Selected Samples From

**The Animated-Literacy™ 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)

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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**

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Advanced Labeling & Vocabulary Development

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

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

SAMPLE OF ADVANCED LABELING

```
frisky  pup
little  barks
wet    nose
      loudly
      gray
      ears
      drips
like  melting
      ice
      long
stubby legs
prance wildly
      tail
      as soft as
      a feather

sharp  paws
claw
      like a rake
      tail
      floppy
      flap

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.
```

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

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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.

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.

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

Uu
Uncle Upton

Uncle Upton’s Song, Tune: Camptown Races

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.

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.

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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:
A. Describe how you traveled to school today.
B. Tell about your favorite thing to do in school.
C. Tell about your favorite color.
D. Tell about sports you like to watch or play.
E. Tell about something that you have done to make another person or a pet happy.

After the students have met with a partner, ask at least two students to tell the name of their partner and what their partner said. If a child forgets, have the partner whisper the answer in the student’s ear and then have the child tell the group what his/her partner said.

Step #3: Related Read-Aloud
Read aloud and discuss one or more books related to the concepts in Polly Panda’s story (school, painting, colors, baseball, autographs, pleasing others, forms of transportation, pandas).

Suggested Book Titles To Read Aloud:
Spot Goes To School by Eric Hill
My First Day At Nursery School by Becky Edwards
I Love School! by Philemon Sturges
My First Day Of School by P.K. Hallinan
The Night Before Kindergarten by Natasha Wing
The Night Before 1st Grade by Natasha Wing
The Twelve Days Of Kindergarten by Deborah Rose
This Is The Way We Go To School by E. Baer
Panda Bear, Panda Bear . . . by Bill Martin Jr.
Panda Goes To School by Tara Jayne Morrow
Wheels On The Bus by Maryann Kovalske
Flying by Gail Gibbons
First Flight by David McPhail
Mouse Paint by Walsh, Emma by Wendy Kesselman
Liang And The Magic Paint Brush by Demi
Legend Of The Indian Paint Brush by Tomie de Paola
Porcupining, A Prickly Love Story by Lisa Wheeler
Giant Pandas by Patricia Martin

Step #4: Read or Tell Polly Panda’s Story
(When telling, the story can be shortened or expanded.)

Step #5: Introduce Polly’s Sound & Gesture
When you see Polly Panda or the letter “P,” think of painting, pretend to hold a paper in one hand, use your other hand to paint with up and down strokes, and say Polly’s sound.

Step #6: Use Polly’s Sound & Gesture To Sing “Are You Sleeping”
Are you 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.
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<td>Aa adds on an abacus</td>
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<td>Baby Barnaby</td>
<td>Bb bows, bends &amp; balances</td>
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<tr>
<td>Crazy Camel</td>
<td>Ck catches cookies</td>
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<tr>
<td>Daisy Dragon</td>
<td>Dd dances</td>
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<tr>
<td>Edgar Elf</td>
<td>Ee exercises &amp; escapes</td>
</tr>
<tr>
<td>Farley Fox</td>
<td>Ff fishes &amp; fiddles</td>
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<tr>
<td>Gilda Goose</td>
<td>Gg glides &amp; gives golden eggs</td>
</tr>
<tr>
<td>Hippy Hippo</td>
<td>Hh hums a hot tune</td>
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<td>Ichabod</td>
<td>Ii itches</td>
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<td>Jenny Jaguar</td>
<td>Jj juggles &amp; jogs</td>
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<tr>
<td>Kimmy Kangaroo</td>
<td>Kk blows kisses</td>
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<tr>
<td>Lizzy Lamb</td>
<td>Ll lays her head on lemon leaves</td>
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<tr>
<td>Mimi Mermaid</td>
<td>Mb moves her magic mop</td>
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<td>Nellie Newt</td>
<td>Kn nibbles noodles</td>
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<td>Pp paints</td>
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<td>Rosie Raccoon</td>
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<td>Uncle Upton</td>
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<td>Vinnie Vulture</td>
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<td>Winkle Walrus</td>
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<td>Sadie Seal</td>
<td>Ss surfs and swims</td>
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<td>Yakety Yak</td>
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<td>Zackary &amp; Zena</td>
<td>Ss or zip &amp; zoom</td>
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<td>Chauncy Chipmunk</td>
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<td>Sheriff Shad</td>
<td>Sh showers and shaves</td>
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<td>The Thick</td>
<td>Th is thirsty</td>
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<tr>
<td>The White Whale</td>
<td>Wh whistles</td>
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<td>Ping Pong</td>
<td>Ng rings the gong</td>
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<td>Abe The Hare</td>
<td>Aa a-e skate the bay</td>
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<td>Leaping Eve</td>
<td>Ee ee e-a leaps 3 green trees</td>
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<tr>
<td>High Flying Ike</td>
<td>Ie i-e igh rides his bike</td>
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<tr>
<td>Old Joe Crow</td>
<td>Oa o-e old rows his boat</td>
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<td>Huw The Mule</td>
<td>U-e ew chewed new shoes</td>
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<td>Arnie Aardvark</td>
<td>Ar hangs by one arm</td>
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<td>Orty Orsen</td>
<td>Ur or ordered shorts</td>
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<tr>
<td>Irving Turtle</td>
<td>Ir or turns in circles</td>
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<tr>
<td>Lou Lou Moose</td>
<td>Ou ou looks for cookies</td>
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<td>Woody Woodchuck</td>
<td>Oo oils her toy</td>
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<tr>
<td>Grouchy Owl</td>
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<td>Joy Oy Oi</td>
<td>Oi oils her toy</td>
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**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.

