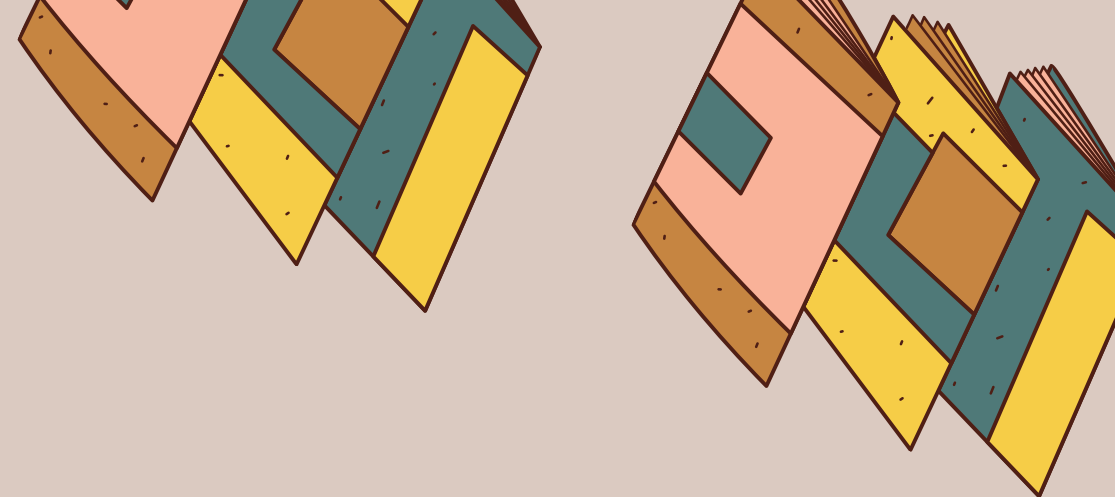
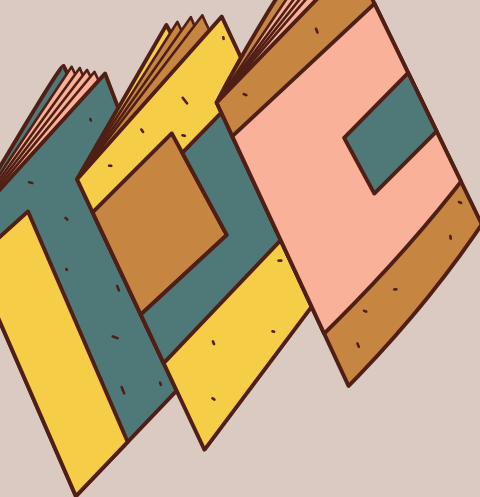




Welcome Parents and Guardians to...

Family Engagement Night

How to help your student at home with reading!



Agenda



Welcome and Introduction...



Brief history of the school and getting to know Ms. Dani!

NOW! Programs...



What are the different NOW! Programs and how are they used?

NOW! and Learning...



How do the NOW! Programs approach learning?

At Home...



What can you do at home to assist your child when reading?





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.



A little bit about myself.

Ms. Dani (Danielle)

- This is my ninth school year with The Einstein School.
- I have been working as one of the school's NOW! Coordinators for 7 years.
- I teach within the Language Arts classes for 2nd through 5th grade.
- I wear a few hats in the school which include attendance, enrollment, Title 1, and database entry duties.





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

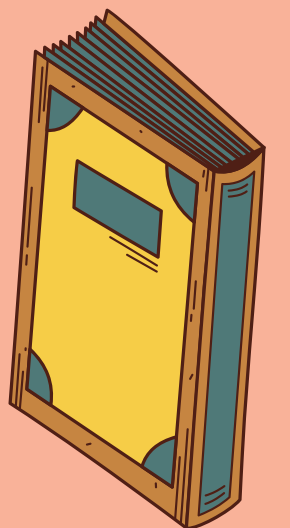
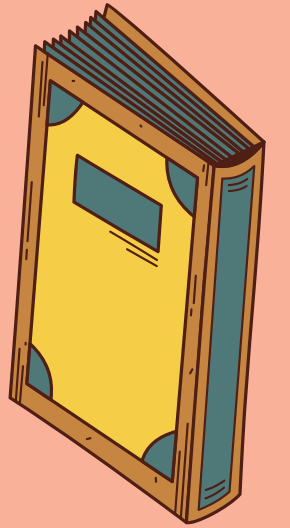
NOW!
Mental Imagery

NOW! Foundations

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.

