



# Waseca Reading Program

Updated Guide to Presentation

2021

# **Waseca Reading Program**

*(recommended for children 3 to 9 years of age)*

## **Contents of Waseca Reading Program:**

- Updated Guide to Presentation
- 584 Picture Cards (including phonetic element cards)
- 497 Labels
- 84 Phonogram Booklets
- Masters for Writing Practice (cursive and print versions)\*
- Progress Charts\*
- Workbooks\*

## **Additional Related Products:**

*(sold separately)*

- Waseca Reading Program Storage
- Parts of the Biome Readers
- Continent Readers

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*\* Available for download in the A - Z PDF library on our website: [wasecabiomes.org](http://wasecabiomes.org)*

## Introduction

*The Waseca Reading Program is structured to provide a systematic and sequential presentation of the phonetic elements used in the English language. It breaks words down phonetically into manageable pieces to be presented sequentially. The presentation of phonetic elements builds cumulatively toward a mastery of reading and spelling. It is best approached after working with sand paper letters to recognize letters and their sounds and some blends. As the guide moves into spelling three letter short vowel words with objects, the Waseca Reading Program can be introduced.*

*The program uses a four step approach:*

*First, the Waseca Reading Program Picture Cards are used to spell with the moveable alphabet (encoding). The cards use photographs to illustrate each word. Large print and color-coded highlighting emphasize the phonetic element used in the word. The frame around the picture is also color-coded. There are nine color sets in the Waseca Reading Program (Red, Orange, Yellow, Green, Aqua, Blue, Purple, Pink, and Gold) that are broken down into seven groups\* that include between five and twelve words.*

<i>red</i>	focuses on three-letter phonetic words and isolates short vowel sounds.
<i>orange</i>	focuses on blends: common beginning blends such as <b>s</b> , <b>l</b> , and <b>r</b> blends; ending blends; and words with both beginning and ending blends.
<i>yellow</i>	introduces consonant digraphs like <b>sh</b> , <b>ch</b> , <b>th</b> , and <b>tch</b> .
<i>green</i>	explores words ending with <b>ng</b> and <b>nk</b> .
<i>aqua</i>	focuses on the silent e rule as applied to each vowel.
<i>blue</i>	explores different phonograms used to make each long vowel sound.
<i>purple</i>	introduces various diphthongs, such as r-controlled vowels and <b>oy</b> , <b>ow</b> , <b>aw</b> .
<i>pink</i>	focuses on combinations that produce silent letters like <b>wh</b> , <b>mb</b> , <b>kn</b> , and <b>gh</b> .
<i>gold</i>	explores less common phonetic rules, including spelling variations for the same sounds and hard and soft consonants.

*Next, the Labels are matched to the Picture Cards (decoding). The text and frame for each Label is also color-coded to isolate and highlight the phonetic element introduced in that set. Once a child has become comfortable with encoding and decoding the Picture Cards and Labels, the Phonogram Booklets provide further practice with that phonetic element. The Writing Practice Worksheets can then be used to reinforce mastery of the words learned in each drawer.*

*\* Please note that we refer to these groups within a set as “drawers” throughout this Guide because we recommend that you store them in the color-coded Waseca Reading Program Storage.*

*This program now also includes workbooks for each color! The workbooks give the child the opportunity to practice reading and writing not only the words in the drawer to gain mastery, but also introduce more words with that phonetic element and sight words to build fluency.*

*This sequence of presentation in the Waseca Reading Program follows that used by the Orton-Gillingham Approach to reading. This approach was developed for use with dyslexic students and is very thorough in isolating phonetic elements to bolster reading skills.*

*We have also designed further materials to tie into the Waseca Reading Program's systematic approach to literacy. We have developed readers that follow the sequence of the Waseca Reading Program with books for each color. A child who is working on Yellow can read the Red, Orange, and Yellow books in our Parts of the Biome Readers Continent Readers. These readers allow even those reading only three letter words with short vowel sounds to read independently for content!*

## **Standard Sequence of Presentation**

This Standard Sequence of Presentation outlines the four step approach used in the Waseca Reading Program. Take time with each of these steps. Learning to encode and decode, essentially breaking the code of reading, is a huge leap. It will happen more quickly for some than others. After completing the initial introductions to each color (as outlined on the following pages), the materials should be presented as follows:

### **Step 1**

- Place the Picture Card with the phonetic element from that drawer at the top of the mat. Note that some drawers have multiple phonetic elements. In these instances, place all of the phonetic element cards at the top of the mat.
- Identify each picture and invite the child to spell the words with the moveable alphabet. If there is more than one spelling option for the sound (or more than one phonetic element for that drawer), sort the Picture Cards according to which option is used for that word.

