

Tredoux Willemse

Language Album



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Introduction to Language

Definition of Language: a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings.

Language is a vital human phenomenon; it lives, changes, and dies. Language is specifically a human expression and it should be a delight. Language is learned and not inborn. The mental capacity for creating language is unique; it allows the child to speak the language (mother tongue) correctly even if it is the most complicated language. The child has all he needs to prepare for language - therefore, put into his environment, he absorbs completely and with little effort, the language of his group. Until the child is age six he absorbs everything with little effort. After age 6 the child is able to learn a new language, but it is only with a conscious effort that this can be done.

It is important to remember that language is a point of departure - not a point of arrival. The world is opened up to the child when he is given a rich vocabulary that is rooted in reality. It is a means for understanding the world around him and it drives the child to seek out the truths of the world.

Montessori materials are materialized abstractions that help the child take a thought from the mental image to the verbalization, and even further to the written word. Language leads the child to independence. It allows the child to verbally express himself in a manner understood by the "group" (society). The child incorporates his ability to move along with this verbal expression, and the result is that the child has freedom to express himself in all his capacities.

A child's **absorbent mind** takes in all the rules and regulations of the complex structure of language. The development of language falls within a sensitive period for order, movement and sensorial exploration. The child becomes aware of the order of existence, order of the environment, names, classifications, etc. The grammar and syntax are taken in and internalized in an orderly manner due to this sensitive period which the child is in. Language is very movement orientated, as well as sensorially orientated. The child must physicalize language in order to have a holistic (mind and body) understanding of it. All exercises in Language require movement - it helps to give the language clarity, it becomes a part of the child (touching, moving the letters ingrains the language into the child).

The child's **sensitive period** for sensorial stimulation is met through language. The child has many sensorial experiences with language in the environment. The child traces the sandpaper letters, touches objects to put words to them, moves and places letters from the moveable alphabet and vocalizes words endlessly. The child will taste the sound of the words and live on them.

It is essential that all language be given to the child within a context. The child sees the whole, and then he is able to break it down further; from the whole to the individual details. The child needs to see the greater picture of language for it to have any meaning. Therefore the child needs a context that has meaning. When the child is orientating himself in his environment,

language is essential. The child needs to know the names, labels, and the meanings of things in the environment in order for them to have relevancy to the child. The child is given many new words through the enrichment of language, which helps to put words into context for him. The next step of language training elicits language from the child. This is done through games (sound games), questions and conversations.

The emotional environment (affective, sentiment) makes impressions upon the child. The sweetness of a voice, the lowering/raising, and cheerfulness in the voice is directly related to the language that the child hears and learns. It can give inspiration to the child to learn a language if given in the proper tone of voice, or it can depress the child so that he is not interested in learning the language, especially if the child is spoken down to. Children must never be isolated; they must be integrated with everyday life. This includes celebrations, rituals, religion, physical activities etc.

Relationships between language and Other Areas

1. Language and Practical Life

- **Order;** physical order - orderly work habits, placing materials neatly, sequence of movements, order of thought; all help the children prepare themselves and their mind for the order of language
- **Movement;** manipulation of the objects - wringing, squeezing, wiping, carrying, walking etc., all give the children an opportunity to physicalize the movements that help to prepare the hand and body for a more complete understanding of words
- **Language;** the practical life area is full of rich language that gives the practical aspects of life greater meaning and understanding

2. Language and Sensorial

- **Sort;** language and sensorial materials give the child the opportunity to understand the basics of language and skills through clear and precise movements
- **Classify;** the children isolate and explore elements of language and their sensory experiences so that they can organize the information
- **Refine;** returning to the whole with greater perception and understanding

Roles within the Language Area

1. The Directress/Director

- Must fully understand the English language (or native language of the classroom) and have a good attitude towards grammar and rich vocabulary
 - Syntax - study of rules for the foundation of language
 - Grammar - study of the system underlying the formal features of language
- Listen to the children and what they have to say
 - There are two forms of listening: peripheral listening (listening while completing other tasks) and total listening (focus and attention)
- Encourage them to use proper speech at all times
- In order to help the children develop their language the Directress must have a belief in the children and take delight in the materials
- The Directress must maintain good body language (have eye contact and meet the children on their physical level)
- The Directress must pronounce words correctly without thick accents or slurring
- Use choice, elegant and precise vocabulary
- Use the exact and correct names for things (avoid 'baby' language)

2. The Environment

- All of the exercises in the classroom have names of properties, concepts, and qualities and should be called by their proper names
- A good selection of books is important
 - Picture books that have many great details
 - Poetry
 - Cultural fact books
 - Atlas and books regarding geography
 - Stories
- Art work in the environment is a form of language (I.e. Names of painters, musicians, instruments, flags, pottery, etc.); botany/plants offer the possibility for language
- Great conversations with the children evoke feelings and memories that help them to retain the information / language
- All the materials within the environment respond eminently well to the child's sensitive periods and gives them the optimum possibility to absorb and integrate elements of language

3. The Child

- It is through language that the child develops the body, mind and spirit
- The child understands, reproduces, and recreates new language
- The child's intelligence is created
- The child increases and enriches the contents of their mind
- The ear, the hand, and the eye are developed
- Learns to be a good listener and absorb in the language
- Develops manual dexterity
- Learns to express himself through the use of language

The Language Materials

The Language materials isolate elements of language and offer 'keys' to the children in the exploration of language. The materials offer truth and precision and respond to the children in the same manner that they learn to speak; starting with nouns, articles, adverbs, etc. There is a constant return to the total language environment using verbal storytelling, poetry, story books and everyday speech.

Groups of Language Exercises

1. Preliminary Language

- Objects in the immediate environment
- The sensorial apparatus
- Classified cards
- Story and poetry books
- Sound games

2. Writing

- Sandpaper letters
- The moveable alphabet
- Metal insets
- Handwriting (chalkboard, writing paper)

3. Reading

- Phonetic object box
- Phonetic cards
- Phonogram box
- Small moveable alphabets
- Phonogram booklets
- Phonogram cards
- Puzzle words
- Reading classification (printed labels for picture cards)
- Word study

4. Function of Words

- Article
- Adjective
- Logical adjective game
- Detective adjective game
- Conjunction
- Preposition
- Verb
- Adverb
- Logical adverb
- Continuation of commands

5. Reading Analysis

- Simple sentences stage 1
- Simple sentences stage 2
- Simple sentences with extensions
- Simple sentences with extensions, attributes & appositions
- Interpretive reading
- Punctuation

Language Presentations

Each lesson has been prepared using the following outline where applicable:

Materials: States the required items for the lesson.

Presentation: Offers a step by step guide through the lesson from beginning to end.

Exercise: Offers additional exercises/lessons that will assist the child with the acquisition of the concept or skill.

Notes: Offers helpful notes to assist with the presentation or observation of the child and their acquisition of skills.

Purpose: States the exact concept or intention of the material, either 'direct' or 'indirect'. '*Indirect Preparation*' means to receive an impression of a fact without at that moment consciously connecting it with a special purpose or meaning.

Control of Error: It is only listed if the material is self-correcting, or if there is another form of control.

Age: We have given approximate ages for each of the lessons included in this manual. These ages are to be used as a guideline only. Each child will progress at their own speed and it is the responsibility of the Directress/Director to observe a child's ability prior to presenting a lesson. If a child is not adequately prepared for a lesson the outcome will not be a positive one.

Game or Extension: Lists appropriate additional game or extensions relevant to this material.

Personal Notes: Where possible, we have made space for writing personal notes. This is useful for those who are new to giving presentations.

It is extremely important for the Directress/Director to be adequately prepared before presenting lessons to the children. It's strongly advised that several 'practice runs' of each presentation occur before introducing the material to the children.

Give each lesson with minimal hand movements, making each movement precise and any verbal commands clearly. This will allow for the beauty and the precision of the materials to call to the children. The materials will teach the children. It is your job as the Directress/Director to observe each child so that you may present the materials as they are ready for them.

Perennials

Presentations

- Start at the shelf and end at the shelf
- Accompany the child to the shelf
- Adult carries the activity from the shelf to the table
- Never carry more than one thing at a time
- If you are right-handed the child always sits on your left
- Place the activity between you and the child
- Always have a clear and defined table space when presenting something
- Always write in cursive
- When the presentation is finished invite the child to try it
- If the child does not want you to watch them with the activity after your presentation, then tell the child to call you when he/she is finished, and you will help him/her to put it away
- If the child is not at all interested in the activity, then put it away until another day

General Notes

- Put new words into context by using them in a sentence
- Sit the child beside you when reading so that the child can see what you are reading or writing; they will have a greater chance of recognizing the words later on
- After an exercise, the child should read books to become aware of what he has just learned
- Always use the correct names for the materials and areas of the classroom (i.e. The farm game in the language area)
- If the exercise leaves the child's hands dirty or leaves a residue then make sure that they wash them
- With children it is the process that counts, not the end product

3 Period Lesson

Three period lessons are used throughout the environment to help introduce a new lesson and lead the children along a path to understanding and mastery. However, in the area of language they are used to increase, enrich and broaden a child's vocabulary.

Practice the method of presenting a Three Period lesson several times until you are comfortable giving it with ease. There are no set movements or patterns that you must follow in each of the periods. As long as you understand the principle of the period, and keep it simple and focused, you can ask the child to do whatever is appropriate for the setting, object, or idea you are teaching.

Begin by presenting the child with three objects of contrast and isolate them on a table or mat. For this example, the objects will be dog, snake, and bird.

1. First Period - Naming Period

- This period is overall rather short as it simply involves giving the object a name
- Point to the first object (dog) and say "dog"
- Repeat the name several times, clearly and slowly "This is a dog. Can you say dog? Dog"
- Continue on with the second and third objects (snake and bird)
- Once all 3 objects have been named, review them one last time by pointing to each one and saying the name

It is a known fact that we have an easier time remembering items at the beginning and end of lists and have the hardest time remembering the items in the middle. When deciding what order to place the 3 objects in, place the object that you are sure your child is most familiar with in the middle, to increase his chance of success. The first and last objects should be the newer objects.

2. Second Period - Recognition and Association

- re-arrange the objects and ask the child to show you a specific object
- "Please show me the snake"
- "Can you place the bird in my hand"
- Point to a spot on the table - "please put the dog here"
- "Put the bird on the basket"
- "Hold the dog in your hand"
- Ask the child to close their eyes while you move the objects around, then continue

This period is much longer than the first to extend the handling and movement of the objects. This handling and movement increases the kinesthetic memory and will solidify a child's recognition of the object's name. There are many variations in the Second Period that can be used to hold a child's interest. The movement will make the lesson more attractive and help the child be successful; so be creative!

3. Third Period - **Recall**

- Place the 3 objects back in front of the child
- Point to the first object and ask "What is this?"
- Repeat with the second and third object

This is the 'testing' period. This is, in fact, the very first time you have asked the child to verbally recall the name of the object. It is important to proceed to this period only if you feel the child will be successful. If the child is unable to recall the names of the objects simply give the names again, and casually end the lesson without making the child feel as though they've failed.

Preliminary Language

Enrichment of Vocabulary

Materials:

- The objects of the immediate environment, the sensorial apparatus, classified cards (home environment, wearing apparel, foods, flowers, transportation, illustrations of geographical, geometrical, and biological terms)

Presentation #1 - Objects in the Environment

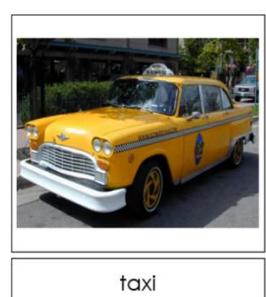
1. Walk around the environment with the children and introduce the areas and some of the materials to them
2. With a small group of children ask each one of them to bring to you a different object from the environment
3. Be sure to use the proper names of the materials and objects that you ask the children to bring forth to you; use the name of the object or material often (i.e. "Could you bring me the silver dish with the snippets in it?")
4. Once the child has brought the object or material to you, you can comment on it; 'What a lovely silver dish. I think it needs to be polished soon; it's a bit tarnished isn't it? What else do you think we could use this silver dish for?"
5. Ask him to return the object to its proper place; "Could you please put the silver dish back on the shelf?"
6. Ask the children to stand beside or touch an object in the environment; "Could you stand beside the easel?"
7. Ask the children to point out materials/items: (they are classifying): moveable/immovable, living/nonliving, animals (domestic/wild)

Presentation #2 - Sensorial Apparatus

- The language of the sensorial materials is language that the children will be hearing from the first day that they enter the classroom and are introduced to all of the materials
- The children will absorb all of the concepts and qualities of the materials as they are presented to them

Presentation #3 - Classified Cards & Picture Cards

- This can be presented to 2 children at a time
- Introduce the children to the classified cards on the shelf
- Ask one child to take an exercise off of the shelf and have him carry it to the table



You can use the picture card (without the label) from a set of 3-part cards.

- Sit with a child on either side of you (if more than one child)
- After you and the children have sat down at the table, introduce the children to the cards that were brought to the table (i.e. land/ground transportation)
- Take the first card out of the container and show it to the children
- Tell the children what the card is "This is a... [bus]. Can you say that?" Each child should repeat what it is, and then you place it down on the table in front of you
- Continue on with the rest of the cards
- The proper names and any other relevant or interesting information regarding the card should be given to the children
- After all of the cards have been introduced to the children and they are all laid out in front of you and the children, ask the children to help you group the cards together and put the work away
- Avoid giving the children a three period lesson on the language at this early stage - this is simply an introduction to the names of objects at this point

Exercise #1:

- Repeat presentation #3 with two different sets of Classified Cards (i.e. fruit and clothing)
- After all of the cards have been introduced to the children mix the 2 sets together
- Tell the children that they are going to sort the cards into two piles - 1 for fruit, 1 for clothing
- Start by picking up a fruit card, naming it and then placing it on the table to create a pile for the fruit cards
- Pick up a clothing card, name it and then place it on the table to create a new pile for the clothing cards
- As the children sort the remaining cards; they should say what the name of each card is and then add the card to the correct pile (either fruit or clothing)

Purpose:

Direct

- Enlarge and enrich the child's vocabulary
- Aid in the classification of the environment

Indirect

- Preparation for further studies
- Reading

Age:

- 2 ½ years, when starting school

Personal Notes:

Language Training

Materials:

- Story and poetry books, songs and rhymes

Presentation #1

Self-expression

From the very first meeting with each child you must give them the sense that they can talk to you and that you will listen. When they speak to you, you must be present in thought with them. No day should be so rushed that a child has not had the opportunity to express their thoughts and feelings with you. This exchange of thoughts (however short or simple it may be) will give a child the opportunity to express themselves, and to be truly heard. They will learn that even though they are young, their thoughts matter in this world.

Conversation

Throughout the school day be sure to engage the children in conversations. You can spark a conversation with a child regarding recent world events (age appropriate content), current lessons or new clothing they are wearing. Try to talk with the children about things that they are interested in - they will love to talk to you about these things.

Reading

Reading should be a part of your daily activities. Be sure to have a variety of books to read including picture books, poetry, fantasy and non-fiction. When reading a book always give the name the book, the author and the illustrator. Encourage parents to read to their children at home every day. As little as 10 minutes a day will increase a child's vocabulary and help to instill in them the love of reading and learning.

Singing

Be sure to make time for songs - rhyming songs, silly songs, celebration/holiday songs, traditional songs. Most children enjoy learning new songs and feel a sense of accomplishment when they have learned all the words and can sing it by themselves. Give the children an opportunity to teach each other new songs. This is a great way to pass on old songs to the next generation.

Verbal Stories

During appropriate times allow the children the opportunity to tell you and each other their stories. It can be about their weekend adventure, their time at home last or a family holiday. They will also find your stories to be especially interesting - 'When I was a little girl/boy'

"Imagine" stories

Wonderful pictures (without any text) can be found in National Geographic books, magazines and a variety of other sources. Collect a variety of pictures showing people, places, objects and animals from all over the world. Gather a small group of children and show them one of the pictures you have collected. Ask the children what they think of the picture: Where do they think it was taken? Who do they think is in the picture? What is the picture about? Why did someone take this picture? Be sure to allow each child an opportunity to "imagine" the story

behind the picture. Download a free set of "**Imagine Story Cards**" from our [Free Downloads](#)

Question Games: Using a Book

This activity offers indirect preparation for future reading analysis. It can be done with either a small or large group of children. You will be asking the children to listen while you read and respond to questions throughout the story. After reading a sentence you ask the children a question related to the information within the sentence that was just read. i.e.) Read - "It was a dreary day in the small town of Prattville." Your question to the children could be - "What kind of a day was it in Prattville?". The answer-j'A dreary day".

Create an Oral Composition

This can be done with a small or large group of children. You begin the story with a few words to get the children started: "Once upon a time there was a..." Then ask a child, "Mary, what was there?" Mary might answer "a black cat". Then ask another child, "And Stephen, where was this black cat?" Stephen might answer "On the roof of a house." You ask another child ... "Ronald, what was the cat doing on the roof of a house?" Continue to elicit parts of the story from the children by asking them questions and creating the story as you go.

Purpose:

Direct

- Elicit language from the children
- Make the children aware of the meaning and the content of the language they are hearing and using

Age:

- 2 ½ years, when starting school

Personal Notes:

Sound Games

The idea behind playing sound games is to bring to the child's awareness that every word is full of many components or sounds. It is important to analyze words into sounds, and not into letter names. Ask the children for words that contain a particular sound in it; sound doesn't mean spelling. You can make any sound game that you would like as long as the children enjoy the game.

Phonetic Sounds of the Alphabet

a= apple	n = nut
b = bat	o = ostrich
c = cat	p = pin
d = dog	r = rat
e = egg	s = sun
f = fan	t = tin
g =gum	u = umbrella
h = hat	v = van
i = igloo	w = wind
j=jug	x = bo (makes a 'cs' sound)
k=kettle	y= yam
l= leg	z=zoo
m=man	

* q is not included in this list because it is presented as the phonogram "qu" as in gyilt.

Pay careful attention to the vowel sounds. Make sure that all your sounds are clear and precise. i.e.) "b" is pronounced "b" as in Qat, not "baaaa".

Materials:

- An assortment of classified cards, picture books, farm animals, paintings; anything with objects in it

Presentation #1 - Animals that have a sound in their name

1. Remove the farm animals from the basket one at a time
2. Ask the children what the names of the animals are; if the children do not respond fairly quickly with the names then offer the names to the children
3. Continue until all of the animals have been taken out of the basket, named, and placed on the table
4. Using one sound at a time, ask the children what animals have a "k" sound in them (or a g sound - any sound will do); they may require some prompting as they begin to understand the idea of it

5. As the children find the animals with a particular sound in the name they place them in a small group on the table
6. Animals can be taken away from one group in order to create a new group for a new sound
7. After a lot of practice eventually the children can be asked to find the animals that start or end with a particular sound
8. When the children are finished with the animals you can ask them to place all the animals that start with or end with a particular sound back into the basket

Exercise #1: All the children who have... (a particular sound) in their name

- Excellent exercise for creating dismissal line, using the washroom or washing hands - prevents a rush of children in a line-up
- "If your name begins with the sound 'sss' please stand up and join the line"
- "If your name begins with 't' please go and put your jacket on"

Exercise #2: Objects from a picture book

- Take a picture book from the shelf and sit with a few children
- Open to a page and ask the children to find all of the objects that start with, end with, or have a particular sound in it

Notes:

- Sound games should be fun and inviting to the children
- Sound games need to be played consistently in order for a child to grasp the concept that words are made up of sounds
- If after many months of playing sounds games a child appears unable to hear a particular group of sounds or make the correct sounds it should be suggested to the parents that they consult the child's family doctor for a hearing and or speech assessment

Purpose:

- Preliminary preparation for writing and reading
- To isolate the sounds in all of the words for the children

Age:

- 2 ½ years, when starting school

Personal Notes:

Introduction to Writing

Writing is a complex action that requires certain abilities:

- Abilities of the hand
- Abilities of the mind

Abilities of the Hand

The child must have control and co-ordination of movement in order to be able to write. The child must also have the:

- Capacity to control the lightness of touch so that the child can write lightly (heavy writing destroys paper and causes fatigue)
- Ability to adapt movement to the space available
- Ability to trace the shape of a letter

Abilities of the Mind

Along with the abilities of the hand the child must also:

- Have the capacity to listen (act of the will and intellect)
- Have the capacity to listen and isolate the sounds that comprise words
- Have the capacity to visualize in his mind the symbols corresponding to those sounds
- Develop the ability to put together words in such a way that they can form a sentence so that the sentence expresses an idea

Explosion in to Writing

The exercises from the Practical Life and Sensorial areas indirectly prepare the child for the manual functions of writing. Handwriting is extremely important to the development of the mind; it is a call for precision, exactness and organization. The child has the great capacity to write by way of an inner tool. This inner tool in the child can be thought of as the mental ability to absorb and internalize movement. The sensitive period for movement indirectly helps the child to write. It allows the child to prepare the necessary handwriting movements painlessly; with great joy. If the inner tool is not developed before an outer tool is given, then the inner tool will never fully develop. (I.e. A sales cashier who has always used an automated cash register will have difficulty in using the mathematical functions of the mind when the register breaks down.).

It is the preliminary exercises of language that form the mental abilities required to analyze and internalize language; preparing the child for writing. Writing is the extension of the spoken language which the child has been developing and preparing. The adult must extend and continue to develop the child's vocabulary; encouraging him to work with the sound games, the sandpaper letters, the metal insets and the moveable alphabet.

Finally, after absorption and great repetition of the materials, the ability of the hand and mind are formed; they unite and the result is the explosion in writing. Writing is a milestone for the children.

leading to Reading

Adults who are unfamiliar with the Montessori materials will often question a child's ability to write before they can read. Writing happens before reading as writing is about the notation of individual and personal thoughts. Writing is the graphic form of that which is already mentally present in the child. The materials prepare the child's hand and mind and then he is able to transpose his thoughts into symbolic forms of writing.

Reading however, is the understanding and interpreting of others words. The child must take a thought from someone else, analyze it, synthesize it, and then comprehend its true meaning. This process takes longer; approximately 6 months after writing begins.

Preparation for writing

Indirect:

- All of the exercises of Practical Life prepare the child for writing (wringing, squeezing, control and co-ordination).
- In the Sensorial materials, they are prepared by the cylinder blocks (using the pincer grip). The tactile senses prepare the children for the lightness of touch (fabrics, and the touch boards).
- The geometric cabinet trains the muscles of the hand and wrist for writing. (The fingers follow the inset and the form which prepares the child to follow the metal inset with a pencil.)
- The biology/botany cabinet brings the child closer to actual writing by having him trace the insets with an orange stick.

Direct:

- The enrichment of vocabulary, listening games, and sound games prepare the child's mind.
- Sandpaper letters offer the opportunity for the child to simultaneously see the letters, hear the sound it makes and physically internalize its shape.
- The Moveable alphabet allows the child the opportunity to compose words from his mind; bringing together the mental thought and physical symbol.
- The Metal insets offer control of movement and precision to the hand. (Drawing the double outline around the frame and its inset limit and control the action of the pencil. When drawing the lines, the pencil is used by the hand in the same up and down movement as in writing, and it follows the same direction from left to right.

