

## Elements of the Blended Sound-Sight Program of Learning

Although the Program was developed by Mrs. Ingham, working with her children many years ago, it is up-to-date because it is based on the way children learn and has been proven to be successful for children, educators and parents wherever it has been fully implemented over these many years.

### 1. Activity Time

Students work in partners, using manipulative activities to reinforce basic skills which have been taught as well as develop good character traits such as co-operation, patience and acceptance.

### 2. The Individualized Classroom Library

After earning their way into the class library, thus providing motivation, the children are exposed to a wide variety of literature, follow a daily routine of independently choosing appropriate books from the levels within the library, share their book orally with a friend each day, write about their book and are encouraged to celebrate the success of others.

### 3. Poetry Appreciation and Study

Daily enjoyment and study of a weekly poem exposes children to good literature as well as introduces them to a variety of poems. Poetry is used as a vehicle to teach phonics within meaningful context, develop vocabulary and comprehension, integrate subjects and provide a time of fun. Children are challenged to write poetry by memory and create their own.

### 4. Reading, Word Attack and Spelling

- a- As children learn basic English rules, they are encouraged to transfer that knowledge to new situations
- b- Basic English rules which BSS calls "helpers" or "tools" are built into a Sound City, a place for practice and reference.
- c- Exceptions to rules are placed in the class "jail", one of the many ideas invented by children.
- d- Words which contain silent consonants are placed on a ghost or suitable poster.
- e- Special areas in the classroom house student-gathered collections of homonyms, synonyms, antonyms, compounds, adjectives and adverbs, especially useful as references for writing tasks.
- f- Prevention Rather Than Cure Jingles are learned and displayed. These jingles consist of troublesome words which are placed in child-related stories as an aid to memory.
- g- Spelling integration - Spelling and reading rules are integrated and taught in every subject.
- h- Daily spelling - Helpers are underlined. Spelling words are analysed and studied in a variety of ways & games.
- i - Spelling errors - Children keep their Spelling Hound bone clean by correcting errors and learning correct spelling in a relaxed, non-threatening atmosphere.
- j - Early in grade one, children learn the sounds and formation of alphabet letters through child-centered stories and songs

### 5. Discovery

Children decode previously unencountered words by independently transferring their knowledge of English rules. Since these words are not in context, children must achieve a high level of decoding skill. As they plot their progress on a Discovery Chart, they are excited to reach their goals.

### 6. Writing Component

- Children write daily [ early grade one writing entails learning to print, then copy and compose]
- Emphasis is placed not only on ideas expressed but on sentence structure, comprehension and mechanics
- Since reading and writing are inter-related, children are encouraged to read with expression, stress the main words and be aware of the flow of the language.
- Children learn to improve their writing by following models and then creating their own works
- Narrative stories are written with the use of the Ingham Sequence chart which guides children through the parts of a story [setting, plot, problem, solution and clincher]
- Children use reader stories as beginning models and later summarize library book stories, finally creating their own.
- Sophisticated vocabulary which children have read in library books is incorporated into their writing.
- Children are encouraged to take risks in spelling when doing writing tasks, using their knowledge of rules. Errors are corrected. A mistake is an opportunity to learn.
- Teachers guide children in improving their writing by using a variety of sentence structures and adding better vocabulary such as substituting more appropriate words for "said".
- Most of these guidelines can be applied to other writing tasks such as personal, descriptive and persuasive writing.

### 7. Individualized Silent Reading Files

-These are non-consumable sheets which require students to follow directions independently, work through assignments at their own rate, use their writing skills by answering in complete sentences and follow an orderly routine. They reinforce concepts taught and develop comprehension. The file routine helps students develop responsibility and take ownership of their own learning. The files become one item in an Agenda which the students follow during Work Period.

### 8. Character Development - modelled, discussed and practiced with a positive approach.

-co-operation, patience, respect, tolerance, learning to accept and give help, developing a sense of humour, feeling happy when others succeed, independence, responsibility, solving one's own problems, taking consequences for one's own actions, following directions, consideration for others and more.

**Excitement, goals, high achievement, organization are an integral part of all the above components.**

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