

Reading For All Learners

Instructor's Guide

A Step-by-Step Guide to Improving Reading Skills with the Reading For All Learners Program



I See Sam



Set 1 Book 1

Ann Is Sad



Set 2 Book 1

In the Mud



Set 3 Book 1

Lids and Logs



Set 4 Book 1

Wells and Wishes



Set 5 Book 1

Saddles and Spaceships



Set 6 Book 1

Foxes and Farms



Set 7 Book 1

Smiles and Surprises



Set 8 Book 1

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“The books are used every day in my classroom. The kids love to read them. They love the characters and the stories. I have had great success with them. Two of my non-readers are now reading with the help of these books. I highly recommend these books to all beginning readers no matter what age level they are. They are highly motivational. I even enjoy reading them with the students!”

— Jane from Sacramento, California



LEARNING ENVIRONMENT

Creating an Environment for Success

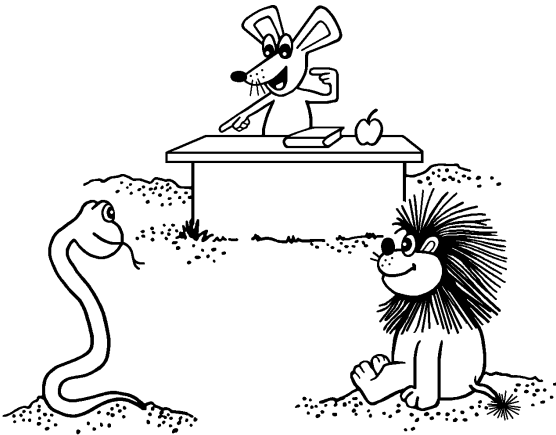
The first and most important aspect of a Learning Environment is that you and the learner **ENJOY** your time together!!

How long: 15 to 30 minutes per lesson.

How often: The more often you conduct lessons, the faster your learners will progress through the series. An optimal schedule would include at least one lesson daily. However, for higher performing learners or small groups, 2-3 lessons per week may be adequate.

When: The same time each day if possible.

Where: Choose a work space that is free from distractions.



KEEPING THE LEARNER INTERESTED

Children (and adults) need some form of recognition to help maintain interest in any project in which they are involved. Three forms of recognition are used in this program to help motivate the learner.

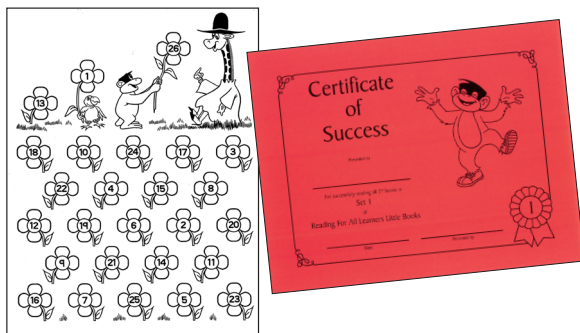
1. **The Stories.** The *Reading for All Learners* stories are interesting and highly motivating. Consistently, we have found that children like the stories.
2. **Your Approval.** A smiley face with the word “Praise” under it is periodically located at the bottom of the pages in the story. These are to help remind you to praise the learner for good reading. It is important to let the learner know that you are proud of his or her accomplishment. Be specific when praising the learner. Specific praise helps the learner know exactly what he/she is doing well. For example:

“You said that sound perfectly!”

“Great job reading that word, it’s a hard one.”

“That’s wonderful, you did much better reading the word Mit on this page.”

3. **Showing Success.** The Learner’s Chart provides a visual picture of accomplishments. An example of the Learner’s Chart for Set 1 is shown on the bottom of this page. Each time the learner completes a book, the learner should fill in the chart. This rewards the learner for completing each book and gives the student a sense of accomplishment. Other rewards which would be particularly motivational for the learner (i.e., stickers, free time, etc.) may also be given for progress through the books. The Success Certificates can be awarded upon completion of a set. Both the tracking sheets and certificates may be downloaded from www.iseesam.com.



ESSENTIAL TEACHING SKILLS

To assist the student in learning to read, there are three skills which you should master.

