

MiniLit^{SAGE}

meeting initial needs in literacy



Samples



What is MiniLit Sage?

MiniLit Sage is the first major revision of the MiniLit program, originally launched by MultiLit in 2011. It is a Tier 2 small group intervention program for struggling readers in Year 1 and Year 2. The program provides explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading.

MiniLit Sage lessons are designed to be delivered in 45 minutes, 4-5 times per week.

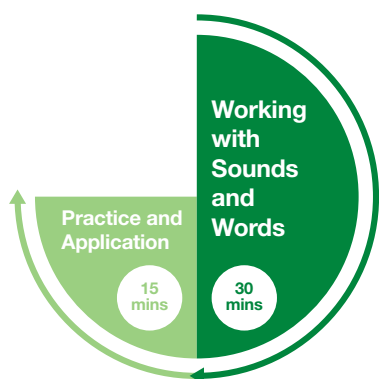
In this sample pack, you will find lesson and activity snapshots and a brief explanation of the MiniLit Sage program resources.



What does the MiniLit Sage lesson look like?

Progress during a lesson and over the intervention period is facilitated by a set of predictable activities and teaching methods. One hundred scripted lessons, divided into Part A and Part B, are provided in eight Handbooks.

MiniLit Sage lessons have two distinct instructional components:



- ▶ Working with Sounds and Words
- ▶ Practice and Application

1. Working with Sounds and Words: 30 minutes

During this part of the lesson the activities focus on the explicit teaching of phonemic awareness, phonics skills, letter formation and tricky words.

A selection of the types of activities used in this component of the MiniLit Sage lesson is shown below and on the following pages.

Lessons begin with a review of previously learned skills.

Songs, chants and actions help children remember sounds and concepts and keep them engaged.

Activity 1: Revision of letter-sound correspondences

Materials required: Sound Prompt Cards Set 1-3

Teacher	Students
1 We are going to practise saying the names and sounds for the letters we have learned. Remember, every letter has a name and a sound.	
2 First, let's say the sounds. Hold up Sound Prompt Card (Side 2 – letter only) and point to letter. What sound? Signal. Repeat with remaining Sound Prompt Cards, alternating between group and individual responses.	children say each sound
3 Now let's say the letter names. Shuffle all Sound Prompt Cards and present again. What name? Signal. Repeat with remaining Sound Prompt Cards, alternating between group and individual responses.	children say each name

7	Action prompt We can do an action to help us remember the sound /ā/. When we are very excited, we shout: Yay – ay! Do action to show delight as you say: Yay – ay! Do that with me: Yay – ay! Signal. Repeat action several times.	children do action and say yay – ay!
8	You can hear the sound /ā/ spelled with 'a' 'y' at the end of words like play and day. Say those words with me. Ready. Signal. Play, day.	play, day

Samples

What does the MiniLit Sage lesson look like?

Working with sounds and words

Phonemic awareness activities include oral blending and segmenting.

Activity 2: Oral blending and segmenting

Materials required: None

Teacher	Students
<p>1 We're going to play 'Toss and Catch'. I am going to pretend to 'toss' you the sounds in a word. You 'catch' the sounds and put them together to make a whole word. Then you 'throw' the parts back to me. Put out your hands ready to catch the sounds. Model catching hands.</p>	children put out hands ready to catch
<p>2 Listen: /rr/ /iiv/ /d/ (model throwing action for each part, pausing between each sound). What word? Signal.</p>	children 'catch' the parts and say rid
<p>3 Now I'll get ready to catch. You throw the parts back to me. Signal.</p> <p>Catch the parts and say: 'rid'.</p>	children 'throw' each part as they say /r/ /i/ /d/
<p>4 Repeat Steps 2-3 with the following words:</p> <ul style="list-style-type: none"> ▶ fit ▶ fad ▶ dip ▶ cop ▶ hop ▶ map ▶ cat ▶ sit 	
<p>Correction procedure Listen: /f/ /i/ /t/ (pause between each sound) put together says 'fit'. Everybody, what does /f/ /i/ /t/ say? Signal.</p>	fit

Explicit instruction in letter formation is included when introducing new letter-sound correspondences.

