

## \*HELPFUL HINTS\*

### FIRMING WORDS-building accuracy and fluency

**In the lesson** be sure to correct ALL word reading errors immediately. You correct sounding-out mistakes by telling the correct sound, then saying, "What sound? ... Sound out the word again. ... Say it fast." If your child stops between sounds when sounding out a word, correct by saying, "Say the sounds without stopping, listen to me ... [in one breath say all sound-hold each continuous sound about 5 seconds each]. Now let's say those sounds together, take a big breath, say sounds without stopping between each sound. Again [repeat saying sounds *with* child until (s)he is able to say the sounds without stopping between them]. All by yourself [child sounds out]. Say it fast [child says word]. What word?" [child says word]. Also allow your child to sound out a word as many times as needed until (s)he recognizes it and says it fast. At first you may have to say "say it fast," after your child has sounded out the word correctly a few times.

If before lesson 18, your child wants to say a word fast-without sounding out loud, you might decide to allow that; but if (s)he says the wrong word (guesses), you must immediately correct by having him/her sound out the word correctly then say it fast. If your child makes many errors when attempting to read words the fast way, that is an indication that (s)he still needs to sound out words aloud and that (s)he may be getting into the bad habit of guessing. After lesson 18, reading the fast way is built into the story reading part of the program. Your child will have already sounded out that word several times before (in word lists and in stories). If the word is in a word list, start the list over after each correction to ensure mastery and the development of automaticity of word recognition. If the word is in a story sentence, start the sentence over after each correction to facilitate reading fluency and comprehension. If your child makes several errors in a sentence, repeat the sentence until there are no errors, then start the story over. Remember, it may take more than one reading period to complete a lesson if your child is having trouble. Stay positive and supportive as you work with your child and provide extra practice!

**Word Cards** can provide extra practice to build accuracy and fluency for your child. You print sheets and then cut out each word. The cards show words in the order that they are presented in TEACH YOUR CHILD TO READ IN 100 EASY LESSONS. The number on the card indicates the lesson on which the word is introduced. Card numbers start at lesson 10 because that's the first lesson in which your child will read words at your direction, but without your first modeling it. So that you don't encourage your child to guess, do not use a word card until after the word has already appeared in a lesson. Underlined-irregular words are pronounced differently from how they are sounded out. Correct errors immediately using the same procedures that you use in the lessons.

You can schedule to use word cards by going through them with your child after the first reading of the story and before the second reading. Another way to use cards is to play various **word card games (see next page)** scheduled at a completely separate time of the day. The practice should be a fun experience for both you and your child. You can make it fun by providing lots of praise (as you do during the lesson) for working hard and for improving performance. You may also motivate your child by offering stickers, stars, raisins or other small items that your child likes (see pages 21-22 of the book for more motivation ideas).

## **GAMES WITH WORD CARDS**

**Game #1**-Shuffle cards from lessons your child has already had (you may want to limit cards to last 10 lessons or so). Show first card on top of pile. If child correctly says word put it in pile of "your (easy) words." If child cannot sound out or say word correctly immediately, do a complete correction (as stated previously) then put the card aside in "the hard words" pile. When you have gone through all the cards, go through "hard words" pile again, immediately correcting words that your child misses. Repeat until all words in the hard pile are said correctly as you display them. Then shuffle easy cards and hard cards together until all words are firm (correcting as needed). Praise working hard and accuracy throughout game.

**Game #2** - Your Card, My Card. Take alternating turns saying words. Give your child all correct words (s)he says (in front of child). Correct any errors. Put missed words at bottom of pile. Repeat until all words are correctly identified. Shuffle all cards together and have your child identify all of the words. Repeat until all words are firm (correcting as needed). Praise working hard and accuracy throughout game.

**Game #3**. Pick out those previously taught words that will make fun sentences. Arrange word cards on top of table. First have your child read each word correctly. Then assist if needed in arranging some of the words into a sentence. Start with short (three words) sentence. You may work up to longer sentences as your child gets to farther into the book.

**Game #4**. Starting on lesson 74, words appear in "regular print." You can help your child match the word with the word when it was in "funny print." See alphabetic or lesson number listings of words.

**Game #5** Playing Teacher. Use same procedures as for sounds cards.

Other games can be made up by you or your child. The main focus should be on crisply and accurately saying words, while at the same time having fun interactions. As your child gets more and more practice, you should notice more rapid identification of the words.

## **READING WORDS IN REGULAR PRINT– using Word Cards, Vowel Strips, Alphabet Strips**

Beginning on lesson 74 your child will start learning how to read words in "regular" print. From then to lesson 100, word cards will be in regular print. The number on the card indicates the lesson on which that word is taught in regular print (the word may have already been introduced in the "funny print"). Although the transition into regular print may be difficult because there are so many new things to learn: letter names, new print (without helpful cues-lines over long vowels, small silent letters, combined letters), capital letters-shape and name-and new sounds and new words, children often transition easily. If your child struggles, you can use the Vowel Practice Box to provide your child with more practice in learning vowel letter names in addition to word cards. Beginning at lesson 77, the "Alternative Firming Exercise" can be used to teach your child how to read words in regular print that end with a silent e. The Alphabet Practice Strip can also be useful in making this difficult transition.

**LONG VOWEL-Alternate**  
**FIRMING EXERCISE**  
(starting with Lesson 77)

“These words have an **e** at the end. The **e** doesn't make a sound, but you can tell how to sound out the rest of the word by saying the letter name for this letter {point to the **a, e, i, o, or u** in the word}. What's the **letter name**?”

{Child says A, E, I, O, or U.}

Yes, [A, E, I, O, or U].

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*To correct child saying sound instead of letter name: “You said the **SOUND**. The **LETTER NAME** is [A, E, I, O, or U].*

*What's the **LETTER NAME**?”*

*{Child says A, E, I, O, or U.}*

*Yes, [A, E, I, O, or U].*

*“Don't forget to say [A, E, I, O, or U] when you sound out the word.”*

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{Point to word.}

“Sound it out. Get ready.”

{Touch under each letter except **e**. Child sounds out word.}

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*To correct child saying sound instead of letter name: “Remember, there's an **e** at the end of the word so you have to say the **LETTER NAME** for this letter. {Point.}*

*What's the **LETTER NAME**?”*

*{Child says A, E, I, O, or U.}*

*Yes, [A, E, I, O, or U].*

*“Don't forget to say [A, E, I, O, or U] when you sound out the word. Again, sound it out.”*

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{Point to ball of arrow.}

“What word? {Move finger quickly to end of arrow.}

Yes, \_\_\_\_\_ “{Say correct word.}

{After each error, correct until child says the correct word, then start list over-from the top.}

“Now you're going to read all these words the fast way.”

{Point to ball of arrow for each word, pause for thinking. Then ask:}

“What word?” {Child says word.} “Yes, \_\_\_\_\_.” {Say correct word.}

{Correct all errors as indicated above then start list over.}