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I N T R O D U C T I O N

Children learn about language by using it. They learn to read and write by actively participating in a variety of reading and writing activities.

A knowledge of sound-symbol relationships is an important component of children's language learning and provides vital word attack skills. However, graphophonics is not the only strategy children need. It is one of a number of strategies children can use to approach an unknown word or get meaning from print. Children become aware of the range of strategies available to them by constant involvement in activities that require them to read and write for real purposes within meaningful, experience-based contexts.

Children develop problem-solving strategies for reading and writing as their confidence and understanding of sound-symbol relationships grows.

The purpose of *Phonics in Context* is to provide teachers with a variety of strategies and activities that focus attention on developing strong sound-symbol relationships through experiences with the spoken and written word.

AR R



AR AR AR AR AR AR AR AR AR AR AR

Interesting Words

bookmark	arsenic
carpenter	margarine
Argentina	argue
armor	kindergarten
darling	artist
article	artificial
arthritis	archery
marmalade	argue
cargo	architect
bargain	radar
cardigan	Arctic
marbles	Antarctic
garbage	Arbor Day
artichokes	Mars
carnival	partner
alarm	barbecue
arcade	
armadillo	
artery	

Brainstorming Words

harm sharp arm
smart car star
shark parka bar
dark tart arc far
bark party marsh
part market arch
ark part park
card farm tar
hard art harp
start yard

Language Experiences

- ◆ Wish upon a Star
- ◆ Create a New Story
- ◆ Describe a Car Scrapbook
- ◆ Make Jam Tarts
- ◆ Make a Party Hat
- ◆ Explore Compound Words
- ◆ Organize a Class Party
- ◆ Scared of the Dark?
- ◆ Look at Bark
- ◆ Make a Farm
- ◆ Avoid Arguments
- ◆ Build a Car
- ◆ Play Marbles
- ◆ Send Thank-You Cards

Letter Combinations

ear	al	uar	a	er	ah	aa
heart	calm	guard	father	sergeant	ah	bazaar

PLAY MARBLES

Introduce some simple **marble** games, such as Ringers. You need 2 players, a 10-inch circle made with string, and 13 marbles per player, all placed inside the circle, and a shooter marble. Each player uses a

shooter to try to knock 7 of the opponents' marbles out of the circle. Each time a player hits another player's marble out of the ring, that player continues his or her turn. When a player misses, the shooter is removed from the play until his or her turn resumes.

Write the rules on tag-board, including diagrams.

RINGERS
A game for 2 players
1. Each player has 13 marbles...



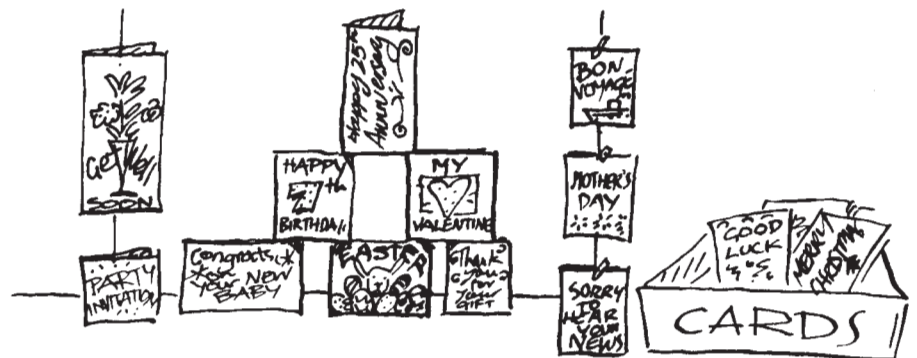
SEND THANK-YOU CARDS

Discuss why people send greeting cards. What sort of cards do children send or receive? Brainstorm a list.

Send thank-you cards to volunteers and parents who visit your classroom to help with class activities. Discuss the reasons for sending these cards and work together to create appropriate messages.

Set up a display or collection of used cards children collect from home.

☆ birthday cards
♦ thank you cards
* anniversary cards
☼ sympathy cards
◎ baby cards



BAKE A CAKE

Here's a quick, simple, never-fail cake that's just great to make with children because all the ingredients are placed in one bowl, beaten together for three minutes and then poured into the cake pan!

And even better—it's chocolate!

