

Primary Arts of Language: Reading

by
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Teacher's Manual

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Institute for Excellence in Writing, L.L.C.

Also by Jill Pike:

Primary Arts of Language: Writing Program
Student Writing Intensive Handouts (Levels A, B, and C)
SWI Continuation Course Handouts (Levels A, B, and C)

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Primary Arts of Language: Reading Teacher's Manual
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Introduction

In 2004, the Institute for Excellence in Writing hosted a teacher's conference in Tacoma, Washington where Anna Ingham and her daughter, Shirley George, presented the *Blended Sound-Sight Program of Learning*. Although I was unable to attend the event, I did get all of the seminars on DVD and CD and listened to Anna and Shirley's talks over and over. I finally had the privilege to meet them at the 2008 Writing Educator's Symposium in Murietta, California, where I attended all their talks and explored the materials they had brought with them.

Background

Anna Ingham began her teaching career in 1935 in a one-room rural school with forty pupils spanning in age from five to fifteen. She said her students ranged in ability from very slow to exceptionally quick, in work ethic from sporadic to diligent, and in grade level from one to ten. How did she do it? Mrs. Ingham developed a system of classroom management where students learned and were happy in doing so. Each student had personal goals and objectives in sight, and the class functioned like a family. Knowing her students needed reinforcement of basic skills, Mrs. Ingham encouraged her students to develop card games which would provide the repetition they needed. Not only did Mrs. Ingham's students flourish educationally, they also developed social skills and positive character traits. Her methods worked.

When Mrs. Ingham moved into a single-grade city classroom, she continued to use her classroom management skills to foster hands-on learning in her classroom. She was able to do what scores of other educators failed to achieve: the blending of a teacher-centered, skills-based education with a student-centered, play approach to learning. By teaching both phonics and sight words from the start while reinforcing them through games and stories, Mrs. Ingham had all her students reading at or above grade level by the end of grade one. The students embraced the goals set before them and knew exactly what they needed to do each day to successfully reach the class goals of reading independently in the Library.

Although not all of Mrs. Ingham's methods can be reproduced in the home school, many of them can. The goal of these lessons is to help you apply them as you explore the arts of language with your children.

The Arts of Language

You may be wondering why these lessons are called "The Arts of Language" rather than "Language Arts." The term was inspired by Andrew Pudewa in his talk, *The Four Language Arts*, where he reminded me that there are only four arts, two of which are sadly neglected in many modern "language arts" curriculum. This talk is included on the *Primary Arts of Language: Reading DVD-ROM* for your listening pleasure.

As I sought to pull together Anna Ingham's methods into a user-friendly format, I also desired to maintain a simple yet classical approach to teaching these arts. Since the term "language arts" does not evoke pleasant memories in my mind, I decided to join Mr. Pudewa in referring to them as the arts of language. As with the other visual and performing arts, much is dependent on the student's talent and temperament. These lessons strive to help you make your teaching fit your individual student's needs.

Reading and Writing

The *Primary Arts of Language* is divided into two components: *Writing* and *Reading*. If your student is old enough to learn printing (generally by age five or older), then the *Primary Arts of Language: Writing* should be used concurrently with *Primary Arts of Language: Reading*. The *Writing* lessons begin with printing and move into copy work, spelling, and composition. They also explore the Story Sequence Chart for oral story retelling and story writing. If your child is younger than five years of age, it is likely that he does not yet have the fine-motor skills necessary to learn handwriting yet. However, you can still use the writing program; just limit the amount of handwriting required.

Blended Sound Sight

Anna Ingham's *Introduction to the Blended Sound-Sight Program* talk recorded at the 2004 Tacoma Teacher's Conference, is included on the *Primary Arts of Language: Reading DVD-ROM*. The handout for the talk is in the Appendix of this book.

DVD Instruction

As you begin to read through these instructions and prepare to teach this program, watch the *Primary Arts of Language: Reading DVD-ROM*. It will show you how to use these lessons to effectively teach your student to read.

Reading Instruction Stages

Using poetry as an integrator, this reading program flows through four stages: Foundations, Activities, Discovery, and the Library. In Foundations, you will be presenting phonetic rules and sight words using games and manipulatives. Once many games have been presented, your student will move into Activities, where he will play the games daily to master the phonetic rules. As your student finds the games easy and knows the phonograms and phonemes well, he can move on to Discovery where he can apply his knowledge to individual words presented on the Discovery cards. When he decodes all the Discovery cards, he will gain access to the books in the individualized Library. From there, he will be able to read independently.

Stage 1: Foundations

During the Foundations stage, the teacher is at the center of learning in order to lay a strong foundation in both phonics and whole words. The teacher directs her student and shows him how to use his time wisely. Each activity is modeled and practiced so that the student knows exactly what to do. The elements of Foundations (poetry, class journal, phonics, and printing/composition) will continue throughout the year; however, the teacher intensive time will diminish after the first month or so.

This stage will last for a few weeks as you present the phonograms and sight words, assemble the games, and teach your student how to play them. Each day you will find directions to add stickers to the Phonetic Farm folder, a place to organize the many phonograms used in reading. You will also be teaching sight words to help your student develop fluency in his later reading and in preparation for receiving a vocabulary controlled reader to color and enjoy independently.

Beginning in this Foundation stage and continuing through the Discovery stage are daily Work pages provided in Student Books 1 and 2, which are provided as PDF files on the DVD-ROM. These pages offer a cut-and-paste activity to reinforce the day's reading words and can be an item for the day's Agenda. A Reading Practice page provides a few sentences for reading practice that are limited to the vocabulary that has been taught in the lessons to date. Using these Work and Reading Practice pages will further reinforce the phonetic teaching as your student moves through the stages. When your student reaches the Library stage, the Work and Reading Practice pages will no longer be necessary as you can replace them with the composition assignments in the *Primary Arts of Language: Writing* lessons.

Although this Foundation stage will require more of your time than the later stages, it will ensure that your child knows exactly what to do when you free him to work more independently.

Poetry

Poetry is the centerpiece of each lesson. A poem will be enjoyed for several days and used for many purposes. Since primary-aged students have short attention spans, the poem will be read each day with just a few things noted at each reading. The first day the poem is read, the rhyme is enjoyed, and the general meaning of the poem discussed. In future readings, the phonetic rules or definitions of specific words can be explored. Students can also draw a picture based on the poem, or can act out a part. Over time, your student will naturally memorize the poem that will help him develop sophisticated linguistic patterns, which is explained in Andrew Pudewa's talk, *Nurturing Competent Communicators*. (This talk is provided on the *Primary Arts of Language: Reading* DVD-ROM.)

Each poem is provided in the Student Books on the *Primary Arts of Language: Reading* DVD-ROM. The poems are also located in Appendix 9 of this document for easy reference.

Student Books

Student Books 1 and 2 are available on the *Primary Arts of Language: Reading* DVD-ROM as PDF files for easy printing.

Plan to print these books single-sided. All the poetry, posters, and student work pages are included in these volumes.

Short and Snappy

Because there is a lot to do each day, keep it short and snappy.

Your student does not need to master everything each day. Instead, you are using a system of repetition that will grow his knowledge over time.

If you find it is too much too fast, feel free to spend two days on a lesson.

Phonograms and Phonemes

Phonograms are the written form of the sounds of our language. Phonemes are the sounds the letter and letter combinations say.

In these lessons, the phonograms will be printed in *italics*. These should be read as the letter names. When the sound of the phonogram (the phoneme) is to be read, the sound will be in vertical slashes, e.g., [er].

The Phonetic Farm

Anna Ingham invented “Sound City” to help her students collect and organize the many spelling rules. In Sound City, the spelling rules lived in houses on vowel streets. I used this idea and gave it a farm theme. *The Phonetic Farm* contains a colorful farm scene to which your student can add stickers as he learns the phonetic rules

Each area of the farm is for similar sounds. There is the Barn where many of the *r*-controlled phonograms (*ar, er, ir, or, ur, and wor*) are located. The Beehives are for the long-e sounds while the Silo holds the long-o sounds. Your student will have fun filling the farm with the stickers and will then enjoy exploring the farm, remembering the tools used for reading and spelling. On the flap of the folder is the Phonetic Village where buildings such as the Jail, Silent Letter Library, and Foreign Café provide more places to organize the spelling rules.

Phonetic Games (Activities)

To give your student plenty of practice with phonograms and sight words, a series of games are provided for you to demonstrate and play with your student. Do not feel like you need to completely assemble all the games in advance. Half the fun of this course is creating the materials with your student, so make the coloring and final assembly of the game board part of your school day.

The *Phonetic Games* book provides the game boards on plain paper to be trimmed then taped or glued into a manila file folder. The game pieces are printed on cardstock in the back of the *Games* book to be cut out as needed. Thus, the games can be easily filed away between times with their pieces safely stored in an envelope in the file.

Card Game

One of the goals of the *Blended Sound-Sight* system is to help students read words easily and fluently. Thus, while a student is learning the phonics necessary to sound out words, he is also given frequent exposure to complete words for easy sight-reading. This blending of the phonics and the sight method is an effective way to teach reading. A student will learn to quickly identify common words. This allows him to read fluently while he is being armed with a strong phonetic base so he can sound out any word he encounters in his reading.

The Card Game makes practicing the sight words fun and easy. This game uses plain 3x5 inch cards on which you will print words to teach to your student. The words are provided in the lessons along with methods for presentation. The phonograms in the words will be marked on the card to reinforce the phonetic rules.

Although the cards can be kept in a file box, I recommend keeping them much more accessible so that your student can review them easily throughout the day. They can be used as part of a “Feed Me” game during Activity time (where your student reads the word, and then “feeds” it to a creature pasted to a box), or use them later in the day for a quick game of lightning, where the words are presented one at a time for quick sight-reading. When your student knows many of the phonograms, new Card Game words can be used to prepare for Discovery. After printing a word on the card, the teacher can invite the student to identify the phonograms in the word and then help his student decode the word.

In addition to the recommended Card Game words in these lessons, you can also use the cards to teach words that come up in your other subjects. For example, if you are studying Ancient Egypt, you may wish to include *Egypt, mummy, and pyramid* to the cards. If you are studying the human body, words like *bone, heart, and body* might be included.

Stage 2: Activity Time

Once a number of the phonograms have been presented and the games have been created (around lesson 19), a thirty-minute Activity period can be planned for each day to reinforce what has been learned. In addition to the Activity period each day, you will continue to teach new phonograms, words, and games while your student continues to practice what he is learning through the games and his work period.

In Mrs. Ingham’s classroom, the numbered games were placed around the room. She divided her class into working pairs of students, often partnering a weak student with one who was strong in phonics. During the Foundations stage, she demonstrated how Activity time was to work, so when it became a regular part of the day, the children knew exactly what to do. When Activity time was finally initiated, each pair of children knew to look around the room to see which activity was available, walk over to the game, and play it quietly. When they were done, they put the game back to rights, went to the chart to mark which activity they completed, and then looked around to see which game they would play next.

Since you do not have a classroom full of children to pair up or a classroom to house the games, you will need to adapt the Activity time to your situation. If you have only one child, you can be your child’s partner. If you have

several children, your child can play with an older sibling or teach the game to a younger sibling. When it is time for Activity, you may set out the games that are appropriate for your child on the table, shelf, or in a box, and let your student choose which game(s) to play during the period. As your child plays, you can reinforce the intangibles of patience, fair play, and diligence.

Your child will continue to play the games every day for about thirty minutes a day until you are satisfied that he has mastered the phonetic rules reinforced by the games. This will take two to four months and in some cases even longer. Do not rush this process. The goal is mastery of the material. Some children master phonics after a month or so; others may require several months. It is better to play the games a little too long than not to get enough practice. As your student masters some games, you may want to remove them from the collection so that he can be sure to play the others and master them as well.

Phonetic Farm Readers

While your student is reinforcing what you are teaching during Activity, you will continue to add to his collection of phonograms and sight words. The Card Game not only gives your student a place to practice the phonograms, it also gives him a collection of words that he can learn to read fluently.

Fun rewards for learning all those sight words are the *Primary Arts of Language* Readers. During the Card Game, all the Reader One words will be presented in the first twenty lessons. When your student has mastered these words through the Card Game, Work pages, and *Phonetic Games*, you can give your student the first reader. He will find that he is able to read it easily because it contains only the words he has learned. The readers are not great literature, but the illustrations are fun to color, and the vocabulary is easy. The readers are on the DVD-ROM for you to print out, double-sided, as you need them.

As he enjoys the first reader over and over, he will continue to learn the words in the next reader (the next goal). There are a total of four readers presented about every four weeks; however, you do not need to use them at all if you do not care for them. These readers will serve as a bridge for reading practice while he is gaining enough mastery of phonics to be able to read books in the individualized Library.

Thus, these lessons will teach your student a few words and then will provide him with a reader to practice reading those words with expression. By blending phonics with the learning of sight words, your child will be able to taste the joy of reading as he continues to work at the long list of phonograms necessary to be an independent reader.

