

Recording Link <https://youtu.be/uU6JJYdMb-I>

Bobbi deMontigny: Dr. Tammy Elser directs a master of education in C&I option at Salish Kootenai College for in-service educators and teaches

Bobbi deMontigny: pre-service educators, literacy methods.

Bobbi deMontigny: She has worked nationally, providing professional development, program design and evaluation and strategic planning and facilitation for many schools and organizations. Tammy focuses on practical strategies supporting current and future teachers to achieve excellence for all students, and she can be found on her days off wandering trails across western Montana, and occasionally riding to the heart of the Bob Marshall Wilderness. Welcome, Dr. Elser.

Elser, Tammy: Thank you. Thank you so much for having me, Bobby. How is everybody doing today? Give me a note or an indicator in the chat at some point I'll be able to check it. I can't check it while I'm sharing my screen. But can you see my screen.

Adam Stephenson: Yeah, we can see you.

Elser, Tammy: Great with this lovely winter scape. I appreciate it, Adam, that it helps me to have a little bit of interactivity. And it's actually going to be really beneficial, because I kind of have 8 h worth of material that I really wanted to cram into just a matter of

Elser, Tammy: 50 min or an hour with with all of you, and I also want to leave approximately in around 3, I want to pause, or 3, 30, or 3 20. I want to pause, and I want to leave some time for a little bit of a conversation. I'd like to be able to welcome all of you to pose questions. So that's the thing that I want you to know. So

Elser, Tammy: with that, I'm going to kind of give you an overview of where I'm hoping to go today. I turned today's talk because it is so short into 2 segments based on what I thought might be most helpful. But you know what you think might be most helpful, and what is actually most helpful can be 2 very different things. So I want you to be.

Elser, Tammy: I will pause periodically. I will ask you all to unmute and give me a little bit of verbal feedback, so that so that I can know whether I whether I am on target.

Elser, Tammy: I specialize in the development of emergent readers, and my focus in relation to my in relation to my research has been on the

Elser, Tammy: development of literacy, writ large with a extensive emphasis on the power of early writing for children.

Elser, Tammy: So I want you to know that I come to this with a with a little bit of a different background. And now 42 years of experience in K. education and about I guess it's been ears at

the higher Ed level, doing teacher preparation and working with teachers on literacy development and working with individual schools and literacy development.

Elser, Tammy: So those are just a couple of things about me. I am going to be talking about

Elser, Tammy: basically 2 prongs, 2 different things that need to be Co occurring when children are when you're working to support teachers, when you're working to support families, when you're working to support communities in the development of children's early literacy. And those 2 prongs are consistent, unrelenting. Well, I'll go to them actually, if I can. Where's my?

Elser, Tammy: There it is.

Elser, Tammy: The 2 prongs that I want you to be aware of are consistent and persistent reading and writing. And when I talk about reading, I'm talking about actual books, and when I'm talking about writing, I'm talking about writing for the child's purposes, that this is a foundational way, that we welcome all children, 3, 4, 5, 6, 7 year olds into the world of literacy.

Elser, Tammy: But along with this prong there is another prong of effective early literacy strategies, foundations that for many children go by very quickly

Elser, Tammy: if they're done well, and if they're done efficiently, and I want to try to hit on both prongs for you, so that you have some new or possibly fresh ideas about the way in which your library can support early literacy. But the number one thing the thing that you need to know is that with both prongs this actual kind of authentic reading and writing prong, which is really foundational and important. It is constantly co-occurring along with that learning piece.

Elser, Tammy: And so I've broken the session today into into these kind of 2 segments. And I'm going to try to do about 20 min on one or 25 min on one and about 25 min on another, and be able to provide you a couple of, I hope, what will be very tangible or hands-on strategies for

Elser, Tammy: being able to support children and support families, and and no matter without regard for what setting you're in, whether you're in a public library, or whether you're in a school library, or whether you just have a really strong interest in supporting kids in their early literacy development. So with that, the thing you need to know is that kids have to be welcomed into the Literacy Club

Elser, Tammy: and the welcoming into the Literacy Club is deeply connected to the kinds of projections that we make about our belief that children.

Elser, Tammy: our readers and writers.

Elser, Tammy: prior to having any instruction in reading or writing, this belief is really foundational. So I'm going to go back to a philosophical piece, and I am going to return to it at the very end of our

talk together. And it's it's something that I want you to kind of have in the back of your mind. The kids actually become who we tell them that they are.

Elser, Tammy: and we are constantly sending many messages to children, and some of these are subconscious, and they're frequently influenced by our own implicit biases, and they are also frequently inaccurate.

Elser, Tammy: So an example of telling a child that they're not welcomed in this in this wonderful world of literacy is denying them access to

Elser, Tammy: making access to books, making, making, learning, for example, mastering all of foundational phonics and phonemic awareness activities, making those a prerequisite to actual reading

Elser, Tammy: right.

Elser, Tammy: And this is something that I see happening over and over and over again. And it's a misinterpretation of the science. And it's really dramatically problematic. Another thing that we do is we deny children the opportunity to explore the alphabetic principle through writing for their own purposes.

Elser, Tammy: by not allowing them to write until after they've mastered reading.

Elser, Tammy: which is also a misrepresentation of what the science is saying, because reading and writing are reciprocal processes, they co-occur. And that means that there's this constant interaction between these 2 things, and if you deny a child the opportunity to explore the alphabetic principle through their early writing, which is a speech to print model.

