

SEEL: Systematic and Engaging Early Literacy Instruction

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EETC 2011
EARLY EDUCATION AND
TECHNOLOGY FOR CHILDREN

SEEL: Systematic and Engaging Early Literacy Instruction



Overview

- What is SEEL
 - Background
 - Principles
 - Curriculum
 - planning
 - Contexts and Activities
- Application to mobile devices



Background

- Settings
 - Head Start and Title I preschool
 - Kindergarten and first grade
 - Spanish and English language and immersion
- Components
 - Whole class; supplemental
 - Professional development
 - Web-based resources



Instructional Principles

- Intense
- Meaningful
- Interactive and responsive
- Engaging and playful
- Theme- and literature-based
- Explicit, systematic



SEEL Curriculum

Kindergarten, Sept an Oct

- Letter-sound associations: M, B, T, S, F, P, short A
- Phonological awareness: Generate, analyze, segment and blend rhyme words with short a (-ag, -am, -ap, -at, **-ack**)
- Word analysis, decoding, spelling (back, pack, sack, tack; other -ack words with support)
 - *Blend onset and rime*
 - *Make short 'a' words by substituting initial sounds*
 - *Read target words in controlled texts*
- High-frequency sight words: a/an, am, like, see, no, I, can
- Controlled texts



SEEL Curriculum, cont'd

- Vocabulary and concepts
 - Uses words related to story and to targeted skills (e.g., sack: another word for bag)
- Story comprehension
 - Relates story events to prior experiences; states what she/he likes or dislikes
 - Answers questions about concrete facts
 - Makes predictions about what will happen next
 - Retells main story events with props
- Print awareness -- uses print for multiple purposes



Theme-Based Planning

- Identify
 - targets (e.g., -ack, s, p, a and review of b and t)
 - theme and stories based on targets
 - ideas and relationships to highlight in stories; decide how to involve children
- Integrate the theme and instruction across contexts
- Arrange for supplemental extension activities



Identify Theme & Stories Based on Targets

- Goals and targets
 - Rhyme with ‘ack;’ read; segment, blend, and analyze ‘ack’ words; read controlled texts with ‘ack’ words (pack, sack, back, back pack)
- Themes that relate to target words
 - Going on a trip, taking a hike, packing things to move or clean
- Stories
 - *Sheep Take a Hike; The Ant and the Track; Not the Piano, Mrs Medley; I’m Not Moving, Mamma; Clickity Clack; Tidy Titch*



Large and Small Group Tell, Read, and Enact Dramatically

Enact in large and small groups (extend
“Sheep Take a Hike”)



Embed Instruction Across Contexts

Contexts	Activities
<p>Routines (put away and get out materials, begin and end the day, etc.)</p> <p>Small group</p> <p>Centers</p> <p>Large group</p> <p>Transitions</p> <p>Snack</p> <p>Other curricular areas (art, music, computers, math, gross motor, etc.)</p>	<p>Scripted play</p> <p>Creative movement</p> <p>Interactive routines (chants, songs, games, action routines)</p> <p>Story enactment</p> <p>Dramatic story telling</p> <p>Shared reading, interactive writing</p> <p>Construction projects</p> <p>Hands-on exploration</p> <p>Opinion polls, surveys</p>



Theme-based Plan

- Art: make paper back pack, snack packs, or black snack sacks or packs
- Snack: crack and stack snacks, put snacks in black snack pack, read 'snack' on 'menu'
- Transition: take tracks back; read the word 'back,' put the word 'back' on other child's back
- Center: pack a back pack, pack and crack
- Large group: read a shared text about packing a back pack
- Small group: enact the targeted story; make black snack packs
- Routines: make sign 'back pack' to hang up back packs
- End of school: put 'ack' words in the back pack
- Writing center: write 'track' on each paper track



Large Group Tell Stories Dramatically

- Use hands-on props; give children active roles



Large Group Enact Story



Large Group Shared Reading and Interactive Writing

Pack a Back Pack with Snacks!

Let's go on a hike.
Get a snack.
Put the snack in a sack.
Put the sack in
a back pack.
Pack the back pack.
Ready to go?



