

SUMMARY

How quickly should my students proceed through this program?

What is the calendar for the year?

These questions are always to be asked about any school program. But for this program, no timeline is provided. The activities which this manual has described are meant to be a flow of events, the pacing of which changes with every group of children and each different teacher. If the activities described in this manual can be said to represent a range of events from 'A' to 'Z', then what is important is to proceed from 'A' to 'B' well, and then to proceed equally well from 'B' to 'C'. There is no rush to get to 'Z'. Let 'Z' take care of itself. 'Z' isn't the goal. Learning is the goal.

If we are to err in the rate at which we introduce activities to our students, let us err in favor of allowing children too much time to learn rather than too little. The more time we give our students, the more time our students have to sort out the concepts in their own way. When we rush the child's learning, we are actually undermining that child's access to his or her own thinking.

The most common observation made by people who have witnessed this program in action in the classroom is that the children quite visibly enjoy what they are doing. Part of this enjoyment exists because there is no fear of failure associated with the learning which is taking place. This is because the learning is allowed to take place at each child's natural rate, with no pressure exerted on the child to move ahead too soon. If we are patient, learning to read can be as natural as learning to talk. Learning takes time. When there is time, it takes place.