

# hatchling

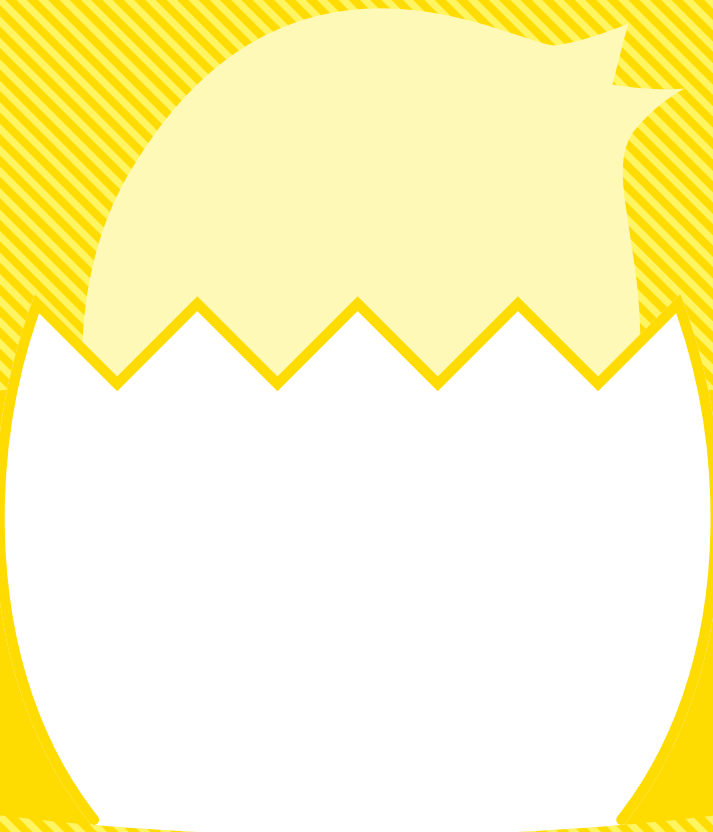
DISCOVER

READING

WRITING

PHONICS

## overview & samples

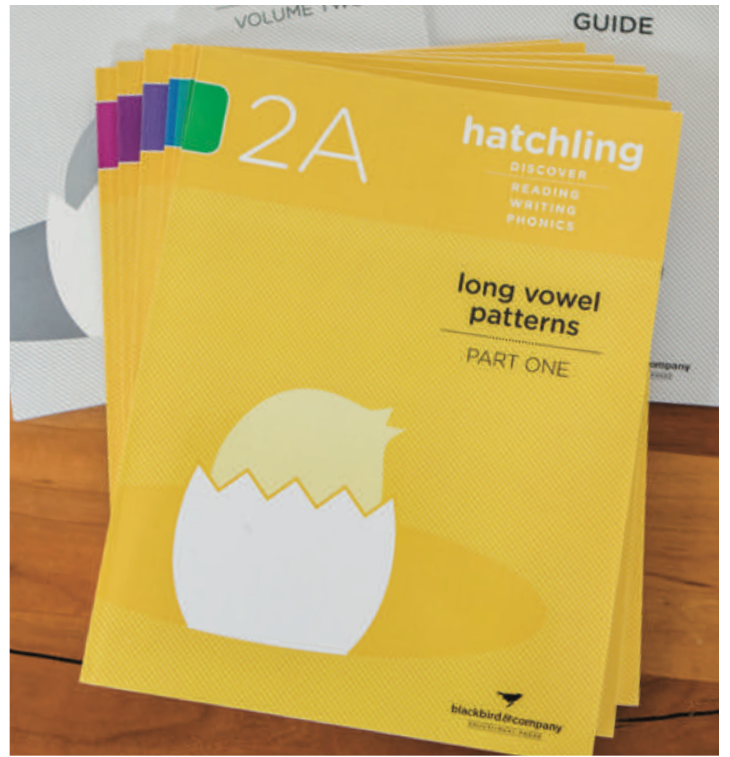


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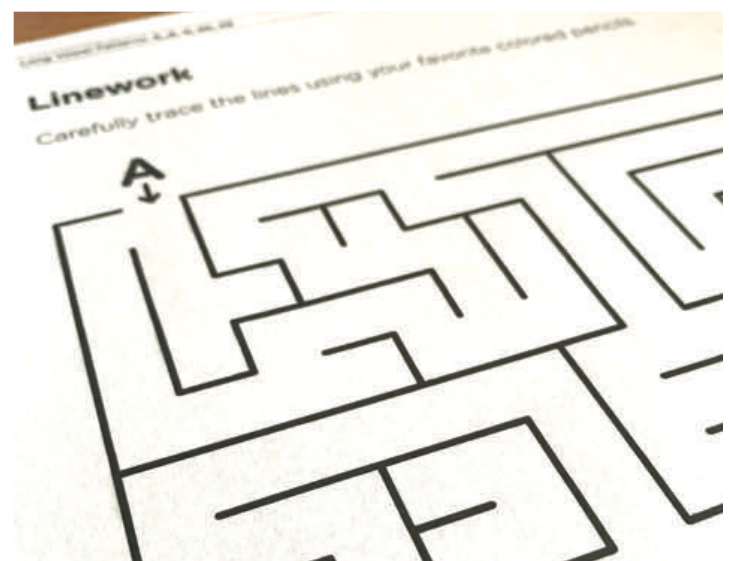
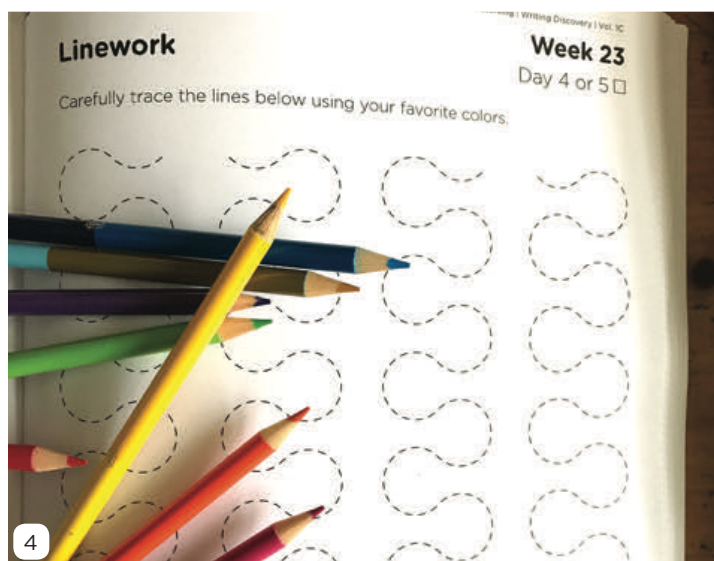
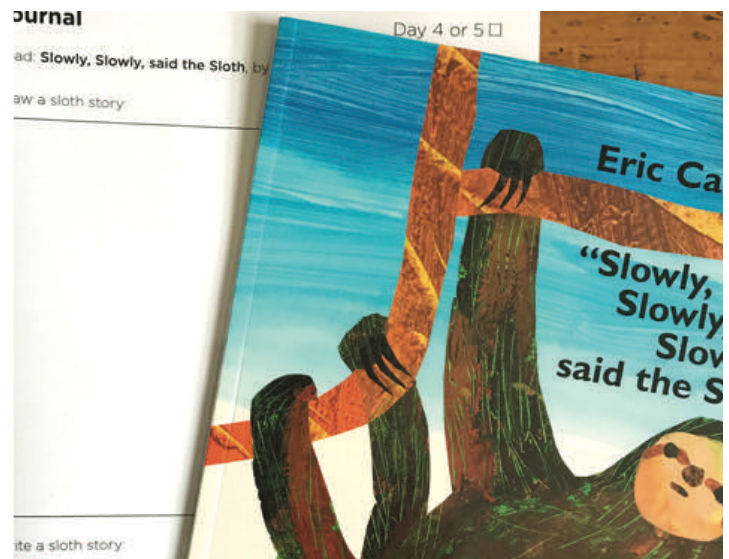
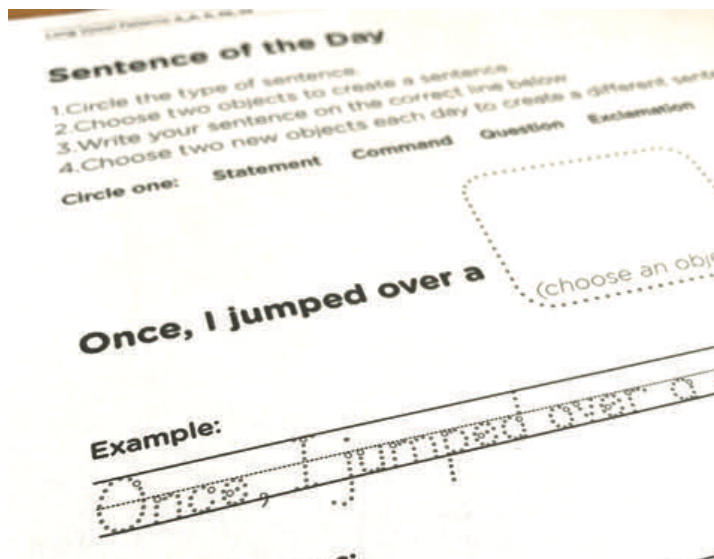




# Hatchling: Reading, Writing, and Phonics

This complete language arts program is the first step in our K-12 curriculum. It is designed to introduce the wonders of reading and writing to K-1st grade students, and is also highly effective for students of any age who would benefit from extra practice or who need remediation.

Over the course of two years, your students will be introduced to the skills that open the door to all other learning. Each week students see, touch, and delight in the patterns of phonics that will enable them to move toward the adventure of reading and writing. Our multi-sensory Discovery Method will set them to work constructing language and delighting in the process.





## Scope and Sequence

### Volume 1

- **Workbooks A + B** .... Consonant and Short Vowel Sounds
- **Workbook C** ..... CVC Words
- **Workbook D + E** ..... Consonant Blends: Word Beginnings
- **Workbook F** ..... Consonant Blends: Word Endings
- **Workbook G** ..... Digraphs
- **Workbook H** ..... CVCC, CCVC, CCVCC Words

Volume 1 represents the first half of the phonics sequence.

Through workbooks A + B, students will be introduced to, and review, the sounds of the consonants and short vowels, plus learn, review, and practice the strokes of writing each letter of the alphabet.

Once these two workbooks are complete, students will begin to read and write simple words in workbook C.

Workbooks D, E, F, and G will introduce more phonics patterns so that students can practice reading and writing more complex short vowel words in workbook H.

