Session Goals

In today’s session we will:

- Explore the program components
- Understand the key instructional routines
- Discuss grade-level Must Do’s
Let’s Collaborate

K
Share what you already know about Imagine It!

W
What would you like to learn about Imagine It!? 

L
Program Components
Every Language Learner Support

- Provides the following support:
  - Daily Intervention
  - English Learner Extensions for daily lessons
  - Contrastive Analysis Charts for Speakers of Other Languages
Lesson Differentiation and Support

**UNIVERSAL ACCESS**

**ENGLISH LEARNER**

IF... students are native Spanish speakers, THEN... they may have difficulty pronouncing the /j/ sound. In Spanish, the letter /j/ represents a sound similar to /h/ and the letter name is /jota/, pronounced /ho-tah/.

**Phonemic Awareness**

**Phoneme Blending**
Blending One-Syllable Words
Tell students that you are going to listen carefully and, on your own, to pronounce some words that contain four phonemes.

- /p/ /a/ /l/ by /p/ /a/ /l/ /p/ /a/ /l/ /p/ /a/ /l/ /p/ /a/ /l/ /p/ /a/ /l/ /p/ /a/ /l/ /p/ /a/ /l/

**Phoneme Replacement**
Replacing Final Consonant
Tell students that you will complete Lesson 6.

- On the board, write the words /jota/ for students to see.
- Ask a student to say the word.
- Ask another student to say the word with a /j/.

**Phoneme Segmentation**
Counting Phonemes in Words
- Tell students to hold up and count the number of phonemes in the word /jota/.

**Teacher Tips**
**Nonsense Words**
In these activities, you are not teaching sounds/spellings. Nonsense words in the phoneme replacement activity help keep students’ attention focused on the sounds rather than the meanings of words. At the same time, however, by changing letters as you write the words, you are supporting the idea that sounds and spellings have a direct relationship.

**Responses**
Periodically switch from group to individual responses. This will allow you to see who is and who is not progressing in phonemic awareness.

**Reteach**
If students need additional support with this lesson, refer to the intervention and English learner activities in the Teacher’s Resource Book.
Routine Cards

1. Introducing Sounds and Spellings
   - Point to the back of the Sound/Spelling Card, and ask students what they already know.
   - Turn the card to show the picture.
   - Point to the picture, and name it.
   - Point to the spelling(s) and name the spelling(s).
   - Read the alliterative story.
   - Review the story, and the sound.
   - Review the name of the sound.
   - Write the spelling(s) on paper or on white boards and have students write it.
   - Have several students write the spelling(s). Ask the spelling(s) several times in the air, saying the sound spelling.
   - Have students listen for different positions of the sound in words.
   - Review the card. Point to each spelling, and have students give the sound and have students give.
   - Remind students that the sound of the spelling is the sound in the picture.

2. Sound-by-Sound Blending
   - Write the spelling for the first sound.
   - Have students say the sound.
   - Have students say the spelling for the second sound.
   - Have students say the sound.
   - If the second sound is a vowel, blend through the vowel, making a blending motion with your hand.
   - Write the spelling of the next sound.
   - Have students say the sound.
   - If the sound is a blend of two sounds, make the blending motion as students blend and read the word. If it is the last sound, continue writing the spellings and asking for the sound.
   - Have students read the word naturally as they would say it.
   - Complete a line, and have students read the words in the line naturally, as they would speak them.
   - Have students use selected words in sentences and extend the sentences.
   - Review the blended words using the Developing Oral Language activities.
   *When first doing Sound-by-Sound Blending, ask for the sound as you point to each spelling. After students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

3. Whole-Word Blending
   - Write the whole word.
   - Point to each spelling in the word, and have students give the sound for each.
   - Make the blending motion from left to right. Have students blend the sounds and say the word.
   - Have students read the word naturally, as they would say it.
   - Complete the line, and have students read the whole word as they would say it.
   - Have students use selected words in sentences and extend the sentences.
   - Review the words using the Developing Oral Language activities.
   *When first using Whole-Word Blending, point to each spelling and ask for the word. After students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

4. Blending Sentences
**Phonics**

**Blending**

Use Routine 2, sound-by-sound blending, and Routine 4, blending sentences, to have students blend the words and sentences.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>kin</th>
<th>kit</th>
<th>kid</th>
<th>kilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>sick</td>
<td>sock</td>
<td>pick</td>
<td>pack</td>
</tr>
<tr>
<td>Line 3</td>
<td>sack</td>
<td>back</td>
<td>stick</td>
<td>stack</td>
</tr>
<tr>
<td>Line 4</td>
<td>kick</td>
<td>black</td>
<td>silk</td>
<td>clock</td>
</tr>
</tbody>
</table>

