

## LEARN TO LEARN

We are defining a second goal to assist and improve the Learner's pursuit of our first goal (the first goal is learning how to read and spell). Our second goal is that the Learner will learn to learn.

Young people learn abstract "rules" and "principles" by seeing (and holding in hand) repeated examples of the rule or principle in action, and only then are they able to comprehend and apply the rule or principle, and also describe it **if** given the language **after** they learn to recognize the principle. But they learn to recognize the principle by seeing and/or holding many occurrences of the principle in action.

Young children need to see, feel and use many specific, preferably organized, examples of a rule before a spoken general statement of that rule will evoke those examples in the child's mind!

Adults helping children to learn often start with a general explanation of a rule or principle, expecting children to visualize specific examples from a description of a general rule. Young children won't visualize the example from hearing the explanation until enough **uninterrupted, organized, specific, individual examples** are experienced. This book tries to provide long lists of effectively organized examples that illustrate the ways letters spell words and the ways words work together in sentences to make sense.

**It is not necessary to answer every question "now!"**

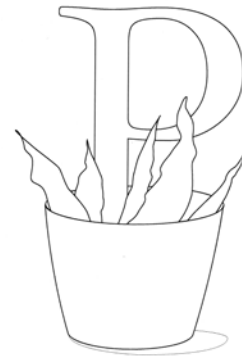
I am P.

It's easy to read me.

It's so easy to read me!

I almost always spell the same sound!

Listen to me spell. Can you hear my sound?



Plant

pop      pip      pap

top      tip      tap

pot      pit      pat

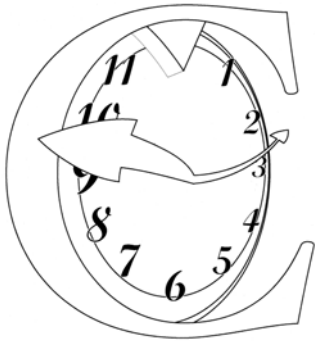
pod      dip      pad

bop      bip

pop      pip      pap      pup

We call it “the P sound.”

And I am the best letter there is at spelling it!



C speaking here.

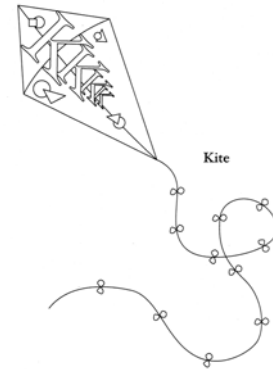
Sometimes we team up to spell K's sound.

But often K spells K's sound alone.

First practice this whole page by reading across each line, line by line.

Then read down each list.

kin	skin	skins
kill	skill	skills
kid	skid	skids
kip	skip	skips
kit	skit	skits



ban	bank	banks	in	ink	inks
tan	tank	tanks	sin	sink	sinks
ran	rank	ranks	tin	stink	stinks
	prank	pranks		slink	slinks
Dan	dank		pin	pink	
dun	dunk	dunks	us	dusk	
bun	bunk	bunks		ask	asks
sun	sunk		mass	mask	masks
	slunk		bass	bask	basks
	stunk			cask	casks
	spunk			task	tasks
	skunk	skunks		tusk	tusks

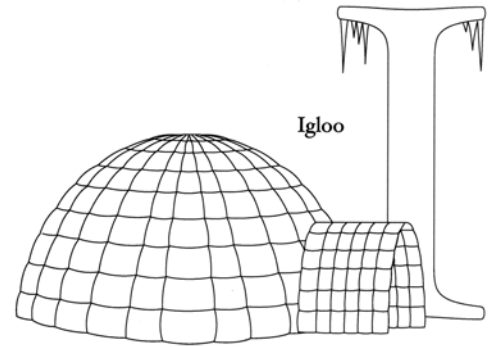
Hi. I am I.

I am very special!

I am everyone's favorite letter!

But I will not tell you all about me now.

I will just help you practice my short sound now.



Prepare each list for practice by lightly underlining the group of letters that is in every word in that list.

Bill	imp	sick	ticking
sill	limp	tick	licking
till	blimp	stick	sticking
still	blimps	Rick	inking
pill			stinking
spill	tint	licks	blinking
kill	lint	tricks	singing
krill	mint	bricks	stinging
bill	mints	picks	bringing
			sprinkling
sis	list	silt	milk
miss	mist	tilt	silk
bliss	Mister = (Mr.)	lilt	bilk
kisses	sister	stilts	silks

Are you getting good at reading a group of letters as if they were one letter?

We vowels will each teach you how to spell and read our other sounds later.

