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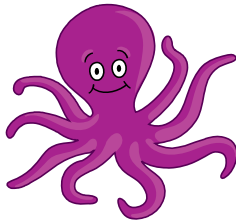
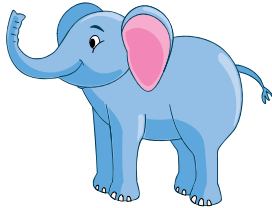
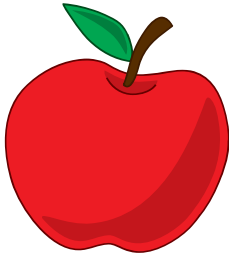
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Underlying Principles of the REAL Phonics Reading Program

Beginning Reading Books for Homeschooling

REAL Phonics™ is a method of teaching children to read by sounding out words in controlled vocabulary stories, using basic phonics rules.

- 1) **Stories** are fun and motivational for beginning readers, but trade books do not provide the structure, repetition and incremental advancement needed for teaching children to read well. The *REAL Phonics* kindergarten reading curriculum provides all the fun of trade books, but in an organized format with each new concept in the proper sequence with the right amount of repetition.
- 2) **Repetition** may be boring for some adults, but young children love it and learn by it. The *REAL Phonics* reading program calls for teaching reading through constant repetition and over-learning of the phonics lessons and related concepts, such as punctuation, suffixes and syllables.
- 3) **Phonemic Awareness**, according to the report of the National Reading Panel, leads to improved reading comprehension, reading and spelling. This series places great emphasis on phonemic awareness. Any child who can sound out the word "cat" is aware of the three phonemes involved. Children who learn to sight read are far less aware of phonemes. The *REAL Phonics* method keeps sight words to a bare minimum at the outset, as they can be much more easily acquired after the child has learned to sound out words phonetically.
- 4) **Dolch word lists** and other lists of sight words aim to foster automatic recognition of words without sounding them out. *Real Phonics*, on the other hand, teaches decoding and phonics blending skills that can be used whenever a new word is encountered. Automaticity will develop naturally with repetition and experience.
- 5) **Short vowels** are much more difficult to learn than long vowels. Beginning readers should be allowed the luxury of reading many easy stories containing only short vowels. Long vowel words should be introduced only after the short vowels have been mastered.
- 6) **Simple spelling exercises** help develop the ability to visualize words.
- 7) **Technical terms**, like apostrophe, syllable, root word, suffix and exclamation point, need not be memorized by young readers, but children should be able to identify and interpret these elements when they see them in print. We ask, "How many syllables does 'roses' have?" so that the student will learn to see and hear the separate syllables, not so she will learn the technical term.



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Reviewing the Short Vowels

1. **Review** these Book 1 flash cards: Ă, ă, Ĩ, ỉ, Ǫ, ǫ, Ǫ, ỏ.
2. **Point** to "ab, eb, ib, ob, ub" and read them to your student, rhyming with "dab, web, rib, rob, rub."
3. Continue reading and pointing rather rapidly. Make sure you rhyme "off, ogg, oss, oth" with "off,

hog, toss, cloth."

4. Now have your student read the syllables. Make sure "as, es, is" rhymes with "lass, less, miss."
5. Return to this page as needed to reinforce the short vowel sounds.

<p>Ā, ā</p>	<p>tăp, tāpē măt, mătē hăt, hătē răt, rătē</p>	<p>măn, mănē căn, cănē făd, fădē păn, pănē</p>	
<p>Ē, ē</p>	<p>tĕn, tĕēn rĕd, rĕēd bĕt, bĕēt fĕd, fĕēd</p>	<p>wĕd, wĕēd mĕt, mĕēt pĕp, pĕēp stĕp, stĕēp</p>	<p>bē hē mē wē</p> 
<p>Ī, ī</p>	<p>rĭd, rĭdē hĭd, hĭdē rĭp, rĭpē wĭn, wĭnē</p>	<p>dĭm, dĭmē pĭn, pĭnē bĭt, bĭtē fĭn, fĭnē</p>	<p>hī</p> 
<p>Ō, ō</p>	<p>nŏt, nŏtē rŏd, rŏdē rŏb, rŏbē rŏt, rŏtē</p>	<p>cŏd, cŏdē dŏt, dŏtē tŏt, tŏtē</p>	<p>gŏ nŏ sŏ</p> 
<p>Ū, ū</p>	<p>cŭb, cŭbē mŭtt, mŭtē cŭt, cŭtē fŭss, fŭsē</p>	<p>tŭb, tŭbē dŭd, dŭdē</p>	