Large Group Interactive Routines



Show backpack

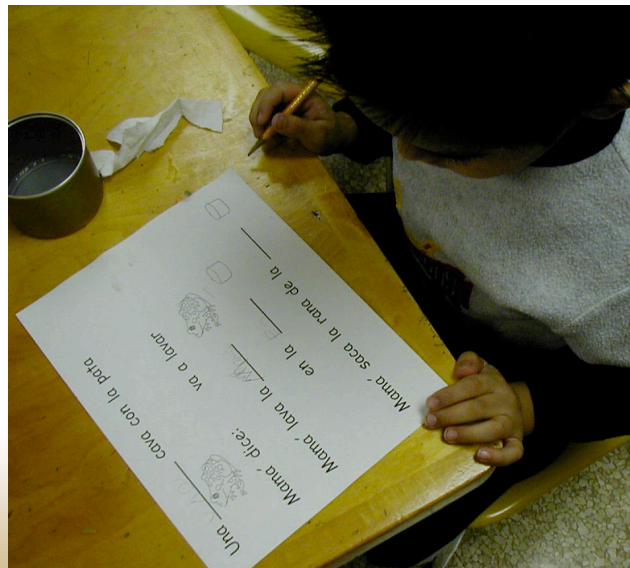
Pack a back pack,
stack things that end
in -ack, put the word
'back' on back of
things, stack things
that start with /s/ or
end in -ack

Use varied reasons to
read, write as
children unpack a
backpack



Small Group Guided Reading and Writing

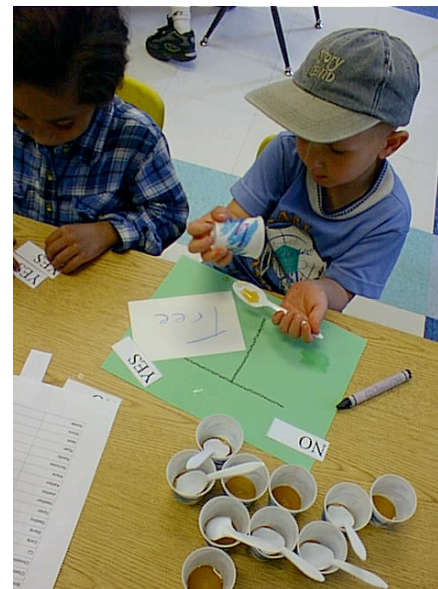
- Fill in missing target words in stories about shared experience; write words to dictation



Centers or Small Group

Taste tests, surveys, menus, opinion polls

Mark F
for /f/ in
free fun
fish
food
(fish
cracker)



