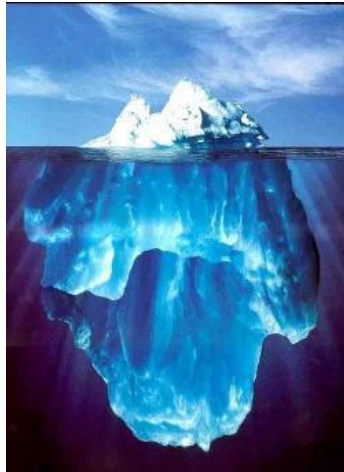


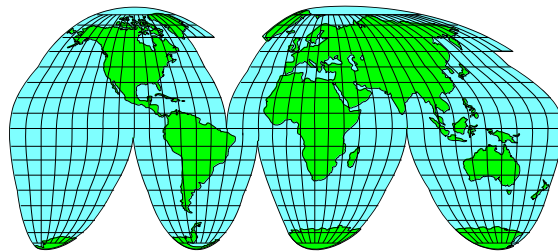
EDUCATION DYNAMICS

TECHNOLOGY & PRODUCT INFORMATION

Mobilising Minds for a Sustainable Future



Symbolically, the iceberg is a good representation of the undiscovered potential in all of us.



PASCAS FOUNDATION (Aust) Ltd
ABN 23 133 271 593

Queensland, Australia

Pascas Foundation is a not for profit organisation

Em: info@pascasworldcare.com
Em: info@pascashealth.com

www.pascasworldcare.com www.pascashealth.com

EDUCATION DYNAMICS

THE PRODUCT:

The Digital Dictionary Code (DD-CODE™) is a program to teach reading and speaking skills to students of all ages and ability levels and regardless of mother tongue. DD-CODE™ translates the international phonetic symbols into a coloured letter and number code format which is universal for the visualisation of syllables and the sound to letter associations required for written English.

The product imparts adult-learned reading ability, which is normally learned over many years, to very young children.

The Mamone Family have, single-handedly, discovered a Universal Sound to Letter Code, which enables children to read and speak on the adult level on almost instant exposure to DD-CODE. The DD-CODE is a 1 to 1, Sound to Letter Correspondence without any exception to the Rule.

The DD-Code can be applied to ANY language.

The DD-CODE is the only discovery, which can and is eliminating illiteracy all over the world, virtually overnight.

THE COMPANY:

Education Dynamics (WW) Pty Ltd is being formed to disseminate the DD-Code around to world into every conceivable market in every community.

Joseph Mamone, the inventor of the DD-Code and the delivery elements, has been developing the technology since 1980. He, with his family, have developed and trial tested the systems with extraordinary success.

Walter Raleigh has worked with Joseph since 1995 focusing on the globalisation of the technology. This Company is now to fulfil these tasks.

MARKETS & COMPETITION:

The Japanese, Chinese, Italian, German, French, and any others, will be able to speak perfect English in the English accent of their choice, at a glance. This is a most significant development as non English speaking countries represent 90% of the world's population today.

The main hot buttons that must be pushed in this sales / promotion strategy are a chance to improve the socio-economic standing of the student, development and integration of the larger community, providing the best start for the child in an ever competing world and the communication improvement which improves overall productivity in the workplace.

Education Dynamics is ideally positioned to capitalise on this market as there are no other systems in the market place that is as comprehensively affective as the DD-Code in empowering people. In order for competitors to achieve the performance capabilities of the DD-Code system, competitors would

have to develop systems from scratch and hope to achieve superiority. The Company therefore expects to retain its technological advantage in the marketplace for the foreseeable future.

WHAT IS SPECIAL ABOUT THIS BUSINESS?

For hundreds of years governments, universities and hundreds of thousands of teachers have looked for a 1 to 1 sound-to-letter correspondence for decoding in reading, an Einstein's $E=mc^2$ for reading if you like, and we are pleased to report that Joseph Mamone and his family have found it.

The DD-CODE™ provides for the development of the English language in a person who has little or no exposure to reading the English language. It also develops the ability to speak without a pre-existing accent, ea. Europeans and Asians can be taught to speak with an American mid-Atlantic accent or and English Oxford accent. This particular feature of the program, which is unique, addresses the market need for improved socialisation and the removal of prejudice which can be present in job applications and career development. It is also the means whereby a national or indigenous language can be preserved.

The program is innovative in itself. By the use of the DO-CODE, which is the key to language, no other product teaches in this manner, nor can they produce the desired result in the same time frame. Future product already developed but not yet ready for market include English teaching with accents of countries such as England, Ireland, South Africa. Further development can provide similar programs to teach other languages ie. Indonesian, Vietnamese, Spanish, French, etc.

Applications of the DD-Code Option Text to Newspapers, on and off the Internet and to Internet Home Pages themselves will breakdown international language barriers of all kinds and will be the greatest single promoter of amity between nations ever known.

With our team of experienced professional technicians, we will be well positioned to capitalise from continual product development and application through all significant languages.

CONTACT INFORMATION:

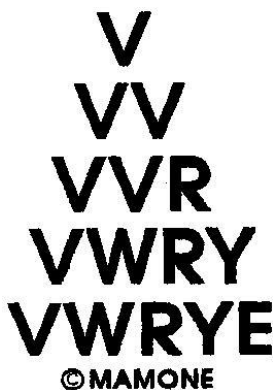
John Doel

Education Dynamics (WW) Pty Ltd

11 Crenshaw Court

Parkwood 4214 Queensland Australia

Em: info@pascashealth.com



UNIVERSAL SOUND TO LETTER CODE

The Digital Dictionary Sound to Letter Code is UNINERSAL for the 2 Million Words of Written and Spoken ENGLISH.

1. **VOWELS COLOURED RED** & CODED 1- 22 for SOUND.
2. **BLACK CONSONANTS SOUNDED PHONETICALLY.**
(DIGRAPHS: ch/tʃ, sh/ʃ, thin/θ, that/ð & trea**S**ure: 3)
3. **CONSONANTS COLOURED BLUE** 'SOUND-SWITCH' to PHONETIC LETTER ABOVE.
4. **YELLOW LETTERS** and LETTER-**e** ENDINGS are not SOUNDED at all.

