Teach Your Child to Read in 100 Easy Lessons
Detailed Notes for Videos

Introduction Video: Why Use This Program? A History of Success

The Direct Instruction Method was used to create the book.

The philosophy of Direct Instruction is: ***All*** **Children Can Learn.**

All teachers can be successful-if they have the appropriate material and training.

D. I. material has a long, proven record as the most effective method for ***all*** learners.

Phonics foundation plus other critical beginning reading skills in approximately 20 minutes a day.

Step-by-step sequence and scripted with efficient instructional language.

Practice for Success–watch and participate with the Training Videos *before* you teach your child

- **Sound-Symbol Relationships video**
- **Refer to and make notes as needed on Sounds Pronunciation Chart, page 15.**
- **Continuous Sounds**-say as long as the instructor touches the "magic button"(dot under the sound that actually can be said until you are out of air)
- **Quick Sounds**-say crisply and quickly (without any added sound such as "uh," "ih," or "ah.") when the instructor slashes along the arrow

Rationale for sequence and "funny print" – specifics to make learning easier:
Children don't have to know alphabet letter names to read; they need to know sounds.

The sound-symbol order of introduction was designed to provide maximum discrimination (symbols that look different from each other and sound different)–making it easier for children to learn and master more quickly.

- **a** is taught since it is the one used most often in reading (books, online, forms, etc.), and "**a**" can easily be discriminated from d, p, and q, while d, p, and q can be easily confused with "*a*" by beginning readers. "*a*" is used rarely in reading material but is the handwriting version.
- **d** and **b** have different configurations of the oval part.
- **h** and **n** have different stem lengths to make it easier to tell apart.

Sound-symbol order of introduction was designed to have children learn sounds that, when combined (blended), would produce the maximum number of words.

Long vowels are shown with a macron (bar over symbol) to discriminate from short vowels.

Letters are combined that produce one sound: **th, sh, wh, ch**

Important Teaching Techniques for Sound Signals

- **Continuous Sounds**-Be sure to hold your finger under continuous sounds (on dot) for at least 3-5 seconds.

- **Quick Sounds** (with tiny arrowhead under the sound)-Slash fast

- **Corrections**–keep positive when the child says the wrong sound
  Correct immediately when any error on sound is made-even during sounding out a word.
  - First tell child the correct sound: "This sound is __. "(you say correct sound)
  - Ask child to say correct sound: "What sound?"
  - Confirm correct response by saying: "Yes, ___." (you repeat correct sound)
  - Start over at the beginning of the exercise.

- **Motivation**
  - Praise child for *working hard*-even when errors are made.
  - Confirm correct responses by repeating the sound and adding a praise word after it.
  - Praise child for accuracy at end of whole exercise.

Blending Sounds Video

Another important skill ***you*** need to master ***before*** you teach scripted exercises is blending – saying the sounds without stopping or taking a breath between sounds. Blending is a necessary reading pre-skill to teach children. Knowing how to blend sounds makes it easier for a child to hear a whole word once it is sounded out.

Practice using the Model, Lead, and Test steps to teach or correct saying sounds without stopping in the word, "man."

Model - Show child how to say sounds without stopping.
"My turn to say the sounds without stopping **mmmmmaaaaaannnnnn***."*

Lead - Repeat until child is firmly answering with you.
"*Say it with me* **mmmmmaaaaaannnnnn***."*
Then, *"Again…* **mmmmmaaaaaannnnnn** *"*

Test- Child answers alone.
"Your turn…"

Reading the *Script*-Bringing the Exercises to Life Video

Critical Features:

- What you say is in red print
- What you do is in black print with parentheses ( )
- What the child answers is in quotations
- Corrections are in boxes

You bring words of script to life and motivate the child when you teach–you are the conveyor of important information and skills.

Practice each lesson exercise enough BEFORE you teach so that you can quickly present the scripted words naturally, with enthusiasm, and stay positive even when the child makes errors.

There are many scripted exercises in each lesson. The scripts are designed to have consistent wording, so that once you have practiced to proficiency and then have taught a specific *type* of exercise, it will become more and more automatic and natural to present in future lessons.

In other videos, you can continue your training by watching demonstrations and training in bringing the script to life, motivating a child, and staying positive during corrections in pre-reading and reading exercises in ***Teach Your Child to Read in 100 Easy Lessons***.

Lesson 1 – Dr. Haddox teaching a 3-year-old child
Lesson 1 – Dr. Haddox training a parent
Lesson 13, page 66, Word Reading – Dr. Haddox teaching a young child
Lesson 13 Story Reading with Comprehension – Dr. teaching a child
Lesson 20 Rhyming – Dr. Haddox training workshop participant
Lesson 53 Advanced Story Reading – mom teaching child
Lesson 74 Advanced Story Reading – mom teaching child

See the next pages for specific techniques, including following the script for teaching and correcting in key exercises in *Teach Your Child to Read in 100 Easy Lessons*.