**Sentence 1**  
The clock ticks and tocks.

**Sentence 2**  
I can stack sticks.
Common Core and Foundational Skills

According to the CCSS foundational skills includes:

• Concepts of Print (K-1)
• Phonological awareness (K-1)
• Phonics and word recognition (K-5)
• Fluency (K-5)
• Letter, Word, Sentence (K)

Goal of the CCSS and Foundational Skills

• To develop proficient readers with the capacity to comprehend texts across a range of text types and disciplines
  * Publishers' Criteria K-2, pg 1
• To achieve competence in reading comprehension
  * Publishers' Criteria K-2, pg 3
Phonological Awareness
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.a Recognize and produce rhyming words.
RF.K.2.c Blend and segment onsets and rimes of single syllable spoken words.
RF.1.2.c Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1. What is the middle word in this sequence – “in the pond”?
2. Write four words that rhyme with the word blue.
3. Identify the initial phoneme in the word ‘Florida.’
4. How many sounds do you hear in the word ‘tree’?
5. How many sounds do you hear in the word ‘three’?
6. How many sounds do you hear in the word ‘shrimp’?
7. How many sounds do you hear in the word ‘ax’?
8. How many syllables do you hear in the word ‘conversation’?
Phonological Awareness

- Phonological awareness involves working with words, word parts, syllables, rhymes, and onset and rime.

- Phonemic awareness is the insight that words are made up of sounds and that those sounds can be manipulated independent of meaning.
Systematic Teaching

Phoneme Segmentation

Phoneme Deletion/Substitution

Phoneme Blending

Phoneme Comparison

Onset – Rime Blending

Syllable Awareness

Rhyming & Oral Language

Phonological and Phonemic Awareness
# Lesson Cards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Day</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>1</td>
<td>5</td>
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<td>Kindergarten</td>
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<tr>
<td>1st</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>
Suggested Pacing

Kindergarten Suggested Lesson Pacing for Units 1-3
• Phonemic Awareness: 15 minutes

Kindergarten Suggested Lesson Pacing for Units 4-7
• Phonemic Awareness: 10 minutes

Kindergarten Suggested Lesson Pacing for Units 8-10
• Phonemic Awareness: 5-10 minutes
Suggested Pacing

Grade 1 Suggested Lesson Pacing for Units 1-2
• Phonemic Awareness Blending and Segmentation and Introduction to Sound/Spelling: 15 minutes

Grade 1 Suggested Lesson Pacing for Units 3-10
• Introduction to Sound/Spelling and Phonemic Awareness: 5 minutes
Classroom Checklist for Phonemic Awareness

✔ Focus of the lesson is on manipulating sounds – not on word meaning or letter names

✔ All children are actively engaged in word play: changing word order, clapping syllables, word parts, identifying/supplying rhyming words, etc.

✔ There is a focus on how to articulate sounds.
Alphabetic Knowledge & Alphabetic Principle

The Bridge Between Letters and Sounds
Print Concepts for Kindergarten

RF.K.1  Demonstrate understanding of the organization and basic features of print.

RF.K.1.a  Follow words from left to right, top to bottom, and page by page.

RF.K.1.b  Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.c  Understand that words are separated by spaces in print.

RF.K.1.d  Recognize and name all upper- and lowercase letters of the alphabet.
Alphabetic Knowledge
Units 1 and 2

Students will
• sing the alphabet song and play games.
• explore letter names and shapes.
• work with the Alphabet Big Book.
• sequence letters.
• work with print and book awareness.
Let’s Sing!

A, B, C, D, E, F, G (clap)
H, I, J, K, L, M, N (clap)
O, P, Q (clap)
R, S, T (clap)
U, V, W (clap)
X, Y, Z (clap)
Big, buzzing bumblebees
Bounce from bud to bud with ease
Big, buzzing bumblebees,
Don’t bring your buzz by me.
—please!
Print and Book Awareness: Pickled Peppers, K

- Introduce children to rhymes and songs
- Work on book concepts: cover, author, illustrator, table of contents, page numbers
- Develop concepts of print, capitals, ending punctuation, spaces, left to right
- Understand the concept of ‘word’ and word boundaries
- Recognize that when a word changes in a sentence, the meaning changes
- Use poems to build rhyme
- Connect illustrations to text
The Alphabetic Principle
Units 3-10

