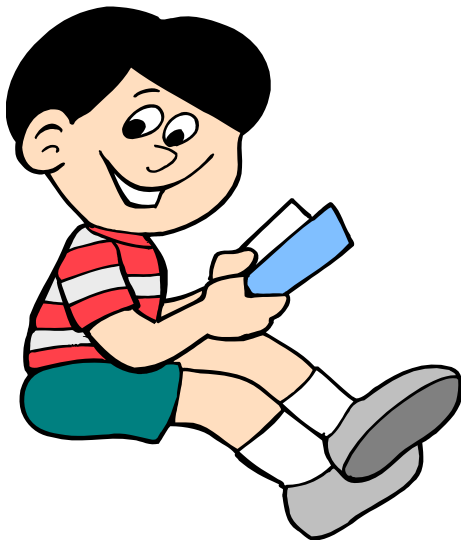


The Phonics Reading Book

Fun, Easy, Inexpensive & Systematic!



5-MINUTE LESSONS

SHORT VOWELS FIRST

NO COLOR AVOIDS DISTRACTION

The Phonics Reading Book

Walk Your Non-Reader To Reader With Fun & Easy Lessons

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ISBN-10: 1475244983

ISBN-13: 978-1475244984

Printed in the United States of America. 1 2 3 4 ACS 12 16 17 20

Authors' biographies: Nick has a BSME from the University of Notre Dame. He's a CPA, with a second Bachelor's degree in Finance/Accounting - from the University of New Mexico. Nick became a nationally published author back in 2001, with "The New Face of the IRS" published in the January 2001 issue of Strategic Finance magazine.

Rita D. Newman has a Bachelor's of Science degree in Early Childhood Education, taught Kindergarten for a few years, and directed a very successful preschool for 23 years.

I dedicate this book to: my daughter - whose desire to learn to read in Kindergarten inspired this process; my mother whose preschool my daughter attended – inspiring her; and my wife, who gave me a family.

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.

Acknowledgment & thanks to the following early childhood education professionals: Wendy George, Cindy Rossner, Dale Dickey, Sue Lamier, and Swarupa Watlington.

Disclaimer: this book is not a substitute for adult supervision, nor are results guaranteed.

Evolution of content and titles: the original title is "My Child's First Reading Book" (MCFRB). However, Rita saw that it worked for more than just her granddaughter, when she started selling them at her preschool. So, she suggested a title change. That's when, simply, "First Reading Book" (FRB) came to be. Sometime later, I realized we could give students a little more help on the reading pages, by hyphenating the three-letter words (eg. "bat" to "b-a-t"). That's when "The Phonics Reading Book" (TPRB) was born. We still maintain MCFRB and FRB as reading books with "whole language" reading pages (just "bat" and a picture of a baseball bat). Some years later, I started working with my church's pre-Kindergarten program. At that time, I decided to develop instruction to include the alphabet, as well as pre-phonics - the bridge between the alphabet and phonics. This gave birth to both "The Alphabet Book" (TAB), and "Pre-Phonics for Preschoolers" (PfP). Finally, I introduced a compilation title, "Alphabet to Phonics" (AtP). Note: all titles have both student and teacher's editions. Teacher's editions include detailed lesson plans, as well as assessments.

Email: CustomerService@DenPublishing.com

www.ThePhonicsReadingBook.com

www.DenPublishing.com



"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!

*Notes: (1) ample review is going to be needed, as learning to read is a kin to us adults learning a new language; and 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. Remember: any progress is our friend. Discouragement is the enemy; (2) don't be alarmed if your child doesn't know one or more of the words / pictures. This will be part of the learning experience, as well!

**"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.

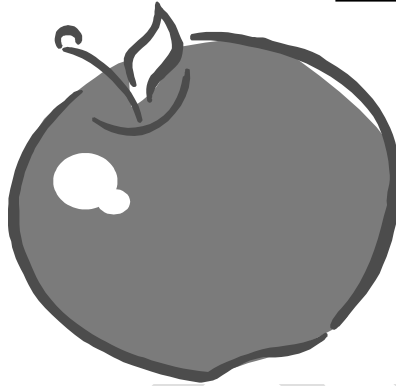
Section 2 Teaches Them Long Vowels, Blends & Segmenting of Big Words

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

Signature Page Design

White on the outskirts helps focus attention - to the center of the page and the task at hand.

