

Primary Arts of Language: Reading

Based on the Blended Sound-Sight Program of Learning
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Adapted for Home Educators
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Teacher's Manual

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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 in 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 108). 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 *a* 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.

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.

- Using a whiteboard or paper, teach two color words, *green* and *yellow*, with their helpers *ee* and *ow*.
 - *ee* are the Squeally-e's, and they say |ē| in the middle of words such as *green*. (Note: When you see the two letters together in italics, say the letter names separately (e-e). When the letter is in vertical lines (e.g., |ē|), say its sound.)
 - *ow* says |ō| at the end of words such as *yellow*.
- Take two blank 3x5 inch cards. Write the word *green* on one card, and underline the Squeally-e's. Write the word *yellow* on another, and underline the *ow*. Place the cards in the box or tub for review later.

Create Game #3: Color Palette.

- Trim the game board and attach it to a file folder.
- Cut out the game cards on which are printed the words *green* and *yellow*.
- Using crayons, colored pencils, or markers, color any one of the circles on the artist's palette green and another one yellow.
- Show your student how to match the color word by laying it on the color circle on the palette. Place the game in the games file box as you did the others.

Student Generated Teaching Helps

Interestingly, the Squeally-e's were an invention of one of Anna Ingham's students. When she taught the phonogram, one of the students commented, "When two e's get together, they love to squeal!" Thus, the Squeally-e's were born. Invite your student to create his own stories to remember the phonograms. Student generated games and activities are usually the most successful.

Phonetic Farm

Show your student the *Phonetic Farm* folder. Open it up and look at the farm scene. Explain that he will be filling the farm with the phonetic helpers that help us to read. Ask what helpers were talked about today (the Squeally-e's say |ē| and *ow* at the end of words says |ō|).

- Find the ***ee* Beehive sticker** and place it where the Beehives belong on the farm (the cover shows you where everything will go). Tell your student, "These are the Squeally e's. They say |ē| in words like *bee* and *green*." Have fun squealing the |ē| sound with your student. Point to the words on the sticker, and note the underlined *ee*. Read the words on the sticker with your student.
- Find the ***ow* sticker** that will go on the Long-o Silo (do not choose the *ow!* Cow; that will come on another day). Put the sticker on the Silo (the tall round building to the left of the barn). Point to the words on the sticker, note the underlined *ow*, and say, "*ow* says |ō| at the end of words such as *yellow* and *snow*."



Agenda or Work Period

Explain to your student that each day there will be an assignment on the board (in pictures) that he will need to complete during Agenda time. As your child learns to read, the pictures can be replaced by words. The Appendix contains a variety of picture cards that you might like to use for your Agenda board.

Today's Agenda should include **Lesson 1 Work** from Student Book 1 and another item or two of your choosing: Color a picture, listen to a book on tape, complete a chore, watch an educational program, or anything that your child can do independently. You might invite him to color the Mugs game board.

Show your student where the Agenda for this work period is located, and instruct him to check off the items as he completes them. Since this is the first day, you will need to work with him to show him how to complete the Work page. Watch him carefully to ensure that he correctly completes the Agenda tasks. Help him check off the items as he completes them, and show him where to put his completed student page (in your "Teacher's Mailbox, described on page 6). Remember, this is the Foundation time where habits are learned that will reap their benefits if you ensure they are learned well now.

Agenda

1.  lesson 2
2. 

End of Day

Phonetic Farm tour

Later in the day, take a tour of the *Phonetic Farm* folder. Stop at the Beehives and ask, "Who lives here?" (the Squeally-e's, which say |ē| in the middle of words such as *green*). Repeat with the *ow* section of the Silo.

Informal Spelling Test

If you are doing the *Primary Arts of Language: Writing*, finish the day with an informal spelling test as described in those teacher notes. Don't do this test on paper; do it on a whiteboard (one on the wall or use a small, lap-sized one). Today your student can try to spell *c*, *o*, and *a*. When you give the test, say the letter sounds, not their names. If he can't remember how to form them, cheerfully remind him of the letter story, and show him how if necessary.

