

Syllables to Sentences

Language Arts Guide

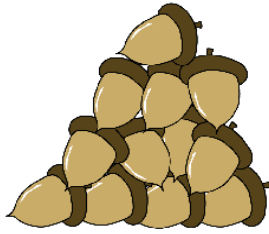
An illustration of a park scene. In the foreground, a large squirrel with a brown back and white belly sits on a green path, holding a nut. To its left is a large tree with vibrant red and orange autumn leaves. In the background, there's a pond with two ducks, a smaller squirrel, and a city skyline under a light blue sky with falling leaves.

WinterPromise
www.winterpromise.com

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Syllables to Sentences Introduction

Reading for the love of it -- that's what parents want for their children. That is the primary goal of this program. The many different aspects of this Syllables to Sentences program will help you give your child a love for reading! Take the time now to locate these resources, as you read about their place in this program.

Phonics Cards provide the structure for this program. They will help you review the alphabetic sounds that your student most likely has successfully mastered. They will also help you to work in-depth on many of the most common phonograms that beginning readers encounter. They provide examples for the handwriting program, and have their own activities and games that can help you keep reviewing throughout the year. There are a few pages of introductory material on the phonogram cards in "Using the Phonics Cards," that may be review for some parents. However, if you have not used the phonics cards before, be sure to read this section!

Exciting Readers gradually increase in difficulty until the student is reading short paragraphs independently. In these fun readers, students will begin reading the Pine Hollow series with Mac, the Squirrel and friends.

Pine Nut Park Phonics Pages reinforce the words they're encountering in their readers and provides more practice in decoding and writing them. This resource also has wonderful practice on mastering the most common word families to help your student make the transition to a fluent reader. The answer key for this resource is in the back of this guide, Appendix 6.

Hands-On Phonics Activity Pack & the My Picture Dictionary both provide active opportunities to reinforce letter recognition, letter formation, and recognizing and distinguishing phonetic sounds. They'll both help you review and strengthen your student's reading speed. They're also just plain fun!

Creative Composition ideas give your child a creative outlet for their imagination and encourage them to express their thoughts in a written form. This will progress from writing simple words to sentences and paragraphs by the year's end. For American Story students, many assignments will coordinate with topics they are studying. For Animal Worlds students, your student will use their weekly Animal Notebook pages as their writing opportunity.

Spelling & Vocabulary lists will be offered each week to add to your student's vocabulary and increase their reading speed. These lists will also include the so-called "sight" words, which students need to be able to rapidly read by sight and which do not always follow phonetic rules.

Play on Pine Nut Park Handwriting Set & Reproducible Handwriting Pages for Creative Kids provide plenty of handwriting practice. Each week handwriting assignments are scheduled from the resource "Play on Pine Nut Park Handwriting Set." In addition, there are reproducible handwriting pages for additional handwriting practice for creative kids. You will find these sheets are in Appendix 2.

Managing it All!

The most important thing you need to understand is that you do not need to complete every activity in this Guide to achieve the goal of teaching your student to read!

This program is designed so that you can eliminate some activities or written work to concentrate on the things that really connect with your student. If your student loves to write/draw, let them really work hard and long on those aspects. If your student absorbs things better with active instruction, spend more time on preparing and carrying out the activities portion. It won't hurt to repeat them more often! The important thing is -- make the program fit you and your student!



Syllables to Sentences

How to Use Your Guide

There are a great number of resources right within this guide. Take a closer look below to help you figure out how to use this guide.

Great Resources & Games Within the Guide

Sight Words

Each week there is weekly sight words lists and review in the back of this guide, Appendix 1: Teaching Helps. There are also fun games to play to help students begin to memorize important sight words.

Spelling

This portion of the study is optional. Spelling will be fairly informal and will be used to add more words to your child's vocabulary. The lists will come out of the Pine Nut Park Phonics Pages and the Romp in Pine Nut Park Readers. Students will learn words that will add to their vocabulary and increase their reading speed. Your student will be regularly asked to spell out these words right in the workbooks, but a weekly spelling test is scheduled if you would like to have a more formal measurement of your child's progress. It is not a necessary component at this point, though.

