

PART TWO

Steps 8 – 17



Training videos for Reading Mastery K-1

www.arthurreadingworkshop.com

Teaching Progression #8

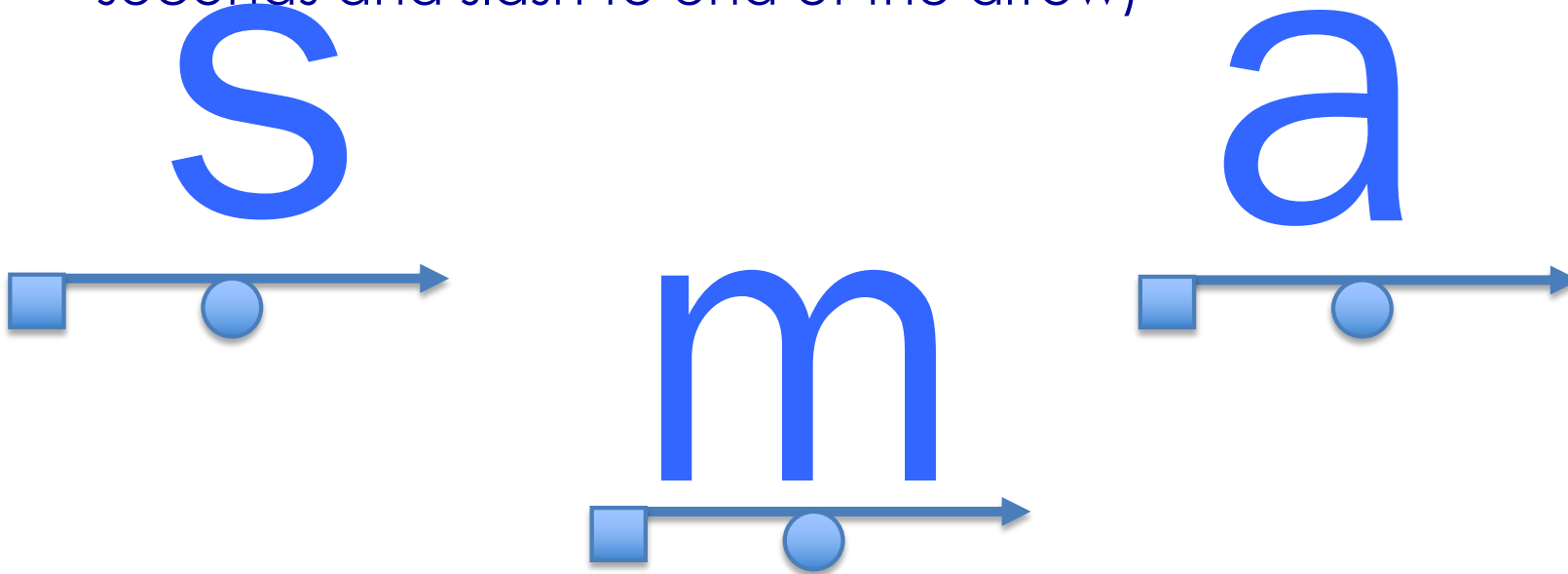
Letter/sound Accumulative Review

Lessons 17-159

- [As letters are added, they are put to use in new reading vocabulary for continuous practice. No words are taught unless their letters have been previously taught.]
- Point to the column of sounds. See if you can say all these sounds without making a mistake. Touch the first ball of the arrow for S. (pause) Get ready. (pause) Move quickly to the second ball. Hold sss
Yes sssss
- Repeat for each sound.
- Repeat the whole group.

