

## Basic Information

**How long?** 15-30 minutes per lesson.

**How often?** Four to five days per week.

**When?** Usually mornings are the best time, but choose a time when your child is alert and motivated.

**Where?** An area free from distractions that is designated as your reading place.

## Basic Teaching Instruction

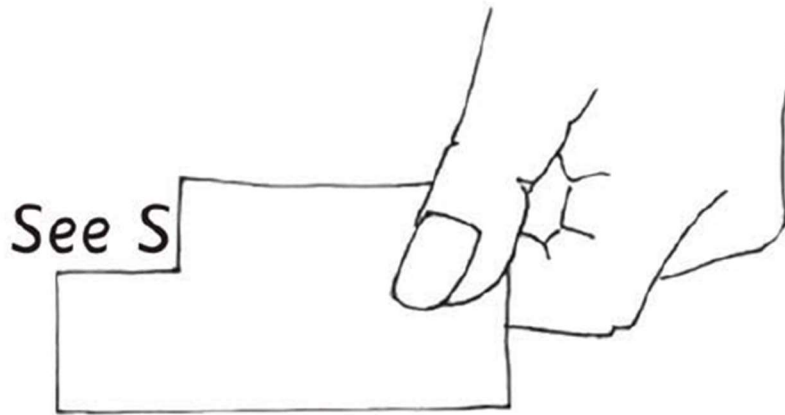
1. New letter Sounds-A pronunciation guide that lists the letter sounds of each new word is printed on the inside cover of every booklet.

For example:

New Words	New Letter Sounds
I	'I' /ie/*
See	'S'-'s' /s/
Sam	'a' /a/ 'm' /m/

\*The sound /ie/ has many spelling alternatives. Here the spelling is 'I'

2. How to Sound Out Words-As you work with a child, there are two ways to say the word. First, when asking a child to **sound out** the word, "Say the word the **slow** way." Second, when asking a child to **say the whole word**, "Say the word the **fast** way."
3. Use a notched business card "slider" to cue your child to move consistently from left to right in "saying the sounds". After notching the card, you or your child simply move the slider along so the text the child has read is visible in the notch, but the text yet to be read is covered by the card. As soon as your child learns what is involved in reading though words, left to right, the slider can be discarded.



**4. Sound practice**-Help your child open the book to the first page.

- While using the Notched Card to reveal the letter “S” “listen to me say the sound /sss/.”
- “You say the sound.”
- The child says /sss/.

### Correcting Sound Mistakes

When the child makes a mistake on a sound stop them immediately and correct the mistake.

Here’s the process:

- a. The sound is “/sss/.” (I do)
- b. “Let’s say the sound together. /sss/.” (we do)
- c. “You say the sound.” (you do)
- d. “/sss/.”

**5. Word practice**-Ask the student, while pointing to each word, “What is this word?”

- “Listen to me say the word the slow way. ‘SSSaaamm’.”
- Listen to me say the word the fast way. ‘Sam’.”
- Say the word the slow way.”
- “SSSaaamm.”
- “Now say the word the fast way.”
- “Sam.”

### Correcting Word Mistakes

When the child makes a mistake on a word stop them immediately and correct the mistake.

Here’s the process:

- a. “Listen to me say the word the slow way. SSSaaamm.”
- b. “Listen to me say the word the fast way. Sam.”
- c. The child says “Sam.”

6. Plot-familiarize yourself with the plot summary on the inside cover and questions that can be asked after reading the story with your child.
7. Read each book at least twice.

Book 1 adds one extra step of flashcards, to introduce your child to the instruction.

## Before Beginning

BRI not only teaches your child to read, it teaches your child “how to learn” to read. Specifically, BRI teaches your child how to “troubleshoot” (i.e., “say the sounds”) when encountering a word, he or she can’t read.

## How To Use the Flashcards (Use before Book 1)

1. We’ve put the five sounds (*l, s S, ee, a, m*) and three words (*l, see, Sam*) of Book 1 on a single page at the end of this guide.
2. Your child needs to be able to hear the sounds of a word and then say the word. Without using the flashcards yet, say, “When you read words, you have to know their sounds. I’m going to say some sounds and you tell me the word.”

You say	Your child says
<i>l</i>	<i>l</i>
<i>sss</i> (1-second pause) <i>ee</i>	<i>see</i>
<i>sss</i> (pause) <i>a</i> (pause) <i>mmm</i> ”	<i>Sam</i>

If your child has trouble with this initially, simply provide the answer and repeat the question. For example, “*Sss* (pause) *ee* is the word *see*. What word do the sounds *sss* (pause) *ee* make?” Repeat the sounds of the three words until your child can readily say each word.

3. Use the flashcards to practice sounding out new words.
  - Point to *s* and *ee* together and say “The sounds *s* and *ee* make the word *see*. To say the sounds and read the word *see*, we say ‘*sss* (1-second pause) *ee*, *see*. Now you say the sounds and read the word.” (Child should say, ‘*sss* - *ee*, *see*.’)
  - Repeat for *S-a-m* and *l*.
  - Continue until the child can sound out and read each word.

# I See Sam Flashcards

## Set 1

I

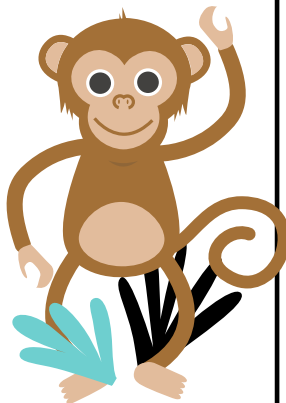
see

Sam

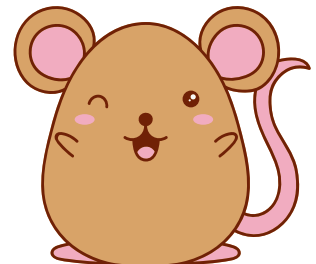
Who is  
this?



What is  
**something**  
**surprising** that  
people may not  
know about you?



If you could  
be **any**  
**animal**, what  
would you be  
and why?



I

S

a

ee

m

e

M

t

**i**

**n**

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L