

Welcome Parents and Guardians to...

Family Engagement Night

How to help your student at home with reading!

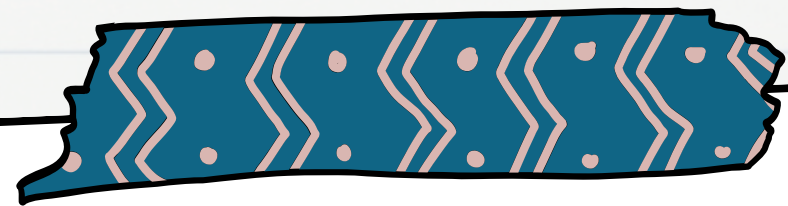
SPONSERED BY: TITLE I



Agenda

- Welcome
- Introductions
- History
- NOW! Programs
- NOW! and Learning
- Reading at Home
- Questions
- Title I Workshop Forms





About Me...

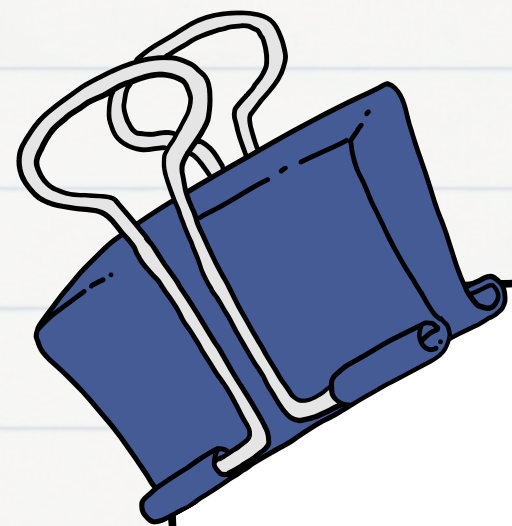
Ms. Dani (Danielle)

- This is my 10th year with the school and my 8th year as a NOW! Programs Coordinator. I help within the 2nd-5th grade Language Arts classes and 2nd-3rd grade Math.

Front Office

- You will often see me in the Front Office as I wear a few hats within the school such as attendance, enrollment, Title I, database entry, and more.





The Einstein School

Opened in August of 1999 with a mission to serve the needs of student with dyslexia, language or speech impairments, and other language based reading difficulties.

Serves grades 2nd - 8th who struggle academically with a focus in reading and language.

Research-based methods are used to teach the students the critical skills they need for sounding out words when reading.



The NOW! Programs

NOW! STANDS FOR THE NEURO-DEVELOPMENT OF WORDS.

ALL OF THE FOLLOWING PROGRAMS ARE USED WITHIN THE SCHOOL AND ARE RESEARCH BASED.

NF

NOW!
Foundations

NGW

NOW!
Grammar and
Writing

NMI

NOW! Mental
Imagery





NOW! Foundations



Phonological Awareness

The NOW! Foundations for Speech, Language, Reading and Spelling program develops **phonological awareness**– the ability to recognize that words consist of a sequence of individual sounds – as well as reading, spelling and auditory working memory skills.



Mouth Pictures

The NF program is used to teach our students how sounds feel and look as we form them with our mouths. This allows students who struggle with auditory discrimination to build their phonological awareness and phonics skills so they can increase their reading level and spelling accuracy.



Oral Language System

Students need strong phonological awareness skills and the ability to use this skill to accurately assemble and segment words. Strong word attack skills help in the construction of strong sentences. And a strong oral language system helps guide a strong written language system



NOW! Grammar and Writing



Word Level

The NOW! Grammar and Writing program helps students categorize and scaffold the language that they use, starting at the word level. Students assign labels and colors to parts of speech. Once students are able to identify how words work in isolation, they can identify them in context and also how language works together to convey meaning.



Sentences

Students build a foundation literally from one-word sentences (verb only): "Run!" Advancing incrementally to two-word sentences (Subject / Verb): "The cat sat." And continuing through higher-order concepts such as phrases and clauses [prepositional, appositives, infinitives, participles, gerunds, conjunctions, etc.]



