sylvia Linan-Thompson, Sharon Vaughn, 2007 This book is packed with dozens of field tested lessons for helping English language learners develop proficient reading skills

SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS Elva Duran, 2013-04-01 Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English

background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students

Developing and Presenting a Professional Portfolio in Early Childhood Education Nancy W. Wiltz,2008 It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create compile them in a professional manner in a binder for presentation upon graduation to obtain employment As portfolios are sometimes started in Intro to ECE and compiled throughout the program or introduced in a Curriculum course or in a Student Teaching or capstone course there are several points of entry for this supplement Wiltz instructs the student what items to collect for the portfolio how to compile construct label it and then how to talk about it present it

The Classroom Teacher's Guide to Supporting Students with Dyslexia Mark Weakland,2025-11-26 What is dyslexia Is it inherited How is it assessed And how do I help my classroom students who have it If you re a busy teacher in need of concise answers to important questions about dyslexia this guide is for you Using an accessible question and answer format author and educator Mark Weakland gives teachers up to date information on a variety of need to know dyslexia topics including what dyslexia is and isn t common misconceptions the traits and characteristics of students who have dyslexia assessments used to screen for and possibly assess dyslexia tips for navigating 504 and IEP meetings use tomorrow classroom modifications and adaptations that help your students with dyslexia feel more comfortable and less stressed With direct talk grounded in current research alongside important activities strategies materials and teaching techniques that are especially effective for teaching reading writing and spelling to students with dyslexia this compact book explicitly connects your biggest questions about dyslexia to general classroom practices that effectively teach all students to read write and spell

Reader to Reader Mary Lee Prescott-Griffin,2005 In Reader to Reader you ll discover how peer partnerships can help students take on increased responsibility for their own learning and offer one another the insight encouragement and personalized attention they need to develop good reading skills and habits

Simply Stations: Partner Reading, Grades K-4 Debbie Diller,2020-07-15 Teach students how to practice reading Debbie shows how whole group lessons transfer to stations work so students are practicing key skills independently and gives you everything needed for success Recommendations by grade level at every step including grade appropriate materials and book choices fiction and informational texts for each station Whole group lesson plans differentiated by grade level and based on key literacy standards to introduce and support independent and partner work On the spot formative assessment ideas and troubleshooting tips Ideas to improve English Language Learners reading skills including online Spanish language materials 50 time saving downloadable resources for teachers and students to ensure success and Dozens of full color real classroom photos so you see the possibilities first hand Simply Stations Partner Reading gives you invaluable tips solutions and insight that can transform the way your students learn and practice reading skills It s time to boost the impact of your literacy stations

Teach Them ALL to Read Elaine K. McEwan-Adkins,2009-07-15 Featuring vignettes graphic organizers

instructional strategies up to date research and more this updated bestseller helps educators understand the most effective ways to teach all students to read **Using Assessments to Teach for Understanding** Judith Shulman,Andrea Kay Whittaker,Michele Lew,2002 A companion to Facilitator s Guide to Using Assessments to Teach for Understanding this casebook presents the challenges and dilemmas that teachers face with the contemporary climate of high stakes accountability The cases provide an opportunity to collaboratively analyse and reflect on issues **Differentiating Phonics Instruction for Maximum Impact** Wiley Blevins,2024-01-17 Teacher be nimble teacher be quick the routines in this book make phonics learning stick Author Wiley Blevins is renowned for changing the way educators think about teaching children to read helping thousands of teachers implement effective phonics instruction Now Blevins gets us to think in powerful new ways about differentiating whole class phonics lessons so students at every skill level can engage With Blevins trademark clarity Differentiating Phonics Instruction for Maximum Impact provides High impact routines that focus on the skills known to develop students literacy best Differentiated application of these routines with fun multi modal games and variations for students working on below and above grade level expectations and for multilingual learners Guidelines for creating skills based small groups for more intensive work Look fors for teachers and supervisors to know when instruction is working or needs to be adjusted Several reproducible phonics and spelling assessments for placement progress monitoring and formative assessments to keep every learner growing as readers and writers Differentiation needs to be in the DNA of every instructional plan so all students skills progress every day That s a tall order but with this resource teachers discover that over time doing the routines gives them a nimble global sense of their learners and makes teaching more impactful and learning to read more joyful McGraw-Hill Reading [Grade 4] ,2001 *Reaching Readers* Michael F. Opitz,Michael P. Ford,2001 With Reaching Readers they offer a second generation model of guided readingone that urges teachers to expand their vision and presents alternative practices **Teaching Reading Strategies in the Primary Grades** Bette S. Bergeron,Melody Bradbury-Wolff,2003-04 A clear and concise guide to teaching reading strategies to young learners **Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources Teaching Reading Across the Day, Grades K-8 Jennifer Serravallo,2024-04-12 Reading well across disciplines and within varied

contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In Teaching Reading Across the Day literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level