Find a T
fir /t/ in
'try' to try
a taste of
tasty toasty
tortilla
treat



Center or Small Group Scripted Play

- Pack and crack 'ack' things (and things that crack and quack) and words



Center or Small Groups Interactive Routines

Read and blend

S - ack -- sack

T - ack -- tack

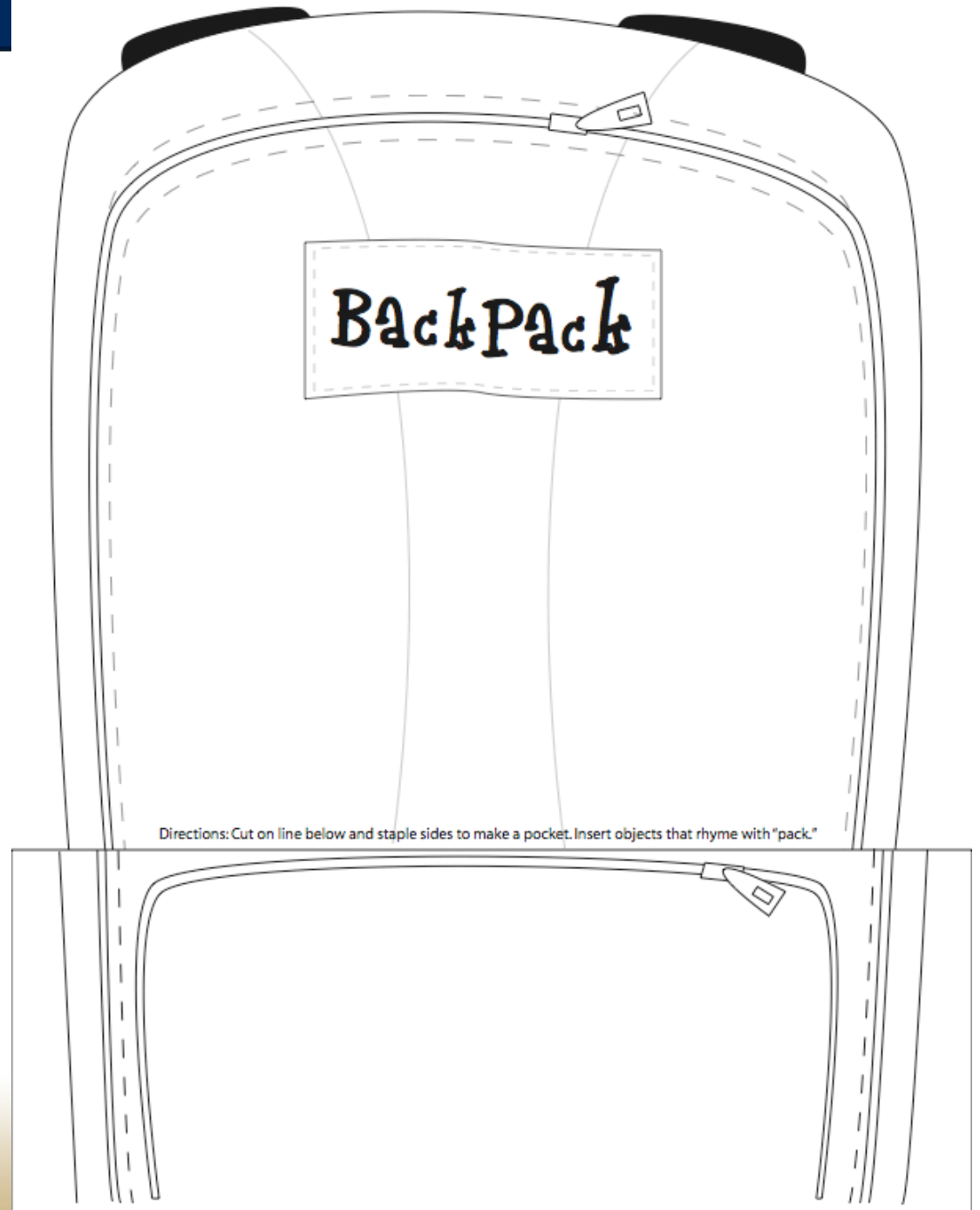
B - ack - back

(as the children put
left foot and then
right foot along the
tracks)



Small group

- Write 'ack' words on a back pack; pack with 'ack' words and pictures; put Bs all over back pack or Ss all over sacks



Class Routine

Highlight -ack in 'going on a hike' script;
Jack who cracks snacks on the tracks



Class Routines

- Play with -ack in 'back pack' as children are packing their back packs to leave
- Put a written -ack word in the children's back packs as they are leaving
- Put the word 'back' on each child's back
- Stack snacks, make black snack sacks



Transition

- Take tracks back
- B - Be a big burly bumbling black bear that bounces, bumbles and bumps into berry bushes
- T - Tip-toe tall, try to touch the tops of tall trees as you tip toe



Snack

- Make snack packs with snacks that crack, put the word 'sack' in the pack



Website

[Http://education.byu.edu/seel/](http://education.byu.edu/seel/)

Or link from

[Http://education.byu.edu](http://education.byu.edu)



SEEL: Systematic and Engaging Early Literacy Instruction



Professional Development Model

- Full and half-day workshops
 - Instruction on SEEL curriculum and principles
 - Cooperative planning
- Co-teaching and debriefing
 - In-class demonstrations
 - Co-teaching support
 - Observations and feedback
- Lesson study and lesson reshearsal
 - School teams plan, teach, critique, and revise SEEL lessons
 - Revised lessons are cycled back to lesson plan database/website
- Resources
 - Database of sample lesson plans, props, and books
 - Web planning and teaching support
 - Controlled texts based on shared experiences



Current Issues

- Variability
 - Meeting the needs of a wide range of teachers and their students
- Balance
 - Choice vs. Imposed program
 - Teacher ownership vs. Administrative oversight
 - Adequate time with teachers vs. Overload teachers' schedules
- Current Local Context
 - Full-day kindergarten
 - Instructional quality
- Scalability

