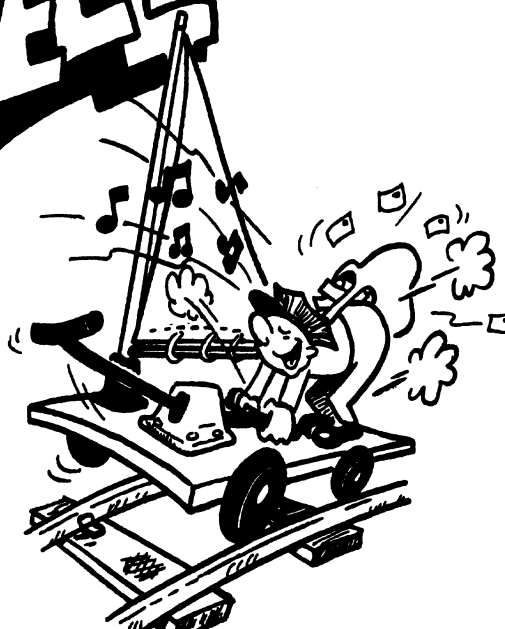
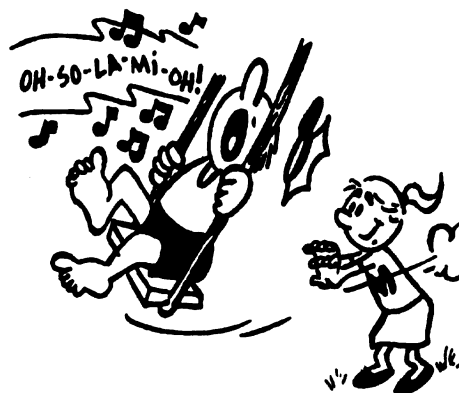
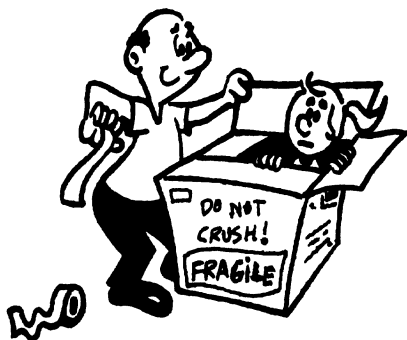


The
CALDWELL

*Reading
Program*



User's Guide



by
Jul Publishers
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Things to Remember for *The Caldwell Reading Program*

1. Introduce consonant **sounds**.
2. Introduce unit sounds as entities--**do not** sound out or emphasize the **vowels** in units.
3. Introduce whole words as entities--**do not** sound them out.
4. Introduce blending of consonants and units--say the units as entities.
5. Practice **finding and saying units** in words--large and small. Use newspapers, magazines, other books, etc.
6. Practice decoding words by looking for the known units and consonants and “**bouncing around**” among them. Moving from left-to-right in a word often is **not** efficient.
7. Use the “More Words” in the story books and the Completely-Decodable Words beginning on page 69 of this book for **spelling and writing** exercises.
8. Use the “Challenge Pages” in the worksheets, the “Words to Try” in the story books, and the Completely-Decodable-Minus-One Words challenge the better students in **spelling and writing** exercises.
9. Discuss the vocabulary review words before **reading** the story.
10. **Stress comprehension** of the stories by using the questions and adding your own.

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Background and Rationale for the Caldwell Reading Program (CRP)

What is a ghoti? Is it a little beard? A stylish goat? Or is it another word for “kid?” According to George Bernhard Shaw, “ghoti” is a legitimate spelling for “fish.” He suggested that the “gh” can be pronounced as the “f” sound in “rough”, the “o” as the short “i” sound in “women”, and the “ti” as the “sh” sound in “nation.”

rough (f)
women (i)
nation (sh)

Shaw used this example to demonstrate the inconsistencies in the language and to call for a spelling reform. In fact he left a large sum of money for anyone who could adequately reform the English language. However, for obvious reasons, the administrators of his estate finally gave up their search for such a reform leader and diverted the funds elsewhere.

Many have argued that the inconsistency of our language is a major reason that teaching our children to read is often so difficult and frustrating. If the language is so erratic, then perhaps a whole word approach would be useful. After all, most whole words are pronounced consistently, except for a few like “polish” and “Polish”; “read” and “read” as in “today I shall read but yesterday I read”. A major difficulty with the whole word approach is the high probability of memory overload. When Chinese scholars are studying the picture portion of their language, in which a graphic symbol stands for a specific word, after memorizing a few thousand words, they begin to carry dictionaries with them; their memories are not sufficient. Similarly we have found that many of the students labeled “LD”, around fourth or fifth grade, are students who employ a whole word strategy; they have few or no decoding skills and are probably suffering from memory overload. Obviously many students do learn to read using primarily a whole word approach. But we have found that “good” readers who are beginning the fourth grade, who have never been taught the decoding skills we recommend, do in fact have such decoding skills. They have discovered for themselves what “works” in decoding our language. By contrast, “poor” readers in seventh grade do not have such decoding skills. We’ll expand on this point on page 5.

Although the language is certainly inconsistent, it is not nearly as absurd as Shaw's example suggests. “Ghoti” can not legitimately be pronounced as “fish”, since “gh” is never pronounced as “f” at the beginning of a word in the English language. Also “ti” is never pronounced “sh” at the end of a word. In fact “ti” occurs at the end of only one word in the most frequently occurring approximately 18,000 words in the English language that we examined, the word “Cincinnati.” Actually the consonants in English are pronounced fairly consistently, especially when word position is considered.

While Shaw's criticism of our language relative to the consonants was certainly exaggerated, unfortunately his criticism relative to the vowels such as the “o” in “women” was all too justified. All vowels have several different pronunciations. For example, Richard Venezky, a linguist who in general argues for the consistency and “rational” nature of the

language, found that the letter “o” is pronounced seventeen different ways in our language. Some examples include “do”, “does”, “tote”, “soot”, “shout”, “common”, and “boy”. When teaching a child to read, important and difficult decisions must be made concerning which of these seventeen pronunciations should be taught and how many at a time and in what order. Traditionally teachers have spent a great deal of time trying to teach students sounds for single vowels, probably a great deal more time than they should, when one considers how highly inconsistent single vowels are.

In addition to their inconsistencies, vowels aren't used nearly as much in reading as consonants are. We can read, or at least “figure out”, sentences without vowels in them much easier than we can sentences without consonants. Look at the following sentence using only vowels, no consonants.

I* *e*e*a* *o*e** a*e *o* *o**i**e** a** *ea**i** **e* i* *i*e*y *a**e* e**o**.

Can you read it? Most cannot. Now try the same sentence using consonants only, no vowels.

*n g*n*r* v*w*ls *r* n*t c*ns*st*nt *nd t**ch*ng th*m *s l*k*l* w*st*d *ff*rt.

Here it is with both: In general vowels are not consistent and teaching them is likely wasted effort.

While the version with consonants only isn't as easy to read as the version with both vowels and consonants, it is certainly easier than the one with vowels only . It is quite apparent that consonants play a much more important role in reading than vowels.

Just as consonants are more consistent than vowels, at a level above the single letter, vowels are sometimes quite consistent. Educators have often attempted to take advantage of this higher level of consistency by teaching rules about the language. Unfortunately most of these rules have either lacked consistency or have been too complex to be useful in reading instruction. The often employed “two-vowel” rule is catchy and easy to remember, “When two vowels go walking the first does the talking.” Some of the words that follow this rule, in which the first vowel says its name and the second is silent, are “each”, “team”, “boat”, and “cried”. This rule has been presented for years in reading materials and is still presented in many materials today. Unfortunately, an analysis of the most frequently occurring approximately 18,000 words in our language reveals that it is correct only 26% of the time and incorrect 74% of the time. This means that one who learns this rule and follows it will be wrong 74% of the time when attacking words with two adjacent vowels in them. Some of these exceptions include “early”, “poet”, “coil”, “you”, “four” and “does”. Note that if one were to follow the rule, the word “does” should be pronounced as the word for a female deer. Finally, even if the rule were consistent, it is likely too complex to be useful in reading instruction.

