

Chapter Buttons

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Chapters 0-6

Length: 00:45 **0. Introduction:**

Best if participants have a copy of the RM II teacher’s guide

Length: 10:05 **1. Overview**

Content: All pieces of the materials (both RM II and Fast Cycle II) are explained including scope and sequence in simplified form. Explains the 3 blocks in RM II: [BLOCK 1] Firming block (lessons 1-39) reviewing RM 1; [BLOCK 2] Vowel mechanics (Lessons 40-80) transition to regular orthography; [BLOCK 3] Textbook block (lessons 80-160) regular orthography, more informational stories. Explains the planning pages.

Length: 12:30 **2. Initial Placement Testing**

Content: Goes over in detail how to do the initial placement test for RM II giving “the cow on the road” story. Uses page 2 & 3 of teacher’s guide. Teaches error limits, what are errors (including self-corrects) how to mark errors. Listen to a student read and then practice scoring a test, corrected the scoring and practice evaluating it. Includes detailed recommendations about all possible placements of children based on the RM II placement test results, their age, their language abilities, etc.

Length: 1:24 **3. Grouping**

Content: Tells the size of groups based on levels, how to group students at the start of the year and how to keep grouping flexible during the year.

Length: 1:36 4. Scheduling

Content: Scheduling 35 minutes per day for teacher-directed part of lessons, scheduling time to check independent work, to do spelling portion of lesson, with the goal of a lesson each day. Mentions the need some children have for extra practice.

Length: 0:27 5. Teaching Prerequisites

Content: Tells what the next part of the DVD is about—suggests that those who have gone through RM I series should move on to the 4th DVD in this series and skip the rest of the parts on this DVD.

Length: 19:47 6. The RM Sound/Symbol

Content: This section of the DVD teaches all the sound/symbol relationships to the teachers. Shows stop and continuous sounds, how to read the pronunciation guide at the end of the teachers' guide. Includes a long segment from RM I training materials—teaching sounds in the first part of the program. Demonstrates correct pronunciation of each sound in the program and gives time to practice.

Chapters 7-13**Length: 8:20 7. Teaching Students Blending**

Content: Provides model-lead-test training in how to teach blending or “sounding out” on several words with continuous sounds. Emphasizes not stopping between the sounds. Then provides model-lead-test training on blending/sounding out with several words that start with quick or “stop” sounds. Uses looping signal throughout.

Length: 4:41 8. Overview of Signals

Content: Refers to page 7, 8, and 9 of RM II Teachers' guide. Teaches the rationale for signals. Teaches that a signal has 3 parts: Focus-think time, verbal cue, and hand signal (different explanation than NIFDI five-part signal—but not contradictory). Explains the reason for the different variations in signaling during RM II. Shows lift and touch for sounds, looping for sounding out words, clapping (next word, get ready, clap) for story reading.

Length: 19:25 **9. Teaching Sound/Symbol**

Content: Begins with a real teacher demonstration from RM I for sound/symbol relationships. Then reviews and shows real teachers and kids demonstrating two ways of signaling sounds in RM II without arrows: 1) looping under for continuous and slashing for quick sounds and 2) lift and touch for the sounds. Shows common errors in signaling and student responses that have to be fixed. Using Lesson 11 Sounds from RM II, gives large group practice being teachers with signaling and verbal cues for sound/symbol. Then gives chances for practice and prompts for how to do it right.

Length: 1:30 **10. Varying Think Time**

Content: Continues with first page Sounds of Lesson 11 from teachers' guide. Teaches how to provide more think time and why it needs to be done—in the context of teaching the “sounds.”

Length: 3:22 **11. Getting On-Signal Responses**

Content: Continues with first page Sounds of Lesson 11 from teachers' guide. Teaches what “crisp” or “on-signal” responses are like, why they are important and how to get them from the students. Teaches importance of fixing late or tentative responses. Emphasis on praising and corrections.

Length: 4:14 **12. Practice Hearing Errors**

Content: Teaches how to “voice over” errors on sounds, as soon as errors are heard, to give correction. Has the teachers practice correcting errors heard by students when saying flashcard “sounds.”

Length: 10:07 **13. Correcting Errors**

Content: Teaches how to correct errors when practicing sounds. Teaches that you use a group correction, and don't answer during the test step. Teaches the four steps of voice over, model, test and confirm. Uses Lesson 21 from RM II teachers' guide. Then demonstrates “firming” as going back to the beginning and starting over to get them “all right this time.” Gives time for practice. Finally teaches that “individual turns” are given when the group appears firm, but they are always important to give. Points out the importance of giving student's name last.