

SECTION 2

COMPONENTS DESCRIPTION

The following section presents a synopsis of each of the components of the reading program. The synopsis includes a word and picture description of each item and a brief explanation of its use. It would be helpful to you to have the components chart from your reading kit available to you as you read this section. The components chart outlines which kit materials are coordinated with which level of activity. For example, if a child is learning to read phrases, the components chart indicates the materials the child would use.

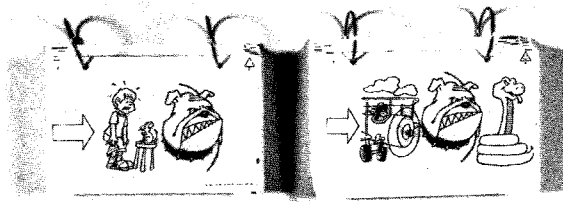
TEACHER DIRECTED AND WHOLE CLASS ACTIVITIES

DEKODIPHUKAN and Cassette Tape



DEKODIPHUKAN is a children's storybook written in rhyme. The events in the story provide the background or rationale for why each of the forty-four sound pictures represent the particular sounds they do. The rhymes provide the key for the pronunciation of each sound. The DEKODIPHUKAN book is read to the class by the teacher as the method for introducing the sounds.

The cassette tape is a recording of a male voice reading DEKODIPHUKAN. It may be used in four different ways. First, the teacher who does not wish to read DEKODIPHUKAN to his or her classroom may play the tape to the class as the teacher or some other adult turns the pages of the book. Second, a teacher who wishes to learn the sound pronunciations before reading the book to his or her students may listen to the tape while reading the book at home or after class. Third, aides or tutors may listen to the tape and read the book to learn all forty-four sounds without having to be taught each sound by the teacher.



The flip books have three purposes:

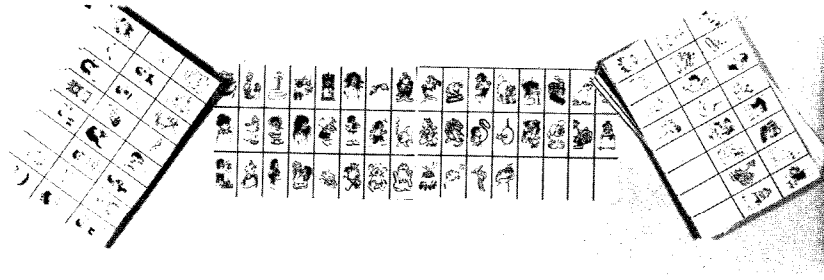
First, to allow the students to learn the sounds. DEKODIPHUKAN introduces the sound pictures and provides the rationale for why each picture represents the sound that it does, but the sounds are learned best in the context of words and not in isolation. The flip book allows the children to hear and learn the sounds in words.

Second, to allow the teacher to model for the students the process of blending sounds together into words. Not all students will learn through the whole class activities which accompany the use of the sound flip books. Those who do learn, however, make readily available co-teachers as the class begins to work individually.

Third, to make sure the students possess the vocabulary to begin working independently in the reading program. If the two sounds the child blends together form a word he or she has never heard of, the child has no hope of knowing if the blending was correct. Children can only read words which are already a part of their vocabulary. The sound flip books assure the needed vocabulary is present at the start.

Each flip book page contains a number coding. This number refers to the number of sounds which must have been introduced for the word on the page to be presented. The numbers on the flip book pages match the numbers on the wall sound cards.

