




**Parent Class:
Teach Your Child to
Read**

Instructor:
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arthurreadingworkshop.com
Founder, Arthur Academy
Charter Schools.org



Weekly Parent Training Classes

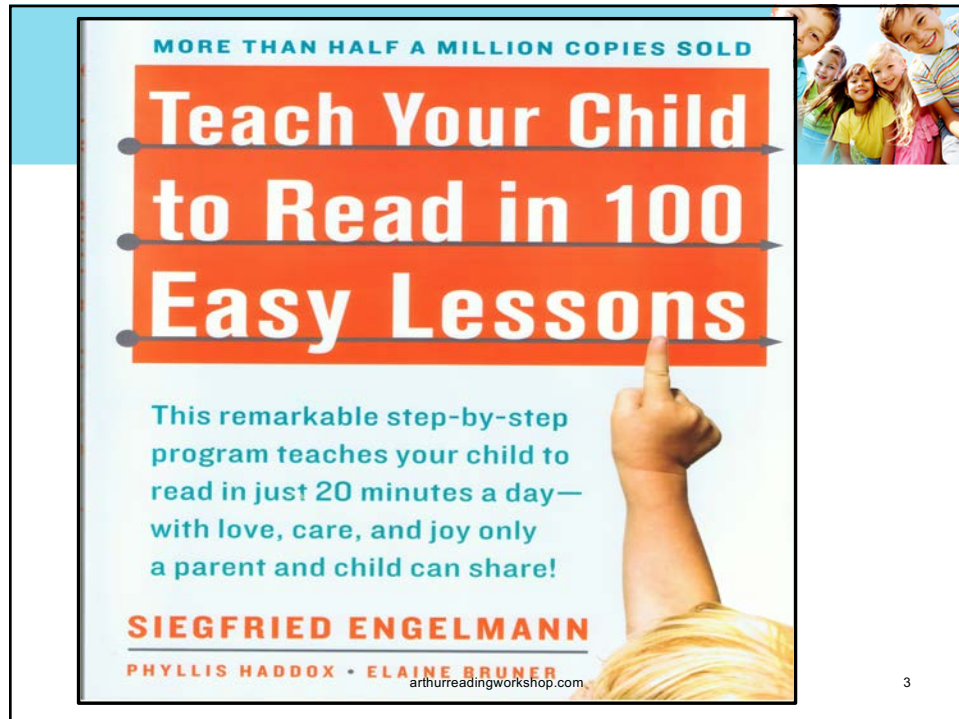
For Parents of Children
in Kindergarten or First Grade

- Place: Arthur Academy, David Douglas
13717 SE Division
- Dates: Four Thursdays in October, 2018
 - Time: 7:00 – 8:30
 - Cost: \$15 for materials

Based on the Landmark Book:
**Teach Your Child to Read (TYCR)
in 100 Easy Lessons,**

A program specially designed for Parents in their homes
Full Textbook can be ordered on amazon for less than \$15 (not required)

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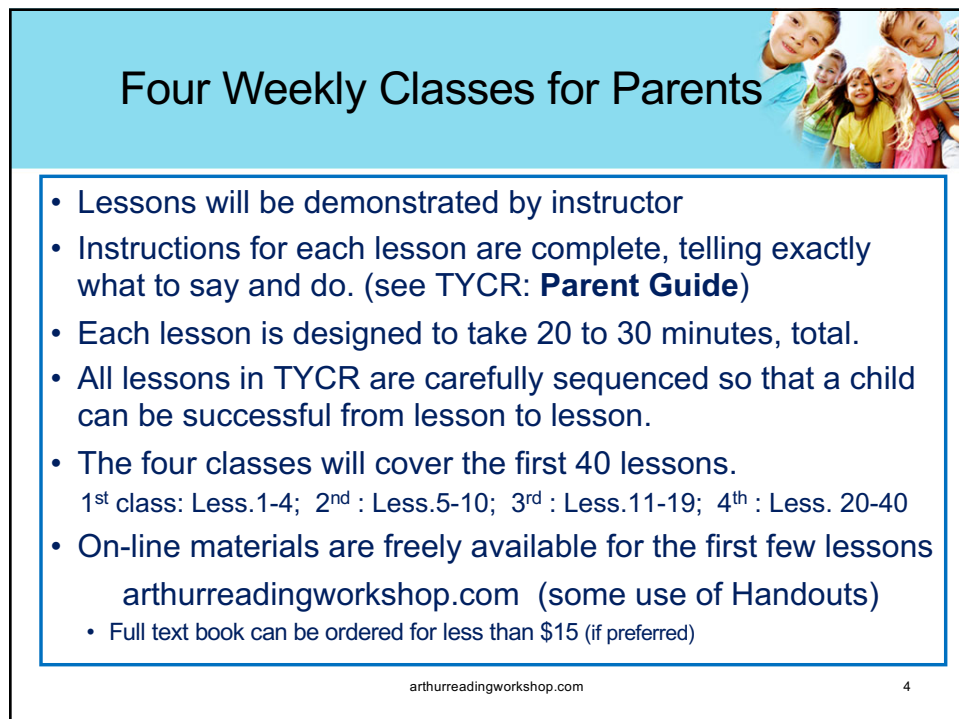
MORE THAN HALF A MILLION COPIES SOLD