Beginning to Read and the Spin Doctors of Science Denny Taylor,1998 Suggesting that the contention that phonemic awareness must be taught directly and that children need explicit systematic instruction in phonics is less of a scientific fact than an exercise in political persuasion this book presents the story of the political campaign that is taking place to change the minds of Americans about how young children learn to read The book begins with a close look at the empirical research being used to support a massive shift in the national understandings about language literacy and learning and concludes by revealing the ways in which research studies on early reading instruction are being used by the federal and state governments to support a new methodology that has turned early reading instruction into a massive business of unprecedented commercial worth The chapters in the book are 1 In Which We Are Told Training in Phonemic Awareness Is the Key to Reading Success 2 In Which Phonemic Awareness Research Is Analyzed from an Experimental Psychological Perspective 3 In Which Phonemic Awareness Research Is Analyzed from a Sociocultural Perspective 4 In Which We Find Foorman s Research Does Not Support the NICHD National Institute of Child Health and Human Development Proposition That Phonological Processing Is the Primary Area Where Children with Reading Difficulties Differ from Other Children 5 In Which Teachers Are Turned into Clerks and We Discuss Power Privilege Racism and Hegemony 6 In Which Governor Bush s Business Council Holds a Pre Summit Meeting in Texas 7 In Which We Have anIf They Say It s So It Must Be So Attitude toward Experimental Research 8 In Which the Kindergarten Children in North

Carolina Are No Longer Expected To Try To Read and Write 9 In Which I Become the Documentation on Which I Build My Case 10 In Which We Are Told That in America We Are All Equal Are We or Aren t We 11 In Which We Find the Desks and Chairs Are Broken and the Toilets Don t Work 12 In Which We Ask Do You Think America Likes Children 13 In Which We Consider If We Are Comfortable Mandating Reading Programs based on Neuroimaging Research and Genetic Studies of Reading Disabilities 14 In Which California Politically Reinvents How Young Children Learn To Read 15 In Which California Ends Local Control and the State Board of Education Leads the Jihad and 16 In Which We Enter the Central Chamber of the Hegemonic Labyrinth Contains approximately 250 references an appendix that offers a response to preliminary statistical analyses used to support the nationally publicized findings of the NICHD Houston reading studies and an appendix that offers late breaking news about the NICHD Houston reading studies are attached RS Reading for Profit Bess

Altwerger,2005 Lead your practice your school or your district toward a return to professionalism and away from faceless literacy programs designed with dividends in mind Get informed with Reading for Profit read studies that prove NCLB and other reforms hurt kids and learn how to initiate the change your students need **Teaching Reading: Mastering the**

Fundamentals, Guide #2 Oral Reading Fluency & Sight Word Recognition Douglas Fisher,Nancy Frey,2024-02-15

From acclaimed educators and best selling authors Douglas Fisher and Nancy Frey comes Teaching Reading Mastering the Fundamentals a series of four laminated guides that provide teachers with essential information and strategies for teaching students in grades K 6 how to read The guides which are designed to be used sequentially as a set but can also be stand alone resources for targeting certain components of teaching reading draw from the latest research and present practical powerful strategies that teachers can utilize right away in their classrooms This guide 2 in the series focuses on methods for building the reading fluency of elementary students to foster comprehension Readers will learn about reading fluency terms measures of oral reading fluency using oral fluency norms to guide instruction and intervention measures of prosody six techniques for teaching fluency profiles of disfluent readers fluency interventions for disfluent readers sight word recognition high frequency words sight word techniques using flashcards effectively heart words common mistakes to avoid *Open Court Reading - Teacher's Edition - Unit 1 - Grade K* SRA/McGraw-Hill,2004-05 Each Teachers Edition focuses on a specific theme anddepending upon the grade level contains explicit systematicinstruction in phonemic awareness print and book awareness alphabetic knowledge phonics fluency word structure vocabulary comprehension spelling and writing appropriateto the specific grade level

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