Essay

With this increased awareness of the mechanics of a sentence, the student is better able to understand and produce written language. Moving to the parts of a paragraph and finally an essay.



NOW! Mental Imagery



Movies of Information

NOW! Mental Imagery helps students to make movies for information that they read or hear. By examining the foundational words and categories that are used to describe and explain information, students will process information more deeply and be able to retain information longer, understand it better and be able to apply it more effectively.



Pictures

The visual imagery begins at a basic concrete level. Students describe simple pictures in a systematic and organized way. They learn the language that is used to give clear, concise and accurate information.



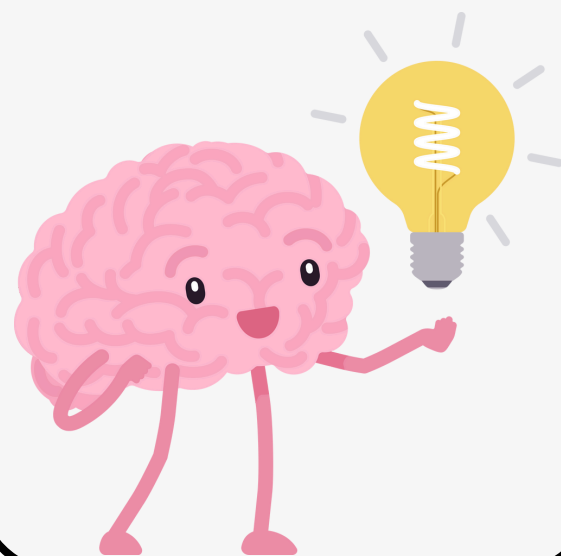
Retention

As students become more fluent and organized, students are given more complex pictures to describe. Then they are asked to re-create images from their memory, describing them while holding onto the mental information in their heads. Once fluent at picture level, students work to describe words. Making movies from single words helps build vocabulary skills and improves retention.

How NOW! Programs approach learning.

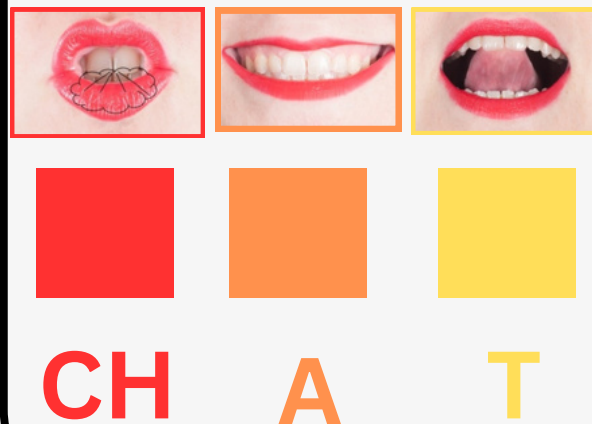
“WHOLE BRAIN”

Sensory and motor systems that fire together wire together to form functional neural networks in a typically developing brain.



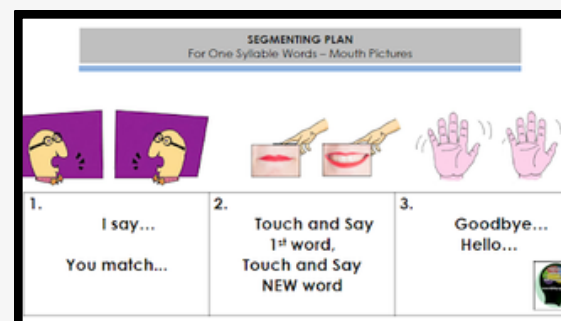
“HIERARCHICAL”

Establishing a concrete way to THINK about sounds prepares learners for the introduction of abstract concepts (letters) as well as rules and their exceptions (phonics).



