

"The best reading-teaching program in the English-speaking world—at any price!"

1. The Alphabet

Student learns letter names.

The student is taught to look at any lower case letter and say its name.

When to Start: Start when the child is about three years old. Expect the task to take two years.

Make it fun! If it can't be made fun, wait three months and gently start again. Extended stress on the student at this time could dampen his future interest in learning.

2. Phonics facts

Learn the "sounds" of letters and letter combinations (also called phonograms.)

The student learns all the sounds made by s, a, l and t. Later he will learn the sounds of other letters and letter combinations.

When to Start: Start when a student knows the names of the letters of the alphabet.

8. Writing

The goal of spelling!

Easy, creative writing cannot start until a student can spell easily.

The cycle is repeated as the sounds of more letters are taught.

3. Manuscript letters.

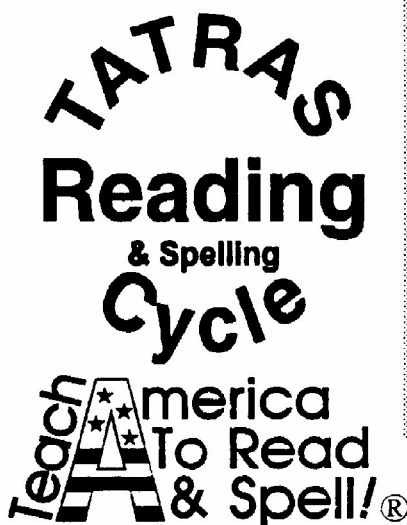
Learn proper formation of letters.

When to Start: When the student can provide all three sounds of the first letter—*a*—, he is taught how to trace that letter form on the TATRAS finger clock. When he does it well there, perhaps after several days, he will print the letter in a wide-lined primary using a #2 pencil.

After the first letter, the student is taught how to form each letter as he is taught the sounds of that letter.

Some students have severe problems forming letters. They should receive some systematic writing experience every day. But they can go on to learn the sounds of new letters and letter combinations without having mastered the printing of the letter.

Call (253) 531-0312
for Information.



6. Spelling

Learn to spell the most often occurring words.

When to Start: When student has *decoded* a word perhaps ten times, then you can ask him to *spell* that word orally or he can do it with flash cards.

Comments: Basically, we spell by visual familiarization. So, the student will learn to spell by reading. Only give as much spelling as the student finds enjoyable. Teach very few, if any, spelling rules in the first grade. Good spelling is not essential to becoming a good reader. But some spelling must be given every day.

Because the words in the S&H manual compose almost two-thirds of the words in print, they are the first words a student should learn to spell.

4. Phonics Habit

Use knowledge of phonics facts to recognize those words that contain just the facts the child knows.

When to Start: When student can provide the sounds of the first four phonograms, five times, in one-half minute.

Comment: This is the most important stage of reading instruction. Left-to-right decoding of words, using student's phonic knowledge, is a skill that the student will hone to a very fine edge over the next 18 months.

The beginning reader will acquire the phonics habit within a few weeks after starting to decode his first word. Some children have problems at this stage. For help, listen to the very end of the TATRAS I cassette.

5. Instant Recognition of Most Often Occurring (MOO) Words

Instant word recognition usually occurs after a word has been decoded about 40 times.

When the average student decodes a word perhaps 40 times it becomes a "sight word," a word the student no longer uses his phonics skills to decode.

The first words that should be learned as sight words are the 500 MOO words. These words comprise over half of the words in adult-level textual materials. Knowing these words instantly, makes a student a faster reader.

Parents! This is a gentle, sure, economical method that *any* parent can use to teach *any* child to succeed in, and enjoy, reading.

7. Reading Text

For knowledge and enjoyment!

When to Start: Most students who know 20 phonograms and the words in the first three lessons will be on the verge of reading almost anything at grade level. Students must continue to learn the remainder of phonograms, however, for spelling purposes.