

# Lesson Three

## ***The Peanut Butter and Jelly Sandwich, the ai Pattern, and Categorizing Parts of Speech Concretely***

**Summary:** This lesson will introduce the crunchy peanut butter and jelly sandwich as a key mnemonic clue for CVVC words, as well as the ai vowel pattern. Students will also identify Name Words (nouns) and Action Words (verbs) and learn to categorize them concretely as parts of speech.

**Materials:** For the teacher, Beginning Level Teaching Card Number 16 (if available) or a photocopy of Appendix F, Beginning Level Teaching Card 18 (if available) or a teacher-made version using part of Appendix F (see figure 3.2), and word cards for rain, ran, pail, pal, main, sail, rat, tap, gain, and back from Appendix D. For each student, a photocopy of Beginning Card 16 or Appendix F, copies of spelling strips from Appendix E, pages 7-10 from the *Overlapping Student Book*, pages 1-3 of *Basic Blue Reading Book One* and pages 1-2 of *Basic Blue Workbook A*.

**Integrals:** Integral 17. Knowledge of letters is assumed in this book. (This includes many of the Beginning Green Level Integrals. See Introduction.)

### **Part 1: The Peanut Butter and Jelly Sandwich and the ai Friends**

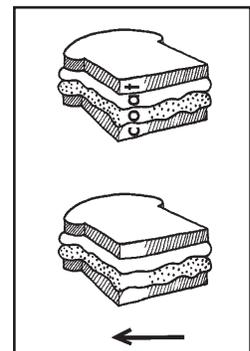
Warm up by printing road, and moan on the board and asking students to read these words. If they struggle with either word, use the Seven Special Reading Steps to help them decode it. If necessary, use the Vocabulary Steps to teach the meaning of moan. Then ask students to copy the two words, underline the friends and write them next to the word (i.e., pattern marking).

For this lesson, you can use Beginning Teaching Card 16 or a photocopy of Appendix F from this manual. Also make a photocopy of the card or Appendix for each student. Read from the card, or repeat or paraphrase the following:

One day the friends o and a are invited to a costume party. Letter o decides he wants to go as crunchy peanut butter. Crunchy peanut butter makes a sound when you eat it and o gets to make his sound when he is first in line. So letter o gets a big brown sheet and sticks crunchy nuts all over it for a

road  
moan

road oa  
moan oa



**Figure 3.1**  
Card 16 or Appendix F

costume. So what do you think his friend a will dress up as? (jelly) That's right. Letter a has to be quiet when he is second in line and jelly is quiet when you eat it. So a gets a big purple sheet and dresses up as smooth grape jelly. Then the letters that make the sounds /c/ and /t/ decide they want to go to the costume party also. What part of a sandwich do you think /c/ and /t/ will dress up as? (Pieces of bread.)

Now hold up the card or appendix and ask, "Can you see the peanut butter and jelly sandwich with the letters in it?" (yes) Rotate the picture so the arrow is pointing up. Then point to the sandwich with coat in it and ask the following questions:

- Who is wearing the crunchy peanut butter costume? (letter o)
- Who makes his sound? (o)
- Who's his friend? (letter a.)
- What is he wearing? (a smooth grape jelly costume)
- Does he get to shout his sound? (No, he's quiet)
- What are the letters that make the sounds /c/ and /t/ dressed up as? (slices of bread)
- Who can read the peanut butter and jelly word in this sandwich? (coat)

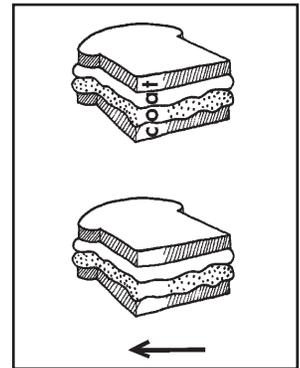
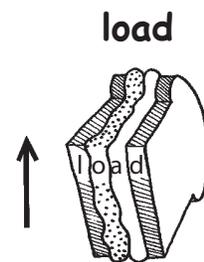