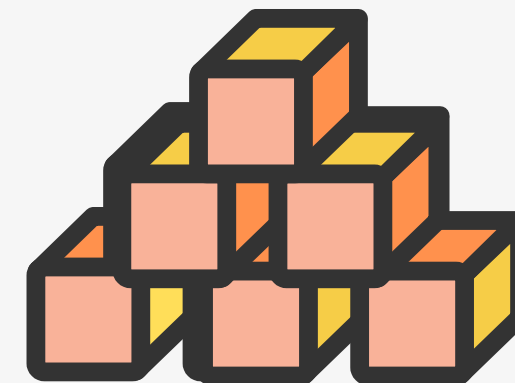
“SYSTEMATIC”

Dependent, requires the assistance of an adult and must follow all steps of the plan. Instructional, doesn't need as much assistance and doesn't need to follow every step of the plan. Independent, no assistance needed.



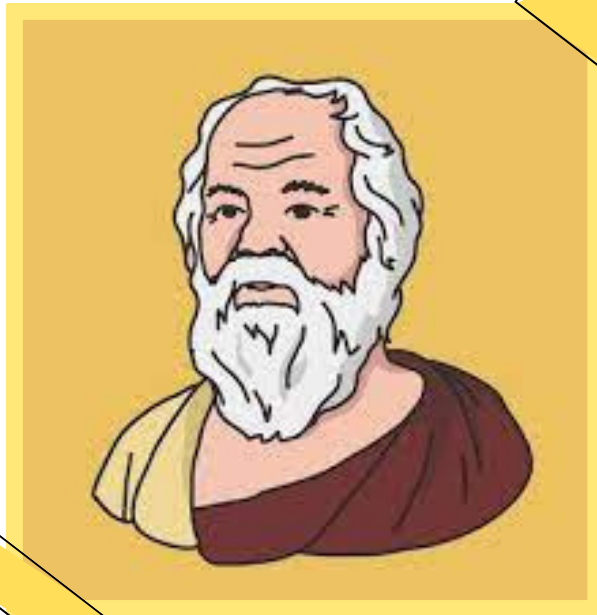
“LANGUAGE BUILDING BLOCKS”

Developmentally building a solid foundation for reading. starting with sounding out words, memorizing sight words, and vocabulary. These will build reading fluency that will lead to comprehension.