We provide games and activities ideas to reinforce your student's spelling study in Appendix 1: Teaching Helps. We also have blank Spelling Test Pages in Appendix 5 of this guide. We recommend that if you wish to reuse this program that copies are made of these pages and keep them as masters to use again with another student.

My Picture Dictionary

This portion of the study is optional. My Picture Dictionary will be a great way for your student to keep track of the words he has mastered. They will write and draw a picture of the words they've learned. This will be fun to come back to each week, AND, as it fills up can be a great review tool! The pages to create this wonderful resource are in Appendix 4: My Picture Dictionary Pages. We recommend that these pages be kept as master copies so you can make more copies as needed throughout the year as some letter pages will fill up faster than others. This also makes it possible for these pages to be used later on with another student.

Creative Composition

This portion of the study is optional. These ideas give your child a creative outlet for their imagination and encourage them to express their thoughts in a written form. At first they will be asked only to write words or short sentences, and will gradually progress to longer sentences and paragraphs in their own words. Sometimes the assignment will coordinate with the social studies/history you are working on. This portion of the program begins in week 4.

Reproducible Handwriting Pages

Additional blank handwriting sheets for students who need more practice or enjoy handwriting are included in Appendix 2: Reproducible Handwriting Pages of this guide. We recommend that these be kept as master copies so you can reuse them and make more copies as needed throughout the year.



Syllables to Sentences Utilizing the Rest of Your Program

These resources come as part of your program and are essential to the program.

Resources in Your Program Package

Play on Pine Nut Park Readers

The eighteen readers in this series are progressive and are beautifully illustrated so your student will stay motivated to keep reading! As the student works through the readers, he will progress from reading short sentences to longer and more sentences. This program will prepare students to begin reading short paragraphs by the end of the year. The answer key for this resource is in the back of this guide, Appendix 6.

Play on Pine Nut Park Handwriting Set

Handwriting is scheduled for you from the Play on Pine Nut Park Handwriting Set. For students who need more practice or enjoy handwriting, reproducible handwriting pages are included in Appendix 2 of this guide.

Pine Nut Park Workbooks A & B

These workbooks have fun ways for students to work on their weekly phonograms, vowels, blends, and word families.

Necessary Resources Not Included in Your Program Package

These items can be bought online at our website or over the phone. For easy ordering the name of the set and SKU number is included below.

Phonics Learning Set (SKU: PHONICS-SET-S) - \$49.00

Hands-On Phonics Activity Pack Activities

These activities provide active opportunities to reinforce letter recognition, letter formation, and recognizing and distinguishing phonetic sounds. There are 20 activities, enough to use each activity just four times during the school year, with a couple left over. If your child LOVES one of these activities and begs for it, substitute it for one of the others; if they hate one, avoid it and use another. There should be plenty.

An important note for this resource: this item is not included in the “Syllables to Sentences Program.” You will need to purchase this item separately.

Phonics Cards & Character Cards

This wonderful card set is used in our “Letters to Little Words” program, if you haven’t purchased this program you will need to add these cards as they are essential to completing the program. This set has letter cards and phonogram cards that teach letter formation and sounds. It also has character cards which show the letter and phonogram sounds in a picture format to help students memorize the letters and phonograms and the sounds they make. There will be more information on how to use these cards in the following pages.

Important Note: The items in this set are also used in the following program, Paragraphs to Pages. The Phonics Cards & Character Cards continue to be used in Stories to Short Chapters for further reinforcement.



Syllables to Sentences Using the Phonics Cards for Learning and Review

Before You Begin Using the Cards

An important note for this resource: “Phonics Cards & Character Cards” is not included in the “Syllables to Sentences Program.” You will need to purchase this item separately.

