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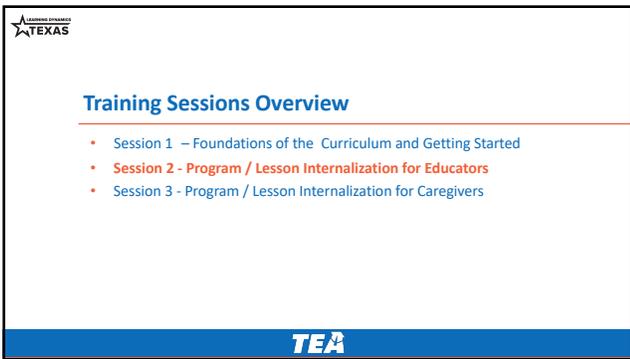
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**TEA** Prepare to Teach a Lesson

Answer the following questions in your participant notebook:

- What elements makes teacher curriculum or student materials “good”?
- What makes curriculum frustrating to use?



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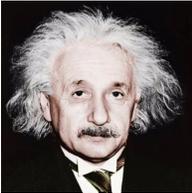
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“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

— Albert Einstein



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**TEA** Prepare to Teach a Lesson

Get Organized!

1. Print Caregiver Note
2. Print Alphabet Letter Review Note
3. Print Reading Homework Assignment Note
4. Download and test music
5. Print ABC Name/Sound Log
6. Print Reading Log
7. Prepare Pop-Out Reward Pieces
8. Organize Student(s) Materials



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 Think of an experience you have had where a child took something home from school and had success sharing it with their caregivers.

- How does this affect children?
- How does it affect learning?





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 Children are motivated to learn when they have success sharing at home what they learn at school. We have made this easy, but communication with caregivers is key!





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### 1. Print: Caregiver Note

- Send home with each student at the beginning of the Program
- Note explains to the caregiver(s)
  - How the reading program works
  - What the student(s) will bring home
  - What they can do at home to help the student learn



Dear Caregiver(s),

We are starting a reading program with your student(s) called Learning Dimensions. This is a voluntary, research program and will introduce the student(s) to letters and sounds and their corresponding graphemes.

We start with one letter and sound at a time and not in alphabetical order.

After each letter lesson, the student(s) will bring home an alphabet letter game. When you see these games, here are 3 ways to play:

- What sound does it make?
- Can you think of a word that starts with that sound?
- Do you know the letter and sound that start with that sound?
- Draw your student.

After the first 20 letter lessons (a, o, u, e, i, and o), the student(s) will begin to blend words using the 20 letter(s) they have learned. We have made these 20 word cards, one for each letter, and will allow the student(s) to be introduced to them. For reading, each day, they will bring home:

The books are for the student(s) to keep. Please do NOT send them back to school. These will be a total of 20 books that will come home one at a time.

You should practice reading the books your student brings home 2-10 minutes each night until the word books are learned. We will continue to send home books over as we see your student progresses.

We are so excited to see your student(s) progress!

Thank you and we are excited to begin reading!



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**LEARNING DYNAMICS TEXAS**

After each Review Lesson, circle the 5 letters the student(s) reviewed, and send this note home.

**Alphabet Letter Review**

Student's name \_\_\_\_\_ Date \_\_\_\_\_

Your student has reviewed the letters that follow (circles and words) below. Please circle the letters when you read.

m o p s t b h g d n r i c  
j f o x i z w k v u e q y

**2. Print: Alphabet Letter Review Note**

- You will send this home with each student after each "review" lesson.
- Have the children circle the letters reviewed that day to they can practice at home.

**TEA**

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**LEARNING DYNAMICS TEXAS**

**3. Print: Reading Homework Assignment Note**

You will send home every time a student reads a book (typically after lesson 10). It explains which book the student is reading and invites them to practice reading it at home.

**Reading Homework Assignment**

Student's name \_\_\_\_\_ You read \_\_\_\_\_

Book name \_\_\_\_\_ with me \_\_\_\_\_

Read 5 more times, circle the number each time you read the book. Bring the note back to class.

