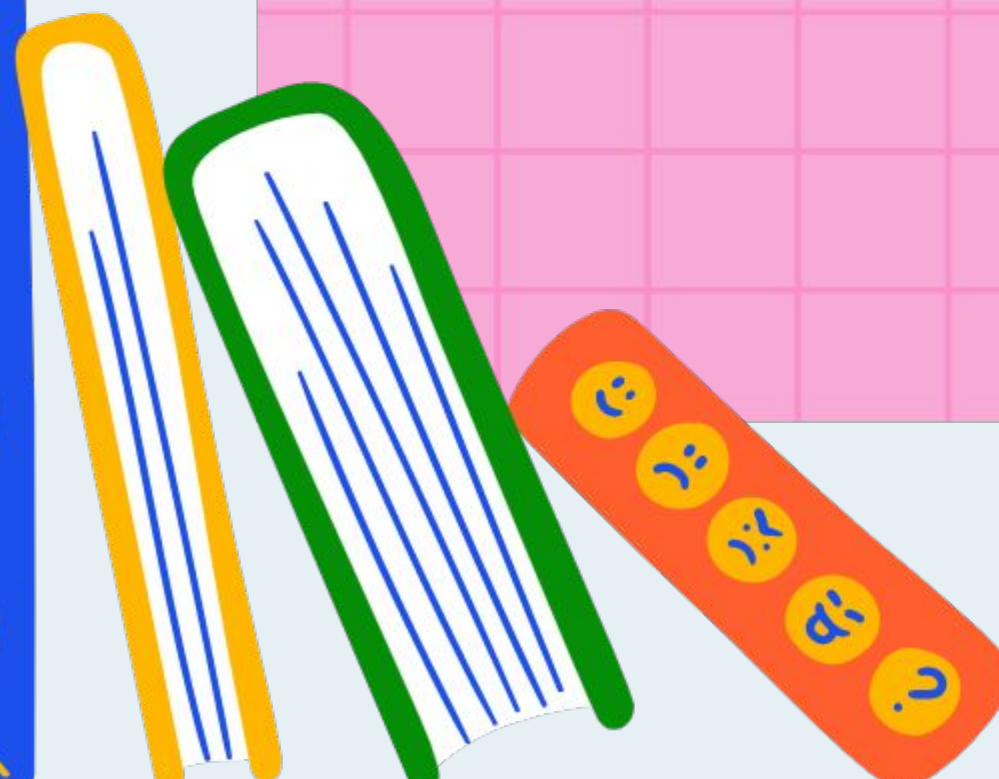


March Parent Engagement Session

MEMORIES &





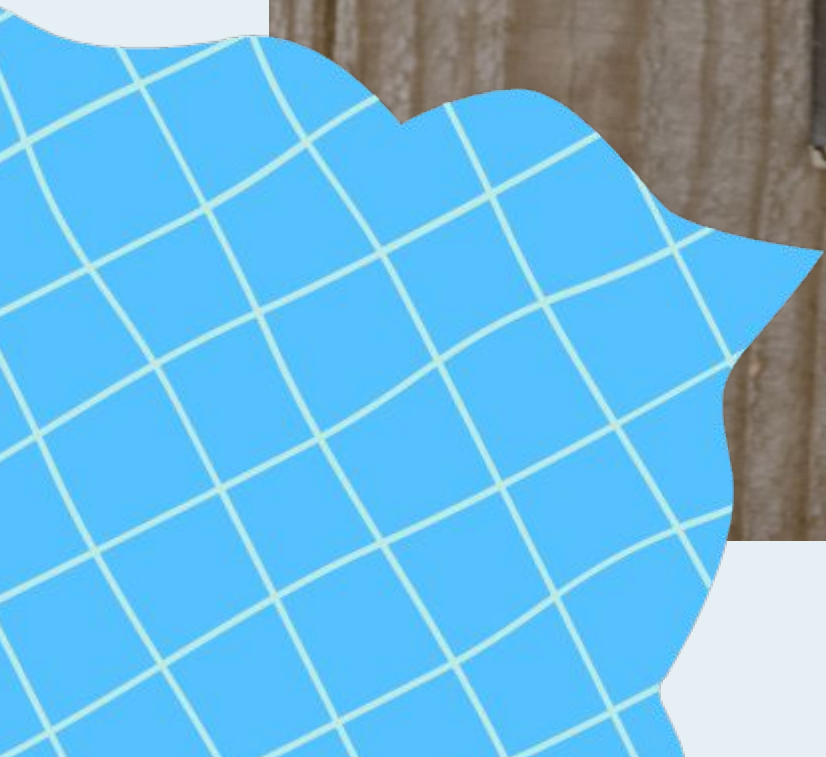
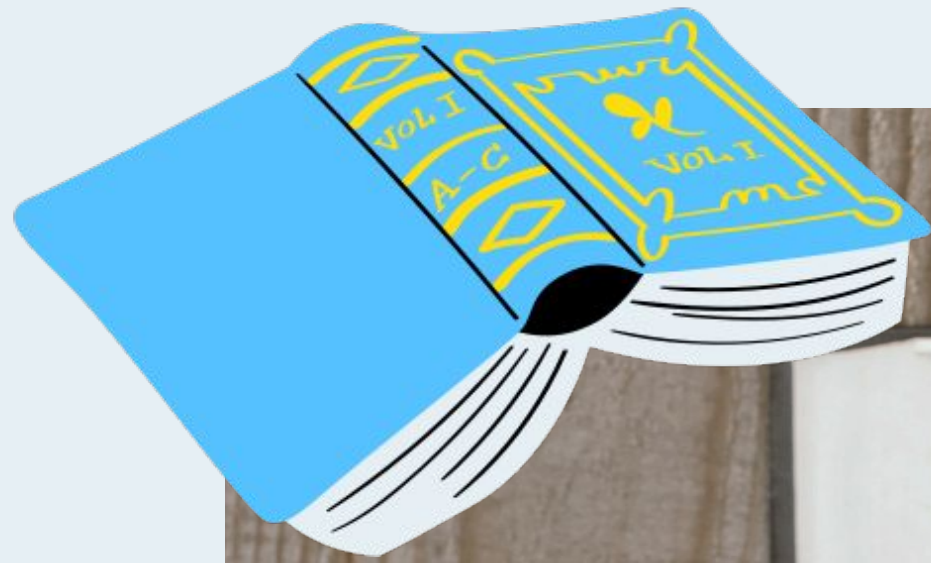
Andrea Gringhuis
Principal



