

Welcome to Learning Dynamics Texas training.

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## Training Sessions Overview

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- **Session 1 – Foundations of the Curriculum and Getting Started**
- Session 2 - Program / Lesson Internalization for Educators
- Session 3 - Program / Lesson Internalization for Caregivers

The Learning Dynamics Texas training is broken into 3 sessions. This is the first session – Foundations of the Curriculum and Getting Started.

This specific session is for both educators and caregivers.

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## Session 1 – Foundations of the Curriculum and Getting Started

### Educators and Caregivers will:

- Learn what is Learning Dynamics Texas.
- Be introduced to the curriculum components and how to get started.
- Learn what are the available resources.
- Understand teaching structure and principles for success.
- Understand how Learning Dynamics Texas supports the principles of the science of reading.



By participating in this session, you will:

- **Learn what is Learning Dynamics Texas.**
- Be introduced to the curriculum components and how to get started.
- Learn what are the available resources.
- Understand teaching structure and principles for success.
- Understand how Learning Dynamics Texas supports the principles of the science of reading

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Let's start with What is Learning Dynamics Texas:

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## What is Learning Dynamics Texas?



### Instructional Approach

- a. An early reading program that teaches children reading skills that support the Science of Reading with a focus on building knowledge of alphabetic principle and decoding skills.
- b. Developed in the classroom with teachers/students over 17 years

Learning Dynamics Texas is

- a. An early reading program that teaches children reading skills that support the Science of Reading with a focus on building knowledge of alphabetic principle and decoding skills.

(click the slide)

- a. Developed in the classroom with teachers working with students over a 17 year period.

(click the slide)

## What is Learning Dynamics Texas?



### Instructional Approach

- c. The program is intended to support young students just learning to read or students struggling to read.
- d. Through the program, students are awarded with 53 decodable books that are designed to reinforce skills learned in lessons presented in the curriculum.
- e. Through the program students are set up to successfully read their first book within 4 weeks.

c. The program is intended to support young students just learning to read or students struggling to read.

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d. Through the program, students are awarded with 53 decodable books that are designed to reinforce skills learned in lessons presented in the curriculum.

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e. Through the program students are set up to successfully read their first book within 4 weeks.

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### Implementation

- Designed to be easily incorporated into Prekindergarten, Kindergarten, and First Grade classrooms.
- Designed to be easy for parents to implement at home.

Who is Learning Dynamics Texas for?

It is designed to be easily incorporated into Prekindergarten, Kindergarten, and First Grade classrooms.

And it is designed to be easy for parents to implement at home.

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### **How was Learning Dynamics Texas selected?**

- The State of Texas selected this supplemental program through a competitive process.

### **What was the criteria for selection?**

- Approach to supporting struggling readers as a supplement to core phonics/literacy programs.
- Ease of implementation at home and in the classroom.
- Approach to explicit instruction on the development of alphabetic principle and decoding skills.



### **How was Learning Dynamics Texas selected?**

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## Session 1 – Foundations of the Curriculum and Getting Started

### Educators and Caregivers will:

- Learn what is Learning Dynamics Texas.
- Be introduced to the curriculum components and how to get started.
- Learn what are the available resources.
- Understand teaching structure and principles for success.
- Understand how Learning Dynamics Texas supports the principles of the science of reading.



Now let's take a look at the components of the curriculum and how to get started.

(Click the slide)

Answer the following questions in your participant notebook:

Think about your experience as a teacher.

- What have been the “best” learning moments for you?
- What brought them about?

Before we do that, answer the following questions in your participant notebook:

Think about your experience as a teacher.

(click the slide)

What have been the “best” learning moments for you?

(click the slide)

What brought them about?

We have been there too! We have tried, failed, succeeded, and tried again. Learning Dynamics was created over a 17-year period where the “best” learning moments were studied, understood and replicated.

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**Learning Dynamics Texas is designed for two groups:**

1. Educators
  - Teacher Materials
  - In-class Student Materials
  
2. Caregivers
  - At Home Kit



Let's look the curriculum and its components.

Learning Dynamics Texas is designed for two groups:

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Educators

(click the slide)

and caregivers

(click the slide)

For educators, there are materials for the teachers as well as for the students, it is important to know that all of the In-class Student Materials will start out in the classroom and then the students will take home the In-class Student Materials as they progress through the program.

The At-Home Kit for the caregivers also contains materials that will be used in the home. These materials are designed for the caregiver to teach the student at home, as well as to help others in the home learn to read.

Let's look at these materials in detail and see how the program works:

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### How it works

- Easy to do lessons
  - 25 minutes / lesson
  - 3 lessons / week
  - 20 weeks to complete
- Teaches names and sounds of letters (not in alphabetical order)
- Blending after learning only 5 letters and sounds
- Reading first book after learning only 8 letters and sounds



The Learning Dynamics Texas reading lessons are easy to do and take only 25 minutes per lesson, three times a week. At this pace it takes about 20 weeks to complete the whole program.

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The student(s) learn letters and sounds (not in alphabetical order) through music and fun object lessons.

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After learning only five letters and sounds, the student(s) learn the blending concept and begin reading words.

(click the slide)

Then after learning only 8 letters and sounds the student(s) are introduced to their first reading book.

Students practice only what has been learned up to that point.

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### **The Student(s) Keep the Books**

Each student receives and gets to take home to keep 53 full color decodable reading books that aligns with what they learn so they can build their own personal library at home.



As part of Learning Dynamics Texas, and as the student(s) progress through the reading program, every student will receive and get to take home and keep 53 full color decodable reading books that aligns with what they learn so they can build their own personal library at home. These reading books stay at home with the student(s) and are not returned to the class.

## Get unpacked!

Unpack your teacher materials and set them beside you. As we go through this next section, identify the components of the program so they will become familiar to you.

This kit contains everything you will need to teach in the classroom.



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This kit contains everything you will need to teach in the classroom.

