

Longer Phonetic Series



ETC
MONTESSORI

Suggested Sequence for Longer Phonetic Series (Blue Series)

The following is a suggested list of sequencing for Blue reading. This is, by no means, the definitive sequence as there are many different ways to present this curriculum. The series has been written with the idea that different training programs will give different sequences; flexibility is provided within the series, and we encourage you to sequence and organize the materials in a way that make sense to you.

It is assumed that the Pink series has already been achieved, and the child is ready to work on decoding and encoding short vowel words with more than three letters. Please note that the nk, and ck, sounds are included in this series, but only as an encoded word.

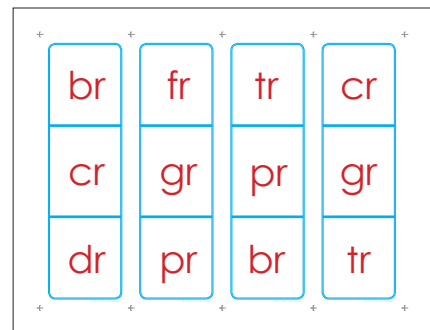
ETC provides two different kits for the Blue reading; one with objects and one without. Depending on which kit you choose, the sequence will vary. Along with the sequence, we have provided a list of the objects used, a list of the pictures used in the activities, and simple directions on the cutting and packaging of the materials. Following each description are miniature pictures to identify each section, where appropriate.

Identification of blended sounds and association to their symbols

Blending Sorting Strips

This is a set of 9 strips with three blends on each strip. There are 3 corresponding pictures that go with each blend sound, with some repetitions on the different strips. The child is asked to name each picture and place it to the right of the initial letters that he/she hears in each word. It is suggested that you make 4 packets of 2 blending strips and 1 packet of 3 blending strips.

br - bread, bridge, braid, brain, brush, broom
cr - crib, crab, cricket, crayon, crust, crown
dr - dress, drain, drill,
fr - frame, frog, fruit
gr - grub, grapes, grasshopper, grill, grass, grate
pr - pretzel, priest, prune
tr - trumpet, trunk, tray, trash, tree, truck
pr - propeller, prize, print
bl - blanket, bleach, blouse
cl - clock, clog, clay
fl - floss, flashlight, flower
gl - glove, glass, globe
pl - plum, plug, plate
sl - sleeve, slingshot, slippers
sc - scarf, scale, scooter
sp - sponge, spear, spool
sm - smock, smoke, smile
sn - snack, snake, snail
st - stairs, steak, stapler
sk - skate, skillet, skull
scr - scrap, screw, scroll
squ - square, squid, squirrel
str - strainer, strawberry, string.



Beginning Decoding of short vowel words, more than three letters

If your kit contains objects, package the following objects into 3 different containers.

Object Word Building

*clip (hair), club (golf) drum, sled, frog, snap, crib, pumpkin, velvet (ribbon)
basket, milk, lamp, belt, felt, stamp, sand.*

There are 30 pictures and it is suggested you package the following pictures into 5 different groups.

Picture Word Building

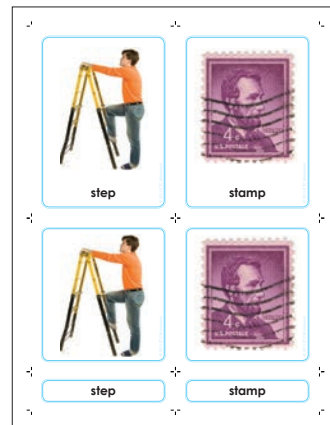
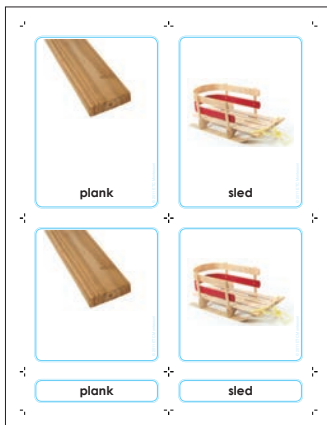
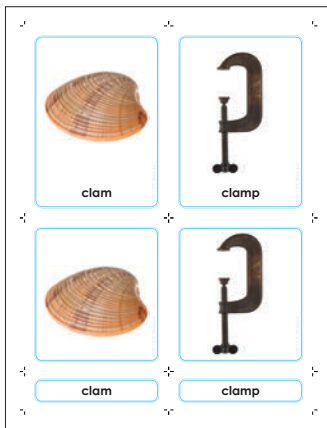
basket, lamp, trap, clamp, cast, napkin, belt, desk, nest, stem, tent, vest, blimp,
crib, mask, milk, gift, fist, frog, disk, pond, drop, clog, stop, pumpkin, tusk, bulb,
plug, drum, stump



Beginning Decoding of short vowel words, more than three letters.