Teaching Progression #8

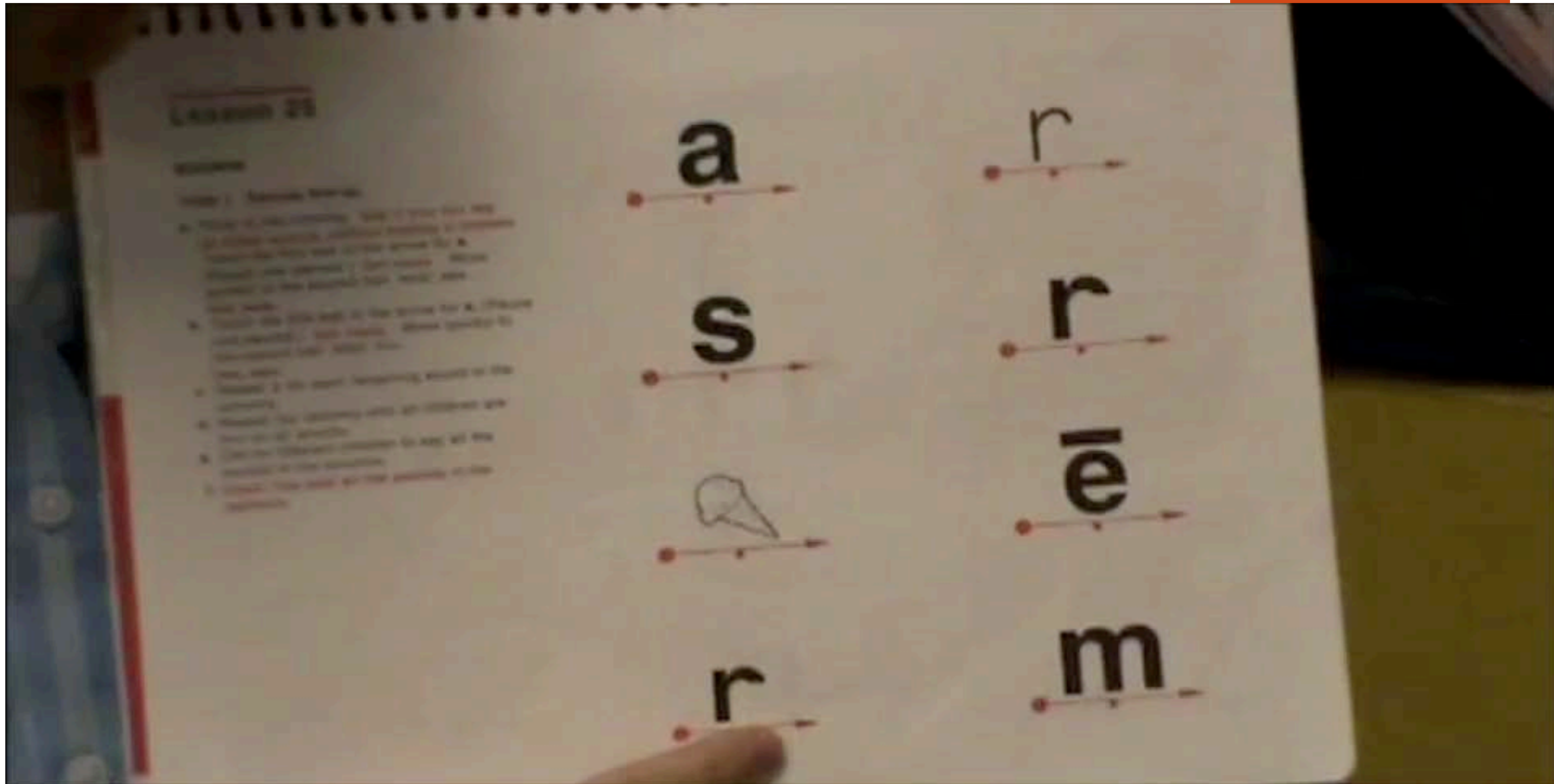
- Teacher says: *Get ready to tell me all these sounds.*
- Teacher touches the box with the first letter.
- *Get ready* (move finger to the ball-hold for 2 seconds and slash to end of the arrow)