Activity 3: Letter formation

Note: The handwriting prompts in this and other writing activities reflect the NSW Foundation font. If you are using another font, adapt prompts as necessary.

Materials required: Student Workbooks and pencils; whiteboard and marker

Teacher	Students
<p>1 Demonstration Draw handwriting 'tramlines' on the whiteboard so that children know exactly where the letter sits on the line.</p>	
<p>2 Let's practise writing the letters for the sounds we are learning.</p>	
<p>3 Watch me as I write the letter 'o' and say the sound /o/. Write 'o' on the whiteboard and say: Start at the top, go around in a circle – /o/.</p> <p>Note: Adapt the handwriting prompt as necessary to reflect the font that you are teaching. Ensure you are pointing out where the letter sits on the line.</p>	
<p>4 Guided practice Watch me write the letter 'o' again. This time say it with me as I write. Signal. Start at the top, go around in a circle – /o/.</p>	start at the top, go around in a circle – /o/
<p>5 Guided practice – skywriting Hold up your writing hand. Write 'o' in the air with me. Ready. Signal. Say it with me. Start at the top, go around in a circle – /o/.</p> <p>Note 1: When demonstrating skywriting, ensure you have your back to the group so that you are writing in the same direction as the children. Note 2: Ensure children who are left-handed use the correct writing hand.</p>	children write 'o' in the air as they say start at the top, go around in a circle – /o/
<p>6 Independent practice – Student Workbooks Ask children to open workbooks to Page 19. Trace the letter for /o/. Ready. Signal. Say it with me. Start at the top, go around in a circle – /o/.</p> <p>Note: It may be necessary to provide physical support for any children experiencing difficulty with letter formation.</p>	children trace 'o' as they say start at the top, go around in a circle – /o/

Children have many opportunities to apply their letter-sound knowledge to the reading of words.

Activity 3: Reading words


Materials required: Flashcards Set 1-3 (a selection of words from each set with sounds that require revision)

Teacher	Students
<p>1 Now we are going to read some words using the sounds we have learned. We put sounds together when we read. Hold up Flashcard, e.g., 'at'. Point to the first button under the letter 'a' and say: Each letter has a button. Watch and listen as I press each button and say the sound for each letter and then say the whole word.</p>	
<p>2 'Press' button underneath each letter while saying the sound, then slide finger along the word as you say the whole word: /a/ /t/ – at.</p>	
<p>3 Sound it out with me. Everybody. Signal. /a/ /t/ – at.</p>	/a/ /t/ – at
<p>4 On your own. Signal.</p>	/a/ /t/ – at
<p>5 Let's read the next word. Repeat Steps 2-4 with a selection of Flashcards from Set 1-3, alternating between group and individual responses.</p>	

Sound Boxes are used to support children as they spell words with the target sound.

Activity 5: Spelling in Sound Boxes

Materials required: Student Workbooks and pencils, whiteboards and markers (one for the teacher and one for each child)

Teacher	Students
<p>1 Draw one grid with 3 Sound Boxes on the whiteboard.</p> <div style="text-align: center;">  </div> <p>Ask children to turn to Page 120 in their workbooks. We are going to write some words in these Sound Boxes. We will write one sound in each box and then read the word we have written.</p>	
<p>2 Demonstration The word is 'moth'. What word? Signal. Say the sounds in 'moth' with me. Hold up a finger for each sound you say. Signal. /m/ /o/ /th/.</p>	moth
<p>3 Now watch me sound out and write the word 'moth' in my Sound Boxes on the whiteboard. Each box is a sound. Write 'm' as you say: The first sound is /m/. Write 'o' as you say: The next sound is /o/. Write 'th' as you say: The last sound is /th/ so I will write the digraph 'th' to spell the sound /th/.</p>	children hold up fingers as they say /m/ /o/ /th/
<p>4 Independent practice Now you write the word 'moth' in your Sound Boxes, next to number one. Say the sounds as you write. Remember to write two letters to spell the sound /th/ at the end of 'moth'.</p> <p>Monitor children's work carefully to ensure they are writing the correct letter/digraph for each sound, saying the sound as they write.</p>	children write 'm' 'o' 'th' in their Sound Boxes as they say /m/ /o/ /th/
<p>5 Point to the letters and sound out the word you have written. Ready. Signal.</p>	/m/ /o/ /th/
<p>6 What word? Signal.</p>	moth

Children will learn 72 high-frequency 'tricky' words with irregular or less-common spelling patterns.

