

JOSSEY-BASS TEACHER

ALL AGES

Phonics Pathways



Clear Steps to
Easy Reading and Perfect Spelling

Dolores G. Hiskes



Jossey-Bass Teacher

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Praise for Phonics Pathways 10th Edition

By Dolores Hiskes

“Phonics Pathways is a classic proven solution to eliminate illiteracy in America. It provides teachers and parents with the tools to teach anyone to read fluently and proficiently. Dolores has captured the essence of effective, timeless teaching techniques with humor and precision, and put them into one simple to use, inexpensive manual. Every teacher of reading should have one.”

—**Robert W. Sweet, Jr.**, *president, The National Right to Read Foundation, former Reagan White House policy staffer, former senior staff member, U.S. House of Representatives, Committee on Education and the Workforce*

“Phonics Pathways was crucial in teaching my eighth grade remedial reading class. The book worked beautifully with a full class of 31 students. The class moved from 48% of students reading far below basic to 13%. Below basic scores started at 44% to climb to 52% reading at the basic level on district administered tests.”

—**Tasia James**, *CORE teacher, Christensen Middle School, Livermore, California*

“Phonics Pathways is the best book on the market for parents, teachers, or tutors who want to teach early reading skills. It provides research-based, explicit, systematic phonics and multi-syllable instruction in easy, self-guided lessons.”

—**Catherine Froggatt**, *R.N., Michigan State Director, The National Right to Read Foundation*

*“I’ve used *Phonics Pathways* with my struggling readers for years, and absolutely LOVE how well it has helped them learn to read with confidence. Now with the expanded section on dividing multi-syllable words, I finally have a way to teach reading multi-syllable words to ALL my students. I also love the addition of the pictures to illustrate every sound.”*

—**Trisha Sluder**, *second grade teacher, Murrieta Valley Unified School District*

*“Phonics Pathways is a wonderful teaching tool! Every kindergarten and first grade teacher should have a copy in their hands. If this were the case, intervention in the grades that follow would be a thing of the past. Just like *Phonics Pathways*, I strongly recommend that teachers use *Phonics Pathways Boosters* during Workshop or Universal Access. Regular use of *Phonics Pathways* and *Phonics Pathways Boosters* will definitely boost your students reading scores!”*

—**Pamela M. Barret**, *instructional coach and consultant*



“I am trained in dyslexia and have used numerous programs to help students diagnosed with dyslexia, but nothing I have used, regardless of the price or sophistication, has come even close to *Phonics Pathways* for speed and efficiency of remediation. Students who begin learning to read with *Phonics Pathways* will never experience any problem with reading or spelling.”

—**Donald Potter**,
experienced reading teacher and internet publisher

“We particularly like the *Phonics Pathways* program. For the average—and certainly the new—homeschooling parent, I enjoy the simplicity, yet completeness, of *Phonics Pathways*. Everything you need is included in the book. Instructions are concise, clear, and free of professional vocabulary. It’s one of our favorite books!”

—**Jessie Wise and Susan Wise Bauer**, *authors of*
The Well-Trained Mind: A Guide to Classical Education At Home

“Our two adopted seven-year-old sons are learning disabled, and one of them has ADD as well. He is repeating his SLD second grade class. After only two months of *Phonics Pathways* he is reading at the upper level of grade three—it’s a miracle!

“My son’s speech pathologist is now using it with her fourteen-year-old student, and three other teachers are waiting to get their copy. The wealth of word lists, spelling rules, blending exercises, and practice sentences make it a rich resource that would enhance any reading program.

“When I finally had to return my library copy the woman standing in back of me put it on reserve for herself. If everyone knew how easy and fast this book works and how inexpensive it is, it would put the more expensive programs right out of business.”

—**Bonnie Miller**, *mom, Greenacres, Florida*

“Our elementary instructors are in-serviced in the use of *Phonics Pathways*. They have experienced great success in using it with a wide variety of students: English as a Second Language, remedial, beginning reading, dyslexic, and even adults.

“It is clear and well organized, and has large print. The skills are sequenced correctly, the sketches humorous, the proverbs encouraging, and the hints very useful. Combining reading and spelling and applying the skill in words and sentences is most helpful.

“This outstanding resource has helped many students learn to read and spell, and given teachers confidence in teaching phonics, spelling, and reading. I highly recommend it for all students who are learning to read.”

—**Christine Knight**, *faculty facilitator, Schoolcraft College, Michigan*



“I am a special ed teacher at a Day Treatment program. These are the kids no school knows how to handle anymore but are not severe enough to go into a residential program. Half my kids have severe learning problems leading to behavioral problems, and half have severe behavioral problems leading to learning problems.

I tried *Phonics Pathways*, and the results are really good! My fourth and fifth graders who read at a kindergarten level before we started now can read many words after only 18 lessons. The blending exercises taught them how to decode words, and they now automatically use the same strategies to decode new and long words.

The parents of these kids think I am some kind of genius because finally I got their kids to read. And it’s so beautiful and rewarding to see their self esteem grow also—this is what makes teaching so rewarding. Thank you sooo much for your book!

—**Renee Wesly**, *special ed teacher,*
Maunawili Elementary School, Kailua, Hawaii

“I started *Phonics Pathways* in K3, the last year of kindergarten in Taiwan. After only four months these six- and seven-year-olds began reading story books and never looked back! K3 has surpassed my wildest dreams, as they read far better than any other class at school. They put students who’ve studied for up to six years to shame.

