

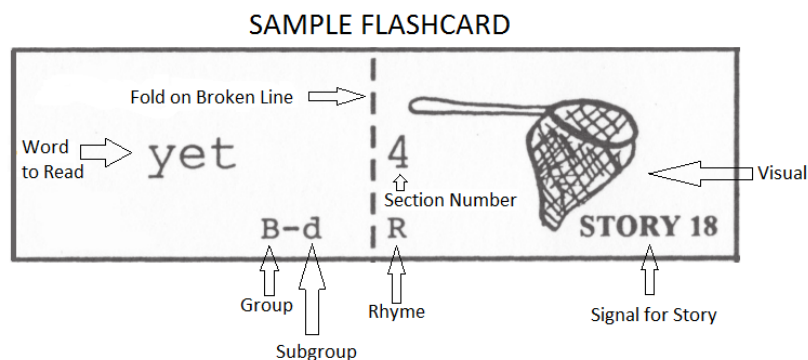
PHONICS FASTER MANUAL

SOUNDING CHART: The Sounding Chart forms the foundation of the program and is made up of ten sets of letter patterns with clues to their respective sounds. There are ten sections on the chart:

- | | |
|---------------------------|------------------------|
| 1. Single Consonants* | 6. Pirate Vowels |
| 2. Silent “e” Name Vowels | 7. Consonant Blends |
| 3. Walking Name Vowels | 8. “H” Consonant Pairs |
| 4. Short Vowels | 9. Tricky Name Vowels |
| 5. Animal-Sound Vowels | 10. Yawn Vowels |

Make a copy of the Sounding Chart for each of your learner/s and use the provided script to introduce the chart and then as a review for subsequent lessons. Cover one section at a time, using the sounding chart, flashcards, stories and comprehensions sheets, and proceed through the sections in numerical order. You can teach one on one or small groups.

FLASHCARDS: For each of the ten sections on the Sounding Chart, there is a set of flashcards the learner/s use to practice decoding words that conform to the letter patterns and their corresponding sounds for that section. A sample flashcard is shown below.



On one side of the flashcard is the word to read with an upper-case letter to identify its group and lower-case letter to indicate its subgroup. On the other side of the flashcard, there is a section number, a signal if a story is available, and a visual that either represents the word to read or rhymes (R) with it. When you teach a set of flashcards, you must show the learner/s how to use the visuals as self-correcting aids.

Example: The word on the flashcard is “yet.” Learner/s attempts reading the word and says “yell.” She then turns the card over to see if she is correct. The visual is a net. She says “yell” then says “net.” They do not rhyme (R); she is not correct. She now self-corrects by first saying “net.” Then she makes the sound of “y” and attempts to say a word that rhymes with “net.” Learning this process takes time. Self-correction is essential so that every learner can practice correctly reading her flashcards independently. Once the learner/s can read the word accurately, she is asked to spell the word. The objective is for the learner/s to be able to read and spell each word on the flashcards for every section. The next assignment according to this flashcard is Story 18.

Every sheet of 24 flashcards has its section and page for that sheet numbered in the top upper right-hand flashcard, e.g., 6-1 means section six, first page of flashcards for that section.

Selecting Flashcards-- From the results of formal or informal testing, you should decide which of the ten sections to begin working on with your learner/s. Or you can also use a sample of flashcards from each section to test the learner/s to see if they can automatically read 80-90% correctly. If they cannot, begin covering the flashcards, stories, and comprehension sheets from that section and then proceed through the sections in numerical order. While thoroughly teaching the sections in order, you may at some point come to a section that learner/s already know (possibly because of prior instruction in school), briefly review that section and move on to the next.

Preparing Flashcards— Print a set of the flashcards sheets for each learner from a section. You or the learner/s prepare the flashcards by cutting on solid lines, folding on the broken lines, and using a glue stick to glue the backs together. Use paperclips and rubber bands to keep groups and their subgroups separated.

