

Tier One Instruction

At the ELC we use a progression of skills including a Concrete, Pictorial, and Abstract framework to teach Math and ELA to early childhood students. We focus on the following ELA skills to build early literacy skills: syllables, rhyming, and beginning sounds. Additionally, we focus on the following math skills to build early math concepts: number identification, shape identification, rote counting and 1-1 counting. This progression of skills is built into our daily learning.

ELA:

1. Concrete:
 - a. Hands on opportunities to manipulate objects while practicing the skill(ex. Games and activities)
 - i. Syllables - clapping out multisyllabic words, using instruments to “clap” different words



2. Pictorial:
 - a. Pictures or representations of the skill
 - i. Rhyming - flip books
 - ii. Beginning sounds - visual representation

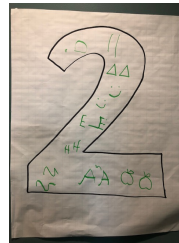
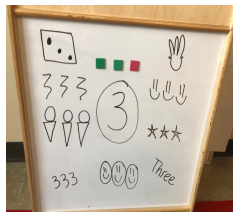


3. Abstract:
 - a. The ability to perform the skill in auditory form(Identify, produce, segment)

Math:



1. Concrete:
 - a. “Hands on” Requires Manipulatives
 - i. Shapes - making a shape out of manipulatives
 - ii. Using manipulatives on “math mats” to count, organize, or sort
2. Pictorial:
 - a. Representing information through charts, diagrams, images, or pictures
 - i. Anchor charts, ten frames, number lines, drawing



3. Abstract: Solving math problems(usually with “paper/pencil”)
 - a. Worksheets, writing numerals, drawing shapes, etc.

