

Children allowed to begin the vowels-only cards may drift back and forth between the transition sentence cards and the vowels-only cards as freely as they were earlier allowed to alternate between the phrase cards and the three-sound cards. The move from words to phrases represented an inching forward. Moving from transition sentences to vowels-only cards is an inching forward again.

Beneath the words on the vowels-only cards are loops and/or lines with arrows. The meanings of these markings is fairly straight forward. Loops are placed under the letters which are meant to be read together and not as separate sounds. For example, the 'sh' or 'th' letters in a word will have a loop beneath them so the child knows to treat the letters together as one sound and not as 's' and 'h' or 't' and 'h' separately. The lines with arrows indicate that both of the letters pointed to are used to spell that particular sound. These same lines with arrows were used to indicate spellings on the decoding chart. The word 'sew' appears with a solid black line beneath it. This line is used to indicate 'outlaw' words (explained in the Appendix). The letters in these words offer few clues to their own sounds. If the child does not know the word, fellow classmates or the teacher are a better resource for knowing the word than the letters used to spell it.

| | |
|--------------|-----------|
| five teeth | a rock |
| in the water | it's hot |
| it's sharp | sew it |
| a hammer | tie it |
| a big key | it's cold |

Two-Sound Worksheets

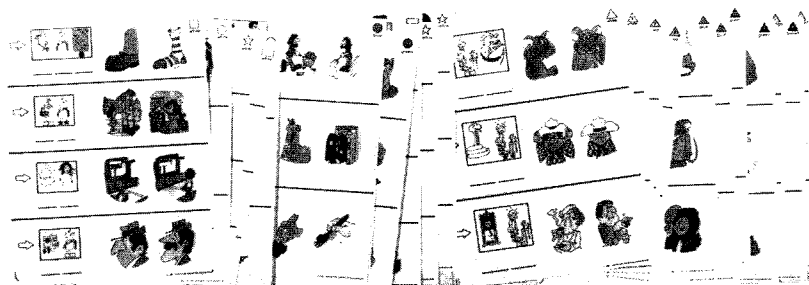
Three-Sound Worksheets

Phrase Worksheets

Two and Three-Sound Transition Worksheets

Phrase Transition Worksheets

Two-Sound Worksheets



When children use the picture packets they are encouraged to work in groups of twos or threes so they may share their knowledge. The worksheets, however, are meant to be a solo activity. This is because these same worksheets are eventually to be recycled as transition level activities. At the transition level, the work will need to be conducted individually, since each student is engaged in writing letters for sounds beneath each word.

Even though the worksheets are meant to be worked on individually, students are still encouraged to turn to one another for assistance. Working alone does not mean being alone. All reading program work is meant to be shared work.

The worksheets and their 'either/or' selection of answers offer the child a different set of choices than did the picture packets, though the words to be read are essentially the same. In a picture packet, the word 'teeth' might be illustrated by a picture of animal with its teeth showing. Other illustrations in the packet might contain drawings of animals, but only one would have its teeth showing. On a worksheet, though, the word 'teeth' might offer the choice between a lion with its mouth closed and, say, a tree. This choice requires the child to think at a more subtle level than was required for the picture

packets. The worksheet does not ask the child to look, literally, for teeth. Instead, the child may be asked to think about which drawing represents teeth figuratively. On a phrase level worksheet, the words 'long tail' might be followed by pictures of two animals, neither of whom have tails showing. The child must discern which has the long tail, without being able to use the pictures themselves as the literal source of the answer.

The worksheets are the children's first introduction to the codings which they will eventually use to translate the sounds into words spelled with letters. Some sounds have colors beneath them and some words have spaces which contain no sounds at all. When children ask about these extra features, they are told the codings are to be used when they are ready for a later level of the program. In a month or two they will be ready to make use of the colors, but for now they may ignore all the extra information on their pages.

The worksheets are introduced at the Lego/Tinker Toy station. They may be introduced immediately after all of the groups have learned how to use the two-sound picture packets.

The materials needed for the worksheet station are:

- 1) Worksheets.
- 2) Marking pens (washable ink).
- 3) Damp rags in small plastic bowl (cut up wash rags or dish towel scraps work well).

For each group's worksheet lesson, the teacher models the following:

- 1) How to select a worksheet.
- 2) How to remove the cap from the marking pen and 'piggy back' it to the back of the pen, so the cap will not become lost.
- 3) How to blend the words on the worksheet, starting at the arrow, and using the blending techniques learned from the two-sound flip book lessons.
- 4) How to choose the illustration to match the word just blended and underline it lightly with the pen. (In some classes only a small

dot is placed under the correct answer to minimize the amount of erasing needed.)

