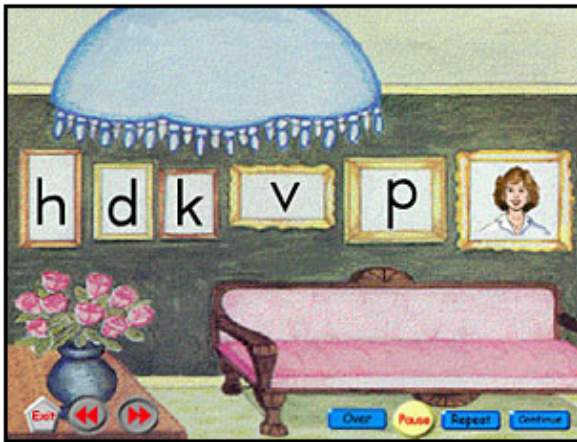


Lesson Structure

Most *Funnix* lessons have four main activities:

1. Children identify letter names and sounds.
2. Children identify words.
3. Children read a story.
4. Children complete workbook or lined-paper activities.



SOUNDS AND LETTER NAMES

Children learn sounds for letters and letter combinations. The picture on the left shows the letters the children identify. The picture on the right shows the sounds the children review.



READING WORDS

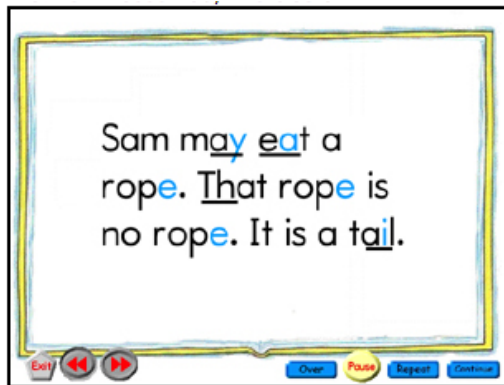
Children read three to six lists of words during a lesson. The picture above shows a word list from Lesson 30.

STORY READING

In *Funnix*, children read stories that are made up of authentic language, not the highly stilted prose that occurs in some phonics programs (Jill will fill and spill). Of course, some of the stories that occur early in *Funnix* are a little stilted because the child is able to read a very limited number of words and patterns. However, by the end of *Funnix*, your child will be reading and understanding material that is written on a **solid second-grade level** and that presents an interesting variety of words and sentence forms.

Funnix texts are designed to discourage guessing: The program presents the story first with no pictures. Later, the child reads the story again and sees the pictures.

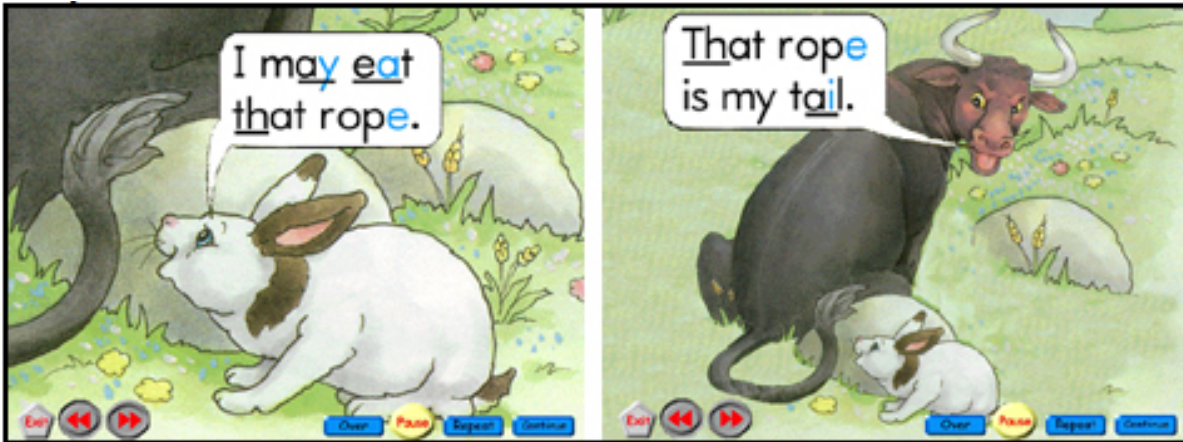
Because there are no pictures for the first reading, children focus on the words. Here's the first version of a story from *Funnix* Beginning Reading:



The second reading of the story is different from the first reading in three ways:

1. Pictures appear on the second reading.
2. Usually, some of the text is eliminated or changed.
3. The narrator presents comprehension questions.

Here's the second reading of the same story:



With *Funnix*, children cannot memorize sentences because the sentences and the sequence of sentences that appear on the second reading are not always the same as those for the first reading. In the example above, the children read, "Sam may eat a rope" on the first reading. On the second reading, they see a balloon with Sam saying, "I may eat that rope." Children read two more sentences in the first reading. In the second reading, two of those sentences are condensed into one sentence.

Funnix also guards against guessing by avoiding perfectly predictable sentence patterns. A predictable pattern is: Tom and Sal said, "Let's go in that cave." So Tom and Sal went in that cave. A less predictable pattern is: Tom and Sal said, "Let's go into that cave." So they did that. The less-predictable patterns ensure that the children develop skills in reading the words, not guessing at them.

WORKBOOK OR LINED-PAPER ACTIVITIES

Funnix has a workbook page for each lesson. Children orally spell and write words and do other exercises such as crossing out, matching, and sentence completion. Here is the workbook page for Lesson 30.

30

1. _____

•
I eat.

2. _____

•
I sat.

3. _____

•
I ran.

t	•	•	•	_____
s	•	•	•	_____
a	•	•	•	_____
m	•	•	•	_____

f	•	•	e
e	•	•	t
a	•	•	f
t	•	•	a
