

THE BLENDED SOUND - SIGHT PROGRAM OF LEARNING

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my pupils and thereafter to change other teachers who sought help and by extension their classrooms and their students.

Stories Written by Grade One Children

Note: these stories composed and written by the students in Mrs. Ingham's Grade one classes are printed exactly as the children wrote them, as first drafts with no corrections or editing. Spelling errors are indicated by (sic). More stories can be found in Chapter Ten.

The Four Little Kittens

My book is called The Four Little Kittens. Their names were Buzz, Fuzz and Suzz and Agamnon. They called their mother Samantha. She taught them to be polite. She taught them to say please and thank you. A very important thing she taught them, was to be clean and wash behind their ears. Every day except on Saturday and Sunday the kittens put their Spelling books in their school bags and trotted off to school. Agamnon was the yungest (sic). She was a naughty kitten. She would laugh right out loud in school espeshally (sic) if her friend Toodles made a funny face. The teacher didn't like this so she made them wear dunce caps until they were both sorry. One day their mother went down town. Suzz reminded the other kittens that it was their mother's birthday. They desided (sic) to get her something. So they went fishing. Buzz and Fuzz didn't cach (sic) any fish. All that Fuzz caught was the seat of his pants. Do you know who caught a fish? Agamnon did. They all told her what a smart cat she was. They trotted off home and what do you suppose they did then? They hurried into the kitchen. They thought that mother would like a little of this and a little of that. So they stirred a little bit of everything they could find into the bowl and made a catnip birthday cake. What a surprise was waiting for mother. When she came in they sang Happy birthday mew, mew, Happy birthday mew mew, Happy birthday dear mother, Happy birthday, mew, mew. They gave her some presents. She got a mouse and a fish and some eggs. Best of all they gave her lots of kisses on her whiskers. Now for the big surprise. It was the catnip birthday cake with candles on it. A candle was from each kitten. Mother was so happy that she said you have been such good kittens that I will take you to the kitten fair. I feel like selebrating (sic) myself said mother. The kittens ate their supper in a hurry and washed the dishes and then dressed ready to go. Away they went. They had fun on the kitten-go-round. It went so fast that their whiskers and tails whirled around and around. When they went home mother tucked them into bed and kissed them good night. She remembered that Agamnon was the yungest (sic) and had been such a good kitten that she got an extra kiss on her wee pink nose. I like this story because the kittens went to a kitten fair.

Animals

The book I read was about animals. To-day I'm going to tell you about an animal that I like best. I have a baby kitten. She is so sweet. You would think so too if you saw her. She always cuddles up in my lap. She looks like a ball of fur. She purrs and purrs. I often wonder how she makes that noise. Sometimes when my kitten goes to bed with me she tickles my feet. I like to sleep with her because she feels so nice and warm. In the day time she darts here and there patting the air with her paws. You would think she was playing a game. One day I saw a very funny thing happed (sic). My kitten pricked up her ears. I guess she heard a scratchy noice (sic). She mewed in a tiny voice. I watched her for a while. She sat very very still. Then her little tail began to wiggle. She turned her head to one side. Suddenly she sprang over the wall and skittered down to the ground. I was so excited I ran to see what it was. She had caught a big fat mouse. So you can see kittens can be a lot of fun."

The name of my book is Bambi but I want to call my story **The Newborn Baby**.

One day a bird saw a fawn in the forest. As soon as he saw the baby he went to tell the others. Soon every one was at the thicket. Two birds flew to spread the news to all the animals. Oh said the squirrels we must hurry and tell old sleepy owl. Wake up, wake up squealed the two birds to the owl. What is all the commotion? asked the owl. A prince is born and every one is going to see him. We want you to come too. Away flew (sic) the owl. Congratulations Mrs. Doe said the owl. Thank you, said Mrs. Doe. Soon the animals were gone except Thumper. What are you going to name him? said Thumper. Bambi said the doe. My! Bambi! you have funny wobbly legs said Thumper. Shame on you Thumper, said the mother. I'm sorry. Oh well let's go and play Bambi. They began to run. Thumper jumped over a log, Bambi followed but he didn't jump far enough. Plop! went Bambi on the log. I think that's enough playing for to-day said Bambi. I like this story because I like animals.