Spend a few days acquainting your student with the terms:

- upper line (the line at the top) ----- > upper
- mid-line (the middle, dotted line) ----- > mid-line
- baseline (the line at the bottom)----- > baseline

Help them to understand:

- how English print is written from left to right
- how English print is written from top to bottom

Let them learn & practice pre-letter forms:

- straight line, upper line down to the baseline
- straight line, mid-line down to the baseline
- diagonal line, mid-line to baseline - forward and backward
- circular forms, which begin at the line on the “dessert” on a plate (See the diagram on the dessert plate card and use card to teach student. Note that the cutlery mimics the line forms in some letters, like a.)
- “rainbow” arches (half-circles) used especially in the sub-baseline area for letters such as j, g, q, etc.

Comprehensive List of Phonics Cards

Comprehensive List of Phonics Cards

1. a	14. j	vowels	“twins”	CONSONANT
2. f	15. h	27. ee	39. ay	SUNDS
3. b	16. d	28. oa	40. ai	47. ck
4. m	17. u	“oe’s”	41. oy	48. ng
5. e	18. c	29. ear	42. oi	49. ar
6. k	19. l	30. ir	43. aw	50. or
7. t	20. g	31. ur	44. aw	51. tch
8. r	21. w	32. er	45. kn	52. dge
9. i	22. y	33. wor	46. ge	
10. p	23. v	HALFDS		
11. s	24. z	34. sh	37. ph	
12. n	25. qu	35. ch	38. wh	
13. o	26. x	36. ch		

The phonograms are divided to help the teacher teach the student so they will be able to recall the phonogram sounds with quickness and clarity. Quick teaching methods are explained on consecutive cards. In-depth methods are explained in the Letters to Little Words Language Arts Program.

The phonograms are divided here to help the teacher teach the student so they will be able to recall the phonogram sounds with quickness and clarity. At-a-Glance teaching methods are explained on the teaching cards included with your phonics cards.

Teaching “Tatty’s Dessert Plate”

The “dessert plate” represents the circular form of many letters of the alphabet. The letter “a” is an excellent example. Beginning writers often do not understand where to start these letters near the mid-line.

The **cupcake** demonstrates where students should place their pencils in relationship to the “plate” and therefore, also to the dotted line. The cupcake demonstrates where on the rim of the plate the “dessert plate” letters begin their forms. These letters go around the rim of the “plate” in a counter-clockwise motion. The top of the rim of the plate would be where the mid-line would be. Therefore, the cupcake indicates a point just below the mid-line. To create circular forms, the student would start just below the mid-line, circle up toward the line going counter-clockwise, then continue in a circle form down toward the baseline and back up to the origin point. “Tatty’s Dessert Plate” visual will help your student locate the “dessert plate” point of origin.



Finding the “dessert plate” point of origin may require more practice for some students. You may want to draw the dotted midline and the baseline onto your dessert plate card. To help them find this point at first, it will be helpful to draw dots just below the mid-line a good letter width apart for them to start their letters. In time, they will be able to find this point themselves. The additional time spent practicing this at the beginning will help them later on, as it will prevent writing letters backward.

Dessert plate letters include a, f, e, s, o, d, c, g, and q.

Teaching the Alphabet Cards (1-26)

Introduce the letters according to the order they are numbered. This Guide has them scheduled for you at a pace that should be comfortable for most students. You may move more quickly if you need to, but remember -- it is most important that your child get enough exposure to each phonogram that they retain and can recall instantly what each sound is.

The first day, use the front of the card to learn how the print version of the letter looks and have your student finger-trace the letter form. You do not need to teach your student the letter’s name. Instead, teach them the letter’s sound. Your student does not necessarily need to know the letters’ names until they start formal spelling. Until then, let them use the letter sounds and “name” them by their sound. They will read sooner with this approach.

Have the student write 2-4 lines of both the upper and lower case of the letter. As they write each letter, they should say the letter’s sound.

Write the letters for several consecutive days, and keep reviewing as you add letters. This review time is of the utmost importance! Every day, you need to review by using the cards **flashcard style**. When you do accumulate more letters that the student knows (6 or more), it is time to add phonics games with the cards 1-3 times a week. See card T-9.

Teaching the Character Cards (Coordinate with 1-26)

After introducing the phonics card, you may want to introduce each letter’s character on a consecutive day. The character has the same phonetic sound in their name, while the letter form itself is present in the illustration to serve as a memory tool for your student.

