

Student's

First Reading Book

Fun, Easy, Inexpensive, and Systematic!

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One month into Kindergarten, Nick's daughter [Rita's granddaughter] came to him and said, "I want to learn to read!" After a couple of purchases, he was surprised how little one book had in it, and how difficult another was making it. So, he asked a friend of his [a former Pre-School Director] - whose son was reading on a 2nd Grade level - the year before in his daughter's preschool class, how she taught her son to read. She said, "With 3-letter words!" Nick and his daughter also had a letter-sound tape in the car, at that time. Well, by the powers that be, it dawned on him that if his daughter knew three letter-sounds, she'd likely be able to read a three letter word. So, he started putting pages together, and it worked like a charm. "My Child's First Reading Book" was born and, it really was my child's first reading book! -N.J. DeCandia, Author & Founder, Den Publishing Company.

Dedication: this book is dedicated to Nick's daughter (Rita's granddaughter), with acknowledgment and thanks to the following early childhood education professionals: Swarupa Watlington, Wendy George, Cindy Rossner, Dale Dickey & Sue Lamier.

Disclaimer: this book is not a substitute for adult supervision, nor do we guarantee results.

Den's Evolution of Content and Titles: as mentioned above, the original title was "My Child's First Reading Book" (MCFRB) - because it really was my child's first reading book. However, my mom - contributing author Rita - saw that it worked for more than just her granddaughter, when she started selling it at her preschool. So, she suggested a title change. That's when "First Reading Book" (FRB) aka "Student's First Reading Book" took hold. After some time, we realized we could give students more help on the reading pages, by hyphenating the 3-letter words in addition to the whole word. That's when "The Phonics Reading Book" (TPRB) was born. Note: we still maintain MCFRB and FRB as "whole language" reading pages. Finally, when Nick started working with his church's pre-Kindergarten program, he decided to develop instruction to include the alphabet, which is a pre-requisite of MCFRB, FRB & TPRB. Hence, "The Alphabet Book" (TAB) was born! Note: TAB includes "pre-phonics" lessons (aka: phonemic or sound awareness lessons).

Den Publishing Company
www.DenPublishing.com
Orlando, Florida



"Quick Start" Instructions

1) Alphabet Knowledge - Does your student know the alphabet?
If not => flash cards, first (Appendix A or *The Alphabet Book*).



2) Sit With 'Em - ~5 minutes a day, 4 days per week.
Just a little of your time can make a world of progress!

3) Don't Skip Around - The lessons are short,
but are in a very specific order.

4) Reading Pages (bat, cat..) - Point & demonstrate individual
& combined sounds (b-a-t; bat). Have student do the same.

5) Review Pages - Don't skip these. With rhyming and page design,
this is where putting those sounds together really starts to jell!

6) Review - start each new day with a brief review, and if you
feel they're up to it, cover the picture on a Reading page(s).

7) Keep It Fun - "high fives" for progress made, and use coloring pages
to balance learning with fun!

*"The National Reading Panel's analysis made it clear that
the best approach to reading instruction is one that incorporates:
*Explicit instruction in phonemic [sound] awareness
Systematic phonics instruction..".



National Reading Panel. National Institutes of Health. National Institute of Child Health and Human
Development. <http://www.nichd.nih.gov/research/supported/Pages/nrp.aspx>.

The National Reading Panel was tasked by Congress in 1997 to determine how children learn best to read. The panel reviewed thousands upon
thousands of studies (all available research on teaching reading). The spent over two years analyzing - including holding open panel discussions.

Learning To Read = 2 Steps

1) Learning The Letter Sounds

2) Putting Those Sounds Together

Section 1 - Short Vowel Book Skills Teaches All the Letter Sounds (Except /q/)

By The End Of Section 1, They Have the Tools to Read Short-Vowel Books.

Section 2 Teaches Them Long Vowels, Blends & Segmenting of Big Words

By The End Of Section 2, They Have the Tools to Read Any Beginning Book!

