

# Home Reading Program

*Infant through Preschool*

One word for each phoneme

*th ch ough*

## Advanced Phonograms

**Advanced Phonograms with Words Flashcards**

Phonograms have more than one phoneme.  
Phonograms are colored black and stand out in the words.

## **Advanced Phonograms with Words**

*\* The Alphabet, Beginning and Intermediate Phonograms are presented to the baby before working with Advanced Phonograms.*

### **Description of Flashcards**

Flashcards are all double-sided. A phonogram is shown on one side of the flashcard. On the other side is a word that contains the phonogram. The phonogram is easily detected because it is colored magenta on both sides of the flashcard.

### **How to Assemble Flashcards**

Print flashcards and use card stock or poster board for backing. Match the word to the phonogram and slip the pages, back-to-back, into a sheet protector so that one side of the flashcard shows the phonogram and the other side shows the word. Also, you can use a ring binder like a flip chart to present the flashcards.

### **Pointers**

- Practice your presentation in front of a mirror until you are comfortable handling flashcards.
- Show flashcards when both you and the baby are feeling well and are in a good mood.
- Good lighting is essential.
- Eliminate noise and distractions before giving a presentation.
- Gain the child's consent to show flashcards. Pick a time when he's not doing something \*he enjoys and do not interrupt him.
- A word about phonogram "ui": it sounds like the name of the letter U. Many people pronounce it the same as the ui in fruit, but that is not Standard English.

---

\*Because gender-neutral language can be cumbersome, we have often used he or him to refer to the individual. These terms are used for readability and are not intended to exclude women.

## **Presenting Flashcards**

- Tell the child that you have advanced phonograms that have more than one phoneme, and that each phoneme of each phonogram has its own word.
- You may show 5 or more (or less) flashcards, per session, depending upon the child's interest.
- Hold the flashcards with the word facing you. (The word is your pronunciation key to the pronunciation of the phoneme.)
- Hold the flashcards steady, at the child's level, where he can see clearly without straining. (For an infant this would be about 18".)
- Take each flashcard from behind and bring it up to the front while pronouncing the phoneme as you show the flashcard. Then turn the card around and say the word.
- Or you may want to place the child next to you on the couch and put the flashcards on your lap, instead, and hold up the top flashcard for the child to see. Or you may prefer putting flashcards in a ring binder and flipping them over like in a flip chart.
- Presentations should be done quickly and smoothly. Ten seconds for both sides of five flashcards is ideal.
- Leave some time between sessions and never show more flashcards than the child wants to see.

## **Focusing on Words Instead of Flashing**

Besides flashing phonograms and words, work with one or two flashcards and go over each phoneme in the word. For this you would download the word cards that have all black letters.

<http://www.internationalparentingassociation.org/Materials/index.html>

- Identify the phonogram for the child (give the phoneme). Then turn it around and say the word.

- Now say the word again, more slowly, pronouncing the phonemes in a drawn-out, segmented manner while pointing to the letters as you say them.
- Then blend the sounds together again and say the word slowly with emphasis and without segmenting.
- As you blend the phonemes, move your index finger under the word from left to right in the same direction as the eyes would move in reading the word. All in all, the word is spoken three times.

### **Maintaining Interest**

Keep in mind that the rule is to stop before the child loses interest, so the child will be eager to see the flashcards next time you show them. If it works better for you or the child to show fewer flashcards (or more) show the number that works best.

*We hope you and your child enjoy this reading program. The gift of reading is one of the greatest gifts you can ever give your child. Early readers have all of the advantage in life, and it is never too soon (or too late) to begin to learn to read.*

Website: [internationalparentingassociation.org](http://internationalparentingassociation.org)  
Email: [clareparker@InternationalParentingAssociation.org](mailto:clareparker@InternationalParentingAssociation.org)

th

th is

th

think



ch

check

ch

echo

ch

chalet

ed

graded



ed

loved

ed

mixed

**Si**

discussion

**Si**

vision



**ie**

field

**ie**

lie

**ey**

they

**ey**

key



ea

sea

ea

head

ea

great

**ei**

receipt



**ei**

veil

**ei**

forfeit

OO

room

OO

look



ui

fruit

ui

suit

**ew**

threw

**ew**

few



**OW**

how

**OW**

low

ou

round

ou

soul



ou

*y*ou

ou

double

ough

though

ough

through



ough

rough

ough

cough

ough

thought

ough

bought



## **Flashcards Can Raise a Baby's IQ**

Young children have very quick minds and they learn effortlessly. An effective way to teach small children is to show them several sets of flashcards throughout the day. Child brain development specialist Glenn Doman founder of The Institutes for the Achievement of Human Potential in Philadelphia calls his flashcards "Bit off Intelligence Cards" or "Bits" for short. The term 'bits' has become popularized. Bits are large picture cards with factual information on the back. Ten facts are usually listed. Bits are ideal for infant stimulation, and children of any age love bits. Being happy and relaxed and showing enthusiasm when you give presentations will add to your child's interest and enjoyment. As you and your child work daily with bits your child's knowledge base will dramatically increase and his IQ will be increased.

