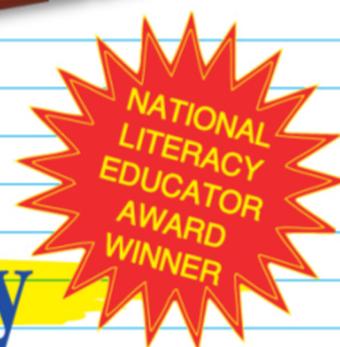


Teach Your Children To Read Well

LEVEL 1B: GRADES K-2

INSTRUCTOR'S
MANUAL



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*Teach Your Children
To Read Well*

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INSTRUCTOR'S GUIDE

IMPORTANT NOTE:

A student should not start Level 1B until s/he has successfully completed the 30 Lessons of Level 1A.

For reasons of clarity, review and easy reference, the Instructor's Guide found in Level 1A is repeated below in its entirety.

Features of the Series

Teach Your Children To Read Well is a phonics-based series which teaches students everything they need to learn in order to read fluently. The series consists of four Levels - 1A and 1B, 2, 3 and 4 - which span the elementary school years. Each Level contains 60 lessons and covers approximately two grades of reading skills. Each of the four Levels has three texts - an Instructor's Manual, a Student Reader and a Student Workbook.

The *Teach Your Children To Read Well* series combines three highly successful educational technologies - Direct Instruction, Precision Teaching and Behavior Management.

Direct Instruction is based on the premise that quality teaching is a critical variable in student success. In over thirty years of educational research involving hundreds of thousands of children, Direct Instruction has been proven to be far and above the most effective teaching method. It looks carefully at how material is organized and presents concepts so that they will not be confusing to the student.

A measurement system, derived from Precision Teaching, quickly and easily determines the student's progress. It enables the instructor to gather data quickly and accurately and to make decisions immediately. It signals the need

for review as well as the need for additional practice. It might even recommend skipping Tasks or Lessons.

Behavior Management is a method for getting the student under instructional control so that you can teach and s/he can learn effectively. No one teaches or learns well in the midst of chaos. Behavior Management strategies are included to motivate and reward the learner. This approach has been soundly supported by almost fifty years of empirical research.

Placement Tests

Each Level of the *Teach Your Children To Read Well* series contains a Placement Test which will assist the instructor in placing the student(s) in the appropriate program. The placement test is on the back cover of the Instructor's Manual for each Level.

Using the Instructor's Guide

It is important not to assume that you know all of the necessary skills to teach someone to read. Study the Instructor's Guide first. Do yourself and your student(s) a favor and master the Guide *before* you begin to teach. It will save time, effort and frustration for both you, as the instructor, and the student(s). There is a direct cause and effect relationship between how well the instructor is prepared and how well the student(s) learns to read. **Remember: If the student didn't learn, the teacher didn't teach.**

Learning Objectives

Learning objectives are the framework for the job of teaching someone to read. They are a list of the skills you want the learner to know when the program is completed. These objectives are specified so that the instructor can see the contents of each Lesson, the order in which new skills are introduced and the Lessons in which these skills will be reviewed. The learning

REVIEW LESSON

- Say to the student, **We have completed the first 30 Lessons of Level 1. You have become a very good reader.**
- **Now we are going to begin the next 30 Lessons.**
- **Before we start Lesson 31 we are going to do some Fluency Checks which will review some sounds and words that you already know.**

TASK 1: SOUND FLUENCY CHECK 6

- **Say, Turn to page 1 in your Reader. There is a list of sounds from Lessons 1 to 30.**
- **You are going to say these sounds as quickly as you can, remembering to hold the sounds with the dots under them for one second.**
- **Which way would you like to do this list? Student chooses down or across.**
- **Put your finger on the first sound.**
- **Ready. Please begin.** Time student for 30 seconds.
- **Say, Thank you.**
- Record sounds said correctly per minute in the Sounds Said Correctly column for Day 1 of Sound Fluency Check 6 on page 138 of the Workbook.
- Record number of errors and/or skipped sounds per minute in the Learning Opportunities column.

TASK 2: WORD FLUENCY CHECK 6

- **Now let's do a Word Fluency Check. On page 2 there is a list of words found in Lessons 1 to 30.**
- **You are going to read these words as quickly as you can. Which way would**

you like to read this list? Student chooses down or across.

- **Put your finger on the first word.**
- **Ready. Please begin.** Time student for 30 seconds.
- **Say, Thank you.**
- Record words read correctly per minute in the Words Read Correctly column for Day 1 of Word Fluency Check 6 on page 139 of the Workbook.
- Record number of errors and/or skipped sounds per minute in the Learning Opportunities column.

