



Phonological Awareness

PA. 001

Phoneme Matching

Initial Phoneme Picture Sort

Objective

The student will match initial phonemes in words.

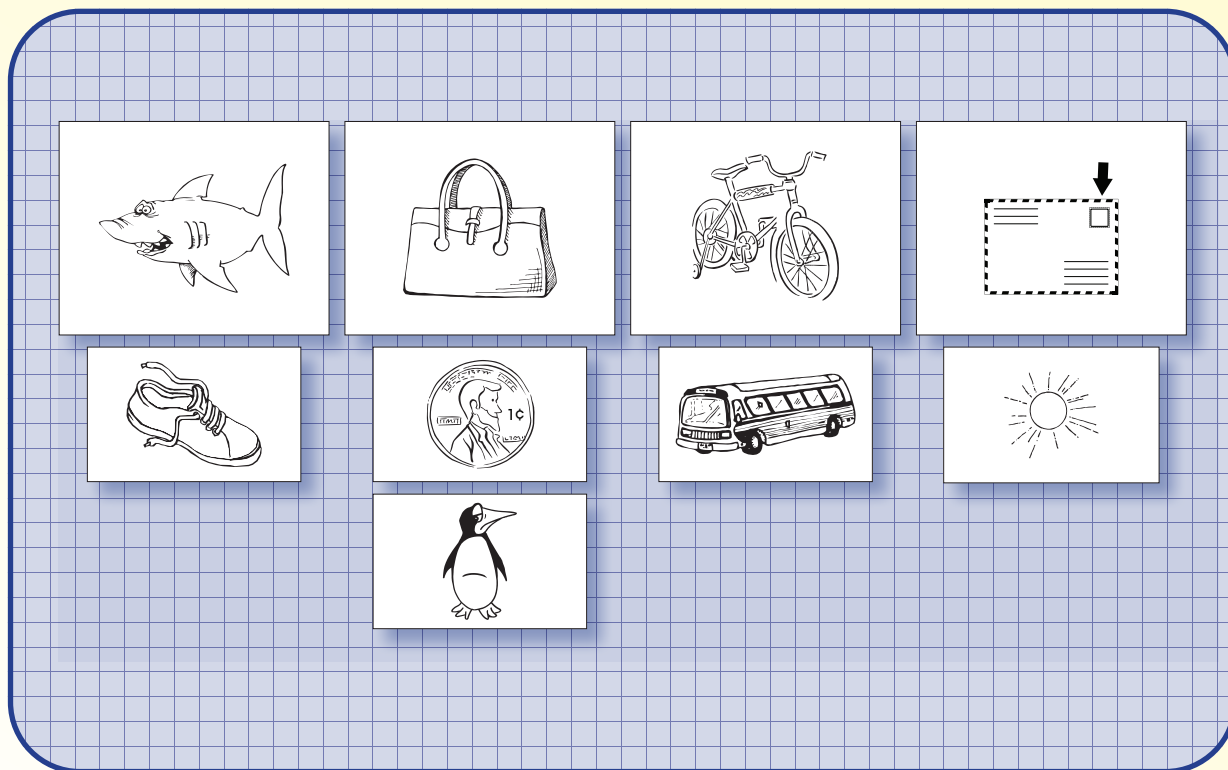
Materials

- ▶ Initial phoneme header picture cards
- ▶ Initial phoneme picture cards

Activity

Students match initial phonemes by sorting pictures.

1. Place header cards face up on a flat surface. Mix and place the initial phoneme picture cards face down in a stack.
2. Taking turns, students select a card from the stack, name the picture, and say the initial phoneme (e.g., “penguin, /p/”).
3. Place in column under matching initial phoneme header card.
4. Point to and name picture cards in entire column starting at top.
5. Continue until all cards are sorted.
6. Peer evaluation



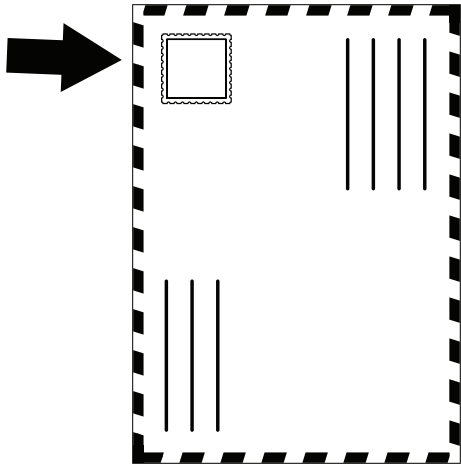
Extensions and Adaptations

- ▶ Use additional picture cards to sort by other initial phonemes.
- ▶ Use other picture cards to sort by final or medial phoneme.

Phonological Awareness

Initial Phoneme Picture Sort

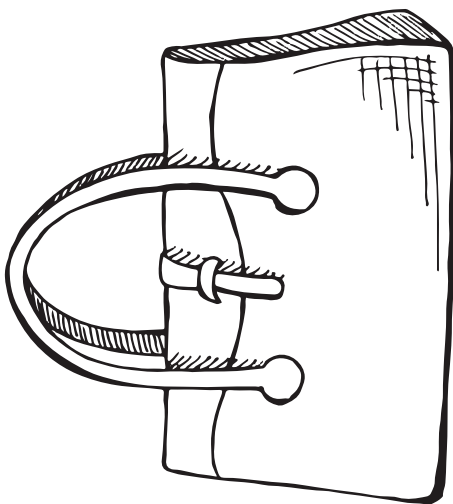
PA. 001



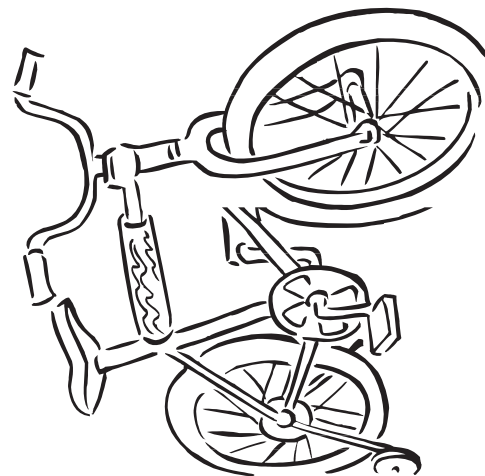
header



header



header



header

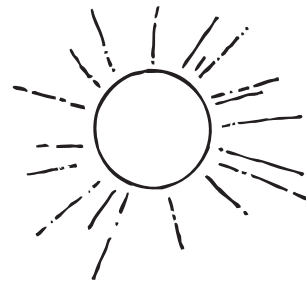
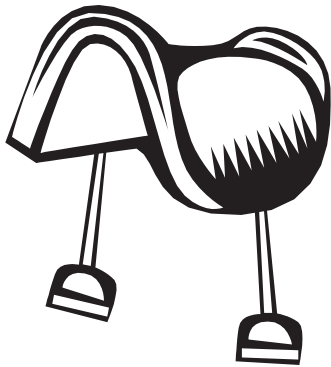
header cards: stamp, shark, purse, bike



Phonological Awareness

PA. 001

Initial Phoneme Picture Sort



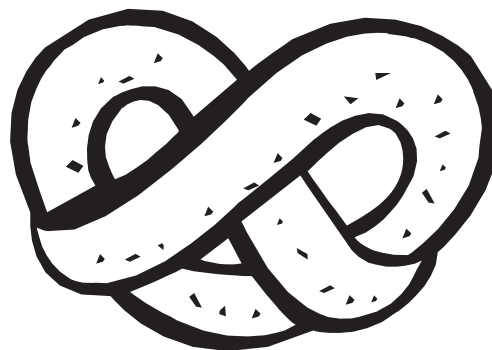
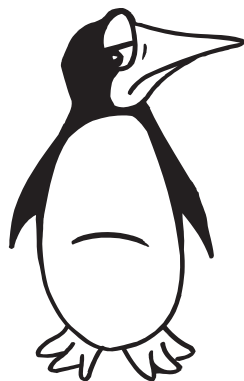
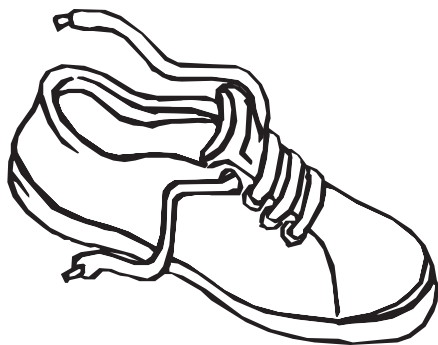
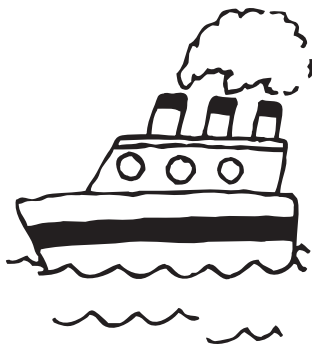
star, sweater, spider, spoon, saddle, sun, shower, shawl



Phonological Awareness

Initial Phoneme Picture Sort

PA. 001



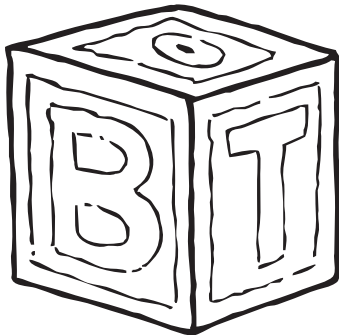
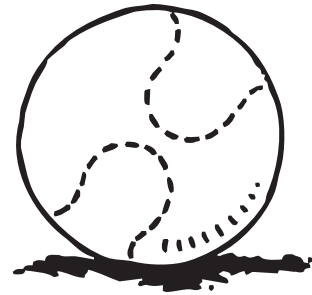
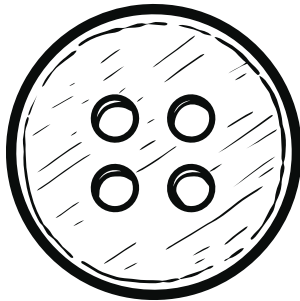
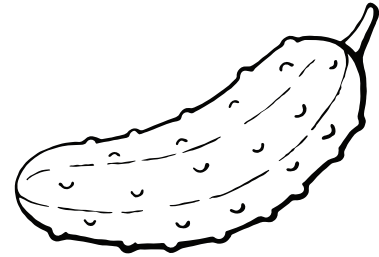
ship, shell, shoe, shirt, penguin, penny, popcorn, pretzel



Phonological Awareness

PA. 001

Initial Phoneme Picture Sort



pillow, pickle, button, ball, block, belt, bus, bottle



Phonological Awareness



Phoneme Matching

PA. 002

Match Maker

Objective

The student will match initial phonemes in words.

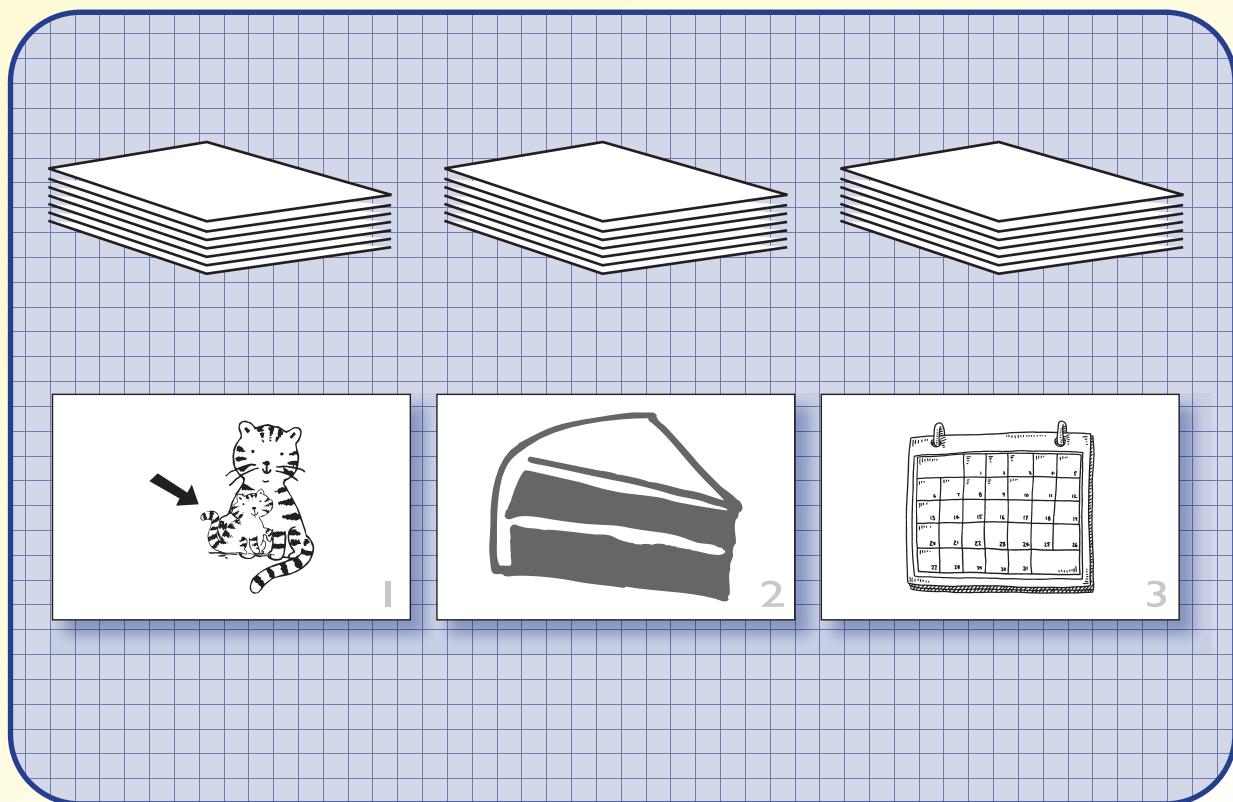
Materials

▶ Initial phoneme picture cards

Activity

Students identify initial phonemes by matching picture cards.

1. Divide the initial phoneme pictures by the numbers on the cards and place face down in three separate stacks.
2. Taking turns, students select the top card from each stack.
3. Say the name and initial sound of each picture. For example, “kitten /k/, cake /k/, calendar, /k/.” If initial sounds match on all three cards, student keeps all three cards. If two cards have the same initial sound, keep those and return the nonmatching card to the middle (not the bottom) of the appropriate stack. If no cards match, return all three cards to the middle (not the bottom) of their respective stacks.
4. Continue activity until all possible matches are made.
5. Peer evaluation



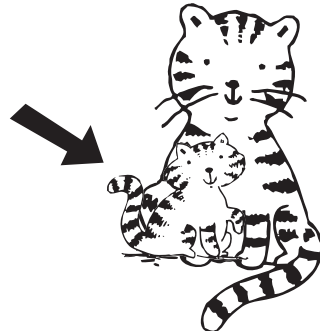
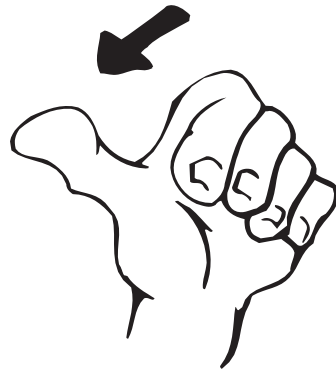
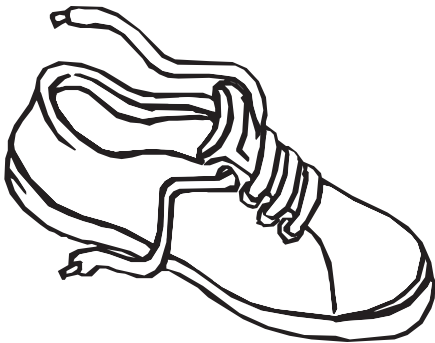
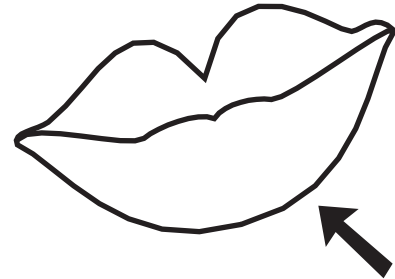
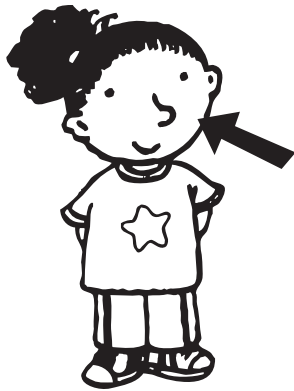
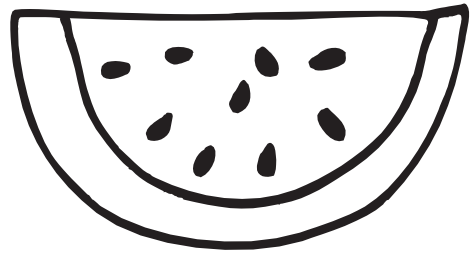
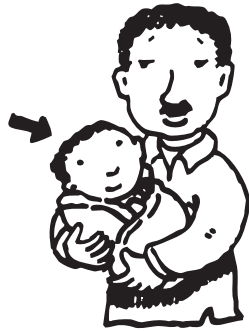
Extensions and Adaptations

- ▶ Use same initial phoneme picture cards in open sort.
- ▶ Make alliterative rebus sentences using picture cards.

Phonological Awareness

PA. 002

Match Maker



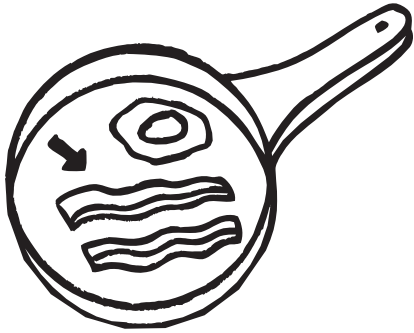
baby, watermelon, cheek, lip, shoe, thumb, house, kitten



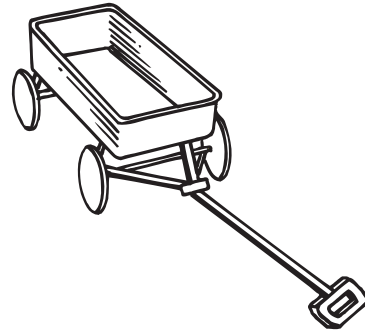
Phonological Awareness

Match Maker

PA. 002



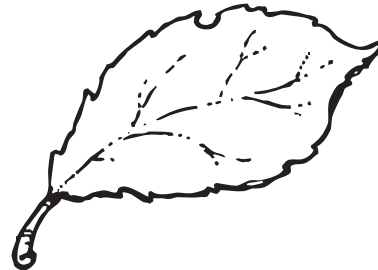
2



2



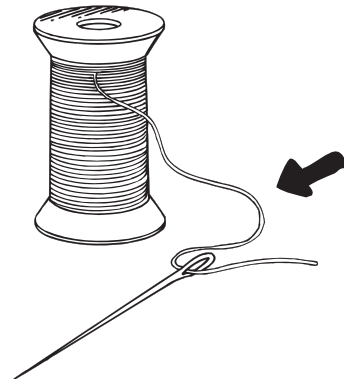
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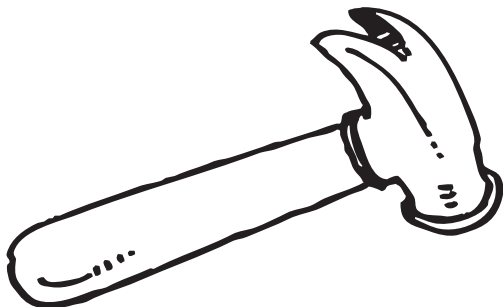
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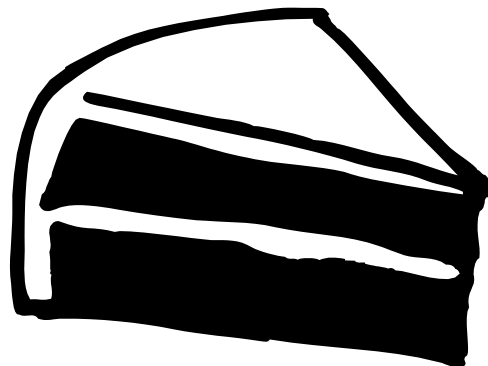
2



2



2



2

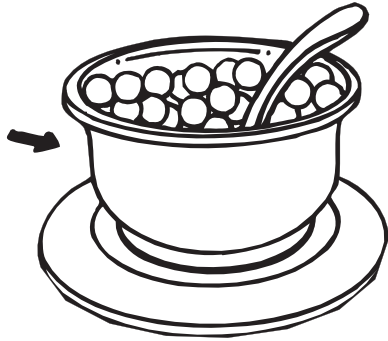
bacon, wagon, chimney, leaf, shoulder, thread, hammer, cake



Phonological Awareness

PA. 002

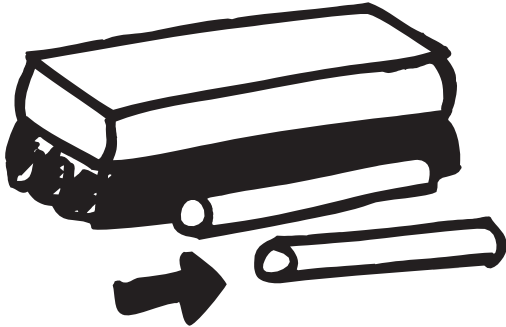
Match Maker



3



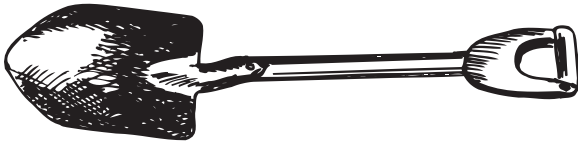
3



3



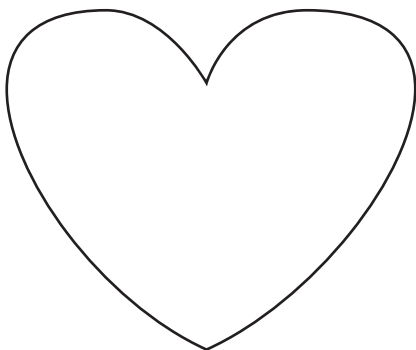
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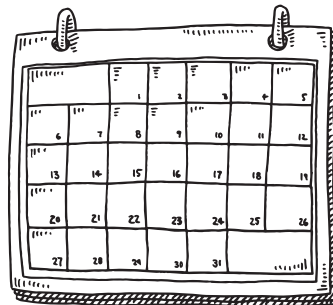
3

13

3



3



3

bowl, watch, chalk, lettuce, shovel, thirteen, heart, calendar



Phonological Awareness



Phoneme Matching

PA. 003

Final Phoneme Memory

Objective

The student will match final phonemes in words.

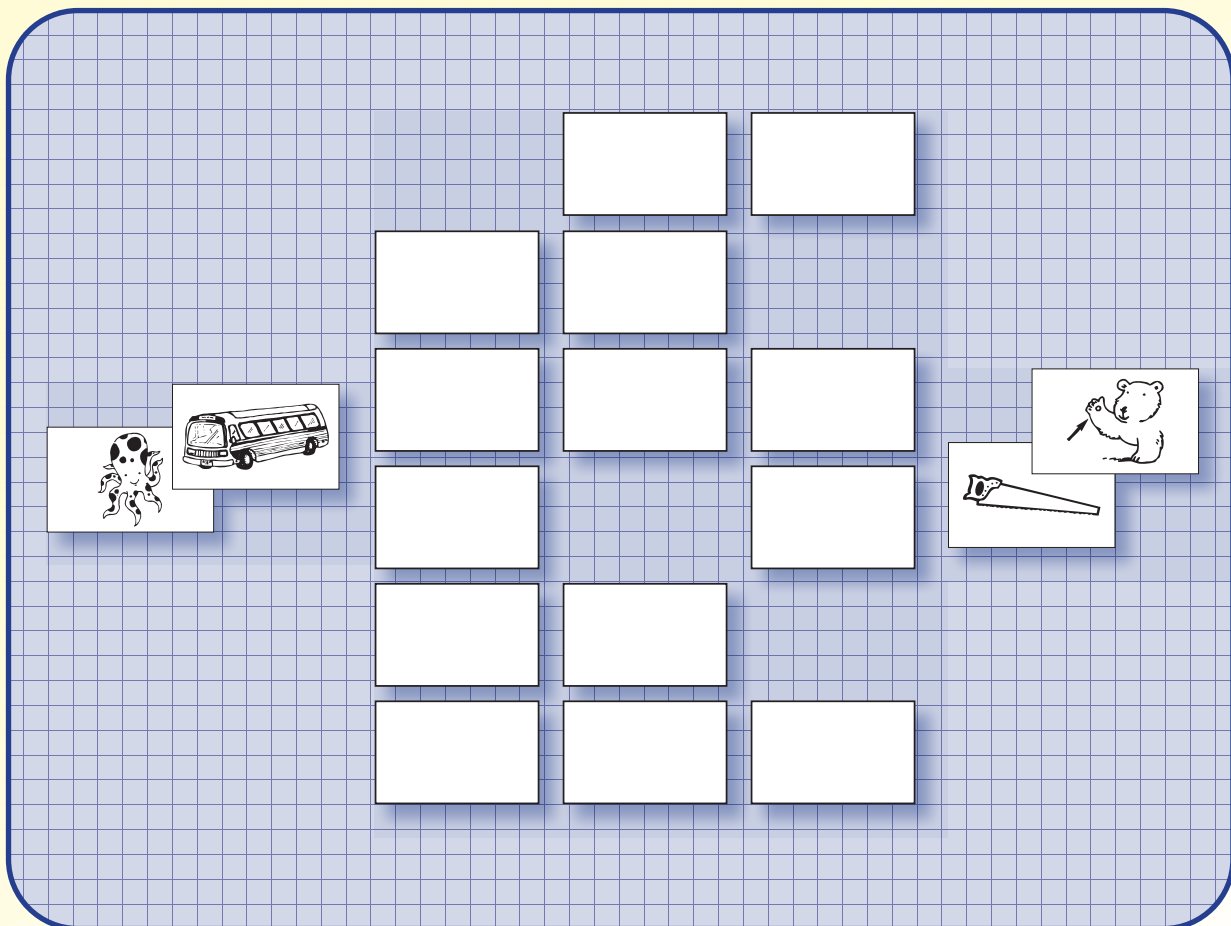
Materials

▶ Final phoneme memory picture cards

Activity

Students match final phonemes by playing a memory game.

1. Place final phoneme memory picture cards face down in rows.
2. Taking turns, students turn over two cards and name the picture on each card.
3. Identify the final phoneme of each picture and state whether or not they match (e.g., “bus, /s/ and octopus, /s/; both end with the same sound”). If final phonemes match, keep cards. If a match is not made, put each card face down in the original spot.
4. Reverse roles and continue until all the matches are made.
5. Peer evaluation



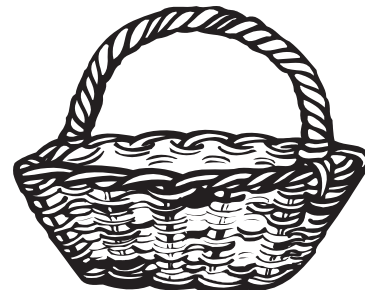
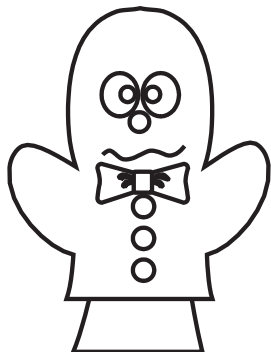
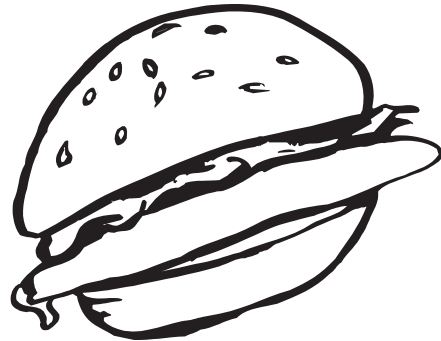
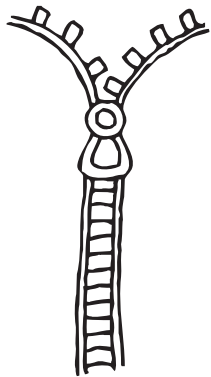
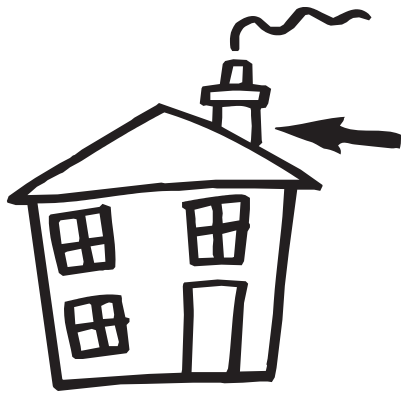
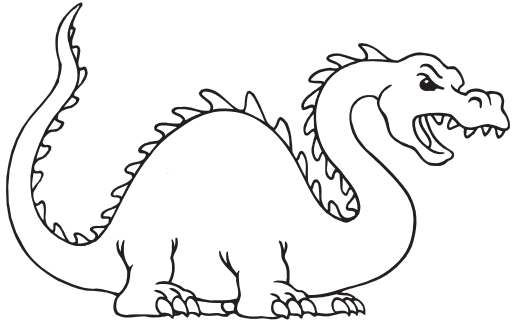
Extensions and Adaptations

- ▶ Use other picture cards to match final phonemes.
- ▶ Use other picture cards to match initial or medial phonemes.

Phonological Awareness

PA. 003

Final Phoneme Memory



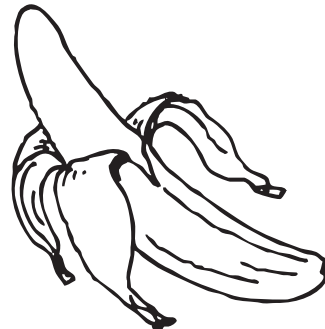
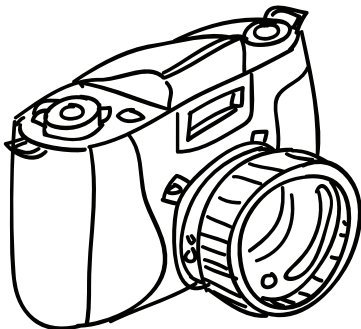
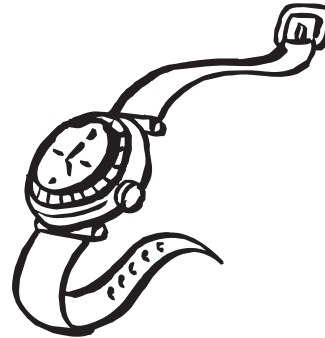
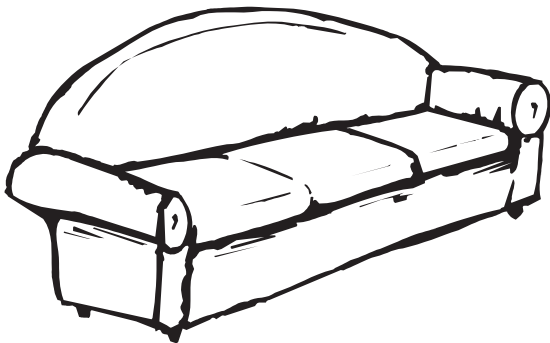
dragon, bacon, chimney, tree, zipper, hamburger, puppet, basket



Phonological Awareness

Final Phoneme Memory

PA. 003



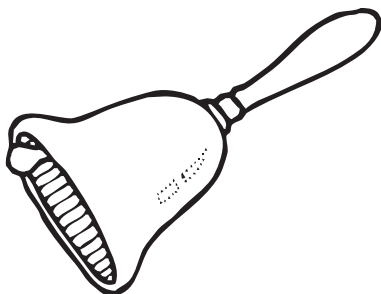
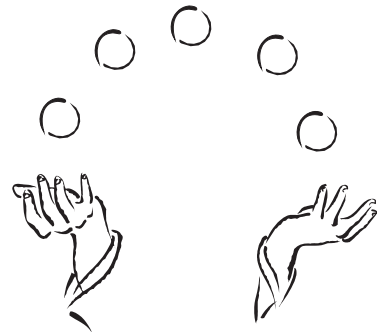
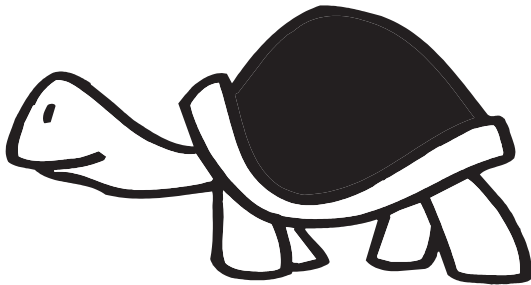
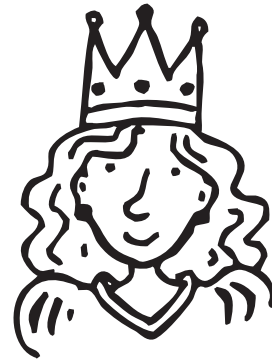
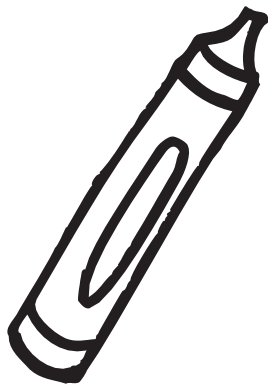
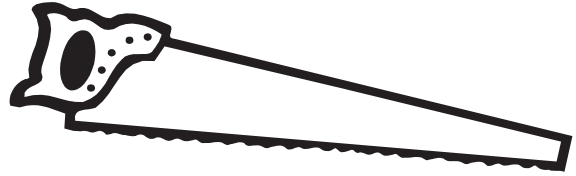
tornado, rainbow, couch, watch, camera, banana, octopus, bus



Phonological Awareness

PA. 003

Final Phoneme Memory



paw, saw, crayon, queen, turtle, juggle, bell, pail





Phoneme Matching

PA. 004

Final Phoneme Pyramid

Objective

The student will match final phonemes in words.

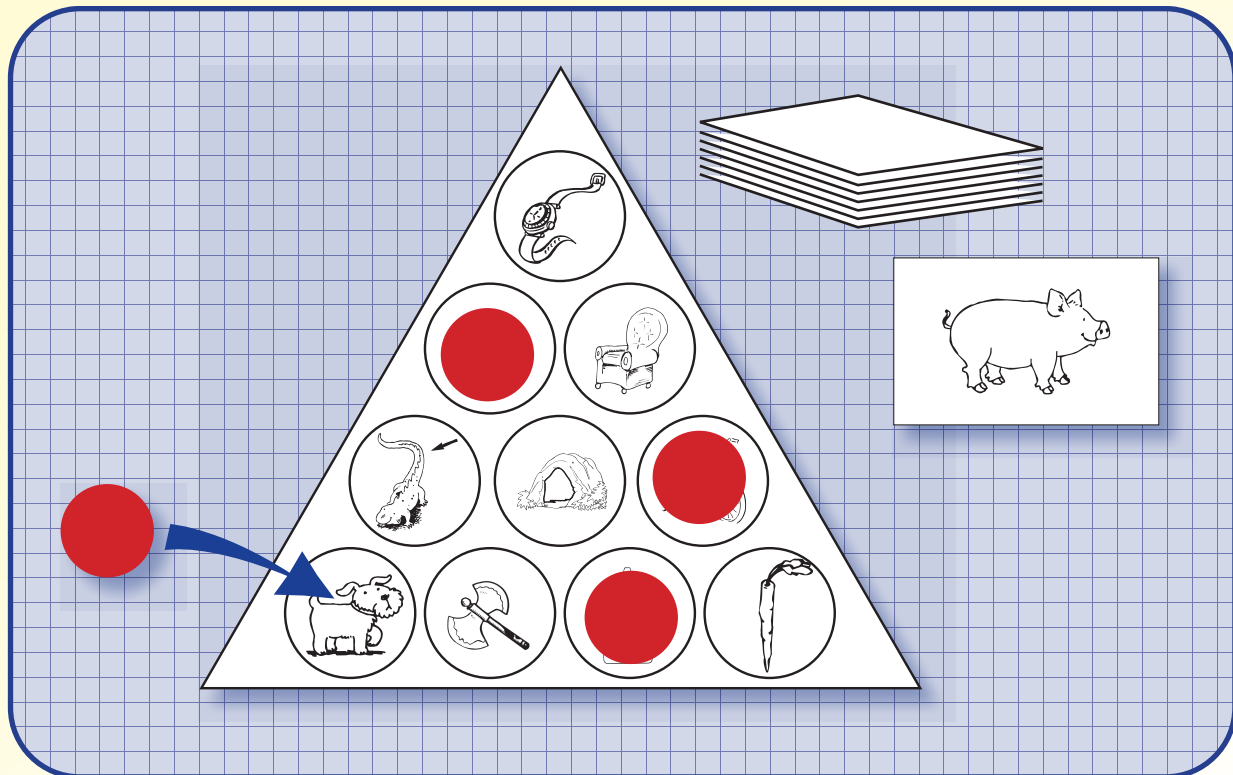
Materials

- ▶ Final Phoneme Pyramid picture boards
- ▶ Final phoneme picture cards
- ▶ Game pieces (e.g., counters)

Activity

Students match final phonemes by playing a board game.

1. Place picture cards face down in a stack at the center. Provide each student with a different Final Phoneme Pyramid picture board and game pieces.
2. Taking turns, students select a card from the stack, say the name and final phoneme of each picture. For example, “This is a picture of a pig and the final sound is /g/.”
3. Look for the picture on the Pyramid with matching final phoneme. If a match is made, say name of picture and final phoneme (i.e., “dog, /g/”). Place game piece on matching picture.
4. Return picture card to the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



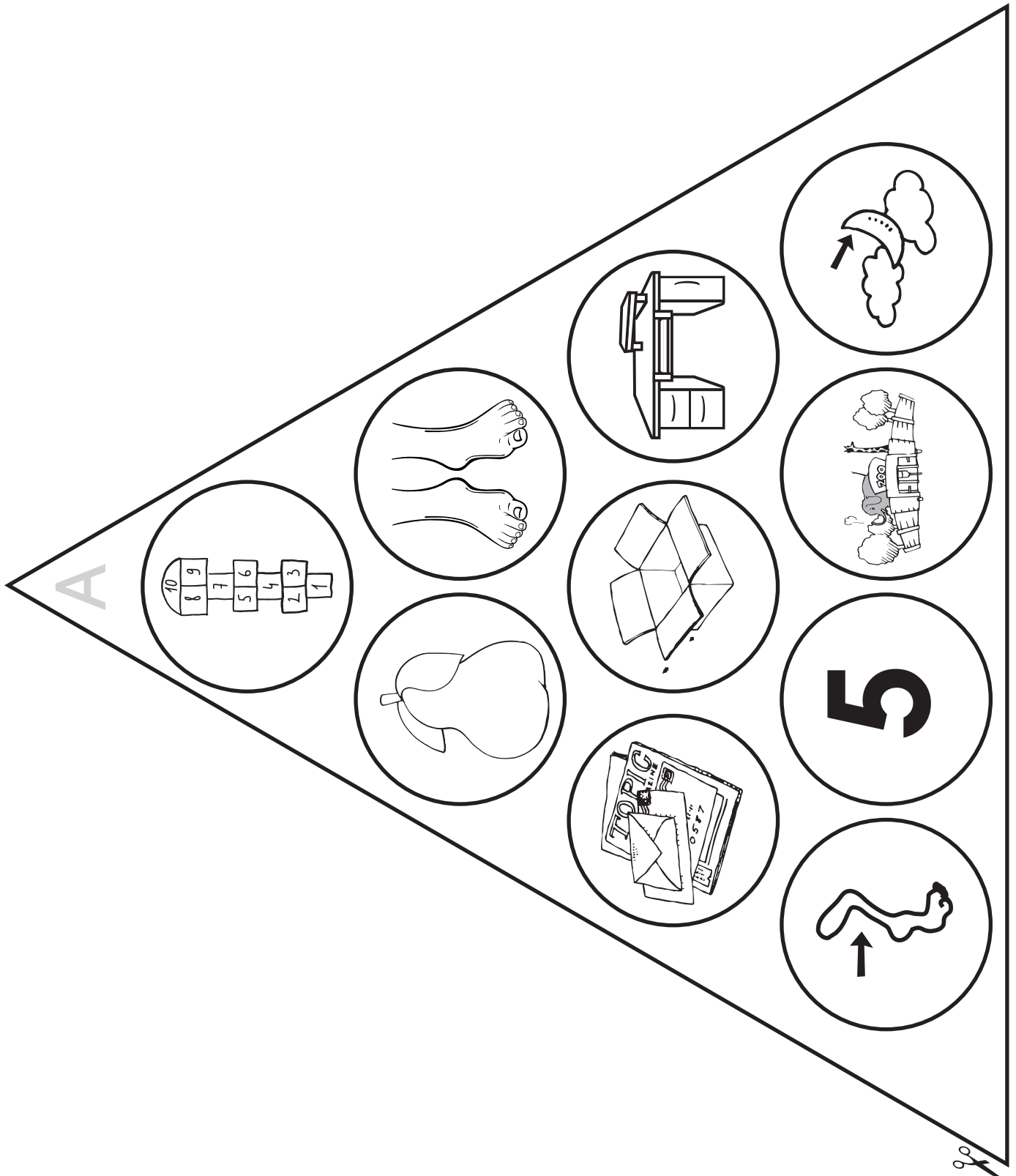
Extensions and Adaptations

- ▶ Sort picture cards by final phoneme.

Phonological Awareness

PA. 004

Final Phoneme Pyramid

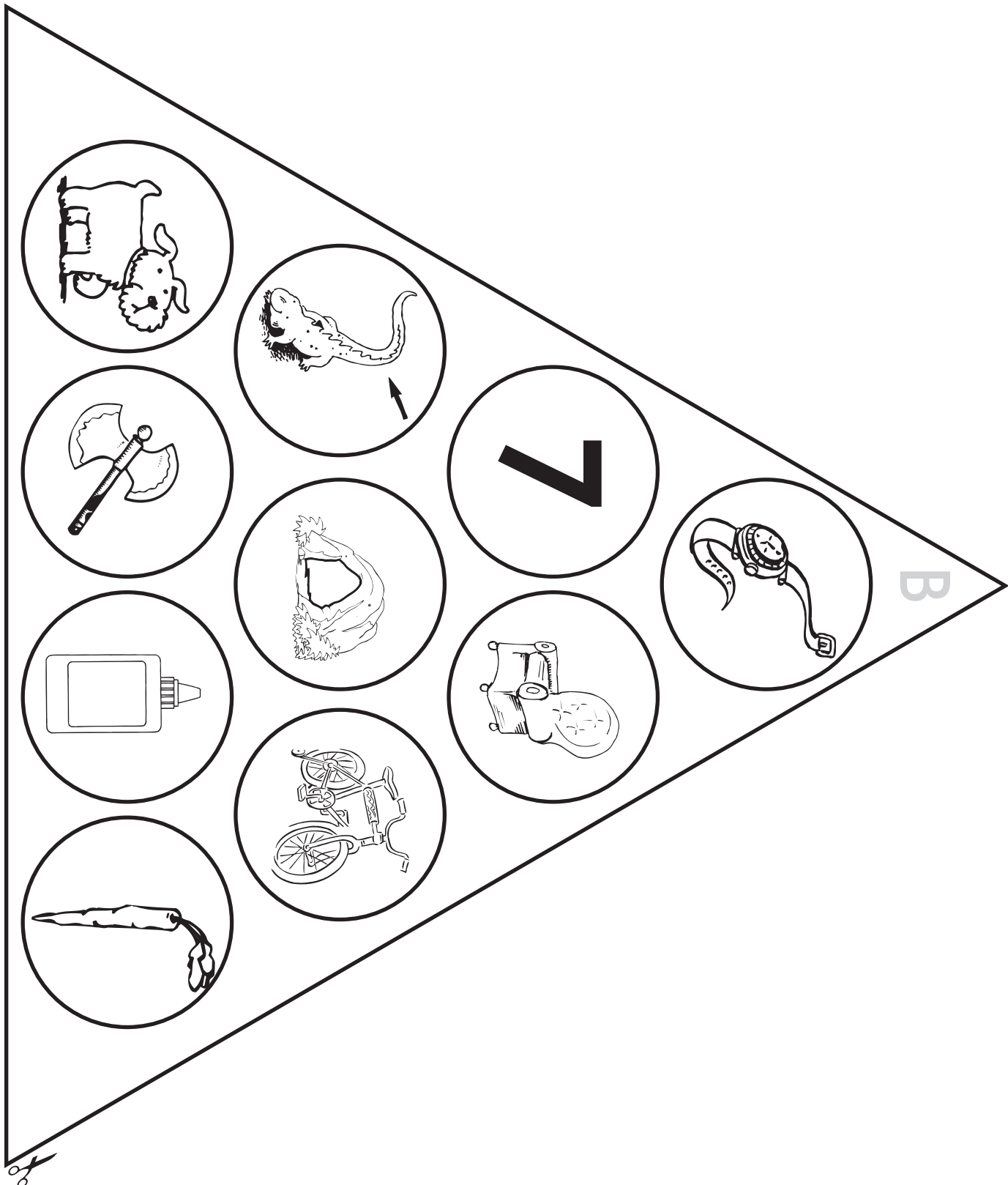


hopscotch, pear, feet, mail, box, desk, leg, five, zoo, moon

Phonological Awareness

Final Phoneme Pyramid

PA. 004

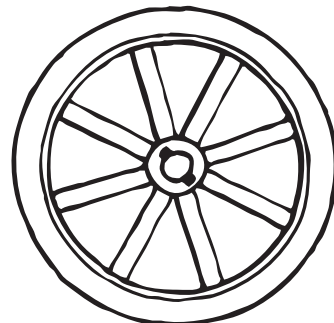
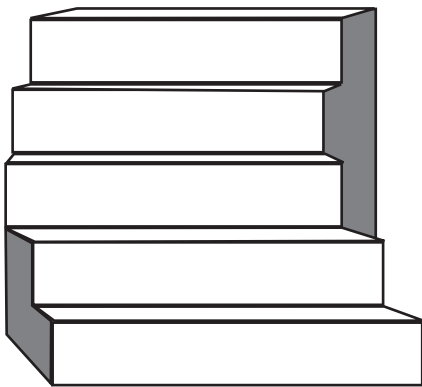
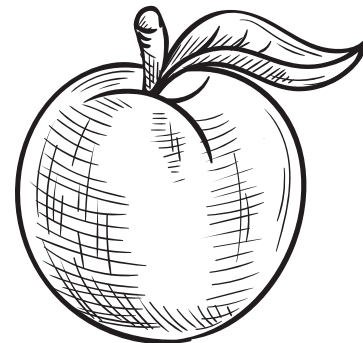
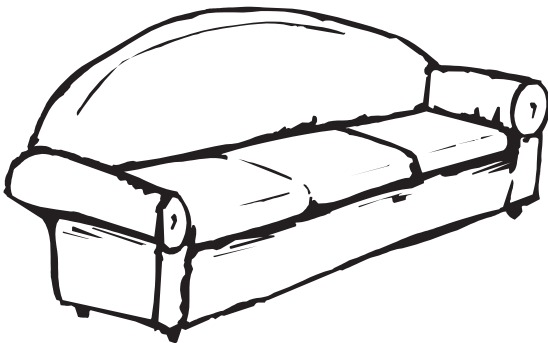


watch, seven, chair, tail, cave, bike, dog, ax, glue, carrot

Phonological Awareness

PA. 004

Final Phoneme Pyramid



bat, doughnut, couch, peach, stair, hair, basketball, wheel

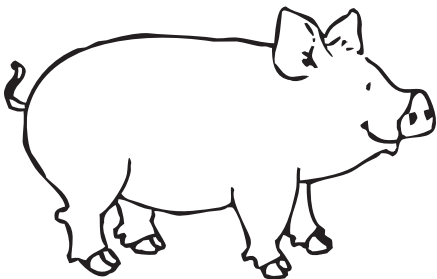
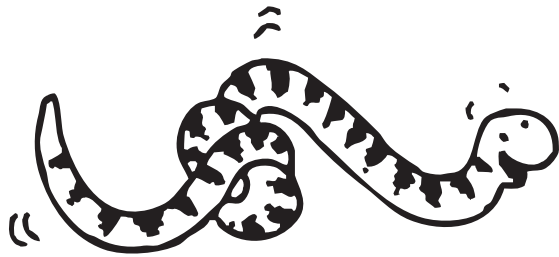
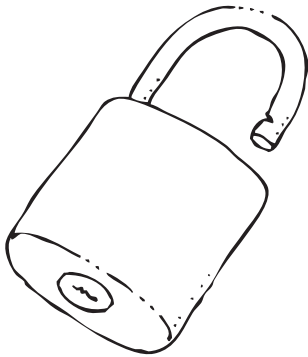
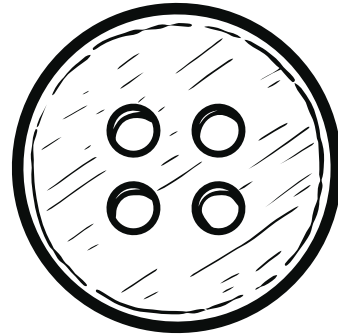
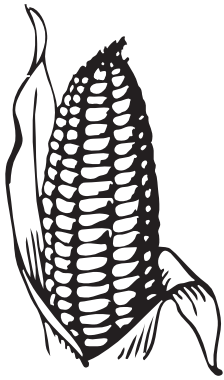


Phonological Awareness

Final Phoneme Pyramid

PA. 004

6



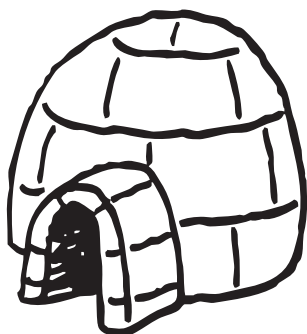
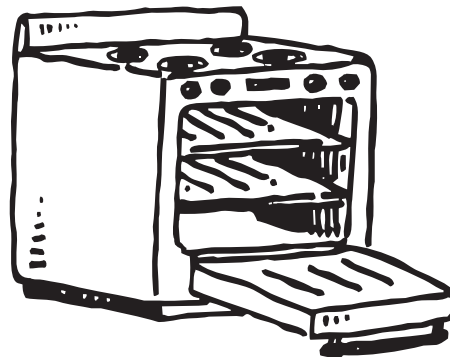
six, ox, corn, button, lock, snake, pig, frog



Phonological Awareness

PA. 004

Final Phoneme Pyramid



sleeve, stove, igloo, kangaroo





Phoneme Matching

PA. 005

Final Phoneme Spin

Objective

The student will match final phonemes in words.

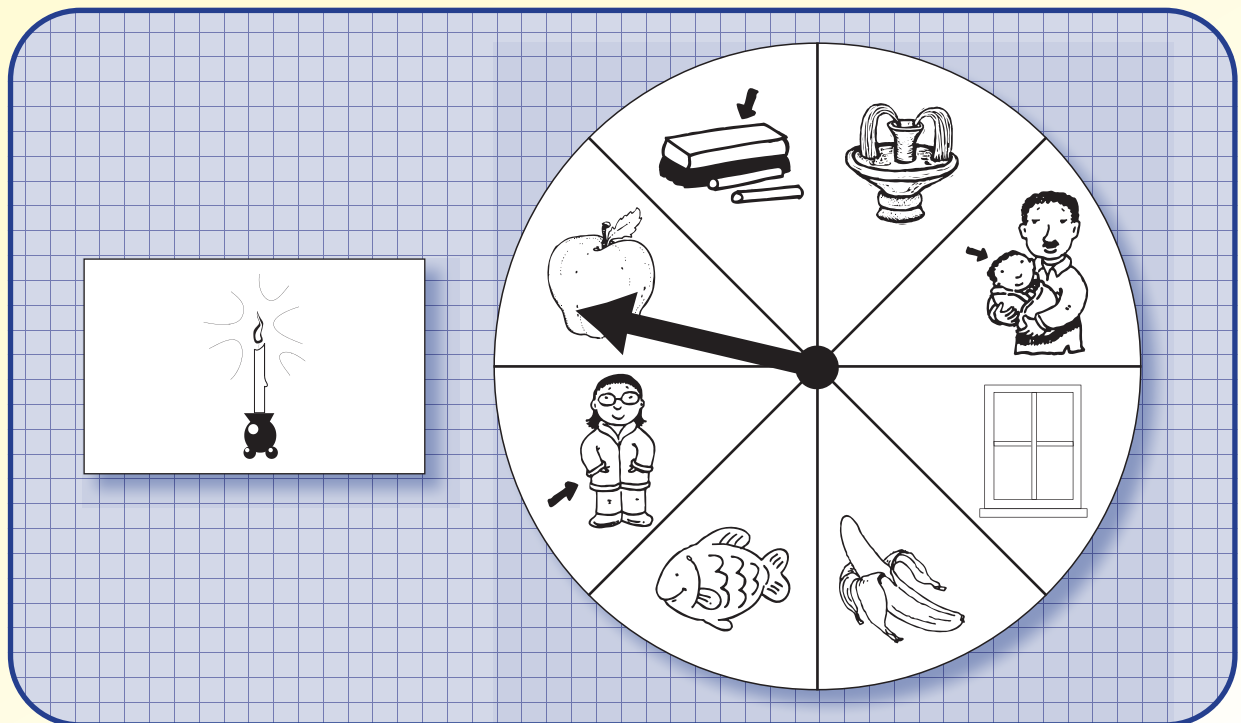
Materials

- ▶ Spinner
Copy spinner on card stock.
Cut spinner and attach arrow with a brad.
- ▶ Final phoneme picture cards

Activity

Students match final phonemes by playing a spinner game.

1. Place spinner at the center. Spread picture cards face up.
2. Taking turns, students spin the spinner, and say the name and the final phoneme of the picture that the arrow lands on. For example, if the spinner lands on “apple,” the student says, “apple, /l/.”
3. Locate picture card that has the same final sound.
4. Say the name and final sound of the picture (e.g., “candle, /l/”). If correct, keep the card. If not correct, card remains in place.
5. Continue until all cards are used.
6. Peer evaluation



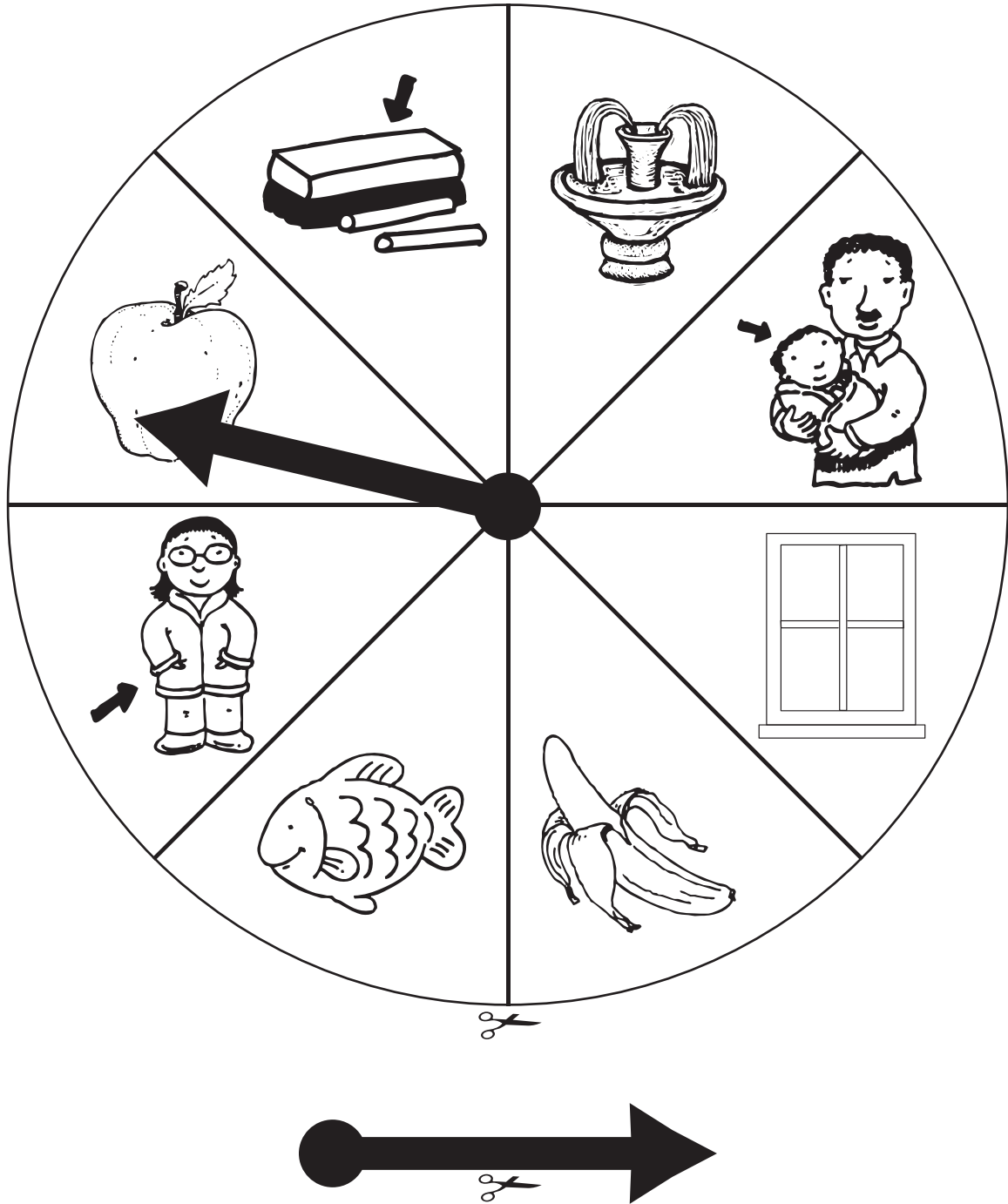
Extensions and Adaptations

- ▶ Use other picture cards and target sounds.

Phonological Awareness

PA. 005

Final Phoneme Spin

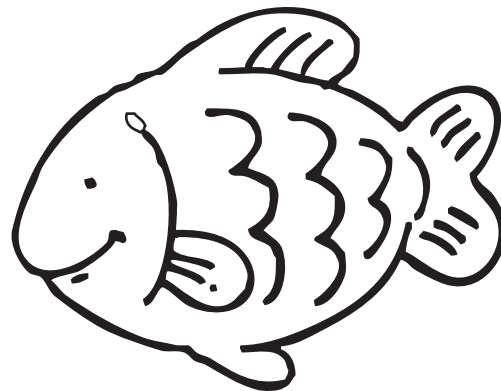
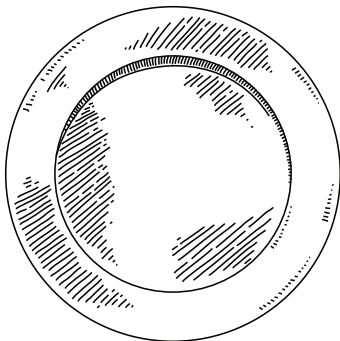
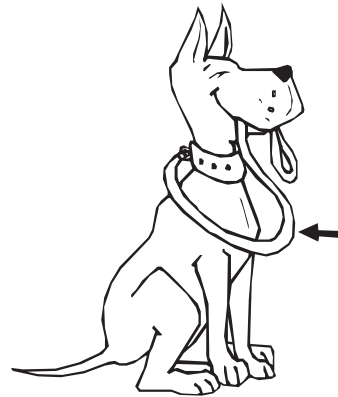
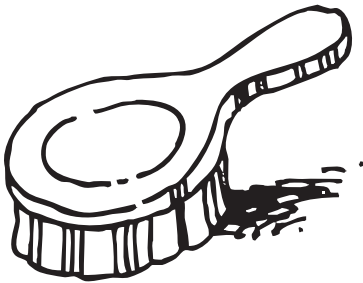
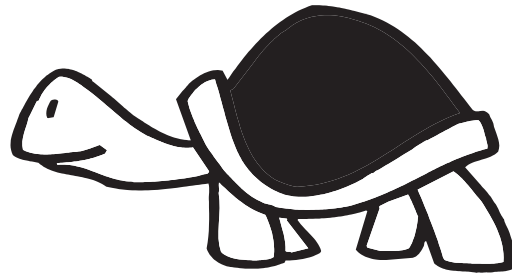
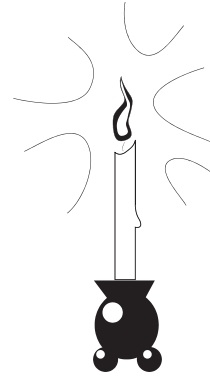
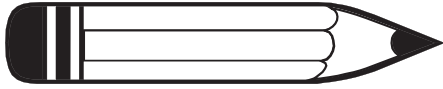


fountain, baby, window, banana, fish, jacket, apple, eraser

Phonological Awareness

Final Phoneme Spin

PA. 005



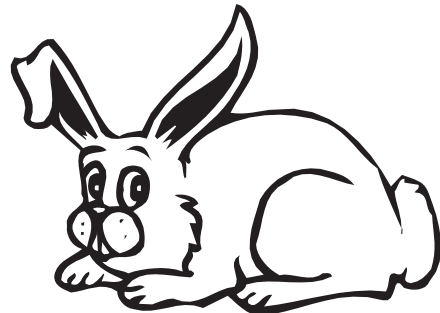
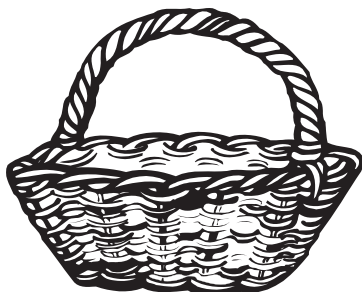
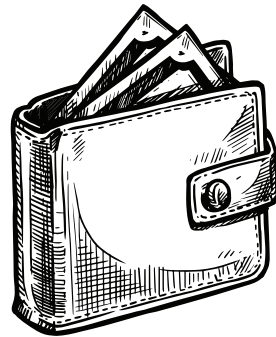
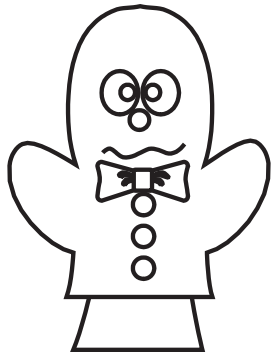
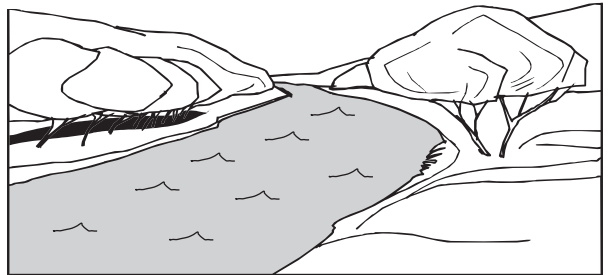
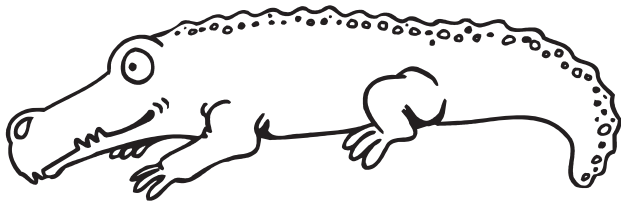
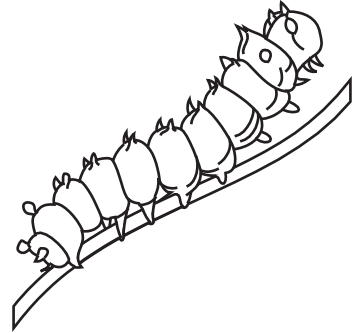
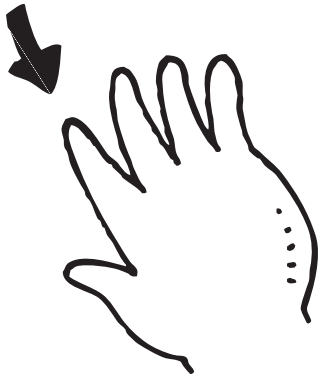
pencil, candle, seal, turtle, brush, leash, dish, fish



Phonological Awareness

PA. 005

Final Phoneme Spin



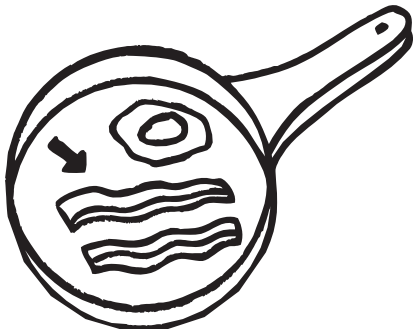
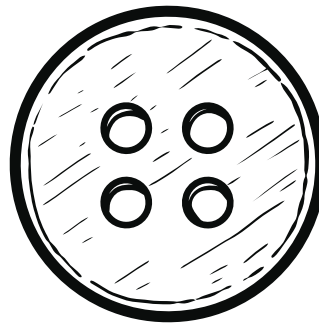
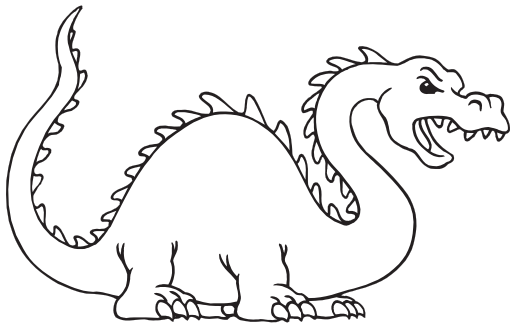
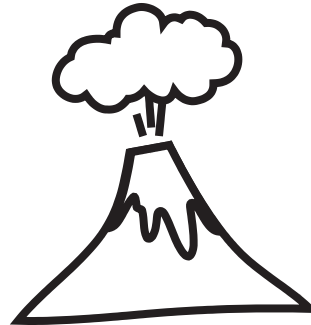
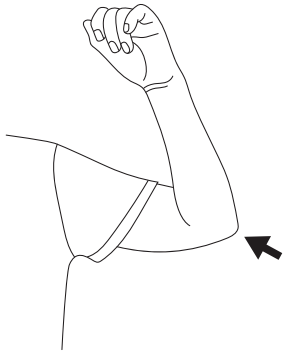
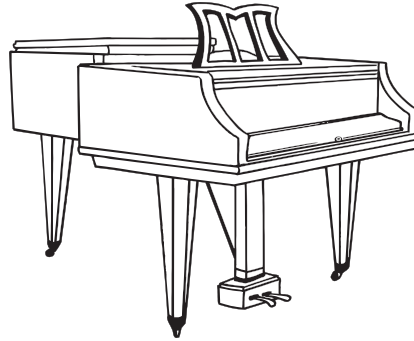
finger, caterpillar, alligator, river, puppet, wallet, basket, rabbit



Phonological Awareness

Final Phoneme Spin

PA. 005



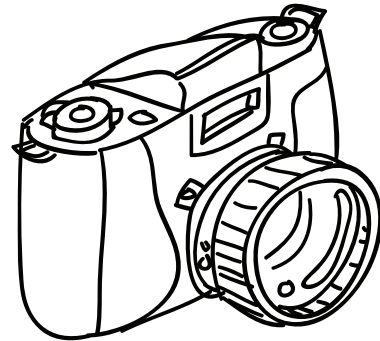
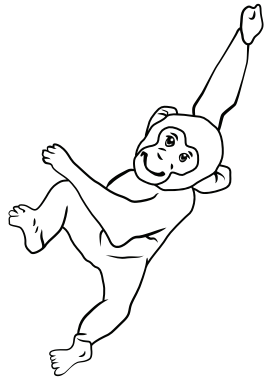
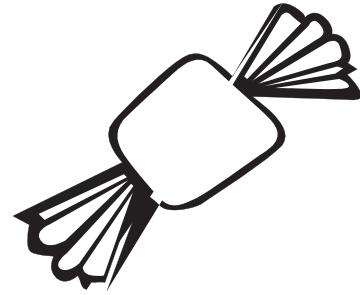
toe, piano, elbow, volcano, dragon, button, bacon, apron



Phonological Awareness

PA. 005

Final Phoneme Spin



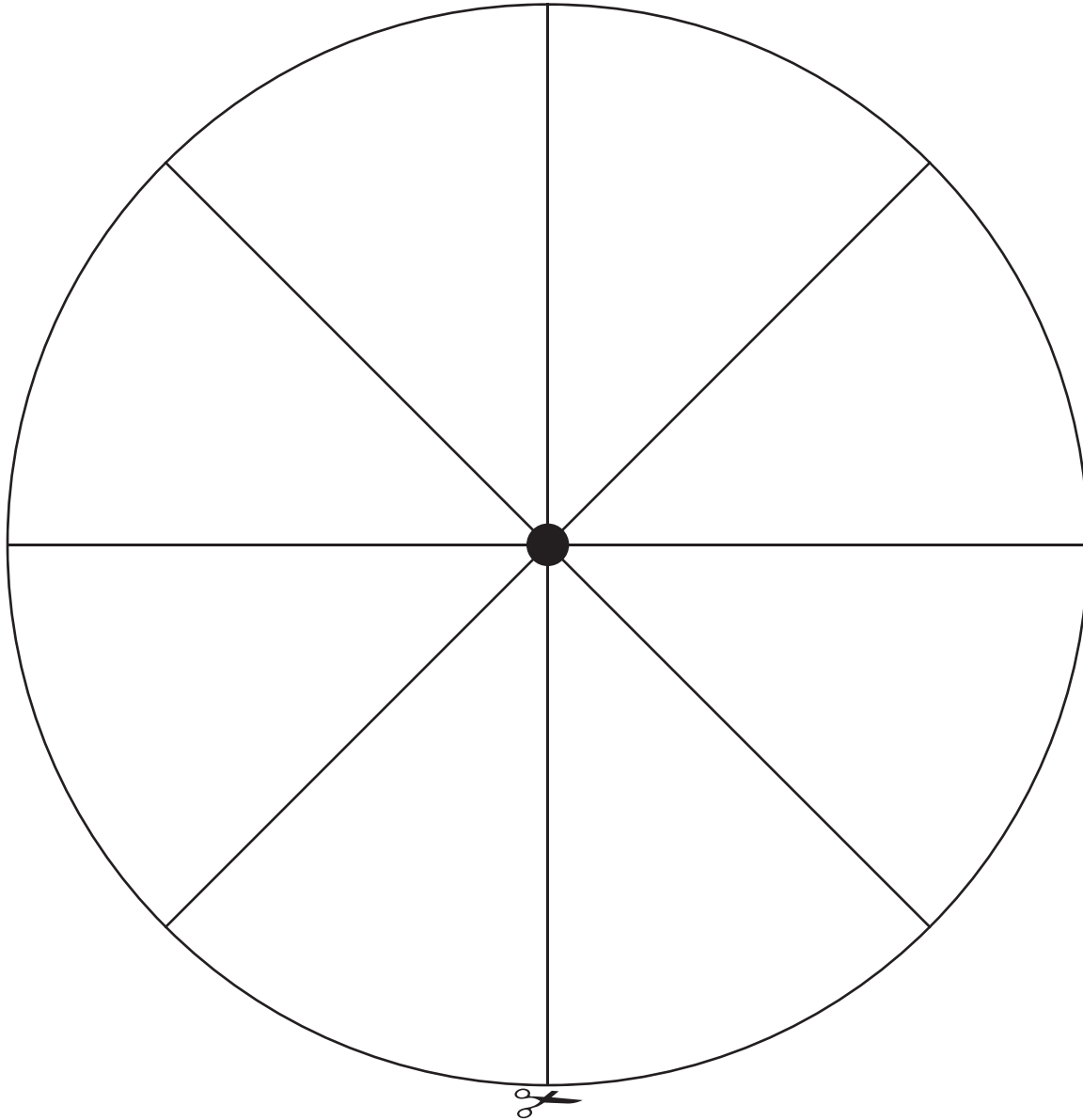
Florida, candy, monkey, cookie, penny, camera, umbrella, zebra



Phonological Awareness

Final Phoneme Spin

PA. 005





Phonological Awareness

PA. 006

Phoneme Matching

Medial Phoneme Dominoes

Objective

The student will match medial phonemes in words.

Materials

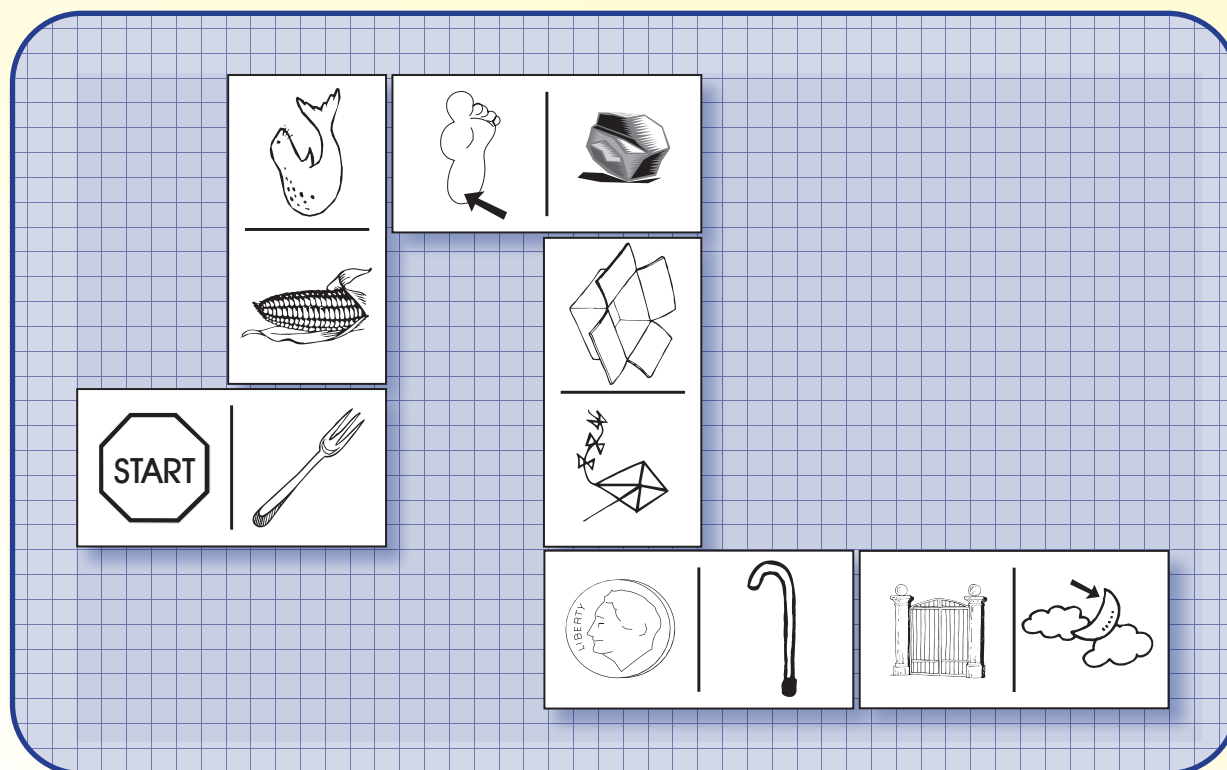
► Set of domino picture cards

Note: There are six dominoes per page and each one has two pictures (e.g., box/kite).

Activity

Students match medial sounds by playing dominoes.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table and says the name and medial sound of the picture on the end of the domino (e.g., “fork, /or/”).
3. Student two finds the domino with the matching medial phoneme; says name and medial sound of the picture (e.g., “corn, /or/”).
4. Connects it to the original domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



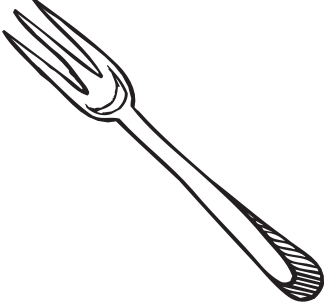

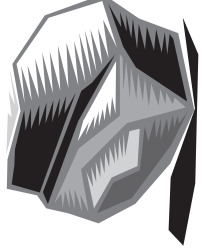
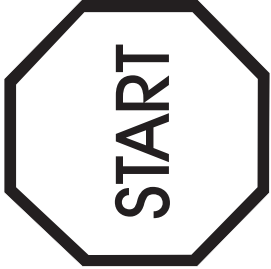
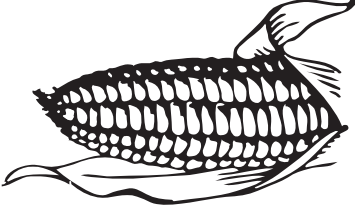
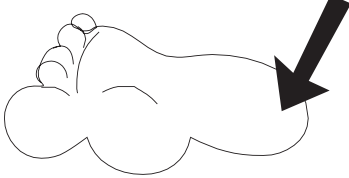
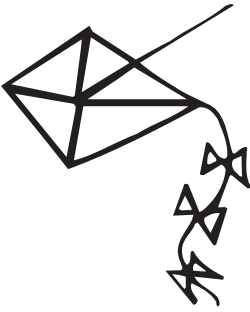

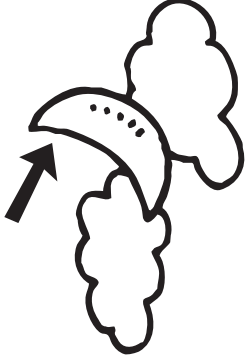
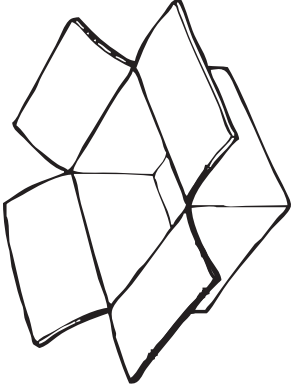

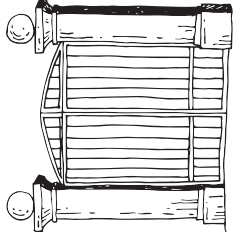
Extensions and Adaptations

► Use dominoes with initial or final phonemes.

Phonological Awareness

Medial Phoneme Dominoes

PA. 006

 _____	 _____	 _____
		
 _____	 _____	
		



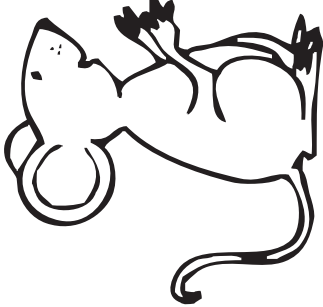
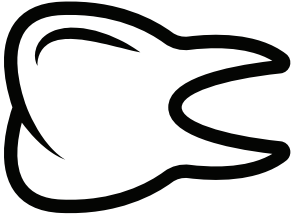
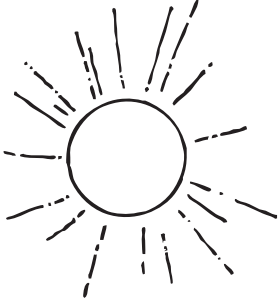
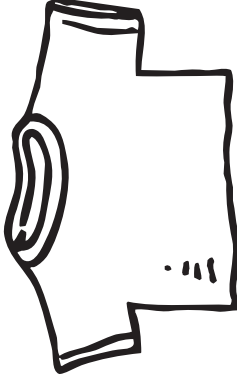
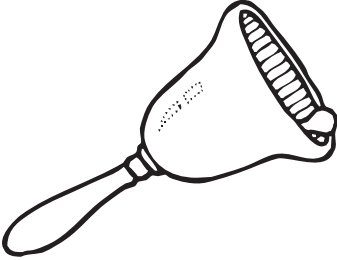

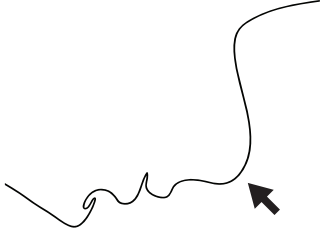
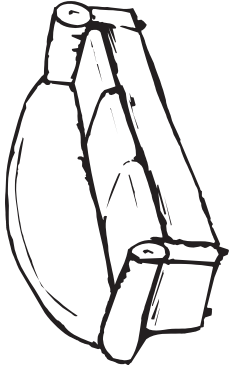
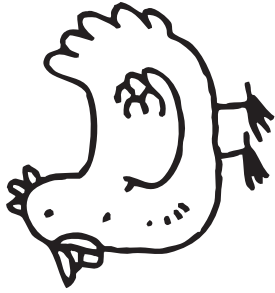
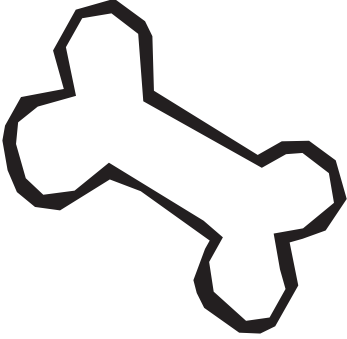
START/fork, corn/seal, heel/rock, box/kite, dime/cane, gate/moon



Phonological Awareness

PA. 006

Medial Phoneme Dominoes

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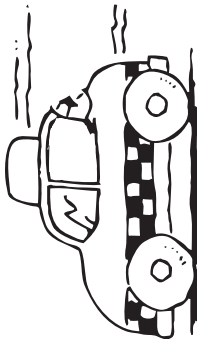
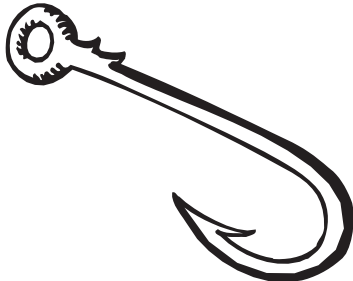

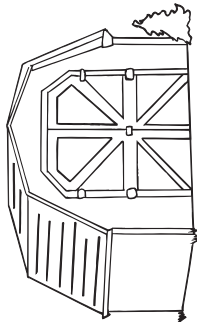
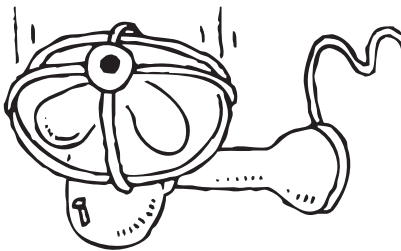
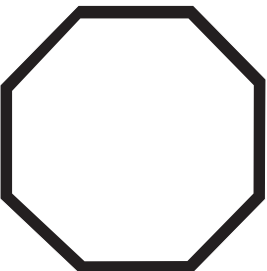
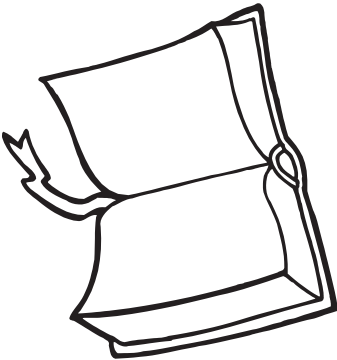
tooth/mug, sun/bird, shirt/mouse, couch/bell, hen/rose, bone/chin



Phonological Awareness

Medial Phoneme Dominoes

PA. 006

 _____	 _____	 _____
		
 _____	_____	_____
		

hip/shark, barn/cab, fan/hook, book/STOP



Phonological Awareness

PA. 006

Medial Phoneme Dominoes

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Phoneme Matching

PA. 007

Medial Match

Objective

The student will match medial phonemes in words.

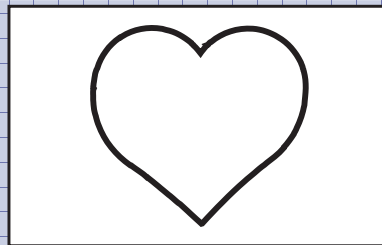
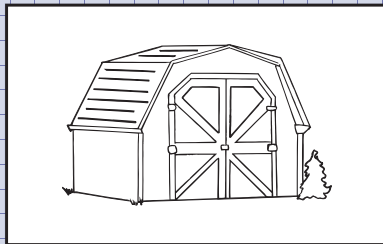
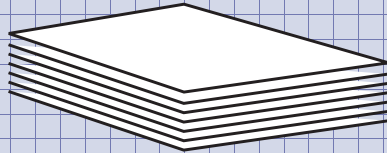
Materials

- ▶ Medial phoneme picture cards

Activity

Students match medial phonemes by playing a card game.

1. Place medial phoneme picture cards face down in a stack at the center.
2. Students select five cards each off the top of the stack and check their cards for pairs of pictures that have the same medial sound.
3. Taking turns, students read matches and state the medial sound. For example, “I have heart and barn. The medial sound is /ar/.” Place the matched pairs down on the table.
4. Select one card from the deck. Look at the cards in their hands to try to make a match.
5. If a match is made, say the names and the medial sounds of the pictures and place with other matched cards on table.
6. If no match is made, next student takes turn.
7. Continue until all pairs are made.
8. Peer evaluation



“I have barn and heart. The medial sound is /ar/.”

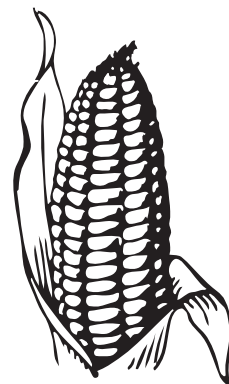
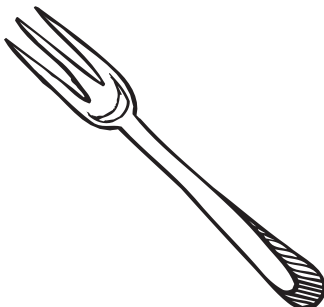
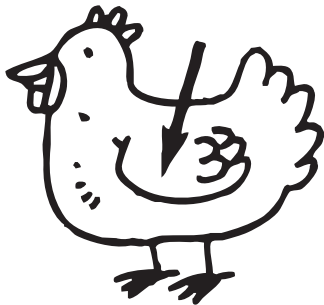
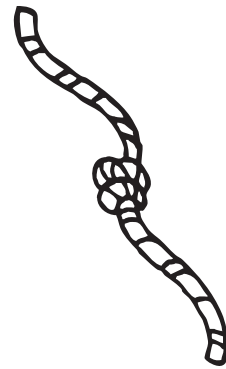
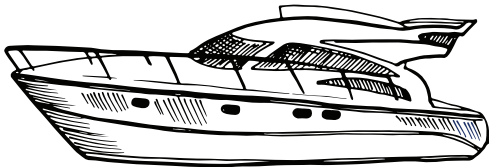
Extensions and Adaptations

- ▶ Use picture cards for a memory game.
- ▶ Use picture cards for an open sort.

Phonological Awareness

PA. 007

Medial Match



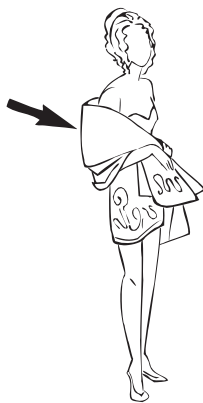
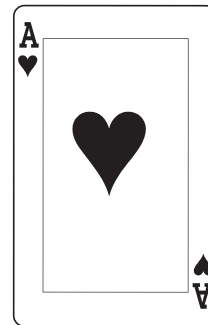
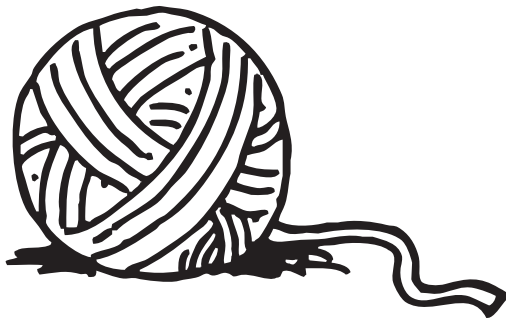
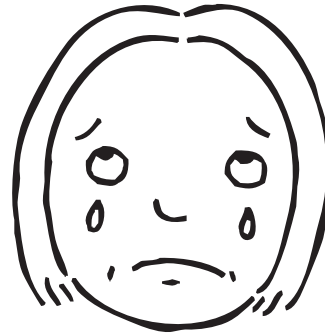
cake, rain, boat, rope, wing, sing, fork, corn



Phonological Awareness

Medial Match

PA. 007



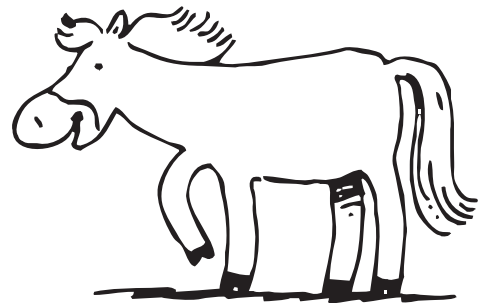
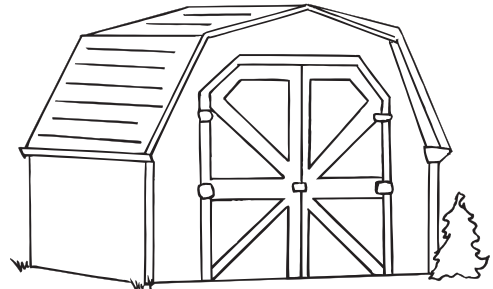
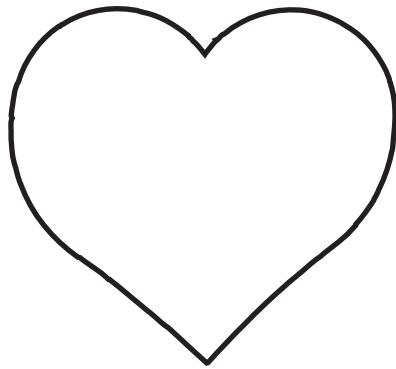
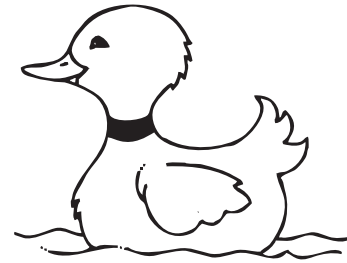
seal, beach, tree, cry, yarn, card, shawl, yawn



Phonological Awareness

PA. 007

Medial Match



10

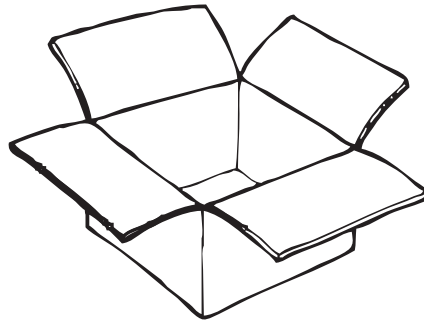
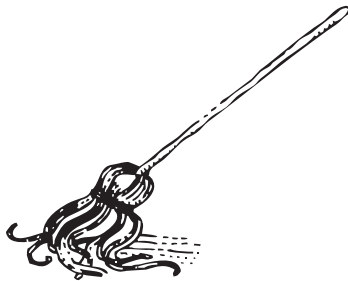
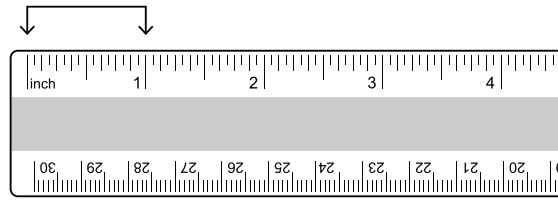
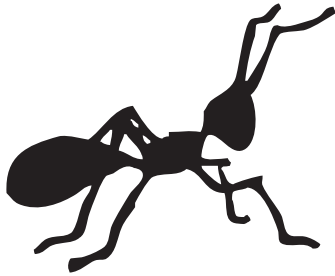
rug, duck, heart, barn, horn, horse, check, ten



Phonological Awareness

Medial Match

PA. 007



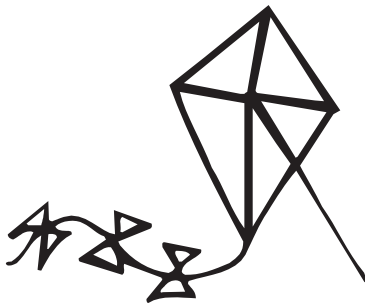
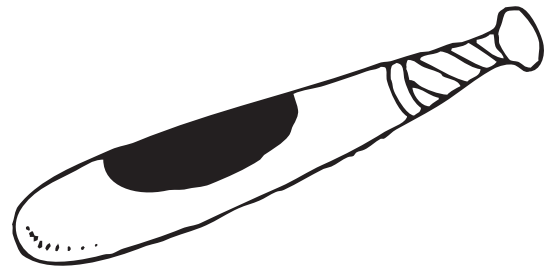
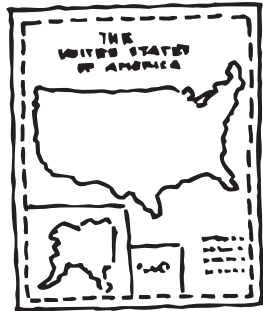
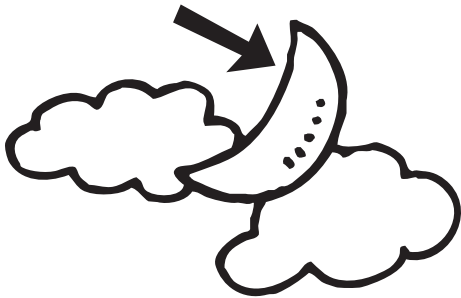
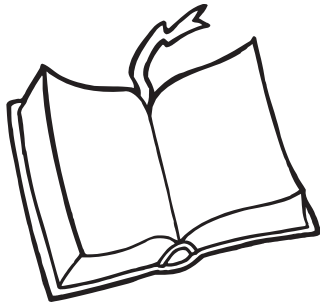
ant, inch, bird, girl, mop, box, mouse, couch



Phonological Awareness

PA. 007

Medial Match



5

book, hook, moon, roof, map, bat, kite, five





Phoneme Matching

PA. 008

Vowel Picture Sort

Objective

The student will match vowel sounds in words.

Materials

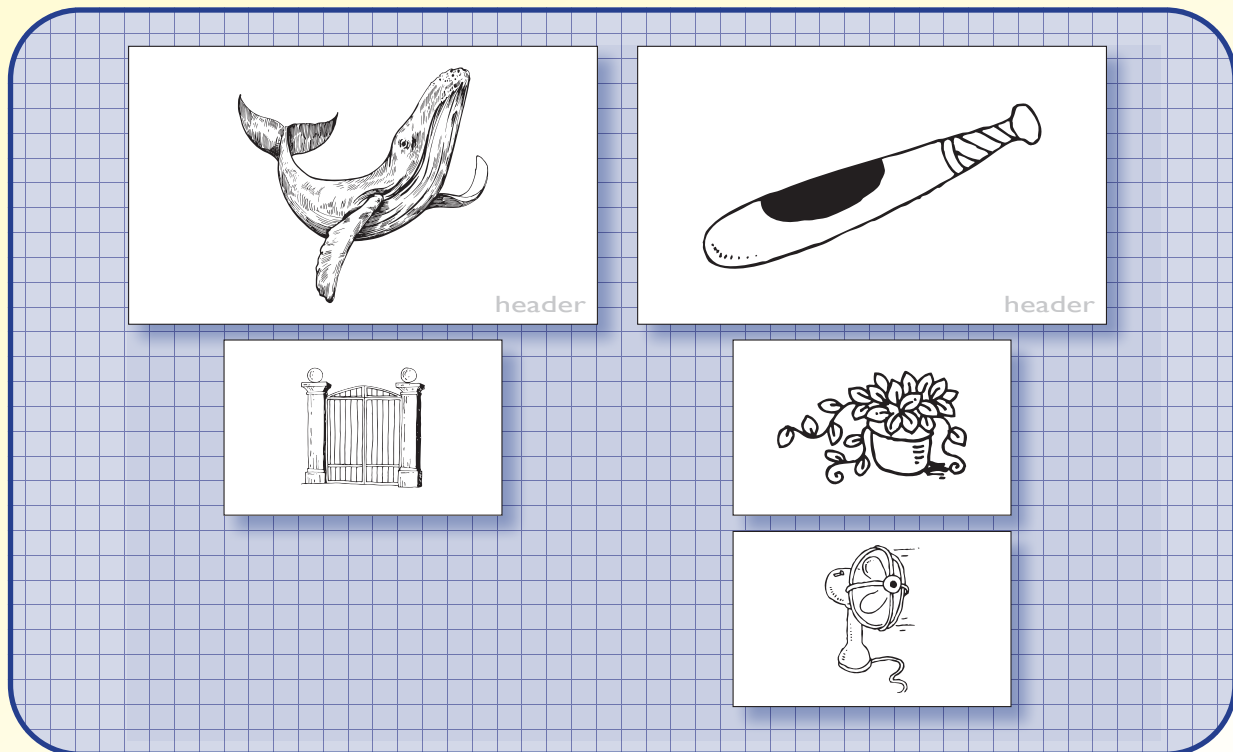
- ▶ Vowel header picture cards
- ▶ Vowel picture cards

Choose one vowel at a time by selecting header and picture cards for the same vowel (e.g., short and long “a”).

Activity

Students match vowel sounds by sorting pictures into columns.

1. Place vowel header picture cards face up on flat surface. Mix and place the vowel picture cards face down in a stack.
2. Taking turns, students select a card from the stack, name the picture, and say the vowel sound (e.g., “fan, /a/”).
3. Place in column with matching vowel header picture card (i.e., bat).
4. Point to and name picture cards in entire column starting at top.
5. Continue until all cards are sorted.
6. Peer evaluation



The activity area contains six picture cards arranged in two rows. The top row has two cards labeled 'header': a whale and a baseball bat. The bottom row has four cards: a gate, a potted plant, and a fan. The cards are on a blue grid background.

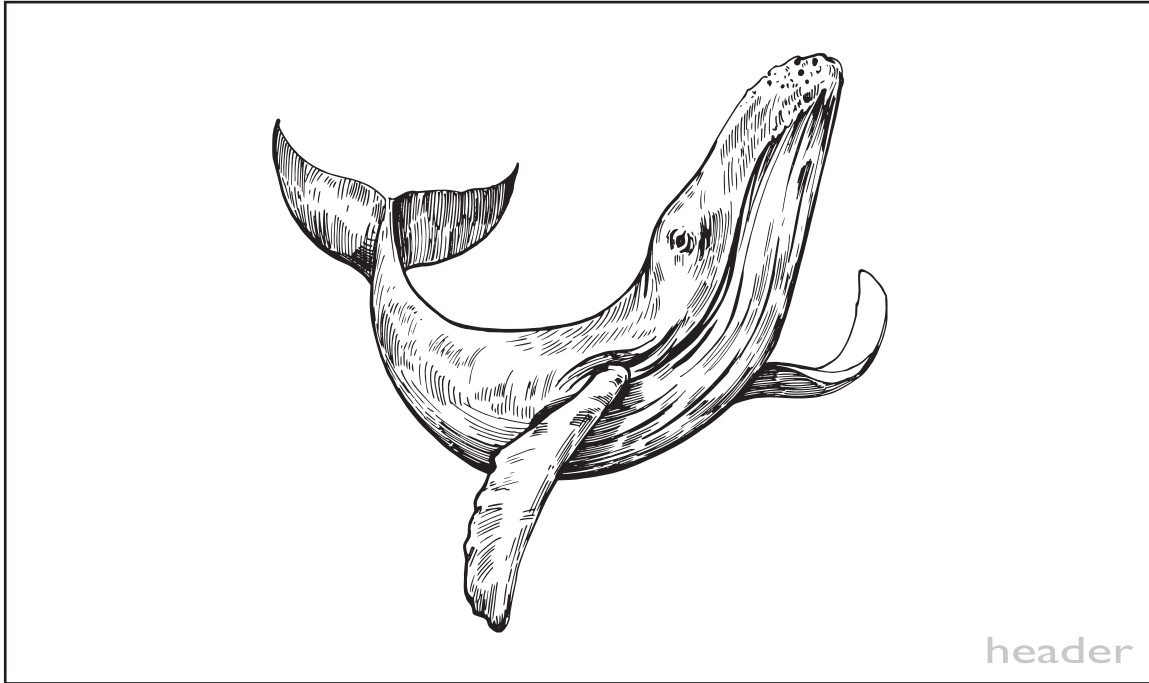
Extensions and Adaptations

- ▶ Sort several different vowels (long and short) at a time.

