

- #3 Subjects: 1) Building a Solid *Evidential Phonetics* Foundation**
- 2) Neurological Learning vs. Rote Visual Memory Learning**
- 3) 88 Phonograms Gives You and Your Children 80,000 Words**



Dear Angela,

I'm finally caught up after our busy summer. **Your end-of-Part One Certificates** (yours and Christian's) **are ready to be mailed!** I hope you enjoy them. Have a ceremony; take pictures, etc., so Joe and I can see you enjoying your success! ***Training his TEAM to understand the shapes and names of the first 25 English phonograms plus how to apply them to spell a portion of English's 1750 frequently used speaking/spelling patterns is a huge accomplishment for both of you.*** I am so pleased for your perseverance!

You may wish to print this letter so you can study it; for sure, many thoughts are contained in it. I know God will help me as I write and you as you read.

Christian is building a solid *Evidential Phonetics* foundation.

I will attempt to address your concern about wanting Christian to build a solid English foundation.

Most teachers and students seem to believe little one-syllable *speaking/spelling patterns* (like **and** or **sob**) are "spelling words" to be studied for their own sakes; memorize the word, take the test, move on with your life; they believe they learn to spell **and** just so they can say, "I know how to spell **and**!"

The additional problem is students *learn to spell* (as it is called) **and** by seeing (like a picture) and citing or writing or copying an arrangement of **Alphabet Letters, a n d** (the failed **implicit Phonics method of instruction**), and not by speaking a sequence of spoken sounds while at the same time sequentially writing specific, pre-learned symbols to represent these sounds (our forefathers' tried and true **explicit Phonetic method of instruction**). Importantly, the difference between these two spelling methods also is the difference between rote visual memory learning and full-spectrum neurological learning. Our website (www.madsenmethod.com) features an **Article** comparing these two methods of instruction, but I'll include a brief discussion here, for you.

Rote visual memory learning means a child is exercising his untaught, physical, visual memory ability. He can take and remember "snapshots of arrangements of alphabet letters" he has seen because he was born with a physical, visual "look and remember" physical ability. He can exercise this untaught natural ability without instruction. Therefore, **he doesn't need a teacher and it cannot be said of him that he knows what he is doing.**

The child's neurologically based cognitive abilities (his brain's attention, memory, organization, analytical thinking, association, and comprehension facilities) suffer because they can't be developed by the mere exercise of the child's physically based visual talent; **the child is**

not simultaneously connecting all four of his neurological learning avenues to attain understanding, which is the only way his cognitive abilities can develop. Because he "names words" without understanding their sound/symbol relationships, which is evidenced by his inability to spell, showing his learning is rote (definition of *rote*: *without attention to meaning*).

Many of us find ourselves in this boat; we cannot teach our children what we can "do" because we don't know what we are "doing." It is not our faults; the fault is the Phonics instruction we received. **What we memorized did not make us knowledgeable.** But things are looking up! Thank the Lord for the opportunity to teach ourselves at the same time we teach our children. That's what you are doing; it's also what I did beginning 21 years ago.

Full-spectrum neurological learning means a child's cognitive abilities (his brain's attention, memory, organization, analytical thinking, association, and comprehension facilities) are being developed by the simultaneous coordination of his four neurological learning avenues. His cognitive abilities are commensurate to his neurological abilities! **He will experience neurological/cognitive success with all language-based tasks via the simple process of training his TEAM to understand the explicit details of English phonograms.** Imagine that! Neurological/cognitive learning also equips him for self-study and to teach another what he has learned! He possesses "mindfulness" that comes from knowledge vs. "mindlessness" that comes from rote visual memorization. I offer a "sacrifice of thanksgiving" to God for guiding me to "discover" this "how to teach" Truth.

The reason for explicitly studying each *speaking/spelling pattern* is so the TEAM is trained to have a phonetic approach to speaking, spelling, writing, and reading -- the knowledge base that encompasses all skills required for successful language-related SELF-STUDY!

Definition: a *speaking/spelling pattern* is an arrangement of sounds in specific positions in a spoken syllable (speaking) that leads to an arrangement of symbols in specific positions in a written syllable (spelling). Phonogram knowledge "captains" the study of *speaking/spelling patterns*.

