

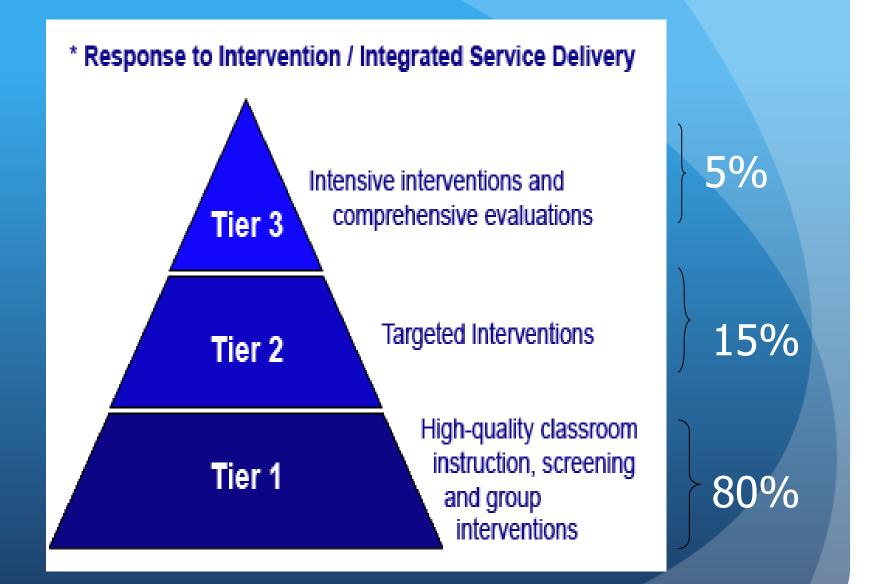
#### The Effective Use of Differentiation in Early Literacy Development

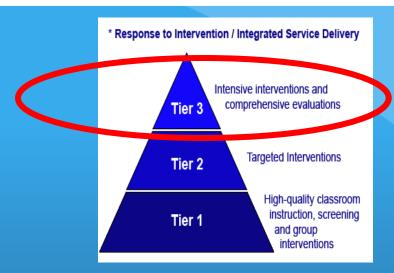
Anne Baldisseri and Andrea Davis

#### Goals

#### Participants will learn:

- different forms of differentiated instruction that provide intervention to help decrease the range of literacy diversity in a classroom;
- the importance of providing specialized instruction to help close children's gaps in literacy;
- a strategy that can help to establish a routine of planning and assessment and introduce young children to self-assessment and self-reflection.



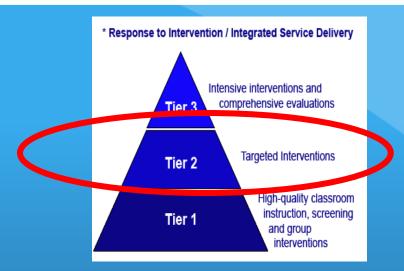


In-house learing support

Psychomotricity English tutoring

CAP Speech Therapy

O.T.



Grouping children for phonics lessons according to reading readiness;

Grouping children in centers for reading and writing practice;

Flag Time intervention to work on individual needs, strengths and interests related to literacy development (and other areas).

#### Phonics groups

- Revisit
- Teach
- Practise
- Apply



Children are taken from where they are and advanced in their reading development process.

