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!??
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, sound out some words that contain four phonemes.

rf/ rf by rf/d/ play
rf/ rf by rf/ fit

Phoneme Replacement

Replacing Final Consonant

Tell students that you will combine them again in Lesson 6.

On the board, write the words for students to say the sound /j/ with a g. Ask students to say the sound /d/.

Continue to change the final /j/ to /d/ in words.

Phoneme Segmentation

Counting Phonemes in Words

Tell students to hold up one hand and say the word sound by sound. Then, ask them to hold up two hands and say the word sound by sound.

Teacher: /b/ /r/ /h/ /i/ How many sounds? Students: four sounds

Teacher: Say the sounds with me.

Teacher and Students: /b/ /r/ /h/ /i/ three sounds

Continue with the following words:

/j/ /i/ /d/ /e/ /t/ jota
/j/ /e/ /t/ /h/ /a/ three sounds

**Teacher Tips**

**NONSENSE WORDS**

In these activities, you are not teaching sound/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

2. Sound-by-Sound Blending

3. Whole-Word Blending

4. Blending Sentences
**Routines**

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

Cc

c

Aa

ai

a_e_

ay

oi

Oy

Ss

s

ci_

ce

cy

sh

Lamb

Camera

Cat

Soup

Shell
Easy to Teach, Easy to Reach

sh

Aa

Cc

32 Shell

1 Lamb

3 Camera

c ck
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.
Lesson Cards

<table>
<thead>
<tr>
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<th>Unit</th>
<th>Lesson</th>
<th>Day</th>
<th>Card #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>24</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

Grade 2 Days 1 and 3
• Phonics and Fluency: 25-30 minutes
  • Skills Practice

Grade 2 Days 2 and 4
• Phonics and Fluency: 15 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.
Jack’s Job

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>2</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>26</td>
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Suggested Pacing

Grade 2 Suggested Lesson Pacing for Units 1-3

- **Days 1 and 3**
  - Decodable: 15 minutes

- **Days 2 and 4**
  - Decodable: 10 minutes (if more time is needed to practice fluency)

Grade 2 Suggested Lesson Pacing for Units 4-6

- **Day 1**
  - Decodable: 15 minutes

- **Day 2**
  - Decodable: 10 minutes (if more time is needed to practice fluency)
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

• 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 2 Suggested Lesson Pacing for Units 1-6

• **Day 2**
  • Dictation: 15 minutes
Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.2.3d Decode words with common prefixes and suffixes.

- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.

- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.
Word Analysis

Word Analysis provides opportunities to
• teach roots and affixes
• work with compound words
• work with synonyms, antonyms, homophones and multiple meaning words
• work with derivatives
• focus on specific phonics elements
• support fluency
• build vocabulary
Building a Foundation

Word Analysis

Comparatives and Superlatives, Language/Word Structure, Prefix re-, Words with Greek Roots

Display the word lines for the day using Transparency 37. The boldfaced words are from the selection.

- Using Routine 1, have students read the words chorally.
- Then discuss the structural feature for each line.

| Line 1 | more renewable | most renewable | heavier | heaviest |
| Line 2 | villagers      | flooded        | discovered | trying |
| Line 3 | renewable      | revisit        | reconstruct | replay |
| Line 4 | anachronism    | chronicle      | synchronize | chronological |
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<td>63</td>
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Suggested Pacing

Grade 2 Suggested Lesson Pacing for Units 4-6

- **Day 3**
  - Daily Oral Practice: 5 minutes
  - Word Analysis: 25-30 minutes
  - Skills Practice

- **Day 4**
  - Daily Oral Practice: 5 minutes
  - Word Analysis: 25-30 minutes

- **Day 5**
  - Phonics and Fluency and Word Analysis Review: 25-30 minutes
  - Expanding the Lesson
Classroom Checklist for Word Analysis

- All students read the word lines.
- Students provide examples of words in the word lines.
- Students discuss the types of words (superlatives, antonyms, etc.) in addition to the phonics elements of the words.
Let’s Celebrate!

K

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

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

xièxiè “Thank You” SPASIBO
GRACIAS Grazie Mahalo
Merci Danke WA-DO
Arigato Dhanyawaad Asante

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