### **Step 2**

- The child matches the Label to the Picture Card.
- Using the Labels as flash cards, have the child read the words on the back (printed in black) to you.

### **Step 3**

- The child reads the words in the Phonogram Booklet(s) for that drawer to you.

### **Step 4**

- The child practices writing the words (in cursive or print) from that drawer with the appropriate sheet from the Writing Practice Worksheets.
- Work with the child through each of the exercises in the Workbook for that drawer.

The child can mark their progress by coloring in each of the four squares upon completion of each step on the Progress Chart. Many children break the code midway through the Waseca Reading Program's color sets. Once coding and decoding has become familiar, the drawers can serve as a spelling program.

## Red Set

The Red Set highlights three letter phonetic words. The first two drawers focus on the short **a** sound. Each vowel sound is, then, highlighted in turn. The third drawer focuses on **i** sounds, the fourth on **o**, the fifth on **u**, and the sixth on **e**. The seventh drawer, Red 7, is a review group with mixed vowels.

This work is intended for presentation to children who are blending sounds with some independence. This developmental stage is a question of readiness and cannot be forced. With exposure to individual sounds and modeling of the process of blending sounds to make simple words, the student will, eventually, demonstrate that they can remember the sounds in sequence and blend them to hear the word.

	Red 1	Red 2	Red 3	Red 4	Red 5	Red 6	Red 7
	<b>a</b>	<b>a</b>	<b>i</b>	<b>o</b>	<b>u</b>	<b>e</b>	review
drawers	bat	jam	bib	box	bug	bed	pan
	cat	bag	fin	dog	bus	hen	map
	mat	cab	kid	pod	cub	jet	top
	sat	van	pig	fox	cup	leg	pot
	hat	cap	rib	hop	sun	net	mug
	fan	dad	wig	log	rug	ten	lip
	can	gas	lid	mop	hug	web	set
	ram	ham	pin	tot	nut	red	tub

Take out the moveable alphabet prior to introducing each of the red drawers and introduce the vowel sound that is highlighted in that drawer with a child (or a small group). Identify the letter by sound and place it in the middle of the workspace. Place a consonant on either side to make a word. Have the children sound out the word. Change the beginning letter to make a new word (e.g. **mat** to **cat**). Change the word several times to make rhyming words. Next, change the ending letter (e.g. **cat** to **can**). Work through the Standard Sequence of Presentation for the materials in each drawer only moving on to the next one when the child has shown mastery.

	Red 1	Red 2	Red 3	Red 4	Red 5	Red 6	Red 7
	<b>-a-</b>	<b>-a-</b>	<b>-i-</b>	<b>-o-</b>	<b>-u-</b>	<b>-e-</b>	review
phonogram booklets	fat	man	big	bog	bud	bet	peg
	pat	tap	fit	mom	pup	hem	mix
	rat	ran	bit	hot	fun	den	wet
	nap	sap	fix	not	rut	led	rub
	tan	nag	did	fog	gum	get	lap
	mad	hag	hid	got	run	met	rap
	dam	rag	dip	lot	mud	let	hit
	sad	tag	him	rot	tug	pet	job

## Orange Set

The Orange Set focuses on blends. The first drawer, Orange 1, contains words that begin with **s blends**: **st, sw, sl, sp, sn**. Orange 2 contains words that have an **l** as the second letter in the blend at the beginning of the word: **pl, cl, fl, bl**. Orange 3 has words that have blends with **r** as the second letter of the word. The fourth drawer highlights the ending blend of **st**. The fifth drawer focuses on ending blends of **mp, nd, nt**. Orange 6 introduces a variety of ending blends: **lt, lm, lk, ft, sk**. Orange 7 contains words with both beginning and ending blends.

