

# K-2 MODULE 5 DOWNLOADS



## Phonics and Word Work

Margaret Menner

[www.advanceteachertraining.com.au](http://www.advanceteachertraining.com.au)

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### What?



#### Phonics

The relationship between patterns of words and sounds of words

- o initial sounds
- o final sounds
- o middle sounds
- o letter sounds
- o pattern sounds
- o hearing and recording sounds in words...
- and many more...

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### What?



#### Phonics

The relationship between patterns of words and sounds of words

- o initial letters
- o final letters
- o middle letters
- o letter patterns
- o chunking
- o blending
- o onset & rime
- o letter and sound match

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## What?



### Sight Words

Sight words are those words that appear most frequently in our reading and writing. They often don't have a concrete image to accompany them.

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## What?



### Word work

Exploring words:

- compound words
- contractions
- synonyms
- homophones

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## What?



### Phonological Awareness

Phonological awareness refers to how oral language can be broken into smaller parts and manipulated:

- syllables
- onset and rime
- phonemes

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## Why?

**The Three Reading Cue Systems**

**Meaning**  
Semantic Cue System  
Does it make sense?

- Prior Knowledge
- Illustrations
- Story sense
- The message

**Structure**  
Syntactic Cues System  
Does it sound right?

- Grammatical patterns and language structure
- Knowledge of English
- Natural language
- The structure of the sentence

**Visual**  
Graphophonic Cue System  
Does it look right?

**Sounds & Symbols**

- Print conventions:
  - words/spaces
  - letters
  - beginnings/endings of words
  - punctuation
  - directionality
- Visual details within the print

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## How?

Through games and activities:

- oBingo
- oMemory




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- oConnect 4
- oDominoes



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## How?



Through games and activities:

o Word and letter sorts



o Word and letter searches



o Match up



o Sentence Work



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## Phonics & Word Work



o Literacy Centres are a great method for consolidating phonics and word work skills

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## The Purpose of Letter Knowledge & Letter Sound Relationship Activities



- Recognizing letters and identifying letters
- Understanding capital and lower case letters
- Understanding the difference between a word and a letter
- The ability to hear and record sounds in words
- The ability to hear and recognise initial, final and middle sounds
- The ability to form letters and words

and more...

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## The Purpose of Word Activities

- To develop an automatic sight word vocabulary
- To develop knowledge of phonics patterns and sounds
- To recognise onset and rime in words
- To develop knowledge of syllabification
- To increase knowledge of contractions, homophones, synonyms, compound words and more...

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### Things to do:

- Organise your phonics and word work activities into categories
- Examine your centres and think of what gaps there are
- Fishbowl any new phonics centres you want to introduce

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## Sentence Work

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### What is Sentence Work?

•A variety of sentence type activities  
where students work with a partner to  
put sentences together

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### Why Use Sentence Work?

An opportunity to practice reading for  
meaning strategies

•Does it make sense?

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### Why Use Sentence Work?

An opportunity to introduce the  
concept that sometimes our guesses  
are silly

•Is that a sensible or silly guess?

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### Why Use Sentence Work?

An opportunity to introduce phonics within the context of reading for meaning

- What does the matching picture start with?

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### Why Use Sentence Work?

An opportunity to introduce sight words within the context of reading for meaning

- Repeated use of several common sight words

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### Why Use Sentence Work?

An opportunity to introduce the concepts of sentences

- Beginning, middle and end
- Capital letter at the start of a sentence
- Full-stop [period] at the end of a sentence
- Comma after a clause in a sentence

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## Why Use Sentence Work?

Sentence work is an opportunity for students to practice a variety of skills with a partner supporting them to take risks

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## Why Use Sentence Work?

It's engaging small group work that frees up the teacher to take a group for guided reading



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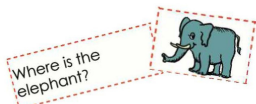
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## How Do We Use Sentence Work?

- Simple sentences focusing on initial sounds
- Simple sentences focusing on final sound
- Simple sentences focusing on repeated sight words



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## How Do We Use Sentence Work?



