

# Wōwac

## Publishing Company

123 8th Ave S  
 PO Box 75  
 Faulkton, SD 57438  
 www.vowac.com  
 vowac@vowac.com  
 866 • 598 • 6922



An Orton-Gillingham approach to word attack

# Rhyming

One of the best predictors of how well a kindergartener will learn to read is if he knows his nursery rhymes.

Rhyming isn't just fun - it's very much an important part of reading success.

Rhyming teaches children how the language works. It allows them to recognize and work with sounds within words.

Children need to experience the rhythm of the language. They will learn to speak with animated voices while reciting nursery rhymes, which will help them read with expression when they are older.

Children learn to anticipate the rhyming word when they are familiar with a nursery rhyme or a rhyming book. Anticipation is a big part of developing fluency and predictions. This skill should not be overlooked. Even though nursery rhymes seem quite simple, a very complex skill is being developed.

Children will learn and understand that words sharing common letters also share common sounds. This effects writing skills. For example, they will learn that the rhyming words *hat, fat, and bat* all end with *-at*.

Children's imagination will expand as they listen to rhyming poems and songs. They will be better able to create mental pictures as they read.

Reading can be a daunting task. It is a lot of work to learn how to read. Rhyming helps to make reading fun. It will help children embrace the idea that not only will they learn to read for information, they will learn to read for enjoyment. Isn't that the ultimate goal?

SMANTIX! Spring / Summer • 2018



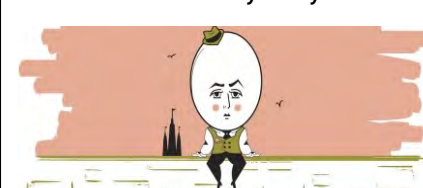
All that nursery rhyme nonsense from your childhood..... it really does matter!



• *Jack and Jill went up the hill,*



• *Baa, baa black sheep, have you any wool?*



• *Humpty Dumpty sat on a wall,*



CLOVER poster

New size!

Now available 18" x 24"  
 Unlaminated on poster stock

Available only as a set in this size..

Syllabication poster



Only

**\$8** for both (Item PCS)

# No strike outs here



## VoWac® • solid hitting skills

VoWac's **Pilot Program** has been stepping up to the plate and offering free workbooks for 35 years, all with this in mind; We want schools to use it and compare it to other programs being used or being considered. If you can find another word attack program that will help your students knock reading skills out of the park - buy it!

35 years..... VoWac is still batting a 1000. We have yet to have a school return VoWac indicating they have found something more effective.

Here's how it works. Typically, a pilot will be in grades K and 1st or 1st and 2nd. VoWac will loan you the teaching materials and provide you with up to 18 skills workbooks per room for two rooms. That's almost **\$600 in free books**.

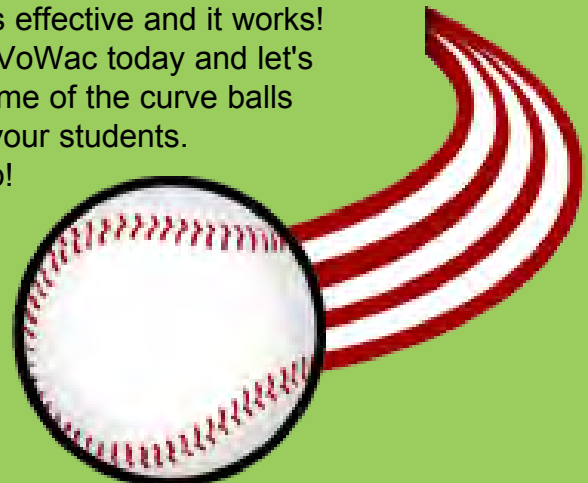
The easy-to-use lessons are Orton-Gillingham (OG) based. OG methods provide a multisensory approach to teaching children essential decoding skills in a very explicit, incremental, cumulative, and sequential process. Every child learns through either a visual, auditory, or kinesthetic modality. VoWac allow students to master the mechanics and construction of the English language, regardless of how they best learn.

VoWac offers one- and two-day training workshops, as well as free use of our training DVD.

35 years..... VoWac has not struck out! Schools that have participated in our pilot program have adopted in part or whole. The reason is simple. It's effective and it works!

Contact VoWac today and let's remove some of the curve balls thrown at your students.

Batter up!



## Did you know?

Teaching a child through all three modalities to the brain (sight, sound, and touch) is more effective than teaching exclusively through the students' dominant modality, or pathway.

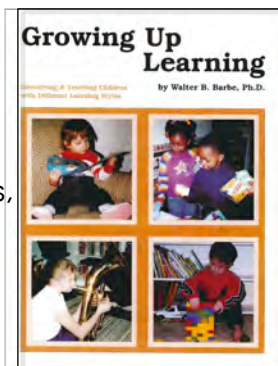
When concepts are taught using only one pathway, only one of the senses is engaged. This can limit the opportunity for learning. It prevents information from being processed into long-term memory.

VoWac was designed to teach to all three modalities simultaneously. VoWac lessons provide instruction through sight, sound, and touch. This allows students to learn the most effective way - with a multi-sensory approach.

One of the key factors often overlooked -- we don't teach how we were taught -- we tend to teach how we best learn. The one thing teachers and students share in common is they all learn differently. So it makes perfect sense that teachers use strategies to best meet student learning styles.