Notice a couple points about the Character Cards:

The character's name is phonetically linked to the sound the letter makes. "F" makes only one sound, therefore the character's name (Fin the Frog) repeats that one sound: "f." However, "A" makes three sounds, so the character's name represents the three sounds: Mac Won an Acorn Award. This will help your child link the sounds to the letter. The most common occurrence of the sound is first(Mac), less common is next(Acorn), and least common is last(Award).

Next, the shape of the lower case letter is somehow imitated in the form of the character. "A" has its circle forming the "Acorn Award." For the lowercase letter, "f," Fin's head and body form the straight part of the letter and his shake tray shows students where to cross the lowercase "f." This is another memory tool. Make the most of them by demonstrating these memory devices.

Introducing the Phonogram Cards (27-52)

By the time your student has finished their first 26 cards, the focus of your phonics study has changed. They should now be writing most of the letter forms with confidence and general success, and learning to write the letters is no longer of primary concern. Instead, you can continue to focus on putting together simple words with the letters your student has already mastered, and add to that knowledge the cards in the second half of this program.

The phonograms included in this package are by no means exhaustive of all the phonograms you will ever run into in the English language. This is by design. You will find that by the time your student finishes these cards, their ability to decode will be expanding so rapidly that you will no longer want to concentrate on additional decoding helps. Instead, your focus will once again shift -- this time shifting to: helping your student gain speed at recognizing "sight" words, helping them improve accuracy and confidence in decoding new words, and expanding their vocabulary.

In short, the phonograms in this package are enough to give the student what they need to go from "zero" to "Mach 5!"

Teaching the Phonogram Cards (27-52)

Continue to have the student write the phonogram a few times on paper, just as you did with the alphabetic cards, while repeating its sound or slogan as written in the "student says" portion. Play games from time to time, including the new & old cards. Make use of the practice words at the bottom of the reverse of the phonogram cards to help your student learn to recognize the phonogram..

Specific Suggestions for the Phonogram Cards (27-52)

- Vowels -** Follow directions on card reverse.
- "er"s -** Notice that the words that are an "as in" example form a sentence when strung together: "Early birds turn over worms." Use this sentence as a memory tool by drawing it.
- H Blends -** Follow directions on card reverse.
- "Twins" -** It is very successful to introduce these phonograms together and play a memory game with them, or try to have the student partner them, etc.
- Consonant -** Follow directions on card reverse.



Syllables to Sentences

Understanding Winter Promise's Vertical Phonics Method

What is Vertical Phonics and How Might it Impact My Student?

Vertical phonics is a specific reading methodology chosen by Winter Promise as the primary learning methodology for phonics. Although your student may know many of his or her sounds, this methodology is still influential in what we expect your student to know with proficiency, and how well he or she will be reading. Please read the following so that you know what to expect from this program, and how to adjust it so it meets the needs of your student, especially if you are transferring to Syllables to Sentences from another phonics program.

Fundamentals of Vertical Phonics

FUNDAMENTAL #1: Multiple Sound Introduction

Vertical phonics introduces all of the sounds of a letter at one time, rather than introducing “soft vowel sounds” then, later, introducing the “long sounds” and other sounds produced by vowels. In addition, multiple sounds may be introduced for consonants, such as the hard and soft sounds for letters like “c” and “g.”

HOW THIS BENEFITS THE STUDENT

This methodology is viewed as helpful for reducing the confusion a student may feel when told for weeks or months that “a,” for example, says /a/, and then told that it also says its name (long sound) and the “aah” sound in father. The methodology also provides solid skills that get students decoding with confidence quite quickly.

FUNDAMENTAL #2: Multiple-Letter Phonograms

Vertical phonics also provides sounds for multiple-letter phonograms such as “dge,” or “ai.” These additional phonograms add an even more broad and solid system of sounds that are reliable for decoding.

HOW THIS BENEFITS THE STUDENT

The reliability of the multi-letter phonograms means the system does not depend upon phonics rules that seem made to be broken as often as they are kept, such as “when two vowels go walking, the first one does the talking,” which is as often not true as it is true. It also gets students decoding much more difficult words with ease, as he or she would see the word sweater as a combination of five phonograms: s w ea t er.