Teaching Progression #8

Video Demonstration- Say the sounds for these letters

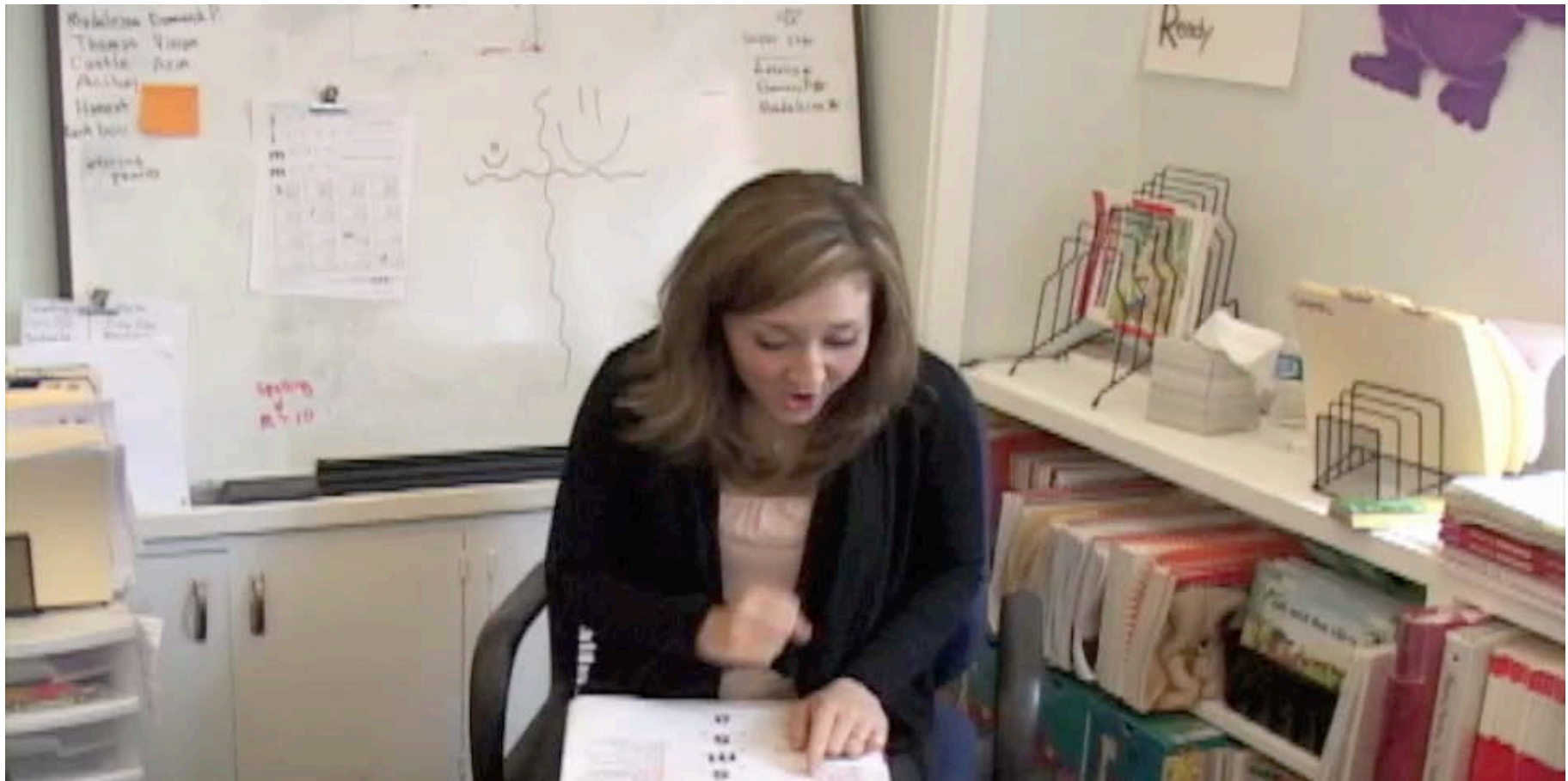
4



Teaching Progression #8 (cont.)

Full lesson 19, Say the sounds without and with letters and say the words slow and fast, new letter e, two-letter sound-out, oral on-set rhyme, touch & say #11.

5



Teaching Progression #9

(Continuous letter sounds: say them slow and fast)

- Lesson 17 - 30
- Same as step #5 except students say the sounds both slow and fast.
- Teacher moves finger under letter and holds under the letter for saying them slow.
 - Students continue to say the sound as long as teacher's finger holds the letter.
- Teacher slashes under letter with finger for saying them fast.
 - Students say it fast.

Teaching Progression # 10

Sound out 2 consecutive letters without stopping. Pre-decoding Lessons 18 - 28

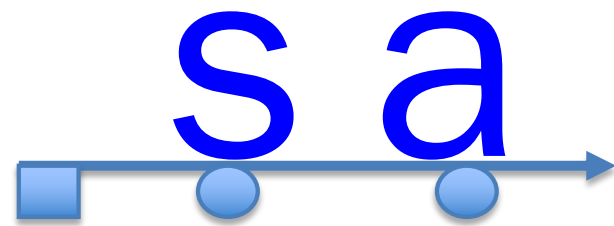
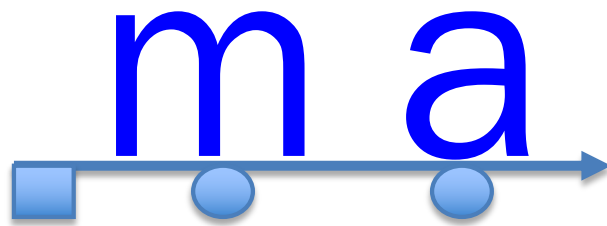
Touch the box on the first arrow. *My Turn.* I'll show you how to say these sounds without stopping between the sounds. *Move under each sound.* *Hold. Say mmmaaa*

Return to the first ball (box) of the arrow for ma.

Your turn. Say the sounds as I touch under them.

Don't stop between the sounds. Get ready.

