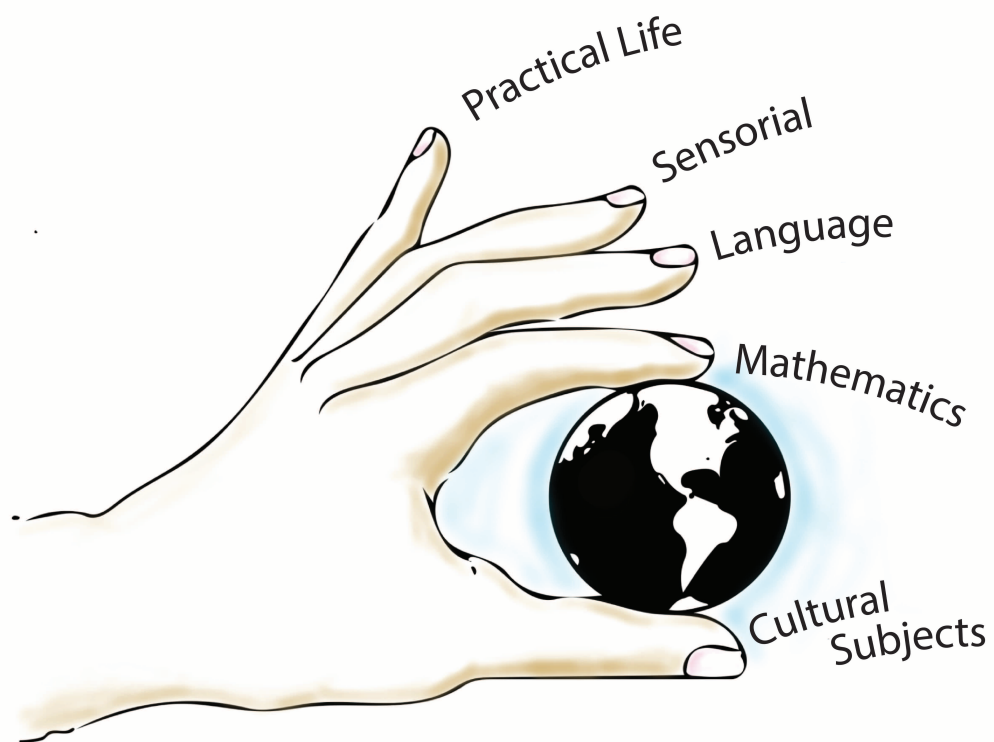


Montessori Educators International, Inc.



Language

Early Childhood

Teacher Manual

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LANGUAGE

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Sandpaper Letters

Purposes:

- To provide a basis for visual recognition of the letters of the alphabet
- To give the means for learning how to pronounce the phonetic sounds of the alphabet
- To facilitate auditory memory for the phonetic sounds of the alphabet
- To develop muscular memory for the formation of the letters of the alphabet in preparation for handwriting
- To provide a means for associating symbols of the alphabet with their phonetic sounds
- To prepare for the analysis of phonetic words for their sounds
- To develop appropriate vocabulary

Preliminary Exercises:

- Practical life activities including hand washing, carrying objects, chair management
- Touch boards and touch tablets
- Cylinder blocks, pink tower, knobless cylinders
- Sound boxes
- Geometric cabinet
- Beginning work with insets for design

Materials:

- Lower case letters of the alphabet, in cursive form, with vowels mounted on red, consonants on blue, marked with a dot to show the beginning point
- Note: Some manufacturers offer vowels on blue, consonants on pink or red. According to Montessori in **The Discovery of the Child**, chapter 14, vowels were on red, consonants on blue. Other colors are mentioned (black on white, gray on green) but ultimately the red-blue color scheme prevailed. Directions for preparing the letters follow.
- Wooden boxes or rack on which to display all letters
- Trays or flat rectangular baskets for carrying the letters
- Upper case letters of the alphabet in cursive form, color-coded according to the scheme used for lower case letters
- In the history area, materials for the history of language

Procedure:

1. Being sure the preliminary exercises have been practiced, invite a child to the lesson.
2. Both teacher and child wash and dry hands thoroughly.

3. Select two letters which differ in form and sound and place on a tray. Do not choose the more difficult sounds to pronounce such as **b**, **d**, **w**, **g**, **l**, **r**, or those difficult to form such as **f**, **j**, **k**, **q**, **y**. For purposes of this lesson, **m** and **e** will be used.
4. Take the letters to a table and have the child sit on your dominant side.
5. Place the tray on your non-dominant side and leave one of the letters on it, out of sight of the child, and place the other letter between you and the child.
6. Show how to hold the first two fingers of the dominant hand together with the other fingers bent toward the palm, held by the thumb. Turn the hand over so that the position of the thumb and fingers can be easily observed, then turn palm downward.
7. Feel the letter exactly as it is written, using the first two fingers of the dominant hand, keeping the fingers on the rough surface of the letter. Say the phonetic sound of the letter as it is felt and repeat the process several times.
8. Move the letter in front of the child with an invitation to feel it and to say the sound as demonstrated. Invite the child to feel it several times. It may be necessary to hold the child's hand to guide it in the proper formation of the letter.
9. Place the letter just presented out of sight on your non-dominant side and move the other letter between you and the child.
10. Repeat the procedure with the second letter, then randomly present the letters as long as the child appears interested. This is the first period of the three period lesson for teaching the sounds.
11. To proceed with the second period of the lesson, place both letters in front of the child and say, "Feel **m**," saying the sound, never the name of the letter. If the child chooses **e**, terminate the lesson by saying, "Thank you. We will have another lesson later." Under NO circumstances do you correct the child by calling attention to the error. If the child chooses the letter requested, then ask for the other, in this case, say, "Feel **e**." Randomly offer the two sounds several times in succession. Terminate the lesson if the wrong letter is chosen or if the child loses interest.
12. To proceed with the third period of the lesson, place one letter in front of the child and the other out of sight on your non-dominant side. Ask the child to feel the letter and say the sound. If successful, randomly select either of the two letters as long as the child seems interested. If the child feels a letter and says the wrong sound, terminate the lesson immediately by saying, "Thank you. We will have another lesson later." Do NOT correct if an error is made, but start with the second period at another time.

13. Once the child is able to feel the letters and associate sounds with them, say words that begin with those sounds, in this case, say, "Listen for m when I say mat, mother, milk, map." "Listen for e when I say egg, Ed, elephant, ever." This must be done at the conclusion of the third period of the lesson when the child knows the letter sounds just presented. Note: It may take many presentations to reach the end of third period of the lesson. Each time a new lesson is given, begin with the period before that at which the child was unable to be successful.
14. Replace letters on the tray, stand, replace chair, and return the letters on the tray to their storage place. At any point of lesson termination, thank the child and say that a lesson with the letters may be requested at any time. Until there is evidence that the child knows how to feel these letters correctly, these letters should not be chosen independently. It is absolutely essential that the letters always be felt in the proper manner.
Note: Proceed to present other letters, two at a time. There is no particular order in which the sounds are presented. If the child shows interest in learning certain sounds, those are the ones to offer.

Control of Error:

- Tactile awareness of the difference between the rough surface of the letter and the smooth board on which it is mounted
- Visual awareness of the difference in shapes of the letters
- Auditory awareness of the sound associated with each letter
- The teacher

Observations:

- Preparation of the hands before the lesson
- Fingers used for feeling the letters
- Position of fingers
- Point of beginning the feeling of letters
- Direction of movement when feeling the letters
- Pronunciation of phonetic sounds associated with each letter, noting errors due to speech difficulties which may need professional remediation
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Say words that have the sounds in positions other than at the beginning.
Teach the terms vowel and consonant by the three period lesson.
Invite the child to feel the letters independently once you are positive that the direction for feeling those letters has been established and the phonetic sounds can be produced in association with them.
Introduce the cursive capital letters in the same manner as the lower case letters.
Introduce the history of the English language and alphabet as well as the history of the development of spoken and written language worldwide.

Vocabulary:

phonetic sound of each letter letter phonetic sound feel
cursive
consonant vowel

Phonetic Sounds Examples

Short vowel sounds

a - at **e** - Ed **i** - it **o** - ox **u** - up

Consonant sounds

b - bit **c** - cup **d** - dot **f** - fan **g** - gum
h - hat **j** - jet **k** - kit **l** - lip **m** - map
n - nut **p** - pet **q(u)**- quilt (kw sound) **r** - run
s - sip **t** - top **v** - vet **w** - wig
x - fox (ks sound) (no beginning sound for x) **y** yak **z** - zip

Movable Alphabet

Purposes:

- To offer a means for analysis of phonetic words for their component sounds
- To foster an awareness of the order of sounds in words
- To develop language skills for reading, writing and spelling
- To develop appropriate vocabulary

Preliminary Exercises:

- Carrying objects
- Knowledge of phonetic sounds through use of "sandpaper" letters
- Any activities which promote the understanding of the concept of first, second, last

Materials:

Separate lower case letters of the alphabet in manuscript form, cut from heavy cardboard, thin Masonite, or thick plastic, with ten of each vowel in red, five of each consonant in blue (or the reverse according to "sandpaper" letters color)

Note: The backs of letters must not be red or blue to prevent reversal.

One box with a separate compartment for each letter, not necessarily in alphabetical order

Note: The letters always remain in the same compartments of the box.

Strip of felt, Pellon or plastic wide enough to accommodate words composed of three letters from the movable alphabet, with six horizontal lines on which to place letters, the lines spaced to give room top and bottom for letters such as j, h

Wider strip with lines for longer phonetic word building

Small objects representing two and three letter phonetic words, six objects per container, color coded pink

Note: Containers may be small boxes, all of uniform size spray painted pink, or baskets of uniform size and design, or "organizers" with small plastic drawers in a cabinet painted pink. Be sure drawers or boxes are of a size to accommodate the 2" by 3" cards. Directions for making cards follow.

Small pictures representing two and three letter phonetic words, mounted on pink cards 2" by 3", six per pink container

Small objects representing longer phonetic words, six objects per container, color coded light blue, the containers as above but painted light blue

Note: Begin with one syllable longer phonetic words, then present two or three syllable phonetic words.

Small pictures representing longer phonetic words, mounted on light blue cards 2" by 3", six per blue container

Note: There should be at least six containers of objects and pictures at all times, with objects and pictures changed frequently to maintain interest.

Introduction to Word Building

Procedure:

1. Invite a child to the lesson once the sounds have been learned with the "sandpaper" letters. Sit at a table.
2. Pronounce a three letter phonetic word and ask the child to say the sound heard first. If successful, ask for the other sounds heard in the word. Pronounce several three letter phonetic words and ask for their sounds to be sure the child is able to analyze phonetic words without any difficulty. Do not continue unless the child has established the ability to analyze words. Under NO circumstances does the teacher tell the child the sounds. If the child is really ready, there is no need to analyze the word for the child. If the child is not ready to analyze words, telling the sounds will deprive the child of an essential developmental stage in learning language skills.
3. Stand, replace the chair, thank the child.

Establishing Familiarity with Manuscript Letters and Their Positions in the Box

Procedure:

1. Invite the child to the lesson.
2. Take the box of movable alphabet letters and place at the upper left corner of a large table or use two small tables of the same height placed side by side. Have the child sit on your right.
Note: This exercise may be done on a mat or rug on the floor if tables are not suitable, but there must be consistency as to the place the lesson is given.
3. Open the box and place the lid beneath it. Ask the child to look at each letter and to place those recognized to the right of the box.
Note: Many cursive letters are close enough in appearance to manuscript letters for the child to recognize them easily.
4. By the three period lesson, teach the child to recognize the remaining movable alphabet letters, using the sounds of the letters, never the names.
5. To help the child become familiar with the positions of the movable alphabet letters in the box, ask the child to find letters as you say the individual sounds. The letters are lifted from the box, then replaced immediately.
6. Thank the child, close the box and return it to its storage place.

Note: This process may require several days of lessons, depending on interest.

Word Building with the Teacher

Procedure:

1. Invite a child to the lesson once there is familiarity with the manuscript letters and their positions in the box. Place the box as before with the child on your right.
2. Place the lined mat to the right of the box as close as possible.
3. Pronounce a three letter phonetic word such as **mat** and ask the child to find the letter representing the first sound heard.
4. Ask the child to place the letter, in this case **m**, on the top line on the mat, indicating the position at the left edge of the mat, next to the box.
5. Pronounce the same word again, ask for the next letter representing the second sound, and indicate placement to the right of the first letter.
6. Pronounce the same word again, if necessary, and ask for the last sound, indicating placement at the right of the other two letters.
Note: If the child locates the first and last letters, be sure a space is left for the medial vowel. After pronouncing the word again, say, "What other sound do you hear?" Do not isolate or exaggerate the vowel sound. If the wrong vowel is chosen, DO NOT correct, but be sure to give more lessons with those vowel sounds. In some geographical areas, e and i are pronounced the same, so more lessons may be needed to establish these sounds.
7. Continue pronouncing three letter phonetic words for the child to build as long as interest is shown. Under no circumstances should the lesson be continued when the child has lost interest.
8. Upon termination of the lesson, have the child return the letters to their compartments, replace the lid on the box and return it to the shelf.
9. Thank the child and say that a lesson with the movable alphabet may be requested at any time.

Word Building with Objects and Pictures

Procedure:

1. Once word building with the teacher has been practiced, invite a child to the lesson.
2. Have the child position the movable alphabet box as before with the lined mat to its right, leaving enough space between the box and the lined mat to place the objects. The child is seated at the right of the teacher as before.
3. Get a pink container of objects and invite the child to name each object as it is removed and placed between the box and the lined mat. This is to ensure that the names of the objects are recognized as phonetic words. For example, **hen** must be said instead of **chicken**.

4. Invite the child to pronounce the name of the first object by the top of the mat, to select the letter representing the first sound in the word, then the subsequent letters. The child probably will pronounce the word before locating each letter. Do NOT ask the child to read the word once it has been built.
 5. As soon as it is apparent that the procedure is understood, tell the child that word building with any of the pink object boxes may be chosen, then withdraw and observe unobtrusively as you work with other children.
- Note: The child is now able to choose the word building exercise independently.

Control of Error:

Vowels and consonants in different colors
Back of letters not the same color as the front to prevent reversals
The teacher's pronunciation of phonetic words
Phonetic objects and pictures
Visual awareness of the appearance of different letters and their associated sounds
Auditory awareness of the sounds that compose phonetic words
Lines on mat for letter placement
Pink containers for the beginning word building materials

Observations:

Child's ability to analyze phonetic words for their sounds
Association of cursive letters with corresponding manuscript form
Placement of box, lined mat, objects and pictures
Sequence of letters in building phonetic words
Handling of materials
Correspondence of object and word
Note: Misspelled words are never corrected as the child is working, but another lesson at a later time is given to remedy any difficulty caused by mispronunciation.
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Invite the child to place movable alphabet letters beside corresponding "sandpaper" cursive letters.
Invite the child to use the pink containers of picture cards to build words.
Invite the child to use objects in blue containers to build longer phonetic words.
Note: Begin with four letter words only before introducing longer phonetic words.
Invite the child to use pictures in blue containers to build longer phonetic words.

Vocabulary:

names of objects names of pictures word building movable alphabet
compartment syllable

Phonetic Reading Material

Purposes:

- To establish skills needed to read phonetic words
- To associate phonetic words with names of objects
- To develop independence and self-reliance for reading success and future enjoyment
- To assist the internalization of the reading process
- To develop vocabulary

Preliminary Exercises:

- Knowledge of phonetic sounds through work with "sandpaper" letters
- Word building with the movable alphabet

Materials:

- Pencil
- Paper with widely spaced lines

Introduction to Synthesis of Sounds into Words

Procedure:

1. Invite a child to be seated at a table with you for a lesson.
2. Print a two or three letter phonetic word in large lower case manuscript letters on a lined piece of paper.
3. Ask the child to say each sound in the word, beginning with the first letter.
Ask the child to say the sounds more and more quickly.
4. If the child realizes that the sounds form a word, present other phonetic words which you print on the paper.
5. If the child does not "hear" a word after saying the sounds quickly, terminate the lesson by saying, "Thank you." Do not tell the child the word. Continue word building with the moveable alphabet until the child is able to synthesize sounds into words,

Phonetic Reading with Two and Three Letter Words

Materials:

- A minimum of four pink containers each with six objects representing two and three letter phonetic words and a pink word card for each object
 - A minimum of six pink containers each with six pictures of two or three letter phonetic items mounted on pink cards and a pink word card for each picture
 - Pink sheets, each with six pictures of two and three letter phonetic items mounted on the front, pink word cards for each picture in a pocket on the reverse
 - Pink lists with seven two or three letter phonetic words per list (For example, ox, jam, wig, cot, gum, hem, ant)
 - Booklets, each with pink cover and ten pages, with a two or three letter phonetic word per page
 - Pink container of "Secrets" which are two or three letter phonetic words, one per
2 3/4 " square of pink paper folded into fourths
- Note: Directions for making these materials follow.

