

# Phonogram Series



**ETC**  
MONTESSORI

## Suggested Sequence for Phonograms (Green)

The following is a suggested list of sequencing for Green 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 Blue series has already been achieved, and the child is ready to work on decoding and encoding phonograms. It is suggested that all the long vowel phonograms be introduced, then sh, th, ch, and wh, then “r” controlled vowels and finally the oo (pool) and oo (wood).

ETC provides two different kits for the Green 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.

## Beginning Decoding of phonograms

If your kit contains objects, package the following objects into long vowel combinations, sh/ch/th/wh and, "r" controlled combinations,

### Object Word Building

long a - cake, game, crate, pail, paint, train, hay tray, clay

long i - tile, dime, lime, pie, die

long o - bone, stone, goat, loaf, soap, bow, bowl

long u - mule, cube, tube

long e - bee, seed, queen, bead, tea, seal,

wh - whale, whisk, wheel,

sh - shelf, fish, brush,

ch - chest, chair, chip,

th - cloth, three,

ar - car, jar, yarn

or - cork, corn, fork (pitch)

ir - bird, shirt, girl

ur - urn, churn, fur

oo - book, hook, wood,

oo - boot, broom, spoon

There are 84 pictures for the phonogram word building.

### Picture Word Building

spade, game, grapes, plate, clay, pray, hay, tray, stairs, train, pail, snail, toast, coat, roast, coal, hose, stove, cone, bone, bowl, snow, bow, crow, die, pie, tie, fries, lime, slide, kite, dime, cube, mule, fuse, tube, leek, beets, deer, bee, peas, tea, seal, bean, fish, trash, shelf, shed, bathtub, cloth, moth, path, whisk, whale, wheel, whip, chestnut, chest, chip, inch, harp, yarn, barn, dart, cork, horn, fork, corn, bird, dirt, shirt, girl, curl, urn, churn, fur, broom, spool, moon, spoon, foot, hook, wood, book



# Identification of phonogram sounds and association to their symbols

## Sorting Strips

This is a set of 4 strips with each strip having 3 sh's, th's, wh's, ch's. 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.

wh - wheelbarrow, whistle, wheelchair

sh - shorts, brush, shoe

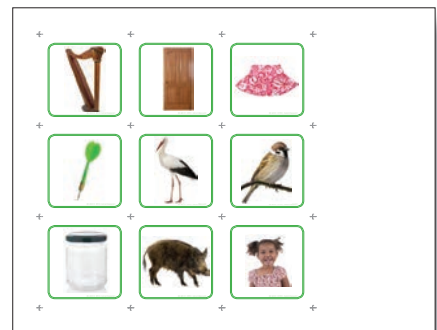
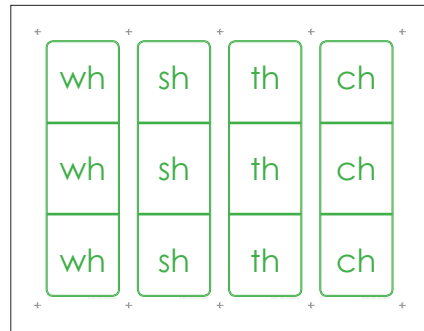
th - thumb, thimble, thermometer

ch - cheese, checkers, peach

ar - harp, dart, jar

or - door, stork, boar

ir - skirt, bird, girl

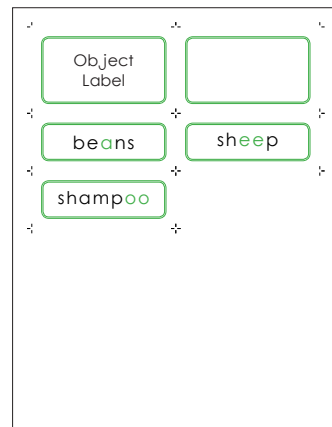
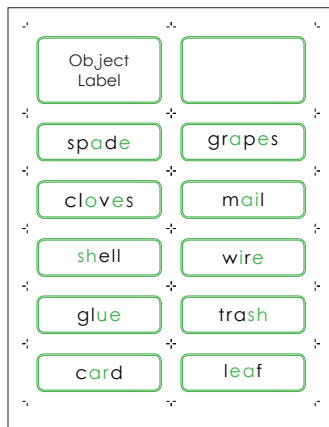


## Beginning encoding of phonograms

### Object/Label Matching

If your kit includes objects these are the labels to match to the objects. There are a total of 13 objects to match. It is suggested that you make this into one packet and introduce after all of the phonograms have been introduced.

grapes, spade, mail, clove, wire, shell, trash, glue, leaf, card, sheep, bean, shampoo