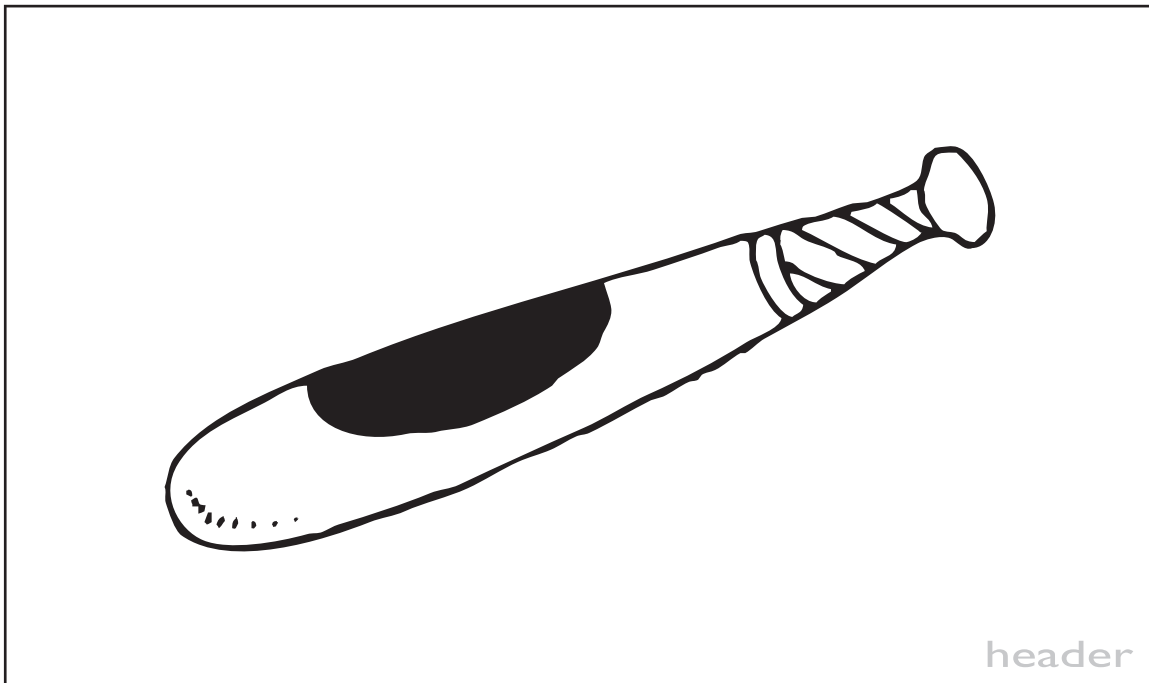
Phonological Awareness

PA. 008

Vowel Picture Sort



header



header

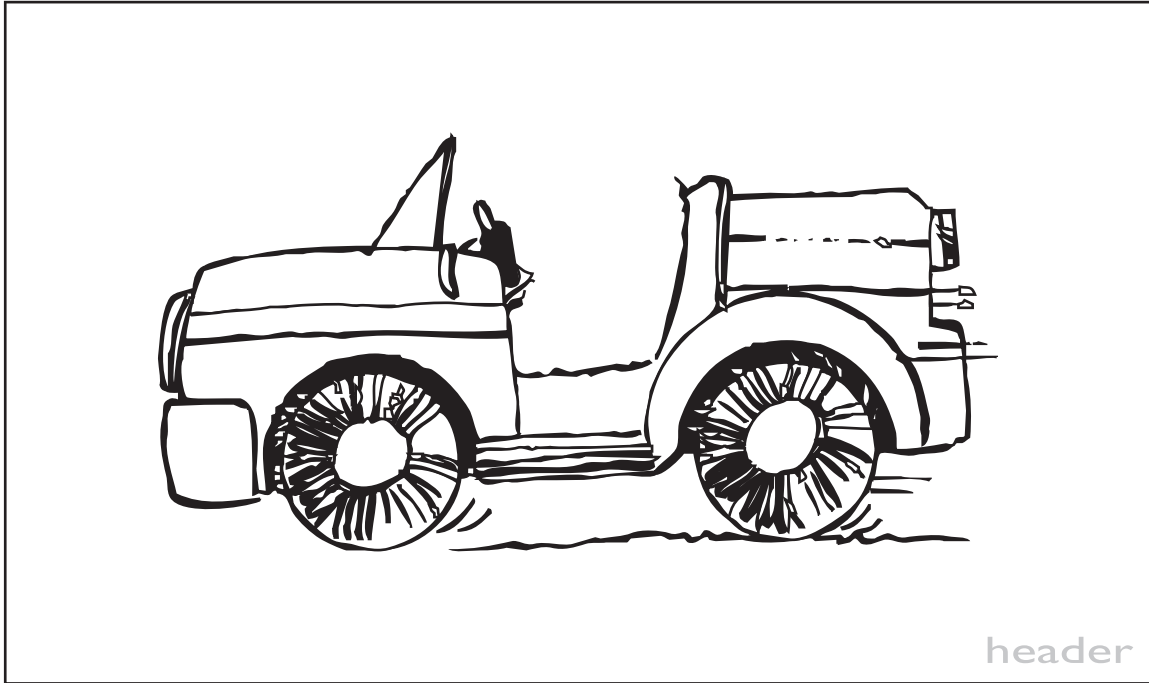


header cards: long "a" - whale, short "a" - bat

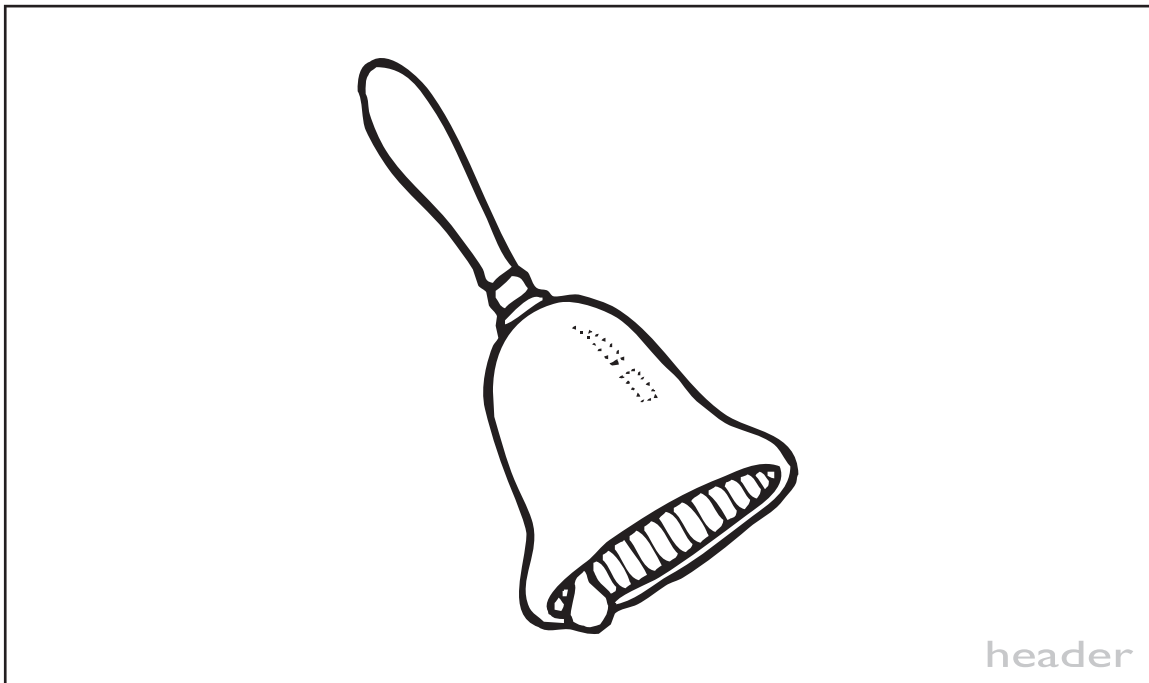
Phonological Awareness

Vowel Picture Sort

PA. 008



header



header

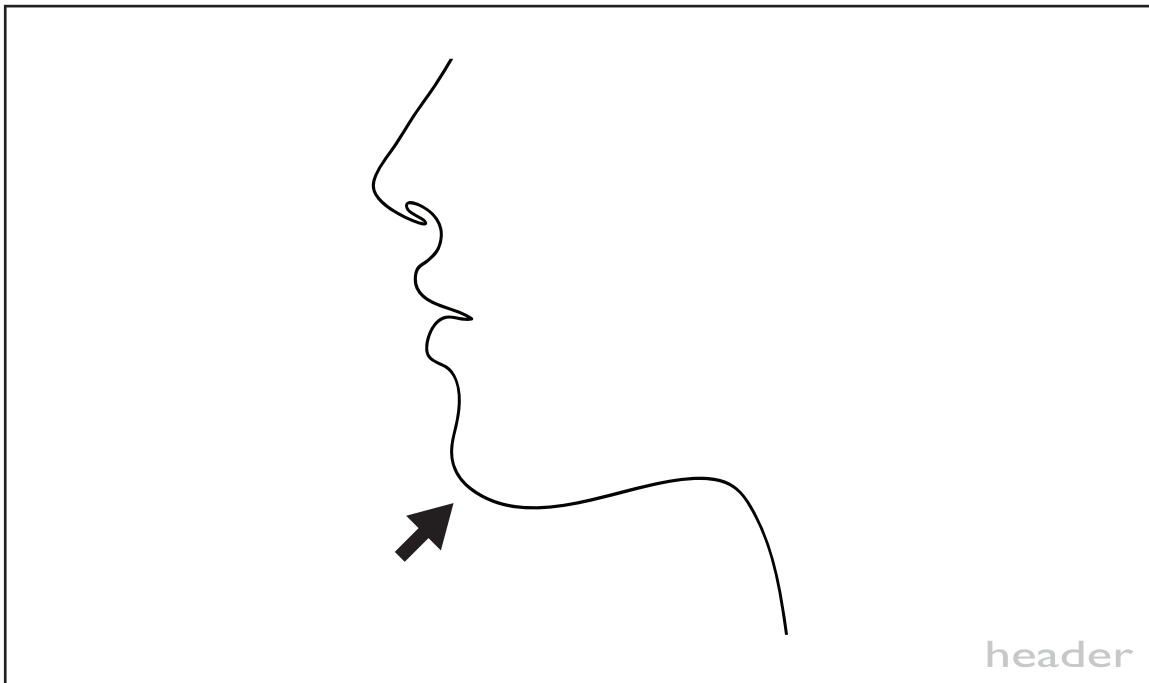
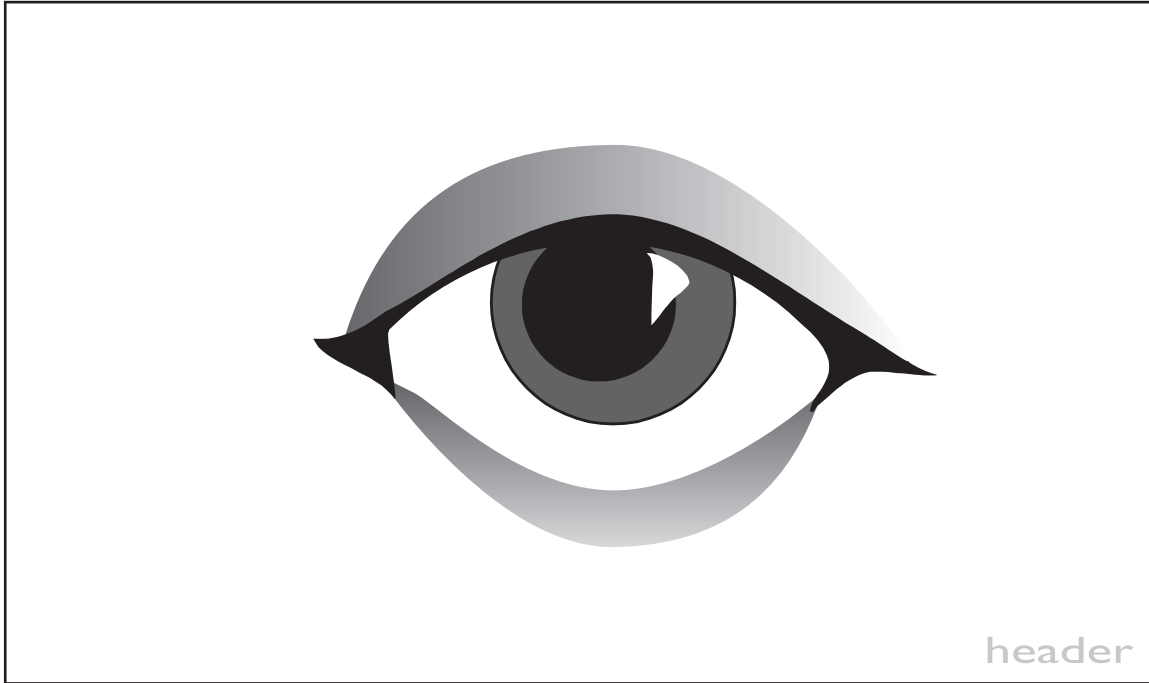


header cards: long "e" - jeep, short "e" - bell

Phonological Awareness

PA. 008

Vowel Picture Sort

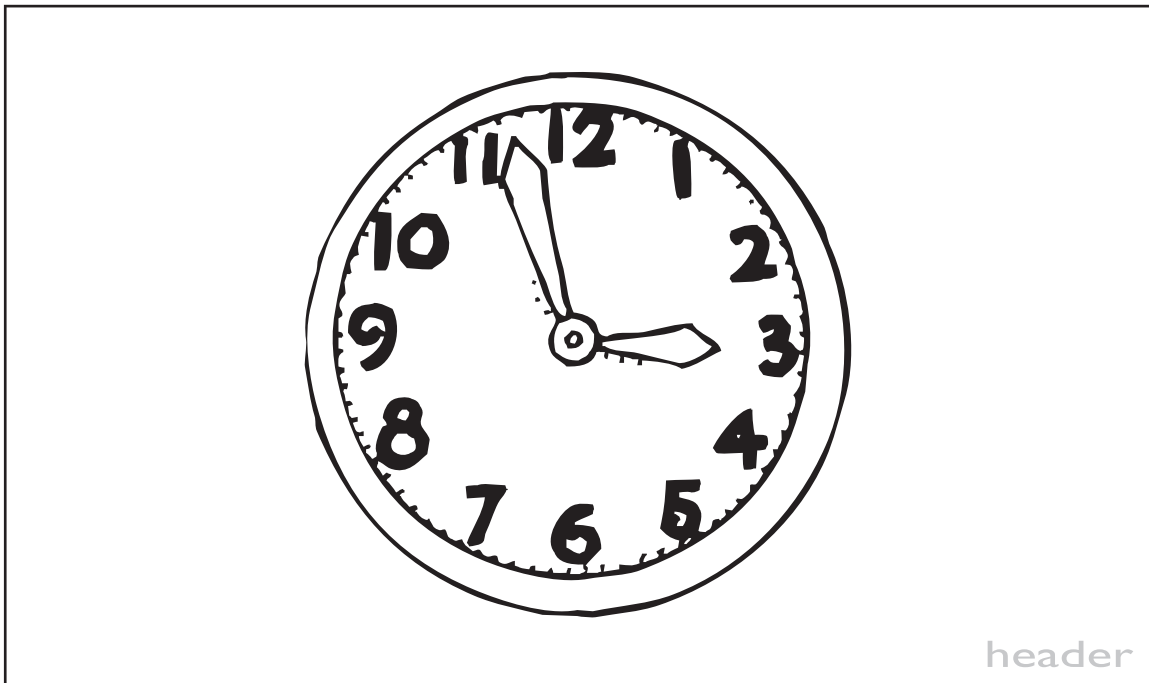


header cards: long "i" - eye, short "i" - chin

Phonological Awareness

Vowel Picture Sort

PA. 008

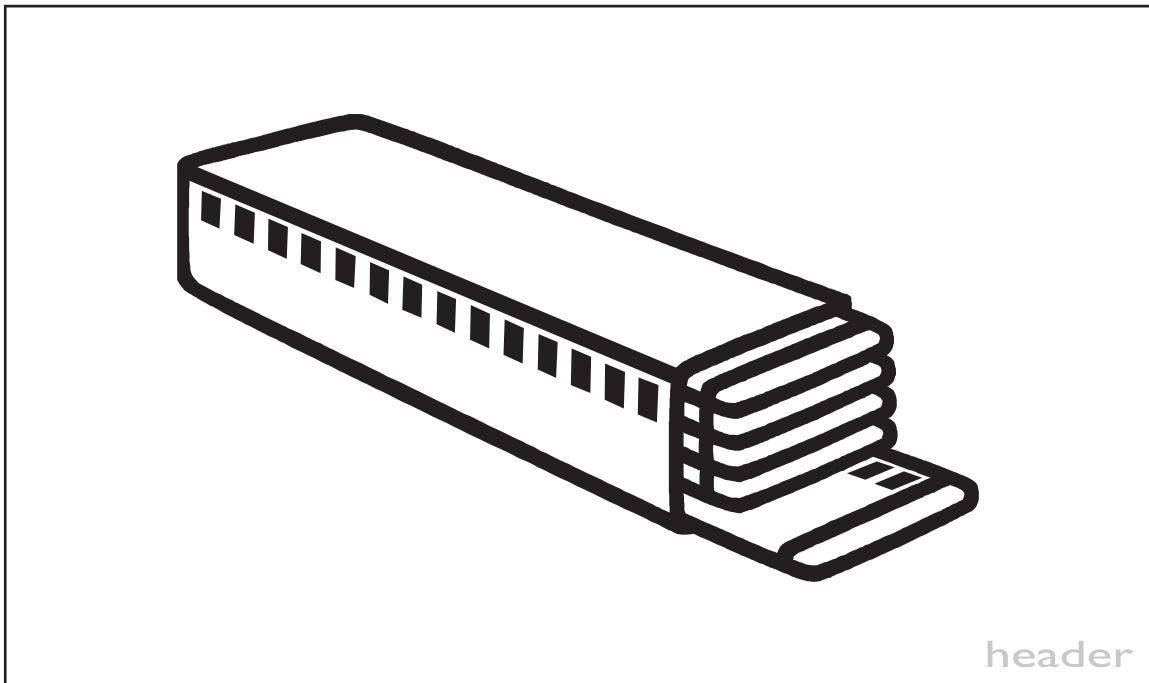
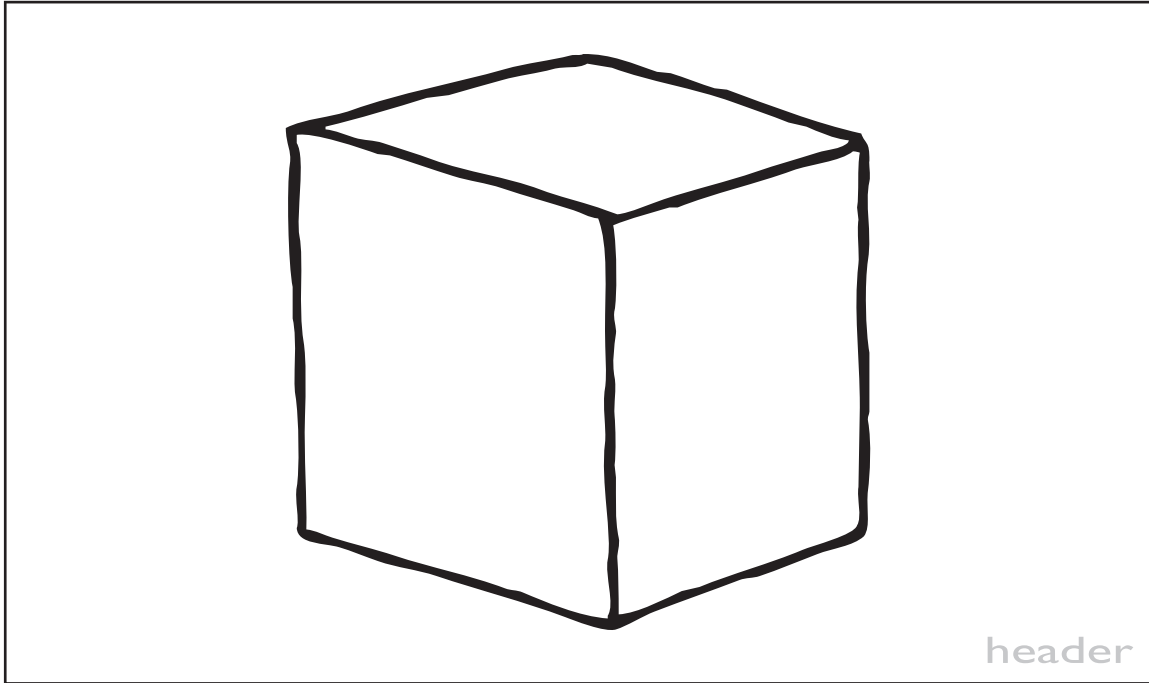


header cards: long "o" - rose, short "o" - clock

Phonological Awareness

PA. 008

Vowel Picture Sort

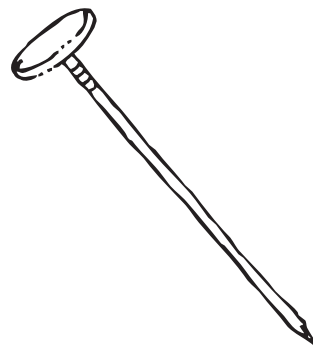
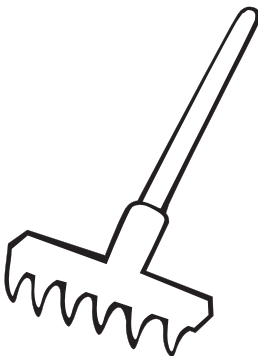
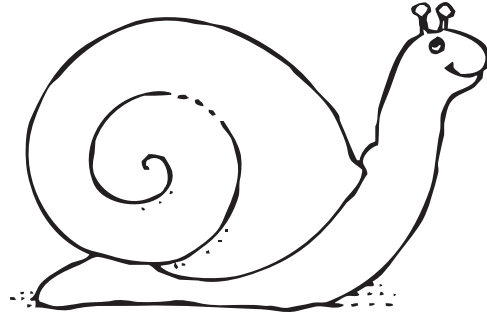


header cards: long "u" - cube, short "u" - gum

Phonological Awareness

Vowel Picture Sort

PA. 008



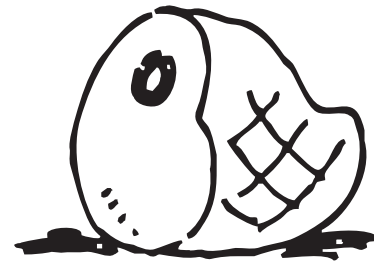
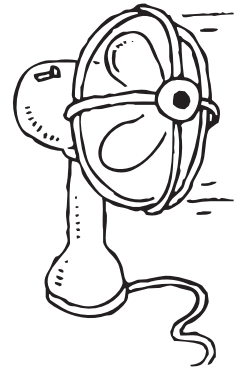
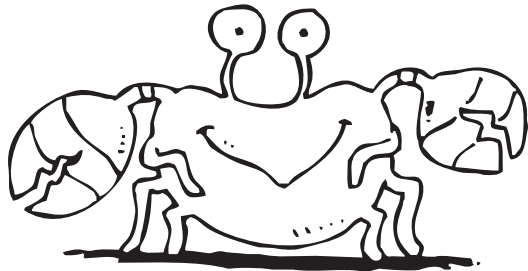
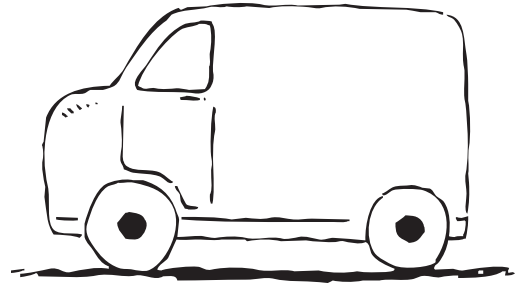
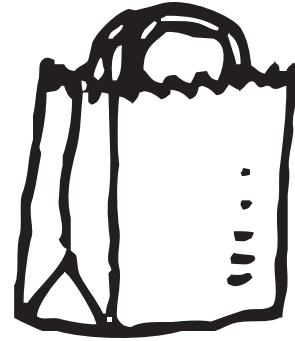
long "a" - vase, snail, pail, lake, gate, rain, rake, nail



Phonological Awareness

PA. 008

Vowel Picture Sort



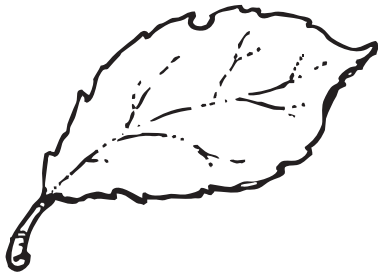
short "a" - cat, bag, plant, van, crab, fan, rat, ham



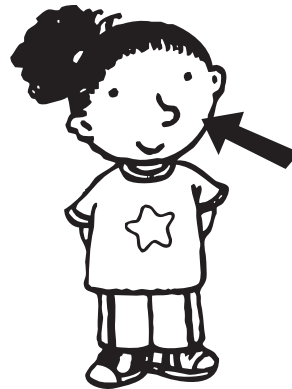
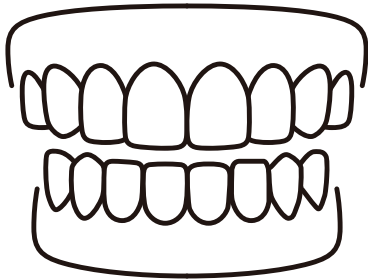
Phonological Awareness

Vowel Picture Sort

PA. 008



3



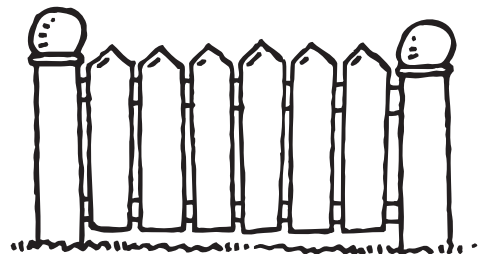
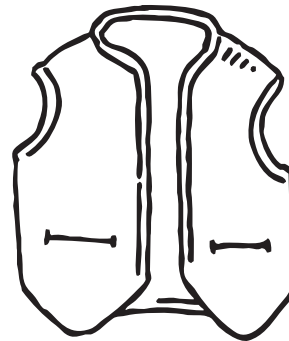
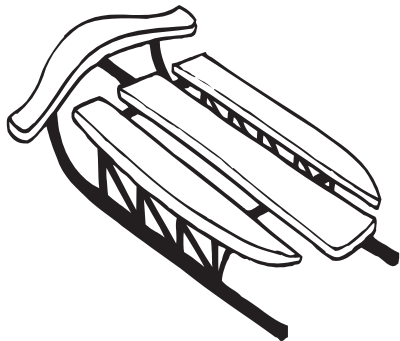
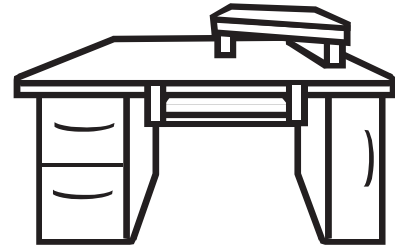
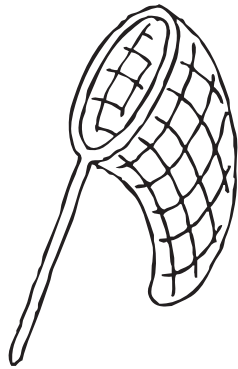
long "e" - leaf, three, teeth, heel, bee, cheek, beach, seal



Phonological Awareness

PA. 008

Vowel Picture Sort



short "e" - net, desk, sled, vest, bed, jet, dress, fence



Phonological Awareness

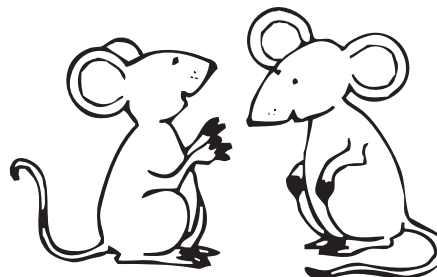
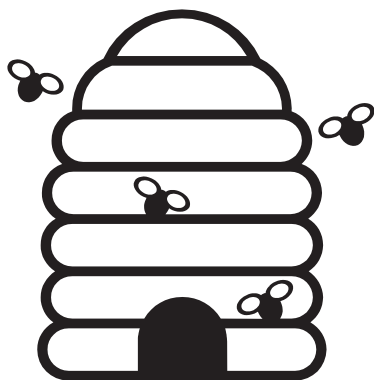
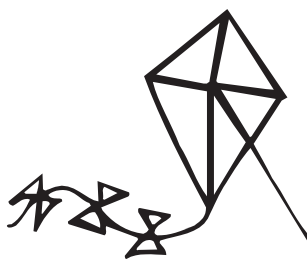
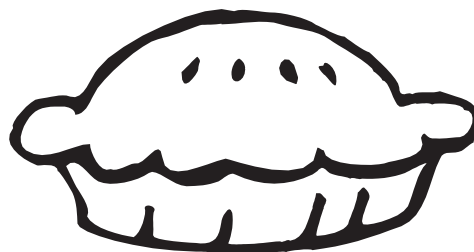
Vowel Picture Sort

PA. 008



5

9



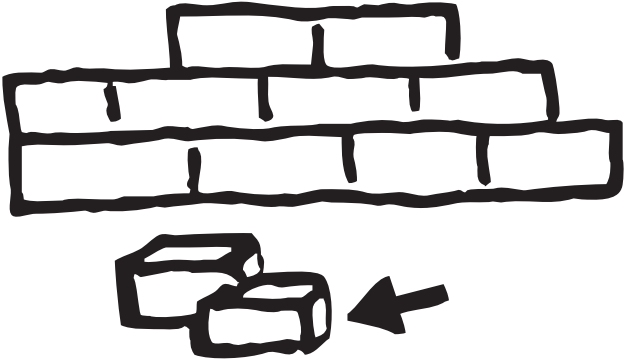

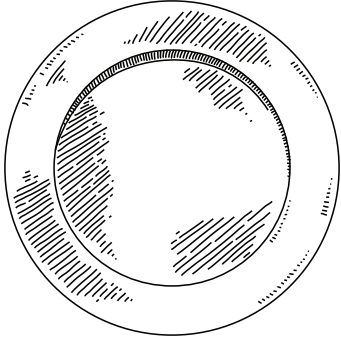
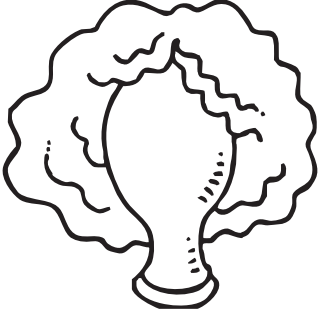
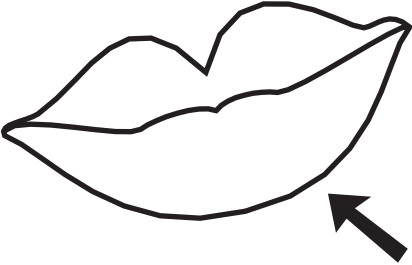
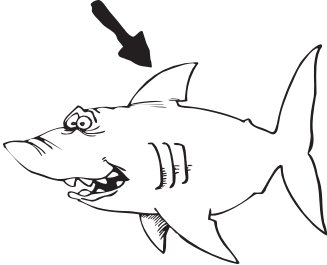
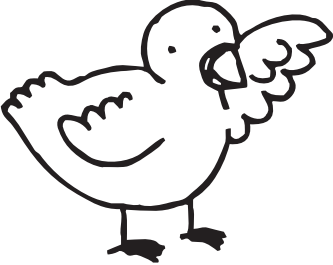
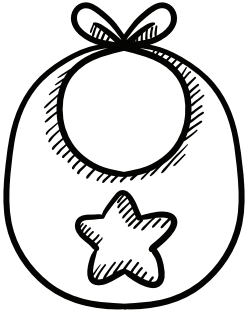
long "i" - dime, five, nine, pie, kite, knight, hive, mice



Phonological Awareness

PA. 008

Vowel Picture Sort

 A stack of three rows of bricks. The top row has three bricks, the middle row has four, and the bottom row has five. Below the stack are two individual bricks, one slightly behind the other, with an arrow pointing to the right.	 A large, bold outline of the number 6. A horizontal line is drawn underneath the number.
 A circular dish or plate with a decorative border consisting of small, repeating patterns.	 A large, curly wig on a stand with a decorative base.
 A simple line drawing of a human lip, shown from a side profile. An arrow points to the bottom edge of the lip.	 A cartoon-style shark with its mouth open, showing teeth. An arrow points to the dorsal fin on its back.
 A simple line drawing of a small chick, facing right, with its wings slightly spread.	 A bib with a circular opening at the top, a decorative border, and a star-shaped pattern at the bottom. It has a small bow at the top.

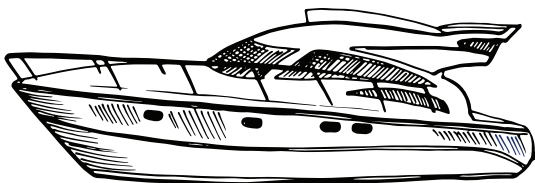
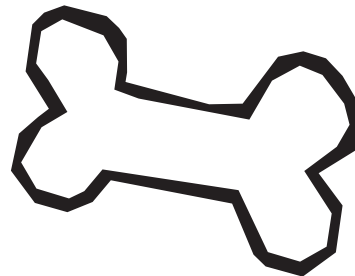
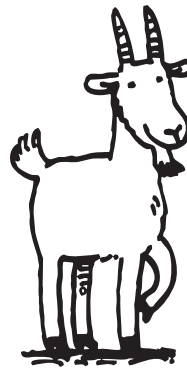
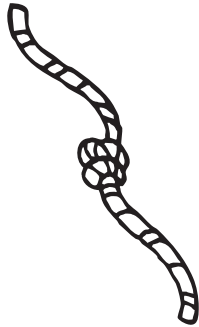
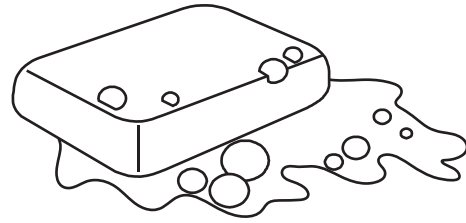
short "i" - brick, six, dish, wig, lip, fin, chick, bib



Phonological Awareness

Vowel Picture Sort

PA. 008



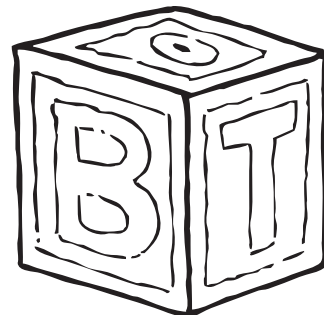
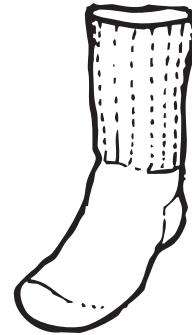
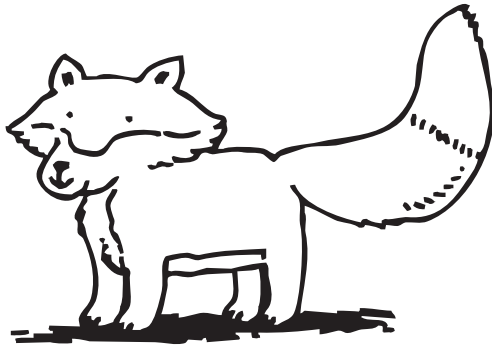
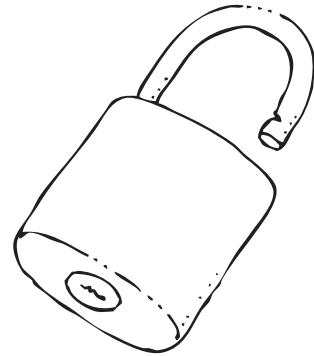
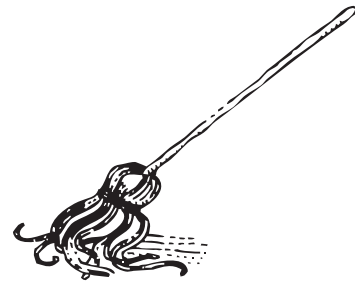
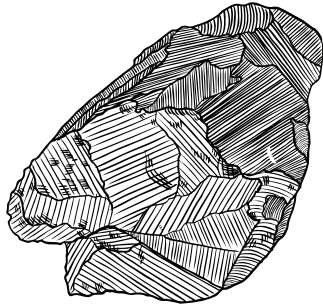
long "o" - cone, soap, rope, goat, toe, bone, boat, coat



Phonological Awareness

PA. 008

Vowel Picture Sort



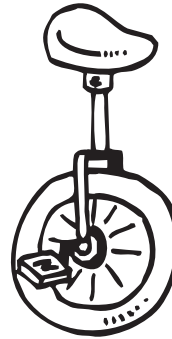
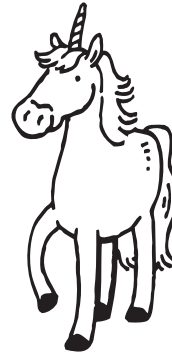
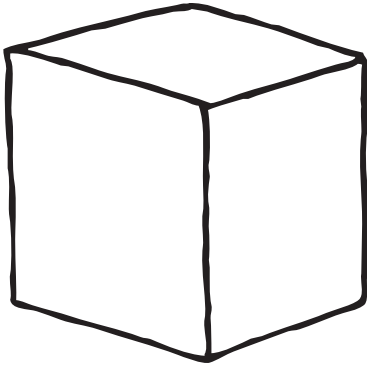
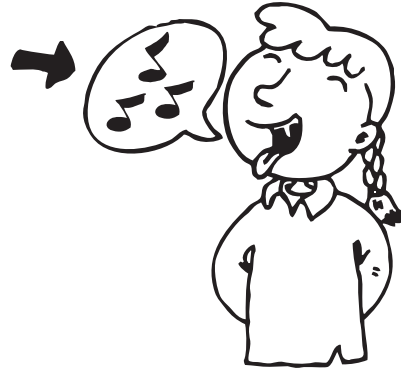
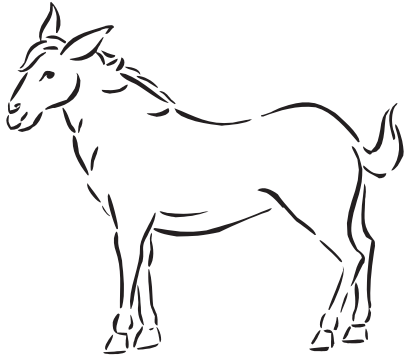
short "o" - rock, mop, hop, lock, fox, sock, log, block



Phonological Awareness

Vowel Picture Sort

PA. 008



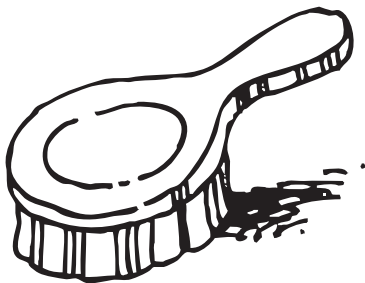
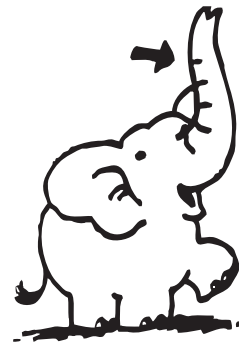
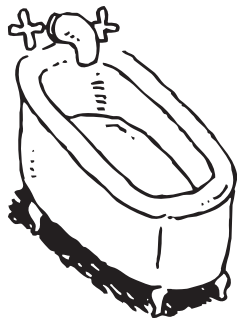
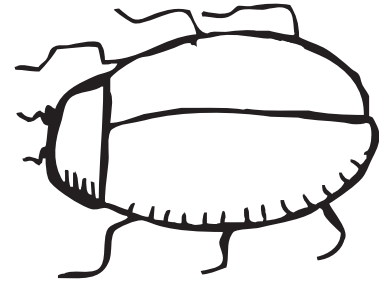
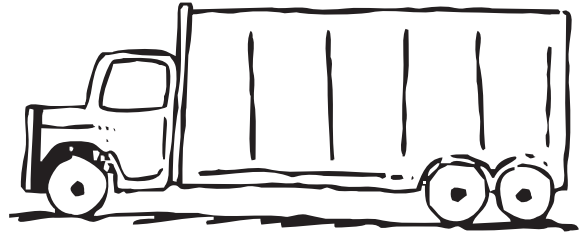
long "u" - mule, music, cube, unicorn, uniform, unicycle



Phonological Awareness

PA. 008

Vowel Picture Sort



short "u" - bus, truck, rug, bug, tub, trunk, brush, skunk



Phonological Awareness



Phoneme Isolating

PA. 009

Bag-of-Sounds

Objective

The student will isolate initial phonemes in words.

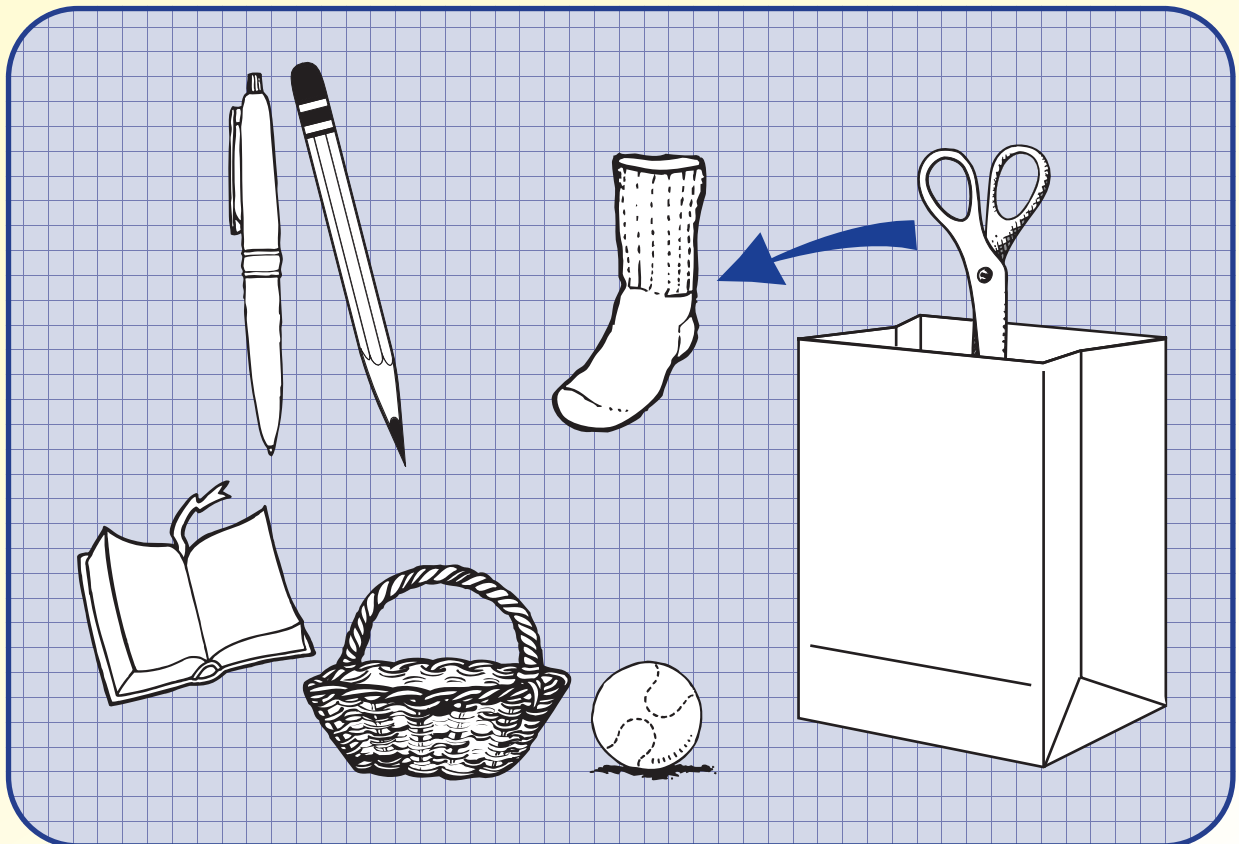
Materials

- ▶ Bag
- ▶ Sound objects (e.g., book, ball, basket, pencil, paper, pen, sock, safety scissors, stapler)
Select target sounds.

Activity

Students play an initial sound identification game using a bag and objects.

1. Place the bag on a flat surface and place the objects inside the bag.
2. Working in pairs, student one selects an object from the bag and shows the object.
3. Student two names the object and the initial sound of the object (e.g., “sock, /s/”). Places object with any others that have the same initial phoneme.
4. Continue the game until all the objects and initial sounds are identified.
5. Reverse roles and repeat the activity.
6. Peer evaluation



Extensions and Adaptations

- ▶ State the final phoneme of each object.
- ▶ State the second or medial phoneme of each object.



Phonological Awareness

PA. 010

Phoneme Isolating

Final Phoneme Find

Objective

The student will isolate final phonemes in words.

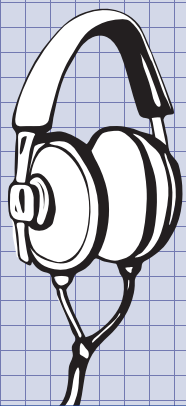
Materials

- ▶ Media player
- ▶ Dialogue
Record on media player.
- ▶ Student sheet
- ▶ Headphones
- ▶ Pencils

Activity

Students isolate final phonemes by listening to words and choosing pictures with that sound.













1. Set up the listening center. Provide the student with a student sheet.
2. Student puts on headphones and listens to the directions.
3. Listens to sound and pauses media player.
4. Finds and places number next to the picture that ends with the target sound.
5. Continues until student sheet is completed.
6. Self-check (provide answer key)



“Put a number 1 by the picture that ends with the sound /ch/.”

Name _____

PA.010 Final Phoneme Find

Extensions and Adaptations

- ▶ Use other sounds with new pictures.

Teacher Dialogue

Preparation: Record the bold text.

Wait before recording next item to allow student time to fill in answer or instruct student to pause the media player before listening to the next sound.

An Answer Key is provided at the bottom of the page.

On your student sheet you will find 12 pictures. I will now say the name of each one starting at the top and going across. They are: cow, monkey, octopus, whistle, fox, watch, saw, banana, rainbow, calendar, guitar, and toothbrush.

I will say a sound. Your job is to find a picture that ends with that sound. When you find the picture, you will mark it with a number on your student sheet.

Put a number 1 by the picture that ends with the sound /ch/.

Put a number 2 by the picture that ends with the sound /ō/.

Put a number 3 by the picture that ends with the sound /ə/.

Note to teacher: The /ə/ is a schwa and is pronounced like a short “u” like in the word “cut.”

Put a number 4 by the picture that ends with the sound /er/.

Put a number 5 by the picture that ends with the sound /sh/.

Put a number 6 by the picture that ends with the sound /ar/.

Put a number 7 by the picture that ends with the sound /l/.

Put a number 8 by the picture that ends with the sound /s/.

Put a number 9 by the picture that ends with the sounds /ks/.

Put a number 10 by the picture that ends with the sound /aw/.

Put a number 11 by the picture that ends with the sound /ow/.

Put a number 12 by the picture that ends with the sound /ē/.


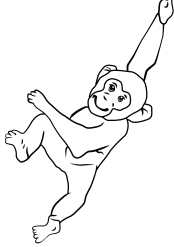

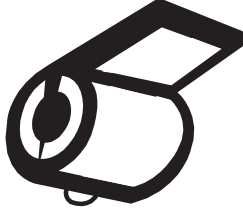
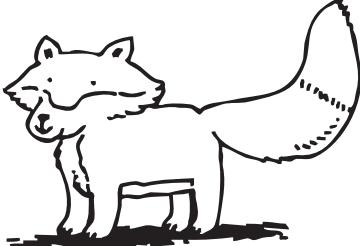
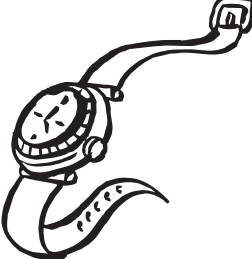

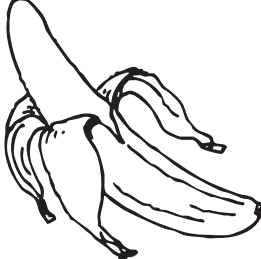

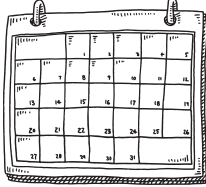
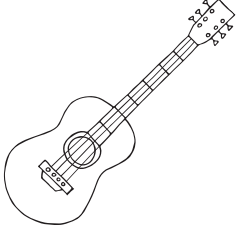
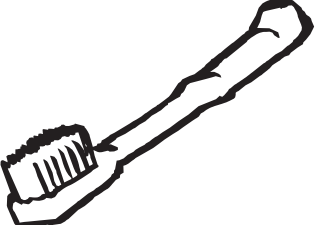
Answer Key:

1. watch 2. rainbow 3. banana 4. calendar 5. toothbrush 6. guitar 7. whistle 8. octopus 9. fox 10. saw
11. cow 12. monkey

Name _____

PA. 010

Final Phoneme Find

			
			
			1
			
			
			

Name _____

Final Phoneme Find

PA. 010



Phonological Awareness

PA. 01 I

Phoneme Isolating

Medial Phoneme Find

Objective

The student will isolate medial phonemes in words.

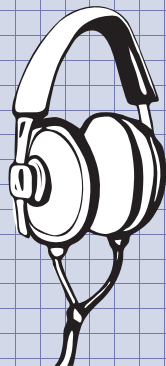
Materials

- ▶ Media player
- ▶ Dialogue
Record on media player.
- ▶ Student sheet
- ▶ Headphones
- ▶ Pencils

Activity

Students isolate medial phonemes by listening to words and choosing pictures with that sound.

1. Set up the listening center. Provide the student with a student sheet.
2. Student puts on headphones and listens to the directions.
3. Listens to sound and pauses media player.
4. Puts the assigned number beside the picture containing the target sound.
5. Continues until student sheet is completed.
6. Self-check (provide answer key)















“The medial sound is /a/.
Put a number 1 by the
picture that has the medial
sound /a/.”

Name _____

PA.01 I

Medial Phoneme Find

	<input type="checkbox"/>		<input type="checkbox"/>
	1		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

Extensions and Adaptations

- ▶ Use other sounds with new pictures.

Phonological Awareness

Medial Phoneme Find

PA. 011

Teacher Dialogue

Preparation: Record the bold text.

Wait before recording next item to allow student time to fill in answer or instruct student to pause the media player before listening to the next sound.

An Answer Key is provided at the bottom of the page.

On your student sheet you will find 12 pictures. I will now say the name of each one starting at the top and going across. They are: heart, mouse, cap, shawl, book, sheep, cone, kite, cub, gate, pin, moon.

I will say a sound. Your job is to find the picture that has the same medial sound. When you find the picture, you will mark it with a number on your student sheet.

Put a number 1 by the picture that has the medial sound /a/.

Put a number 2 by the picture that has the medial sound /ō/.

Put a number 3 by the picture that has the medial sound /ōō/.

Put a number 4 by the picture that has the medial sound /aw/.

Put a number 5 by the picture that has the medial sound /oo/.

Put a number 6 by the picture that has the medial sound /i/.

Put a number 7 by the picture that has the medial sound /ē/.

Put a number 8 by the picture that has the medial sound /ī/.

Put a number 9 by the picture that has the medial sound /u/.

Put a number 10 by the picture that has the medial sound /ou/.

Put a number 11 by the picture that has the medial sound /ar/.

Put a number 12 by the picture that has the medial sound /ā/.

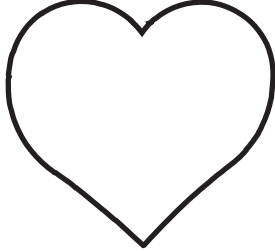

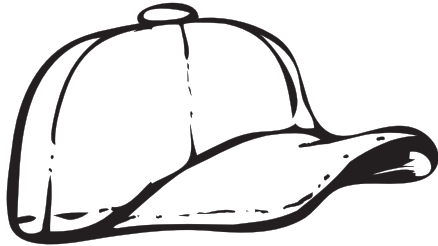


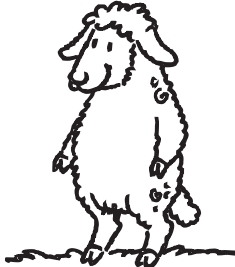

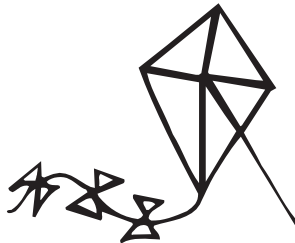


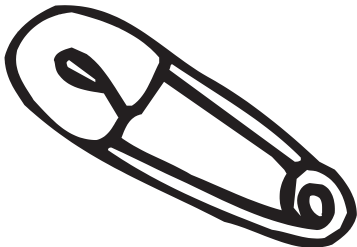
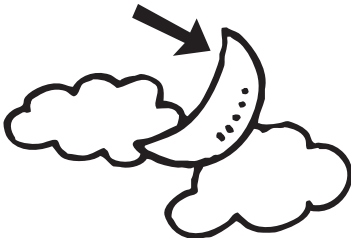
Answer Key:

1. cap 2. cone 3. moon 4. shawl 5. book 6. pin 7. sheep 8. kite 9. cub 10. mouse 11. heart 12. gate

Name _____

PA. 011

Medial Phoneme Find

Name _____

Medial Phoneme Find

PA. 011

Phonological Awareness



Phoneme Isolating

PA. 012

Phoneme Quest

Objective

The student will isolate initial/final/medial phonemes in words.

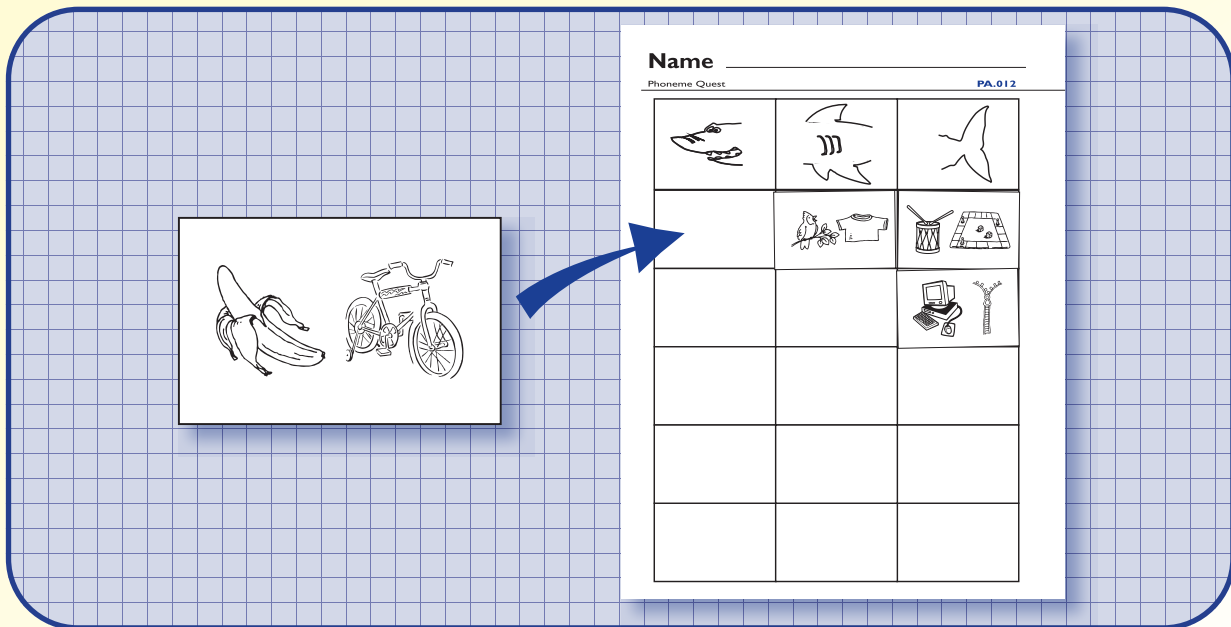
Materials




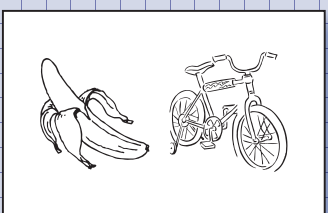


- ▶ Set of double-picture cards
Cut words from the bottom of the page before giving to students.
- ▶ Student sheet
Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the medial or middle sound, and the tail denotes the final sound.
- ▶ Scissors
- ▶ Glue

Activity

Students identify initial phonemes by matching picture cards.

1. Provide the student with a student sheet and a set of picture cards. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names each picture, and determines if the two pictures share the same initial, medial, or final sound (e.g., “banana” and “bike” share the same initial sound).
3. Places and glues the card under the correct heading on the student sheet (i.e., head of the shark). Student may wait until assured that all cards are in the correct places before gluing.
4. Teacher evaluation



Name _____		
Phoneme Quest PA.012		
		
		

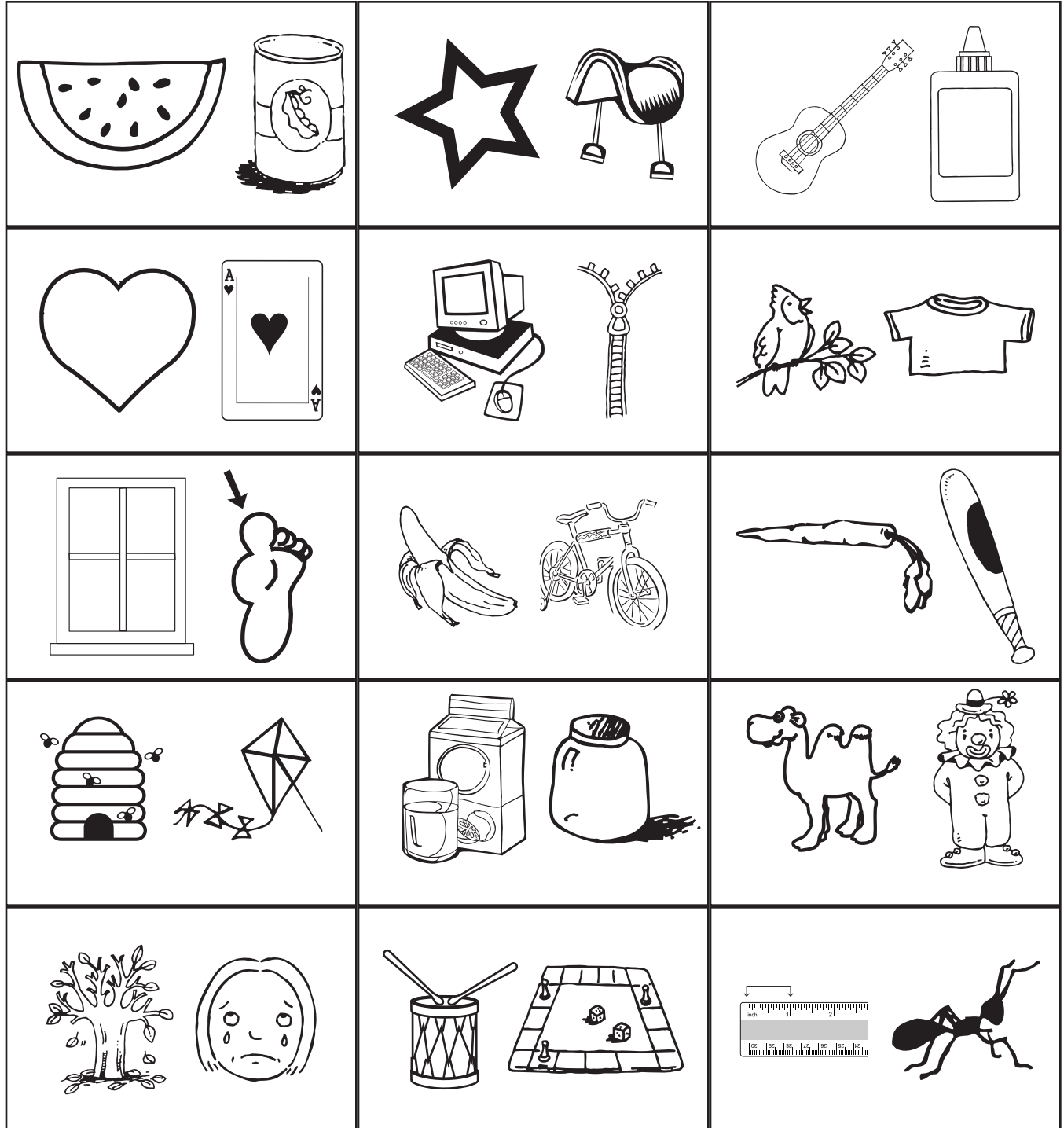
Extensions and Adaptations

- ▶ Sort double-picture cards on a pocket chart by initial, final, or medial sound changes using picture cards from Student Center Activity PA.022: Phoneme Position Sort.

Phonological Awareness

PA. 012

Phoneme Quest



watermelon/can
heart/card
window/toe
hive/kite
tree/cry

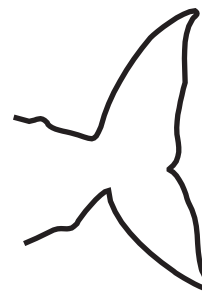
star/saddle
computer/zipper
banana/bike
juice/jar
drum/game

guitar/glue
bird/shirt
carrot/bat
camel/clown
inch/ant

Name _____

Phoneme Quest

PA. 012



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Phonological Awareness

PA. 013

Phoneme Blending

What's My Word?

Objective

The student will blend phonemes in words.

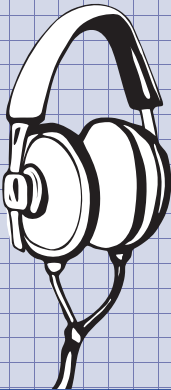
Materials

- ▶ Media player
- ▶ Dialogue
Record on media player.
- ▶ Student sheet
- ▶ Headphones
- ▶ Pencils

Activity













Students blend sounds into words and match to corresponding picture.

1. Set up the listening center. Provide the student with a student sheet.
2. Student listens to media player. After a word has been segmented, student turns off media player, blends sounds together, finds picture of the word.
3. Writes the number “1” in the box next to the picture.
4. Continues with the second word, identifies the word, locates the picture and writes number “2” in that box.
5. Continues until all the pictures are identified.
6. Self-check (provide answer key)



Name _____

PA.013 What's My Word?

“Put a number 1 in the box with picture that has the sounds /p/ /l/ /a/ /n/ /t/.”

Extensions and Adaptations

- ▶ Segment and blend with pictures from other Student Center Activities.

Teacher Dialogue

Preparation: Record the bold text.

Wait before recording next item to allow student time to fill in answer or instruct student to pause the media player before listening to the next sounds.

An Answer Key is provided at the bottom of the page.

I will say the individual sounds in a word. Your job is to blend the sounds into a word and find the picture for that word. When you find the picture, you will mark it with a number on your student sheet.

Put a number 1 in the box with picture that has the sounds /p/ /l/ /a/ /n/ /t/.

Put a number 2 in the box with picture that has the sounds /s/ /n/ /a/ /k/.

Put a number 3 in the box with picture that has the sounds /p/ /l/ /ā/ /t/.

Put a number 4 in the box with picture that has the sounds /c/ /ar/ /d/.

Put a number 5 in the box with picture that has the sounds /z/ /ē/ /b/ /r/ /ə/.

Note to teacher: The /ə/ is a schwa and is pronounced like a short “u” like in the word “cut.”

Put a number 6 in the box with picture that has the sounds /d/ /ī/ /s/.

Put a number 7 in the box with picture that has the sounds /d/ /r/ /e/ /s/.

Put a number 8 in the box with picture that has the sounds /s/ /m/ /ī/ /l/.

Put a number 9 in the box with picture that has the sounds /r/ /ō/ /b/ /o/ /t/.

Put a number 10 in the box with picture that has the sounds /b/ /r/ /i/ /j/.

Put a number 11 in the box with picture that has the sounds /b/ /l/ /o/ /k/.

Put a number 12 in the box with picture that has the sounds /w/ /i/ /n/ /d/ /ō/.

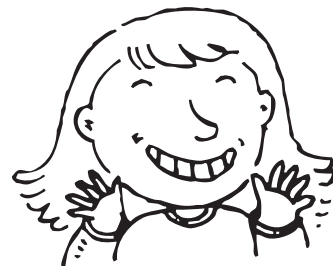
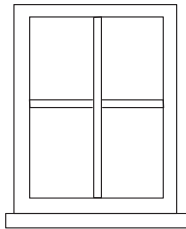
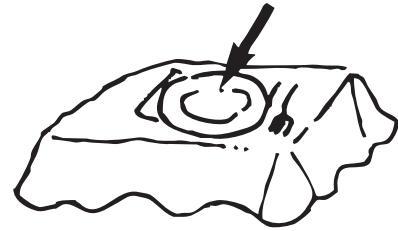
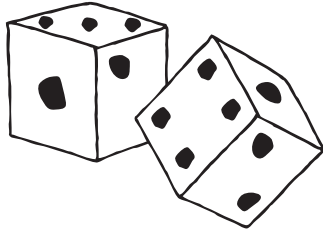
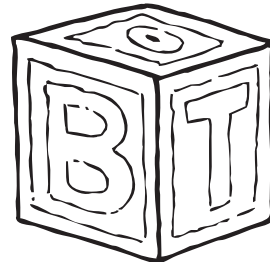
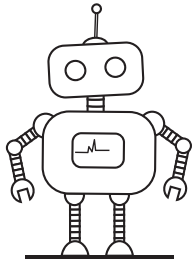
Answer Key:

1. plant 2. snake 3. plate 4. card 5. zebra 6. dice 7. dress 8. smile 9. robot 10. bridge 11. block 12. window

Name _____

PA. 013

What's My Word?



Name _____

What's My Word?

PA. 013

Phonological Awareness



Phoneme Segmenting

PA. 014

Phoneme Counting Sort

Objective

The student will segment phonemes in words.

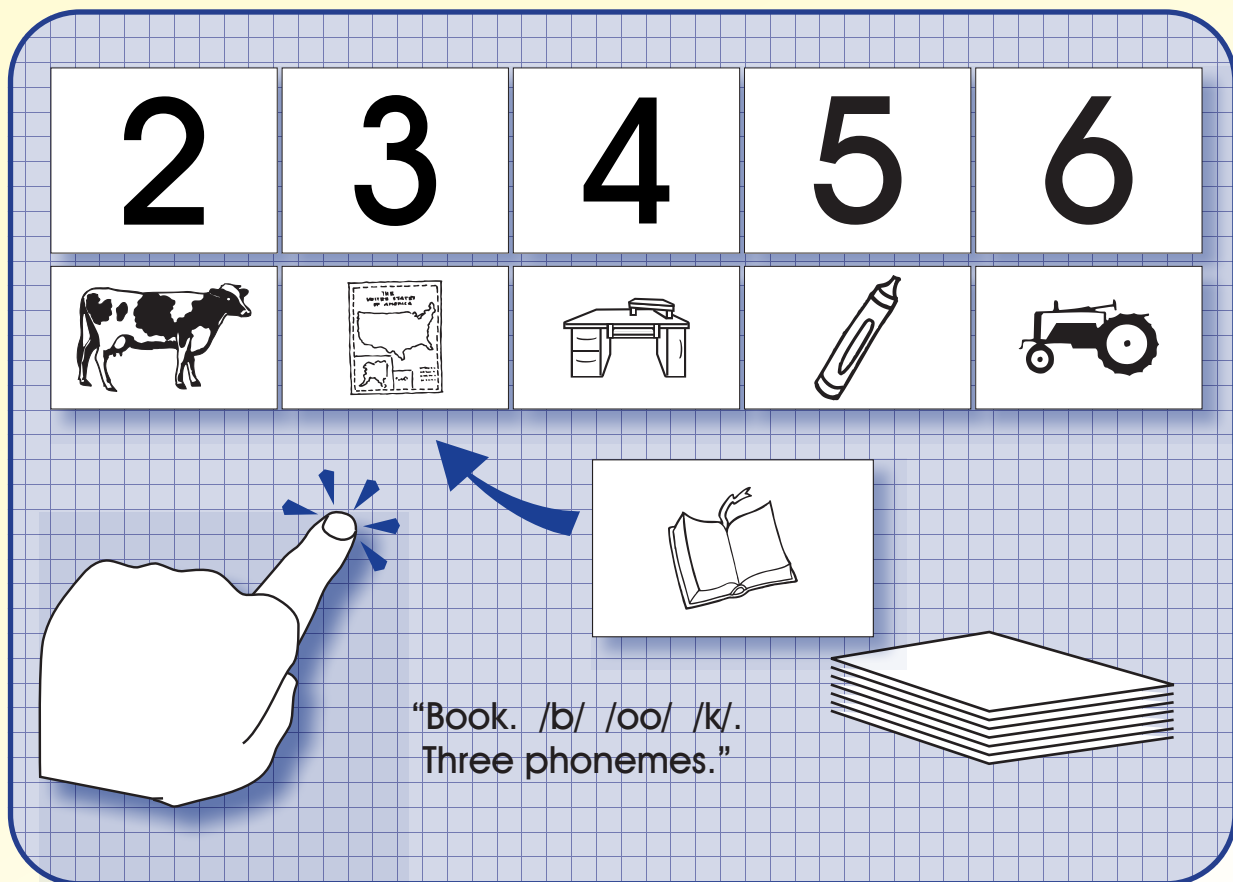
Materials






- ▶ Number headings
- ▶ Phoneme picture cards

Activity

Students count phonemes and sort by number.

1. Place number headings on a flat surface and stack picture cards face down at the center.
2. Taking turns, students select a picture card and say the name of the picture.
3. “Finger tap” the number of phonemes while saying the word (e.g., “book, /b/ /oo/ /k/”). State the number of phonemes (i.e., “three phonemes”) and place the picture card under the correct number (i.e., “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation



2	3	4	5	6
				

“Book. /b/ /oo/ /k/.
Three phonemes.”

Extensions and Adaptations

- ▶ Use other picture cards and sort.

Phonological Awareness

PA. 0014

Phoneme Counting Sort

2

header

3

header

4

header

5

header

6

header

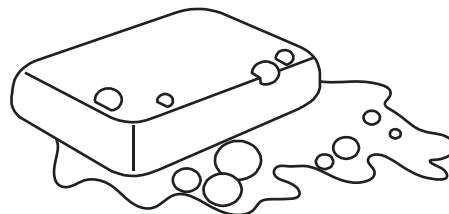
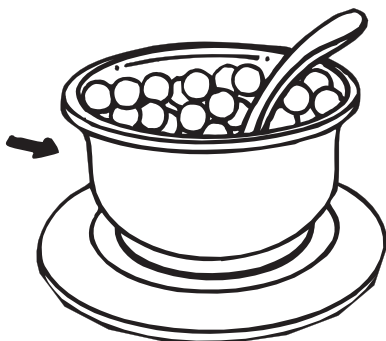
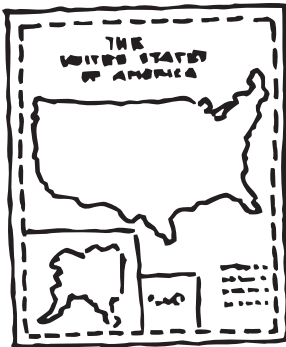
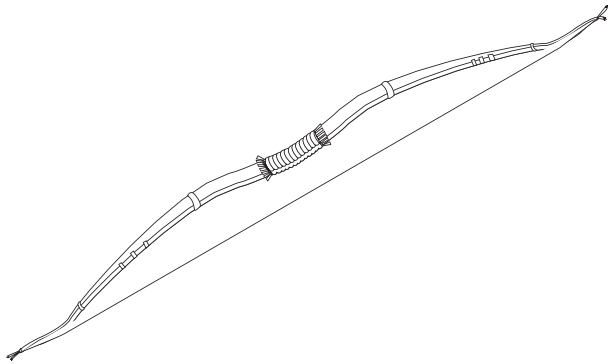
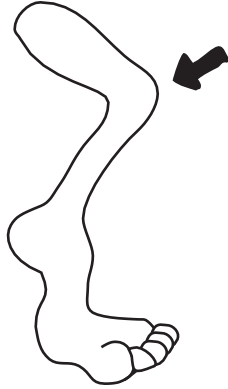
header



Phonological Awareness

Phoneme Counting Sort

PA. 014



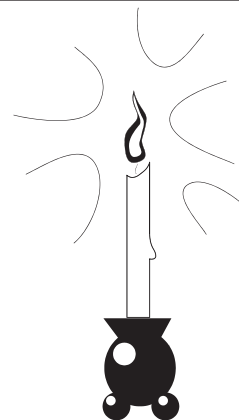
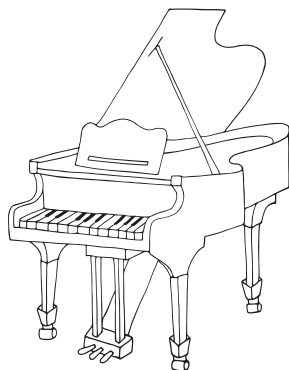
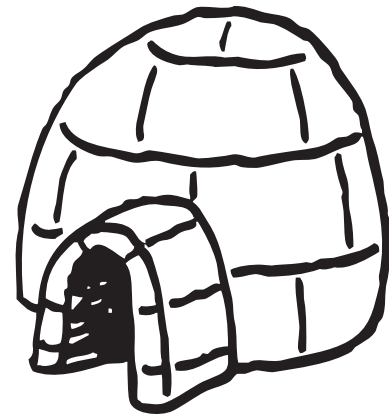
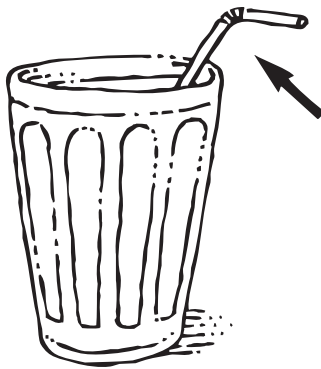
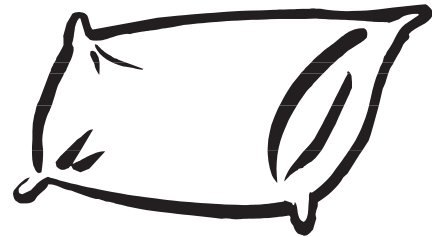
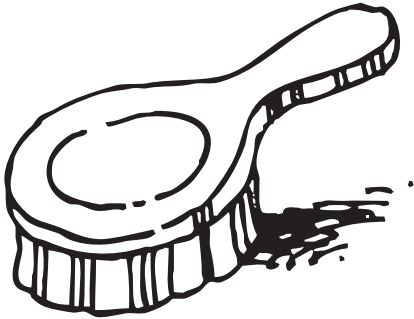
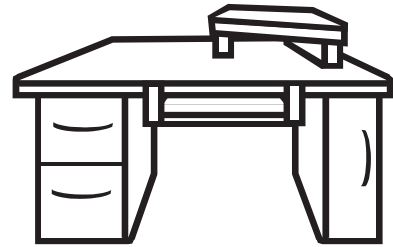
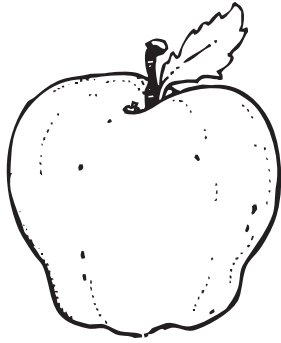
knee - 2, tie - 2, bow - 2, cow - 2, map - 3, book - 3, bowl - 3, soap - 3



Phonological Awareness

PA. 0014

Phoneme Counting Sort



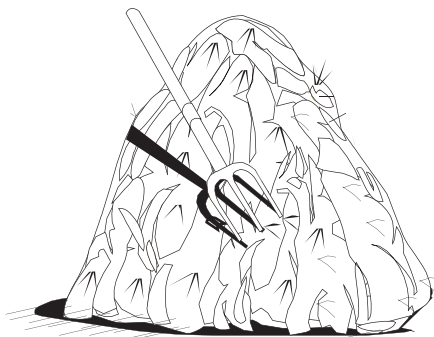
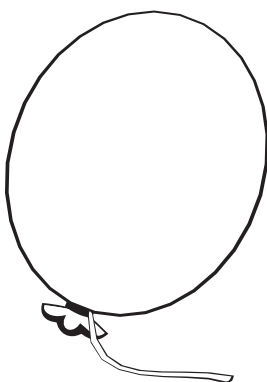
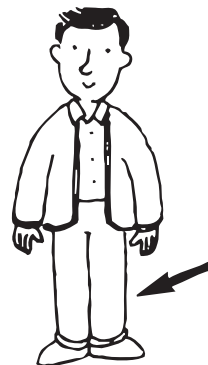
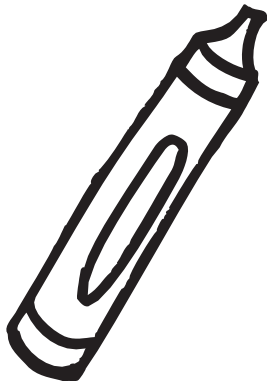
apple - 3, desk - 4, brush - 4, pillow - 4, straw - 4, igloo - 4, piano - 5, candle - 5



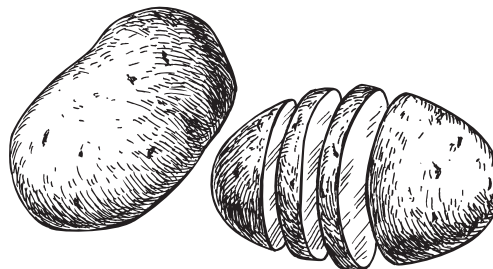
Phonological Awareness

Phoneme Counting Sort

PA. 014



20



crayon - 5, pants - 5, balloon - 5, tractor - 6, haystack - 6, twenty - 6, snowman - 6, potato - 6



Phonological Awareness

PA. 015

Phoneme Segmenting

The Phoneme Game

Objective

The student will segment phonemes in words.

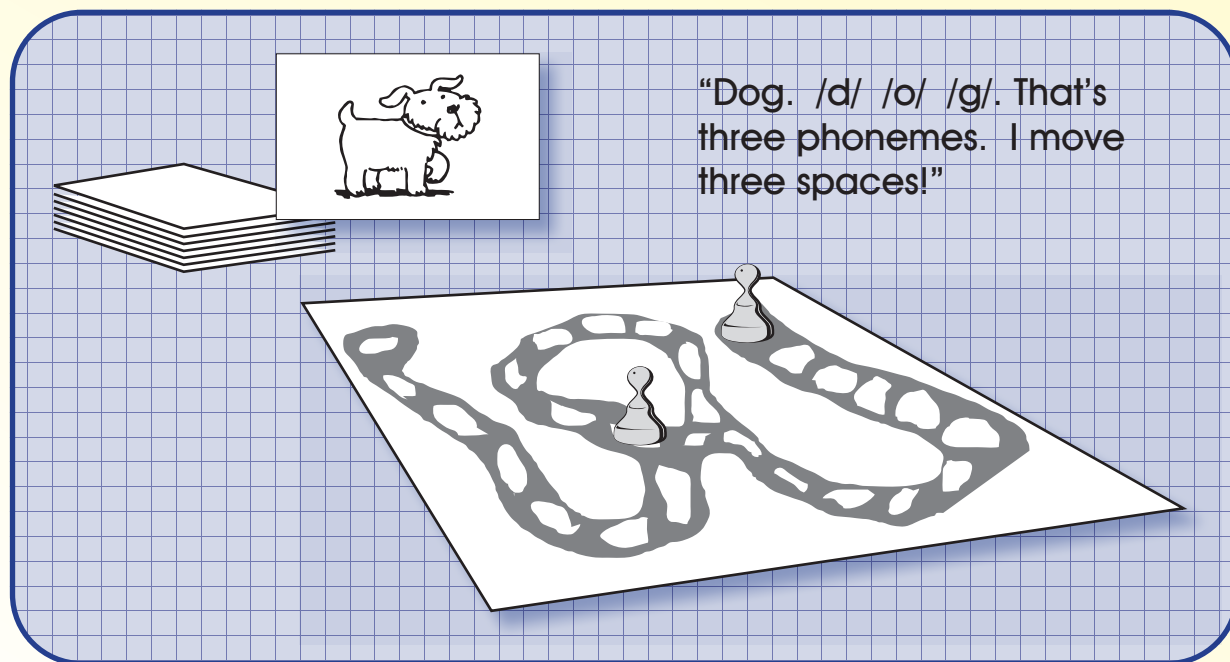
Materials

- ▶ The Phoneme Game board
Cut out and glue together. May be glued to a file folder for easy use.
- ▶ Phoneme picture cards
- ▶ Game pieces

Activity

Students count phonemes in words by playing a board game.

1. Place game board and picture cards face down in a stack on a flat surface.
Place game pieces at START.
2. Taking turns, students select the picture card on the top of the stack, say the word, and say it again segmenting it into phonemes while holding up a finger for each phoneme.
3. Count the phonemes in the word, and move game piece that many spaces (e.g., pick up picture of a dog, say “dog, /d/ /o/ /g/, that’s three phonemes” and move game piece three spaces).
4. Return picture card to the bottom of the stack.
5. Continue game until all students reach the END.
6. Peer evaluation



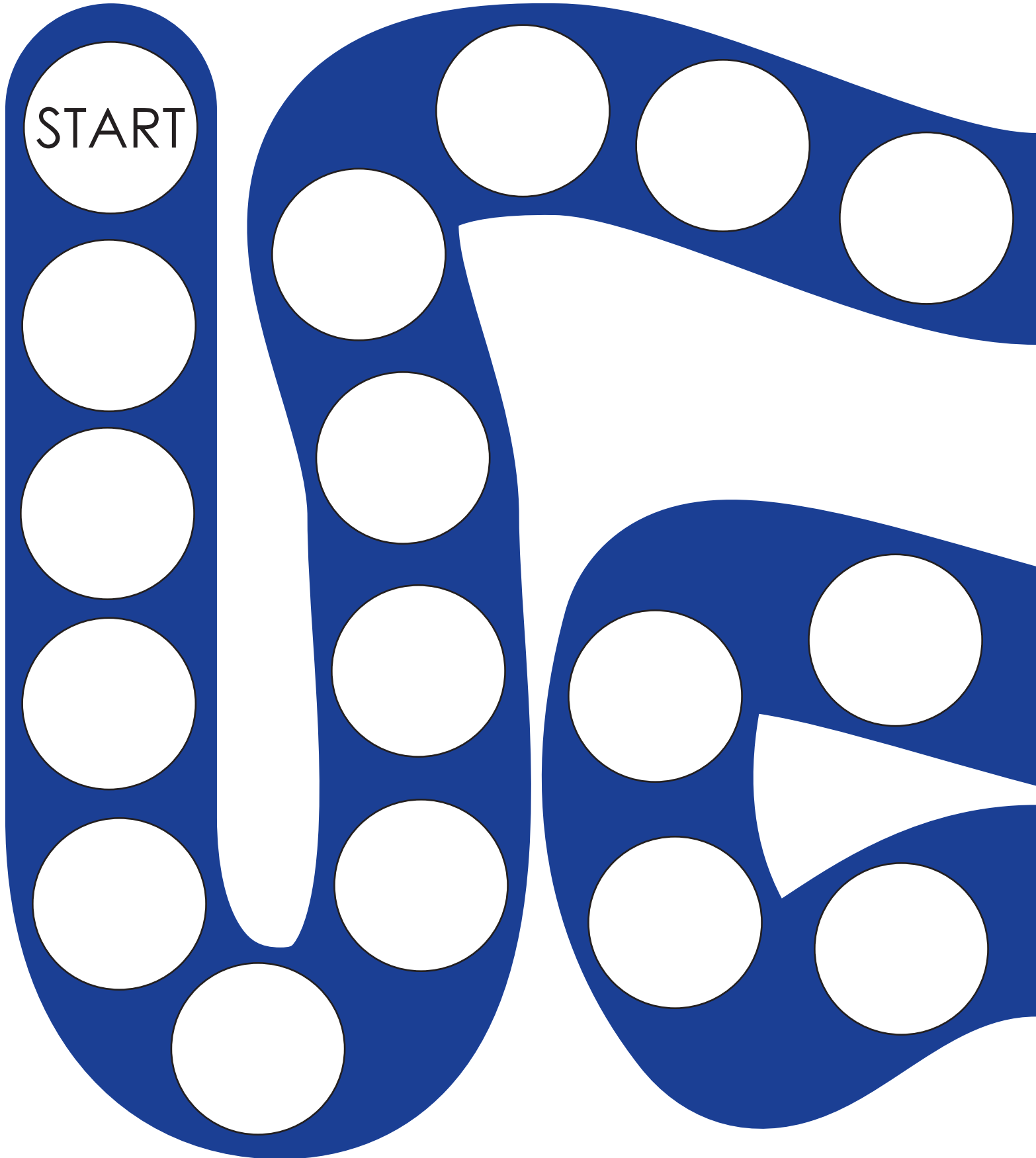
Extensions and Adaptations

- ▶ Make more picture cards to use with game board (e.g., draw, cut pictures from magazines).

Phonological Awareness

The Phoneme Game

PA. 015



Phonological Awareness

PA. 015

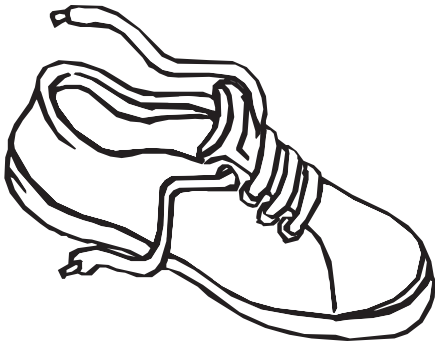
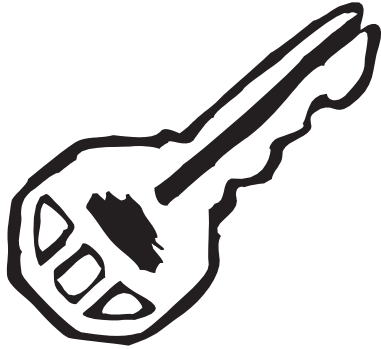
The Phoneme Game



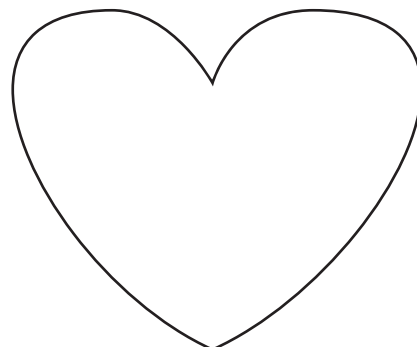
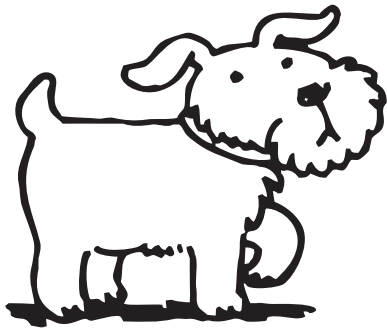
Phonological Awareness

The Phoneme Game

PA. 015



2



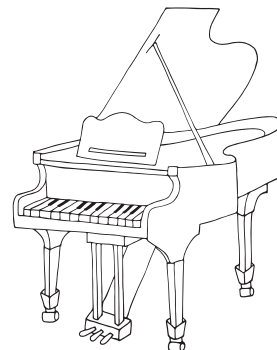
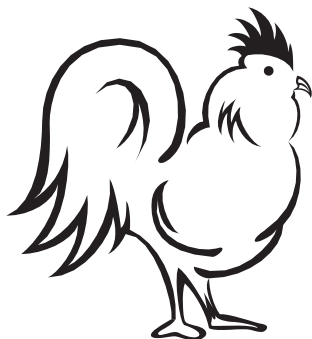
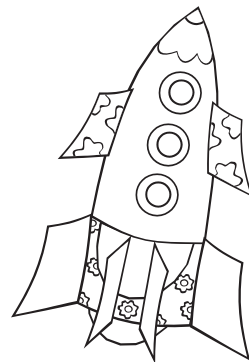
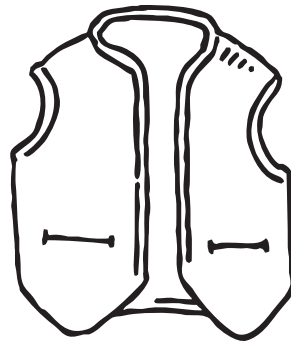
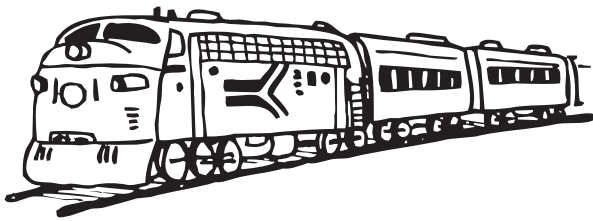
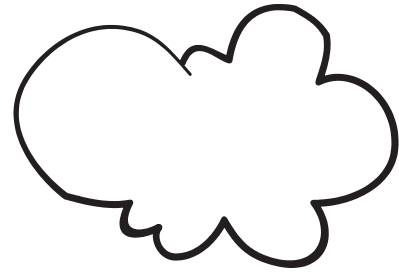
key - 2, tie - 2, shoe - 2, two - 2, dog - 3, tree - 3, fly - 3, heart - 3



Phonological Awareness

PA. 015

The Phoneme Game



glass - 4, cloud - 4, train - 4, vest - 4, lamp - 4, rocket - 5, rooster - 5, piano - 5





Phoneme Segmenting

PA. 016

Phoneme Challenge

Objective

The student will segment phonemes in words.

Materials

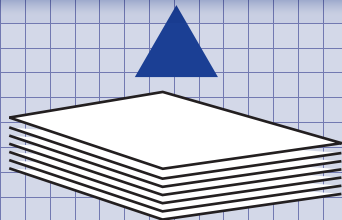
- ▶ Phoneme picture cards

Activity

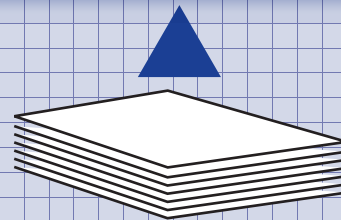
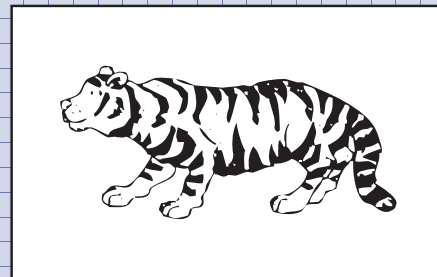
Students segment the phonemes in words by playing a counting game.

1. Place the set of phoneme picture cards face down at the center.
2. Students divide cards evenly.
3. Taking turns, students turn over a card, say the word, segment the sounds, and count the phonemes.
4. The student with the highest number of phonemes takes the cards. If the students have the same number, then they have a “phoneme challenge” by selecting two more cards. One card is placed face down, and the other card is placed face up. The student with the most phonemes represented on the card that is placed face up takes all the cards.
5. Continue to play until one student has all the cards.
6. Peer evaluation

“Doll. /d/ /o/ /l/.
That’s three phonemes.”



“Tiger. /t/ /i/ /g/ /er/.
That’s four phonemes.
I get the cards!”



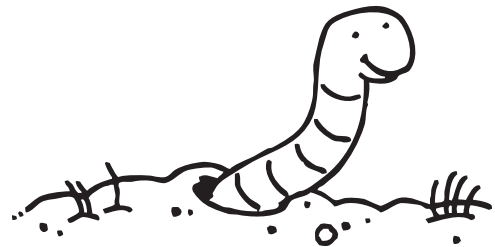
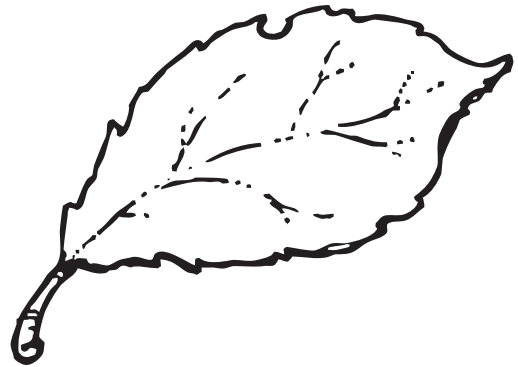
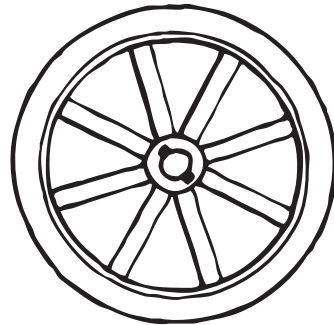
Extensions and Adaptations

- ▶ Sort picture cards by number of phonemes.
- ▶ Develop additional picture cards (i.e., drawing, cutting out magazine pictures).

Phonological Awareness

PA. 016

Phoneme Challenge



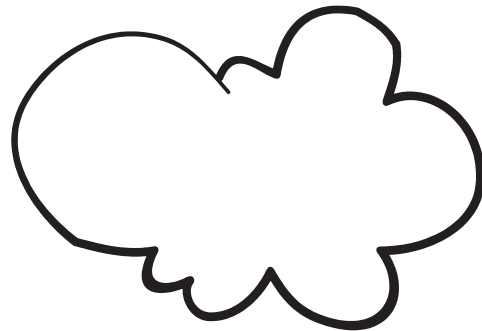
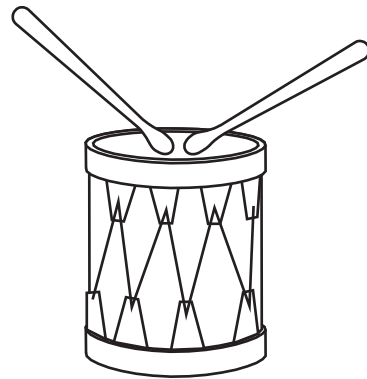
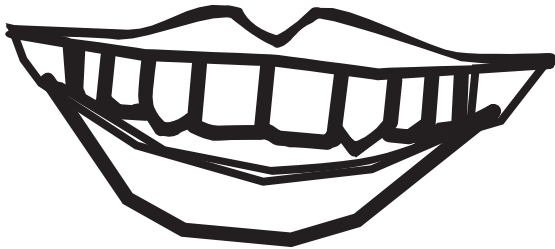
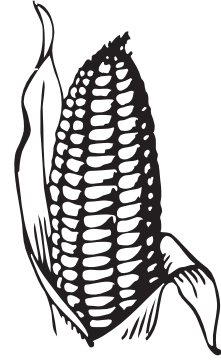
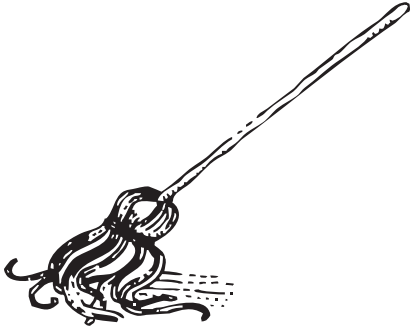
dime - 3, doll - 3, gate - 3, wheel - 3, nurse - 3, leaf - 3, queen - 3, worm - 3



Phonological Awareness

Phoneme Challenge

PA. 016



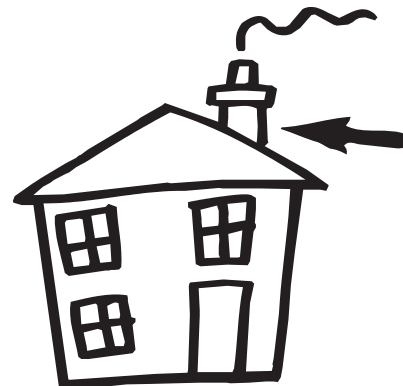
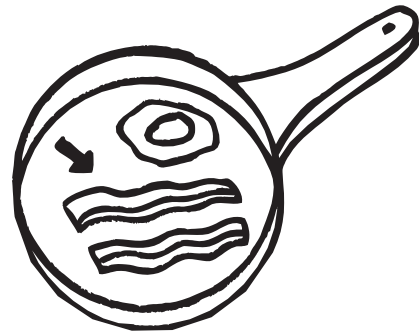
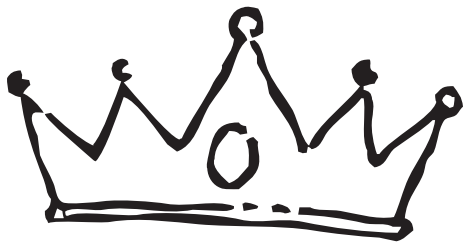
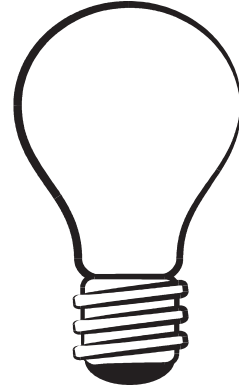
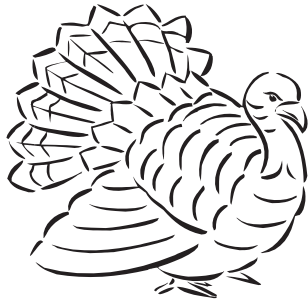
mop - 3, corn - 3, mouth - 3, drum - 4, glass - 4, cloud - 4, penny - 4, tiger - 4



Phonological Awareness

PA. 016

Phoneme Challenge

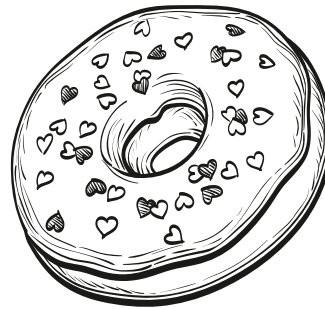
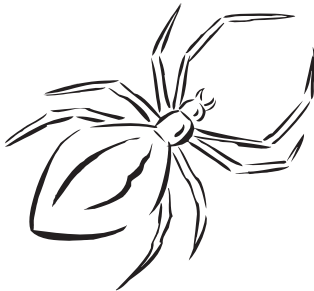
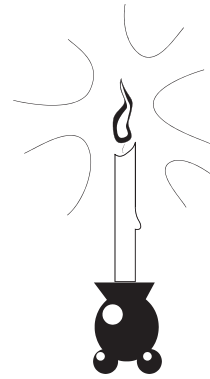


turkey - 4, bulb - 4, school - 4, swing - 4, crown - 4, bacon - 5, skunk - 5, chimney - 5 

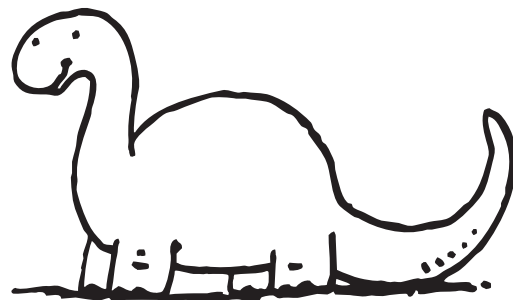
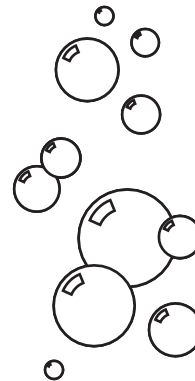
Phonological Awareness

Phoneme Challenge

PA. 016



13



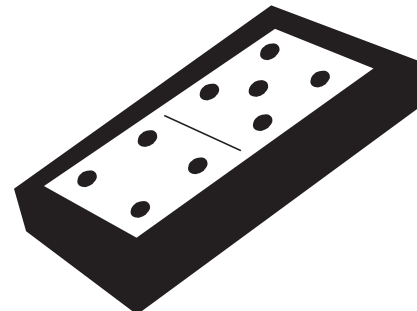
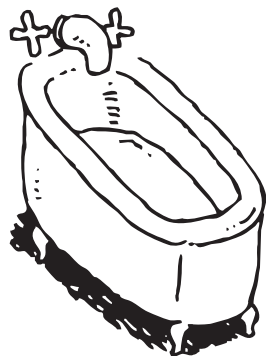
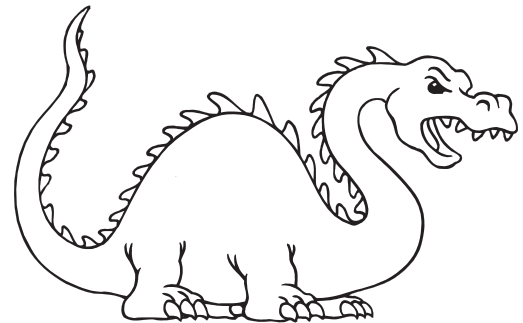
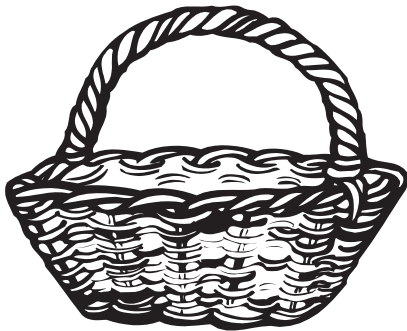
pocket - 5, candle - 5, spider - 5, donut - 5, thirteen - 5, bubbles - 5, sweater - 5, dinosaur - 6



Phonological Awareness

PA. 016

Phoneme Challenge



tornado - 6, snowman - 6, necklace - 6, glasses - 6, basket - 6, dragon - 6, bathtub - 6, domino - 6



Phoneme Split and Say

Objective

The student will segment and blend phonemes in words.

Materials

- ▶ Set of Elkonin Box picture cards

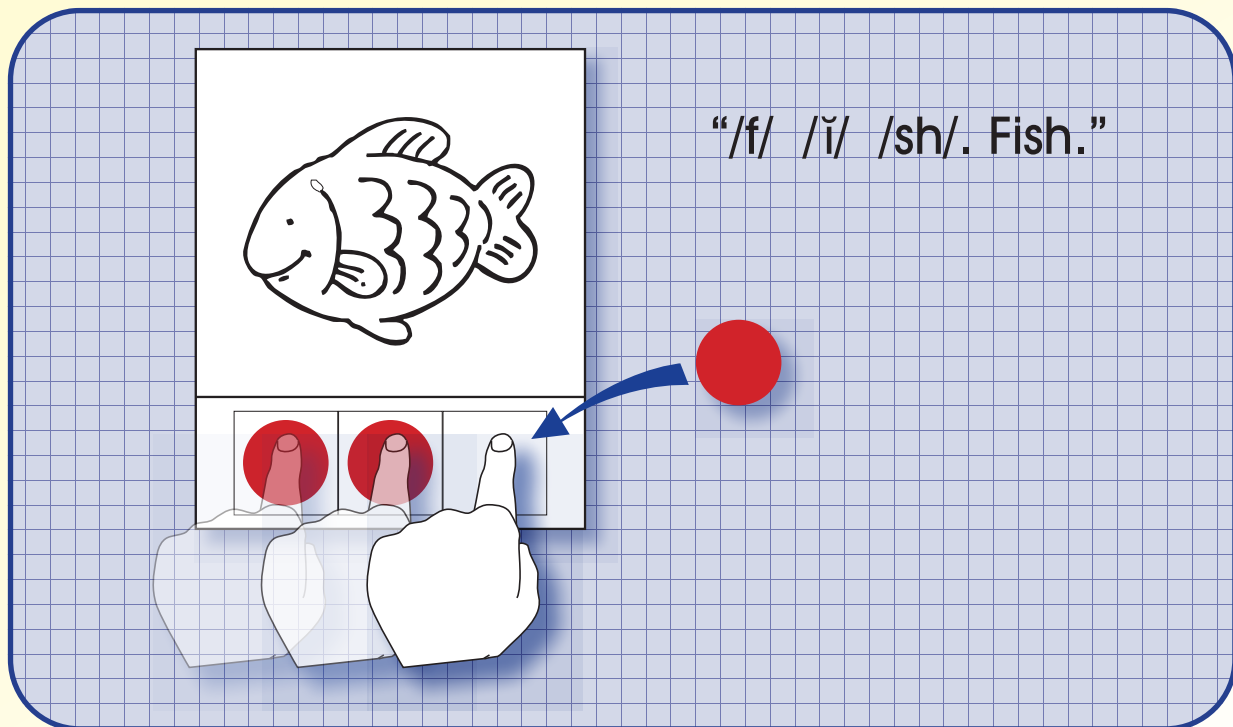
Note: Pictures are mop, duck, bus, vase, fish, flower, cookie, baby, whistle, puppet, raccoon, rooster, jacket, candle, branch, radio, cupcake, dragon, necklace, basket, and ostrich.

- ▶ Counters (e.g., pennies, buttons)

Activity

Students orally segment words using counters and Elkonin Boxes.

1. Place the Elkonin Box picture cards in a stack and the counters on a flat surface.
2. Working in pairs, student one selects an Elkonin Box picture card and says the name of the picture.
3. Says the word again, pausing between sounds while slowly moving a counter in each box (e.g., “/f/ /i/ /sh/”).
4. Student two repeats the sounds while touching each counter, then blends the word while saying it quickly and sliding a finger under all the counters (e.g., “/f/ /i/ /sh/, fish”).
5. Continue until all cards are completed.
6. Peer evaluation



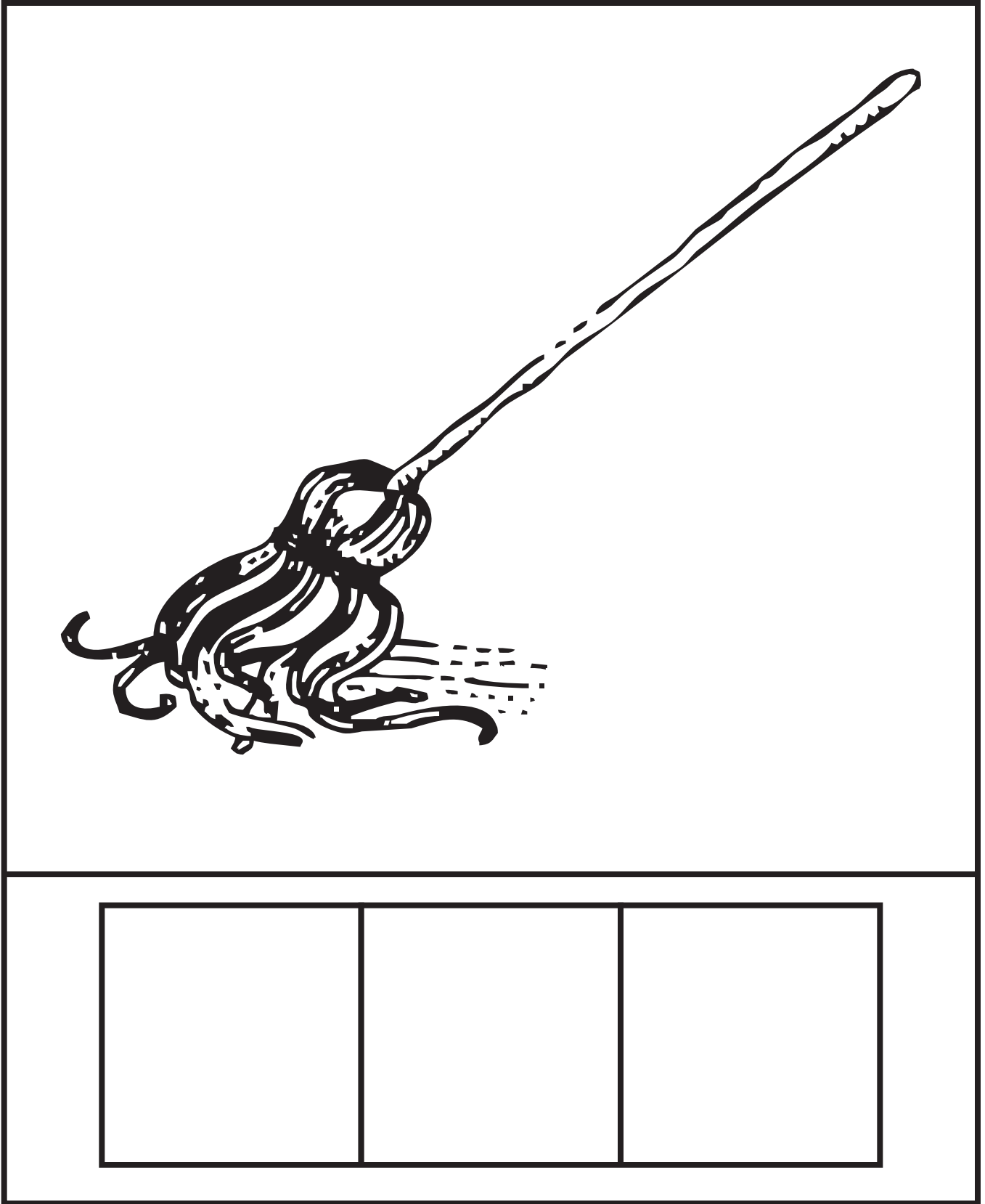
Extensions and Adaptations

- ▶ Make other Elkonin Picture Cards.

Phonological Awareness

PA. 017

Phoneme Split and Say



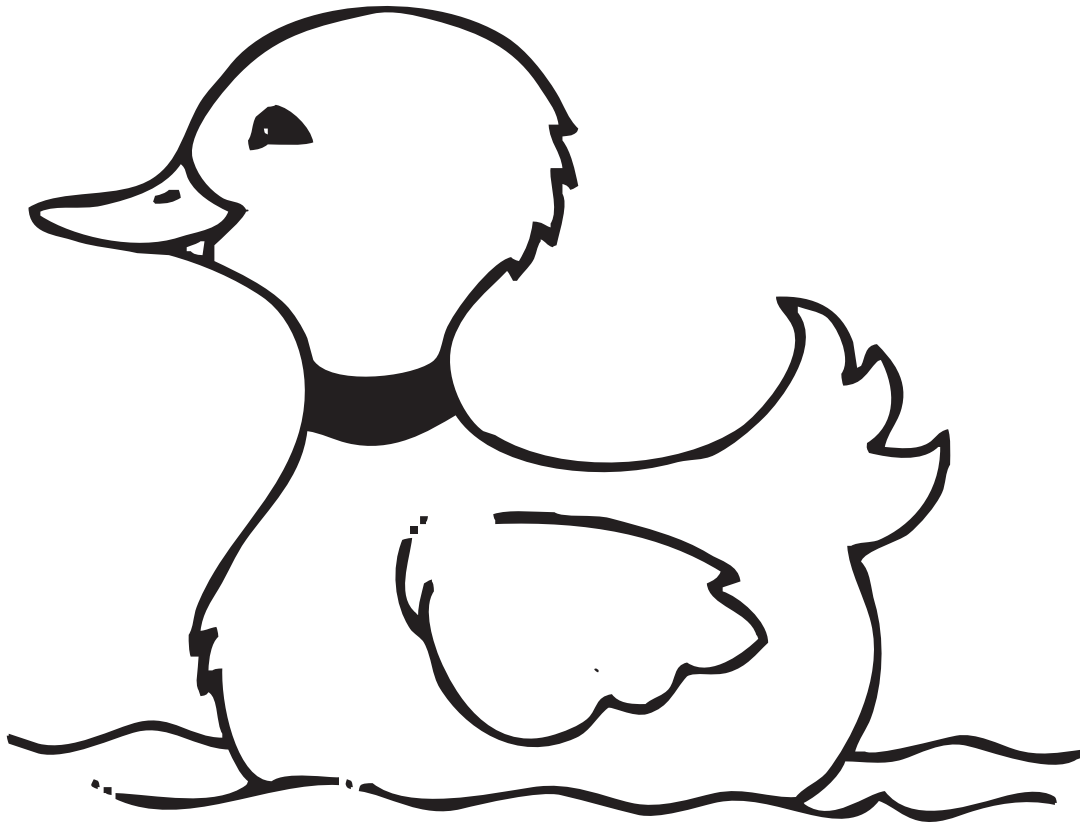
A large rectangular frame containing a drawing of a spaghetti fork with spaghetti on it. Below the drawing is a horizontal row of three empty rectangular boxes for labeling.



