

Mastery is the KEY!



“Why should I look at yet *another* way to teach my students?” As an educator you might be wondering this. Our illiteracy rate is growing. This is a good reason for a look and some thought into what we are missing.

Consider this: Statistics indicate that the illiteracy rate is growing year by year. Unbelievably, one statistic tells us that 60% of our students cannot read at grade level at the end of grade six. Why is this?

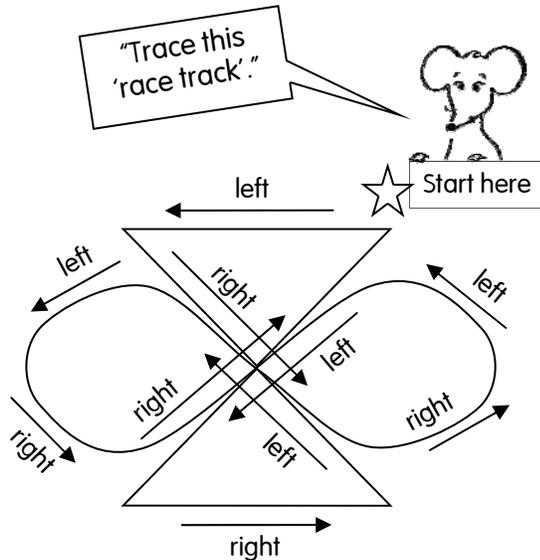
Music students practise their scales, athletes have warm-up exercises as well, and stretches and drills, which are performed until they can be done without thought about form. The practice of these things is what develops the skills required for success. A musician plays scales and arpeggios until they are flawless; a basketball player practises dribbling and lay-ups until these can be performed with thoughtless ease. Education requires the same mastery of basic skills. The purpose of PACT is to help parents and teachers ensure that their children and students meet this requirement. Parents need to be encouraged to become involved.

These basic skills need to be mastered in the primary grades because they are the foundation to be built on. When children do not learn these basic skills to the point of mastery in the primary grades it hinders not only their achievement and progress but also their enjoyment. If children do not learn how to do things well they do not learn how to enjoy learning. This is proven by the fact that there is a new term: *alliterate*. An alliterate child is one who knows how to read and write but is reluctant to do it because he finds no joy in it. This child is capable of the task yet does not do it well enough to enjoy doing it. PACT is here to help bring that joy back into learning and wants you to see the smile that success brings to your child’s face.

We need to give our students the tools necessary for them to achieve academic success and reach their own potential. These tools are the mastery of basic skills. The goal of PACT is to help **parents and teachers** help their children and students master the basic, foundational skills so that they can go on to achieve and enjoy success!

- The following pages highlight and briefly describe the basic skills we focus on mastering.

Motif Writing/Penmanship -



“Hemispheric Specialization should be established by the age of 7-9.” What does that mean exactly? Our brains have two hemispheres and each controls different things. For example, the left hemisphere controls the right side of the body and things such as speech, whereas the right hemisphere controls the left side of the body and spatial things. The two hemispheres need to be able to communicate and coordinate effectively. This is what Motif Writing helps develop and strengthen.

Children develop beautiful handwriting skills, focused attention, sequencing, visual-motor integration, visual-sequential memory, and directionality because of Motif Writing. When children begin their day or teaching session with Motif Writing everything thereafter goes more quickly and smoothly. This is the warm-up equivalent to scales in piano practice.

Sight Words –

1000 Words make up 50% of the English language. These words need to be known as soon as they are seen in order for students to begin achieving academic success in reading. Students often stumble over these words when reading because so many of them cannot be sounded out phonetically. Children need both sight and phonetic skills to be independent readers.

200 basic sight words (Dolch List) give students a solid foundation. When students have obtained this foundation by mastering these basic sight words they begin to enjoy reading at an independent level rather than an instructional level. An instructional level is a level of frustration. Children will not enjoy reading if they do not move past this point (*alliterate* is the new “unword” adjective to describe these children).

Brain flexibility and reading speed are developed as Sight Words are mastered. The goal is for students to be able to read the 200 Sight Words in less than two minutes. Students love the challenge of being timed as they see themselves improving!

- Unscramble the sight words below to feel what it is like to be learning to read them.

- nac
- gib
- revo
- psot
- emos
- ytrept
- amec



Time: ____ 2 min.