Activity 5: Reviewing and introducing tricky words

Materials required: Tricky Word Cards Set 5-6 and any other words that need revising; whiteboards and markers (one for the teacher and one for each child)

Teacher	Students
1 Hand out whiteboards and markers.	
2 Review: Set 5, Set 6 ('of', 'have'), and any other words that need revising I am going to show you some tricky words that we've read before. These are words that have some tricky parts that we can't sound out the way we are used to. Hold up each Tricky Word Card, e.g., 'them' and say: What word? Signal. If an error is made say: The word is 'them'. What word? Signal. Place words into a correct pile and an error pile for group correction in the next step.	them them
3 Error words Pick up the first error word, e.g., 'his'. This word is 'his'. What word? Signal. Write 'his' on the whiteboard (say the letter names, not the sounds as you write). Point to each letter: We spell the word 'his' with the letters 'h' 'i' 's'. Spell 'his' with me. Signal. 'h' 'i' 's'. Write the word 'his' on your whiteboard. Say the letter names as you write. Remind children about the regular and tricky parts of the word (see Tricky Word Chart at the back of this Handbook). Check children's work before presenting the next error word.	his 'h' 'i' 's' children write 'his' as they say 'h' 'i' 's' – his
4 New tricky word: here Now we are going to learn some new tricky words. The first tricky word is 'here'. What word? Signal.	here
5 Use the word in context The word 'here' tells us where something is. Listen as I say a sentence with the word 'here' in it.	

Tricky words are reinforced and practised in writing activities.

Activity 6: Reading and writing tricky words in sentences

Materials required: Student Workbooks and pencils

Teacher	Students
1 Now we are going to read and write some sentences. Sentences start with a capital letter and can end with a full stop or question mark. What does a sentence begin with? Signal. What can a sentence end with? Signal. Ask children to open their Student Workbooks to Page 118.	a capital letter a full stop, or a question mark
2 Everybody, look at sentence number one. Point to the first word. The letters 't' 'h' make the sound /th/ (voiced) in this word. Sound it out with me. Signal. /th/ /i/ /s/ – this. Note 1: Although 'this', 'with' and 'then' have been taught as 'tricky', they can still be sounded out. Children should be able to easily switch between the pronunciations for the digraph 'th' to confirm the correct word. Note 2: Point out the capital letter in the word 'This'.	/th/ /i/ /s/ – this
3 Point to the next word. Sound it out with me. Signal. /d/ /o/ /g/ – dog.	/d/ /o/ /g/ – dog
4 Point to the next word. This is a tricky word. What word? Signal.	is
5 Point to the next word. Sound it out with me. Signal. /w/ /i/ /th/ – with.	/w/ /i/ /th/ – with
6 Point to the next word. Sound it out with me. Signal. /j/ /e/ /s/ – Jess. Note: Point out the capital letter in the word 'Jess'.	/j/ /e/ /s/ – Jess
7 Now let's read the whole sentence together. Point to the first word. Ready. Signal. This dog is with Jess. Who is the dog with? Signal.	This dog is with Jess. Jess
8 Now copy the sentence in the box below. Start at the beginning. Trace over each tricky word as you come to it. Use the lines to write the sounds in all the other words. Check your work carefully.	children copy the sentence

Letter Tiles and Sound Boxes are used for word building and word transformation activities.