Elser, Tammy: you are actually denying the child the opportunity to master the alphabetic principle through their expressive language. So that's a little bit of philosophical stuff

Elser, Tammy: flying flying in there. And right. Now, I'm going to get down, and we're just going to get really, really practical. The number one way in our library settings that we support young children is through the read aloud.

Elser, Tammy: and this is an opportunity where librarians across the world

Elser, Tammy: spread a love of reading and infect children with a love of reading and invite them in to the Literacy Club

Elser, Tammy: through this routine. That is a read aloud, and I want to talk about it as a foundational routine, and I want to see if I can provide you some ideas that might support you in being able to make read alouds even more of a knowledge building opportunity for the children that you are serving, in whatever capacity you are serving them.

Elser, Tammy: So with that I'm going to share with you the model that I use for a read aloud, and what I what I teach my my pre-service teachers.

Elser, Tammy: do-do-do.

Elser, Tammy: And this is it

Elser, Tammy: so? This little structure, this graphic that you can see is a model for the structure of a read aloud, and you'll notice that it's kind of broken into blocks. And in those blocks I always include this uninterrupted reading.

Elser, Tammy: And I need you to know that the building background knowledge element of this and making predictions that this is literally a a 2 min teaser at the opening of your reading session with a child where you actually might explore the book by sharing just the book's cover by having children make predictions about what they think a book might be about with this title.

Elser, Tammy: by also always exposing children to the notion that there is an author and an illustrator, and those are the people that wrote this book. And they wrote this book to be able to communicate a specific kind of story to you.

Elser, Tammy: And so this tiny little window is an opportunity to introduce a book, and all of us do this very well, but in for my for my students, who are studying obviously to be to be K, eachers or K 8 teachers in my, in my particular setting, or even pre-k 8 teachers in my setting. I teach them this because this is so

Elser, Tammy: incredibly important and so foundational in a typical elementary classroom. Now, with an all day kindergarten, they do. An average. A teacher might do an average of 4 read alouds

Elser, Tammy: over time some days, 3, some days, 5 right, and these tend to be short opportunities. But every single solitary book is an opportunity to build this really robust background knowledge. And that background knowledge is what lends itself leads to deeper levels of comprehension.

Elser, Tammy: the background knowledge coupled with the language oral language development that goes on when somebody conducts a read aloud is what ends up becoming incredibly incredibly important. So you notice that I've got the word uninterrupted because one of the things that happens in schools is these, read alouds, get interrupted and interrupted and interrupted and interrupted. While teachers do individual word work and the children lose the thread

Elser, Tammy: of the story, they lose the actual meaning

Elser, Tammy: connected to the story because of all those interruptions. So when I say uninterrupted, I want to qualify it for a second.

Elser, Tammy: There are very viable interruptions that an author is inviting you to make, and those are connected to

Elser, Tammy: what do you think is going to happen next?

Elser, Tammy: And you turn the page and you go. Oh, my goodness! Were you surprised? I sure was right. Those are invitations on the part of the author. They're not the teacher dropping into. Oh, did you notice how many digraphs there were in this on this page. How many th digraphs can you count? , 3, 4, 5, all of that is leading the children away from the comprehension.

Elser, Tammy: and those others that are being invited by the author are the good kinds of interruptions. So take, take, interrupted with a grain of salt

Elser, Tammy: when you're done with. A read aloud.

Elser, Tammy: having a little bit of an opportunity to carry on a conversation about what the book was about is really important, and I've got this kind of broken down into 2 wings. You see these arrows moving in. I want you to think of those as choices that you might make, depending upon the amount of time that you have with kids.

Elser, Tammy: So you might talk about cultural elements you might talk about in this case when I was referencing essential understandings. I was talking of thinking about essential understandings, about Indian Ed for all.

Elser, Tammy: But there could be all kinds of different, all kinds of different things. You might be talking about character and plot.

Elser, Tammy: and that's on one side that is, on the content side. What the story is about on the other side are all of the different language, related things and vocabulary, building things and word work, things and elements of text structure that you might be able to use this book or mine if you will. This book, for to be able to enrich

Elser, Tammy: a child's overall, overall, language, development through the language, and the and the actual words, and the repetition of words that exist within the book.

Elser, Tammy: And then I need you to know that in my setting what I always do. I tend to put the read alouds that I've done over the course of a day in the chalk tray, and at the end of the day I will invite kids. Which one do you want to hear again? And I'll ask them what they want to hear again in a classroom setting. You can also do this over the course of a week in a library setting with books that you might have been able to introduce the children to over time, and it allows an opportunity for that kind of repeated reading.

Elser, Tammy: I see the chat is coming down. Thank you for the essential understandings, Kolai, this is wonderful. I'm tickled that you put that you put that link in there. So

Elser, Tammy: so keep in mind it's content. What's in the book on one side. And then it's word work, phonics, all this other, all this other stuff about reading that's on the other side, right? And I am going to do a short example, and I'm going to show you some things that I want you to do. Every time you pick up a book in front of a kid.

Elser, Tammy: there's 4 things that we need to do when we pick up a book in front of in front of children in order to support their building background knowledge. And I'm going to use an example that right now is going to take us away from here. I'm going to see if I can make it come up

Elser, Tammy: by minimizing my Powerpoint. Tell me if I lose you, and how many of you now can see a page from giraffes can't dance.

Colet Bartow - Montana State Library: We can see your slide still.

