

An Evaluation of Reading In Motion's
Kindergarten Program:
Teachers Teaching Students

2010-2011

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TABLE OF CONTENTS

PROGRAM DESCRIPTION 2

EVALUATION METHODS 4

SUMMATIVE RESULTS 6

CONCLUSIONS 15

REFERENCES 16

APPENDIX 17

This study examines the implementation of Reading In Motion by ten teachers with kindergarten students at six different schools in the Chicago Public School District. This study found that the teachers participating in Reading In Motion produced significantly greater reading student outcomes on most tests, including all tests administered at the end of the kindergarten year, compared to using their standard reading curricula alone.

PROGRAM DESCRIPTION

Reading In Motion (RIM) is a teacher-delivered, early reading program that was introduced to six new schools in School Year 2011 (2010-2011). The kindergarten program uses a music-based platform to teach phonemic awareness, letter decoding, and word decoding through whole group instruction, small group instruction, independent work areas, fluency warm-ups, and assessment. To learn the RIM curriculum, teachers initially participated in 3 full days of professional development. At least twice a month from September through May, a RIM coach provided coaching to their paired classroom teacher as s/he implemented Reading In Motion.

TEACHER TRAINING AND DEVELOPMENT

Before the classroom teachers began teaching the RIM kindergarten program to their students, they participated in 3 full days of training during the summer of 2010, followed by half-day trainings in November 2010 and January 2011. During the trainings, they learned Reading In Motion teaching techniques appropriate for developing early literacy skills in kindergarten, as described further in this report. Each training session specialized in preparing teachers for the next higher level of skills to be taught to the students. For example, in the summer, teachers learned about and practiced phonemic awareness and alphabetic principal activities. In November, they learned about and practiced word segmentation activities, and in January they learned about and practiced decoding individual letters, words, and pseudo-words.

Once the school year began, RIM coaches supported teachers as the teachers implemented the RIM kindergarten program. Depending on the teacher and RIM coach's style, sometimes this meant the RIM coach modeled the behavior, and then the teacher took over. In the ideal setting, the classroom teacher led the exercises, while the RIM coach subtly interjected as needed during the process.

SMALL GROUP INSTRUCTION & INDEPENDENT WORK AREAS

Small group instruction and work areas comprised the core of Reading In Motion activities, with students spending 40 minutes per day for four days per week in these activities.

Four days per week, small group instruction was conducted with two groups of four students (eight individuals per day), for 20 minutes per group. Students were assigned to small groups based on need, as determined by student DIBELS assessment scores and observations during whole group instruction (described in the next section). Depending on the level of determined need, students were assigned to either zero, one, or two days of small group instruction per week. A typical small group session contained twenty minutes of short literacy activities and games that allowed individual students to practice the skills at a much higher rate of response and teacher feedback than could be achieved in a whole group setting. The small group setting also allowed teachers to focus on the specific needs of individual students and target the instruction accordingly. Appendix A contains a sample Small Group activity.

While the teacher worked with small groups of 4 students, the other students were engaged in independent student work areas that contained educational, developmentally-relevant, early literacy activities. Four days

per week, students rotated through two work areas each day, spending twenty minutes per area. In each work area, students worked individually or in groups of three to five on activities designed to allow practice in reading and writing skills as well as developmental skills such as fine motor, problem solving, and social skills. These skills were complementary but in no way synonymous with the skills being taught in the small group instruction. These skills were practiced through exploration of materials including books, building blocks, playdough, and a variety of writing utensils and types of paper. The work areas varied from classroom to classroom, and were usually tailored by the teacher and RIM coach to fit the classroom's needs. At the beginning of the school year, teachers spent 4 weeks acclimatizing the students to working independently in the work areas before they began holding small group sessions during work area time.

WHOLE GROUP INSTRUCTION

As part of Reading In Motion, kindergarten teachers conducted whole group instruction for 40-50 minutes one day each week to monitor students' progress, and identify students who needed extra small group instruction to learn the skill that had been taught previously. The general structure of these whole group sessions was to begin with a brief warm-up, followed by two or three activities designed to allow students to demonstrate literacy skills through music, and finish with the teacher reading a book to the entire class. The curriculum focused on phonemic awareness (hearing and being able to say the sounds in a spoken word, such as /b/ /a/ /t/ for bat or /b/ /a/ /th/ for bath) for the first half of the year, and phonemic awareness and reading words or word segments for the second half. Appendix A contains a sample Whole Group activity.

FLUENCY WARM-UPS

Teachers led the classroom of students through fluency warm-ups for 5 to 10 minutes at the beginning of class every day. For example, the teacher may have asked the entire classroom of students to rapidly practice, in unison, stating aloud the initial sound of words from a set of spoken words, like /b/ /a/ /t/, bat. The "Fluency Warm-Ups" sample exercise in Appendix A is indicative of the types of activities that were used as fluency warm-ups. The fluency warm-ups were designed to further support the students' learning of the targeted skills by providing additional practice, in a quick, engaging format.

ASSESSMENT

Teachers assessed their students at the beginning of the year (August/September), middle of the year (January) and end of the year (May/June) using The Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS is a set of standardized, individually administered measures of early literacy development. The DIBELS assessments were used to measure students' Initial Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. Scores on these early literacy skills were used to establish students' level of need for small group instruction and determine improvement, as well as to assess the effectiveness of the program overall. While teachers were primarily responsible for testing, occasionally RIM coaches would test students so the classroom teacher could conduct small group activities. The RIM coach also trained the teacher to use DIBELS results to monitor student progress and needs, and identify which students should be assigned to small groups each month.

