

Reading Mastery I — Lessons 53-84 (K Plus L. 149 - 1 Plus 30) DVD #8

Chapter Buttons

LESSONS 53-64: [K Plus L. 149- 1 Plus 11] (Chapters 1-9)

1. Sounds, Symbol Identification
2. Word Lists
3. Word Lists – Motivation & Firming
4. Words Beginning with Stop Sounds – Signals
5. Words Beginning with Stop Sounds – Corrections
6. Words Beginning with Stop Sounds – New Format
7. Reading the Fast Way
8. Reading the Fast Way – Story Reading
9. Teacher and Children Read the Fast Way

LESSONS 53-64: [K Plus L. 149- 1 Plus 11] (Chapters 10-15)

10. Word Finding
11. Word Finding – Corrections
12. Two-line Stories
13. Two-line Stories – Corrections
14. Reading the Fast Way – More Transition Activities
15. Practice Stories

LESSONS 65-74: [1 Plus 12-20] (Chapters 16-23)

16. Sounds, Symbol Identification
17. Word Attack
18. Reading the Word in the Box – Signals & Corrections
19. Firming Word Lists
20. Story Reading – Words That Begin with Stop Sounds – Signals
21. Story Reading – Words That Begin with Stop Sounds – Corrections
22. Workbook – Full Demonstration
23. Pair Relations

LESSONS 75-84: [1 Plus 21-30] (Chapters 24-33)

24. Sounds, Symbol Identification
25. Word Lists
26. Word Lists – Corrections
27. Word Lists – Individual Turns
28. First Story Reading
29. Second Story Reading
30. Read the First Sentence the Fast Way
31. Read the First Sentence the Fast Way – Corrections
32. Read the First Sentence the Fast Way – Individual Turns
33. Library Series

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

LESSONS 53-64: [K Plus L. 149- 1 Plus 11] (Chapters 1-9)

- Length: 00:31
Content: **1. Sounds, Symbol Identification**
(See Teacher’s Guide, Sounds Pronunciation Chart, inside back cover.) Trainer models pronunciation of new sounds (long) /a/, /h/, and (short) /u/.
- Length: 2:14
Content: **2. Word Lists**
(See Teacher’s Guide, Reading the Fast Way, Track Development or TPB equivalent of L. 60.) Trainer highlights changes in the word reading formats: 1. dots under symbols within words are removed, but teacher still uses former looping signal, 2. students sound out each word only once before saying it fast, and 3. both sounding out and rhyming strategies are used to decode words that appear on the same page. Viewers practice.
- Length: 4:22
Content: **3. Word Lists – Motivation & Firming**
(See Teacher’s Guide, Reading the Fast Way, Track Development or TPB equivalent of L. 60.) Trainer reminds teachers to praise most for first-time correct responses; otherwise, they run risk of systematically teaching students that making errors results in greater reward than first-time correct. Demonstrates examples of how to positively challenge students before exercise (“Let’s see if we can read all these words right the first time.”) and then, before repeating exercise, praises the student who read them correctly the first time. Students are successful on individual turns. Viewers practice correcting “student” errors of not paying attention, not following the signal, or stopping between the sounds.
- Length: 7:23
Content: **4. Words Beginning with Stop Sounds – Signals**
(See Teacher’s Guide, Children Read a Word Beginning with a Stop Sound. For practice, write sample words from video segment on paper. See TPB equivalent of L. 60.) Trainer models pronunciation of all stop sounds, which are indicated by a small arrow underneath, and then models how to sound out words beginning with stop sounds. Harder to blend than words beginning with continuous sounds because first sound must be said so quickly. (Note: Initially, trainer intentionally does not signal as the viewers’ focus is simply hearing how these words are sounded out.) To signal, hover finger under first sound rather than on the focus ball in order to have students prepare the sound that they’ll have to say quickly before reading the next sound. Trainer demonstrates initial format, which employs rhyming in order to ease reading words beginning with stop sounds.