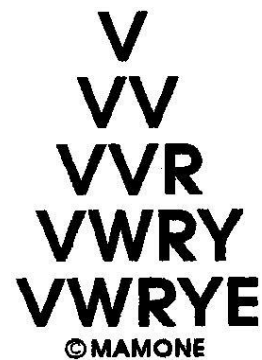
Platform of the DD-Code – Digital Dictionary Code:

Of the world's 8 billion people, 600 million have English as their first language, whereas 92% of the world's population use English in some form or another.

The DD-Code has been developed for computer-aided teaching, the menu incorporates:

DD-Code Curricular Development
 DD-Code Reading Program Application
 DD-Code Government 3R Curricula
 DD-Code Option Text Chip
 DD-Code operating system
 DD-Code Media Application
 DD-Code Internet

Language
 Mathematics
 General Science
 General Knowledge and Entertainment
 Games
 Teach Your Child To Read
 Children's Stories
 Pre-School Primer
 Tertiary Faculty Subjects



By learning to read a single word you are able to read two million words.

The system guarantees that a 5-year-old child can read like at adult level.

Though there are only 26 letters in the vocabulary, there are 26 vowel sounds and 22 consonants, a total of 48 sounds.

1. **MAGENTA VOWEL GROUP** are Coded 1-22 for sound.
2. **BLACK CONSONANTS** are Sounded Phonetically.
3. **BLUE CONSONANTS** Sound-Switch to above phonetic superscript.
4. **YELLOW LETTERS** are not sounded at all.

The DD-Code is a 1 to 1, sound to letter correspondence without any exception to the rule.

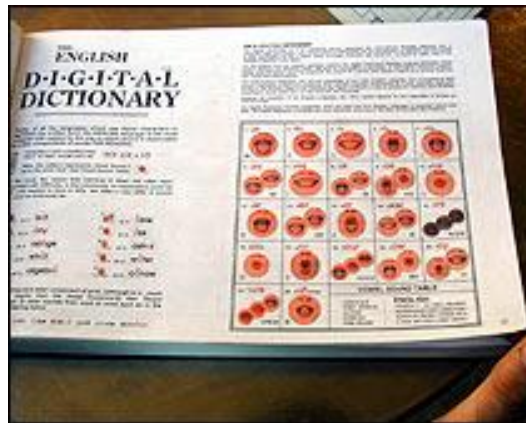
The DD-Code has been developed to deliver English with three accents, Oxford, Mid-Atlantic and Australian. The Code is applicable to all languages. The systems have been applied to Mandarin (Pin Yen) resulting in the PY-Code and also Japanese. Any language can be applied.

DD-CODE

DD-CODE:**Language software code 'deciphers' English****August 16, 2001** Posted: 11:28 PM EDT (0328 GMT)

The code's digital
dictionary in print form

By CNN's Grant Holloway
SYDNEY, Australia (CNN)



One of the greatest difficulties in learning the English language is understanding that alphabet characters can change how they sound from word to word, or often have no sound at all.

For every rule of English there are a myriad of exceptions and irregularities, which compound illiteracy problems for native English speakers and frustrate the efforts of non-English speakers.

For example, the letter "a" can be sounded at least 10 different ways in 10 different words, and often two or three different ways within a single word.

A new Australian-developed language learning system could have the potential to significantly reduce the difficulties of learning English and improve general literacy levels for children.

Australian language researcher and software programmer Joseph Mamone has painstakingly developed over more than 15 years a system which "explains" how the two million commonly used words in the English language sound.

The system, which he calls DD-code, breaks each word in the English language down into four, colour-coded and numbered components.

These represent the 22 English vowel sounds, the 26 phonetic consonant sounds, consonant letters which change their sounds or are not phonetically sounded, and letters which are silent.

For example, take the word: "Observed". In DD-code it would be broken down in the following way.

The "o" would be coloured magenta with a small number -- in this case a "22"-- above it to represent its vowel sound.

The "b" would be black, representing a phonetically sounded consonant.

The "s" would be blue, representing a consonant that changes sound. Above it would be a small "z", representing the actually consonant sound the letter makes in the word.

The "er" would be magenta and number 13 for its vowel sound.

The "v" would be black, for a phonetically sounded consonant.

The "e" would be yellow, meaning it is not sounded.

The "d" would be a black, phonetically sounded consonant.

HOW IT WORKS

When the program is loaded, click the dd-code tab at the top of the page, this will translate the text into DD-Code. Run your cursor over each letter to see how the system works.

Three accent versions

Mamone's system also accounts for emphasis and intonation within words and sentences and has been developed in three accent versions: Mid-Atlantic American English, Queen's English and Australian English.

What Mamone says he has done is develop a "100 percent reliable, speech-to-text mathematical algorithm for the association of sound to letters within whole words".

"What we have created is a simple key, such as on a roadmap. Once you learn the key, you have the tools to read and pronounce correctly every word in the English language," says Mamone.

While other literacy and English language learning systems have been developed in the past -- such as the Words in Colour system -- DD-Code supporters say none are anywhere near as comprehensive as Mamone's system.

Nor have they been developed to take advantage of advances in computer technology.

Learning difficulties

Educationalists and language teachers who have tested the DD-code system on children with learning difficulties have been impressed by its effectiveness.

Anthony Tannous, who runs the Back to the Future literacy schools in Sydney, Australia, says the DD-Code system is the most intensive language system he has come across.

"We were very cautious at first," he said.

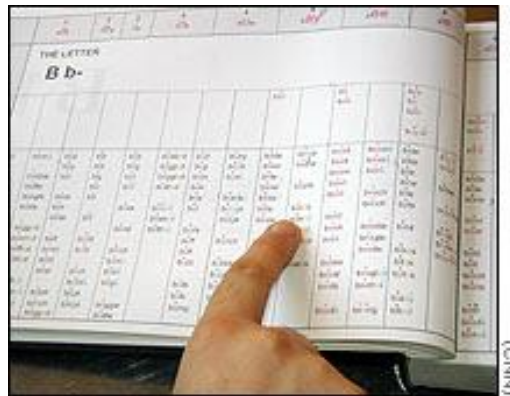
"We had been looking for a literacy program for a number of years and we had looked at a number of other options. When we saw DD-code we quickly realized this was probably the most comprehensive literacy program ever devised.

