

Nellie Edge Online Seminar (NEOS) #3: Best Ways to Teach Sight Words (aka Nellie Edge “Heart Word” program)

University Credit Option –PEDU 9009: Activities to Accelerate Learning

Meaningful Practicum Suggestions (2020)

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

Choose any one practicum 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 or workshop 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 teaching “heart words” and phonics-based words

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 high-frequency 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, cookie sheet word trays, and individual sets of words. *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 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 64 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 64 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.) Connect reading and writing by making “heart word” sentence skinny books.

8. Read excerpts from John Hattie’s meta-analysis of 15 years of educational research on Making Learning Visible and “What Is Your Research Base for Nellie Edge Seminars?”

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. Use the arts for engaging, multisensory teaching and learning

Show documentation for kids’ ways to fancy up their “the end” pages and The King of ing. Include samples of student art in “I Can Read” pages.

10. Document your range of writers

Show samples of how you differentiate learning to meet a range of levels and needs: developmentally younger students and more proficient (TAG) students.

11. 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

Earn Graduate-Level Units with Nellie Edge Online Seminars and Workshops

Nellie Edge Online Seminars (NEOS) and Live Workshops is pleased to partner with the University of the Pacific to provide professional development participants the opportunity to earn graduate-level university credits. Complete a seminar or workshop and opt to register for 1, 2, or 3 graduate-level professional development semester credits. These semester credits are designed for licensure renewal and salary step increases only. The cost of graduate-level credits is separate from the online seminar/workshop registration fee.

At just \$62 per unit, all University of the Pacific courses offered through Nellie Edge are graded, graduate-level semester, professional development courses, designed as professional growth for teachers and educators.

HOW IT WORKS:

1. Complete an NEOS or live workshop.
2. Upon completion of seminar, register for 1, 2, or 3 credits (choose how many credits you need).
3. Complete practicum requirements based on the information you learn.

The University of the Pacific is fully accredited by the Western Association of Schools and Colleges, and all courses will appear on an Official Transcript from the Registrar's Office at UOP. Participating in a Nellie Edge professional development is a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies.

Course Requirements:

There are only two requirements for the awarding of each credit:

1. Self-Created Time Log: Create a PDF or Word document including a self-created time log documenting the time you spend creating curriculum, activities, projects, strategies, or techniques inspired by a Nellie Edge Online Seminar or workshop. Creating your own log gives you the freedom of documenting all the time and effort you will dedicate to completing your coursework requirements. Your log must be specific and include dates and accomplishments. For each graduate-level credit, document 15 hours of involvement. All your coursework participation must be away from professionally paid hours. (See Log Example.)

Whether you spend time brainstorming new ideas, participating in or reviewing seminars or workshops, creating new Nellie Edge curriculum, researching, reading, typing your reports, editing parent letters, reviewing materials/resources, or composing notes, you are able to document all the professional time that you invest enhancing your professional growth. You may also backdate your log to include previously developed teaching techniques or activities inspired by Nellie Edge professional development or weekly blogs that expand the PD content.

2. Choose EITHER (a) a Nellie Edge Practicum Project or (b) a Reflection Paper:

- a. Read "Nellie Edge Practicum Suggestions." From this list, choose the most practical, meaningful projects that would take your teaching to a higher level. Summarize the projects you have completed in one page and include samples (photos or copies of developed resources).
- b. For each graduate-level unit, type a 3-page, single-spaced narrative report summarizing your overall experience of creating and/or developing new ideas inspired by Nellie Edge Online Seminars. You may modify, change, or adapt any ideas to meet your professional needs. The culminating goal of this report is to demonstrate how the seminars or workshops have enhanced and empowered your professional development.

Coursework Submission: Coursework can be submitted up to 6 months from registering, and extensions are always granted upon request. You may also submit your coursework earlier if needed.

The true course ending date that will appear on your transcript will reflect the date your coursework was received.

Completed coursework should be saved as a PDF, JPEG, or Word document and include the following:

1. **Title page** with your last name, first name, course number and title, number of units, last 4 digits of SSN, and course beginning/ending date.
2. **Self-created time-log** documenting 15 hours per unit with dates and accomplishments. Include the total number of hours calculated for all coursework. (See Log Example below.)
3. **Practicum Projects or Reflection Paper(s)** summarizing how Nellie Edge Online Seminars or live workshops enhanced your professional growth.

Email your completed coursework to: coursework@teacherfriendly.com

Please include in the subject line: Nellie Edge Coursework Submission (course #)

You may not submit your coursework as a Google doc. We are unable to accept coursework that requires our office to request permission to access documents.