EVALUATION METHODS

EVALUATION GOAL

The purpose of this evaluation is to determine the degree to which RIM has an impact on these six schools at the kindergarten level in 2010-2011, compared to these same teachers in 2009-2010 when they were using their standard curriculum alone.

STUDY PARTICIPANTS

This study focuses on six schools in Chicago Public Schools that received Reading in Motion in 2010-2011 for kindergarten teachers and students. To assess school impact, the evaluation measured student-level DIBELS scores from stable kindergarten teachers who taught the same grade in the same school in both 2009-2010 and 2010-2011. In 2009-2010 (control year), the teachers used their own reading curricula. In 2010-2011 (treatment year), the same teachers continued to use their own curriculum but also received training and support in using Reading In Motion, and delivered the Reading In Motion curriculum..

Reading In Motion was implemented in nine schools. The schools in the study were originally part of “Area One,” a set of schools in close geographic proximity to each other within the Chicago Public Schools.¹

Three of the nine Area One schools did not qualify for this study:

- One school had just newly opened in 2010-2011, and therefore did not have data from 2009-2010.
- Two schools had replaced all of their kindergarten teachers in 2010-2011; because the study requires having the same kindergarten teachers in the prior year, there was no control group in these two schools.

Because DIBELS is designed for students whose first language is English, this study only includes teachers in students in English-based classrooms. RIM does have a Spanish version, too. Thus, future studies could examine the impact of Reading In Motion on the Spanish-speaking students, who are tested using IDEL (<https://dibels.uoregon.edu/idelinfo>).

All qualifying schools and teachers were included in the study, resulting in 10 teachers who taught kindergarten in both years in the same 6 schools. Table 1 illustrates the participants.

Table 1. Study Participants

	Control	Treatment	Total
Schools	6	6	6
Teachers	10	10	10
Students	298	252	550

¹ At the time this report was written, Chicago Public Schools replaced Areas with Networks. The schools in Area One do not correspond with Network One, since school assignments for Networks were made using different criteria than for Areas.

MEASURES

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessments

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) were used as a measure of student progress. DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to monitor development of pre-reading and early reading skills. The DIBELS website provides more detailed information about the assessment (<http://dibels.uoregon.edu/>). Classroom teachers collected student scores on the DIBELS reading assessment for the RIM and control schools at three points in time (August/September, January, and May/June), as required by Chicago Public Schools.

Student scores on the Initial Sound Fluency, Nonsense Word Fluency, and Phoneme Segmentation Fluency portions of the DIBELS assessment were compared to DIBELS' established benchmarks for each skill as a standard for success. Table 2 below presents the skills tested at each test time and the benchmark for that skill (Good & Kaminski, 2002).

Table 2. Number of correctly identified phonemes needed to meet DIBELS Benchmarks

DIBELS Early Literacy Indicator	September	January	May
Initial Sound Fluency	8	25	N/A
Nonsense Word Fluency	N/A	13	25
Phoneme Segmentation Fluency	N/A	18	35

Environmental Factors Control

To help control environmental factors that affect DIBELS outcomes, 3D Group restricted participation in the study to stable teachers who taught the same grade in the same school during the control and treatment years. Additionally, 3D Group developed a list of variables about the school environment during treatment and control years. To increase the reliability of the data, all data were collected by the RIM Area One Coordinator about the stable teachers and the schools. Teacher-level factors included the reading instruction, including the curriculum used, amount of time in reading instruction, amount of time teaching in small groups, level of arts-integration, use of tailored instruction, and teacher experience. School-level factors included number of snow days or any other unpredicted interruption, such as a strike or environmental conditions that would place unusual stress on the teachers delivering reading instruction. 3D Group provided a checklist, and the information was collected via interview with the principal, vice principal, or teachers, depending on the most knowledgeable source in each school. This allowed for more open-ended drill down and data capture of unanticipated factors that might have impacted outcomes, aside from the teacher having an additional year of teaching experience during the treatment year.

Evaluator Observations

The primary evaluator visited a Chicago school in 2007 and observed a RIM coach work with three teachers in different classrooms. This provided basic knowledge of the program's structure. For this project, the primary evaluator observed program details by watching a video. This video contained footage of a classroom teacher implementing fluency warm-ups, whole group activities, and small group activities with her students.

Interviews

3D Group interviewed RIM's Area One Coordinator about the program to get a sense of the: 1) program's design, 2) structure of summer, fall and winter trainings with classroom teachers, and 3) level of implementation consistency across classroom teachers, as well as RIM coaches.

SUMMATIVE EVALUATION RESULTS

COMPARABILITY OF GROUPS

Environmental Scan Comparison

To help ensure that environmental factors remained relatively consistent from one year to the next between treatment and control years, and ensure that it was sound to compare the two groups, the Reading In Motion Area One Coordinator conducted structured interviews with a leader of each school, as well as each teacher participating in the study.

The school conditions were consistent in many respects from year to year, including probation status, student demographic trends, and number of snow days. The treatment group had a few changes that could have positively impacted student scores:

- Two schools—affecting two teachers in the study—had more instructional time during the treatment year. One school increased the length of their school day from 4 hours during the control year to 5.75 hours in the treatment year. The other had reduced the amount of teaching time by a half-day during the second semester of the control year.
- One school—affecting three other teachers—benefited from having a smaller class size in the treatment year (25 students, rather than 29 during the control year).