1. **Sounds.** You need to know how to say the 44 sounds used when saying words. A *Pronunciation Guide*, which lists these sounds, is included at the beginning of each little book.
2. **Sounding Out Strategy.** You will need to know the correct procedure for linking sounds together to make words. When asking the learner to sound out a word, use the term, “Say the word the slow way.” When asking the learner to say the whole word, use the term, “Say the word the fast way.” This procedure is described in more detail in the following pages. You should become familiar with the steps to follow and terms to use before you begin working with the learner.
3. **Sound and Word Cue.** You or the student should point with a finger under the letters in words while saying the words the slow way.

When asking the learner to sound out a word, use the term, “Say the word the slow way.” When asking the learner to say the whole word, use the term, “Say the word the fast way.”

WHEN TO MOVE TO A NEW BOOK?

When the learner meets the criteria for all the sections of a book, she/he should complete the Learner's Chart and move on to the next book.

Be sure to reinforce the learner for successful completion of each book and take pride personally in a job well done!

READING THE BOOKS

The books are designed to create a successful reading experience for the learner.

The books need to be read in numerical order because the sounds and words in each book build on previous books. To ensure success, use the same process with each book each time it is read. The *Sound Practice* and *Word Practice* sections are very important for the learner to complete before actually reading the story because they promote successful reading of the story. It is important that the learner masters each section in the book before moving on to the next section.

Below is a sample page from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *Sound Practice* and *New Sound(s)* section.



PREPARING FOR SUCCESS

Sound Practice

N

O

W

Wh

w

l

th

New Sound

u

Sound Practice is a review of previously taught sounds that will be needed to successfully and confidently read the story that is coming. This review is ideal in setting the tone for the whole lesson with an engagingly paced, high-success activity. Notice the instructional prompt in small print at the bottom of the page. It states: “Read all sounds without a mistake before moving on.” This curriculum-embedded assessment requirement sets a high success expectation for the whole lesson. If this requirement is not met, the teacher reteaches immediately, and the expectation of success is communicated.

This Little Book introduces one new sound, “u” This sound will then be applied to two new words. One word is “us,” with the new sound in the initial position, and “sun,” with the sound in the middle position. These two words will then be immediately practiced in the following story with at least 10 examples of “us” and “sun.” This carefully introduced new sound and word content and the immediate application to story reading is the essence of effective and meaningful instruction.

SOUND PRACTICE

Ask the student, while pointing to each sound, “What is this sound?” The learner should say all the sounds without any mistakes. Do not move to the next section until all the sounds are said correctly. It is not necessary to point to the sounds in sequence. You may point to the sounds in any order and review sounds to ensure they are said correctly.

NEW SOUND(S)

Teach the learner the new sound(s) using the following steps:

STEPS	EXAMPLES
Say sound.	“Listen to me say the sound ‘aaaa’.”
Ask learner to say sound	“You say the sound.”
Learner says sound.	“aaaa”

Correcting Mistakes:

Sometimes the learner will make a mistake on a sound. When the learner makes a mistake, stop him/her immediately and correct the mistake.

Follow these steps in correcting mistakes:

STEPS	EXAMPLES
Say sound.	“The sound is ‘aaaaa’.”
Say sound together.	“Let’s say the sound together. ‘aaaa’.”
Ask learner to say sound	“You say the sound.”
Learner says sound alone.	“aaaa”

Notes:

Special notes have been added periodically to the *New Sound(s)* section. These special notes provide additional information, draw attention to possible problems, or include instructions and dialogue for you to use when introducing a new sound.

Below is a sample page from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *Word Practice* section.



PREPARING FOR SUCCESS

Word Practice

When	mess	A
we	fell	when
Sits	fit	Nat
fits	Mess	

These are review words that will be needed for reading the following story with fluency and comprehension. To achieve fluency, these review words must all be read with accuracy and confidence. See the instructional prompt in small print at the bottom of page 2.

WORD PRACTICE

Ask the student, while pointing to each word, “What is this word?” The learner should say all the words without any mistakes. Do not move to the next section until all the words are said correctly. You may point to the words in any order and review words said incorrectly to make sure they are said correctly.

