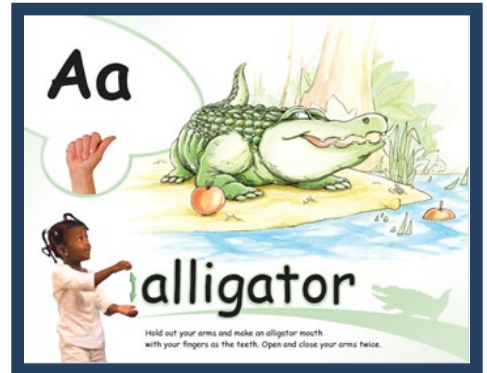
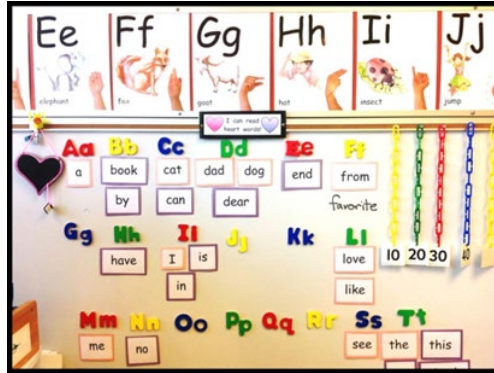


Nellie Edge Online Seminar #1

Multisensory ABC and Phonics Immersion: Self-Assessment Guidelines for Excellence

SMILE Approach to Joyful Accelerated Literacy

(SMILE = **S**ystematic, **M**eaningful [and Multisensory], **I**ntegrated [and Intentional],
Language [and Literacy], **E**xperiences)



1. Teach Intentionally with High Expectations for Accuracy and Integrity to the Program Design for Optimum Results:

- Expect Teachers, IA's, literacy support teams, and volunteers to have studied the free online instructional American Sign Language (ASL) videos and **accurately fingerspell a-z and sign the key phonics symbols for ABC Phonics: Sing, Sign, and Read!**
- **When introducing the new letters and key phonic symbols, always refer back to the pages of the ABC Phonics book and/or wall charts.**
- There is **one consistent multisensory ABC Phonics Program with the same visual supports** throughout the classroom: on the walls, in the library, in writing notebooks, for use with parents, volunteers and Response to Intervention (RTI) teams.
- Download **free ABC Phonics Teachers' Guide** under the ABC Phonics tab at www.nellieedge.com. Study the proven practices.
- **Fingerspelling is used during writing workshop time** and whenever children are being asked to listen for sounds or name letters so there is strong sounds-to-writing-to-reading integration. (Use a "Helper of the Day" strategy with name chart and fingerspelling/name cards.)
- **Fingerspelling is used in conjunction with teaching efficient handwriting of children's names.** Children make personal connections between the letters of their names and the key phonics symbols in the ABC Phonics book, e.g. b/"b"/bear and b/"b"/Brian.

2. Make Learning Visible

- **The environment is print-rich with ABC Phonics Word Wall, ABC Phonics Wall Charts, Name Wall, Writing Workshop Dictionary, Miniature Charts, A-Z cards on a ring, and ABC magnets on cookie sheets.** Copies of the book **ABC Phonics: Sing, Sign, and Read!** in the class library provide opportunities for close observation and challenge for early readers.
- **Clearly define your goal or target** for all children with Parents as Partners.

Kindergarten Friends, we are going to learn every letter and sound a-z (ABC Phonics), and we will learn to sing, sign, and read them! We already know a, b, c, d: let's review! Now we get to practice e, f, g, and h.

- Teachers know what each child's ABC/Phonics target is; parents also know their individual child's goals. Ongoing assessments allow each child to move quickly and take pride in his or her progress towards the next target.
- For less experienced learners the Special Education or Response to Intervention (R.T.I.) team provides additional multisensory and writing-to-read support consistent with these "best practices" used in the classroom. Teaching and learning experiences are not fragmented!

