

Table of Contents

Chapter 1. the Developmental Progression of the Child's Grasp	2
Chapter 2. Handwriting	5
Metal Insets: Introduction	6
Physical Considerations for Proper and Improved Handwriting	8
Metal Insets: Presentations	15
Metal Inset Booklets: Introduction	21
Metal Inset Booklets	22
Metal Insets: Extension	23
Tracing Directions	24
Tracing Directions	25
Refinement of Pencil Control	27
Refinement of Pencil Patterns Charts	28
Patterns For Writing.	30
Writing Pattern Charts	31
Sandpaper Letters: as a Handwriting Exercise.	33
Writing in Grain.	35
Writing on the Chalkboard	37
Writing on the Paper	40
Forming Letters	42
Tracing the Child's Name.	44
Creating Margins	46
Clay Tablets	48
Alphabets From Other Cultures	51
Chapter 3. Indirect Preparation for Reading	53
Phonic Three-Part Nomenclature Cards	54
Review: Three-Period Lesson	58
Vocabulary Development	59

Chapter 4. Direct Preparation for Reading	62
Phonics Guide for Teacher	63
“I Spy...” Initial Sounds With Objects or Pictures	67
Sandpaper Letters	71
Sandpaper Letters With Pictures	73
Blending Sounds With Objects or Pictures	77
Chapter 5. Reading (Pink Series)Short Vowel Sounds	81
Moveable Alphabet: Short Vowel Sounds (Pink Series)With Objects or Pictures.	83
Word Labels: Short Vowel Sounds (Pink Series)With Objects (or Pictures)	88
Booklets:Short Vowel Sounds (Pink Series)	93
Word Lists:Short Vowel Sounds (Pink Series)	97
Rhyming Word Labels:Short Vowel Sounds (Pink Series) With Pictures	101
Peek-A-Boo Words: Short Vowel Sounds (Pink Series)	103
Dial-a-Word:Short Vowel Sounds (Pink Series)	105
Chapter 6. Reading (Lilac Series)Sight Words	107
Sight Words:Most Frequently Used Words	108
Word Cards: Sight Words.	113
Materials List	117
Glossary	119
Bibliography	120
Recommended Reading	120
Additional Titles	121

Sandpaper Letters

👤 Age

- 3 to 4 years

🗣️ Language

- sounds the letters make

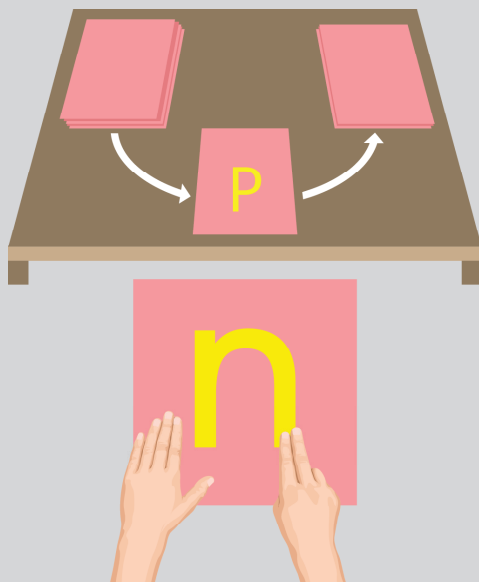
🛠️ Control of Error

- teacher
- the child's auditory and tactile sense

📄 Material

- twenty-one consonant letters in lower case (manuscript) cut from sandpaper or other textured material, mounted on pink masonite
- five vowel letters in lower case (manuscript) cut from sandpaper or other textured material and mounted on blue masonite
- groupings of letters:

- (1) a m n p t (2) e, d, f, r, s (3) i, b, c, h, l
(4) o, g, j, k, w (5) u, qu, v, x, y, z



🎯 Aim

Direct

- develop concentration, order, coordination, independence, and self-esteem
- identify sounds represented in graphic form

Indirect

- prepare for writing and reading

📝 Note

- The presentation of Sandpaper Letters is always an individual activity.

🔄 Variations

Place all the Sandpaper Letters of a group out. Cover the letters with a cloth and remove one letter. Ask the child which sound is missing.

The following presentation is the same as the Sandpaper Letters presentation in Chapter 2: Handwriting. At this stage, however, the sound that the letter makes is introduced.