# Beginning encoding of phonograms

## Picture/Word Matching





There are 84 pictures in this set. Make sets that are consistent with your word buildings.

	
date	cane
	
skate	tape

	
green	jeep
	
tree	weed

	
five	line
	
pine	tire

	
cloves	cone
	
hole	robe

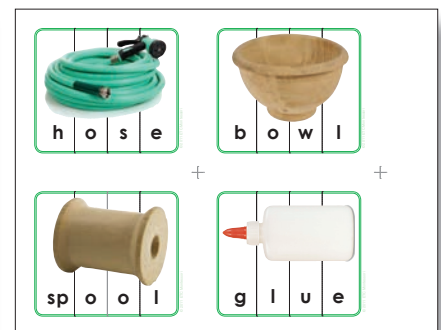
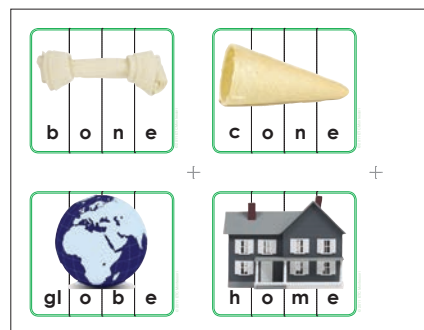
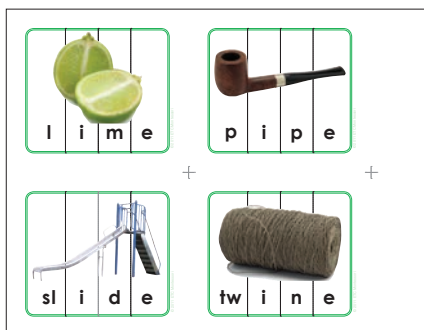
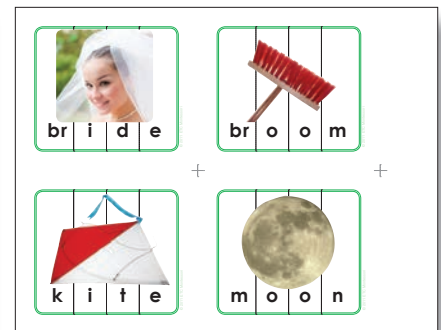
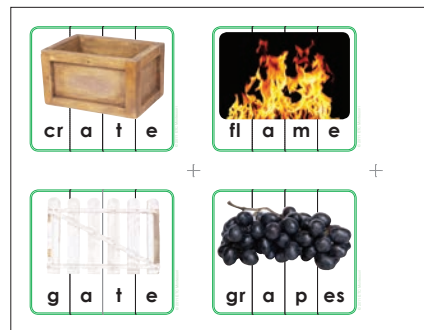
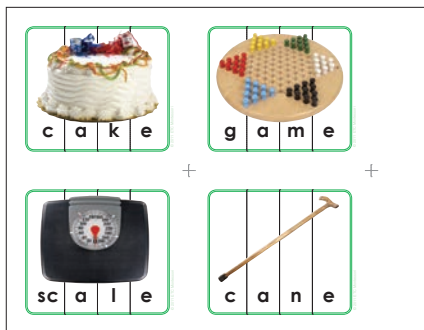
	
cube	mule
	
fuse	braid

	
drain	nails
	
paint	cream

# Beginning encoding of phonograms

## Puzzle Pictures

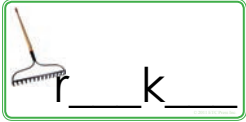
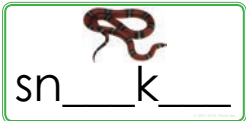
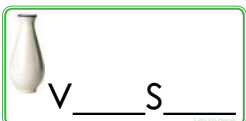
There are 80 pictures for this set. On each picture there is a faint dotted line that is used as a guide to cut the picture into three parts. The color coding for the letters is now gone and the child's task is to put the letter sounds together to form a complete word and picture. Children enjoy making the correct word, but also enjoy mixing the letters to make silly pictures. Make sets that are consistent with your word building and keeping in mind that the child will be sorting through 3 parts to make each word.

