

KEY EXERCISES—CHECKLISTS

Preview and PRACTICE for Success—BEFORE Teaching Lessons

Task	Lessons 1–6
Introduction of Program to Child	Motivate to work hard and have fun. Script is on page 29 immediately before Lesson 1. Develop your own daily expectations for lessons/exercises.
Sounds Introduction	Focus child's attention—signal by beginning with finger on the ball of arrow, move finger quickly to ball under sound, hold sound for about 3 seconds. Correct errors by immediately telling correct sound, asking child to say it, and repeating until firm. See also correction in box. Repeat the exercise at the end of the lesson. Praise working hard.
Say It Fast	Pause as indicated in the script to emphasize what you say next. If the child says a word slowly, correct by saying the word fast yourself, then repeating the task. See also correction in box. Repeat the exercise at the end of the lesson. Praise working hard. If the child shouts the answer, positively correct by modeling in a whispering voice, "I can say it FAST and quietly."
Say the Sounds	Saying sounds without stopping is an oral pre-reading skill. Child imitates you blending sounds in a word. Don't use the term "blend." Instead, you could say: "Take a deep breath." "Say the sounds without stopping" "Don't stop."
Written Sounds—Say Slowly Then Say It Fast	For saying a written sound slowly, touch under the sound for about 3 seconds, return to the first ball, then slide quickly ("slash") for "fast" signal.
Say the Sounds/Say It Fast	<i>Oral tasks</i> —child looks at your mouth, not at the book, and says sounds with you, all in one breath for 3 seconds each.
CHILD Touches Sound and Says It Slowly, then Fast	Watch child's finger. If error, lead—hold child's finger, then allow to do it alone—see correction in box.
Rhyming	Blending skill game. Child must firmly say the beginning sound and word ending before rhyming. Use regular signal for sound identification: finger on ball of arrow, move to ball under sound and hold for about 3 seconds. For rhyming signal start finger on ball of arrow, move quickly to dot under sound and <i>vibrate finger—like revving up a motor</i> for 3 to 5 seconds, then slash along arrow. Correction is Model, Lead, and Test: Model— "My turn." (Signal and show child how to rhyme word.) Lead— "Do it with me. Rhyme with ____." (Signal.) Then, "Again, rhyming with ____." (Signal.) (Repeat leading until child is firmly rhyming with you.) Test— "Your turn to rhyme with ____." Signal. (Child answers alone.) Repeat the task at the end of the lesson. Praise working hard.

Task	Lessons 7–16
"Quick" Sound Introduction	E.g., "t." Whisper and say fast. Start with finger on the first ball of arrow, then slide quickly under the sound to the end of the arrow. Don't add "-uh," "-ih," or "-ah." Just pronounce as in the last sound of "mat."
Say the Sounds	You model how to say the sounds without stopping between the sounds—in one breath— holding each continuous sound for about 3 seconds . Child then says sounds without stopping. Finally, child touches under sounds and says them. There is NO say it fast after child has said the sounds.
Word Reading—Guided	In initial exercises, you direct child to identify each sound, then you sound out word, child says it fast. Finally, child sounds out and says word fast. Correct as needed.
Word Reading—Child Touches	In initial exercises, you direct child to touch and identify each sound in "am," then take a deep breath and sound out word twice, say it fast, and finally say the word.
Word Reading	You direct child to touch and sound out word twice, say it fast, and finally say the word.
Rhyming—Three Sounds with One Ending	You have child identify sounds using regular signal—hold sounds 3 seconds each. For rhyming signal, vibrate finger under sound for 3 to 5 seconds, then slash to end of arrow.
Word Reading	Little silent letters for 1st time in word. Word Reading list—you touch each sound at least 3 seconds , child sounds out word, then says word fast. Be sure to mention, as in script, the small silent letter in word; do not touch under that sound when you signal. Correction for stopping between sounds: have child sound out word again, then say word. Start list over after correcting errors. Praise working hard.
Story Reading	You touch 1st word, next word, etc.; then have child touch and sound out and say words. 2nd reading: use same procedures as for 1st reading. You demonstrate reading the story with expression. Transition to whole word reading for child to observe.
Picture Comprehension	To connect word meaning to picture (cover picture until after story is read).
Sounds—Discriminating Quick Sounds from Continuous Sounds	Use slash along arrow for quick sounds. Touch under continuous sounds for at least 3 seconds.
Word Reading—Irregular Word: "is."	Emphasize the words in bold print: "SOUND OUT" and "SAY." Correction is in box. Be sure child sounds out word using the sounds that have been taught, not the way the word is pronounced.

Task	Lessons 17–30
Word Reading—After Sounding Out, Child Answers Only “What word?”	Notice that the “Say it fast” step has been dropped. Correction for sound error (when sounding out): Model “This sound is___.” (Immediately TELL the correct sound.) Test “What sound?” (Test sound identification.) Test “Sound it out.” ... “What word?” ... (Test sounding out whole word.) Retest START LIST OVER, especially if more than one error.
Word Reading—“thē”	First time “ thē ” (sounded out as “thee”) has optional pronunciation as “thuh.”
Story—You Model Reading the Last Word the Fast Way	When you practice modeling saying the last word, you should say word clearly, but not too fast. All words should be read with expression (not in a monotone).
Word Finding	Transition to whole word recognition. You say word, child finds and touches it. Be sure to monitor child’s finger.
Task	Lessons 31–52
Word Reading	You touch under sounds one time while child sounds out word silently, then says word. Then you have child read all words the fast way.
Story—Fast Way	Child reads each word the fast way while touching under it.
Irregular Word: “said.”	Emphasize bold print for SOUND OUT and SAY , and FUNNY WORD . Be sure child sounds out word using the sounds that have been taught, not the way the word is pronounced. Correction is in box.
Quotation Finding	First you touch and show quotation marks, then child touches. First story reading: child reads the fast way. Be sure to ask the comprehension questions about quotes as indicated in script.
Story Reading	First reading: words are sounded out, then said fast. Second reading: periods and question marks are found and words are read the fast way with comprehension questions (continue to cover picture until story has been read).
Task	Lessons 53–100
Title Introduction Story Reading	Emphasize that the title tells what the story is about. Procedures gradually change so that child reads all words the fast way on both first and second reading (continue to cover picture until story has been read).
Word Reading—“ed” and “ing” Endings	Cover ending. Have child read base word, then uncover ending and have child read whole word.
Long Vowel	Relate using vowel names when there’s an e at the end of a word. Sound is the same as when there was a line over the letter.
Capital Letters	Say each letter with “Capital . . .”

Continue to page 27 for checklists:
“After Lesson 100—WHAT’S NEXT” and
“Mastery, Firming, and Fun” for
SUPPLEMENTAL MATERIAL.