ANIMATED-LITERACY™ INTRODUCTION, NEW PRODUCTS, AND GRADE LEVEL RECOMMENDATIONS

Jj

Gg

Jenny Jaguar juggles jelly jars

ir
ur
er

Whirling Irving turns his scooter in circles

Now Available: Item #1S

The Picture Book Of Animated-Literacy™ Stories, Sounds, & Songs
(274 pages, includes illustrated versions of the 45 Animated-Alphabet™ Stories, 11.5 X 8 inches)

o-e **Old Joe Crow** **oa** **oe**

ow

When Old Joe Crow was a young crow, he boasted that he could soar faster and farther than any other crow in the forest of oak trees where he lived. Because Joe was the fastest crow, he was given the honor of living on a throne at the top of the tallest oak tree.

1

As Joe grew older, his flying slowed, he lost his throne, and he had to make his home on the lowest branch of the oak tree. Just to make things worse, the younger crows started calling him "Slow Joe Crow!"

Joe still wanted to be the best at something, and he liked showing-off, so Joe decided to find something else that he could do better than any other crow.

2

One cold snowy morning, Joe noticed a tiny rowboat floating in the water under the old oak tree. This gave him an idea. Every night while the other crows slept, Joe practiced pulling on the rowboat's oars with long strokes and loud groans as he rowed the boat up and down the stream.

3

After learning to row, Joe took his boat out one morning and began to crow the song, "Row, Row, Row Your Boat," as he rowed gently down the stream.

When the other crows heard Joe's rowing song, they floated down from the sky to watch Joe row. Now Old Joe Crow is the only crow who knows how to row and each day Joe rows his boat and crows his song while the younger crows soar happily overhead.
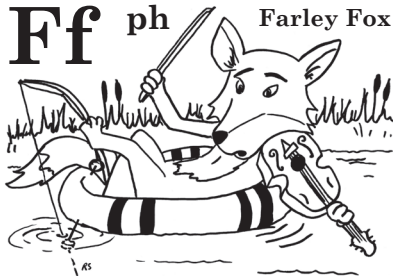
4

The Picture Book Of Animated-Literacy™ Stories, Sounds, & Songs (274 pages)

The Picture Book Of AL Stories, Sounds, & songs includes 6 illustrated pages for each of the 45 Animated-Alphabet™ characters. The first 4 pages provide an illustrated version of each story. Page 5 for each character describes the gesture that is used to represent the character's sound. Page 5 also includes a song for sound play and blending activities. The 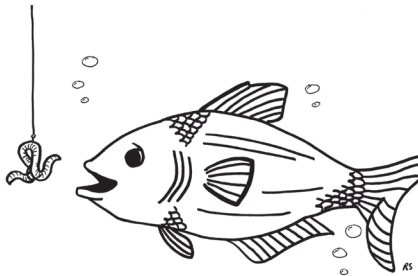verses for the songs at the bottom of page 5 are samples. After singing each sample verse, the teacher and the students should use the sample as a model to follow in order to make up more verses for sound play and language development. Page 6 for each character presents the character's song.

Teachers can read the illustrated stories aloud when introducing each character and sound and then copy, laminate, and place the story in the classroom library.
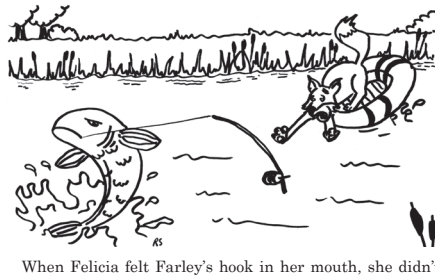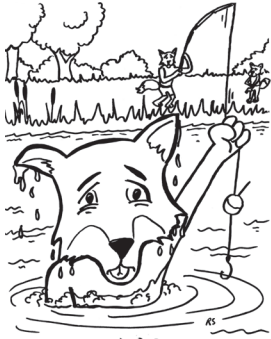

Ff ph   Farley Fox

Farley is a fox who likes to show off for his family and friends by fishing with his back feet while he plays a fancy tune on his fiddle with his front feet.

One fine Friday afternoon, Farley Fox was floating on his raft, fishing for food, and playing a flashy tune on his fiddle when Felicia Fish bit into Farley's sharp fishing hook.

When Felicia felt Farley's hook in her mouth, she didn't think it was funny. Felicia Fish flipped and flopped so furiously that she pulled Farley off his raft and into the foamy water. Then Felicia frolicked away to join her friends.

Farley Fox was left feeling quite embarrassed, for instead of using his fishing pole to fetch food for his furry family of foxes, Farley's family had to use his fishing pole to fetch Farley Fox from the frothy sea of foam.

Ff ph

Farley Fox's Gesture:
When you see Farley Fox or the letter "F," think of fishing, pretend to reel in a big fish, and say Farley Fox's sound.

Sing "Are You Sleeping" with Farley Fox's sound and gesture.
Are you fishing? Are you fishing,
Farley Fox, Farley Fox?
Farley's cows are saying, Farely's cows are saying,
"Foo, foo, foo, foo, foo, foo."
*Replace the "M" in "moo" with "F" to form the sound of Farley Fox's cows.

Ff ph

Farley Fox's Song
Tune: "Polly, Wolly, Doodle"

Farley fished for food
and he fiddled for fun.
Sing, "Watch me fiddle
when I'm fetching fish.
For I'm the finest fisherman."
Sing, "Watch me fiddle
when I'm fetching fish."

Fare thee well, Farley Fox.
Give Farley Fox an "F."
For his family had to fetch him
when he fell into the foam.
Sing, "Watch me fiddle
when I'm fetching fish."

## Mini Books of Animated-Alphabet™ Stories, Sounds, and Songs (72 pages)

The "Mini Book" of Animated-Alphabet™ Stories, Sounds, & Songs provides an inexpensive and effective set of materials to send home so that parents can reinforce the written and oral language development that takes place at school. As each alphabet character and story is introduced in school, the character's mini book can be sent home. The mini book includes one and a half pages for each alphabet character. Each character's story is on a single page that is divided into 4 sections. The sections are numbered 1 through 4. An additional half page for each character presents the character's sound and song. The character's gesture is on page 5 and the character's song is on page 6. Page 5 also includes a song for sound play and blending activities.

The Animated-Literacy™ *Story Sequence Cards For Retelling Activities* (printed on card stock, each card is 4.5 x 3.25 inches)

The AL Story Sequence Cards include 4 illustrated cards for each of the 45 Animated-Alphabet™ stories. After reading and discussing a story, the set of 4 sequence cards can be mixed up and handed to a student. The student can then place the cards in the correct sequence and use the pictures to aid in the retelling of the character's story.

Ff ph   Farley Fox

Grouchy Owl & Brown Mouse
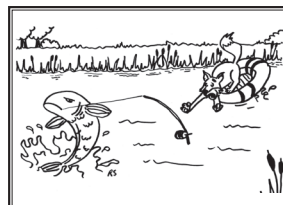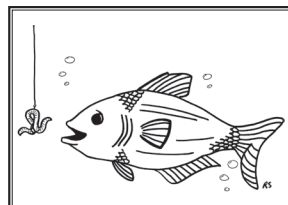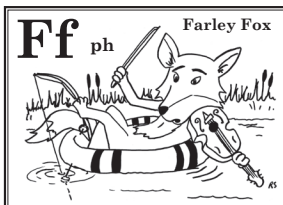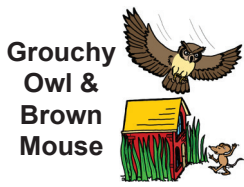
Introduction To Animated-Literacy™
Using Reading, Language, And Brain Research
To Develop Early Reading, Writing, & Language Skills

Polly Panda

Animated-Literacy™ is a highly motivating, multisensory approach to beginning reading, writing, and oral language instruction that moves students from the earliest stages of literacy to fluency and independence in reading and writing at a third-grade level. Research cited by the U.S. Department of Education and The Common Core validates the need for instruction in foundational skills including phonological awareness, phonics, vocabulary, comprehension, and fluency. Animated-Literacy™ provides explicit, systematic instruction in foundational skills while also incorporating 30 years of program research and development with recent research in language acquisition and brain research on memory, movement, emotion, motivation, and creativity. Note: In 2002, The American Speech, Language, & Hearing Association (ASHA) recommended Animated-Literacy™ to the U.S. Department of Education as a model program for the development of early literacy.

Phonological Awareness

We all remember things best when we move our muscles and stimulate our emotions. How many of us can learn to ride a bike, put it away for 20 years, and still ride it on our first attempt? The recent discovery of "mirror neurons" has helped us understand why it is critical for young children to use gestures and imitate the actions of adults in a language rich environment in order to develop both language skills and emotional security. This process begins at birth when a baby copies an adult sticking out his/her tongue and continues throughout life with increasingly meaningful and complex actions and interactions.

Animated-Literacy™ connects the sounds of language to gestures that are introduced through stories and songs about 45 Animated-Alphabet™ Characters. The songs and stories are rich in emotion, movement, and vocabulary. Here students gesture *painting* with *Polly Panda* while producing the sound of "P," *point up* to *Uncle Upton* umpiring a baseball game while hanging upside down in his umbrella tree for the sound of short "U," and *turn* a steering wheel in circles with *Irving Turtle* for the sound of "UR." As each character is introduced, teachers are encouraged to read related high quality literature and informational text to the class. A list of suggested books and topics is provided to accompany each Animated-Alphabet™ Character and sound.