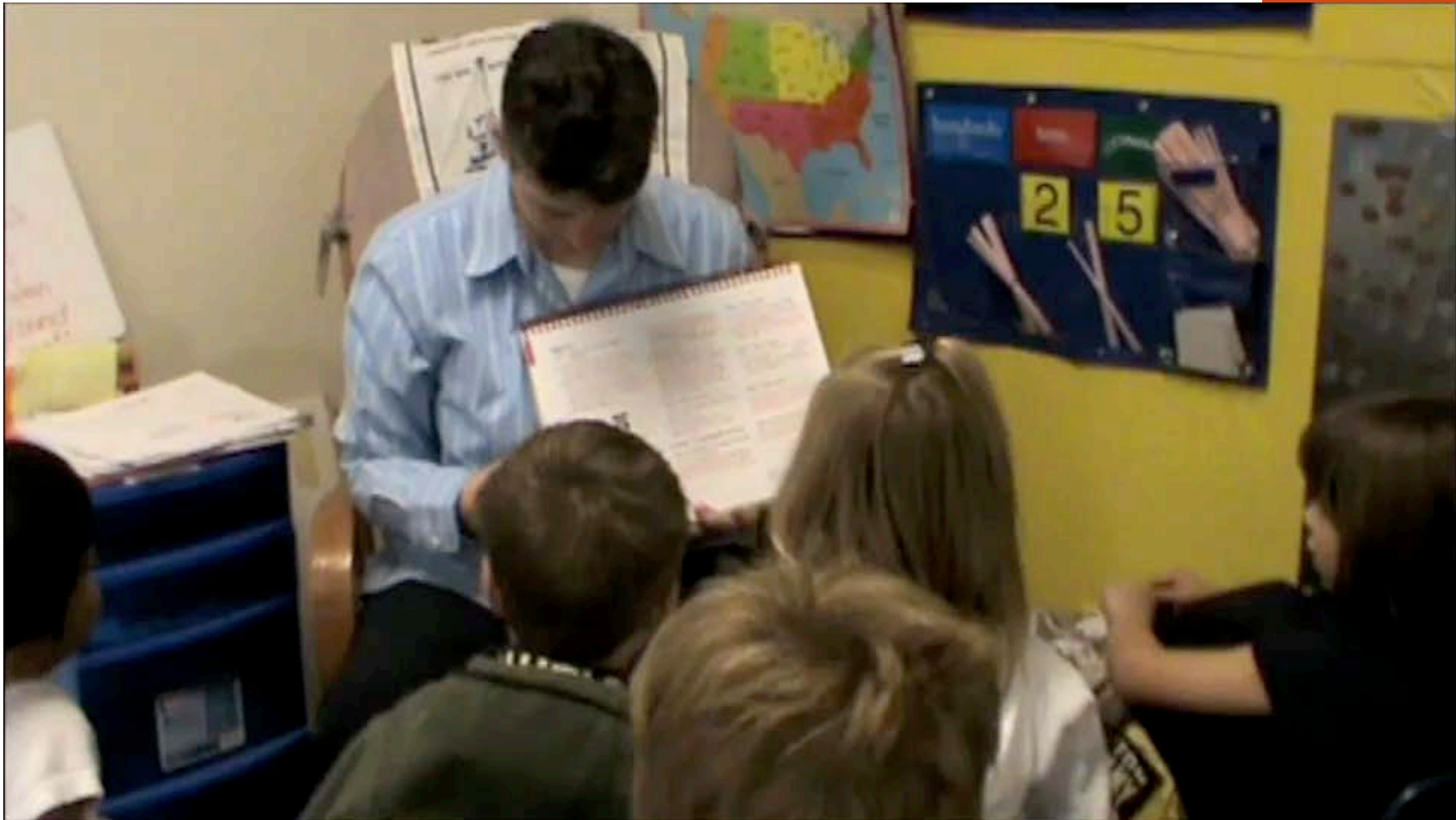
(pause) Move under each sound. Hold mmmaaa



Teaching Progression #10

Video Demonstration-Sound out two letters
Lesson 25

8



Teaching Progression # 11

Students touch **under each sound** and sound out **2 letters**. Lessons 19 – 28, see slide 5

[Children should be holding lap-boards with take-home papers.] Hold up side 1 of your take-home. We are going to say the sounds without stopping. Touch the first ball under the arrow for am. Put your finger on this first ball of this arrow. What's the first sound you'll say? (signal with finger) aaaa

What's the next sound you'll say? (signal with finger) mmmm

Everyone, put your finger on the first ball (box) of the arrow. When I clap, you're going to quickly move your finger under each sound and say. aaaammmm When we say them together, move under the sounds and touch the balls for each sound.

I'll clap for each sound. You touch the ball when I clap and say the sound. Sound out. Get ready. (pause) Clap for each sound, pausing about two seconds between claps. Check to make sure children are moving their fingers and touching the dots under each sound.

Repeat until group is firm and give individual tests.



Teaching Progression #11

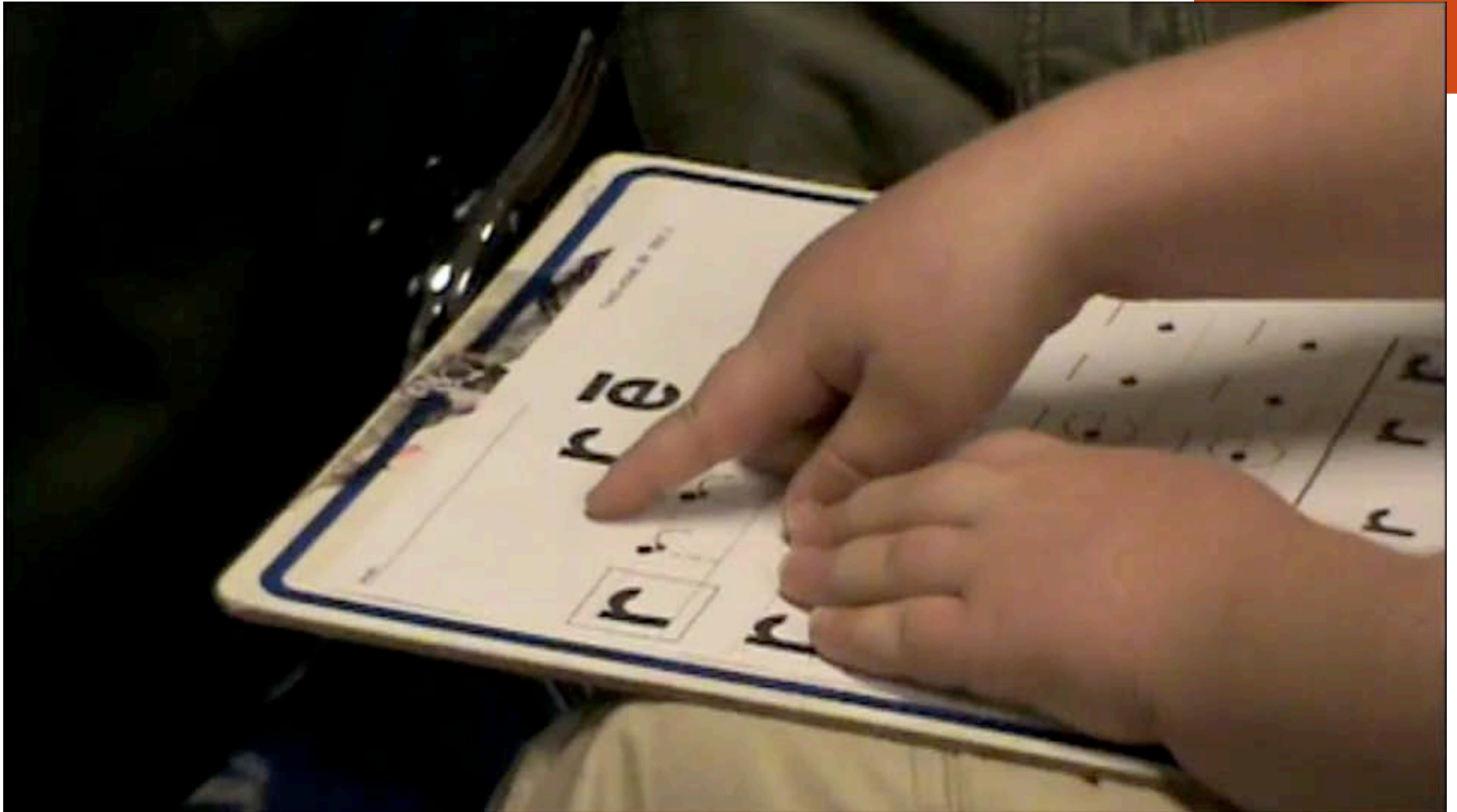
Students touch and sound out two letters

