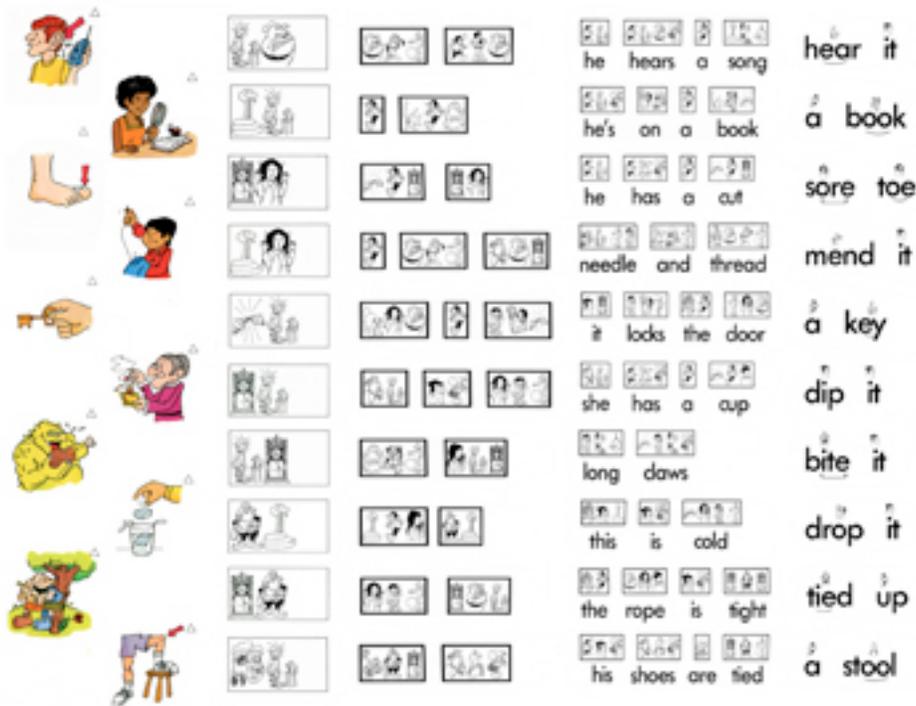


Picture Packets

Picture Packets

Picture Packets are packets containing the illustrations that are used to measure comprehension of the words and phrases to be read by each child. There are thirty-eight different Picture Packets that consist of a total of 380 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 reused 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 levels.

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 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 select a Picture Packet, then how to find the appropriate matching set of Two-Sound or Three-Sound Word Cards, then how to match

cards to pictures, then how to check the work done, then how to clean up and put back the completed activity and then 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 only needs to introduce the Three-Sound Word Cards, since the child already knows the procedure. This design element allows the teacher to permit the child who is ready to move ahead to more advanced levels of activity without needing any additional training. The child already knows what to do. All the teacher has to do is teach the blending techniques that will be needed and then set the child free to learn.

Alphabet Packets



The Alphabet Packets are a special set of Picture Packets that contain letters of the alphabet rather than pictures. The packets coded with the red square, red rectangle and red 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 have names composed of two or fewer sounds. The only letter that has more than two sounds in its name is **w**. Therefore, **w** is not in any of the packets. The children will learn **w** in a different way.

Two-Sound Word Cards

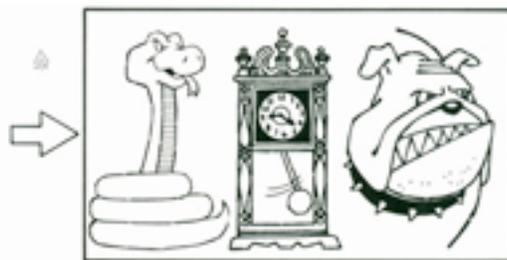


The Two-Sound Word Cards matched with the corresponding Picture Packets represent the students' first efforts to read on their own. There are eighteen sets of Two-Sound Word Cards. Eight of these sets are coded at the triangle level of ability. This means that almost half the sets of Two-Sound Word Cards 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 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 their 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 remaining circle, square, rectangle, and star code levels have four sets of word cards each.

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 all forty-four sounds before they begin work with three-sound blending. The significance of the geometric codings is still 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, still have it.

Phrase Cards



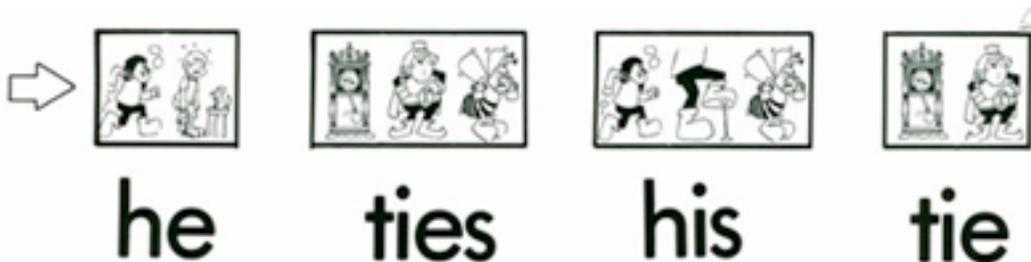
There are thirty-eight sets of Phrase Cards. Although they are coded with the same geometric shapes as were the Two and Three-Sound Word Cards, the codings no longer indicate the number of sounds that must be known in order to read the cards. The Phrase Cards assume that the student

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 sounds into 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 let the children learn such subtle distinctions later on. 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 that may be encountered in each word.

In parallel with the sounds, the Transition Sentence Cards also contain words in a form that we adults can read easily. The Sentence Cards match the sounds with words written using our traditional alphabet. This activity is 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 that specifically relate letters to the sound-pictures are conducted in other areas of the program. Nevertheless, teachers will see that when their students begin using 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 each card and match it to the appropriate picture. As their name implies, the cards contain sound-pictures for just the vowels in each word.

This Picture Packets section has presented an overview of the five levels of activities associated with the Packets. The next section will provide a similar overview of the Worksheets. The Components Chart displays the description of the various components that make up this Reading Program vertically. That is to say, the Chart's columns present the successive levels of each learning station from top to bottom, as opposed to side by side.

What follows is a description of the Worksheet activities in the next column of the Components Chart that go hand-in-hand with the activities just described for the Picture Packets.