	Orange 1	Orange 2	Orange 3	Orange 4	Orange 5	Orange 6	Orange 7
	s blends	l blends	r blends	ending blends	ending blends	ending blends	double blends
drawers	stop	plug	drum	nest	camp	belt	plant
	stem	clip	crab	dust	jump	melt	stamp
	steps	clap	trap	vest	lamp	film	stand
	swim	flag	crib	cast	pump	milk	blimp
	slug	flip	grin	rust	sand	raft	stump
	spot	plum	grab	fist	wind	mask	twigs
	sled	blot	drop	last	hand	gift	twins
	snap		frog		tent		
				mint			

Prior to the introduction of each drawer, explore different words using that blend concept with the moveable alphabet. Proceed with the Standard Sequence of Presentation for each drawer only moving on to the next one when the child has shown mastery.

	Orange 1	Orange 2	Orange 3	Orange 4	Orange 5	Orange 5	Orange 6	Orange 7
	s blends	l blends	r blends	st	mp	nd, nt	ending blends	double blends
phonogram booklets	stag	flap	cram	best	limp	land	left	twist
	skip	clot	brat	must	hump	ant	welt	cramp
	stun	slam	grip	cost	ramp	bent	kilt	trust
	spit	plan	trim	mist	hemp	runt	sift	swamp
	snag	club	trip	just	lump	rent	bask	swift
	slip	clam	brad	fast	bump	lend	help	blast
	slap	slot	crop	lost	rump	hint	task	crust
	spun	flop	drip	rest	damp	band	lift	flask

## Yellow Set

The Yellow Set introduces consonant digraphs. Yellow 1 and 2 contain words with double consonants (**ss** and **ll** respectively). The remaining drawers focus on **th** (Yellow 3), **ch** (Yellow 4), **sh** (Yellow 5), **ck** (Yellow 6), and **tch** (Yellow 7).

	Yellow 1	Yellow 2	Yellow 3	Yellow 4	Yellow 5	Yellow 6	Yellow 7
	ss	ll	th	ch	sh	ck	tch
drawers	grass	hill	cloth	bench	brush	track	match
	glass	fell	moth	chop	dish	deck	scratch
	dress	bell	bath	children	trash	brick	stretch
	class	doll	math	chin	fish	duck	hatchet
	kiss	pill	path	lunch	radish	block	kitchen
	moss	grill	sixth	bunch	ship	clock	catch
	cross	windmill	thin	branch	shrimp	black	hitch
			chimp	splash	truck	latch	

Prior to the introduction of each drawer, explore different words using that blend concept with the moveable alphabet. Proceed with the Standard Sequence of Presentation for each drawer only moving on to the next one when the child has shown mastery.

	Yellow 1	Yellow 2	Yellow 3	Yellow 4	Yellow 5	Yellow 6	Yellow 7
	ss	ll	th	ch	sh	ck	tch
phonogram booklets	bless	tell	this	munch	crush	neck	ditch
	toss	will	sloth	chest	lavish	stick	stitch
	fuss	fill	fifth	chip	fresh	click	batch
	boss	gill	tenth	stench	shell	buck	glitch
	mess	bill	thud	crunch	crash	back	hutch
	hiss	roll	eleventh	ranch	hush	cluck	hatch
	floss	swell	that	chap	finish	trick	fetch
	loss	smell	seventh	trench	shot	dock	pitch

## Green Set

The Green Set explores words ending in **ink** in Green 1, **ing** in Green 2, **-ing** as a participle in Green 3 (e.g. jumping), **ank** and **ang** in Green 4, **unk** and **ung** in Green 5, and **ong** and **onk** in Green 6. The seventh drawer serves as a review.