Figure 3.1  
Card 16 or Appendix F

Next, ask students to turn their copies of the sandwich papers so the arrow is pointing up. Then print the word load on the board, and ask students if they see the friends sandwiched between slices of bread. (yes) Have pupils copy the word from the board in the correct spaces of the empty sandwich. (Do not dictate the word load. Let students copy it from the board.) When they are finished, have them read the word.



load  
goal  
hoax  
soar

To finish reinforcing this idea, print goal, hoax and soar on the board. Ask if these are crunchy peanut butter and jelly sandwich words. (yes) Ask several individual students to read the words, and guide them with the Seven Special Reading Steps as necessary. Then point to individual letters in any word and ask individual students to tell you what part of the sandwich that letter is (i.e., crunchy peanut butter, bread, smooth grape jelly) and what sound it makes (i.e., /g/ /o/, /l/, none, etc.). Do not always point to the letters in the same order. Have each student answer for only one or two letters in a word. Move randomly from student to student and use more words if necessary to make sure each student has at least two turns.



If you feel students need additional, immediate reinforcement with the sandwich concept, assign page 7 of the *Overlapping Student Book* now. Otherwise you can assign this page later for independent work.



If your students had difficulty reading goal, hoax and soar and you feel they could benefit from more reading practice, you can review Section A on page 5 of the *Overlapping Student Book* before you proceed.

Now tell students that you want to introduce them to another pair of letter friends that like to dress up as crunchy peanut butter and jelly. You can use Beginning Level Teaching Card 18 or create a version of it from Figure 3.2 by printing the letters on the board and photocopying the sandwich from the bottom of Appendix F and printing rain in it. Read or paraphrase from the card or the dialogue below:

Letter a has been second in line, and he has had to be quiet, but he has been quiet long enough. Now he wants to say his /a/ sound. [Point to a.] He is going to stand first in line so he can make his sound, but he can't unless he has a friend to stand beside him. So round a who leans on a **stick** [trace over the stick on a with your finger] picks a **stick letter** to be his friend. [Point to i.] Stick friend i, of course, cannot speak, but he does have an invisible foot and he can reach out and gently kick a to make him say his /a/ sound.

Now letter a wants to dress up as crunchy peanut butter. What do you think his stick friend will dress as? (jelly) Who makes his sound, crunchy peanut butter or smooth jelly? (crunchy peanut butter) So what sound do these friends [point] make together? (/a/)

To help embed this information, point to ai and ask the following questions:

- Who are the friends? (a and i)
- Who is first in line? (a) Who dresses as crunchy peanut butter? (a) Who shouts his sound? (a)
- Suppose he forgets? (Then i kicks him.)
- Then what does he say? (/a-a-a-a/)

Hold up this card (or point to your recreation of it) again, and ask students if they can read the word in the sandwich. If they have trouble, take them through the Seven Special Reading Steps you see below:

- What is the first step you take when you try to read a new word? (Look at the whole word.)
- Do you see the two peanut butter and jelly friends? (yes)
- Who is the crunchy peanut butter this time? (a) Who shouts his sound? (a) Who is the smooth jelly? (i) What can i do if a forgets to speak? (i kicks him) Then what does a say? (/a-a-a-a/)
- What sound does this first bread letter make? [Point to r.] (/r/)
- Slide the sound of the first letter into the sound the friends make. (/ra/)
- [Repeat the previous step several times if students struggle to blend.]
- What sound does the last bread letter make? (/n/) Add this last sound to the rest of the word. (/ra/ /n/) What is the whole word? (rain)

Next, print mail, pain, soap, and gain on the board. Again, ask if these are crunchy peanut butter and jelly sandwich words. (yes) As you previously did with oa words, ask several individual students to read the words (using the

