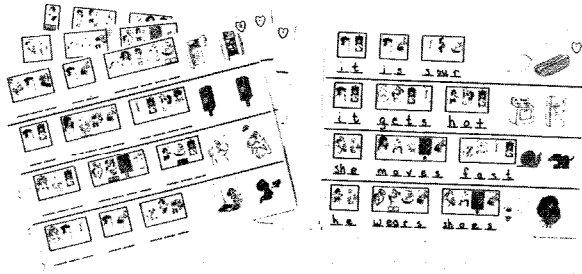


(Recycled) Phrase Transition Worksheets



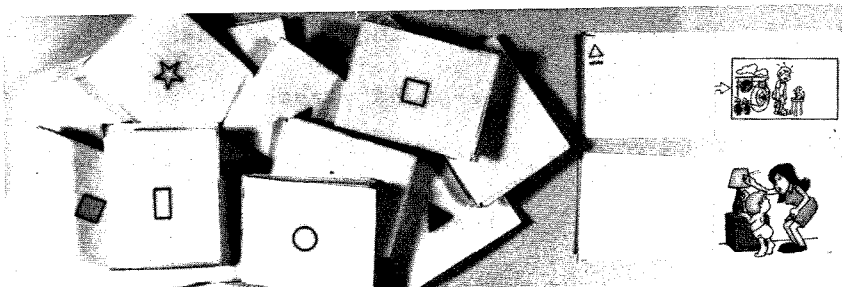
The phrase transition worksheets are the same twenty heart coded worksheets the students used earlier at the phrase level of activities. Now, however, the codings that indicate which letters are to be written for each sound convert the old worksheets into a transition activity.

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



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

The two-sound books are meant to be read by everyone, even children like Charles who cannot remember the first eight sounds and who are, therefore, using specially modified versions of the other activities to reduce their initial workload. Children who cannot actually read the books can still turn the pages, look at the pictures, and enjoy pretending that they are reading.

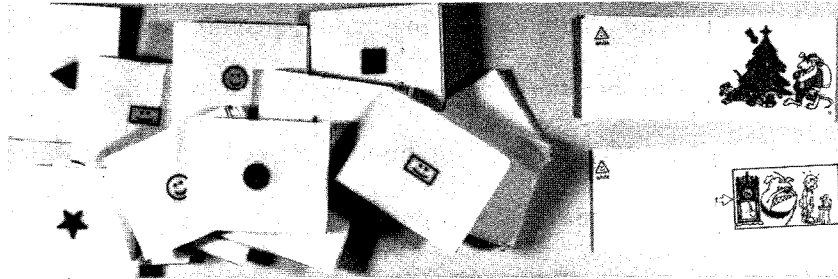
The two-sound picture books have a unique feature which they share with the three-sound, phrase, and transition books as well. In each of the two-sound books, the word to be read is on one page and the picture the word refers to is on the following page. There are two main reasons for this particular arrangement of words and illustrations:

First, there is nothing else for the child to look at on the word page, but the word. There is no illustration to distract the child from the word or to provide contextual clues as to what the word might be. The child may not always be able to read the word correctly but most certainly the child cannot ignore it.

Second, as the child reads the word, he or she forms a mental image of what kind of illustration is to be found on the following page. If the word read is 'cat', the child expects to see a drawing of a cat on the next page. The child then turns the page and sees if he or she was right about what was read. The book provides the child both the opportunity to read and the opportunity for immediate feedback on the correctness of that reading. This feedback allows the child to share in the magic of reading, since the word read on one page gives the child the power to know in advance what kind of picture might be on the next.

When words and pictures are on the same page, the process of reading and knowing is reversed and the magic is lost. The child sees the illustration first and then tries to match the words with the illustration. While this is a perfectly acceptable format for a picture book, it offers the child little chance to experience the joy of reading. The two-sound books are set up so the child has the opportunity to read and to know that he or she is reading. Reading is magic. The two-sound books capture for each child the thrill of this magic.

Three-Sound and Phrase Books



The only three-sound books are the happy face white and yellow triangle books. The remaining eighteen books coded with the happy faced geometric shapes are phrase books. Although the codings for only the first two books are an indication of the number of sounds a child must know before reading the book, the books are still meant to be introduced at the same time as similarly coded activities at the word card and worksheet level.

Reading from books is easier for students than reading from either worksheets or word cards. In the books the 'correct answer' is always on the next page and there is no checkup on how well the book was read. For this reason the books introduced when the child is at the three-sound level of activity are ideally suited to preparing the child for the phrase level of activities which is to follow.

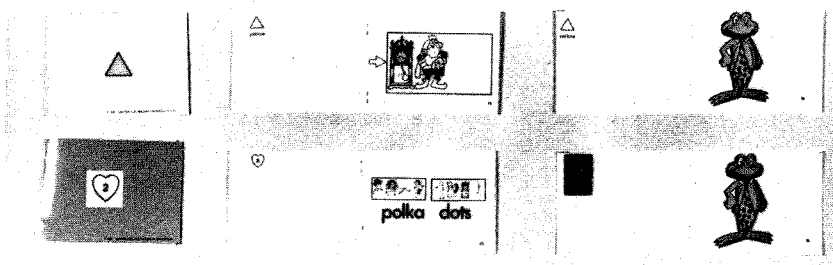
The books introduced need not follow the same structure used to determine the introduction of three-sound word cards or worksheets. A child who may still be working at the triangle level of two-sound activities should be al-

lowed to 'read' any of the two-sound books or even three-sound or phrase books which have been set out for other children to read. Children should be allowed to try to read any book they wish, both because advance exposure to what will come next is very useful and because it is good for everyone's image to feel he or she may participate in activities at higher levels even before they are entirely ready.

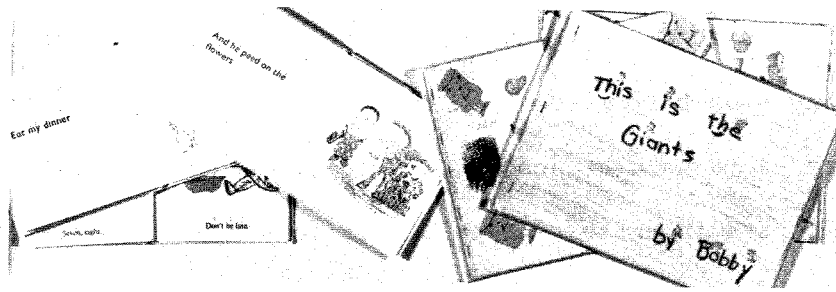
Transition Sentence Books



There are thirty-three books at the transition level of activities. All of these books have the words on one page and the illustration on the next. In addition, transition level books use the same art work as was used in the earlier books. Students who look once at a picture and think of it as 'ice' benefit from looking again at the same picture and thinking of it as 'an igloo'. Re-using the art work is a convenient way to enhance observation skills. Flexibility of thinking, or looking at the same thing in a new way, is a teachable process.



Vowels-Only Books



Although two different illustrations of vowels-only books appear above, you won't find any vowels-only books in your reading kit. Vowels-only books come into existence only as you and your students create them. Because these books come from you and from your students, there is no limit to the number of vowels-only books you and your students may share.

The first kind of vowels-only book is any book you have in class which you don't mind converting to 'vowels-only' use. Conversion consists of stamping the appropriate sound above each vowel in each word. The kit contains a tray of small stamps. These stamps are for your use in converting ordinary picture books into vowels-only books.

The second kind of vowels-only book is one which you and your students make together. The forms which these books can take are limited only by your and your classes imagination. In Chapter 5 you will receive more specific instruction on how to create vowels-only books. No classes vowels-only books will exactly resemble the books from any other class. Creativity is not easily duplicated.

The brief description of the levels of activities associated with the books component of the program is now completed. The next set of descriptions is directed at providing an overview of the stamping and writing activities. You will now learn what activities with stamps and writing are meant to parallel what you already know about picture packets, worksheets and books.

STAMPING AND WRITING