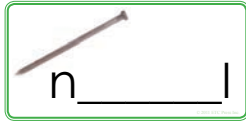
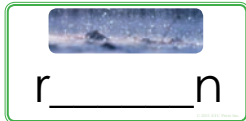




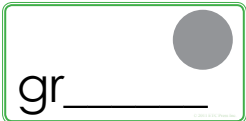

# Beginning encoding of phonograms


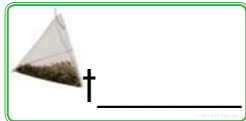
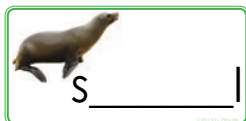
## Middle Vowel Sorting Activity

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 vowels that when placed in the correct 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.

 r _ k _	a
 sn _ k _	e
 v _ s _	a
	e
	a
	e

 n _ l _	a
 r _ n _	i
 sn _ l _	a
	i
	a
	i

 tr _ _	a
 gr _ _	y
 h _ _	a
	y
	a
	y

 p _ s _	e
 t _ _	a
 s _ l _	e
	a
	e
	a


## Encoding of phonograms

### Word Lists (54 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/spelling
- 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

 ai	 ai
mail aim pail trail nail plain waist	paint tail paid fail jail sail rain

 a_e	 a_e
cake male grape date flake blade cave	tape sale tale wade name lake brake

 ay	 ay
tray bay play ray day sway jay	hay pray may way stay clay gray

 o_e	 o_e
cone home joke slope rope froze tone	bone woke robe hole nose code stone

## Encoding of phonograms

### Short Vowel Words to Long Vowel

There are 21 frames with each frame containing two words. Instruct the child to read the first word, then find a vowel that when placed in the empty spot will make a long vowel 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 2 packets and introduce this activity after you have done all of the long vowel word buildings.

ran	ra__n	i
pad	pa__d	i
bat	ba__t	i

lad	la__d	i
pal	pa__l	i
mad	ma__d	i

pan	pa__n	i
bet	be__t	e
met	me__t	e

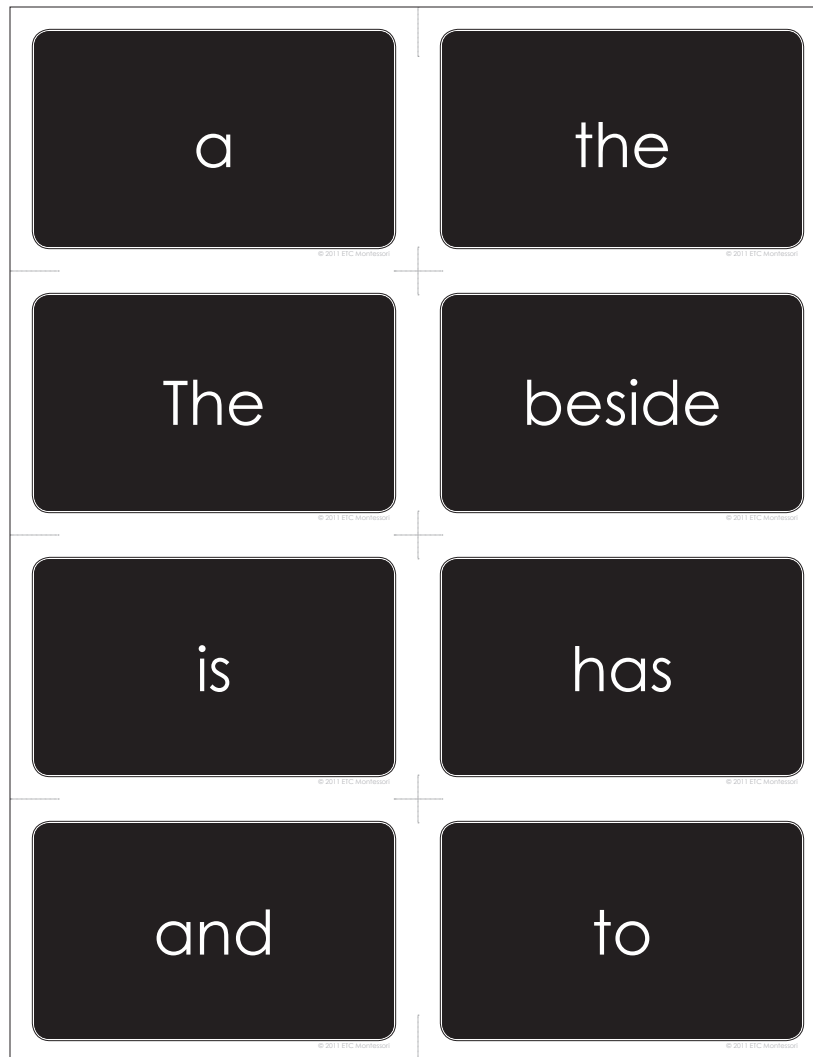
fed	fe__d	e
step	ste__p	e
pep	pe__p	e

## Reading phrases and sentences with phonograms 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 - dish, rake, toast, pipe, threads (in a box), cloth, bowl, chest, table, bathtub, flake, pinecone, chair, bench (sofa) book, frog life cycle



## Reading secret, words with phonograms (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, (64 words) ask them to act out what they read. You may want to divide this into 8 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 3 packets.

