

This is a Sample Lesson
(Original lesson is in PowerPoint by Microsoft)

Introducing Reverse Reading™ -A Game-Changing Fluency Program for Struggling Readers

Turn struggling readers into confident learners with a proven, no-prep solution that delivers results—fast. Developed over ten years by an expert in reading intervention, Reverse Reading™ is a 200-lesson, supplemental fluency program designed specifically for students with Dyslexia and other reading disabilities. This structured, explicit, and systematic approach combines visual, auditory, and kinesthetic strategies, engaging the brain in powerful ways that traditional methods miss.

To learn more, visit:

<https://www.courtneyburnett.com/offers/UCETmRH8>

INSTRUCTIONS 15

SLIDES 5-41

read words

Slides 5, 12, 17, 23, 28, 32: CLICK for each sound

SLIDES 42-46

CLICK on letters to make new words. Student reads.

SLIDE 48 WORD GAME

CLICK for words

SLIDES 49-50

Writing

Write along with the student as they write the words.

If the student is using an ipad (and some android tablets), they can take their finger or stylus and trace the words on the screen.

Otherwise, they write on their whiteboards or paper

SLIDES 50-54

SPELLING LEVEL 1

DICTATE words

The student **WRITES** the words on whiteboard or paper

CLICK for letters

SHOW some letter to help when needed - you can click forward to reveal word and then backward

DICTATE:

the is on I

an at it am

and are in to

Reverse Reading



A Reading Fluency Program
Designed for Dyslexia

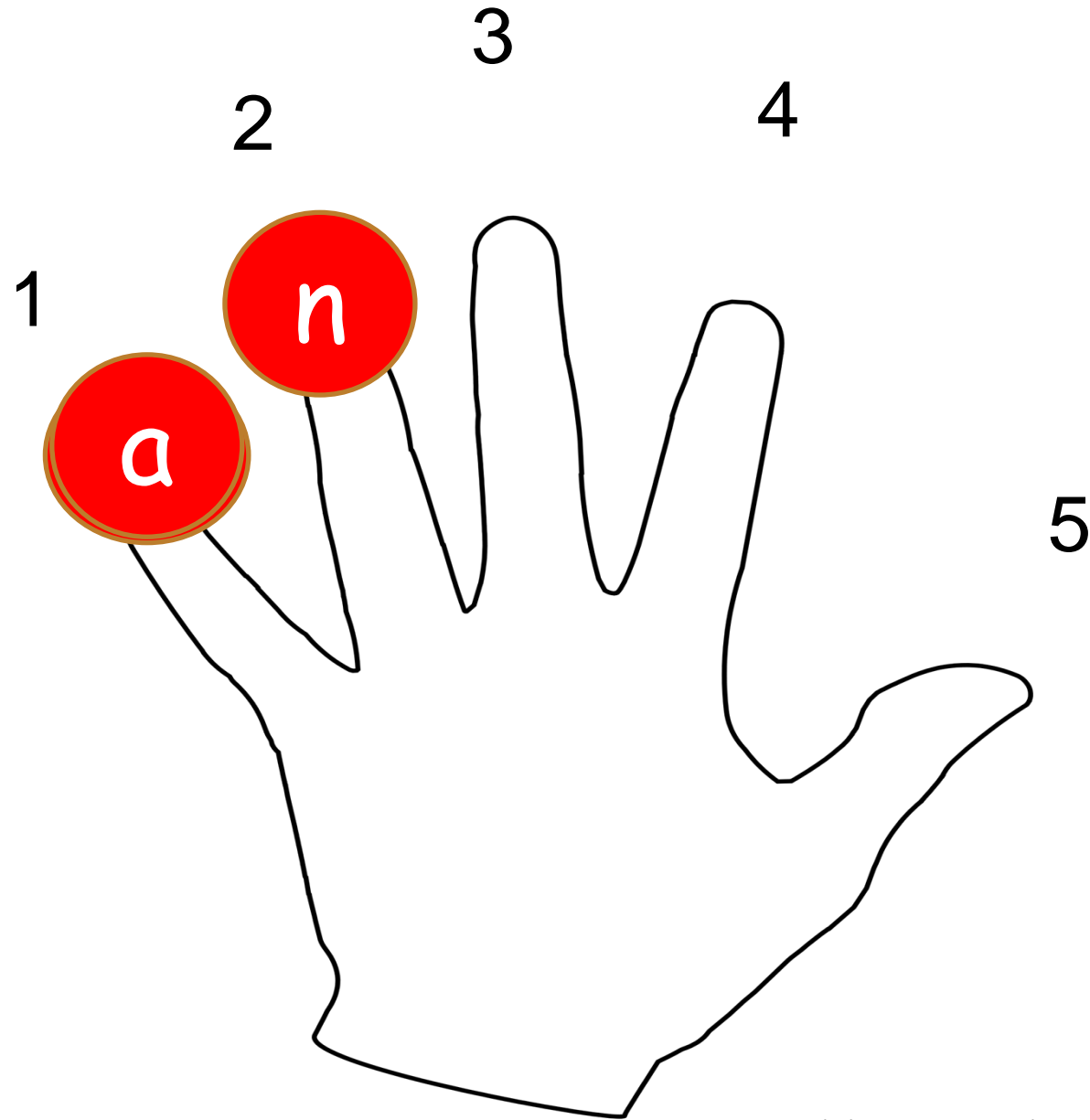


LESSON 15

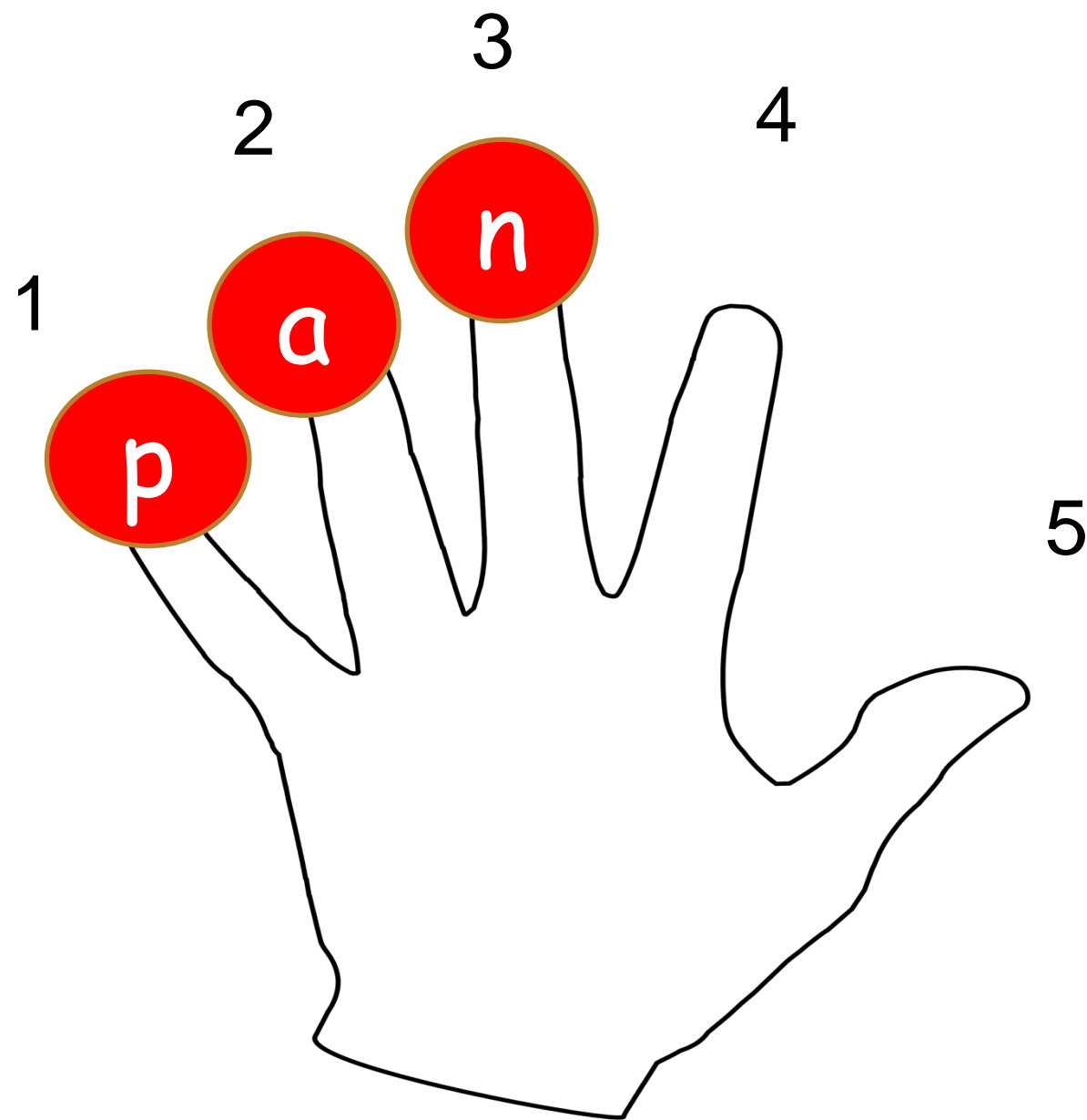
LEVEL 1

Violet Level





Add /p/ at the beginning.