Activity 4: Word transformation

Materials required: Letter Tiles: 'l', 'qu', 'sh', 'e', 'i', 'f', 't', 'w' (one set for each child); Student Sound Boxes: 3 grid (one for each child); Student Workbooks and pencils; whiteboard and marker

Teacher	Students
1 Hand out Letter Tiles, Sound Boxes, Student Workbooks and pencils to each child. Put your Letter Tiles at the top of the desk and get your Sound Boxes ready. Open to Page 73 in your workbook.	
2 Point to the letter that makes the sound /e/ and say the sound. Signal. Repeat with remaining Letter Tiles. Ensure all children are able to locate and say sounds.	children point and say /e/
3 We are going to change some sounds in words to make new words. We will change just one sound at a time.	
4 The first word is 'shell'. What word? Signal. Say the sounds in 'shell' with me. Signal. /sh/ /e/ /l/.	shell /sh/ /e/ /l/
5 Use your Letter Tiles to make the word 'shell' in your Sound Boxes. Monitor children's work.	children make the word 'shell' using their Letter Tiles
6 Point to the letters and sound out the word you have made. What word? Signal.	children point to each Letter Tile as they say /sh/ /e/ /l/ shell
7 Now write 'shell' on the first line in your workbook. Say the sounds as you write.	children write 'shell' as they say /sh/ /e/ /l/

Activities such as 'Word Meaning Mountain' facilitate automatic word recognition.

Activity 9: Word Meaning Mountain

Materials required: Student Workbooks and pencils; whiteboard and marker

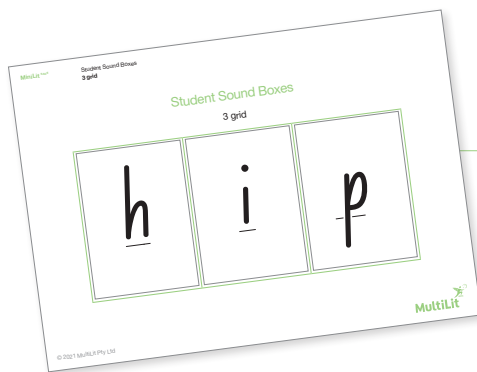
Teacher	Students
1 Introduce concept of multiple meanings All words have meanings. Some words look and sound the same but mean different things.	
2 Write the words 'sheet', 'ship', 'queen' and 'zip' on the whiteboard. We are going to play a game called 'Climb the Word Meaning Mountain'.	
3 Link written words with meanings Point to 'sheet' on the whiteboard. Sound out and read this word with me. Point to the letters while saying each sound, then slide your finger along the word as you say the whole word: /sh/ /ē/ /l/ – sheet.	/sh/ /ē/ /l/ – sheet
4 Definition A large piece of material that you put on your bed is called a sheet . A piece of paper is also called a sheet . Point to 'sheet'. What word? Signal.	sheet
5 Point to 'ship' on the whiteboard. Sound out and read this word with me. Signal. /sh/ /i/ /p/ – ship.	/sh/ /i/ /p/ – ship
6 Definition A ship is a large boat that carries people or things. Who has been on a ship ? If someone ships something, they can send it by boat or aeroplane. Point to 'ship'. What word? Signal.	children respond ship

Below is a snapshot of some of the resources used during the Working with Sounds and Words component of the lesson.