Phonics Sound Chart for Long and Short Vowels

1. Explain that a straight line over a vowel means it has the long sound. Long vowels sound just like the letter names.

2. **Long O:** Point at Long O and say: "Long O sounds like 'oh' as in 'ok.'" Point to the E's on the ends of the words and say, "This is Silent E. It's crossed out because it has no sound. Silent E makes the other vowel have the long sound. Sound out "not" then "note," "rod" then "rode," etc. Point at the words "go," "no," and "so," and explain that a vowel on the end of a word is long.

3. **Proceed to page nine.** Do not teach the rest of the long vowels until they appear in the stories. It is easier to learn the long vowels one at a time.

Long A: Point at Long A and say: "Long A sounds like 'ay' as in 'angel.'" Point at "tape" and ask, "What does

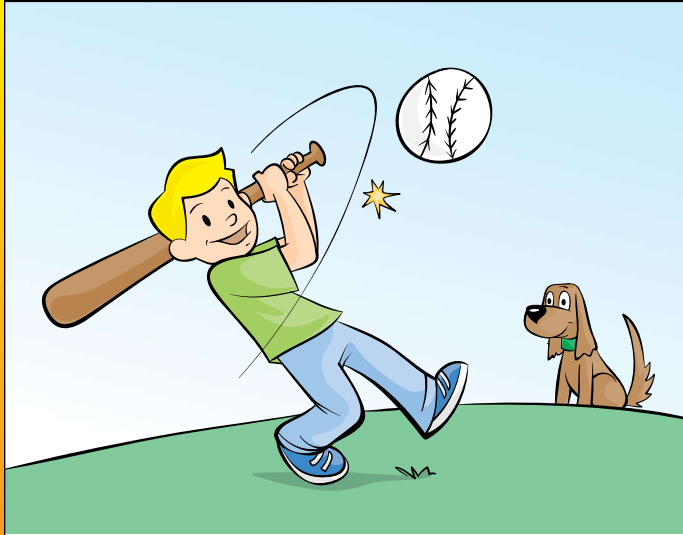
Silent E do to the A?" (It makes it long). Sound out the long and short A words, defining each word as you go.

Long E: Point at Long E and say: "Long E sounds like 'ee' as in 'eagle.'" Point at "teen" and say, "When two vowels are together, the first one is usually long and the second one is silent." Remind your student that a vowel on the end of a word is usually long. Sound out the long and short E words, defining each word as you go.

Long I: Point at Long I and say: "Long I sounds like 'eye' as in 'ice cream.'" Sound out the I words.

Long U: Point at Long U and say: "Long U sounds like 'you' as in 'unicorn.'" Don't make an issue out of the fact that "cube" and "mute" are phonetically "kyoob" and "myoot," while "dude" and "tube" sound like "dood" and "toob." Sound out the U words.

Go Dog!



Dan hits a ball.



The ball goes in the mud!



That dog goes in the mud and gets the ball.



Go dog! Go!

Long O Sound & Rule for Two Vowels Together

1. ***If you skipped Book 1 ask:***
"What are the five vowels?"

(A, E, I, O, U)

2. Find all the vowels in the 3rd panel.

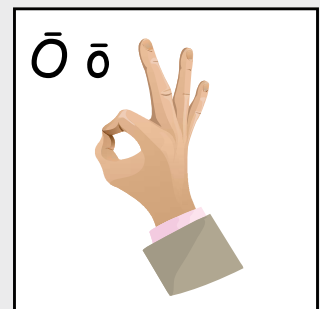
3. Sound out the first new word.

4. ***Point*** at the second new word

and say: "The rule for two vowels together is: the 'first one is long and the second one is silent.'"

