

Chapter Buttons

LESSONS 25-34 [Plus K L. 121-130]: (Chapters 1-10)

1. Regrouping
2. Sounding Out – Word Reading
3. Sounding Out – Word Reading – Corrections
4. Sounding Out – Word Reading – Signal Precautions, Monitoring Techniques
5. Sounding Out – Additional Formats
6. Sounding Out – Additional Formats – Corrections
7. Sounding Out – Workbook
8. Sounding Out – Workbook – Corrections
9. Rhyming—Signals
10. Rhyming—Corrections

LESSONS 28-52 [Plus K L. 124-148]: (Chapters 11-20)

11. Sounds—Cross-out Game Variation
12. Reinforcement
13. Firming, Acceleration
14. Pronunciation, Sounds, Symbol Identification
15. Sounds—New Signal
16. Sounding Out—Word Lists
17. Sounding Out — Word Lists —First-Time Performance
18. Sounding Out — Word Lists —Corrections
19. High Utility Words
20. Rhyming Words—Continuous First Sound

LESSONS 35-52: [Plus K L. 131-148]: (Chapters 21-31)

21. Rhyming Words —Continuous First Sound—Corrections
22. Rhyming Words —Stop Sound First
23. Rhyming Words —Stop Sound First —Corrections
24. Sounding Out –Workbook
25. Sounding Out – Workbook — Individual Test
26. Sounding Out – Workbook — Individual Test Corrections
27. Workbook—Teacher Reads the Fast Way and Picture Comprehension
28. Workbook—Group Story Reading
29. Workbook— Group Story Reading —Corrections
30. Workbook—Additional Exercises
31. Spelling

Best if teachers have a Teacher's Guide and would benefit even more from practicing directly from a Teacher Presentation Book.

LESSONS 25-34 [Plus K L. 121-130]: (Chapters 1-10)

- Length: 00:59
Content: **1. Regrouping**
(See Teacher's Guide, Regrouping.) Guidelines are presented for how to accommodate students who repeatedly fail mastery test items or whose learning rate lags behind the group's pace.
- Length: 7:01
Content: **2. Sounding Out – Word Reading**
(See Teacher's Guide, Children Say the Sounds, Then Sound Out the Word or TPB equivalent of L. 28.) Trainer demonstrates lesson task where students read their first word in the program, a milestone that would occur in October of a regular school year with expected lesson progress. Trainer emphasizes importance of consistency of timing between verbal cue and signal, and then presents two options for signaling the word reading, a tap or a slash. To present sounds within words, the signal may be a loop or a pull-out/touch. During practice, viewers are reminded to incorporate these signals with consistent intonation and quick pacing.
- Length: 2:54
Content: **3. Sounding Out – Word Reading – Corrections**
(See Teacher's Guide, Children Say the Sounds, Then Sound Out the Word or TPB equivalent of L. 28.) Demonstration of basic model, test correction learned earlier to correct a student who misidentifies a sound.
- Length: 5:43
Content: **4. Sounding Out – Word Reading – Signal Precautions, Monitoring Techniques**
(See Teacher's Guide, Children Say the Sounds, Then Sound Out the Word or TPB equivalent of L.)
- Length: 3:25
Content: **5. Sounding Out – Additional Formats**
(See Teacher's Guide, Children Say the Sounds, Then Sound Out the Word or TPB equivalent of RM I Classic L. 32.) Overview of how, despite variations in the sounding out format during this lesson range, students always sound out words and then hear them in a meaningful context. Trainer reminds viewers to incorporate correct signaling, intonation, and pacing.

Length: 9:26

Content:

6. Sounding Out – Additional Formats – Corrections

(See Teacher’s Guide, Children Say the Sounds, Then Sound Out the Word or TPB equivalent of L. 32.) Correction for stopping between the sounds.

Expectation: “Say the sounds without stopping.”
Model: “My turn. Aaaamm.”
Lead: “Sound it out with me. Get ready. Aaaamm. Again.”
 (Repeat until at least two correct consecutive responses.)
Test: “Your turn. Get ready.” (Students respond.)
 Praise
Start over: “Let’s do that again.” or “Starting over.”

Correction for leaving off the last sound when saying a word the fast way:

Model: “Sad.”
Lead: “Say it with me. Get ready. Sad. Again.”
 (Repeat until at least two correct consecutive responses.)
Test: “Your turn. Get ready.” (Students respond.)
 Sound Out Word
 Say It Fast
 Repeat Whole Format

Correction for leaving off the initial sound when saying a word the fast way:

Model: “Sad.”
Lead: “Say it with me. Get ready. Sad. Again.”
 (Repeat until at least two correct consecutive responses.)
Test: “Your turn. Get ready.” (Students respond.)
 Sound Out Word
 Say It Fast
 Repeat Whole Format

Length: 6:01

Content:

7. Sounding Out – Workbook

(See TPB equivalent of L. 29 and worksheet, or simply write “see” on a piece of paper.) Demonstration of formats that require students to coordinate the skills of looking at and pointing to symbols on their own worksheets, moving their fingers under them, and blending the sounds when the teacher signals. Up to RM I Classic L. 28, the teacher models the sounding out step; from L. 29 on, the teacher model is faded. Viewers should read through exercise specifics before practicing to learn when to show worksheet to group, when to pass out papers, when and how to signal, and when to look up and monitor students.

