

# Mystery Bag Items

Items may be represented by pictures, but make sure that they look realistic, and include as many multi-sensory items as possible.

## For Building Words:

Alphabits® cereal, alphabet pretzels

- A** asparagus, apple, apricot, applesauce, alligator  
**A** acorns  
**an** anchovies, animal crackers, ant eater
- B** bubbles, bells, ball, baby bib, baby bottle, baby booties, brush, bee, bat, blocks, butterfly, bear, buffalo, boots, beef, beans, broccoli, beets, barley, bacon, biscuits, bread, bagels, butter, burritos, bananas, blackberries, blueberries, buns, brownies, basil, brussel sprouts, blueberry muffins, banana bread, bean salad, bean sprouts, bowl, buttons
- C** candle, camel, cow, clock, cape, crayons, car, cat, corn, carrots, cabbage, cauliflower, crab, crackers, cookies, cucumbers, cantaloupe, clams, cake, cashews, coconut, coffee, crepes, candy, curry, cocoa, cream, croissants, chamomile tea, corn chips, cream cheese, custard, cranberries, cabbage rolls, creamsicles, candy canes, couscous, carrot cake, coleslaw, cup
- D** dishwashing detergent, dinosaur, dolphin, dragonfly, duck, deer, dog, donkey, drum, doughnuts, dill, dates, dandelions, dime, doll, dice
- E** earrings, éclairs, eel, eagle,  
**E** eggs, eggplant, endive, eggroll, escarole lettuce, escargot, echinacea
- F** flowers, frog, fish, fox, flamingo, fan, fruit & fruit salad, fajitas, fortune cookies, french toast, figs, fudge, frosting, fruitcake, feta, flour, flax seeds, flax oil, focaccia bread, fudgicles, french fries, fork, phone, fur
- G** gorilla, goose, goat, glue, glasses, garlic, gravy, green beans, grapes, granola, grapefruit, guacamole, green pepper, garlic bread, goat's milk, guava, guitar
- H** hippo, horse, hat, ham, horseradish, hamburger, hot dog, halibut, honey, hummus, herbs
- I** ice, ice cream, iced tea, icing, iceberg lettuce,  
**I** inchworm, iguana
- J** jar, jaguar, juice, Jell-O, jelly, jam, ju jubes, jelly beans (soft) ginger, giraffe, ginger ale, gingerbread
- K** kangaroo, koala, kale, kiwi, kidney beans, ketchup, key
- L** lion, lamb, ladybug, llama, lizard, leaves, licorice, lima beans, leeks, lentils, liver, lettuce, lasagna, lemons, limes, lobster, linguine, lemonade, lamb
- M** mitts, muffin cups, mop, markers (scented), moose, monkey, macaroni & cheese, marshmallows, mustard, mushrooms, milk, melon, muffins, mozzarella, mango, marmalade, minestrone, margarine, maple syrup, mayonnaise, mashed potatoes, miso, manicotti, mousse, meatloaf, millet