an

and

on

pon

pond

an

ant

can

ran

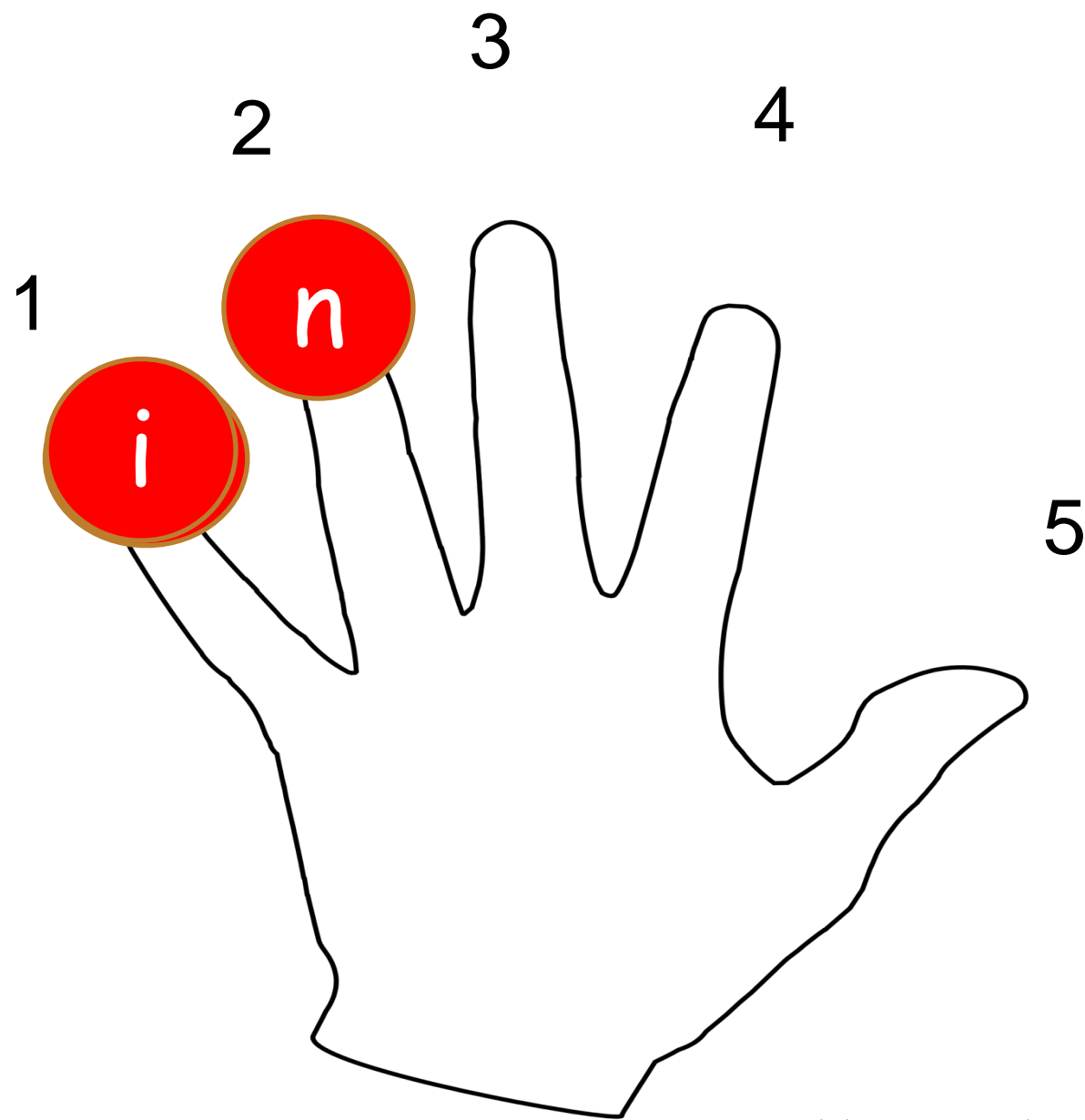
rant

man

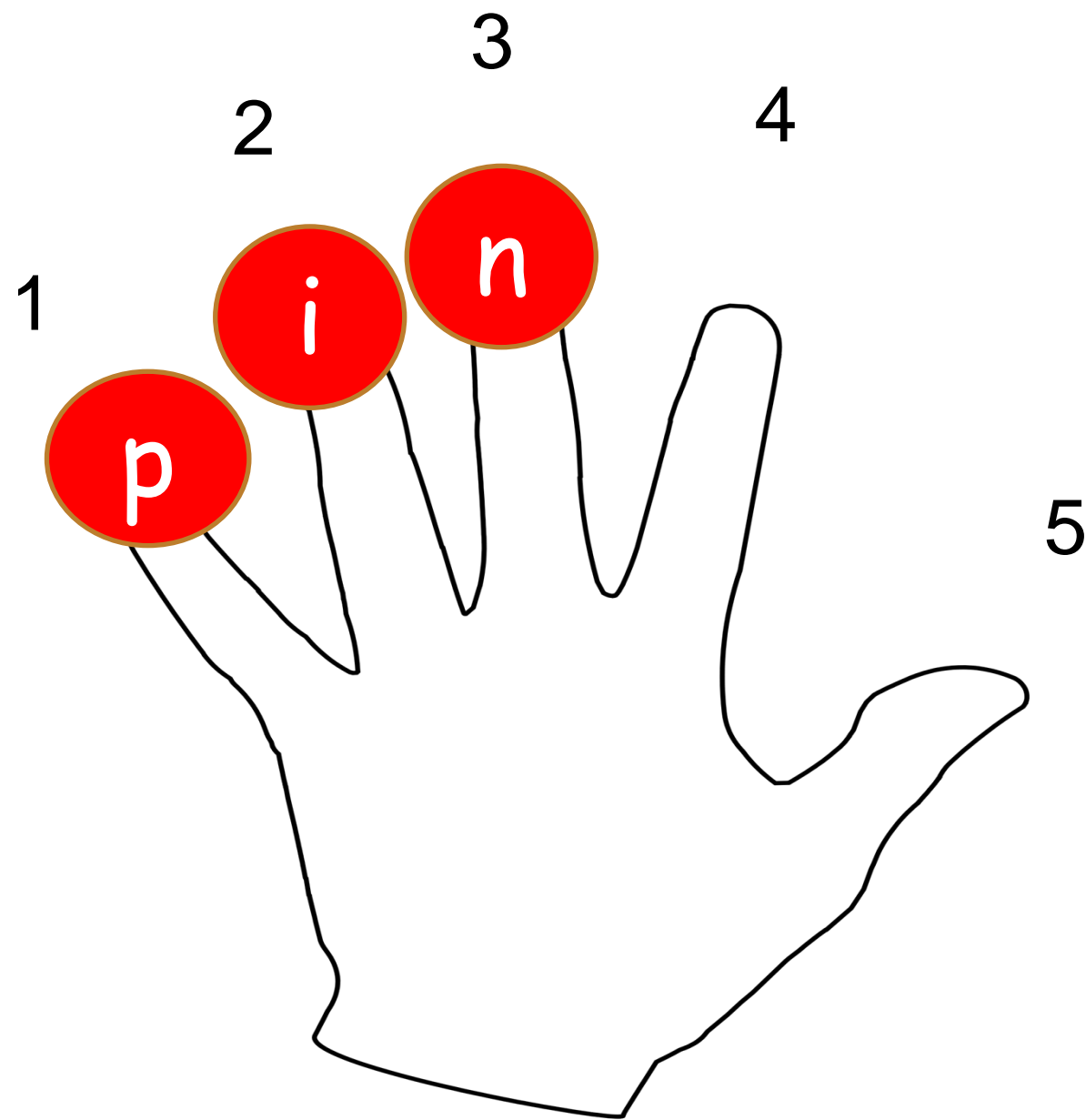
pan

pant

pants



Add /p/ at the beginning.