Procedure for using objects and word cards:

1. After establishing that the ability to synthesize sounds has been developed, invite a child to the lesson, take a pink container with objects and word cards to a table and place in front of the child who is seated on your dominant side.
2. Ask the child to remove the objects and place in a row at the edge of the table, then to remove word cards and place in a stack above the objects.
3. Invite the child to say the sounds on the word card at the top of the stack until the word is realized.
4. Indicate that the child is to place the card toward the center of the table at the left so that there will be space to place the other cards in a row to the right of the first card.
5. Ask the child to select the object named on the card and to place it above the card.
6. Invite the child to continue the process of sounding out the letters, synthesizing the sounds into a word and matching the appropriate object with it.
7. As soon as it is apparent that the procedure is understood, tell the child that any of the pink object boxes may be chosen, then withdraw and observe unobtrusively as you work with other children.

Procedure for using pictures and word cards:

1. After observing that objects and word cards are used with no difficulty, invite a child to the lesson, take a pink container with pictures and word cards to a table and place in front of the child who is seated on your dominant side.
2. Ask the child to remove the pictures and place in a row at the edge of the table, then to remove word cards and place in a stack above the pictures.
3. Invite the child to say the sounds on the word card at the top of the stack until the word is realized.
4. Indicate that the child is to place the card toward the center of the table at the left so that there will be space to place the other cards in a row to the right of the first card.
5. Ask the child to select the picture named on the card and to place it above the card.
6. Invite the child to continue the process of sounding out the letters, synthesizing the sounds into a word and matching the appropriate picture with it.
7. As soon as it is apparent that the procedure is understood, tell the child that any of the pink picture boxes may be chosen, then withdraw and observe unobtrusively as you work with other children.

Procedure for using sheets of pictures and word cards:

1. After observing that the previous materials are used with no difficulty, invite a child to the lesson, take a pink sheet with pictures on the front and word cards (in a pocket or envelope attached to the reverse) to a table and place in front of the child who is seated on your dominant side.
2. Ask the child to remove the cards and place in a stack below the sheet of pictures.
3. Invite the child to say the sounds on the word card at the top of the stack until the word is realized.
4. Indicate that the child is to place the card under the appropriate picture on the sheet.
5. Invite the child to continue the process of sounding out the letters, synthesizing the sounds into a word and matching the card to the appropriate picture on the sheet.
6. As soon as it is apparent that the procedure is understood, tell the child that any of the pink sheets may be chosen, then withdraw and observe unobtrusively.

Procedure for using word lists:

1. After observing that the previous materials are used with no difficulty, invite a child to the lesson, take a pink list to a table and place in front of the child who is seated on your dominant side.
2. Invite the child to say the sounds in the word at the top of the list until the word is realized.
3. Invite the child to continue the process of sounding out the letters of the subsequent words on the list, synthesizing the sounds into a word.
4. As soon as it is apparent that the procedure is understood, tell the child that any of the pink lists may be chosen, then withdraw and observe unobtrusively.

Procedure for using word booklets:

1. After observing that the previous materials are used with no difficulty, invite a child to the lesson, take a pink booklet to a table and place in front of the child who is seated on your dominant side.
2. Invite the child to say the sounds in the word on the first page of the booklet until the word is realized.
3. Invite the child to continue the process of sounding out the letters of the words on subsequent pages, synthesizing the sounds into a word.
4. As soon as it is apparent that the procedure is understood, tell the child that any of the pink booklets may be chosen, then withdraw and observe unobtrusively.

Procedure for the "secret" word exercise:

1. After observing that the previous materials are used with no difficulty, invite a child to the lesson, take a pink box of "secret" words to a table and place in front of the child who is seated on your dominant side.
2. Open the box and remove the "secret" words on folded slips of paper. Say to the child, "Unfold a paper, read the word to yourself so no one else will know what it is, then refold the paper and return it to the container. The words are secrets!"

Note: Prior to the introduction of "secret" words, the child usually sounds out words and reads them aloud. This exercise encourages silent reading which is more desirable than having the teacher tell the child to read silently.

3. As soon as it is apparent that the procedure is understood, tell the child that any of the pink secret boxes may be chosen, then withdraw and observe unobtrusively.

Control of Error:

Phonetic objects or pictures to eliminate attempts at synthesizing non-phonetic words

Objects and pictures with matching word cards

Indication of level by pink color code

Note: If any word card is placed inappropriately, the final card and object will not match. The child will check the previous cards and objects to correct the mismatch. The teacher NEVER makes the correction.

Observations:

- Synthesis of sounds from individual letters in phonetic words
- Direction of placement of word cards
- Placement of objects
- Handling of material
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Reading Longer Phonetic Words

Materials:

A minimum of four light blue containers, each with six objects representing longer phonetic words and a light blue word card for each object

A minimum of six light blue containers, each with six pictures mounted on blue cards representing longer phonetic words and a blue word card for each picture

Light blue sheets, each with six pictures of longer phonetic objects mounted on the front, word cards for each picture in a pocket on the reverse

Light blue lists with seven longer phonetic words per list (For example, desk, flag, swim, vest, bulb, clogs, swept, then later, multiple syllable words such as tennis, kitten, basket, picnic, rabbit, helmet, muffin)

Booklets, each with a light blue cover and ten pages, with one longer phonetic word per page

Light blue container of "secret" words which are longer phonetic words, one per 2 3/4 " square of light blue paper folded into fourths

Light blue phonetic sentence strips each illustrated with one mounted appropriate picture

Light blue phonetic sentence strips with separate appropriate pictures to be matched to the sentences

Booklets with light blue covers, each page containing one phonetic sentence not necessarily connected to make a story (For example, Jack sent Nell socks and a silk dress.)

Note: Sentences should contain phonetic words of any length plus **the** and **a** which are told to the child since they are not phonetic.

Procedure: (To follow the procedure given for the pink materials)

1. Invite the child to use objects and word cards in blue containers.
2. Invite the child to use pictures and word cards in blue containers.
3. Invite the child to place the word cards under the pictures on the blue sheets.
4. Invite the child to read the blue lists.
5. Invite the child to read blue booklets.
6. Invite the child to read the "secret" words in the blue containers.

Procedure for sentence strips with attached pictures:

Note: This first introduction to sentence reading is offered ONLY after the child has become "fluent" with the reading of separate words through extensive use of the previous material. Do not rush the reading process which is developmental in nature, therefore dependent upon the child's individual stage of development.

1. Invite the child to a lesson and take the container of blue sentence strips with attached pictures to a table, placing it before the child who is instructed to remove the strips and stack in front of the container.
2. Have the child read the sentence and look at the picture. Give the pronunciation of the *and* and *a* which are not phonetic, but are necessary for most sentences. The child may choose to read aloud or silently.
3. The strips may be returned to the container once read or spread out on the table for further contemplation.
4. Once it is observed that the procedure is understood, tell the child that any of the sentences with pictures attached may be chosen. Leave and observe unobtrusively.

Procedure for sentence strips with separate pictures:

1. Invite the child to a lesson and take the container of sentence strips and separate pictures to a table, placing it before the child who is instructed to remove the strips and stack in front of the container then arrange the separate pictures in a row at the front of the table
2. Have the child read a sentence, move it to the right of the container and locate the appropriate picture which is then placed to the right of the sentence. The child may choose to read aloud or silently. Subsequent sentences are placed in a column under the first one.
3. Once it is observed that the procedure is understood, tell the child that any of the sentences and separate pictures may be chosen. Leave and observe unobtrusively.

Procedure for sentence booklets

1. **Invite** the child to read sentence booklets.

Control of Error:

Phonetic objects and pictures to eliminate attempts at building non-phonetic words

Objects and pictures with matching phonetic word cards

Indication of level by blue color code

Pictures with sentence cards

Note: If any word card is placed inappropriately, the final card and object or picture will not match. The child will check the previous cards and objects to correct the mismatch. The same applies to sentence strips and pictures. The teacher NEVER makes corrections.

Observations:

Synthesis of sounds of individual letters in phonetic words
Direction of placement of word cards
Placement of objects or pictures
Placement of word cards on sheets of pictures Placement
of pictures on sentence strips
Handling of material
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Show the child how to make small booklets in which to write the words from the materials. Booklet preparation directions are given in materials making section.
Provide story books having a picture on each left page, one appropriate sentence on right, arranged to tell a simple story with phonetic words plus **a** and **the**.
Provide published books with sensible phonetic stories and attractive illustrations.

Vocabulary:

names of objects names of pictures picture sheet word list booklet
secret stack sentence strip synthesize appropriate a the

Phonetic Reading and Phonograms

In many languages, there are variations in the pronunciation of words, some regional, some national. In the English language, there are not only regional and national differences but also letters and combinations of letters which make different sounds called **phonograms** in the Montessori language scheme. Therefore, English is more difficult than a purely phonetic language such as Italian. Because of the large number of phonograms, some compromises may be made to reduce the quantity of material needed for the child to learn all of these variations in sound. For example, double consonants may be considered a simple difficulty (dill, fell, etc.) as can the silent **e** at the end of words such as **apple, saddle, bubble**, etc. In instances where **s** makes the sound of **z**, (as, has, is, his) or **f** says the sound of **v**, (of), normal children have no difficulty in reading such words in the context of a sentence. However, these should not be presented in lists or single word booklets, only in the sentence materials. Another variation considered "easy" is **ck** in words such as trick, rack, etc. Although the final **a** in words such as delta, panda, umbrella, etc., is not truly phonetic, most children are able to read these words in context. However, you may choose to prepare a set of phonogram cards and pictures for these words, making the **a** red. If there are language deficits due to hearing loss or lack of language experiences in the home environment, then context reading is difficult because of inadequate vocabulary. Words chosen for phonogram work must contain only **one phonogram per word**, therefore, a word such as **automobile** cannot be used because it has many phonograms. (**au, o, i, silent e**). It is difficult to find pictures for many words which name objects, so these words plus verbs, adjectives etc. are placed on lists or in booklets

Punctuation Marks

Purposes:

- To provide a means for recognition of punctuation marks
- To facilitate the use of correct punctuation
- To aid reading comprehension
- To develop appropriate vocabulary

Preliminary Exercises:

Practice with sentence strip materials

Materials:

- Labeled white cards with a different punctuation mark on each (period, comma, question mark, exclamation mark)
- Unlabeled white cards with punctuation marks as above on each, separate label cards for each
- White container for the material

Procedure:

1. Invite a child to the lesson and take the container of punctuation cards to a table.
2. If the child cannot read phonograms, teach names of punctuation marks by the three period lesson.
3. If able to read the phonograms involved, ask the child to lay out the labeled cards in a row toward the top of the table from left to right, then match and place the unlabeled cards below them. Tell the child to read the labels and to place them appropriately.
4. As soon as it is apparent that the procedure is understood, leave the table and observe unobtrusively.

Control of Error:

Control cards

Observations:

- Placement of cards and labels
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Invite child to make booklets with white covers for writing punctuation marks.

Supply sentences in which the child can identify punctuation marks.

Supply sentences to which the child can add any missing punctuation marks.

Teach proofreading symbols for punctuation.

Vocabulary:

period comma question mark exclamation mark punctuation

Phonogram Reading Material

Purposes:

- To associate phonogram letters with their sounds
- To establish skills needed to read words with phonograms
- To develop independence and self-reliance for reading success and future enjoyment
- To assist the internalization of the reading process
- To develop vocabulary

Preliminary Exercises:

- Extensive experience in reading phonetic words with the pink and blue materials

Materials:

- Light green cards, 2" by 3", with pictures for each phonogram and matching word cards with the phonograms lettered in red
- One green container for each phonogram set, the phonogram lettered in red on the container
- Two sets of small movable alphabets, preferably one red and one black, each set in a compartmented box with the letters arranged in alphabetical order
- Light green lists for each phonogram, phonogram lettered in red and at top of each list, a picture representing the first word on the list (For example, a list of words containing the phonogram, **sh**, would have a picture of a ship at the top and the first word would be **ship**, followed by words such as **dish, brush, shell, flush, shack, splash.**)
- Light green containers for lists
- Light green booklets for each phonogram, lettered in red on the cover, one word per page with phonogram lettered in red
- Light green containers for booklets
- Note: Corresponding lists and booklets may be placed together.
- Light green containers of light green sentence strips with words containing the same phonogram per strip with phonetic words included, having an attached picture illustrating each sentence (For example, Trish kept the shells on the top shelf.)
- Note: Phonograms are lettered in red.
- Light green containers of light green sentence strips as above but with separate pictures to be matched to the sentences
- Light green composite container for each phonogram sound with a list for each possible spelling of phonograms that produce the same sound, all letters printed in black
- Light green container of story booklets containing phonetic words and words with one phonogram only, illustrated with appropriate pictures if possible, the phonogram written in red on the green cover

Phonogram Cards with Matching Pictures

Procedure:

1. Once fluency in reading the phonetic materials is established, invite a child to the lesson.
2. Select any common phonogram box or one in which the child has shown interest.
3. Ask the child to lay out the pictures in a row near the bottom edge of the table and to place the word cards in a stack just above them at the center.
4. Point to the phonogram printed in red on the container and say its sound several times.
5. Have the child sound out the first word on the top card in the stack, saying the sound of the phonogram for the letters in red. After pronouncing the word just sounded, indicate placement of the word card at left center of the table.
6. Ask the child to find the picture depicting the word just read and to place it above the word card.
7. Invite the child to continue sounding out the phonogram words from that container and to match them with appropriate pictures. The cards are placed from left to right. It is not necessary for the teacher to remain with the child once it has been determined that the child understands the procedure.
8. Additional lessons are not required. The child may select any phonogram container and ask the teacher to say the phonogram sound before using it.

Note: The child understands that the materials are put away upon completion of the work.

Control of Error:

Pictures and word cards in sets to reinforce the learning of one phonogram at a time

Phonetic sounds in black and phonograms in red

Note: If any word card is placed inappropriately, the final card and picture will not match. The child will check the previous cards and pictures to correct the mismatch. The teacher NEVER makes corrections.

Observations:

Synthesis of the phonogram sound with phonetic sounds to form a word

Direction of placement of word cards

Placement of pictures

Handling of material

Child's reaction to error

Length of work time and number of repetitions

Length of period of contemplation

Degree of interest and concentration

Phonogram Word Building with Small Movable Alphabets

Procedure:

1. Once there has been practice with phonogram word cards and pictures, invite a child to the lesson.
 2. Ask the child to place the two boxes of small movable alphabets at the left side of the table, one behind the other. The child sits at the right.
Note: This exercise may be done on the floor on a rug or floor mat if table space is limited.
 3. Have the child open the boxes and place each box within its lid.
 4. Call attention to the fact that these letters are not separately colored according to vowels and consonants and that they are arranged in alphabetical order.
 5. Get a container of pictures and phonogram words with which the child has worked, remove the pictures and have the child stack them near the front edge of the lower box.
 6. Ask the child to select the letters of the phonogram as shown on the container from the red alphabet (or from one color alphabet if colors other than red and black are used), for example, **sh**. The child places the reds and the red h side by side at the right of the top box.
 7. Invite the child to select a picture, place it at right of the top box, pronounce the word it represents, for example, **ship**, and find the letters that make the sounds in the word. In this example, i and p will be taken from the black letters, s and h from the red. The word is built at the right of the picture card.
 8. Tell the child to place pictures under each other in a column, to say the words and build them with the phonogram in red, the other letters in black. The word cards in the container are taken out and used to check the words built with the small movable alphabets upon completion of the exercise .
 9. It is not necessary to stay with the child once it is apparent that the exercise is understood. Observe unobtrusively while working with others.
- Note: The child knows to return the materials to their proper places.

Control of Error:

- Pictures to ensure suitable words with one phonogram only
- Small red movable alphabet letters to build the phonogram, black for phonetic letters
- Note: If red and black are not available, one color is used for the phonogram and another color is used for the phonetic letters.
- Word cards that match the pictures, used to check the words built with the small movable alphabets

Observations:

- Placement of pictures
- Selection and color of letters to build words
- Direction of word building
- Use of word cards to check words built with small movable alphabets
- Handling of material
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to use the small movable alphabets to build words once any phonogram has been presented with the word cards and matching pictures. Invite the child to read lists corresponding to the phonograms introduced with pictures and word cards.
- Invite the child to read booklets corresponding to the phonograms introduced with the previous materials.
- Invite the child to read the phonogram sentence strips, first those with pictures attached, then those with separate picture to be matched. The sentences follow work with the previous materials.
- Invite the child to read a set of composite lists for any sound which has been practiced with the previous materials.
- Suggest that two children of equal skill level work together with one reading phonogram words from a list while the other writes them, then reversing the procedure. This gives practice in handwriting and in spelling.
- Provide books with stories each containing one phonogram learned from previous materials.