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- Length: 00:57
Content: **5. Words Beginning with Stop Sounds – Corrections**
(See Teacher’s Guide, Reading the Fast Way, Track Development or TPB equivalent of L. 63.) Trainer demonstrates a model, lead, test correction for an error of stopping between the sounds. Viewers practice.
- Length: 00:55
Content: **6. Words Beginning with Stop Sounds – New Format**
(See TPB equivalent of L. 63.) Trainer demonstrates the signal for a new stop-sound-first format. Viewers practice.
- Length: 1:30
Content: **7. Reading the Fast Way**
(See TPB equivalent of L. 60.) Trainer demonstrates introductory format, which incorporates a pause to help students gradually build memory for handling words. Cautions teachers not to rush students to read the fast way any earlier than required, and emphasizes that the transition from sounding out to reading the fast way is carefully programmed.
- Length: 2:31
Content: **8. Reading the Fast Way – Story Reading**
(See TPB equivalent of L. 56.) Dots under words in workbook stories are eliminated, and appearance of worksheets changes slightly, but teaching procedures remain consistent. Trainer demonstrates how to introduce the word “a” as an irregular word.
- Length: 8:39
Content: **9. Teacher and Children Read the Fast Way**
(See Teacher’s Guide, Sounding Out Words, Teacher and Children Read the Fast Way or TPB equivalent of L. 57.) Trainer explains that students first receive ample practice of story words in isolation before those words ever appear in stories in workbook. Two demonstrations of transition lesson. Teaching procedure: hold up worksheet, tell students last word of story for students to remember, touch under and read each word while modeling proper inflection, monitor students, and pace reasonably.

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- Length: 3:22
Content: **10. Word Finding**
(See TPB equivalent of L. 57.) Trainer demonstrates two-part format: 1. teacher models reading words the fast way and then sounds them out, and 2. teacher says a words and, on signal, students point to words on their worksheets. Key teaching techniques: say words crisply when modeling, monitor students’ responses, hold continuous sounds 3 seconds, emphasis key words (“touch”), and present all tasks provided.

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- Length: 00:47
Content: **11. Word Finding – Corrections**
(See TPB equivalent of L. 57.) In case of student who touches wrong word, correction is: 1. have student sound out word s/he pointed to, 2. say, “Yes X, but we’re looking for Y”, 3. repeat step by directing students with “Fingers up.”, and then 4. repeat exercise until all students can correctly find all words.
- Length: 2:38
Content: **12. Two-line Stories**
(See Teacher’s Guide, Sounding Out Words, Dotted Arrows Between the Lines or TPB equivalent of L. 61.) Demonstration of how students are now required to move their fingers for stories printed on two lines. Key teaching procedures: 1. emphasize words “top” and “next”, and 2. monitor students.
- Length: 4:31
Content: **13. Two-line Stories – Corrections**
(See TPB equivalent of L. 61.) First reading: students sound out each word twice before saying it fast. Second reading: students sound out each word once before reading it the fast way. In case of errors on either reading, correct whole group. 1. Tell missed sound or word (model), 2. ask for correct response (test), 3. repeat missed task, and 4. return to beginning of sentence. Viewers practice.
- Length: 5:40
Content: **14. Reading the Fast Way – More Transition Activities**
(See TPB equivalent of L. 61.) Trainer demonstrates additional tasks that transition students to reading words the fast way: Picture Comprehension, Word Finding, and Independent Work activities. Viewers practice.
- Length: 00:23
Content: **15. Practice Stories**
(See Teacher’s Guide, section of Practice Stories.) Brief mention of the practice stories to use when remedying students who fail mastery tests. Students re-read stories from earlier worksheets in order to be brought to mastery.

LESSONS 65-74: [1 Plus 12-20] (Chapters 16-23)

- Length: 3:04
Content: **16. Sounds, Symbol Identification**
(See Teacher’s Guide, Sounds Pronunciation Chart, inside back cover.) Trainer models pronunciation of new sounds /l/ and /g/ and demonstrates sounds format in classroom clips.

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- Length: 4:52
Content: **17. Word Attack**
(See TPB equivalent of L. 69.) Now, a greater variety of word attack exercises appears in teacher presentation portion of lessons and requires careful advance preparation. Trainer demonstrates some of these formats in classroom clips. Also provides techniques to remedy a common student misconception that reading words the fast way means reading them loudly.
- Length: 6:21
Content: **18. Reading the Word in the Box – Signals & Corrections**
(See TPB equivalent of L. 69.) Trainer demonstrates tips to prompt, signal, and monitor in order for students to reach mastery. Cautions viewers to provide think time and perform proper correction procedures rather than simply repeat questions in order to prevent training lower performers to simply imitate others.

Correction for drony responses: 1. model, 2. praise students who responded crisply, 3. have group say and sound out word, 4. start over. Prompt students to read “the grown up way” or an age-appropriate alternative. Viewers practice.