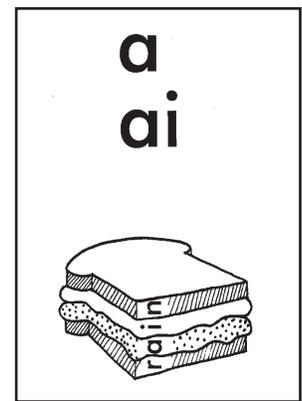


Figure 3.2  
Card 18 or Teacher-  
made Version

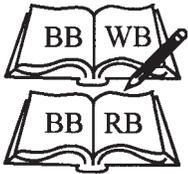
mail  
pain  
soap  
gain

Seven Special Reading Steps as necessary), then point to individual letters in any word and ask individual students to tell you what part of the sandwich that letter is (i.e., crunchy peanut butter, bread, smooth grape jelly) and what sound it makes (i.e., /m/ /a/, /l/, none, etc.). Do not always point to the letters in the same order. Have each student answer for only one or two letters in a word. and move randomly from student to student.

**Use more words if necessary to make sure each student has at least two turns.**



Have students take turns reading the 10 sentences in Section A on page 8 of the *Overlapping Student Book* now. The worksheet activities at the bottom of page 8 and on all of page 9 can be assigned now, or later as independent seat work or homework.



Pages 3-5 of *Basic Blue Workbook A* provide useful reinforcement now or later. You may not want to assign both groups of words on page 3 and older students may not want to color the owl on page 5. Page 4 is a good exercise for all students to complete. Section B on page 1 and pages 2 and 3 of *Basic Blue Reading Book One* offer sufficient oral reading practice. Students do not have to complete it all, but they should complete as much as necessary to demonstrate their ability to read with accuracy consistently. You should save some passages for Parts 2 and 3 of this lesson. Be sure to read the margin notes on the pages at the end of this lesson and teach vocabulary as necessary (e.g., vain).

**At this point, you should stress accuracy over fluency. As soon as students read passages with a very high degree of accuracy (at least 90%), you can move to the next section.**

## **Part 2: Visual Discrimination and Phonemic Awareness for ai Words**

Next, use the word cards from Appendix D for rain, ran, pail, pal, main, sail, rat, tap, gain, and back. Starting with the first two cards, perform the following simple steps as a visual discrimination exercise.

- Hold up the word card for rain from Appendix D.
- Ask students if they see the two friends. (yes) Ask students what sound the friends make when they are together in this word. (/a/)
- Hold up the word card for ran from Appendix D.
- Ask students if they see the two friends. (no) Tell students that letter a has a different job to do in this word and he makes a different sound. Tell students they will learn that sound later (although many may know it already).

Shuffle the remaining cards and repeat the same questions. Many students will try to read all the words. Discourage them from doing so. This exercise is intended to have them focus on the presence or absence of the friends (the vowel pattern). Some pupils will think that ac in back are friends because they will assume the middle two letters always are. Point out that a and i are the friends.

To prepare students to spell the two kinds of peanut butter and jelly words they have met so far, you will first review Phonemic Awareness Exercises 1 and

2, then perform a variation on Exercise 1, and finally, have students print the vowel patterns as they listen to words.

For Exercise 1 with /a/, ask, “Do you hear /a/ in \_\_\_\_\_?”

Word List: paid, best, cake, tail, hole, plate

For Exercise 2 with /a/, ask, “Where do you hear /a/ in \_\_\_\_\_?”

Word List: nail, ape, play, main, sail, stay

For Exercise 1 with /o/, ask, “Do you hear /o/ in \_\_\_\_\_?”

Word List: toast, pain, boat, open, weed, loaf

For Exercise 2 with /o/, ask, “Where do you hear /o/ in \_\_\_\_\_?”

Word List: over, goal, toad, yellow, moat, foal

Next, for a greater challenge, you will move back and forth between asking for either the oa and ai vowel sounds in the same list. Ask the following questions just as you read them:

Do you hear /o/ in moan? (yes)  
Do you hear /a/ in mail? (yes)  
Do you hear /a/ in soap? (no)  
Do you hear /o/ in boat? (yes)  
Do you hear /a/ in tail? (yes)  
Do you hear /o/ in raid? (no)  
Do you hear /a/ in foam? (no)  
Do you hear /o/ in pain? (no)

**Note that some students will answer the third question with “yes” and say that there is an a in soap. Point out that you are not asking for the letter a, but the sound /a/. Letter a is quiet jelly in the word soap.**

For the final activity in this part, you will ask students to write the correct vowel pattern in the correct room on their spelling strips. Distribute spelling strips to each student. Read or paraphrase the following:

Now I am going to dictate ten words. They will **all** be crunchy peanut butter and jelly words. You need to decide who is going to be the crunchy peanut butter and then print the correct set of friends in the middle room. I will help you with the first word, then you will need to figure out the rest of the words on your own.