The Run Away Pancake

Once there lived a big round cook with a thin long cat. One day he got hungry . Then he said to the long thin cat I am going to make a pancake so he started to work. The little boys down the street smelt it. And they came running and said what are you making I am making a pancake he said. They wached (sic) it and they wached (sic) it. Then they saw it jump up. Then it jumped out of the pan and ran out the door. The boys tried to catch it but they were too little. The man tride (sic) to catch it but he was too fat to catch it. Then the pancake met an old lady. The Lady said stop stop but the pancake did not stop. The Lady tried to catch it but she was too old. On went the pancake. Soon he met a hen. Stop stop called the hen but the pancake kept running. The pig said it doesn't (sic) matter hop on my nose so he hoped (sic) on his nose and he opened his mouth and ate him up.

The New House

Look Jane, said Dick. See Spot run to the new house. Come! here said Dick and Jane. Do not go there. But Spot did not obey. (sic) In a minute Spot was gone! Look said Dick. Spot is gone. While Dick and Jane were looking, Jane said, come here. Dick can you see what I see! Oh said Dick, They are Spot's tracks. Let's follow (sic) them. Jane said, O.K. Jane went that way. Dick went this way. They looked and they looked. But they couldnt (sic) find Spot. So Dick and Jane went home. While Dick and Jane were working they saw Mother. She was looking in the naybers (sic) window. Come here Dick and Jane, Mother said. And what do you think they saw? They saw Spot. Oh what a funny dog you are. Dick saw the painter. He asked him to open the door. When he did, Spot jumped out. Bow - wow Spot said. And he ran to Dick and Jane. They all said good-bye. And away they went. (by Gail P.)

The following is an example of a slow achiever's book report.

The run away pancake

This is a cook man He can make inithing, (sic) he wants. He said I'm hungry. his cat said mew mew. you will have something to eat soon said the cook man. It is redy (sic) now. mew mew. he took the cake out of the oven. The pancake started to rool (sic) Down the road He started to laugh. he saw a pig. when the pancake rolled by the pig cot (sic) the runaway pancake. this is a funny story.

Purpose of the Program

The purpose of the Individualized Blended Sound-Sight Program is six-fold. *First*, it is designed to provide an organized practical classroom situation with opportunity for each

child to progress at his/her own rate of learning in terms of his/her own level of confidence and potential, to assure learning without pressure and with full understanding without each child having to maintain the same pace as everyone else in the class. *Second*, the program is organized to blend the best features of numerous approaches into a single comprehensive integrated system to meet the needs of children with varying tastes, speeds and abilities, a program in which children can happily learn an abundance of basic reading skills with emphasis on comprehension so that they can become competent in oral and written communication.

Third, it is structured to set up interaction learning climates--manipulative activities--which will be increasingly effective in reading, spelling and writing development, while at the same time teaching children to generalize and apply basic rules of English structure to a wide variety of words as well as understand and obey the symbols of punctuation. *Fourth*, it aims to assist children in generating their power to think, using the discovery inquiry approach rather than brute memorization. *Fifth*, the Blended Sound-Sight program seeks to challenge children with an abundance and variety of literature-based materials, providing opportunity for daily reading of prose and poetry. *Sixth*, it is designed to lead children into a variety of writing styles practised daily, including note-making, summarizing narrative stories, writing creative stories with attention to "dress-up", vocabulary development and a variety of good openings and snappy closings or clinchers. The six-fold purpose of the program leads to one super-purpose, the fostering of a growing and heightening comprehension of oral and written English.

Obviously this program and supposedly most others have an overall aim to develop comprehension. The question is, do they succeed? This writer is convinced beyond doubt that the Blended Sound-Sight promotes comprehension to the degree that every activity, technique and device tends to achieve that objective. Comprehension forms the super-purpose. Where this program differs from some, is that we believe the skills of word attack form the foundation of comprehension. Once the child can read and pronounce the words, he must know their meaning, while vocabulary development enlarges his comprehension. This may be achieved through the regular study of synonyms, homonyms and multiple-meaning words and even more vitally, exposure to good prose and poetry with its enriched vocabulary. From the first sentence read, children must be trained to an almost exaggerated expressiveness as signaled by the punctuation marks. Pausing, raising and lowering the voice according to punctuation demonstrates comprehension. Stress is also vital to interpretation as marked in the following: Why do *birds* fly south? Why do birds *fly* south? Why do birds fly *south*? Comprehending that question and giving a correct answer depends entirely upon where the reader places the stress.