### **Make Your Own Bits**

In order to make bits, collect a variety of pictures and accompanying facts. Paste each picture onto a piece of poster board. (Doman recommends 11" x 11", but 8-1/2 by 11 also work) Place a label identifying the subject on the back of the card. A list of information, or facts, can be added beneath the label. Any size bits can be covered with clear contact paper or laminated. 8-1/2" by 11" bits can be put in loose-leaf jackets instead. If you are short on time, older children can help make them for the younger children.

### **Basic Rules for Presenting Bits**

- 1) The flashcards in each set of bits should all be on the same subject.
- 2) Pictures should be large, clear, and precise and display a single item, preferably without a background. If you can, cut out the background.
- 3) Presentations should be brief.
- 4) Cards should be shown quickly, about one card per second or as long as it takes to present one fact.
- 5) Give one fact per card at a time.

6) To insure continuing interest, stop before the child's interest starts to dwindle.

### **It's Easy and Enjoyable**

The following tips can help you turn each session into a success:

- 1) Before showing flashcards to the child practice handling them standing before a mirror.
- 2) Each presentation should be a positive experience. Love and enjoyment are major ingredients!
- 3) The child needs to be in a receptive mood whenever you show bits.
- 4) Do not attempt to have a session with a child that is tired or sick. And do not attempt to have a session with a child that is preoccupied with something else, especially something he enjoys.
- 5) Prepare the environment by eliminating distractions such as TV, radio, stereo and phone.
- 6) Good lighting is essential.
- 7) Enthusiastically announce that you have bits to show and tell the category you are offering. Ask the child if he would like to see them.
- 8) Hold the cards 18 inches away from the child at the child's eye level.
- 9) Work from the back of the stack towards the front.
- 10) Keep the cards steady without jerking them.
- 11) Be lively with your presentations.

Let your child know how wonderful he's doing and how much fun you're having. As you express joy, your child will be

delighted to participate, even if he's only an infant. This is important, because infants who are shown bits develop their sight and hearing faster. And as bits stimulate brain development they trigger the genius potential that is waiting to be discovered in each child.

### **It Doesn't Take Long**

Doman's research, among others, shows that children learn very quickly, especially babies. Doman's recommendation is to try showing a set of bits three times a day for ten days. Some parents find that their child learns faster and prefer showing the same set of bits less often to keep the child from losing interest. Adding facts and new cards while retiring old ones, except perhaps for periodic review, helps maintain interest.

An obvious sign that a child is losing interest in a set of bits is if he looks the other way during a presentation. If your child begins to lose interest and looks away it is probably because your child needs new information. If this happens, Doman advises moving on to new material. He says many children he worked with reached the point where they only needed to see a bit one time to learn a fact. These children have developed *super-memory*, which is close to photographic memory!

### **Photographic Memory**

Dr. Makoto Shichida of Japan says that showing a child large amounts of information very quickly develops photographic memory and that it is not necessary to present information more than once. Finding out what works best for you and your child may take some experimentation.

### **Teaching the Alphabet**

The 26 letters of the alphabet are often the first phonograms children learn and we teach alphabet phonograms first in the *Home Reading Program*, which you can download at:

<http://www.internationalparentingassociation.org/PDF/Alphabet.pdf>.

The letters of the alphabet are the building blocks to make words and the alphabet lays the foundation

for reading. To teach your child the alphabet you can divide it into three parts and present one section at a time, each section about taking ten seconds to present. Presentations can be repeated throughout the day.

Doman Doesn't recommend running the sessions together, and he says to leave, at least, half an hour between sessions. However, if you find that running sessions together does work for you, you should still leave some space between presentations where you play with the child for a moment and share a bit of affection.

After presenting the names of the letters of the alphabet you can present the letter-sounds (phonemes) and use the alphabet-phonogram word cards. Then move on to the rest of the phonograms and their word cards.

Website: [internationalparentingassociation.org](http://internationalparentingassociation.org)  
Email: [clareparker@InternationalParentingAssociation.org](mailto:clareparker@InternationalParentingAssociation.org)

Copyright © 2015 Clare Parker. All rights reserved.