As each sound and gesture is introduced, students learn to substitute it for a sound in a key word in a pattern song, blend it with other sounds, and create new song verses. Example: When the sound of "P" is introduced, it is substituted for the "D" in the bell tones in *Are You Sleeping* and the students sing *"Ping, pong ping"* in place of *"Ding, Dong, Ding."* Five songs are included in Animated-Literacy™ for sound substitution and manipulation activities. Note: The *2007 Dissertation Of The Year Award* from *The International Reading Association* was presented to Wendy Donnell for her study of multisensory vowel instruction using the vowel characters and gestures from Animated-Literacy™.

Phonics, Word Recognition, & Comprehension

When babies move from cooing and babbling to producing their first words, they speak in one word sentences that are frequently formed with labels. Animated-Literacy™ moves to the one word stage of written language development as soon as two sounds and gestures have been introduced. Once the sounds of "P" and "U" have been taught, students learn to connect the sounds to letters in order to draw and label a pup. Guided drawing and labeling lessons are provided beginning with pup and continuing with the introduction of each new sound. Lists of books and topics for shared reading are provided for each drawing and labeling lesson. Through the process of drawing and labeling, students learn to connect both meaning and visual imagery to each new word and to access their prior knowledge and experiences that relate to the picture. *The Story, Song, & Action Book* includes 40 drawing and labeling lessons. *The Draw to Read And Write Book* revisits these lessons and moves on to provide a total of 150 lessons for drawing and labeling.

Each beginning drawing lesson includes a mixed-up sentence puzzle that introduces high-frequency words in association with decodable words from the drawing lessons. After learning to draw and label a pup, students practice manipulating and sequencing words to form the sentence, "The pup is up." Just as with oral language development, students will usually remember the meaningful words "up" and "pup" before they can recognize "the" and "is." This early exposure to high-frequency words in context with labels that are high in meaning and emotion helps pave the way for later high-frequency word recognition, fluency, and comprehension.
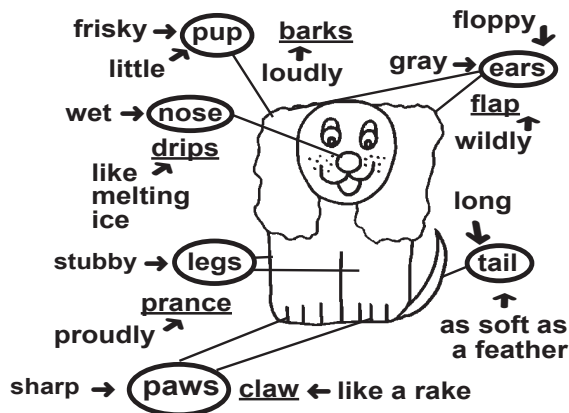
DRAWING STEPS & STUDENT SAMPLES
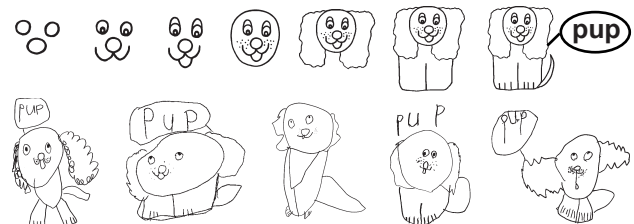
Advanced Labeling & Vocabulary Development

As soon as students become successful at drawing and labeling pictures with one word, they begin to label the parts of each picture. This process provides many opportunities for teaching encoding, decoding, and word recognition while continuing to reinforce visualization and comprehension.

When learning to speak, toddlers move from one word speech to phrases once they can produce about 50 spoken words. Animated-Literacy™ follows this same progression. As soon as students have experienced success at reading and writing single word labels, they begin forming phrases by using adjectives, verbs, and adverbs to describe their drawings and name actions that the objects depicted in their drawings might perform. Vocabulary charts are formed from a list of specialized books that is provided in *The Draw To Read And Write Book*. After reading a book to the class, charts of selected vocabulary words from the book can be displayed and used in the labeling process. At first this is a teacher led activity. As decoding and word recognition skills increase, the students use the charts independently and create their own charts from books they are reading.

SAMPLE OF ADVANCED LABELING

frisky → pup barks floppy
little loudly gray → ears
wet → nose flap
drips wildly
like melting ice long
stubby → legs tail
prance as soft as a feather
proudly
sharp → paws claw ← like a rake

Word Manipulation & Comprehension

A common attribute of poor readers is the failure to detect conflicts that cause a sentence to not make sense. In the pattern song component of Animated-Literacy™, students replace a key word in a song with the name of an object that they have learned to draw and label. They then sing the song using the new word in place of the original word. When they find that something in the song no longer makes sense, they use their natural tattling abilities to point out the error. Example: When "pup" replaces the word, "bus," in the song *Wheels On The Bus*, students are quick to point out that pups do not have wheels. The students then choose words that name the parts of a pup to replace wheels and new song verses are created.

The Book Of Pattern Reading, Writing, And Singing Activities presents 40 pattern songs that can be rewritten over and over again using the word substitution process. In the easiest set of songs, students replace just nouns to form new verses. As the process continues, they begin substituting for adjectives, verbs, prepositions, and pronouns in sets of songs that are provided for each type of substitution. This process of substituting words, editing for grammar and meaning, and rewriting songs increases comprehension and vocabulary development while also exposing students to a wide variety of sentence forms. The same process can be used to rewrite sentences from the students' favorite books.

Fluency

Research cited in the *Report Of The National Reading Panel* suggests that fluency comes largely from rereading familiar material with teacher guidance. The drawing and labeling activities and the pattern songs provided in Animated-Literacy™ can be read, reread, and revised as many times as needed to produce fluency. Two workbooks of activities for reinforcing this process are available to accompany the lessons in the program. These activities are in addition to the rereading of favorite children's books.

Cost, Sustainability, & Flexibility

Beginning reading programs are often one of the school's most expensive investments. With budgets falling, schools must not only consider the initial investment in a program but also what it takes to maintain the program from year to year. Both the initial cost and continuing costs for Animated-Literacy™ are very low. The program has the flexibility to be used as a supplement to any existing program as well as the ability to provide the skills component and structure required to work with a literature based curriculum.

Lesson Plans & Teacher Support

The Animated-Alphabet™ Story, Song, And Action Book provides explicit, detailed, easy to follow lesson plans that guide teachers through each phase and element of the program. Following the 91 basic lessons, 91 review lessons are provided. Each lesson can take one or more days to complete. Because the review lessons include more materials than can be completed in one lesson, they can be revisited as often and as many times as necessary to achieve fluency and independence in reading and writing.

Training

Workshops and training sessions for any size group can be scheduled for a reasonable fee by contacting J. Stone Creations by phone (619-465-8278) or by e-mail (jstoneal@yahoo.com).

Introducing The Basic Components Of Animated-Literacy™

The Animated-Alphabet™ Story, Song, And Action Book (354 pages + 1 audio CD)

The Animated-Alphabet™ Story, Song, And Action Book includes research and instructions for implementing Animated-Literacy™ instruction. This handbook includes 91 detailed lesson plans and 91 review/extension lessons that introduce and reinforce each of the 45 Animated-Alphabet™ characters and their sounds. Each lesson includes (a) questions that help the students access prior knowledge related to the topics introduced in the lesson, (b) a list of related literature and informational text to accompany each lesson, (c) a complete story for each alphabet character, (d) a gesture for each character's sound (e) a song for each alphabet character, and (f) phonological awareness activities to reinforce each character's sound. Beginning with lesson 4, a drawing and labeling lesson is included after the introduction of each sound and gesture. The drawing and labeling lessons help students connect letters and letter patterns to sounds while providing activities that reinforce decoding, vocabulary, and word recognition skills. Each of the 42 drawing and labeling lessons includes a mixed-up sentence puzzle that combines labels from the drawing lesson with high frequency words. Sample Alphabet Character Lesson:

Lesson Plan #2: Introducing Polly Panda

Polly Panda's Story

In far off China, there once lived a panda named Polly. Polly Panda wanted to go to preschool, but school was too far away for her to walk or to go by car or bus. A pilot offered to fly Polly to school in his airplane, but when they arrived, there was no place for the plane to land. So Polly Panda parachuted onto the playground of Penelope's Prim And Proper Preschool where she joined all of the other children for their first day of school.

When the parents at the preschool discovered that Polly Panda was quite a professional painter, they emptied their piggy banks and paraded to school with pennies in their pockets to purchase Polly's pretty pictures.

Polly soon ran out of paper to paint on, so the parents brought pants with puffy pockets, back packs and polka dotted purses, pepperoni pizza pans, paper plates, packages filled with presents, prickly toy porcupines, and toy puppies, parrots, pigs, and penguins for Polly to decorate with her pink and purple paint.

Polly Panda's paintings soon became so popular that she couldn't paint fast enough to please all of the parents. Polly solved her problem when she went to a baseball game and she discovered that popular players often please people by printing their names with colorful pens and pencils. Now Polly autographs the things parents bring to her by painting a perfect pink or purple "P" on each item and everyone is happy.

Steps For Introducing Polly Panda
Step #1: Review *Are You Sleeping* from lesson #1 and sing several verses for sound play.
Step #2: Access Related Prior Knowledge
Ask the students to meet with a partner to discuss one or more of the following topics:
A. Describe how you traveled to school today.
B. Tell about your favorite thing to do in school.
C. Tell about your favorite color.
D. Tell about sports you like to watch or play.
E. Tell about something that you have done to make another person or a pet happy.