Elser, Tammy: My slide, I got to stop sharing and reshare.

Elser, Tammy: It's the thing with me. And zoom!

Elser, Tammy: How about now?

Bobbi deMontigny: Yes.

Elser, Tammy: Okay, good. So I'm going to just allow a little video to consume a few minutes of my time.

Elser, Tammy: And I want you to think right now about what all the possible teaching points with this picture book which many of you are very familiar with. It's a common book. It's been out for a very long time. It's a lovely book, and this is a fairly a charming reread of it, though I don't think it's the perfect animated one that I was seeking. But let's just listen to the book as it unfolds, and

Elser, Tammy: we'll talk about it afterwards. But I want you to be thinking about. What might you mind this book? For on the content side that supports background knowledge building on the part of the child, Gerald was a tall giraffe, whose neck was long and slim.

Elser, Tammy: but his knees were awfully crooked, and his legs were rather thin.

Elser, Tammy: He was very good at standing still and munching shoots off trees.

Elser, Tammy: but when he tried to run around he buckled at the knees.

Elser, Tammy: Now every year in Africa they hold a jungle dance

Elser, Tammy: where every single animal turns up to skip and prance.

Elser, Tammy: This year, when the day arrived, poor Gerald felt so sad.

Elser, Tammy: because when it came to dancing he was really very bad.

Elser, Tammy: Horn started blossom, and the rhinos rotten road.

Elser, Tammy: The lions danced a tango that was elegant and bold.

Elser, Tammy: the chimps all did a cha-cha with a very Latin feel.

Elser, Tammy: and 8 baboons then teamed up for a splendid Scottish meal.

Elser, Tammy: Gerald swallowed bravely as he walked toward the floor.

Elser, Tammy: but the lions saw him coming, and they soon began to roar, calling, Button!

Elser, Tammy: Hey, look at clumsy Gerald! The animals all sneered.

Elser, Tammy: Giraffes can't dance, you silly fool! Oh, Gerald, you're so weird!

Elser, Tammy: Gerald simply froze up.

Elser, Tammy: He was rooted to the spot.

Elser, Tammy: They're right, he thought, and useless.

Elser, Tammy: Oh, I feel like such a clot!

Elser, Tammy: So he crept off on the dance floor, and he started walking home.

Elser, Tammy: He'd never felt so sad before, so sad and so alone.

Elser, Tammy: Then he found a little clearing.

Elser, Tammy: and he looked up at the sky.

Elser, Tammy: The moon can be so beautiful, he whispered with a sigh.

Elser, Tammy: Excuse me, coughed a cricket of seeing Joe earlier on.

Elser, Tammy: But sometimes, when you're different.

Elser, Tammy: You just need a different song.

Elser, Tammy: Listen to the swaying grass and listen to the trees.

Elser, Tammy: To me the sweetest music is those branches in the breeze.

Elser, Tammy: So imagine that the lovely moon is playing just for you.

Elser, Tammy: Everything makes music if you really wanted to.

Elser, Tammy: With that the crooked smile and picked up his violin.

Elser, Tammy: Then Gerald felt his body do the most amazing thing.

Elser, Tammy: His hooves had started shuffling, making circles on the ground.

Elser, Tammy: His neck was gently swaying, and his tail was swishing around.

Elser, Tammy: He threw his legs out sideways and he swung them everywhere.

Elser, Tammy: Then he did a backwards somersault and leapt up in the air.

Elser, Tammy: Cheryl felt so wonderful. His mouth was open wide.

Elser, Tammy: I am dancing. Yes, I'm dancing, I am dancing! Gerald cried.

Elser, Tammy: and one by one each animal who's been there at the dance arrived while Gerald boogied on

Elser, Tammy: and watched him, quite entranced.

Elser, Tammy: they shouted, it's a miracle we must be in a dream.

Elser, Tammy: Gerald's the best dancer that we've ever ever seen.

Elser, Tammy: Did you learn to dance like that?

Elser, Tammy: Please, Gerald, tell us how.

Elser, Tammy: But Gerald simply twirled around and finished with a bow.

Elser, Tammy: Then he raised his head and looked up at the moon and stars above.

Elser, Tammy: We all can dance, he said, when we find music that we love

Elser, Tammy: coming back to you.

Elser, Tammy: So. I know that many of you. I'm sure everyone on this video has seen that, or read that book or shared that book. It's such a great story. If you could unmute

Elser, Tammy: maybe a little bit, and share with me what some ideas that you might have for what you, how you might build background knowledge utilizing this book.

Elser, Tammy: Anyone.

Adam Stephenson: If I was going to be doing a theme, perhaps in story time around Africa, then I might use this book to describe some of the animals, or even some of the landscaping in Africa.

Elser, Tammy: Exactly because it's got all those African animals. So you're building this huge body of knowledge in terms of animals that live in a specific place in the world I see is that Colay or Megan? I can't tell Megan.

Megan Mentzer: That's Megan. Yeah, I was. Gonna say, I would talk about things that we felt we were good at and bad at, and maybe work around that idea with that book.

Elser, Tammy: Absolutely. So. You've got this social and emotional learning opportunity right? And the way that we perceive ourselves is not always accurate. The way others perceive us is not always accurate. People are not always kind. Right? There's a whole swath of things that we can teach through that right.

Elser, Tammy: I saw I saw another hand up, or I saw a comment in the in the, in the chat that was talking specifically about animal noises, right?