1 2 3 4 5

**TEA**

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**LEARNING DYNAMICS TEXAS**

**4. Download and Test Music**

If you don't have a music CD, download the Music from:

Learning Dynamics Texas Resource Site:  
[www.learningdynamicstexas.com](http://www.learningdynamicstexas.com)



**TEA**

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**5. Print ABC Name/Sound Log**

- Write each student's name on the left side
- Fill out each time you do a Review Lesson
- Mark the top left half of the box if they know the Name of the Letter
- Mark the bottom right half of the box if they know it's sound
- *Tip: Use 2 different colored pencils*

**TEA**

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**6. Print Reading Log**

- Fill out each time you read with a student
- Put the student's name down the left side
- Write the book number the student gets in the square
- Circle the book number when the student passes off the book
- Write the new book number in the next square.

**TEA**

14

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**7. Prepare Pop-Out Reward Pieces**

Collect all the student's Pop-Out Reward Pieces and punch them out, bundling all the a's together and b's together, etc.

**TEA**

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**8. Organize Student(s) Materials**

Each student will have their own library of 53 books. The books and the reward cards will eventually go home with the students.

- Consider placing all the student(s) books in a separate, organized file such as a hanging folder for each student.
- Books go home as they progress through them.
- Put all the Student Activity Books in the same folder as the reading books.



**TEA**

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**Session 2 – Program / Lesson Internalization for Educators**

**Educators will:**

- Know how to prepare to teach a lesson
- Understand the three types of group lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

**TEA**

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**Let's Teach!**

Letter lessons are where the students learn:

- Each letter and the sound(s) they make
- How to blend sounds together to make words

These lessons:

- Taught to the whole group 3 times each week
- Take approximately 25 minutes
- Use the same format each time
- 56 total lessons



**TEA**

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**Optional Activity**  
Time permitting

**Activity Page:** (Phonics) *uppercase - 3 min/week* Found in the Student Activity Book on page 1. Show the students how to write the letter "te". Have the students(1) circle the picture that **does not** end with the sound of the letter and perform the rest with the "te" sound.

**Letter Song:** (Phonics) *uppercase - 2 minutes* Sing the "te" song again. Repeat the chant of "te" words, pointing to the words and pictures on the back of the page as you chant.

**Final Check:** (Phonics and Phonics) *uppercase - 2 minutes* What letter is that? What does it say? Can you tell me a word that starts with the sound of the letter? (Repeat this game three times.)  
*Also Little Mermaid: We will help you remember other "te" words.*

→ **Optional Activity:** (Phonics) *uppercase* Play the "HABA game." Look for things in the classroom that start with the sound of "te." Each time the students notice that an object or picture starts with "te" words, they get one HABA candy.

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**TEA**

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**Session 2 – Program / Lesson Internalization for Educators**

**Educators will:**

- Know how to prepare to teach a lesson
- Understand the three types of group lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

**TEA**

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**TEA** **Review Lessons**

**Why review?**

Learners will rapidly lose their memory of learned knowledge in a matter of days or weeks unless the information is consciously reviewed. Some studies suggest that humans forget approximately **50% of new information within an hour of learning it.** That goes up to an average of 70% within 24 hours

See Art Kahn, Brain Science: The Forgetting Curve—the Dirty Secret of Corporate Training

**TEA**

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**Review Lessons**

- Whole group setting
- Review the name and sound of the last five letters learned

**TEA**

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**Review with Flashcards**

- Use picture flashcards for the last five letters learned.
- Show one at a time.
- Say, "what letter is this?, what sound does it say?"
- Say each letter name and sound several times.
- Help when needed.

**TEA**

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**Review Lesson: Activity Page**

- Have the student(s):
  - Identify the pictures and their beginning sound
  - Identify the letter that makes that sound
  - Draw a line from the picture to the letter
  - *Tip: use directional flow language like "down to the right"*

**TEA**

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**LEARNING OPPORTUNITY TEXAS**

**Review Lesson: Final Check**

- Show each of the five flashcards to the student(s) and ask what letter it is and what sound it makes.
- Ask the student(s) to think of a word that starts with that letter's sound.

<p>Number of letters: 12 (shown) (Read through the lesson)</p> <p><b>LETTER REVIEW:</b> Mm, Aa, Pp, Rr, and Tt.</p> <p><b>PRECAUTION:</b> Post the letters in the picture book cards.</p>	<p><b>Lesson 6</b></p> <p><b>Review</b></p>
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**REVIEW LESSON:**

**Activity Page:** (2 minutes) Show the student flashcards, one letter at a time. Ask the student(s):

- What letter is that? What does it say?
- What are words that start with that letter?
- What are words that end with that letter?
- What are words that have that letter in the middle?

