

## Appendix

### CLASSROOM TECHNIQUES

#### When to Give Help

If a child is having difficulty with a word, give him help with the sounds, but not so quickly that he feels rushed or doesn't have time to tackle the word on his own. It is useful to

- (1) ask about the vowel sound;
- (2) ask about the initial sound;
- (3) refer to the Sound Cards  
f is the angry cat;
- (4) repeat the sounds he has worked out,  
s-a-v;
- (5) blend the word partially,  
sa-v;
- (6) blend the word completely if necessary, but draw it out,  
ssavvv.

Always try to let the child himself be the first to give the word its normal pronunciation and experience the accompanying feeling of success. Don't let the other children "help." They will simply supply the whole word and leave him with a feeling of failure.

#### Helping During Oral Reading

All the words in the reading selections are introduced on the board or in the word exercises before the children meet them in stories. However, the children will need to work out many of the words again as they meet them in the stories. This is natural and desirable.

Do not rush the children or tell them the words. If you do, they may feel it is wrong to work out

words while they are reading and may begin to rely upon guessing when they are reading silently, because it is quicker.

Don't worry about speed during the early stages of learning to read. Speed develops naturally as the child's power over words increases and as he becomes familiar with a greater number of words.

#### Avoiding Word-by-Word Reading

When the children have developed a good deal of power over words, teach them the trick of phrasing in natural patterns. The basic principle is for the child to delay pronouncing little words like *the* or *a* or *in the* until he has figured out the big word that is coming. Then he can read the little word with it (*the man, a rooster, in the garden*) without pausing in an unnatural place.

However, don't start this training until the children are ready for it.

#### Developing Grammatical Speech

Many teachers do not try to improve spoken grammar and usage. However, much can be accomplished by using the following technique in a pleasant way after the first few weeks of school:

Whenever a basic error is made, respond first to the content of what the child has said, then repeat the child's whole sentence in correct form, without explanation or reproach, and insist that he repeat it after you. Eventually he will learn to use better speech, mainly to avoid the inconvenience of having to say things twice.

Even if this better speech is at first used only in the classroom, it is a powerful asset.

Only stutterers and children with definite emotional problems should be exempt from this training.

## EXTRA-PRACTICE SESSIONS

Schedule an extra-practice session every day for the five to ten children who need the most help, and use this time to go through fundamentals with these children again and again until they master them. Membership in this group should be a somewhat flexible matter, depending upon the needs of the children at the time. Children who are absent for a while or who transfer into the class may well join this group temporarily until they catch up with the rest of the class.

Work with the extra-practice group while the rest of the class is engaged in individual activities (Workshop). Emphasize the particular areas in which these children need the most help. A number of kinds of activity are suggested below.

1. Review one of the Response-Card drills from an earlier lesson with the extra-practice group.

2. Use the Sound Flash Cards with the extra-practice group. If you find that a game situation adds to their motivation, you may wish to play Tic-tac-toe with Sound Flash Cards at the board with them.

3. Let each child hold or share a copy of the *Word Line Book* and read word lines from earlier lessons directly from it. Have the children also read sentences from earlier lessons in the *Word Line Book*.

4. Children who have not yet mastered the names and shapes of all the letters should be given practice in this area through drill with the Alphabet Flash Cards, through playing the Show-Me Game with Anagrams, and through writing the letters on the board as you name them. Challenge individual children by having them read you the scrambled alphabet on page 103 of the BLUE BOOK. As each child succeeds in mastering the complete alphabet, record the date beside his name on the Progress Chart.

5. Give your extra-practice group dictation at the board, helping each child closely as you see that he needs help.

6. As part of the extra-practice session, let some of the children read aloud words that are not yet underlined in the word lists at the back of their books. Underline words read correctly.

7. During Response Card drills, help these children to qualify on the different groups of Response Cards (after all the sounds in a particular group have been presented), and enter the date on the Progress Chart. No child should qualify on a particular group unless he performs perfectly on both phases of the drill: recognizing the sounds when they are pronounced alone and recognizing them when he hears them within words.