Teach Your Child to Read in 100 Easy Lessons

This remarkable step-by-step program teaches your child to read in just 20 minutes a day—with love, care, and joy only a parent and child can share!

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 PHYLLIS HADDOX • ELAINE BRUNER
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Four Weekly Classes for Parents

- Lessons will be demonstrated by instructor
- Instructions for each lesson are complete, telling exactly what to say and do. (see TYCR: **Parent Guide**)
- Each lesson is designed to take 20 to 30 minutes, total.
- All lessons in TYCR are carefully sequenced so that a child can be successful from lesson to lesson.
- The four classes will cover the first 40 lessons.
 1st class: Less.1-4; 2nd : Less.5-10; 3rd : Less.11-19; 4th : Less. 20-40
- On-line materials are freely available for the first few lessons
 arthurreadingworkshop.com (some use of Handouts)
 - Full text book can be ordered for less than \$15 (if preferred)

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TYCR in 100 “Easy” Lessons



- A condensed version of the Reading Mastery (RM-K) classroom program for grades K and early 1st ,
 - taught in the six Arthur Academy charters schools,
 - where all its kindergarteners in 15 years have learned to read.
- 75 TYCR lessons equals 150-160 lessons in RM-K
 - About 400 decodable words are learned, with stories.
 - Close to a full year ahead of most kindergarten classes.
- 25 lessons equals 40-50 of 160 lessons in RM- 1
 - About 600 of 1600 total first grade words, with stories
- Taught individually, it may require repeating lessons or inserting supplemental lessons for additional practice.
- Supplemental materials are made available.

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FIVE Foundational Components in TYCR,

three of which are Pre-reading skills.



1. **Comprehension:** seeds are sown early for reading for meaning through listening and story making. As reading skills grow, comprehension demands are increased.
2. **Sounds in Speech.** “We read with our eyes, but the starting point is speech.” Many speech sounds are hidden from the non-reader.
3. **Letters of the Alphabet:** shapes and what they represent in speech sounds. (L/S matchings)
4. **Decoding: where** letter/sounds are combined in words.
 - to identify words and teach a strategy for self-teaching.
 - This is consider an “inherently intractable impasses”.
 - M. Adams, Beginning Reading, chapter 12, pg 293, 1990.
5. **Read words accurately and fluently,** without decoding.

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First Component: Pre-reading and reading sow the seeds for meaning

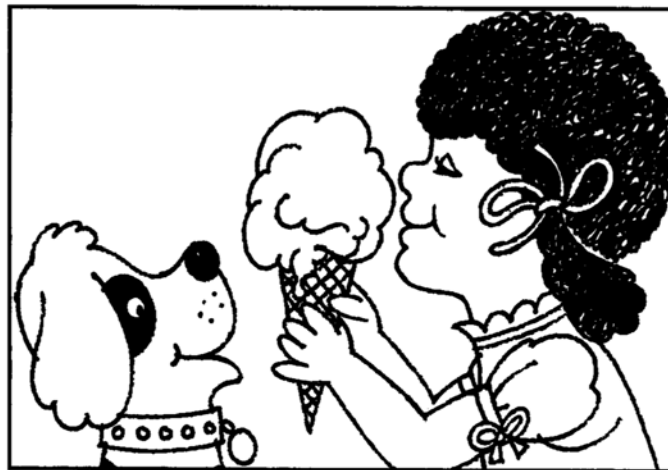


- Seeds for teaching for meaning are sown at the beginning.
 - Subtly with picture stories. “Tell me a story about this picture.”
- Taught through picture predictions from first stories, lesson 13. (see slide 21)
- Comprehension questions are gradually inserted, beginning at lesson 38, on second reading of stories.
 - Most of the lessons, at first, are given to word decoding.
 - There is little comprehension without reading words.
 - Comprehension still needs teaching, so that new readers understand the purpose of reading words.