FUNDAMENTAL #3: Writing & Speaking as You Learn Phonograms

Each letter or phonogram that is introduced to a student is written, and its sound spoken aloud by the student as they write it repeatedly for handwriting practice. Hearing the sound aloud accesses a student’s oral learning center, while the act of writing it accesses the student’s kinesthetic learning center, and seeing it as it is written accesses a student’s visual learning center.

HOW THIS BENEFITS THE STUDENT

This triple-redundancy in accessing each learning center is proven to imprint well on the student’s mind.

FUNDAMENTAL #4: Writing with Small-Lined Paper

You’ll notice we recommend a small-lined page with our writing originals. This is actually a part of the methodology as well, as writing in this size lines does two things: it forces the student to utilize fine motor skills, and it forces the student to concentrate to produce the correct letter shape. Larger lined paper allows

for such large letter shapes, that a student can actually produce letters by using major muscle groups, as he moves his entire arm from the shoulder to make the letter. Unfortunately, these muscles are not those we want to train for letter formation. This is why we adults find it difficult to make nice letters on a garage sale sign -- these muscles are not designed for letter formation! Training these major muscle groups to create handwriting is pointless when it is the fine motor skills and muscles that must perform this task in the long run. It's somewhat like training your arm muscles to click your computer keys -- there's just no point -- only your fingers and wrists together are designed for this task, and all the training in the world will not make you a better typist until you train your fingers and wrists. It's the same for handwriting.

AS REGARDING YOUNG READERS, THIS IS ESSENTIAL FOR YOU TO UNDERSTAND! Your student may be reading even at a first grade level, and yet not have the fine motor skills well-developed enough to be writing with proficiency or even ease. **This does not show a lack of effort or delay, but simply a lack of fine-motor readiness.** This develops at different speeds with different children. It is often delayed in boys, whose bodies are designed to develop faster in the major muscle control, while fine-motor skills lag behind. This is why you'll see boys tearing around corners at breakneck speed on bikes very early. Girls are often just the opposite. They develop fine-motor skills more quickly, while major muscle control lags behind. This is why you'll find them writing and drawing early, and dressing and undressing tiny dolls with efficiency very early. It's also why they often succeed with handwriting supposedly "on time," while boys have trouble meeting the expectations of the established school system. Rest assured, all children do develop fine-motor skills. Once your child has developed the fine-motor skills needed for handwriting, writing within the lines we've given you will not be a problem, and it will show that he or she is truly learning the skills needed for long-term writing success.

HOW THIS BENEFITS THE STUDENT

The smaller lines keep students concentrating on making correct letter formation and train them early in key formation skills. These formation skills are honed when there is not a lot of "room" for error.

How Vertical Phonics May Impact Your Student (Especially if you're transferring from another program.)

Some students may lack initial proficiency with some phonograms.

Your student may find this year that he or she does not know with proficiency some of the more advanced or multi-letter phonograms that students "raised" on WP are familiar with. This is easily remedied by purchasing WinterPromise's Phonics Cards, which have all of the more advanced phonics along with games to reinforce the learning. Reviewing with these cards may help your student if you feel more help is needed than just some simple review on your part. We've allowed Weeks 1-3 for review, but you may want to take a little more time than that at the beginning of the year to make sure students are very comfortable with at least the letter sounds before you move into Week 4.

Some students may find the reading a bit challenging initially, but will rapidly make that up!

Your student may find the reading a bit challenging at the beginning of the year, but, chances are that gap will close during the year, and your student will be reading right along by the end. At first, you may want to take turns reading sentences, or take additional review time on unfamiliar words in the readers. Splitting reading assignments into two parts may also help, so that the student is reading less, but is reading twice a day. Most students rapidly progress through this early reading stage, however, and rapidly gain proficiency. Don't worry. Starting slow does not indicate that your student is not going to succeed with the program, but only that additional guidance at the beginning will make the difference all of a sudden when the "key" finally turns in his head, and his reading explodes into full bloom.