## ALPHABET GAMES AND SOUNDS GAMES

The games described below are a form of drill on letter names and sounds.

## Alphabet Race

Divide the class into two teams, left and right. Have a racer from each team go to a back corner. Show the Alphabet Flash Cards, and call on various children, alternating sides. Each time a child names a letter correctly, his team's racer advances one row of desks. Each time a racer gets to the front, start again with new racers. Keep score on the board.

## Sounds Race

This game follows the same pattern as the Alphabet Race, except Sound Flash Cards are used instead of Alphabet Flash Cards.

## Tic-Tac-Toe

Divide the class into two teams. Sometimes you may want to line the teams up along opposite walls. Arrange the Alphabet Flash Cards along the chalk ledge with the small letters showing. Use only letters that have been taught.

Draw a Tic-tac-toe pattern on the board, and write three of the letters across the top row. Call upon children from one team to name the letters.

If the three children name them correctly, their team says, "Tic-tac-toe, three in a row!" and their team gets a point.

If a child misses a letter, the team does not get a point. Have the child find his card and hold it beneath the missed letter and repeat its name correctly.

Give a new row of letters to the other team. Whenever the Tic-tac-toe pattern is full, erase it and draw another.

Sometimes play Tic-tac-toe with capital letters, and sometimes play it with sounds (using the Sound Flash Cards).

## WORD-BUILDING GAME

For Practicing the Various Spellings of  
ā, ē, ī, ō, and ū

1. Write the following spelling patterns on the board



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with colored chalk, using two or three at a time or, later, using all five at once:

<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
a_e	ee	i_e	o_e	u_e
ai_	ea	_igh	oa_	oo
_ay	_y	_y	_ow	_ew

2. Divide the children into two teams, and have them line up against opposite walls, being sure all can see the board well.

3. Alternating sides, as in a spelling bee, give each child a word from one of the rounds below. After you pronounce the word and use it in a sentence, the child repeats the word, goes to the outline on the board, finds the spelling he needs, and writes the additional letters around it to form his word.

4. If he succeeds, he goes back to his regular place in line.

5. If he misspells the word, he goes to the end of his line, and the next child on the other team gets a chance at his word. (Erase the misspelling promptly, but do not discuss reasons until the other child has tried it.) Those who go to the end of the line automatically get a second chance to succeed later.

6. When all the outlines being used are full of words, erase the added letters, and go through the same round of words again, in a different order.

7. At the end of the game, determine which team wins by asking every child who did not miss a word to raise his hand. (They will all be at the front of their teams.)

### Round 1

<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u> or <u>u</u>
wading	me	wild	no	Ruth
ate	see	ride	home	tune
rain	meat	right	boat	food
say	thirty	my	low	blew

### Round 2

later	he	mind	so	ruler
hate	meet	hide	drove	tube
wait	eat	light	load	fool
way	thirsty	fly	throw	threw

### Round 3

saving	we	find	both	ruling
made	teeth	mile	hole	rude
snail	heat	flight	road	soon
hay	dirty	fry	show	grew

### Round 4

making	she	tiger	most	using
same	feet	wife	mole	fuse
laid	sea	might	goat	moon
may	hurry	sly	slow	few

### Round 5

safer	be	mild	won't	gluing
wave	feed	life	bone	bugle
sail	seat	high	float	too
lay	dizzy	by	flow	new

## SPELLING GAME

### For Practicing Vowel Spellings Other Than

a, e, i, o, and u

#### Rules

1. Divide the children into two teams, and have them line up against opposite walls.

2. Write on the board the vowel spelling which you are going to review. For instance, it is possible to take:

a\_, e\_, i\_, o\_, u\_ together,

all, au\_, aw together,

är, er, ir, ur, wör\_ together,

oi\_, oy, ou\_, ow, öo, ü\_ together.

