

Chapter 1 : 06 Systematic, Intensive, Explicit Phonics

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Since there are only 43 English letter combinations, most children can sound out words quickly and easily. Students who learn to read phonetically are better spellers. There is no need to memorize hundreds of words because most words can simply be sounded out. Since diagnostic tests can easily be administered, children can be taught those skills that they have missed along the way without any need to start over. Not all phonics programs are created equally. Instruction is explicit as children often do not learn from embedded instruction. A great phonics program gives students plenty of practice breaking complex ideas down into smaller pieces. The program should teach phonemic awareness, knowledge of the complete phonetic code, directional teaching, blending and attention to detail. If you are an early childhood teacher or a parent, you can help young children learn to read. You will need to choose the right resource for your situation. Here are 20 choices that you will want to consider. For example, blended letters are joined while long vowels have a line above them. This program is best for children who have never been introduced to reading as other children may become confused. The book contains reading stories and word lists allowing children to practice. After about 80 lessons, the book then begins to withdraw the special marks. Teachers and parents need to follow a careful script. The last few pages of the book contain lists of books that children might enjoy reading along with additional teaching ideas for teachers and parents. There are no student books and only one teacher manual. Students are taught many more rules than with most systems. They then write each rule down in a spiral notebook. Phonograms are learned through saying, writing and reading in their notebooks. The program seems to work well for students who have had problems with other methods that present more generalized rules. The authors suggest magnetic alphabets to teach children to spell phonetically. As children begin to read basic words, then their vocabulary is slowly built up. Many experts find that this is the most natural way for children to learn to read. A Reading Method for Every Child: It teaches a decoding program teaching children to deal with exceptions in the most simple phonic rules. The program first introduces children to consonants that say their names which the program calls the good guys. It then introduces children to silent consonants that they call tough guys. Children are then taught short and long vowels before they are introduced to 25 sight phonograms. Many of the activities in this program must be created by the parent or teacher. Many are not suitable for the student learning alone. Action Reading Fundamentals Parents and teachers who are looking for a system that is almost totally independent may want to Action Reading Fundamentals. This program uses eight CDs and a workbook to teach the student. The only instructions that the teacher gets is a DVD that is about three minutes long. The system uses flashcards and games to keep the child enthused about learning. Some children may become bored with the program because it is very straightforward without gimmicks or animations. Most students find plenty of room in the workbook to complete the exercises which use the precursive style. Not all children will be prepared for the rapid pace at which this program moves. Children will do better if they already have a basic idea of letter and sound combinations. This curriculum is not appropriate for all settings because it incorporates Christian values and words which may be offensive to some users. Some children will find that the provided space in the workbook is too small for their big writing. Most activities in the workbook are fill-in-the-blank or connect the dots which may bore some children. Little attention is given to blending words. Children are introduced to basic phonics concepts while watching five CDs. Each concept is carefully introduced. Then, practice occurs with the child being shown a cloudy picture. With every answer that the child gets correct, the picture becomes clearer. When all answers are correct, the child is rewarded with an animation. The program teaches consonants before vowels which are introduced in family groups. Children are encouraged to mark in their own books to practice the skills that they are learning. The program starts with an initial assessment so that parents or teachers are not wasting time teaching children what they already know. Different learning activities are included to help children with different learning

styles including visual, auditory and kinesthetic. There is an online version that many find easier to use because it is less adult intensive. Some adults find the assessments difficult to interpret, and the computer program does this automatically. Teachers and parents should look for the one from Chalcedon, as it is an updated version of the original by The Paradigm Company. This program is contained in a single manual that lies flat. It contains both teacher and student instructions. The program does a great job of teaching basic phonics rules. There is not much practice for students, so parents and teachers will need to supplement this manual. Sounds and words are introduced without accompanying pictures, so this may be a problem for some students. Others will benefit from the straight-forward presentation. Reading, writing, handwriting, and spelling are all combined with the belief that students learn better when these language art skills reinforce each other. Unlike most programs, a letter is introduced to a student and then its most common sounds are taught together. For example, the student is introduced to the letter a by learning all three of its normal sounds. Great emphasis is placed on saying the sounds properly with the mouth and tongue. Parents and teachers can choose rather they want the child to write in manuscript or cursive with places in the workbook for both. Then, it introduces children to a few consonants and then teaches them to blend them before vowels are introduced. This series has three books that children move through rather rapidly. Parents and teachers find all three books covered in one teaching manual. Essential sight words are introduced along the way so that children can read simple sentences quickly. Teacher instructions are brief but comprehensive. Assessments are included in the course, but they are optional. All necessary activities are in the five books, so parents and teachers do not have to worry about having other supplies on hand. This program combines all elements of language arts into its curriculum including literature, speech, grammar, penmanship, composition, and spelling. Therefore, parents and teachers who are looking for a well-rounded curriculum may want to consider this one. This program starts with short-vowel sounds assuming that children already know letter and sound combinations. The student workbooks are full color and have plenty of room for students to work. ABeCeDarian Reading Program Teachers and parents who find it frustrating to teach multiple rules may find this program more to their liking. Instead of concentrating on teaching students rules, this program teaches through practice and familiarity practiced in workbooks. Levels A and B are designed for beginner readers. Carefully scripted lessons makes the lessons easy to teach. Sounds are taught before letters encouraging students to sound out the word. The teacher or parent creates their own word cards and letter tiles with this system using supplies that they furnish. The program also has shorter versions for students needing remedial help. Most students do better when the entire system is used together rather than when individual components are used separately. In the phonics program, students are first introduced to vowel-consonant patterns before being introduced to beginning consonants. This program is aimed at homeschoolers Although classroom teachers may find it useful. Some students may find the characterizations distracting while others will look forward to the next installment. While the program suggests that the video be watched during each lesson, if the student finds it distracting, then it can be omitted after seeing it once. Students are introduced to phonics rules that are repeatedly practiced. A complimentary math program is included with purchase. This comprehensive system teaches through a CD presentation with catchy songs that introduce the concepts. Then, the student can read from 23 phonetic storybooks. Workbooks further reinforce the concepts. Also, included are fun phonic games and a treasure chest filled with small prizes. A wall chart allows students to easily see their progress. Teachers are introduced to the course on a video. Assessments are included for those who would like to use them.

