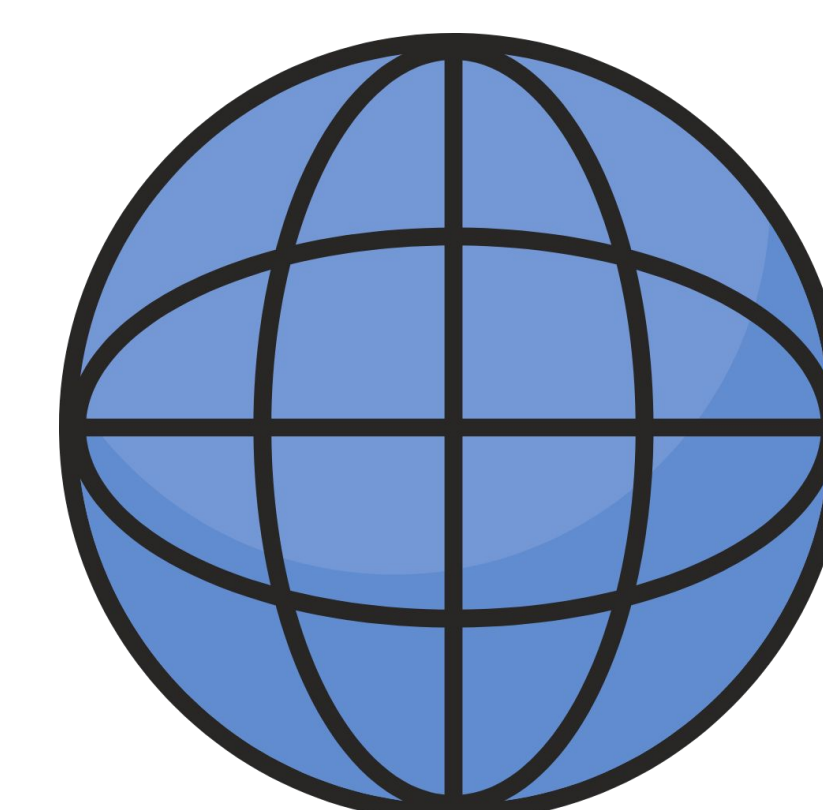


FLN Breakdowns & Solutions: Grade 1

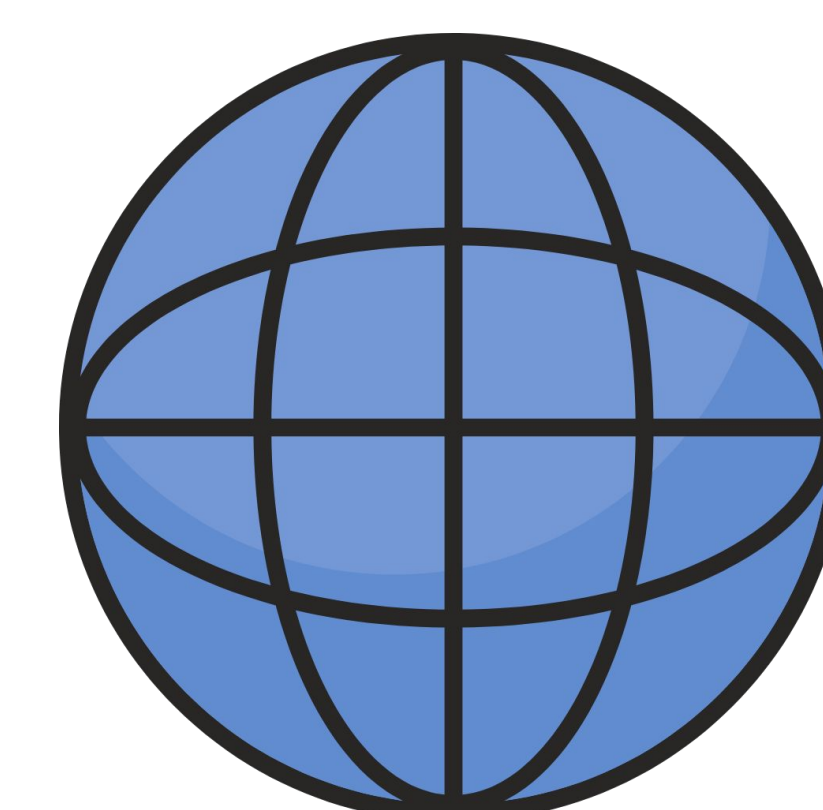


| Potential Breakdowns | Possible Reasons + Solutions |
|------------------------------------|--|
| - Unable to say letter sounds | <ol style="list-style-type: none"> 1. Unable to say consonant or vowel sounds correctly <ul style="list-style-type: none"> - Teachers to model the correct sound - Teachers to model clipping sounds - Teachers to show mouth movements - Increase student practice through sound drills 2. Unable to say long vowel sounds correctly <ul style="list-style-type: none"> - Teachers to model the difference between long and short vowels - Ensure students get enough practice of words with and without long vowel (adding Magic 'E') 3. Unable to say digraphs correctly <ul style="list-style-type: none"> - Ensure the teacher says the sound as one unit (<i>/ck/ instead of /c//k/</i>) - Ensure teachers model the correct sounds - Increase student practice through sound drills (details in appendix) 4. Says the letter name instead of sound <ul style="list-style-type: none"> - Teachers to clarify the difference between letter name and letter sound - Ensure students get practice of letter names and sounds through drills (details in appendix) |
| - Unable to say correct final word | <ol style="list-style-type: none"> 1. Says the wrong word (<i>/r//ue//l/ instead of /r//ue//t/</i>) <ul style="list-style-type: none"> - Encourage teachers to correct errors in class quickly and frequently - Teachers to encourage students to read carefully, even if they read slowly 2. Guesses the word based on first letter or shape of the word ('line' instead of 'long') <ul style="list-style-type: none"> - Teacher to model reading the sounds one at a time, and blending from left to right (tracking) - Model reading the words in smaller chunks (first letter, then next digraph, so on) 3. Says the sounds in wrong order ('Mas' instead of 'Sam') <ul style="list-style-type: none"> - Teacher to model reading from left to right, using a finger or other visual cues |