- BE ON ALERT -

~ WARNING ~

~ **FIRST CHAPTER 'HUMP'** -

Note: getting over the newness of each letter having a sound & how to put those sounds together - may not happen the very first time through Chapter 1. This is all so new to your child - like, for us adults, learning a new or foreign language. Remember, any progress is our friend. Discouragement is the enemy. The review pages, with the help of rhyming, maybe our best friend! And, on those review pages, try giving them just enough help to get it, but not too little - to where discouragement/anger/or frustration sets in. In other words: it takes a bit of work. But, watch them "take to it", because it speaks to them at their level!

"Hannah already can't put it down!"

-M.B., Parent of a Kindergartner

"He loves it! He just picked it up. He loves it."

-J.B., Mother of a 4 & 1/2 Year Old

"Andrew is having a ball. He takes it to bed with him!"

-J.H., Grandparent of a 4 year-old

"It is a great book and Nyah already loves reading out of it..."

-J.V., Parent of a Preschooler

As a Kindergartner - my daughter came to me, a month in, and said, "Dad, I want to learn to read!" Inspired, I purchased two books on Amazon, but was surprised at how hard they were making it. So, I asked a friend of mine, whose son was reading on a 2nd grade level the year before, in his and my daughter's preschool class. "How'd you teach Jason to read?". She answered with, "Three letter words!". We also happened to have a "letter-sound" tape in the car at the time. It then dawns on me - if they know three letter sounds, they could read a page. So, I started putting pages together, and by the end of the semester, my daughter is reading! To give ample credit, Jason's mom was a former Preschool Director - so she knew something of literacy techniques, and my mother happened to be the Preschool Director where my daughter and Jason attended. So, the first book - My Child's First Reading Book, really was my child's first reading book. -NJD, Author & Founder, Den Publishing Company

The Evolution of Content and Titles

The original title was *My Child's First Reading Book (MCFRB)*, because as mentioned above, it really was my child's first reading book. Credit - two preschool directors (one of which happened to be my mom, co-contributing author, Rita D. Newman). Credit Rita for the original 'migration' in titles. She saw it worked for more than just her granddaughter, when she started selling it at her preschool! So, I changed the title to *First Reading Book (FRB)*. Sometime later, we realized we could give them more help on the reading pages, in Section 1 - then just the word and a picture: "cat" [pic]. That's when I added a hyphenated 3-letter word on each reading page, in addition to the whole word: "c-a-t, cat, [pic]". Hence *The Phonics Reading Book (TPRB)* was born.

However, we knew we wanted to offer both types of reading page approaches - "whole language" (FRB) and "phonics" (TPRB). After working with my church's Pre-K program, I decided to work it back to include the alphabet. That introduced the titles, *The Alphabet Book*, and *Pre-Phonics for Preschoolers*, which gives them practice manipulating sounds - bridging the alphabet to phonics. Note: alphabet flash cards ARE included in an Appendix in MCFRB, FRB & TPRB. Finally, we endeavor to incorporate everything from the alphabet to phonics under one title, hence: *Alphabet to Phonics*. -N.J.D., Author & Founder, DPC

Den's Reading Program

My Child's First Reading Book	First Reading Book	The Phonics Reading Book
The Alphabet Book	Pre-Phonics for Preschoolers	Alphabet to Phonics

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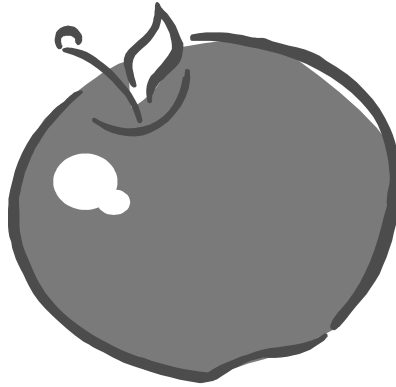
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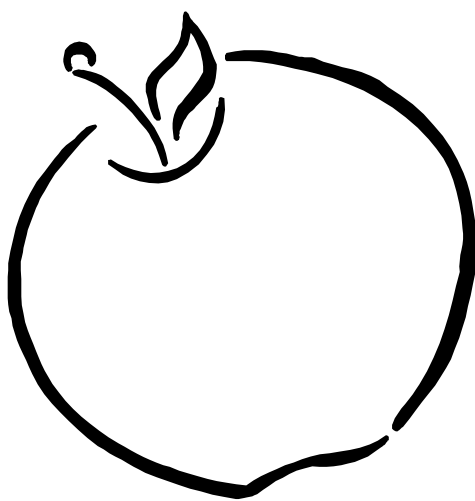


a

Adult says, "What letter is this?" pause/assist
"Ok, /a/ makes the "ah" sound, as in apple.
Can you say, 'ah' - apple?"