The first word is wait. Do you hear /a/ in wait? (yes) Where do you hear /a/ in wait? (in the middle) So where does the letter that makes the /a/ sound go in the house? (in the middle room) Print it there. [Students print a in the middle room.] That letter is the crunchy peanut butter that you can hear when you chew the sandwich. Can he make his /a/ sound all alone? (no)

Who is his stick friend? (i) Letter i becomes the smooth jelly you cannot hear. Where do we put the jelly letter? (in the middle room after a) Print the other friend. [Students print i after a in the middle room. See Figure 3.3] We won't spell the rest of the word wait right now. Instead, I will give you some more words and I want you to put the right peanut butter and jelly friends in the middle room each time.

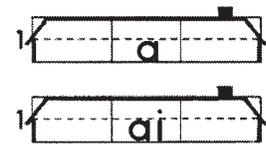


Figure 3.3

Finish dictating the words in the list below. When completed, the spelling strips should look like Figure 3.4. This exercise will probably go smoothly for most pupils, but some students with certain learning problems could stumble and make several mistakes. If that is the case, you should repeat the exercise with them in a small group a few times over the course of a day or two (but not all at once). Change the order of the words in the list and lead the pupils through all the words using the same kind of question-asking technique described for the first word above. After a few repetitions, these children will improve.

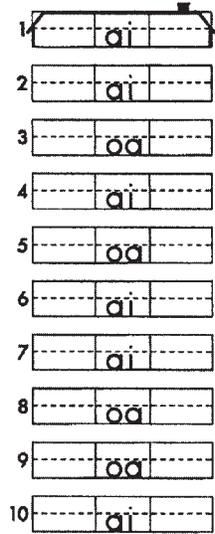


Figure 3.4

Word List: wait, mail, goal, gain, loan, hair, sail, foam, soar, pain



For a change of pace from this auditory discrimination / phonemic awareness activity, do some oral reading with selected passages on pages 2 and 3 of *Basic Blue Reading Book One*.

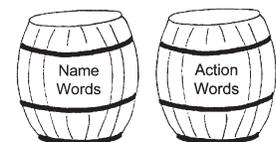
### Part 3: Categorizing Parts of Speech Concretely

Explain to the class that you are going to teach them to sort words into different kinds. Tell them it would be easy for them to sort a pile of fruit into several different barrels. They could put apples in one barrel, oranges in another barrel, bananas in another and so on. Tell pupils we can sort words in a similar way. Then hold up a blank index card and continue:

***If students already know the meaning of the terms “nouns” and “verbs”, you may use these terms later - but only after they have shown that they can sort “Name Words” and “Action Words”***

Imagine that we wrote each word we spoke onto a card like this. Then imagine the big pile of cards we would have after we talked for a while. Each word and each card would be a part of our speech. If we sorted these word cards into barrels, we would only need eight barrels, one part of speech would go in each barrel. We are going to sort two kinds of words to start. You may already know them: Name Words and Action Words.

Draw two barrels on the board. Label one “Name Words” and the other “Action Words.” Read the labels to students (because students may not be able to read the words word or action). Point to a chair and ask students to name it. Continue by pointing to several other objects (e.g., pencil, desk, cup, etc.) and asking students to name them. Then print boat, pail and the on the board. Say to the class:

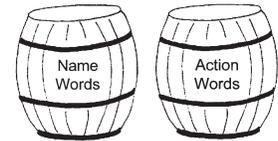


Some words name things. The word boat is the name of something. Can we put it in the Name Word barrel? (yes) [Print boat under the Name Words

Barrel.] What about pail? (yes) [Print pail under the Name Words barrel.] What about the? Is the the name of something? (no) It can't go into the Name Words barrel. We'll find out later where it will go.