frail	faint
fake	stale
late	weak
lean	cheap




meek	wide
prime	rose
glow	slow
fair	plain

# Reading sentences with phonograms 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.

<p>Mike likes cake but Gail must first make a note.</p> <p><small>© 2011 ETC Montessori Set 1</small></p>	<p>Gail smells the cake. It will taste good!</p> <p><small>© 2011 ETC Montessori Set 1</small></p>
<p>Gail smiles at Mike. Gail leans on her hands.</p> <p><small>© 2011 ETC Montessori Set 1</small></p>	<p>Gail will play with Mike's ear. Mike likes Gail.</p> <p><small>© 2011 ETC Montessori Set 1</small></p>
<p>Mike eats the cake from the fork.</p> <p><small>© 2011 ETC Montessori Set 1</small></p>	<p>The cake is finished. Gail will fill Mike's cup.</p> <p><small>© 2011 ETC Montessori Set 1</small></p>
<p>Three girls will start to bake. The girls can make a pie.</p> <p><small>© 2011 ETC Montessori Set 2</small></p>	<p>Kate will use a whisk in the red bowl.</p> <p><small>© 2011 ETC Montessori Set 2</small></p>

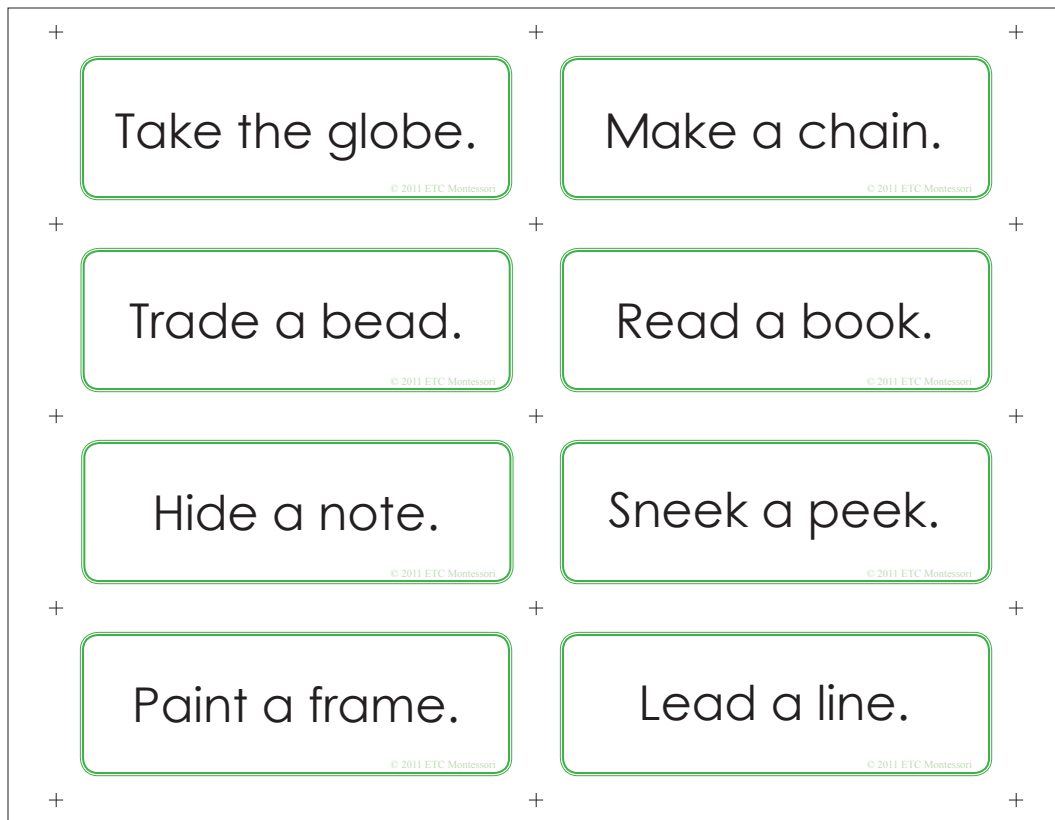
	
	
	

a	her
from	the
to	a
the	and

## Reading sentences with phonograms for meaning.

### Commands

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



## Reading phrases and sentences with phonograms 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.

### Gran Makes a Quilt



Gran likes to make quilts. Gran will get the cloth and start the quilt.



Gran needs to cut the cloth into squares. Gran needs a lot of cloth.



Gran will use the pins and thimble to make the quilt. The pins will keep the cloth still.



Gran pins the squares into a big blanket. Look at all of the squares!



Gran will thread the needle with thread.



The quilt has been made and is on the bed. What a fine quilt!