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- N** nail polish, needles from a tree, necklace, net, nest, newt, noodles, nuts, nachos, nectarines, nuggets, naan bread, nickel, newspaper
- O** okra, orange, oatmeal, Oreo cookies, oregano, organics (anything),  
**O** omelet, olives, octopus, ostrich
- P** picture, pig, puppet, parrot, paint, penguin, porcupine, pen, pencil, paper, plate, pasta, pickles, peas, potatoes, parsley, pumpkin, peppers, parsnips, pork, popcorn, pistachios, pie, pizza, pudding, peaches, pears, plums, prunes, pancakes, pineapple, peppermint, pumpernickel, papaya, pretzels, popsicles, pecans, pepperoni, paprika, parmesan, porridge, pitas
- Qu** queen, quilt, quail, quarter, Q-tip
- R** rhino, racoon, rabbit, rattlesnake, rug, rat, ring, rutabaga, rhubarb, radish, rice, ribs, rolls, raspberries, ravioli, raisins, relish, romaine, rice crackers, root beer, refried beans, ricotta cheese, rocks
- S** soap, strainer, sand, slippers, sponge, socks, spatula, seeds, seal, snail, snake, squirrel, star, sloth, swan, spinach, spoon, squash, soybeans, steak, spaghetti, salad, soup, sandwich, sausage, sushi, sauce, sundaes, stuffing, strawberries, salami, stew, salmon, sunflower seeds, sesame seeds, sardines, salsa, spelt, s'mores, soy sauce, smoothies  
 (soft) cereal, cider, celery, cinnamon, Caesar salad
- T** toothpaste, toothbrush, tea towel, tea, train, table, tape, tiger, tomatoes, turnip, turkey, turtle, toast, tacos, tuna, tortillas, taffy, tarts, tuna, tangerines, tofu, tortellini, tabbouleh salad, trifle, truffles
- U** unicorn,  
**U** umbrella, upside down cake
- V** vegetables, venison, vulture, vinegar, vanilla, vine leaves, vegetable soup
- W** washcloth, whale, watermelon, water
- X** box, mixer, wax, six (of something), taxi
- Y** yarn, yak, yam, yogurt, yolks, yellow beans, yo-yo
- Z** zebra, zucchini, zipper
- Sh** shampoo, shirt, sheep, shark, shish kabobs, shells, shepherd's pie, shrimp, sherbet, shortbread, shortcake, shark
- Th** thimble, thistle
- Ch** cheetah, chipmunk, chimpanzee, chips, cheese, cherries, chick, chicken, Chinese food, chili, cheeseburgers, Cheerios, chocolate, chowder, chow mien noodles, Cheddar cheese, chick peas, chocolate chips, cheesecake,



## Crazy Cards

Plays just like the popular card game Crazy 8's, **Crazy Shorts**®, **Crazy Longs**™ and **Crazy Mores**™ card games help children read words that contain short vowels, long vowels, and all other vowel patterns.

- ▶ Improves vocabulary and oral language skills by having fun
- ▶ Keeps even the most reluctant readers on task while the teacher works in small groups or with individuals
- ▶ Perfect games for peer tutoring and parent volunteers



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# Centre Strolling

Centre Strolling is the art of moving from centre to centre to work with students individually, or in small groups. Teachers make connections with their students by first following them, allowing them to choose activities that interest them the most, and then by copying what they do until a connection is made (e.g., the student notices that the teacher is doing what they want to do).

The art comes from knowing how to take what the children are doing, and expand on it to help them improve their oral language development, phonemic awareness, phonics, vocabulary, concepts of print, storytelling, and sequencing skills.



By spending just a few minutes with each student in their favourite centres throughout the week, teachers can introduce plenty of new words and ideas to their play, as well as test them directly on various skills using the materials and toys from the centres.

## NOTES:

\*When drawing anywhere, if the first sound in the word has any of these sounds: Ch, Th, Sh, or Qu (e.g., Charlotte, Theodore, Shamus, or Quinn), then print BOTH letters and explain that these TWO letters make the first sound in their name. Show them that sometimes we have to draw two letters to make the one sound.

\*Ask children to read the signs that you have created together over & over again throughout the week, then take the signs down and create them (and new signs) with the students again the following week.

## Centre Strolling Sack

Bring the following items around with you in a bag or in an apron that you wear:

- ▶ an interesting and motivating stamp to stamp students' hands once they have completed an activity with you (even if it is just saying three sounds)
- ▶ a special notebook, or "passports" for each student to record observations
- ▶ lots of sticky note paper and pencils and pens
- ▶ letters that have been learned formally to date in foam, plastic, sponge

## Sand Table

- ▶ hide letters under the sand, and have them 'fish' for certain letters (find the letter that makes the /ssss/ sound)
- ▶ build words with letters hidden under the sand (if they are at this stage)
- ▶ play "I hear with my little ear, the very first sound in..." with the objects that are in the sand box
- ▶ draw lines, circles, or letters with a rake or dry paintbrush and teach them the cue words (see Student Workbook)
- ▶ add cars and drive roads that are 'curvy' or 'straight' or 'round' and say these 'cue' words
- ▶ write secret messages in the sand (get them excited about what you might be "saying" (e.g., Snack Time!), and see if they can guess what you wrote
- ▶ make three piles of sand and squish one pile at a time saying "I hear with my little ear, something that sounds like /di/no/saur/"
- ▶ encourage play that is sequenced and that improves oral language skills (first we load the truck, with what?, where is the truck going? then what? is the truck driver tired? maybe he should stop to eat or rest, etc...)
- ▶ bring books over that give them more information about what they are building

## Water Table

- ▶ put foam and/or sponge letters in the water (the first sounds of the things that are in the water (e.g., add a foam letter "w" if you have a waterwheel in your water). Play "I hear with my little ear, the very first sound in... 'wwwaterwheel', and ask students to find the letter that matches that sound
- ▶ use boats to show them 'squiggly', 'up', 'down', 'straight', circle around, etc...

