

Client: NATIONAL INSTITUTE FOR DIRECT INSTRUCTION
Project: NIFDI VIDEO
Subject: READING MASTERY TRAINING SERIES (Part 4):
Countdown to Lesson One
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[TEXT; EXTERIOR; CLASSROOM]

Narrator: Before you enter your classroom for the first lesson, there are some important skills you need to have under your belt.

[EXTERIOR]

Narrator: This video will review these skills and prepare you for the next segment, "Practice Junction."

Teacher Sayed: Eeeee.

Teacher Ahidiana: See if you can say all these sounds without making a mistake. Get ready.

Students: Mmmmm.

[TEXT]

Narrator: English is made up of about 40 sounds or phonemes.

Teacher: Aaaaa.

Teacher: Nnnnn.



Narrator: Teachers need to know how to pronounce all the sounds from the outset and how to blend these sounds together.

Teacher: Eeerrrr.

Teacher: Eehh.

Teacher: Aaahhh.

Narrator: There are two kinds of sounds.

Teacher: Aaa.

Teacher: Eeii.

Teacher: Ahh.

Narrator: There are continuous sounds like these which must be held for two seconds.

Teacher Carter: Nnnn.

Narrator: Then there are quick or stop sounds.

Teacher: Ca. De. Ga. Ha. Pa. Ja. Ka.

Narrator: If you try to hold the quick sound, you will distort it. Try. [VISUAL LETTERS] This is why quick sounds have to be said quickly.

Teacher: Ca.

Teacher Sayed: Ha.



Teacher Carter: Ga.

Teacher: Ta.

Teacher: Ja.

Teacher Carter: Ba.

[TEXT; CLASSROOM]

Teacher Carter: Oo-nn. Do it with me.

Narrator: Next, you need to know how to blend both kinds of sounds into words.

Teacher Hawkins: Ss-hee.

Teacher Scott: Get ready.

Narrator: When blending continuous sounds together, it's crucial that you hold each sound for at least two seconds and that you do not stop between the sounds.

Teacher: Rrr-aaa-nnn.

Teacher: De.

Narrator: Blending with quick sounds is a little different.

Teacher: Ba. Sss-iii-t

Narrator: A quick sound at the end of a word is not so hard to pronounce.



Teacher: iii-t. Sss-aaa-d. Sss-aaa-d.

Narrator: But when a word starts with a quick sound, you must be careful. Here you must join the starting quick sound to the next long sound.

Teacher Ahidiana: Caaa-t. Caaa-t. Caaa-t.

Narrator: Here are some other examples.

Teacher Ahidiana: Diii-m. Tiii-n. Aaaa.

Narrator: In "Practice Junction" you will have plenty of opportunity to practice getting to know the sounds that make reading possible.

Teacher: Ssss.

[TEXT]

Narrator: The Reading Mastery program contains all the materials you will need. This set of books includes everything from teacher's guides to children's storybooks. Most important are the three teacher Presentation Books. They contain all the information you'll need to teach your reading lessons. The scripts for the lessons are written in colored type. The other directions are written in black. The Presentation Book also contains large letter displays for the children. The type is large enough that every child can see what's on the page.

Student: Better.



Teacher: Better. Get ready.

Student: You'll.

Teacher: You'll. Get ready.

Student: Finding.

Teacher: Finding. Get ready.

Student: Leaving.

[TEXT]

Teacher Carter: Mm-aaa.

Narrator: Teachers need to practice the signals and scripts for the early lessons. Remember there are three basic types of signals.

Students: [UNISON] Mmmm.

Teacher Ahidiana: Say, Aaaa.

Narrator: Hand signals where a finger is used to signal kids' unison responses.

Students: Aaa-mmm.

Teacher Ahidiana: Say [?] xx.

Students: Am.



Teacher Ahidiana: Yes. Am.

Narrator: Presentation Book signals where the teacher points at symbols in the Presentation Book.

Teacher Ahidiana: Get ready.

Students: [UNISON] Mmm.

Teacher Scott: What word?

Students: How.

Narrator: And workbook and storybook signals where teachers use their voice and an audible signal such as a clap to signal students.

Students: Eight.

Teacher Scott: Yes. Eight. Next word. Sound it out.

Narrator: In "Practice Junction" there are numerous exercises to practice the signals and the scripts.

Teacher Ahidiana: Let's say some sounds. Listen to the sound.

Narrator: These can be practiced with coaches offering feedback or by yourself at home.

Teacher Ahidiana: - - hold up my finger. We're going to say, 'Mmm'.

Narrator: In all signals—



Teacher Ahidiana: Get ready.

Narrator: —the words 'get ready' are used to alert the children that they should respond.

Teacher Hawkins: Get ready.

Teacher Carter: Get ready.

Teacher Ahidiana: Get ready.

Teacher Sayed: Get ready.