Consider these extended speaking/spelling/writing/reading benefits of studying **phonograms "a3", "n1" and "d1" in *speaking/spelling pattern* "and."** No computer sort has been done to give the exact number of English syllable patterns that have:

1. **a(at)** as the first spoken sound, therefore **a** as the first written symbol representing phonogram **a3**;
2. **n(fun)** as the middle spoken sound, therefore **n** as the middle written symbol representing phonogram **n1**;
3. **d(red)** as the last spoken sound, therefore **d** as the last written symbol representing phonogram **d1**;
4. **a(at) n(fun)** as the first two side-by-side spoken sounds, therefore **a n** as the first two written symbols representing phonograms **a3** and **n1**;
5. **n(fun) d(red)** as the last two side-by-side spoken sounds, therefore **n d** as the last two written symbols representing phonograms **n1** and **d1**;
6. **a(at) n(fun) d(red)** lined up as frequently occurring side-by-side spoken sounds, therefore **a n d** lined up as frequently occurring side-by-side written symbols representing phonograms **a3**, **n1** and **d1**.

Question: How many whole or parts of English words are made accessible to the TEAM just by studying the little *speaking-spelling pattern* "and?"

Answer: By studying *speaking-spelling pattern* "and," the TEAM has *understood and can access six frequently used English speaking/spelling patterns* which will serve it to speak, spell, write, and read hundreds of other *patterns* like ask, ink, red, anthem, end, land, planted, antecedent!

The goal of studying phonograms is this: **IF THE TEAM CAN SPEAK A PATTERN, IT CAN SPELL IT!** This is the proficient outcome of studying phonetics the full-spectrum neurological way.

Through learning 88 phonograms and applying them to 1750 *speaking/spelling patterns*, the child's TEAM is guaranteed access to 80,000 words! This is a good trade-out, isn't it?

Guide Christian to recognize how important it is that he (he alone can do this) trains his TEAM to acquire understanding of all phonograms and to apply them to frequently used *speaking/spelling patterns* as well as to understand that he must not ask his visual memory to take on this task all by itself, because it can't!

I see many times that what a child "puts down on paper" *appears to prove the child knows something*. But after examining "how the child produced the written response" (which reveals whether or not his mind had and used "tools"), plus examining "how the child has been taught" (which shows what he actually knows), it is evident he was writing down what he only visually remembered, ***a thing he could do without knowing anything*** and ***a thing he could do without a teacher's help!*** I pray the Spirit will supply this information to parents and children who are "waiting upon the Lord for deliverance" from the mindlessness of "doing" without "knowing."

Evidential Phonetics helps you assess how well both you and Christian are "doing." To say it another way, **"What is written on his paper does not prove what he knows."** **"Looking at how he came to be able to write something down on paper tells what he knows."** We want our children to *know something!* You are teaching him to *know!*

You and I may use the evaluation information in this letter to "interview a curriculum," any curriculum, to see if it will guide our child to:

1. Perform from his natural I-was-born-with-it visual memory ability: we'll see if ***it requires him to have one; but if he doesn't, he will fail that curriculum's instruction.***
2. Perform from his full neurological potential: we'll see if ***it requires him to train his four-member neurological TEAM, knowing if he does, he will attain knowledge via that curriculum's instruction.***

The former curriculum does not require a teacher, only a child-possessed, natural, visual processing element, and maybe an "adult clerk and recorder." The latter curriculum requires a teacher and a child-possessed, four-member, neurological learning TEAM, and a "helpful script" (one with a record of providing language learning success to all who have disciplined themselves by its precepts).

The natural, I-was-born-with-it, visual memory way of learning accommodates around 20% of us (as shown by all standardized tests, each of which is based on graded instruction by means of Phonics-based curricula, each of which is designed to test the child the same way he was taught ... test his visual memory ability, not his ability with and acquisition of knowledge).

The neurological TEAM way of learning leads each student into knowledge regardless of his age or grade.

I pray this satisfies your concerns and gives you encouragement in the Lord. Let me know.

Love in Christ,

Sharon M.

P.S. Thanks to Sherry Frattini for editing ***Letters to Teachers***, thereby improving my understanding of the inseparable oral/ written English Grammar partnership.

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