After the students have met with a partner, ask at least two students to tell the name of their partner and what their partner said. If a child forgets, have the partner whisper the answer in the student's ear and then have the child tell the group what his/her partner said.
Step #3: Related Read-Aloud
Read aloud and discuss one or more books related to the concepts in Polly Panda's story (school, painting, colors, baseball, autographs, pleasing others, forms of transportation, pandas).
Suggested Book Titles To Read Aloud:
Spot Goes To School by Eric Hill
My First Day At Nursery School by Becky Edwards
I Love School! by Philemon Sturges
My First Day Of School by P.K. Hallinan
The Night Before Kindergarten by Natasha Wing
The Night Before 1st Grade by Natasha Wing
The Twelve Days Of Kindergarten by Deborah Rose
This Is The Way We Go To School by E. Baer
Panda Bear, Panda Bear . . . by Bill Martin Jr.
Panda Goes To School by Tara Jayne Morrow
Wheels On The Bus by Maryann Kovalske
Flying by Gail Gibbons
First Flight by David McPhail
Mouse Paint by Walsh, *Emma* by Wendy Kesselman
Liang And The Magic Paint Brush by Demi
Legend Of The Indian Paint Brush by Tomie de Paola
Porcupining, A Prickly Love Story by Lisa Wheeler
Giant Pandas by Patricia Martin

Step #4: Read or Tell Polly Panda's Story
(When telling, the story can be shortened or expanded.)
Step #5: Introduce Polly's Sound & Gesture
When you see Polly Panda or the letter "P," think of **painting**, pretend to hold a paper in one hand, use your other hand to paint with up and down strokes, and say Polly's sound.
Step #6: Use Polly's Sound & Gesture To Sing "Are You Sleeping"
Are you sleeping, Polly Panda?
Polly's bells are saying, "Ping, pong, ping!"
Step #7: Sing And Gesture Polly's Song
Listen to the recording of Polly's song. Repeat the lines one at a time. Either make up gestures to illustrate the meaning of each line or use the suggested gestures presented on page 275.
Step #8: Draw & Write About Related Experiences
The students trace Polly Panda's letters with different colors of crayon to form "rainbow letters." The students then color Polly Panda's picture and draw pictures about personal experiences related to Polly Panda's story. (Use ideas for topics from step #2.) The students then write sentences or dictate to the teacher as the teacher writes sentences about their pictures.

The Book Of Pattern Reading, Writing, And Singing Activities (218 pages + 2 audio CDs)

The pattern song component of Animated-Literacy™ provides a context for using the sounds and labels from the alphabet characters and drawing lessons. Here students rewrite 40 traditional children's songs by substituting sounds and words from the Animated-Literacy™ lessons for selected elements in the original verses. As students sing, track, and act out the new verses, they develop phonological awareness, decoding and word recognition skills, reading fluency, vocabulary, and comprehension.

The Draw To Read And Write Book (280 pages)

The drawing component of Animated-Literacy™ provides systematic phonics and word recognition instruction through a sequence of 150 guided drawing and labeling lessons. The lessons begin after only two Animated-Alphabet™ characters, sounds, and letters have been introduced. After learning the sounds and gestures for *Polly Panda* and *Uncle Upton,* students draw and label a "pup." Segmentation, letter recognition, decoding, and printing skills are developed as students listen for the sounds in *pup,* gesture and say each sound, and print the word, *pup.* Students then blend the sounds to decode and read the words, *up* and *pup.* Sequential instruction continues as short "o" is introduced and students draw and label a "*pop,*" followed by the introduction of "m" and the drawing and labeling of a "*mom.*" After drawing and labeling each picture, the students' decoding and word recognition skills continue to develop as they form phrases by adding adjectives, verbs, adverbs, and similes to their labels.

Sample Drawing and Labeling Page

Name: _____
Draw and label a pup. Talk or write about pups. What would you like to do with a pup? What do you like best about pups? Are there problems or things that you do not like about pups? How would you take care of a pup? How would you play with a pup? What other baby animals are called pups? What is a "pup tent?"

Suggested Read-Aloud: HOP ON POP by Dr. Seuss
GREAT DAY FOR UP by Dr. Seuss
THE POKY LITTLE PUPPY by Janette Sebring
SPOT a series of picture books by Eric Hill

Song Tune: Wheels On The Bus, sung on *Variations On Traditional Pattern Songs,* CD #1

The tail on the pup goes
back and forth,
back and forth,
back and forth.
The tail on the pup goes
back and forth
all around the town.

pup

Directions: "Rainbow Write" by tracing the dotted letters with crayons and then copy the words below.

Pp
Uu

pup   pup

Pp

Copy or write and illustrate a sentence on the back of this page. Sample: **The pup barks.**

General Grade Level Recommendations For Animated-Literacy™ Materials

Animated-Literacy™ is a highly flexible, ungraded program that scaffolds instruction to meet the needs of a wide range of student abilities, languages, backgrounds, personal experiences, and special needs. Because the program is ungraded, we do not provide separate materials for each grade level. As students progress through the program, each concept is reviewed and reinforced and the focus of instruction shifts from early phonological awareness and listening comprehension toward fluency and independence in reading and writing. Exposure to the complex language patterns and the rich vocabulary of quality literature is a major focus at all levels of instruction.

Item #1ACD *(The Basic Animated-Literacy™ Handbooks & CDs)*

This is the most important set of materials for all grade levels. The other Animated-Literacy™ materials extend and reinforce the instruction provided in item #1ACD. For additional information and samples of each element of Animated-Literacy™, please visit our web site (www.animated-literacy.com). One set of materials should be purchased for each classroom. Permission is granted with the purchase of each item to reproduce the printed materials from that item as needed for use in one classroom.

Please Note: The background knowledge, languages, and literacy skills of students varies greatly. The following recommendations can be adjusted to meet the needs of individual students and groups of students as well as budget limitations. Please view the recommendations for other grade levels for materials that may fit the needs of your specific student or group of students.

General Preschool Recommendations

Item #1ACD: *The 3 Basic Animated-Literacy™ Handbooks & 3 Audio CDs Of Animated Literacy™ Songs*

The first handbook provided in this set *(The Story, Song, & Action Book)* includes 45 Animated-Alphabet™ Characters with stories, songs, and gestures that introduce and reinforce sounds, letters, and letter patterns. This handbook also includes detailed lesson plans, review lessons, and a review of current reading research, brain and memory research, and language research. The second book *(The Book Of Pattern Reading, Writing, & Singing Activities)* includes 40 word and sound substitution songs for developing phonological awareness, language, and vocabulary skills. At the preschool level, the students sing and act out the songs with gestures and manipulatives. In later grades, the students learn to read, write, and rewrite the songs. The third book *(The Draw To Read & Write Book)* can be used with more advanced students at the later stages of preschool to introduce early word recognition skills. The three audio CD's include a song for each Animated-Alphabet™ Character and all 40 of the pattern songs.

Item #1S NEW: *The Picture Book of Animated-Literacy™ Stories, Sounds, & Songs*

This item includes illustrated versions of he 45 Animated-Alphabet Stories. Songs, gestures for sounds, and songs for sound manipulation and phonological awareness are also included.

Item #1P: *Paper Bag & Soda Straw Puppets Of The Animated-Alphabet™ Characters*
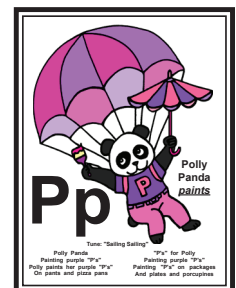
This item provides cut and paste puppets for each Animated-Alphabet™ character and sound. The students enjoy taking the puppets home where they can use them to play school, share the characters' songs and stories with their families and friends, and review each character's sound and gesture.

Items #5A & #5B: *Animated-Alphabet™ Character Black Line Picture Cards*

The black line picture cards are printed on white card stock. The cards come in two sizes. The full size cards (item #5A) are often held by the teacher when introducing or reviewing an alphabet character's story or song. The half size picture cards, with two characters per page (item #5B), are frequently displayed on bulletin boards.

Item #6A: *CD With Printable PDFs of the Animated-Alphabet™ Picture Cards in Color*

This item provides printable color versions of the picture cards that are included in items #5A & #5B. Teachers often display the black and white picture cards on bulletin boards at the beginning of the year. As each alphabet character is introduced, the black and white version is covered with a colored version to help students track and recognize their progress in the program.

Item #2A: *MANIPULATIVE BASED READING INSTRUCTION (NEW FOR 2012)*

This handbook provides manipulative based lessons that scaffold instruction and sequentially move students from lessons that focus on phonological awareness, vocabulary, and listening comprehension to lessons in letter and letter pattern recognition, word recognition, and sentence construction and comprehension. The early lessons are appropriate for all students, The later lessons may be used as appropriate for more advanced students. The lessons in this handbook are designed to be used with small groups and individual students. A summary of current language, reading, and brain research is included in the handbook.

