Teach Your Child to Read in 100 Easy Lessons

Cary Andrews
Roger Bacon Academy
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.)EEEEEE

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

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

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.

   a

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

   s

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

   d >
Sound Introduction and Review

1. Touch under this sound and say the sound.
   - Touch first ball of arrow. Move quickly to second ball. Hold.
   - aaaa

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

   - Focus:

   ball:
   no:

4. Quick move to the end of arrow.
   - d

5. Quick move to the second ball. Hold.
   - sssss
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 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.) sssssss. Say it fast. (Move quickly to end of arrow.) s.

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

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. sssss. Now say it fast. s.

2. Touch the ball for the next sound. Move to the next ball and say the sound slowly. aaaaa. 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.
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 rrraammm 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 eet without pausing between the sounds.)
   (Return to the first ball.)
   Say it fast. (Slide quickly to end of arrow.) eat.
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 ssseeeeee 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: _______________
Sound it Out

Word Reading:

1. [Sound: /æm/]
   Ram
2. [Sound: /eɪt/]
   Eat
3. [Sound: /si:/]
   See
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.)

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

- Touch the ball for a:
- Flash ball for a. (Light reads: Flash ball for a.)
- Flash ball for a.
- Flash ball for cat.
- Touch ball for at:
- Touch ball for at.
- Touch ball for at.

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:) sssaaaiiid.

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:) sssaaaiiid.
   **Now say the word.** said. **Yes, what word?** said.

Focus: __________________

Think: __________________

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: ) sssaaaid.
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:) sssaaaid.
   Now say the word. said. Yes, what word? said.
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.

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 ball for sounds.) Ant. 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.) Read it the fast way. (Slide) ant. Yes, ant. Good reading.

3. (Touch first ball for fun.) Sound it out. (Touch ball for sounds.) Fun. 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: 
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:_______________

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 ears.)
   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 it the fast way.
2. (Touch the ball for lot. Touch under the return to ball.)
   Read it the fast way. (Slide.) lots, near, ears, lots.
3. Repeat step 2 for remaining words.
4. Read all these words again.
5. Touch first ball for lots. Touch under the return to ball.
   Read it the fast way.
6. Repeat step 5 for remaining words.

Focus: ________________
Wait: ________________
Cue/Signal: ________________
Verification: ________________

Get ready. (Signal.) Yes, ___.

Get ready. (Signal.) Yes, ___.

Get ready. (Signal.) Yes, ___.

Get ready. (Signal.) Yes, ___.

Get ready. (Signal.) Yes, ___.
Word Reading

1. (Touch ball for ar.)
   *When these letters are together they usually say* **are**.  *What do they say?* **are**.

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.)  **fffararar**
   *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

Word Reading

1. [Touch ball for ar] When these letters are together they usually say are... What do they say? are.
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 sound]
   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:] car
   Read it the fast way. [Slide:] car
   Yes, car.
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)

he has no feet. he has no
nose. he has no teeth. he is not
a cow. and he is not a cat.

is he a rat? no. he 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 an animal?
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)

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 questions.

hē has no feet. hē has no
nōs. hē has

is hē a cow.

rat.

1. What will you see?
2. Look at the picture and get ready for 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?