#### **Additionally, each week, students will:**

- » learn and practice sight words
- » practice leveled reading
- » learn to respond to reading through journaling
- » engage in linework exercises to improve fine motor skills and pencil control

### Volume 2

- **Workbook A + B** ..... Long Vowel Patterns
- **Workbook C** ..... Vowel Partners
- **Workbook D** ..... Bossy Consonants
- **Workbook E** ..... Double Consonants
- **Workbook F** ..... Silent Consonants
- **Workbook G** ..... Word Endings














Volume 2 represents the second half of the phonics sequence.

Now that your students are confidently reading and writing short vowel words with consonants, consonant blends, and digraphs, they are ready to be introduced to the more complex phonics patterns. In Volume 2, each workbook will introduce a specific pattern demonstrated by a collection of words.

#### **Additionally, each week, students will:**

- » learn and practice sight words
- » practice leveled reading
- » learn to respond to reading through journaling
- » practice beginning research skills
- » learn the four types of sentences: *statement, command, exclamation, question*.
- » engage in mazework exercises to improve dexterity and predictive thinking












## Volume 1 Components

Item	Core	Complete
Workbooks Volumes 1A-1H		
Miniature Phonetic Objects (OBJECTS MAY VARY FROM SET TO SET)		
Phonetic Picture Cards (IMAGES MAY VARY FROM SET TO SET)		
Cut and Paste Object Picture Sheets		
Textured Touch and Trace Cards: Lowercase ABCs	*	
Textured Touch and Trace Cards: Uppercase ABCs	*	
Bob Books® Sight Words – Kindergarten	*	
Bob Books® Sight Words – 1 <sup>st</sup> Grade	*	
13 Integrated hard and softcover story books**	*	
	<b>\$335</b>	<b>\$555</b>

\* NOTE: These items are required, but may be purchased elsewhere.

\*\* INCLUDED BOOKS: The Story of Johnny Appleseed; The Apple Pie that Papa Baked; The Big Snow; A Tree is Nice; Nuts to You!; How Many Seeds in a Pumpkin; Leaf Man; Tell Me, Tree; Owl Moon; Slowly, Slowly, Slowly, said the Sloth; The Grouchy Ladybug; Rooster's Off to See the World; The Year at Maple Hill Farm.

## Volume 2 Components

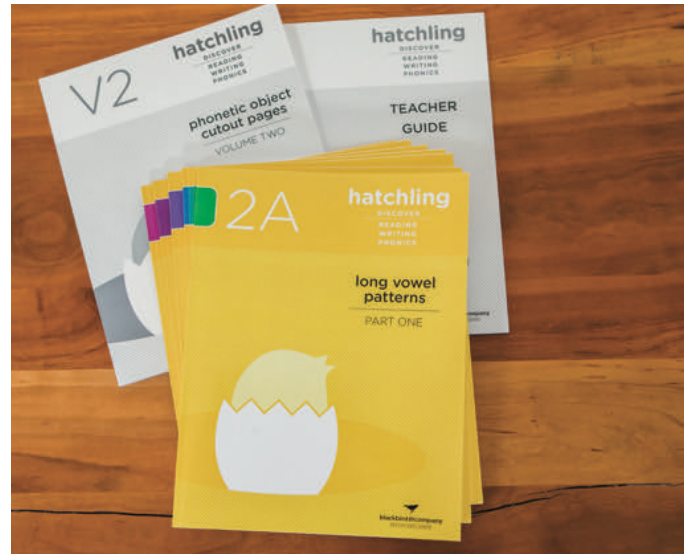
Item	Core	Complete
Workbooks Volumes 2A-2G		
Miniature Phonetic Objects (OBJECTS MAY VARY FROM SET TO SET)		
Phonetic Picture Cards (IMAGES MAY VARY FROM SET TO SET)		
Cut and Paste Object Picture Sheets		
Independent Readers: Henry and Mudge Collector's Set	*	
Independent Readers: The Frog and Toad Collection	*	
13 Integrated hard and softcover story books**	*	
	<b>\$310</b>	<b>\$470</b>

\* NOTE: These items are required, but may be purchased elsewhere.

\*\* INCLUDED BOOKS: Winter Bees; Snowflake Bentley; The Mitten Tree; Annie and the Wild Animals; Hedgie's Surprise; Armadillo Rodeo; Corduroy; Harry the Dirt Dog; Lyle, Lyle, Crocodile; The Little Scarecrow Boy; Look What I Did With a Leaf; Fletcher and the Falling Leaves; 1000 Animals.

## Additional Recommended Components

Item	Price
Moveable Alphabet	<b>\$75</b>
Salt Tray	<b>\$40</b>
Toobaloo	<b>\$10</b>



Volume 1: Workbooks A – H, consonants and short vowels, plus the strokes of writing each letter of the alphabet. Workbooks C – H introduce additional phonics patterns.

Volume 2: Workbooks A – G introduce more complex phonics patterns and provide additional learning exercises.



For each phonics pattern, a miniature object is provided to support long term learning. In Volume 1, these objects facilitate multi-sensory learning, and are used to introduce phonemes, practice manipulating phonemes, and check for mastery in conjunction with the moveable alphabet. In Volume 2, the objects are used to create sentences.





## Phonetic Picture Cards

For each phonics pattern, a colorful, didactic, picture card is provided. Each has the phonetic object on one side and the spelling of that object on the reverse. These cards will be used to practice the introduced phonics and to check for mastery.



## Moveable Alphabet

This enticing collection of wooden letters, blue vowels and red consonants, presents the alphabet as a tool, ready to be positioned into words. It invites young writers to dig into the work of writing, discovering the power of words and the delight of voice.