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### Identify the components

Identify and *separate* the following components in your kit:

- Program Guide
- Lesson Manual
- Student Activity Book
- Pop out Reward Pieces
- 3 Sets of Flashcards
- Music
- 53 Reading Books



Identify and separate the components of your kit

There is:

A Program Guide

A Lesson Manual

One Student Activity Book

A set of Pop-Out Reward Pieces

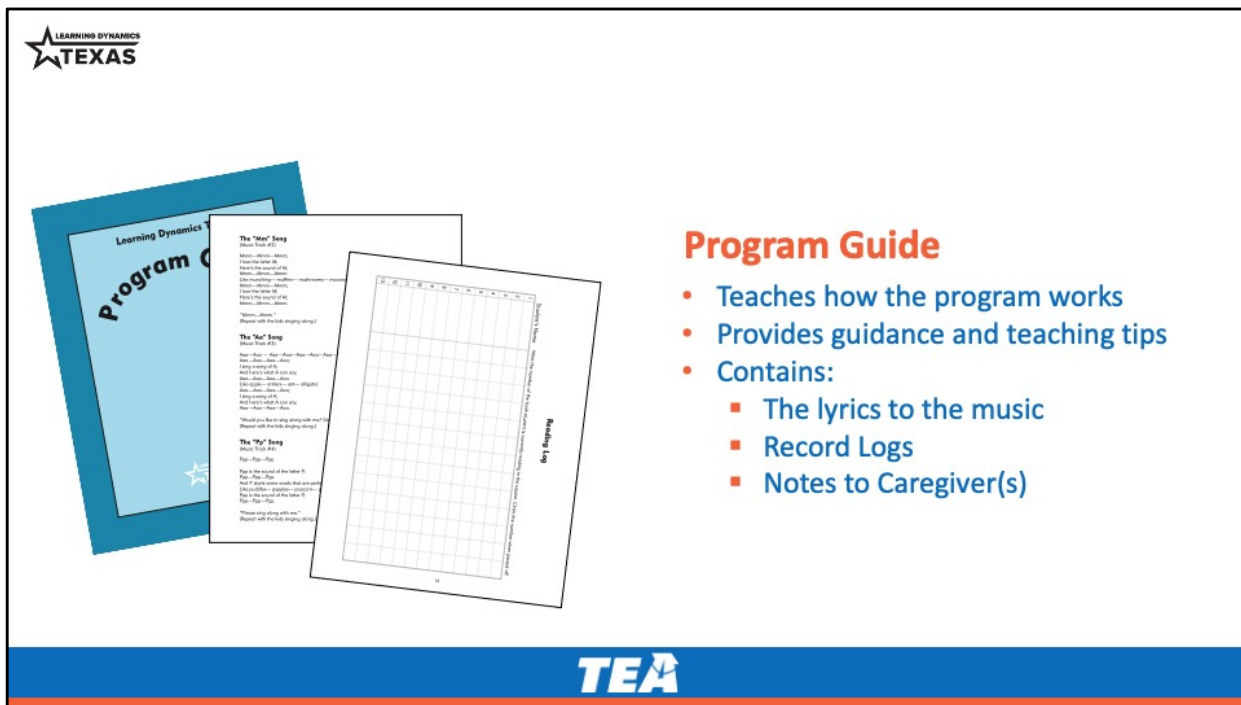
3 set of flashcards

Music (remember all of these songs are also available to download from the Resource Site.

And 53 full color Decodable Reading Books that you will use to read with the student(s).

Let's look at each of these components.

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First you will find the Program Guide - This Program Guide explains in detail how the lessons are taught.

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It provides you with specific guidance for various parts of the program – things like how to teach the Review Lesson, how to teach the Blending Lesson, and how to introduce the students to the reading books. It also provides tips for diverse learners. If while teaching the reading program you have questions, refer back to either this training or to the Program Guide for help.

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The Program Guide also has the lyrics to all of the songs in the program

It has all of the Record Logs that you will need to track the progress of the student(s), and

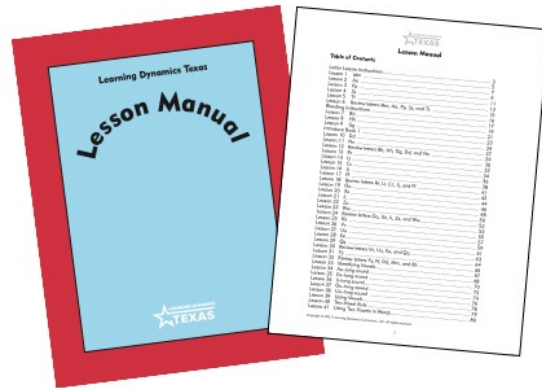
It has the notes that you will send home with the students as they are learning the

letters and sounds and as they are progressing through the reading books.

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## Lesson Manual

- Contains all the lessons
- Every lesson in exact same format
- Whole class
- Not in alphabetical order
- Start with Lesson 1 and go through to Lesson 56



There is a Lesson Manual. This Lesson Manual contains all of the Lessons you will teach. The first two pages of the Lesson Manual contain instructions on how to teach the lessons. Start out by reading these first 2 pages!

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Every lesson is taught in the exact same format, so once you have read these instructions you will know how to teach every lesson in the program.

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These lessons are taught to the whole class.

(click the slide)

The letters are NOT taught in alphabetical order, and this is important!

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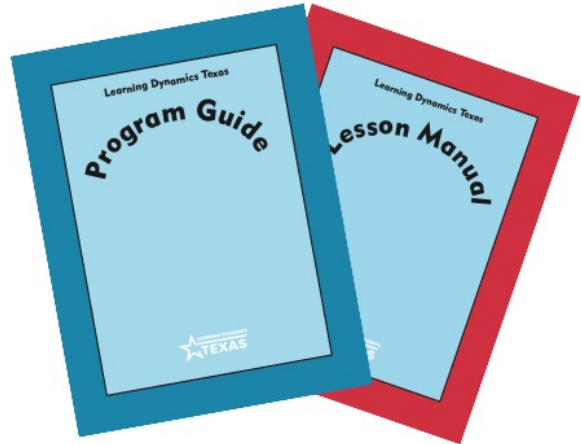
All you have to do is follow this Lesson manual and go from Lesson 1 to Lesson 56.

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## Time out!

