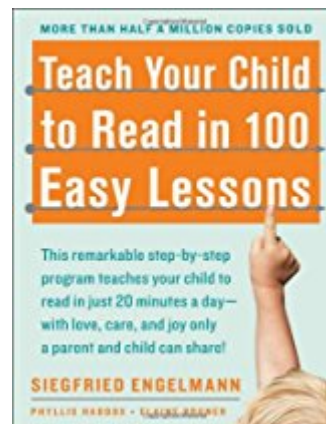


Reading Book Teach Your Child to Read in 100 Easy Lessons By Siegfried Engelmann, Phyllis Haddox, Elaine Bruner



GET ACCESS NOW

Is your child halfway through first grade and still unable to read? Is your preschooler bored with coloring and ready for reading? Do you want to help your child read, but are afraid you'll do something wrong? RAs DISTARreg; is the most successful beginning reading program available to schools across the country. Research has proven that children taught by the DISTARreg; method outperform their peers who receive instruction from other programs. Now for the first time, this program has been adapted for parent and child to use at home. Teach Your Child to Read in 100 Easy Lessons is a complete, step-by-step program that shows parents simply and clearly how to teach their children to read. Twenty minutes a day is all you need, and within 100 teaching days your child will be reading on a solid second-grade reading level. It's a sensible, easy-to-follow, and enjoyable way to help your child gain the essential skills of reading. Everything you need is here -- no paste, no scissors, no flash cards, no complicated directions -- just you and your child learning together. One hundred lessons, fully illustrated and color-coded for clarity, give your child the basic and more advanced skills needed to become a good reader. Teach Your Child to Read in 100 Easy Lessons will bring you and your child closer together, while giving your child the reading skills needed now, for a better chance at tomorrow.

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About the Author Siegfried Engelmann is a professor of education at the University of Oregon, and has written many books on teaching, including Give Your Child a Superior Mind. He is the originator of Direct Instruction, the most successful approach to teaching, and he has developed more than fifty Direct Instruction programs. www.zigsite.com Excerpt. © Reprinted by permission. All rights reserved.

Chapter 1 LESSON 1 TASK 1 SOUNDS INTRODUCTION 1. (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.) 2. Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "mmmmmm." (To correct child saying a wrong sound or not responding:) The sound is mmmmmm. (Repeat step 2.) 3. (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "mmmmmm." (Repeat three more times.) 4. (Point to s.) I'm going to touch under this sound and say the sound. (Touch first ball of arrow. Move quickly to second ball. Hold.) ssssss. (Release point.) 5. Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "ssssss." (To correct child saying a wrong sound or not responding:) The sound is ssssss. (Repeat step 5.) 6. (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "ssssss." (Repeat three more times.)

TASK 2 SAY IT FAST 1. Let's play say-it-fast. My turn: motor (pause) boat. (Pause.) Say it fast. motorboat. 2. Your turn. Wait until I tell you to say it fast. motor (pause) boat. (Pause.) Say it fast. "motorboat." (Repeat step 2 until firm.) (To correct child saying word slowly -- for example, "motor [pause] boat":) You didn't say it fast. Here's saying it fast: motorboat. Say that. "motorboat." Now let's do that part again. (Repeat step 2.) 3. New word. Listen: ice (pause) cream. (Pause.) Say it fast. "icecream." 4. New word. Listen: sis (pause) ter. (Pause.) Say it fast. "sister." 5. New word. Listen: ham (pause) burger. (Pause.) Say it fast. "hamburger." 6. New word. Listen: mmmeeee. (Pause.) Say it fast. "me." 7. New word. Listen: iiifff. (Pause.) Say it fast. "if." 8. (Repeat any words child had trouble with.)

TASK 3 SAY THE SOUNDS 1. I'm going to say some words slowly, without stopping. Then you'll say them with me. 2. First I'll say am slowly. Listen: aaammm. Now I'll say me slowly. Listen: mmmeeee. Now I'll say in slowly. Listen: iinnnn. Now I'll say she slowly. Listen: shshsheeee. 3. Now it's your turn to say the words slowly with me. Take a deep breath and we'll say aaammm. Get ready. "aaammm." (To correct if child stops between sounds -- for example, "aaa [pause] mmm":) Don't stop. Listen. (Don't pause between sounds a and m as you say aaammm.) Take a deep breath and we'll say aaammm. Get ready. "aaammm." (Repeat until child responds with you.) 4. Now we'll say iinnnn. Get ready. "iinnnn." Now we'll say ooonnn. Get ready. "oonnn." 5. Your turn to say words slowly by yourself. Say aaammm. Get ready. "aaammm." Say iiifff. Get ready. "iiiff." Say mmmeeee. Get ready. "mmmeeee." Good saying the words slowly.

TASK 4 SOUNDS REVIEW 1. Let's do the sounds again. See if you remember them. (Touch first ball for m.) Get ready. (Quickly move to second ball. Hold.) "mmmmmm." 2. (Touch first ball for s.) Get ready. (Quickly move to second ball. Hold.) "ssssss."

TASK 5 SAY IT FAST 1. Let's play say-it-fast again. Listen: motor (pause) cycle. Say it fast. "motorcycle." 2. mmmeeee. (Pause.) Say it fast. "me." iiifff. (Pause.) Say it fast. "if." shshsheeee. (Pause.) Say it fast. "she."