Use five or six spellings at a time, as indicated above, or use as few as two or three, depending upon the abilities and needs of your class.

3. Pronounce and use in a sentence words with the sounds being reviewed, skipping around from one sound to another.

4. Alternating sides, as in a spelling bee, give each child a word, and have him spell it aloud (or have him write it under the proper heading on the board if you prefer.)

5. A child who misses a word goes to the end of his line (where he gets an extra chance later), and his word goes to the next child on the other team.

6. At the end of the game, determine which team wins by asking every child who did not miss a word to raise his hand. (They will all be at the front of their teams.)

<u>a</u> __	<u>e</u> __	<u>i</u> __	<u>o</u> __	<u>u</u> __
ant	tell	sit	pot	stuff
bank	test	sink	got	stuck
bad	ten	silly	lot	much
candle	leg	win	trot	must
fast	rest	window	clock	but
grab	help	winter	fox	buzz
pat	red	kick	socks	judge
bag	head	stick	locks	jump
dance	heavy	hill	ox	just
fancy	ready	stiff	drop	suck

<u>all</u>	<u>au</u> __	<u>aw</u>
tall	pause	saw
call	Paul	claw
small	cause	lawn
all	because	jaws
fall		
wall		

<u>är</u>	<u>er</u>	<u>ir</u>	<u>ur</u>	<u>wör</u> __
star	her	bird	turn	word
far	older	fir	hurt	world
farm	higher	first	hurry	worth

hard	over	girl	return	work
start	tiger	shirt	surprise	worm
mark	herd	thirsty		
large	serve	dirt		
dark	paper	sir		
barley	speedier	stir		
car	winter			

oi	-oy	ou	ow	oo and u
join	joy	hound	how	good
noise	boy	house	down	stood
noisy	toy	found	brown	wood
soil		round	town	brook
spoil		around	crown	crook
point		out	now	took
pointer		mouse	shower	shook
boil		cloud	flower	look
		thousand		bush
		our		push

### SPECIAL PATTERNS

The following group of words include an irregular spelling of the sounds indicated. Most of these *special pattern words* are introduced systematically during the last ten lessons of *Reading and Writing* to prepare the children for independent reading of library books during the second half of first grade.

#### Before Lesson 46

i	child, mild, wild
	kind, find, mind
ē	either, neither
	honey, monkey, donkey, barley
o	old, hold, cold, scold, sold, bold
oo	who, to, do, two
air	where, there

#### Lesson 46-48

aw	walk, talk, chalk
	caught, taught, naughty, daughter
	ought, thought, bought, brought
	fought
all	all, call, tall, small, ball, fall, wall

#### Lesson 49

er	early, learn
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#### Lesson 51

oo	would, could, should
	pull, full, bull
	put, push, pussy, bush

#### Lesson 52

n	know, knock, knob, knee, kneel, knight, knife
	gnat, gnaw
r	write, wrong, wrap
m	thumb, lamb, comb

#### Lesson 53

er	word, worm, work, world, worth
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#### Lesson 54

sh	musician, physician
	special, patient, addition, subtraction

#### Lesson 55

k	school, stomach, Christmas, echo, ache
f	Philip, elephant, phone, photo

### DIACRITICAL MARKS

#### Purpose of the Diacritical Marks

For indicating pronunciation of irregular words, diacritical marks are preferable to respelling since they do not disturb the normal sequence of the letters.

#### Wall Sound Cards

When you wish to put diacritical marks on a new word to help the children pronounce it, refer to the Wall Sound Cards, because they include all of the diacritical marks required for the first grade. The *breve* is shown only over the *e* in the *ěa* spelling, but it can be used whenever it is required, for example: *gĕve* and *hăve*.

#### Marking Only One of the Vowels in a Vowel Combination

When you are putting diacritical marks over a word that has two or three vowels for one sound, mark only one vowel and explain that the others are silent, for example: *beaŭ·ti·ful*, *bređk*. If there are two syllables, of course, two of the vowels must be marked: *Loŭ·ise*.