Another approach, often employed in an attempt to take advantage of consistencies of the language, is to suggest that the student look for the little word in the big word. For example, finding the little word “at” in the big word “battle” would be very helpful, but finding “at” in the

word “foundation” would not. The teacher knows the difference but the student does not. Such an approach is only successful if the little word that the student looks for is consistent regardless of its environment.

If learning rules is not effective and finding the little word in the big word often fails, then how can a learner identify useful letter clusters in words? The critical question is, “What are the manageable parts of words?”, that is, “What parts of words work in the decoding task?” Nearly 30 years ago, we wrote a computer program to analyze our language and search for parts of words that would be useful in reading instruction. We used, as input to the computer, those words that occurred three times or more per million words of running text, taken from a list produced at Brown University by Henry Kucera and W. Nelson Francis. Our list consisted of the most frequently occurring approximately 18,000 words in the language. Since that time, because of the introduction of micro computers and inexpensive storage capabilities, we have incorporated the entire Francis-Kucera list of over 46,000 words into our analyses. A wide variety of types of literature was sampled to produce the word list. Thus the parts of words we have discovered are useful for virtually any reading materials, not just for children’s books or books created by educators for use in teaching reading.

The computer was programmed to find all letter combinations from two to seven letters in length. Over 80,000 such units were found. Which of these thousands of units should be used in reading instruction? To help answer this question, the computer was also programmed to list all the words in which each unit occurred and the frequency of those words. This information enabled us to determine the frequency and consistency of pronunciation of any unit. The answer to the question of what parts of words to teach seems rather obvious, those that occur in many words and are pronounced consistently. Table 1 is part of the first page of the output for the unit “at.” The bigram “at” occurs 1665 times in the 18,000 words we analyzed, i.e., in more than 9% of the words. It is clear from Table 1, however, that “at” has several pronunciations. For this reason it is not useful, even though it has been and continues to be used in various reading materials to teach beginners such words as “cat”, “rat”, “sat”, “pat”, etc. In fact “at” is pronounced as in “cat” in only 13% of the words in which it occurs. Thus those who teach a learner “at”, as a word part or unit that is pronounced as in “cat”, are teaching that learner to be wrong in over 85% of the words containing “at”. Obviously there are many word parts or units that should not be presented in beginning reading instruction. The bigram “in” is another example of a unit often presented very early in reading programs that is also highly inconsistent. Most occurrences of “in” are in the trigram “ing”. To teach such units as word parts is to teach the learner to respond incorrectly more often than correctly, just as the “two-vowel” rule does.

Table 1
A Sample of the Computer Output
The Bigram "at", An Inconsistent Unit

665* great	68 beat	45 meat	26 treat
150 sat	60 fat	43 coat	23 cat
127 somewhat	56 hat	31 defeat	23 sweat
97 heat	54 seat	27 combat	
72 boat	51 throat	26 repeat	

*The number before each word is the number of times that word occurs in approximately

As indicated previously, the computer also yielded the same information for the three-letter combinations (trigrams). The trigram "ing", for example, occurs 1554 times in 18,000 words examined. In all but 17 of these 1554 occurrences, "ing" is pronounced as in "sing." Thus the learner who learns to pronounce "ing" as in "sing" will be correct 99% of the time. Obviously "ing" is a word part that works and can be used to help the beginning reader.

Another useful trigram is "ack", illustrated in Table 2. It is highly consistent and occurs in many words.

Table 2
The Trigram "ack", A Consistent Unit

967* back	38 track	8 sack	3 counterattack
203 black	10 halfback	6 smack	3 feedback
110 lack	9 rack	4 snack	3 horseback
105 attack	9 slack	4 knack	
92 jack	9 stack	3 Cossack	

*The number before each word is the number of times that word occurs in approximately 1,000,000 words of running text as found in the Kucera and Francis corpus of words.

At this point it will be useful to distinguish between two kinds of frequencies, "word frequency" and "sheer frequency". Thus far we have been discussing word frequency, i.e., the number of times the unit occurs in the 18,000 word list; "ing" occurs in over 1500 words and "in" in over 3000 words. By contrast, sheer frequency takes into consideration the frequency of occurrence in running text of the words in which the unit occurs. The unit "ich" is a good illustration of these two kinds of frequencies, since it occurs in only 19 different words in the 18,000 words originally examined. (See Table 3).

Table 3
 "Word Frequency" and "Sheer Frequency"
 An Illustration using "ich".

3562 <u>which</u>	10 <u>sandwich</u>	6 <u>sandwiches</u>	5 <u>richer</u>
74 <u>rich</u>	7 <u>riches</u>	6 <u>whichever</u>	5 <u>richly</u>
27 <u>Greenwich</u>	6 Munich	6 cliche	4 <u>enrichment</u>
21 Michigan	6 Reich	5 cliches	3 <u>niche</u>
12 <u>Richmond</u>	6 <u>richness</u>	5 <u>enrich</u>	

If we consider word frequency, "ich" is not a very consistent unit. It is pronounced as in "which" in only 14 of the 19 words in which it occurs (the highlighted words). This means that it is less than 75% consistent, (14 divided by 19 multiplied by 100 = 77.68%). But when we consider sheer frequency, i.e., the frequency of "ich" in running text, a very different picture emerges. By summing the frequencies of all of the words containing "ich", i.e, 3562 for "which", 74 for "rich", 27 for "Greenwich", etc., we find that "ich" occurs 3776 times in approximately 1,000,000 words of running text. We call this "sheer frequency". Summing only the frequencies of the highlighted words, those in which "ich" is pronounced as in "rich", we get a total of 3732. Thus "ich" is pronounced as in "which" in 3732 out of its 3776 occurrences in running English text, which is over 98% of its occurrences (3732 divided by 3776 multiplied by 100 = 98.83%). In other words, when reading our language, if one encounters the trigram "ich" and responds with the pronunciation as in "which", that response will be correct over 98% of the time. This percent consistency of sheer frequency then is an expression of the probability of a particular pronunciation of a unit being correct in our language. In selecting units for the lessons of the CRP, sheer frequency is always used. In fairness please note that when I was decrying the lack of consistency of the unit "at" (about 13%), I cited its word frequency, since it is easier to understand. Actually the bigram "at" is not quite that "bad". In part because the word "at" is such a high frequency whole word, when its consistency is calculated using sheer frequency, it goes up to about 48%. Not as bad but still poor!

On page 1 we said that we found that "'good' readers, who are beginning 4th graders, who have never been taught the decoding skills we recommend, do in fact have such decoding skills. They have discovered for themselves what 'works' in decoding our language." We conclude this because when given our units in isolation, in nonsense words, or in real words, they know nearly all of them. We argued further, "By contrast, 'poor' readers in seventh grade do not have such decoding skills." When given our units in isolation, in nonsense words or in real words, they know very few of them. (Usually they know only the units that are also whole words in our language like "an" and "can".) They have not been able to discover the elements of our language that help break the code for reading. The CRP teaches the consistencies in our language directly, rather than relying on discovery.