5. Sound out the second new word and read the story.

gō, gōes



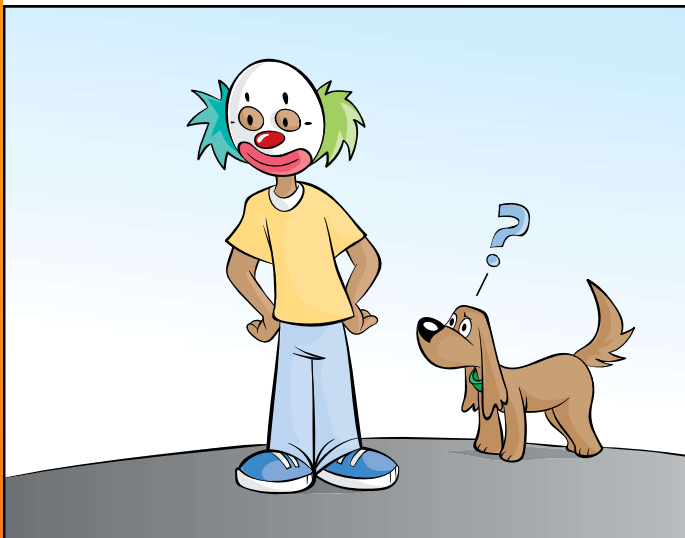
The Dog



Is that Bella?



The dog goes to Bella.



Is that Matt?



The dog goes to Matt.

Review

1. Practice with your flash cards for long O and the letters and sight words that were learned in Book 1:

Ă, Ę, Ī, Ŏ, Ū, Ô, Ō, to, of, the
N, T, S, D, H, C, R, M, TH, F, B, L, G

2. DO NOT practice with the flash cards for any long vowels other than Ō at this time. A common mistake is to introduce the long vowels too quickly, causing the beginning reader to confuse the long and short vowel sounds.

3. Read the story.

4. Proceed to page 11. Read the page aloud together, then let your student trace the gray letters in a top-down direction. The writing practice is part of the reading lesson and should not be skipped. Download extra copies of page 11 and all of the writing practice pages at BrodensBooks.com.

Writing Practice

go go go

goes goes goes

The dog goes to Bella.

The dog goes to Bella.

The dog goes to Matt.

The dog goes to Matt.

Is that Bella?

Is that Bella?

Is that Matt?

Is that Matt?

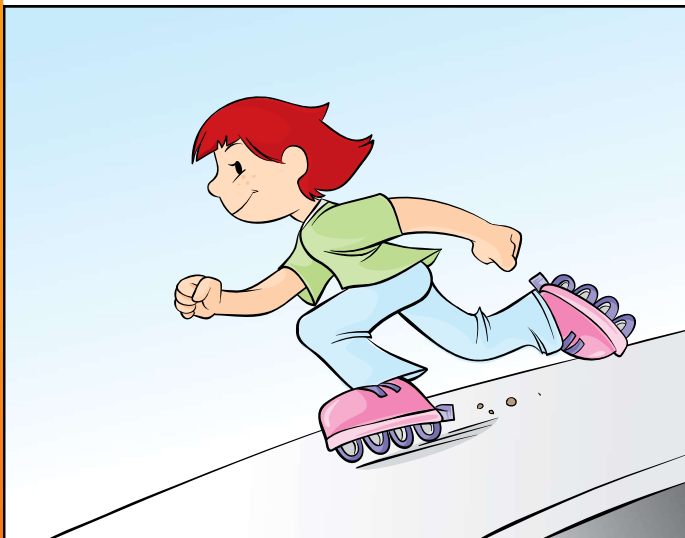
The Dog Goes Fast



Ann's dog ran fast.



The dog ran past Ann.



Can Ann go fast?



Ann can not get the dog.

Learning to Read - The "ST" Sound

1. ***If you skipped Book 1 ask:***
"What are the 5 vowels?"

(A, E, I, O, U)

2. ***If you skipped Book 1 ask:***
"What is a consonant?"

(Any letter that is not a vowel)

3. ***Ask:*** "Are S and T consonants?"

(Yes!)

4. ***Point*** at the star and explain that the consonants S and T together have the "sst" sound as in "star."