- Simple sentences focusing on blends
- Sorting sensible and silly sentences
- Making sensible or silly sentences



A baby playing with blocks.



A pig driving a car.

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## How Do We Use Sentence Work?



- Making two part sensible or silly sentences
- Making three-part sensible or silly sentences
- Making inference sentences



The girl practises on her crutches all the time.

because she wants to learn to walk again.

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## Sentence Work



- It's all about the context...
- The possibilities are endless...
- Resources are available on my website

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## Things to do...

- Check your school resources and see if there are any sentence packs anywhere
- Make some sentence packs
- Introduce Sentence Work through fish-bowling

28

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## Teaching Fluency

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## Fluency: What is it?

- Fluency is about:
- Speed
- Accuracy
- Expression and phrasing
- Automaticity in word recognition

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## Fluency: Why is it important?



### Fluency assists with comprehension

• Students are able to focus on **comprehension** because their brain space is not taken up with decoding

They can:

- Make connections
- Activate knowledge
- Ask questions
- Visualise
- Monitor their reading

[meaning, visual and structure cues]



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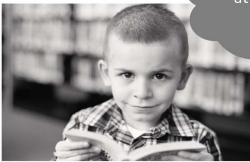
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## Fluency: Why is it important?



• Fluency improves student reading outcomes



"I'm getting so good at reading ..."

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## Fluency: How do we teach it?



• If we want our students to read fluently...

STOP INTERRUPTING!



Just let me read...!

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## Fluency: How do we teach it?



### Struggling readers are:

- More likely to be reading material that is too difficult

### While better readers are:

- More likely to be reading material that is of appropriate difficulty

### Struggling readers are:

- More likely to be asked to read aloud

### While better readers are:

- More likely to be asked to read silently

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## Fluency: How do we teach it?



### Struggling readers are:

- More likely to be interrupted when they miscall a word

### While better readers are:

- More likely to be expected to self-monitor and self-correct

### Struggling readers are:

- More likely to be interrupted more quickly

### While better readers are:

- More likely to be interrupted after a wait period or at the end of a sentence

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## Fluency: How do we teach it?



### Struggling readers are:

- More likely to pause and wait for an adult to prompt

### While better readers are:

- More likely to attempt to work out the word independently

### Struggling readers are:

- More likely to be told to sound out a word

### While better readers are:

- More likely to be asked to re-read or cross-check when interrupted

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### What Really Matters For Developing Readers

Richard Allington

Achievement	Reading Per Day	Words Per Year
90%	40.4 minutes	2,357 000
50%	12.9 minutes	601 000
10%	1.6 minutes	51 000



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### What Really Matters For Developing Readers

Richard Allington

- Children need to read a lot
- Children need books they can read

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### Fluency: How do we teach it?



Models of reading  
Children learn about:

- Phrasing
- Rhythm
- Speed
- Intonation
- Naturalness
- Use of voice [for different characters]

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### Fluency: How do we teach it?



#### Volume of reading

The more children read:

- The greater their vocabulary
- The faster they read
- The more they comprehend
- The more they read with automaticity
- The more accurately they read

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### Fluency: How do we teach it?



#### Fluency

Students need:

- Time for free choice reading
- Access to a variety of text
- ‘Just right’ text
- ‘Home-Run Books’
- To feel successful as readers

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### Fluency: How do we teach it?



Reading to:

- Modelled reading
- Shared reading
- Read Aloud

Students need to hear fluency and phrasing demonstrated regularly

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Fluency: How do we teach it? 

Reading with:

- Guided Reading
- Shared Reading

Deliberately teaching fluency strategies

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Fluency: How do we teach it? 

- Independent reading
  - of 'just right' texts
  - of free choice texts
  - of a huge variety of texts

Improves accuracy, vocabulary and automaticity

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Fluency: How do we teach it? 

Enable time to practice fluency strategies:

- Literacy Centres
- Independent Reading

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## Fluency: How do we teach it?