10



Teaching Progression #11 (cont.)

11



Teaching Progression # 12

Introduce fast letter sounds.

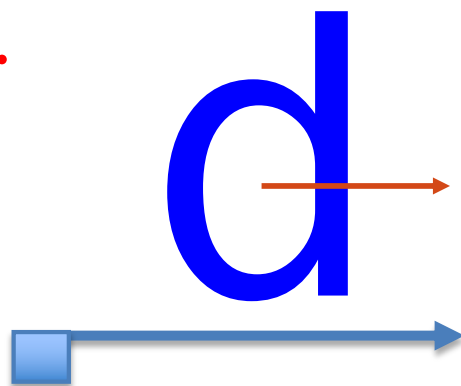
Teacher says: We always say this sound fast.

My turn to say it fast, “d” (not duhh)

(Slash finger from the box to the end of the arrow).

Touch the ball (box) of the arrow. Your turn, Say it fast- “d”

(slash) Yes, “d”.



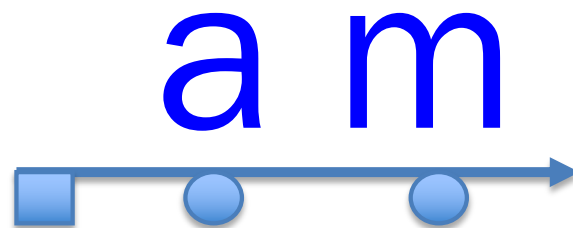
Teaching Progression # 13

With a real word, say the individual sounds, sound it out, and say it fast. (pre-rehearsal)

FIRST DECODING OF A WORD Lessons 28 - 158

Teacher says: This is the word am. (show word) What word?