#### The Neutral Vowel Sound or One-Dot Vowel Sound

A problem encountered by children when they learn to sound out words independently is the problem of how to pronounce sounds in suffixes and in many unaccented syllables.



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In the word *mountain*, for instance, the *ai* does not have its normal  $\bar{a}$  sound. Instead, it takes on a neutral sound, much like  $\bar{u}$ , made with the mouth relaxed. We refer to this as the *neutral vowel sound* or the *one-dot vowel sound*.

In word study sessions indicate the *one-dot vowel sound* by putting a single dot over the vowel that has this sound: *mountain*, *Boston*, *pounded*, *joyous*, *washable*.

The *one-dot vowel sound* is so common that  $\dot{a}$ ,  $\dot{e}$ , and  $\dot{o}$  are shown on the  $\bar{u}$  Sound Card. Thus you can refer to this Sound Card whenever problems arise with the *neutral vowel sound*.

The single dot is also used to indicate the *u* sound in many common irregular words, as *done*, *some*, and *son*.

### The Spellings ti, ci

The ligature beneath the spellings ti and ci indicates that these spellings say *sh*. These spellings occur in many words borrowed from the French. Teaching the suffix *-tion* with the help of this ligature will help children to remember the order of the *i* and *o*. Draw the ligature routinely beneath any word containing this spelling such as *special*, *initial*, *nation*, etc.

### The Two-Dot Vowel Sounds: $\ddot{a}$ , $\ddot{e}$ , $\ddot{i}$ , $\ddot{u}$

The two dots over or under these vowels indicate a sound different from the long sound, the short sound, or the *one-dot vowel sound*. Most of these sounds are already indicated on the Wall Sound Cards. They are illustrated by the following words:

<i>fäther</i> ,	<i>cär</i>	<i>pärk</i>
<i>äll</i> ,	<i>bäll</i>	<i>caught</i>
<i>police</i> ,	<i>radio</i>	<i>Indian</i>
<i>push</i> ,	<i>bull</i>	<i>butcher</i>

### The Bar as in *s*, *th*, *x*

The bar under the *s*, *th*, and *x* indicates that the sound is voiced, as illustrated by the following words:

<i>please</i> ,	<i>tease</i>	<i>says</i>
<i>this</i> ,	<i>that</i>	<i>breathe</i>
<i>example</i> ,	<i>exact</i>	<i>exist</i>

### The Dot Above the *g*

The dot over the *g* indicates a soft *g* as in *gem*, *giant*, *germ*.

### Ligature *z*

The curved line under the *s* indicates the sound in *measure* and *explosion*.

## DEFINITIONS

### Alphabet Flash Cards

The Alphabet Flash Cards are a set of flash cards with regular letters on one side and capital letters on the other. They are used for teaching letter names and for playing Tic-tac-toe and the Alphabet Race. During Workshop, children match letters by placing plastic letters on top of alphabet cards.

### Alphabet Paper

Alphabet Paper, containing faint alphabets for tracing, is available. Its use is scheduled starting with the fifth Getting-Acquainted session, especially for the slower children who may need to trace for quite a while before they are ready to write independently.

### Alphabet Race

The Alphabet Race is a game for practicing letter names. See Getting-Acquainted Session III.

### Anagrams

In the Open Court program, Anagrams are a set of 26 cardboard squares, 1-3/8" x 1-3/8", each square containing a letter. Each child should have a set and should hold up the proper square when the teacher calls out letter names. Anagrams are also used for letter-matching and for making words during Workshop.

### Blend

In this guide, a *blend* usually refers to the combination of a consonant sound and a vowel sound. This two-sound combination is very important because it is useful in teaching the blending of sounds into words.

### Blending

*Blending* is the process of combining sounds (those on the Sound Cards) into larger units, such as syllables or words. The blending stage of the word-building exercises is a preliminary one, involving only one vowel sound and one consonant sound.