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.

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

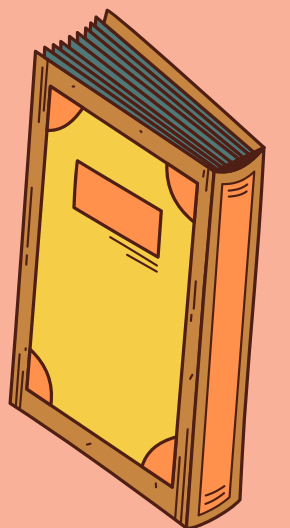
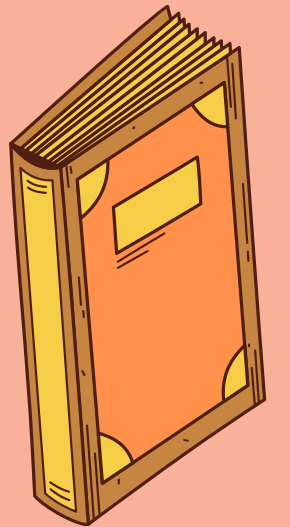
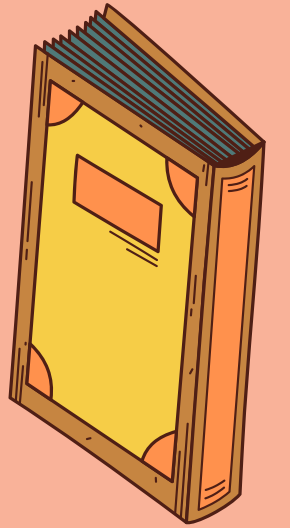
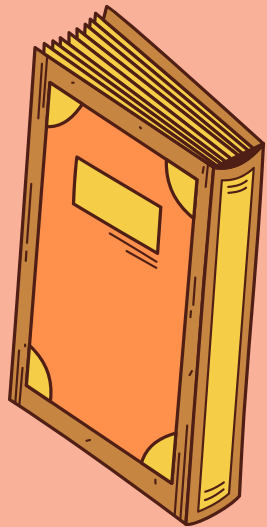


NOW! Grammar and Writing

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.

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.]

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.

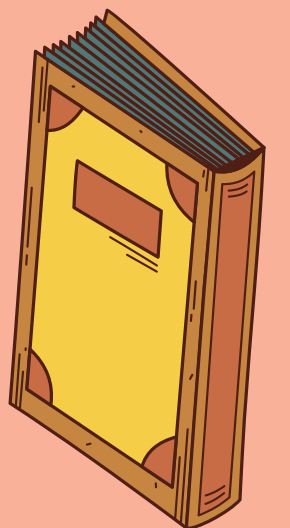
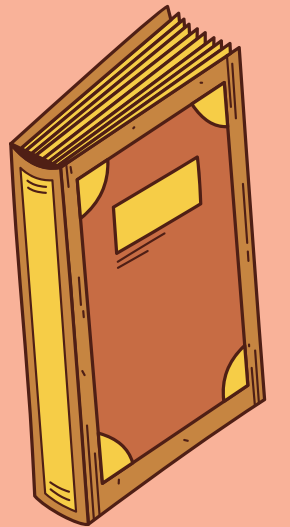


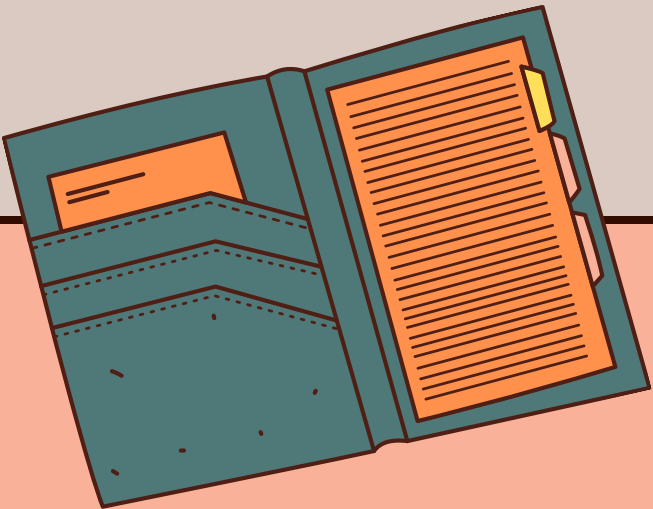
NOW! Mental Imagery

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.

