

The Blended Sound-Sight System

Blends the alphabetic code drills (Phonics—the sounds) with the Sight or Whole Word method. This utilizes the benefits of phonics for decoding and spelling of words with the fluent reading characteristic of whole-word methods.

Blended Sound-Sight is more than just a plan for teaching reading/writing, it is a method of classroom management for individualization which also promotes the Golden Rule

The Goals of the Blended Sound Sight System are to:

1. **Build a Firm Foundation (September)**

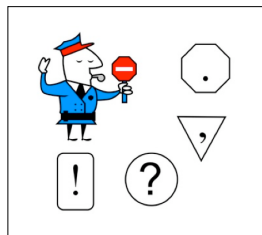
- Family time: learn how we work together
- Build anticipation
- Poetry and Literature to read aloud
 - rhyming
 - comprehension
 - vocabulary
- Class journal with 4-Point Check
- Introduce letters
 - 3 per day if possible
 - Printing with letter sounds
 - Diagraphs and consonant blends
 - Phonetic Farm
 - Activities (demonstrate repeatedly!)
- While introducing individual letters, teach vowel and consonant teams using colors and poetry. Build the Phonetic Farm.
- Intangibles
 - taking turns, patience,
 - quietness, peacemaker
 - Interrupt rule
 - Alternatives to whining/pouting
- Predictable schedule with variety.
- Teach your history, math and geography too!

Ooey Gooey was a worm,
A mighty worm was he.
He stepped upon the
railroad tracks,
The train he did not see!
Oooey Gooey!

4-Point Check



1. Capitals
2. Spacing
3. Punctuation
4. Does it make sense?



The Colors

- green: the squealy e's
- yellow: ow says [o] at the end of words
- black: ck says [k] at the end of a short vowel words
- brown: ow says [ow] in the middle of some words
- purple: ur says [er] in the middle of some words
- blue: ue says [oo] at the end of some words

2. Reinforce The Basics

Three learning center stations are prepared to move students toward independent reading. 30 minutes each day are devoted to the Activity Period.

Activity (October)

For about a month, students engage in activities that the teacher had demonstrated repeatedly during the foundational teaching time.

Foundational teaching in core subjects continues. The teacher continues to add activities as they are taught. Cycle out activities as they are mastered and replace them with new ones.

Set Up:

- Set each activity under a large number.
- Have a place for them to record the activities they have completed.
- Teacher chooses partners wisely
- Demonstrate how to proceed. Prescriptive planning: show them how to go from one thing to another, not causing trouble, not talking. etc.
- Be sure to instruct how to clean up when done.
- Smile when correcting

Discovery (November)

- Build anticipation.
- Move one child who has mastered the activities to the discovery table. Have everyone watch while you show him what to do.
- 30 decks of 10 3x5" cards
 - Words come from books in the library.
 - Some cards might have clues printed on them for ease of decoding.
 - Students mark the words; figure it out.
- Up to 4 children working on decks of discovery cards (no more than that at a time!)
- When students have decoded their ten words, check them with the teacher. Record the deck as completed and work on the next one.
- When discovery words are completed, the student graduates to the library.

Activities Include:

letter sounds (beginning, middle, end)
 vowel teams
 consonant teams
 consonant pairs (pl, st, tr, spl, etc.)
 sequencing pictures
 Main idea
 parts of speech (noun, verb, adjective, preposition)
 compound words
 contractions
 root words, grade appropriate prefix, suffix, etc.

games

books

moon

kitters

fox

seal

rain

tiger

boat

mouse

dishes

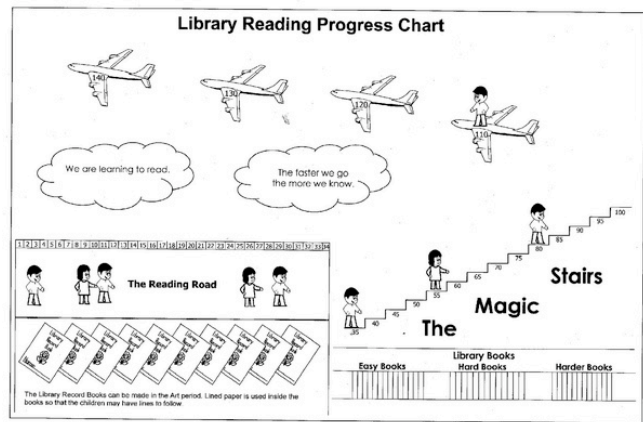
catch

3. To Read Selectively

The Library (January or later)

When a student completes the discovery cards, he is ready for the library. Again, introduce all the children to the library and how it works when this one child gains entrance.

- The library contains three to four sections. Use real books of varied levels. Students will read these during activity time with a partner and then take them home to read.
 - 14 or so easy books at the primer level
 - 13 or so hard books at a slightly harder level
 - 12 or so books at an even harder level
 - More books at a harder level for the advanced students (or send them to the real library!).
- When the book is read, the student copies the title into his library book record notebook.
- Students also note their progress on a wall chart.
 - 34 steps on “The Reading Road”
 - “The Magic Stairs” require five books to go up each step on the way to 100.
 - Airplanes for tens of books to 150 books.
- Keep cycling students from Activities to Discovery to Library until everyone has reached the library (by March or so).