The best way to introduce you to the curriculum is to have you read pages 3 – 8 of the Program Guide and pages 3 - 4 of the Lesson Manual. As you read, look for what makes this experience successful.

**Pause the webinar to do this. It is an easy read!**



OK. Let's take a time out for a few minutes.

The best way to introduce you to the curriculum is to have you read pages 3 – 8 of the Program Guide and pages 3 - 4 of the Lesson Manual. As you read, look for what makes this experience successful.

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### What did you see??

Did you notice that the instructions in the Lesson Manual on how to teach a child to read was only **two pages** long?

**It is that simple!**



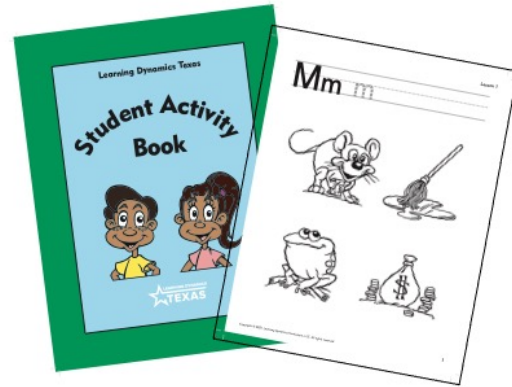
Did you notice that the instructions in the Lesson Manual on how to teach a child to read was only **two pages** long?

**It is that simple!**

(click the slide)

### Find the Student Activity Book

Find and open the Student Activity Book.  
What do you notice? Don't be  
underwhelmed by it's simplicity!  
Simplicity and repetition brings success.



Next, open the Student Activity Book. Take a moment to become familiarized with it, What do you notice? Don't be underwhelmed by it's simplicity! Simplicity and repetition brings success with young children.

(click the slide)

## Pop-Out Reward Pieces

Every time a child learns the name and sound(s) of a letter, they receive a reward. This is used to take home and have a positive experience with caregivers.



In the Teacher Materials you will also have one set of Pop-Out Reward Pieces that will be used with each lesson.

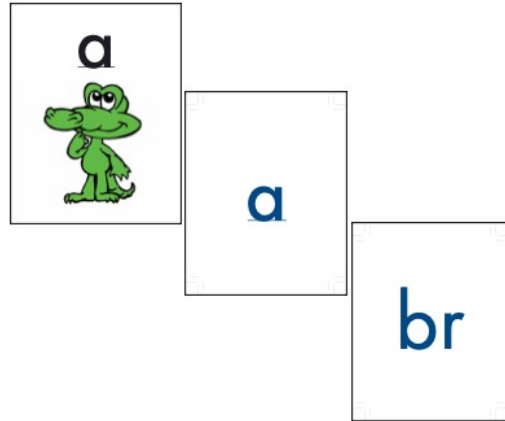
Every time a child learns the name and sound(s) of a letter, they receive a reward. This is used to take home and have a positive experience with caregivers. The student(s) will each have their own set of Pop-Out Reward Pieces. You will use yours during the Letter Lessons.

(click the slide)

## Flashcards

Find the three separate types of flashcards.

- The picture flashcards are used as you sing the Alphabet song at the beginning of each lesson.
- The letter flashcards are used when you teach the student(s) what the letter name and sound is and blending.
- The flashcards with consonant blends are used for lessons 43-53.



You have 3 sets of Flashcards. The first set is the picture flashcards. These are used in each Letter Lesson with the whole class. Show the flashcards to the student(s) as you sing the Alphabet song at the beginning of each lesson.

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The second and third sets are the letter flashcards. These are used in the Letter Lessons when you teach the student(s) what the letter name and sound is. You will also use these letter flashcards when you do the Blending Lesson as well as the blending portion of the Letter Lessons.

(click the slide)



### Music

- Two songs are sung with each letter lesson.
- One is the Alphabet Song and the other is a song specific to that letter.
- These are available for download on the Learning Dynamics Texas Resource Site

There is also music that is part of each lesson.

Two songs are sung with each letter lesson:

(click the slide)

One is the alphabet song and the other is a song specific to that letter.

(click the slide)

Every teacher's kit will come with music. All of the music can also be downloaded from the Learning Dynamics Texas resource site. The lyrics to every song in the program is found in the Program Guide.

(click the slide)



## Time out!

If you have not done so, pause the webinar and download the music from the website.

- Listen to the Alphabet Song.
- What did you notice??

Music is a powerful way to learn!



If you have not done so, pause the webinar and download the music from the website.

- Listen to the Alphabet Song.
- What did you notice??

Its catchy right? Music is a powerful way to learn!

(click the slide)

## Student Materials

The student materials contain components you have already been introduced to.

- The Student Activity Book will stay at school for letter lesson activities.
- The Pop-Out Reward Pieces and books also stay at school *until* students are ready to take them home and share.
- Each student will be able to build their own library at home with the 53 books!



Next we have the Student In-Class Materials, or the “Student Kit”. Let’s take a look at these. The student materials contain components you have already been introduced to.

- The Student Activity Book will stay at school for letter lesson activities.

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- The Pop-Out Reward Pieces and books also stay at school *until* students are ready to take them home and share.

(click the slide)

- Each student will be able to build their own library at home with the 53 books!

(click the slide)

## Get the books out!

1. **Blue set:** 23 books focusing on short vowels.
2. **Red set:** 10 books focusing on long vowels.
3. **Yellow set:** 10 books focusing on consonant blends.
4. **Green set:** 10 books which cover digraphs, soft “c” and soft “g”.



And then in every Teacher Kit, you will have a set of 53 full color decodable reading books. These are your books and you will use them as the student(s) begin reading books. We recommend you use the teacher’s set of books when you read with each student, since the student(s) will be taking their own copies of the books home and keeping them there.

Be sure that the student(s) read these books in ORDER.

The first set is the blue set which has 23 books. This set focuses on short vowels

(click the slide)

The next set is the red set. This set has 10 books and focuses on long vowels

(click the slide)

The third set is the yellow set which focuses on consonant blends

(click the slide)

And the last set is the green set which gets into digraphs, soft c and soft g

(click the slide)

Answer the following question in your participant notebook:

Why do you feel it would be important for *every* child to have their own, physical book set to read and take home?