## Textured Touch and Trace Cards

Help students identify lowercase letters and learn to correctly print them with these textured tracing cards. Green dots show where to begin tracing and red dots show where to stop. Directional arrows teach correct letter formation. Includes textured upper and lowercase letter cards, each 4.25" x 5.5", multi-sensory activities for letter-sound recognition, and instructions.



## Salt Tray

Writing in sand is a bridge to freestyle writing. It simply allows students to practice the strokes of letters with sensorial feedback, solidifying learning into muscle memory.



## Toobaloo

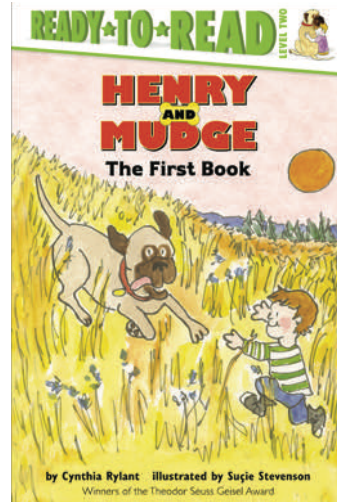
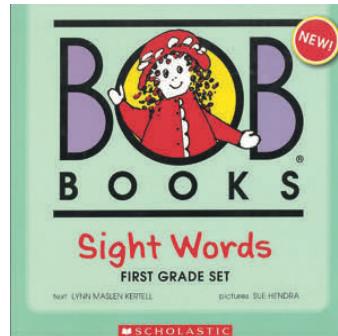
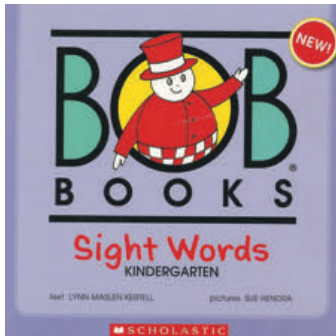
The Toobaloo is a simple phone-like device that allows the student to clearly hear his or her own voice while speaking softly. This auditory feedback helps students to focus and hear the phonics being introduced.



## Picture Books

Great writers and illustrators have crafted picture books that are near and dear to our hearts. Think *Stellaluna*, *Peter Rabbit*, *Mike Mulligan*, *Burt Dow Deep Water Man*, *Harry the Dirty Dog*. The protagonists in each of these great stories take us along on their amazing escapades to teach us about adventure, courage, kindness, generosity, and so much more. Picture books build delight into the work of learning.





## Just Right Readers

Phonetic readers will further the student's integration of reading strategies and skills that secure comprehension and develop reading fluency. It is important for students to read just right readers to help move toward mastery as phonics is introduced. We have chosen books at each instructional level that will stretch readers while enabling success and building confidence.

## Volume 1 - Suggested Daily Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
» Review previous week's phonics (use picture cards & movable alphabet)				
1. Phonics: Day 1	1. Phonics: Day 2	1. Phonics: Day 3	1. Phonics: Day 4	1. Phonics: Day 5 (when included)
2. Touch & Trace cards. Salt tray.	2. Sight Words: Day 2	2. Sight Words: Day 3	2. Sight Words: Day 4	2. Journal or Line Work
3. Sight Words: Day 1		3. BOB Books	3. Journal or Line Work	3. Review sight words. (read and spell using movable alphabet)
4. BOB Books				

### Daily Activities

- *Read Aloud:*  
Bob Books  
Journal assignment
- *Review:* Sight word picture cards
- *Practice:* Use your tools to practice handwriting and encoding:  
Touch and Trace cards  
Salt Tray  
Moveable Alphabet

## Volume 2 - Suggested Daily Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
» Review previous week's phonics (use picture cards & movable alphabet)				
1. Phonics: Day 1	1. Phonics: Day 2	1. Phonics: Day 3	1. Phonics: Day 4 (when included)	1. Phonics: Day 5 (when included)
2. Sight Words: Day 1	2. Sight Words: Day 2	2. Sight Words: Day 3	2. Sight Words: Day 4	2. Journal or Line Work
3. Sentence of the Day: Day 1	3. Sentence of the Day: Day 2	3. Sentence of the Day: Day 3	3. Sentence of the Day: Day 4	
			4. Journal of Line work	

### Daily Activities

- *Read Aloud:*  
Henry and Mudge readers  
Frog and Toad readers  
Journal assignment
- *Review:* Sight word picture cards
- *Practice:* Use your tools to practice handwriting and encoding:  
Touch and Trace cards  
Salt Tray  
Moveable Alphabet



# **Volume 1A**

## Page Samples





# Week 1

Day 1 ☐

## Vowel Name & Sound

**A** is a special letter called a vowel.

Use your touch and trace cards & sand tray to learn the letterform.

Next, use a pencil to trace each letter once and write it four times.

A A

a a

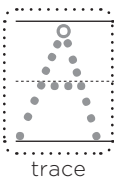
The short vowel “A” sounds like the “a” in:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

# alligator

Use a pencil to trace the letters, then write them three times each.



is for alligator



# Consonant Name & Sound

**B** is a consonant.

Use your touch and trace cards & sand tray to learn the letterform.

Next, use a pencil to trace each letter once and write it four times.

B B

b b

The consonant “**B**” sounds like the “**b**” in:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

**binky**

Use a pencil to trace the letters, then write them three times each.