Large pictures and letters for the student.



Grayscale keeps interest level high, and provides coloring page.

a

Smaller prompt for the parent.

Parent prompt (suggested) - point and say,
**"Apple starts with /a/ and sounds like "ah",
"apple - a - ah."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

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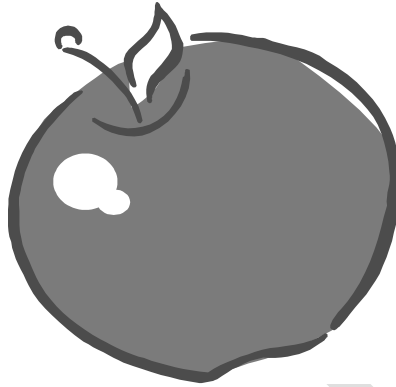
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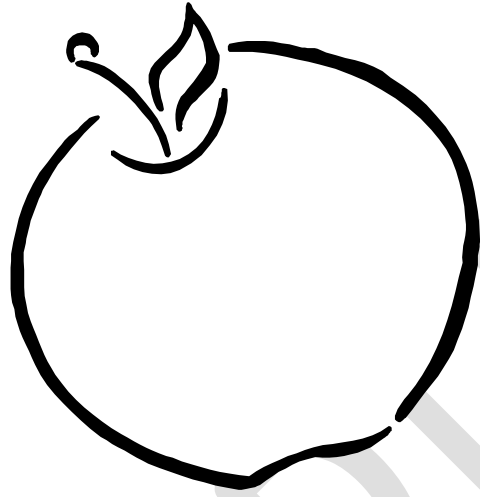
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a

Parent prompt (suggested) - point and say,
"Apple starts with /a/ and sounds like "ah",
"apple - a - ah." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



SAMPLE

a



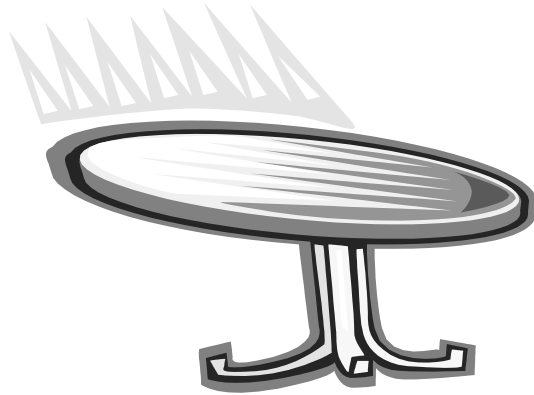
b

Parent prompt (suggested) - point and say,
"Balloon starts with /b/ and sounds like "buh",
"balloon - b - buh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

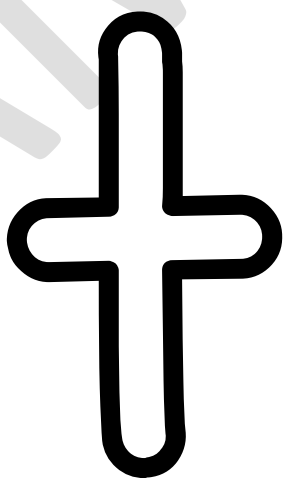
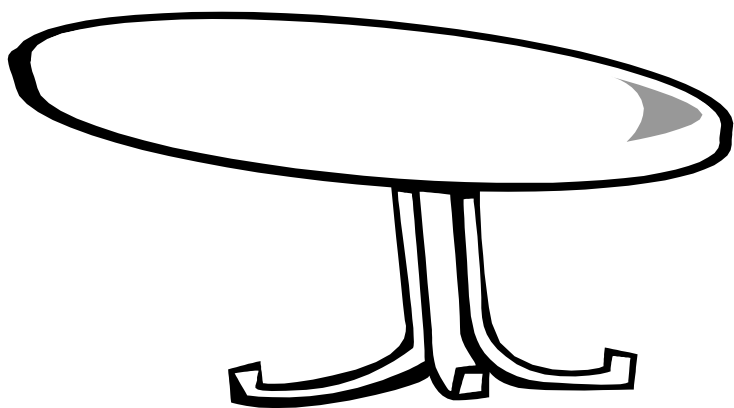