Sound Review Charts



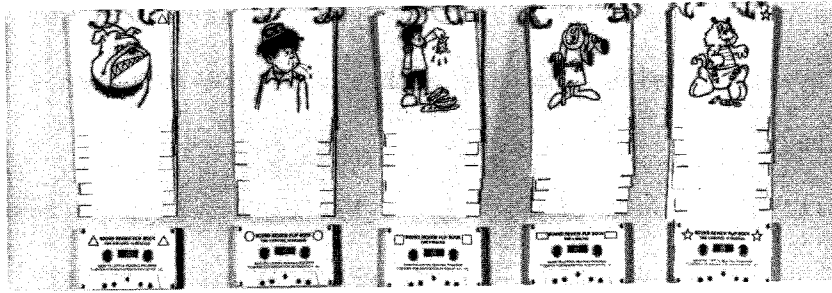
These charts are used to review the sounds already learned. They have three purposes:

First, to allow each child to participate individually in sound review activities. The wall sound cards, which are also used to review the sounds, involve whole class responses. Children who respond more slowly or who do not respond at all must settle for the responses provided for them by their classmates. This aspect of the wall sound cards is meant to be a part of the process, because children who do know the sounds are modeling the correct responses for children who don't. The sound review charts, however, allow each child the opportunity to answer.

Second, to allow the teacher a preliminary assessment of how the class as a whole and individuals within the class are progressing in absorbing the sounds. As the teacher says a sound and asks children to point to it on their own private sound review charts, the teacher walks around the room judging individually and collectively how well the students are doing. This 'pointing to the chart' method of responding shields from public scorn children who don't yet know as much as their classmates, while letting the teacher assess in a quiet way who does know and who does not.

Third, to allow the children to learn the visual arrangement of the sounds that is used in the stamp trays and the decoding charts (both of which are to be described shortly). The children will soon be able to find a stamp from a tray or a correct spelling from the decoding chart as automatically as a typist's fingers finds letters on a keyboard. The sound review charts are the first step in this learning process.

Sound Review Flip Books and Cassette Tapes

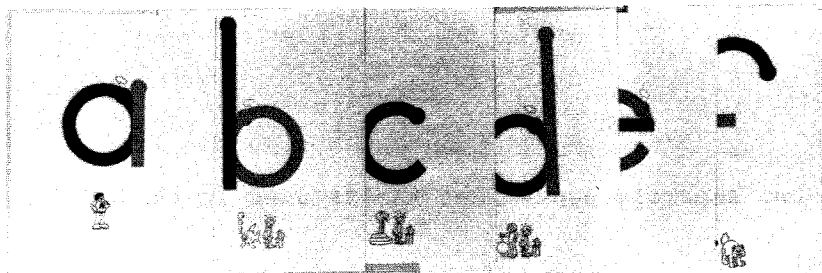


Children who are in the classroom from the beginning of the school year learn the sounds from DEKODIPHUKAN, the wall sound cards, the two and three-sound flip books and the sound review charts. The sound review flip books are designed for the children who join the class after the program has already been introduced.

There are five different sound review flip books, each with an accompanying cassette tape. The first flip book covers the first eight sounds in the program and is coded with a triangle. The second flip book, coded with a circle, covers the next eight sounds. The third set of eight sounds is in the square coded book, the fourth set of eight sounds is in the rectangle coded book and the last twelve sounds of the forty-four are in the star coded book. Each book of sounds mastered by the new student means the correspondingly coded two and three-sound activities may be attempted.

The sound review flip books may also be used by students who, like Charles, have difficulty remembering many sounds. A child who is having such difficulty may make daily use of the flip book to review the sounds.

Alphabet Wall Cards

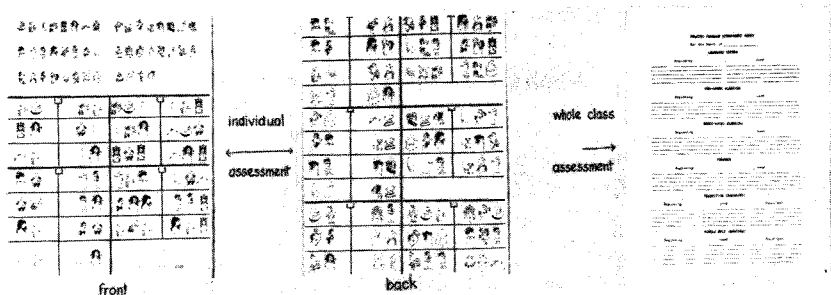


The alphabet wall cards are blue-orange color coded letters used by the teacher for presenting letter shapes to the whole class. The color codings on the wall cards are to provide students with assistance in remembering how to write the letters.