The 10 teachers in this study had very consistent teaching practices of their non-RIM reading. That is, each teacher used similar practices to teach reading in 2009-2010 (the control year) as that teacher used in 2010-2011 (the treatment year), such as their use and composition of:

- small groups
- reading goals
- tailored instruction
- art to teach reading

They also used the same core curriculum from year to year, with the exception of one teacher who switched from Harcourt to McGraw Hill. The core curricula used by the teachers included:

- Reading Street (4 teachers)
- SRA Imagine It (3 teachers)
- Treasures, Macmillan/McGraw Hill
- Balanced literacy approach (no core)
- Harcourt (control year), McGraw Hill (treatment year)

Since the control group and treatment group consisted of the same teachers, the treatment group benefitted from an additional year of teaching experience. However, the impact of the additional year was likely minimal for most teachers. That is, 9 of the 10 teachers had been teaching for at least 7 years; the other teacher started her career during the control year. Of the 9 longer-term teachers, all had at least 2 years experience teaching kindergarten prior to Reading In Motion; 4 of these longer-term teachers had at least 5 years experience teaching kindergarten.

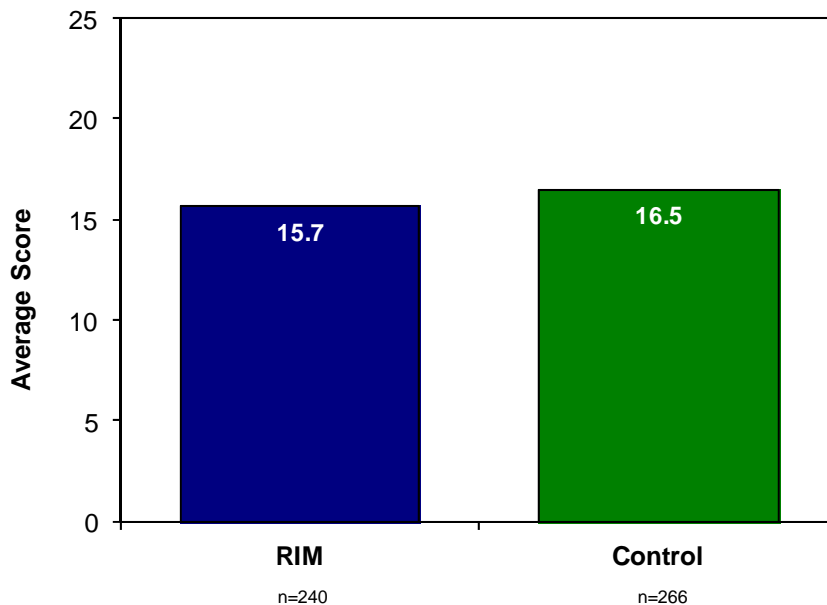
There were two students in two different classrooms who received support from 1:1 aides in the treatment year. Aside from this difference, the level of classroom support was consistent in the classrooms from year to year.

Overall, while there was some variation from year to year in the school and classroom environments, the variation did not strongly favor the control or treatment conditions. One could argue that the treatment group had a slight advantage, since two of the 10 classrooms had more hours of kindergarten instruction. To assuage the skeptics, analyses were run with these two classrooms removed, and results were very similar. While the exact numbers were different, trends were in the same direction and statistical significances were not changed.

Initial Student Skill Comparison

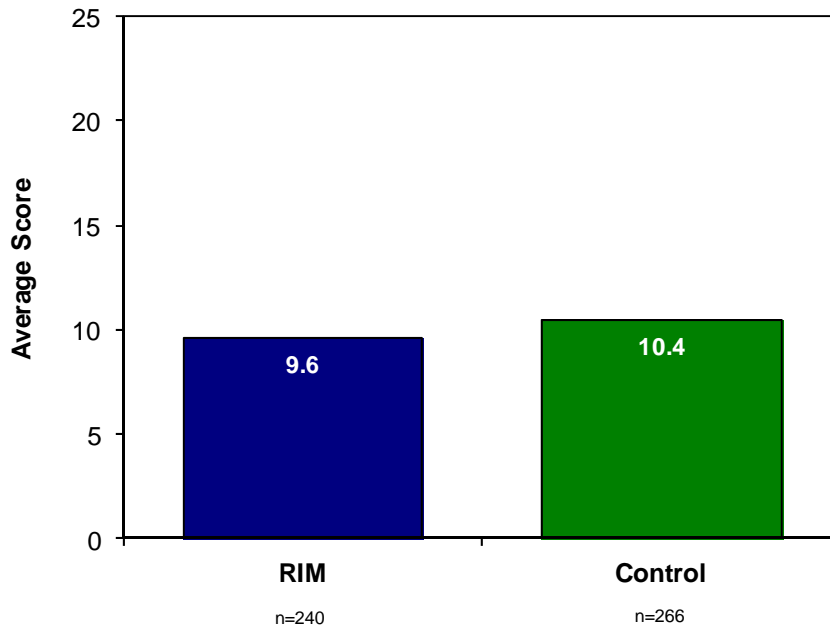
To help ensure control and treatment groups were comparable when entering the study, 3D Group studied the reading skills of students entering kindergarten. An independent samples t-test was conducted to compare the mean scores on the August/September Letter Naming Fluency measure for the treatment group (RIM mean=15.7, SD= 14.40) and control group (mean=16.5, SD= 15.12). As desired, there was no significant difference: $t(502) = .63$, $p = .53$. See Figure 1.

Figure 1. Kindergarten Pre-test Scores for Letter Naming Fluency



As figure 2 shows, we found no significant difference in students' Initial Sound Fluency at the beginning of the school year for the control group (mean=10.4, SD= 9.48) and treatment group (mean = 9.6, SD = 8.05). No significant difference was desired or found, $t(502) = 1.09$, $p = .28$. Thus, students in the program and comparison groups appear to have begun the year with comparable early literacy skill levels.