Some students need more oral work, and less written work until their fine-motor skills kick in.

If your student is one whose fine-motor skills aren't quite "there" yet, concentrate on finding ways to make parts of the program oral, rather than written, to alleviate frustration in your student. Although you shouldn't put the brakes on writing entirely, ease into it slowly, and make the other parts of the program oral or active when you can. Quiz spelling and vocabulary orally, make the most of the "Creative Narration" time you have together, and ask questions from resources aloud when you can. You can also find creative ways to help along fine-motor development with challenging mazes, which are just plain more fun for developing writers than handwriting, and may assist your student in making forward progress in this area.



Syllables to Sentences Getting Organized & Prepared for Your Year

Prepare the My Picture Dictionary for Use

Begin by printing or making copies of the My Picture Dictionary pages from Appendix 4 of this guide. You will want to print more pages for letters b, c, d, f, l, m, n, s, and t; while fewer are given to the letters j, k, v, x, and z. Once printed file these into a binder or use loose binder rings to create the feel of a book.

Once assembled, you'll need to put section divisions into your My Picture Dictionary so students will be able to find the different letters. Any office store will have colored tabs that you can put into your student's My Picture Dictionary.

Remember, this resource will be a great way for your student to keep track of the words he has mastered. Each week, you will give him an opportunity to write the words he learned that week on the correct pages in his My Picture Dictionary. He can draw a picture in one box and the word in the box beside it. This will be fun to come back to each week, AND, as it fills up can be a great review tool!

Utilizing the Sight Words Review & Games in Guide

For early readers memorizing and identifying sight words is essential to their progress in reading and decoding sentences. Each week your student will encounter new sight words and review ones he already knows. Using Appendix 1 Teaching Helps have your student read and sound aloud the words listed for each week. Choose a fun game to complete with this week's words.

Utilizing the Weekly Vocabulary in Coordination with Romp in Pine Nut Park Readers

IMPORTANT NOTE: Each week students will be reading from the "Romp in Pine Nut Park Readers." Students will already be reading and learning new words that contain the weekly phonogram focus to expand their vocabulary. Some of these words will be unfamiliar to students and will be included in their weekly words. Sometimes the words are hard to decode or more difficult sight words.

Parents should review these words with their student before they read each new story. New stories are read on day one and three in the schedule.

Read the words aloud and help the student understand the meaning of the words. Then have the student decode the words themselves. If your student needs help decoding the words in the stories you can read the words for them the first time they read the story. When they read the story again, have the student decode the word themselves.

Important Note: Pine Nut Park Handwriting Set & Handwriting Practice

For pages whose directions include "plain paper," use either plain handwriting paper or the reproducible lined pages in the back of this guide. Guided handwriting worksheets are included in Appendix 2. Otherwise use the numbered handwriting pages from the "Pine Nut Park Handwriting Set."

Important Note: Creative Composition

Each week creative composition ideas are given for more advanced students. The creative composition has students narrate, draw, or write short sentences. This portion of the program is optional. It is not necessary to complete the program. Creative composition will begin in week 4.

Important Note: Spelling Activities & Tests

This portion of the program is optional and begins in week 3. Make copies of test sheets from Appendix 5, if you wish to reuse this program. Games and activity ideas for spelling is in Appendix 1.



Syllables to Sentences Week 1



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
PHONICS STUDY				
Phonics Cards <i>Cards afbmektripsn 1-12</i>	Review Phonics Cards 1-12 this week. Use "Pick the Right One" on card T-11.	Review 1-12 again, but today use "Across the Room" on T-12.	Review 6-12, using "Name That Item" on card T-12.	Review 6-12 again, but today use "Beginner Bingo" on T-12.
Weekly Reading Review	None this week.			
READING PROGRAM				
READING: <i>Romp in Pine Nut Park</i>	Look at Note Read Book 1 Mac in a Mess	Re-Read Book 1 Mac in a Mess	Read Book 1 The Gold Nuts	Re-Read Book 1 The Gold Nuts
WORKBOOKS				
<i>Pine Nut Park Workbook A</i> Alphabet Review & Word Families	Page 4	Page 5	Page 6-7	Page 8-9
ACTIVITIES				
Phonics Activities from <i>Hands-On Phonics Pack, OR</i> Other Activities		Phonics Pack Magnetic Letter Pick-Ups	Other Activity Read & Play Sight Word Game	Phonics Pack "I am Thinking Of ..."
SELF-EXPRESSION SKILLS				
Pine Nut Park Handwriting Set, OR Handwriting Practice	On plain paper, practice writing a, f, b, m	On plain paper, practice writing e, k, t, r	On plain paper, practice writing i, p, s, n	On plain paper, practice writing o, j, h, d
Spelling	None this week.			
Notes				