Lesson 2

Poetry: “September”

- Read and enjoy. Now you can begin to use the poem to reinforce and introduce phonetic rules.
- Find the word *green* and underline the Squeally-e’s.
- Find other *ee* words in the poem. Underline the *ee* in each word (*deep, peeping*).

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.

☞ As you do the *Primary Arts of Language: Writing*, don’t forget to read and discuss a story every day!

Stage 1: Foundations and Reader Words

Reader Portraits

Find the **Reader Portrait** page in Student Book 1. These characters will be introduced later in the readers. If you don’t plan to use the readers, the posters and their names are still fun to have around. Their names match what they are: Horse, Duck, Sheep, and Kitty. Have your student color the pictures for his Agenda today, and post them on the wall or display board in your classroom for future reference.

Add to Game #1: Letter Stories.

- From the game pieces section, cut out the letter stories for *d, g,* and *u* which were introduced in the printing lessons. If you don’t have those, use the letter stories on page 108 of this book to introduce them.
- Match up the six letter stories now in the game with their alphabet counterparts on the game board.

Add to Game #2: Mugs.

- Cut out three more of the Mug’s Bones game pieces, and use a Sharpie® marker to print *d, g,* and *u* on three separate bones.
- Feed Mugs his six bones saying the letter sounds as you feed him each bone. You can also put *ee* and *ow* on bones.

Card Game (*black*)

- Teach another color word, *black*, with its helper *ck*.
- *ck* says [k] at the end of short words. It actually is used for the [k] sound after short vowels at the end of words, but your student does not need to know all that just yet.
- Take a blank 3x5 inch card, print the word *black* on the card, and underline the *ck*. Add the card to the other Card Game cards.

Add to Game #3: Color Palette.

- Cut out the game card on which is printed the word *black*.
- Color any one of the circles on the artist’s palette black. You may play the game with the cards you have so far.

Phonetic Farm

- Review *ee* and *ow*.
- Find the **Duck sticker** and put him on the *Phonetic Farm*.

Agenda or Work Period

Today’s Agenda should include **Lesson 2 Work** from Student Book 1 and the coloring of the reader portraits (Horse, Duck, Sheep, and Kitty). You may add more items if desired.

Again, monitor your student carefully to ensure that he correctly completes the Agenda tasks. Help him check off the items as he completes them, and remind him to put his completed work in your Teacher’s Mailbox (a box or tray with a sign “Teacher’s Mailbox” described on page 6 of this book).

Card Game

The Card Game is used to introduce the reader words as well as many other common reading words.

The cards can be used as a game during Activity. Show your student how to choose some of the cards, and lay them face down on the table. Players take turns choosing a card and attempting to read the word.

The cards can also be used for a quick game of lightning where the teacher holds up a card for the student to read quickly. If the student can’t remember right off, the teacher can say the word.

Keep these games light and fun. Most students need more than fifty repetitions to remember something without thinking, so the more opportunities your student has to read these words, the sooner he’ll be fluent with them. However, some students struggle with memorizing, so don’t expect perfection right off the bat.

The Card Game is great for reinforcing other vocabulary words. Feel free to add words from other subjects to the Card Game to reinforce what you are teaching in those subjects.

Decide what you will do with the completed Work page. You may have your student keep it in the back of their Reading binder (see “Setup” on page 9 of this manual) or display them briefly for review and discard them later.

End of Day

Phonetic Farm tour

Later in the day, take a tour of the Phonetic Farm folder, and stop at the ee Beehive, ow Silo, and the *ck* Duck.

Find the Letter Sound Activity

Draw a *d* on the board, and ask your student to find or think of five things that begin with the sound [d]. He can draw them on the board if he likes, or just name them. Help him think of words if he needs help (e.g., dish, dog, dirt, dominos, dice, drink, dots, dimples, duck).