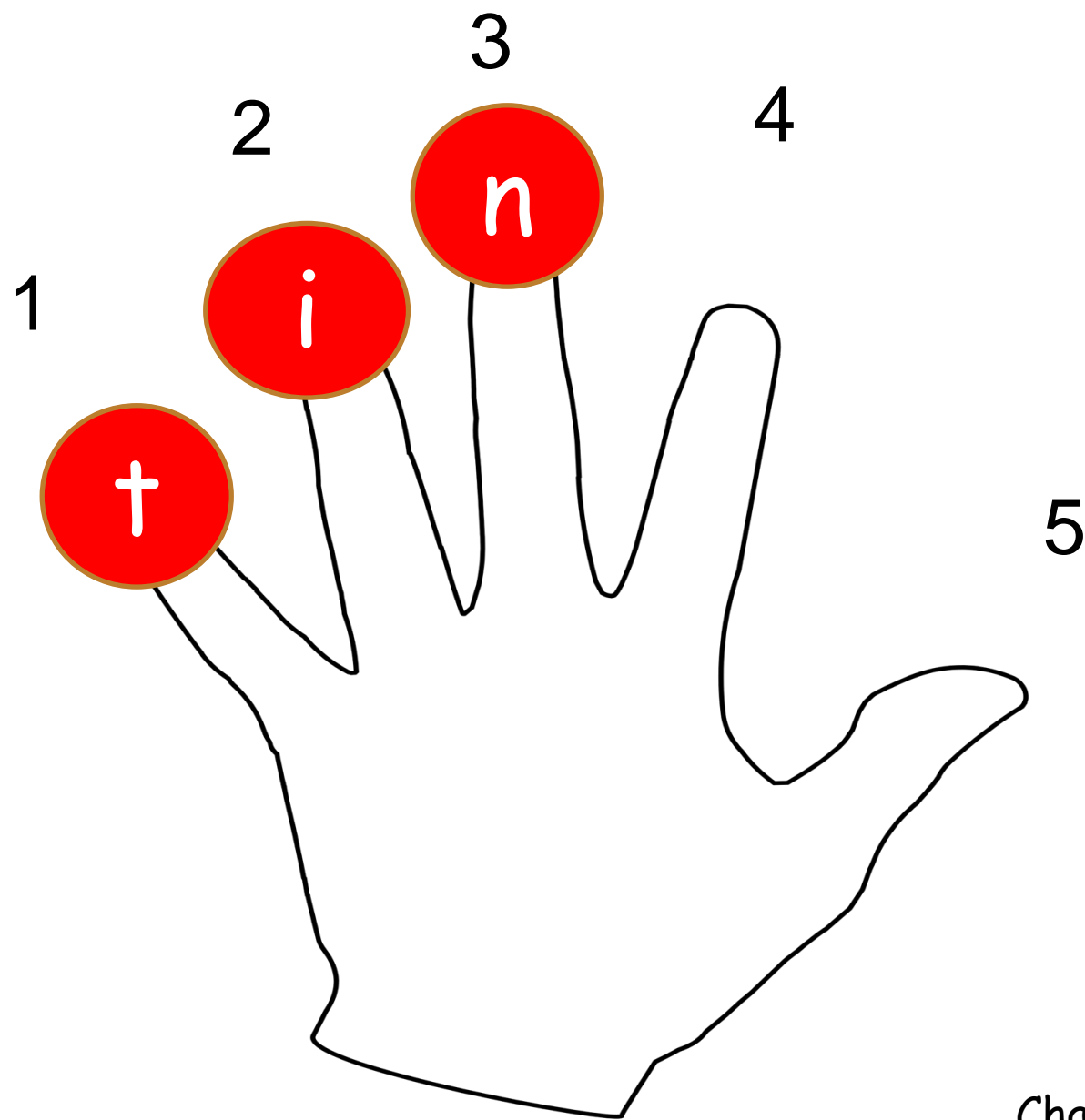


in

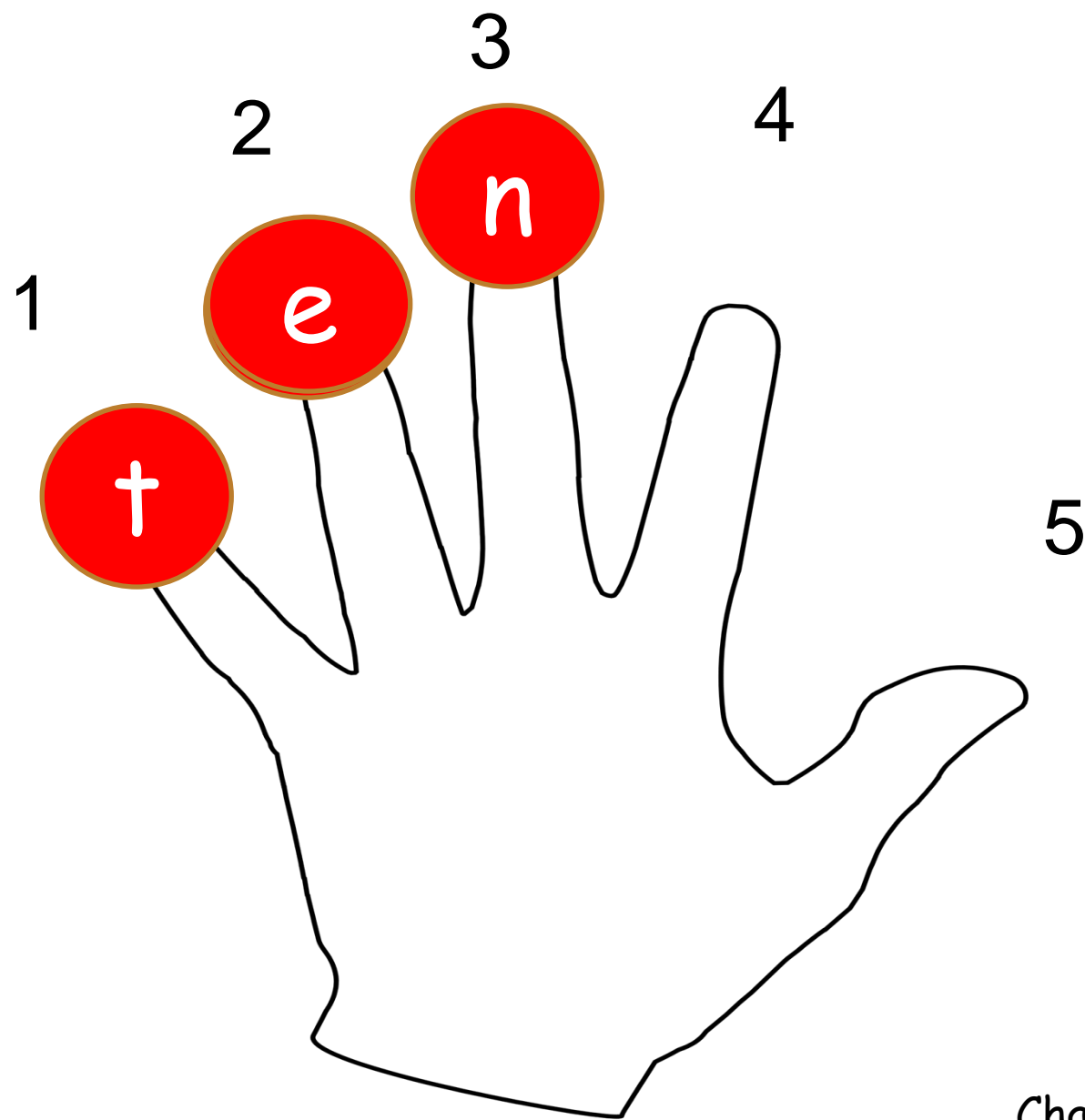
bin

tin

pin



Change the middle sound to /e/



Change the middle sound to /e/

hen

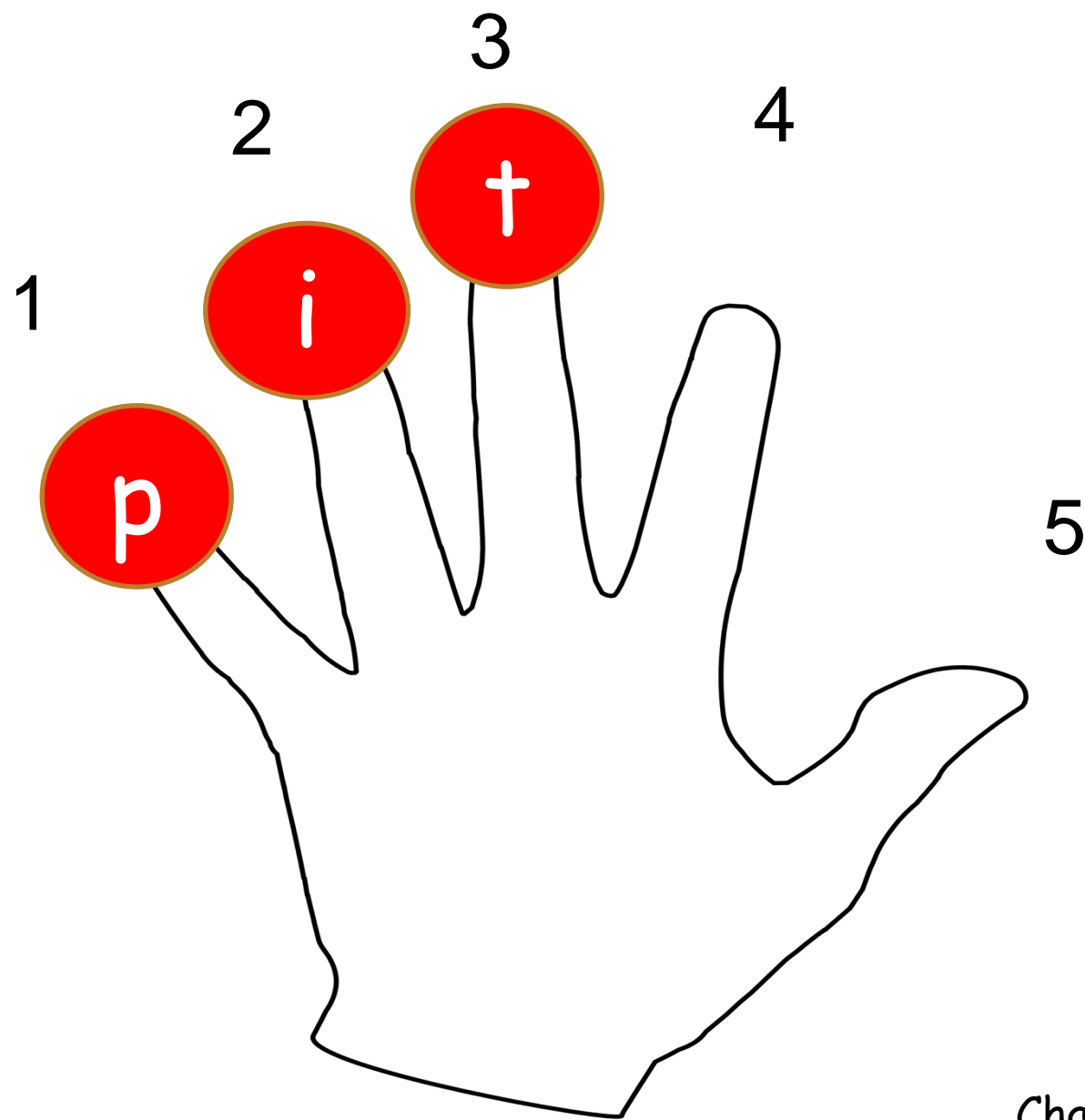
pen

men