Sound Prompt Cards



Flashcards

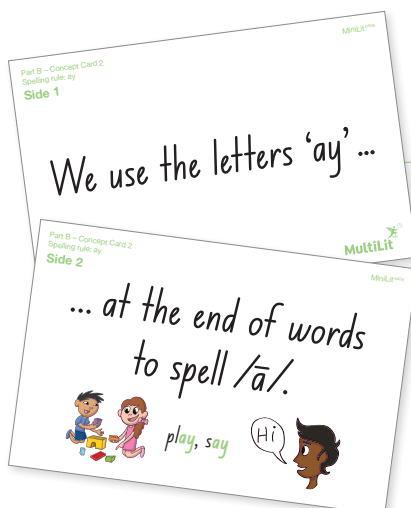


Letter Tiles and Sound Boxes

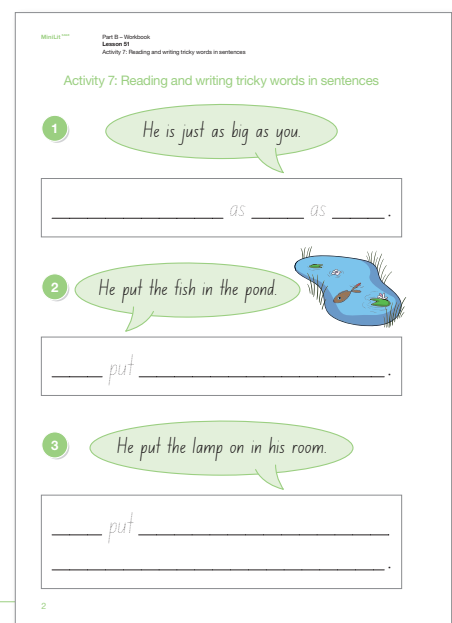


Tricky Word Cards

Picture Cards



Concept Cards



2. Practice and Application: 15 minutes

After 30 minutes of Working with Sounds and Words, the group will move on to the Practice and Application component of the lesson for 15 minutes. This includes use of the Sounds and Words Book and InitialLit Readers in order to provide vital practice in reading connected text at the sound, word and text level, as well as opportunities for developing reading fluency.

Activities are aligned to the progression of skills and include:

- ▶ Reading Sounds and Words
- ▶ Putting It All Together
- ▶ Text Reading for accuracy or fluency
- ▶ Further fluency practice.

Below and overleaf is a snapshot of some of the activities and resources used in this component of the lesson.

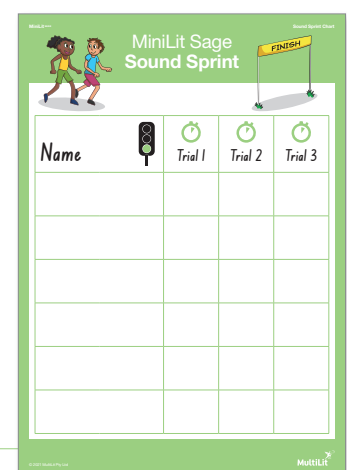
Sounds and Words Book




Word Relay



Sound Sprint



Connected text reading using InitialLit Readers



Ready

- Look at the front cover and read the story title together.
- Read the blurb on the back cover to the children.
- Discuss what the story may be about.

Set

Say the sounds together:
 ay ee wh ai ck

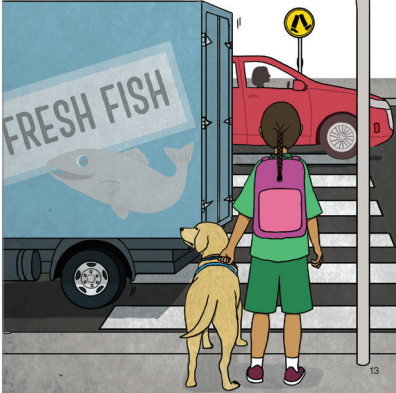
Sound out these words together:
 May train wait
 play stay

Preview these words for reading:
 cannot school friend
 home afraid

2

A truck speeds by. Bud waits. He will not let May cross the street yet.

May is not afraid when she is with Bud.



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The Text Reading activities use a decodable reader for accuracy, and decodable readers and/or stories from the Sounds and Words Book for fluency practice. Generic scripts are provided for accuracy and fluency. Fluency procedures include modelled, echo and choral reading.


Text Reading – Accuracy

Note: To help children keep their place while they are reading, they should follow along with their finger as they and others read.

Materials required: Decodable readers (one for the teacher and one for each child)

Teacher

- Hand out children's decodable readers open at the 'Ready' page with the red traffic light.
- We are going to read a book together. Before we read, we need to practise some sounds and words.
- Before reading**
Ready
 Say the sounds together
 Everybody point to the first letter. What sound? Signal.
 Repeat with remaining sounds.
- Sound out words together
 Now let's sound out some words together.
 Point to the first word, say the sounds and then the whole word.
 Ready. Signal.
 Repeat with remaining words.
Note: As children's skills develop, they should be encouraged to read these words automatically (without overtly sounding out).
- Preview unfamiliar words
 Here are some words that you will see in this book that you might not have read before. Listen as I read them.
 The first word is ... (insert word). What word? Signal.
 Repeat with remaining words.
Note: If necessary, explain the meaning of the word.

- Set**
 Link to prior knowledge/prediction
 I wonder what this book might be about. Let's look at the front cover.
 Hold up the front cover of the book and read the title together.
 Turn the book over to read the blurb to the children.
 Ask children what the book might be about.
 Help children make connections between the book and their own lives.
- Discuss vocabulary
 Let's talk about the meaning of some words in the book.
 Briefly discuss the meaning of any unknown words.