Three Part Card Matching

There are 34 three part card pictures. These may be organized into 2 packets of 8 and 2 packets of 9 pictures and labels.

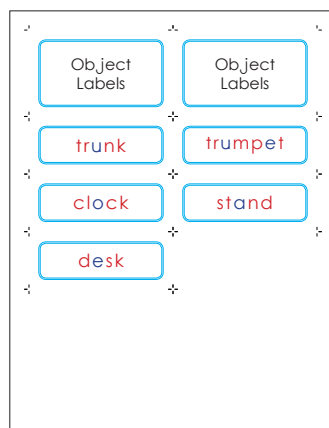
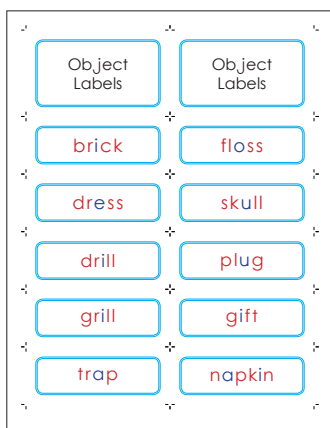


Beginning encoding of short vowel words, more than three letters

Object/Label Matching

If your kit includes objects these are the labels to match to the objects. There are a total of 15 objects to match. It is suggested that you make this into two packets.

brick, dress, drill, grill, trap, trunk, clock, floss, skull, gift, plug, trumpet, stand, desk, napkin



Beginning encoding of short vowel words, more than three letters

Picture/Word Matching

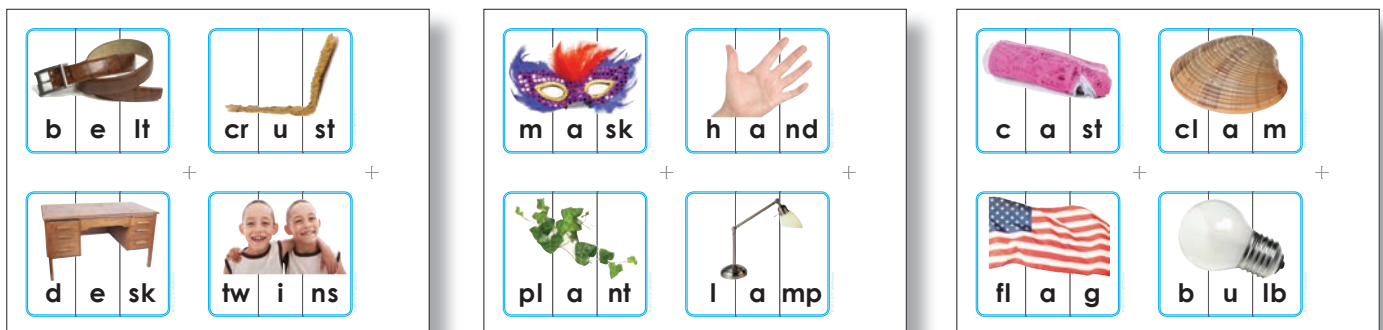
There are 44 pictures in this set. It is suggested that you make 4 packets of 11 pictures each.



Beginning encoding of short vowel words, more than three letters

Puzzle Pictures

There are 36 pictures for this set. On each picture there is a faint dotted line that is used as a guide to cut the picture into three parts. The color coding for the letters is now gone and the child's task is to put the letter sounds together to form a complete word and picture. Children enjoy making the correct word, but also enjoy mixing the letters to make silly pictures. It is recommended that you six packets, keeping in mind that the child will be sorting through 3 parts to make each word.



Beginning encoding of short vowel words, more than three letters

Middle Vowel Sorting Activity

There are 36 frames that contain a picture and the beginning and ending sound corresponding to that picture. The work of the child is to choose the vowel sound that when placed in the medial position will make the word that correlates to the picture. The frames are cut, but the vowel cards are in a strip. You will need to cut the vowels from the strip. It is suggested that you make 4 packets with 9 frames each.

