

# *Teach Your Child to Read in 100 Easy Lessons*

## Student Progress Chart

Lesson 1 m, s	Lesson 2	Lesson 3 a, m, s, am,, sa	Lesson 4 ma, sa	Lesson 5 ē, ēm, ēs
Lesson 6 mē, sē	Lesson 7 t, at,	Lesson 8 at, mēt, ēt mēt	Lesson 9 mat, sēt, am	Lesson 10 r,
Lesson 11 am, mē sēē	Lesson 12 d	Lesson 13	Lesson 14 i,	Lesson 15 .
Lesson 16 th	Lesson 17 Review & words	Lesson 18	Lesson 19 c	Lesson 20
Lesson 21 o	Lesson 22	Lesson 23 n	Lesson 24	Lesson 25 f
Lesson 26	Lesson 27 u	Lesson 28	Lesson 29 l	Lesson 30
Lesson 31 w	Lesson 32	Lesson 33 g	Lesson 34	Lesson 35 sh
Lesson 36 (said)	Lesson 37 ā	Lesson 38	Lesson 39 h	Lesson 40 (was)
Lesson 41 k	Lesson 42	Lesson 43 ō	Lesson 44	Lesson 45 v
Lesson 46 (of)	Lesson 47	Lesson 48 Pp (to)	Lesson 49 ar	Lesson 50 ch
Lesson 51	Lesson 52 short e	Lesson 53 girl	Lesson 54 b,	Lesson 55
Lesson 56 ing	Lesson 57	Lesson 58 ī, be	Lesson 59	Lesson 60 consonant y (walk, talk)
Lesson 61 (you)	Lesson 62 er, (into)	Lesson 63 (other, mother, love)	Lesson 64	Lesson 65 long oo
Lesson 66	Lesson 67 j (some, come)	Lesson 68 mŷ, fly	Lesson 69 wh (gold)	Lesson 70 [bōys]
Lesson 71 ŷ (look, looked)	Lesson 72	<b>Lesson 73</b> Begin Letter Names (where) a, b, c, d e, f, g, h, i, j	Lesson 74 Begin transition to normal print k, l, m n, o, p q	Lesson 75 Continue transition to normal print v, w, x, y, z
Lesson 76 Transition to normal print completed	Lesson 77	Lesson 78 (under, must, farms) Long vowel review	Lesson 79 Long vowel review	Lesson 80
<b>Lesson 81</b> Beg. Capitals	Lesson 82	Lesson 83	Lesson 84	Lesson 85
Lesson 86 All Capitals taught qu	Lesson 87 The Eagle Meets a Beagle Part 1	Lesson 88 The Eagle Meets a Beagle Part 2	Lesson 89 A Home for Ant Part 1	Lesson 90 A Home for Ant – Part 2
Lesson 91 The Old Man Did Not Hear well – Part 1	Lesson 92 The Man Did Not Hear Well – Part 2	Lessons 93 The Pig That Liked to Hide – Part 1	Lesson 94 The Pig That Liked to Hide – Part 2	Lesson 95 The Frog That Made Big Sounds – Part 1
Lesson 96 The Frog that Made Big Sounds – Part 2	Lesson 97 The Bed Bug – Part 1	Lesson 98 The Bed Bug – Part 1	Lesson 99 Hunting for Tigers – Part 1	Lesson 100 Hunting for Tigers – Part 1 <b><u>You Can Read!</u></b>

## **Note from Internet Publisher: Donald L. Potter**

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The TYC Student Progress Chart is offered as an aid to help parents and teachers keep track of student's progress through the program. I recommend recording the date on which the student completes the Lesson.

I have been using *Teach Your Child to Read in 100 Easy Lessons* (TYC) since 1999 to teach reading to my tutoring students who are having the most difficulty learning to read. TYC has some unusually helpful properties that make it the preferred choice when working with struggling young readers. Among them are the following:

### **Phonemic Awareness**

TYC teaches in a way that works for children whose phonemic awareness is weak.

It actually develops phonemic awareness while the child is being taught.

It is particularly strong in helping students overcome problems with sounding-out words

“Say It Fast” will help students develop real reading fluency.

Instruction in rhyming is taught in a way that supports the student's decoding strategy.

### **Phonics**

The program will teach the teacher or parent the essentials of phonics – the most common sounds of the letters. The book is a combination of Teacher Manual, Detailed Teaching Script, and Student Book all in one. Nothing else is needed to successfully teach reading.

TYC is a proven way to teach more phonics in less time.

It has a proven system for simplifying the complexities of English phonics.

This is a great way to implement Tier 1 Response to Intervention Model (RIT) instruction.

It is a proven researched based program.

### **Decoding**

Word identification (word attack) skills are taught for all words taught in the program.

Decoding skills are taught as a prerequisite to reading comprehension.

Highly effective procedures are taught for attacking “irregular” words. No sight-words are taught in the program as memorized wholes.

### **Comprehension**

Comprehension is taught from the very first lessons. In fact, I have taught TYC successfully to students from Mexico who knew no English before we started the program. They mastered reading and made great progress in oral English by the end of the program. I was a bilingual teacher for 15 years.

The students do not see the story pictures until AFTER they have read the story. This prevents the development of the “guessing habit,” which plagues so many students and is often misidentified as dyslexia. The program protects students from these reading disabilities.

Visit the Education Page my website [www.donpotter.net](http://www.donpotter.net) for more information on reading with phonics. Good supplementary material may be purchased from Phyllis Haddock's website [www.startreading.com](http://www.startreading.com).