Moveable Alphabet

Materials:

- The letters of the alphabet (lower case) cut out and each mounted on a separate thick card or on wood (the consonants are pink and the vowels are blue)



Presentation #1

1. First, ask the child to wash his hands with you
2. Bring three sandpaper letters to the table that are contrasting: m = man, g = goat, u = umbrella
3. Make sure that the child is sitting up straight with his knees together and feet right under him; this posture is important in preparing the child for actual writing at a table
4. Place the letters face down on the table in front of you
5. Take the first letter "g" - but keep it face down
6. Say three words that begin with the sound 'g'- goat, giggle, gum
7. Ask the child - "Do you hear the sound "g" in the words?"
8. Ask the child - "Can you think of some words with the sound g in them?"
9. After the child has tried to give you some words you can ask him - "Would you like to see g now?"
10. Turn over the g and place it in front of you on a slight angle (top right hand corner angled upwards)
11. Trace the g with the first two fingers of the right hand; moving slowly and deliberately - half way through the tracing of the letter say the sound "g"
12. Repeat this once more, saying "g" half way through the tracing of the letter
13. Pass the letter to the child and ask him "Can you trace and say the sound g"
14. The child should trace the letter twice while saying the sound "g" half way through
15. Place the letter upside down on the table off to the side
16. Repeat this process for the two remaining letters
17. When all three letters have been traced by the child a three period lesson can be given
18. The three period lesson should be given to the child using the three letters together (refer to page 10 for a complete write-up)
 - a. This is the sound "g", "m", "u" (each letter one at a time)
 - b. Can you trace "g", "m", "u" /Can you think of a word with the sound? (Each letter one at a time)
 - c. What is this sound (point to a letter)?
19. If the child gives the wrong answer when asked to point out a specific letter, then ask the child to trace the letter and make the sound (the child will most likely realize his error)
20. Always use 3 letters at a time; adding in one or two new letters when a child has been able to successfully recall the correct sounds

Exercise #1:

- Same as presentation #1



Notes:

- Encourage the children to take a pile of sandpaper letters; trace them, make the sound, and place it aside
- The children can truly internalize the shape and it will help them with the handwriting
- Encourage the children to trace the letters with their eyes, both open and closed

Purpose:**Direct**

- To make the child aware of sounds in words, and to unite these sounds by means of muscular and visual memory to the appropriate symbols
- Exploration of the sounds of language
- Preparation for written language

Control of Error:

- The sandpaper (controls the shaping of the letters)

Age:

- 2 1/2 , it is important that this exercise be given to the children early on or else it will become a chore for the child instead of a source of pleasure

Games:**1. Child chooses own letters to trace and say**

- This game can be played with 2 or 3 children at a time
- Ask all of the children that are going to play the game to make sure that they wash their hands before playing
- Ask the first child to take some of the letters that he knows from the box of letters and bring them back to the table
- The Directress should sit in between the children at the table
- Ask the child who brought the letters to the table to go through the letters one at a time; trace the letter, say the sound, and then give an example of a word that has the same sound in it
- The child sets the letter aside and then continues on until the pile of letters that he has chosen is finished
- The child then passes the pile of letters on to the next child at the table
- This child will also go through the letters one at a time; trace the letter, say the sound, and then give an example of a word that has the same sound in it
- If there are sounds he does not know, the first child can assist him
- The child continues on until the pile of letters that was passed on to him is finished
- If there is a third child at the table the child can pass it on to the remaining child
- The last child should repeat this process of tracing, saying the sound, and then thinking up words that have the sound in them - accepting assistance from the first two children if required
- The Directress will then ask the second child to go to the box of letters and take some letters that he thinks that he knows; he brings them back to the table and the entire process repeats

2. "The child with the letter for the sound..."

- This can be played with 2 children at a time
- Ask the two children to choose as many letters as they would like and know
- Ask the children take all the letters that they have chosen to the table
- Take all of the letters and split them into two piles
- Place half of the letters in front of one child, and the other half in front of the other child; spread them out
- Ask 'Will the child with the letter for the sound... g (as in goat) trace it, make a word, and give it to me" (be sure of what letters the children have in front of them before asking for a particular sound)
- When given the letters from the children you can place them into a pile upside down at the top of the table in front of you (they are less distracting this way)
- This continues on until all of the letters that are in front of the children have been given to the Directress

3. "Do you hear this sound?"

- This game can be played with several children, and as many letters as the children are familiar with
- The pile of letters is placed on the table in front of you
- Take the first two letters off of the pile and place them side by side in front of the pile.
Example: s (snake), b (bat)
- Ask the children "Do you hear either one of these sounds in the word 'capsule'" - make up your own word
- After both children have pointed to the correct letter (s, as in snake) the first child traces the letter, says the sound, and then passes it on to the other child for him to also trace the letter and say the sound
- After both children have traced the letter take the letter from the child and place it aside
- Bring forth another letter from the pile and place it beside the letter that was not chosen from the previous word given
- Ask the children the question "Do you hear either one of these sounds in the word toboggan" - make up your own word
- After both children have pointed to the correct letter (b, as in bat) the first child traces the letter, says the sound, and then passes it on to the other child for him to also trace the letter and say the sound
- After both children have traced the letter take the letter from the child and place it aside
- Continue on until all of the letters have been used
- If the children are not having difficulty with the game, then you can choose a word that contains both of the sounds, or a word that doesn't contain either one of the sounds

Personal Notes:

Movable Alphabet

Materials:

- Boxes divided into compartments, containing cut out letters of the alphabet. The vowels are blue, consonants pink or red. Letters correspond to sandpaper alphabet letter style.



Presentation #1

1. This exercise is done at the table and not on a mat as it is preparation for writing
2. Tell the child that you are going to show him the moveable alphabet
3. Open the large box and remove the top tray, place the trays side by side
4. Both you and the child now go to another table a fair distance away from the table with the alphabet on it
5. Once at the table, ask the child to get a tray from the shelf
6. Suggest a three letter word to the child (i.e. pig)
7. Say to the child "Can you go over to the other table where the letters are and find the sounds for pig?" (go with the child for the first few times)
8. At the table with the letters ask the child "What do you hear first in pig?"
9. The child should respond with the sound 'p' (as in pin)
10. Ask the child to find the sound p, you place it on the tray for the child
11. Ask the child 'What do you hear next?' etc. the child will take the 'i' from the box and give it to you, you place it on the tray
12. This is repeated with the g
13. Ask the child to carry the tray to the other table
14. You remove the letters from the tray one at a time and place them on the table in proper order for the child
15. You ask the child to choose another word, and then ask the child to go back to the letters and find the sounds in the word that he has chosen
16. Once the child has constructed the word and he has brought the tray back to the table, both you and the child can take the letters off of the tray one letter at a time
17. Have the child make 6 words in total
18. Show the child how to put the letters away by placing the like letters on top of each other on the tray and then taking the tray back to the tray of letters where they will be replaced; have child assist with the remaining letters
19. Tell the child that he is free to work with the materials whenever he chooses

Exercise #1:

- Same as presentation #1

Notes:

- It is better to have a box that does not store the letters in alphabetical order; children who are over-exposed to letter names (the alphabet song) at home will often rely on the alphabetic order to find the letters
- Some children may require a quick orientation with the box itself - identifying random letters before making the first word
- The child must know at least 12 consonants and 2-3 vowels for this lesson to be effective

- Do not ask the child to read back what he has written - it's a writing lesson, not a reading lesson
- Do not correct spelling; if something is horrendously wrong, then you may need to go back to the sound games and the sandpaper letters or perhaps the child simply needs an orientation of the box
- Start this work as early as possible, it will not interest an older child (4-5 years); it will result in a chore for the child, not a joyful process
- Encourage the children to work together after they have had some experiences with the Directress

Purpose:

Direct

- To help the child with the exploration and analysis of the language
- To reproduce words with graphic symbols
- Preparation for writing and reading

Control of Error:

- The Directress; however, she should refrain from interfering

Age:

- 3 years, when the child knows sufficient sandpaper letters

A less expensive option for the Moveable Alphabet - it is slightly more abstract than the wooden cut letters, however, it can achieve the same thing at a fraction of the price.



The Metal Insets



The metal insets help the child acquire control of the writing instrument and prepare the hand for the action of writing. This action should be deliberate and thoughtful. The metal insets should not be used until a child is capable of holding a writing instrument; this exercise is not meant to teach a child how to hold an instrument. It is meant to refine their ability to move the writing instrument with precision and ease.

There should be no more than 3 trays for the children, allowing no more than 3 children at a time to use the materials. This will ensure that the children have a wider selection of the frames to choose from while working with the materials.

Presentations #1 through #5 should be done on white metal inset paper. Presentations #6 to #10 can be completed on pastel colored paper. This allows the children to see the effect that the background color has when other colors are superimposed on it.

When tracing the insets start to trace at the bottom left hand corner of the shape. Find your starting point by crossing your right hand over the left hand that is holding the knob and tuck the pencil tip slightly underneath your left wrist to begin. Trace clockwise around the shape and meet up to the starting point at the bottom left hand corner -you may have to pop your left wrist/arm up slightly in order to see the starting point. Be sure that you do not stop the tracing process until you have completed the shape; it should be a smooth transition around the entire shape. As well, the pencil should not be lifted up off of the paper until the shape or lines are complete.

When coloring a shape use small strokes that move top to bottom, left to right side. Do not lift the pencil up off of the paper until the pencil is at the very right of the shape, and definitely do not change the positioning of the stroke itself.

The Metal Insets - 10 Presentations

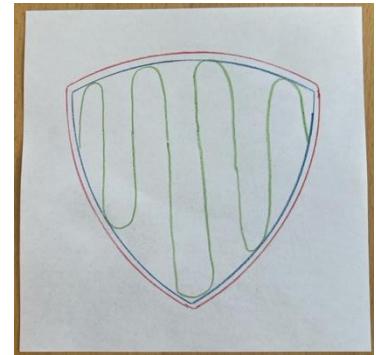
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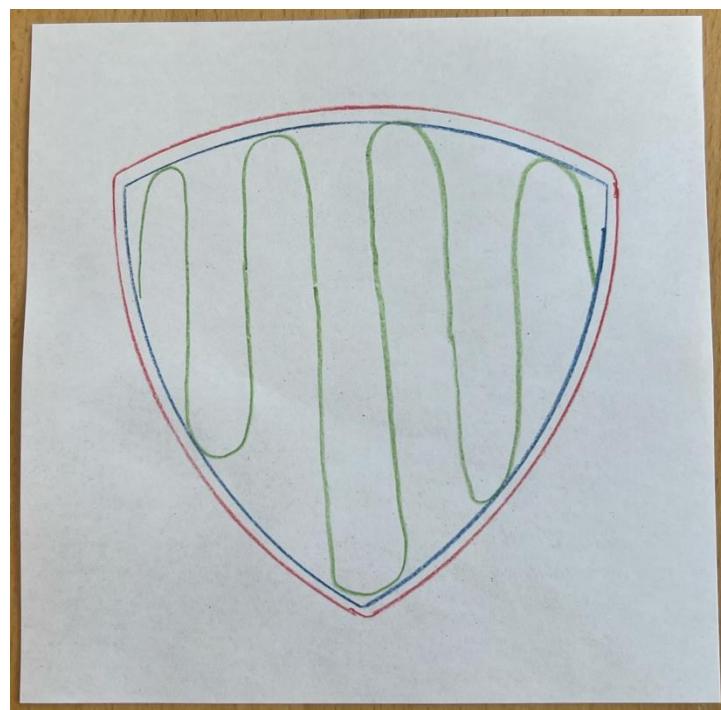
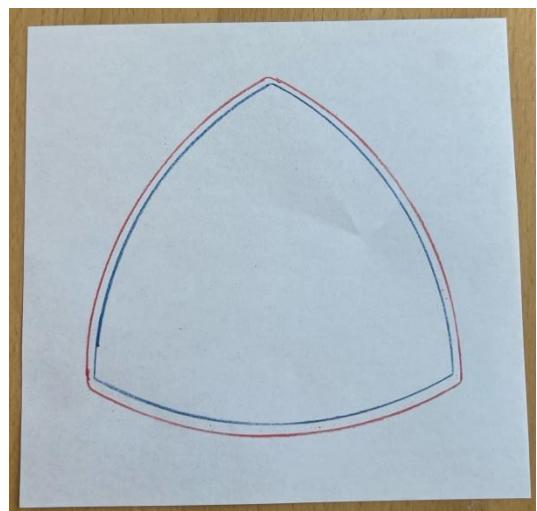
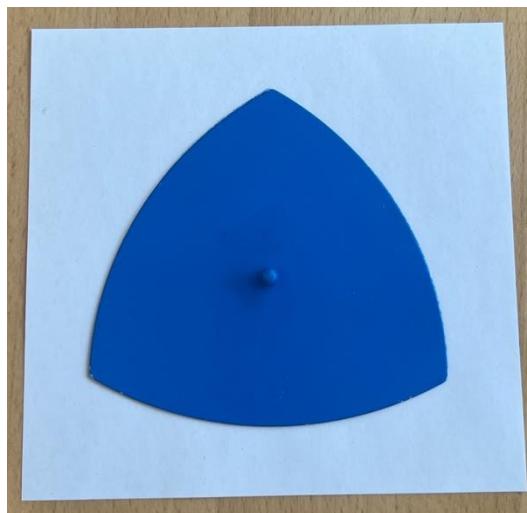
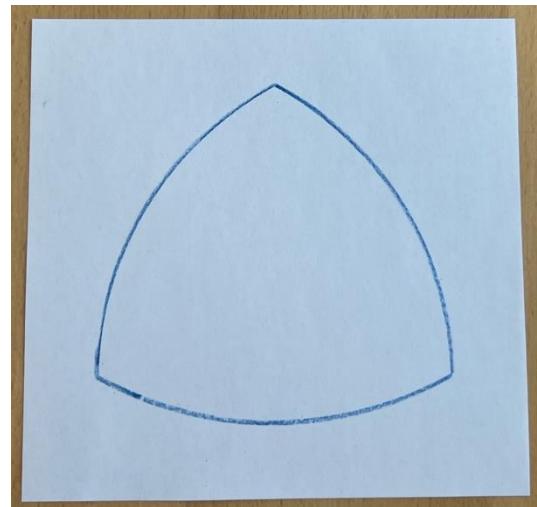
- Two stands with a sloping back and narrow cornice at the bottom. On each stand, five metal frames, into each of which fits a metal inset. The square metal frames are red and the insets are blue. In the center of each inset is a small knob by way of which to hold it.
- The ten insets are: square, triangle, circle, ellipse, rectangle, oval, pentagon, curvilinear triangle, quatrefoil and trapezium. They have exactly the same measurements as the geometrical insets.
- Tray, supply of colored pencils, pencil holders, inset paper (white and colored) exactly the size of the square frames, tiles.



Presentation #1 - Wide Serpentine Lines

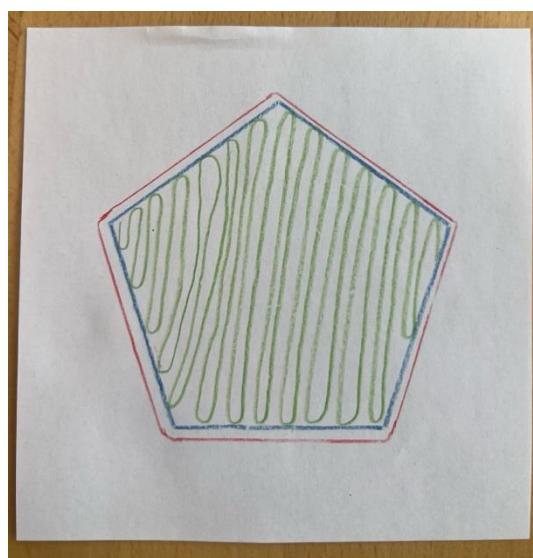
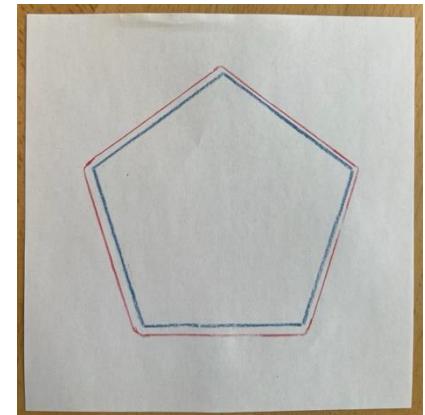
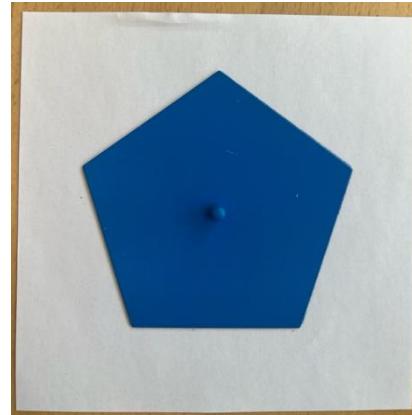
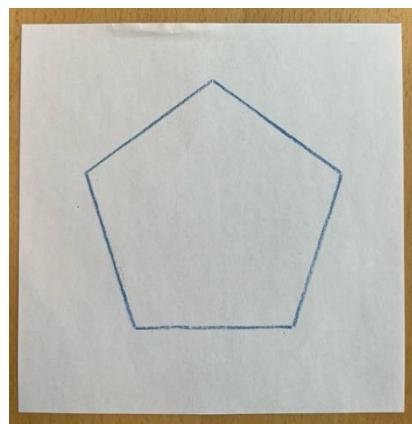
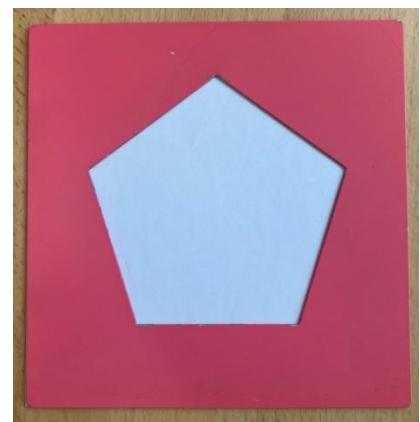
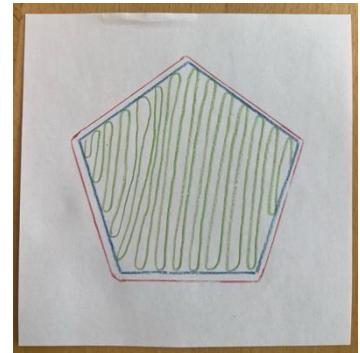
1. Take the child to the shelf
2. Both you and the child are going to take a tray with a tile, a piece of paper, a metal frame and inset and a pencil holder with 3 different colored pencils
3. Take the tray to the table with the child
4. Place the tile in front of you with the paper on it
5. Remove the frame and the inset and place it to the right of you
6. Place the pencil holder with the 3 pencils above the paper and tile
7. Make sure that you are sitting up properly with your feet directly under you and your back straight (this is preparing your body for writing)
8. Square the paper on the tile
9. Place the frame onto the paper squarely, hold it firmly with your left hand while you trace around the inside of it with your right hand using one of the colored pencils
10. Place the colored pencil back onto the holder and remove the frame, placing it to your right beside the inset
11. Pick up the inset and superimpose it on top of the shape just drawn
12. Holding the inset firmly with the left hand use the right hand to trace the inset using a different colored pencil
13. Remove the inset from the paper and place it back into the frame
14. You have now created what will be referred to in later presentations as the "double line"
15. With the third different colored pencil, make wide serpentine lines through the shape starting from bottom left, moving top to bottom, left to right
16. Make sure the wide lines fill the inset, are vertical, equal distance, and do not cross over any lines.
17. After you have completed the serpentine lines invite the child to trace the frame and inset and then to draw the serpentine line as you have just done
18. When the child is finished, write his name and date on the back of his paper
19. Place the tile, pencil holder with the colored pencils and the frame onto the tray and take them back to the shelf





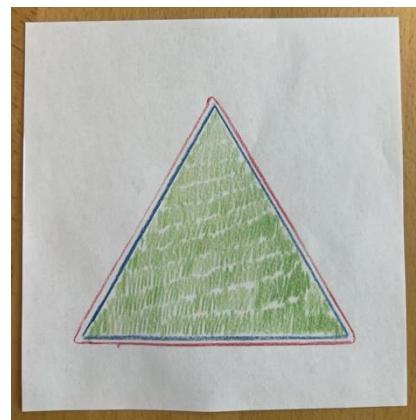
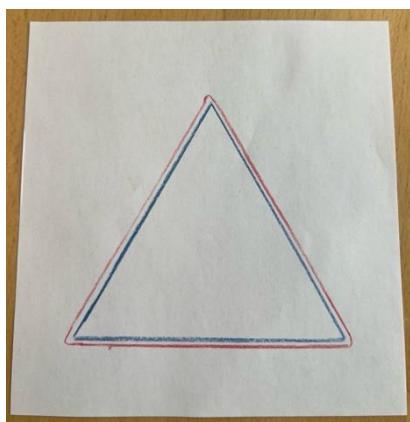
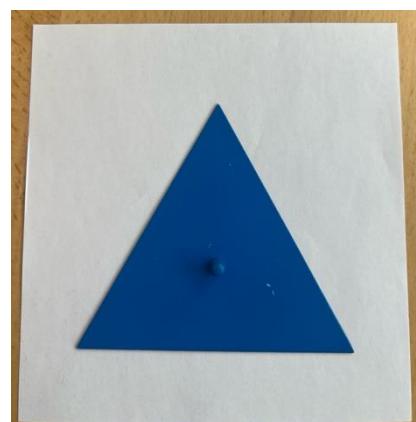
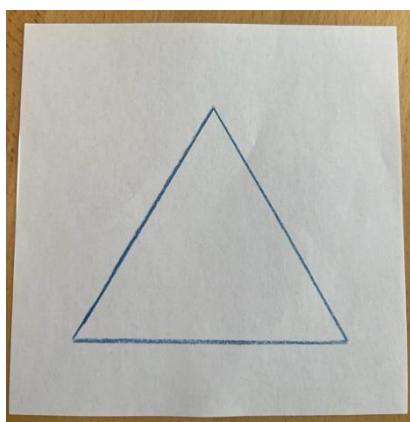
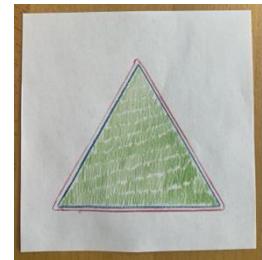
Presentation #2 - Thin Serpentine Lines

1. 1 frame, 3 colored pencils
2. As per presentation #1 up until the "double line"
3. Show the child how to draw the thin serpentine lines from left to right; when you are part way through yours invite the child to start working on his
4. When the child is finished, write his name in cursive on his work
5. Clean up as per presentation #1



