

Teach Your Child **TO READ**

The Easy Step by Step Guide for
Parents and Teachers

A photograph of a woman with long dark hair, wearing a yellow sweater, sitting and reading a book to a young child. The child is wearing a striped shirt and patterned pants. The scene is set against a plain, light-colored background.

Language
Development 3

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Language Development 3:

The Pink Level.

Pink Level

This is the first level where a child learns to blend and start reading, three-letter phonic words. Here is a suggested word list for this level:

Pink Series a

ant, bag, cab, cat, fan, man, map, pan, rat, van.

Pink Series e

bed, egg, hen, jet, net, peg, pen, pet, web.

Pink Series i

kid, pig, lid, six, bib, wig, zip.

Pink Series o

box, dog, fox, hog, log, mop, ox, pot, top.

Pink Series u

bug, bun, bus, cub, cup, gum, jug, rug, sun.

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This level consist of five boxes, reading lists which used in parallel with the boxes, sight words, phrase strips, sentence strips, pink level reading books, and the early grammar series, consisting of Noun box 1 and Verb box 1

Pink Box 1 Objects and Large Moveable Alphabet (LMA) also known as the Moveable Alphabet Box



Materials:

- A pink box containing 6 small objects representing three letter phonic words
- Large Moveable Alphabet
- Floor mat

Objectives

- To practice forming three-phonetic words independently
- To show that sounds blended together form words
- To prepare for reading and writing

Presentation

- Show the child the materials on shelf collect and set up on floor mat
- Set up the LMA and place the box with the lid underneath it just below the LMA on the right hand corner
- Take one object at a time, place it in front of the child and say, for example, “This is a hen.”
- Ask “What is the first sound in hen?” emphasize the first sound. Child should respond by sounding the first letter. Encourage the child to take the letter from the LMA and place it beside the object
- Ask, “What is the last sound in hen?” emphasize the sound and the child should respond by sounding the last letter and pick this up from the LMA. Direct the child to place the letter beside the first letter leaving a space for the sound in between.
- Ask, “What is the middle sound in hen?”, emphasize the middle sound the child should respond by sounding and picking out the letter from the LMA box, and places it in between the h and the n.
- Repeat the above exercise with all the objects.
- When completed invite the child to go through all the objects again by asking the child “What is this?”

If the child spells the words incorrectly, ask the child to name the object and listen attentively the problem may stem from mispronouncing the word.

Do not ask the child to read the words as this is a word building and not a reading exercise. You may blend the sounds and read the words when the child is working independently.

Pink Box 2 Pictures with LMA



Materials:

- A pink box containing 6 pictures representing three-letter phonic words
- Large Moveable Alphabet box
- A floor mat

Objectives:

- To practice building three-letter phonic words
- To prepare for reading and writing.

Presentation

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- Invite the child to setup the LMA and place the box with the lid underneath it, just below the LMA on the right hand corner.
- Select 3 picture cards, taking one card at a time place it on the mat in front of the child and name it at the same time. Arrange the cards in a row one below the other
- Point to a picture and ask the child to name it. The child will say “This is a bat” for example
- Ask, “What is the first sound in Bat?”
- Get the child to pick out the letter and build the word with the LMA letters, as done in the previous pink box activity.
- Let child continue to work on building the words through the sounds he hears.
- Complete work cycle by returning the materials to their place once child has finished with the activity.

It is important to have a good collection of picture boxes for the classroom to provide variety and to enable all the children to get access to the material and be able to work on the exercises whenever they want.

Pink Box 3 Objects and words



Materials:

- A pink box containing 6 objects representing three-letter phonic words
- 6 reading cards with the corresponding words to the objects
- A Tablemate

Objectives

- To introduce the first reading cards
- To provide practice in sounding and blending sounds to read words

Control of Error

The child will realize mismatch error, as there are the same number of objects and reading cards.

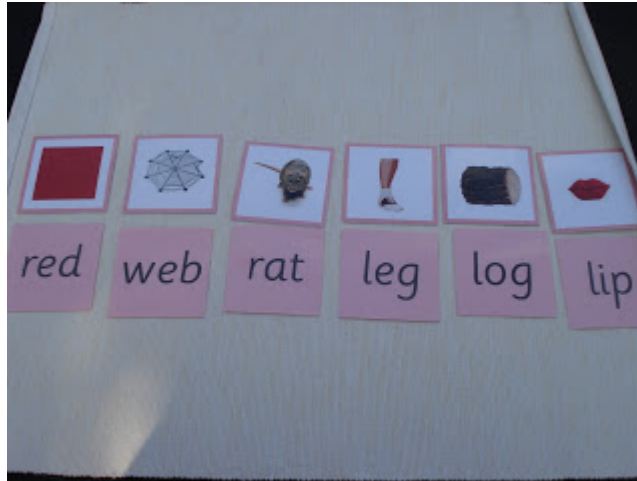
Presentation

- Show child where materials are kept on shelf, carry to the work station and set it up
- Place the box with the lid underneath the box on the right hand corner of the mat. Take out the object one at a time, lay it down and name the object, placing them in a horizontal line
- Place the word cards in a stack, take first card place in front of child and slowly sound out the words on card, then do it quicker.
- Ask child to place the word card below the respective object. Repeat for all the word cards, assisting the child where necessary
- Complete the work cycle and child can repeat exercise as and when he wants.