- ▶ put objects that have three syllables in the water (e.g., a butterfly) and play “I hear with my little ear, something that sounds like...” (e.g., /but/ter/fly/)
- ▶ put objects that have three individual sounds in the water (e.g., a star) and play “I hear with my little ear, all of the sounds in...” (e.g., /s/ /t/ /ar/)
- ▶ put foam soap on the side of the water table and draw in this (talk about the lines, and favourite marks, & when printing, SAY THE SOUND AT THE EXACT SAME TIME THAT YOU PRINT)
- ▶ pick out the wet foam letters and stick them on the side of the water table and build words
- ▶ encourage oral language development by talking about science terms (half a cup, pour, displacement, etc...)
- ▶ role model how to print the word “water table” (on paper) and stick it on the outside of the table with tape. Ask children to read the word often, remove the word weekly, and re-make labels with the children every week

## Play Dough

- ▶ encourage oral language development by copying what they are doing, asking open ended questions (what else can we make for our island?) and by making comments (Wow! That snake looks hungry! I wonder what he is going to eat!)
- ▶ make three little piles of play dough and blend and segment words (into syllables or individual sounds), or make a pancake and push finger into the play dough for each sound
- ▶ show them how to pretend play with the things that they make (Oh Mr. Snowman, would you like to play on the slide with me?)
- ▶ make things (use what they tell you they have made), and play “I hear with my little ear, the very first sound in... (e.g., ssssnake)”
- ▶ flatten a big piece and draw on it with a little stick or your finger or a toothpick and have them trace and SAY THE SOUND AT THE SAME TIME



## Dramatic Play

- ▶ use the chalk board to print messages or a mail box to send messages
- ▶ add doodle pads and writing pads, and fun pens and paper, and ROLE MODEL to get them started (make a grocery list, take down an order at a restaurant, write a doctor's prescription, etc... and say the sounds as you print)
- ▶ add a chalkboard and chalk on an easel so they can “play school”
- ▶ use puppets when telling stories and role model breaking words up into syllables or sounds (e.g., “Wow! You have a pretty d-r-e-ss on today!”)
- ▶ create signs and labels using children's words for things, and role model how to listen for the sounds and print them
- ▶ make a “sound bag” and have children go ‘shopping’ at the store for items that begin with that sound
- ▶ pretend to be a new character (“Okay Mrs. Smith! I'm ready to cut your hair!” , or “Yes, we're ready to order Mr. Waiter. I'll have...” ) and encourage oral language development

## Crafts

- ▶ use chalk on the blackboard and help them print letters
- ▶ use chalk or paint or any writing material and make letters or words
- ▶ blend and segment with little pieces of whatever craft material they are using
- ▶ help them use more descriptive words when talking about what they are doing and how they are doing it
- ▶ bring craft books to this centre and let them show you what attracts their attention
- ▶ finger paint and talk about the shapes, scribbles, letters, and favourite marks
- ▶ use stamps with objects and alphabet letters and: 1) have them find first sound in the object; 2) find the letter that matches that sound; and 3) stamp it beside the object
- ▶ use sponge letters and say the sounds of the letters as you print



- ▶ after asking permission, print what the children say about their craft or painting, and have them read it back to you
- ▶ make interesting paper & writing tools available, & **ROLE MODEL** their use often
- ▶ use shaving cream or foam soap and draw/scribble
- ▶ use MagnaDoodle® and AquaDoodle®, funky pens, small notepads, pipe cleaners, etc... and role model the use of everything (over & over again) by saying the sounds of the letters (or letter patterns like “oo” or “ar”) at the same time that you print them
- ▶ make necklaces with plastic letters (build their name, or first sound in their name)
- ▶ make a collage out of pictures that begin with the same sound (ask children to bring them from home)