Figure 2. Kindergarten Pre-test Scores for Initial Sound Fluency



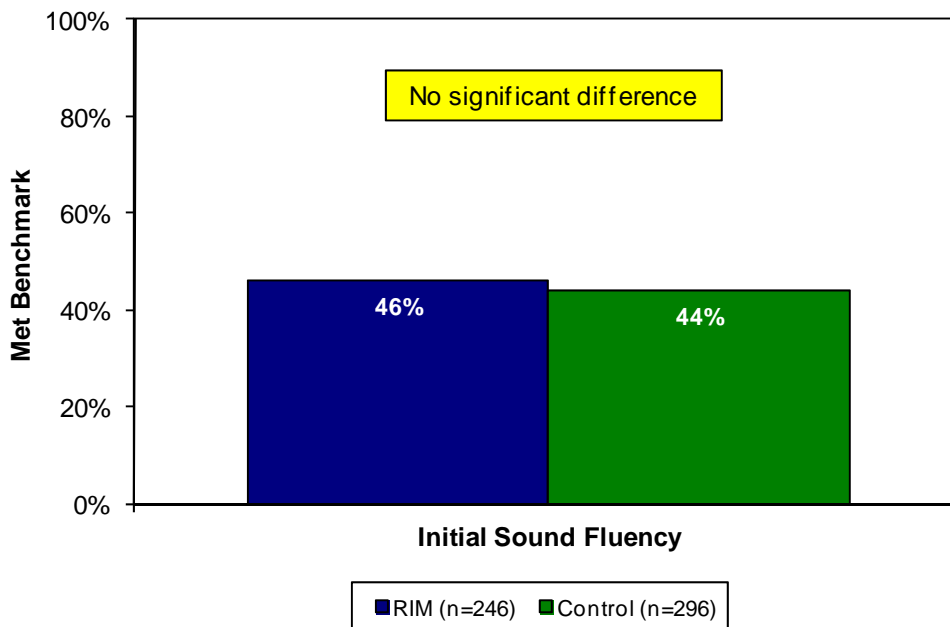
STUDENT OUTCOMES

Once it was established that the treatment (RIM) and control groups began the school year with similar skill levels and similar school and classroom environments, we conducted student outcome analyses. Scores for the program group on the three DIBELS early literacy indicators were compared between 2009-2010 kindergarten students who did not receive RIM (control) and kindergarten students who were taught by the same teachers with the standard curricula plus Reading In Motion in 2010-2011 (treatment).

Initial Sound Fluency

By the middle of kindergarten, students should be able to recognize and produce the initial sound in orally-presented words at a rate of 25 phonemes per minute, as measured by DIBELS' Initial Sound Fluency. To assess program impact on ISF, the percentage of RIM students who met the middle-of-year benchmark on ISF was compared with the percentage of control students who met the same benchmark. As Figure 3 illustrates, 46% of RIM students met the mid-year benchmark for ISF, while a similar 44% of the control students met the benchmark. This difference was not statistically significant: $\chi^2 (1, N=542) = .153, p=.70$.

Figure 3. Percentage of Students that Met Initial Sound Fluency Benchmark by the Middle of Kindergarten



Phoneme Segmentation Fluency and Nonsense Word Fluency

By the end of the school year, students should have achieved Phoneme Segmentation Fluency and Nonsense Word Fluency. DIBELS Phoneme Segmentation Fluency (PSF) is a measure of a student's ability to segment three- and four-phoneme words into their individual phonemes fluently (Good, Wallin, Simmons, Kame'enui, & Kaminski, 2002). The PSF measure has been found to be a good predictor of later reading achievement and is intended for use with students from the winter of Kindergarten to the middle of first grade (Kaminski & Good, 1996). DIBELS authors consider PSF to be the standard benchmark for "grade level" achievement at the end of Kindergarten.

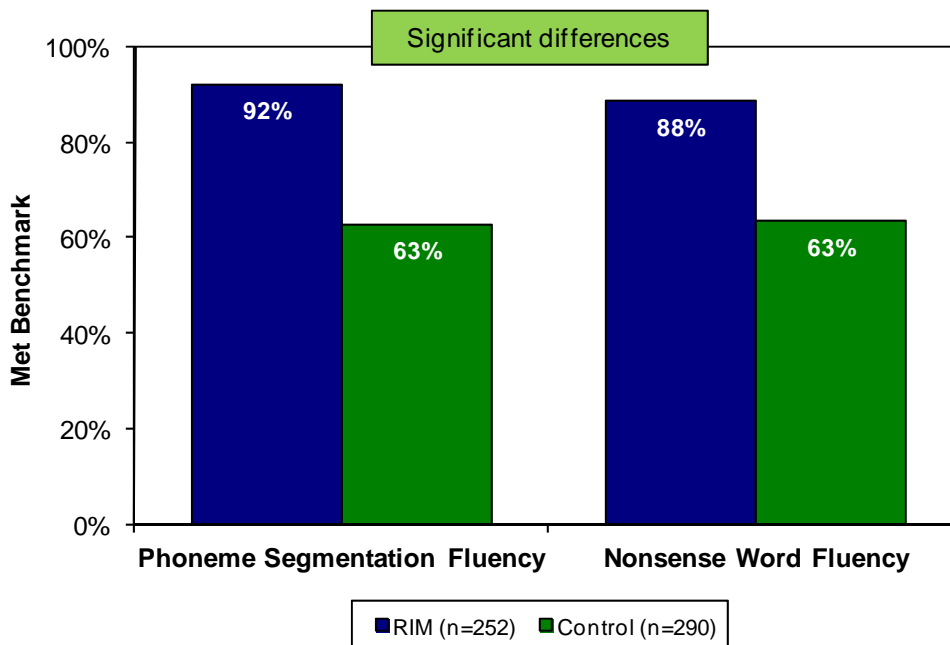
DIBELS Nonsense Word Fluency (NWF) measures letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). It is intended for use with students from the middle of Kindergarten to the end of first grade. Figure 4 below presents the results of comparing 1) kindergarten students who had Reading In Motion and 2) kindergarten students who had the teachers' standard reading curriculum.