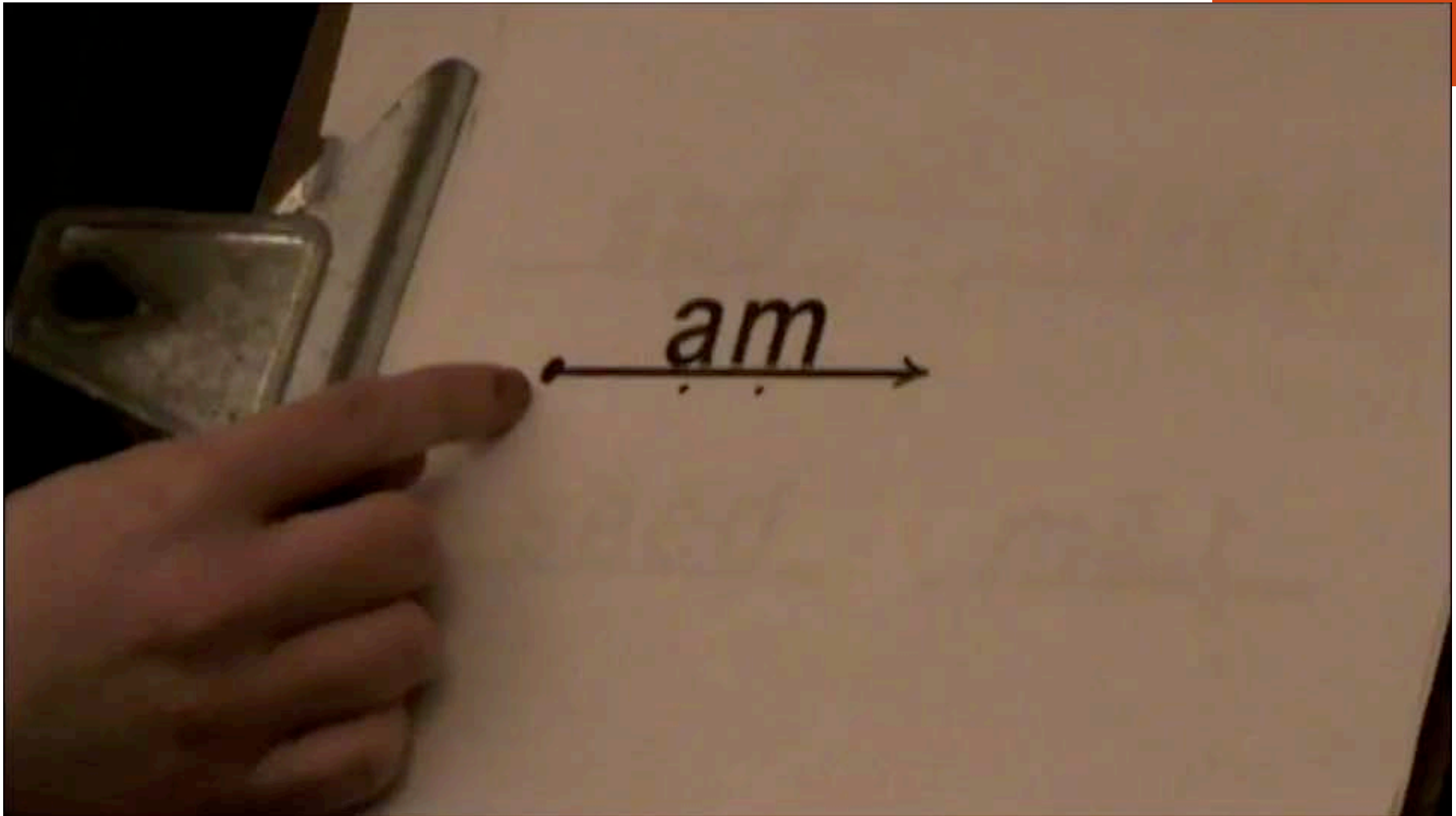
“am” Yes, am. When you sound out the word “am” (touch a) tell me the first sound? “aaaa” Yes, aaaaaa (slide to m) Tell me the next sound? “mmmmm” Yes, mmmm You're going to sound the word out, then say it fast. Everybody, sound it out, get ready- (pause) “aaammmm” Say it fast- “am”. Yes, am. (move finger from box to first ball, hold for 2 seconds And move to next ball, hold and slash to arrow.)



Teaching Progression # 13

Video Demonstration- First word sounding out

14



Teaching Progression # 14

Teach sounding out a word

15

Thinking the bits of sounds prior to sounding out, no rehearsing.

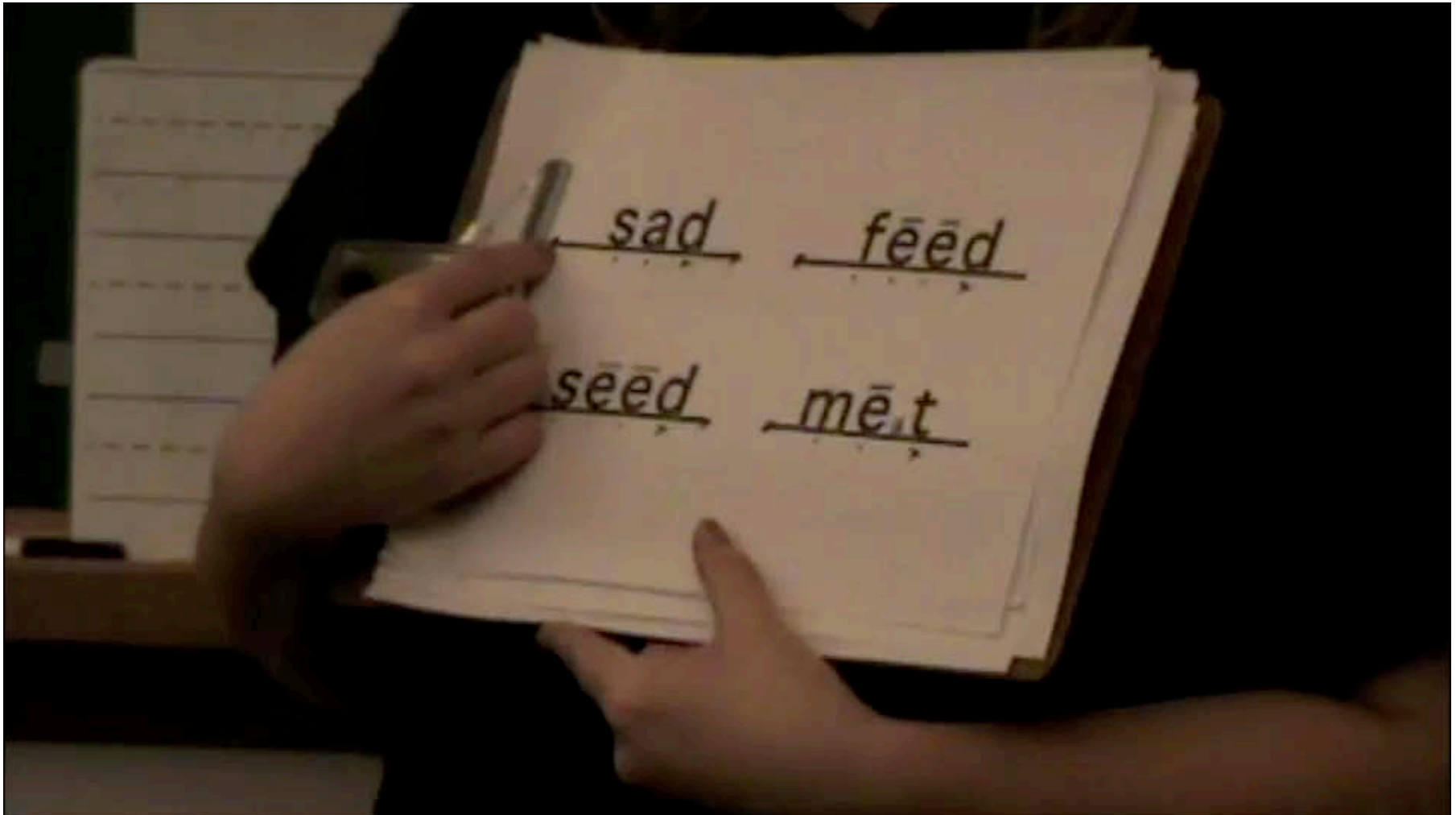
Teacher says: I'll move down the arrow and stop under the sound, **think about the sounds**. Don't say the sounds out loud. Just think, think, think about what you're going to say. (*Touch and pause under each sound.*) First, think about this sound (*move finger under next sound*) Think about next sound (*move finger under next sound*) Think about next sound. Now, sound it out loud.