Comprehension substantially improves when children are made aware of structure, whether tool sounds in words, subject-verb-object in sentences or topic-details-clincher in paragraphs. Structural comprehension of sentences and paragraphs helps the child in reading but becomes absolutely essential for writing. Thus good composition and early writing can be shown to substantially enhance children's reading, children's expressiveness and children's comprehension. Examples have shown that much writing, even at the expense of time spent in reading, has allowed children to score higher on standardized reading tests. Structure in sentences will demonstrate to students the major significance of the order of subject-verb-object and the way it can be added to, to achieve variety. For example, note the subject-verb-object structure which persists in the following sentences:

The boy(subject) sat(verb) on the bench(object).

Shivering in the rain, the boy sat on the bench.

With his coat over his head, the boy sat on the bench.

As the sun was setting, the boy sat on the bench.

The boy sat on the bench while the storm raged.

The boy sat on the bench which leaned dangerously to the side.

Dejectedly the thin, frail boy sat cautiously on the worn, broken-down bench.

Finally comprehension is aided by focusing upon context. The context reader will certainly be alerted if she reads, "My sister rode on a horse". A student who reads "h-ear-d" will certainly switch to "I heard a loud noise." Some methods overly stress the value of contextual reading. Here it is placed last because contextual reading suggests that comprehension has already occurred. Comprehending readers use context to guess at the meaning of words which they can pronounce because of their word attack skills but do not know the meaning of. For example, Joe is a good reader and correctly pronounces "engaged" but does not know its meaning in the sentence "The clergyman engaged the clutch and drove away in the Pontiac." Joe will think "he used the clutch" or "he stepped on the clutch." He will be correct. He has comprehended through context. However turn to Mary who has no word attack skills and cannot read four of the main words in the sentence. Context will achieve little. Thus we return to the argument of Blended Sound-Sight that in comprehension, word attack becomes primary followed by vocabulary development, punctuation, stress and structure, and when these have been developed, context will come naturally.

The Camps: The Core Chart

The Blended Sound-Sight Program falls into five camps.

1. The Preparatory Stage
2. The Prepared Environment (We Learn By Doing) – Activity Time & Discovery
3. The Individualized Library (Reading-Sharing Period)
4. The Integrated Work Period (Language Arts Block of Time) –occurs all year long
5. The Evaluative Stage – occurs all year long

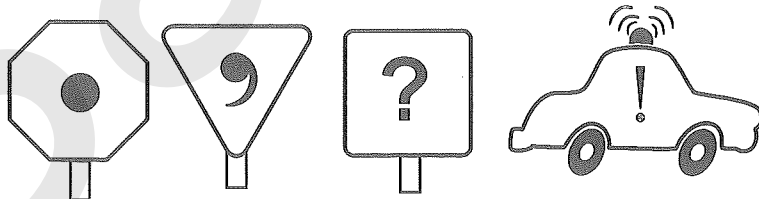
During the Preparatory Stage, Camp One early in the year, the teacher should be providing a firm foundation of information, knowledge, thought processes, phonics and basic English rule knowledge. All of this is made meaningful and comprehensive through a variety of approaches, teaching styles and techniques. During this same period, "Prevention Rather Than Cure Jingles" are introduced as situations arise. These are based upon familiarity, reality and relevancy. Since the program is literature-based, poetry is introduced on day one. It is the logical centre through which all other subjects are integrated and correlated such as science, social studies, music, drama, art and reading. The reading of the poems provides opportunity to comprehend the author's message. It is a time to bring to the children's attention word meaning, as well as some phonetic and structural analysis in context. The real integration is through making learning joyous, meaningful and worthwhile all of which has its beginning in the early-in-the-year preparatory stage of development. Viewing, printing, writing and listening, helping children generate their power to think by making generalizations, learning how to transfer their knowledge to new situations and learning to work independently represent true learning. The author sometimes refers to the preparatory stage as a "Power House" which children can plug into automatically to assist them successfully through the ensuing stage of development. The preparatory stage

provides children with power to read, power to write and power to spell. Finally, it provides them with a basic firm foundation upon which to build and which lasts forever.

Camp One dominates your classroom during the month of September but because it embraces the core teaching component, it continues throughout the entire year. It never ends. Camp One, however is called preparatory because it prepares children as an immediate objective to enter Camp Two. During Camp One the teaching of tool sounds progresses rapidly, Sound City begins to be built and its Knock, Knock routine gone through every day. Children will likely discover the first exceptions to the rules of spelling and the Jail house will be introduced. They will bump into silent letters and quickly the Ghost must be there to meet the emergency. Soon they might discover "be" and "bee" and the Homonym Clown must be prepared, snapped out of his hiding place and readied for action. The manipulative activities which will dominate the early stages of Camp Two must, during Camp One, be explained, demonstrated and the deportment required thoroughly understood and regularly practiced.

During Camp One the children are given opportunity to share their experiences with the class as the teacher prints their conversations on the experience chart paper on an easel. This is a teaching device to help children see how talk can be written down. The easel class journal in addition becomes a useful teaching device. Furthermore, early in the year while a great deal of emphasis is placed on diagnostic prescriptive "prevention rather than cure" teaching, an even greater emphasis is placed on teaching basic skills on the spot, and at the point of need, making them immediately functional through the printed word. An example of this: Perhaps the first week of school, the teacher, with the use of a tall art-type of easel on which experience chart paper has been placed, proceeds to have the children orally share their experiences. With the easel placed so that all can see, the teacher prints their sentences. Composing a variety of sentences each day, she gives each child an opportunity to have his/her sentence printed on the easel. The pupils like to call these their class journals. Each day new sentences are added. Some of yesterday's sentences are reviewed by the whole class through choral reading. Because these sentences are relevant to their experiences, the children become eager to continue this procedure daily. Consequently this is one of the techniques where children are learning to read quickly, fluently, accurately and with full comprehension. This is the teacher's opportunity to stress basic *punctuation skills* on the spot and at the point of need, making them functional immediately. Do not wait until the children are reading from the reader. Stress punctuation when you expose them to their *very first sentences*. Often this occurs with the easel journal.

Introduce the punctuation pictorial cards. Discuss with the children the similarity between



punctuation and road traffic signs. The period means full stop. Directly after it, comes the capital letter which might be likened to a large truck. If you fail to stop at the period, you will crash into the big truck. Remember the period is also called a full stop. So it is wise to say, "period or full stop" just as later on the teacher will refer to "action word or verb". Associate the two ideas. At the period, you make a full stop and lower your voice. Stress the comma. It means pause and yield, as when approaching a major highway. The exclamation mark is a billboard which causes excitement as in "Oh! how pretty. Ah! how wise." Raise your voice and your head when asking a question. Examine the symbol of the question mark to show

them that it looks like a person's head lifted up and expecting an answer. Point out that it also has a period or full stop because if you don't know which way to go, you had better stop and ask. Ignore the quotation marks at this early stage in grade one. Ignorance of them does not impede good reading nor good writing. Sometimes throughout the year, a child will ask about the meaning of quotation marks. That forms your opportunity to teach. When writing begins, some children will use the quotation marks and some will not. By grade two, all children should be using them. Whenever you do teach quotation marks, remember to discuss the sixes and nines so that they do not produce the quotation marks backwards. Again when teaching, say-"quotation marks or the sixes and nines". Teaching punctuation skills in context related to the children's experiences on the spot and at the point of need helps children become fluent, accurate readers and writers with full comprehension at all grade levels. Many teachers ignore the early teaching of punctuation and if they do, the problems will multiply, first in reading and later in writing. The variety of basic skill devices and techniques demonstrated daily early in the year give children confidence and security as they learn to obey punctuation in both reading and writing.

October has arrived. Efficient teachers have prepared to move the entire class into Activities for a thirty-minute period each morning. Camp Two is about to open. Children are excited. Partners are selected, the routines of the activities practised and the rules of movement stressed.

Camp II opens with a learn-by-doing Activity Time which will likely have been in progress for about a month before Discovery is introduced. Discovery provides a process of filtering from Activity Time. The first four children will probably begin the filtering process by entering Discovery in early November. Thereafter every child will pass through Discovery--only four at any one time--while those not yet ready continue Activities. The slowest children will continue activities in Camp Two possibly into late January or even early February. However, for October all children will be engaged in manipulative activities which are explained later in this book as situations of play and companionship. The children work in pairs at the various basic skill activities. They share their ideas, helping and teaching each other. In this respect, the play companionship nature of the environment develops communication skills and intangible character traits. The intangibles are caught not taught. The teacher is free to facilitate and guide during this time of total pupil involvement. Children are reinforcing skills in an atmosphere conducive to learning. They work toward goals which are near and clear--that of attaining entrance to a higher level of achievement. Basically Activity Time and the Sound City routine reinforce those skills taught in Camp One. Since many repetitions are required, the manipulative activities become the quickest, easiest and most fun-filled way to achieve them.

As the children filter into Discovery, the teacher can carefully observe the progress of each. A higher level of learning can be attained whereby the faster achiever can be challenged to unlock new and unfamiliar words on his own, using the method of discovery. As the child decodes and encodes vocabulary at the discovery table, meanings are discussed and his vocabulary is enriched and his comprehension thereby improved. Discovery provides opportunity for the transfer of learning which gives pupils power to attack any word they may encounter. It also reflects what has gone on before and permits the child to generalize beyond it. Intrinsic rewards in the form of quickened awareness and understanding are emphasized. Just as Activity Time flows into Discovery in Camp Two, so from Discovery the class is filtered into the Library Sharing Period which opens camp Three. Consequently children enter the library and Camp Three in one's and two's, the first entering in mid-November, the last in early February.

The third camp is that of the Individualized Library Reading-Sharing Period. This becomes a part of the teacher's timetable and is carried on for a short time each day. Through

sequential skill-building processes and training (Activity Time and Discovery), the teacher guides her pupils so that each child, when he or she is ready, (end of Discovery) , may gain library entrance, select the books of his/her own choice and read with a partner. Each new advancement provides the continuous reaching for new *goals*. By mid-December or early January in the same half-hour period possibly twelve students are library reading in partners while four are at the Discovery table and nine are working at the manipulative Activities. Such is a snapshot of one early morning period. Possibly that very day, two more graduate from Discovery and begin to partner in library sharing, while two others from Activities move to the Discovery table. So the process proceeds until all pupils have left Activities and have graduated from the Discovery table. The entire class is then in Library Sharing, a half-hour period which will continue each morning until the end of the school year.

In the early part of the year, the books which the children read are obtained from the classroom library and selection of books (at proper reading level) is carefully guided by the teacher. The library is the most essential fundamental of this method of teaching. For a detailed description of how the library should be handled, see a later chapter. "The Individualized Library" describes how the library is set up, how children are motivated for entrance and for continuous effort according to their several abilities, the method of checking and suggestions for record keeping. A variety of classroom library books expose children to good literature which in turn is reflected in their oral speech and writing. The library is the heart of the program.

As children finish their partner reading and record the title of the book which they have just read, they automatically move into the individualized and integrated Work Period, Camp Four. By this time Camp Four or Work Period is fully developed although it began as a seed in September. The first time the teacher gave the students a list of tasks to do independently, calling it their Agenda, the Work Period was beginning. Even in grade one, the children are shown how to follow this Agenda during Work Period. Although the tasks listed early in the year are very simple, the purpose remains the same throughout the months – to develop independent workers who take pride and ownership in their work while providing the teacher time to work with individuals or groups. Once this is established, the children often work on an Agenda at various times throughout the day. However the greatest block of time usually develops following the Library Sharing Time when children are all in the individualized classroom library. Since children have been reading books of various lengths during Library Sharing Time, they finish at different times, the first set of partners possibly as much as seven minutes before the last. Thus there is a staggering over a period of say ten minutes when reading ends but no distinct break is made between Library Sharing and the Work Period. The teacher has put the Agenda (a series of tasks) on the chalkboard for the children to work through; some basic, compulsory and required by all, others optional and challenging for top students, and yet others prescriptive, also optional, but targeted to those with specific skill deficiencies or learning problems. Children choose tasks from the optional list according to inclination. Thus, not everyone in the class works at the same tasks, at the same time. Camp Four teaches children to *organize their time*, providing an opportunity for each to work independently and responsibly through a structure of routines with built-in freedom. The type of tasks will depend on the grade level, abilities and needs of the class. The children are free to move about the classroom to secure the materials they require for their chosen task. This structured freedom follows routines and rules which have been well understood as the outer parameters set down by the teacher at the beginning of the process. The child understands that there are expectations of achievement both in quantity and quality which should be met. The Work Period becomes a joy to teachers and children. Most children like to organize their tasks according to their own priorities. For the on-looker, the scene appears remarkable as some children move to secure their spelling books, others begin to write the story or an episode of it from the library

book they have just read, while yet others go to the Individualized Reading Files. All of this purposeful movement occurs without the teacher having uttered a word. It constitutes freedom within a structure because without structure there can be no true freedom.

The Work Period involves classroom management at its best, its finest and its most complex. For example assume that one of the optional tasks listed on the chalkboard was "spelling". Each child does his assignment in relation to his ability and need. Some children--the slowest--may be merely printing. Others look at "spelling" and know that for them, it means printing original sentences using their spelling words. Still others look at "spelling" and know that they will invite a partner to the chalkboard to test each other with the same list of words. A few may work on their personal list of spelling words, not the weekly class list. They are words which they have misspelled in their compositions. Some may decide that since "spelling" today has been listed as optional, they would rather work on Jail words using the tape recorder where a number of jail words have been put on tape so that children can go there to test their ability in jail word spelling. Some might wish to write a story, another task listed on the chalkboard as optional. With the teacher's diagnostic and prescriptive expertise, she will assign specific tasks to students who need that help. Assume two students require extra practice in punctuation. The teacher has prepared something special for them. It does not appear on the chalkboard list. Nor will it be so long as to take up the whole Work Period. Those two will finish that specific task and go on to items on the class list. Three other students have been showing weakness in specific tool sounds. The teacher will conduct a short remedial class with them after which they choose their tasks from the chalkboard list. Remedial assistance should be given daily in the Work Period. Two or three top students for example, in the upper grades, might also be directed to specific tasks. They might be directed to writing a report on the "parenting skills of the flamingo" finding two sources, making notes and writing a paragraph on that subject and reporting their findings orally to the class. Such tasks, of course, are related directly to how far the class has progressed in writing. The teacher may have time for two or three individual conferences. Judy does not understand clinchers. Possibly today she could bring her composition book to a conference and together with the teacher create clinchers which have been omitted from her paragraphs. This type of skilful classroom management benefits all, teaching children to organize and plan their own work as well as instilling responsibility while assisting teachers to target the problems and deal with them before they become chronic.

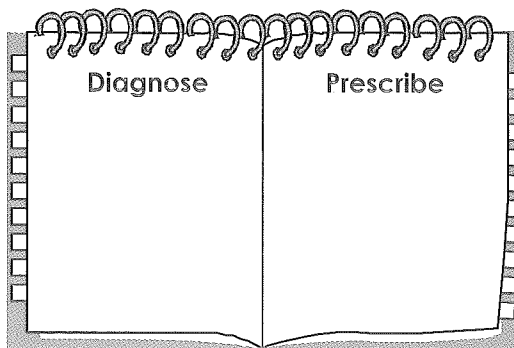
The list of tasks called the Agenda is vital and the teacher must bring all her professional training to bear. The (average) majority normally complete the basic required tasks. Some of the more challenging tasks would be writing story summaries. Reading files are often listed as a priority. As in poetry or spelling, each child knows exactly where he is working in the files. Frequently you will find no two children in the class working on the same page in the files. The Work Period or Camp Four is a joyous experience, providing a "nest of potential", meeting individual needs, providing goals which are near and clear, making children feel worthy and independent, promoting self-worth, good habits of work and integrating the content subjects. In the meantime, it is also providing time for the teacher to work where she sees the greatest need. Occasionally, the teacher may cut the Work Period short in order to teach a whole class lesson. It might be concluded that a smooth flowing, busy Work Period becomes the crowning achievement of the Blended Sound-Sight teacher.

Last but not least, is the Evaluative Stage, Camp Five, the purpose of which is to provide time for consistent daily evaluation, time to determine new objectives and time to administer many and varied oral and written tests which will aid in both learning and discipline. An extremely practical type of assessment for teacher, pupils and parents is to collect samples of each child's work. Frequent formal and informal testing of the basic foundational concepts becomes an integral part of the children's learning situation. Observation is the most accurate method of assessing pupil progress. It is necessary that the evaluator record

observations in an organized fashion. Evaluation must be broad. It is more than just measurement, more than the use of intelligence tests and teacher-made tests. Evaluative decisions take into account basic skills, abilities, personality variables, work habits, confidence, independence and responsibility, some of which are not amenable to testing but are part and parcel of observable evaluation. The following are suggested materials which could be used to assist teachers in providing an honest, balanced evaluation of pupil progress throughout the year.

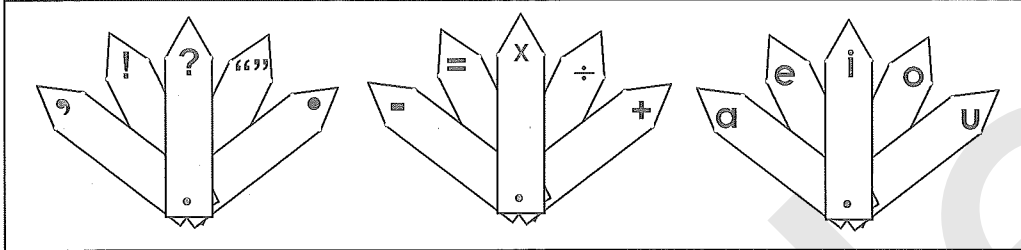
Teacher and Pupil Materials Which Assist in Evaluation

1. **Drop File** (a file folder containing pupils' dated work which the teacher has chosen to drop into the file periodically throughout the year) This Drop File can be used for teacher assessment of regular tangible progress and for parent observation during parent-teacher interviews. At a glance the parents can see their child's progress, what their child was doing and then what the child is now doing. Finally, the Drop File is valuable for the child to assess his own progress.
2. **Individualized Reading and Language Files**
The pupil's natural interest in his own progress is consistently fed because of the same-day marking. In these files, tests are occasionally inserted. Teachers are encouraged to compose tests or use a file page for assessment.
3. **Student Self-evaluation Form**
This is a form on which children indicate what they did and what they have learned. Self-evaluation brings a sense of satisfaction.
4. **Anecdotal Comment Book**
In any type of program, one of the most important responsibilities of the teacher is to keep accurate and up-to-date student records. This should be a simple method of knowing at what level the students are achieving and what needs to be learned. The method chosen by the teacher might also indicate the prescriptive activities for each student, or group of students with common problems. Suggested materials include a coiled pad with numbered tabs pasted down each side to indicate the names of students. On the first page of the book, list the names of students in the class. Beside each name write a number beginning with number one. Place the numbered tabs along the side of the notebook. The teacher uses the first page as a reference to find the students' records by number. The pages are divided in half by a straight line so that the teacher may use one side for diagnosis and the other side for the prescriptive activities. This record book with teacher's comments to indicate the daily progress of pupils can be a valuable aid in preparing report cards.



5. Manipulative Paper Fans

Individual construction paper fans provide for total pupil involvement. This non-threatening technique helps the teacher to diagnose each child's weaknesses quickly on-the-spot. Procedure for using the vowel fans: Each child holds a fan. The teacher says a word having a short vowel sound such as "hat". The children each find the arm which has the 'a' on it and hold it up for the teacher to see.



6. Report Cards

The report card ideas given in the Evaluation chapter of this book are suggestive only. Evaluation is tremendously important from the Blended Sound-Sight point of view so that pupils may be informed which skills they need to work on or to practice. Parents, too, need to know so they can assist their children. As long as teachers are expected to provide report cards to record assessment and evaluation of pupil progress, they will need *observable evaluation* throughout the year. This will include a balance of many, varied oral and written tests which will without a doubt, aid in both learning and discipline. Regardless of what materials teachers use to diagnose, evaluate or report to the parents and children, they must use numerous and assorted types including personal observation.

The camps offer the beginner a quick overview of the major aspects of the Blended Sound-Sight Program. They show the big picture. For details to the many processes noted--often barely and sketchily--the inquirer must read on. Whole chapters in what follows go into great detail about Activity Time, the Discovery Table, the Library Sharing and Work Period. Many chapters have been given over to what to teach, how to teach it and why both are important to success in teaching children to read fluently, to write and compose with ease and elegance and to spell accurately. The camps suggest and the later chapters prove that children can learn without tears, and just as vitally, adults can teach, also without tears.