	Green 1	Green 2	Green 3	Green 4	Green 5	Green 6	Green 7
	<b>ink</b>	<b>ing</b>	<b>-ing</b>	<b>ank, ang</b>	<b>unk, ung</b>	<b>ong, onk</b>	<b>review</b>
<b>drawers</b>	drink	ring	jumping	bank	skunk	long	mixing
	pink	sling	bending	tank	trunk	strong	catching
	link	sing	picking	plank	bunk	tongs	stink
	mink	wing	kicking	sank	stung	gong	crank
	sink	swing	fixing	fang	rung	song	prong
	wink	king	fishing	hang	lungs	honk	shrunk

Prior to the introduction of the first drawer, explore words ending in **ink** with the moveable alphabet. Change the beginning letter/sound to make new words to read (e.g. **rink** to **sink**). Remember that you can use blends and digraphs because they have been previously introduced. Proceed with the Standard Sequence of Presentation for the first drawer only moving on to the next one when the child has shown mastery.

For the second drawer, change the **ink** to **ing**. Make new words. Proceed with the Standard Sequence of Presentation for the second drawer only moving on to third when the child has shown mastery. Repeat this introductory work with as you transition to each drawer before working through the Standard Sequence of Presentation for that drawer making sure that you are covering each of the included word endings. The seventh drawer is review and will not require this introductory work.

Note that, where there are two word endings in a drawer (as in Green 4, 5, and 6), you should place the two Picture Cards (e.g. **ank** and **ang**) at the top of the mat or workspace and have the child sort the Picture Cards between the two as you say them when you begin working through the Standard Sequence of Presentation.

	Green 1	Green 2	Green 3	Green 4	Green 5	Green 6	Green 7
	<b>ink</b>	<b>ing</b>	<b>-ing</b>	<b>ank, ang</b>	<b>unk, ung</b>	<b>onk, ong</b>	<b>review</b>
<b>phonogram booklets</b>	clink	fling	missing	sang	funk	bonk	along
	skink	thing	licking	clang	junk	throng	blanket
	rink	spring	kissing	drank	gunk	oblong	strongest
	shrink	bring	rocking	bang	sunk	belong	swinging
	slink	sting	dressing	stank	dunk	sarong	thinking
	blink	ding	spelling	blank	dung	conk	chunk
	kink	cling	nesting	clank	hunk	longing	sinking
	think	zing	mending	rang	strung	longest	daylong



## Aqua Set

The Aqua Set focuses on **silent e**.

	Aqua 1	Aqua 2	Aqua 3	Aqua 4	Aqua 5	Aqua 6	Aqua 7
	silent e	a-e	o-e	i-e	u-e	review	challenge
drawers	pin	lake	bone	bike	cube	time	costume
	pine	plate	cone	dime	flute	hive	reptile
	kit	rake	globe	lime	mule	stone	inside
	kite	flame	home	pipe	plume	blade	sunrise
	mat	grave	mole	smile	tube	shore	volume
	mate	snake	rope	stripe	dune	prune	bagpipes
	cap	tape	stove	vine		frame	lemonade
	cape	wave	smoke	bride		crane	divide

The concept of **silent e** can be introduced with the following story:

Once there were three letters: **h o p** (say as sounds).

Together they said "hop."

One day a new letter, the mysterious **silent e**, came and stood at end of the word.

All of the letters turned to look (turn your head to the left).

The **o** (use short vowel sound) in the middle got jealous of all the attention the **silent e** was getting.

He stood up and said his own name so everyone would look at him.

Now the word says: hope (use the long vowel sound for **o**).

This story is a lot of fun to act out. The children really grasp the concept when they are part of the action.

The first drawer of the Aqua Set has words that change when the **silent e** is added. First, bring out the moveable alphabet and explore how the **silent e** changes words. Some examples to use: rip to ripe, cut to cute, sit to site, can to cane, fat to fate, and pan to pane. As you use the Picture Cards in Aqua 1 working through Steps 1 and 2 of the Standard Sequence of Presentation, pair the 3 letter phonetic word with the word that it becomes with the **silent e** added. Have the child spell the 3 letter word first and ,then, the **silent e** word. Proceed with the Standard Sequence of Presentation for the first drawer only moving on to the next one when the child has shown mastery.