TASK 6 SOUNDS WRITING (Note: Refer to each symbol by its sound, not by its letter name. Make horizontal rules on paper or a chalkboard about two inches apart. Separate writing spaces by spaces about one inch apart. Optionally, divide writing spaces in half with a dotted line:----.) 1. See chart on page 24 for steps in writing m and s.) You're going to write the sounds that I write. You're going to write a sound on each line. I'll show you how to make each sound. Then you'll write each sound. Here's the first sound you're going to write. 2. Here's how you make mmm. Watch. (Make m at the beginning of first line. Start with a vertical line: Then add the humps: (Point to m.) What sound? "mmm." First you're going to trace the mmm that I made. Then you're going to make more of them on the line. 3. (Help child trace sound two or three times. Child is then to make three

to five m's on top line. Help child if necessary. For each acceptable letter child makes, say:) Good writing mmm. 4. Here's how to make sss. Watch. (Make s at beginning of second line. Point to s.) What sound? "sss." 5. First you're going to trace the sss that I made. Then you're going to make more of them on the line. (Help child trace sound two or three times. Child is then to make three to five s's on second line. Help child if necessary. For each acceptable letter child makes, say:) Good writing sss. LESSON 2 TASK 1 SOUNDS REVIEW 1. (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.) 2. Your turn to say the sound when I touch under it. (Touch first ball.) Get ready. (Move quickly to second ball. Hold.) "mmmmmm." (To correct child saying a wrong sound or not responding:) The sound is mmmmmm. (Repeat step 2.) 3. (Touch first ball.) Again. Get ready. (Move quickly to second ball. Hold.) "mmmmmm." (Repeat three more times.) Copyright © 1983 by Siegfried Engelmann

Customer Reviews Most helpful customer reviews 211 of 214 people found the following review helpful. From zero to hero! By Jaime Gross I'm an English teacher but at the secondary level, meaning when they come to me, they are already expected to know how to read. Because of this, I have no formal training in how to teach kids to read. I become painfully aware of how naive I was to the processes of reading when my daughter was at the age that she should be knowing her letters and stuff. Despite the fact that my husband and I are voracious readers, and that we read to our daughter daily, she had developed a loathing towards all things letters. When she was still mixing up her letters and sounds, and resistant towards all reading games at 5 years old, I began to worry. The summer before she was to start Kindergarten, I decided to take matters into my own hands. We were going to spend a summer learning to read, gosh darnnit! Or, at the very least, she would know each letter and the sound it made. So I scoured the internet for various books and programs to help me, as I, by then, understood fully I knew jack squat about how to teach a kid to read. And so I came across this book. Upon getting it in the mail, I read the introduction. It picks a few sounds to teach and has kids reading very basic words with the high frequency sounds, adding sounds and words to the mix as it goes along. Brilliant! How I never thought of this on my own is beyond me. On top of that, it's scripted, which makes it so easy. It instructs you exactly what you should do if your kiddo makes a mistake, and how to praise when they get it right. My daughter just finished lesson 25, and the transformation is amazing. She's gone from mixing up letters to reading simple sentences such as, "The cat is in the sack. The sack is near the man." On top of that, because she has experienced success herself, she is proud of herself and far more willing to engage in the activities! I won't lie; at first it was like pulling teeth, and mommy needed a big glass of mommy juice after a lesson. But she now picks the book up on her own in the morning and practices all by herself. This book is definitely worth every penny, along with every beginning headache. Your kid will start to catch on sooner rather than later, and before you know, he/she will be reading! 41 of 42 people found the following review helpful. I absolutely love this book- it's very easy to present and I ... By Amazon Customer I absolutely love this book- it's very easy to present and I was amazed how fast my boys (4, 5) were learning to read. However, as others have noted, it can be boring. To me, this is actually a bonus because I want my boys to learn that boring isn't bad and that sitting still is a skill just as much as reading. That being said, I try not to torture them since God created boys to romp around and physical activity makes information stick. We introduced the "hot lava" game for the individual word reading. The ground was hot lava and each sound was written on a safe "rock" (a piece of paper). They walked from rock to rock sounding out the word. When reading the slow way, they step from one sound to the next, if they're not sounding it out, they can't move- that helped with pausing. In the "fast way" they had to put their finger over their mouths while walking or jump from the beginning to the end. They started looking forward to it and after getting some more wiggles out, they were able to sit down to read the story. Also as a reward, I would read a book to them at the end, which helped them remember the goal. We're also keeping a sticker chart of which lesson each boy has completed. It's not a competition but helps remember who is where. 1 of 1 people found the

following review helpful. Easy, effective, and a great bonding experience By Justin This book is very good! My son (4) was eager to begin reading, so I bought this book to supplement his preschool with nightly lessons. He looks forward to it every night! Each lesson takes about 10 minutes to do, but often goes quicker as your child progresses through the lessons successfully. By the midpoint of the book, my son was flying through the lessons and we'd finish up in about 5 minutes. I can't recommend this book enough. It's also been a great bonding experience for my son and I. Tip: take time in the early lessons to really read the parent prompts word for word. Once you and your child get the hang of the lessons, then it's easier to break script and ad lib. Have fun! See all 2203 customer reviews...

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