"We were in a position to compare and the other programs we looked at were shallow in comparison."

Tannous advised that since introducing the program earlier this year, the school had had a 95 percent success rate with children making significant improvements in their literacy levels within a few months.

"The results we have seen have been quite astonishing."

Structured and coherent system



More than 2 million words have been translated into the code.

He said the school was now getting queries and feedback from teachers who were noticing the sharp improvements in the literacy of the children using the system.

Another supporter is former principal of King's Christian College, Queensland, Dr Robert Paech.

A former research scientist, Paech said Mamone's system was the most structured and coherent system for English language learning that he had encountered.

He said the history of the development of English was one of overlapping influences which had created many inconsistencies between the way words looked and how they sounded.

Teaching approaches had swung between teaching "whole word recognition" and the "phonetic" approach, both of which were deficient because of the inconsistencies.

Where the DD-code system was strong was that it enabled the entire English language to be broken wholly down into phonetic parts, he said.

So far, the DD-code system has only been used commercially on a limited basis for helping Australian children improve their literacy levels.

But Mamone is keen to further develop DD-code applications for teaching non-English speakers the language and for improving accents and pronunciation.

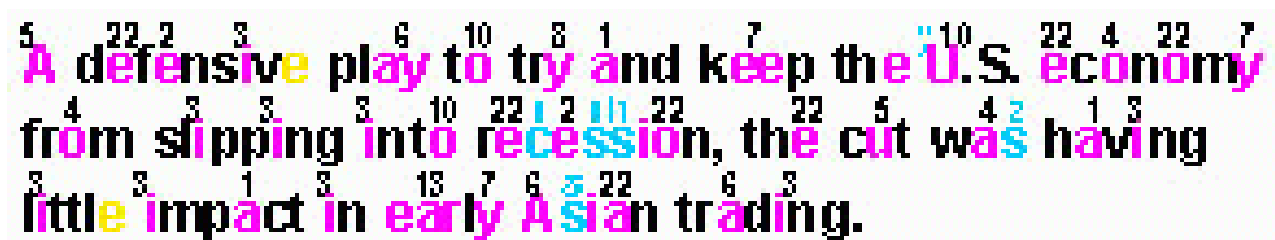
The system also has the potential, says Mamone, to help computer-generated voice systems to sound more natural and assist in the development of voice-recognition computer systems.

August 17, 2001 – Interoperability

Phonetics for man and his machine

Phonetics, the science of pronunciation, serves learners to hear and pronounce languages like native speakers do. It also helps in designing scripts for languages that are only oral. In nearly every language, phonetic symbols outnumber the 26 letters of the Roman alphabet because there are more spoken sounds, phones, than letters.

Tells this scribe's trusty, two-score-years-old *Britannica* that designs for phonetic symbols ought meet a number of criteria. They should harmonize well with ordinary Roman letters and they should be easy to write. An additional italic style is good to have. Kerns top or bottom are out and kerns on the side should be eschewed as much as possible. And ultimately, a single phonetic script should serve all languages.



A defensive play to try and keep the U.S. economy from slipping into recession, the cut was having little impact in early Asian trading.

Now CNN's Grant Holloway reports on work by Australian language researcher and software programmer Joseph Mamone, who has devised a code to represent sounds for different forms of English: the Queen's, Mid-Atlantic American, and Australian. This DD-code adds colours and numbers to ordinary characters. Vowels are coloured magenta and have a number added for fine-tuning the sound. Phonetically representative consonants are in black, but those consonants that do not correctly represent a sound are shown in blue and have a correction added. Yellow is for the sound of silence. Mamone has produced a two-million-word dictionary in DD-code.

One reported benefit of the code is rapidly improved literacy skills in school children through its consistency, which surpasses that of the phonetic approach to teaching and whole-word recognition. Other expected benefits are language learning by non-native speakers and overcoming foreign accents. DD-code may also make computers sound more like people.

DD-CODE

Today, of all the languages which use Alpha Characters to represent the written form: the ENGLISH language is the most irregular with respect to the way in which sound is Associated to Letter components of words FOR READING.

THE
V
O
W
E
L

Consider a rule a student may learn to read words such as:

bat **cat** & **rat**

Here, the *Letter-a* represents Vowel Sound-1 as in the word 'hat': (see Vowel Sound Table)



For the most, the reason that Learning to Read has often been associated with difficulty, is that previously, no explanation could be given with respect to How or Why the *letter-a* may differ in sound from word to word such as:



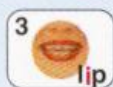
as in

bat



as in

any



as in

adage



as in

what



as in

algebra



as in

able



as in

ask



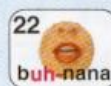
as in

astral



as in

water



as in

canoe

DD-CODE

THE
C
O
N
S
O
N
A
N
T

The Consonant letter component of print, (although to a much lesser degree than the Vowel Component) also 'Sound Switches' to other sounds from word to word such as in the BLUE lettering below:

^scent ^{ch}cello ^{cy}cube baked^t ^lgent ^fphone dictation^{sh}

THE D·I·G·I·T·A·L DICTIONARY

The Digital Dictionary, as it is commonly known, translates the International Phonetic Symbols into a Coloured-Letter and Number code format which is UNIVERSAL for the Visualisation of Syllables and the Sound to letter Association for the 2 million words of Written ENGLISH. See below for (i) *Sound to Letter Code* & (ii) *Syllable Formation Code Tables*.

For the English and non English speaking student, the Digital Dictionary Reading Program facilitates virtual Instant Reading and Speaking ability with precise Enunciation in Australian or Mid Atlantic American English: taking away the accent which accompanies the speech of a person who speaks English as a second language also enhancing native speech.