**Activity Page:** (2 minutes) Show the student(s) the activity page found in the Student Activity Book on page 8. Call them the names of the three pictures, emphasizing the beginning sound. Once they have named the pictures, ask the student(s) to write the letter for the picture on the lines. Use the student book to check the sound of the letter.

**Final Check:** (2 minutes) Show each word again and ask:

- What letter is that? What does it say?
- What are words that start with that letter?

**Optional:** Each student receives a sentence card on the ABC Home-Sound Log. This card will guide them to complete the Home-Sound Log. The teacher should use the assessment from the Learning Objectives. These are optional.

*Use lots of positive praise and encouragement.*

**TEA**

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**LEARNING OPPORTUNITY TEXAS**

**Review Log and Home Activity**

- At the end of each Review Lesson record the ABC Name/Sound Log by coloring the top portion of the box if they know the name of the letter and the bottom portion if they know the sound of the letter.
- Circle the letters you reviewed that day on the Alphabet Letter Review Note.
- Send the note home.

**TEA**

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**LEARNING OPPORTUNITY TEXAS**

Sharing success at home with caregivers brings both **intrinsic and extrinsic motivation**. Children who are confident in what they have learned, **share learning**, and **receive praise** become motivated to learn more.

Anytime a teacher can help facilitate a **positive interaction** in the home of a child the success of the educational experience can become **exponential**.

**TEA**

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**Session 2 – Program / Lesson Internalization for Educators**

**Learning Dynamics TEXAS**

**Educators will:**

- Know how to prepare to teach a lesson
- Understand the three types of group lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

**TEA**

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37

**TEA** Blending Lesson

Imagine the excitement of a child who can read words after two weeks of learning!

m a p

**Learning Dynamics TEXAS**

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**Learning Dynamics TEXAS**

Learning Dynamics has developed a unique way to help children blend phonemes.

Student(s) start reading works after just 5 letters and sounds!

Open up Lesson 7 in the Lesson Manual and follow along!



**TEA**

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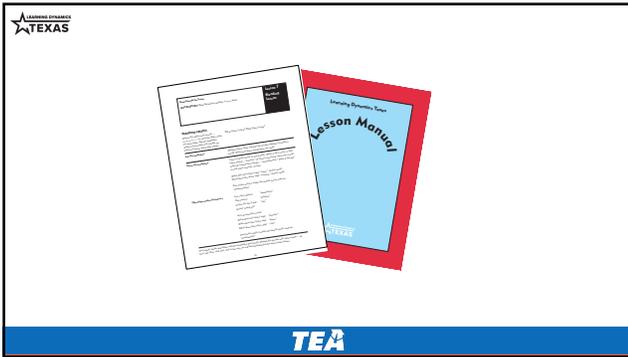
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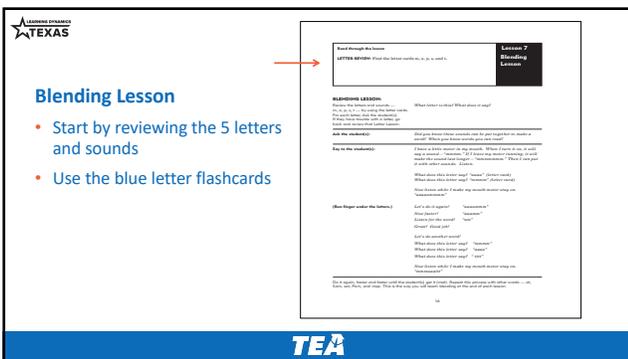
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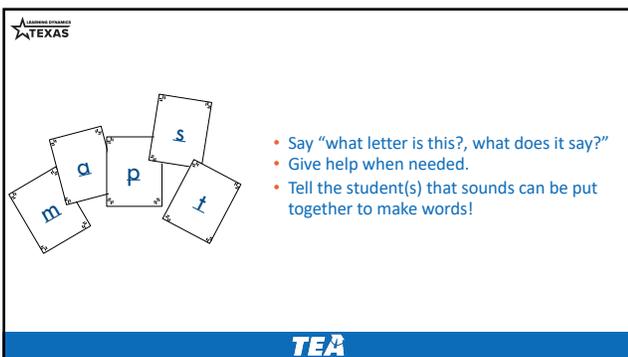
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 **TEXAS**