Elser, Tammy: Which is, which is wonderful. What else? What other kinds of noises are going on within the context of this story?

Elser, Tammy: Yes, so we've got music. What else is going on. There's another genre study going on in this story

Elser, Tammy: connected to the music.

Elser, Tammy: Our dance forms.

Adam Stephenson: Yeah.

Elser, Tammy: So we have all of these dance forms that we can. And the dance forms, by the way, take place in different parts of the world. We've got a Scottish reel. We've got the cha-cha we've got. So we've got. We've got these these all these other locations that are being alluded to in the context of this story. Now, the other thing, of course, that we can address is whether this story is real or is this story imagined?

Elser, Tammy: Could it be real, or is it absolutely make-believe? And that gets you to the, to a conversation right about fiction versus nonfiction? And I talk about real versus make believe a lot with kids, because a book that doesn't have actual photographs in it, a child will say, is, make believe when it actually could be very real. An example is the good luck cat.

Elser, Tammy: common human experience, right

Elser, Tammy: learning through truth and learning, through truth and learning, through make-believe. Exactly, Molly, very, very, very, very accurate. I'm going to go back, and I'm going to share with you how I unpack and how I how I work through

Elser, Tammy: looking at

Elser, Tammy: My teaching points interconnected. Right share.

Elser, Tammy: And I'm back in my Powerpoint. I'm on my current slide, and I'm going to show you a series of strategies that I utilize. I call this a formula for integration.

Elser, Tammy: Can you see it right now?

Bobbi deMontigny: Yep.

Elser, Tammy: Great excellent. So

Elser, Tammy: One of the challenges that we have with the human brain is it? Doesn't multitask. Well, we tend not to be able to do 2 things at the same time, and the formula for integration was created many, many. I created it many, many years ago, for Indian education for all integration. But I've discovered that it's actually a really really good model for curriculum design overall

Elser, Tammy: across these 4 domains. You can integrate and do a series of things simultaneously. So if I was looking at examples of concept, and a concept can usually be captured in a single word, patterns, conflict systems, cycles, kindness, etc. Balance relationships. Those are all potentially concepts.

Elser, Tammy: Content, on the other hand, is an actual body of knowledge, the continents, for example, right? And then there's the context of a story that has that deals also with the social interaction of characters or people within a specific location. And then there's the skill set.

Elser, Tammy: and the skill set is being practiced. While all these other things are simultaneously being employed through this read aloud structure. And I'm going to. I'm going to show you how I go about mining it with this particular book.

Elser, Tammy: So in giraffes can't dance, I look at the concept, be yourself. You are unique empathy and kindness as being the big overarching themes, these critical themes that we that we definitely want to instill. And we want to work with the genre. On the other hand, in the context

Elser, Tammy: is fantasy, the time it could take place at any time. It's with animal people, right? Which is again connected to the fantasy genre. And then the place is Africa, and the event is a dance. That is the context of the story.

Elser, Tammy: But the content that I can teach geography, continents, Africa, African animals, dance styles, vocabulary, rhythm, music, genres, and a ton of of vocabulary building that's built into this wonderful rhyming picture book

Elser, Tammy: for the skill sets. I look at reading with expression, prosody, rhyming words, the creation of same and different kinds of routines and word sorts and card games are all connected to the reading strategies. That I might employ.

Elser, Tammy: One of the things that I want you to be thinking about in a classroom or in a library is to make sure that where you are doing your read alouds, you have a station like this. If everyone would. I can't see you, but I'm going to have you do it, anyway. Hold up 4 fingers right now, please.

Elser, Tammy: and repeat after me for each one of the fingers.

Elser, Tammy: Time, place, people, and genre

Elser, Tammy: with every picture book that you pick up. I want to make sure that you take 30 seconds to identify. When

Elser, Tammy: or when was it possible for this story to be? Did this happen in the past? Did this happen in the future? Did this happen in a time unknown? Because it's like like this story fantasy, a place in this particular. In this particular book we have a wonderful place. It is Africa, and I want you to identify it. This is going to sound insane on a flat map and then on a globe.

Elser, Tammy: Now you can see the map that I have in my college classroom is a flat world map, followed by a map of the United States with arrows. That point we are here, and here is here, and here is here, and here is here, and finally a map of the Flathead Reservation, pointing to the community of Pablo, and right in front of it I have a globe, and I am going to move from that flat map.

Elser, Tammy: the least abstract to the globe. And I'm going to have children identify always. Where are we? And where did this story take place. So, for giraffes can't dance. They would be looking at Africa, and then they would be looking at at Pablo, Montana, where where we would be at the time. So that's how I identify time, time, place, people, and genre.

Elser, Tammy: Yep, that's it. And then

Elser, Tammy: here's what I do, breaking down what's going on within the language of the story.

Elser, Tammy: So I have same sound in rhyme and same spelling pattern, words above love, sad, bad, how bow, real feel, spot, clot things, swing trees, knees, breeze, dance, prance, entrance, ground round, etc. I have same sound in rhyme, but different spelling.

Elser, Tammy: and then I have slant rhymes, the not quites well, and dance and entranced.

Elser, Tammy: you get the idea. So it's different ways that I mine that exact book. And this is all on the content side of my read aloud.

