

This is a running log of a lesson with Christie-Lee's 4 class. I've made notes of strategies used by Christie-Lee that might not be noticed by someone new to teaching this way. I have highlighted strategies that keep the lesson moving at a good pace and ensure students are sticking to established routines. Students are always looking where Christie-Lee wants them looking and thinking about what Christie-Lee wants students thinking about. This managing students' cognitive load.

Phonological Awareness Training - Heggerty

Heggerty is a well-used resource for PA training. Christie keeps the pace lively through clear instructions to students and established routines. Christie also uses non-verbal cues to indicate when students need to respond and when they need to listen to instructions. Christie keeps her eyes on the students much of the time to check participation.



Review: Reading Card Drill

(Refer to Teachers' Manual for directions)

"We are going to start with our reading deck so your eyes need to be on me ... alright, let's go..."

Christie uses clicking fingers to keep the students' response to the concepts fast, otherwise these longer responses can descend into a slow droan.

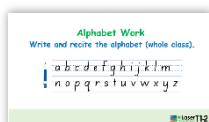
Christie moves quickly through the deck - bringing students to her pace. The aim is rapid recall of the grapheme-phoneme correspondences and concepts. Pace is important. She scans the students as she uses the card deck. Students sense her gaze on them and that she wants full participation.

With the more recently taught cards Christie cues the students with:

"This is our new one isn't it, the key word is 'wasp'..."

Notice the multisensory routine for the syllable concept (clap and beat).

Also, notice on the 'a' card with the five phonemes, Christie moves her finger down the right side of the card for phonemes (ă), (ā), (ah), (or), (ō).



Review: Alphabet Handwriting

(Refer to Teachers' Manual for directions)

“Pens in your hand, It’s time to write the alphabet. We have been working on kicks so we are going to (today) do lower case alphabet making sure that we do the kicks, making sure that we begin out letters at the right place, which is usually at the top, ok let’s do it together...”

Next, next, next, new line, what comes after...

There’s no waiting for slower students to be ready. This communicates that students need to keep with the pace of the lesson rather than the teacher waiting for them¹.

Christie then keeps the pace, cueing with the word *‘next’*. Because Christie is circulating, watching students, she can slow down if needed, but her intention is to bring students’ pace up rather than have the pace dictated by the slowest students. Slower students do speed up with practice².

When Christie needs to correct a student, she keeps her language whispered, direct, brief and kind:

“Can I show you the ‘p’ again, starting at the top, up and around.”

Christie re-teaches the formation of the letter ‘k’ at the board and gets all students to practice three lower case ‘k’s on whiteboards.

¹ When teachers only proceed when the slowest students are ready, it signals to the group that there’s no need to follow directions quickly and the whole process slows down. Students respond much faster (even the natural dawdlers) when they know the pace is lively.

² Teachers can fall into the habit of allowing slower moving students to dictate the pace of the lesson. This risks losing attention of the majority of students and teaching students they don’t have to move quickly.



Review: Spelling

(Refer to Teachers' Manual for directions)

“Don't wipe it because we'll use the same board for our sounds for these words.”

“Don't write anything yet. We've got a missing sound it is (ē) so we need to decide if we're going to use 'ee' or 'ie' the word is...”

Christie cues to the screen with her finger³ which cues students to chorally read 'relieves' .

“Write 'relieves' (pause) ... chin it as soon as you're done”

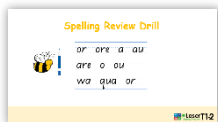
The pause is important because if Christie were to give the above instruction in one piece, she would have been talking as students are writing, creating extraneous cognitive load.

Christie points to a student who has not used the choices on the board and says:

“That wasn't a choice, use double e or ie.”

Although this direction may sound curt, it is important to keep the feedback brief⁴ (economy of language). The student immediately realizes their error and rewrites the word.

Christie continues through this stage of the lesson maintaining the same language and routine.



Spelling Review Drill

(Refer to Teachers' Manual for directions)

“You've good room to write your graphemes so we won't wipe it yet. Pen in Hand, please write the grapheme for (or) like in 'corn'”.

This is a deliberately fast transition and the key is not allowing students to wipe their boards.

Christie then uses the routine of saying the phoneme and clue word. Students chorally spell the correct choice and then write the grapheme. She circulates, looking at what students are writing and

“Don't forget to say it out loud Jack as well okay?”

³ Christie has built a routine of students choral reading from the screen when she points to the screen and uses a questioning tone.

⁴ If Christie had have said something like *“That's a good try but you have forgotten to use the choices that are on the board, make sure you choose 'ee' or 'ie'.”* ...this would have taken much longer, and in the meantime, other students are waiting with their boards chinned.

whispers a reminder to a student about the correct routine. It's important to insist on routines being followed because if teachers don't, students decide a routine isn't important to the teacher and the routine starts to slide. Again, notice the brevity of this instruction.

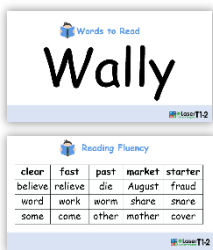
"Chin it when you're done."

"Excellent I could see from walking around that you guys nailed that. Well done. park it wipe it ready: 5, 4, 3, 2, and 1."

"Let's read some words together."

"They've got the sound we did yesterday, quick quick..."

When hurrying along students like this, tone and body language are important. This is said in an expectant but relaxed tone, not frustrated.



Words to Read and Word Reading Fluency

(Refer to Teachers' Manual for directions)

"And let's go..."

Christie immediately starts the slides going, no delay. This again is about carrying the class at the teacher's pace, not dropping to the class's pace. Teachers need to do this throughout the lesson.