### Consonant

The consonants are the letters of the alphabet other than *a*, *e*, *i*, *o*, and *u*. The letters *y* and *w* function as consonants only when they begin a syllable; they are sometimes called semi-vowels.

### Consonant Blend

A *consonant blend* consists of two or three consonants

sounded together in such a way that the sound of each consonant can be heard (*br, bl, spr*). However, consonant blends, as such, are not taught in the Open Court program.

#### Consonant Digraph

A *consonant digraph* consists of two consonants together that represent a single sound (*sh, th, wh, ch, ng, ck*).

#### Dictation

From Lesson 2 on, the teacher *dictates* sounds, words, and sentences for the children to write. After each unit, the children proofread.

#### Extra-Practice Group

The extra-practice group consists of ten children or fewer who receive extra practice each day with Response Cards, Word Lines, Anagrams, spelling games, etc., while the rest of the class has Workshop. Membership in this group should not be permanent. Each week the teacher should rearrange the grouping to include those who most need extra practice. Children who have been absent should join the group until they catch up. See **Extra-Practice Sessions** in this Appendix.

#### One-Dot Vowel Sound

In Open Court materials, a single dot placed over any vowel indicates that the vowel or vowel combination does not have the clear vowel sound you would expect from its spelling. In accented syllables, (*moth<sup>er</sup>, come*), it indicates the sound of *u*; in unaccented syllables, it indicates a sound rather like *u* or *i*, (*a-way<sup>u</sup>, moun<sup>t</sup>ain, wait<sup>ed</sup>*.)

#### Plastic Letters

The Plastic Letters are fitted over the Alphabet Cards during Workshop as a letter-matching activity.

#### Prefix

See explanation under *root word*.

#### Previewing

*Previewing* is presenting the sounds and sample words for the next day's lesson at the end of the day.

#### Progress Chart

The Progress Chart has a place for each child's name and a column for the regular alphabet, for the capital alphabet, and for each subset of Response Cards. As a child demonstrates that he has mastered all the green Response Cards, for instance, he earns a checkmark (or the day's date, if you prefer) in the green column. The teacher keeps the chart in her desk and notes the areas where each child needs work. By the end of the year,

every child should have earned a checkmark in each column.

#### Proofreading

After any dictation exercise or game, each child should proofread his words or sentences by comparing them with the correct ones (which are written on the board *after* the class has written them on their papers). Each child should circle all mistakes and write the correct form above the circle.

After writing original sentences, normally started about Lesson 28, each child should proofread his own work, by reading each word carefully, thinking about whether he is sure how each is spelled, and looking up any questionable word in the dictionary (Open Court *First Spelling Dictionary*). He should also look for other errors such as poor letter forms, punctuation, omission of words, etc. He circles any mistakes and writes the correct form above the circle.

#### Response Cards

Response Cards are a set of cardboard rectangles, each containing the spelling or spellings for a single sound. Each child should have a set and should hold up the proper card during Response-Card drill when the teacher makes the appropriate sound. Response Cards allow total class participation and are an efficient teaching tool.

#### Root Word

The basic word within a longer word is called the *root*; a *prefix* is an element added to the beginning of the *root*; and a *suffix* is an element added to the end of a *root*. In the word *reminder*, *re* is a *prefix*, *mind* is the *root*, and *er* is a *suffix*.

#### Signal

The vowels *e, i, and y* are referred to as *signals* because they often affect the pronunciation of preceding letters:

- They make a preceding vowel say its name (*diner, fury*) unless there are too many consonants in between (*dinner, furry*).
- They make a preceding *c* say *s* (*lace, lacing, lacy*).
- They make a preceding *g* say *j* (*cage, cagiest, cagy*).

**Sound Flash Cards** Each Sound Flash Card contains a single spelling of some sound. These are used for drill and for the Sounds Race and Tic-tac-toe.

#### Sounds Race

The Sounds Race is a game for practicing sounds.