Phonological Awareness

Phoneme Split and Say

PA. 017



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Phonological Awareness

PA. 017

Phoneme Split and Say



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Phonological Awareness

Phoneme Split and Say

PA. 017



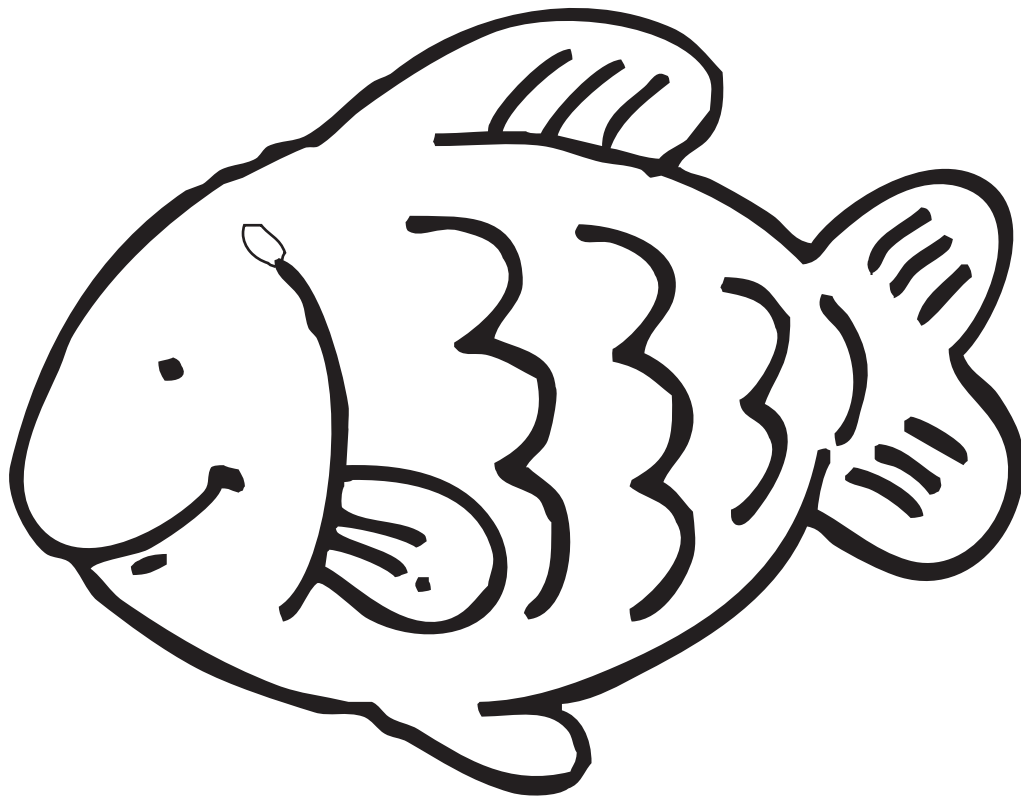
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Phonological Awareness

PA. 017

Phoneme Split and Say



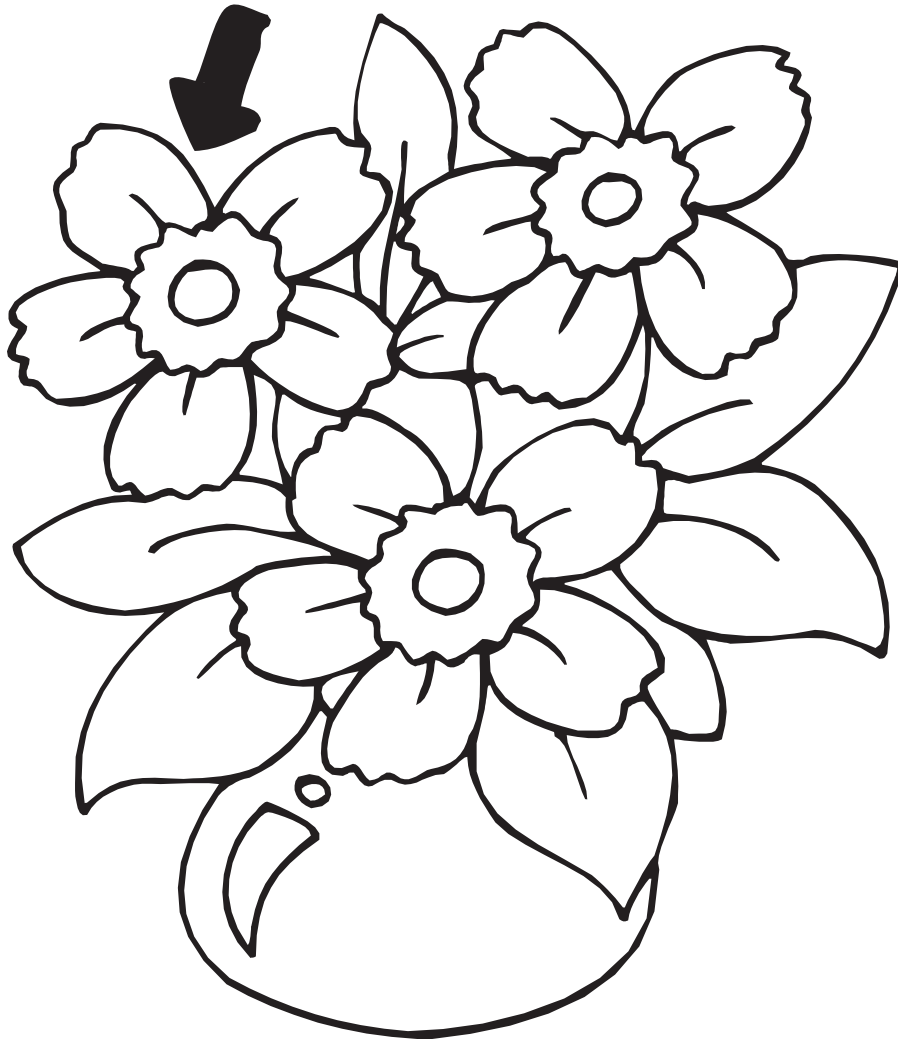
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Phonological Awareness

Phoneme Split and Say

PA. 017



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Phonological Awareness

PA. 017

Phoneme Split and Say

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Phonological Awareness

Phoneme Split and Say

PA. 017



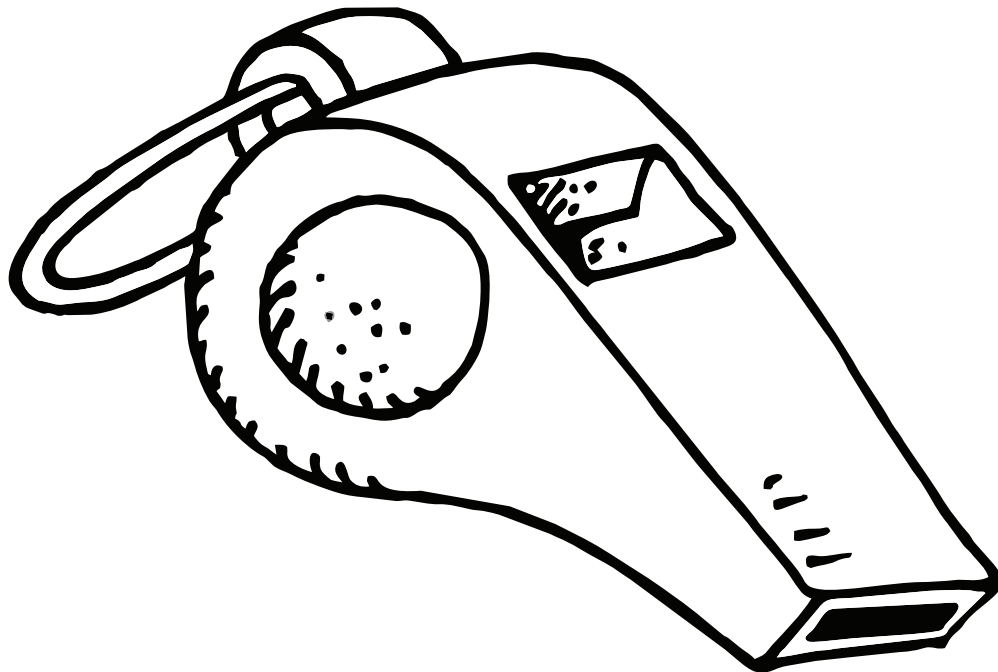
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Phonological Awareness

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Phoneme Split and Say



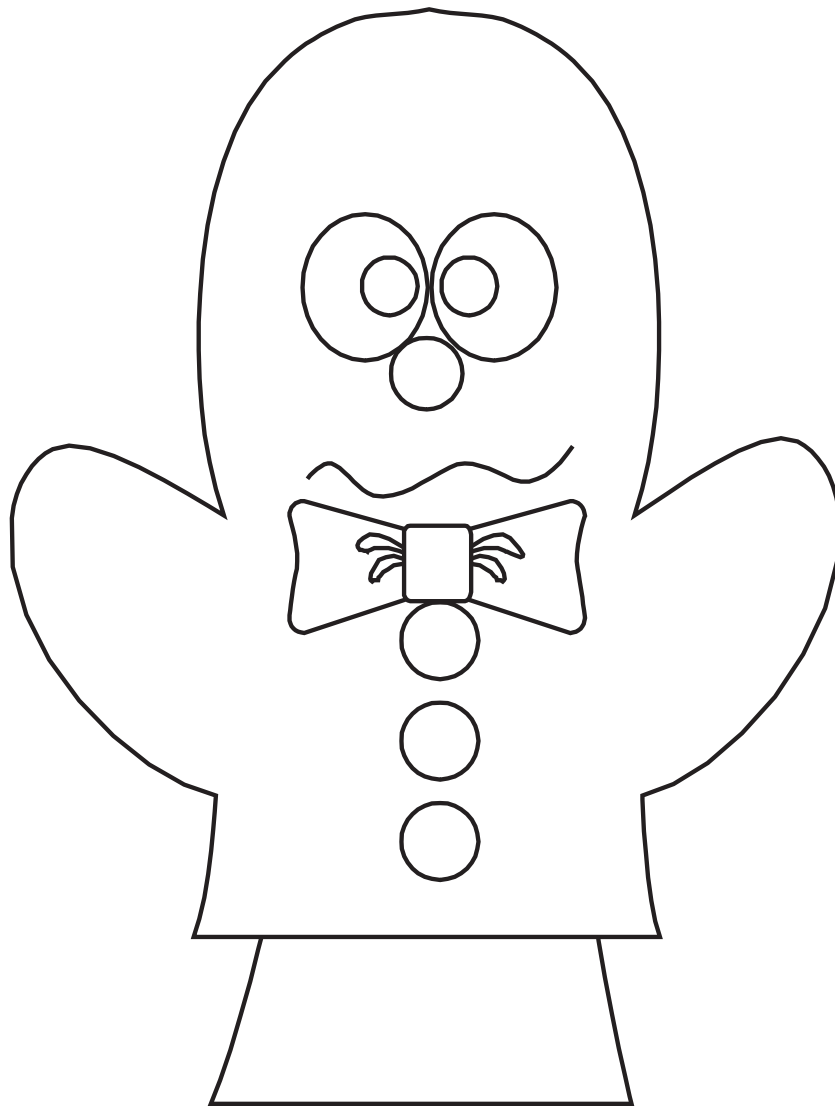
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Phonological Awareness

Phoneme Split and Say

PA. 017



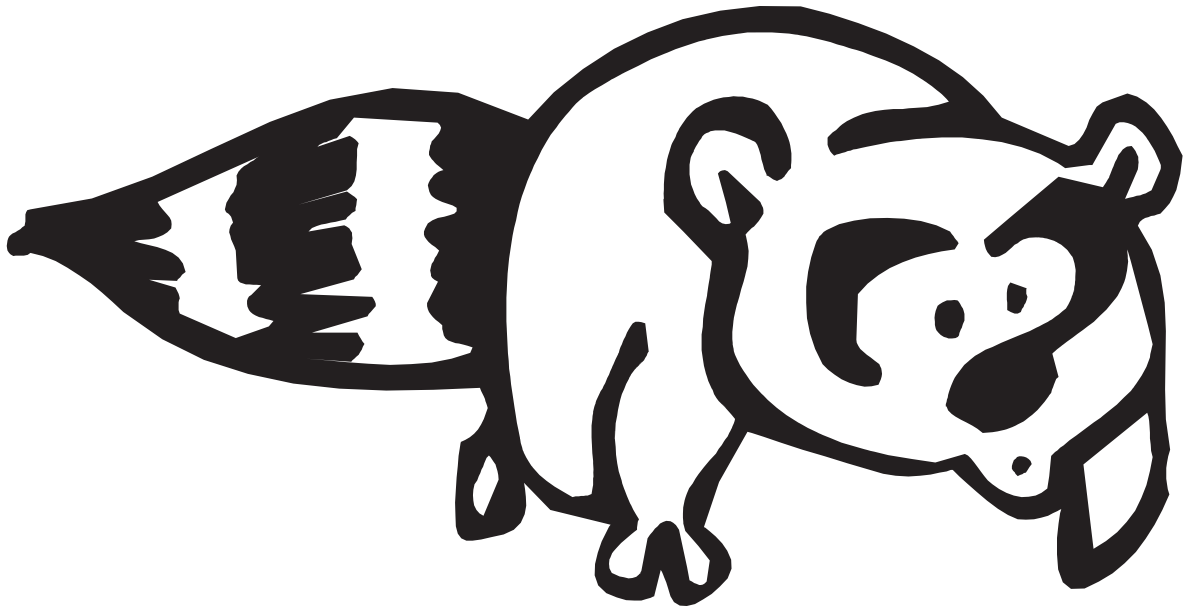
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Phonological Awareness

PA. 017

Phoneme Split and Say



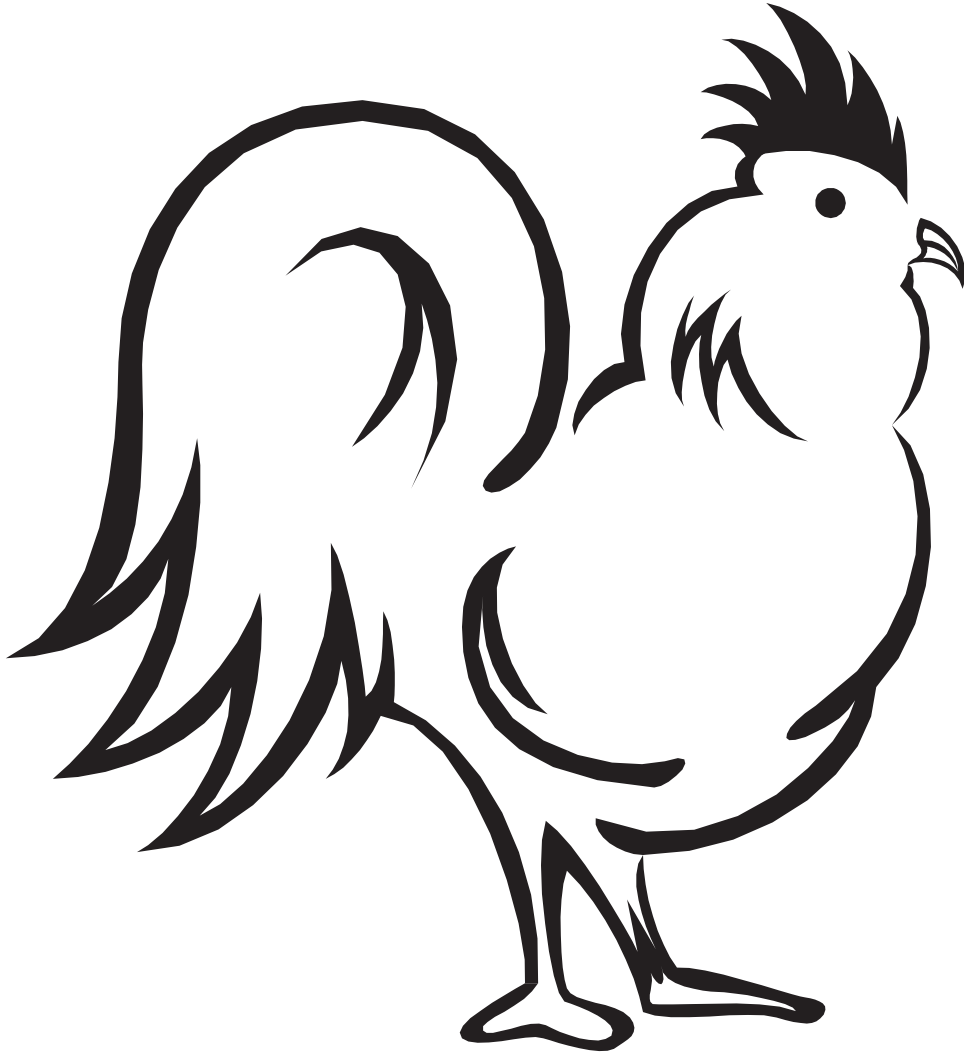
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Phonological Awareness

Phoneme Split and Say

PA. 017



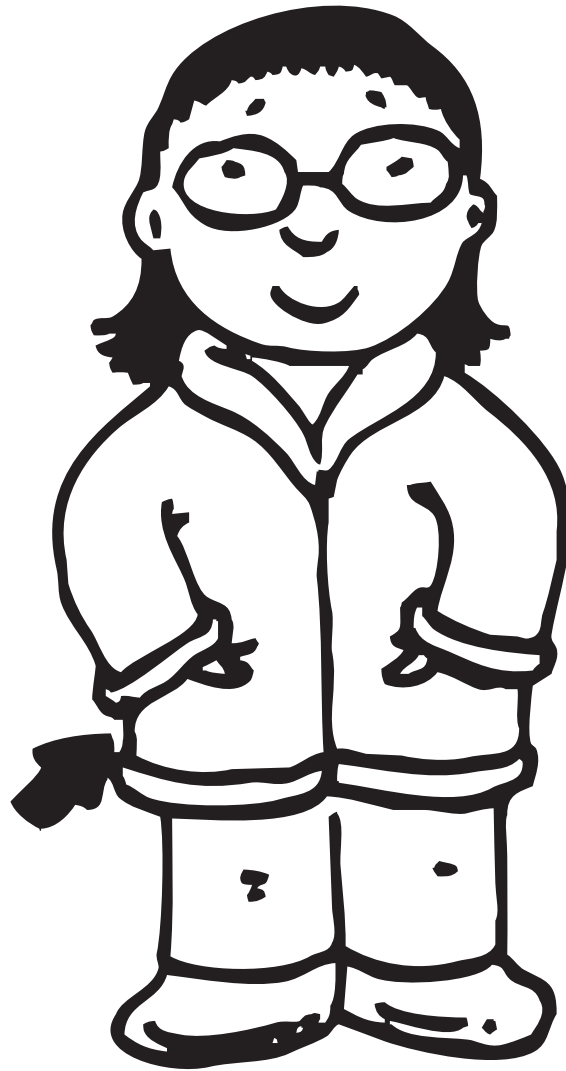
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Phonological Awareness

PA. 017

Phoneme Split and Say



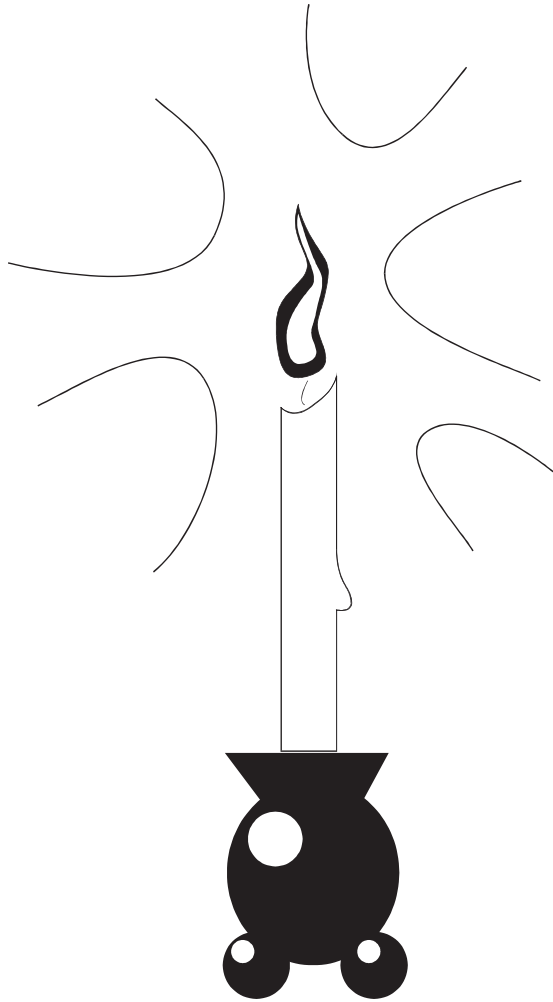
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Phonological Awareness

Phoneme Split and Say

PA. 017



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Phonological Awareness

PA. 017

Phoneme Split and Say



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Phonological Awareness

Phoneme Split and Say

PA. 017



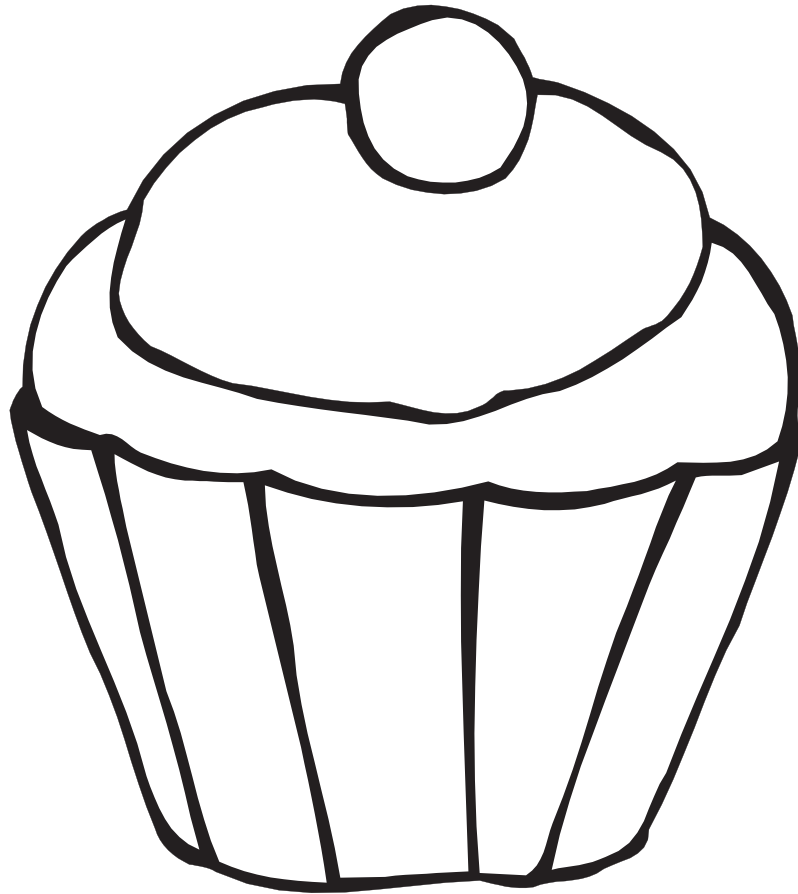
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Phonological Awareness

PA. 017

Phoneme Split and Say



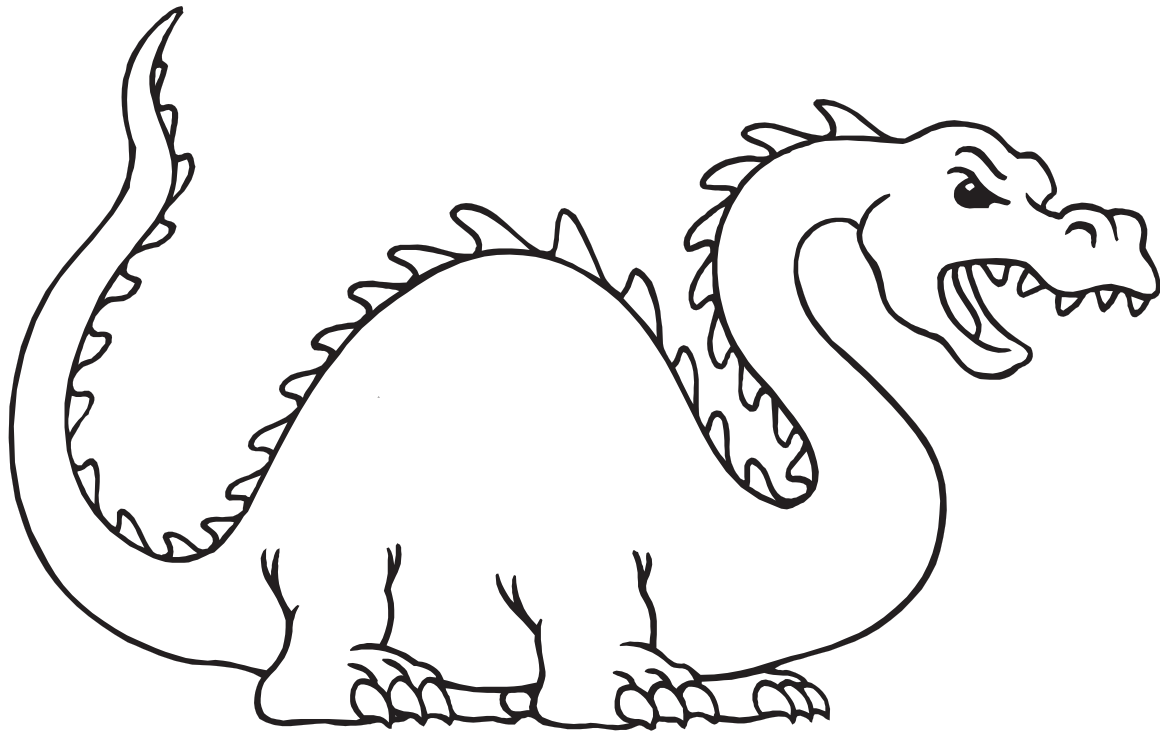
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Phonological Awareness

Phoneme Split and Say

PA. 017



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Phonological Awareness

PA. 017

Phoneme Split and Say



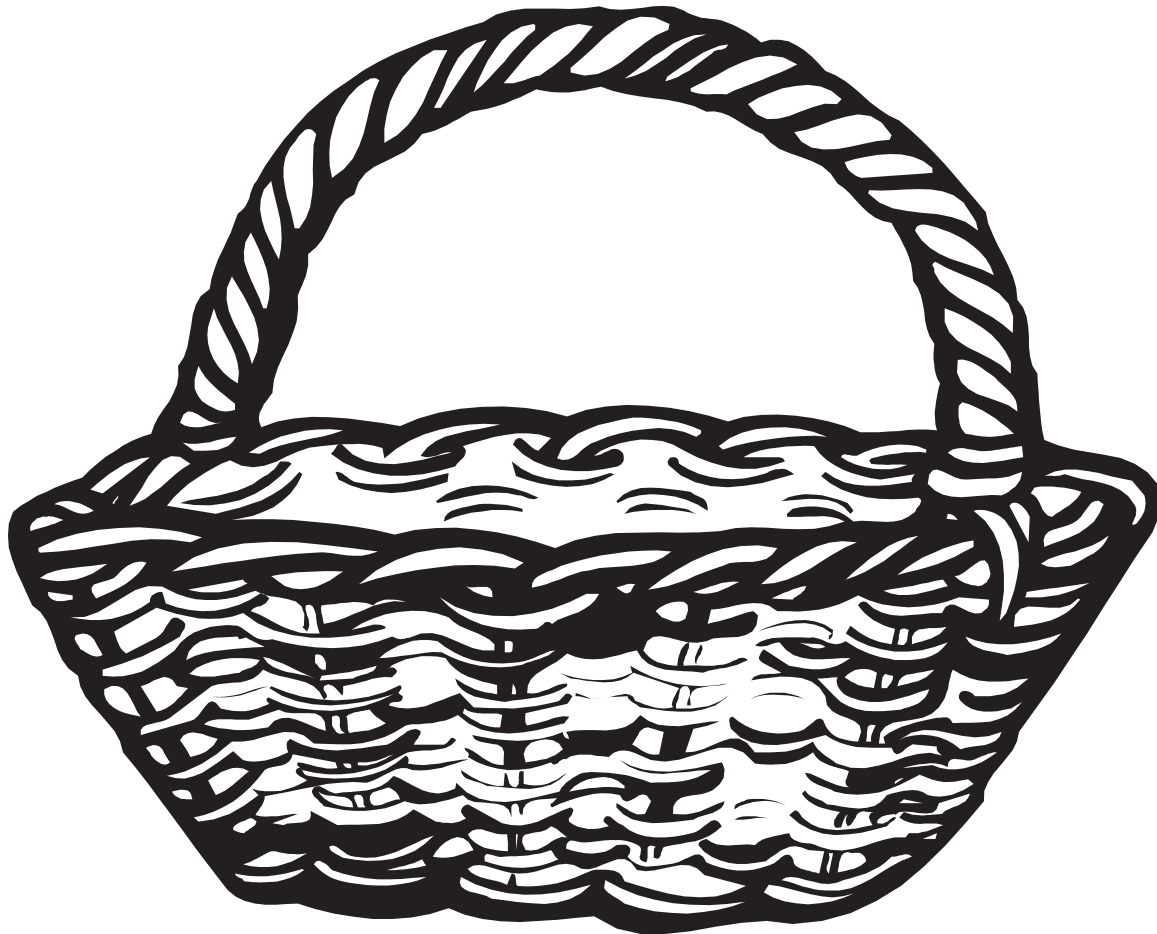
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Phonological Awareness

Phoneme Split and Say

PA. 017



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Phonological Awareness

PA. 017

Phoneme Split and Say



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Phonological Awareness

Phoneme Split and Say

PA. 017



Phonological Awareness

PA. 017

Phoneme Split and Say



Phonological Awareness

Phoneme Split and Say

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Phonological Awareness

PA. 017

Phoneme Split and Say



Phonological Awareness

Phoneme Split and Say

PA. 017





Phonological Awareness

PA. 018

Phoneme Segmenting and Blending

Break and Make

Objective

The student will segment and blend phonemes in words.

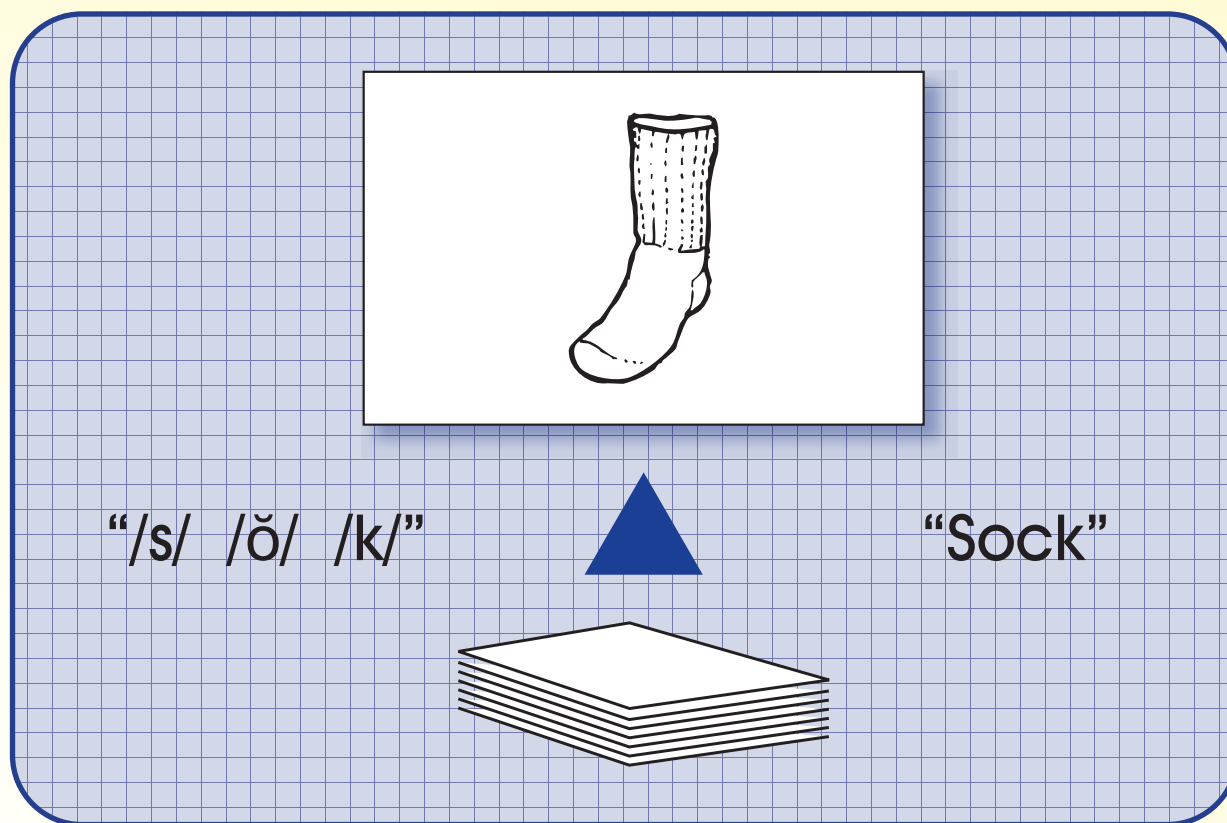
Materials

- ▶ Picture cards

Activity

Students segment and blend phonemes to make words by playing a picture card game.

1. Place picture cards face down in a stack.
2. Taking turns, student one selects the top card from the stack (without revealing the picture), and orally segments the name of the picture into phonemes (e.g., “/s/ /ɔ̃/ /k/”).
3. Student two blends the sounds back together to identify the object (e.g., “sock”).
4. If correct, student two keeps the picture. If incorrect, picture card is placed at the bottom of the stack.
5. Reverse roles and continue until all cards are used.
6. Peer evaluation



The diagram is set within a rounded rectangular frame with a light blue grid background. At the top center is a white rectangular box containing a line drawing of a sock. Below this box is a blue triangle pointing upwards. To the left of the triangle is the phonetic transcription “/s/ /ɔ̃/ /k/” and to the right is the word “Sock” in quotes. At the bottom center is a stack of several white rectangular cards, representing the picture cards used in the activity.

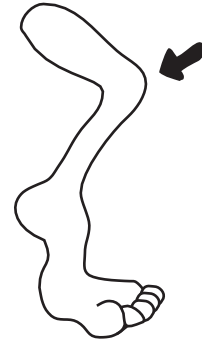
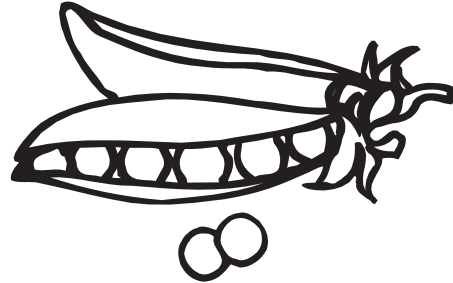
Extensions and Adaptations

- ▶ Sort by number of phonemes.

Phonological Awareness

Break and Make

PA. 018



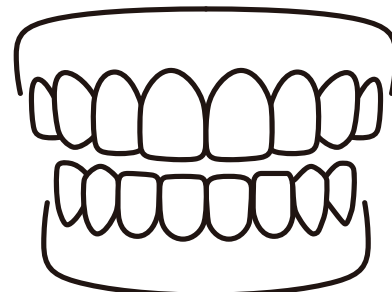
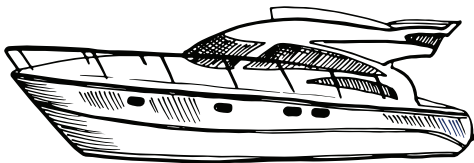
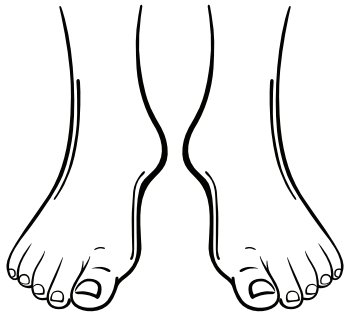
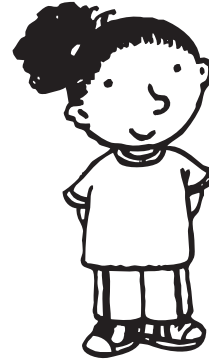
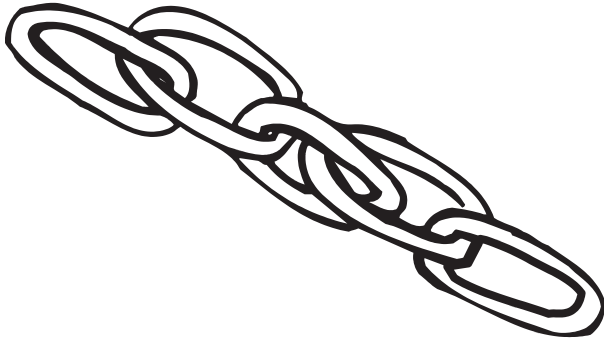
hay - 2, jar - 2, cow - 2, pea - 2, saw - 2, knee - 2, pie - 2, toe - 2



Phonological Awareness

PA. 018

Break and Make



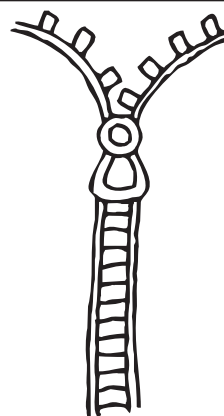
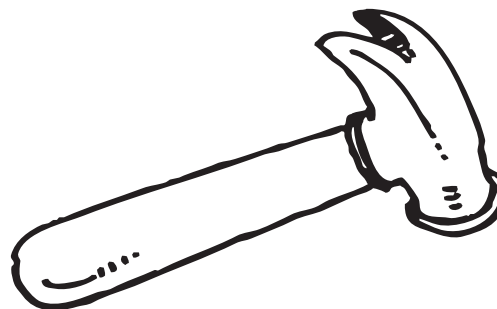
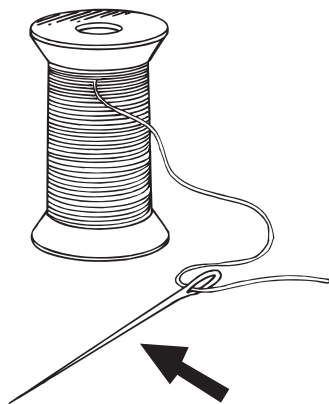
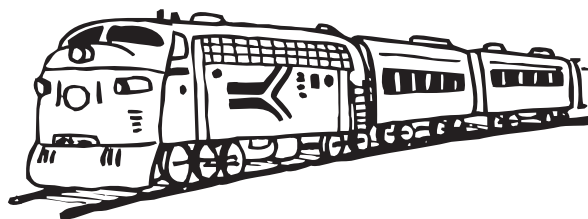
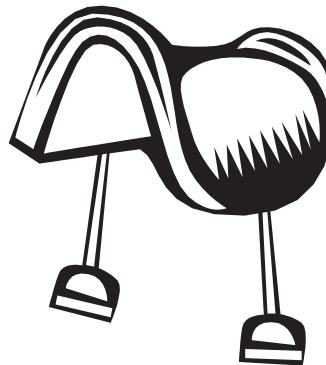
chain - 3, girl - 3, feet - 3, house - 3, boat - 3, sock - 3, seal - 3, teeth - 3



Phonological Awareness

Break and Make

PA. 018



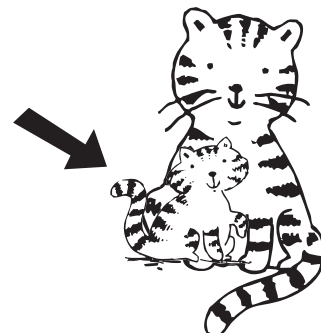
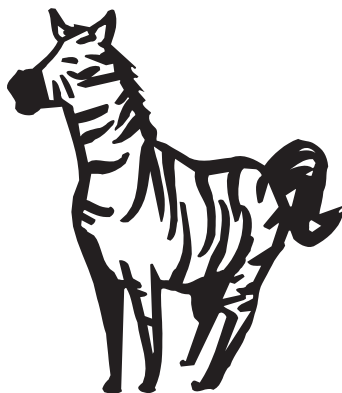
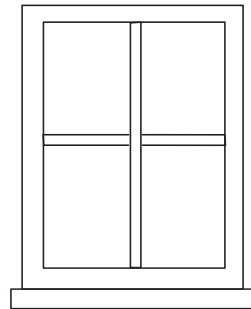
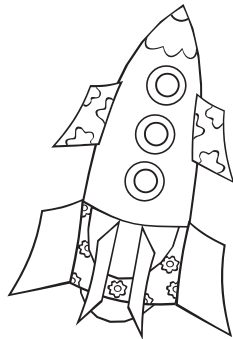
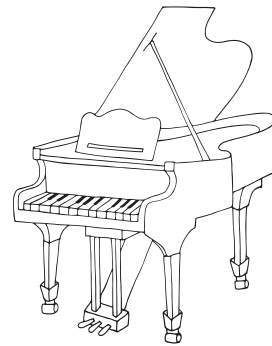
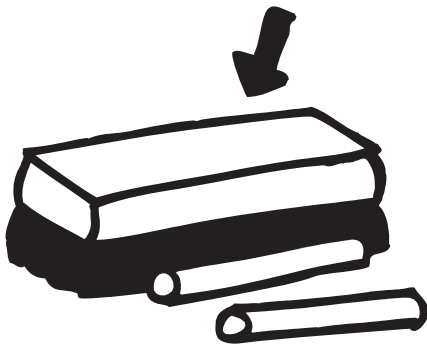
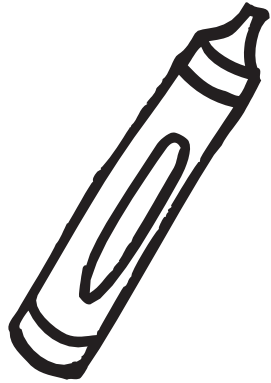
tent - 4, saddle - 4, drum - 4, train - 4, needle - 4, hammer - 4, bottle - 4, zipper - 4



Phonological Awareness

PA. 018

Break and Make

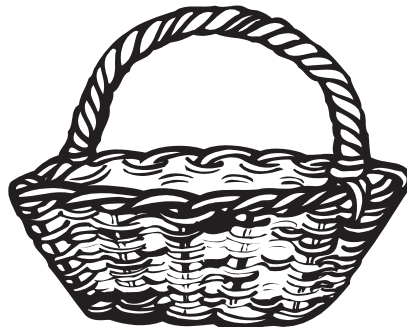
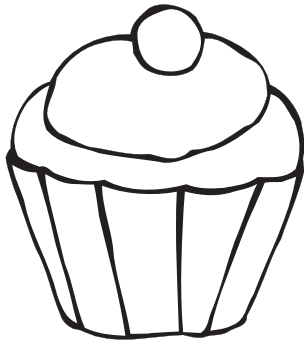
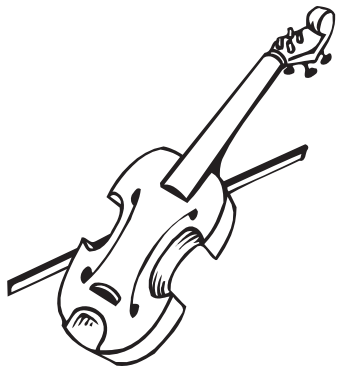
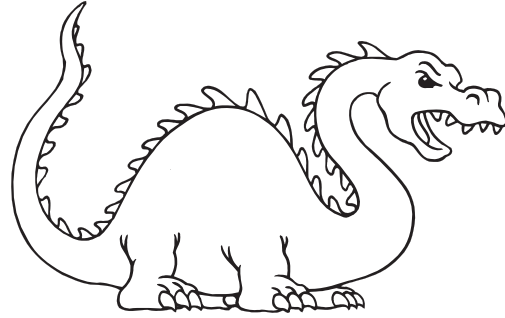


crayon - 5, thimble - 5, eraser - 5, piano - 5, rocket - 5, window - 5, zebra - 5, kitten - 5

Phonological Awareness

Break and Make

PA. 018



snowman - 6, dragon - 6, violin - 6, tractor - 6, cupcake - 6, backpack - 6, fountain - 6, basket - 6





Phonological Awareness

PA. 019

Phoneme Manipulating

What's Left?

Objective

The student will manipulate phonemes in words.

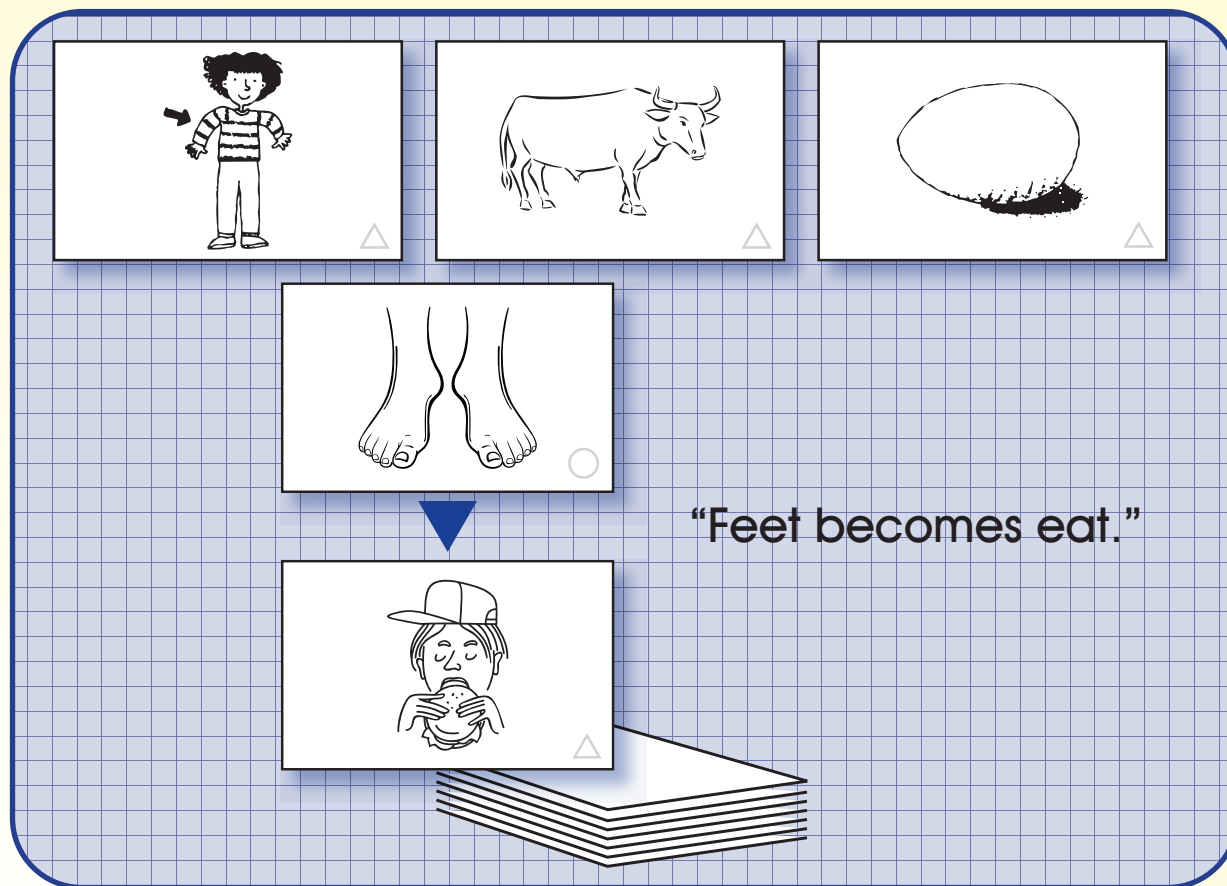
Materials

► Phoneme deletion picture cards

Activity

Students manipulate initial phonemes and match the new word to picture.

1. Divide phoneme deletion picture cards by shape icon. Place cards with circles face down in a stack on a flat surface. Place cards with triangles face up in rows.
2. Taking turns, students select the top card from the stack and name the picture.
3. Delete initial phoneme and say resulting word (e.g., “feet becomes eat”).
4. Find picture and keep the pair.
5. Continue until all matches are made.
6. Peer evaluation



“Feet becomes eat.”

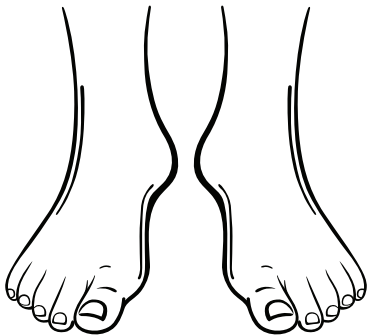
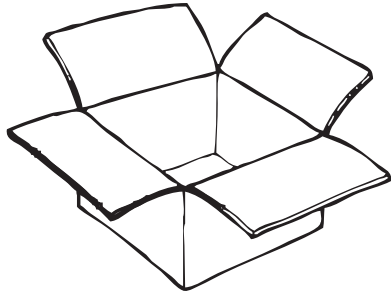
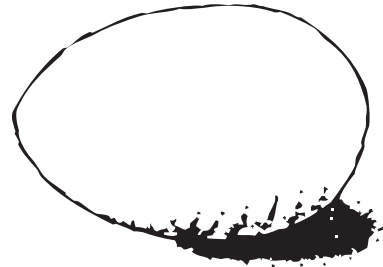
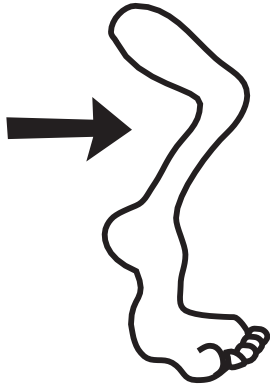
Extensions and Adaptations

► Add a different initial phoneme to triangle cards to form new words.

Phonological Awareness

What's Left?

PA. 019



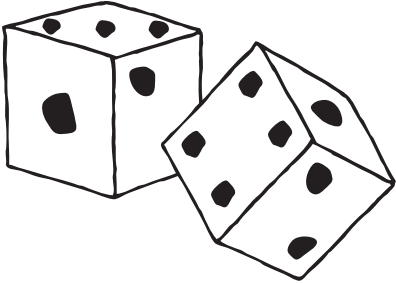
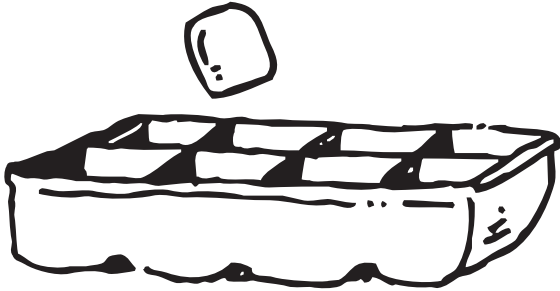
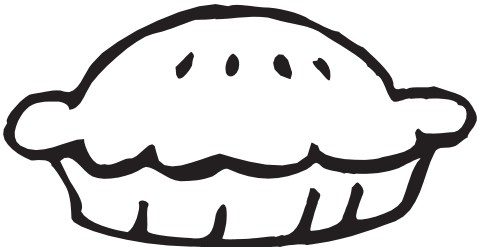

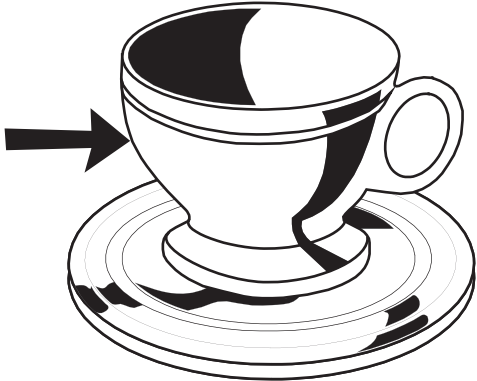
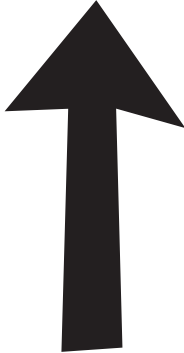

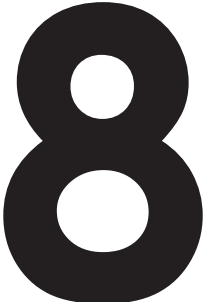
leg, egg, box, ox, feet, eat, farm, arm



Phonological Awareness

PA. 019

What's Left?

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 <input type="radio"/>	 <input type="checkbox"/>
 <input type="radio"/>	 <input type="checkbox"/>
 <input type="radio"/>	 <input type="checkbox"/>

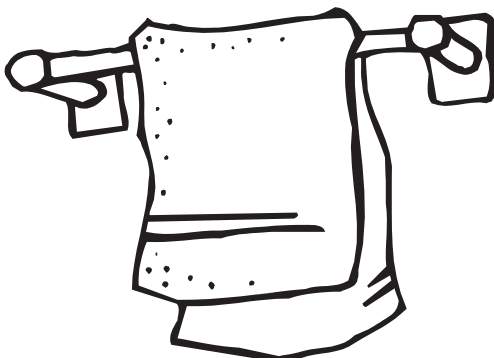
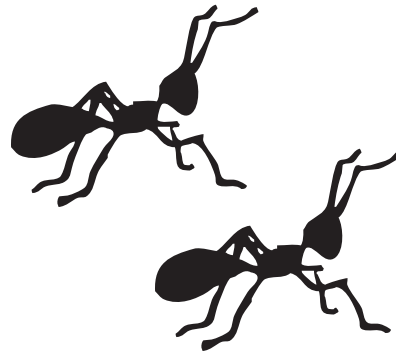
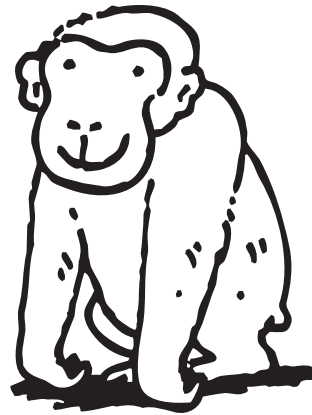
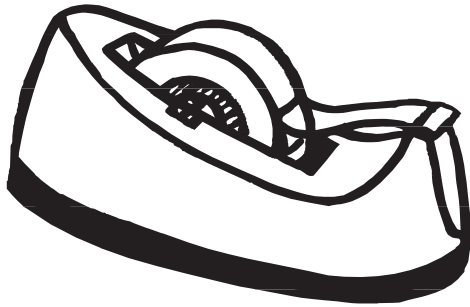
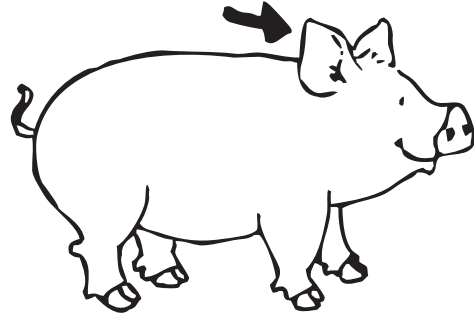
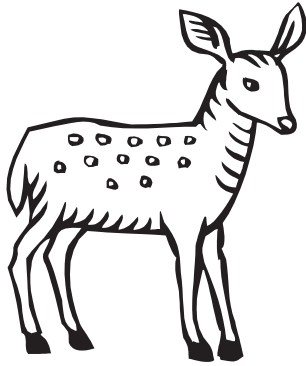
dice, ice, pie, eye, cup, up, gate, eight



Phonological Awareness

What's Left?

PA. 019



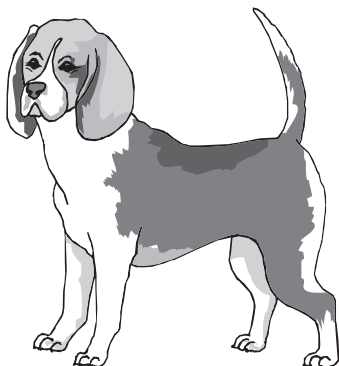
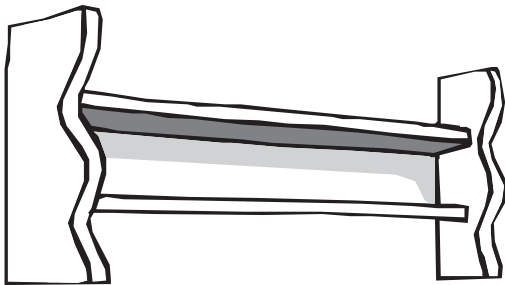
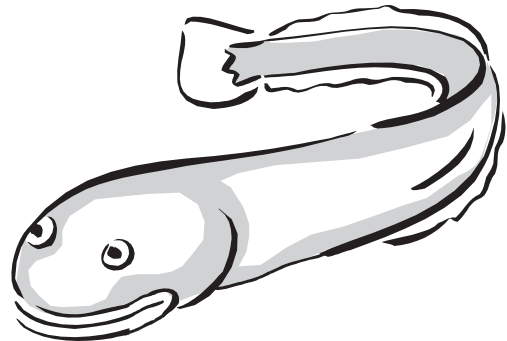
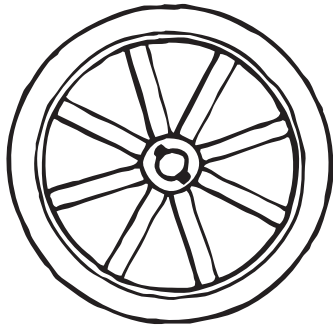
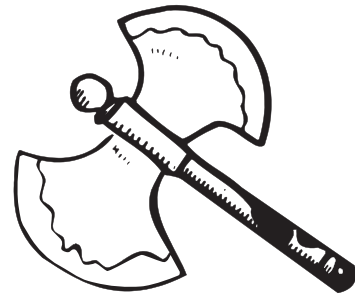
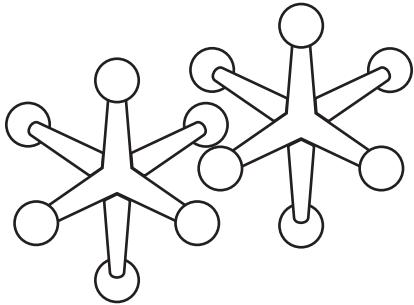
deer, ear, tape, ape, pants, ants, towel, owl



Phonological Awareness

PA. 019

What's Left?



jacks, ax, wheel, eel, shelf, elf, beagle, eagle





Phoneme Matching

PA. 020

Final Phoneme Pie

Objective

The student will manipulate phonemes in words.

Materials

- ▶ Picture Pie

Names of pictures are listed below to conceal from students.

Picture Pie #1: sew, bow, bell, eye, four, ham, tea, car

Picture Pie #2: bee, two, pen, ten, cow, jug, hand, tie

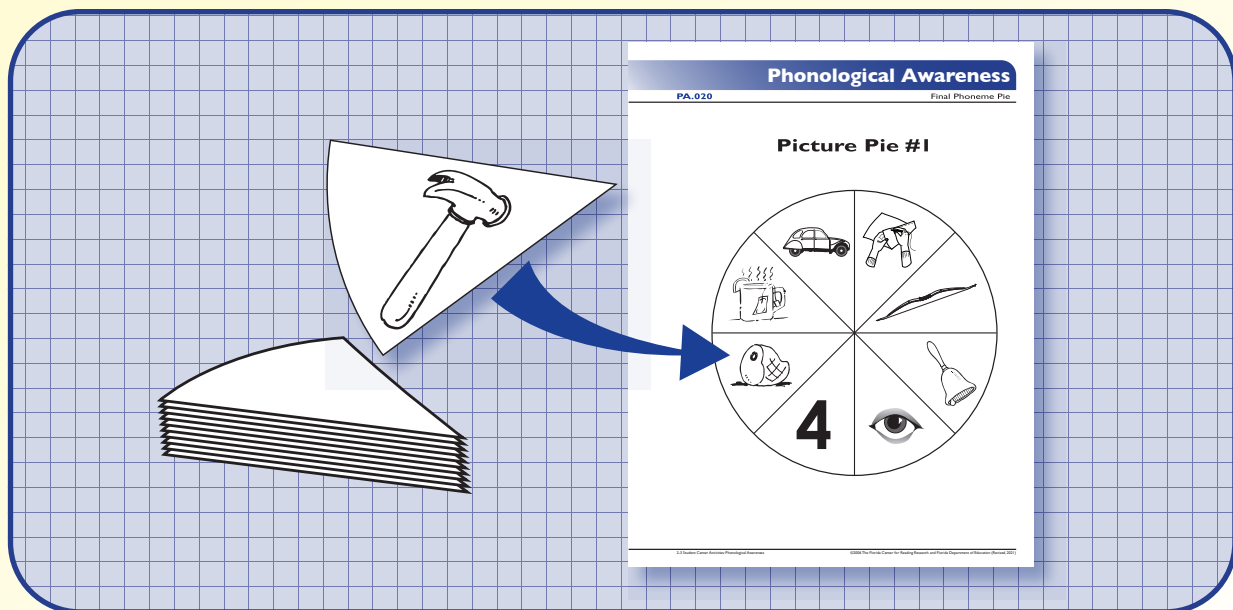
- ▶ Pie pieces

Cut pieces out and laminate. Add velcro to gameboards and pieces to assure placement.

Activity

Students manipulate final phonemes and match new word to pictures.

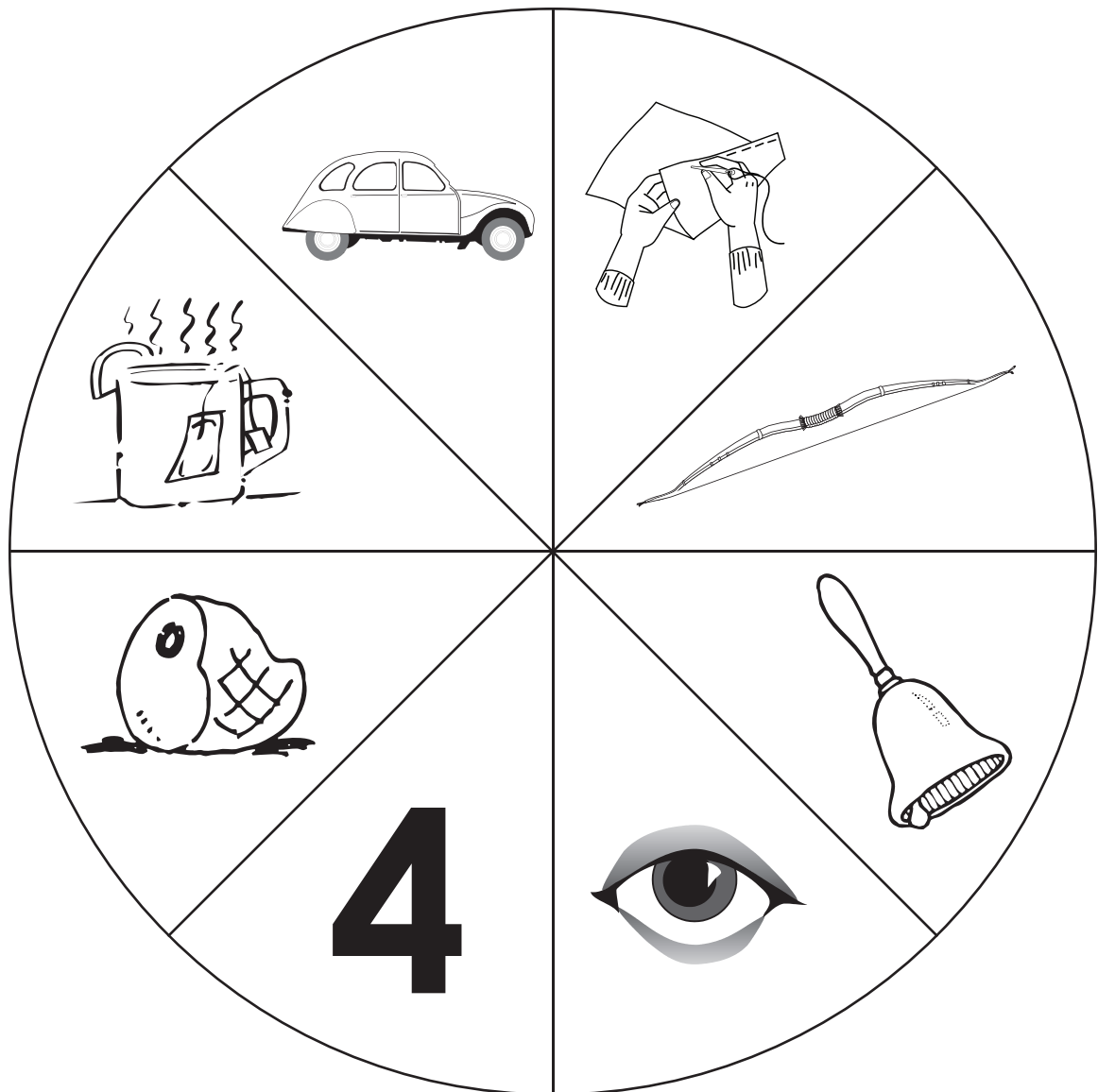
1. Place pie pieces in a stack face down at the center. Provide each student with a different Picture Pie.
2. Taking turns, students select the top pie piece from the stack.
3. Say the name of the picture on the pie piece, delete final phoneme, and say the new word (e.g., “hammer” becomes “ham”).
4. Find the picture of the new word (“ham”) on the Picture Pie and place the pie piece (“hammer”) on top of it. If picture of the new word is not on student’s game board, return pie piece to the bottom of the stack.
5. Continue until all pie pieces are placed.
6. Peer evaluation



Extensions and Adaptations

- ▶ Swap game boards and repeat activity.

Picture Pie #1

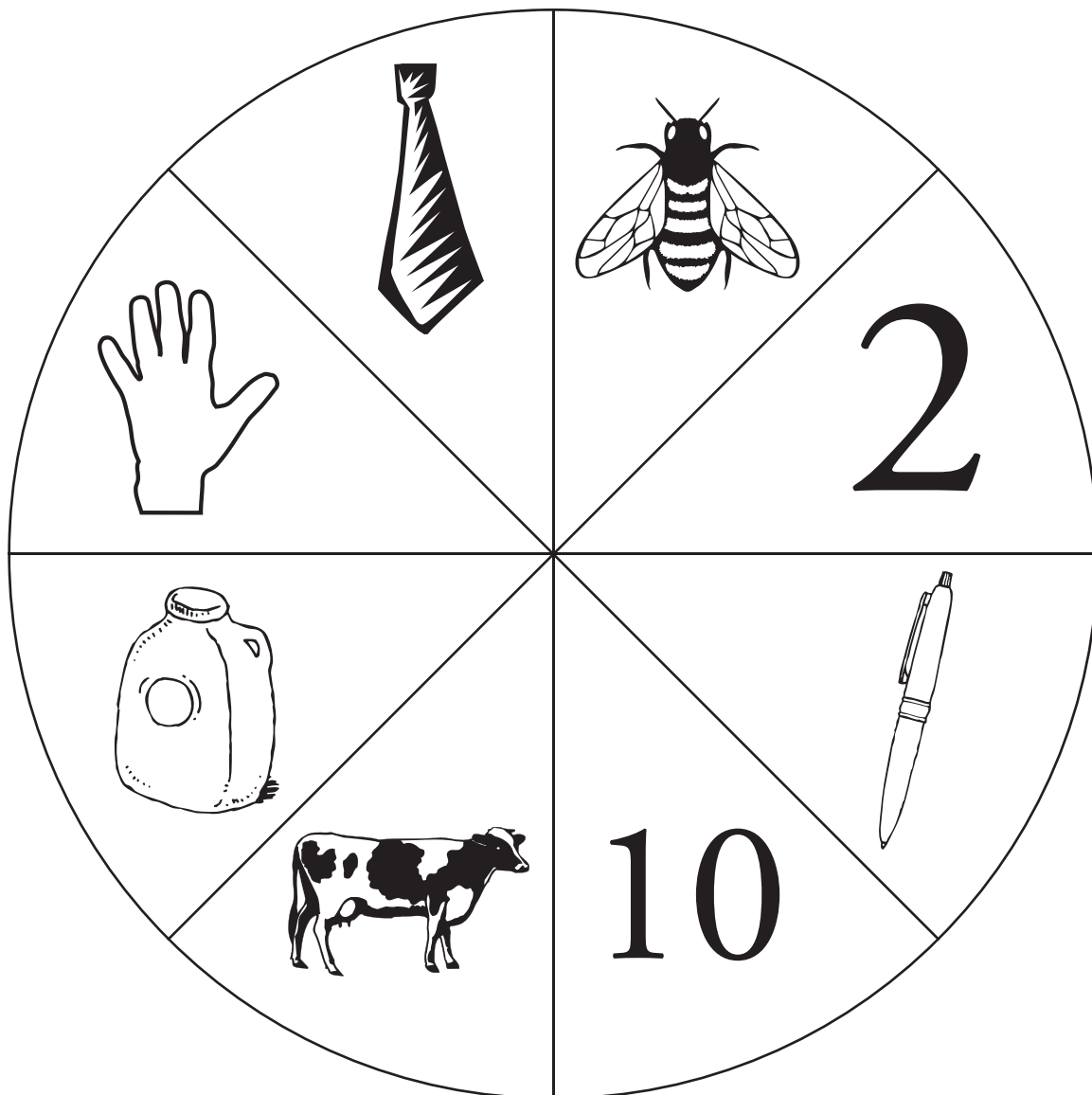


Phonological Awareness

Final Phoneme Pie

PA. 020

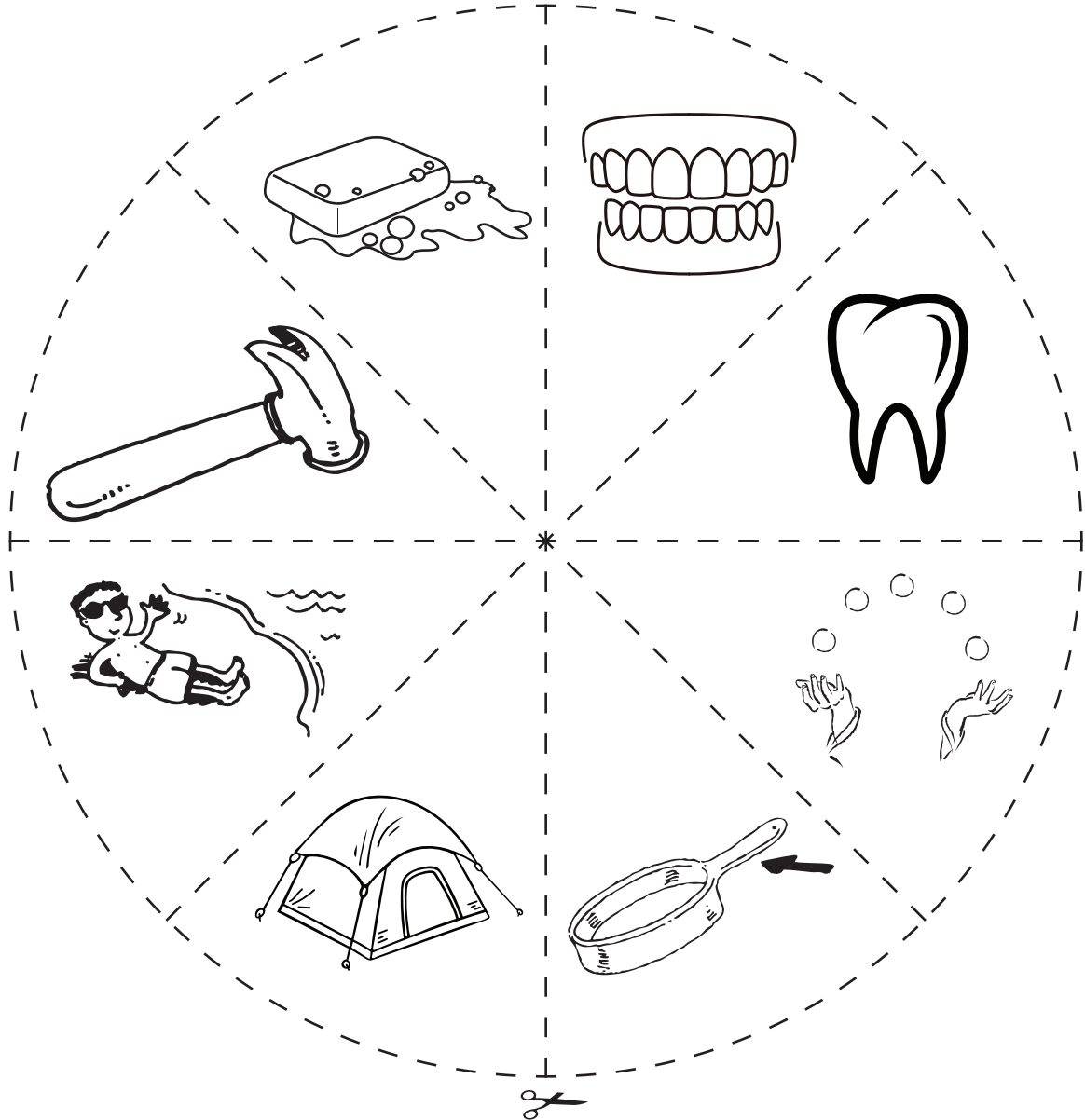
Picture Pie #2



Phonological Awareness

PA. 020

Final Phoneme Pie

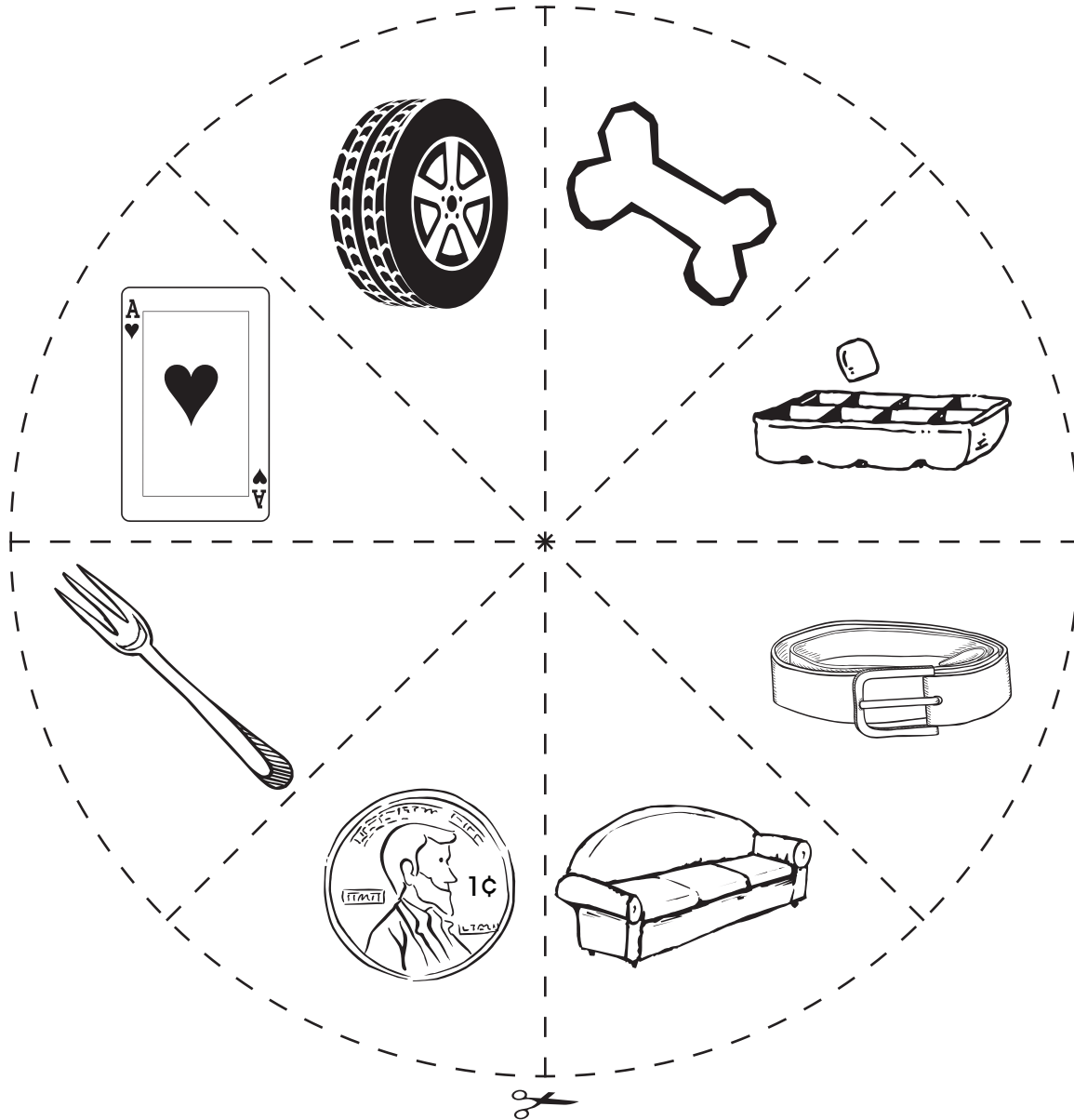


teeth, tooth, juggle, handle, tent, beach, hammer, soap

Phonological Awareness

Final Phoneme Pie

PA. 020



bone, ice, belt, couch, penny, fork, card, tire



Phonological Awareness

PA. 021

Phoneme Manipulating

Make It, Find It, Keep It

Objective

The student will manipulate phonemes in words.

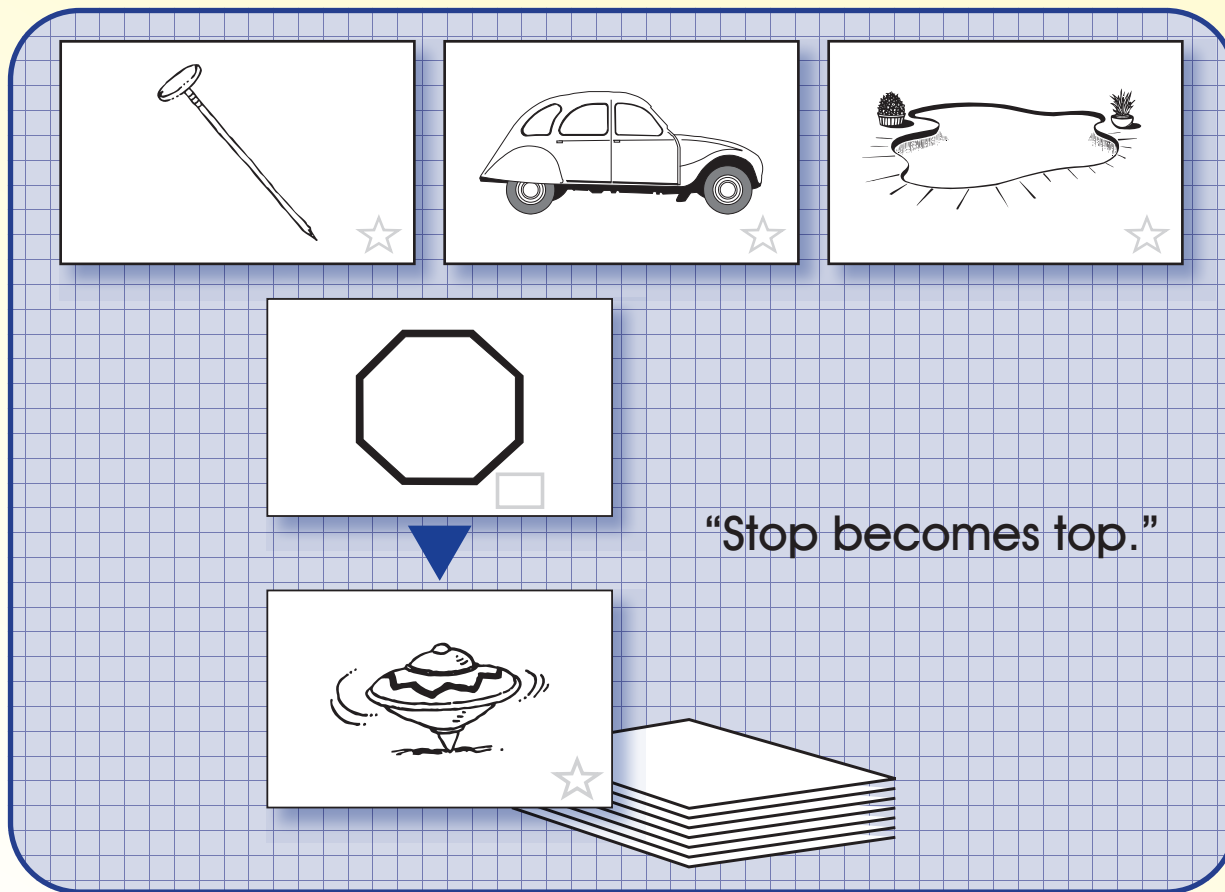
Materials

- ▶ Picture cards

Activity

Students manipulate initial phonemes in blends and match the new word to picture.

1. Divide picture cards by icon. Place cards with squares in a stack face down at the center. Place cards with stars face up in rows.
2. Taking turns, students select the top card from the stack (cards with squares) and name picture. Delete the initial phoneme and say resulting word (e.g., “stop becomes top”).
3. Look at the cards with star icons. Select the card of the new word (i.e., top). Keep the pair.
4. Reverse roles and continue until all matches are made.
5. Peer evaluation



“Stop becomes top.”

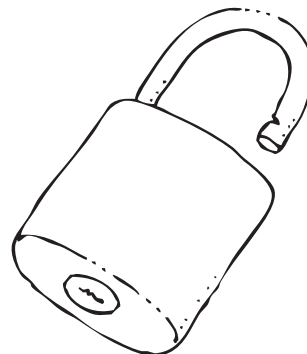
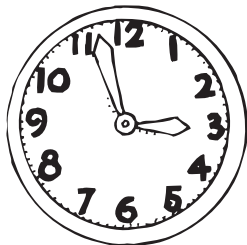
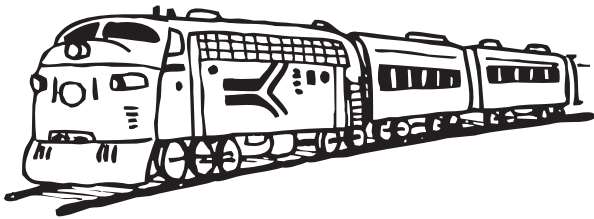
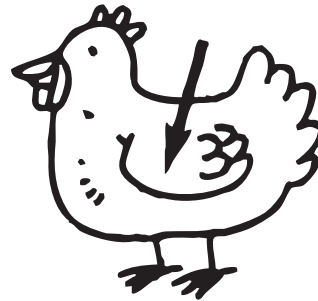
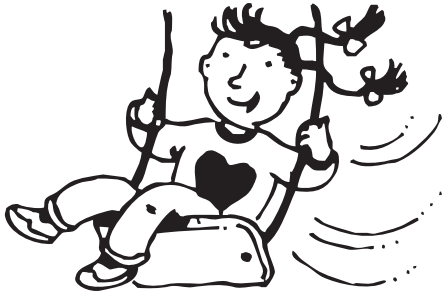
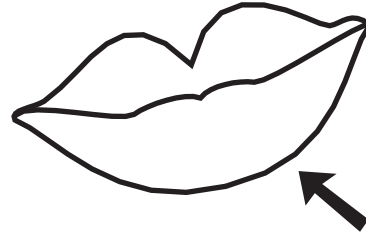
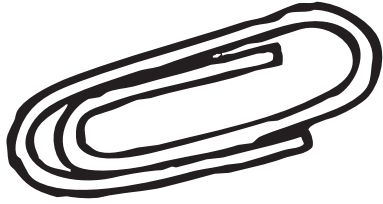
Extensions and Adaptations

- ▶ Count and record number of phonemes.
- ▶ Sort picture cards by number of phonemes.

Phonological Awareness

Make It, Find It, Keep It

PA. 021



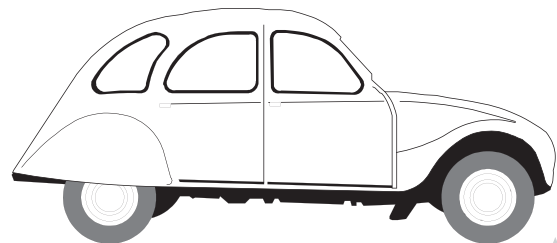
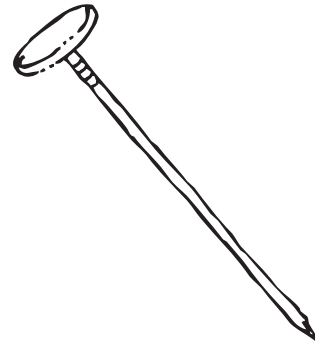
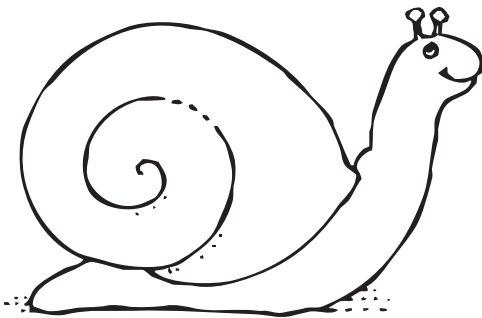
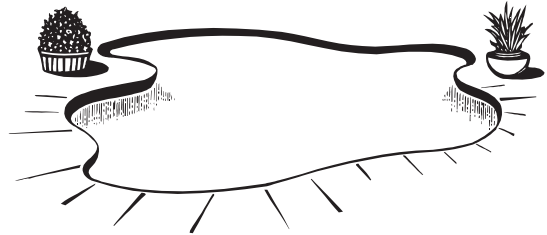
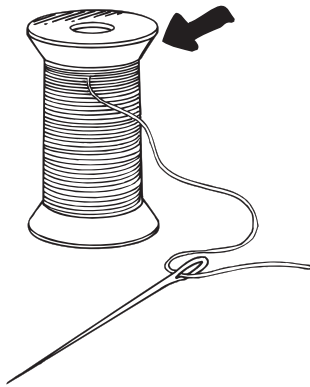
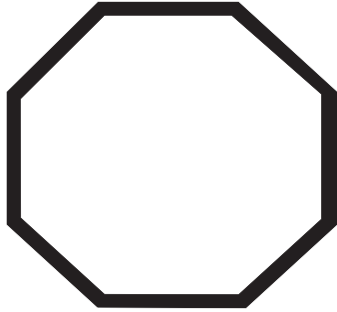
clip, lip, swing, wing, train, rain, clock, lock



Phonological Awareness

PA. 021

Make It, Find It, Keep It



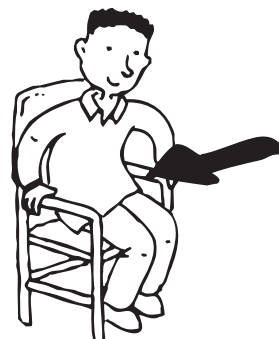
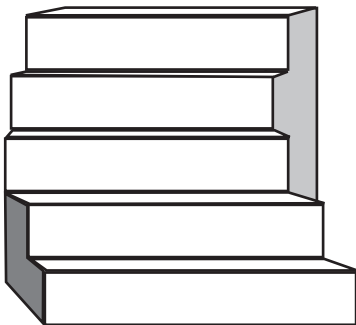
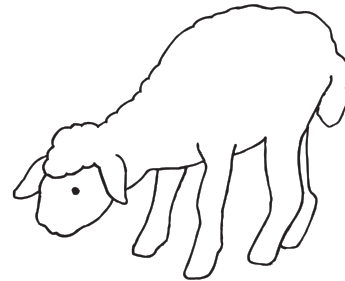
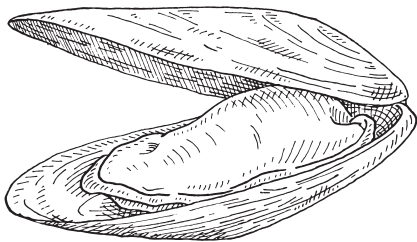
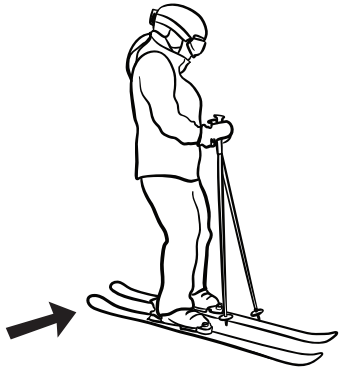
stop, top, spool, pool, snail, nail, scar, car



Phonological Awareness

Make It, Find It, Keep It

PA. 021






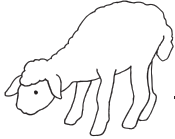











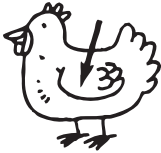





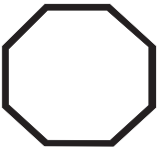


ski, key, clam, lamb, stair, tear, clap, lap



Name _____

PA. 021

Make It, Find It, Keep It

 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes



Phoneme Position Sort

Objective

The student will manipulate phonemes in words.

Materials

- ▶ Header picture cards

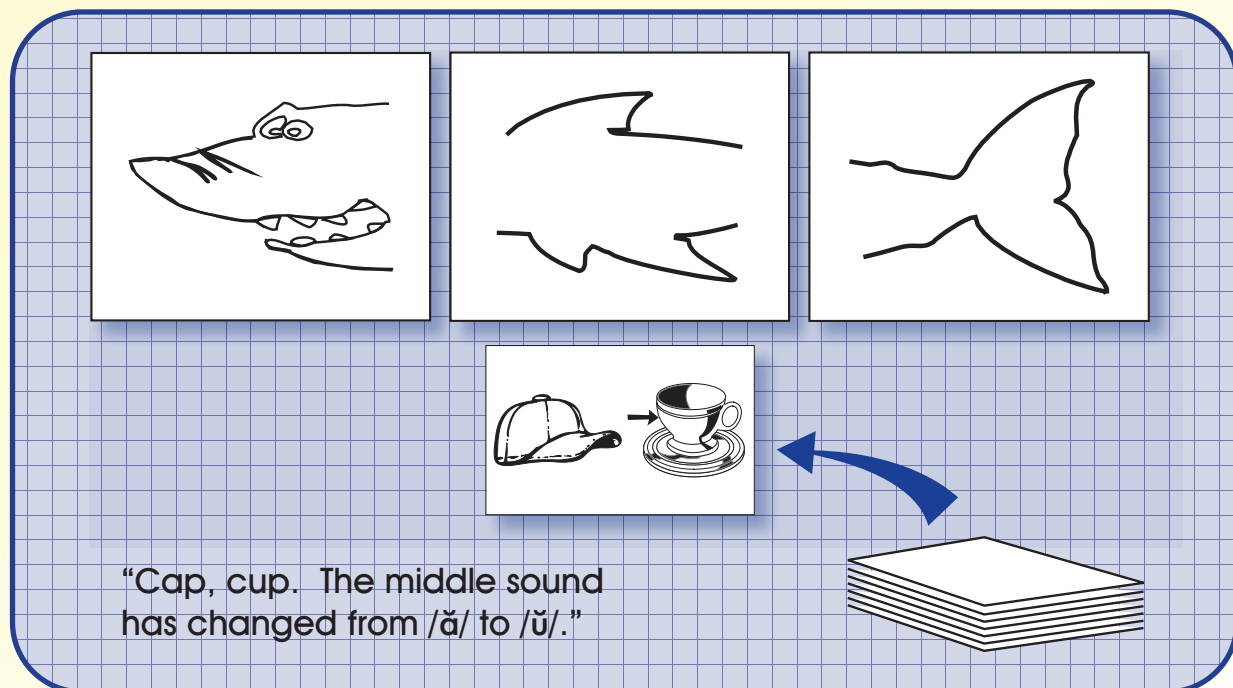
Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.

- ▶ Set of picture cards

Activity

Students will sort pictures by location of phoneme substitution.

1. Place header picture cards face up on flat surface. Mix and place the picture cards face down in a stack.
2. Taking turns, students select the top card from the stack, name the two pictures (“cap” and “cup”).
3. Determine the phoneme that has changed between the two pictures (e.g., “. . . the middle sound has changed from /ă/ to /ũ/”).
4. Place picture card under the header that matches the position of the changed phoneme (e.g., under the body of the shark to indicate the medial phoneme).
5. Continue until all cards are sorted.
6. Peer evaluation



“Cap, cup. The middle sound has changed from /ă/ to /ũ/.”

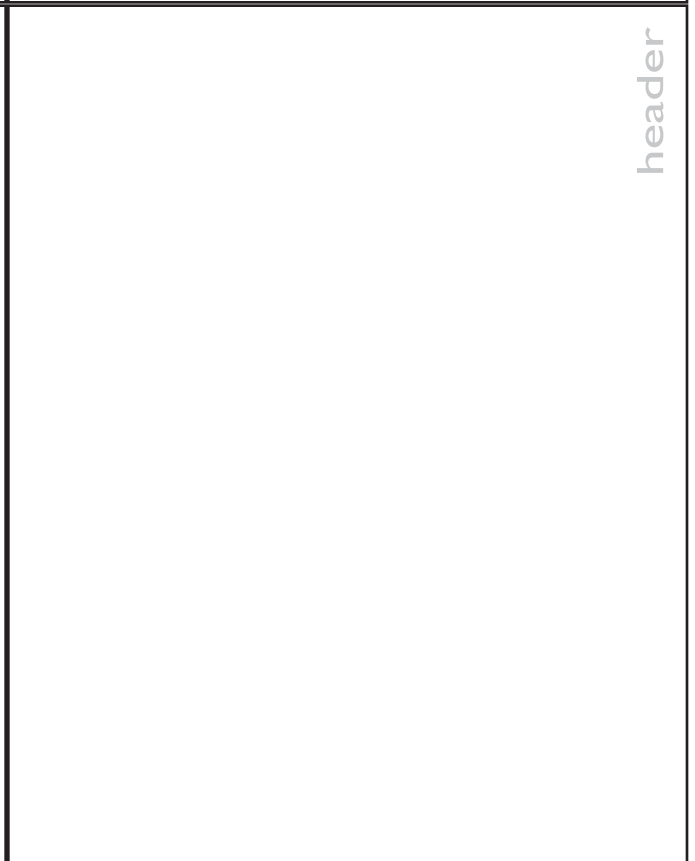
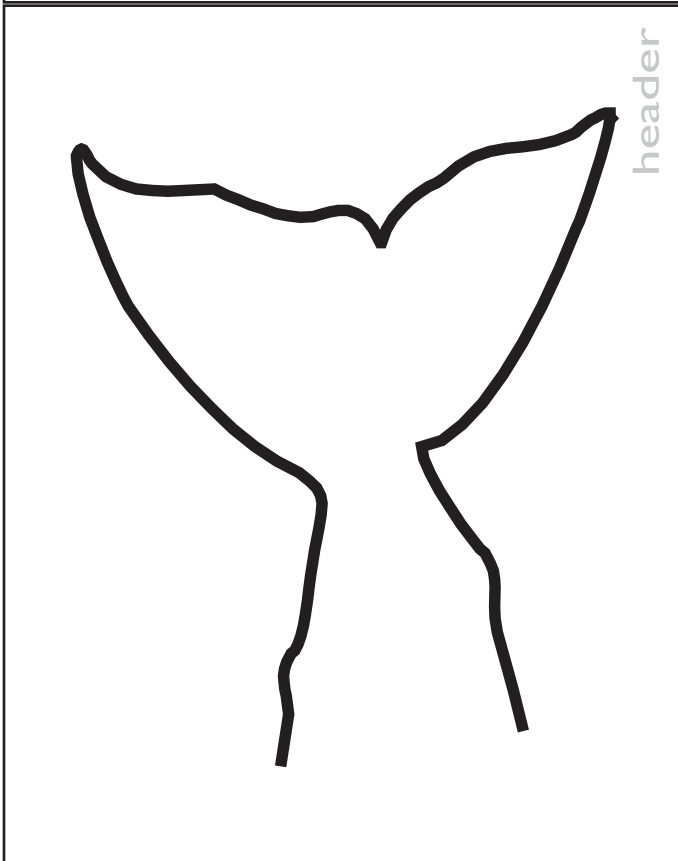
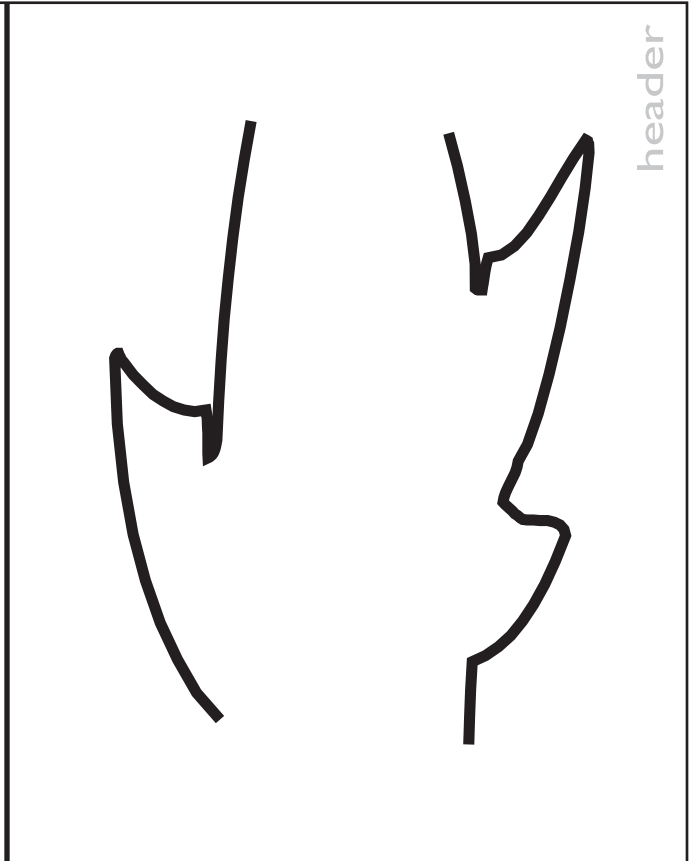
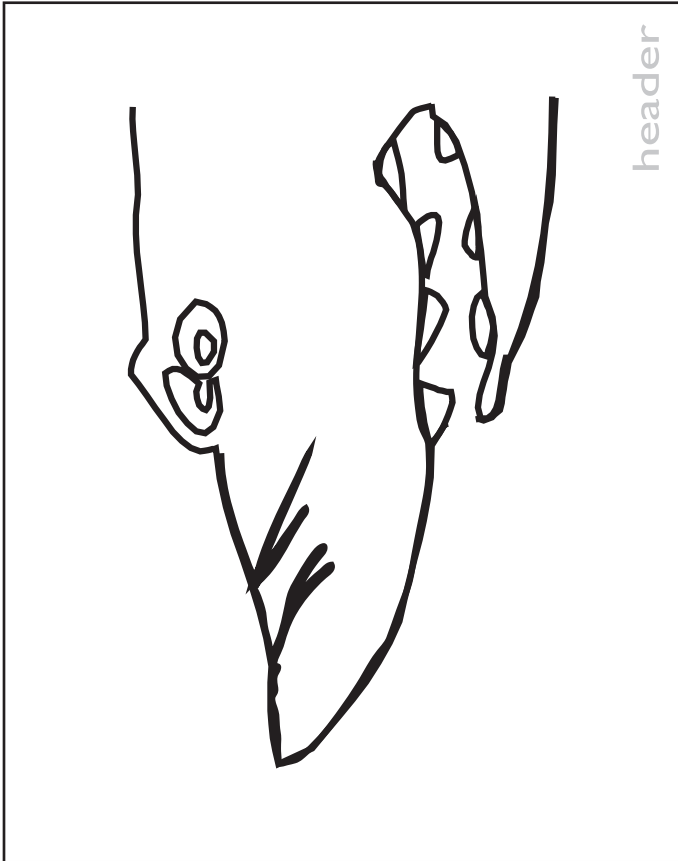
Extensions and Adaptations

- ▶ Make more phoneme substitution picture cards.

Phonological Awareness

PA. 022

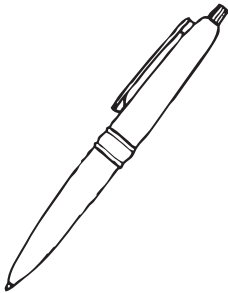
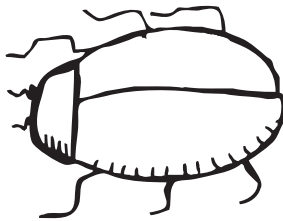
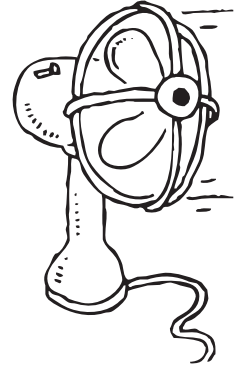
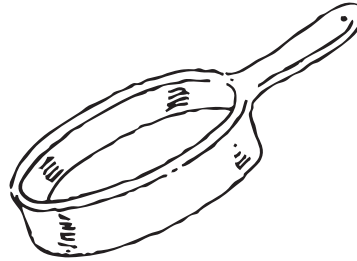
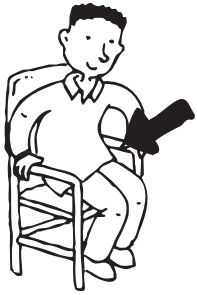
Phoneme Position Sort



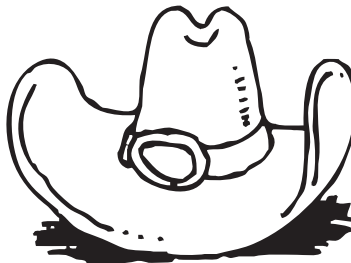
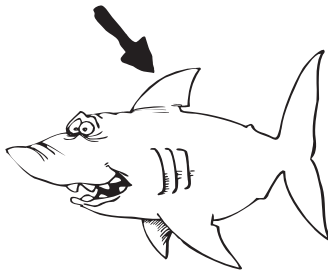
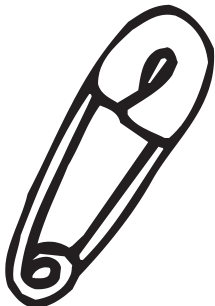
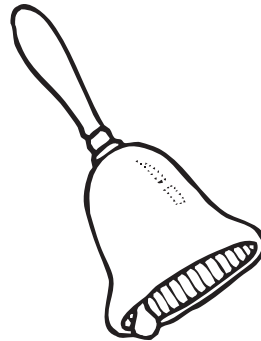
Phonological Awareness

Phoneme Position Sort

PA. 022



10

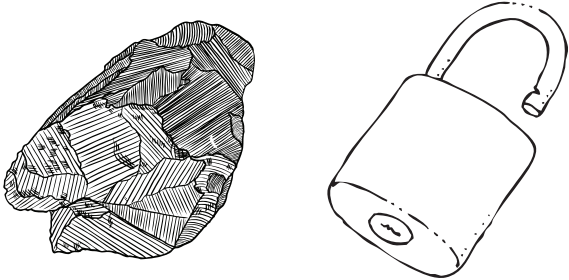

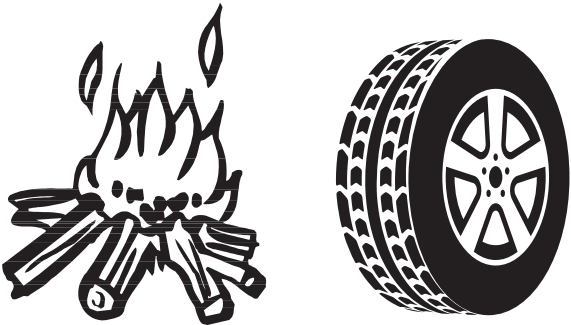

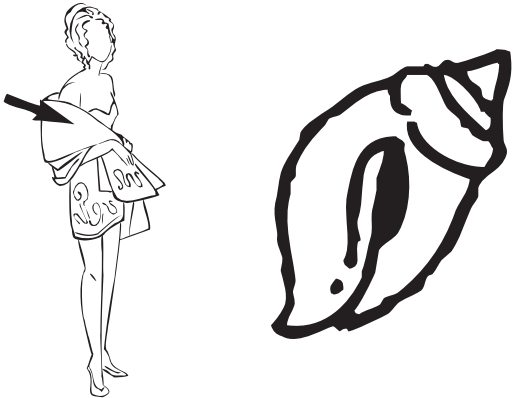
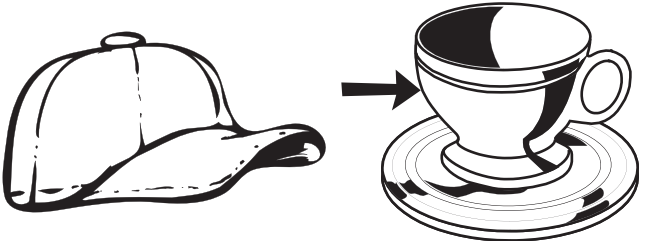

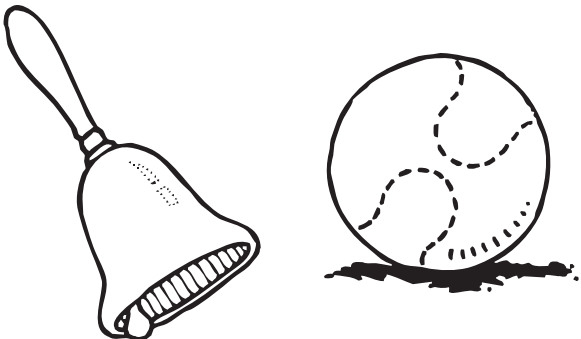


INITIAL: lap - cap, pan - fan, rug - bug, bed - head, pen - ten, bell - shell, pin - fin, hat - cat

Phonological Awareness

PA. 022

Phoneme Position Sort



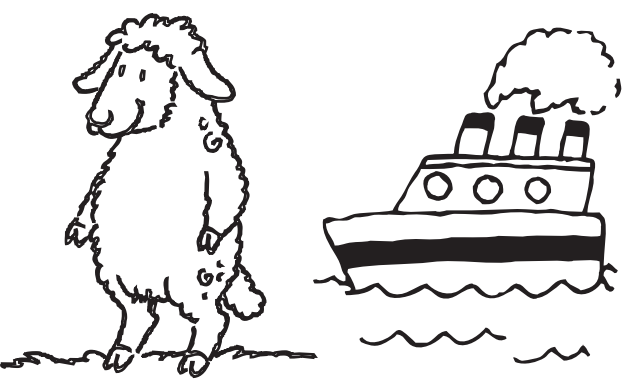
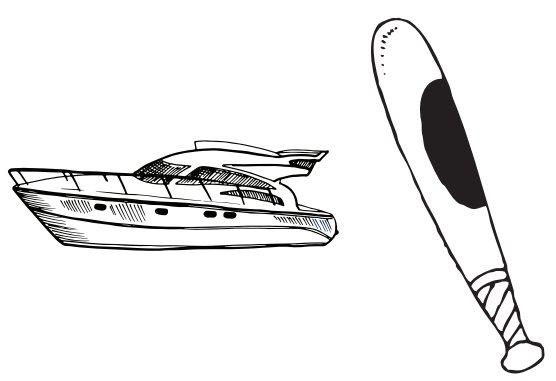


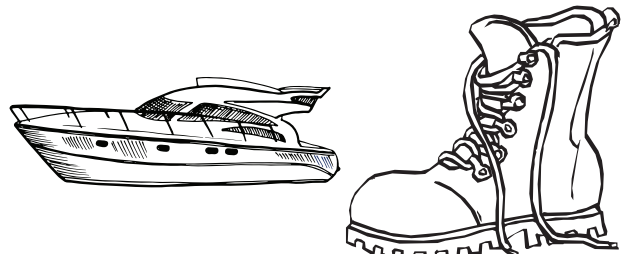
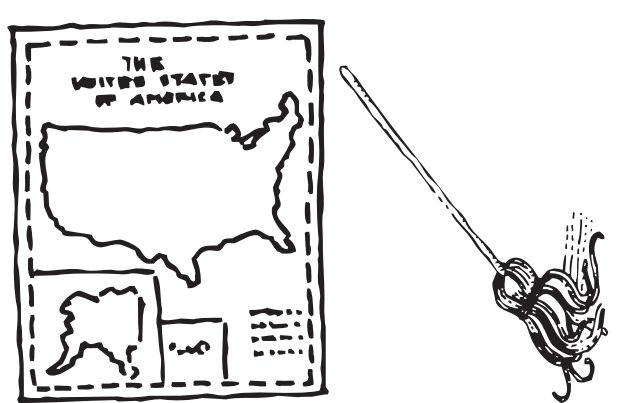
	
	
	
	

rock - lock, lake - cake, fire - tire, house - mouse MEDIAL: shawl - shell, cap - cup, chalk - check, bell - ball

Phonological Awareness

Phoneme Position Sort

PA. 022



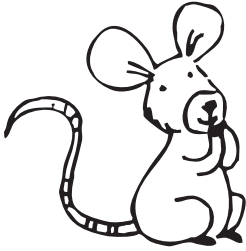

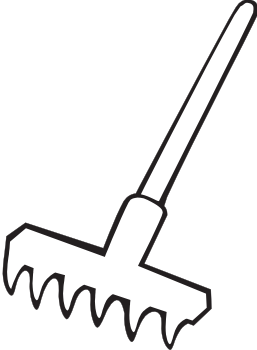


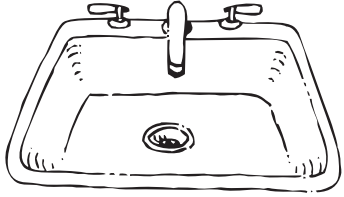

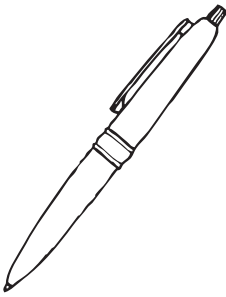
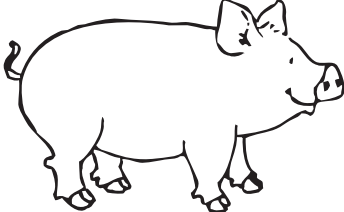
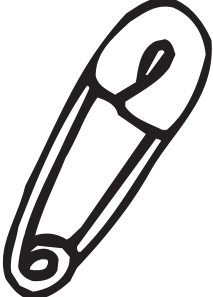

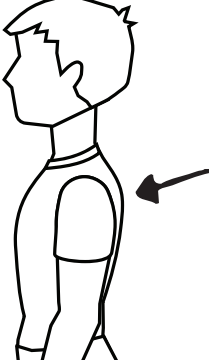
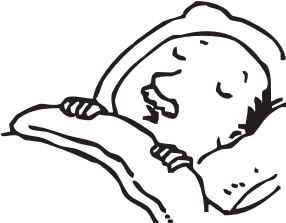

	
	
	
	

MEDIAL: hop - hip, tape - top, sheep - ship, boat - bat, can - cone, bug - bag, boat - boot, map - mop

Phonological Awareness

PA. 022

Phoneme Position Sort



FINAL: cane - cave, mouse - mouth, rake - rain, sing - sink, pet - pen, pig - pin, bat - back, sleep - sleeve



Phoneme Swap

Objective

The student will manipulate phonemes in words.

Materials

- ▶ Phoneme substitution picture cards
- ▶ Student sheet

Can be copied back to back.

Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.

- ▶ Pencils

Activity

Students decide which phoneme has been changed by comparing two pictures.

1. Place the phoneme substitution picture cards face down at the center. Provide each student with both student sheets.
2. Taking turns, students select top card. Say the name of each picture (“boat” and “coat”).
3. Determine what sound has been changed and say those two sounds (e.g., “/b/ to /k/”).
4. State whether the sound change is located at the beginning, middle, or end of the word (e.g., “. . . the beginning sound changed from /b/ to /k/”).
5. Place an “X” under the correct heading on their student sheets.
6. Continue until all cards are identified.
7. Teacher evaluation

Name _____	PA.023		
Phoneme Swap			
→			
→			
→			
→			
→			
→	X		
→			
→			

“Boat, coat. The beginning sound changed from /b/ to /k/.”

