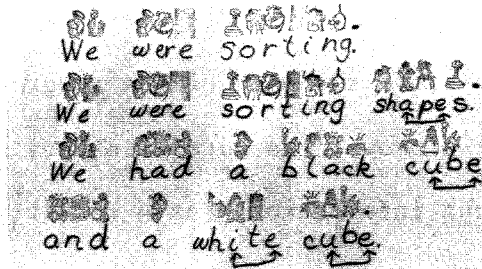


then read whole stories, long before their own individual levels of skill would make such writing and reading possible. The early experience stories are stamped out by the teacher using a set of the large stamps provided in the reading kit. The teacher does the stamping, but the students provide the words.

Class Experience Stories (Stamped and Written)

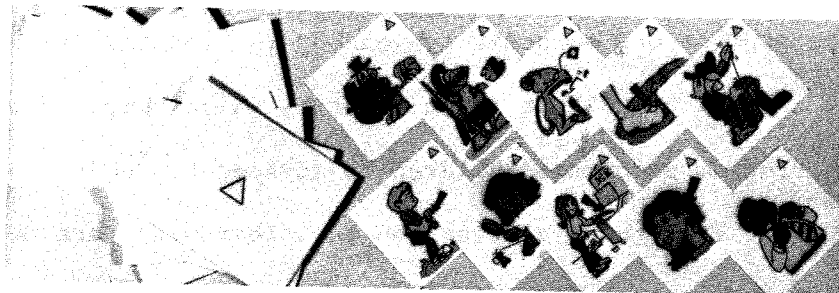


As the faster students begin to transition out of the reading program, the whole class experience stories change to accommodate the needs of these faster students, without ignoring the learning of the remainder of the class. As soon as any students reach the highest levels of the program, the experience stories are stamped and then written by the teacher. Stamped and written stories allow children at all levels in the class to continue to benefit from their shared opportunity to write and then read as a group.

The discussion which began on page 21 has briefly described the activities associated with the teacher directed and whole class activities. The next set of descriptions is meant to provide an overview of the column on your components chart entitled Picture Packets.

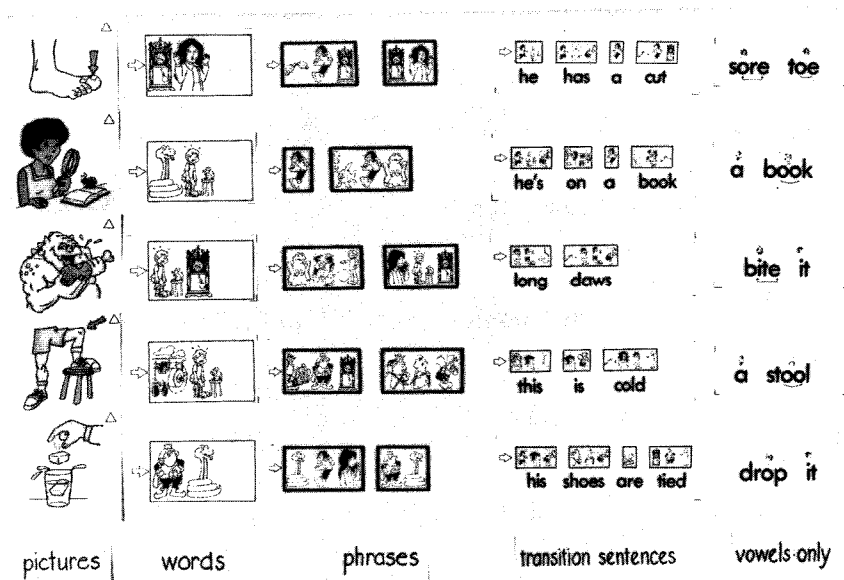
PICTURE PACKETS

Picture Packets



Picture packets are packets containing the illustrations which are used to measure comprehension of the words and phrases to be read by each child. There are thirty-eight different picture packets which consist of a total of three hundred-eighty different full color illustrations grouped ten to a packet. Eighteen of these packets are first introduced at the two-sound level of activities and the remaining twenty begin use at the three-sound level. All thirty-eight packets are re-used at each succeeding level of the program. This means the packets are first used at either the two or three-sound level and then are used again with phrases, transition sentences and vowels-only sentences.

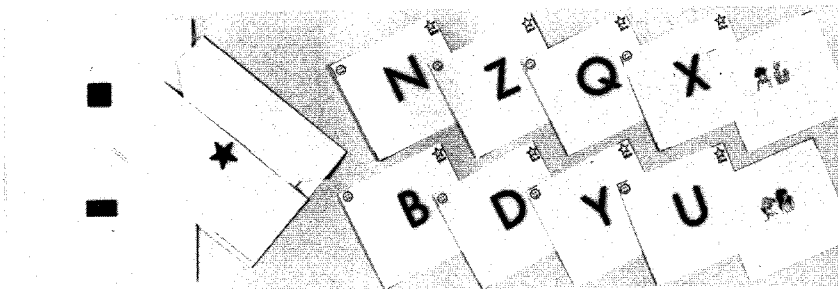
At each level of activity the use of the picture packets is essentially the same. A student selects a packet and, depending upon the level at which the student is working, he or she also selects the word, phrase, transition sentence, or vowels-only sentence set of cards with the same coding on it as has the packet. The words in the card packet are read one at a time and then matched to the appropriate picture in the packet.



The picture packets represent a design element that is common to many of the program's components. Once a child has learned the procedure for doing an activity, this procedure remains constant throughout successively more advanced levels of the same activity. For example, once students have learned how to se-

lect a picture packet, how to find the appropriate matching set of two-sound or three-sound word cards, how to match cards to pictures, how to check the work done, how to clean up and put back the completed activity and how to select another picture packet, this same set of procedures is used again at the phrase level and again at the transition level and still again at the vowels-only level. This means that when a child is ready to begin three-sound blending after having mastered the art of reading two-sound words, the teacher need only introduce the new material to be used; in this case, the three-sound word cards. The child already knows the procedure. The importance of this design element is that it allows the teacher to permit the child who is ready to move ahead to more advanced levels of activity. The child already knows what to do. All the teacher has to do is teach the blending techniques which will be needed and then set the child free to learn.

Alphabet packets



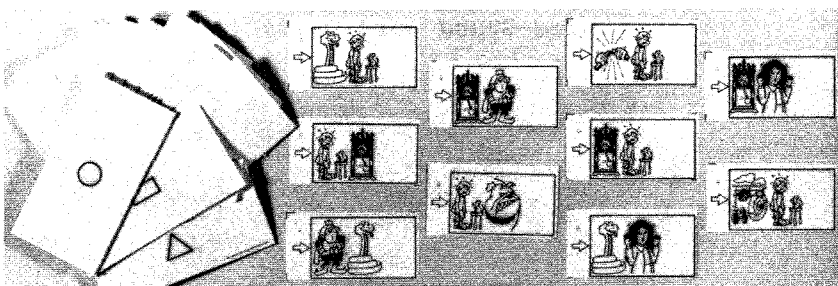
The alphabet packets are a special set of picture packets which contain letters of the alphabet rather than pictures. The packets coded with the red square, rectangle and star contain the lower case letters. The packets coded with the blue square, rectangle and star contain the upper case letters.

Twenty-five of the letters of the alphabet have names composed of two or fewer sounds. The only letter which has more than two sounds in its name is 'w'. Therefore, 'w' is not in any of the packets. The children will have to wait for a more advanced level to learn 'w'.

If you wish to have your students learn the letter names, you may include these packets among the activities from which they may select. If you wish to

delay formal introduction of letter names or feel that the practice students receive through other activities is sufficient, you may tuck the alphabet packets safely away.

Two-Sound Word Cards



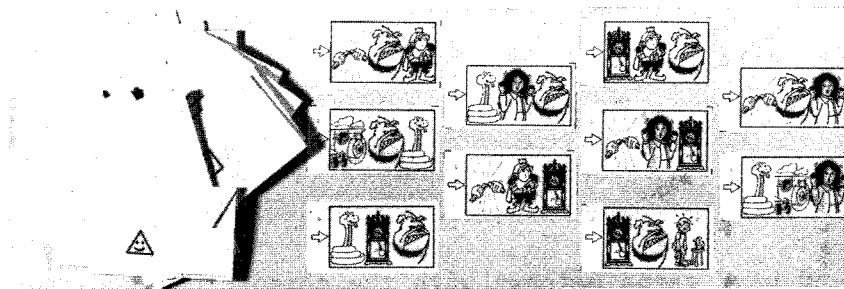
The two-sound word cards matched with the corresponding picture packets represent the students' first efforts to read on their own. There are eighteen sets of two-sound word cards. Eight of these sets are coded at the triangle level of ability. This means that almost half the sets of two-sound word cards require knowledge of no more than eight sounds to be read by the students. The heavy concentration at the triangle level is made necessary because the triangle level is the starting point for everyone in class and, by and large, the whole class starts all at the same time.

The triangle level can be viewed as analogous to the beginning of a marathon, as everyone is clustered at the starting line. The starting pace for most runners in many marathons is almost a walk, because there are just too many people wanting to run the race. It is only after the gun sounds and the faster runners begin to pull away, that there is enough room for everyone, fast and slow, to fall into his or her own stride. What is needed for a marathon is a much wider starting place. The large number of activities at the triangle level of the reading program provides this wider starting place.

The circle level (which means sixteen sounds have been learned) has four sets of word cards while the remaining three code levels (square, rectangle, star) each have two sets of word cards to be matched with picture packets (unless the alphabet packets are in use, in which case, these three levels also

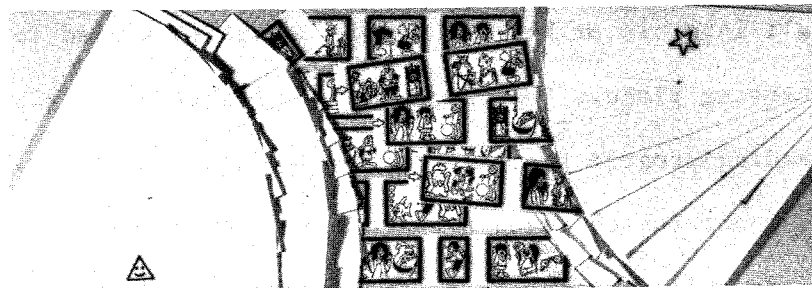
have four sets of word cards each). Just as in the marathon, it takes less and less road to accommodate the runners as they move farther from their starting line, in the reading program it takes less and less materials to accommodate the children as they spread themselves out.

Three-Sound Word Cards



There are twenty sets of three-sound word cards. There are four each at each of the five coding levels. Most students have little difficulty remembering all of the sounds and have usually learned them by the time the teacher finishes reading DEKODIPHUKAN. This means that most students have already learned the forty-four sounds before they begin work with three-sound blending. The significance of the geometric codings is maintained through the three-sound level of activities even though it is no longer of importance to the majority of students, so that those students who, like Charles, need the opportunity to experience blending three sounds into words before they have retained all forty-four sounds, may have it.

Phrase Cards



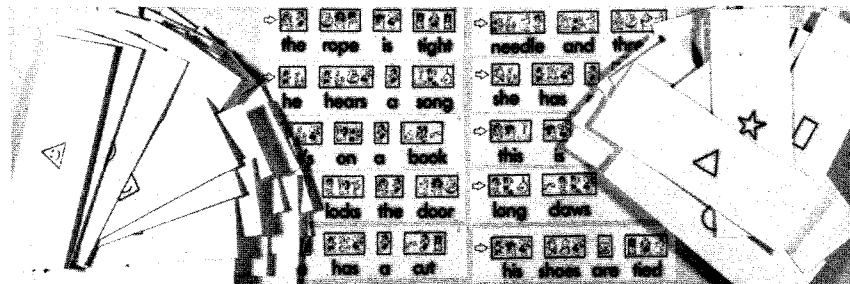
There are thirty-eight sets of phrase cards. Although they are coded with the same geometric shapes as were the two and three-sound word cards, the cod-

ings no longer indicate the number of sounds which must be known in order to read the cards. All of the phrase cards assume that the student knows all of the sounds. The codings simply refer to the picture packet to which the phrases are meant to be matched.

Each card consists of a two or three-word phrase. Each word in the phrase is a one, two, or three-sound word. No four-word phrases are used. No four-sound words are used. The students read the phrase card and match it to the appropriate picture card.

The difficulty for students who are learning to blend two and then three-sound words is in hearing the word formed by the sounds. At the phrase level, however, the children already know how to blend sounds together to form individual words. The difficulty they face now is in being able to remember each of the words they have already blended so that by the time they have finished reading the third word they still know what the first and second words were. The phrase cards are designed to give practice in this remembering.

Transition Sentence Cards



There are thirty-eight sets of transition sentence cards. Each set is coded to indicate the picture packet to which its sentences refer. Each card consists of a two, three, or four word 'sentence'. The sentences are not truly sentences, but we will let the children learn such subtle distinctions later. Each word is a one, two, three, or four-sound word. The students read the card and match it to the appropriate picture.

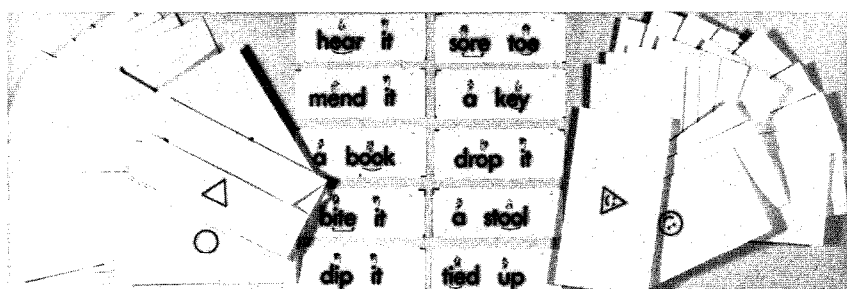
The phrase cards were the students' introduction to having to read and remember several words and then to demonstrate comprehension for what was read by

matching the phrase to a picture. The transition sentence cards increase both the number of words to be read and the maximum number of sounds which may be encountered in each word.

Accompanying the sounds, the transition sentence cards also contain words in a form which we adults can read as well. Although the sentence cards represent the students' first exposure in this program to words written in our traditional alphabet, this activity is only one of several similar activities taking place concurrently.

Although the sentence cards have both sounds and letters on them, no specific lessons associated with the letters are given in conjunction with the transition sentence card activities. All of the activities which specifically relate letters to the sound pictures are conducted in other areas of the program. Nevertheless, teachers observe that when their students begin use of the transition sentence cards they will usually attempt to read the words written in traditional letters. The sound pictures stamped above the traditional words become a way for the students to check the accuracy of their reading without having to ask the teacher or anyone else what a word is if they do not know. The sound pictures become, in effect, an instant pronunciation guide.

Vowels-Only Cards



There are thirty-eight sets of vowels-only cards. Each set is coded to indicate the picture packet to which it refers. Each vowels-only card consists of a one, two, or three word phrase. The number of sounds used in each word is no longer controlled, although there are no words of great length. The students read the card and match it to the appropriate picture. As may be infer-

red from their name, the cards contain sound pictures for only the vowels in each word.

The discussion which began on page 28 has briefly depicted the levels of activities associated with the picture packets. The next set of descriptions is meant to provide an overview of the worksheets. An examination of the components chart will reveal that the description of the various components which make up this reading program is being conducted vertically. That is to say, the components of the columns of the chart are being described, each in turn, before the components in the adjacent column are given attention.

What follows is a description of the worksheet activities which parallel and go hand-in-hand with the experiences already described for the picture packets.

WORKSHEETS

Two-Sound Worksheets



The two-sound worksheets in conjunction with the two-sound word cards and picture packets represent the students' first efforts to read on their own. There are twenty-seven different worksheets at the two-sound level. Fourteen of these worksheets are coded at the triangle level of ability. This means that, as was true for the two-sound word cards, almost half the two-sound worksheets require the knowledge of no more than the first eight sounds to be read by the students.

The two-sound triangle worksheets differ from the other worksheets in that the triangle worksheets are single sided while the circle, square, rectangle