Chapter Buttons

Best if participants have a Teacher's Guide, Teacher Presentation Book, Storybook, and Student Workbook.

LESSONS 105-124: [1 Plus 51-70]
(Chapters 1-11 Through Story Reading)

Length: 1:03   **1. Sounds, Symbol Identification**
Content: (See Teacher's Guide, Sounds Pronunciation Chart, inside back
                   cover.) Trainer models pronunciation of the new sounds /p/, /ch/,
                   (short) /e/, /b/, and /ing/. Highlights sounds that might be a challenge
                   for learners whose first language is Spanish.

Length: 1:58   **2. Word Lists – Reading the Fast Way**
Content: (See Teacher's Guide, Irregular Words or TPB equivalent of L. 108.)
                   Students read lists three times, first in order, second out of order, and
                   third as individual turns. Reinforce first-time correct performance by
                   moving quickly ahead in program.

Length: 3:57   **3. Irregular Words**
Content: (See TPB equivalent of L. 108.) First, trainer previews how the
                     upcoming irregular words *should* sound when sounded out by students,
                     and previews that later, /ar/ will be taught as a sound combination.
                     Then, demonstrates a mixed strategy word list in which students
                     perform tasks of rhyming, sounding out, and reading the fast way, all
                     on one page of TPB, and incorporates a motivational point game.
                     Viewers practice.

Length: 1:54   **4. Reading the Fast Way – Precorrections**
Content: (See TPB equivalent of L. 108.) Shares tips and demonstrates how to
                     prevent errors using precorrections, reasonable think time, and a point
                     game. Viewers practice.

Length: 3:12   **5. Reading the Fast Way – Corrections**
Content: (See TPB equivalent of L. 108.) Correction procedure for word
                     identification error on an individual turn: 1 tell word (model), 2. have
                     group say word (test), 3. have group sound it out and say word again,
                     4. start over at top of list, and 5. return to student who makes error.
                     Trainer demonstrates using precorrections, correction, and point game.
                     Clear illustration of how to reduce points for successive attempts at
                     word list while remaining positive and encouraging. Viewers practice.

Length: 7:50   **6. Story Reading**
Content: (See TPB equivalent of L. 108.) Detailed summary of the many
                     changes that occur in story structure and teaching procedures. Full
                     story reading demonstration clearly shows firming of first three
                     sentences read by group, incorporation of motivational point game,
                     and correction procedures.

Length: 00:57   **7. Story Reading – Precorrections**
Content: (See TPB equivalent of L. 108.) Trainer highlights types of words for
                     which some students may require additional think time. Trainer
                     explains that while it's acceptable to provide precorrections and
                     additional think time, group sentences must be firmed until students
                     can read them correctly as originally scripted.

Length: 1:53   **8. Story Reading – Firming Error Words**
Content: (See TPB equivalent of L. 108.) Overview and demonstration of
                     procedure outlined in the first story reading format. Teacher writes on
                     the board and then presents to the group any words that were missed
                     more than once. Viewers practice.

Length: 8:45   **9. Story Reading – Individual Turns**
Content: (See TPB equivalent of L. 108.) First, a laborious non-example with slow transitions and lack of preparedness unlikely to lead to student motivation or success. Instead, individual turns should be viewed as a final test of mastery to the teacher and enjoyable reward for the students. Next, a positive demonstration including a motivational point game and a correction. Trainer also suggests a method for tracking students' individual accuracy, provides numerous guidelines for conducting successful story reading, presents an alternative motivational point system to use with high performance, and cautions viewers about the pitfalls of speeding or fading the story reading signal. Viewers practice.

Length: 2:22   **10. Story Reading – Second Reading**
Content: (See TPB equivalent of L. 108.) Trainer cautions viewers about the pitfalls of speeding or fading the story reading signal and provides rationale and guidance. Demonstration includes incorporation of comprehension questions and point system. Viewers practice.

Length: 1:36   **11. Story Reading**
Content: (See TPB and Storybook equivalent of L. 119.) Students now have enough experience to use conventional pronunciation of the word "the." Also, teacher provides only a 2-second pause for reading words in stories the fast way. More think time is allowed for firming, but teacher must firm first three sentences of story with criteria as scripted.

LESSONS 105-124: [1 Plus 51-70]
(Chapters 12-16 After Story Reading)

Length: 5:57   **12. Individual Checkouts for Rate and Accuracy**
Content: (See Teacher's Guide, Individual Checkouts for Rate and Accuracy, and also TPB L. 108.) Overview of using checkouts to monitor student mastery, and guidelines for management. Trainer demonstrates method for recording stars on a chart that is echoed in the Teacher's Guide, which differs from NIFDI's more rigorous practice of recording exact time required over the number of errors.

Length: 9:34   **13. Remediation and Firming**
Content: Trainer describes serious problems students may have that warrant intervention such as a change of lesson placement or even of program type. Demonstrates a technique for remedying chronic error words, and another for remedying sluggish fluency.

Length: 00:55 Content:	**14. Acceleration** Trainer describes characteristics of students who may be candidates for a move up to a higher lesson or program. Also presents a method for shortening the story reading portion of lessons in order to teach more lessons in fewer days.

Length: 00:31 Content:	**15. Workbook** Brief preview of new independent work exercises.

Length: 1:46 Content:	**16. Point Systems** Reminder that points earned during lesson should always be totaled and awarded at end of lesson. Remind students of what kinds of learning behaviors merited points. Trainer provides a few ideas for possible small and larger rewards.

LESSONS 125-160: [1 Plus 71-104] (Chapters 17-22)

Length: 1:17 Content:	**17. Sounds, Symbol Identification, Firming** (See Teacher's Guide, Sounds Pronunciation Chart, inside back cover.) Trainer models pronunciation of the new sounds (long) /i/, /y/, /y/ as long i, /er/, /x/, /oo/, /j/, /wh/, /qu/, /z/, and (long) /u/.

Length: 5:06 Content:	**18. Irregular Words** (See TPB equivalent of L. 158.) Preview of how upcoming irregular words *should* sound when sounded out by students. Trainer explains that mixed strategy word lists continue to appear on which students must employ a variety of skills in order to successfully read lists. Trainer reminds viewers of numerous teaching, firming, and motivating techniques before they practice.

Length: 4:27 Content:	**19. Story Reading** Detailed summary of the many changes that occur in story structure. With accuracy and speed under their belts, students may now be taught to increasingly focus on proper inflection and expression. Students still read first three sentences of story in unison, then individuals complete story, and points are awarded to whole group.

Length: 1:04 Content:	**20. Building Accuracy and Fluency** Trainer provides brief rationale and ideas for strengthening these skills in students.

Length: 2:43 Content:	**21. Read the Items** (See Teacher's Guide, Read the Items, or TPB equivalent of L. 158.) Guidelines for presenting and firming this game format that builds memory and teaches complex comprehension. Viewers practice.

Length: 00:48   **22. Closing**
Content: Trainer reminds viewers to keep practicing and to become careful
                     observers of their students. The more specifically we can describe
                     student behavior, the more effectively we can modify our own
                     presentation behavior for their benefit.

Length: 00:19   **Series Credits and Acknowledgements**