Stage 3: Discovery

Once your student has mastered the phonetic rules by playing the games in Activity, he is ready to move on to Discovery. When this happens, instead of playing the *Phonetic Games* for thirty minutes a day, he will spend that time working through the Discovery card packs.

In the back of this book are thirty pages of cardstock, each containing ten Discovery words. The cards can be cut out, stacked, and rubber banded or clipped together to make thirty packs of Discovery cards. Your student will use his knowledge of phonics to decode the word on each card. Decoding words by phonics alone without the aid of picture clues or context will ensure that your student has a firm grasp of phonics for independent reading.

When your student is ready to begin Discovery, show him the first pack of cards, and explain that now that he knows his phonics rules so well, he will be able to apply them to words and read them for himself. Together, look at the first word in the pack, and talk about how to decode the word. Find the helpers and mark them, and use the reading tools practiced during Activity and in the Card Game to sound out the word on the Discovery card. Do several of the cards with your student, and then invite him to try one on his own with you there to help him.

Once you are confident that he knows what to do with the cards, let him work at a table or desk to decode each of the words in the pack on his own. If he gets stuck, he can ask for help. Once he feels he has decoded all ten words in the stack, he can bring the stack to you for testing. Have him read each of the word cards to you. If he misses any, show him how to decode that word, and then have him practice the words on his own before testing again. When he

Assembling the Readers

The Readers are included on the *PAL-Reading* DVD-ROM. Print them double-sided.

The first page can be cut in half to serve as a front and back cover.

Each remaining page is a single story. Fold each page so that the title is on the front. You can stack the books, place the covers on the top and bottom of the stack, and staple them together at the folded edge. You may also leave them loose. Your student can make his own cover out of construction paper.

You may want to let your child color the book before assembly, but it will likely be more fun to present a book completely assembled.

can read all the words to you from the set of ten cards, he may check off that deck on the progress chart that is included with the cards and begin another pack. Your student will thus spend thirty minutes each day working through the Discovery packs until he masters all the cards. It usually takes two to four weeks to finish the cards and graduate from Discovery into the Library.

Although the lessons will suggest when you might want to move your student onto Discovery, be sensitive to his needs. If he is progressing rapidly and has mastered the games, you may move him onto the Discovery stage while continuing the lessons, enjoying poetry, and teaching and reinforcing the phonograms each day. If he is still struggling to apply the phonetic rules to words, then continue to let him play the games for a few more weeks to ensure he is ready for independent decoding in Discovery.

Stage 4: The Library

When your student has mastered the Discovery cards, he will be ready to enter the individualized Library, a collection of real books at an easy reading level that your student can enjoy. Now the thirty minutes he used to spend working on Discovery cards will be spent reading a book aloud to a partner.

To set up the Library, you will need a reading logbook (a spiral notebook) and a set of ten or fifteen very easy books from the list in Appendix 8. There are a total of three lists of books: easy, medium, and hard. The easy books are primer level, the medium books are level 2 and 3 reading books, and the hard books are easy chapter books. There is nothing special about the books on the list; they are just a collection of titles at various reading levels to help you choose books that are enjoyable and possible for your student to read.

You do not need to have the books in your home; you could simply go to the library and use the list, or ask your librarian to help your student choose from the books available there. However, a couple of special books for presentation that are reserved for the day he finishes Discovery will make the achievement of entering the independent reading library all the more exciting.

When your student begins his time in the Library, let him choose any book from the easy list to read aloud to you. He may then keep the book with him to read again on his own later in the day. Reading the book several times will continue to boost his fluency and independence.

The next day he can print the title of the book into his reading logbook and choose another book from the same level. When he completes about fifteen easy books, he may begin to choose books from the medium then harder lists.

He should continue to read each new book aloud to you or a sibling before reading it on his own. This can be an activity two of your children can enjoy together. Each child can take turns reading his own book aloud to his sibling. They can be reading books at their own level yet get the practice of reading aloud to someone else. This should be done for thirty minutes each day.

Once your student shows mastery in reading, you may let him choose a book to read silently on his own, but reading aloud is an excellent skill to practice. As he reads more and more books and gains more confidence and ability, you may slowly increase the reading level of his books.

When your student achieves the Library, the poetry reading should continue, but you no longer need to continue the reader word presentation (Card Game) and worksheets. By this time, you are likely in the composition part of the *Primary Arts of Language: Writing*. This will replace the Reading Work pages that your student had been doing for Agenda.

The Lessons

There are eighty step-by-step lessons for reading provided in these teacher's notes. By the end of the eighty lessons, your student will likely be in the Library. The lessons also provide direction to integrate the *Primary Arts of Language: Writing* lessons with the reading part.

The Student Books 1 and 2 on the *Primary Arts of Language: Reading* DVD-ROM contains all the handouts needed for the lessons. Print them single-sided. It also contains the four Readers if you decide to use them. Print the Readers double-sided.

If you have questions or comments regarding our program, please email us at PAL@excellenceinwriting.com

The Institute for Excellence in Writing also provides helpful online support groups for those using our materials. To learn more, please go to excellenceinwriting.com/loop

Classroom Management

Anna Ingham developed her *Blended Sound-Sight System of Reading* to be more than just a phonics program. It is an entire system of classroom management. In the same way, this program will do more than just help you teach your student to read and write; it can help you set in motion a method of organizing your school day which can be used for years to come. In this system, you can teach your student to set goals and develop study and work skills to meet those goals.

The first section of this introduction explained the stages of learning to read. This section describes some ongoing tasks for you and your student.

The Work Period

Throughout the year your student should have a period of independent work. Mrs. Ingham referred to this as the student's "Agenda." Beginning with one or two tasks represented in picture form, this period will eventually include a list of learning activities to be completed each day. This list can be posted for all your students. Suggestions for Agenda items are included in the daily teacher's notes.

The daily tasks on the board can be required of all, but they are individualized for each student. While for one child "spelling" might mean reviewing his *All About Spelling* word cards, an older student might be working on his *Phonetic Zoo* lessons. "Math" might mean completing the next math page for one student while for another it might mean working on his math facts.

To keep your student organized, you might want to have a spiral notebook or folder for each subject listed in the Agenda. In that folder or notebook, you can write what your student is expected to do. When he completes the assignment, he can place the folder in your "Teacher's Mailbox" for you to check at the end of the day. During that checking time, you can indicate in the notebook what needs to be fixed or finished and include the next assignment. Place the student's book back onto his shelf or box for him to reference the next day.

The Work period can start small with just one or two tasks. It should also start with significant oversight as the teacher watches closely that the student knows what to do and is doing it well. Over time, the list of tasks can grow, and the oversight of the teacher can lessen.

Evaluation

Evaluation of your student is ongoing. From the introduction of the first game to the reading of library books, the teacher needs to be sensitive to the student's needs. Is he understanding the concept, or is he confused? Does a game need to be re-taught? Are there games that have become too easy that need to be put away? Are there other games that he should be playing that he is not? These lessons are designed to foster mastery learning. Do not feel like you need to follow them exactly. Rather, adjust the pace to meet the needs of your student.

The lessons provided in this book are presented at a rapid pace to ensure that the "birdies," as Mrs. Ingham called the advanced students, would continue to be challenged. However, many students will find this pace too rapid. Use your daily evaluation of your student's progress to determine if the pace needs to be slowed and more practice time added. The goal is to incrementally move your student toward independent reading, not to complete these lessons in a certain period of time. Only you can know what pace is best for your student.

The Intangibles

One of the most important elements that Anna Ingham included in her classroom were the intangibles: teaching children what is good and right. Mrs. Ingham's fellow teachers sometimes wondered how she always seemed to get all the "good" children in her classroom. Anna's daughter, Shirley, once observed,

I was struck by the unique atmosphere of my mother's classroom. Operating from the Golden Rule, she applied its principles, and the children appeared without moral lecturing to follow her example. A purposeful conscientious spirit pervaded the room, the children being attentive, interested, even eager about what they were doing. It was like a happy, busy workshop where pupils respected each other, where there was little unfocused talking, and where everyone seemed to know what to do without being told. One task seemed to flow into another.

Teacher's Mailbox

A "Teacher's Mailbox" will protect you from the bane of constant interruption.

Select a tray or box, and place it somewhere in your main school or work area. Make a sign for it: Teacher's Mailbox.

Tell your students that it is the place to put anything that you need to check at the end of the day. It might also turn into a great place for the day's mail, notes, and phone messages to land.

The teacher did not issue commands, 'Now do this, time to do that.' One could hardly see the classroom management; rather, the children regulated themselves. They were so eager, so purposeful and so aware of goals and taking ownership of their learning that I fell in love with the whole system and wondered whether I ever could achieve such a degree of harmony mixed with activity and happiness. It involved a whole basket of intangibles which went into the tone of mom's classroom combined with what appeared to me as her almost magical manner with children (*Blended Sound-Sight Program of Learning 9*).

Unfortunately, these intangibles are just that: intangible. It is difficult to identify exactly what Anna Ingham did to create the warm and happy atmosphere in her classroom. However, after reading her book and listening to her stories, I have a few ideas that can help us in our home schools.

Clear Goals

From the first day of school, Mrs. Ingham explained to her students what was expected of them and what they would be doing that year. She showed them the progress charts and excitedly encouraged her students that if they worked diligently, they would move along the chart toward reading fluently. Because the steps were incremental and achievable by even the slowest students, there was a keen sense of anticipation by all that they would succeed in their tasks that year. When a student struggled, Mrs. Ingham did not scold or become frustrated. Instead, she gave that student whatever help he needed to succeed.

Setting clear, achievable, and measurable goals will give you a sense of accomplishment. It will also protect you from the inevitable feelings of "am I doing enough?" when you talk to other homeschool parents or read articles about what other home schoolers are doing. When those fears arise, go back to your list of goals. You can always tweak the list, but having it in writing will be very reassuring. It also allows you to check something off—accomplished!

A Family Atmosphere

Not only did Mrs. Ingham encourage each child to succeed, she inspired her entire class to work together as a family. Students were eager to help one another. When one student graduated into Discovery or the Library, everyone in the class rejoiced. Those that were in the Library embraced their new companion; those who were still in the Activity stage continued to work hard, knowing that they too would graduate when they were ready.

Interestingly, we tend to treat neighbors more warmly than our own family. I know in my home, if a neighbor's child ran through my house and knocked over a vase, I would cheerfully clean up the pieces, assure the child that it was an accident, and ask if he would please not run through the house in the future. However, if it had been my own child, I would likely have given him a twenty-minute lecture about running through the house muttering that he should know better.

We need to remember that children do forget, and they are usually not trying to spite us. As we teach our own child, we need to give him the same grace we would give other children. When he does not progress as quickly as we would like, we do not need to wring our hands; instead we should continue to give him the love and encouragement he needs, adjusting our teaching methods to meet his individual needs.

An Ounce of Prevention

Although Mrs. Ingham was dedicated to letting children learn by doing, she had clear and precise directions for *how* they were to behave in the classroom. She did not just set up a classroom and hope her students would make the best use of it. Instead, she carefully demonstrated to them how to complete each and every activity. After several weeks of demonstration, she released her students to work on their own; however, she still monitored their movements and interceded when necessary to keep them working toward the classroom goals. Although this method took a significant amount of time at the beginning of the year, it paid great dividends later in the year as her class ran smoothly, freeing her to give individual help where needed.

In addition to showing her students how to play each game, she also demonstrated how her students should behave when doing their activities. She showed them how to nod to each other instead of speaking, to stand still, and to see where they should go next instead of wandering aimlessly around the classroom. She also showed them that when they were on their way to another station, they should not swing by another group and kick someone in the shins or elbow another student, but they should walk directly to where they needed to be. She knew the trouble children tended to get into, and she prevented that trouble by making it clear what they should and should not do.

Creativity in Dealing with Problems

Of course, not every child behaved all the time. Mrs. Ingham firmly yet cheerfully dealt with each problem using natural consequences whenever she could. She used each situation to help her students see how they could be responsible members of her classroom. Two of Mrs. Ingham's stories will illustrate how she did this.

1. The Story of a Plastic Bag

One day, as everyone was preparing to go home, Mrs. Ingham noticed that one of her students was hiding something under his shirt. When she asked him what was going on, he sobbed, "Oh, Mrs. Ingham! I forgot to bring my special bag to carry my library book home in. I know I am supposed to have my bag, but I really want to take this book home and read it. I promise I'll be careful with it, and I'll bring it back in my bag tomorrow!"

Mrs. Ingham took advantage of the opportunity to teach a lesson in responsibility. She led the young man to her desk and pulled a plastic bag out of her bottom desk drawer. Although it was just an old bread bag, she told the boy, "You may borrow my bag to take your book home, but be sure to return it tomorrow, and remember to bring your bag then too."