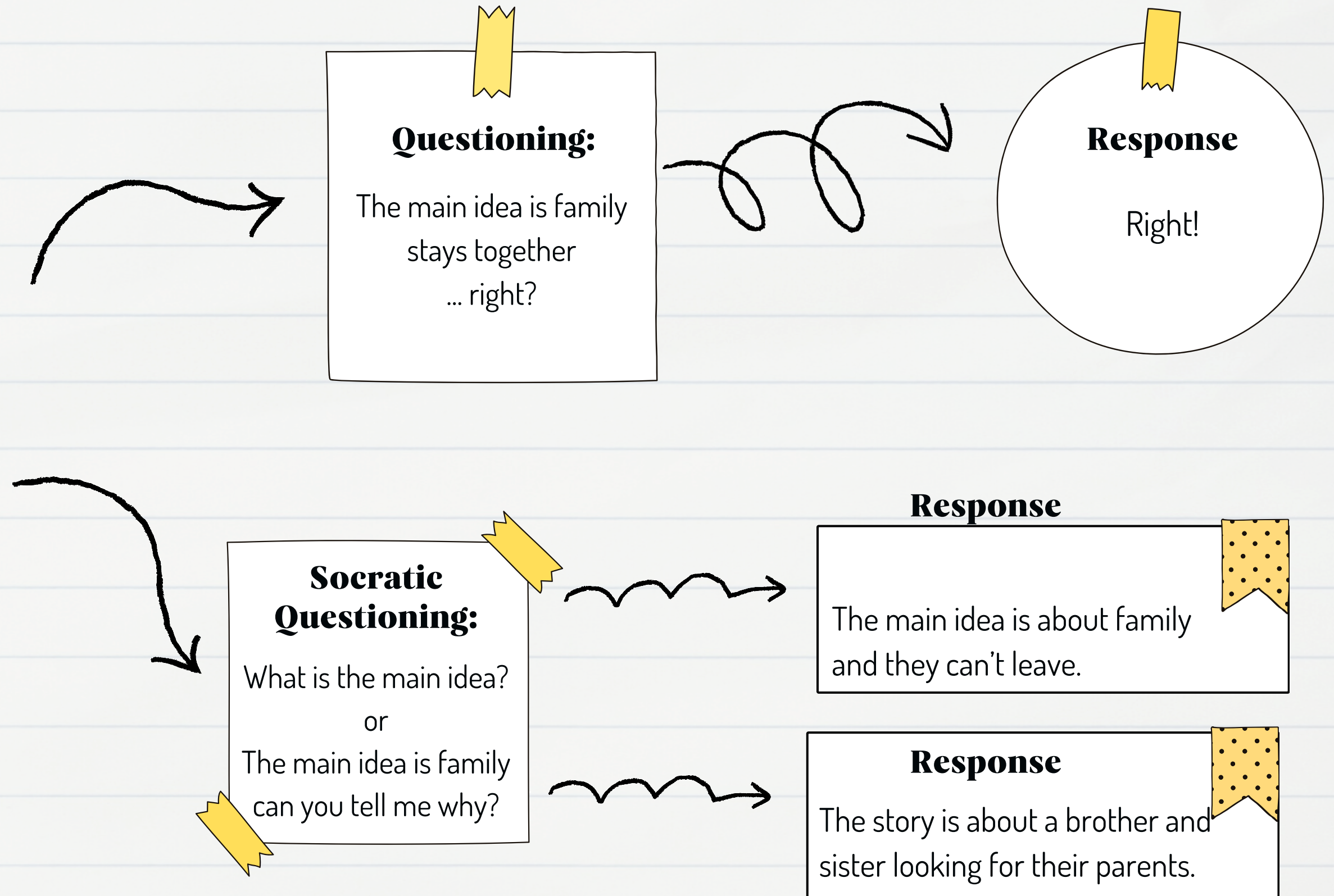


Socratic Questioning

Socratic questioning, named after Socrates seeks to get the students to answer their own questions by making them think and drawing out the answer from them.



We use this method of “responding to a response” to stimulate the student’s ability to self-correct by making them think about their own response in comparison to the stimulus.



How you can help at home?

READ AT HOME

- 20 MINUTES A DAY
- TAKE TURNS
- HELP YOUR STUDENT DECODE WITH THE NOW! PLAN.

ASK QUESTIONS

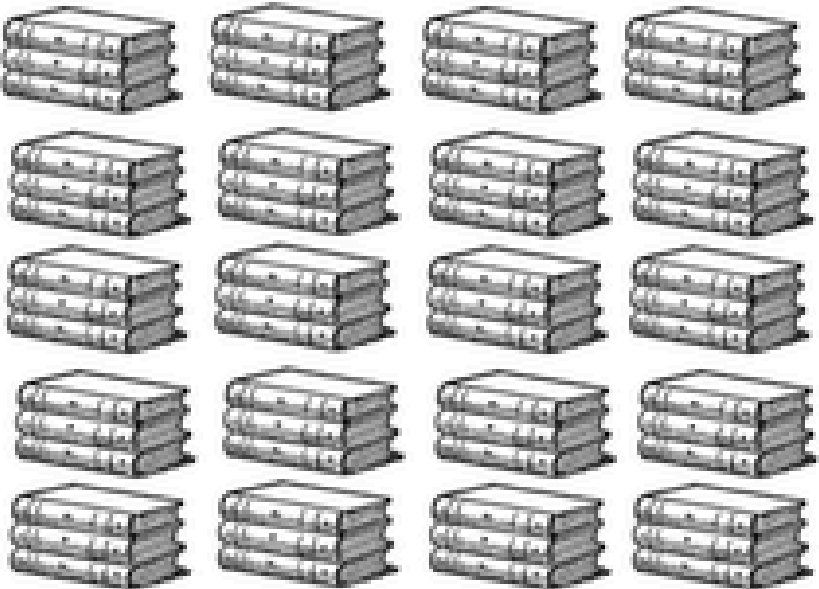


- FOLLOW UP READING WITH COMPREHENSION QUESTIONS
- EXAMPLE QUESTIONS ARE WHAT IS THE MAIN IDEA? LIST SOME OF THE CHARACTER TRAITS. DESCRIBE THE SETTING OF THE STORY. WHAT IS THE CONFLICT?