SAMPLE

b



Parent prompt (suggested) - point and say,
"Table starts with /t/ and sounds like "tih",
"table - t - tih." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



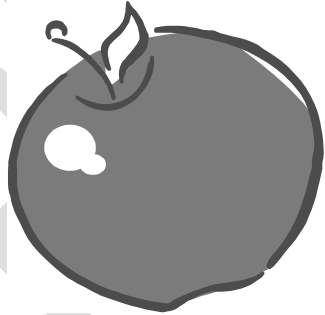
b

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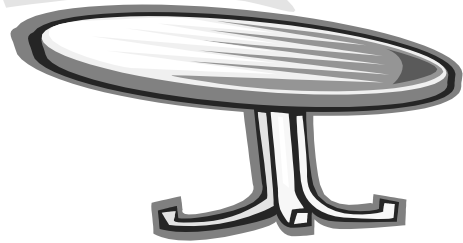
a

-

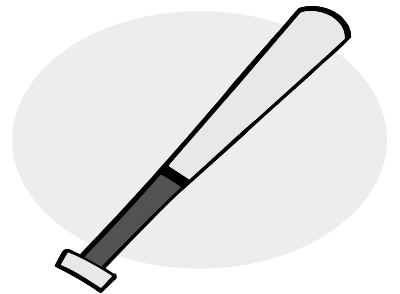


t

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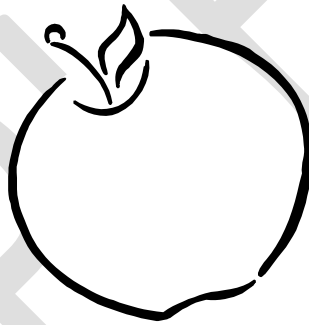
b-a-t