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.

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.

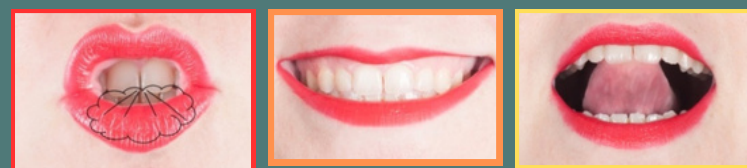
“Whole Brain”

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



“Hierarchical”

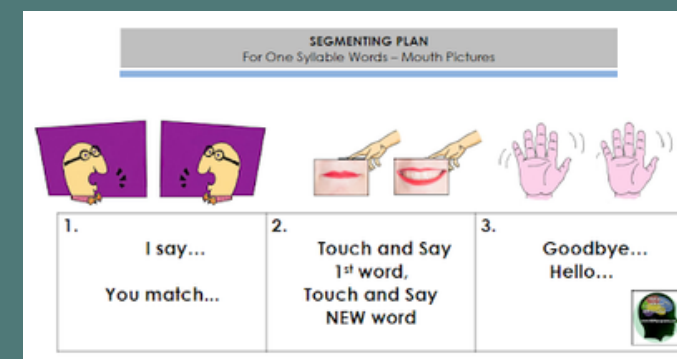
Establishing a concrete way to THINK about sounds prepares learners for the introduction of abstract concepts (letters) as well as rules and their exceptions (phonics).



CH A T

“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 and doesn't need the plan.



“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.



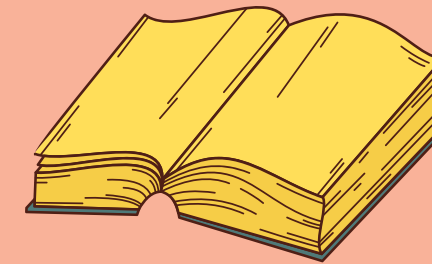
Socratic Questioning

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.



Questioning:

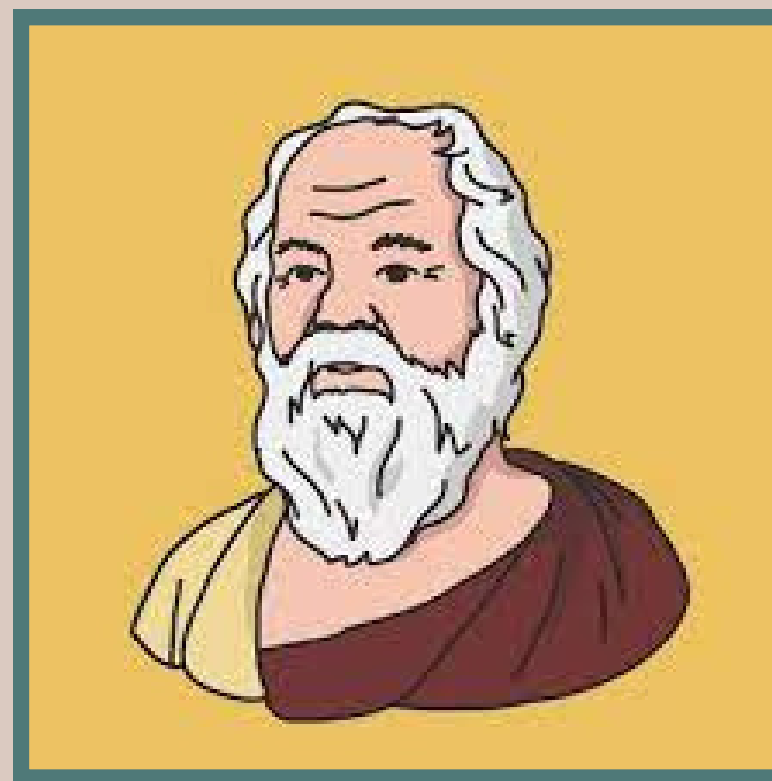
The main idea is..., right?



