

Chapter Buttons

1. Planning Pages
LESSONS 85-92: [1 Plus 31-38] (Chapters 2-8)
2. Sounds, Symbol Identification, Firming
3. Irregular Words – First Format
4. Irregular Words – First Format – Corrections
5. Irregular Words – Second Format
6. Story Reading
7. Storybook
8. Reasoning & Writing
LESSONS 93-104: [1 Plus 39-50] (Chapters 9-16)
9. Sounds, Symbol Identification, Firming
10. Word Lists – Reading the Fast Way
11. Irregular Words
12. Bonus Stories
13. Story Reading – Quotation Finding
14. Story Reading – Individual Turns
15. Correcting Drony Responses, Sentence Saying
16. Question Mark Finding

Best if teachers have a Teacher’s Guide, Teacher Presentation Book, Storybook, and Student Workbook.

Length: 1:54

1. Planning Pages

Content:

Orientation to TPB Table of Contents and information on the Planning Pages that appear every 20 lessons.

LESSONS 85-92: [1 Plus 31-38] (Chapters 2-8)

Length: 2:38

2. Sounds, Symbol Identification, Firming

Content:

(See Teacher’s Guide, Sounds Pronunciation Chart, inside back cover and TPB equivalent of L. 91.) Trainer models pronunciation of the new sounds /l/ and /k/, and then teaches how to alternate review to gradually provide even more delayed tests than are built into program.

Length: 4:24

3. Irregular Words – First Format

Content:

(See Teacher’s Guide, Irregular Words or TPB equivalent of L. 89.) Rationale for sounding out irregular words. Trainer makes distinction between “sight word” memorization approaches of some other methods and the continued strategy instruction of RM, and then demonstrates first irregular word format. Trainer reminds viewers to emphasize key words of format (“That’s how we *sound out* the word. Here’s how we *say* the word.”) and shares a teaching tip example for cueing students (“Here’s a funny word.”).

- Length: 5:37
Content: **4. Irregular Words – First Format – Corrections**
(See Teacher’s Guide, Irregular Words or TPB equivalent of L. 89.)
Correction for sounding out word as it’s pronounced, just saying the word slowly: 1. voice over sound and model, 2. test sound, 3. say, “You’ve got to say the sounds I touch.” and can remind students that it’s a funny word, and 3. have students sound out and say word until firm. Viewers practice.
Correction for simply saying the word fast as it is sounded out: 1. Say, “That’s how we sound out the word. Here’s how we say the word. X. How do we say the word?”, 2, have students sound out and say word until firm. Viewers practice.
Correction for misidentifying irregular word as part of a whole-page fast way list: 1. model, test, 2. sound out and say word until firm, and 3. start over at top of list/page. Viewers practice.
- Length: 1:12
Content: **5. Irregular Words – Second Format**
(See Teacher’s Guide, Irregular Words or TPB equivalent of L. 92.)
Now, students identify word first and then sound it out. Trainer demonstrates and viewers practice.
- Length: 7:59
Content: **6. Story Reading**
(See Teacher’s Guide, Reading the Fast Way or TPB equivalent of L. 90.) Overview and rationale of changes in story reading procedures. New formats: Period Finding, Read Two Sentences the Fast Way, and Sentence Saying. Trainer demonstrates how to provide adequate think time, correct, and firm, and also reviews general guidelines. Viewers practice each new activity.
- Length: 1:15
Content: **7. Storybook**
(See Storybook 1 and TPB equivalent of L. 91.) Trainer explains that at L. 91, stories move from the worksheets to Storybooks. Rationale for placing illustration after the story, and summary of story reading exercises. Trainer reminds viewers of importance of monitoring, think time, and corrections.
- Length: 00:55
Content: **8. Reasoning & Writing**
Brief introduction to this DI language series and how it helps students expand their reading skills. Depending on level, major emphasis is on story grammar or writing.

LESSONS 92-104: [1 Plus 39-50] (Chapters 9-16)

- Length: 1:07
Content: **9. Sounds, Symbol Identification, Firming**
(See Teacher’s Guide, Sounds Pronunciation Chart, inside back cover.) Trainer models pronunciation of the new sounds /v/ and (long) /o/, and teacher demonstrates firm-up format in a classroom clip.
- Length: 6:59
Content: **10. Word Lists – Reading the Fast Way**
(See TPB equivalent of L. 96.) Overview of major transition from sounding out to reading the fast way. On fast way lists, teachers must follow the exact number of seconds specified for think time pauses in order to keep students at mastery. Trainer provides demonstrations and reminders for a) how to incorporate a point game to motivate students to be first-time correct, b) how to skip around the list on the second reading, and c) how to incorporate individual turns the third time through, and correct if necessary.
- Length: 1:59
Content: **11. Irregular Words**
(See TPB equivalent of L. 94 and L. 101.) Trainer demonstrates instruction of the two new irregular word “was” and “of.” Viewers practice.
- Length: 00:38
Content: **12. Bonus Stories**
Brief introduction to this helpful resource. Duplicate copies of previously introduced stories appear intermittently in student workbook and may be used for extra practice, peer tutoring, home practice, or any other reinforcement.
- Length: 11:18
Content: **13. Story Reading – Quotation Finding**
(See Teacher’s Guide, Quotation Finding or TPB equivalent of L. 94 and Storybook 1.) Trainer demonstrates complete execution of first and second story reading while incorporating this new format. Key techniques: monitor closely, physically prompt students if necessary, and provide adequate think time. Viewers practice.
- Length: 3:27
Content: **14. Story Reading – Individual Turns**
(See Teacher’s Guide, Quotation Finding or TPB equivalent of L. 94 and Storybook 1.) Trainer previews and then demonstrates how to have students take individual turns reading one sentence each. Reminder that students are to read at own rate (no signal needed) and of correction procedure: model, test, sound out, test, and start over. Demonstration of how to incorporate a motivational point game.

Length: 2:58

Content:

15. Correcting Drony Responses, Sentence Saying

(See Teacher’s Guide, Quotation Finding or TPB equivalent of L. 94 and Storybook 1.) To shape crisper responses, provide a model. Can tell students to read “like a storyteller” or “like you’re on TV.”

Viewers practice shaping responses and awarding points as demonstrated by trainer.

Reminder that the Sentence Saying exercises are not decoding exercises, but instead build students’ capacity to remember.

Correction: model, lead, test.

Length: 3:49

Content:

16. Question Mark Finding

(See TPB equivalent of L. 102 and Storybook 1.) Classroom clips show a) execution of first story reading, b) picture comprehension exercise that follows the second story reading, and c) presentation of worksheet exercises. Trainer alerts viewers to an important step in the first reading format to write on board any words missed more than once, and have students sound out and read each word. Trainer also highlights general techniques for managing independent work period.