You can use the moveable alphabet similarly before introducing Aqua drawers 2 through 5 which highlight the different vowel sounds that are affected by the **silent e**. Aqua 2 highlights **a-e**, Aqua 3 **o-e**, Aqua 4 **i-e**, and Aqua 5 **u-e**. The sixth drawer is a review and the seventh is a challenge drawer with more difficult words. Remember to only move on to the next drawer when the child has shown mastery of the preceding one.

*Please note that the silent e emphasized in these drawers is commonly called the "magic e." There are other words in the English language that end in a silent e, such as shove and love, that do not follow this rule.*

	Aqua 1	Aqua 2	Aqua 3	Aqua 4	Aqua 5	Aqua 6	Aqua 7
	silent e	a-e	o-e	i-e	u-e	review	challenge
	lop	sale	store	drive	rule	blame	envelope
	not	male	love	upside	dupe	become	valentine
	lope	trade	clove	shine	mute	bake	bathrobe
	note	brave	dome	give	fluke	lute	pollute
	nod	late	hole	hide	tune	fine	telescope
	gap	save	shone	tribe	cute	wipe	complete
	node	escape	chore	side	fume	chime	nickname
	gape	gave	choke	rise	rude	lone	blameless

## Blue Set

The Blue Set explores various ways to make long vowel sounds. Blue 1 covers the **long a** with **ai**, **ay**, and **ei**. Blue 2 introduces the **long o** with **oa**, **ow**, **oe**, and **o**. Blue 3 works through the **long i** with **ie**, **i**, and **y**. The fourth and fifth drawers highlight the **long e** with **ea**, **ee**, and **ie** in Blue 4 and **ey**, **y** in Blue 5. Blue 6 covers the **long u** with **ue**, **ew**, and **oo**. Blue 7 introduces the **open syllable** with syllables that end in vowels.

	Blue 1	Blue 2	Blue 3	Blue 4	Blue 5	Blue 6	Blue 7
	ai, ay, ei	oa, ow, oe, o	ie, i, y	ea, ee, ie	ey, y	ue, ew, oo	open syllable
	snail	coat	pie	bean	donkey	glue	baby
	tail	goat	tie	peach	chimney	blue	tulip
	train	soap	flies	stream	valley	statue	microscope
	hay	elbow	blind	read	hockey	rescue	relax
	crayon	snowman	kind	beads	candy	screw	robot
	spray	yellow	child	green	empty	jewel	crocodile
	gray	toe	sky	sleep	puppy	crew	tomato
	rein	hoe	fly	tree	canopy	blew	violin
	vein	doe	python	thief		spoon	volcano
	veil	hold		field		root	
	nail	old		shield		raccoon	
		goal				moon	

The initial presentation involves using the moveable alphabet to explore different ways to make a long vowel sound with a child (or small group). Focus on the **long a** sound in Blue 1 first. Have the children think of words that have a long vowel sound. Spell each word with the moveable alphabet, ordering them in columns according to whether they use a **silent e**, **ay**, **ai**, or **ei**. Use these to point out that there are more ways than just the **silent e** that they just learned about in the Aqua Set to make the same sound.

As you introduce each drawer, place the letters for each variation at the top of the workspace. After coming up with several examples of words for each variation, see if you can find any patterns that might form spelling rules (e.g. a **long a** sound at the end of the word usually uses **ay**). When identifying the pictures during the Standard Sequence of Presentation, sort the Picture Cards according to the spelling variation used. You can do this with each drawer through Blue 6.

Before introducing Blue 7, review how to break words down into syllables with the child (or children). Practice clapping out two syllable words, then, three syllable words, and, finally, four syllable words. Spell some words with the moveable alphabet where a syllable ends in a long vowel sound (e.g. potato). Tell the child (or children) that when a syllable ends in a long vowel sound, the letter says its own name all by itself.