Commercial Program that assist fluency:

- Rainbow Reading
- Audio Reading [www.audible.com]
- Pen scanners [C-Pen Reader]

46

## Fluency: How do we teach it?



*Other aspects which relate to fluency:*

- Phonological awareness and phonics
- Vocabulary knowledge
- Sentence structure [grammar]
- Punctuation [for rhythm, phrasing & intonation]

47

## Things to do?



Think about Richard Allington's research and ask yourself:

- Am I interrupting too much?
- Am I interrupting too soon?
- Are my students reading 'just right' books?
- Are my students getting enough time to read each day?
- Am I modelling fluency strategies each day through shared reading & read aloud?

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# Fluency Literacy Centres



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## Fluency: How do we teach it?



Introduce Literacy Centres that:

- Encourage as much reading as possible
- Encourage repeated reading
- Encourage expression & phrasing
- Extend vocabulary

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## Fluency: How do we teach it?



Enable time to practice fluency strategies:

- Readers theatre
- Big Book centres
- Nursery Rhyme centres
- Fingerplay centres
- Audio centres
- Peer reading
- Independent reading

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## Readers Theatre



- Voice performance of a piece of writing
- An authentic way to promote repeated readings
- Repeated readings enhance fluency

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## Readers Theatre



Steps in Readers Theatre:

- Simple, humorous poetry
- Choral readings with parts
- Scripted Plays

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## Readers Theatre



- Six students in the group
- Work with a partner or maybe two partners
- Choose a poem to read
- Read through it
- Work out how you will break it into parts
- Work out who will read each part
- Work out how will you read the parts'  
[volume, speed, expression, unison]
- This is a voice performance so you don't need props or costumes

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**Things to do...**

- Try Readers Theatre if your students are fluent readers
- Set up an audio centre such as storyline online
- Set up a Big Book Centre of familiar books
- Do your students have books that are 'just right' so they can practice repeated reading?
- Think about your literacy centres:  
Do they support volume, expression, re-reading, vocabulary?

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**Sequencing & Summarising in Literacy Centres**

Margaret Menner

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**Sequencing → Summarising**

Sequence → Retell → Summarise

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Sequencing:  
What is it?

- The ability to put pictures or text in correct, meaningful order

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Retell:  
What is it?

- The ability to retell a text after reading, in the correct order

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Summarising:  
What is it?

- The ability to identify the most important parts of a text and retell them succinctly

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## Why use sequencing and retell?



- Reading for meaning
- Re-reading
- Reading On
- Matching text
- Beginning summarising skills
- Beginning fluency skills

[expression and phrasing]

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## Steps to Introduce Sequencing



- Illustrations that are steps in a well known procedure
- Illustrations with simple text that are steps in a well known procedure
- Illustrations of a well known text
- Illustrations with simple text of a well known text

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## Steps to Introduce Sequencing



Sequencing of a complete text

- Nursery Rhymes
- Finger plays
- Songs
- Shared text [Big Books]