Chapter 2 : Charlotte F. Lockhart | Open Library

*Parents Intensive Phonics Mini-Manual/Kit To Help Your Child At Home [Charlotte F Lockhart, Charlotte F. Lockhart] on www.nxgvision.com *FREE* shipping on qualifying offers.*

Free Resources Elementary Phonics Lessons Timeline This time-line is based on a traditional school year, beginning at the end of August and finishing the first week of June. Make needed adjustments based on breaks, teacher preparation days, etc. Note that Spring Break in April may not be the same week as your particular school holds Spring Break. Make adjustments to the time-line accordingly. Kindergarten students study Discover Intensive Phonics for Yourself through the teaching of blends. Remember, however, that in addition to phonics, your students will be learning handwriting, listening, reading, and language arts skills. This time-line indicates the specific phonics skills that should be addressed, but should definitely be enhanced with stories and enrichment activities listed at the end of each lesson. Overall, the amount of time teachers need to spend teaching any concept should be based on the ability of their students to master that concept, so be aware that this time-line is presented only as a guide, but it is based on the experience of excellent teachers who have taught Discover Intensive Phonics for a number of years. This time line is based on a traditional school year, beginning at the end of August and finishing the first week of June. Make needed adjustments based on breaks, teacher preparation days, etc. Note that the Spring Break in this calendar may not match when your Spring Break falls. Please make the needed adjustments. Notice that the course is completed mid-April, allowing the month of May for a quick review of the entire program. Sometimes a final review of Discover Intensive Phonics should be conducted. It will help the students see how everything fits together. Review may also help students who had difficulty with a specific skill see how it fits into the complete sequence. Divide the time into three minute segments. Use at least one half hour daily for games and activities, reading, and creative writing. See Enrichment Activities listed at the end of each lesson for suggestions. First grade students should complete the first two decoding skills , or through Lesson If your students are doing well, you may wish to go on and complete Section Please remember that this time line is presented only as a suggestion. Overall, the amount of time teachers need to spend teaching any concept should be based on the ability of their students to master that concept, so be aware that this time line is presented only as a guide. It is, however, based on the experience of excellent teachers who have taught Discover Intensive Phonics for a number of years. This time line is based on a traditional school year, beginning the end of August and finishing the first week of June. Also notice that the course is completed by the end of April, allowing the month of May for a quick review of the entire program. Sometimes a later, final review of all Discover Intensive Phonics concepts should be conducted. Review may also help students understand how a specific difficult skill fits into the completed sequence. This time line describes a suggested delivery strategy. So consider this time line a guide, only. The guide is, however, based on the experience of excellent teachers who have taught Discover Intensive Phonics for many years. Second grade students who have been taught Discover Intensive Phonics in the first grade can quickly review consonant-vowel slides, three letter words and blend words. Use the first two weeks of school for a review. It can serve as a diagnostic to determine if any individual student needs help with a specific skill. If the entire class is confronted with a problem, take time to correct it because the alphabetic code is essential to good reading. Second grade students can complete decoding by mid-January and then begin to study the extra skills found in Section Use as much time as you deem necessary in helping your students internalize these higher skills, but periodically review the decoding of multi-syllable words throughout the year. This suggested time line is based on a traditional school year, beginning at the end of August and finishing the first week of June. Note that the Spring Break listed in this calendar may not fall during the same time period as your Spring Break. Make the needed adjustments. Spend at least 30 to 45 minutes per day teaching Intensive Phonics. Remember that this valuable training incorporates phonics as well as reading, spelling, handwriting, creative writing, vocabulary development, language arts, thinking, and listening skills. Keep lessons interesting by using some of the activities suggested at the end of each lesson in the Enrichment Activities section. Students third grade and above are probably