She didn't think much more about it until she received a call from the boy's mother the next morning. The mother had tried to discard the ratty plastic bag, but the boy insisted that "it is Mrs. Ingham's bag, and I must return it to her. I promised!" Glad to have the advance warning, Mrs. Ingham made a big deal about thanking the boy for being responsible to bring her bag back. Such attentiveness to rules and responsibility without being disparaging to the students encouraged them all to do what was right.

2. An Ambitious Young Man

My favorite story involved a boy who was a problem during Activity time. He had a little girl for his partner. He bossed her around and pushed her through the activities. After some thought, Mrs. Ingham decided that she would be the boy's partner the next day.

On the following day, Mrs. Ingham asked the class if they would mind if she and the boy occasionally interrupted an activity so that she could make sure this young man could go as fast as he could through the activities since that is what he liked to do. That day during the thirty-minute Activity time, Mrs. Ingham raced through the activities with her partner, hurrying him from station to station. The next day she again dragged him from activity to activity as fast as she could.

On the third day, the boy pleaded with Mrs. Ingham, "Oh please, Mrs. Ingham, let me have my old partner back! I promise I'll be good!" Mrs. Ingham acted surprised, "Oh, I thought you liked going fast through all the stations!" Mrs. Ingham's application of a little of his own medicine was all that was needed to solve the problem.

As you work through these lessons and begin your student on the road to reading, keep in mind all the other factors that go into educating your child: the development of a thirst for knowledge and understanding that will last a lifetime. Set clear goals, and encourage your student when he achieves them. Include a time each day for independent work coupled with a clear list of tasks to complete. Make sure the list is long enough and flexible enough to keep your student occupied with meaningful tasks. And finally, do not neglect the intangibles. Cheerful, respectful behavior is expected. Do what it takes to keep that atmosphere in your classroom, wherever it may be.

Home Classroom Preparation

Primary Arts of Language: Reading Package Contents

- *The Phonetic Farm* folder and stickers
- *Primary Arts of Language: Reading Teacher's Manual*
- *Primary Arts of Language: Reading DVD-ROM*
 - Instructional DVD
 - Files
 - Student Book 1 (Lessons 1–40) as PDF files
 - Student Book 2 (Lessons 41–80) as PDF files
 - Readers One, Two, Three, and Four as PDF files
 - “The Four Language Arts” by Andrew Pudewa MP3 audio
 - “Nurturing Competent Communicators” by Andrew Pudewa MP3 audio
 - “Poetry as an Integrator” by Anna Ingham MP3 audio
 - “Introduction to the Blended Sound-Sight Program” by Anna Ingham MP3 audio
- *Primary Arts of Language: Phonetic Games*

DVD-ROM

Before you begin teaching these lessons, be sure to watch the *Primary Arts of Language: Reading DVD-ROM*. The video will familiarize you with how to teach the phonograms and how to use the program as intended.

If your student is old enough to begin learning how to print, the *Primary Arts of Language: Writing* should be used concurrently with these reading lessons.

School Supplies

- 3x5 inch cards (2 packages). These can be blank on both sides or have lines on one side—it doesn't matter—get whichever one is cheapest.
- Manila file folders (at least 35 folders, standard size)
- A box or crate to keep file folders in. Hanging files will not work; however, you may use hanging files to store your game files if you wish.
- Crayons, markers, colored pencils, comfortable pens (fairly fat), black Sharpie® marker (for teacher!), scissors (both for the teacher and the student), glue (school glue or stick), tape
- 3-ring binder with five tab dividers

Setup

Wall Space or Binder

Primary children need frequent repetition to remember all the things they need to learn. The more you can post your student's learning materials on the walls (the poetry, sentences, phonics sounds, etc.) the easier it will be for him to access the information he needs to learn. However, there are many posters provided with this program, so a three-ring binder to contain everything might be more practical. Divide the binder into 5 sections: Poetry, Posters, Homophone Clothesline, Phonetic Farm Word Book, and Reading Practice. As the materials are provided in the lessons, file them into the binder, and encourage your student to access them as needed.

Student Book 1

Print the Student Book 1 single sided and place them in a file folder for daily access. The Readers will be printed 2-sided and can be assembled as described on page 4 of these notes and placed in a folder for later presentation. Student Book 2 may be printed later when it is needed.

The Student Books 1 and 2 include the poetry, posters, and reading practice pages. The pages can then be pulled out when needed for the lesson. The daily work pages can be displayed for a short while, saved in a file folder or notebook, or discarded after review. The posters and other reference pages can be posted or placed in the notebook as described above.

Phonetic Games

Take the *Phonetic Games* book apart and attach the game boards to the file folders as described in the instructions. Do not cut off the game board instructions or answer keys. Label each folder with the game number and name. Cut apart the game pieces (in sections or the individual pieces) and place them in their corresponding file folder. You can place them in envelopes or reclosable plastic bags.

Poster Story

Keeping your posters in a place where you student can find them can really pay off. One mom wrote:

I keep all our posters in a 3-ring binder. My aunt, a retired university English professor, is not entirely sure about homeschooling. When she stayed with the kids for a few hours recently, she was quite astonished and impressed that during a conversation with my son about the double meaning of a word he suddenly said, "We need to add that to our Homophone Clothesline poster!" and ran to get the book.

Lesson 1

Poetry: “September” (Author Unknown)

- This poem can be found in Student Book 1 which you can print for your student. The book is located on the *Primary Arts of Language: Reading* DVD-ROM. The complete collection of poetry used in these lessons in Appendix 9 of this manual.
- Read the poem “September” and enjoy the rhyme.
- Briefly discuss the meaning of the poem.
- Find a place to post the poem for daily reading, or place it in your binder.

Class Journal, Printing, and Story Time

If you are also doing *Primary Arts of Language: Writing*, complete the Class Journal and printing lesson now. Also, read and discuss a story.

Stage 1: Foundations and Reader Words

During this stage, you will be teaching your student letters, phonics, and sight words using games.

Create Game #1: Letter Stories.

- (Instructions to create the games from scratch are included in case you did not pre-assemble the game folders.) Follow the instructions in the *Phonetic Games* book to trim the Letter Stories game board, and glue or tape it into a file folder.
- *Primary Arts of Language: Writing* presented the letters *c*, *o*, and *a* in lesson one. Even if you are not doing the Writing lessons, you can teach the three letters using the letter stories described at the end of Appendix 2 (page 108). To reinforce the letter sounds and shapes using the letter stories, cut out the *c*, *o*, and *a* letter story cards from the game pieces section of the games book, and show your student how to match up the *c*, *o*, and *a* letter story cards with their alphabet counterparts on the game board.
- Put the game pieces into an envelope, put the envelope in the folder, and place the game folder in your games file box.

Create Game #2: Mugs.

- Trim the game board and attach it to the inside of a file folder.
- Cut out Mug’s mouth.
- Cut out three of the Mug’s Bones game pieces, and use a Sharpie® marker to print a *c* on one bone, an *o* on another, and an *a* on the third bone.
- Prop the side of the folder with Mugs upright against something with the bowl image flat on the table. Show your student how he can “feed” Mugs the letter bones. Say the sound of the letter, and then feed it to Mugs. You may want to place a small box (half a cereal box?) behind Mugs to catch the bones.
- Put the bones in an envelope, and put the Mugs folder with his bones in the games file box.

Card Game (*green*, *yellow*)

- The Card Game uses 3x5 inch index cards and is used to teach sight words which are in Reader One. You will need a small box or tub to keep the words in.
- Using a whiteboard or paper, teach two color words, *green* and *yellow*, with their helpers *ee* and *ow*.

Possible Daily Schedule

Keep everything short and snappy!

Poetry(5–10 min.)
Class Journal*(5–10 min.)
Printing/Copy Work*(15 min.)
Read a Story*(20 min.)

Break/other subjects

Foundations & Reader Words....(15 min.)
Agenda or Work Period(30 min.)

Break/other subjects

Phonetic Farm tour(5–10 min.)
Read words/sentences (5 min.)
Informal spelling test (5 min.)

* Presented in *Primary Arts of Language: Writing*

Goal Setting

Anna Ingham emphasized the importance of setting short-term, achievable goals for your student. As he reaches each goal, he can be encouraged that he is actually progressing.

The first goal is to start Activity time where your student can spend thirty minutes playing the games he is learning.

The next goal is to get his first reader (if you are planning to use them), which he will receive when he has learned all the words it contains. This will only take a few weeks. Many of the words in the Card Game are words included in the first reader. The games, Work pages, and Reading Practice pages (to come) will give your student plenty of experience with these words. If he is diligent and does his work, he can achieve this goal and enjoy the reader independently while he learns the next set of words for the next reader.

Enjoy the games, and don’t feel like your student needs to master them right off the bat. The goals are to immerse your student in the process and have fun with him as he learns.

- o *ee* are the Squeally-e's, and they say |ē| in the middle of words such as *green*. (Note: When you see the two letters together in italics, say the letter names separately (e-e). When the letter is in vertical lines (e.g., |ē|), say its sound.)
- o *ow* says |ō| at the end of words such as *yellow*.
- Take two blank 3x5 inch cards. Write the word *green* on one card, and underline the Squeally-e's. Write the word *yellow* on another, and underline the *ow*. Place the cards in the box or tub for review later.

Create Game #3: Color Palette.

- Trim the game board and attach it to a file folder.
- Cut out the game cards on which are printed the words *green* and *yellow*.
- Using crayons, colored pencils, or markers, color any one of the circles on the artist's palette green and another one yellow.
- Show your student how to match the color word by laying it on the color circle on the palette. Place the game in the games file box as you did the others.

Student Generated Teaching Helps

Interestingly, the Squeally-e's were an invention of one of Anna Ingham's students. When she taught the phonogram, one of the students commented, "When two e's get together, they love to squeal!" Thus, the Squeally-e's were born. Invite your student to create his own stories to remember the phonograms. Student generated games and activities are usually the most successful.

Phonetic Farm

Show your student the *Phonetic Farm* folder. Open it up and look at the farm scene. Explain that he will be filling the farm with the phonetic helpers that help us to read. Ask what helpers were talked about today (the Squeally-e's say |ē| and *ow* at the end of words says |ō|).

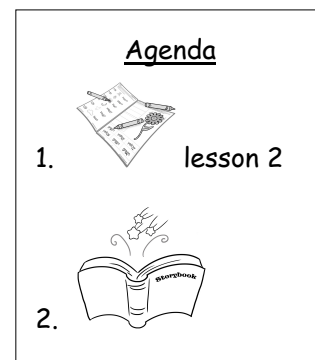
- Find the ***ee* Beehive sticker** and place it where the Beehives belong on the farm (the cover shows you where everything will go). Tell your student, "These are the Squeally e's. They say |ē| in words like *bee* and *green*." Have fun squealing the |ē| sound with your student. Point to the words on the sticker, and note the underlined *ee*. Read the words on the sticker with your student.
- Find the ***ow* sticker** that will go on the Long-o Silo (do not choose the *ow!* Cow; that will come on another day). Put the sticker on the Silo (the tall round building to the left of the barn). Point to the words on the sticker, note the underlined *ow*, and say, "*ow* says |ō| at the end of words such as *yellow* and *snow*."

Agenda or Work Period

Explain to your student that each day there will be an assignment on the board (in pictures) that he will need to complete during Agenda time. As your child learns to read, the pictures can be replaced by words. The Appendix contains a variety of picture cards that you might like to use for your Agenda board.

Today's Agenda should include **Lesson 1 Work** from Student Book 1 and another item or two of your choosing: Color a picture, listen to a book on tape, complete a chore, watch an educational program, or anything that your child can do independently. You might invite him to color the Mugs game board.

Show your student where the Agenda for this work period is located, and instruct him to check off the items as he completes them. Since this is the first day, you will need to work with him to show him how to complete the Work page. Watch him carefully to ensure that he correctly completes the Agenda tasks. Help him check off the items as he completes them, and show him where to put his completed student page (in your "Teacher's Mailbox, described on page 6). Remember, this is the Foundation time where habits are learned that will reap their benefits if you ensure they are learned well now.



End of Day

Phonetic Farm tour

Later in the day, take a tour of the *Phonetic Farm* folder. Stop at the Beehives and ask, "Who lives here?" (the Squeally-e's, which say |ē| in the middle of words such as *green*). Repeat with the *ow* section of the Silo.

Informal Spelling Test

If you are doing the *Primary Arts of Language: Writing*, finish the day with an informal spelling test as described in those teacher notes. Don't do this test on paper; do it on a whiteboard (one on the wall or use a small, lap-sized one). Today your student can try to spell *c*, *o*, and *a*. When you give the test, say the letter sounds, not their names. If he can't remember how to form them, cheerfully remind him of the letter story, and show him how if necessary.

Lesson 2

Poetry: “September”

- Read and enjoy. Now you can begin to use the poem to reinforce and introduce phonetic rules.
- Find the word *green* and underline the Squeally-e’s.
- Find other *ee* words in the poem. Underline the *ee* in each word (*deep, peeping*).

Class Journal, Printing, and Story Time

- If you are also doing *Primary Arts of Language: Writing*, complete the Class Journal and printing lesson now. Also, read and discuss a story.

☞ As you do the *Primary Arts of Language: Writing*, don’t forget to read and discuss a story every day!

Stage 1: Foundations and Reader Words

Reader Portraits

Find the **Reader Portrait** page in Student Book 1. These characters will be introduced later in the readers. If you don’t plan to use the readers, the posters and their names are still fun to have around. Their names match what they are: Horse, Duck, Sheep, and Kitty. Have your student color the pictures for his Agenda today, and post them on the wall or display board in your classroom for future reference.

Add to Game #1: Letter Stories.

- From the game pieces section, cut out the letter stories for *d, g,* and *u* which were introduced in the printing lessons. If you don’t have those, use the letter stories on page 108 of this book to introduce them.
- Match up the six letter stories now in the game with their alphabet counterparts on the game board.

Add to Game #2: Mugs.

- Cut out three more of the Mug’s Bones game pieces, and use a Sharpie® marker to print *d, g,* and *u* on three separate bones.
- Feed Mugs his six bones saying the letter sounds as you feed him each bone. You can also put *ee* and *ow* on bones.

Card Game (*black*)

- Teach another color word, *black*, with its helper *ck*.
- *ck* says |k| at the end of short words. It actually is used for the |k| sound after short vowels at the end of words, but your student does not need to know all that just yet.
- Take a blank 3x5 inch card, print the word *black* on the card, and underline the *ck*. Add the card to the other Card Game cards.

Add to Game #3: Color Palette.

- Cut out the game card on which is printed the word *black*.
- Color any one of the circles on the artist’s palette black. You may play the game with the cards you have so far.

Phonetic Farm

- Review *ee* and *ow*.
- Find the **Duck sticker** and put him on the *Phonetic Farm*.

Agenda or Work Period

Today’s Agenda should include **Lesson 2 Work** from Student Book 1 and the coloring of the reader portraits (Horse, Duck, Sheep, and Kitty). You may add more items if desired.

Again, monitor your student carefully to ensure that he correctly completes the Agenda tasks. Help him check off the items as he completes them, and remind him to put his completed work in your Teacher’s Mailbox (a box or tray with a sign “Teacher’s Mailbox” described on page 6 of this book).

Card Game

The Card Game is used to introduce the reader words as well as many other common reading words.

The cards can be used as a game during Activity. Show your student how to choose some of the cards, and lay them face down on the table. Players take turns choosing a card and attempting to read the word.

The cards can also be used for a quick game of lightning where the teacher holds up a card for the student to read quickly. If the student can’t remember right off, the teacher can say the word.

Keep these games light and fun. Most students need more than fifty repetitions to remember something without thinking, so the more opportunities your student has to read these words, the sooner he’ll be fluent with them. However, some students struggle with memorizing, so don’t expect perfection right off the bat.

The Card Game is great for reinforcing other vocabulary words. Feel free to add words from other subjects to the Card Game to reinforce what you are teaching in those subjects.

End of Day

Phonetic Farm tour

Later in the day, take a tour of the Phonetic Farm folder, and stop at the ee Beehive, ow Silo, and the *ck* Duck.

Find the Letter Sound Activity

Draw a *d* on the board, and ask your student to find or think of five things that begin with the sound |d|. He can draw them on the board if he likes, or just name them. Help him think of words if he needs help (e.g., dish, dog, dirt, dominos, dice, drink, dots, dimples, duck).

Informal Spelling Test

Test *c, o, a* and *d, g, u* using the letter sounds, not their names. Continue to use a whiteboard or small board for this testing. More formal spelling on paper will not begin until the *All About Spelling* lessons are in full swing.

Sample

Lesson 3

Poetry: "September"

- Read and enjoy. Have your student close his eyes and visualize the scene.
- Find the *ee* words and read them. Remember, when you see the phonogram in italics in these lessons, say the letter names (e.g., when you see *ee*, say "e-e."). When you see the letter(s) in straight lines (e.g., |ē|), say its sound.
- Teach *er* says |er| at the end of words such as *September*. Find other *er* words in the poem (*asters*, *grasshopper*, *summer*). Read the "er Jingle" on the back of the *Phonetic Farm* folder.

Class Journal, Printing, and Story Time

- If you are also doing *Primary Arts of Language: Writing*, complete the Class Journal and printing lesson now. Also, read and discuss a story.

Stage 1: Foundations and Reader Words

Add to Game #1: Letter Stories.

- Cut out the game pieces for *i*, *l*, and *k*. They were introduced in the printing lessons. Play the game with the letters you have so far.

Add to Game #2: Mugs.

- Cut out three more of the Mug's Bones game pieces, and use a Sharpie® marker to print *i*, *l*, and *k* on the bones. You may also add *ck*.
- Feed Mugs his bones saying the letter sounds as you feed him each bone.

Card Game (*this*, *is*, *a*)

- Teach the words *This is a*.
 - *th* is a helper who is not polite. The *t* sticks his tongue out at the *h* and says |th|.
 - The *i* in *this* says its short sound, so put a breve (˘) over the |i| (a breve is the shape of a reverse arc, or a smile).
 - Briefly explain that the letter *s* can say |s| or |z|. It says |s| in the word *thiſ* and |z| in the word *iſ*.
 - When the letter *a* is all by itself as a word, it says |ū|.
- Print the words *this* and *is* on two separate 3x5 inch cards, mark the helpers and the vowels, and place them with the other Card Game words.

Create Game #4: Letter Parking Lot.

- Cut out the game board, and tape or glue it into a file folder.
- Cut out nine Parking Lot cars to print the lowercase letters learned so far (*a o c d g u i l k*).
- Eventually you will explain to your student that some letters are vowels and others are consonants. In this game, there are only five spaces for vowel cars (*a e i o u*), twenty for consonant cars, and one for a letter that is sometimes a vowel and sometimes a consonant (*y*). For

"September" Poem Fort

Children love repetition. One mom shared what her family did to make the poetry more fun:

For the "September" poem we made a poem fort. We had brown, blue, and green blankets for the road, sky, and forest, which we draped over the couch and a chair, and put on the floor as needed to create the scene (including the very important element of the sky peeping through the forest). My son carefully put all of his toy cars on the road. We cut asters out of purple construction paper. I wasn't sure what to do about the grasshopper until I remembered that my aunt had given my son a set of plastic insects which included 2 grasshoppers. They (and all the rest of the insects) were added to the scene. I then taped a copy of the poem on the side of the couch next to the fort.

We kept that fort up for at least a couple of weeks. Every visitor was proudly given a tour of the fort complete with a recitation of the poem by each of the children. My daughter, in typical 2-year old fashion, decided that "September" was our school poem. When we switched to "The Squirrel" she was not happy. She's finally coming around.

Adding Clips to Your Game Boards

You can make your game boards more fun to play if you add paper clips at the bottom of where each game piece should go.

Get a box of standard (1") paper clips. Make a ¼" slit at the bottom of each place a game piece should go. Slide a paper clip into the slot such that one side of the clip is on the back and the other side on the front. Put a piece of tape across the clip on the back of the folder to keep the paper clip in place.

Now, instead of just laying the game piece on the board, your student can put it into the clip. If you make the slits, your student should be able to add the clips independently as part of his Agenda. It is also a great exercise to strengthen his fingers for writing.

now let him park the cars wherever. Once all the vowels have been taught, the cars can be parked in the proper lots.

Phonetic Farm

- Add the **farmer sticker** to the r-controlled Barn section of the *Phonetic Farm*. Read the *er* words in the *er* Jingle on the back of the folder. Say, “*er* (the individual letter names, not the sound) says |er| (the sound) at the end of words, such as...”
- Put the **th sticker** on one of the train cars in the Village (on the flap of the Farm folder).
- Review the helpers presented so far.

Agenda or Work Period

To prepare your student for the **Lesson 3 Work** page of Student Book I, print several sentences on the board following the pattern: “This is a (picture of a tree). This is a (picture of a fork).” Use simple things to draw like *tree*, *fork*, *glass*, *hat*, etc. Put a period after each picture, and explain that punctuation is like a traffic sign.

Find the **Punctuation Signs** poster in lesson 3 of Student Book 1. Periods tell us to stop; commas tell us to yield. When you come to a period, make your voice go down a little. Read the sentences on the board stressing the punctuation. Be sure to read the sentences fluently using natural speech; do not pause after each word.

You may keep this poster behind the “Poster” tab in your binder or post it on the wall for easy reference.

On the Lesson 3 Work page, help your student mark all the helpers (underline each *th* and put a breve (˘) over each *i*) before cutting, pasting, and coloring.

Again, monitor your student carefully to ensure that he correctly completes the Agenda tasks. Help him check off the items as he completes them, and remind him to put his completed work in your Teacher’s Mailbox.

End of Day

Phonetic Farm tour

Later in the day, take a tour of the *Phonetic Farm* folder, and review everything learned so far.

Reading Practice

Read all the sentences on the Lesson 3 Work page that your student completed in his Agenda. Remember to stress the punctuation.

Begin a Reading Practice clipboard, or begin to keep these pages in your binder behind the “Reading Practice” tab (see “Setup: Wall Space or Binder” on page 9 of this manual). Over the next several days, you will be adding more pages to this clipboard or binder for choral reading practice.

In Student Book 1, find the Lesson 3 “**This is a**” Strips. Cut these out and have fun putting them up around the house. Use them on the table at supper by putting them next to items on the table (e.g., This is a plate. This is a fork. This is a cup.) Hold up the “This is” strip to your chest and say, “This is Mommy” or “This is Daddy.” Have each person at the table do the same. Notice the period at the end of each strip. Tell your student the period is to remind the reader to drop his voice at the end of each sentence and come to a stop. Obey the sign!

Informal Spelling Test

Test *c*, *o*, *a*, *d*, *g*, *u* and *i*, *l*, and *k*. Test them by saying their sounds, not their names. You can also ask your student to spell the two letters that together say |k| at the end of words (*ck*).

Save the “This is a...” strips, and surprise your student with them; put them on photographs of family members on the wall, or tape them to items in the bathroom some morning or to cans in the cupboard.

When your student stumbles on the signs, excitedly encourage him to read them with expression. Let him surprise you with the strips someday too.

Lesson 4

Poetry: “September”

- Read and enjoy. Discuss the meaning and ask questions about the poem (e.g., Why does it say, “the sky peeping?” Does the sky peep? How does treating the sky like a person make the poem more fun?). Find the color words, helpers, and notice the rhymes.
- Circle the *s* at the end of the word *asters*. Explain that the *s* makes it mean more than one.

Class Journal, Printing, and Story Time

If you are also doing *Primary Arts of Language: Writing*, complete the Class Journal and printing lesson now. Also, read and discuss a story.

Stage 1: Foundations and Reader Words

Add to Games #1 Letter Stories, #2 Mugs, and #4 Letter Parking Lot.

- Cut out the letter story piece for *b* (introduced in the printing lessons), and print a *b* on one of Mug’s bones and on a Parking Lot game car. You can also add *th* and *er* to bones. Play the games with the letters you have so far. Be sure to pay special attention to the position of your lips, teeth, and tongue as you say the |*b*| sound. Compare to the positions when you say the |*d*| sound.

Create Game #5: Beginning Consonants 1.

Create this game as you have the others. Cut out all the game pieces, show your student what each picture stands for, and play the game.

Card Game (*blue*, *brown*)

- Teach the color words *blue* and *brown*.
 - *ue* is a helper that says |oo| at the end of some words such as *blue*, *true*, and *Sue*.
 - *ow* says |ow!| in the middle and end of some words such as *brown*, *down*, and *town*.
- Print the words *blue* and *brown* on two separate 3x5 inch cards, mark the helpers, and place them in the Card Game box.
- Show your student how the Card Game is played. Take out the cards created so far, and place them face down on the table. Take turns picking up a card, telling about the underlined helper, and reading the word. You can also use the word in a sentence if desired.

Add to Game #3: Color Palette.

- Cut out the game cards on which are printed the words *blue* and *brown*.
- Color two circles: one blue, one brown. You may play the game with the cards you have so far.

Read the “ow! Jingle.”

- Find the “ow! Jingle” poster in Student Book 1. Discuss the difference between *ow* saying |ō| at the end of the word, and this *ow!* which says |ow!| in the middle and sometimes the end of words. Read the sentences in the jingle, and point out the *ow* helpers. Display the poster for future reference.

Phonetic Farm

- Add the *ow!* Cow and the *ue* Fruit Tree to the *Phonetic Farm*, and read the words. Notice the helpers *ow* and *ue*.
- Review all the other helpers on the *Phonetic Farm*. As the farm gets filled up, you may choose to review only some of the areas each day.

Agenda or Work Period

- Pull out the **Lesson 4 Work** page from Student Book 1. Help your student mark the vowels and color the pictures appropriately. Today’s Agenda can include this Work page and coloring the pictures on the Lesson 4 Reading Practice page. Add another item or two as desired (such as a math page).

End of Day

Complete the end of day activities as in the past: Tour the *Phonetic Farm*, and conduct an informal spelling test on the letters learned so far. Read the sentences on the Lesson 4 **Reading Practice** page with your student, and answer the questions. Add the page to your Reading Practice Collection.

Choral Reading

Every day, read a few sentences orally with your student from the “Reading Practice” clipboard or binder (so far, the only thing there is the Lesson 3 Work page).

At first, your student will likely parrot your reading. However, over time he will join you in the reading more and more.

Lesson 5

Poetry: “September”

- Read and discuss. Find the helpers known so far.
- Find and underline words with the *th* helper.
- Find colors in the room to match the colors in the poem.
- Act out the poem.

Class Journal, Printing, and Story Time

Read a few lines from your Reading Practice pages. If you are also doing *Primary Arts of Language: Writing*, complete the Class Journal and printing lesson now. Also, read and discuss a story.

Stage 1: Foundations and Reader Words

Add to Games #1 Letter Stories, #2 Mugs, and #4 Letter Parking Lot.

- Cut out the letter story pieces for *r* and *e*, and print an *r* and *e* on two of Mug’s bones and on two Parking Lot game cars. Play the games with the letters you have so far.
- Now that all the vowels have been introduced, show your student that there are special lots for the letters: one for vowels and one for consonants (you’ll discuss special slot for *y* later). Simply recite the vowels (*a, e, i, o, u*). If the letter is not in that list, then it is a consonant. Sort the cars you have so far into consonants and vowels.
- Be sure to pay special attention to the differences between the short sounds of *e* and *i*. Emphasize: Showing your teeth when saying the short-*e* sound and wiping away a tear as you say the high-pitched Short-*i* sound can be helpful.

Add to Game #3: Color Palette.

- Cut out the game card on which is printed the word *rĕd*.
- Color one circle red. You may play the game with the cards you have so far.

Card Game (*rĕd*)

- Print the word *rĕd* on a 3x5 inch card, mark the vowel, and place it in the Card Game box.
- Play the Card Game as described in lesson 4, if desired.

Phonetic Farm

- Now that all the vowels have been introduced, visit the Vowel Flower Shoppe in the Village.
- Review the helpers on the *Phonetic Farm*.
- Find the *ow!* Cow on the farm. Read the “*ow!* Jingle” poster from the student pages.

Agenda or Work Period

Pull out the **Lesson 5 Work** page from Student Book 1. Underline the helpers on *blue* and *brown*, and mark the vowel on the word *rĕd*. Color the pictures as directed.

Today’s Agenda can include this Work page and coloring the “*ow!* Jingle” poster. Be sure he colors the clown’s nightgown brown! Choose a few of the Card Game words for your student to practice during today’s Agenda. Add another item or two as desired (such as coloring any games not colored, a math page, etc.).

End of Day

Complete the end of day activities: Tour the *Phonetic Farm*.

- Using the cars from the #4 Letter Parking Lot game, say a letter sound, and have your student point to the letter.
- Play “Lightning.” Using the Card Game words, show your student one word at a time; see how fast he can read the word.
- Read some of the sentences from the Reading Practice pages together.
- Conduct an informal spelling test on the letters learned so far (include *ck*).

Do it again?

You will tire of these games long before your children do. Try to play them today with as much joy and enthusiasm as you did on the first day of school.

According to Anna Ingham, permanent learning may take up to fifty-five repetitions. By the second day of a new phonogram, you have only reached about six repetitions, so the ritual must be repeated daily for about two weeks for a student to gain mastery.

Thankfully, children love repetition, so enjoy the games as much as they do. They won’t be little long...

Appendix 1

Scope and Sequence

Teachers will need to print the Student Books 1 and 2, which are PDF files on the *Primary Arts of Language: Reading* DVD-ROM. These books contain all the poems, Work pages, and posters needed to teach these lessons. The Readers One, Two, Three, and Four are in separate files on the DVD-ROM to be printed as needed.

Student Book 1 and Student Book 2 should be printed single-sided; the Readers should be printed double-sided.

The elements listed in the Writing column are not included in these Reading lessons. They are provided in the *Primary Arts of Language: Writing* program. They are included here for your convenience to mesh the two programs.

Les.	Poetry	Games	Writing	Add to Phonetic Farm	Card Game	Student Reading e-book
1	<i>September</i>	1. Letter Stories 2. Mugs 3. Color Palette	<i>c o a</i>	<i>ee</i> (Beehive) <i>ow</i> (Silo)	<i>green</i> <i>yellow</i>	"September" L1 Work Page
2	<i>September</i>	1, 2. Add: <i>d g u</i> 3. <i>black</i>	<i>d g u</i>	<i>ck</i> (D <u>uck</u> in pond)	<i>black</i>	Reader Portraits L2 Work Page
3	<i>September</i>	4. Parking Lot 1, 2. Add <i>i l k</i>	<i>i l k</i>	<i>er</i> (Far <u>mer</u> by barn) <i>er</i> Jingle <i>th</i> (Train)	<i>this</i> <i>is</i> <i>a</i>	Punctuation Signs L3 Work Page "This is a..." Strips
4	<i>September</i>	1, 2, 4. Add <i>b</i> 3. <i>blue, brown</i> 5. Beg. Con. 1	<i>b</i>	<i>ue</i> (Fruit Trees) <i>ow!</i> (Cow)	<i>blue</i> <i>brown</i>	<i>ow!</i> Jingle L4 Work Page L4 Reading Practice
5	<i>September</i>	1, 2, 4. Add <i>r e</i> 3. <i>red</i>	<i>r e</i>	Vowel Flower Shoppe (Village)	<i>red</i>	L5 Work Page
6	<i>September</i>	1, 2, 4. Add <i>p t</i> 3. <i>orange, purple</i>	<i>p t</i>	<i>or</i> (H <u>orse</u> by Barn) <i>ur</i> (T <u>ur</u> key by Barn) <i>ur</i> Jingle (back) <i>oa</i> (Silo) <i>ew</i> (Fruit Trees)	<i>orange</i> <i>purple</i>	Homophone Clothesline L6 Work Page Vowel Ladder L6 Reading Practice
7	<i>September</i>	1, 2, 4. Add <i>m n h</i> 6. Beg. Con. 2 7. <i>e or i</i>	<i>m n h</i>	<i>ay</i> (Haystack) <i>sh</i> (Village Train)	<i>today</i> <i>Horse</i> <i>Duck</i> <i>Sheep</i> <i>see</i> <i>can</i>	Feed Me Creature L7 Work Page L7 Reading Practice
8	<i>September</i>	1, 2, 4. Add <i>y f</i> 8. Match It: Set 1	<i>y f</i>	<i>au</i> (Lambs) <i>aw</i> (Lambs) <i>l, t, u, w</i> → <i>a</i> (Lamb) Sounds of <i>y</i> (2-beat words)	<i>draw</i> <i>Kitty</i> <i>Hen</i>	Third Sound of <i>a</i> L8 Work Page L8 Reading Practice
9	<i>September</i>	1, 2, 4. Add <i>s qu</i> 9. Magic-e	<i>s qu</i>	Long vowels Magic-e (back)	<i>likes</i> <i>like</i> <i>will</i>	L9 Work Page L9 Reading Practice
10	<i>September</i>	1, 2, 4. Add <i>v w</i> 3. <i>white</i> 10. Beg. Con. 3	<i>v w</i>	<i>wh</i> (Village Train)	<i>white</i>	L10 Work Page L10 Reading Practice
11	<i>The Squirrel</i>	1, 2, 4. Add <i>j x z</i> 11. Beg Con 4 12. Action Charades	<i>j x z</i>	<i>er, ir, and ur</i> Jingles (back) <i>ir</i> (B <u>ir</u> d by barn)	<i>jump</i> <i>run</i> <i>swim</i> <i>hop</i>	"The Squirrel" L11 Work Page L11 Reading Practice
12	<i>The Squirrel</i>	12. Add: <i>come, go</i>	Caps	<i>ou!</i> (Cow) Open-o (Silo) Odd Job-e (back)	<i>come</i> <i>go</i>	Open-o Volcano L12 Work Page L12 Reading Practice
13	<i>The Squirrel</i>	8. Match-It: Set 2	Caps	Open-e (Beehive) H. Clothesline: <i>be/bee</i>	<i>he</i> <i>can</i>	Open-e Words L13 Work Page

Les.	Poetry	Games	Writing	Add to Phonetic Farm	Card Game	Student Reading e-book
14	<i>The Squirrel</i>	13. <i>ai</i> and <i>ay</i> Haystacks	Caps Lines	<i>ai</i> (Haystack) Do Family (Village)	<i>and</i> <i>to</i> <i>play</i>	L14 Work Page L14 Reading Practice
15	<i>The Squirrel</i>	12. Add <i>go up, go down</i> 14. Short-a or Short-e	Caps Lines	Consonant pairs (back)	<i>up</i> <i>down</i>	L15 Work Page L15 Reading Practice
16	<i>Autumn Leaves</i>	15. Short-o or Short-u 16. <i>ou!</i> or <i>ow!</i>	Caps Lines	<i>ea</i> (Beehive) H. Clothesline: <i>I, eye</i>	<i>I</i> <i>me</i> <i>she</i>	"Autumn Leaves" L16 Work L16 Reading Practice
17	<i>Autumn Leaves</i>	17. The Do Family	Caps Lines	<i>oo</i> (Cow)	<i>oh</i> <i>look</i> <i>at</i> <i>(make)</i>	L17 Work Page L17 Reading Practice
18	<i>Autumn Leaves</i>	8. Match-It: Set 3 18. Prepositions	Caps Lines	H. Clothesline: <i>four, for</i>	<i>fun</i> <i>for</i>	L18 Work Page L18 Reading Practice
19	<i>Autumn Leaves</i>	(Begin Activity Time)	Caps Lines	(no new)	<i>get</i> <i>help</i> <i>helps</i>	Consonants Which Talk the Loudest L19 Work Page L19 Reading Practice
20	<i>Autumn Leaves</i>	19. Compound Words	Caps Lines	Silent Letter Library (Village)	<i>sleep</i> <i>peck</i> <i>cannot</i>	Silent Letter Library L20 Work Page L20 Reading Practice
21	<i>Ooey Goey</i>	8. Match-It: Set 4	0-3	<i>oo</i> (Fruit Tree)	<i>something</i>	"Ooey Goey" L21 Work Page L21 Reading Practice L21 Reader 1 Words
22	<i>Ooey Goey</i>	12. Add <i>look, peck, sleep</i> 20. Syllable-e	4-6	<i>i/ey</i> Beehive <i>wor</i> (<u>W</u> orm by barn) Syllable-e (back)	<i>big</i> <i>little</i>	L22 Work Page L22 Reading Practice
23	<i>Ooey Goey</i>	21. Big-ight or Little-ite	7-9	<i>ar</i> (<u>b</u> arn) <i>ight</i> (Kite) <i>ite</i> (Kite)	<i>barn</i> <i>Cow</i> <i>Pig</i> <i>farmer</i>	L23 Work Page L23 Reading Practice
24	<i>Ooey Goey</i>	22. Food Sort	<i>can</i> <i>run</i>	(no new)	<i>hay</i> <i>oats</i> <i>too</i> <i>eat</i>	L24 Work Page L24 Reading Practice
25	<i>Ooey Goey</i>	23. Number Match 8. Match-It: Set 5	<i>see</i> <i>come</i>	<i>ei</i> = ā (Haystack)	<i>one</i> (jail) <i>two</i> <i>three</i> <i>bee/bees</i>	Jail Present Reader 1* L 25 Work Page L 25 Reading Practice
26	<i>The Funny Man</i>	12. Add <i>eat, fly</i> 24. Ending Consonants 1	<i>no</i> <i>so</i>	<i>y</i> = ī at the end of a one-beat word (back)	<i>kite</i> <i>kites</i> <i>fly</i>	"The Funny Man" L26 Work Page L26 Reading Practice
27	<i>The Funny Man</i>	25. Ending Consonants 2	<i>go</i> <i>me</i>	<i>ear</i> (Clouds)	<i>tell</i> <i>about</i> <i>the</i> (jail) <i>(me)</i>	L27 Work Page L27 Reading Practice
28	<i>The Funny Man</i>	3. Add <i>pink, gray</i> (if desired) 12. Add <i>skip</i>	<i>we</i> <i>she</i>	<i>nk</i> School (Village)	<i>pink</i> <i>gray</i> <i>sky</i>	L28 Work Page L28 Reading Practice
29	<i>The Funny Man</i>	8. Match-It: Set 6 26. Contractions	<i>at</i> <i>look</i>	(no new)	<i>fast</i> <i>slow</i> <i>a</i> <i>(car)</i>	L29 Work Page L29 Reading Practice

* The Readers can be found on the *Primary Arts of Language: Reading* DVD-ROM.

Les.	Poetry	Games	Writing	Add to Phonetic Farm	Card Game	Student Reading e-book
30	<i>The Funny Man</i>	(no new)	<i>he</i> <i>like</i>	<i>oe</i> (Silo)	<i>funny</i> <i>man</i>	L30 Work Page: Funny Man Craft L30 Reading Practice
31	<i>Celery</i> Ogden Nash	27. Bossy <i>e, i, and y</i>	<i>and</i> <i>down</i>	Bossy-e (back)	<i>now</i> <i>then</i>	"Celery" L31 Work Page L31 Reading Practice
32	<i>Celery</i> Ogden Nash	8. Match-It: Set 7	Copy Work (sentences)	<i>ch</i> (Village Train)	<i>in</i> <i>out</i> <i>yes</i> <i>no</i>	L 32 Work Page L32 Reading Practice
33	<i>Celery</i> Ogden Nash	28. <i>ch, th, sh</i>	Copy Work (sentences)	<i>ore</i> (<u>core</u> at barn)	<i>are</i> <i>kittens</i> <i>kitten</i>	L33 Work Page L33 Reading Practice
34	<i>The Little Man Who Wasn't There</i> Hughes Mearns	29. Beehive Words	Copy Work (sentences)	<i>ere/eir</i> (Cloud) <i>air</i> (Cloud) <i>ey</i> = ā (Haystack) H. Clothesline <i>there/their</i>	<i>they</i> <i>nap</i>	"The Little Man Who Wasn't There" L34 Work Page L34 Reading Practice
35	<i>The Little Man</i> Hughes Mearns	8. Match-It: Set 8 26. Add <i>wasn't, he'd</i>	Copy Work (sentences)	(no new)	<i>all</i> <i>some</i>	L35 Work Page L35 Reading Practice
36	<i>Holding Hands</i> Lenore M. Link	(no new)	Copy Work (sentences)	<i>ph</i> (Village Train) <i>ng</i> (Village School)	<i>things</i> <i>think</i>	"Holding Hands" L36 Work Page L36 Reader 2 Words
37	<i>Holding Hands</i> Lenore M. Link	8. Match-It: Set 9	Copy Work (sentences)	ō ■ ■ (Silo)	<i>Dog</i> <i>barks</i> <i>tree</i>	L37 Work Page L37 Reading Practice
38	<i>Holding Hands</i> Lenore M. Link	12. Add <i>walk</i> 30. Long-o Silo Words	Copy Work (sentences)	(no new)	<i>walk</i> <i>walks</i> <i>stop</i>	L38 Work Page L38 Reading Practice
39	<i>Holding Hands</i> Lenore M. Link	8. Match-It: Set 10 26. Add <i>they're</i>	Copy Work (sentences)	<i>ea</i> (Haystack)	<i>bone</i> <i>bones</i> <i>egg/eggs</i> <i>meat</i> <i>an</i>	L39 Work Page L39 Reading Practice
40	<i>Holding Hands</i> Lenore M. Link	31. <i>ck</i> or <i>k</i> (at the end of words)	Copy Work (sentences)	(no new)	<i>comes</i> <i>with</i>	Elephant Parade Craft Present Reader 2* L40 Work Page L40 Reading Practice
41	<i>Bunches of Grapes</i> Walter de la Mare	(no new)	Copy Work (sentences)	<i>ie</i> (Kite) <i>ie/ei</i> (Beehive)	(<i>far</i>) <i>away</i> <i>under</i>	"Bunches of Grapes" L41 Work Page L41 Reading Practice
42	<i>Bunches of Grapes</i> Walter de la Mare	26. Add: <i>didn't, it's</i>	Copy Work (sentences)	<i>ui</i> (Fruit Trees) <i>ou</i> (Fruit Trees)	<i>well</i> <i>sick</i> <i>feels</i> (<i>Mugs</i>)	<i>ui</i> Poster L42 Work Page L42 Reading Practice
43	<i>Bunches of Grapes</i> Walter de la Mare	8. Match-It: Set 11	Copy Work (sentences)	Decorative-e (back)	<i>give</i> <i>gets</i>	L43 Work Page L43 Reading Practice
44	<i>Bunches of Grapes</i> Walter de la Mare	32. <i>oi</i> or <i>oy</i>	Copy Work (sentences)	<i>oi</i> (pig) <i>oy</i> (pig) <i>ti/ci</i> (Village Train)	<i>made</i> <i>toy</i>	L44 Work Page L44 Reading Practice
45	<i>Bunches of Grapes</i> Walter de la Mare	(no new)	Copy Work (sentences)	<i>are</i> (Cloud)	<i>round</i> <i>square</i>	L45 Work Page L45 Reading Practice

* The Readers can be found on the *Primary Arts of Language: Reading* DVD-ROM.

Les.	Poetry	Games	Writing	Add to Phonetic Farm	Card Game	Student Reading e-book
46	<i>How Much Wood</i> Att. Mother Goose	33. Fruit Tree Words	Copy Work (sentences)	H. Clothesline: <i>would/wood</i>	<i>would</i> <i>could</i> <i>should</i> (all jail)	"How Much Wood" L46 Work Page L46 Reading Practice
47	<i>How Much Wood</i>	(no new)	Copy Work (sentences)	(no new)	<i>good</i> <i>bad</i> <i>smells</i>	L47 Work Page L47 Reading Practice
48	<i>How Much Wood</i>	(no new)	Copy Work Beg. Cons.	(no new)	<i>here</i> <i>there</i>	L48 Work Page L48 Reading Practice
49	<i>A Flea and a Fly in a Flue</i>	34. Plurals: s or es	Copy Work Beg. Cons.	H. Clothesline: <i>flea/flee; flew/flue</i>	<i>said</i> (jail)	"A Flea and a Fly in a Flue" L49 Work Page L49 Reading Practice
50	<i>A Flea and a Fly in a Flue</i>	(no new)	Copy Work Beg. Cons.	ü Lamb	<i>but</i> <i>that</i>	L50 Work Page L50 Reading Practice
51	<i>Only One Mother</i> George Cooper	8. Match-It: Set 12	Copy Work Beg. Cons.	(no new)	<i>pretty</i> (jail)	"Only One Mother" L51 Work Page L51 Reading Practice
52	<i>Only One Mother</i> George Cooper	(no new)	Copy Work End. Cons.	Silent Letter Library <i>ea = ē (Cow)</i>	<i>has</i> <i>his</i> <i>him</i>	L52 Work Page L52 Reading Practice
53	<i>Only One Mother</i> George Cooper	(no new)	Copy Work End. Cons.	ī ■ ■ (Kite)	<i>find</i>	L53 Work Page L53 Reading Practice
54	<i>Only One Mother</i> George Cooper	8. Match-It: Set 13	Copy Work End. Cons.	(no new)	<i>made</i>	L54 Work Page L54 Reading Practice
55	<i>Only One Mother</i> George Cooper	(no new)	Copy Work End. Cons.	(no new)	<i>bird</i> <i>singing</i> <i>frogs</i>	L55 Work Page L55 Reading Practice
56	<i>Thanksgiving Day</i> Lydia Maria Child	8. Match-It: Set 14	C.W. Fill in a word	<i>ough</i> sign (Village)	<i>Crow</i> <i>frog</i> <i>jar</i>	"Thanksgiving Day" Radio <i>ough</i> L56 Work Page L56 Reading Practice L56 Reader 3 Words
57	<i>Thanksgiving Day</i> Lydia Maria Child	(no new)	C.W. Fill in a word	Odd Jobs-e (keeps the word from looking like a plural)	<i>cheese</i> <i>house</i> <i>mouse</i>	L57 Work Page L57 Reading Practice
58	<i>Thanksgiving Day</i> Lydia Maria Child	16. Add <i>grandfather</i>	C.W. Fill in a word	H. Clothesline: <i>nose/knows</i>	<i>we</i> <i>went</i> <i>over</i>	L58 Work Page L58 Reading Practice
59	<i>Thanksgiving Day</i> Lydia Maria Child	(no new)	C.W. Fill in a word	<i>arr</i> (Cloud)	<i>where</i> <i>live, lives</i> <i>pond</i>	L59 Work Page L59 Reading Practice
60	<i>Thanksgiving Day</i> Lydia Maria Child	8. Match-It: Set 15	C.W. Fill in a word	(no new)	<i>what</i> (jail) <i>sing</i> <i>her</i>	L60 Work Page L60 Reading Practice Present Reader 3*
61	<i>How Doth the Little Crocodile</i> Lewis Carroll	(no new)	C.W. Fill in a word	(no new)	<i>water</i> <i>rain</i> <i>not</i>	"How Doth the Little Crocodile" L61 Work Page L61 Reading Practice
62	<i>How Doth the Little Crocodile</i> Lewis Carroll	12. Add <i>smell,</i> <i>sing, flee, drop,</i> <i>drink</i>	C.W. Fill in a word	(no new)	<i>time</i> <i>drink</i> <i>think</i>	L62 Work Page L62 Reading Practice

* The Readers can be found on the *Primary Arts of Language: Reading* DVD-ROM.

Les.	Poetry	Games	Writing	Phonetic Farm	Card Game	Student Reading e-book
63	<i>How Doth the Little Crocodile</i> Lewis Carroll	8. Match-It: Set 16	C.W. Fill in a word	(no new)	<i>once upon lived</i>	L63 Work Page L63 Reading Practice
64	<i>How Doth the Little Crocodile</i> Lewis Carroll	(no new)	C.W. Fill in a word	(no new)	<i>rocks rock hard were</i>	L64 Work Page L64 Reading Practice
65	<i>How Doth the Little Crocodile</i> Lewis Carroll	8. Match-It: Set 17	C.W. Fill in a word	(no new)	<i>how many (jail)</i>	L65 Work Page L65 Reading Practice
66	<i>The Moon's the North Wind's Cookie</i> Vachel Lindsay	(no new)	C.W. Fill in a word	(no new)	<i>again (jail) do</i>	"The Moon's the North Wind's Cookie" L 66 Work Page L 66 Reading Practice
67	<i>The Moon's the North Wind's Cookie</i> Vachel Lindsay	(no new)	C.W. Fill in a word	(no new)	<i>drops into</i>	L 67 Work Page L 67 Reading Practice
68	<i>The Moon's the North Wind's Cookie</i> Vachel Lindsay	(no new)	C.W. Fill in a word	(no new)	<i>more less</i>	L 68 Work Page L 68 Reading Practice
69	<i>The Moon's the North Wind's Cookie</i> Vachel Lindsay	26. Add <i>there's</i>	C.W. Make new words	(no new)	<i>after before</i>	L 69 Work Page L 69 Reading Practice
70	<i>The Moon's the North Wind's Cookie</i> Vachel Lindsay	8. Match-It: Set 18	C.W. Make new words	(no new)	<i>happy face</i>	L 70 Work Page L 70 Reading Practice
71	<i>What Is Pink?</i> Christina Rossetti	(no new)	C.W. Make new words	(no new)	<i>other</i>	"What Is Pink?" L 71 Work Page L 71 Reading Practice
72	<i>What Is Pink?</i> Christina Rossetti	(no new)	Unit 3 Story Writing	(no new)	<i>found string boots</i>	L 72 Work Page L 72 Reading Practice
73	<i>What Is Pink?</i> Christina Rossetti	(no new)	Unit 3 Story Writing	(no new)	<i>Hurray! have</i>	L 73 Work Page L 73 Reading Practice
74	<i>What Is Pink?</i> Christina Rossetti	(no new)	Unit 3 Story Writing	(no new)	<i>went</i>	L 74 Work Page L 74 Reading Practice
75	<i>What Is Pink?</i> Christina Rossetti	(no new)	Unit 3 Story Writing	(no new)	<i>did you (jail)</i>	L 75 Work Page L 75 Reading Practice
76	<i>The Little Elf</i> John Kendrick Bangs	8. Match-It: Set 19	Unit 3 Story Writing	(no new)	<i>friends (jail)</i>	"The Little Elf" L 76 Work Page L 76 Reading Practice L 76 Reader 4 Words
77	<i>The Little Elf</i> John Kendrick Bangs	(no new)	Unit 3 Story Writing	(no new)	Discovery	L 77 Work Page L 77 Reading Practice
78	<i>The Little Elf</i> John Kendrick Bangs	(no new)	Unit 3 Story Writing	(no new)	Discovery	L 78 Work Page L 78 Reading Practice
79	<i>The Little Elf</i> John Kendrick Bangs	(no new)	Unit 3 Story Writing	(no new)	Discovery	L 79 Work Page L 79 Reading Practice
80	<i>The Little Elf</i> John Kendrick Bangs	(no new)	Unit 3 Story Writing	(no new)	Discovery	L 80 Work Page L 80 Reading Practice Present Reader 4*

* The Readers can be found on the *Primary Arts of Language: Reading* DVD-ROM.

Appendix 2

Phonograms (Helpers)

Below are listed the phonograms (helpers) as they are described in the *Phonetic Farm*. You can hear many of these phonograms spoken on the *All About Spelling* phoneme CD-ROM and all of them on the *Primary Arts of Language: Reading* DVD-ROM.

This is not intended to be a comprehensive list of phonograms; however, it does provide a useful collection of them that will help a student read and spell better. This collection of rules is handy for teaching a primary student to read without having to cover every rule exhaustively (exhausting your student). The phonograms are presented thoroughly and systematically in *All About Spelling*.

Note: When reading these rules, the letters in *italics* are spoken letter by letter. The letters inside the vertical slashes (e.g., [ee]) are the phoneme (the sound that is spoken).

Lesson	Letters	Farm Location	Rule
12	Open- <i>o</i>	Long-o Silo	Open-o: the o is long when it comes at the end of a syllable or word such as <i>silō</i> and <i>gō</i> .
1	<i>ow</i>	Long-o Silo	<i>ow</i> says ō at the end of some words such as <i>yellow</i> and <i>grow</i> .
30	<i>oe</i>	Long-o Silo	<i>oe</i> says ō at the end of some words such as <i>hoe</i> and <i>toe</i> .
6	<i>oa</i>	Long-o Silo	<i>oa</i> says ō in the middle of some words such as <i>boat</i> and <i>oak</i> .
37	<i>o</i> ■ ■	Long-o Silo	<i>o</i> -consonant-consonant sometimes says ō in words such as <i>old</i> and <i>both</i> .
23	<i>ar</i>	Barn (barn)	<i>ar</i> says ar in words such as <i>barn</i> , <i>farm</i> , and <i>car</i> .
3	<i>er</i>	Barn (farmer)	<i>er</i> says er at the end of words, such as <i>farmer</i> , <i>feeder</i> , and <i>father</i> .
11	<i>ir</i>	Barn (bird)	<i>ir</i> says er in some words such as <i>bird</i> , <i>shirt</i> , and <i>dirt</i> .
6	<i>or</i>	Barn (horse)	<i>or</i> says or in some words, such as <i>horse</i> , <i>pork</i> , and <i>sort</i> .
6	<i>ur</i>	Barn (turkey)	<i>ur</i> says er in the middle of some words, such as <i>turkey</i> and <i>turtle</i> .
33	<i>ore</i>	Barn (core)	<i>ore</i> says or at the end of words as in <i>core</i> and <i>more</i> .
22	<i>wor</i>	Barn (worm)	<i>wor</i> says wor at the beginning of some words such as <i>worm</i> , <i>work</i> , and <i>world</i> .
34	<i>air</i>	Clouds	<i>air</i> says air as in <i>fair</i> , <i>hair</i> , and <i>chair</i> .
59	<i>arr</i>	Clouds	<i>arr</i> says air as in <i>marry</i> .
45	<i>are</i>	Clouds	<i>are</i> says air as in <i>care</i> and <i>mare</i> .
27	<i>ear</i>	Clouds	<i>ear</i> says air as in <i>bear</i> .
34	<i>ere</i> <i>eir</i>	Clouds	<i>ere</i> says air as in <i>there</i> . <i>eir</i> says air as in <i>their</i> and <i>heir</i> .
34	<i>air</i>	Clouds	<i>air</i> says air as in <i>hair</i> , <i>fair</i> , and <i>hair</i> y.
42	<i>ui</i>	Fruit Trees	<i>ui</i> says oo as in <i>fruit</i> , <i>juice</i> , and <i>suit</i> .
6	<i>ew</i>	Fruit Trees	<i>ew</i> says oo as in <i>chew</i> .
42	<i>ou</i>	Fruit Trees	<i>ou</i> says oo in the middle of words, as in <i>soup</i> .
4	<i>ue</i>	Fruit Trees	<i>ue</i> says oo as in <i>glue</i> and <i>blue</i> .
21	<i>oo</i>	Fruit Trees	<i>oo</i> says oo as in <i>boot</i> , <i>moon</i> , and <i>food</i> .
44	<i>oi</i>	Pigs	<i>oi</i> says oi in the middle of words as in <i>oink</i> and <i>soil</i> .
44	<i>oy</i>	Pigs	<i>oy</i> says oi in the middle and end of words such as <i>boy</i> and <i>toy</i> .
8	<i>aw</i>	Lambs	<i>aw</i> says aw in the middle and end of some words, such as <i>pa<u>aw</u></i> and <i>str<u>aw</u></i> .
8	<i>l, t, w</i>	Lambs	<i>l, t, w</i> are the shepherds which make the <i>a</i> say aw in <i>walk</i> , <i>water</i> , and <i>want</i> . The shepherds usually follow the sheep, but the shepherd <i>w</i> sometimes leads.
8	<i>au</i>	Lambs	<i>au</i> says au in the middle of some words such as <i>da<u>u</u>ghter</i> and <i>ha<u>u</u>l</i> .
50	<i>l, t, sh</i>	Lambs	<i>l, t, sh</i> are the shepherds which make the <u>a</u> say u as in <i>pu<u>ll</u></i> , <i>pu<u>t</u></i> , and <i>pu<u>sh</u></i> .

Lesson	Letters	Farm Location	Rule
7	ay	Long-a Haystacks	ay says ā as in <i>hay</i> , <i>play</i> , and <i>today</i> .
25	ei	Long-a Haystacks	ei says ā in just a few words, such as <i>vein</i> and <i>eight</i> .
39	ea	Long-a Haystacks	ea says ā in just a few words, such as <i>break</i> , <i>great</i> , and <i>steak</i> .
14	ai	Long-a Haystacks	ai says ā as in <i>train</i> , <i>paint</i> , and <i>aim</i> .
34	ey	Long-a Haystack	ey says ā in just a few words, such as <i>they</i> and <i>hey</i> .
1	ee	Long-e Beehives	ee says ē as in <i>green</i> , <i>see</i> , and <i>tree</i> . These are the “Squeally-e’s.”
13	Open-e	Long-e Beehives	Open-e says ē as in <i>bē</i> , <i>mē</i> , <i>hē</i> , <i>shē</i> , <i>wē</i> .
16	ea	Long-e Beehives	ea says ē as in <i>meat</i> and <i>treat</i> .
41	ie, ei	Long-e Beehives	ie and ei says ē as in <i>believe</i> and <i>receive</i> . “i before e, except after c or when sounds like an ā as in <i>neighbor</i> and <i>weigh</i> .”
22	ey i	Long-e Beehives	ey says ē in just a few words, such as in <i>key</i> and <i>monkey</i> . i says ē in words such as <i>pizza</i> and <i>prettier</i> .
23	ite	Long-i Kites	ite is the “Little-ite” and says ite in some words such as <i>kite</i> and <i>bite</i> . (You could also say it followed the Magic-e rule.)
53	i ■■	Long-i Kites	i-consonant-consonant sometimes says i as in <i>child</i> and <i>mind</i> .
23	ight	Long-i Kites	ight is the “Big-ight” and says ite in some words such as <i>right</i> and <i>bright</i> .
41	ie	Long-i Kites	ie says i at the end of some words, such as <i>tie</i> and <i>lie</i> .
2	ck	Duck	ck says k at the end of short vowel words such as <i>duck</i> and <i>sack</i> .
4	ow!	Cows	ow says ow! as in <i>brown</i> and <i>cow</i> .
12	ou!	Cows	ou says ow! in the middle of words such as <i>round</i> and <i>out</i> .
52	ea	Cows	ea says ē as in <i>head</i> and <i>bread</i> .
17	oo	Cows	oo says ū as in <i>look</i> and <i>book</i> .

The Village includes several houses for various rules. These houses often have a poster to use to collect the words.

Lesson	Letters	Farm Location	Rule
--	--	Foreign Café	This is for words that break the rules because they are not English words. Examples: <i>spaghetti</i> , <i>chili</i> , <i>crepe</i> ; also <i>ballet</i> .
28	nk/ng	School	<i>nk</i> says nk in <i>ink</i> , <i>honk</i> , <i>thank</i> . Not illustrated: <i>dunk</i> . <i>ng</i> says ng in <i>sing</i> , <i>sang</i> , <i>song</i> . Not illustrated: <i>English</i> , <i>sung</i> .
25	--	Jail	For rule-breakers such as <i>said</i> , <i>the</i> , <i>one</i> , <i>many</i> , <i>of</i> , etc.
20	--	Silent Letter Library	For words with quiet letters, such as <i>ghost</i> , <i>lamb</i> , <i>gnat</i> , and <i>listen</i> .
5	a, e, i, o, u	Vowel Shoppe	The vowels live here. Notice that y is in the shop, but it isn’t exactly a vowel flower.
14	o	The Do Family	o says oo as in “Who has to move? The Do family with their triplets: <i>to</i> , <i>two</i> , and <i>too</i> .”
3 7 32 10 36 44	th sh ch wh ph ti, ci	Train (digraphs)	<i>th</i> says th and can be voiced or whispered. It looks like the cross-bar on the t is sticking its tongue out at the h: <i>sh</i> says sh and is what you say when you put your finger to your lips to make someone be quiet—see the snake? Sh ! <i>ch</i> says ch as in <i>chew</i> and <i>crunch</i> . <i>wh</i> says wh in words such as <i>white</i> and <i>while</i> . Feel the air. <i>ph</i> says f as in <i>elephant</i> and <i>phone</i> . <i>ti</i> , <i>ci</i> say sh in some words such as <i>nation</i> and <i>special</i> . These advanced sound for sh pasted in the smoke coming out of the train engine. Since all these sounds are depicted on train cars in the Village, you can make the sounds of a train starting up: th, th, th, sh, sh, sh, ch, ch, ch, wh, wh, wh, phhhhhhh! .
56	ough	Billboard	<i>ough</i> says oo as in <i>through</i> . <i>ough</i> says ō as in <i>although</i> . <i>ough</i> says aw as in <i>brought</i> . <i>ough</i> says off as in <i>cough</i> . <i>ough</i> says uff as in <i>rough</i> . <i>ough</i> says ow! as in <i>plough</i> .

The Back of the Phonetic Farm: Handy Lists and Jingles

Jobs of e

1. Magic-*e* (the *e* jumps the consonant and makes the vowel say its long sound: cut → cute)
2. Bossy-*e* makes *g* say [j] and *c* say [s]; *i* and *y* are bossy too!
3. Decorative-*e*: no English word ends in *u* or *v*, so decorate it with an *e*
4. Syllable-*e*: (consonant-consonant-*e*) as in *little*
5. Odd Job-*e*: keeps words ending in *s* from looking plural (*mouse, house, cheese*), voices *s* and *th* in some words (*please, breathe*), and sometimes he is lazy and does no job (*sneeze, come, done*).

Sounds of y

1. Consonant (*yellow*)
2. |ī| at the end of 1-beat words (*sky, my, by, try*)
3. |ē| at the end of 2-beat words (*piggy, happy, pretty*)
4. y=i in the middle of words (*gym, cycle*).

er Words

er comes at the end of some words

farmer, feeder, father, mother, teacher, reader

ir Jingle

ir comes in the middle of some words.

On my third birthday, I was the first to get dirt on my shirt, but the girl in the skirt washed it out!

ur Jingle

ur comes in the middle of some words.

Surprise! On Thursday near the church, the nurse caught a turtle and a turkey in a purple purse!

