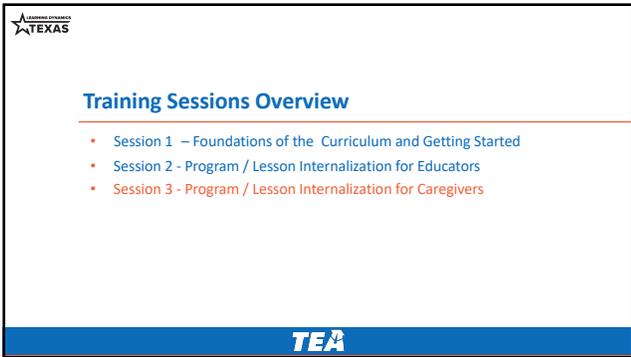
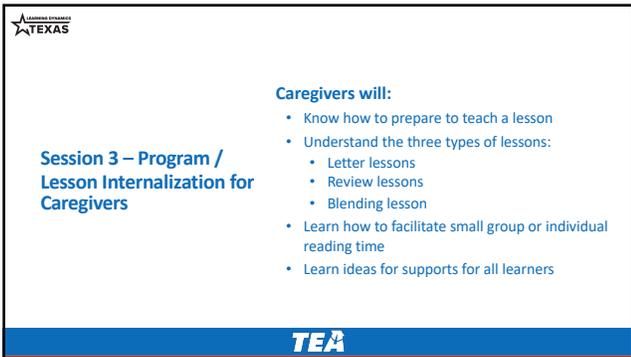




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3

TEA Prepare to Teach a Lesson

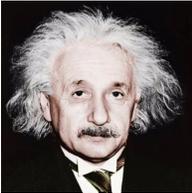
Answer the following questions in your participant notebook:

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

LEARNING OPPORTUNITIES TEXAS

4

LEARNING OPPORTUNITIES TEXAS



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

— Albert Einstein

TEA

5

TEA Prepare to Teach a Lesson

Get Organized!

1. Download and test music
2. Print ABC Name/Sound Log
3. Print Reading Log

LEARNING OPPORTUNITIES TEXAS

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LEARNING DYNAMICS TEXAS

1. Download and Test Music

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

Learning Dynamics Texas Resource Site:
www.learningdynamicstexas.com



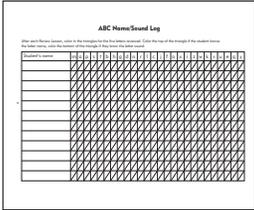
TEA

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LEARNING DYNAMICS TEXAS

2. 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*



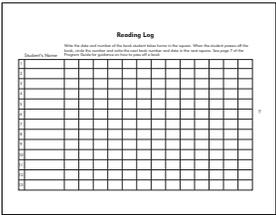
TEA

8

LEARNING DYNAMICS TEXAS

3. 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

9

Session 3 – Program / Lesson Internalization for Caregivers

Caregivers will:

- Know how to prepare to teach a lesson
- Understand the three types of 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

10

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



TEA

11

The Power of Consistency

Each lesson follows the same format (six simple steps). Repetition and consistency brings about success in young learners.

1. Preparation/Introduction
2. Story
3. Letter Song
4. Activity
5. Final Check
6. Blending

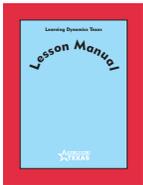
Engaging multiple Learning Styles



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ALABAMA DEPARTMENT OF EDUCATION TEXAS



Lesson Manual

Get out the Lesson Manual in your materials and following along as we go through the 6 steps of a Letter Lesson.