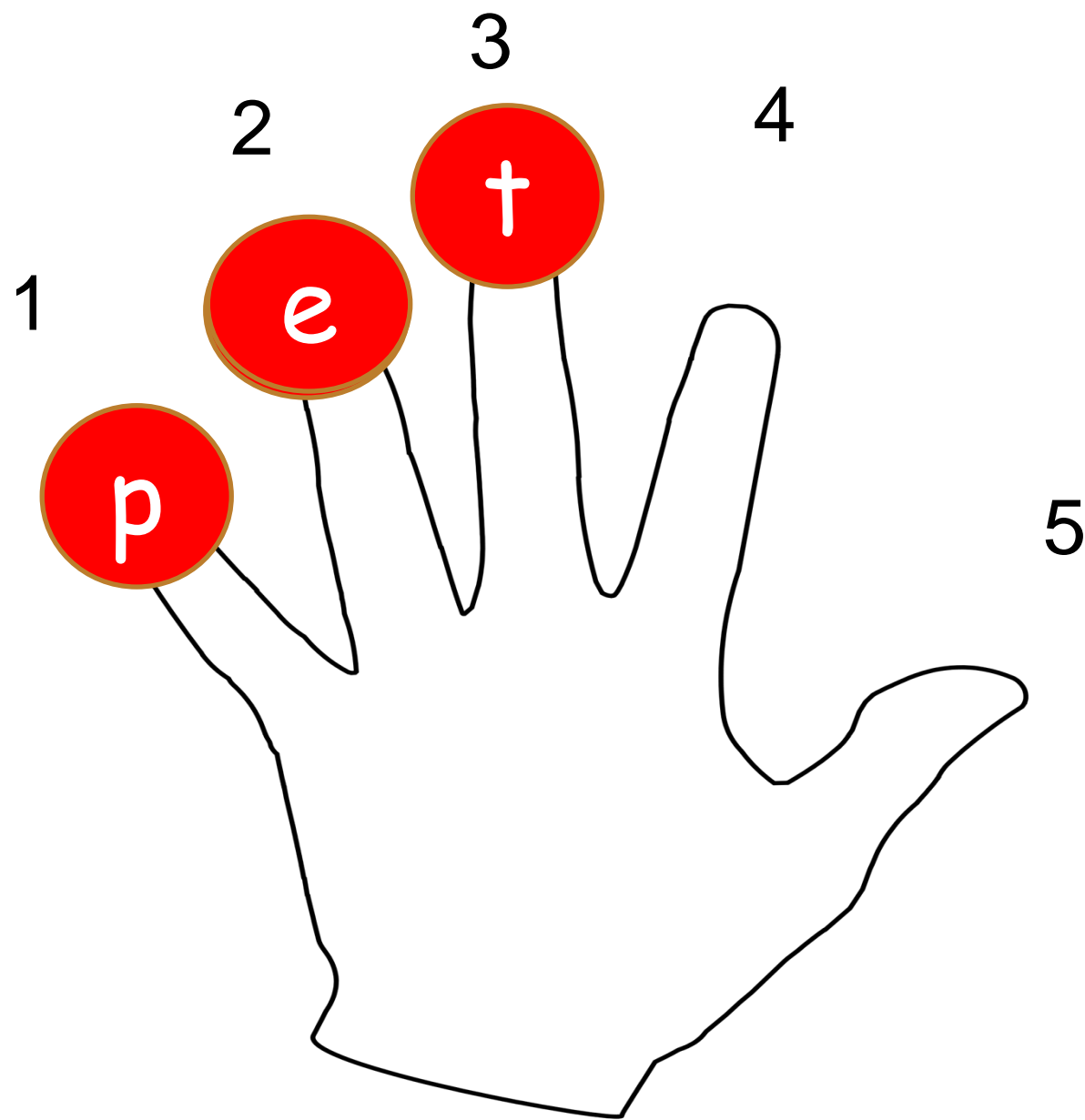
mend

ten

tent



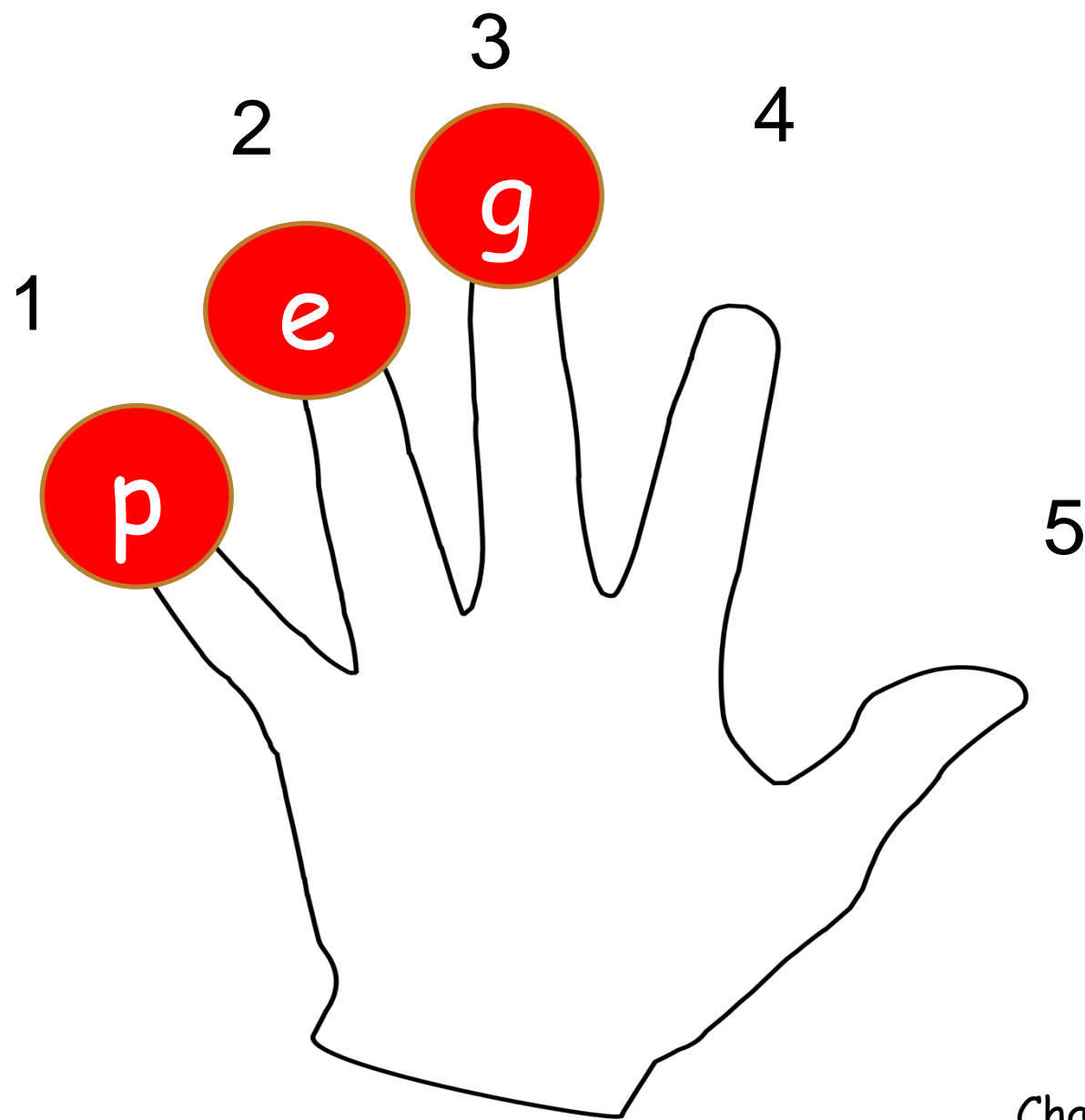
Change the sound to /e/



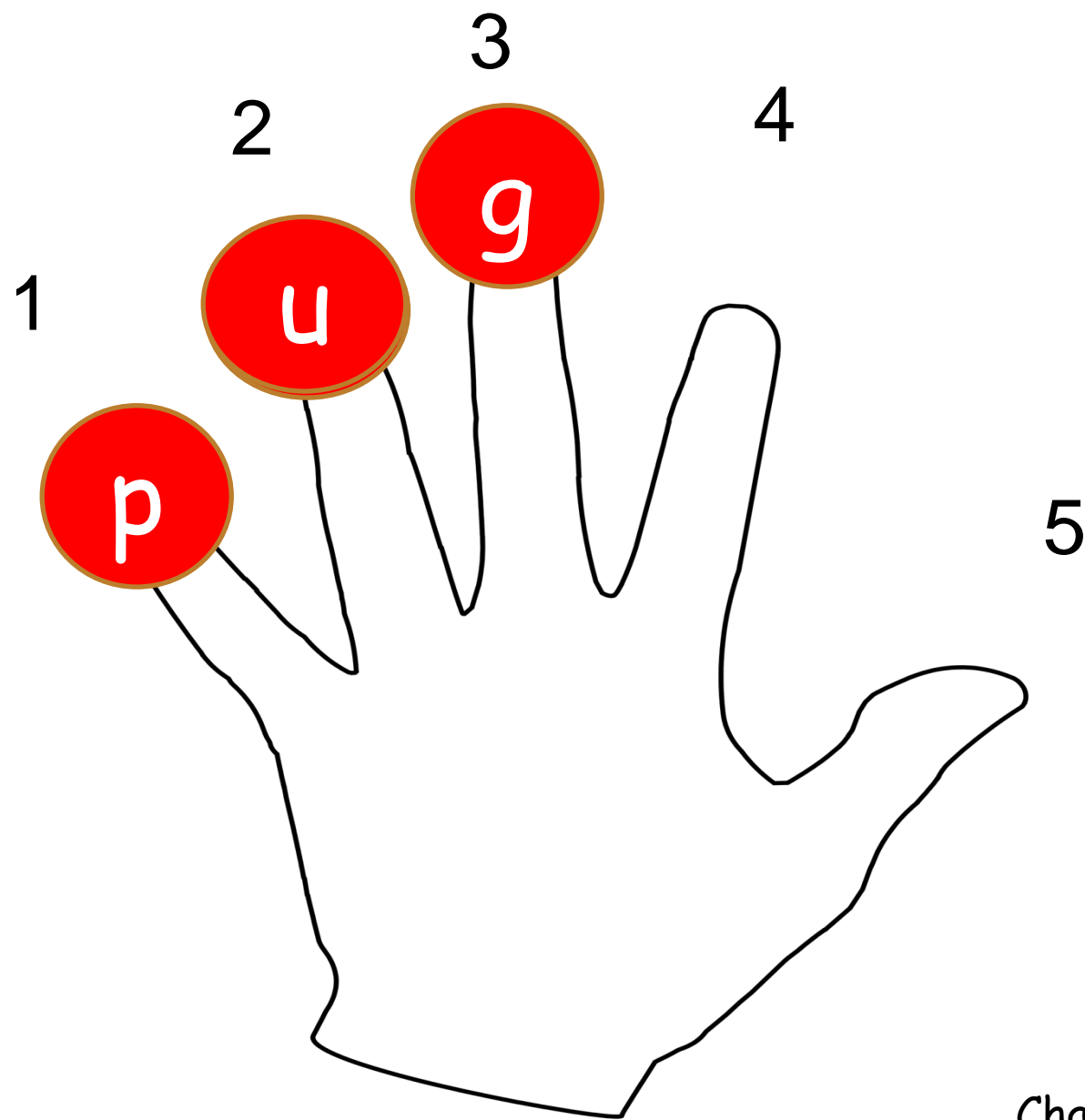
pet

bet

set



Change the middle sound to /u/