Have several boxes at this level to provide more opportunity to practice.

Pink Box 4 Pictures and Words

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Materials:

- A pink box containing six pictures or six pictures mounted on pink cards representing three-letter phonic words
- Six reading cards with corresponding words to the pictures.
- A tablemat

Objectives

- To practice reading three-letter phonic words
- Enrich reading vocabulary

Control of Error

The same number of pictures and reading cards are in the box- a mismatch would reveal any mistakes made.

Presentation:

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- Take the materials needed from the shelf and show child how to carry them to the workstation.
- Place the box with the lid underneath the box on the right hand corner of the mat.
- Take out 3 picture cards one at a time, name each picture and lay them in a horizontal line.
- Take the word cards, making sure none are upside down and put them in a neat stack.
- Take one card and place it in front of the child and ask the child to sound the letters, encourage the child to do it a bit quicker and blending them.
- Ask “What does it sound like?” The child will respond with the right word or if not give the word. And invite the child to place the word card below the right picture.
- Repeat this process for all the word cards, assisting the child when needed
- Complete the work cycle by returning all materials to their proper place on the shelf

Have several boxes at this level to provide more opportunities for the child to read.

Pink Box 5 Secret Box or Mystery Box

Materials:

A pink box containing pieces of paper, folded twice, each with a three-letter phonic words which are not nouns previously used in the reading boxes.(use structure words such as : and, on, in, not, but, up, it, had, did, get, got, at, lot)



Objectives

- To practice reading three-letter phonic words
- To develop the ability to read silently.

Control of Error

The child is encouraged to read the words from this level box by himself.

Presentation

- Show the child where the box is kept on the shelf and bring material to the workstation
- Place the box with the lid underneath the box in front of the child.
- Introduce the box by saying very quietly, “The words in the box are secret words. Don’t let anybody hear this”
- Then take one piece of paper in the box, unfold it and read it silently. Refold the paper and put it aside.
- Then invite the child to read the rest of the secret words in the box.
- When the child has read the word to himself, you may verify the words by asking the child to whisper in your ears the words that the child has read.
- Complete the work cycle by returning the box to its place on the shelf.

The child may repeat the exercise whenever he wishes and should be encouraged to ask if he cannot sound out the word by himself.

Pink Word List

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Materials:

- Use words different from those in the pink boxes in the child's speaking vocabulary. Each list should have six words, they may be words with a single middle vowel repeated, or an initial or final sound repeated, some list should have a mixture of three-letter words.
- Example words: cat, hat, fat, ran, bad, sat, van, tap, at, had.

Objectives

To extend reading practice and reading vocabulary

Presentation

- Show the child where the Pink Reading list box is kept, pick a list from the box and bring it to the workstation
- Introduce the word list to the child and explain that the words on a list are read by starting at the top.
- Place the reading list in front of the child and point to the first letter on the top of the list. Invite the child to sound out the letter.
- Point at the word and invite the child to read. Remind the child to blend quietly and then to read out aloud.
- Complete the work cycle by returning the reading list to its proper place on the shelf.

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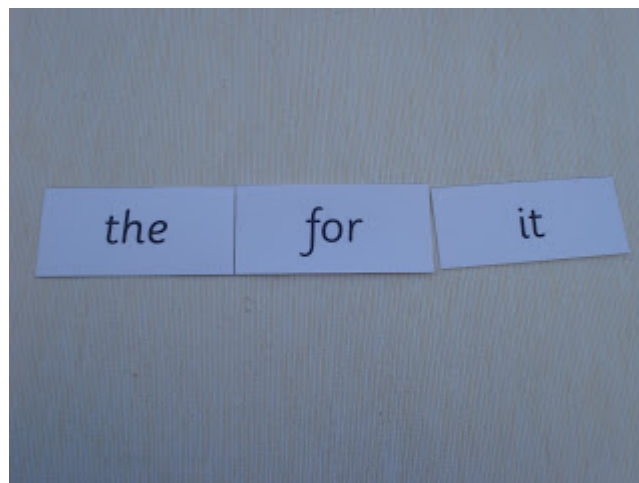
The child should be encouraged to work on the lists whenever he wishes. Make sure that all words on list can be sounded out phonetically and resist over correcting the child.