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<td>Draw &amp; label elf.</td>
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P.O. Box 2346 La Mesa, CA 91943-2336
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 Hadley, THE PUPPY WHO WANTED A BOY by THAYER

Drawing Steps For “THE PUP”

1. Draw a head.
2. Add ears.
3. Draw eyes.
4. Draw a nose.
5. Draw a mouth.
6. Add limbs.
7. Draw a tail.

The pup is up.

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

Pp

The tail on the pup goes back and forth, back and forth, back and forth.

Name: ____________________________

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

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

Words We Can Read, Write, And Draw #1

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P.O. Box 2346 La Mesa, CA 91943
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.

### Home Work Calendar #1

<table>
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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>Ask your child to teach you the song, Are You Sleeping, 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.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Polly Panda&quot; and her paint brush.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Uncle Upton,&quot; the upside-down umpire.</td>
<td>Practice drawing a pup and writing the word, &quot;pup.&quot; Talk about pups and tell or write a story about a pup.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Dr. Ollie Ostrich&quot; and Oo his olive omelets. aw</td>
</tr>
<tr>
<td>Practice drawing and labeling a pop and tell or write a story about your picture.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Mimi Mermaid&quot; and her magic mop.</td>
<td>Practice drawing and labeling a mom and tell or write a story about your picture.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Felix Fox&quot; and &quot;Max The Ox.&quot;</td>
<td>Practice drawing an ox and writing the word, &quot;ox.&quot; Talk about an ox and tell or write a story about an ox.</td>
</tr>
<tr>
<td>Ask your child to tell you the story and sing the song for &quot;Actress Annie.&quot;</td>
<td>Practice drawing an ax and writing the word, &quot;ax.&quot; Talk about an ax and other sharp objects that can cut or hurt someone if they are not used safely.</td>
<td>Either read or write down a recipe together and prepare the food. Practice and discuss measuring the ingredients as you prepare your food.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Daisy Dragon.&quot;</td>
<td>Practice drawing and labeling a dad. Tell or write a story about your picture.</td>
</tr>
<tr>
<td>Ask your child to tell you the story and sing the song for &quot;Timmy Tiger.&quot;</td>
<td>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, &quot;top.&quot;</td>
<td>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.</td>
<td>Ask your child to tell you the story and sing the song for &quot;Sadie Seal.&quot;</td>
<td>Discuss safety rules for crossing streets, walking on roads, etc. Draw a picture of a stop sign and practice writing the word, &quot;stop.&quot;</td>
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</tbody>
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Child’s Name_______________________ Parent’s Signature ___________________
## Animated-Literacy™ Progress Chart

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<th>Concept Introduced</th>
<th>Progress Shown</th>
<th>Mastery Shown</th>
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### 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.
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 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.).

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 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.)