*Growing Up Learning* by Dr. Walter Barbe, is an excellent resource to help teachers sort out the learning variables in their classrooms. The book contains checklists and information to help identify and teach to the various learning modalities of each child. It also contains a checklist for teachers/parents, to help them identify their own learning style.

Knowing this will help you start teaching TO children instead of AT them.



Growing Up Learning (GUL)  
An exclusive VoWac publication

# Words are like cookies....."CHUNKING"

## Decoding and how it works



Chunking is a strategy when the reader looks for and uses a word part, a chunk, that can be read in order to decode the entire word. Even using actual cookies (chocolate chip, of course!) is a novel way to help children think of decoding an unfamiliar word to eating a cookie. You can't read/eat it all at once. You need to bite off smaller chunks first.

Consider chunks as base words, prefixes, suffixes, syllable types that have a consistent sound/spelling pattern. If a word is too big, bite off a chunk at a time.

When looking at a longer word, teach students to analyze the various parts that

usually go together. For example, look at the word *unwelcome*. It is easy to cover up *welcome* leaving 'un'. That's a chunk. Looking at *welcome*, it makes sense to separate 'wel' from 'come'. This gives a child three smaller manageable chunks to decode - "un•wel•come". When the chunks are reassembled, we get the complete word, "unwelcome".

We'll try this again with the word *enormous*. But first let's briefly discuss syllable types. VoWac uses CLOVER to help in the decoding process.

CLOVER is an acronym that stands for the six most common syllables used in the English language. These syllable types are taught in order and frequency in which the language is learned. These are OPEN, CLOSED, Vowel-Consonant-Silent E (V-E), VOWEL TEAMS, R-CONTROL, and CONSONANT-LE.

**Open** syllables end with a vowel and the vowel has the long sound. **Closed** syllables will have a letter or letters after the vowel forcing the vowel to make a short sound. **Vowel-consonant-silent-E** is just that. The silent 'E' at the end will usually force the vowel to say its name. **Vowel Teams** are two or more letters together that make one sound. **R-control** syllables will have that "bossy R", making the vowel take a different sound. And finally, the **Consonant-Le** pattern will always come at the end of a multi-syllable word.

If a child can recognize syllable types, it will allow for easy chunking. Let's get back to *enormous*.

There are a few choices a child will have to make. Chunk the beginning 'e' by itself, or possibly the 'en'. The second syllable 'norm' or 'orm' is easy because the R-control of *or*. That leaves 'ous'.

Chunking this word gives us "en•orm•ous" or it could be "e•norm•ous". Here's where a dictionary will help. By looking it up, a child should find the correct chunked word is "e•nor•mous". Chunking takes some practice - but well worth the time.

## DECODING at a glance

*A key skill to becoming a good reader is the ability to sound out words you don't know. This process is called decoding, and kids typically start learning it in kindergarten.*

*Most kids pick it up through their regular classroom instruction. Some learn it easily, some take a little more time, and others really struggle. When a child struggles with decoding, it can be a flag that he might have a reading issue like dyslexia.*

*The process of decoding allows kids to figure out most words they've heard but have never seen in written form. (Decoding relies on the rules of phonics. Kids need to memorize words that don't follow those rules.) Decoding also helps kids sound out most words they're not familiar with at all. It's partly an auditory process, and partly a visual one.*

*Decoding starts with the ability to match letters and their sounds. But it also involves being able to take apart the sounds in words (segmenting) and blend sounds together. When kids can do both, they can sound out words. Beginning readers start with decoding one-syllable words, and then they work their way up to longer ones.*

# WWW.VOWAC.COM

## If you haven't been here yet, you're missing out on free stuff!

We won't deny it, our website is a constant work in progress. Besides keeping you current with pricing and curriculum updates, we're trying to add as many free teaching resources as possible.

The first step is to 'Register with Us'. You'll find that option on the home page by scrolling down to the bottom-right.

Once you've registered - YOU'RE IN! If you're new to VoWac, you'll find information that explains who we are and what we do.

The 'RESOURCES' tab at the top of our home page will offer a drop-down menu. From that, you will find several options for free teacher resources.

If you're an old-hand at VoWac, it may be a bit easier to maneuver the site, since you have a good idea of what you're looking for.

Just a quick note to you 'old-hands'.....be sure to check out all the options. We keep adding new items to download, big savings options on materials, and teacher resources to make your job a bit easier.

Don't forget to look at the 'Promotionals'. You could earn 'free stuff' for you and your school.

We love new ideas! If you have a suggestion, please share it with us. It may be something that another teacher has been searching.



### Not all free resources end up on the website.

Often, much time is spent designing a new product or idea. And sometimes the end result isn't quite what was expected. It may be a great idea, but impractical for further development. We usually don't throw it away, we still post it. It could be something that's just right for the next person. Be sure to 'like' and 'follow' us on Facebook. You'll find several articles of educational interest and posts offering free VoWac materials. What are you waiting for? Give us a like and share us with others.

# WANTED!

If you'd like to be part of something bigger, VoWac has acquired access to archives belonging to *Highlights Magazine*. Yes, the very magazine most of us read as a child. They have allowed VoWac to pick through once published stories to help our effort in creating a VoWac Reading Program for K - 2. VoWac is looking for teachers to help locate archived stories that correlate with our scope and sequence of skills. Interested? **CALL! 866 • 598 • 6922**