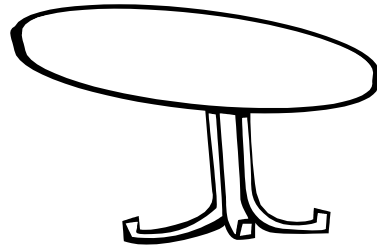
b -



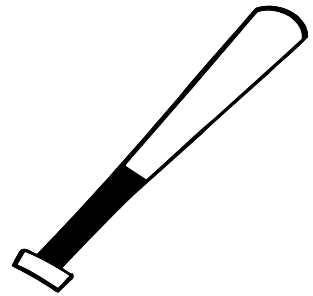
a -



t -

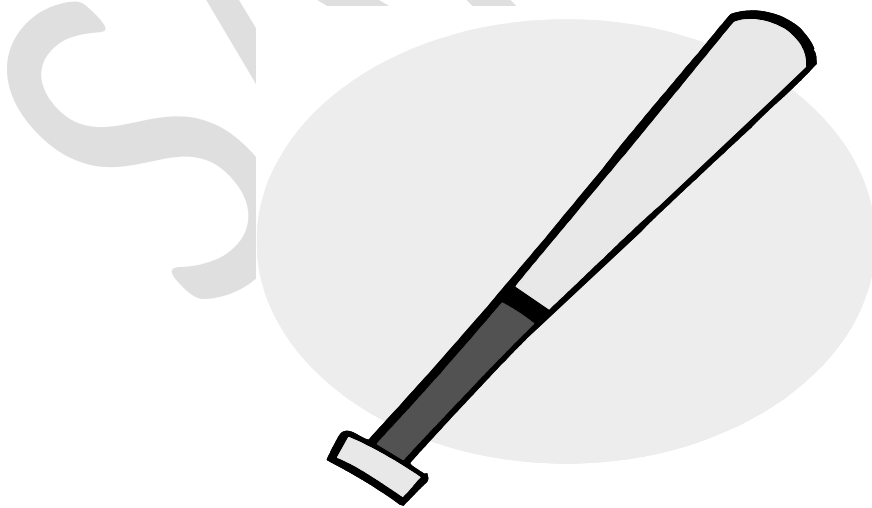


b-a-t



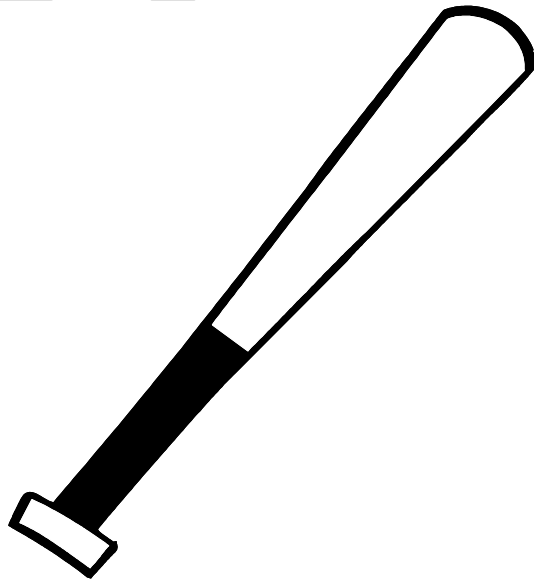
b - a - t

bat



b - a - t

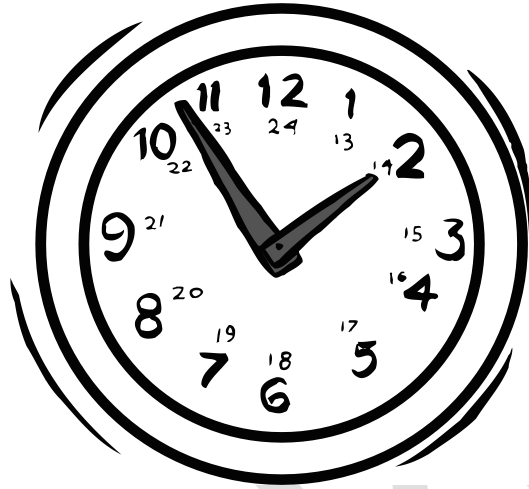
bat





C

Parent prompt (suggested) - point and say,
"Clock starts with /c/ and sounds like "kuh",
"clock - c - kuh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



SAMPLE
C

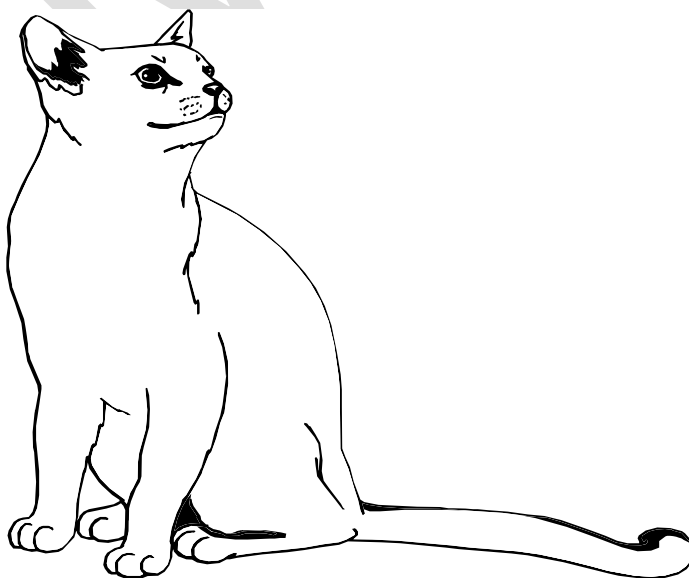
c - a - t

cat



c - a - t

cat





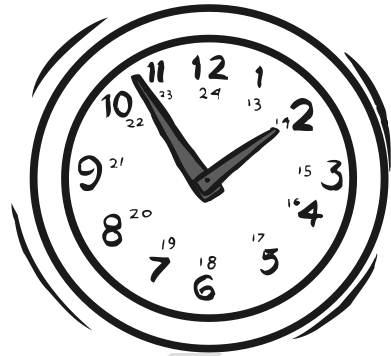
h

Parent prompt (suggested) - point and say,
**"House starts with /h/ and sounds like "huh",
"house - h - huh."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



