



**Teach Your Child to Read in 100 Easy Lessons**

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## What is 100 Easy Lessons?

- **Supplemental Reading Program**
  - Based on Core Reading Program: Reading Mastery I and II
  - Principal Author: Siegfried Engelmann
  - Scientifically-Based Program
  - Primary Purpose: Learning to Read (Decoding)
  - Systematic and Explicit Phonics Program**
  - Record of success since the 1960's.
  - Project Follow-Through and National Reading Panel
- **Utilized as ...**
  - intervention program for struggling K-2 students.
  - precocious preschool students
  - home school students
- **Daily lessons...**
  - last on average 20-30 minutes
  - scripted for precise teacher language and consistency
  - are highly teacher-directed
  - provide practice with sounds, words, and passages



## Major Instructional Tracks

- **Sound Practice**
- **Oral Segmenting and Blending**
- **Word Reading**
- **Sentence and Passage Reading**



## **Additional Instructional Tasks:**

### **Omit the following tasks:**

- Rhyming
- Sound Writing

### **Use these tasks as time permits:**

- Story Reading: Parent Reads the Fast Way
- Story Reading: Word Finding

# Teaching Sounds in 100 Easy Lessons

- **Sounds are written in unique orthography.**

Select sound combinations are joined.

Macrons (lines over vowels) differentiate long/short vowels.

To ensure one-sound/symbol correspondence: No capitals.

Frequency research utilized to determine initial sound taught.

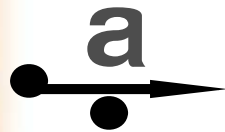
- **Sounds are carefully sequenced to avoid confusion.**

Long and short vowels as well as confusing sounds separated.

- **Program teaches two types of sounds:**

## Continuous Sounds:

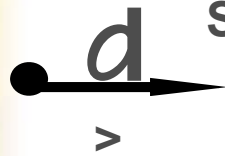
can be held for three seconds.



are designated in script by three symbols: aaa.

always have a ball under them to remind of holding.

## Stop or Quick Sounds:



are meant to be said quickly and quietly.

are designated in script by one symbol. d

always have an arrow under them to remind to release.



# Delivery Elements for Instructional Tasks

- **Focus...**  
directs student attention to the task.  
After attention is directed, instructions are provided.
- **Wait Time...**  
provides three seconds for students to think of response.
- **Cue and Signal...**  
tells students to prepare to respond.  
tells students when to start and stop.
- **Confirmation...**  
reinforces the final student response.



## Sounds Introduction

1. (Point to e.)

**Here's a new sound. I'm going to touch under this sound and say the sound.**

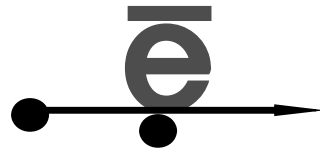
(Touch first ball of arrow. Move quickly to second ball. Hold.) **e e e e e e**

2. **Your turn to say the sound when I touch under it.** (Touch first ball.)

**Get ready.** (Move quickly to second ball. Hold.) **e e e e e e**.

3. (Touch first ball.) **Again. Get ready.**

Move quickly to the second ball. Hold.) **e e e e e e**.



Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

## Sounds Review: Slowly

1. **You're going to say all these sounds.**

(Touch first ball for a.) **Get ready.**

(Quickly move to the second ball. Hold.)

aaaaa.

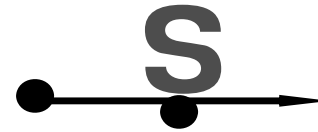


2. (Touch first ball for s.)

**Get ready.**

(Quickly move to the second ball. Hold.)

sssss.

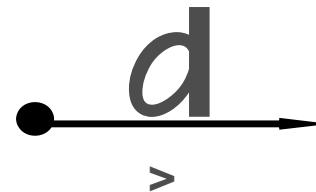


3. (Touch first ball for d.)

**Get ready.**

(Quickly move to end of arrow.)

d.



# Sound Introduction and Review



Touch under this sound and say the sound.  
(Touch first ball of arrow. Move quickly to second ball. Hold.) **o o o o o o**

2. Your turn to say the sound when I touch under it. (Touch first ball.)  
Get ready. (Move quickly to second ball. Hold.) **o o o o o o**

3. (Touch first ball.) Again. Get ready.  
Move quickly to the second ball. Hold.) **o o o o o o**

**el**

OCUS: \_\_\_\_\_  
\_\_\_\_\_  
al: \_\_\_\_\_  
n: \_\_\_\_\_

(Quickly move to the second ball. Hold.)  
break.

**a**

2. (Touch first ball for a.)  
Get ready.  
(Quickly move to the second ball. Hold.)  
sssss.

