

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS
INTRODUCTION—main points

Direct Instruction Approach is used

Philosophy of Direct Instruction

All children can learn

All instructors can be successful-if they have the appropriate material & training

Set up for success

Consistent schedule-only 20 minutes a day or split up lessons for younger learners

D. I. material that has long, proven record as most effective method for learners

Phonics foundation plus other critical beginning reading skills

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

PRACTICE for success—watch and participate with training video segments BEFORE teaching lessons

SOUNDS Workshop

How to Bring Lessons to Life—Reading the Script

KEY EXERCISES

IDENTIFYING SOUNDS-Looking at a symbol and saying the sound

SAY THE SOUNDS-Listening and saying words slowly-blending

SAY IT FAST-Listening to a word said slowly, then saying the word

RHYMING-Looking at and identifying a sound, then listening and blending it with the ending that is heard (told by instructor)

SOUNDING OUT-Looking at symbols and saying sounds without stopping between sounds, then saying fast what was sounded out

READING WORDS THE FAST WAY—silently sounding out, then saying word aloud

STORY READING & COMPREHENSION

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Sounds Identification

Refer to and make notes as needed on PRONUNCIATION GUIDE, page 17.

Continuous sounds-say as long as instructor touches "magic button"-dot under the sound-actually could 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 instructor slashes along arrow

Rationale for sequence and “funny print” – specifics on making learning easier

Children don't have to know alphabet letter names to read, they need to know sounds.

Sound-symbols order of introduction was designed to provide maximum discrimination (symbols that look different from each other and sound different)—this makes 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, q; while **ɑ** can easily be confused with d, p, and q by beginning readers. **ɑ** is used rarely in reading material, but is the handwriting version.

d and **b** have different configuration of the oval part

h and **n** have different stem lengths to make it easier to tell apart

Sound-symbols 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 m̄ (bar over symbol) to discriminate from short vowels.

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

IMPORTANT TEACHING TECHNIQUES FOR SOUNDS

Signals

Continuous sounds-Be sure to hold finger under continuous sounds (on dot) for a least 3-5 seconds

Quick sounds-with tiny arrow head under-slash fast

Corrections—keep positive-when child says wrong sound

Do 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 beginning of the exercise.

Motivation

Praise child for *working hard*-even when errors are made.

Confirm correct responses by repeating sound and adding a praise word after it.

Praise child for accuracy at end of whole exercise.

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General Training BLENDING

Another important skill YOU need to master BEFORE you teach scripted exercises is blending - saying the sounds without stopping or NOT taking a breath between sounds.

Blending is a necessary reading pre-skill to teach children to make it easier for them to hear a whole word when they actually see the symbols and sound out a word.

PRACTICE using the Model, Lead, and Test steps to teach 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 _____."

Lead - Repeat until child is firmly answering with you.

"Say it with me." or "Do it with me." Then, "Again..."

Test- Child answers alone.

"Your turn."

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS
Reading the SCRIPT-Bringing the exercises to life

Critical features:

What you say is in red print

What you do is in black print with parentheses ()

What child answers is quotations

Corrections are in boxes

You bring words of script to life and motivate 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
stay positive even when child makes errors

Note: In each lesson there are many scripted exercises. However 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.

KEY EXERCISES of all the important pre-reading and reading exercises in TEACH YOUR CHILD TO READ IN 100 EASY LESSONS are available in video segments that have detailed training, coaching, and model demonstrations with children (and printable notes-PDF) for practicing to bring the script to life, motivating children, and staying positive during corrections.

In other videos you may continue your training by seeing demonstrations and practicing specific techniques for following the script and teaching (and correcting) Key Exercises in the book.

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS

Specific Training

Program Introduction to Child (page 29) and all 6 exercises from Lesson 1 (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 end of script—stars, stickers, or payoff to be awarded at end of lesson for working hard 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- " <i>My turn.</i> " (Show child how to say sounds without stopping.) Lead- " <i>Say _ _ _ with me.</i> " Then, " <i>Again.</i> " (Repeat until child is <u>firmly</u> answering with you.) Test- " <i>Your turn to say without stopping _.</i> " (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**

<u>Page</u> ↓	<u>Lesson</u> ↓	<u>Task</u> ↓	<u>Notes for practice</u> ↓
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 sound and vibrate finger- like revving up motor, then slash along arrow. Correction is Model, Lead, and 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.)

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS
Specific Training
Key Exercises from Lesson 7, 9, 11, 12, and 13

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

<u>Page</u>	<u>Lesson</u>	<u>Task</u>	<u>Notes for practice</u>
↓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 continuous sounds (quick sound at end of word). Child and says sounds without stopping. Finally child touches under sounds and says them. There is no say it fast after child has done the sounding out. Practice following scripted steps.
51	9	4	Word Reading . You direct child to identify each sound, then you sound out word, child says it fast. Finally child sounds out and says word fast. Correct as needed. Practice-Tasks 4, 5, 6
52	9	8	Word Reading . You direct child to touch and identify each sound in "am", then take a deep breath and sound out word twice, say it fast, and finally say the word. Practice Tasks 8 & 9.
61	11	8	Word Reading -You direct child to touch and sound out word twice, say it fast, and finally say the word. Correct sound error-tell, then ask sound-correction box shows details. Practice with "at" and "sat".
63	12	6	Rhyming -three sounds with one ending. You 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 . <u>Little silent sound</u> for 1 st 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 script the <u>small silent letter</u> in word-do not touch under that sound when you signal. <hr/> Correction for stopping between sounds is in box. For wrong sound when sounding out word, tell sound, ask sound, then have child sound out word again and then say word. Start list over after correcting errors. Praise working hard.
68-69	13	7,8,9,10	Story reading procedures: Task 7-you touch 1 st word, next word, etc.; then have child touch and sound out and say words. Task 8- 2 nd reading-use same procedures as for 1 st 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 story has been read).

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS
Specific Training
Key Exercises from Lesson 14, 16, 17, and 18

<u>Page</u> ↓	<u>Lesson</u> ↓	<u>Task</u> ↓	<u>Notes for practice</u> ↓
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 -1 st time "thē" (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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Training on Key Exercises from Lessons 20, 22, 27 and 31

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

<u>Page</u> ↓	<u>Lesson</u> ↓	<u>Task</u> ↓	<u>Notes for practice</u> ↓
93	20	3	Word Reading --Quick sound first word: "cat". Correction for rhyming error is in 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 child.
93	20	4	Rhyming -list, then all fast. Practice along with Bob when he is being child and Phyllis is the teacher, then be teacher when Bob is teacher. Another difficult exercise-practice until firm.
100	22	5	Word Reading: "a" appears for 1 st time in story. Option- say ā instead of "uh". Practice
114	27	3	Word reading -1 st 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 sound missed, ask child sound, have child sound out word, then say it. Start list over.
127	31	3, 4	Word Reading -Task 3: Sound out each and say word. 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.

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS
SPECIFIC TRAINING
Key Exercises from Lesson 36, 41, 44, and 46

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

<u>Page</u>	<u>Lesson</u>	<u>Task</u>	<u>Notes for practice</u>
↓ 144	↓ 36	↓ 2	↓ Irregular word "said." Emphasize bold print for SOUND OUT and SAY, and FUNNY WORD. Be sure child sounds out word using the sounds that have been taught, not the way the word is pronounced. Correction is in box. Practice 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 script. Practice Tasks 7 and 8.
162	41	3, 4	Irregulars -"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 2 nd 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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Key Exercises from Lessons 53, 72, 73, and 74

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

<u>Page(s)</u>	<u>Lesson</u>	<u>Task(s)</u>	<u>Notes for practice</u>
206- 207	53	6, 7, 8	Title introduction. Task 7-2 nd reading with comprehension questions. Task 8- Picture comprehension. Practice Task 7.
281	72	3	Word Reading-ed, ing endings. Cover ending have child read word, then uncover ending and have child read 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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