General Kindergarten Recommendations

Item #1ACD: *The 3 Basic Animated-Literacy™ Handbooks & 3 Audio CDs Of Animated Literacy™ Songs*

The first handbook provided in this set *(The Story, Song, & Action Book)* includes 45 Animated-Alphabet™ Characters with stories, songs, and gestures that introduce and reinforce sounds, letters, and letter patterns. This handbook also includes detailed lesson plans, review lessons, and a review of current reading research, brain and memory research, and language research. The second book *(The Book Of Pattern Reading, Writing, & Singing Activities)* includes 40 word and sound substitution songs for developing phonological awareness, language, and vocabulary skills. At the earliest levels, the students sing and act out the songs with gestures and manipulatives. At later levels, the students learn to read, write, and rewrite the songs. The third book *(The Draw To Read & Write Book)* teaches early word recognition, decoding, and printing skills through drawing and labeling activities. The three audio CD's include a song for each Animated-Alphabet™ Character and all 40 of the pattern songs.

Item #1S NEW: *The Picture Book of Animated-Literacy™ Stories, Sounds, & Songs*

This item includes illustrated versions of the 45 Animated-Alphabet™ Stories along with the alphabet characters' songs and gestures for sounds. Phonological awareness activities are also included. Pages from this book can be reproduced, laminated, and added to the classroom library for independent retelling and rereading activities.

Item #1T NEW: *Mini Take Home Books of the Animated-Alphabet™ Stories, Sounds, & Songs*

This item includes small pages from item #1S for students to take home and share with their families. Students can bind and collect the stories, add them to their bedtime storybooks, and memorize, retell, and reread the stories to reinforce instruction that takes place at school. A parent letter is included.

Item #1U NEW: *Animated-Alphabet™ Story Sequence Cards for Retelling and Sequencing Activities*

This item includes a set of 4 wordless picture cards for each of the 45 Animated-Alphabet™ Stories. The pictures are reproduced from item # 1T. Students can arrange the cards in the correct sequence and use the cards as an aid when retelling the stories.

Item #1C: *The Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs*

This item provides enlarged print of the alphabet characters' songs that the teacher can track with a finger as the students sing along and use gestures to illustrate the meaning of the words.

Items #1L & #1M: *Printing, Drawing, & Labeling Books #1 and #2*

These two printing books coordinate with and reinforce the mixed-up sentence puzzles and drawing and labeling activities that are provided in the basic set of materials (item #1ACD).

Items #5A & #5B: *Animated-Alphabet™ Character Black Line Picture Cards*

The black line picture cards are printed on white card stock. The cards come in two sizes. The full size cards (item #5A) are often held by the teacher when introducing or reviewing an alphabet character's story or song. The half size picture cards, with two characters per page, (item #5B) are frequently displayed on bulletin boards.

Item #6A: *CD With Printable PDFs of the Animated-Alphabet™ Picture Cards in Color*

This item provides printable color versions of the picture cards that are included in items #5A & #5B. Teachers often place the black and white picture cards on bulletin boards at the beginning of the year. As each alphabet character is introduced, the black and white version is covered with a colored version.

Item #6C: *CD of Large Print, Color PDFs of the Animated-Alphabet™ Songs to print or display on Smart Boards*

This CD includes color PDFs of The Animated-Alphabet™ Songs in both alphabetical order and in the suggested sequence. A two page version and a one page version of each song is included on the CD. Teachers may print from the CD or display the songs on a smart board or other electronic devices.

Item #1P: *Paper Bag & Soda Straw Puppets Of The Animated-Alphabet™ Characters*

This item provides cut and paste puppets for each Animated-Alphabet™ character and sound. The students enjoy taking the puppets home where they can use them to play school, share the characters' songs and stories with their families and friends, and review each character's sound and gesture.

Item #1J: *Beginning Workbook Of Fluency, Comprehension, & Word Recognition*

This item expands on the seat work, independent work, and language center activities that are provided in the #1ACD set of materials. This reproducible workbook provides drawing and labeling activities, mixed-up sentence puzzles, and mixed-up song puzzles that reinforce both the decodable words from the drawing and labeling activities and sequential instruction in high frequency words.

Item #7: *Animated-Alphabet™ Flash Cards For Sound & Letter Substitution*

This set of flash cards (printed on colored card stock) is helpful in developing phonological awareness and letter and letter pattern recognition. Each card shows a picture of an alphabet character along with the letter(s) and/or letter pattern(s) that represents the character's sound. When using the sound substitution songs and activities provided in the basic set (item #1ACD), the teacher rotates the cards and the students gesture and say the sound represented by the character and the letter(s) displayed on the card. As they produce and gesture each sound, the students substitute the sound for a key sound in the song or phonological awareness activity.

Item #2A: *MANIPULATIVE BASED READING INSTRUCTION (NEW FOR 2012)*

This handbook provides manipulative based lessons that scaffold instruction and sequentially move students from lessons that focus on phonological awareness, vocabulary, and listening comprehension to lessons in letter and letter pattern recognition, word recognition, and sentence construction and comprehension. The early lessons are appropriate for all students, The later lessons may be used as appropriate for more advanced students. The lessons in this handbook are designed to be used with small groups and individual students. A summary of current language, reading, and brain research is included in the handbook.

Item #2B: *TOTE BAG OF MANIPULATIVES (Includes item #2A)*

The tote bag of reading manipulatives provides a set of more than 100 real and toy objects that support the lessons provided in the handbook for *Manipulative Based Reading Instruction*. Objects in the tote bag are carefully chosen to include each major vowel sound, the most common vowel spelling patterns, and each beginning consonant and consonant digraph. Many consonant blends are also represented by the objects.

General First Grade Recommendations

Item #1ACD: *The 3 Basic Animated-Literacy™ Handbooks & 3 Audio CDs Of Animated Literacy™ Songs*

The first handbook provided in this set *(The Story, Song, & Action Book)* includes 45 Animated-Alphabet™ Characters with stories, songs, and gestures that introduce and reinforce sounds, letters, and letter patterns. This handbook also includes detailed lesson plans, review lessons, and a review of current reading research, brain and memory research, and language research. The second book *(The Book Of Pattern Reading, Writing, & Singing Activities)* includes 40 word and sound substitution songs. As the students read and rewrite the songs by substituting words and phrases, they develop fluency, learn basic parts of speech, and develop the ability to write with a wide variety of sentence patterns. The third book *(The Draw To Read & Write Book)* teaches decoding, word recognition, and printing skills through drawing and labeling activities. The printing moves from single word labels to the formation of noun phrases, verb phrases, similes, and high levels of vocabulary development as instruction advances. The three audio CD's include a song for each Animated-Alphabet™ Character and all 40 of the pattern songs with sample word and phrase substitutions.

Item #1S NEW: *The Picture Book of Animated-Literacy™ Stories, Sounds, & Songs*

This item includes illustrated versions of the 45 Animated-Alphabet™ Stories along with the alphabet characters' songs and gestures for sounds. Phonological awareness activities are also included. Pages from this book can be reproduced, laminated, and added to the classroom library for independent retelling and rereading activities.

Item #1T NEW: *Mini Take Home Books of the Animated-Alphabet™ Stories, Sounds, & Songs*

This item includes small pages from item #1S for students to take home and share with their families. Students can bind and collect the stories, add them to their bedtime storybooks, and memorize, retell, and reread the stories to reinforce instruction that takes place at school. A parent letter is included.

Item #1U NEW: *Animated-Alphabet™ Story Sequence Cards for Retelling and Sequencing Activities*

This item includes a set of 4 wordless picture cards for each of the 45 Animated-Alphabet™ Stories. The pictures are reproduced from item # 1T. Students can arrange the cards in the correct sequence and use the cards as an aid when retelling the stories.

Items #1L & #1M: *Printing, Drawing, & Labeling Books #1 and #2*

These two printing books coordinate with and reinforce the mixed-up sentence puzzles and drawing and labeling activities that are provided in the basic set of materials (item #1ACD).

Items #5A & #5B: *Animated-Alphabet™ Character Black Line Picture Cards*

The black line picture cards are printed on white card stock. The cards come in two sizes. The full size cards (item #5A) are often held by the teacher when introducing or reviewing an alphabet character's story or song. The half size picture cards, with two characters per page, (item #5B) are frequently displayed on bulletin boards.

Item #6A: *CD With Printable PDFs of the Animated-Alphabet™ Picture Cards in Color*

This item provides printable color versions of the picture cards that are included in items #5A & #5B. Teachers often place the black and white picture cards on bulletin boards at the beginning of the year. As each alphabet character is introduced, the black and white version is covered with a colored version.

Item #6B: *CD With Printable PDFs of the Literature Based Vocabulary Charts*

This set of color charts provides advanced vocabulary for extending the labeling process that accompanies the drawing and labeling lessons. Each chart is based on vocabulary words from a specific book that teachers read aloud to their students. All of the books used to develop the charts are trade books that were purchased from book stores. The easiest charts can be used in kindergarten with charts from the more advanced books with larger vocabularies introduced in later grades. The students use words from the charts to form noun phrases, verb phrases, and similes that describe their drawings, the parts of their pictures, and ways the objects represented by their drawings might move or things they might do.

Sample Drawing Steps From *The Draw To Read And Write Book*
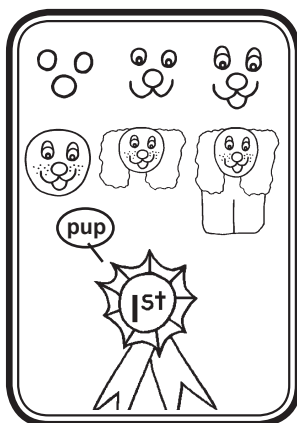
Sample Vocabulary Chart From Item #6B

DOG

Fluffy dog, Scruffy dog, Droopy dog sags, Perky little puppy dog wag, wag, wag!