Length: 5:25

Content:

8. Sounding Out – Workbook – Corrections

(See TPB equivalent of L. 29 and worksheet, or simply write “see” on a piece of paper.) Demonstration of correction for most common error types: not touching under symbols, not saying the sounds on signal, and stopping between the sounds.

Praise - Expectation

Model: “My turn.”**Lead** until firm: “With me.” (production-type error only)**Test:** “Your turn.”

Repeat Test Step

Repeat Exercise

Individual Turns

Trainer emphasizes importance of monitoring students carefully to be sure that they’re looking at their own papers and saying the sounds.

Length: 5:19

Content:

9. Rhyming – Signals

(See Teacher’s Guide, Rhyming Signals or TPB equivalent to L. 26.) Demonstration and practice of new rhyming format where students see first sound and rhyme with a given word ending. Key presentation techniques: finger on focus ball, loop to symbol, stay on symbol 3 seconds, and slash to end of arrow. Optional technique: vibrate finger on first sound for added emphasis. Slightly alternative wording and signals from Fast Cycle format are also presented.

Length: 4:18

Content:

10. Rhyming – Corrections

(See Teacher’s Guide, Rhyming Signals or TPB equivalent to L. 26.) Demonstration and practice of basic model, test correction when students don’t remember what they are to say first or next, and a model, lead, test correction for a blending (production) error. Trainer reminds viewers to use quick pacing and to monitor students.

LESSONS 28-52 [Plus K L. 124-148]: (Chapters 11-20)

Length: 4:50

Content:

11. Sounds – Cross-out Game Variation

(See Teacher’s Guide, Sounds Pronunciation Guide, inside back cover.) Trainer models two new sounds, /i/ and /d/. Classroom clips of students playing the sounds cross-out game as part of individual turns.

Length: 1:07

Content:

12. Reinforcement

Trainer reminds viewers of how critical to 1. praise young, instructionally-naïve students, and 2. remind them of group expectations by attending to students who display desired behaviors. Includes classroom clips of children.

- Length: 2:16
Content: **13. Firming, Acceleration**
Guidelines for how to juggle issues of mastery vs. lesson progress. In cases where student need many corrections or do not complete lessons, most desirable solution is to schedule a firming period later same day. If not possible, then lesson must be completed next day. Acceleration schedules are provided for cases where students are at mastery and can progress more quickly. (e.g. Fast Cycle program, 2-3 lessons/day, or specified lesson skipping.) Student performance data are the key criteria for decision making about firming or acceleration.
- Length: 5:18
Content: **14. Pronunciation, Sounds, Symbol Identification**
(See Teacher’s Guide, Sounds Pronunciation Chart, inside back cover.) First, a classroom clip of children engaged in activities of phonemic awareness. Second, trainer introduces new sounds /th/, /n/, and /t/ and then classroom clip shows students responding during sounds introduction and firming formats. Includes a model, test correction for an individual turn. Trainer points out that by L. 35, symbols no longer have
- Length: 2:20
Content: **15. Sounds – New Signal**
(See TBP equivalent of L. 51.) Now, arrows under sound symbols are removed and a pull-out/touch signal is used. Trainer demonstrates and viewers practice.
- Length: 4:51
Content: **16. Sounding Out – Word Lists**
(See TBP equivalent of L. 41.) Sounding out procedure changes in two ways: 1. students no longer orally identify sounds in word before sounding out (students now perform this mentally), and 2. teacher asks, “What word?” after students say word fast. Trainer highlights importance of teacher pointing to – but not actually touching – sounds as students mentally prepare their responses. Viewers practice signaling, remember to repeatedly return finger to focus ball of arrow, slash for “say it fast” and “what word?”, and use quick pacing. Includes classroom clip with children.
- Length: 5:53
Content: **17. Sounding Out – Word Lists – First-time Performance**
(See Teacher’s Guide, Children Sound Out the Word and Say It Fast or TBP equivalent of L. 41.) Trainer introduces concept of monitoring first-time performance and the techniques for achieving a high percentage of first-time correct responses: 1. specific, enthusiastic praise, 2. reasonable pacing, and 3. holding continuous sounds 3 seconds (rushed students cannot mentally formulate answers), and 4. monitoring students’ eyes and mouths. Critical for teachers to master these techniques so that lower performers do not misrule that they are simply to listen the first time and imitate others the next. Trainer demonstrates and viewers practice.