Answer the following question in the Participant Notebook:

- Why do you feel it would be important for *every* child to have their own, physical book set to read and take home?

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### At-Home Kit

The At-Home Kit provides caregiver(s) with the same materials that the teacher has!



The At-Home Kit provides caregiver(s) with the same materials that the teacher has!

(click the slide)



## Session 1 – Foundations of the Curriculum and Getting Started

### Educators and Caregivers will:

- Learn what is Learning Dynamics Texas.
- Be introduced to the curriculum components and how to get started.
- **Learn what are the available resources.**
- Understand teaching structure and principles for success.
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Now let's look at the free available resources.

(click the slide)



## Available Resources

All of the available resources for these instructional materials are found on the Learning Dynamics Texas Resource Site. This site is located at:

**[www.learningdynamicstexas.com](http://www.learningdynamicstexas.com)**

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## Available Resources - Training

The *free* resources available for both teachers and caregivers on the resource site include:

1. Training
2. Downloadable printable files of the materials
3. Sample lessons
4. Order page for high quality commercially printed materials
5. The Virtual Learning Companion



The free resources that are available for both teachers and caregivers on the resource site include:

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Training

(click the slide)

Downloadable printable files of the materials

(click the slide)

Sample lessons

(click the slide)

Order page for high quality, commercially printed materials

(click the slide)

And the Virtual Learning Companion

Let's look at each of these available resources individually.

(click the slide)



## Available Resources - Training

3 training sessions available as recorded webinars and downloadable PDF's

- Session 1: Foundations of the Curriculum and Getting Started.
- Session 2: Program / Lesson Internalization for Educators.
- Session 3: Program / Lesson Internalization for Caregivers.

### Key Points of Learning Dynamics Texas Program



#### Access Learning Dynamics Texas Training Modules

Learn how to:

- Teach the lessons which include letters/sounds, blending, and reading books.
- Download the free resources

TRAINING MODULES



First training.

There are 3 training sessions:

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Everyone who teaches the Learning Dynamics Texas reading should watch sessions 1 of the training, which is for both educators and caregivers.

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Then, if you are an educator you should also watch session 2, which shows you exactly how to use the program in the class.

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Or, if you are a caregiver, you should watch session 3 of this training which shows you how to use the program at home.

In these training sessions you will also learn what materials the teacher, student(s), and caregiver(s) will receive..

You will learn how the lessons work and how to teach them.

And you will learn what guidance and resources are available to help with the teaching.

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Next, on the resource sight you will have access to the downloadable printable files.

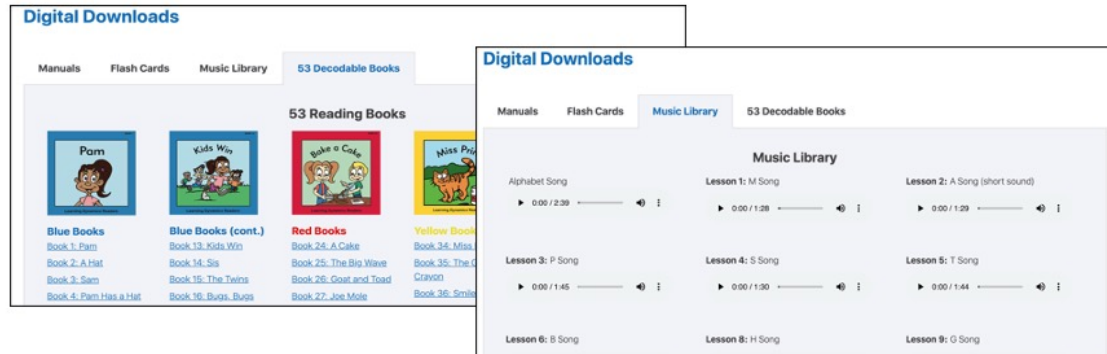
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Let's see what those look like:

(click the slide)

## Available Resources – Downloadable Printable Files

- Downloadable printable files for all the materials in the program are available
- All of the music used in the program is available for download



- These downloadable printable files are available for all the materials in the program
- All of the music used in the program is available for download
- These files can be printed on your home printer.
- Commercially printed product is available through Learning Dynamics on the Ordering Materials Page of the Resource Site.



## Available Resources - Training

The *free* resources available for both teachers and caregivers on the resource site include:

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2. Downloadable printable files of the materials
3. Sample lessons
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Next, on the resource sight you will have access to sample lessons

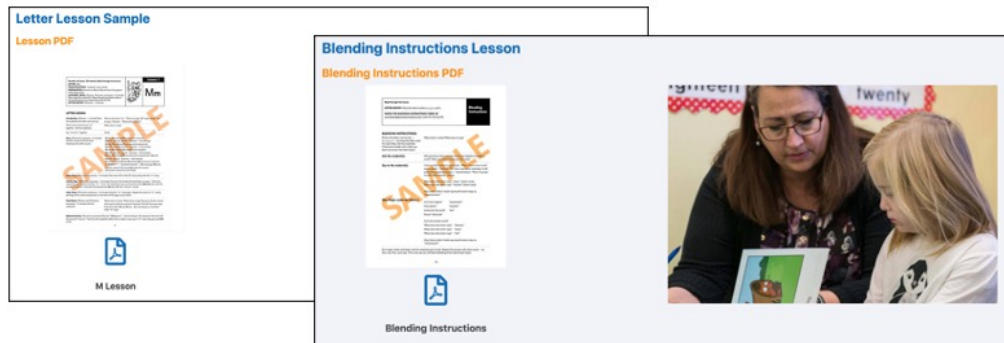
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Let's see what those look like:

(click the slide)

## Available Resources – Sample Lessons

- View Samples of a Letter Lesson and Blending Lesson.
- Every Letter Lesson is in the same format, so once you have taught one, you will know how to teach all of the lessons thereafter.



These sample lessons are available for you to view to see how they work.

Every Letter Lesson is in the same format, so once you have taught one, you will know how to teach all of the lessons thereafter.