As shown in Figure 4, 92% of RIM students met the final benchmark for PSF, while only 63% of the comparison students met the final benchmark. This difference was statistically significant, with $\chi^2(1, N=542) = 64.19, p < .001$.

Likewise, more kindergarten students in RIM met the final benchmark for NWF, with 88% of the students in the RIM group reaching benchmark and only 63% of the comparison students doing the same (Figure 4). This difference was statistically significant: $\chi^2(1, N=542) = 45.21, p < .001$.

These comparisons suggest that kindergarten students who received RIM programming finished kindergarten with a greater understanding of word segmentation, letter-sound correspondence, and a greater ability to blend letters into words than students who did not receive the program.

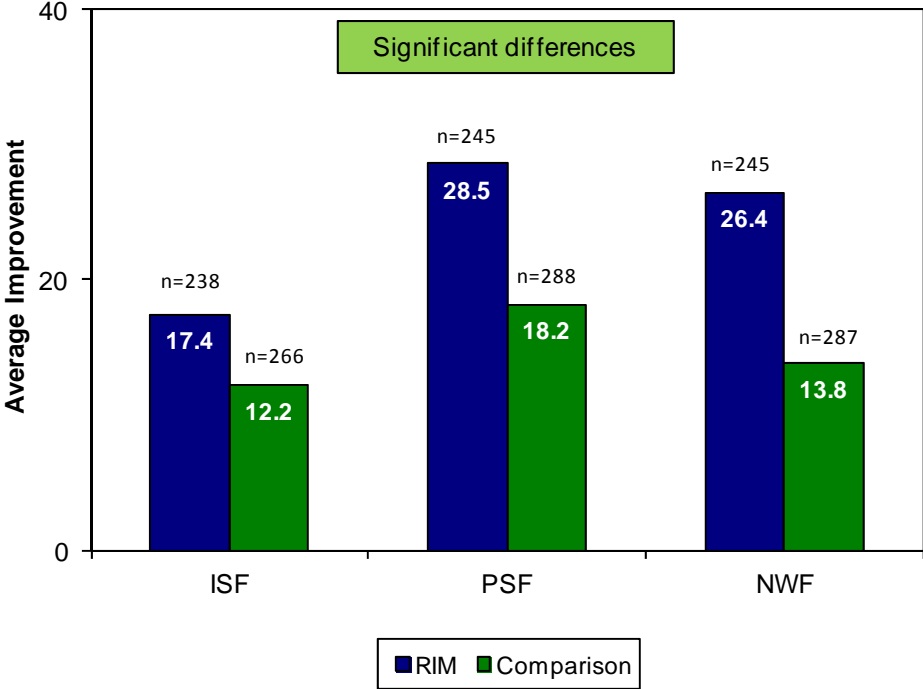
Figure 4. Percentage of Students that Met Phoneme Segmentation and Nonsense Word Fluency Benchmarks by the End of Kindergarten



Improvement on All Three Skills

Another way to examine the data is to assess each student’s gain in skill from the pre-test to the post-test, with the interest of seeing whether RIM students had larger gains than the control group. As shown in Figure 5, students who received the RIM program showed significantly more improvement on each of the early literacy indicators than the comparison group. (ISF: $t(433) = 4.12, p < .001$; PSF: $t(506) = 9.49, p < .001$; NWF: $t(492) = 11.05, p < .001$). While students in both groups started the year with similar skill levels, results show that RIM helps kindergarten students build early literacy skills faster than standard, whole group based instruction alone.

Figure 5. Average Improvement in Number of Phonemes and Pseudo-words Recognized on ISF, PSF, and NWF