3. Involve Parents as Partners to Multiply Your Teaching Effectiveness!

- Parents as Partners includes: *ABC Phonics* information, parent letters, home learning strategies and research. Begin the year with family communication: Consider using a Family Back-to-School Scavenger Hunt, which includes giving families a laminated and magnetic-backed ABC chart to take home and use as refrigerator art! If needed, also send a-z flashcards home for nightly review. (See free downloads on ABC Phonics tab.)
- Connect families with the free *ABC Phonics* instructional videos, and expect that they will enjoy this family literacy adventure together. Provide video links from class website.
- Raise your expectations and take the Challenge: **20 Days to 26 Letters and Sounds!**

4. Provide Systematic, Meaning-Centered Learning Relevant to the Real World



- Create a sense of urgency: *We are working hard to learn all of our letters and sounds and how to accurately fingerspell. We ALL want to be experts!*
- Use a Gradual-Release-of-Responsibility (Optimal Learning) Model. First the teacher models how to sing and sign 4-8 letters at a time and (if possible) uses the free ABC Phonics instructional videos; children practice together repeatedly, and finally individual children perform the ABC Phonics song without support. Children love taking the ABC Phonics challenge and being honored as an expert!

5. Create a Growth Mindset with Specific Empowering Language

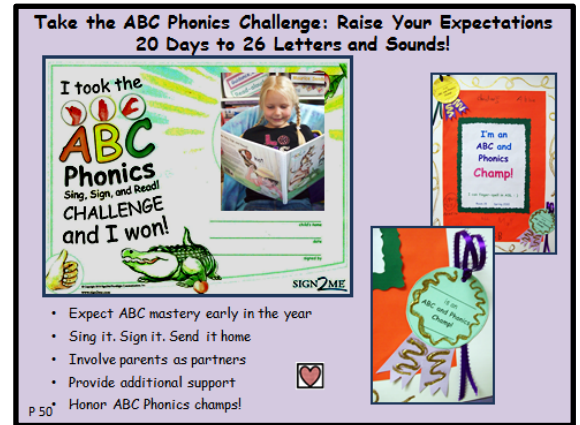
- *You already know the letters of your name! Wow! How did you learn them?*
- *You already learned a-g. Keep practicing and soon you'll be an ABC/Phonics Expert!*
- *You learned the whole alphabet: letter, sound and sign! Aren't you proud of your hard work?*
- *You worked hard and learned the whole alphabet! Let's take your picture wearing the Master of the Alphabet crown!*
- *Wow! You almost know every letter and sound! Keep practicing the last six letters: u through z! Soon you will be an expert of the whole alphabet!*
- Intentionally integrate ABC Phonics learning with language development, new vocabulary, scientific information, speaking, listening, and thinking skills: View learning through the lens of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

6. Provide Ongoing Assessment and Differentiate Learning

- Give children a clear understanding of what they are expected to learn.

Boys and girls, we are learning letters and sounds—A-Z so we can become good readers and writers in kindergarten! Singing, signing, and fingerspelling helps the brain remember.

- Assess children's progress regularly: Who needs more intensive help?
- Coordinate a Response to Intervention (RTI) with the parents, school literacy team, 5th grade buddies, volunteers, special ed, and/or reading teacher.
- Harder-to-accelerate learners may need more repetition on 4-8 letters/sounds at a time, in sequence and out of sequence.
- *Kindergarten friends, when we fingerspell the letters and sign the phonics symbols, the brain learns faster. Keep practicing every day at school and at home!*
- For more proficient readers, provide small guided reading sessions with the *ABC Phonics: Sing, Sign, Spell, and Read!* book. If the teacher has been reading the exact language of the book repeatedly, mature readers will have the scaffolding needed to read fluently. They will feel pride in becoming an ABC/Phonics "reading expert."



7. Connect Multisensory Teaching with Mastery of Letter/Sound Correspondence and CVC words (RF.K.1, RF.K.2.)

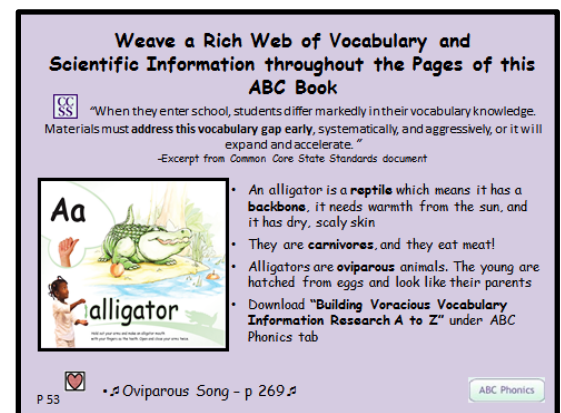


- Use Name Wall and Helper of the Day fingerspelling cards.
- Use fingerspelling as a support with writing workshop and writing across the curriculum.
- Provide multisensory CVC word work and a systematic focus on teaching high-frequency "heart words." **Writing teaches reading!**
- Provide opportunities for children to teach each other and perform with mastery: *Teach your buddy. Show your 5th grade helper! (SL.K.6.)*