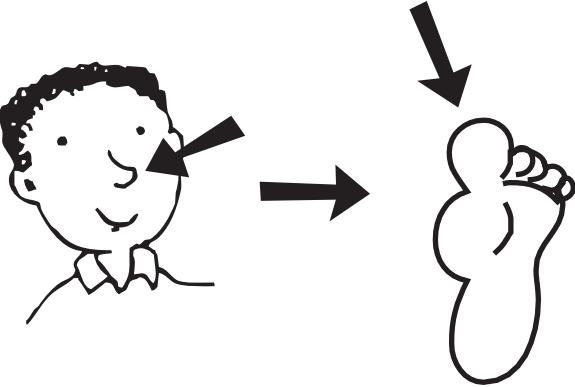
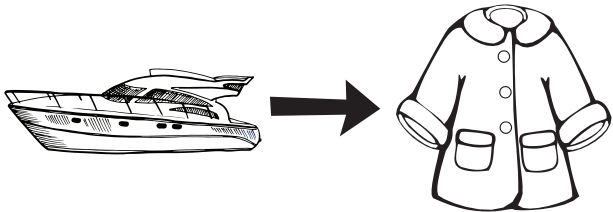
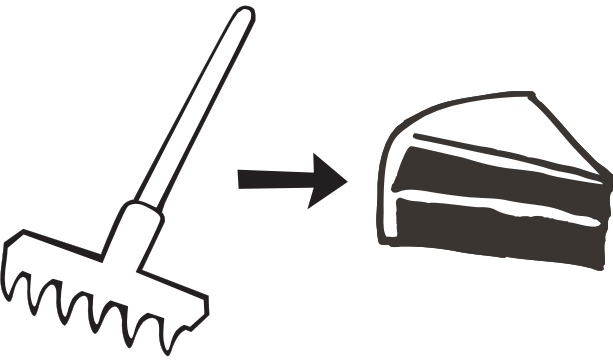
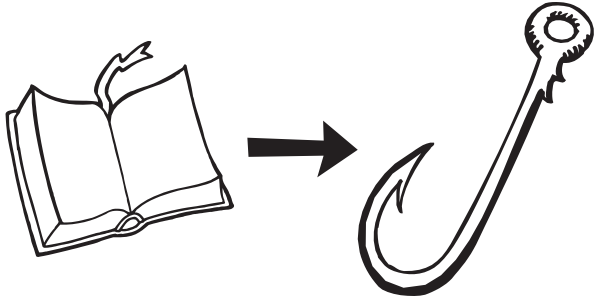
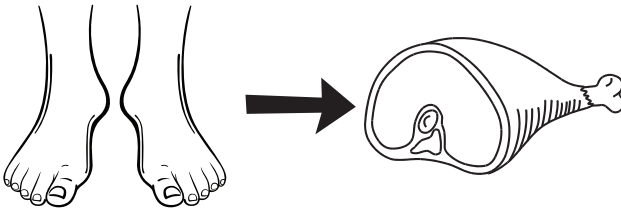
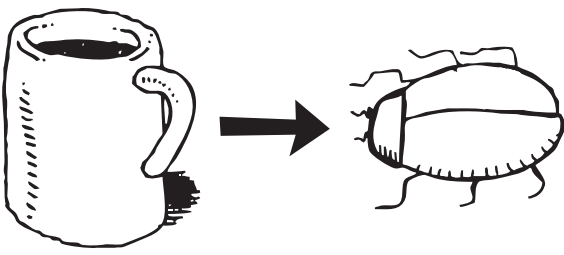
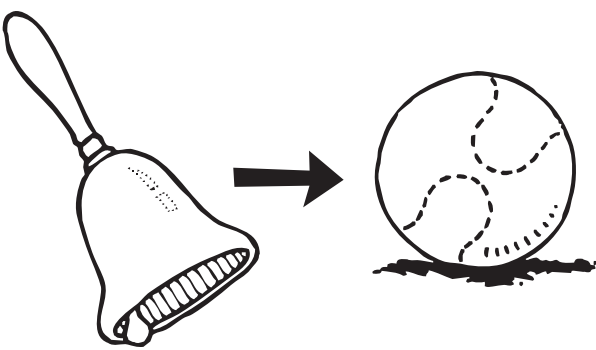
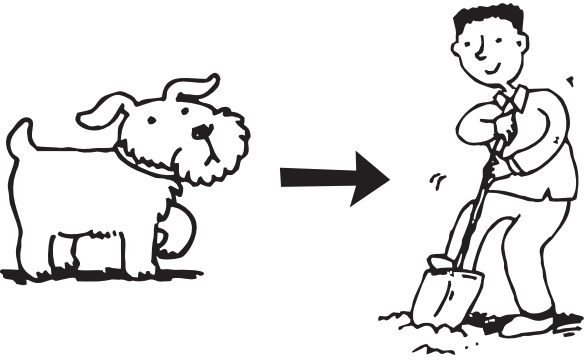
Extensions and Adaptations

- ▶ Sort pictures on a pocket chart by initial, final, or medial sound changes using header picture cards from Student Center Activity PA.022: Phoneme Position Sort.

Phonological Awareness

PA. 023

Phoneme Swap

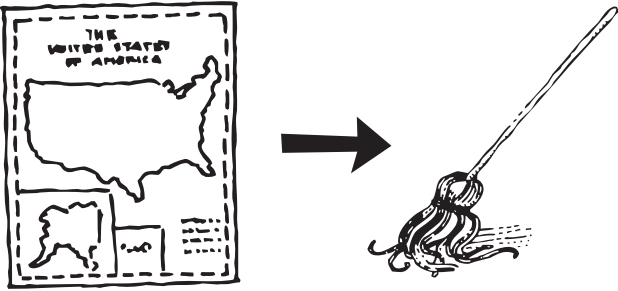
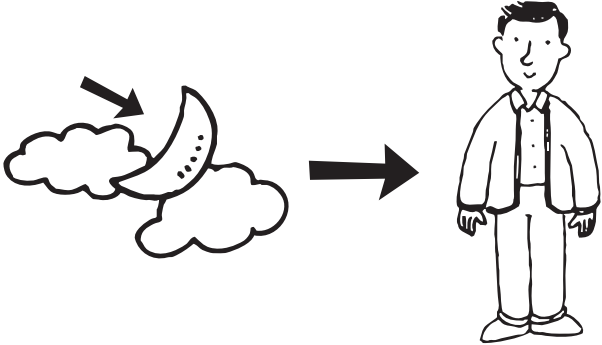
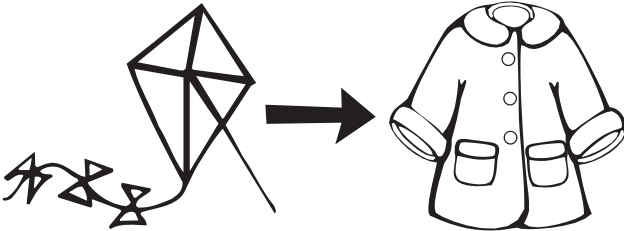
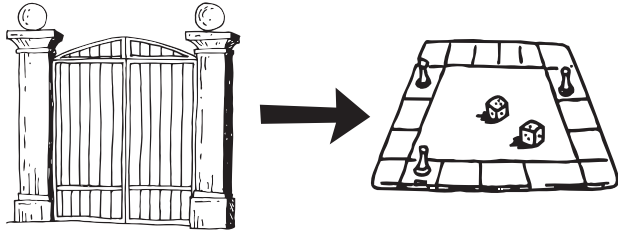
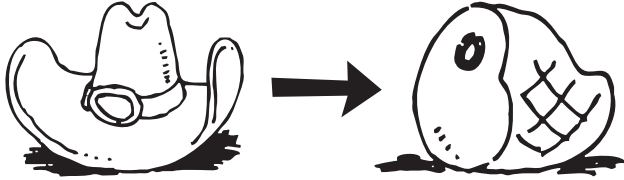
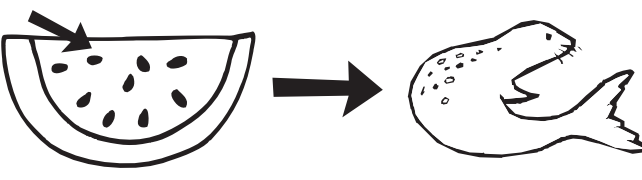
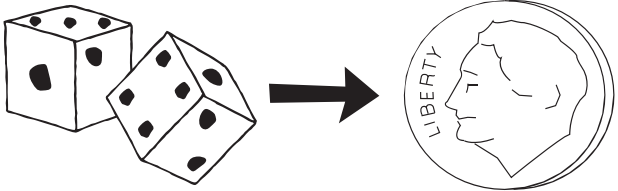
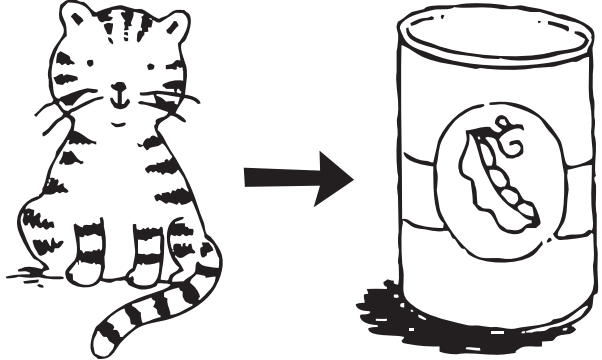
	
	
	
	

INITIAL: nose - toes, boat - coat, rake - cake, book - hook, feet - meat, mug - bug MEDIAL: bell - ball, dog - dig

Phonological Awareness

Phoneme Swap

PA. 023


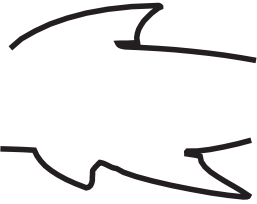
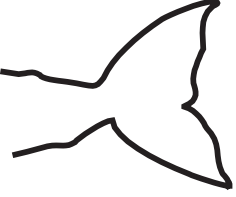












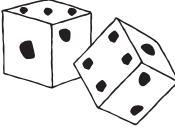



	
	
	
	

map - mop, moon - man, kite - coat FINAL: gate - game, hat - ham, seed - seal, dice - dime, cat - can

Name _____

PA. 023


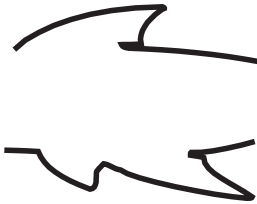
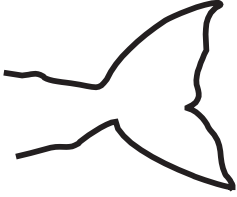


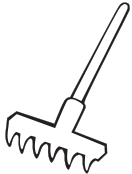

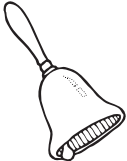









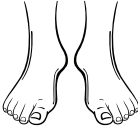

Phoneme Swap

				
	→			
	→			
	→			
	→			
	→			
	→			
	→			
	→			

Name _____

Phoneme Swap

PA. 023

			
 → 			
 → 			
 → 			
 → 			
 → 			
 → 			
 → 			
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Phonological Awareness

PA. 024

Phoneme Manipulating

Word Change

Objective

The student will manipulate phonemes in words.

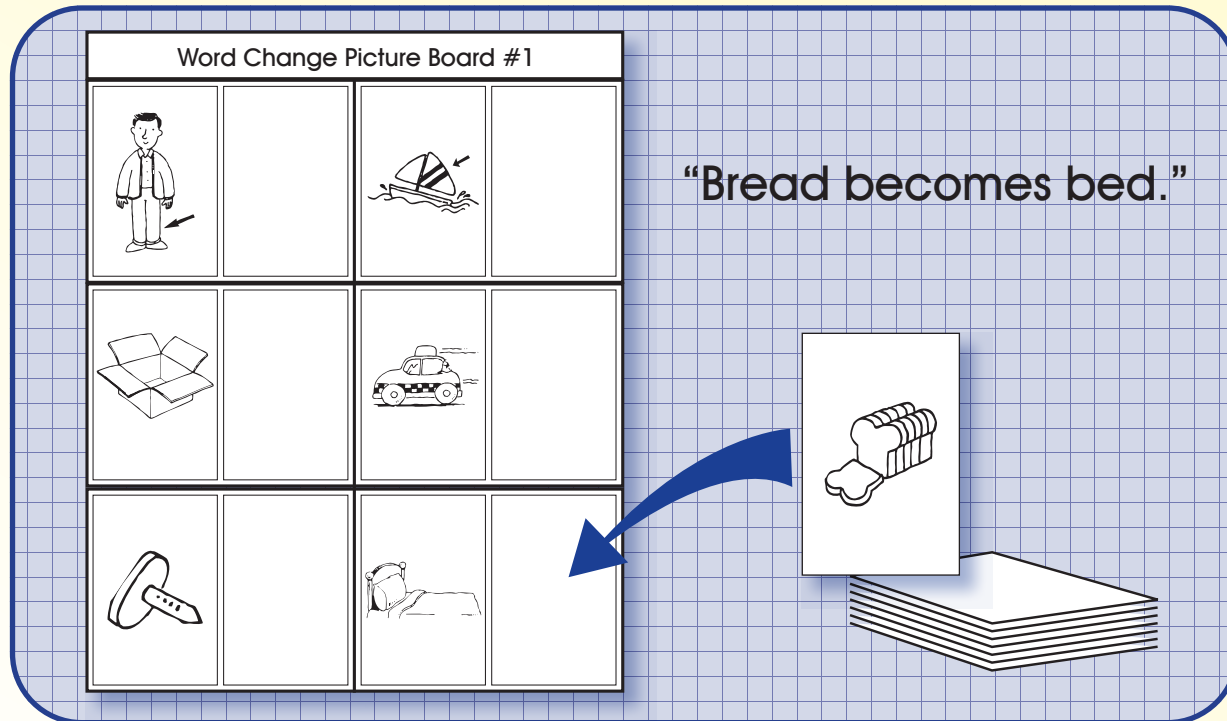
Materials

- ▶ Picture boards
- ▶ Picture cards

Activity

Students delete second phoneme of a blend to form a new word and match the corresponding pictures.

1. Place picture cards face down in a stack at the center. Provide each student with a different picture board.
2. Taking turns, students select the top picture card from the top of the stack.
3. Say the name of the picture, delete the second phoneme in the blend of the word and say the new word (e.g., “bread becomes bed”).
4. Look for the picture (e.g., bed) on picture board. If there, place the picture card beside it. If picture is not on picture board, return card to the bottom of the stack.
5. Continue until all the pictures on the boards are matched with a picture card.
6. Peer evaluation



Word Change Picture Board #1

“Bread becomes bed.”

Extensions and Adaptations

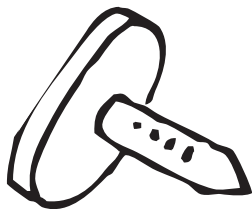
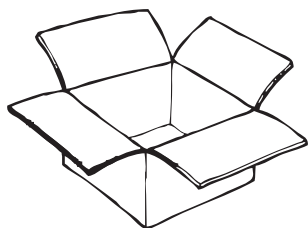
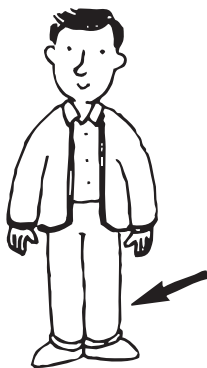
- ▶ Say the phoneme that is deleted. For example, “bread becomes bed. The deleted sound is /r/.”
- ▶ Segment the entire word (e.g., “crab is /k/ /r/ /a/ /b/”).

Phonological Awareness

Word Change

PA. 024

Word Change Picture Board #1



pants, sail, box, cab, tack, bed

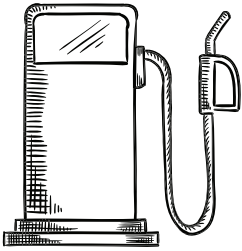


Phonological Awareness

PA. 024

Word Change

Word Change Picture Board #2



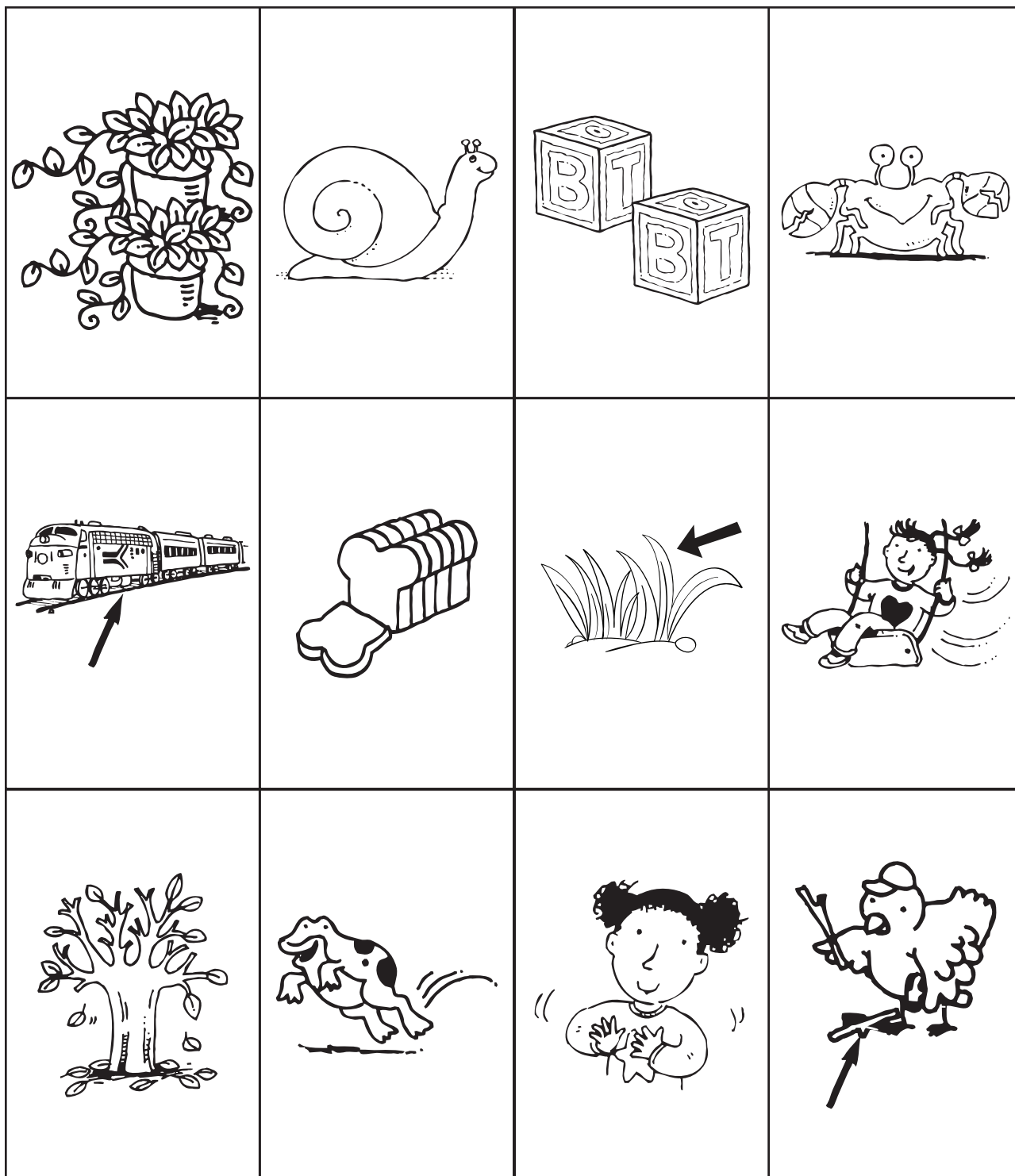
gas, sing, tea, fog, cap, six



Phonological Awareness

Word Change

PA. 024



plants, snail, blocks, crab, train, bread, grass, swing, tree, frog, clap, turkey



Phonological Awareness

PA. 025

Phoneme Manipulating

Sound Changes

Objective

The student will manipulate phonemes in words.

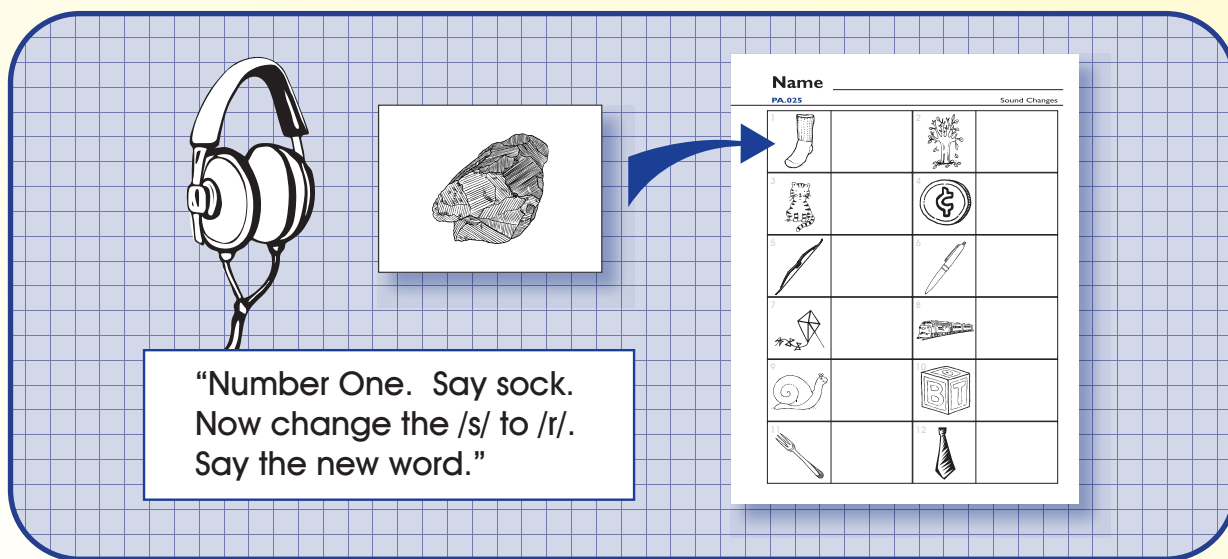
Materials

- ▶ Media player
- ▶ Headphones
- ▶ Dialogue
Record on media player.
- ▶ Student sheet
- ▶ Picture sheet
Note: Student sheet and picture sheet should be copied separately.
- ▶ Pencils













Activity

Students manipulate phonemes in words to form new words.

1. Set up the listening center. Provide the student with a student sheet and a picture sheet.
2. Student cuts apart picture sheet and places pictures face up in rows.
3. Puts on headphones and listens to the directions on the media player (e.g., “. . . the word is sock, change /s/ to /r/”).
4. Says new word and pauses media player (i.e., “. . . the new word is rock”).
5. Finds and places picture of new word next to the picture of the original word.
6. Continues until student sheet is completed.
7. Glues pictures to the student sheet.
8. Self-check (provide answer key)



“Number One. Say sock. Now change the /s/ to /r/. Say the new word.”

Name _____		PA.025		Sound Changes	
					
					
					
					
					
					

Extensions and Adaptations

- ▶ Change a different phoneme in each picture and write the original and new word on paper.

Teacher Dialogue

Preparation: Record the bold text.

Allow time for students to say words at the ellipses (. . .).

An Answer Key is provided at the bottom of the page.

Listen to each word, follow the directions, and say the new word. For example, say “rose,” now change /r/ to /n/, say the new word . . . “nose.” Then pause the media player. Find the picture of the new word and place it next to the picture of the original word. You will glue all the pictures in place at the end of the activity.

Number 1. Say sock. . . . Now change the /s/ to /r/. Say the new word. . . .

Number 2. Say tree. . . . Now change the /t/ to /th/. Say the new word. . . .

Number 3. Say cat. . . . Now change the /t/ to /n/. Say the new word. . . .

Number 4. Say coin. . . . Now change the /oi/ to /ā/. Say the new word. . . .

Number 5. Say bow. . . . Now change the /ō/ to /ē/. Say the new word. . . .

Number 6. Say pen. . . . Now change the /e/ to /a/. Say the new word. . . .

Number 7. Say kite. . . . Now change the /ī/ to /ō/. Say the new word. . . .

Number 8. Say train. . . . Say it without the /t/. . . . Say the new word. . . .

Number 9. Say snail. . . . Say it without the /n/. . . . Say the new word. . . .

Number 10. Say block. . . . Say it without the /b/. . . . Say the new word. . . .

Number 11. Say fork. . . . Say it without the /k/. . . . Say the new word. . . .

Number 12. Say tie. . . . Say it without the /t/. . . . Say the new word. . . .






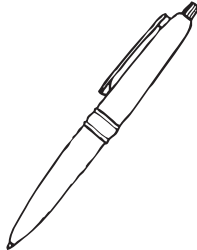
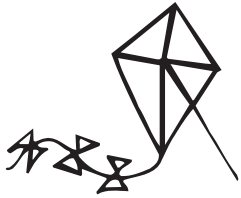

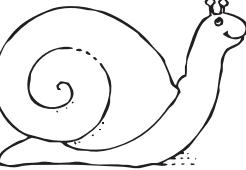
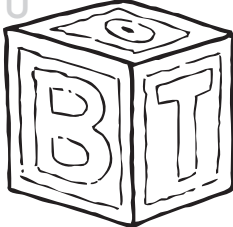
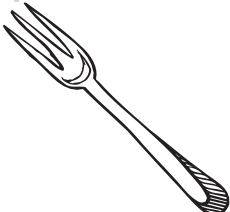

Answer Key:

1. rock 2. three 3. can 4. cane 5. bee 6. pan 7. coat 8. rain 9. sail 10. lock 11. four 12. eye

Name _____

PA. 025

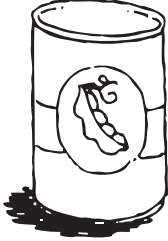

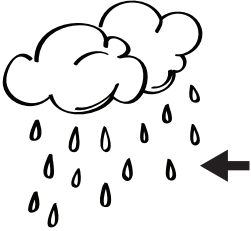
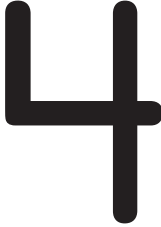
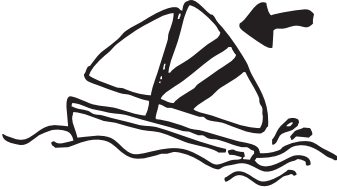


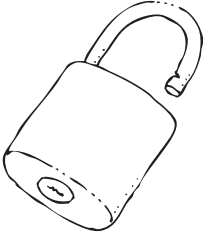



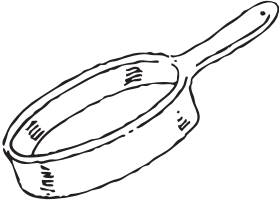
Sound Changes

1 		2 	
3 		4 	
5 		6 	
7 		8 	
9 		10 	
11 		12 	

Phonological Awareness

Sound Changes

PA. 025





P. 001

Letter-Sound Correspondence

Letter-Sound Match

Objective

The student will match initial/final/medial phonemes to graphemes.

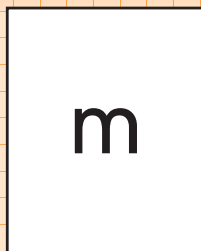
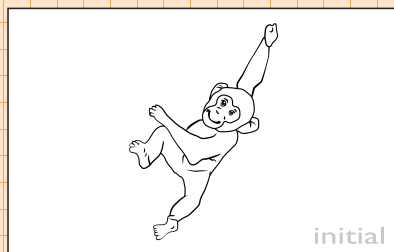
Materials

- ▶ Picture cards
- ▶ Letter cards
- ▶ Student sheet
- ▶ Pencils

Activity

















Students match initial, final, or medial phonemes to letter cards.

1. Place picture cards face down in a stack. Spread the letter cards face up in rows. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and name the picture.
3. Determine if the target sound is initial, final, or medial by reading the designation at the bottom of the card. For example, select the picture card of “monkey” and note that the word “initial” is printed at the bottom. This indicates that the target sound is the initial sound.
4. Say the name of the picture (“monkey”). Isolate initial sound and say, “/m/.” Find the matching letter (i.e., “m” card) and lay it down next to the “monkey.”
5. Continue until all pictures are matched with letter cards.
6. Record letter on student sheet next to pictures.
7. Teacher evaluation



Name _____

P.001 Sound Match

 final		 medial	
 initial		 medial	
 medial		 final	
 initial		 final	
 initial		 medial	
 final		 initial	
 medial		 medial	
 medial		 final	

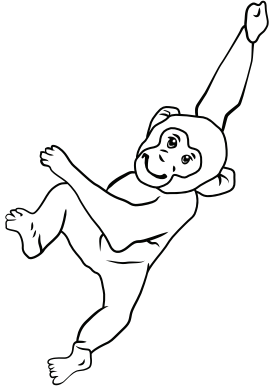
Extensions and Adaptations

- ▶ Use other target graphemes and picture cards.
- ▶ Alphabetize picture cards.

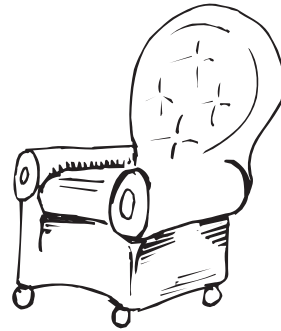
Phonics

Letter-Sound Match

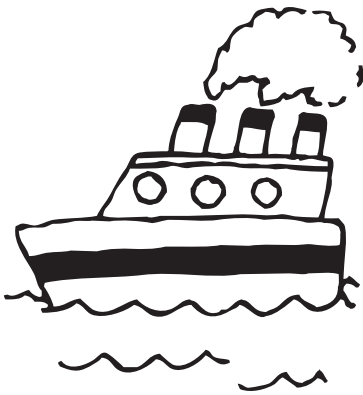
P. 001



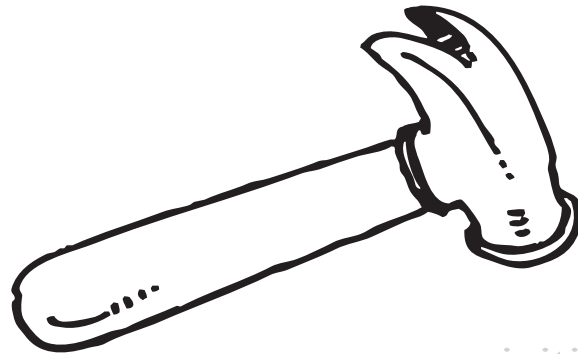
initial



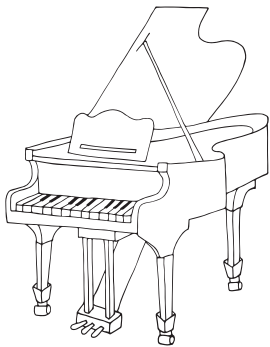
initial



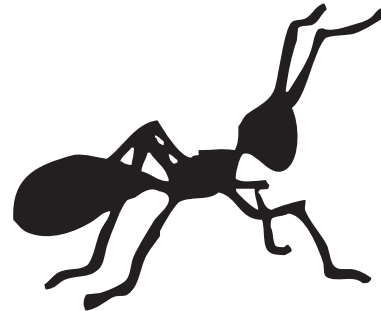
initial



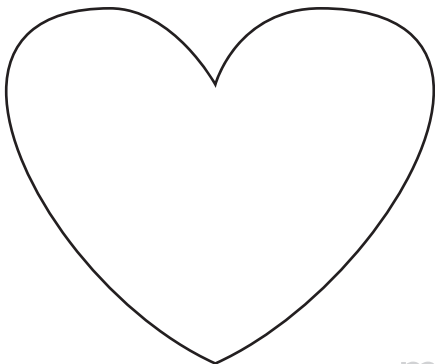
initial



initial



medial



medial



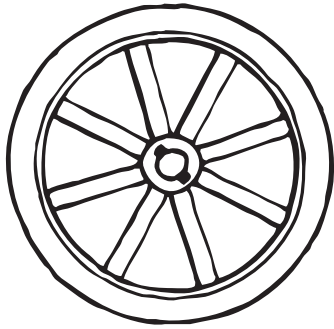
medial

monkey, chair, ship, hammer, piano, ant, heart, goat

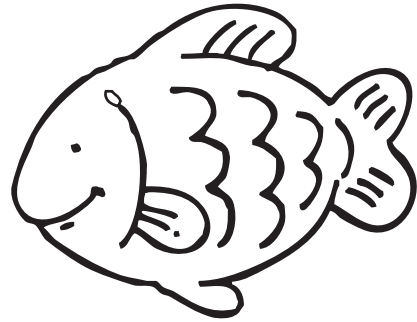


P. 001

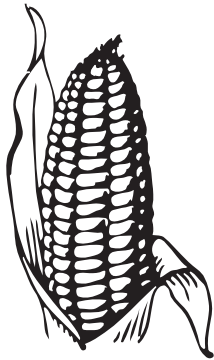
Letter-Sound Match



medial



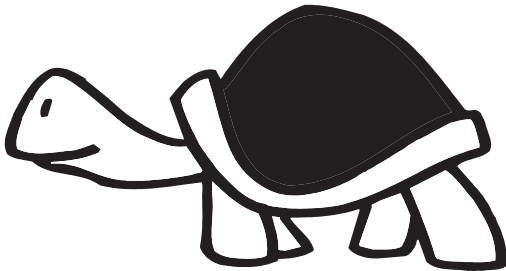
medial



medial



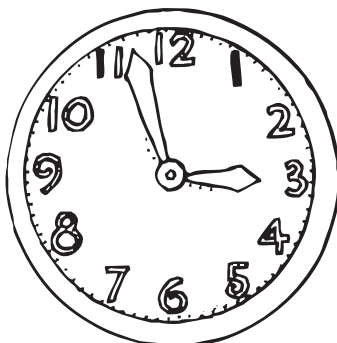
final



final



final



final



final

wheel, fish, corn, tooth, turtle, mailbox, clock, octopus



Phonics

Letter-Sound Match

P. 001


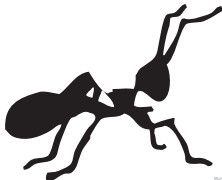
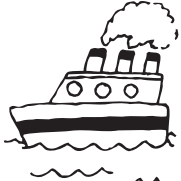
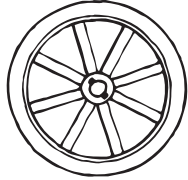





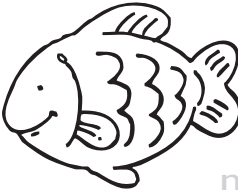
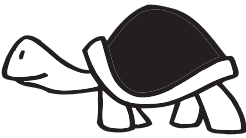
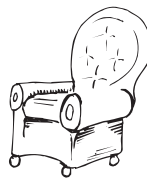
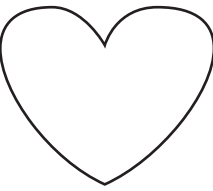
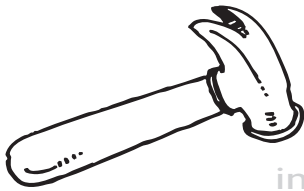
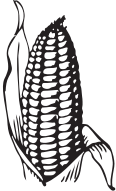

m	ch	sh	h
p	n	ar	ō
ē	i	or	th
l	x	k	s



Name _____

P. 001

Letter-Sound Match

 <p>final</p>		 <p>medial</p>	
 <p>initial</p>		 <p>medial</p>	
 <p>medial</p>		 <p>final</p>	
 <p>initial</p>		 <p>final</p>	
 <p>initial</p>		 <p>medial</p>	
 <p>final</p>		 <p>initial</p>	
 <p>medial</p>		 <p>initial</p>	
 <p>medial</p>		 <p>final</p>	



Word Blender

Objective

The student will blend onsets and rimes to make words.

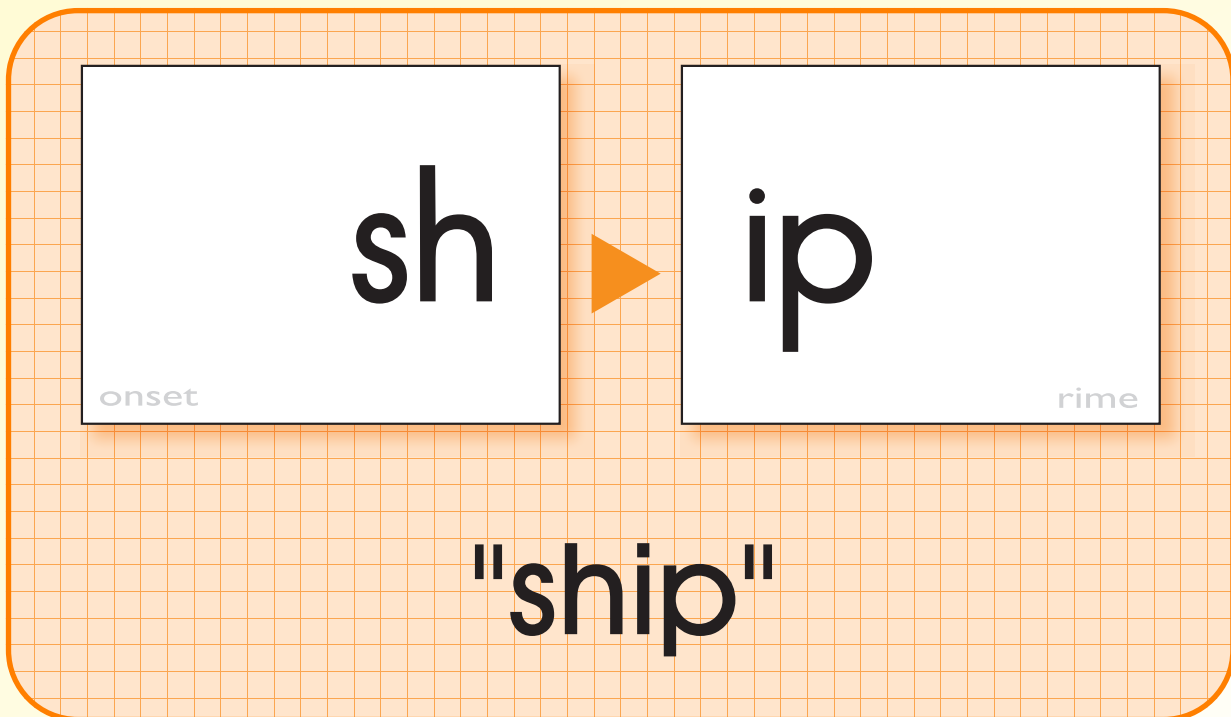
Materials

- ▶ Onset and rime cards
Cards have the words "onset" or "rime" at the bottom of each card.
- ▶ Paper
- ▶ Pencils

Activity

Students make words with onsets and rimes by playing a card game.

1. Separate onset and rime cards into two stacks and place face down on a flat surface.
2. Taking turns, students select two cards from the onset stack and one card from the rime stack.
3. Try to make word(s) using the rime card and at least one of the onset cards.
4. If a word can be made, read it, and record it on the paper. When done, return cards either to the bottom or the middle of their respective piles.
5. Continue activity until all possible words are made.
6. Peer evaluation



The diagram illustrates the process of blending an onset and a rime to form a word. It features two white rectangular cards on a grid background. The left card contains the letters 'sh' in large black font, with the word 'onset' written in smaller grey font at the bottom left. The right card contains the letters 'ip' in large black font, with the word 'rime' written in smaller grey font at the bottom right. A yellow triangle points from the 'sh' card to the 'ip' card. Below these two cards, the word "ship" is written in large black font, enclosed in quotation marks.

Extensions and Adaptations

- ▶ Make more onset and rime cards to play the game.
- ▶ Write words on index or construction paper cards and sort.

ch

onset

sh

onset

s

onset

th

onset

qu

onset

fl

onset

t

onset

h

onset

onset cards



Phonics

Word Blender

P. 002

at

rime

ake

rime

in

rime

ick

rime

ip

rime

ot

rime

ug

rime

est

rime

rime cards





Objective

The student will blend onsets and rimes to make words.



Materials

- ▶ Onset cube
Labeled with the digraphs: ch, sh, th, wh, th, ch.
- ▶ Rime cube
Labeled with the rimes: at, op, in, ip, ine, ick.
- ▶ Student sheet
- ▶ Pencils



Activity

Students make words using digraph onset and rime letter cubes.

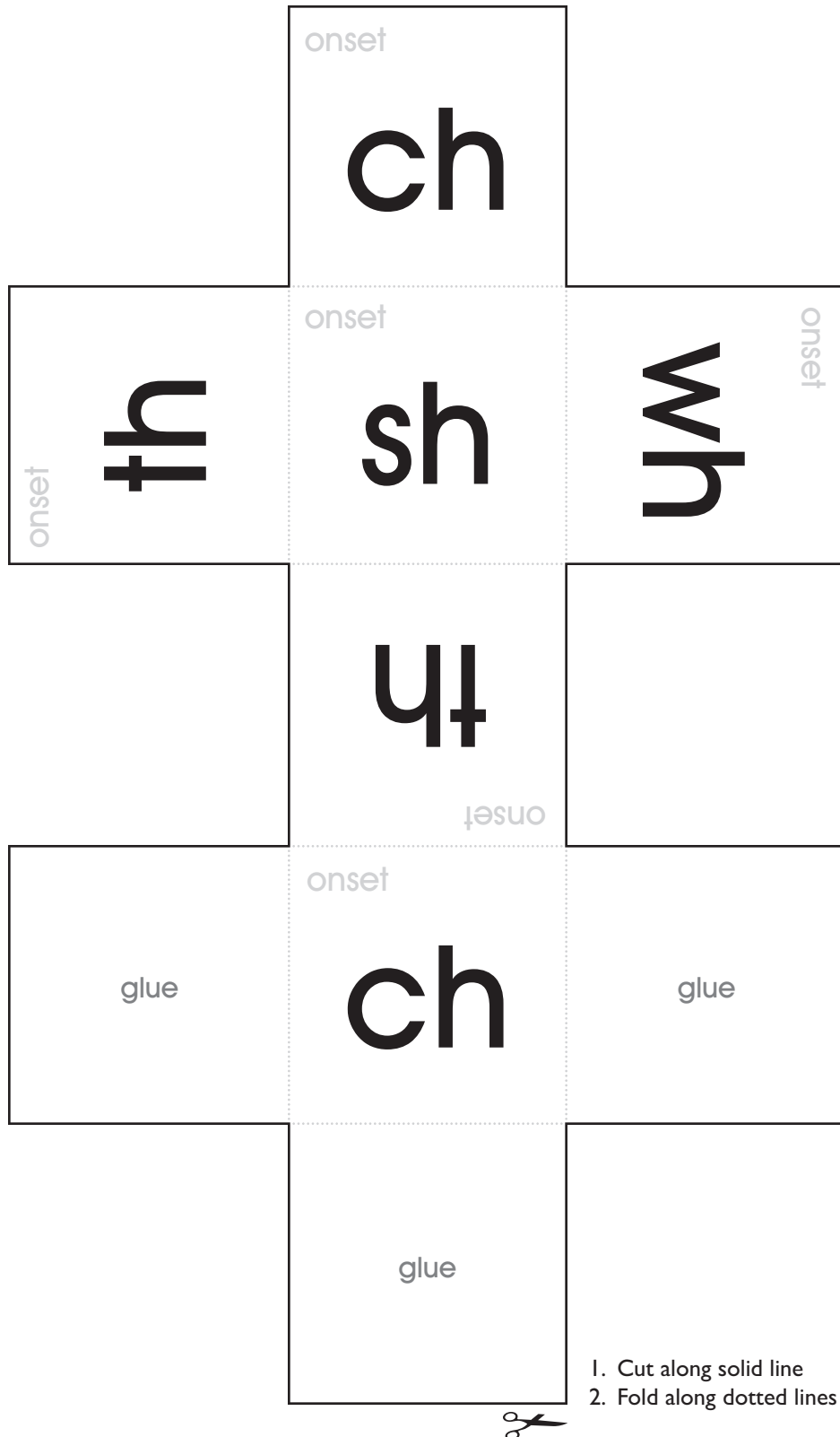
1. Place the cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll each cube. Arrange cubes so the onset (digraph) cube is placed to the left of the rime cube.
3. Blend the onset and rime, and say the word (e.g., /ch/ /ip/, "chip").
4. Write the word (nonsense or real) under the appropriate onset column. Underline the real words and put an "X" through the nonsense words.
5. Continue the activity until all possible words are made.
6. Point to and read the real words in each column.
7. Teacher evaluation

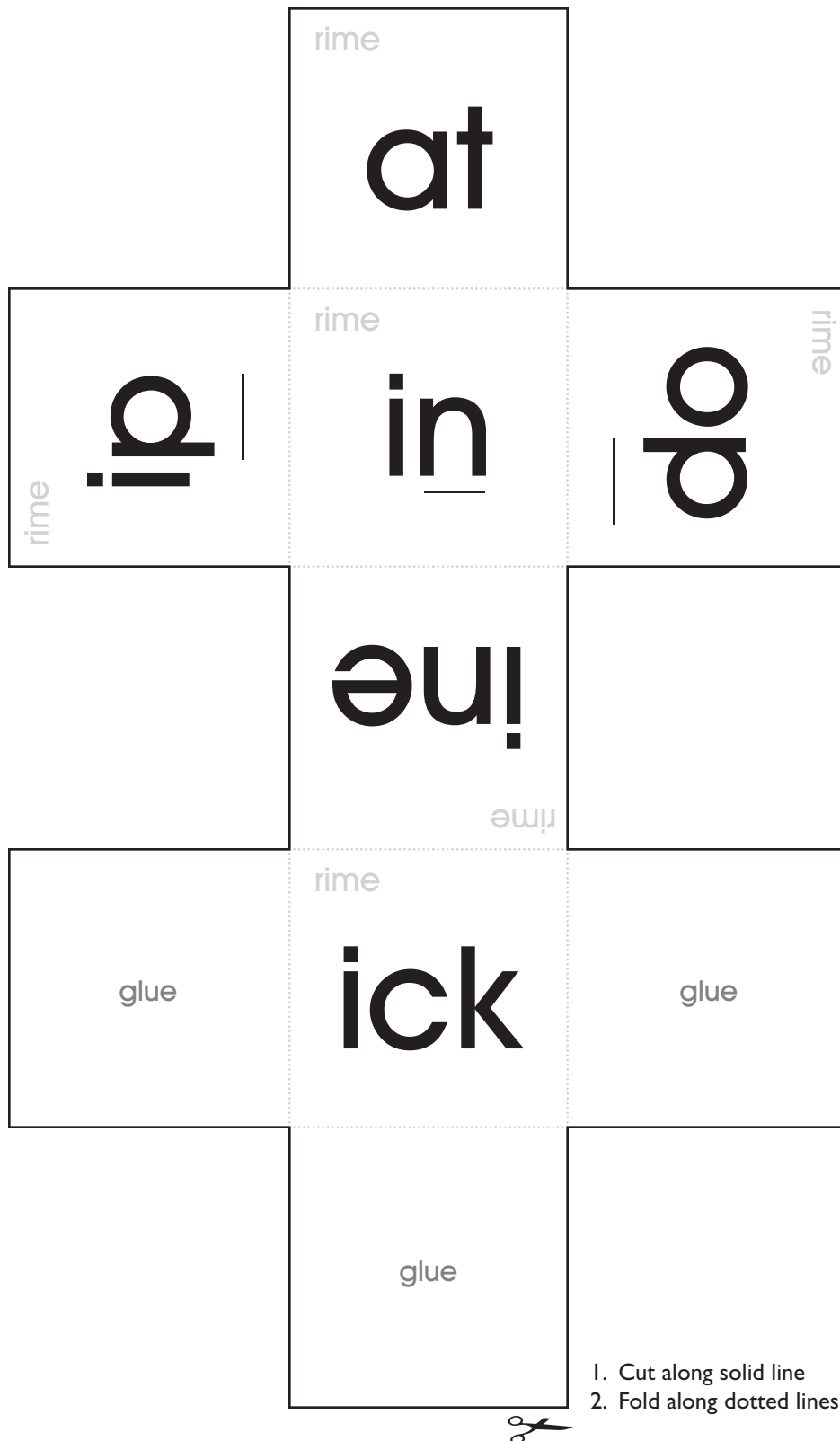
Name _____			
Digraph Roll-A-Word P.003			
ch	sh	wh	th
<u>chip</u>			thip



Extensions and Adaptations

- ▶ Make other cubes with blends to make words.





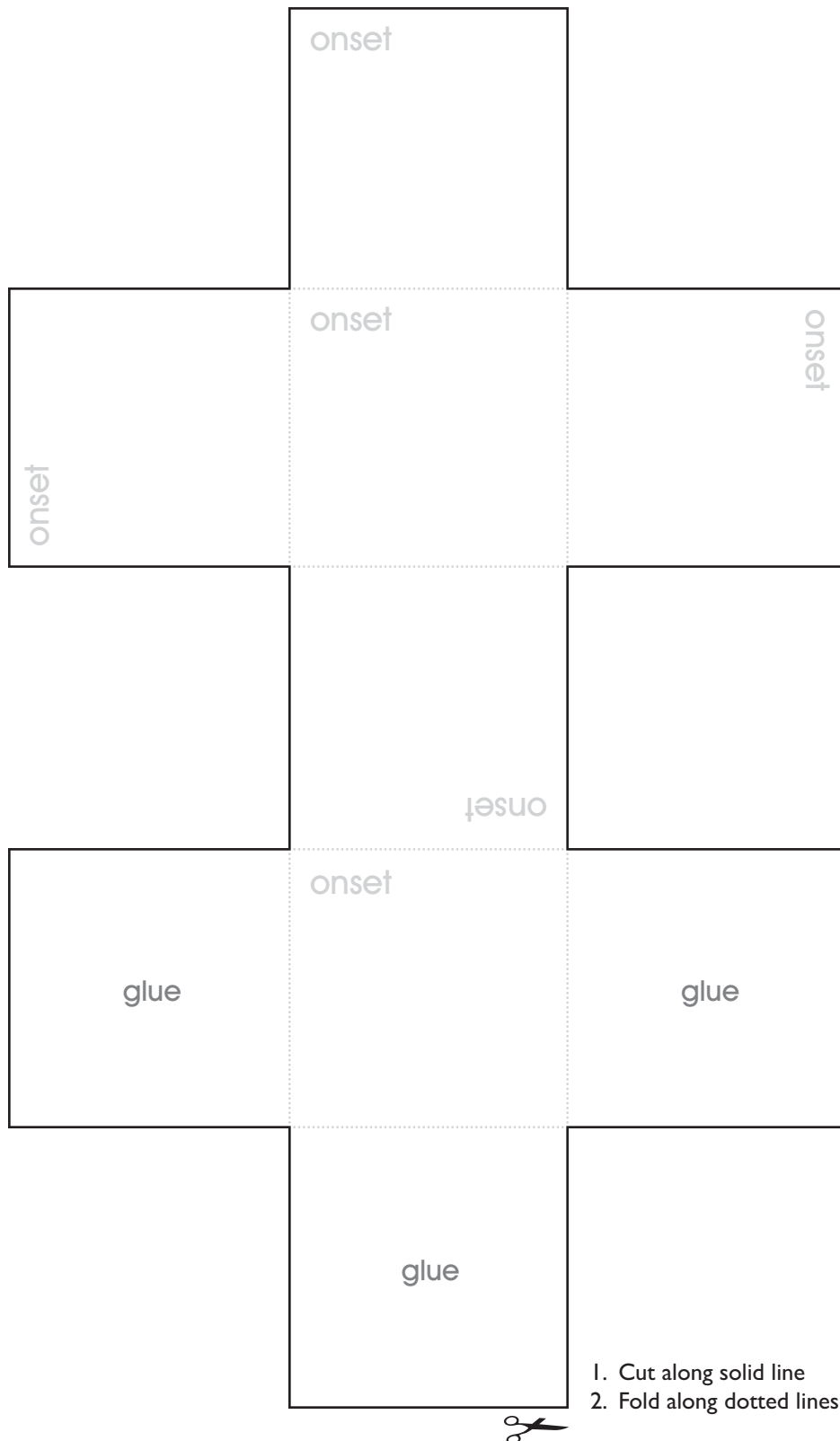
rime cube

Name _____

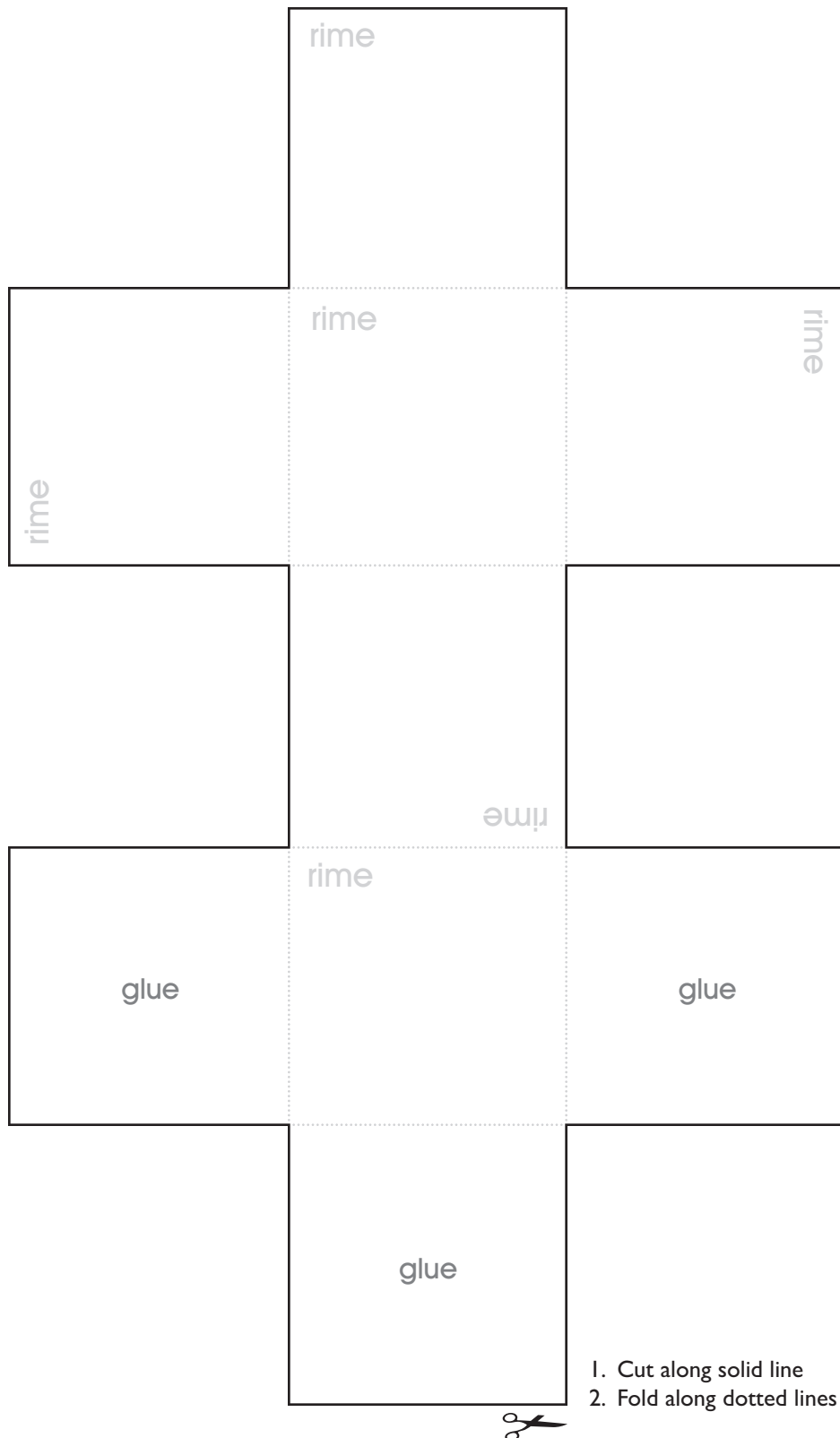
Digraph Roll-A-Word

P. 003

ch	sh	wh	th



blank onset cube





Objective

The student will match final consonant digraph sounds to letters.

Materials

- ▶ Bingo cards
Each card has different arrangement of digraphs.
- ▶ Final consonant digraph picture cards
- ▶ Counters

Activity

Students identify final consonant digraphs by playing a bingo-type game.

1. Place the picture cards face down in a stack. Provide a bingo card and counters for each student.
2. Taking turns, students select the top card, name the picture, and identify the final consonant digraph.
3. Look for the same consonant digraph on the bingo card. If there is a match, place a counter on that digraph. Return card to the bottom of the stack.
4. The game is finished when one card is covered with counters and a student says "Digraph Bingo!"
5. Peer evaluation

Digraph Bingo!			
th	●	●	ch
sh	●	th	●
●	ck	sh	ch
sh	th	●	ng

Extensions and Adaptations

- ▶ Sort pictures according to final consonant digraphs.
- ▶ Use other picture and bingo cards with different letter-sound correspondences.

Digraph Bingo!

sh	ch	ck	ng
th	ck	sh	ch
ng	th	ch	ck
sh	ck	ng	th



Digraph Bingo!

th	ng	ck	ch
sh	ch	th	ck
ng	ck	sh	ch
sh	th	ck	ng



Digraph Bingo!

ng	th	ch	ck
sh	ch	ck	ng
th	ck	ng	sh
ng	th	ch	ck



Digraph Bingo!

ch

sh

ng

th

ng

ck

sh

ch

th

sh

ch

ck

ck

ng

th

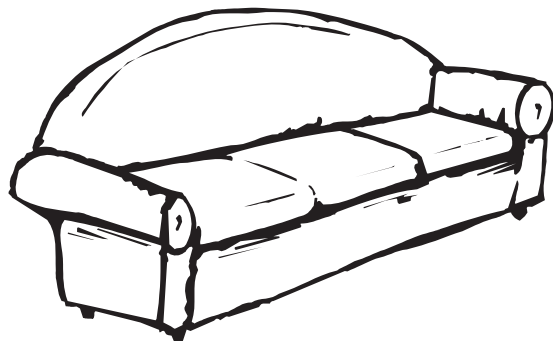
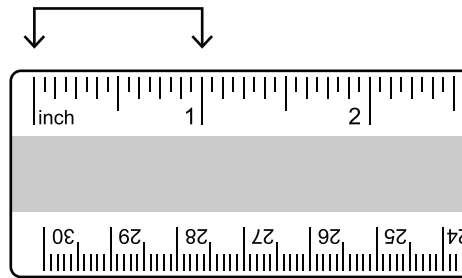
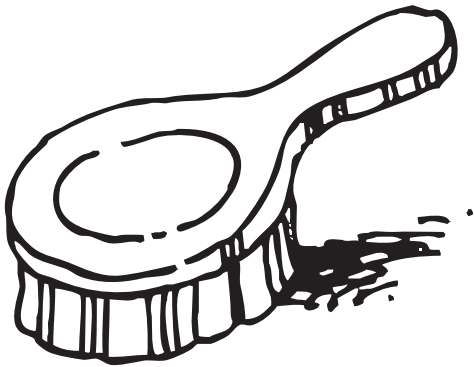
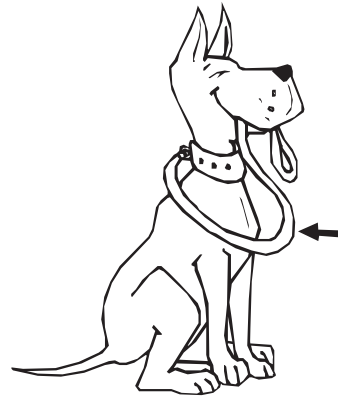
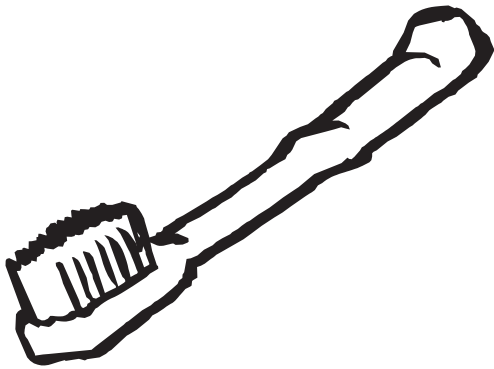
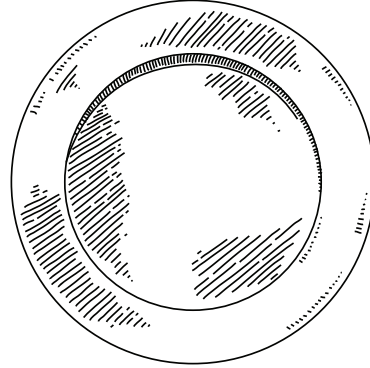
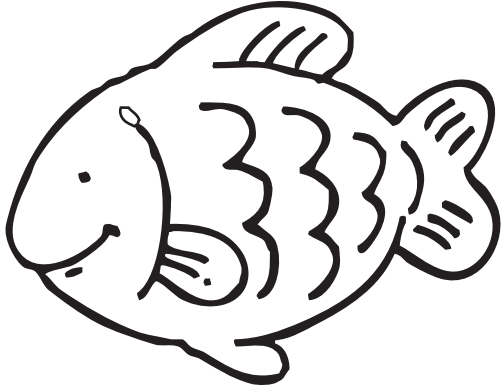
sh



Phonics

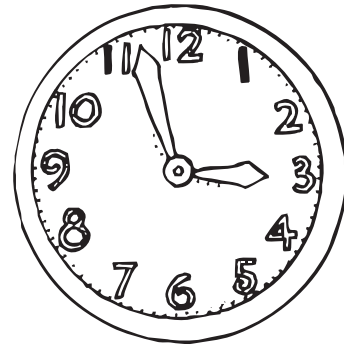
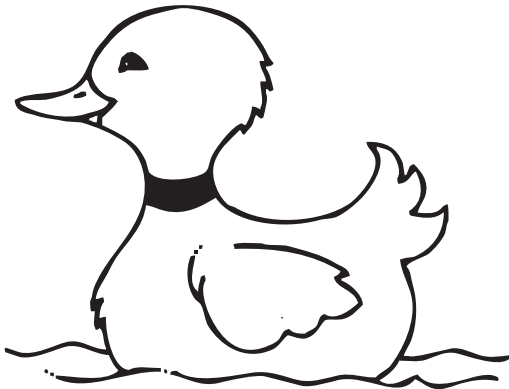
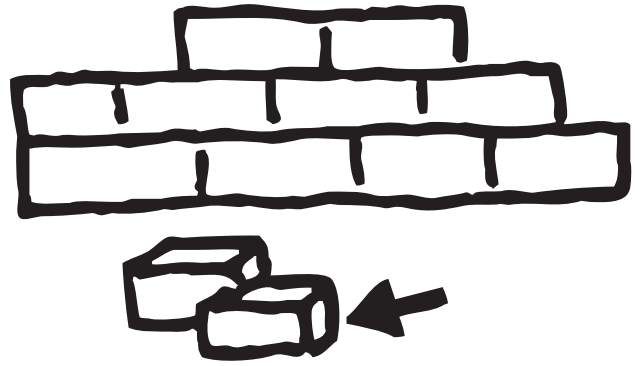
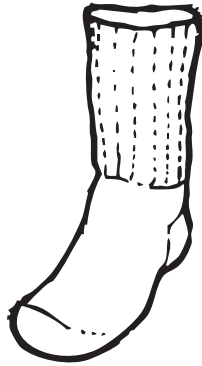
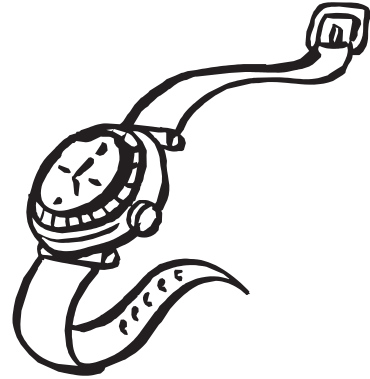
Digraph Bingo!

P. 004



fish, dish, toothbrush, leash, brush, inch, sandwich, couch





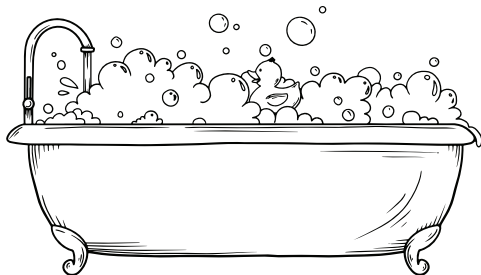
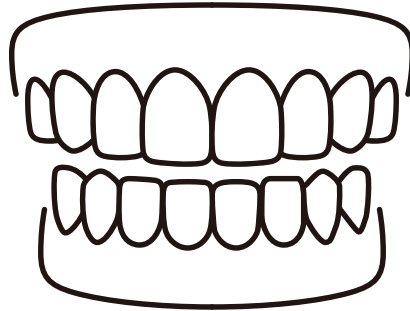
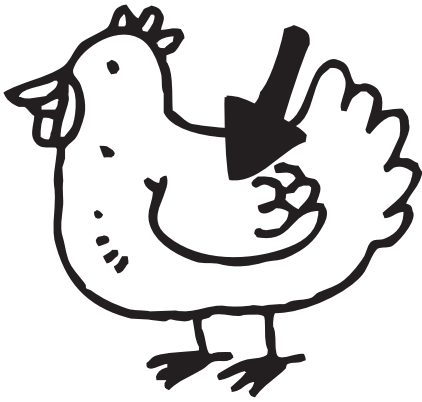
ostrich, watch, sock, brick, duck, clock, haystack, ring



Phonics

Digraph Bingo!

P. 004



5th

wing, king, sing, teeth, earth, wreath, bath, fifth



Bingo!

Bingo!			





Change My Word

Objective

The student will combine consonant blends and digraphs with a common rime to form words.

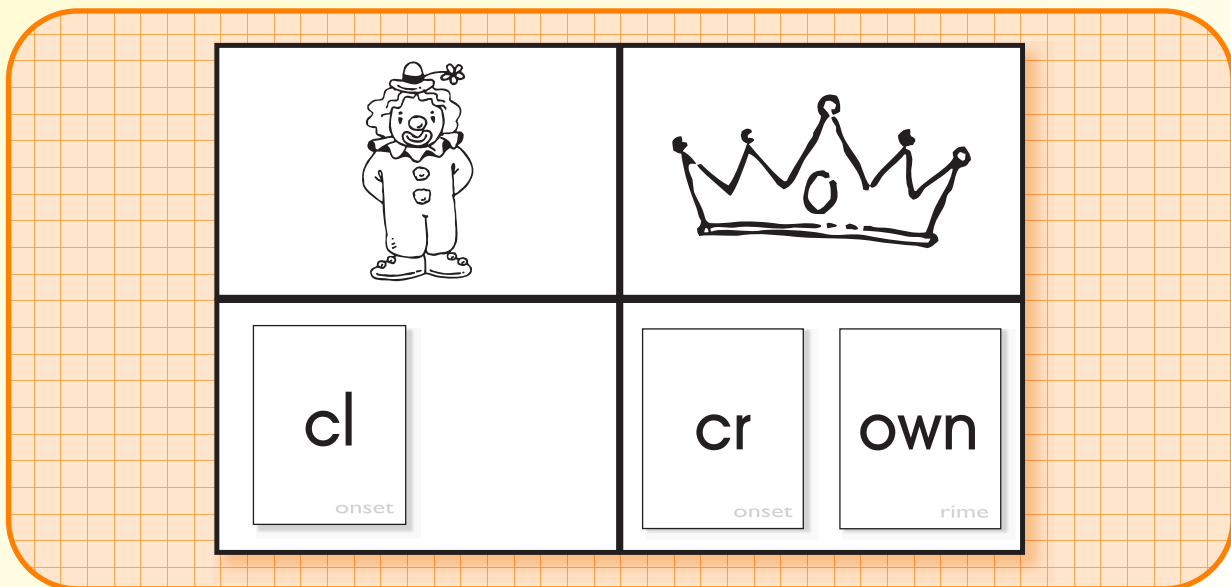
Materials






- ▶ Rhyming picture work boards
Select target work boards.
- ▶ Onset and rime cards
Select target onset and rime cards corresponding to the selected work boards.
- ▶ Paper
- ▶ Pencils

Activity

Students combine consonant blend and digraph onsets with rimes to make words.

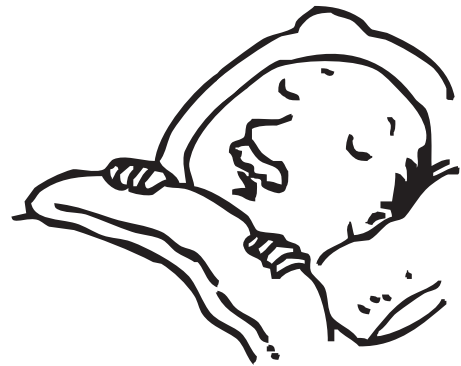
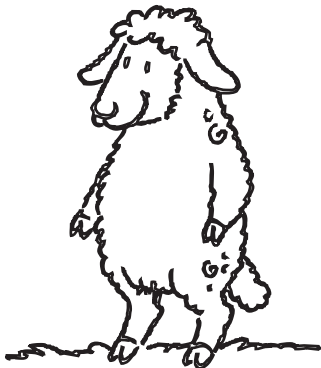
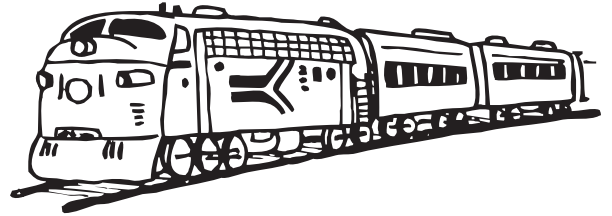
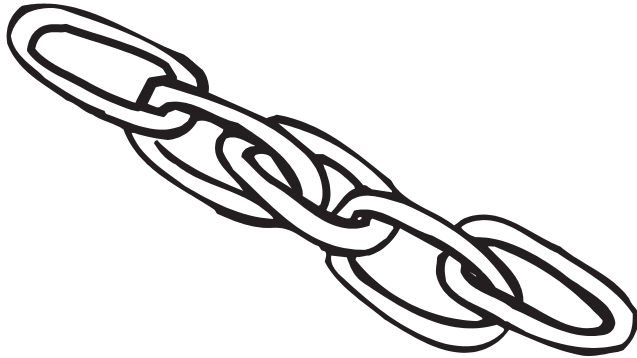
1. Stack the target rhyming picture work boards face down on a flat surface. Separate target onset and rime cards and spread face up on a flat surface.
2. Working in pairs, student one selects a picture work board, names the picture on the left side, and chooses and places the onset and rime cards to make the word under the picture.
3. Student two names the picture on the right side of the card, slides the rime under the picture, and chooses the onset to make the new word.
4. Places the onset with the rime and says the new word.
5. Both students list the words on paper.
6. Reverse roles and continue to make words.
7. Peer evaluation



	
 onset	 onset  rime

Extensions and Adaptations

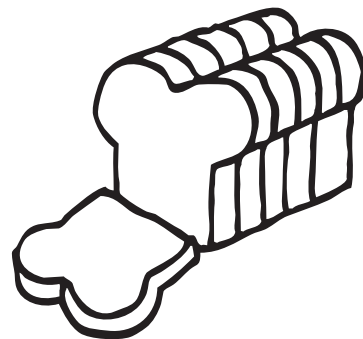
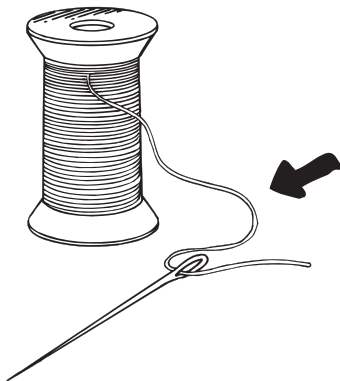
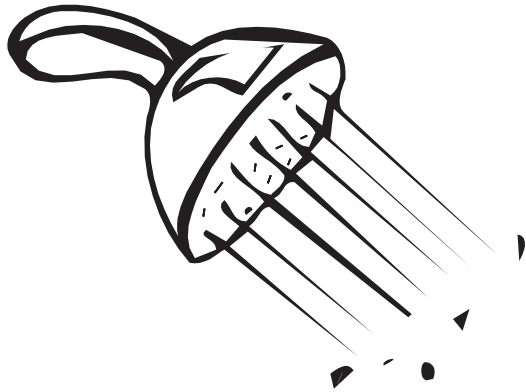
- ▶ Write two more words using each rime combined with different onsets.

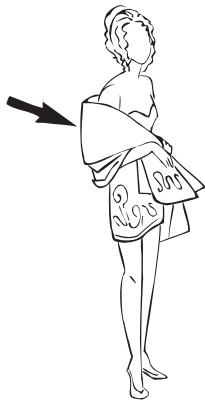
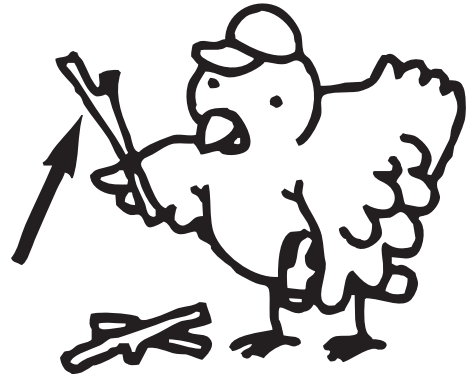
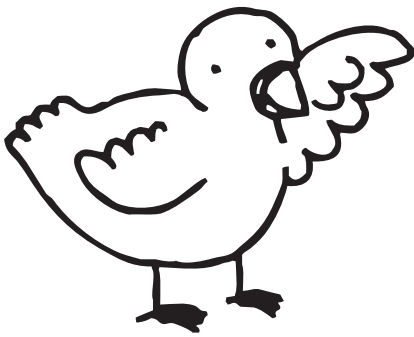


Phonics

Change My Word

P. 005

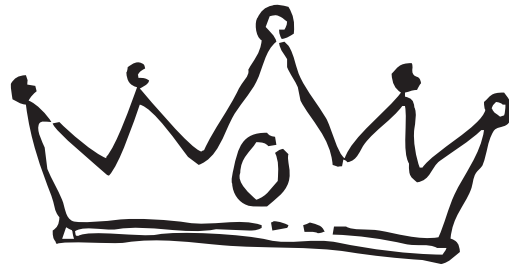
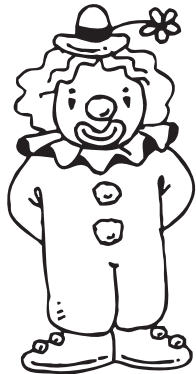
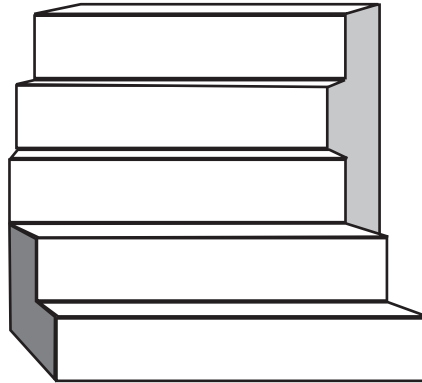
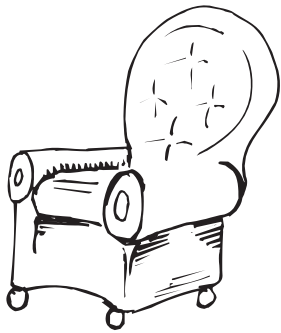




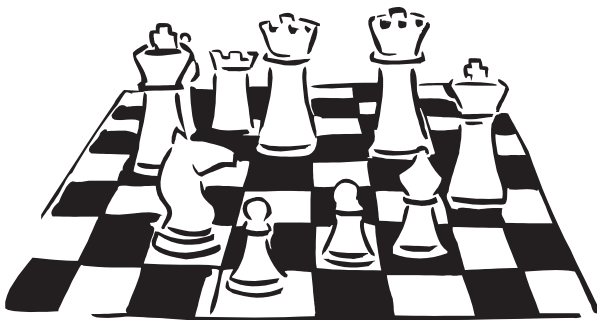
Phonics

Change My Word

P. 005



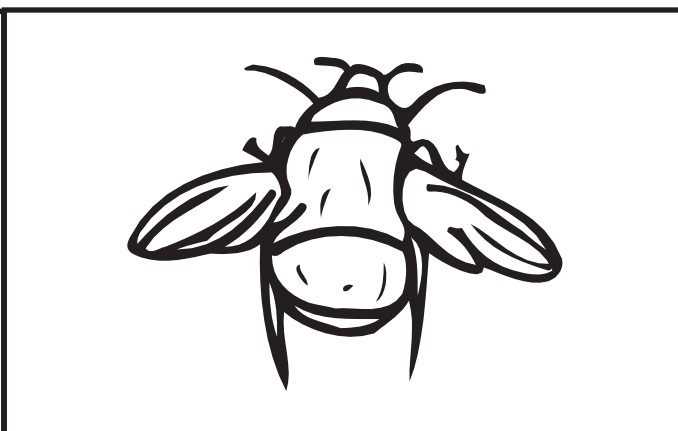
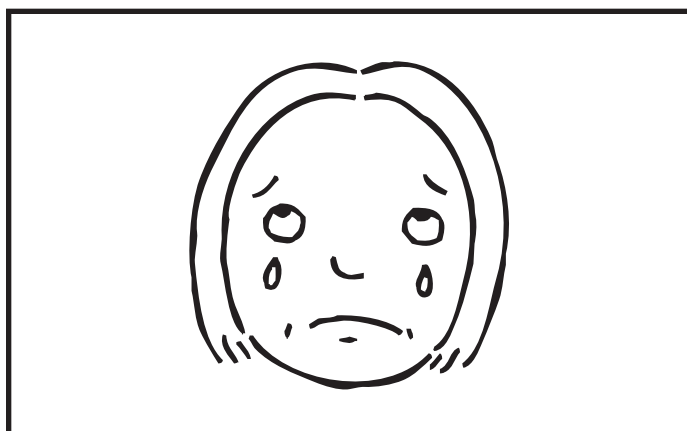
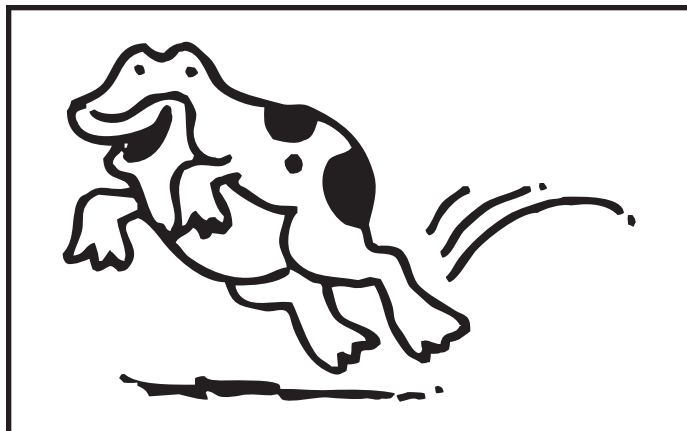
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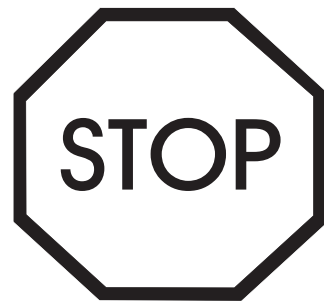
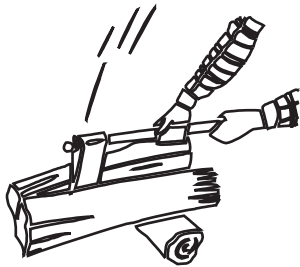
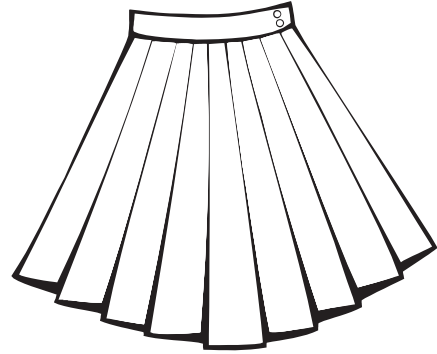
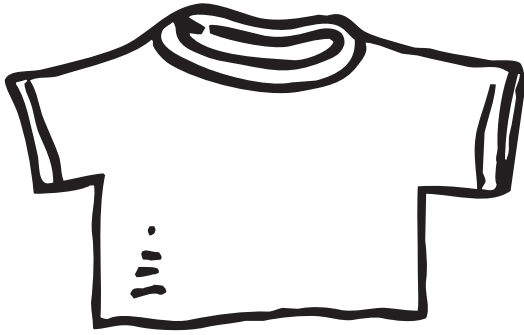


Phonics

Change My Word

P. 005





Phonics

Change My Word

P. 005

ch onset	tr onset	ain rime	sh onset
sl onset	eep rime	sh onset	fl onset
ower rime	thr onset	br onset	ead rime
ch onset	st onset	ick rime	sh onset



og rime	fl onset	cr onset	y rime
sh onset	sk onset	irt rime	ch onset
st onset	op rime		



Phonics

Change My Word

P. 005

cr onset	awl rime	ch onset	st onset
air rime	cl onset	cr onset	own rime
thr onset	tr onset	ee rime	ch onset
dr onset	ess rime	fr onset	sm onset





Objective

The student will segment phonemes in words.

Materials

- ▶ Elkonin Box picture cards
Cut out and laminate or place in page protectors.
Note: Pictures are shell, corn, thorn, scarf, dress, chicken, spider, puppet, basket, dragon, magnet, and sandwich.
- ▶ Student sheets
Can be copied back to back.
- ▶ Pencils
- ▶ Vis-à-Vis® markers

Activity

Students orally segment words and write corresponding letters on spaces in Elkonin Boxes.

1. Place the Vis-à-Vis® markers and Elkonin Box picture cards in a stack at the center. Provide each student with the student sheets.
2. Working in pairs, student one says the name of the picture on the Elkonin Box and orally segments the word (e.g., “chicken, /ch/ /i/ /ck/ /e/ /n/”).
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box with the Vis-à-Vis® marker (e.g., “ch-i-ck-e-n”).
4. Both students record the word on their student sheets.
5. Continue until all cards are completed.
6. Teacher evaluation

Extensions and Adaptations

- ▶ Use other target Elkonin Box picture cards.

Phonics

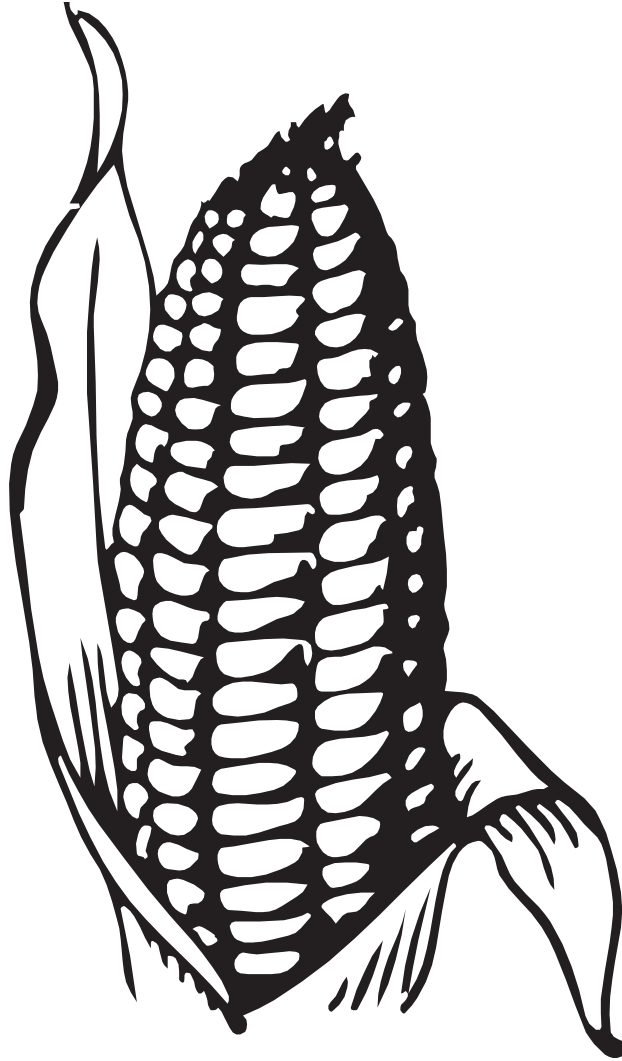
Map-A-Word

P. 006



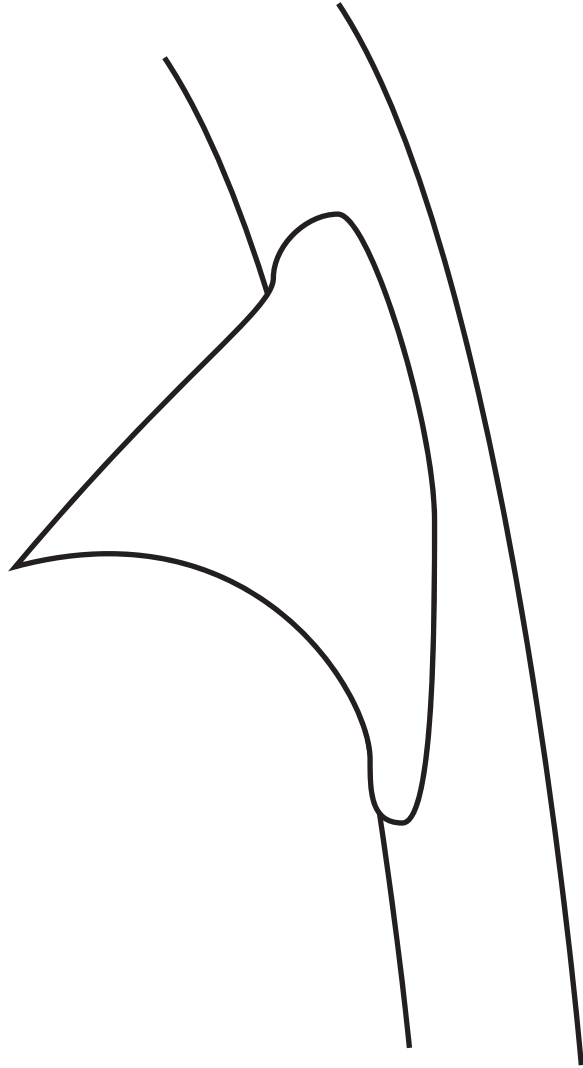
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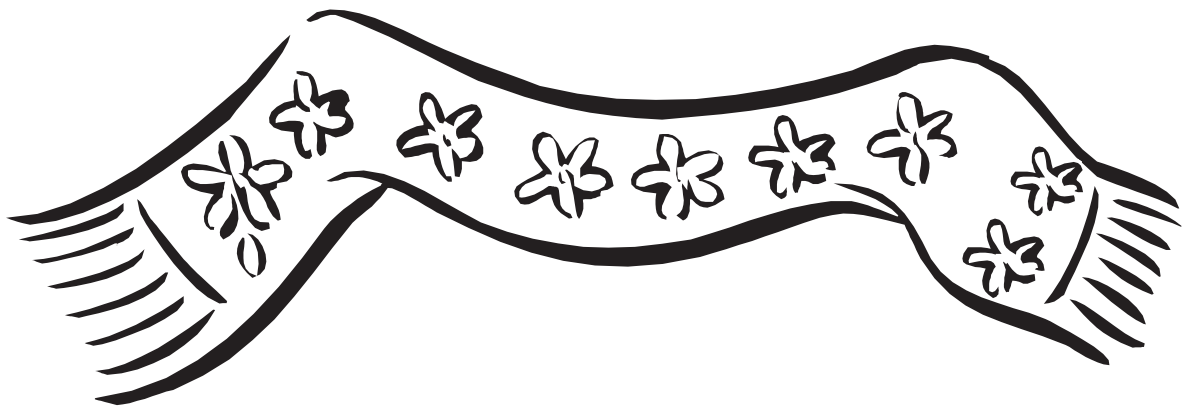
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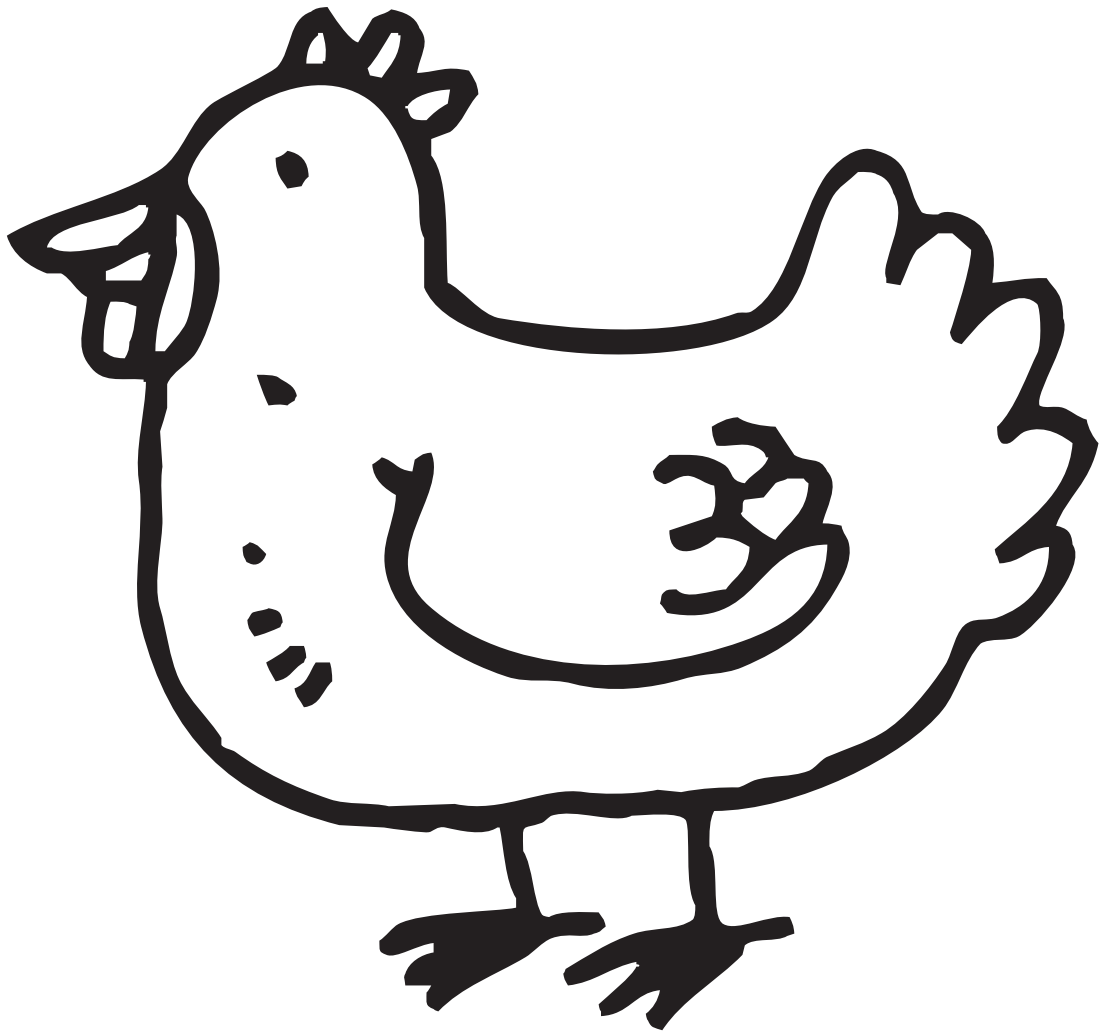
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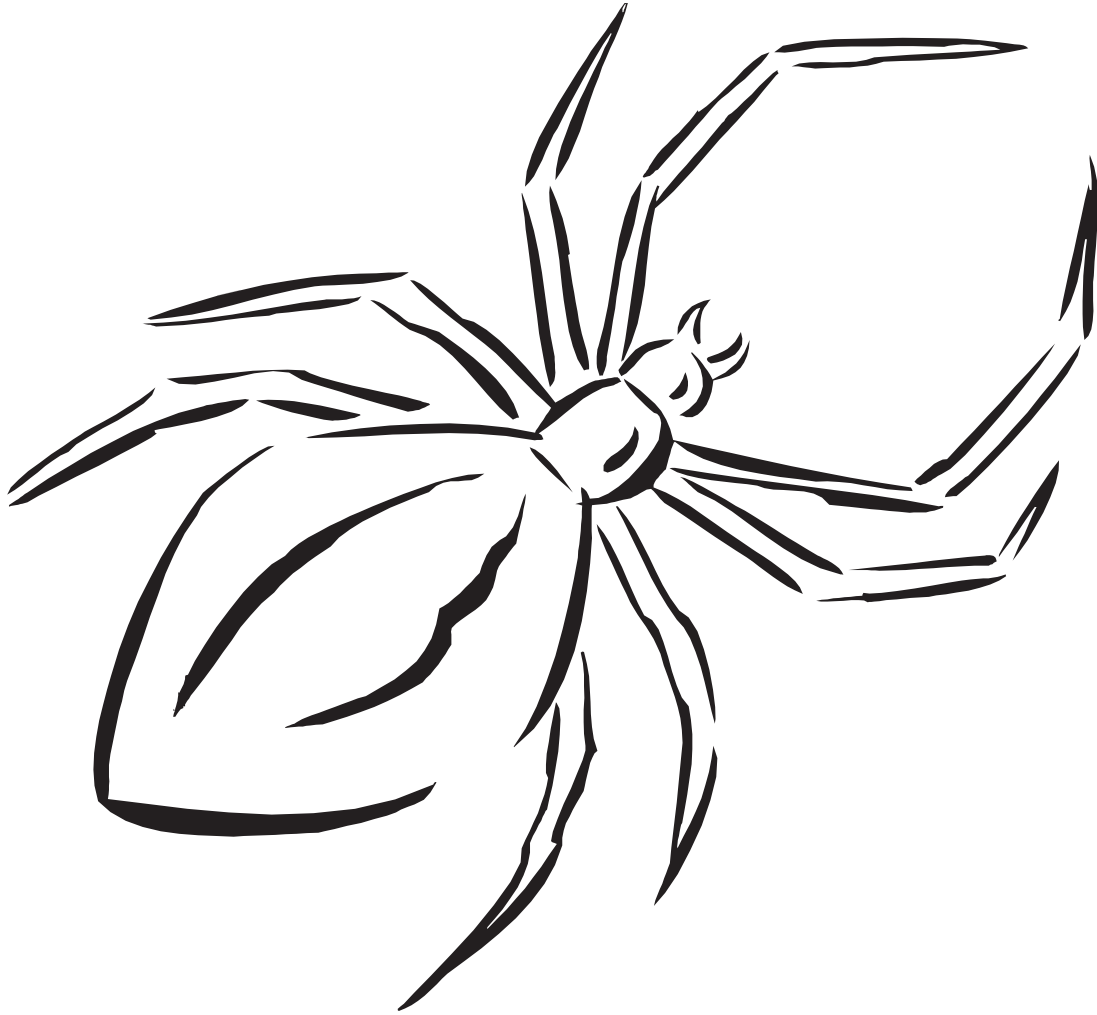
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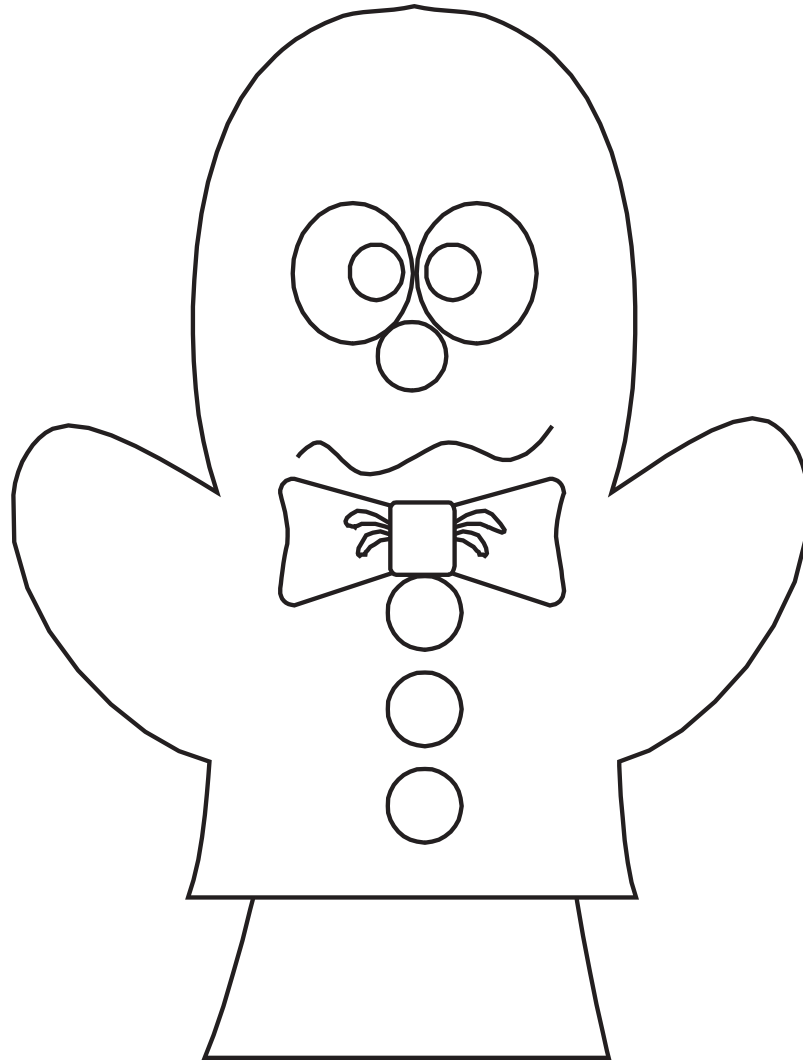
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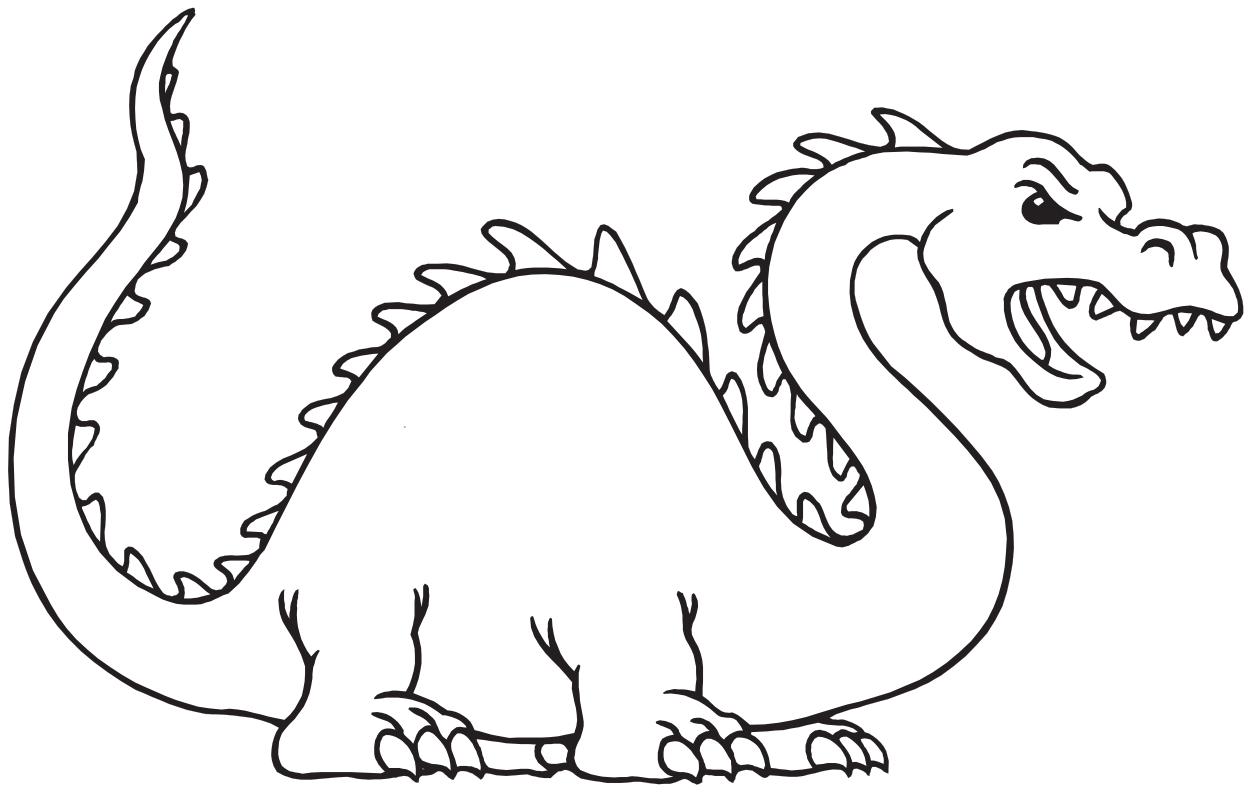
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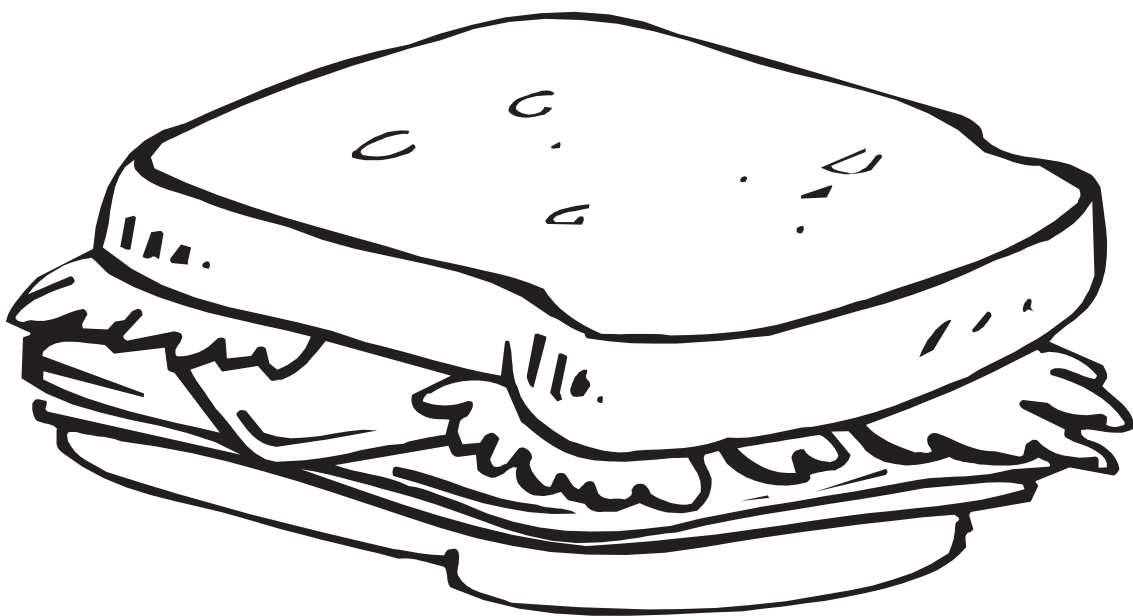
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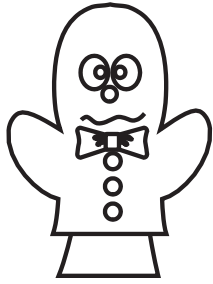
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Name _____

Map-A-Word

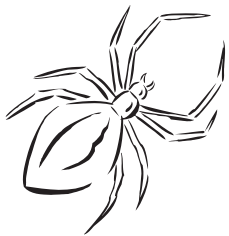
P. 006



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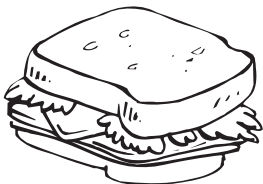
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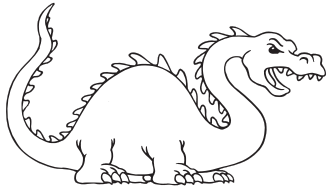


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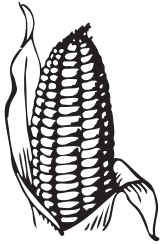
Name _____

P. 006

Map-A-Word



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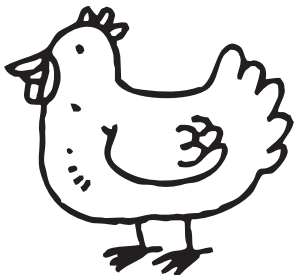
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Phonics

Map-A-Word

P. 006





Objective

The student will combine final consonant blends with other letters to form words.

Materials

- ▶ Word spinners
 - Copy spinner on card stock.*
 - Cut spinner and attach arrow with a brad.*
- ▶ Student sheet
- ▶ Pencils

Activity

Students make words using initial letters and final consonant blends by playing a spinner game.

1. Place spinners at center (i.e., initial letters spinner on the left and final consonant blends spinner on the right). Provide each student with a student sheet.
2. Taking turns, students spin both spinners. Combine and write letters from spinners on student sheet under the corresponding final consonant blend. For example, if initial letters spinner lands on “ju” and final consonant blends spinner lands on “mp,” the student writes “jump” in the “_mp” column.
3. Read word and decide if it is real or nonsense. If nonsense put an “X” through it.
4. Continue until all possible words are made.
5. Teacher evaluation

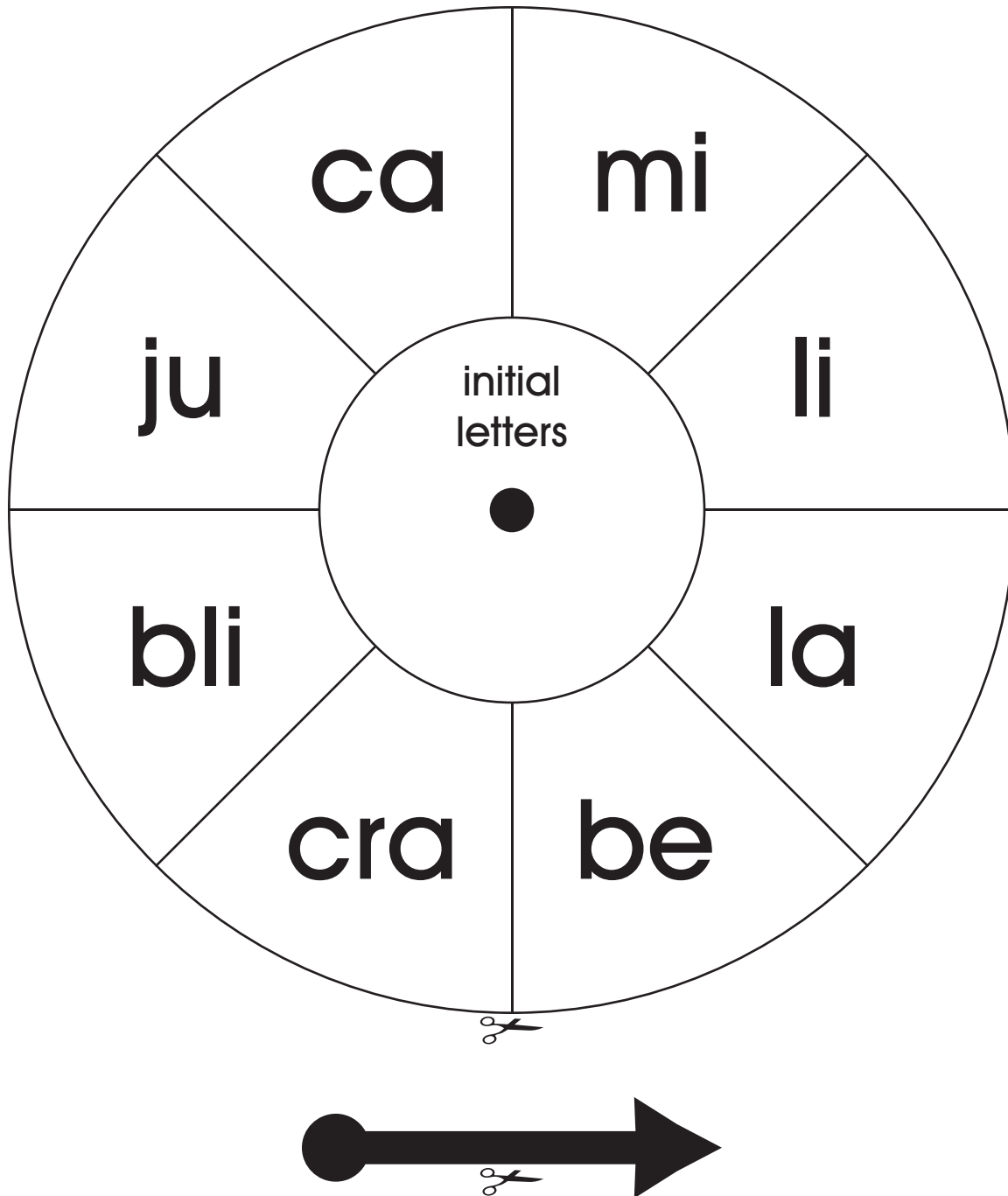
Name _____

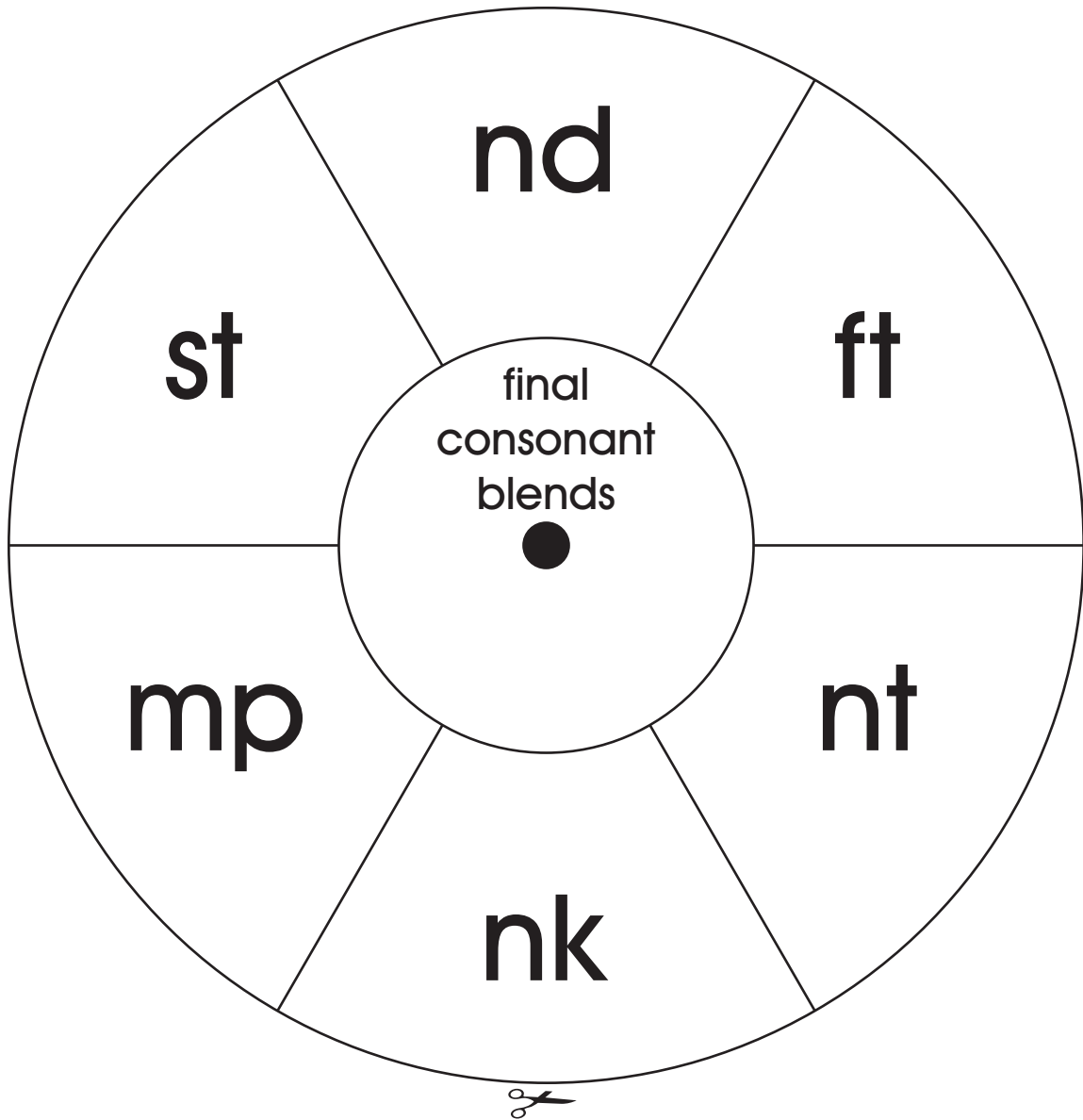
Word Spinners P.007

_st	_mp	_nd	_ft	_nt	_nk
best	jump		caff	bent	
cast					

Extensions and Adaptations

- ▶ Use other letters to make words.
- ▶ Dictate words to partner to spell.