PRACTICE

- USE GAMES TO HELP STUDENTS BE FAMILIAR WITH THE WORDS
- INCORPORATE WORDS THAT ARE BEING PRACTICED IN EVERYDAY LIFE.
- REFER BACK TO STORY THEMES, CHARACTERS, AND SETTINGS WHEN NOT READING.



Why Read 20 Minutes at Home?

STUDENT A	STUDENT B	STUDENT C
<ul style="list-style-type: none"> Reads an average of 20 minutes per day. 	<ul style="list-style-type: none"> Reads an average of 5 minutes per day. 	<ul style="list-style-type: none"> Reads an average of 1 minutes per day.
<ul style="list-style-type: none"> 3,600 minutes/school year 	<ul style="list-style-type: none"> 900 minutes/school year 	<ul style="list-style-type: none"> 180 minutes/school year
<ul style="list-style-type: none"> 1,800,000 words per year 	<ul style="list-style-type: none"> 282,000 words per year 	<ul style="list-style-type: none"> 8,000 words per year
<p>By 6th grade student has read for an equivalent of : 60 school days</p>	<p>By 6th grade student has read for an equivalent of : 12 school days</p>	<p>By 6th grade student has read for an equivalent of : 3 school days</p>
		

In order for children to become better readers, they need time to read.



Reading Plan

Single Syllable Words (One vowel sound)



READING PLAN For One-Syllable Words



<p>1. The vowel says... _____</p>	<p>2. The sounds are... _____</p>	<p>3. The word is... _____</p>	<p>4. Does it match?</p> <div data-bbox="2159 1390 2325 1553"></div>
---	---	--	--

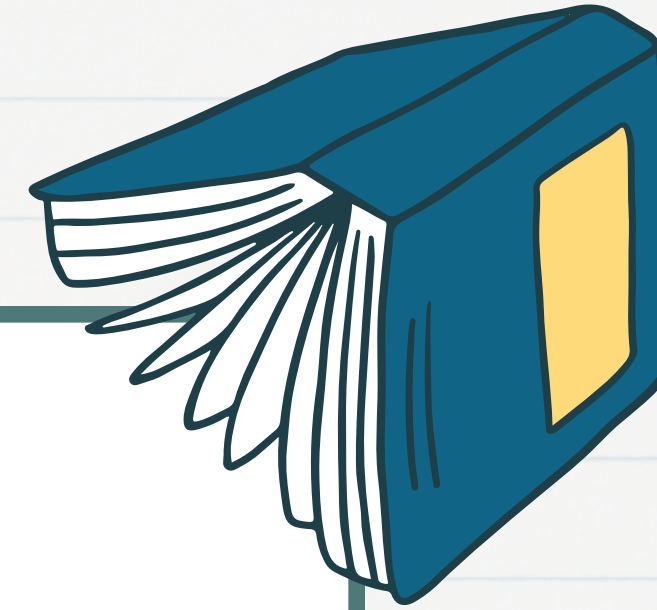
WORD BANK

trash yes
found page
poem

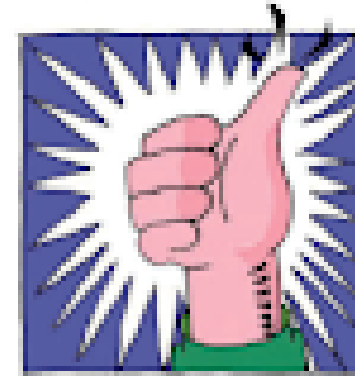
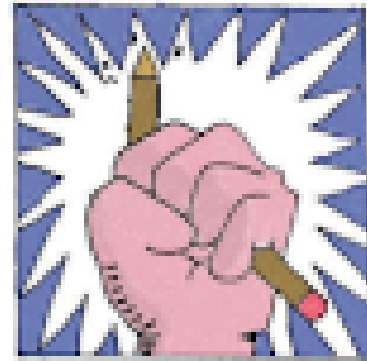
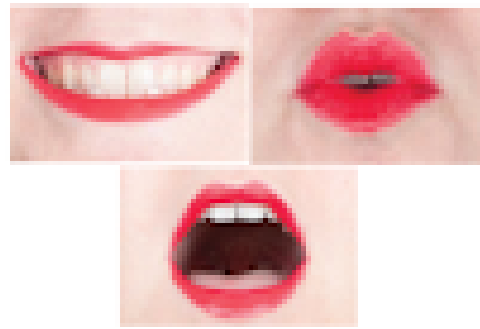