We have identified about 45 units that are both frequent and consistent, at least 90% consistent. These units are arranged by lesson and taught in conjunction with consonants and selected whole words. In the first lesson for example, the learner is taught the sounds for the consonants "m" and "r", the units "ail", "an", and "ay", and the whole words "is" and "the". Two

types of whole words are taught in the CRP. 1) Words that occur frequently in our language and have no useful parts for “sounding out”, e.g. “the”, “that”, “this”, and 2) Words that contain rare pronunciations of otherwise useful units. The word “been”, for example, contains a very rare pronunciation of the unit “ee”, a very frequent and consistent unit. Since we do not want the learner to erroneously conclude that the bigram “ee” is usually pronounced as in “been”, the word “been” is never broken down into parts, but is taught as an entity.

By combining the consonants and units presented in Lesson 1, the learner can read the words “mail”, “man”, “may”, “rail”, “ran”, “ray”, “mailman”, and “rayman”, in addition to the whole words “is” and “the”. Many beginning readers master the material in Lesson 1 after 15 to 20 minutes of study, even if they were unable to read anything before beginning the lesson. Thus after a few minutes of instruction, they have a reading vocabulary of 10 words and are able to read a story about “Ray the Mailman.” In Lesson 2 the consonant “s” is introduced with the units “ake” and “ing” and the whole words “in” and “with”. This increases the learner's reading vocabulary to over 40 words. By adding one consonant and two units in each succeeding lesson, the learner's reading vocabulary soon becomes quite extensive.

We have written another computer program that searches the 46,000 word list by lesson and lists the words that can be generated from the given letters and units. For example by Lesson 5, 208 words can be generated from the six letters and eleven units taught in the first five lessons. Since the learner can “figure out” each of these words completely by combining the letters and units taught thus far in the CRP, we call them “completely decodable” words.

In addition there are many words that can be read except for one letter. For example after Lesson 2, since the unit “ay” and the consonant “w” have been taught, the word “away” is decodable except for the initial vowel “a”. Because this is a word that is completely decodable except for one letter, we call it a “completely-decodable-minus-one word” or just a “CD minus one word” or just CD-1. For example by Lesson 5 there are 395 completely-decodable-minus-one (CD-1) words. Table 4 lists the number of completely-decodable and completely decodable-minus-one words for selected lessons.

Table 4
The Number of Completely-Decodable and
Completely-Decodable-Minus-One Words for Selected Lessons

<u>Lesson</u>	<u>CD Words</u>	<u>CD-1 Words</u>	<u>Total</u>
5	208	395	603
10	1134	2595	3729
15	3309	8611	11920
20	5585	13232	18817

The power of the program is quite apparent. After learning approximately 70 stimuli (the consonants, their blends/digraphs, and 42 units) learners are able to read over 5500 words from the 46,000 word list. In addition they are able to read over 13,000 more words except for one

letter. Thus over 18,800 of the words are either completely decodable or decodable except for one letter by Lesson 20.

General Procedures for Using the CRP

Use Positive Reinforcement: Avoid Frustration

Your praise and enthusiasm for the learners' successes, no matter how small those successes may seem, are essential aspects of the CRP. Failure and frustration should be avoided as much as possible. Because learners generally are successful with the CRP, you may well be surprised at the progress they will make. Your enthusiasm and praise will likely be natural and spontaneous. You will be teaching the learner to:

- ! Say the sounds for the consonants presented, e.g., “m”, “r”, “w” (also blends/digraphs, e.g., “sw”, “tr”, “bl”)
- ! Say the unit sounds for the units presented, e.g., “an”, “est”, “ound”
- ! Blend the consonants sounds and the unit sounds to form words, e.g., “m” + “an”, “r” + “est”, “w” + “ound”
- ! Say the whole words presented, e.g., “the”, “is”, “people”
- ! Find and say the units that have been presented, e.g., find and say “an” in “landing”, “mansion”, “animal”
- ! Do all of the above when the appropriate upper or lower case letters are employed, e.g., “M”, “R”, “W”, “An”
- ! Read sentences formed from blended and whole words, e.g., “Ray ran.”, “Is May the mailman?”
- ! Read stories containing only words taught through that lesson, and answer comprehension questions about the stories.

These are the basic elements that you will be teaching in each lesson. New material will be introduced in each lesson (new letter sounds, new units, etc.) but the procedures you use will remain basically the same from lesson to lesson.

Worksheets are available for each activity in the lessons. You may wish to use them as you proceed through the lesson or have the learner work on them later as practice and review. Stimulus cards, which consist of all the words and word parts introduced through Lesson 10 are also available. The lesson number in which the stimulus is introduced is printed on the back of each card.

Letter Sound

- The first item to introduce is lower case “m”. (See the shaded area in the right hand column.) Upper case letters will come later. Display the letter “m” (with a stimulus card or on the chalk board, etc.) to the learners and ask, “What sound does this letter make?” If they respond by saying the correct sound for “m”, go on to the unit sound. (See the below.) If they respond with the letter name, you should let them know that that is correct. But then tell them immediately that “this letter says, 'mmmmm'.” Point to the letter and ask them to look at it and tell you what sound it makes or what the letter says. Do this two or three times, reinforcing them each time. If they know nothing about the letter, then tell them what it says and have them repeat it two or three times, reinforcing them each time. For additional practice now or later, use the section from *Book 1 Worksheets*, the light green book, “Circle the Letter”, page 1.

We discourage the use of key words like “mom” for “m”. Because the word “mom” is much less abstract than the sound of “m”, the learners are more likely to remember “mom” and not “m”. Even if they do go from seeing the letter “m” to the word “mom” and then to the “mmm” sound, an additional and unnecessary processing step has been introduced.

! Unit Sound

Next you introduce the unit “an”. Present the unit “an” and say, “This is a unit. Do you know what this unit says?” If the learners respond correctly by the saying the unit sound, then go to the next section. If they know something about the unit, like it has two letters, or one of the letters is “a” or “n”, acknowledge what they know, but do not stress parts of the units. Have them look at the unit and say “an” two or three times and reinforce them each time. If they know nothing about the unit, tell them what it says and have them repeat it two or three times, reinforcing them each time. For additional practice see the sections from *Book 1 Worksheets*, the light green book, “Circle the unit.” and “Circle the picture with the unit sound in it.” on pages 1 and 2.

Do not sound out the units, particularly the vowels. Do not say “This is ‘aaaaa’ ‘nnnnn’.” To do so is to tell the learners that the letter “a” says “aaaa” as in “an”. But this is only one of many pronunciations for the vowel “a”. To do so defeats a major goal of the CRP, to take advantage of the natural consistency in our language that exists at the level of units but does not exist at the single letter level.

...from Page 24 of this book.

Stimuli Introduced In Lesson 1

Letters Units Whole Words
m, r ail, an, ay is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
the The an ran Ran
ay may May ray Ray

At this point if the learners are having difficulty remembering the letter “m” or the unit “an”, you may wish to play the Picking-out Game described next. If they are doing well, proceed directly to the next section (Blending).

The Picking-out Game

Recognition (Use the stimulus cards or the chalkboard, etc.)

Show them the “m” and the “an” and ask which one says “mmm”? If the response is correct, praise and go to Section 2. If incorrect, remove “an” (leaving only “m”) and ask again. Now that they have recognized the letter that says “mmmmm”, have them point and say “mmmmm” a few times. Then put “an” back, mix and have them find “an”. Repeat this by changing the positions of the two stimuli until they are able to recognize both regardless of position.

Recall

Now rather than merely recognizing the stimuli, you want them to recall what each says. Point to one of the stimuli and ask, “What does this unit/letter say?” If they do not know, tell them. Repeat the question with each stimulus several times. If they have difficulty with this recall procedure, go back to the recognition task above for additional practice before returning to the recall task. They should be relatively competent in recalling both “m” and “an” before going on to the blending section below.