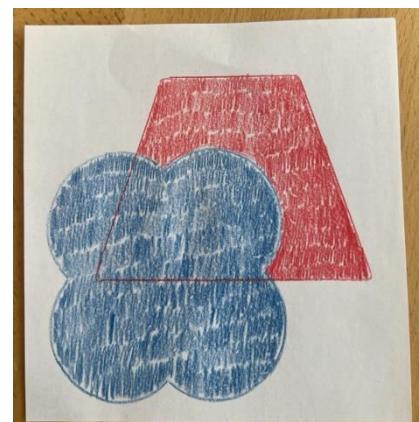
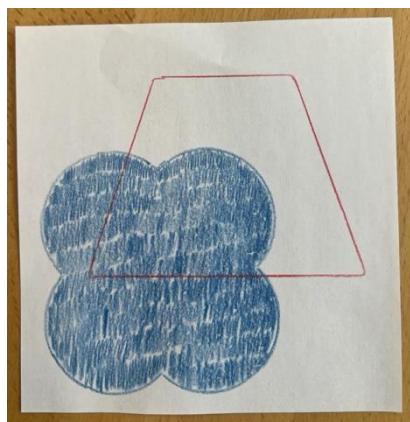
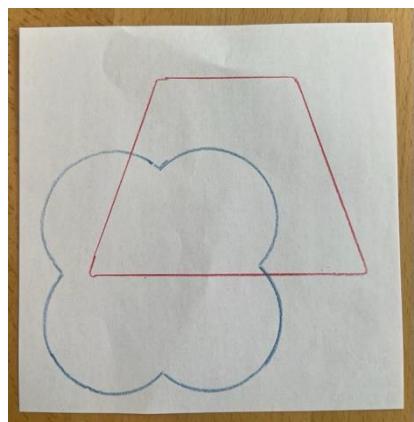
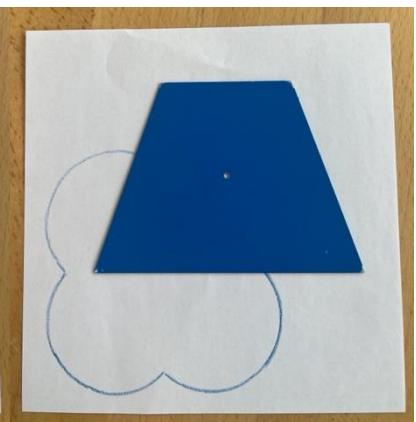
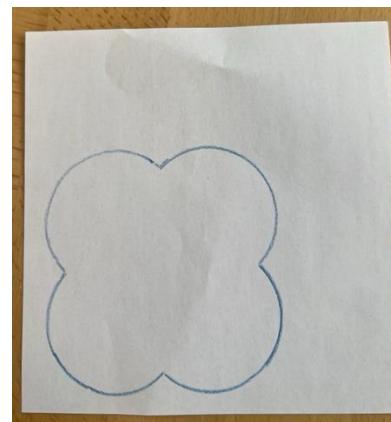
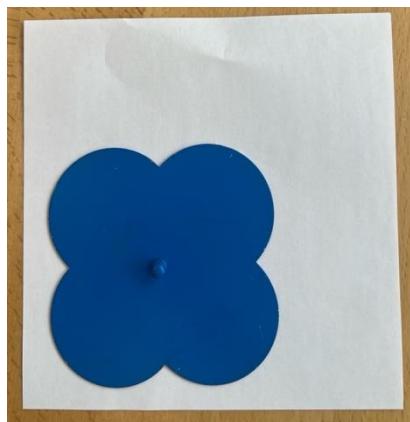
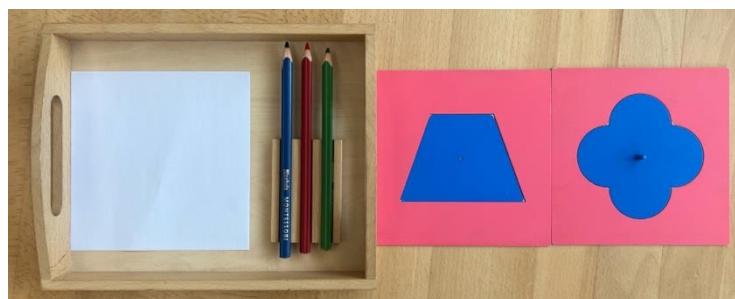
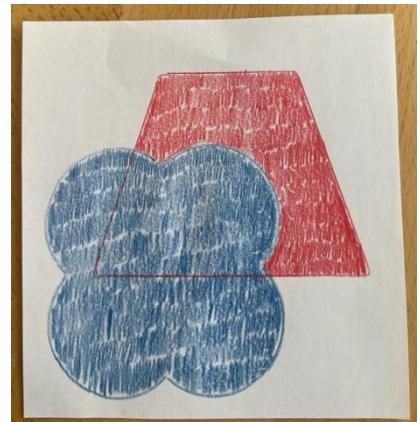
Presentation #3 - Colar in 1 Inset

1. As per presentation #1 up until the "double line"
2. Show the child how to color in the inner shape with its corresponding color
3. Use short strokes from left to right, when you have reached the right side, go back to the left and make another line of short strokes across to the right
4. When you have finished a few of the lines across the shape, invite the child to start his work
5. Clean up as usual



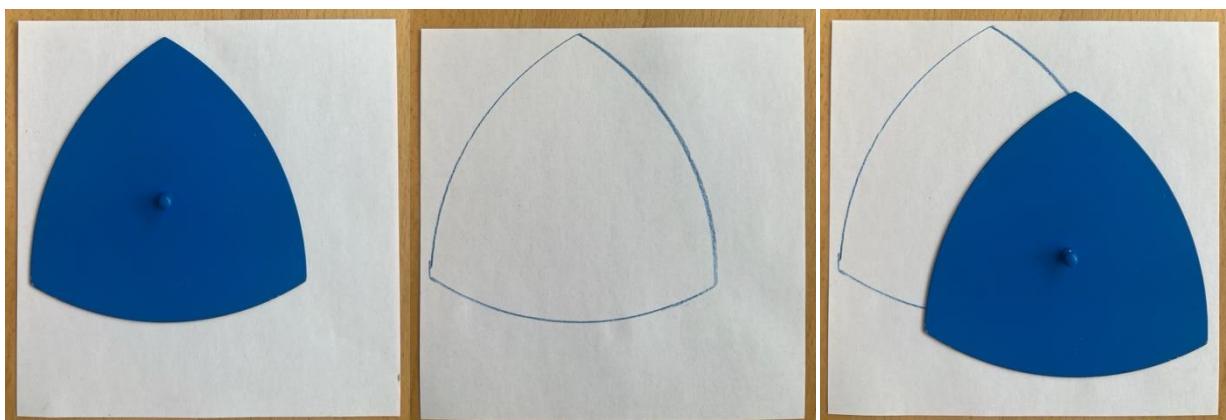
Presentation #4 - 2 shapes; full and partial color

1. 2 insets, 2 colored pencils
2. Draw around one of the insets with one colored pencil, place the inset back into the frame
3. Place the second inset on to the paper (it may be placed anywhere) and trace it with the second colored pencil
4. Place the inset back into the frame
5. Tell the child that you are going to color in one shape
6. Invite the child to start his work
7. Color in one of the shapes completely with the colored pencil that it was traced in (use short strokes as in presentation #3)
8. With the other colored pencil, color in the area that is left of the remaining shape that has not yet been colored; be sure to tell the child that you are going to color in the remains of the other shape and that he can do the same when he is ready
9. Clean up as usual



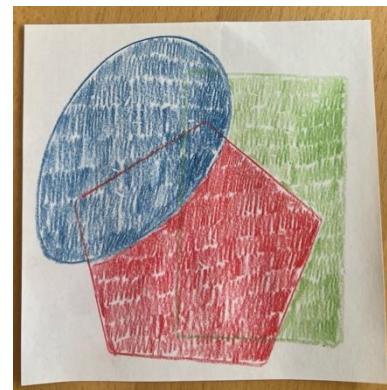
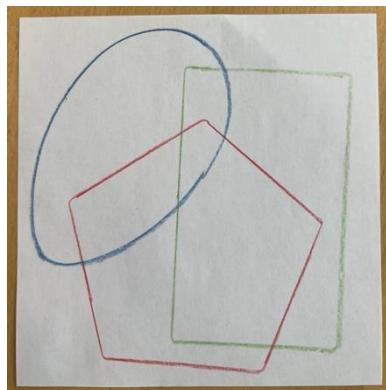
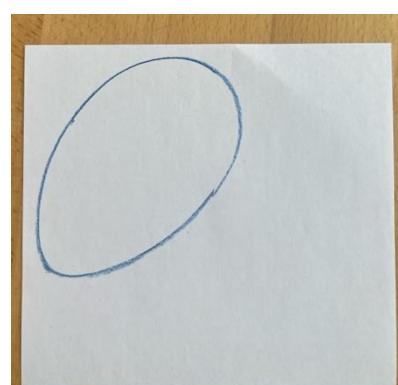
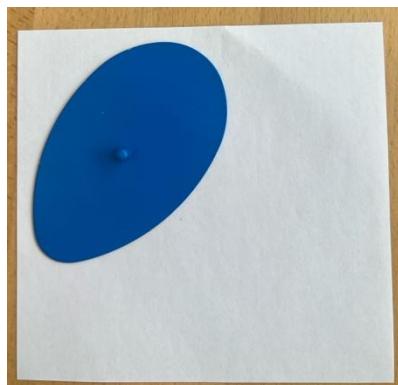
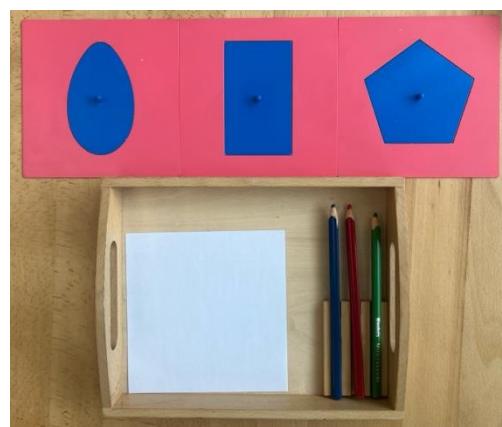
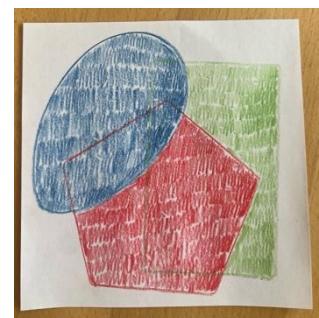
Presentation #5 - 1 shape; full and partial color

1. Trace around the inset with a colored pencil
2. Place the inset on the paper in another area; trace it with the other colored pencil
3. Tell the child that you are going to color the shapes the same way you did with the last presentation
4. Invite the child to start his work
5. Color one shape completely with the color it was traced with
6. Color in the areas remaining on the other shape with the colored pencil that it was traced with
7. Clean up as usual



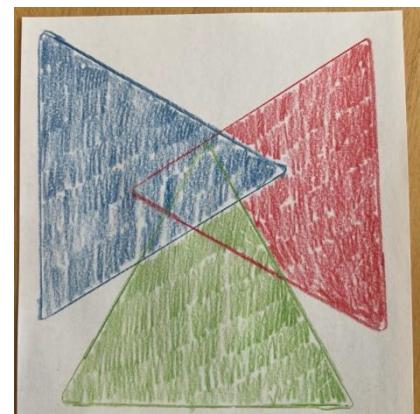
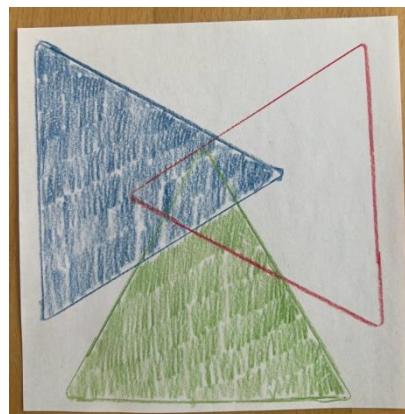
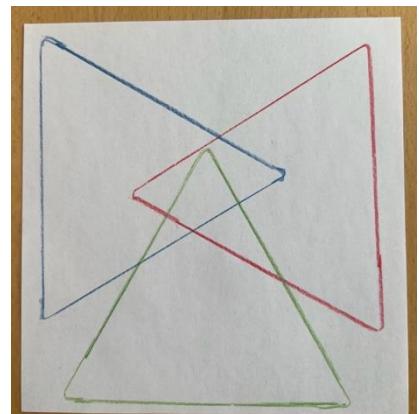
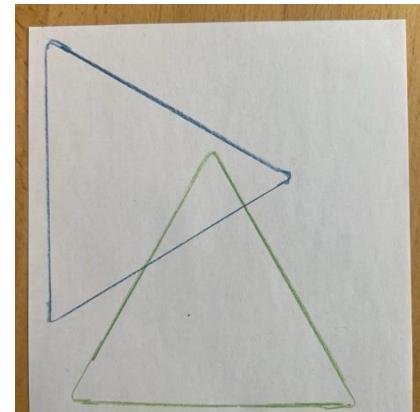
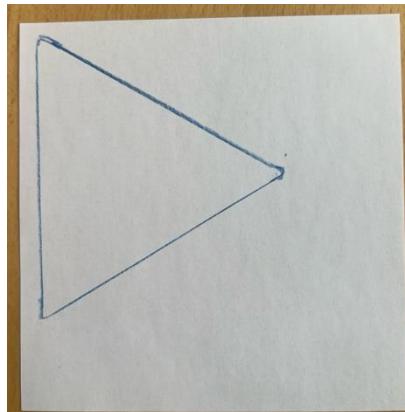
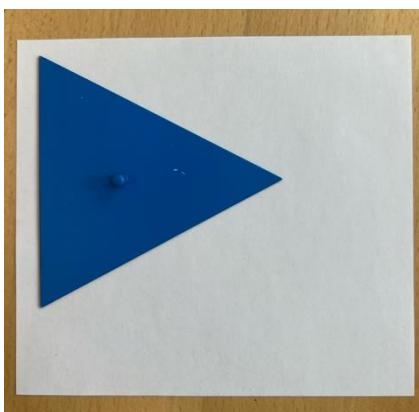
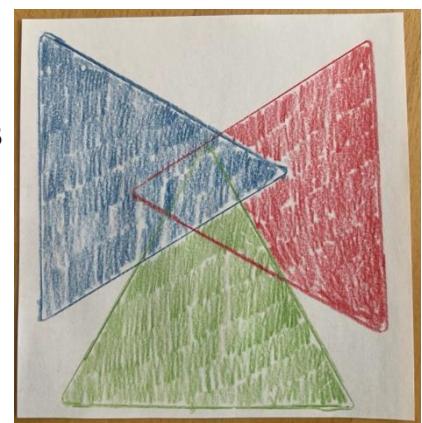
Presentation #6 - 3 shapes; full and partial color

1. 3 insets, 3 colored pencils
2. Trace each shape with a different color; tracing them partially overlapping on the paper
3. Tell the child that you are going to color them in as you did with the previous presentations
4. Invite the child to start his work
5. Color in all of one shape with the color that is was traced with
6. Color in all of another shape that which is remaining, with the color it was traced in
7. Color in all of the last shape that which is remaining, with the color it was traced in
8. Clean up as usual



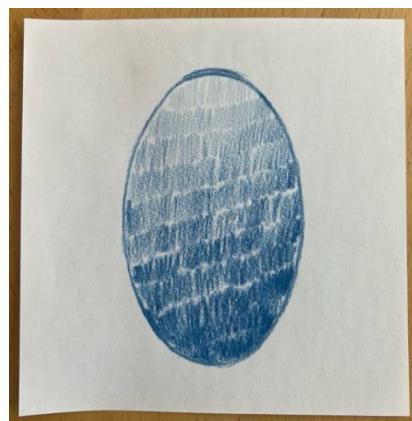
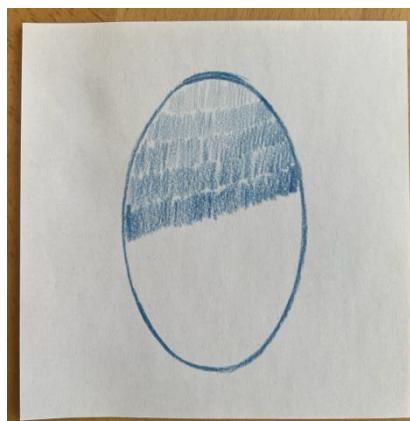
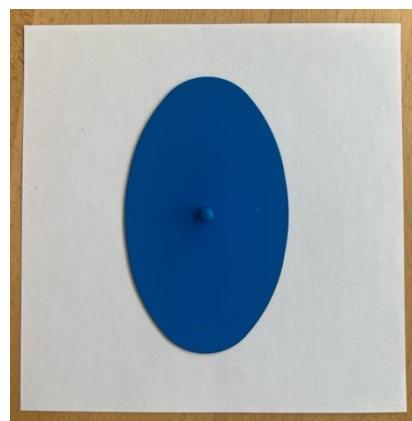
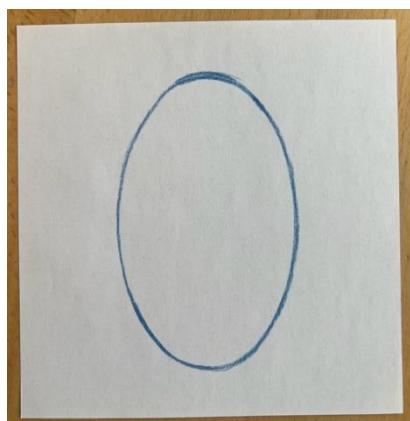
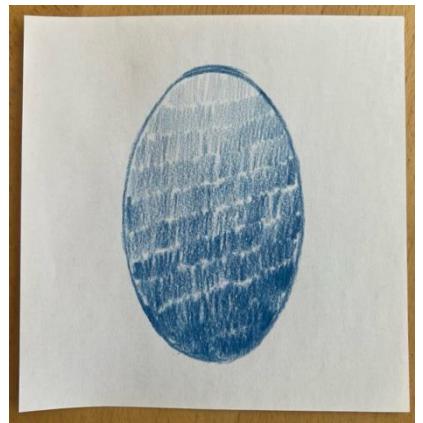
Presentation #7 - 1 shape traced 3 times; 1 full and 2 partially colored

1. 1 inset, 3 colored pencils
2. Color as per presentation #6 using one shape traced 3 times
3. Clean up as usual



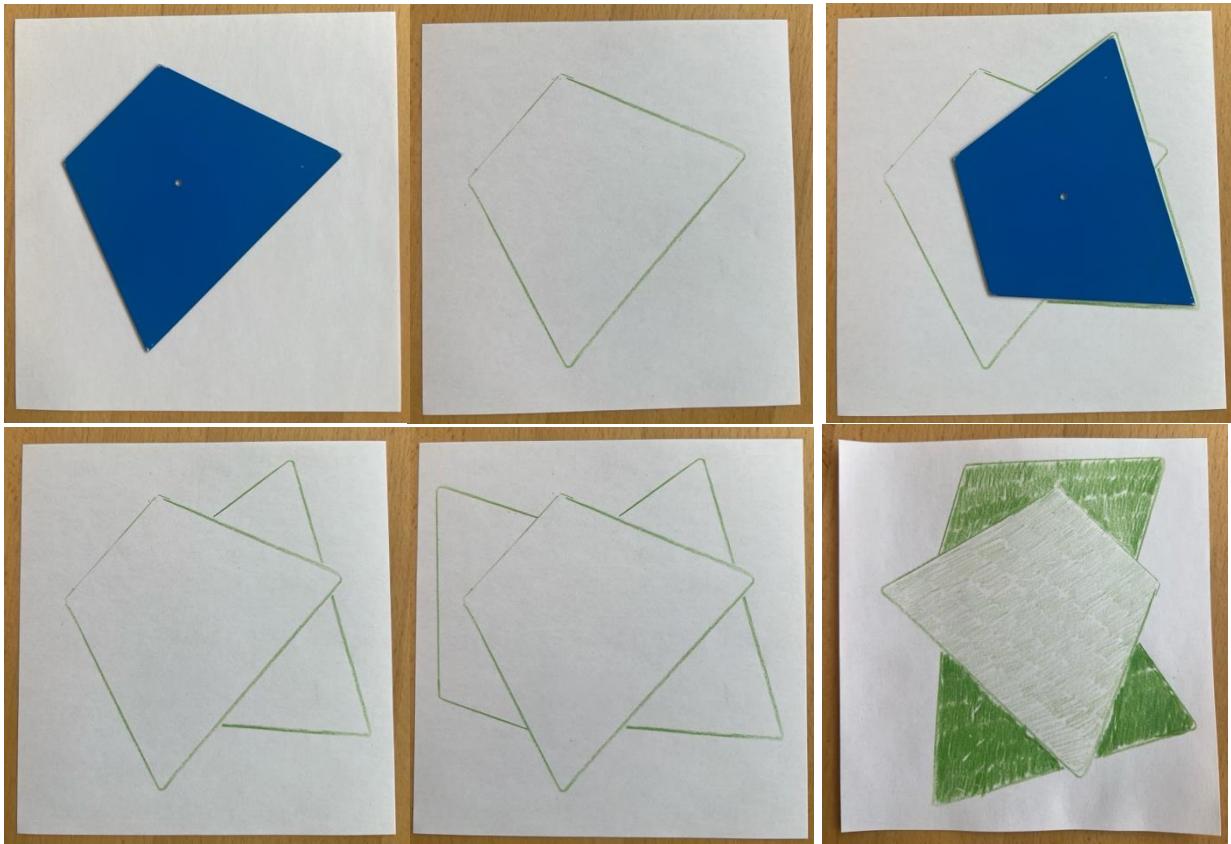
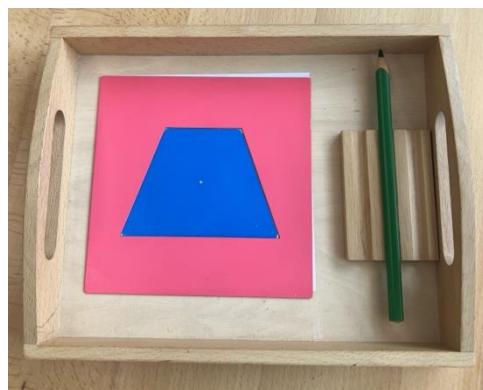
Presentation #8 - 1 shape; color graded top to bottom

1. 1 inset, 1 colored pencil
2. Trace around the inset
3. Color it in from left to right in short strokes graded from top to bottom
4. Color a section of it that clearly demonstrates how it is to be graded to show the child
5. Clean up as usual



Presentation #9 - 1 shape; superimposed and graded

1. 1 inset, 1 colored pencil
2. Trace the inset in the center of the paper
3. Lift the inset and place it back down on the paper so that it superimposed (but not centered) on the original shape, trace around it but do not draw over top of the original shape; stop when you reach a line (you will not be able to trace around the entire inset)
4. Invite the child to start superimposing as you have done
5. Repeat this process of superimposing and tracing 4-6 times at least
6. Explain to the child that you are going to color grade the shapes
7. Invite the child to also grade his traced shapes
8. Color in the shapes graded starting with the very first inset traced; the first inset being the lightest, and the very last inset traced being the darkest

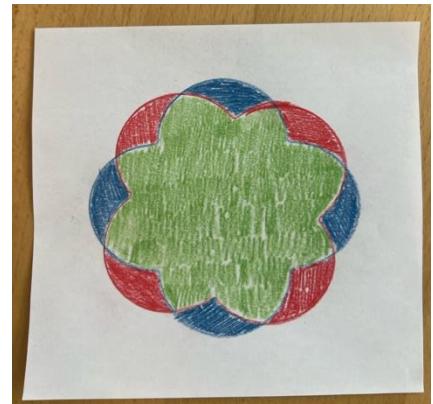


Presentation #10 - Design

- The child can use as many shapes and media as he desires (colored paper, paint, crayons, ink, etc.)