Reading the Flashcards— Once a section has been identified begin with the first group (marked with uppercase “A”) of flashcards. Do not select more than the learner/s can handle so that they do not become frustrated; start off slowly. **When you practice reading the words with the learner/s, explain how the clue on the Sounding Chart can help to sound out the words.** Then carefully guide learner/s in blending the sounds together. Make sure they use the visuals on the back of the flashcards to self-correct. After a word is read ask the learner/s to spell the word orally. The Sounding Chart should eventually serve as a graphic organizer stored in memory that learner/s can image when they need to sound out words. Learner/s then independently practice reading and spelling the words until they can be read automatically and spelled accurately.

When a flashcard has a story number or numbers on it, e.g., STORIES 1-2, this signals that a story or stories are available that contain words with the letter patterns being practiced. Work on the story or stories before proceeding to the next group of flashcards.

Storage— Two small envelopes or quart-size plastic bags can be used to hold the flashcards for the current section being taught. Label one “GROUPS.” It holds the group or groups of flashcards that have been assigned during a session. Groups are identified by an upper-case letter on the front of each flashcard. Paperclips and rubber bands can be used to separate groups and subgroups. The second envelope or plastic bag is labeled “SECTION.” As each group is learned, these flashcards are placed into the section envelope or bag. They should be loose, not paper clipped or banded.

A large manila envelope or gallon-size plastic bag should be labeled “STOCKPILE.” This envelope holds all the flashcards from sections two through ten as they are learned. When a section is completed, the flashcards are placed into the stockpile envelope or bag.

A pocket folder or binder is used to hold the Sounding Chart, comprehension sheets, and writing assignments. The Sounding Chart can be stored inside or taped to the front of the folder or binder.

Instructional Outline— It is imperative to give assignments that challenge the learner/s but do not frustrate them. You must always keep the balance between success and challenge. Individuals learn at different rates so be cautious not to frustrate learner/s. If you assign more than one group of flashcards at a session, use a paper clip or rubber band to fasten each group separately so that learner/s can work on one group at a time. These groups are stored in the GROUPS envelope or bag until they can be read

automatically. When a group is mastered, the loose cards are transferred to the section envelope. As each group is placed into the SECTION envelope or bag, the cards are mixed and a sample is drawn to make sure the learner/s maintain their ability to read and spell the words. This process proceeds until all of the flashcards from the section are covered. At this point these flashcards are placed in the large STOCKPILE envelope or bag, are thoroughly mixed with flashcards from previously learned sections, and a handful is drawn and read. The only time this process is interrupted is if a story or stories are available within a section; stories and comprehension sheets are covered before returning to the next group of flashcards for a given section.

Spelling and Writing— Have the learner/s spell the words and write sentences or stories with the words they are learning. Other writing assignments can include using words in emails, letters, notes, songs, poems, book reports, news reports, recipes, greeting cards, plays, commercials, ads, directions, rules, life goals, and complaints. Completed written assignments can be stored in the folder, binder or on a computer.

Dyslexics, Learning or Developmentally Disabled— Highly-sequenced, precision instruction can be effective with severely disabled readers. For these learner/s make use of the upper-and lower-case letter pairs on the front of the flashcards. The upper-case letters identify groups and the lower-case letters refer to subgroups within each group. A group covers a specific letter pattern for a section, e.g., short “a” words. Subgroups are either word families that rhyme (bat, cat, sat) or are words that begin with the same sounds (snack, snake, snort). For a given group show the learner/s how to divide the flashcards into small piles of subgroups. The learner/s work on one subgroup at a time, beginning with subgroup “a.” When the words can be read correctly, they move on to the next subgroup. The two subgroups are then mixed and are read. Then the third subgroup is practiced and when read proficiently is mixed with the other subgroups and all are read again. This procedure continues until all subgroups are covered. At this point learner/s work independently or with a tutor, peer, or parent, practicing the words until they can be read and spelled correctly and efficiently.