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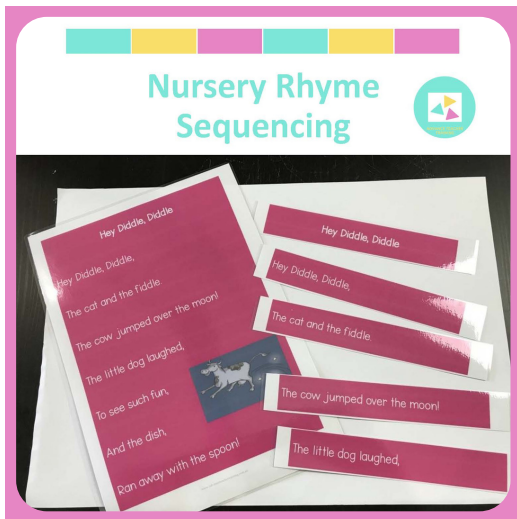
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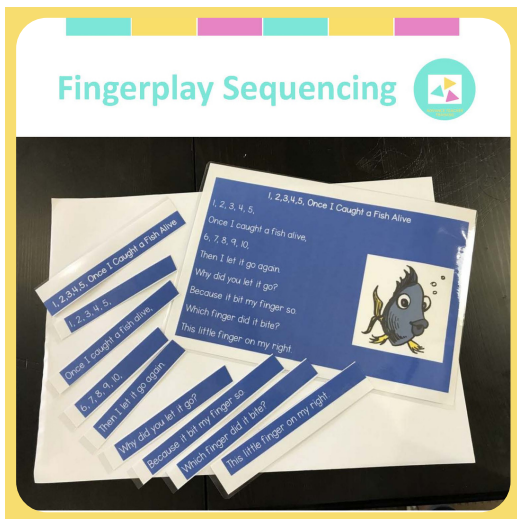
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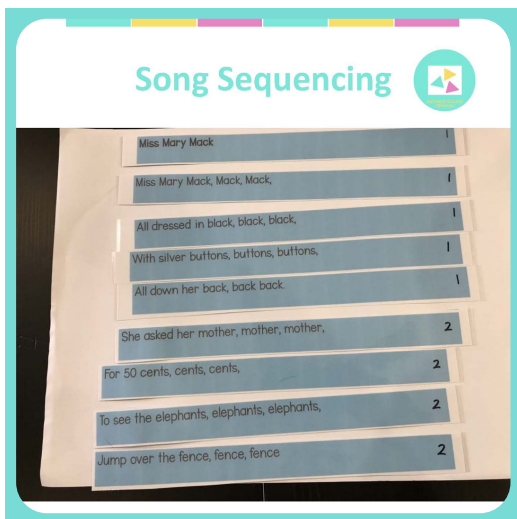
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## Ideas for Retell



### Story Sack

- Work in small groups
- Choose a 'Story Sack'
- Use the props to retell the story
- It is best if everyone tells parts of the story from memory rather than one person reading it

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## Story Sack: Hairy McClary's Bone



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## Story Sack: Lazy Duck



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## Story Sack: Click Clack Moo, Cows That Type



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### Ideas for Retell



- Paper Plate Puppets
- Story Sack
- Puppet plays
- Read, Record, Read, Record
- Plays
- Finger Puppets

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### Paper Plate Retell



- Choose a 'Big Book' that you know off by heart
- In your group plan who will be each character in the book
- Draw your character on the paper plate – this is now a paper plate puppet
- You may also choose to draw some of the props or scenery
- Get some chairs and sit behind them and just show your puppets
- Practice retelling the story using the paper plate puppets you have made – practice it many times
- Perform your puppet play for the class

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**Puppet Retell**

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**Summarising**

**Guess the Heading**

*Source: Learning Centres to Support Guided Reading Book 2  
Margaret Mennen*

- Work with a partner
- Choose a non-fiction book each
- Work alone and use a sticky-note to cover the headings
- Swap books with your partner
- Each person tries to guess the heading by reading the text and thinking what the heading might be
- Discuss with your partner why some headings were easier to guess than others
- Try this with another book

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**Things to do...**

- Think of any resources you already have that support sequencing
- Think of any resources you already have that support retelling
- Gradually introduce sequencing by modelling for your class
- Gradually introduce retell by modelling for your class

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# Tips and Tricks for Literacy Centres

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## Tips and Tricks

oFor programming

oFor making and organizing literacy  
centres

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## Programming for Literacy Centres

oList your centres into various  
categories

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**Literacy Centres Planning Ideas**