“One mother told me her daughter reads her e-mail, and although it has a lot of technical terms her daughter reads it better than she does. And she has a college degree! Parents are amazed that their little ones can read at such an early age, even before they are quite at ease with Chinese characters.

“A funny story: I was substitute teaching an older class that had been learning English for at least six years. When I told them K3 could read better and more fluent than they could they laughed and didn’t believe me. Just then, Sunny, a K3 student passed, and I called her in. We held a reading contest, and little Sunny beat the whole class!”

—**Rudi Kerkhoffs**, *kindergarten and first grade teacher, Taiwan*



Phonics Pathways

Clear Steps to Easy Reading and
Perfect Spelling, 10th Edition

Dolores G. Hiskes

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About This Book

With the use of a clever icon, Dewey the Bookworm, *Phonics Pathways* teaches students of all ages the rudiments of phonics and spelling with an efficient, practical, and foolproof method.

Phonics Pathways is organized by sounds and spelling patterns. They are introduced one at a time, and slowly built into words, syllables, phrases, and sentences. Simple step-by-step directions begin every lesson. Extensive examples, word lists, and practice readings are 100 percent decodable.

Each new step builds upon previously learned skills for continuous review and reinforcement. Learning in small, incremental steps is easier for everyone, especially students with learning disabilities or very short attention spans.

A multisensory method is used to address all learning styles, and every letter introduced is illustrated with multiple pictures beginning with its sound. These features are especially helpful to second-language students.

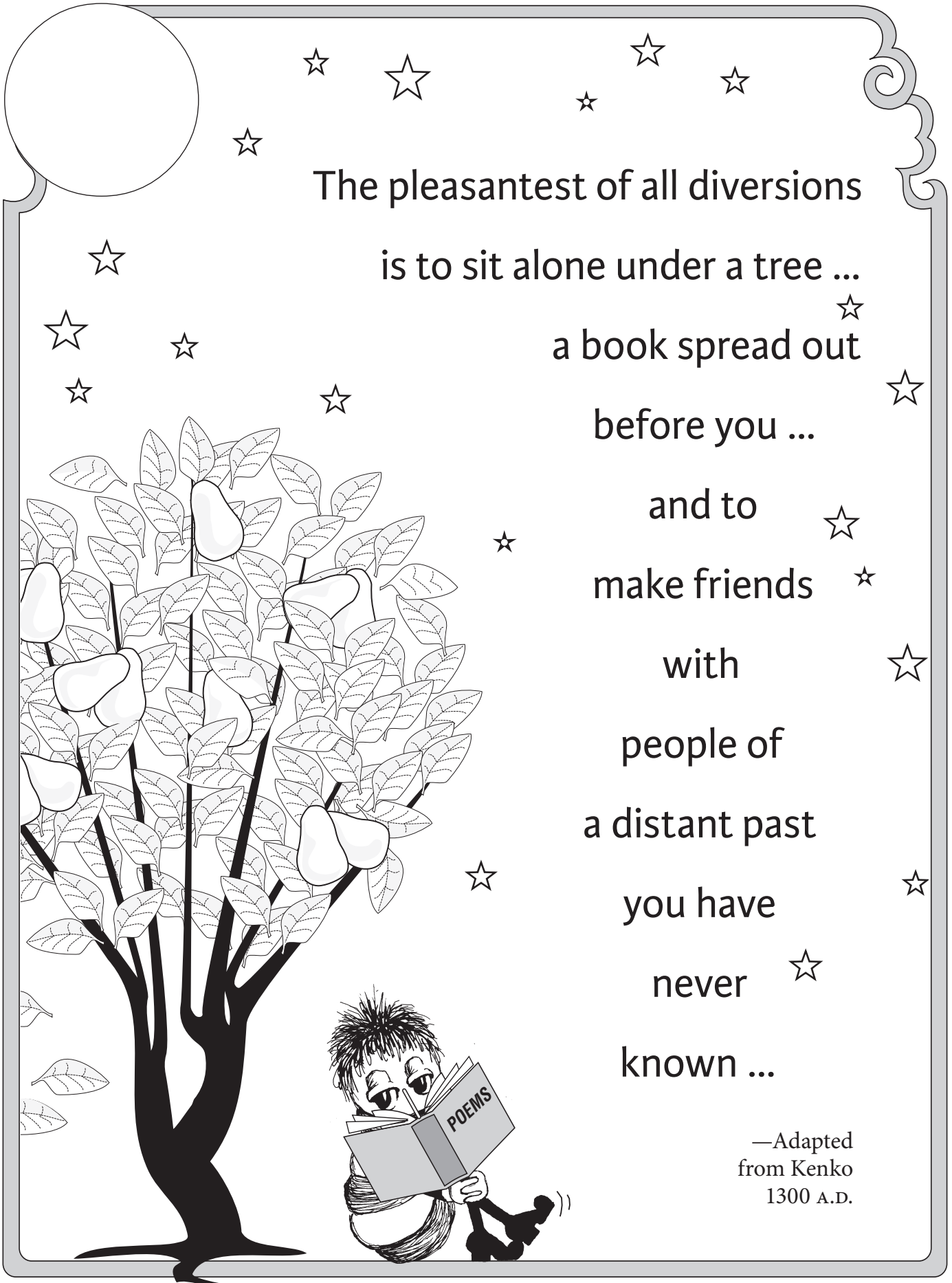
Although most appropriate for K–2 emergent readers, this award-winning book also is successfully being used with adolescent and adult learners, as well as second-language learners and students with learning disabilities.