Suzanne Ryl
Grade One English



Jessica Cumming
Grade One English



Opening Prayer

the Lord your God will hear the words of the field commander, whom his master, the king of Assyria, has sent to ridicule the living God, and that he will rebuke him for the words the Lord your God has heard. Therefore pray for the remnant that still survives. "When King Hezekiah's officials came to Isaiah, Isaiah said to them, "Tell your master, "This is what the Lord says: Do not be afraid of what you have heard—those words with which the underlings of the king of Assyria have blasphemed me. Listen! I am going to put a spirit in him so that when he hears a certain report, he will return to his own country, and there I will have him cut down with the sword. "When the field commander heard that the king of Assyria had left Lachish, he withdrew and found the king fighting against Libnah. "Now Sennacherib received a report that Tirhakah, the Cushite king of Egypt, was marching out to fight against him. When he heard it, he sent messengers to Hezekiah with this word: "Say to Hezekiah king of Judah: Do not let the god you depend on deceive you when he says, "Jerusalem will not be handed over to the king of Assyria. Surely you have heard what the kings of Assyria have done to all the countries, destroying them completely. And will you be delivered? Did the gods of the nations that were destroyed by my forefathers deliver them—the gods of Gizzan, Haran, Rezeph and the people of Eden who were in Tel Assar? Where is the king of Hamath, the king of Arpad, the king of the city of Sepharvaim, or of Hena or Ivah?"

Hezekiah's Prayer

"Hezekiah received the letter from the messengers and read it. Then he went up to the temple of the Lord and spread it out before the Lord. "O Lord, Almighty, God of Israel, enthroned between the cherubim, you alone are God over all the kingdoms of the earth. You have made heaven and earth. Give ear, O Lord, and hear, open your eyes, O Lord, and see; listen to all the words Sennacherib has sent to insult the living God. "It is true, O Lord, that the Assyrian kings have laid waste all these peoples and their lands. They have thrown their gods into the fire and destroyed them, for they were not gods but only wood and stone, fashioned by human hands. Now, O Lord, our God, deliver us from his hand, so that all kingdoms on earth may know that you alone, O Lord, are God."

Sennacherib's Fall

"Then Isaiah son of Amos sent a message to Hezekiah: "This is what the Lord, the God of Israel, says: Because you have prayed to me concerning Sennacherib king of Assyria, this is what the Lord says: He will not enter this city, or shoot an arrow here, or build a siege ramp against it. He will not come before it with shield or build a siege ramp against it. He will not enter this city, declares the Lord. I will defend this city and save it, for my sake and for the sake of David my servant!"

Assyria, this is the word the Lord spoke against him: "The Virgin Daughter of Zion despises and mocks you, the Daughter of Jerusalem loses her head as you flee. Who is it you have insulted and blasphemed? Against whom have you raised your voice and lifted your eyes in pride? Against the Holy One of Israel? By your messengers you have heaped insults on the Lord, and you have said, "With my many chariots I have ascended the heights of the mountains, the utmost heights of Lebanon. I have cut down its tallest cedars, the choicest of its pines. I have reached its remotest heights, the finest of its forests. I have dug wells in foreign lands and drunk the water there. With the soles of my feet I have dried up all the streams. "Have you not heard long ago I came, in days of old, now I have come, that you should be destroyed? Their people are like tender grass, like grass sprouting and scorched before. But I know where you are and when you cry and how you rage and because you are despised. I will put my hook in your nose and my bit in your mouth, and I will make you go by the way you came. "This will be the punishment of the Lord against you this year: you will be plucked and thrown down, and the second year you will be plucked and thrown down, and the third year you will be plucked and thrown down. Once more a remnant will take root above."

"For out of Jerusalem will come a remnant, and out of Mount Zion a band of survivors. The zeal of the Lord Almighty will accomplish this. "Therefore this is what the Lord says concerning the king of Assyria: "He will not enter this city, or shoot an arrow here. He will not come before it with shield or build a siege ramp against it. He will not enter this city, declares the Lord. I will defend this city and save it, for my sake and for the sake of David my servant!"

