

USA VALUES- CDP

Early Reading Mentors/Teachers

Activity Workbook

By Julie Ann Wolfgram as it relates to the Montessori Method

By Thomas D. Wolfgram as it relates to the use of the LeapPad® platform for vocabulary acquisition under the direction of caring adults

For the benefit of USA VALUES- CDP Early Reading Mentors

The following books demystify the teaching of early language and reading. They point to the delivery on an individual basis to children between the ages of 3-6. This gift is given one-size-fits-one to the child by the Early Reading Mentor/Teacher to protect the child from falling behind. This learning during the child's sensitive period to language development is critical to achieving adequate language and math proficiency by grade 3.

- **Why Our Children Can't Read and what we can do about it, by Diane McGuinness, PH.D.**
- **Montessori Read and Write parents guide to literacy for children, by Lynne Lawrence**
- **A Path for the Exploration of any Language Leading to Writing and Reading, As a Part of the Total Montessori Approach to the Development of Language, by Muriel I. Dwyer**
- **Learning to Read is Child's Play, By Mary Maunz, Celeste Mathews, PH.D., Randall C. Klein**
- **Many other short books or discussions with work lists and checklists, including this one prepared for the USA VALUES-CDP SCHOOL CHANGE METHOD, by Julie Ann Wolfgram, from the Montessori Method of teaching the acts of listening, writing, reading, and vocabulary to children before kindergarten.**

I. Language Introduction

Age
3 3.5 4 4.5 5 5.5 6

At about 2 1/2 to 3 1/2 years of age, a child will burst into language. This burst starts the **sensitive period of language**.

- To learn English the child should be exposed to the sounds of English speech
- The child must develop the ability to interact
- The child must start to identify the letters by sound (sound is more important than name)

Physically, the body will be developing to meet this set of requirements.

- The grip of the pencil must be learned
- Lightness of touch needs to be perfected
- The ability to stay within spaces needs to be developed
- Control of hand must be accomplished
- The wrist must be flexible
- Child must process from left to right

Intellectually, the mind will grow to meet this set of requirements

- The child must isolate sounds of spoken language
- The child must identify the letter symbol that represents specific sounds
- The child must use the sounds in spoken words and then in written words.
- The child must absorb correct speech from the surroundings

II. Spoken language Detail activities to learn spoken language start on page 11

Age
3 3.5 4 4.5 5 5.5 6

Spoken language offers the child the first experiences with formal communication. The adult offers the child the opportunity to listen and engage in conversation, speaking softly, using clear sentences, spoken in a natural manner, respectfully, using proper names and **encouraging the child to ask questions**. Vocabulary is the child's inventory for words. The child **naturally seeks** to expand the word inventory, establishing classes of words, and refining the words used.

The adult should present many words with **pictures** to the child in a **classified** manner. You will use picture cards and pictures in books to show concrete representation for the words.

The adult should expose the child **to stories, poetry, conversation and question games**.

- Tell stories and invite the child to tell his/her own stories.
- Have a few very good books available, complimented with a comfortable place to enjoy them.
- See the USA VALUES® booklist for books that encourage achievement.
- Work with stories and the messages of friendship, honesty, respect and work.

III. **Written Language** Detail activities to learn writing start on page 17

Age
3 3.5 4 4.5 5 5.5 6

Written Language starts with **Touch and Trace Letters** to allow the child to feel the letter with the fingertips and starts the technique of tracing. Nature has not prepared the child to naturally and instinctively write. The act of writing is a complex action that requires acquired knowledge to be successful.

Space and shape Insets directly prepares the child for writing. This is the first expression he has for using an instrument of writing.

The Movable Alphabet is multi-sensory material and a great writing aid to the child. Child should be quickly exposed to writing with these materials. This early and repeated guidance should start as soon as the Touch an

Trace letters are mastered. The child uses the movable alphabet to analyze sounds and arrange them as they are heard. It is not necessary to ask the child to read what he/she has written or copy what has been written.

Age
3 3.5 4 4.5 5 5.5 6

Parallel to this work, the adult revisits activities presented earlier in Spoken language. The technique of showing the label is extremely helpful to the child at this time. The child should be encouraged to repeat activities, the positive achievements should be repeated and reinforced.