| Potential Breakdowns | Possible Reasons + Solutions |
|---|--|
| - Unable to blend sounds | <ol style="list-style-type: none"> 1. Does not know how to blend sounds <ul style="list-style-type: none"> - Encourage teachers to model blending in class using different techniques - Encourage teachers to do drills with different kinds of words and activities - Increase student practice through blending drills |
| - Unable to read sight words | <ol style="list-style-type: none"> 1. Says the wrong sight word (silly mistake like have instead of has) <ul style="list-style-type: none"> - Increase student practice of sight word reading through drills (details in appendix) - Encourage teachers to correct errors in class quickly and frequently 2. Tries to decode the sight word (using the wrong strategy to read the word) <ul style="list-style-type: none"> - Ensure teachers are modeling reading the word at sight 3. Unable to recognize sight words (exposure problem) <ul style="list-style-type: none"> - Ensure sight word wall is in class - Increase student practice of sight word reading through drills (details in appendix) |
| - Unable to read sentence fluently (reads like a string of words) | <ol style="list-style-type: none"> 1. Not enough practice of reading fluently <ul style="list-style-type: none"> - Increase student practice of sentence reading through shared reading strategies (details in appendix) - Encourage teachers to correct errors in class quickly and frequently 2. Not enough exposure to fluent reading <ul style="list-style-type: none"> - Encourage teachers to model fluent reading in read alouds |