B  
trace

is for binky

b  
trace



**Week 1**

Day 3 □

**Consonant Name & Sound****C** is a consonant.

Use your touch and trace cards & sand tray to learn the letterform.  
Next, use a pencil to trace each letter once and write it four times.

C C

C C

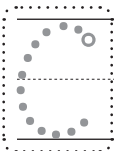
The hard consonant “**C**” sounds like the “**c**” in:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

**corn**

Use a pencil to trace the letters, then write them three times each.



is for



orn

## Consonant Name &amp; Sound

**C** is a consonant.

Use your touch and trace cards & sand tray to learn the letterform.

Next, use a pencil to trace each letter once and write it four times.

C C

c c

The soft consonant “**C**” sounds like the “**c**” in:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

cent

Use a pencil to trace the letters, then write them three times each.

 is for  ent

trace trace

**Week 1**

Day 5 □

**Consonant Name & Sound****D** is a consonant.

Use your touch and trace cards & sand tray to learn the letterform.  
Next, use a pencil to trace each letter once and write it four times.

D D

d d

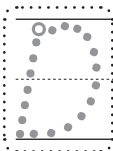
The consonant “**D**” sounds like the “**d**” in:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

**diamond**

Use a pencil to trace the letters, then write them three times each.



is for



diamond



# Sight Words

Read each sight word then use a pencil to trace and write it.  
After writing each sight word, write it again on a flash card and add it to your ring of words.

Day 1 ☐*the**Trace**the**Write**of**of*Day 2 ☐*and**and**a**a*Day 3 ☐*to**to**in**in*Day 4 ☐*is**is**you**you*

# Journal

## Week 1

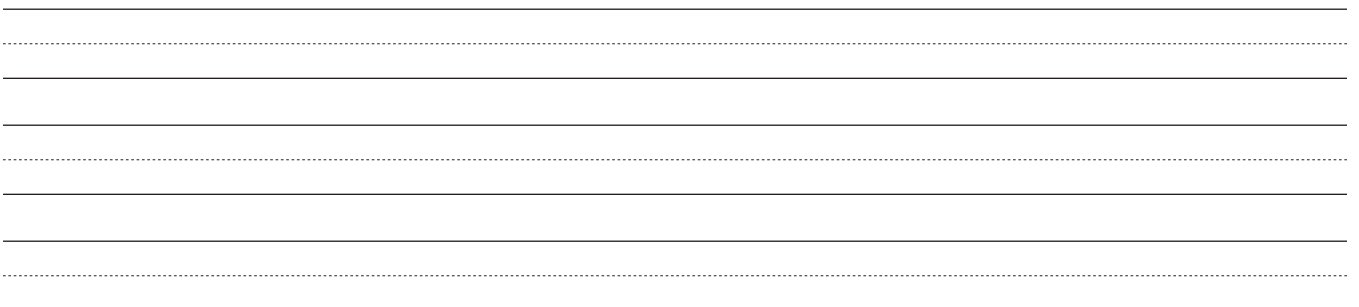
Day 4 or 5 ☐

Read: **The Story of Johnny Appleseed**, by Alik.

Draw a **Johnny Appleseed** story:



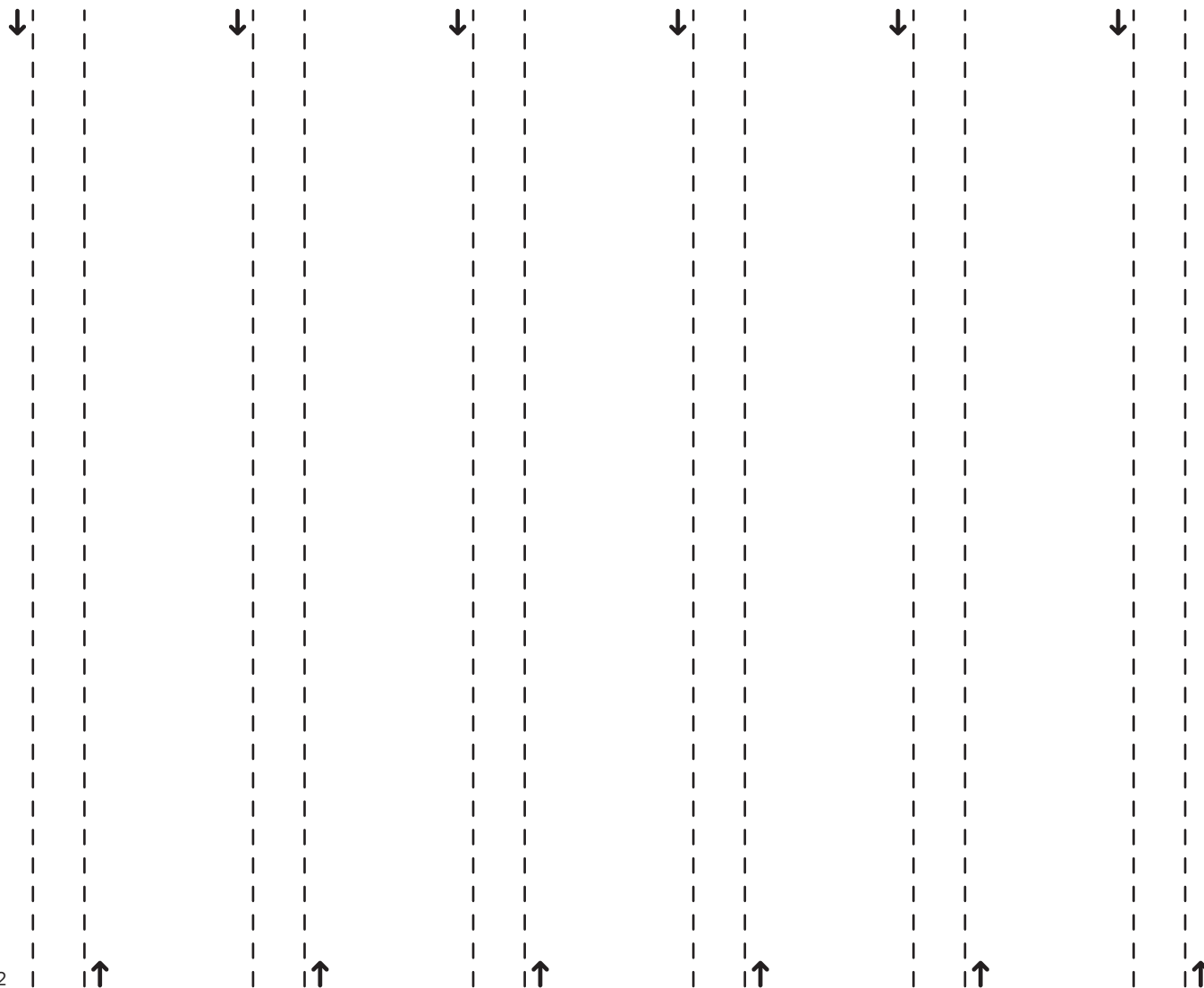
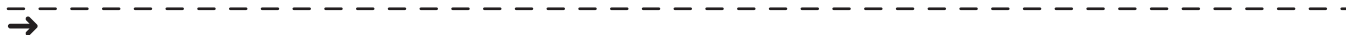
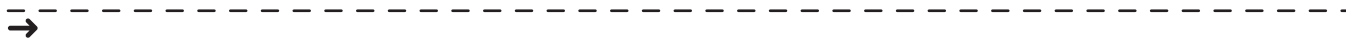
Write a **Johnny Appleseed** story:



**Week 1****Linework**

Day 4 or 5 □

Carefully trace the lines using your favorite colored pencils.





# **Volume 1D**

## Page Samples

# Consonant Blend Sound

Use a pencil to trace each letter once and then write it four times.

B/ B

b/ b

The consonant blend “**bl**” sounds like:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

**blue**

Use a pencil to trace the word once and then write it three times.

blue

## Week 12

Day 2 □

## Consonant Blend Sound

Use a pencil to trace each letter once and then write it four times.

Br Br

br br

The consonant blend “**br**” sounds like:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

**branch**

Use a pencil to trace the word once and then write it three times.

branch

# Consonant Blend Sound

Use a pencil to trace each letter once and then write it four times.

C/ c

c/ c

The consonant blend “cl” sounds like:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

# clothespin

Use a pencil to trace the word once and then write it three times.

clothespin



## Week 12

Day 4 □

## Consonant Blend Sound

Use a pencil to trace each letter once and then write it four times.

Cr

cr

The consonant blend “**cr**” sounds like:

*Cut and paste  
the picture that  
matches the word.*

*Color the picture  
using your set of  
colored pencils.*

**crab**

Use a pencil to trace the word once and then write it three times.

crab

# Sight Words

Read each sight word then use a pencil to trace and write it.  
After writing each sight word, write it again on a flash card and add it to your ring of words.

Day 1 ☐*their*

Trace

*their*

Write

*if**if*Day 2 ☐*will**will**up**up*Day 3 ☐*other**other**about**about*Day 4 ☐*out**out**many**many*