**s**

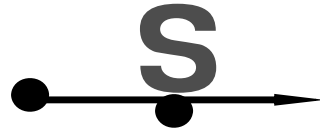
3. (Touch first ball for d.)  
Get ready.  
(Quickly move to end of arrow.)  
d.

**d**



## Sounds: Slowly and Fast

1. **You're going to say the sounds slowly, then you're going to say them fast.**  
(Touch first ball for s.) **Say the sound slowly.**  
(Move quickly move to second ball. Hold.)  
ssssss. **Say it fast.** (Move quickly to end of arrow.) s.



2. (Touch first ball for a.) **Say the sound slowly.**  
(Move quickly move to second ball. Hold.)  
aaaaaa. **Say it fast.** (Move quickly to end of arrow.) a.



3. (Touch first ball for d.)  
**Get ready.**  
(Quickly move to end of arrow.) d.  
**Say it fast.** (Move quickly to end of arrow.) d.



Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

### Basic Correction:

My turn. *Model.*

Your turn. Get ready.

(Signal.) Yes, \_\_\_\_\_.

Starting over.

# Say the Sound: Slowly and Fast

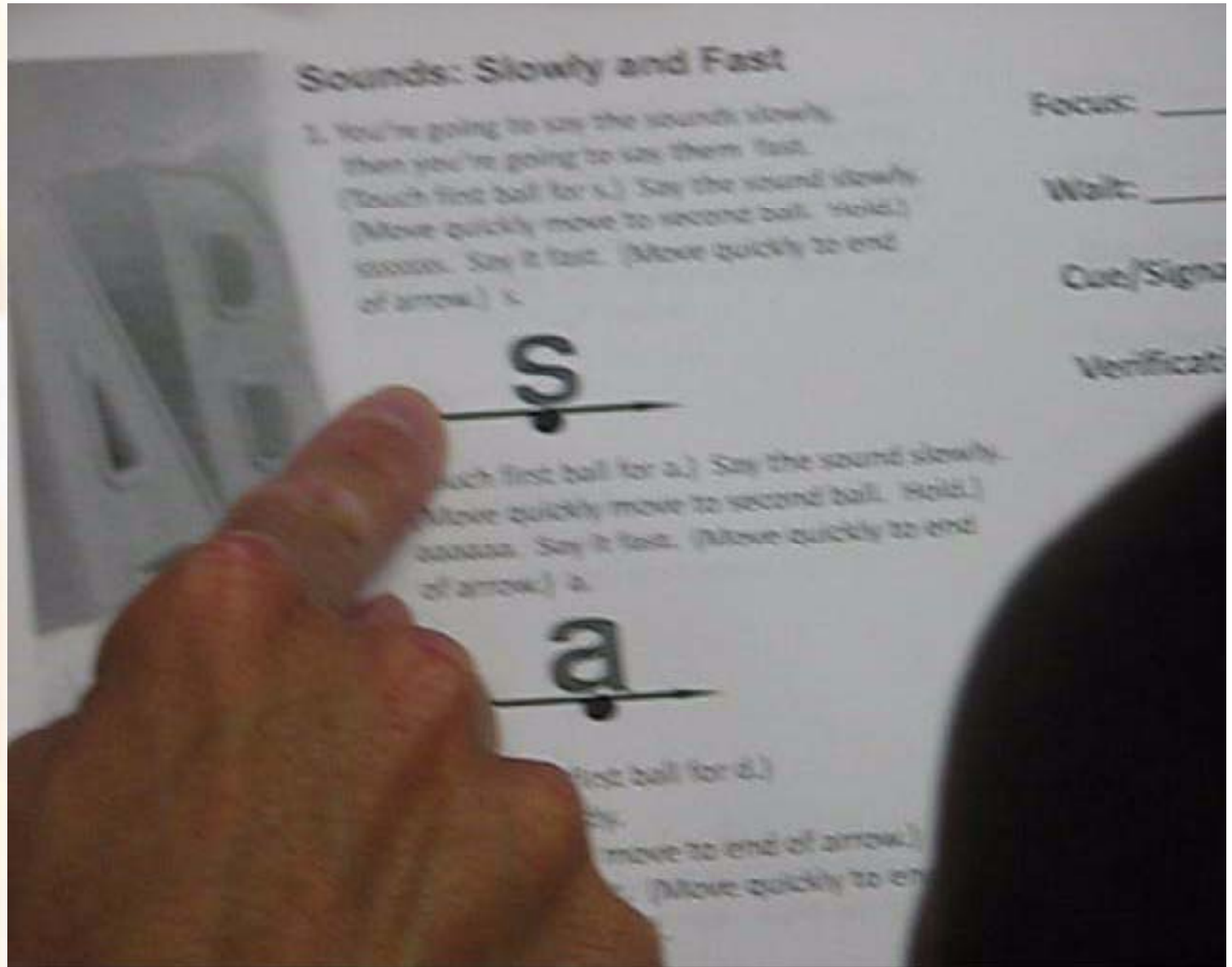
**Sounds: Slowly and Fast**

1. You're going to use the sounds slowly, then you're going to use them fast.  
(Touch first ball for s.) Say the sound slowly.  
(Move quickly move to second ball. Hold.)  
ssssss. Say it fast. (Move quickly to end of arrow.) s

