

Neuhaus Training Implementation Guide

Reading Readiness Course Overview:

Research has demonstrated the importance of phonological awareness, letter recognition, and oral language in the acquisition of reading and spelling skills. Once students understand the sound structure of spoken language and can instantly name letters, they are ready to learn how sounds map onto letters. This knowledge builds their ability to decode unfamiliar words. Comprehension is developed through listening and retelling.

In Reading Readiness, participants learn 1) the critical skills necessary to become fluent readers and accurate spellers, 2) hands-on, multisensory activities to teach and reinforce these skills, 3) strategies for building instant recognition of words with reliable and unexpected pronunciations, and 4) the importance of explicit and systematic handwriting instruction to spelling and writing.

Audience: Grade K-2 Teachers

Objective: Focused instruction on specific needs; Tier II instruction; Tier III instruction

Hours: 5.5 hours

Materials: Reading Readiness; Story Retelling with deck; plastic alphabet letters; alphabet mat and arc; alphabet strip; mirrors; sound cards



Leading the Learning

Facilitator Intellectual Preparation:

You will begin your preparation by completing the online course independently before you engage in the learning with your teachers. As you are engaging in the course, keep in mind and take notes on the following guiding questions:

- *What are the key points of each lesson? What misconceptions might teachers have about them?*
- *How is each lesson related to/visible in the Open Court curriculum? How might that differ based on grade level?*
- *When and where might you see this learning in action in the classroom? What would evidence look like?*

In addition, have the session agendas in-hand as you are taking the course to help you prepare for the discussions you will lead after each lesson.

Course Preparation:

Before beginning your meeting cadence with teams, ensure you are ready to go using the following enabling systems checklist:

- ☐ Ensure every teacher has login information & can access the online course
- ☐ Print a [handout](#) for each participant
- ☐ Plan, prep, & personalize the [Setting the Stage PowerPoint](#) for your school & teams
- ☐ Preview the [Learning Journal](#) & ensure your campus has a tab
- ☐ Send an email to your teams with information about what to expect and what to bring. This list should include:
 - Charged Laptop
 - Headphones
 - Participant Handouts
 - Neuhaus provided materials

Scope & Sequence

The learning will take place over the course of 6 weekly content meetings with your teams. Each meeting will include 45-60 minutes (depending on the length of time your campus has allocated) of content.

Below is the scope of the topics covered in each session:

| Session #1 | Session #2 | Session #3 | Session #4 | Session #5 | Session #6 |
|---|--|--|---|--|---|
| Week of 9/16 | Week of 9/23 | Week of 9/30 | Week of 10/7 | Week of 10/14 | Week of 10/21 |
| Setting the Stage & Lesson 1- <i>Introduction</i> | Lesson 2- <i>Phonological Awareness</i> Quiz | Lesson 3- <i>Phonemic Awareness</i> Quiz | Lesson 4- <i>Letter Recognition</i> Quiz | Lesson 5- <i>Oral Language</i> Lesson 6- <i>Multisensory Letter Introduction</i> Quiz | Lesson 7- <i>Alphabetic Principle</i> Lesson 8- <i>Handwriting</i> Final Quiz |

Facilitation Tips & Tricks:

- The videos stop when you click over to another window, so multitasking while engaging in the course is not an option :).
- All participants need to complete the videos on their own account, so participants will be in the same room completing this portion of the session listening on headphones.
- The quizzes are almost all directly related to the note spaces on the handouts. Encourage participants to stop the video when needed to take adequate notes.
- The content alone can feel dry and unengaging- the lived portion of this session will come through during the application & discussion portions of your sessions.

Session Agendas:

Before each session, preview the agenda to make any additions based on previous sessions or observations of classrooms. The purpose of the provided agendas is to support you all with making the learning come to life & make it applicable for participants. Neuhaus is a curriculum neutral program, so *it imperative that we help teachers make connections between the learning they are doing online and the work they are doing with KIPPsters in the classroom everyday.*

Reading Readiness- Session 1

Week of 9/16

| Agenda Item | Facilitator Notes |
|---|--|
| Introduction (10-15 mins) | <p>Launch the learning with the “Setting the Stage” PowerPoint you can personalize for your campus & teams.</p> <ul style="list-style-type: none"> ● Reflect- <i>Why this learning? Why now?</i> ● Set intentions for your time together today & for the rest of the sessions |
| Online Learning (20 mins) | <p>Support teachers with logging into the online platform. Have them begin with the Orientation section (6 mins), and select “Start” when they are ready.</p> <p>Participants complete Lesson 1: Introduction (12 mins) independently.</p> <p><i>*Note- the online portion may take some participants a few minutes longer to complete if they are pausing to write notes. Other participants should not move on while waiting- have a guiding question or task prepared for early finishers.</i></p> |
| Discussion & Application (15-20 mins) | <p style="text-align: center;">*Document discussion notes in the Learning Journal*</p> <p>Discussion:</p> <ul style="list-style-type: none"> ● What evidence of the five components of effective literacy instruction do we see in Open Court? <p>Application:</p> <ul style="list-style-type: none"> ● Choose one component of effective literacy instruction we learned about. Analyze an Open Court lesson you will be teaching next week- where in the lesson is this component evident? |