## APPENDIX

### Special Pattern

Words which contain the same phonetic irregularity, as *walk*, *talk*, *chalk*, are referred to as belonging to the same *special pattern*. See Lesson 46.

### Spelling

Grapheme. The term *spelling* is used because it has more meaning in the classroom. A single sound such as *ā* may have several *spellings*: *a\_e*, *ai\_*, *\_ay* for instance.

### Spelling Game

The Spelling Game gives practice in spelling phonetically-regular words involving vowel sounds other than *a*, *e*, *i*, *o*, and *u*. See Lesson 42.

### Suffix

See explanation under *root word*.

### Syllable

A *syllable* is a sound or a group of sounds said together which makes either a whole word (*fun*) or part of a word (*fun'ny*).

### Tic-Tac-Toe

In this Guide, Tic-tac-toe refers to a game played with Alphabet Cards or with Sound Flash Cards to provide practice in giving letter names or sounds. See Getting Acquainted Session III and Lesson 4.

### Vowel

The *vowel* letters are *a*, *e*, *i*, *o*, *u*, and sometimes *y* and *w*. The *vowel* sounds are represented by these letters or combinations of these letters, often printed in red in Open Court materials. The letters *w* and *gh* are sometimes printed in red when they help to identify a particular vowel sound.

### Vowel Digraph

A *vowel digraph* consists of two vowels together that represent a single sound, either a pure vowel sound like *oo* or *aw* or a diphthong like *ow* or *oi*.

### Wall Sound Cards

Each Open Court Wall Sound Card includes a picture

and spellings for a particular sound. For instance, the spellings *ch* and *\_tch* are presented with a picture of a steam locomotive.

### Whispered Sounds

Whispered sounds are voiceless sounds, like *p*, *t*, *k*, *f*, *s*, *sh*, *ch*, etc.

### Word Lines

The Word Lines introduce necessary vocabulary and are the main tool for teaching blending. They appear in the *Word Line Book* and in the children's books. The teacher uses the *Word Line Book* when she puts these lines on the board each day. She also lets the slow children use the *Word Line Book* directly, for review during extra-practice sessions. Transfer students, too, can use the *Word Line Book* as a valuable help in understanding basic phonics.

### Word Lists

The Word Lists appear on the last pages of the children's books. Each list contains several words from each of four lessons. Each child reads words from these lists to the teacher from time to time. She underlines those read correctly. The child proceeds to the next list only when all the words on the last list have been underlined.

### Word-Matching Game

The Word-Matching Game is meant to be played by the child without supervision during Workshop. The kit includes 15 sets. The number on each set indicates the lesson at which the set may be introduced. See Lesson 10.

### Workshop

Workshop periods are scheduled daily while the slower children have extra-practice sessions with the teacher. During Workshop, each child pursues independent learning activities at his own level. See Getting-Acquainted Session V and the special section on Workshop at the beginning of this Guide.

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**WHERE TO FIND DESCRIPTIONS  
OF THE MOST IMPORTANT TECHNIQUES  
(ALL ON TINTED BACKGROUNDS)**

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### Materials for Learning Sounds

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Tracing Paper	(Lesson 6)	76
Word List Cards	(Lesson 6)	77
Picture Exercise Cards	(Lesson 7)	82
Word-Matching Game	(Lesson 10)	100
Printer's Box with Movable Alphabets	(Lesson 10)	101

### Materials for Building Fluency

Word Line Sentence Cards	(Lesson 5)	70
Story Sequence Cards	(Lesson 9)	94
Fable Sheets	(Lesson 25)	180

### Open Court Storybooks

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<i>Lee Meets a Seal</i>	(Lesson 11)	106
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<i>A Pet for Ben</i>	(Lesson 38)	245

NOTE: All the special materials listed above are included in the Open Court Workshop Kit or the Open Court Workshop Kit Supplement. However, these packages include only one set of Anagrams and Response Cards; you will need a set for each child. They include six copies each of all storybooks; you will need 5 to 30 copies of each, depending on whether you make individual or group use of them.