2. (Touch first ball for a.) Say the sound slowly.  
(Move quickly move to second ball. Hold.)  
aaaaaa. Say it fast. (Move quickly to end of arrow.) a

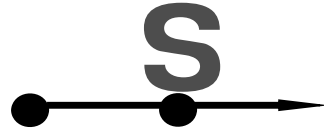
3. (Touch first ball for d.)  
Say  
(Move quickly to end of arrow.)  
(Move quickly to end of arrow.)

Focus: \_\_\_\_\_  
Wait: \_\_\_\_\_  
Cue/Signal: \_\_\_\_\_  
Verification: \_\_\_\_\_

A hand is pointing to a worksheet titled "Sounds: Slowly and Fast". The worksheet contains instructions for practicing the sounds 's' and 'a'. For 's', it says to touch the first ball, say the sound slowly, then move quickly to the second ball and hold, producing 'ssssss', and finally say it fast by moving quickly to the end of the arrow, producing 's'. For 'a', it says to touch the first ball, say the sound slowly, then move quickly to the second ball and hold, producing 'aaaaaa', and finally say it fast by moving quickly to the end of the arrow, producing 'a'. The worksheet also has sections for Focus, Wait, Cue/Signal, and Verification, which are currently blank.

## Child Touches the Sound

1. (Point to s.) **You're turn to touch the sounds and say them. First you're going to say this sound slowly and then say it fast. Touch the first ball of the arrow. You're going to move to the next ball on the arrow and stop. When you stop, say the sound slowly. Do it.**  
SSSSSS. **Now say it fast.** s.



2. **Touch the ball for the next sound. Move to the next ball and say the sound slowly.** aaaaaa. **Now say it fast.** a.



3. **Touch the ball for the next sound. Move to the next ball and say the sound slowly.** mmmmmm. **Now say it fast.** m.



Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

### Basic Correction:

My turn. *Model.*

Your turn. Get ready.

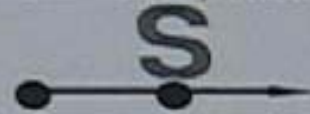
(Signal.) Yes, \_\_\_\_\_.

Starting over.

# Child Touches the Sound

## Child Touches the Sound

1. (Point to s.) You're turn to touch the sounds and say them. First you're going to say this sound slowly and then say it fast. Touch the first ball on the arrow. You're going to move to the next ball on the arrow and stop. When you stop, say the sound slowly. Do it. ssssss. Now say it fast. s.



2. Touch the ball for the next sound. Move to the next ball and say the sound slowly. aaaaaa. Now say it fast. a.



3. Touch the ball for the next sound. Move to the next ball and say the sound slowly. mmmmmm. Now say it fast. m.



Focus:

Wait:

Cue/

Veri

## Word Reading

1. (Touch under first ball of arrow.)  
**You're going to read this word. You're going to sound it out. Then you're going to say it fast.**
2. **Sound it out.** (Touch under r, a, and m as the child says rrraaamm without pausing between the sounds.)  
(Return to the first ball.)  
**Say it fast.** (Slide quickly to end of arrow.) ram.  
**Yes, what word?** ram. **Good reading.**
3. (Touch the a in eat.)  
**This word has a little sound in it. We don't say that sound. Just say the big sounds.**  
(Return to the ball.) **Sound it out.** (Touch under e, and t as the child says eeet without pausing between the sounds.)  
(Return to the first ball.)  
**Say it fast.** (Slide quickly to end of arrow.) eat.  
**Yes, what word?** eat. **Good reading.**

r a m

e a t

s e e

4. (Touch under first ball of arrow.)

**You're going to read this word. You're going to sound it out. Then you're going to say it fast.**

**Sound it out.** (Touch under s,e, and e as the child says ssseeeee without pausing between the sounds.)

(Return to the first ball.)

**Say it fast.** (Slide quickly to end of arrow.) see.  
**Yes, what word?** see. **Good reading.**

**Focus:** \_\_\_\_\_

**Think:** \_\_\_\_\_

**Cue/Signal:** \_\_\_\_\_

**Verification:** \_\_\_\_\_



## Word Reading

1. (Touch the balls for a and t.)

