



Teach Your Child to Read in 100 Easy Lessons

By Siegfried Engelmann, Phyllis Haddox, Elaine Bruner

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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?

SRAs DISTAR® is the most successful beginning reading program available to schools across the country. Research has proven that children taught by the DISTAR® 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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Editorial Review

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.
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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: **mmmeee**. (Pause.) Say it fast. "me."
7. New word. Listen: **iiiff**. (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: **mmmeee**. Now I'll say in slowly. Listen: **iiinnn**. Now I'll say **she** slowly. Listen: **shshsheee**.
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 **iiinnn**. Get ready. "iiinnn." Now we'll say **ooonnn**. Get ready. "ooonnn."
5. Your turn to say words slowly by yourself. Say **aaammm**. Get ready. "aaammm." Say **iiiff**. Get ready. "iiiff." Say **mmmeee**. Get ready. "mmmeee." 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. **mmmeee**. (Pause.) Say it fast. "me." **iiiff**. (Pause.) Say it fast. "if." **shshsheee**. (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.)

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Users Review

From reader reviews:

April Robles:

Nowadays reading books be a little more than want or need but also become a life style. This reading practice give you lot of advantages. Advantages you got of course the knowledge your information inside the book that will improve your knowledge and information. The information you get based on what kind of publication you read, if you want get more knowledge just go with education books but if you want sense happy read one with theme for entertaining like comic or novel. The actual Teach Your Child to Read in 100 Easy Lessons is kind of publication which is giving the reader erratic experience.

Sarah Frigo:

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Helen Widner:

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