Correction for word misidentification: 1. tell word (model), 2. ask word (test), 3. have group sound it out, and 4. start over. Viewers practice.
- Length: 4:12
Content: **19. Firming Word Lists**
(See TPB equivalent of L. 71.) Trainer demonstrates how to firm the wide variety of word attack exercises on a single page of TPB by viewing whole page as a unit. Viewers practice firming a whole page.
- Length: 4:46
Content: **20. Story Reading – Words That Begin with Stop Sounds – Signals**
(See TPB equivalent of L. 71.) Introduction to quick auditory signal for first sound of words that begin with stop sounds. Viewers practice this quick, new signal for word “can”, compare it to the signal for word that begins with a continuous sound (“man”), and see a demonstration of the signal repeatedly incorporated into story reading.
- Length: 1:21
Content: **21. Story Reading – Words That Begin with Stop Sounds – Corrections**
(See Worksheet equivalent of L. 70.) Typical student error: stopping between the sounds. Correction: model, lead, test, start over. Trainer demonstrates, and viewers practice.
- Length: 7:46
Content: **22. Workbook – Full Demonstration**
(See worksheet equivalent of L. 69.) In a classroom clip, trainer demonstrates all the Workbook exercises (Story Reading and Independent Work) while viewers watch the teaching, firming, and management techniques.

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Length: 1:49
Content: **23. Pair Relations**
(See worksheet equivalent of L. 71.) Trainer demonstrates introductory format of activity. Students cross out pairs in which word is not paired with an appropriate illustration.

LESSONS 75-84: [1 Plus 21-30] (Chapters 24-33)

Length: 00:42
Content: **24. Sounds, Symbol Identification**
(See Teacher's Guide, Sounds Pronunciation Chart, inside back cover.) Trainer models pronunciation of new sounds /w/ and /sh/ and demonstrates sounds format in classroom clips.

Length: 6:47
Content: **25. Word Lists**
(See TPB equivalent of L. 75.) By this point, teacher presentation portion of each lesson usually has 3 pages of words lists and whole last page is usually read the fast way. Trainer demonstrates how to firm students on sounding words out before permitting them to read list the fast way. Viewers practice correcting errors of sound identification and blending (stopping between the sounds) after trainer reminds them to start over and to provide individual turns. Viewers practice presenting fast way reading after trainer reminds them to prevent errors by providing adequate think time (3-second pause) and monitoring.

Length: 2:20
Content: **26. Word Lists – Corrections**
(See TPB equivalent of L. 75.) To correct wrong or late responses, use a model, test procedure. Trainer demonstrates complete correction. Viewers practice.

Length: 3:27
Content: **27. Word Lists – Individual Turns**
(See TPB equivalent of L. 75.) Trainer demonstrates presenting turns to individuals only after providing think time for all students. Also presents guidelines for giving turns, and a reminder about using same correction procedure used when presenting to whole group. Viewers practice.

Length: 5:57
Content: **28. First Story Reading**
(See TPB and worksheet equivalent of L. 75.) Summary of changes in story reading formats, and demonstration of instruction and corrections for first story reading. Viewers practice.

Length: 1:40
Content: **29. Second Story Reading**
(See TPB and worksheet equivalent of L. 75.) Trainer demonstrates correction for comprehension item: model, test, have students reread sentence that answers the question, and then repeat question.

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- Length: 3:49
Content: **30. Read the First Sentence the Fast Way**
(See TPB and worksheet equivalent of L. 75.) Trainer introduces new format which requires that students sound out on their own and then read aloud on signal. Teacher must provide think time specified in TPB to allow students to formulate their answers.
- Length: 2:17
Content: **31. Read the First Sentence the Fast Way – Corrections**
(See TPB and worksheet equivalent of L. 75.) To correct group story reading errors: 1. tell the word (model), 2. ask the word (test), and 3. start sentence over. Viewers practice.
- Length: 3:34
Content: **32. Read the First Sentence the Fast Way – Individual Turns**
(See TPB and worksheet equivalent of L. 75.) Trainer presents same correction procedure used to firm the group, and reminds viewers of teaching behaviors that engage everyone – provide think time to *all* students before calling a name, reinforce students who respond correctly when called on, and involve all students during correction. Viewers practice.
- Length: 00:29
Content: **33. Library Series**
(See Library Series available from SRA.) Introduction to series of readers available for additional practice and transfer of reading skills to outside materials.