Hold up your hand and wave. Continue:

What am I doing? (waving) Right, waving is an action. We would put the word wave into the Action Word barrel. Now pretend that my fingers are legs and they are going to **leap**. [Demonstrate to leap with your fingers.] Is this an action? (yes) Which barrel would the word leap go into? (The Action Word barrel.)

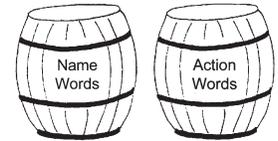


**boat**  
**pail**

Print the words goad and roam on the board under boat, pail, and the for students to read out loud. Review the meanings of these words if necessary. Then

**boat pail the**  
**goad roam**

ask which barrel these words belong in. They should be able to answer correctly, and then you can print the words below the Action Word Barrel.

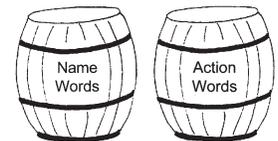


**boat**      **goad**  
**pail**      **roam**

**boat pail the**  
**goad roam load**

Print load next to the other words and ask students to read it. Then read or paraphrase the following:

Some words can go in both barrels. For example the word load is a Name Word when we say "A load of bricks is beside the road," because it names a thing - a pile of bricks. But if we said, "I will load the bricks into the truck," load is an Action Word because we are talking about an action - putting the bricks in the truck. We sometimes call these kinds of words "double barrel words."



**boat**      **goad**  
**pail**      **roam**  
**load**      **load**

When you have completed this explanation, you can write the word load twice, once under each barrel.

Some students may have difficulty deciding if a word is a Name Word or an Action Word. Explain that they can test to see if a word is a Name Word by putting "the" in front of it. If the phrase makes sense, the word is a Name Word. Likewise, a word is an Action Word if "I can" or "It can" in front of it makes sense. Words that make sense both ways go in both barrels, so they are double barrel words.



Use page 10 of the *Overlapping Student Book* to reinforce the categorization of words. You can complete it now or later. Some students will find this task easy, and others will find it difficult. Students who find this task challenging at first should complete page 10 under your supervision. You can guide such students through some of the words by asking them if that word is the name of a thing or if it tells an action. You can also "test" a word for students by putting either "the" or "I can" or "it can" in front of it and seeing if the word makes sense. In the future, as your students develop a larger reading vocabulary, you will make this into a regular activity by using Appendix G frequently.

**Testing words in this way to determine which barrel they belong can be very helpful, but also tricky. To avoid problems, for the next few lessons, limit yourselves to the words given in the manual when sorting.**

## **Hints on Pacing**

This lesson will probably take three full teaching sessions, particularly if this is the your first time teaching the program. Experienced Stevenson teachers whose students have only mild learning issues could cover this material in two sessions, probably by combining Parts 2 and 3.

## **Additional Reinforcement**

You can refer to Appendix L for Beginning Green materials that could be used if extra practice is needed. In this lesson you could also begin to use the *Green Beginning Level Activity Center* and some of the stamps in the *PBJ/LC Stamp Set* from Partners in Associational Learning. (See PAL materials at [www.homestead.com/quesst](http://www.homestead.com/quesst).) These items could also be used for the remainder of the *Overlapping Strategy Teacher's Manual*. These manipulatives are fun and good kinesthetic practice.