#### Centers

- Guided Reading
- Word work
- Paired Reading
- Handwriting

#### Flag Time

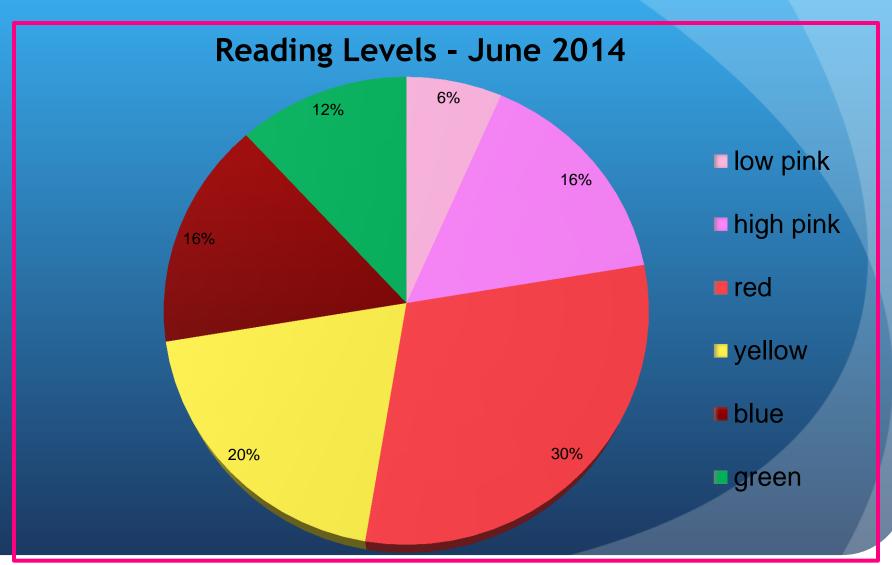
- enables teachers to give high quality time to specialized instruction for each child during daily routine class activities;
- solves the problem of when to offer interventions, remediation, and acceleration.



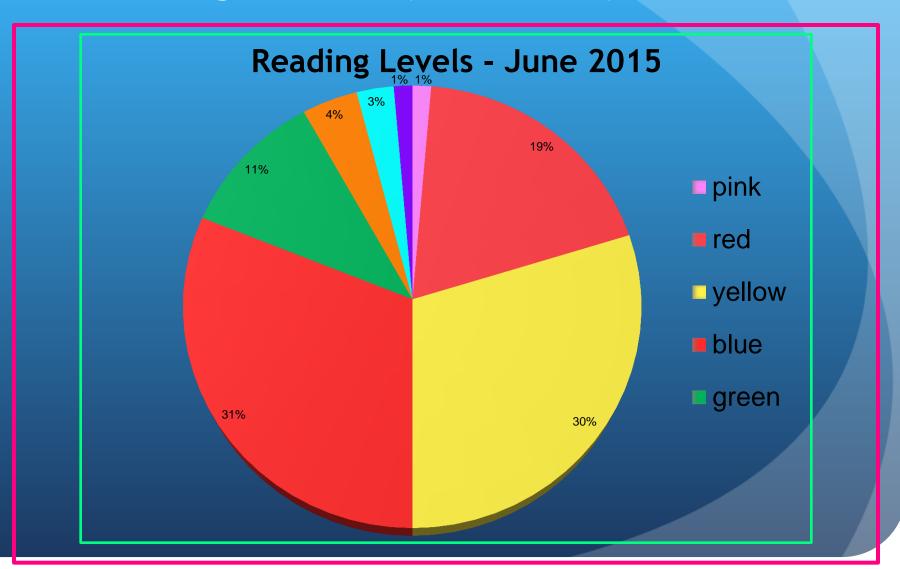
#### Letters and Sounds phases

Phase	UK expectation	Before 2014- 2015	2014-2015	2015-2016
One	Nursery/Pre-K	Nursery	Nursery(a few children in Pre-K and K)	Nursery (a few children in Pre-K)
Two	Pre-K (6 weeks)	Pre-K	Pre-K (some children in K)	Pre-K (some children in K)
Three	Pre-K (12 weeks)	K	some children in Pre-K and most of K	some children in Pre-K cand K
Four	Pre-K (4-6 weeks)	K	Most children in K	Most children in K
Five	K		About 50% children in K	More than 50% children in K
Six	1st grade and		About 25%	More than

#### Reading levels (end of K)



#### Reading levels (end of K)



#### **Jot Notes**

Generate Sort Label

#### Jot Notes - Generate

- Brainstorm needs pupils have based on their reading development.
- Change color of post-it-notes

#### Jot Notes - Generate

- Brainstorm strengths pupils have based on their reading development.
- Change color of post-it-notes

#### Jot Notes - Generate

 Brainstorm interests pupils have based on their reading development.

#### Sort Post-its

Group into as many different activities as possible related to skills used to develop reading.

Use labels to name and connect

#### What do you notice?

Look at another way of sorting.

Go back to your own and see if you would like to add or change anything.