DOG by Matthew Van Fleet

⇐ *ADJECTIVES* ⇒

fluffy	shaggy	smooth
scruffy	soft	curly
droopy	teeny	itchy
perky	dry	scratchy
little	wet	plain
good	happy	fancy
bad	sad	thin
neat	friendly	fat
sloppy	slobbery	one
silky	drooly	two

Drawing Sample With Advanced Labeling

perky → pup   barks   floppy
little   loudly   gray → ears
wet → nose   flap
drips   wildly
like melting ice   silky
long → legs   tail
prance   flaps
proudly   like a windshield wiper
paws ← as sharp as carpet tacks
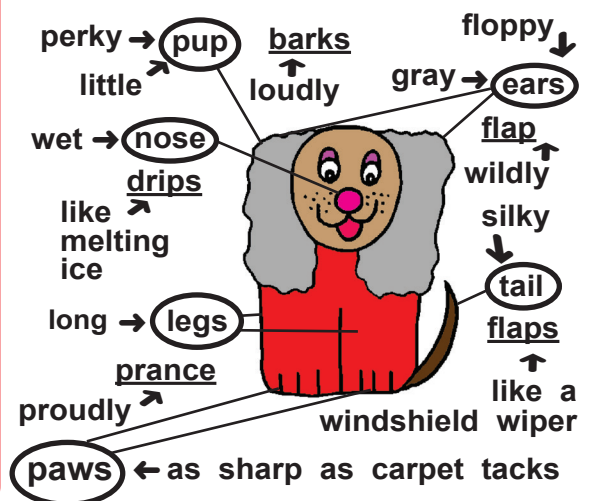
In the early stages of instruction, the vocabulary charts can be enlarged and displayed on bulletin boards. At a later stage, the charts can be used along with pages from the back of *The Draw To Read And Write Book* (included in the #1ACD set) to make individual drawing and labeling books. At the front of each book, teachers reproduce pages that illustrate how to draw each of the 150 objects from the drawing book. (Each page from the back of the drawing book includes four step by step drawing activities.) At the back of each student book, teachers include the vocabulary charts. The books can then be placed at centers, used as a whole class activity, or by students when they are finished with their other work. Report folders work well to bind the pages into books. When used independently, each student selects and draws a picture, labels the picture and the parts of the picture, and then uses adjectives, verbs, and adverbs from the charts along with their own words to describe each drawing and name actions that it might perform. The students then use the noun phrases and verb phrases from their drawings to write sentences and stories about their pictures.

Item #6C: *CD of Large Print, Color PDFs of the Animated-Alphabet™ Songs to print or display on Smart Boards*
This CD includes color PDFs of The Animated-Alphabet™ Songs in both alphabetical order and in the suggested sequence. A two page version and a one page version of each song is included on the CD. Teachers may print from the CD or display the songs on a smart board or other electronic device.

Item #7: *Animated-Alphabet™ Flash Cards For Sound & Letter Substitution*
This set of flash cards (printed on colored card stock) is helpful in developing phonological awareness and letter and letter pattern recognition. Each card shows a picture of an alphabet character along with the letter(s) and/ or letter pattern(s) that represents the character's sound. When using the sound substitution songs and activities provided in the basic set (item #1ACD), the teacher rotates the cards and the students gesture and say the sound represented by the character and the letter(s) displayed on the card. As they produce and gesture each sound, the students substitute the sound for a key sound in the song or phonological awareness activity.

Item #1J: *Beginning Workbook Of Fluency, Comprehension, & Word Recognition*
This item expands on the seat work, independent work, and language center activities that are provided in the #1ACD set of materials. This reproducible workbook provides drawing and labeling activities, mixed-up sentence puzzles, and mixed-up song puzzles that reinforce both the decodable words from the drawing and labeling activities and sequential instruction in high frequency words.

Item #1K: *Advanced Workbook Of Fluency, Comprehension, & Word Recognition*
This item expands on the materials provided in The Beginning Workbook (#1J) with more advanced and challenging activities. This reproducible workbook provides advanced drawing and labeling activities and mixed-up song puzzles for the longer pattern songs. A mixed-up song puzzle is also provided for each Animated-Alphabet™ Character's song.

Item #1H: *The Animated-Literacy™ Book Of Songs & Stories To Read*
This reproducible book provides all of the songs and stories from the basic #1ACD set in a larger print form that is appropriate for the students to read. The pages are designed to be reproduced and placed in report folders so that each student can have a copy of the songs and stories. As students listen and sing along with the recorded version of each song, they can sing and track along with their printed copy. The alphabet character stories provided at the back of the workbook include two sets of questions for the students to answer in writing after they have read each story. The questions can also be answered orally when used with students at earlier stages of development. The first set of questions reinforces phonological awareness and recall by asking students to respond with words from the story that include the target character's sound. The second set of questions asks students to connect their prior knowledge and experiences with events from the characters' stories.

Item #2A: *MANIPULATIVE BASED READING INSTRUCTION (NEW FOR 2012)*
This handbook provides manipulative based lessons that scaffold instruction and sequentially move students from lessons that focus on phonological awareness, vocabulary, and listening comprehension to lessons in letter and letter pattern recognition, word recognition, and sentence construction and comprehension. The early lessons are appropriate for all students, The later lessons may be used as appropriate for more advanced students. The lessons in this handbook are designed to be used with small groups and individual students. A summary of current language, reading, and brain research is included in the handbook.

Item #2B: *TOTE BAG OF MANIPULATIVES (Includes item #2A)*

The tote bag of reading manipulatives provides a set of more than 100 real and toy objects that support the lessons provided in the handbook for Manipulative Based Reading Instruction. The manipulatives from this set are ideal to use in preparation for later instruction in either a basal reading series or in guided reading lessons. Prior to using basal reading books or guided reading books in a formal group or individual lesson, the vocabularies and sentence structures from the books can be introduced through the use of manipulatives. Here, teachers compose sentences similar to the sentences students will later encounter in their reading books. As the students decode and read each sentence, they use the manipulatives to illustrate the meaning of the sentence. After mastering word recognition and literal comprehension through the use of manipulatives, the lesson from the reading books can focus primarily on comprehending each story and linking the stories to the students' prior knowledge and experiences.

General Second & Third Grade Recommendations

Please Note: As students reach second and third grade, this list will vary greatly from school to school and classroom to classroom depending on the reading and writing levels of the students. The second and third grade recommendations would be similar to those in first grade for students who have not reached fluency and independence in reading and writing. For second and third grade students who have demonstrated fluency and independence, the drawing and labeling lessons would continue to present new vocabulary and extend writing abilities. Both consonant and vowel sounds are introduced and reinforced at each grade level, but the focus on sounds and spelling patterns in second and third grade is much heavier on vowels than it is on consonants. As students progress to higher grades, much of the decoding is shifted from reading instruction to spelling and writing instruction.

Item #1ACD: *The 3 Basic Animated-Literacy™ Handbooks & 3 Audio CDs Of Animated Literacy™ Songs*

The first handbook provided in this set *(The Story, Song, & Action Book)* includes 45 Animated-Alphabet™ Characters with stories, songs, and gestures that introduce and reinforce sounds, letters, and letter patterns. This handbook also includes detailed lesson plans, review lessons, and a review of current reading research, brain and memory research, and language research. The second book *(The Book Of Pattern Reading, Writing, & Singing Activities)* includes 40 word and sound substitution songs. As the students read and rewrite the songs by substituting words and phrases, they develop fluency, learn basic parts of speech, and develop the ability to write with a wide variety of sentence patterns. The third book *(The Draw To Read & Write Book)* teaches decoding, word recognition, and printing skills through drawing and labeling activities. The printing moves from single word labels to the formation of noun phrases, verb phrases, similes, and high levels of vocabulary development as instruction advances. The three audio CD's include a song for each Animated-Alphabet™ Character and all 40 of the pattern songs with sample word and phrase substitutions.

The vocabulary development, the symbols for parts of speech, and the word and phrase substitution process that is introduced through drawing and labeling and the rewriting of pattern songs leads to the teaching of complex sentence structures and punctuation in the later stages of the program. First, the teacher and the students compose lists of verbs, adjectives, adverbs, and similes from books that they are reading. Second, they locate and copy an interesting or complex sentence or more than one sentence from a book that they are reading. After copying the sentence(s) from the book, they use the symbols for parts of speech that are taught in Animated-Literacy™ to identify selected parts of speech in the writing sample(s) they have copied. They then rewrite the sentence(s) by substituting words from their vocabularies or from their vocabulary lists for those in the selected sentence(s). Finally, they use their newly constructed sentence(s) as a starting point for writing a story or a piece of expository text.

It is common for poor readers in the higher grades and even for adult poor readers to lack phonological awareness and automatic decoding skills. Simply repeating traditional phonics lessons from the earlier grades can be insulting and unproductive for these students. The drawing and labeling lessons provided in Animated-Literacy™ can provide an effective alternative for these students. Pig Latin has been shown to be the ultimate

phoneme manipulation task to test phonological awareness. Animated-Literacy™ includes instruction in Pig Latin that can be combined with the gestures for sounds and the drawing and labeling activities to help older students overcome their deficits in phonological awareness and word recognition in an exciting and age appropriate manner. When converting the labels from the drawing lessons into Pig Latin, the vowel sounds and patterns that are often difficult for students are moved to the front of the word where they can be isolated and processed more easily. Because words printed in Pig Latin can not be processed as sight words, the students must practice blending sounds in order to read the words. Converting spelling lists into Pig Latin is also an effective way of reinforcing decoding skills for older students.