## Trucks, Cars, Trains

- ▶ although it is important to first follow their lead and copy exactly what they are doing, encourage them to think about sequencing their play (first we have to load the cars up, then we have to start the engine, now we have to blow our whistle when driving by roads so that the cars hear us) Ask: where should we go now? Keep the conversation going for at least 5 turns each.
- ▶ use the cars of a train to segment and blend (e.g., Hey! Can you guess what my train is carrying?) Then say the sounds /s/ /ou/ /p/. See if they can guess the word.
- ▶ use an alphabet carpet, drive the vehicles around a letter, and use ‘cue words’ to help them form the letter (see Student Workbook for cue words)
- ▶ ask them to tell you about where the vehicles are going (make up some stories!), make little signs for them, & role model the sounds when printing (e.g., moon?, the park, my house, Grandma’s house, watch for falling rocks!, etc...)
- ▶ ask them to read the signs back to you often
- ▶ label the sides of the truck or train (talk about what the truck/train is carrying, etc.)
- ▶ talk about how the vehicles move (e.g., circle, straight line, etc...)
- ▶ sing songs to encourage rhyming (e.g., ‘Wheels on the Bus’).
- ▶ bring transportation books here, and introduce new words
- ▶ make roads with masking tape in the shape of letters (or just circles and straight lines and squiggly lines – depending on ability level)



## Blocks

- ▶ follow their lead for a few minutes, then talk about what they are building, and increase their vocabulary by talking about architecture, architects, engineering, shapes, science and math terminology, etc...
- ▶ make signs (e.g., “The Rocky Spot”, or, if a rocket ship is made, ask where it is going, and make a sign – moon? – and role model as you print, OR, if you are building a tower, call it a mountain and make a sign saying “watch for falling rocks!”) but even though you are giving them ideas if they need help getting started, above all, **FOLLOW THEIR LEAD** and let them tell you what they are building so that it is about what is interesting to them
- ▶ build a train (or anything!) and talk about where it is going or what it is carrying, and make a sign or a label if you can
- ▶ talk about the pictures & letters on the blocks
- ▶ build words with abc blocks (say the sounds as you build)
- ▶ trace the letters on the blocks, and role model speaking the sound at the same time
- ▶ play “I hear with my little ear, something that sounds like \_\_\_\_ (e.g., /pop/si/cle/ or, if they are at the level of individual sounds: /t/ur/t/le/)” by building one block up per syllable/sound
- ▶ bring books to the centre to spark interest in building more creative projects





**Sound Readers**



*Learning To Read—Making It Fun!*

# **Teacher's Cue Card**

**A Multisensory  
Structured  
Language Program**



**Martha Kovack**

# “What is MSL?”

**Multisensory Structured Language (MSL) is a common sense approach to beginning reading instruction grounded in reliable and valid scientific research study.**



## **MSL includes:**

- ▶ **Systematic** and **direct** instruction in phonemic awareness and phonics;
- ▶ **Simultaneous multisensory** activities (namely, printing and speaking at the same time); and
- ▶ Direct instruction in developing knowledge of **syllables, morphology, syntax, and semantics**.

## **Systematic:**

- ▶ Introduce sounds and spellings in a logical and predetermined **sequence**;
- ▶ Consistently **review** the sounds/spellings that have already been taught when introducing new sounds/spellings; and
- ▶ **Apply** the sounds/spellings learned/reviewed to creative and meaningful reading and writing experiences, with enough repetition to build mastery.

## **Direct:**

- ▶ Use **detailed instructions** to show children exactly how to segment and blend sounds and spellings;
- ▶ Use **precise directions** to show children how to apply this skill to actual words, sentences, and texts; and
- ▶ Use **clear explanations** to teach early literacy concepts and skills such as syllables, morphology, syntax, & semantics.