**Comprehension Activities**

Questioning	Summarising
<ul style="list-style-type: none"> <li>• What's the Question</li> <li>• Reading for a Purpose</li> <li>• Question Game</li> <li>• Three Questions</li> <li>• Character Interviews</li> <li>• Wondering Whimsies</li> <li>• Fat &amp; Skinny Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Puppet Retells</li> <li>• Silly &amp; Sensible Summaries</li> <li>• Important Vs Interesting Information</li> <li>• Scroll Summaries</li> <li>• Multiple Choice Challenge</li> <li>• Headline News</li> <li>• Guess the Heading</li> <li>• Cartoon Summaries</li> <li>• Summarising Flip Book</li> <li>• Jumbled Stories</li> <li>• Story Bag</li> <li>• Fact or Opinion</li> <li>• True or False</li> </ul>
Vocabulary	Monitoring Comprehension
<ul style="list-style-type: none"> <li>• Skim Reading</li> <li>• Word Definition Competition</li> <li>• Unfamiliar Words</li> <li>• Best Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing When We Don't Know</li> <li>• How Many Will Fit?</li> <li>• Reading On...</li> </ul>
Activating Prior Knowledge	Visualising
<ul style="list-style-type: none"> <li>• Key Words Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Picture This</li> </ul>

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**Literacy Centres Planning Ideas**

**Comprehension Activities**

Sequencing	Sentence Work
<ul style="list-style-type: none"> <li>• Picture Sequencing</li> <li>• Picture &amp; Text Sequencing</li> <li>• Finger Play Sequencing</li> <li>• Nursery Rhyme Sequencing</li> <li>• Song Sequencing</li> <li>• Big Book Sequencing</li> <li>• Joke Sequencing</li> <li>• Nursery Rhymes – Who Said That?</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Sentences</li> <li>• Initial Sound Sentences</li> <li>• Final Sound Sentences</li> <li>• Blend Sentences</li> <li>• Right or Wrong</li> <li>• Silly Sentences</li> <li>• Sensible or Silly</li> <li>• Two Part Silly Sentences</li> <li>• Three Part Silly Sentences</li> <li>• Does it Sound Right?</li> <li>• Sounds Right – Sounds Wrong</li> <li>• Animal Match Up</li> <li>• Crazy Dice Pictionary</li> <li>• Xmas Sentences</li> <li>• Easter Sentences</li> <li>• Halloween Sentences</li> </ul>
Fluency	Synthesizing
<ul style="list-style-type: none"> <li>• Readers Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Add Ons</li> </ul>
Making Connections	Inference
<ul style="list-style-type: none"> <li>• Sticky Notes Connections</li> <li>• Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Inference Board Games</li> <li>• Reading Between the Lines</li> </ul>

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**Literacy Centres Planning Ideas**

**Phonics Activities**

Word Work	Letter, Pattern & Sound Work
<p>Connect Four:</p> <ul style="list-style-type: none"> <li>• Sight Words</li> <li>• Contractions</li> </ul> <p>Memory</p> <ul style="list-style-type: none"> <li>• Compound Words</li> <li>• Sight Words</li> <li>• Final Blends</li> </ul> <p>Word Search [Big Books]</p> <ul style="list-style-type: none"> <li>• Pattern Word Search</li> </ul> <p>Bingo</p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Rhyme</li> <li>• Contractions</li> </ul> <p>Word Sorts</p> <ul style="list-style-type: none"> <li>• Initial and final Sound</li> <li>• Syllables</li> <li>• Two &amp; Three Letter Word</li> </ul> <p>Dominoes</p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Sound Sentences</li> <li>• Magnetic Letter Sort</li> <li>• ABC Memory</li> <li>• Initial Sound Ice creams</li> <li>• Final Sound Cakes</li> <li>• Three Way Sort</li> <li>• Letter/Sound Search [ Big Books]</li> <li>• Onset &amp; Rhyme Recognition</li> <li>• Alphabet Train</li> <li>• Memory Final Sound</li> <li>• Memory – Onset Match</li> <li>• Memory Middle Sound Match</li> <li>• Cookie Jar Match Up</li> </ul>
Phonological Awareness	
<ul style="list-style-type: none"> <li>• Elkonin Boxes</li> <li>• Rhyming Word Match</li> <li>• Compound Match Up</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – Rhyming Pictures</li> <li>• Bingo – Rhyming Pictures</li> </ul>

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**Programming for Literacy Centres**