The Mathematical Alignment and Periodic properties of the entire English Language and unconditional field results, represents a shift from traditional 'Arts' oriented language development to a more Scientific approach. Similar to the Periodic Table of the Elements the Digital Dictionary is able to predict the Spelling (and probable meaning) to words which have not yet come into the Language.

The Digital Dictionary Universal properties sheds new light into how Spoken Language is acquired, stored and read. The Digital Dictionary is possibly the most significant discovery in the field of Education this Century.

EDUCATION DYNAMICS & REMOTE AREA TECHNOLOGIES = ED + RATs

High quality education can be delivered to remote areas through central control modules via localised broadband communications links. Central distribution points with live interactive education programs that train the trainer's en-situ with curriculum programs to educate children as well as adults.

Education centres (schools) would be operational:

- A. Day time sessions for children's schooling, and
- B. Evening sessions for further education of adults.

Schooling would focus on curriculum developed within the community, focusing on

- Literacy - reading and writing
- Arithmetic - quantities, measures, \$, basic geometry
- Life skills - health, family.

Adult further education would focus on sustainable industries for introduction to the community such as:

- Land use
- Water management
- Agriculture
- Housing
- Light industries.

Focusing on this agenda are the new technologies through Centre for Advanced Technologies (CATs).

CATs is to source education systems that have been developed for broadband interactive teaching and make such technologies and programs available to governmental authorities and Non-Government Organisations (NGOs) for consideration in their development of curriculum's. In this regard, programs have been recommended to CATs by:























- Mission Australia - Sandie Norman
- Joseph, Joanne, Rachel & Rebecca Mamone Family
- Cheryl Joseph

The Mamone Family have, single handedly, discovered a Universal Sound to Letter Code which facilitates children to Read and Speak on the adult level on almost instant exposure to Digital Dictionary Code (DD-CODE). The DD-CODE is a 1 to 1, Sound to Letter Correspondence without any exception to the Rule. **The DD-CODE is the only discovery, which can and is eliminating illiteracy from all over the world, virtually overnight.**

CATs core agenda is to introduce technologies, which are conducive to the delivery of sustainable development.

Sustainable development is widely understood to involve natural sciences and economics, but it is even more fundamentally concerned with culture: with the values people hold and how they perceive their relations with others. It responds to an imperative need to imagine a new basis for relationships among peoples and with the habitat that sustains human life.

THE
ENGLISH
D·I·G·I·T·A·L
DICTIONARY
MAMONE FAMILY OF AUSTRALIA

1: h a t æ 	2: l e g ɛ 	3: l i p ɪ 	4: t o p ɒ 	5: h u m ʌ 
6: s ay eɪ 	7: b ee i 	8: t ie aɪ 	9: t oe oʊ 	10: bl ue u 
11: c ar ɑ 	12: f air ɛɛ 	13: h er ɜ 	14: d ear ɪə 	15: f ire aɪ(y)ə 
16: l oo k ʊ 	17: p or t ɔ 	18: fl our aʊ(w)ə 	19: c ow aʊ 	20: t oy ɔɪ 
21: c ure ʊ(w)ə 	22: b uh nana ə 	VOWEL SOUND TABLE		
		<p>LANGUAGE : ENGLISH PART SPEECH : VOWELS 1 - 22 STILL FRAMES ACCENT : AUSTRALIAN EDUCATED ENG SYMBOLS : ALPHA-NUMERIC/INTER PH-S TIME FRAME : 1/24th SECOND COMP/VIDEO</p>		

UNIVERSAL SOUND TO LETTER CODE

The Digital Dictionary Sound to Letter Code is UNINERSAL for the 2 Million Words of Written and Spoken ENGLISH.

1. **VOWELS COLOURED RED** & CODED 1- 22 for SOUND.
2. **BLACK CONSONANTS SOUNDED PHONETICALLY.**
(DIGRAPHS: ch/tʃ, sh/ʃ, thin/θ, that/ð & treasure:ʒ)
3. **CONSONANTS COLOURED BLUE** 'SOUND-SWITCH' to PHONETIC LETTER ABOVE.
4. **YELLOW LETTERS** and LETTER-**e** ENDINGS are not SOUNDED at all.

SYLLABLE FORMATION CODE - A

For 1.6 Million Words Beginning with Consonants. (SF Code - B For 0.4 Mill Words Beginning with Vowels)



car

• JOIN A "BLACK" TO A "RED"



cat

• BLACK TO RED-ADD AN END
BLACK TO RED AND WHEN THERE'S
"2 BLACKS", MOVE ONE LEFT



camp

• "BLACK TO RED, BLACK TO RED"



cafe

• BLACK TO RED AND WHEN THERE'S
"2 BLACKS" MOVE 1 LEFT & 1 RIGHT



candy

IN A DROP OF WATER

One of the most remarkable things that I have ever studied is some of the many and greatly different forms of very tiny creatures that exist, turned and knocked in water such as a river or a creek, some are cooked in the sun.

Although these tiny creatures might be far too small to be seen without a microscope, one can see the unbelievable perfection that these miniature life forms have become. They have not yet finished becoming.

Every one has a job to do. They are all as busy as bees pleased doing the special things that they have been created to achieve. We knew and just looked on.

The RABECK TRIANGLE – the VOWEL to LETTER GROUP of ENGLISH:

V
VV
VVR
VWRY
VWRYE
© MAMONE

V
a
e
i y
o
u

VV				
V+a	V+e	V+l	V+o	V+u
aa	ae	ai	ao	au
ea	ee	ei	eo	eu
ia	ie	ii	io	iu
oa	oe	oi	oo	ou
ua	ue	ui	uo	uu

VVR				
V+a+r	V+e+r	V+l+r	V+o+r	V+u+r
aar	aer	air	aor	aur
ear	eer	eir	eor	eur
iar	ier	iir	ior	iur
oar	oer	oir	oor	our
uar	uer	uir	uor	uur

VWRY		
V+w	V+r	V+y
aw	ar	ay
ew	er	ey
iw	ir	iy
ow	or	oy
uw	ur	uy

VWRYE		
V+w+e	V+r+e	V+y+e
awe	are	aye
ewe	ere	eye
iwe	ire	iyeye
owe	ore	oyeye
uwe	ure	uyeye

The RABECK TRIANGLE is the most significant breakthrough in communication since English began to take its written form from the Latin, many, many centuries ago.