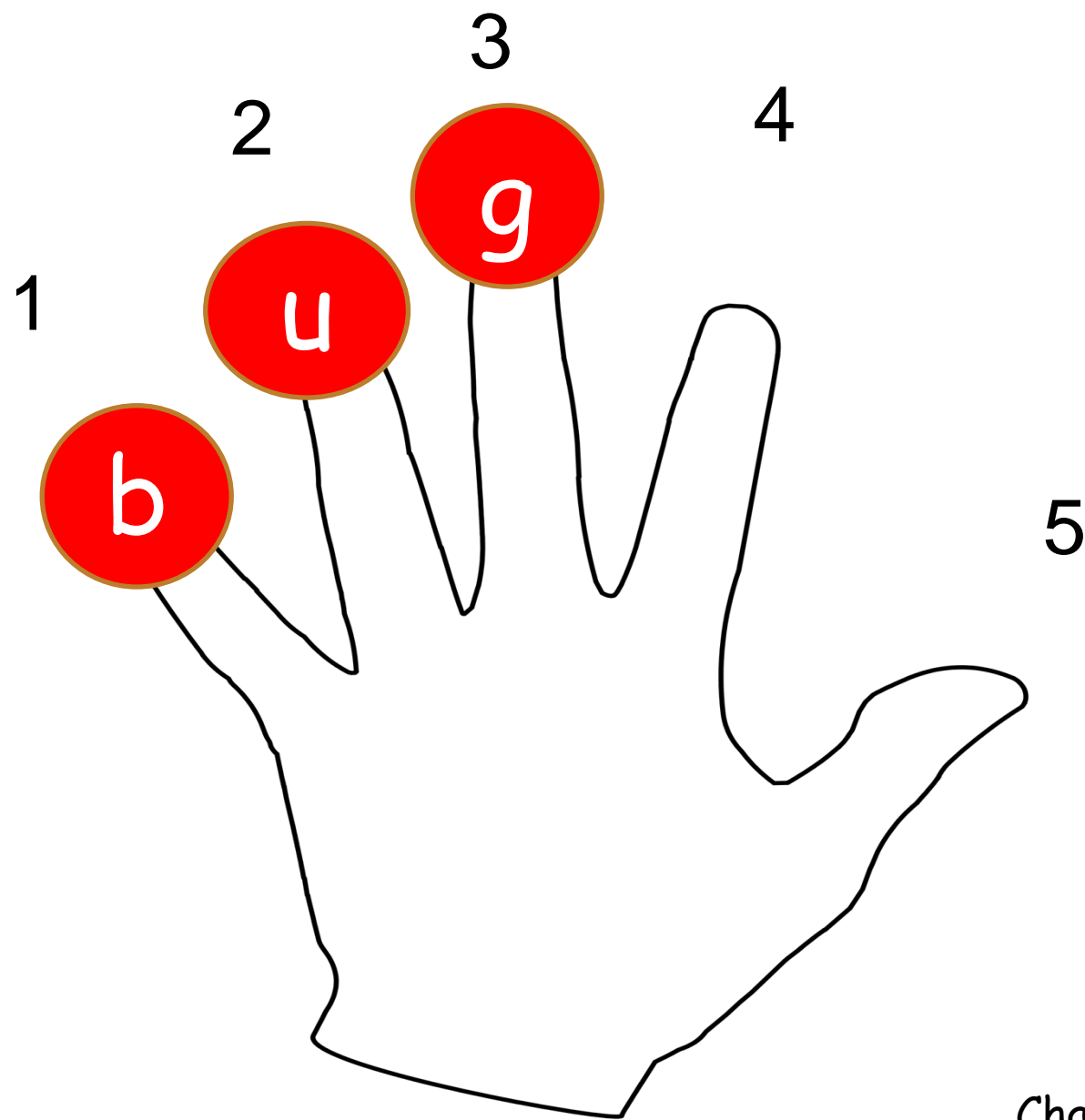


Change the middle sound to /u/

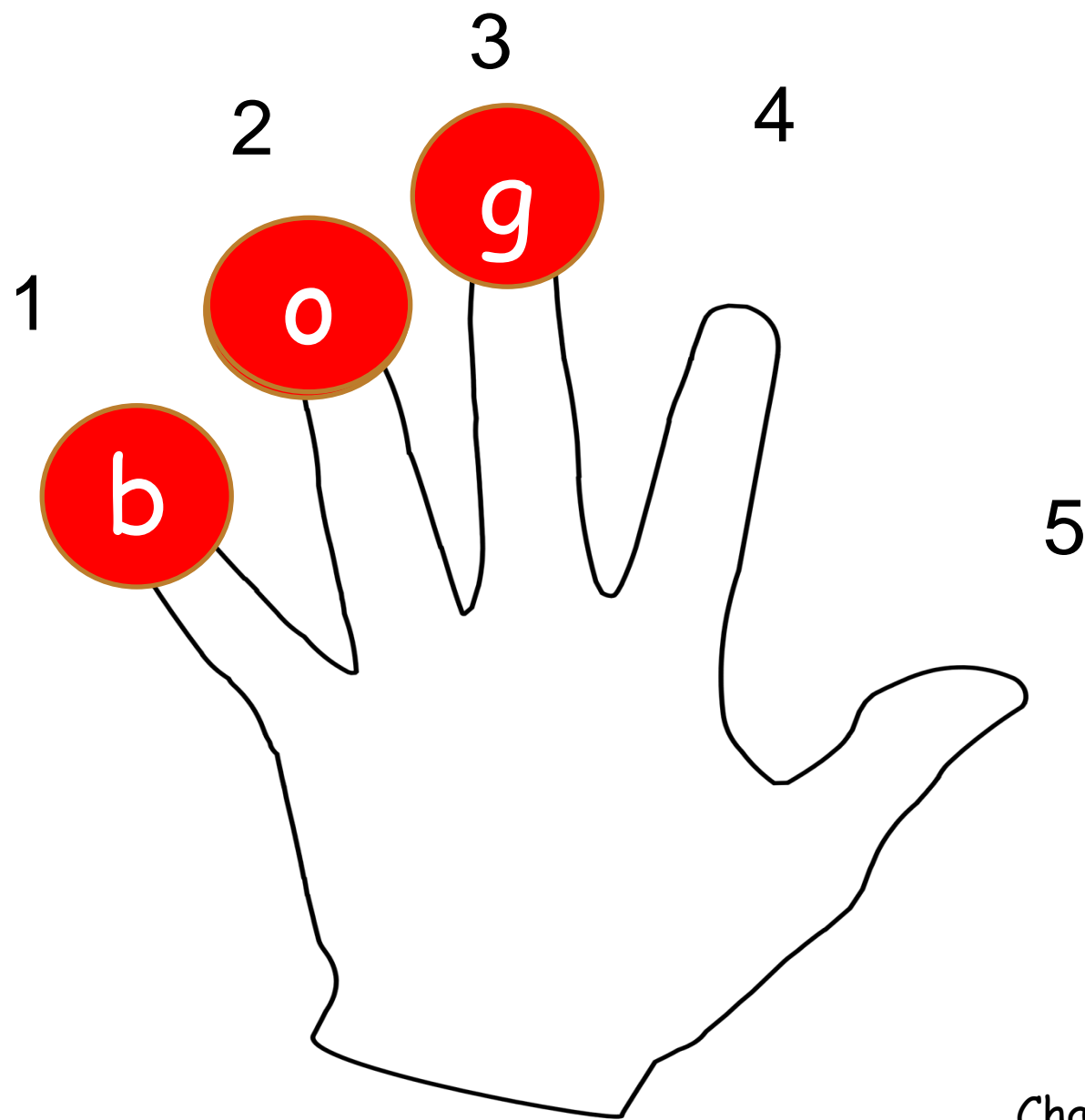
mug

† ug

bug



Change the middle sound to /o/



Change the middle sound to /o/

log

jog

b _ g

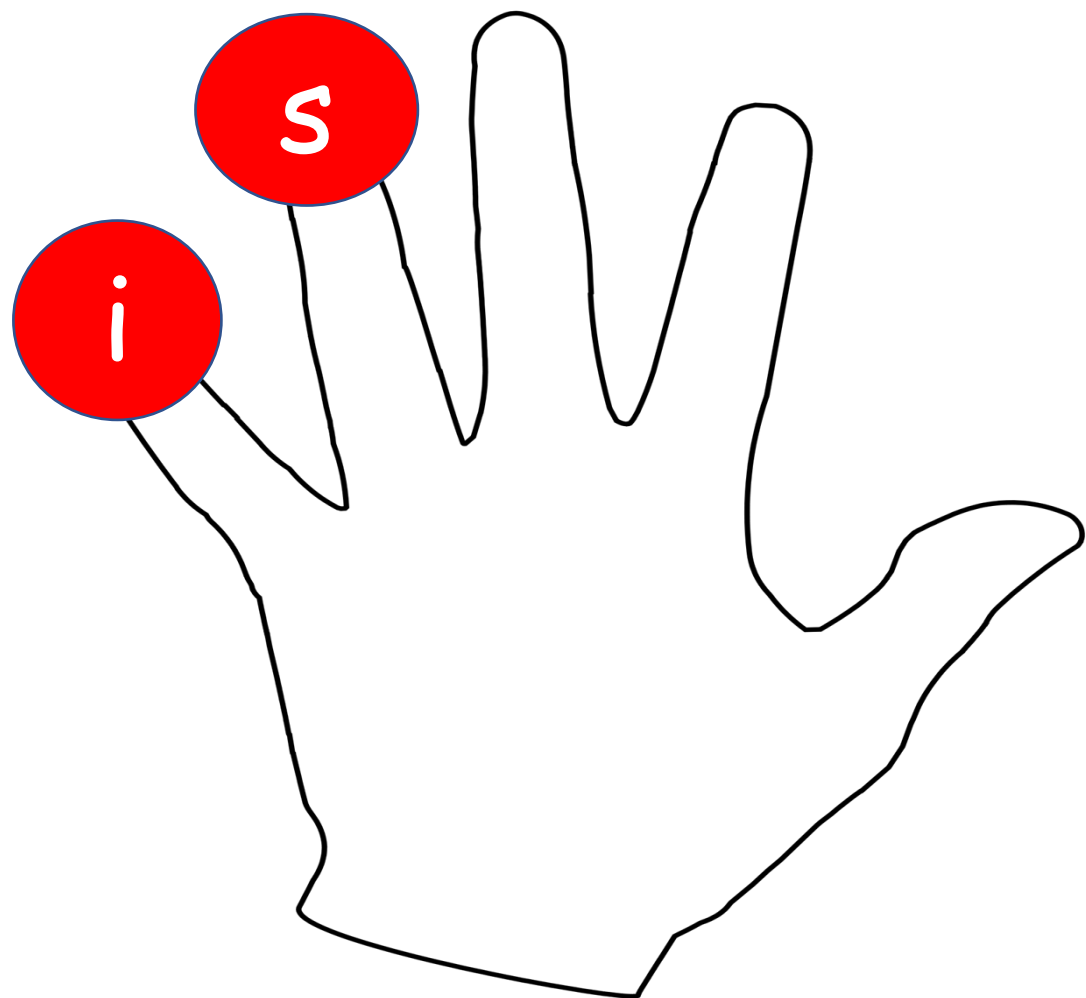