The handwriting sequence of activities has as its purpose teaching the students how to write (or print) each letter correctly. The letters taught in handwriting may be assigned names, such as 'a' or 'b' or 'c', **but under no circumstance are they to be assigned sounds.** Learning to write letters is an activity in and of itself. At the beginning of the program, no deliberate connection is made between reading the sound pictures and printing the letters.

In this program, students learn to read words and phrases made up of sound pictures before they are introduced to reading words written with our traditional alphabet. This does not mean, however, that introducing the letters of the alphabet is delayed until after the children have learned to read the sounds. On the contrary, as can be seen from the components chart, learning to write letters (which is called handwriting on the chart) is begun at the earliest levels of the program. It is expected that by the time children are ready to begin translating the sounds they have learned into the letters we use to spell these sounds, they will already have had months of practice in writing these letters.

Assessment Sheets



There are two separate assessment sheets used in conjunction with this reading program:

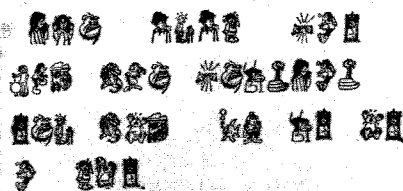
The first assessment sheet is used for measuring the readiness of individ-

ual students. It forms a written record of where each student is or was on a selected day. The teacher uses the information on this sheet to judge at what level a child is apt to experience success when individual reading activities are begun.

The individual assessment sheet is used only at the start of the year to assist the teacher in knowing how ready individual children are to begin the independent activities which form the bulk of the program. Once the children actually begin working on their own, the materials they use provide a constant source of on-going assessment information. As a result, no further formalized assessments are needed.

The second assessment sheet is used for measuring the progress of the class as a whole. This sheet is completed three or four times a year to provide bench marks for class and student progress. The sheet is filled out by the teacher based upon what he or she knows about individual children from having worked with them on a daily basis. The only time individual children are specifically assessed in conjunction with these periodic measurements is in the rare instance when the teacher is not confident enough about what that child knows to be able to assign the child a place on the sheet from memory.

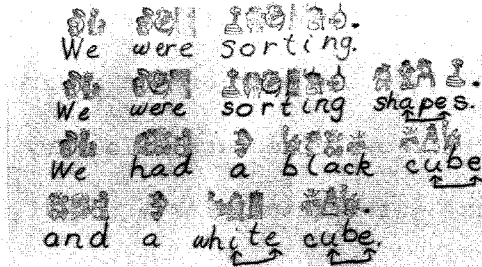
Class Experience Stories (Stamped)



Experience stories are an activity lead by the teacher and shared by the whole class at once. The bulk of the activities which comprise the Baratta-Lorton Reading Program encourage children to advance at their own comfortable rates of progress. Experience stories, on the other hand, are meant to provide all the children in class a common feeling for what it is like to write and

then read whole stories, long before their own individual levels of skill would make such writing and reading possible. The early experience stories are stamped out by the teacher using a set of the large stamps provided in the reading kit. The teacher does the stamping, but the students provide the words.

Class Experience Stories (Stamped and Written)



As the faster students begin to transition out of the reading program, the whole class experience stories change to accommodate the needs of these faster students, without ignoring the learning of the remainder of the class. As soon as any students reach the highest levels of the program, the experience stories are stamped and then written by the teacher. Stamped and written stories allow children at all levels in the class to continue to benefit from their shared opportunity to write and then read as a group.

The discussion which began on page 21 has briefly described the activities associated with the teacher directed and whole class activities. The next set of descriptions is meant to provide an overview of the column on your components chart entitled Picture Packets.

PICTURE PACKETS

Picture Packets