It's Your First Week!

The first two weeks will start out with a review of the basic alphabetic sounds. Keep in mind, if you have not used this program before, there may be some slight differences in the phonics cards and these first days of assignments will allow you time for your student to adjust.

During these first weeks, most of your time will be spent using the Phonics Cards for active review. Please read through thoroughly the instructions given in the front of this guide this week to understand how to help your student review these. Games for review are also included on cards T-11 and T-12.

Romp in Pine Nut Park Readers

Before students begin to read the Romp in Pine Nut Park Readers, the parent must first read aloud an introduction page from Appendix 1, called "Mac's New Home -- Pine Nut Park."

Week 1 Vocabulary Words

Story 1

home	ask	head	pine
park	lost	poke	

Story 2

made	took	more	
------	------	------	--



Syllables to Sentences

Week 2



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
PHONICS STUDY				
Phonics Cards <i>Cards ojhduclgwyvzx & qu</i> 13-26	Review Phonics Cards 13-26. Use "Flashcards" on card T-11.	Review Phonics Card 1	Review 1, and 13-26 again, using "Treasure Hunt" on card T-12.	Choose a Game from Card T-11 & T-12 Focus on This Week's Letters
Weekly Reading Review	None this week. Begin next week.			
READING PROGRAM				
READING: <i>Romp in Pine Nut Park</i>	Read Book 2 Fin's Shake Shop	Re-Read Book 2 Fin's Shake Shop	Read Book 2 A Bad Dog	Re-Read Book 2 A Bad Dog
WORKBOOKS				
Pine Nut Park Workbook A <i>Alphabet Review & Word Families</i>	Page 10-11	Page 12-13	Page 14	Page 15
ACTIVITIES				
Phonics Activities from Hands-On Phonics Pack, OR Other Activities	Other Activity Read & Play Sight Word Game	Phonics Pack Detective Story	Phonics Pack Pebble Pick-Up	Other Activity Decorate your My Picture Dictionary
SELF-EXPRESSION SKILLS				
Pine Nut Park Handwriting Set, OR Handwriting Practice	On plain paper, practice writing o, i, h, d	On plain paper, practice writing u, c, l, g, and w	On plain paper, practice writing v, v, z, and x	On plain paper, practice writing this week's sight words
Spelling	None this week. Begin next week.			
Notes				

Decorate Your Picture Dictionary

Allow your student to get creative in decorating the front of their dictionary. They may want to cover it with fabric or special paper, or get a favorite design and paste it on. It will help them feel more pride in their work throughout the year if they really make it their own! We'll begin using it next week!

Spelling

IMPORTANT NOTE: This portion of the program is optional. You can choose to use it or not. Spelling will begin next week. Each week's spelling words will be taken directly from the lesson you are working on in "Pine Nut Park Phonics Pages" or from the "Romp in Pine Nut Park Readers."

Also if you choose to use the spelling portion of the program, the weekly spelling test is optional as well. It isn't required for students at this age to have weekly spelling tests. You can choose to complete the spelling practice but opt. out of the spelling test for your student.

For those that do the weekly spelling test, you'll find the pages to complete the tests in Appendix 5 of this guide.

Other Activity

Day 4: Have your student decorate their "My Picture Dictionary" cover using items from your craft cupboard. To create the cover and the back cover hole punch some heavy cardstock. Have your student decorate it and let it dry, if glue was used, before adding it to their "My Picture Dictionary."