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Planting the sees of comprehension. *“Tell me a story about this picture.”*



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Second Component: Pre-reading Teaching Sounds in Speech



- Reading builds from what children already know. ie speech.
- The human ear needs better tuning for reading,
 - it is not tuned enough to hear all the important, **fast and bundled up**, bits of sounds in speech, **that is newly required for reading**.
- Reading places a higher demand on hearing all speech sounds.
- Because the alphabet represents all the smallest sounds in speech, a new learner's ears must dig deeper into words to hear all sounds.
- This presents a tough challenge for some children
- Because this is where a specific weakness can exist.
- Some kids have a hard time hearing all the smallest sounds.
- This makes learning to decode difficult.
- It exasperates what already is a decoding "impasse".
- Some need more training, more explicit and better methods.

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TYCR has a different way of teaching
for tuning up the ear for hidden speech sounds that
more successfully remove the decoding impasse.



1. The child **hears** a word slow. The child **says** the word.
 - compound words, (ice-cream) "Say the word." (Less. 1)
 - two-syllable words (taa-ble). "Say the word."
 - single-syllable words that start with slow sounds. (stop sounds later) Stretch out each sound without pausing. (ssssaaaammm) "Say the word."
2. The child hears a word slow and says it slow with parent.

"Say some words slowly with me, without stopping. First we'll say aaaammm." "Get Ready." aaaaammm (together)
3. Child says a word slowly and then says the word.

"Say sssssaaaammm, slowly, without stopping." sssssaaaammm
"Now Say it fast." sam. (slide11, lesson 3, task 5, p. 35)
4. Onset-rimes: with letters. (beginning decoding) Lesson 5, task 7
 - (Show the letter **m**), "Say the sound slowly." (point) **m. mmmm**
"Rhyme with /at/". **mmmat**. (Lesson 5)

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Demonstrating the third level,

“Say the words slowly and fast.”



Task 5 Say the sounds and say the word.

We're going to play a new say-it-fast game.

First you'll say the word that I say slowly.

Then you'll say it fast, Say (pause) mmmmmmmmm
mmmmmmmm. Now say it fast. “me”.

(same with the words: man, if, we.)

In speech, sounds are often bunched up, over-lapped and pronounced too fast for the ear to individually hear. This makes matching the alphabet to the sounds for new readers very difficult. Slowly stretching out helps untangle and identify the sounds, in order, so letters can eventually be decoded. This is like a pre-decoding, out-loud rehearsal.

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Third Component: Pre-reading teach letters that make up the Alphabetic Code



- It's the alphabet that demands higher sensitivity and tune up of the ears to the sounds in speech....
 -Because they represent all the sounds that get lost in speech.
- Teach 41 basic letter/sound matchings in K.
 - Covered by 26 letters or letter combinations.
- A few unique TYCR ways of accomplishing this.
 - **At first**, teach the sounds for the letters.
 - In a teachable progression, avoiding confusions.
 - with **temporary** modifications, mainly for vowels.
 - Tracing, copying, writing. (while saying the sounds)
 - **This also helps remove the decoding impasse.**

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Teaching Demonstration For slow and fast sounds



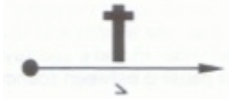
(Point to m.) I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold two seconds) mmmmmm (Release point)

Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "mmmmmm" (Lesson 1)



(Touch ball for t.) We always have to say this sound fast. My turn to say it fast. (Quickly move to end of arrow as you say the sound.) t.

My turn to say it fast again. (Touch ball for t.) Say it fast. (Quickly move to end of arrow.) t. (Touch ball) Your turn. (Pause.) Say it fast. (Quickly move to the end of the arrow.) t. (Lesson 9)



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Order of Letter Instruction Lessons 1-29



1 m	1 s	3 a
5 e	7 t	9 r
12 d	14 i	16 th
19 c	21 o	23 n
25 f	27 u	29 l

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Order of Letter Instruction
-Lessons 31-56

31 w	33 g	34 I
35 sh	37 ā	39 h
41 k	43 ō	45 v
48 p	49 ar	50 ch
52 e	57 b	56 ing

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Order of Letter Instruction
-Lessons 58-89

58 ī	60 y	62 er
65 oo	67 J	69 wh
71 ŷ	74 ū	74 qu
75 x	75 z	79 ea
88 ai	89 ou	

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Fourth Component: Decoding

Within the early lessons,
teach full alphabetic decoding of words



Decoding is the application of the learned letter/sound matchings to change words in print into spoken words.

