**Letterland Kindergarten Online Course**

***Response Notebook***

Use this document to capture your responses during the online course.

The page is set up using the “table” feature, so the boxes will expand as you type into them.

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| **Module 2: Lift Off – An Introduction to Letterland** |
| 2c | * Describe how the Letterland kindergarten scope and sequence compares to other phonics programs or instructional practices you have used.

Your response:  |
| 2d | * Look at the pie chart above. Where on the chart would you place Amelia and Brittany?

Your response: * Think about young students you know. Which students are like Amelia? Which students are like Brittany? Do you have students who have more knowledge than Amelia and less than Brittany?

Your response: |

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| **Module 3: Meet the Letterlanders** |
| 3b | * Make a list of at least 5 words from Harry Hat Man’s story in the ABC Book or from the software that begin with his sound.

Your response: * How might you use Harry’s story and his picture in Letterland to develop extended lessons that develop oral language and discussion skills?

Your response: * How might you use the words in the story, song lyrics, and Capital Letter Trick to expand children’s vocabulary?

Your response: |
| 3c | * Which Letterlanders are in your first name?

Your response: * Identify some Letterlanders are animals.

Your response:* Identify some Letterlanders that have the color green in their picture.

Your response:* Identify some Letterlanders who are boys.

Your response:* Identify some Letterlanders who are girls. *(Hint: girls have eyelashes and boys do not)*

Your response: |

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| **Module 4: Planning and Preparing for Instruction** |
| 4b | 1. Describe the difference between the *A-Z Copymasters* and the *Sentence Copymasters*.

Your response: |
| 1. What is the number of the first lesson in the *Teacher’s Guide, Vol. 2*?

Your response: |
| 1. Use the Scope and Sequence on page xi of the *Teacher’s Guide, Vol. 1* to list the focus of each of the seven sections.

Your response: |
| 1. On which page of the Kindergarten Teacher’s Guide, Vol. 1 can you find information about whole group, small group, and independent instructional settings?

Your response: |
| 1. On which pages of the *Kindergarten Teacher’s Guide, Vol. 1* can you find directions for Phonemic Awareness Fast Track Procedures?

Your response: |
| 1. Which lesson in *Phonemic Awareness Fast Track* has the first Review and Assessment, and which letters does the assessment cover?

Your response: |
| 1. Which pages in the *Kindergarten Teacher’s Guide, Vol. 1* have information about choosing *Phonemic Awareness Fast Track* assessments, assessment instructions, and the *Phonemic Awareness Fast Track Class Record form*?

Your response: |
| 1. In Section 2, in which lessons are Red Robot’s sound and letter shape introduced?

Your response: |
| 1. Describe at least 3 kinds of information that are provided in the left column of lesson pages.

Your response: |
| 1. On which page of the *Kindergarten Teacher’s Guide, Vol. 1* can you find suggestions for costumes and props?

Your response: |
| 1. On which page in the Appendix of *Kindergarten Teacher’s Guide, Vol. 1* can you find a description of Picture-Coding?

Your response: |
| 1. Small Group Intervention: What is the difference between the *Five Step Intervention Plan* and the Next Steps Plan. Where in the *Teacher’s Guide*s can you find this information?

Your response: |
| 1. What can you find in the “Downloads” section of the *Letterland* website. What would be most useful to you as a new Kindergarten teacher?

Your response: |
| 1. Look through the training videos found on the *Letterland* website. Make a list of 3 training videos you think would be most helpful to watch before teaching your first lesson.

Your response: |
| 1. Scroll to the bottom of the home page of the *Letterland* website. Click on “Teacher Resources”. Describe the essential resource found there.

Your response: |
| 4d | * Do you use literacy centers in your classroom? What ideas do you have for centers you might set up to provide *Letterland* practice?

Your response: |

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| **Module 5: Phonemic Fast Track Lessons 1-18** |
| 5c | **Lesson 1 Annie Apple and Bouncy Ben*** Which of the six Fast Track procedures listed above are included in this lesson?

Your Response:**Lesson 2 Clever Cat and Dippy Duck** * What visual cues are provided to highlight heading topics?

Your response:* How are font styles and colors used as cues in the teacher directions?

Your response:* What kinds of information are provided in the margins?

Your response:* Which of the six *Phonemic Awareness Fast Track* procedures listed above are included in this lesson?

