



Farley Fox
fishes & fiddles

Selected Samples From *The Animated-Literacy™*



Jenny Jaguar
juggles

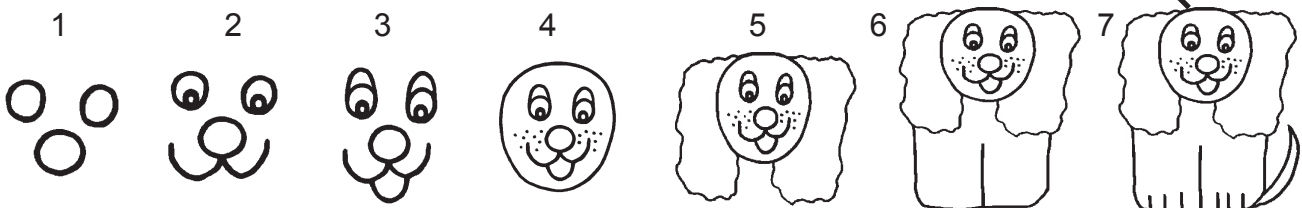
Approach To Beginning Reading, Writing, And Oral Language Instruction

by Jim Stone



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How To Draw, Read, & Write "Pup" (From *The Draw To Read And Write Book*)

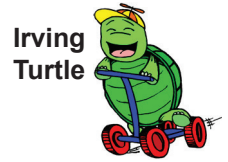




Polly Panda

Introduction To Animated-Literacy™

Using Reading, Language, And Brain Research To Develop Early Reading, Writing, & Language Skills



Irving Turtle

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

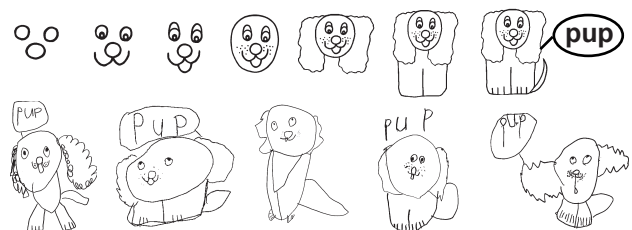
sing “*Ping, pong ping*” in place of “*Ding, Dong, Ding.*” Five songs are included in Animated-Literacy™ for sound substitution and manipulation activities. Note: The 2007 *Dissertation Of The Year Award* from *The International Reading Association* was presented to Wendy Donnell for her study of multisensory 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

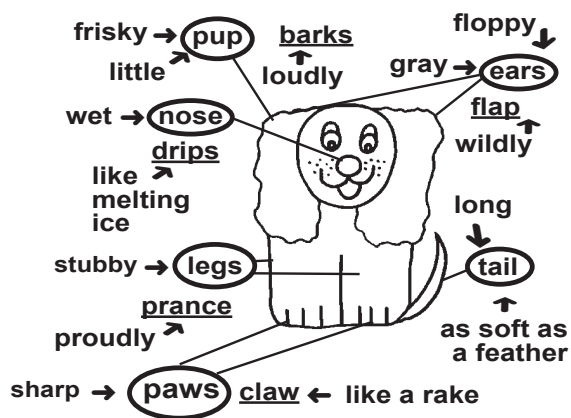


Advanced Labeling & Vocabulary Development

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



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 42 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).

Emotion, Movement, Memory, Motivation, And The Arts



Throughout history, preliterate societies have used singing, dancing, drawing, and storytelling to pass down and remember their histories and cultures. These four elements now form the basis of what modern society often refers to as arts education. Because modern societies can store information in books and computers, the arts and their ability to stimulate emotion, memory, and creativity are often reserved for separate learning experiences. Emotion, the arts, and academic learning are frequently seen as having little to do with each other. We see this in frequent news reports of schools cutting arts education in order to spend more time preparing for tests.



Eliminating the arts from basic education is a serious mistake. Brain researchers report that emotion plays a significant role in guiding attention, forming lasting memories, reducing stress, and improving health. Animated-Literacy™ incorporates movement, singing, drawing, and storytelling into all phases of instruction. After being introduced to the arts through Animated-Literacy™, many students have been inspired to take classes in the arts and move beyond the basic lessons provided in Animated-Literacy™.



Animated-Literacy™ teaches early encoding, decoding, and word recognition through guided drawing and labeling lessons that reinforce comprehension by connecting visual images and meaning to printed words. Many students who previously struggled with early word recognition were able to recognize and remember printed words only after learning to connect the words to pictures that they drew. For other students, the speed and enjoyment of learning to recognize printed words increased dramatically once the guided drawing and labeling lessons were added to instruction.

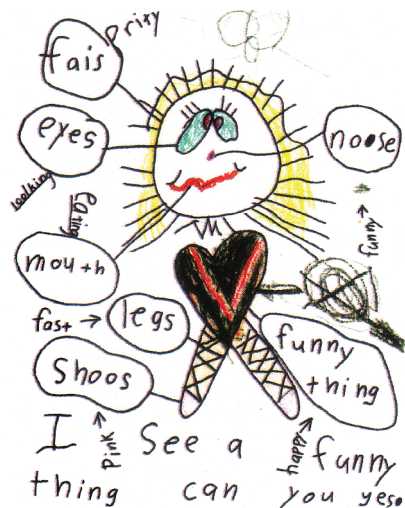


The pups on this page were created by students on their second day of kindergarten using the first drawing lesson presented in Animated-Literacy™. The pictures at the bottom of the page were drawn later in the year after the students had learned to decode, read, and write words to label and describe the parts of their illustrations. The pictures were drawn on 8.5 by 11 inch blank paper using black fine point pens (Papermate Flair® porous point markers).



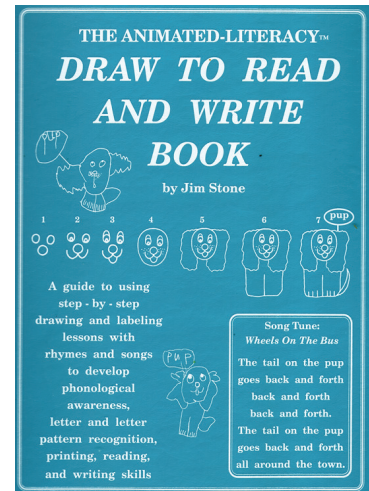
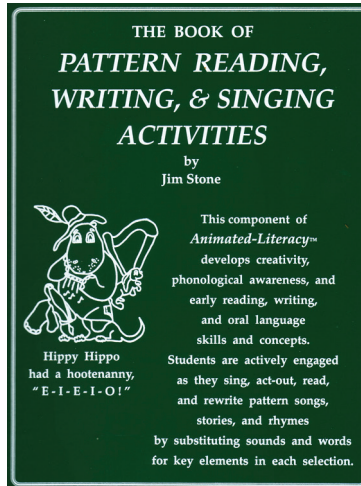
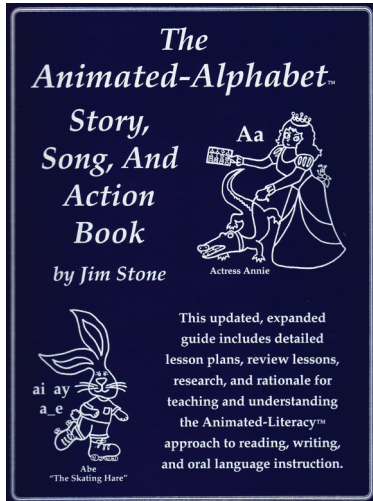
MEMORY AND MULTI-SENSORY LEARNING

“When objects and events are registered by several senses (e.g., seeing, hearing, touching, tasting), they can be stored in several interrelated memory networks. A memory stored in this way becomes more accessible and powerful than a memory stored in just one sensory area, because each sensory memory checks and extends the others.” (p. 96) *A CELEBRATION OF NEURONS* by Robert Sylwester, 1995.

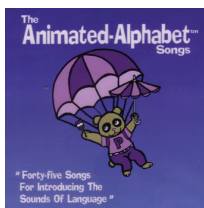


#1A CD *The Basic Animated-Literacy™ Handbooks And CD's*

This set of 3 books and 3 audio CDs includes our most popular and essential materials at a reduced price when purchased as a set. This is always the first item we recommend when asked what to purchase to start the program. The set includes the following 6 items:



1. Item #1 B, *The Animated-Alphabet™ Story, Song, & Action Book*
2. Item #1 D, *The Book Of Pattern Reading, Writing, & Singing Activities*
3. Item # 1G, *The Draw To Read & Write Book*

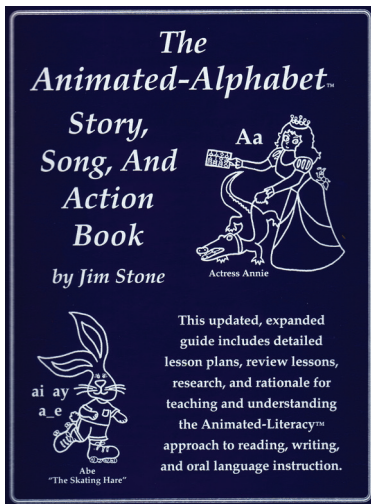


4. Item #3 CD, *audio CD of The Animated-Alphabet™ Songs*
(Includes a song for each of the 45 Animated-Alphabet™ Characters)
5. Item #1E CD, *audio CD #1 of Variations On Traditional Pattern Songs*
(Songs for sound and word substitution activities)
6. Item #1F CD, *audio CD #2 of Variations On Traditional Pattern Songs*
(More songs for word substitution activities)

#1A T, *The Basic Animated-Literacy™ Handbooks And Tapes*

This set includes the same items as #1A CD, but with cassette tapes rather than CDs

Samples From *The Animated-Alphabet™* *Story, Song, And Action Book* (350 pages)



The Story, Song, And Action Book includes 91 detailed, easy to follow lesson plans and 91 review and extension lessons that introduce and reinforce the 45 Animated-Alphabet™ characters and their sounds and letters.

Following the introduction of each character, sound, and gesture (once 2 characters have been introduced), a guided drawing and labeling lesson from *The Draw To Read And Write Book* is included to teach and reinforce blending, segmentation, letter and letter pattern recognition, and word recognition through the labeling of the students' pictures. Each drawing and labeling lesson includes a cut-and-paste sentence that introduces high-frequency words in context with decodable words from the drawing activities. After completing a drawing and labeling lesson, the students use words from the lesson to rewrite pattern songs from *The Book Of Pattern Reading, Writing, And Singing Activities*.

Each character and sound is introduced in association with suggested literature that the teacher reads aloud to the students. Lists of books and topics for shared reading are supplied with each lesson. After the introduction of each alphabet character, the students learn to perform a gesture from the character's story while producing the character's sound (painting for the sound of "P," pointing up to Uncle Upton for the sound of short "U," rowing a boat with Old Joe Crow for the sound of long "O," and hanging from Arnie Aardvark's high bar with one arm for the sound of "AR"). Students then gesture and sing along with songs that retell the alphabet characters' stories to the tunes of traditional children's songs.

The Story, Song, And Action Book covers the skills and activities needed for the earliest stages of instruction and works in conjunction with the other Animated-Literacy™ handbooks and workbooks at more advanced levels. Parent letters and homework calendars are included to encourage parent support and involvement. An overview of related reading research, language research, and brain research is supplied at the beginning of the handbook.

Sample Character Pages From *The Animated-Alphabet™* *Story, Song, And Action Book* Note: Each page in the handbook is 8.5 inches wide and 11 inches high.

Pp

Polly Panda

Polly Panda's Song, Tune: Sailing Sailing

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

Polly Panda's Sign & Sound
When you see Polly Panda or the letter, "P," think of painting, pretend to hold a piece of paper in one hand, paint with your other hand with up and down strokes, and say Polly's sound.

Uu

Uncle Upton

Uncle Upton's Song, Tune: Camptown Races

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

Uncle Upton's Sign & Sound
When you see Uncle Upton or the letter "U," point up to where Uncle Upton is hanging upside-down and say Uncle Upton's sound.

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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 pink and purple pictures.

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

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 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:

- Describe how you traveled to school today.
- Tell about your favorite thing to do in school.
- Tell about your favorite color.
- Tell about sports you like to watch or play.
- 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 painting, Polly Panda?

Polly's bells are saying, "Ping, pong, ping!"