It shows not only that the first people who began to ‘write things down’ were naturally intelligent but also that, incredibly, written English drew from the Latin written form in perfect mathematical sequences, which correlates speech to writing and where this was not achieved consciously by people at the time.

The RABECK TRIANGLE is the mathematical expansion which correlates human speech with reading.

The expansion of the RABECK TRIANGLE makes text instantly recognisable for speech or reading out loud. The said expansion translates a universal but simple sound code format into instant reading ability.

The reading or decoding of printed text resulting from this discovery which is a prime component of the DD-Code (Digital Dictionary), creates a far superior level of reading ability than adults even by the youngest of children and non-English speaking people alike.

Nothing is written about this component in any of the educational psychology literature around the world. Federal and international laws acknowledge Mamone-Copyright of the RABECK TRIANGLE.

Words are made of alternating vowel and consonant – sound and letter chains.

To be more precise:

1. Although there are only 26 consonant sounds, there are some 2,500 consonant letter cluster components which represent them and alternate with vowels.
2. Just 86 vowel letter clusters which not only represent the 22 vowel sounds of spoken English, but they are seen with high frequency and with great visual contrast compared to the many hundreds of consonants.

The use of this phenomena is all important to superior reading.



DD-CODE

ELIMINATION OF ILLITERACY:

The Mamone Family have, single-handedly, discovered a Universal Sound to Letter Code, which enables children to Read and Speak on the adult level on almost instant exposure to DD-CODE. The DD-CODE is a 1 to 1, Sound to Letter Correspondence without any exception to the Rule. **The DD-CODE is the only discovery, which can and is eliminating illiteracy all over the world, virtually overnight.**

For the first time in the history of teaching the spoken and written language of ENGLISH, the DD-CODE option text is 100% reliable. Speech to text association for acute and perfect development of reading and enunciation of the accent of English as desired by the student.

More specifically, the DD-CODE (Digital Dictionary) is a 1 to 1, sound to letter correspondence without any exception to the rule.

1. Training of educators to enable them to teach the reading writing of English takes ONE WEEK.
2. To enable ANYONE to read and write English fluently takes TWO weeks of full time education (5 hours a day for two weeks).

The accent that a student achieves is controlled. It can be Queen's Oxford English, Mid Atlantic American English or your local accent – Australian English.

Classes consisting of Asian, Koreans, Bosnian, Afghanistan's, Yugoslavians, New Zealand Maoris, Irish, Romanian have successfully become fluent in English within two weeks.

Australians with drug addiction and no reading and writing skills have achieved fluency in slightly longer times (3 weeks).

Listening skills are also enhanced by the program.

Reading diagnostic testing is undertaken before / during / and after completion of course.

The program applies also to numeracy skills.

Deaf children have been successfully taught to speak coherently, read and write (Indonesian, son of a Minister).

Children introduced to the program at age two have subsequently graduated for University at ages of 10 and 11, qualifying in English, maths I and maths II, physics and chemistry!

The DD-Code is readily taught by broadband communication. The system has been in development for more than a decade and has always been television and computer based.

This, an other, broadband education delivery tool will greatly enhance performance outcomes whilst reducing education costs.

The agenda is to have a prominent University institutionalise the Digital Dictionary Code via their interest and participation in the system.

THE NEWS

TIME'S

WEATHER



Fine and mild Max Temp 26

\$1.00 AIR EXTRA THE GOLD COAST SUNDAY JULY 17th 1994

PHONE 316 530 Classified 315 704

<p>Week Review</p> <p>THE REALLY BIG BANGS</p> <p>REVIEW 2 hwg</p>	<p>Opinion</p> <p>WHY DO SOME SCIENTISTS DIFFER GREATLY IN OPINION?</p> <p>OPINION 2 hwg</p>	<p>Magazine</p> <p>THE IMAGINATION OF WORDS!</p> <p>MAG STORIES 3 hwg</p>
--	---	--

FIREWORKS ON JUPITER

Cosmic show begins today at noon

By science reporters R & R MAMONE



THE BIG BANG: An artist's impression of the big bang you can expect to see from your own back yard. Picture: J.A. MAMONE

AEONS ago, a Cosmic Cannon took aim and one of the largest comets ever observed by star gazers, will slam into the planet JUPITER at 12 noon today.

AE-ONS a go, a Cosmic Cannon took aim and one the largest comets ever observed by star gazers, will slam into the planet JUPITER at 12 noon today.

Way Out

Although the event takes place some 800 million kilometers from Earth, scientists and amateur astronomers have no doubt that they will witness awesome fireballs the size of Earth.

Way Out

Althou the event take place some 800 million kilometers from Earth, scientists and amateur astro nomers have no doubt they will witness awe some fireballs the size of Earth.

Bullseye

The first of 26 Comet fragments, some larger than Ayers Rock, will impact on Jupiter's surface at 33 miles per second.

Bullseye

The first of 26 Comet fragments, some larger than Ayers Rock, will impact on Jupiter's surface at 33 miles per second.

In astronomical terms, astronomers on Earth will witness a Cosmic Bullseye - a direct hit whose trajectory, some say, began 4 billion years ago.

* Continued Page 2 hwg

In astronomical terms, astronomers on Earth will witness a Cosmic Bullseye - a direct hit whose trajectory, some say, began 4 billion years ago.

* Continued Page 2 hwg

NO DOOM OR GLOOM

By Astronomical Correspondent JK MAMONE

For thousands of years, opportunists have taken advantage of lesser enlightened people for personal gain with prophecies of worldwide doom and gloom.

For thousands of years, opportunists have taken advantage of lesser enlightened people for personal gain with prophecies of worldwide doom and gloom.

Better Informed

Today, however, some people are better informed to know certain facts and truths.

Better Informed

Today, however, some people are better informed to know certain facts and truths.

For example, a major newspaper published in a prime, main body position a dramatic doom and gloom story about 1 scientist who said the Solar System would become blanketed by dust and the Earth would perish beneath it.

