

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

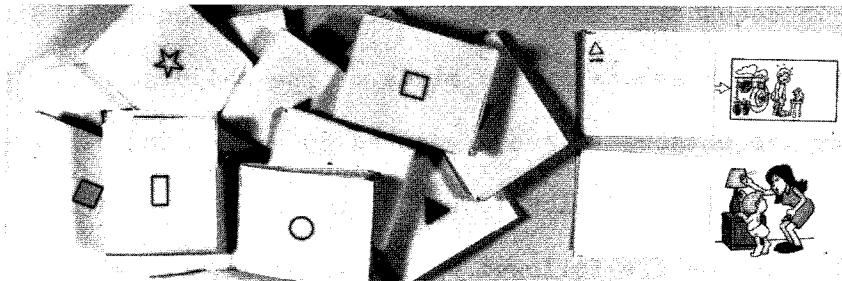
Transition Sentence Books

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."

Teacher: "Okay. Read this word along with me." (Starting at the arrow, the teacher slides his or her finger beneath each of the two sounds, saying them in turn.)

Teacher: "eeeeeeeeerrrrrrrrrrr"

Class: "eeeeeeeeerrrrrrrrrrr"

Teacher: "Again."

Class: "eeeeeeeeerrrrrrrrrrr"

Teacher: "Say it fast."

Class: "Ear."

Teacher: "What picture do you think we'll find on the next page?"

Class: (Many suggestions of what they might see.)

Teacher: "Okay, lets turn the page and see."

It isn't likely that any child will really anticipate exactly what picture is on the next page. It is likely, however, that most of the children expect to see an 'ear' of some kind.

The process is repeated with each new word in the book. The word is read by the teacher and group together, the students discuss what they think they might see on the next page, the page is turned to reveal the illustration, and the cycle is repeated for the next word.

The teacher reads most of the way through one triangle level book and two or three words into three or four other books as well. The group is then told that these two-sound books are to be added to the books available for them to read at the book station.

The book station places very little demand on the student. All each the child is asked to do is read (or not read) the word, anticipate the illustration on the next page, turn the page, look at the illustration, turn the page again, and repeat the cycle. No one checks to see if the child has read the words correctly. The child may read quietly to himself or herself or share the reading with a friend. The child can be reading all the words incorrectly or

not reading at all and only turning the pages, enjoying the drawings. What the child does is what the child does. There is no pressure at this station at all.

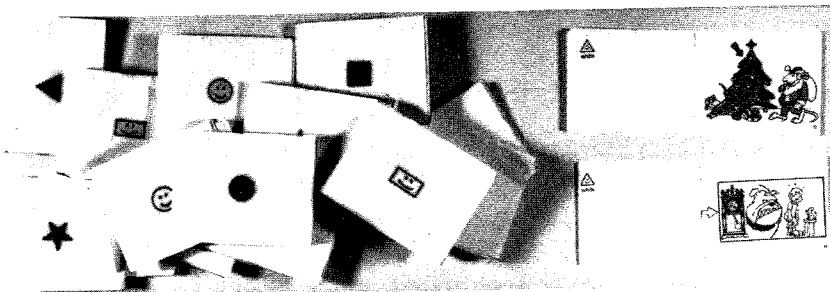
Books are meant to be fun. The book station is meant to provide a rest from the thinking which is required at all of the other learning stations. The teacher may stop by this station every once in awhile to see that everyone remembers the station's procedures, But, the book station itself and the books themselves are not to be used for any active, direct teaching.

The fact that the book station makes the least demands on the students makes this station the most appropriate for the first introduction of higher levels of activity. The notion that higher levels are first introduced to children at the very station which is supposed to be the easiest for them may seem a bit incongruous, but it is in keeping with the low key nature of the station itself. Since no requirements for any particular accomplishments are placed on students at the book station, it really makes no difference which books they attempt to read. A child who is proficient at two-sound blending and who is a little reluctant or nervous about moving on to the three-sound activities can quite comfortably test out his or her fledging three-sound blending skill by reading or trying to read the three-sound books available at the book station.

The triangle books at the two-sound level are the first books introduced at the book station. This introduction is accomplished after the work with picture packets and worksheets has begun. As any students reach a next higher level, either within the two-sound structure or at the three-sound, phrase, or transition levels, the books which those students are now ready to attempt are added to the book station and made available to everyone. Children simply read what they can and ignore what they can't.

The availability of books at all levels of ability permits an informal and gentle introduction to the next level for any children who want to know what lies ahead for them.

Three-Sound and Phrase Books

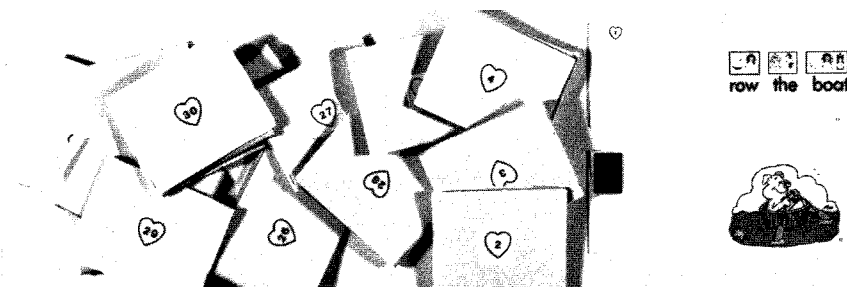


The first three-sound books are introduced to all students as soon as the first students begin any three-sound activities at any other learning station. There are, however, only two books actually at the three-sound level. All of the other books which seem to be coded as at the three-sound level are, in reality, phrase books.

As long as all of the students are at the two-sound level, the faster learners are always the deciding factor for when new books are to be added to the station. This means, of course, that everyone but the faster learners has informal access to materials ahead of the level at which they are actually working. At the three-sound level, the faster learners, too, are granted this informal experience with what lies ahead.

The phrase books are made up exclusively of two-word phrases, all of which are composed of either two or three-sound words. Children who are ready to begin blending the three-sound word cards which accompany the picture packets are also ready, at least informally, to see what sense they can make out of one or the other (or even both) of the two words they will encounter on the pages of the phrase reading books. The children just read what they can and then turn the page.

Transition Sentence Books



The transition level books are added to the book station at the same time the most advanced students begin work at the phrase level of the picture packets and worksheets. No special introduction is needed when new books are added to the station. The teacher need only mention to the class that the groups will have some new books to read as they reach the book station that day.

The transition level books are coded with hearts, just as are the phrase level worksheets. The heart coding is used when the sounds used to create the words do not bear any relation to the number of sounds a student must know to read the material.

The transition books make use of the same illustration which were used earlier for the two-sound, three-sound, and phrase books. The reuse of illustrations allows children the opportunity to view something with which they are already familiar in a new way.

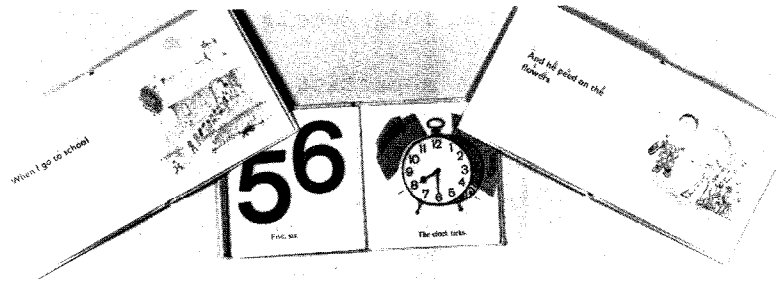
The transition books are the first introduction any of the students have to the eventual transition level of the program. Since the books are introduced at the point when the very first children are only beginning their work at the phrase level, no students will yet have been introduced to a decoding chart. This means, then, that no children are expected to make any sense out of the traditional words which appear in the transition books. But, children do not need to make sense out of the letters to be able to read the books. Transition level books are merely phrase books with traditional letters added. The children learning to read phrases will find the reading expected of them from the transition books to be no more difficult.

Vowels-Only Books

Teacher-Made Books

Student-Authored Books

Teacher-Made Books



The teacher-made vowels-only books are simply books available in the classroom for which the teacher has used the set of small stamps to place a sound picture above the vowels in each word.

Teachers starting the program do not usually feel comfortable enough with the sounds to figure out which vowel sounds are to be stamped above the words. By the time any students have reached the vowels-only level, however, teachers, too, have become masters at reading and saying the sounds. Stamping the vowels is much easier for the teacher near the end of the first year than at the start. Conveniently enough, the vowel stamping waits until both the children and the teacher are ready.

Many teachers prefer to practice their stamping ability on a piece of paper first before attempting to stamp on a page in a book. Some teacher prefer to stamp the appropriate vowel sounds on tiny self adhering labels and then stick only the stamped labels above the vowels in the words of the text. Some teachers prefer to attempt stamping directly on the books pages and only use the tiny labels to cover up the mistakes they might happen to make.

Any of these methods is acceptable. It is also acceptable to settle for less than perfection. If the stamp is a little crooked or if only three quarters of it is on the page, the students will still be able to read it.

Following the example of the vowels-only cards, some teachers find it helpful to place a little looped line under the vowels or other letters which go together in the word so the children will know to which vowels the stamp refers or which letters go together to make a single sound.



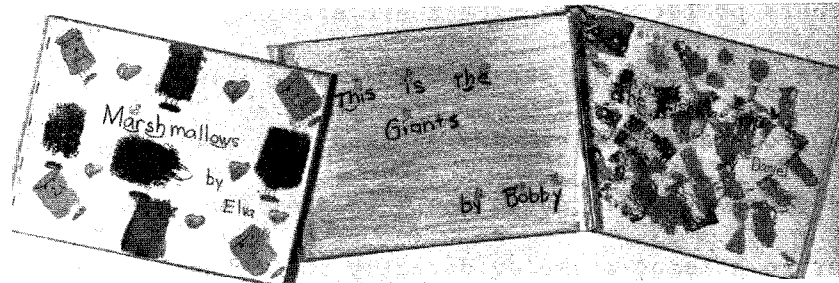
Teachers often choose to link long vowels with the 'e' at the end of the word to show children that this is a particular spelling from their decoding chart.



Other teachers simply stamp out the vowels and let their students make their own inferences from the stamp, with no other clues given. Either way is acceptable.

Teachers usually do not really begin thinking about using their small stamps until the faster learners first reach the vowels-only level. When the teachers are already using the small stamps to create books from the writings of their students, it is quite natural to extend this stamping to the library books as well.

Student-Authored Books



The vowels-only books authored by the students are part of their creative writing efforts. Creative writing will be discussed at the end of the stamping activities section.

These books are introduced as they are made. As more and more student generated books are added to the book station, some of the books should be allowed to be taken home by their individual authors.

The books are sent home, not because there can be too many books at the book station, but because there cannot be too many books for the child to read at home.

Once a child can read, the best way to make reading a complete and natural part of that child is to have the child read and read and read. Sending home with the child books that child has written guarantees there will be something at home which the child can and will want to read to anyone who will listen.

STAMPING AND WRITING STATION

Stamping Trays

Two-Sound Stamping Worksheets

Free Stamping of Words

Three-Sound Stamping Worksheets

Free Stamping of Words (multiple word option)

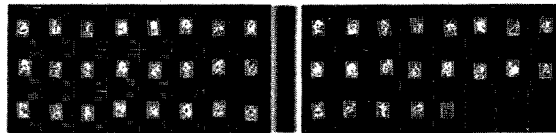
White and Blue Tiny Writing Cards - Phrases

Free Stamping of Phrases

White and Blue Tiny Writing Cards - Transition Level

Creative Writing

Stamping Trays



Usually the writing efforts of very young children are confined to watching the teacher record words for them as they dictate the text of an experience story. The children must rely upon the teacher to do their writing for them because the teacher is the only one who knows how to write. The rubber stamps for the forty-four sounds offer children a unique opportunity to begin writing for themselves at the earliest levels of the program.

The freedom to write which the stamps make possible for children means children may treat reading and writing as interchangeable processes. A child