

Chapter Buttons

LESSONS 13-24 [Plus K L. 105-120]: (Chapters 1-10)

1. Sounds – Review
2. Point Game – Sounds
3. Point Game – Any Format
4. Sounding Out – Signals
5. Sounding Out – Monitoring
6. Sounding Out – Putting It All Together
7. Sounding Out – Corrections
8. Sounding Out – Individual Turns
9. Sounding Out – Workbook Part 1
10. Sounding Out – Workbook Part 1 Corrections

LESSONS 13-24 [Plus K L. 105-120]: (Chapters 11-19)

11. Sounding Out – Workbook Part 2
12. Sounding Out – Workbook Part 2 Corrections
13. Sounding Out – Workbook Part 3
14. Say It Fast – Rhyming – Signals
15. Say It Fast – Rhyming – Corrections
16. Say It Fast – Rhyming Variation – Signals
17. Say It Fast – Rhyming Variation – Corrections
18. Workbook – Pair Relations
19. Mastery Tests

Best if participants view the Preservice DVD(s) 1 through 5 before these segments. They will need a Teacher's Guide and would benefit even more from practicing directly from a Teacher Presentation Book.

LESSONS 13-24 [Plus K L. 105-120]: (Chapters 1-10)

Length: 00:57

1. Sounds – Review

Content:

Reminders about how to combine previously-learned teaching techniques to conduct exercises of Symbol Identification and Sounds Firm-up. Reminder of how to correct depending on which type of error students make – model, lead, test (for sound production), or simply model, test (for forgetting or misidentification).

Length: 4:38

2. Point Game – Sounds

Content:

Introduction to Reading Mastery's motivational teacher/student point game – first with a non-example unlikely to motivate students, and then with a positive demonstration. The second demonstration, characterized by enthusiasm, encouragement, and quick pacing would be likely to result in student success and motivation. Viewers practice.

Length: 4:41

Content:

3. Point Game – Any Format

Demonstration of how to incorporate the teacher/student point game into the teaching of any task. Basic technique:

1. State specific rules and expectations for academic and social behavior.
2. Provide immediate and specific feedback:
 - praise and challenge
 - correct

Teacher should:

- explicitly state the number of points students will earn on each task when they are first-time correct,
- earn points only for students' nonacademic behaviors (like inattentiveness), and
- remain encouraging and positive during corrections before starting over.

Length: 9:38

Content:

4. Sounding Out – Signals

(See Teacher's Guide, Sound Out Teaching Techniques or TPB.) Demonstration and extensive practice of new signal that combines multiple loops (for sounding out) and a slash (for reading the fast way). Includes non-examples (signal techniques to be avoided) that would be likely lead to student errors.

Length: 1:38

Content:

5. Sounding Out – Monitoring

(See Teacher's Guide, Sound Out Teaching Techniques or TPB.) Trainer provides hints for monitoring students' mouths and eyes during blending exercises and provides opportunity for practice.

Length: 4:14

Content:

6. Sounding Out – Putting It All Together

(See Teacher's Guide, Sound Out Teaching Techniques or TPB.) Trainer demonstrates how to incorporate all techniques practiced so far – following script, signals, monitoring – and also introduces individual turns.

Length: 8:14

Content:

7. Sounding Out – Corrections

(See Teacher's Guide, Sound Out Teaching Techniques or TPB.) Most common error: stopping between the sounds. Correction: model, lead, test. Trainer demonstrates, and viewers practice with an increasing number of exercise steps each time.

- Length: 1:18
Content: **8. Sounding Out – Individual Turns**
(See Teacher’s Guide, Sound Out Teaching Techniques or TPB.)
Guidelines for providing individual turns: 1. give turns to only some of the students, 2. be sure to provide turns to lowest performers, 3. remind all students to attend during others’ turns, and 4. direct corrections to the whole group in the case of an error on an individual turn.
- Length: 4:15
Content: **9. Sounding Out – Workbook Part 1**
(See Teacher’s Guide, Worksheet Signal, Sound Out Teaching Techniques or TPB.) Emphasizes importance of using consistent timing, holding sounds for 3 seconds, monitoring children, and carefully training students to move their fingers under the sounds as they say them.
- Length: 2:51
Content: **10. Sounding Out – Workbook Part 1 Corrections**
(See Teacher’s Guide, Worksheet Signal, Sound Out Teaching Techniques or TPB.) Demonstration of how to correct not moving finger to next sound. While teacher verbally praises students who move their fingers, she physically prompts the student making the error. Finally, when that student moves his finger on signal, the teacher specifically praises him, too. Viewers practice.