Reading Readiness- Session 2

Week of 9/23

| Agenda Item | Facilitator Notes |
|-------------------------------------|--|
| Introduction (5 mins) | <p>Review the learning from last week. Refer to notes in the learning journal as needed.</p> <p>Share some wins with your teams- How have you noticed the learning impacting students?</p> <p>Preview today's learning:</p> <ul style="list-style-type: none"> • Lesson 2- Phonological Awareness • What does Phonological Awareness practice look like in Open Court? (in applicable grades) <ul style="list-style-type: none"> ◦ A Note on 2nd Grade: These are not appropriate for whole class instruction in 2nd grade, as students should have mastered phonological awareness by then. Let 2nd grade teachers know this before engaging in the lesson- they should be thinking about this through the lens of their below grade level readers. <p>Reset norms & expectations</p> |
| Online Learning (35 mins) | <ul style="list-style-type: none"> • Lesson 2- Phonological Awareness (26 mins) • Quiz (5-7 minutes) |
| Application & Discussion | <p style="text-align: center;">*Document discussion notes in the Learning Journal*</p> <p>Discussion:</p> <ul style="list-style-type: none"> • How do these activities support phonological awareness? • Which activities feel similar to what you've seen/used in Open Court? Which feel different? <p>Application:</p> <ul style="list-style-type: none"> • When might you use these activities in the classroom outside of Open Court time? Choose 1-2 to try in your classroom next week and write them into your daily plan. • 2nd grade teachers- Choose 2-3 of these activities and plan for small group instruction with your kids that need it (based on data collected) |

Reading Readiness- Session 3

Week of 9/30

| Agenda Item | Facilitator Notes |
|-------------------------------------|---|
| Introduction | <p>Review the learning from last week. Refer to notes in learning journal as needed.</p> <p>Share wins from lesson impact.</p> <p>Have participants discuss- What role does phonemic awareness play in phonological awareness?</p> <p>Preview today's learning:</p> <ul style="list-style-type: none"> • Lesson 3- Phonemic Awareness • What does phonemic awareness look like in Open Court? • How do these activities relate to the STEP assessment? Consider STEP Bottom Lines at each level. • Partner and practice phonemic awareness activities from the Neuhaus manual |
| Online Learning | <p>Lesson 3 Phonemic Awareness (15 minutes)</p> <p>Quiz (5 min)</p> |
| Application & Discussion | <p style="text-align: center;">*Document discussion notes in the Learning Journal*</p> <p>Discussion:</p> <ul style="list-style-type: none"> • How do these activities support phonemic awareness? • Which activities feel similar to what you've seen/used in Open Court? Which feel different? <p>Application:</p> <ul style="list-style-type: none"> • When might you use these activities in the classroom outside of Open Court time? Choose 1-2 to try in your classroom next week and write them into your daily plan. • Thinking about the data you have for your students, develop a plan to integrate these activities for a focused small group. |

Reading Readiness- Session 4

Week of 10/7

| Agenda Item | Facilitator Notes |
|-------------------------------------|---|
| Introduction | <p>Review the learning from last week. Refer to notes in learning journal as needed.</p> <p>Share wins from lesson impact.</p> <p>Have participants discuss- How important is letter recognition in teaching children how to read?</p> <p>Preview today's learning:</p> <ul style="list-style-type: none"> • Lesson 4- Letter Recognition • Partner and practice alphabet games • A Note on 2nd Grade: These are not appropriate for whole class instruction in 2nd grade, as students should have mastered letter recognition by then. Let 2nd grade teachers know this before engaging in the lesson- they should be thinking about this through the lens of their below grade level readers. • How does Open Court teach letter recognition? |
| Online Learning | <p>Lesson 4 Letter Recognition (25 minutes)</p> <p>Quiz (5-7 minutes)</p> |
| Application & Discussion | <p style="text-align: center;">*Document discussion notes in the Learning Journal*</p> <p>Discussion:</p> <ul style="list-style-type: none"> • How can we support students who haven't mastered letter recognition? • How does instruction around concepts of print support or work hand in hand with instruction of concepts of print? <p>Application:</p> <p>Plan a small group lesson based on activities from Neuhaus manual.</p> |

Reading Readiness- Session 5

Week of 10/14

| Agenda Item | Facilitator Notes |
|--------------------------|--|
| Introduction | <p>Review the learning from last week. Refer to notes in learning journal as needed.</p> <p>Share wins from lesson impact.</p> <p>Have participants discuss- How can we nurture language development in our classrooms?</p> <p>Preview today's learning:</p> <ul style="list-style-type: none"> • Lesson 5- Oral Language • How does our Wheatley curriculum support oral language development for our KIPPsters? • Partner and practice activities • Lesson 6 Multisensory Letter Introduction • Practice making all letter sounds with a partner |
| Online Learning | <p>Oral Language (8 minutes)</p> <p>Quiz (5 minutes)</p> <p>Multisensory Letter Introduction (18 minutes)</p> |
| Application & Discussion | <p style="text-align: center;">*Document discussion notes in the Learning Journal*</p> <p>Discussion:</p> <ul style="list-style-type: none"> • How can we create an environment full of opportunities for language development? • Why is correct sound pronunciation important? <p>Application:</p> <ul style="list-style-type: none"> • Identify areas in your schedule that you can engage students in oral language activities. Add them to your lesson plan for next week. • Make connections and annotate Open Court lessons based on using multisensory letter introduction. When can you practice blending words? |

Reading Readiness- Session 6

Week of 10/21

| Agenda Item | Facilitator Notes |
|-------------------------------------|--|
| Introduction | <p>Review the learning from last week. Refer to notes in learning journal as needed.</p> <p>Share wins from lesson impact.</p> <p>Have participants discuss- What role does the alphabetic principle play in teaching children how to read?</p> <p>Preview today's learning:</p> <ul style="list-style-type: none"> • Lesson 7- Alphabetic Principle • What is the importance of students learning the alphabetic principle? How does this relate to learning how to read? • Lesson 8- Handwriting • Final Quiz |
| Online Learning | <p>Lesson 7 Alphabetic Principle (7 minutes)</p> <p>Lesson 8 Handwriting (4 minutes)</p> <p>Final Quiz (15-20 minutes)</p> |
| Application & Discussion | <p style="text-align: center;">*Document discussion notes in the Learning Journal*</p> <p>Discussion:</p> <ul style="list-style-type: none"> • How does Open Court teach the alphabetic principle? • Why is the alphabetic principle essential for creating fluent readers? • How can we improve handwriting across K-2nd classrooms? <p>Application:</p> <ul style="list-style-type: none"> • Identify opportunities in your schedule to practice alphabetic principle activities. Add and annotate in your lesson plan. • Identify students in your classroom that need support in handwriting? Develop a plan to support them with these activities. |

Additional Support & Resources

| Module | Content Team Meeting | Extension Activities |
|--|----------------------|---|
| <p>Lesson 1 Introduction (12 min)</p> <p>+ Intro to the course (lead by facilitators)</p> | <p>Week of 9/16</p> | <p>From Learning to Practice:</p> <ul style="list-style-type: none"> What evidence of the five components of effective literacy instruction do we see in Open Court? Choose one component of effective literacy instruction we learned about. Analyze an Open Court lesson from next week- where in the lesson is this component evident? <p>-Practice with breaking down words into phonemes/letters/ graphemes -Discussion about how this connects to STEP -Assess teachers on terms introduced during the session -Fill out Takeaways Journal</p> |
| <p>Lesson 2 Phonological Awareness (26 minutes)</p> <p>*it's important to note here that 2nd grade teachers are taking this lesson, but it is not directly applicable to their whole class. THis could be used as an intervention strategy for students that are far behind.</p> | <p>Week of 9/23</p> | <p>From Learning to Practice:</p> <ul style="list-style-type: none"> How do these activities support phonological awareness? Which activities feel similar to what you've seen/used in Open Court? Which feel different? When might you use these activities in the classroom outside of Open Court time? Choose 1-2 to try in your classroom next week and write them into your daily plan. 2nd grade- *Note- these are not appropriate for whole class instruction in 2nd grade, as students should have mastered phonological awareness by then. However, these are great to use with our struggling readers. With whom would you use these activities with? Choose 2-3 of these activities and plan for small group instruction with your kids that |

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| | | <p>need it.</p> <p>Choose 1-2 of these activities and practice them together as a group using a teachback structure.</p> <p>-Discussion of how to use these activities in small group instruction.</p> <p>-Practice on how to engage with activities w/ students</p> |
| Lesson 3 Phonemic Awareness (15 minutes) | Week of 9/30 | <p>-Discussion of Phonological awareness and role of phonemic awareness</p> <p>-Assess teachers knowledge of terms</p> <p>-Practice activities</p> |
| Lesson 4 Letter Recognition (25 minutes) | Week of 10/7 | <p>-Practice Alphabet Games</p> <p>-Practice saying letter sounds, using Reading deck cards</p> <p>-How does this support with Open Court?</p> |
| Lesson 5 Oral Language | Week of 10/14 | <p>-Discussion of how this relates to our Wheatley Curriculum</p> <p>-Practice Activities</p> |
| Lesson 6 Multisensory Letter Introduction (18 minutes) | | |
| <p>Lesson 7 Alphabetic Principle (7 minutes)</p> <p>Lesson 8 Handwriting (4 minutes)</p> <p>Lesson 9 Lesson Planning (omit)</p> <p>Final Quiz</p> | Week of 10/21 | <p>-How is this useful to support Handwriting without Tears?</p> <p>-Practice Manipulation Activities</p> |