Elser, Tammy: So this is just one thing that I want to remind everyone of, because it's so important. But I want to support you in thinking about and being more intentional with how you plan a read aloud, and to always make sure that time, place, people, and genre are being identified in the context of what you're doing and that you're in genre. Obviously, you're talking about whether it's real or not real. Could it be real? And you're talking about what kind of book

Elser, Tammy: it is. And with that I'm going to go to the other half.

Elser, Tammy: and I'm I've got about in. So what is the fastest path to reading independence for early readers?

Elser, Tammy: So the science is really clear. On this the fastest path is direct, explicit.

Elser, Tammy: and implicit instruction in phonics. But guess what? It's not

Elser, Tammy: a prerequisite. It's a co-requisite along with real reading and writing opportunities.

Elser, Tammy: Does that make sense?

Elser, Tammy: It's a corequisite. So I'm going to share with you with a minimal amount of information, the minimal amount of things that I want you to be thinking about in relation to that corequisite. Okay?

Elser, Tammy: And ignore this because I'm not going to go there no time.

Elser, Tammy: So you see this thing on my screen right now, can everybody see these 2 little

Elser, Tammy: tables, if you will.

Bobbi deMontigny: Yep.

Elser, Tammy: Thank you so much for answering. I appreciate knowing that somebody's out there. Otherwise I just look like a crazy woman talking to her computer at night.

Elser, Tammy: I might as well bring up my cat right? So

Elser, Tammy: these print on a 3 by 5 index card.

Elser, Tammy: and if a child masters the content on the front and back of a 3 by 5 index card by midway through their grade year. And I start this by the way the very day of kindergarten

Elser, Tammy: they will be off to the races in relation to their reading development.

Elser, Tammy: So the thing I want you to know is on card number one. I'm focused on the letter. Sounds

Elser, Tammy: not the letters, names the sounds and then the other app, and then for it bye off.

Elser, Tammy: Good, another good. And then J.

Elser, Tammy: Oh, right. So I'm looking at sounds, and you'll notice at the bottom that I'm teaching digraphs, and I'm teaching them immediately.

Elser, Tammy: Do not withhold the code.

Elser, Tammy: So you teach these directly. I like to use the Montessori method called sandpaper letters, and once a child has the letters in their name, and once the child has maybe 2 or 3 additional with with an extra vowel or so, you you are essentially off to the races, and then you begin working on the phonics embedded in the high frequency sight words. And that's what is represented on the back side of the card.

Elser, Tammy: So here's how this tiny tracker works these words. By the way, the top 300 high frequency sight words represent 76% of all written English.

Elser, Tammy: The top words represent 25% of written English. That's a pretty damn big head. Start right?

Elser, Tammy: I treat the words and the word work as if they're basically little packets

Elser, Tammy: of critical phonics information. So the very word that a child might learn in kindergarten is the and they're going to learn the th, and they're going to learn the schwa

Elser, Tammy: the

Elser, Tammy: followed by C. Cat, I. And and they learn these on Monday morning, the very first, st the very day of kinder, and they do it through a speech to print model

Elser, Tammy: where the child is asked to write the word on a dry, erase marker Board, and there's a series of a series of steps that that I can teach that you can go through. So this is a handy, handy, handy, handy thing. These are the top 300 high frequency sight words.

Elser, Tammy: These are the spelling words for all kindergarten through second grade.

Elser, Tammy: We want to teach them in the order of frequency. With rare exception, I include words that are opposites. So when I do yes, I do know when I do, old, I do new when I do.

Elser, Tammy: I do all of the pronouns

Elser, Tammy: rather than only the high frequency pronouns which would basically have you teaching, he in kindergarten, and she in 3rd grade. Right? So if you were, if you were to follow this, and the goal is for mastery of these top 300 high frequency, sight words by no later than the end of second grade. I want 50 of them mastered in kindergarten.

Elser, Tammy: Does that make sense?

Elser, Tammy: And these are the top

Elser, Tammy: with 2 added, because I'm not teaching he without teaching, she and we

Elser, Tammy: so a little extra because I want to be able to teach that pattern right.

Elser, Tammy: and the hearts in this instance represent the schwas or the Nonconforming the nonconforming sounds. And you notice that in these top he Schwa exists. , 3, 4, 4 red hearts.

Elser, Tammy: and then the unusual pattern of of F having that taking the V sound in the word of

Elser, Tammy: How would a child naturally spell the word of

Elser, Tammy: UV, right?

Elser, Tammy: Yeah.

Elser, Tammy: So you get the idea. And I want you to know that from these 2 things you can. You can dramatically, dramatically increase and speed up the teaching of the early code to children. But that has to be done concurrent to actual reading and writing opportunities, ideally or optimally, in a speech to print model.

Elser, Tammy: That is the fastest I have ever done this.

Elser, Tammy: And that's obviously not done. But you get the idea.

Elser, Tammy: I'm going to stop sharing and pose questions.

Elser, Tammy: I'm sure I'm leaving you with nothing but questions.

Adam Stephenson: in my story times. I I feel like I'd be challenged to be able to teach at the same time. That I was reading the model that I've always seen was

Adam Stephenson: You sit. You will engage in questions. You'll engage in some background. But then you read the story, and then you do an activity.

Elser, Tammy: Absolutely tiny little bit of background. If it's a minute, it's enough.

Adam Stephenson: But the phonics of it.

Adam Stephenson: I imagine that for the most part we're trusting the schools to have those right.

Elser, Tammy: You are in the public library. I need you to know that when I retire from my current position, anybody there from Missoula Public library.

