Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Asking Questions & Sharing Thoughts:**
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on the control panel on the bottom of your screen.

**Audio:**
If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.
Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks’ programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 12th year, Hidden Sparks has trained 297 coaches and 465 educators in 108 Jewish day schools in New York, New Jersey, Baltimore, Chicago, Florida, Cleveland, Atlanta and 6 Israeli cities.

Please be in touch with our office to find out how to bring Hidden Sparks programs to your school!
Supporting Emerging Readers

With Dr. Naomi Schimmel
September 17, 2019
Dr. Naomi Schimmel is the Head of Lower School at Shefa School. She has over ten years of experience working with children at a variety of levels and in different settings. Dr. Schimmel received her B.A. from The George Washington University and her Master's Degree in Special Education from Hunter College. She earned her doctorate in Curriculum and Teaching from Fordham University. Dr. Schimmel began her career as a classroom teacher at the Churchill School, teaching second and fourth graders. Most recently she was a learning specialist at Riverdale Country School, where she provided differentiated instruction for students, implemented assessment models, and designed curriculum. Dr. Schimmel has supported teachers in enhancing their literacy instruction, and created professional development workshops for her colleagues. She has also taught a graduate course in the childhood education program at Fordham University.
Overview of the Session

This session will explore how to support young students as they learn to read. We will look at how the brain reads and some of the key components that are necessary for successful and fluent reading. In addition, practical strategies will be provided support students both at home and in school.
Session Goals

1. Look at learning to read as a progression of stages
2. Understand the necessary components to reading
3. Identify some of the prerequisite skills young children should have before formal reading instruction begins
4. Learn strategies to enhance early literacy skills
The Context
Reading is Hard Work

• Letters of the alphabet have no inherent meaning
• Lines and squiggles on the page
• English is a difficult language
Chall’s Stages of Reading Development

• Stage 0: Pre-reading (birth-age 6)
  o Letter knowledge, concepts of print, environmental print

• Stage 1: Initial Reading (ages 6-7)
  o Grapheme-phoneme relationship

• Stage 2: Confirmation, Fluency (ages 7-8)
  o Enhanced decoding, fluency
  o Need explicit instruction and lots of practice

• Stage 3: Reading for Learning the New (ages 9-14)
  o Begin “reading to learn”

(Chall, 1983)
What is Emergent Literacy?

• Very young children demonstrate skills, develop attitudes, make meaning of text before conventional forms of reading/writing are evident

• Children acquire skills through exposure & encouragement as they are immersed in certain environments

• Oral language is the critical foundation on which reading is built
“Learning to read represents the weaving together of multiple skills, understandings, and orientations, many of which have their developmental origins in infancy and toddlerhood.”

(Catherine Snow, 2005)
Evidence of Early Literacy Skills

• By 3-4 months, infants demonstrate skills in auditory discrimination

• Infants imitate tones and rhythms of adult talk

• Toddlers handle and manipulate books as part of their exploration and imitation, babbling as they turn pages

• Later, young children mimic story telling voices as they “read” books
Neural Systems for Reading

Broca's area
Inferior frontal gyrus
(articulation/ word analysis)

Parieto-temporal
(word analysis)

Occipito-temporal
(word form)

© Sally Shaywitz, Overcoming Dyslexia, 2003
Foundational reading/writing skills that predict later conventional literacy skills:

- **Alphabet knowledge** – knowing names/sounds associated with letters
- **Phonological awareness** – manipulating/analyzing spoken language
- **Rapid naming of colors/objects** – rapidly naming a sequence of random colors/objects
- **Rapid naming of letters/digits** – rapidly naming a sequence of random letters/digits
- **Writing/writing name** – writing letters in isolation, write one’s name
- **Phonological memory** – remembering spoken info for a short period of time

(2008 National Institute of Literacy report)
Alphabet Knowledge

- Knowing the names and sounds of each letter
- A letter is a symbol that represents a sound
  - Each letter has an upper- and lower-case symbol
- Recognition of letters and their visual features
- Sequence letters
- Alphabet books
- Use labels around the room
- Compare letter shapes
Phonological awareness

• The ability to recognize and manipulate sounds in spoken words
  o Words – (e.g., rhyming, alliteration)
  o Syllables- words have syllables, each contains a vowel sound
  o Phonemic awareness- manipulation of individual phonemes (sounds)

• Progress to smaller units- words syllables, onset rimes, phonemes
Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.
Go. What’s the first sound? What’s the second sound?