"I said, "I will not again see the Lord, the Lord, in the land of the living; no longer will I look on mankind, or be with those who now dwell in this world. "Like a shepherd's tent my house has been pulled down and taken from me. Like a weaver I have rolled up my life, and he has cut me off from the loom; day and night you made an end of me; but like a lion he broke all my bones; day and night you made an end of me. I cried like a swift or thrush, I mourned like a mourning dove. My eyes grew weak as I looked to the heavens. I am troubled; O Lord, come to my aid!"

"But what can I say? He has spoken to me, and he himself has done this. I will walk humbly all my years because of this anguish of my soul. Lord, by such things men live; and my spirit finds life in them too. You restored me to health and let me live. Surely it was for my benefit that I suffered such anguish. In your love you kept me from the pit of destruction; you have put all my sins behind your back. "For the grave cannot praise you, death cannot sing your praise; those who go down to the pit cannot hope for your faithfulness. "The living, the living—they praise you, as I am doing today; fathers tell their children about your faithfulness. "The Lord will save me, and we will sing with stringed instruments all the days of our lives in the temple of the Lord. "Isaiah had said, "Prepare a notice of fast and apply it to the forehead to recover. "Hezekiah had said that I will not see the Lord in the land of the living; no longer will I look on mankind, or be with those who now dwell in this world. "Like a shepherd's tent my house has been pulled down and taken from me. Like a weaver I have rolled up my life, and he has cut me off from the loom; day and night you made an end of me; but like a lion he broke all my bones; day and night you made an end of me. I cried like a swift or thrush, I mourned like a mourning dove. My eyes grew weak as I looked to the heavens. I am troubled; O Lord, come to my aid!"



What is Structured Literacy?



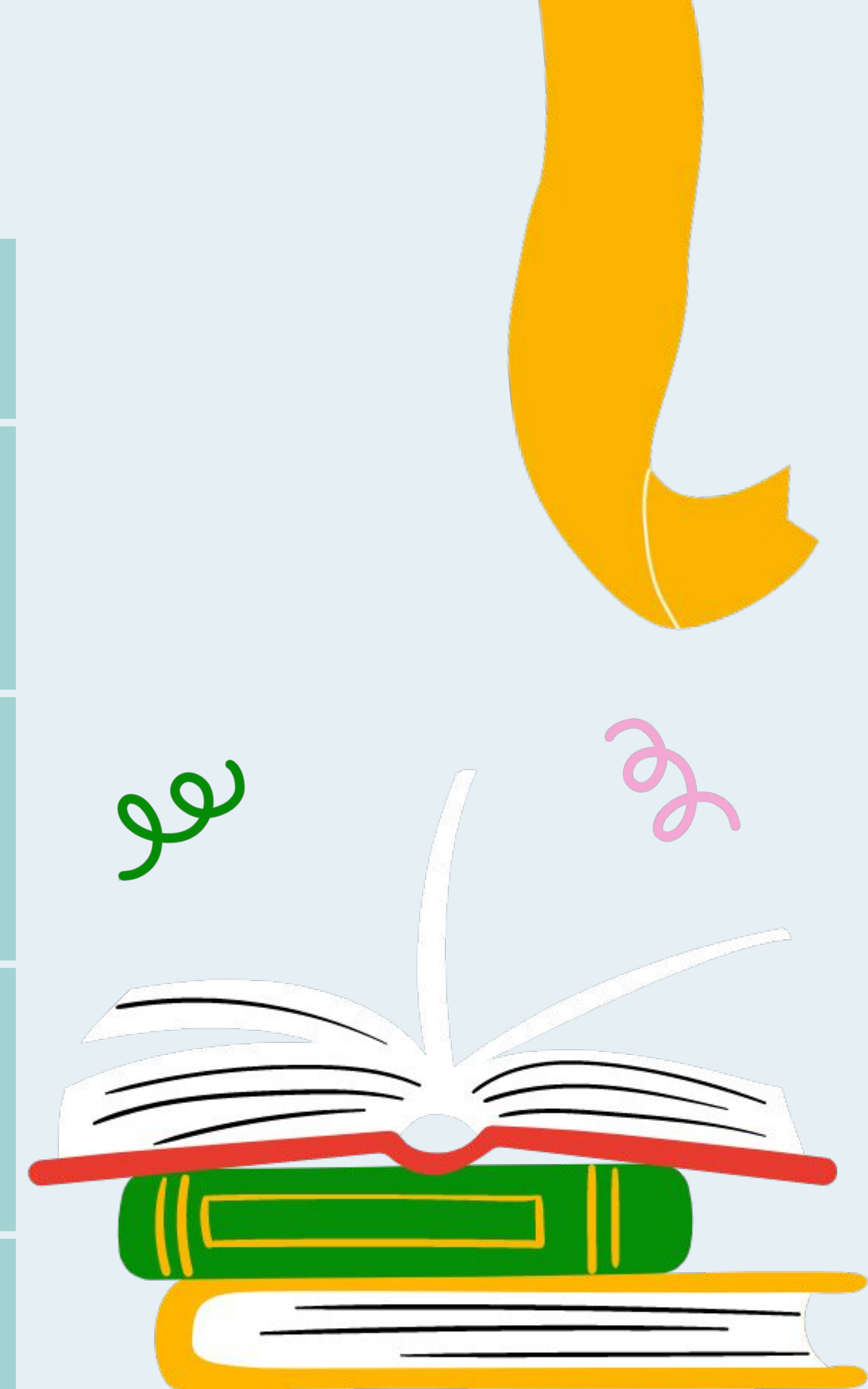
Structured Literacy is an approach that systematically, sequentially and explicitly teaches...

Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.



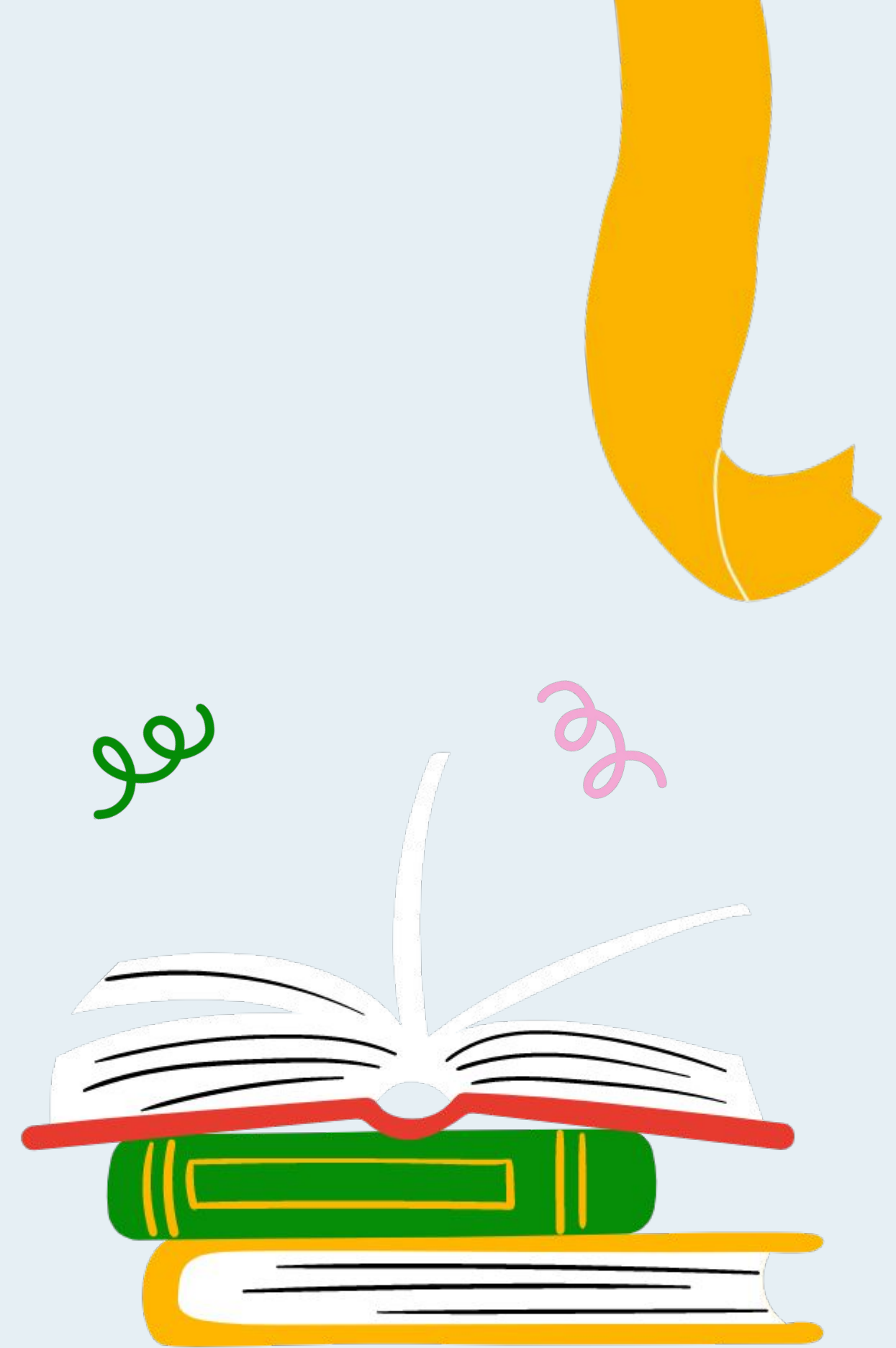
Kindergarten/Grade 1

Phonemic Awareness	Practicing manipulating words by changing one sound.
Phonics	A large portion of our year is focused on letters and their related sound(s). We begin to also look at doubled consonants, and digraphs.
Fluency	Fluency is something we continue to work on through the year. Student's may not be fluent in their reading in grade one as we are really focusing on our decoding skills.
Vocabulary	We are being exposed to new vocabulary when reading our read aloud books, as well as when we are working on our journal writing.
Comprehension	We focus on our comprehension during read alouds in a whole class setting. We do also work on our comprehension in our literacy centers.



Grade 2

Phonemic Awareness	UFLI: Phoneme awareness will be stopping by the end of the year except for those determined to still need it
Phonics	CVe/controlled r, vowel teams/ begin morphology, writing- only required to spell sounds in writing correctly that have been learned
Fluency	Practice through partner reading, repeated readings, decodable passages. Will not be fluent.
Vocabulary	Through read alouds, stopping and discussing word meanings.
Comprehension	Comprehension strategies are practiced as a class through read alouds. Independent comprehension will happen once students have learned the above.