**First you're going to sound out this part.**

(Point to ball for a.) **Get ready.** (Touch balls for a and t as child says aaat without pausing between sounds.) **Say it fast.** at.

2. (Touch first ball for cat.)

**This word rhymes with at. What does it rhyme with?** at.

**Rhyming with at.** (Slide quickly to end of arrow.) cat. **What word?** cat. **Yes, cat.**

3. **Now I'm going to sound out cat.**

(Touch arrow under c.)

**This arrow tells us that I can't stop under the sound. But the arrow tells us that you have to say the sound for the c.**

(Touch the first ball for cat.)

4. **My turn to sound out cat.** (Slide past c. Stop at ball for a. Continue to t and say:) **caaat.**

5. **Your turn to sound it out. Get ready.**

(Slide past c. Stop at ball for a. Continue to t.) caaat.

**What word?** cat.



Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

# First Sound Quick Sound



1. Touch the hole for a and i.  
First you're going to sound out this part.  
I want to hear for a. Not ready. Touch hole for  
a and i as this says cat without saying  
between sounds. I see it fast. at.

2. Touch hole for cat.  
This word rhymes with at. What does it rhyme  
with? at.  
Rhyming with at. Slide quickly to end of word.  
cat. What word? cat. Yes, cat.

3. Now I'm going to sound out cat.  
(Touch grade reader.)  
The grade tells us that I don't slow down and  
sound. But the grade tells us that we have to  
say the sound for the a.  
Touch the first hole for cat.  
My turn to sound out cat. Slide past a.  
Stop at hole for a. Continue to i and say i  
fast.

4. Your turn to sound it out. Not ready.  
Slide past a. Stop at hole for a. Continue to i.  
Fast.  
What word? cat.

cat

Focus: \_\_\_\_\_  
Wait: \_\_\_\_\_  
Cue/Signal: \_\_\_\_\_  
Verification: \_\_\_\_\_



## Word Reading: Funny Words

1. **Now you're going to read this word.**  
(Touch the first ball for said.) **Sound it out.**  
(Touch under s,a,i, and d as the child says:) sssaaaiid.
2. **That's how we sound out the word. Here's how we say the word.** (pause.) **said.**  
**How do we say the word?** Said.
3. (Return to the first ball.)  
**Sound it out again.** (Touch balls for sounds as child says:) sssaaaiid.  
**Now say the word.** said. **Yes, what word?** said.



s a i d

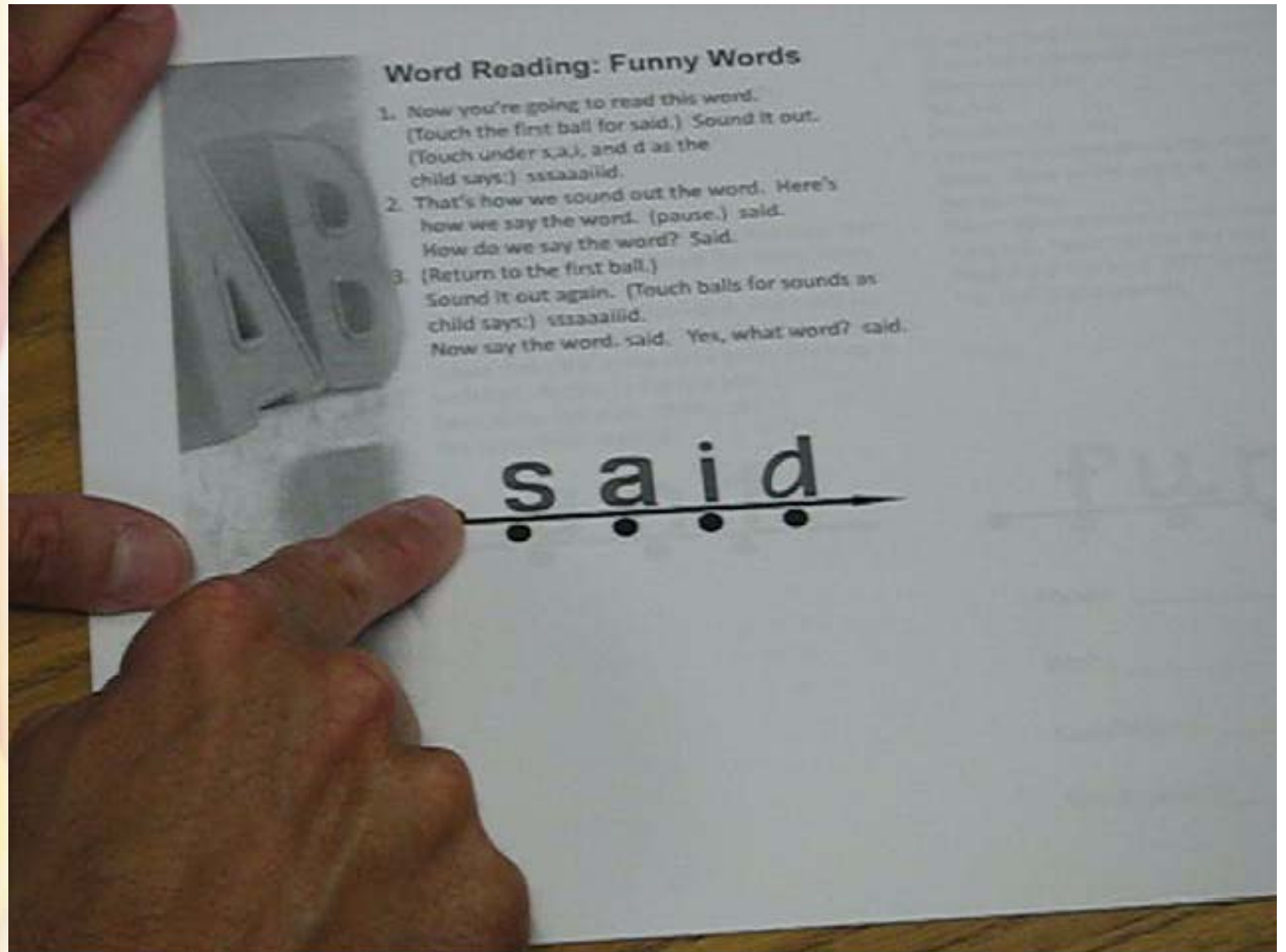
Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