## **Syllables:**

- ▶ Each syllable has only one vowel sound.
- ▶ Use words from Sound Readers® Crazy Cards card games to teach syllable division rules directly:

**Open** – syllable ends with a long vowel sound (**be**-fore)

**Closed** –ends with a short vowel pattern, “closed in” by the consonant (**kit**-ten)

**Vowel-consonant-e** –syllable ends with vowel\_\_e (**nice**-ly)

**Diphthongs** –syllable ends with a diphthong (**joy**-ful)

**R-controlled** –syllable ends with an /r/ controlled spelling pattern (**pur**-ple)

**Consonant -le** -ends with the consonant that comes before the -le (**man**-tle)

## **Morphology:**

- ▶ Teach students about morphemes, the smallest unit of **meaning** in a word. (e.g., Psyche = pertains to the mind: psychologist, psychic, psychosomatic, etc.)
- ▶ Study **root words**, and **beginnings & endings**.

## **Syntax:**

- ▶ Teach students about the sequence and function of words in a sentence in order to convey meaning.
- ▶ Teach grammar, sentence variation and the mechanics of language.
- ▶ **Sentence Scrambling** (see the bottom of each page in the “Printing Section” of the *Teacher’s Manual*) and **Sentence Extensions** (see *Step by Step #10* on this *Teacher’s Cue Card*) are good “syntax” activities.

## **Semantics:**

- ▶ Teach students to focus on the **meaning of the entire text** (e.g., general knowledge, concepts, vocabulary, relating text to own experiences, etc.).
- ▶ Include development of general knowledge, concepts, and vocabulary.

# Quick Steps

## 1. Hang up the *Sound Readers® Classroom Wall Cards*.

Use the long vowels within the alphabet in a line, group the short vowels together separately, and group the 'reference pictures' together separately.

## 2. Make an *Alphabet on a String*.

Hang up letters A-Z (lower case on one side, upper on the other) on a clothesline using clothes pegs and put a square of Velcro in the bottom corners for each letter. See p.67 of *Teacher's Manual*.



## 3. Make up a *Mystery Bag*.

Put objects that begin with the sounds of the week (see *Session Overviews* section in the *Teacher's Manual*) into a Mystery Bag (e.g., sock, slipper, soap) and play "I hear with my little ear, the very first sound in..." Pass the items around and talk about them. With LEVEL B students, talk about the last sound, or segment and blend all of the sounds in the word.

## 4. Make the *Action* for that Sound.

## 5. Ask: "Who can find the letter(s) that matches that sound?"

Have one person place the object on the alphabet on a string, and trace the letter (give them the "cue words"). Encourage them to say the sound at the same time that they trace. Have other children trace on the floor or in the air.

## 6. Sing a *Song for Switching Sounds*.

See p. 42 in *Teacher's Manual*, or p. 44 of the *Original Sound Readers® Guide*.

## 7. Play a *Mystery Letter Game with the Alphabet on a String*.

Switch the order of two of the letters, or flip one to show the capital side, or take one letter away. Then ask one student to point to each letter while the children sing the alphabet song and guess the mystery letter. Have the student who is pointing stop at various places to 'trick' the children into continuing to sing.

## 8. Print the *Nursery Rhyme(s) of the Week on Chart Paper*.

Choose a nursery rhyme (see *Session Overviews* section in the *Teacher's Manual*) that corresponds to the sounds you are teaching and ask students to read with you, circle the rhyming words, find letters of the week, or print missing words, etc.

## 9. Print the *Letter(s) of the Week on Chart Paper*.

Demonstrate how to print using "Cue Words", and how to say the SOUND at the exact same time that you print. Ask a student to come to the chart and print three letters (or letter patterns – e.g., ee) using the lines. Then help them edit (Which is best? Which could be better? Why?). Then allow them to print the letter one more time.

## 10. Do a *Sound Walk*. See Step-by-Step #14 on this *Teacher's Cue Card*.

## 11. Do a *Sound Swap*. See Step-by-Step #17 on this *Teacher's Cue Card*.

## 12. Play a *Phonemic Awareness Game (K-1)*, or *Spelling Sticks (Gr.1 & up)*.

See p. 29-63 in the *Teacher's Manual*, p. 16-66 in the *Original Sound Readers® Guide*, and/or Step-by-Step #18 of this *Teacher's Cue Card*.

## 13. Carefully review, & have students complete the *Printing Page*.

See "Student Workbook" for K, and "Printing" section of the *Teacher's Manual* for 1st-3rd grades.