Presentation

1. Invite the child to work with you.
2. Say, "Let's find the first container of Sandpaper Letters."
3. Remove the Sandpaper Letters, placing them upside down in the upper left corner.
4. Have the child sit in the chair properly as modeled in the Metal Inset work.
5. The teacher sits to the child's dominant hand side.
6. The teacher demonstrates the proper use of the material.
7. Select a Sandpaper Letter and turn the letter up.
8. Place the subdominant hand along the side of the masonite of the Sandpaper Letter to steady the letter.
9. With the dominant hand, indicate the two fingers (index- and middle- fingers) held together.
10. Beginning at the top of the letter, gently trace the shape of the letter with the index and middle fingers, making the sound of the letter.
11. Place the dominant hand in your lap.
12. Release the subdominant hand.
13. Invite the child to trace the letter and make the sound of the letter.
14. Turn the Sandpaper Letter face down, and move it to the upper right corner.
15. When three letters have been introduced, proceed to a three-period lesson.
16. When the child has mastered the preceding three letter sounds, introduce a fourth letter and sound, then proceed to a three-period lesson which includes the two prior sounds.
17. Continue until all five sounds in the group have been mastered.
18. The material may be returned to the shelf when the child is finished.

Sandpaper Letters With Pictures

Age

- 3 to 4 years

Language

- names of the pictures

Control of Error

- teacher
- the child's visual and auditory senses

Material

- Sandpaper Letters
- pictures are organized in the following letter groupings as single picture cards or in flip books:



Aim

Direct

- match the initial sound of a picture to the Sandpaper Letter
- develop concentration, order, coordination, independence, and self-esteem

Indirect

- prepare for writing and reading

1. a m n p t (red)

- /a/ accident, add, Afghan, Africa, alligator, apple, ax
- /m/ mad, map, mail, maracas, men, moose, mop, mud
- /n/ nail, needle, nest, newspaper, nickel, nine, numbers, nut
- /p/ pan, peg, pen, pig, pin, pineapple, pod, pup
- /t/ tag, tambourine, tan, ten, tin, tomato, top, tub

2. e d f r s (blue)

- /e/ eggs, elastic, elbow, elephant, elevator, elk, empty, endocarp
- /d/ deer, desk, dinosaur, dog, doll, donut, door, duck
- /f/ fan, feather, fig, fin, fish, foot, fork, fox
- /r/ rabbit, rag, rake, rat, red, rib, rod, rug
- /s/ sailboat, saw, sod, seal, seven, six, submarine, sun

3. i b c h l (yellow)

- /i/ ibis, igloo, inch, inflate, ill, injury, insect, instruments
- /b/ bag, banana, beater, bed, bib, bud, bun, bus
- /c/ can, cap, carrot, cat, cob, cog, cot, cup
- /h/ ham, hammer, helicopter, hem, hen, hip, hoe, hog
- /l/ ladder, leg, lemon, lid, lion, lips, lobster, log

4. o g j k w (green)

- /o/ obelisk, octagon, octopus, olives, osprey, ostrich, otter, ox
- /g/ gap, garage, gas, gears, goat, gorilla, guitar, gum
- /j/ jack o'lantern, jacks, jam, jeep, jet, jug, juggle, jump
- /k/ kangaroo, keg, key, kid, kitchen, kite, kiwi, koala
- /w/ waffle, wagon, waterfall, wave, web, windmill, window, wing

5. u q u v x y z (orange)

- /u/ udder, ugly, ulna, umbrella, umpire, under, underwear, up
- /qu/ quail, quarter, queen, quilt
- /v/ vase, vegetables, veins, vineyard, violin, vitamins, volcano, vowels
- /x/ xebec, Xenia, xylem, xylophone
- /y/ yak, yam, yarn, yoy
- /z/ zebra, zero, zipper, zither

Presentation

1. Invite the child to work with the initial sound pictures and the Sandpaper Letter which corresponds.
2. Show the child where the initial sound pictures and Sandpaper Letter are located on the shelf.
3. Select the container with the initial sound pictures and Sandpaper Letter and carry them to the table or rug.
4. Place the container in the upper left of the table or rug.
5. Place the Sandpaper Letter in front of the child.
6. Indicate the Sandpaper Letter. Say, "What sound does this letter represent?"
7. Remove one picture at a time or show a picture in the flip book. Name the picture: mop.
8. Trace the Sandpaper Letter and make the sound /m/.
9. Point to the picture. Name the picture (mop), emphasizing the initial sound /m/.
10. Continue in this manner with the remaining pictures.
11. Upon completion, allow the child to review the material by renaming the pictures and tracing the Sandpaper Letter /m/.
12. Return the pictures to the container, selecting the materials from left to right, or place the flip book in the container .
13. Return the material to the shelf.

Presentation 2

1. Continue in this manner with the remaining pictures and Sandpaper Letters in Group 1: /a/, /t/, /n/ and /p/.

Presentation 3

1. Continue with the pictures and Sandpaper Letters in Groups 2 through 5.