well acquainted with the name and sound of the letters of the alphabet and can read three-letter words and blend words. To be absolutely certain that they can hear the sounds and to see that they know how to blend consonant and vowel sounds fluently, quickly review the skills suggested during the first two weeks of school. This review may be easy for most of your students, but it can serve as a diagnostic to determine if any individual student needs help with a specific skill. If the entire class is confronted with a problem, take time to correct it now, because the alphabetic code is essential to good reading. Older students can complete decoding by mid-January and then begin to study the extra skills found in Section . Spend at least 30 minutes per day teaching Discover Intensive Phonics.

Chapter 3 : Elementary Phonics Lessons Timeline - Reading Horizons

Parents intensive phonics mini-manual/kit: to help your child at home: 1. Parents intensive phonics mini-manual/kit: to help your child at home. by Charlotte F Lockhart.

He is embarrassed because his brothers and sisters, even the younger ones, can read better than he can. We have tried so many curriculums. They have worked for my other children, but not for him. Can a mom figure this out at home, or does she always need professional help for this? My experience, after working with thousands of homeschooling families in my clinic, is that homeschooling parents are very capable of tackling this job successfully at home, once they have the correct information to work with. Why is reading easier for the other children in the family? We are going to look at the Four Reading Components. If all of the four components are present and functioning, then reading is easy. That is what is happening with your other children. For this child, one or more of the components is missing. The Four Reading Components

1. Eye Tracking Ability One very basic component to smooth, easy reading, is the ability of the eyes to work together as a team while moving from left to right without any stops, wanderings, saccades , or reversals. If you determine that your child is struggling with eye tracking issues, then you can have him or her assessed by a developmental optometrist. If the optometrist finds evidence of poor eye tracking skills, then he may prescribe corrective lenses, or a series of vision therapy sessions. If your child is two or more years behind in reading, he or she may have components missing in addition to a visual tracking problem. That is usually indicative of a child who has an auditory processing problem as well, and would benefit greatly from intensive phonics training. The child finds that he or she needs to memorize all new words. After a while, the brain goes into overload. There are just too many words to memorize. Now this is where it gets tricky for a parent. There are many good phonics and phonemic awareness programs available. You may have used many of them. That is because these struggling learners need very specialized programs. They need phonics or phonemic awareness programs that give them a technique to help these sound units of reading stick. Using workbooks, worksheets, and even songs and music have not seemed to be as effective for these learners as we want them to be. While there are many good reading programs, we reading and dyslexia specialists have found, through parent report and regular testing, that there are about six intensive phonics programs that seem to give parents the best and fastest results for their struggling reader. There is not room in this article to list the programs, but if you would like to receive a list of these intensive phonics programs, please email us at specialneeds@hslda.com. No need for a message. This is by far the most common reading component that is missing in a struggling learner. You can effectively correct this at home, with the proper tools.

Sight Word Memorization Skills The left brain stores the names of words, while the right brain stores the picture of what the word looks like. Because of the lack of good hemispheric integration in these bright but struggling children, they often cannot bring the name from the left brain to the right brain picture of the word. As you know, this can be a slow, frustrating process for many struggling readers. There is a technique that you can use with any reading program that will make these sight words stick so much faster and the child will even find that he can spell these words! It is called the Right Brain Sight Word method. Parents often say that their children using this method learned 15 words in a week words they had been working on all year! The best thing about this method is that it does not involve any expense. Not all students need this step.

Reading Comprehension Skills If you have a child who can read on grade level, but consistently does not remember what he or she reads, then it would be good to work for 15 minutes a day on reading comprehension training. In the classroom of bright, hard-working struggling readers, I used this daily memory training strategy. It is so easy for you to do it at home. We need to help this child convert words into pictures. The technique is simple. While the child is looking up with his eyes to stimulate the right brain , you read an interesting passage to the child. As you do this practice daily, your child will soon learn to convert words to pictures while he or she is reading silently. You will find many more ideas on working with a struggling reader at home on our website. You also can access the monthly newsletters that have been written on this subject on the website. Let us come along side and help you with this work.

Chapter 4 : Phonemic Awareness Intervention Kit - Make Take & Teach

Books by Charlotte F. Lockhart, Discover Intensive Phonics for Yourself, Parents Intensive Phonics Mini Manual, Kindergarten and Pre-First Grade Intensive Phonics Kit, Reading horizons, Adult Education Intensive Phonics Manual, Parents Intensive Phonics Mini-Manual/Kit To Help Your Child At Home.