Grade 3/4

Phonemic Awareness	Only for students that still need it.
Phonics	Begin Morphology - smallest unit of meaning - studying word parts and meanings (prefixes and suffixes)
Fluency	They should begin to become fluent and use expression when reading.
Vocabulary	Continue to learn vocabulary through read alouds and all other subject areas. Teaching students to stop when they come to a word they do not understand the meaning of.
Comprehension	As the other areas of literacy fall into place in the student's learning, comprehension will follow.

Morphology

The study of how morphemes are combined to form words.

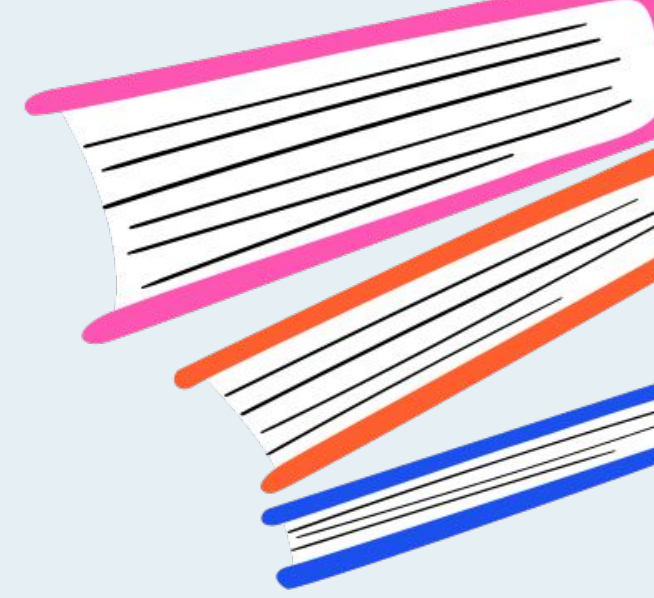
Words are made up of morphemes:



Morphemes are the smallest unit of *meaning*.



Key Terms You May Hear Us Use...



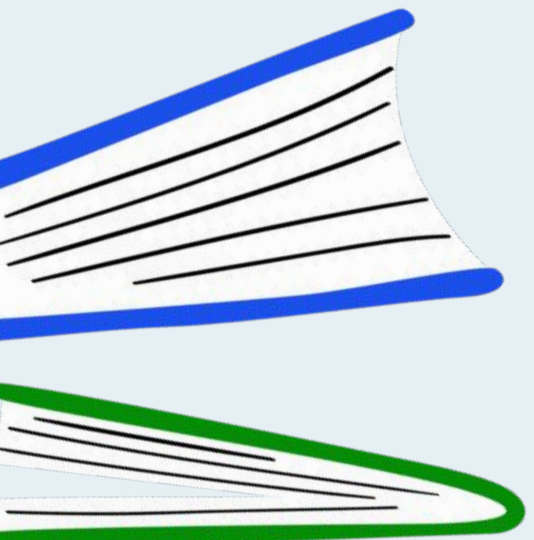
Digraphs - When 2 letters
make 1 sound

Syllables - each syllable has
one vowel sound

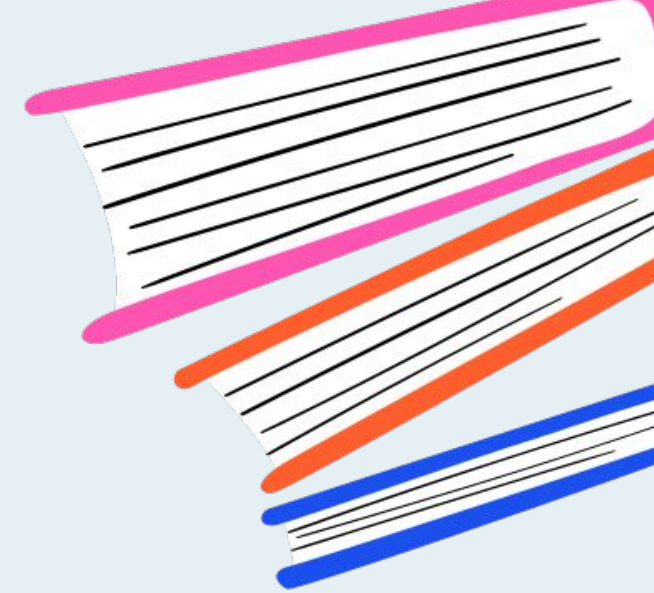
Voices on/off - making our
students more aware of the
sounds that they are making

Encoding - students writing

Decoding - students reading



Key Terms You May Hear Us Use...