A

a



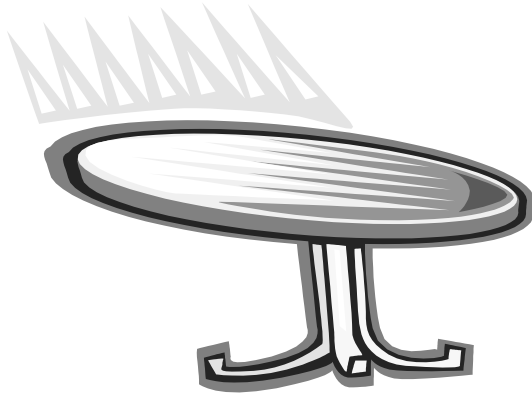


b

Adult says, "What letter is this?" pause/assist
"Ok, /b/ makes the "buh" sound, as in balloon.
Can you say, 'buh' - balloon?"

B b





Adult says, "What letter is this?" pause/assist
"Ok, /t/ makes the "tih" sound, as in table.
Can you say, 'tih' - table?"

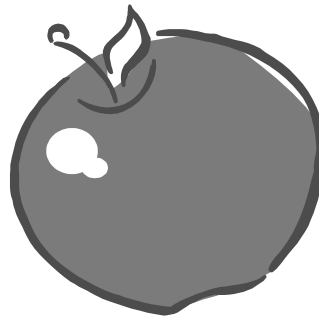
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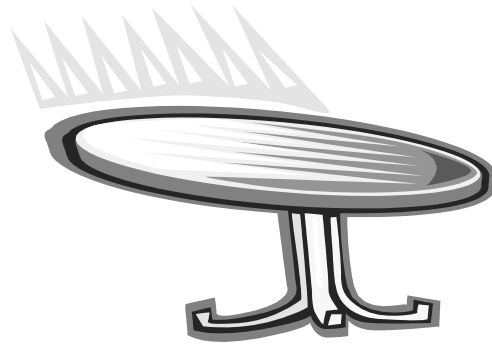
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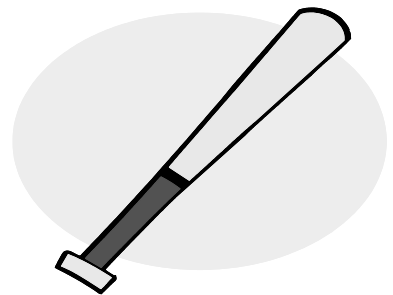