Socratic Questioning:

What is the main idea?

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.



We strive for open-ended questions that force the learner to reason and actively engage in the work. To further help students discover information, we provide choice questions to shape and guide their thinking.

How you can help at home!



READ AT HOME

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

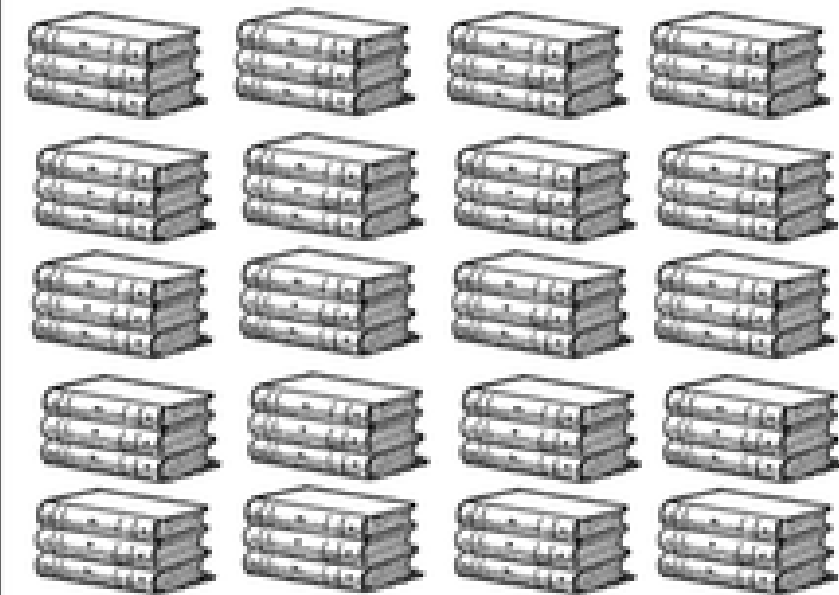
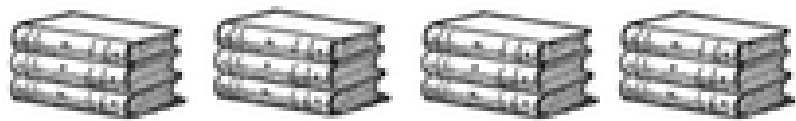

ASK QUESTIONS

- 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
By 6th grade student has read for an equivalent of : 60 school days	By 6th grade student has read for an equivalent of : 12 school days	By 6th grade student has read for an equivalent of : 3 school days
		

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



WORD BANK

trash

found

poem

yes

page

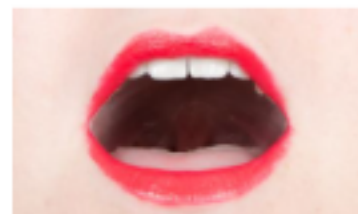
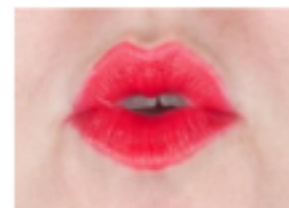
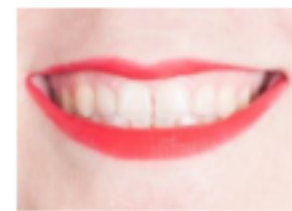


Reading Plan

Single Syllable Words



READING PLAN For One-Syllable Words



1.

The vowel says...

2.

The sounds are...

3.

The word is...

4.

Does it match?



WORD BANK

became
misinform
coolness

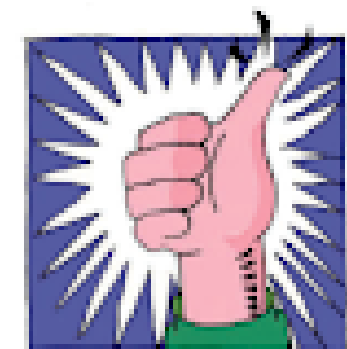
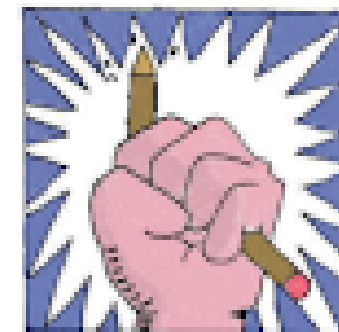
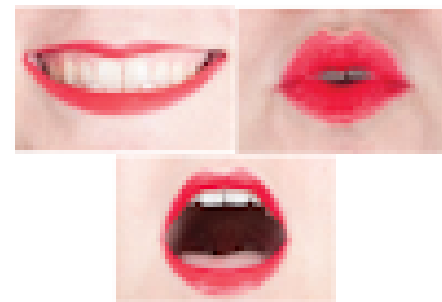


Reading Plan

Multi-syllable Words



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

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 _____."