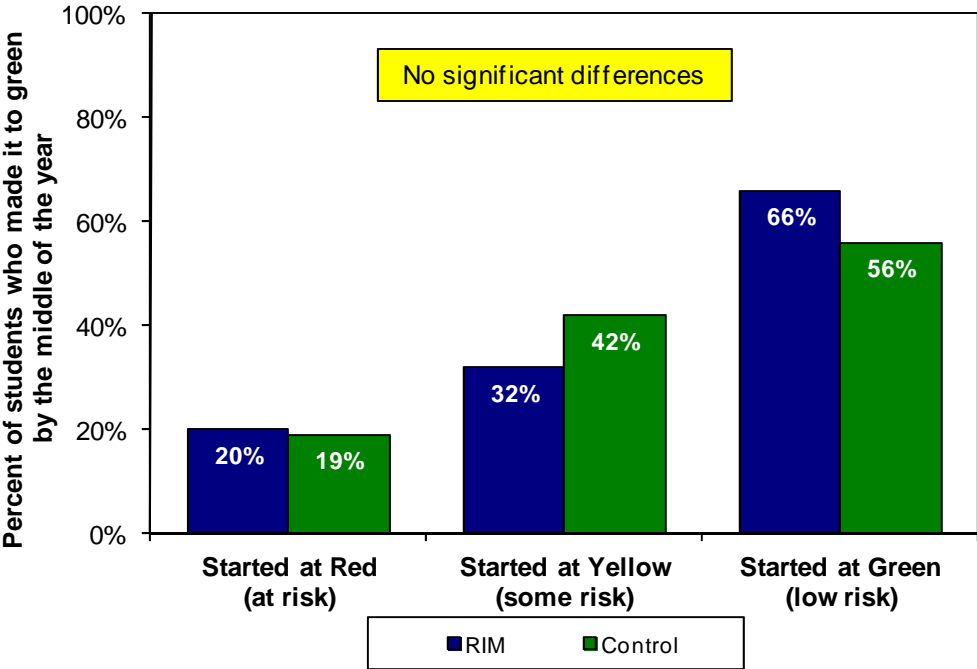
Getting to Green

With the DIBELS tests, students’ scores are categorized into green (low risk), yellow (some risk), and red (at risk), which allows teachers to quickly determine which students need extra attention, and which are on track in their reading-skill development and should need just the regular amount of attention.

The ultimate goal is to get students to green, whether they began the semester at red or yellow (requiring extra attention) or whether they began the semester at green and need to maintain their green status. This analysis sheds further light on which students achieved green.

Contrary to the desired effects, trends in Figure 6 suggest that teachers were neither more nor less successful when using their own curriculum than when using Reading In Motion to help students achieve benchmark or “green” on Initial Sound Fluency. There were no significant differences between the two groups: (Red to Green: $\chi^2(1, N=124) = .008, p=.93$; Yellow to Green: $\chi^2(1, N=113) = 1.43, p=.23$; Green to Green: $\chi^2(1, N=267) = 2.94, p=.09$)

Figure 6. Initial Sound Fluency: What percentage of students, starting the school year at the different levels (colors), made it to green by the middle of the year?



On the other hand, as figure 7 illustrates, teachers were more successful when using RIM to help students achieve or maintain the PSF benchmarks. When the teachers used their standard reading curriculum alone, 23% of the students who started with at risk-levels (red) of Phoneme Segmentation Fluency made it to benchmark (green) by the end of the year. In contrast, when teachers used Reading In Motion, a much greater percentage (54%) of the initially-red students achieved green status. This difference was statistically significant: $\chi^2 (1, N=90) = 8.12, p<.01$.

Reading In Motion was similarly successful at pushing yellow students into green on Phoneme Segmentation Fluency. That is, when teachers used their standard curricula, half (50%) of the yellow students in the beginning of the semester achieved benchmark (green) by the end of the year. But when teachers also used Reading In Motion, almost all (91%) of their yellow students achieved green levels by the end of the year. This was statistically significant: $\chi^2 (1, N=144) = 26.69, p<.001$.

While the standard curriculum was very successful in helping students maintain their green status from the middle of the year through the end of the year (90%), Reading In Motion was even more successful (99%), once again at a statistically significant level: $\chi^2 (1, N=299) = 13.29, p<.001$.

Figure 7. Phoneme Segmentation Fluency: What percentage of students, starting the semester at the different levels (colors), made it to green by the end of the year?

