

*Presenting:*

# Primary Arts of Language Reading and Writing



**Gail Ledbetter  
Presenter**

# Meet the Ledbetters



# Primary Arts of Language

## Reading Program



## Writing Program





# Start with the Reading Program

## Lesson 1

### Poetry: "September" (Author Unknown)

- This poem can be found in Student Book 1 which you can print for your student. The book is located on the *Primary Arts of Language: Reading* DVD-ROM. The complete collection of poetry used in these lessons is Appendix 9 of this manual.
- Read the poem "September" and enjoy the rhyme.
- Briefly discuss the meaning of the poem.
- Find a place to post the poem for daily reading, or place it in your binder.

### Class Journal, Printing, and Story Time

If you are also doing *Primary Arts of Language: Writing*, complete the Class Journal and printing lesson now. Also, read and discuss a story now or later in the day.

### Stage 1: Foundations and Reader Words

During this stage, you will be teaching your student letters, phonics, and sight words using games.

#### Create Game #1: Letter Stories.

- (Instructions to create the games from scratch are included in case you did not pre-assemble the game folders.) Follow the instructions in the *Phonetic Games* book to trim the Letter Stories game board, and glue or tape it into a file folder.
- Primary Arts of Language: Writing* presented the letters c, o, and a in lesson one. Even if you are not doing the Writing lessons, you can teach the three letters using the letter stories described at the end of Appendix 2 (page 106). To reinforce the letter sounds and shapes using the letter stories, cut out the c, o, and a letter story cards from the game pieces section of the games book, and show your student how to match up the c, o, and o letter story cards with their alphabet counterparts on the game board.
- Put the game pieces into an envelope, put the envelope in the folder, and place the game folder in your games file box.

#### Create Game #2: Mugs.

- Trim the game board and attach it to the inside of a file folder.
- Cut out Mug's mouth.
- Cut out three of the Mug's bones game pieces, and use a Sharpie® marker to print a c on one bone, an o on another, and an a on the third bone.
- Prop the side of the folder with Mugs upright against something with the bowl image flat on the table. Show your student how he can "feed" Mugs the letter bones. Say the sound of the letter, and then feed it to Mugs. You may want to place a small box (half a cereal box?) behind Mugs to catch the bones.
- Put the bones in an envelope, and put the Mugs folder with his bones in the games file box.

#### Card Game (green, yellow)

- The Card Game uses 3x5 inch index cards and is used to teach sight words which are in Reader One. You will need a small box or tub to keep the words in.

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Primary Arts of Language: Reading

### Possible Daily Schedule

Keep everything short and snappy!

Poetry .....	(5-10 min.)
Class Journal .....	(5-10 min.)
Printing/Copy Work .....	(15 min.)
Read a Story .....	(20 min.)

#### Break/other subjects

Foundations & Reader Words .....	(15 min.)
Agenda or Work Period .....	(30 min.)

#### Break/other subjects

Phonetic Farm tour .....	(5-10 min.)
Read words/sentences .....	(5 min.)
Informal spelling test .....	(5 min.)

\* Presented in *Primary Arts of Language: Writing*

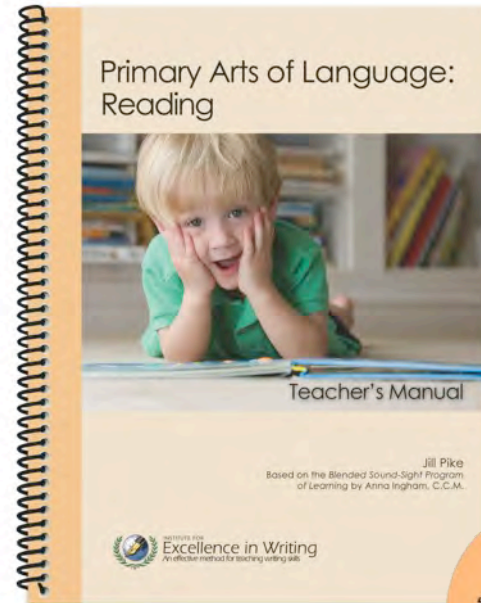
### Goal Setting

Anna Ingham emphasized the importance of setting short-term, achievable goals for your student. As he reaches each goal, he can be encouraged that he is actually progressing.