## 14. Go to *Centre Strolling* and/or do *Guided Reading*.

**LEVEL A:** See the *Centre Strolling* section on this *Teacher's Cue Card*.

**LEVEL B:** Write in journals, do guided reading (see p. 79-87 of the *Teacher's Manual*), or play games from the *Daily Activities Section* of the *Teacher's Manual* (p. 68-70, p. 73, and p. 77-78), especially **Crazy Shorts®**, **Crazy Longs™**, and **Crazy Mores™** card games.



**LEVEL A** is for children who are working on alphabet knowledge and the alphabetic principle - (those who are learning to blend and segment individual sounds in words). These children are usually in Preschool or Kindergarten.

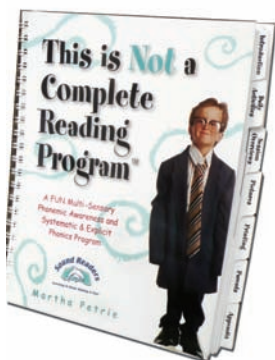
**LEVEL B** is for children who have a solid understanding of the alphabetic principle (can easily blend and segment sounds in words). These children are usually in 1st-3rd Grades.

## Step by Step:

### 1. Gather the children.

While gathering milk money & notes, and listening to the amazing stories about last night or “tomorrow- tomorrow”, have the rest of the children sit around a bucket filled with new & interesting books from all genres.

Relax, take a deep breath, smile, and sing a good morning song.



### 2. Print a “Morning Message” on chart paper and read it together.

Let the children point to the words, and fill in the blanks. Half way through the year, put the words on cards and in a pocket chart to de-scramble the message.

“Good morning boys and girls!”

“Today we have \_\_\_ boys and \_\_\_ girls.”

“Today we are going to \_\_\_\_\_.”

Let the “helper of the day” take it home and read it to his/her parents.

### 3. Pull out the Mystery Bag.

Say, “Last night, as I was driving home from school, I saw a...!” or when I looked in my mailbox, I found a...!” or when I opened my fridge, I found a...!”

► Ask one student to reach into the mystery bag and choose one of the objects. Without pulling it out, ask him to describe it. See if the other children can guess what it is by playing 20 questions (e.g., Is it something we eat? Is it something from the classroom? Is it an animal? Does it have...?)

► Pull out the object and name it.

► Pass the object around and let the students make up a story about the object - one sentence per child. Or, make up a sentence, one word per child.

### 4. Say: “I hear with my little ear, the very first sound in \_\_\_”

**LEVEL B:** “I hear with my little ear, the last (or middle) sound in \_\_\_”

Say: “Yes! Repeat after me: The very first sound in (muffin) is (m)”.

**LEVEL B:** “Yes! Repeat after me: The middle sound in (spoon) is (oo)”.



### 5. Make the action for that sound.

**Level B:** Show them the **Reference Picture** (*Classroom Wall Card* pictures with words to memorize in order to remember the spelling)(e.g., the moon).

### 6. Ask: “Can you find the letter(s) that makes that sound?”

Ask the student to put the object (or picture) on the **Alphabet on a String** using Velcro.

► See if they can find the letter in the *Morning Message*, or in their name.

### 7. Trace the letter (or letters).

Show the students how to print the letter(s) by using “Cue Words” (see *Student Workbook* or page 71 of *Teacher’s Manual*). Say: “On your \_\_\_ mark...!” as if starting a race. Ask the student to trace his finger over the letter on the **Alphabet on a String**, and say the sound at the exact same time.

► Take special care to show students how to print two letters and say ONE sound (e.g. /sh/ or /oo/ or /ar/).

► Have the other students trace the letter in the air, on the floor, or on each other’s backs, saying the sounds at the same time.



► **Saying the sound at the same time as printing it is fundamental** to multisensory learning.

► Use “Cue Words” (see *Student Workbook*) until students can print the letter and say the sound at the same time.

► Give each child a small white board and marker and let them practice. Encourage them to erase their work often so that they get more practice.

## 8. Repeat for the other objects and/or pictures in the Mystery Bag.

Use at least one multi-sensory object. Some things can be in picture form.