Elser, Tammy: Nobody's raising their hand.

Bobbi deMontigny: Okay. I don't think we have any Missoula in this group.

Elser, Tammy: Too sad, because the very thing that I would like to do is I would like to volunteer to teach parents, grandparents, aunties, uncles, daycare providers, anyone who wants fundamental strategies and how to teach a child. They love how to read and do it at the Public Library. Where then, they step into the children's section, and they go straight to those books, Adam.

Elser, Tammy: and and because the read aloud, is your carrier, the read aloud, is the very best. Oh, Carrie, your point about homeschoolers. It's wonderful. And yeah, I would come to Helena to do it in a heartbeat. I'd come to Bozeman to do it in a heartbeat. But my thought is literally that's kind of my retirement plan. 6 years from now I dream of getting 5 cohorts of my graduate students through because they're learning how to do this extremely streamlined

Elser, Tammy: process where you never separate real reading opportunities from

Elser, Tammy: the teaching of those foundational skills. And you know when to stop teaching the foundational skills. When they get to about 70 cent proficiency, they just need to read books. The number one thing you can do as librarians is, connect those little ones to their very books in a series.

Elser, Tammy: Very simple chapter books connect them.

Brandi Latta: Did you think?

Elser, Tammy: Do that over the summer. You'll change their

Elser, Tammy: anybody questions.

Brandi Latta: Yeah, I have a question. So you have on there, or you've talked about the speech to print model and the sandpaper letters. Do you have any kind of resources or places, we could go to learn more what those mean and how to implement them.

Elser, Tammy: Right. I you know I do. And the sandpaper letter is a very, very simple lesson, and it's a tiny little one on one lesson. It's a Montessori resource that costs about \$50. I have to tell you. One of the things I would love to see in public libraries is literacy kits that parents could check out because they need access to certain materials or resources that will speed the process. If the parent is trying to take on that teaching themselves. And I'm thinking about. I'm thinking about Carrie's comment about

Elser, Tammy: homeschoolers. Use the library. They're using the library every single day.

Elser, Tammy: But there's some very, very simple things that can be done. If anybody wants to dive deeply into this, and wants to invest a little bit of funding in this, the place that I would go is to an

online training portal sponsored by Dr. Marnie Ginsberg, called Reading Simplified. She has singularly the most

Elser, Tammy: consistent with the actual science, not with the media hype.

Elser, Tammy: but consistent with the actual science strategies for early literacy that I have ever seen. And there's some just, absolutely wonderful things, absolutely wonderful things you can do. There's st thing I can show you, but one of the things that you're doing constantly is as a librarian. You can do this mine, the patterns that are within the words that you're focusing on, I will. Typically sometimes you're only going to have a moment to do a tiny little bit of word work.

Elser, Tammy: Typically a word within a book's title is repeated Multiple Times. Within that book I will focus in on one or 2 words within the book's title, along with a high frequency, sight word, and a diagraph like the and I will, and I will, and I will go there.

Elser, Tammy: But you can actually Google sandpaper letter lesson in a Montessori model. And you'll probably find a pretty good video of somebody doing a high quality sandpaper letter. There's also word building, word chaining, which is one of the things that Ginsburg does extremely well. She uses a model called switch it, and it's actually called word chaining in other literature in the in the field. But

Elser, Tammy: it's simple activities that embed the alphabetic principle, and that allow the child the opportunity to begin to connect these. And then what you're doing when you're doing your read alouds

Elser, Tammy: when you are doing story time with kids, you're doing a gradual release of responsibility, where you're trying to invite them in to read a tiny bit of it, a couple words, a sentence, the the title, a repeated refrain, any opportunity that you have that's built into the book, or to explore and play games afterwards with matching words that are rhyming words like I did with my word study on giraffes. Can't dance

Elser, Tammy: other questions.

Elser, Tammy: Magic Treehouse.

Elser, Tammy: It's still awesome.

Elser, Tammy: Captain. Underpants. Junie B. Jones, Hank, the cow dog. All those beautiful books in a series right?

Elser, Tammy: I can't even tell you how crazy it is, Bobby. Your comment about the nd how crazy it is to actually think that this about this 300 words embedded in the 300 words, is this, it's all the phonics. It's all there. Why learn the phonics separate from the words, learn the phonics and the words at the same time, and I did not get into any of the reading theory because of the shortness of our time. But

Elser, Tammy: I'd be talking to you about the integration of sound meaning, spelling, and context. All 3 have to be integrated according to the best of what we know about the science, and that comes directly from Adams, , Seidenberg and McClellan, , and a whole host of reading researchers. Thank you, Cole, for this for the sandpaper letter lesson, and in the link

Elser, Tammy: anyone else with a question. And do you want me to show you my magic tool? And, by the way, any of these things I can send to you. I also have the top high frequency sight words on index cards. Another thing besides sandpaper letters that would be really useful for a literacy session or a literacy center in a public library, dry, erase marker boards, the larger ones that are at least

Elser, Tammy: by They're bigger and square, not the little, not the really tiny ones. The littler kids need the bigger surfaces and then staple cells, dry, erase markers that are well. I don't have any handy right on my desk right now, but dry, erase markers that are different colors on either end, and that have erasers built into them.

