

This is from "Section Two"

Plēasē quīz mē on math.

Please quiz me on math.

Let me explain the difference between this same phrase in Section One.

The Words: In "Section Two," children are weaned from the picture clues of all the letters that only make **1** sound, which is most of the Consonants. Whenever a letter can make more than one sound, I write it with the picture clue to *show* the child which sound it will make. Also, if two letters make one sound of their own (a digraph), I will use its clue which includes underlining the two letters together, as shown above. If a letter says nothing at all, it is smaller and thinner than the other letters. This way there is no struggle with what sound to try to apply to any of the letters. This is of PRIME Importance! I have learned that the child's very first attachment of a sound to a letter as it appears in a word is what *sticks* the strongest. So, you don't want them trying one sound, and then another. And sometimes another and another. When they see a new word, and are *shown* the correct sound, it is a pure memory attachment with that letter saying that sound. For example, compare the sounds of letter **a** in these words: **mad**, **made**, **meal**

Two of these sounds are shown in the example above. The **a** sound in **mad** is the same as in **math**, where the clue is an **apple**. The **a** sound in **meal**, is the same as in **Please**. I LOVE my silent letter clues. Children see that there is a letter there and what it is, but they easily glide over it without saying anything! Can you see the miracle for spelling that this is? I've heard that it's only in the English Language where such craziness occurs with the same letter!

The words are no longer *stretched* out, but the letters are together as in a book.

The Phrases in Section Two are also designed to be read 3 times in a row, with the same emphasis as in Section One. Again, this is to increase fluency and confidence in the reader, and to get them to put Expression into the words. And when they read it on their own, they get to add their *own* expression; where the fun gets funner! And sometimes it's funnier! You see, in normal reading, children struggle, struggle, struggle through one sentence; and then they go on and struggle, struggle through the next, and the next. We ask them what it was about, and they may say, "I don't know, but did I get all the words right?" Study the same words! Three times in a ROW! Help them understand what they've read. Then YOU read it back to them just to make sure, with expression. Say, "This is what you just read." And they'll be pleased.