# Journal

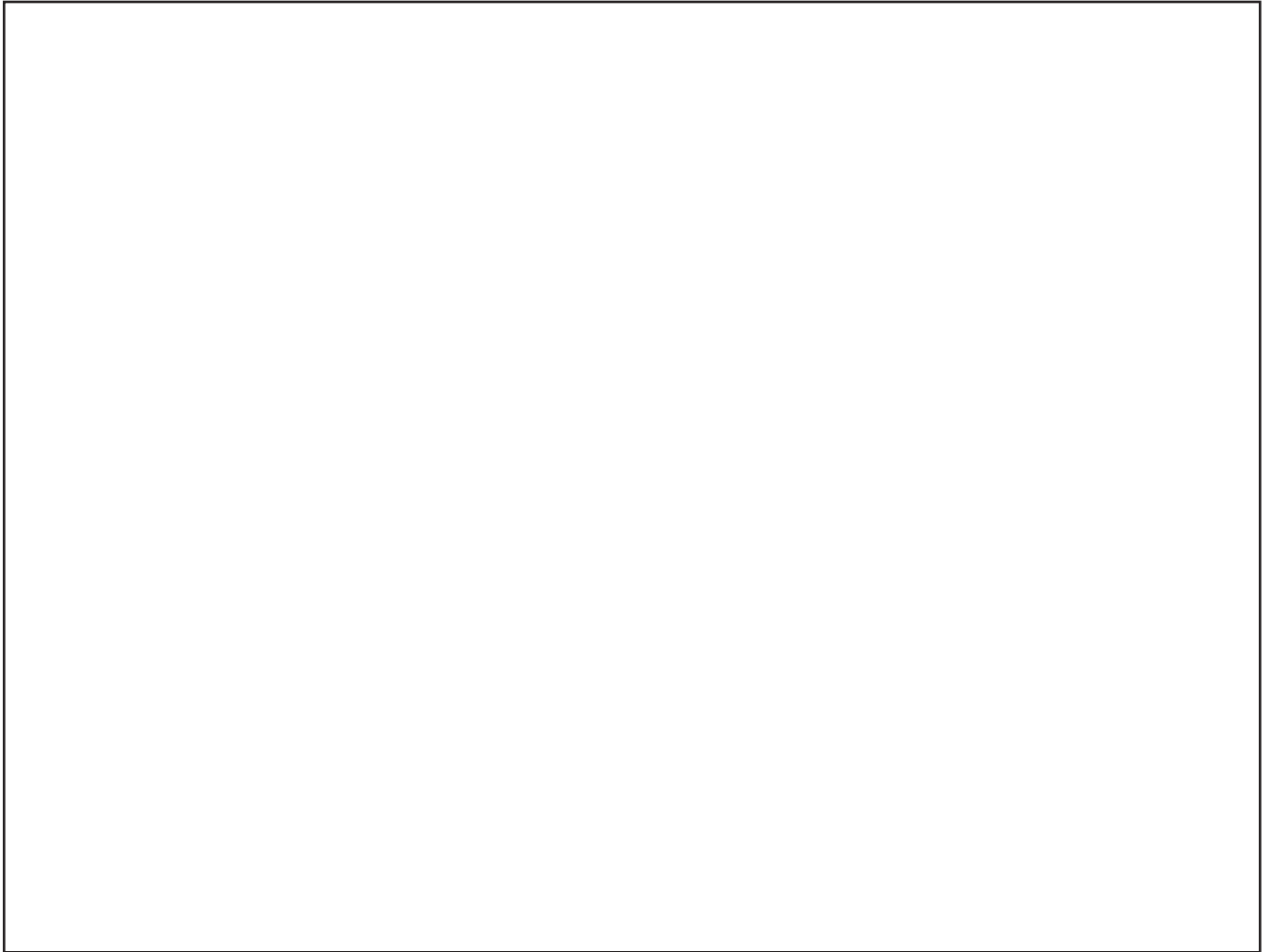
## Week 12

Day 4 or 5 ☐

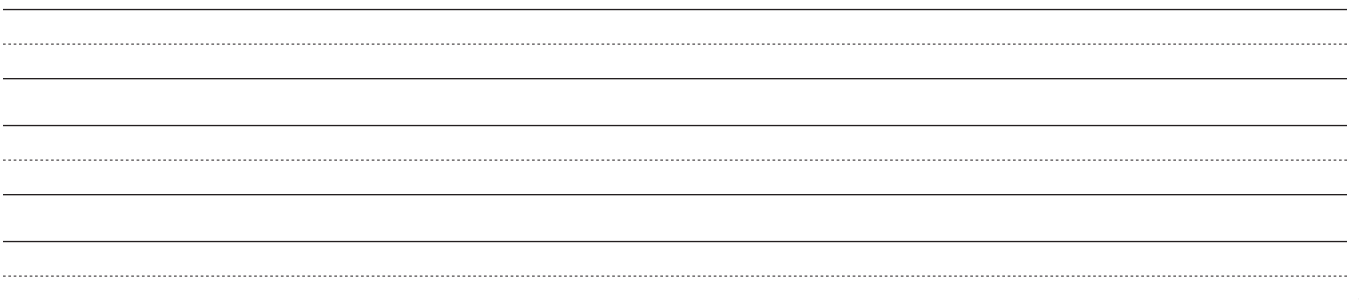
Read: **The Year at Maple Hill Farm**, by Alice and Martin Provensen

**January** is a winter month, it follows December and begins the year.

Draw a **January** story:



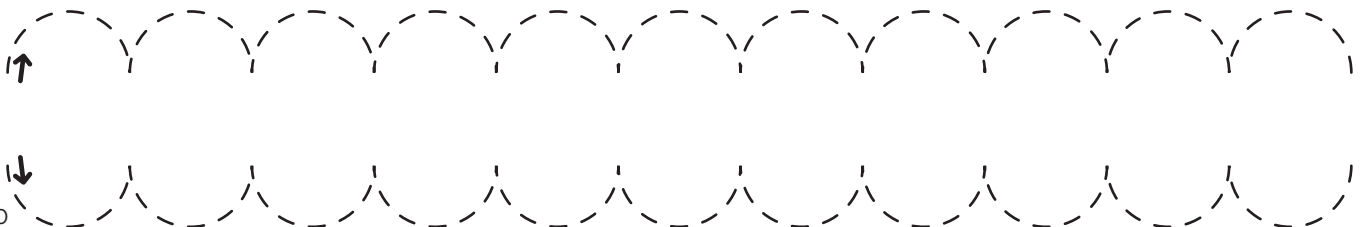
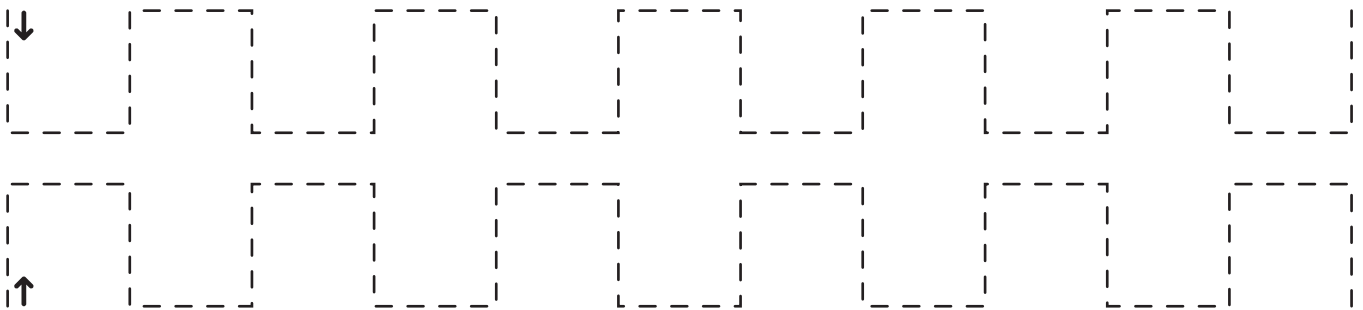
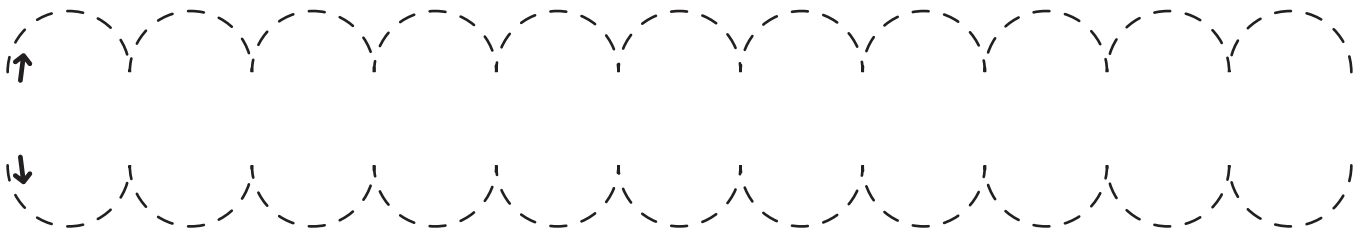
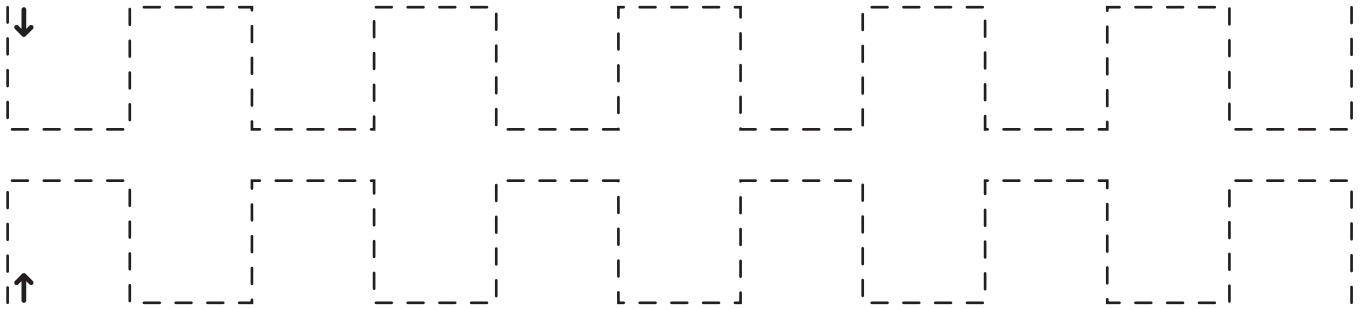
Write a **January** story:



**Week 12****Linework**

Day 4 or 5 □

Carefully trace the lines using your favorite colored pencils.





# **Volume 2**

## Page Samples

# Long Vowel Patterns

Trace and write the long vowel pattern “a\_e”

a\_e    o    o

The long vowel pattern “a\_e” sounds like:



rake

Trace and write the word “rake”

rake

# Week 1

## Sight Words

Read each sight word then use a pencil to trace and write it.  
After writing each sight word, write it again on a flash card and add it to your ring of words.

Day 1 <input type="checkbox"/>	Trace	Write
<i>real</i>	<i>real</i>	
<i>almost</i>	<i>almost</i>	
Day 2 <input type="checkbox"/>		
<i>let</i>	<i>let</i>	
<i>above</i>	<i>above</i>	
Day 3 <input type="checkbox"/>		
<i>girl</i>	<i>girl</i>	
<i>cut</i>	<i>cut</i>	
Day 4 <input type="checkbox"/>		
<i>young</i>	<i>young</i>	
<i>talk</i>	<i>talk</i>	

## Sentence of the Day

1. Read the example and circle the type of sentence it is.
2. Fill in the blank and choose an object to create a sentence.
3. Write your sentence on the line of the correct day below.
4. Choose a new object each day to create a different sentence.

Example:

*Nathan said, "Dragon."*

Circle one:    *Statement*    *Command*    *Question*    *Exclamation*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *(your name)*    said, " \_\_\_\_\_ *(choose an object)* ."

Your sentences:

Day 1 ☐

\_\_\_\_\_

\_\_\_\_\_

Day 2 ☐

\_\_\_\_\_

\_\_\_\_\_

Day 3 ☐

\_\_\_\_\_

\_\_\_\_\_

Day 4 ☐

\_\_\_\_\_

\_\_\_\_\_



**Week 1****Journal**Day 4 or 5 ☐

Read: **Fletcher and the Falling Leaves**, by Julia Rawlinson.

Draw a **falling leaf** story:



Write a **falling leaf** story:

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**Week 1**

# Linework

Day 4 or 5 □

Carefully complete the maze using your favorite colored pencils.