Text Reading – Fluency

Note 1: As fluency is the focus of this session, it is not necessary to spend extra time previewing sounds and words prior to reading. Once the book has been introduced, start reading.
Note 2: It is not necessary to stop and ask questions throughout the book. Questions can be asked at the end of the second reading to check for understanding.

Materials required: Decodable readers (one for the teacher and one for each child)

Teacher

- Introduction**
 We are going to practise reading fluently. This means that we read smoothly and quickly.
- Modelled reading – first reading**
 Hold up book so that children can see the text as you read.
 I'm going to read some sentences. Listen as I read smoothly and quickly.
 Read one or two sentences using appropriate expression and pace.
 Now I will read in my robot voice.
 Read the same one or two sentences, word for word and in a monotonous tone.
 Which one sounded better?
 Ask children what made the reading sound better (e.g., the reader's voice sounded excited/happy/loud and clear).
 Repeat a fluent and/or a robotic reading if needed.
 Read the rest of the book aloud, using appropriate expression and pace.
- Echo reading – second reading**
 Hand out a decodable reader to each child.
 Now we are going to read the book again.
 I will read one sentence first, and then we will all read the same sentence together. Make sure you follow along as I read. Point with your finger.
 Read the first sentence in the book using appropriate expression and pace.
 Signal for the group to read the same sentence in unison and **read along** with them at the same time.
 Repeat for each sentence until the book has been completed. Monitor the group to ensure that all children are reading.
Note 1: All children will benefit from this reading exercise. Children who are not yet very fluent or accurate will benefit from listening and following along and joining in when they can.
Note 2: If the group is more capable, increase reading to more than one sentence at a time.

Monitoring student progress

The assessment procedures in MiniLit Sage will enable teachers to identify students who require Tier 2 support and monitor their progress for the duration of the intervention period.

The Wheldall Assessment of Reading Nonwords (WARN) and The Wheldall Assessment of Reading Lists (WARL) are included with the MiniLit Sage kit. These assessment tools provide easy-to-use benchmarks which allow for the identification of students in the bottom 25% of expected reading ability. All materials required for carrying out initial assessments and ongoing monitoring of reading progress are provided in the WARN and WARL kits.



Progress monitoring in MiniLit Sage ensures that children are progressing at an optimal rate and that skills are mastered before moving on to more difficult concepts.

Progress Monitoring tests and Cumulative Reviews are scheduled at regular intervals and allow teachers to respond appropriately to the individual needs of students on an ongoing basis.

Testing guidelines and materials are provided in the Testing and Lesson Records Book.



Additional resources and ongoing support

There are some additional resources that accompany elements of the MiniLit Sage program. These resources supplement instruction and provide opportunities for children to practise their newly acquired skills in different contexts.

InitialLit Readers

Lesson scripts indicate the relevant InitialLit Reader title that is to be used for instruction during the lesson.

Part A: Levels 1-9, Series 1 or Series 2



Part B: Levels 10-16 (Series 1) or Levels 10-16 (Series 2, The Wattle Series)



Home Reading Diary

Children are encouraged to read regularly at home and to keep a record in their Home Reading Diary. Children can also complete a range of activities in the Diary to reinforce and develop fluency in decoding skills and tricky word knowledge.



Accompanying program resources

There are a range of accompanying program resources available for download from the Members' Area of the MultiLit website (www.multilit.com).

These include MiniLit Sage rules, information for parents, certificates and samples of songs used in the program.



Ongoing support

Ongoing support is provided via email, phone and the online MiniLit Sage Learning Community.

Individuals may also access support and connect with other schools via the MultiLit Learning Support Community Facebook group.



Find out more

For further information on MiniLit Sage, visit www.multilit.com/programs/minilit-sage-program.

To purchase MiniLit Sage and to register for the two-day Professional Development Workshop, visit the MultiLit Shop online at www.multilit.com/programs/minilit-sage-program.

A bridging workshop delivered by eLearning modules is available for individuals who have previously completed MiniLit training with MultiLit. For further information visit www.multilit.com/programs/minilit-sage-program.