The available sample lessons on the site are:

Letter Lesson – the letter “m”

- a sample page of the actual lesson
- sample of the Student Activity Page, which is one of the activities that the student(s) will do in each lesson.
- and there is a sample of the music

You will also be able to see a sample of The Blending Lesson

- This is the lesson where the student(s) are taught how to put letters and sounds together to read words. So you will see a sample of this lesson, including a video for you to see of how the blending lesson is taught.

And then you will see the first 4 books of the program that the student(s) will be

reading as well as the last book of the program, so you can see how far the student(s) get in their reading.



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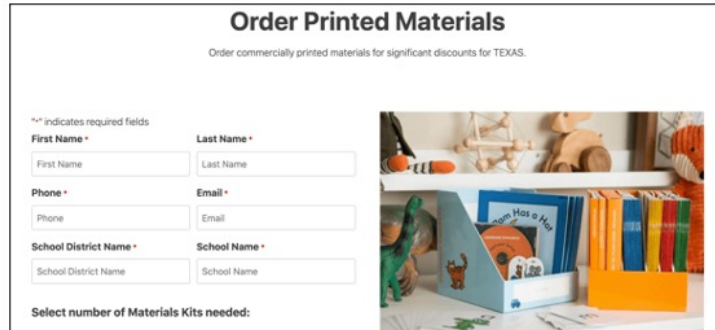
Next, on the resource sight you will be able to order high quality materials at a significant discount just for Texas!

Lets go look at the ordering materials page:

(click the slide)

## Available Resources – Ordering Materials

- All of the materials in the program are consumable
- Commercially printed materials available for purchase at exclusive TEA pricing.
- Quick turnaround of order and shipping to your LEA.




**Order Printed Materials**  
Order commercially printed materials for significant discounts for TEXAS.

~\*~ indicates required fields

<b>First Name *</b>	<b>Last Name *</b>
<input type="text"/>	<input type="text"/>
<b>Phone *</b>	<b>Email *</b>
<input type="text"/>	<input type="text"/>
<b>School District Name *</b>	<b>School Name *</b>
<input type="text"/>	<input type="text"/>

Select number of Materials Kits needed:



All of the materials in the program are consumable each year. The student(s) take home and write in various parts of the program as they progress through the lessons.

So you will need to order new materials each year for each of the students in your class.

- Commercially printed, high quality materials available for purchase.
- Special low pricing that has been negotiated and set by TEA exclusively for Texas students.
- Quick turnaround of order and shipping to your LEA.
- Order page for all of the materials you need is on the resource site:  
[www.learningdynamicstexas.com](http://www.learningdynamicstexas.com)



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The *free* resources available for both teachers and caregivers on the resource site include:

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5. The Virtual Learning Companion



Next, on the resource sight you will have access to the Virtual Learning Companion

Let's see what that looks like

(click the slide)

## Available Resources – Virtual Learning Companion


- Online lessons of the materials for educators in the classroom as well as for caregivers at home.
- Involve the whole family at home learning to read.
- Pay if you use it and don't pay if you don't use it.

**Virtual Learning Companion account login**  
Login to your existing account by clicking the button below:

[LOGIN TO VLC](#)

**Create a Virtual Learning Companion Account**  
Haven't signed up for your Virtual Learning Companion yet? Its simple and only take a few minutes, just click below:

[ENROLL NOW](#)



- Online lessons of the materials for educators in the classroom as well as for caregivers at home.
- Involve the whole family at home learning to read.
- Pay if you use it and don't pay if you don't use it. If you pay all up front there is a discount to \$8 for the entire per unlimited use per student.

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## Session 1 – Foundations of the Curriculum and Getting Started

### Educators and Caregivers will:

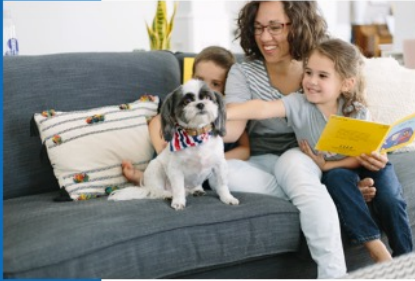
- Learn what is Learning Dynamics Texas.
- Be introduced to the curriculum components and how to get started.
- Learn what are the available resources.
- Understand teaching structure and principles for success.
- Understand how Learning Dynamics Texas supports the principles of the science of reading.



Now that we have covered all the available resources, lets move to the next section of the training and understand teaching structure and the principals for success with Learning Dynamics Texas!

(click the slide)

Answer the following question in your participant notebook:



Think about your experience as a teacher. How often do you have to change activities to keep a 4–6-year-old engaged in learning?

In a 25 minute lesson, we change what the student(s) does 7-8 times.

First, answer the following question in your participant notebook. Think about your experience as a teacher again. How often do you have to change activities to keep a 4–6-year-old engaged in learning?

(click the slide)

In a 25 minute lesson, we change what the student does 7-8 times.

(click the slide)

## Teaching Structure

There are two parts of instruction:

1. Whole Group Lessons
2. Small Group or Individual Lessons



Let's talk about the teaching structure. Now that you have been introduced to the materials, let's talk about how to use the program. The reading program has two parts of instruction. One part is taught to the whole class together and another part of the program is taught to either small groups or individually with the student.

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## Teaching Structure — Whole Group Lessons

Whole Group Lessons are taught to the entire class

- Letter Lessons
- Review Lessons
- Blending Lesson

All of these lessons to the whole group are found in the Lesson Manual.

- Follow the lessons in order
- Do 3 lessons per week



TEA

First the whole group lessons:

These lessons are all found in the Lesson Manual and the teacher teaches them to the entire class together. These lessons include

- the Letter Lessons,
- the Review Lessons,
- and the Blending Lesson.

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All of these lessons to the whole group are found in the Lesson Manual.

Details on how to teach these lessons will be covered in Sessions 2 and 3.

Instructions on how to teach these lessons are found in the Program Guide as well as on the first few pages of the Lesson Manual . Every lesson is in the exact same format, so once you have taught one lesson you know how to teach every lesson thereafter.

(click the slide)

Do the Lessons in ORDER. Start with Lesson 1 and go sequentially through to lesson 56.

(click the slide)

Do 3 lessons per week.