abc def ghi jklm nopqrst vwxyz	pr__nt	i
	tr__p	a
	cl__m	a

	cr__b	a
	cr__b	i
	cr__st	u

	dr__p	o
	fr__g	o
	gr__b	u

	cl__p	i
	cl__g	o
	bl__mp	i

	fl__g	a
	pl__nk	a
	pl__s	u

	pl__nt	a
	pl__g	u
	pl__m	u

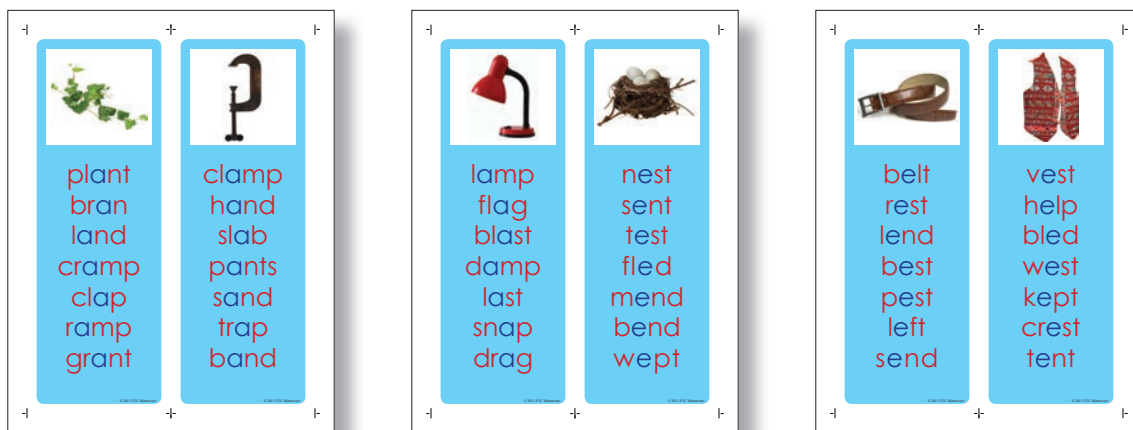
Beginning encoding of short vowel words, more than three letters

Word Lists (22 word lists)

There are several types of word lists depending upon the format you received in your training. There are 2 types of word lists:

- o word lists that have all the same vowel sound
- o word lists that have mixed vowel sounds

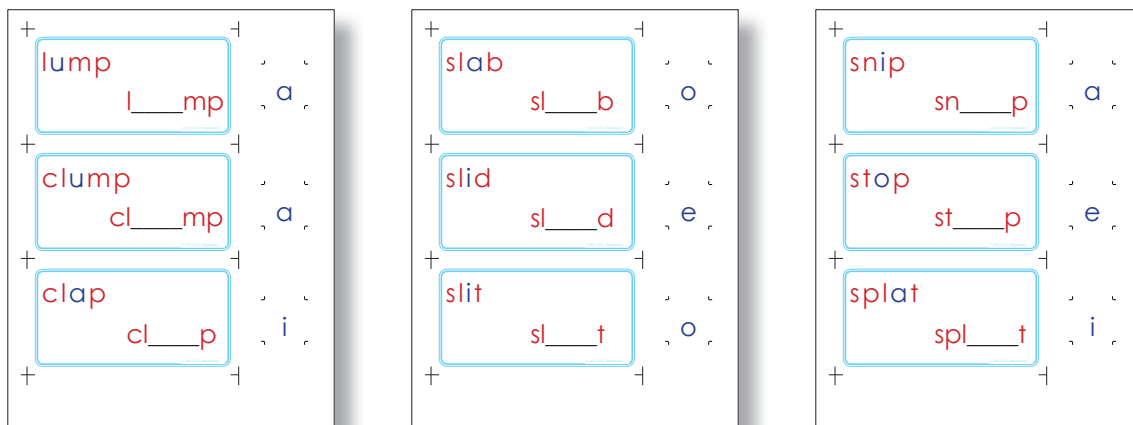
It is suggested that children not only work on fluency in encoding the words, but that they also work on speed. Once the child has read the word list to you, ask them to practice again and see how fast they can read it. Repeat until the child has not only read the list fluently and accurately, but has read at an appropriate rate as well



Encoding of short vowel words, more than three letters

Middle Vowel Substitution

There are 16 frames with each frame containing two words. Instruct the child to read the first word, then find a different vowel sound, that when placed in the middle of the second word, makes a new word. The frames are cut, but the vowel cards are in a strip. You will need to cut the vowels from the strip. It is suggested that you make one packet.



Reading short vowel, more than three letter words for meaning

Word/ Not a Word

This is a sorting work where the child has to decide if the word is an actual word or a nonsense word. It is suggested that you make one packet

word	not a word
flap	flep
flip	flop
flup	slap
slep	slip
slop	slup

word	not a word
slam	slem
sлом	slim
slum	spat
spet	spit
spot	sput

word	not a word
saft	seft
soft	sift
suft	

Reading phrases and sentences with three letter, short vowel words for meaning.