b o g

b_g

big

b _ g

bug



***i*s**

it

in

on

and

an - add /d/ at the end

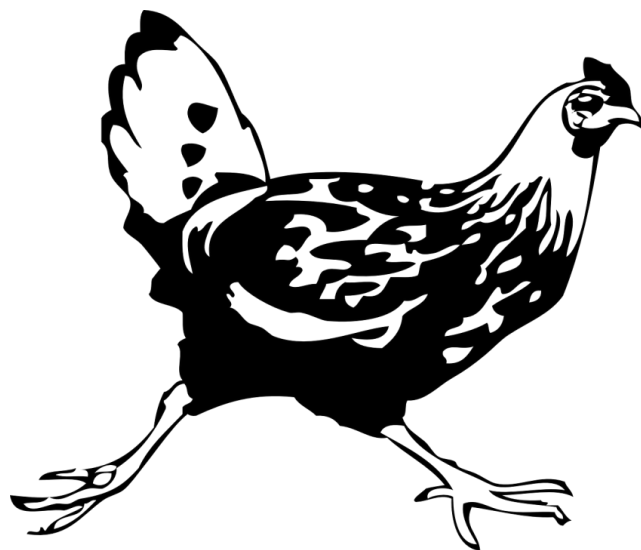
the

the bug

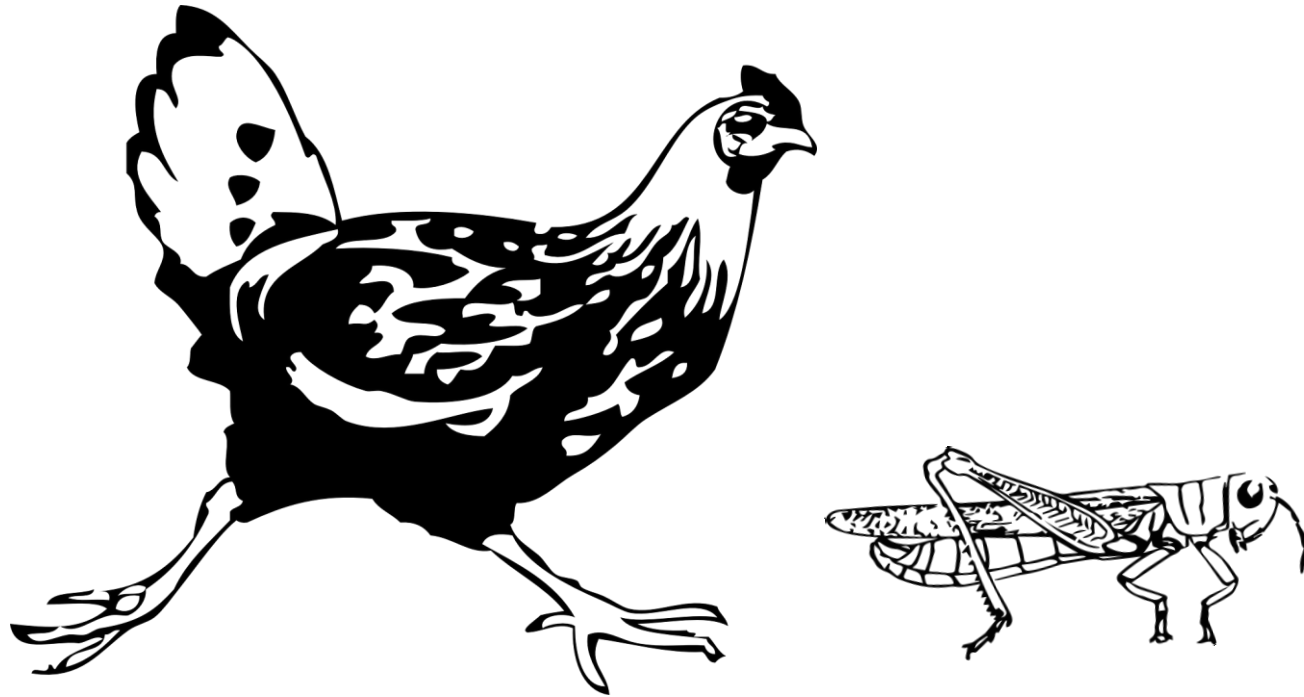
the bug ran.



the hen ran.