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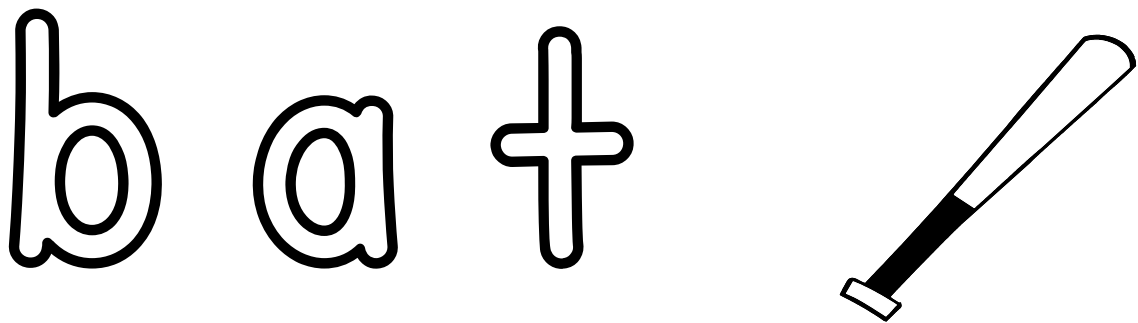
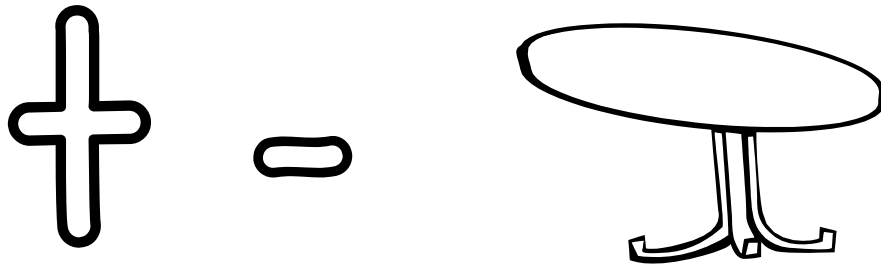
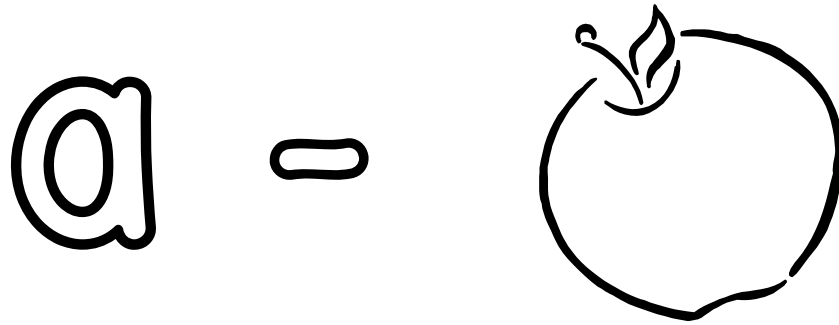
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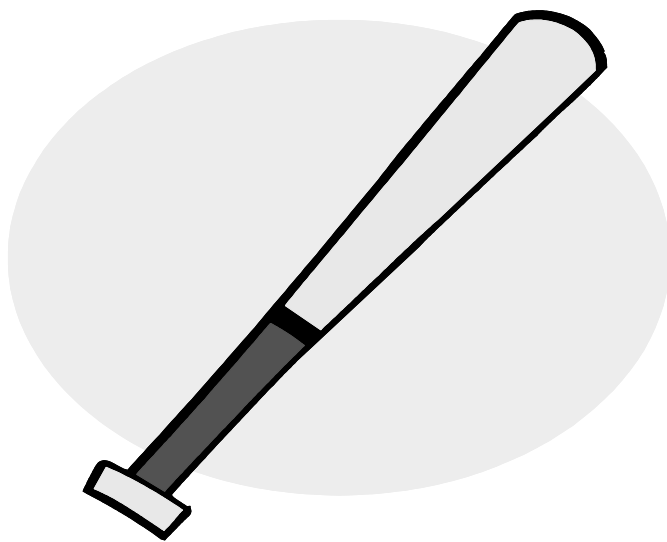
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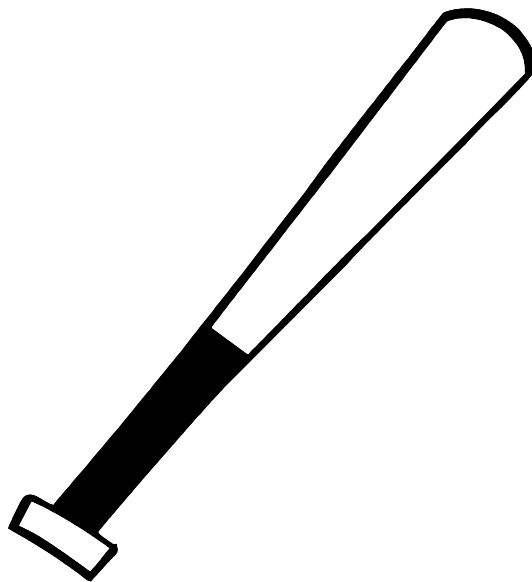
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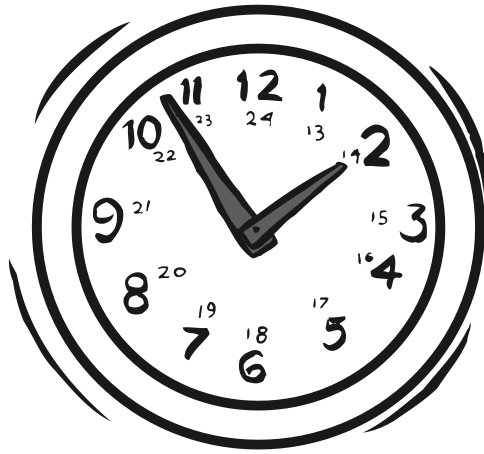