Vocabulary:

- words containing phonograms phonogram composite column
- alphabetical order

Phonogram Word Examples

ar	arm Christmas	long a	apron	ch	
-----		long a, silent e	cape	-----	
aw	paw	ai	tail	ue	blue
au	August	ea	steak	ew	screw
al	walk	ei	veil	ui	fruit
	ough	bought	eigh	weigh	oo
	boot	augh	taught	ey	grey
	oe	canoe			
-----		ay	tray	ough	through
th	thin (unvoiced)	et	buffet	-----	
-----		e	resume	short e	
th	then (voiced)	-----		ue	guest-----
-----		long i	idol	ea	head
wh	when (unvoiced)	long i, silent e	kite	ai	again
-----		ie	pie	-----	
wh	whelk (voiced)	y	sky	short u	
-----		uy	guy	OU	cousin
ing	ring	ui, silent e	guide	o	ton
-----		igh	night	oo	flood
ang	rang	ei	eidetic	o-e	love
-----		-----		-----	
ong	bong-	long u	utensil	ow	cow
-----		long u, silent e	mule	ou	trout
sh	dish	ew	few	ough	bough
ch	chef	eau	beautiful	-----	
s	sugar*	-----		short i	
ss	tissue*	long e	me	ui	build
-----		long e, silent e	eve	ai	captain
ce	ocean	ee	eel	y	
ti	action	ea	sea	i-e	missile
Si	mission	ie	pennies	-----	
ci	special	ei	caffeine (silent	er	hunter
	cylindrical*	i	e) Iran	ar	dollar
oi	coin	ey	key	ir	skirt
oy	toy	y	candy	or	world
-----		-----		u	fur
or	corn	long o	host	ear	pearl
oor	door	long o, silent e	stone	-----	
our	four	oa	road	oo	foot
ore	store	oe	toe	u	put
ar	war	-----		-----	
-----		-----		-----	
ion	million	-----		-----	
-----		-----		-----	

c followed by e, i, y -- cent, pencil, cycle -----	ow ough eau ew ou -----	snow dough beau sew soul -----	----- silent letters w wren k knot b lamb l calf g gnat h honest s island n column t gliisten
dge bridge -----	ch tch t	lunch match picture	
ph pamphlet gh trough -----			
ed pinned ed hopped			

* These words cannot be used in phonogram materials because there are two difficulties.

Interpretive Reading

Purposes:

- To improve diction, pronunciation and dramatic expression
- To encourage interest in and enjoyment of literature
- To facilitate reading comprehension
- To give insight into the grammatical form of the language
- To assist in establishing self-confidence in self-expression
- To introduce classical literature and the work of famous authors
- To develop vocabulary

Preliminary Exercises:

- Listening to the teacher read aloud
- Working with phonetic and phonogram language materials
- Reading sentence materials and blue and green story booklets
- Oral grammar games
- Use of written grammar cards for verb, verb-adverb, etc.

Materials:

- Light tan cards with sentences from famous literature to be dramatized, graduated in complexity (For example, The little child sat with folded arms.)
Note: Montessori's research showed that children prefer readings dealing with true facts.
- Series 1 : One sentence per card indicating one action
- Series 2: Two coordinated clauses in a sentence indicating two consecutive actions
- Series 3: Three actions
- Series 4: Complex sentences with one subordinate clause indicating several actions
- Series 5: Involved sentences with complex descriptions, sometimes requiring speaking
- Series 6: Complex sentences with more difficult interpretations requiring speaking
- Series 7: More than one sentence, more than one person required for interpretation
- Books of poems for memorization and recitation

Procedure:

- 1 . Invite a child to read the Series 1 cards silently and to dramatize the actions. No lesson is needed.
- Note: The teacher never corrects, suggests or interferes in any way with dramatization.

Control of Error:

The child's comprehension of the sentences

Observations:

Appropriateness of dramatization

Child's self-confidence

Child's reaction to error

Length of work time and number of repetitions

Length of period of contemplation

Degree of interest and concentration

Variations:

Invite the child to use the additional materials in sequence, following the procedure for series 1.

Encourage the children who wish to write sentences, poems or eventually plays.

Teacher or children may select passages from books being read to the class.

Invite two children to work together on the more complex sentences.

Vocabulary:

words in interpretive reading sentences interpretive

Insets for Design

Purposes:

- To aid the development of muscular control needed to manage the writing instrument
- To develop muscular control in preparation for learning to form the letters
- To prepare for future art work
- To provide a basis for developing a sense of design
- To develop appropriate vocabulary

Preliminary Exercises:

- Practice with sensorial materials such as cylinders, materials for tactile exercises, geometric cabinet

Materials:

- Ten different geometric figures with red or pink frames and insets of blue, displayed on a special rack or on a shelf
- Ten trays for transporting materials
- Colored pencils in at least primary and secondary colors
- HOLDERS for pencil supply
- Holders for three pencils (optional)
- Box containing paper in many pastel colors, cut to the size of the inset frame
- Paper cut into long strips the width of the inset frame for making border designs
- Larger sheets of paper for all-over designs
- Note: Use good quality paper with a smooth surface. Do not use newsprint.

Procedure:

1. Invite a child to the lesson. Collect one inset and frame, two pencils of contrasting colors, one piece of paper the size of the inset frame and place on a tray. . .
2. Take the tray of materials to a table, place toward the back of the table and have the child sit on your dominant side.
3. Place the paper on the table top between you and the child, then cover it with the inset frame, leaving the inset on the tray.
Note: If table tops are not perfectly smooth, provide large squares of Masonite or any smooth hard-surfaced material on which to work.
4. Choose either pencil and draw around the shape inside the frame in one continuous movement.
5. Replace pencil and frame on tray.

6. With the other colored pencil, start at the top left and draw lines parallel to the bottom edge of the paper, making lines as close together as possible. Start each stroke at the line on the left side of the design and make a continuous movement to the line on the right.

Note: Some Montessorians prefer to demonstrate the filling of the inset with lines going top to bottom, left to right. Others prefer that the lines be drawn continuously top to bottom and back to the top without lifting the pencil until the entire design is completely filled. This seems to encourage ¹¹scribbling¹¹ and less control. In Chapter 16 of **The Montessori Method**, Montessori indicated that up and down strokes are more difficult for the child.

7. Return the pencil to the tray and return all materials to their proper places. Place the inset design just demonstrated in a box or file, according to the system used to save work.
8. Thank the child and say that inset designs may be made, using both sides of the paper and completing one design, even over a period of time, before starting a new one.

Control of Error:

- Frame
- Paper size
- Two colors of pencil marks

Observations:

- Handling of materials
- Placement of frame over paper
- Grip and control of pencil
- Direction of pencil stroke
- Width between strokes
- Degree of completion
- Storage of design
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Demonstrate the making of a design by inverting the frame and using more colors to fill it.

Note: Not all insets can be used for this exercise.

Demonstrate the making of a design by turning the frame four times, keeping the paper covered by the frame at every turn. Color the spaces in the design with different colors, using parallel lines as before.

Demonstrate the making of a design by drawing around the shape inside of the frame as in the first demonstration. Remove the frame, place the inset to cover the line just made and draw around it with a second color, producing a double two-colored line. Fill with parallel lines as before.

Demonstrate the making of a design using two or more shapes and several colors. Frames and insets may be used in any combinations. Parallel lines are used to fill all designs, but paper may be turned in any direction to make the parallel lines.

Demonstrate the making of a border design with a repeated motif on a long strip of paper. One or more inset or frame shapes may be used.

Demonstrate the making of a design which covers a large sheet of paper.

Demonstrate techniques such as shading and cross-hatching to add interest to designs.

Note: Advanced designs are presented only after the child has produced many simple designs which indicate good motor control and a developing sense of design as well as the ability to complete a large project.

Invite the child to look at pictures containing examples of designs produced in different cultures on clothing, buildings, pottery, jewelry, etc.

Visit art galleries with five and six year old children to observe design in art work.

Encourage children to bring in items with interesting designs to display, especially those relating to other cultures.

Note: Collect and date examples of inset designs at least once a month for your file on each child to note progress.

Vocabulary:

design inset frame fill parallel left right border motif

Handwriting

Purposes:

- To develop the muscular coordination and will needed to manage the writing instrument
- To develop "spontaneous" handwriting
- To ensure correct formation of letters
- To develop ease in writing
- To facilitate the fusion of writing and reading

Preliminary Exercises:

- Practice with sensorial materials, particularly cylinders, geometric cabinet insets, materials for tactile exercises
- Work with insets for design
- Extensive practice with "sandpaper" letters until muscular memory for reproduction of their forms is established

Materials:

- Chalk and individual chalkboards with no lines
- Chalk and individual chalkboards with wide lines
- Note: Do not use wall-mounted boards. All writing preparation and practice is done in the horizontal plane.
- Regular size pencils
- Paper with lines 2" from base to dotted midlines
- Writing paper with lines 7/8" from base to dotted midlines
- Regular wide-lined paper

Procedure:

1. Invite a child to the lesson.
Note: All writing is done on a table, never the floor. To establish good balance and control, the child must be seated properly on a chair with the arm and hand resting on the table.
2. Ask the child to use the first two fingers of the dominant hand to trace on the table top the letter representing the sound you say. Say the phonetic sounds of several letters and observe how the child traces the letters.
3. If it is observed that the muscular memory for forming the letters is established, invite the child to use the unlined chalkboard placed flat on a table to write the letters as you say sounds.

Note: The child does not "copy" the letters by using the "sandpaper" letters as visual patterns to draw the letters. It is the muscular memory of the letter that allows easy, beautiful, effortless writing.

Control of Error:

The teacher's observation of letter tracing on the table top
Child's muscular memory for the formation of letters

Observations:

Formation of letters
Holding of writing instrument
Appearance of written letters or words Position
of letters relative to the line
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations

Invite the child to use the lined chalkboard placed flat on the table.
Invite the child to write on the paper with lines 2" from base to dotted line.
Invite the child to write on the paper with 7/8" from base to dotted line,
suggesting that any of the phonetic materials may be used as reference. It
may be necessary to show how to connect letters when word writing is
attempted.
Encourage the writing of original sentences.
Encourage the writing of original stories, plays and poems.

Vocabulary:

chalkboard chalk tablet

Spelling Cards

Purposes:

- To improve spelling ability
- To facilitate writing skills
- To develop appropriate vocabulary

Preliminary Exercises:

- Practice with word writing on lined paper
- Use of phonogram materials, especially small movable alphabets

Materials:

- Green container with green cards containing pictures of objects and the word naming the object on the reverse, for example, number names with numerals on reverse
- Lined paper or small booklet of lined paper, pencil

Procedure:

1. Invite a child to the lesson.
2. On the child's dominant side, place paper and pencil. Ask the child to lay out a card, picture upward.
3. Have the child determine what the picture represents, write the word, then turn the card over to check its spelling. Tell the child to continue the procedure, leave the table and observe unobtrusively.

Control of Error:

- Word on reverse of picture

Observations:

- Writing skill
- Checking of spelling on reverse of card
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Introduce other pictures and words of increasing difficulty.
- Invite a child to read words from cards for another child to write, then check against cards.

Vocabulary:

- words used on spelling cards

Capitalization

Purposes:

- To aid the development of correct writing form
- To develop reading comprehension and expression
- To facilitate an understanding of sentence structure
- To develop appropriate vocabulary

Preliminary Exercises:

Practice with phonogram reading exercises Use of interpretative reading materials Sentence formation with the grammar "project" Work with grammar boxes for building sentence

Materials:

Container of white sentence strips with first words not capitalized and separate cards for first word correctly capitalized (Label this container

Capitalization 1.)

Container of white sentence strips with proper nouns not capitalized and separate cards for proper nouns correctly capitalized (Label this container

Capitalization 2.)

Container of white sentence strips with I not capitalized and separate card for I correctly capitalized (Label this container **Capitalization 3.)**

Note: Separate cards are placed in small envelopes for storage in each container as appropriate.

Proof reading symbols

Procedure:

1. Invite a child to the lesson.
2. Take the container of sentences in which the first word is not capitalized and place on the table between you and the child who is seated on your dominant side.
3. Ask the child to place a sentence strip toward the top of the table, then remove the separate words from their envelope and place in a row at the front edge of the table.
4. Tell the child to select the appropriate capitalized word and lay it on the uncapitalized one.
5. Indicate the placement of the next strip under the first and have the child continue to place the capitalized words appropriately. Leave the table and observe unobtrusively.

Note: The child may use the other materials for capitalization without additional lessons.

Control of Error:

Identical words except for the capitalized letters

Observations:

Placement of words on sentence strips
Handling of materials
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Invite the child to write sentences with correct capitalization.
Provide materials for presenting capitalization of titles, names of organizations, trade names, titles of respect, initials, first word of direct quotation, words for relatives when used as proper nouns, words for deities.
Provide sentence cards which have no capitals. Invite the child to write these sentences with correct capitalization.
Teach the proofreading symbol for capitalization.
Teach remaining proofreading symbols.

Vocabulary:

capitalization proofreading

Coordination of Reading and Grammar

Grammar is introduced even before the child can read by means of grammar games. These games are played with a few children at appropriate times, never the entire class. Even the very young participate in the grammar games and unconsciously absorb an understanding of grammar concepts through concrete actions. This is the basis upon which more abstract concepts will be established with the use of written words combined with actions.

Montessori's grammar exercises parallel the reading scheme, so that as soon as the child is able to read short phonetic words, phonetic grammar is introduced. As progression is made to the reading of phonogram words, the corresponding level of grammar materials is introduced.

In addition to establishing an understanding of grammar concepts, grammar exercises aid written and oral comprehension and further develop reading skills as well as vocabulary.

Grammar Games

Purposes:

- To facilitate understanding of the function of parts of speech through concrete experience
- To prepare for more abstract grammar activities
- To develop appropriate vocabulary

Preliminary Exercises:

- Chair management
- Geometric cabinet (for triangle game)
- Color tablets (for triangle game)

Materials:

- Any portable items in the environment
- The seven classifications of triangles each in small, medium and large sizes, each size in three different colors, usually red, blue and yellow, a total of 63 triangles

Noun Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Say, "We are going to play the noun game." Speak directly to a specific child and ask for an item in the room with which the child is familiar. For example, "Please bring me a sponge," or "Please bring me a pitcher." Thank the child and ask that the item be returned to its place, then continue with another child.
3. After inviting each child to bring an item, say, "Please bring me.....", but do not mention the object (noun). The child may look puzzled and say that it cannot be done or may walk around the room, selecting items and bringing them to you. Refuse several items by saying, "No, thank you, I did not want a", then say, "Please bring me a box."
4. Continue the game as long as any are interested or as time allows. Thank the children and say that the game may be requested of the teacher.

Note: The teacher never gives the definition of any part of speech. The children arrive at a definition through their experiences with grammar exercises and materials.

Noun-Adjective Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Say, "We are going to play the noun-adjective game." Address a child and say, for example, "Please bring me a green pencil". Thank the child and request that the item be returned to its place. Give each participating child a noun with an adjective describing it.
3. Continue the game by saying to an individual child, "Please bring me a book," then refuse the first several offered by saying, "No, thank you, I did not want a book," using an adjective which describes whatever has been brought (a red book, a little book, a thick book, etc.). Then, at about the third or fourth offering, say, "Yes, thank you, I wanted a,book," describing the book offered with as many adjectives as applicable. For example, "Yes, thank you, I wanted a small, yellow book."
4. Continue the game as long as any are interested or as time allows. Thank the children and say that the game may be requested of the teacher.

Triangle Game

Procedure:

1. Those children who know the names of all the classifications of triangles, the colors and the concept of small, medium and large may be invited to the lesson.
2. Take the box of triangles to a large table, open the box and place the lid under it. Invite the children to help lay out the triangles so that all can be seen with none overlapping.
3. Ask each child in turn to give you a triangle which you refuse with a description of only one aspect of each triangle such as its name, color or size. For example, "No, thank you, I did not want a large triangle," in which case all the large triangles are replaced in the box, or, "No, thank you, I did not want a right-angled triangle," in which case all right-angled triangles are replaced in the box. The selection of triangles and their rejection continues until just one triangle remains. When it is offered, say, "Yes, thank you, I wanted the,," describing the remaining triangle, for example, "small, red, acute angled scalene triangle."
4. Replace the last triangle, close the box and tell the children that the triangle game may be requested.

Note: The teacher must be present to conduct the triangle game.

Verb Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Say, "We are going to play the verb game." Give a simple action verb to a child. For example, say, "Your verb is walk." The child acts out the verb without any direction from the teacher. If there is difficulty, other children kindly offer assistance, or the child is free to request a different verb, but try to give familiar actions at first.
3. Give a verb to each participating child in turn, after the previous one has been acted out.
4. To introduce unfamiliar verbs, participate in the game by saying, "My verb is stride," then act it out.
5. Continue the game as long as any are interested or as time allows. Thank the children and say that the game may be requested of the teacher.

Note: Vary the game by giving only verbs whose actions are carried out by a particular part of the body, such as actions done by the legs (walk, stride, run, hop, etc.), or the eyes (glance, peer, gaze, stare, etc.).

Preposition Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Say, "We are going to play the preposition game." Using an object such as a chair, give a child directions such as, "Place your hand on the chair," "Place your hand beside the chair," "Place your hand under the chair."
3. Give each participating child a turn, using different objects.
4. To introduce unfamiliar prepositions, the teacher participates in the game.
5. Continue the game as long as any are interested or as time allows. Thank the children and say that the game may be requested of the teacher.

