

## CHAPTER 2

### OVERVIEW

Chapter 5 provides specific details on how to introduce and make use of the various components of the reading program. For those descriptions to make sense, however, it is necessary for you to have a general understanding of how each of the materials fit together to form the whole of the reading experience. It is the purpose of this chapter and the two which follow to show how all of the components blend together to form an integrated system of learning. In the Nightingale analogy, the purpose of the next three chapters is to show you the whole nest, so that you will know what you are trying to build before you begin combining the sticks, straw, mud and other bits and pieces into your own nest.

In Chapter 5 when you are learning, say, how to introduce the three-sound picture packets to your students or how to recycle the phrase worksheets at the decoding level, and you wonder how all of this fits into what you may have done yesterday; or you wonder what the rest of your class is supposed to be doing while you're introducing a new activity to a select few students, Chapters 2, 3 and 4 and the related components chart included in your reading kit, are to be your reference points. Use these three chapters much as you would the picture on the top of a jigsaw puzzle box when you are trying to decide if the blue piece with the little white specks on it is part of the sky or part of the creek. To know where an individual piece fits, it is necessary to have the whole picture available to you. Chapters 2, 3 and 4 are that whole picture.

This chapter is divided into two sections: Section 1 provides the explanation for the various kinds of codings used to indicate the different levels within each activity. It also provides an explanation of how the program is setup to deal with the specific needs of educationally handicapped students, or any other students for whom the learning pace needs to be altered significantly to allow an extended time for the concepts offered to be assimilated.

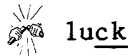
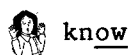
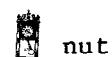
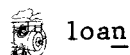
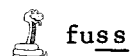
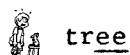
Section 2 provides a description of each of the separate components of the program. This section also provides a description of the components chart. The chart serves as a summary of the information presented in Sections 1 and 2.

## SECTION 1




### EXPLANATION OF CODINGS

Many students who have difficulty in learning also have difficulty in retaining as many as forty-four sounds as they begin the program. To ask them to learn all forty-four of the program's sounds before they can begin exploring the early reading activities is to preordain their failure at learning to read. However, the program is specifically structured so that no child has to know all forty-four sounds before reading can begin.

The first eight sound pictures the children are introduced to in the book DEKODIPHUKAN are the following: (Note: DEKODIPHUKAN is the storybook used to teach both the teacher and the children the sounds.)




The underlined portion of the word following the sound picture indicates the sound which the picture represents.

When the first sound  is introduced, there are no two or three-sound words which can yet be presented to the child. However, with the introduction of the second sound , students may begin learning how to blend their first two-sound word, .






At this point I could tell you what this first word is but since I want you to experience what it is like to learn to read, I have chosen to let you read for yourself this first word and all of the other words which follow in the examples below. In Chapter 5 and in the Appendix, you will learn which sounds blend together to make which words. For now, though, I want you to


experience what it is like to blend sounds into words and not be one-hundred percent sure you have the right word after all.

When the students learn the third sound , their potential reading vocabulary increases. The third sound may be combined with either one of the two sounds already learned and the following words added to what may be read:



How are you doing on your reading? Actually, the children have an easier time of it than you should be experiencing right now, because you are missing a few steps in the process that they are taught to use. But then, I want you to experience some difficulty and uncertainty in the reading process so you will have a better understanding of the problems faced by your students when it is your turn to present the lessons.

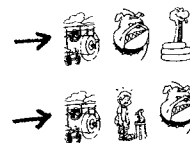
Although the addition of the  sound means two more words can now be introduced, only   has been incorporated into the program.   is not a word that can be readily illustrated in a manner which would be clear to all students. The child must demonstrate comprehension of each word or phrase read by matching what is read to an appropriate illustration. The first of the two-sound words above is both common in the vocabulary of young children and easily illustrated. The second word above is not. The first word is part of the program, the second is not.


The fourth sound  brings with it the following two and three-sound words:

two-sounds

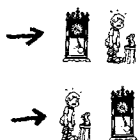


three-sounds

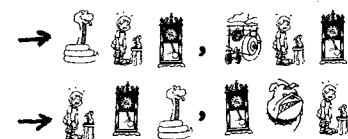


The fifth sound  adds the following:


two-sounds

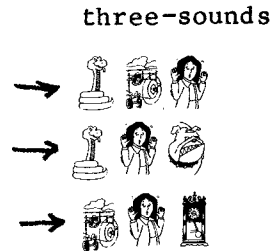
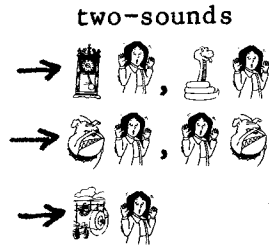


three-sounds





The sixth sound  adds:



Each new sound introduced is matched with all earlier sounds to add a cumulatively greater number of words to the reading vocabulary with which students may practice their blending skills.

The effect of this feature of the program is that no child has to learn all forty-four sounds before reading can begin. Students may begin learning to read as soon as they know the first two sounds. Although this program places no such demands upon them, most kindergarten and first grade students can quite comfortably absorb all forty-four sounds before they attempt to blend any sounds into words. But, when any students need a reduction in the number of sounds they must know, the program can meet this need.

### Codings



Because experience in classrooms using this program has shown that the vast majority of students, and even of educationally handicapped students, are able to remember at least the first eight sounds before being called upon to blend sounds into words, eight was selected as the arbitrary breaking point for dividing the program into comfortably manageable units for presentation.