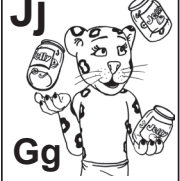
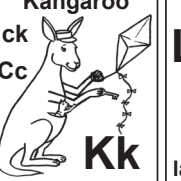





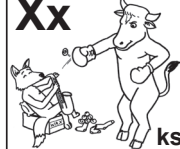

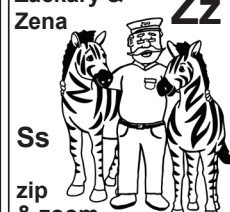

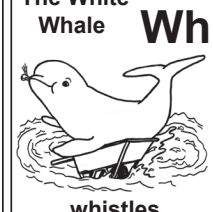





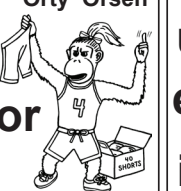
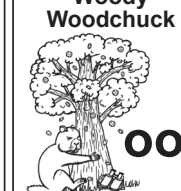

Step #7: Sing And Gesture Polly's Song

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

















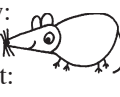




















The students trace Polly Panda's letters with different colors of crayon to form "rainbow letters." The students then color Polly Panda's picture and draw pictures about personal experiences related to Polly Panda's story. (Use ideas for topics from step #2.) The students then write sentences or dictate to the teacher as the teacher writes sentences about their pictures.

The Animated-Alphabet™ Characters And Actions (Gestures)

<p>Actress Annie Aa adds on an abacus</p> 	<p>Baby Barnaby Bb bows, bends & balances</p> 	<p>Crazy Camel Cc catches cookies</p> 	<p>Dd Daisy Dragon Dd dances</p> 	<p>Edgar Elf Ee ea exercises & escapes</p> 	<p>Farley Fox Ff ph fishes & fiddles</p> 	
<p>Griselda Green Gg glides & giggles</p> 	<p>Gilda Goose Gg glides & gives golden eggs</p> 	<p>Hippy Hippo Hh hums a hot tune</p> 	<p>Ichabod Ichthyosaurus Ii itches</p> 	<p>Jenny Jaguar Jj Gg juggles & jogs</p> 	<p>Kimmy Kangaroo Kk ck Cc blows kisses</p> 	<p>Lizzy Lamb Ll lays her head on lemon leaves</p> 
<p>Mimi Mermaid Mm -mb moves her magic mop</p> 	<p>Nellie Newt Nn kn nibbles noodles</p> 	<p>Dr. Ollie Ostrich Oo al aw au says, "Say Ah!"</p> 	<p>Polly Panda Pp paints</p> 	<p>Quentin Quail Qq qu quarterbacks the quails</p> 	<p>Rosie Raccoon Rr wr ropes & rides Rhino Ralph</p> 	
<p>Sadie Seal Ss Cc surfs and swims</p> 	<p>Timmy Tiger Tt tickles Tommy</p> 	<p>Uncle Upton Uu -a umpires</p> 	<p>Victor Vampire Vv vanishes</p> 	<p>Vinnie Vulture Vv vanishes</p> 	<p>Winkie Walrus Ww washes & wishes</p> 	<p>Max The Ox & Felix Fox Xx ks relax & box socks</p> 
<p>Yakety Yak Yy yanks yo-yos</p> 	<p>Zackary & Zena Zz Ss zip & zoom</p> 	<p>Chauncy Chipmunk Ch chops cheese</p> 	<p>Sheriff Shad Sh showers and shaves</p> 	<p>The Thick Thorny Thing Th is thirsty</p> 	<p>The White Whale Wh whistles</p> 	
<p>Ping Pong ng rings the gong</p> 	<p>Abe The Hare a-e ai ay skates to the bay</p> 	<p>Leaping Eve ee ea ie -y leaps 3 green trees</p> 	<p>High Flying Ike i-e igh -y rides his bike</p> 	<p>Old Joe Crow oa o-e -o ows his boat</p> 	<p>Huey The Mule u-e ew ue chewed new shoes</p> 	
<p>Arnie Aardvark ar hangs by one arm</p> 	<p>Orty Orsen or ordered shorts</p> 	<p>Irving Turtle ur er ir turns in circles</p> 	<p>Lou Lou Moose oo ou ew ui u-e wiggles her tooth</p> 	<p>Woody Woodchuck oo looks for cookies</p> 	<p>Grouchy Owl ow ou says, "Ou!"</p> 	<p>Joy oy oi oi oils her toy</p> 

**QUICK REFERENCE GUIDE TO THE
91 BASIC ANIMATED-LITERACY™
LESSON PLANS**

Note: Page numbers refer to *The Animated-Alphabet™ Story, Song, & Action Book* ©2004 or later. Please see “Review” pages for additional support from each of the other Animated-Literacy™ books.

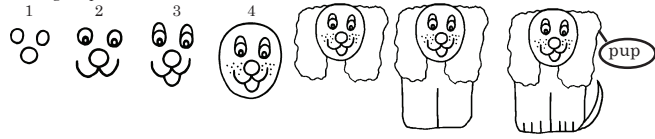
<p>LESSON 4, p. 61 Draw & label <i>pup</i>. Review: p. 241 Support: pps. 60, 31-33, 262</p> 	<p>LESSON 5, p. 62 Word Substitution Song: <i>I Caught A Fish Alive</i> Review: p. 241 Support: pps. 63, 64, & 65</p>	<p>LESSON 6, p. 66 <i>Dr. Ollie Ostrich</i> Review: p. 241 Support: pps. 67 262, 264, 269, 275, 286, 299</p> 	<p>LESSON 7, p. 68 Draw & label <i>pop</i>. Review: p. 242 Support: pps. 60, 31-33, 79, 89, 262</p> 	<p>LESSON 8, p. 70 <i>Mimi Mermaid</i> Review: p. 242 Support: pps. 71, 262, 264, 269, 275, 286, 299</p> 	<p>LESSON 9, p. 72 Draw & label <i>mom</i>. Review: p. 242 Support: pps. 60, 79 31-33, 262</p> 
<p>LESSON 10, p. 73 Word Substitution Song: <i>Skip To My Lou</i> Review: p. 242 Support: p. 74</p>	<p>LESSON 11, p. 75 More Sound Substitution Activities For <i>Are You Sleeping</i> Review: p. 242 Support: pp. 25-27</p>	<p>LESSON 12, p. 76 <i>Max The Ox</i> Review: p. 242 Support: pps. 77, 262, 265, 269, 278, 288, 301</p> 	<p>LESSON 13, p. 78 Draw & label <i>ox</i>. Review: p. 242 Support: pps. 79, 60, 31-33</p> 	<p>LESSON 14, p. 80 <i>Actress Annie</i> Review: p. 242 Support: pps. 81, 263, 268, 271, 283, 296</p> 	<p>LESSON 15, p. 82 Draw & label <i>ax</i>. Review: p. 242 Support: pps. 79, 60, 31-33</p> 
<p>LESSON 16, p. 83 More Word Substitution Activities For <i>Skip To My Lou</i> Review: p. 244 Support: p. 84</p>	<p>LESSON 17, p. 83 Vowel Substitution Activities For <i>Apples & Bananas</i> Review: p. 244 Support: p. 85</p>	<p>LESSON 18, p. 86 <i>Daisy Dragon</i> Review: p. 244 Support: pps. 87, 263, 268, 272, 283, 297</p> 	<p>LESSON 19, p. 88 Draw & label <i>dad</i>. Review: p. 244 Support: pps. 79, 60, 31-33</p> 	<p>LESSON 20, p. 90 <i>Timmy Tiger</i> Review: p. 244 Support: pps. 91, 265, 269, 276, 287, 300</p> 	<p>LESSON 21, p. 92 Draw & label <i>top</i>. Review: p. 244 Support: pps. 60, 74, 79, 93, 31-33</p> 
<p>LESSON 22, p. 94 <i>Sadie Seal</i> Review: p. 244 Support: pps. 95, 96, 265, 269, 276, 287, 300</p> 	<p>LESSON 23, p. 97 Draw & label <i>stop</i>. Review: p. 244 Support: pps. 79, 60, 31-33</p> 	<p>LESSON 24, p. 98 <i>Rosie Raccoon</i> Review: p. 244 Support: pps. 99, 265, 269, 276, 287, 300</p> 	<p>LESSON 25, p.100 Draw & label <i>rat</i>. Review: p. 246 Support: pps. 101, 79, 60, 31-33, 105</p> 	<p>LESSON 26, p.102 <i>Hippy Hippo</i> Review: p. 246 Support: pps. 103, 264, 269, 273, 284, 298</p> 	<p>LESSON 27, p.104 Draw & label <i>hat</i>. Review: p. 246 Support: pps. 79, 60, 31-33, 121</p> 
<p>LESSON 28, p.106 <i>Arnie Aardvark</i> Review: p. 246 Support: pps. 107, 267, 270, 281, 293, 304</p> 	<p>LESSON 29, p.108 Draw & label <i>star</i>. Review: p. 246 Support: pps. 109, 79, 60, 31-33, 113</p> 	<p>LESSON 30, p.110 <i>Jenny Jaguar</i> Review: p. 246 Support: pps. 111, 264, 269, 274, 285, 298</p> 	<p>LESSON 31, p.112 Draw & label <i>jar</i>. Review: p. 246 Support: pps. 113, 79, 60, 31-33, 109</p> 	<p>LESSON 32, p.114 <i>Kimmy Kangaroo</i> Review: p. 246 Support: pps. 115, 264, 269, 274, 285, 298</p> 	<p>LESSON 33, p.116 Draw & label <i>mask</i>. Review: p. 246 Support: pps. 117, 79, 60, 31-33</p> 
<p>LESSON 34, p.118 <i>Farley Fox</i> Review: p. 247 Support: pps. 119, 263, 268, 273, 284, 297</p> 	<p>LESSON 35, p.120 Draw & label <i>fox</i>. Review: p. 247 Support: pps. 121, 79, 60, 31-33, 109</p> 	<p>LESSON 36, p.122 <i>Baby Barnaby</i> Review: p. 247 Support: pps. 123, 263, 268, 272, 283, 296</p> 	<p>LESSON 37, p.124 Draw & label <i>bus</i>. Review: p. 247 Support: pps. 125, 79, 60, 31-33</p> 	<p>LESSON 38, p.126 <i>Griselda Green</i> or <i>Gilda Goose</i> Review: p. 247 Support: pps. 127-129, 263, 268, 273, 284, 297</p> 	<p>LESSON 39, p.130 Draw & label <i>gum</i>. Review: p. 247 Support: pps. 131, 79, 60, 31-33</p> 
<p>LESSON 40, p.132 <i>Crazy Camel</i> Review: p. 247 Support: pps. 133, 263, 268, 272, 283, 297</p> 	<p>LESSON 41, p.134 Draw & label <i>cat</i>. Review: p. 247 Support: pps. 135, 79, 60, 31-33, 121</p> 	<p>LESSON 42, p.136 <i>Lizzy Lamb</i> Review: p. 247 Support: pps. 137, 264, 269, 274, 285, 298</p> 	<p>LESSON 43, p.138 Draw & label <i>lamb</i>. Review: p. 249 Support: pps. 139, 79, 60, 31-33</p> 	<p>LESSON 44, p.140 <i>Edgar Elf</i> Review: p. 249 Support: pps. 141, 142, 263, 268, 272, 284, 297</p> 	<p>LESSON 45, p.143 Draw & label <i>elf</i>. Review: p. 249 Support: pps. 144, 145, 79, 60, 31-33</p> 

Lesson Plan #4: Drawing & Labeling A "Pup"

Directions: Talk about the best and worst things about puppies. Read aloud one or more books about pups. Use the following steps to draw and label a pup on blank paper. Write "THE PUP" in all capital letters to form a title for your picture. Draw the pup again in the space below and complete the cut and paste sentence activity.

Suggested Books For Reading Aloud: *HOP ON POP* by Dr. Seuss, *GREAT DAY FOR UP* by Dr. Seuss, *DOGS* by Gail Gibbons, *SPOT* series by Eric Hill, *PET SHOW* by Ezra Jack Keats, *THE LAST PUPPY* by Frank Asch, *THE BEST THING ABOUT A PUPPY* by Hindley, *THE PUPPY WHO WANTED A BOY* by THAYER

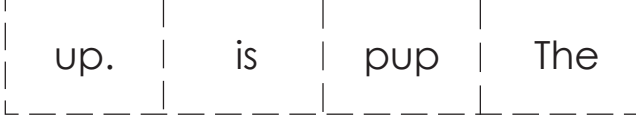
Drawing Steps For "THE PUP"



The pup is up.



Cut and paste the sentence. Fold above the sentence. Copy the sentence on the back of your paper. Draw and label pictures to illustrate the sentence.