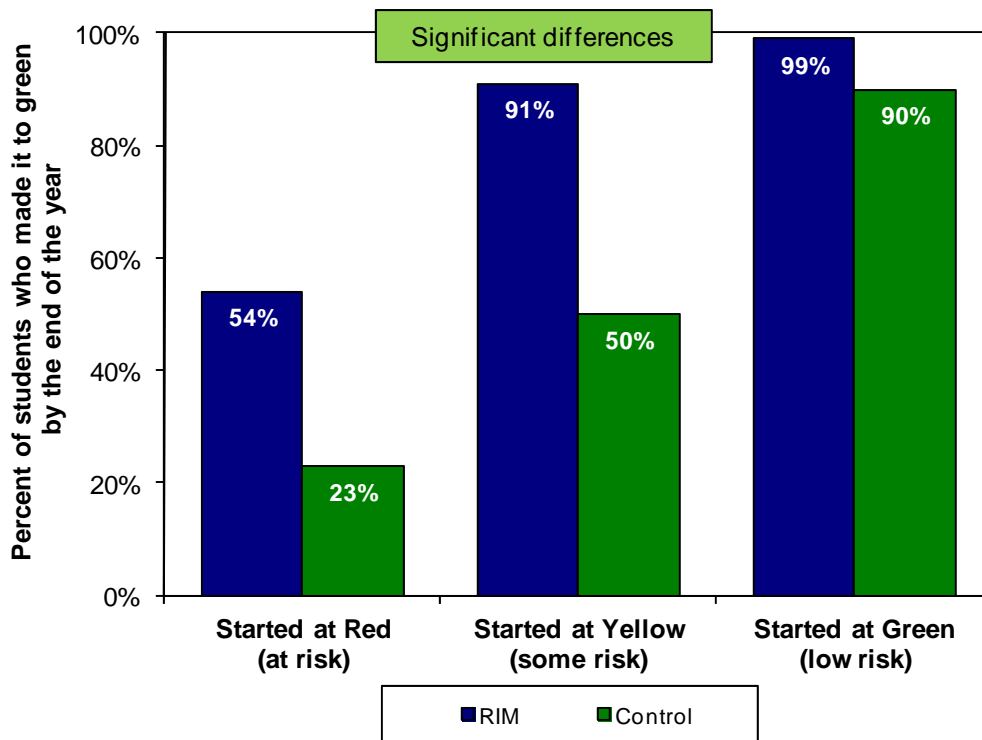
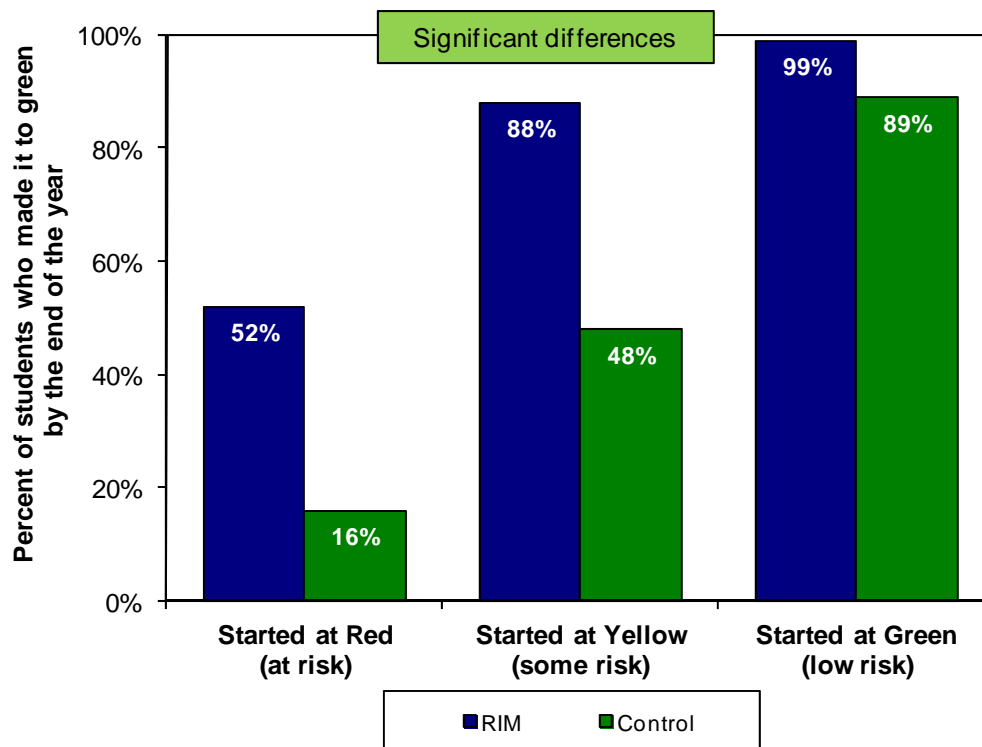


Figure 8, also highlighting end-of-year data shows trends for Nonsense Word Fluency that are similar to Figure 7. That is, when teachers used Reading In Motion, they were able to transition a greater percentage of students from red or yellow at the middle of the semester to green by the end of the school year. They also helped keep a higher percentage of students who were green in the middle of the year at the green level by the end of the year. All three were significant (Red to Green: $\chi^2(1, N=106) = 16.26, p < .001$; Yellow to Green: $\chi^2(1, N=117) = 20.20, p < .001$; Green to Green: $\chi^2(1, N=309) = 12.11, p < .001$)

Figure 8. Nonsense Word Fluency: What percentage of students, starting the semester at the different levels (colors), made it to green by the end of the year?



CONCLUSION

Taken together, these data suggest that Reading In Motion for kindergarten provides an effective supplement to kindergarten teachers' existing reading curricula. As the teachers deliver the program, they help their students develop the early literacy skills required to become fluent readers and writers. Given the research suggesting that literacy learning in Kindergarten is an important predictor of later success at reading (Juel, C., 1988; Juel, C. & Deffes, R., 2004), these results further suggest that the RIM students will have a significantly greater likelihood of success at language arts proficiency in later years, as compared to students who received other reading instruction. The following specific conclusions can be drawn from the evaluation results:

- When teachers were trained and supported by RIM, and used RIM curriculum, their students were significantly more likely to reach their end-of-year goals. When teachers were trained and supported by RIM, and implemented RIM's program, approximately 90% of their kindergarten students reached the DIBELS benchmark goal (or "green") for Phoneme Segmentation Fluency (92%) and Nonsense Word Fluency (88%). This contrasts starkly to the prior year, when these same teachers, without the support or use of RIM, only helped 63% of their students achieve these benchmark goals.
- Reading In Motion did not help significantly more students achieve benchmark for the mid-year goal of Initial Sound Fluency. This is a programming area that could be strengthened. Reading In Motion appears to be on the right track, as students did have significantly higher score gains from pre to post-testing on ISF.
- Part of Reading In Motion's success is attributable to determining which students (those at red and yellow levels) need extra attention so they can achieve the desired status (green or benchmark) by the end of the year. While the Reading In Motion program did not help significantly more students achieve benchmark in Initial Sound Fluency during the middle of the year, the program did produce desired results by the end of the year. When teachers were supported by and used Reading In Motion, they transitioned a significantly higher percentage (often doubling) of students who were at red and yellow in the middle of the year to green at the end of the year.

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APPENDIX A

Small Group Activity — Sample Instructions for Teaching Artists

Segmenting With 3-Sound Picture Cards

- Do** Put cards for hen, bus, fan, and ball first in the deck of cards.
- Say** I'm going to name these cards like we do when we sing "Train Is A-Coming."
I'm going to do the tap, tap, tap, scrape movement with my fingers too.
My turn will sound and look like this.
- Do** Hold up the hen card between thumb and middle finger, so your index finger is pointed and free to use for the tap, tap, scrape movement.
With finger movement: Hen-----the sounds are /h/ /e/ /n/ in hen.
Now you copy me. (Students echo with sound and movement.)
- Do** Repeat this process for all the cards.
- Say** Now we are going to take turns.
I'll sing the first part of the verse, but I want you to finish it, by telling me the sounds.
So if I show the picture of the hen and say, "hen," you respond, "The sounds are /h/ /e/ /n/ in hen."
- Do** Give each student a chance to finish a verse individually.
Assist with any sounds they leave out.
Use a different card for each student.
Continue rotating between students and through the cards, until each student has had four solo turns.