Student: Set.

Teacher Sayed: Set. Get ready.

Student: [?]

Narrator: Make sure you are consistent in the way you say 'get ready'.

Teacher Sayed: Get ready.

Teacher Scott: Get ready.

Teacher Hawkins: Get ready.

Girl Student: Get ready.

[TEXT]

Teacher Scott: Sss-aaa-mm.



Narrator: Here are some extra tips for hand signals.

Students: [UNISON] Aaa.

Teacher Ahidiana: Yes. Aaa.

Narrator: Never signal when talking. Finish talking. Then signal.

Teacher Ahidiana: Get ready.

Students: Aaa.

Narrator: Don't mouth sounds when it's the students' turn to respond.

Teacher Ahidiana: Yes. Aaa. Say it fast.

Students: Aaa.

Narrator: Watch children when they respond to make sure they answer in unison.

Students: [UNISON] Mmm-iii-sss.

Narrator: With the Presentation Book, teachers help children to connect sounds with symbols on the page. The Presentation Book must be held in a place where all the children can see it clearly, either to the side or directly in front of the teacher's chest.

Student: Better.

Teacher Sayed: Better. Get ready.



Student: You'll.

Narrator: Be sure that your hand or arm does not block the vision of the children on the edges of the group.

Teacher Ahidiana: [?] Now, smart, smart people. These words rhyme.

Teacher: Get ready.

Narrator: Presentation Book signals start with the teacher pointing to the big dot at the start of an arrow and pausing to allow the children to remember the sound. Then the teacher says, *Get ready*.

Teacher Ahidiana: Get ready.

Narrator: And an instant later moves her finger under the sound.

Teacher Ahidiana: My turn again. Get ready. Aaa.

Teacher: Get ready.

Students: [UNISON] The.

Teacher: Get ready.

Students: [UNISON] [?] Test.

Teacher: Get ready.

Students: [UNISON] The.

Teacher: Get ready.



Students: [?]

Narrator: At the end of each lesson, kids do workbook and storybook exercises. Here, because the children are looking down at their books the teacher communicates using her voice and an audible signal such as a clap.

Teacher: Touch the next arrow.

Teacher: Everybody, finger on the first ball - -

Narrator: Here, you must not only give clear instructions but also check that the children's' fingers are where they should be.

Teacher Ahidiana: After the sound and say it. Get ready.

Students: [UNISON] Sss.

Teacher Scott: What word?

Students: [UNISON] [?]

Narrator: The tasks where children sound out words you clap for the first sound. Then two seconds later clap for the next sound.

Teacher Scott: What word?

Students: Eight.

Teacher Scott: Yes. Eight. Next word.



Narrator: "Practice Junction" will offer numerous opportunities for you to practice signals and scripts. These should be done first with your coach or trainer and then at home by yourself.

Adults Students: [UNISON]

[TEXT]

Teacher Carter: Say the sound. Get ready.

Students: [UNISON] Mmmm.

Teacher Carter: My turn.

Narrator: It is very important that errors are corrected immediately. You will get an opportunity to practice some correction procedures in "Practice Junction."

Students: Rr-aa-nn.

Narrator: In these corrections, you model.

Teacher Scott: My turn. Nnn-aaa-mmm.

Narrator: Then, lead the children.

Teacher Scott: Sound it out with me. Get ready.

Students: [UNISON] Nnn-aaa-mm.

Teacher Scott: Again, by yourself. Get ready.



Narrator: Finally, you test them.

Students: [UNISON] Nnn-aaa-mm.

Teacher Scott: What word?

Students: [UNISON] Name.

Teacher Scott: Yes, name.

Narrator: Here are some general tips when making corrections. Direct the correction to the group rather than the individual. This keeps students from feeling singled out. Keep the tone positive. After correcting an item, go back and firm every part of the task. At the end of a task, give individual turns to children who made errors and make sure they are firm. If several children make errors during individual turns, assume that the group as a whole needs more practice on that particular skill and return to the task later in the lesson.

Students: Aaa.

Teacher Hawkins: This sound is Mmmm.

Narrator: An effective Reading Mastery teacher, seamlessly transitions into a correction procedure. With practice so will you.

Teacher Hawkins: All by yourselves.

Students: [UNISON] Mmmm.



Teacher Hawkins: Yes. Mmmm. Starting over. Get ready. What sound?

Students: [UNISON] Mmmm.

Teacher Hawkins: Yes. Mmmm.

Teacher: Mmmm.

Narrator: Now, you are ready to go to “Practice Junction” to practice the sounds, blends, signals, and correction procedures.

Teacher Scott: See if you can say all of these sounds without making a mistake.

Narrator: After that you will be ready to teach your children to read.

Teacher Ahidiana: Here we go. We are going to learn to read. Put your eyes up on me and listen.

[TEXT]

[END]