5) How to use the damp rag provided at the station to erase all the answers when the worksheet is completed.

6) How to return the worksheet and make another selection.

The pattern for teaching children about the worksheets is the same as that used for the picture packets. The teacher models the procedures for each group in turn, the students take turns acting out how they are to do the work, and the students then perform the actual work as the teacher provides immediate supervision.

Although it is not important for every child to read every word correctly at this early level, the worksheets are designed to permit quick checking by the teacher whenever such checking is felt to be desirable. Each worksheet has an answer checking symbol in the lower left-hand corner. The symbol is used to indicate to the teacher the pattern of the answers on that page.

WORKSHEET ANSWER CODINGS

The lines drawn on the worksheets are only to illustrate the patterns for the answers on each worksheet. This pattern is duplicated by the coding symbol. The children mark their answers with dots or underlines. The answers in these examples are only connected to illustrate the coding symbols.

ANSWER CODE IS IN THE LOWER LEFT CORNER OF EACH WORKSHEET.

Worksheets with Three Answers per Side

Worksheets with Four Answers per Side

The codings only indicate what the most likely answers are supposed to be. They are not meant to single-out children's work to be marked as right or wrong. If a child has indicated an answer which the code indicates is inappropriate, and the child has a reasonable explanation for that answer, then the answer indicated is the answer, regardless of the code. There is no requirement that the teacher's answer or the program's answer be the only interpretation allowed. A well thought out answer always takes precedence over the answer key.

If a child reads "teeth" and decides the lion is old and toothless, and George Washington's wooden teeth came from the tree in the other picture, then 'tree' can be the right answer for that child. The answer code would have alerted the teacher that the child might not have read the word "teeth" correctly. But the child's explanation, though bizarre, shows he or she had matched a correct reading with a fanciful interpretation. It is the reading that is important and the thinking, not the specific answer to be underlined.

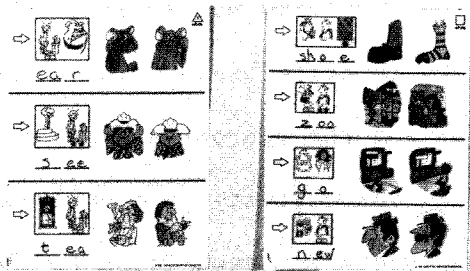
As the children begin using the two-sound worksheets they start at the triangle level, just as they did for the picture packets, and just as they will do for the beginning activities at each of the other learning stations. The triangle worksheets at the two-sound level are printed only on one side. This is to minimize the amount of work which a child must accomplish before gaining a sense of completion. The worksheets at each subsequent two-sound level and at all of the three-sound and phrase levels are printed both front and back.

As students advance through the sounds presented to them in conjunction with DEKODIPHUKAN and its related activities, successively higher levels of the two-sound worksheets may be added to the materials available at the worksheet station. Whenever a new geometric coding is introduced at the picture packet station, similarly coded worksheets are introduced as well. Since none of the worksheets, regardless of their geometric codings, involves any new set of procedures, no special instruction need be given students who are to use a new level.

The children who are to make use of the phrase worksheets have already been taught how to read phrases as a part of their picture packet activities. The phrases on the worksheets, while not identical to those associated with the picture packets, are to be read in the same manner. Apart from the actual techniques involved in reading phrases, all of the instructions for use of the two and three-sound worksheets remain in effect for the phrase worksheets as well.

The phrase worksheets are distinguished from one another by numbered hearts, which appear in the upper right-hand corner of each page. These heart codings replace the triangle, circle, square, and so on, codings used for the two and three-sound worksheets. Students who reach the phrase level already know all of the sounds. The numbers inside the hearts are used only to distinguish one worksheet from another. The order in which the children complete the worksheets is not important, since heart number one is no more or less difficult than heart number twenty.

(Recycled) Two and Three-Sound Transition Worksheets



The two and three-sound transition worksheets are the two and three-sound worksheets completed earlier by the students and now recycled for use at this higher level. This time, though, the colors, numbers and other strange symbols which were heretofore to be ignored, are to be used to help the children convert the sounds they can read into words others could recognize as well.

(Note: Specific instructions on how to introduce students to writing letters for the sounds on the worksheets are given in the Decoding Chart and Decoding Chart Practice Worksheet sub-section, which begins on page 329.)

In advance of being introduced to the transition level of the worksheets, the students, through their handwriting station activities, will have learned how to use the decoding charts. Their practice with the decoding charts will have taught the students to write letters to accompany sounds. Students who begin the transition worksheets may not yet have complete familiarity with their decoding charts, but they will at least know how to write letters and, with the aid of their charts, they will also know which letters to write where.

Not all students in each of the learning groups are going to be ready for the transition level of the worksheets at the same time. It is appropriate, therefore, for the teacher to provide the select group of students who are ready to begin transition work the initial instructions they need at a place away from the rest of their group members. Once this ad hoc group has been instructed, its members take what they have learned back to their regular groups.

When the special group has been formed, the teacher uses the same three step presentation of modeling, practicing, and doing, which is used whenever a new concept or material needs formal presentation at a learning station. The teacher uses a triangle level two-sound worksheet to model how the decoding chart is used to find letters to write beneath the sounds. Once each word is written, the sounds are read and the appropriate answer is underlined.

After the teacher models the activity, the children take turns decoding words on triangle level worksheets and describing to the other members of their group what they are doing at each step of the way and why. When the children can describe what they are doing, they begin work on their own as the teacher watches to see how closely their actions match the teacher's expectations.

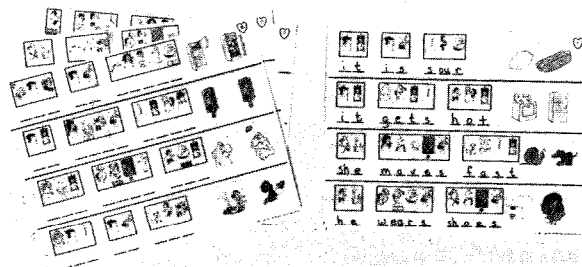
Once one or two students from each of the learning groups have begun the transition level worksheets, it is often no longer necessary to form separate groups to provide special instructions to the next students who become ready. Instead, the teacher can simply show the newly ready student what is to be done while that student remains at the worksheet station with the rest of his or her group. The students who already know how to do the transition worksheets can

provide any clarification or assistance which might be needed when the teacher moves on.

Even though students at the transition level of activities can read all of the words on any of the two or three-sound worksheets, and, therefore, do not need to pay attention to the geometric codings on the worksheets, it is recommended that they adhere to the progression indicated by the codings. The triangle level means only the first eight sounds are used. Although the students already know all forty-four sounds, they will have an easier time learning to master their decoding charts if, for the first worksheets, they need only look at the first eight sounds for the spellings they are to use, since these first eight sounds are confined to the top left row of their chart. The circle level confines the search for the necessary spellings to the first sixteen sounds, or the top two left rows of the chart; the square level to the first twenty-four sounds, or the three left rows; and so on.

It is recommended that the two-sound worksheets be completed in sequence one coding level after another, and then the three-sound worksheets be begun and completed in sequence. The object of the transition level activities is to associate letters with sounds in the minds of the children. The associations will be made if the worksheets are presented in no particular order at all. They will be made faster and with less effort, however, if the two-sound worksheets done in sequence are followed by the three-sound worksheets done in sequence.

(Recycled) Phrase Level Transition Worksheets



The phrase level transition worksheets are the phrase level worksheets used earlier by the students. Although special instructions were necessary to prepare students for the two-sound worksheets at the transition level, no special presentation accompanies the introduction of the phrase worksheets. When the children complete the two and then three-sound worksheets, they are ready for what the phrase worksheets have to offer them.

BOOK STATION

Two-Sound Books

Three-Sound and Phrase Books

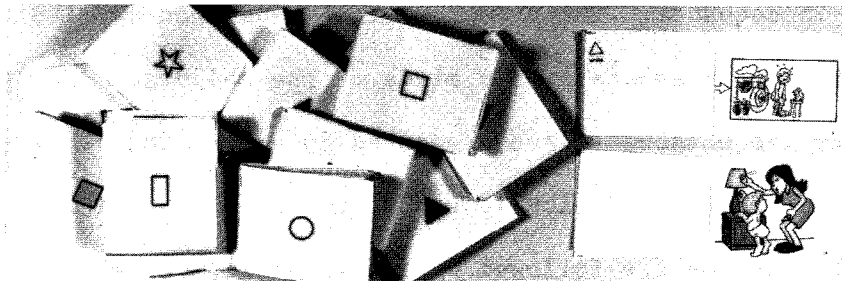
Transition Sentence Books

Vowels-Only Books

Teacher-Made Books

Student-Authored Books

Two-Sound Books



To present the two-sound books, the teacher positions himself or herself at the book station and explains book reading procedures to each one of the five groups in turn. To begin, the teacher selects one of the triangle level books:

Teacher: (Opening the book to the first page) "Can you all see the word on this page? Where do I put my finger to start reading?"

Children: "On the arrow."