How does a proper phonics program of reading instruction work? Yet very few educators have even heard of Spalding phonics, much less know how to teach it. If they did, phonics proponents say, they would immediately leave behind the Whole Language and "balanced literacy" philosophy and switch to a phonics-only technique, especially in kindergarten through second grade. After that, once the pupils have the sound-symbol correspondences down pat, teachers would be free to teach English just about any way, because the kids already have the basics solidly. Brain researchers tell us that the human brain is "pre-wired" so that children can pick up speech all by themselves, simply by listening. They "get" the order of grammar for speech and catch on amazingly well. However, those same brain experts say, we do NOT come "pre-wired" for reading. For reading, we have to be taught. Sadly, in a lot of K-2 classrooms, the opposite philosophy prevails. Not so - and boy, does it show in our epidemic of reading aversion, disability and underachievement. There are disappointed kids by the millions who have been victimized by this educational malpractice, whether people know it or not. Reading experts say that reading is a complex skill, made up of many subskills that you practice simultaneously. You see text, and have certain expectations of what it might mean. The core skill of reading, however, is decoding - connecting the symbols of our alphabetic letters to the sounds those letters make when spoken aloud. Whole Language teachers attempt to teach comprehension skills before they teach decoding - if they EVER teach decoding. With proper phonics, the sounds the letters make are taught to children in isolation, first, so that they can master them. But since in words, letters appear in combination, it is important to teach the letters in combination. A bad phonics program will attempt to teach kids the different letter-sound correspondences only in isolation, one at a time. But each letter has a lot of different sounds to make in combination with different letters. And it is explicit: A skilled phonics reader and writer knows that there are certain orders of letters and certain spellings that follow each other, and certain letters that are grouped differently than others. Other reading programs that are based on Whole Language almost always seek to teach language implicitly, instead. Systematic, intensive, explicit phonics:

Chapter 5 : The 20 Best Phonetic Alphabet Programs for Kids - Early Childhood Education Zone

It is intensive: children are given coordinated, multisensory instruction with listening, speaking, reading, spelling and handwriting to create the best language habits possible. And it is explicit: the rules of spelling are taught specifically and thoroughly, for example.

We had all this wonderful data, but there seemed to be a gap between the data and then exactly how to use the data to guide instruction and intervention. In order to make the connection between assessment and intervention, the intervention kits were developed. The kits there are 5 different kits contain hands-on activities for supporting an area of literacy. My favorite kit is the phonemic awareness kit. This kit contains 16 activities for addressing the phonemic awareness skills of isolating sounds, blending, segmenting and phoneme manipulation. All the activities fit into a Sterilite container. This includes the activities printed in color on 90 lb card stock, all the hard goods e. You will also receive step-by-step directions for assembling the activities. The phonemic awareness kit contains a 19 page teaching manual. Step-by-step directions for each activity are provided. Now for the fun stuff! Here are activities contained within the kit. There are 6 different activities for addressing isolating sounds. Each activity can be easily differentiated to meet the needs of your students and ideas for differentiation are provided in the manual. For this activity each student has a dog and a mini rawhide bone. You say a word and then a sound within the word e. So simple, but they just love using the mini bone! There are seven activities for addressing the skills of blending and segmenting. The activities are scaffolded in terms of difficulty. For example, the Breaking Up Words activity is the first activity used to introduce the skill of segmentation. As the students become more proficient at the skill, they move through the How Many Sounds? The Race Car Blending activity is certainly a kid-approved favorite for learning the skill of blending. For students who are moving up through the phonemic awareness progression, three activities are included which address phoneme manipulation. These skills are typically introduced towards the end of first grade. If you teach kindergarten or first grade and you have students who struggle with these critical literacy skills the activities in the kit may prove helpful. Of course we take school purchase orders. Just click the following link to download the order form: [Purchase Order Form](#) There we have it- the 16 activities contained within the kit. Great activities for use during intervention groups! If you like this kit, you may be interested in our other intervention kits.

Chapter 6 : Classroom Materials

Discover Intensive Phonics for Yourself is a supplemental, research-based intervention program used to enhance any core reading series. Discover Intensive Phonics provides systematic, direct.

Chapter 7 : 3rd Grade Reading Guidance - For Parents - Huron Valley Schools

manual and zoo phonics mini books pre owned clp adventures in phonics,level b,teacher's manual,christian liberty press gr1 see more like this teacher's manual: adventures in phonics.

Chapter 8 : HSLDA | Choosing Curriculum

Discover Intensive Phonics & Reading Horizons Teacher's kits provide a complete teaching system for teachers, tutors, parents or volunteers who teach literacy skills. The lessons are clear, concise, organized, logical, understandable, and easy to teach and to learn.