

## The Reading Program - What It Is and Why It Works for Everyone

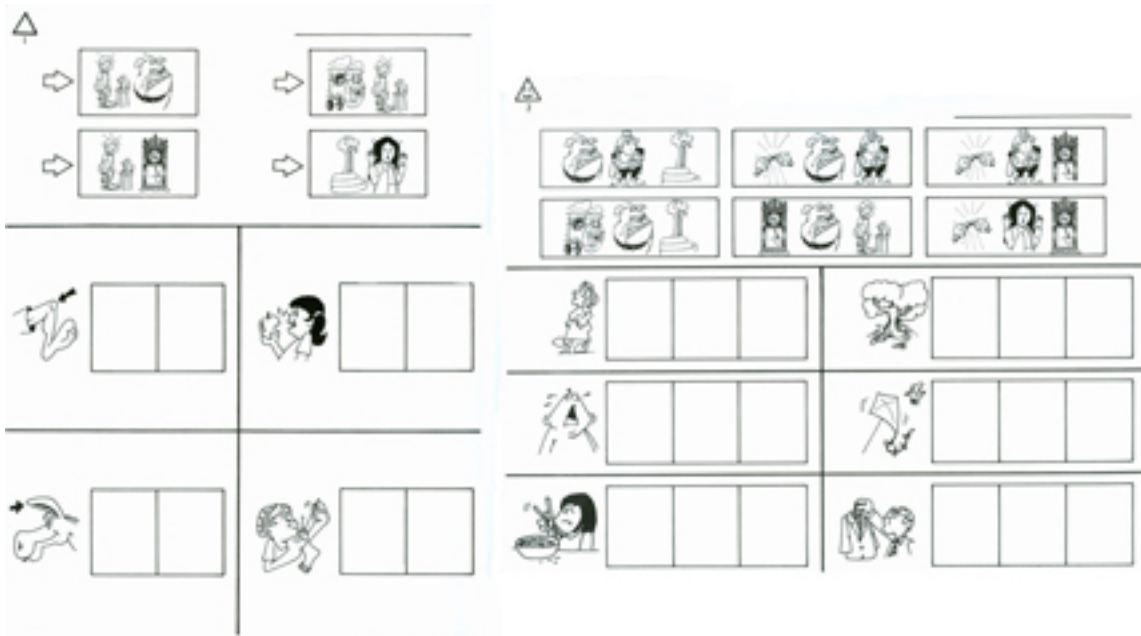
### Stamping Station - Stamp Trays



As was said earlier, as soon as 8 sounds are known, triangle activities at the five learning stations begin. At the Stamping Station the Stamp Trays are introduced.

The layout of the trays matches the order of the introduction of the sounds. The 24 stamps in the first tray are the 8 sounds of the Triangle Level, followed by the 8 sounds of the Circle Level, followed by the 8 sounds of the Square Level. The 21 stamps in the second tray are the 8 sounds of the Rectangle Level, followed by the 8 and then 4 sounds of the Star Level with the very last stamp being the silent letter stamp. Each sound is in the same order as it was introduced in *Dekodiphukan*.

As sounds are introduced, students at the Stamping Station use Stamping Worksheets to practice stamping out words as each new level is introduced.



### Stamping Station - Stamping Words

The constant availability of help is one factor in insuring everybody learns to read. Another factor is just as important. That factor is the Stamping Station. Once all 44 sounds are known, the real purpose of the Stamping Station begins.




Any student who knows all 44 sounds and can read two and three-sound words begins the process of stamping out any word or words he or she wishes to. The only limit to what may be stamped out is that what any student stamps must be okay for the teacher to show his or her parents.



The stamping-out of words takes two main forms. The first form is the teacher asking each child at the station what word or words he or she would like the teacher to stamp out that day. The teacher then stamps the word(s) and the child draws a picture to accompany the word(s).

Each child's stamped-out words and pictures are gathered together every ten pictures or so and turned into that child's own book of words and drawings. The books in turn are added to the Books Station for other children to read.

If anyone at the Books Station has trouble reading any of the stamped-out words in another child's book, the child with the question asks the book's author for help with the word. Regardless of any child's reading level in the over-all Reading Program, without exception, every child can read every word in his or her own book.

The second form taking place in parallel with the first is children deciding on their own any word or words they wish to write. Once they decide the word(s), they stamp out each word's sounds to the best of their ability. Each child then shows his or her stamping to the teacher. The teacher and the child review what has been stamped, adding or subtracting sounds as needed.

dress =   
 = jress  
dress = 

In the example above, the student wished to stamp out the sounds for the word "dress". However, she stamped out "jress" because when she says the word, she says "jress" unaware the word starts with a "d" sound and not a "j" sound. The teacher says to her, "Some people may say dress that way, but dress starts with a  sound not a  sound."

The Stamping Station has as its purpose giving every child the opportunity to write whatever he or she may wish, regardless of the length of the words involved. The act of listening to the sounds in words of the child's own choosing and stamping out what the child hears is integral to this writing process.

Children listening to the sounds in words and stamping out the sounds they believe they hear gives the teacher an opportunity to correct errors in pronunciation that often pass undetected when simply listening to what the child says. The teacher in the example above did not know the child was saying "jress" and not "dress" until the child stamped out the sounds she thought she heard in the word.

### **White and Blue Tiny Writing Cards – Phrase Level**

For any student who knows all 44 sounds and can read two and three-sound words, the Stamping Station is now a place where each student is expected to spend his or her time each day stamping out a word and illustrating it. Students can make up their own words. Students can also use the Tiny Writing cards for ideas if they choose.

The Tiny Writing Cards are introduced when students begin the Picture Packet and Worksheets Station phrase levels. There are sixty-four White Tiny Writing Cards and sixty-four Blue Tiny Writing Cards. The white cards contain one, two or three-sound words in one- or two-word phrases. The blue cards contain in addition either words which may be four sounds long or phrases which may have three words in them.

Below are the first eight cards at the white and blue levels:



The white cards are introduced first. The blue cards are introduced whenever the teacher considers any students are ready for them.

The Tiny Writing Cards are a stamping activity. A student selects any one of the sixty-four cards and stamps the words on that card onto a piece of drawing paper. The student then demonstrates that he or she can read the stamped words by drawing an illustration for them.

The two main forms of the stamping-out of words mentioned earlier require students to think of a word or words to be stamped out either by the teacher or by the students themselves.

The teacher's visits to the Stamping Station only last as long as it takes to stamp out a word or two for each child. Until the Tiny Writing Cards are introduced, the students have been on their own in thinking of each day's new word or two stamp out and illustrate.

Students confident enough to think of multiple words they wish to stamp out and illustrate need not use the Tiny Writing Cards, or perhaps only use them when they have run out of ideas of their own. The purpose of the Tiny Writing Cards is to have all students who are at this level become comfortable stamping out more than one word on a page.

Whether to use the Tiny Writing Cards as a guide to what to stamp out and illustrate or use one's own imagination for words to stamp and illustrate is a daily decision each student makes.

### **Stamping Station - Writing Words with Letters**

The Transition Level begins for students who can read phrases easily.

At the Picture Packet Station, letter-spellings now appear below each word's sound-cards.

At the Worksheets Station, Decoding Charts guide students in adding letter spellings beneath each worksheets word-sounds.

At the Books Station, transition books are added to the books already there.

At the Handwriting Station, learning of the one-hundred sixty-one sight words begins.

At the Stamping Station, stamping out words is replaced by writing words instead.

The activities at the Picture Packets, Worksheets and Books Stations have students reading words and phrases. The Stamping Station combines reading with writing.

Writing with the stamps means knowing what you want to say, listening for the sounds in each word and then stamping it out. The range of what may be written by the students using stamps is not limited by penmanship or the words a child may have learned to spell. What may be written is limited only by what the child wants to write. With the stamps, writing and reading go hand in hand.

### **Tiny Writing Cards - Now Required**

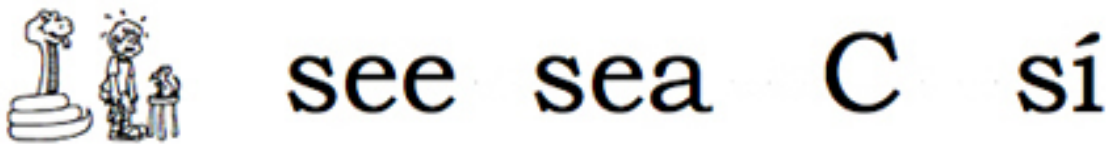
At the Stamping Station, all students at the transition level start by using the White and Blue Tiny Writing Cards as their first experience in letter writing.

The cards are used in nearly the same way as they were at the stamping level. The one difference is that, instead of stamping the phrase onto drawing paper and then illustrating it, the students write the phrase on their drawing paper using traditional letters before illustrating it.

All of the sixty-four White and sixty-four Blue Tiny Writing Cards contain the codings necessary to indicate the correct Decoding Chart spelling for each word's sounds.

When students were asked to stamp out their own words and illustrate them, using the Tiny Writing Cards was a choice students could make for themselves. That was because regardless of whether the cards were used or not, the words stamped out were composed of the sounds each student heard in the words stamped.

Remember this from the Concepts Section?



The two sounds shown are the two sounds for the four different letter-spellings of the word.

The Tiny Writing Cards are used at the start to give students practice in writing letter-words on paper without yet having to decide which spellings the different sounds in each word might use.