The bug and the hen ran.



a p

c

s

m

g

Which color should I press to make the word _____ (gap, map, sap, cap)
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

g

a

p

c

s

m

g

Which color should I press to make the word _____ (gap, map, sap, cap)

CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

m

a

p

c

s

m

g

Which color should I press to make the word _____ (gap, map, sap, cap)

s

a

p

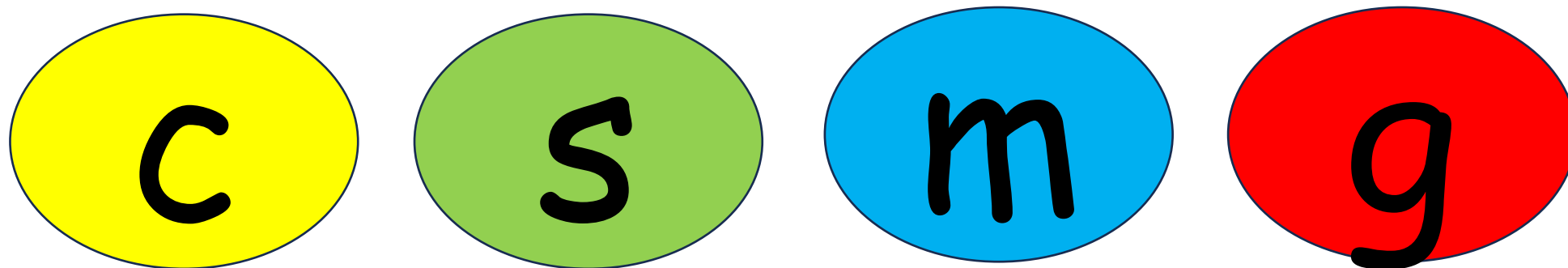
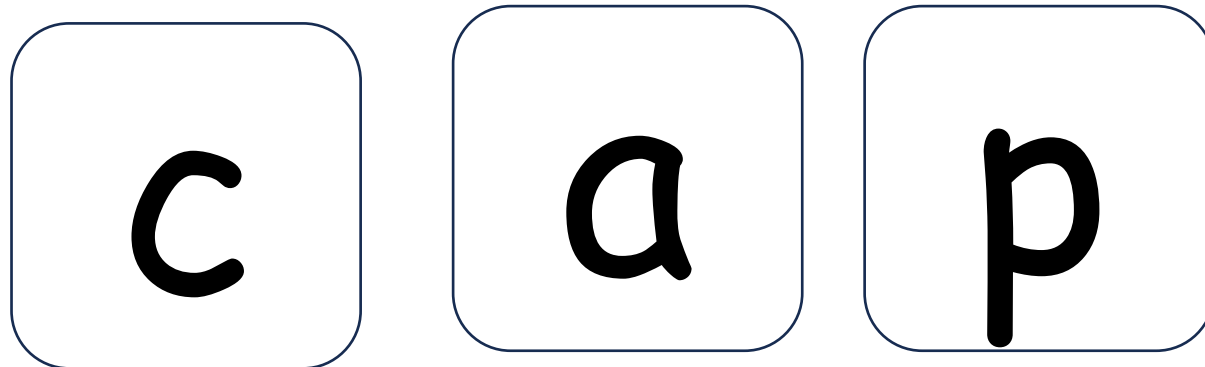
c

s

m

g

Which color should I press to make the word _____ (gap, map, sap, cap)



Which color should I press to make the word _____ (gap, map, sap, cap)

e

t

w

p

m

s

Which color should I press to make the word _____

pet,
set,
met,
wet

p

e

t

w

p

m

s

Which color should I press to make the word _____

pet,
set,
met,
wet

s

e

t

w

p

m

s

Which color should I press to make the word _____

pet,
set,
met,
wet

m

e

t

w

p

m

s

Which color should I press to make the word _____

pet,
set,
met,
wet

w

e

t

w

p

m

s

Which color should I press to make the word _____

pet,
set,
met,
wet

u g

h

t

m

r

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Tug,
mug,
rug,
hug

t

u

g

h

t

m

r

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Tug,
mug,
rug,
hug

m

u

g

h

t

m

r

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Tug,
mug,
rug,
hug

r

u

g

h

t

m

r

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

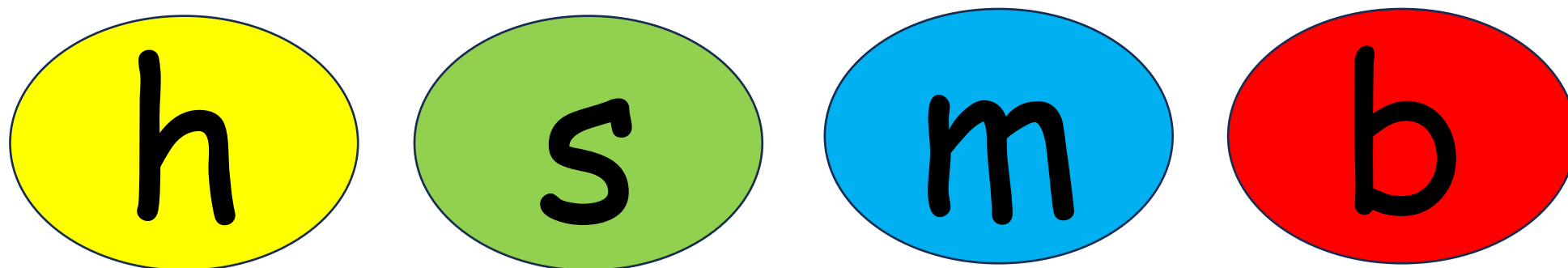
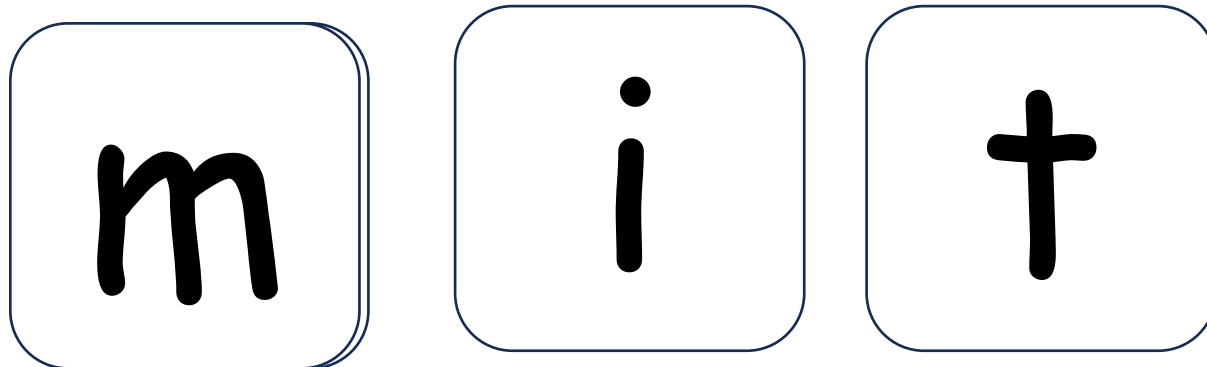
Tug,
mug,
rug,
hug