Pink Sight Words

Sight Words are words that cannot be sounded out and must be learned through sight recognition.

Materials:

White flash cards, bordered in pink (introduce words that are needed to complete phrases and sentences). Such words are: a, is, the, as, to, of, his, has, and, then, he, be, she, her, for, go, I, no, for, it, ... etc.



Objectives:

To introduce sight words

Presentation:

- Show the child where the Pink Sight Words are kept on the shelf and bring to the workstation
- Select two or three flashcards with words that will be introduced in phrases for later activities.
- Use the Three Period Lesson to introduce the words to the child
- 1st period: "This is ..., ..., ..."
- 2nd period: "Show me ..." (shuffle the cards and place on table)
- 3rd period: "What word is this?" (start from the last one shown in the 2nd period)
- Complete the work cycle by returning the cards to their proper place on the shelf.

Encourage the child to repeat the exercises on his own. He should be able to recognize these new words within phrases and sentences later on.

The Pink Phrase Strips

Materials:

- Six Pink Reading Strips, each with a picture and a phrase. The words are three-letter phonic words and some sight words with no capital letters.
- Example phrases: a fat cat, the red hen, a sad dog, a bad fox, a hot mug, a red bus.



Objectives:

- To practice reading a series of words for meaning
- To encourage left-to-right directionality
- To develop reading fluency
- To practice reading sight words

Presentation

- Show the child where the materials are kept on the shelf and take them to the workstation
- Select on strip and place it in front of the child.
- Point to the first word and remind the child about the sight words he has done.
- Encourage the child to read the word as you point to it in the phrase one by one.
- Reread the whole phrase for fluency and meaning
- The child may read another strip if he wants to.
- Complete the work cycle by returning the materials to their proper place. Encourage the child to work on the stripes reading them whenever he wishes

If the child finds a word difficult and does not recognize it, ask him to first sound out each letter, then blend and then read. Encourage the child to reread the phrase for fluency and meaning. The child can correct his mistakes as he does not expect to read a word that cannot be sounded phonetically except for the sight words.

Provide a variety of phrase stripes on the shelf, place them separately on the shelf not stacked in a box, so as to attract the children to it. Change them frequently.

Capital Letters

In order for the child to progress further in reading, he will need to recognize the capital letters.

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Materials:

- The lower case letters cards joined together into 2 strips
- 26 cards of the upper case letters.
- 2 floor mats



Objectives:

- To teach the upper case letters
- To match the upper case letters with the lower case letters

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Presentation:

- Show the child where the materials are kept on the shelf and take them to the workstation
- Tell the child that the letters they have learnt with the sandpaper letters are small letters (or lower case letters)
- Explain that we also have Capital letters that we must use in certain words
- Lay out the lower case letter strips and give the child the capital letter cards
- Ask him to match the cards. If he cannot match a card he should put it at the back of the pack.
- Usually a child will match 60% of the letters without help
- Once he has finished simply show him where the other letters go
- Repeat the activity until the child can match up all the letters
- You may also get the child to match up the LMA and the sandpaper letters to the capital letters
- Complete the cycle by returning the materials to their proper place.

Pink Sentence Strips



Materials:

Six pink sentence strips. Each sentence strip has a picture on the left and only three-letter phonic words and sight words are used. Capitals and punctuation is introduced.

Objectives:

- To increase the child's understanding of what is read.
- To reinforce left-to-right directionality
- To promote reading fluently
- To introduce structure of simple sentences.

Presentation:

- Show the child where the material is kept on the shelf and take to the workstation
- Select a strip and place it in front of the child
- Point to the first word and remind the child about the sight words he has learnt.
- Explain about capital letters and full stops, "A sentence always begins with a capital letter and ends with a full stop"
- Encourage the child to read the whole sentence, blending the sounds for unfamiliar words. Reread the whole sentence for fluency and meaning.
- Get the child to read another stripe if he wants to.
- Complete the work cycle by returning all materials to their proper places on the shelf

Leave a variety of Sentence stripes on the shelf for the child to work on. Place them separately to attract the child do not stack and change frequently.

Pink Level Reading Book

Material:

- Simple reading book, colour-coded pink, with eight pages. Pictures are on the left and the text describing the picture is on the right.
- Book contains three-letter phonic words and sight words. Capital letters and punctuation are used appropriately.

Objectives

- To develop reading skills
- To extend reading vocabulary
- To provide meaningful reading experiences

Presentation:

- Show child where the books are kept on the shelf and take book to workstation
- Encourage the child to read the storybook aloud, blending the sounds for unfamiliar words.
- The child may read another book if he so wishes
- Complete the work cycle by returning the books to their proper place on the shelf