Exercise #1:

- Same as presentation #1-10



Purpose:

Direct

- To acquire mastery of the hand, in wielding a writing instrument, both in lightness of action and keeping within limits

Indirect

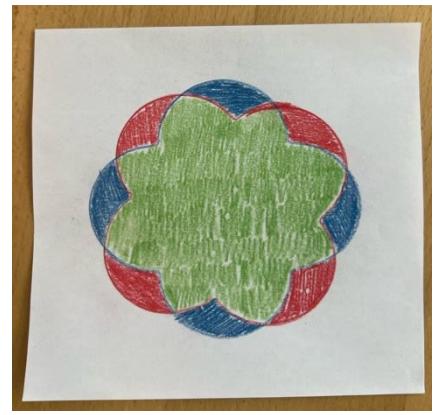
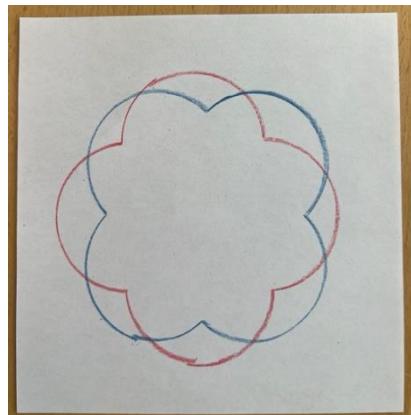
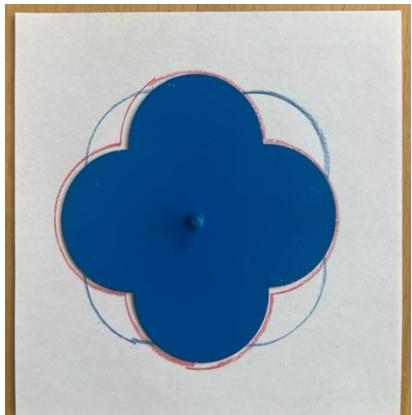
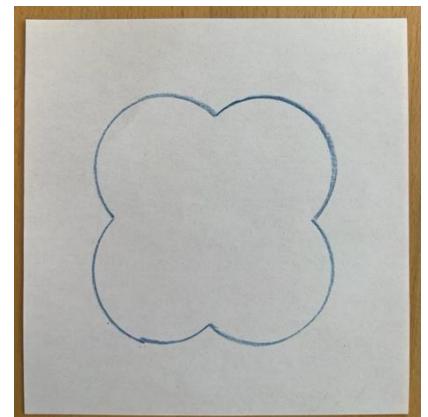
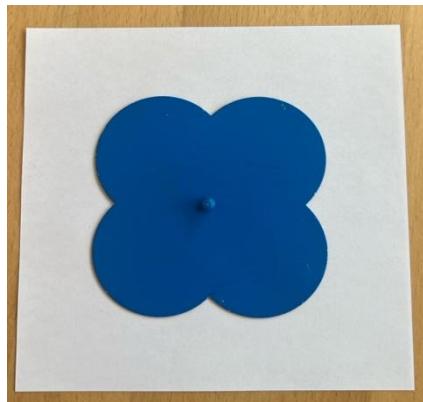
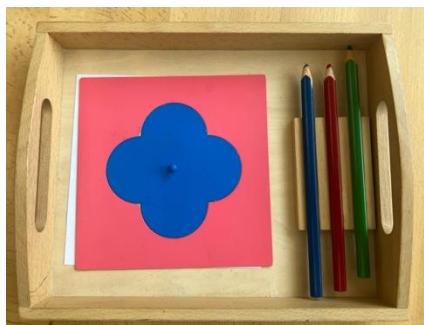
- Preparation for writing

Control of Error

- Keeping within the lines

Age:

- 3-5 years



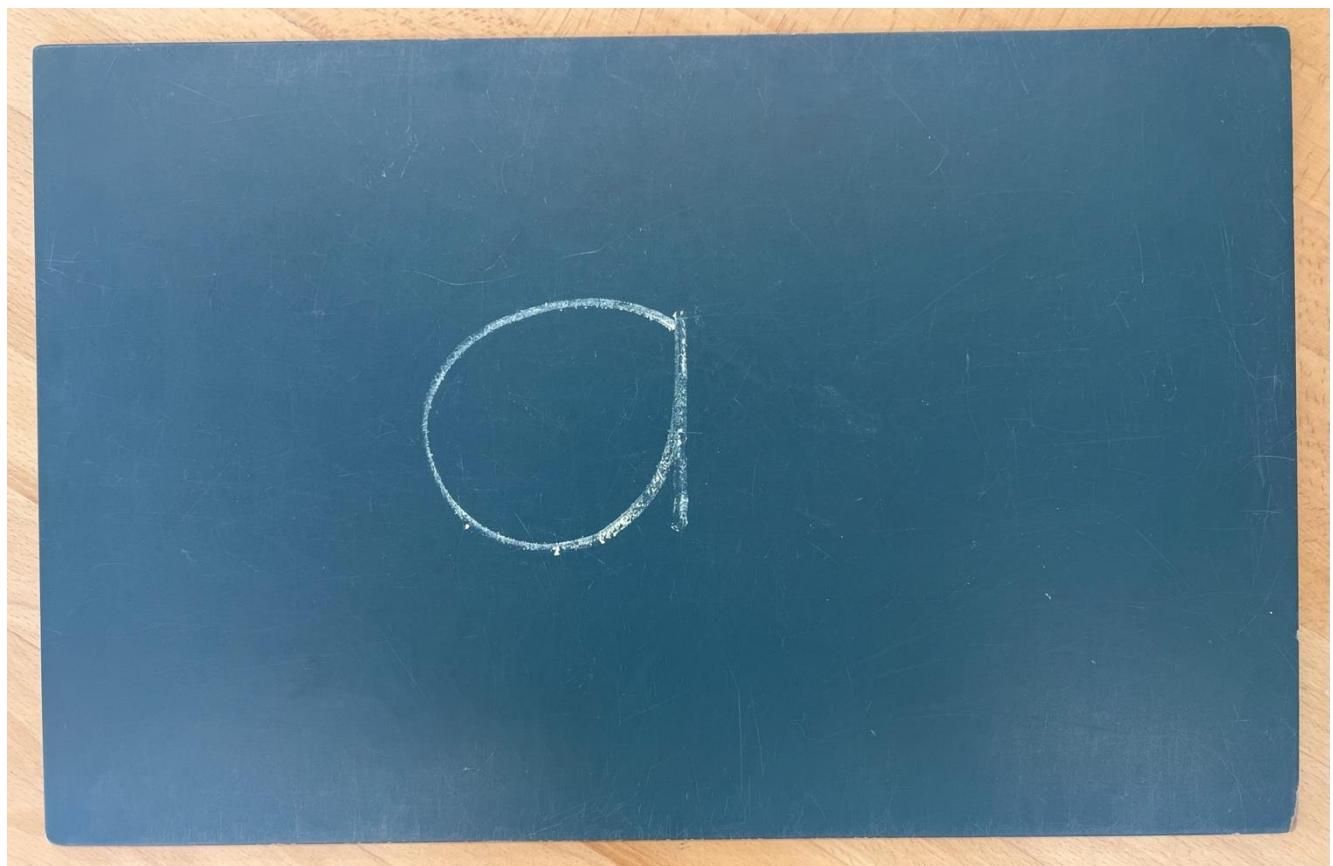
Handwriting

Materials:

- Chalkboards, baskets with chalk and an eraser, wooden boards, writing paper, and writing instruments. Bucket with small sponge.

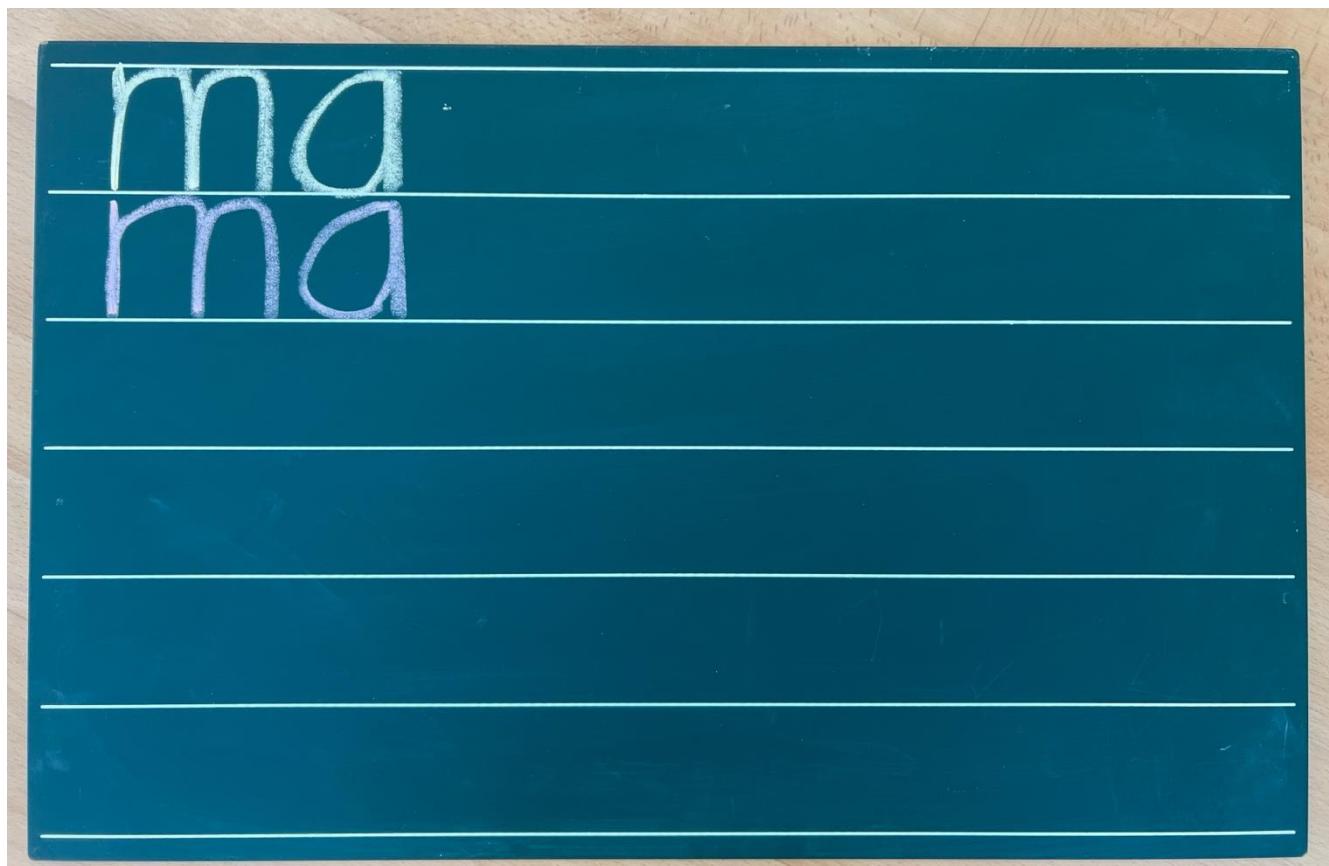
Presentation #1 - Blank Board Single Letters

1. Have the child bring the chalkboard to the table while you bring the basket with the chalk and the eraser
2. Hold the chalk as you would a writing instrument (it is best if the chalk is in a chalk holder)
3. Draw a letter on the chalkboard in (a letter that you know the child knows from the sandpaper letters)
4. Place the chalk down, erase the letter with the eraser and pass the board to the child
5. Ask the child to draw the letter that you drew
6. After the child has drawn it, have him erase it
7. You can continue this process of drawing a letter and then passing the board to the child to draw the same letter
8. If a child is having difficulty with a letter than have the child put the board away and go back to the sandpaper letter and practice it until it is firmly planted in the child's mind
9. Invite the child to take out this exercise and work with it as much as he would like



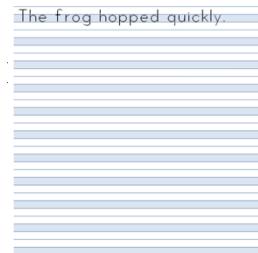
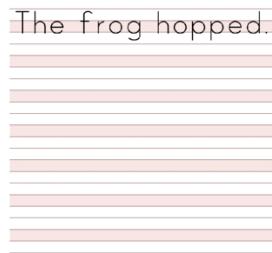
Presentation #2 - Single Lines; joining letters

1. Bring the chalkboard and chalk to table as in presentation #1
2. Draw two letters together (i.e. Ma), do not erase the letters
3. Pass the board to the child and have him write the same two letters either beside or below the two letters you have just joined together
4. Ask the child to erase all of the letters on the board
5. Continue this joining of letters
6. Once the child seems to have mastered joining two letters, you can write words with three letters (i.e. cub, bun, cat, etc.)
7. Tell the child that he is free to use the material to join any of the letters that he would like
8. The letters that the child joins while working on his own do not have to form a word, the idea is not to spell, but to refine the movement of the hand while writing



Presentation #4 - Lined Paper

- Introduce the child to writing on a piece of paper with a pencil
- From this point on the child will most likely not go back to working with the Moveable Alphabet as he is skilled enough
- Begin with pink lined paper and progress towards blue lined paper as the child is ready



Presentation #5 - Blank Paper or Pink Project Paper, Blue Project Paper

- The child must visualize where they are going to write
- They must write evenly spaced, with the letters being the appropriate size
- The child can draw an illustration
- You can give the child ink and pen to write with when they have mastered enough control

Exercise #1:

- Same as presentations #1-5

Notes:

- The sandpaper letters and the chalkboards should never be out on the table at the same time with one child; the dust will make the sandpaper letters dirty
- If the child is having difficulty with a letter and has gone back to the sandpaper letter to do more tracing work, then he must put the chalkboard back on the shelf and wash his hands
- The formation of symbols is of importance in this exercise not spelling
- There should be several books in the classroom with various prints in it that the children can look at
- Strips of paper for the children to write up classification labels for the environment on should available for the children
- Always stress the importance of beautiful handwriting

Purpose:

Direct

- To have children begin to write
- To improve handwriting

Age:

- 3 years, when a child's hand and mind are sufficiently prepared

Introduction to Reading

It is extremely important from the moment that the children enter the classroom for the first time until they leave to move on to the next level of education, that they be exposed to a large variety of stories, poetry and picture books. The children should also be shown how to care for books; how to take a book that stands between other books, how to take a book that is lying between other books, how to hold a book, turn the pages and have concern for the preservation of books.

Reading comes together for the children while they are in a sensitive period. This usually occurs approximately 6 months after the child has learned to write using the Moveable Alphabet. Reading does not come before, simultaneous to, but **after** the child has learned to write.

Reading and writing are both complex skills and require different abilities. Writing is something known to us; we are making visible something from inside our mind. We are taking the language that we have, analyzing each sound of that language, and then symbolizing the sound or making it visible either on paper, or in the case of a young Montessori child, by using the moveable alphabet. Starting at a young age, the child is taken through the steps to prepare himself to write through sound games, the sandpaper letters, and the moveable alphabet. If through this process the child's mind, hand, and fingers have taken the experience in (in its entirety) then the child will experience the explosion into writing.

Reading on the other hand, is going towards the unknown. When we read, it is not our language with which we are working with, it is someone else's language. Reading is the analysis of the language followed by a synthesis. The child has to take a thought from someone else, analyze it, synthesize it (formulate it), and then comprehend its true meaning.

There are elements of reading (as there are elements of writing) that the children are given so that they are able to move towards a point of departure with reading language. The exercises show the children the functions of words in speech. The exercises are presented to the child in the same order in which the child first learns the language. The child is learning words from the moment of birth, but around 8 months of age the child starts to focus on learning what things are, especially nouns (chair, box, window, dog, cat etc.).

The first reading exercise should begin when the child has discovered how to read on his own. He may announce his ability to read, or he may be able to read back words formed from the moveable alphabet. Let the children decide when they can read, do not force them or it will become a lesson and they will lose interest.

Children should not be asked to read back what they have written, and they should not be asked to read aloud until they show confidence and desire. The children are able to decipher words, be they can not necessarily understand what it means if it does not evoke an image. If a child wishes to read aloud to you then of course you must listen to every word that they say, but do not force them if they do not want to.

The children are given the keys for future exploration of the written expression in the world. Each piece of material that the children are given is important. Each material has one element that can lead the child to further exploration; they give forceful impressions to the child's mind. The children will learn that the placing of a word in a sentence is important to its meaning. An example is "the beautiful lady with the old dog" has a very different meaning than "the old lady with a beautiful dog".

The child's capacity to understand words, texts, and poems should never be underestimated. They have their own capacity to create their own images. They will act out and express with their bodies that which they've read. It is through the use of the materials that the child is brought to the point of total reading; total comprehension and the understanding of the feeling that the author wanted to convey. It is then that the child has developed a true search for meaning.

Phonetic Object Box

Materials:

- A box containing a few objects (6-8), the names of which are phonetic. Pencil, slips of paper and scissors. Printed labels.

Presentation #1

1. With the child carry the object box and the basket with the pencil, slips of paper, and the scissors to the table
2. Open the box and take out an object; ask the child what the object is (make sure that the child has the correct phonetic word for the label it has or else the child will become confused when given the label for it)
3. Remove the objects one by one until all of them have been named and placed on the table in a row in front of you and the child
4. Take a strip of paper, a pencil, and the scissors from the basket
5. Tell the child that you are going to write the name of one of the objects on a strip of paper and you would like for him to sound out the letters and then place it in front of the object
6. Write the name of the object, trim the label, and pass it to the child
7. If the child is having difficulty have him sound the word out letter by letter; then put all the sounds together faster
8. Once all of the objects have been labeled mix them all up
9. Ask the child to place them back in front of the proper objects
10. After the child has relabeled the objects, gather all of the labels together
11. Ask the child to go and get a strip of colored paper and you will make a booklet for him by stapling the colored strip to the labels to form a book
12. You can then show the child the small envelope with the printed labels in it that have the names of the objects on them
13. Tell the child that he is free to use the material whenever he would like by using the labels from the envelope



Exercise #1:

- Same as presentation #1, the child can now use the printed labels in order to use the materials by himself
- There can be additional phonetic boxes available
- Using picture cards and labels is also an option

Notes:

- All printed labels/cards should be in 'print' not in cursive font



Purpose:

Direct

- To help the child to realize that the written word is a group of sounds represented by graphic signs and that the word has meaning
- Introduction to reading

Age:

- 4-5 years

Phonetic Reading Cards

Materials:

- A set of cards with phonetic words printed on them in large letters, vowels in blue, consonants in red. Box or basket.



Presentation #1 - Labeling

1. This can be done with two children at a time
2. When at the table, sit in between the children
3. Remove the pile of cards from the basket and set the basket aside
4. Give the first card to one of the children and ask him to sound out the word
5. If the child does not make a clear pronunciation of the word (if it is still broken down into sounds only) then ask him to say the sounds faster, this should help to put the word together and help the child to recognize the word
6. Once the child has said the word, ask him what the word means (this will help to evoke an image in the child when he reads this word in a book or a poem)
7. Repeat this process going back and forth from the one child to the other
8. After the children have gone through approx. 4 cards each ask the children to sound the word out in their mind/head and then say the word out loud, and give an example of its meaning
9. After the children have completed the pile of cards tell them that they can use this material whenever they wish to

Presentation #2 - Reading Sentence Cards or Simple Phonetic Book

1. With the child choose a set of Sentence Cards or simple phonetic book that he is familiar with
2. Using sentence cards, have the child start to read each word (the picture will help give them clues if they are having trouble)
3. Read them a story or poem from this book, allowing them to say the words they know
4. They will start to recognize some of the words that they have just learnt with the phonetic cards
5. You can also help them to recognize words that they have just learned if they do not seem to be seeing or hearing them
6. Tell them that they can pick up a book whenever they like and see how many words they know in it



Presentation #3 - Writing the Children Simple Messages

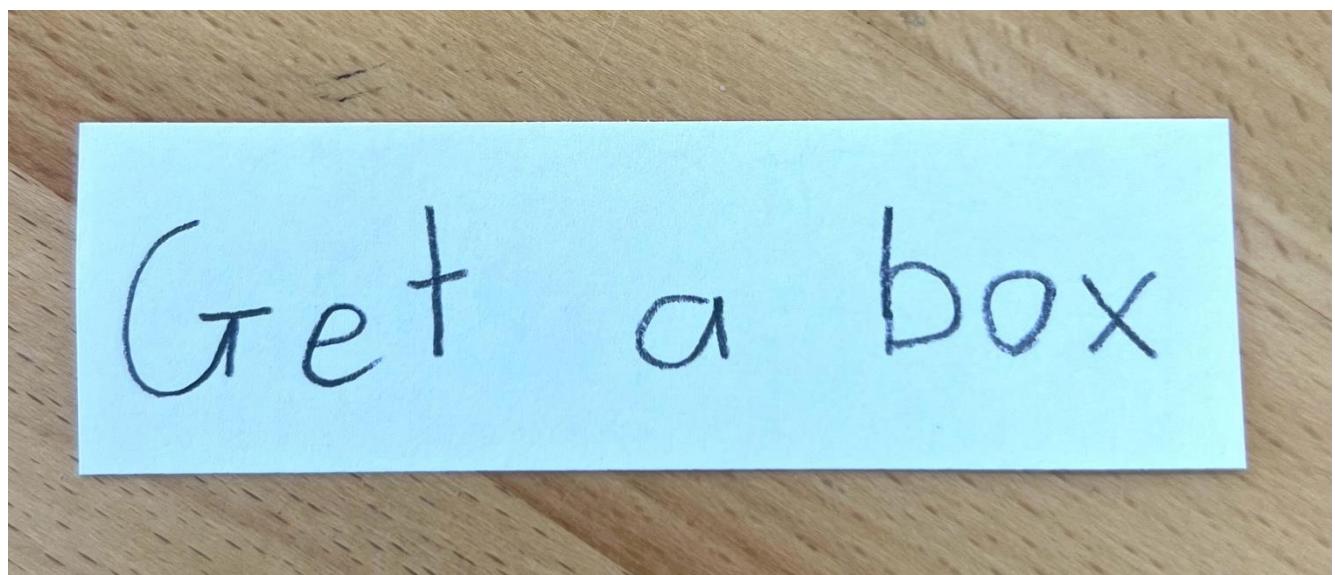
- This can be done whenever you wish for a child to do something
- Instead of telling the child something, write him a message on a piece of paper
Example: get a box

Purpose:

Direct

- To give the children facility to read phonetic words

Age: 4-5 years



Pink Phonetic Series

In a Montessori classroom, the Pink Language Series is introduced to the child after they have spent a considerable amount of time using the Moveable Alphabet. You'll know it's time to start the Pink Series when a child is reading (decoding) 3 letter phonetic words they've built using the Moveable Alphabet, and they show an interest in reading. The order of this work is set up so that the child builds upon his skills, and can challenge himself as he works through the series. We recommend laminating this work for durability. You can follow this method for preparing your materials.

1. Words and Picture Cards



The 7 sets of words and picture cards can be divided randomly or by vowels - the choice is yours. The presentation is quite simple. Take 1 set of cards; lay the picture cards on the table in a vertical line. Make a pile of the word cards in random order. Pick up the first word card and sound each letter out slowly. Repeat again, but sound the letters out a little more quickly. Repeat yet again, but increase the speed even more, so that the letters join together and clearly create the word. Example: 'sun' s--u--n, s-u-n, su-n, sun

Once the word has been decoded, match it up with the correct picture. Pick up another word card and have the child sound it out with you. When they've said the whole word have them place it beside the correct picture card. Have the child continue with each word card until all of the words and pictures have been matched. Also available with photos.

2. Sheets and Labels

There are 6 sheets and 36 labels in this set. We recommend keeping the labels for each sheet together with the sheet itself. You can adhere (tape) a small envelope to the back of each sheet and store the labels there. Or, if you're using our Pink Blue Green storage system, you can use a drawer in the unit.



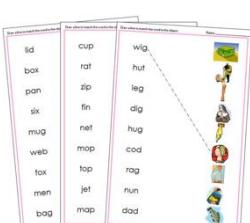
Place one sheet on the table in front of you. Pick up one of the labels for that sheet and say each letter sound slowly and clearly. Repeat the letters again, but faster. Now say the whole word and place the label under the correct picture. Have the child sound out the next label with you and then place the label under the correct picture.

Allow the child to complete the sheet. This set is also available with photographic images.

3. Word and Picture Match

This is a fun way to practice reading words and matching them to pictures using either a pencil or a dry erase marker. If you use a dry erase marker the sheet must be laminated or put in to a plastic page protector so that the dry erase marker can be wiped off).