- Provide an intentional transition to quick letter/sound recognition without visual phonics symbol clues available! (Much of this happens within the writing process.)
- Fingerspell, encode, decode, and write CVC words. Fingerspelling helps the brain remember.

8. Teach for Mastery and Celebrate Learning! (RF.K.1, RF.K.3., SL.K.6.)

- Acknowledge each student's mastery with community or individual learning rituals: a certificate, badge, crown, or photo taken for the "Master of the Alphabet" book.
- It is important that each child can accurately fingerspell and quickly recognize a-z and key phonics sounds early in the year. This facilitates the writing-to-read process.
- Provide short bursts of engaging, multisensory practice sessions several times each day!
- Integrate a-z word work throughout the curriculum.



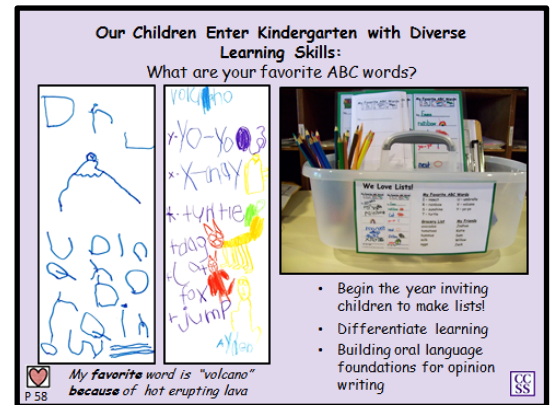
Systematic word work may include puppets, play dough mats, stamping class ABC books, Jack Hartman *ABC Brain Break* song, whiteboards, Etch-a-Sketch, individual coaching, and student-to-student collaboration.

- **Provide additional support for harder-to-accelerate students** in collaboration with parents, volunteers, 5th grade buddies, and special needs teachers.
- For additional support, see the ABC Phonics tab at [nellieedge.com](https://www.nellieedge.com) and view the Nellie Edge Pinterest board: [ABC Phonics](#).

9. Teach Through the Lens of the Common Core and Next Generation Science Standards (NGSS)

Kindergarten Friends: This is an information text, a nonfiction ABC book.

- Discuss author, illustrator, front and back cover, and title page. (RL.K.5., RL.K.6.)
- Build CCSS vocabulary. (L.K.4., L.K.5., L.K.6.)
- Follow through with Kindergarten-Friendly Handwriting culminating in quick recall: accurately writing a-z in 40 seconds. (**Build the reading brain!**)
- Invite ABC experts to perform for the class. (SL.K.6.)
- Read exact, descriptive language in **ABC Phonics: Sing, Sign, and Read!** regularly to introduce high-level vocabulary and spatial concepts. Discuss animals and habitats and weather photos to make NGSS connections. (L.K.1., L.K.2., L.K.4., L.K.50)



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

- Articulate to the school community why Multisensory ABC and Phonics Immersion works!

The reason we are learning to fingerspell is that multisensory teaching helps the brain remember the letters and sounds, and fingerspelling builds writing muscles!

- Video your children performing *ABC Phonics: Sing, Sign, and Read!* Are they cutting off the consonant sounds crisply? Study the ASL Instructional Videos on the *ABC Phonics* tab.
 - Incorporate *ABC/Phonics* review into brain breaks and transitions.
 - Provide opportunities for more proficient students to read the *ABC Phonics: Sing, Sign, Spell and Read!* book during Read-to-Self and Buddy Reading time. Provide guided reading.
 - Integrate *ABC Phonics* fingerspelling and symbols into the curriculum throughout the day.
 - Become a literacy leader in educating parents and colleagues in how to use this brain-friendly learning tool.
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