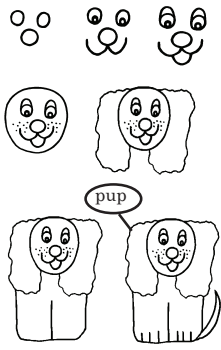


Name: _____
 Draw and label a pup. Talk or write about pups. What would you like to do with a pup? What do you like best about pups? Are there problems or things that you do not like about pups? How would you take care of a pup? How would you play with a pup? What other baby animals are called pups?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

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.

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

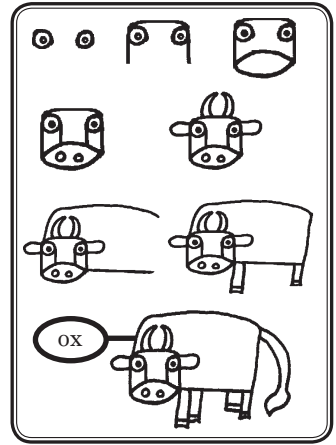
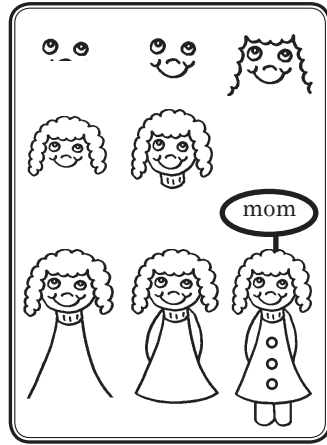
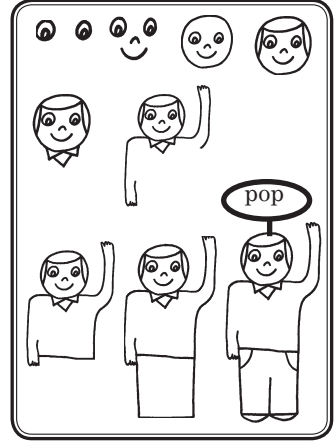
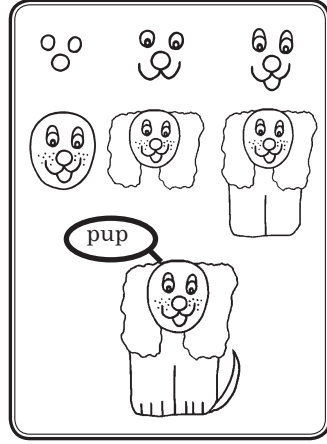
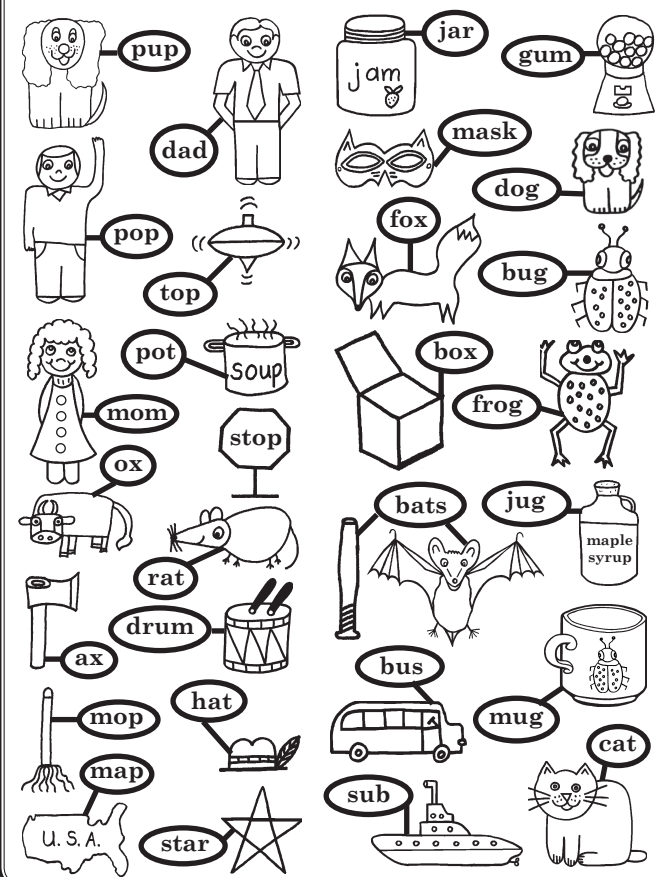


Directions: "Rainbow Write" by tracing the dotted letters with crayons and then copy the words below.



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





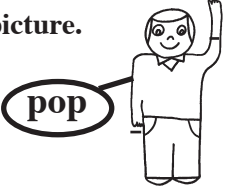

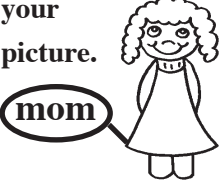

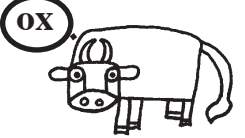


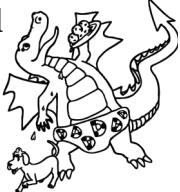
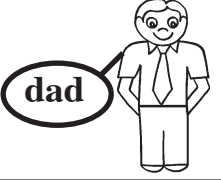




Words We Can Read, Write, And Draw #1



HOMework CALENDAR #1 FOR (dates) _____ ROOM # _____

Dear Parent(s) or Guardian(s),

The following homework activities are designed to keep you informed of the major concepts being introduced at school and to provide you with opportunities to reinforce each concept at home. We hope you will read to your child daily and take this opportunity to share in the joy of learning with your child by doing the activities together. Please work with your child on at least one activity each day, star or color in the activities you have completed, sign the activity page, and have your child return it to school on the date listed above. Please feel free to do the activities on days other than those suggested and to repeat your favorite activities.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Ask your child to teach you the song, <i>Are You Sleeping</i>, and to show you how to change the bell tones by using the sounds from the names of the children in class and the alphabet characters.</p>	<p>Ask your child to tell you the story and sing the song for "Polly Panda" and her paint brush.</p>  <p>Pp</p>	<p>Ask your child to tell you the story and sing the song for "Uncle Upton," the upside-down umpire.</p>  <p>Uu -a</p>	<p>Practice drawing a pup and writing the word, "pup." Talk about pups and tell or write a story about a pup.</p>  <p>pup</p>	<p>Ask your child to tell you the story and sing the song for "Dr. Ollie Ostrich" and his olive omelets.</p>  <p>Oo au his olive aw</p>
<p>Practice drawing and labeling a pop and tell or write a story about your picture.</p>  <p>pop</p>	<p>Ask your child to tell you the story and sing the song for "Mimi Mermaid" and her magic mop.</p>  <p>Mm -mb</p>	<p>Practice drawing and labeling a mom and tell or write a story about your picture.</p>  <p>mom</p>	<p>Ask your child to tell you the story and sing the song for "Felix Fox" and "Max The Ox."</p>  <p>Xx ks</p>	<p>Practice drawing an ox and writing the word, "ox." Talk about an ox and tell or write a story about an ox.</p>  <p>ox</p>
<p>Ask your child to tell you the story and sing the song for "Actress Annie."</p>  <p>Aa</p>	<p>Practice drawing an ax and writing the word, "ax." Talk about an ax and other sharp objects that can cut or hurt someone if they are not used safely.</p> 	<p>Either read or write down a recipe together and prepare the food. Practice and discuss measuring the ingredients as you prepare your food.</p>	<p>Ask your child to tell you the story and sing the song for "Daisy Dragon."</p>  <p>Dd</p>	<p>Practice drawing and labeling a dad. Tell or write a story about your picture.</p>  <p>dad</p>
<p>Ask your child to tell you the story and sing the song for "Timmy Tiger."</p>  <p>Tt</p>	<p>Find and make a list of objects around the house that can spin like a top. Draw a picture of a top and practice writing the word, "top."</p> 	<p>Ask your child to help you prepare a shopping list. Use the list together on your next shopping trip. Draw and label some things you purchased.</p>	<p>Ask your child to tell you the story and sing the song for "Sadie Seal."</p>  <p>Ss Cc</p>	<p>Discuss safety rules for crossing streets, walking on roads, etc. Draw a picture of a stop sign and practice writing the word, "stop."</p> 

Child's Name _____ Parent's Signature _____

Animated-Literacy™ Progress Chart

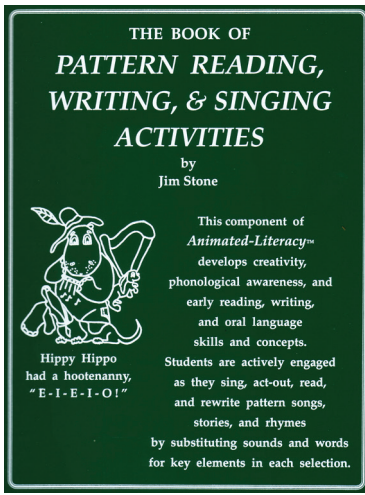


Date (month/year)

Student's Name

concept introduced progress shown mastery shown

Gesture & Echo: The student imitates the gestures and echoes (repeats) the spoken or sung phrases to the Animated-Alphabet™ Characters' songs and other finger plays.			
Prediction: The student can complete the last word in predictable sentences from a book or an Animated-Alphabet™ Character's story.			
Vowel Sounds: The student can gesture and produce the sound of each of the 17 vowel characters when the corresponding Animated-Alphabet™ Character's picture is displayed.		/ 17	
Consonant Sounds: The student can gesture and produce the sound of 21 consonants and 3 digraphs (ch, sh, th) when the corresponding alphabet character's picture is displayed.		/ 24	
Initial Consonant Substitution: The student can substitute the sound of each consonant for the "D's" in "Ding, dong, ding" when the corresponding character's picture is displayed.			
Vowel Substitution: The student can substitute the sound of each vowel for the three underlined "A's" in "Apples and Bananas" when the corresponding character's picture is displayed.			
Visual/Motor Development: The student can follow along with the steps in a guided drawing lesson.			
Letter/Pattern Recognition: The student can substitute each consonant or consonant digraph for the "D's" in "Ding, dong, ding" when the corresponding letter or letter pattern (p, s, ch, sh) is displayed.			
Vowel/Pattern Recognition: The student can substitute the sound of each vowel for the three underlined "A's" in "Apples and Bananas" when the corresponding vowel, vowel combination, or vowel/consonant combination (a, oa, ar, oi, etc.) is displayed.			
Rhyming: The student can pair objects or pictures of objects that rhyme and use the rhymes to orally complete a pattern sentence or verse such as "We'll catch a pup, put it in a cup..."			
Encoding/Segmentation: The student gestures and writes words from the picture word wall (pup, shark, boat, etc.) using either standard or "Shakespearean" spelling.			
Decoding/Blending: The student gestures, blends, and reads both familiar and unfamiliar words with sounds & spelling patterns like those from the word wall of guided drawings.			
Beginning Tracking: The student accurately tracks enlarged print of the words to the Animated-Alphabet™ songs while listening to a recording of the songs.			
Intermediate Tracking: The student accurately tracks enlarged print of the words to the Animated-Literacy™ Pattern Songs while listening to a recording of the songs.			
Comprehension/Retelling: The student retells a story by naming characters, describing the setting, the problem, the actions taken to resolve the problem, and feelings of success or failure.			
Noun Substitution: The student uses nouns to complete pattern song or story frames.			
Adjective Substitution: The student uses nouns and adjectives to independently complete pattern song or story frames.			
Verb Substitution: The student uses nouns, adjectives, and verbs to independently complete pattern song or story frames.			
Preposition & Pronoun Substitution: The student uses nouns, adjectives, verbs, prepositions, and pronouns to independently complete pattern song or story frames.			
Independent Writing: The student independently writes in complete sentences.			
Beginning Reading Fluency: The student independently decodes and reads with fluency from beginning picture books that have not been memorized.			
Intermediate Reading Fluency: The student decodes and reads with fluency from beginning chapter books with few pictures.			



Introduction To *The Book Of Pattern Reading, Writing, And Singing Activities* (218 pages)

substituting the sound of each alphabet character for selected sounds in key words. Example: In the song, *Are You Sleeping*, students replace the “D” in “ding, dong, ding” to form other bell tones (ping pong, pring prong, ching chong, thring throng, etc.).

noun substitution to substituting for adjectives and verbs, and then on to other parts of speech (articles, adverbs, prepositions, and pronouns).

Example: When the word, “bus,” in the song *Wheels On The Bus* is replaced with “pup,” the students use their editing (or “tattling) skills to find and correct any mismatches. After replacing the word, wheels, with the parts of a pup (nose, tail, ears), the students decide how the parts might move and new verses are formed. (The tail on the pup goes wag, wag, wag all around the house.)