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Specific Training

- **Program Introduction to Child** (page 29)
- **Lesson 1-** all 6 exercises (pages 31, 32)

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page ↓	Lesson ↓	Task ↓	Notes for practice
29			**Introduction of program to child**-bring script to life, motivate to work hard & have fun; if you are using tangible motivations, mention them at the end of the script–stars, stickers, or payoff to be awarded at the end of the lesson for working hard the whole time.
31	1	1	**Sounds introduction**: focus child's attention–signal by beginning with finger on ball of arrow, loop quickly to dot under sound, hold sound 3-5 seconds; correct errors by immediately telling correct sound, then asking child to say it, then repeating under firm. See also correction in box.
31	1	2	**Say it Fast**: pause as per script, positively correct LOUD/fast answering; if the error is child says word slowly, correct by saying word fast yourself, then repeating task. See also correction in box.
31	1	3	**Say the Sounds**: saying sounds without stopping (a pre-reading skill**)** Instructions/corrections with child-instead of saying, "blend": "Take a deep breath. Say the sounds without stopping." "Keep your motor running." "Sing the sounds." You might also hold your hand on your throat. Steps for Correcting Blending errors (child stops between sounds): **Model**: ***"My turn."*** (Show child how to say sounds without stopping.) **Lead*: "Say _ _ _ with me."*** Then, ***"Again."*** (Repeat until child is ***firmly*** answering with you.) **Test*: "Your turn to say without stopping __."*** (Child answers alone.)
32	1	4	**Sounds** review-see Task 1 notes above
32	1	5	**Say it Fast**-see Task 2 notes above
32	1	6	**Sounds Writing**-how to be encouraging, lined paper, then award payoff

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Specific Training - Key Exercises from Lessons 3 and 5

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page ↓	Lesson ↓	Task ↓	Notes for practice ↓
35	3	4	**Sounds**- say slowly then say it fast: for slowly touch under sound and hold 3-5 seconds, then slash for "fast" signal.
35	3	5	**Say the Sound/Say It Fast**: All oral task-child looks at your mouth, not at the book, and says sounds with you-all in one breath for 3-5 seconds each. Allow child to say word fast (don't answer with child).
39	5	6	***Child* Touches Sound**-and says it slowly, then fast-watch child's finger-firm list. If error-lead (do with), then alone--see correction in box.
40	5	7	**Rhyming**- blending skill. Child must firmly say sound & ending before rhyming. Use regular signal for sound identification. For rhyming signal start on ball of arrow, loop to dot under the sound and vibrate finger-like revving up a motor, then slash along the arrow. **Correction:** Model, Lead, Test **Model:** My turn." (Signal and show child how to rhyme word.) **Lead**: "Do it with me, rhyme with _____." Signal. Then, "Again, rhyming with _____." Signal. (Repeat leading until child is firmly rhyming with you.) **Test**: "Your turn to rhyme with _____." Signal. (Child answers alone.)

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Specific Training - Key Exercises from Lessons 7, 9, 11, 12, and 13

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page	Lesson	Task	Notes for practice
44	7	1	**"Quick" sound introduction**-"t": Practice slash signal. Don't say tuh, tih, or tah. Just pronounce as in the last sound of "mat."
47	7	8	**Say the Sounds**. You model how to say the sounds without stopping-in one breath-**3-5 seconds of continuous sounds** (quick sound at end of word). Child says the sounds without stopping. Finally, the child touches under the sounds and says them. There is no say it fast after the child has done the sounding out. Practice following scripted steps.
51	9	4	**Word Reading**. You direct the child to identify each sound, then you sound out the word; the child says it fast. Finally, the child sounds out and says the word fast. Correct as needed. Practice-Tasks 4, 5, 6
52	9	8	**Word Reading.** You direct the child to touch and identify each sound in "am", then take a deep breath and sound out the word twice, say it fast, and finally say the word. Practice Tasks 8 & 9.
61	11	8	**Word Reading**-You direct the child to touch and sound out the word twice, say it fast, and finally say the word. Correct each sound error-tell, then ask the child the sound. See the correction box for details. Practice with "at" and "sat".
63	12	6	**Rhyming**-three sounds with one ending. Have child identify sounds; use regular signal-**hold sounds 3-5 seconds** each. For **rhyming signal, vibrate finger under sound for 3-5 seconds, then slash to end of arrow**. Practice.
64	12	8	**Word Reading**. ***Little silent sound*** for 1st time in word. Practice.
66	13	4	**Word Reading**-list-you touch **each sound at least 3 seconds each**, child sounds out word, then you use slash signal for child to say word fast. Be sure to mention, as in the script, the small silent letter in the word-do not touch under that sound when you signal. Correction for stopping between sounds is in box. For a wrong sound when sounding out a word, tell the child the sound, ask the sound, then have the child sound out the word again and then say the word. Start list over after correcting errors. Praise working hard.
68-69	13	7,8, 9, 10	**Story reading** procedures Task 7-you touch 1st word, next word, etc.; then have the child touch and sound out and say the words. Task 8- 2nd reading-use same procedures as for 1st reading. Task 9-You demonstrate reading the story with expression - Transition to whole word reading for child to observe.

Task 10-**Picture Comprehension**-to connect word meaning to picture (cover until the story has been read).

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Specific Training - Key Exercises from Lessons 14, 16, 17, and 18

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page ↓	Lesson ↓	Task ↓	Notes for practice ↓
70	14	2	**Sounds-Discriminating** quick sounds from continuous sounds. Use slash along arrow for quick sounds and touch under continuous sounds for at least 3 seconds.
77	16	3	**Word Reading-irregular word**: "is." Emphasize the words in bold print- "SOUND OUT" and "SAY." Correction is in box.
82	17	3	**Word Reading**-after sounding out, child answers only "What word?" Notice that the "Say it fast" step has been dropped. **Correction for sound error (when sounding out):** Immediately TELL the correct sound: "This sound is _____. " Then ASK: "What sound?" REPEAT: "Sound it out." ... "What word?" ... Then START LIST OVER, especially if more than one error.
85	18	2	**Word Reading**-1st time "th**E**" (sounded out as "thee") has optional pronunciation as "thuh."
87	18	8	**Story Reading**-Read the Fast way last word-when you practice, you should say word clearly, but not too fast.
		9	**Word finding** - transition to whole word recognition. Practice.

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Specific Training - Key Exercises from Lessons 20, 22, 27, and 31

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page ↓	Lesson ↓	Task ↓	Notes for practice ↓
93	20	3	**Word Reading**--Quick sound first word: "cat". Correction for rhyming error is in the box. Stopping-between-sounds correction is also demonstrated. Practice along with Bob when he is being trained. Be sure to blend sounds together without stopping between "c" and "at". This is a difficult exercise-practice until you can do it almost automatically before you teach the child.
93	20	4	**Rhyming**-list, then all fast. Practice along with Bob when he is being the child and Phyllis is the teacher, then be the teacher when Bob is the teacher. Another difficult exercise-practice until firm.
100	22	5	**Word Reading**: "a" appears for the 1st time in story. Option: say **A** instead of "uh". Practice
114	27	3	**Word reading**-1st reading is sounding out loud, then transition to reading fast way by going down arrow 3 times-and telling child to sound it out "in your brain". Practice. Correction is to immediately say the sound missed, ask the child for the sound, have the child sound out the word, then say it. Start list over.
127	31	3, 4	**Word Reading**-Task 3: Sound out each word and say it. Then go down arrow one time-sounding out silently, in Task 4: Read all words the fast way. Correction as above. Practice.
129	31	12	**Story-Fast way** - Child read each word the fast way while touching under it. Practice.

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Specific Training - Key Exercises from Lessons 36, 41, 44, and 46

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page ↓	Lesson ↓	Task ↓	Notes for practice ↓
144	36	2	**Irregular word:** "said." Emphasize bold print for **Sound Out** and **Say**, and **Funny Word**. Be sure the child sounds out the word using the sounds that have been taught, not the way the word is pronounced. Correction is in the box. Practice the whole exercise.
156	39	7, 8	Task 7-**Quotation finding**-first you touch and show quotation marks, then child touches. Task 8-1st **story reading**-child reads the fast way. Be sure to ask the **comprehension** questions about quotes indicated in the script. Practice Tasks 7 and 8.
162	41	3, 4	**Irregular Words:** "was"- sounded out; "has"- rhymed. Practice
173	44	4,5, 6	Task 4-**Story Reading**-words are sounded out, then said. Task 5- **period/? Mark finding,** and then **2nd Story Reading**-words the fast way with comprehension questions. Task 6-**Picture Comprehension**. Practice Tasks 4, 5, 6.
177	46	2	**Irregular word:** "of." Practice emphasizing bold print words.

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Specific Training - Key Exercises from Lessons 53, 72, 73, and 74

Refer to the lesson number, page number, task (exercise) number, and detailed notes below.

Page(s) ↓	Lesson ↓	Task(s) ↓	Notes for practice ↓
206-207	53	6, 7, 8	**Title introduction**. Task 7-2nd **reading with comprehension questions**. Task 8-**Picture comprehension**. Practice Task 7.
281	72	3	**Word Reading: -ed, -ing endings**. Cover the ending, have the child read the word, then uncover the ending, and have the child read the whole word. Practice.
284	73	2	**Letter names**. Practice following script.
289	74	3	**Word Reading.** comparing lines of "funny print" words with regular print words. Practice along with Laura.

End of Training
Good Luck!
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