! Blending

At this point they should be able to tell you what the letter “m” says and what the unit “an” says. Now you want them to blend them to make the word “man”. Put the two stimuli together and say, “What word does it make when we put these two sounds together?” Point to the “m” and ask for its sound and then to “an” and ask for its sound. Encourage them to say them together. Many younger learners won't get the word “man” without considerable help. You should give help by saying the two parts several times yourself and encourage them to respond after you say them. Each time you say the parts, you should come closer and closer to saying the word “man”. Eventually they will recognize it and say “man”. Have them say the parts and blend them two or more times. For additional practice now or later, use the section from *Book 1 Worksheets*, the light green book, “Draw a line....” at the bottom of page 2.

It's not critical for them to fully master blending at this point. From here on, each time a new letter sound or unit sound is introduced, they will practice blending.

...from Page 24 of this book

Stimuli Introduced In Lesson 1

Letters Units Whole Words
m, r ail, an, ay is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
The an ran Ran
ay may May ray Ray

! Letter Sound-2

As you can see in the box at the right, you introduce the letter “r” next. Many introduce “r” as “rah”, like the word “rough” without the “f” sound. We believe it is better if you say it like a dog growls, “grrrrr”, without the “g” sound, or like the “er” in “sister”. Follow the same procedures outlined earlier when introducing the letter “m”. For additional practice now or later, use the section from *Book 1 Worksheets*, the light green book, “Circle the Letter”, page 3.

! Blending-2/Review

From the stimulus sheet at the right, you can see that are now ready to blend the consonant “r” with “an” as well as “m” and “an”. Follow the same procedures outlined earlier when blending “m” and “r” and “an”.

After introducing the sound for the letter “r”, review the “m” and “an” cards. If they need more work with “r”, “m” and “an”, use the “Picking-out Game” described earlier and/or the “Make-A-Word Game” described next. The “Picking-Out Game” is usually easier, so if you are going to use both games, try the “Picking-Out Game” first.

Make-a-word Game

Tell them, “Now we're going to play a game with the cards. Let's see if you can make the word ___ for me.” At this point the only possible words for them to make are “man” and “ran”. They will probably enjoy getting a chance to manipulate the cards or pointing out stimuli at the chalkboard, etc., to make words. If they respond correctly, be sure to show your pleasure. If they have difficulty with this game, give them as much help as needed. For example if they are not sure whether to use “m” or “r” as the first sound in “man”, say the word, stressing the initial sound. If this is not a sufficient clue, tell them, “‘man’ starts with the ‘mmmm’”. Give similar help if they are unsure of the second part, “an”, of the word “man”, i.e., stress the “an” when saying “man”; say that “man” ends with the “an” sound, or finally point to the “an” card. If they pick the correct cards but put them in the wrong order, e.g., “an m”, praise them for using the right parts of the word and simply rearrange the cards in the proper order while saying something like, “You used the right cards; very good! And here's the word 'man'.” In time they will pay more attention to order.

Reversals are fairly common and you should not be overly concerned about them. Merely correct them. Remember that in the three dimensional world, orientation of objects is typically not important. A car is a car whether it is viewed from the left side or the right side or from the front or from the back, whether it is right side up

...from Page 24 in this book

Stimuli Introduced In Lesson 1

Letters Units Whole Words
m, r ail, an, ay is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
the The an ran Ran
ay may May ray Ray

or upside down. The orientation of **objects** is irrelevant. It must take some time for a young child to learn this. But then, with little or no fanfare, the child encounters the two-dimensional world of letters and numbers, in which orientation is often critical. A “b” becomes a “d” if you were to look at it from the other side or turn it around. Turn it upside down and it becomes a “p” or a “q”. We are surprised that so **few** children have reversal problems, since they typically are not taught that orientation in the world of two dimensions is often very important. Be patient with reversals. It doesn't necessarily signal a problem with the learner. (The italic type should help reduce reversals.)

Interesting variations of the “Make-A-Word Game” can be played by having them tell you what word they are going to make, rather than making a word you specify or by giving them several letters and units and having them make as many words as possible. For additional practice now or later, you can use the section from *Book 1 Worksheets*, the **light green** book, “Draw a line...” at the bottom of page 3.

! **Whole Words**

The learners need to respond to the whole words in the lesson by merely looking at them and saying them. Since the whole words are usually frequently occurring words that contain irregular parts, **no attempt** should be made to sound them out or break them into parts. “The”, “this”, “been”, and “police” are a few examples. **Never sound out the vowels in a whole word.**

The first whole word you will introduce is “the”. Present “the” and ask, “Do you know what this word is?” If they know the whole word, go on to the next section. If they know something about the word, acknowledge what they know but **do not stress parts of whole words.** Have them attend to “the” and say “the” two or three times. If they know nothing about the word, tell them the word and have them repeat it two or three times, giving reinforcement each time. Since the word “the” has little or no meaning in most situations, it is relatively difficult for children to remember. For additional practice now or later, you can use the section from *Book 1 Worksheets*, the **light green** book, “Circle the whole word...” on page 4.

! **Review**

After introducing “the”, use the same procedures to review the letter and unit sounds that were used in introducing them, including games, etc.

...from Page 24 in this book

Stimuli Introduced In Lesson 1

Letters Units Whole Words
m, r ail, an, ay is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
the The an ran Ran
ay may May ray Ray

! Sentence

At this point you have introduced enough letters, units, and whole words for the learners to be able to read a sentence. Since you will introduce upper case letters later, use only lower case letters in the sentence, "the man ran." Make it an important occasion by saying something like, "Now I want you to read a whole sentence. What does this sentence say?" Have them read the sentence two or three times. Be certain the meaning is clear. If they have forgotten "the", tell them, since there is nothing to "figure out". If they need help with a blended word (like "man" or "rail"), have them find the parts of the word. Then have them say the parts and try to put them together. If they can't blend them, then you say the parts like you did when you first introduced blending, sounding more and more like the word. If they have forgotten a letter or a unit, isolate it (If you are using the cards, pull the card out of the sentence, or point to it on the chalkboard, etc.) and see if that helps. If not, tell them what that card says. For additional practice now or later, use the section from *Book 1 Worksheets*, the light green book, "Circle the picture...." at the bottom of page 4.

! Find/Say the Unit

Thus far you have introduced two letter sounds, one unit and a whole word. Since a major feature of the CRP is using the units, you want to make sure they are used to the fullest degree. Through the "Find/Say" steps the learners should see the power and importance of units in all reading situations and learn to use them accordingly. One purpose of "Find/Say the Unit" is to teach the readers that the units they are learning are in many words, including large words. This helps reduce the fear that learners tend to have of bigger words. A second purpose, and by far the most important, is to teach them to actively search for units in unknown words, to find the units in words first, and figure out the word by working around the unit(s). We call this "bouncing around in words". For example when decoding a word like "foundation", if readers don't recognize it as a whole word, they may say "ation", "oundation", "foundation,". With the word "entertaining" they might respond with "ain", "aining", "taining", "ertaining", "entertaining" or "er", "enter", "entertaining." For the word "man" it may well be "an", "man". We do not teach left-to-right processing for decoding words. Rather we encourage them to find the largest part of the word they know and move or "bounce around" to the left and/or right of that segment, forming larger and larger segments until the entire word is decoded. Tell them, "When you come to a word you don't know, find the biggest part of the word you do know, and work around it."

The "Find/Say" words at the right are also in *Book 1 Stories*, the

...from Page 24 in this book

Stimuli Introduced In Lesson 1

Letters	Units	Whole Words
m, r	ail, an, ay	is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence, the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
The an ran Ran
ay may May ray Ray

dark green book, on page 1. (The first column is for the unit “an”, the second column for the unit “ay” and the third for “ail”. Have them find the unit “an” in each word. (In the early lessons they may be confused about the task, so you may wish to display the unit “an” nearby while they are finding and saying the unit in each word.) After they have found the unit in the first word, have them tell you what sound that unit makes. When going through the “Find/Say the Unit” activity, you should **not** expect them to sound out the word this early in the program. You only want them to point to the unit and tell you what the unit says. (If they do know any of the words, reinforce them and continue.) Next you pronounce the word, stressing the sound of the unit as you say the word, e.g., **lan**ding. After asking if they heard the “an” sound in “landing”, pronounce it normally. You may ask if they know what the word means. Praise even an approximation to the meaning. You may then go on to further define the word in terms appropriate for their vocabulary. However, you need not strive to give meaningful definitions for all “Find/Say the Unit” words. Proceed through the remaining four words following the same procedures used for “landing”.