Reading Plan

Multi-syllable Words (More than one vowel sound)



READING PLAN FOR STUDENTS For Multi-syllable words



1.

Find the Vowels

2.

Break it

3.



The beats say

____ / ____ / ____

4.

The word is

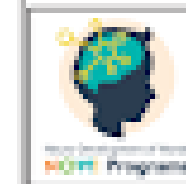
Does it match?

BASIC:

1. Every beat must have a vowel sound
2. Break off beginnings and endings
3. Keep beats open

ADVANCED:

- 3a. Break from the end of the word
- 3b. Start each beat with a consonant
4. Break between double consonants
5. Keep crazy R vowels together



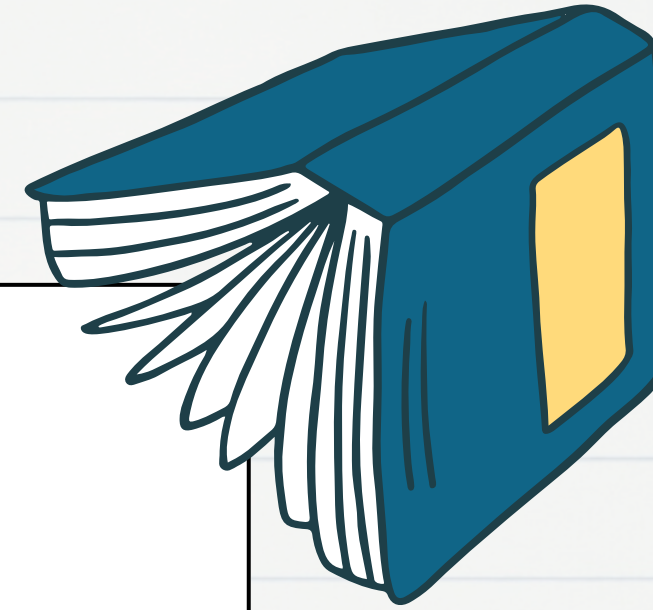
WORD BANK

became

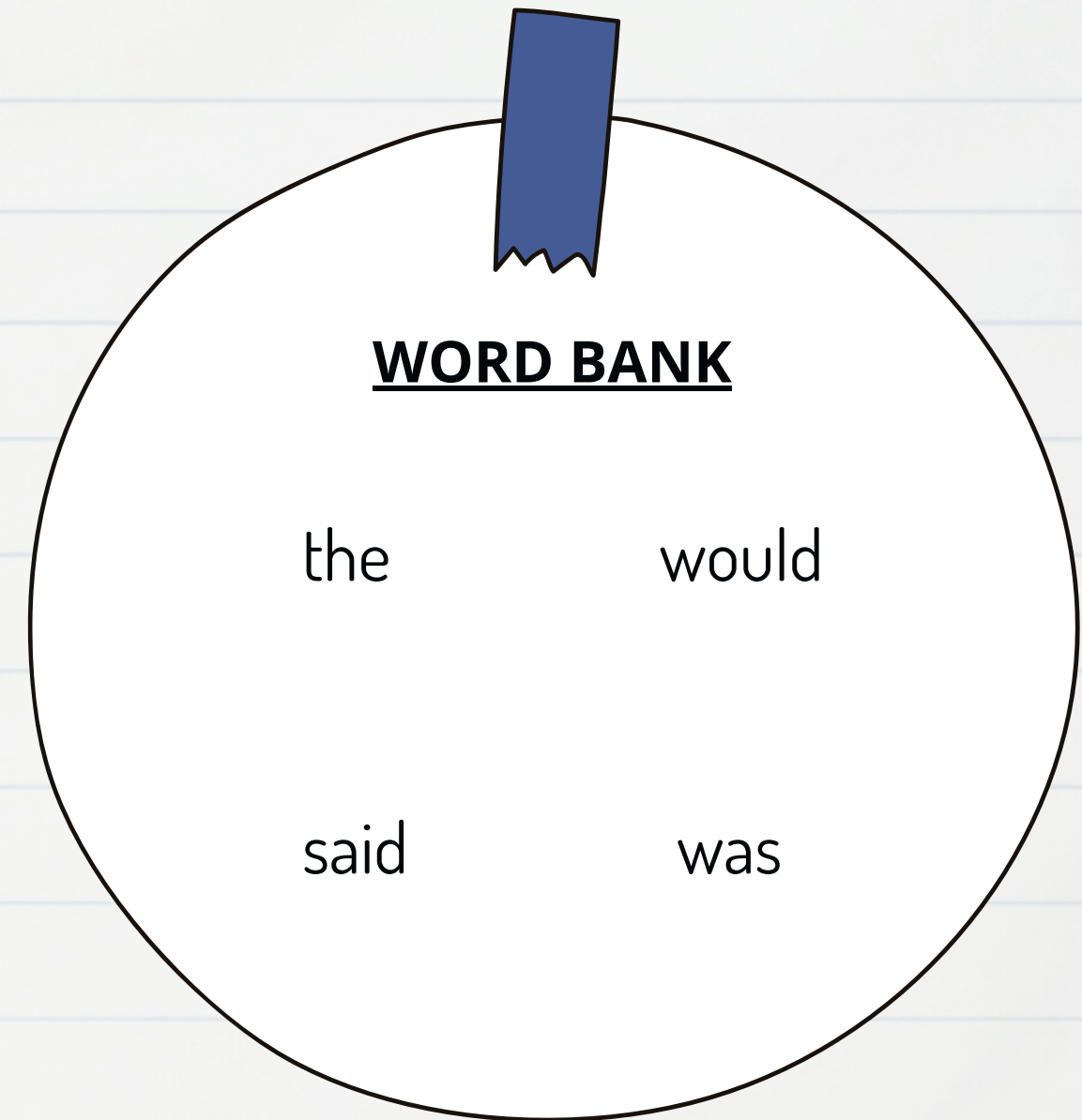
misinform

coolness

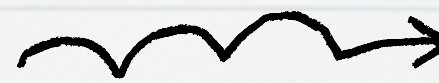
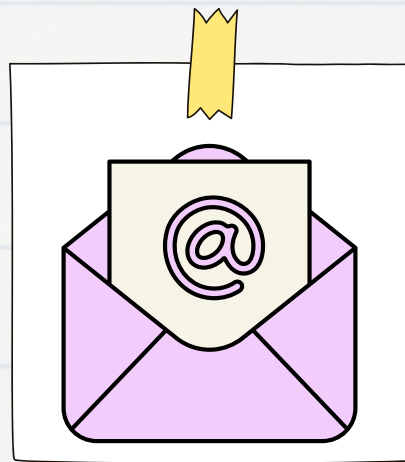
Fair versus Not Fair



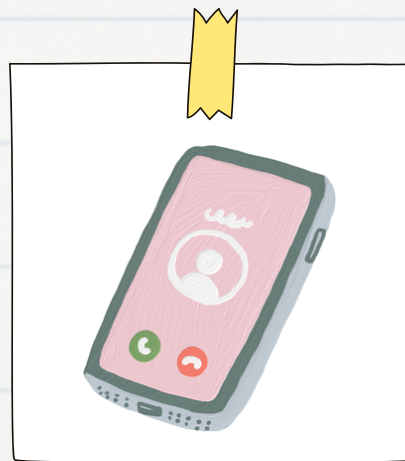
1. "The vowel says ____."
 - This is most often where words do not play fair phonetically.
 - Let your child say it phonetically then correct...
2. "The sounds are ____."
3. "The word is ____."
4. "Does it match?"