# Funny or Irregular Words



**Word Reading: Funny Words**

1. Now you're going to read this word.  
(Touch the first ball for said.) Sound it out.  
(Touch under s,a,i, and d as the child says.) sssaaaaiid.
2. That's how we sound out the word. Here's how we say the word. (pause.) said.  
How do we say the word? Said.
3. (Return to the first ball.)  
Sound it out again. (Touch balls for sounds as child says.) sssaaaaiid.  
Now say the word. said. Yes, what word? said.

s a i d

## Word Reading

1. **Now you're going to read these words.**

(Touch first ball for ant.) **Sound it out.**

(Touch balls for sounds.) aaannnt.

**What word?** ant.

**Yes, ant.**

2. (Return to first ball.)

**Your going to read this word the fast way. But first I'm going to move down the arrow three times. Take a good look at the sounds and see if you can remember this word. But don't say the sounds out loud until you read it the fast way.**

(Move down the arrow three times stopping at each ball. Return to the first ball. )

**Read it the fast way.** (Slide.) ant.

**Yes, ant. Good reading.**



3. (Touch first ball for fun.) **Sound it out.**

(Touch balls for sounds.) fffuuunnn.

**What word?** fun.

**Yes, fun.**

4. (Return to first ball.)

**I'm going to move down the arrow three times. Then you're going to read the word the fast way.**

(Move down the arrow three times stopping at each ball. Return to the first ball. )

**Read it the fast way.** (Slide.) fun.

**Yes, fun. Good reading.**



Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

# Transition to Read Fast

**Word Reading**

1. Now you're going to read these words.  
(Touch first ball for ant.) Sound it out.  
(Touch balls for sounds.) aaaaant.  
What word? ant.  
Yes, ant.

2. (Return to first ball.)  
You're going to read this word the fast way. But first I'm going to move down the arrow three times. Take a good look at the sounds and see if you can remember this word. But don't say the sounds out loud until you read it the fast way. (Move down the arrow three times stopping at each ball. Return to the first ball.)  
Read it the fast way. (Slide.) ant.  
Yes, ant. Good reading.

3. (Touch first ball for fun.) Sound it out.  
(Touch balls for sounds.) fffunnnn.  
What word? fun.  
Yes, fun.

4. (Return to first ball.)  
I'm going to move down the arrow three times. Then you're going to read the word the fast way.  
(Move down the arrow three times stopping at each ball. Return to the first ball.)  
Read it the fast way. (Slide.) fun.  
Yes, fun. Good reading.

ant

fun

Focus: \_\_\_\_\_

Wait: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

## Word Reading

1. (Point to lots, have, his, near, and ears.)  
**Your going to read all of these word the fast way. I'll go down the arrow one time for each word. Figure out the word. But don't say anything out loud until I tell you to read it the fast way.**
2. (Touch the ball for lot. Touch under the sounds. Return to ball.)  
**Read it the fast way.** (Slide.) lots.  
**Yes, lots.**
3. (Repeat step 2 for remaining words.)
4. **Read all these words again the fast way.**
5. (Touch first ball for lots. Pause three seconds.)  
**Read it the fast way.** (Slide.) lots. **Yes, lots.**
6. (Repeat step 5 for remaining words.)