NEW REGULAR WORD(S)

Teach the learner the new word(s) using the following steps:

STEPS	EXAMPLES
Sound out word.	“Listen to me say the word the slow way. ‘SSSaaammm’.”
Say word fast.	“Listen to me say the word the fast way. ‘Sam’.”
Ask learner to sound out word.	“Say the word the slow way.”
Learner sounds out word.	“SSSaaammm.”
Ask learner to say word fast.	“Now say the word the fast way.”
Learner says word.	“Sam.”

Correcting Mistakes:

Sometimes the learner will make a mistake on the regular word. When the learner makes a mistake, stop the learner immediately and correct the mistake.

Follow these steps in correcting mistakes:

STEPS	EXAMPLES
Sound out together.	“Let’s say the word the slow way. ‘DDiidd’.”
Ask the learner to say word.	“Say the word the fast way.”
Learner says word.	“Did.”

INSIDE A LITTLE BOOK—WORD PRACTICE

Below is a sample page from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *New Word(s)* section.



PREPARING FOR SUCCESS

New Words

What sun them
us

The underlining is an instructional prompt to denote to instructor and student that this is an “irregular” word. This is a word that does not play by the rules we have taught about previous letter-sound relationships. While some might teach this irregular word by “rote,” we follow the research that says that even if all sounds are not “regular,” the remaining sounds are the best clues we have. So, we first sound out the phonemes and blend the word as we would a “regular” word.

NEW IRREGULAR WORDS

Words that are irregular will be underlined. For example, the word “was” should be taught as follows:

STEPS	EXAMPLES
Sound out word together.	“Let’s say this word the slow way. ‘WW-Waaasss’.”
Explain that the word is said differently.	“But when we say it fast, we say it differently.”
Say word.	“This word is ‘Was’.”
Ask learner to say word.	“Say the word the fast way.”
Learner says word.	“ Was. ”
Ask learner to sound out word.	“Now, you say the word the slow way.”
Learner sounds out word.	“ WWWaaasss. ”
Ask learner to say word.	“Good, but when we say it fast we say it differently. Say the word the fast way.”
Learner says word.	“ Was. ”


Correcting Mistakes:

Sometimes the learner will make a mistake on an irregular word. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow these steps in correcting mistakes:

STEPS	EXAMPLES
Say word.	“That word is ‘Was’.”
Ask learner to say word.	“Say the word the fast way.”
Learner says word.	“ Was. ”
Sound out word together.	“Let’s say this word the slow way. ‘WW-Waaasss’.”
Ask learner to say word.	“Good, but when we say it fast we say it differently. Say the word the fast way.”
Learner says word.	“ Was. ”

INSIDE A LITTLE BOOK—READING THE STORY


Below are two sample pages from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines that correspond with this section.

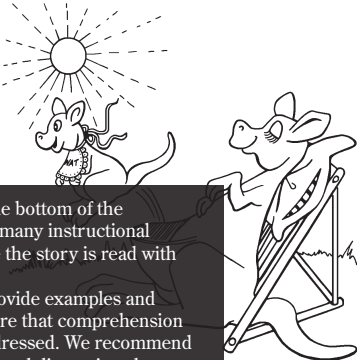


See us.
We sit in the sun.

5

Nat





In small print at the bottom of the page is one of the many instructional prompts to ensure the story is read with understanding. These prompts provide examples and reminders to ensure that comprehension is consistently addressed. We recommend that the questions and discussions be far more extensive than these minimum prompts. As the story content becomes more complex, the questions change. In the early sets the emphasis is on literal questions. By the end of grade 2, the emphasis has moved to inferential and evaluative questions.

Who is sitting in the sun?

Does Mama Kangaroo know that Nat is leaving?

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READING THE STORY



oint to each word as the learner reads the story. Correct mistakes as soon as they occur. Follow the correction procedures as discussed in the *New Regular Word(s)* and *New Irregular Word(s)* sections.

Read the story twice. This will help build the learner's accuracy and confidence in reading during the early books. Do not move to the next section until the learner has done the following:

- **Read the story at least twice.**
- **Made two mistakes or less on the second reading.**

If more than two mistakes occur during the second reading, read the story a third time with the learner. Read the same book the next day. Start with the sound and word sections before reading the story again.

Discussions About the Story:

Questions about the story are periodically located at the bottom of pages within the story. As the learner reads through the story, ask the learner the questions. The answers are often found in the pictures and may be used as an opportunity to discuss the ideas in the story.