- oGroup your students for literacy centres in non – ability groups

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82

Literacy Centres Weekly Program

Group	Monday	Tuesday	Wednesday	Thursday	Friday

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83

**Programming for Literacy Centres**

- oChoose five different centres for the week ensuring there is a balance in all areas
- oUse a pattern to plan quickly

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84



**Literacy Centres Weekly Program**

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
Shawna Josie Bill Roberto Wally Wasina	Sequencing	Sentence Work	Phonics	Audio	Buddy Reading
Stephen Sue Cathy Rowena Roger Nigel Rupert	Buddy Reading	Sequencing	Sentence Work	Phonics	Audio
Betty Cynthia Sarah Dan Patrick Athena	Audio	Buddy Reading	Sequencing	Sentence Work	Phonics
Simon Federico Alcide Mattha Bruce Frank	Phonics	Audio	Buddy Reading	Sequencing	Sentence Work
Gilla Waygay Maryjo Joe Greta Jeff	Sentence Work	Phonics	Audio	Buddy Reading	Sequencing

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85

**Literacy Centres Weekly Program**

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
Bill Alan Peter Tom Verona Victoria	Questioning	Summarising	Audio	Readers Theatre	Fact Centre
Geoffrey Carleen Trevor Denise Fred Wilbur	Fact Centre	Questioning	Summarising	Audio	Readers Theatre
Pauline Jennifer Maree Mohamad Jesus Filip	Readers Theatre	Fact Centre	Questioning	Summarising	Audio
Mat Pichai Amelia Roy Xy Tracey	Audio	Readers Theatre	Fact Centre	Questioning	Summarising
Ben Eve Poppy John Gerry Ellen	Summarising	Audio	Readers Theatre	Fact Centre	Questioning

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86

**Programming for Literacy Centres**

o In the following week take out one centre and replace it with a different centres

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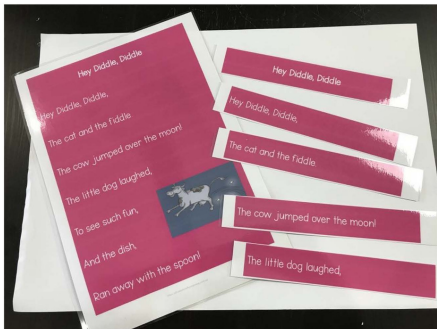
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87

## Tips and Tricks



oColour co-ordinate



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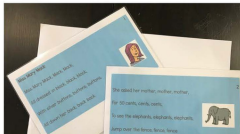
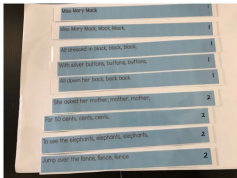
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## Tips and Tricks



oMake it self-correctable



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## Tips and Tricks



Think of how you will organize it?

- oBaskets
- oBoxes
- oPlastic pockets
- oTubs



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## Tips and Tricks



Easy to pack up

- Shelving
- Accessibility

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91

## Tips and Tricks



Small bites

- Numbers for long text
- Breaking big games into smaller packs



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92

## The Final Word on Literacy Centres

Debbie Diller

- Focus on the purpose – not just the ‘stuff’
- Link centres to other subject areas
- Slow down to speed up

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93

## The Final Word on Literacy



Centres Debbie Diller

- Balance the process and the product
- Less really is more
- Use novelty
- Apply the K.I.S.S principle

[www.advanceteachertraining.com.au](http://www.advanceteachertraining.com.au)

29

94

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## What Next?

- Think about all you have learnt in this module and make a list of your 5 most important priorities
- Next to each priority set a time that you will complete this task

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## Exit

Margaret Menner

[www.advanceteachertraining.com.au](http://www.advanceteachertraining.com.au)

96

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## In this module I...



*Check me off once completed!*

- Tried some different fluency activities
- Explored some of the ideas for sentence work
- Re-organised my phonics, word and letter/sound centres
- Explored sequencing and summarising activities
- Reviewed my literacy centres and determined which centres I will introduce next

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