- Length: 4:37
Content: **18. Sounding Out – Word Lists – Corrections**
(See Teacher’s Guide, Children Sound Out the Word and Say It Fast or TBP equivalent of L. 41.) For errors of symbol id within words, trainer demonstrates a model, test correction. Group must be able to read (sound out and say fast) the entire page of words correctly before teacher gives individual turns. For error on an individual turn, correct whole group. Later, teacher in classroom clip performs a model, lead, test correction for a blending error (stopping between the sounds). Trainer additionally suggests checking students individually at a later time to catch a developing chronic error.
- Length: 3:09
Content: **19. High Utility Words**
(See TBP equivalent of L. 42.) Rationale for high utility words taught as regular words (the, is), and reassurance that conventional pronunciation of the word “the” comes later in program.
- Length: 3:21
Content: **20. Rhyming Words – Continuous First Sound**
(See Teacher’s Guide, Rhyming – Words That Begin with Continuous Sounds or TBP equivalent of L. 39.) Preview of format that presents series of words with initial sounds in black and rhyming word parts in red. (Note: for ease of filming, students in clip are called on in a “round robin” fashion. Instead, viewers should call on students in an unpredictable order to maximize their engagement.)

LESSONS 35-52: [Plus K L. 131-148]: (Chapters 21-31)

- Length: 3:10
Content: **21. Rhyming Words – Continuous First Sound – Corrections**
(See Teacher’s Guide, Rhyming – Words That Begin with Continuous Sounds or TBP equivalent of L. 39.) Two typical error types: 1. students do not identify word part with which to rhyme, and 2. stopping between the first sound and rest of word. For first type, provide a model, test correction. For second, provide a model, lead, test. Both corrections are performed in classroom clips with students. Trainer reminds viewers that corrections always call for repeating an exercise until the whole group can respond correctly.
- Length: 1:30
Content: **22. Rhyming Words – Stop Sound First**
(See Teacher’s Guide, Rhyming – Words That Begin with Stop Sounds or TBP equivalent of L. 48.) In new format, arrow under first sound prompts students to say first sound quickly.

- Length: 1:23
Content: **23. Rhyming Words – Stop Sound First – Corrections**
(See Teacher’s Guide, Rhyming – Words That Begin with Stop Sounds or TBP equivalent of L. 48.) Typical error: students fail to say word that begins with the stop sound. Trainer demonstrates a model, test correction. Viewers practice.
- Length: 5:08
Content: **24. Sounding Out – Workbook**
(See TBP equivalent of L. 40.) Students now read two words on their papers instead of just one. Trainer demonstrates key teaching procedures: management of materials (passing out worksheets), emphasis of important words in script (“first”, “next”), monitoring students closely, and firming them on quickly touching the correct words on their papers. Viewers in small groups practice monitoring after giving each direction, and correcting their “students” not looking at their papers or pointing quickly.
- Length: 1:45
Content: **25. Sounding Out – Workbook – Individual Test**
(See TBP equivalent of L. 40.) Trainer models having students take individual turns sounding out words and saying them fast. Emphasizes importance of using an auditory signal, and holding all students accountable for following along even though only one student reads aloud at a time.
- Length: 3:31
Content: **26. Sounding Out – Workbook – Individual Test Corrections**
(See TBP equivalent of L. 40.) Trainer demonstrates how to correct and then back up to first word (repeats exercise) when a student makes an error on the second word. Viewers practice.
- Length: 1:24
Content: **27. Workbook – Teacher Reads the Fast Way & Picture Comprehension**
(See TBP equivalent of L. 40.) Rationale provided for these two tasks. Prepares students that sounding out leads to whole-word reading and that those words have meaning, long before they are expected to read the fast way on their own.
- Length: 5:24
Content: **28. Workbook – Group Story Reading**
(See Teacher’s Guide, Group Reading L. 48-160 or TBP equivalent of L. 48.) Eventually, short stories replace isolated words on students’ papers. Teacher in classroom clip demonstrates incorporation of all techniques practiced so far – presenting according to directions in script, emphasizing key words, reasonable pacing, close monitoring of students’ fingers and mouths, use of auditory signal, specific praise, and giving individual turns. Clip includes demonstrations of Teacher Reads the Fast Way and Picture Comprehension.

Length: 2:59

Content:

29. Workbook – Group Story Reading – Corrections

(See Teacher’s Guide, Group Reading L. 48-160 or TBP equivalent of L. 48.) Trainer demonstrates the model, test correction for words that students misidentify during story reading. Tell the word, ask the word, and back up to the first ball (or box) for that word.

Length: 3:43

Content:

30. Workbook – Additional Exercises

(See Teacher’s Guide or TPB directions and student worksheet.) Sound Writing, Cross-Out Game, Matching, and Paired Sound activities. Trainer reminds viewers to follow exact procedures in TPB, and classroom clip show teacher presenting them to students. Rationale for Sound Writing exercises is reinforcement of the sound-symbol relationship, not handwriting, although teachers should establish high standards for neatness and letter formation.

Length: 5:00

Content:

31. Spelling

(See Spelling L. 10 or equivalent.) Overview of how to incorporate Spelling component into total program. Begins after L. 50 or equivalent. Requires about 10 min. per lesson, and can be taught after each small group’s reading lesson or combined whole class at another time of day (once lowest group reaches L. 50 or equivalent). Trainer demonstrates sounds dictation exercises. Students orally break words into their component sounds and *are* to pause between each (in contrast to reading when stopping between sounds warrants a correction).