Focus: \_\_\_\_\_

Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_

● **lots** →

● **nē<sub>a</sub>r** →

● **ē<sub>a</sub>rs** →

● **gō<sub>a</sub>ts** →

### Basic Correction:

My turn. *Model.*

Your turn. Get ready. (*Signal.*) Yes, \_\_\_\_.

Sound it out. Get ready. (*Signal.*)

What word? (*Signal.*) Yes, \_\_\_\_.

Starting over.

# Reading the Fast Way



**Word Reading**

1. (Point to lots, have, his, near, and hers.)  
You're going to read all of these words the fast way.  
I'll go down the arrow one time for each word.  
•Figure out the word. But don't say anything out loud until I tell you to read the fast way.
2. (Touch the ball for lot. Touch under the n. Return to ball.)  
Read it the fast way. (Side.) lots.  
Yes, lots.
3. (Repeat step 2 for remaining words.)
4. Read all these words again.
5. (Touch first ball for lots.)  
Read it the fast way. (Side.) lots.
6. (Repeat step 5 for remaining words.)

lots  
nē<sub>a</sub>r  
h<sub>e</sub>rs  
lots

Focus: \_\_\_\_\_  
Wait: \_\_\_\_\_  
Cue/Signal: \_\_\_\_\_  
Verification: \_\_\_\_\_

Get ready. (Signal.) Yes, \_\_\_\_\_.  
Get ready. (Signal.)  
Word? (Signal.) Yes, \_\_\_\_\_.  
ing over.

## Word Reading

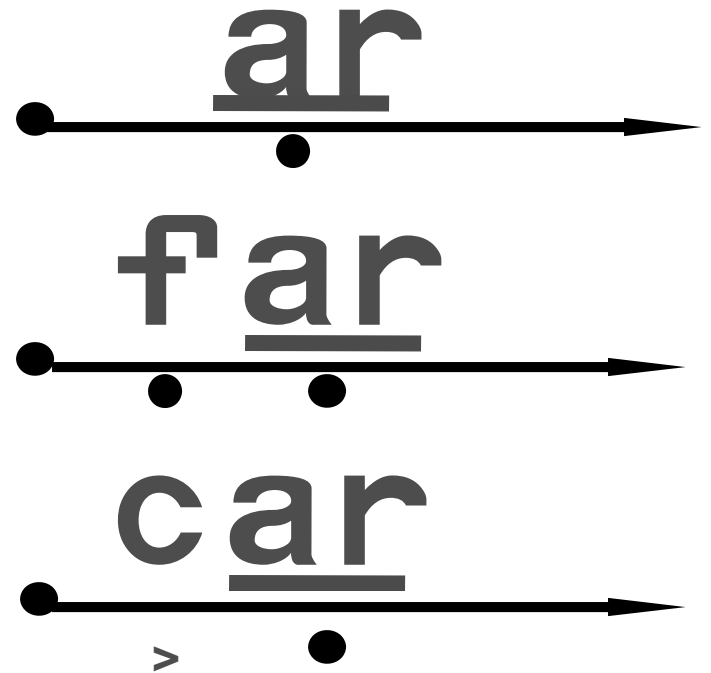
1. (Touch ball for ar.)  
**When these letters are together they usually say are. What do they say?** are.  
**Read it the fast way.** (Slide.) ar.
2. (Touch the ball for ar in far.)  
**What do these sounds say?** are.  
**Yes, are.** (Touch the ball for far.)  
**Sound it out.** (Touch balls for sounds.) ffararar  
**Read it the fast way.** (Slide.) far.  
**Yes, far.**
3. (Touch the ball for ar in car.)  
**What do these sounds say?** are.  
**Yes, are.** (Touch the ball for car.)  
**Sound it out.** (Slide past c. Touch ball for ar.) cararar  
**Read it the fast way.** (Slide.) car.  
**Yes, car.**