5. Sound out the new words, find the ST's in the story, then read the story.

St, st

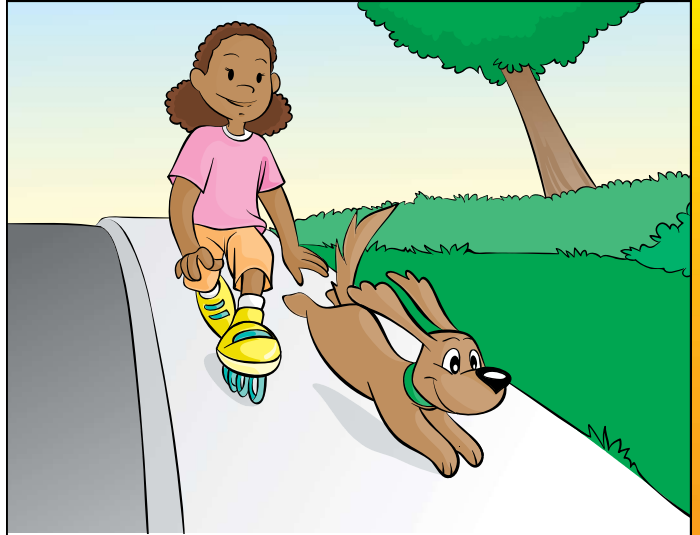


făst, păst

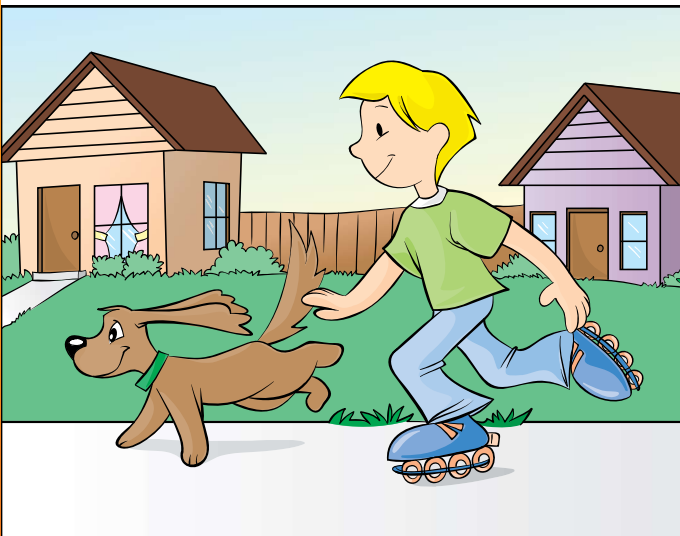
Ann Gets the Dog



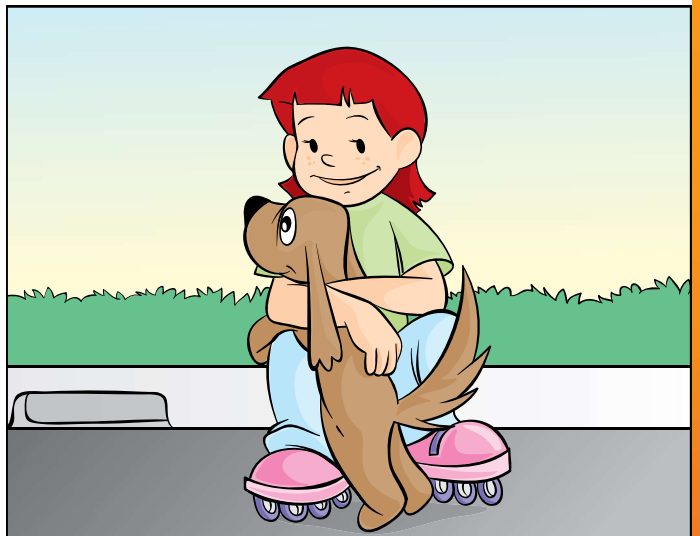
The dog ran to Bella.



The dog goes past Bella.



The dog ran past Dan.



Ann got the dog.

Review

1. Practice with your flash cards:

to, of, the

2. **Ask:** "How do you spell 'to'?"

(T-O)

3. Find the word "to" in the story.

4. **If you skipped Book 1 ask:**
"What are the five vowels?"

(A, E, I, O, U)

5. **Ask:** "What letter has to be in every word?" (A vowel)

6. **Ask:** "What is a consonant?"

(Any letter that's not a vowel)

7. **Point** at the word "goes" in the 2nd panel and ask: "What is the rule for two vowels together?"

(The first one is usually long, the second one is silent)

8. Read the story.