Phrases to objects

If your kit has objects there are 6 sets of phrase cards that go with corresponding objects. The first four sets are phrases; the remaining two sets are sentences. In addition, there are basic corresponding sight words that go with each set. Introduce the sight words to the child before asking them to match the phrases or sentences to the objects. It is suggested that you package each set separately with the phrases and corresponding sight words.

Objects for phrases - stamp, sand, felt, frog, crib, flip-flop, clock, block, clip (hair) moss, lid (toilet)

the big crib	the fast frog
an up lid	the soft felt
the best block	a slim flip-flop
the last stamp	a bent clip

the swift frog	the soft moss
a trim flip-flop	the soft crib
a grand clock	a lost stamp
the flat felt	a slick clip

Reading secret, short vowel, more than 3 letter words (adjectives and verbs) for meaning.

Secret Words

Inform the children that there are many words that we use that cannot be placed on a rug. Let them know that you are thinking of a word and ask if they can guess the word. As they discover that they are unable to guess your word, show them the words and ask them to read them.

If it is the verbs, (44 words) ask them to act out what they read. You may want to divide this into 4 packets and do it as a group activity with several children.

If it is the adjectives,(24 words) ask them to use the word in a sentence to describe something in the room. You may want to divide this into 2 packets.

brisk	crisp
grand	gruff
prim	trim
blunt	blank

blond	flat
glad	plastic
slim	skim
stub	limp

soft	best
last	left
split	crisp
west	bent

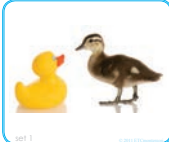




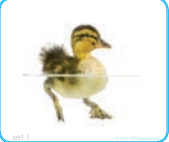
Reading phrases and sentences with more than 3 letters, short vowel words for meaning

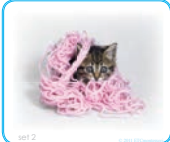
Matching Phrases and sentences to pictures

There are 4 sets of six sentences to match with 6 pictures in each set. In addition, there are basic corresponding sight words that go with each set. Introduce the sight words to the child before asking them to match the sentences to the pictures. It is suggested that you package each set separately.

The duck is with the plastic duck. <small>Set 1</small>	It will crack and the duck quacks. <small>Set 1</small>
The ducks jump from the basket. <small>Set 1</small>	The black duck is not last. <small>Set 1</small>
The duck slips on his back. <small>Set 1</small>	The duck swims in the still pond. <small>Set 1</small>
The kitten can drag it. <small>Set 2</small>	The kitten twists and sits in it. <small>Set 2</small>

The kitten will swot at the milk. <small>Set 2</small>	The kitten can sit in the glass. <small>Set 2</small>
The basket can lift the kitten. <small>Set 2</small>	The soft kitten sat still and slept. <small>Set 2</small>
This is a limp frank. <small>Set 3</small>	A frank drops and the pup licks it. <small>Set 3</small>
The franks slip on the hot grill. <small>Set 3</small>	The bun is split and has a hot frank. <small>Set 3</small>

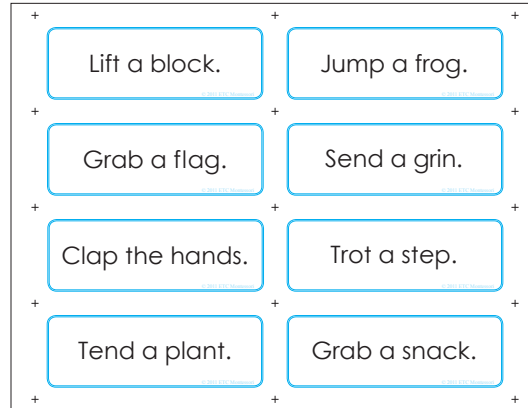
	
	
	

The <small>Set 1</small>	is <small>Set 1</small>
with <small>Set 1</small>	the <small>Set 1</small>
from <small>Set 1</small>	his <small>Set 1</small>
The <small>Set 2</small>	the <small>Set 2</small>

Reading more than 3 letter, short vowel sentences for meaning

Commands

This is a set of 8 commands. It is suggested that this be made into one packet.



Reading sentences with three letter, short vowel words for meaning.

There are 6 books with more than three letter, short vowel words, as well as sight words. There is no specific order to the books. Have the child read the title of the book and make sure they are familiar with the sight words presented on the first page. Often there are appropriate times for you to stop and ask the child what they think will happen.

Will It
Stick?



Grab a magnet. What will stick to the magnet?



Will the twig or plant stick to the magnet? Can you get a hint?



Will the brass trumpet or clip stick to the magnet? Can you get a hint?



Will the tank or clamp stick to the magnet? Can you get a hint?



Will the glass or plastic stick to the magnet? Can you get a hint?



It is the end. Did you get the objects?

yes



no



The end