Week 2 Vocabulary Words

Story 1				
next	love	jam	they	said
saw	make	you	scare	sick
Story 2				
my	but	job	we	many
out				

Adventures in Pine Hollow & Milestones in Reading

Syllables to Sentences

Pine Nut Park Workbook A



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www.winterpromise.com

winterpromise@winterpromise.com

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Weekly Phonics Focus for Play in Pine Nut Park Workbook A

Week 1: Alphabet Review Part 1

Week 2: Alphabet Review Part 2

Week 3: Vowels & Word Families

Week 4: Vowels & Word Families

Week 5: Phonograms & Word Families

Week 6: Silent e & Word Families

Week 7: Y as a Vowel & Word Families

Week 8: Phonograms & Word Families


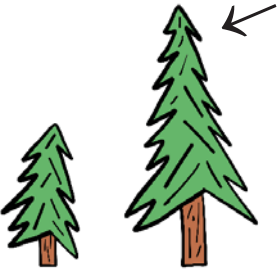
Week 9: Phonograms, Blends, & Word Families

Week 1 Alphabet Review & Word Families

afbmektripsn

Circle the Correct Word

Look at the picture and circle the word that matches the picture.

	ten mess pen  pink rip pin
	mad Mac Snap  mud mat map
10 desk mess ten	 ate at rat
 tall slap find	 Mac rat Snap

Week 1 Alphabet Review & Word Families

afbmektripsn





Copy the Words

Read each word and write it on the lines below.

cap	flap	lap	clap
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
map	slap	trap	nap
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

Circle the Correct Word

Look at the picture and read the words. Circle the correct word to match the picture.

	<p>map</p> <p>slap</p> <p>Mac</p>		<p>Snap</p> <p>tap</p> <p>clap</p>
	<p>flap</p> <p>cap</p> <p>lap</p>		<p>slap</p> <p>nap</p> <p>map</p>

Alphabetical Order

Write the word list above in alphabetical order on the lines below.



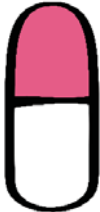
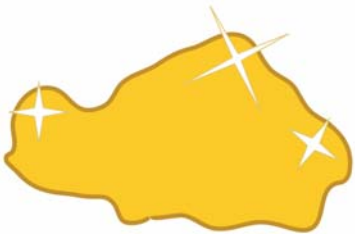






Week 1 Alphabet Review & Word Families

afbmektripsn

Circle the Correct Word

Look at the picture and circle the word that matches the picture.

	sat rat grass		mud cup up
	pill bit find		stop soft gold
	pen mess ten		fun mud nut
	sniff rip bin		poke pine home

Week 1 Alphabet Review & Word Families

afbmektripsn

Copy the Words

Read each word and write it on the lines below.

dip	flip	zip	trip
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
ship	sip	lip	skip
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

Match the Meaning

Read the words and match each one to the correct meaning.



- | | |
|---------|-----------------------|
| 1. sip | to move fast |
| 2. trip | to fall or a vacation |
| 3. ship | not a walk nor a run |
| 4. zip | a big boat |
| 5. skip | a small drink |

Alphabetical Order

Write the word list above in alphabetical order on the lines below.

Circle the Correct Word

Look at the picture and read the words. Circle the correct word to match the picture.

	<p>flip</p> <p>lip</p> <p>dip</p>		<p>sip</p> <p>skip</p> <p>ship</p>
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Week 2 Alphabet Review & Word Families

ojhduclgwyvzx & qu

Read, and Cross It Out

Read the word and then X the correct matching word.









big	big	hit	dig
bad	dad	hat	bad
hit	sick	hit	big
look	job	look	box
red	red	egg	felt
pink	red	hit	pink

Week 2 Alphabet Review & Word Families

ojhduclgwyvzx & qu

Circle the Correct Word

Look at the picture and circle the word that matches the picture.

	frog cold not		bag Mac dad
	nap rat bad		look Fin cop
	felt cop full		Fin pink sick
	mom dad nut		frog dog cop