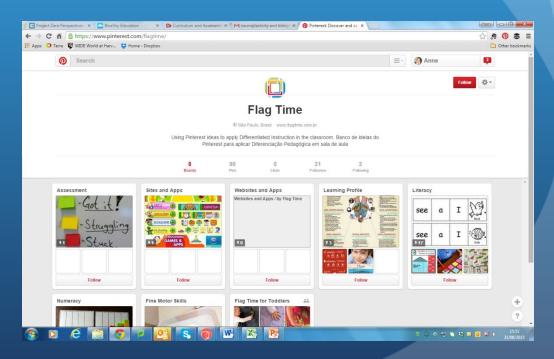
Share your take away with an elbow partner.

Some examples...



#### Activity bank





#### Flag Time: main principles

- All children work on a task, chosen by the teacher, at the same time for a given amount of time;
- Children know where they will work by looking for the flag with their name on it;
- Instructions and success criteria can be given beforehand to the whole group;
- Groupings are flexible regarding content, number of students, amount of support vs independence

### How to prepare for Flag Time: 1. Assess

- Observe pupil work and learning to determine a specific skill for each student that needs development.
- Use rubrics to assess student strengths, interests, and academic needs.

Numeracy Sorting	Mastering	Developing	Beginning	Pre-Engaged
Child is able to:	Make complex sets with self- chosen criteria, justify and explain choices.	Make complex sets with more than 1 category and/or more than 2 elements.	Make simple sets independently.	Sort into simple sets with pre- determined criteria - one category (e.g., color), 2 elements (red and blue) with teacher's guidance.

## How to prepare for Flag Time: 2. Assign & Group

- Set-up activities that develop an academic need and involve a high interest or strength.
- Use a flag with each child's name to identify the specially designed activity.
- Strategically pair or group students to ensure that everyone is challenged and can complete the activities independently.
- These groupings must be flexible, varying finday.

Blue = Need	Pink = Strength	Green = Interest	Black = Activity
	Monday	Tuesday	Wednesday
Gus	Focus Family members Matching	Sensory Adventure Puzzle	Computer Adventure Math game
José	Sensory Adventure Puzzle	Focus Family members Matching	Computer Adventure Math game
Laura	Mark making Drawing of your family	Mark making Tracing and coloring	Focus Family members Matching
Rachel	Sorting Cut and stick Separate buttons into sets	Painting Concentration Self portrait	Focus Family members Matching

## How to prepare for Flag Time: 3. Give directions

- Describe the learning activities for the day
- Set a timer for 20 / 30 minutes.

A chart of routine student behaviors and expectations of

quality promotes independence.



## How to prepare for Flag Time: 4. Learn

- Invite students to look for their flag and begin the activity.
- Monitor children, offer feedback, and provide instruction as needed.

Gather observational assethe the next Flag Time for each



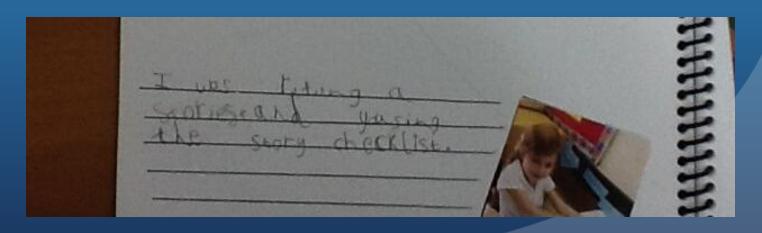
## How to prepare for Flag Time: 5. Monitor & Reflect

Daily: Checklists

• Direct children to self-reflect.

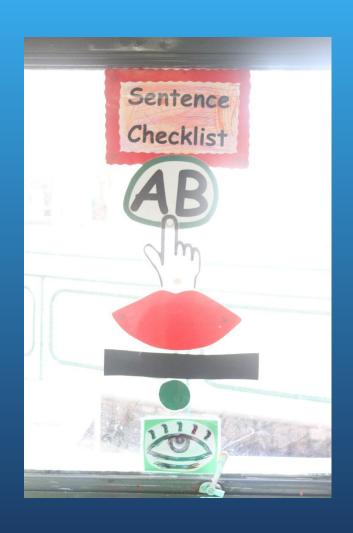
Weekly: Learning Journal

• Invite students to add pictures, quotes, completed work, and checklists to a weekly journal / portfolio



# Self-Regulation How are you learning?

## Self-regulation What are you learning?







## The Effective Use of Differentiation in Early Literacy Development

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