Remember to only move on to the next drawer when the child has shown mastery of the preceding one.

phonogram booklets

Blue 1	Blue 1	Blue 1	Blue 2	Blue 2	Blue 2	Blue 2
<b>ai</b>	<b>ay</b>	<b>ei</b>	<b>oa</b>	<b>ow</b>	<b>oe</b>	<b>o</b>
maid	day	reindeer	bloat	below	floe	most
stain	ray	neigh	boar	row	oboe	cold
hail	daytime	beige	toast	bow	foe	bolt
trail	may	eighty	soak	low	goes	bold
rain	stay	unveil	moat	mow	poem	colt
braid	fray	dreidel	toad	flow	roe	host
brain	tray	reign	float	crow	woe	vote
chain	say	feign	road	grow	aloe	told
Blue 3	Blue 3	Blue 3	Blue 4	Blue 4	Blue 4	Blue 5
<b>y</b>	<b>ie</b>	<b>i</b>	<b>ea</b>	<b>ee</b>	<b>ie</b>	<b>y</b>
fry	lie	wild	meal	steer	belief	lucky
try	tries	find	east	cheer	priest	family
cry	cries	like	eat	steep	grief	happily
pry	die	hind	beast	sheet	disbelief	rocky
dry	dries	mild	steal	creep	relief	pretty
shy	shies	bind	meat	sweet	chief	enemy
rely	relies	behind	leaf	beer	brief	sticky
multiply	multiplies	rind	feast	sheep	prairie	hungry

phonogram booklets

Blue 5	Blue 6	Blue 6	Blue 6	Blue 7
<b>ey</b>	<b>ue</b>	<b>ew</b>	<b>oo</b>	<b>open syllable</b>
alley	hue	chew	food	behave
key	cue	stew	mood	nobody
jockey	true	brew	zoo	remember
kidney	due	threw	balloon	octopus
honey	value	grew	spool	between
medley	avenue	mew	hoot	pilot
joey	clue	flew	tool	basic
volley	continue	new	shoot	secret

### Purple Set

The Purple Set introduces more digraphs. Purple 1 covers **ar**. Purple 2 introduces **or**. Purple 3 includes **er**, **ur**, and **ir**. Purple 4 has words with **aw** and **al**. Purple 5 highlights **oi** and **oy**. Purple 6 incorporates **ow** and **ou**. Purple 7 is review for all of the digraphs in the set.

	Purple 1	Purple 2	Purple 3	Purple 4	Purple 5	Purple 6	Purple 7
	ar	or	er, ur, ir	aw, al	oi, oy	ow, ou	review
drawers	farm	cork	fern	yawn	point	clown	sparkler
	carpet	corn	lantern	hawk	oil	owl	hornet
	market	fork	river	crawl	coin	brown	shorter
	garden	horn	herd	claw	soil	cow	otter
	harp	tractor	turnip	ball	toy	mouth	yurt
	starfish	orbit	fur	salt	boy	spout	walnut
	park	thorns	church	small	oyster	cloud	strawberry
	bark	forest	shirt	wall	corduroy	hound	flower
			bird				foil
			girl				
		curls					
		first					

Introduce the first drawers using the moveable alphabet to spell words with that **ar** digraph (e.g.: barn, star). Proceed with the Standard Sequence of Presentation for the first drawer only moving on to the second drawer when the child has shown mastery. Introduce the second drawer as the first, using the moveable alphabet to spell words with the **or** digraph (e.g.: born, form). Proceed with the Standard Sequence of Presentation for the second drawer only moving on to the third drawer when the child has shown mastery.

For Purple 3 through 6, the initial presentations with the moveable alphabet can explore spelling variations for the elements within that drawer. For example, for drawer 4 you can set out **al** and work through words like fall, tall, stall, etc. Then switch to **aw** and make words with that digraph. When identifying the pictures during the Standard Sequence of Presentation, sort the Picture Cards according to the spelling variation used. Remember to only move on to the next drawer when the child has shown mastery of the preceding one. Purple 7 serves as review.