h

c -



c - a - t



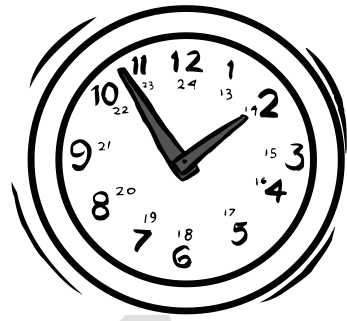
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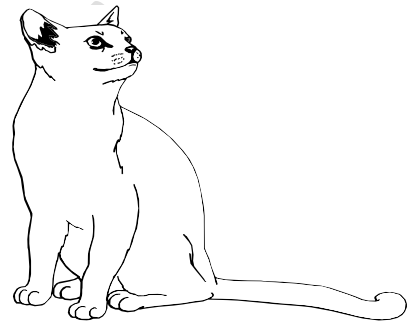
h - a - t



c -



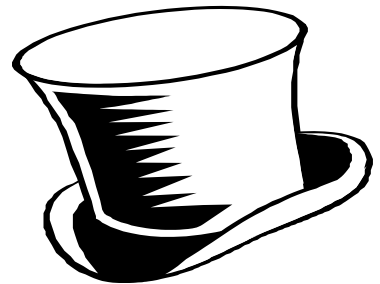
c-a-t



h -



h-a-t



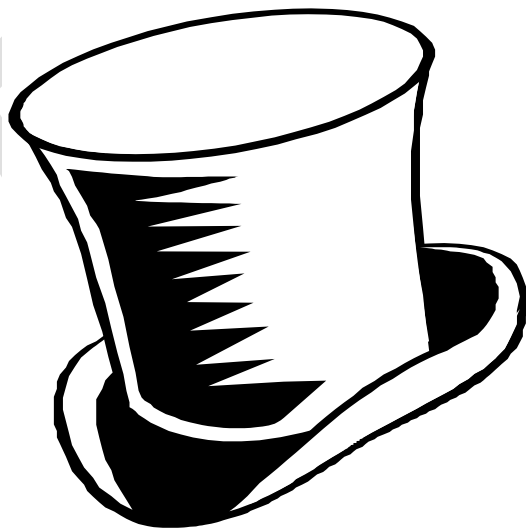
h - a - t

h a t



h - a - t

hat



Den's Reading Program - Local & Correspondence Testimonials

"You should publish it!"

-K.K., Parent of a Kindergartner

"It's great!"

-C.C., Parent of a Kindergartner

"Hannah already can't put it down!"

-M.B., Parent of a Kindergartner

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

-J.H., Grandparent of a Four-Year Old

"That book is so very cute."

-S.W., Parent of a Kindergartner

"Thank you for such a great resource!"

-K.B., Kindergarten Teacher

"The pictures are gorgeous. This is great..!"

-W.G., Certified Reading Specialist

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

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

"The program utilizes 80% or more of current research-based practices. The sequence of the materials was good. The book would have a specific purpose for beginning kindergarten. This is well done..."

-Utah State Textbook Adoption Committee

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

-J.V., Parent of a Preschooler

"I've looked it over (and my first thought was how well put together the book is)..."

-P.W., Aunt of a Preschooler

"I think it's a great start for any pre-school, kindergarten or first-grade child..."

-M.H., Reading Teacher for over 25 Years

-more-

The Alphabet Book
www.TheAlphabetBook.com*

Pre-Phonics For Preschoolers
www.Pre-PhonicsForPreschoolers.com*

My Child's First Reading Book
www.MyChildsFirstReadingBook.com

First Reading Book
www.FirstReadingBook.com

The Phonics Reading Book
www.PhonicsReadingBook.com

Alphabet to Phonics
www.AlphabetToPhonics.com

*combined website: TAB forwards to PfP.com