Focus: \_\_\_\_\_

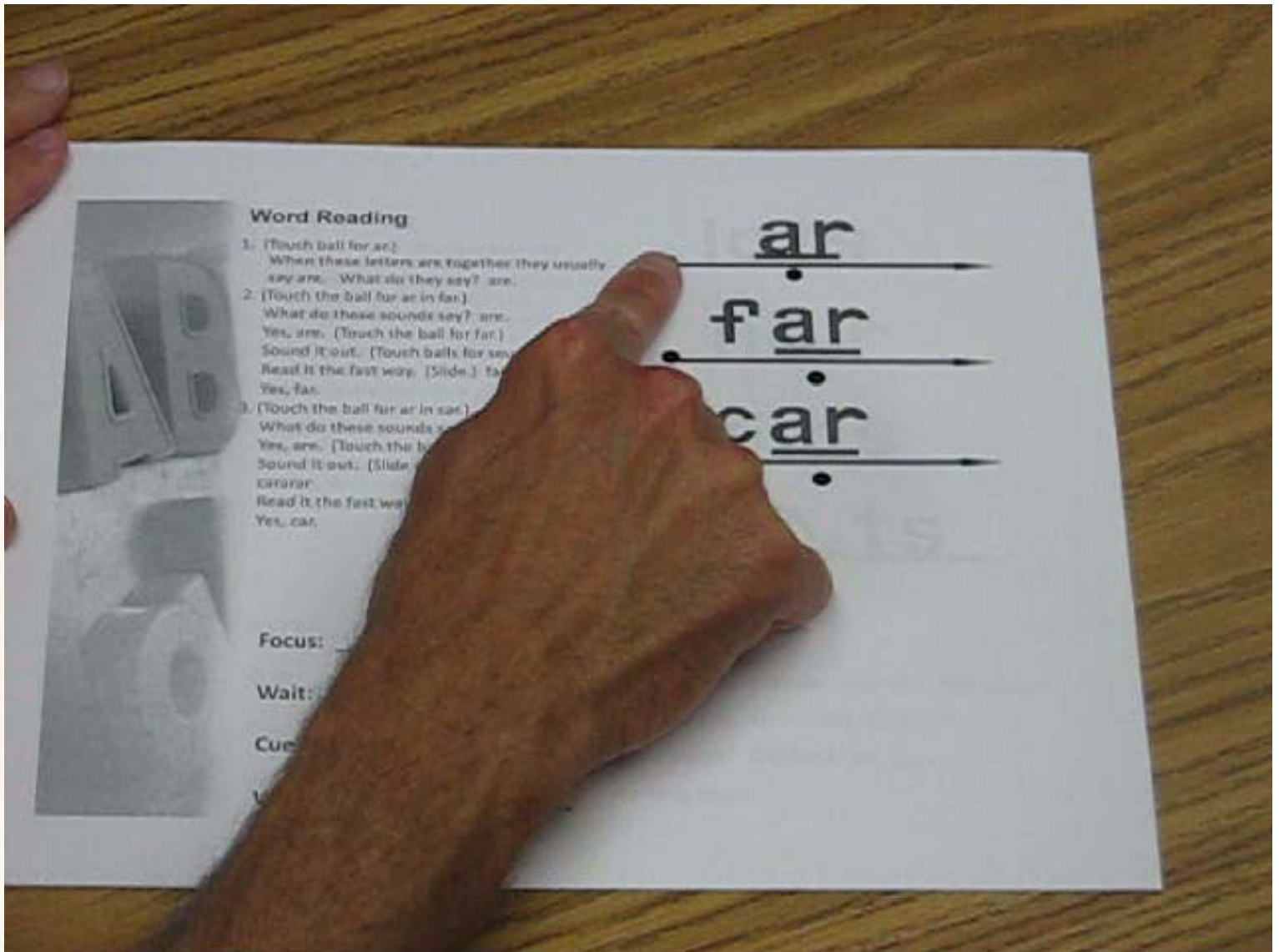
Think: \_\_\_\_\_

Cue/Signal: \_\_\_\_\_

Verification: \_\_\_\_\_



# Sound Combinations: ar







# **LESSON FORTY-NINE BRINGING IT TOGETHER**



# Story Reading: Overview

## Required Tasks

- **First Reading**

Lessons 1-54: **Sound Out/Read Fast**

Lessons 55-100: Read it the Fast Way

- **Second Reading with Questions**

Lessons 1-43: **Sound Out/Read Fast**

Lessons 44-100: Read it the Fast Way

- **Picture Comprehension**

Hide the picture to predict first.

Ask questions provided.

## Additional Tasks

- Parents/Students Read the Fast Way
- Word Finding
- Sounds Writing

# First Read: Sound it Out/Read Fast (44)

173

hē has nō fēēt. hē has nō  
nōs. hē has nō tēēth. hē is not  
a cow. and hē is not a cat.  
is hē a rat? nō. hē is not a  
rat.

**TASK 4 FIRST READING**  
You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

**TASK 5 SECOND READING**

**TASK 6 PICTURE COMPREHENSION**

1. What will you see in the picture?
2. Look at the picture and get ready to answer some questions.
3. What is he?
4. Does he have feet?
5. Does he have teeth?
6. Does he have a nose?
7. Is he a cow?
8. Is he a rat?