COMICS: The comics are to be used while the learner/s have lessons practicing their consonant sounds. You help the learner/s read the comics, showing them how the pictures can guide them. You read a frame; then the learner/s repeat. Next they practice with a tutor, peer, parent—anyone who can listen and correct them when they are wrong. While reading, learner/s get a sense of story elements, begin to acquire a sight vocabulary, and practice reading fluency. They also learn through experience how to generalize consonant sounds. You can pick and choose the comics you wish to use.

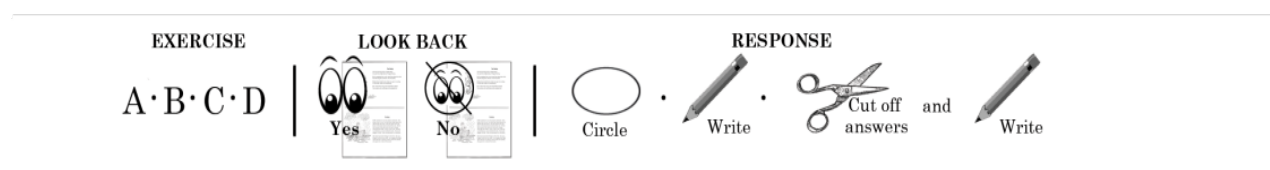
Recommendation: Because of the content in “The Chase,” this comic is intended for use with learner/s at least seven years old. Using the theme of the comic for discussion, the message to never get into a car with a stranger should be reinforced.

If learner/s already know the consonant sounds, you can also use the comics with the other sections. They are especially helpful with learner/s who have had limited experience with printed materials. Be resourceful in developing ways for readers to respond to the comics— audio and video recordings, written sequels, illustrated responses, oral discussions, interpretive readings. Be creative. Make it enjoyable.

STORIES: For sections two through ten, stories are available with words that conform to the letter patterns covered in a section. When a flashcard indicates a story or stories are available for practice, work on reading the stories with your learner/s before proceeding to the next group of flashcards. Practice stories with the learner/s, helping them to apply picture clues, context, and phonics to identify words they do not immediately recognize. While covering stories, introduce learner/s to the fact that some words are irregular and cannot be decoded by simply using phonics. These words are learned by sight or context. Learner/s should be encouraged to reread the stories independently until each story can be read fluently. Stories can be stored in the pocket folder or binder. You do not have to use all the stories. Pick and choose the stories with your learner/s. Feel free to write your own stories or locate stories provided from other sources that have the same letter patterns from that section. Once the learner/s read the stories, develop writing activities to extend instruction.

If you are working with adolescent or adult learner/s and you feel the pictures may seem to childish for them, cut off the pictures and tape the stories into a notebook.

COMPREHENSION SHEETS: Each story has a comprehension sheet that covers literal content found in the story. Using a pen or highlighter, mark the instruction ribbon at the top of the sheet to let the learner/s know which exercises to do, whether they can or cannot look back at the story, and how you want them to respond. Once a comprehension sheet has been done one way, you can make a new copy and have the learner/s do the sheet again with different options. You can use a comprehension sheet as a test, e.g., do all exercises, do not look back at story, cut off answers and write responses. A copy of the instruction ribbon follows:



You may choose not to use the comprehension sheet for some of the stories and devise other readers' responses. In discussing the story, you are encouraged to ask higher-level questions on the stories' content, getting the learner/s to explain, explore and expand the content. Be creative and find ways to maintain the learner/s' interest in the reading process and the response to content. Ask questions that cross the content of several stories.

PRACTICE: While progressing through the program, the learner/s will be asked to practice reading flashcards, comics, and stories until they can be read fluently. Use creative activities to make this repetition more palatable. Some suggestions to enhance motivation include: 1) timing the learner/s and then having them try to improve the time (use a stopwatch, bubbles, mechanical toys, spinning tops), 2) audio or video recording of a reading then playing it back, 3) practicing with a peer or significant other (teacher, relative, tutor), 4) reading in different locations (various rooms in a house or school, under a tree, in a park, at a friend's house, in a homemade reading fort or tent), 5) having interpretive reading sessions, 6) wearing simple costumes (hats, wigs, shawls) and reading as a different person or in a different mood (happy, sad, angry, tired) for each reading.

AUTHENTIC READING MATERIAL: This program is not effective without good books. It is the talent of great authors that serves as the best motivation for learner/s to want to work hard and learn to read. Learner/s should be surrounded with books, computer sites, electronic notepads, email messages, letters, magazines, game instructions, recipes, etc. Initially the learner/s will not be successful reading

these materials, but, in time and with your assistance, they will begin to show progress. It is important for you to read to the learner/s. They need to know why they are working so hard. Listening to you read quality reading materials will serve as modeling for good reading and motivate learner/s to want to read the materials on their own. There are many high-interest, low reading-level books available. Librarians, teachers and computer searches can guide you in locating books for beginning readers.

TYPICAL SESSION: During a 30 minute session with learner/s you would begin with authentic reading—news article, poem, book, pamphlet, advertisement, magazine article, computer sites. Read to and let the learner/s read with you. Go over any assigned work the learner/s were to complete—flashcards, stories, comprehension sheets, comics, spelling words, written assignments, other readers’ responses. Introduce the next set of flashcards or stories. When appropriate, assign comprehension exercises. Consider other readers’ responses that incorporate the gamut of language skills—listening, reading, writing, speaking. Vary your activities to capture interest, using art, drama, and music to enhance your lessons. The design of the materials in this program can promote reading success but will depend on your ability to maintain your learner/s’ interest and keep them actively engaged.

MANAGEMENT: After the learner/s complete all the materials for a section, color in the box on the learner/s’ sounding chart. Keep a journal of lessons covered with each learner on a computer or in a notebook. Write feedback to the learner/s directly on their written work. Tutors, siblings, relatives, or peers can assist with your learner/s to provide more opportunities for practice.

***SPECIAL INSTRUCTIONS FOR SECTION ONE:** Section one covers the consonant sounds. A prerequisite skill for this section is that the learner/s must be able to name the alphabet both upper-and lower-case letters. *The Sounding Chart offers the clue that applies for most of the consonants which is that each letter’s sound is in its name.* The learner/s work on the flashcards one consonant at a time. You tell the learner/s the sound of the letter and point out that the sound is in its name. With the learner/s you look at a picture on a flashcard, name the picture, isolate the first sound and then name the letter that would make that sound. Turn over the card to display the letter. Each flashcard has a dot so the learner/s should hold the flashcard on the dot to insure that it is positioned properly. Have the learner/s look at the letter and give the sound. Proceed through all the pictures. When the learner/s know the sound of the letter, place the flashcards in the manila envelope or gallon-size plastic bag and proceed to the next consonant.

When flashcards from two consonants are in the large envelope or bag, mix them and take out a sampling of flashcards. Show the learner/s a letter and ask for the sound. To self-correct turn over the card to see if it matches the first sound heard in the picture name. The learner/s can then practice the mixed flashcards, working from the letters to the pictures to self-correct. When the learner/s show competency with the letters’ sounds, proceed to the next consonant.

The sounds for letters c, g, h, w, q and y do not adhere to the clue (their sounds are not found in their names.) You will need to teach the learner/s how to isolate the sounds from the first sound heard in the flashcard pictures for these words. When you come to the letters “c” and “g,” explain the two sounds that they can make-- “c” (cat and city) and “g” (gas and gym). When you cover the consonant sound of “y,” explain that it can also be a vowel and make other sounds as in “my” and “city.”

After section one is completed, these flashcards are not kept in the STOCKPILE envelope or bag but are set aside for use by another learner. When working with sections two through ten, as each section is learned a cumulative collection of the flashcards is stored in the STOCKPILE envelope or bag.

Do not spend a great deal of time on this section. The generalization becomes more practical when the learner/s attempt to read words. However, for struggling learner/s who might need additional support, you may have to supplement the materials with other programs that teach consonant sounds.