Perfect both for schools and for use at home, this text offers specific strategies for dyslexic readers as well as beginners. Wise, humorous proverbs encourage virtues such as patience, perseverance, honesty, kindness, compassion, courage, and loyalty.

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The pleasantest of all diversions

is to sit alone under a tree ...

a book spread out

before you ...

and to

make friends

with

people of

a distant past

you have

never

known ...

—Adapted
from Kenko
1300 A.D.

Acknowledgments

I will always and forever be grateful to: our beloved children Robin and Grant, who inspired a passion for teaching reading in the very beginning ... our sweet young grandchildren Connor and Austen, who rekindled this passion ... my eternal love and gratitude to my dearly-beloved best friend Johnny: a shiny gold medal for his love, support, and invaluable (if blunt) critiques, and a big purple heart for his valiant battles with insomnia while pretending to sleep through the never-ending 4:00 a.m. clicking, whirring, and whining of the computer and laser printer in our bedroom ... Bob and Joy Sweet of the National Right To Read Foundation for their support, warm friendship, and encouragement since the very beginning ... our treasured friend Penny Sanford for her eagle-eyed proofing and editing ... Liz Brown, Katie Kruis, Susan Ebbers, Tasia James, and Lindsay Pavel for special support ... the BAIPA and NCBPMA Associations for great publishing information ... tech wizards Pete Masterson, Rick Calicura, Joanne Berven, and all the folks at Apple for invaluable technical help (it's all magic to me!) ... May May Gong of Northwest Digital Designs for a stunning Web site ... the dedicated teachers, tutors, and parents who have given so generously of their time, talents, and resources to combat illiteracy ... family, friends, and all the original authors from all over the world, whoever they are and wherever they might be (above or under the ground!), for the marvelous collection of proverbs ...

Heartfelt and humble thanks to my editor Margie McAneny and the rest of the talented crew at Jossey-Bass/Wiley for sharing my vision and for their enthusiastic support and friendship. I am very grateful.

Last but not least, I want to thank all of **you** for letting this book be part of your lives. It's been **wonderful!**

Love,
Dolores

Don't We Teach Phonics Now?

The most common reading programs today are based on *literature* or *whole language*, whereby students learn to read by being exposed to good classic literature. The premise is that being able to read is a *developmental* skill, as is being able to walk or talk. Words are first learned as wholes—the critical initial step of teaching letter sounds and blending them into syllables is not included. Spelling is not taught in systematic patterns, but taken from the story being read in a random fashion. What if we had to learn mathematics “times tables” randomly, such as 9×7 , 12×8 , 6×13 ? It would be most difficult, indeed!

If a student needs assistance with a word, “phonetic hints” are given by naming the beginning and ending letter sounds, but students must then guess to fill in the middle part. Students are also encouraged to guess at words through sentence context clues—story meaning is stressed over word accuracy. It is perfectly acceptable to substitute “house” for “home” because the meaning is the same. But as Mark Twain wrote: “The difference between the right word and the almost right word is the difference between lightning and the lightning bug!”

Consider the words “laparoscopy” and “lobotomy.” They each begin and end with the same letters. They each have similar shapes. They each have similar meanings (both are surgical procedures) when taken in general context. Few of us, however, would wish for a surgeon who was only able to read these words by shape, beginning and ending letters, and context clues! With explicit phonics these words are read by syllables: “lap-a-ros-co-py” or “lo-bot-o-my.” There is no chance of ever confusing one with the other. There really is a world of difference between being *almost* right and *exactly* right!

Are mistakes like this really made? In Virginia a teacher was recently hired to tutor a licensed pharmacist who could not discern the difference between “chlorpropamide,” which lowers blood sugar, and “chlorpromazine,” which is an antipsychotic. Similar stories happen all too frequently.

When words are learned individually as wholes, each word is stored in its own “document” in the brain, making retrieval time-consuming and difficult. This frequently results in students’ reading slowly and laboriously, and never for pleasure. Progress can remain slow and uncertain. Sometimes the brighter children have more difficulty because their logical minds can rebel unless they are able to connect it all into a framework that makes sense. Trying to teach young children how to read using only a whole-word method can result in highly stressed, fearful youngsters who feel they are failures when they are unable to read.

In summary, **explicit** phonics builds a word from single letters, moving from the *smallest parts to the whole*. **Implicit** phonics teaches the whole word first, moving from the *whole to the smallest parts*. This difference is critical, as they have vastly different results. Some reading programs claim to teach phonics with titles such as “Balanced Reading Program,” “Systematic Contextual Phonics,” “Embedded Phonics,” “Phonemic Awareness,” etc. These programs use *implicit phonics*, whereby words are learned as wholes. Since the word “phonics” is so misunderstood, one must always look beyond the title into the reading program itself.

Why is there so much confusion if explicit phonics is so effective? Most likely it is because for more than 40 years we have been without not only phonics texts but also courses in teachers

colleges that include this kind of instruction. Most of the classic phonics reading and spelling textbooks have long been out of print.

Almost everyone would agree that “reading for meaning” should be a primary objective with *any* reading method. But how is this goal best achieved? When students are able to effortlessly decode their already considerable comprehension vocabulary, they are joyously freed to “read for meaning” instead of having to struggle while “meaning to read.” They can focus on the *meaning* of what they are reading because the *mechanics* of sound-to-symbol relationships have already been learned and practiced until they are automatic.