Careful observation of the child, who has repeatedly used the movable alphabet, will show when she/he is ready to spontaneously read.

Phonics are important and many of the activities in this kit are designed to provide a solid foundation in this aspect of word and sound recognition. The child will be:

- Able to identify the symbols that make up the child's written language
- Able to attach sounds to the symbols they see

- Able to attach meaning to the words they are identifying
- Able to put the meaning of the words into context with other words leading to comprehension

Age
3 3.5 4 4.5 5 5.5 6

When a child starts to read, the adult should start to stress comprehension. The child decodes what is written and matches the object with the word. The repeated exercises with **phonetic reading** helps develop comprehension. The activities stress phonics, to start, because the child can simply register repeated comprehension.

Note Teaching and Learning phonic words are started within this pre-reading kit. **Phonogram** work is followed by the introduction to **puzzle words** in kindergarten. Teaching and learning of phonograms and puzzle words are not considered pre-reading material.

Reading is not part of this work. Contact the Early Reading Collaborator for materials to progress from this point. Work after the detail activities for section II and III are best coordinated with kindergarten class work to prevent confusion and waste.

This book forms the record of services delivered to the child and parent. It is presented to the kindergarten teacher at the time the child starts kindergarten. This and observation, more so than tests, may be used to judge whether the child is ready to read.

Section II and III Detail Activities to language are restarted on page 11. Section IV and V introduce abbreviated transitions of the Montessori Method to the Ready to Read Definitions.

IV. The Abbreviated Beginning Montessori Method of

Language learning would encourage adults to **remember:**

- Children have the power to educate themselves when they control themselves
- Children learn at their own pace
- Children enjoy making their own decisions
- Children learn best with independent motivation
- The right time to learn is important
- Be prepared to stop if child shows signs of disinterest or frustration
- Work the circle; Without interest there isn't an effort, but without effort there is no interest
- Children need to develop concentration, this is not automatic
- While playing a game, clear the sight of distraction
- Make sure you have all necessary materials when you start
- When a child is engaged, do not interrupt
- Children learn by doing when the error is controlled by the materials.
- Mistakes are part of learning
- Observation and record keeping helps the adult guide the child back to previous successes.

Age
3 3.5 4 4.5 5 5.5 6

Instructors take time to perfect this sensitivity to the child's stages of learning. Most important are the first three steps above. Until the child demonstrates that they are ready it is

okay to just read to the child and use light encouraging direction.

This should not be considered high stakes and patience is always rewarded in the end. The patience combined with the materials and activities will result in meaningful experiences with the child and will prepare the child for kindergarten.

Age
3 3.5 4 4.5 5 5.5 6

V. Ready to Learn in Kindergarten, includes, according to the Minneapolis Public School System:

Speaking and Reading

- Speak in five to six word sentences
- Tell stories
- Ask questions and remain on topic while talking about the answer
- Sing songs, and recite nursery rhymes
- Match letters and name letters in own name
- Read own name, symbols and signs
- Understand that print is read from left to right and top to bottom
- Be familiar with several stories and/or books

Writing and Reading

- Use a mature grasp to hold a crayon, marker or pencil
Learn to copy or write English letters or numbers, write or

copy his/her own name, and draw simple recognizable people and pictures

- Pretend to write and read own writing in a left to right direction
- Dictate a story with detail to someone who writes it down

Age

3 3.5 4 4.5 5 5.5 6

Notes and questions for Follow-up.

Basic Montessori Early Language Development Time Line

The basic Montessori method of teaching writing and reading without the traditional Montessori children's house environment will present uncertainties that must be countered by the child mentor (volunteer adult) and the child's parents. The volunteer adult acts like a knowledgeable parent in 100 hours per year for two years. The child works with the Mentor, but does not leave the parent. Time on task is tricky and a challenge. Libraries, Schools, Churches, YMCA's, Boys and Girls Clubs, and other areas are seen as logical places besides the home to deliver the gift of Early Reading Skills. Repetition of delivery will make these locations adequate for the purpose of learning. Year 1 and 2 detailed below is the described timing for the Language Sensitive Period. The period goes well into kindergarten, but starts at age 3 to 3.5. The kindergarten will need to pick up where this ends. The Mentor can also be used in this time period to integrate if funding for the child remains. If the child needs more Early Reading Instruction going into kindergarten it should be provided because this activity is so very important to the child's success and it will never be delivered less expensively.