Although the **find and say task** is generally very simple for them but we have found it to be a **very crucial** part of the CRP. Because of this and to insure that the student is familiar with the units that we teach, we suggest that everyone start at Lesson 1 regardless of their grade level. For additional practice now or later, use the section from *Book 1 Worksheets*, the **light green** book, “Circle the units.” on page 5.

! **Unit Sound-2: Blending-3: Whole Word-2: and Sentence-2**

Next you will introduce the unit “ay”, blend it with “r” and “m”, introduce the whole word “is”, review “the” and present the sentence “ray is the man.” Since upper case letters have not yet been introduced, “ray” is spelled with a lower case “r”. As soon as the learners seem to have mastered Unit Sound-2, you could play the “Picking-Out-Game” with “ay”, “an”, “m”, “r”, “is”, and “the”. Or if blending seems difficult, you might play the “Make-A- Word Game”. For additional practice now or later, use the section from *Book 1 Worksheets*, the **light green** book, pages 5-10.

! **Find/Say the Unit-2**

Find/Say the Unit-2 is for the unit “ay”. The “Find/Say” words at the right are also in *Book 1 Stories*, the **dark green** book, on page 1. (The second column is for the unit “ay” and the third for “ail”.) You may wish to display the unit “ay” nearby while they are finding and

saying the unit in each word.

...from Page 24 in this book

Stimuli Introduced In Lesson 1

Letters	Units	Whole Words
m, r	ail, an, ay	is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is, the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
the The an ran Ran
ay may May ray Ray

! Unit Sound-3; Blending-4; Sentence-3; and Find/say The Unit-3

This section involves presenting the new unit “ail”, blending it with “m” and “r”, reviewing, and then reading a sentence. After mastering this section, go to “Find/Say the Unit-3” the unit “ail” in the *Book 1 Stories* (dark green), page 1, column 3. If help is needed in remembering the letters or units or whole words, play the “Picking-Out Game.” If help in blending is needed, use the “Make-A-Word Game”. By this time “Find/Say the Unit” will probably be pretty easy. After completing Find/Say-3, you are ready to introduce upper case letters.

! Upper Case Letters

In this section you will introduce the upper case versions of the letters and whole words and appropriate units just as you did their lower case version. Although the primary purpose of this section is to teach the upper case letters, it will also be a very valuable review of everything else presented in Lesson 1. Present the upper case version of the stimuli first, and ask if they know what sound it makes. If they know, continue to the next upper case part or review. If they do not know the sound for the upper case part then present the lower case version and tell them that the two make the same sound. Then have them repeat the sound two or three times. If they have much difficulty with the upper case parts it would be appropriate to play the Picking Out Game with them. For additional practice now or later, use the section from *Book 1 Worksheets*, the light green book, “Match upper with lower case” on page 11. (Pages 12 and 13 are general review.)

! Review Sentences

See *Book 1 Stories* (dark green), page 1 “Review Sentences”, and *Book 1 Worksheets* (light green) page 14

As they read these sentences, give help as needed, even by displaying individual stimuli, on cards or the chalkboard, etc., if necessary. If they have forgotten a whole word, tell them, since there is no “figuring out” to do for whole words. If they have difficulty figuring out a word made up of letters and units, have them find the parts they know how to pronounce and “bounce around” among these parts. If there are parts they don’t know, tell them what those parts say. Give help with blending if needed.

! Vocabulary Preview (See page 27 in this guide.)

Before reading the story, go through the words in the “Vocabulary Preview” for Lesson 1 to make certain they know the meanings of the words as used in the story. For example the first word in the “Preview” for Lesson 1 is “may”. Be sure they know that in the story “may” means a girl's name and “can” or “might”.

...from Page 24 in this book

Stimuli Introduced In Lesson 1

Letters Units Whole Words
m, r ail, an, ay is, the

Letter Sound m

Unit Sound an

Blending m an

Letter Sound-2/Review
r m an

Blending-2/Review
r an m an

Whole Word the

Review r m an

Sentence the man ran.

Find/Say the Unit
landing, mansion, animal,
organize, janitor

Unit Sound-2 ay

Blending-3 r ay m ay

Whole Word-2/Review
is the

Sentence-2 ray is the man.

Find/Say the Unit-2
playful, yesterday, taxpayer,
stairway, repayment

Unit Sound-3 ail

Blending-4 r ail m ail

Review m the ay r is

Sentence-3
ray is the mailman.

Find/Say the Unit-3
ailment, available, entail,
railroad, mailboxes

Upper Case Letters/Review
m M r R is Is
the The an ran Ran
ay may May ray Ray

! Story (*Book 1 Stories*, dark green book, pages 2-8)

The text of the stories for each of the lessons is completely decodable if the learners have mastered the material through that lesson. Writing a completely decodable story for lesson 1 based only on combinations of “m”, “r”, “an”, “ay”, and “ail”, and the whole words “the” and “is” is a challenging task. However your students will probably find even the early stories fun and interesting.

As they read through the story, give help in the same way that you did earlier, even by displaying individual stimuli, on cards or the chalkboard, etc., if necessary. If they have forgotten a whole word, tell them, since there is no “figuring out” to do for whole words. If they have difficulty figuring out a word made up of letters and units, have them find the parts, then tell them the parts not known and give help in blending if needed.

There are several comprehension questions incorporated in the text of each story. There are “L” questions and “I” questions. “L” questions are composed only of words that have been taught and thus are “Learner” questions. “I” questions contain words that have not yet been taught and therefore are referred to as “Instructor” questions. You should read these questions to them or at least give help with the words that cause problems.

There are three types of questions: 1) informational content; 2) opinion; and 3) inferential. Informational questions are not “marked” in any way. Opinion questions are identified by a single asterisk (*) before the question number, and inferential questions by a double asterisk (**) before the question number. The answers to the informational content questions are fairly evident in the text. The answers to the inferential questions are not in the text, but with adequate understanding of the text and sufficient “world knowledge” the readers should be able to answer them. For example, the story in Lesson 20 is about two mice. In one situation one of the mice runs off to get some string. The story reads, “Soon he (Flub) was back with the string, panting and panting.” The other mouse (Glub) then says, “My, it looks like your need to work out more.” The** question is, “Why does Glub say that Flub needs to ‘work out more’?” Beginning readers may not know that “working out” keeps you in shape and reduces panting and “running out of breath”. So you may have to point this out to them. In another situation the mice need to throw small rocks to prevent a door from closing. The text says, “Flu and Glub were expert rock shooters....” The inferential question (**) is “Have Flub and Glub thrown rocks before? How do you know?” Again beginning readers may not know that experts have to practice. So you might ask if they know someone who is really good at something. Does that person practice? In other words, in such questions you may need to help them discover the “world knowledge” they need to understand the inference. For the opinion questions (*) encourage them to respond and praise any responses that are even remotely correct. For example in the first story the text says, “Is Ray the rayman?” The question (*) is “What is a rayman?” There is nothing in the story to indicate what a “rayman” is, so you want them to use their imagination and come up with a plausible response. You may want to give your opinion, but be sure they know that their opinion is as valid as any.