✓ Introducing Sounds and Letters
✓ Listening for Sounds
✓ Penmanship
✓ How the Alphabet Works
☐ Blending to Read Words
☐ Reading Decodable Books
☐ Word Building Game
Characteristics of the Alphabet Sound Wall Cards

- Pictures that begin with or contain the target sound
- Action associations
- Color coding for long and short vowels:
  - Vowel spellings are printed in red
  - Vowels have different background colors
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<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Suggested Pacing

Kindergarten Suggested Lesson Pacing for Units 1-3
• Alphabetic Knowledge: 15 minutes

Kindergarten Suggested Lesson Pacing for Units 4-7
• Alphabetic Principle: 20 minutes

Kindergarten Suggested Lesson Pacing for Units 8-10
• Alphabetic Principle: 20-25 minutes
Classroom Checklist for Alphabetic Knowledge and Alphabetic Principle

✓ The Alphabet Big Book is used to introduce letter names and shapes

✓ Activities focus on letter names and formation
Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF.K.3.a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

- **RF.1.3.a** Decode regularly spelled one-syllable words.

- **RF.2.3.b** Know spelling-sound correspondences for additional common vowel teams.
Characteristics of the Sound/Spelling Cards

- Pictures that begin with or contain the target sound.
- Action associations.
- Color coding for long and short vowels and diphthongs:
  - Vowel spellings are printed in red
  - Vowels have different background colors
- Blank lines indicating:
  - A letter will be in the blank
  - The position of the spelling in the word or syllable
Sound/Spelling Cards

Aa
- a

Cc
- c
- ck
- k

Aa
- a
- ai
- a_e
- ay

Oi
- oy

Ss
- s
- ci
- ce
- cy

Sh
Easy to Teach, Easy to Reach

- sh
- Aa
- Cc

- Shell
- Lamb
- Camera
Introducing Sound/Spelling Cards

1. Point to and name the upper and lower case letters.
2. Point to the picture, name it, and identify target sound.
3. Students repeat sound.
Blending

Purpose:
• Teaches the students a strategy for figuring out unfamiliar words.
• Gives students practice reviewing sounds and spellings.
• Gives students practice with the focused sound and spelling for the lesson.
Blending
An Instructional Progression

• Sound-by-Sound Blending
• Whole-Word Blending
• Sentence Blending
• Reading the Words and Sentences
Sound-by-Sound Blending
Short Vowel Words

Model

• sack wet hump shop
• back black thin bridge
Sound-by-Sound Blending
Other Vowels

Model
• cane  hike  play  road  sleep
• third  perch  spoil  spark  throw

Practice
• hope  plane  right  throat  speak
• straw  launch  chirp  catch  foil
Whole-Word Blending

Model:
• stay clay spray
• train stain cane
• Let’s eat the peach with cream.

Practice:
• play pain plane
• crane mail stale
• It rained all day.
What to know about syllables

• Every syllable has a vowel sound.
• Syllable generalizations do not work 100% of the time.
• Prefixes and suffixes are usually syllables.
• Divide compound words into smaller words. (Some smaller words may contain more than one syllable, e.g., candlestick.)
• One syllable in a multisyllable word usually has more stress or emphasis than the other. In two syllable words, the stress is usually placed on the first syllable.
How do you teach how to divide a word into syllables?

1. Count the **vowel spellings** in a word and mark vowel spellings and consonants.
   
   stream  different  acorn

1. Use syllable generalizations to figure out breaks.

2. Pronounce the word.
Multi-syllable words

Model
• Sunday       Saturday       yesterday
• table        remain        token

Practice
• pancake      maple         protective
• similarity    conspire     president
Moving Students to Automatic Word Reading or Removing the Instructional Scaffolding

- When you are doing Sound-by-Sound Blending and you have dropped the verbal cue and the students are reading the word as soon as you write the final spelling, it is time to move on to Whole-Word Blending.
- When you are doing Whole-Word Blending and the students are reading the words as you are pointing to the spellings, it is time to move on to just reading the words.
- You can always drop back to Whole-Word Blending when students are having problems with an individual word.
Blending Tips

