

Nellie Edge Online Seminar (NEOS) #3  
**Meaningful Practicum Suggestions**  
University Credit Option – Authentic Sight Word Work (“Heart Words”)

- ❖ **15 hours of practicum project work is required for each unit of credit.  
Nellie Edge Online Seminar #3 may be taken for up to 3 units of credits.**

**Choose any one suggestion to develop an in-depth practicum** or any combination of meaningful projects that would allow you to apply the skills shared in this seminar in the most useful and relevant way. How can you use the content of this Nellie Edge Online Seminar to make your teaching more effective and powerful to the lives of your students? What do you want to be doing in your classroom one week and one month from now as a result of this seminar?

**Dr. Lifson at the University of the Pacific always allows teachers to design their own practicum project** that meets their unique teaching and learning needs. **YOU DO NOT NEED to write a 3-page paper** unless that is a meaningful project and would be the best way for you to enhance your authentic teaching of Sight Words.

**1. Study the self-assessment guidelines**

Print and bind the MasterClass Intensive Power Guide. Listen chapter-by-chapter to the online seminar while making notes in your Power Guide. Download and organize printables, props, lessons, and parent letters. Read these practicum suggestions. Remember, these are only suggestions, so define goals that are most meaningful for you. You are always welcome to design a unique project that meets your professional development goals relating to the online seminar topic.

**2. Document your high expectations for students and parents with clear learning targets**

How will your students know there are two kinds of words: Words they will learn “by heart” and words they can listen to, stretch through, and write the sounds for? Teach for mastery with clearly visible goals of 16 color-coded words. Use the words selected in our action-research, or create your own color-coded word lists in collaboration with school staff.

**3. Document how you provide multisensory, memorable teaching of high-frequency “heart words” and make learning visible: Create a beautiful classroom for learning!**

Have your high-frequency word wall visible from the front and sides of the room. \*Create “heart word” posters: pink, yellow, purple, and green. (You may to choose your own favorite colors and images as long as you are consistent!) Color coordinate miniature “heart words,” floor charts and word wall words. Make a moveable Word Wall. \*Note: 4 large “heart word” posters can be printed directly from your NEOS resources. Document your work with a simple photo essay. See the Sight Word page at [NellieEdge.com](http://NellieEdge.com) for suggestions.

**4. Plan with the first and second grade teachers, special education and reading teachers in your building or district to coordinate Sight Word lists**

Have one consistent set of clear learning targets for children K-2. \*Many kindergartners by mid-year have already mastered the first 62 words. They delight themselves in the challenge of going on to first and second grade level words or their own personalized set of words. Make color specific sets of small “heart words” ahead and have a system for sending them home. \*Note: the 62 words included in this program are the words kindergarten writers use up to 70% of the time in a comprehensive writing-to-read approach.

## 5. Plan your “Parents as Partners” program

Send home the first set of pink “heart words” in a small box after you have introduced most of the words in the classroom. Explain your system of family support so that parents understand how to provide “heart word” practice in a positive, engaging way. (Each child gets to take home the next set of colored “heart words” to add to their box as soon as the previous set is mastered!) *Our expectation for pink and purple “heart words” is for children to be able to read, write, and spell them conventionally.* Consider sending home word/fingerspelling cards and/or “I Can Read” Anthology pages for the first 32 words. Permission is granted for teachers to send home copies of the *Sing, Sign, Spell, and Read!* CD, anthologies, and word cards for family literacy and listening enjoyment.

## 6. Create an ongoing organization and assessment system that drives instruction. Celebrate mastery!

Create a folder or notebook with individual student assessment forms, parent letters, “heart word” templates, and your *Hip Hip Hooray* book pages to celebrate learning. Create your own class book that honors student achievement.

## 7. Integrate high-frequency “heart word” work throughout the curriculum

Connect pink and purple “heart words” with your handwriting instruction. Create independent writing/drawing/book making totes that provide authentic practice writing “heart word” sentences. Expect children to write a growing number of “heart word” sentences each morning during settling-in time. (See Independent Writing Center Kits at Nellie Edge Kindergarten on TpT.)

## 8. Read excerpts from John Hattie’s meta-analysis of 15 years of educational research on Making Learning Visible

Review the online seminar again and write about how this approach to teaching high-frequency sight words is consistent with the evidence-based research documented in this important book. How does this systematic approach to teaching sight words set high expectations for student achievement, make learning visible, differentiate learning, honor mastery, and take advantage of how the brain learns best?

## 9. Take the Next Step to National Board Teaching Certification — Kindergarten Teachers as Researchers and Literacy Leaders: Use Self-Assessment Guidelines

- Begin gathering resources and studying the National Board Certification process.
- How will the strategies from Nellie Edge Online Seminars help take your teaching to a higher level?

National Board Certified Teachers have repeatedly told us that the philosophy strategies shared in Nellie Edge Live and Online Seminars helped prepare them for the NBCT process!

*Nellie Edge Seminars helped mold me into the accomplished teacher I am today. I became a Nationally Board Certified Teacher because of the type of classroom and teaching style I have. I wouldn’t have this style without Nellie Edge!* –Katy Anholt, NBCT