h u g

h t m r

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Tug,
mug,
rug,
hug



Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

mit,
sit,
bit,
hit

s i t

h s m b

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

mit,
sit,
bit,
hit

b i t

h s m b

Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

mit,
sit,
bit,
hit

h

i

t

h

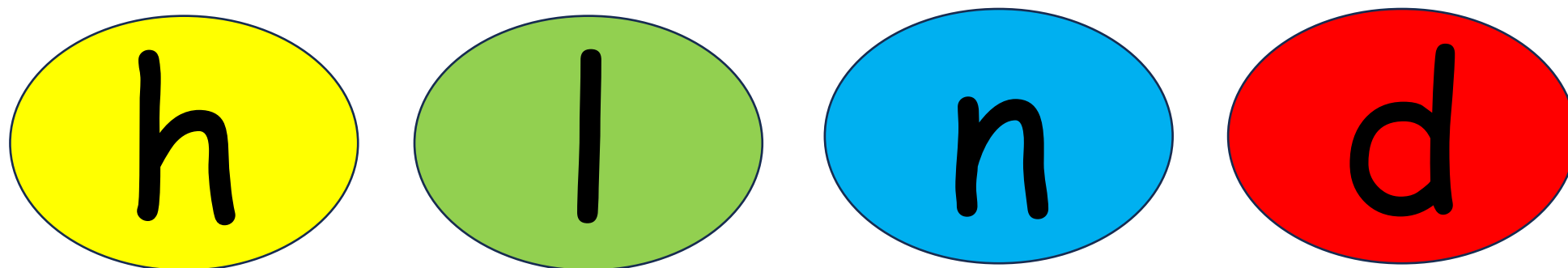
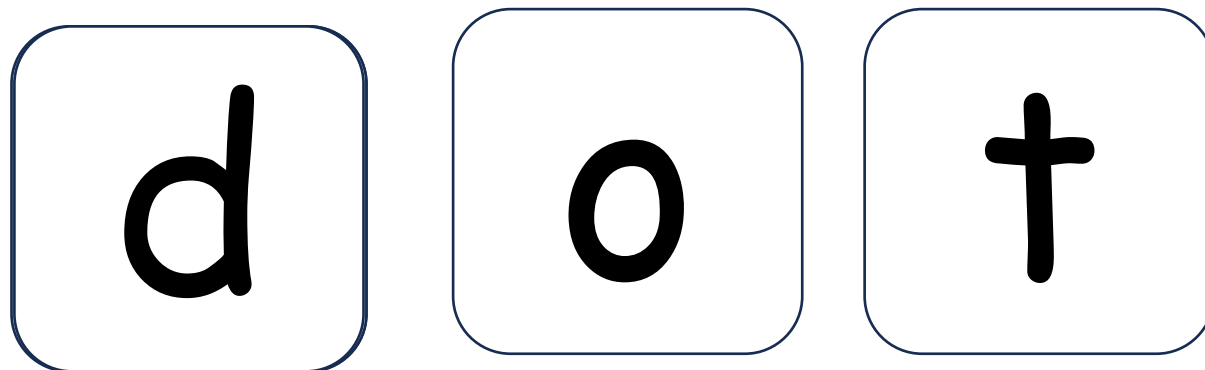
s

m

b

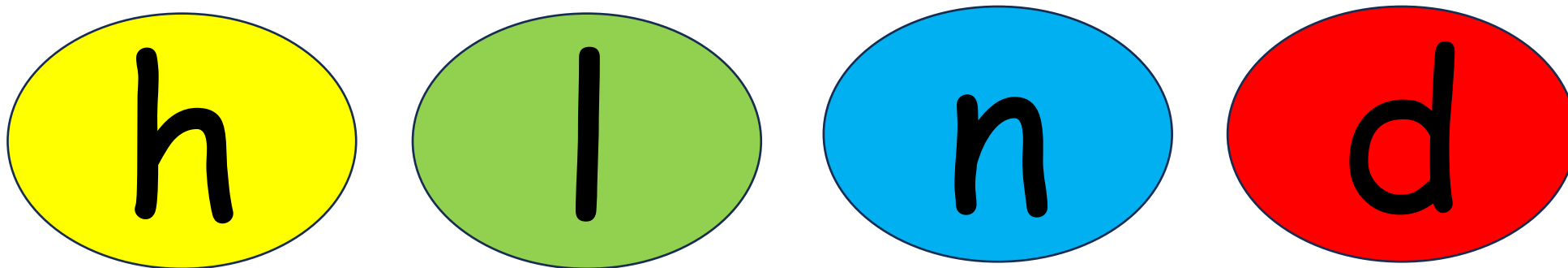
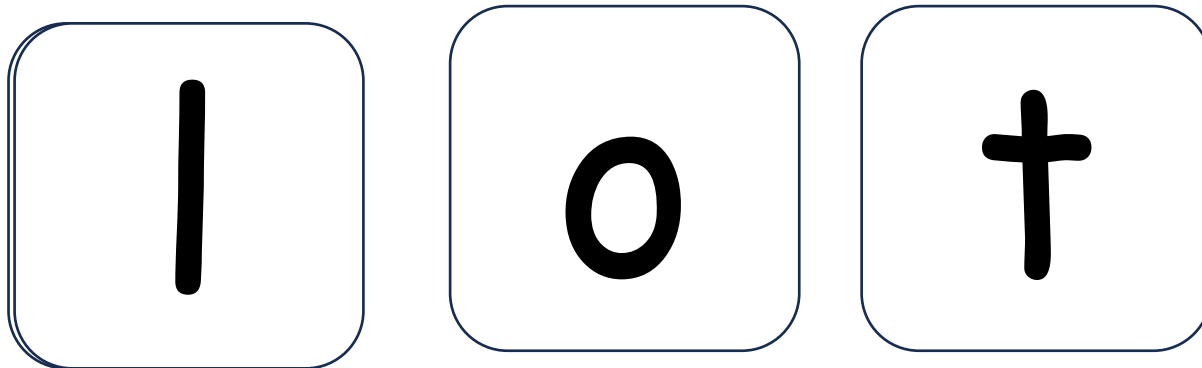
Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

hit,
bit,
sit,
mit,



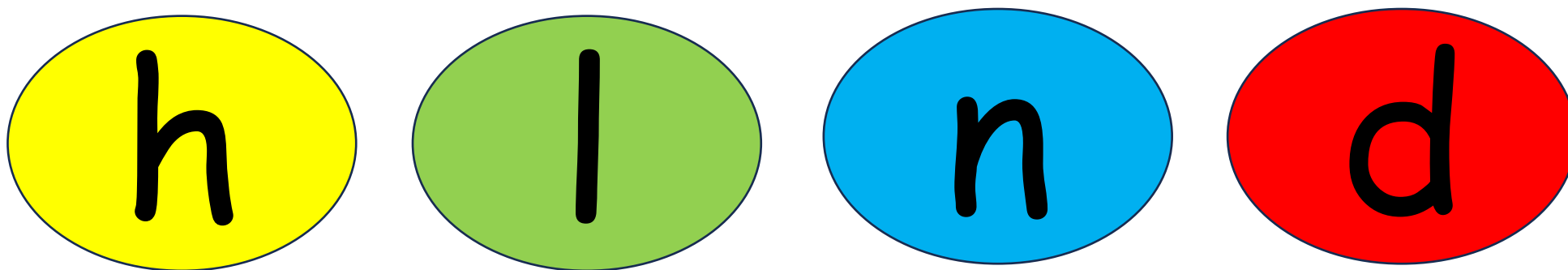
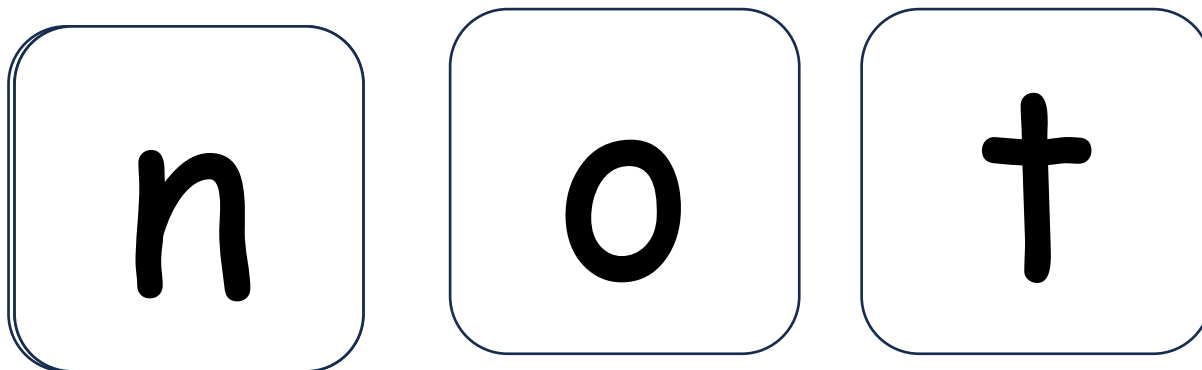
Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Dot,
lot,
not,
hot



Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Dot,
lot,
not,
hot



Which color should I press to make the word _____
CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Dot,
lot,
not,
hot

h

o

t

h

l

n

d

Which color should I press to make the word _____

CLICK on letter in bottom row for it to appear in word. CLICK again to disappear

Dot,
lot,
not,
hot



the	an	and
is	at	are
on	it	in
I	am	to

Word List 1 - Point to word and student reads

SPELLING

Level 1



Get your whiteboard ready!
Tutor dictates words. Student writes the words.
Go to next slide for answers

the is on I

th

e

i

s

o

n

I

a	n
---	---

a	t
---	---

i	t
---	---

a	m
---	---

a	n	d
a	r	e
i	n	
t	o	

see you
later,
alligator





in a
while,
crocodile

Did you enjoy the lesson?

What Makes Reverse Reading™ Different?

☑ **Reverse the Process** – We start with *whole word reading*, then guide students backward into *phonics, encoding, and decoding*. This unique, reverse-structured method helps students *break down* language in ways that feel intuitive—and it works.

☑ **All-in-One Lessons** – Each reading lesson includes a companion writing/spelling lesson to reinforce fluency and comprehension through multisensory learning.

☑ **No Interference** – Reverse Reading™ is designed to *supplement*, not compete with, your current instructional strategies.

🧠 **Why It Works**

This approach flips the traditional method on its head—helping students **dissect and master language** by starting with what they can recognize and gradually demystifying the rest. The result? **Astounding gains** in fluency, confidence, and reading ability.

To learn more, visit:

<https://www.courtneyburnett.com/offers/UCETmRH8>