Log Example: It may be that you require more or less time completing your own personal activities and/or projects, and that's why we have left it to you to decide how you manage your time.

Date	Objective/Accomplishments: Implement Nellie Edge Heart Word Program	Hours
4/21	Reviewed MasterClass Intensive, self-assessment guidelines, practicum projects, and "What Is Your Research Base?" PEDU 9009: Activities to Accelerate Learning	3.0
4/22	Defined and organized on paper the most meaningful, practical projects that will make my teaching more powerful. Collaborated with colleagues and mentors.	2.0
4/24	Merged Nellie Edge Heart Word list with district first grade sight word list.	2.0
4/25	Created "heart word" props... (e.g. word wall; 3 sizes of posters)	10.0
5/9	Created floor charts; notebook charts; dictionary pages... Ordered... Printed, cut out, mounted and laminated, ...	10.0
5/23	Developed assessment documents; edited parent letters; planned Parents as Partners program	10.0
6/6	Converted Sing, Sign, Spell, and Read! CD to chosen medium; learned the SSS&R songs; obtained supplies, printed "I Can Read" Notebook pages, and heart word cards	5.0
6/15	Copied samples or took photos from each of the practicum pieces to submit; wrote 1-page summary of practicum	3.0
	Total hours of involvement: 15 hours per credit	45.0

Contact Information:

Mail all registrations and payments to:
 Professional Development Programs,
 University of the Pacific | Benerd College
 729 West 16th Street, Ste. B-3
 Costa Mesa, CA 92627
 (949) 646-9696

ecg1@ecg1.net

For all registration confirmation and tuition/billing questions:

University of the Pacific Business Office
 (800) 959-5376 9 a.m. - 4 p.m. Pacific Time

PLEASE COMPLETE FORM & PRINT CLEARLY
UNIVERSITY OF THE PACIFIC



Attach Your Check Here
or provide credit card information:

CHECK ENCLOSED - PAYABLE TO UNIVERSITY OF THE PACIFIC

VISA OR MASTERCARD NUMBER

EXPIRATION DATE: — Charge \$ _____ to my credit card.
"Required to Process" month year

Signature _____ RECEIVED BY EMAIL
(\$25 Fee for returned checks)

Post-baccalaureate semester units of credit from University of the Pacific, University College. Professional Development Courses are for graduate participants who are NOT pursuing an advanced degree at UOP. Acceptable where local districts approve and applicable to state licensing where authorized. Tuition fees are nonrefundable. UOP is fully accredited by WASC.

REGISTRATION FORM

Highest Degree earned _____ From _____

Previously enrolled in Professional Development from UOP? YES NO

PLEASE TYPE, OR PRINT NEATLY
WITH A DARK BLACK OR BLUE PEN



District: _____ (NO Abbreviations)

Enrollment Date	Completion Date
-----------------	-----------------

COURSE NUMBER:

COURSE TITLE:

S.S.# HM: BIRTH DATE
 WK:

NAME
 LAST FIRST M.I.

ADDRESS

CITY STATE ZIP -

E-mail Address _____

Please enroll me in:

Number of Semester Units of Credit.....

Fee Per Unit.... **\$ 62**

Tuition Submitted... \$

To Email Registration Form:

Step 1: Download and Save the blank PDF Registration Form to your desktop. Do not type directly onto the Registration Form. First, make sure the Registration Form is saved to your desktop.

Step 2: Reopen the saved registration form onto your desktop and type in all the requested information.

Step 3: Save the completed Registration Form to your desktop and email as an attachment to:

info@teacherfriendly.com

Please put in the subject line: **"Nellie Edge Registration"**

After receiving your Registration Form, we will send you a confirmation email. Please allow a few business days to receive your confirmation.

To Mail Registration Form

Step 1: Download and Save the blank PDF Registration Form to your desktop. Do not type directly onto the Registration Form. First, make sure the Registration Form is saved to your desktop.

Step 2: Complete the form and click the button above or select "File>Print" to print your document. Do not select "Fit to Page" as the entries will not line up in the form, instead select "Actual Size."

Step 3: Mail printed Registration Form to our mailing address:

**Professional Development Programs
University of the Pacific/Benerd College
729 West 16th St. Suite B-3
Costa Mesa, CA, 92627**

Make checks payable to: University of the Pacific.

After receiving your Registration Form, we will send you a confirmation email. Please allow a few business days to receive your confirmation.