

# PROVEN AND RECOMMENDED PROCEDURE FOR INTRODUCING AND USING CHARTS

\*\*\*\*\* For Best Results, Follow This Sequence Every Time \*\*\*\*\*

## 1. MATERIALS LIST

- Teacher should make one copy of the full folder of master chart pages (“8” x 11”) hole-punched and put into a folder to use ONLY as “check-sheets” for anyone checking for accuracy. The chart pages, in folder or chart form, are **NOT TO BE COPIED** and/or used as “worksheets”. As part of your normal teaching procedure, you should already have a display in the front of the room, listing the tools to use and in what order (*for any activity they do*). See example. (I used magnets)

## 2. FOLDING

- Before using the charts, teach students to fold in halves, fourths, eighths depending on the grade level and lesson.
- Pre-K starts with 4 sections, either four across a long rectangle or 4 squares in a larger square. Six (for rhyming) and three (for early math) is harder to fold, so you may want to have Pre-K guardian volunteers take paper home and fold in 6 parts—or just work slowly for 2 long halves and then 2 cross folds.
- Note: 3 parts for early math is the hardest for students, so teachers could have guardians (*or upper grade students*) fold a supply.



## 3. “I DO, WE DO...”

- When introducing a chart, display the chart (sequential for rhyming & math or following your adopted phonics program) on an easel or board tray, where you can work interactively with students. Cover whatever you are not addressing at that time with the blank strips provided in the kit. Go over the chart, allowing students to be involved in filling in the spaces with dry erase marker – (*in whole or small group, other students can be copying on their individual white boards.*)
- The **FIRST** time you introduce a chart, display and reinforce the “tools and order of work” While you are showing them what to do, — **THE TEACHER** makes a chart as a student would do—asking students “What do I do next”? “What do I use”?
- The teacher should model both “Best Effort” and “less than best effort” (at a child level) and explain that less than “Best Effort” will require a second try! Initially, during “Rule of Feet” monitoring, adults should catch any potential “second tries” quickly.
- Then: 1.) leave the letters the students filled in, or 2.) write the letter on the board and erase the chart, or 3.) erase the chart and the students write the word and missing letter from memory.

## 4. “YOU DO.....”

- First step: Students take a blank piece of paper to their table or station. Students should write their name in a corner leaving room for extra work on the back and drawing of large pictures.
- Fold and trace: Fold and trace folds with black crayon or pencil (*teacher preference*), but be consistent. Place a heavy emphasis on tracing carefully to stay on the fold.
- Draw pictures: Teachers select whether students draw with pencil, or black crayon. Be consistent! The creator of the charts favors black crayon for tracing and for drawing. If black crayon is used for drawing, students do not have the option to erase, re-erase again and again, and then the final coloring must be done slowly, deliberately and carefully to keep the black from smudging. If the paper is thick enough, black map color pencil could be used.
- Write: In pencil, students write—words, numbers, sentences. The first time or two (*maybe more*) “rule of feet” monitoring is necessary for any grade level—a little longer for Pre K.

## 5. “CHECK FOR ACCURACY”

- Check for accuracy of the writing and effort on tracing, drawing, etc. There are multiple ways to check and ensure best effort. Be prepared for “second tries”!
- Teacher or T.A. can check each one. Adults should be the only “checkers” at first—until a standard is established and students know what constitutes expected “best effort”.
- Ideally, in a very short period of time an **EDITOR** can check. A single student, or one from each table area, can have a special pencil to put behind his/her ear. Another option is a Professor, who would have a special hat or nametag. They use a master check-sheet created by the teacher from the set of templates supplied from the kit.
- When checked and approved, then, and only then, can the student color the pictures and, if extension is warranted, that can be done after the coloring is finished and paper turned in.
- The teacher can assign the extension before the chart is started, or after accuracy is checked. The student automatically does the extension—or can partner with a student needing help.
- If student turns in a paper which is colored with less than Best Effort, teacher should be prepared to require a second try. When and how the second try is done is decided by the teacher during the process.