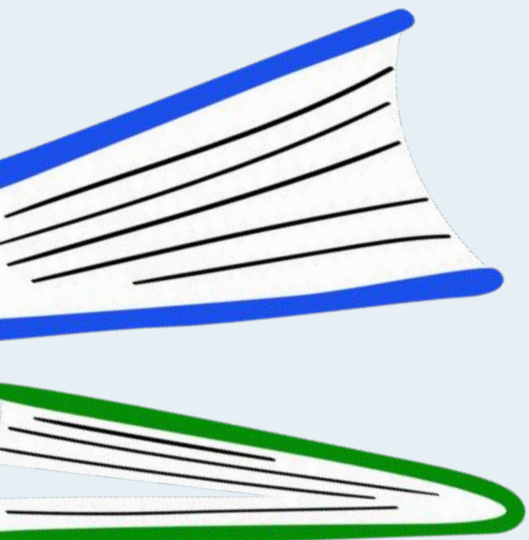
CVC or CVCC/ CCVC -

Representing is whether the letter in a word is a consonant or a vowel.

Ex. CVC word- cat

CVCC- fish

CCVC-chop



What are Heart Words / Irregular Words?

go



for



hour



today



answer



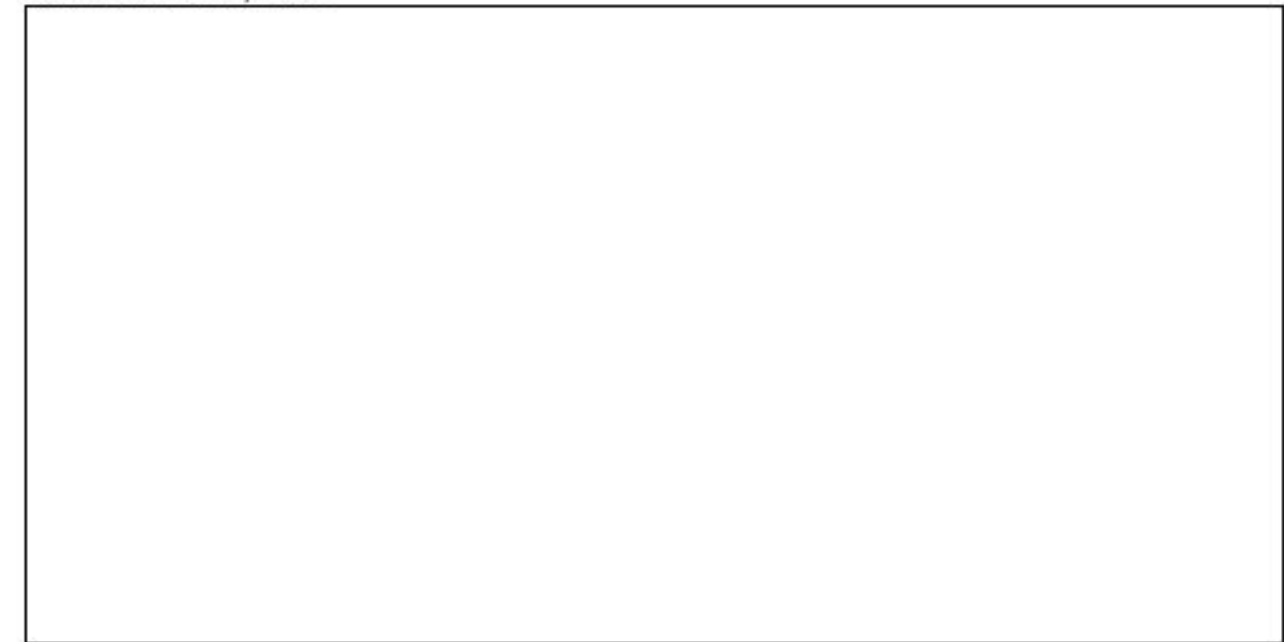
Reading Passages

Lesson 45: sh /sh/



The Ship

Illustrate the story here:



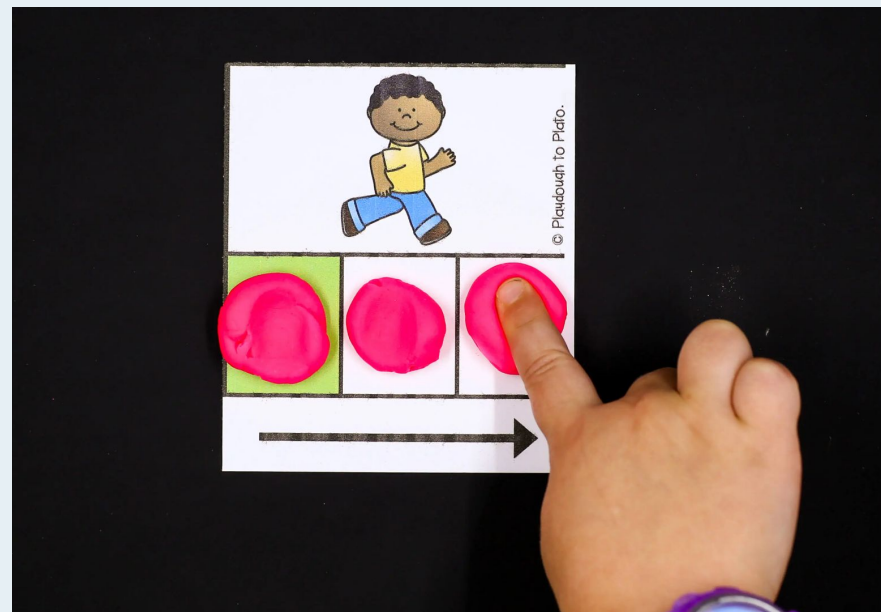
Look at the ship. Trish and Josh jump on the ship deck. Trish has a net to get fish. Josh has a bag to get shells.