The first goal is to start Activity time where your student can spend thirty minutes playing the games he is learning.

The next goal is to get his first reader (if you are planning to use them), which he will receive when he has learned all the words it contains. This will only take a few weeks. Many of the words in the Card Game are words included in the first reader. The games, Work pages, and Reading Practice pages (to come) will give your student plenty of experience with these words. If he is diligent and does his work, he can achieve this goal and enjoy the reader independently while he learns the next set of words for the next reader.

Enjoy the games, and don't feel like your student needs to master them right off the bat. The goals are to immerse your student in the process and have fun with him as he learns.



# Simple as 1, 2, 3, 4

**There are 4 stages in the  
Primary Arts of Language**

- 1. Foundations**
- 2. Activity Time**
- 3. Discovery**
- 4. Library**

**Sample Daily Schedule  
(flexible and fun)**

- Poetry (5 min.)
- Class Journal (5 min.)
- Copywork (10 min.)
- Mom Read aloud (20 min.)
- Games (30 min.)
- Read Sentences (5 min.)
- Phonetic Farm (5 min.)
- Reader Work Pages (10 min.)

# Stage 1: Foundations

Lay a foundation in phonics by introducing games and learning to print.

## Each day includes

- Poetry
- Phonograms
- Reading Words
- Games



# Poetry as an Integrator

## *September*

A road like brown ribbon,

A sky that is blue,

A forest of green  
with the sun peeping  
through.

Asters deep purple,

A grasshopper's call,

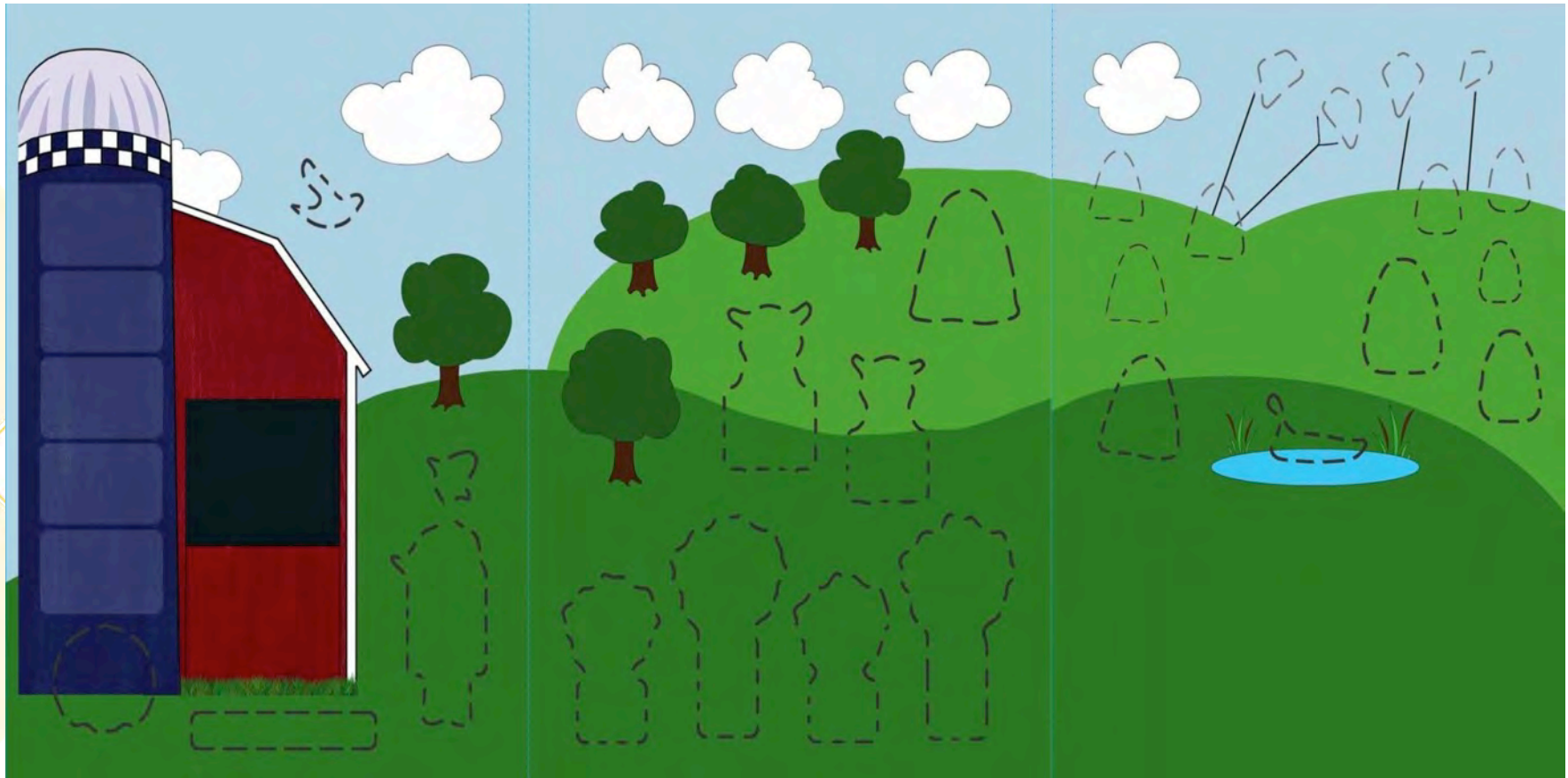
Today it is summer;