The questions included throughout the books should be considered a good starting point. Use the model questions as a starting point for a short discussion about what is happening in the story. Adding additional questions will build the learner's comprehension skills.


As the learner reads through the story, ask the learner the questions.

INSIDE A LITTLE BOOK—LOOKING BACK & COMING ATTRACTIONS




Below are two sample pages from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *Looking Back* and *Coming Attractions* section.

SUPPORTING ACTIVITIES

Looking Back



1. A man sits with Nat.
2. When will we see Ann?
3. This mess fits in that, Nan.
4. We fell when Sid
5. Sid meets me at



These assessments are the major curriculum-embedded assessments. The term “Looking Back” is used because this assessment covers skill content from this book and the previous four books. In set 1 there are 26 books with Looking Back assessments at the end of books 6, 11, 16, 21, and 26. In Book 21, page 17 must be read with no more than 2 errors. Reteaching starting in book 17 must be done immediately. The research and associated federal and state requirements mandate that the curriculum-embedded assessments “inform instruction.” In this case the assessment result dictates the reteaching needed.


Mistakes allowed to pass: 2

SUPPORTING ACTIVITIES

Coming Attractions!

Word

Sun



In this section the teacher raises interest in specific skills and gives a short introduction to the next story. The word “Sun” is taught on this page. This word was introduced in this book, but the first letter was not capitalized. Coming Attractions allow the book to end on a high interest, high success note.

Read the word without a mistake before moving on.

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COMING ATTRACTIONS

Practice Increases Success

The *Coming Attractions* section will list new sounds and words which will be introduced in the next book(s). Teach the sounds and words using the same steps in the *New Sounds* and *New Words* sections.

Notes:

Special notes have been added periodically to the *Coming Attractions* section. These special notes provide additional information, draw attention to possible problems, or include instructions and dialogue for you to use when introducing a new sound.

LOOKING BACK

Progress is Monitored Through Periodic Checks

Every 5 or 6 books there will be a section called *Looking Back*, which is designed to test whether the learner is mastering the sounds and words introduced in the previous group of books.

1. Ask the learner to read each sentence.
2. Note any mistakes (and for sets 4-8), the time the learner needed to complete the passage.
3. The criteria for allowable mistakes is listed at the bottom of the page.
4. If the learner does not meet the criteria, go back and read through the previous 4-5 book(s) to strengthen his/her skills. Then repeat the *Looking Back* section.

The books are used every day in my classroom. The kids love to read them. They love the characters and the stories. I have had great success with them. Two of my non-readers are now reading with the help of these books. I highly recommend these books to all beginning readers no matter what age level they are. They are highly motivational. I even enjoy reading them with the students. The characters and their expressions make me laugh especially Mat the Rat!

— Jane from Sacramento, California

This is a great program for a beginner reader. The Little Books have been used successfully with special education students and English language learners throughout our school and district

— Megan from South Jordan, Utah

I am very pleased with this product. It is an affordable set of books that I can use for my beginning readers. I use them with students who have reading difficulties and are below grade level. The kids enjoy them as well.

—Holly from Hartford, Connecticut

My daughter started reading the “I See Sam” series in preschool. She is now in her 3rd month of kindergarten and is reading at a first grade level. We are thrilled!

— Wanda from Peoria, Illinois

Because of these books, all four of our kids have learned to read at a very young age. The books work so incrementally and logically that the kids have never been overwhelmed—and neither have their parents. And of course they love the pictures and mini story lines that keep them turning the pages. We are so grateful for these books!

— Heather from Billings, Montana

My tutoring company has been using the “Sam” books for years! These books are an integral part of our reading program. The kids love them! I love them because they are phonetically sound, they add new sight words at a realistic pace, and they are repetitive enough to ensure success. However, kids are not tempted to memorize because every book combines the words differently. These books are amazing! Thank you!

– Karen from Seattle, Washington

Wow! We received this set a little over a week ago and my 3 1/2 year old has read 12 of the books. I can't say enough good things. He thinks the stories are very funny and he is so proud of himself for being such a good reader. Thank you for providing a system which he can succeed at. I can see the improvement each day.

— Cheryl from Phoenix, Arizona