LESSONS 13-24 [Plus K L. 105-120]: (Chapters 11-19)

- Length: 5:20
Content: **11. Sounding Out – Workbook Part 2**
(See TPB and sample worksheet.) Introduction of new workbook format. Now, students not only touch under the symbols, but also say and blend sounds on their own. Trainer demonstrates and sets up viewers for practice with reminders about using an auditory signal and quick pacing.
- Length: 3:24
Content: **12. Sounding Out – Workbook Part 2 Corrections**
(See TPB and student worksheet.) Most common student errors: not moving finger to next symbol when teacher signals, and stopping between the sounds. Correction and firming technique for both is a basic model, lead, and test. Demonstration and practice of procedures including individual turns.

Length: 1:58

Content:

13. Sounding Out – Workbook Part 3

(See TPB equivalent of L. 23 and student worksheet.) Now, students first identify sounds on the teacher's model worksheet before pointing to their own papers. Trainer demonstrates a pull-out/touch signal to secure group responses, a quick transition, and then directs students through the worksheet exercise with an auditory signal. Viewers practice.

Length: 4:26

Content:

14. Say It Fast – Rhyming – Signals

(See Teacher's Guide, Rhyming or TPB equivalent of L. 16.) Demonstration of the signals and quick pacing required for the this critical, pre-reading oral track of exercises. Key teaching techniques: teacher vibrates first finger up to prompt students to hold sound, then crisply puts up second finger to represent rest of word to be said at a faster rate, and monitors students closely. Sets up viewers for practice.

Length: 3:54

Content:

15. Say It Fast – Rhyming – Corrections

(See Teacher's Guide, Rhyming or TPB equivalent of L. 16.) Typical student error is stopping between the first sound and the rest of the word. Demonstration and practice of model, lead, test correction.

Expectation: "Say the sounds without stopping."

Model: "My turn. Mmmmat."

Lead: "Say it with me. Get ready. Mmmmat. Again."

(Repeat until at least two correct consecutive responses.)

Test: "Your turn. First you'll say Mmmm. Then you'll say –at. Get ready." (Students respond.)

Length: 4:24

Content:

16. Say It Fast – Rhyming Variation – Signals

(See Teacher's Guide, Rhyming or TPB equivalent of L. 19.) Now, students first say the word parts slowly, and then link them quickly to rhyme. Demonstration and then practice of this new variation, remembering to combine the signals from the rhyming format taught earlier, quick pacing, new wording, and monitoring students' faces.

Length: 4:20

Content:

17. Say It Fast – Rhyming Variation – Corrections

(See Teacher's Guide, Rhyming or TPB equivalent of RM I L. 19.) Trainer explains typical errors and models appropriate corrections. Type 1: Forgetting what to say first and/or next. Correction is a model, test procedure. (A lead step would be added only if error persisted.) Type 2: Stopping between the sounds (word parts). Correction is model, lead, test. Viewers practice format including corrections and individual turns.

Length: 1:59

Content:

18. Workbook – Pair Relations

(See Teacher’s Guide, Pair Relations or TPB equivalent of L. 21.)

Trainer demonstrates new worksheet format that reinforces students’ sequencing skills.

Length: 3:16

Content:

19. Mastery Tests

(See Teacher’s Guide, Mastery Tests or tests in TPB.)

Trainer presents key information and procedures about in-program mastery tests:

- occur at L. #8, 15, and then every 5 lessons (RM I Classic)
- TPB contains directions for administration and specific criteria for remediation and skipping lessons
- are individually administered and test 1 skill each, so take only a few minutes
- maintain performance data
- if only a few students are weak, then firm at a time other than reading group; if majority or whole group is weak, then firm during reading