Tomorrow is fall.

- phonograms
- *rhyming*
- homophones
- *imagery*
- *comprehension*
- *art*
- *music*
- *science/math/history*

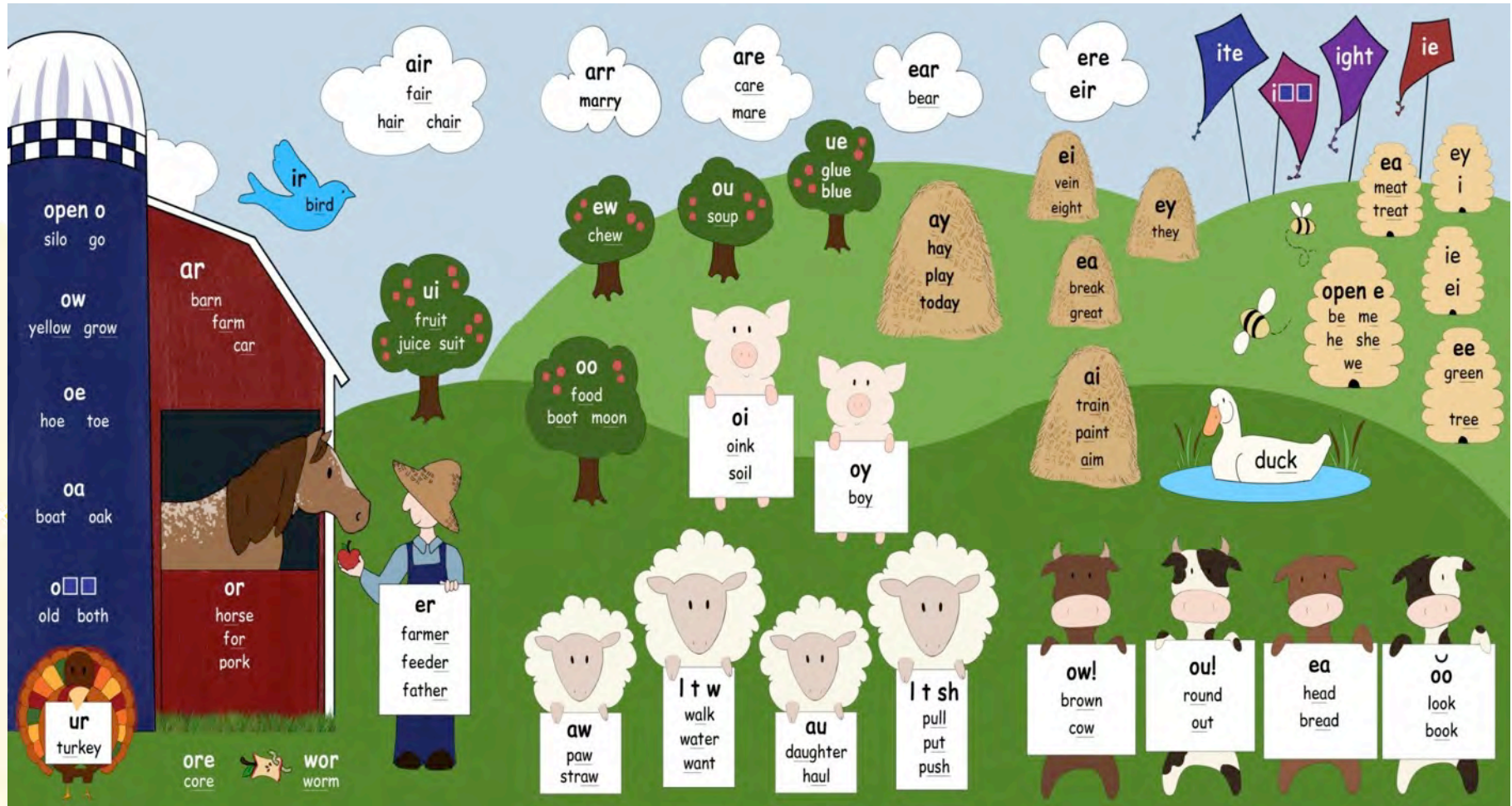


# *The Phonetic Farm*





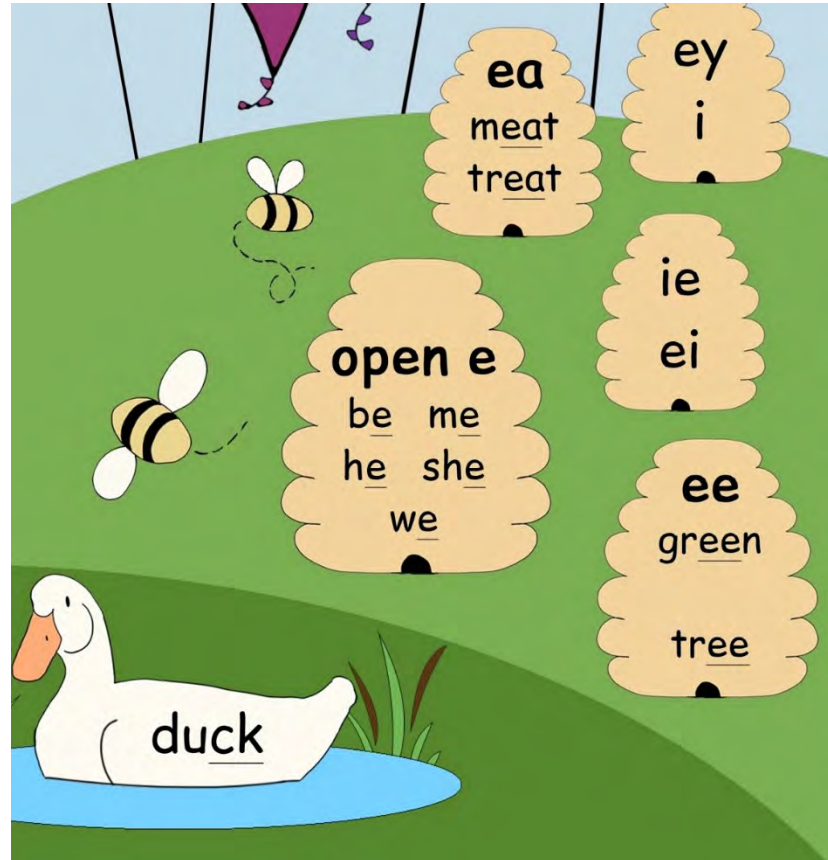
# The Phonetic Farm



# The Phonetic Farm




*The long-e beehives*

*The duck pond*

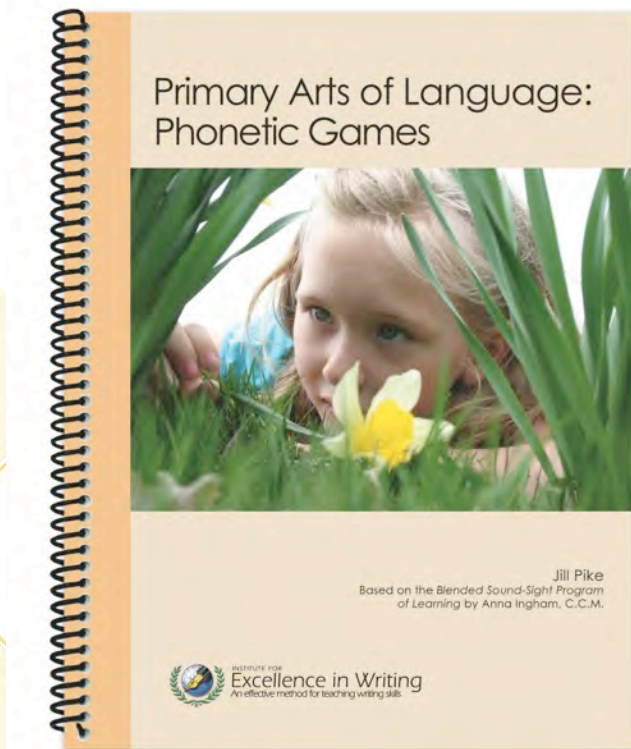


# The Phonetic Farm

Downloadable  
Word Book

Beehives	
 <p>Open-e</p> <p>be me he she we</p>	 <p>ee</p> <p>bee tree green</p> 

