

Chapter Buttons

1. Materials
2. Sounds
3. Blending
4. Placement
5. Grouping
6. Scheduling & Mastery Teaching
7. Positive Learning Environment
8. Corrections

Best if participants have a copy of the Teacher's Guide.

Length: 4:53

1. Materials

Content:

Orientation to all teacher and student components of RM I and Fast Cycle I kits. Rationale for scripts and formats and helpful guidelines for using the Teacher Presentation Books.

Length: 21:08

2. Sounds

Content:

(See Teacher's Guide, Sounds Pronunciation Chart, inside back cover.) Pronunciation of all sounds in program using a model, lead, test sequence. Divided into 3 practice sessions with delayed tests on harder sounds taught earlier. Orientation to the schedule of sounds introduction and the difference between continuous and stop sounds. Reminder to teachers to practice on their own in order to provide correct models to students, to hold continuous sounds at least 3 seconds, and to say stop sounds quickly.

Length: 3:38

3. Blending

Content:

Practice reading words spelled phonetically. In model, lead, test format, viewers say the sounds slowly without stopping between them. Note: Viewers will not see a loop signal as they blend. The focus here is solely oral blending.

Length: 13:26

4. Placement

Content:

(See Teacher's Guide, Placement Test, Guidelines for Administration, and Scoring Sheet.) Demonstration of how to administer both parts of the test, record student performance on the scoring sheet, and translate test results into placement decisions. Additional considerations for placement are addressed such as the importance of an early verbal language program (like Language for Learning), when to test up to level II, or how to fine-tune placement.

Length: 1:24
 Content: **5. Grouping**
 (See Teacher’s Guide, Grouping.) Rationale for homogeneous grouping, and guidelines for group composition, and cross-age and cross-grade flexible grouping.

Length: 2:42
 Content: **6. Scheduling & Mastery Teaching**
 (See Teacher’s Guide, Time Requirements for Reading.) Lessons require 30-35 min. for each small group, and 10 additional min. for spelling instruction (each small group or the whole group). Emphasizes the need for teachers to plan beneficial independent work activities and provides ideas set against classroom footage of students working at centers and alone. Also emphasizes the importance of mastery teaching over full lesson completion should both not be possible on a given day.

Length: 11:10
 Content: **7. Positive Learning Environment**
 Teaches 4 components of a positive learning environment: State Expectations Clearly, Praise Specifically, Correct Effectively, and Give Individual Turns Appropriately. Provides concrete examples of how to state expectations positively, present them as an enjoyable challenge, and praise specifically. Emphasizes the importance of attending to appropriate behavior and the effectiveness of using praise to restate expectations. Provides numerous opportunities for viewer practice.

Length: 6:20
 Content: **8. Corrections**
 Trainer guides note-taking on the steps of the general correction procedure known as part-firming.

Expectation.
Model: “My turn. Listen.” or “My turn. Watch.”
Lead: “Do (Say) it with me.” “Again.” “Again.” Repeat until 2x correct.
Test: “Your turn.” or “All by yourselves.”
 Acknowledge/Praise
 Expectation
Repeat exercise with entire group until group is firm.
 Praise.
Individual Turns: “Time for turns.”

Steps vary slightly from those on NIFDI handouts, but viewers will glean that the essence of the steps is consistent.
 (See Teacher’s Guide, Individual Turns, when directed.)