Verb-Adverb Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Say, "We are going to play the verb-adverb game." Give a verb with an appropriate adverb to a child. For example, say, "Hum softly." The child acts out the verb according to its adverb without any direction from the teacher. If there is difficulty, other children kindly offer assistance, or the child is free to request a different verb and adverb.
3. Give each participating child a verb and adverb in turn after the previous one has been acted out.
4. To introduce unfamiliar adverbs, the teacher participates in the game.
5. Continue the game as long as any are interested or as time allows. Thank the children and say that the game may be requested of the teacher.

Pronoun Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Read a short, simple story using no pronouns, so that the children realize how funny it sounds, then reread the story as it was written with pronouns.
3. Continue reading such stories over a period of time as long as interest is shown.

Conjunction Game

Procedure:

1. Invite several children to participate while seated at a table or while waiting to go home or at any time when there are a few minutes available.
2. Say, "We are going to play the conjunction game." Using objects in the environment, give a child directions to bring an object such as a pencil, then to bring another. Then tell the child to bring a pink booklet **and** a blue booklet, or **neither** the pink booklet **nor** the blue booklet, **but** the green booklet.
3. Give each participating child a turn.
4. To introduce unfamiliar conjunctions, the teacher participates in the game.
5. Continue the game as long as any are interested or as time allows. Thank the children and say that the game may be requested of the teacher.

Control of Error:

The teacher

Observations:

Actions of each child relative to part of speech

Degree of interest

Vocabulary:

words used in games for each part of speech

noun verb adjective adverb preposition conjunction pronoun

Phonetic Grammar Cards

Purposes:

- To facilitate understanding of the function of parts of speech through use of color-coded grammar cards for each part of speech
- To develop reading skills
- To improve comprehension
- To prepare for more abstract grammar activities
- To develop appropriate vocabulary

Preliminary Exercises:

- Chair management
- Grammar games
- Use of materials for phonetic reading of two and three letter phonetic words

Materials:

Several containers of black noun cards each with a two or three letter phonetic noun naming objects in the environment, each container having a cream **noun** heading card

Several containers of red verb cards each with a two or three letter phonetic verb, each container having a cream **verb** heading card

Several containers of blue adjective cards each with a two or three letter phonetic adjective and black cards each with an appropriate two or three letter phonetic noun, each container having cream heading cards, one labeled **noun**, one labeled **adjective**

Note: Some suppliers of Montessori materials use a different grammar color scheme. Montessori used black for nouns, red for verbs, tan for adjectives. There must be consistency in the color scheme used for all grammar materials in every classroom within a school. Directions for preparing the cards follow.

Color-coded containers for cards such as small boxes of uniform size, baskets of uniform size and design, or "organizers" with small plastic drawers in a cabinet painted the color appropriate for the part of speech.

Noun

Procedure:

1. Once phonetic words can be read, invite a child to a lesson. Take a container of phonetic nouns to a table and have the child stand on your dominant side.
2. Tell the child that black is the color used for nouns. Place the heading card at the center front of the table and tell the child that it says **noun**.
Note: It is necessary for the teacher to read the word **noun** since it is not phonetic.
3. Ask the child to remove the cards from the container and place them in a stack in front of the noun heading card with the empty container placed behind the heading card.
4. Have the child read the top card and place it on the corresponding object in the room.
5. Once it is evident that the exercise is understood, tell the child to continue to read the cards and to place them on their objects, then to collect them after all have been placed. Leave the table and observe unobtrusively.

Note: By now the child knows to return the cards to the container and to replace it in its storage place. It is not necessary to state that the exercise may be chosen.

Verb

Procedure:

1. Once phonetic words can be read, invite a child to a lesson. Take a container of phonetic verbs to a table and have the child stand on your dominant side.
2. Tell the child that red is the color used for verbs. Place the heading card at the center front of the table and tell the child that it says, **verb**.
3. Ask the child to remove the cards from the container and place them in a stack in front of the verb heading card with the empty container placed behind the heading card.
4. Have the child read the top card and act it out, then return that card to the box.
5. Once it is evident that the exercise is understood, tell the child to continue to read the cards and to act them out. Leave the table and observe unobtrusively.

Noun-Adjective

Procedure:

1. Once phonetic words can be read, invite a child to a lesson. Take a container of phonetic nouns and adjectives to a table and have the child sit on your dominant side.
2. Tell the child that blue is the color used for adjectives. Place the heading cards at the top center of the table. Tell the child that this says **adjective**, placing it at left center. Tell the child this says **noun**, placing it at the right of the adjective heading card.
3. Ask the child to remove the cards from the box and place the blue adjective cards in a stack at the left center front of the table. Have the child lay out the noun cards in a column beginning just under the noun heading card.
4. Beginning just under the adjective heading card, have the child place an adjective card at the left of each noun card, then read the combinations, many of which will not make sense, for example, **tin mat**. Tell the child to rearrange the adjective cards so that they are appropriate for the nouns. Leave the table and observe unobtrusively.

adjective	noun
red	box
tin	cup
big	rug
hot	pan
tan	mat
wet	mop

Control of Error:

Child's comprehension of words as indicated by action
Color coded cards for each part of speech

Observations:

- Child's comprehension of words as indicated by placement of cards or by actions
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Invite the child to select any noun card and place it at the center of the table, then to return the other noun cards to the container. Have the child find all the adjectives which describe that particular noun and place them at the left of the noun card. The remaining adjective cards are stacked beside the container. Tell the child that the exercise may be done with any of the noun cards.

Once the child is able to read longer phonetic words, offer grammar cards with longer phonetic nouns, verbs and adjectives. No lessons are needed with these.

Vocabulary:

words used on grammar cards	noun	verb	adjective	heading card
stack	column	appropriate	random	rearrange

Non-phonetic Grammar Cards

Purposes:

- To facilitate understanding of the function of parts of speech through use of color coded grammar cards for each part of speech
- To develop reading skills
- To improve comprehension
- To prepare for more abstract grammar activities
- To develop appropriate vocabulary

Preliminary Exercises:

- Use of materials for phonetic reading
- Work with phonetic grammar cards
- Use of materials for learning phonograms

Materials:

- Several containers of black noun cards with one noun per card, each container having a cream **noun** heading card (In addition to names of environmental objects, boxes may contain names of children in the class with a photograph of each; names of continents, countries, states; names of plants and animals with pictures, etc.)
- Several containers of red verb cards with one verb per card, some of the containers having verbs describing actions done with a particular part of the body, each container having a cream **verb** heading card
- Several containers of blue adjective cards with one adjective per card and black cards with one appropriate noun per card, each container having cream heading cards, one labeled **noun**, one labeled **adjective**
- Several containers of orange adverb cards with one adverb per card and red cards with one appropriate verb per card, each container having cream heading cards, one labeled **verb**, one labeled **adverb**
- Several containers with two objects each such as a pig and a pen; black noun cards naming the objects; blue adjective cards with **The** and **a**; red verb card with **is**; at least six green cards with prepositions such as **in**, **under**, **near**, **beside**, **by**, **behind**; green cards with compound prepositions in some of the containers; cream **preposition** heading cards in each container; control with the sentence to be composed in each container
- First container of pink cards with personal pronouns **I**, **you**, **he**, **she**, **it**, **we**, **you**, **they**; cream heading cards labeled **pronoun**, **singular**, **plural**; control to show arrangement
- Second container of pink cards with personal pronouns **me**, **you**, **him**, **her**, **it**, **us**, **you**, **them**; cream heading cards labeled **pronoun**, **singular**, **plural**; control

A container of pink cards with possessive pronouns **mine, yours, his, hers, its, ours, yours, theirs**; cream heading cards labeled **pronoun, singular possessive, plural possessive**; control

Story for pronoun substitution with pronoun cards to place over the nouns as appropriate

A container of purple cards with conjunctions such as **and, but**; cream **conjunction** heading card; phrases on cream paper corresponding to the objects to be connected by conjunctions.

Objects to be connected by conjunctions: tray with small vase and flowers of two different colors; pairs of other objects such as two colored pencils and a pencil holder, two geometric solids and a basket, two colored beads and a short string

A container of yellow cards with words used as interjections, each word having an exclamation mark following it; cream **interjection** heading card

Noun

Procedure:

1. Once phonetic environmental nouns have been used, invite a child to place the non-phonetic nouns on objects as before.

Noun-Adjective

Procedure:

1. Invite any child who has worked with the phonetic nouns and adjectives to use the non-phonetic materials as before.

Verb

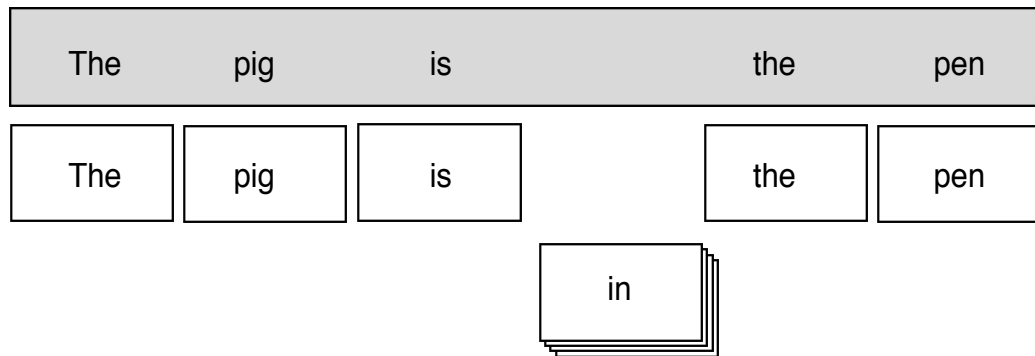
Procedure:

1. Invite a child who has acted out phonetic verbs to use the non-phonetic verbs as before.

Preposition

Procedure:

1. Once there has been practice with the nouns, verbs, adjectives and sentence reading, invite a child to the lesson.
2. Take the container with the preposition materials to a table, seat the child on your dominant side, remove the control sentence and place in front of the child at the center of the table.
3. Have the child construct the sentence under the control with the color coded cards, using the control as a guide, and leaving space for the preposition card. Replace the control sentence in the container.
4. Ask the child to stack the preposition cards in front of the space where they will be inserted in the sentence and place the preposition heading card above the space. Have the child arrange the objects below the sentence.
5. Tell the child to place one of the preposition cards in the space reserved for it in the sentence, to read the sentence, and then to arrange the two objects accordingly.
6. Instruct the child to put another preposition card on top of the first one placed in the sentence, to read it and rearrange the objects accordingly.
7. As soon as it is observed that the exercise is understood, leave the table and observe unobtrusively.



Verb-Adverb

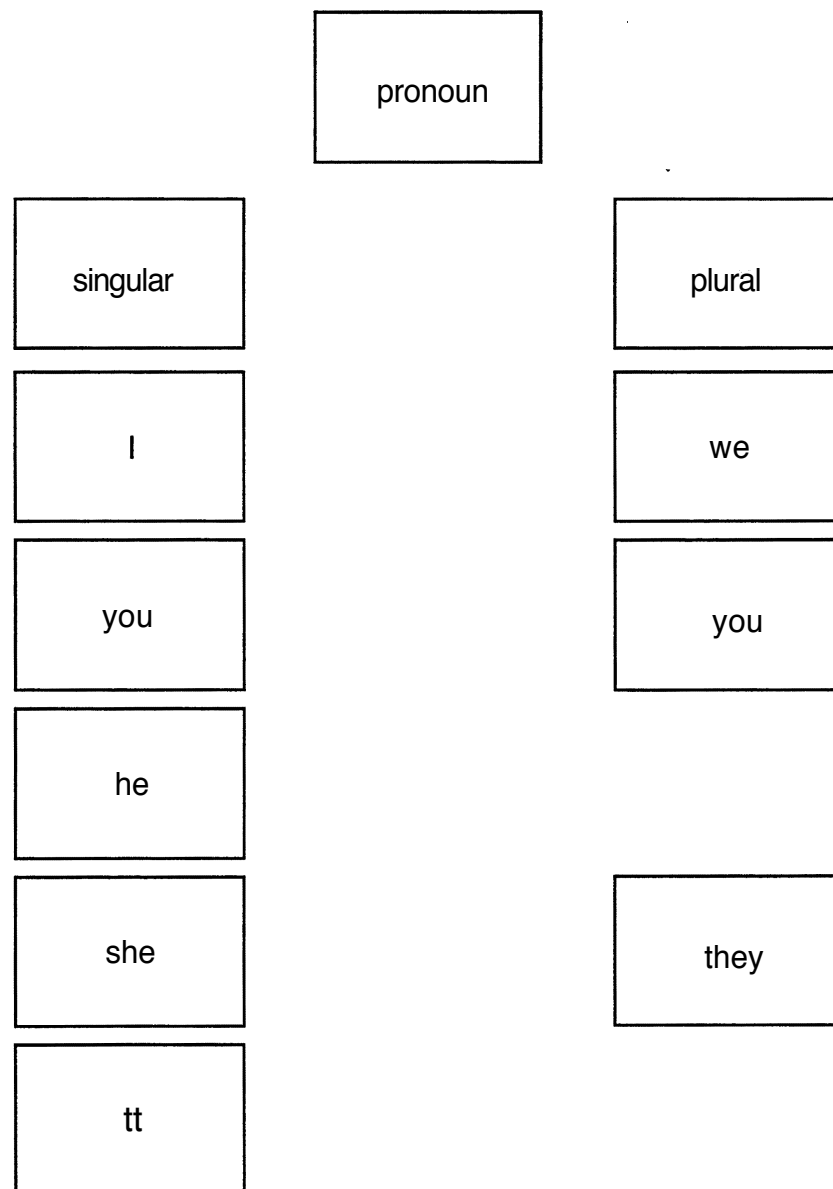
Procedure:

1. Once work has been done with the preceding material, invite a child to the lesson.
2. Take the container of verbs and adverbs to a table, seat the child on your dominant side. Indicate the layout of the heading cards with the verb heading card near the top left of the table and the adverb heading card to its right.
3. Beginning just under the verb heading card, have the child lay out the verb cards in a column.
4. Beginning just under the adverb heading card, have the child lay out the adverb cards and read the combinations of verbs and adverbs, some of which may not be appropriate.
5. Invite the child to find a suitable adverb card for the first verb, then act out the verb according to the adverb. Have the child continue with the procedure for the other verb-adverb combinations.
6. As soon as it is observed that the child understands the exercise, leave the table and observe unobtrusively.

Pronoun

Procedure:

1. Once non-phonetic words can be read, invite a child to the lesson. Take the first container of pronouns to a table and place in front of the child who is seated on your dominant side.
2. Indicate placement of the pronoun heading card at the top with singular at left and plural at right below the heading card.
3. Tell the child to arrange the pronoun cards according to the control which is placed to the left of the cards. Leave and observe.
4. If no difficulty is observed with the first exercise, invite the child to choose any of the pronoun containers.



Conjunction

Procedure:

1. Once non-phonetic words can be read, invite a child to the lesson. Take the container of conjunction material and the tray with a vase and flowers to a table. Place materials in front of the child who is seated on your dominant side. Have the child place the heading card with the vase behind it and the conjunctions stacked in front of it. Move the tray and empty container to the non-dominant side.
2. Give the child a phrase to read, such as **a red flower**, which is removed from the tray and placed beside its phrase at the far left. Give the child the companion phrase, such as **a blue flower**, which is also removed from the tray and placed beside its phrase at the far right.
3. Ask the child to choose the conjunction card **and** and place it in front of the stack of conjunctions.
4. Have the child place the phrase card and the red flower to the left of **and**, then place the phrase card and its object from the right to the right of **and**. The two flowers are placed together in the vase. The two phrases have been joined by the conjunction, **and**. The two objects are joined also.
5. Invite the child to continue with the remaining phrases, objects and conjunctions. Leave the table and observe unobtrusively.

Interjection

Procedure:

1. Once non-phonetic words can be read, invite a child to the lesson. Take the container of interjections to a table and place in front of the child who is seated on your dominant side.
2. Have the child place the heading card with the interjection cards stacked in front of it, then read the cards with appropriate expression, returning the one just read to the container.
3. Ask the child to express each interjection in several appropriate ways.
4. As soon as it is apparent the the child understands, leave the table and observe unobtrusively.

Control of Error:

Child's comprehension of words as indicated by action
Color coded cards for each part of speech
Controls for preposition and pronoun exercises

Observations:

- Child's ability to comprehend the words as indicated by placement of cards or by actions
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to find as many adjectives as possible that suit each noun. Invite the child to select any verb card, then find all of the adverbs which are appropriate.
- Invite the child to read the "pronoun story" which contains no pronouns and to place appropriate pronoun cards over the nouns.
- Invite the child to use the preposition material without referring to the control.
- Invite the child to use the pronoun material without referring to the control. Invite the child to make small booklets with color-coded covers in which to write words from the grammar materials.