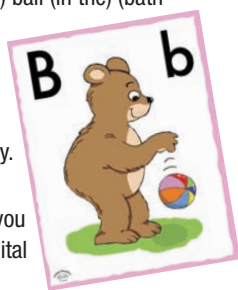
## 9. Sing Songs for Switching Sounds and/or the Alphabet Song.

For each sound, sing a *Song for Switching Sounds* (p. 42 of *Teacher's Manual*). Make up your own versions from other popular songs.

**Level A:** Ask one student (especially the child who needs some help with one-to-one correspondence) to use a pointer and point to the letters on the *Alphabet on a String* while the rest of the class sings along. Be sure to sing only what the student points to! Encourage the student to try to trick his friends by stopping on a letter and waiting.

## 10. Create Sentence Extensions using the character's alliteration (page 132).

For example, for “brown bear bouncing a ball”, add words to make this a complete sentence: “(The) (big) brown bear (was) bouncing a (bowling) ball (in the) (bath-tub).” The sillier, the better.



## 11. Play Mystery Letter Games.

► Hide the letter of the week somewhere in the classroom and let the children find it - usually sometime later in the day. Use colourful electrical tape to make the letter.

► Tell the students to turn around and hide their eyes while you (or another child) turn one of the letters over to show its capital side (or, switch the position of two letters, or, take one letter away altogether). Ask the students to turn back around and guess which letter is different. Then sing the alphabet song this way.

**LEVEL B:** Say, “I’m thinking of a letter that comes after \_\_, & before \_\_.

► Say: “I’m going away on vacation! And in my suitcase, I’m going to pack... (a frog, a fairy, a phone, etc...)” Ask the students what else they think you should pack, and then ask them what the Mystery Letter(s) are (e.g., in this example, talk about the different ways to spell the sound /f/).

**LEVEL B:** Pack things that all have the same middle sound, or last sound.

## 12. Read the weekly Nursery Rhyme(s) on a Language Experience Chart.

► Have one student point while the rest read, and again, stop to trick the others.

► Ask students to listen for rhyming words, and underline them.

► Ask students to find the Sounds of the Week and circle them.

► Discuss new vocabulary thoroughly. Model the use of a dictionary.

► Leave some words blank, and ask LEVEL B students to print the missing word(s). Help them say the sounds in the words at the same time.

## 13. Print the *Spelling of the Week* together on chart paper, or on a chalkboard.

Teach the children how to print the sounds of the week using “Cue Words” (see the *Student Workbook*). Then have a student come up to the chart or the chalkboard and try it 2-3 times (see page 74, Day 1, bullet #2 of the *Teacher's Manual*). Focus on editing.

► Ask them to circle their best letter.

► Ask them what could be better. Let them try again and do one more.

## 14. Do a Sound Walk (throughout the day).

Have students move over the *Sound of the Week* (created in masking tape on the floor in front of the door) and do the corresponding action and sound (e.g., ‘fly’ over the f and say ‘ffffff’).

## 15. Play Musical Sounds.

Print letters and vowel patterns (e.g., “ee”) on foam mats and spread them all over the room. Then play some music and let them dance. When the music stops, have them jump on a letter and say its sound. Ask the students to tell you their sound.

## 16. Play Mystery Words.

Give each child a brown paper bag with a 3-sound object (or picture of an object), and the corresponding letters (e.g. d-o-g), along with 2-3 other letters (p-n,t). Have the students take out the picture, and find the letters that match the spelling of the object.

## 17. Play Sound Swap.

Sit in a large circle. Hand out all of the sounds and spellings learned to date on cue cards (many children will not get a card at first). Have the children hold their cards so that the rest of the circle can see what they have. Put the letters on wide popsicle sticks. Ask a child who does not have a card to say someone else's sound, then walk over and take their card. Then the child who used to be holding the card says someone else's sound, walks over, and takes that card.

## 18. LEVEL A:

**Play Hop the Hoops or Beads in a Bucket** (see p. 51-53 in *Teacher's Manual*).

► Segment and blend the words of the week. After the children get the hang of blending (after you segment), let them try to segment the words. Copy the pictures from the *printing pages of the week* (from the Level B Student Workbook) onto cardstock and cut them up individually. Give the student who is jumping a card (he should not show this card to his mates), and help him segment the sounds. The rest of the class then must blend the sounds and guess the word.