TEA

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ALABAMA DEPARTMENT OF EDUCATION TEXAS

Step 1: Preparation/Alphabet Song

- Get out the Pop-Out Reward Pieces for the lesson (one for each student).
- Get out the Letter flashcards for the Lesson
- Begin: Sing the Alphabet Song with the students using picture flashcards

Duration of lesson: 20 minutes (Read through the lesson)

LETTER LESSON: 10 minutes

PREPARE/POP-OUT: 5 minutes (Read through the lesson)

ALPHABET SONG: 5 minutes (Sing the Alphabet Song)

LETTER REVIEW: 5 minutes (Review the letter)

LETTER LESSON:

Introduction: (Phonics) 1 minute (Read) This is the letter "m." There is a big "M" and a small "m." The students can read and say "m." (Repeat) (Repeat) (Repeat)

Read to the student and say "m." (Repeat) (Repeat) (Repeat)

Repeat: (Repeat) (Repeat) (Repeat)

Say the letter: (Repeat) (Repeat) (Repeat)

Step 1 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 2 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 3 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 4 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 5 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 6 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Letter Song (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Activity Page (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Letter Review (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

TEA

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ALABAMA DEPARTMENT OF EDUCATION TEXAS

Step 2: Introduce the letter

- Teach the sounds of the letters correctly:- "m" says /mmm/ NOT "muh"
- Use the Blue Letter Flashcard to teach the new letter and sound
- Show the letter to the students, tell them the name of the letter and what sound it makes.
- Check understanding by asking the students to repeat what the letter is and the sound it makes

ALPHABET SONG: (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

LETTER LESSON:

Introduction: (Phonics) 1 minute (Read) This is the letter "m." There is a big "M" and a small "m." The students can read and say "m." (Repeat) (Repeat) (Repeat)

Read to the student and say "m." (Repeat) (Repeat) (Repeat)

Repeat: (Repeat) (Repeat) (Repeat)

Say the letter: (Repeat) (Repeat) (Repeat)

Step 1 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

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Step 3 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 4 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 5 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Step 6 (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Letter Song (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Activity Page (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

Letter Review (Phonics) (Phonics) 2 minutes (Repeat) (Repeat) (Repeat)

TEA

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Step 3: Tell the story
 The story takes about 2 minutes and brings about Phonemic Awareness

- Use the Pop-Out Reward Piece to tell the story
- Over-emphasize the beginning sound of the new letter in the words of the story.

TEA

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Step 4: Sing the letter song
 The song re-emphasizes phonetic awareness takes about 3 minutes.

- Use the visual on the back of the Letter Lesson page
- Say the sound of the letter correctly
- Song lyrics are found in the Program Guide

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Step 5: Do an activity!
 This activity continues to reinforce phonemic awareness and engages several different learning styles.

Help students find the right page in the student Activity Book.

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Session 3 – Program / Lesson Internalization for Caregivers

Caregivers will:

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- Understand the three types of lessons:
 - Letter lessons
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 - Blending lesson
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- Learn ideas for supports for all learners

TEA

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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 Kohls, Brain Science: The Forgetting Curve—the Only Secret of Corporate Training

TEA

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Review Lessons

- Review the name and sound of the last five letters learned

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LEARNING EXPERIENCE TEXAS

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.

Number of lessons: 13 sessions (Read through the lesson) Lesson 6

LETTER REVIEW: Ask, An, Pp, Ss, and Tt.

PRECAUTION: Post the letters in the picture book cards.

REVIEW LESSON:

Introduction: (5 minutes) Show the picture book cards one letter at a time. Ask the students:

• What are you looking at?

• What letter is that? What does it say?

Activity Page: (15 minutes) Show the activity page found in the Student Activity Book on page 8. Call upon the student of the day to read, emphasizing the beginning sound. Have them begin to write the letter on the grid and use the letter to write the word. The teacher will walk around the room to monitor the students.

Final Check: (5 minutes) Show each card again and ask:

• What letter is that? What does it say?

• What sound does it make?

Optional: Book student names of letter-sound on the ABC Name-Sound Log. This log will guide the student in the program guide. The program guide can be downloaded from the Learning Experience Texas resource site.

Use lots of positive praise and encouragement.



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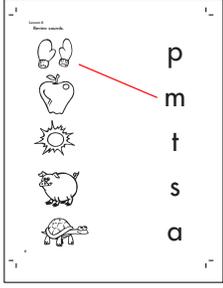
LEARNING EXPERIENCE TEXAS

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"

Lesson 6

Review: activity



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LEARNING EXPERIENCE 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.