Vowel Suffixes

-es, -ed, -er, -ing, -est, -y, -ish

Consonant Suffixes

-s, -ful, -ness, -ly, -ment, -less

Consonant Pairs

bl, cl, fl, gl, pl, sl, dw, tw
br, cr, dr, fr, gr, pr, tr, wr
sc, scr, sp, spr, st, str, sk
sl, sn, sm, squ, sw

The Letter Stories

a	a is the angry letter	Start with a c, close it up, and continue the line straight down. Curve it a little at the bottom to make a little ponytail. <i>a</i> is the angry letter because the boys often pull her hair and make her say ă .
b	b is the bomb letter	Start at the top, draw a line straight down, and then bounce up and over (in the direction we read). b , b , boom!
c	c is the happy letter	Start at the top and circle around, but don't close it up! This is the happy cookie because somebody took a big bite! c , c , cookie.
d	d is the dog letter	Start with a c to make the dog's head. Circle around; then make a tall straight up, and come straight down. d , d , doggie.
e	e is the toothy letter	Start with a straight line across; (left to right) then circle up and around. Do not close it up. That line reminds me to show my teeth when saying the toothy letter ě .
f	f is the slow-leak letter	This is a tall letter. Start at the top, circle up and around, and then come straight down. Poke a nail in the side (from left to right), and say the sound of the air hissing out of the tire f .
g	g is the draggy-leg letter	Start with a c, come straight down, and put a broken leg underneath. This letter says g as it drags its bent leg across the floor.
h	h is the tired letter	This is a tall letter. Start at the top and draw a line straight down. Bounce back up and make the seat of a chair for mommy to drop into as she says, " h ."
i	i is the crying letter	This is a short letter. Make a little line straight down, and put a tear over the top. Make a high-pitched crying sound: ĩ .
j	j is the jumping letter	Make a straight line down with a handle under it. Make a dot over the top which is the candle flame. This is the jumping letter: Jack be nimble; Jack be quick; Jack jump over the candlestick!
k	k is the kicking letter	Start with a tall line (from top to bottom). Pick your pen up, start again about halfway down, and kick in and out.
l	l is the licking letter	This tall letter starts at the top and is just a long line. It looks like a lollipop stick that someone has licked clean!
m	m is the mountain letter	Start with a short line, and then make two humps like the holes in the mountain for the cars to drive through.
n	n is the nose letter	Start with a short line; then trace back up and make a long nose come out of the top. It is so long that it touches the floor!
o	o is the sad letter	Make a c, but close it up. This is a sad cookie. He says, " ō , nobody took a bite out of me!"
p	p is the bubble letter	Make a stick that goes down into a child's hand. Blow a bubble that will go "pop."
qu	qu is the queen	Print the <i>q</i> by making a c; come up and then down to make her train flowing behind her. Princess <i>u</i> must come after to carry the train.
r	r is the noisy letter	Start this short letter with a line; then trace back up and make a branch coming out on the top. A leopard sits on that branch and says r !
s	s is the snake letter	Start at the top as if you were going to make a c, but swing around and make an s. This snakes says s .
t	t is the telephone pole	Start this tall letter at the top; then cross it with a pole for the telephone wires.
u	u is the princess	This is princess u. She is holding up her hands asking to be picked up, but it comes out " ũ ."
v	v is the vase	Slide down then up to make a pretty vase.
w	w is for water	Three fingers held up stands for water. Slide down, slide up, and down and up again.
x	x marks the spot	Slide down, pick the pencil up, and slide down the other way making the x.
y	y is the yanking letter	Make a u and then put a curvy handle underneath. This looks like a wrench. Yank it!
z	z is the zipper letter	It can also be the zigzag letter. Zig across the top, zag down, and then zig across again.

Integrating Poetry Across the Curriculum

The Little Seed

- A. PHONICS - This poem provides good examples of "Magic-e's" where the "e" jumps over the consonant, taps the vowel on the head and makes it say its name. Examples: became, vine, nine, tale
- B. DRAMA - Children crouch on floor like tiny seeds. With pretend water and sunlight provided by teacher, they grow, reaching for sunlight. They twist and turn to simulate growth of a vine.
- C. MATH - How many is eighty-nine?(tens and ones) Draw a large vine on the chalkboard. Have groups of ten children go to the board and decorate the vine with a blossom each. Keep track of how many groups (1 group of ten, 2 groups of ten, etc.) until 8 groups have gone up. Then, only 9 children go to the board. Thus, you have 8 groups of ten and 9 left over = 89.
- D. SCIENCE
- Funny Face Barber Shop - Decorate paper cups by drawing a face using felt markers, paint or paper. Fill each cup with soil and sprinkle grass seed on top. As the grass seeds grow, the barber clientele will require haircuts.
 - Seed Study - Soak large bean or lima seeds in water over night. Give each child one seed, which has been soaked. Have him compare it with a dry seed. Why is the dry seed hard? Carefully remove the seed covering from the soaked seed. Examine the bulk of the seed. What is it used for? Carefully split the seed open to find the small plant inside. (Have extra soaked seeds since some will disintegrate.)
 - Glass House - Plant some of the seeds by slipping them between paper towel wrapped inside a beaker. Crumpled paper towels in the centre will keep the seeds against the glass. Keep the towels damp. Observe the seeds in their houses each day and record the changes observed.
 - Spring Plants for Mother - Celebrate the first day of spring by decorating small yogurt containers with torn paper collage. The children tear pieces of pictures (appealing colours rather than objects) from magazines and glue on to the containers. Coat each container with shellac. Plant 5-10 marigold seeds in each container. Send them home for Mother's Day.
- E. MUSIC

The Little Seed

by Wilhelmina Seegmiller

There was a little seed
It was very small indeed
But it made a little plant
And it grew, grew, grew.
The plant became a vine
It had blossoms eighty-nine
While the tale is very strange,
It is true, true, true.

Robin in the Rain

- A. PHONICS – There are many 2 syllable words = saucy, robin etc. which will give students opportunity to feel the beats, by clapping, bouncing, jumping and feeling their chins drop as they say the words. There are also good examples of the suffix “ing” and the rule for doubling the final consonant “running” and “digging” as compared with “wishing”.
- B. LITERATURE – Robin Poem Books. More advanced students could make their own book of robin poems by cutting out a construction paper cover in the shape of a robin and gluing in duplicated copies of poems about robins to read and share.
- C. MATH
- Make a bulletin board display of robins and worms. As hungry robins eat worms, children subtract to see how many are left.
 - Shapes – Have the children construct robins out of various shapes. Discuss shapes used.
 - Measurement – Make a game or worksheet with worms to be measured.

Robin in the Rain

Robin in the rain
What a saucy fellow
Robin in the rain,
Mind your socks of yellow.

Running in the garden
On your nimble feet
Digging for your dinner
With your long, strong beak.

Robin in the rain,
You don't mind the weather.
Showers always make you gay.
But the worms are wishing
You would stay at home.
Robin on a rainy day.

D. SCIENCE

- a. Study robins and spring. Is a robin a meat-eater or plant-eater? The shape of a bird's beak is a good indication of the type of food he eats. A comparison could be made of the various types of beaks and feet of a number of birds. The coloring of the male and female could be discussed. One of the signs of spring is of course the return of the robin. Signs of spring could be included in this discussion.
- b. Study of earthworms – Make a home for earthworms by placing at least 20 earthworms in a small pan with an inch of moist soil. Scatter coffee grounds on one side of the pan and spread potato gratings on the other side. Cover the pan with a damp towel and place it in a dark place for a week. Then examine the pan to see what happens to the different foods. What happens to the coffee grounds after a week? Do you think earthworms are helpful or harmful to man? Why or why not? Do a report on earthworms.

E. CREATIVE WRITING – Does your class know why worms come out in the rain and how the robin tricks a worm into thinking it is raining? A creative writing project could stem from these questions.

F. ART

- a. Make a Robin mobile: Make construction paper robin. Place it between 2 pieces of wax paper ironed together in shape of raindrop. Use newspaper to protect iron. Shavings of blue crayon could be melted between layers to represent rain.
- b. Vegetable Prints: If you choose to develop the theme of the vegetable garden, vegetable prints would tie in nicely. Potatoes, carrots, green peppers, celery, turnips etc. may be used.

G. DRAMA - Have children act as poem is sung or read.

H. MUSIC – Watch Mrs. Ingham and her daughter, Shirley George, sing and dance “Robin in the Rain” on the Primary Arts of Language: DVD-ROM.

A Funny Man

- A. The structural and phonetic analysis markings would be put on the poem according to what you want to emphasize. Remember, do *not* mark all the words. Choose ones appropriate to the lesson. Underline the helpers; squiggly line under the “ghost” (silent) letters (the *k* in *know*), arrows from the Magic-e to the vowel it makes long; circle the plural *s*.
- B. You may wish to make a large “funny man” with removable clothes so the children could dress him as the poem is recited.
- C. You may give each child a copy of the small “funny man” along with his clothes. They will colour the clothes according to the poem and dress their man. Tie in a science project by having them make a home, furniture, and perhaps a vehicle for their man.
- D. Children who are ready to write the poem out by memory on Friday might use the small man and his clothes as a memory aid if necessary.

Frogs Jump

Use this science poem to discuss how animals move and communicate. A picture clue sheet could help the children remember the sequence.

Your students can have fun adding “-ly” adverbs to the verbs (Frogs jump quickly; caterpillars hump slowly; worms wiggle wildly, etc.).

You can also have your students rewrite the poem using adjectives (Frogs are slimy, Caterpillars are fuzzy, etc.).

Many poems can serve as a model for students to use writing their own poetry. Limericks, haiku, and other specific kinds of poems are fun to write.

Anna Ingham
blendedsoundsight.com

A Funny Man

from May Arbuthnot's Time For Poetry

I know a man, a funny man
His coat is pink, his trousers tan.
One shoe is purple, the other red.
He wears his big green hat to bed.

He never walks, he always skips,
With yellow gloves upon his hips.
He sleeps by day and works at night,
His nose shines with an orange light.

He's as happy as he can be.
He makes folks happy too, you see.

Frogs Jump

Frogs jump,
Caterpillars hump,
Worms wiggle,
Bugs jiggle,
Rabbits hop,
Horses clop,
Snakes slide,
Sea gulls glide,
Mice creep,
Deer leap,
Puppies bounce,
Kittens pounce,
Lions stalk,
But—
I walk.

This handout accompanies the e-audio on the Primary Arts of Language: Reading Instructional DVD-ROM of Anna Ingham's "Introduction to the Blended Sound Sight Program of Learning" talk from the 2008 Writing Educator's Symposium.

Elements of the Blended Sound-Sight Program of Learning

Although the Program was developed by Mrs. Anna Ingham, working with her children many years ago, it is up-to-date because it is based on the way children learn and has been proven to be successful for children, educators, and parents wherever it has been fully implemented over these many years.

1. Activity Time

Students work in partners using manipulative activities to reinforce basic skills which have been taught as well as to develop good character traits such as co-operation, patience, and acceptance.

2. The Individualized Library

After earning their way into the class library, thus providing motivation, the children are exposed to a wide variety of literature, follow a daily routine of independently choosing appropriate books from the levels within the library, share their book orally with a friend each day, write about their book, and are encouraged to celebrate the success of others.

3. Poetry Appreciation and Study

Daily enjoyment and study of a weekly poem exposes children to good literature as well as introduces them to a variety of poems. Poetry is used as a vehicle to teach phonics within meaningful context, develop vocabulary and comprehension, integrate subjects, and provide a time of fun. Children are challenged to write poetry by memory and to create their own.

4. Reading, Word Attack, and Spelling

- As children learn basic English rules, they are encouraged to transfer that knowledge to new situations.
- Basic English rules which BSS calls "helpers" or "tools" are built into a Sound City, a place for practice and reference.
- Exceptions to rules are placed in the class "jail," one of the many ideas invented by children.
- Words which contain silent consonants are placed on a ghost or suitable poster.
- Special areas in the classroom house student-gathered collections of homonyms, synonyms, antonyms, compounds, adjectives, and adverbs. These are especially useful as references for writing tasks.
- Prevention Rather Than Cure Jingles are learned and displayed. These jingles consist of troublesome words which are placed in child-related stories as an aid to memory.
- Spelling integration: Spelling and reading rules are integrated and taught in every subject.
- Daily spelling: Helpers are underlined. Spelling words are analyzed and studied in a variety of ways and games.
- Spelling errors: Children keep their Spelling Hound bone clean by correcting errors and learning correct spelling in a relaxed, non-threatening atmosphere.
- Early in grade one, children learn the sounds and formation of alphabet letters through child-centered stories and songs.

5. Discovery

- Children decode previously unencountered words by independently transferring their knowledge of English rules. Since these words are not in context, children must achieve a high level of decoding skill.
- As they plot their progress on a Discovery Chart, they are excited to reach their goals.

6. Writing Component

- Children write daily (early grade one writing entails learning to print, then copy and compose)
- Emphasis is placed not only on ideas expressed but on sentence structure, comprehension, and mechanics.
- Since reading and writing are inter-related, children are encouraged to read with expression, to stress the main words, and to be aware of the flow of the language.
- Children learn to improve their writing by following models and then creating their own works.
- Narrative stories are written with the use of the Story Sequence Chart, which guides children through the parts of a story (setting, plot, problem, solution, and clincher).

- Children use reader stories as beginning models and later summarize library book stories, finally creating their own.
- Sophisticated vocabulary which children have read in library books is incorporated into their writing.
- Children are encouraged to take risks in spelling when doing writing tasks, using their knowledge of rules. Errors are corrected. A mistake is an opportunity to learn.
- Teachers guide children in improving their writing by using a variety of sentence structures and by adding better vocabulary such as substituting more appropriate words for "said."
- Most of these guidelines can be applied to other writing tasks such as personal, descriptive, and persuasive writing.

7. Individualized Silent Reading Files

- These are non-consumable sheets which require students to follow directions independently, work through assignments at their own rate, use their writing skills by answering in complete sentences, and follow an orderly routine.
- They reinforce concepts taught and develop comprehension.
- The file routine helps students develop responsibility and take ownership of their own learning.
- The files become one item in an Agenda which the students follow during Work Period.

8. Character Development

- Modeled, discussed, and practiced with a positive approach
- Elements practiced: co-operation, patience, respect, tolerance, learning to accept and give help, developing a sense of humor, feeling happy when others succeed, independence, responsibility, solving one's own problems, taking consequences for one's own actions, following directions, consideration for others, and more.
- Excitement, goals, high achievement, organization are an integral part of all the above components.

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