► Sing: "If you think you know this word, shout it out!" (p. 55 in *Teacher's Manual*)



## LEVEL B:

**Play Spelling Sticks** (see p. 61-63 in *Teacher's Manual*).

Use the spellings and words of the week and build words with **Spelling Sticks**. (See *Session Overviews* section in the *Teacher's Manual*)

## 19. Printing page(s).

► Hand out the printing page(s) from the *Student Workbook* (see *10 Steps* on back cover) or from the *Teacher's Manual* (see *Printing Section*), and tell students exactly what they need to do, including **saying the sound at the same time as they print**.

► Once they complete their work in pencil, have them circle their best work with a highlighter. Have them choose one thing that could be better, erase it, and try again.

► Repeat the same printing pages as necessary. **Repetition and practise build mastery!**

## 20. LEVEL A:

**Centres** (see *Centre Strolling* on this *Teacher's Cue Card*).

► After completing their printing page, students may play at centres. This is the time to work with students in small groups, using materials from the centre that they are playing at to help them improve their oral language development, phonemic awareness, phonics, vocabulary, concepts of print, storytelling, and sequencing skills.

## LEVEL B:

**Journal Writing/Guided Reading/Reading Games/Repeated Oral Reading** (P. 68-87 in *Teacher's Manual*)

► After completing their printing pages, students may print in journals or play reading games or work at reading centres while the teacher reads with students individually or in small groups.

► Syllable Sort: Print one word for each of the 6 different types of syllables (see "What is MSL on this *Teacher's Cue Card*"?). Place them on the floor/table. Have students take turns placing *Crazy Cards* (or cards that you make up) under the correct syllable type. Be sure to check their answers!



# Printing Cue Words:

- a: "On your middle mark, make a full circle, let go, over on your middle mark, straight line down."
- b: "On your top mark, straight line down, hold on, go back up the same road and circle around."
- c: "Just below your middle mark, circle up to touch the top line and down to touch the bottom line."
- d: "On your middle mark, make a circle, let go, on your top mark, straight line down."
- e: (This has a very unusual "ready mark" in between the middle line and the bottom line and is just called "**on your "e" mark**") "**On your /e/ mark**, straight across, circle up to touch the middle line, and down to touch the bottom."
- f: "Just below your top mark, circle up to touch the top line, straight line down, cross at the middle."
- g: "On your middle mark, make a circle, let go, on your middle mark, straight line down, keep going and make a hook."
- h: "On your top mark, straight line down, hang on, go back up the same road, bump on the middle line."
- i: "On your middle mark, straight line down, dot"
- j: "On your middle mark, straight line down, keep going and make a hook."
- k: "On your top mark, straight line down, let go, over on your middle mark, go in to kiss on the line, and back out to the ground."
- l: "On your top mark, straight line down."
- m: "On your middle mark, straight line down, hang on, go back up the same road, bump on the middle line, and repeat."
- n: "On your middle mark, straight line down, hang on, go back up the same road, bump on the middle line."
- o: "On your middle mark, make a circle."
- p: "On your middle mark, straight line down, keep going, hang on, go back up the same road, and make a circle."
- q: "On your middle mark, make a circle, let go, over on your middle mark, straight line down, keep going, make a "cute" mark."
- r: "On your middle mark, straight line down, hang on, go back up the same road, bump on the middle line."
- s: "Just below your middle mark, up to touch the top line, snake around to touch the bottom."
- t: (This letter also starts in an unusual place between the top and middle lines) "**On your "t" mark**", straight line down, let go, cross in the middle."
- u: "On your middle mark, straight line down, loop back up, hang on, straight line back down."
- v: "On your middle mark, slide down to the bottom, and climb back up to the middle."
- w: "On your middle mark, slide down to the bottom, climb back up to the middle, and repeat."
- x: "On your middle mark, slide down to the bottom, let go, over on your middle mark, cross down."
- y: "On your middle mark, slide down to the bottom, let go, over on your middle mark, slide down to meet the bottom line, keep going."
- z: "On your middle mark, straight across, slide down to the bottom, straight across."

(see page 73-76 of the *Teacher's Manual* for more printing activity ideas, especially for practice with printing sentences)