At this point in the series, the child should be fairly familiar with the words as they have been used in each lesson prior to this one.



Read the first word in the list of words. Using a pencil (or dry erase marker), draw a line from the word to the corresponding matching picture.

4. Word Lists



There are 12 phonetic word lists that the child can read through to practice their skill of reading 3 letter phonetic words. There aren't any pictures to help prompt the child with the words, so they must rely on their knowledge of the phonetic sounds. The word lists also contain new words that the child has not yet been exposed to in this series.

After the child has read through the lists, they can extend their work using the Moveable Alphabet, or with paper and pencil. Read the first word on the list and then turn the list face down. Using either the Moveable Alphabet or a pencil and paper, the child can write the word they just read on the list. After all the words have been made they can check their work using the word list as a control list.

5. Initial, Ending, and Vowel Sound Choice Cards & Sound Cards



The **Sound Choice Cards** ask the child to circle the correct initial, ending, or vowel sound for each picture shown. The child is familiar with all the pictures and words as they have been used throughout the series - and so choosing between the two sounds should not be difficult. The control cards are used by the child to correct their work.

The **Sound Cards** require the child to determine the missing initial, ending, or vowel sound for each picture shown. They must recall what the missing letter looks like, and how to print it. This task is more challenging and requires the ability to manipulate a pencil within a small space. The control cards are used by the child to correct their work. Both sets of cards can be printed and used in a booklet format for each child. Or, the cards can be laminated and written on with a dry erase marker, and used for multiple children.

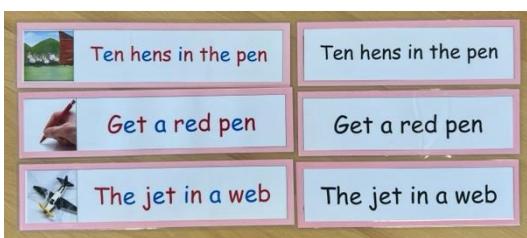
6. Spelling Cards



The child completed work similar to the Spelling Cards, when he used the Moveable Alphabet to create words. The spelling cards however, demand the child recall the correct sounds, and have the ability to manipulate the pencil in order to print the sounds correctly. The control cards are used by the child to correct their work.

This set of cards can be printed and used in a booklet format for each child. Or, the cards can be laminated and written on with a dry erase marker, and used for multiple children.

7. Sentence Cards



The sentence cards are the final lesson in the Pink Series. Set 1 contains short 3 word sentences with a visual prompt. Set 2 and Set 3 have longer sentences that have 4-7 three letter phonetic words. Each set allows the child to practice their reading fluency in gradual steps. This draws the child closer to reading short phonetic books.

Blue Phonetic Series

In a Montessori classroom, the Blue Language Series is introduced to the child after they have spent a considerable amount of time using the Moveable Alphabet and after they have worked through the Pink Language Series. The order of this work is set up so that the child builds upon his skills, and can challenge himself as he works through the series. We recommend laminating this work for durability. You can follow this method for preparing your materials.

1. Words and Picture Cards

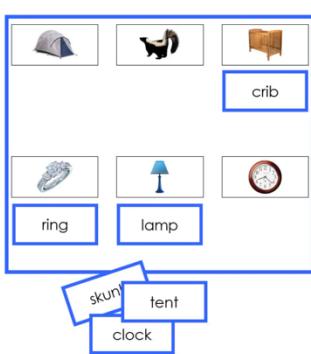


The 8 sets of words and picture cards can be divided randomly as you wish. The presentation is quite simple. Take 1 set of cards; lay the picture cards on the table in a vertical line. Make a pile of the word cards in random order. Pick up the first word card and sound each letter out slowly. Repeat again, but sound the letters out a little more quickly. Repeat yet again, but increase the speed even more, so that the, le rs joi together nd clear y create he word.

Example: milk m-+l-k, m+l-k, m1-lk, milk

Once the word has been decoded, match it up with the correct picture. Pick up another word card and have the child sound it out with you. When they've said the whole word have them place it beside the correct picture card. Have the child continue with each word card until all of the words and pictures have been matched. Also available with photos.

2. Sheets and Labels



There are 6 sheets and 36 labels in this set. We recommend keeping the labels for each sheet together with the sheet itself. You can adhere (tape) a small envelope to the back of each sheet and store the labels there. Or, if you're using our Pink Blue Green storage system, you can use a drawer in the unit.

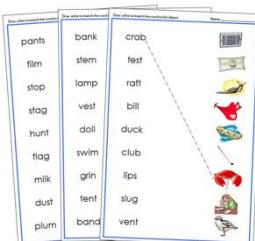
Place one sheet on the table in front of you. Pick up one of the labels for that sheet and say each letter sound slowly and clearly. Repeat the letters again, but faster. Now say the whole word and place the label under the correct picture. Have the child sound out the next label with you and then place the label under the correct picture. Allow the child to complete the sheet. This set is also available with photographic images.

3. Word and Picture Match

This is a fun way to practice reading words and matching them to pictures using either a pencil or a dry erase marker. If you use a dry erase marker the sheet must be laminated or put in to a plastic page protector so that the dry erase marker can be wiped off).

At this point in the series, the child should be fairly familiar with the words as they have been used in each lesson prior to this one.

Read the first word in the list of words. Using a pencil (or dry erase marker), draw a line from the word to the correctly matching picture.



4. Word lists



There are 12 phonetic word lists that the child can read through to practice their skill of reading 3 letter phonetic words. There aren't any pictures to help prompt the child with the words, so they must rely on their knowledge of the phonetic sounds. The word lists also contain new words that the child has not yet been exposed to in this series.

After the child has read through the lists, they can extend their work using the Moveable Alphabet, or with paper and pencil. Read the first word on the list and then turn the list face down. Using either the Moveable Alphabet or a pencil and paper, the child can write the word they just read on the list. After all the words have been made they can check their work using the word list as a control list.

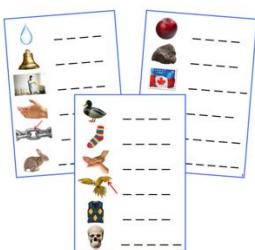
5. Initial, Ending, and Vowel Sound Choice Cards & Sound Cards



The **Sound Choice Cards** ask the child to circle the correct initial, or ending sound for each picture shown. The child is familiar with all the pictures and words as they have been used throughout the series - and so choosing between the two sounds should not be difficult. The control cards are used by the child to correct their work.

The **Sound Cards** require the child to determine the missing initial, ending, or vowel sound for each picture shown. They must recall what the missing letter looks like, and how to print it. This task is more challenging and requires the ability to manipulate a pencil within a small space. The control cards are used by the child to correct their work. Both sets of cards can be printed and used in a booklet format for each child. Or, the cards can be laminated and written on with a dry erase marker, and used for multiple children.

6. Spelling Cards



The child completed work similar to the Spelling Cards, when he used the Moveable Alphabet to create words. The spelling cards however, demand the child recall the correct sounds, and have the ability to manipulate the pencil in order to print the sounds correctly. The control cards are used by the child to correct their work. This set of cards can be printed and used in a booklet format for each child. Or, the cards can be laminated and written on with a dry erase marker, and used for multiple children.

7. Sentence Cards



The sentence cards are the final lesson in the Blue Series. Beginner contains short 4+ letter word sentences with a visual prompt. Set 1 and Set 2 have longer sentences that have 6- four+ letter phonetic words. Each set allows the child to practice their reading fluency in gradual steps. This draws the child closer to reading longer phonetic books

Phogram Box

Materials:

- A box containing a different set of phonetic objects and one non-phonetic object. Pencil, strips of paper, and scissors. Printed labels

Presentation #1 - Label the Objects

1. Take the child to the shelf and introduce him to the phonogram box
2. With the child carry the box and the basket with the pencil, slips of paper, and the scissors to the table
3. Open the box and take out an object (make sure to leave the object with the phonogram until last); ask the child what the object is [If it is really a cup they take out, but the child's response is "tea cup", you would respond "yes, that's right, it's a cup." You must make sure that the child has the correct word for the label it has or else the child will become confused when he is given the label)
4. Place the cup on the table in front of you and the child
5. Remove the objects one by one until all of them but the object with a phonogram (shell) have been placed on the table in a row in front of you and the child
6. Bring out the last object (the one with the phonogram in its name, for example, shell); say to the child "this is a shell"
7. Take a strip of paper, a pencil, and the scissors from the basket
8. Tell the child that you are going to write the name of one of the objects on a strip of paper and you would like for him to sound out the letters and then place it in front of the object
9. Again, here you are going to leave the object with the phonogram until last
10. Write the name of an object, cut it off of the strip with the scissors, and pass it to the child
11. If the child is having difficulty then have him sound out the word letter by letter
12. When all of the objects have been labeled except for the one with the phonogram (shell) ask the child which object is not labeled yet (the child should say "shell")
13. Write the label for it and give it to the child
14. Explain that the two letters of s and h together makes one sound of 'sh'
15. Once all of the objects have been labeled mix them all up, and then ask the child to place them back in front of the proper objects as he previously did
16. Gather all of the labels together, ask the child to go and get a strip of colored paper and you will make a booklet for him by stapling the colored strip to the labels to form a book
17. You can then show the child the small envelope with the printed labels in it that have the names of the objects on them
18. You tell the child that he is free to use the material whenever he would like by using the labels from the envelope

Presentation #2 - Form Words with Phonograms

1. With the child, go to the shelf and show him where the small print alphabet is
2. You will need two sets of the alphabet (two boxes) they should both be different colors
3. Have the child carry one of the boxes to the

- table, and you carry the other
4. At the table open the boxes and place one in front of you and the other in front of the child
 5. Tell the child that you are going to make words with 'sh' in them
 6. You can start with the word "fish"
 7. Ask the child what the first sound in fish is; he should take the letter 'f' from his box and set it on the table
 8. Ask the child what sound comes next after the 'f', he should respond with 'i' (as in ink); ask him to find the I and put it beside the 'f'
 9. You finish the word by taking the 'sh' from your box and putting it at the end of the 'fi'
 10. Once the word has been constructed, ask the child to think of another word with 'sh' in it
 11. Continue for several more words
 12. Tell the child that this alphabet is put away in the same manner as the large moveable alphabet; collecting all the 'like' letters and putting them away
 13. Help the child put the box back on the shelf

Presentation #3 - Phonogram Sentence Cards or simple Phonogram Book

1. With the child choose a set of Sentence Cards or simple phonogram book
2. Using sentence cards, have the child start to read each word
3. Or, read them a story or poem from this book allowing them to say the words they know. They will start to recognize some of the words that they have just learned with the phonetic cards
4. You can also help them to recognize words that they have just learned if they do not seem to be seeing or hearing them
5. Tell them that they can pick up a book whenever they like and see how many words they know in it

Exercise #1:

- Same as in presentation #1-3

Notes:

- Using two colors for the letters gives the child a greater visual impression of the phonogram

Purpose:

Direct

- To aid in correct spelling
- To explore language
- To discover new words

Age:

- 4 ½ to 5 years

Personal Notes:

Green Phonegram Series

In a Montessori classroom, the Green Language Series is the last part of the language program that is introduced to the child. When they reach this Green Series, they have already spent a great deal of time on the Pink and Blue Language Series. In order to continue to improve their reading skills and fluency, they must now learn all about phonograms, blends, digraphs, hard, soft, and silent letters. The order of this work is set up so that the child builds upon his current skill of phonetic reading, and challenges himself with the intricacies of the English language as presented in this Green Series. We recommend laminating this work for durability. You can follow this method for preparing your materials.

1. Words and Picture Cards



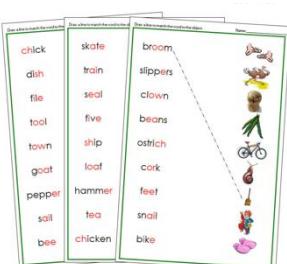
The most common phonograms are sold in two sets: Set 1 and Set 2. Within these two sets, there are 12 different sets of phonograms. Divide the smaller sets according to each phonogram. This allows the child to have adequate practice with each new phonogram (there are 6 pictures and 6 word cards for each).

The presentation is quite simple. Take 1 set of phonograms; lay the picture cards on the table in a vertical line. Make a pile of the word cards in random order. Pick up the first word card and sound each letter out slowly - you will combine the two red letters (the phonogram) to make 1 sound. Repeat again, but sound the letters out a little more quickly. Repeat yet again, but increase the speed even more, so that the letters join together and clearly create the word.

Example: 'brush' b--r--u--sh, b-r-u-sh, bru-sh, brush

Once the word has been decoded, match it up with the correct picture. Pick up another word card and have the child sound it out with you. When they've said the whole word have them place it beside the correct picture card. Have the child continue with each word card until all of the words and pictures have been matched. Also available with photographic images: Set 1 and Set 2

2. Word and Picture Match



This is a fun way to practice reading various phonogram words and matching them to pictures. Again, there are two sets in this series: Set 1 and Set 2. If you are using these sheets for multiple children and the sheets will remain in the classroom, then you can laminate the sheets (or put them in to a plastic page protector) so that a dry erase marker can be used and then wiped off when completed. Or, print on regular paper and the children can take them home when completed.

Read the first word in the list of words. Using a pencil (or dry erase marker), draw a line from the word to the corresponding matching picture.

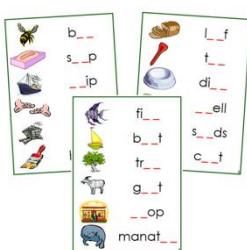
3. Sound Choice Cards



The Sound Choice Cards come in 2 sets: Set 1 and Set 2. Just like the Word and Picture Match, these cards can also be laminated or placed in plastic page protectors and marked with a dry erase marker. Or, printed on regular paper and marked by the child with a pencil.

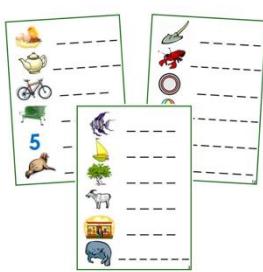
The child is to circle the correct sound for each picture shown. The control cards are numbered to match the work cards, and are used by the child to correct their own work.

4. Sound Cards



The **Sound Cards** are also available in 2 sets: Set 1 and Set 2. With these cards, they must recall what the missing letter looks like, and how to print them. This task is more challenging and requires the ability to manipulate a pencil within a small space. The control cards are used by the child to correct their work. As with the Sound Choice Cards, these cards can be printed and used in a booklet format for each child. Or, the cards can be laminated and written on with a dry erase marker, and used for multiple children.

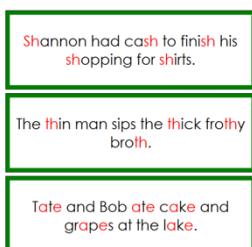
5. Spelling Cards



There are two sets of Spelling Cards: Set 1 and Set 2. The child completed work similar to the Spelling Cards, when he used the Moveable Alphabet to create words. The spelling cards however, demand the child recall the correct sounds, and have the ability to manipulate the pencil in order to print the sounds correctly. The control cards are used by the child to correct their work.

This set of cards can be printed and used in a booklet format for each child. Or, the cards can be laminated and written on with a dry erase marker, and used for multiple children.

6. Sentence Cards



The sentence cards help to bring together a variety of the phonograms that the child has learned to this point in the Series. There are no visual prompts in this set as there were in the Pink and Blue Sentence Cards. Each of the sentence cards has between 2 and 5 of the same phonogram within the sentence. This allows the child to practice one phonogram within **each sentence several times**.

7. Blends and Digraphs



This part of the series is broken down in to 3 sets: Set 1, Set 2, and Set 3. It is presented in the same manner as the 1. Words and Picture Cards. The sets do not have to be presented in order, but do not mix the sets of individual phonograms. Six picture cards and 6 word cards of each phonogram allow the child adequate experience with each phonogram.

Phonogram Cards

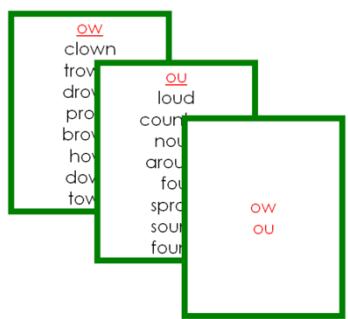


There are 2 sets of phonogram cards (Set 1 and Set 2) that the child can read through to practice their skill of reading various words that contain the same phonogram. In the top right corner of each card there is a small picture of the first word to help prompt the child, should they not recall the sound of the phonogram. The first word has the phonogram printed in red to help the child read through the list of words, all of which contain the same phonogram.

The phonogram cards also contain new words that the child has not yet been exposed to in this series. This will help to give the child confidence in their ability to decode a larger variety of words other than those in the Word and Picture Cards.

After the child has read through a phonogram card, they can extend their work using the Moveable Alphabet, or with paper and pencil. Read the first word on the list and then turn the list face down. Using either the Moveable Alphabet or a pencil and paper, the child can write the word they just read on the list. After all the words have been made they can check their work using the word list as a control list.

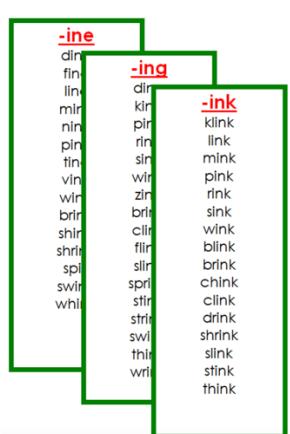
9. Phonogram Families



The phonogram families contain 17 families. Each of the 17 families have multiple word lists that show the child how one 'sound' can be made using a variety of different letters. This work expands a child's knowledge of the various possible letter combinations for sounds. This helps to prepare the child for greater reading fluency.

This particular material offers many opportunities for children to advance their reading skills. 1) The child can read through a phonogram family and look in the dictionary for the definition of any words they are unfamiliar with. 2) Phonogram families can be written out and made into booklets. 3) Children can sort cards from multiple families to challenge themselves! This particular material offers many opportunities for children to advance their reading skills. This

work includes a set of instructions for preparing storage envelopes for each of the families.



10. Word Families

This set of word families includes 44 cards with approximately 5 to 17 words (that have a common pattern) on each card. The name of each family is printed in red at the top of each card, and all the words below that belong in the family, are printed in black.

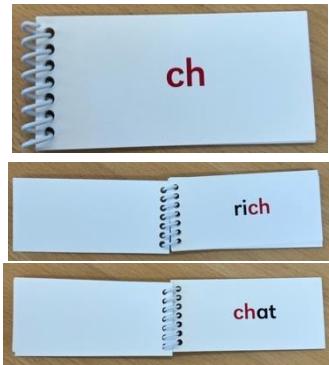
Children enjoy reading through each family as the words rhyme with each other! Words that the child is not familiar with can be addressed using a dictionary or through conversational inquiry with an adult.

There are many letter combinations included in this work that have not yet been addressed in the previous Green Series lessons. This work will further a child's ability to read with greater understanding.

Phonogram Booklets

Materials:

- Set of six to eight-page phonogram booklets with a phonogram printed on the cover. The phonogram appears by itself on the first page, within a word in ensuing pages. The phonograms are printed in red.



Presentation #1 - Reading and Discussing

1. Take a phonogram booklet from the shelf
2. Ask the child to read the words in the booklet
3. Go back to the beginning of the booklet and discuss the meaning of each word

Presentation #2 - Making the Words

1. Take a phonogram booklet and 2 small moveable alphabet trays from the shelf (2 colors) and take them to the table with the booklet
2. Open the alphabet trays and set them in front of the child
3. Ask the child to look at the first word in the booklet, read it, turn the booklet over, and then make the word with letters (using one color for the phonogram, and the other color for the remaining letters)
4. Once the child has made the word he can go back to the book and check for the correct spelling, the child leaves the word on the table
5. The child continues on until he has made all of the words from the booklet (the child can work on his own after the first or second word)
6. Remind the child to put his work away when he is finished

Presentation #3 - Read Booklet and Make Sentence

This can be done with 2 children

1. Each child (including yourself) will take a booklet from the shelf to a table
2. You begin with the first word from your booklet; you say the word and then put it into a sentence
3. The children in turn will say their first word and then put it into a sentence

Presentation #4 - Read Book

- Read a book with the children and have them identify the phonograms they know

Exercise #1

- Same as in presentation #1-4

Notes:

- Dictation - one child can dictate words from a booklet to another child. When finished all of the words, the child gives the booklet to the child that was making the words so that he can check his own work (the child can use pencil and paper, using red pencil for the phonogram)

Purpose:

Direct

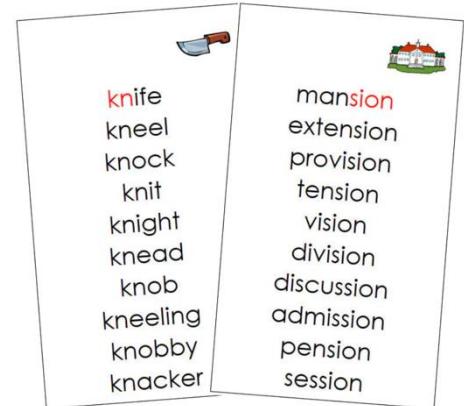
- Aid in correct spelling and to explore the language

Age: 4½ - 5 years

Phonogram Cards

Materials:

- Phonogram cards with a list of words containing the same phonogram. At the top right of each card a small picture of the first word on the list, which has the phonogram printed in red.



Presentation #1 - Making Words

1. Bring a phonogram card and 2 small moveable alphabet trays (2 different colors) to the table with the child
2. Ask the child to read the card with all of the words on it
3. Then ask the child to go back to the top of the list and put each word into a sentence or explain what it is
4. You can ask the child more questions regarding a particular word if the child is having difficulty with, or you can also put it into a sentence to help the child have a better understanding of the word
5. Ask the child to look at the first word on the card, read it, then you turn the card over and ask the child to make the word with the small moveable alphabet (using the one color for the phonogram, and the other color for the remaining letters of the word)
6. After the child has made the word turn the card over and let the child check his word against the card
7. Ask the child to look at the next word, turn the card over, the child makes the word, and then checks his word against the card
8. This continues until the child has made all of the words and checked them against the card

Presentation #2- Make Words from Memory

1. Bring a phonogram card and 2 small moveable alphabet trays (2 different colors) to the table with the child
2. The child looks at all of the words on the card carefully; he can also count how many words there are
3. You then turn the card over and ask the child to make all of the words that he can remember from the card
4. When the child is finished give the child the card in order for him to check his work
5. If the child is incorrect in the spelling of a word do not stop him; allow him to find the error on his own
6. Tell the child that he may work on his own with as many of the cards as he would like whenever he would like

Exercise #1:

- Same as in presentation #1 and #2

Notes:

- Dictation - the children can give dictation to each other in a group

- If the children are proficient in their writing they can use a pencil and paper. If not, they should use the moveable alphabet, or else the focus will be on the writing and not on the making of the words
- At this point you can tell the children that the letters have names (if they don't already realize this)
- You can ask them if they know the alphabet song, there are 26 letters of the alphabet; this will help to prepare them for using the dictionary

Purpose:

Direct

- To further the child's exploration of language
- To give him a further key to reading

Age:

- 4½ - 5 years of age

Games:

Spelling Game - Adding a letter to a phonogram

1. Take the small moveable alphabet (2 colors) to a table
2. Choose a phonogram; example "ow"
3. Place on the table three sets of "ow" (one beneath the other) in one color of the alphabet
4. You are going to take out each letter of the alphabet (in alphabetical order using the other color) and place it in front of the phonogram "ow" in order to see if it makes a word
5. Example - you take out the "a" and place it in front of the "ow" resulting in "aow",
6. Ask the child if this is a word; the child should say no
7. Put the "a" back into the tray, take out the "b" and place it in front of the "ow"; The result will be "bow"
8. Ask the child if it makes a word; the child should respond with a yes
9. Ask the child to put the word into a sentence or explain what the word means
10. Since "bow" is a real word the child leaves the word on the table and starts again by placing the "c" in front of the next "ow"
11. The child continues to try to make words, while explaining those words that he forms
12. The child can also place the letters of the alphabet after the phonogram
13. As well the child can also place a letter at both ends of the phonogram
14. Tell the child that he is free to use the materials at any time to make words with phonograms

Words that Have...