This “assembly” component of Animated-Literacy™ helps students rewrite pattern songs and sentences through the substitution process. The first activities help students develop phonological awareness by

The pattern activities expand from sound substitution to word substitution once two sounds have been introduced. After combining “P” and “U” to draw and label a pup, students use the word, pup, to replace key words in selected songs. As progress continues, students move from

Completed Student Pattern Song Pages

Sample: Are you sleeping Brother John? John's bells are saying, "ding, john, jing!" Are you sleeping, Sister Annie? Annie's bells are saying, "Ah, ah, ah!"

Are you sleeping? Are you sleeping,
 Brother Sean,
 Brother Sean?
 Sean's bells are saying, (2x)
 "shing, shong, shing, shing, shong, shing."

Sample: 1, 2, 3, 4, 5, I caught a fish alive. 6, 7, 8, 9, 10, I let it go again.

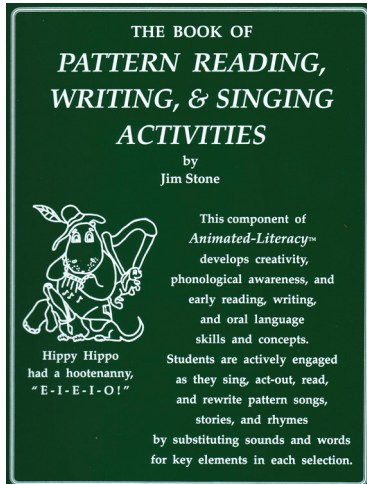
One, two, three, four, five, I caught
 a bug alive. Six, seven,
 eight, nine, ten, I let it go again.

Sample Adaptation: Down on Grandpa's farm there is a big red truck. The truck it makes a sound, "Rrum, rrum!"

Down on Grandpa's farm there is a
 big → furry → rat.
 The rat it makes a sound
 like this, "squeak, squeak!"

ASHley, AShley what can you do?
 Skip to my Lou, my darling.
 I can shop like a mom
 Skip to my Lou, my darling.

Sample Word Substitutions From The Book Of Pattern Reading, Writing, And Singing Activities



The Pattern Reading, Writing, & Singing component of Animated-Literacy™ makes use of the “folk process” to teach students how to read and write their own song verses by substituting words from the drawing and labeling activities for words in traditional children’s songs.

The following samples illustrate how the word “pup” can be used to rewrite several of the songs included in the *The Book Of Pattern Reading, Writing, And Singing Activities*. Note: These are sample rewrites of the songs. The word, pup, is not included in each recorded version of the songs.

Skip To My Lou

I lost my pup what will I do?
Skip to my Lou my darling.



I Caught A Fish Alive

One, two, three, four, five
I caught a pup alive . . .

A Hunting We Will Go

A-hunting we will go (2x)
We’ll catch a pup, put him in a cup
And then we’ll let him go



I Had A Cat

I had a pup and the pup pleased me
I fed my pup by yonder cup
Pup goes bow wow
Cat goes fiddle-I-fee, fiddle-dee-dee



The Wheels On The Bus

The tail on the pup goes wag, wag, wag
All around the town



Down On Grandpa’s Farm

Down on Grandpa’s farm
There is a cute little pup
The pup it makes a sound like this
“Woof, woof!”



One Elephant

One brown pup went out to play
Upon a big red cup one day
She had such enormous fun
That she called for
Another brown pup to come

Roll Over

Five pups in the cup and the little one said,
“Roll over, roll over!”
And they all rolled over and two fell out
And then there were three
Subtraction! Subtraction!

Down By The Bay

Down by the bay, where the watermelons grow
Back to my home, I dare not go
For if I do, my mother will say
Did you ever see a pup drink from a cup
Down by the bay

Five Little Ducks

Five little pups went out one day
Away from their homes and far away
Mother dog said, “Woof, woof, woof, woof!”
But only four little pups came back

This Old Man

This cute pup, he played three
He played knick-knack on my knee
With a knick-knack paddy-whack
Give the pup a pat
This cute pup came scampering home

Here Sits A Monkey

Here sits a pup in the cup, cup cup
He lost all the true friends that he had last year
So rise up on your feet and greet the first you meet
The furriest one I know

There’s A Spider On The Floor

There’s a pup in the cup in the cup
There’s a pup in the cup in the cup
There’s a pup in the cup
And his eyes are looking up
There’s a pup in the cup in the cup

Lesson Plan For Teaching A Word Substitution Song

After completing a drawing and labeling lesson, the label from the lesson can be substituted for words in various pattern songs. The easiest song to start with is “*I Caught A Fish Alive*” (recorded on CD #1 of *Variations On Traditional Pattern Songs*, track 6).

Steps For Teaching *I Caught A Fish Alive*

Step #1: Sharing Prior Knowledge

The teacher tells of a personal experience related to the concepts included in the song. The students then meet in pairs to share their personal experiences related to the song to be taught. After meeting in pairs, two or more children are chosen to tell what their partner said.

Topics For Discussion:

- A. Tell about a time when you have been chased.
- B. Tell of a time when you chased a person or an animal.
- C. List things that you like to catch.
- D. List your favorite living and nonliving things.
- E. List and describe things that you count.

Step #2: Read-aloud & Discuss Related Books

The teacher reads one or more books, rhymes, or stories related to the subject of the lesson. Reading selections may include a balance of fiction and nonfiction text. Book titles that may be used to introduce each song are suggested with each lesson.

Suggested Book Titles for “*I Caught A Fish Alive*”

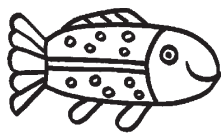
Blue Sea by Robert Kalan

Jump Frog, Jump by Robert Kalan

What Do You Do When Something Wants To Eat You
by Steve Jenkins

Counting Kisses by Karen Katz

Fish Eyes by Lois Ehlert



Step #3: Singing The Song

The children listen to a recording of the song and then sing along. Repeating phrases to the song one phrase at a time helps children learn the words. With young children or limited English speakers, actions, props, and finger plays should be used to illustrate the meaning of the words. With older students, the songs can be introduced by passing out and tracking copies of each song. Teachers can duplicate the words to the songs from either the pattern book or *The Animated-Literacy™ Book Of Songs And Stories To Read*. This book includes larger print that is easier for beginning readers to see and track. Words to the songs can be bound into books that the students can read, sing, and track over and over again while listening to the CD to develop word recognition skills and fluency.

I Caught A Fish Alive

1, 2, 3, 4, 5, I caught a fish alive.

6, 7, 8, 9, 10, I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on the right,

“Waa, waa, waa, waa, waa! Waa, waa!”

Suggested Movements For *I Caught A Fish Alive*

- A. Count on fingers as the numbers are named.
- B. Point to your chest and then gesture reeling in a fish.
- C. Close one hand to show a biting motion.
- D. Shrug shoulders when singing, “Which finger ...”
- E. Stand and point with the little finger on your right.
- F. Sit down and rub your eyes as if crying in pain.

Step #4: Noun Substitution

At first, noun substitutions can be performed orally by tossing toys to the children that represent animals that might bite their fingers. The recorded version of the song uses a fish, a snake, and a shark. After singing the song with the names of several new animals, the teacher writes “*pup*” in the empty circle on his/her pattern song frame. The students then write the word, *pup*, on their papers. This provides opportunities to talk about letter formation and to connect sounds to letters.

Step #5: High-Frequency Word Hunt

The students use their fingers to point to words in the song as they are named by the teacher. Students can also be asked to gesture and say the sounds in the words and name the letter(s) used to spell each sound and word.

Step #6: Tracking & Illustrating The New Verse

The students draw and label pictures to illustrate the meaning of the new song verse. As the students draw and label, the teacher goes to each child, holds the child’s index finger, and helps each child track and sing the words to the song. Once the teacher begins to feel resistance in a child’s hand, the teacher stops helping and observes to see if the child can track and read or sing the song without assistance.

Step #7: Independently Rewriting The Song Frame

After completing a song frame one or more times with assistance, each student completes the frame independently by choosing a word that the class has learned to draw and label to replace *fish* in the song. After illustrating their song frames, the children’s papers can be bound into a class book for independent and group reading and singing. A song puzzle has also been provided for more advanced students. After completing a song puzzle, the students can rewrite the song on the back side of their papers by changing any words that have stars.

Symbols Used For Word Substitution In

The Book Of Pattern Reading, Writing, & Singing Activities

Sample Song Frames From *The Book Of Pattern Reading, Writing, And Singing Activities*

More than 40 song frames and 20 story frames have been provided in *The Book Of Pattern Reading, Writing, & Singing Activities*. The frames are designed to help students learn to read and write a wide variety of sentence patterns through the key word substitution process. Many teachers of older children complain that their students always write with the same simple sentence forms. After learning about parts of speech and how they can be manipulated and resequenced to rewrite a variety of sentence patterns, it is easy for students to incorporate the sentence structures from the pattern singing and writing activities into their own independent writing.

The frames provided in the pattern book begin with simple sound and noun substitution activities and gradually increase the number of words students must supply until they are manipulating each of the five basic parts of speech. For younger students, the activities can be completed orally or printing can be simplified by removing the lines in each circle. As printing develops, students can learn to print on the lines. The symbols supplied at the right are used to help students identify and manipulate each part of speech. As students progress through the activities, they will also learn about punctuation and capitalization.

Oh! A hunting we will go.
A hunting we will go.
We'll catch a fox,
put him in a box
and then we'll let him go.

Oh! A hunting we will go.
A hunting we will go.
We'll catch a rat,
put him in a hat
and then we'll let him go.

Oh! A hunting we will go.
A hunting we will go.
We'll catch a pup,
put him in a cup
and then we'll let him go.

Symbols For Completing Song & Story Frames:

Circles: Nouns, words that have outlines pup

Arrows \Rightarrow : Descriptive Words (Adjectives, Adverbs, & Articles) words that point to other words

fluffy \Rightarrow puppy

Lines: **Verbs:** words that name actions or ways that you can move along a line

Little \Rightarrow pups run \Leftarrow fast.

Rectangles: Pronouns, words that take the place of or rename nouns

me	we	he	she	I	see	the	\Rightarrow	pups
you	I	it	they		They	<u>run</u>	\Leftarrow	fast.
them	him	her	us					

Two Chain Links: Prepositions, words that link

on	in	with	at
by	off	into	onto
up	down	around	through
to	over	under	from
of	below	before	between
near	above	across	against
behind	past	beside	beneath
for	beyond	among	after

We will catch a \Rightarrow pup, put it in a \Rightarrow cup.

Three Chain Links: Conjunctions, more words that link

and	but	or	as
when	if	so	till
since	while	yet	for
until	though		however

Puppies and kittens like to run and jump.

Reduced Sample Page. Actual page is 11 inches wide and 8.5 inches high.

When first using the frames, the students copy as the teacher writes each word. Later the children choose their own words and complete familiar frames as independent seat work. After completing a frame, students draw pictures to illustrate their verses in this space. As the students draw, the teacher helps each student track and sing or read the words. The pages can then be taken home or saved and bound into a class book.

Oh! A hunting we will go. We'll catch

a , put him in a
and then we'll let him go.

More Samples From The Book Of Pattern Reading, Writing, & Singing Activities

Reduced Sample Pages. Actual pages are 11 inches wide and 8.5 inches

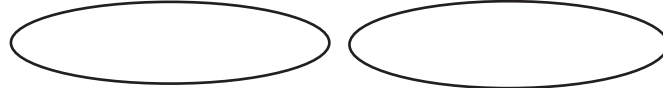
SAMPLES

Are you sleeping?
Are you sleeping,
Brother Sean, Brother Sean?
Sean's bells are saying.
Sean's bells are saying,
"Shing, shong, shing!"
"Shing, shong, shing!"

Are you sleeping,
Sister Marie?
Marie's bells are saying,
"Ming, mong, ming!"

Are you sleeping,
Polly Panda?
Polly's bells are saying,
"Ping, pong, ping!"

Are you sleeping? Are you sleeping,



,



?



's bells are saying,

“ _____ ”

_____ ing _____ ong _____ ing! _____ ing _____ ong _____ ing!

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

Down on Grandpa's farm there is a



The _____ , it makes a sound

like this, “ _____ !”

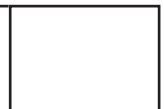
This old man, he played one.
He played nick - nack on my thumb.
With a nick - nack, patty - whack,
give the dog a bone.
This old man came rolling home.

This bear cub, she played two.
She played nick - nack at the zoo.
With a nick - nack, patty - whack,
give the bear some honey.
This bear cub came lumbering home.

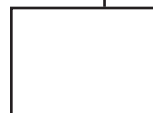
This red bird, she played three.
She played nick - nack in my tree.
With a nick - nack, patty - whack,
give the bird a worm.
This red bird came flying home.

This little girl, she played four.
She played nick - nack at the store.
With a nick - nack, patty - whack,
give the girl a toy.
This little girl came running home.

This



played three.



played knick-knack

the tree. With a knick-knack

paddy whack, give the



. This



came

home.

THE ANIMATED-LITERACY™
**DRAW TO READ
 AND WRITE
 BOOK**
 by Jim Stone

A guide to using step-by-step drawing and labeling lessons with rhymes and songs to develop phonological awareness, letter and letter pattern recognition, printing, reading, and writing skills

Song Tune:
Wheels On The Bus
 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.

Introduction To *The Draw To Read And Write Book* (280 pages)

The drawing component of Animated-Literacy™ provides systematic phonics instruction and decodable words through a sequence of guided drawing and labeling lessons. After learning only 2 sounds and gestures (“P” and “U”), students draw and label a “pup.” Segmentation, letter recognition, blending, and printing skills are developed as students listen for the sounds in “pup,” gesture and say

each sound, and print the word, “pup.” Instruction continues as short “o” is introduced and the students draw and label a “pop,” followed by “m” and the drawing and labeling of a “mom.” After drawing and labeling each picture, decoding and word recognition skills continue to develop as students form phrases by adding adjectives and verbs to their labels.

The following suggested sequence enables students to read and write decodable words (“up” and “pup”) as soon as two sounds have been introduced. With the introduction of each new sound, at least one new drawing and labeling lesson is provided.

**“P” and
 Short “U”**
 pup
 Short “O”



pop
“M”
 mom
“X”
 ox
“A”
 ax
 map
“D”
 dad



“T”
 top
 pot
“S”
 stop
“R”



rat
 drum
“H”
 hat



“AR”
 star
“J”
 jar
 jam



“K”
 mask



“F”
 fox
“B”
 box
 bat
 bus



sub
“G”
 gum
 dog
 bug



frog
 jug
 mug
“C”
 cat
 cup



car / cab
 duck
 truck
 cap
 crab
 sock
“L”



lamb
 log
 doll
 ball
 clock
 lock



Short “E”

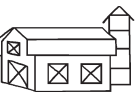
elf
 bed
 bell
 jet



“TH”
 bathtub
 moth



“N”
 nut
 bread
 net
 hen
 pen
 barn
 ant
 tent
 can



Long “OO”

tooth
 moon
 boot
 moose



goose
Short “OO”
 foot
 book
Short “T”



pig
 pin
 kid
“CH”
 chick
 chimp
Long “O”



boat
 coat
 toad
 cone
 bone
 phone
 rope
 goat



Long “E”

bee
 jeep
 cheese
 tree
 leaf
 seal



“W”
 well
 web

Long “T”

bike
 kite
 pipe
 pie
 tie
 fly



“OU” & “OW”

owl
 cow
 mouse



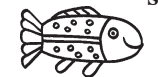
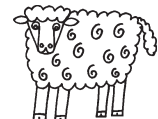
house
 hound
 clown
 flower
Long “A”



ape
 hare
 chair
 cake
 snake
 skate
 pail
 snail
 train



“SH”
 sheep
 shark
 shell
 ship
 fish
 brush



“IR, UR, ER”

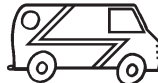
girl
 shirt
 skirt
 bird
 perch
 turtle



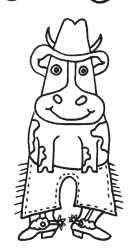
“V”
 van
 vase
 vest
 hive



“Y”
 yak
 yo-yo



“OR”
 horn
 corn
 cork



“Q”
 queen

quail
“OY, OI”

boy
 toy
“WH”

whale
“Z”
 zipper
 prize

Long “U”
 mule
 cube

“NG”
 king
 ring

*More
 Drawings*
 sun / sunshine

farmer
 rooster
 spider
 teddy bear

butterfly
 clown head
 Santa

songbird
 sister
 rocket
 lion

tinman
 tugboat
 sailboat
 die / dice

tiger
 hippo
 cowboy
 elephant

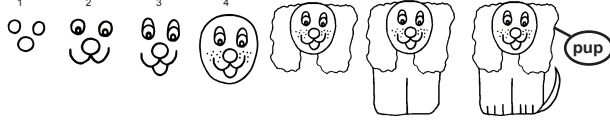
pelican
 lighthouse

Lesson Plan #4: Drawing & Labeling A "Pup"

Directions: Talk about the best and worst things about puppies. Read aloud one or more books about pups. Use the following steps to draw and label a pup on blank paper. Write "THE PUP" in all capital letters to form a title for your picture. Draw the pup again in the space below and complete the cut and paste sentence activity.

Suggested Books For Reading Aloud: HOP ON POP by Dr. Seuss, GREAT DAY FOR UP by Dr. Seuss, DOGS by Gail Gibbons, SPOT series by Eric Hill, THE LAST PUPPY by Frank Asch, THE BEST THING ABOUT A PUPPY by Hindley, THE PUPPY WHO WANTED A BOY by THAYER

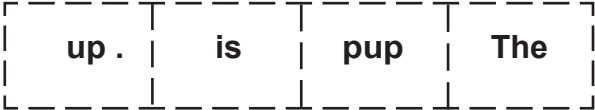
Drawing Steps For "THE PUP"



The pup is up.



Cut and paste the sentence. Fold above the sentence. Copy the sentence on the back of your paper. Draw and label pictures to illustrate the sentence.



Reduced Size Sample page from #1G, The Draw To Read And Write Book
 The sentences provided for printing practice introduce 200 highest frequency words in context with decodable labels from the drawing and labeling pages.

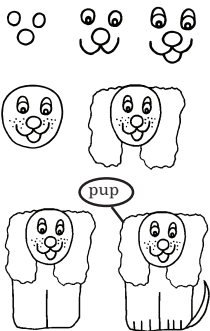
Name: _____

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?"

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.

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



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



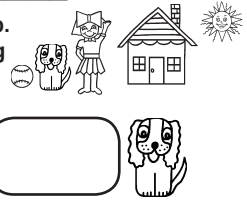
Pup pup

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

NAME: _____

Talk about these pictures. Tell what you think the girl and the pup might do. Write pup next to each picture.

**I see a pup.
 It is playing
 in the sun.**



- (1) Draw a pup. You may draw the pup any way you want.
- (2) Draw someone with your pup.
- (3) Draw pictures to show where your pup is.
- (4) Draw pictures to show what the weather is like. Is it sunny, raining, snowing?
- (5) Add ideas to your picture to show what the pup is doing.
- (6) Fold your paper above the puzzle pieces and copy the sentence on the back of your paper.

I see a pup.



New sound(s), decodable label(s), & sight word(s): p, short u, pup, I, see, a



Reduced Size Sample page from #1G, The Draw To Read And Write Book

Name: _____

Draw and label a hippopotamus. Talk or write about hippos. Where do hippos live? What do they eat? What might make a hippo feel happy? What are some things that make you feel happy?

Song Tune: Here Sits A Monkey, recorded on Variations On Traditional Pattern Songs, CD #2.

Oh, here sits a hippo
in the tub, tub, tub.
He's scrubbing his tummy
with a rub-a-dub-dub.
So rise up on your feet
and greet the first
you meet,
the cleanest one I know.

Suggested Read-Aloud: HIPPOS GO BERSERK! by Sandra Boynton
 WHEN I WOKE UP I WAS A HIPPOPOTAMUS by Tom MacRae
 BUT NOT THE HIPPOPOTAMUS by Sandra Boynton
 THE HIPPOPOTAMUS by Aaron Zenz
 OWEN & MZEE: THE TRUE STORY OF A REMARKABLE FRIENDSHIP by Isabella Harkoff



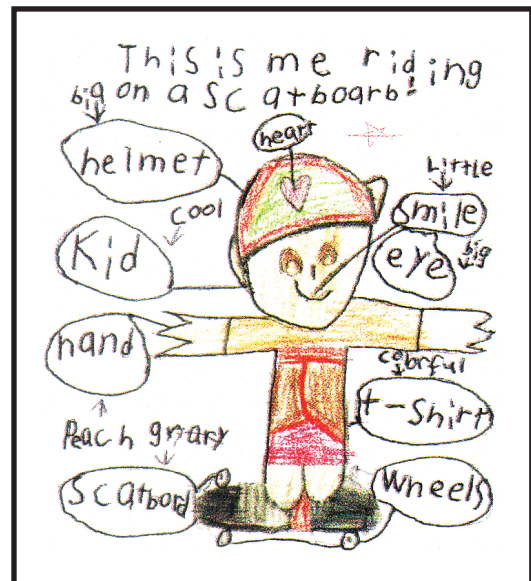
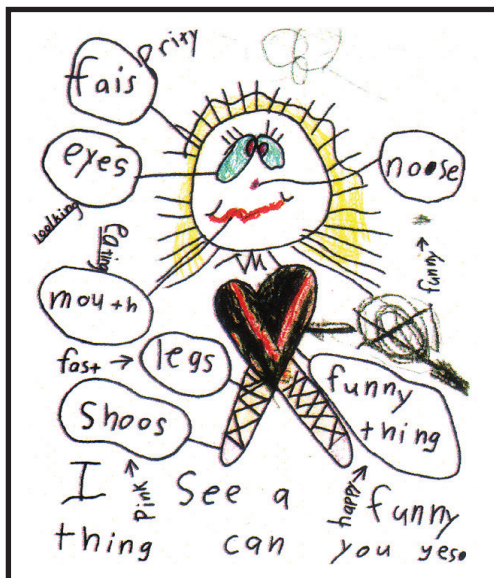
Directions: "Rainbow Write" by tracing the dotted letters with crayons and then copy the words below.

crazy hippo

Copy or write and illustrate a sentence on the back of this page. **What could make a hippo so happy?**

More Drawing And Labeling

When first starting the drawing and labeling process, the students copy as the teacher draws and labels each picture one step at a time. As the process continues, the teacher may draw and add more labels as the students follow along on their papers. After the guided portion of the lesson has been completed, the students add more labels independently and write a story about their picture. In later stages, the students draw independently, label their pictures, and write about their pictures. At this stage, some of the pictures are ones that students draw by using the steps from *The Draw To Read And Write Book* and others are ones that they draw completely on their own. The following pictures illustrate this progression. The students drew their pictures on blank pages that were 8 inches wide and 11.5 inches tall.



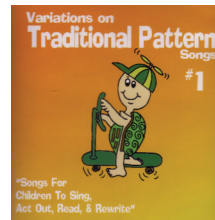
Animated-Literacy™ Audio CDs And Tapes

#1E CD, CD #1 Of Variations On Traditional Pattern Songs

This audio CD includes 23 pattern songs that are divided into 3 sets. In the first set of songs, students develop and expand their phonological awareness skills by deleting and substituting vowel sounds, consonant sounds, onsets, and rimes for sounds in selected words. In the second set of songs, students substitute names of objects for selected nouns. This set is ideal for reinforcing the labels students are learning to read and write through the use of *The Draw To Read & Write Book*. In the third set of songs, students substitute both nouns and adjectives for selected words in each song. Adjectives from the labeling activities in *The Draw To Read & Write Book* can be used and reinforced in these songs. This set includes several songs that can be used to develop and reinforce rhyming skills. The verses to each song include sample substitutions that model the substitution process and help students begin to write their own verses.

#1E T, Tape #1 Of Variations On Traditional Pattern Songs

This item includes the same songs as item #1E CD on a cassette tape rather than a CD.



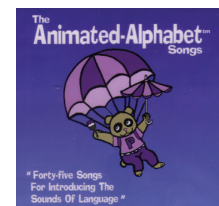
#1F CD, CD #2 Of Variations On Traditional Pattern Songs

This audio CD continues the word substitution process that was started on the first CD of pattern songs. The 23 pattern songs included on CD #2 continue to reinforce nouns and adjectives while adding opportunities to introduce and reinforce verbs, prepositions, and pronouns through the word substitution process. As more words are substituted, the process of creating new song verses becomes more challenging. As words are replaced in each song, conflicts often occur. The conflicts provide students with many opportunities to develop their comprehension and editing skills as they change additional words to make each verse make sense.

#1F T, This item includes the same songs as item #1F CD on a cassette tape.

#3 CD, The Animated-Alphabet™ Songs

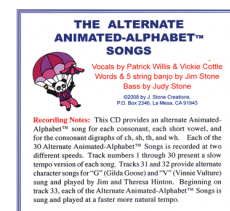
This audio CD includes a song for each of the 45 Animated-Alphabet™ Characters. The songs are divided into two sets. The first set (track #1 through track #12) begins with 26 consonant and short vowel songs presented in alphabetical order. This is followed by songs for 5 consonant digraphs, 5 long vowels, and 7 additional vowel sounds. On tracks 13 through 53, each Animated-Alphabet™ Song is presented a second time in the suggested sequence that is provided in *The Animated-Alphabet™ Story, Song, and Action Book*.



#3 T, This item includes the same songs as item #3 CD on a cassette tape.

#4, Audio CD Of The 30 Alternate Animated-Alphabet™ Songs

This audio CD (not included in the #1A set) provides a second song for 30 of the Animated-Alphabet™ Characters. A song is included for each consonant, short vowel, and the consonant digraphs ch, sh, th, and wh. The words to the alternate songs are included in item #1H, *The Animated-Literacy™ Book Songs & Stories To Read*.



Item #1S: The Picture Book Of Animated-Literacy™

Stories, Sounds, & Songs (274 pages, 11.5 X 8 inches)

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

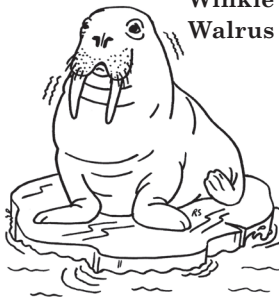
samples. After singing each sample verse, the teacher and the students should use the sample as a model to follow in order to make up more verses for sound play and language development. Page 6 for each character presents the character's song.

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.

Ww

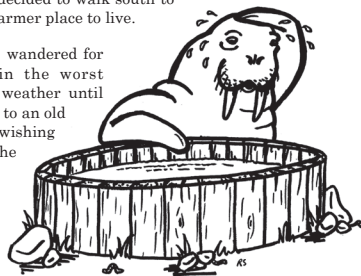
Winkie Walrus

Winkie Walrus began his life like most walruses, living in a winter wonderland of ice and snow. But Winkie didn't like the cold, and he wished that he could live somewhere else where the weather was warmer.




One winter the weather was worse than usual, so Winkie Walrus decided to walk south to find a warmer place to live.

Winkie wandered for weeks in the worst kind of weather until he came to an old wooden wishing well in the woods.



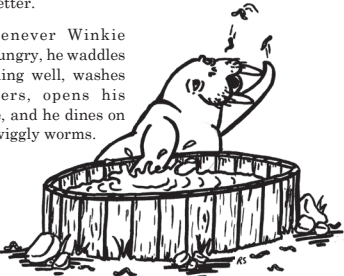
Winkie was feeling wet and weary from walking, so he stopped to rest and wash his whiskers in the wishing well.



Winkie Walrus was washing, splashing in the water, and wishing for something to eat when an old woodsman wandered by. The woodsman saw that Winkie was weary and hungry, so he offered Winkie some walnuts, watermelon, and waffles covered with whip cream.

Winkie liked the food the woodsman gave him, but he liked the worms that wiggled out of the mud under the wishing well even better.

Now, whenever Winkie Walrus is hungry, he waddles to the wishing well, washes his whiskers, opens his mouth wide, and he dines on wonderful wiggly worms.



Ww


Winkie Walrus's Gesture:

When you see Winkie Walrus or the letter "W," think of washing, pretend to wash your face with both hands, and say Winkie Walrus's sound.

Sing "Are You Sleeping" with Winkie Walrus's sound and gesture.

Are you washing? Are you washing.
Winkie Walrus, Winkie Walrus?
Winkie's owls are saying, Winkie's owls are saying,
"Woot, woot, woot, woot, woot, woot."


*Replace the "H" in "hoot" with "W" to form the sound of Winkie Walrus's ous.



Ww **Winkie Walrus's Song**
Tune: "Camptown Races"

Winkie waddled to the well,
wish wash, wish wash!
Winkie Walrus
wished for worms,
wonderful wiggly worms

"W's" For Winkie
and for the wiggly worms.
Winkie washed his whiskers
and wished for worms
at the wooden wishing well.



#1T: Mini Books of Animated-Alphabet™ Stories, Sounds, and Songs (72 pages)

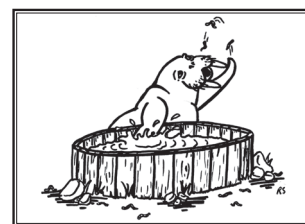
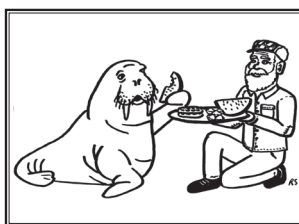
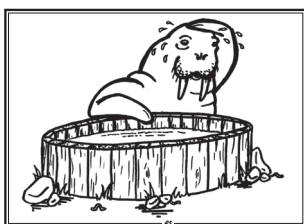
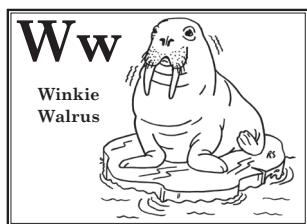
The "Mini Book" of Animated-Alphabet™ Stories, Sounds, & Songs provides an inexpensive and effective set of materials to send home so that parents can reinforce the written and oral language development that takes place at school. As each alphabet character and story is introduced in school, the character's 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.

#1U: 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.



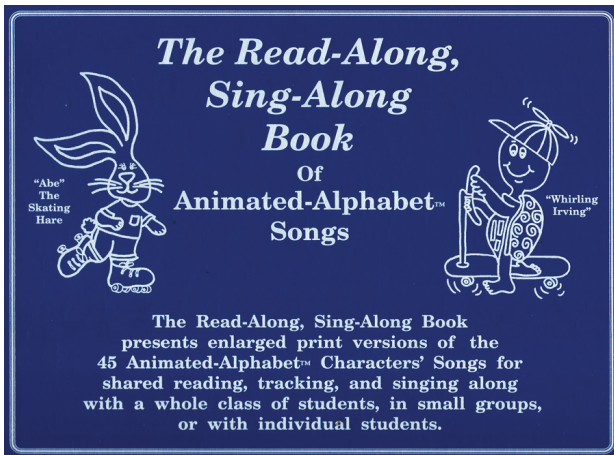
Samples From *The Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs*

The *Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs* (92 pages) includes each of the 45 Animated-Alphabet™ Songs in large, bold print that makes it easy for teachers to model the tracking of words from left to right and from the top to the bottom of each page. Each page is 11 inches wide and 8.5 inches tall. The book is printed on light card stock and is spiral bound to open and lay flat.

When first introducing the songs to young children, the teacher models the gesturing of the words one phrase at a time as the students listen, watch, and imitate the teacher's words and gestures. Once the students have learned the gestures, the teacher can track the words from this book with a finger as the students sing and gesture while listening to the song on the CD.


After modeling tracking a few times, teachers can photo copy a song, laminate it, and place it in the classroom library for students to read, sing, and track independently. As new songs are introduced, they can be laminated and bound with previous songs to form a classroom book of the songs that the children have learned. Teachers can also duplicate the songs and send them home with their students.

In homes where books are scarce, the Animated-Alphabet™ songs have helped many families establish a bedtime story tradition. In other homes, these songs have become an important addition to the bedtime story session.



Polly Panda's song is sung to the tune of "Sailing, Sailing"


All pages are eleven inches wide and 8.5 inches tall

Pp Polly Panda 

Painting purple "Ps"

Polly paints her purple "Ps"

On pants and pizza pans

"Ps" for Polly 

Painting purple "Ps"


Painting "Ps" on packages

And plates and porcupines

Uncle Upton's song is 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

The Beginning Workbook Of Fluency, Comprehension, And Word Recognition Activities (290 pages)

This reproducible workbook of blackline masters includes:

(1) ***Decodable Labels & Cut & Paste Sentence Puzzles***

This component combines sequential practice in reading and writing decodable labels with opportunities for students to learn more than 100 high-frequency words through mixed-up sentence puzzles.

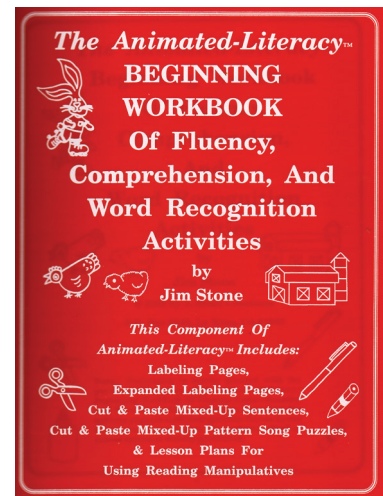
(2) ***A review page for each alphabet character***

These pages are designed to be used after introducing all of the alphabet characters. Students practice reading and writing decodable words by labeling pictures that include the sound that is being reviewed.

(3) ***Beginning Pattern Song Puzzles*** for the shortest and simplest of the songs from *The Book Of Pattern Reading, Writing, & Singing Activities* are included. These pages improve word recognition and fluency by providing students with many opportunities to decode, read, and reread mixed-up words to songs as they cut, sort, sequence, and paste the words to form verses. Writing skills and comprehension are developed as students rewrite each song through the word substitution process and draw pictures to illustrate their new verses.

(4) ***Expanded Labeling & Rhyming Pages*** move children from labeling pictures with one word to labeling with phrases that include adjectives and verbs. Students label the first set of rhyming pages with nouns, color words, size words, and other adjectives to form noun phrases. Students label the second set of rhyming pages with nouns and verbs that suggest ways that the objects presented in the pictures might move or things they might do. Each page includes a pattern rhyming song to read, sing, and rewrite.

(5) ***Lesson Plans For Using Reading Manipulatives*** to reinforce decoding skills, sight word recognition, sentence construction, and comprehension are included. The lesson plans are designed to be used with the first set of pages from the beginning workbook and with *The Animated-Alphabet™ Cabinet of Reading Manipulatives*.



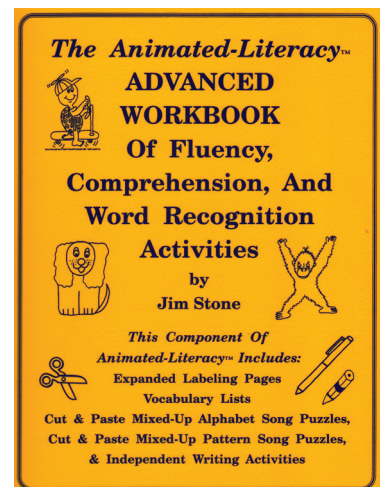
The Advanced Workbook Of Fluency, Comprehension, And Word Recognition Activities (290 pages)

This reproducible workbook of blackline masters includes:

(1) ***Advanced Pages For Expanded Labeling*** that encourage students to use adjectives and verbs from children's literature to form phrases and label pictures from *The Draw To Read And Write Book*. Charts of adjectives and verbs from children's books are included for use in these activities. The activities develop vocabularies while continuing to reinforce decoding, fluency, comprehension, and writing skills.

(2) ***Advanced Pattern Song Puzzles*** include mixed-up puzzle pages for the longer and more challenging word substitution songs from *The Book Of Pattern Reading, Writing, & Singing Activities*. These pages continue to improve word recognition and fluency by providing students with many opportunities to decode, read, and reread words as they cut, sort, sequence, and paste the words to form verses. Comprehension and writing skills are developed as students turn their papers over and rewrite each song through the word substitution process and draw pictures to illustrate their verses.

(3) ***An Animated-Alphabet™ Song Puzzle*** for each Animated-Alphabet™ character is included. This set of puzzles can be used to review the alphabet characters and their songs, sounds, and gestures. These puzzles tend to be more challenging than the pattern song puzzles.



NAME: _____

Write the correct word next to each picture. Draw and write your own sentences on the back of your paper.

drum top rat **Mom has one big**
hat mom star **star on her dress.**

Mom said, "Look at my big red star!"

--	--	--	--

New sound(s), decodable label(s), & sight word(s): ar, star, at, look, my Cut and paste the words to form a sentence.

at	big	star!"	Mom
my	"Look	red	said ,

"Wheels On The Bus" Song Puzzle From "Variations On Traditional Pattern Songs" CD or Tape #1, Track #7

Directions: Cut out the words to this variation of the song **THE WHEELS ON THE BUS**. Paste them in the correct order in the boxes at the bottom of the page. When singing, try replacing the words with stars with words of your own to make up new verses.

The	town.	up	the
★	★	★	★
man	on	and	around
the	★	down	★
		all	hat

The hat on the man goes up and down all around the town.

Name: _____

nouns bat hat wing fur cat rat ears	adjectives big little red blue green gray fat white brown yellow pink thin orange purple black violet
---	--

I had a rat and the rat pleased me. I fed my rat in yonder hat. Rat goes squeak, squeak. Cat goes fiddle-i-fee, fiddle-dee-dee.

Directions: Label the pictures by writing a noun in each circle. Write a color or size word to describe each noun. Color the pictures to match the color words you choose. Use the words that rhyme to sing rhyming songs. Write about the pictures in the space below.

"A Hunting We Will Go" Song Puzzle Pieces From "Variations On Traditional Pattern Songs" CD or Tape #1, Track #9

a	★ pup .	hunting	Put
we	let	him	A
will	go .	We 'll	catch
a	in	go .	★ cup ,
then	and	we 'll	him

A hunting we will go. We'll catch a pup . **A HUNTING WE WILL GO** **Put him in a pup , and then we'll let him go.**

NAME: _____

nouns ear eye fleece nose hoof leg mouth lamb	springy ← adjectives → hard drowsy sleepy woolly chubby smart spunky fuzzy gentle bright young soft cold warm hungry cute tiny
--	---

Sample Sentence

I am a chubby white lamb.
I have warm fleece, bright eyes, and four thin legs.

Directions: Label the picture by writing a noun in each circle. Write adjectives to describe the nouns by each arrow. You may use adjectives from the top of the page or your own words. Use the labels to write about your picture.

NAME: _____

nouns roof bus door light wheel tire window	verbss leak roll grip wobble carry crash bounce hiss slip screech push creep squeak	rumble haul beep honk rattle turn open start close slam
--	--	---

Sample Sentence

This old school bus rattles and rumbles as it bounces down the street. It carries kids safely to school every day.

Directions: Label the picture by writing a noun in each circle. Write verbs to name something that each noun can do. You may use verbs from the top of the page or your own words. Use the labels to write about your picture.

Animated-Alphabet™ Song Puzzle For **ORTY ORSEN**

Song Tune: **ARE YOU SLEEPING**

Orty Orsen

or

Orty Orsen
ordered four new
pairs of shorts,
sparty shorts.

But the store sent forty.
“O, R” is for Orty
now she’s sore
at the store.

Orty	store.	sparty	sent
new	pairs	for	shorts,
ordered	she’s	But	now
store .	four	forty.	“O, R”
is	of	Orty	the
shorts.	sore	at the	Orsen

Orty Orsen

or

Orty Orsen
ordered four new
pairs of shorts,
sparty shorts.

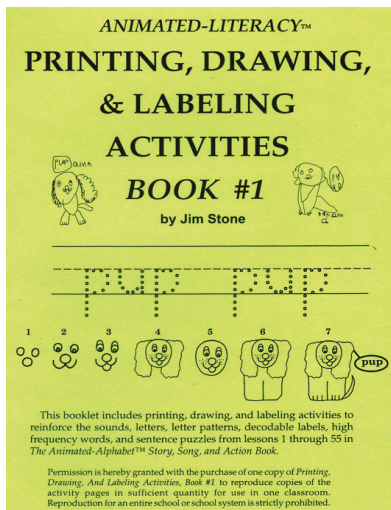
But the store sent forty.
“O, R” is for Orty
now she’s sore
at the store.

The Animated-Literacy™ *Printing, Drawing, & Labeling Activities, Book #1 and Book #2*

Each printing book begins with dotted letters, words, and sentences for the students to trace and copy. Using many colors of crayons or colored pencils to trace and retrace each letter, word, and sentence creates a rainbow effect (“rainbow writing”) which adds to enjoyment and motivation.

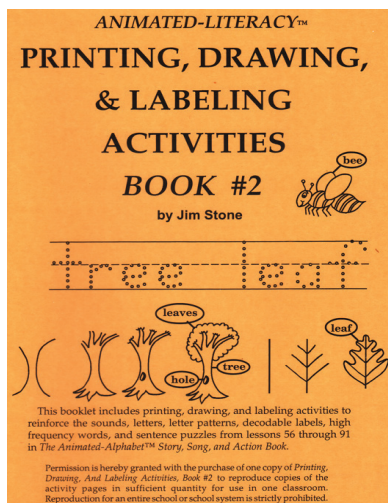
Each printing book includes decodable words from *The Draw To Read And Write Book*

for the students to trace and copy. The printing books also include sentences that combine decodable words with high-frequency words and reinforce the mixed-up sentence puzzles from *The Animated-Alphabet™ Story, Song, And Action Book*. After tracing and copying each sentence, the students draw and label pictures to reinforce comprehension, visualization, and word recognition.



Printing, Drawing, & Labeling Activities, Book #1 (54 Pages)

Printing, Drawing, & Labeling Activities Book #1 provides reproducible black line masters to reinforce each of the drawing lessons and the mixed-up sentence puzzles from lesson #1 through lesson #55 in *The Animated-Alphabet™ Story, Song, And Action Book*. Printing book #1 introduces primarily single letters along with a few letter patterns.



Printing, Drawing, & Labeling Activities, Book #2 (58 Pages)

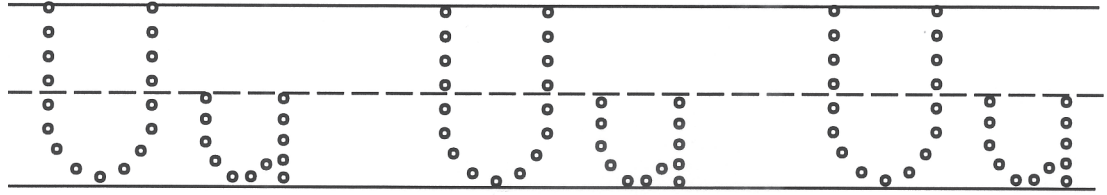
Printing, Drawing, And Labeling Activities Book #2 picks up where book #1 leaves off. This book includes pages for reinforcing the sentence puzzles and the drawing and labeling lessons #56 through #91 from *The Story, Song, And Action Book*. While printing book #1 introduces primarily single letters along with a few letter patterns, book #2 focuses primarily on letter patterns.

Name: _____


Polly Panda



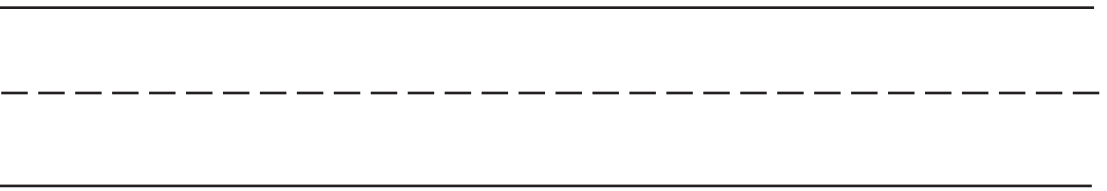
Pp
paints
purple "P's!"



Uncle Upton



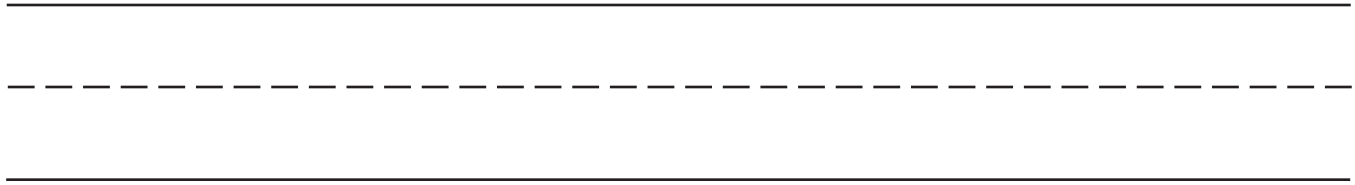
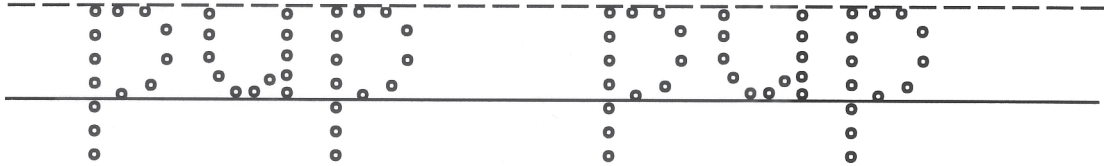
Uu
_a
hangs
upside-down



Polly Panda



Pp
paints
purple "P's!"



Say and gesture the sounds in "pup."

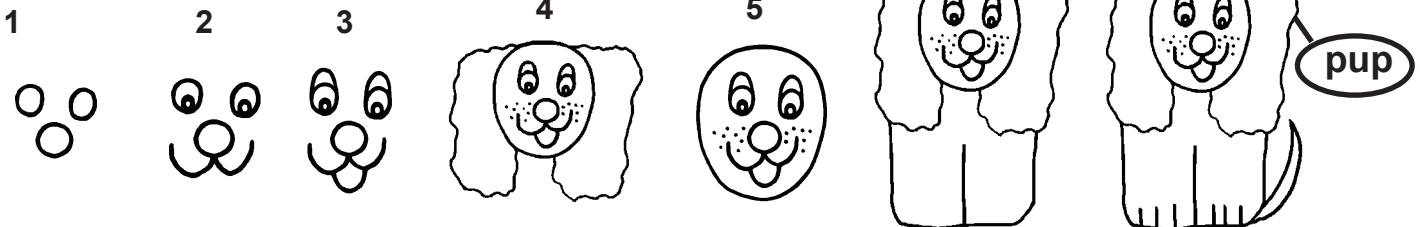
What little word is in "pup?"

Say and gesture the sounds in "up."

Name the letters used to spell the words, "pup" and "up."

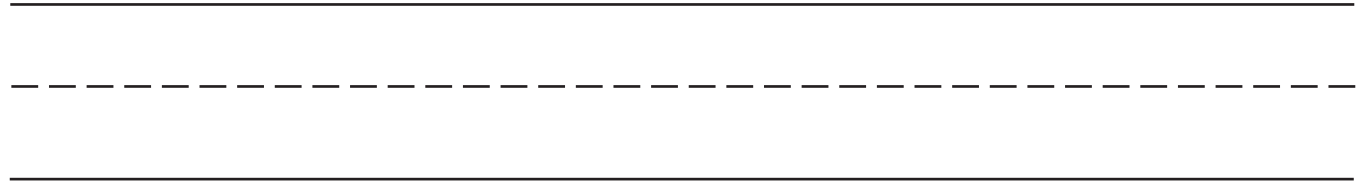
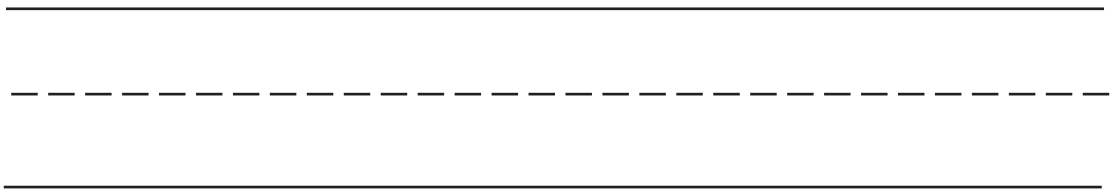
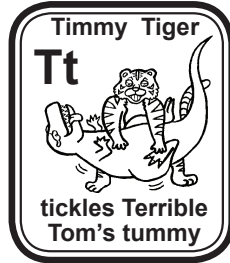
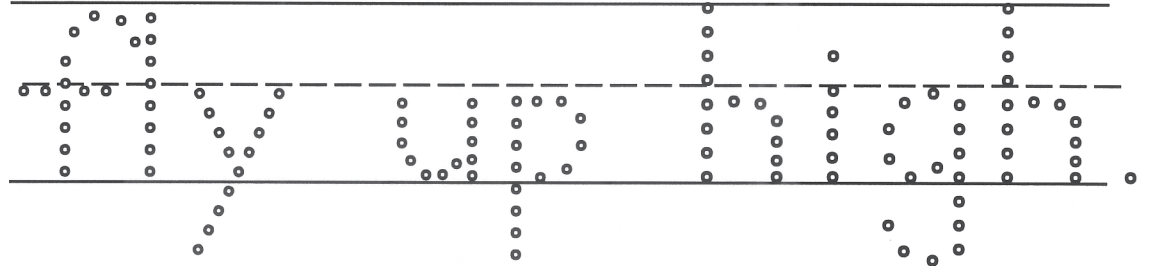
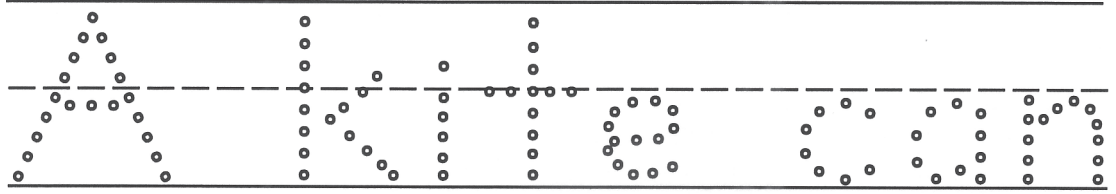
Draw and label a pup.

You may draw on the back of your page.



Sample Page From #1 M
Printing, Drawing, & Labeling Activities, Book #2

Name: _____



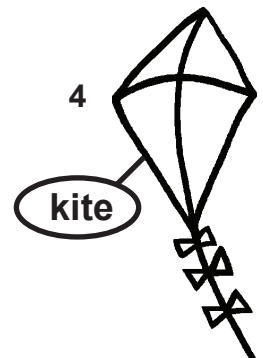
Say and gesture the sounds in the words, "kite, fly," and "high."

Name the letters used to spell the words, "kite, fly," and "high."

Name four ways to spell Ike's sound.

Draw and label a picture of you flying a kite up high in the sky.

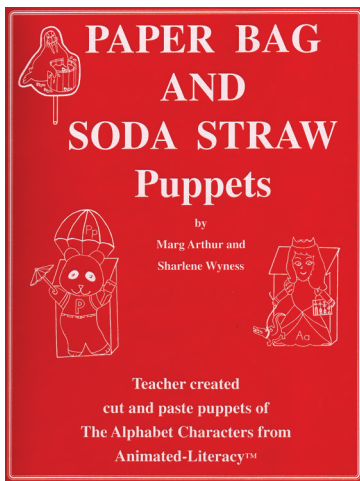
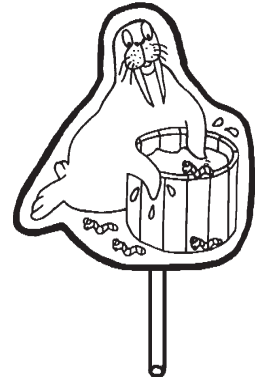
You may use the back of your page for drawing and writing.



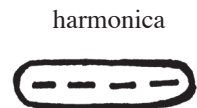
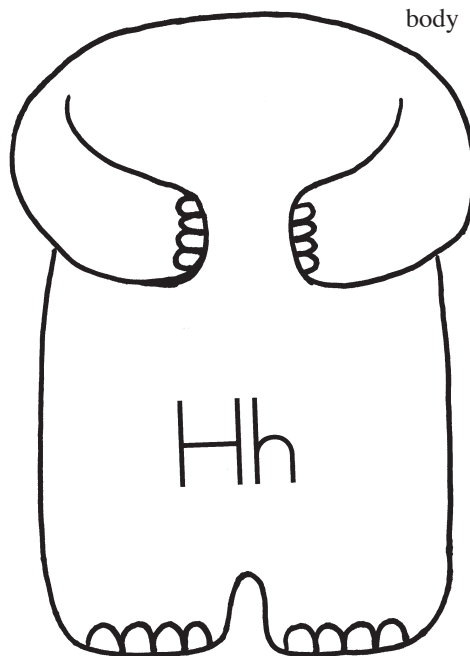
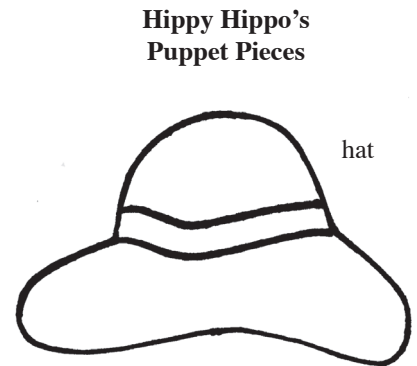
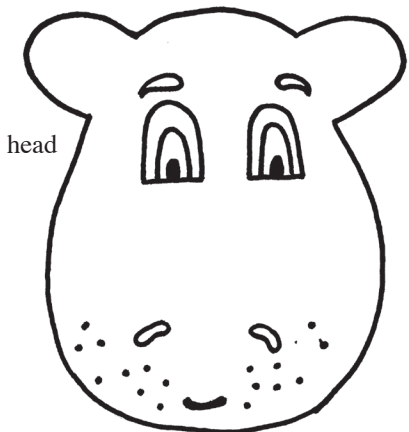
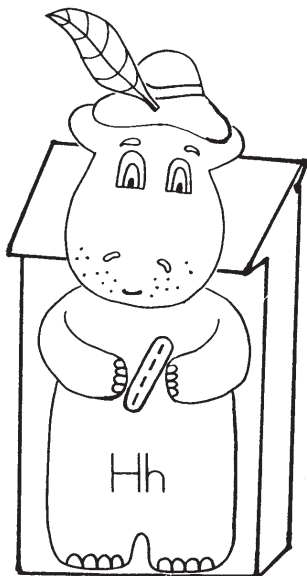
Samples From PAPER BAG AND SODA STRAW PUPPETS by Marg Arthur and Sharlene Wyness

Introduction

Marg Arthur and Sharlene Wyness have used Animated-Literacy™ in their kindergarten and first-grade classrooms in Alberta, Canada for a number of years. As they worked with the Animated-Alphabet™ Characters, they began to create paper bag and soda straw puppets for each character. Their students enjoyed making and using the puppets for role play both at home and in school. This personal, active approach to instruction made it easier for many of their students to remember the characters' sounds and stories and aided in the development of phonological awareness. Cutting and assembling the puppets helped their students develop fine motor coordination and control. In this puppet book, Marg and Sharlene share the activities that they created for their students. With assistance cutting and pasting, this component has also been very popular in preschool classrooms. Most kindergarten students will also need assistance with these activities.

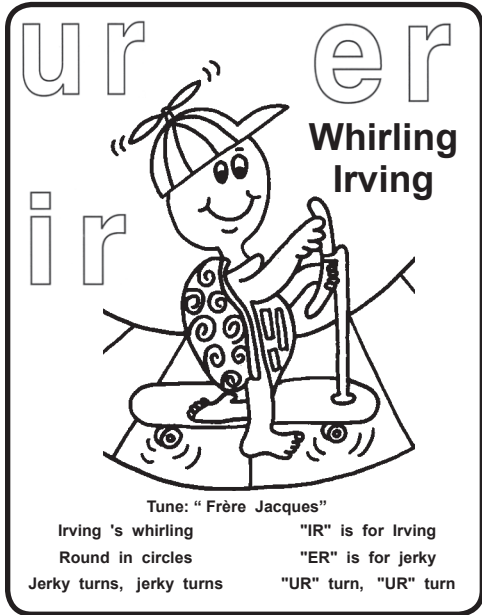


Sample reduced size paper bag puppet for Hippy Hippo.



Picture Card & Flash Card Samples

Item #5A: A set of 45 Animated-Alphabet™ Picture Cards printed on card stock. Each card is 8.5 inches wide and 11 inches tall.

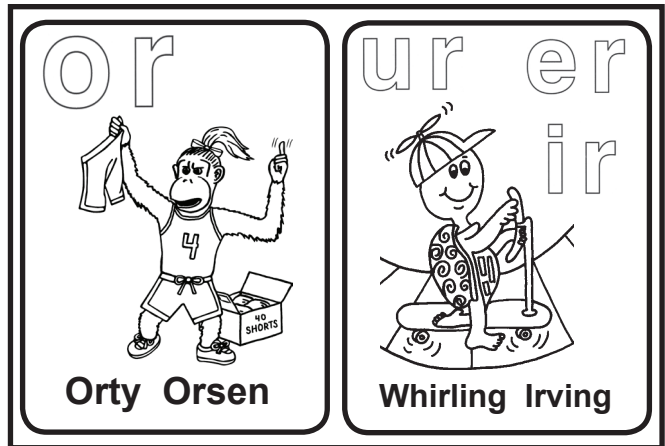


Reduced Sample From Item #5A

Reduced Sample From Item #5B



Item #5B: Half Size Black Line Picture Cards Of The 45 Animated-Alphabet™ Characters printed on card stock. Each card is 11 inches wide and 8.5 inches tall.



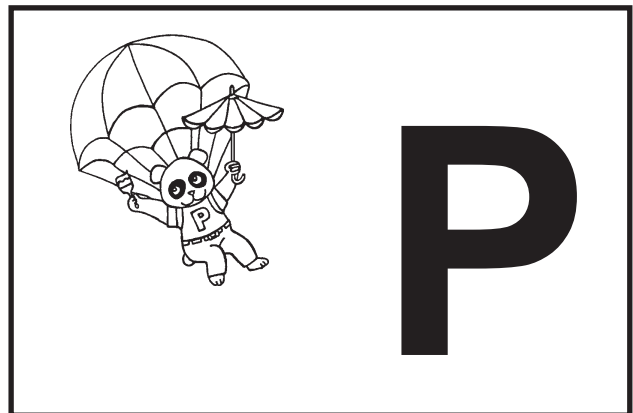
Note: Item #6A, *Printable PDFs of the Animated-Alphabet™ Picture Cards*, contains color versions of both the #5A and #5B sets of picture cards on a CD. The CD also contains a one page color chart of the alphabet characters. With the purchase of this CD, teachers are granted permission to print the picture cards and chart as needed for use in their own classroom.

#7: The Animated-Alphabet™ Flash Cards

The set of Animated-Alphabet™ flash cards contains 80 cards printed on colored card stock. Each card is 5.5 inches wide and 4.25 inches high. The Animated-Alphabet™ flash cards come in three colors. The green cards are for the 26 letters of the alphabet. Each green card has an upper case letter on the front along with an alphabet character and a lower case letter on the back with its alphabet character. The yellow cards are for spelling patterns that represent only one sound (ch, sh, ai, oi, etc.). The yellow cards display a letter pattern along with an alphabet character on the front and a word list on the back. The blue cards are for letters and patterns that represent two sounds (c, s, ow, ea, etc.). The blue cards have a letter or spelling pattern displayed on the front along with two alphabet characters. On the back of each blue card is a vocabulary list for each sound represented by the letter or letter pattern. The primary use of the flash cards is for fast sound manipulation in sound substitution songs.

When singing a sound substitution song, the teacher shows the students a flash card and they use the sound in the song. (example: ping, pong, ping, sing, song, sing, etc.)

Front of green Animated-Alphabet™ flash card



Back of yellow Animated-Alphabet™ flash card

Front of yellow Animated-Alphabet™ flash card



boat	load	toast
road	roar	moat
coat	roam	throat
soap	loan	roach
toad	moan	cloak
coal	soar	float
goat	soak	coast
foam	coax	
loaf	coach	
oar	roast	
oak	groan	
foal	boast	

THE ANIMATED-LITERACY™ TOTE BAG OF MANIPULATIVES

"Toys & Real Objects For Teaching Beginning Reading Skills & Comprehension"


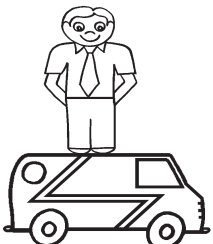
A tote bag of toy and real objects is available to accompany *Manipulative Based Reading Instruction*. When babies are learning to talk, their first words come very slowly. The same is true for learning to read. When a baby reaches a spoken vocabulary of between 50 and 100 words, a vocabulary explosion 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	puppet	beads	light	jar	
jack	frisby	brush			shark	Short "OO"
cab	hippo	bunny			starfish	wood
crab		bucket		Long "O"		hook
cap		butterfly		soap	"OR"	book
bag	Short "O"			rope	horn	football
dad	dog	Long "A"	a bug	cone	fork	
ant	frog	cane	on	bones	sport	"OU, OW"
apple	doll	plane	a mug	toad	horse	mouth
mask	ball	train		boat	unicorn	mouse
Short "E"	box	chain		notebook		hound
egg	ox	pail		bow		
hen	rock	snail		troll	"ER, IR, UR"	crown
pen	top	whale		yo-yo	girl	cow
jet	mom	snake			bird	owl
pet	block	grapes			turtle	flower
bell	monster	face			purse	
shell	strawberry				surfer	"OI, OY"
web					flower	coin
felt						boy
chest						coil
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.



J. Stone Creations

P.O. Box 2346, La Mesa, CA 91943 U.S.A.

Phone/Fax (619) 465-8278 jstoneal@yahoo.com www.animatedliteracy.com

Please Note: All Prices Are Payable In U.S. Funds



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).
Alaska, Hawaii, & Canada please add 20% shipping (\$10.00 minimum).

Canadian Customers Please Note: Any applicable Canadian customs fees, brokerage fees, or taxes will be collected when you receive your package. Shipping charges do not cover customs, brokerage fees, or Canadian taxes.

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SALES TAX (California Residents ONLY add 8%)	
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