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Whole Group Activity — Sample Instructions

"Train Is A-Coming" Segmenting

Say Now we are going to put the music on and sing "Train-Is-A-Coming."
I want you to get your finger rhythm sticks ready to tap out all the sounds in these words.
First I will sing and tap a word.
I want you to echo the word back, just as I did it.
When we get to the last verse, I'm going to point to you to signal that I want you finish off the words on your own.

Do Use words: rock, sun, fish doll, dog, hat, cup, doll
Use this response pattern for verses one and two:
Leader: Rock.....the sounds are /r/ /o/ /ck/ in rock.
Students: Rock.....the sounds are /r/ /o/ /ck/ in rock.
Use this quicker response pattern for the third and final verse:
Leader: Rock... Students: The sounds are /r/ /o/ /ck/ in rock.
Sing the song with CD track #9 or #10.
Turn off the music.

Say Now, I'm going to give you a chance to tap a word out solo.
Does anyone want to volunteer to tap out rock?

Do Take a volunteer or pick a student.
Continue this process for sun, fish doll, dog, hat, cup, doll.
Rotate through the eight words again, and give eight other students the opportunity to tap out a word solo.



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Work Areas Activity — Sample Instructions

“Explain the Reading In Motion Practice Area”

(This activity is used to introduce one of the work areas to students for the first time. It occurs in week #8 of the 32-week curriculum.)

- Do Have all materials set and ready for students to use.
Materials per child include: sort prompt page and half sheet of pictures, glue stick, scissors.
Have one set of pictures pre-cut, so you can use them during your explanation of the area.
- Say Before we go to work areas and small group today, I want to tell you about another work area that we are going to add to our classroom.
It's called the Reading In Motion Practice Area.
At this area, you are going to get a chance to practice some of the skills we have been working on in class.
- Do Walk over to the area to show its location in the room.
When you come to the area you will sit down here. (Motion to the chairs.)
- Say There will be two pieces of paper for each of you waiting here.
The first piece of paper is large and it has two faces at the top. (Show the prompt page.)
The other piece of paper is a half size piece of paper, and it has lots of pictures on it. (Show the pictures page.)
Let's see if we can name all these pictures.
- Do Name each picture with the students.
- Say You will also notice that, at this area, there are some glue sticks and some scissors.
Your job at this area is to find the pictures that begin with the /b/ sound, cut them out, and glue them under the smiley face.
When they are glued under that smiley face, that means that they begin with the /b/ sound.
Why do you think there is a frown face on the paper, too?
- Do Take students' responses.
- Say You should glue the words that don't begin with /b/ under the frown face.
Let's try figuring out where a couple of the pictures go.
- Do Pick up the picture of the bird.
- Say I want you to quietly say to yourself what this picture is to yourself.
Listen as you say the word to figure out the word's beginning sound.
- Do Pause and watch students while they figure out the beginning sound.
- Say Now, tell me does this picture begin with /b/ ? (Take students' responses.)
It does begin with /b/.
- Do So, should it go under the smiley face or the frown face?
- Do Hold up the prompt page.
- Say It should go here, under the smiley face, since bird begins with /b/.
Let's see if we can figure out where this next picture goes.
- Do Hold up the fish picture.
Repeat the process of letting students figure out the beginning sound and deciding whether the picture goes under the smile or the frown.
- Say Now before we begin, I want to talk about how to use the scissors and glue sticks.
- Do Pick up a pair of scissors.
- Say We need to be careful when we are cutting with scissors and put them back in their container when we are finished.
- Do If students have not used scissors yet in the classroom, demonstrate how to hold and use them.

- Pick up a glue stick.
- Say When you use a glue stick, do you need to use a lot of the glue, or a little of the glue?
- Do Take students' responses.
- Say You only need to use a little glue.
Watch how I do it.
- Do Demonstrate putting a small amount of glue on the back of one of the /b/ pictures, then placing it under the smiley face.
- Say If you use too much glue (pantomime putting on lots of glue), you will make a mess.
And, our glue sticks will run out and we won't have any more to use.
Please make sure you put the lid on tight when you finish. That way the glue won't dry out.
And, when it is time to clean up, please put the glue sticks back in this container.
- Do Hold up the glue sticks container and demonstrate putting away the glue sticks.
- Say As we learn more sounds, we will practice them at this area by sorting different pictures.
But today, remember we are looking for the pictures that begin with /b/.



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Fluency Warm-up Activity — Sample Instructions

Initial Sound Jive Flash Cards Fluency Warm-up
Week 15

1. Let's look at our picture cards for this week.
2. Define pictures.
3. We are going to play with the first sound in these words.
4. They begin with /g/, /r/, or /d/.
5. I'm going to say the words sound before I say the word (e.g. /b/ beach).
6. You echo what I say.

Week 15 pictures/words:

Gift
Goat
Gate
Goose
Rock
Rat
Rug
Ring
Deer
Dog
Doll
Duck

7. I am going to hold the pictures up and you name them. Make sure you say the first sound before you say the whole word.
8. Drill again using the same word list.



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