- With a group of children or with only one or two
- Tell the children that you are going to think of words that have..... (a sound) "sh" (as in hush) in it
- Ask the children to write down the words that you come up with
- Through this the children will learn the correct spelling of words
- When a child has spelled something incorrectly you can either tell them to go to the dictionary and see if they can find the word (that is if they are familiar with the dictionary), or you can try and direct them to a book that they are familiar with that has the proper spelling of the word

Puzzle Words

Materials:

- Printed labels with words of irregular construction

where	group
white	pulled
also	does

Presentation #1 - Learning New Words

1. Invite one or two children to join you
2. Take one envelope of puzzle words to the table
3. Place the words in a pile on the table
4. Have each child in turn read a word and put it into a sentence
5. The other child should repeat the word after he has heard the child say it in the sentence
6. After the word has been used in a sentence, it is placed on the table
7. Repeat this with 2 more words in order to form a row of 3 words across the table
8. When there are three words on the table review them with the children, one child at a time
9. Have the children read and put into a sentence the next three words
10. Add these words to the three already on the table
11. Review the last three with each child individually
12. Have each child say all six words
13. If a child is having difficulty with any words give a brief, informal 3 period lesson
14. Ask the children if they can make one long sentence with the 6 words that they have just learned

Exercise #1:

- The children can place all of the cards face down on the table
- The child would flip one card up, read it, make a sentence with the word, and place it face down again

Exercise #2:

- The child can read a word, turn it face down
- Then construct it with the small moveable alphabet (one color only)
- The child can check his work with the card

Exercise #3:

- The child can dictate words to a group of children who can write with pencil and paper (if writing skills are good) or they can use the small moveable alphabet
- The children can check their work with the cards

Presentation #2 - Alphabetize Words

1. After the children have had a lot of experience with several of the envelopes you can show them how to alphabetize the words
2. Place the cards from 2 or 3 envelopes randomly on the table
3. Tell the children that you are going to place the words in alphabetical order
4. Ask them to say the alphabet (this will help to bring them to full awareness of what they are about to do)
5. Tell them that in order to place them in alphabetical order they must look at the first letter of each word

6. Start by finding all of the words that begin with "a", have the children find them all and place them in a row, continue on through the alphabet
7. After all of the words have been placed alphabetically according to the first letter ask the children to see if there are any words that have the same first letters (ex. 3 words start with "a")
8. Tell the children that you are going to put those 3 words that start with the same letter in alphabetical order
9. Tell them that now they have to look at the second letter in order to put them in alphabetical order
10. Place them in alphabetical order
11. Repeat with any other words that begin with the same letters
12. Tell the children that they have just alphabetized all of the words
13. They can write the words out in alphabetical order if they wish

Notes:

- This work is parallel to phonogram cards and booklets

Purpose:

Direct

- To teach the children irregular words

Age:

- 5 years

Personal Notes:

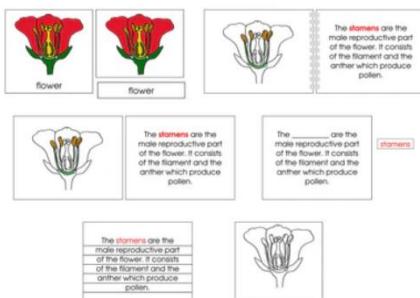
Reading Classification

Materials:

Printed labels naming objects in the following categories: materials, language of the Sensorial materials, and language for maps. These labels are to be kept in boxes, separated according to their categories. A collection of pictures (Classified Cards) dealing with the child's environment, the village, the farm, the city, rooms, vegetables, fruits, clothing, etc.



There are two sets of cards for each classification, one with loose labels bearing the name, the other with the name attached, or single sets with loose labels and the name written identically on the back of the picture card.



Definition Sets are a collection of pictures (language cards) dealing with geographical, geometrical, & biological terms (again, one with printed labels).

Definition booklet for each classification, each picture on the left side of the page, the definition printed on the right side of the page. The word defined is highlighted in some manner.

Presentation #1 - Objects in the Environment

1. Invite a small group of children to a table (no more than 3)
2. Take slips of paper, a pencil, and scissors to the table
3. Write the name of an object in the environment on a slip of paper (for example, flag, shelf, sponge etc.)
4. Ask each child to read his label and then go and get the object that was written on the label
5. When the child brings the object back to the table, he must name it again and place the label beside it
6. Some objects cannot be brought to the table (i.e. a wall, the sink etc.) Ask the child to place the label on or beside those kinds of objects and return to the table.
7. Continue as above giving each child several turns
8. When finished the children must return all of the object to their proper places and throw the slips of paper away, or they can make a booklet out of them

Exercise #1: - Reading

1. Introduce the children to the label cabinet
2. Show the children that the printed labels are kept in the drawers
3. Explain that they can work individually or with a partner, reading through the labels and placing them in their appropriate places in the environment



Presentation #2: - Writing

1. Ask a child to take out the moveable alphabet
2. Remove a drawer from the label cabinet and bring it to the table
3. Have the child choose a label, read it and place it face down on the table
4. Ask him to make the word using the small moveable alphabet
5. After he has made the word he can check his spelling by looking at the label

Exercise #2: - Dictation

- One child can dictate the names of objects from labels, while the other child makes the words using the small moveable alphabet
- The child who is making the words can check his work with the labels when he has finished making all of the words

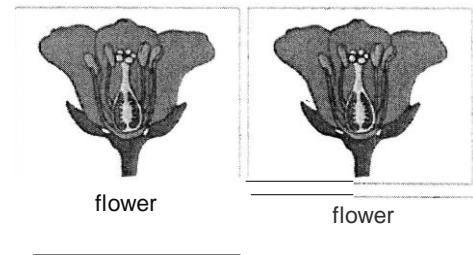
Presentation #3: - Matching Cards and Labels

1. Invite a child or two to join you at a table
2. Take out a set of classified cards, for example, the kitchen
3. Show each picture card to the children asking them to identify each
4. Place them on the table in rows facing up
5. Show the children that they must leave spaces in between the rows in order for the labels to be placed
6. Take the labels that match the cards from the label cabinet
7. Ask each child to read a label and place it under the correct picture card
8. *at this point you should leave the child to work alone as he is already familiar with the language and the process of the exercise
9. Tell the child to continue until all of the label have been placed; if they have difficulty with a word have them place it aside until they are able to figure it out by deduction where the label belongs
10. The children can check their work by turning a card over and comparing it to the label placed with it (or compare them to the second set of labeled picture cards, if you have them)
11. Show the children how to put the cards and labels away
12. Tell the children that they are free to work with the other sets of classified cards whenever they would like

Presentation '#4-5 Part Definition Sets

Part 1 - Picture and Label

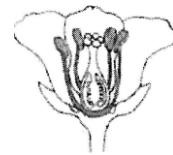
1. Take one child to the table and take out one group of cards
2. Have the child identify each picture, read the labels and place them under the appropriate picture
3. The child can check his work by turning the cards over and comparing the label to the word on the back of the card
4. Tell the child that he is free to use any of the other sets whenever he would like
5. The child should be able to work on his own



because he has already seen these cards (from the enrichment of vocabulary exercises)

Part 2 - Booklet

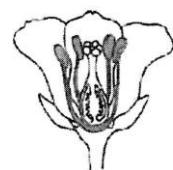
1. Take out the booklet on the flower, read through the definitions and discuss the meanings of each
2. The child will read the definition on the right and see the picture on the left



The stamens are the male reproductive part of the flower. It consists of the filament and the anther which produce pollen.

Part 3 - Picture and Description

1. Take out the envelope with definitions, complete and the word defined in red
2. Ask the child to read each of the definitions and place them beside the appropriate pictures
3. Collect the definition booklet and show the child how to use the booklet to check his work



The stamens are the male reproductive part of the flower. It consists of the filament and the anther which produce pollen.

Part 4 - Description with Label

1. Take out the definition cards that have the defined word missing
2. The definition card is the same as in Part 3, but there is a blank space instead of the word that is being defined
3. The words that are being defined are written in red, on labels that will fit in the blank space
4. Spread the definitions and the labels on the table
5. Place the picture cards on the table in a vertical row
6. Ask the child to read one definition, place it beside the appropriate picture card and figure out which label fits in the space (which word is correct in the sentence)
7. Have the child use the definition booklet to check his work

The stamens are the male reproductive part of the flower. It consists of the filament and the anther which produce pollen.

Part 5- Sentence Strips

1. The definitions are now cut up into strips
2. Spread all of the strips of phrases out on the table
3. Ask the child to read the strips and complete each definition
4. Only use the strips - do not put out the picture cards
5. Have the child use the definition booklet to check his work

Notes:

- It is important to remember that the introduction of the cards should be connected to something in the child's environment - attached to reality and put into context (i.e. if the child just got a new pet bird at home, you could introduce the definition set for a bird)

Purpose:

Direct

- To introduce the child to the written symbol for the words he already knows
- Reading exercise

Control of Error

- The labels on the cards (or the booklets for the Definition Sets)

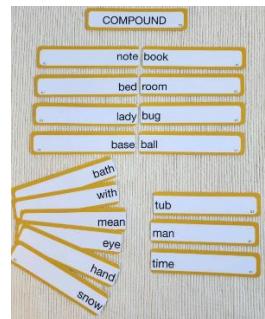
Age: 4½ years

Word Study

Materials:

- Box with cards for Masculine-Feminine.
- Box with cards for Singular-Plural.
- Charts with printed lists of words to include prefixes, suffixes, compound words & word families.

Masculine - Feminine			
actress	Duke	Duchess	hero
spinster	Emperor		policeman
Baroness		brother	sister
girl			prince
girlfriend	man		shepherd
bride			sir
sister	lion		son
cow		lioness	steward
chainwoman	giant		tiger
hen	giant		star
Countess	he	prince	vehicle
rick	she		widower
	husband	monk	widow
	heiress	mermaid	widow
	herchaw	run	widow
	name		widow
			widow



Presentation #1

1. Take 1 chart or a box of cards along with 2 small moveable alphabets (different colors) to the table with the child
2. As per the phonogram booklets and puzzle words; read the card and discuss the meaning of each word
3. Define the root, prefixes or suffixes, and compound words
4. When the child makes the words with the small moveable alphabet make all the prefixes and suffixes in red and the root of the word in black

Exercise #1:

- The child reads each word one by one, then returns back to the beginning where he will put each word in to a sentence or explain what the word means

Exercise #2:

- The child can read the first word, turn the card over, and make the word using the moveable alphabet

Exercise #3:

- The children can dictate the words to each other and they can make the words using either the moveable alphabet or pencil/pen and paper

Exercise #4:

- Correctly match printed labels and compare to the control charts

Purpose:

Direct

- To satisfy the child's insatiable desire for more and more words

Control of Error

- Control charts for each word study lesson

Age: 4½ - 5 years

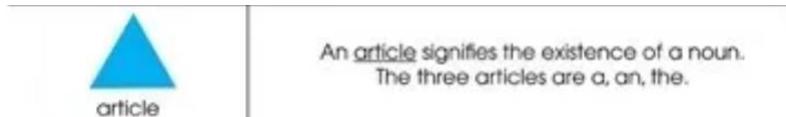
Function of Words

Wait until the child can read before presenting the exercises in this section. These exercises are a key to the fact that words have a specific function.

Article

Materials:

- A box of objects, some in quantities, some singly. An envelope with printed labels 'a', 'the', and the name of the objects. Pencil, slips of paper, scissors in a basket.



Presentation #1

1. This written presentation uses the following objects within an example: pears, doll - you can use any objects you would like
2. Take the box of objects along with the paper, pencil and scissors to the table with the child
3. Open the box and have the child help you remove the objects one at a time (have the child name each of the objects as they are removed and placed onto the table)
4. When all of the objects are on the table ask the child to group them, if he hasn't already done so (place all of the like objects together in rows)
5. Now ask the child "Please could I have!! pear?", the child hands you a pear, you thank him and place it on the table in front of you
6. Ask the child twice again "Please could I have!! pear again?", the child hands you the pears and you place the pears together in a group
7. Now ask the child for an object which there is only one of - "Please could I have!! doll?", the child hands you the doll
8. Ask the child "Could I have !! doll again?" - the child will say "No there isn't another one"
9. Say to the child "Ah, how silly of me! I should have asked you for the doll." Hand the doll back to the child. Ask the child "Could I please have the doll?"
10. Repeat the above process alternating an object which is one of many, and then ask the child for another single object
11. Do not make the distinction between 'a' and 'the' overly obvious
12. When you are finished, place all of the objects (in groups for those objects that are like) in front of the child
13. Take a slip of paper, the pencil and the scissors from the basket
14. Write the names of the objects on the paper one at a time (for those objects that have more than one you will write out a label for each, be sure to include 'the' if it is a single object, and 'a' if there is more than one of the same object)
15. Pass the label to the child and ask him to place it in front of the corresponding object
16. After the child has placed all of the labels with the objects, gather all of the labels together and cut the article off of all of them

17. Pass all of the labels and the articles to the child and have the child place them in front of the corresponding objects

Exercise #1:

- Show the child that if he would like to work by himself there is an envelope with printed slips
- On the slips are the names of each of the objects
- The articles 'a' and 'the' are also on loose slips, so the child can match the correct article to each word.

Exercise #2:

- The child is free to read any book and see how each of the articles are used

Notes:

- 'a' is the indefinite article used to show that the object is one among many
- 'the' is the definite article used to show that the object is the only one

Purpose:

Direct

- To make the child aware of the function of the article

Age:

- 5 years, when the child can read with ease

Personal Notes:

Adjective

Materials:

- A group of objects that are in some way related to one another (with the possibility of differentiating and descriptive adjectives, e.g., a farm, a doll house.) The box of grammar symbols. A box of printed adjective labels describing each object, marked on the top with the adjective symbol. Pencil, slips of paper, scissors.



Presentation #1 - The Farm

1. With one or two children; ask the children to set up the farm
2. Take the children back to the table and write the name of an animal from the farm on a slip of paper (i.e. the cow)
3. Pass the slip to the child and say to him "I have an animal in mind, can you bring it to the table please?"
4. The child will read the slip and go and get the animal (the cow)
5. When the child returns with the cow tell the child "This is a cow, but it is not the cow that I had in mind"
6. Take another slip of paper and write down an adjective that describes the cow that you would like the child to retrieve from the farm (for example - black)
7. Send the child to return the original cow and get the cow that you have asked for him for (the black cow)
8. When the child returns with the black cow have him place it on the table
9. Place the two slips together; 'the cow' and then 'black'
10. Have the child read the slips of paper together "the cow black"
11. Ask the child "Does that sound correct?"; the child will answer "No"
12. Ask the child what does sound correct; the child will answer "The black cow."
13. Cut away the word 'the' from 'cow' and put the word with black in between them: the black cow
14. Ask the child to read it



Transposition:

- Mix up the order of the slips, have the child read the slips, and ask the child after each transposition if it is correct; cow the black, black the cow,' black cow the
- Ask the child to place the slips in the correct order; "the black cow"

Symbolization with the Grammar Symbols:

1. Ask the child "Which word told you what animal I wanted?"
2. The child answers "cow"

3. Place the large black triangle above the slip with the word "cow" on it (this represents the noun, the most solid object)
4. Ask the child "Which word told you what particular cow I wanted?"
5. The child answers "black"
6. Place the middle-sized dark blue triangle above the slip with the word "black" on it (this represents the adjective)
7. Ask the child "Which word told you whether there were one or more black cows?"
8. The child should answer "the"
9. Place the small light blue triangle above the slip with the word "the" on it (this represents the article)
10. Continue this with the other children using different animals

Exercise #1:

1. The child is free to work alone with the printed farm game labels
2. The child will take the labels, read them, get the appropriate animal, place The slip in front of it, and then symbolize it
3. If the child wishes to transpose the slip then he must copy the printed label on to a slip of paper and then cut the copied slip up; he can then transpose and symbolize the cut slip
4. Encourage the children to write slips for anything that is in the environment; the black chair, the white table, the large box, etc.
5. The children can work by themselves or within a group

Notes:

- This is the first time the children have used the symbols

Purpose:

Direct

- To make the children aware of the individual words in reading
- Particularly the function and position of the adjective

Age:

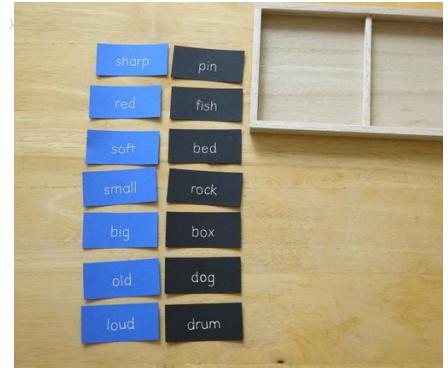
- 5 years, when the child can read with ease

Personal Notes:

Logical Adjective Game

Materials:

- A box marked with the adjective symbol which holds the Logical Adjective Game (two sets of cards, about 12 each). Blue cards printed with adjectives, black cards with nouns. The sets must form logical pairs. The box of grammar symbols.



Presentation #1

1. Take the child to the shelf and show him where the cards are kept; take the cards to the table
2. Place the black cards on the table in 4 vertical rows, be sure to leave room between the black cards for the blue cards, and room above each card for the symbols (the child can help you with this)
3. Randomly place the blue cards to the left of the black cards
4. Put all of the cards down before reading them (the child can help you with this)
5. Ask the child to read all of the combinations of the black and blue cards
6. Ask the child to remove the blue cards that do not match the black cards, place those that do not match off to the side in a vertical row
7. When the child has finished reading and removing all of the blue cards that do not match, take the first blue card that was set aside and ask the child to find the black card that it would match
8. The child can switch the cards around until they are all matched

Symbolization with the Grammar Symbols

- When the child is finished matching them all, take out the grammar box
- Symbolize the first few and then invite the child to finish them (use the large black triangle for the noun and the middle-sized dark blue triangle for the adjective)

Exercise #1:

- The child can mix and match the nouns and the adjectives to find new combinations
- The child can then copy their matches down on paper

Presentation #2 - Quantifying Singly

1. Choose one of the black cards and place it on the table in front of the child
2. Take the blue adjective cards and place them in a pile slightly off to the right of the black card
3. take a blue card from the pile, hold it to the left of the black card and read it together with the black card (i.e. sour lemon)
4. If the blue card sounds correct with the black card then place the blue card to the left of the black card to complete the match
5. If the next blue card sounds correct with the black card then place it below the blue card that has already been placed (the blue cards will form a vertical row to the left of the black card)
6. If the blue card does not sound correct then place it face down in a pile off to the right, have the child finish this himself
7. Take out the grammar box and have the child symbolize

Exercise #2:

- same as presentation #1
- the child can do this with all of the nouns and adjectives to find new combos

Presentation #3 - Collective Adjective: Creating Images

1. Ask the child to choose a black card
2. Ask the child to read through the blue cards and find those cards that sound correct with the black card
3. Whenever the child finds a card that sounds correct, have him place it to the left of the black card (place each blue card in front of the one previously placed)
4. Have the child remove any adjectives that are antonyms, synonyms, or homonyms, so that the description is not redundant
5. Example: "stately, cuddly, cold, damp, open, tiny garments"
6. Should end up something like: "cuddly, -tiny garments"
7. Have the child symbolize his final sentence

Exercise #3:

- Same as presentation #3
- Encourage children to write their own adjectives and nouns

Notes:

- This is a good time to introduce the synonyms, antonyms and homonyms

Purpose:**Direct**

- make the children aware of the function of the adjective

Age:

- 5 years

Detective Adjective Game

Materials:

- 54 Triangles of 6 different types, prepared according to size, color, distinctions of sides and angles. Triangles are small, medium and large, 3 colors. Isosceles - acute, right angle & obtuse angle. Scalene - acute, right-angle & obtuse angle. Box of grammar symbols. Pencil, slips of paper, scissors. Printed Detective Adjective Labels.



Presentation #1

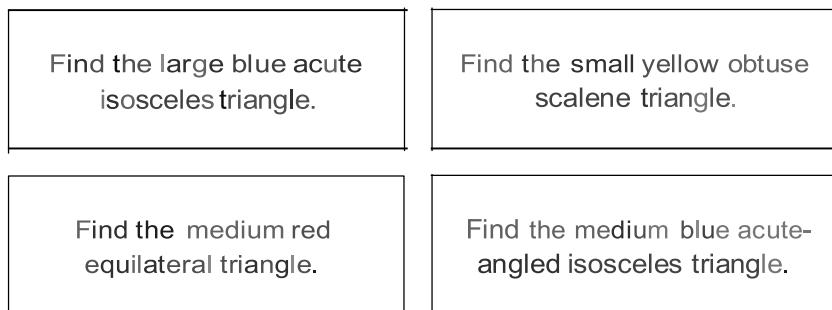
1. With the child take the box of triangles to the table, along with the slips of paper, scissors, pencil, and box of symbols
2. Spread the triangles on the table
3. Tell the child "I have a triangle in mind. Let's see if you can figure out which one it is."
4. Take a slip of paper, write "the triangle" on it and snip it off
5. Ask the child to read the slip and bring what it says
6. When the child gives you a triangle say to him "This is a nice triangle, but it is not the one I have in mind."
7. Take another piece of paper and write down a size, different from the one the child just gave you (if the child gave you a large triangle, write "small")
8. Ask the child to read the slip of paper
9. Take the slip of paper with "the triangle" on it and cut it so that you can place "small" between the two words (you will have three slips that now read "the small triangle")
10. Tell the child that you are only interested in the small triangles so have the child help you put all the medium and large triangles back into the box
11. Have the child pick a large triangle - your response is "This is a nice triangle, but it is not the one that I had in mind."
12. Take another slip of paper and write on it a color other than the one the child chose - "red"
13. Have the child read the slip and bring what you've written - the child will bring you a small red triangle
14. Say to the child "Since I am only interested in the red triangles, let's put all of the other triangles that are not red back into the box."
15. Continue as above, isolating scalene or isosceles triangles (sides), and then isolating the angle - obtuse, acute, or right-angled
16. When the child finally hands to you the small red scalene obtuse-angled triangle you can tell the child "This is the one that I had in mind"

Transpose:

- Transpose the adjectives and ask the child to read each combination and decide if they sound correct (the correct order is size, color, type (side, angle))
- Return the adjectives to their proper order and ask the child to symbolize the phrase

Exercise #1:

- Same as presentation #1 using the printed [Detective Adjective Command Cards](#)
- Printable [Detective Adjective Game \(color\)](#)
- Printable [Detective Adjective Game \(outlines\)](#)



Detective Adjective Command Cards

Exercise #2:

- Encourage the child to write long descriptive sentences

Purpose:

Direct

- To make the child aware of the detective power of the adjective
- To show how it is possible with the adjective to single out one specific shape in the lot

Age:

- 5 years

Personal Notes:

Conjunction

Materials:

- Three or four articles having a relationship with one another; i.e. three different colored pencils or flowers. A piece of ribbon. The box of symbols. The farm. Printed labels. Red and black pencils, slips of paper.