4. Work Independently (February or Later)

The work period begins after the shared library reading time. Children automatically move into the work period when they finish reading their book.

An Agenda is written on the board late in September for Work Time.

- Early Agendas
 - Printing blocks
 - Poetry
 - Coloring
 - Listening Center with book on tape
 - Teacher conference (listen to children read sentence sheets)
- Later Agendas
 - Spelling
 - Story writing

- Teacher's Post Office: a sign and a table
 - teach what the ['s] means (the little thing wagging there is saying "Hey, this is the teacher's!")

5. Evaluation (Ongoing)

Through conferences during Agenda time, teachers evaluate students individually.

Spelling Using *All About Spelling*

Level One

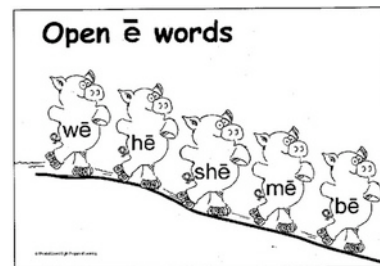
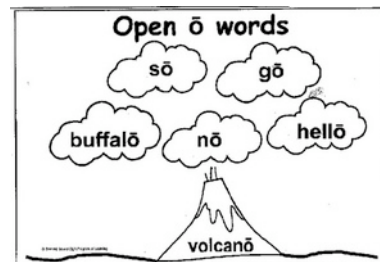
Phonemic Awareness: Segmenting Sounds

Note: segment sounds, not letter names

- Start with first sounds: "What sound do you hear at the beginning of 'Mom'?"
- Continue with end sounds: "What sound do you hear at the end of 'red'?"
- Use tokens to segment words with two sounds where the first sound is easy to "hold" (she, me, zoo, at, on, Ann, knee, we, it, am, etc.).
- Use tokens to segment words with two sounds where the first sound is harder to hear (be, hoe, tea, day, pie, etc.).
- Segment words with three sounds (red, bat, Sam, etc.)
- Identify short vowel sounds.
- Figure out the right vowel to go in the middle:
l__d (lid), m__t (mat), m__d (mud). Also, play to exchange vowels to make other words.

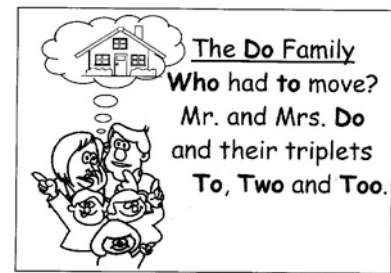
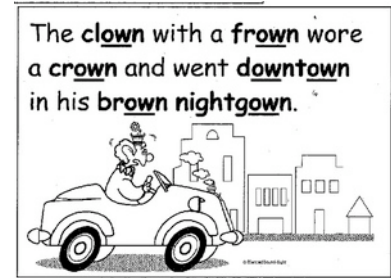
Other Spelling Rules

- General Concepts
 - Alphabetize Tiles
 - Consonants/Vowels
 - Short a, i, o, u, e words
 - Capitals
 - counting syllables
 - compound words
 - plurals (s, es); root words
 - closed and open syllables
- Spelling Rules
 - th, sh, ch (consonant teams)
 - s=z, qu always together, x
 - c or k at the beginning of words
 - ff, ll, ss at the end of words
 - consonant blends beginning and end (milk; flat)
 - ck, ng, nk at the end of words (consonant teams)



Level Two

- General Concepts
 - every syllable has a vowel
 - two closed syllables
 - Division rules (blacktop, comment, hotel)
 - vowel/consonant/e syllable
 - Rule Breakers (been, of, was)
 - vowel team syllable (diphthong)
 - common words (you, your, to, do)
 - No English word ends in j, u, or v
 - r-controlled syllable
- Spelling Rules
 - wh, ee; er, ar, or, ou; oy, oi; aw, au; ow, ou
 - y = i
 - Magic e
 - k with silent e words (bake)
 - 2 sounds for long u (oo, u)
 - i or o followed by two consonants (sometimes long sound)
 - third sound of u (put)
 - soft c (nice, grace); soft g (gem)
 - third sound of a (all, want, water)



Level Three

- General Concepts
 - consonant-l-e syllable
 - Rule breakers: said, one, once
 - homophones
 - consonant suffixes: -s, -ful, -ness, -ly, -ment, -less
 - vowel suffixes: es, -ed, er, -ing, -est, -y, -ish
 - 1-1-1 Rule for doubling consonants with a vowel suffix
 - irregular words
 - contractions
- Spelling Rules
 - ai, ay; ir, ur; oa, ow; oo, ea; igh
 - y = ee
 - change y to i rule
 - drop-the-e rule

