

ALIGNMENT OF NATIONAL READING PANEL RESEARCH-BASED PRACTICE AND BRAIN RESEARCH REGARDING FREEDOM FROM FEAR AND NEED FOR PATTERNS AND RHYTHM

THE WORKSHOP WAY includes the following:

1. Alignment with the findings of the National Research Panel on Reading
2. A teacher instructional daily five-step format that is structured, varied, and provides some flexibility for teacher creativity
3. A student friendly daily five-step approach that allows students to experience success that is real or success in risking. The daily experience allows students to be at their particular knowledge level in phonics without judgment of being inferior as the lessons are designed with techniques that safeguard students despite their knowledge level.
4. Alignment with findings from brain research that students learn best when they are free from fear, when they learn with patterns and rhythm, and when there is an element of “relaxed alertness”.

This book implements the research-based practices of phonemic awareness through activities of identifying and manipulating individual sounds in words found to be effective by the National Reading Panel. The research suggests that not too many strategies be used so as not to confuse students. This approach uses a step in rhyming everyday, a step in phoneme identify, and the sound spelling for blending and segmentation. The lessons do so in a manner that is consistent and varied for both teacher and student. The lessons contain five daily but varied activities to implement the practice of these skills in a systematic and organized manner. They include the following:

- rhyming and phoneme identity- by recognition of phonemes and identifying the same sounds found in words
- phoneme isolation- isolating by identifying or saying the first or last sounds in a word
- phoneme blending- combining or blending sounds- found in the daily sound spelling of 5-10 words
- phoneme segmentation- breaking or segmenting words in separate sounds – found in analyzing and sound spelling activities

Instructional Strategies

- Phoneme identification- Phonogram pack- teacher directs students in seeing, saying, and hearing in rhythmic unison and speed the phonograms using the three times with power
- Rhyming with whole class- volunteer plus whole class repeat or unison answers
- Manipulating the sounds in content risk exercises orally or written employing listening skills as teachers use the Once Principle: *I can only say this one time.*
- Sound spelling- phonemic segmentation and phonemic blending

- Ten dictated risks each day for which students write answers and students self-check by teacher immediate feedback of answers.

Although the research suggests that teaching in small groups has been found to be better than whole class, this approach is designed for a whole class lesson. The 25 minute phonics lesson includes listening, language skills, phonemic awareness, sound spelling and some content risks on various new content. This book teaches some 40 letter-sound relationships in a manner that helps students “live” what they know. Feeling successful and able to handle the content are important goals. Each day with rhythm and speed students in unison identify the sounds or phonograms with a three-times technique. This format of the daily lessons also includes three other skills of listening- as students risk answering *yes* or *no* to the question – *Was this statement given in today’s lesson?* Students risk 10 answers and self-check by the teacher’s saying the answer with immediate feedback after each risk to the whole class. A basic language pattern is used daily as teachers give students two sentences to pass to each other in telephone style each day.

Consistency of instruction v. unique contribution of teacher

While the format of the lessons, the activities are the same each day, the teacher becomes creative with language in using the teacher-student-content-techniques by the employment of cushioning language, which frees students from fear of making mistakes and promotes willingness to risk, the togetherness language that unifies the group, the use of the Once Principle in a manner that respects the diverse needs of students during the written risk exercises , and the use of high expectations for learners by the facial and body language that shows teachers’ belief that all students can learn as each have their own time-clocks for doing so.