Informal Spelling Test

Test *c, o, a* and *d, g, u* using the letter sounds, not their names. Continue to use a whiteboard or small board for this testing. More formal spelling on paper will not begin until the *All About Spelling* lessons are in full swing.

Two Teacher's Manuals?

Some teachers have wondered why the PAL Writing teacher's manual is not imbedded in the PAL Reading teacher's manual. The reason they are separate is because the program is suitable for a wide age range. Both programs are intended to follow a mastery learning approach, and it is common for the Reading part to move more quickly than the writing portion. In this way, a student may repeat printing or copy work lessons as needed until they are mastered.

Very young children (ages 4 or 5), commonly require an entire year just to complete Part 1 of PAL Writing while an older child (age 6 or 7) will likely get through all three parts in a year.

Since the teacher's manuals are spiral bound, it is easy to manage both. Just keep the manual open to the lesson you are working on. When the Reading manual refers to the PAL Writing part, simply switch manuals. In this way, the Writing portion can move more slowly or quickly if needed. It also makes completing the writing component at another time of day if desired. Thus, having the two manuals is really more convenient in the long run.

Lesson 3

Poetry: "September"

- Read and enjoy. Have your student close his eyes and visualize the scene.
- Find the *ee* words and read them. Remember, when you see the phonogram in italics in these lessons, say the letter names (e.g., when you see *ee*, say "e-e."). When you see the letter(s) in straight lines (e.g., |ē|), say its sound.
- Teach *er* says |er| at the end of words such as *September*. Find other *er* words in the poem (*asters*, *grasshopper*, *summer*). Read the "er Jingle" on the back of the *Phonetic Farm* folder.

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.

Stage 1: Foundations and Reader Words

Add to Game #1: Letter Stories.

- Cut out the game pieces for *i*, *l*, and *k*. They were introduced in the printing lessons. Play the game with the letters you have so far.

Add to Game #2: Mugs.

- Cut out three more of the Mug's Bones game pieces, and use a Sharpie® marker to print *i*, *l*, and *k* on the bones. You may also add *ck*.
- Feed Mugs his bones saying the letter sounds as you feed him each bone.

Card Game (*this*, *is*, *a*)

- Teach the words *This is a*.
 - *th* is a helper who is not polite. The *t* sticks his tongue out at the *h* and says |th|.
 - The *i* in *this* says its short sound, so put a breve (˘) over the |i| (a breve is the shape of a reverse arc, or a smile).
 - Briefly explain that the letter *s* can say |s| or |z|. It says |s| in the word *this* and |z| in the word *is*.
 - When the letter *a* is all by itself as a word, it says |ū|.
- Print the words *this* and *is* on two separate 3x5 inch cards, mark the helpers and the vowels, and place them with the other Card Game words.

Create Game #4: Letter Parking Lot.

- Cut out the game board, and tape or glue it into a file folder.
- Cut out nine Parking Lot cars to print the lowercase letters learned so far (*a o c d g u i l k*).
- Eventually you will explain to your student that some letters are vowels and others are consonants. In this game, there are only five spaces for vowel cars (*a e i o u*), twenty for consonant cars, and one for a letter that is sometimes a vowel and sometimes a consonant (*y*). For

"September" Poem Fort

Children love repetition. One mom shared what her family did to make the poetry more fun:

For the "September" poem we made a poem fort. We had brown, blue, and green blankets for the road, sky, and forest, which we draped over the couch and a chair, and put on the floor as needed to create the scene (including the very important element of the sky peeping through the forest). My son carefully put all of his toy cars on the road. We cut asters out of purple construction paper. I wasn't sure what to do about the grasshopper until I remembered that my aunt had given my son a set of plastic insects which included 2 grasshoppers. They (and all the rest of the insects) were added to the scene. I then taped a copy of the poem on the side of the couch next to the fort.