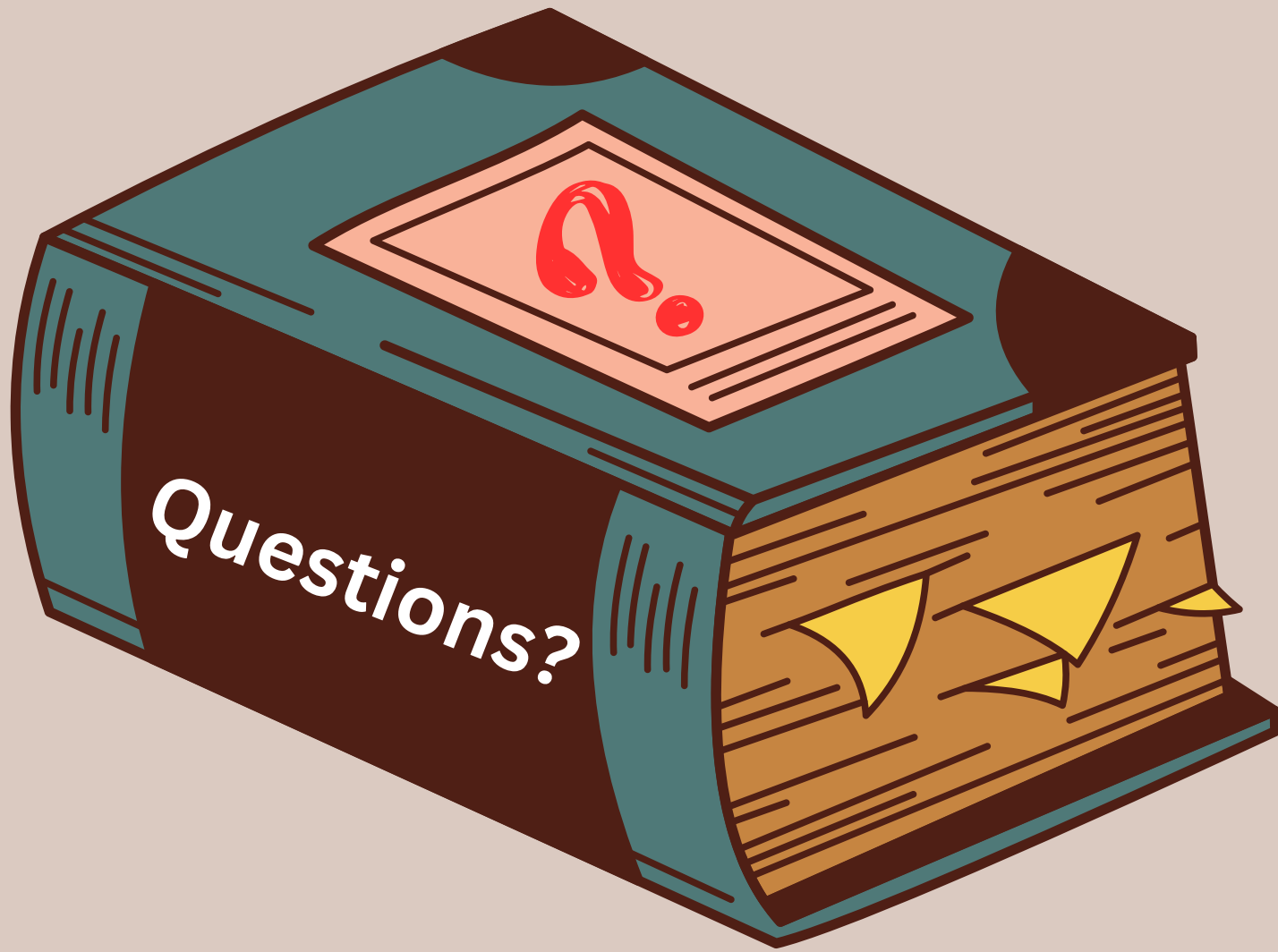
4. "Does it match?"