Item #1S NEW: *The Picture Book of Animated-Literacy™ Stories, Sounds, & Songs*

This item includes illustrated versions of the 45 Animated-Alphabet™ Stories along with the alphabet characters' songs and gestures for sounds. Phonological awareness activities are also included. Pages from this book can be reproduced, laminated, and added to the classroom library for independent retelling and rereading activities.

Item #1T NEW: *Mini Take Home Books of the Animated-Alphabet™ Stories, Sounds, & Songs*

This item includes small pages from item #1S for students to take home and share with their families. Students can bind and collect the stories, add them to their bedtime storybooks, and memorize, retell, and reread the stories to reinforce instruction that takes place at school. A parent letter is included.

Item #1U NEW: *Animated-Alphabet™ Story Sequence Cards for Retelling and Sequencing Activities*

This item includes a set of 4 wordless picture cards for each of the 45 Animated-Alphabet™ Stories. The pictures are reproduced from item # 1T. Students can arrange the cards in the correct sequence and use the cards as an aid when retelling the stories.

Item #6A: *CD With Printable PDFs of the Animated-Alphabet™ Picture Cards in Color*

This item provides printable color versions of the picture cards that are included in items #5A & #5B. Teachers often place the black and white picture cards on bulletin boards at the beginning of the year. As each alphabet character is introduced, the black and white version is covered with a colored version.

When working with older students, the PDF includes a single page chart of the characters that can be laminated, stored in the students desks, and used for a quick sound, letter, and letter pattern reference when they are composing or completing independent writing assignments and activities.

Sample Labeling Page from Workbooks

Item #1J: *Beginning Workbook Of Fluency, Comprehension, & Word Recognition*

This item expands on the seat work, independent work, and language center activities that are provided in the #1ACD set of materials. This reproducible workbook provides drawing and labeling activities, mixed-up sentence puzzles, and mixed-up song puzzles that reinforce both the decodable words from the drawing and labeling activities and sequential instruction in high frequency words.

Item #1K: *Advanced Workbook Of Fluency, Comprehension, & Word Recognition*

This item expands on the materials provided in The Beginning Workbook (#1J) with more advanced and challenging activities. This reproducible workbook provides advanced drawing and labeling activities and mixed-up song puzzles for the longer pattern songs. A mixed-up song puzzle is also provided for each animated-alphabet character's song.

Name:

nouns		adjectives ⇒			
lock	toe	soft	alarm	large	curved
block	sock	round	pad	small	key
clock	hands	square	big	pointed	smelly
numbers	hole	hard	little	noisy	stinky
letters	bell				

Cold milk and cookies, cold milk and cookies, I like to eat them by the clock, I like to hide them in a sock. Yum, yum, yum, yum, cold milk and cookies.

Directions: Label the pictures by writing a noun in each circle. Write descriptive words or color words by each arrow to describe the nouns. Color the pictures to match the color words you choose. Write sentences to tell about the pictures on the lines below.

Item #6B: *CD With Printable PDFs of the Literature Based Vocabulary Charts*

This set of color charts provides advanced vocabulary for extending the labeling process that accompanies the drawing and labeling lessons. Each chart is based on vocabulary words from a specific book that teachers read aloud to their students. All of the books used to develop the charts are trade books that were purchased from book stores. The easiest charts can be used in kindergarten with charts from the more advanced books with larger vocabularies introduced in later grades. The students use words from the charts to form noun phrases, verb phrases, and similes that describe their drawings, the parts of their pictures, and ways the objects represented by their drawings might move or things they might do.

In the early stages of instruction, the charts can be enlarged and displayed on bulletin boards. At a later stage, the charts can be used along with pages from the back of *The Draw To Read And Write Book* (included in the #1ACD set) to make individual drawing and labeling books. At the front of each book, teachers reproduce pages that illustrate how to draw each of the 150 objects from the drawing book. At the back of the book, teachers include the vocabulary charts. The books can then be placed at centers, used as a whole class activity, or by students when they are finished with their other work. Report folders work well to bind the pages into books. When used independently, each student selects and draws a picture, labels the picture and its parts, and then uses adjectives, verbs, and adverbs from the charts to describe each drawing and name actions that it might perform. The students then use the noun phrases and verb phrases from their drawings to write sentences and stories about their pictures.

#1H: *The Animated-Literacy™ Book Of Songs & Stories To Read*

This reproducible book provides all of the songs and stories from the basic #1ACD set in a larger print form that is appropriate for the students to read. The pages are designed to be reproduced and placed in report folders so that each student can have a copy of the songs and stories. As students listen and sing along with the recorded version of each song, they can sing and track along with their printed copy. The alphabet character stories provided at the back of the workbook include two sets of questions for the students to answer in writing after they have read each story. The questions can also be answered orally when used with students at earlier stages of development. The first set of questions reinforces phonological awareness and recall by asking students to respond with words from the story that include the target character's sound. The second set of questions asks students to connect their prior knowledge and experiences with events from the characters' stories.

tem #2A: *MANIPULATIVE BASED READING INSTRUCTION (NEW FOR 2012)*

This handbook provides manipulative based lessons that sequentially move students from the earliest stages of literacy development up to and including phonological awareness, letter and letter pattern recognition, word recognition, and sentence construction and comprehension. The manipulative based lessons may either be used to support literature based reading instruction or to prepare students for success in both graded and leveled books. Here students learn to rely on print rather than pictures for word recognition and comprehension so that when pictures are removed from books in later grades they will continue to be successful in reading and writing. This handbook is included with both item #2 and item #2B.

Item #2B: *TOTE BAG OF MANIPULATIVES (Includes item #2A)*

The tote bag of reading manipulatives provides a set of more than 100 real and toy objects that support the lessons provided in the handbook for Manipulative Based Reading Instruction. The manipulatives from this set are ideal to use in preparation for later instruction in either a basal reading series or in guided reading lessons. Prior to using basal reading books or guided reading books in a formal group or individual lesson, the vocabularies and sentence structures from the books can be introduced through the use of manipulatives. Here, teachers compose sentences similar to the sentences students will later encounter in their reading books. As the students decode and read each sentence, they use the manipulatives to illustrate the meaning of the sentence. After mastering word recognition and literal comprehension through the use of manipulatives, the lesson from the reading books can focus primarily on comprehending each story and linking the stories to the students' prior knowledge and experiences.

FlOW CHART FOR TEACHING AND REINFORCING PATTERN SONGS

1. The students listen to, sing, and act out or track a song from *The Book Of Pattern Reading, Writing & Singing Activities.*

2. The teacher and the students complete a drawing and labeling lesson from *The Draw To Read & Write Book* on the back of a song frame from *The Book Of Pattern Reading, Writing & Singing Activities.*

3. The students turn their papers over and use words and pictures from the drawing and labeling lesson to complete and illustrate the pattern song frame. Additional words and pictures may be added as needed. This is often done as a whole class or small group activity where the students copy the teacher's paper.

4. In a later lesson, the students review the song and complete the song frame independently by using their own words and ideas.

5. The students complete a cut and paste song puzzle from either *The Beginning Workbook* or *The Advanced Workbook.*

6. On the back of their song puzzle page, the students compose and write their own song verse by changing the words that have stars. They may also change other words that do not have stars.

*Note: The pace of moving from one step to the next will depend on the ages and abilities of the students. This may take days, weeks, months, or years depending on ages and developmental levels.

Sample Pattern Song Frame For Steps 2, 3, & 4

*The student uses this space to draw and label pictures to illustrate his/her verse.

Down on Grandpa's farm there is a

— — — — ➤ — — — ➤ (— — —) .

The (— — —) , it makes a sound

like this, " — — — — — — — — ! "

Step 5: Sample Pattern Song Puzzle Page

Down On Grandpa's Farm

Oh! We're on our way.

We're on our way, on our way to Grandpa's farm.

Oh! We're on our way.

We're on our way, on our way to Grandpa's farm.

Down on Grandpa's farm there is a woolly black sheep.

Down on Grandpa's farm there is a woolly black sheep.

The sheep it makes a sound like this, "Baa!"

The sheep it makes a sound like this, "Baa!"

Oh! We're on our way.

We're on our way, on our way to the City Zoo.

We're on our way.

We're on our way, on our way to the City Zoo.

Down at the City Zoo there is a big brown bear. (2x)

The bear it makes a sound like this, "Growl! Growl!" (2x)

Oh! We're on our way.

We're on our way, on our way to Lou Lou's house.

We're on our way.

We're on our way, on our way to Lou Lou's house.

Down at Lou Lou's house there is a new blue flute. (2x)

The flute it makes a sound like this, "Toot! Toot!" (2x)

Oh! We're on our way.

We're on our way, on our way to Polly's school. (2x)

Down at Polly's school there is a noisy, school bell. (2x)

The bell, it makes a sound like this, "Ding, dong!" (2x)

Step 6: Student's Own Song Verse On Back Of Puzzle Page
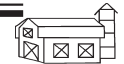
"Down On Grandpa's Farm" Song Puzzle Pieces — From "Variations On Traditional Pattern Songs" CD or Tape #1, Track #14

☆ woolly	☆ baa,	Grandpa's	☆ sheep,
sound	is	a	☆ Down
this,	☆ sheep.	The	farm
☆ it	☆ black	a	there
like	makes	☆ on	☆ baa.

Down on Grandpa's farm there is a woolly black sheep.