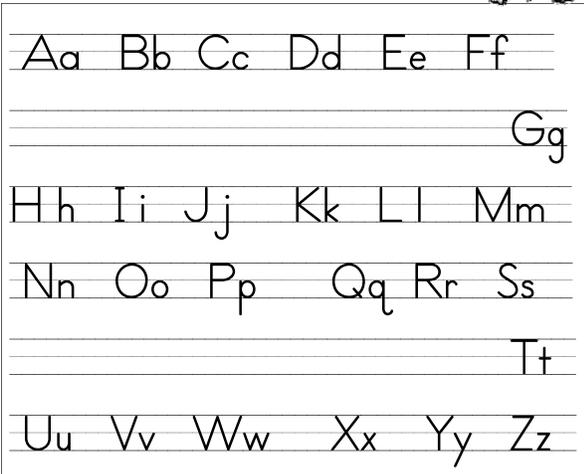
Alphabet/ Penmanship -

We want our students to master printing the manuscript alphabet and writing the cursive alphabet with both speed and neatness. Writing is meant to be read and it is more pleasant if it is a delight to read. Visual spatial motor integration skills are developed.

Creative and essay writing skills are often hindered because manuscript and cursive writing skills are still at a cognitive level. This means that students cannot think fully about the content of what they are writing because they are having to focus their attention on forming the letters. Children who are not able to write out their alphabet in under two minutes are often frustrated when writing sentences or stories because they cannot get their ideas onto the paper quickly enough. Older students who have not mastered these skills can be frustrated by exam time restraints for essay writing.

Students are able to write sentences and take notes more effectively if they have mastered the alphabet writing skills. Writing is neater when basic penmanship skills have been mastered. The result is children who enjoy writing!

"Can you write each alphabet as shown neatly in under two minutes?"



Math Basics:

Count by's are a basic skill all students should learn. Just as children learn to sing the alphabet song before they understand the letters, children can memorize their count by's before they understand how to multiply.

Children should learn to recite each row of count by's without a pause and in an even rhythm. When this has been mastered students can self-correct when they make a mistake in their addition and multiplication facts.

2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100
11	22	33	44	55	66	77	88	99	121
12	24	36	48	60	72	84	96	108	120

Phonetic Mastery -

Students need to be taught **both** sight words and phonetics. This is necessary in order for them to become confident, enthusiastic, independent readers. Very bright children will always pick things up by osmosis, but even those when taught phonetics understand words and how to read them so much better. Phonetics engages analytical thinking skills too.

By teaching children phonics we teach them how to be detectives. They learn to decode words and do not need to guess or skip words. They can read words they have never been taught! And it is always fun to find the "Jail Words" which break the rules they have learned!

In the MASTERY phonetic program students learn the phonetic phonemes, memorize Key Words to help them understand each sound, and write sentences for each Key Word to help them understand the meaning of the word. Tests are written for each level to ensure 100% mastery and develop both short and long term memory skills. The achievement ribbons and bronze, silver, and gold medals earned both motivate and reward students. The sentence writing and structure learned prepare students for project and essay writing. The sequencing and memory skills they obtain turn them into great spellers. Students monitor their own progress and are excited to see how far they have come!

At the **Bronze** level students learn the 190 basic phonemes (sounds). There are different sounds made by the same spelling which students learn. For example, there are six different sounds that the letters "ough" make. (although, rough, through, bough, thought, cough)

At the **Silver** level students learn the different spellings for all of the alphabet sounds. For example, there are nine ways to make the long /ā/ sound, and three don't even have the letter "a" in them at all! The nine ways are: a, ai, ay, aigh, a-e, ea, ei, ey, eigh as in "baby", "sail", "play", "straight", "ate", "steak", "reign", "they", and "eight".

At the **Gold** level students learn the sounds which word endings make. For example, "sion" says /chən/ in "expansion", /shən/ in "permission", and /zhən/ in "television".

Syllables: Learning the six different kinds of syllables enables students to become phenomenal word decoders and thinkers. After learning these, children understand how to divide words and the how this affects the way words are sounded out. Long words are just made up of little pieces, so students no longer need to fear them!

Learning the syllables has a profound effect on spelling. When students learn to see words in pieces and understand the way those words are put together they have much more organized thoughts about letter sequence.