Elser, Tammy: They are used for speech to print. And they. It is a wonderful way of having kids, of having kids do this when I say speech to print, here's what I mean. Instead of holding up a flashcard with the word, the and saying, What's this word boys and girls

Elser, Tammy: that's print to speech. They have to already know how to read that word. To be able to read that word to you. Other speech to print is the opposite. They have a dry, erase marker Board, and they have a marker. And you say I'm going to say a word, and you're going to say the word after I do, and then you're going to say the word with me slowly, and then you're going to write the word how you think it's written.

Elser, Tammy: So you say the the

Elser, Tammy: and everyone else says the and the child writes, the some of them are going to write UV, because that's what they or VU. Excuse me, because that's what they heard. The

Elser, Tammy: some of them are going to write THU. And some of them are going to scribble.

Elser, Tammy: All of that tells you exactly what they understand about the phonics.

Elser, Tammy: And by the way, those kids that are doing vu

Elser, Tammy: developmental spelling level 4 off the charts. They're ready. They're they're on the they're very easily taught. Then the th digraph goes. V, and it's different from

Elser, Tammy: right.

Elser, Tammy: Anyway, I have a bunch of tools. Let me show you one last thing by way of sharing. I'm going to go to my desktop, and this is my because I want you to know how to use this. If I if if if you contact me by email, I will send you my my little kits.

Elser, Tammy: Can you all see the fry list in front of you with the top? 300 high frequency sight words.

Bobbi deMontigny: Yep.

Elser, Tammy: And then you see the navigation bar on the side.

Elser, Tammy: If I teach a child, the th digraph on the day of kindergarten

Elser, Tammy: is the benefit of doing that right.

Elser, Tammy: Do you see what I just did? I searched for th in the top 300 high frequency sight words. Th occurs 27 times.

Elser, Tammy: Oh, my gosh! So if you teach th in the when they get to that a week later, and then when they get to with which has that slightly different non-voiced

Elser, Tammy: th at the end of the word, that they this, then them, these, their other thing right, that soft, that soft sound again. You're getting both sounds that th makes, and you teach that right away. You teach it on the day, and you give them some traction. You don't teach it as 2 letters, you teach it as a single sound.

Elser, Tammy: and so you can see what ends up happening. So how about I'm I'm doing long. O

Elser, Tammy: oops! Did I do that right?

Elser, Tammy: No, no match. Hold on, let me go to a a word part.

Elser, Tammy: So when I teach, and in the very week of the year one of my top High frequency sight words! Why would I not expand that to land hand, band, sand?

Elser, Tammy: Why would I not immediately jump when I teach he, I'm going to do she we be

Elser, Tammy: me right. You're this. This helps you identify patterns.

Elser, Tammy: and I've got an entire thing on what goes on with. Why.

Elser, Tammy: so I am looking for the for the long a sound as in way when I come to that for the time I'm immediately going to teach day. Say, may play away

Elser, Tammy: right.

Elser, Tammy: Do you get the idea? So it's it's a logical progression of the teaching of the patterns. And you're teaching the phonics that's embedded in the word, while you're also teaching the meaning of the word simultaneously.

Elser, Tammy: And with that I'm going to stop sharing so I can come back. I can't see any of you.

Elser, Tammy: I hope this was helpful.

Elser, Tammy: and yes, that chart, but that what I just put up. By the way, I'll send it to you. It's a word document. It's the fry list just modified by me, so that I made it searchable so that I can search for the patterns right?

Elser, Tammy: Because the patterns are the key and and they help the child more rapidly unlock the code. We shouldn't have kids languishing in phonics, workbooks year after year after year after year, and then finally being allowed to read a real book, they need to be reading simultaneously decodables, great pattern books, great

Elser, Tammy: but really good literature, and really good children's children's picture books always.

Elser, Tammy: always right. I don't want to withhold any kind, any kind of text, right?

Elser, Tammy: Which is really really important. But there's a place for a good decodable, but it it goes by in about 30 seconds, which is why it'd be great to have some decodable, some high quality, decodable sets. Look for Molly Cox.

Elser, Tammy: That's a great one, Julia Donaldson Songbird series. Another great one, but some some good decodable decodable sets in in public libraries would also be wonderful. So sandpaper, letter, sandpaper letters, dry erase marker boards, and dry, erase markers with the erasers. When the child erases, they say the sounds as they erase when they write. They say the sounds as they're writing the sounds as they're writing the words

Elser, Tammy: also, every once in a while, as a librarian feign busyness.

Elser, Tammy: Oh, write down the kind of book you want you want, and you hand the child the dry, erase the dry, erase marker board and the and the marker, even when they're a 5 year old, and you say, just write it down for me.

Elser, Tammy: Write it down. I'll finish. I'll finish what I'm doing, and then I'm going to come help you find a really great book. Right?

Elser, Tammy: Have the child write it down. They're going to scribble something. Have the child read the scribble back? Oh, my eyes are so bad now that I'm old. I can't read that. Read it back.

Elser, Tammy: and the child reads it. The child reads it back, and they say, I want books about animals.

Elser, Tammy: Oh, I can find books about animals, what kind of animals! And then the child starts to say, dogs and cats and and bears. I want wild animals, lions, lions, and tigers, and and so you can write those words down, and as you do sound through the word, and the child goes, oh, that's how that works.

Elser, Tammy: So when you're when you're writing down bear, you're going, er bear bear, write the word.

Elser, Tammy: and the child sees you do that, and that's how they develop an understanding of what the alphabet is for

Elser, Tammy: other questions.