Christie narrates compliance⁵ with a routine that she has been working on with the class:

"Good. I'm glad your eyes are here and not on me because I'm watching you read."

⁵ Narrating compliance is important in reinforcing expectations, rules / routines. It's more effective than only correcting non-compliance (even though both strategies are important).



Review: Words to spell

(Refer to Teachers' Manual for directions)

“Pens up ready. Phoneme fingers on your other hand, your non-writing hand first word, Wally..”

Students chorally repeat:

“First syllable:”

(students say and finger spell):

“Second syllable:”

(students say and finger spell)

Christie and the class follow this routine for all remaining words. Christie cruises the room checking whiteboards. On words with newer GPCs, Christie joins in the choral work with the students to provide additional scaffolding.

Notice that for the word ‘quality’, Christie points out that the 2nd syllable contains *schwa* and scaffolds students by using spelling voice.

“Chin it when you’re done ... well done.”

Christie notices from the boards that several students have not used a capital letter for ‘Wally’.

“actually put it (board) down... “

This is important, as Christie doesn’t want students holding boards up while she re-teaches proper nouns. Although this may seem small, students holding boards up will be distracting draw attention away from the re-teaching.

Christie poses the question:

“Wally says something important about Wally what's important about Wally?”

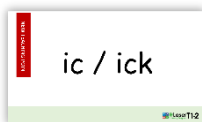
She then calls a non-volunteer (using pop sticks):

“What is important about Wally, Olivia?”

Olivia correctly responds that ‘Wally’ is a proper noun, Christie repeats this and cues the class to complete the sentence.

“Show me.”

Students chin whiteboards again with correct upper case ‘W’ on ‘Wally’.



New Teaching Point

(Refer to Teachers' Manual for directions)

Directed Discovery Teaching (DDT)⁶

Christie counts students in again, narrates compliance from the front row. She then begins a directed discovery teaching using the slides as prompts. Notice the economy of language and the high rate of response elicited from the students.

"Today we are learning something new we are learning how we are going to spell the sounds (ik). (ik) can be spelled in two ways '-ic' and '-ick'.

Let's find out how.

We know (track with me) We know we use 'ck' at the end of a one-syllable word after a short vowel. Read with me..."

Christie proceeds with the directed discovery teaching checking for understanding with non-volunteers (with pop sticks)



Words to Read – New Teaching Point

(Refer to Teachers' Manual for directions)

Christie and the class read through the Words to Read and investigate where the two different spellings are used. Christie checks for understanding with a non-volunteer.



New Words to spell

(Refer to Teachers' Manual for directions)

We're going to spell them. Pen in your hand phomeme fingers ready to go. The first word I want you to spell is 'click'

Students chorally repeat word 'click' and spell on their whiteboards. This routine continues through 2 syllable words. The finger spelling routine is designed to ensure students have free cognitive workspace to think about the correct spelling of (ik) as they spell the words.

⁶ DDT is a technique from Playberry Tier 3 where the teacher directs students to discover the new learning for themselves. DDT can take different forms, but is always brief.

Christie then checks for understanding with non-volunteers using pop sticks. The other students tick or correct their own words on their whiteboards.

Students then chin their boards.

Again, Christie tells students not to wipe boards as there's already space for the dictation to come. This is a time saver.



Heart (irregular) Words

(Refer to Teachers' Manual for directions)

Arms out. Ready. We learned these heart words yesterday so we're going to do them one time through on our arm and then you're going to write them once okay first word ... 'halves'

Christie checks for understanding of the plural v+es rule.



Dictation

(Refer to Teachers' Manual for directions)

Christie counts students in and reminds them of the routine for dictation. This routine needs to be tight and takes students time to develop the discipline to repeat the sentence before writing it. The temptation for students is to dive straight into the writing as they worry that they will forget it if they delay. Teachers must insist on the correct routine.

On longer sentences, Christie gets the students to repeat the sentence twice before writing. Asking them to look at the ceiling while repeating the sentence reduces distraction so they concentrate on recall.

Christie notices that some students have spelled 'Warren' as a name and teaches the second use of the word 'warren' as a common noun.

Christie notices that some students have mistakenly spelled 'its' with an apostrophe of contraction. She again uses the moment to re teach the correct spelling in this instance.



Connected Text

(Refer to Teachers' Manual for directions)

“Ready to read. We're going to read it together we've been working on fluency so I would love to hear some fluency come through in your reading today.”

Brief correction of a student putting his board away:

James we haven't been asked to put it away mate your eyes need to be here.

Christie cues James by name and uses a description of reality: *“we haven't been asked to put it away mate”* and then a direction: *“your eyes need to be here.”* This brief, calm behaviour correction is critical to keeping lessons flowing. Christie averts her eyes from James to allow him take up time⁷ to comply and moves on.

“Okay let's go let's do it together. It's called click click click let's go...”

The group complete their choral read, Christie reads with them to keep the pace up. Notice she sometimes stops reading to hear the students.

She then calls a non-volunteer to find words with the different spellings of (ik).



Vocabulary

(Refer to Teachers' Manual for directions)

Christie teaches the vocabulary words, using the explicit definitions and the parts in speech listed on the slide. She points out where the words were used in the connected text and asks students to chorally repeat definitions in full sentences.

⁷ **Take up time** allows students a moment to comply without the teacher looking at them and waiting. The teacher gives the instruction and diverts their gaze from the student, saying ‘thanks’ or ‘thankyou’. This allows teacher to resume the flow of the lesson and communicates to the student that the teacher expects compliance (without having to wait on the student). Most students will follow. If not, the teacher can briefly cue the student again increase their level of intrusion if necessary.