# Phonetic Games





# Phonetic Games

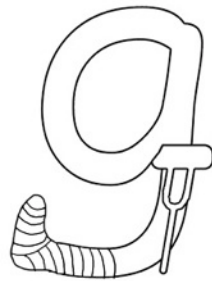
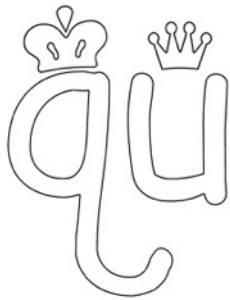


*My son (6) woke up this morning, with intense spring fever. He whined a little and said, “Do we have to do school today?”*

*Before I could respond he said, “Oh, wait... we get to play with all those games and feed the dog!” No more complaining here.*

*Thanks for making this so easy and fun to use.*

# The Letter Stories and Printing



Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj  
Kk Ll Mm Nn Oo  
Pp Qq Rr Ss Tt  
Uu Vv Ww Xx  
Yy Zz

# Worksheets

## Dolch Words

This

like

look



Lesson 1 Work

Name: \_\_\_\_\_

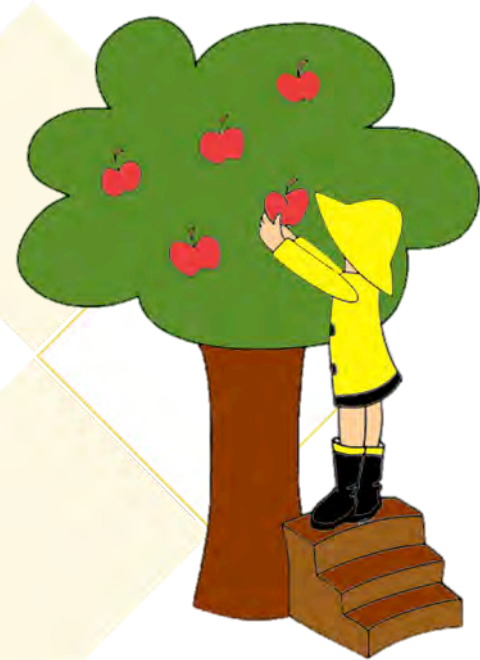
Have your student color the flower yellow and the stem and leaf green. Have him underline the helpers (ss and oo) on the words below. He may then cut out the words and paste them in the appropriate boxes.

green	yellow	yellow
yellow	green	green

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# Primary Arts of Language: Readers

I Can Go



Come down, Horse.  
Come down.



I like to go.  
I like to go and jump.



I can go.  
I can go and jump.  
Oh, oh.



# Stage 2: Activity

Grow the skills of reading and writing by playing games, doing copy work, and discovering basic grammar.

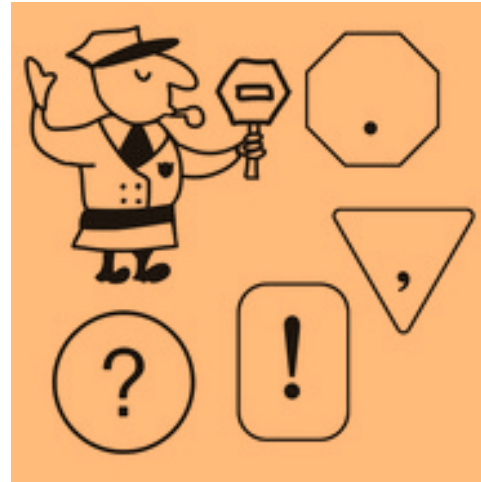


# Activity

**Printing Practice:**

Horses like hay.

**Punctuation:**



# All About Spelling



# Stage 3: Discovery

Evaluate readiness to read by applying the skills that have been learned to unfamiliar words.

## Reading

- Reading Words
- Discovery Cards

## Writing

- Copy Work with Style
- All About Spelling
- Reading Comprehension





**Discovery Cards****Check Sheet**

*Teacher: Read these instructions to your student.*

Congratulations! You have graduated to Discovery.

Work through one pack of cards at a time. Use your knowledge of the reading rules to figure out each word. When you think you know all ten words in a pack, have your teacher listen to you read them. If you get them all right, check off the pack number and start on another.

When you finish all 30 packs, you can enter the Library!!

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

1 as	1 light
1 hot	1 pick
1 wish	1 past
1 shall	1 just
1 bunch	1 be

# Stage 4: Individualized Library

Read! Now that reading is up and running, more time can be spent learning to write through modeling.

## Reading

- Read Library Books

## Writing

- Composition with Style
  - Stories
  - Paragraphs
  - Creative Writing
  - All About Spelling




# PAL Writing

Lesson 7 Day 1

**Pigs**

<sup>1</sup>Pigs are called hogs or swine. <sup>2</sup>They have no sweat glands. <sup>3</sup>They cannot sweat to cool off. <sup>4</sup>They roll in the mud to cool their skin. <sup>5</sup>The mud dries and protects them from the sun. <sup>6</sup>They also like to go swimming.



**Discuss**

- What is another name for pigs?
- How does sweat cool you off?
- What is sweat?
- How does the pig cool off?
- When do you sweat?

**Key-Word Outline**

On a separate piece of paper, copy the paragraph title and number the lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

Pigs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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## Paragraphs

**Story Sequence Chart for Composition** Poster

Keep this poster for Story Writing reference. Do not write on this poster. The questions may be asked in any order.

**I. Characters and Setting**

Who is in the story?  
What does he look like?  
What does he say/do?  
When does it happen?  
Where does he live?  
Where does he go?




I. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**II. Problem or Surprise**

What do they need or want?  
What do they think?  
What do they say?  
What do they do?




II. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**III. Climax and Resolution**

How is the problem solved?  
What do they see/do/think/say?  
What happens after?  
What is learned?



III. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**A Closing Clincher Sentence**

For the Teacher: Story Writing Steps  
Step 1: Read and discuss the story.  
Step 2: Use the Story Sequence Chart to create a key-word outline on a separate piece of paper.  
Step 3: Brainstorm ideas up, if desired.  
Step 4: Write each paragraph, use the 4-point check.

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## Stories



**Creative Writing**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

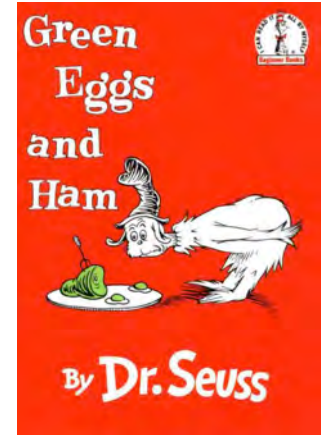
Climax \_\_\_\_\_

Climcher \_\_\_\_\_

## Inventive

*My daughter just completed Lesson 55 in PAL.*

*She recently brought me the book Green Eggs and Ham and asked me to read it to her. I told her I would, but that I thought she could probably read it herself. She replied, "Oh, no, mommy, I can't read."*



*So I asked her to read the title. She did. Her eyes got absolutely huge. Then she read the first page, and the next, and the next. With each succeeding page, her eyes got bigger. By the fourth page, the look of astonishment on her face was unsurpassed. She turned to me and said, "Mommy! I can read!"*

*Can I just tell you I almost cried? She is almost 8, with learning issues, and I was beginning to wonder if we would ever get there!*

—Michelle



# What a PAL Day Looks Like!

## Poetry

## Lesson 5

## Class Journal, Printing, and Story Time

## Stage 1: Foundation and Reader Words

### Games:

- Letter Stories
- Mugs
- Letter Parking Lot

## Phonetic Farm

- Visit the “Vowel Flower Shoppe”

## Agenda or Work Period

- Lesson 5 Work page from Student Book 1
- Color the “ow! Jingle” poster

## End of Day Activities

- Visit Phonetic Farm
- Reading Practice

### Lesson 5

#### Poetry: “September”

- Read and discuss. Find the helpers known so far.
- Find and underline words with the *th* helper.
- Find colors in the room to match the colors in the poem.
- Act out the poem.

#### Class Journal, Printing, and Story Time

It takes about 1 ½ hours, but feel free to work it into your day in bite size chunks.

Be flexible!

- Print the word *red* on a 3x5 inch card, mark the vowel, and place it in the Card Game box.
- Play the Card Game as described in lesson 4, if desired.

#### Phonetic Farm

- Now that all the vowels have been introduced, visit the Vowel Flower Shoppe in the Village.
- Review the helpers on the *Phonetic Farm*.
- Find the owl Cow on the farm. Read the “ow! Jingle” poster from the student pages.

#### Agenda or Work Period

Pull out the **Lesson 5 Work** page from Student Book 1. Underline the helpers on *blue* and *brown*, and mark the vowel on the word *red*. Color the pictures as directed.

Today's Agenda can include this Work page and coloring the “ow! Jingle” poster. Be sure he colors the clown's nightgown brown! Choose a few of the Card Game words for your student to practice during today's Agenda. Add another item or two as desired (such as coloring any games not colored, a math page, etc.).

#### End of Day

Complete the end of day activities:

- Tour the *Phonetic Farm*.
- Using the cars from the #4 Letter Parking Lot game, say a letter sound, and have your student point to the letter.
- Play “Lightning.” Using the Card Game words, show your student one word at a time; see how fast he can read it.
- Read some of the sentences from the Reading Practice pages together.
- Conduct an informal spelling test on the letters learned so far (include *ck*).

Thankfully, children love repetition, so enjoy the games as much as they do. They won't be little long...

# Reading Program



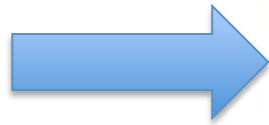
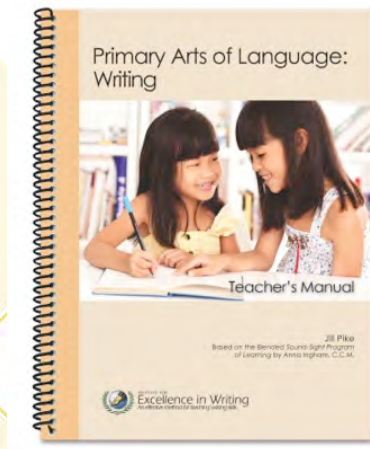
Poetry  
Phonograms  
Reading Words  
Activity Time (Games)  
Reading Comprehension

# Writing Program



Handwriting Instruction  
Copy Work  
Class Journal  
Reading Comprehension  
Grammar  
Spelling  
Composition  
Paragraphs  
Stories (Creative Writing)

# *Primary Arts of Language: a perfect lead-in to the rest of Excellence in Writing*



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# Thank you for attending!

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