Number of lessons: 13 sessions (Read through the lesson) Lesson 6

LETTER REVIEW: Ask, An, Pp, Ss, and Tt.

PRECAUTION: Post the letters in the picture book cards.

REVIEW LESSON:

Introduction: (5 minutes) Show the picture book cards one letter at a time. Ask the students:

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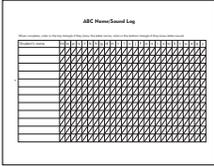
Use lots of positive praise and encouragement.

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Review Log

- 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.



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Session 3 – Program / Lesson Internalization for Caregivers

Caregivers will:

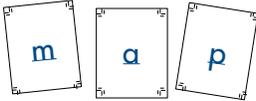
- Know how to prepare to teach a lesson
- Understand the three types of lessons:
 - Letter lessons
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 - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

TEA

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Blending Lesson

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



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 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!





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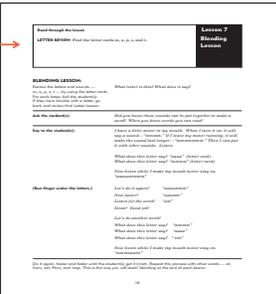


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Blending Lesson

- Start by reviewing the 5 letters and sounds
- Use the blue letter flashcards





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- Say "what letter is this?, what does it say?"
- Give help when needed.
- Tell the student(s) that sounds can be put together to make words!

TEA

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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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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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TEA

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.

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TEA

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"

a

m

→

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".

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TEA

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"

a

m

→

TEA

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TEA

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!"

"aaaaaaammmm"

"aaaammmm"

"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.



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TEA

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.



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TEA

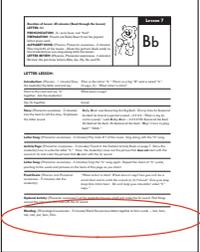
Blending Guidance:

- 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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LEARNING DYNAMICS 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.

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LEARNING DYNAMICS TEXAS

Session 3 – Program / Lesson Internalization for Caregivers

Caregivers will:

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- Learn ideas for supports for all learners

TEA

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TEA **Reading Books**

Think of your own experience. How long do you think it takes 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.

LEARNING DYNAMICS TEXAS

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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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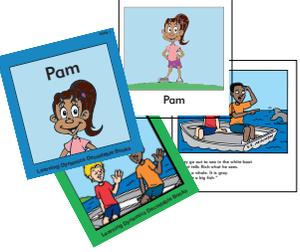
Reading Books

- 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.

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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.

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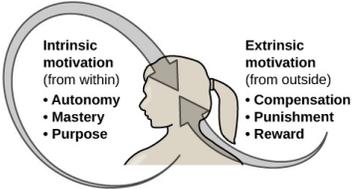
TEA Letter Lessons

Extrinsic motivation
 "Completing a task or exhibiting a behavior because of outside causes such as avoiding punishment or receiving a reward."

Intrinsic Motivation
 "Doing activity for its inherent satisfaction rather than for some separable consequence."



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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.



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LEARNING OPPORTUNITIES
TEXAS

How to Introduce a New Book - Summary

- Read the title together
- Student(s) read words on inside front cover
- Teach them the sight words
- Read the book to the student(s)
- Student(s) read the book to you
- Fill out the Reading Log

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LEARNING OPPORTUNITIES
TEXAS

Session 3 – Program / Lesson Internalization for Caregivers

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LEARNING OPPORTUNITIES
TEXAS

Supports for all Learners

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

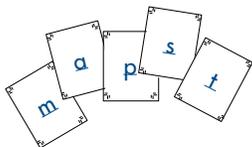
LEARNING OPPORTUNITIES
TEXAS

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Strategies:

1. 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.



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Strategies:

2. Use the room

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

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Strategies:

3. Sticky notes

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



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LEARNING DYNAMICS TEXAS

Strategies:

4. 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.



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LEARNING DYNAMICS TEXAS

This works!!

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

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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.

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 **Post Webinar Survey**

Please fill out the following survey:

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

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 **End of Session 3 training**

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