(*Touch the box*) Follow my finger. Get ready (signal, move and pause under each letter)

Now, say it fast. (signal) see next slides for samples

Teaching Progression #14

Thinking the sound prior to sounding out



Teaching Progression # 14

17

mad



sad



feed



Teaching Progression # 15

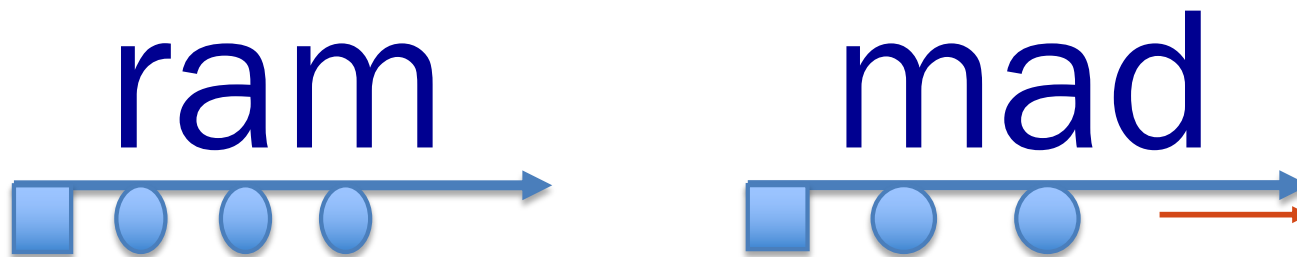
18

Sounding out words in a list and saying them fast
(extending and applying decoding skills)

Teacher says: **Sound it out.** (*Start at the box and move finger under to each sound without stopping. . Pause for 2 seconds on each letter.*)

Teacher says: **Say it fast.** (slash) **Yes, ram.**

Go back to the box. Say it fast (*slash to the end of the arrow*).
Yes, ram.