(click the slide)

## Teaching Structure — Small Group/Individual Lessons

The small group or individual lesson time with a student begins after the student has learned the first 8 letters and sounds and the Blending Lesson.

Small group or individual lessons should happen at least once per week. For small groups we recommend 15 min., or 8 min if reading one-on-one with a student.

Activities during this time include:

- Reading books (starting after 8 letters and sounds are learned. See training session 2 and 3 for guidance on reading books)
- Reviewing letters and sounds or blending (if a student is not able to read books yet)

Volunteer helpers augment the experience. Student(s) will progress at their own pace (and that is ok).

Next we have the small group or individual lessons:

This is the time spent reading the Learning Dynamics Decodable Books with the student(s) either in a small group setting or individually if at all possible. This begins after the student(s) have learned only 8 letters and sounds! This should be done weekly with each student, or with each small group.

If you read in small groups it takes about 15 minutes per group. If you read individually it takes about 8 minutes per student. The more often you are able to read with the student(s) the better they will progress.

(click the slide)

This is also the time when you can tutor those student(s) who need extra help with letters and sounds or blending.

This reading time can be done when the class is engaged in other activities. Teacher assistant's or caregiver volunteers can also help you with this in the classroom. Have the volunteer sit with the small group, or with an individual student, and read the

Learning Dynamics Decodable Book together. The volunteer can help the student when needed.

Student(s) will progress at their own pace. Some students will begin reading as soon as the blending concept is taught, while others may take longer. For this reason, you need to read books with the student(s) individually or as a small group. Let the student(s) move through the reading books at their own pace.

If you use small groups to read the books, be sure to group the student(s) according to their reading level. Group 3 or 4 student(s) together who are reading the same book. If a slower reader is grouped with a faster reader, it can be frustrating for both student(s).

Additional guidance for reading the books are found in the Program Guide.



## Principles of Success

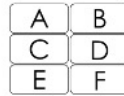
Learning Dynamics was created over a 17-year period of trial and error. Over these years there were many principles that brought success. We will share a few. We are confident you will find many more.



Learning Dynamics was created over a 17-year period of trial and error. Over these years there were many principles that brought success. We will share a few. We are confident you will find many more.

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## Principle 1: Letter lessons engage many learning styles



See the letter



Say the letter and sound



Hear a story emphasizing the letter sound



Sing about the letter



Trace, draw, and analyze the letter



Practice the name and sound

The first principle of success is that the lessons engage multiple learning styles. Student(s) will:

(click the slide)

see the letter,

(click the slide)

say the letter and sound(s) it makes,

(click the slide)

hear a story emphasizing the letter,

(click the slide)

sing about the letter,

(click the slide)

trace, draw, and analyze its sound with familiar words, and

(click the slide)

practice the sound until it is learned.

This kind of instructional design ensures success, as children have different learning styles.

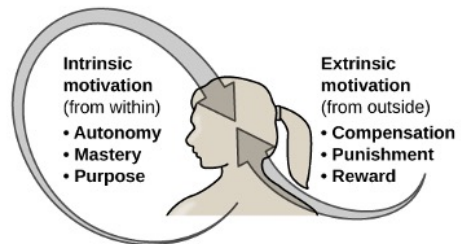
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## Principle 2: Students succeed early and often.

As we will explain in greater detail in session 2, the activities students do are easily obtainable. However, progress is rapid. For example, after two and a half weeks, students:

- Know the names and phonemes of 8 letters and sounds
- Can blend the letters and sounds to make their own words.
- Are ready to read and take their first book home.

Early and obtainable success brings about both intrinsic and extrinsic motivation. The children become motivated to succeed.



Another principle of success is student(s) succeed early and often. As we will explain in greater detail in session 2, the activities students do are easily obtainable. However, progress is rapid. For example, after two and a half weeks, students:

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- Are ready to read and take their first book home.

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Early and obtainable success brings about both intrinsic and extrinsic motivation. The children become motivated to succeed. In fact, here is what Stephen Covey said about Learning Dynamics...

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*“Learning Dynamics gave my grandchildren the confidence, the excitement, the actual enjoyment of learning to read. They want to do it. It’s intrinsic motivation!”*

**Steven Covey | Author**  
The Seven Habits of Highly Effective People

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### Principle 3: Music reinforces learning.

- Learning Dynamics Texas uses music to teach the sounds of the letters.
- Learning through music can help with greater retention.



Let's talk about another principal of success: Music. It is an activity that stimulates both hemispheres of the brain.

The I

Learning Dynamics Music teaches the sounds of the letters through engaging songs. Learning through music can help with greater retention.

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## Session 1 – Foundations of the Curriculum and Getting Started

### Educators and Caregivers will:

- Learn what is Learning Dynamics Texas.
- Be introduced to the curriculum components and how to get started.
- Learn what are the available resources.
- Understand teaching structure and principles for success.
- Understand how Learning Dynamics Texas supports the principles of the science of reading.



Now, moving on to the last section of this training: Understanding how Learning Dynamics Texas supports the principles of the science of reading.

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## The Science of Reading

Answer the following questions in your participant notebook:



Think about what it takes to read a simple sentence.

What are the components a child would need to know? What makes this experience hard for young learners?

For our last section, we will look at the science behind reading, and demonstrate how the curriculum achieves success in a simple way.

First, answer the following questions in your participant notebook: Think about what it takes to read a simple sentence.

What are the components a child would need to know? What makes this experience hard for young learners?

For our last section, we will look at the science behind reading, and demonstrate how the curriculum achieves success in a simple way.

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## Science of Reading

Five key elements in learning to read:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension



According to the National Reading Panel there are five key elements in learning to read. These are:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Let's look at each of these steps and how Learning Dynamics Texas aligns with each one.

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## Science of Reading

Learning Dynamics Texas teaches student(s) reading skills that support the Science of Reading with a focus on building knowledge of alphabetic principle and decoding skills. Learning Dynamics Texas is a supplemental program that touches on the five principles of the science of reading however, it's not a comprehensive reading program. Educators should look to core foundational literacy programs to cover the five principles fully.

It consists of teaching the student(s) the names and sounds of letters, always associating the two together. Because the letters are not taught in alphabetical order, the blending and reading process is accelerated.

