

**Voice Over:** “Mmmm.”  
**Model:** “This sound is mmmm.”  
**Test:** “What sound?”  
 Repeat List  
 Individual Turns

### Chapters 8-13

Length: 3:51  
 Content:

#### **8. Cross-out Game, Buffer Activities**

(See TPB.) Trainer demonstrates with a group of children how to conduct this playful form of extra practice with students. Reminder about using brisk pacing to keep students engaged, and ideas for ways to incorporate extra sounds practice into daily classroom routines. Caution: use only sounds that have been introduced to students’ instructional groups so far.

Length: 2:48  
 Content:

#### **9. Sequencing Games – Signals**

(See Teacher’s Guide, Sequencing Games or TPB.) Trainer demonstrates sequencing games format and provides reminders about key teaching techniques: position the TPB so that all can see, pause on focus ball, signal clearly, and emphasize key words. Viewers must now combine loop, tap, and hand drop signals.

Length: 6:02  
 Content:

#### **10. Sequencing Games – Corrections**

(See Teacher’s Guide, Sequencing Games or TPB.) Demonstration and practice on corrections for errors that students typically make during sequencing games.

Length: 5:20  
 Content:

#### **11. Workbook – Management Techniques**

Demonstration of how to conduct workbook activities with a group of students. Clear illustration of management techniques for this portion of lesson: tear out lesson pages ahead of time and clip together, have clipboards or other stable writing surface ready for each student, have pencils ready,

Length: 11:12  
Content:

**12. Workbook – Sounds**

(See Teacher’s Guide, first sample lesson, teacher script and take-home.) Demonstration and practice of a critical foundation workbook format for teaching students to independently sound out words. Key teaching techniques: monitor that students touch ball of arrow, move fingers when instructed, and keep their eyes on paper; present exercise as an enjoyable challenge; time steps consistently; make the signal auditory (snap, clap, or tap); and make sure that students hold continuous sounds 3 seconds. Tips are provided for shaping students to coordinate all steps of this complicated process – touch correct ball on worksheet, move fingers, and hold sounds no longer than 3 seconds.

Length: 7:15  
Content:

**13. Workbook – Sounds Writing**

(See Teacher’s Guide, first sample lesson, teacher script and take-home.) Demonstration and tips for getting students to produce their highest quality work.

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|---|
| Be Prepared (extra take-home for modeling, pencils)<br>Clear Expectations<br>Monitor Carefully<br>Specific Praise |
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Trainer reminds viewers that the primary purpose is additional sounds *reading* practice (not handwriting), and that the teacher should regularly provide specific feedback to students on their written work in order to sustain motivation and high quality products.

Chapter Buttons

**Chapters 1-7**

1. Say the Sounds, Say It Fast – Signals
2. Say the Sounds, Say It Fast – Corrections
3. Sounds, Symbol Identification – Overview
4. Continuous Sounds – Signals
5. Continuous Sounds – Correcting Signal Violations
6. Continuous Sounds – Sounds Firm-up
7. Continuous Sounds – Sounds Firm-up Corrections

**Chapters 8-13**

8. Cross-out Game, Buffer Activities
9. Sequencing Games – Signals
10. Sequencing Games – Corrections
11. Workbook – Management Techniques
12. Workbook – Sounds
13. Workbook – Sounds Writing

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

**Chapters 1-7**

Length: 6:53

Content:

**1. Say the Sounds, Say It Fast – Signals**

(See Teacher's Guide, Say the Sounds, Say It Fast or first Teacher Presentation Book.) Demonstrations of key formats, including non-examples. Viewers practice combining two previously-learned signals, and are reminded that quick pacing of steps is critical for student success. Key techniques: book on lap, keep place with one hand while signaling with the other, keep pace lively, treat responses related to one word as a unit, and monitor students’ faces as they respond.

Length: 13:09

Content:

**2. Say the Sounds, Say It Fast – Corrections**

(See Teacher's Guide, Say the Sounds, Say It Fast or TPB.) Demonstration and practice of same basic model, lead, test correction learned earlier in the series. Trainer presents specific wording depending on which error students make – saying the sounds slowly, or saying them fast without stopping between them. For corrections, treat each word as a “part”, correct just the steps that were missed in the error word, and then return to the first word in the exercise. Trainer reminds viewers that they must also remain encouraging during corrections to sustain student motivation, and to provide the first individual turn to a student who did not make a mistake.

Length: 4:47  
 Content: **3. Sounds, Symbol Identification – Overview**  
 (See Teacher’s Guide, Sounds or TPB.) Demonstration and description of the two main formats: 1. symbol introduction, and 2. discrimination that allows cumulative review of old with new sounds. Initial training on options for how to hold a Teacher Presentation Book so that all students can see and the teacher can monitor. Also, brief rationale for the inclusion of pictures and the variations in print styles in the sounds formats.

Length: 9:34  
 Content: **4. Continuous Sounds – Signals**  
 (See Teacher’s Guide, Continuous Sounds Teaching Techniques or TPB.) Instruction and practice on pointing to focus ball, looping under symbol, and crisply exiting page. Training initially begins with an isolated step of the format and gradually incorporates more until viewers can present entire exercise and with increased pacing.

Length: 9:43  
 Content: **5. Continuous Sounds – Correcting Signal Violations**  
 (See Teacher’s Guide, Continuous Sounds Teaching Techniques or TPB.) Trainer cautions viewers about the importance of students answering right on signal; unless students initiate their own responses, they will not be at mastery. Demonstration and practice of corrections for 1. responding late and simply echoing other students, 2. “jumping” the signal and responding early, and 3. not saying the sound as long as the teacher touches it.

Length: 9:09  
 Content: **6. Continuous Sounds – Sounds Firm-up**  
 (See Teacher’s Guide, Sounds Firm-up Teaching Techniques or TPB.) Demonstration and practice of an early discrimination format. Trainer provides reminders to hold book so that all students can see, pause finger on focus ball, loop under symbol for 3 seconds, confirm student responses, and pace quickly.

Length: 8:26  
 Content: **7. Continuous Sounds – Sounds Firm-up Corrections**  
 (See Teacher’s Guide, Sounds Firm-up Teaching Techniques or TPB.) Demonstrations and practice of complete part firming procedures with a continuous sounds list for various error types.

Basic correction:

**Model:** “This sound is mmmm.”

**Test:** “What sound?”

Repeat List

Individual Turns

Trainer explains that a lead step is added only if students have difficulty with sound *production*. If they have simply forgotten or misidentified a symbol, the correction is: