

Worksheet Station

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.

Although the worksheets are 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 answer selection 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 an 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 a drawing representing 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 of the two has a long tail, without being able to use the pictures themselves as the visual source of the answer.

The worksheets are also the children's first introduction to the codings that they will eventually use to translate the sounds into words spelled with

letters. Some sound-pictures have colored rectangles beneath them, and some words contain shaded rectangles that contain no sounds at all. When children ask about these extra features, they are told the codings and shaded rectangles 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 these codings, but for now, they may ignore all the extra information on their pages.

The worksheets are introduced at the Lego/Tinker Toy station. They are 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:

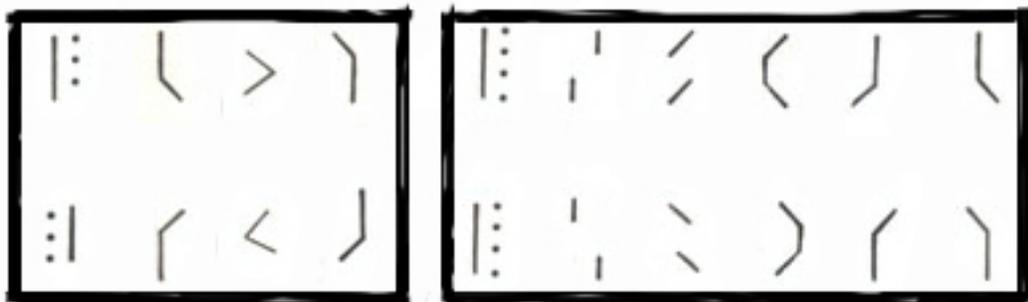
- 1) Worksheets.
- 2) Marking pens - washable ink.
- 3) Damp rags in a small plastic bowl - cut up wash rags or dish towel scraps work well as erasers.

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 piggyback it onto 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, using the blending techniques learned from the Two-Sound Flipbook lessons.
- 4) How to choose the illustration to match the word just blended and underline it 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 supervision.

Although it is not important for every child to read every word correctly at this early level, the worksheets 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. Two Sound Worksheet codes on the left. Three-Sound and Phrase Worksheets codes on the right



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 selected an answer that the code indicates is incorrect, and the child has a reasonable explanation for that answer, then the child's answer 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 is to choose between a lion and a tree, 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 that 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 instructions need be given to students who are to use each new level.

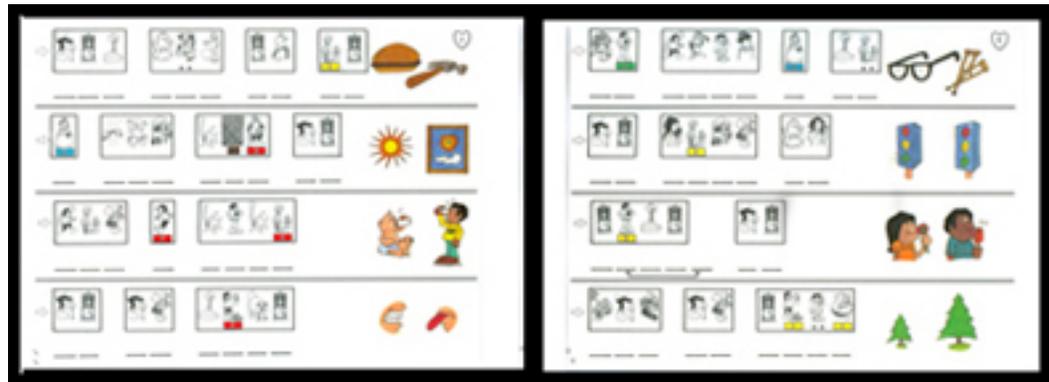
Three-Sound Worksheets



The introduction of the Three-Sound Worksheets parallels the introduction

of the Three-Sound Picture Packets. Because the Picture Packets come first and because the worksheets make use of the same vocabulary as the Packets, adding Three-Sound Worksheets to the materials available at the Worksheet Station is simply a matter of making the worksheets available to the students who are ready for their use. No special instructions are needed.

Phrase Worksheets



When some children become ready for the phrase level of the Picture Packets, they have to be taught how to make Packet selections that do not interfere with the selections being made by the students still working at the two or three-sound levels. This is because the same sets of Picture Packets are used again and again at each higher level. The Phrase Worksheets do not involve a similar sharing problem because the Phrase Worksheets are a completely separate set of activities. The introduction of the Phrase Worksheets to the learning station simply adds a new set of materials to the activities available.

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 read in the same manner. Apart from the actual techniques involved in reading phrases, all of the instructions for the 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 that 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.

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 that 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.



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 of the Handwriting and Decoding Section of this chapter.

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 with the initial instructions they need in 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 that 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 that 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, might 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 the same 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. However, they will be made faster and with less effort if the Two-Sound Worksheets are completed in sequence and are followed by the Three-Sound Worksheets done in sequence, as well.

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 the Three-Sound Worksheets, they are ready for whatever the Phrase Worksheets have to offer them.