* Continued Page 2 hwg

For example, a major newspaper published in a prime, main body position a dramatic doom and gloom story about 1 scientist who said the Solar System would become blanketed by dust and the Earth would perish beneath it.

* Continued Page 2 hwg

EDUCATION DYNAMICS

BENEFITS & PROFITS for STUDENTS & INDUSTRY USERS of TECHNOLOGY

Application: “DD-CODE” language educational and application products:

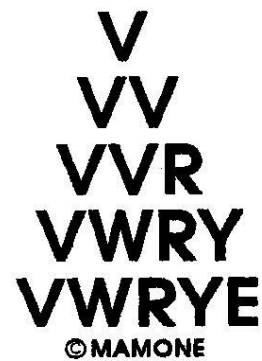
- DD-Code Curricular Development – Digital Dictionary
- DD-Code Reading Program Application
- DD-Code Government 3R Curricula
- DD-Code Option Text Chip
- DD-Code operating system
- DD-Code Media Application
- DD-Code Internet
- Language
- Mathematics
- General Science
- General Knowledge and Entertainment
- Games
- Teach Your Child To Read
- Children's Stories
- Pre-School Primer
- Tertiary Faculty Subjects

UNIVERSAL SOUND TO LETTER CODE
The Digital Dictionary Sound to Letter Code is UNINERSAL
 for the 2 Million Words of Written and Spoken ENGLISH.

1. **VOWELS COLOURED RED** & CODED 1- 22 for SOUND.
2. **BLACK CONSONANTS SOUNDED PHONETICALLY.**
(DIGRAPHS: ch/tʃ, sh/f, thin/θ, that/ð & trea\$ure: 3)
3. **CONSONANTS COLOURED BLUE** 'SOUND-SWITCH'
 to PHONETIC LETTER ABOVE.
4. **YELLOW LETTERS** and LETTER-**e** ENDINGS are not
 SOUNDED at all.

Application: “RABECK TRIANGLE”:

- The Rabeck Triangle is the mathematical expansion which correlates human speech with reading.
- The expansion of the Rabeck Triangle makes text instantly recognisable for speech or reading out loud.
- The said expansion translates a universal but simple sound code format into instant reading ability..



Application: “ALL LANGUAGES”:

- The DD-Code fits all languages without exception or rule variance.
- Written English drew from the Latin written form in perfect mathematical sequence which correlates speech to writing.
- The DD-Code functions in the same way as the chemical periodic table, it is able to predict future words and their probable meaning.
- Using the DD-Code, lost ancient languages can be reassembled.
- The DD-Code delivers precision in the written word sounding enabling email correspondence to be configured into DD-Code letter colour structure and then to sound.
- Teaching products will enable the DD-Code to deliver English along side the communities mother language.

Understanding the 7 Components of Reading Instruction

<https://sunnyseedco.com/blog/components-of-reading-instruction>

Children at risk for reading failure fall behind very early in the process of learning to read. Understanding the different components of reading can help us understand:

1. How complex the process is
2. How to support their reading journey
3. Where our child might be experiencing gaps so we can help

Poor readers do not catch up unless we intervene with intensive instruction. A proactive approach is the best form of intervention.

Let's dive in to the 7
Components of Reading
Instruction:

1 – EARLY LITERACY SKILLS

Early literacy skills are the important skills children develop from birth to age 5 that impact their later achievement. Neurologists have determined that the neuroplasticity of the brain, and greatest language learning potential, is in the first three and a half years of life.

During this time, the brain will reach 80% of its adult volume. Synapses are formed at a faster rate during these years than at any other time. Unlike other human body cells, brain cells do not regenerate. A child's experiences, good or bad, influence their brain growth, architecture, processing activity, and future academic success. (Childhood Suppression has dire consequences throughout our lives.)

Early literacy, sometimes called emergent, precursor, predictive, or foundational literacy skills, includes:

- language and vocabulary development
- alphabet knowledge
- phonological awareness



- print concepts
- memory
- handwriting
- sequencing
- narration
- background knowledge
- verbal reasoning
- visual skills
- enjoyment of books

While these skills are incredibly important, it is important to remember they can – and should – be taught in a way that makes learning feel fun.

Did you know PLAY actually helps children become more successful learners?

PLAY

Research has found the executive functioning of the brain develops through pretend play and this significantly aids in reading comprehension! A nationwide study of 3-6 year olds found that children are not developing and hitting their milestones faster today, yet we are expecting more of them in schools.

Children who explore the use of puppets, manipulatives, painting, poetry, chants and songs within the context of storybook sharing gain pre-reading skills such as phonemic awareness and concepts of print in a more developmentally appropriate manner.

Play is an important vehicle for developing self-regulation as well as promoting language, cognition and social competence. ... Children of all ages love to play, and it gives them opportunities to explore the world, interact with others, express and control emotions, develop their symbolic and problem-solving abilities, and practice emerging skills. Research shows the links between play and foundational capacities such as memory, self-regulation, oral language abilities, social skills and success in school.

WHY EARLY LITERACY MATTERS:

- By the age of 2, children who are read to regularly display greater language comprehension, larger vocabularies, and higher cognitive skills than their peers. {Source: Raikes et al., 2006}
- 37% of children arrive at kindergarten without the skills necessary for lifetime learning. {Source: Landry, S. H, 2005. Effective Early Childhood Programs: Turning Knowledge Into Action. Houston, TX: University of Texas, Health Science Center at Houston}
- Reading with your child can raise your child’s IQ by more than SIX points. “The earlier the interactive reading takes place, the larger the benefits.” {Source: How to Make a Young Child Smarter, Perspectives on Psychological Science, 2013}.
- Being regularly read to at home, prior to beginning school, is the single most significant factor influencing a child’s educational success. {Source: National Commission on Reading, Children’s Access to Print Material and Education Related Outcomes}

For more information, be sure to check out these resources:

- [Reading Tips & Milestones](#)
- [Activities for Infants and Toddlers](#)
- [The Importance of Play](#)
- [Independent Play](#)

2 – PHONOLOGICAL & PHONEMIC AWARENESS

Phonological awareness is the ability to identify, produce, and manipulate sounds of oral (spoken) language. This includes the ability to identify rhymes, clap out syllables, and recognise sounds that are similar and different. Phonemic awareness is a sophisticated skill within the broad framework of phonological awareness that refers to the ability to identify and manipulate individual sounds (phonemes) in spoken words.

Phonological awareness first develops at home when parents read books and sing nursery rhymes to their children. It then progresses as children begin to develop their alphabetic knowledge, and more complex instruction is recommended to begin around the early preschool years.

At least 80% of all poor readers are estimated to demonstrate a weakness in phonological awareness.

[For more information, check out my All About Sounds: Phonological & Phonemic Awareness E-book](#) – This is the only comprehensive guide available online for parents. It includes 110 pages of background, research, resources, and simple activities for both parents and teachers.

3 – ALPHABETIC PRINCIPLE

A child’s knowledge of letters and their corresponding relationship to sounds is a strong predictor of their future reading success. Most children learn this between 2 and 5. That’s a big range!

My **[All About Letters E-book](#)** will teach you everything you need to know about teaching letters, including research-based answers to these questions:

- When and how to teach letters.
- What order to teach letters.
- Should you teach lower case and uppercase at the same time?
- Should I teach letter sounds first or letter names? Or both at the same time?

In addition, this e-book includes:

- Activities to strengthen hand muscles before beginning handwriting.
- Activities to practice letter identification.
- Letter articulation guide.
- Handwriting tips.

4 – PHONICS + DD-CODE

How does a child sound out a word they do not know? Decoding is the process of translating print to speech by matching letters / letter combinations (graphemes) to their sounds (phonemes). In a well-designed and executed program, decoding is taught in relation to the student’s stage of reading development through explicit, systematic phonics instruction.

Phonics is the knowledge of the correspondences between phonemes and graphemes (i.e., the letters and letter combinations that represent phonemes) and larger chunks including syllables and meaningful parts.

It is important to understand not every method of teaching phonics is effective. The way phonics is taught determines the level of success and research is repeatedly in favour of explicit, systematic phonics instruction.

One of the most fundamental flaws found in most phonics programs is that they go from letter to sound instead of from sound to letter. This conflicts with the structure of the English language. Speech evolved thousands of years before alphabetic writing so we should teach awareness of the sound system and anchor letters to it (sound-to-print).

The problem with print-to-sound (conventional phonics) approach is that it leaves gaps, invites confusion, and creates inefficiencies. The alphabet consists of 26 letters, but there are 44 phonemes, and roughly 120 spellings that represent these phonemes. A more effective phonics approach teaches the whole system in a clear, logical sequence over the course of several years.

IMPLICIT VS. EXPLICIT PHONICS INSTRUCTION

5 – FLUENCY

Fluency is the ability to read words, sentences, and passages with sufficient speed to support understanding.

Fluency is achieved when decoding or word-recognition skills are automatic. A fluent reader reads with prosody, phrasing, and appropriate emphasis and speed.

When beginning (or struggling) readers read words in a laborious,

inefficient manner, they cannot remember what they read, much less relate the ideas to their background knowledge. This inhibits their ability to understand and enjoy what they read so fluency and comprehension are inextricably connected.


PHONICS INSTRUCTION

implicit

- Incidental: taught "as needed" or within context as a student is reading and gets to an unknown word.
- Does not include strategies for students to use on new, unknown words they encounter.
- Begins with the whole word and looks at the beginning sound, ending sound, and context clues.
- Often resembles a "mini-lesson" approach with disconnected drills.
- Students do not have enough time to practice each component in isolation and within text.

explicit

- Logical, systematic sequence of skills: simple to complex; predictable correspondences before variant, less common correspondences.
- Fully and clearly defined. Planned, targeted instruction, taught primarily outside of text reading and then practiced/applied within text.
- Begins with part, then whole, first looking at graphemes and phonemes.
- Provides students with a set of strategies to decipher unknown words.
- Proven to be the most effective type of instruction; critical for developing skilled readers.



6 – VOCABULARY

Vocabulary is the knowledge of the individual word meanings in a text and the concepts that those words convey.

Did you know a child’s vocabulary begins to develop from infancy? Infants have absorbent minds and develop language and vocabulary skills that lay a critical foundation for reading and writing instruction in school.

Starting at about 12 months and continuing through adolescence, children learn an average of ten new words a day if they are in an environment where they hear new words (Bloom, 2002).

Books contain many words that children are unlikely to encounter frequently in spoken language. Children’s books actually contain 50% more rare words than primetime television or even college students’ conversations. {Source: The Read-Aloud Handbook, by Jim Trelease }

7 – COMPREHENSION

Reading comprehension is the ability to understand what we have read. Skilled readers use background knowledge, reasoning, and comprehension skills and strategies to understand, remember, and communicate what has been read.

Comprehension is the mental problem solving to truly understand text. We use many comprehension skills and strategies simultaneously while we read.

Research shows explicit comprehension instruction is most effective. Teachers should explain and model through thinking aloud:

- *What* strategy to use and *why*
- *When* to use the strategy and *how*

Children progress through guided practice and cooperative learning before they are able to apply comprehension strategies independently.

These resources to improve text comprehension are on the way (stay tuned):

- Open-Ended Questions
- Building Background Knowledge
- Making Predictions
- Metacognition
- Monitoring Comprehension
- A List of Comprehension Skills & Strategies
- How Reading Levels Affect Reading Comprehension

What is the key to developing “on level” young readers?

<https://www.renaissance.com/2018/03/06/blog-instructional-strategies-7-early-literacy-pillars/>

It’s time to re-think our expectations for early literacy. Research shows that with the right type of instruction, [95% of all students](#) should be “on level” by the end of the third grade. But I say we can do even better. Let’s up that goal and strive to have 95% of our students reading at grade level by the end of *first* grade.

What’s the key to this tremendously high expectation?

Focusing on the 7 pillars of early literacy instruction and understanding *how* to teach early literacy so that children will learn. In this blog, I’ll take a look at each of the 7 pillars of early literacy instruction and provide early literacy teaching strategies for incorporating these pillars into our classroom.