## Story Reading

### First Reading: Sound it Out/Read Fast

**First Word/Next Word.**

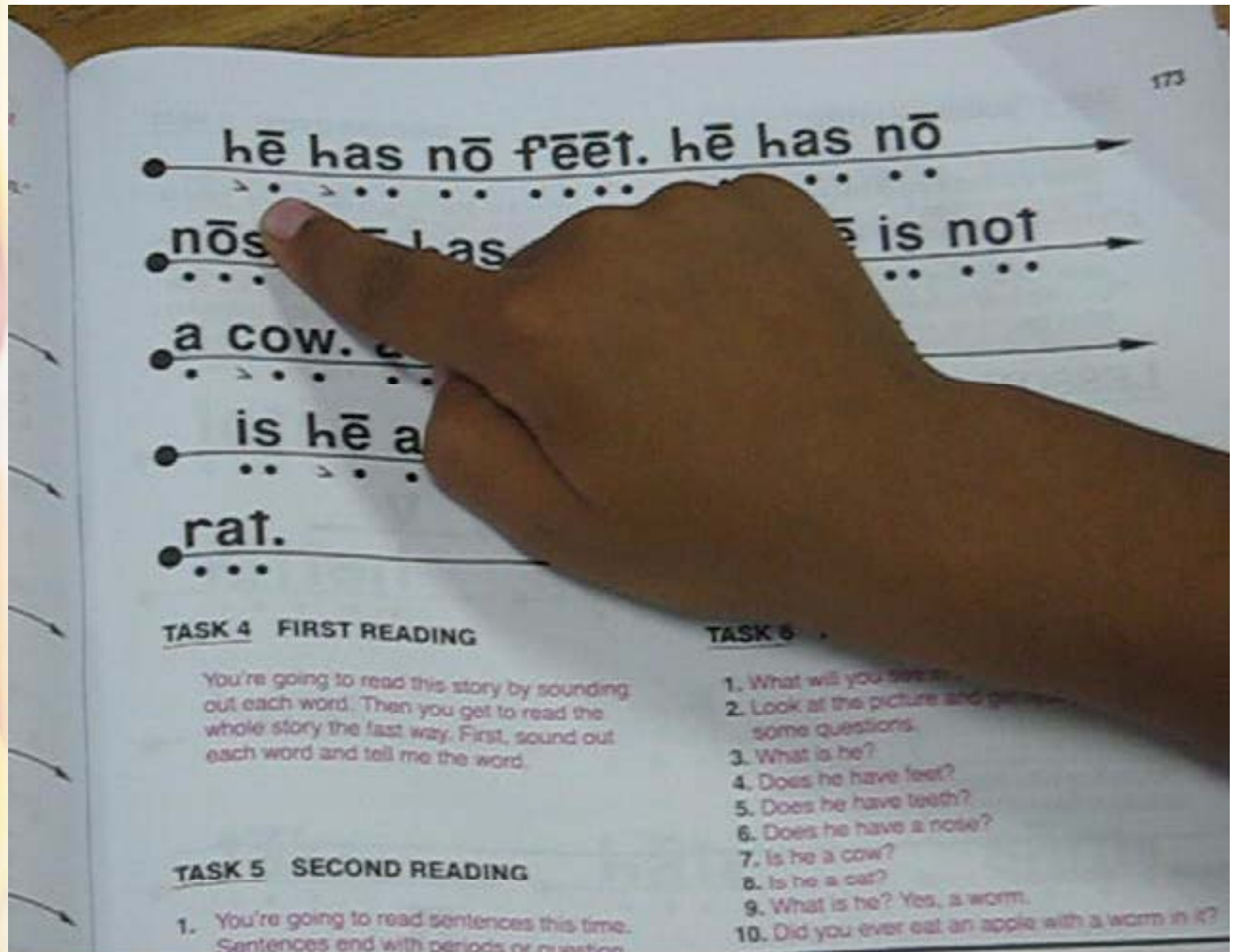
**Sound it out. (*Pause.*) Get ready.**

*(Signal for each sound.)*

**What word? (*Signal.*)**

**Yes, \_\_\_\_\_.**

## Second Read: Read Fast and Questions (44)



173

hē has nō fēēt. hē has nō  
nōs. hē is not  
a cow.  
is hē a  
rat.

**TASK 4 FIRST READING**

You're going to read this story by sounding out each word. Then you get to read the whole story the fast way. First, sound out each word and tell me the word.

**TASK 5 SECOND READING**

1. You're going to read sentences this time. Sentences end with periods or question marks.

**TASK 6**

1. What will you see?
2. Look at the picture and get some questions.
3. What is he?
4. Does he have feet?
5. Does he have teeth?
6. Does he have a nose?
7. Is he a cow?
8. Is he a cat?
9. What is he? Yes, a worm.
10. Did you ever eat an apple with a worm in it?