A conjunction connects words, phrases, and sentences.

Presentation #1

1. Take the child to the shelf, and take back to the table with the child, the vases with the flowers, the ribbon, the box of symbols, and the basket with paper, pencils, and the scissors
2. Write on a slip of paper "the white flowers"
3. Ask the child to read the slip of paper, and then to take the white flowers out of the vase and place it above the slip of paper
4. Repeat this procedure for "the red flowers" and "the yellow flowers"
5. Take the ribbon from the container and tie the flowers together
6. Tell the child "There is a word that is going to tie these slips of paper together, just like the ribbon tied the flowers together."
7. Using the red pencil write "and" on a slip of paper twice
8. Cut the slip of paper apart to separate the 'and' and place them between the phrase "the white flowers" "and" "the red flowers" "and" "the yellow flowers"
9. Ask the child to read the whole thing
10. Bring the box of symbols forth and ask the child to symbolize all the words that he knows
11. Show the child that the pink rectangle represents the "and"



Exercise #1:

- As in presentation #1, the child can now use the printed slips to work alone, as well, he should always symbolize his work and copy it on to paper

Exercise #2:

- The child can use the printed adjective labels for the farm
- The child will choose a few of the printed labels
- Then the child will write "and" in red on several slips of paper, cut them out and place them in between the printed labels that he has chosen to work with
- Then the child goes to the farm to retrieve the animals that are on his printed labels, places them above the labels, and then symbolizes them

Exercise #3:

- Encourage the child to write their own phrases and use conjunctions to join them
- They should always symbolize their phrases and copy it on to paper

Purpose:

Direct

- To bring to the consciousness of the child the function of the conjunction

Age:

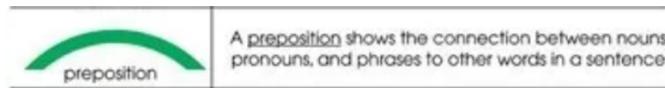
- 5 years

Personal Notes:

Preposition

Materials:

- As for the conjunction, three or four different related objects in a container. Printed labels. Red and black pencils, slips of paper, scissors.



Presentation #1

- Take the tray with the miniature tea cup, sugar bowl, teapot and milk jug to the table
- On a long slip of paper write "the tall tea pot, and the slender milk jug and the dainty tea cup, and the capacious sugar bowl"
- On another slip of paper write "the delicate tray"
- Ask the child to read the slips of paper and place the objects above the labels
- Ask the child to read the slips of paper, and ask the child if it sounds correct
- When the child has decided that it doesn't sound correct, write "on" in red on a slip of paper and place it between the long phrase and "the delicate tray"
- Ask the child to read it, and make it so (do what it says; place all of the objects on the tray)
- Ask the child to symbolize what he knows
- Show the child how to symbolize "on" (introduce the green crescent)
- Transpose the two phrases and ask the child to read it (the prepositions "on" and "around" don't work - "behind" and "beside" do work; ask the child if it works (if it is possible))

Exercise #1:

- As in presentation #1; the child can work with the printed slips

Exercise #2:

- The child uses exactly the same procedure, but he works with the farm
- Make sure that he writes the "and" (conjunction) in black, and the "on (around, beside, behind - the preposition) in red
- The child should transpose and symbolize as usual

Exercise #3:

- Encourage the children to write their own labels with nouns, adjectives, conjunctions, and prepositions
- The children should transpose and symbolize

Purpose:

Direct

- To bring to the conscious attention of the child the function of the preposition

Age: 5 years

Verb

Materials:

- Box of grammar symbols. Pencil, slips of paper. Box #1 containing printed commands. Box #2 containing actions with objects. Each box is marked with the verb symbol.



Presentation #1

Part 1 - Intransitive Verbs

1. Gather together a small group of children and write on slips of paper intransitive verbs - (do not require objects) "walk", "cough", "sneeze" "jump", give each child a slip of paper
2. Ask each child to read the slip of paper, and do what it asks
3. When the action is complete ask the child 'Where is the jump?' ("the jump is gone")
4. 'Where are your feet?' ("on the floor")
5. Tell the children that there is a symbol for the words which signify actions; show them the red circle
6. Symbolize one of the labels that you wrote and then have the child symbolize the rest

Part 2 - Transitive Verbs

1. Same day with the same group of children
2. Give commands to them written on slips of paper
3. Ask a child to **set out** the farm, then **throw** a bean bag/ball to a child, ask another child to **carry** a basin to the sink
4. Return to the table when the actions have all been completed
5. Ask the child "Where is **set out**?" (it's gone), 'Where is **throw**?' (it's gone"), "Where is **carry**?" (it's gone)
6. Have the child symbolize the action (red circle)

Exercise #1:

- As in presentation #1
- Show the children how to work with Box #1; read the label, carry out the action, and then symbolize it
- Encourage the children to write commands for each other, carry out the command, and then symbolize it
- Introduce the Noun and Verb Lesson (not an AMI recognized lesson)

Note:

- The verb represents an action and when it is finished it is invisible. It is either intransitive (does not require an object), or it is transitive (which requires an object).

Presentation #2 - Impression of Transitive and Intransitive Verbs

1. Write on a slip of paper commands for the children to carry out
2. When the verb is **intransitive** the child should not stop doing what you have told him to do until you tell him to stop or give him another command - example: run, sing, laugh
3. When the verb is **transitive** he should stop when he has completed the command
4. The written action - example "open the door", "bring me a book" (the action is

- transferred to the object)
5. Ask the children to symbolize the slips

Exercise #2:

- Same as presentation #2, the children read the labels in Box #2; carry out the actions, and symbolize

Presentation #3- Impression of Tense

1. Write on a slip of paper a command, "Bring me the flag and say what you are doing." The child should get a flag from the shelf and upon returning to the table be saying "I'm bringing the flag" over and over again until he places the flag down
2. When he has given you the flag ask him "What did you do with the flag? Are you still bringing it?" The child will answer "No, I **brought** you the flag."
3. Symbolize the verb

Presentation #4 - Impression of Invisible Action (other than physical)

1. Tell the child to think a thought, to wish something, to feel a feeling, to imagine a friend, to think of his pet at home, etc. (think one thing at a time)
2. First example "**Think** of your pet at home"
3. Ask the child "Can I see you **think** about your pet?"
4. Write out the phrase and have the child symbolize the action (verb)
5. This shows the child we can be **active with the mind** without being active with the body - mental action

Presentation #5 - The Importance of the Order of Words

1. Write on a slip of paper a phrase that contains a verb and an object
2. Example - "open the door", "clean the brush", "empty the garbage"
3. Ask the child to carry out the action and to symbolize it (he will use the red circle, the small blue triangle, and the black triangle)
4. Cut the slip of paper and transpose the slips, "the open door"
5. Ask the child to symbolize the slips of paper (he will use the small blue triangle, the middle-sized dark blue triangle, and the black triangle)
6. **The verb (action) is now an adjective**

Purpose:

Direct

- To bring to the consciousness of the child the function of the different aspects of the verb

Age:

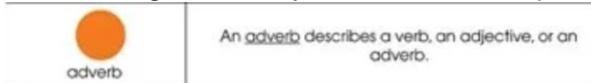
- 5 years

Personal Notes:

Adverb Game

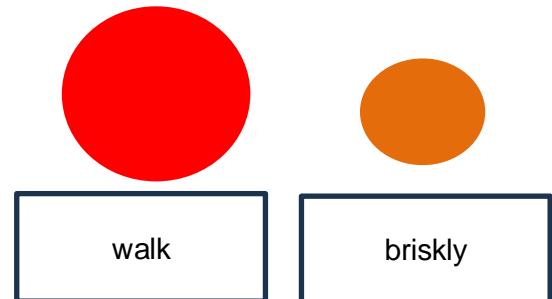
Materials:

- A box marked with the adverb symbol and the number "1", containing orange cards, each with a different adverbial command printed on it. Box of grammar symbols. Pencil, slips of paper.



Presentation #1 - One Adverb

1. On a slip of paper write a command for the child; i.e. "walk"
2. The child will read the slip and carry out the action
3. While the child is doing the action, write on another slip of paper an adverb; "briskly"
4. Give the child the slip, ask him to read it, and add it to the action that he is acting out
5. After the child has carried out the actions of several slips of paper ask the child to come back to the table
6. Place the slip with the adverb to the right of the verb (walk briskly)
7. Ask the child to symbolize what he knows (the verb only)
8. Show the child the small orange circle which symbolizes the adverb ("The word that told you how to walk.")
9. Continue to symbolize the remaining labels



Exercise #1:

- Same as presentation #1; the child can work with Box I, read the label, carry out the action, and then symbolize

Presentation #2 - Two Adverbs

- As per presentation #1, but using two adverbs
- Example: "walk", "quickly", then add "seriously"
- Include adverbs with feelings so that the child will have to physically carry out the sentiment/emotion/feeling

Exercise #2:

- Encourage the children to write their own labels with verbs and adverbs, they must transpose and symbolize them

Purpose:

Direct

- To bring to the consciousness of the child the function of the adverb

Age:

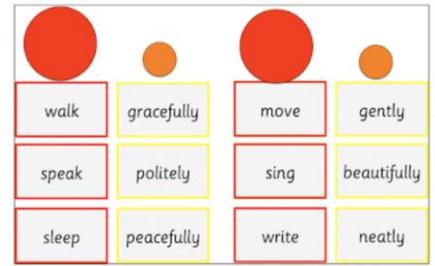
- 5 years

Personal Notes:

Logical Adverb Game

Materials:

- A box marked with the adjective symbol which holds the Logical Adverb Game (two sets of cards, about 12 each). Orange cards printed with adverb, red cards printed with verbs. The sets must form logical pairs. The box of grammar symbols.



Presentation #1

1. Take the child to the shelf and show him where the cards are kept
2. Take the cards to the table
3. Place the red cards on the table in 4 vertical rows, be sure to leave room between the red cards for the orange cards, and above each card for the symbols (the child can help you with this)
4. Randomly place the orange cards to the right of the red cards
5. Put all of the cards down before reading them (the child can help you with this)
6. Ask the child to read all of the combinations of the red and orange cards
7. Ask the child to remove the orange cards that do not match the red cards, place those that do not match off to the side in a vertical row
8. When the child has finished reading and removing all of the orange cards that do not match, take the first orange card that was set aside and ask the child to find the red card that it would match
9. The child can switch the cards around until they are all matched

Symbolization with the Grammar Symbols

- When the child is finished matching them all, take out the grammar box
- Symbolize the first few and then invite the child to finish them (use the large red circle for the verb and the smaller orange circle for the adverb)

Exercise #1:

- The child can mix and match the verbs and adverbs to find new combinations
- The child can then copy their matches down on paper

Presentation #2 - Quantifying Singly

1. Choose one of the red cards and place it on the table in front of the child
2. Take the orange adverb cards and place them in a pile slightly off to the left of the red card
3. Take an orange card from the pile, hold it to the right of the red card and read it together with the red card (i.e. sing loudly)
4. If the orange card sounds correct with the red card then place the orange card to the right of the red card to complete the match
5. If the next orange card sounds correct with the red card then place it below the orange card that has already been placed (the orange cards will form a vertical row to the right of the red card)
6. If the orange card does not sound correct then place it face down in a pile off to the left, have the child finish this himself
7. Take out the grammar box and have the child symbolize

Exercise #2:

- same as presentation #1
- the child can do this with all of the verbs and adverbs to find new combos

Presentation #3- Collective Adverbs: Creating Images

1. Ask the child to choose a red card
2. Ask the child to read through the orange cards and find those cards that sound correct with the red card
3. Whenever the child finds a card that sounds correct have him place it to the right of the red card (place each orange card in front of the one previously placed)
4. Have the child remove any adverbs that are antonyms, synonyms, or homonyms, so that the description is not redundant
5. Example: "dance slowly, carefully, joyfully, quickly, carelessly"
6. Should end up something like: "dance slowly, carefully, joyfully"
7. Have the child symbolize his final sentence

Exercise #3:

- Same as presentation #3
- Encourage children to write their own verbs and adverbs

Notes:

- Make sure that you add adverbs with feeling, such as gracefully and majestically, so the child not only carries out the action with the body but feels it. This will make the child realize that adverbs, added to an action, call forth the outer expression of inner feelings. This is the task of the adverb and this is the reason why the adverbs we give to the children must evoke sentiment, as well as bodily experience. This enables the child to deeply penetrate into what he reads. This is preparation for expressive writing, expressive reading, and drama at a later age.
- This is an informal presentation as the child has already worked with the logical adjective game and is familiar with the set up

Purpose:

Direct

- To introduce the child to the function of the adverb

Age:

- 5 years

Personal Notes:

Continuation of Commands

Materials:

- Pencil, slips of paper and the first box of grammar symbols. A box marked with verb symbol and the number "3", containing red cards each printed with a double command in which sequence is not important. A box marked with the verb symbol and the number "4" containing red cards, each printed with a double command, one command having an object. A box marked with the verb symbol and the number "5" containing red cards, each printed with a double command, both commands having an object.

Presentation #1 - Two Actions

1. Write a command on a slip of paper: "stand and walk" or "hop and jump"
2. Ask the child to read what is on the slip and carry out the action
3. Ask the child "How many actions are there?" and "What are they?"
4. Ask the child to symbolize it
5. Cut the slips
6. Transpose and see if it makes sense, if it does make sense then have the child symbolize it
7. Repeat this process a few more times

Exercise #1:

- Same as presentation #1
- Tell the child that he can work alone with Box 3, he must read the slip, copy it out onto a slip of paper, carry out the action, symbolize it, transpose it, and if it does make sense then he must carry out the new action, and symbolize it
- Encourage the children to write their own labels, symbolize, transpose etc.

Presentation #2 - Two Actions and One Object

1. Write a command on a slip of paper: "Run and shut the door." (One verb is transitive and the other is intransitive)
2. Ask the child to read the slip and carry out the action
3. Ask the child how many actions there are, and what they are
4. Has the child symbolize it, cut it, transpose it, and if it makes sense, then carry it out, making sure to symbolize the new action
5. The combination makes sense, but it does mean something else?
6. Discuss it with the children; the first phrase "run and shut the door" gives one the impression that one is going to shut the door (an urgency to greet someone, perhaps) and the other phrase "shut the door and run" gives the impression that you are trying to run away from someone (there is a sense of urgency to get away)
7. Repeat this process several times

Exercise #2

- Same as presentation #2
- Tell the child that he can work alone with Box 4, he must read the slip, copy it out onto a slip of paper, carry out the action, symbolize it, transpose it, and if it does make sense then he must carry out the new action, and symbolize it
- Encourage the children to write their own labels, symbolize, transpose etc.

Presentation #3- Two Actions and Two Objects

1. Write a command on a slip of paper "blow a kiss and wave your hand"
2. Ask the child to read the slip and carry out the action
3. Ask the child how many actions there are, and what they are
4. Have the child symbolize it, cut it, transpose it, and if it makes sense, then carry it out, making sure to symbolize the new action
5. The combination makes sense, but it does mean something else?
6. Discuss it with the children as you did in presentation #2
7. Repeat this process several times

Exercise #3:

- Same as presentation #3
- Tell the child that he can work alone with Box 5, he must read the slip, copy it out onto a slip of paper, carry out the action, symbolize it, transpose it, and if it does make sense then he must carry out the new action, and symbolize it
- Encourage the children to write their own labels, symbolize, transpose etc.

Notes:

- All printed labels for the Continuation of Commands lesson is included in the Verb Lesson material

Purpose:

Indirect

- Preparation for analysis and syntax

Age:

- 5 years

Personal Notes:

Reading Analysis

Simple Sentences - Stage 1

Materials:

- 1 Box with red circles & black arrows. Pencil, slips of paper.

Presentation #1

Hunting the Subject {1 Subject and 2 Actions}

This is a teacher directed activity that can be done with a group of children (no more than 3)

1. Take the Simple Sentence Box 1, a pencil, slips of paper, and scissors to the table with the children
2. Write on a slip a message that consists of 1 subject and two actions, "she bowed and smiled"
3. Ask the child to read the slip of paper and carry out the actions
4. Ask the child how many actions there are, and what they are
5. The child should answer; 2, bowed & smiled
6. Cut out the words "bowed" and "smiled"
7. Open the box and remove its contents
8. Take the two red disks and place them vertically in front of the child; place the action words "bowed" & "smiled" on the disks (one on each of them)
9. Place the word "and" in between the red disks
10. Ask the child "Who is it that bowed?"; the child should answer "she"
11. Place the slip with the word "she" on it to the left of the action (verb)
12. Take one of the black arrows and place it pointing away from the "bowed" and towards "she"
13. Then ask the child "Who is it that smiled?" The child should answer "she"
14. Take another black arrow and place it away from the "smiled" and towards the "she"
15. Ask the child to read the sentence
16. Change the order of the actions (red disks) by transposing
17. Ask the child to read the sentence again
18. Ask the child if it is correct
19. Return the sentence to its correct order
20. Repeat this process several times for each child with different sentences



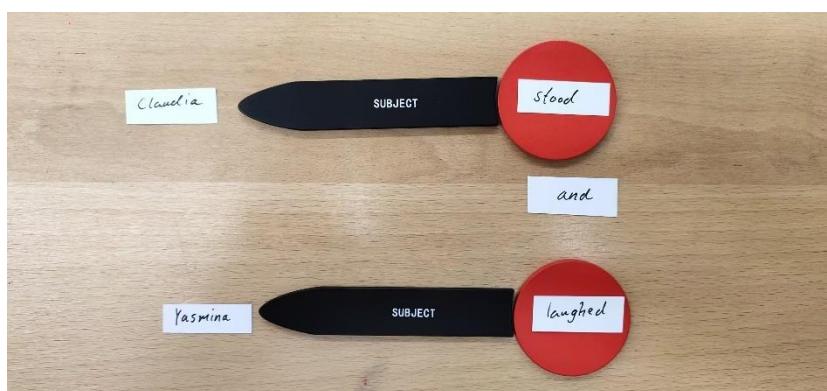
Note:

- You must always first **establish the actions and then hunt the subject**
- Printable Simple Sentences Reading Analysis Set

Presentations #2:

Hunting the Subjects (2 Subjects and 2 Actions)

1. Take the Simple Sentence Box 1, a pencil, slips of paper, and scissors to the table with the children
2. Write on a slip of paper a message that consists of two subjects and two actions "Claudia stood and Yasmina laughed"
3. Ask the child to read the message and carry out the actions (she will need to ask the other child to help her)
4. Ask the child how many actions there are (2), and what they are (stood & laughed)
5. Ask the child to cut out the actions
6. Open the box and remove its contents
7. Have the child take the two red action disks and place them vertically, above one another, and place the word "and" in between them
8. Ask the child "Who is it that stood?" - "Claudia"
9. Place the slip with "Claudia" to the left of "stood"
10. Take one of the black arrows and place it so that it is pointing away from "stood" and towards "Claudia"
11. Ask the child "Who is it that laughed?" - "Yasmina"
12. Place the slip with "Yasmina" to the left of "laughed"
13. Take another black arrow and place it pointing away from "laughed" and towards "Yasmina"
14. Ask the child to read the sentence
15. Change the order of the subjects and the actions by transposing
16. Ask the child to read the sentence again
17. Ask the child if it is correct
18. Return the sentence to its correct order
19. Repeat this process several times for each child with different sentences



Note:

- You must always first establish the actions and then hunt the subjects

Presentations #3:

Hunting the Objects (1 Subject, 1 Action, 1 Object)

1. Take the Simple Sentence Box 1, a pencil, slips of paper, and scissors to the table with the children
2. Write on a slip of paper a message that consists of 1 subject, 1 object, and 1 action "She removed her watch"
3. Ask the child to read the message and carry out the actions
4. Ask the child how many actions there are (1), and what it is ("removed")
5. Ask the child to cut out the action
6. Open the box and remove its contents
7. Have the child take the red disk and set it in front of him, and place "removed" on it
8. Ask the child "Who is it that removed?" - "She"
9. Place "she" to the left of the red disk
10. Take a black arrow and place it pointing away from "removed" and towards "she"
11. Ask the child "She removed what?" - "her watch"
12. Place "her watch" to the right of the red disk
13. Take a black arrow and place it so that it is pointing away from "removed" and towards "her watch"
14. Change the order of the subject and the object by transposing and ask the child to read the sentence again
15. Ask the child if the sentence is correct, then return the sentence to the correct order
16. Repeat this process several times for each child with different sentences



Note:

- You must always first establish the action and then hunt the subject, and then object

Presentation #4

Hunting the Objects (1 Subject, 1 Action, 2 Objects)

1. Take the Simple Sentence Box 1, a pencil, slips of paper, and scissors to the table with the children
2. Write on a slip of paper a message that consists of 1 subject, 1 action, and 2 objects "Yasmina took the pencil and the scissors"
3. Ask the child to read the message and carry out the action
4. Ask the child how many actions (1), and what it is ("took")
5. Ask the child to take the scissors and cut out the action
6. Open the box and remove its contents
7. Have the child take a red disk and place "took" on it
8. Ask the child "Who it is that took?" - "Yasmina"
9. Place "Yasmina" to the left of the red disk
10. Take a black arrow and place it pointing away from "took" and towards "Yasmina"
11. Ask the child "Yasmina took what?" - "the pencil and the scissors"
12. Place the slip with "the pencil" and place it above and to the right of "took"
13. Take a black arrow and place it pointing away from "took" and towards "the pencil"
14. Place "and" directly below "the pencil"
15. Place the slip with "the scissors" below and to the right of "took"
16. Place another black arrow pointing away from "took" and towards "the scissors"
17. Change the order of the subject and the objects by transposing and ask the child to read the sentence again
18. Return the sentence to the proper order
19. Repeat this process several times for each child with different sentences



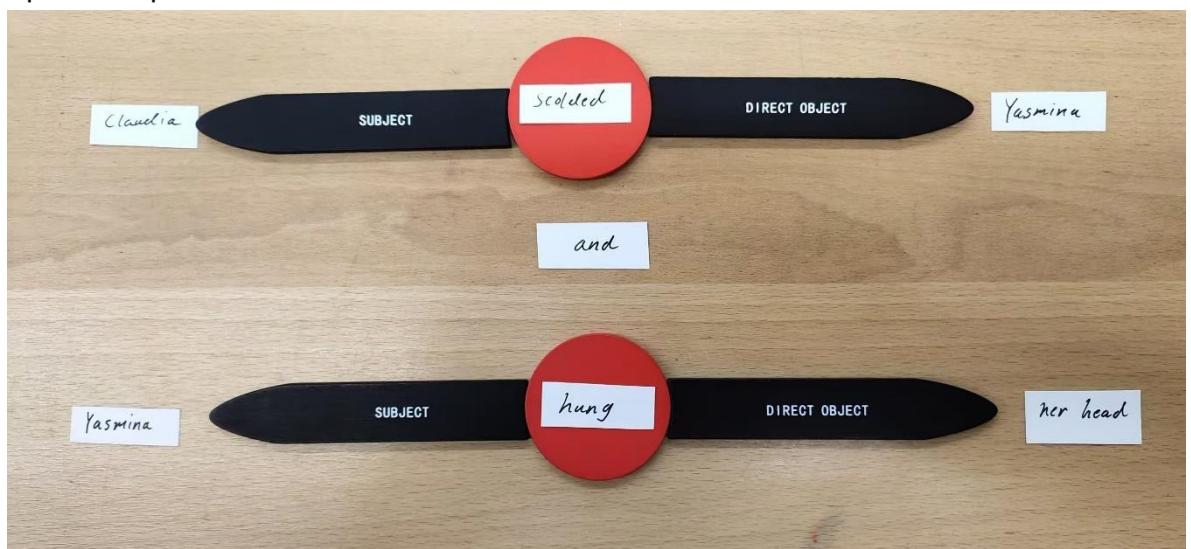
Note:

- You must always first establish the action and then hunt the subject and then the objects

Presentation #5

Hunting the Objects (2 Subjects, 2 Actions, 2 Objects)

1. Take the Simple Sentence Box, a pencil and slips of paper to the table with the children
2. Write on a slip of paper a message that consists of 2 subjects, 2 actions, and 2 objects; "Claudia scolded Yasmina and Yasmina hung her head."
3. Ask the child to read out the message and carry it out
4. Ask the child how many actions there are (2), and what they are ("scolded" and "hung")
5. Ask the child to take the scissors and cut the actions "scolded" and "hung"
6. Open the box and remove its contents
7. Have the child take the two red disks and place them one above the other, place an action on each, and place the "and" in between the two disks
8. Ask the child "Who is it that scolded?" - "Claudia"
9. Place the slip with "Claudia" on it to the left of "scolded"
10. Take a black arrow and place it pointing away from "scolded" and towards "Claudia"
11. Ask the child "Claudia scolded who?" - "Yasmina"
12. Place the slip with "Yasmina" on it to the right of "scolded"
13. Take a black arrow and place it pointing away from "scolded" and towards "Yasmina"
14. Ask the child "who is it that hung?" - "Yasmina"
15. Place the slip with "Yasmina" on it to the left of "hung"
16. Take a black arrow and place it pointing away from "hung" and towards "Yasmina"
17. Ask the child "Yasmina hung what?" - "her head"
18. Place the slip of paper with "her head" on it to the right of "hung"
19. Take a black arrow and place it pointing away from "hung" and towards "her head"
20. Change the order of the sentence by transposing the subjects, actions, and objects, ask the child to read the sentence again
21. Ask the child if each combination is correct
22. Return the sentence to the proper order
23. Repeat this process with each child several times with different sentences



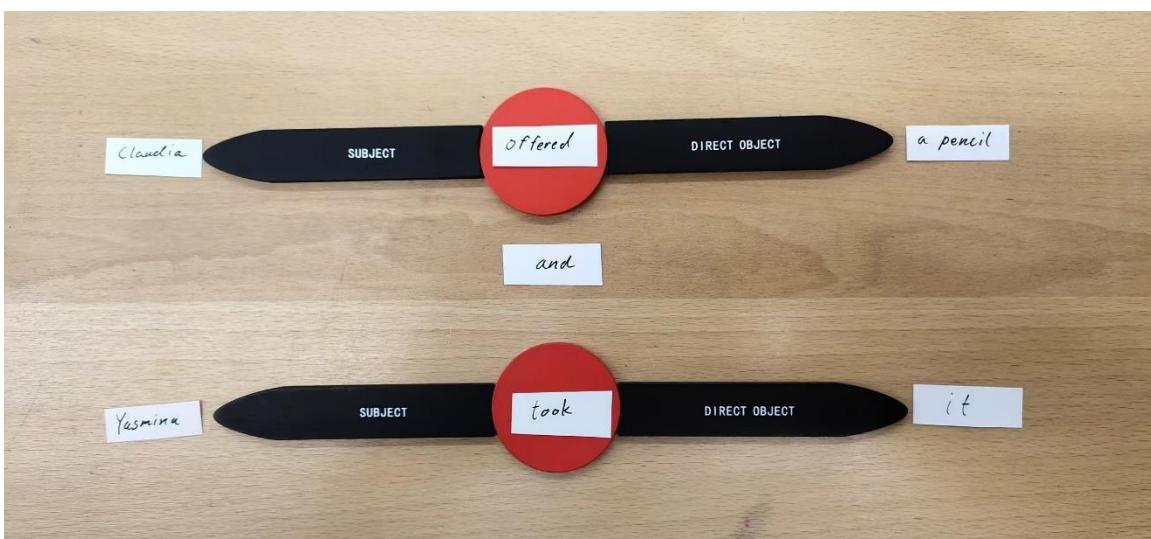
Note:

- You must always first establish the action and then hunt the subjects and then the objects

Presentation #6

Introduction of the Pronoun (2 Subjects, 2 Actions, 2 Objects - 1 of which is a pronoun)

1. Take the Simple Sentence Box, a pencil, slips of paper and scissors to the table
2. Write on a slip of paper a message that consists of 2 subjects, 2 actions, and 2 objects, 1 of which is a pronoun "Yasmina offered a pencil and Claudia took it."
3. Ask the child to read the message and act it out if possible
4. Ask the child how many actions are there (2), and what they are ("offered" and "took")
5. Ask the child to take the scissors and cut out the actions "offered" and "took"
6. Open the box and remove its contents
7. Has the child take the two red disks and place them one above the other with an action on each and the slip "and" in between them
8. Ask the child "Who is it that offered?" - "Claudia"
9. Place the slip of paper with "Yasmina" on it to the left of "offered"
10. Place a black arrow pointing away from "offered" and towards "Claudia"
11. Ask the child "Claudia offered what?" - "a pencil"
12. Place "a pencil" to the right of "offered"
13. Take a black arrow and place it pointing away from "offered" and towards "a pencil"
14. Ask the child "Who is it that took?" - "Yasmina"
15. Place "Yasmina" to the left of "took"
16. Take a black arrow and place it pointing away from "took" and towards "Yasmina"
17. Ask the child "Yasmina took what?" - "it"
18. Ask the child "What is it?" - "The pencil"
19. **if the child asks why we use "it", tell the child that it would not sound correct to use the word pencil twice in one sentence. We already know what is being offered, so "it" means the same as pencil. Do not tell the child that it is a pronoun.
20. Place "it" to the right of "took"
21. Take a black arrow and place it pointing away from "took" and towards "it"
22. Change the order of the actions by transposing the subjects, actions, and objects, and ask the child to read the sentence again
23. Ask the child if the combination is correct
24. Return the sentence to the proper order
25. Repeat this process several times with each child with different sentences



Simple Sentences - Stage. 2

Simple Sentences - Stage 2 is a continuation of Simple Sentences - Stage I, with three exceptions:

1. The black arrows now have the questions printed on them that the Directress previously had to ask the child.
2. The subject and the object now have a black circle that the corresponding slip of paper is placed on. The large black circle is for the subject, and the smaller black circle for the object.
3. The child now has charts with sentences on them that he can use in order to work with the material on his own.

These variations from Stage I will allow the child to work on his own.

The Directress introduces the child to the First Analysis Chart to start with so that the child can see the limitations of the chart itself.

Then the Directress will use the contents of Simple Sentence Structure Box 2 in order to start the child on his way. The structure of the 6 sentences are exactly the same as in Simple Sentence Structure Stage I, refer to the presentations in that section should difficulties arise in understanding the diagrams.

First Analysis Chart



Second Analysis Chart



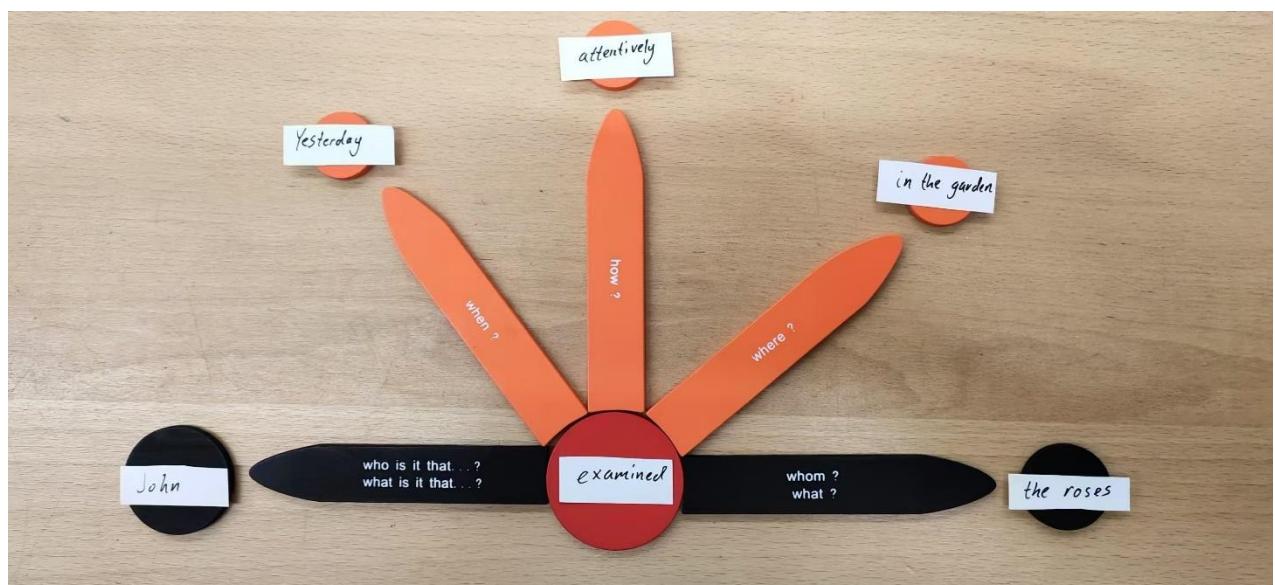
Simple Sentences with Extensions

Materials:

- Pencil, slips of paper. Loose orange & black arrows with questions. Loose circles, black, red & orange. Second analysis chart.

Presentation #1

1. Take the box with the orange arrows, a pencil, slips of paper, and scissors to the table with the child
2. Open the box and place the contents on the table
3. Write a sentence on a slip of paper and make a second copy to use as a control "Yesterday John attentively examined the roses in the garden."
4. Place one copy at the top of the table, cut the other copy up and place in front of the child
5. Ask the child to read the sentence
6. The child is now able to analyze many parts of the sentence on his own
7. He is able to use the black arrows and the red and black circles for the subject, action, and the object
8. The child will be able to place "John examined the roses." and he will be left with "yesterday, attentively, in the garden"
9. Show the child the orange arrows and ask him to read them and figure out which ones have a relationship to the words that are left
10. The child should choose the orange arrow "when" to match "yesterday"; have the child place the orange arrow so that it radiates from the action (red circle), then have him place the word "yesterday" on top of an orange circle at the tip of the orange arrow
11. "How", to match "attentively" and "where", to match "in the garden", these will also be placed on orange circles that are placed at the tip of an orange arrow that radiates from the action
12. At any time the child can refer to the full sentence that was placed at the top of the table for a control purpose
13. When finished have the child read the sentence again
14. Repeat this process with a few sentences

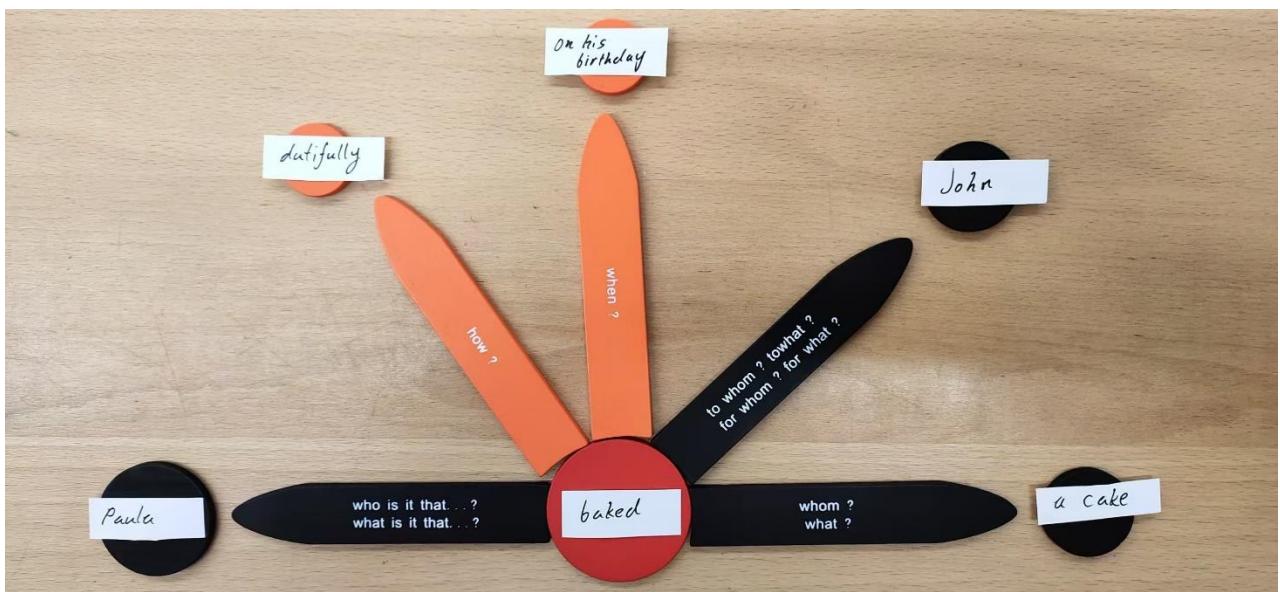


Exercise #1:

- Same as in presentation #1
- Show him the charts/cards with the sentences already made up; tell him that he will have to copy out the sentence and cut it up

Presentation #2 - Indirect Object

- Take the box with the orange arrows, a pencil, slips of paper and scissors to the table with the child
- Open the box and place the contents out on the table
- Write a sentence on a slip and make a second copy to use as a control, place the second copy at the top of the table
- "Paula dutifully baked John a cake on his birthday."
- Ask the child to read the sentence
- The child is now able to analyze many parts of the sentence on his own
- The child will use the black arrows and the red and black circles for the subject, the action and the object - he will be able to analyze "Paula baked a cake"
- The child will also be able to analyze "dutifully" and "on his birthday"
- The child will use the orange arrow and circle "How?" to match "dutifully", and the orange arrow and circle "Why?" "on his birthday"
- The child will be left with "John" - the indirect object, and you will have to show him how to place it
- Ask the child "Paula dutifully baked a cake for whom?"
- The child should respond with "John"
- Show the child the black arrow that says "to whom? to what?", place it so that it points away from the action and towards the right
- Place the small black circle at the end of the arrow, place the word "John" on the circle
- Ask the child to read the sentence again
- Give the child a few more sentences that he can work with



Exercise #2:

- Same as presentation #2
- Encourage the children to write their own sentences and analyze them
- They can also copy and analyze sentences from books that they are reading (they must make 2 copies; using one as a control)
- The children can also use charts/cards with prepared sentences
- Introduce the Second Analysis Chart (as shown on page #73)
- Show the child that he can work independently, writing his own slips to fit on the chart. He no longer needs the loose arrows and circles, they are all in place (he will start with the action, then the subject and then the object - he will then build the sentence by answering the questions on the arrows)

Purpose:

Direct

- To bring out to the children the meaning of words and the meaning of the grouping of words so he can better interpret what he reads
- Becoming conscious of the change in style or in meaning, if the position of a word is changed in a sentence
- The child begins to talk and write correctly
- To give the child a feel to the structure of sentences

Age:

- 5+ years

Personal Notes:

Simple Sentences with Extensions- Attributes and Appositions

Materials:

- Pencil, slips of paper. Question arrows for extensions, attributes & appositions. Red, black & orange circles. Black and blue triangles.

Presentation #1

- Take the box with the arrows for extensions, attributes and appositions, a pencil, slips of paper and scissors to the table with the child
- Open the box and remove all of the contents out onto the table
- Write a sentence on a slip of paper and make a second copy to use as a control, place the second copy at the top of the table; "The old gardener carefully tended the lovely roses in the garden."
- Ask the child to read the sentence
- The child is now able to analyze many parts of the sentence on his own
- The child will use the black arrows and the red and black circles for the object, action and subject "The old gardener tended the lovely roses"
- The child will use the orange arrows and circles to analyze "how?" - "carefully", "where?" - "in the garden"
- You will now introduce the child to the blue arrows and blue triangles
- Ask the child "What kind of gardener was he?" - "old", cut out the word "old"
- Place a blue arrow so that it points away from "The gardener" upwards, place the blue triangle at the tip of it, place "old" on the triangle
- Ask the child "What kind of roses are they?" - "lovely", cut out the word "lovely"
- Place a blue arrow so that it points away from "the roses" upwards, place the blue triangle at the tip of it, place "lovely" on the triangle
- Ask the child to read the sentence again
- Give the child a few more sentences to work with

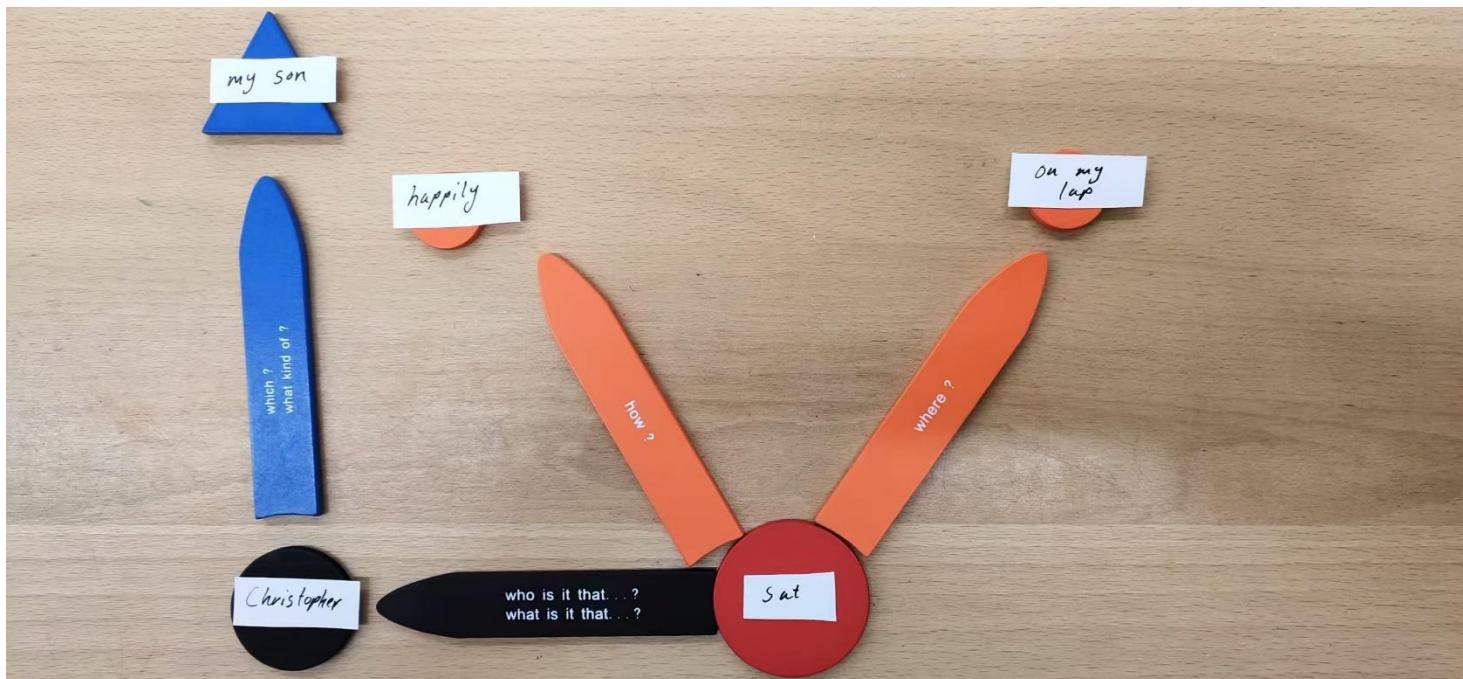


Exercise #1:

- Same as presentation #1
- The children can also use charts/cards with prepared sentences
- The children can use the Second Analysis Chart along with the blue arrows and triangles
- Show the child that he can work independently, writing his own slips to fit on the chart; he no longer needs the loose arrows and circles, they are all in place (he will start with the action, then the subject and then the object - he will then build the sentence by answering the questions on the arrows)

Presentation #2: The Apposition (a noun that functions as an adjective modifying the subject)

- Take the box with arrows for extensions, attributes and appositions, a pencil, slips of paper, and scissors to the table with the child
- Open the box and remove the contents
- Write a sentence on the slip of paper and make a second copy to use as a control, place the second copy at the top of the table; "Christopher my son sat happily on my lap."
- Ask the child to read the sentence
- The child is now able to analyze many parts of the sentence on his own
- He will use a black arrow and the red and black circles for the subject and action - "Christopher sat"
- The child will use the orange arrows and circles matching "where" - "on my lap", "how" - "happily"
- The child is left with "my son"
- Show the child the blue arrow, "which? What kind of?"
- Ask the child "Which Christopher sat on my lap?" - "my son"
- Place the blue arrow so that it is pointing away from "Christopher" upwards, and place a small blue triangle at the tip of it, place "my son" on the triangle
- Ask the child to read the sentence again
- Give the child a few more sentences



Exercise #2:

- Same as presentation #2
- The children can also use charts/cards with prepared sentences
- The children can use the Second Analysis Chart along with the blue arrows and triangles
- show the child that he can work independently, writing his own slips to fit on the chart; he no longer needs the loose arrows and circles, they are all in place (he will start with the action, then the subject and then the object - he will then build the sentence by answering the questions on the arrows)

Purpose:

Direct

- To bring out to the children the meaning of words and the meaning of the grouping of words so he can better interpret what he reads
- Becoming conscious of the change in style or in meaning, if the position of a word is changed in a sentence
- The child begins to talk and write correctly
- To give the child a feel to the structure of sentences

Age:

- 5+ years

Games:

- Ask a group of children to think of a subject, an action and an object; have a child write the words, cut them out and place them on the correct symbols
- Have the children build on the subject, action and the object until they have used all of the arrows along with the circles and triangles with extensions, attributes, and appositions
- Allow the children to create whatever they think up, it can get as big as there are pieces to construct it with

Personal Notes:

Interpretive Reading

Materials:

- A set of cards describing one action
- A set of cards describing two actions

Presentation #1

1. With a group of children take a set of cards to a table
2. Give a child one of the cards
3. Ask the child to carry out the action
4. Then ask the child why he is doing what he is doing, do not encourage the reasoning "The card told me to do it."
5. The child must think up a scene or a reason and create an image around what he has just read
6. You can help the child by asking questions, but do not force the child; let the child express himself
7. Ask the child, to once again, carry out the action (there will be a visible difference once the child has created a context)
8. Continue with the other children, giving them other cards to read

Exercise:

- Same as presentation #1, but using the cards with two actions

Purpose:

Direct

- To give the children opportunity to interpret sentences they read in various and unlimited ways

Indirect

- Preparation for drama
- Key to creative writing

Age:

- 5½ years

Personal Notes:

Punctuation

Materials:

- Sentence charts/cards, pencil, slips of paper.

Presentation #1

1. At the table, on a slip of paper, write down a long series of events with a subject, and no punctuation
2. Example - "Kim stood stamped shrieked sobbed kicked"
3. Have the child read each action and carry it out
4. Take another slip of paper and rewrite the sentence
5. "Kim stood, stamped, shrieked, sobbed and kicked."
6. Explain to the child that when there are many actions you place a comma in between them and then use an "and" before the last action so that we know the end of the list is coming
7. As well, explain to the child that when we write a sentence we put a capital at the beginning of a sentence and a period at the end
8. Use a variety of sentences to explain the various punctuation: period, comma, question mark, exclamation point, colon, semi-colon, quotation marks, ellipses, hyphen, parentheses, brackets, dash, apostrophe, and slash

Exercise #1:

- The child can work on his own using sentences from charts that are in the classroom, as well, he can use books from the library
- The child can check his work using the charts and the books

Purpose:

Direct

- To give the children the key to punctuation

Age:

- 5½ years

Personal Notes: