The Waseca Reading Program was designed to phonetically break the English language down into manageable pieces to be presented sequentially. The phonetic elements presented build cumulatively toward mastery of the language in terms of reading and spelling. The photographic illustrations are used to, first, spell with the moveable alphabet (encoding) and, then, match written label to picture (decoding). The labels are color-coded to highlight the phonetic element introduced in that set. Masters for writing practice include all of the words in that set. A fourth step uses the phonogram booklet for further practice with that phonetic element. The sequence of presentation follows that used by the Orton-Gillingham approach to reading. This approach was developed for use with dyslexic students and is very thorough in terms of breaking our language down and isolating phonetic elements.

**Reading Program includes:**
- photographic illustrations for each word in the series (see contents list)
- labels for each word in the series and masters for writing practice for each card set
- phonogram booklets for each phonetic element (some have more then one set.)
- Pink 2 does not have a phonogram booklet because of lack of examples

**The Standard Sequence of Presentation**

Use this presentation after the introduction described for each color set. The child can mark their progress on the included progress chart by coloring in each of the four squares upon completion of each step:

**Step 1:**
- Place the card(s) with the phonetic element used 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, sort the cards according to which option is used for that word.

**Step 2:**
- Child matches label that is color-coded to to picture card
- Child reads words in black on back of label as flash cards to teacher

**Step 3:**
- Child reads words in phonogram booklet(s) to teacher

**Step 4:**
- Child practices writing the words in cursive with that sheet from the cursive masters
Red Set

The red set highlights three letter phonetic words. The first two sets focus on the short a sound. Each vowel sound is highlighted in turn with a review in the mixed vowel set of Red 7. 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.

Prior to introducing each of the red boxes, take out the moveable alphabet with a child or a small group and introduce the vowel sound that is highlighted in the box. 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 (eg. mat to cat). Change the word several times to make rhyming words. Next, change the ending letter (e.g. cat to can) Now you are ready to introduce the card set.

Orange Set

The orange set focuses on blends. It begins with blends that begin with s (sl, sw, sn, etc.) Orange 2 contains words that have an “l” as the second letter in the blend. Orange 3 words have “r” as the second letter. The third box highlights the ending blend of -st. The next boxes focus, respectively, on -mp, -nt, and –nd as ending blends. Orange 6 introduces a variety of ending blends. Orange 7 contains words with both beginning and ending blends. Prior to the introduction of each card set, explore different words using that blend concept with the moveable alphabet. Proceed with the sequence of presentation.

Yellow Set

The yellow set introduces consonant digraphs. Yellow 1 and 2 contain words with double consonants (ll and ss). Remaining boxes focus on th, ch, sh, ck, and tch. Explore words using that blend with the moveable alphabet. Refer to the standard sequence of presentation.
Green Set

The green set contains the following: Green 1- ink Green 2- ing Green 3- ing as a participle (ex. jumping) Green 4- ang, ank Green 5- ung, unk Green 6- ong Green 7- review

Explore - ink words with the moveable alphabet. Change the beginning 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. For the next box, change the - ink to -ing. Make new words. Repeat this process for each new box. Where there are two options as in Green 4, place the two cards with -ang and ank at the top of the mat or workspace, have the child sort the cards between the two as you say them.

Aqua Set

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: h o p (e) (use the long vowel sound for o).

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

The first box 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
pan to pane

As you identify the pictures in aqua 1, 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. The remaining boxes in this set highlight the different vowel sounds that are affected by the silent e.
**Blue Set**

The blue set explores various ways to make long vowel sounds. The order of the boxes is as follows:

- Blue 1: long a
- Blue 2: long o
- Blue 3: long i
- Blue 4 and 5: long e
- Blue 6: long u
- Blue 7: open syllable

The initial presentation involves using the moveable alphabet to explore with a child or small group the different ways to make a long vowel sound. Focus on the long a sound 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. Note that there are other ways besides silent e to make the same sound. Place the letters for each variation at the top of the workspace. After several examples 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). Take away the words spelled and leave the letter combinations at the top of the workspace. When identifying the pictures, sort the cards according to the spelling variation used.

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

**Purple Set**

The purple set other digraphs not covered in the previous boxes. The order is as follows:

- Purple 1: ar
- Purple 2: or
- Purple 3: er, ir, ur
- Purple 4: aw, au
- Purple 5: oi, oy
- Purple 6: ow, ou
- Purple 7: review
The presentation for the purple set involves exploration with the moveable alphabet with one or more spelling variations. When identifying the pictures, sort the cards according to the spelling variation for Purple 3-6.

**Pink Set**

The pink set presents the spelling variations of silent letters. Exploration with the moveable alphabet involves brainstorming words that use a certain consonant sound either at the beginning or at the end of the word (as with lamb, puzzle) The letter for that consonant sound can be placed at the top left of the workspace. Words that are not spelled with a silent letter can be placed under it. When a word that has the silent letter is suggested, it is placed under moveable alphabet letters for that letter combination (e.g. kn, wr, etc.). For Pink 6 box, 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, noting that they are silent. Use the standard presentation sequence.

**Gold Set**

The gold set presents different spelling variations for the same sound or different sounds for the same letter or group of letters.

- Gold 1: oo
- Gold 2: ear
- Gold 3: soft c
- Gold 4: soft g
- Gold 5: ph
- Gold 6: tion
- Gold 7: review

The presentation for the gold set 1 involves exploration with the moveable alphabet with one or more spelling variations. When identifying the pictures, sort the cards according to the spelling variation for Purple 3-6.

The presentation for the gold set 2 involves placing the letters “ear” 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. Make the word pear with the alphabet. It is pronounced differently. Make a new column of words that rhyme with pear or have the same ear sound in it. Make the word pearl at the top of another column. Find words that make this new sound for ear.
For gold sets 3 and 4, introduce the hard sound for c or g first and have the children spell those words to match the pictures. Note that the same letter can have a soft sound. Identify the pictures that use the soft sound and have the child spell them with the moveable alphabet. Have the students notice what letter follows the soft c or g. Have them formulate a rule that follows their findings.

Gold 5 highlights the use of ph to make the f sound. Gold 6 shows how – “tion” sounds like “shun”. Brainstorm words that have the sound of “shun”. Note how it usually comes at the end of the word and how it can function as a suffix, changing imagine to imagination.

Children can practice their reading skills with the Animals of the Biome cards also available from Waseca. If they have worked through the reading program, they should be successful with reading the definition on the back of the second picture card. Peoples of the Biomes can also be used in this way. Waseca has also developed readers that follow the sequence of our reading program with books for each color set. A child who is working in the green set can read the red, orange, yellow, and green books. There are biome reader sets for each continent. The readers will present content information for a study of the biomes and the animals and peoples that live in each continent. Finally, emerging readers can read about what they are studying in the classroom.