After learning only five letters and sounds, the student(s) learn to blend and read words. Then after learning only eight letters and sounds, the student(s) get into their first reading book.



The Learning Dynamics Texas early reading program teaches student(s) reading skills that support the Science of Reading with a focus on building knowledge of alphabetic principle and decoding skills. Learning Dynamics Texas is a supplemental program that touches on the five principles of the science of reading however, it's not a comprehensive reading program. Educators should look to core foundational literacy programs to cover the five principles fully.

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## Science of Reading

Five key elements in learning to read:

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Let's start with Phonemic Awareness

(click the slide)

**Duration of lesson: 20 minutes (Read through the lesson)**  
**LETTER:** m


**PRONUNCIATION:** /m/ as in mouse

**PREPARATION:** Punch out Merry Mouse from the pre-cut letter page card.

**SUPPLEMENT SONG:** Phonics: Phonics awareness - 2 minutes  
Play track #1 of the audio. Show the picture flash cards to the students as you sing along with the Music.

**LETTER REVIEW:** (Phonics - 1 minute)

**Lesson 1**



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**LETTER LESSON:**

**Introduction:** (Phonics - 1 minute) Show the student(s) the letter card and say: "This is the letter 'm.' There is a big 'M' and a small 'm.'"  
Point to the card and say: "It says /m/. What letter is that?"  
Point to the card and say: "m" together. Ask the student(s): "What does it say?"  
Say /m/ again. Good.

**Story:** (Phonics awareness - 2 minutes)  
Use the mouse to tell the story.  
Emphasize the letter sound.

Merry, Munching Mouse loves to munch.  
March, march, march. (munch - /m/ sound)  
Merry, Munching Mouse munches merrily.  
March, march, march. (munch - /m/ sound)  
Merry, Munching Mouse munches merrily.  
March, march, march. (munch - /m/ sound)  
Merry, Munching Mouse munches merrily.  
March, march, march. (munch - /m/ sound)  
But none of all, Merry Munching Mouse loves to munch on MERRY "m" - "munch awareness." (2x) (munch) Munch, march, march. (It's just might munch as you go!) (Point to the mouse on the card.)

**Letter Song:** (Phonics awareness - 3 minutes) (Track #2 of the music. Sing along with the "m" song.)

**Activity Page:** (Phonics awareness - 3 minutes) (Find in the Student Activity Book on page 1. Show the student(s) how to write the letter 'm.' Have them write the letter 'm' on the lines and color the pictures that start with the sound /m/ and color the pictures that start with the /m/ sound.)

**Letter Song:** (Phonics awareness - 3 minutes) Sing the "m" song again. Repeat the chant of "m" words, pointing to the words and pictures on the back of this page as you chant.

**Final Check:** (Phonics and Phonics awareness - 3 minutes) Ask the student(s): "What letter is that? What does it say? Can you tell me a word that starts with the sound of /m/? Good! Now you sing along like little Merry Mouse. It's all /m/ you remember what 'm' says."

**Optional Activity:** (Phonics awareness) Play the "M&M" game." Look for things in the classroom that start with the sound of /m/. Each time the student(s) either find an object or put up an "m" word, they get one M&M candy.

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## Science of Reading: Phonemic Awareness

- Being able to hear, identify, and manipulate sounds in words.
- Explicit phonemic awareness instruction is important.
- Story – words that start with the letter sound - /m/ in the word “mouse”
- Letter Song - “m” words
- Student Activity Page –identify pictures that start with “m”

Phonemic awareness is being able to hear, identify, and manipulate phonemes, or sounds of letters in words.

For example, it is being able to hear the sound of /m/ in the word “mouse”.

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Learning Dynamics Texas explicitly teaches phonemic awareness. This is taught in every Letter Lesson under the Story, Lesson Song, and Activity Page parts of the lessons.

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The story in each Letter Lesson is comprised of words that begin with the sound of the letter being taught. It is important to emphasize the sound of the letter in the story. For example: Merry Mouse loves to munch. The student(s) will begin to hear and identify the sound of the letter “m” as they listen to the story.

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The Letter Song is the same. It is a fun song that teaches the letter and its corresponding sound and then uses lots of words that begin with that letter sound.

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The Student Activity Page also focuses on phonemic awareness. The activity has the student's identifying pictures that start with the sound of the letter being taught.

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## Science of Reading


Five key elements in learning to read:

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Next let's look at Phonics.

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<p><b>Duration of lesson:</b> 20 minutes (Read through the lesson)</p> <p><b>LETTER:</b> Mm</p> <p><b>PRONUNCIATION:</b> /m/ as in mouse</p> <p><b>PREPARATION:</b> Punch out Morty Mouse from the popout letter piece card.</p> <p><b>ALPHABET SONG:</b> (Phonics, Phonemic awareness - 2 minutes) Play track #7 of the music. Show the picture flash cards to the student(s) as you sing along with the Music.</p> <p><b>LETTER REVIEW:</b> (Phonics - 1 minute)</p>	<p><b>Lesson 1</b></p>  <p><b>Mm</b></p>
<p><b>LETTER LESSON:</b></p> <p><b>Introduction:</b> (Phonics - 1 minute) show the student(s) the letter card and say: <i>This is the letter "m." There is a big "M" and a small "m." It says /m/. What letter is this?</i></p> <p>Point to the card and say "m" together. Ask the student(s): <i>What does it say?</i></p> <p>Say /m/ together. <i>Good.</i></p>	
<p><b>Story:</b> (Phonemic awareness - 2 minutes) Use the mouse to tell the story. Emphasize the letter sound.</p> <p><i>Merry Manching Mouse loves to munch. Munch, munch, munch. (mmm—rub tummy) Merry Manching Mouse munches macaroni. Munch, munch, munch. (mmm—rub tummy) Merry Manching Mouse munches muffins. Munch, munch, munch. (mmm—rub tummy) Merry Manching Mouse munches mushrooms. Munch, munch, munch. (mmm—rub tummy) But most of all, Merry Manching Mouse loves to munch on M&amp;M's™ — "mmmmmmmmmm." (Rub tummy) Munch, munch, munch. He just might munch on you! (Pretend to munch on the child)</i></p>	

## Science of Reading: Phonics

- Sound/spelling correspondence
  - letter name and letter sound
- The Introduction is systematic and explicit phonics instruction
  - This is the letter "m"
  - "m" says /m/

Phonics is understanding the sound-spelling correspondence between letter names and their sounds. Basically, it is knowing what the letter is and what sound that letter makes.