| Topic | Potential Breakdowns | Possible Solutions | |
|--|--|--|---|
| Addition and Subtraction | <i>Struggling with basics of addition and subtraction</i> | | |
| | 1. Does not know basics of addition / subtraction: if answers are not connected to question | <ul style="list-style-type: none"> - I Do: Teacher explains the meaning of addition and subtraction signs, and models how to solve the question using objects and images - We Do: Teacher gets students to explain the meaning of the addition and subtraction signs and how to solve the question using objects and images - You Do: Students practice solving addition and subtraction with objects and images | |
| | 2. Can solve pictorial but not abstract (will require additional check) | <ul style="list-style-type: none"> - I Do: Teacher models how to read the number sentence by relating it to a situation - I Do: Teacher models addition and subtraction strategies correctly - We Do: Teacher gets students to read the number sentence and relate it to a situation, and to explain how they solved the question - Teacher provides additional practice of mixed sums which include both pictorial and abstract forms | |
| | <i>Clear on the basics but struggling with specific errors</i> | | |
| | 3. Adding instead of subtracting (or vice versa) | <ul style="list-style-type: none"> - I Do: Teacher emphasizes the meaning of addition and subtraction signs - We Do: Teacher gets students explain the meaning of the addition and subtraction signs - Teacher uses what's wrong to highlight this error - Teacher provides additional practice of mixed addition and subtraction sums | |
| | 4. Using strategies that are not useful for larger numbers (able to add single digit but not bigger numbers: might require additional check) | <ul style="list-style-type: none"> - I Do: Teacher explains the different strategies available for adding / subtracting - I Do: Teacher models addition and subtraction strategies appropriate for numbers above 10 (images, or counting forward / backward) - We Do: Teacher gets students to explain how they used the strategy to solve the questions | |
| | 5. Using efficient strategies but making errors in counting | <ul style="list-style-type: none"> - I Do: Teacher models the strategies for addition and subtraction correctly and clearly - I Do: Teacher models how to use a different strategy to check if answer is correct - Introduction / We Do: Practice counting forward and backward between 1 to 20 (first with hundreds chart, then without) - Teacher uses 'what's wrong' to highlight common errors | |
| | 6. Struggling with addition of zero | <ul style="list-style-type: none"> - I Do: Teacher models addition with zero using objects - We Do: Teacher gets students to explain why adding zero gives the same number - Quick practice: Teacher gives simple addition and subtraction facts for students to answer orally (including zero) | |
| | Comparison of numbers | 1. Unable to compare numbers within 10 (will require additional check) | <ul style="list-style-type: none"> - I Do: Teacher models how to compare two numbers using objects and images - We Do: Teacher gets students to compare two numbers using objects and images, and explaining how they solved it |
| | | 2. Can compare numbers within 10 but not within 20 (will require additional check) | <ul style="list-style-type: none"> - I Do: Teacher models how to compare numbers within 20 using a number line - We Do: Teacher gets students to explain how they identified the bigger / smaller numbers - Quick mental review tasks: teacher shows two numbers and students identify the bigger / smaller number |
| 3. Can compare 2 numbers but not 3 (will require additional check) | | <ul style="list-style-type: none"> - I Do: Teacher models how to compare 3 numbers within 20 using a number line - We Do: Teacher gets students to explain how they identified the biggest / smallest numbers before ordering them - Quick mental review tasks: teacher shows 3 numbers and students identify the bigger / smaller number | |

FLN Breakdowns & Solutions: Grade 2



| Potential Breakdowns | Possible Reasons + Solutions |
|------------------------------------|--|
| - Unable to say letter sounds | <ol style="list-style-type: none"> 1. Unable to say consonant or vowel sounds correctly <ul style="list-style-type: none"> - Teachers to model the correct sound - Teachers to model clipping sounds - Teachers to show mouth movements - Increase student practice through sound drills 2. Unable to say long vowel sounds correctly <ul style="list-style-type: none"> - Teachers to model the difference between long and short vowels - Ensure students get enough practice of words with and without long vowel (adding Magic 'E') 3. Unable to say digraphs correctly <ul style="list-style-type: none"> - Ensure the teacher says the sound as one unit (<i>/ck/ instead of /c//k/</i>) - Ensure teachers model the correct sounds - Increase student practice through sound drills (details in appendix) 4. Says the letter name instead of sound <ul style="list-style-type: none"> - Teachers to clarify the difference between letter name and letter sound - Ensure students get practice of letter names and sounds through drills (details in appendix) |
| - Unable to say correct final word | <ol style="list-style-type: none"> 1. Says the wrong word (<i>/r//ue//l/ instead of /r//ue//t/</i>) <ul style="list-style-type: none"> - Encourage teachers to correct errors in class quickly and frequently - Teachers to encourage students to read carefully, even if they read slowly 2. Guesses the word based on first letter or shape of the word ('line' instead of 'long') <ul style="list-style-type: none"> - Teacher to model reading the sounds one at a time, and blending from left to right (tracking) - Model reading the words in smaller chunks (first letter, then next digraph, so on) 3. Says the sounds in wrong order ('Mas' instead of 'Sam') <ul style="list-style-type: none"> - Teacher to model reading from left to right, using a finger or other visual cues |