.....Kindergarten
Year 1..... Year 2.....

Age2.533.5..... 4..... 4.5..... 55.5..... 6

Spoke language

.....Name of objects, exercises and materials
Conversations Discussions
Stories, Poems, Music
Vocabulary and Name Lessons
 LeapPad® Vocabulary

Writing

.....Metal Insets Shading Designs
Preparation of the hand
Sandpaper Letters, Moveable Alphabet
 Words-phrases-stories
Writing letter sounds
Writing Words

Reading Words

.....Sandpaper letters
Phonetics
Bob Books

Math, Practical Life and Sensorial Experiences are not specifically addressed in this mentoring activity.

II. Spoken Language continued from page 4

Age
3 3.5 4 4.5 5 5.5 6

Detail activities and presentations in most of these games can be completed individually or in small groups. The games start at age 3.5 and continue as long as there is an interest. These games should be made **fun for the children, leading to conversation.**

1. Identification Game (very introductory)

- Adult asks a small group of children to play a game
- Ask each child , one at a time, to do something, such as:
 - touch a door knob
 - look at self in mirror
 - point to a window
- Ask the child to then return, after you give him the signal
- Continue with this game, picking different familiar objects in the room, until the child loses interest.
- Read a short story to the child. Take time with the pictures

2. Naming Game

Materials: Picture Objects in the kit, some of which they may not know.

Age

3 3.5 4 4.5 5 5.5 6

- Adult invites 1 or 2 children to play a game
- The adult will name all the Picture Objects with the children
- The Adult repeats the name, asks the child to touch or point to the Picture Objects named
- Adult asks the child to pick up the Picture Objects after listening to the name of the Picture Objects
- Adult asks the child to pick up the Picture Objects by having the child state the name of the Picture Objects

3. Description Game

Materials: Packets of classified cards, separated by subjects

- Adult invites a small group of children to play a game
- Adult brings a packet of cards to play a game
- Adult lays out the cards 6-7 out of that pack, keeping the others to the side, turned over
- Adult, with the children, name the cards laid out
- Adults says, "I'm thinking about" and describes a certain card, giving clues until a child guesses
- Adult allows a child to pick the card he was describing

- Adult continues with other children guessing which cards are being described
- Game continues as long as children are interested
- Various other games (4, 5, and 6 following) can be played when children show added interest
- Read a short story to the child. Take time with the pictures.

Age
3 3.5 4 4.5 5 5.5 6

4. Knock, Knock game

Materials: Packets of classified cards, separated by subjects

- Adult deals the cards out face down on the table to a small group of children
- First child knocks on a card and says "knock, knock"
- Adult responds, "who's there?"
- The child turns the card over and says the name of the picture on the card
- Adult and child can take turns playing this game or another child can play with the first child
- Continue with this game until the child is not interested any more
- Child collects the cards and puts them back in their container

5. Card game

Materials: Packets of classified cards, separated by subjects

Age
3 3.5 4 4.5 5 5.5 6

- Adult shuffles and deals all the cards out
- Children pick up the cards and hold them in their hands
- Adult asks for a special card by classified subject and or calls for it by name
- The child who has the card lays it in the middle of the table, face up and states the name of the picture
- Adult continues calling for cards until all the cards are placed on the table
- Children can play in a circle by themselves with one child leading the game shuffling the cards and calling for the cards by subject
- Children sort the cards by key subject to put them away

6. Sorting Exercises

Materials: Sets of two packs of cards with two labels for sorting: open-closed, thick-thin, full-empty

- Adult selects two packs of cards with key cards (example is open and closed)
- Adult invites a small group of children
- Adult lays out the key cards and identifies them to the child
- Adult gives names of the pictured items. Ex: "These are open and these are closed".
- Adult shuffles the two stacks of cards together
- Adult begins to sort the cards from the pile and lay them under the correct key

If the child does not recognize the object and the condition of the object on the card, set it side and identify it later.

Age						
3	3.5	4	4.5	5	5.5	6

7. Leap Frog Object Books

Materials: LeapPad® and the LeapFrog® Object Book

(This is a year 2 activity)

Age

3 3.5 4 4.5 5 5.5 6

- Follows directions of the LeapPad®
- Match objects and words and sounds using the wand
- Start at the front of the book and complete each page before moving on
- This is material to encourage the child to recognize the words that match with the pictures of the objects, speak the words, and make the sounds required.
- The purpose of this Leapfrog® material is limited to building an English vocabulary that helps the child and kindergarten teacher be effective right away. Put yourself in the shoes of the kindergarten teacher and proceed with all the objects.
- Use this index to be certain the following category of words are learned. The spoken word should be heard from the books and repeated in exercises with an adult: (this work must be done with adult participation)
 - LEAPSTART VOCABULARY (sold at retail) Richard Scary's Things To Know
 - LeapFrog SchoolHouse™--Food Fund, Travel Time, Helping hands, A Trip Around Town, Nature's Wonders, School Time, Our Animal Friends, Look at Me, This is My House
 - The books are available from _____.
Phone number _____.

Notes and questions for Follow-up.

III. Writing

Detail activities and presentations

continued from page 7

Age

3 3.5 4 4.5 5 5.5 6

III.A. Sound games of section II (pages 11-16) and section III (pages 17-19) prepare the child for writing. They start very early and continue throughout the year, even when children are working with the touch and trace letters and the movable alphabet.

1. Sound Game

Materials: Use Picture Objects and Classified Cards for the Sounding Words included in the kit, some of the words they may not know at this time.

- Adult invites a child for a lesson
- Adult gathers a few Picture Objects from the room that the child is familiar with
- Adult chooses one of these Picture Object
- Adult shows the child one Picture Object and says, "I'm thinking of something that begins with sound "p" **Make the sound**
- Child responds by selecting the Picture Object
- Adult confirms choice made by the child by naming the Picture Object

Age
3 3.5 4 4.5 5 5.5 6

- Adult changes the order of the Picture Object
- when replacing it
- Adult continues in the same way with other Picture Objects until the child loses interest
- Read a short story to the child. See the reading list.

2. Sound Game

Materials: Use Picture Objects and Classified Cards for the Sounding Words included in the kit, some of the words they may not know at this time.

- Adult invites a child for a lesson
- Adult gathers familiar Picture Objects with beginning sounds that are different
- Adult places Picture Objects in front of the child (words that do not have same beginning sound)
- Adult says, "I'm thinking of a object that begins with the sound "m" **Make the sound**
- Child makes a choice
- Adult confirms choice of the child by naming the object
- Adult continues changing the Picture Object using the same words, "I'm thinking of an object ..." (note: place only two at a time)
- Adult continues until child loses interest in the game

3. Sound Game

Materials: Use Picture Objects and Classified Cards for the Sounding Words included in the room and kit, some of the words they may not know at this time.

Age

3 3.5 4 4.5 5 5.5 6

- Adult invites a child for a lesson
- Adult chooses an area of the room that has familiar Picture Objects in it
- Adult says, "I'm thinking of an object that begins with "s" **Make the sound**
- Child responds out loud (note: explore other possible "s" objects in that area)
- Continue with other beginning sounds in the pictures and the area
- Continue until the child loses interest in the game

The child is now sound conscious

III.B. Touch and Trace Letters (TT letters)- Letter-sound

Identification Materials: Alphabet letters

in lower case, that are sensitive to the touch.

This step III.B. is critical to steps III.C.1 and III.D.

The touch letters are placed to the right of the child so you can hold the letter with the left hand and trace with

Age						
3	3.5	4	4.5	5	5.5	6

the right. If you or the child is left handed, show the child how you can hold the card with the right hand at the bottom corner while tracing the letter with the left index and pointer fingers. Choose three letters at a time for the lesson. (This is usually two consonants and a vowel.) The following is a guideline for order of presentation:

- Vowels - one at a time with two consonants- in the order of; a, i, o, u ,e
- Prolongables - f, h, l, m, n, r, s, v, w, z
- Explosives - t, d, k, g, p, b
- More complex - c, q, j, x, y,

1. Start and Stop Stage

- Invite one child for a lesson
- Adult selects three letter cards and lays one on the table in front of the child
- Adult places left hand on the letter
- Adult lightly traces the letter with the right middle and index fingers
- Adult shows where to start and stop tracing by pausing and using eye contact
- Adult says, "watch where I start and stop"
- When coming to the end of tracing the

letter, adult says the sound of the letter being traced

Make the sound

- Adult repeats tracing and giving sound several times
- Adult asks the child to trace using the same action as the adult
- Adult encourages the child to use a light touch
- Encourage the child to say the sound of the letter at the end of the tracing
- After several tracings, the adult mentions a few words in which the child may hear the sound
- The Vowel Cards are used for the few words
- Adult presents the other two letters in the same manner

Age

3 3.5 4 4.5 5 5.5 6

2. Sound Letters Traced Stage

- After the three letters have been shown one at a time, the adult will give the child instructions with all three letters. Example: "trace the sound, show me the sound, move the sound, put the sound there etc"., until the child is confident in picking the sounds matched to the letter correctly.
- Sound identified with the letter is most important

3. Teach All the TT and Sound Letters Stage

Age
3 3.5 4 4.5 5 5.5 6

- Adult spreads out all three letters on a table
- Adult points to a letter and asks the child, "What sound does this letter make?"
- The child traces and says the sound
- The adult continues this process until the child shows he knows all three sounds
- Read a short story to the child. See the reading list.

Name _____ age _____

b c d f g h
j k l m n p
q r s t v w
x y z

a e i o u

NOTE: You must keep an individual record of each sound presented to the child. The child will need to be able to present the letter and know the sound of the letter. 60% of the letters should be learned before moving onto the moveable alphabet

III.C.1. Movable Alphabet

Materials: A box of letters of the alphabet cut out of stiff paper. The vowels are blue, consonants are red. There are 4 of each consonant and 8 of each vowel.

These exercises should be started at the same time as III. C. 2. - Spaces and Shapes

Age

3 3.5 4 4.5 5 5.5 6

Stage One

- Invite the child for an individual lesson
- Adult brings the box of alphabet letters
- Ask the child to show you the letters she knows by sound and place them on the surface
- Adult puts those back
- Adult then says, "listen to all the sounds in bat"
- Adult asks, "What is the first sound you hear in bat?"
- Child responds with sound of "b"
- Show the child how to find and place the "b" on surface
- Adult asks, "Now what sound do you hear after "b" in bat?"
- The child responds "a"

- Child finds "a" and places it correctly
- Continue in this manner with "t" also
- After each sound, even the last sound, repeat the same question with the words, "Now what sound do you hear after "t"?"
- When the child answers "nothing", say "we've listened to all the sounds in the word bat"
- Continue with the other three letter phonetic words listed below.
- Never ask the child to read what he/she has written because the child is not yet reading
- Follow up with new sounds.

Age

3 3.5 4 4.5 5 5.5 6

Stage Two

Materials: Use a pack of vowel classified pictures, which are phonetic

- Adult invites a child for a lesson
- Adult chooses a packet (one of the a, e, i, o, u) of 5 pictures and brings them to a table with the movable alphabet
- Adult goes through the pack and names the pictures with the child
- Child lays the picture, vertically, to the left of the table
- Adult asks the child to write words with movable alphabet letters, directly behind the correct picture

- Use the same procedure as stage one. Ex: "What is the first sound you hear in the word hat? What is the next sound you hear after the sound "h" in the word hat? What is the next sound you hear after the "a" sound in the word hat? What is the next sound you hear after the "t" sound in the word hat?"
- When the child responds nothing, Adults responds, "good, we've listened to all the sounds in the word hat."

Age
3 3.5 4 4.5 5 5.5 6

All the cards and words should be completed over time
 Note words for stage one and two:

Three Letter Words for Movable alphabet in packs

a pack	e pack	i pack	o pack	u pack
man	leg	rib	fog	gum
lap	net	kid	top	pup
bat	hen	pin	dog	bug
rat	bed	rip	hog	tub
ant	web	fin	mop	rug
bag	red	bib	pot	bus
fan	pen	wig	log	bun
hat	ten	rim		
tag		lid		
mat		tip		
rag				

Four Letter Words for Movable Alphabet

					Age						
					3	3.5	4	4.5	5	5.5	6
land	tent	wind	pond	slug							
sand	desk	mist	spot	grub							
hand	vest	lips	slot	pump							
flag	belt	fist	drop	bulb							
band	nest	gift		hump							
snap	stem	crib		bump							
flap	sled	slip		rust							
lamp		list		plum							
flap		mint									
trap		milk									

Stage Three

- Child takes a movable alphabet to a table
- Child comes to adult for phonetic words, given orally, one at a time
- Child returns to his workspace to write a word with the movable alphabet letters
- Child repeats the exercise
- Read a short story to the child. See the reading list.

Age
3 3.5 4 4.5 5 5.5 6

III.C. 2. Spaces and Shapes

Materials: Geometrical shapes cut from cardboard, (rectangle, circle, square, triangle and oval).

Colored pencils of soft lead and colored paper to draw on

These exercises should be started at the same time as III. C. 1. -- Moveable Alphabet

Stage One

- Adult invites child to an individual lesson
- Ask the child to choose one of the geometrical shapes
- Adult gathers colored paper and 2 pencils of different colors
- Adult takes shape and places it on paper
- Adult selects a colored pencil
- Adult shows how to hold the pencil (the correct prehensile grip)
- As carefully as possible adult traces the shape (one continuous line)

Age

3 3.5 4 4.5 5 5.5 6

- Adult shows how to color in the outline with the other colored pencil, moving the hand from the left to right, moving over the shape with an up and down continuous curved line
- Adult asks the child to select a sheet of paper and place it in front of her
 - Adult asks the child to select 2 different colored pencils
 - Adult asks the child to place the shape on paper
 - Adult places the pencil in the child's hand
 - Adults asks the child to trace the shape in one continuous line
 - Adult asks the child to remove the shape after he completes the tracing
 - Adults asks the child to color inside the shape drawn with the other colored pencil, on the paper in one motion across the shape from left to right, with an up and down motion of the writing hand
 - Adult asks the child if she would like to try again
- Child repeats, creating many designs of many colors and shapes
- Adult can suggest that the child create a book of her drawings and staple them together for her

Stage Two

Age

3 3.5 4 4.5 5 5.5 6

- Adult invites child to an individual lesson
- Adult selects the same materials as exercise one
- Adult traces one shape
- Adult shows the child how to fill in shape with continuous curved line closer together
- Adult asks the child to repeat this procedure herself
- Child selects a shape, a piece of paper and 2 different colored pencils
- Child traces the shape with one colored pencil
- Child uses the other colored pencil and starts at the left filling in the shape with close curved lines across the shape
- Child can continue coloring different shapes with different colored pencils and create a book

Stage Three

Adult invites child to an individual lesson

- Child is asked to choose several colored pencils
- Child may choose two shapes

Adult shows the child how to lay one shape over the other shape to trace

- Adults asks the child to trace one shape, lay the other shape on top of the drawn shape and draw another different shape
- Ask the child to completely color in one shape first with one color and then color
- what remains in the other spaces with various colors, creating a design

Age

3 3.5 4 4.5 5 5.5 6

III. D. Art of Handwriting

Materials: Banded or lined paper, pencil, TT letters, and Disposable Pictures

This Activity is to be started after exercise III.B above is mastered.

Stage One

- Invite one child for an individual lesson
- Adult chooses several TT letters (ones familiar to the child)

Age

3.5 4 4.5 5 5.5 6

- Adult traces the first TT letter several times (using pointer and index fingers and sounds the letter)
- Adult writes that letter on the left-hand side of the banded paper
- Adult repeats with other letters
- Adult asks the child to trace the TT letters with their fingers while sounding out the letter.
- Adult writes that letter across the page of the banded paper with dotted pencil markings
- Adult places the pencil in the child's grip (prehensile) and then asks the child to trace a dotted letter that the adult has written on the paper (Adult can make several dotted letters of the same sound for the child to trace on the line.)
- Adult repeats this step with the other two TT letters the child chose
- Adult continues in this manner until the child loses interest

Stage Two

Adult asks child to an individual lesson

- Adult shows the child how to write two letters together
- Adult takes two TT letters

Age
3 3.5 4 4.5 5 5.5 6

- Adult traces the first and second sandpaper letter several times (using pointer and index fingers and sounds the letter)
- Adult writes the letters on the left-hand side of the banded paper
- Adult asks the child to trace the TT letters with their fingers while sounding out the letters.
- Adult writes those letters across the page of the banded paper with dotted pencil markings
- Adult asks the child to trace the dotted letters that the adult has written on the left hand side of the bonded paper
- Adult continues in this manner until the child loses interest

Stage Three

- Adult invites a child to an individual lesson
- Adult shows the child how to write three letters together
- Adult takes three TT letters. Adult traces the first, second and third TT letter several times (using pointer and index fingers and sounds the letter)
- Adult writes the letters on the left-hand side of the banded paper
- Adult asks the child to trace the TT letters with their fingers while sounding out the letters.

- Adult writes those letters across the page of the banded paper with dotted pencil markings
- Adult asks the child to trace the dotted letters that the adult has written on the left hand side of the bonded paper
- Adult continues in this manner until the child loses interest

Age
3 3.5 4 4.5 5 5.5 6

Stage Four

Materials: Disposable Pictures and Picture Objects are provided. Also, pictures can be cut out of magazines

- Adult invites child to an individual lesson
- Adult selects a picture of a singular object (better if phonetic)
- Adult tapes the picture to top of paper
- Adult writes the name of the picture on the lined part of the paper
- Adult asks the child to write the name of the picture right below the work of the adult.
- Adult asks the child to choose a simple picture
- Adult asks the child to write the name of the picture on the lines and repeat several times
- **This is a very big step for the child**
- Adult asks the child to draw a picture of themselves in the space for the picture

- Adult asks the child to write their name on the lines and repeat several times
- Child continues choosing pictures and writing words on separate sheets of paper as long as she is interested in doing so

Age
3 3.5 4 4.5 5 5.5 6

COMPLETION NOTES:

1. As time goes on, with repeated work, the child should be encouraged to write many words under the many pictures
2. The child is ready at this point to start reading
3. The First Four Bob Books are very good exercises to validate Ready-to-Read in kindergarten
4. When the parents are aware of the next steps the child should be encouraged to read the balance of the Bob Books.
5. Additional Early Reading books should be purchased for the child, if possible.
6. The Reading Collaborator at the kindergarten of choice should be given a copy of this achievement record.

Index of Materials included

1. Classified Cards -Kitchen, Outdoors, Thick-Thin, Full-Empty, Open-Closed
Used page 11-16; page 19-21
Section II. Games 3-6
Section III. A. Games 1-3
 2. Picture Objects
Used page 11-15; page 19-21; page 35
Section II. Games 2-4
Section III. A. Games 1-3
Section III. D. Stage 4
 3. Disposable Pictures
Used page 35
Section III. D. Stage 4
 4. Vowel Pictures -a, e, i, o, u
Used page 26-28
Section III. C. 1. Stage 2 and 3
- Box 1---Touch and Trace Letter – all lower case
Used page 21-24; page 32-33
Section III. B. Stage 1-3
Section III. D. Stage 1-3
- Box 2--- Moveable Alphabet
Used page 25-28
Section III. C. 1. Stage 1-3
- Bag 1---Lined Paper for Picture Headings, color pencils, and crayons
Used page 32-36
Section III. D. Stage 1-4
- Bag 2 – Shapes, Shape Insets and colored paper
Used page 29-32
Section III. C. 2. Stage 1-3

Note

In advance, please use a sharp scissor to cut the cards in number 1-4 listed on the left. After cutting organize and store them in the bags provided. Use the label created for the bag as you cut the cards.

Match the cards to the pages of activity in the workbook. This process is needed to familiarize yourself with the cards, the steps and the Activity Workbook.

Notes and questions for Follow-up.