We kept that fort up for at least a couple of weeks. Every visitor was proudly given a tour of the fort complete with a recitation of the poem by each of the children. My daughter, in typical 2-year old fashion, decided that "September" was our school poem. When we switched to "The Squirrel" she was not happy. She's finally coming around.

Adding Clips to Your Game Boards

You can make your game boards more fun to play if you add paper clips at the bottom of where each game piece should go.

Get a box of standard (1") paper clips. Make a ¼" slit at the bottom of each place a game piece should go. Slide a paper clip into the slot such that one side of the clip is on the back and the other side on the front. Put a piece of tape across the clip on the back of the folder to keep the paper clip in place.

Now, instead of just laying the game piece on the board, your student can put it into the clip. If you make the slits, your student should be able to add the clips independently as part of his Agenda. It is also a great exercise to strengthen his fingers for writing.

now let him park the cars wherever. Once all the vowels have been taught, the cars can be parked in the proper lots.

Phonetic Farm

- Add the **farmer sticker** to the r-controlled Barn section of the *Phonetic Farm*. Read the *er* words in the *er* jingle on the back of the folder. Say, “*er* (the individual letter names, not the sound) says |er| (the sound) at the end of words, such as...”
- Put the **th sticker** on one of the train cars in the Village (on the flap of the Farm folder).
- Review the helpers presented so far.

Agenda or Work Period

To prepare your student for the **Lesson 3 Work** page of Student Book I, print several sentences on the board following the pattern: “This is a (picture of a tree). This is a (picture of a fork).” Use simple things to draw like *tree*, *fork*, *glass*, *hat*, etc. Put a period after each picture, and explain that punctuation is like a traffic sign.

Find the **Punctuation Signs** poster in lesson 3 of Student Book 1. Periods tell us to stop; commas tell us to yield. When you come to a period, make your voice go down a little. Read the sentences on the board stressing the punctuation. Be sure to read the sentences fluently using natural speech; do not pause after each word.

You may keep this poster behind the “Poster” tab in your binder or post it on the wall for easy reference.

On the Lesson 3 Work page, help your student mark all the helpers (underline each **th** and put a breve (˘) over each **i**) before cutting, pasting, and coloring.

Again, monitor your student carefully to ensure that he correctly completes the Agenda tasks. Help him check off the items as he completes them, and remind him to put his completed work in your Teacher’s Mailbox.

End of Day

Phonetic Farm tour

Later in the day, take a tour of the *Phonetic Farm* folder, and review everything learned so far.

Reading Practice

Read all the sentences on the Lesson 3 Work page that your student completed in his Agenda. Remember to stress the punctuation.

Begin a Reading Practice clipboard, or begin to keep these pages in your binder behind the “Reading Practice” tab (see “Setup: Wall Space or Binder” on page 9 of this manual). Over the next several days, you will be adding more pages to this clipboard or binder for choral reading practice.

In Student Book 1, find the Lesson 3 “**This is a**” **Strips**. Cut these out and have fun putting them up around the house. Use them on the table at supper by putting them next to items on the table (e.g., This is a plate. This is a fork. This is a cup.) Hold up the “This is” strip to your chest and say, “This is Mommy” or “This is Daddy.” Have each person at the table do the same. Notice the period at the end of each strip. Tell your student the period is to remind the reader to drop his voice at the end of each sentence and come to a stop. Obey the sign!

Informal Spelling Test

Test *c*, *o*, *a*, *d*, *g*, *u* and *i*, *l*, and *k*. Test them by saying their sounds, not their names. You can also ask your student to spell the two letters that together say |k| at the end of words (*ck*).

Save the “This is a...” strips, and surprise your student with them; put them on photographs of family members on the wall, or tape them to items in the bathroom some morning or to cans in the cupboard.

When your student stumbles on the signs, excitedly encourage him to read them with expression. Let him surprise you with the strips someday too.