• Become familiar with the blending process before doing it with your class.
• Use signals for a group response.
• Follow the blending routine. This will help your students focus.
• Correct mistakes as they occur. Go back and blend the word again.
• Minimize extraneous language.
• Blend all the words and sentences.
• Do the oral language activities. This builds vocabulary and oral language.
• Teach high frequency sight words and underline them.
• Encourage students to re-read words and sentences naturally as they would say them.
• Engage all the students.
• Maintain pacing.
• Repeat lines that give your group difficulty, either with the whole group or in small groups during Workshop.
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<td>1</td>
<td>1</td>
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<tr>
<td>1st</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>78</td>
</tr>
</tbody>
</table>
Suggested Pacing

Grade 1 Suggested Lesson Pacing for Units 1-2
• Phonics and Dictation: 15 minutes

Grade 1 Suggested Lesson Pacing for Units 3-10
• Phonics: 20 minutes
Classroom Checklist

Grade 1
✓ Sound/Spelling Cards are being turned only as the new sound is introduced
✓ Teacher and children refer to letters at the bottom of the card as “spellings”
✓ All students blend the Phonics Word lines.

Grade 2
✓ Sound/Spelling Cards are reviewed and are posted with pictures facing the class
✓ Students refer to the Sound/Spelling Cards to become independent spellers.
Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

RF.1.4; RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Connecting Phonics to Fluency

Jack's Job
by Tobert Bridges
Illustrated by Meryl Henderson

The bridge had a traffic jam. Jack had to act fast.

Jan had a flat on the bridge.
Decodable Stories

- Help students apply, review, and reinforce their expanding knowledge of sound/spelling correspondences.
- Provide practice in reading high frequency sight words.
- Help develop fluency.
Fluency: A Definition

- Fluency is the effortless reading of words. Fluent readers group words into meaningful phrases and use expression appropriately.
- Fluency involves both reading speed and accuracy of word identification.
- Fluency is critical for but not sufficient for comprehension.
Why is fluency critical?

• Fluent readers are able to focus their attention on understanding the text. Fluency frees the reader’s attention so the reader is better able to focus on constructing meaning and interpreting the text.

• Nonfluent readers focus their cognitive energies on decoding and accessing individual words. There is little attention available for comprehension.
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<td>1</td>
<td>6</td>
<td>1</td>
<td>24</td>
</tr>
</tbody>
</table>
Suggested Pacing

Kindergarten Suggested Lesson Pacing for Units 1-10
• Decodable: 10 minutes

Grade 1 Suggested Lesson Pacing for Units 1-2
• Decodable: 10 minutes

Grade 1 Suggested Lesson Pacing for Units 3-10
• Decodable: 5 minutes (Model read by the teacher and practiced by students at another time in the day)
Classroom Checklist for Reading a Decodable Book

✓ High-Frequency/Sight words are taught/reviewed
✓ Children browse book and predict first two pages
✓ Children finger track while reading
✓ Teacher prompts children reading decodable words to use the blending strategy
Dictation

Encoding
Dictation

- Increases students’ familiarity with sound/spelling correspondences.
- Provides practice with segmenting sounds as students reflect on sounds of words.
- Helps students develop a spelling strategy.
- Introduces proofreading, a critical writing skill.
- Helps build fluency in writing.
Dictation Routines

- Word Building
- Sounds-in-Sequence Dictation
- Whole-Word Dictation
- Sentence Dictation
Dictation

With a partner, practice dictating the following lines. Feel free to use your routine cards. Be sure to proofread after each line.

Line 1: Sounds-in-Sequence: pan pack

Line 2: Whole-Word Dictation: Sam slam

Sentence 1: Sounds-in-Sequence: Kim ran to the pond.
Sentence 2: Whole-Word: Sam and Kim fill the pot.
Dictation Tips

• Remember dictation is not a test!
• Teach students to ask “which spelling” if they are not sure.
• Refer to the Sound/Spelling Cards during Sounds-in-Sequence Dictation.
• Encourage students to refer to the Sound/Spelling Cards during Whole-Word Dictation.
• Proofread for correct spelling, capitalization, and end punctuation.
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Suggested Pacing

**Grade 1 Suggested Lesson Pacing for Units 1-2**
- Phonics and Dictation: 15 minutes

**Grade 1 Suggested Lesson Pacing for Units 3-10**
- Dictation: 10 minutes
Let’s Celebrate!

K

W

L

What would you like to continue to learn about Imagine It!?

Share what you have learned about Imagine It! today.
The many ways of saying

xièxiè  “Thank You”  SPASIBO

GRACIAS  Grazie  Mahalo

Merci  Danke

Arigato  Dhanyawaad

WA-DO  Asante

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