## **Commentary**

Students now have two vowel patterns to work with. These are the first two of dozens that will be covered before students complete the Basic Blue Level. Unlike most approaches, the Stevenson Program begins with long vowel words. There are several reasons why we feel that long vowels are advantageous, the most obvious of which is that they are easier to discriminate. When you compare the sound of o in load (/o/) with the sound of a in paid (/a/) you hear a much greater contrast than you do when you compare the sound of o in hop (/o/) with the sound of a in tap (/a/). As more vowel sounds are introduced, the difference between sounds becomes more important. A very high percentage of students with reading difficulties - or at risk for reading problems - have weak phonemic (or phonological) processing. Also, in the English Language, vowels are the most problematic elements of the code. During the early phases of building reading skill, the heightened contrast in vowel sounds is very helpful. The peanut butter and jelly mnemonic clue also makes these long vowel patterns easy to remember visually. There are other very important advantages to long vowel sounds. These sounds seem to be easier to isolate, easier to retrieve and easier to blend - and they seem less affected by regional dialects. However, the issues concerning long and short vowels are not simple. If you would like more detail, you can call Stevenson Learning Skills at 800-343-1211 and request a free piece of information entitled *Thoughts on Long Vowels, Short Vowels and the Stevenson Program*.

*If your older students think this worksheet looks “childish,” you can point out that it is designed “to strengthen their visual discrimination and reinforce the mnemonic clue that helps them transfer information from their short-term memories to their long term memories.” The fancy terminology may help them view the activity as valuable. (See Appendix A.)*

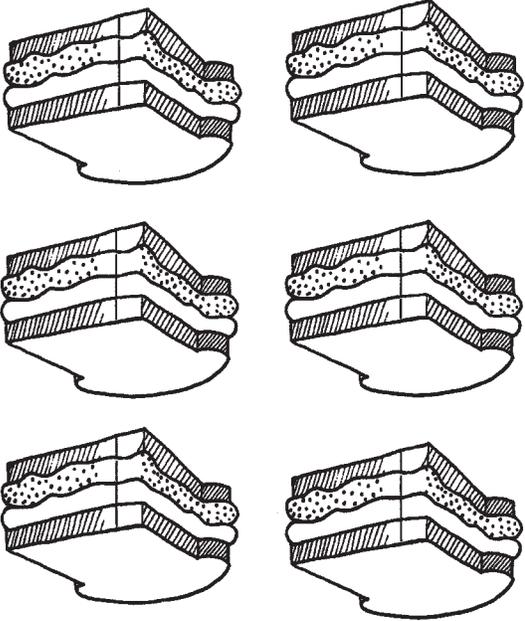
Name \_\_\_\_\_ Date \_\_\_\_\_

**Overlapping Student Book**

**Lesson 3, Part 1**

Teacher: Students read each word in the list and circle the ones that are crunchy peanut butter and jelly words. Then they write each circled word into one of the sandwich pictures, making sure each letter is put into the correct part of the sandwich.

- |      |      |      |      |
|------|------|------|------|
| coat | has  | good | the  |
| can  | room | and  | from |
| loaf | make | moan | coal |



**Feed Words:** and can for has he his if in is made my  
of on out to will

*The sentences in Section A are intentionally odd. Younger students often find them fun. If older students think they are silly, explain that the strangeness of the sentences makes it hard to read correctly by guessing. We want them to stop guessing words and really figure out each one. The bottom section is optional.*

**Lesson 3 - IR**

**A**

1. The foal has a sail on his tail.
2. Is the main road made of soap?
3. Can Joan sail in a pail?
4. Can Gail roam in a pail of soap foam?
5. The toad will wail and moan if he has to go to jail.
6. The soap in my hair made foam in the rain.
7. Can a pair of goats goad a foal to roar?
8. Can a toad soar out of a pail?
9. Gail will moan if soap foam is on the road.
10. I can wait in the hail in my boat for the mail.



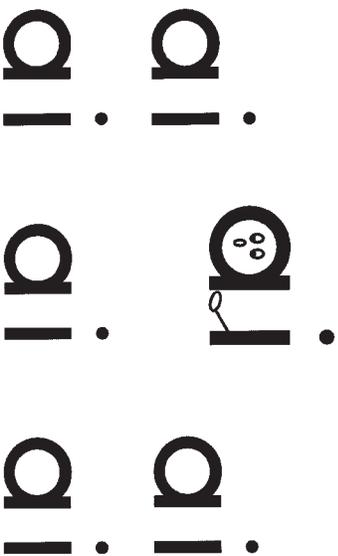
**Optional**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Overlapping Student Book**

**Lesson 3, Part 1**

Teacher: Review the clue for **ai** and have students draw the face on **a** and the magic feet on **i**.