the

would

said

was



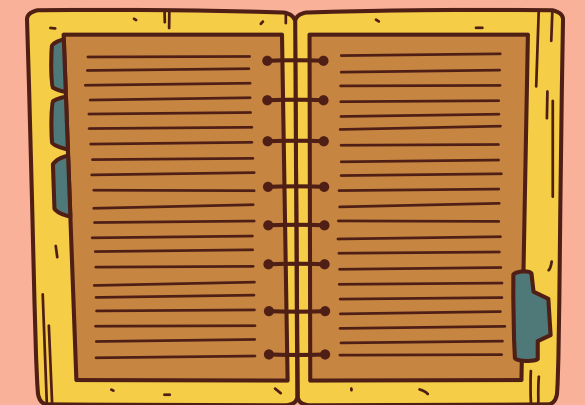
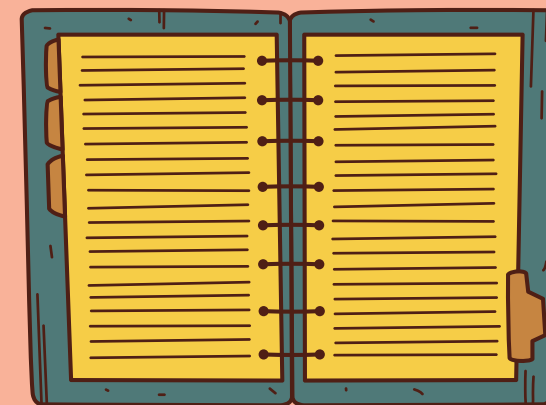
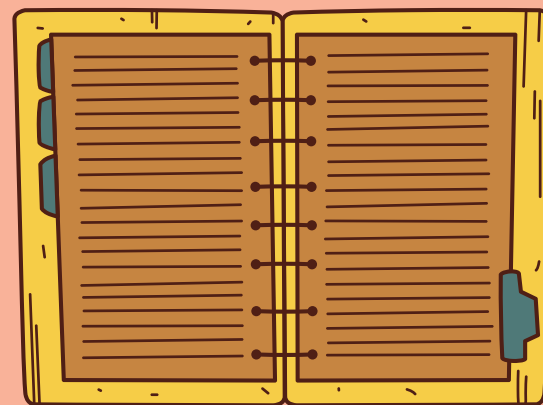
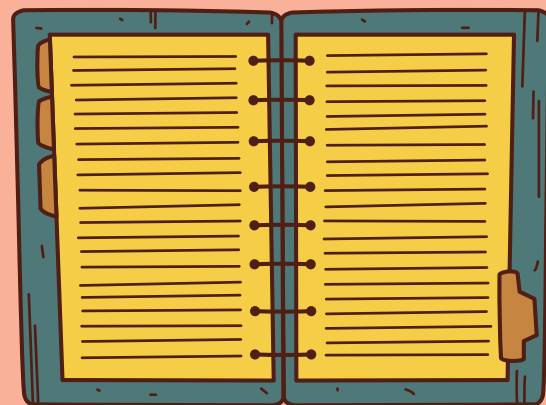
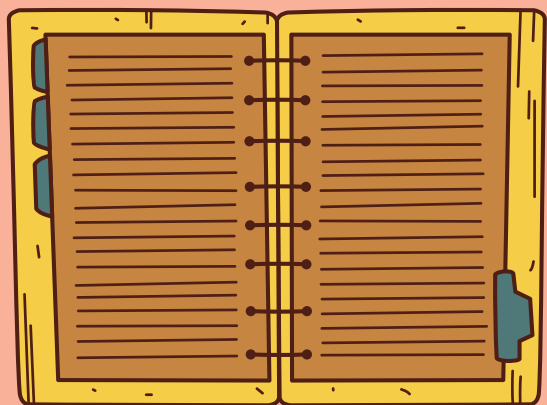
Contact me...



msdani@emschool.org



(352) 335-4321 Ext. 2



Before leaving please fill out the Title I workshop form.

Thank you!