Completed Student Pattern Song Pages

Sample: Are you sleeping? Are you sleeping, brother, sean? Are you sleeping? Are you sleeping, brother, sean? Sean’s bells are saying, (2x) “shing, shong, shing, shing, shong, shing.”

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

Sample: Down on Grandpa’s farm there is a big, furry rat. The rat makes a sound like this, “squeak, squeak!”

Sample: Skip to my Lou, my darling. I can shop like a mom.

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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.

**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

**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

**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.

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.

We will catch a ⇒ pup, put it in a ⇒ cup.

Puppies and kittens like to run and jump.

Symbols For Completing Song & Story Frames:

Circles: Nouns, words that have outlines
descriptive words (adjectives, adverbs, & articles) words that point to other words

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

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

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

Puppies and kittens like to run and jump.

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

Reduction 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!”

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!”

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.
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”
“X”
ox
“A”
“D”
ad
“T”
top
pot
“S”
stop
“R”
rat
drum
“H”
hat
“AR”
star
“I”
jar
jam
“K”
mask
“E”
fox
“B”
box
bat
bus
sub
“G”
gum
dog
bug
frog
goose
goose
goose
goose
goose
goose
goose
house
hound
cloven
flower
Long “A”
ape
hare
chair
cake
snake
skate
pail
snail
train
“SH”
shark
shell
ship
fish
brush
“IR, UR, ER”
girl
shirt
skirt
bird
perch
turtle
“Y”
van
vase
vest
hive
“Y”
yak
yoyo
“OR”
horn
corn
cork
“Q”
queen

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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”

1. The pup is up.
2. I see a pup.
3. The pup is playing in the sun.
4. Oh, here sits a hippo in the tub.
5. Pup pup pup.
6. Crazy hippo.
7. The pup barks.

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

Pup pup pup

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

The pup barks.

NAME: _______________________________

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 HICCUPOTAMUS by Aaron Zenz

OWEN & MZEE: THE TRUE STORY OF A REMARKABLE FRIENDSHIP by Isabella Hatkoff

Song Tune: Here Sites A Monkey, recorded on Variations On Traditional Patterns Sings, 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.

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?

Suggested Read-Aloud: ADONIS GO BERSERK! by Sandra Boynton

BUT NOT THE HIPPOPOTAMUS by Sandra Boynton

THE HICCUPOTAMUS by Aaron Zenz

OWEN & MZEE: THE TRUE STORY OF A REMARKABLE FRIENDSHIP by Isabella Hatkoff

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

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.

NAME: _______________________________

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

Suggested Read-Aloud: HOP ON POP by Dr. Seuss

GREAT DAY FOR UP by Dr. Seuss

THE POKY LITTLE PUPPY by Janette Sebring

SPOT a series of picture books by Eric Hill

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.

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

The pup barks.

NAME: _______________________________

Draw and label a pup. Talk or write about pups. Write pup next to each picture.

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. (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.

NAME: _______________________________

I see a pup.

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

NAME: _______________________________

I see a pup.

I see a pup.

NAME: _______________________________

I see a pup.

NAME: _______________________________

I see a pup.
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.*
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.

#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.
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.

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

Pp
Polly Panda
Painting purple “Ps”
Polly paints her purple “Ps”
On pants and pizza pans

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

All pages are eleven inches wide and 8.5 inches tall

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Over in the meadow

1

Over in the meadow
By a pond in the sun
Lived an old mother duck
And her little duckling one
“Quack!” said the mother
“I quack!” said the one
So they quacked and were happy
By the pond in the sun

2

Over in the city
In a house so new
Lived a fluffy mother cat
And her little kittens two
“Purr!” said the mother
“We purr!” said the two
So they purred and were happy
In the house so new
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.

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

**drum**  
**top**  
**rat**  
**hat**  
**mom**  
**star**  

Mom has one big 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.

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

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

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.

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

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.

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.
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.

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.

Sample Sentence

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

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

Orty Orsen ordered four new pairs of shorts, sporty 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.
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.
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.
#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.

## 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.

## 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.

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*

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<thead>
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<th>load</th>
<th>toast</th>
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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.

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

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 (mother-eze) 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.
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**SHIPPING**

**TOTAL DUE (US funds)**