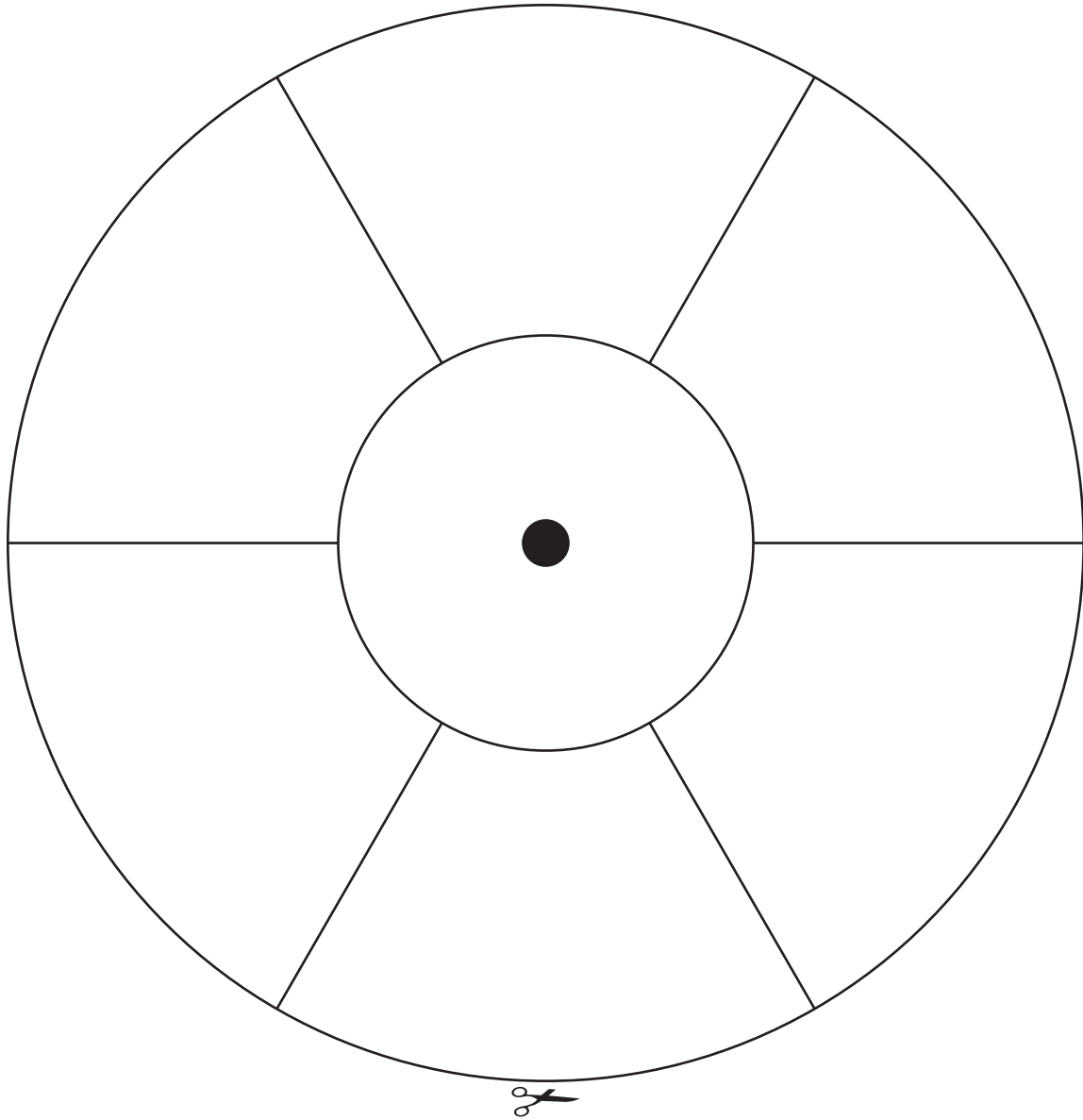


Name _____

Word Spinners

P. 007

_st	_mp	_nd	_ft	_nt	_nk



Name _____

Word Spinners

P. 007



Objective

The student will read high frequency words.

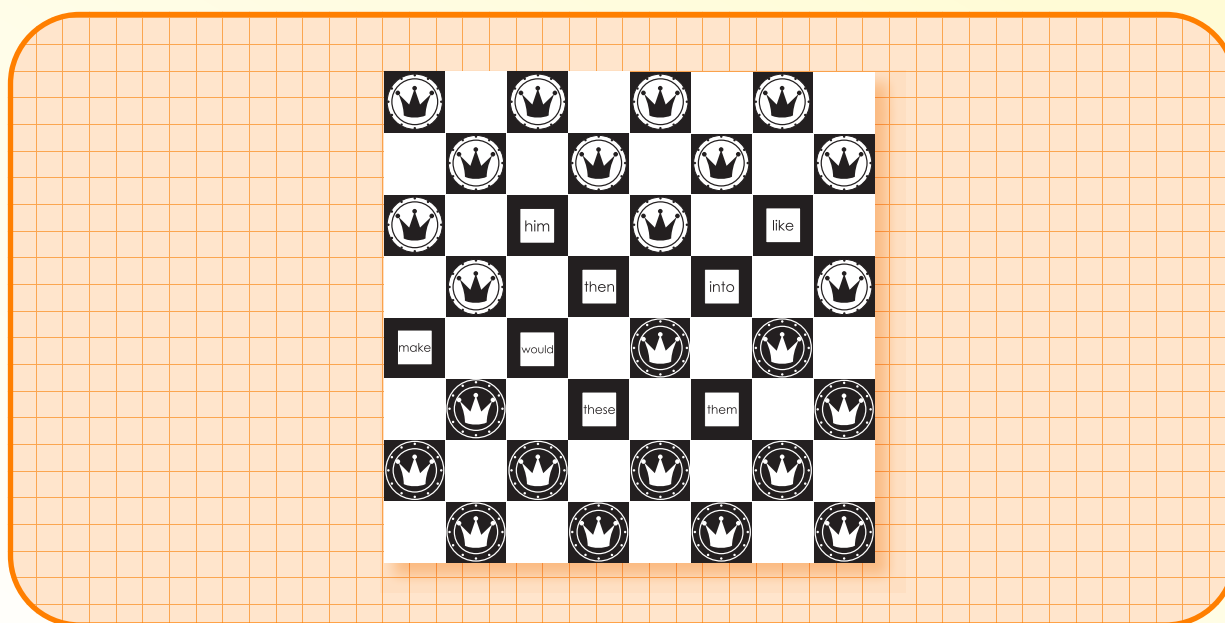
Materials

- ▶ High frequency words
Choose target words.
- ▶ Checkerboard and checkers
Make four copies of the checkerboard on card stock and connect to make a full size checkerboard.
Other options: Use an old game set or make out of a construction paper and poster board.
- ▶ Labels to fit squares
Write target high frequency words on labels or directly on the squares of the game board.
- ▶ Black markers
Use to write target words on labels.

Activity

Students read high frequency words by playing a checker game.

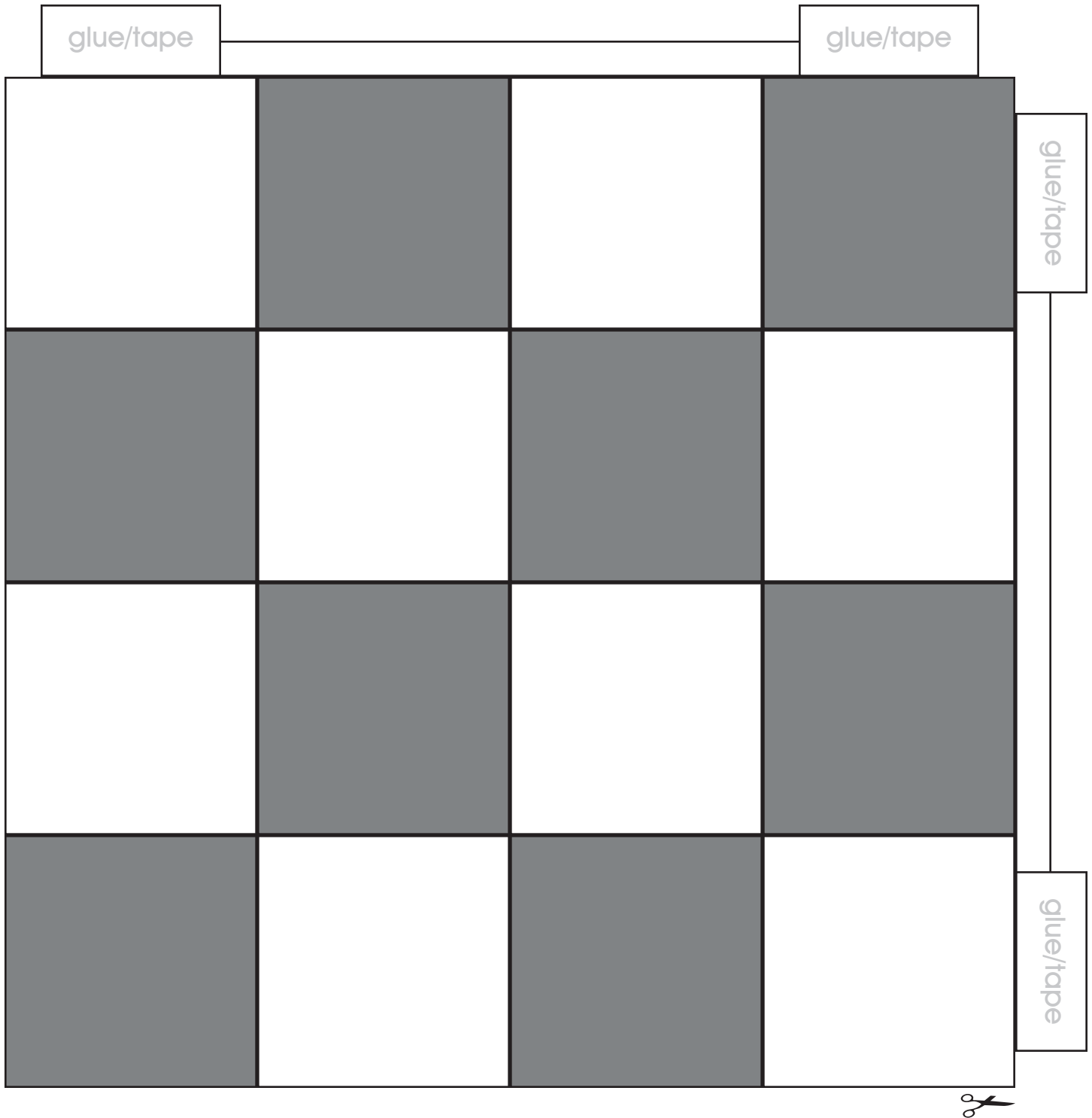
1. Place the checker game on a flat surface with the corner white square to the student's left. 2. Students place checkers on board in the traditional manner.
2. Taking turns, students move a checker and read the word on the square.
3. If able to read the word, keeps checker on that square. If unable to read the word, the student returns the checker to the previous square.
4. Continue the game until one student reaches the opposite side of the board.
5. Peer evaluation



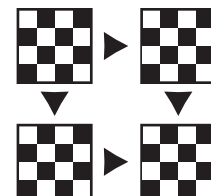
Extensions and Adaptations

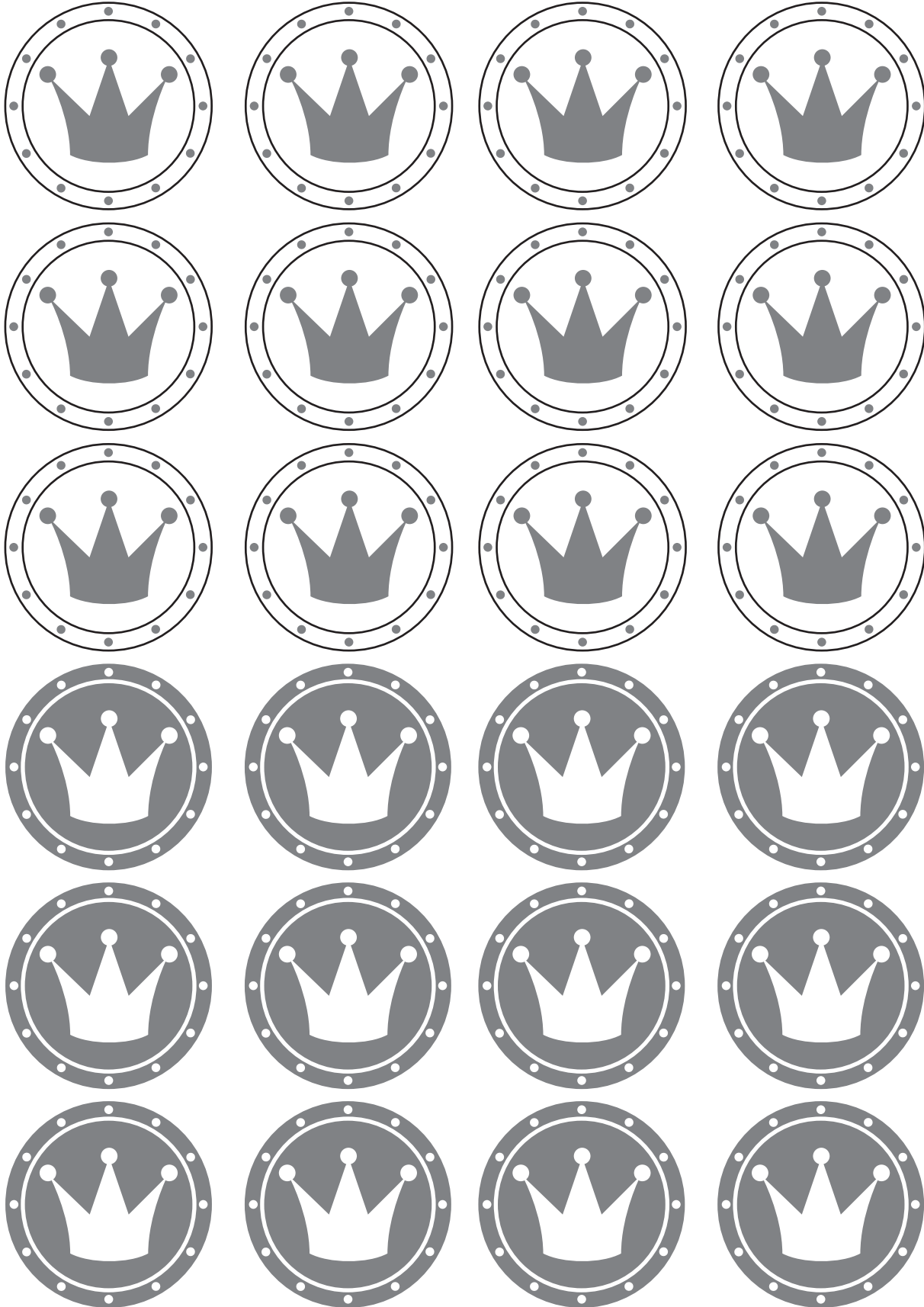
- ▶ Use other high frequency words.
- ▶ Make a board using Velcro to easily swap out words.

Phonics



Make four copies of this sheet on card stock and connect them together as shown for a full size checker board.





checkers



The first 300 words in this list make up over 60% of all written material. The remaining 55 are additional Dolch words that were not included in the first 300.

Following this listing, the words are presented in card format.

Blank cards can be found at the end of this section. These cards can be copied to make additional word cards.

- | | |
|----------|-----------|
| 1. the | 35. were |
| 2. of | 36. we |
| 3. and | 37. when |
| 4. a | 38. your |
| 5. to | 39. can |
| 6. in | 40. said |
| 7. is | 41. there |
| 8. you | 42. use |
| 9. that | 43. an |
| 10. it | 44. each |
| 11. he | 45. which |
| 12. was | 46. she |
| 13. for | 47. do |
| 14. on | 48. how |
| 15. are | 49. their |
| 16. as | 50. if |
| 17. with | 51. will |
| 18. his | 52. up |
| 19. they | 53. other |
| 20. I | 54. about |
| 21. at | 55. out |
| 22. be | 56. many |
| 23. this | 57. then |
| 24. have | 58. them |
| 25. from | 59. these |
| 26. or | 60. so |
| 27. one | 61. some |
| 28. had | 62. her |
| 29. by | 63. would |
| 30. word | 64. make |
| 31. but | 65. like |
| 32. not | 66. him |
| 33. what | 67. into |
| 34. all | 68. time |

- | | | |
|------------|---------------|--------------|
| 69. has | 103. sound | 137. old |
| 70. look | 104. take | 138. any |
| 71. two | 105. only | 139. same |
| 72. more | 106. little | 140. tell |
| 73. write | 107. work | 141. boy |
| 74. go | 108. know | 142. follow |
| 75. see | 109. place | 143. came |
| 76. number | 110. year | 144. want |
| 77. no | 111. live | 145. show |
| 78. way | 112. me | 146. also |
| 79. could | 113. back | 147. around |
| 80. people | 114. give | 148. form |
| 81. my | 115. most | 149. three |
| 82. than | 116. very | 150. small |
| 83. first | 117. after | 151. set |
| 84. water | 118. thing | 152. put |
| 85. been | 119. our | 153. end |
| 86. call | 120. just | 154. does |
| 87. who | 121. name | 155. another |
| 88. oil | 122. good | 156. well |
| 89. its | 123. sentence | 157. large |
| 90. now | 124. man | 158. must |
| 91. find | 125. think | 159. big |
| 92. long | 126. say | 160. even |
| 93. down | 127. great | 161. such |
| 94. day | 128. where | 162. because |
| 95. did | 129. help | 163. turn |
| 96. get | 130. through | 164. here |
| 97. come | 131. much | 165. why |
| 98. made | 132. before | 166. ask |
| 99. may | 133. line | 167. went |
| 100. part | 134. right | 168. men |
| 101. over | 135. too | 169. read |
| 102. new | 136. mean | 170. need |

Phonics

High Frequency Words

P. 008

- | | | |
|----------------|----------------|----------------|
| 171. land | 205. food | 239. example |
| 172. different | 206. between | 240. begin |
| 173. home | 207. own | 241. life |
| 174. us | 208. below | 242. always |
| 175. move | 209. country | 243. those |
| 176. try | 210. plant | 244. both |
| 177. kind | 211. last | 245. paper |
| 178. hand | 212. school | 246. together |
| 179. picture | 213. father | 247. got |
| 180. again | 214. keep | 248. group |
| 181. change | 215. tree | 249. often |
| 182. off | 216. never | 250. run |
| 183. play | 217. start | 251. important |
| 184. spell | 218. city | 252. until |
| 185. air | 219. earth | 253. children |
| 186. away | 220. eye | 254. side |
| 187. animal | 221. light | 255. feet |
| 188. house | 222. thought | 256. car |
| 189. point | 223. head | 257. mile |
| 190. page | 224. under | 258. night |
| 191. letter | 225. story | 259. walk |
| 192. mother | 226. saw | 260. white |
| 193. answer | 227. left | 261. sea |
| 194. found | 228. don't | 262. began |
| 195. study | 229. few | 263. grow |
| 196. still | 230. while | 264. took |
| 197. learn | 231. along | 265. river |
| 198. should | 232. might | 266. four |
| 199. America | 233. close | 267. carry |
| 200. world | 234. something | 268. state |
| 201. high | 235. seem | 269. once |
| 202. every | 236. next | 270. book |
| 203. near | 237. hard | 271. hear |
| 204. add | 238. open | 272. stop |

- | | | |
|----------------|-------------|-------------|
| 273. without | 307. bring | 341. shall |
| 274. second | 308. brown | 342. sing |
| 275. later | 309. buy | 343. sit |
| 276. miss | 310. clean | 344. six |
| 277. idea | 311. cold | 345. sleep |
| 278. enough | 312. done | 346. ten |
| 279. eat | 313. draw | 347. thank |
| 280. face | 314. drink | 348. today |
| 281. watch | 315. eight | 349. upon |
| 282. far | 316. fall | 350. warm |
| 283. Indian | 317. fast | 351. wash |
| 284. really | 318. five | 352. wish |
| 285. almost | 319. fly | 353. yellow |
| 286. let | 320. full | 354. yes |
| 287. above | 321. funny | 355. ran |
| 288. girl | 322. gave | |
| 289. sometimes | 323. goes | |
| 290. mountain | 324. going | |
| 291. cut | 325. green | |
| 292. young | 326. hers | |
| 293. talk | 327. hold | |
| 294. soon | 328. hot | |
| 295. list | 329. hurt | |
| 296. song | 330. jump | |
| 297. being | 331. laugh | |
| 298. leave | 332. myself | |
| 299. family | 333. pick | |
| 300. it's | 334. please | |
| 301. am | 335. pretty | |
| 302. ate | 336. pull | |
| 303. best | 337. red | |
| 304. better | 338. ride | |
| 305. black | 339. round | |
| 306. blue | 340. seven | |

is

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was



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with

for

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are



they	this
be	at
I	have



or

had

word

from

one

by



were

what

we

but

not

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your

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said

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how

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will



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part



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long

find

down

now

day



only

sound

little

over

take

new



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year

many

know

work

place



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number

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people

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my

than

live

me

back

give



thing

just

our

most

after

very



name

good

sentence

man

think

say



great

where

help

through

much

before



line

right

too

mean

old

any



follow

came

want

same

tell

boy



show

also

around

form

three

small



well

end

put

does

set

another



big

must

because

even

large

such



went

men

why

turn

ask

here



read

home

different

need

land

us



try

hand

picture

move

kind

again



spell

air

off

change

away

play



letter	mother	page
animal	house	point



near

answer

found

every

add

study



still	learn
should	America
high	world



food

between

own

below

country

plant



school

tree

never

last

father

keep



city

eye

thought

start

earth

light



don't

story

left

head

under

saw



while

might

something

few

along

close



open

next

hard

seem

begin

example



always

both

together

life

those

paper



got

run

important

group

often

until



side

car

night

children

feet

mile



white

took

began

walk

grow

seed



four

state

book

river

carry

once



stop

second

miss

hear

without

later



face

watch

far

idea

enough

eat



really

let

girl

Indian

almost

above



mountain

talk

young

sometimes

soon

cut



song

leave

being

list

family

it's



am

ate

best

better

black

blue



bring

brown

buy

clean

cold

done



draw

drink

eight

fall

fast

five



gave	fly
goes	full
going	funny



green

hers

hold

hot

hurt

jump



please	laugh
pretty	myself
pull	pick



red

ride

round

seven

shall

sing



ten	sit
thank	six
today	sleep



upon

warm

wash

wish

yellow

yes



ran



Phonics



Blank cards to copy and make additional word cards.



High Frequency Words

P. 009

Word Concentration



Objective

The student will read high frequency words.



Materials

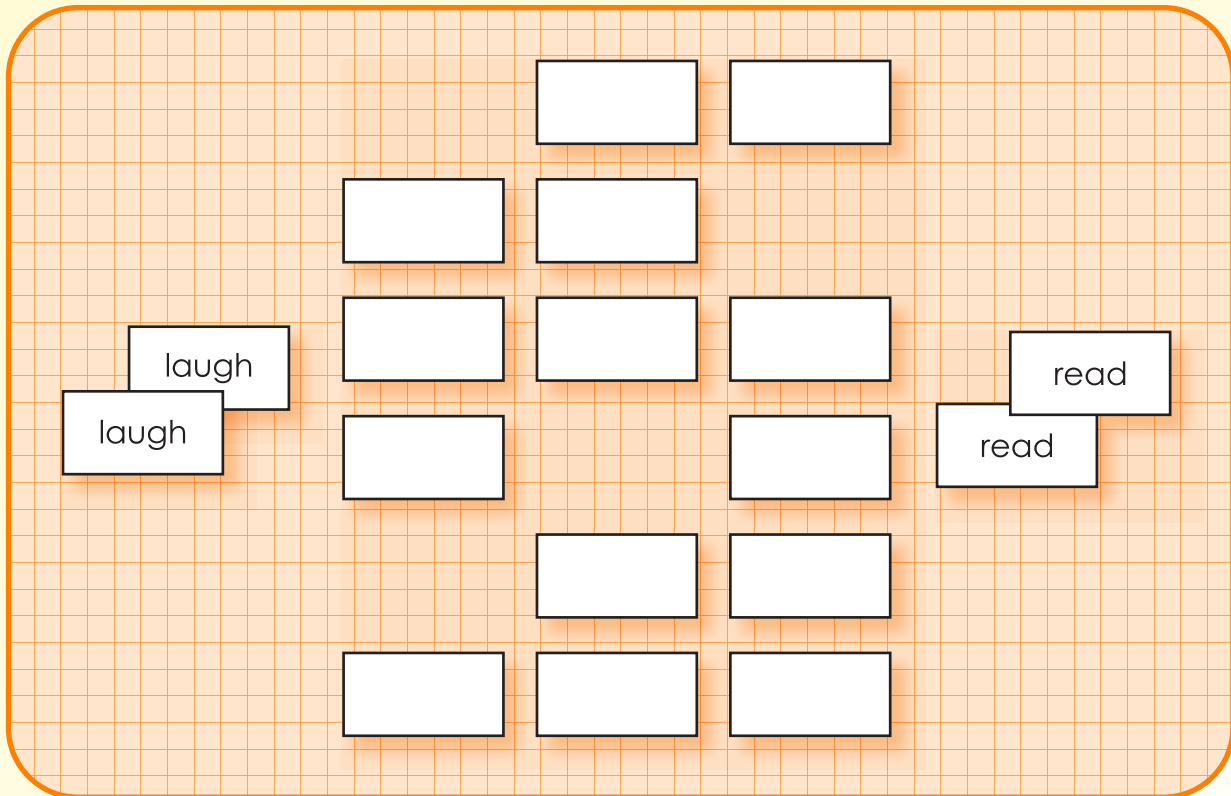
- ▶ High frequency words
Choose 15-25 target words.
Copy word cards twice, laminate, and cut.



Activity

Students match high frequency words by playing a memory game.

1. Place word cards face down in rows.
2. Taking turns, students turn over two cards and read them.
3. If a match is made, the student keeps the cards. If a match is not made, put each card face down in the original spot.
4. Reverse roles and continue until all the matches are made.
5. Peer evaluation



Extensions and Adaptations

- ▶ Use other target words and make more cards to play game.

The first 300 words in this list make up over 60% of all written material. The remaining 55 are additional Dolch words that were not included in the first 300.

Following this listing, the words are presented in card format.

Blank cards can be found at the end of this section. These cards can be copied to make additional word cards.

1. the
2. of
3. and
4. a
5. to
6. in
7. is
8. you
9. that
10. it
11. he
12. was
13. for
14. on
15. are
16. as
17. with
18. his
19. they
20. I
21. at
22. be
23. this
24. have
25. from
26. or
27. one
28. had
29. by
30. word
31. but
32. not
33. what
34. all
35. were
36. we
37. when
38. your
39. can
40. said
41. there
42. use
43. an
44. each
45. which
46. she
47. do
48. how
49. their
50. if
51. will
52. up
53. other
54. about
55. out
56. many
57. then
58. them
59. these
60. so
61. some
62. her
63. would
64. make
65. like
66. him
67. into
68. time

Phonics

Word Concentration

P. 009

- | | | |
|------------|---------------|--------------|
| 69. has | 103. sound | 137. old |
| 70. look | 104. take | 138. any |
| 71. two | 105. only | 139. same |
| 72. more | 106. little | 140. tell |
| 73. write | 107. work | 141. boy |
| 74. go | 108. know | 142. follow |
| 75. see | 109. place | 143. came |
| 76. number | 110. year | 144. want |
| 77. no | 111. live | 145. show |
| 78. way | 112. me | 146. also |
| 79. could | 113. back | 147. around |
| 80. people | 114. give | 148. form |
| 81. my | 115. most | 149. three |
| 82. than | 116. very | 150. small |
| 83. first | 117. after | 151. set |
| 84. water | 118. thing | 152. put |
| 85. been | 119. our | 153. end |
| 86. call | 120. just | 154. does |
| 87. who | 121. name | 155. another |
| 88. oil | 122. good | 156. well |
| 89. its | 123. sentence | 157. large |
| 90. now | 124. man | 158. must |
| 91. find | 125. think | 159. big |
| 92. long | 126. say | 160. even |
| 93. down | 127. great | 161. such |
| 94. day | 128. where | 162. because |
| 95. did | 129. help | 163. turn |
| 96. get | 130. through | 164. here |
| 97. come | 131. much | 165. why |
| 98. made | 132. before | 166. ask |
| 99. may | 133. line | 167. went |
| 100. part | 134. right | 168. men |
| 101. over | 135. too | 169. read |
| 102. new | 136. mean | 170. need |

- | | | |
|----------------|----------------|----------------|
| 171. land | 205. food | 239. example |
| 172. different | 206. between | 240. begin |
| 173. home | 207. own | 241. life |
| 174. us | 208. below | 242. always |
| 175. move | 209. country | 243. those |
| 176. try | 210. plant | 244. both |
| 177. kind | 211. last | 245. paper |
| 178. hand | 212. school | 246. together |
| 179. picture | 213. father | 247. got |
| 180. again | 214. keep | 248. group |
| 181. change | 215. tree | 249. often |
| 182. off | 216. never | 250. run |
| 183. play | 217. start | 251. important |
| 184. spell | 218. city | 252. until |
| 185. air | 219. earth | 253. children |
| 186. away | 220. eye | 254. side |
| 187. animal | 221. light | 255. feet |
| 188. house | 222. thought | 256. car |
| 189. point | 223. head | 257. mile |
| 190. page | 224. under | 258. night |
| 191. letter | 225. story | 259. walk |
| 192. mother | 226. saw | 260. white |
| 193. answer | 227. left | 261. sea |
| 194. found | 228. don't | 262. began |
| 195. study | 229. few | 263. grow |
| 196. still | 230. while | 264. took |
| 197. learn | 231. along | 265. river |
| 198. should | 232. might | 266. four |
| 199. America | 233. close | 267. carry |
| 200. world | 234. something | 268. state |
| 201. high | 235. seem | 269. once |
| 202. every | 236. next | 270. book |
| 203. near | 237. hard | 271. hear |
| 204. add | 238. open | 272. stop |

Phonics

Word Concentration

P. 009

- | | | |
|----------------|-------------|-------------|
| 273. without | 307. bring | 341. shall |
| 274. second | 308. brown | 342. sing |
| 275. later | 309. buy | 343. sit |
| 276. miss | 310. clean | 344. six |
| 277. idea | 311. cold | 345. sleep |
| 278. enough | 312. done | 346. ten |
| 279. eat | 313. draw | 347. thank |
| 280. face | 314. drink | 348. today |
| 281. watch | 315. eight | 349. upon |
| 282. far | 316. fall | 350. warm |
| 283. Indian | 317. fast | 351. wash |
| 284. really | 318. five | 352. wish |
| 285. almost | 319. fly | 353. yellow |
| 286. let | 320. full | 354. yes |
| 287. above | 321. funny | 355. ran |
| 288. girl | 322. gave | |
| 289. sometimes | 323. goes | |
| 290. mountain | 324. going | |
| 291. cut | 325. green | |
| 292. young | 326. hers | |
| 293. talk | 327. hold | |
| 294. soon | 328. hot | |
| 295. list | 329. hurt | |
| 296. song | 330. jump | |
| 297. being | 331. laugh | |
| 298. leave | 332. myself | |
| 299. family | 333. pick | |
| 300. it's | 334. please | |
| 301. am | 335. pretty | |
| 302. ate | 336. pull | |
| 303. best | 337. red | |
| 304. better | 338. ride | |
| 305. black | 339. round | |
| 306. blue | 340. seven | |

is

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this

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be

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or

had

word

from

one

by



were

what

we

but

not

all



your

can

use

when

said

there



she

do

how

an

each

which



first

water

been

their

if

will



oil

about

who

call

up

other



made

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get

part



did

long

find

down

now

day



only

sound

little

over

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new



out

year

many

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work

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make

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would



time

them

then

these

some

so



has

write

more

look

two

go



number

could

no

see

people

way



my

than

live

me

back

give



thing

just

our

most

after

very



name

good

sentence

man

think

say



great

where

help

through

much

before



line

right

too

mean

old

any



follow

came

want

same

tell

boy



form

show

three

also

small

around



well

end

put

does

set

another



big

must

because

even

large

such



went

men

why

turn

ask

here



need	read
land	home
us	different



try

hand

picture

move

kind

again



spell	air	off
change	away	play



letter

mother

page

animal

house

point



near

answer

found

every

add

study



learn

America

world

still

should

high



food

between

own

below

country

plant



school

tree

never

last

father

keep



city

eye

thought

start

earth

light



don't

story

left

head

under

saw



while

might

something

few

along

close



open

next

hard

seem

begin

example



always

both

together

life

those

paper



got

run

important

group

often

until



side

car

night

children

feet

mile



white

took

began

walk

grow

sea



four

state

book

river

carry

once



stop

second

miss

hear

without

later



face

watch

far

idea

enough

eat



really

let

girl

Indian

almost

above



mountain

talk

young

sometimes

soon

cut



song

leave

being

list

family

it's



am

ate

best

better

black

blue



bring

brown

buy

clean

cold

done



draw	drink	eight
fall	fast	five



fly

full

funny

gave

goes

going



green	hers	hold
hot	hurt	jump



laugh

myself

pick

please

pretty

pull



seven	red
shall	ride
sing	round



sit

six

sleep

ten

thank

today



wish	upon
yellow	warm
yes	wash



ran





Blank cards to copy and make additional word cards.



 **Objective**

The student will read high frequency words.

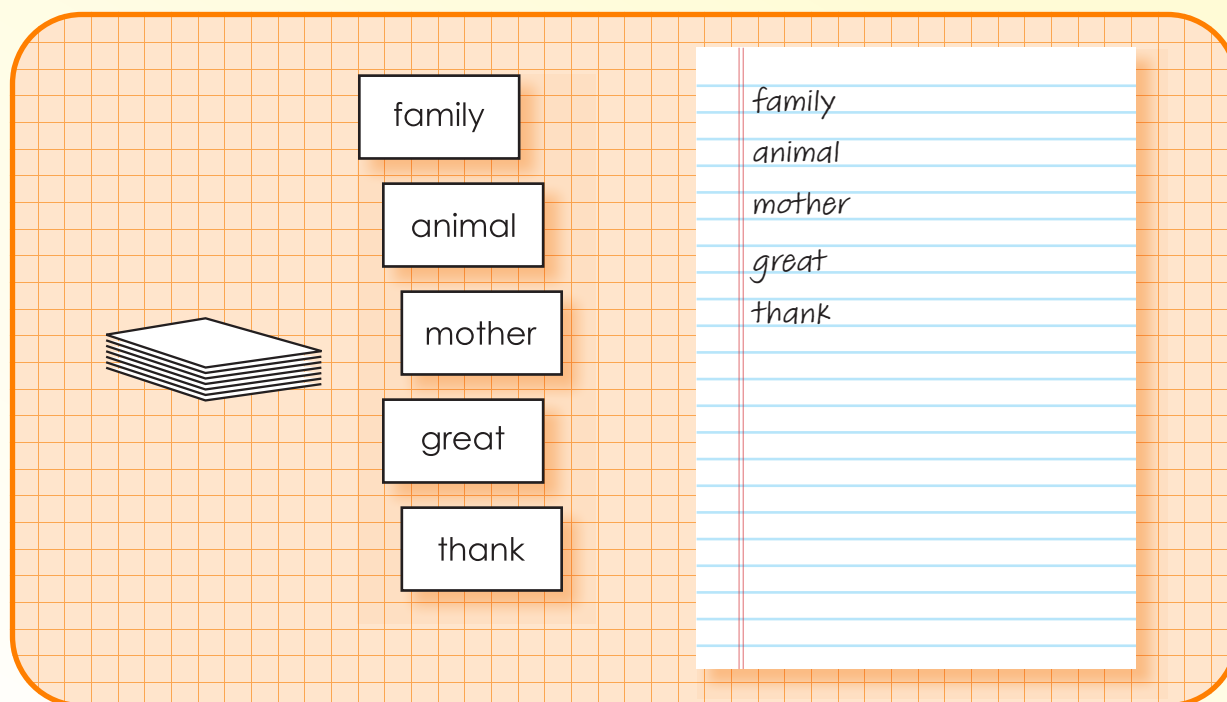
 **Materials**

- ▶ High frequency words
Choose 20 - 30 words that students have learned to spell and write.
Copy cards, laminate, and cut.
- ▶ Paper
- ▶ Pencils

 **Activity**

Students read and spell high frequency words.

1. Place word cards in a stack face down at center.
2. Working in pairs, student one selects the top card, shows it to student two, and reads it aloud. Student two reads the word.
3. Continue until all cards are read.
4. Student one chooses and dictates five of the words to student two.
5. Student two writes the words on paper and then spells orally as student one checks.
6. Place all cards back in a stack and reverse roles.
7. Continue until all words are spelled by both students.
8. Peer evaluation



 **Extensions and Adaptations**

- ▶ Use timer and read word cards.

The first 300 words in this list make up over 60% of all written material. The remaining 55 are additional Dolch words that were not included in the first 300.

Following this listing, the words are presented in card format.

Blank cards can be found at the end of this section. These cards can be copied to make additional word cards.

- | | |
|----------|-----------|
| 1. the | 35. were |
| 2. of | 36. we |
| 3. and | 37. when |
| 4. a | 38. your |
| 5. to | 39. can |
| 6. in | 40. said |
| 7. is | 41. there |
| 8. you | 42. use |
| 9. that | 43. an |
| 10. it | 44. each |
| 11. he | 45. which |
| 12. was | 46. she |
| 13. for | 47. do |
| 14. on | 48. how |
| 15. are | 49. their |
| 16. as | 50. if |
| 17. with | 51. will |
| 18. his | 52. up |
| 19. they | 53. other |
| 20. I | 54. about |
| 21. at | 55. out |
| 22. be | 56. many |
| 23. this | 57. then |
| 24. have | 58. them |
| 25. from | 59. these |
| 26. or | 60. so |
| 27. one | 61. some |
| 28. had | 62. her |
| 29. by | 63. would |
| 30. word | 64. make |
| 31. but | 65. like |
| 32. not | 66. him |
| 33. what | 67. into |
| 34. all | 68. time |

- | | | |
|------------|---------------|--------------|
| 69. has | 103. sound | 137. old |
| 70. look | 104. take | 138. any |
| 71. two | 105. only | 139. same |
| 72. more | 106. little | 140. tell |
| 73. write | 107. work | 141. boy |
| 74. go | 108. know | 142. follow |
| 75. see | 109. place | 143. came |
| 76. number | 110. year | 144. want |
| 77. no | 111. live | 145. show |
| 78. way | 112. me | 146. also |
| 79. could | 113. back | 147. around |
| 80. people | 114. give | 148. form |
| 81. my | 115. most | 149. three |
| 82. than | 116. very | 150. small |
| 83. first | 117. after | 151. set |
| 84. water | 118. thing | 152. put |
| 85. been | 119. our | 153. end |
| 86. call | 120. just | 154. does |
| 87. who | 121. name | 155. another |
| 88. oil | 122. good | 156. well |
| 89. its | 123. sentence | 157. large |
| 90. now | 124. man | 158. must |
| 91. find | 125. think | 159. big |
| 92. long | 126. say | 160. even |
| 93. down | 127. great | 161. such |
| 94. day | 128. where | 162. because |
| 95. did | 129. help | 163. turn |
| 96. get | 130. through | 164. here |
| 97. come | 131. much | 165. why |
| 98. made | 132. before | 166. ask |
| 99. may | 133. line | 167. went |
| 100. part | 134. right | 168. men |
| 101. over | 135. too | 169. read |
| 102. new | 136. mean | 170. need |

Phonics

High Frequency Words

P. 010

- | | | |
|----------------|----------------|----------------|
| 171. land | 205. food | 239. example |
| 172. different | 206. between | 240. begin |
| 173. home | 207. own | 241. life |
| 174. us | 208. below | 242. always |
| 175. move | 209. country | 243. those |
| 176. try | 210. plant | 244. both |
| 177. kind | 211. last | 245. paper |
| 178. hand | 212. school | 246. together |
| 179. picture | 213. father | 247. got |
| 180. again | 214. keep | 248. group |
| 181. change | 215. tree | 249. often |
| 182. off | 216. never | 250. run |
| 183. play | 217. start | 251. important |
| 184. spell | 218. city | 252. until |
| 185. air | 219. earth | 253. children |
| 186. away | 220. eye | 254. side |
| 187. animal | 221. light | 255. feet |
| 188. house | 222. thought | 256. car |
| 189. point | 223. head | 257. mile |
| 190. page | 224. under | 258. night |
| 191. letter | 225. story | 259. walk |
| 192. mother | 226. saw | 260. white |
| 193. answer | 227. left | 261. sea |
| 194. found | 228. don't | 262. began |
| 195. study | 229. few | 263. grow |
| 196. still | 230. while | 264. took |
| 197. learn | 231. along | 265. river |
| 198. should | 232. might | 266. four |
| 199. America | 233. close | 267. carry |
| 200. world | 234. something | 268. state |
| 201. high | 235. seem | 269. once |
| 202. every | 236. next | 270. book |
| 203. near | 237. hard | 271. hear |
| 204. add | 238. open | 272. stop |

- | | | |
|----------------|-------------|-------------|
| 273. without | 307. bring | 341. shall |
| 274. second | 308. brown | 342. sing |
| 275. later | 309. buy | 343. sit |
| 276. miss | 310. clean | 344. six |
| 277. idea | 311. cold | 345. sleep |
| 278. enough | 312. done | 346. ten |
| 279. eat | 313. draw | 347. thank |
| 280. face | 314. drink | 348. today |
| 281. watch | 315. eight | 349. upon |
| 282. far | 316. fall | 350. warm |
| 283. Indian | 317. fast | 351. wash |
| 284. really | 318. five | 352. wish |
| 285. almost | 319. fly | 353. yellow |
| 286. let | 320. full | 354. yes |
| 287. above | 321. funny | 355. ran |
| 288. girl | 322. gave | |
| 289. sometimes | 323. goes | |
| 290. mountain | 324. going | |
| 291. cut | 325. green | |
| 292. young | 326. hers | |
| 293. talk | 327. hold | |
| 294. soon | 328. hot | |
| 295. list | 329. hurt | |
| 296. song | 330. jump | |
| 297. being | 331. laugh | |
| 298. leave | 332. myself | |
| 299. family | 333. pick | |
| 300. it's | 334. please | |
| 301. am | 335. pretty | |
| 302. ate | 336. pull | |
| 303. best | 337. red | |
| 304. better | 338. ride | |
| 305. black | 339. round | |
| 306. blue | 340. seven | |

Phonics

High Frequency Words

P. 010

is

that

of

the

and

you



to

it

he

a

in

was



Phonics

High Frequency Words

P. 010

as

his

with

for

on

are



they	this
be	at
I	have



Phonics

High Frequency Words

P. 010

or

had

word

from

one

by



were

what

we

but

not

all



Phonics

High Frequency Words

P. 010

your

can

use

when

said

there



she

do

how

an

each

which



Phonics

High Frequency Words

P. 010

first

water

been

their

if

will



oil

about

who

call

up

other



Phonics

High Frequency Words

P. 010

made

may

come

its

get

part



did

long

find

down

now

day



only

sound

little

over

take

new



out

year

many

know

work

place



her

make

into

like

him

would



time

them

then

these

some

so



Phonics

High Frequency Words

P. 010

has

write

more

look

two

go



number

could

no

see

people

way



Phonics

High Frequency Words

P. 010

my

than

live

me

back

give



thing

just

our

most

after

very



Phonics

High Frequency Words

P. 010

name

good

sentence

man

think

say



great

where

help

through

much

before



line

right

too

mean

old

any



follow

came

want

same

tell

boy



show

also

around

form

three

small



well

end

put

does

set

another



big

must

because

even

large

such



went

men

why

turn

ask

here



Phonics

High Frequency Words

P. 010

read

home

different

need

land

us



try

hand

picture

move

kind

again



Phonics

High Frequency Words

P. 010

spell

air

off

change

away

play



letter

mother

page

animal

house

point



Phonics

High Frequency Words

P. 010

near

answer

found

every

add

study



learn

America

world

still

should

high



food

between

own

below

country

plant



school

tree

never

last

father

keep



Phonics

High Frequency Words

P. 010

city

eye

thought

start

earth

light



don't

story

left

head

under

saw



Phonics

High Frequency Words

P. 010

while

might

something

few

along

close



open

next

hard

seem

begin

example



always

both

together

life

those

paper



got

run

important

group

often

until



Phonics

High Frequency Words

P. 010

side

car

night

children

feet

mile



white

took

began

walk

grow

seed



four

state

book

river

carry

once



stop

second

miss

hear

without

later



Phonics

High Frequency Words

P. 010

face

watch

far

idea

enough

eat



really	let	girl
Indian	almost	above



Phonics

High Frequency Words

P. 010

mountain

talk

young

sometimes

soon

cut



song

leave

being

list

family

it's



Phonics

High Frequency Words

P. 010

am

ate

best

better

black

blue



bring

brown

buy

clean

cold

done



draw

drink

eight

fall

fast

five



gave	fly
goes	full
going	funny



green

hers

hold

hot

hurt

jump



please	laugh
pretty	myself
pull	pick



red

ride

round

seven

shall

sing



ten	sit
thank	six
today	sleep



upon

warm

wash

wish

yellow

yes



ran



Phonics

High Frequency Words

P. 010



Blank cards to copy and make additional word cards.



Word Crazy

Objective

The student will read high frequency words.

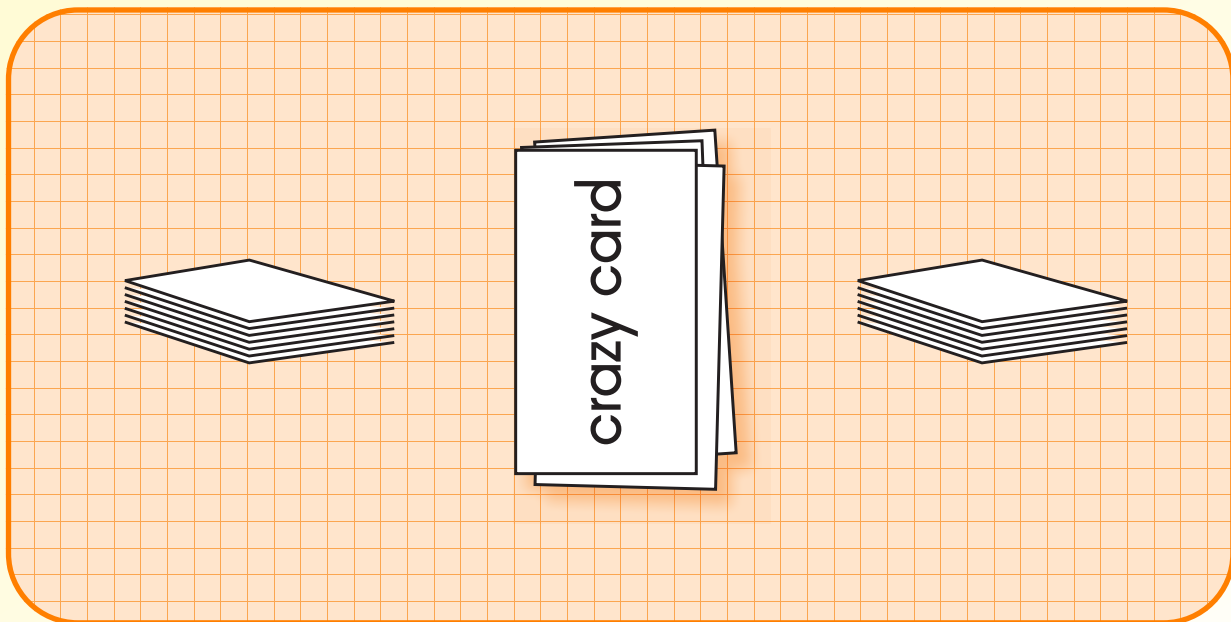
Materials

- ▶ High frequency words
Choose 25-35 target words.
Copy, laminate, and cut.
- ▶ Six “crazy” cards
Copy, laminate, and cut.

Activity

Students make words with onsets and rimes by playing a card game.

1. Shuffle word cards and crazy cards together and place face down in a stack at the center.
2. Students divide cards evenly keeping them face down.
3. Taking turns, student one quickly selects top card from his stack, lays it face up in a common pile, and reads it.
4. If read incorrectly, takes all the cards that are face up in the pile. If read correctly, student two places his top card face up on the pile and reads it.
5. When a “crazy” card is laid down, student who laid it takes all cards in the pile.
6. Game is over when one student is out of cards.
7. Peer evaluation



Extensions and Adaptations

- ▶ Make other target word cards to play the game.

crazy card	crazy card	crazy card
crazy card	crazy card	crazy card
crazy card	crazy card	crazy card



Phonics

High Frequency Words

P. 011

The first 300 words in this list make up over 60% of all written material. The remaining 55 are additional Dolch words that were not included in the first 300.

Following this listing, the words are presented in card format.

Blank cards can be found at the end of this section. These cards can be copied to make additional word cards.

- | | |
|----------|-----------|
| 1. the | 35. were |
| 2. of | 36. we |
| 3. and | 37. when |
| 4. a | 38. your |
| 5. to | 39. can |
| 6. in | 40. said |
| 7. is | 41. there |
| 8. you | 42. use |
| 9. that | 43. an |
| 10. it | 44. each |
| 11. he | 45. which |
| 12. was | 46. she |
| 13. for | 47. do |
| 14. on | 48. how |
| 15. are | 49. their |
| 16. as | 50. if |
| 17. with | 51. will |
| 18. his | 52. up |
| 19. they | 53. other |
| 20. I | 54. about |
| 21. at | 55. out |
| 22. be | 56. many |
| 23. this | 57. then |
| 24. have | 58. them |
| 25. from | 59. these |
| 26. or | 60. so |
| 27. one | 61. some |
| 28. had | 62. her |
| 29. by | 63. would |
| 30. word | 64. make |
| 31. but | 65. like |
| 32. not | 66. him |
| 33. what | 67. into |
| 34. all | 68. time |

- | | | |
|------------|---------------|--------------|
| 69. has | 103. sound | 137. old |
| 70. look | 104. take | 138. any |
| 71. two | 105. only | 139. same |
| 72. more | 106. little | 140. tell |
| 73. write | 107. work | 141. boy |
| 74. go | 108. know | 142. follow |
| 75. see | 109. place | 143. came |
| 76. number | 110. year | 144. want |
| 77. no | 111. live | 145. show |
| 78. way | 112. me | 146. also |
| 79. could | 113. back | 147. around |
| 80. people | 114. give | 148. form |
| 81. my | 115. most | 149. three |
| 82. than | 116. very | 150. small |
| 83. first | 117. after | 151. set |
| 84. water | 118. thing | 152. put |
| 85. been | 119. our | 153. end |
| 86. call | 120. just | 154. does |
| 87. who | 121. name | 155. another |
| 88. oil | 122. good | 156. well |
| 89. its | 123. sentence | 157. large |
| 90. now | 124. man | 158. must |
| 91. find | 125. think | 159. big |
| 92. long | 126. say | 160. even |
| 93. down | 127. great | 161. such |
| 94. day | 128. where | 162. because |
| 95. did | 129. help | 163. turn |
| 96. get | 130. through | 164. here |
| 97. come | 131. much | 165. why |
| 98. made | 132. before | 166. ask |
| 99. may | 133. line | 167. went |
| 100. part | 134. right | 168. men |
| 101. over | 135. too | 169. read |
| 102. new | 136. mean | 170. need |

Phonics

High Frequency Words

P. 011

- | | | |
|----------------|----------------|----------------|
| 171. land | 205. food | 239. example |
| 172. different | 206. between | 240. begin |
| 173. home | 207. own | 241. life |
| 174. us | 208. below | 242. always |
| 175. move | 209. country | 243. those |
| 176. try | 210. plant | 244. both |
| 177. kind | 211. last | 245. paper |
| 178. hand | 212. school | 246. together |
| 179. picture | 213. father | 247. got |
| 180. again | 214. keep | 248. group |
| 181. change | 215. tree | 249. often |
| 182. off | 216. never | 250. run |
| 183. play | 217. start | 251. important |
| 184. spell | 218. city | 252. until |
| 185. air | 219. earth | 253. children |
| 186. away | 220. eye | 254. side |
| 187. animal | 221. light | 255. feet |
| 188. house | 222. thought | 256. car |
| 189. point | 223. head | 257. mile |
| 190. page | 224. under | 258. night |
| 191. letter | 225. story | 259. walk |
| 192. mother | 226. saw | 260. white |
| 193. answer | 227. left | 261. sea |
| 194. found | 228. don't | 262. began |
| 195. study | 229. few | 263. grow |
| 196. still | 230. while | 264. took |
| 197. learn | 231. along | 265. river |
| 198. should | 232. might | 266. four |
| 199. America | 233. close | 267. carry |
| 200. world | 234. something | 268. state |
| 201. high | 235. seem | 269. once |
| 202. every | 236. next | 270. book |
| 203. near | 237. hard | 271. hear |
| 204. add | 238. open | 272. stop |

- | | | |
|----------------|-------------|-------------|
| 273. without | 307. bring | 341. shall |
| 274. second | 308. brown | 342. sing |
| 275. later | 309. buy | 343. sit |
| 276. miss | 310. clean | 344. six |
| 277. idea | 311. cold | 345. sleep |
| 278. enough | 312. done | 346. ten |
| 279. eat | 313. draw | 347. thank |
| 280. face | 314. drink | 348. today |
| 281. watch | 315. eight | 349. upon |
| 282. far | 316. fall | 350. warm |
| 283. Indian | 317. fast | 351. wash |
| 284. really | 318. five | 352. wish |
| 285. almost | 319. fly | 353. yellow |
| 286. let | 320. full | 354. yes |
| 287. above | 321. funny | 355. ran |
| 288. girl | 322. gave | |
| 289. sometimes | 323. goes | |
| 290. mountain | 324. going | |
| 291. cut | 325. green | |
| 292. young | 326. hers | |
| 293. talk | 327. hold | |
| 294. soon | 328. hot | |
| 295. list | 329. hurt | |
| 296. song | 330. jump | |
| 297. being | 331. laugh | |
| 298. leave | 332. myself | |
| 299. family | 333. pick | |
| 300. it's | 334. please | |
| 301. am | 335. pretty | |
| 302. ate | 336. pull | |
| 303. best | 337. red | |
| 304. better | 338. ride | |
| 305. black | 339. round | |
| 306. blue | 340. seven | |

Phonics

High Frequency Words

P. 011

is

that

of

the

and

you



to

it

he

a

in

was



Phonics

High Frequency Words

P. 011

as

his

with

for

on

are



they	this
be	at
I	have



Phonics

High Frequency Words

P. 011

or

had

word

from

one

by



were

what

we

but

not

all



Phonics

High Frequency Words

P. 011

your

can

use

when

said

there



she

do

how

an

each

which



Phonics

High Frequency Words

P. 011

first

water

been

their

if

will



oil

about

who

call

up

other



Phonics

High Frequency Words

P. 011

made

may

come

its

get

part



did

long

find

down

now

day



Phonics

High Frequency Words

P. 011

only

sound

little

over

take

new



out

year

many

know

work

place



Phonics

High Frequency Words

P. 011

her

make

into

like

him

would



time

them

then

these

some

so



Phonics

High Frequency Words

P. 011

has

write

more

look

two

go



number

could

no

see

people

way



Phonics

High Frequency Words

P. 011

my

than

live

me

back

give



thing

just

our

most

after

very



Phonics

High Frequency Words

P. 011

name

good

sentence

man

think

say



great

where

help

through

much

before



Phonics

High Frequency Words

P. 011

line

right

too

mean

old

any



follow

came

want

same

tell

boy



Phonics

High Frequency Words

P. 011

show

also

around

form

three

small



well

end

put

does

set

another



Phonics

High Frequency Words

P. 011

big

must

because

even

large

such



went

men

why

turn

ask

here



Phonics

High Frequency Words

P. 011

read

home

different

need

land

us



try

hand

picture

move

kind

again



Phonics

High Frequency Words

P. 011

spell

air

off

change

away

play



letter

mother

page

animal

house

point



Phonics

High Frequency Words

P. 011

near

answer

found

every

add

study



still	learn
should	America
high	world



Phonics

High Frequency Words

P. 011

food

between

own

below

country

plant



school

tree

never

last

father

keep



Phonics

High Frequency Words

P. 011

city

eye

thought

start

earth

light



don't

story

left

head

under

saw



Phonics

High Frequency Words

P. 011

while

might

something

few

along

close



open

next

hard

seem

begin

example



Phonics

High Frequency Words

P. 011

always

both

together

life

those

paper



group	got
often	run
until	important



Phonics

High Frequency Words

P. 011

side

car

night

children

feet

mile



white

took

began

walk

grow

seed



Phonics

High Frequency Words

P. 011

four

state

book

river

carry

once



stop

second

miss

hear

without

later



Phonics

High Frequency Words

P. 011

face

watch

far

idea

enough

eat



really	let	girl
Indian	almost	above



Phonics

High Frequency Words

P. 011

mountain

talk

young

sometimes

soon

cut



song

leave

being

list

family

it's



Phonics

High Frequency Words

P. 011

am

ate

best

better

black

blue



bring

brown

buy

clean

cold

done



Phonics

High Frequency Words

P. 011

draw

drink

eight

fall

fast

five



gave	fly
goes	full
going	funny



Phonics

High Frequency Words

P. 011

green

hers

hold

hot

hurt

jump



please	laugh
pretty	myself
pull	pick



Phonics

High Frequency Words

P. 011

red

ride

round

seven

shall

sing



ten	sit
thank	six
today	sleep



Phonics

High Frequency Words

P. 011

upon

warm

wash

wish

yellow

yes



ran



Phonics

High Frequency Words

P. 011



Blank cards to copy and make additional word cards.



Objective

The student will identify variant correspondences in words.

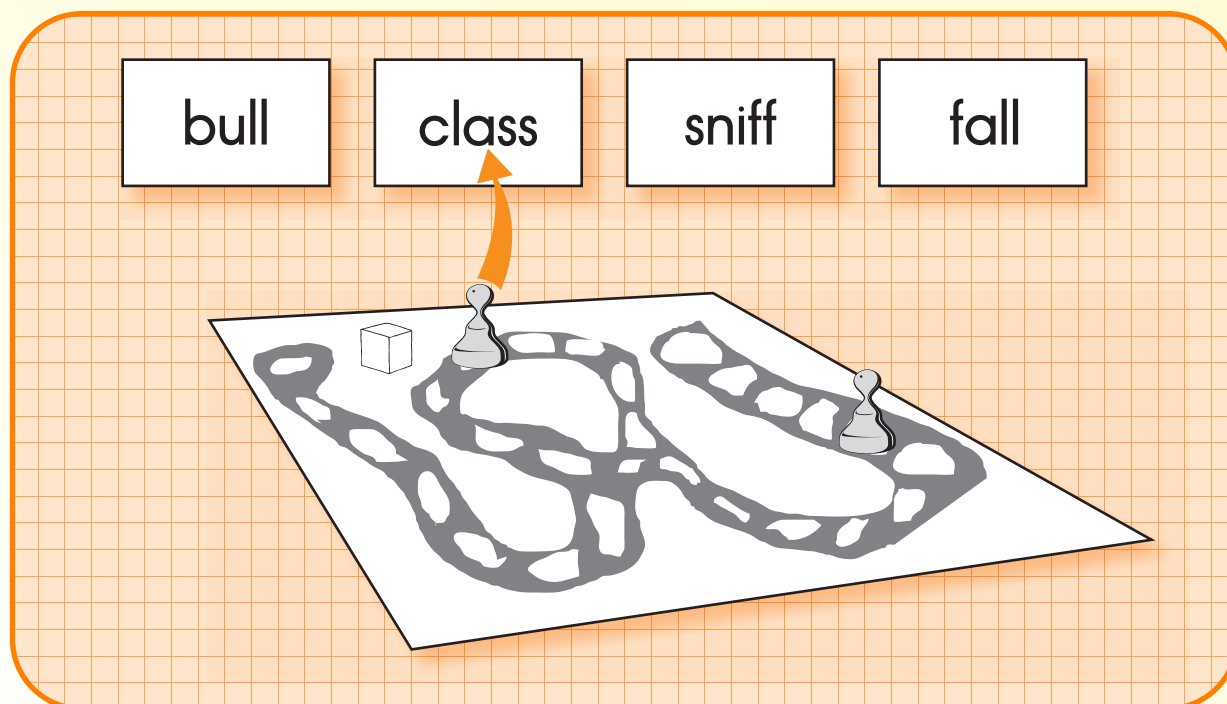
Materials

- ▶ Game board
- ▶ Number cube
- ▶ Word cards
- ▶ Game pieces

Activity

Students read words containing doubled consonants (ff, ll, ss) by playing a board game.

1. Place game board, game pieces, and number cube at the center. Place word cards face up in rows beside the game board.
2. Taking turns, students roll the number cube and move game piece that many spaces.
3. Read word and state target letters (ff, ll, ss) and sound that game piece lands on (e.g., lands on “boss” say, “boss, ss, /s/”). Point to a word card containing the same target letters and sound (e.g., point to and say “class, ss, /s/”). If students cannot read or identify another matching word, go back to original spot.
4. Continue until both students reach the end of the game board.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards to use with game.
- ▶ Sort the words from the game board.

START

puff

You press on,
go ahead
two spaces.

knoll

bless

stiff



stroll

stress

cross

Miss falling off
a cliff, go
ahead
two spaces.

Bull in your
path, go back
two spaces

full

boss

will

Go hear the bell
in the dell,
go back
two spaces.

press

END

riff

off

No stalling,
go ahead
two spaces.

fell

bass

grass

bell

small

You stop
at the bluff,
go back
two spaces.

You are
starting to
huff and puff,
rest one turn.

miss

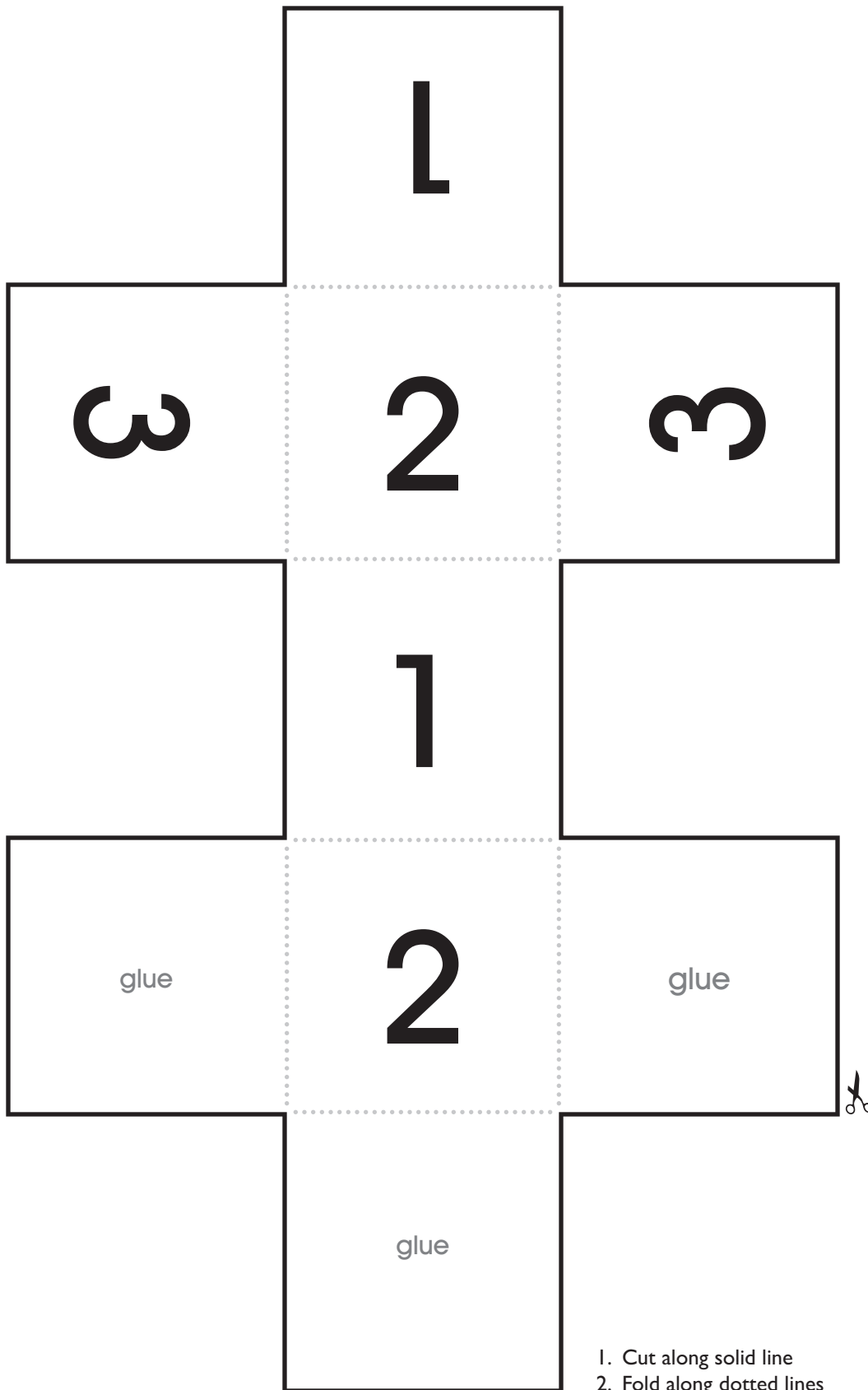
huff

hall

dill

You feel swell,
go ahead two
spaces.

fuss



fuss

glass

hiss

class

stress

bluff

sniff

stuff





Objective

The student will identify variant correspondences in words.

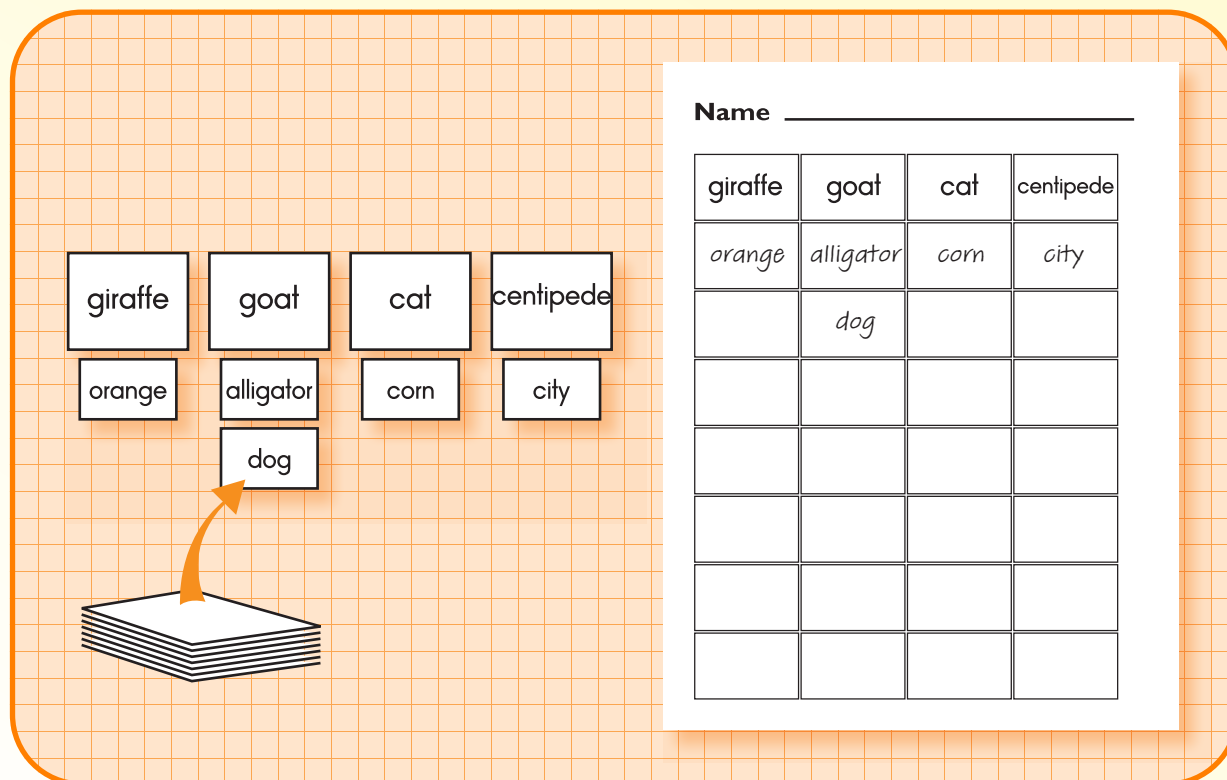
Materials

- ▶ Header cards
- ▶ Word cards
- ▶ Student sheet
- ▶ Pencils

Activity

Students read words with hard and soft sounds of “g” and “c” and sort.

1. Place word cards in a stack face down at the center. Place header cards in a row. Provide each student with a student sheet.
2. Taking turns, students select a card and read the word.
3. Determine if the letters “c” or “g” in the word has a hard or soft sound.
4. Place the card under the correct header.
5. Continue until all cards are placed. Read the words.
6. Record the words on the student sheet.
7. Peer evaluation



Name _____

giraffe	goat	cat	centipede
orange	alligator	corn	city
	dog		

Extensions and Adaptations

- ▶ Make other pattern word cards and play.

Phonics

Giraffes, Goats, Cats, and Centipedes

P. 013

goat

header

giraffe

header

cat

header

centipede

header

header cards



ghost

alligator

giggle

tiger

dog

dragon

gym

genes



Phonics

Giraffes, Goats, Cats, and Centipedes

P. 013

orange

engine

germ

danger

cabin

candle

cave

castle



uncle

corn

celery

center

space

city

cent

pencil



Name _____

Giraffes, Goats, Cats, and Centipedes

P. 013

giraffe	goat	cat	centipede



Objective

The student will identify variant correspondences in words.

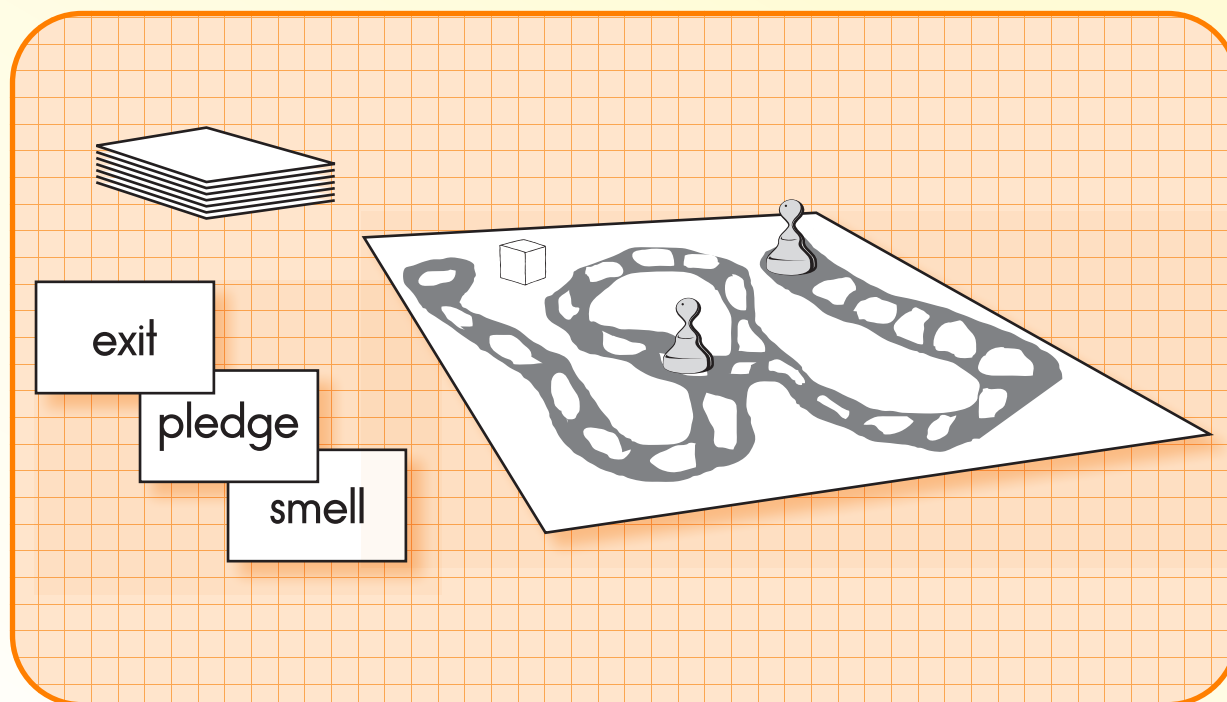
Materials

- ▶ Game board
- ▶ Number cube
- ▶ Word cards
- ▶ Game pieces (e.g., counters)

Activity

Students read words containing doubled consonants, hard and soft sounds of “g” and “c,” and multiple pronunciations of “x” by playing a board game.

1. Place game board, number cube, and game pieces at center. Place word cards face down in a stack.
2. Taking turns, students roll the cube and pick up the number of word cards as indicated on the cube.
3. Read the words. For every word read correctly, move one space forward. If a word is read incorrectly, move back one space. After all cards are read, return them to the bottom of stack.
4. Continue game until all players reach the end.
5. Peer evaluation



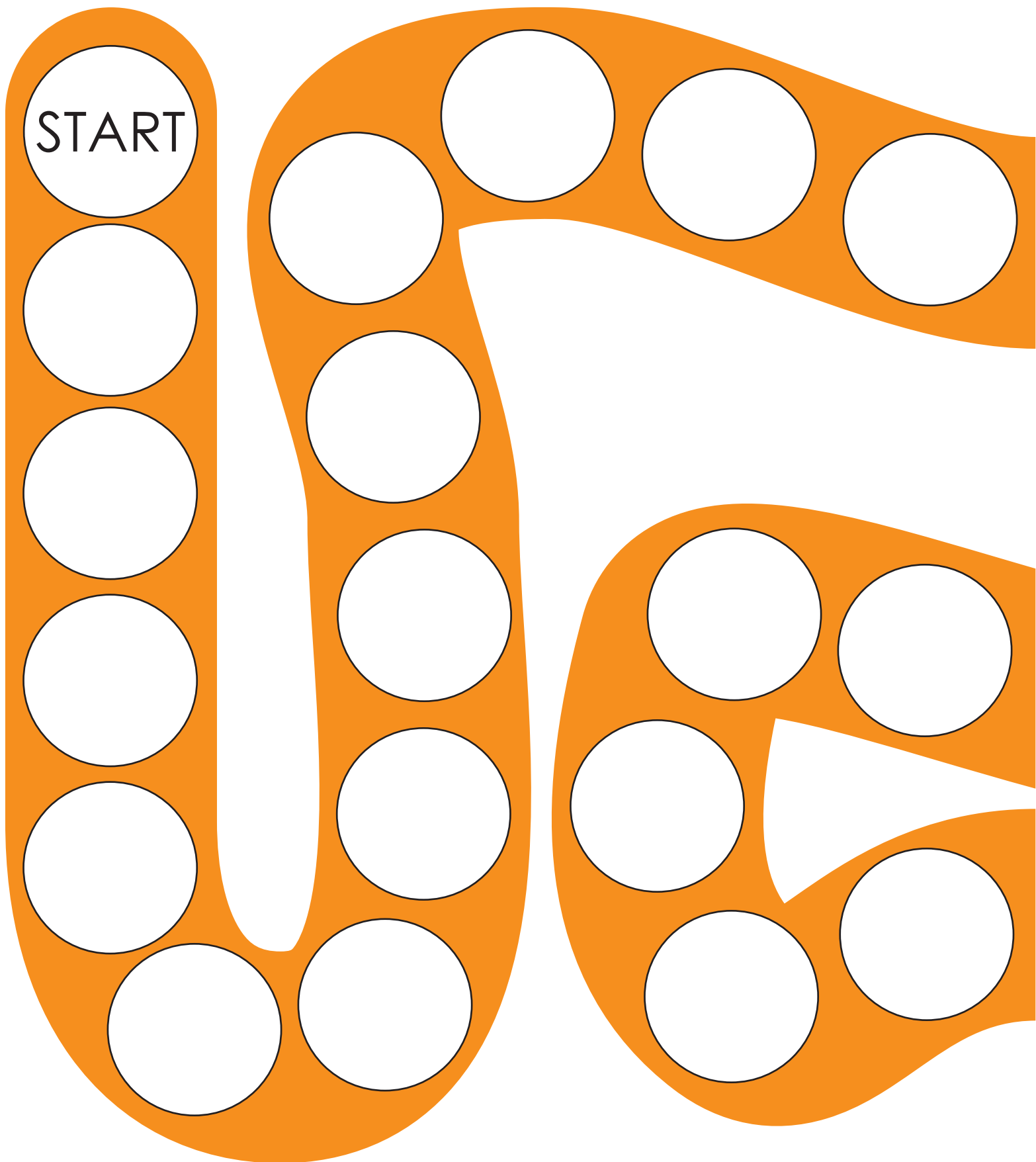
Extensions and Adaptations

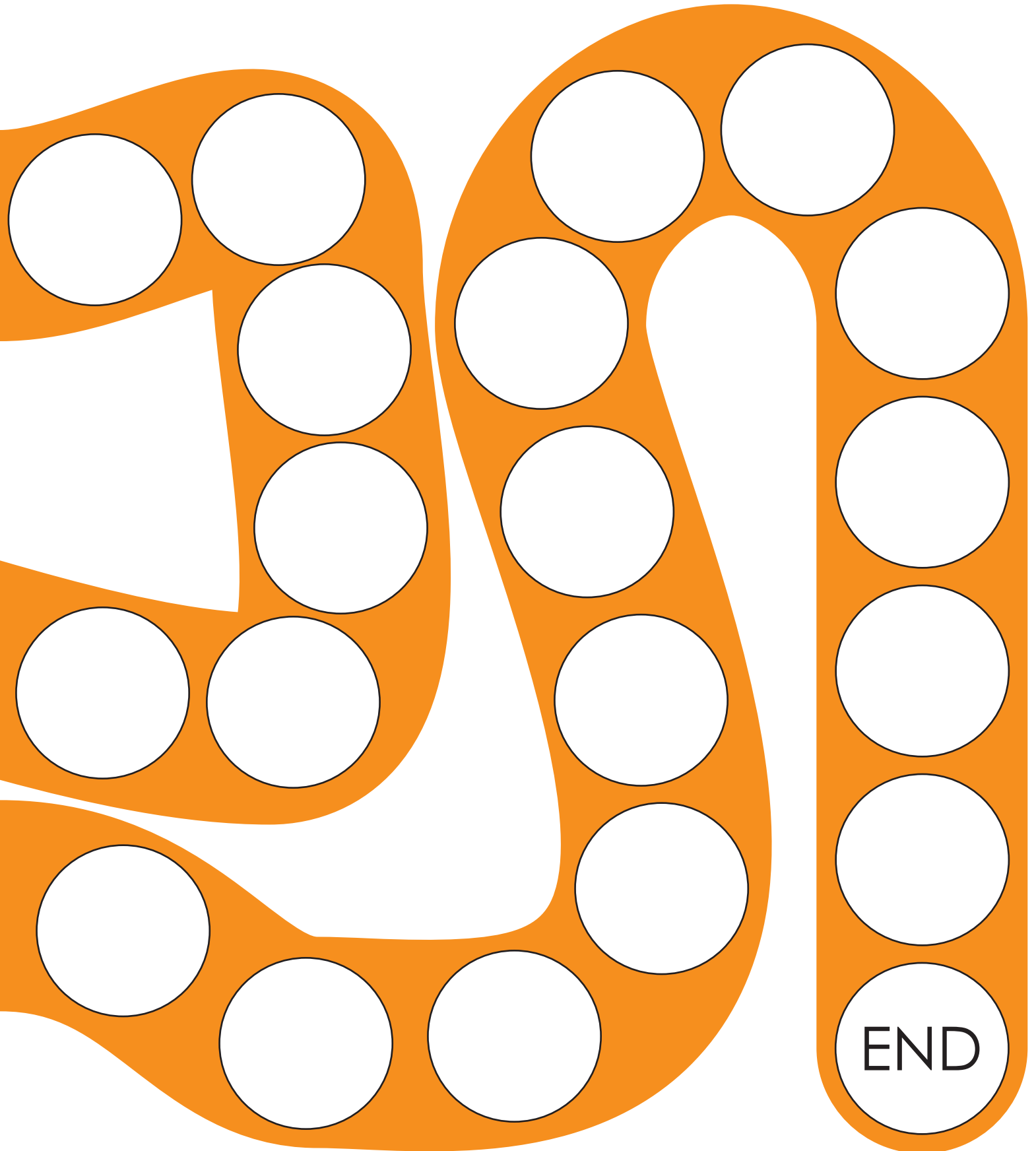
- ▶ Do an open sort with cards.
- ▶ Use other word cards.

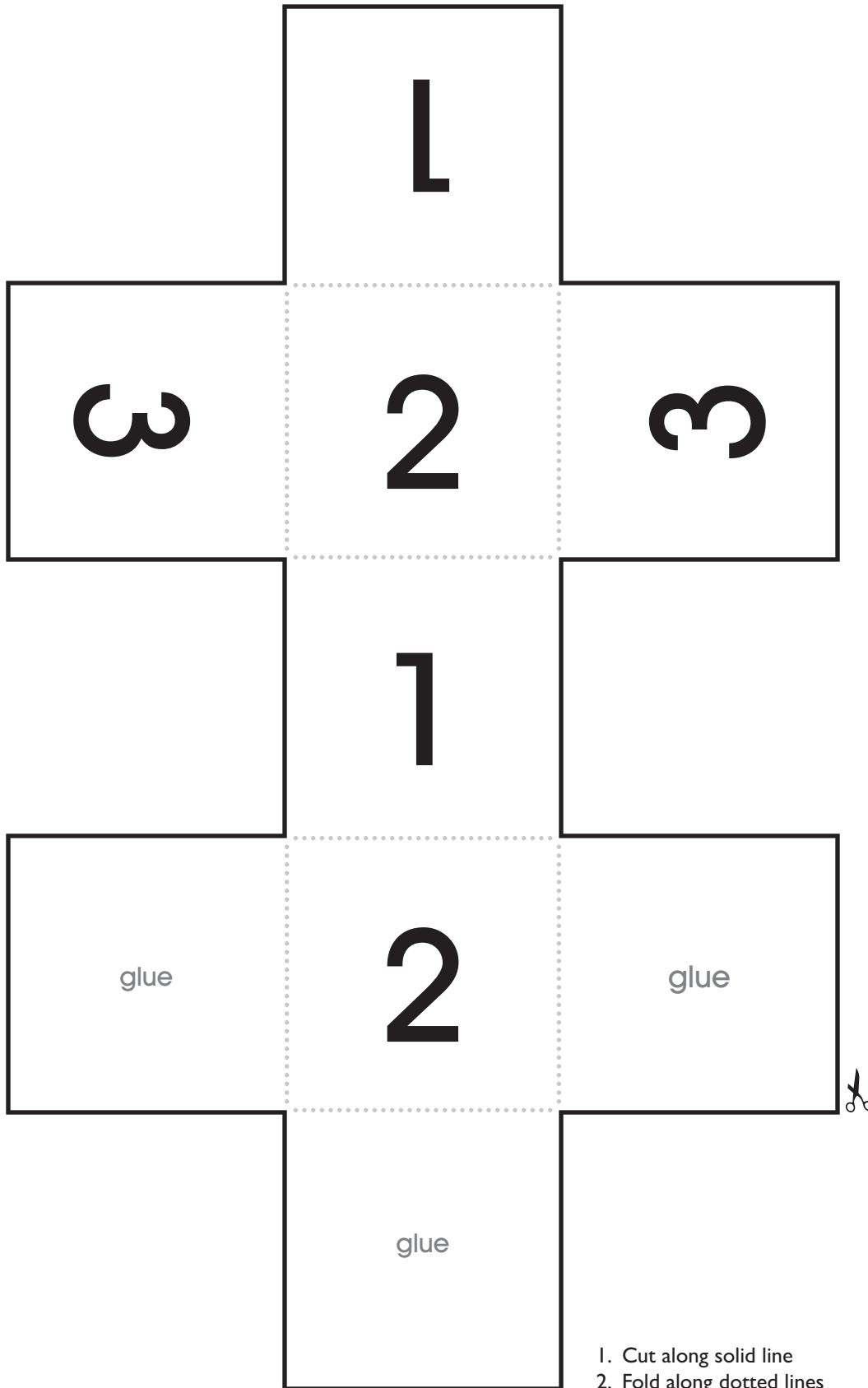
Phonics

Roll and Read

P. 014







dress

fuss

bliss

class

huff

sniff

fluff

stuff



Phonics

Roll and Read

P. 014

frill

smell

farewell

doorbell

gentle

nudge

stage

giant



germ

igloo

begin

flag

bugle

given

center

price



Phonics

Roll and Read

P. 014

city

celebrate

trace

coin

care

climb

escape

actor



exit

exact

example

exam

axle

extra

box

extend





Objective

The student will identify variant correspondences in words.

Materials

- ▶ Pocket chart
- ▶ Header cards
- ▶ Word cards

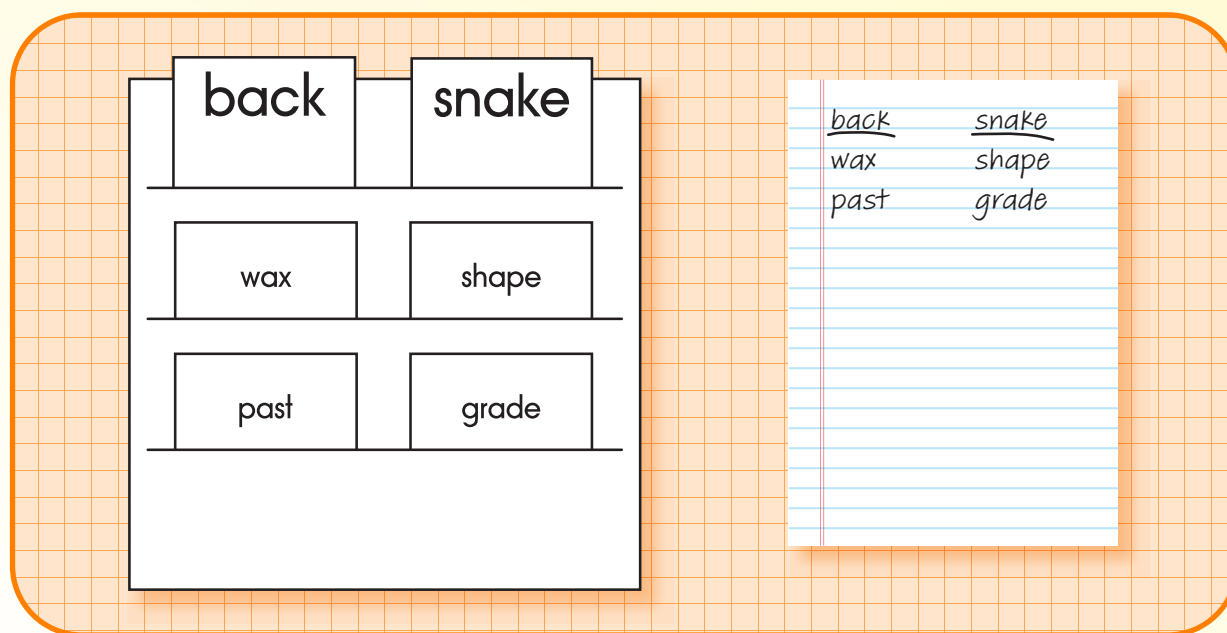
Choose one vowel at a time by selecting header and word cards for the same vowel (e.g., short and long “a”).

- ▶ Paper
- ▶ Pencils

Activity

Students identify and sort long and short vowels.

1. Place the header cards in the top row of the pocket chart. Shuffle the word cards and place face down in a stack.
2. Taking turns, students select the top card from the stack, read the word, and say the vowel sound (e.g., “past, /ă/”).
3. Place in column under matching header card.
4. Point to and read words in entire column starting at top.
5. Continue until all cards are sorted.
6. Record words on paper.
7. Peer evaluation



The diagram illustrates the activity setup. On the left is a pocket chart with a grid. The top row contains two header cards: "back" and "snake". Below them are two columns of word cards. The first column contains "wax" and "past". The second column contains "shape" and "grade". The bottom row of the pocket chart is empty. To the right of the pocket chart is a piece of lined paper with the following words written on it:

<u>back</u>	<u>snake</u>
wax	shape
past	grade

Extensions and Adaptations

- ▶ Sort several different vowels (short and long) at a time.

back

header

snake

header

slip

header

hide

header

stop

header

joke

header



luck

header

cute

header

let

header

week

header

header

header



header cards

Phonics

Short and Long

P. 015

wax

chat

patch

past

crash

last

craft

bass



flame

stale

brake

tame

grade

shape

state

maze



Phonics

Short and Long

P. 015

ship

lift

spill

drift

trick

shin

hitch

mint



kite

mile

prize

slime

white

shine

wide

drive



Phonics

Short and Long

P. 015

crop

knob

shock

flop

stomp

cloth

lost

odd



globe

chose

stone

hose

note

broke

shone

dome



Phonics

Short and Long

P. 015

huge

fuse

cube

mule

fume

cute

mute

use



west

sled

neck

help

shelf

belt

crept

spell



Phonics

Short and Long

P. 015

green

street

teeth

creep

queen

bleed

creek

seed



fuss

plum

crush

much

shrug

hunt

stuff

skunk





Variant Correspondences

P. 016

How Many Words?

Objective

The student will identify variant correspondences in words.

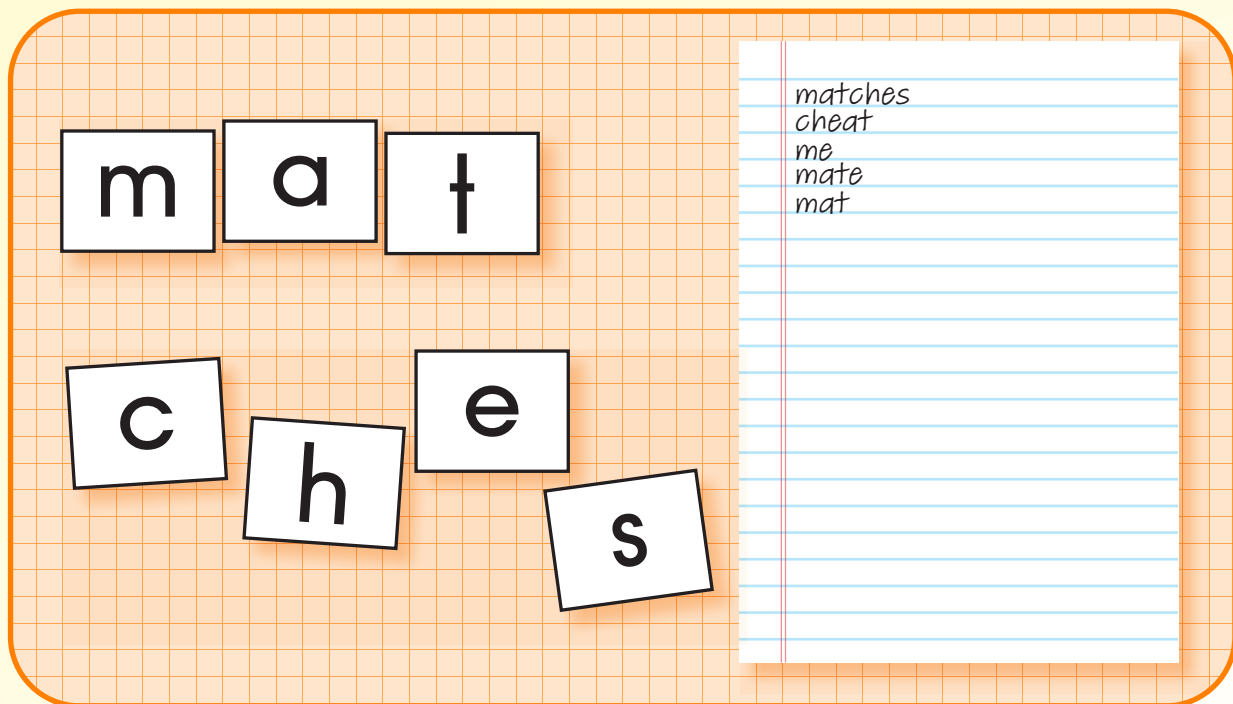
Materials

- ▶ Plastic letter tiles or paper letter tiles
Copy on card stock, laminate, and cut.
- ▶ Paper bag
- ▶ Paper
- ▶ Pencils

Activity

Students make words including those with variant correspondences by using letter tiles.

1. Place consonant, digraph, and diphthong tiles in paper bag and vowel tiles face up on table.
2. Taking turns, students choose five tiles from the bag and two vowel tiles from the table.
3. Use the tiles to make as many words as possible. Read each word and record it on paper as it is made.
4. Place tiles back in the bag and on the table.
5. Select new tiles from the bag and the table and continue to make new words.
6. Teacher evaluation




The illustration shows a grid background with several letter tiles. The tiles are arranged as follows:

- Top row: m, a, t
- Second row: c, h, e
- Third row: s

To the right of the tiles is a notepad with a vertical red margin line and horizontal blue lines. The words "matches", "cheat", "me", "mate", and "mat" are written on the notepad in a cursive-like font.

Extensions and Adaptations

- ▶ Use two sets of tiles and more letters to make longer words.
- ▶ Use a timer to see how fast words can be made.

j	r	z	ea	th		
h	q	y	oo	ck		
g	p	x	ay	sh	oy	u
f	n	w	ee	ch	ou	o
d	m	v	ow	igh	oi	i
c	l	t	au	aw	ph	e
b	k	s	oa	ai	wh	a



Same but Different

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Vowel pattern reference cards
This serves as a spelling reference to help in determining which vowel pattern is correct. Choose the target vowel pattern card. Choose one vowel at a time by selecting word header, vowel pattern, and reference cards for the same vowel (e.g., all the words with long vowel “e”).
- ▶ Header cards
- ▶ Word cards
Laminate.
- ▶ Note: Some word cards may use more than one pattern; either can be used (e.g., weigh, way).
- ▶ Vis-à-Vis® markers

Activity

Students identify and sort different spelling patterns for long vowels.

1. Place header cards in a row face up along with the corresponding vowel pattern reference card. Place word cards face down in a stack at the center.
2. Taking turns, students select the top card from the stack, read the word using the targeted long vowel sound (e.g., m__l, “/m/ /ē/ /l/, meal”).
3. Using the vowel pattern reference card, write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct pattern is determined (e.g., “meal, /ē/, ea”).
4. Place word card in column under matching header card.
5. Point to and read words in entire column starting with header card.
6. Continue until all cards are sorted.
7. Peer evaluation

Extensions and Adaptations

- ▶ Add other words with the same spelling pattern to the list.
- ▶ Use a combination of different vowels to sort.

/ā/ patterns

a_e

ai

ay

eigh

ey



/ē/ patterns

ee

ea

y

ie



/ī/ patterns

i_e

igh

y

ie

i_



/ō/ patterns

o_e

oa

ow

o_

oe



/ū/ patterns

u _ e

ue

ew



tame

header

bait

header

day

header

eight

header

prey

header

header

long "a" header cards



feet

header

beam

header

baby

header

brief

header

header

header

long "e" header cards



Phonics

Same but Different

P. 017

smile

header

high

header

sky

header

pie

header

i _ _

header

header

long "i" header cards



home

header

boat

header

show

header

o

— —

header

toe

header

header

long "o" header cards



Phonics

Same but Different

P. 017

muse

header

fuel

header

few

header

header

header

header

long "u" header cards



c _ k _

/ā/

tr _ d _

/ā/

cr _ n _

/ā/

sk _ t _

/ā/

t _ l _

/ā/

r _ n

/ā/

br _ d

/ā/

cl _ m

/ā/

long "a" word cards



Phonics

Same but Different

P. 017

m _____
/ā/

st _____
/ā/

cl _____
/ā/

str _____
/ā/

pl _____
/ā/

fr _____
/ā/

m _____
/ā/

sl _____
/ā/

long "a" word cards



_____ t
/ā/

fr _____ t
/ā/

w _____
/ā/

ob _____
/ā/

h _____
/ā/

th _____
/ā/

gr _____
/ā/

wh _____
/ā/

long "a" word cards



Phonics

Same but Different

P. 017

j _____ p

/ē/

f _____ d

/ē/

cr _____ p

/ē/

ch _____ k

/ē/

gr _____ t

/ē/

m _____ l

/ē/

b _____ n

/ē/

p _____ ch

/ē/

long "e" word cards



l _ _ d

/ē/

sp _ _ k

/ē/

an _ _

/ē/

dirt _ _

/ē/

jell _ _

/ē/

dut _ _

/ē/

cand _ _

/ē/

ch _ _ f

/ē/

long "e" word cards



Phonics

Same but Different

P. 017

th _____ f

/ē/

bel _____ f

/ē/

gr _____ f

/ē/

y _____ ld

/ē/

long "e" word cards



tw _ c _
/i/

wr _ t _
/i/

sp _ c _
/i/

gl _ d _
/i/

str _ k _
/i/

br _ t _
/i/

s _
/i/

fr _ t _
/i/



Phonics

Same but Different

P. 017

kn _____ t
/i/

r _____ t
/i/

sh _____
/i/

fr _____
/i/

wh _____
/i/

b _____
/i/

tr _____
/i/

t _____
/i/

long "i" word cards



d _____

/i/

dr _____ s

/i/

fl _____ s

/i/

fr _____ d

/i/

ch _____ ld

/i/

bl _____ nd

/i/

w _____ ld

/i/

k _____ nd

/i/



Phonics

Same but Different

P. 017

wh _ l _

/ō/

sp _ k _

/ō/

c _ d _

/ō/

r _ b _

/ō/

c _ v _

/ō/

r _ st

/ō/

c _ ch

/ō/

g _ l

/ō/

long "o" word cards



f _____ m

/ō/

fl _____

/ō/

cr _____

/ō/

sh _____

/ō/

gr _____

/ō/

kn _____

/ō/

gh _____ st

/ō/

c _____ lt

/ō/



Phonics

Same but Different

P. 017

fl_wn

/ō/

sc_ld

/ō/

r_ll

/ō/

d_

/ō/

J_

/ō/

t_

/ō/

w_

/ō/

f_

/ō/

long "o" word cards



___ s ___

/ū/

m ___ t ___

/ū/

c ___ t ___

/ū/

f ___ m ___

/ū/

f ___ s ___

/ū/

cl ___

/ū/

resc ___

/ū/

val ___

/ū/

long "u" word cards



Phonics

Same but Different

P. 017

contin_____

/ū/

arg_____

/ū/

p_____

/ū/

m_____

/ū/

h_____

/ū/

ch_____

/ū/

st_____

/ū/

long "u" word cards





 **Objective**

The student will identify variant correspondences in words.

 **Materials**

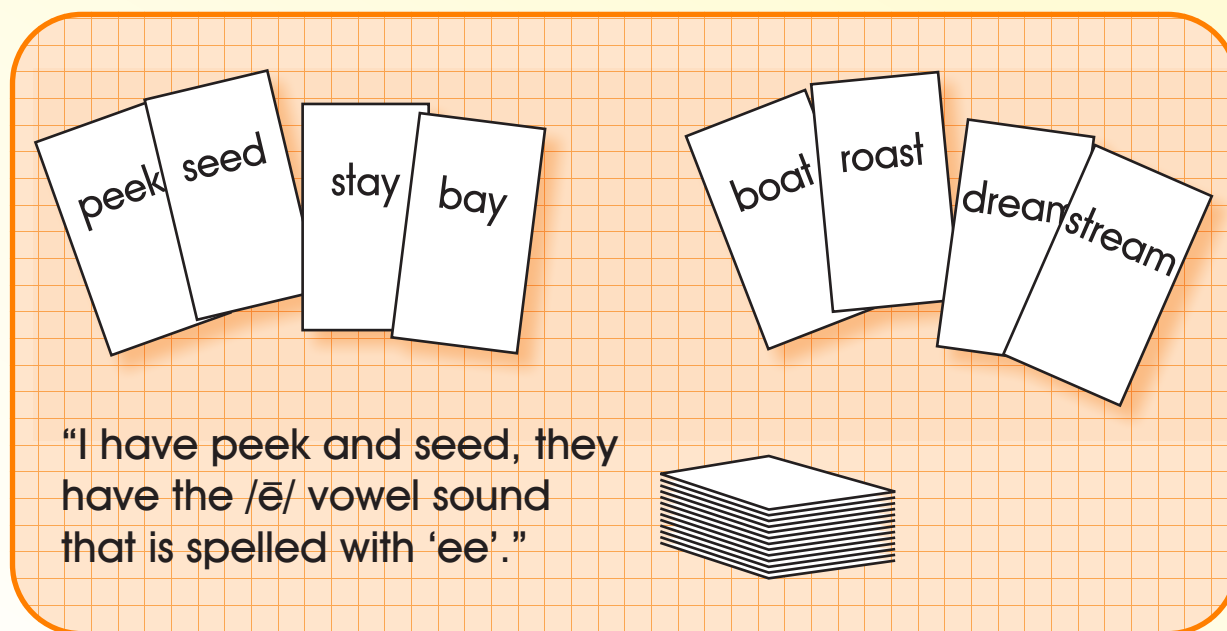
- ▶ Word cards

The digraphs used: ea, au, aw, ow, oa, ai, ay, ee.

 **Activity**

Students identify and match vowel digraphs by playing a card game.

1. Place the word cards face down in a stack. Each student takes five cards from the stack. The remaining cards in the stack are the “lake.”
2. Students check their cards for pairs of vowel digraphs. Read the words, identify the vowel sound and vowel digraph, and place the matching pairs down. For example, “I have peek and seed, they have the /e/ vowel sound that is spelled with ‘ee’.”
3. Student one asks for a word card that contains the same vowel digraph as one of the cards he is holding. For example, “Do you have a card that has an /ā/ sound and is spelled with ‘ai’?”
4. If yes, student two gives it to student one who reads both words and target sounds. Places match down. If no, student two says, “Go fishing for a digraph!” Whether or not a match is made, student selects enough cards from the stack so that he is holding a total of five cards.
5. Student two takes a turn.
6. Continue game until all cards are matched.
7. Peer evaluation



 **Extensions and Adaptations**

- ▶ Do an open sort with the word cards.

Phonics

bail

brain

waist

trail

wait

maintain



faint

grain

tray

clay

stay

bay



Phonics

Fishing for Vowel Digraphs

P. 018

gray

jay

fray

may

sweep

speech



screen

weep

seed

peek

steel

teepee



Phonics

beam stream dream

cream lean bead



steal

real

vault

haunt

taught

cause



Phonics

caught	Paul	maul
daunt	shawl	thaw



flaw

crawl

jaw

saw

grown

stow



Phonics

shown

mow

glow

tow

sow

blow



roast

moat

coat

goat

boat

float





Variant Correspondences

P. 019

Vowel Digraph Baseball

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Vowel digraph reference baseball bat
- ▶ Word baseball game board
- ▶ Baseball pattern

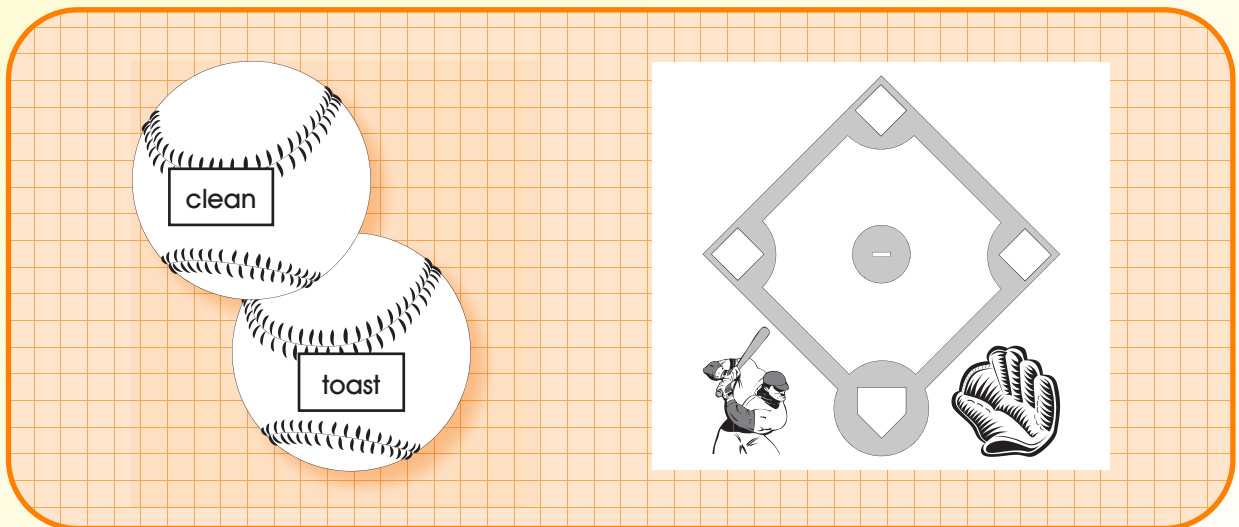
Copy enough baseballs for all target words. Write target words or glue selected word cards to baseballs.