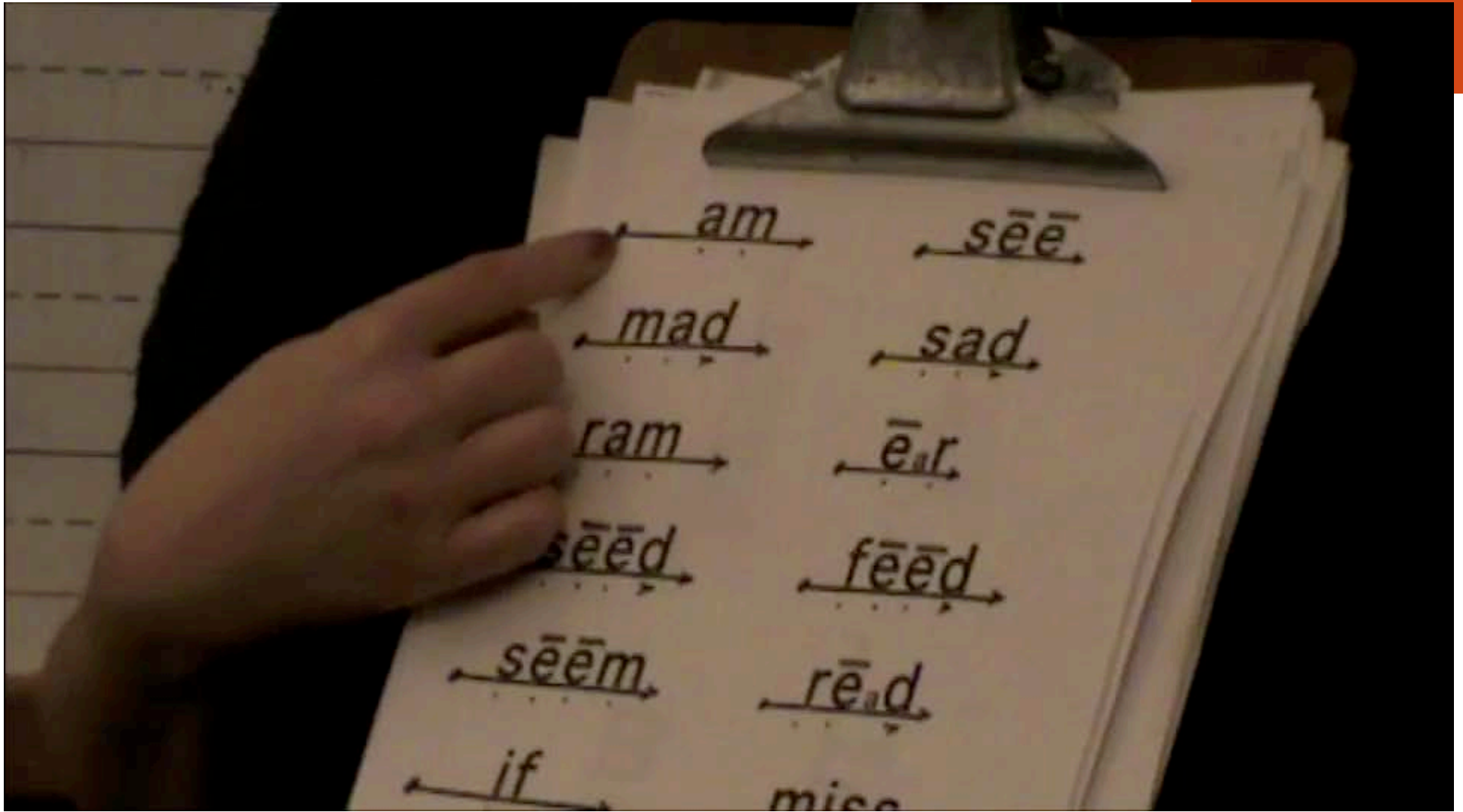


Repetition timeline:

Teaching Progression #15

Video Demonstration-sounding out words on a list (redo with arrows and dots?)

19



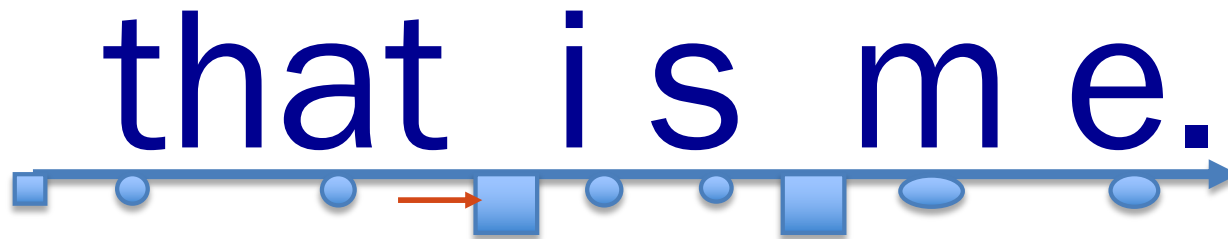
Teaching Progressions # 16

20

Short stories and short passages using sounding out technique
(sub- step: No Extra Think Time between sounds)

Extending and applying decoding skills

A BASIC TEACHING FORMAT FOR STORY READING



Teacher says: Sound out the word and say it fast. Touch the block to get ready. Get Ready. Sound it out. (clap for each letter. students move finger under sounds in each word as they sound out each word.) What word? _____ Yes, that

Touch Next block, Get Ready. Sound it out. (clap)

What word? _____ Yes, is.

Touch Next block, Get Ready. Sound it out. (clap)

What word? _____ Yes, me.

Teaching Progression #16

Video Demonstration-Sounding out words in a sentence

21



Teaching Progression # 17

- Sounding out words with beginning fast sounds.

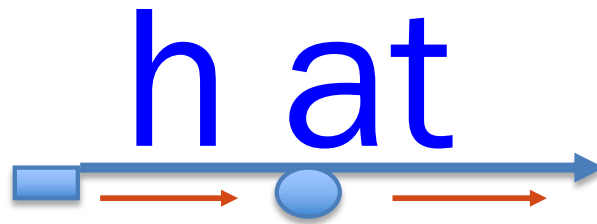
can be initially introduced with onset/rimes

- *“go to the next sound fast”*

Teaching Progression # 17

- Teacher says: We have a fast sound at the beginning.
- Say the fast sound. Get ready
- *(slash under the - h) (no voice)*
- We have to go to the next sound fast.
- Say the next sound. get ready-
- *(touch and hold under a) aaaaaa yes aaa*
- *(touch the box) Go the next sound fast. get ready- haaat*
- Yes, now you're going to read the word the fast way.

TP # 17



Teaching Progression #17

Sounding out words that start with fast
stop sounds

25

