

## Why Use the Learning to Read CBT?

The *Learning to Read CBT* is a reading program that can be of great value to parents who are willing to spend the time and effort to utilize it with their children. In this paper, I will explain why the CBT is of value by detailing the reasoning behind each of the sections included in the CBT.

Before beginning the explanation of the individual sections, it would be well to share why the CBT was created. The CBT was created as a direct result of interaction with parents who were concerned with how they could work with their children to make them good readers. I was seen, in my family and circle of friends, as an expert on reading due to my experience as a teacher. My wife is a nurse and often received calls related to children's health issues. As a teacher, I received the calls concerning the education of young children.

During these conversations, the success my own children experienced when learning to read was always addressed. Most people commented that they were good readers because I was a teacher. The manner in which this was said often reflected some degree of frustration. This frustration seemed to be precipitated by the fact that as a non-teacher, many parents believed they did not have the ability to teach their own children to read at a high level.

I spent a good deal of time contemplating how I could share my knowledge with parents who want to help their children learn to read. I have a deep-seated belief that with time, desire and knowledge, most parents can teach their children to read quite effectively. Finally, after being out of teaching for over two years, the desire to teach

overwhelmed me and prompted me to begin the process of creating a CBT module to share my knowledge of reading.

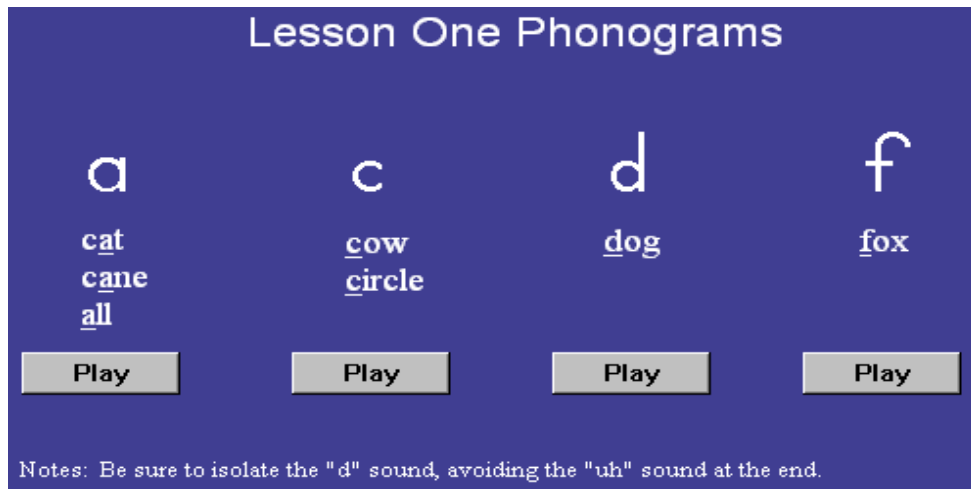
After months of work and two versions of the program, the *Learning to Read CBT* reached its current form. I will now detail why I believe this program will work very effectively for parents with a desire to see their children read at a high level. Each of the 18 lessons is set up with the same individual sections, which are listed below and will be discussed in order:

- An essay covering various education-related topics
- A list of the lesson's phonograms with sounds, sample words and notes
- Activities to be done with children
- Words to be sounded out using previously-learned phonograms in conjunction with the current lesson's phonograms
- A list of the phonograms covered up to and including the current lesson

The essays in the *Learning to Read CBT* cover a wide range of subjects and are intended to give parents an insight to the dynamics of teaching reading as well as other areas including schools and student expectations. Stories from the classroom are included as well as experiences from the parenting sphere. There are a number of references to my children, Lauren and Hayden, who both learned to read using the phonograms.

The essays are valuable and if the suggestions presented in them are followed, parents can make a huge difference in children's ability to learn to read more easily. The most important and easiest thing to do with a child is to read and talk regularly with him or her. This is stressed repeatedly and if followed, easily makes the CD worth the cost. The essays also discuss the importance of expectations for your child. Children try very hard to meet expectations, so expect them to do well.

But to make the CBT really effective, the phonograms must be learned. The 70 phonograms covered in the CBT are the meat and potatoes of the entire program. In the second section of each lesson the phonograms for that lesson are introduced. Included in this section are the phonograms, a word or words that contain the sound(s), a link to an audio file for each phonogram and notes related to the phonograms as needed. Below is a screen shot of this section.



If the parent will read each of the sample words carefully, the sounds can be determined for the phonograms. By pressing the “Play” button below the phonograms, the phonogram will come up on another page and the sound(s) will be played. The parent and child should refer back to this section often as the phonograms are being learned.

Another thing I discovered while talking with parents was that they often have no idea what to do with their children to help them academically. So, after the phonograms section in each lesson, I’ve included a section suggesting activities that can be done with children.

These activities by no means cover the entire spectrum of what can be done with children. Many are activities that I've done with my own children. The suggested activities will give parents ideas of ways they can interact with their children, getting them to experience language in various ways. Included are reading, listening, writing and patterning activities.

There are many books and web sites available that will give enterprising parents a huge bank of other activities to draw from. Remember, working with children in this way is instrumental in helping them with learning. While it is great to use the phonograms to explicitly teach your child to read, it is equally important to spend time with your child laying the foundation for reading.

One of my favorite sections in each lesson is the sounding out of words. In this section, the parent and child see the modeling of words being sounded out phonogram-by-phonogram. The words sounded out in each lesson contain phonograms introduced in that lesson and prior lessons.

The process for modeling the sounding out of words includes the steps listed below, using the word "moon":

- 1) The m comes on the page and the m sound plays orally.
- 2) The oo comes on to the page and the appropriate sound plays. It is a darker color because it was just introduced in this lesson.
- 3) The n comes on the page and the n sound plays orally.
- 4) After the word is completed phonogram-by-phonogram, the word is read orally.

This section is very important because it shows children that words are made up of parts, a concept that is instrumental for children to understand. The multiple-letter phonograms are a different color when introduced so the child will understand that it is making only one sound in the word. Multiple-letter phonograms that have already been introduced will not be a different color, but will appear on the page as a unit. There are four words sounded out in each lesson, unless there are more or fewer phonograms introduced in the lesson.

And finally, the final section of each lesson is the review of all the phonograms learned up to that point. This section can be used to review with your child the sounds of the phonograms. As the lessons go by, it can also be used to show how much has been learned. As the number of phonograms increases, it becomes very impressive how much is being learned. Ensure that your child gets plenty of praise because one of the most important elements in learning is the feeling of success. Success breeds more success. I've seen so much of this with the phonograms and have come to believe that it is one of the most important reasons for the success children have learning to read with the program.

As detailed in this paper, the *Learning to Read CBT* can very effectively help parents teach their children to read. Consider purchasing the CBT and put it to use with your children.