

Chapter Buttons

1. Training Preview
2. Pronunciation – Signals
3. Pronunciation – Correcting Signal Violations
4. Pronunciation – Corrections
5. Say the Sounds – Signals
6. Say the Sounds – Monitoring & Corrections
7. Say the Sounds – Putting It All Together
8. Say It Fast – Signals
9. Say It Fast – Corrections

Best if participants have a Teacher’s Guide, and will benefit even more if practicing directly from a Teacher Presentation Book.

Length: 2:11
Content:

1. Training Preview

(See Teacher's Guide, How to Use the Presentation Books, and first Teacher Presentation Book.) Establishes that viewers will see lesson demonstrations with children in classrooms, and also adults modeling the kind of role play that viewers will mirror during training. Also identifies the pre-reading tracks: Symbol Identification, Pronunciation, Sequencing Games, Blending, Say It Fast, and Workbook Application.

Length: 15:16
Content:

2. Pronunciation – Signals

(See Teacher’s Guide, Pronunciation.) Pronunciation (phonemic awareness) formats, related signals, and the rationale and guidelines for all signals in general. Viewers practice along with the trainees on screen. Demonstrations of consistently-timed signal cues (“Get ready”), emphasis of key words to maximize student success (“I’m going to say....” and then “You’re going to say...”), and brisk pacing. Instruction on how to track in the TPB and manage materials, and reminders about how long to hold continuous vs. stop sounds, monitor students, and use quick pacing.

Length: 10:23
Content:

3. Pronunciation – Correcting Signal Violations

(See Teacher’s Guide, Pronunciation.) Instruction and practice on correcting signal violations using a basic model, lead, and test technique. Emphasizes how to shape students to respond as long as the teacher’s finger is up. Correction provided on screen (below) varies slightly from wording in the Teacher's Guides or NIFDI handouts, but has as its essence model, lead, and test.

Positive Academic Expectation
Model: Exaggerated “Listen.”
(Lead Until Firm: “With me...” on production-type error only)
Test: “Your turn.”
 Praise

Length: 15:47

Content:

4. Pronunciation – Corrections

(See Teacher’s Guide, Pronunciation.) Practice on listening for mispronunciations of harder sounds and on corrections. Wording on screen is:

Positive Academic Expectation
Model: Exaggerated “Listen.”
(Lead Until Firm: “With me…” on production-type error only)
Test: “Your turn.”
 Repeat Test Step
 Repeat All Steps Until Firm
 Individual Turns

Finally, demonstration and practice of all the steps of the full correction procedure. Hint on how to practice giving several individual turns during a simulated teacher training.

Length: 16:17

Content:

5. Say the Sounds – Signals

(See Teacher’s Guide, Say the Sounds.) Demonstration and practice of Say the Sounds formats. Review of reading phonetically spelled words as they appear in the TPB. Reminders about using consistent timing in signals and holding TPB in lap when students are to watch teacher. Emphasis on holding continuous sounds for at least 3 seconds, and a hint to mentally count to 3 as teacher holds up signal fingers.

Length: 32:58

Content:

6. Say the Sounds – Monitoring & Corrections

(See Teacher’s Guide, Say the Sounds.) Demonstrations and extensive practice of corrections for these error types: pronunciation, blending, and leaving off the final consonant. Begins with a non-example of a teacher looking down at the script and missing critical student pronunciation errors. Reminder to teachers that, in order to immediately catch and correct errors, the teacher must monitor students’ faces. Correction for all Say the Sounds corrections are:

Immediate
 Positive Academic Expectation
Model: Exaggerated “Listen.”
(Lead Until Firm: “With me…” on production-type error only)
Test: “Your turn.”
 Repeat Test Step
 Repeat All Steps Until Firm
 Individual Turns

Hint for preventing future Say the Sounds errors by pre-teaching the next lesson’s items to the student(s) having difficulty. Reminder about rationale for directing corrections for individual turns to entire group, and guidelines for how to determine when to continue a correction and when to move on.

Length: 4:09
Content:

7. Say the Sounds – Putting It All Together

(See Teacher’s Guide, Say the Sounds.) Caution: Participants must have first viewed Chapter 6.

Consolidated practice on all presentation techniques taught so far: following the script, clear signals, consistent timing, quick pacing, close monitoring, individual turns.

Length: 10:26
Content:

8. Say It Fast – Signals

(See Teacher’s Guide, Say It Fast.) Caution: The first exercise type presented appears only in RM I, not in Fast Cycle I.

Say It Fast formats and related signals. Trainer cautions viewers about being careful not to speak while signaling, and to use consistent timing.

Length: 7:27
Content:

9. Say It Fast – Corrections

(See Teacher’s Guide, Say It Fast.) Caution: The first exercise type presented appears only in RM I, not in Fast Cycle I.

Demonstrations and practice of corrections for these error types: not saying it fast, changing a sound, or omitting a sound. Generalization of same correction procedure presented earlier.

Immediate

Positive Academic Expectation

Model: “Listen.”

(Lead Until Firm: “With me...” on production-type error only)

Test: “Your turn.”

Repeat Test Step

Repeat All Steps Until Firm

Individual Turns