What are the strategies for developing early literacy?

The strategies for developing early literacy are known as the 7 pillars of early literacy instruction and include:

1. Alphabetic principle
2. Phonological awareness
3. Phonemic awareness
4. Phonics + DD-Code
5. Word recognition
6. Vocabulary
7. Structural analysis

When students are taught these early literacy pillars in the correct order, they will have the foundation they need for early success in reading.

The 7 pillars of early literacy instruction

#1: Alphabetic principle

The alphabetic principle is the concept that letters and their patterns represent the sounds of spoken language.

Children’s reading development is completely dependent upon their understanding of this critical principle. They must grasp that there are predictable relationships between sounds

and letters—relationships they will later learn to apply to both familiar and unfamiliar words—to enable them to begin to read with fluency.

Early literacy teaching strategies for helping students master the alphabetic principle include activities such as:

- Reading ABC books
- Pointing out letters in their environment
- Playing alphabet games
- Singing ABC songs and chants
- Providing the opportunity for students to play with letter shapes, like magnetic letters
- Identifying and naming both uppercase and lowercase letters
- Introducing writing activities early on, to give students plenty of practice writing the letters they've learned

Note that the sequence of instruction has a significant impact on learning. For the alphabetic principle, instruction must follow a sensible sequence that introduces letters in a way that's easy for students to learn. For example, do not introduce “b” and “d” at the same time, and be sure to teach “p” and “q” several weeks apart.

#2: Phonological awareness

Phonological awareness is the ability to identify and manipulate the different parts of oral language, such as words and syllables. It is important to note that phonological awareness is an auditory concept that does not involve the printed word.

The five levels of phonological awareness are:

1. Rhyming and alliteration
2. Sentence segmentation
3. Syllables
4. Onsets and rimes (rime - the string of letters that follow the onset which contains the vowel and any final consonants. E.g. In the word cat, c- is the onset and -at is the rime)
5. Phonemic awareness

Early literacy strategies for teaching phonological awareness include:

- Having students divide sentences into words
- Reading rhyming books and having children find the rhyming words
- Clapping out words into syllables

- Practicing alliteration
- Segmenting and blending onsets and rimes
- Singing songs, chants, and nursery rhymes

As with the alphabetic principle, the order of instruction is key.

#3: Phonemic awareness

Phonemic awareness is a subset of phonological awareness that focuses on the individual sounds that make up words. Teach phonemic awareness only after the larger phonological awareness concepts have been mastered.

Just like with phonological awareness, the skills that are involved in phonemic awareness are 100% auditory.

Instructional strategies for literacy in the pillar of phonemic awareness can include:

1. Using clapping, tiles, chips, felt squares, and Elkonin boxes to help children identify and match initial, middle, and final sounds in words.
2. Verbally practicing blending sounds into words.
3. Manipulating phonemes by removing, adding, or substituting the sounds in words. For example, help the child turn “cat” into “at” (removal), “cats” (addition), and “bat” (substitution).

#4: Phonics + DD-Code

The concept of phonics builds on phonemic awareness, which involves connecting the sounds of oral language with the letters of written language.

Once again, the instructional sequence of phonics is of the utmost importance and should be done in the following order:

1. Start with the high-utility letters: A, E, I, O, U, L, N, S, T, and R (Hint: These are your 1-point Scrabble letters).
2. Teach the consonants before you introduce the consonant blends.
3. Introduce long vowels only after the student has mastered all short vowels and consonant blends.

And remember, students don't have to know every phonetic sound to begin reading and writing. For instance, a child who only knows the letters “a” and “m” is ready to practice the words “am,” “ma,” and “mama.”

Also, focus on using decodable texts that align with the phonetic elements being taught. This way, students build the habit of decoding words, rather than constantly guessing or relying on picture clues.

#5: Word recognition

Irregularly spelled words, also known as sight words, cannot be decoded and must be memorised. For these words, teachers must explicitly teach each word's:

- Spelling
- Pronunciation
- Meaning

Teachers should also have students practice reading and writing sight words alongside phonetically decodable words.

Be sure to only introduce a very limited set of sight words in the early grades. I recommend no more than four per week.

Some early literacy teaching strategies for helping students master the pillar of word recognition include:

- Having them read (and reread) books containing their sight words
- Helping them to focus on the structure of irregularly spelled words
- Teaching them to use context clues

#6: Vocabulary

The instruction of phonics, word recognition, and vocabulary should be constantly intertwined. As students learn to read and spell words, it is important to make sure they also understand the *meanings* of those words.

Some early literacy teaching strategies for helping to grow students' vocabularies include:

1. Creating word-conscious classrooms that celebrate students when they use new vocabulary words.
2. Not being afraid of using more complex words. Beef up the vocabulary you use with your students instead of "dumbing it down."
3. Providing plenty of explicit instruction around the meaning of individual words.
4. Teaching word-learning strategies, such as structural analysis.

#7: Structural analysis

Structural analysis is a decoding strategy that introduces students to the parts of words, including:

- Prefixes
- Suffixes

- Root words

By breaking a word into its component parts, your students gain valuable insights about the word's spelling and pronunciation—and can then anticipate similar multisyllabic words they will encounter in the future.

Structural analysis strengthens students' skills in these areas:

- Decoding
- Word recognition
- Vocabulary

It is also a fantastic way to teach literacy in a cross-disciplinary manner.

You can incorporate early literacy strategies for the pillar of structural analysis by:

- Engaging your students in active reading
- Teaching them how to utilise context clues when they meet an unfamiliar word

You can also use structural analysis to bring science and social studies terms into the language arts classroom, as well as to leverage literacy skills in the content areas.

Why repetition is crucial to the success of the 7 pillars of early literacy instruction

For each of the 7 pillars of early literacy, it's important to remember that students will learn different skills at different rates. Some students may master a new skill after four repetitions, while other students will need 100.

Repetition is the key to success, so make sure students have as many practice opportunities as they need in order to learn each pillar. With enough repetition and the right instructional sequence, you'll see your young readers soar!

