



National Institute for Direct Instruction

Video Guide for: Reading Mastery Training Series Disk Four: Countdown to Lesson One

10:39 minutes

Video Guide Purpose:

This presentation guide is to be used as a tool for stimulating discussion about the important points raised in the video. It is only intended to be a framework for discussion. Presenters of the video should feel free to add to the focus items which have been included. Other topics related to the events in the video may come up after the video is viewed.

Video Summary:

Successful teaching requires careful preparation. This video presents the teaching skills needed to present the Reading Mastery program effectively and efficiently.

Note:

Although all five teachers are using Reading Mastery successfully in the video, you will see slight differences in presentation from teacher to teacher. In a school provided with support from the National Institute for Direct Instruction (NIFDI), some of these differences would be corrected by NIFDI support personnel. Note also that Reading Mastery Classic material is shown. For schools using Signatures, you will have to pre-correct your participants.

Focus Items:

The next section includes a list of possible focus items to be used by the presenter. Some points of discussion are bulleted after the focus items, but they include only a sample from the video. Presenters and participants will likely find many other topics to discuss depending on their own personal experiences.

1. The five teaching preskills mentioned in the video as important when presenting Reading Mastery in the early levels are:

- Know the sounds.
- Know how to blend.
- Know the materials
- Know the signals and the scripts.
- Know the correction procedure.

a. Discuss the role each skill plays in presenting effectively.



National Institute for Direct Instruction

b. Are there other important skills regarding effective teaching not mentioned in the video that you feel should have been included? Discuss.

2. The video presents “tips” for hand signals, using the presentation book, presenting workbook and storybook tasks, and for correction procedures:

- Hand signal tips:
 - Never signal when talking.
 - Don't mouth the sounds.
 - Watch carefully as students respond.
- Presentation book tips:
 - Hold the book so all students can see.
 - Don't block students' vision with arm or hand.
- Workbook and storybook tips:
 - Use audible signals.
 - Monitor students carefully.
- Correction procedure tips:
 - Direct the correction to the group.
 - Keep the tone positive.
 - Firm every part of each task.
 - Give individual turns.
 - If needed, return to the task later.

These skills require practice. Identify the skills with which you are comfortable. Identify which skills need more practice. Discuss.

3. The importance of practice is mentioned repeatedly in the video.

- a. Discuss what you might see in a classroom where a teacher has obviously not practiced the lesson before presenting it.**
- b. If you are a teacher using Direct Instruction in your classroom, describe your feelings as you began teaching. Did you implement effectively at the beginning? Explain.**
- c. If you have received Reading Mastery program training, do you think you now have the needed skills to teach the program effectively? Explain.**

Note to presenter: The next page should be reproduced and handed out to participants for the purpose of taking notes as the video is viewed and for reference during discussion.



National Institute for Direct Instruction

Video Guide for: Reading Mastery Training Series Disk Four: Countdown to Lesson One

10:39 minutes

Video Summary:

Successful teaching requires careful preparation. This video presents the teaching skills needed to present the Reading Mastery program effectively and efficiently.

1. The five teaching preskills mentioned in the video as important when presenting Reading Mastery in the early levels are:

- Know the sounds.
- Know how to blend.
- Know the materials
- Know the signals and the scripts.
- Know the correction procedure.

a. Discuss the role each skill is plays in presenting effectively.

b. Are there other important skills regarding effective teaching not mentioned in the video that you feel should have been included? Discuss.

2. The video presents “tips” for hand signals, using the presentation book, presenting workbook and storybook tasks, and for correction procedures:

- Hand signal tips:
 - Never signal when talking.
 - Don't mouth the sounds.
 - Watch carefully as students respond.
- Presentation book tips:
 - Hold the book so all students can see.
 - Don't block students' vision with arm or hand.
- Workbook and storybook tips:
 - Use audible signals.
 - Monitor students carefully.
- Correction procedure tips:



National Institute for Direct Instruction

- Direct the correction to the group.
- Keep the tone positive.
- Firm every part of each task.
- Give individual turns.
- If needed, return to the task later.

These skills require practice. Identify the skills with which you are comfortable. Identify which skills need more practice. Discuss.

3. The importance of practice is mentioned repeatedly in the video.
 - a. **Discuss what you might see in a classroom where a teacher has obviously not practiced the lesson before presenting it.**

 - b. **If you are a teacher using Direct Instruction in your classroom, describe your feelings as you began teaching. Did you implement effectively at the beginning? Explain.**

 - c. **If you have received Reading Mastery program training, do you think you now have the needed skills to teach the program effectively? Explain.**