b a t



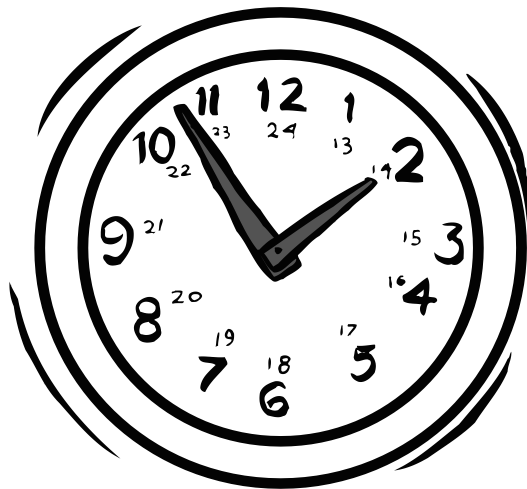
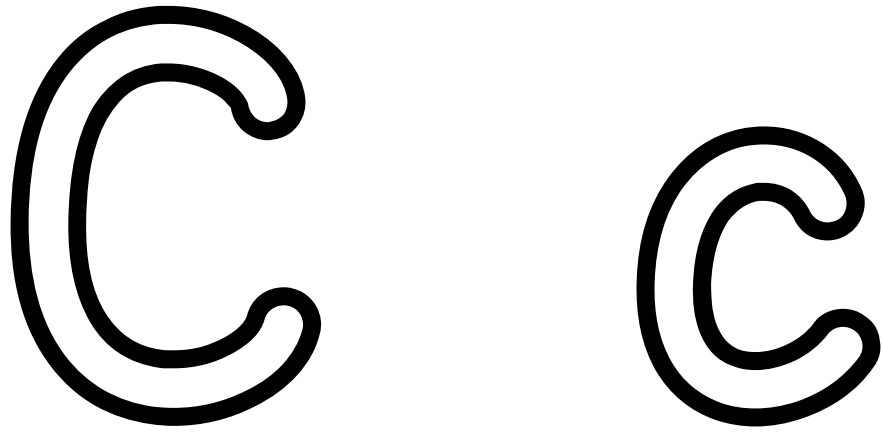
b a t





C

Adult says, "What letter is this?" pause/assist
"Ok, /c/ makes the "kuh" sound, as in clock.
Can you say, 'kuh' - clock?"



jet

kit

run

lid

yes

zip

jet

kit

run

lid

yes

zip

STOP

CONGRATULATIONS!

You have just reached the end of
Section 1 - Short Vowel Book Skills.

The Next Step

We suggest a short break, followed by a week or two of reading just short-vowel books. Then consider alternating days between short-vowel books and Section 2 - Long Vowels, Blends, & Segmenting of Big Words. Or you may also want to pick-up Section 2 skills "on the fly", as the need arises.

Caution !

Do be particular, at this juncture, about finding books with just short-vowel words. And don't just hand them over. Sit with them, still. The very last thing you want, at this point, is for your student to get discouraged. Note: there are a couple of series out there - that are pretty good about having just short-vowel words, including the "Now I'm Reading" Series, Level One, and "Bob Books" Sets 1 & 2. Both are available at Amazon. You may, also, want to check your local public library for these!

Section 2 - Long-Vowels, Blends, & Segmenting

Now that your student can read short-vowel books, it's time to give them the tools to read any beginning book, including:

- 1) To know long-vowels.
- 2) To know blends.
- 3) To know some sight words & punctuation.
- 4) To be able to break down bigger words.

How to Use: teach your student to use their thumb to cover part of the word, while sounding out the other part!

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