- This **has traditionally been a source of a “bottle-neck”**.
- This is the hardest part of learning to read.
 - The alphabetic code is the built-in obstacle for getting started.
- Printed words do not completely line-up and match with speech sounds in words. (see slides 7, 8 and 9)
- The first two Pre-reading Components lead to a way of **removing any decoding impasse**.
- TYCR teaches word decoding skills early in the program. It accumulates to 400 words, with stories, by lesson 76.

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Beginning Decoding

Lesson 3, task 6, pg. 35



TASK 6 SAY THE SOUNDS

1. I'm going to say the sounds on the arrow.
(Touch first ball. Quickly move to second ball. Hold for about three seconds. Quickly move to third ball and hold for about three seconds. Say **aaamm** without pausing between sounds as you touch under each sound. Repeat.)
2. This time I'm going to **say** the sounds. You **touch** under each sound as I say it. Put your finger on the first ball. Get ready, **aaamm**. (Hold each sound for about three seconds. Do not pause between sounds. Child touches under each sound as soon as you start to say it.)
3. Again, finger on the first ball. Get ready, **aaamm**. (Repeat until firm.)

(To correct: Hold child's finger and move it to appropriate balls on arrow as you say **aaamm**. Then repeat.)



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A way of solving the alphabetic decoding “impasse”.

(begins in less. 3, task 6, pg 35))



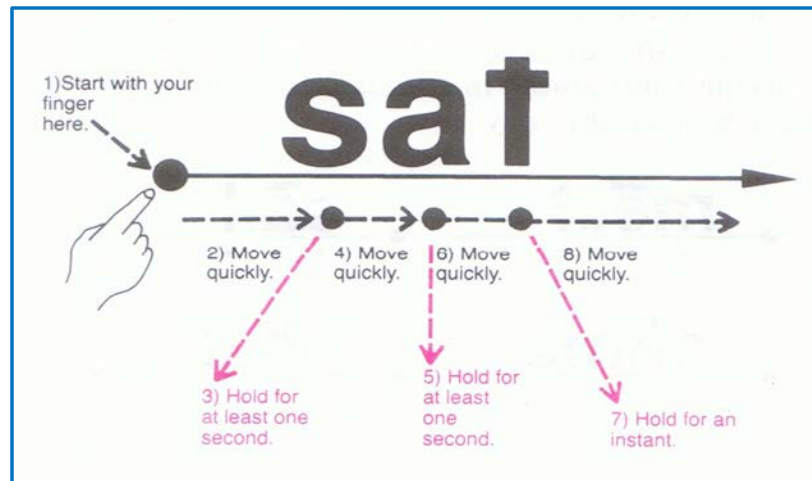
Once the first 3 letter/sound matchings have been learned, begin to apply them in decoding words.

- Just like in the oral exercises, -“Say the sounds without stopping. Now say the word.” (Lessons 3-10+)
 - (v-c, c-v, cvc) Non-words Lessons. 3-6
- After reciting the sounds for letters, sound them out slowly without stopping. makes a smooth transfer to decoding.
- Teach two kinds of “sounding-out” for beginning sounds.
 - First, teach words starting with slow, continuous sounds.
 - (L. 7+) at, eat, meet, mat, seat, am, sat, see, ram, rat, sam
 - Then, teach words starting with fast, stop sounds.
 - (L. 20+) cat, can, duck, got, tail, dish, game, did, hot, hat,

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Demonstration: Decoding words starting with slow consonants



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Careful Sequencing of Word Spellings Helps



Starting in lesson 3, learn little-by-little
Words that start with slow sounds
Lesson 11

am ēat

ram sēē rat

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sēē mē ēat.



Lesson 13
Cover picture during reading.



Continue to sound out words with modified alphabet.

Attempt to predict picture before unveiling it.