Down On Grandpa's Farm

The sheep, it makes a sound like this, baa, baa.

Recent Products: Item #6C
CD OF LARGE PRINT, COLOR PDFS
OF THE ANIMATED-ALPHABET™ SONGS TO PRINT OR
DISPLAY ON ELECTRONIC DEVICES
INCLUDING SMART BOARDS

This CD includes color PDFs of The Animated-Alphabet™ Songs in both alphabetical order and in the suggested sequence. A two page version and a one page version of each song is included on the CD. Teachers may print from the CD or display the songs on a smart board or other electronic device.

Sung to the tune of *Sailing Sailing*

Pp **Polly Panda,**

painting

purple "Ps."

Polly paints her purple "Ps"

on pants and pizza pans.

Sung to the tune of *Sailing Sailing*

"P's" for Polly

painting

purple "Ps."

Painting "Ps"

on packages

and plates

and porcupines.

Pp

Sung to the tune of *Sailing Sailing*

Pp **Polly Panda**
painting
purple "Ps."
Polly paints her purple "Ps"
on pants and pizza pans.

"P's" for Polly
painting purple "Ps,"
painting "Ps" on packages
and plates and porcupines.

Sung to the tune of *Camptown Races*

Uu **Uncle Upton's**
upside-down,
uh huh, uh huh,
up in his umbrella tree
hanging upside-down.

"U" is
for Uncle
hanging
upside-down.
He umpires games
while upside-down
up in the umbrella tree.

-a

MANIPULATIVE BASED READING INSTRUCTION
Lessons For Small Group & Individual Instruction

It has often been said that the difference between children and adults is the price of their toys. The love of both real and toy objects that is shared by children of all ages can provide a powerful context for learning language, reading, writing, and math skills and concepts.

Capturing and holding a student's attention can be one of the hardest jobs in teaching. In today's high speed, high tech environment, simple objects still possess the magic necessary to captivate and develop children's minds and imaginations. Three-dimensional objects can make learning both meaningful and memorable for children of all ages and stages of early literacy development.

The lessons included in *The Basic Animated Animated-Literacy™ Handbooks* introduce reading and writing skills and concepts in a context that is rich in vocabulary, meaning, movement, and emotion. The lessons provided in *Manipulative Based Reading Instruction* build on the basic lessons by isolating and reinforcing each skill and concept in a sequence that is based on the universal stages of language development. The basic lessons are intended to be introduced at a fast pace. When using the manipulative based lessons, teachers balance instruction by adjusting the pacing to meet the needs of both small groups and individual students.

The handbook for *Manipulative Based Reading Instruction* guides teachers through activities that (a) reinforce both vowel and consonant sounds, (b) develop segmentation, blending, and rhyming skills, (c) teach letter and letter pattern recognition, (d) highlight word recognition, meaning, and function, and (e) reinforce sentence comprehension and construction.

Integrated language and math lessons are presented to teach and reinforce (a) counting, (b) number recognition, (c) set formation, (d) pattern recognition and construction, (e) addition, (f) subtraction, and (g) problem solving.

Manipulative Based Reading Instruction is appropriate for use in general and special education classrooms, for reading intervention, with Speech-Language Pathologists, and/or for home use. The program may be used with both fluent and limited English speaking students in kindergarten, first-grade, second-grade, and to support older students needing additional help with basic reading and writing skills. The oral language, phonological awareness, and beginning word recognition lessons are also appropriate for preschool instruction.

Teachers can use the lessons provided in *Manipulative Based Reading Instruction* with objects available from *Animated-Literacy™* or with toys and real objects that they collect on their own. A "scavenger hunt list" of useful objects to collect is included in the handbook.
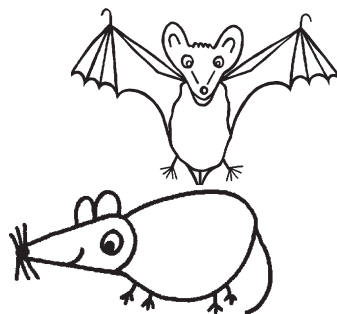
A bat is riding on that rat.

THE ANIMATED-LITERACY™ *TOTE BAG OF MANIPULATIVES*
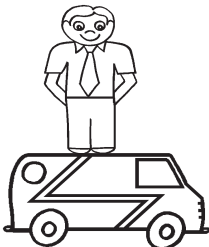## "Toys & Real Objects For Teaching Beginning Reading Skills & Comprehension"

A tote bag of toy and real objects is available to accompany *Manipulative Based Reading Instruction*. When babies are learning to talk, their first words come very slowly. The same is true for learning to read. When a baby reaches a spoken vocabulary of between 50 and 100 words, a vocabulary explosion takes place and they start to speak 1-3 new words each day and comprehend as many as 8 new words a day. *The Tote Bag of Manipulatives* helps students build to that same explosion in reading by supplying over 100 objects with names that include the most important vowel and consonant sounds, letters, and letter patterns that students need to successfully decode words.

The handbook for *Manipulative Based Reading Instruction* includes lessons that teach and reinforce phonological awareness, letter and letter pattern recognition, word recognition, noun phrases, verb phrases, and sentence construction.

Children love to touch, sort and play with toys. When using toys and real objects, motivation and comprehension are extremely high. The following list groups the toys included in the tote bag by their vowel sounds, vowel spelling patterns, and words that rhyme. Because some objects have more than one name, the list includes more objects than are actually included in the set of manipulatives.

Please Note: **This set of objects contains small parts that could present a choking hazard. The objects are not recommend for children with a developmental age of under four. Adult supervision is required.**

Short "A"	Short "I"	Short "U"	Long "E"	Long "I"	Long "U"	Long "OO"
cat	pig	pup	eel	tile	cube	moon
rat	lid	cup	teeth	smile	unicorn	spoon
hat	fish	bug	cheese	pipe		boot
bat	lips	rug	tree	tire	"AR"	fruit
van	chick	mug	sheep	knife	car	flute
man	spring	duck	wheel	prize	star	food
can	insect	truck	beast	fireman	card	tooth
fan	ring	bus	leaf	fly	dart	hoop
sack	disk (frisby)	puppet	beads	light	jar	
jack	hippo	brush			shark	Short "OO"
cab		bunny		Long "O"	starfish	wood
crab	Short "O"	bucket		soap		hook
cap	dog	butterfly		rope	"OR"	book
bag	frog			cone	horn	
dad	doll	Long "A"		bones	fork	"OU, OW"
ant	ball	cane	a bug	toad	sport	mouth
apple	box	plane	on	boat	horse	mouse
mask	ox	train	a mug	notebook	unicorn	hound
	rock	chain		bow		crown
Short "E"	top	pail		troll	"ER, IR, UR"	cow
egg	mom	snail		yo-yo	girl	owl
hen	block	whale			bird	flower
pen	monster	snake			turtle	cowboy
jet	strawberry	grapes			purse	
pet		face			surfer	"OI, OY"
bell					flower	coin
shell						boy
web						coil
felt						
chest						
head						
jellyfish						

That man is standing on his van!

*Note: The actual contents of the *Tote Bag Of Manipulatives* may vary depending on availability of objects.

Study of Multisensory Vowel Instruction Using Animated-Literacy™
Winner Of The 2007 IRA Dissertation Of The Year Award

Dr. Wendy Donnell, an educator in Kansas City, Kansas, wrote her doctoral dissertation using multisensory vowel instruction with third grade students in a low income, inner city area. The multisensory component of the study focused on the use of the vowel characters, pictures, and gestures from Animated-Literacy™. The study involved 450 students with both control and experimental groups. After 60 whole class lessons (20 minutes each), the students who received the multisensory instruction in vowels had a statistically significant advantage on decoding, encoding, and rapid word recognition when compared to the control group. Comprehension also improved, but not at the statistically significant level. This should not be surprising. Speed and accuracy of word recognition aids in comprehension, but comprehension also requires the use of prior knowledge and vocabulary that may take longer to develop than automaticity and fluency in word recognition. Dr. Donnell's dissertation was awarded the 2007 dissertation of the year award from the International Reading Association. A summary of the study is published in the Oct./Nov./Dec., 2007 edition of the journal, *Reading Research Quarterly.*

Dr. Donnell's study helps to validate that the instruction provided in the early grades in Animated-Literacy™ also makes a difference in the later grades. Many programs appear to raise test scores in the early grades, but the improvement does not always continue in later years. The "fourth grade slump" is an example of this problem. Christina Samuels wrote about this problem in an article that appeared in *Education Week*, September 12, 2007. Samuels states, "For the first few years of school, struggling readers can usually get by. The material is simple, the lessons are repeated often, and intensive remedial help is common. . . . The term '4th grade slump' is attributed to the late Jeanne S. Chall. . . . Ms. Chall and her fellow researchers [at Harvard University] found that the slump was worse among poor children, and they suggested that was because such children typically were not exposed to a vocabulary-rich environment. She recommended that educators expose young readers to a variety of rich, engaging texts that would teach vocabulary along with decoding skills." Samuels reports that the U.S. is spending 30 million dollars to study this problem.

If students are to remain successful in the later grades and throughout life, it is critical for primary teachers to understand, teach, and reinforce only skills and strategies that enable students to have continued success in later years. One reason for the slump in the later grades is that programs often teach skills and strategies in the early grades that are considered "temporary." They only work in materials with controlled vocabularies or picture cues that are not available to children in third grade and beyond. Animated-Literacy™ only targets skills and strategies that are used by successful readers in third grade and beyond while providing a vocabulary rich environment.