Ingredients

- 2 tablespoons cocoa
- 1 cup white sugar
- 1 cup self-rising flour
- 1/2 cup milk
- 2 eggs
- 3 tablespoons melted butter
- 1/2 teaspoon vanilla

Method

- 1 Place all dry ingredients in a large bowl.
- 2 Add eggs, milk, and vanilla.
- 3 Melt butter, and add to bowl.
- 4 Beat all ingredients on highest speed for 4 minutes.
- 5 Spoon into 8 x 8 inch (20 x 20 cm) cake pan and bake in 300 degree oven for 30–35 minutes.



Display the recipe for children to follow. Also place the recipe in a class cookbook along with photographs of the cake being made.

Doubling the recipe will be enough for an entire class to enjoy a taste.



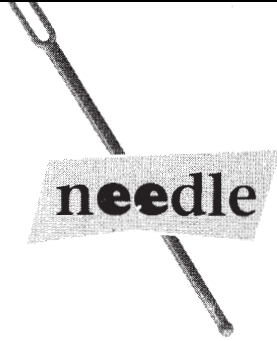
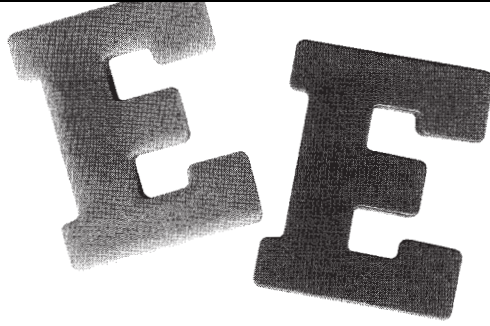
***HELPFUL HINT** This cake is better if left until the following day before cutting.

FEEL SAFE

Make a list of words that describe children's feelings of being **safe**. Discuss when and where we feel this way.

Have children complete the sentence: "I feel safe when...." and record their comments as a list, on a brainstorm web, or as an ending for a sentence stem in a class book. Have

children illustrate their sentences with pictures of their safe environments.



Interesting Words

reel
beech
leek
freeze
beet
screech
cheetah
Tee ball
deed
reed
cheep
esteem
leech
teenager
beetle
steeple

Brainstorming Words

peel steel beef been
free seed queen tree
sweep deer seesaw
creeper creep seek
feel greedy keep
cheek sleep street
seem need weep
tee peep kneel green
needle cheese
eel screen sleep greet
heel bee jeep teeth
feed screen steep
three see meet preen
sheep keen knee
deep sweet geese

Language Experiences

- ◆ Use a Feely Box
- ◆ Discover Shades of Green
- ◆ How Old Is a Tree?
- ◆ Friendship Tree
- ◆ Sort Pins and Needles
- ◆ Read Stories with Three Characters
- ◆ Make "Three" Patterns
- ◆ Make Beef Patties
- ◆ Taste Cheese
- ◆ Talk About Being Greedy
- ◆ Count Sleeping Hours
- ◆ Grow a Creeping Plant
- ◆ Meet Famous People
- ◆ Greetings
- ◆ Look at Bee Hives
- ◆ Create a Bee
- ◆ Play Hide-and-Seek
- ◆ Care for Teeth
- ◆ Explore Green
- ◆ Find Out About Teeth
- ◆ Street Signs
- ◆ Guess Mystery Seeds

Letter Combinations

oe ea ei ey i ay ie y e e-e eo i
amoeba leaf receive key ski quay believe happy me fete people machine

USING TEACHER'S BLACKLINE MASTERS

pages 174 - 178

Sound-Symbol Relationships

Single Sounds
Double Consonants

Blends

Digraphs

These pages provide an overview for program planning. In the space below each letter pattern, record information such as the date or any other relevant details. These pages can be used to compile a class or individual profile.

Class Record

Use this format for entering details about individual children. The information may be gathered from children's writing.

Sound-Letter Combinations

This page provides an overview of the complete sound-letter combinations that appear in this edition.

USING STUDENTS' BLACKLINE MASTERS

pages 179 - 188

Shape Templates

Enlarge and trace the templates found on pages 179-183.



The illustrations have been designed to allow for stapling at either the left side or the top of each template. Use these templates to make:

- ◆ classroom charts
- ◆ word banks
- ◆ story blanks
- ◆ big books
- ◆ individual books
- ◆ book covers
- ◆ activity cards
- ◆ shaped writing paper

H O W M A N Y I N O N E M I N U T E ?

	I Estimate:	I Can Do:
jumps	<input type="text"/>	<input type="text"/>
bounce a ball	<input type="text"/>	<input type="text"/>
hop	<input type="text"/>	<input type="text"/>
blink my eyes	<input type="text"/>	<input type="text"/>
stamp my foot	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>