

Success Stories

CORRECT KNOWLEDGE AND KNOWLEDGEABLE GUIDANCE

In the early 1990's I was teaching a small group of 6-7 year olds who had failed first grade because they couldn't read. They had been told they could go to second grade if they could read by summer's end.

Mothers had to attend the class with the student. The entire class went over sounding out and reading ten words of a particular spelling/pronunciation code. Students also had to explain the meaning for each word. Then each student would read and spell the same ten words to the mother. Then ten more words of the same code were introduced. This continued until 50-100 words from one code had been read and spelled. We took a short break for a drink of water. Class lasted about an hour.

After the break, we read a short story using mostly words from the code we had studied that day. Students took turns reading the sentences. Then each child read the entire story to the mother.

For homework, students had to go over the lesson again at home. They had to find someone to read the word list and the story to...a grandmother, a neighbor, a younger child, anybody who was available.

One mother had to bring her 4 year old son to class because she had nobody to leave him with. I agreed with one condition. If he disturbed the class one time, she and both children would have to leave the class.

After 6 weeks we had a potluck lunch to celebrate the fact that all 12 children in the class could now read. During the party, the mother brought the 4 year old to me and said, "I want to show you what Charles can do." Charles proceeded to read everything his mother or I could find for him to read.

1. Charles had attended every class session.
2. He had paid very close attention and had not said one word all summer long.
3. When they got home each day, Charles was the only person his sister could find who had the time to listen to her read the wordlist and the story.
4. Every day when she finished reading, she told Charles that it was his turn. So Charles proceeded to read the wordlist and the story for the day.
5. This continued every day for 6 weeks.

At the end of 6 weeks: a little 6 year old girl -- who had failed first grade because she couldn't read -- had taught her little 4 year old brother how to read!

Because she had the **correct knowledge** of how to teach reading, she was able to **guide** him on the correct and straight path to learning how to read.

Friends, if a six year old -- who has failed first grade because she couldn't read -- can teach her 4 year old brother how to read in 6 weeks time, **IT CANNOT BE THAT DIFFICULT.**

We adults just have to unlearn all the methods for teaching reading that haven't worked for years and **start working with the system that exists within the language itself**. If we wish to decode (read) English, first we need to learn the code.

**COORDINATING SORTING PROCEDURES INNATE IN HUMAN INTELLIGENCE
WITH THE SPELLING/PRONUNCIATION CODES INHERENT IN THE ENGLISH LANGUAGE**

Many years ago I taught a little girl to read... using a fledgling version of this program...with only wordlists... no stories.

She had been in first grade for two months and had learned to 'read' 20 words. (Her mother was not happy.) I wrote the word 'at' on the board. She did not know the word. It wasn't one of her 20 words.

I explained the first code (VC spelled with 'a') to her. She could already 'read' all the consonant letters. I showed her how to 'sort' all of the VC codes spelled with 'a' into her 'short vowel voice box'. I taught her the little song, *"When VC is spelled with 'a', /a/ like apple, we will say."* Within the next hour she sounded out and 'read' 73 words that fit the VC code spelled with 'a' ...with no help from me or from pictures or from her mother. For each word that she read, I asked her to tell or show me the meaning of the word.

When we got to the word "that", she knew the word...It was one of the 20 words that she had learned. So I went back to the word 'at' and showed her how 'that' and 'at' were in the same word family. Her face lit up like a candle.

After about 28 lessons, (5 to 6 weeks) she took off reading...everything...she had processed the concept of codes and word families and started applying that concept to all words she encountered... even for codes she had not been taught. There was no point in teaching her how to crawl. She had learned how to run! She could read newspapers, billboards, cereal boxes, things on TV, library books...everything.

SHE COULD 'READ'!

Anyone who can read can pick up this material and using the natural system of spelling/pronunciation codes that exists within the language, can teach someone else to read. No training is really necessary. Just follow the lessons. It is just that simple.

Go ahead. Try it. You can do it. If you have questions, please contact Kathryn at this website. There is no charge for this guidance.

A SIX YEAR OLD'S ATTENTION SPAN

A young, intelligent mind will not lose interest in 20 minutes, or 40 minutes, or even longer if it is being challenged with knowledge that it can grasp and understand. If this same young, intelligent mind is being challenged with things it cannot grasp or understand, it will lose interest very quickly.

Don't blame a child's inability to read on his/her short attention span. Change your system of teaching.

And you do not have to be a clown, or compete with TV, or make everything into fun and games...in order to get their attention. Challenge them with the truth. They are more intelligent than we can understand. They are actually 'hungry for the truth' and are bored with silly nonsense. Our generation is the 'blind generation' faced with the task of leading a 'generation which can see very clearly'.

3"X5" CARD SOLUTION

If a student reverses letters when (s)he is sounding out the letters of a word:

1. Cover the entire word with a 3 X 5 card.
2. Slowly move the card to the right to reveal only the first letter (or blend) of the word.
3. Have the student sound out the first letter (or blend).
4. Slowly move the card to the right to reveal only the next letter (or blend) of the word.
5. Have the student sound out the next letter (or blend).
6. Continue moving the card to reveal only one letter (or blend) at a time until the student sounds out each letter (or blend) in the word.
7. Then start at the beginning of the word again. Repeat the procedure, but move the card more quickly this time.