In the early grades, students can often "get by" when they ignore vowels, look at only beginning or beginning and final consonants, depend on picture cues for word identification, or rely on a sight vocabulary of high frequency words they have memorized. These are the primary skills and strategies that are taught in many of the best selling and most widely used reading programs in the early stages of instruction. In the later grades, good readers have a command of both vowel and consonant sounds, letter and letter pattern recognition, automatic segmentation, blending, rhyming skills, and listening comprehension skills and vocabularies that can only come from frequent exposure to and interaction with book language.

In an ideal world, babies are surrounded by gestures and the rich language of songs, rhyming books, and "sing-songy" speech that stretches and highlights vowels (mothereze) before they produce the sounds that will become their first language. When babies produce their first language sounds, they produce vowels before consonants. When consonants are first produced, they are not isolated like they are in most beginning reading programs. Babies blend their first consonants with vowels to produce syllables (goo goo, baa baa, etc.) which later become their first words (mama, papa). Single words then expand to meaningful phrases which then grow into sentences with the addition of high-frequency "function words" (in, on, the, to, etc.). When language develops in a natural order, babies experience a predictable sequence of language explosions. When skills and vocabularies are taught in an unnatural sequence, explosions are replaced by walls or slumps for many students.

Animated-Literacy™ places a strong emphasis on vowels, vowel patterns, segmentation, blending, rhyming, vocabulary development, and the comprehension of book language from the beginning of instruction and continuing throughout the program. It is our belief and experience that when a natural language sequence is used to teach reading and writing, slumps and walls are replaced by the language explosions that are observed in children when they are first learning to speak and communicate through language.

Animated-Literacy Workshop Description

Animated-Literacy™ workshops provide reading, language, brain research and teaching methods that include the 5 areas of reading instruction that are recommended in *The Report Of The National Reading Panel* (phonemic awareness, phonics, vocabulary, comprehension, & fluency) along with recommendations from Common Core documents that support the use of challenging text that promotes vocabulary development, story structure, and background knowledge. Activities and lesson plans from Animated-Literacy™ that move students from the earliest stages of literacy to fluency and independence in reading and writing are modeled and discussed. Model lessons include the use of literature, informational text, storytelling, songs, gestures, and sound manipulation activities to develop vocabulary, comprehension, background knowledge, and phonological awareness. Drawing and labeling lessons are provided to teach decoding, word recognition, vocabulary, the use of noun and verb phrases, sentence construction, and writing skills. Pattern songs, pattern stories, and manipulatives are used to develop reading comprehension, vocabulary, fluency, and writing skills through the word substitution process.

These highly motivating, developmentally sequenced methods are appropriate for use with whole class, small group, and individual instruction in preschool through second-grade, in special education, speech/language, and with children learning English as a second language. The program has also been effective with older learners who are experiencing difficulties in reading and writing. This workshop is for educators new to Animated-Literacy™ as well as those who are experienced with the program and are ready to enrich their teaching with new ideas, materials, research, and techniques. Come and have fun with language.

Outcomes of Presentation

Irving Turtle Turns His Scooter in Circles ur ir er

Participants will develop the ability to:
1. Use a model of instruction that integrates current brain, language, and reading research with early literacy instruction.
2. Develop strategies for using literature, informational text, storytelling, gestures, singing, guided drawing and labeling lessons, and manipulatives to promote fluency and independence in reading and writing.
3. Use 43 gestures to introduce, reinforce, manipulate, and blend sounds, letters, and spelling patterns.
4. Develop strategies to help students use their prior knowledge to predict events in stories and increase their comprehension, recall, writing, and editing skills.
5. Learn to recognize the 5 basic elements of storytelling (characters, setting, problems, actions to resolve problems, and feelings of success or failure) and use these elements to sequence and retell stories.
6. Develop strategies for using key sound and word substitution activities in pattern stories and songs to increase phonological awareness, vocabulary, comprehension, sentence construction, and editing skills.
7. Develop strategies for teaching the use of context to monitor sound and letter based decoding skills.
8. Utilize guided drawing and labeling lessons to develop the students' segmentation, blending, letter recognition, and decoding skills while also increasing the students' vocabularies, understanding of word function, visualization, sequencing, and listening skills.
9. Increase the students' background knowledge through the use of informational text in all subjects.

Description Of The Presenter

Jim Stone, M.A., taught all of the elementary grades during his thirty year teaching career. Jim's teaching experience includes 13 years as a first-grade teacher and 8 years teaching kindergarten. As a teacher/researcher, he spent more than 30 years using research in language development, reading research, and brain research to develop Animated-Literacy™, an approach to beginning reading and writing instruction that incorporates literature, storytelling, songs, gestures for sounds, drawing and labeling lessons, and manipulatives. Jim served three terms as a mentor teacher in kindergarten through second-grade in San Diego Unified School District. He has presented over 500 workshops in 27 states in the United States and 8 provinces and territories in Canada. Jim is the author of several books including:
1. *The Animated-Alphabet™ Story, Song, and Action Book*
2. *The Book Of Pattern Reading, Writing, And Singing Activities*
3. *The Draw To Read And Write Book*
4. *Manipulative Based Reading Instruction*
5. *The Beginning Workbook Of Fluency, Comprehension, And Word Recognition Activities*
6. *The Advanced Workbook Of Fluency, Comprehension, And Word Recognition Activities*

ITEM #	DESCRIPTION	UNIT PRICE	# Ordered	TOTAL
1A CD	Basic Animated-Literacy™ Handbooks & CD's (Includes 1BCD, 1DCD, 1G, 1ECD, 1FCD, & 3CD)	$119.95		
1A T	Basic Animated-Literacy™ Handbooks & Tapes (Includes 1BT, 1DT, 1G, 1ET, 1FT, & 3T)	$114.95		
1B CD	The Animated-Alphabet™ Story, Song, & Action Book (includes #3 CD)	$49.95		
1B T	The Animated-Alphabet™ Story, Song, & Action Book (includes a cassette tape of the songs)	$44.95		
1C	Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs	$24.95		
1D CD	The Book Of Pattern Reading, Writing, & Singing Activities (includes #1E CD & #1F CD)	$49.95		
1D T	The Book Of Pattern Reading, Writing, & Singing Activities (includes 2 cassette tapes of the songs)	$44.95		
1E CD	CD #1 Of Variations On Traditional Pattern Songs	$15.00		
1F CD	CD #2 Of Variations On Traditional Pattern Songs	$15.00		
1 G	The Draw To Read And Write Book	$29.95		
1 H	The Animated-Literacy™ Book Of Songs & Stories To Read	$29.95		
1 J	Beginning Workbook Of Fluency, Comprehension & Word Recognition Activities	$29.95		
1 K	Advanced Workbook Of Fluency, Comprehension & Word Recognition Activities	$29.95		
1 L	Printing, Drawing, & Labeling Activities Book #1	$15.00		
1 M	Printing, Drawing, & Labeling Activities Book #2	$15.00		
1 P	Paper Bag & Soda Straw Puppets For Animated-Literacy™ by Marg Arthur & Sharlene Wyness	$24.95		
1 S	*NEW* The Picture Book Of The Animated-Alphabet™ Stories, Sounds, And Songs	$44.95		
1 T	*NEW* Mini "Take Home" Books Of The Animated-Alphabet™ Stories, Sounds, And Songs	$29.95		
1 U	*NEW* Animated-Alphabet™ Story Sequence Cards For Retelling And Sequencing Activities	$19.95		
2 A	Handbook for "Manipulative Based Reading Instruction"	$15.00		
2 B	Tote Bag Of Manipulatives (over 100 toys) Includes #2A "Manipulative Based Reading Instruction"	$99.95		
3 CD	60 min. CD Of The 45 Animated-Alphabet™ Songs	$15.00		
4	CD Of The 30 Alternate Animated-Alphabet™ Songs	$15.00		
5 A	Set of 45 8.5 X 11" Black Line Picture Cards Of The Animated-Alphabet™ Characters	$12.95		
5 B	1/2 Size Black Line Picture Cards Of the 45 Animated-Alphabet™ Characters	$9.95		
5 C	"Six Pack" Of Polyvinyl Report Style Covers To Make Individual Student Song Books	$18.95		
6 A	Printable PDFs of The Animated-Alphabet™ Picture Cards (5A & 5B) in Color on a CD	$30.00		
6 B	Printable PDFs of the Literature Based Vocabulary Charts for drawing and labeling on a CD	$15.00		
6C	CD of Large Print, Color PDFs of The Animated-Alphabet™ Songs to print or display on Smart Boards	$30.00		
7	Animated-Alphabet™ Flash Cards For Sound & Letter Substitution Activities	$12.95		
8 A	Spanish Animated-Alphabet™ Handbook & CD (includes item #9 CD)	$44.95		
8 B	Set of 27 8 1/2 X 11" Spanish Animated-Alphabet™ Black Line Picture Cards	$12.95		
9 CD	CD Of The Spanish Animated-Alphabet™ Songs	$15.00		
10	Spanish Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs	$24.95		
11	Spanish Animated-Alphabet™ Flash Cards	$9.95		
12	1/2 size Spanish Animated-Alphabet™ Black Line Picture Cards	$9.95		

Payment: Please send your check or money order in U. S. funds payable to **J. Stone Creations** with your order. We do not accept credit cards. We accept school district purchase orders.

Shipping: Continental U.S. please add 10% shipping ($5.00 minimum).
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