phonogram booklets

	<b>Purple 1</b>	<b>Purple 2</b>	<b>Purple 3</b>	<b>Purple 3</b>	<b>Purple 3</b>	<b>Purple 4</b>
	<b>ar</b>	<b>or</b>	<b>er</b>	<b>ur</b>	<b>ir</b>	<b>aw</b>
	spark	sport	winter	burp	chirp	bawl
	carnivore	form	butter	surf	fir	saw
	far	short	her	lurk	dirt	straw
	card	storm	fertile	nurse	squirt	jaw
	shark	forlorn	letter	burn	stir	fawn
	marsh	morning	herbivore	spurt	swirl	drawing
	mark	born	summer	turn	twirl	shawl
	sharp	north	better	hurt	firm	dawn
	<b>Purple 4</b>	<b>Purple 5</b>	<b>Purple 5</b>	<b>Purple 6</b>	<b>Purple 6</b>	<b>Purple 7</b>
	<b>al</b>	<b>oi</b>	<b>oy</b>	<b>ow</b>	<b>ou</b>	<b>review</b>
	tall	coil	soy	crown	bound	different
	walk	boil	destroy	drown	ground	sidewalk
	balk	hoist	coy	how	found	garlic
	talk	join	royal	shower	count	without
	hall	broil	joy	growl	loud	stormy
	walrus	toil	employ	down	sound	kindergarten
	fall	voice	enjoy	tower	south	turkey
	chalk	moist	annoy	frown	round	bounce

## Pink Set

The Pink Set explores silent letters. Pink 1 covers **wh**, Pink 2 **mb**, Pink 3 **wr**, Pink 4 **kn**, Pink 5 **le**, and Pink 6 **gh**. Pink 7 is review.

	Pink 1	Pink 2	Pink 3	Pink 4	Pink 5	Pink 6	Pink 7
	wh	mb	wr	kn	le	gh	review
drawers	whale	lamb	wrench	knife	puzzle	night	wrestle
	whiskers	limbs	wring	knot	thimble	light	wrinkled
	whisper	thumb	wrap	knit	jungle	high	knight
	white	crumbs	wrist	knocker	turtle	flight	climb
	wheel	comb	write	knead	whistle	caught	whisk
	wheat		wrecker	knees	purple	eight	freighter
			wren	knob	paddle	sleigh	tighten
		wristbands			weights	ankle	

Each drawer's introductory exploration with the moveable alphabet involves brainstorming words that use the consonant sound highlighted for that drawer. These silent letter sounds are generally either at the beginning or at the end of the word (as with **lamb** or **puzzle**). The letter for that consonant sound can be placed at the top left of the workspace along with the letters for the silent letter combination. Words that are not spelled with a silent letter can be placed under the consonant sound letter. When a word that has the silent letter is suggested, it is placed under the moveable alphabet letters for that letter combination (e.g. **kn**, **wr**, etc.). Remember to only move on from one drawer to the next when the child has shown mastery of the preceding one.

For Pink 6, review different ways to make a long **i** or long **a** sound and make them with the moveable alphabet. Take away all of the options except for **ei** and **i**. Add a silent **gh** to **ei** and **i** to create words like bright or neighbor, noting that the **gh** is silent before moving onto the Standard Sequence of Presentation. Pink 7 serves as review.

	Pink 1	Pink 2	Pink 3	Pink 4	Pink 5	Pink 6	Pink 7
	wh	mb	wr	kn	le	gh	review
phonogram booklets	whirl	dumb	written	know	thistle	straight	nightmare
	where	lambskin	wretched	knotted	wriggle	freight	rectangle
	whack	plumber	unwrap	knock	nestle	taught	wrong
	while	beachcomb	awry	knave	twinkle	thigh	knowledge
	which	tomb	dowry	knack	little	weigh	wheeze
	when	bomb	shipwreck	unknown	muzzle	delight	terrible
	why	numb	wrecked	knitting	dazzle	sigh	wheelchair
	whine	catacomb	wreath	knew	castle	might	lightning

## Gold Set

Gold 1 presents spelling variations for the same sound. It introduces **oo**, **o**, and **u**. Gold 2 through 6 cover different sounds for the same letter (or group of letters). Gold 2 highlights **ear**. Gold 3 explores **soft c** and **hard c**. Gold 4 covers **soft g** and **hard g**. Gold 5 focuses on **ph**. Gold 6 introduces **tion**. Gold 7 is review.