The geometric shapes indicate the following:

Two-Sound Words

Three-Sound Words

△ First 8 Sounds

△ First 8 Sounds

○ First 16 Sounds

□ First 24 Sounds

▭ First 32 Sounds

☆ All 44 Sounds

☺ First 16 Sounds

☺ First 24 Sounds

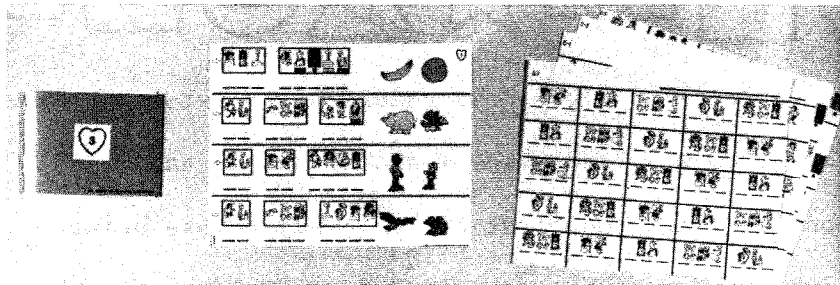
☺ First 32 Sounds

☆ All 44 Sounds

The plain geometric shape means two-sound words. The happy faced geometric shape means three-sound words.

Each of the geometric shapes used for indicating the number of sounds the child must know to use that activity has also been color coded. The colors are used to distinguish one packet or worksheet or book from another packet or worksheet or book at the same level of difficulty. There are, for example, eight different picture packets containing activities for the plain triangle level of difficulty. Each unique packet has its triangle colored differently, so students can tell which of the packets they have completed and which remain to be done. The colors do not indicate levels of difficulty. They are simply a means of telling packets or worksheets or books apart from the other packets, worksheets and books.

Once a student has mastered the art of three-sound blending, the codings no longer carry any significance as to level of difficulty. Children who are ready to pass beyond the level of three-sound blending already know all forty-four sounds, so codings which indicate levels of difficulty are no longer appropriate



There are activities which contain heart shape codings, or in some cases which are designated only by numbers or letters and numbers together. All of these codings indicate activities which are at the advanced end of the spectrum and, therefore, assume the children know all forty-four sounds.

### The E.H. Component

The goal of this program is that all students in the classroom learn to read. It is the purpose of this sub-section to explain how the eight-sound learning units indicated by the triangle, circle, square, rectangle and star codings may be broken down into even smaller units for those special children for whom the learning of even eight sounds proves too overwhelming a starting point. Charles is an example of the children for whom this feature is meant:

### Charles' Story

Charles was placed in the school's class for educationally handicapped (E.H.) students as a third grader partly because he needed help in every academic area and partly because he was too disruptive to be contained in a regular classroom. His Principal had said of him, "With Charles out of my school my job would be like a vacation". Actually, the Principal had recommended Charles for placement in an educationally mentally retarded (E.M.R.) class but no openings existed. So Charles was classified as E.H. instead, since that was the program which did have openings available.

By the time the other children who shared the E.H. class with Charles had learned the first eight sounds of the reading program, Charles could remember no more than the first four. It was at this point that Charles' teacher decided to use the E.H. component of the program to modify what was presented to Charles.

Since the list of words introduced to children using this program had been created by matching each new sound with all previously introduced sounds, the program contains within it the potential of breaking the arbitrary groupings of eight sounds, as represented by the geometric symbols, into groupings of any other size which might be desired.

If Charles only knew four sounds, a miniature version of the program could be developed consisting only of activities requiring the use of the first four sounds. Redividing the program into smaller units which may be more manageable

for students with severe learning difficulties is what is referred to as 'the E.H. component.' Although it means the teacher must go through the activities and pull out the necessary pieces to make a unique set of materials for use by the child with a special need, the extra effort expended is well worth it.

The Appendix contains a word list which presents a complete listing of the two and three-sound words introduced after each new sound has been learned. If necessary a child can be taken through the entire two and three-sound sequence of activities adding only one new sound at a time to what the child must know. In actuality, however, even in cases as extreme as that of Charles, it is usually only necessary to break the learning of new sounds into units encompassing only one or two new sounds at a time through the first twelve or so sounds. By this point in the child's learning he or she no longer has to deal both with remembering the sounds and with trying to blend the sounds into words. Once the process of blending has been learned it is only the new sounds with which the child must deal. (**Note:** Only the picture packets may be reduced to a level where only two sounds must be known. The worksheets have a lower limit of six sounds, though many of the words on the early level worksheets are composed of only the first two or three sounds.)

In Charles' case, because the amount he had to absorb could be reduced to an amount he could manage, he was not overwhelmed by the learning which faced him. As Charles learned words at the two-sound level he was allowed to go on to the three-sound level before he learned any more new sounds.

When observed in mid-November Charles was breezing through two and three-sound blending and quite obviously loving it. At that point, he had worked his way up to sixteen different sounds. Immediately after Christmas Vacation Charles was tested and found to have retained forty of the forty-four sounds.

If your classroom contains a 'Charles' this program has no intention of abandoning him. It is for all the children in our classrooms, including the Charles, that the Baratta-Lorton Reading Program was written. If our goal is 'all the children' then Charles, too, must be allowed to learn.