/b/  /e/  What’s the word?
Cat. What’s the first sound? Middle? Last?

/t/ /o/ /p/ What’s the word?
/b/ /i/ /g/ Touch and say the sounds.

Put them together. What’s the word?
Phonemic Awareness Tasks

- **Alliteration**: “Which word has a different first sound: *pig*, *sat*, *puff*, *path***?”

- **Phoneme isolation**: “What sound is in the beginning of the word *math***?”

- **Phoneme segmenting**: “Tell me the sounds in the word *leg***.”

- **Phoneme blending**: “What word do these sounds make: /sh/ /i/ /p/?”

- **Phoneme Deletion**: “Say *stick*. Now say it again without the /t/.”

- **Phoneme Substitution**: “Say *bent*. Now change the /b/ to a /s/.”
Phonological Memory

- The ability to hold onto speech-based information in short term memory
- Critical for reading and spelling skills
- “/p/ /l/ /a/ /s/ plas. /t/ /i/ /c/ tic. Paper”
- Teach to recognize syllables, chunks of letters
- Chunk information when possible
- Teach, model, practice, repeat!
Phonic Decoding

- **Phonemic awareness**: manipulation of individual sounds in oral language

- **Alphabetic principle**: the sounds of spoken language are represented by letters of the alphabet

\[ /p/ \ /i/ \ /g/ \ \text{pig} \]

As students figure out how to sound out words, they continue to learn new words incidentally – they actually teach themselves how to read
Hear it, say it, do it, write it.

"i-n-g = the doing suffix"
Letter Reversals & Backwards Writing

• Myth: Dyslexia = reading/writing letters backwards

• Dyslexia is a problem in the language system
  o Misnaming NOT mis-seeing

• Orthographic representations (spelling of words) aren’t firmly established
b  d  p  q  pot  saw  top  was
Reading Aloud to Children

• 30+ years of research
• Benefits are in interactive style of reading
• Accelerate language development through social engagement
• Short attention span- so read for a short time, but often!
• Access to books → educational achievement
13 Things Babies Learn When We Read With Them

by Julia Luckenbill

We all know that it’s good to read to our babies. But what exactly are they learning? Here are just some of the things your baby can learn as you read together.

1. Books contain wonderful stories and songs that I can hear over and over again.
2. Reading time is a time when I am held and loved.
3. You tell me the names of my body parts, the sounds different animals make, and that animals go to sleep, too.
4. Some books are especially enjoyable and I can hear them again and again.
5. Every time we read I hear how words are used, listen to rich language, and learn new words.
6. The letters, words, and pictures you point to all have meaning.
7. I can explore how books are the same and how they are different by tasting and touching them.
8. There is always something hiding behind the flap; my favorite pictures are always in the same place in a book.
9. Listening is part of communication and language includes listening and understanding.
10. Things come in different colors, sizes, and shapes.
11. It’s fun to play with language, and explore rhythm, rhyme and humor.
12. When I do something, another thing happens; if I point at a picture, my mom or dad will tell me its name. If I drop the book, we might stop reading.
13. I love books and one day I will love to read on my own.

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Vocabulary Development

- Children need rich language input to build conceptual knowledge, develop vocabulary, and encourage critical thinking.

- Major differences between the vocabularies and language abilities of children who grow up in language immersive environments.

- By the time they enter school, children from “language rich” homes may hear 30 million more words than children who don’t.
The Achievement Gap Starts Early

- 1,116 words: Children in professional families
- 749 words: Children in working-class families
- 525 words: Children in welfare families

Adapted from Meaningful Differences in the Everyday Experiences of Young Children by Todd R. Risley and Betty Hart. © 1995 by Paul H. Brookes Publishing Co., Inc. Reprinted by permission. All rights reserved.
Strategies to Build Early Skills- Summary

• *Interactive* read aloud

• Model a love & routine of reading

• Sing/read nursery rhymes

• Talk with children often to enhance oral language development

• Play phonological awareness games – clap syllables, take turns rhyming, I Spy initial sounds, etc.

• Build words – through writing and manipulating letters
# Upcoming Hidden Sparks Without Walls Sessions

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If you are interested in bringing Hidden Sparks to your school or city, please contact us: 212-767-7707 or sara@hiddensparks.org
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