

This is from "Section One"

Pl ē a s e qu i z m e o n m a th.

Please quiz me on math.

Let me explain the strange look of these words and phrases.

The Words in "Section One," have picture clues on **all** of the letters, to enable the child to *easily* read all letters, even if they make more than one sound, or if they are two letters together which make just one sound (Digraph). If a letter says nothing at all, it will have a clue. It is smaller and thinner than the other letters. Nothing is quite as frustrating as trying to sound out letters that don't say anything. This way there is no struggle with what sound to try to apply to any of the letters. And this is why they can read with such ease and little to no frustration. You'll find out later, in Imletteration, that letters **o** and **o** make 9 sounds!

The Phrases: I've designed these phrases to be read 3 times in a row, but with a different emphasis each time. This is to increase fluency and confidence in the reader. **The 1st time** through, the child just tries to figure out the words. **The 2nd time** through, he/she will add Expression to the words. This is done by reading the large words in a high pitch and the small words in a low pitch. Two tones are all that are necessary to teach expression, and it makes all the difference in the world! It's pretty cool once they catch on to it. **The 3rd time** through, you will cover up the phrase with the picture clues, and they will read it below *without* the clues. If they get stuck, raise the paper and let them figure it out again. Do NOT come right out and tell them what it says. That does them no good. Let them *see* the sound through *seeing* its sound clue. They will re-enter it into their memory bank and it will grow stronger each time they SEE it. Not so much for each time that you TELL it to them. When they read the phrase on their own, they can try adding their *own* expression. It doesn't take very many Phrases before they understand what to do. Then it's FUN!

This **2nd time** through, where they add expression, is *very* important. I believed it would be much more important in this beginning phase of reading to spend time with your very young children teaching them how to read with *expression* rather than forcing them to spend so much time memorizing Sight Words (Where one or more letter sounds do NOT make the sound that they're supposed to). This is very frustrating and difficult. You want Learning how to Read to be a very fun and exciting experience. They will gain confidence as they learn how to read *only* words that can be sounded out with ease!