Feel free to make up additional questions as they progresses through the stories. You may also wish to call attention to details in the pictures, ask them to identify characters in the

pictures, or create other supplementary story activities.

! More Words (*Book 1 Stories*, dark green book, page 17 for Lesson 2.)

Included with each lesson after Lesson 1 is a list of completely decodable words that were not used in the story. These may be used in additional sentences, in stories you and the readers may wish to create, for spelling, or any other appropriate activities.

! Words to Try (*Book 1 Stories*, dark green book, page 30 for Lesson 3.)

Included with each lesson after Lesson 2 is a list of words containing one letter that has not been taught. For example in the word “missing”, the “m”, “s”, and “ing”, have been introduced by Lesson 2. But the first “i” has not been taught. We call this “i” a “lonesome vowel” since it occurs by itself and not as part of a unit. It is recommended that these “Words to Try” be used in sentences with good context clues and the readers be encouraged to “bounce around” in the words trying the “schwa” sound for the “lonesome vowel”. Since the schwa sound is very much like a grunt, and vowels make the schwa sound about 30% of the time, you may wish to encourage the learners to grunt when they come to a letter in a word for which they don’t know the sound.

! Worksheets, Activities and Games

The worksheets are designed for additional practice and for fun. In the early lessons it is sometimes difficult to find words that can be depicted easily. For example a picture of a “test” for the unit “est” may not be readily identified by a beginning reader. Thus we recommend that you introduce the worksheets as detective-like activities. That is, sometimes they will be able to solve the mysteries and sometimes they will not. The answers begin on page 69 of this book.

We realize that there are many excellent activities and games that can be used to develop reading skills and to keep the learners’ (and instructors’) interest levels high. Many of these games are appropriate for use with the CRP. However we again caution against using any activity that draws attention to inappropriate word parts. Units and whole words are to be taught as entities (wholes) and are not to be broken into parts. Other than “grunting” for the schwa sound in CD-1 words, do not identify the sounds of single vowels.

Most learners progress very rapidly in the early CRP lessons. However at some point, often around Lesson 4, 5, or 6, their progress slows. It is not unusual for the similar sounding and appearing units “ack”, “ake”, and “ick” to be confused. Such a plateau effect is generally not a cause for concern, and usually rate of progress increases again around Lesson 7 or 8. After completing about 15 lessons, many learners “take off” on their own and become quite good independent readers.

! A Word about Silly Sentences (See page 15 of *Book 1 Worksheets*, light green book.)

Each lesson contains pairs of “silly sentences”. Each sentence contains one or more nonsense words and one member of each pair also uses inappropriate word order. The reader’s task is to determine which of the sentences makes better sense or “sounds better”.

May ran the ayrail.
Ayrail ran May the.

The nonsense words are used to give additional emphasis and practice on the skill of finding units in words that are not known by sight. Since the readers have never seen the word “ayrail” before, even as a part of a word, the way to decode it is to look for its useful parts, “ay”, “r”, and “ail”, and bounce around with them. The irregular word order is used to add some fun to the sentences and also to teach some understanding of what constitutes appropriate word order in English. If the learners have too much difficulty with them, you may read the sentences to them and ask which one sounds better, or, if you deem it appropriate, ignore these sentences.

! Word Lists at the back of this guide (Use them for story writing, spelling, games, etc.)

In addition to the selected words after the stories (Words for Lesson..., and Words to Try) discussed earlier, a list of completely-decodable words for each of the 21 lessons begins on page 69. Since some of these words, like “swan” and “want”, contain an unusual pronunciation of the unit “an”, you may want to use these only with older or better students. A list of completely-decodable-minus-one words in which the untaught element is a consonant begins on page 90. Nearly all of these will be decodable in later lessons, after the consonant has been taught. For example the word “pay” is in the Lesson 1 list, but since “p” is introduced in Lesson 5, “pay” is completely decodable in Lesson 5. A list of completely-decodable-minus-one words in which the untaught element is a vowel begins on page 98, and this list is much larger. Most words in this list do not become completely decodable in later lessons. In both CD-1 lists, the untaught (undecodable) element is in upper case, so you can readily identify it. The number before each word is the frequency of that word in approximately one million words of running text. Thus you may wish to select those words with the higher numbers. Again, you may want to use these only with older or better students.

! Challenge Pages in the WorkSheets

These pages consist of crossword puzzles and word searches. Some of these activities include CD-1 words. Making the schwa sound will often help. Depending on the level of sophistication of the learners, various amounts of help should be given. You may pick and choose those pages you deem appropriate, or ignore them entirely.

! Too Difficult?

Because these materials have been designed for older remedial readers as well as beginning readers, it may not be appropriate to use some of the exercises in the Worksheets for all students, particular first and ever second graders. Exercises that may not be appropriate include sentence completion, discriminating between sentences and non-sentences, combining sentence fragments, and unscrambling consonants and units to form words.

A Sample Interaction Between an Instructor and a Learner for Lesson 1

These pages "walk" you through Lesson 1 with a fictitious but fairly typical learner who knows some of the letter names. If a learner has had less experience with letters and sounds, you should expect to move more slowly and play the games more often. If, however, s/he has had more experiences with letters and sounds, s/he will probably move through the materials much more quickly. It's possible that the learner will move quickly enough to go through the entire first lesson at one time, but not very likely. We have marked some good stopping places, but you should stop before the learner loses interest. Stop at a successful place, not an unsuccessful one. If you come to a point where the learner seems frustrated, go back to a part where s/he has been successful; go through it, giving lots of praise and then stop while on a successful note.

Find the "Lesson 1 Stimulus Sheet" on page 26 of this book and follow along. Instructions are in parentheses (); tutor comments are in UPPER CASE LETTERS, and learner responses are in quotation marks "".

1. (Showing the learner the "m" card) WHAT SOUND DOES THIS LETTER MAKE? "That's an 'em'.
2. RIGHT. THAT IS AN "EM". DO YOU KNOW WHAT SOUND IT MAKES? "No."
3. THIS LETTER SAYS "MMMMMMMM". WHAT DOES IT SAY? "mmmmmmmm"
4. GOOD. LOOK AT IT AGAIN AND TELL ME ONCE MORE. "mmmmmmmm"
5. VERY GOOD. ONCE MORE. "mmmmmmmm"
6. GOOD. (Show the unit card "an".) WHAT SOUND DOES THIS UNIT MAKE? "That's an 'en'.
That's in Nancy's name."
7. VERY GOOD. THAT IS THE LETTER "EN." THIS UNIT SAYS "AN." WHAT DOES IT SAY?
"An"
8. GOOD. LOOK AT IT AND TELL ME ONCE MORE. "An"
9. (Show the letter "m" again.) WHAT DID WE SAY THIS LETTER SAYS? That's an 'em'.
10. GOOD, THAT IS THE LETTER "EM". DO YOU REMEMBER WHAT IT SAYS? "No, I forget."
11. THAT'S O.K. IT SAYS "MMMMMMMM." LOOK AT IT AND SAY IT. "mmmmmmmm"
12. GOOD. ONCE MORE. "mmmmmmmm"
13. (Show the unit "an".) DO YOU REMEMBER WHAT THIS UNIT SAYS? "An"
14. RIGHT. VERY GOOD. WHAT DOES IT SAY? "An"
15. (Show the letter "m" again.) WHAT DOES THIS LETTER SAY? "I forget."
16. THAT'S O.K. IT SAYS "MMMMMMMM. WHAT DOES IT SAY? "mmmmmmmm"
17. (Point to the letter "m".) ONCE MORE, AND LOOK AT IT CAREFULLY. "mmmmmmmm"
18. GOOD. (Show "an".) DO YOU REMEMBER WHAT THIS SAYS? "An"
19. GOOD. WHAT IS IT? "An"
20. VERY GOOD.

(Since the learner has not quite mastered the "m" and the "an", you should play the Picking-Out Game. Place the "m" and "an" cards in front of the learner.) WHICH ONE SAYS "AN"? (Since s/he seems to know "an", start with that one; being right is fun.) The learner points to "an".

21. RIGHT. VERY GOOD. NOW WHICH ONE SAYS "MMMMMMMM"? The learner points to "m".
22. RIGHT. WHICH ONE SAYS "AN"? The learner points to "an".
23. RIGHT AGAIN. WHICH ONE SAYS "MMMMMMMM"? The learner points to "m".
24. (Now use the recall part of the Picking-Out Game.) VERY GOOD. WHAT DOES THIS ONE SAY? (Point to the letter "m".) "mmmmmmmm"
25. GREAT. WHAT DOES THIS ONE SAY? (Point to the unit "an".) "an"
26. VERY GOOD. AND THIS ONE? (Point to "m".) "mmmmmmmm"
27. VERY GOOD. (Now put the "m" card to the left of the "an" card.) WHAT WORD DOES IT MAKE WHEN WE PUT THESE TWO SOUNDS TOGETHER? No response from the learner.
28. (Point to the letter "m".) WHAT DOES THIS LETTER SAY? "mmmmmmmm"
29. GOOD. AND WHAT DOES THIS UNIT SAY"? (Point to the unit "an".) "An"
30. GOOD. NOW SAY THEM TOGETHER. "mmmmmmmm" "An"
31. GOOD. SAY THEM AGAIN. "mmmmmmmm" "An"
32. GOOD. DO YOU KNOW WHAT THAT WORD IS, "MMMMMMMM" "AN"? "mmmmmmmm" "An"
33. GOOD, NOW LISTEN AND TELL ME WHAT WORD I AM SAYING. (Say "mmm" "an" several times making the interval between the two parts shorter and shorter each time and making it sound more like the word "man" each time. Eventually s/he will say the word "Man".)
34. VERY GOOD. YOU JUST READ THE WORD "MAN". VERY GOOD. LET'S LOOK AT THE PARTS AND DO IT AGAIN. WHAT DOES "MMMM" "AN" SAY? (Point to the two parts.) "Man"
35. GREAT. ONCE MORE, "MMMM" "AN"? "Man"
36. VERY GOOD. (Show him/her the letter "r".) WHAT SOUND DOES THIS LETTER MAKE? "That's the letter 'are'."
37. RIGHT, THAT IS THE LETTER "ARE", AND IT SAYS "RRRRRR". (Make a sound like the "er" in "sister".) WHAT DOES IT SAY? "rrrrrr"
38. GOOD, ONCE MORE. BE SURE TO LOOK AT THE LETTER. "rrrrrr"
39. GOOD. (Show the letter "m".) WHAT SOUND DOES THIS LETTER MAKE? "mmmmmmmmmm"
40. VERY GOOD. WHAT DOES THIS UNIT SAY? (Show the unit "an".) "An"
41. VERY GOOD. YOU'RE DOING GREAT. WHAT DOES THIS LETTER SAY? (Show the letter

"r" again.) That's an 'are'."

42. RIGHT, THAT'S THE LETTER "ARE". DO YOU KNOW WHAT SOUND IT MAKES? "rrrrrr"
43. VERY GOOD. THAT'S RIGHT, IT SAYS "RRRRRR". WHAT DOES IT SAY? "Rrrrrrr"
44. GOOD. WHAT DOES THIS ONE SAY? (Show the letter "m".) "mmmmmmmm"
45. VERY GOOD, AND THIS ONE? (Show the unit "an".) "an"
46. GOOD. YOU'RE REALLY DOING A GOOD JOB. (Place the "r" before the "an".) WHAT WORD DO THESE SOUNDS MAKE WHEN WE PUT THEM TOGETHER. Rrrrrr "an"
47. VERY GOOD. DO YOU KNOW WHAT WORD IT IS? SAY THEM AGAIN. "Rrrrrr" "an"
48. GOOD. AGAIN. "Rrrrrr" "an"
49. GOOD, WHAT WORD IS IT? "man"
50. NO, LISTEN WHILE I SAY THE PARTS, "RRR" "AN". (Keep saying the parts more and more like the word until s/he says "ran".) "ran"
51. GOOD, ONCE MORE. "ran"
52. GOOD. NOW TRY THIS ONE. (Place the "m" before the "an".) "mmmmmm" "an"
53. GOOD. THOSE ARE THE PARTS. CAN YOU PUT THEM TOGETHER AND MAKE A WORD? "man"
54. VERY GOOD. "MMMMMM" "AN" IS "MAN". WHAT IS IT? "man"
55. GOOD, NOW TRY THIS ONE AGAIN. (Present "r" and "an".) "rrrrrr" "an"
56. YES, THOSE ARE THE PARTS, BUT DO YOU KNOW WHAT WORD THEY MAKE? "rrrrrr" "an"
57. RRRR AN; RRR AN; RR AN; R AN. "ran"
58. GOOD. RRR AN IS "RAN". WHAT IS IT? "ran"
59. VERY GOOD. NOW TELL ME WHAT WORD THIS IS. (Present "m" and "an".) "mmmmmm" "an; "man"
60. RIGHT. WHAT IS IT? "man"
61. RIGHT. WHAT ABOUT THIS ONE? (Present "r" and "an".) "rrr" "an", "man, no, ran"
62. RIGHT. YOU GOT IT. "RR" "AN" IS "RAN". WHAT IS IT? "ran"
63. TRY THIS ONE. (Present "m" and "an".) "man"
64. YOU'RE DOING GREAT. CAN YOU TELL ME WHAT THIS IS? (Present the whole word "the".) "That's a 'tee'."

65. THAT'S RIGHT, THAT IS THE LETTER "T"; THIS WORD SAYS "THE". NOW YOU SAY IT.
"the"

66. GOOD. WHAT IS IT? "the"

67. RIGHT. WHAT DOES THIS LETTER SAY? (Present "r".) "rrr"

68. GOOD. WHAT DOES THIS SAY? (Present "m".) "mmmmmm"

69. RIGHT AGAIN. AND THIS ONE? (Present "an".) "an"

70. RIGHT, NOW I WANT YOU TO READ THIS SENTENCE. STORIES ARE MADE FROM SENTENCES, SO IF YOU CAN READ SENTENCES, SOON YOU WILL BE ABLE TO READ STORIES.

(Present the sentence "the man ran" with the cards.) WHAT DOES THIS SENTENCE SAY? "I forgot that one," the learner responds while pointing to "the".

71. O.K. THAT WORD IS "THE". "The an mm an the man ran."

72. VERY GOOD. CAN YOU READ IT ONCE MORE FOR ME? "The mm an rrr an; the man ran."

73. VERY GOOD. THE MAN RAN. YOU DID A GOOD JOB WITH THAT SENTENCE. NOW LET'S TRY THIS WORD AGAIN. (Present "the".) "the"

74. VERY GOOD. WHAT IS IT? "the"

75. WHAT DOES THIS LETTER SAY? (Present "r".) "rrrrrr"

76. GOOD. AND THIS ONE? (Present "m".) "mmmmmm"

77. VERY GOOD. AND THIS UNIT? (Present "an".) "an"

78. O.K., NOW CAN YOU READ THIS SENTENCE FOR ME? (Present "the man ran." on cards.)
"the man ran."

79. GREAT. WHAT IS IT? "the man ran."

80. (Open Book 1 Stories to page 1 and use the first column of words under "Find and Say". Place the "an" card in view of the learner and place a card or other suitable cover over the words below the word "landing".)

NOW I WANT YOU TO FIND THE UNIT IN THIS WORD. POINT AT THE UNIT IN THIS WORD RIGHT HERE. (Point to the word "landing".) "What?"

81. (Point to the "an" stimulus card.) CAN YOU FIND THIS UNIT IN THIS WORD? The learner points to "an" in "landing".

82. VERY GOOD. WHAT DOES IT SAY? "an"

83. RIGHT. (Point to the word "landing". When you say the word "landing", emphasize the "an" part.) LISTEN WHILE I SAY THIS WORD WITH THE UNIT "AN" IN IT. SEE IF YOU CAN HEAR THE UNIT "AN". "LANDING", HEAR THE "AN" IN "LANDING"? "yes" DO YOU KNOW WHAT A "LANDING" IS? "Yea, like an airplane."

84. VERY GOOD. (Move the card down so the word "mansion" is visible.) FIND THE UNIT IN THIS

WORD. The learner points to the "an" in "mansion".

85. GOOD, THAT'S IT. NOW, WHAT DOES IT SAY? "an"

86. RIGHT. THAT WORD IS "MANSION". HEAR THE "AN" SOUND IN "MANSION"? "yes" DO YOU KNOW WHAT A "MANSION" IS? "Is it like a ghost?"

87. SOME TIMES PEOPLE THINK GHOSTS LIVE IN OLD MANSIONS. A MANSION IS A BIG, HOUSE.

There is probably no reason for us to continue further here, since no new procedures are introduced until we introduce UPPER CASE LETTERS.

INTRODUCING UPPER CASE LETTERS

88. (Present the lower case "m".) WHAT DOES THIS LETTER SAY? "mmmmmmmm"

89. GOOD. (Present the upper case "M".) WHAT DO YOU THINK THIS ONE SAYS? "It looks like 'em'".

90. O.K., WHAT DOES IT SAY? "mmmmmmmm"

91. (Point to both upper and lower case letters.) GOOD. THESE BOTH SAY "MMMM". (Present lower case "r".) WHAT DOES THIS LETTER SAY? "rrrr"

92. GOOD. WHAT DO YOU THINK THIS ONE SAYS? (Present upper case "R".) "I don't know that one."

93. O.K. THIS ONE SAYS "RRRR" TOO. LOOK AT IT CAREFULLY. WHAT DOES IT SAY? "rrrrr"

94. GOOD. ONCE MORE. "rrrrrr"

95. (Present lower case "is".) WHAT IS THIS WORD? "is"

96. GOOD. WHAT IS THIS WORD? (Present upper case "Is".) "Is that 'is' too?"

97. RIGHT. VERY GOOD.

Go through this part until the learner has pretty well mastered all of the elements presented. Next comes the REVIEW SENTENCES, the VOCABULARY PREVIEW and the STORY. The instructions for these are presented in the User's Guide.

NOTE: The three sets of find and say words on this sheet are in *Book 1 Stories*, page 1, that you may download.

Lesson 1 Stimulus Sheet

Stimuli Introduced in Lesson 1		Book 1		
Letters	Units	Whole Words	Worksheets	
<i>m, r</i>	<i>ail, an, ay</i>	<i>is, the</i>	Page(s)	
			Notes	
Letter <u>Sound</u>	m		1	
Unit <u>Sound</u>	an	Do not sound out the vowel.	1-2	
Blending	m an		2	
Letter <u>Sound</u> -2/Review	r m an		3	
Blending-2/Review	r an m an		4	
Whole Word	the	Do not sound out the vowel.	4	
Review	r m an			
Sentence	the man ran.		5	
Find/Say the Unit p. 1 in <i>Book 1 Stories</i>	landing, mansion, animal organize, janitor		3	
Unit <u>Sound</u> -2	ay	Do not sound out the vowel.	5-6	
Blending-3	r ay m ay		6	
Whole Word-2/Review	is the	Do not sound out the vowels.	7, 8	
Sentence-2	ray is the man.		8	
Find/Say the Unit-2 p. 1 in <i>Book 1 Stories</i>	playful, yesterday, taxpayer stairway, repayment		7, 9	
Unit <u>Sound</u> -3	ail	Do not sound out the vowels.	9, 10	
Blending-4	r ail m ail		10	
Review	m the ay r is			
Find/Say the Unit-3 p. 1 in <i>Book 1 Stories</i>	ailment, available, sailing railroad, mailboxes		11	
Upper Case Letters/ General Review	m M r R is Is the The an ran Ran ay may May ray Ray		11-18	

Review Sentences—*Book 1 Stories*, page 1, that you may download.

As they read the review sentences below (page 1 of *Book 1 Stories*), give the learners help in the same way that you did earlier, even by displaying individual stimuli, on cards or the chalkboard, etc., if necessary. If they have forgotten a whole word, tell them. If they have difficulty figuring out a word made up of consonants and units, have them find the parts they know how to pronounce and “bounce around” among the parts. If there are parts they don’t, tell them what those parts say. Give help with blending if needed.

May ran.

The man ran.

Is May the mailman?

Is Ray the mailman?

May is the mailman.

Story Guide for Lesson 1

Vocabulary Preview

may--a girl's name; might or can.

rail--a long narrow board used as a fence rail.

Comments on Comprehension Questions

Question 1 An “I” before a question means there are words in the question that the learners are not expected to be able to read yet, so you will probably need to read at least part of the question for them.

Question 2 A single asterisk (*) before a question means it is an opinion question. The learners can never be wrong on an opinion question.

Question 3 “L” questions are composed of completely-decodable words, and the learners should be able to read them. You may need to help with the words “yes” and “no” in L 3.

Question 5 A double asterisk (**) before a question means the answer is not given directly in the text, and the learners must interpret the text or a picture to arrive at the appropriate answer.

NOTE: The two sets of find and say words on this sheet are in *Book 1 Stories*, page 9, that you may download.

Lesson 2 Stimulus Sheet

Stimuli Introduced in Lesson 1

Lesson Letters Units Whole Words

1 m, r ail, an, ay is, the

Stimuli Introduced in Lesson 2

Letters Units Whole Words

s sm ake, ing in, with

Book 1

Worksheets (that you may download.)

Page(s)

Notes

		Page(s)	Notes
Letter <u>Sound</u>	s "sm" is not used until Lesson 6.	19	
Unit <u>Sound</u>	ake Do not sound out the vowels.	19, 20	
Blending/Review	ake s ail r ake s ail m ake s ay	20	
Whole Word/Review	in is Do not sound out the vowels.	21	
Sentences	May sails. Ray makes the sail. The rake is in the mail.	22, 23	
Find/Say the Unit	brake, awaken, p. 9 in <i>Book 1 Stories</i> , that you may download. earthquake shaker, lake	22	
Unit <u>Sound-2</u>	ing Do not sound out the vowels.	24	
Blending-2/Review	s ing r ing s ail s ay m ake m an r ake	25	
Whole Word-2/Review	with is in Do not sound out the vowels.	25, 26	
Sentences-2	May is singing with Ray. Is Ray sailing with May? May makes sails.	26	
Find/Say the Unit-2	missing, fingerprint, using p. 9 in <i>Book 1 Stories</i> , that you may download. bringing, surprisingly	27	
Upper Case Letters/ General Review	s S The In With Is M r R the m is with in	27-36	

Review Sentences—*Book 1 Stories*, page 11, that you may download.

The man is singing.

Ray is sailing with May.

May is singing with Ray.

The rake is in the mail.

Is May sailing the rails?

Story Guide for Lesson 2

Vocabulary Preview

rails--in this story they are for a train-like car.

Comments on Comprehension Questions

Question 5 Note: The word order in the question is not the same as in the story, thus it is not merely a “copy from the story” question.

Questions 6 & 7 The picture here should help answer question 6, although the text does say that “Ray sails”. Here it is taken literally. Similarly for question 7, in addition to his happy face, Ray's singing should imply that he likes the sail.