- ▶ Word cards
- ▶ Game pieces (e.g., counters)

Activity

Students identify vowel digraphs in words by playing a baseball game.

1. Place game board, vowel digraph reference baseball bat, baseball word cards face down, and game pieces at the center.
2. Student one, the pitcher, selects the top baseball word card and reads the word aloud (concealing it from student two).
3. Student two, the batter, repeats the word, identifies the vowel sound, and vowel digraph (using the vowel digraph baseball bat if needed). For example, student repeats “toast, /ō/, oa”).
4. If correct, advances to base. If incorrect, pitcher states correct vowel digraph and the batter receives an out.
5. Continues to move around the bases as vowel digraphs are correctly identified.
6. After three outs or two runs, switch roles. Depending on time, innings may be limited.
7. Peer evaluation



Extensions and Adaptations

- ▶ Play using other word cards.
- ▶ Sort the baseball word cards (e.g., by digraphs, phonemes, blends, final sounds).

Digraphs

ea

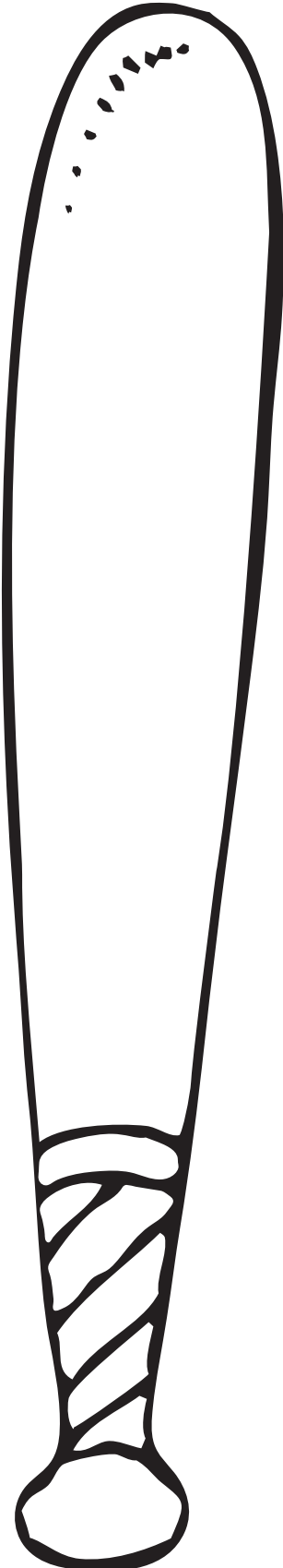
oa

ai

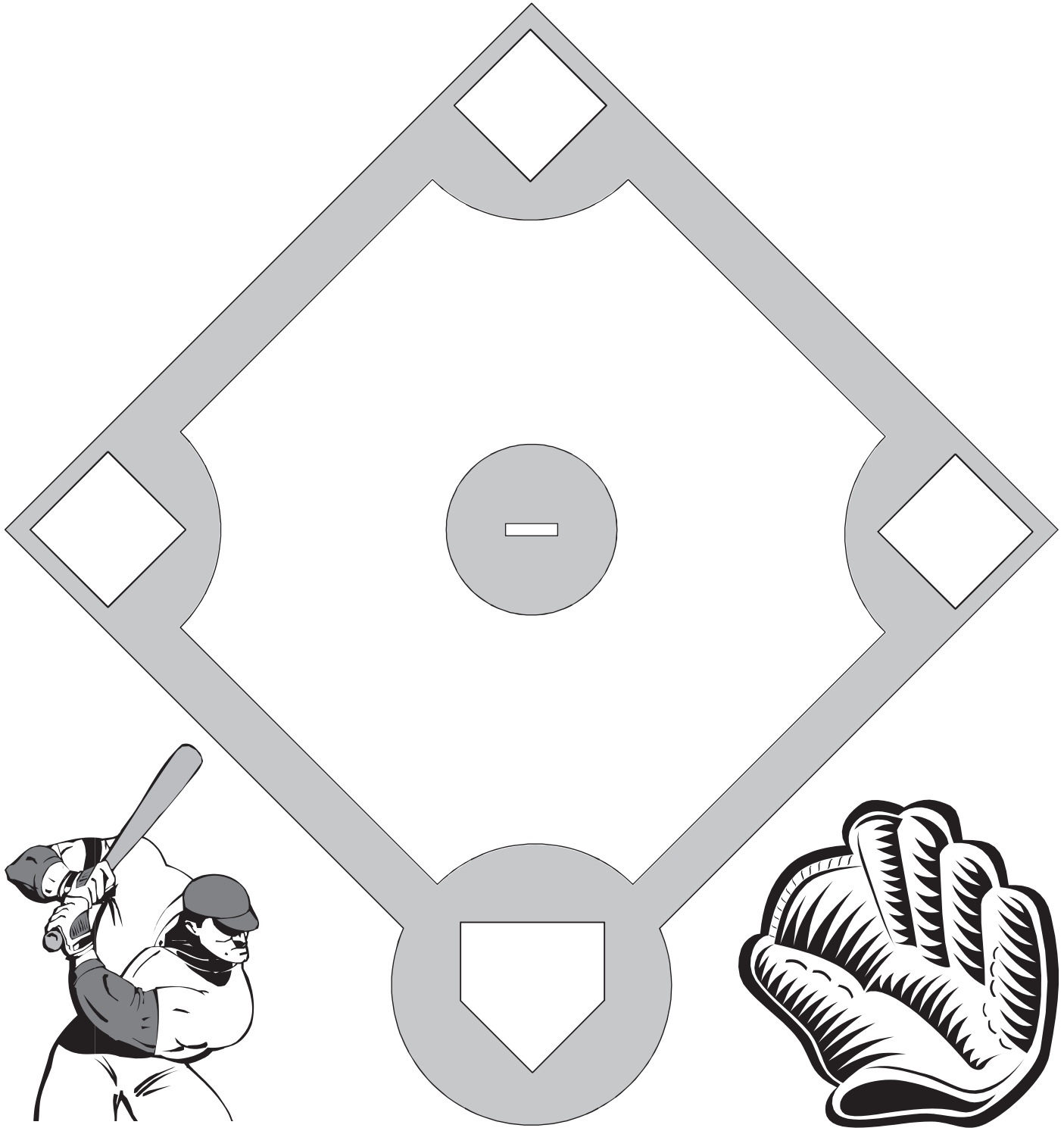
ay

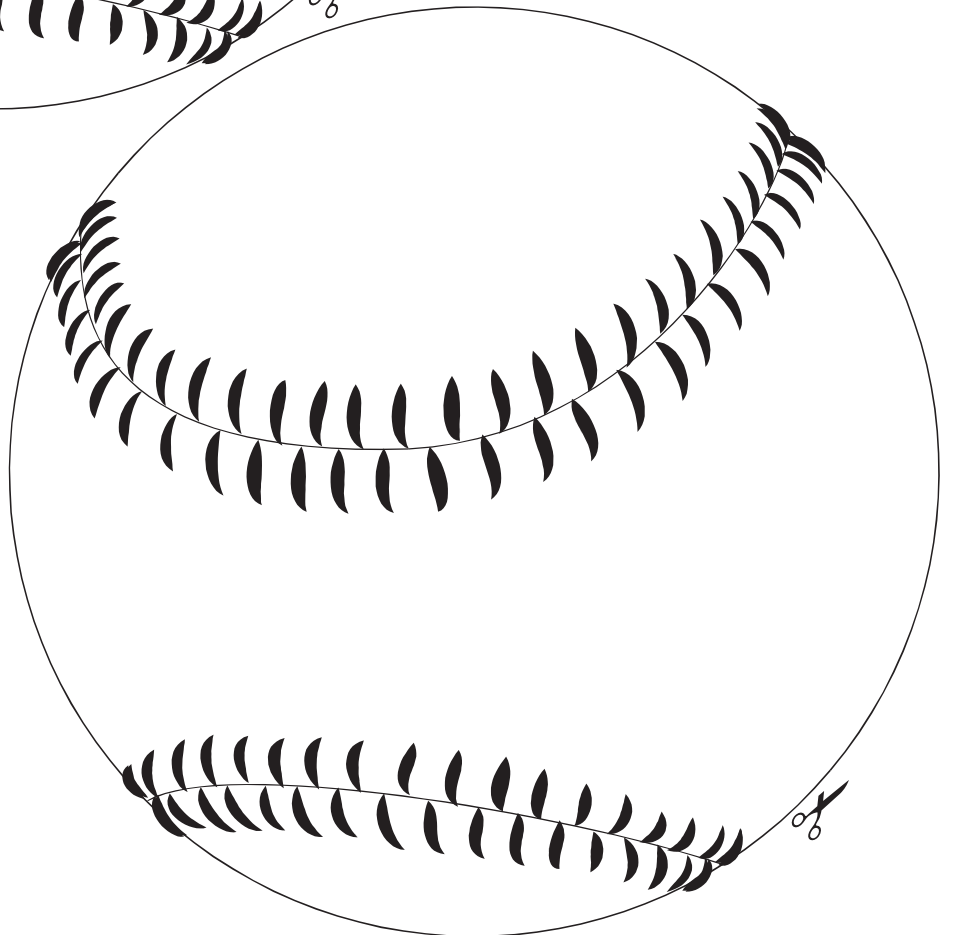
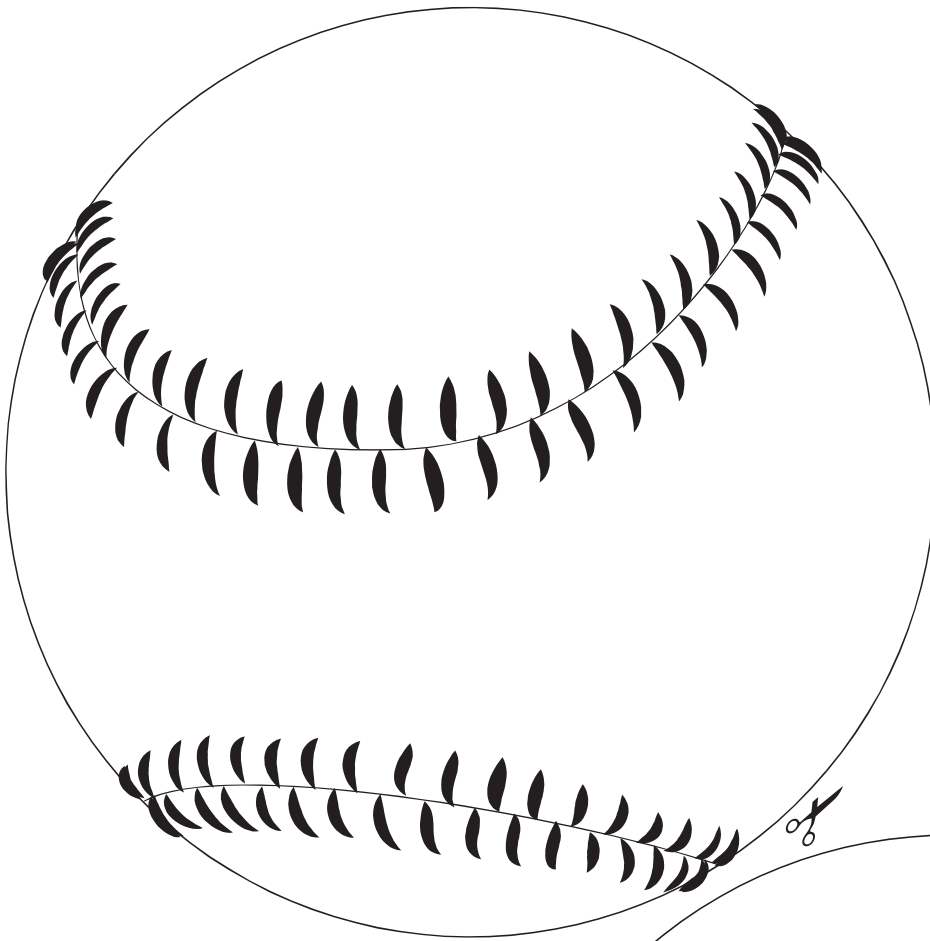
oo

fold



Phonics





Phonics

Vowel Digraph Baseball

P. 019

sneak

cheap

clean

mean

deal

bleach

feast

float



toast

foam

load

groan

roach

throat

aim

bait



Phonics

Vowel Digraph Baseball

P. 019

plain

fail

braid

strain

stay

ray

gray

tray



hay

hoop

tool

smooth

zoom

noon

scoot

loom





Spell and Sort



Objective

The student will identify variant correspondences in words.



Materials

- ▶ Header cards
- ▶ Word cards
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers



Activity

Students identify vowel digraphs by playing a spell and sort game.

1. Place header cards face up in a row. Place word cards face down in a stack at the center. Provide each student with a whiteboard and a Vis-à-Vis® marker.
2. Working in pairs, student one selects top card (without revealing it) and reads the word aloud to student two.
3. Student two repeats word and identifies the vowel sound (e.g., “school, /ōō/”). Spells word on whiteboard using header cards as a guide for correct vowel digraph.
4. Student one confirms if spelling is correct. If incorrect, tells student two to try again.
5. After word is spelled correctly, student one places word card under appropriate vowel digraph.
6. Reverse roles and continue until all words are spelled and sorted.
7. Peer evaluation

aw <small>header</small>	au <small>header</small>	ew <small>header</small>	oo <small>header</small>
hawk	cause	chew	bloom
			school

school

~~schewl~~
school



Extensions and Adaptations

- ▶ Make other word cards using other vowel digraphs (e.g., ai, ay, ea, ee, oa, ow, ui).

au

header

aw

header

oo

header

ew

header

header

header

header cards



Phonics

Spell and Sort

P. 020

cause

saw

haul

flaw

author

hawk

autumn

shawl



balloon

school

proof

bloom

few

chew

stew

blew





Jar Sort

Objective

The student will identify variant correspondences in words.

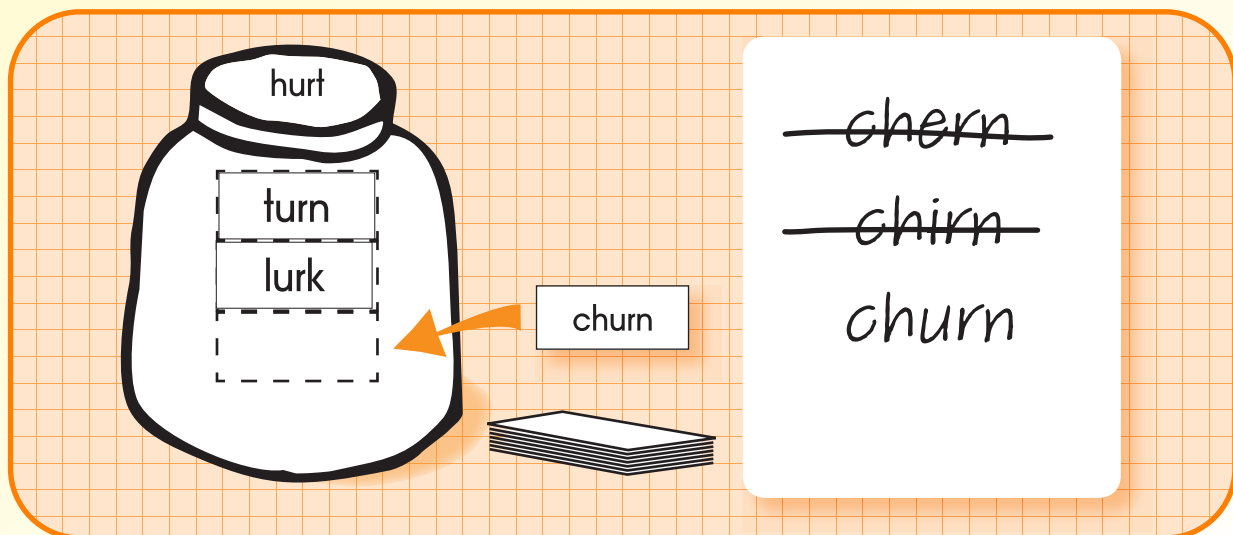
Materials

- ▶ Word cards
- ▶ Jar Sort boards
- ▶ *Copy on card stock and laminate.*
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students identify and sort words by vowel-r combinations.

1. Place the word cards face down in a stack. Place Jar Sort boards face up next to each other. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Working in pairs, student one selects top card (without revealing it) and reads the word to student two.
3. Student two repeats word and identifies the vowel sound.
4. Using the whiteboard, spells the word using the various vowel-r combinations to determine the correct spelling.
5. Decides which spelling is correct and orally spells the word to student one.
6. If correct, student one places word card on the Jar Sort board with matching vowel-r combination and points to and reads all the words in that column. If incorrect, student one prompts student two to try again.
7. Reverse roles and continue until all words are sorted.
8. Peer evaluation



Extensions and Adaptations

- ▶ Play memory game with cards by matching words with the same spelling patterns.

birth

thirst

shirk

twirl

perk

germ

stern

clerk

harm

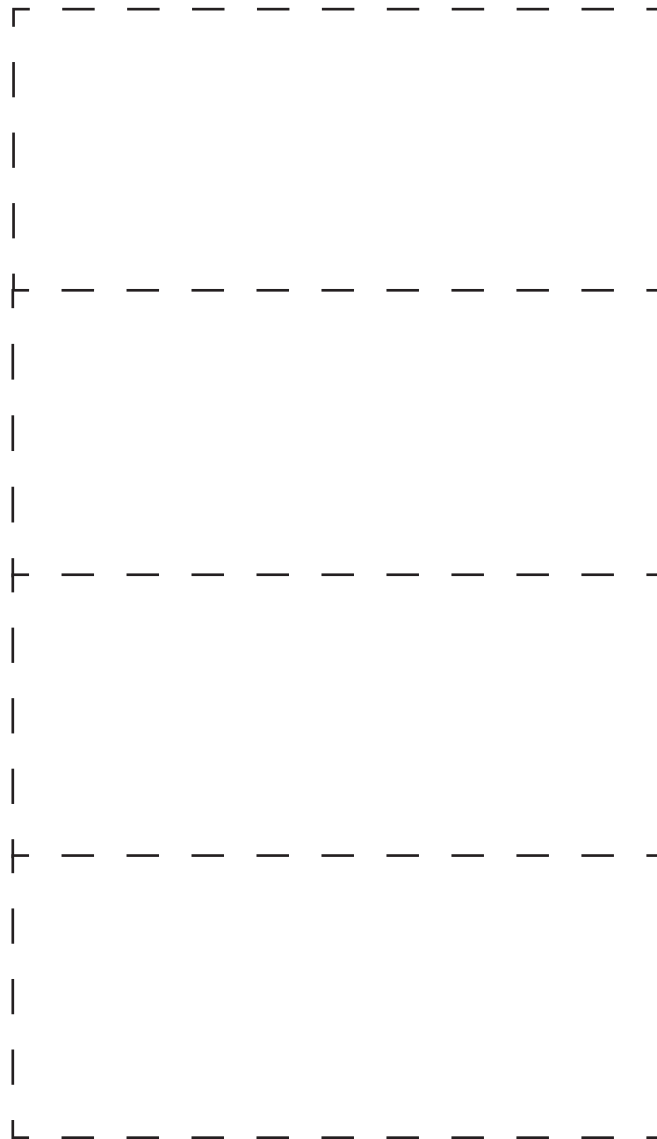
star



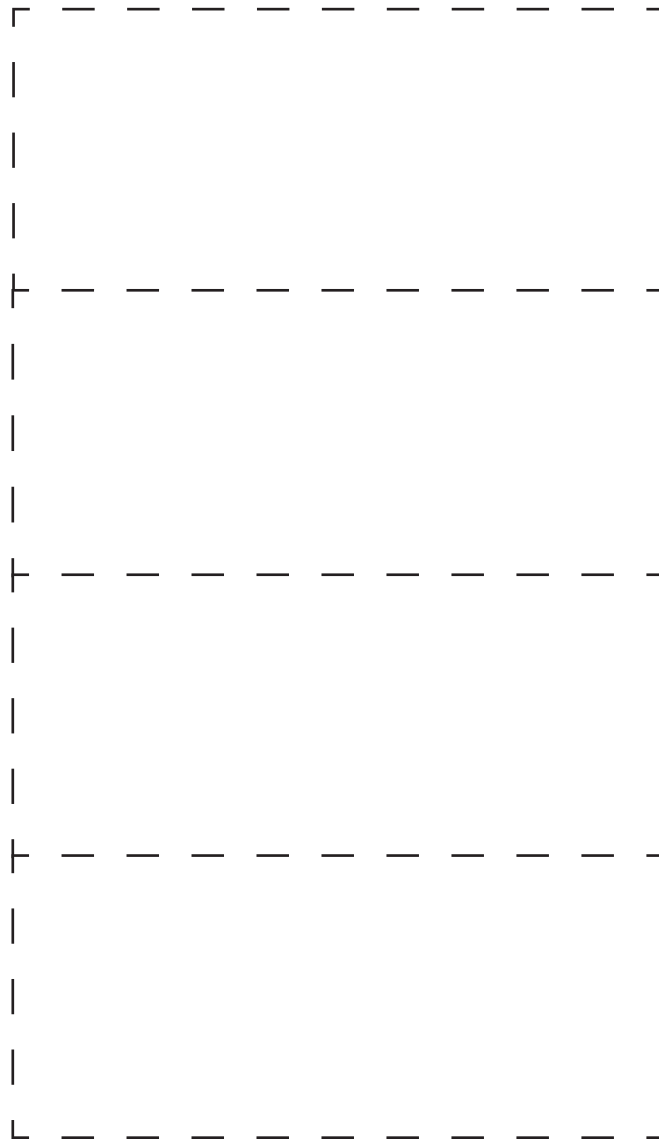
card	scar
storm	form
thorn	short
turn	spurt
lurk	churn



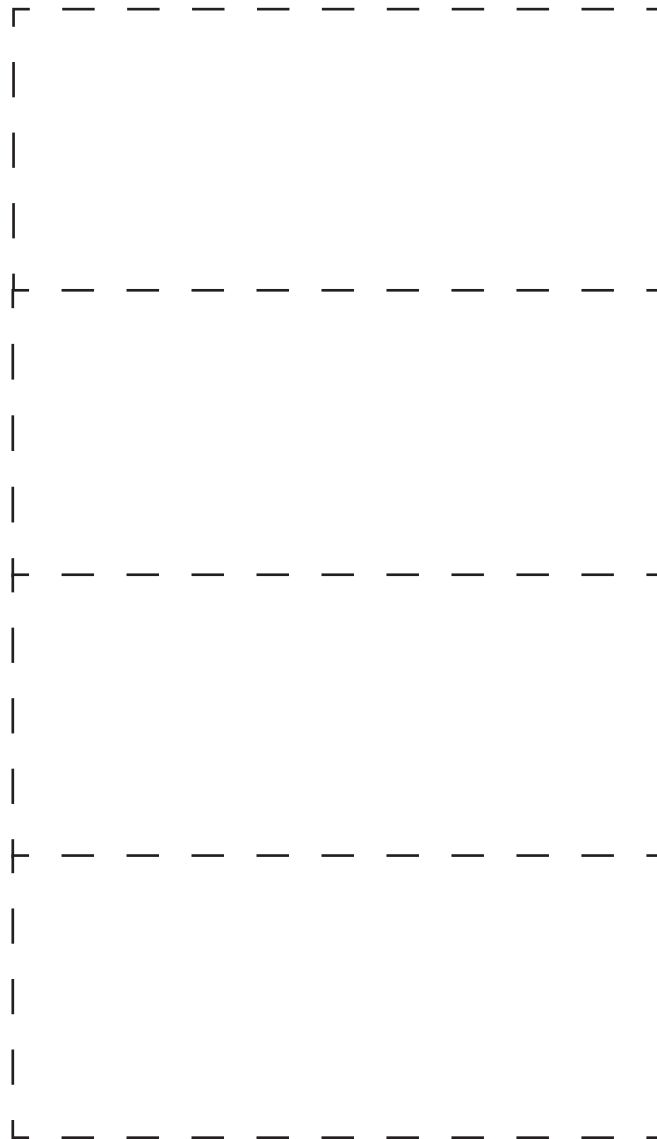
mark

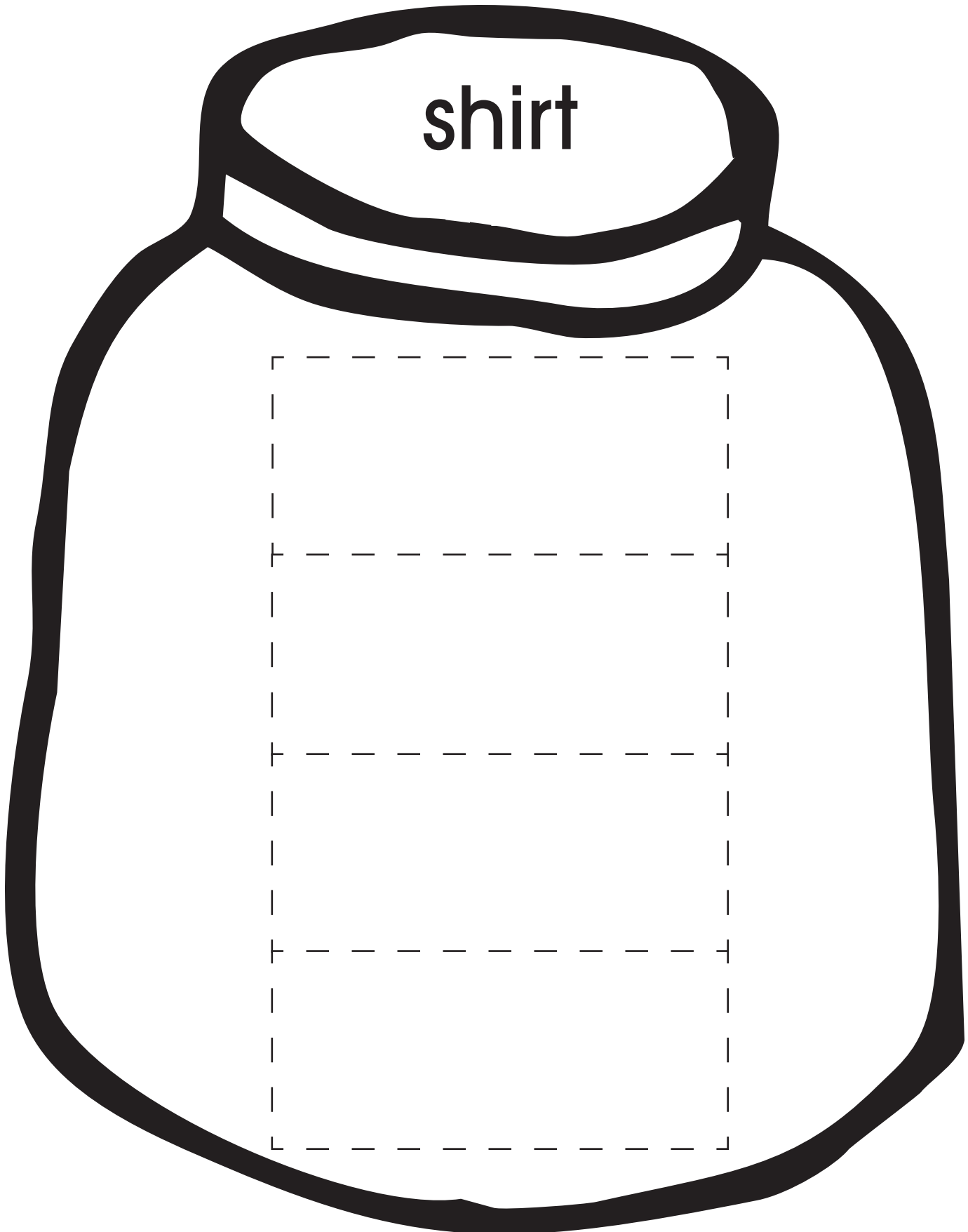


torch



hurt





fern

A large, thick black outline of a jar with a lid. Inside the jar, there is a dashed rectangular box for writing. The box is divided into four horizontal sections by three dashed lines, providing a guide for letter height and placement.



Word Stars



Objective

The student will identify variant correspondences in words.



Materials

- ▶ Magnetic board or cookie sheet
- ▶ Vowel-r combination work board
Attach to the magnetic board.
- ▶ Magnetic letters
- ▶ Student sheet
Provide multiple copies depending on the number of words made.
- ▶ Pencil



Activity

Students make vowel-r combination words using magnetic letters.

1. Place vowel-r combination work board and magnetic letters on magnetic board. Provide student with a student sheet.
2. The student selects magnetic letters to combine with vowel-r combinations to make new words (e.g., art, cart, far, march, star).
3. Records each new word as it is made in a star on the student sheet.
4. Continues until all vowel-r combinations are used and student sheet is complete.
5. Teacher evaluation

The grid area contains two main components:

- Student Sheet:** A white sheet with a grid of stars. The top row has three stars containing the words "cart", "star", and "march". Below this are three rows of empty stars for writing.
- Vowel-R Combinations Work Board:** A grey board with a grid for writing combinations. The first row is filled with "m ar ch". The following four rows are empty, each with a blank space for a consonant and a blank space for a vowel. Below the grid, the letters "c i f h e" and "b s t a d" are written in red.



Extensions and Adaptations

- ▶ Cut stars apart and sort by vowel-r combinations.

Vowel-R Combinations

_____ar_____

_____er_____

_____ur_____

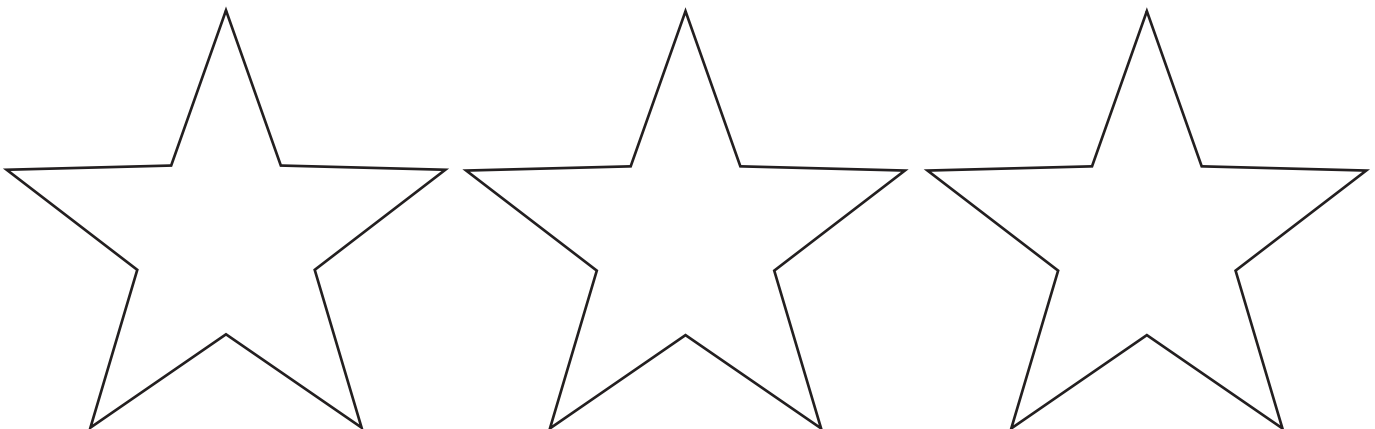
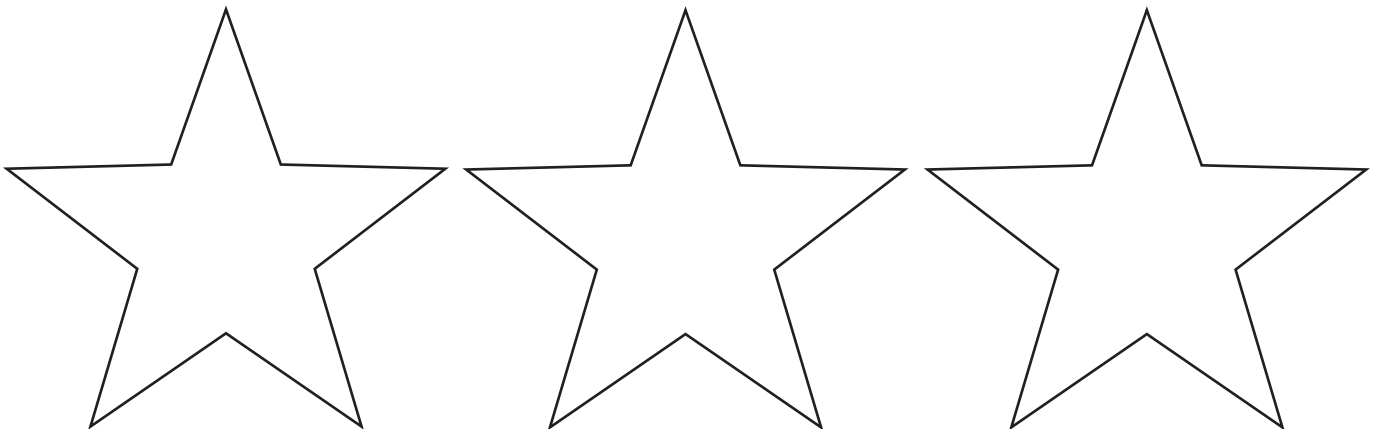
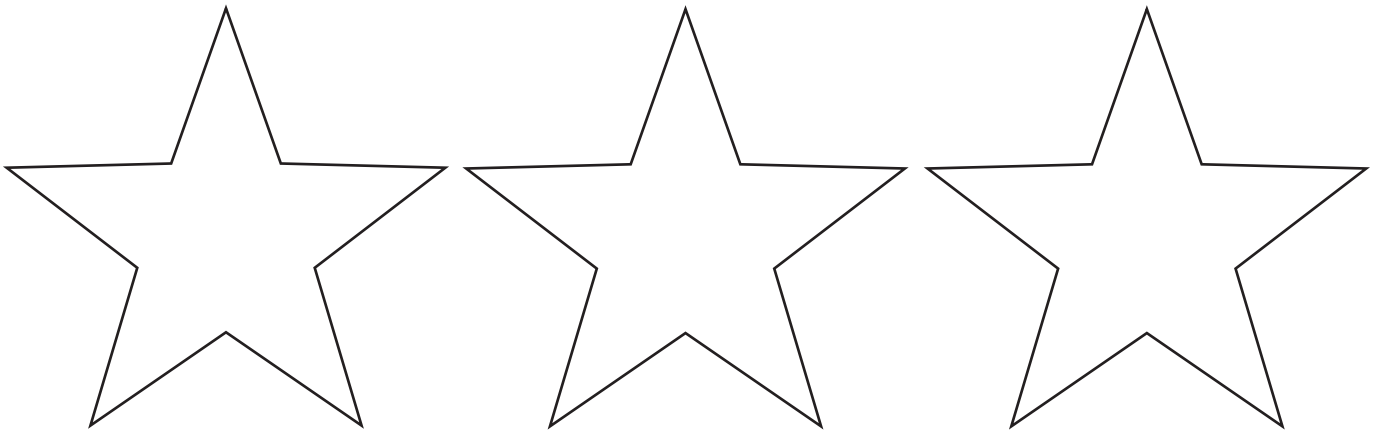
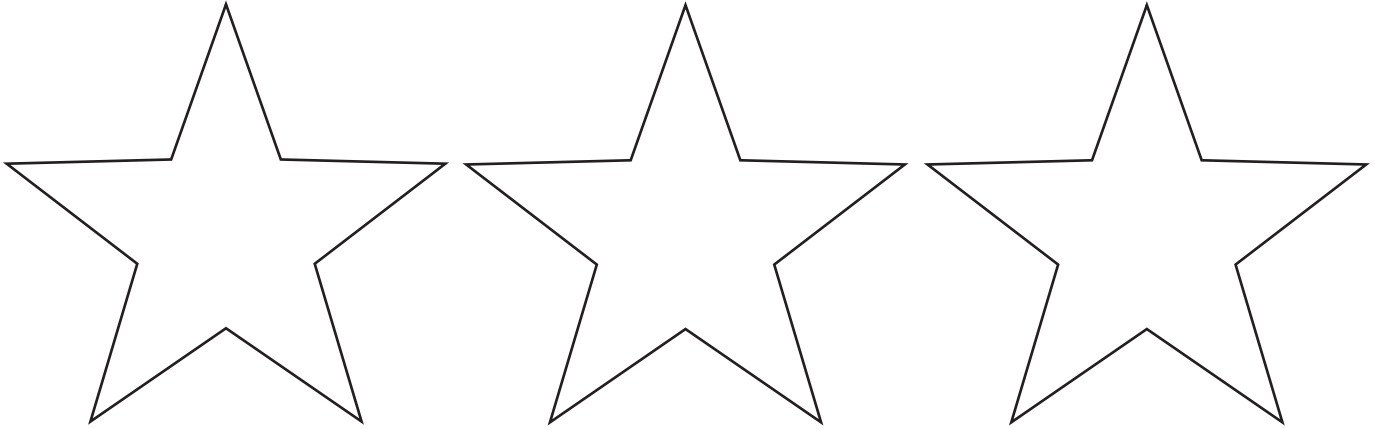
_____or_____

_____ir_____

Name _____

Word Stars

P. 022





Objective

The student will identify variant correspondences in words.

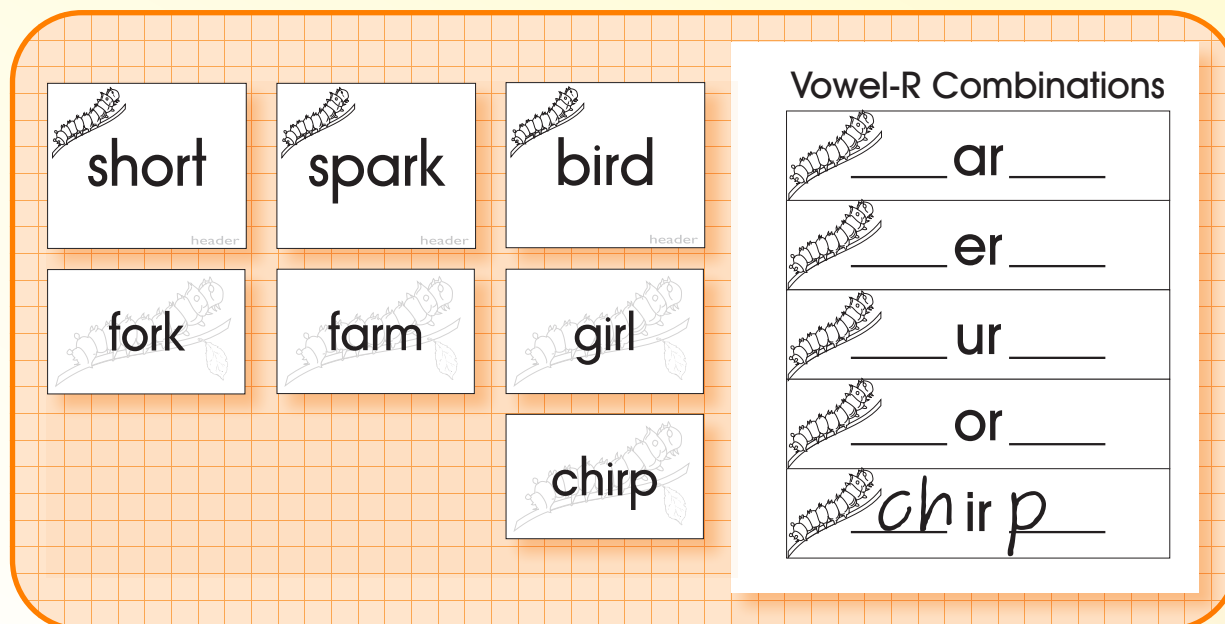
Materials

- ▶ Caterpillar header cards
- ▶ Caterpillar work board
Copy on card stock, laminate, and cut out.
- ▶ Word cards
- ▶ Vis-à-Vis® markers

Activity

Students identify vowel-r combination patterns by sorting and spelling words.

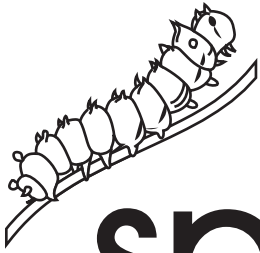
1. Place caterpillar header cards in a row face up and word cards in a stack face down at the center. Provide each student with a caterpillar work board.
2. Working in pairs, student one selects top card from stack, reads the word to student two.
3. Student two repeats word and identifies vowel-r combination sound (e.g., “chirp, /ir/”).
4. Determines the correct spelling pattern that makes the vowel sound and writes the word on the caterpillar work board.
5. Student one checks the spelling. If correct, student one gives the card to student two who places it under the matching header card. If incorrect, card is returned to bottom of stack.
6. Reverse roles and continue until all the word cards are sorted.
7. Peer evaluation



The image shows a caterpillar work board and several word cards. The work board is a grid with a caterpillar illustration at the top. It has five rows for writing, each with a caterpillar illustration on the left and a blank space for writing on the right. The rows are labeled with the following vowel-r combinations: ar, er, ur, or, and chirp. The word cards are arranged in a grid. The top row has three cards: 'short', 'spark', and 'bird'. The second row has three cards: 'fork', 'farm', and 'girl'. The third row has one card: 'chirp'. Each card has a caterpillar illustration at the top and the word written in the center. The word 'chirp' is written in a cursive font. The word cards are labeled 'header' at the bottom.

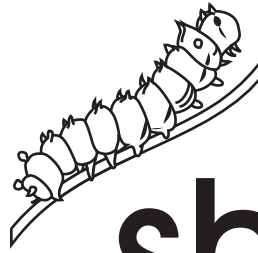
Extensions and Adaptations

- ▶ Use word cards for an open sort.



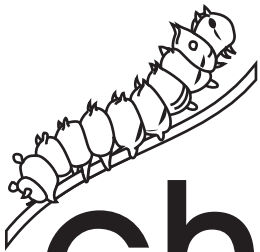
spark

header



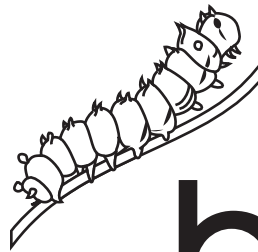
short

header



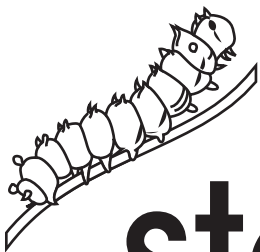
church

header



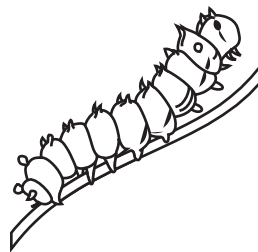
bird

header



stern

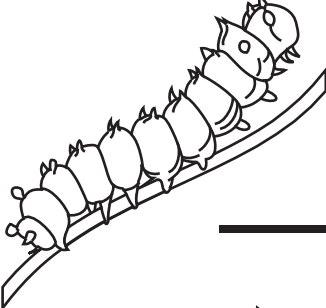
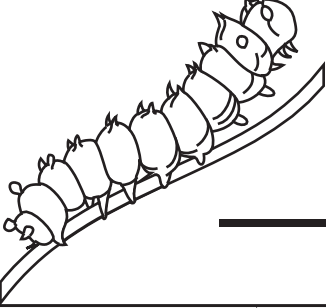
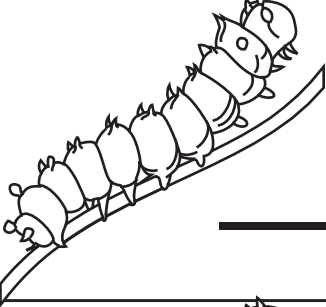
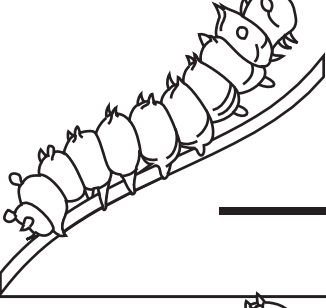
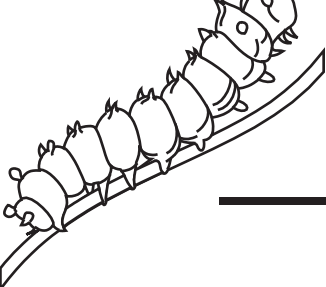
header



header



Vowel-R Combinations

	_____ ar _____
	_____ er _____
	_____ ur _____
	_____ or _____
	_____ ir _____



Phonics

"R" Caterpillars

P. 023



arch



farm



park



harp



scarf



chart



march



charm





born



cord



fork



horn



forth



pork



scorn



torch



Phonics

"R" Caterpillars

P. 023



blur



burn



curl



hurt



purr



surf



spur



fur





third



dirt



first



girl



firm



sir



squirm



chirp



Phonics

"R" Caterpillars

P. 023



fern



her



perk



verb



perm



term



perch



clerk





 **Objective**

The student will identify variant correspondences in words.

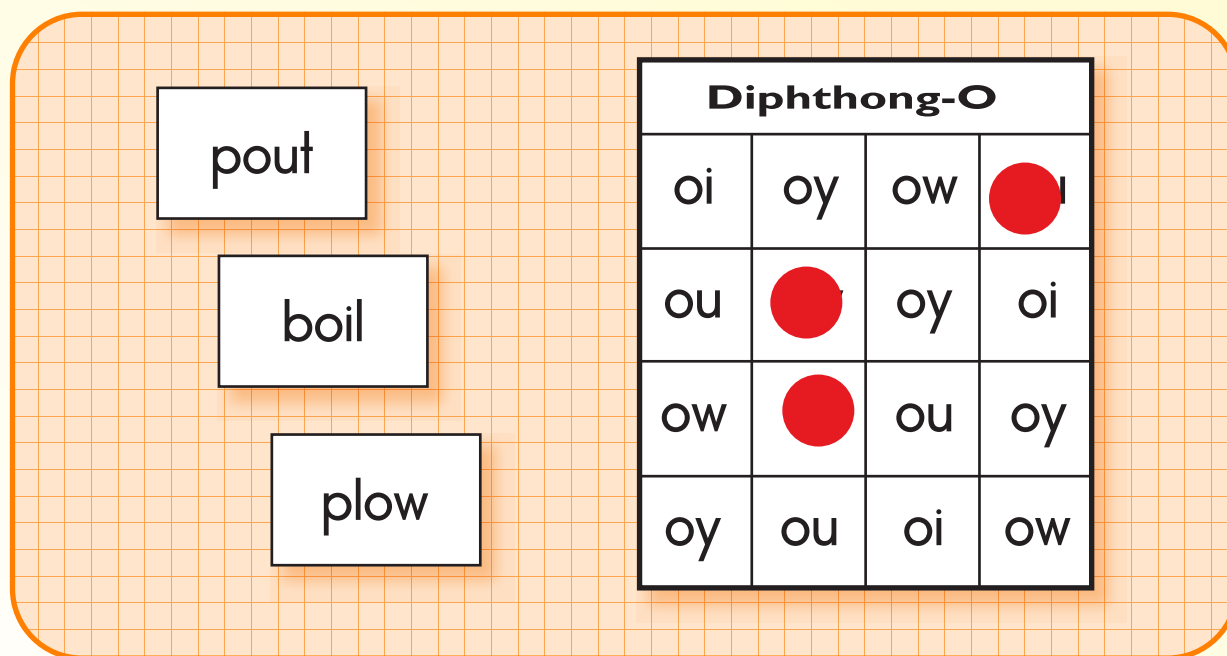
 **Materials**

- ▶ Diphthong bingo cards
- ▶ Word cards
- ▶ Counters

 **Activity**

Students identify diphthongs by playing a bingo-type game.

1. Put counters at center and place the word cards face down in a stack. Provide each student with a Diphthong-O card.
2. Taking turns, student one selects the top card from the stack and reads the word to student two.
3. Student two repeats word and identifies the diphthong sound and spelling (e.g., “plow, /ow/, ow”).
4. Looks for the correct diphthong on the Diphthong-O card that makes the vowel sound for that word.
5. If found, places counter on the square with the matching diphthong.
6. Reverse roles and continue until one student gets four counters in a row, column, diagonal, or covers all spaces.
7. Peer evaluation



The activity area is set on a light orange grid background. On the left, three white rectangular boxes with black outlines contain the words "pout", "boil", and "plow" stacked vertically. On the right, a 4x4 grid titled "Diphthong-O" is shown. The grid contains the following diphthongs: Row 1: oi, oy, ow, and a red circle; Row 2: ou, a red circle, oy, oi; Row 3: ow, a red circle, ou, oy; Row 4: oy, ou, oi, ow.

Diphthong-O			
oi	oy	ow	●
ou	●	oy	oi
ow	●	ou	oy
oy	ou	oi	ow

 **Extensions and Adaptations**

- ▶ Sort word cards by diphthongs.

Diphthong-O			
oy	oi	ou	ow
oi	ou	ow	oy
ow	oy	oi	ou
oi	oy	ou	ow



Diphthong-O			
oi	oy	ow	ou
ou	ow	oy	oi
ow	oi	ou	oy
oy	ou	oi	ow



Phonics

Diphthong-O

P. 024

join

oil

coin

boil

moist

point

joint

spoil



coy

Roy

soy

boy

toy

joy

ploy

Troy



Phonics

Diphthong-O

P. 024

sprout

couch

sour

pout

round

proud

scout

flour



cow

plow

now

bow

prowl

town

scowl

gown



Sight and Sound Scout

Objective

The student will identify variant correspondences in words.

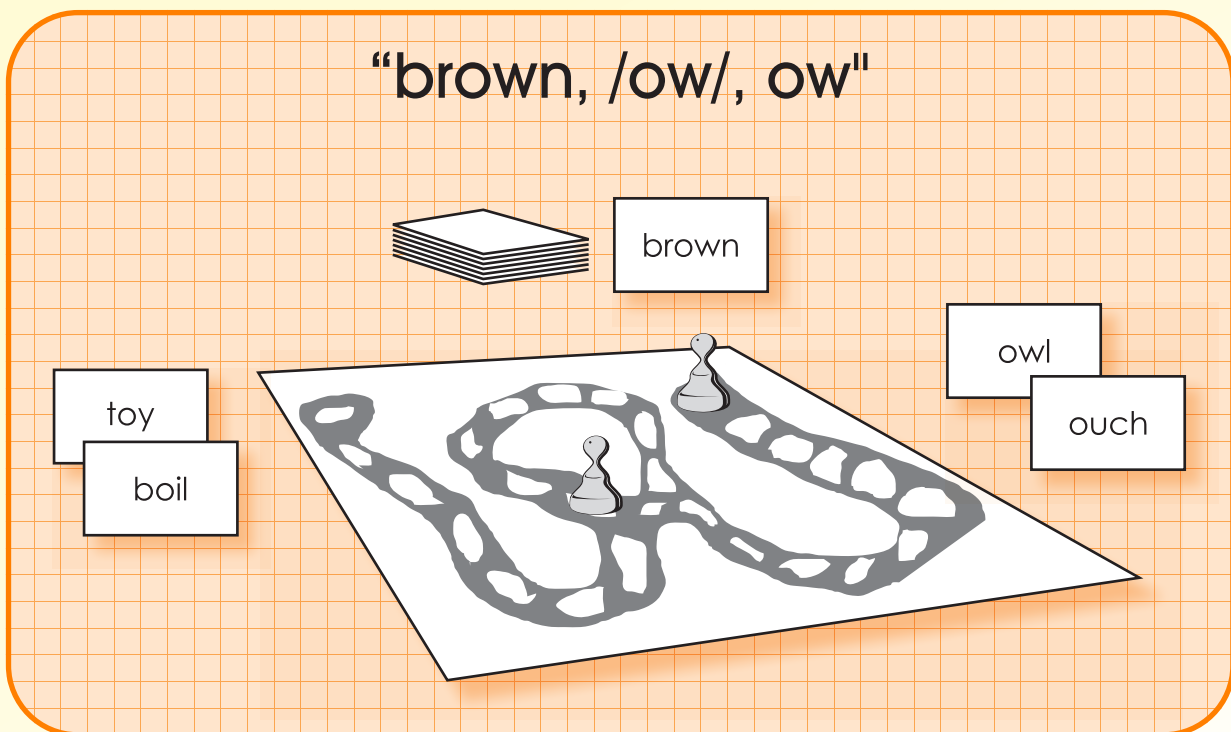
Materials

- ▶ Word cards
- ▶ Sight and Sound Scout game board
- ▶ Game pieces (e.g., counters)

Activity

Students match diphthong patterns (i.e., **ou**, **ow**, **oi**, **oy**) by playing a board game.

1. Place the game board and counters at the center. Place the word cards face down in a stack on the game board.
2. Taking turns, student one selects the top card from the stack. Reads word, identifies sound and letters of diphthong (e.g., “brown, /ow/, ow”).
3. Finds the next nearest word on the board containing that diphthong.
4. Moves counter to that word, reads the word on the space, and identifies the diphthong.
5. Return card to the bottom of the stack and continue until both students reach the end.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use the words on the game board to make word cards to sort.
- ▶ Play new game by using other target words on index cards and game board.

oil

foil

hoist

point

coil

toil

soil

boil



Phonics

Sight and Sound Scout

P. 025

noise

void

joy

boy

soy

loyal

Troy

Roy



decoy

toy

destroy

employ

loud

flour

south

trout



Phonics

Sight and Sound Scout

P. 025

bound

scout

mouth

pouch

house

chow

clown

owl



howl

vow

brow

brown

growl

gown

frown

scowl



START

spoil

enjoy

snout

wow

voice

cards

cowboy

vow

doubt

choice

Ouch!
Move back
one space.

found

ploy

Don't be
so coy, go
two spaces
ahead

crowd

joist

END

hound

ouch

You avoid
the crowd,
move ahead
one space.

how

ground

joint

drown

broil

coy

Slip on
some oil, go
back two
spaces.

round

foul

joyful

cloud

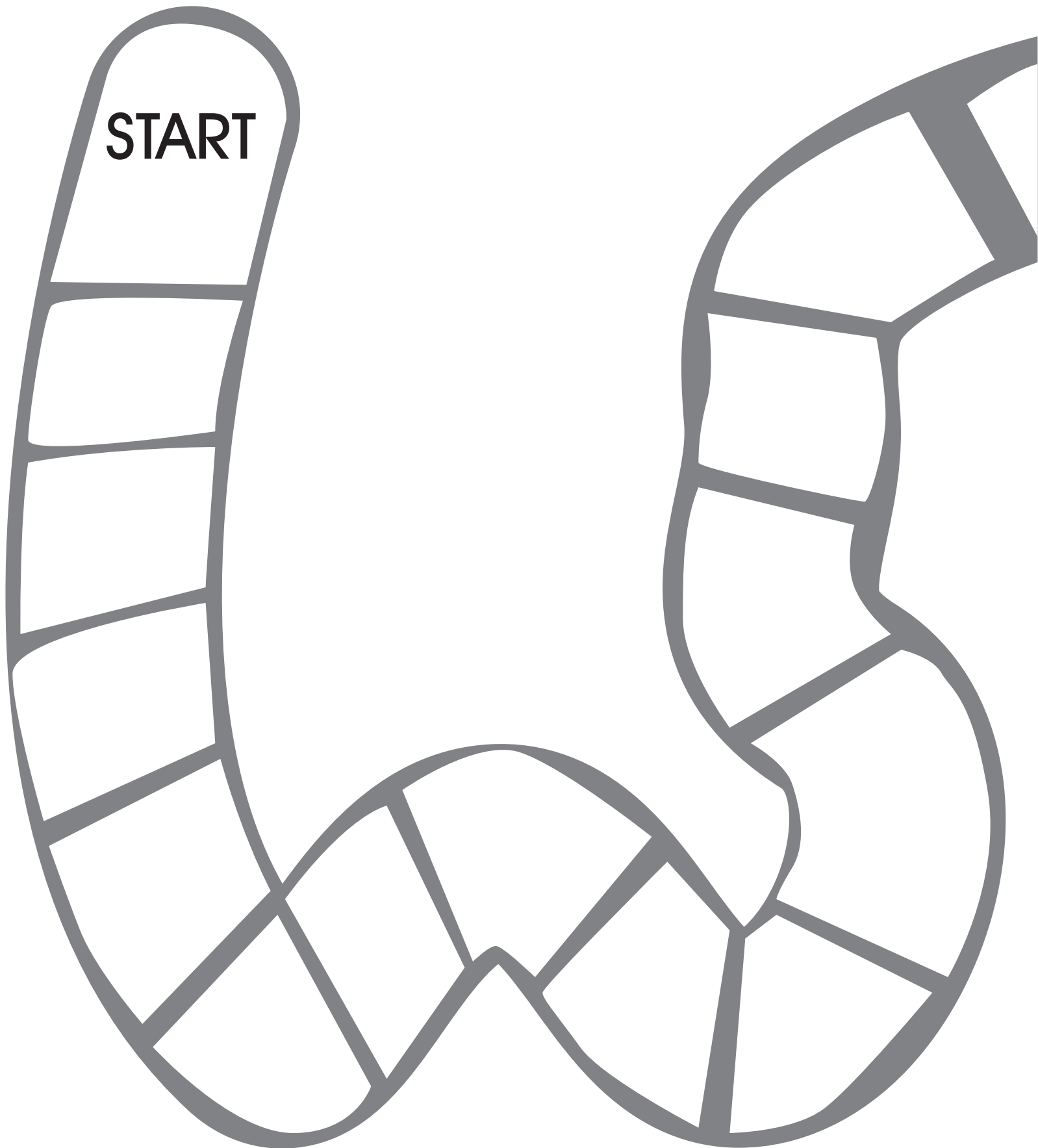
coin

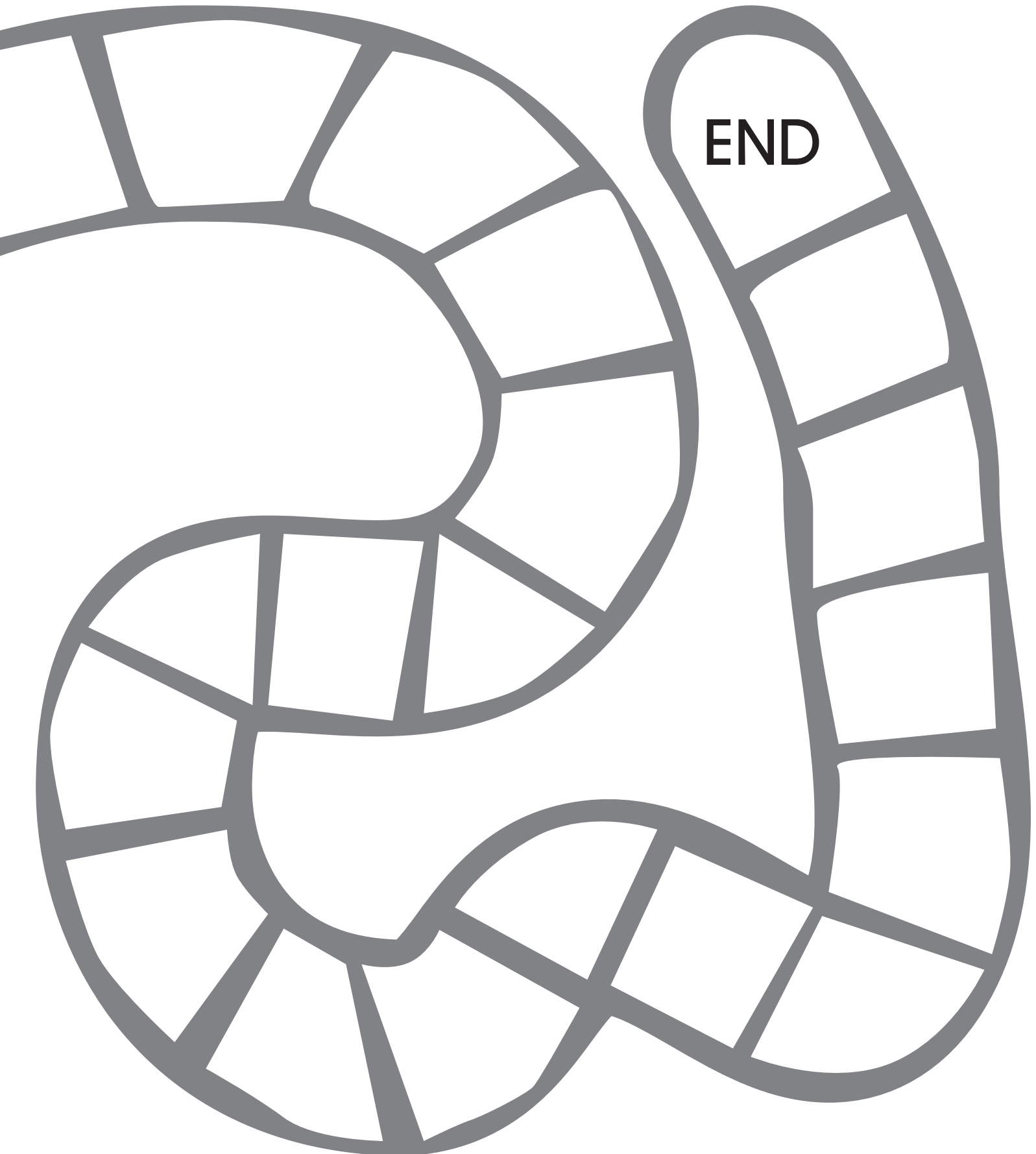
annoy

Phonics

Sight and Sound Scout

P. 025







Sounds of Silence

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Silent and Not Silent header cards
- ▶ Word cards
Target letters are underlined (i.e., l, k, b, w).
- ▶ Student sheet
- ▶ Pencil

Activity

Students identify and sort words with and without silent letters.

1. Place header cards face up and word cards face down in a stack at the center. Provide the student with a student sheet.
2. The student selects the top card and reads it.
3. Decides if the sound of the underlined letter is not silent or silent.
4. If the sound is heard, then places card under “Not Silent” header. If the sound is silent places card under the “Silent” header.
5. Continues until all cards are placed.
6. Records words on the student sheet.
7. Teacher evaluation

Silent

plumb

Not Silent

rabbit

walk

Name _____	
P.026	Sounds of Silence
Silent Circle the silent letters.	Not Silent
pl <u>u</u> mb	rab <u>b</u> it
wa <u>l</u> k	

Extensions and Adaptations

- ▶ Map the words on a phoneme-grapheme grid and identify the patterns.
- ▶ Sort word cards according to silent letters.

Silent

header



Not Silent

header



Phonics

Sounds of Silence

P. 026

plumb

comb

limb

know

knob

knit

walk

stalk



chalk

wring

wrench

wrestle

rabbit

habit

cub

ask



Phonics

Sounds of Silence

P. 026

speak

king

ful

salt

plan

water

west

wing



Name _____

P. 026

Sounds of Silence

Silent Circle the silent letters.	Not Silent

Name _____

center

	c	<u>e</u>	n	t	<u>er</u>				
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									



Beanstalk Climb

Objective

The student will identify variant correspondences in words.

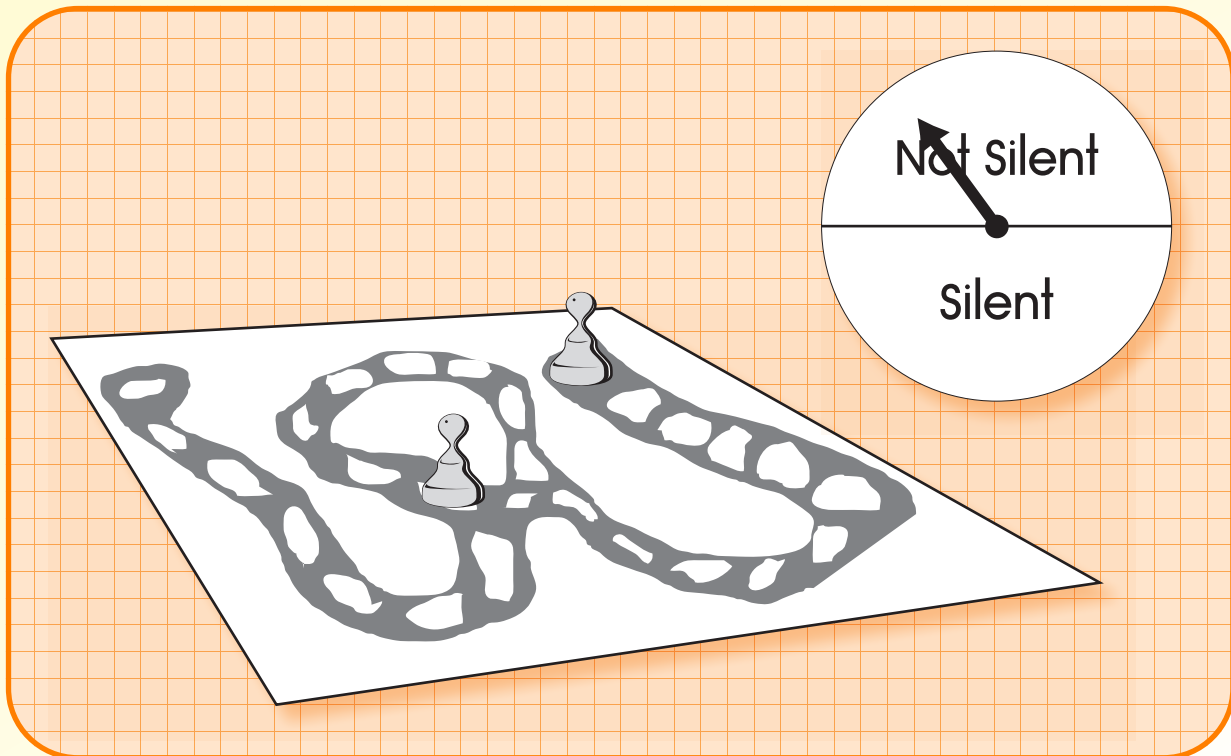
Materials

- ▶ Spinner
- ▶ Game board
- ▶ *Target letters are b, k, w, and l. They are not underlined.*
- ▶ Game pieces (e.g., counters, colored or different beans)

Activity

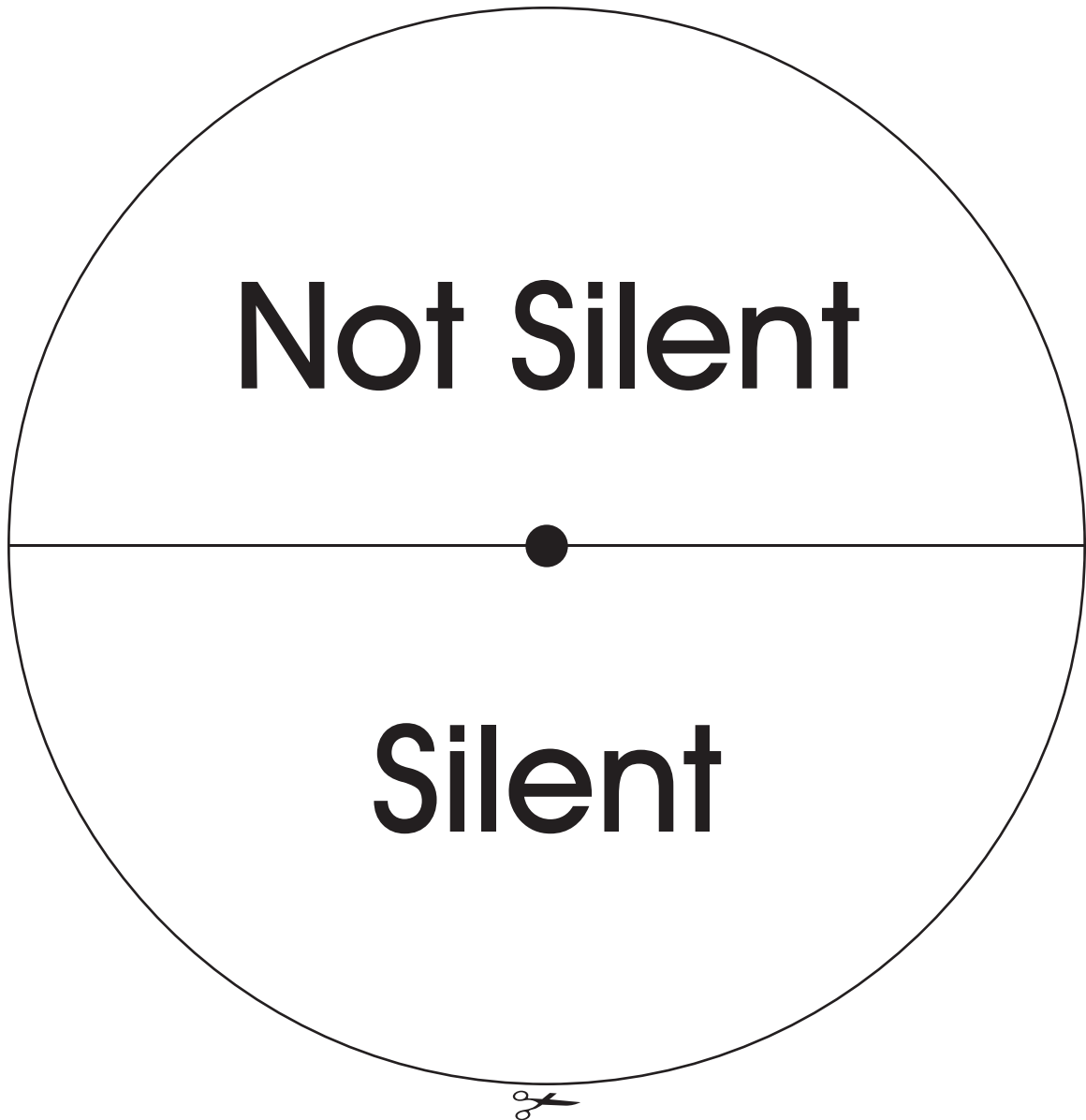
Students identify words with and without silent letters by playing a board game.

1. Place the game board, counters, and spinner at the center.
2. Taking turns, students spin the spinner.
3. Move game piece to the next word on the game board with a word that matches the letter described on the spinner (e.g., spinner lands on silent letter and the student finds the next word on the game board with a silent letter).
4. Read the word and place game piece on that word.
5. Continue until both students reach the end of the game board.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use the words on the game board to make word cards to sort.



Phonics

START

comb

kangaroo

pretzel

chalk

wrong



bell

soak

wrote

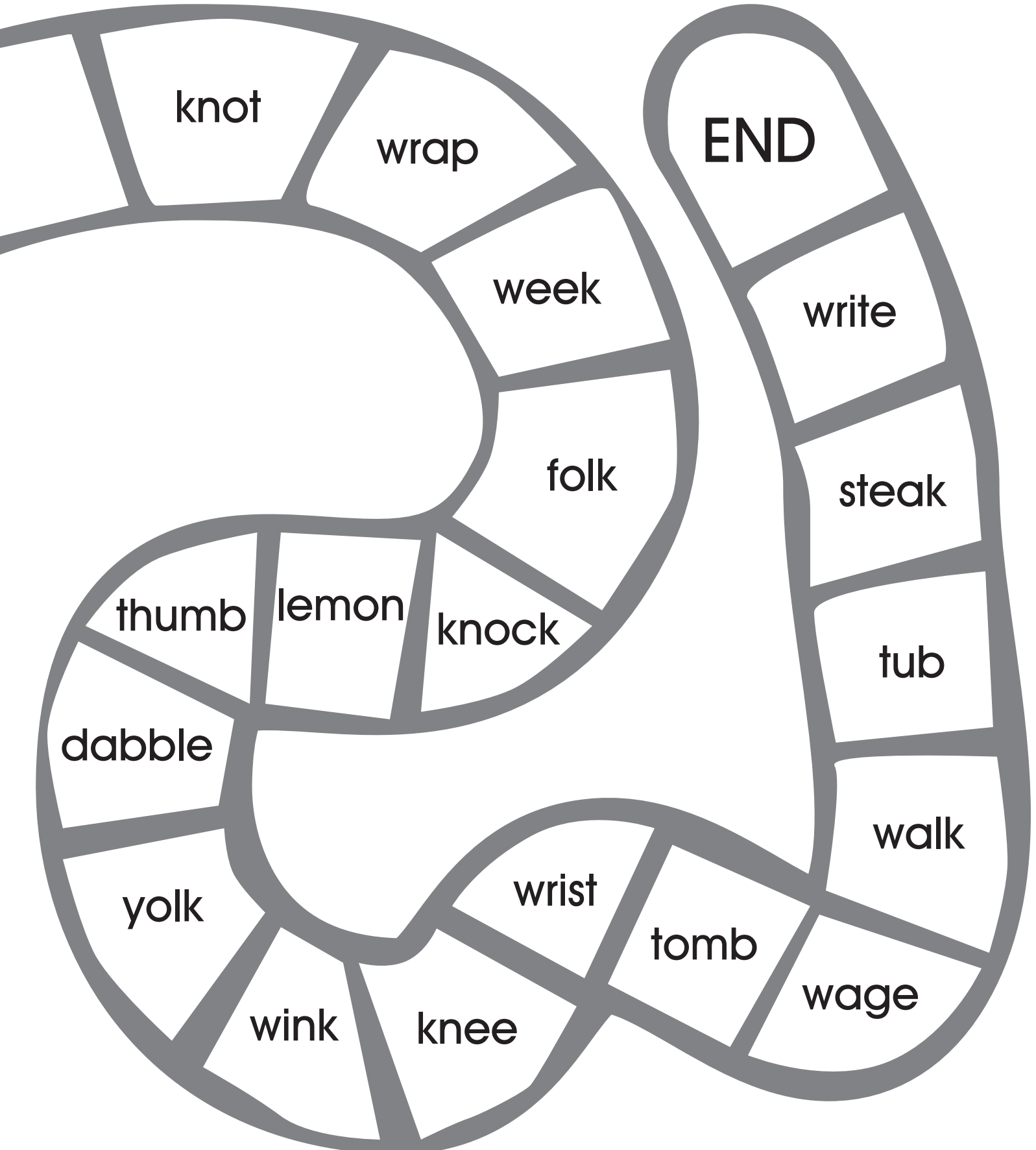
absent

knuckle

wire

born

crumb





Wild Word Dominoes



Objective

The student will identify variant correspondences in words.



Materials

- ▶ Wild Word domino cards

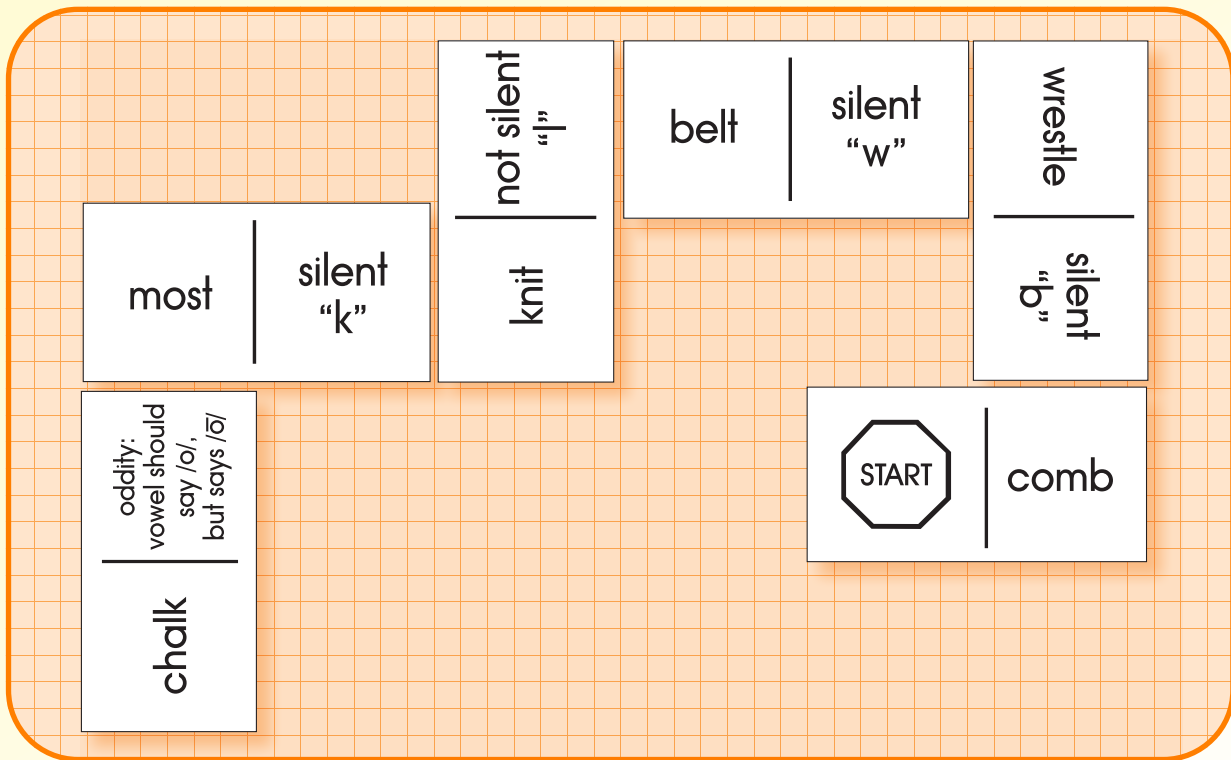
Note: Some dominoes have two matches, connect the dominoes in such a way so all are used.



Activity

Students read words containing silent letter patterns and oddities by playing a domino game.

1. Scatter Wild Word domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, says the word on the other end of the domino and identifies the silent letter or oddity (w, k, l, b, _ld, _st). For example, student reads, “comb” and identifies that the “b is silent” and finds a domino that says “silent b.”
3. Connects the dominoes (i.e., “comb” to “silent b”).
4. Student two reads the other side of the domino (i.e., “wrestle”) and finds the corresponding domino and reads. (i.e., “silent w”). Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use other dominoes containing silent letters and oddities.

<p>START</p> <p>comb</p>	<p>silent "b"</p> <p>wrestle</p>	<p>silent "w"</p> <p>belt</p>
<p>not silent "l"</p> <p>knit</p>	<p>silent "k"</p> <p>most</p>	<p>vowel should say /o/, but says /ō/ chalk</p>



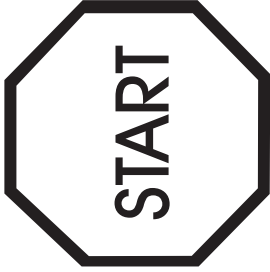
START/comb, silent "b"/wrestle, silent "w"/belt, not silent "l"/knit, silent "k"/most, oddity/chalk

Phonics

<p>silent "l"</p> <hr/> <p>kiss</p>	<p>not silent "k"</p> <hr/> <p>not silent "b"</p>	<p>club</p> <hr/> <p>wild</p>
<p>oddy: vowel should say /i/, but says /ī/ west</p> <hr/>	<p>not silent "w"</p> <hr/> <p>STOP</p>	<hr/>



silent "l"/kiss, not silent "k"/not silent "b", club/wild, oddity/west, not silent "w"/STOP

 lamb	most climb	host wrapper
wrench crab	scrub knife	know silk

START/lamb, climb/most, host/wrapper, wrench/crab, scrub/knife, know/silk



Phonics

kind milk	water mind	kite wing
yolk keep	STOP walk	



milk/kind, mind/water, wing/kite, keep/yolk, walk/STOP



Objective

The student will blend syllables in words.

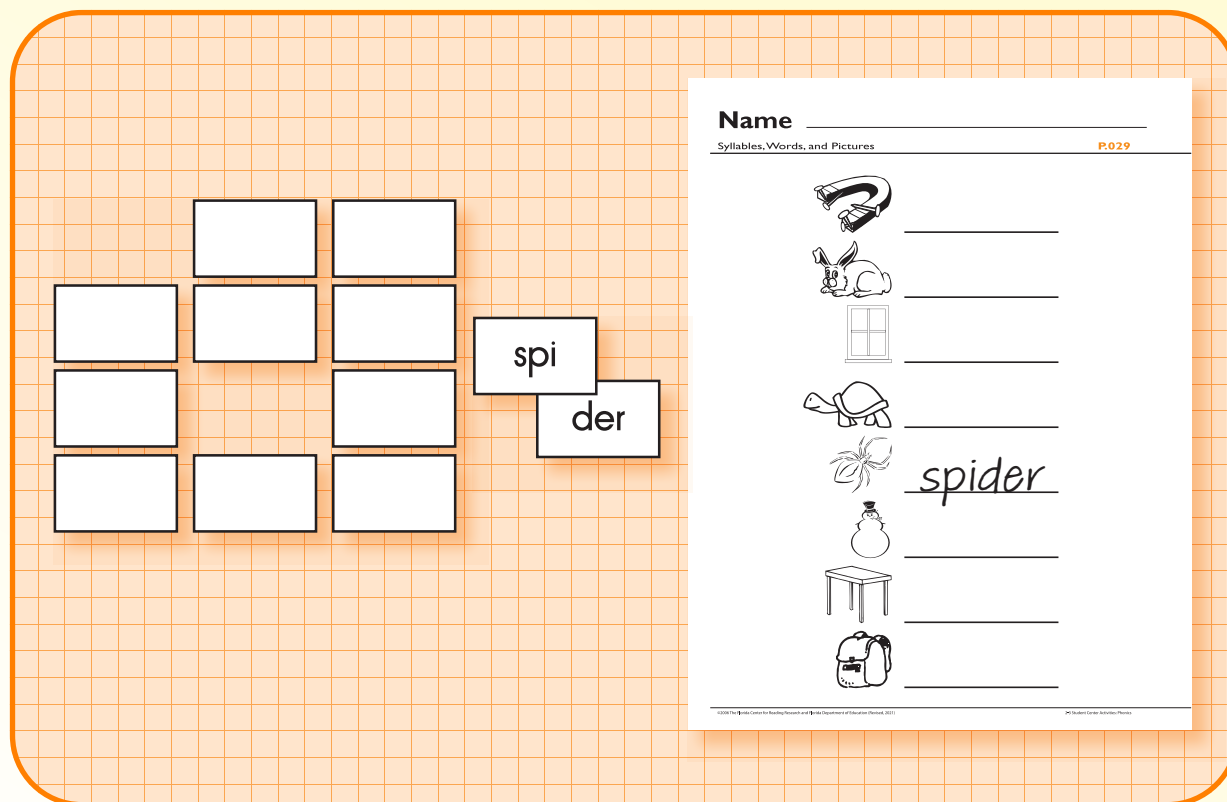
Materials

- ▶ Syllable cards
- ▶ Student sheet
- ▶ Pencil

Activity


Students combine syllables to form words by playing a matching game.


1. Place the syllable cards face down in rows. Provide the student with a student sheet.
2. The student selects two cards and reads them.
3. Determines if they make a word for one of the pictures on the student sheet.
4. If a word is formed, places the cards aside and records the word next to the picture.
If a word is not formed, returns cards to their original position.
5. Continues until the student sheet is completed.
6. Teacher evaluation





Name _____


Syllables, Words, and Pictures P.029


 _____


 _____


 _____

 _____

 spider

 _____

 _____

 _____

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Extensions and Adaptations

- ▶ Use three syllable words and choose three cards at a time.

Phonics

Syllables, Words, and Pictures

P. 029

mag

net

rab

bit

snow

man

back

pack



spi

der

win

dow

tur

tle

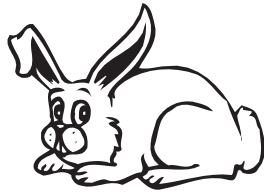
ta

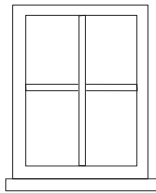
ble

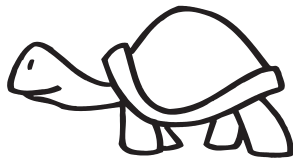


Name _____



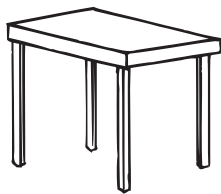














la

dy

bug

ham

bur

ger

el

e



Phonics

Syllables, Words, and Pictures

P. 029

phant

por

cu

pine

vol

ca

no

di



no

saur

news

pa

per

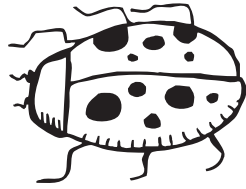
gor

il

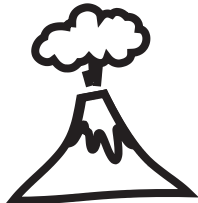
la



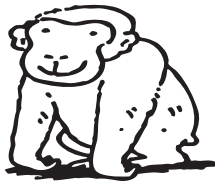
Name _____

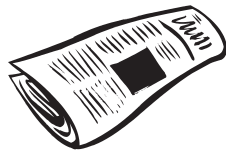




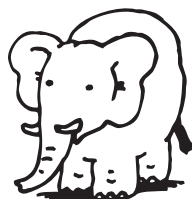














Objective

The student will segment syllables in words.



Materials

- ▶ Ice cream cone header cards
Copy, laminate, and cut apart.
- ▶ Word cards
Cards can be left as rectangles and placed on top of the numbered ice cream cone header cards or cut into scoop shapes.
- ▶ Student sheet
- ▶ Pencils



Activity

Students segment and sort words by the number of syllables.

1. Place ice cream cone headers on a flat surface. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “insect”).
3. Say the word again segmenting it by syllables (i.e., “in-sect”). Count the number of syllables (i.e., “2”).
4. Place the card on top of the ice cream cone that corresponds to the number of syllables in the word.
5. Continue until all words are sorted.
6. Record words on student sheet.
7. Teacher evaluation

drum
grin
pinball
invented
atmospheric

insect

Name _____
Syllable Scoops P.030



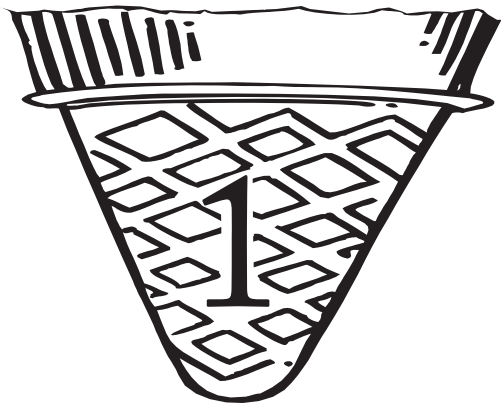
Extensions and Adaptations

- ▶ Do an open sort with cards.
- ▶ Use other word cards.

Phonics

Syllable Scoops

P. 030



header



header



header



header

header cards



grin

blend

trust

strap

drum

quilt

muffin

admit



Phonics

Syllable Scoops

P. 030

return

number

pinball

insect

finishing

invented

galaxy

basketball



snapdragon

Atlantic

inconsistent

atmospheric

discontented

establishing

subcontracted

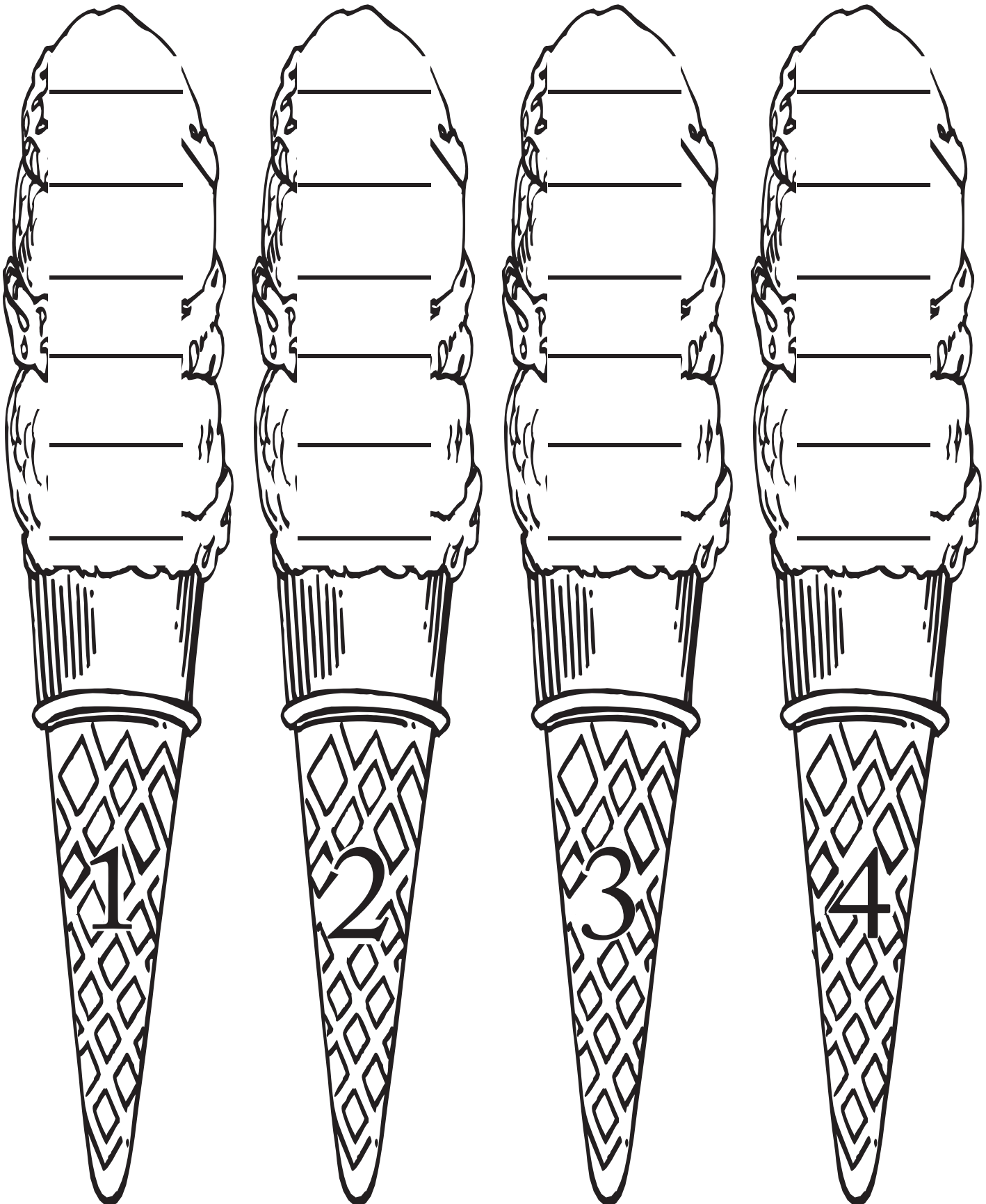
recommended



Name _____

Syllable Scoops

P. 030





Objective

The student will segment syllables in words.

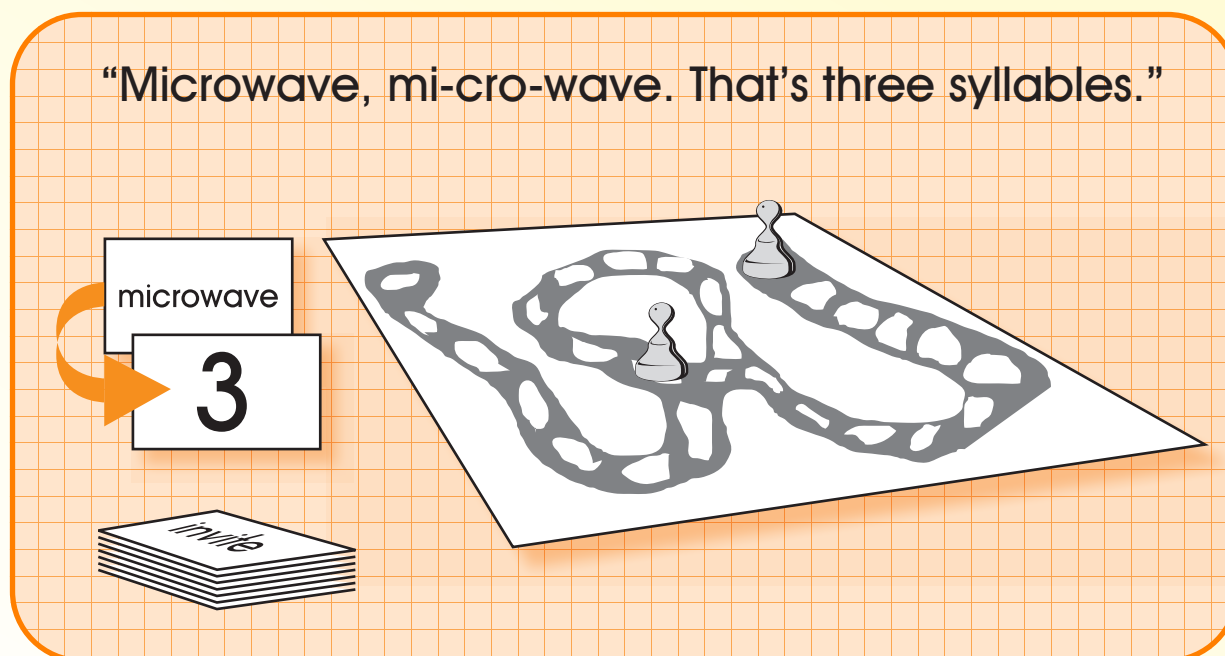
Materials

- ▶ Syllable Snake game board
- ▶ Word cards
Write the number of syllables on the back of the word cards.
- ▶ Game pieces (e.g., counters)

Activity

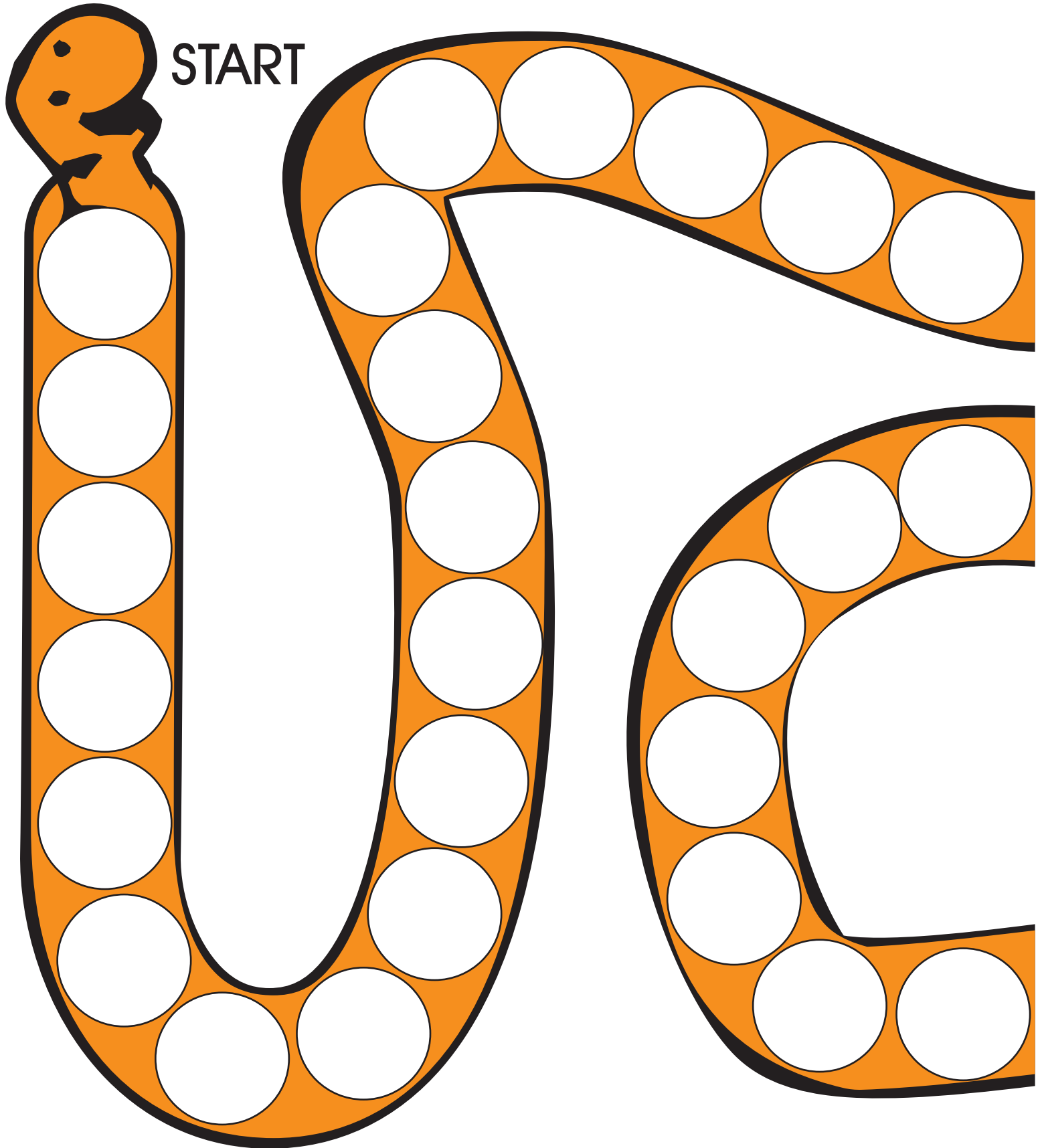
Students count syllables in words by playing a game.

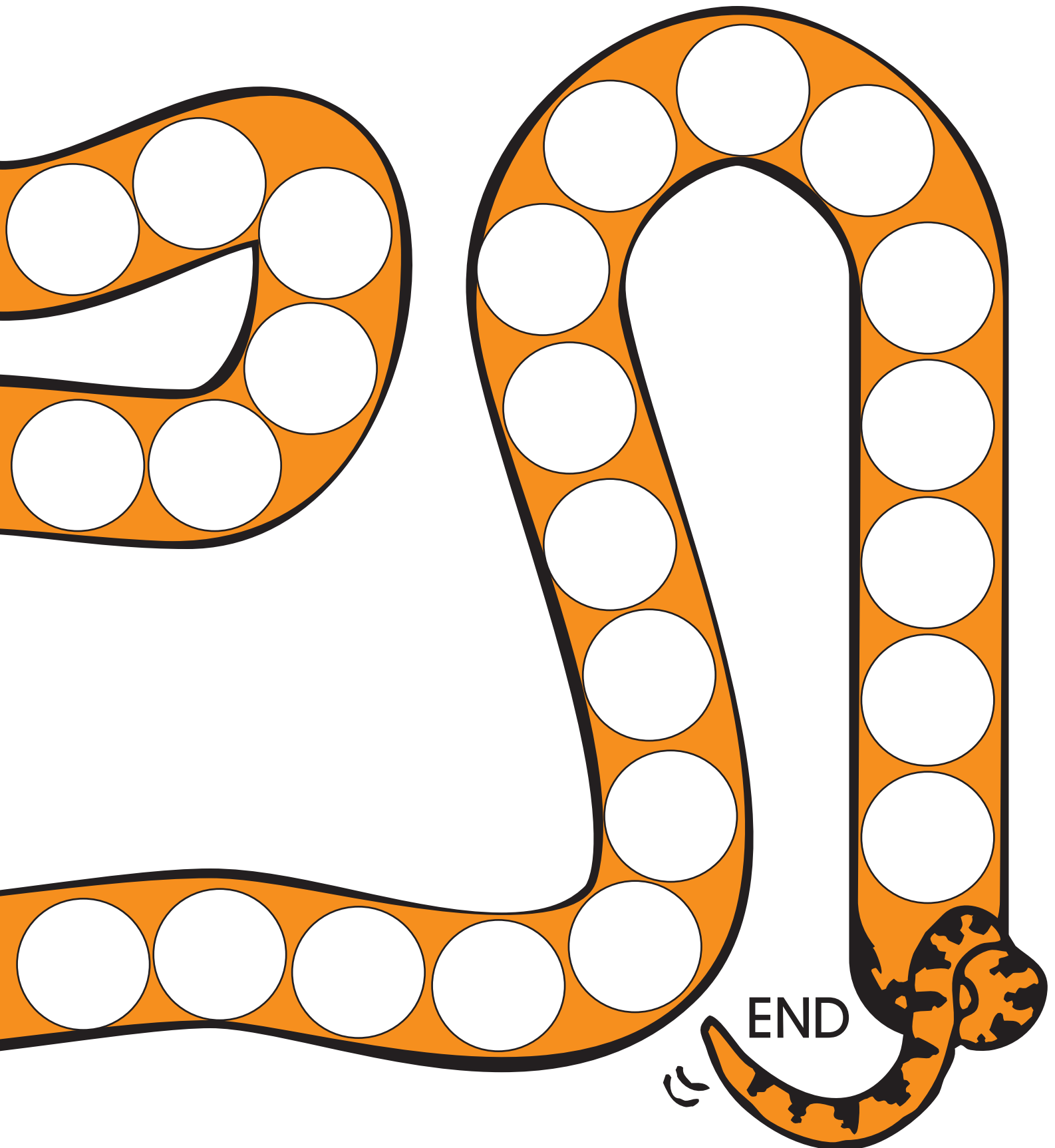
1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students select the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn. Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards to use in game.





Phonics

Syllable Snake

P. 03 I

straight

watch

game

plus

pave

thought

extend

mistake



invite

install

jigsaw

awake

bodyguard

hesitate

contemplate

candidate



Phonics

Syllable Snake

P. 03 I

microwave

summertime

transportation

information

confidential

prohibited

experience

permanently



chuckle

mermaid

cartoon

normal

cellar

valley

mushroom

whirlwind



Phonics

Syllable Snake

P. 03 I

vertical

accidental

monument

hospital

instrument

celebrate

mystify

quadruple





 **Objective**

The student will segment syllables in words.

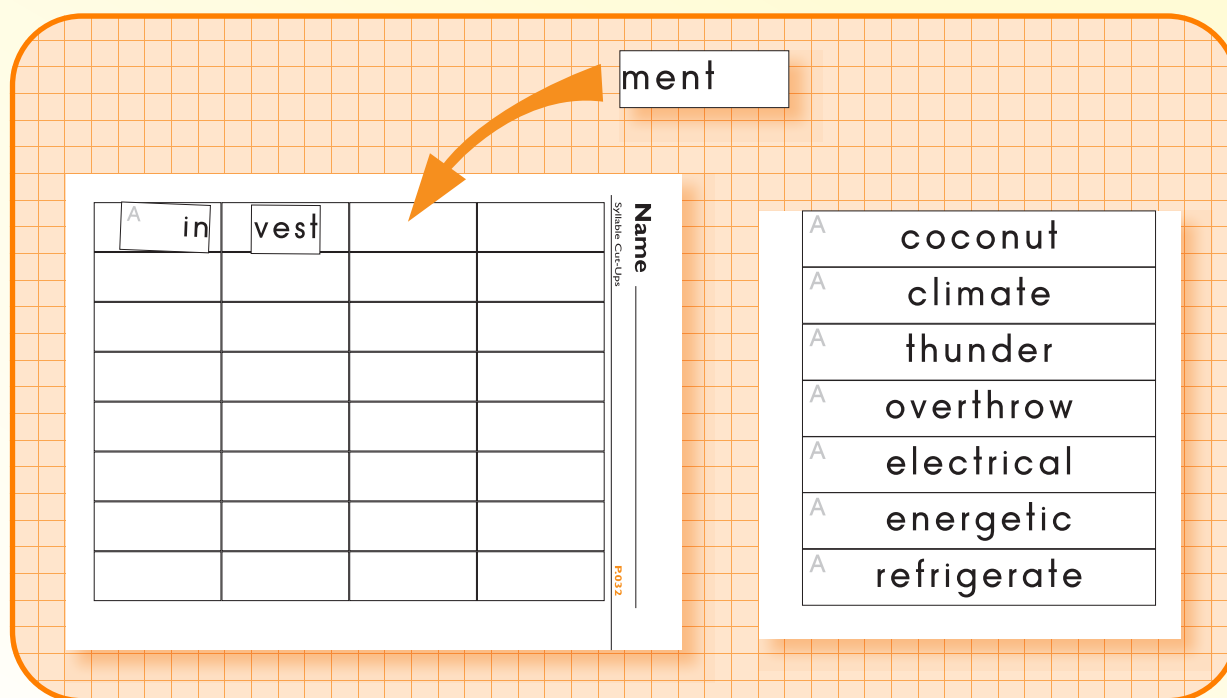
 **Materials**

- ▶ Word sheets
One is marked "A" and one is marked "B"
- ▶ Student sheet
Student will turn sheet horizontally to glue syllables.
- ▶ Scissors
- ▶ Glue

 **Activity**

Students segment and cut words into syllables.

1. Place scissors and glue at center. Provide one student with word sheet "A" and the other student with word sheet "B." Provide each student with a student sheet.
2. Taking turns, students read their words to each other.
3. Cut one word at a time into syllables and glue separately in boxes on student sheet.
4. Exchange sheets, read each syllable on a line, and then blend together to form word.
5. Continue until all words are read.
6. Teacher evaluation



A	in	vest		

Name _____
Syllable Cut-Ups
P.032

A	coconut
A	climate
A	thunder
A	overthrow
A	electrical
A	energetic
A	refrigerate

 **Extensions and Adaptations**

- ▶ Name syllable types of each word.
- ▶ Write more words to cut into syllables.

A

investment

A

coconut

A

climate

A

thunder

A

overthrow

A

electrical

A

energetic

A

refrigerate

B

consider

B

common

B

honest

B

celebration

B

enjoyment

B

underneath

B

disrespectful

B

constructiveness

Name _____

Syllable Cut-Ups

P. 032



Objective

The student will segment syllables in words.



Materials

- ▶ Student sheet

Choose target syllable pattern(s).

When mapping VCE syllables, the “e” is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.

- ▶ Pencil



Activity

Students map graphemes to phonemes and mark syllables within words.

1. Provide the student with a student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel (i.e., single, r-controlled, and vowel teams).
4. Swoops the syllables underneath the letters.
5. Continues until the student sheet is complete.
6. Teacher evaluation

Name _____

Map and Swoop P.033

	closed syllables					
cobweb	c	o	b	w	e	b
1. napkin						
2. helmet						
3. volcanic						
4. problem						
5. cricket						
6. fantastic						
7. trumpet						
8. inhibit						
9. plastic						
10. consistent						



Extensions and Adaptations

- ▶ Combine syllable types.
- ▶ Use different words.

Name _____

closed syllables

cobweb

c o b w e b

1. napkin

2. helmet

3. volcanic

4. problem

5. cricket

6. fantastic

7. trumpet

8. inhibit

9. plastic

10. consistent

Name _____

P. 033

Map and Swoop

open syllables									
veto	v	e	t	o					
1. me									
2. yoyo									
3. redo									
4. silo									
5. zero									
6. she									
7. hero									
8. solo									
9. hifi									
10. no									

Name _____

VCE syllables

cake



1. stale

2. trace

3. grapevine

4. stovepipe

5. homemade

6. sideswipe

7. stoneware

8. nosedive

9. milestone

10. chime

Name _____

P. 033

Map and Swoop

r-controlled syllables

corner

c or n er

1. order

2. horn

3. partner

4. perform

5. barber

6. charter

7. former

8. cursor

9. harder

10. mortar

Name _____

vowel pair syllables

sleep

s l ee p

1. dream

2. railroad

3. cookbook

4. count

5. feet

6. rainbow

7. maintain

8. load

9. stood

10. meadow

Name _____

P. 033

Map and Swoop

final stable syllables									
maple	m	a	p	le					
1. jungle									
2. stifle									
3. castle									
4. juggle									
5. sparkle									
6. multiple									
7. wrestle									
8. impossible									
9. resemble									
10. pebble									

Name _____

combined syllables

organize

or g a n i z e

1. tornado

2. struggle

3. trainer

4. hobo

5. statement

6. puddle

7. counterpart

8. overload

9. mistake

10. establishing

Name _____

P. 033

Map and Swoop

center

c e n t er

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Syllable Patterns

P. 034

Six-Way Syllable Sort



Objective

The student will identify syllables in words.



Materials

- ▶ Header cards
- ▶ Word cards

Note: Two syllable words ending in consonant-le should use consonant-le as the target syllable.



Activity

Students will sort words by syllable types.