Vocabulary:

- grammar card words adverb preposition pronoun conjunction
- interjection

Formation of Plural Nouns

Purposes:

- To facilitate understanding of the formation of plural nouns
- To improve oral and written expression
- To develop appropriate vocabulary
- To improve understanding of spelling rules

Preliminary Exercises:

- Work with noun cards placed on objects in the environment

Materials:

- Container of black phonetic noun cards in singular and plural, the plural formed by adding s; phonetic objects representing the nouns; cream heading cards labeled **noun, singular, plural**
Note: Provide varying quantities of three to six objects so that a set number is not associated with the plural.
- Container of black non-phonetic noun cards in singular and plural, the plural formed by adding s; cream heading cards as above
- Container of black cards with nouns ending in s, sh, ch, x whose plurals are formed by adding **es**; cream heading cards as above
- Container of black cards with nouns ending in y, before which there is no vowel, whose plurals are formed by changing the y to i before adding **es**; cream heading cards as above
- Container of black cards with nouns whose plurals are formed by adding s, forming an additional syllable
- Container of black cards with nouns ending in f or fe whose plurals are formed by changing the f or fe to v and adding **es**; cream heading cards as above
- Container of black cards with nouns representing exceptions to changing the f in forming plurals; cream heading cards as above
- Container of black cards with nouns ending in o whose plurals are formed by adding **es**; cream heading cards
- Container of black cards with nouns ending in o whose plurals are formed by adding s; cream heading cards
- Container of black cards with nouns having no singular form; noun and plural heading cards in cream color
- Container of black cards with nouns having the same form for singular and plural; cream heading cards for noun, singular, plural
- Container of black cards with nouns whose plurals are formed through vowel change; cream heading cards as above
- Container of black cards with nouns whose plurals are formed through addition of **en** or **ren**; cream heading cards as above
- Container of black cards with compound nouns whose plurals are formed by adding **s** to the first word; cream heading cards as above

Container of black cards with nouns having two plurals; cream heading cards as above with an extra plural heading card

Note: In each container, each category of card with its heading card is bound with a rubber band. Each container is labeled on the end to designate the formation of the plural, for example, y - ies.

Plural Phonetic

Nouns Procedure:

1. Once phonetic noun cards for the environment can be read, invite a child to the lesson. Take the container of noun cards for formation of the plural with objects and place before the child who is seated on your dominant side.
2. Have the child place the noun heading card at the top center of the table with the singular heading card at left below it , the plural heading card at right.
3. Ask the child to stack the singular cards at lower left, the plural cards at lower right. Leave the objects in the container.
4. Tell the child to read a singular card, place it below the singular heading card and place the object named on the card to its right.
5. Ask the child to find its match from the plural stack and place it to the right of the singular card's object, under the plural heading card, then lay out the remaining objects to the right of the plural card.
6. Have the child continue the procedure. Leave the table as soon as it is apparent that the exercise is understood and observe unobtrusively.
7. Tell the child to collect each column of cards with the heading card on top and fasten together with a rubber band before replacing in the container.

Plural Non-phonetic Nouns

Procedure:

1. Invite a child who has used the formation of plural phonetic nouns and objects to work with the second set. Tell the child that objects will not be used with the remaining formation of plurals exercises. A lesson should not be needed.
2. Have the child collect each column of cards with the heading card on top and fasten together with a rubber band before replacing in the container.
3. Once it is observed that the procedure without objects is understood, invite the child to use any of the formation of plural nouns materials.

Control of Error:

Child's comprehension of the singular and plural noun words

Heading cards at the top of each stack

Separation of singular and plural cards into stacks banded together for storage

Equal number of cards in each column when there is more than one column

Observations:

- Placement of singular and plural nouns and heading cards
- Placement of objects (when appropriate)
- Handing of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to make small booklets with black covers in which to write the words used in the exercises.
- Provide information concerning plurals of English words, as determined according to the language from which they are derived.

Vocabulary:

words used to form plurals singular plural formation

Collective Nouns and Group Names

Purposes:

- To become familiar with collective and group nouns relative to their components
- To aid reading and writing skills.
- To facilitate comprehension and oral expression
- To develop appropriate vocabulary

Preliminary Exercises:

- Work with phonogram reading materials
- Use of environmental noun cards
- Exercises in formation of plural nouns

Materials:

- Control card with list of animals in the left column and their collective nouns in the right; separate cream collective noun heading card, cream animal heading card; separate animal name cards and collective noun cards in black (For example, cattle, herd)
 - Control card with list of objects and their collective nouns; separate cream collective noun and object heading cards; separate object name cards and collective noun cards in black
 - Control card with list of people and their collective nouns; cream heading cards; collective nouns and separate people name cards in black
 - Control card with list of plants and their collective nouns; cream heading cards; separate collective nouns and separate plant name cards in black
 - Control card with group name and component parts of each group in a column; cream heading card with group name; separate component part cards in black (For example, months: January, February, etc.; birds: duck, robin , etc.)
- Note: Whenever possible, provide small pictures to accompany the collective noun and group noun cards.

Collective Nouns

Procedure:

1. Once there has been work with environmental nouns and formation of plural nouns, invite a child to the lesson.
2. Take any control card for a collective noun with the accompanying separate cards to a table and place in front of the child who is seated on your dominant side. If pictures are available, ask the child to stack them at the front of the table.
3. Have the child lay out the heading cards according to the control.
4. Ask the child to select a picture and place it near the top left of the table under the heading card. Tell the child to identify what is in the picture, to find its card and place to the right of the picture. The appropriate collective noun is placed to the right under its heading. Ask the child to select another picture, place it under the first picture and proceed as before.
5. If no pictures are available, lay out the cards by referring to the control.
6. As soon as it is apparent that the procedure is understood, leave and observe unobtrusively.

Group Nouns

Procedure:

1. Once there has been work with environmental nouns and formation of plural nouns, invite a child to the lesson.
2. Take any control card for a group noun with the accompanying separate cards to a table and place in front of the child who is seated on your dominant side. If pictures are available, ask the child to stack them at the front of the table.
3. Have the child place the group noun heading card near the top of the table, then lay out the pictures vertically under the group heading card with the separate labels under each picture. If no pictures are available, lay out the cards vertically by referring to the control.
4. As soon as it is apparent that the procedure is understood, leave and observe unobtrusively.

Control of Error:

Control cards

Observations:

Arrangement of pictures and/or cards
Child's ability to comprehend the words as indicated by placement of cards
Handling of materials
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Invite the child to lay out the pictures and/or the cards without using the control until the exercise is complete, then using the control for checking. Mix nouns from several categories. Lay out the heading cards and invite the child to sort the nouns under the proper headings.

Vocabulary:

words used on lists collective noun group noun

Compound Words

Purposes:

- To facilitate understanding of formation of compound
- To develop appropriate vocabulary

Preliminary Exercises:

- Use of phonogram materials
- Practice with noun exercises

Materials:

- White control card with ten compound words listed
- Separate white cards with words to be joined into compound words
- White container for materials

Procedure:

1. Invite a child who has done the preliminary exercises to the lesson. Place the container of materials between you and the child who is seated on your dominant side.
2. Ask the child to place the control at the top left, then remove the cards from the container and arrange in rows near the front of the table.
3. Have the child read the first word on the control, then locate the two words which make up the compound word and place them at the top right next to the control
4. Tell the child to continue and leave the table once it is apparent that the procedure is understood.

Control of Error:

- Control card

Observations:

- Handling of materials
- Placement of cards
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Provide additional cards and controls for other compound words
- Invite the child to use the separate cards to build compound words without referring to the control until work is complete.
- Provide selected sentences or lists from which child locates compound words.

Vocabulary:

- words used on cards compound

Gender

Purposes:

- To become familiar with words used to indicate gender
- To aid reading and writing skills
- To facilitate comprehension and oral expression
- To develop appropriate vocabulary

Preliminary Exercises:

- Work with phonogram reading materials
- Use of environmental noun cards
- Exercises in formation of plural nouns with objects
- Noun exercise with male and female animals in the "project"

Materials:

- Container of black noun cards with different masculine and feminine nouns, for example, boy, girl, with small pictures to illustrate gender; cream heading cards labeled masculine, feminine and noun; control card
 - Container of black noun cards in which the feminine noun is formed by adding a suffix to the masculine noun, for example, hero, heroine; heading cards labeled masculine, feminine and noun; control card
 - Container of black noun cards with two words to indicate gender, for example, bull elephant, cow elephant; cream heading cards labeled masculine, feminine and noun; control card
- Note: Cards are banded together with the heading card on the top of each stack.

Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done.
2. Take the container of gender cards and pictures to a table. Have the child place the noun heading card at the top of the table with the masculine heading card at the left under it, the feminine card to the right of the masculine card. The masculine stack of cards is placed at the far left, the feminine stack at the far right.
3. Ask the child to lay out the pairs of gender pictures vertically under the appropriate heading with the black noun cards placed to the right of the picture. Work may be checked with the control.
4. As soon as it is apparent that the procedure is understood, leave and observe unobtrusively.

Control of Error:

- Heading cards at top of stack of gender cards
- Separation of masculine and feminine cards into two stacks, banded together for storage
- Equal number of cards in each column when laid out
- Control card

Observations:

- Child's ability to comprehend the words as indicated by placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to make small booklets with black covers in which to write the gender exercises.

Vocabulary:

- words used on gender cards gender masculine feminine suffix
- male female

Degree of Adjectives

Purposes:

To facilitate understanding of degree of adjectives and their formation
To aid reading and writing skills
To facilitate comprehension as well as oral and written expression
To develop appropriate vocabulary

Preliminary Exercises:

Phonogram reading exercises
Use of noun-adjective materials
Use of adverb cards

Materials:

Note: Each set of cards in a container is banded together with the heading card on top.

Containers of blue adjective cards in the positive, comparative and superlative degree, formed by adding **er** and **est**; cream heading cards labeled **adjective, positive, comparative, superlative** (For example, tall, taller, tallest) Note: Label these containers **1**.

Containers of blue adjective cards in the positive, comparative and superlative degree, formed by adding **er** and **est** to words ending in **e**; cream heading cards labeled **adjective, positive, comparative, superlative** (For example, wise, wiser, wisest) Note: Label these **2**.

Containers of blue adjective cards in the positive, comparative and superlative degree, formed by adding **er** and **est** to words ending in **y** with the **y** changed to **i** before the addition; cream heading cards labeled **adjective, positive, comparative, superlative** (For example, busy, busier, busiest) Note: Label these containers **3**.

Containers of blue adjective cards in the positive, comparative and superlative degree, formed by adding **er** and **est** to words requiring doubling of the final consonant when preceded by a short vowel sound; cream heading cards labeled **adjective, positive, comparative, superlative** (For example, hot, hotter, hottest) Note: Label these containers **4**.

Containers of blue adjective cards of three syllables, sometimes two, in the positive, comparative and superlative degree, formed by using **more** and **most** before them which are on orange cards representing the adverb; cream heading cards labeled **adjective** (3), **adverb** (2), **positive, comparative, superlative**: control. (For example, honest, more honest, most honest)

Note: Label these containers **5**.

Container of blue cards with irregular adjectives in the **positive, comparative** and **superlative** degree, which are three different words; cream heading cards labeled **adjective, positive, comparative, superlative:** control. (For example, bad, worse, worst) Note: Label this container 6.
Note: Controls are found in the white pages.

First Exercise

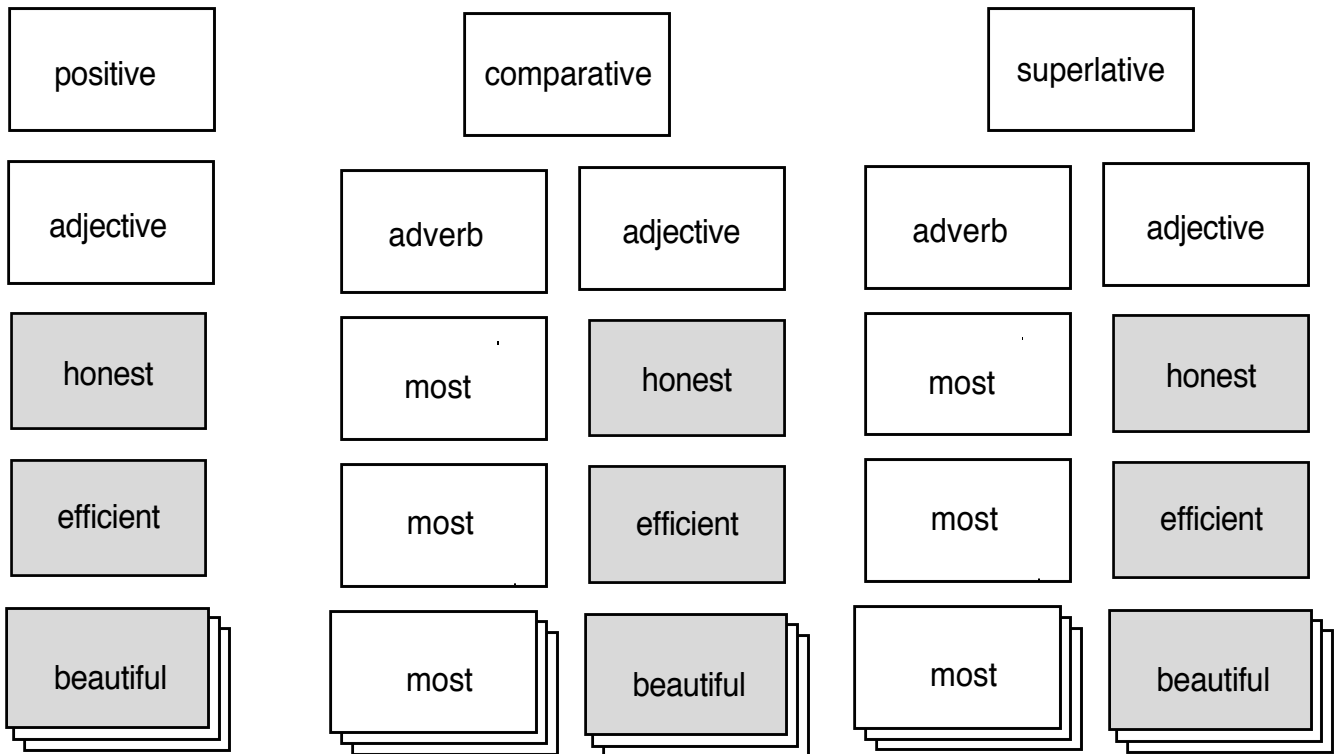
Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done.
2. Take a container for the series marked 1 to the table, ask the child to place the adjective card near the center top of the table and under it, in a row, **positive, comparative, superlative** heading cards. Have the child keep the adjective cards in their stacks, placing them at the bottom of the table relative to the heading cards above.
3. Ask the child to read the first word in the **positive** stack and place it under its heading card; to find the similar card from the **comparative** stack and place it under its heading; to find the similar card from the **superlative** stack and place it under its heading.
4. Tell the child to continue reading and placing the cards. Leave as soon as it is apparent that the procedure is understood. Invite the child to use any of the containers marked **1, 2, 3, or 4.**

Adverb-Adjective

Procedure:

1. Once there has been work with the first four comparison of adjective exercises, invite a child to the lesson. Take any container marked with a **5** to the table and have the child lay out heading cards with **adjective** under **positive, adverb** and **adjective** under **comparative** and **superlative.**
2. Tell the child that for these adjectives, adverbs are needed in the comparative and superlative degrees. Have the child place stacks of adjectives as before with adverbs stacked to the left of the adjectives in the comparative and superlative positions. Place the control to the left of the cards.
3. Ask the child to read the first word in the **positive** stack and place it under its heading card; to find the same adjective card from the **comparative** stack and place it under its heading with the adverb, **more,** to its left; to find the same adjective card from the **superlative** stack and place it under its heading with the adverb, **most,** to its left. The child refers to the control as needed.
4. Tell the child to continue reading and placing the cards. Leave as soon as it is apparent that the procedure is understood.
(See the following page for the illustration of the arrangement of cards.)



Irregular Adjectives

Procedure:

1. Invite a child to the lesson once there has been work with the previous comparison of adjective exercises. Take the container marked with a 6 to the table, ask the child to lay out heading cards and place the stacks of adjectives as before.
2. Using the control, have the child lay out the adjectives under appropriate headings.
3. Leave as soon as it is apparent that the procedure is understood.

Control of Error:

Separation of cards into stacks according to degree
 Heading cards at top of each stack when stored in container
 Equal number of cards in each column

Child's comprehension of the concept of degree of adjectives
 Control cards for containers labeled 5 & 6.

Observations:

- Child's ability to comprehend the words as indicated by placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to make small booklets with blue covers in which to write the comparison of adjectives.
- Invite the child to use the irregular adjectives without referring to the control.
- Provide lists of adjectives to be used for forming the comparisons.