**Teach: "Keep the motor running!"**

Say to the student(s):

- I have a little motor in my mouth? And when I turn it on, I can make a sound! Like this:  
"mmmmmm"
- And, if I keep my motor running, I can make the sound last longer! Like this:  
"mmmmmmmmmmmmmmmmmm"

**Teacher Tip:**  
As you teach this concept, point to your cheek when you tell them about the motor in your mouth.

When you make the sound, pretend to turn a key, or turn on a motor, then turn it off when you stop the sound.

**TEA**

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 **TEXAS**

**Teach: "Keep the motor running!"**

Say to the student(s):

- OK, lets see if you can do it. Turn your motor on and let's make the sound of the letter "m" together. Ready? Go!  
"mmmmmm"
- Now let's try it for longer. Ready? Go!  
"mmmmmmmmmmmmmmmmmm"

**TEA**

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 **TEXAS**

**Teach: "Keep the motor running!"**

Say to the student(s):

- If we put letter sounds together we can make words?
- The secret is to make sure we keep the motor running between the letters.
- Do NOT stop the motor from running in between the sounds of the letters.

**TEA**

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**TEA** TEXAS

**Teach: "Keep the motor running!"**

- Show the student(s) the "a" card and say, "what letter is this? What sound does it make?"/a/
- Show the student the "m" card and say, "what letter is this? What sound does it make?"/m/
- Demo to the student(s): "Now I will turn my motor on and make each of these two sounds, BUT, I will NOT stop the motor in between them. Listen:  
"aaaaaaaaaaaaammmmmmm"

**Teacher Tip: Use visuals:**

- Use the letter flashcards "a" and "m". They only know short vowel "a" so far, so use that sound.
- Pretend to turn the key when you turn on your motor.
- Run your finger under the "a" flashcard and keep it going under the "m" flashcard as you make the sounds.
- Be sure to NOT break the sound between the "a" and "m".



**TEA**

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**TEA** TEXAS

**Teach: "Keep the motor running!"**

Now sound out with the student(s):

"Did you hear how I kept the motor running between the sounds? OK, Let's see if you can do it with me and let's see what the word is! Ready? Turn your motors on! Go."

"aaaaaaaaaaaaammmmmmm"



**TEA**

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**TEA** TEXAS

**Teach: "Keep the motor running!"**

Continue to sound out with the student(s):

"Good job, now let's do it a little faster. Keep that motor running!  
"aaaaaaaaammm"  
"aaaammm"  
"aaamm"  
"am"

**Teacher Tip: Keep the "motor" on:**

- Turn on motor.
- Run finger under flashcards left to right
- Be sure to NOT break the sound between the "a" and "m".
- Say to the student(s), "what word is it? "am"! You read your first word!!
- Give lots of praise.



**TEA**

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**LEARNING OPPORTUNITIES**  
**TEXAS**

**Practice reading more words:**

- Sam
- Pam
- Map
- Sap
- Tap
- Mat
- Pat

*Teacher Tip: Keep the "motor" on:*

- Turn on motor.
- Run finger under flashcards
- Be sure to NOT break the sound between the "a" and "m".
- Say to the student(s), "what word is it? "am"! You read your first word!!
- Give lots of praise.



**TEA**

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**LEARNING OPPORTUNITIES**  
**TEXAS**

**Blending Guidance:**

- Some students will understand blending right away and some will not.
- Student(s) will understand the blending at their own pace.
- Keep doing Letter Lessons and practice blending at the end of each lesson.

**TEA**

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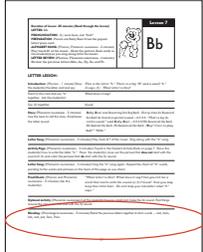
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**LEARNING OPPORTUNITIES**  
**TEXAS**



**Letter Lessons – Blending**

- Begins on Lesson 8
- Most important part of the Lesson!
- Do NOT skip this. This is where the student(s) start reading words!
- See Blending Lesson in the Program Guide for additional guidance if needed.

**TEA**

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**Session 2 – Program / Lesson Internalization for Educators**

**Educators will:**

- Know how to prepare to teach a lesson
- Understand the three types of group lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

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52

**Reading Books**

Think of your experience as a teacher. How long has it taken in the past before a child reads his/her own book?

With the Learning Dynamics system this happens within 4 weeks for most students. The next section will help you understand why this works, and how to have success.

Have your books close by during this section so you can refer to them as we learn together.

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53

**Reading Books**



- Start books after 8 letters and sounds and blending.
- Blue set – (23 books) short vowels
- Red set – (10 books) long vowels
- Yellow set – (10 books) consonant blends
- Green set – (10 books) digraphs
- Read the books in this order.

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**Reading Books**

- Read Individually or in small groups.
- Read at least once a week with student(s).
- The more you can read with the student(s), the better they will progress.
- Can use class volunteers to read with small groups if possible.

**TEA**

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**Reading Books**

Read in Sequential Order

- Start with Blue Book 1 – Pam.
- Only uses 8 letters and sounds.
- Books build in sequential order.
- Learn a few more letters and sounds and get into the next book.

**TEA**

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**Reading Books**

- Students will read at different paces.
- Students understand letters and sounds and blending at different times from each other.
- As expected, they will be ready to read books at different times from each other.
- Students will progress through Reading Books at different paces.

**TEA**

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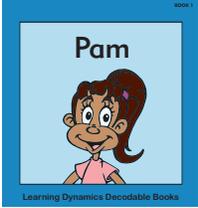
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LEARNING DYNAMICS TEXAS



**How to Introduce a Book to Student(s)**  
**Use Your Own Books!**

- Use the teacher's copy of the book when reading with student(s).
- Student(s) will take home their copy when they read it and keep it at home.

TEA

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LEARNING DYNAMICS TEXAS



**How to Introduce a Book to Student(s)**

- Show them the book.
- Explain print awareness concepts: top to bottom and left to right.
- Show the front and back cover.
- Show how words make sentences.
- Show upper and lower case letters.

TEA

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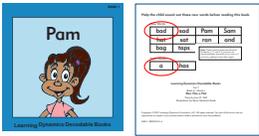
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LEARNING DYNAMICS TEXAS



**How to Introduce a Book to Student(s)**

1. Read the title together.
2. Sound out the new words inside the front cover of the book
3. If there are any sight words listed on the front cover, tell student(s) what they are – don't sound out the sight words.
4. Look at the pictures together.

TEA

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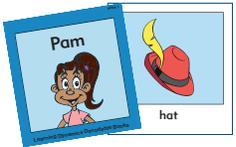
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**TEXAS**



**How to Introduce a Book to Student(s)**

5. Read the book to the student(s)
6. Have the student(s) read the book to you (if it is a longer book, only have them read a couple of pages).
7. Help when needed.
8. Send the book home with the student to keep.

**TEA**

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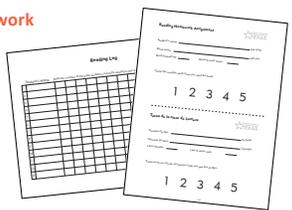
**TEXAS**

**Reading Log and Reading Homework Assignment Note**

Every time you read a book with a student:

- Record it in the Reading Log.
- Send home the Reading Homework Assignment Note.

These are found in the Program Guide.  
*Reminder: student(s) keep book at home*



**TEA**

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**TEXAS**

**Reading Log**

Student's Name: Sarah Write the number of the book student is currently reading in the square. Circle the number when passed off.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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**Reading Log Guidance**

- Each time you read with student(s), record progress.
- Put date and number of book next to student's name.
- Tip: Helpful if you use the same color of pencil or pen as the book.

**TEA**

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**TEA**

### Passing off a Book with the Student(s)

Passing off a book with a student means that they can read the book well enough (with less than 10 mistakes) to move into the next reading book in the series.

