

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.

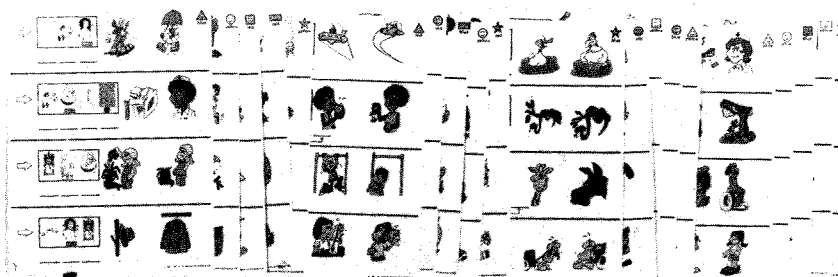
The two-sound triangle worksheets differ from the other worksheets in that the triangle worksheets are single sided while the circle, square, rectangle

and star worksheets are double sided. The triangle worksheets use only one side both to allow students to experience a sense of completion more quickly and to cut in half the amount of time a student has to spend completing the worksheet before making it available for use by another student. As students begin spreading themselves out over a greater range of materials, the time it takes a child to complete a given task becomes unimportant in terms of making material available for use by another child.

The picture packets used by the children to match against their two-sound word cards were used again at the phrase and then the transition and then the vowels-only levels of activity. The two-sound worksheets are designed to be used again, as well. At the two-sound level, the students read the word and underline the correct response. All of the words read, however, are coded for use again at the transition level of the program. Some of these codes are visible, some are not. The visible codes take the form of colored strips with numbers in them or stars or lines with arrows on them or sometimes even shaded areas which seem to cover up or take the place of sound pictures. The invisible codes take no shape at all. Both kinds of codes will eventually help the children make the bridge between reading the sound pictures and reading anything they want.

At the two-sound level it isn't necessary to explain the codes to the students. When they ask, they are told that the codes are for when they are ready to practice writing the words they are learning to read.

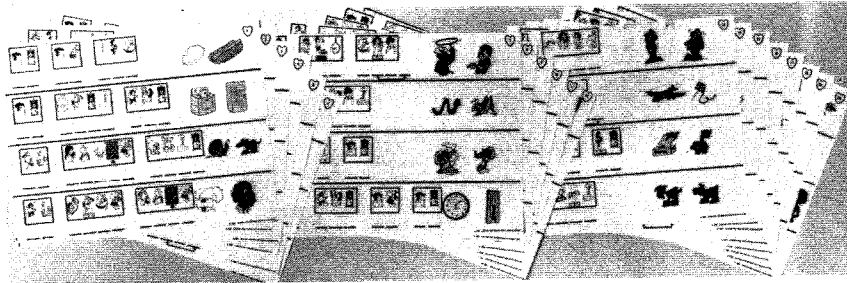
### Three-Sound Worksheets



There are twenty double sided three-sound worksheets. There are four each at each of the five coding levels.

As was true for the picture packets and as is true for the great majority of the components which make up this program, each higher level of activity uses the same basic procedures for completing the activity as were used at the preceding levels. The format for the worksheets at all levels is essentially the same. The words to be read are on the left, the two choices for the correct answer are on the right. Regardless of level, the worksheets are selected, worked on, checked, cleaned up and the next worksheet chosen in the same manner. Each student who knows how to operate at one level already knows how to operate at the next.

#### Phrase Worksheets



There are twenty double sided phrase worksheets. Each worksheet is coded with a numbered heart. A heart code on an activity means all sounds must be known before the activity is to be attempted.

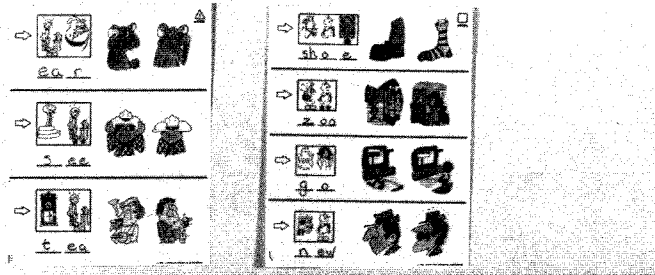
The phrase worksheets are more advanced than their counterpart phrase cards. The phrase cards contain a maximum of three words and the longest word is limited to a maximum of three sounds. The phrase worksheets, on the other hand, contain a maximum of four words with the longest word limited to a maximum of four sounds.

It is possible to ask students to blend longer words and remember longer phrases for worksheets than would be reasonable to expect for phrase cards because the worksheets are inherently easier. Phrase cards confront the student with ten different phrases, each to be read in isolation and, when decoded,

matched with any one of ten different pictures from the picture packet. Worksheets, on the other hand, always offer the child two choices, one of which is guaranteed to be right. Even if the child cannot read the whole phrase, the pictures may offer enough of a hint to make what is readable sufficient. The phrase, 'she moves fast' may be followed by a picture of a snail and a picture of a dog. Even if the child can only read the word 'fast' a reasonable choice can be made between the two pictures.

The worksheets' more difficult phrases combined with their more generous contextual clues make them both a good companion activity for the phrase cards and a good preparation for the transition cards which are to be encountered at the child's next higher level of activity.

#### (Recycled) Two and Three-Sound Transition Worksheets



The two and three-sound transition worksheets are the same forty-seven worksheets the students used earlier at the two and three-sound level of activities. Now, however, the little colored strips with numbers in them and the stars, lines with arrows, and other assorted mysterious codes which the children were asked to ignore at the earlier levels, transform the old worksheets into a completely new set of activities.

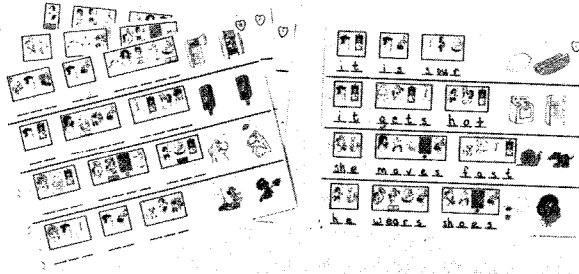
As the students begin using the transition sentence cards and their recycled two and three-sound worksheets, their activities in learning to write the letters of the alphabet (the handwriting column on the components chart) have culminated in their being introduced to a decoding chart (to be described later). In conjunction with the decoding chart, all of the codes which appear beneath the two and three-sound words on the worksheets are used to help the chil-

dren translate the words represented by the sound pictures they can already read comfortably, into words which you and I can read comfortably as well.

There are two important reasons for recycling the already familiar two and three-sound worksheets at the transition level. The first reason for reintroducing the worksheets is because the children who are ready for this level of the program already know all the words on them and all the correct answers as well. The purpose of transition activities is to form a link between the sound pictures which the children have already learned to read and the more traditional forms of these same words which the children will be expected to read once they've passed completely through this program. When the children are already quite familiar with the words they are asked to translate into written letters, they can concentrate their attention fully on the actual process of transition. Re-using already familiar words on already familiar worksheets makes this desired focus of concentration a practical reality.

The second reason for re-introducing the worksheets is to take advantage of the controlled level of sound introduction already designed into the worksheets. The triangle code on a worksheet means only the first eight sounds are used in any of the words on that sheet. The circle code means only the first sixteen sounds are used, and so on. While it is true that all the children who are ready to transition out of the program already know all of the sounds, they are only just beginning to learn all of the letters used to spell each sound. The top left-hand row of the decoding chart contains only eight sound pictures and these particular eight sounds are the first eight sounds the child learned. The next row contains the second set of eight sounds learned, the next contains the third eight sounds, and so on. This means that the child using the triangle level of the two or the three-sound worksheets need only search the top left-hand row of the decoding chart for the desired spellings. The circle level involves a search of only the first two rows. The full chart isn't used until the star level of coding is reached.

## (Recycled) Phrase Transition Worksheets



The phrase transition worksheets are the same twenty heart coded worksheets the students used earlier at the phrase level of activities. Now, however, the codings that indicate which letters are to be written for each sound convert the old worksheets into a transition activity.

The advantage obtained in re-using the two and three-sound worksheets applies equally well to the re-use of the phrase worksheets. An essential part of transition level activities is allowing the students to concentrate on the relationship between sounds and letters. Re-using the phrase worksheets makes understanding this relationship a natural part of the learning process.

The brief overview of the activities associated with the worksheet component of the reading program is now completed. The next set of descriptions provides an overview of the books which the children read as they proceed through each new level of activities. This means that, in terms of the components chart, we have finished one column and are starting the next.

### BOOKS

#### Two-Sound Books