**Feed Words:** and be can could did does for from had has have he his if in into is like make make not of on to will would you

**Feed Words:** and are be can could does for from had has have he if in is like made make not on play to will would you

You only need to use the passages below from Basic Blue Reading Book One as much as you find them useful. Some students will have easily learned the Stevenson clues and can read *oa* and *ai* words with speed and accuracy, so you may choose to cover only a few sentences. Other students will need more practice. These reading sections will also offer a change of pace from the writing that needs to be done in Parts 2 and 3 of this lesson.

**Basic Blue Reading Book One**

**IR 1**

**IR 2**

**Basic Blue Reading Book One**

**A**

**A**

1. A load of coal is on the road.
2. Joan could soak the coat in soap.
3. The goat will not go on the road.
4. A boat is in the moat, and Joad is in the boat.
5. Joad could loan his boat to Joan.
6. A toad would not roar, and a goat would not soar.
7. Joan would not like to soak in a moat.
8. Joad does not like to load coal into a boat.
9. The toad did go from the road to the moat.
10. Joad did not go to the goal.

1. Joad would wait if he had to wait in the hail.
2. Gail has to goad the foal to go home.
3. Joad could make foam if he can soak the soap.
4. A boar would not room on a main road.
5. Rain and soap can make foam in a pail.
6. Hail is made from rain.
7. Gail does not like to goad the goat.
8. Joan would not room in rain.
9. Joad could be vain if he made a goal.
10. Joan and Gail could not sail in the moat.

**B**

**B**

1. Joan and Gail could wait for the mail.
2. Joad has to wait on the road for Joan.
3. A goat would have pain if he had a nail in his tail.
4. Joad would moan if he had to wait in the rain and hail.
5. Gail has a goal to sail a boat.
6. A toad would not like to be in a pail.
7. Gail has fair hair, and Gail can be vain.
8. Would you room on a main road in the rain?
9. Joan does not like to fail.
10. A vain maid would make Joad moan.

1. Joan and Joad play a hoax on Gail.
2. Joan and Gail have a pail to bail the boat.
3. Gail does not like the hoax.
4. The pain made Joan moan.
5. Can Gail hoax Joan and Joad?
6. Would you loan a coat to a boar?
7. A hoax can be mean.
8. Would you moan if Joan is vain?
9. If you are fair, you will not hoax Gail.
10. Would you wait for the mail?

**Feed Words:** and are but for has have he  
his in into is like made not  
this to will with would

As with the previous pages, you only need to use the passages to the right from Basic Blue Reading Book One as much as you find useful.

**The Group Game** will not be covered in this Overlapping Strategy Teacher's Manual until Lesson 5, so you do not need to use this word list now. You may wish to return to this list at that time or you may omit it. There will be many references to the Group Game in both this manual and in the Basic Blue Core Manual. The Group Game is an extremely useful tool for making sure that students maintain focused attention, maximize accuracy and minimize guessing.

**Basic Blue Reading Book One**

**PR 2**

**Joan and Joad in a Moat**

Joan and Joad have a boat. The boat is in a moat. Joan has a goat, and Joad has a toad. Joan and Joad load the toad and the goat into the boat. So the goat and the toad are in a moat. Is this a hoax?

**Foam in the Pail**

Joad has a boat. To go for a sail Joad has to bail the boat. He has a pail to bail the boat, but Joan and Gail made foam in the pail with soap. Joad would not like foam in his boat, so he will not bail the boat with the pail.

**Group Game Word List**

- |         |          |          |          |
|---------|----------|----------|----------|
| 1. vain | 7. hair  | 13. foal | 19. roar |
| 2. hoax | 8. rail  | 14. tail | 20. jail |
| 3. soar | 9. bait  | 15. roam | 21. wail |
| 4. coal | 10. rain | 16. pail | 22. main |
| 5. raid | 11. foam | 17. moat | 23. loaf |
| 6. goad | 12. boar | 18. gain | 24. pair |