**TEA**

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**TEA**

### Reading Log

Student's Name: Sarah Date: 1/1

1	
2	
3	
4	
5	
6	
7	
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12	
13	
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15	
16	
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18	
19	
20	



### How to Pass off a Book with Student(s)

- On the student's next reading day:
- Check Reading Log to see what book student is reading.
- Use teacher's copy of book.
- Student(s) read book to teacher (don't read the words inside cover, just read the book).
- Help when needed.
- Less than 10 mistakes

**TEA**

68

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**TEA**




### How to Pass off a Book with Student(s)

- After the student(s) have read the book, ask comprehension questions at the back of each book.
- Questions begin with Blue Book 4 Pam Has a Hat.
- Some questions are inferential
  - use student(s) experiences
  - teach context of questions
  - think about possible answers

**TEA**

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**Session 2 – Program / Lesson Internalization for Educators**

**Educators will:**

- Know how to prepare to teach a lesson
- Understand the three types of group lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading activities
- Learn ideas for supports for all learners

**TEA**

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**TEA Supports for all Learners**

- Student(s) will progress and learn at different rates.
- Continue teaching the Letter Lessons 3 times / week with the whole class.
- Continue to teach blending at the end of each Letter Lesson.

**TEA**

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**Strategies:**

**1. Individual or Small Groups**

One-on-one or small group instruction.

- With the teacher or a classroom volunteer.
- Continue to follow the systematic and explicit instruction for teaching letter/sound spelling correspondence.
- Small group setting allows for more individual attention



**TEA**

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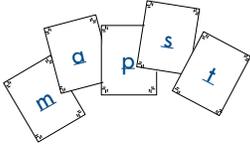
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**Strategies:**

**2. Work with flashcards**

- Sorting letters into shapes i.e. curved letters vs. letters w/ corners or straight lines. Looking at the similarities and differences.
- Matching letter flashcards to picture flashcards.
- Follow up with explicit instruction of what the letter name is and what sound it makes.



**TEA**

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**Strategies:**

**3. Use the room**

Identify items around the room that start with the sound of the letter you are practicing.

**TEA**

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**Strategies:**

**4. Sticky notes**

Posting sticky notes with the letter written on it on items in the classroom that start with that letter. Example: post a "d" on the door.



**TEA**

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**LEARNING DYNAMICS TEXAS**

**Strategies:**

**5. Write on different surfaces**

Practice writing letters on different surfaces

- Either with your finger or a pencil and repeating the letter name and sound.
- Tactile approach can help student(s) learn the letter name and sound.



**TEA**

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**LEARNING DYNAMICS TEXAS**

**This works!!**

Follow Learning Dynamics Texas with fidelity and make it fun for the student(s).

**TEA**

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**LEARNING DYNAMICS TEXAS**

**Knowledge Check!**

1. How many activities from a letter lesson can you name?
2. At what point do children learn to blend letters and read words?
3. What are the basic steps of the blending lesson?
4. At what point are children introduced to their first reading book?
5. Describe the process of reading books (including when, how, and the home experience).
6. List 3 strategies or tips you can remember to have success.

**TEA**

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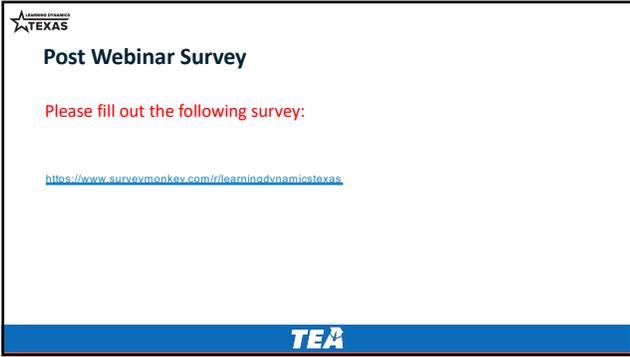
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LEARNING DYNAMICS  
TEXAS

### Post Webinar Survey

Please fill out the following survey:

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

**TEA**

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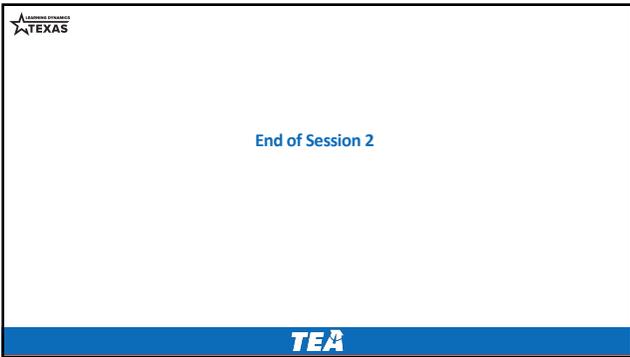
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LEARNING DYNAMICS  
TEXAS

End of Session 2

**TEA**

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