Trish jumps off the ship with the net. She swims to get fish. Josh jumps off the ship with his bag. He swims to get shells.

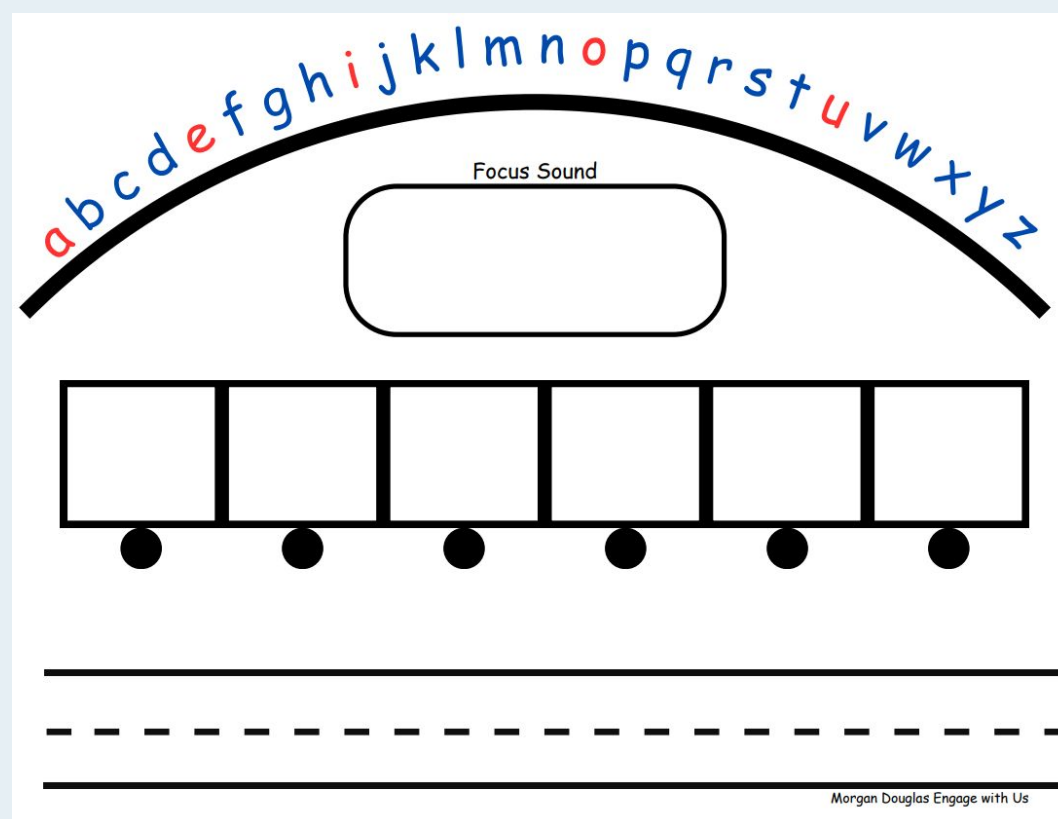
Trish and Josh get back on the ship. "Look at the fish in my net," said Trish. "Look at the shells in my bag," said Josh. We had fun on the ship.

Additive Blending: Touch the first sound dot and say the beginning sound, repeat for the beginning and middle sound, and repeat for the beginning, middle and final sound. Read the whole word.

			sh-
sh	sh i	sh i p	sh i p
sh	sh i	sh i ll	sh i ll
sh	sh o	sh o p	sh o p
sh	sh o	sh o m	sh o m
sh	sh u	sh u t	sh u t



Sounding Out Words (multisensory decoding)



Home

Practice!



Home Practice
Lesson 40a

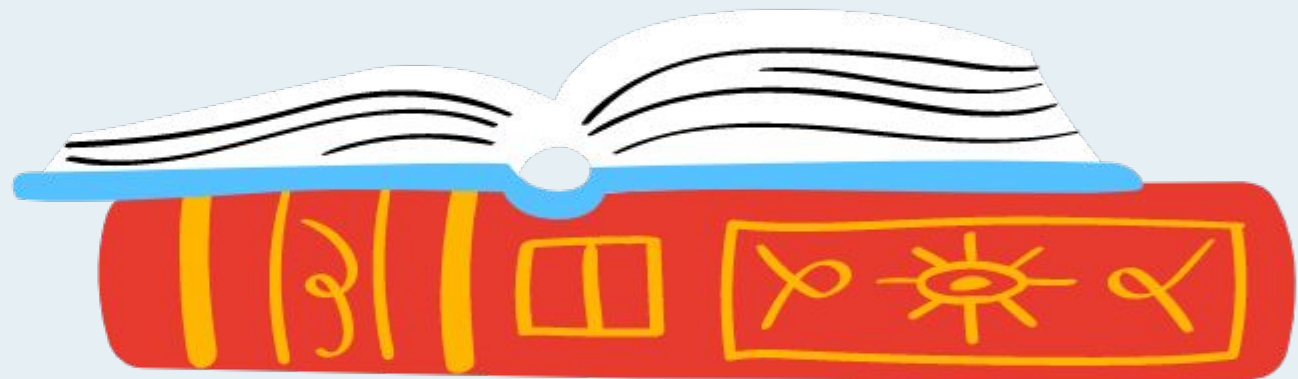
New Concept and Sample Words
short e review
men
get
ten
fed
yes
peg

Review Irregular Words
you* what* have*

Word Work Chains
1. leg → led → bed → bet 2. mel → set → yet → yes
Sample Word Work Chain Script
leg → led → bed → bet
1. Make the word leg . [spelling] 2. Change the g to d . What word is this? [reading] 3. Change led to bed . [spelling] 4. Change the d to t . What word is this? [reading]


Sentences
1. I have ten pet hens. 2. Can you get a red pen?