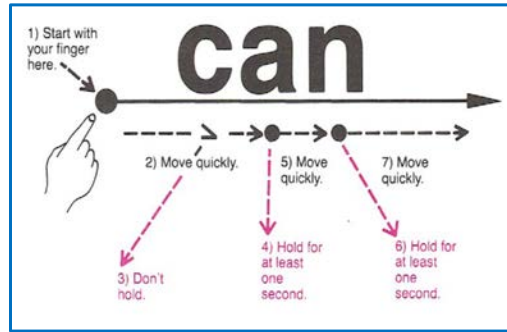
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Demonstration: Decoding words starting with stop consonants. Lesson 21



In Lesson 21 a new type of word is introduced. This type begins with a sound that cannot be held. It is the most difficult type of word the child will read. The illustration below shows your behavior for presenting these words.



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this - cat - is

sick. - this

cat - is - sad.



Sound out a mix of slow and fast starting words, then say them fast.



Lesson 32
Cover picture during reading.

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An accumulation of a mix of words

with Beginning Slow and Fast Consonants and silent letters



Lesson 38

aṭ	āte	
māde	shē	sēat
wish	fish	lāte
tāil	rug	got

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With Story



a littl. cat can sit on
 a rug. shē can run in
 thē sand. shē can lick
 a man. shē will lick mē.




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Lesson 38
 Sound-out
 each word and
 say them the fast
 way.
 Questions on the
 second reading.

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**Fifth Foundational Component:
Read words accurately and fluently,
without decoding or modified alphabet.**



The Final Goal: The TYCR program **gradually teaches** the child to transfer from decoding to...

- reading words the fast way, without decoding. (less. 55)
- Rapid application of word reading skills is demanded for reading connected texts. (decoding is too slow)
- This demand is gradually increased from stories of
 - three-words (lesson 13);
 - to 65 words (lesson 55);
 - to 150 words (lesson. 76);
 - to over 200 words (lesson 100).

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**As a result of good decoding skills,
reading words becomes automatic**



- This means using the alphabetic code automatically. (enables more thinking for meaning)
- How is this done?
- This is the miracle of reading that has taken modern brain-imaging studies to finally explain.
- Research has demonstrated that once letters are firmly bonded to the sounds through decoding,
- the brain decodes reading the same way it decodes speech - automatically.
- Therefore reading piggy-backs onto speech for a free ride, courtesy of nature.

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Lesson 55, Read Words the Fast Way
 (with "think-time")
 after a transition that starts to build on lesson 27



a fish in the rāin →

a girl met a man in the rāin. that man →

got wet. that girl got wet. →

the man said, "this is not fun." →

the girl said, "this is fun." →

the man said, "I hav_e wet fēēt. sō I →

will gō hōme. I hāte rāin." →

the girl said, "wē can get fish." →

sō shē got a fish and gāv_e it to the →

man. →

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the fat eagle →

there was an eagle that was fat, fat, fat. the other →

eagles made fun of the fat eagle. they said, "you do not →

look like an eagle. you look like a fat rock." →

the fat eagle was sitting in a tree when a tiger →

came hunting for eagles. that tiger was going to get a →

little white eagle. the little white eagle was under the →

fat eagle's tree. the other eagles yelled, but the little →

white eagle did not hear them. →

the fat eagle looked at the tiger getting near the →

white eagle. then the fat eagle said, "I must save that →

white eagle." so he jumped down. he came down on →

the tiger like a fat rock. that tiger ran far away. the →

little white eagle was saved. →

when the other eagles came over to the fat eagle, →

they said, "we will never make fun of you now." →

the end →

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Lesson 76

Normal print.
 Early first-grade
 reading

Read words
 the fast way,
 without
 sounding out.

Comprehension
 questions on
 second reading.

Lesson 99

Hunting for Tigers—Part 1

The old man said, "I need a tiger coat. So I will hunt for a tiger." ©

The girl said, "But you can not see. How can you hunt for a tiger?" ©

The old man said, "I can hear. Tigers make sounds. I will hear those sounds and take a shot."

The girl said, "The shot may miss."

"No," the old man said. "When I hear something I will take a good shot." ©

So the man went out with his gun. He did not see well. So he fell over a log. Then he fell over a rock. Then he walked up a hill. When he got to the top he stopped. "I hear something," he said. "I have found a tiger."

The man did hear the sound of a tiger. It was a big tiger. And it was very near. The old man picked up his gun. "Blam." ©

The shot did not hit the tiger. It hit a nut in a tree. The nut fell on a mouse.

The mouse yelled, "Stop hitting me with nuts." ©

This Is Not the End.