

Five Levels of Learning

Words and Phrases

In this Program, there are five levels children pass through while learning to read:

- 1 - Two-sound words
- 2 - Three-sound words
- 3 - Short phrases made up of two and three-sound words
- 4 - Transition level matching sounds to letters
- 5 - Vowels only level - words written in letters with miniature sound-picture(s) above each word's vowels

This is what the words and phrases look like for the five levels:



Each word or phrase in the first four levels has an arrow marking where the reader is to start. Each sound-word is in its own box, so its sounds cannot be confused with the sounds of any other word.

As the teacher introduces the words through the Two- and Three-Sound Flipbooks, he or she always slides his or her finger beneath each sound as it is said. Children are taught to do this in their own sound-reading, as well. Especially for dyslexic children and equally useful for every other child: an arrow as the starting point, each word in its own separate box, and a finger pointing to each sound in turn as it is read.

Mixing up the position of sounds in a word? Not possible. Confusing or reversing the order of sounds in words? Also, not possible. The arrows and the boxes eliminate these two problems faced by dyslexic students, while doing nothing to slow the progress of a faster learning child.

The Five Learning Stations

The five learning stations that students rotate through each day are:

- 1 - Picture Packets
- 2 - Worksheets
- 3 - Books
- 4 - Handwriting and Decoding
- 5 - Stamping and Creative Writing

If there are thirty children in the room, each station would have six children at a time working there.

The Ten No's list mentioned throughout this book includes "No worksheets". The Reading Program worksheets are not at all like traditional worksheets, which are meant to be distributed to many students all at once and graded by the teacher once completed. There is only a single copy of each Reading Program worksheet. Each worksheet is meant to be completed by one student at a time, working at his or her own pace, and is never graded.

The children may be divided into groups in any way the teacher wishes, either randomly or with a plan. The one exception is that a student's ability to learn should NEVER be a deciding factor for membership in any group. All children work side-by-side at each station, regardless of the level of the program each child may be using at that time.

The Reading Program makes the process of learning to read and to write so simple and straightforward that the children who understand it more quickly can easily help the children who need more time.

If a child needs to know a sound or word, he or she does not have to turn to the teacher for assistance. Help is everywhere around. It is not just the faster students helping the slower ones. Everybody helps everybody else. Children teaching children makes it possible to never leave any child behind.