1. Place header cards face up on a flat surface. Shuffle the word cards and place face down in a stack.
2. Taking turns, students select the top card from the stack, read the word, and identify what type of syllable it is (e.g., “tennis, closed syllables” or “loop, vowel pair syllable”).
3. Place in column under matching header card.
4. Point to and read words in entire column starting with header card.
5. Continue until all cards are sorted.
6. Peer evaluation

she <small>open syllables</small>	snake <small>vowel-consonant-e syllables</small>	flat <small>closed syllables</small>	read <small>vowel pair syllables</small>	sharp <small>r-controlled syllables</small>	sample <small>consonant-le syllables</small>
do	slide	grand	loop	herd	needle
					circle

raid



Extensions and Adaptations

- ▶ Use other dominoes containing silent letters and oddities.

flat

closed syllables

she

open syllables

snake

vowel-consonant-e syllables

sharp

r-controlled syllables

read

vowel pair syllables

sample

consonant-le syllables



Phonics

Six-Way Syllable Sort

P. 034

witness

bobbin

grand

suffix

tennis

camp

panic

happen

closed syllable word cards



si
lo

ze
ro

hi
fi

no

he

he
ro

me

do

open syllable word cards



Phonics

Six-Way Syllable Sort

P. 034

crave

prune

grapevine

homemade

stoneware

namesake

slide

grove

VCE syllable word cards



herd

curb

partner

north

swirl

corner

farmer

third



Phonics

Six-Way Syllable Sort

P. 034

loop

boatload

rainbow

beast

raid

play

cream

sheep

vowel pair syllable word cards



double

uncle

circle

jungle

needle

bugle

little

dazzle





Syllable Patterns

P. 035

Syllable Trivia

Objective

The student will identify syllables in words.

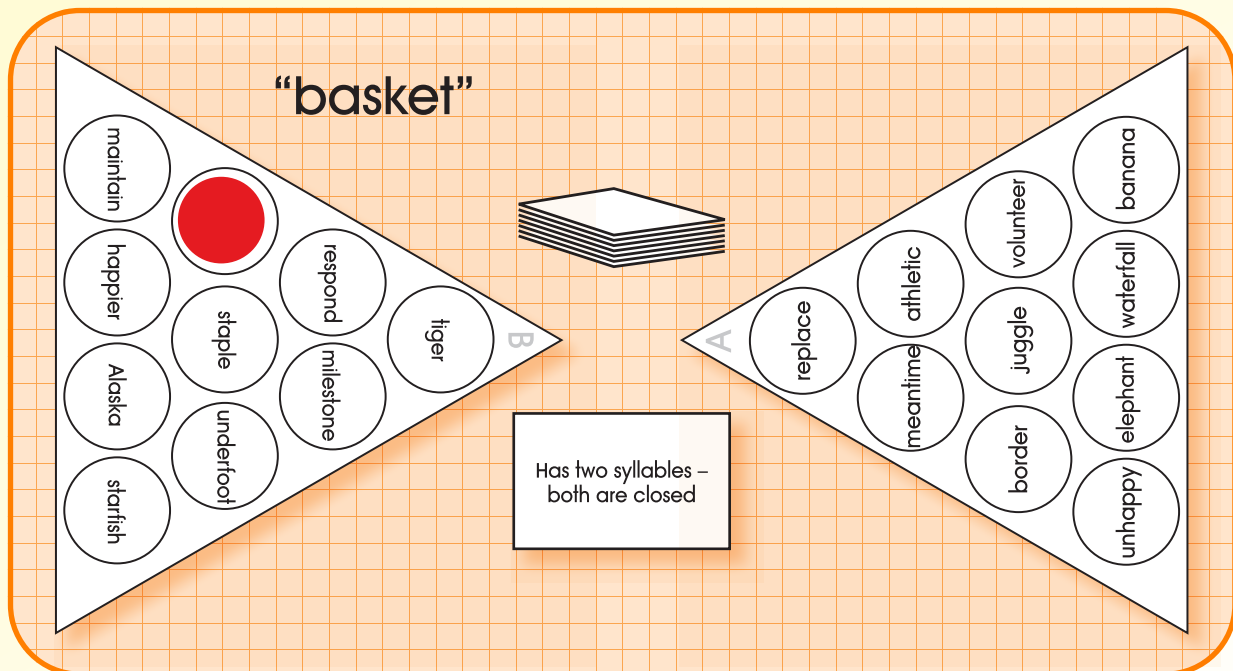
Materials

- ▶ Syllable Trivia triangles
- ▶ Trivia cards
- ▶ Answer key
- An answer key is provided.*
- ▶ Game pieces (e.g., counters)

Activity

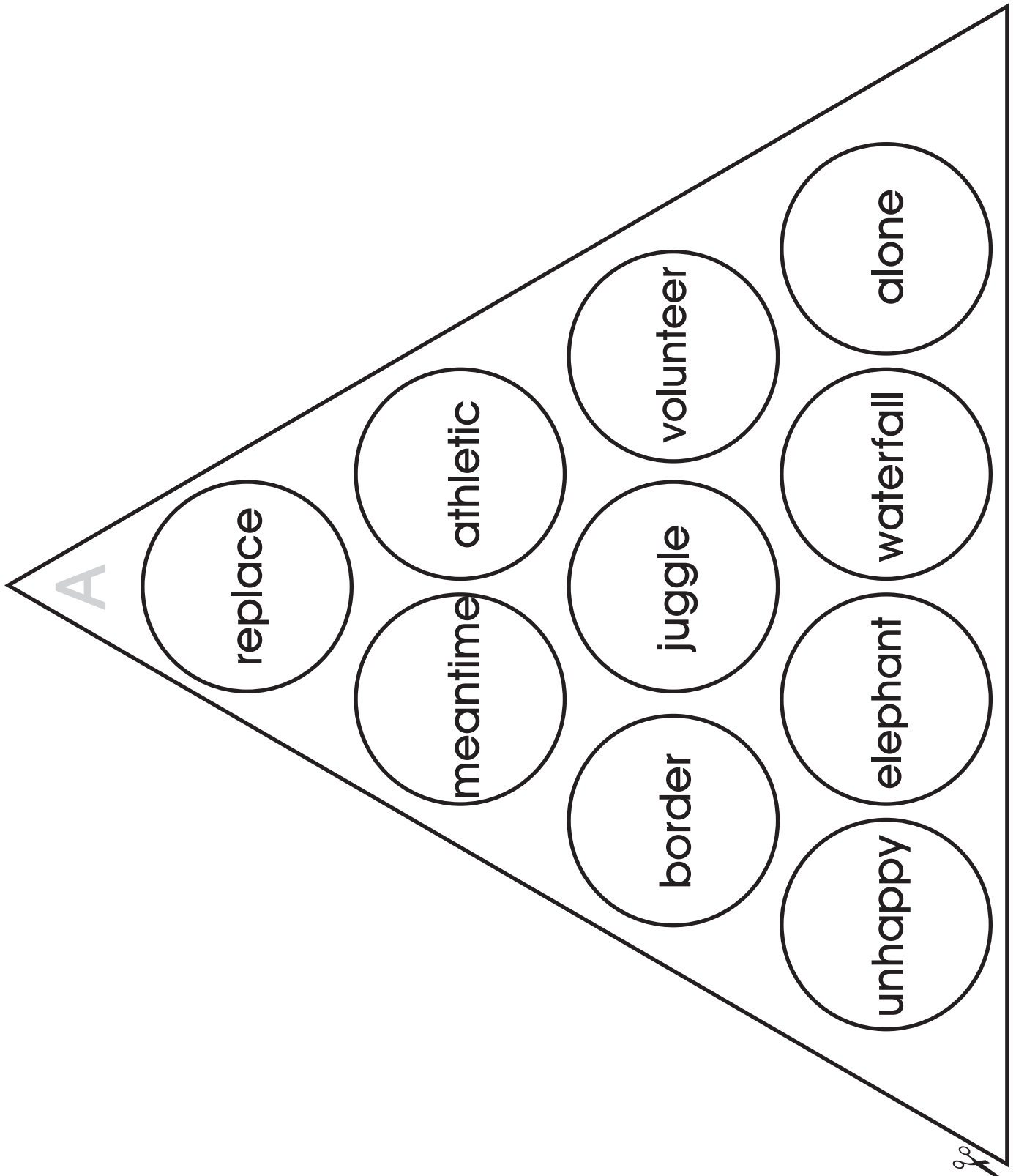
Students identify syllable patterns by playing a game.

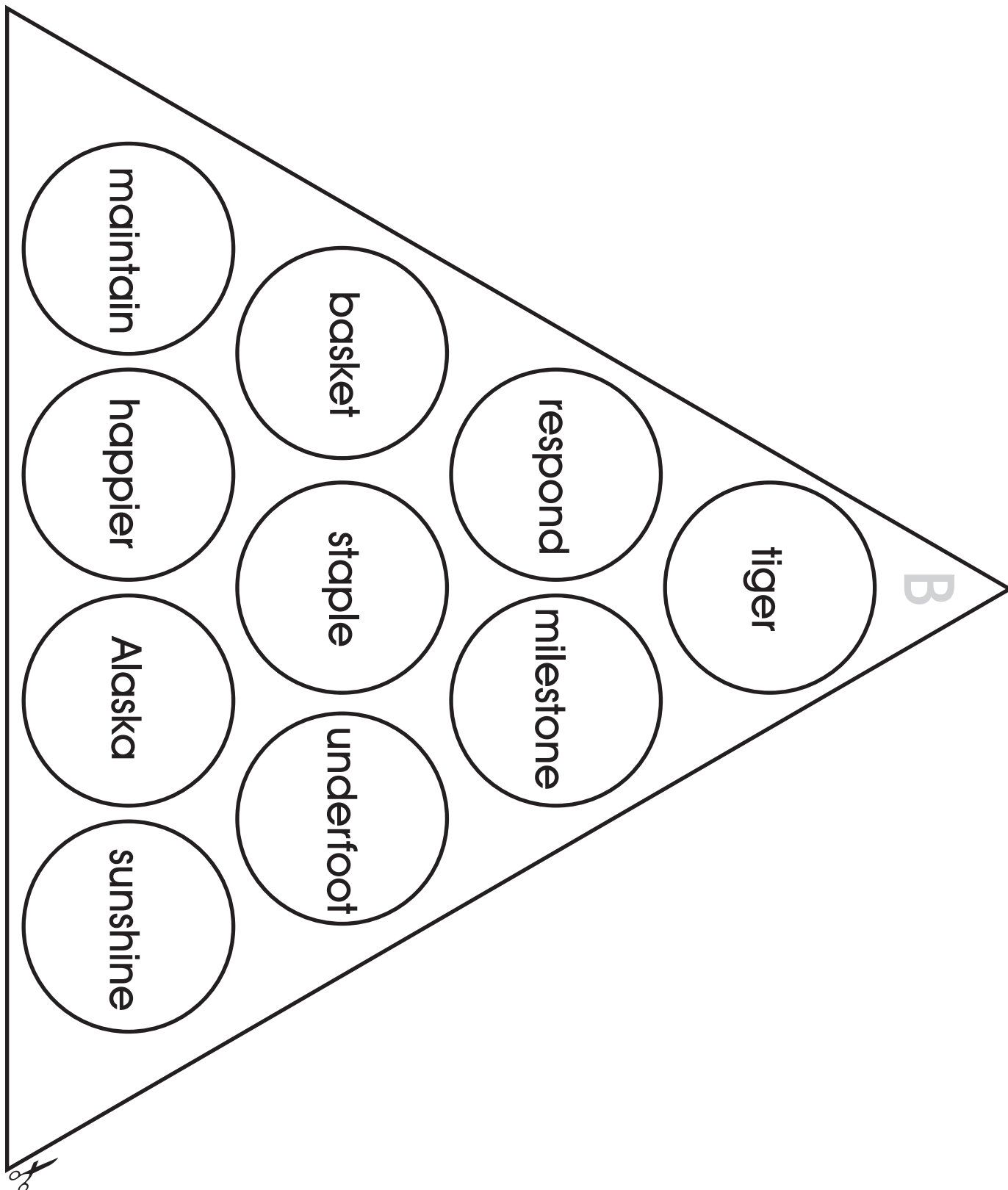
1. Place trivia cards face down in a stack at the center. Provide each student with a different Syllable Trivia triangle and game pieces.
2. Taking turns, students select the top card from the stack and read it (e.g., Has two syllables - both are closed).
3. Look for word on triangle that fits description (e.g., basket). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



Extensions and Adaptations

- ▶ Make other descriptions and word cards.





<p>Has two syllables – both are VCE</p>	<p>Has two syllables – the first is open and the second is consonant-le</p>
<p>Has two syllables – the first is open and the second is closed</p>	<p>Has two syllables – both are closed</p>
<p>Animal with two syllables in name</p>	<p>Has three syllables – one closed, one r-controlled, and one vowel pair</p>
<p>Has two syllables – both are vowel pairs</p>	<p>Has three syllables – begins and ends with a schwa</p>



Phonics

Syllable Trivia

P. 035

Has three syllables – all are closed	Has two syllables – the first is closed and the second is consonant-le
Has two syllables – the first is open and the second is VCE	Has two syllables – the first is a vowel pair and the second is VCE
Animal with three syllables in name	Has three syllables – two are closed, and one is a vowel pair
Has two syllables – both are r-controlled	Has two syllables – the first is a schwa and the second VCE



Three syllable
compound word

Three syllable
word with prefix

Two syllable
compound word

Three syllable
word with suffix



Answer Key A

Has three syllables – all are closed	athletic
Has two syllables – the first is a vowel pair and the second is VCE	meantime
Has three syllables – two are closed and one is a vowel pair	volunteer
Has two syllables – both are r-controlled	border
Has two syllables – the first is a schwa and the second is VCE	alone
Animal with three syllables in name	elephant
Three syllable word with a prefix	unhappy
Has two syllables – the first is open and second is VCE	replace
Has two syllables – the first is closed and second is consonant-le	juggle
Three syllable compound word	waterfall

Answer Key B

Animal with two syllables in name	tiger
Has two syllables – both are closed	basket
Has two syllables – the first is open and the second is consonant-le	staple
Has two syllables – the first is open and the second closed	respond
Has two syllables – both are VCE	milestone
Has three syllables – one closed, one r-controlled, and one vowel pair	underfoot
Has two syllables – both are vowel pairs	maintain
Has three syllables – begins and ends with a schwa	Alaska
Two syllable compound word	sunshine
Three syllable word with a suffix	happier



Syllable Share

Objective

The student will identify syllables in words.

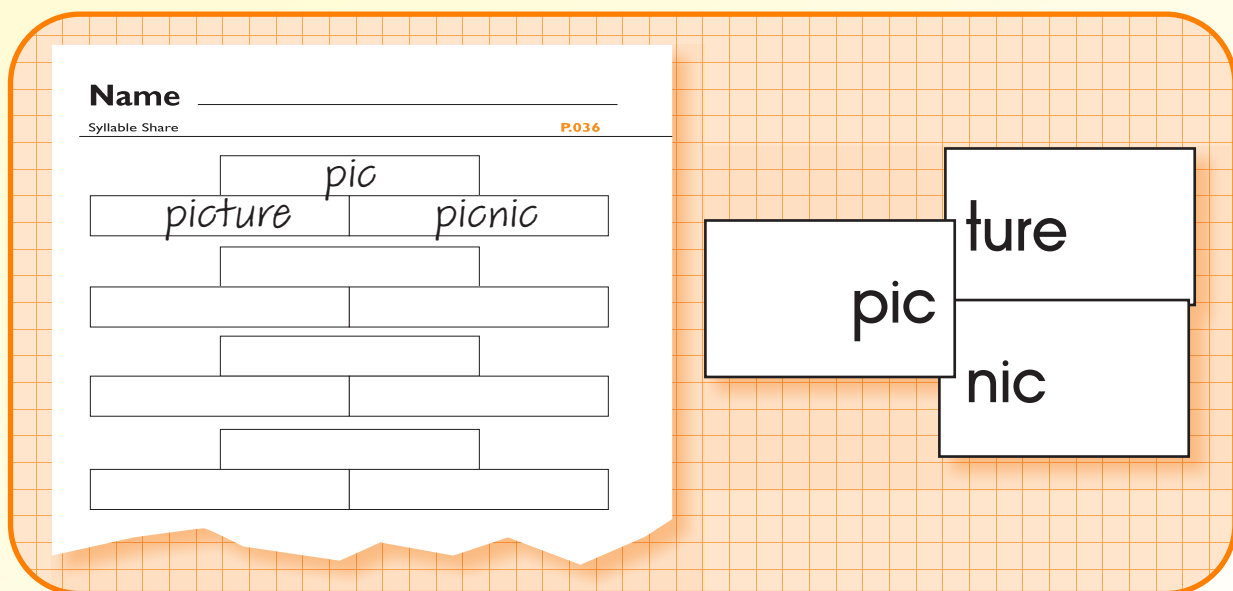
Materials

- ▶ Initial syllable cards
- ▶ Final syllable cards
- ▶ Student sheet
- ▶ Pencils

Activity

Students make words from syllables by playing a card game.

1. Spread the initial syllable cards face up in a column on a flat surface. Place the final syllable cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card on the stack, say the syllable part.
3. Match it to each initial syllable card saying initial syllable first, followed by the final syllable on the card. Do this until the two combined form a word. There will be two words formed with each initial syllable card.
4. Read the word.
5. Continue until all cards are placed.
6. Record the words on the student sheet by writing the common syllable in the top box and the words formed in the adjoining boxes (e.g., the common syllable “pic” is written in the top box and the words “picture” and “picnic” are written below).
7. Teacher evaluation



Name _____

Syllable Share P.036

pic	
picture	picnic

Diagram illustrating the syllable share activity:

pic	ture
	nic

Extensions and Adaptations

- ▶ Use other initial and final syllable cards to make more words.

hand

ba

ham

or

pic

per

act

con



Phonics

Syllable Share

P. 036

shake

stand

by

ker

fect

son

der

bit

final syllable cards



nic

ture

ster

per

or

ress

tent

fuse



Name _____

Syllable Share

P. 036

--

--	--

--

--	--

--

--	--

--

--	--

--

--	--

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--	--

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--	--



 **Objective**

The student will form compound words.

 **Materials**

- ▶ Word cards
Select 8-12 target compound words.

 **Activity**

Students combine individual words to form compound words.

1. Place the word cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Decide if cards can be put together to make a compound word. If possible, read the words together to make a compound word and place the cards side by side. If a word cannot be made, return cards to their original positions.
4. Continue until all compound words are formed.
5. Peer evaluation

A large grid of 20 empty rectangular boxes, arranged in 5 rows and 4 columns, is shown on a light orange grid background. To the right of the grid, two example word cards are placed: one labeled 'gold' and one labeled 'fish', illustrating how they would be combined to form the compound word 'goldfish'.

 **Extensions and Adaptations**

- ▶ Record compound words that are formed.
- ▶ Make more cards and play again.

Phonics

Compound Concentration

P. 037

hair

cut

after

noon

gold

fish

flower

pot



sea

food

hot

dog

mail

box

wind

mill



Phonics

Compound Concentration

P. 037

tooth

paste

in

side

cup

cake

day

light



grass

hopper

tea

spoon

milk

shake

rain

coat



Phonics

Compound Concentration

P. 037

ant

hill

bed

room

blue

berry

grape

vine



hand

stand

nut

shell

news

paper

sun

set





Word Plus

Objective

The student will identify individual words in compound words.

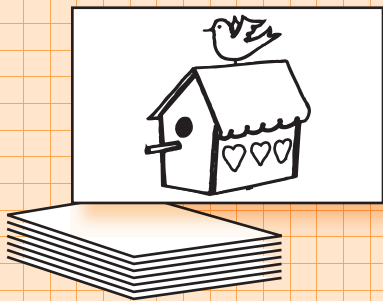
Materials

- ▶ Picture cards
- ▶ Student sheet
- ▶ Pencil

Activity

Students isolate individual words in compound words by playing a picture game.

1. Place the picture cards face down in a stack. Provide the student with a student sheet.
2. Student selects the top card from the stack and says the name of the picture.
3. Identifies the individual words in the compound word which names the picture.
4. Records the two individual words and the compound word that they form.
5. Teacher evaluation



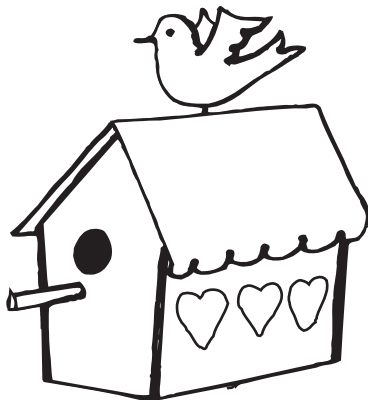
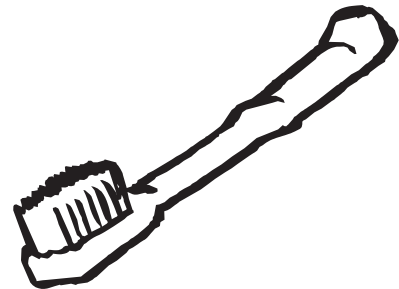
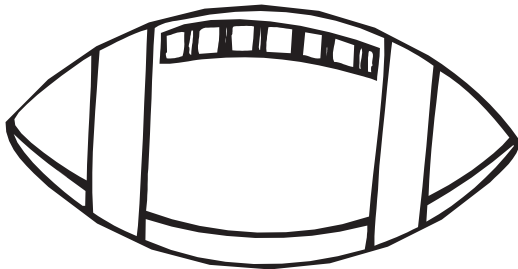
Name _____

P.038 Word Plus

_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____
_____ + _____ _____	_____ + _____ _____

Extensions and Adaptations

- ▶ Use the parts of the compound words to form new compound words.



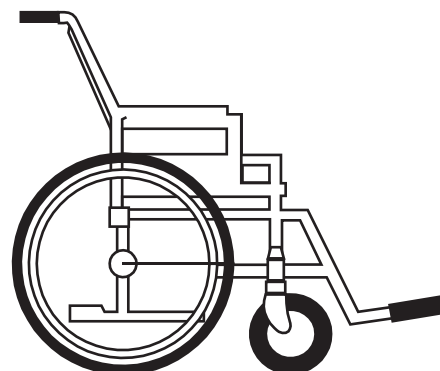
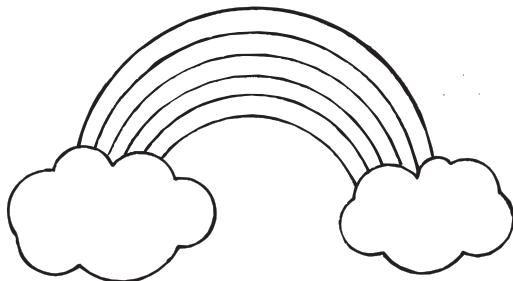
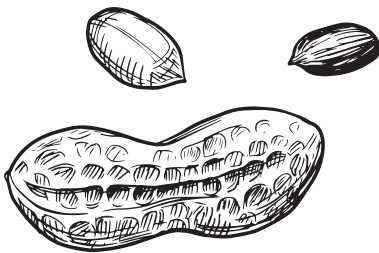
fingernail, baseball, football, toothbrush, birdhouse, headphones, popcorn, strawberry



Phonics

Word Plus

P. 038











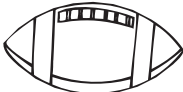







cupcake, rollerblade, haystack, clothespin, peanut, seashell, rainbow, wheelchair



Name _____

P. 038

Word Plus

 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____
 _____ + _____ _____	 _____ + _____ _____



Covering the Bases

Objective

The student will identify base words and inflections.

Materials

- ▶ Base word boards

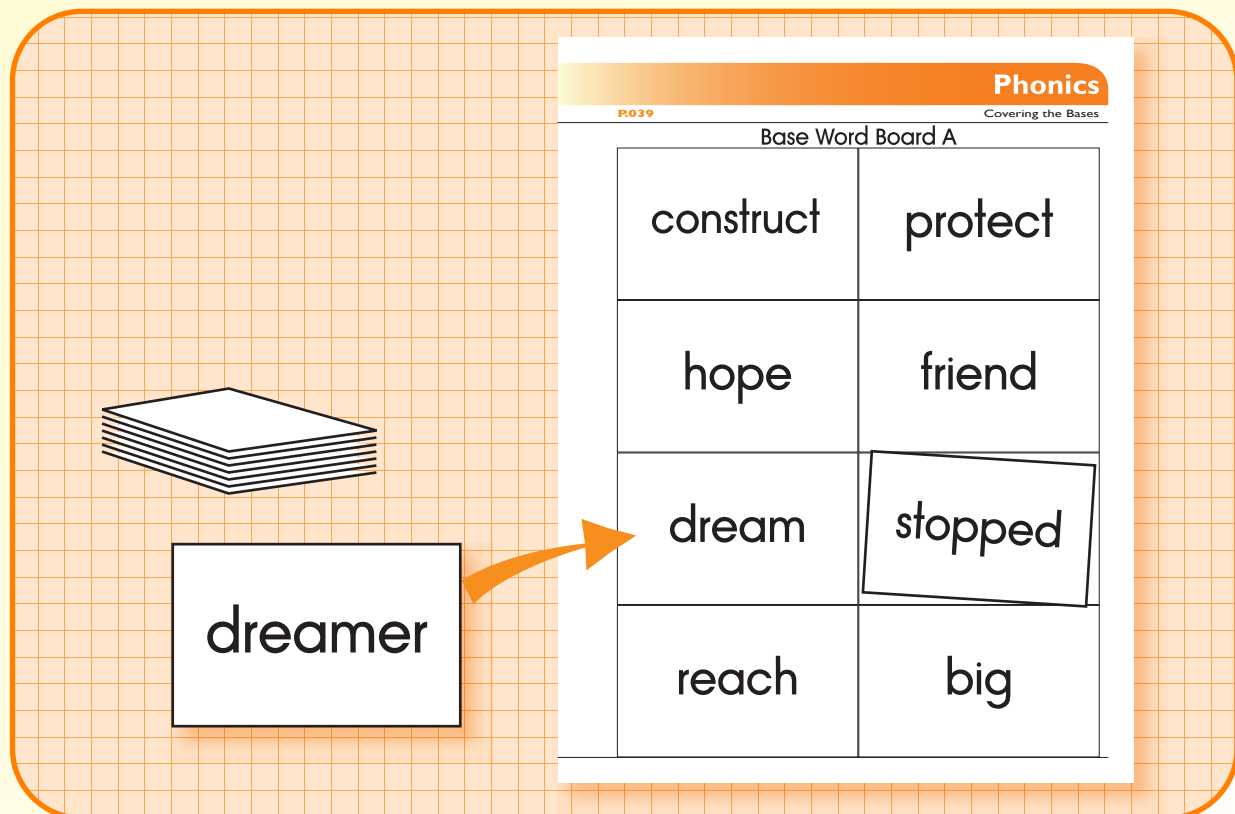
There are two word boards marked “A” and “B.” One student will use the “A” word board and the other will use the “B” word board.

- ▶ Word cards

Activity

Students identify inflections and base words by playing a game.

1. Place word cards face down in a stack. Provide each student with a different base word board.
2. Taking turns, students select the top card from the stack and read the word (e.g., “dreamer”).
3. Identify the word parts, (e.g., “dream – er”).
4. Look for base word on word board. If found, place word card on top of base word. If not found, place word card on bottom of stack.
5. Play continues until word boards are filled.
6. Peer evaluation



Phonics P.039 Covering the Bases	
Base Word Board A	
construct	protect
hope	friend
dream	stopped
reach	big

Extensions and Adaptations

- ▶ Make more word boards and word cards.

Base Word Board A

construct

protect

hope

friend

dream

stop

reach

big

Base Word Board B

hop

follow

return

drain

place

board

large

fast

constructing

hopping

hoping

draining

protected

stopped

followed

placed



friends

reaches

returns

boards

dreamer

biggest

larger

fastest





Objective

The student will identify base words and inflections.

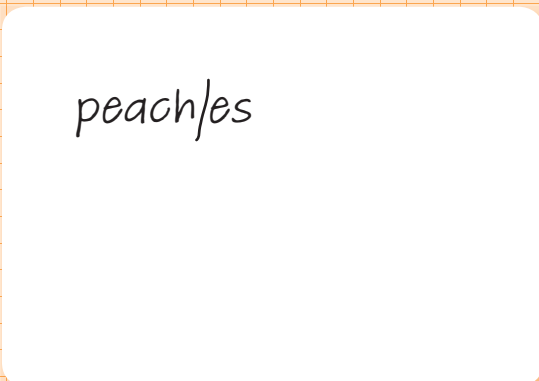

Materials

- ▶ Word cards
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Student sheet
- ▶ Pencils

Activity

Students analyze words by identifying the base word and inflections.

1. Place word cards face down in a stack at the center. Provide each student with a whiteboard, marker, and student sheet.
2. Taking turns, students select the top card from the stack and read it.
3. Write the word on their whiteboards.
4. Determine the base word and the inflection. Put a line between the base word and inflection.
5. Record on student sheet.
6. Teacher evaluation

Name _____

Parting Words P.040

WORD	=	BASE WORD	+	INFLECTION
thank/s	=	thank	+	s
smallest	=	small	+	est
peach/es	=	peach	+	es
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____

Extensions and Adaptations

- ▶ Use three syllable words and choose three cards at a time.

Phonics

Parting Words

P. 040

protecting

appearing

connecting

peaches

curtains

thanks

reflected

lined



stacked

smallest

longest

funniest

smarter

happier

taller

wanted



Name _____

WORD = BASE WORD + INFLECTION

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____

_____ = _____ + _____



Objective

The student will identify base words and affixes.

Materials

- ▶ Word cards
- ▶ Student sheet
- ▶ Pencil

Activity

Students segment words into base words and affixes.

1. Place word cards face up at the center. Provide the student with a student sheet.
2. Student selects one word card at a time and reads it.
3. Writes word on student sheet.
4. Underlines the base word.
5. Circles the affixes.
6. Records whether affixes are prefixes, suffixes, or both.
7. Teacher evaluation

The illustration shows five word cards on a grid background: 'recall', 'defrost', 'unspok', 'forehead', and 'safely'. To the right is a student sheet with a table for recording word analysis.

Name _____			
Affix Hunt		P.041	
Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both
safely	suffix		
defrost	prefix		

Extensions and Adaptations

- ▶ Underline the vowel sounds.
- ▶ Sort words by number of syllables.

Phonics

Affix Hunt

P. 041

recall

undo

defrost

nonsense

safely

careful

defective

foolish



preheats

disappear

impressive

forehead

returned

unspoken

disrespectful

disagreement



Name _____

Affix Hunt

P. 041

Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both



Objective

The student will blend base words and affixes.

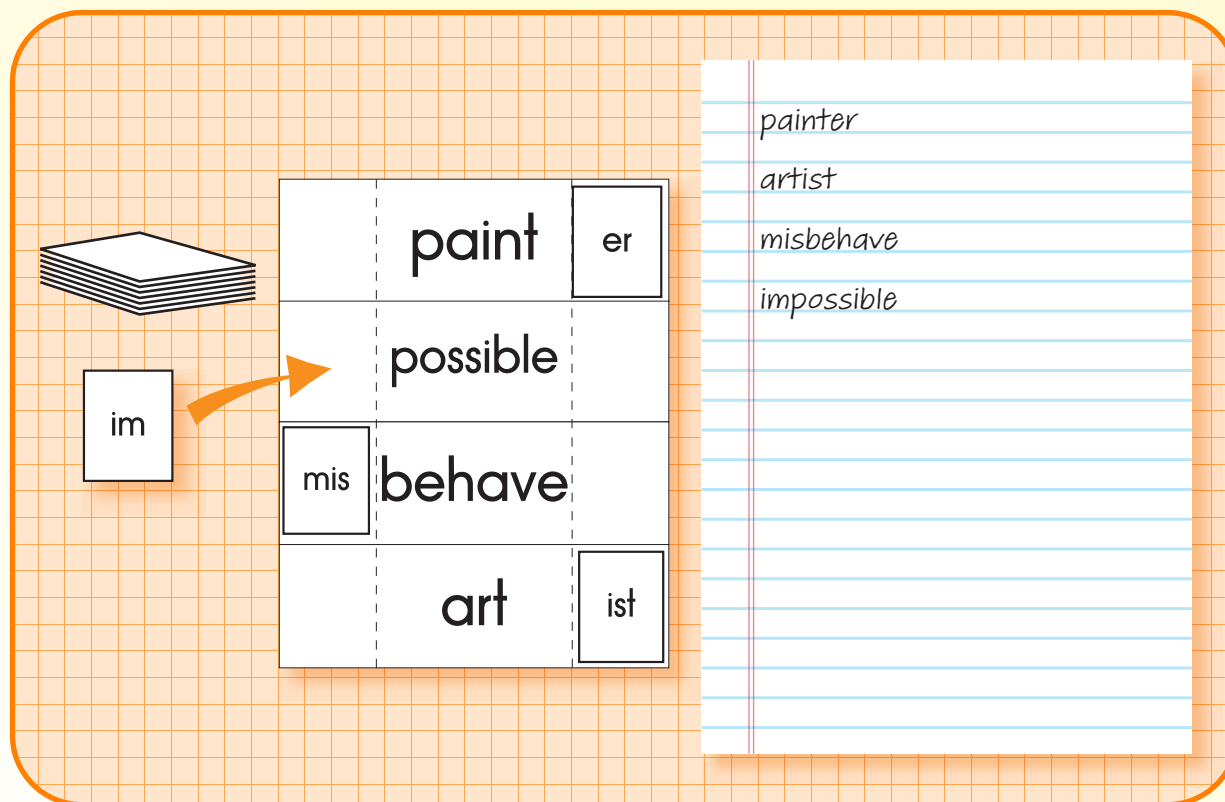
Materials

- ▶ Base word cards
- ▶ Affix cards
- ▶ Paper
- ▶ Pencils

Activity

Students add affixes to make words.

1. Place the affix cards face down in a stack. Place the base word cards face up in rows.
2. Taking turns, students select the top card from the stack and say the name of the affix.
3. Find a base word card that, when the affix is added will make a new (real) word.
4. Read the new word and state whether the affix is a prefix or suffix.
Write the new word on paper.
5. Peer evaluation



	paint	er
	possible	
mis	behave	
	art	ist

painter
artist
misbehave
impossible

Extensions and Adaptations

- ▶ Sort affixes into prefixes and suffixes.
- ▶ Use other base words and affixes.

agree

school

cheer

able



paint

possible

behave

art



sense

tender

call

child



pre

un

im

mis

non

re

ful

er

ment

ist

ness

ish

affix cards





Base Word Sort



Objective

The student will blend base words with affixes and inflections.



Materials

- ▶ Pocket chart
- ▶ Word cards



Activity

Students identify word components by doing a sort.

1. Place pocket chart at the center. Scatter word cards face up on a flat surface.
2. Taking turns, students read the words and decide which are the base words.
3. Place in top row of pocket chart.
4. Read and place remaining word cards under the corresponding base word.
Say the base and affix and/or inflection.
5. Peer evaluation

like	print
dislike	printer

imprint



Extensions and Adaptations

- ▶ Sort by number of graphemes or phonemes.
- ▶ Sort by morphemes.

print

printer

imprint

reprint

printable

like

dislike

likable



Phonics

Base Word Sort

P. 043

likely

agree

agreed

disagree

agreeing

disagreement

possible

possibly



impossible

possibility

possibilities

manage

manager

management

manageable

unmanageable





Word Construction

Objective

The student will blend base words with affixes and inflections.

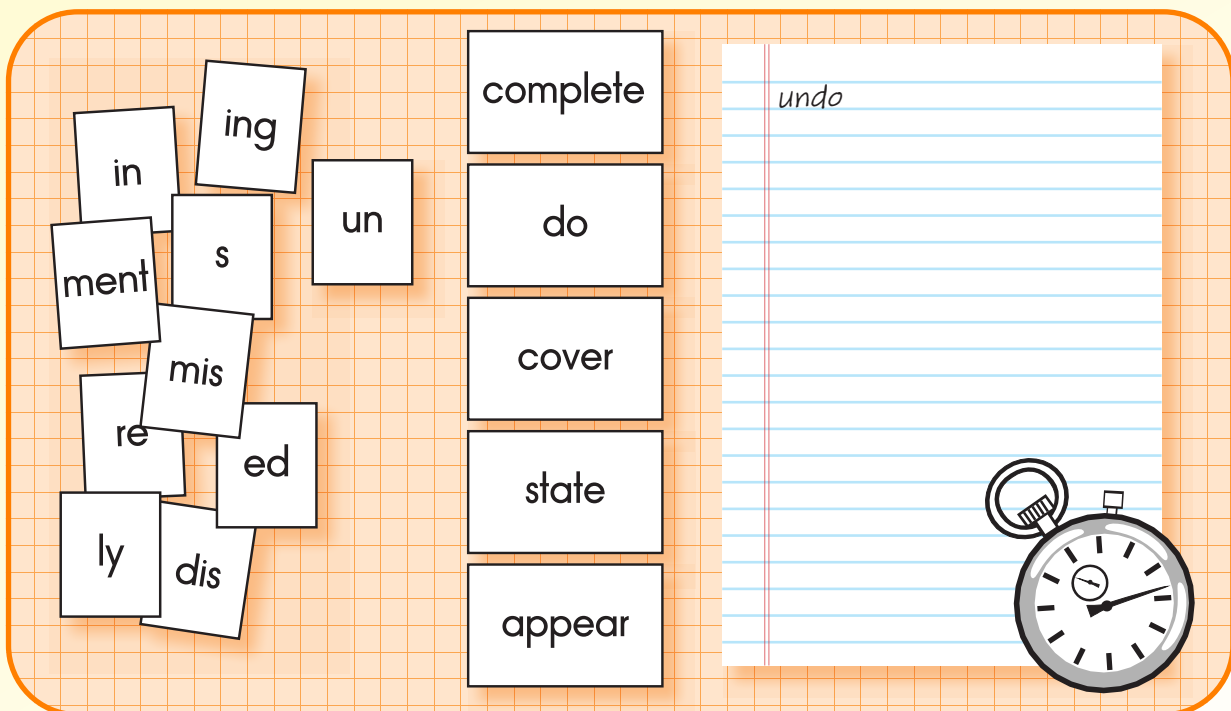
Materials

- ▶ Base word cards
- ▶ Affix and inflection cards
- ▶ Timer
- ▶ Paper
- ▶ Pencils

Activity

Students combine base words and affixes to make new words.

1. Place base word cards in a column and timer at the center. Scatter affix and inflection cards face up on a flat surface.
2. Taking turns, student one sets timer for two minutes.
3. Student two forms as many words as possible using a base word and at least one affix or inflection.
4. Student one records words on paper as words are formed.
5. Reverse roles and repeat activity attempting to make more words.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Sort words by prefix and suffix.
- ▶ Sort words by inflection.
- ▶ Use other base words.

complete

place

do

appear

cover

state



Phonics

Word Construction

P. 044

re

un

dis

mis

in

ly

s

ed

ing

ment

affix and inflection cards





F. 001

Letter-Sound Correspondence

Letter-Sound Mix-Up



Objective

The student will gain speed and accuracy in recognizing letter-sounds.



Materials

- ▶ Letter-sound sheets
Some letters have more than one sound (e.g., c, g, s, x, y, and all vowels). It is suggested that when timing, students say only one sound per letter. There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both. Make two copies of each sheet and laminate.
- ▶ Sounds correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® markers



Activity

Students take turns identifying sounds of letters in a timed activity.

1. Place two copies of the letter-sound sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two goes across the page, points to each letter, and says sound of letter (e.g., points to the letter “b,” says /b/). Student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any letters that are mispronounced. If all sounds are pronounced, go back to the top and continue until timer goes off.
4. Student two counts number of sounds pronounced correctly and records on his sounds correct per minute record.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

Letter-Sound Mix-Up					
1.	r	c	x	f	p
	v	k	a	b	e
	h	x	n	i	o
	w	y	u	z	s
	g	d	c	m	j
	b	a	k	v	t
	n	l	i	h	p
	z	u	y	w	v
	f	l	o	q	t
	k	e	f	d	c
	m	j	y	r	g
	f	x	d	v	h

Letter-Sound Mix-Up	
Sounds Per Minute	
1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



Extensions and Adaptations

- ▶ Say letter name and sound.
- ▶ Time how long it takes to pronounce all sounds.
- ▶ Say all possible sounds during the timing for c, g, s, x, y, and all vowels.

Fluency

Letter-Sound Mix-Up

F. 001

1. r c x f p
 v k a b e
 h x n i o
 w y u z s
 g d c m j
 b a k v t
 n l i h p
 z u y w v
 f l o q t
 k e f d c
 m j y r g
 f x d v h

2. j a y v t
u w i h p
b d f m e
g t n v x
p o k j a
s r h l u
z e f d b
i u g n s
x k w t o
b f m d c
q s c y v
l e r q z

Sounds Correct Per Minute

1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds

Sounds Correct Per Minute

1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



F. 002

Letter-Sound Correspondence

Digraph and Diphthong Dash



Objective

The student will gain speed and accuracy in recognizing letter-sounds.



Materials

- ▶ Digraph-diphthong practice sheets

Digraphs presented are: ay, ea, oa, au, ai, oo, ee, aw, ph, sh, th, ch, wh, kn, ck.

Diphthongs presented are: oy, oi, ow, and ou.

There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.

Note: Some letter combinations have more than one sound (e.g., “ea” as in eat, head, break;

“ow” as in now, row; “ou” as in out, four, you, country; “th” as in think, this; “oo” as in foot, boot, floor; “ch” as in chin, chorus, chivalry; “ai” as in bait and said).

It is suggested that, when timing, students say only one sound per letter combination.

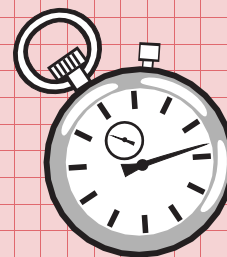
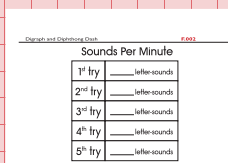
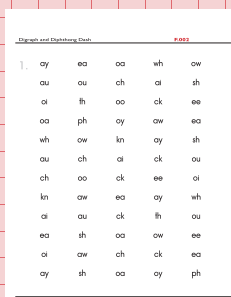
- ▶ Sounds correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Pencils



Activity

Students take turns identifying digraphs and diphthongs in a timed activity.

1. Place the digraph-diphthong practice sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, students practice reading the digraphs and diphthongs aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any digraphs and diphthongs that are read incorrectly. If all on the sheet are read, go back to the top and continue reading. Continues until timer goes off.
5. Student one marks the last digraph or diphthong read and counts the number read correctly.
6. Student two records the number of digraphs or diphthongs read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation



Extensions and Adaptations

- ▶ Use the mixed letter-sound, digraph, diphthong sheet 3.
- ▶ Say all possible sounds during the timing for the digraphs (i.e., ea, ow, ou, th, oo, ch, ai).
- ▶ Use teacher-made practice sheets with repeating words containing target digraphs and diphthongs (e.g., meat, wheat, seal, mean, treat, seal, meat, treat, wheat, mean).

Fluency

Digraph and Diphthong Dash

F. 002

1. ay ea oa wh ow
 au ou ch ai sh
 oi th oo ck ee
 oa ph oy aw ea
 wh ow kn ay sh
 au ch ai ck ou
 ch oo ck ee oi
 kn aw ea ay wh
 ai au ck th ou
 ea sh oa ow ee
 oi aw ch ck ea
 ay sh oa oy ph

2. au ou ch ai sh
 oa ph oy aw ea
 ch kn ck ee oi
 ph aw ea ay wh
 ai au ck th ou
 oi th oo ck ee
 ay ea oa wh ow
 au ou ch ai sh
 wh ow oa kn ch
 ck ou ph ck aw
 oo wh oi sh ay
 ee ay au th ea

Fluency

Digraph and Diphthong Dash

F. 002

3. m oo aw o ay
ck b sh z oi
a n ea ay w
au th u ow wh
c f ou h j
ai x th e ph
s g i au k
q t r oy sh
d ai ee oa v
kn y oy ch ou
aw v d l sh
r aw p ea h

Sounds Correct Per Minute

1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds

Sounds Correct Per Minute

1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



F. 003

Word Parts Word Part Race

Objective

The student will gain speed and accuracy in reading word parts.

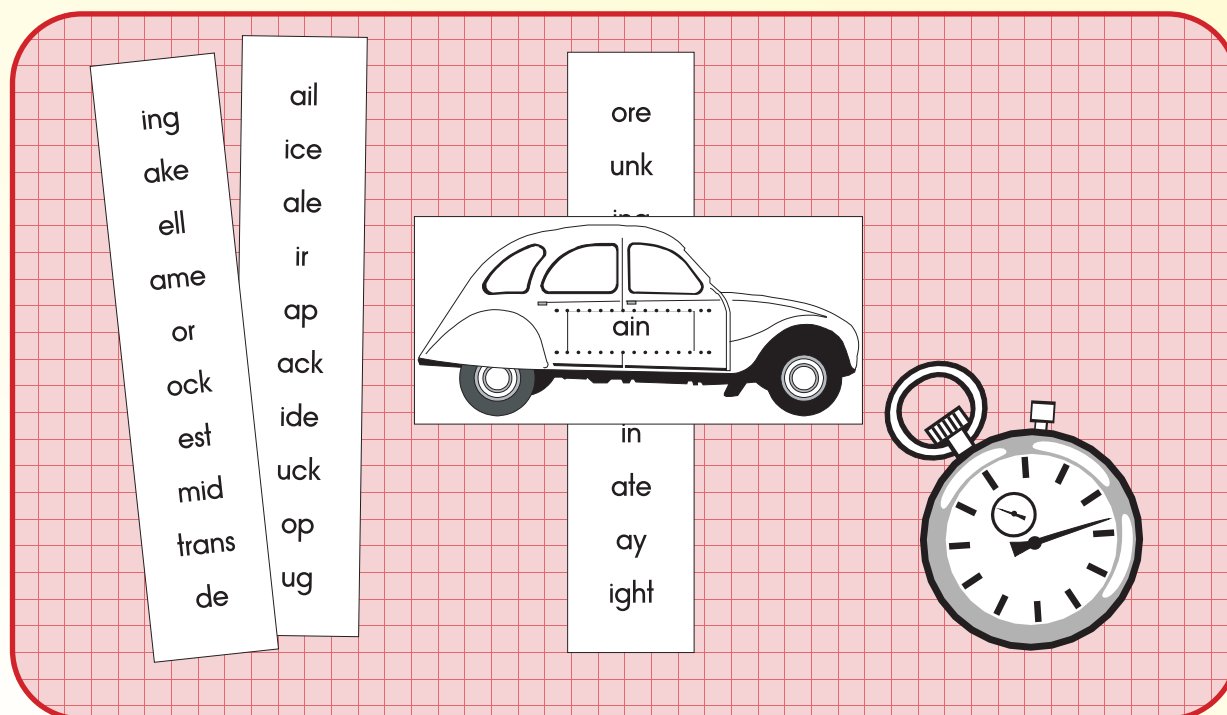
Materials

- ▶ Word part car slides
*These consist of the 37 most common rimes and common prefixes and suffixes.
Copy on card stock and laminate.
Cut on dotted lines to thread strips.*
- ▶ Word part strips
*Cut and laminate.
Thread the strips in the word part car slides so that word parts show.*
- ▶ Timer (e.g., digital)

Activity

Students quickly read word parts by using a race car slide.

1. Place the word part car slides threaded with strips and the timer at the center.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two moves the strip through the slide as he reads each word part. Chooses additional slides with strips and continues reading until the timer goes off.
4. Reverse roles and continue activity attempting to read all slides within one minute.
5. Peer evaluation



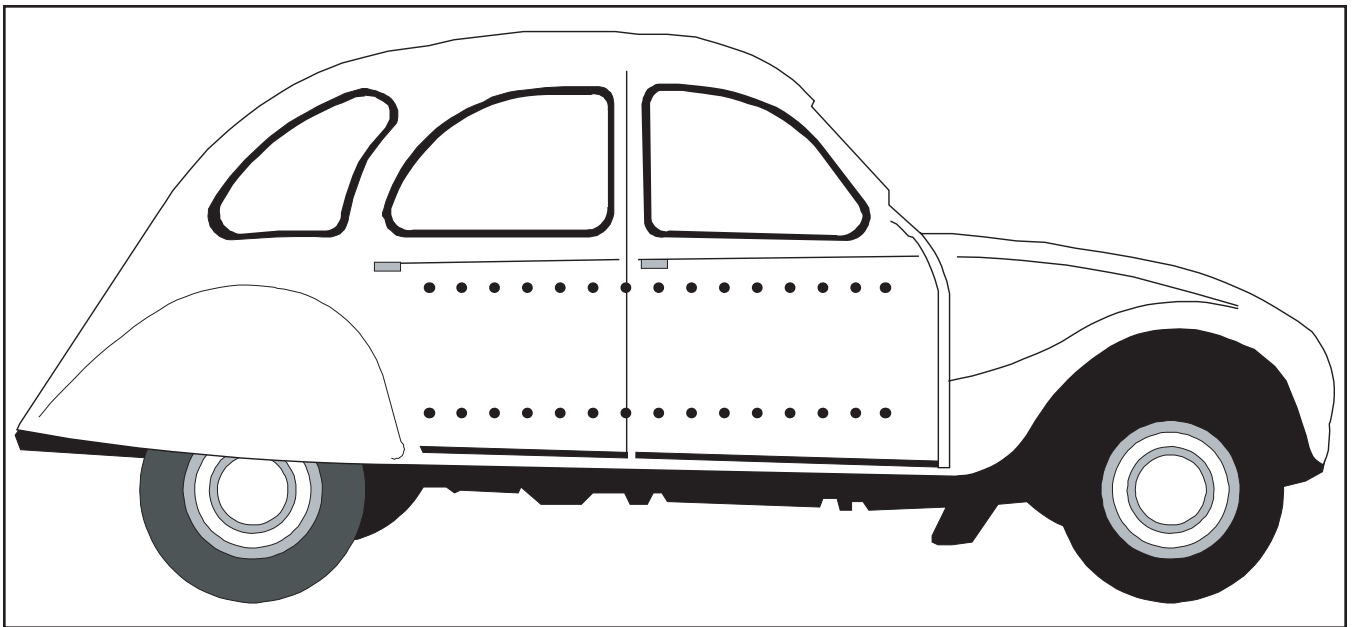
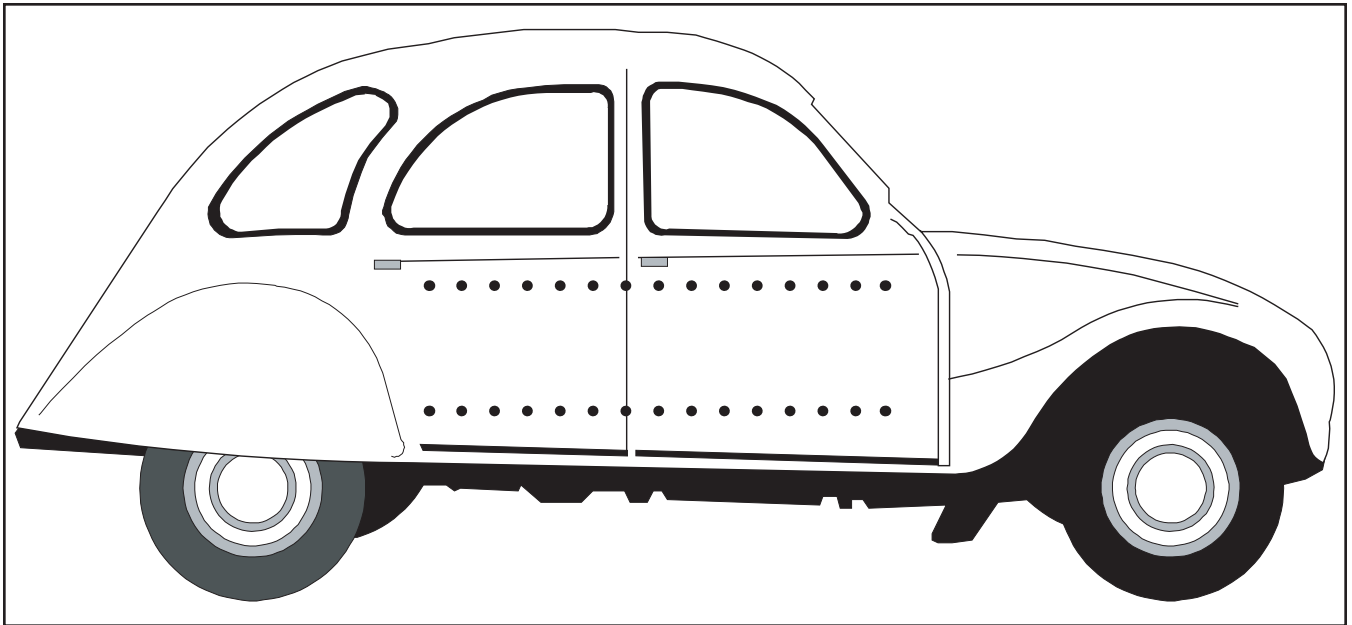
Extensions and Adaptations

- ▶ Make other strips using target word parts and words.

Fluency

Word Part Race

F. 003



Directions: Cut on dotted lines and thread slide through to show word parts.

F. 003

Word Part Race

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Fluency

Word Part Race

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Objective

The student will gain speed and accuracy in letter recognition.



Materials

- ▶ YES and NO header cards

Copy on colored construction paper and laminate.

- ▶ Syllable cards

There are 100 common non-word syllables. Some syllables have more than one pronunciation (e.g., “ty” as in Tyrone and party; “ger” as in geranium and hunger; “ar” as in artist and dollar). It is suggested that when timing, students say only one sound per syllable.

Note: All open syllables are pronounced with a long vowel sound. The syllable “peo” is pronounced /pe/ as in people.

- ▶ Syllables correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Pencils



Activity

Students quickly read syllables in a timed activity.

1. Place timer and header cards at the center. Stack the set of syllable cards face down and provide each student with a syllables correct per minute record.
2. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the syllable.
3. If the syllable is read correctly, the student places the card in a pile on the “YES” card. If the syllable is read incorrectly, places it in a pile on the “NO” card.
4. Continue the activity until the timer rings. Count the syllable cards in the “YES” pile and record the number on the syllables correct per minute record. Read cards in “NO” pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

“ment!”

F.004		Syllable Sprint	
Syllables Per Minute			
1 st try	_____	_____	syllables
2 nd try	_____	_____	syllables
3 rd try	_____	_____	syllables
4 th try	_____	_____	syllables
5 th try	_____	_____	syllables



Extensions and Adaptations

- ▶ Use practice sheets containing common non-word syllables. There are approximately 20 different syllables presented on each sheet.

YES

header



NO

header



F. 004

Syllable Sprint

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Fluency

Syllable Sprint

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Fluency

Syllable Sprint

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Syllables Correct Per Minute

1 st try	_____ syllables
2 nd try	_____ syllables
3 rd try	_____ syllables
4 th try	_____ syllables
5 th try	_____ syllables

Syllables Correct Per Minute

1 st try	_____ syllables
2 nd try	_____ syllables
3 rd try	_____ syllables
4 th try	_____ syllables
5 th try	_____ syllables

1. y ver tion ter ry
re oth o ing i
ex es er en ed
e di de com bout
al ing er i y
ter al ed es e
tion re o oth de
ver ex en di bout
com al bout com de
di e ed er es
ex oth ing o re
i ter tion ry ver

common non-word syllables

2. wa un u ty tle
 ri pro ple per peo
 num mer ment ma ers
 der con ble ber ar
 af ple con per un
 der tle ber ty num
 peo ble af ers mer
 wa ment pro ar ma
 ri af ar ber ble
 con der ers ment mer
 ri un ty tle wa
 pro ple per peo num

common non-word syllables

3. sen ture fer dif pa
 tions ther fore est fa
 la ei n't si ent
 ven ev ac ca fol
 sen ture fer dif pa
 tions ther fore est fa
 la ei n't si ent
 ven ev ac ca fol
 sen ture fer dif pa
 tions ther fore est fa
 ev fa ven ca ei
 fore ther tions fol ac

common non-word syllables

4. tain po pic pe par
 ny ning na mu moth
 mon lar im ful ern
 dis coun col cit cal
 ful na tain ning col
 par dis ern ny cit
 po cal mu moth pic
 im coun mon pe lar
 cal cit col coun dis
 ern ful im lar mon
 mu tain par po pic
 pe ning na mu moth

common non-word syllables

5. ward ure tween ters tence
stud sec por nit nev
mem hap ger gan fi
cov bod bers ap ad
por fi tween sec ap
stud ad hap gan bod
tence ward cov nev ure
mem ters bers ger nit
ad ap ger bod cov
fi gan por hap mem
sec ward ters ure tween
tence stud por nit nev

common non-word syllables



F. 005

Word Parts

Syllable Speed Practice



Objective

The student will gain speed and accuracy in reading syllables.



Materials

- ▶ Syllable speed practice sheets
Each sheet has a different syllable type (i.e., open, closed, r-controlled, VCE, vowel teams, cons-le). Select target practice sheet. Twenty syllables are presented on each page. Make two copies of each sheet and laminate.
Note: All vowels are pronounced long on the open syllable sheet.
- ▶ Syllables correct per minute graph
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers



Activity

Students quickly read syllables by doing timed practices.

1. Place two copies of the target syllable speed practice sheet and timer at the center. Provide each student with a syllables correct per minute graph.
2. Taking turns, students practice reading the syllables aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any syllables that are read incorrectly. If all the syllables on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last syllable read. Counts the number of syllables read correctly.
6. Student two graphs number of syllables read correctly on his syllables correct per minute graph.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation

Syllable Speed Practice F.005

bit	cap	dom	ish	tic
kin	lin	en	son	tan
ess	ock	ank	ug	ump
ash	eck	ent	op	ill
en	lon	ess	kin	ent
tic	ump	ug	ank	ash
dom	ock	lin	bit	eck
son	cap	ish	ill	op
ash	kin	lin	cap	en
ump	tan	ess	ug	dom
bit	ish	ock	ank	tic
son	ent	eck	ill	op

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Name _____
F.005 Syllable Speed Practice

Syllables Per Minute

60				
59				
58				
57				
56				
55				
54				
53				
52				
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50				
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Extensions and Adaptations

- ▶ Use practice sheet containing all six syllable types.
- ▶ Use advanced graphs with more fluent readers.

1. bit cap dom lish tic
kin lin en son ton
ess ock ank ug ump
ash eck ent op ill
en ton ess kin ent
tic ump ug ank ash
dom ock lin bit eck
son cap lish ill op
ash kin lin cap en
ump ton ess ug dom
bit lish ock ank tic
son ent eck ill op

closed syllables

2. he re ba me de
 te ne vo di ra
 fi spa du be co
 fa de bo fi mu
 ru hi ha le fo
 go pe fli pa tu
 la pu se wo di
 pre wa ti ru bo
 fi be mu da ha
 vo pi fa pu se
 ma du we ti sho
 bi ne pra go tu

open syllables

3. er or ir ar ur
or ir art ur ar
ird ar ur erm or
ar er orn ir ur
urt ir ar erd or
orn er irk ar ur
art urb er ork ir
er arm ir ur ark
ir er ur ar arn
or ir ard ur er
irt erb urp irm or
er ar art urn arm

r-controlled syllables

4. ate ire obe ume ede
 ote ene ive ade ube
 ife ape ode ule ete
 use ide ame eve ope
 aze uke ine ole ene
 ipe one ede ace uge
 ale oke ute ive ibe
 ete ube ake ite ove
 ice ave oke ude ete
 ove ike afe ede use
 ile eve une ite ote
 uke ate ove ime ube

vowel-consonant-e syllables

5. eam oat een ood ait
ie ay own eep ood
oan aid oan ead oal
ail eed own aw oof
oe ait each ay eek
oon eal ook ain eet
eep oe ead ood air
oop eet aid oan own
oam ie eem oup eal
oad ail oa eak eet
oon eam oat ay ook
ain eel eem eap aw

vowel team syllables

6. ble kle zle dle gle
 ple gle kle fle zle
 kle ple dle ble fle
 gle dle cle fle gle
 dle zle ple ble cle
 gle ple ble kle zle
 zle dle cle gle fle
 kle dle gle ble tle
 dle kle zle ble kle
 ple ble cle gle fle
 ble dle kle zle gle
 kle ple tle fle cle

consonant -le syllables

7. est arm ink ite de
ame bout un oat com
ble ex num ing fi
own dis bo oke ple
oat de est un ble
ite pe ex ame com
oke bout ing ink num
ple own fi dis bo
ink ble oat ex un
ar dis fi bout ite
ple de oke num own
bo ame com est ing

all syllable types

Syllables Correct Per Minute

60					
59					
58					
57					
56					
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30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



Pick-A-Part

Objective

The student will gain speed and accuracy in recognizing letter-sounds and word parts.

Materials

- ▶ Letter-sound and word part cards

These cards consist of common consonant digraphs, vowel digraphs, diphthongs, initial blends, and a sampling of syllables.

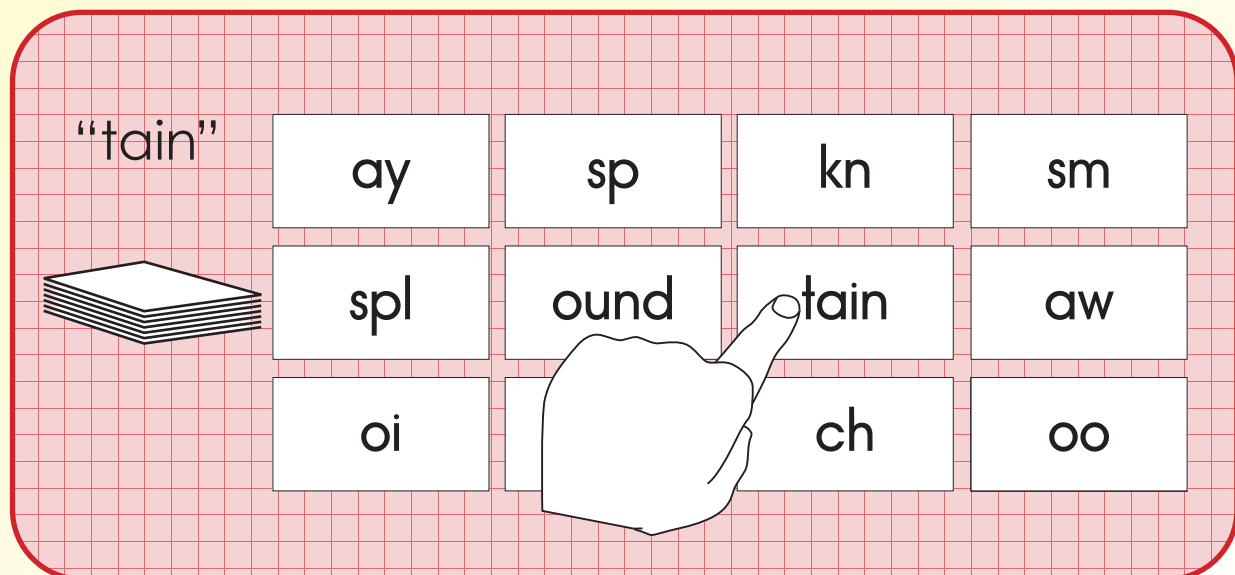
Some letter combinations have more than one sound (e.g., oo as in foot, boot, floor; ea as in eat, head, break; ar as in car, dollar; ch as in chin, chorus, chivalry).

It is suggested that students say only one sound per letter combination when doing this activity.

Activity

Students quickly identify letter-sounds and word parts in a card game.

1. Place letter-sound and word part cards in a stack face down at the center.
2. Working in pairs, students sit side-by-side and place up to 15 letter-sound and word part cards face up in rows.
3. Student one looks at the cards, says a sound or word part, and counts to five silently while student two quickly finds, points, and says the sound or word part.
4. If the word part is identified before the count of five, student two picks up the card. Student two replaces the card with a new letter-sound or word part card. If the letter-sound or word part card is not identified, student one points to the card and says another letter-sound or word part.
5. Reverse roles and continue until all cards have been identified.
6. Peer evaluation



"tain"

ay	sp	kn	sm
spl	ound	tain	aw
oi		ch	oo

Extensions and Adaptations

- ▶ Use words, phrases, or short sentences.
- ▶ Use word part cards as flash cards.

F. 006

Pick-A-Part

ay

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Fluency

Pick-A-Part

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F. 006

Pick-A-Part

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Fluency

Pick-A-Part

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F. 006

Pick-A-Part

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Fluency

Pick-A-Part

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Objective

The student will gain speed and accuracy in reading affixes.



Materials

- ▶ Affix Zip practice sheets
*These sheets consist of common prefixes and suffixes.
Select target practice sheet (i.e., prefix, suffix).
Make two copies of each sheet and laminate.
It is suggested that when timing, students say only one sound per affix.*
- ▶ Affixes correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

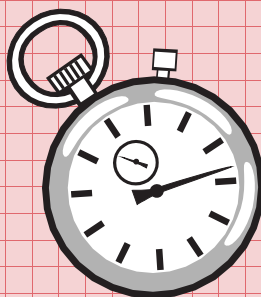


Activity

Students quickly read affixes by doing timed practices.

1. Place two copies of the target affix zip practice sheet(s) and timer at the center. Provide each student with an affixes correct per minute record.
2. Taking turns, students practice reading the affixes aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any affixes that are read incorrectly. If all the affixes on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last affix read. Counts the number of affixes read correctly.
6. Student two records the number of affixes read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation.

Affix Zip		F.007			
1	anti	re	dis	super	mid
	inter	im	en	semi	em
	de	il	non	over	mid
	pre	re	un	sub	trans
	under	fore	anti	em	super
	ds	ir	semi	in	en
	over	non	im	mis	il
	de	mis	de	in	pre
	trans	un	sub	under	ir
	fore	il	dis	anti	inter
	mid	em	trans	super	en
	ir	pre	mid	ie	inle



Affixes Per Minute	
1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes



Extensions and Adaptations

- ▶ Use mixed affix practice sheet.
- ▶ Use affixes and words practice sheets.

1. anti re dis super mid
inter im en semi em
de il non over mid
pre re un sub trans
under fore anti em super
dis ir semi in en
over non im mis ir
de mis de in pre
trans un sub under ir
fore il dis anti inter
mid em trans super en
ir pre mid ir inter

prefixes

2. de over il de non
 dis re ir trans mis
 em semi en semi ir
 fore sub em un inter
 il trans non trans in
 im un over super im
 in super mis sub fore
 inter un pre semi en
 ir re inter re em
 non im fore pre dis
 un re in non over
 dis de pre trans il

prefixes

3. ing al ible ed able
 al er ous est ive
 ic ment ly en er
 ive ful less ment est
 es ty ful ation al
 ness ing y less ic
 ed est ly tion ness
 ation er al ity ly
 ing es able ive or
 ity en or ed tion
 able y tion ic ible
 ty or ful less ous

suffixes

4. able ship ible ed ation
- ness er ar est or
- est ment ly ess ful
- ette ful less ish ible
- ent ist ism ation ish
- ness ing ship ess ism
- ed ar ible ly like
- ation ish hood est ly
- ing er able ent ment
- ism ent ist ed ness
- ing or like hood able
- ar ful ment ness est

suffixes

5. ed est ment ly able
trans un sub re dis
ing non less pre over
ful im dis ness est
dis or non less pre
ment ly est ness ed
re sub trans un able
or ful dis over ing
ment ly able est ed
un sub dis trans re
less pre ing non over
dis ful ness est im

prefixes and suffixes

6.	un-	undo	unable	unlike	uneven
	re-	reheat	refill	return	rewind
	in-	invisible	indirect	incorrect	infinite
	im-	impossible	impure	imperfect	impatient
	dis-	disable	disappoint	disobey	disagree
	en-	enjoy	enlarge	enlist	encounter
	non-	nonslip	nonfiction	nonstop	nonsense
	over-	overact	overbake	overflow	overcame
	mis-	mislead	mislocate	misread	mistreat
	pre-	precut	preplan	preschool	preheat

prefixes and words

7.	-s	chains	books	streets	cubes
	-es	wishes	catches	glasses	mixes
	-ed	dragged	ended	asked	brushed
	-ing	covering	reaching	teaching	matching
	-ly	friendly	safely	kindly	mostly
	-er	cleaner	teacher	jogger	singer
	-or	actor	collector	sailor	visitor
	-y	rusty	tricky	summery	needy
	-est	loudest	straightest	shortest	biggest
	-ful	armful	playful	wonderful	peaceful

Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes

Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes

This list is comprised of 337 common syllables found in the 5,000 most frequent English words. 100 are non-word syllables and can be found in card format with activity F.004.

The remaining 237 can be found in card format following this listing. Some of these 237 syllables may actually be words. However, for these activities, they are intended to be used as syllables. For example, the letters “t-r-y” spell the word “try,” but they also represent the second syllable in the word “coun-try.”

Furthermore, there are instances when a syllable will have more than one pronunciation. The syllable “dy” can be pronounced /dē/ as in candy, or /dī/ as in “dynamite.” In addition, all syllables ending with a vowel are pronounced with a long vowel sound (e.g., “t-a” is pronounced /tā/).

It is up to the judgment and expertise of the teacher regarding how and when to introduce the syllables in the classroom as well as how to pronounce them during the activities. It is suggested, however, that during timings only one pronunciation be required.

- | | |
|----------|----------|
| 1. a | 35. can |
| 2. ac | 36. cap |
| 3. act | 37. car |
| 4. ad | 38. cat |
| 5. af | 39. cate |
| 6. ag | 40. cen |
| 7. age | 41. cent |
| 8. air | 42. char |
| 9. al | 43. ci |
| 10. als | 44. cial |
| 11. am | 45. cir |
| 12. an | 46. cit |
| 13. ap | 47. cle |
| 14. ar | 48. co |
| 15. as | 49. col |
| 16. at | 50. com |
| 17. ate | 51. come |
| 18. au | 52. con |
| 19. ba | 53. cor |
| 20. bat | 54. coun |
| 21. be | 55. cov |
| 22. ber | 56. cu |
| 23. bers | 57. cul |
| 24. bet | 58. cus |
| 25. bi | 59. cy |
| 26. ble | 60. da |
| 27. bles | 61. dan |
| 28. bod | 62. day |
| 29. bor | 63. de |
| 30. bout | 64. den |
| 31. but | 65. der |
| 32. by | 66. ders |
| 33. ca | 67. di |
| 34. cal | 68. dif |

69. dis	103. ful	137. lar	171. mo
70. dle	104. gan	138. lat	172. mon
71. dy	105. gen	139. lead	173. moth
72. e	106. ger	140. lec	174. mu
73. east	107. gi	141. lect	175. mul
74. ed	108. gle	142. lent	176. my
75. ef	109. go	143. less	177. n't
76. el	110. grand	144. let	178. na
77. en	111. great	145. li	179. nal
78. ence	112. hap	146. light	180. near
79. end	113. har	147. lin	181. nel
80. ent	114. head	148. lo	182. ner
81. er	115. heav	149. long	183. ness
82. ered	116. high	150. low	184. net
83. ern	117. ho	151. lu	185. nev
84. ers	118. hunt	152. ly	186. new
85. es	119. i	153. ma	187. ni
86. est	120. ic	154. mag	188. ning
87. et	121. ies	155. main	189. nit
88. ev	122. il	156. mal	190. no
89. eve	123. im	157. man	191. nore
90. ex	124. in	158. mar	192. nu
91. fa	125. ing	159. mat	193. num
92. fac	126. ings	160. me	194. ny
93. fect	127. ion	161. meas	195. o
94. fer	128. is	162. mem	196. ob
95. fi	129. ish	163. men	197. oc
96. fin	130. it	164. ment	198. of
97. fish	131. its	165. ments	199. on
98. fix	132. jo	166. mer	200. one
99. fol	133. ket	167. mi	201. op
100. for	134. la	168. mil	202. or
101. fore	135. land	169. min	203. oth
102. form	136. lands	170. mis	204. ous

Fluency

Affix Zip

F. 007

205. out	239. round	273. tain	307. ture
206. pa	240. row	274. tal	308. tures
207. par	241. ry	275. te	309. tween
208. prac	242. sa	276. ted	310. ty
209. parc	243. sand	277. tel	311. u
210. pe	244. sat	278. tem	312. uer
211. pen	245. sent	279. ten	313. um
212. peo	246. se	280. tence	314. un
213. per	247. sec	281. tend	315. up
214. pi	248. self	282. ter	316. ure
215. pic	249. sen	283. ters	317. us
216. play	250. ser	284. the	318. va
217. ple	251. set	285. ther	319. val
218. ples	252. ship	286. ti	320. var
219. ply	253. si	287. tic	321. vel
220. po	254. side	288. ties	322. ven
221. point	255. sim	289. tin	323. ver
222. por	256. sion	290. ting	324. vi
223. port	257. sions	291. tion	325. vid
224. pos	258. sis	292. tions	326. vis
225. pre	259. so	293. tive	327. wa
226. pres	260. some	294. tle	328. ward
227. press	261. son	295. to	329. way
228. pro	262. sons	296. tom	330. west
229. ra	263. south	297. ton	331. where
230. ral	264. stand	298. tor	332. wil
231. re	265. stud	299. tors	333. win
232. read	266. su	300. tra	334. won
233. rec	267. sub	301. tract	335. work
234. rect	268. sug	302. tray	336. writ
235. rep	269. sun	303. tri	337. y
236. ri	270. sup	304. tro	
237. ried	271. sur	305. try	
238. ro	272. ta	306. tu	

F. 007

Affix Zip

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F. 007

Affix Zip

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Fluency

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Fluency

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Fluency

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Fluency

Affix Zip

F. 007

west

where

wil

win

won

work

writ





Objective

The student will gain speed and accuracy in reading words.



Materials

- ▶ Word family practice sheets
Select target practice sheet, make two copies, and laminate.
- ▶ Words correct per minute graph.
This graph can be used to record 30-60 words correct per minute.
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® marker



Activity

Students match letters of the alphabet to the Alphabet Arc in a timed activity.

1. Place two copies of the target word family practice sheets and timer at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rime and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any rimes or words that are read incorrectly. If all the words on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last word read. Counts the number of rimes and words read correctly.
6. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
7. Repeat the activity at least two more times to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation

Word Family Zoom F.008

-ay	-il	-ip	-id	-am
kay	fill	hip	sid	jam
skay	hill	kip	sud	nam
day	bill	ship	cid	ram
play	thill	skip	mid	sam
hay	spill	tip	hid	am
kay	chill	rip	bid	oram
-ag	-ack	-ank	-ack	-all
bag	back	bank	ack	fall
flag	crack	wack	back	hall
dag	black	lank	sack	ball
lag	shack	blank	back	small
wag	frack	crack	chack	dall
rag	sack	drack	hack	wall

Name _____
Word Family Zoom F.008

Words Per Minute

1st				
2nd				
3rd				
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				
13th				
14th				
15th				
16th				
17th				
18th				
19th				
20th				
21st				
22nd				
23rd				
24th				
25th				
26th				
27th				
28th				
29th				
30th				

1st 2nd 3rd 4th 5th



Extensions and Adaptations

- ▶ Use different rimes and words.
- ▶ Use advanced graphs with more fluent readers.

-ay

-ill

-ip

-at

-am

lay

fill

hip

sat

jam

stay

hill

lip

flat

ham

day

bill

ship

cat

ram

play

thrill

skip

mat

Sam

hay

spill

trip

hat

am

bay

chill

flip

bat

cram

-ag

-ack

-ank

-ick

-ell

bag

tack

bank

sick

fell

flag

crack

sank

trick

shell

drag

black

tank

slick

bell

lag

shack

blank

brick

smell

wag

track

crank

chick

dell

rag

sack

drank

thick

sell

-ot -ing -ap -unk -ail

hot sing cap dunk rail

slot thing tap sunk bail

cot bring snap skunk frail

spot king lap hunk snail

jot sling strap junk tail

not wing clap trunk mail

-ain -eed -y -out -ug

rain seed fly pout hug

chain need cry about bug

gain breed my trout shrug

main feed try snout dug

brain greed dry shout jug

pain heed by out rug

Words Correct Per Minute

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



Objective

The student will gain speed and accuracy in reading words.

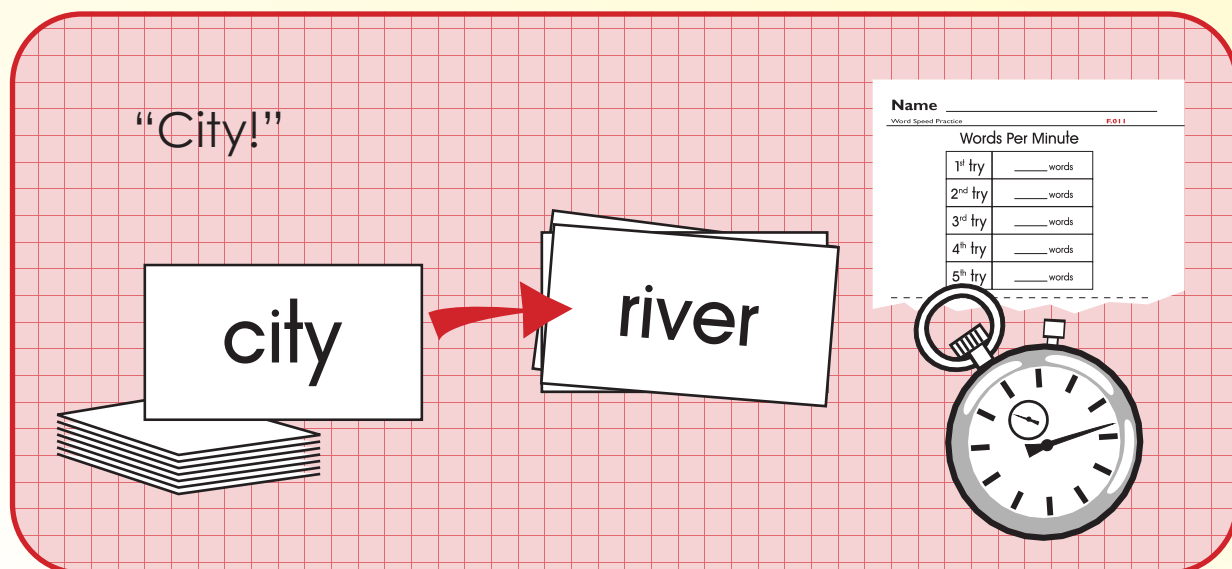
Materials

- ▶ High frequency word cards
Choose 60 or more words depending on the skill level of the students.
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record
- ▶ Pencils

Activity

Students take turns reading word cards in a timed group activity.

1. Stack the word cards face down and place the timer at the center. Provide each group of students with a words correct per minute record.
2. Taking turns, student one sets the timer for one minute, picks up the first word card from the stack, reads it, and places it in the discard pile. If unable to read the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the timer goes off.
5. Student one counts and records the number of words read correctly on the words correct per minute record.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation



“City!”

Words Per Minute	
1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Extensions and Adaptations

- ▶ Use other high frequency word cards.
- ▶ Use phrases and sentences.
- ▶ Time how long it takes to read all word cards.

Words Correct Per Minute

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try

The first 300 words in this list make up over 60% of all written material. The remaining 55 are additional Dolch words that were not included in the first 300.

Following this listing, the words are presented in card format.

Blank cards can be found at the end of this section. These cards can be copied to make additional word cards.

- | | |
|----------|-----------|
| 1. the | 35. were |
| 2. of | 36. we |
| 3. and | 37. when |
| 4. a | 38. your |
| 5. to | 39. can |
| 6. in | 40. said |
| 7. is | 41. there |
| 8. you | 42. use |
| 9. that | 43. an |
| 10. it | 44. each |
| 11. he | 45. which |
| 12. was | 46. she |
| 13. for | 47. do |
| 14. on | 48. how |
| 15. are | 49. their |
| 16. as | 50. if |
| 17. with | 51. will |
| 18. his | 52. up |
| 19. they | 53. other |
| 20. I | 54. about |
| 21. at | 55. out |
| 22. be | 56. many |
| 23. this | 57. then |
| 24. have | 58. them |
| 25. from | 59. these |
| 26. or | 60. so |
| 27. one | 61. some |
| 28. had | 62. her |
| 29. by | 63. would |
| 30. word | 64. make |
| 31. but | 65. like |
| 32. not | 66. him |
| 33. what | 67. into |
| 34. all | 68. time |

Fluency

Pass the Word

F. 009

- | | | |
|------------|---------------|--------------|
| 69. has | 103. sound | 137. old |
| 70. look | 104. take | 138. any |
| 71. two | 105. only | 139. same |
| 72. more | 106. little | 140. tell |
| 73. write | 107. work | 141. boy |
| 74. go | 108. know | 142. follow |
| 75. see | 109. place | 143. came |
| 76. number | 110. year | 144. want |
| 77. no | 111. live | 145. show |
| 78. way | 112. me | 146. also |
| 79. could | 113. back | 147. around |
| 80. people | 114. give | 148. form |
| 81. my | 115. most | 149. three |
| 82. than | 116. very | 150. small |
| 83. first | 117. after | 151. set |
| 84. water | 118. thing | 152. put |
| 85. been | 119. our | 153. end |
| 86. call | 120. just | 154. does |
| 87. who | 121. name | 155. another |
| 88. oil | 122. good | 156. well |
| 89. its | 123. sentence | 157. large |
| 90. now | 124. man | 158. must |
| 91. find | 125. think | 159. big |
| 92. long | 126. say | 160. even |
| 93. down | 127. great | 161. such |
| 94. day | 128. where | 162. because |
| 95. did | 129. help | 163. turn |
| 96. get | 130. through | 164. here |
| 97. come | 131. much | 165. why |
| 98. made | 132. before | 166. ask |
| 99. may | 133. line | 167. went |
| 100. part | 134. right | 168. men |
| 101. over | 135. too | 169. read |
| 102. new | 136. mean | 170. need |

- | | | |
|----------------|----------------|----------------|
| 171. land | 205. food | 239. example |
| 172. different | 206. between | 240. begin |
| 173. home | 207. own | 241. life |
| 174. us | 208. below | 242. always |
| 175. move | 209. country | 243. those |
| 176. try | 210. plant | 244. both |
| 177. kind | 211. last | 245. paper |
| 178. hand | 212. school | 246. together |
| 179. picture | 213. father | 247. got |
| 180. again | 214. keep | 248. group |
| 181. change | 215. tree | 249. often |
| 182. off | 216. never | 250. run |
| 183. play | 217. start | 251. important |
| 184. spell | 218. city | 252. until |
| 185. air | 219. earth | 253. children |
| 186. away | 220. eye | 254. side |
| 187. animal | 221. light | 255. feet |
| 188. house | 222. thought | 256. car |
| 189. point | 223. head | 257. mile |
| 190. page | 224. under | 258. night |
| 191. letter | 225. story | 259. walk |
| 192. mother | 226. saw | 260. white |
| 193. answer | 227. left | 261. sea |
| 194. found | 228. don't | 262. began |
| 195. study | 229. few | 263. grow |
| 196. still | 230. while | 264. took |
| 197. learn | 231. along | 265. river |
| 198. should | 232. might | 266. four |
| 199. America | 233. close | 267. carry |
| 200. world | 234. something | 268. state |
| 201. high | 235. seem | 269. once |
| 202. every | 236. next | 270. book |
| 203. near | 237. hard | 271. hear |
| 204. add | 238. open | 272. stop |

- | | | |
|----------------|-------------|-------------|
| 273. without | 307. bring | 341. shall |
| 274. second | 308. brown | 342. sing |
| 275. later | 309. buy | 343. sit |
| 276. miss | 310. clean | 344. six |
| 277. idea | 311. cold | 345. sleep |
| 278. enough | 312. done | 346. ten |
| 279. eat | 313. draw | 347. thank |
| 280. face | 314. drink | 348. today |
| 281. watch | 315. eight | 349. upon |
| 282. far | 316. fall | 350. warm |
| 283. Indian | 317. fast | 351. wash |
| 284. really | 318. five | 352. wish |
| 285. almost | 319. fly | 353. yellow |
| 286. let | 320. full | 354. yes |
| 287. above | 321. funny | 355. ran |
| 288. girl | 322. gave | |
| 289. sometimes | 323. goes | |
| 290. mountain | 324. going | |
| 291. cut | 325. green | |
| 292. young | 326. hers | |
| 293. talk | 327. hold | |
| 294. soon | 328. hot | |
| 295. list | 329. hurt | |
| 296. song | 330. jump | |
| 297. being | 331. laugh | |
| 298. leave | 332. myself | |
| 299. family | 333. pick | |
| 300. it's | 334. please | |
| 301. am | 335. pretty | |
| 302. ate | 336. pull | |
| 303. best | 337. red | |
| 304. better | 338. ride | |
| 305. black | 339. round | |
| 306. blue | 340. seven | |

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the

and

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Fluency

Pass the Word

F. 009

to	it	he
d	in	was



for	as	his	with
on	are		



Fluency

Pass the Word

F. 009

this

at

have

they

be

I



from	or	had	word
one	boy		



were

what

we

but

not

all



when	your
said	can
there	use



Fluency

Pass the Word

F. 009

she

do

how

an

each

which



first

water

been

their

if

will



Fluency

Pass the Word

F. 009

oil

about

who

call

up

other



made

may

come

its

get

part



did

long

find

down

now

day



over	only
take	sound
new	little



Fluency

Pass the Word

F. 009

know	out
work	year
place	many



her

make

into

like

him

would



Fluency

Pass the Word

F. 009

time

them

then

these

some

so



has

write

more

look

two

go



number	could	no
see	people	way



my

than

live

me

back

give



thing

just

our

most

after

very



name

good

sentence

man

think

say



through	great
much	where
before	help



line

right

too

mean

old

any



follow

came

want

same

tell

boy



form

show

three

also

small

around



Fluency

Pass the Word

F. 009

well

end

put

does

set

another



big

must

because

even

large

such



turn	went
ask	men
here	why



need	read
land	home
us	different



try	hand	picture
move	kind	again



spell	air	off
change	away	play



letter	mother	page
animal	house	point



near

answer

found

every

add

study



still	learn
should	America
high	world



food

between

own

below

country

plant



Fluency

Pass the Word

F. 009

school

tree

never

last

father

keep



city

eye

thought

start

earth

light



head

don't

under

story

saw

left



while

might

something

few

along

close



open

next

hard

seem

begin

example



life	always
those	both
paper	together



Fluency

Pass the Word

F. 009

group	got
often	run
until	important



side

car

night

children

feet

mile



walk	white
grow	took
seed	began



four

state

book

river

carry

once



hear	stop
without	second
later	miss



face

watch

far

idea

enough

eat



really	let	girl
Indian	almost	above



mountain

talk

young

sometimes

soon

cut



list	song
family	leave
it's	being



am

ate

best

better

black

blue



bring	brown	buy
clean	cold	done



draw

drink

eight

fall

fast

five



fly

full

funny

gave

goes

going



green

hers

hold

hot

hurt

jump



laugh

myself

pick

please

pretty

pull



red

ride

round

seven

shall

sing



sit

six

sleep

ten

thank

today



wish

upon

yellow

warm

yes

wash



Fluency

Pass the Word

F. 009

ran





Blank cards to copy and make additional word cards.



Word Sprint



Objective

The student will gain speed and accuracy in letter recognition.



Materials

- ▶ High frequency word cards
Choose 60-120 words.
- ▶ YES and NO header cards
- ▶ Words correct per minute graph
- ▶ Timer (e.g., digital)
- ▶ Pencils



Activity

Students quickly read words in a timed activity.

1. Place timer and header cards at the center. Stack the set of word cards face down and provide each student with a words correct per minute graph.
2. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the word.
3. If the word is read correctly, the student places the card in a pile on the “YES” header card. If the word is read incorrectly, places it in a pile on the “NO” header card.
4. Continue activity until the timer rings. Count the word cards in the “YES” pile and record number on the words correct per minute graph. Read words in “NO” pile together.
5. Repeat at least two more times attempting to increase speed and accuracy. Reverse roles.
6. Peer evaluation

“other!”

other

children S

N few

Name _____

Word Family Zoom F.008

Words Per Minute

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



Extensions and Adaptations

- ▶ Use other high frequency words.
- ▶ Use advanced graphs with more fluent readers.

YES

header



NO

header



Words Correct Per Minute

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try

The first 300 words in this list make up over 60% of all written material. The remaining 55 are additional Dolch words that were not included in the first 300.

Following this listing, the words are presented in card format.

Blank cards can be found at the end of this section. These cards can be copied to make additional word cards.

- | | |
|----------|-----------|
| 1. the | 35. were |
| 2. of | 36. we |
| 3. and | 37. when |
| 4. a | 38. your |
| 5. to | 39. can |
| 6. in | 40. said |
| 7. is | 41. there |
| 8. you | 42. use |
| 9. that | 43. an |
| 10. it | 44. each |
| 11. he | 45. which |
| 12. was | 46. she |
| 13. for | 47. do |
| 14. on | 48. how |
| 15. are | 49. their |
| 16. as | 50. if |
| 17. with | 51. will |
| 18. his | 52. up |
| 19. they | 53. other |
| 20. I | 54. about |
| 21. at | 55. out |
| 22. be | 56. many |
| 23. this | 57. then |
| 24. have | 58. them |
| 25. from | 59. these |
| 26. or | 60. so |
| 27. one | 61. some |
| 28. had | 62. her |
| 29. by | 63. would |
| 30. word | 64. make |
| 31. but | 65. like |
| 32. not | 66. him |
| 33. what | 67. into |
| 34. all | 68. time |

Fluency

Word Sprint

F. 010

- | | | |
|------------|---------------|--------------|
| 69. has | 103. sound | 137. old |
| 70. look | 104. take | 138. any |
| 71. two | 105. only | 139. same |
| 72. more | 106. little | 140. tell |
| 73. write | 107. work | 141. boy |
| 74. go | 108. know | 142. follow |
| 75. see | 109. place | 143. came |
| 76. number | 110. year | 144. want |
| 77. no | 111. live | 145. show |
| 78. way | 112. me | 146. also |
| 79. could | 113. back | 147. around |
| 80. people | 114. give | 148. form |
| 81. my | 115. most | 149. three |
| 82. than | 116. very | 150. small |
| 83. first | 117. after | 151. set |
| 84. water | 118. thing | 152. put |
| 85. been | 119. our | 153. end |
| 86. call | 120. just | 154. does |
| 87. who | 121. name | 155. another |
| 88. oil | 122. good | 156. well |
| 89. its | 123. sentence | 157. large |
| 90. now | 124. man | 158. must |
| 91. find | 125. think | 159. big |
| 92. long | 126. say | 160. even |
| 93. down | 127. great | 161. such |
| 94. day | 128. where | 162. because |
| 95. did | 129. help | 163. turn |
| 96. get | 130. through | 164. here |
| 97. come | 131. much | 165. why |
| 98. made | 132. before | 166. ask |
| 99. may | 133. line | 167. went |
| 100. part | 134. right | 168. men |
| 101. over | 135. too | 169. read |
| 102. new | 136. mean | 170. need |

- | | | |
|----------------|----------------|----------------|
| 171. land | 205. food | 239. example |
| 172. different | 206. between | 240. begin |
| 173. home | 207. own | 241. life |
| 174. us | 208. below | 242. always |
| 175. move | 209. country | 243. those |
| 176. try | 210. plant | 244. both |
| 177. kind | 211. last | 245. paper |
| 178. hand | 212. school | 246. together |
| 179. picture | 213. father | 247. got |
| 180. again | 214. keep | 248. group |
| 181. change | 215. tree | 249. often |
| 182. off | 216. never | 250. run |
| 183. play | 217. start | 251. important |
| 184. spell | 218. city | 252. until |
| 185. air | 219. earth | 253. children |
| 186. away | 220. eye | 254. side |
| 187. animal | 221. light | 255. feet |
| 188. house | 222. thought | 256. car |
| 189. point | 223. head | 257. mile |
| 190. page | 224. under | 258. night |
| 191. letter | 225. story | 259. walk |
| 192. mother | 226. saw | 260. white |
| 193. answer | 227. left | 261. sea |
| 194. found | 228. don't | 262. began |
| 195. study | 229. few | 263. grow |
| 196. still | 230. while | 264. took |
| 197. learn | 231. along | 265. river |
| 198. should | 232. might | 266. four |
| 199. America | 233. close | 267. carry |
| 200. world | 234. something | 268. state |
| 201. high | 235. seem | 269. once |
| 202. every | 236. next | 270. book |
| 203. near | 237. hard | 271. hear |
| 204. add | 238. open | 272. stop |

Fluency

Word Sprint

F. 010

- | | | |
|----------------|-------------|-------------|
| 273. without | 307. bring | 341. shall |
| 274. second | 308. brown | 342. sing |
| 275. later | 309. buy | 343. sit |
| 276. miss | 310. clean | 344. six |
| 277. idea | 311. cold | 345. sleep |
| 278. enough | 312. done | 346. ten |
| 279. eat | 313. draw | 347. thank |
| 280. face | 314. drink | 348. today |
| 281. watch | 315. eight | 349. upon |
| 282. far | 316. fall | 350. warm |
| 283. Indian | 317. fast | 351. wash |
| 284. really | 318. five | 352. wish |
| 285. almost | 319. fly | 353. yellow |
| 286. let | 320. full | 354. yes |
| 287. above | 321. funny | 355. ran |
| 288. girl | 322. gave | |
| 289. sometimes | 323. goes | |
| 290. mountain | 324. going | |
| 291. cut | 325. green | |
| 292. young | 326. hers | |
| 293. talk | 327. hold | |
| 294. soon | 328. hot | |
| 295. list | 329. hurt | |
| 296. song | 330. jump | |
| 297. being | 331. laugh | |
| 298. leave | 332. myself | |
| 299. family | 333. pick | |
| 300. it's | 334. please | |
| 301. am | 335. pretty | |
| 302. ate | 336. pull | |
| 303. best | 337. red | |
| 304. better | 338. ride | |
| 305. black | 339. round | |
| 306. blue | 340. seven | |

is

that

of

the

and

you



Fluency

Word Sprint

F. 010

to	it	he
d	in	was



as

his

with

for

on

are



this

at

have

they

be

I



from	or
one	had
boy	word



were

what

we

but

not

all



when	your
said	can
there	use



she

do

how

an

each

which



<p>first</p>	<p>water</p>	<p>been</p>
<p>their</p>	<p>if</p>	<p>will</p>



oil

about

who

call

up

other



its	made
get	may
part	come



did

long

find

down

now

day



over	only
take	sound
new	little



know	out
work	year
place	many



her

make

into

like

him

would



time

them

then

these

some

so



has

write

more

look

two

go



number	could	no
see	people	way



my

than

live

me

back

give



thing

just

our

most

after

very



name

good

sentence

man

think

say



through	great
much	where
before	help



line	right	too
mean	old	any



follow

came

want

same

tell

boy



form

show

three

also

small

around



Fluency

Word Sprint

F. 010

well

end

put

does

set

another



even	big
large	must
such	because



turn	went
ask	men
here	why



need	read
land	home
us	different



try	hand	picture
move	kind	again



spell	air	off
change	away	play



letter

mother

page

animal

house

point



near

answer

found

every

add

study



learn

America

world

still

should

high



below	food
country	between
plant	own



school

tree

never

last

father

keep



start	city	thought
earth	eye	light



head

don't

under

story

saw

left



few	while
along	might
close	something



open

next

hard

seem

begin

example



life	always
those	both
paper	together



group	got
often	run
until	important



children	side
feet	car
mile	night



white

took

began

walk

grow

seed



four

state

book

river

carry

once



stop

second

miss

hear

without

later



face

watch

far

idea

enough

eat



really	let	girl
Indian	almost	above



mountain

talk

young

sometimes

soon

cut



list

song

family

leave

it's

being



am

ate

best

better

black

blue



bring	brown	buy
clean	cold	done



draw

drink

eight

fall

fast

five



fly

full

funny

gave

goes

going



green

hers

hold

hot

hurt

jump



laugh

myself

pick

please

pretty

pull



red

ride

round

seven

shall

sing



sit

six

sleep

ten

thank

today



wish

upon

yellow

warm

yes

wash



Fluency

Word Sprint

F. 010

ran





Blank cards to copy and make additional word cards.



F.011

Words

Word Speed Practice

Objective

The student will gain speed and accuracy in reading words.

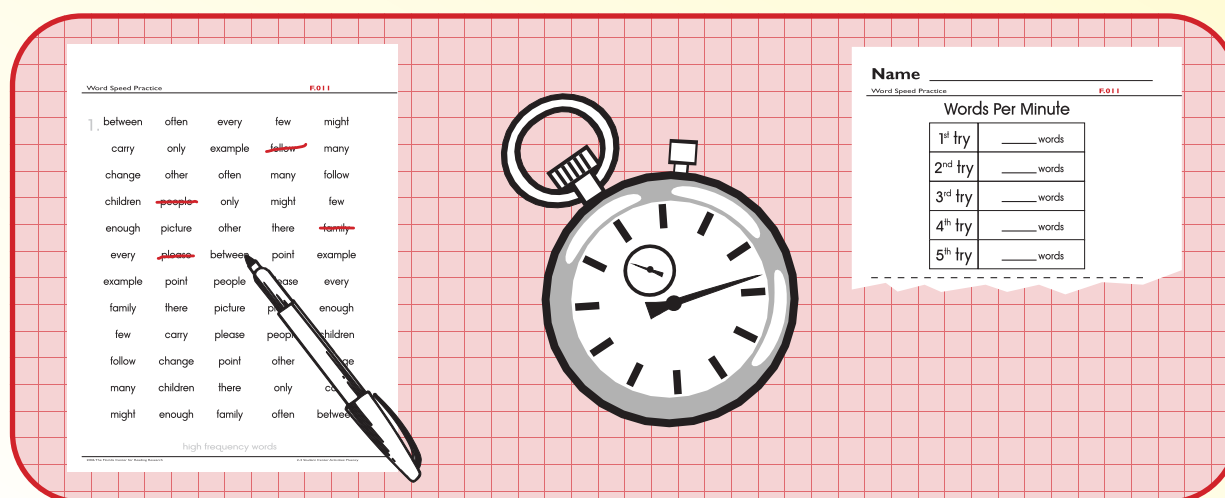
Materials

- ▶ Word practice sheets
*These words are taken from the high frequency word list.
Each sheet consists of 20 different words that repeat.
Make two copies of each sheet and laminate.*
- ▶ Words correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® markers

Activity

Students quickly read words on a practice sheet in a timed activity.

1. Place the word practice sheets and timer at the center. Provide each student with a words correct per minute record.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two reads across the page while student one follows on his sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, go back to the top and continue until timer goes off.
4. Student one counts number of words pronounced correctly and student two records the number of words on his words correct per minute record.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation



The illustration shows a word speed practice sheet on the left with a grid of words. Some words are crossed out with red lines: ~~follow~~, ~~people~~, ~~family~~, and ~~please~~. A pencil is shown pointing to the word 'point'. In the center is a large stopwatch. On the right is a 'Words Per Minute' record sheet with a table for recording results.

Name _____	
Words Per Minute	
1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Extensions and Adaptations

- ▶ Use other target words.
- ▶ Read the same words and graph.
- ▶ Time how long it takes to read all the words.

1. between often every few might
carry only example follow many
change other often many follow
children people only might few
enough picture other there family
every please between point example
example point people please every
family there picture only enough
few carry please people children
follow change point other change
many children there only carry
might enough family often between

high frequency words

2. around house watch from group
 away idea around goes have
 because leave away idea here
 before thought because leave house
 being through before away thought
 found under being have through
 from very great because under
 goes watch group found very
 great thought have from watch
 group through here goes around
 have under house idea away
 here very found leave because

high frequency words

3. which different answer laugh does
where could were learn down
when another what when important
what animal which where know
were always come along large
learn along could always laugh
laugh come different animal learn
large answer does another were
know along down answer what
important always important come when
down animal know could where
does another large different which

high frequency words

4. your myself yellow really near
 yellow move your round never
 would mountain almost sentence really
 why almost move should round
 who again myself about sentence
 while after near above should
 should above never after while
 sentence about move again who
 round while above almost why
 really who after mountain would
 never why again move yellow
 near would mountain myself your

high frequency words

Name _____

Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words



F. 012

Phrases

Fluent Phrasing

Objective

The student will read with proper phrasing, intonation, and expression in phrases.

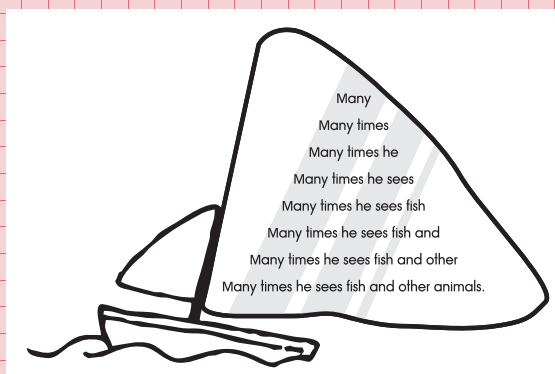
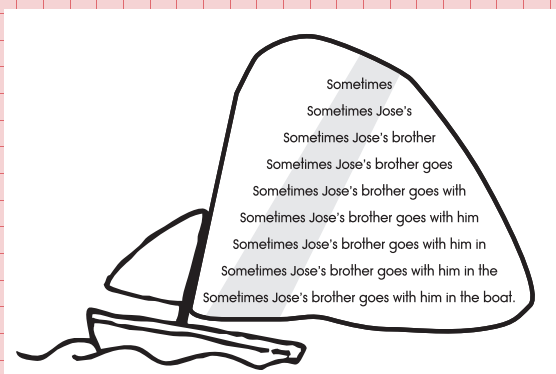
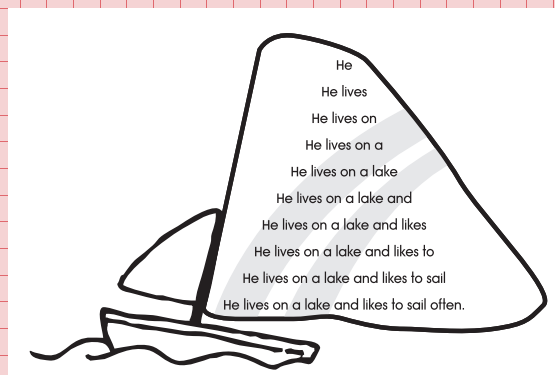
Materials

- ▶ Sentence sailboats

Activity

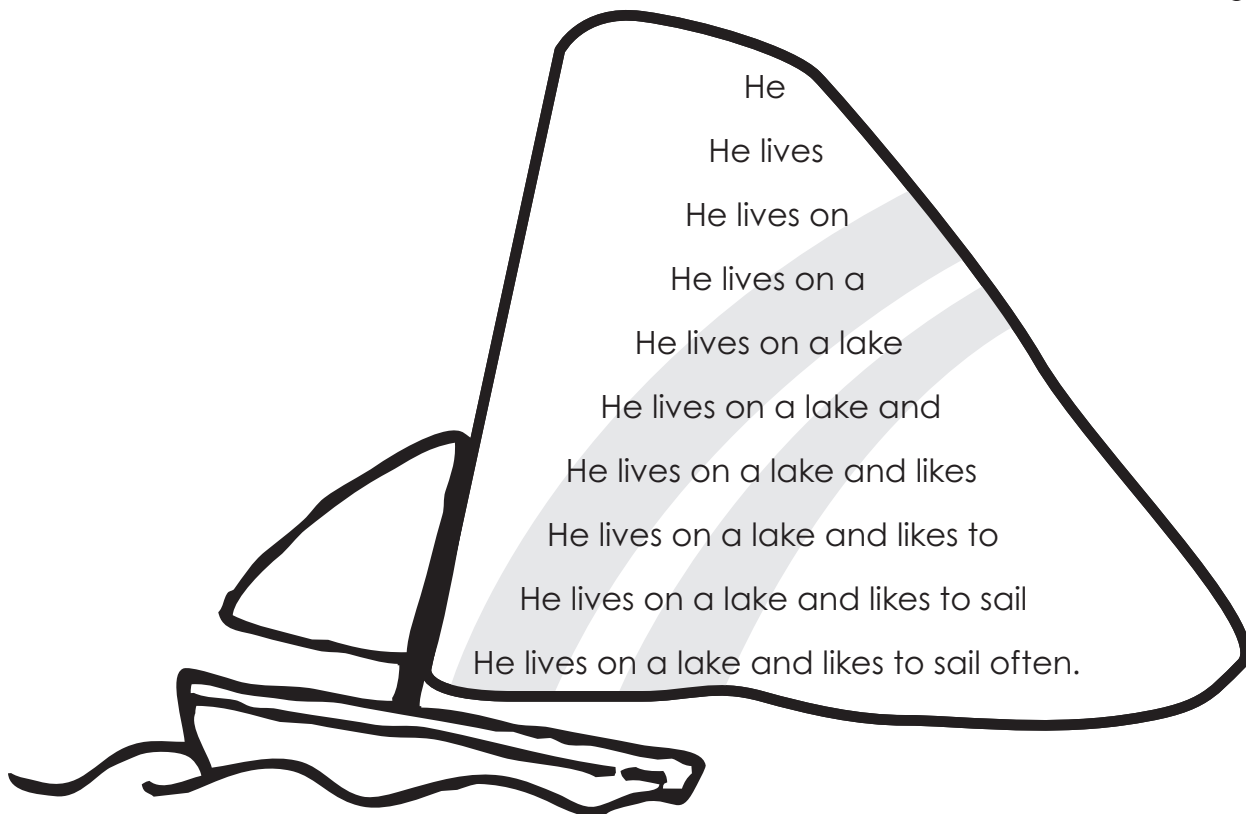
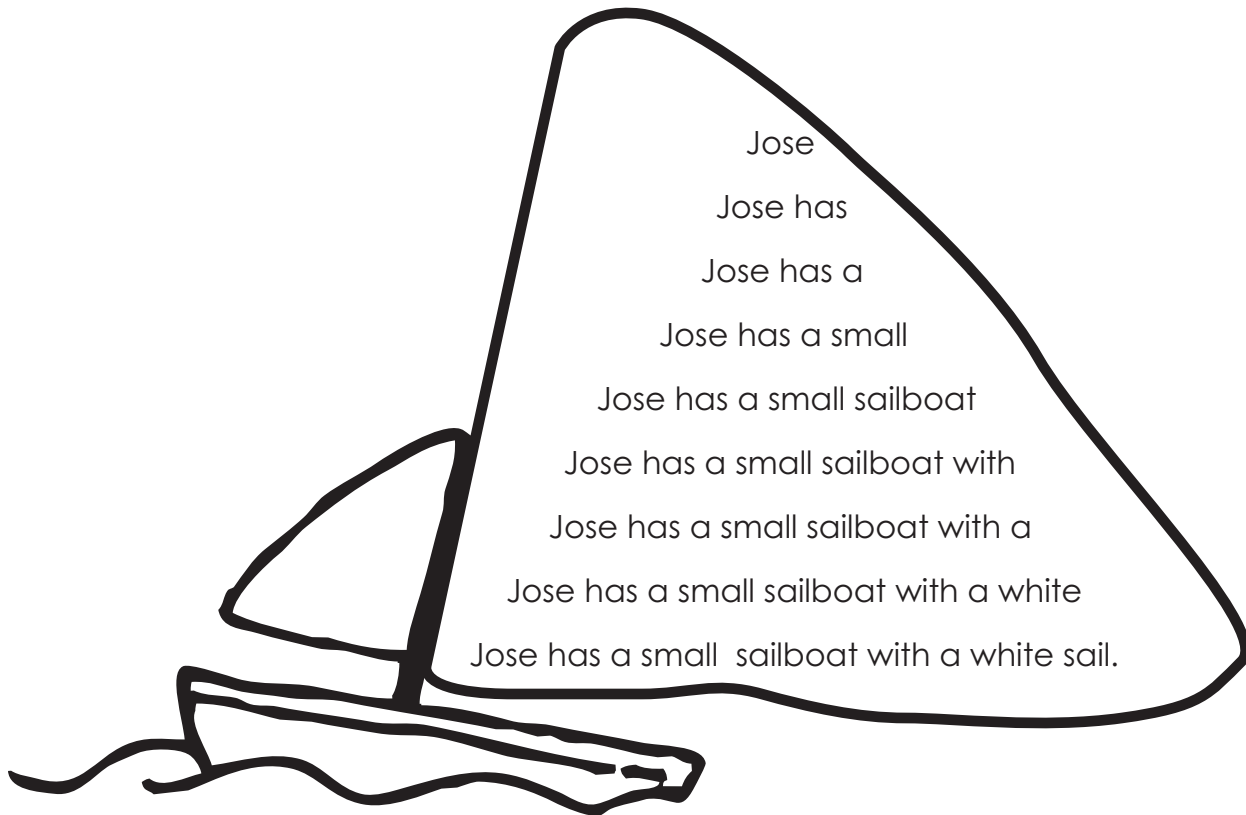
Students read words that progressively result in sentences.