Your response: |
| 5f | * Are any of the six *Phonemic Awareness Fast Track* procedures similar to instructional strategies you already use to introduce children to letter-sound associations? Describe how they are similar.

Your response:* Explain how these *Letterland* procedures support the development of phonemic awareness skills.

Your response: |
| 5g | * What are possible causes for why some of the students have not been able to learn most of the 26 letter sounds?

Your response:* What does the data suggest about these students regarding their phonemic awareness skills?

Your response:* Which students will most likely need intervention support as they continue with the lessons after *Phonemic Awareness Fast Track*?

Your response:* The first assessment is given after Lesson 6 which reviews a-f. Given the data suggesting that four of the students are having difficulty with these beginning lessons, can you suggest some early interventions that might be provided to these students?

Your response: |

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| **Module 6: z-z Word Building Lessons 19-35** |
| 6f | * What is the purpose and goal of the Review section that is at the start of every Section 2 lesson?

Your response:* Select two instructional practices from Lesson 31 and two from Lesson 32. Describe how the activity addresses multiple senses (i.e., visual, auditory, tactile-kinesthetic) to help children learn.

Your response: |
| 6g | * Describe and explain how you might organize your reading instruction time to deliver the activities in the whole group and then small group/independent parts of the lesson. Include how you might flexibly group students.

Your response:* Identify and describe some activities that can be used outside the reading instruction block to reinforce what has been learned in *Letterland* lessons.

Your response: |

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| **Module 7: a-z Word Building Lessons 36-107** |
| 7a | * What is the last lesson number found in Volume 1? What is the focus of this lesson?

Your response:* What is the first lesson number found in Volume 2? What is the focus of this lesson?

Your response:* Are the lessons introducing the digraphs *ck, ng, sh, ch,* and *ch* found in Volume 1 or 2?

Your response:* What consonants and vowels are introduced in Lessons 37 through 87?

Your response:* What consonants and vowels are introduced in Lessons 88 through 107?

Your response: |
| 7c | * Compare and contrast *Live Reading* and *Live Spelling*. How are they similar and how are they different?

Your response:* Select one Small Group/Independent activity from the First Blending Lesson 36, and tone from the First Segmenting Lesson 42. Describe how each activity incorporates multiple senses (i.e., visual, auditory, tactile-kinesthetic) to help children learn.

Your response: |

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| **Module 8: Section 2 Assessment and Intervention** |
| 8b | * Section 2 assessments are done one-on-one. Outline a plan for administering these assessments to your students that addresses *when* and *how* they will be administered and who will participate.

Your response:* Explain how the Section 2 assessments are similar to other assessments you have used to measure knowledge and progress with foundational reading skills.

Your response:* Why do you think Assessments 7, 8, and 9 are not introduced until later lessons?

Your response:* Which two assessments are only phonemic awareness tasks (i.e., no visual letters are involved)?

Your response:* What do you think you should do if a large percentage of your class is not meeting a certain goal based on data collected from the assessments?

Your response: |
| 8c | * How does the lesson content vary?

Your response:* How do you find activities?

Your response:* How do you determine who needs the *Intervention Strand*?

Your response:* How do you use assessment data to create intervention groups?

Your response:* What does it say about small group instruction for the entire class?

Your response: * What is the sequence of instruction?

Your response:* When do you start teaching the entire five steps?

Your response:* What assessments help with mastery and pacing?

Your response: |

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| **Module 9: Onsets and Rimes** |
| 9c | * Do you think most of the children in your kindergarten class will be developmentally ready to be taught onset and rime?

Your response:* What activities have you previously used to teach onset and rime? How are the Letterland instructional practices and activities similar and different?

Your response:* There are new materials used in Section 3, including a number of different types of cards (*Rhyming Pictures, Rime Cards, Word Cards, Tricky Word Cards*) and *Decodable Booklets*. Describe your plan for making, organizing, and storing these materials.

Your response:* What sentence building skills have you previously taught to your kindergarten children? How is *Letterland’s* use of sentence building activities similar and different?

Your response: |

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| **Module 11: Final Thoughts** |
| 11a | * Make a list of the resources and opportunities in the lessons where you can integrate vocabulary instruction and foster language development.

Your response:* Describe three opportunities related to a *Letterland* lesson for developing oral language and listening comprehension skills, including the use of instructional suggestions listed above.

Your response: |