TASK 3: STORY READING FLUENCY CHECK 5

- **Say, Now we are going to do a Story Reading Fluency Check. Turn to page 3 in your Reader.**
- **Put your finger on the title. Get set to read the story.**
- **Ready. Please begin.** Time student for 1 minute.
- At the end of 1 minute say, **Thank you.**
- Record words read correctly per minute in the Words Read Correctly column for Day 1 of Story Reading Fluency Check 5 on page 140 of the Workbook.
- Record number of errors and/or skipped sounds per minute in the Learning Opportunities column.

End of Review Lesson

INSTRUCTOR'S MANUAL

LESSON 31

TASK 1: PRACTICING THE FINAL E RULE

- Point to the list of words below and say to the student, **You're going to read this list of words for me.**
- **First word.**
- **Ready. Signal.** Student reads, *cut*.
- **Now read the rest of the words in the list.**
- **Ready. Signal.**

cut	cub
slim	plan
spin	hop
shin	mad
slop	pan

- With a pencil add an e to the end of each of the words in the list.
- Say, **Now read these words all by yourself.**
- **Ready. Signal.**

✓ If the student makes an error, review the Final e Rule and begin the Task again.

TASK 2: READING WORDS

- Now you are going to read some words. Some of these words will follow the Final e Rule, some will not.
- Put your finger on the first word.
- **What's that word?**
- **Ready. Signal.**
- Repeat for each word in the list.

began	ate
often	lake
damp	stiff
life	threē
down	tire
quite	stick
line	then
five	nine
important	quit
māy	those
late	any

quick →

wore →

there →

their →

save →

lock →

good →

new →

stāy →

wake →

few →

towards →



If the student makes an error where the Final e Rule applies, use the Final e correction procedure as in previous Lessons.

For other words, use the model, lead, test correction procedure and begin the row again.



If necessary, use correction procedure from previous Lessons.

TASK 4: TEACHING IRREGULAR WORDS

TASK 3: PRACTICING IRREGULAR WORDS

- You are going to read some irregular words you have already learned.
- Read the first word and spell it.
- Ready. Signal.
- Repeat for each word.

- Say, Here are some new irregular words. First I will read the word, then you will read the word and spell it.
- Listen. The first word is country.
- What word?
- Ready. Signal.
- Yes, country.
- Spell country.
- Ready. Signal.
- Repeat for each word.

answer →

group →

country →

anyone →

carry →

war →

enough →

pull →

warm →

thought →

who →

calm →

welcome →

earth →

half →

where →

as →



If necessary, use correction procedure from previous Lessons.

TASK 5: READING SENTENCES

- Now you are going to read some sentences made up of words that you know.
 - Turn to Lesson 31 on page 6 in your Reader. Check.
 - Read the first sentence.
 - Ready. Signal.
 - Repeat for each sentence in the exercise.
1. The paper plane began to spin and fall down.
 2. Turn the cube when it is time.
 3. The damp cub went into the pond.
 4. Often the three cubs left and ran up the slope.
 5. We play the game and hope to win the gold.
 6. A quick plan can cut the cost.
 7. Quit jumping along with that stiff stick.
 8. The spine is important to keep your back stiff.
 9. That cute girl is slim.
 10. Then he got mad when the slop fell.
 11. Is he an important person?
 12. Do not catch the little ball.
 13. After she left, we felt sad and down.



If necessary, use correction procedure as in previous Lessons.

TASK 6: SOUND FLUENCY CHECK 6

- Time for another Sound Fluency Check. Turn to page 1 in your Reader.
- In this list you are reading (down or across). Let's see if you can say more than you did the last time.
- Finger on the first sound.
- Ready. Please begin. Time student for

30 seconds.

- Thank you.
- Record sounds said correctly per minute in the Sounds Said Correctly column for Day 2 of Sound Fluency Check 6 on page 138 of the Workbook.
- Record number of errors and/or skipped words per minute in the Learning Opportunities column.

TASK 7: WORD FLUENCY CHECK 6

- Time for another Word Fluency Check. Turn to page 2.
- In this list you are reading (down or across). Let's see if you can read more than you did the last time.
- Finger on the first word.
- Ready. Please begin. Time student for 30 seconds.
- Thank you.
- Record words read correctly per minute in the Words Read Correctly column for Day 2 of Word Fluency Check 6 on page 139 of the Workbook.
- Record number of errors and/or skipped words per minute in the Learning Opportunities column.

TASK 8: STORY READING FLUENCY CHECK 5

- Say to the student, We are now going to do our second Story Reading Fluency Check. Turn to page 3 in your Reader.
- Remember to read as quickly as you can without making mistakes.
- Put your finger on the title. Get set to read.
- Ready. Please begin. Time student for 1 minute.