Vocabulary:

- words used in comparison of adjectives comparison degree positive
- comparative superlative irregular

Simple Verb Tenses

Purposes:

- To facilitate understanding of verb tenses and their formation
- To aid the development of reading and writing skills
- To facilitate comprehension as well as oral and written expression
- To develop appropriate vocabulary

Preliminary Exercises:

- Phonogram reading exercises Use of verb cards
- Use of pronoun materials
- Use of singular and plural materials

Materials:

- Containers of red verb cards for present tense; cream heading cards labeled **verb** and **present tense**; pink personal pronoun cards; cream heading card labeled **pronoun**; cream heading cards labeled **singular** and **plural**
- Containers of red verb cards with past tense formed by adding **ed** to the present tense; cream heading cards labeled **verb** and **past tense**; pink personal pronoun cards; cream heading card labeled **pronoun**
- Containers of red verb cards with past tense formed by adding **d** to verbs ending in **e**; cream heading cards labeled **verb** and **past tense**; pink personal pronoun cards; cream heading card labeled **pronoun**
- Containers of red verb cards with past tense formed by changing **y** to **i** and adding **ed**; cream heading cards labeled **verb** and **past tense**; pink personal pronoun cards; cream heading card labeled **pronoun**
- Containers of red verb cards with past tense formed by doubling the final consonant when preceded by a short vowel sound, then adding **ed**; cream heading cards labeled **verb** and **past tense** heading cards; pink personal pronoun cards; cream heading card labeled **pronoun**
- Containers of red verb cards with past tense formed by changing one or more letters in the verb; cream heading cards labeled **verb** and **past tense** heading cards; pink personal pronoun and cream heading cards labeled **pronoun**
- Containers of red verb cards for future tense; cream heading cards labeled **verb** and **future tense**; pink personal pronoun cards; cream heading card labeled **pronoun**
- Containers of past and present tenses without pronoun cards to show different formations of past tense.
- Containers of present and future tenses without pronoun cards.

Present Tense Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done.
2. Take a present tense verb container to the table. Ask the child to place the present tense heading card near the top of the table. The singular heading card is placed under it at the left, plural heading card at the right. The verb heading cards are placed at the right under the singular and plural headings, the pronoun heading cards at left.
3. Have the child place the pronouns under their heading cards, then to the right of the pronouns, place the verb cards under their heading cards. Ask the child to continue laying out the pronouns and verbs. Leave the table and observe unobtrusively.

present tense

singular

plural

pronoun	verb
	love
you	love
he	loves
she	loves
it	loves

pronoun	verb
we	love
you	love
they	love

Past Tense Procedure:

1. Invite a child to the lesson once the preliminary exercises and present tense have been done.
2. Take a past tense verb container to the table, ask the child to place the past tense card near the top of the table and lay out the other heading cards as before.
3. Have the child place pronouns and verbs as in the present tense exercises. Leave the table and observe unobtrusively.

Future Tense Procedure:

1. Invite a child to the lesson once the preliminary exercises and present and past tenses have been done.
2. Take a future tense verb container to the table, ask the child to place the future tense card near the top of the table and lay out the other heading cards as before.
3. Have the child place pronouns and verbs as in the present and past tense exercises. Leave the table and observe unobtrusively.

Combined Tenses Procedure:

1. Invite a child to the lesson once the preliminary exercises, present, past and future tenses have been done.
2. Ask the child to bring all three tenses using the same verb to the table.
3. Have the child lay out the present tense in the center as before, then lay out the past tense to its left and future tense to the right of the present tense.

Control of Error:

Cards separated by tense with heading cards on top of each stack when stored in container
Practice with tenses separately before combining and comparing the three tenses

Observations:

Child's ability to comprehend the words as indicated by placement of cards
Handling of materials
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Invite the child to make small booklets with red covers in which to write verb tense exercises.

Invite the child to use the container which have the present and past verbs without pronouns.

Provide lists of verbs from which the child can form past and future tenses.

Vocabulary:

words used in tenses past tense present tense future tense

Language Project

Purposes:

- To offer another means for arousing interest in grammar and reading
- To reinforce understanding of the functions of the parts of speech To prepare for the writing of sentences
- To develop reading skills
- To improve comprehension
- To develop appropriate vocabulary

Preliminary Exercises:

- Work with grammar cards

Materials:

- "Project" such as a farm, house, airport, zoo, town, etc. with buildings, animals, people, appropriate objects
- Container of phonetic objects and their black noun cards
- Container of blue phonetic adjective cards which describe the phonetic objects
- Note: Provide several cards with **The, A** and **An** with capital letters to begin the sentences as well as some with lower case letters. These will be classified as adjectives and will be on blue. In advanced grammar the child will further classify **the, a** and **an** as articles in the category of determiners.
- Container of red phonetic verb cards to provide suitable actions for the phonetic nouns
- Container of non-phonetic objects and their black noun cards
- Container of blue non-phonetic adjective cards which describe the non-phonetic objects
- Container of red non-phonetic verb cards to provide suitable actions for the non-phonetic nouns
- Orange adverb cards which describe the verbs
- Green preposition cards
- Purple conjunction cards
- Pink pronoun cards
- Yellow interjection cards
- Containers for cards marked with the name of the part of speech or color coded

Phonetic Noun

Procedure:

1. Invite a child to the lesson once the phonetic noun cards have been used. Stand or sit at the location of the "project," depending on its placement, with the child on your dominant side. Give the child the box of phonetic objects and their noun cards.
2. Ask the child to read a phonetic noun card, to find the appropriate object and to place the two together on the "project."
3. When it is observed that the activity is understood, invite the child to continue, leave and observe unobtrusively.

Phonetic Adjective

Procedure:

1. After the child has worked with phonetic nouns and objects as well as the phonetic adjective cards, introduce the phonetic adjective cards that accompany the "project."
2. Invite the child to read the adjective cards and to place them with the noun cards so the object is described appropriately.

Phonetic Verb

Procedure:

1. After the child has worked with phonetic nouns and objects, phonetic adjectives and the phonetic verb cards, introduce the phonetic verb cards that accompany the "project."
2. Invite the child to use the verb cards with the noun and adjective cards to give appropriate action for the object.
3. Once the verb has been introduced, a sentence can be constructed. Tell the child to use **The, A or An** to begin the sentence and give a lesson on capitalization when feasible.

Non-phonetic Grammar

Procedure:

1. After the child has worked with the grammar cards for any part of speech, introduce that part of speech with the "project" materials, eventually constructing sentences involving all parts of speech.

Control of Error:

- Color coded cards for each part of speech
- Introduction of a new part of speech only after understanding of the previous one is well-established
- Child's ability to read and comprehend that the sentence makes sense as constructed

Observations:

- Placement of grammar cards with objects
- Construction of sentence
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to write the sentences composed with the color coded grammar cards.

Vocabulary:

- words used on grammar cards

Commands

Purposes:

- To develop reading skills
- To improve comprehension
- To further the understanding of grammar at a more abstract level
- To facilitate understanding of syntax
- To improve oral and written skills
- To direct the child to activities in all areas of learning
- To develop appropriate vocabulary

Preliminary Exercises:

- Use of grammar cards and "project"
- Interpretive reading exercises

Materials:

- Commands (sentences) on color coded cards with the part of speech being reinforced underlined or in bold type
- Note: Be sure that any materials needed to carry out the commands are available and that the activities are appropriate. Color coded containers for each set of commands

Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done. Place the container of commands at the top of a table in front of the child, seated or standing on your dominant side.
2. Ask the child to remove the first command from the container, read it, place it face down and follow the command.
3. Tell the child that any of the commands may be chosen.

Control of Error:

- Child's comprehension of the commands
- Color of command card
- Underlined or bold type words in commands

Observations:

- Handling of materials
- Actions performed
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Introduce commands requiring more complex actions and higher levels of work.

Vocabulary:

words used on command cards command

Grammar Boxes

Purposes:

- To further reinforce understanding of the function of parts of speech through use of color-coded grammar cards for each part of speech
- To develop reading skills
- To improve comprehension
- To facilitate oral and written expression
- To prepare for advanced sentence writing
- To develop appropriate vocabulary

Preliminary Exercises:

- Work with grammar cards for all parts of speech as well as verb tenses, comparison of adjectives, gender, formation of plural
- Sentence building with "project" objects and cards
- Introductory work with command cards

Materials:

Grammar boxes of wood or plastic with small compartments colored and lettered to indicate the part of speech to be placed within the compartment and a large compartment for phrase or sentence strips

Note: Number of small compartments per box: noun, adjective, 2; noun, adjective, verb, 3; noun, adjective, verb, preposition, 4; noun, adjective, verb, preposition, adverb, 5; noun, adjective, verb, preposition, adverb, pronoun, 6; noun, adjective, verb, preposition, adverb, pronoun, conjunction, 7; noun, adjective, verb, preposition, adverb, pronoun, conjunction, interjection, 8

Phrase strips for the first box, sentence strips for the remaining boxes, written on the color of the part of speech being reinforced, with proper punctuation, and having two phrases or sentences per strip, changing only the part of speech being reinforced

Small cards for each part of speech represented on the phrase or sentence strip, each small card color-coded as for the grammar cards

Objects normally found in the environment

Note: Follow the color scheme used in previous grammar materials. Some suppliers sell boxes which separate the article. Therefore, the number of compartments increases by one throughout the series of boxes.

Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done. Place the first grammar box at the top of a table in front of the child who is seated on your dominant side.
2. Ask the child to remove the first phrase card from the large compartment and place it in front of the box.
3. Have the child read the first phrase and build it with cards from compartments marked adjective and noun. Place each word card under the strip to construct the phrase as it appears on the strip. The child finds the object described or does the action.
4. Have the child read the second phrase on the same strip, then change the adjective by placing the second card over the first. The child changes the object or does the new action.
5. Invite the child to continue reading, building the phrases in the first box and finding the objects. Leave the table and observe unobtrusively. The child knows by now to replace and return the materials.
6. No further lessons are needed with the remaining boxes. Introduce each box in turn once the previous one is understood.

Shh! We talk quietly or read in the big library • Hush! We talk quietly or read in the big library •			
preposition	pronoun	conjunction	interjection
in	We		Shh!
adjective	noun	verb	adverb
big	library.	or talk	quietly

Look! The wooden box holds neatly the cards and counters in it Gosh! The wooden box holds neatly the cards and counters in it
--

Look!	The	wooden	box	holds	neatly
the	cards	and	counters	in	it.

Control of Error:

- Phrase or sentence strip
- Color-coded word cards for constructing the sentence

Observations:

- Handling of materials
- Placement of cards and strips
- Actions or objects
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- The word cards from one box may be mixed and sentences constructed without reference to the sentence strips.
- Encourage the children to write phrases and sentences for the grammar boxes.

Vocabulary:

- words used in grammar boxes phrase

Symbolic Grammar

Purposes:

- To develop reading skills
- To improve comprehension
- To prepare for advanced sentence writing
- To further understanding of grammar at a more abstract level
- To facilitate understanding of syntax
- To develop analytical skills
- To improve oral and written expression
- To develop appropriate vocabulary

Preliminary Exercises:

- Work with grammar boxes

Materials:

Large sentence strips approximately 3" high with space above the words on which to place symbols

Note: The sentence strip will vary according to the length of each sentence
Grammar symbols: large black equilateral triangles with 1" sides for the noun; smaller blue equilateral triangles with 3/4" sides for the adjective; large red circles 1" in diameter for the verb

Note: Series 1 sentences will have black triangles for marking nouns only.
Series 2 sentences will have blue triangles for marking adjectives in addition to black triangles for nouns. Series 3 sentences will have red circles for marking verbs in addition to noun and adjective symbols.

Containers for each series of symbolic grammar sentences

For each container, small envelopes to hold each type of symbol with the exact number of symbols needed for the sentences in the container Note: Symbolic grammar will be continued in the Elementary Course.



Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done. Place the Series 1 container at the top of a table in front of the child who is seated on your dominant side.
2. Ask the child to remove the first sentence strip and place it in front of the container.
3. Have the child read the sentence and place a black triangle over each noun. If the child appears to understand the exercise, tell the child to continue reading the sentences in Series 1 and marking the nouns with black triangles.
4. Once the exercises with Series 1 sentences have been done with no difficulty, invite the child to use the Series 2 sentences and place the noun and adjective symbols. Following successful work at that level, invite the child to use the Series 3 sentences and place the noun, adjective and verb symbols.

Control of Error:

Exact number of symbols in each container for each series
Matching color of symbols with colors used in grammar boxes and grammar cards

Observations:

Handling of materials
Placement of symbols
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Provide new sentences frequently
Invite the drawing of the noun, adjective and verb symbols on the child's own written work.
Invite the child to draw noun, adjective and verb symbols on selected sentences which can be from a favorite story.
Note: The teacher provides the printed copy for this work.

Vocabulary:

words used in sentences

RHYMING WORDS

Purposes:

- To aid the appreciation of poetry
- To facilitate development of language skills for reading and writing
- To develop appropriate vocabulary

Preliminary Exercises:

- Listening to poems being read or recited
- Practice with phonogram materials Work with numerals

Materials:

- White container of white cards with 6 pairs of rhyming words having the same spelling, each pair having the same numeral on the back (for example, moon, soon)
 - White container of white cards with 6 pairs of rhyming words having different spellings, each pair having the same numeral on the back (for example, June, spoon)
- Note: Containers are labeled as to contents.

Procedure:

1. Invite a child to the lesson once phonograms can be read. Take the container of rhymes with the same spelling to a table. Seat the child on your dominant side.
2. Have the child remove all of the cards and place them near the front of the table in orderly rows from left to right with a space between the rows.
3. Ask the child to read the first card and move it to the top left, then read the other cards to find a rhyming word, that is, one whose ending sounds the same. The rhyming word card is placed to the right of the first card.
4. Tell the child to continue reading the word cards and matching those which rhyme. Leave the table as soon as it is apparent that the procedure is understood.

Control of Error:

- Matching numerals on backs of pairs of rhyming word cards

Observations:

- Placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Invite the child to use container of rhyming words which have different spellings.

Invite the child to circle or underline rhyming words in selected poems. Give the child a list of words from which to write others which rhyme.

Vocabulary

: rhyme words of poems

Alphabetizing

Purposes:

- To facilitate understanding of alphabetical order
- To prepare the child for use of the dictionary and encyclopedia

Preliminary Exercises:

- Singing the alphabet song
- Knowledge of the letters of the alphabet
- Use of phonetic reading and phonetic grammar materials
- Practice with Seguin boards

Materials:

- White control strip 2" wide with lower case alphabet written in sequence horizontally
- White container with one of each letter from the small movable alphabet box, all the same color
- White container holding 26 white cards with phonetic words each beginning with a letter of the alphabet, with numerals on the reverse in sequence (a word, 1; b word, 2; etc.)
- Note: Xmas may be the word used for the letter X
- White container holding 26 white cards with non-phonetic words each beginning with a letter of the alphabet, with numerals on the reverse to show sequence.
- White container holding 20 white cards with words which do not have every letter represented, with numerals on the reverse side to show sequence. White container holding white cards with words having the same first letter, to be alphabetized by the second letter, with numerals on the reverse to show sequence
- White container holding white cards with words having the same first two letters, to be alphabetized by the third letter, with numerals on the reverse to show sequence.
- Note: Each container is appropriately labeled according to contents

Letters Procedure

1. Invite a child to the lesson once the preliminary exercises have been done.
2. Place the white strip with lower case letters in front of the child and the container of movable alphabet letters on the child's left.
3. Ask the child to sequence the movable letters under the strip
4. As soon as it is apparent that the procedure is understood, leave and observe unobtrusively.

Words Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done.
2. Take the first container of cards to a table, have the child remove the cards and arrange in neat rows at the front of the table so that all words are visible.
3. Ask the child to read the words and find the one which begins with the first letter of the alphabet. Indicate that the word card is to be placed at the upper left of the table. Do not say the letters of the alphabet in giving directions.
4. Have the child find the word that begins with the next letter of the alphabet, placing it under the first word card.
5. Tell the child that the cards may require a second column which is begun at the right. As soon as it is apparent that the procedure is understood, leave and observe unobtrusively.

Control of Error:

Numerals on back of word cards

Observations:

Placement of cards
Handling of materials
Child's reaction to error
Length of work time and number of repetitions
Length of period of contemplation
Degree of interest and concentration

Variations:

Provide non-phonetic word cards to alphabetize.
Provide word cards to alphabetize which do not have every letter of the alphabet represented.
Introduce words beginning with the same letter to be alphabetized according to the second letter.
Provide word cards for alphabetizing by second, third or fourth letter positions.
Introduce use of the dictionary.
Introduce use of the encyclopedia.

Vocabulary:

words on cards for alphabetizing
alphabet alphabetize dictionary encyclopedia

Synonyms

Purposes:

To become familiar with the concept of synonyms To facilitate comprehension and oral expression To aid the development of reading and writing skills To develop appropriate vocabulary

Preliminary Exercises:

Acting out verbs which have similar meanings
Finding many adjectives for one noun in the noun adjective game
Use of phonogram reading materials

Materials:

Container labeled **Synonyms** with two cream heading cards labeled verb and two sets of red verb cards with 10 pairs of words having the same or similar meanings
Control with matching synonyms

Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done
2. Take the container of synonyms to the table and have the child place the verb heading cards side by side toward the center back of the table, keeping the verb cards near the front of the table in their two separate stacks.
3. Ask the child to place the left stack of verb cards in a column under the heading card at the left.
4. Have the child read the verbs from the right stack and find the word whose meaning is the same or similar to the first word in the left column. The card is placed under the right heading card next to the top left verb. The child may consult the control card if not familiar with some words.
5. Tell the child to continue reading the synonyms and placing them appropriately. Leave the table once it is apparent that the procedure is understood and observe unobtrusively.

Control of Error:

Control card
Child's comprehension of the meaning of the verbs
Same number of cards in each column

Observations:

- Placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Provide materials for matching synonyms from other parts of speech such as adjectives and nouns.
- Invite the child to compose lists of synonyms.
- Demonstrate the use of the thesaurus.
- Provide materials for antonyms and for homonyms prepared in the same manner as the synonym material.

Vocabulary:

- synonym
- thesaurus

Animal Associations

Purposes:

- To aid comprehension and writing skills
- To provide information relative to nature study
- To develop appropriate vocabulary

Preliminary Exercises:

- Reading phonogram words

Materials:

- Pictures of animals and their homes
- Control card with names of animals in the first column, names of homes opposite in the second column
- Separate cards for name of each animal and for name of each animal's home
- Pictures of animals and their young
- Control card with names of animals in the first column, names of their young opposite in the second column
- Separate cards for name of each animal and separate cards for name of each animal's young
- Recording of sounds that familiar animals make, if possible
- Control card with names of animals in the first column and words for sound made by each animal opposite it in a second column
- Separate cards for name of each animal and separate card for word representing its sound
- Containers for each set of cards and controls, appropriately labeled.

Procedure:

1. Invite a child to the lesson once phonograms can be read. Take any set of cards, controls and pictures, if available, and seat the child on your dominant side at a table.
2. Ask the child to place the control card at the left, then lay out pictures in a column, starting at the top. Tell the child to identify the animal's picture, then place the word naming the animal to the right.
3. If pictures are not used, the child lays out the names of the animals in a column, starting at the top.
4. Referring to the control, have the child place the appropriate card beside the name of each animal.
5. Leave the table as soon as it is apparent that the procedure is understood.

Control of Error:

- Control card

Observations:

- Placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to listen to the recording of animal sounds after laying out the animal pictures or name cards, then find the word for the animal's sound and place it below the picture or name card. Pictures are numbered on the back in the order heard on the recording.
- Provide materials for association of people and their homes, for example, a wigwam for Indians, an igloo for Eskimos.

Vocabulary:

- word on cards for animal names, homes, young, sounds

Abbreviations

Purposes:

- To provide a means for developing the ability to write abbreviations
- To aid understanding of the meaning of abbreviations for reading comprehension
- To develop appropriate vocabulary

Preliminary Exercises:

- Use of phonogram materials
- Work with punctuation materials for learning use of the period

Materials:

- Container of white cards with words for days of the week and white cards with abbreviations for days
- Control having the days with abbreviations opposite
- Cream heading cards labeled **day** and **abbreviation**
- Other containers of heading cards, cards and controls for months, titles of people, time, address and states
- Note: Each container is labeled according to its contents, for example, **Days Abbreviations.**

Procedure:

1. Invite a child to the lesson once phonograms can be read. Take the first container of abbreviations to a table. Seat the child on your dominant side.
2. Have the child place the control card at the left, place the heading card, **day**, to the right of the control, and the heading card, **abbreviation**, to the right of **day**.
3. Ask the child to lay out the word cards under **day**. After consulting the control, the child places abbreviations to the right of appropriate words.
4. As soon as it is apparent that the procedure is understood, leave the table and observe unobtrusively.

Control of Error:

- Control card

Observations:

- Placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Invite the child to use other containers of abbreviations.

Invite the child to place abbreviations beside the words without consulting the control until the exercise is complete.

Invite the child to write abbreviations of words on lists.

Vocabulary:

words on cards abbreviation

Contractions *

Purposes:

- To facilitate understanding of contraction formation
- To become familiar with various contractions
- To aid reading and writing skills
- To assist comprehension and oral expression
- To develop appropriate vocabulary

Preliminary Exercises:

Use of grammar cards

Materials:

Container of red verb cards, orange adverb cards labeled **not**; cards which are half red with the verbs written on the red half, half orange with the contraction **n't** on the orange half; three cream heading cards labeled verb, adverb, contraction, placed on top of each stack as appropriate

Procedure:

1. Invite a child to the lesson once the preliminary exercises have been done. Take the container of contractions to a table.
2. Have the child place the verb heading card at the top left of the table, then lay out the verb cards in a column under it.
3. Tell the child to place the adverb heading card to the right of the verb heading card, then lay out the cards labeled **not** under the adverb heading card next to each verb.
4. Ask the child to place the contraction heading card to the right of the adverb heading card, then match the contraction with its appropriate verb and place to the right, under the contraction heading card. Leave the table as soon as it is apparent that the procedure is understood, and observe unobtrusively.

Control of Error:

- Heading cards on top of each stack
- Equal number of cards in each column
- Color of each part of speech

Observations:

- Placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Invite the child to make booklets in which to write contractions

Provide materials for additional contractions for other parts of speech.

Note: Card colors must match the parts of speech represented. For example, contractions with **will** have red cards for that word, pink cards for the pronoun and cards half red, half pink for the contraction.

Vocabulary:

contraction apostrophe

verb	adverb	contraction
did	not	didn't
does	not	doesn't
has	not	hasn't
had	not	hadn't
is	not	isn't

Syllables*

Purposes:

- To develop the ability to recognize syllables in words
- To improve oral expression through correct pronunciation
- To develop appropriate vocabulary

Preliminary Exercises:

- Clapping simple rhythms and clapping to accompany poems
- Clapping syllables in words such as children's names
- Practice with phonogram reading materials

Materials:

- White container with cream heading card labeled **one syllable** and six white word cards, each with one word containing one syllable; cream heading card labeled **two syllables** and six white word cards each with one word containing two syllables,
- cream heading card labeled **three syllables** and six white word cards each with one word containing three syllables

Note: Each card has a numeral on the reverse which indicates the number of syllables in the word. Each container is labeled appropriately.

Procedure:

1. Invite a child to the lesson once phonograms can be read. Take the container with one, two and three-syllable words to a table.
2. Ask the child to place the heading cards in a row near the top of the table in the sequence of one, two and three syllables. Keep the corresponding word cards in stacks below each heading card but near the front of the table.
3. Have the child read the one syllable words in the first stack and place them in a column under the heading card, **one syllable**. Tell the child to look on the back of the card for the numeral which indicates the number of syllables.
4. The cards in the second stack are read and placed in columns under the heading card, **two syllables**. The same procedure is followed for the third set, always checking the numeral on the reverse of the card after arrangement is complete.
5. Leave the table as soon as it is apparent that the child understands the procedure and observe unobtrusively.

Control of Error:

- Separate containers for each set of syllable material
- Numerals on the back of word cards to indicate the number of syllables

Observations:

- Handling of materials
- Placement of cards
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

Mix all of the word cards. Lay out the heading cards and ask the child to read and sort them according to the number of syllables, checking the numerals on the reverse once sorting is complete.

Vocabulary:

words on cards syllable

Prefixes and Suffixes *

Purposes:

- To identify prefixes and suffixes
- To learn the meanings of common prefixes and suffixes
- To aid understanding of changes in part of speech through use of prefixes and suffixes
- To develop appropriate vocabulary

Preliminary Exercises:

- Use of phonogram materials
- Practice with grammar cards and grammar boxes

Materials:

- Base words on colored cards which indicate the part of speech of each word
- White cards with identical prefixes; white cards with identical suffixes
- Base words written with prefix or suffix on colored cards to indicate alteration in part of speech;
- Heading card in color of part of speech represented by the combination of base word and suffix, cream heading card labeled **prefix**, cream heading card labeled **suffix**, cream heading card labeled **base word**
- Containers for each set of prefixes and suffixes, labeled appropriately

Procedure:

1. Invite a child to the lesson once phonograms can be read and parts of speech can be identified. Take a container of suffix materials to a table. Seat the child on your dominant side.
2. Have the child place the **base word** heading card in the center with base word cards in a column under it, then lay out the **suffix** heading and suffix cards in a column at the right of the base words.
3. Ask the child to place the heading card in the color to indicate the newly formed part of speech to the right of the suffix heading. The cards on which the suffix and base word are written together are placed to the right of the appropriate cards.
4. As soon as it is apparent that the procedure is understood, leave the table and observe unobtrusively.

Note: The same procedure is used for exercises with prefixes except that these are placed to the left of the base word.

Control of Error:

- Cards on which prefixes or suffixes and base words are written together
- Colors of cards

Observations:

- Placement of cards
- Handling of materials
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Invite the child to write the words in a booklet.
- Invite the child to find other base words and to identify their prefixes or suffixes from selected lists or paragraphs.

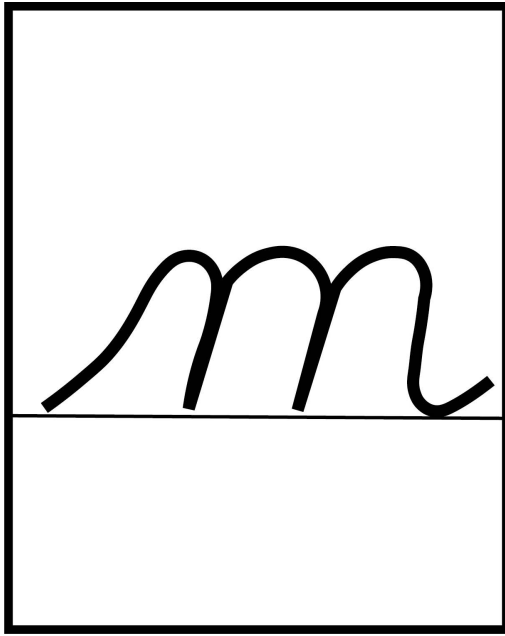
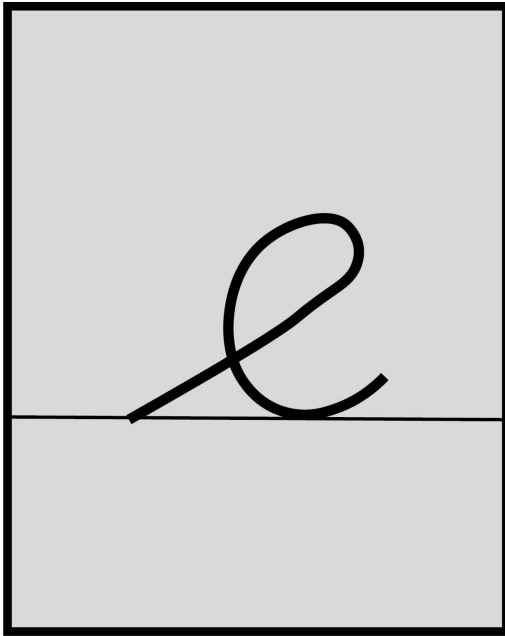
Vocabulary:

prefix suffix base word words used on cards

*Note: Those sections marked with an asterisk usually are included in the higher level of course work, but are included for those children who are ready for more advanced work.

PREPARATION OF "SANDPAPER" LETTERS

1. Cut five pieces of red and twenty-one blue pieces of matte board 8 1/2" by 11" (reverse the quantities if blue is used for vowels), OR obtain twenty-six pieces of Masonite cut to the size given previously. (If Masonite is used, sand the corners to be rounded instead of sharp, wipe the surface with paint thinner or any organic solvent to remove the oily finish, spray paint red and blue according to your choice for vowels and consonants.)
Note: Some suppliers of Masonite will cut it to size upon request.
2. Turn the board so that the 8 1/2" side is parallel to the front edge of the table. Measure 4" from the bottom of each board and draw a straight line parallel to the bottom edge, first in pencil, then with black marker or paint pen. The line must be straight and accurately drawn, so practice on other material first and use the ruler or a straight edge to produce a clean line no thicker than 1/8". Allow to dry completely. Trace a pencil line 2 3/4" above and parallel to the base line. Using a ruler, make dots 1/4" apart with black marker or pen.
3. Using the letter patterns provided in the "white pages", trace the letters on the reverse of fine sandpaper or gray anti-slip strip, being sure to reverse the letter patterns. Arrange the letters to the best advantage for space use, and there should be enough of the strip to make numerals 1 to 10 as well. Note: The advantages of this 3M product over sandpaper are that it does not lose its rough texture with repeated use, it is easier to cut, it stays permanently adhered and the texture is more pleasant to the touch although rough. Seven feet of 4" anti-slip strip will be needed.
4. Cut out the letters and separate vowels from consonants to be sure that each is placed on the appropriate color.
5. Measure the line drawn on the board and mark the center with a pencil.
6. Peel the backing from a cut-out letter or apply glue to the back of a sandpaper letter and carefully place in correct orientation to the line, centering the letter on the mark.
7. With marker or pen, make a small dot to show where to begin feeling the letter. Use white if the letters are made of dark material, black if made of light material.
8. Prepare the capital letters according to the previous procedure.



Preparation of Proofreading Materials

1. Make two copies of each page of proofreading symbols and their descriptive terms.
Note: If your copy machine will accommodate cover stock, you may copy directly onto it, thus eliminating the need to cut and mount paper on cover stock. Refer to size given in step 3.
2. For the control, cut each symbol and its descriptive word(s) horizontally to form a strip 1" by 7 1/2" except for the symbol for "no paragraph" which is 1 1/2" by 7 1/2", and mount on white cover stock 2" by 8 1/2".
3. Cut separate symbols 1" by 2" and mount on white cover stock 2" by 2 1/2"
4. Cut the descriptive words 1" by 5 1/2", except for "no paragraph" which is 1 1/2" by 5 1/2".
5. Mount on white cover stock 2" by 8 1/2". leaving a 1/2" margin at the right edge. There will be a 2 1/2" space at the left edge for placement of the separate symbol.
6. Laminate all materials and place in two packets.

Note: Letters should be 3/8" high for **a**, **e**, **i**, **o**, **u**, the other letters in proportion.

Lists of phonetic and phonogram words; grammar words; phonetic and phonogram sentences and stories

Preparation of Word Cards to Match Objects

1. Collect small objects which represent 2 and 3 letter phonetic words and those representing longer phonetic words.
2. Cut pink cover stock 2" by 3", and blue cover stock 2" by 3".
3. Mark the cards on which words are to be lettered so that there will be an equal margin on each end of the word and so that every word is exactly the same distance from the bottom of the card.
4. After practicing with the lettering procedure chosen, write the words in manuscript. When thoroughly dry, erase the guide lines. Words may be printed from a computer, cut to a uniform size and mounted on the 2" by 3" cards according to the same standards given in step 3.
5. Laminate the cards as previously instructed
6. Place no more than 8 objects with their corresponding word cards into a box the color of the cards.
7. There should be as many as possible object boxes with word cards to be rotated onto the shelf, with about six boxes out on display as a time.

Preparation of Word and Picture Cards

1. Collect pictures representing 2 and 3 letter phonetic words and longer phonetic words. These must be of a size to fit on a 2" by 3" card.
2. From cover stock, cut word and picture cards 2" by 3". (pink for two and three letter phonetic words, light blue for longer phonetic words)
3. Arrange pictures and mark the 2" by 3" cards on which pictures are to be mounted with light pencil dots so that pictures will be evenly placed.
Note: It gives a more pleasing appearance to leave a bit more margin at the bottom and to have the top and side margins equal in width whenever possible.
4. Place a small amount of Glue-stick on the back of a picture and position it correctly. Continue to glue and place the pictures.
5. Mark the cards on which words are to be lettered so that there will be an equal margin on each end of the word and so that every word is exactly the same distance from the bottom of the card.
6. After practicing with the lettering procedure chosen, write the words in manuscript. When thoroughly dry, erase the guide lines. Words may be printed from a computer, cut to a uniform size and mounted on the 2" by 3" cards according to the same standards given in step 5.
7. Laminate the cards as previously instructed.

Preparation of Sheets

1. Using pink cover stock 8 1/2" by 11" for 2 and 3 letter phonetic words and blue for longer phonetic words, place three pictures across the top, with 1" margin top and sides and the middle picture centered. The 11" edge is placed horizontally. Place the second row of three pictures directly under those across the top with the bottom of these pictures 2 1/2" from the bottom. Make light pencil dots to indicate where the corners of the pictures are to be placed.
2. Mount the pictures in their designated areas.
3. Prepare word cards to match each phonetic picture as directed in word and picture card preparation and laminate.
4. Using the same color as the sheet, cut a piece of paper 4" long and 2 1/2" wide with a semicircular cut out at the top center of the longer edge. Apply 1/4" of glue on the edges of the two sides and bottom and place at center back to form a pocket in which to store the word cards.
5. Laminate the sheet on both sides in the same manner as the cards. Slit the laminating film at the top of the "pocket" and insert the appropriate 2" by 3" word cards which match the pictures on the front of the sheet.

Preparation of Phonogram Cards and Pictures

1. Collect pictures which will fit on green cards 2" by 3", several for every major phonogram. Refer to the phonogram list.
2. Sort according to phonogram and store in labeled envelopes.
3. Cut 2" by 3" cards from light green cover stock and mount pictures for one phonogram as previously instructed.
4. On green cards, letter phonogram words which match pictures, with the phonogram in red, the remaining letters black, or print words from a computer with the phonogram letters in "outline" style so that they can be colored red. Cut these printed words to a uniform size and mount evenly on the green cards.
5. Laminate the cards as previously instructed.
6. Place the corresponding pairs of pictures and word cards in a green box labeled with the phonogram in red. Each phonogram spelling is in a different box.

Preparation of Lists, Sentence Strips, Interpretive Reading Cards

1. Using 8 1/2" by 11" cover stock, cut three strips 3" wide and 8 1/2" long in appropriate colors (pink for two and three letter phonetic word lists, blue for longer phonetic word lists and phonetic sentence strips, light green for phonogram word lists and sentence strips, tan for interpretive reading cards)
2. To make the lists, use a uniform left margin of 3/4". Pink and blue lists should contain six or seven words with the base of the first word 1 1/4" from the top. Words are spaced with base lines 1" apart down the length of the list.
Note: There is no need to compile lists with the same medial vowel or with the same ending unless you are dealing with dyslexia. Normal children can sound out any phonetic letter with no difficulty provided the necessary preliminary materials have been properly used.
3. To make green lists, center the picture of the first word on the list at the top. Use a uniform left margin of 3/4". The base of the first word is 2 3/4" from the top. Base lines of words are 3/4" apart, with no more than eight words per list. The phonogram is lettered in red. Note: Letter size is reduced for green lists.
4. To make green lists for composite packets which do not have pictures or the phonograms in red, use a uniform left margin of 3/4". The base of the first word is 2" from the top and the base lines of remaining words are 3/4" apart with no more than 9 words per list. Each packet will be labeled with all the phonogram spellings on the lists contained therein.
Note: Some phonogram lists will have very few words.
5. To make sentence strips, turn the strip so that the length is horizontal, mount the picture to the left and letter the sentence to the right of the picture, using correct punctuation and capitalization. Begin the sentence 3 1/2" from the left and leave a 3/4" right margin. Leave equal margins on the top and bottom.
6. To make sentence strips with separate pictures, mount the picture on a 3" by 3" card the same color as the strip. Begin the sentence 3 1/2" from the left and leave a 3/4" right margin. Leave equal margins on the top and bottom. Phonogram sentences have the phonogram lettered in red with only one type of phonogram per sentence strip, the remaining words being phonetic.
7. To make beginning interpretive reading cards, turn the strip so that the length is horizontal. Letter or copy and mount the sentence. Smaller letters may be used if desired. Place the series number on the upper left corner on the reverse of the card. Each series should be in a separate container labeled with its series number.
8. Laminate the materials as before and place in containers which can be made from cover stock the color of the materials to be contained within.

Preparation of Booklets

1. Cut cover stock for single word booklet covers 5 1/2" by 2 1/2", using pink for two and three letter phonetic words, blue for longer phonetic words, light green for phonogram words.
2. Cut white paper 5 1/4" by 2 1/4" for booklets, allowing four strips per booklet to form eight pages.
3. Carefully fold each separate piece of white paper in half across the short dimension to make pages 2 1/4" by 2 1/2".
4. Measure accurately so that the single word on each page is centered from the sides and each is the same distance from the bottom of the page.
5. Letter one word per page. For phonogram words, letter phonograms in red, only one phonogram per booklet with the phonogram lettered in red on the cover.
6. Open the white pages and place together carefully on a carpet square. Punch 5 holes with a push pin in the paper 3/8" apart along the fold where sewing is to be done.
7. Laminate the cover only. Fold in half carefully across the short dimension. Place the cover on the outside of the white pages. Open flat with the white pages upward. Punch through the holes in the white paper into the cover.
8. Sew through the holes in the center of the booklet with dental floss or quilting thread by inserting the needle through all pages as well as the cover from the inside center of the fold. Leave about 2" of thread loose on the inside so that a knot can be tied upon completion of sewing. Stitch toward the top by inserting the needle through the holes, then backstitch to the center. Stitch toward the bottom and backstitch to the center. End at the inside center by tying a square knot. Clip the thread about 1/4" from the knot. (See video tape for demonstration.)
9. Fold back the cover and trim the fore-edge of the white pages to make all pages even.

Preparation of "Secret" Words

1. Cut four 2 3/4" squares from 5 1/2" square inset paper, using pink for two and three letter phonetic words, blue paper for longer phonetic words.
2. Letter one word in the center of each square, fold twice to form a smaller square and place in a pink or blue container. "Secret" words usually are not laminated. There should be 8 secrets per container.

Preparation of Sentence and Story Books

1. Cut cover stock for book covers 4 1/4" by 11" blue for phonetic sentence books, green for phonogram stories. Fold to 4 1/4" by 5 1/2". Letter the phonogram in red on the cover of each green book. Laminate the cover.
2. Cut white paper 4" by 10 1/2".
3. Fold paper as for booklets and letter in manuscript on the right page only. Left and right margins must be equal. Try to center the sentence relative to the top and bottom of the page. Appropriate pictures, if available, may be placed on the left page, facing the sentence. If a story is involved, arrange the pages so that the sentences as well as pictures, if any, will be arranged in proper sequence.
4. Sew book as for booklets, stitching to near the top and bottom.
Note: Place all lists, booklets, etc. in color-coded containers for easy access and to give the shelves a tidy appearance.

Preparation of Punctuation Materials

1. Cut 8 cards 2 1/2" by 3" and 4" labels 2 1/2" by 1 1/2" from white cover stock.
2. Make two copies of the page with punctuation marks from the "white pages".. Cut one copy of each punctuation mark with label to 2" x 2 1/2" and mount on the 2 1/2" x 3" card. Cut the other copy so that the punctuation mark is 2" by 1 1/2" and mount on 2 1/2" by 3" card, leaving space at the bottom for the separate label. Cut words 1" high and 2" wide and mount on 1 1/2" by 2 1/2" cards.
3. Laminate as directed previously and place in a white container labeled **punctuation marks**.

Preparation of Packets to Contain Materials

1. Measure length, width and thickness of the stack of materials, such as a collection of lists, for which the container is being made.
2. Calculate the length of fabric-backed vinyl required by adding the thickness of the total stack of materials to twice the length plus about 1/3 of the length for a flap to close the container, for example,
 $1/4''$ thick+ $(2 \times 8 \ 1/2'')$ long = $17 \ 1/4''$
 $1/3'' \times 8 \ 1/2'' =$ approximately $3''$
Total length of vinyl needed would $20 \ 1/4''$.
3. Calculate the width required by adding the width of the material for which the container is being made to twice the thickness of the total stack plus $1/2''$ to make seams of $1/4''$ on each side, for example,
 3 wide+ $(2'' \times 1/4'')$ thick+ $1/2'' = 4''$
Note: Some fabrics will require a wider seam to keep from pulling.
4. Using a ruler, measure and mark in pencil on the wrong side of the vinyl the lines on which it is to be cut. Make sure the edges are straight and parallel to each other before cutting. (Using the above example, the vinyl would be $4''$ by $20 \ 1/4''$.)
5. After cutting, place the right sides of the fabric together as far as the beginning of the flap. (In this example, that would be $3''$, from the top.) Stitch the sides and turn right side out.
6. Round the corners of the flap after drawing an arc in pencil on the reverse of the flap, using a suitable object such as a protractor or compass for accuracy. Trim the edges of the flap where it joins the seam. Cut a shallow arc from the top edge of the container so that it is easier to remove the contents.

Preparation of Spelling Cards

1. Following the directions given in Preparation of Reading Materials, cut green cards $2''$ by $3''$.
2. Lay out pictures and letter a word naming each picture on one side of the card, then attach the picture to the reverse. Phonogram words should be used.
3. Laminate according to directions given previously and place in a green container labeled **Spelling Cards**.

Preparation of Capitalization Material

1. Make one copy of sample sentences from the white pages for Capitalization 1. Cut into strips 1 1/2" by 6 1/2".
2. Cut a strip of white cover stock 2 1/2" by 7 1/2" for each sentence.
3. Mark the upper left corner on the back with the numeral 1.
4. Repeat this procedure for sentences for Capitalization 2 with proper nouns not capitalized but with beginning words capitalized and with correct punctuation. Mark the upper left corner of the back with the numeral 2.
5. Repeat this procedure for sentences for Capitalization 3 with the pronoun, I, not capitalized but with any other words requiring capitalization correctly capitalized and with correct punctuation. Mark the upper left corner of the back with the numeral 3.
6. Prepare small cards with the properly capitalized word in a size to cover the word to be capitalized. On the back of each card, mark the numeral 1, 2 or 3 to indicate the sentence strip set to which it belongs. Place each set of small cards in a small envelope labeled 1, 2, or 3.
7. Place each set of sentence strips and appropriate cards in a separate white container labeled according to contents.

Note: These materials may be made by photocopying directly on the cover stock.

Preparation of Grammar Cards

1. Prepare a list for each part of speech, writing the name of the part of speech and its color at the top of each list.
2. From cover stock, cut cards 2" by 3" in colors required for each part of speech and cream for heading cards which will be labeled with the name of the part of speech.
3. Mark the cards to determine an equal margin on each end of the word and to have each word exactly the same distance from the bottom of the card.
4. After practicing with the lettering procedure chosen, write in manuscript the words on cards from your lists. Erase pencil lines.
5. An alternate method is to copy words for grammar cards from the white pages, cut words to uniform size and mount on cover stock in the appropriate color.
6. Laminate the cards as previously instructed.

Preparation of Grammar Project Materials

1. Prepare a list of words for each part of speech to be used with objects in the "project", writing the name of the part of speech and its color at the top of each list.
2. From cover stock, cut cards 2" by 2 1/2" in colors required for each part of speech.
3. Proceed as for grammar cards above.
4. Place cards and objects in suitable containers.

Preparation of Verb Tense Material

1. Using all eight pronouns on cards in the color for pronouns, prepare verbs on 2" by 3" cards in the color for verbs for present, past, and future tenses by choosing one verb from each of the verb tense categories in the white pages.
2. Prepare verb tense materials to be used without pronouns by copying the list from the white pages, each word to be placed on a 2" by 3" card in the color used for verb.

Preparation of Control Lists to Accompany Grammar Cards

1. Prepare a list of the contents of each container of grammar cards needing a control, writing the name of the exercise at the top of each list, for example, "Control for Irregular Adjectives".
- 2 Copy the words on each control, label with the name of the exercise, cut to size and laminate.

Preparation of Grammar Box Material

1. Follow the same directions as for preparation of grammar cards, cut the strips and small cards to fit the size of your grammar box compartments. The small cards must be uniform in size for every compartment, but strips will vary according to the dimension of the compartment for strips of each box.

Preparation of Symbolic Grammar Material

1. Compose six sentences for locating nouns, six for nouns and adjectives, six for nouns, adjectives, verbs to act as a guide in preparing material.
2. Using three inch sentence strip material with lines, letter the sentences previously composed, allowing 1 inch at each end of the sentence and 1 inch above for symbol placement.
Note: Length of strips will vary according to length of sentence.
3. Prepare black equilateral triangles, 1"per side, blue equilateral triangles 3/4" per side and red circles 1" in diameter., all in sufficient quantities for each part of speech in all sentences previously written on sentence strip. Laminate the symbols.
4. Place each type of symbol in a small envelope for each sentence series. The first set will have only enough noun symbols for all nouns in the first series. The second set will have only enough noun and adjective symbols for the second series. The third set will have only enough noun, adjective and verb symbols for the third series.
5. Prepare containers, one for each series, in which to place the sentences and their appropriate symbols. Label each container appropriately by attaching the symbols to the outside.

Children's Booklets

1. The teacher cuts the paper for single word booklet covers 5 1/2" by 2 1/2" using the specified colors for the reading scheme or for each part of speech.
2. The teacher cuts wide lined white paper 5 1/4" by 2 1/4" for booklets, allowing four strips per booklet to form eight pages.
3. Show the child how to carefully fold each booklet cover and each separate piece of white paper in half across the short dimension.
4. Have the child measure accurately so that the single word on each page is centered from the sides and each is the same distance from the bottom of the page.
5. Show the child how to write one word per page, preferably in cursive. Phonograms are lettered in red, only one phonogram per booklet with the phonogram lettered in red on the cover.
6. Show the child how to prepare the booklet. Open the white pages and place together flat on a carpet square. Punch five holes with a push pin along the fold where sewing is to be done. Holes are to be about 3/8" apart. Place the cover on the outside of the white pages. Lay the cover on the carpet square opened flat with the white pages upward. With the push pin punch holes in the cover through the holes in the white paper.
7. Show the child how to sew the center of the booklet with dental floss or quilting thread by inserting the needle through all pages and cover from the inside center hole on the fold. Leave about 2" of thread loose on the inside so that a knot can be tied upon completion of sewing. Take stitches toward the top by inserting the needle through the holes, then backstitch to the center. Stitch toward the bottom and backstitch to the center. At the inside center, tie a square knot. Clip the thread about 1/4" from the knot.

Preparation of Materials for Rhyming

1. Copy rhyming words from the white pages and cut 1 1/2" by 2 1/2". Mount on white cover stock cards 2" by 3".
2. Place the same numeral on the back of each pair of rhyming words.
3. Laminate cards. Place materials in white containers labeled appropriately.

Note: Copy rhyming words from white pages, cut 1 1/2" by 2 1/2" mount on 2" by 3" cards, numbering and laminating as above.

Preparation of Materials for Alphabetizing

1. Cut about 60 white cards 1" by 2".
2. Copy phonetic words from white pages, each beginning with a letter of the alphabet. Cut 1/2" by 1 1/2" and mount one word per card. Put a numeral in the upper right corner of the back to indicate sequence. Laminate.
3. Repeat the procedure for non-phonetic words and for the 20 words with not every initial consonant represented. Following the above procedure, prepare cards with words to be alphabetized according to the second letter, and cards to be alphabetized according to the third letter. Place numerals in the upper right corner of the back to indicate sequence. Laminate as before.
4. Place each set in a white container labeled appropriately.

Preparation of Materials For Synonyms

1. Cut from cover stock two cream heading cards 2" by 3" labeled **verb**.
2. Copy verbs, cut to uniform size and mount each on a 2" by 3" card of the appropriate color for verbs.
3. Copy control and mount on cream card stock of a size to allow a 1/4" border.
4. Laminate cards and control as before. Fold the control if necessary and place all materials in an appropriately colored container labeled **synonyms**.

Preparation of Materials For Animal Associations

1. Cut white cover stock cards 2" by 3" Copy pairs of animal association words from white pages, cut 1 1/2" by 2 1/2" and mount one word per card.
2. Copy control and mount on white cover stock of a size to give a 1/4" border.
3. Laminate cards and control as before. Fold the control if necessary and place all materials in a white container labeled appropriately.

Preparation of Materials For Abbreviations

1. Make one copy of the words and their abbreviations. Cut each word to an appropriate size and mount on white cover stock, allowing a 1/4" border on all sides. Cut each abbreviation to an appropriate size and mount on white cover stock, allowing a 1/4" border on all sides.
2. Copy and mount the control on white cover stock cut to allow a 1/4" border on all sides.
3. Laminate cards and control as before. Fold the control if necessary and place all materials in a white container labeled appropriately.

Preparation of Contraction Materials

1. Make 2" by 3" cards in appropriate colors for verbs and adverbs according to directions given in "Preparation of Grammar Cards". Prepare cream heading cards as previously directed. To make cards which are half of the verb and half of the adverb color for contractions, glue adverb cards which have been cut to 2" by 1 1/2" over the right half of red cards.

Preparation of Materials for Syllables

1. Cut 30 white cover stock cards 2" by 3" for words and 3 cream cover stock cards 2" by 3" for heading cards.
2. Copy the heading cards **one syllable**, **two syllables**, **three syllables**, mount on cream cards and laminate.
3. Copy one syllable words, cut 1 1/2" by 2 1/2", mount on white 2" by 3" cards. Write the numeral one on the reverse, laminate and place on a white container labeled **one syllable** with the appropriate heading card.
4. Repeat the procedure for two and three syllable words.

Preparation of Prefix or Suffix Materials

1. Cut and rearrange the words for prefixes and suffixes so that they can be copied to make 2" by 3" cards.
2. Mount prefixes and suffixes on white card stock, verbs, nouns, and adjectives on their appropriate colors, heading cards on cream. Cards for combined base and suffix or prefix must be on the color to indicate the new part of speech formed by the combination. Cut cards 2" by 3".
3. Laminate all materials and place in containers labeled appropriately. Container may be white or two colors, one the color of the base word, the other, the color of part of speech formed by the combination of base word and suffix or prefix.

Compound Word Preparation

Procedure:

1. Following the directions given in Preparation of Reading Materials, cut 20 white cards 2" by 3" and one control 3" by 8 1/2".
2. Letter the compound words on the control.
3. On the cards, letter each component of the compound words, one component per card. Words should be at the left edge of the first card and at the right edge of the second card so that, when the two cards are placed side by side, it gives the appearance of one compound word.
4. Laminate and place in a white container labeled **Compound Words**.

Note: Copy the compound words given in the white pages, cut 1 1/2" by 2 1/2" and mount on white card 2" by 3". Cut the control card and mount on white card of a size to allow for a 1/4" border. Laminate and cut words as in step 3.