The brain is not unlike a computer insofar as memory and retrieval are concerned. We might think of explicit phonics as a software program, the logical framework into which patterns and categories of words are organized and filed. Words can be quickly retrieved when reading, and skills do not fade. Learning to read by logical patterns results in clear, precise thinking, a skill that enhances everything children do. Math frequently improves as reading skills are developed, and spelling improves dramatically!

What About Dyslexia?

Dyslexia is a difficult problem, with no easy answers. The original definition described adults who had lost their ability to read following a stroke or injury. Its present usage is more generic, referring to reading disorders known or unknown, frequently resulting in word or letter confusion and/or reversal.

However, it has been my experience in 30 years of tutoring that many students who had been labeled dyslexic no longer reversed letters or words after they were taught explicit phonics. Many were no longer hyperactive. Behavior problems diminished or disappeared.

In medical references, dyslexia is defined as “failure to see or hear similarities or differences in letters or words ... tendency to substitute words for those he cannot see ...” Guessing! Our students are trained to do the very thing that medical journals define as dyslexic.

A compelling hypothesis is that those students who no longer had dyslexic symptoms after they were taught explicit phonics were not really dyslexic to begin with, but only suffering from a lack in their educational training. Students cannot be expected to know what they may never have been taught, just as teachers cannot teach what they may not know.

Current research shows early letter reversals to be a normal developmental stage for many children. Just as crawling prepares a child for walking, incorporating blending skills when teaching beginning reading will help pattern eyes to move smoothly from left to right across the page, strengthen eye-tracking skills, and prevent or correct reversals. It is *essential* that students receive training in blending letters and syllables when first learning how to read, or to remediate established patterns of reversals!

Many students learn how to read easily and effortlessly after being taught letter sounds and blending skills. Those students who are truly dyslexic need more time and practice to develop fluent reading skills. The time it takes to acquire these skills varies greatly with each child, but the end result is ease and fluency of reading with excellent comprehension—a genuine and effortless enjoyment of all the wonderful stories in today’s literature-rich curricula.

What About Invented Spelling?

The idea behind invented spelling is that students will remain free and creative, and “grow into” correct spelling later. But however we learn something the first time tends to “stick,” even if it is wrong. For example, if we learn someone’s name incorrectly, it seems that we are forever calling that person by that name. It takes some time and effort to correct the error. Recent research has also revealed that accurate spelling is critical to the reading process, and to whatever extent this knowledge is missing, it is strongly associated with specific learning disability. Invented spelling is *not* true freedom!

Is Phonemic Awareness the Same Thing as Phonics?

Phonemic awareness is the ability to hear sounds within a word when it is spoken. It is an *auditory* skill. Recent research has shown it to be the critical first step in learning how to read. Rhyming, singing, and reading aloud to children will help develop this skill. While phonemic awareness is an important *precursor to* phonics, it should never be confused with *instruction in* phonics, which is visual *and* auditory. For example, you could listen to the following word over and over again and thoroughly know the sounds in it. Now try reading it (in Russian!): Рид. How in the world would being phonemically aware of the *sounds* in this word ever be of any help whatsoever in actually *reading* it? Only by knowing the letter-sound relationships can this word ever be correctly read (turn upside down): *Redi* . d = n e , n = n r , n = d

When Should Children Learn How to Read?

Four- to six-year-olds can and should be taught letter sounds and blending skills in order to gain a solid foundation of reading basics. All children this age love to make noises, build things, and take things apart. This is the proper age to teach the letters of the alphabet and the sounds they make, and to begin blending skills!

After that, some children will be able to blend sounds together faster than others. Others may be able to sound out a word rather quickly, but it may be months before they are able to read even short phrases. It may even take some students years to be able to read sentences. It is the ability to put these skills together that allows children to read books, and this varies greatly from child to child. It is a developmental stage that depends upon how mature their nervous systems are, and when their eyes are able to track smoothly from left to right across a page. One thing it has *nothing* to do with is intelligence, any more than wearing glasses does.

Once students have solid phonics skills under their belts, they are ready to begin reading beginning readers. While it’s true that schools implementing phonics and literature together do show positive results, it always takes longer to do it that way, with a lot more work on the students’ part. The more phonics skills students possess before reading “real” books, the stronger their reading will be. It is my experience that if students wait to read books until they are able to read the *Pyramid* exercise on page 52, they will achieve maximum results in the minimum time with the least amount of effort. Students will then possess the gift of literacy at its most vital and fundamental level—the ability to read with ease, accuracy, fluency, and most of all ... *great enjoyment!*

Note: Throughout this book the word “him” refers to male and female students equally.

ABOUT PHONICS PATHWAYS

Phonics Pathways is organized by sounds and spelling patterns. They are introduced one at a time and slowly built into words, syllables, phrases, and sentences. Each new step builds upon previously learned skills for continuous review and reinforcement. Learning in small, incremental steps is easier for everyone, especially students with learning disabilities or very short attention spans. A multisensory method is used to address all learning styles.

Short-vowel sounds are presented first—they are the basic foundation that is needed to build good reading and spelling skills. They are best learned in isolation. In the beginning, many children are unable to hear these sounds *within* a word—accordingly, every letter introduced has multiple illustrations of objects *beginning* with its sound. Listening for and identifying these sounds develop phonemic awareness, which is the important first step in learning how to read. Multiple pictures more accurately illustrate the subtle range of sounds that make up each letter—similar in effect to a 3-D hologram.

These sounds and syllables are learned in the same way that we learn math—by pattern, and in order of complexity. Only the simplest and most regular spelling of each sound is presented at first. Spelling variations and sight words are not introduced until basic reading skills are well established. “Red,” for example, is learned with other short-vowel, three-letter words on page 41, but “blue” is not introduced until page 169, with other “ue” vowel digraph words, such as “true.” This strategy makes learning and assimilation much easier, especially for bilingual students whose primary languages may have only one sound per letter.

Graduated blending exercises are incorporated as part of the teaching technique in this book. These blending exercises (“eyerobics”) begin with 17 pages of two-letter blends to establish smooth, strong left-to-right eye-tracking skills. Blending practice is critical to the reading process, and it helps prevent or correct reversals. It also smooths out choppy reading, such as “kuh-a-t” for “cat.”

Two-letter blends are integrated into meaningful words as soon as possible, beginning with three-letter words. They are not taught first as a separate set of disconnected skills to memorize before being applied. Memory experts have long known that it is much easier to remember something new if we are able to connect it to something else that is already known. Blending sounds into words we already know also helps prevent the “reading-without-understanding” syndrome sometimes seen when phonograms are learned in isolation. ☆

Two-word phrases build into three-word sentences, etc.—gradually increasing in length and complexity. Many children have difficulty moving directly from words into whole sentences, and they need this gradual transition. Eye span increases as eye tracking strengthens. ☆

Reading and spelling are taught as an integrated unit—teaching them together reinforces and enhances each skill. Accuracy in reading and spelling is taught from the very first lesson.



Phonics Pathways contains all of the spelling rules and is a complete spelling reference. While it is not necessary to know all of these rules in order to read, this knowledge is a real shortcut to spelling accuracy. For example, some words are spelled “-able” and others “-ible,” as in “appeasable, visible, taxable, edible”—*why?* Learning one rule for many words is much easier than learning each word individually. An index to these spelling rules is on page 244.

All examples and practice readings are included, which are *100% decodable*—comprising *only* letters, sounds, and rules already learned. This reinforces and cements newly learned skills, as well as developing accuracy and fluency. Using a piano analogy, just because children know the keyboard notes does not mean they are ready to play a lovely sonata! Similarly, just because children know letters and sounds does not mean they are ready to read good literature.

Large, 24-point letters are used for the text. Even with proper glasses students often struggle with smaller letters when learning. Once reading is established, it’s easier to read finer print.

The diacritical markings used are consistent with those found in commonly used dictionaries. This knowledge is very handy for dictionary work later on. Using other notation systems would require relearning the dictionary’s markings eventually. Why not learn them correctly first?

There is no guessing, and there is no choosing. Guessing is not the same as reading, and even considering a wrong answer takes unnecessary time and energy. What if a music teacher tried to teach you how to play the piano by having you choose the correct note from a list?

Younger children will enjoy Dewey the Bookworm as he guides them through these lessons. Older students and adults will find inspiration in the wise and humorous proverbs sprinkled throughout the book, encouraging virtues such as self-discipline, patience, perseverance, kindness, and personal integrity.

Phonics Pathways is approved for legal compliance with the California Department of Education, enabling school districts to purchase it with Instructional Materials Fund monies. It is an ideal complement to today’s literature-based reading programs, providing the tools and teaching skills needed to unlock and decode these wonderful, classic old stories.

William Blake once said:

*There are things that are known
and things that are unknown ...
and in between are only doors.*

Phonics Pathways is the key that will open the door to literacy for *everyone!*



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GETTING STARTED

Find a time and place that is quiet and satisfactory for teachers and students. Go slowly, and genuinely praise their efforts. Be gently persistent in working every day—daily practice is essential!

However, do not hurry or pressure your students. There may even be times when it's best to put lessons aside for a while. Many things affect children's receptiveness to learning, such as maturity, attention span, health, hyperactivity, etc. Attention span can vary greatly with each child, and even from day to day with the same child.

Read all of the directions in each lesson before you begin, and *always* do these lessons in sequence. This is important because one skill builds upon another, and each practice reading reflects knowledge of all the letter sounds learned up to that point.

At first, work only a few minutes a day. It is the *habit* of sitting together for a lesson that is important to establish—you will gradually find yourselves spending more time with these lessons. Success breeds confidence and enthusiasm on the students' parts, and a desire to do more. However, lessons never need to be longer than 10 or 15 minutes to show real progress.

Keep studying one lesson until your children know it thoroughly. The goal is not just to impart knowledge, but to make it *automatic* in recall. Reading these letter sounds should not be a conscious effort; it should be as effort-*less* and automatic as saying their own names. Your students should move ahead when they are completely ready—*never* according to “age or page.” They might complete several pages in one day, or need many days to complete one page.

Following is a sample lesson plan for teaching the short-vowel sounds. It has proven to be an effective, seven-step strategy for many students, but can be modified or changed in any way.

1. Complete the first lesson on page 10, following the step-by-step directions.
2. Play *Memory*. Find a box with a cover, and let students help you collect things to put into it, such as a pin, ball, eraser, sock, envelope, paper clip, etc. Have them choose one item, feel it, and put it in the box. Close the cover and ask them what is inside. Keep repeating this process, adding one item at a time, until they can no longer name the objects in the same order. This game develops their concentration, memory, and ability to recall images sequentially.
3. Re-read the lesson. Think of words that rhyme with each sound, including nonsense words.
4. Get a book of jokes or riddles, and tell them one—they will enjoy sharing it with friends!
5. Play the *Short-Vowel Shuffle*. (See page 5.) Also, make them a *Short-Vowel Stick* (page 4).
6. Read to them. There are excellent guides available suggesting wonderful books for every age level. Choose books for the beauty of the language, even though they will be beyond their current reading capability—after all, it is good music that inspires us, not piano drills!

7. Reward them. Here are two possibilities to consider:

- (a) Give them each a coin to put in a special jar, but do not let them keep their coins until some agreed-upon time (end of year, birthday, etc.). They may hold and count the coins only at the end of the lesson, while you are reading to them. Remind them that each coin represents a lesson they have had, and that their “bank” of skills is growing along with their “bank” of money.
- (b) Give them each a sticker to put on a 3 × 5 card. Let each student keep the card when it is full and/or trade it in for a prize.

Teaching Tips for Remedial Students:

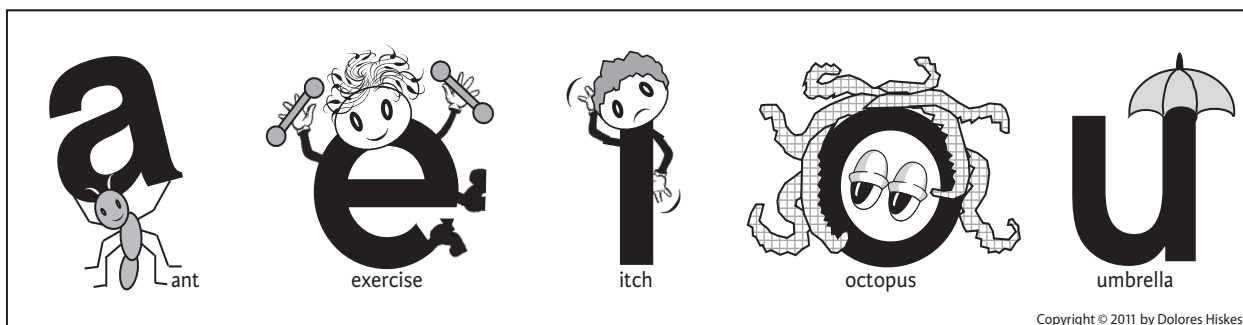
Use the review pages in the back of each lesson as a pre-test, in order to find out exactly where to begin these lessons. The starting point should be at the place where they are able to work comfortably and accurately, from the very first day. Frequently students do not know the short-vowel sounds or have difficulty blending sounds together. You will determine this when pre-testing.

Tell them everyone needs help with something, and that many famous people had a lot of difficulty learning how to read and write. Explain that it *always* takes more time to unlearn something and re-learn it another way. Understanding these things will help them be a little more patient with themselves.

Use imagery in creative ways. Many of the proverbs in *Phonics Pathways* were chosen especially to be encouraging and meaningful to remedial students—read proverbs to them. Find out the things they enjoy doing, and talk about them. Remedial students need a lot of encouragement!

More Beginning Strategies:

1. Using an overhead projector, have the whole class do the first two steps on page 10 together. Then call on individual students to say the name and beginning sound of the picture you point to—vary the picture, but always include the short sound of “a” as well.
2. Next, write a large “Aa” on the chalkboard. Trace each letter three times, naming its short sound out loud with the class each time. Repeat this exercise, this time having the students trace large letters on their desktops with their fingertips as you trace these letters on the board. Complete the remaining steps on page 10, and repeat with the rest of the vowels.
3. Write all vowels in large letters in a horizontal line on the chalkboard and draw vertical lines between them. Dictate a vowel sound to your students and have them write it under the correct column, name it, and repeat the short sound of that vowel. (See also number 2 on page 255.)



4. Make copies of the master “Short Sheet of Vowels” on page 256, and give a copy to each student. Dictate a sound, and ask students to write the letter in the correct column. Continue doing this exercise with blends and short-vowel words—it’s great reinforcement.
5. Make a master sheet of the *Short-Vowel Stick* shown on the previous page. Run off enough copies for every student, laminate, and cut them out. Each student should keep a *Short-Vowel Stick* on the desk at all times during reading lessons as a quick reference. It is an indispensable teaching tool!
6. Students enjoy using this *Short-Vowel Stick* as a bookmark as well, and also find it very handy to put underneath the word or sentence they are reading to help guide them across the page.
7. Be sure to check out all the tips, charts, activities, and games beginning on page 255! These reproducibles are invaluable strategies that will greatly enhance your teaching in many different ways. The record-keeping sheets will prove extremely useful as well.

The **SHORT-VOWEL SHUFFLE** (shown on the next page) is played one-on-one with the teacher, in small groups, or with a whole class. This card game reviews and reinforces the short-vowel sounds, and is especially appropriate for younger students. Older students and adults will find these cards quite useful as flash cards to reinforce learning and speed up the recognition-response time. Either way, they are *very* helpful!

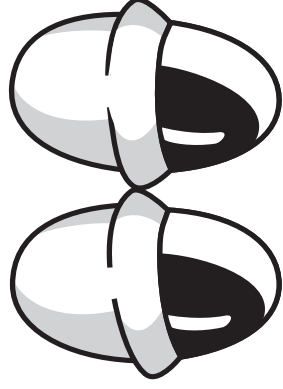
Copy the next page, and run off four or more copies on colored cardstock. Laminate and cut them apart. Begin with the “a” cards, and add more short-vowel cards as they are learned. Use all of the “eyes” cards. Shuffle the cards and place them facedown on the middle of the table. Use several or many sets of cards, depending upon the number of vowels being played and how much time there is for playing.

1. Take turns drawing a card from the top of the stack. Students trace it with their fingertips (on the card or on their desktops), read the sound out loud, and lay each card face up on the table.
2. Whenever an “eyes” card is turned over, one of the following things happens:
 - (a) students “shuffle” once around their desks and sit down again (show them how to shuffle!),
 - (b) the teacher holds his or her nose and says, “**HONK**,”
 - (c) students jump up and down like a jack-in-the-box, or
 - (d) whatever else was agreed upon beforehand—use your own imagination!
3. Continue playing the game until all of the cards have been drawn and read.

Miscellaneous:

Exactly *how much* of this book must students learn in order to read, and *how long* will it take? Some students begin reading on their own very early in the book, while others need to learn many more rules and spelling patterns (*especially* students with learning disabilities) before being able to read with ease. It varies greatly.

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This can be dramatically illustrated by looking at the results of a two-year pilot study using *Phonics Pathways* as an in-school tutoring program. Forty to 60 remedial students ranging from first to fourth grade participated. Parent volunteers tutored each student about three times a week, in 20-minute sessions. These students required from 7 to 184 tutoring sessions in order to read at or near grade level. The following chart summarizes this activity:

GRADE LEVEL OF STUDENTS	SKILL LEVEL MASTERED RESULTING IN READING AT OR CLOSE TO GRADE LEVEL	PAGE	AVERAGE NO. OF TUTORING SESSIONS
1st Grade	Two-Consonant Endings Review	69	50
2nd Grade	Long-Vowel Review	105	77
3rd & 4th Grade	Two-Consonant Beginnings Review	147	94

However, long after your students are reading, they should continue using this book for ongoing development and fluency in reading and spelling. Knowing these spelling rules, shortcuts, tips, and diacritical marks for dictionary work will give them a real “educational edge”!

While most students enjoy the humorous and encouraging proverbs, some of these sayings may be too sophisticated for the youngest to appreciate. You will be able to determine this as you work through the book.

Are any of your children clumsy, tired a lot, impulsive, and/or hyperactive? Do they have short attention spans and/or poor coordination? These children frequently have learning problems. Among the many causes of these symptoms *may* be allergies and sensitivities, which some specialists feel can take a systemic form instead of a more common, localized form, such as hay fever. Experts disagree whether this can be a factor. But you might consider asking your doctor for a safe elimination diet for these students to try, and see if it makes a difference. At the very *least* you can try to avoid junk foods, or those with a lot of chemical additives. It makes a real difference with many children, and just might be worth trying!

Could your students have vision problems, even though they may not need glasses? Some experts feel that if children are clumsy and have poor coordination and/or reverse letters, they could also benefit from exercises designed to help eyes move together from left to right, and to improve motor coordination skills. The premise is that developing these skills is very helpful to the reading process. Experts disagree, but in my experience it has been beneficial to many students. Pages 251 and 252 contain some excellent and effective vision and motor coordination training exercises that are frequently prescribed by specialists when treating dyslexia. And, of course, left-to-right eye tracking is part of the teaching technique used throughout this book.

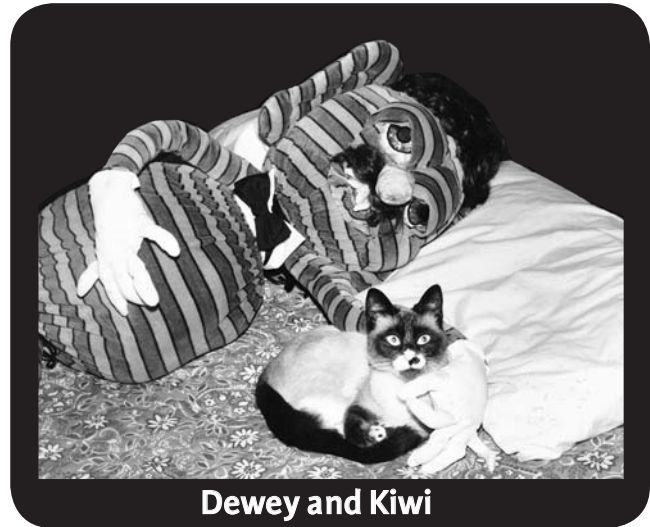
There will be many more teaching tips as you work through the book. Good luck, have fun, and remember—these times together should be an *enjoyable* learning experience for *all of you!*

ABOUT DEWEY

Dewey first made his appearance many years ago, in a secret note passed to my best friend Mary Lou in a third-grade classroom. At that time he was called “The Burp,” and he underwent many exciting adventures during the next few years before being retired for more worldly pursuits, such as roller skating, fishing with Dad, reading fairy tales and Greek myths with Mom, and dressing up and parading around in my aunt’s beautiful, sparkling, colorful old Ziegfeld Follies costumes found hidden in an old steamer trunk in a dusty corner of the attic.

The Burp was resurrected a few years ago when I was requested to design and create a large bookworm, to be submitted to the citywide Harvest Festival doll competition representing the Livermore Public Library. He was carefully redesigned, receiving form and substance as a six-foot-tall, pink and green fuzzy striped bookworm. Dewey D. System, *Bookwormus Giganticus*, was thrilled (and yes, a bit pompous!) when he won first prize.

For a brief but glorious time, Dewey reigned supreme on a bookcase in the Friend’s Corner of the Livermore library, holding court with large throngs of admiring fans. He loved everyone, but *especially* the children. He tended to dissect and categorize when feeling playful, but pun terribly when feeling peevish. He fed late at night, long after the library had closed. He devoured books primarily, but was able to digest almost any variety of food for thought. Mostly he loved chewing on tasty, meaty things such as great big fat cookbooks, but confessed to nibbling spicy tidbits



Dewey and Kiwi

on the odd occasion. However, Dewey choked on political items of *any* flavor. For dessert he relished consuming dense, nutty but half-baked trifles, filled with dates.

Unfortunately, Dewey then began crunching Apples. He gobbled bits and bytes out of the mouse, RAM, and any tasty cookie chips he found on the menu. Sad to say, he also sipped the port. He finally crashed with a system virus, and was politely requested to leave the library.

Dewey came back home to live, having earned a much-deserved and honorable retirement. He adores munching snacks and taking long naps with Kiwi, regaling her with tall tales about his glory days as a blue-ribbon-prize winner. But sometimes—every once in a while—he gets a faraway look in his eyes, and seems a little sad and wistful. I wonder if, at those times, he might be dimly recalling those long-ago days when he was just a little Burp, sharing so many rousing adventures with two small, shy third-grade girls. I wonder ...

... what do **YOU** think?

—Dolores

And now ...

Whatever you CAN do or DREAM

you can ...

BEGIN IT!

—Goethe



SHORT-VOWEL SOUNDS

We shall begin by learning the *short sounds* of the five vowels in the English language. We shall learn them one at a time, beginning with the letter “a.” Try to spend just a few minutes, once or twice a day, learning these sounds.

1. *Listen carefully* while your teacher reads the name and beginning sound of each picture on the next page, including the letter **a**. *Especially* notice the beginning sound. (The *name* of the letter is **a**, and the *sound* of the letter is shown as /ă/.) Try closing your eyes for better concentration:

“Atom /ă/, apple /ă/, ant /ă/, A /ă/
/Ă/ is the short sound of the letter A.”

2. If you closed your eyes, now open them while your teacher reads these pictures and sounds again. This time *you* say these pictures and sounds along *with* her:

“Atom /ă/, apple /ă/, ant /ă/, A /ă/.”

3. Read the name and short sound of “a” and trace each letter with your fingertip. Make sure you start at the correct place and move in the correct direction. Various writing pads or workbooks can show you how to do this.
4. Now *write* the letter and say this sound again. (If writing is too difficult, trace a big letter on the tabletop or in the air with your fingertip, or just point. See page 252 for exercises that will help develop writing dexterity.)
5. Read the review in the window box at the bottom, then write it from dictation.
6. Play the *Short-Vowel Shuffle* on page 5. It helps you learn and is fun to play!
7. Repeat these instructions with each of the four remaining vowels.

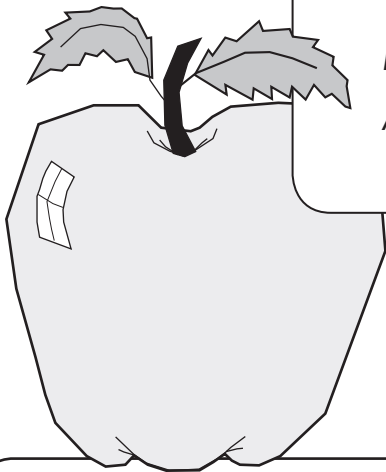
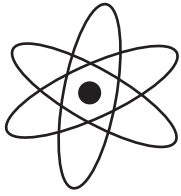
And now—let us meet **Dewey**, a truly wise bookworm who will be your personal guide throughout this book. He adds his own inspiration and special thoughts to encourage you along the way.



Have you ever met a lot of people at the same time? It was very DIFFICULT to remember all of their names, wasn't it? Perhaps you couldn't. But when you meet people just ONE AT A TIME, it is so much easier.

It is the same thing when learning how to read, or when learning to do almost ANYTHING, for that matter. Just learn one small thing at a time, then another, and just keep on going. And before you know it, YOU will know it!

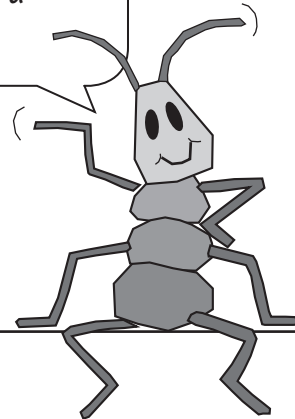
Aă Aă



There are TWO WAYS of writing “a.”

Here is how we READ it: “a”

And here is how we WRITE it: “a”



“Atom /ă/, apple /ă/, ant /ă/, A /ă/.”

The little mark you see above each of these letters is called a **DIACRITICAL** mark. This is the diacritical mark for a short-vowel sound. There are different marks for different sounds.

These marks tell you exactly how to pronounce letters and syllables. They are the *key* that shows you how to sound out a word when you look it up in the dictionary.

Knowing this code is *very handy!*

a

a