	Gold 1	Gold 2	Gold 3	Gold 4	Gold 5	Gold 6	Gold 7
	oo, o, u	ear	soft c, hard c	soft g, hard g	ph	tion	review
drawers	book	bear	dance	hinge	telephone	invitation	fearful
	wood	pear	pencil	hedgehog	elephant	station	meditation
	foot	ear	fence	magic	graph	addition	bicycle
	wool	hear	city	bridge	telegraph	lotion	gingerbread
	wolf	gear	cotton	plunger	phantom	pollution	earthling
	woman	pearl	camel	finger	alphabet	vacation	hoodie
	bull	earth	cake	magnet		dictionary	photograph
	bush	beard	cave	game		elevation	headphones
	pull					irrigation	celebration

Introduce Gold 1 with exploration with the moveable alphabet of the spelling variations **oo**, **o**, and **u**. As in the Purple Set for drawers 3 to 6, you can set out **oo** to make words, then **o**, then **u**. When identifying the Picture Cards during the Standard Sequence of Presentation, sort the cards according to the spelling variation. Proceed with the Standard Sequence of Presentation for the first drawer only moving on to the second drawer when the child has shown mastery.

For Gold 2, place the letters **e**, **a**, and **r** together at the top of the workspace. Ask the children what sound those letters make. They might say the word ear. Make rhyming words with ear (dear, clear, etc.). Make the word pear with the alphabet. Note that it is pronounced differently. Make a new column of words that rhyme with pear or have the same **ear** sound in them. Make the word pearl at the top of another column. Find words that make this new sound for **ear**. Proceed with the Standard Sequence of Presentation for the second drawer only moving on to the third drawer when the child has shown mastery.

When introducing Gold 3 and 4, have the Picture Cards sorted into the hard and soft sounds for **c** or **g** respectively. Introduce the hard sound for that drawer first. Have the child (or children) spell the words to match the hard sound Picture Cards. Discuss how the same letter can also have a soft sound. Identify the Picture Cards that use the soft sound and have the child (or children) spell them with the moveable alphabet. Have the student(s) notice what letter follows the **soft c** or **soft g** respectively. Formulate a rule that follows the findings. Proceed with the Standard Sequence of Presentation for the respective drawers only moving on to the next one when the child has shown mastery.

Gold 5 highlights the use of **ph** to make the **f** sound. Brainstorm **ph** words that have the **f** sound. Then proceed with the Standard Sequence of Presentation. Move on to Gold 6 when mastery of Gold 5 has been demonstrated. Gold 6 explores how **tion** sounds like shun. Brainstorm words that have the sound of shun. Note that it usually comes at the end of the word and how it can function as a suffix changing verbs like imagine to nouns like imagination. Proceed with the Standard Sequence of Presentation for Gold 6. Gold 7, the last drawer in the Waseca Reading Program (!), serves as review for all the phonetic rules learned in the Gold Set.

<b>Gold 1</b>	<b>Gold 1</b>	<b>Gold 2</b>	<b>Gold 3</b>	<b>Gold 3</b>	<b>Gold 4</b>	<b>Gold 4</b>
<b>oo</b>	<b>o or u</b>	<b>ear</b>	<b>soft c</b>	<b>hard c</b>	<b>soft g</b>	<b>hard g</b>
soot	put	clear	circus	cursive	page	gulp
hoof	push	rear	mice	cultivate	ginger	kangaroo
brook	full	year	cyclone	cooperate	cage	glitter
hook	gulf	fear	circle	coconut	gypsy	gumbo
look	seagull	tear	place	calico	stage	giggle
took	worm	dear	chance	calendar	gym	guitar
good	wolves	dreary	twice	calculate	gigantic	galaxy
cookbook	lull	near	prance	cactus	large	logo
		<b>Gold 5</b>	<b>Gold 6</b>	<b>Gold 7</b>		
		<b>ph</b>	<b>tion</b>	<b>review</b>		
		biography	motion	pharmacy		
		phonograph	potion	refrigerator		
		geography	rotation	proposition		
		photo	creation	silence		
		trophy	portion	appear		
		nephew	promotion	grocery		
		physical	emotion	bleary		
		dolphin	nation	bookmark		