| Potential Breakdowns | Possible Reasons + Solutions |
|---|--|
| - Unable to blend sounds | <ol style="list-style-type: none"> 1. Does not know how to blend sounds <ul style="list-style-type: none"> - Encourage teachers to model blending in class using different techniques - Encourage teachers to do drills with different kinds of words and activities - Increase student practice through blending drills |
| - Unable to read difficult words | <ol style="list-style-type: none"> 1. Does not have enough exposure to words <ul style="list-style-type: none"> - Encourage teachers to speak in English in class (details in appendix) - Encourage teachers to increase exposure through activities to develop vocabulary (details in appendix) |
| - Unable to read sight words | <ol style="list-style-type: none"> 1. Says the wrong sight word (silly mistake like have instead of has) <ul style="list-style-type: none"> - Increase student practice of sight word reading through drills (details in appendix) - Encourage teachers to correct errors in class quickly and frequently 2. Tries to decode the sight word (using the wrong strategy to read the word) <ul style="list-style-type: none"> - Ensure teachers are modeling reading the word at sight 3. Unable to recognize sight words (exposure problem) <ul style="list-style-type: none"> - Ensure sight word wall is in class - Increase student practice of sight word reading through drills (details in appendix) |
| - Unable to read sentence fluently (reads like a string of words) | <ol style="list-style-type: none"> 1. Not enough practice of reading fluently <ul style="list-style-type: none"> - Increase student practice of sentence reading through shared reading strategies (details in appendix) - Encourage teachers to correct errors in class quickly and frequently 2. Not enough exposure to fluent reading <ul style="list-style-type: none"> - Increase exposure and practice of fluent reading through assisted reading of stories (details in appendix) |

| Topic | Potential Breakdowns | Possible Solutions |
|------------------------|--|---|
| Addition / subtraction | <i>Struggling with basics of addition and subtraction</i> | |
| | 1. Does not know basics of addition / subtraction: if answers are not connected to question | <ul style="list-style-type: none"> - I Do: Teacher explains the meaning of addition and subtraction signs, and models how to solve the question using objects and images - We Do: Teacher gets students to explain the meaning of the addition and subtraction signs and how to solve the question using objects and images - You Do: Students practice solving addition and subtraction with objects and images |
| | 2. Adding instead of subtracting (or vice versa) | <ul style="list-style-type: none"> - I Do: Teacher emphasizes the meaning of addition and subtraction signs - We Do: Teacher gets students explain the meaning of the addition and subtraction signs - Teacher uses what's wrong to highlight this error - Teacher provides additional practice of mixed addition and subtraction sums |
| | <i>Clear on the basics but struggling with specific errors</i> | |
| | 3. Makes errors with specific strategies: if answers are close to correct answer | <ul style="list-style-type: none"> - I Do: Teacher explains the different strategies available for adding / subtracting - I Do: Teacher models addition and subtraction strategies correctly - I Do: Teacher models how to use a different strategy to check if answer is correct - We Do: Teacher gets students to explain how they used the strategy to solve the questions - Teacher uses 'what's wrong' to highlight common errors |
| | 4. Using strategies that are not useful for larger numbers (using drawing/tally for bigger numbers: might require additional check) | <ul style="list-style-type: none"> - I Do: Teacher explains the different strategies available for adding / subtracting - I Do: Teacher models addition and subtraction strategies appropriate for bigger numbers - We Do: Teacher gets students to explain how they used the strategy to solve the questions |
| Place values | 5. Can solve 2 digit with 1 digit addition/subtraction and not 2 digit with 2 digit addition/subtraction (will require additional check) | <ul style="list-style-type: none"> - I Do: Teacher models how to read the question using place values. - I Do: Teacher models addition and subtraction strategies correctly. - Teacher provides additional practice of mixed sums which include both 2 digit with 1 digit and 2 digit with 2 digit. |
| | 6. Can solve 2 digit with 2 digit addition/subtraction without carry/borrow but cannot solve with carry/borrow | <ul style="list-style-type: none"> - I Do: Teacher models why carry/borrow is required before solving the questions - I Do: Teacher models how carry/borrow is done using situations pictorially and then abstract - I Do: Teacher models addition and subtraction strategies of carry/borrow correctly - Teacher provides additional practice of mixed sums which include 2 digit with 2 digit with and without carry/borrow |
| Place values | Struggles identifying digit in ones and tens place in a 2 digit number | <ul style="list-style-type: none"> - I Do: Teacher models using objects/ pictures that 10 ones are grouped together to form 1 ten - I Do: Teacher models how to compare the ones and tens when comparing 2 digit numbers - We Do: Teacher gets students to explain how identified ones or tens in a 2 digit number |