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



How can I support my child at home?

Daily Homework

 Home Practice

New Concept and Sample Words
nasalized a review (an, am)
fan can ran am ham jam

Review Irregular Words
the, l, a, said

Word Work Chains
1. fan → man → pan → can 2. am → ram → jam → ham

Sample Word Work Chain Script
fan → man → pan → can
1. Make the word fan . [spelling] 2. Change the f to m . What word is this? [reading] 3. Change man to pan . [spelling] 4. Change the p to c . What word is this? [reading]

Sentences
1. I had a fan. 2. The man has a van.

Creating a literacy rich environment



Modeling as an active reader / writer



How can I support my child at home?

Useful Apps

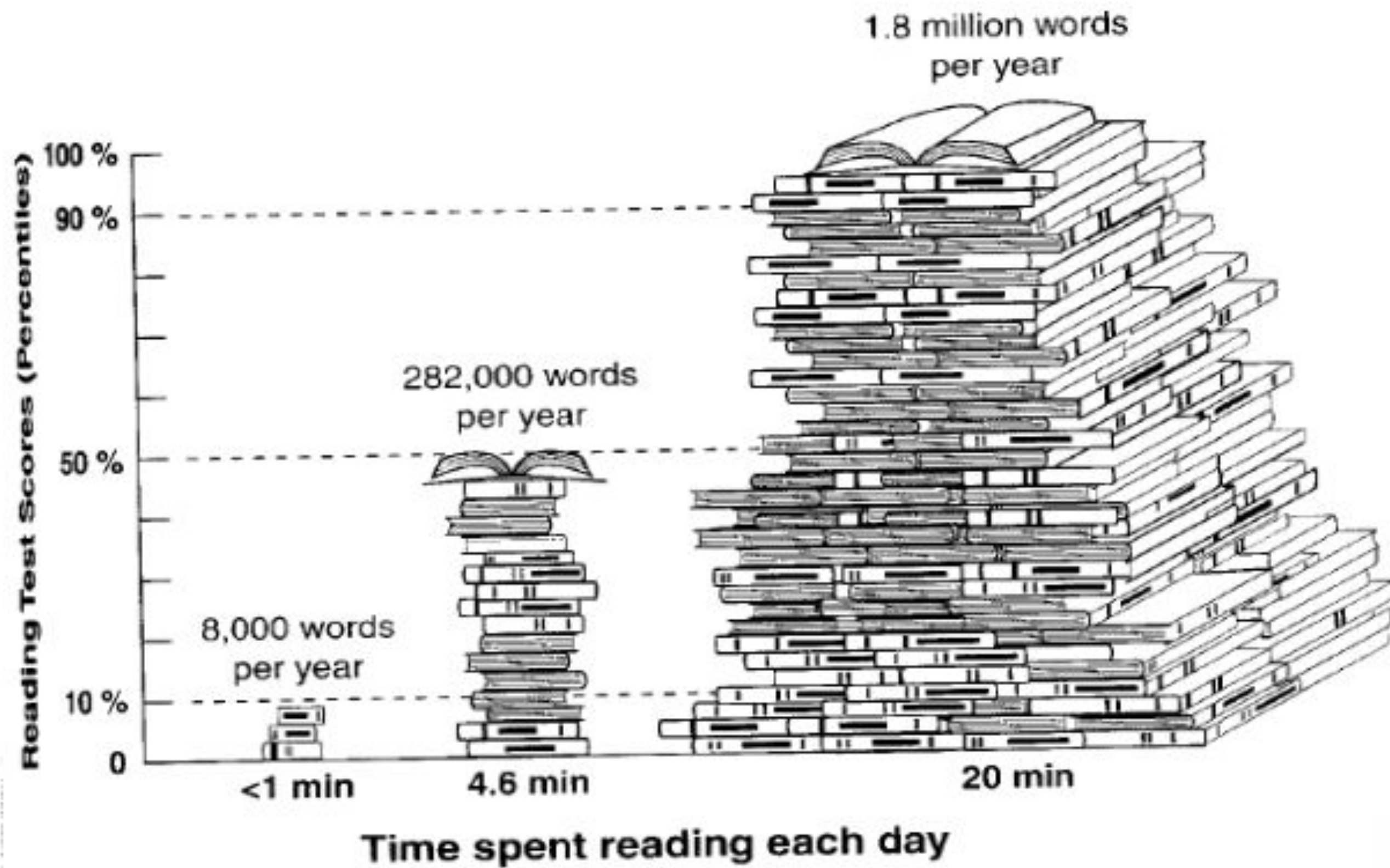


Youtube / Netflix / Literacy Rich Programing



Choosing Good Fit Literacy Materials







Any Questions?



Literacy Night Parent Feedback