Contact Ms. Dani



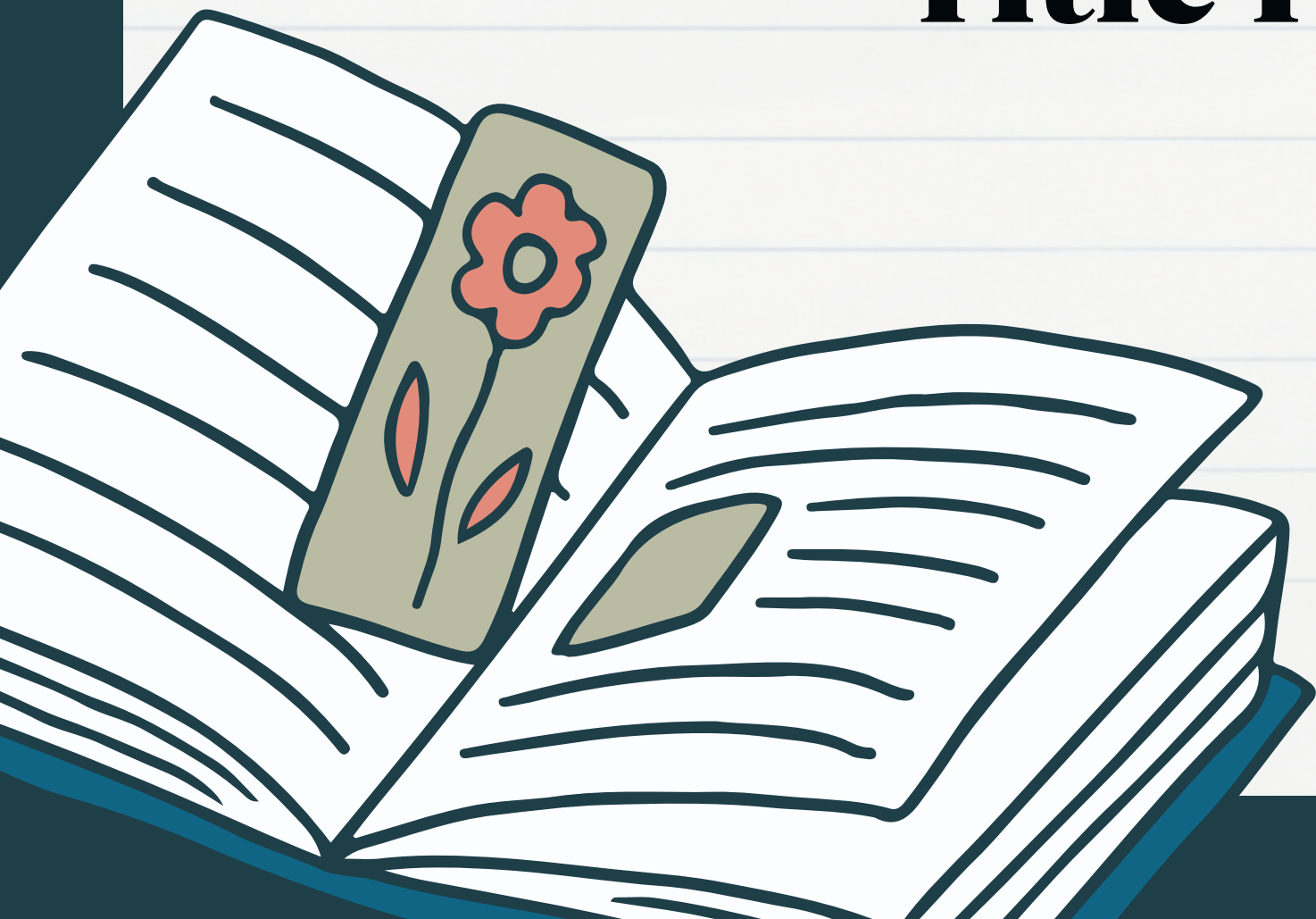
msdani@emschool.org



352-335-4321 Ext 2

Questions?

**Before leaving, please fill out the
Title I Workshop Form.**



Thank you!