- Closed
- Vce
- Cle
- Open
- R controlled
- VT

Mastering Writing -

The Stylistic Techniques used to teach writing give students a means by which to understand how to improve their writing. Students learn the different types of sentences and simple ways to make their sentences more interesting. Almost unknowingly vocabulary skills and grammar are taught. Alongside the writing techniques, structure is taught that gives students a framework by which to organize their thoughts into enjoyably readable stories. When learning essay writing summarizing and outlining teach students how to avoid plagiarism, and models teach structure and the organization of ideas. These things take the frustration out of essay writing.

Although writing out different drafts is a lot of work, students enjoy it because they see how much their writing improves. The final draft they always type as their "published" copy which motivates them to work hard!

<p><u>Mastering Writing</u> <u>in a Nutshell</u></p> <ul style="list-style-type: none">• Letters have sounds and order• Letters make words• Words make sentences• Sentences make paragraphs• Paragraphs make stories and essays	
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Before:

My Puppy
by _____

I am getting a puppy! I am so excited. She is a black lab and I will name her Ash. It will be so much fun to take her for walks and play with her. Puppies are very cute. I can't wait to get my new puppy!

After:

S.O

My Puppy
by _____

D.U

2. prep.	<u>In</u> a few weeks I will be getting an <u>adorable</u> , <u>black</u>	5. adj
5. cl.	puppy! <u>Since</u> she is a black lab, I <u>have decided</u> to name	4. s.v.
4. "ing"	her Ash. <u>Taking</u> her for walks and playing with her will be	2. "ly"
1. sub.	<u>extremely</u> fun. <u>Puppies</u> are so cute <u>because</u> they are little.	3. bec.
6. vss	<u>I will love my puppy!</u>	

The Benefits of having a Solid Foundation

In her professional career as a Special Education Teacher and Therapist Hellen Codling worked with teachers and parents to help children to master the education basics, to overcome learning problems, and to achieve academic excellence. The MEB program was a result of this work and is both a therapeutic and enrichment program. Curriculum cannot be taught effectively if the education foundation is not strong. PACT develops materials and holds seminars to help teachers and parents find and not deny the “gaps” in their children’s education foundation.

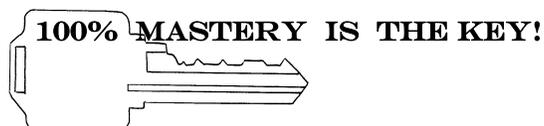
- ESL students become proficient in speaking and writing skills when all areas of the program are mastered.
- Family relationships improve as parents understand their children’s learning and become involved in their children’s education.
- Teachers are encouraged when they can teach children who have mastered the basics and are not working at the frustration level. The frustration level is the place where basic education skills are weak and have not been mastered, thus the student feels no success but much frustration.
- The school benefits because children look forward to coming to school as they have captured a vision for learning and feel in control of their learning.
- Students consider assessment tests a challenge and not a frightening experience.
- Both family and community benefit when students have mastered the education basics with 100% mastery. When students are helped to feel success and reach their academic goals they are more capable, responsible, and just plain happy!

Contact: **Hellen Codling** for more information about PACT
or about holding a workshop to help students find “joy in learning!”



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PACT MASTERY CHART



Skills	Date Mastered
PENMANSHIP	
Motif Writing - Hemispheric Specialization	
Moveable Alphabet - 1 minute	
Traceable Alphabet book for preschoolers	
Manuscript Alphabet - 2 minutes	
Cursive Alphabet - 2 minutes	
READING	
Sight Word Mastery - 200 Words in 2 minutes	
100 Concept Word Mastery	
95 Word Families Mastery	
PHONETIC MASTERY	
Key Sounds - 190 Phonemes, Bronze level	
Key Sounds Definitions, Application and Word Analysis Workbook	
Alphabet team Mastery - Sounds for each letter of the alphabet, Silver level	
Word Endings - Common Endings and Schwa Endings, Gold level	
Syllables - Six Kinds of Syllables	
WRITING PROGRAM	
Learning Sentence Writing - Volumes 1,2,3,4	
100 Misspelled Words Mastery	
Spelling Tools - 15 Basic Spelling Rules	
100 Irregular Verbs Mastery	
Style and Structure in Writing Techniques (12-24 techniques)	
Narrative Story Model workbook - Primary	
Solving the Problem workbook - Intermediate	
40 Famous Stories - Comprehension	
Steps to Good Grammar - Grades 3-7	
MATH ESSENTIALS	
Math Olympics - Bronze, Silver, and Gold Levels in addition (+) and multiplication (x)	
Place Value	
Problem Solving	
Primary Math Concepts	