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Learning Dynamics Texas is a systematic program that explicitly teaches phonics. This is first taught in the Introduction of every Letter Lesson, where the letter name and sound are taught.

The teacher will say, "this is the letter "m", "m" says /m/".

Additional guidance on Letter Lessons are found in Session 3 of this training, as well as in the Program Guide.

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## Science of Reading

Five key elements in learning to read:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension



Now let's look at fluency

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## Science of Reading: Fluency

Being able to read with speed, accuracy, and proper expression.

This is accomplished with systematic decodable reading books.

- Contain words using only letters and sounds that have been learned
- Proper progression of books
- Small group / individual reading

Fluency is being able to read with speed, accuracy, and proper expression.

This is accomplished with systematic decodable reading books that:

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contain words using only letters and sounds learned

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The books progress as new concepts are learned

(click the slide)

Small group / individual reading

(click the slide)

## Science of Reading

Five key elements in learning to read:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension



Next let's look at vocabulary

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**Lesson 7**  
**Bb**

**Duration of lesson:** 25 minutes (Read through the lesson)

**LETTER:** Bb

**PRONUNCIATION:** /b/ as in bear, not /book/

**PREPARATION:** Track and Billy Bear from the program letter pack card.

**ALPHABET SONGS:** Phonics, Phonemic awareness: 2 minutes  
Play track of all the vowels. Show the program track cards to the students as you sing along with the music.

**LETTER REVIEW:** (Phonics, Phonemic awareness: 1 minute)  
Review the previous letters (Aa, Tt, Pp, Rr, and Ss).

**LETTER LESSON:**

**Introduction:** (Phonics: 1 minute) Show the letter Bb. "There is a big 'B' and a small 'b'." The teacher reads the letter and sound. ... (2 pages) ... "What letter is that?"  
Point to the card and say "Bb." "What does it say?"  
together. Ask the student(s):  
Say B together. Good.

**Song:** (Phonemic awareness: 2 minutes) Billy Bear uses his back to his ball. Every time he bounces the bear to tell the story. Emphasize the letter sound. "And Billy Bear bounces the ball. He bounces the ball. He bounces the ball!" "Bink!"

**Letter Song:** (Phonemic awareness: 2 minutes) Play track #7 of the letter pack card.

**Activity Page:** (Phonemic awareness: 2 minutes) Find the Bb in the track and color the pictures that do not with Bb.

**Letter Song:** (Phonemic awareness: 2 minutes) Sing the "Bb" song pointing to the words and pictures on the back of the program card.

**Final Check:** (Phonics and Phonemic awareness: 1 minute) Ask the student(s): "What letter is the word that starts with the letter Bb?" "Bb."

**Optional Activity:** (Phonemic awareness) Let the student(s) sound the classroom that start with the Bb sound.

**Reading:** (Phonological awareness: 3 minutes) Read the practice words and say them.

## Science of Reading: Vocabulary

- Understanding words and the meaning of words
- Story
- Activity Page
- Reading Books

Vocabulary is critical in reading. It is important that student(s) understand the meaning of words in order to comprehend what they are reading.

With Learning Dynamics Texas vocabulary, or the understanding of words, is taught with the student(s) in the Activity Page section of the Letter Lesson, but mainly it is taught as the teacher works with the small groups or individuals while reading the decodable books.

The Learning Dynamics Decodable Books are written on a level that the student(s) can understand. Additionally there are opportunities for the teacher to discuss the book with the student(s) helping them understand meaning of words.

Additional guidance on Letter Lessons and reading books are found in Session 2 and 3 of this training, as well as in the Program Guide.

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## Science of Reading

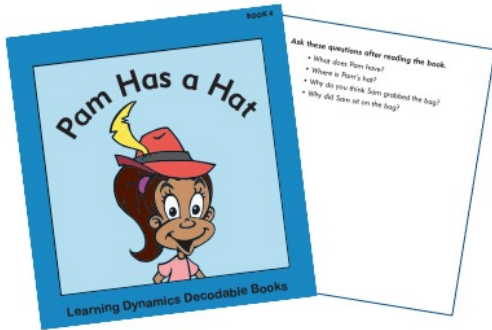
Five key elements in learning to read:

1. Phonemic Awareness
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And last, let's look at comprehension

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## Science of Reading: Comprehension

- After the student(s) have read the book, ask comprehension questions at the back of each book.
- Questions begin with book 4 - *Pam Has a Hat*.
- Some questions are inferential
  - Use student(s) experiences
  - Teach context of questions
  - Think about possible answers

Comprehension is the very purpose of reading. It is being able to understand what you read. Student(s) need to learn to read, then read to comprehend. However, it is a skill that needs to be focused on. Learning Dynamics Texas works systematically with the student(s) to increase their comprehension.

This is done by introducing the student(s) to reading books that they have the skills to actually read, and then by asking questions and discussing with them what they just read.

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At the end of every Learning Dynamics Decodable Book (starting with book 4 – Pam Has a Hat), there are comprehension questions that you can discuss with the student(s).

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Some of the questions are inferential. As you ask these questions you can draw upon the student(s) experiences to answer the questions, this is also a teaching moment

for you to help them understand the context of the questions and to think about possible answers.

Additional guidance on reading books is found in Sessions 2 and 3 of this training as well as in the Program Guide.

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## Post Webinar Survey

Please fill out the following survey:

<https://www.surveymonkey.com/r/learningdynamicstexas>



Alright. Well, that is the end of session 1. Be sure to watch the webinar session 2 if you are an educator and session 3 if you are a caregiver. These sessions will go into detail on how to teach the lessons.

We invite you to now go to the URL below and fill out the post webinar survey.

Thank you.



End of session 1

