

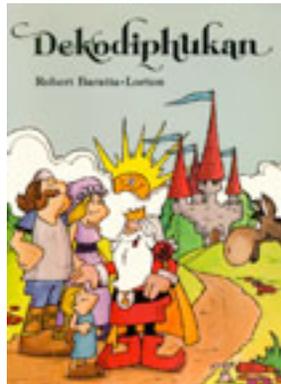
Section 2 Components Description

Section 2 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.

As was noted in the **Read Me First** introduction to the *Manual*, you can now click on the Components Chart to view components in their entirety. This applies to the first seven components described below.

Teacher-Directed and Whole-Class Activities

Dekodiphukan



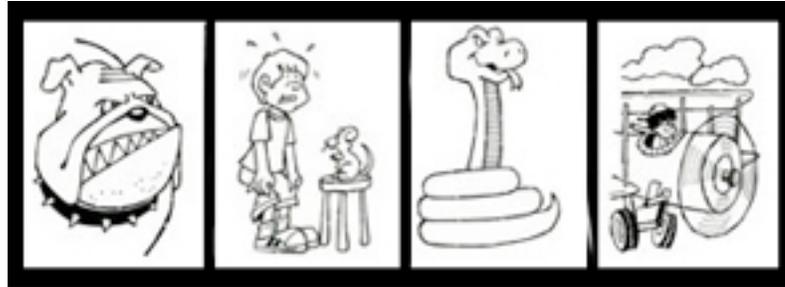
Dekodiphukan is a storybook written in rhyme. The events in the story provide the background or rationale for why each of the forty-four sound pictures represents the particular sounds they do. The rhymes provide the key for the pronunciation of each sound. The *Dekodiphukan* book is read to the class 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.

Fourth, children who wish to hear the story again or children who are new to the class and wish to hear the story for the first time may listen to the tape while looking at the pictures in the book. The book and tape may be made available for children to use in their free time.

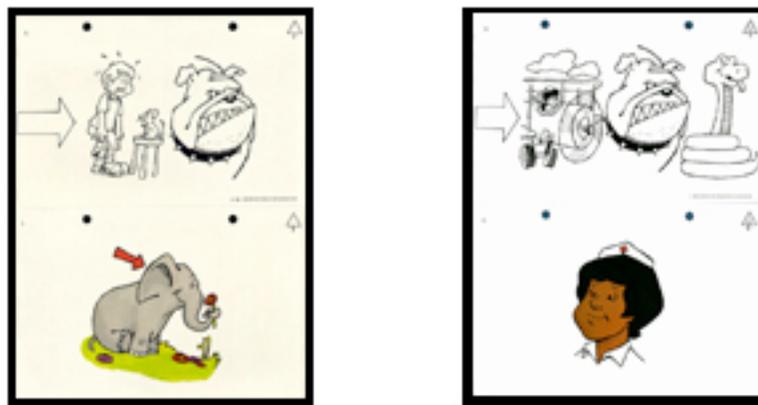
The *Dekodiphukan* tape is recorded on one side only. Side two has been left blank so that teachers who wish to record the story using their own voice or who wish to add page turning bells at appropriate points may do so. Although most teachers prefer to read the story to their students, rather than play the tape, children often wish to hear the story during their free time. A teacher's reading on the tape that includes a bell sound indicating to the listener when to turn the page makes following along with the story easier.

Wall-Sound Cards



As each new sound is presented through the reading of *Dekodiphukan*, a picture of that sound is placed on the wall. The cards themselves are numbered for easy reference to the Flipbooks that will be discussed next. These Wall-Sound Cards serve as a reminder for how many sounds have been introduced. The fact that a sound has its picture on the wall does not mean every child will know which particular sound that picture represents. Children vary widely in the number of sounds they are able to retain at the outset.

Two and Three-Sound Flipbooks



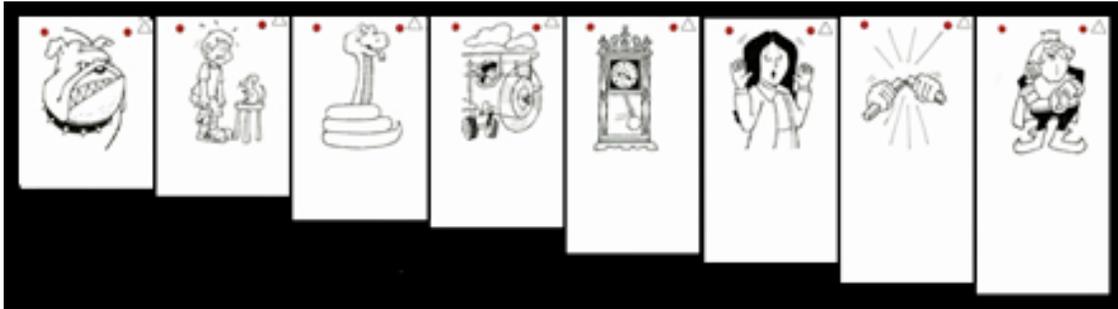
The Flipbooks have three purposes:

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 Flipbook allows the children to hear and learn the sounds in words.

Second, to allow the teacher to model the process of blending sounds

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 Flipbooks

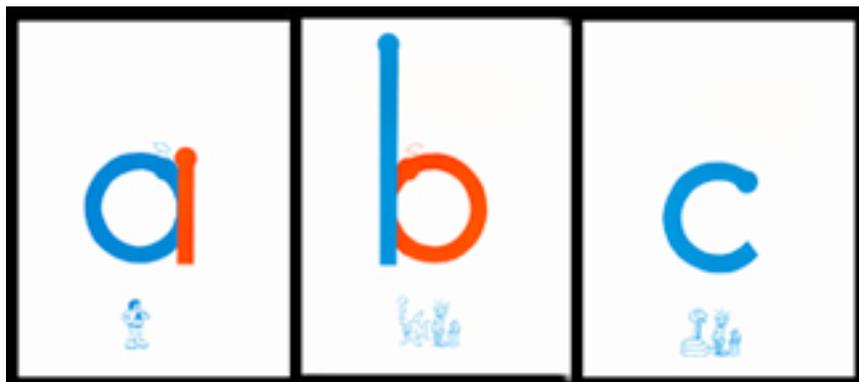


Children who are in the classroom from the beginning of the school year learn the sounds from *Dekodiphukan*, the Wall-Sound Cards, the Two and Three Sound Flipbooks and the Sound Review charts. The Sound Review Flipbooks are designed for the children who join the class after the program has already been introduced.

There are five different Sound Review Flipbooks, each with an accompanying cassette tape. The first Flipbook covers the first eight sounds in the program and is coded with a triangle. The second Flipbook, 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 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 Flipbooks 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 Flipbook to review the sounds.

Alphabet Wall Cards



The Alphabet Wall Cards are blue-orange color-coded letters used to present 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 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, 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

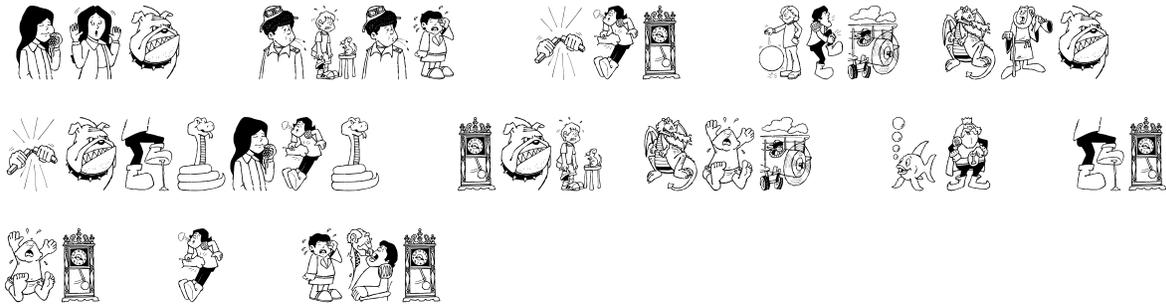


There are three assessment sheets used in conjunction with this Reading Program. The first two assessment sheets are used for measuring the readiness of individual students. They form a written record of where each student is or was on a selected day. The teacher uses the information on these sheets to judge at what level a child is apt to experience success when individual reading activities are begun.

The individual assessment sheets are used at the start of the year to assist the teacher in knowing how ready individual children are to begin the independent activities that 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, so no further formalized assessments are needed.

The third assessment sheet is used for measuring the progress of the class as a whole. This sheet is completed 3 or 4 times a year to provide bench marks for class and student progress. This 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 that comprise the Reading Program encourage children to advance at their own natural 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 skill levels would make such writing and reading possible. The early experience stories are stamped out by the teacher. The teacher does the stamping as the students provide the words.

Class Experience Stories - Stamped and Written



more people cut down their



christmas tree than buy it



at a lot

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 synopsis of the teacher directed and whole-class activities is now completed. What follows are descriptions of the five learning stations and parental involvement. Detailed instructions on teaching children the Reading Program are contained in Chapter 5- Teaching the Reading Program.