Bobbi deMontigny: That was an amazing tip. I have never considered that before, and I love it so much, and also anything that you want to send along to these guys, kick them over to me, and I'm getting a distribution list and I'll send it along.

Elser, Tammy: Together a little a little, kit. One of them will be my tiny tracker. One of them will be the fry list in words, and then one of them will be the top igh frequency sight words that can be printed on a 6 by 4 index card, and I print mine color coded to my to my tracker. But I if you have kids that are coming into your library every single day, that that's like a big part of their literacy instruction because they are homeschooled.

Elser, Tammy: This is this, is this is the way to do it. I'm going to be starting to do these little sessions for my, for my niece, and for all the members of my family with little kids, and and we're going to be doing little home sessions to teach the parents some really simple strategies. There's about 7 things that if your kid does it before they start kindergarten, the teacher, not even thinking about it automatically thinks this child's ready for school, and as a consequence of that, guess what happens.

Elser, Tammy: Your child ends up in the top reading group. For one thing in our despicably ability group state.

Elser, Tammy: And I say that with great angst, anyway.

Elser, Tammy: some things to think about. But remember, it's not Co. It's not prerequisites. It's corequisites. Don't let anybody get you thinking that this is step by step by step. It's not. It's all happening at the same time.

Elser, Tammy: You can't go wrong if you just keep reading and writing and reading and writing with kids and the dry, erase marker, the dry erase marker board at home, super fun for so many activities you can do with kids with it. It's just a wonderful tool.

Elser, Tammy: Yay, I'm happy. I was able to help everyone, and I was just delighted to be able to be here with you. If there's anything else, please let me know.

Brandi Latta: How can we contact you?

Elser, Tammy: It's Tammy TAMM. y_els@skc.edu or tammy.els@ gmail.com, and I and I will respond. Brandy.

Brandi Latta: Perfect.

Elser, Tammy: Cool.

Elser, Tammy: and I'll try to put together this. I'll send it on to Bobby. It'll be 5 or 6 little things, and then I'll take the slides I didn't get to, so that you've got them, and because there's a lot because I never do these things in 20 min. Thank you, Cole for putting it in the for putting it in the chat. I'm so grateful, Cole, would you come and be my personal secretary? I need somebody to clean my house, too.

Colet Bartow - Montana State Library: I don't know what to take.

Bobbi deMontigny: I need her.

Colet Bartow - Montana State Library: I was. Gonna say, I don't know about the cleaning house, but.

Elser, Tammy: I know.

Colet Bartow - Montana State Library: Yeah, you you yes. When I retire, when I retire again.

Elser, Tammy: I know. So the funny thing is, I'm not planning on doing that until I'm 70, but I am going to do the family and friends at my dining room table, and I'm going to try to do that every other month. Now. They're very, very simple things. If in 4 HI can teach an adult to do this. Oh, by the way, another really great thing. If you've got a kid in the intermediate grades, who's still kind of

Elser, Tammy: I need to show you how a sound wall works, and it is not an articulation. Wall, it's it's organizing words by the sounds that they make not in alphabetic order.

Elser, Tammy: So words that start with, words that start with

Elser, Tammy: words that start with right. And and it's really, really, really powerful as a dyslexic adult which I am. It was one of the most important things for me, and the other piece is

Elser, Tammy: as a fun activity that anyone can do with a kid.

Elser, Tammy: Tim Rosinski's word. Ladders are blending meaning sound spelling, and they're forcing the interplay the change. There's a whole series of word ladders workbooks. It's the only workbook I recommend in the entire world the only one. Don't you buy anything else? They're off.

Elser, Tammy: But word ladders are a blast.

Elser, Tammy: and they're they're really, really fun. And they're really, really beneficial because they are integrating the words with their meanings and forcing the child to change the initial medial or ending sound to build new words. So you start with the word tall, and then a place where horses go at night, stall at a letter, and from stall. If you want your horse to to be there the next morning, you tell him to

Elser, Tammy: remove 2 letters and and add a letter at the end. Stay, and then when you take your horse out, and in the in the next day you're going to give him an opportunity to change the 2 letters play. That's what a word ladder does. And I just made that up all on my own. But you get the idea. It's really fun. And it's really it's wonderful. And they're challenging. And they've got them on all different grade levels. But that's

Elser, Tammy: Tim Rosinski word ladders. And it's a form of chaining which is that other thing that I was recommending and and suggesting to you chaining and switch it, and word ladders are all interrelated tools.

Bobbi deMontigny: Thank you so much, Tammy, and thank you for being so forthcoming with all of your strategies, and I so appreciate that you are willing to spend part of your afternoon with us.

Elser, Tammy: I'm so happy to do it. Delighted.

Bobbi deMontigny: And I would love to have that little kit that you send along. I'll make sure everybody gets that, and we'll have a whole resource list at the end of all of this for everybody. So I so appreciate you taking the time for that as well, and

Bobbi deMontigny: it was great to have you.

Elser, Tammy: Everyone to remember when you start to do word work, by the way, is when you teach one pattern, look for all the other words that match that pattern and teach that at the same time.

Elser, Tammy: Don't waste your time teaching it 5 months later. Give them all of that, all of that. So when you teach way day, stay may play when you write. When you teach he she, we etc.

Elser, Tammy: Okay.

Bobbi deMontigny: All right. Have a.

Elser, Tammy: Great one. Everyone have a wonderful.

Bobbi deMontigny: Thank you. Really appreciate you, Tammy. Thanks so much.