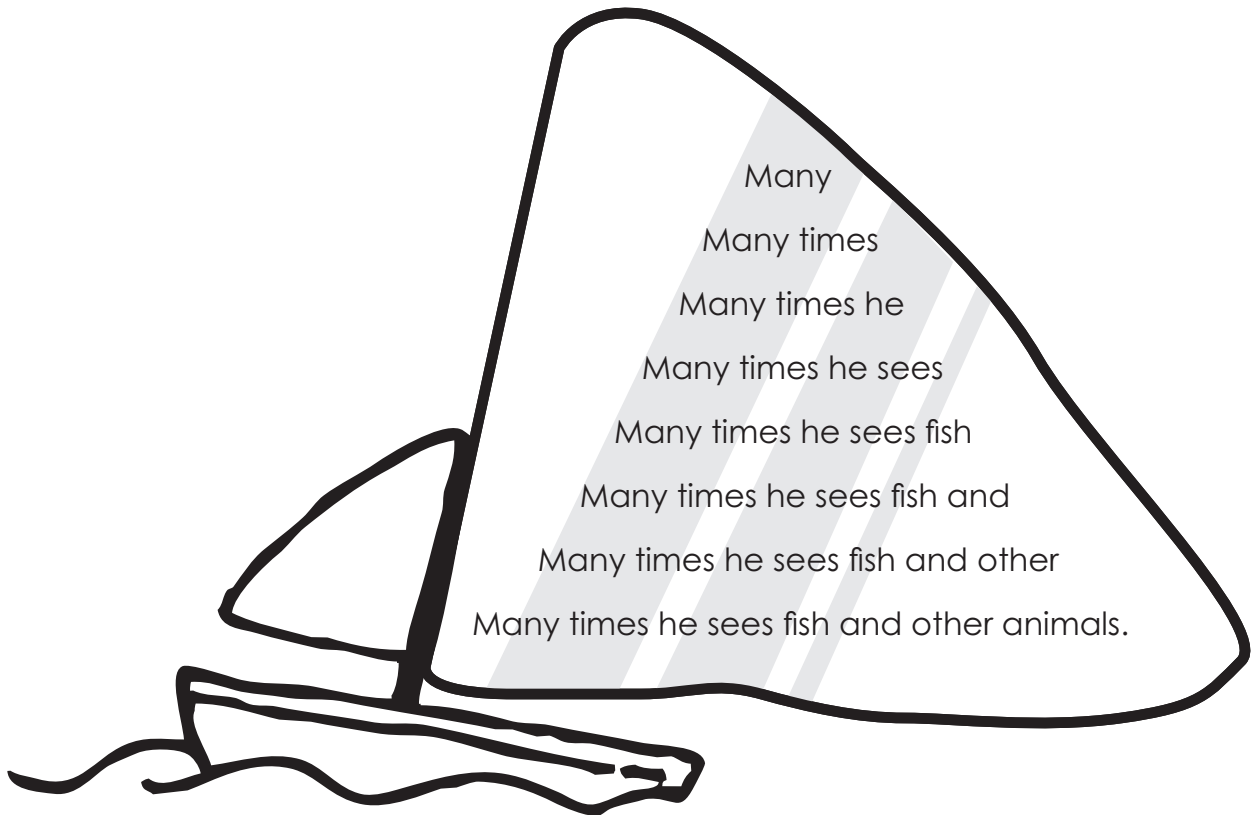
1. Place sentence sailboats face down in a stack.
2. Taking turns, student one selects the top card and reads line by line until completing the entire sentence. Student two sits beside student one and reads along silently.
3. Reread the sentence on the last line of the sailboat together.
4. Reverse roles and continue until all the sentences have been read.
5. Peer evaluation

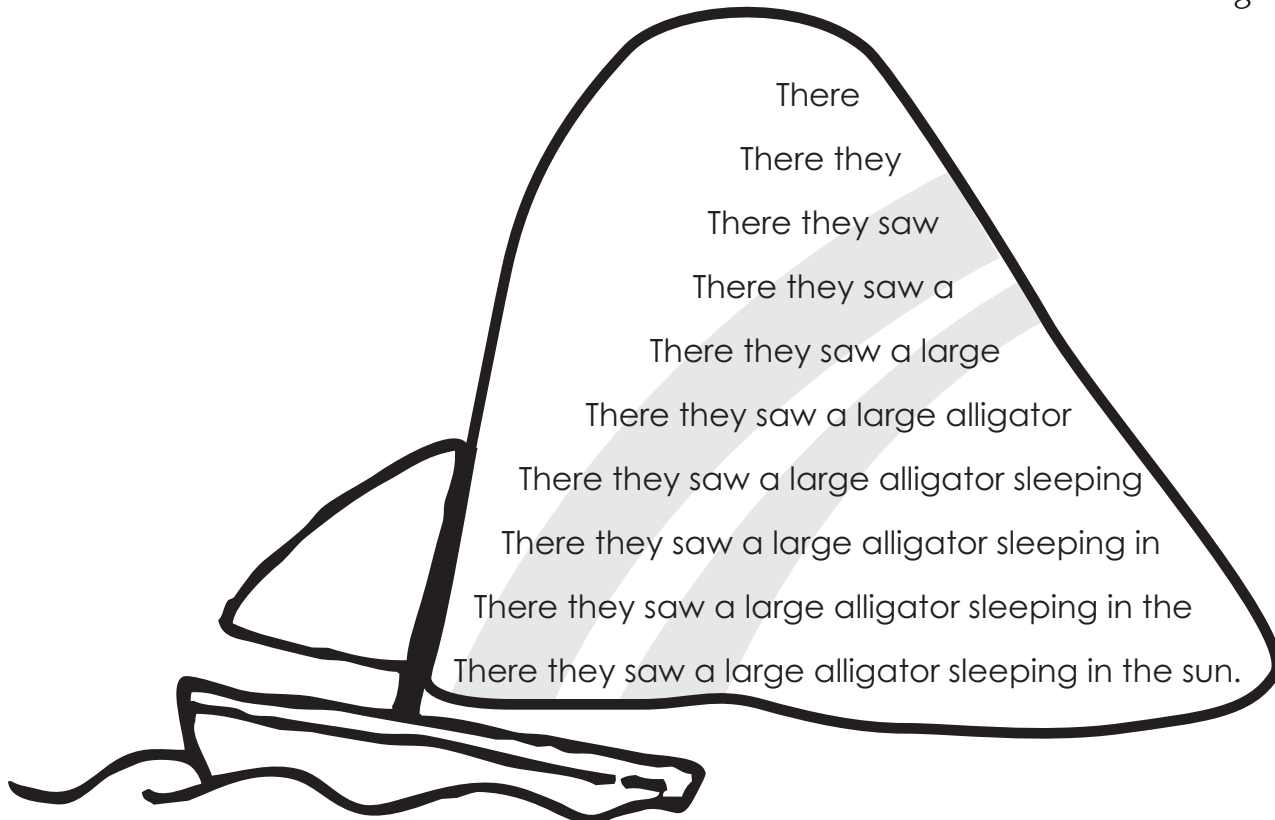
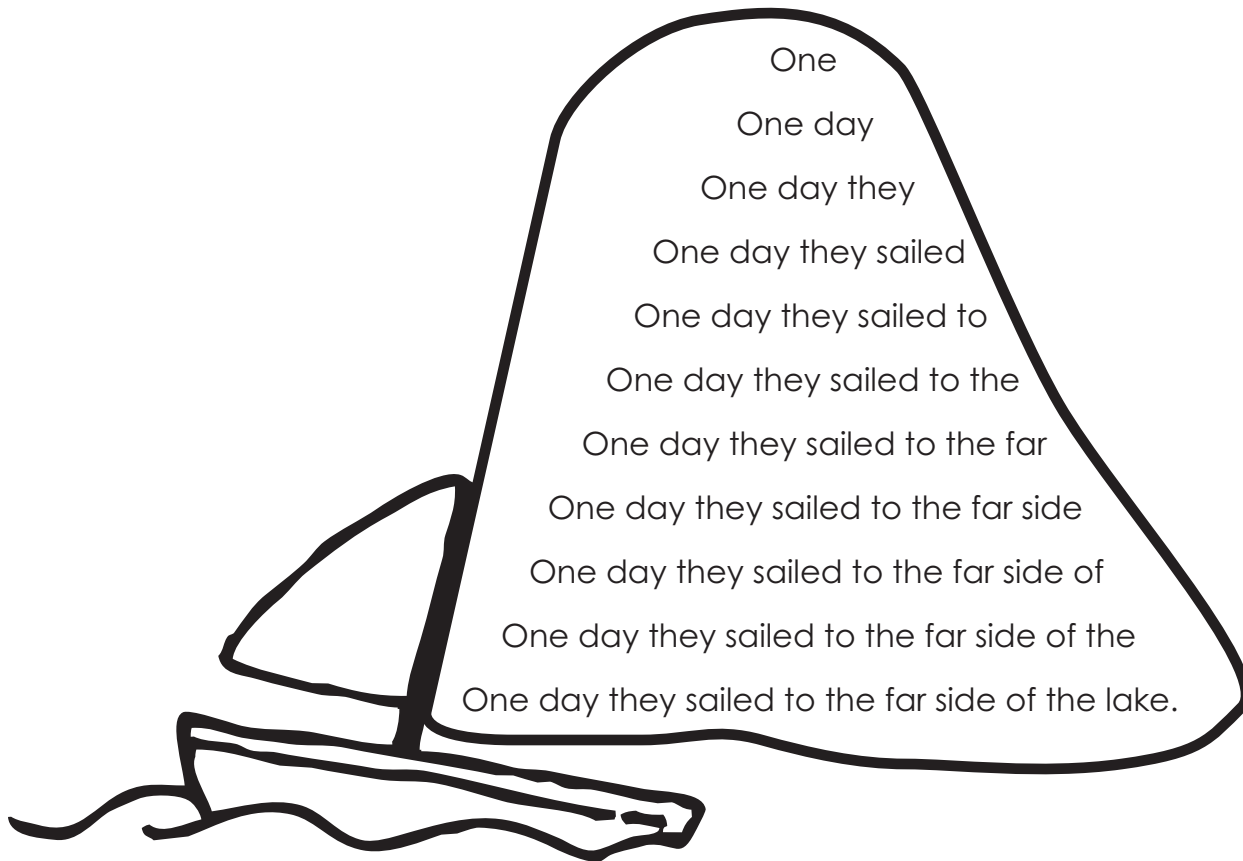


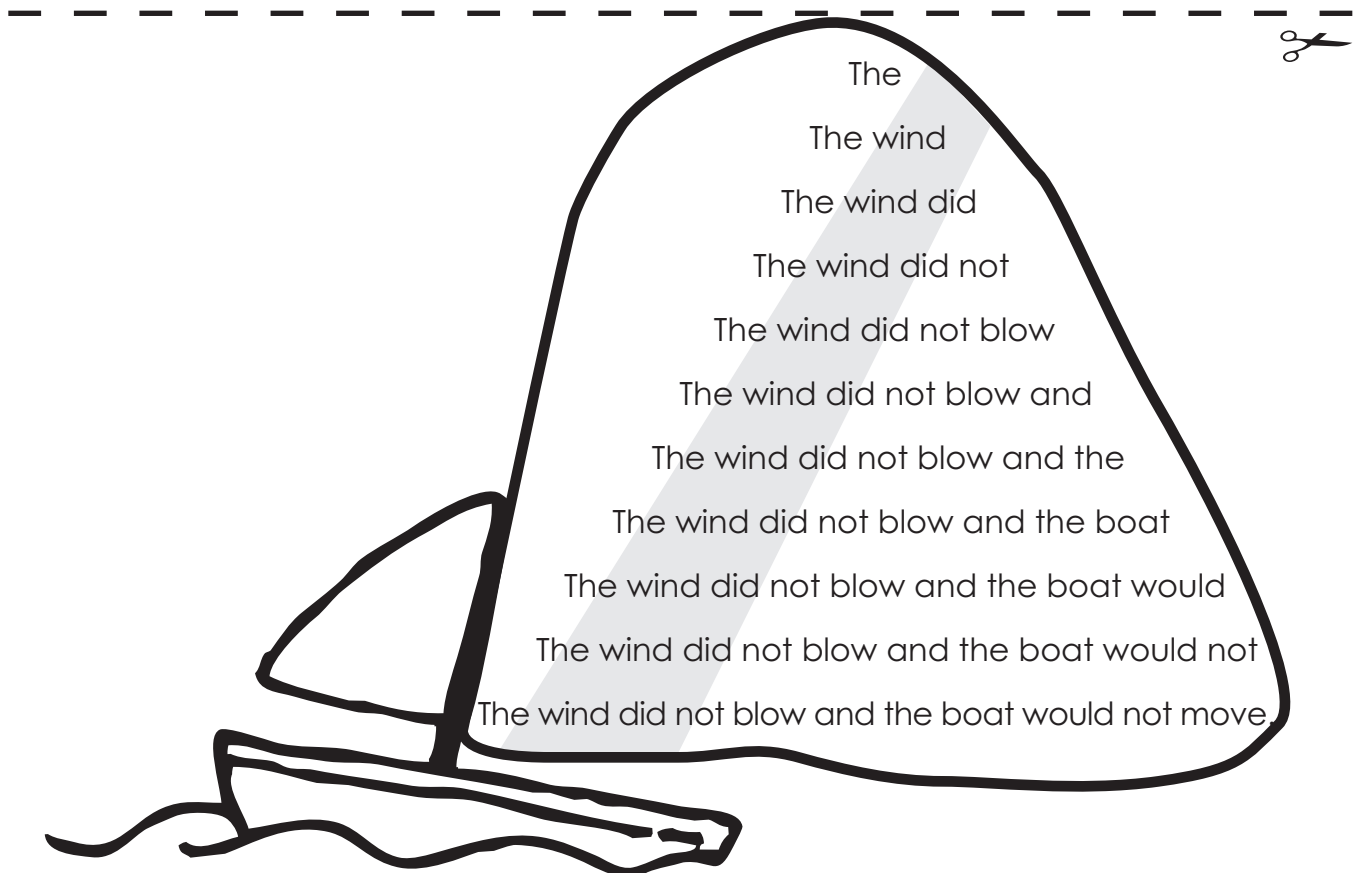
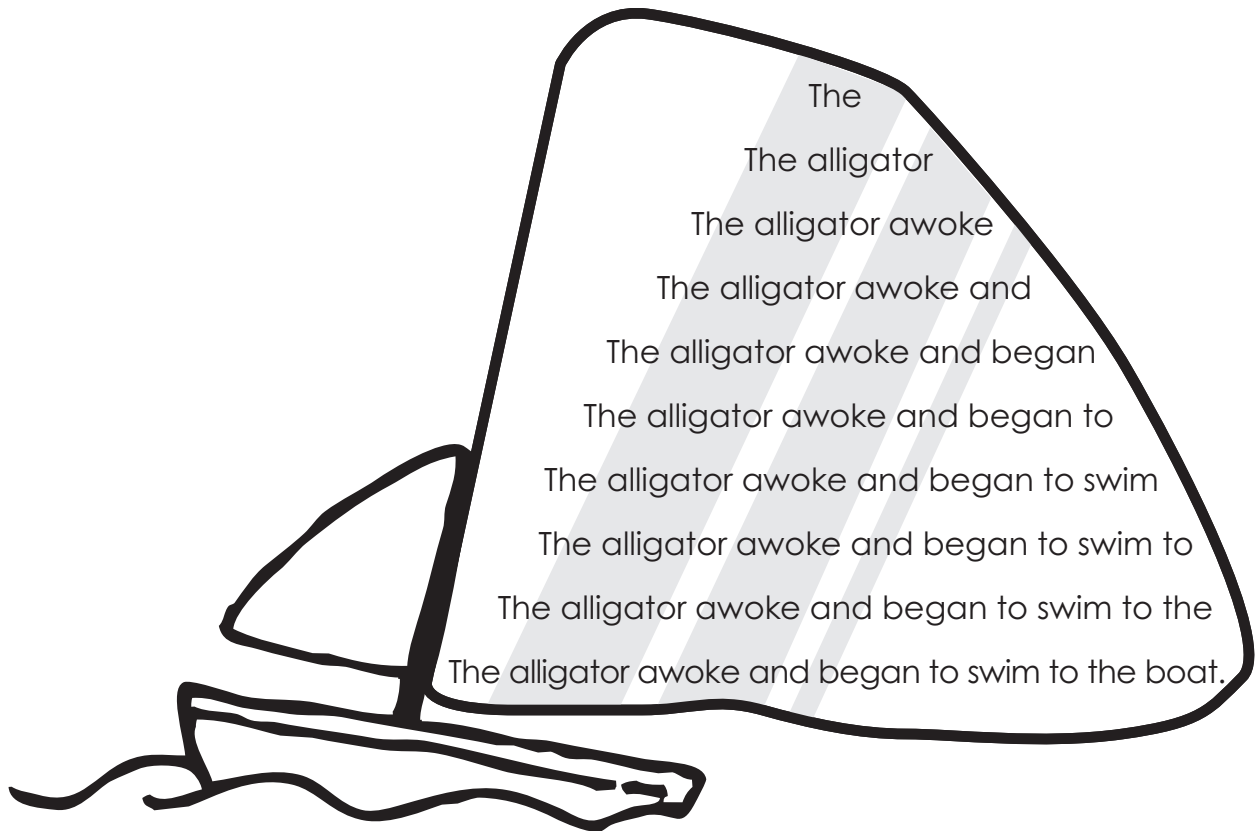
Extensions and Adaptations

- ▶ Take turns reading the text passage.
- ▶ Sequence the sentence sailboats into a story.
- ▶ Write other sentences and passages to choral and partner read.

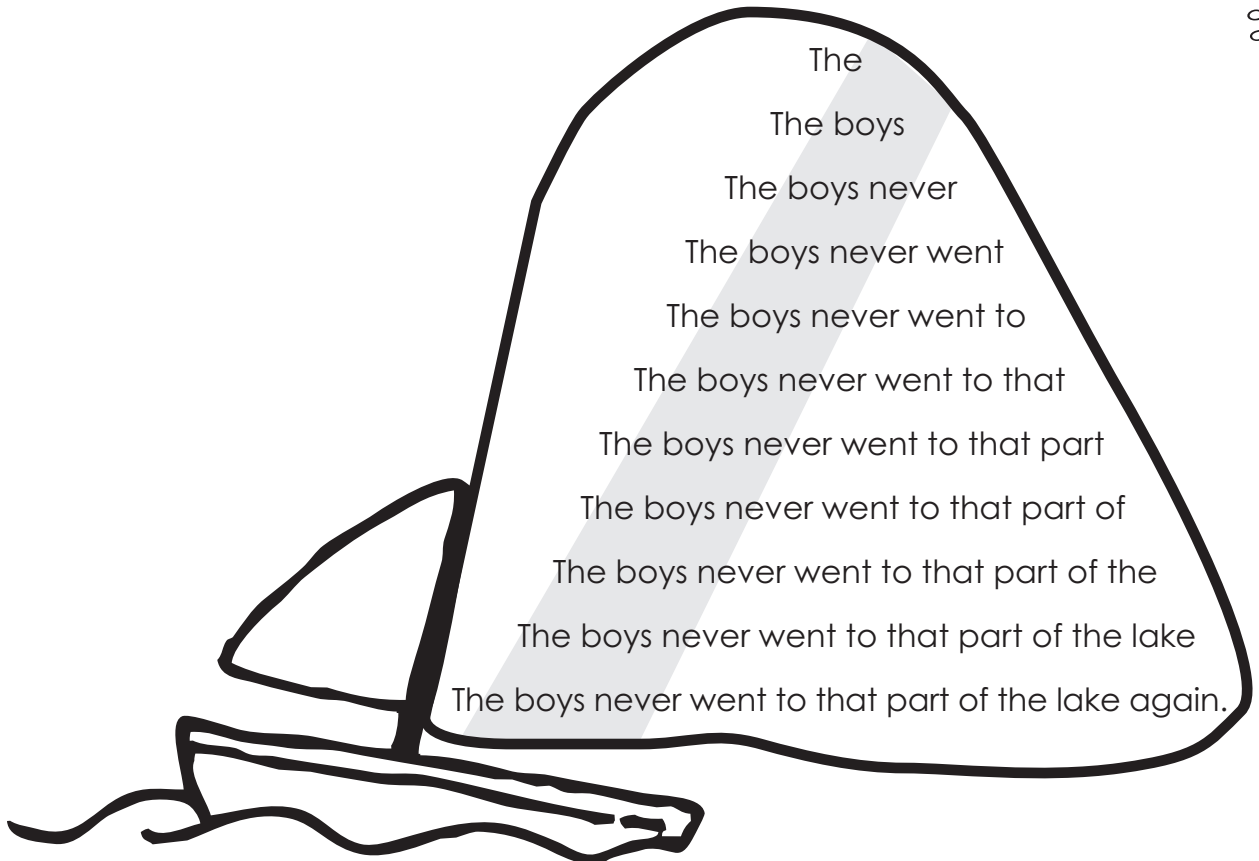
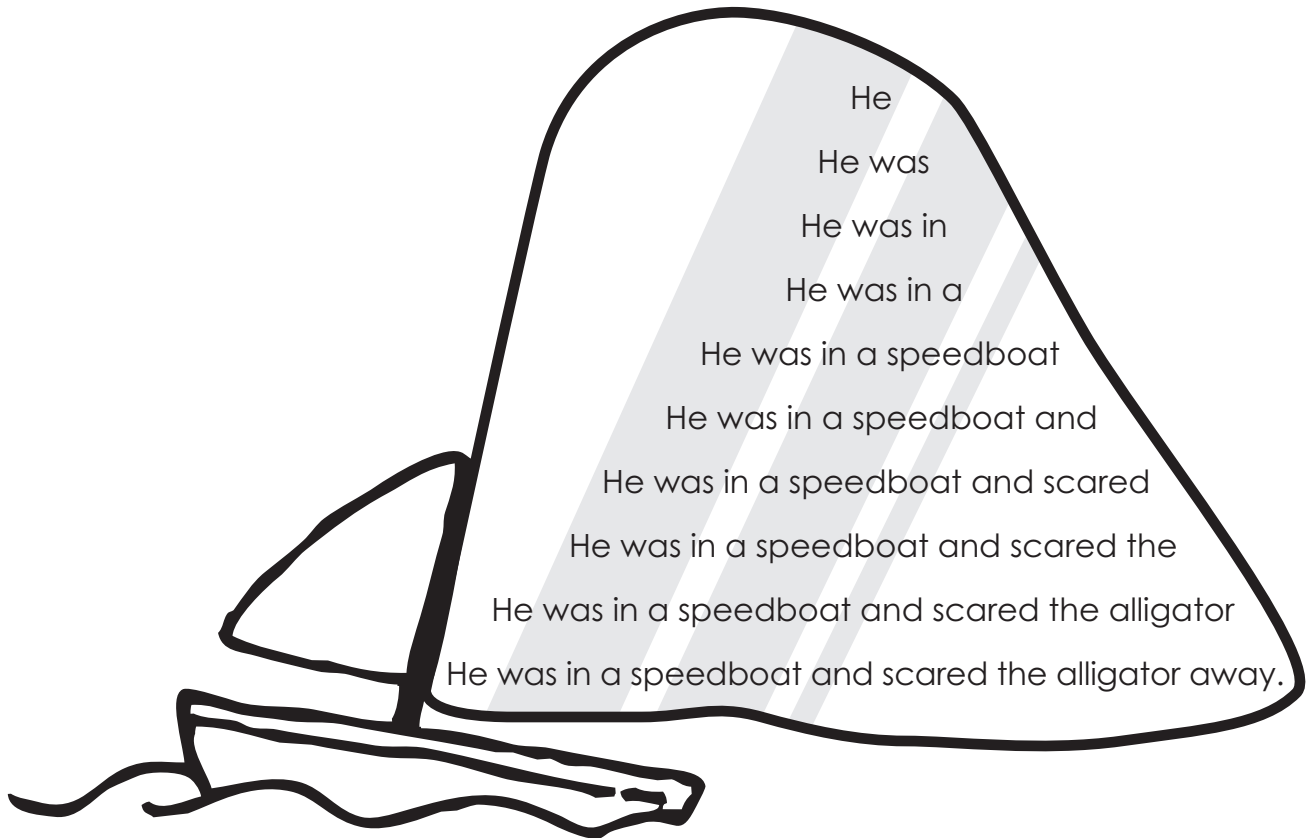












Jose and the Sailboat

Jose has a small sailboat with a white sail. He lives on a lake and likes to sail often. Many times he sees fish and other animals. Sometimes Jose's brother goes with him in the boat.

One day they sailed to the far side of the lake. There they saw a large alligator sleeping in the sun. The alligator awoke and began to swim to the boat. The wind did not blow and the boat would not move.

The boys started to worry and get scared. Soon they saw their dad come across the lake. He was in a speedboat and scared the alligator away. The boys never went to that part of the lake again.



F. 013

Phrases

Fast Phrases

Objective

The student will gain speed and accuracy in reading phrases.

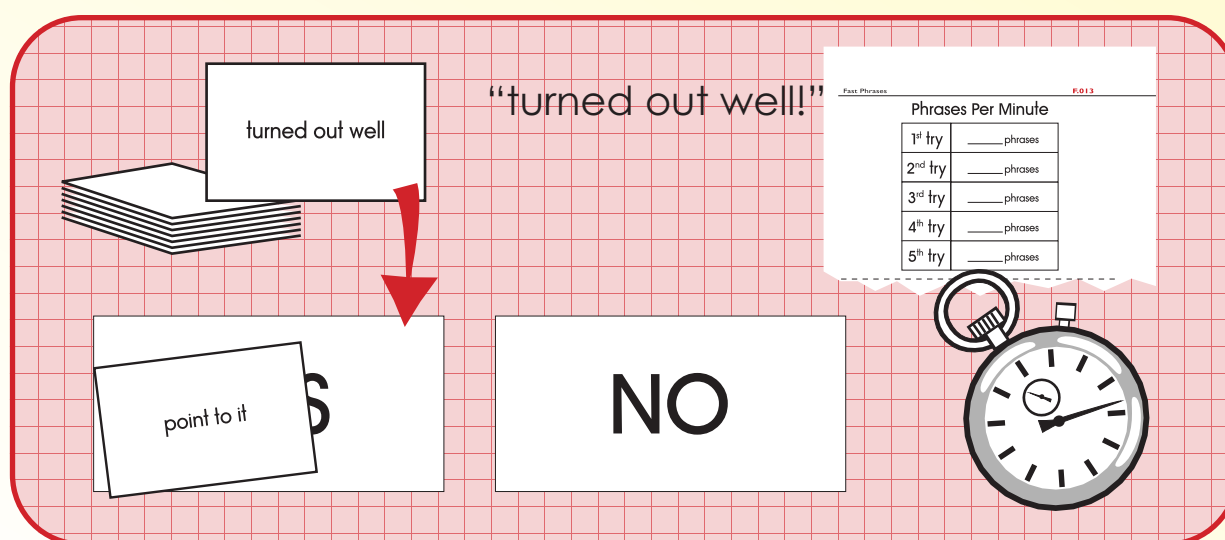
Materials

- ▶ YES and NO header cards
- ▶ Phrase cards
Copy on card stock, laminate, and cut.
- ▶ Phrases correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students read phrases in a timed activity.

1. Place the set of phrase cards face down in a stack and timer at the center. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and turns the phrase cards over one at a time while student two reads the phrases as quickly as possible.
3. If all the words in the phrase are read correctly, the student places the card in a pile on the “YES” card. If one or more words in the phrase are read incorrectly, places it in a pile on the “NO” card.
4. Continue activity until the timer rings. Count the phrase cards in the “YES” pile and record the number on the phrases correct per minute record. Read phrases in the “NO” pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation



turned out well!!

turned out well

point to it

NO

Fast Phrases		F.013	
Phrases Per Minute			
1 st try	_____	phrases	
2 nd try	_____	phrases	
3 rd try	_____	phrases	
4 th try	_____	phrases	
5 th try	_____	phrases	

Extensions and Adaptations

- ▶ Make other phrase cards.

YES

header



NO

header



two of them

at the house

a good place

some of the people

point to it

you may go

they did go

a big house



Fluency

F. 013

Fast Phrases

must be his

turned out well

form one line

they need help

I like it

want to go

hand it here

turn this over



read a sentence

it is time

answer the phone

we will go

like it here

read this line

you may need

a big place



Fluency

F. 013

Fast Phrases

at the time

it is my turn

go to school

form a line

it is like

they want to

they still need

turn it over



set it here

it is still there

turned out well

put it up

at some point

just my name

study in school

keep it up



Fluency

F. 013

Fast Phrases

near the end

this place is

stay a while

close the door

work too much

before they go

just the same

near the door



want to stay

set it there

my name is

still in school

the same name

here and there

before they end

in a while



Fluency

F. 013

Fast Phrases

want to help

stay in there

still the same

want to go too

here to help

began to help

it may be

we will study



Phrases Correct Per Minute

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases

Phrases Correct Per Minute

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases



F. 014

Phrases

Phrase Speed Practice

Objective

The student will gain speed and accuracy in reading phrases.

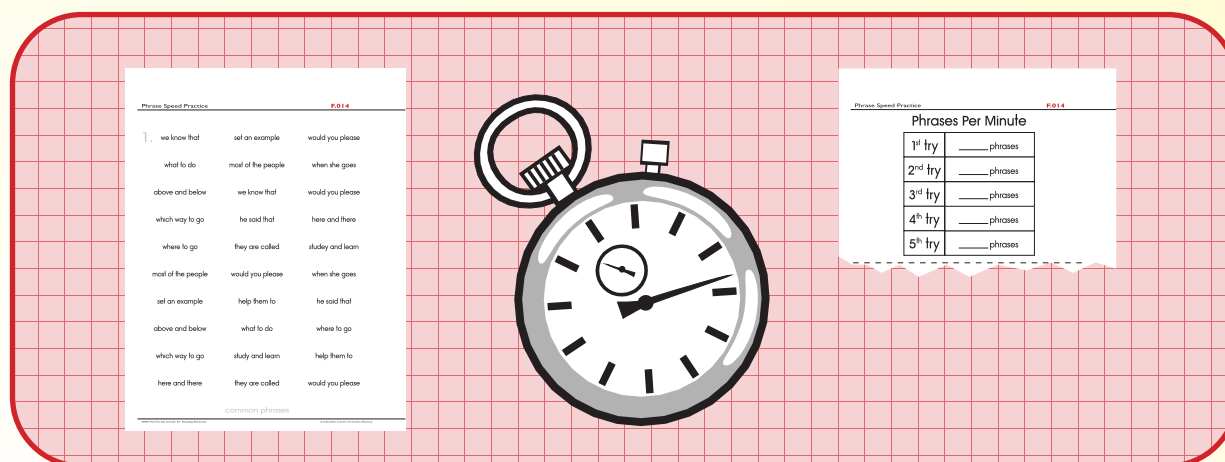
Materials

- ▶ Phrase practice sheets
Make two copies of each sheet and laminate. Note: These phrases were developed using high frequency and other grade level words. Some phrases repeat and some have repeating words.
- ▶ Phrases correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers

Activity

Students quickly read phrases in a timed activity.

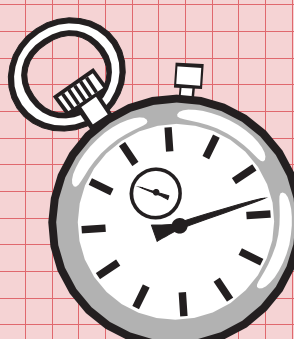
1. Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.
2. Taking turns, students select a practice sheet and practice reading the phrases to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue.
5. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)
6. Student two records number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



Phrase Speed Practice F.014

we know that	set an example	would you please
what to do	most of the people	when she goes
above and below	we know that	would you please
which way to go	he said that	here and there
where to go	they are called	study and learn
most of the people	would you please	when she goes
set an example	help them to	he said that
above and below	what to do	where to go
which way to go	study and learn	help them to
here and there	they are called	would you please

common phrases



Phrase Speed Practice F.014

Phrases Per Minute	
1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases

Extensions and Adaptations

- ▶ Use other phrases.
- ▶ Graph individual words read correctly.

1.

we know that

set an example

would you please

what to do

most of the people

when she goes

above and below

we know that

would you please

which way to go

he said that

here and there

where to go

they are called

study and learn

most of the people

would you please

when she goes

set an example

help them to

he said that

above and below

what to do

where to go

which way to go

study and learn

help them to

here and there

they are called

would you please

common phrases

2.

help me out

just the same

watch the game

on my side

it never happened

in my head

seemed so good

turn the page

show us around

they did go

one more time

each of us

the same page

there you are

part of the time

you can see

you show us

a good day

one more game

the same day

turn my head

help us see

show it to me

they seemed good

it happened there

you never watch

each day you can

the same game

time of day

the good game

common phrases

3.

in the story

all day long

next to the house

it's important to

we thought that

many children are

my name is

just in time

now and then

how will they

there have been

when she goes

think about it

he said that

once in a while

there have been

it's important to

when she goes

my name is

once in a while

now and then

how will they

next to the house

he said that

in the story

we thought that

many children are

think about it

all day long

just in time

common phrases

4.

to the store

next to the couch

during the day

my mom and I

a good time

my brothers and sisters

all the time

at night

you can do it

peas, carrots, and corn

near the school

my sister said

in the water

by the way

and after that

part of the way

my dad and I

to the school

next to the table

a great time

and before that

smart, sweet, and happy

during the night

she can do it

my grandmother said

at home

my aunts and uncles

by the house

in the lake

near the tree

common phrases

Phrases Correct Per Minute

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases

Phrases Correct Per Minute

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases



Phrase Progression



Objective

The student will read with proper phrasing, intonation, and expression in phrases.



Materials

- ▶ Sentence cards



Activity

Students read phrases that progressively result in sentences.

1. Place sentence cards face down in a stack at the center.
2. Taking turns, student one selects the top card and reads line by line until completing entire sentence while concentrating on proper phrasing, intonation, and expression. Student two sits beside student one and reads along silently.
3. Choral read the sentence.
4. Continue until all the sentences have been read.
5. Peer evaluation

My aunt,
My aunt, who is a police officer,
My aunt, who is a police officer, goes to schools
My aunt, who is a police officer, goes to schools to talk
My aunt, who is a police officer, goes to schools to talk about safety.

“Myaunt”

“Myaunt,whois a police officer”

“Myaunt,whois a police officer,goes to schools”

“Myaunt,whois a police officer,goes to schools to talk”

“Myaunt,whois a police officer,goes to schools to talkabout safety.”



Extensions and Adaptations

- ▶ Write other sentences and passages to choral and partner read.

F. 015

Phrase Progression

He jumped
 He jumped into bed
 He jumped into bed and pulled
 He jumped into bed and pulled the covers
 He jumped into bed and pulled the covers over his head.

My aunt,
 My aunt, who is a police officer,
 My aunt, who is a police officer, goes to schools
 My aunt, who is a police officer, goes to schools to talk
 My aunt, who is a police officer, goes to schools to talk about safety.

We ran
 We ran for shelter
 We ran for shelter as the rain shower
 We ran for shelter as the rain shower suddenly turned
 We ran for shelter as the rain shower suddenly turned into a storm.

Jimmy rode
 Jimmy rode his motorcycle
 Jimmy rode his motorcycle to the family picnic
 Jimmy rode his motorcycle to the family picnic in the park
 Jimmy rode his motorcycle to the family picnic in the park on Sunday.

Each year
 Each year many visitors
 Each year many visitors ride a ferry
 Each year many visitors ride a ferry to see
 Each year many visitors ride a ferry to see the Statue of Liberty.



Fluency

Phrase Progression

F. 015

Danny was excited

Danny was excited and couldn't stop

Danny was excited and couldn't stop thinking about

Danny was excited and couldn't stop thinking about his new school.

The cat

The cat found a warm place

The cat found a warm place to settle down

The cat found a warm place to settle down for a nap.

The black and red car

The black and red car went fast

The black and red car went fast around the track

The black and red car went fast around the track and won the race.

We saw

We saw a great show

We saw a great show of fireworks

We saw a great show of fireworks on the 4th of July.

When we got home,

When we got home, we made

When we got home, we made a cake

When we got home, we made a cake and chocolate chip cookies.



F. 015

Phrase Progression

The teacher

The teacher hung the paintings

The teacher hung the paintings by the students

The teacher hung the paintings by the students in the hallway.

The dogs played

The dogs played with each other

The dogs played with each other in the green grass

The dogs played with each other in the green grass in the yard.

Dollar bills

Dollar bills sometimes tear

Dollar bills sometimes tear because many people

Dollar bills sometimes tear because many people touch them.

They had to

They had to drive twenty miles

They had to drive twenty miles into town

They had to drive twenty miles into town to the hospital.

It is important

It is important to look both ways

It is important to look both ways before crossing

It is important to look both ways before crossing a road.



Fluency

Phrase Progression

F. 015

The people

The people in the neighborhood

The people in the neighborhood worked together

The people in the neighborhood worked together to clean the park.

My sister and I

My sister and I went to the lake

My sister and I went to the lake to swim and to ride

My sister and I went to the lake to swim and to ride in the boat.

Our aunt drove us

Our aunt drove us to the store

Our aunt drove us to the store to buy a present

Our aunt drove us to the store to buy a present for our mother.

He likes to cook hamburgers

He likes to cook hamburgers on the grill

He likes to cook hamburgers on the grill in the backyard

He likes to cook hamburgers on the grill in the backyard for his family.

I like earning good grades

I like earning good grades and helping Mom

I like earning good grades and helping Mom with chores

I like earning good grades and helping Mom with chores at home.





F. 016

Chunked Text

Chunk-King

Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

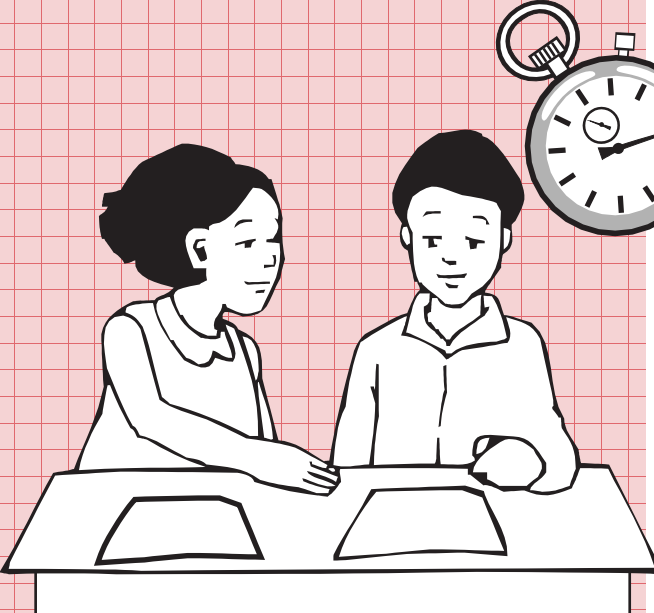
Materials

- ▶ Passage
Single slashes (/) denote short pauses and double slashes (//) denote the end of sentence (//).
- ▶ Timer (e.g., digital)

Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation



Chunk-King F.016

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

"Thank you / for showing me your park," said Uncle Bill. // "It is a special place / in the summer / and in the winter." //

©2005 The Florida Center for Reading Research 2-3 Student Center Activities: Fluency

Extensions and Adaptations

- ▶ Use other passages within instructional-independent reading level range.
- ▶ Partner read the passage, taking turns reading sentences.

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

“Thank you / for showing me your park,” / said Uncle Bill. // “It is a special place / in the summer / and in the winter.” //



F. 017

Chunked Text

Chunk-A-Lot

Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

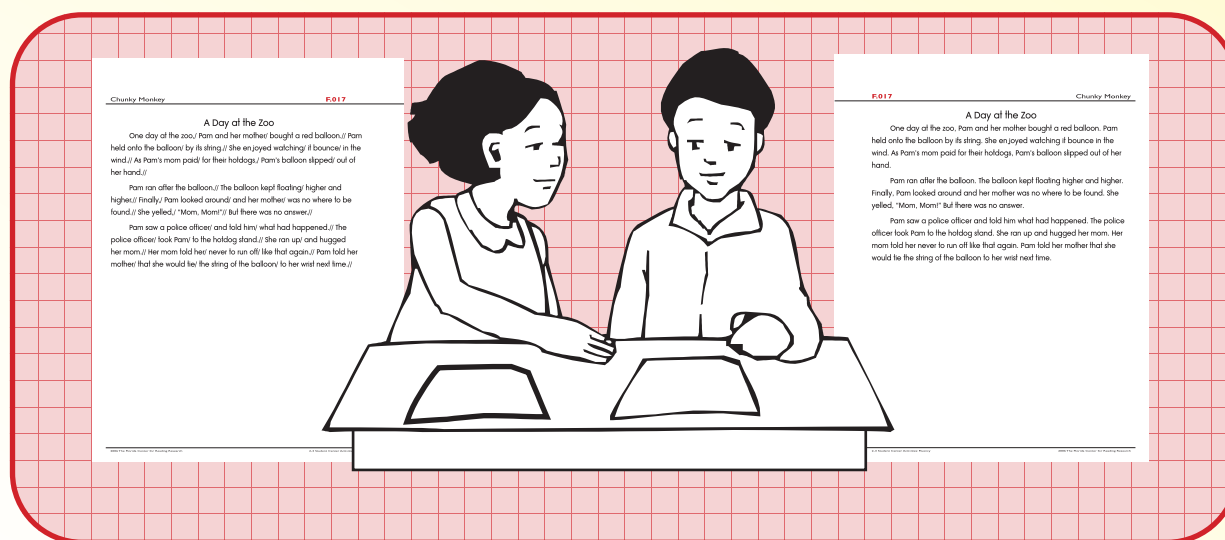
Materials

- ▶ Chunked passage
Make two copies and laminate.
- ▶ Original passage
Make two copies and laminate.

Activity

Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation



Extensions and Adaptations

- ▶ Chunk and read other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. //
Pam held onto the balloon / by its string. // She enjoyed watching / it bounce /
in the wind. // As Pam's mom paid / for their hotdogs, / Pam's balloon slipped /
out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and
higher. // Finally, / Pam looked around / and her mother / was no where to be
found. // She yelled, / "Mom, Mom!" // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The
police officer / took Pam / to the hotdog stand. // She ran up / and hugged
her mom. // Her mom told her / never to run off / like that again. // Pam told her
mother / that she would tie / the string of the balloon / to her wrist next time. //

A Day at the Zoo

One day at the zoo, Pam and her mother bought a red balloon. Pam held onto the balloon by its string. She enjoyed watching it bounce in the wind. As Pam's mom paid for their hotdogs, Pam's balloon slipped out of her hand.

Pam ran after the balloon. The balloon kept floating higher and higher. Finally, Pam looked around and her mother was no where to be found. She yelled, "Mom, Mom!" But there was no answer.

Pam saw a police officer and told him what had happened. The police officer took Pam to the hotdog stand. She ran up and hugged her mom. Her mom told her never to run off like that again. Pam told her mother that she would tie the string of the balloon to her wrist next time.



Chunky Passages



Objective

The student will read with proper phrasing, intonation, and expression in chunked text.



Materials

- ▶ Chunked passage
Passage divided by phrases in a vertical format.
Make two copies of each.
- ▶ Whole passage
Make two copies.



Activity

Students read text which has been divided into a chunked format, then reread it fluently in its original format.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the chunked and the whole passages.
3. Taking turns, student one (higher performing student) reads all the lines of text from the chunked passage and then reads the unaltered passage while student two (lower performing student) reads along silently.
4. Reverse roles.
5. Peer evaluation

Chunky Passages F.018

Stew's Ready!

One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove. Then she put in some water with lots of potatoes, some onions, and celery. Later in the day, she cut up some carrots to put in the pot of stew. She put in beans, peas, and tomatoes. Then she added some salt and pepper.

That afternoon, Jim came home from school on the bus. When he walked in the door, he said, "Something smells good! What's cooking?" Jim's grandma told him they would have beef stew for dinner. "I love beef stew," said Jim. "I can't wait to eat!"

F.018 Chunky Passages

Stew's Ready!

One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove. Then she put in some water with lots of potatoes, some onions, and celery. Later in the day, she cut up some carrots to put in the pot of stew. She put in beans, peas, and tomatoes. Then she added some salt and pepper.

That afternoon, Jim came home from school on the bus. When he walked in the door, he said, "Something smells good! What's cooking?" Jim's grandma told him they would have beef stew for dinner. "I love beef stew," said Jim. "I can't wait to eat!"



Extensions and Adaptations

- ▶ Make up own stories and write in both formats.
- ▶ Record reading passages.
- ▶ Use other passages according to instructional-independent reading level range.

Stew's Ready!

One Sunday afternoon
Jim's grandma filled
a big pot with meat
and put it
on the stove.

Then she put
in some water
with lots of potatoes,
some onions, and celery.

Later in the day,
she cut up some carrots
to put in the pot of stew.

She put in beans,
peas, and tomatoes.

Then she added
some salt and pepper.

That afternoon,
Jim came home
from school
on the bus.

When he walked
in the door,
he said,

"Something smells good!
What's cooking?"

Jim's grandma told him
they would have beef stew
for dinner.

"I love beef stew,"
said Jim.

"I can't wait to eat!"

Stew's Ready!

One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove. Then she put in some water with lots of potatoes, some onions, and celery. Later in the day, she cut up some carrots to put in the pot of stew. She put in beans, peas, and tomatoes. Then she added some salt and pepper.

That afternoon, Jim came home from school on the bus. When he walked in the door, he said, "Something smells good! What's cooking?" Jim's grandma told him they would have beef stew for dinner. "I love beef stew," said Jim. "I can't wait to eat!"



Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

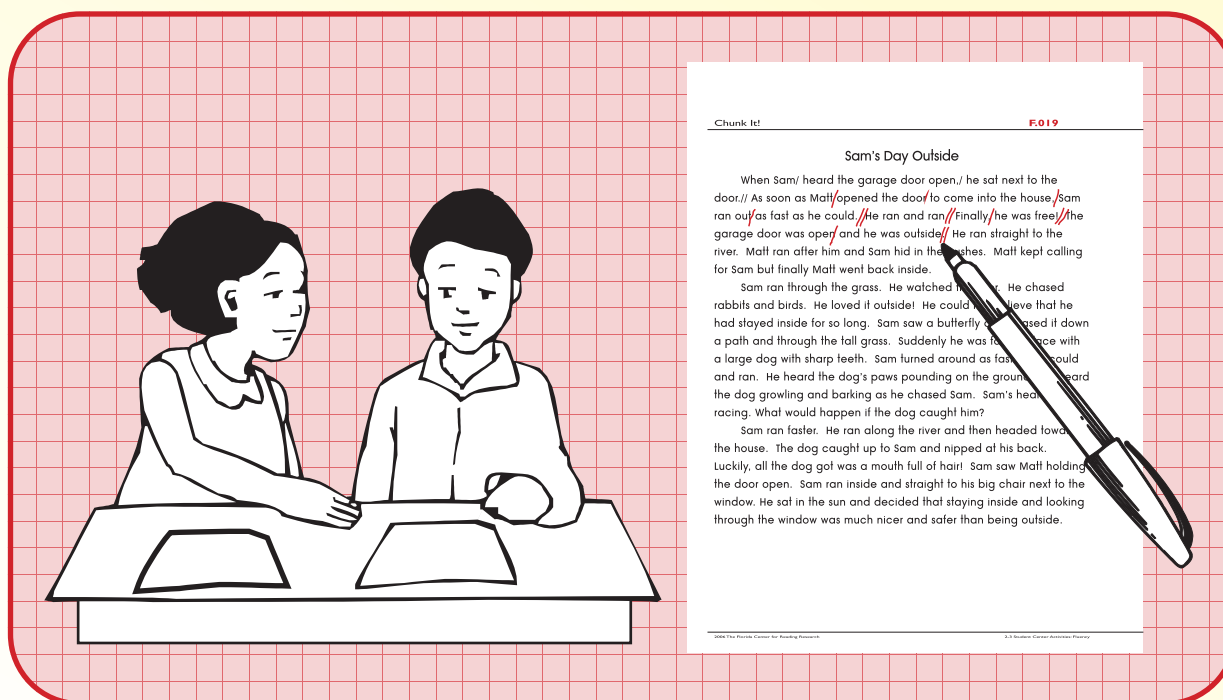
Materials

- ▶ Passage
Make two copies and laminate. Note: Passage has one sentence with slashes to help students get started.
- ▶ Vis-à-Vis® marker

Activity

Students divide text into meaningful parts and then read it fluently.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Working together, students determine text chunks and indicate using slash marks. Put single slashes (/) to denote short pauses and double slashes (//) to denote end of sentence (//).
4. Student one (higher performing student) reads the text with proper intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student two (lower performing student) repeats the reading using proper intonation, expression and phrasing.
6. Peer evaluation



Chunk It! F.019

Sam's Day Outside

When Sam/ heard the garage door open,/ he sat next to the door// As soon as Matt/opened the door/to come into the house/Sam ran out/as fast as he could//He ran and ran//Finally/he was free//the garage door was open/ and he was outside// He ran straight to the river. Matt ran after him and Sam hid in the bushes. Matt kept calling for Sam but finally Matt went back inside.

Sam ran through the grass. He watched the birds. He chased rabbits and birds. He loved it outside! He could not believe that he had stayed inside for so long. Sam saw a butterfly and chased it down a path and through the tall grass. Suddenly he was face to face with a large dog with sharp teeth. Sam turned around as fast as he could and ran. He heard the dog's paws pounding on the ground. He heard the dog growling and barking as he chased Sam. Sam's heart started racing. What would happen if the dog caught him?

Sam ran faster. He ran along the river and then headed toward the house. The dog caught up to Sam and nipped at his back. Luckily, all the dog got was a mouth full of hair! Sam saw Matt holding the door open. Sam ran inside and straight to his big chair next to the window. He sat in the sun and decided that staying inside and looking through the window was much nicer and safer than being outside.

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Extensions and Adaptations

- ▶ Erase slash marks and read fluently.
- ▶ Use other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

Sam's Day Outside

When Sam / heard the garage door open, / he sat next to the door. // As soon as Matt opened the door to come into the house, Sam ran out as fast as he could. He ran and ran. Finally, he was free! The garage door was open and he was outside. He ran straight to the river. Matt ran after him and Sam hid in the bushes. Matt kept calling for Sam but finally Matt went back inside.

Sam ran through the grass. He watched the river. He chased rabbits and birds. He loved it outside! He could not believe that he had stayed inside for so long. Sam saw a butterfly and chased it down a path and through the tall grass. Suddenly he was face to face with a large dog with sharp teeth. Sam turned around as fast as he could and ran. He heard the dog's paws pounding on the ground. He heard the dog growling and barking as he chased Sam. Sam's heart was racing. What would happen if the dog caught him?

Sam ran faster. He ran along the river and then headed toward the house. The dog caught up to Sam and nipped at his back. Luckily, all the dog got was a mouth full of hair! Sam saw Matt holding the door open. Sam ran inside and straight to his big chair next to the window. He sat in the sun and decided that staying inside and looking through the window was much nicer and safer than being outside.



F. 020

Connected Text

Listen and Read

Objective

The student will read with proper phrasing, intonation, and expression in connected text.

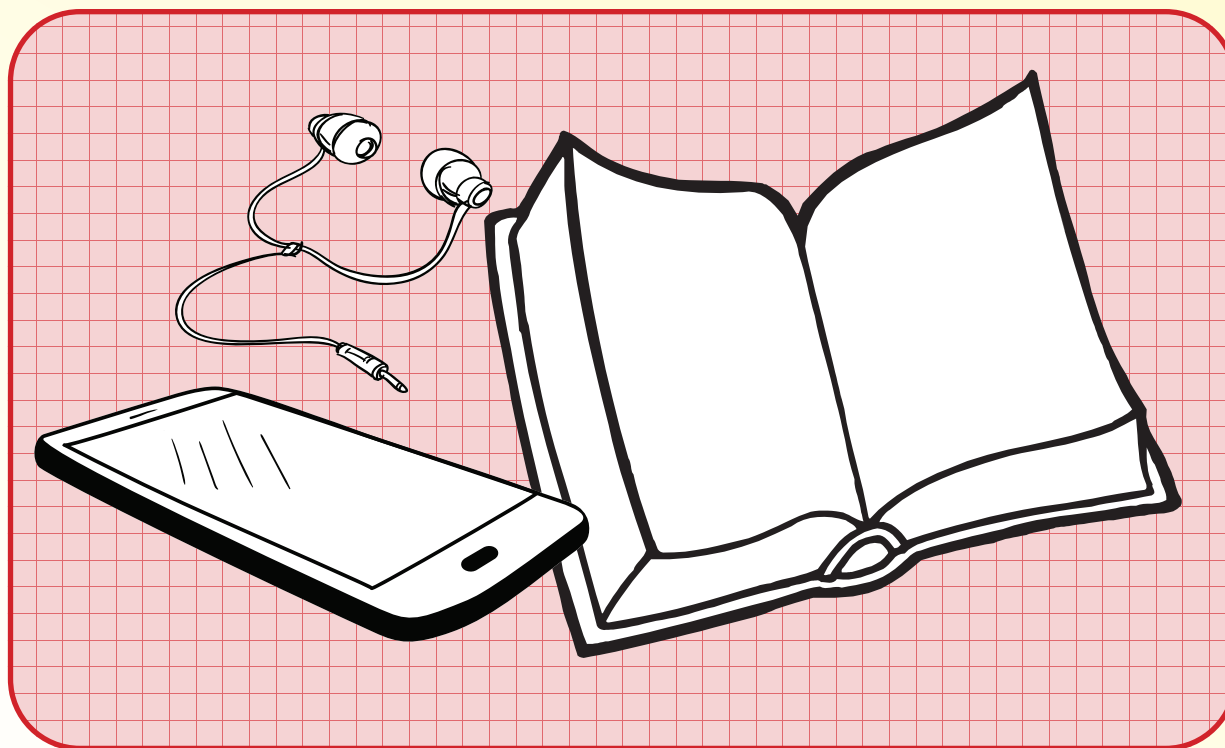
Materials

- ▶ Media player
Choose or make recordings of a book or passage on students' instructional reading level.
- ▶ Headphones
- ▶ Book or paper copy of reading passage

Activity

Students practice reading fluently by reading along with a recorded book.

1. Place the media player and headphones at the center. Provide each student with a copy of the text.
2. The student listens to the recording and follows along in the text.
3. Begins again and reads with the recording, emphasizing phrasing, intonation, and expression.
4. Practices reading the text without the recording, emphasizing phrasing, intonation, and expression.
5. Self-check



Extensions and Adaptations

- ▶ Read the text or passage to other students at the center.
- ▶ Choral read the text with a partner.



Reading Wiz



Objective

The student will gain speed and accuracy and read with proper phrasing, intonation, and expression.



Materials

- ▶ Computer
- ▶ Headphones
- ▶ Computer software

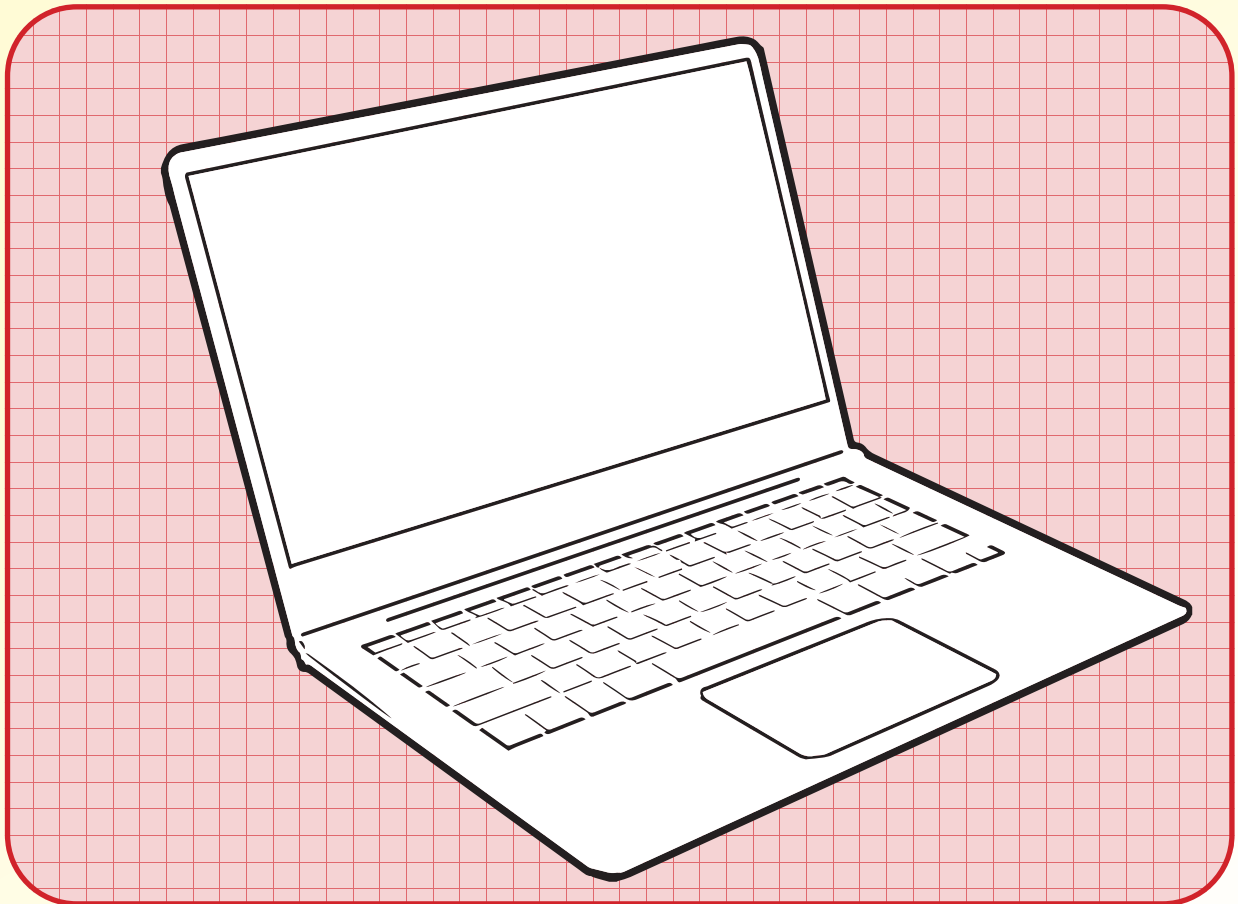
Choose fluency-based computer software on students' instructional level.



Activity

Students interact with fluency passages at the computer center.

1. Place the computer software and headphones at the computer center.
2. The student listens to passages and interacts with fluency-based software at the computer center.
3. Progresses to the next level and continues to follow instructions.
4. Self-check



Extensions and Adaptations

- ▶ Use various reading-related computer software programs.



F. 022

Connected Text

Two To Read

Objective

The student will gain speed and accuracy in reading connected text.

Materials

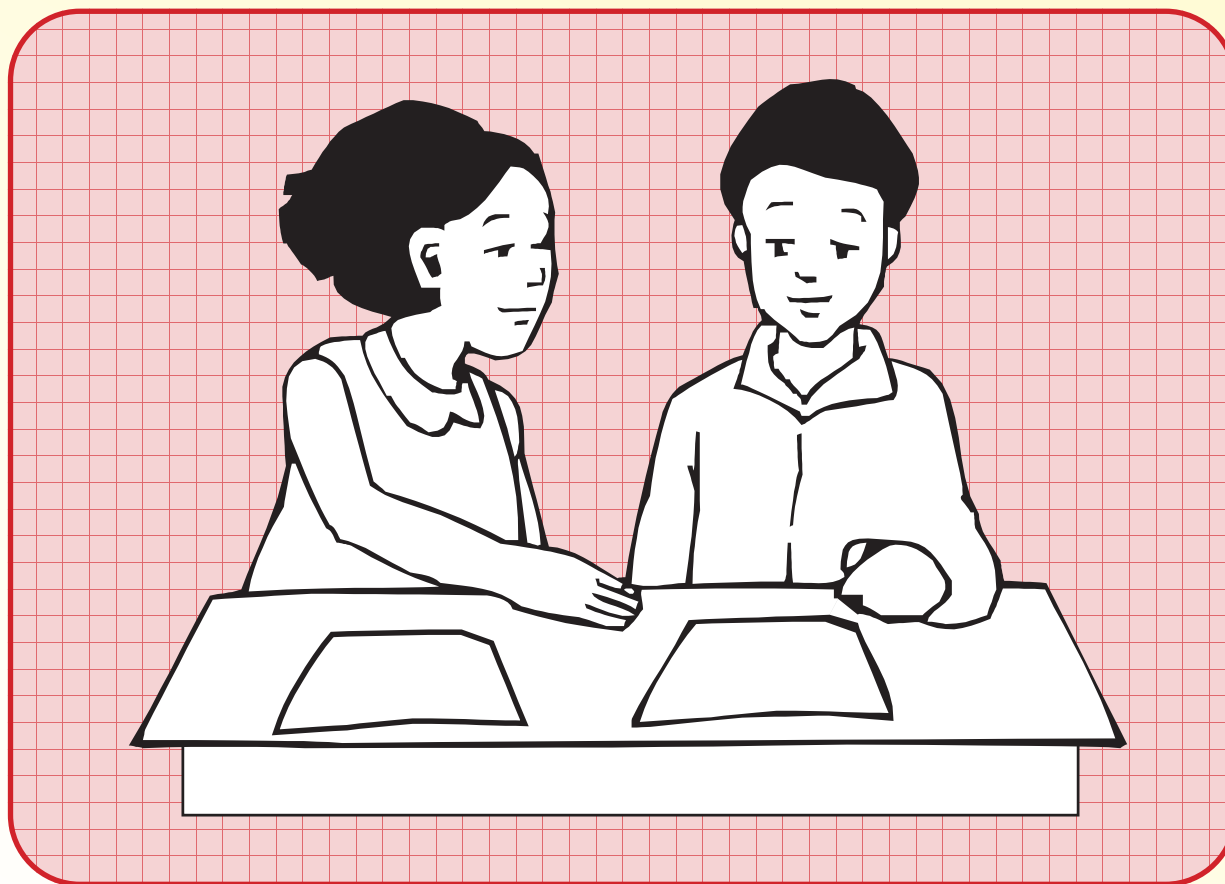
▶ Passages, book, or text

Select text within students' instructional-independent reading level range.

Activity

Students reread texts with a partner.

1. Provide a text for each student.
2. Taking turns, students alternate reading sentences and providing assistance to each other.
3. Continue to read until the entire text has been read.
4. Reread the text multiple times attempting to gain speed and accuracy.
5. Read entire text to each other.
6. Peer evaluation



Extensions and Adaptations

- ▶ Take turns reading by paragraphs.
- ▶ Use a timer to increase speed.



All Together Now

Objective

The student will gain speed and accuracy in reading connected text.

Materials

► Text

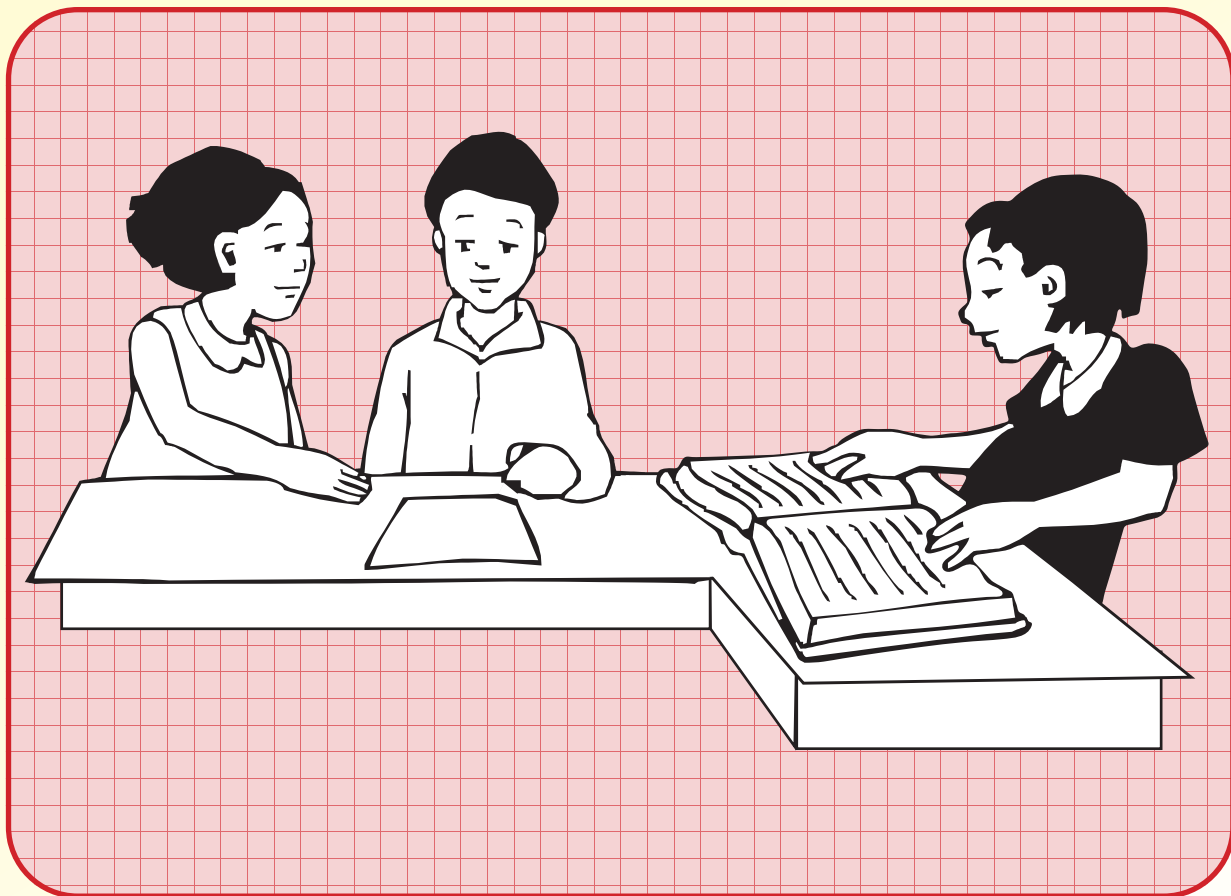
Choose stories within students' instructional-independent reading level range.

One copy for each student.

Activity

Students read text in unison.

1. Provide each student with a copy of the selected text.
2. Taking turns, a student is designated as the group leader.
3. Begins reading and the others choral read along.
4. Change roles, allowing each student to lead the group, and reread.
5. Peer evaluation



Extensions and Adaptations

- Place text on media device and one student leads the choral reading by swooping under the designated phrases.



F. 024

Connected Text

I Read, You Read

Objective

The student will gain speed and accuracy in reading connected text.

Materials

- ▶ Set of books or passages

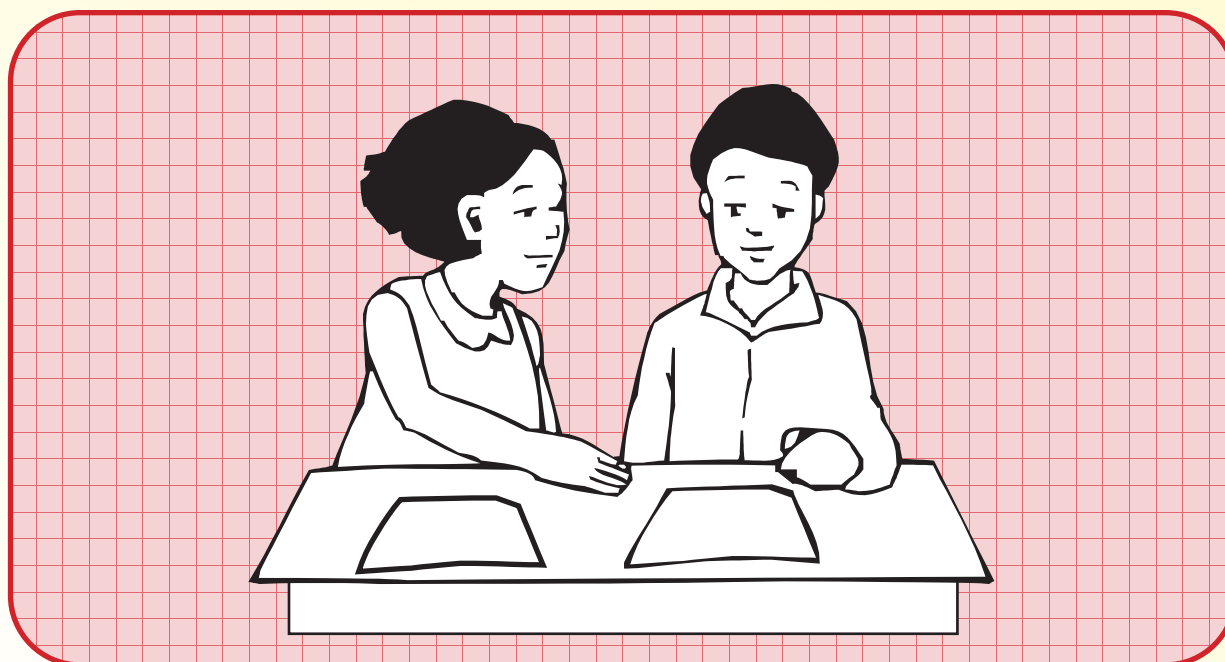
Choose books or passages within lower performing students' instructional-independent reading level range.

Indicate the length of the text to be read at a time by using bookmarks or stickies.

Activity

Students practice reading fluently by reading text with a partner.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Working in pairs, student one (the higher-performing student) reads the assigned length of text aloud. Student two (the lower-performing student) reads along silently.
4. Student two rereads the same text while student one assists.
5. Continue the activity until the entire text has been read.
6. Reread the text several times.
7. Peer evaluation



Extensions and Adaptations

- ▶ After reading, answer comprehension questions.
- ▶ Retell the story with a partner. For example, student one asks, “What happened first?” Student two answers. Student one asks, “What happened next?” Student two answers. Student two continues questioning until student one has retold the entire story in sequence.



Connected Text

F. 025

Read and Read Again

Objective

The student will gain speed and accuracy in reading connected text.

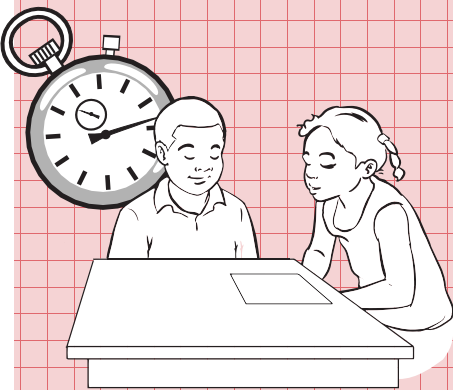
Materials

- ▶ Set of books or passages
Choose book passages or other text within students' instructional-independent reading level range. Make two copies and laminate. Indicate the number of words in text.
- ▶ Reading record
- ▶ Words correct per minute graph
This graph can be used to record 60-90 words correct per minute.
- ▶ Pencils
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers

Activity

Students time repeated readings and graph words correct per minute.

1. Provide each student with a copy of the text, reading record, and words correct per minute graph. Place the timer at the center.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows along, using a Vis-à-Vis® marker to mark words read incorrectly.
3. Continue reading until timer goes off. Student one completes the reading record and words correct per minute graph with the assistance of student two.
4. Student one rereads the text two more times, attempting to increase speed and accuracy.
5. Reverse roles and continue the activity.
6. Peer evaluation



Name _____

F.025 Read and Read Again

Title: _____

Date: _____ Pages Read: _____

1 st Reading	
# of words read:	_____
Subtract # of errors:	_____
# of words read correctly per minute:	_____

2 nd Reading	
# of words read:	_____
Subtract # of errors:	_____
# of words read correctly per minute:	_____

3 rd Reading	
# of words read:	_____
Subtract # of errors:	_____
# of words read correctly per minute:	_____

Name _____

F.025

Words Per Minute

	1 st try	2 nd try	3 rd try	4 th try	5 th try
90					
89					
88					
87					
86					
85					
84					
83					
82					
81					
80					
79					
78					
77					
76					
75					
74					
73					
72					
71					
70					
69					
68					
67					
66					
65					
64					
63					
62					
61					
60					

Extensions and Adaptations

- ▶ Use copies of text and mark difficult words for later explanation.
- ▶ Use the other graph with more fluent readers.

Title: _____

Date: _____ Pages Read: _____

1st Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

2nd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

3rd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Words Correct Per Minute

90					
89					
88					
87					
86					
85					
84					
83					
82					
81					
80					
79					
78					
77					
76					
75					
74					
73					
72					
71					
70					
69					
68					
67					
66					
65					
64					
63					
62					
61					
60					
	1 st try	2 nd try	3 rd try	4 th try	5 th try

Words Correct Per Minute

120					
119					
118					
117					
116					
115					
114					
113					
112					
111					
110					
109					
108					
107					
106					
105					
104					
103					
102					
101					
100					
99					
98					
97					
96					
95					
94					
93					
92					
91					
90					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



Play It Up!



Objective

The student will read with proper phrasing, intonation, and expression in connected text.



Materials

- ▶ Readers Theatre script

Choose stories with dialogue rich text and develop scripts within students' instructional-independent reading level range or locate appropriate scripts on the Internet.



Activity

Students rehearse and read text using a reader's theatre format.

1. Provide scripts for each student with specific parts highlighted.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation

The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: I'm Baby Bear.

Momma Bear: I'm Momma Bear.

Papa Bear: I'm Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: I have a little wee bowl.

Momma Bear: I have a medium-sized bowl.

Papa Bear: I have a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: I have a little wee chair.

Momma Bear: I have a medium-sized chair.

Papa Bear: I have a great big chair.

Narrator: And they each had a bed to sleep in.



Extensions and Adaptations

- ▶ Students write plays to use for Readers Theatre.
- ▶ Perform for class.
- ▶ Increase the reading difficulty of the scripts.



Objective

The student will read with proper phrasing, intonation, and expression in connected text.



Materials

- ▶ Set of paragraphs

Choose paragraphs within instructional-independent reading level that may be read with expression (e.g., dialogue, mood).

Copy on card stock, laminate, and cut apart.



Activity

Students read fluently by echo reading paragraphs.

1. Place the set of paragraphs at the center.
2. Working in pairs, student one selects and orally reads the paragraph fluently.
3. Student two then repeats the paragraph back to student one in the same manner.
4. Continue until all paragraphs have been read with proper phrasing, intonation, and expression.
5. Reverse roles and repeat the activity.
6. Peer evaluation

Maria and Diane were friends. The weather was nice one Saturday and they decided to spend the day at the beach. They pulled together everything they needed to take. Maria got the towels, sunglasses, and volleyball while Diane made drinks, sandwiches, and snacks. They loaded the car with all of their things and started to go.

"Wait! I forgot my camera!" Diane shouted. Maria stopped the car and waited for Diane to run back into the house. "I can't forget this," she sighed.
"Oh no!" gasped Maria.
"What is the matter?" asked Diane.
"I need to go back inside and get my bathing suit." Maria replied.

"I wish it hadn't started to rain. I really wanted to spend the day at the beach," Diane said sadly. They decided to go inside to play cards and eat their lunch.

"So much for a day at the beach!" said Maria.

By the time Maria got back to the car Diane looked up at the sky and saw the clouds growing dark. They heard thunder and then soon, drops of rain began to fall.



Extensions and Adaptations

- ▶ Read the paragraphs together.
- ▶ Cut apart scripts from readers' theatre.
- ▶ Use other different intonation and expression.
- ▶ Write other paragraphs to read.



Poetry Reading

Objective

The student will read with proper phrasing, intonation, and expression in connected text.

Materials

► Poetry

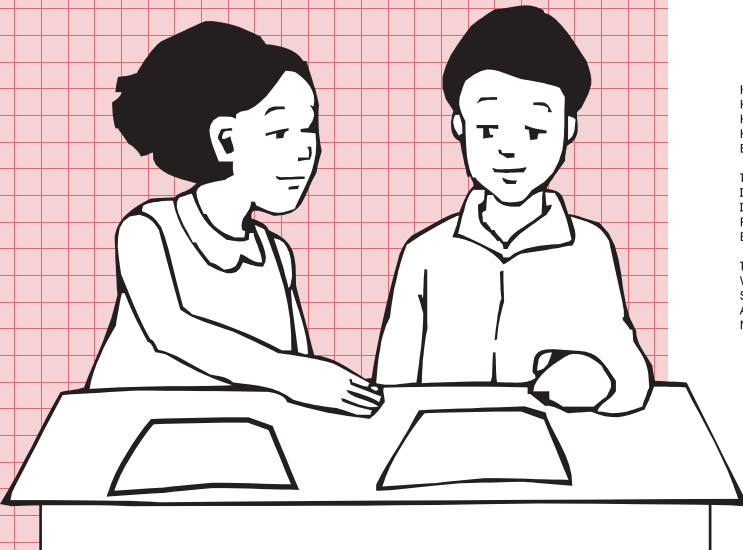
Choose books or passages within lower performing students' instructional-independent reading level range.

Make two copies of each poem.

Activity

Students read poems with a partner of equal or higher reading ability.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the same poem text. Students face each other.
3. Working in pairs, student one (the higher-performing student) reads the assigned poem or a stanza aloud. Student two (the lower-performing student) reads along silently.
4. Student two reads the same poem or stanza while student one assists.
5. Repeat the activity, rereading the poem several times.
6. Peer evaluation



Keith McAffee

Keith McAffee wouldn't take the garbage out.
He just poked out his lip and started to pout.
His father asked him kindly,
His mother began to shout!
But Keith McAffee wouldn't take the garbage out!

The trash piled to the table and then filled the floor.
It piled higher and higher, falling out the door.
It went down the street and then all around.
Pass the school and stores; throughout the town.
But Keith McAffee wouldn't take the garbage out!

The trash got bigger and bigger, really growing deep.
What a huge, dirty, smelly, rolling heap!
Soon the state was covered with litter everywhere.
And the boy was even covered from his toes to his hair!
Now Keith McAffee wished he had taken the garbage out!

Extensions and Adaptations

- Choral read.
- Discuss main idea of poem.



F. 029

Connected Text

Rapid Read



Objective

The student will gain speed and accuracy in reading connected text.



Materials

- ▶ Word list
Make two copies.
- ▶ Passage
Make two copies.



Activity

Students practice reading target words and then read connected text containing these words.

1. Provide each student with a word list and passage.
2. Taking turns, students practice reading the word list three times each.
3. Student one reads the first paragraph focusing on phrasing, intonation, and expression.
4. Student two reads the second paragraph focusing on phrasing, intonation, and expression.
5. Continue until the entire text has been read.
6. Reverse roles and repeat the activity.
7. Peer evaluation

<p style="text-align: center;">Rapid Read F.029</p> <hr/> <p style="text-align: center;"><u>Word List</u></p> <p style="text-align: center;">bakery breakfast tour kitchen large table prepares dough listened giant machine caught whir toward suddenly laugh giggle finished chocolate</p> <p style="font-size: small; text-align: center;">©2005 The Florida Center for Reading Research</p>	<p style="text-align: center;">F.029 Rapid Read</p> <hr/> <p style="text-align: center;"><u>The Bakery</u></p> <p>Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the large oven. The baker asked Jill if she would like to get a tour of the kitchen. Jill smiled and said, "Yes!"</p> <p>The baker showed Jill and her dad the large mixer, the oven, and the huge baker's working table. Then the baker told them how he prepares the dough to bake cookies. As Jill listened, the shiny switch on the giant mixing machine caught her eye. She reached out her hand and flipped the switch. "Whir!" went the machine.</p> <p>The baker, Jill, and her dad jumped back. Chocolate cake batter sprayed around the room and all over Jill. The baker ran toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Suddenly, the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt bad but she began to giggle too.</p> <p>Jill's dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she was finished, she told the baker she was sorry about making the mess. He smiled and said, "That's okay." Then, he handed her a box to take with her. When she got outside the bakery, she looked in the box to see a huge piece of chocolate cake. Jill smiled.</p> <p style="font-size: small; text-align: center;">©2005 The Florida Center for Reading Research</p>
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Extensions and Adaptations

- ▶ Time passage reading and graph words read correctly.
- ▶ Use other passages according to instructional-independent reading level range.

Word List

bakery

breakfast

tour

kitchen

large

table

prepares

dough

listened

giant

machine

caught

whir

toward

suddenly

laugh

giggle

finished

chocolate

The Bakery

Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the large oven. The baker asked Jill if she would like to get a tour of the kitchen. Jill smiled and said, "Yes!"

The baker showed Jill and her dad the large mixer, the oven, and the huge baker's working table. Then the baker told them how he prepares the dough to bake cookies. As Jill listened, the shiny switch on the giant mixing machine caught her eye. She reached out her hand and flipped the switch. "Whir!" went the machine.

The baker, Jill, and her dad jumped back. Chocolate cake batter sprayed around the room and all over Jill. The baker ran toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Suddenly, the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt bad but she began to giggle too.

Jill's dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she was finished, she told the baker she was sorry about making the mess. He smiled and said, "That's okay." Then, he handed her a box to take with her. When she got outside the bakery, she looked in the box to see a huge piece of chocolate cake. Jill smiled.



Listen To Me



Objective

The student will read with proper phrasing, intonation, and expression in connected text.



Materials

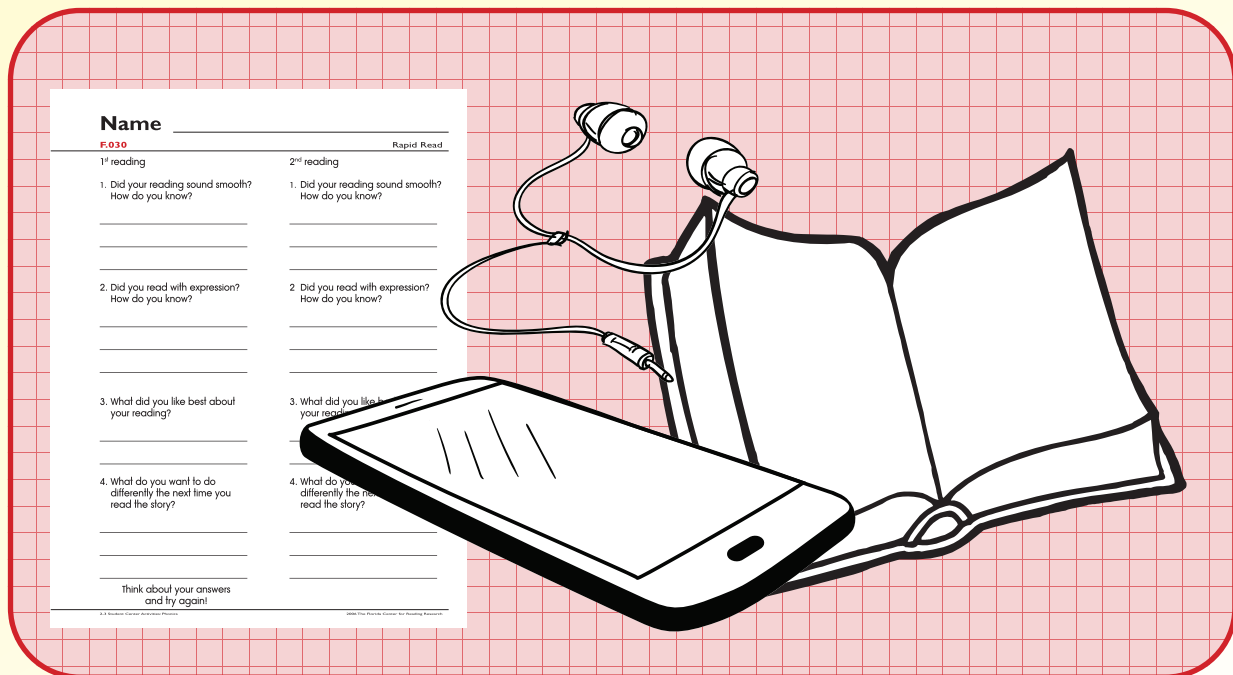
- ▶ Book or passage
Choose text within students' instructional-independent reading level range.
- ▶ Media player
- ▶ Student question sheet



Activity

Students read and record passages on tape.

1. Place media player at the center. Provide each student with a copy of the text and student sheet.
2. The student practices reading the lines of text aloud with proper phrasing, intonation, and expression.
3. Presses record on media player and reads the text.
4. Listens to recording and completes “first reading” section of student question sheet.
5. Records and listens to second reading. Completes “second reading” section of student question sheet.
6. May repeat a third time.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Do activity with a partner.
- ▶ Complete self-evaluation daily for each attribute by checking the box that best describes reading fluency.

Name _____

F. 030

Listen To Me

1st reading

2nd reading

1. Did your reading sound smooth?
How do you know?

1. Did your reading sound smooth?
How do you know?

2. Did you read with expression?
How do you know?

2. Did you read with expression?
How do you know?

3. What did you like best about
your reading?

3. What did you like best about
your reading?

4. What do you want to do
differently the next time you
read the story?

4. What do you want to do
differently the next time you
read the story?

Think about your answers
and try again!

Name _____

Listen To Me

F. 030

MY READING TODAY	Mon.	Tues.	Wed.	Thurs.	Fri.
EXPRESSION					
I read changing my voice to show feeling or to sound like the character.					
I read changing the sound of my voice some of the time.					
I read like a robot and did not change the sound of my voice.					
RATE	Mon.	Tues.	Wed.	Thurs.	Fri.
I read steady and at good rate.					
I read too fast like a rabbit.					
I read too slowly like a turtle.					
ACCURACY	Mon.	Tues.	Wed.	Thurs.	Fri.
I read every word correctly by myself.					
I read most of the words correctly by myself.					
I read a few words correctly, but needed lots of help.					
PHRASING	Mon.	Tues.	Wed.	Thurs.	Fri.
I read using proper phrasing and paid attention to punctuation.					
I read a couple of words at a time.					
I read word by word.					

self-evaluation



Objective

The student will identify contractions.



Materials

- ▶ Bingo cards
Each card has different contractions.
- ▶ Word cards
- ▶ Counters



Activity

Students identify contractions by playing a bingo-type game.

1. Place the word cards face down in a stack. Provide each student with a bingo card and counters.
2. Taking turns, students select the top card and read the words.
3. Look for the matching contraction on the bingo card. If there is a match, place a counter on that contraction. Return card to the bottom of the stack.
4. The game is finished when one card is covered with counters and a student says “Contraction Bingo!”
5. Peer evaluation

I'm	you're	he's	I'd
they've	she'll	can't	●'t
let's	●	didn't	haven't
who's	●	shouldn't	what's

“I am.”

I am



Extensions and Adaptations

- ▶ Use other contractions and bingo cards with different words.

Vocabulary

Contraction Bingo!

V. 001

Contraction Bingo!

I'm	you're	he's	I'd
they've	she'll	can't	don't
let's	we're	didn't	haven't
who's	who'll	shouldn't	what's



Contraction Bingo!

she's	you'd	we've	they'll
couldn't	isn't	they're	here's
weren't	that's	I'll	hasn't
there's	aren't	won't	I've



Vocabulary

Contraction Bingo!

V. 001

I am

you are

he is

I would

they have

she will

can not

do not



Vocabulary

V. 001

Contraction Bingo!

let us

we are

did not

have not

who is

who will

should not

what is



Vocabulary

Contraction Bingo!

V. 001

she is

you would

we have

they will

could not

is not

they are

here is



Vocabulary

V. 001

Contraction Bingo!

were not

that is

I will

has not

there is

are not

will not

I have





Synonym Dominoes



Objective

The student will identify synonyms.



Materials

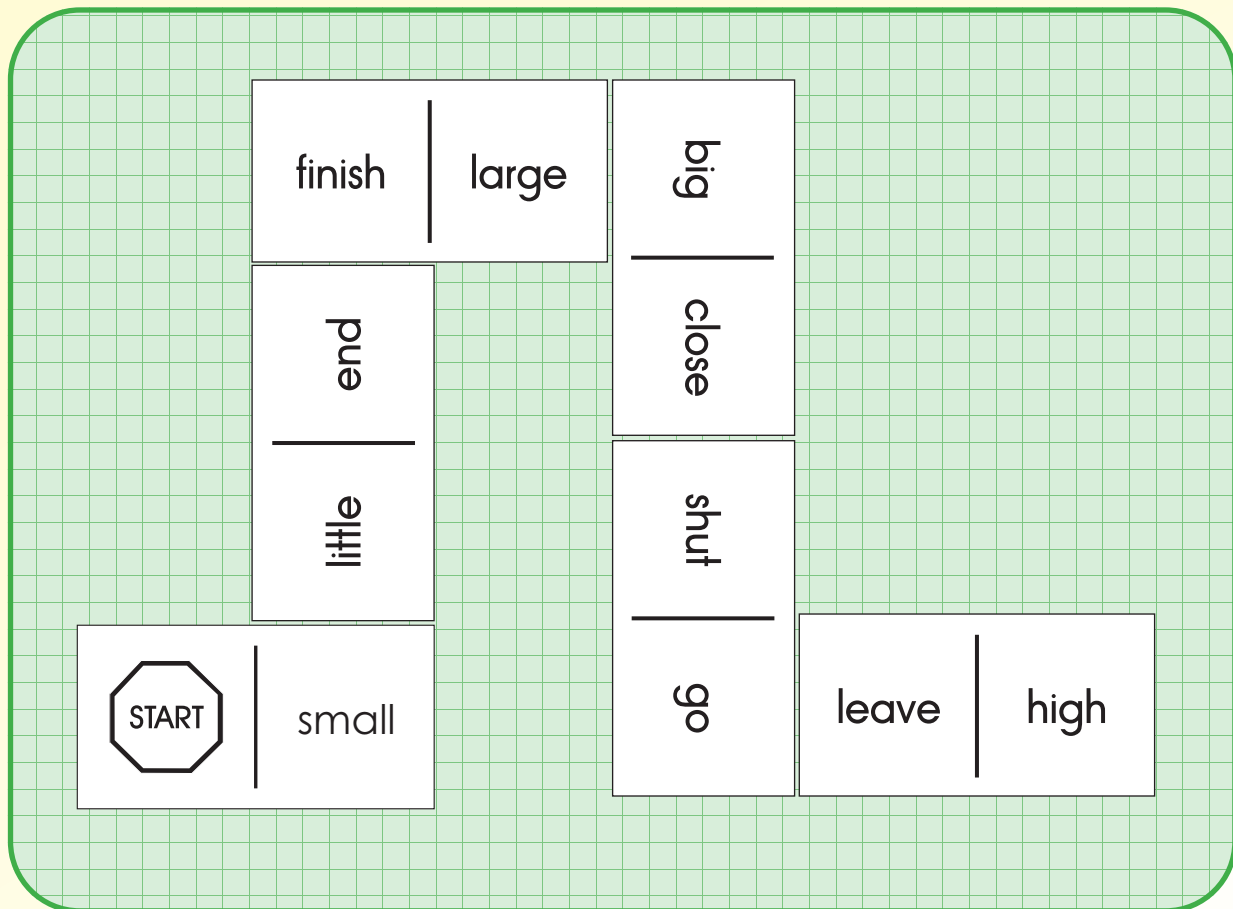
- ▶ Synonym domino cards



Activity

Students identify synonyms by playing a domino game.

1. Scatter synonym domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, and reads the word on the other end of the domino (i.e., small).
3. Looks for a domino with a synonym (i.e., little). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., end) and finds the domino with a matching synonym and reads word. Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



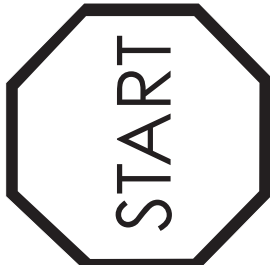
Extensions and Adaptations

- ▶ Use antonym dominoes.

Vocabulary

V. 002

Synonym Dominoes


 <p>small</p>	<p>end</p>	<p>large</p>
<p>big</p>	<p>shut</p>	<p>leave</p>
<p>close</p>	<p>go</p>	<p>high</p>
<p>finish</p>	<p>little</p>	<p>end</p>

START/small, little/end, finish/large, big/close, shut/go, leave/high

Vocabulary

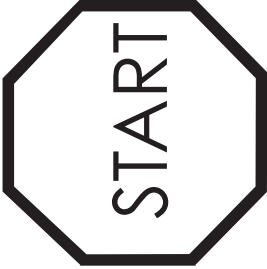
Synonym Dominoes

V. 002

make	tall
every	build
below	all
under	fast
quick	look
see	



tall/make, build/every, all/below, under/fast, quick/look, see/STOP

 after	before small	big right
left close	open day	night same


START/after, before/small, big/right, left/close, open/day, night/same



Vocabulary

Synonym Dominoes

V. 002

up different	last down	small first
large over	under play	work 



different/up, down/last, first/small, large/over, under/play, work/STOP



V. 003

Word Knowledge

Opposites Attract

Objective

The student will identify antonyms.

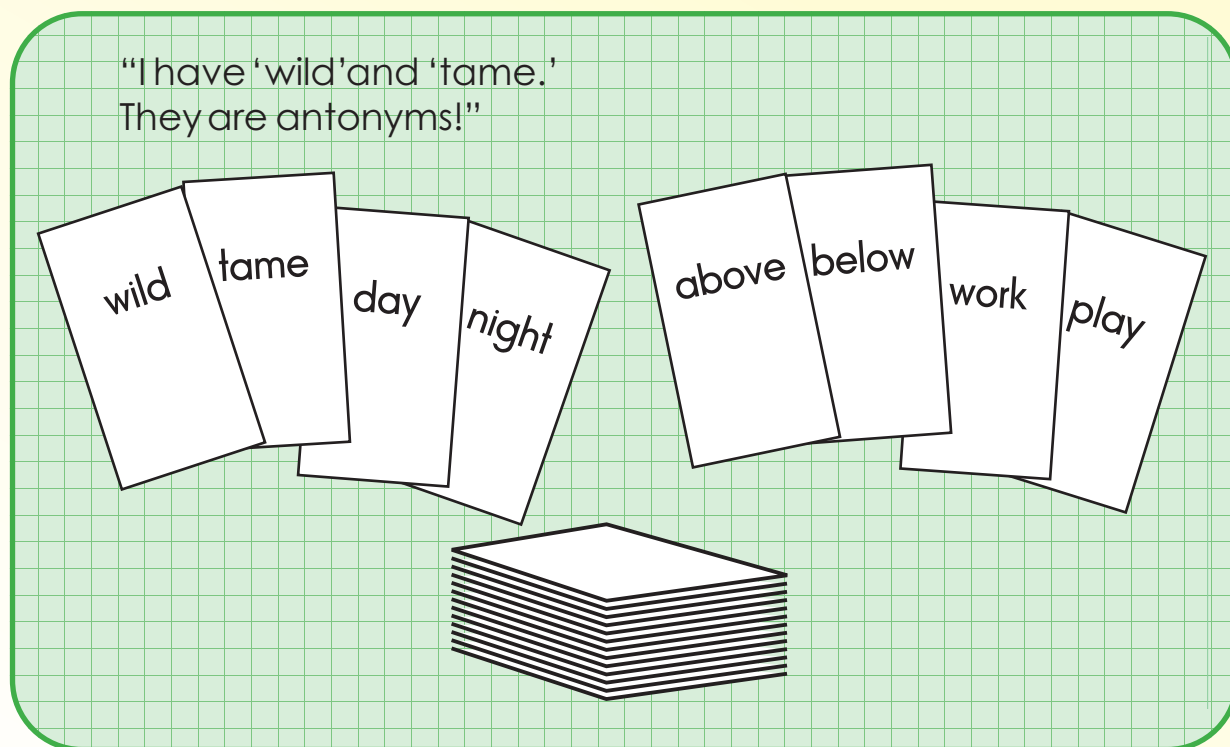
Materials

► Word Cards

Activity

Students identify antonyms by playing a card game.

1. Divide the word cards into three equal stacks. Each student gets one stack and the remaining stack is the “lake.”
2. Students check their cards for matching antonyms. Read the words and place the matching sets down. For example, “I have wild and tame, they are antonyms.”
3. Student one asks for a specific antonym for one of the cards that he is holding. For example, “Do you have a card that is the opposite of cold?”
4. If yes, student two gives the antonym (i.e., hot) to student one who reads both words. Places match down. If no, student two says, “Go fishing for an antonym!” Student one selects the top card from the “lake” stack.
5. Student two takes a turn.
6. Continue game until all cards are matched.
7. Peer evaluation



Extensions and Adaptations

► Do an open sort with word cards.

Vocabulary

Opposites Attract

V. 003

over

under

work

play

before

after



last

first

take

give

win

lose



Vocabulary

Opposites Attract

V. 003

wild

tame

always

never

above

below



no

yes

add

subtract

day

night



Vocabulary

Opposites Attract

V. 003

long

short

funny

sad

more

less



laugh	cry	new
old	end	begin



Vocabulary

Opposites Attract

V. 003

there

here

out

in

pass

fail



fix

break

awake

asleep

fancy

plain



Vocabulary

Opposites Attract

V. 003

cool

warm

sour

sweet

lost

found



push	pull	wet
dry	thin	thick





Synonym-Antonym Connections



Objective

The student will identify synonyms and antonyms.



Materials

- ▶ Header cards
- ▶ Word cards
- ▶ Synonym and antonym cards
- ▶ Student sheet
- ▶ Pencils



Activity

Students identify synonyms and antonyms by playing a game.

1. Place header cards face up in a row at the center in the following order: SYNONYM, WORD, ANTONYM. Place word cards face up in a column under the WORD header card. Place synonym and antonyms cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read it. (e.g., “firm”).
3. Determines if it is a synonym or antonym by reading the designation at the bottom of the card (i.e., synonym).
4. Read the words in the middle column and determine where the synonym or antonym card should be placed (i.e., next to “hard”).
5. Reverse roles and continue until all words are placed.
6. Record synonyms and antonyms next to the words on student sheet.
7. Teacher evaluation

Name _____		
SYNONYM	WORD	ANTONYM
make believe	pretend	real
destroy	ruin	build
	hard	
	thin	
	separate	
	all	
	show	
	crease	



Extensions and Adaptations

- ▶ Find synonym and antonyms of target words.

SYNONYM

header

ANTONYM

header

WORD

header

header

header cards



Vocabulary

Synonym-Antonym Connections

V. 004

pretend

word

ruin

word

hard

word

thin

word

separate

word

all

word

show

word

crease

word

word cards



Vocabulary

V. 004

Synonym-Antonym Connections

make believe

synonym

destroy

synonym

firm

synonym

narrow

synonym

apart

synonym

everybody

synonym

display

synonym

wrinkle

synonym

synonym cards



Vocabulary

Synonym-Antonym Connections

V. 004

real

antonym

build

antonym

soft

antonym

wide

antonym

together

antonym

nobody

antonym

hide

antonym

smooth

antonym

antonym cards



Name _____

V. 004

Synonym-Antonym Connections

SYNONYM	WORD	ANTONYM
	pretend	
	ruin	
	hard	
	thin	
	separate	
	all	
	show	
	crease	

Name _____

SYNONYM	WORD	ANTONYM



V. 005

Word Knowledge
Abbreviation Match-Up



Objective

The student will identify abbreviations.



Materials

- ▶ Abbreviation cards



Activity

Students match abbreviations to their corresponding words by playing a memory game.

1. Place the abbreviation cards face down in rows.
2. Taking turns, students turn over two cards. Read the abbreviations and words (e.g., lb. and pound). If the cards match, place the matched cards aside. If the cards do not match, return the cards face down in their original spots.
3. Continue until all the cards are matched.
4. Peer evaluation

	lb.			
				pound



Extensions and Adaptations

- ▶ Use other abbreviations and corresponding words.

Vocabulary

Abbreviation Match-Up

V. 005

ounce

oz.

mathematics

math

hour

hr.

Mister

Mr.



V. 005

Abbreviation Match-Up

Avenue

Ave.

pound

lb.

chapter

chap.

page

p.



Vocabulary

Abbreviation Match-Up

V. 005

gallon

gal.

Doctor

Dr.

Fahrenheit

F.

August

Aug.



V. 005

Abbreviation Match-Up

Tuesday

Tues.

Junior

Jr.

Captain

Capt.

miles
per hour

mph



Vocabulary

Abbreviation Match-Up

V. 005

Saturday

Sat.

United
States

U.S.

Florida

FL

Celsius

C.





Objective

The student will identify homophones.



Materials

- ▶ Flip pages
Copy, laminate, cut, compile book, and staple. Cut up to the gray line in between flip pages. Staple to card stock or poster board for better handling.
- ▶ Student sheet
There are two students sheets. These can be used individually or copied back to back.
- ▶ Answer key
- ▶ Pencil



Activity

Students choose the correct homophone in a flip book to complete sentences.

1. Place flip book at the center. Provide each student with a student sheet.
2. The student “flips” the pages in the flip book and selects a pair of homophones and reads them.
3. “Flips” through the sentence pages to find the two sentences that correspond to the homophones.
4. Writes the correct homophone in the blanks of the corresponding sentence on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation

homophone	A bike has _____ tires.	She went _____ the store to buy milk.
to		
two		

Name _____

V.006

Homophones #2

The _____ cleans the house.
He made his _____ through the forest.
The _____ of two plus five is seven.
There are _____ corners in a square.
A bike has <u>two</u> tires.
How many pounds does the dog _____?
She threw the ball over _____.
She went <u>to</u> the store to buy milk.
The _____ helps to move the boat.
He stood because there were _____ seats.



Extensions and Adaptations


- ▶ Add pages to flip book.

Vocabulary


Homophone Hunt

V. 006

homophone	to two	sentence	Your choices are pizza ___ hamburgers.	sentence	There is a ___ in the shoelace.
-----------	-----------	----------	--	----------	---------------------------------------



	for four		He made his ___ through the forest.		The students turned in ___ papers.
--	-------------	--	---	--	--



or
oar

Don was ____
happy when
he cut his leg.

The ____
helps to move
the boat.



knot
not

I will ____ a
story about
my trip.

Connie ate
____ cake and
left the rest.



Vocabulary

Homophone Hunt

V. 006

Do you draw
with your left
or ___ hand?

He got paid
___ mowing
the grass.

their
there



Theresa ___
her bed.

The ___
cleans the
house.

some
sum



write
right

The ___ of
two plus five
is seven.

There are
___ corners
in a square.



no
know

A bike has
___ tires.

How many
pounds does
the dog ___?



Vocabulary

Homophone Hunt

V. 006

way
weigh

She threw the
ball over ____.

She went ____
the store
to buy milk.



made
maid

Do you ____
how to play
basketball?

He stood
because there
were ____ seats.



Name _____

V. 006

Homophone Hunt

Homophones # 1

Your choices are pizza _____ hamburgers.

There is a _____ in the shoelace.

Theresa _____ her bed.

The students turned in _____ papers.

Don was _____ happy when he cut his leg.

Do you _____ how to play basketball?

I will _____ a story about my trip.

Connie ate _____ cake and left the rest.

He got paid _____ mowing the grass.

Do you draw with your left or _____ hand?

Name _____

Homophone Hunt

V. 006

Homophones #2

The _____ cleans the house.

He made his _____ through the forest.

The _____ of two plus five is seven.

There are _____ corners in a square.

A bike has _____ tires.

How many pounds does the dog _____?

She threw the ball over _____.

She went _____ the store to buy milk.

The _____ helps to move the boat.

He stood because there were _____ seats.

Homophones #1 Answer Key

Your choices are pizza or hamburgers.

There is a knot in the shoelace.

Theresa made her bed.

The students turned in their papers.

Don was not happy when he cut his leg.

Do you know how to play basketball?

I will write a story about my trip.

Connie ate some cake and left the rest.

He got paid for mowing the grass.

Do you draw with your left or right hand?

Homophones #2 Answer Key

The maid cleans the house.

He made his way through the forest.

The sum of two plus five is seven.

There are four corners in a square.

A bike has two tires.

How many pounds does the dog weigh?

She threw the ball over there.

She went to the store to buy milk.

The oar helps to move the boat.

He stood because there were no seats.

Vocabulary

V. 006

Homophone Hunt







Homograph Hitch

Objective

The student will identify homographs.

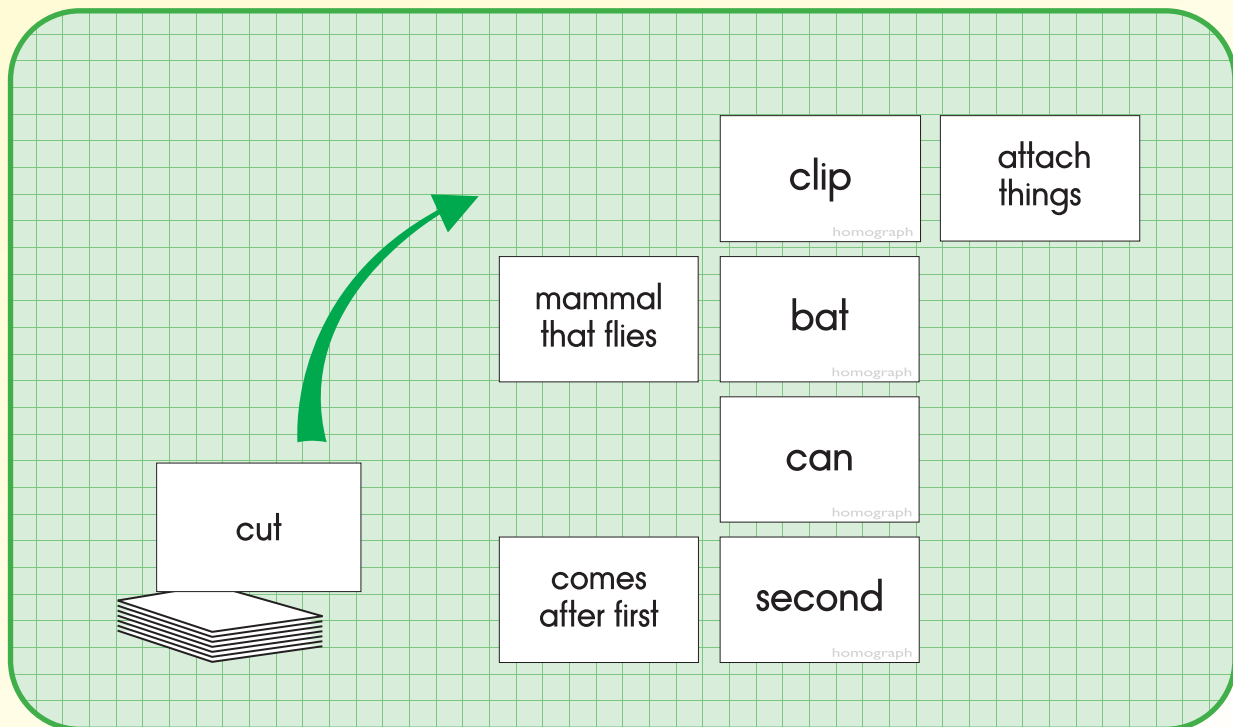
Materials

- ▶ Homograph cards
- ▶ Meaning cards
- ▶ Student sheet
There are two student sheets.
- ▶ Pencils

Activity

Students identify the meaning of homographs by playing a matching game.

1. Place homograph cards face up in a column at the center. Place meaning cards face down in a stack. Provide each student with a different student sheet.
2. Taking turns, students select the top meaning card from the stack and read it (e.g., cut).
3. Read the words in the column and determine which word best matches the meaning (i.e., clip).
4. Place the meaning card to one side of the homograph card. Reread the homograph and meaning.
5. Continue until each homograph has a meaning card on both sides (i.e., cut and attach things).
6. Complete student sheets by writing sentences to match identified meanings.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Make new homograph and meaning cards. Write corresponding sentences.

Vocabulary

V. 007

Homograph Hitch

clip

homograph

second

homograph

bat

homograph

ear

homograph

scale

homograph

can

homograph

ring

homograph

rare

homograph

homograph cards



Vocabulary

Homograph Hitch

V. 007

cut

comes
after first

baseball
equipment

used to hear

a device
to weigh
things

able to

circle

unusual

meaning cards



attach
things

unit of time

mammal
that flies

part of a
corn plant

outer
covering
of fish

metal
container

bell sound

not
cooked
much



Name _____

Homograph Hitch

V. 007

Homograph	Two sentences showing two different meanings
clip	
second	
bat	
ear	

Name _____

V. 007

Homograph Hitch

Homograph	Two sentences showing two different meanings
scale	
can	
ring	
rare	

Name _____

Homograph Hitch

V. 007

Homograph	Two sentences showing two different meanings



Objective

The student will identify contractions, synonyms, antonyms, abbreviations, homophones, and homographs.

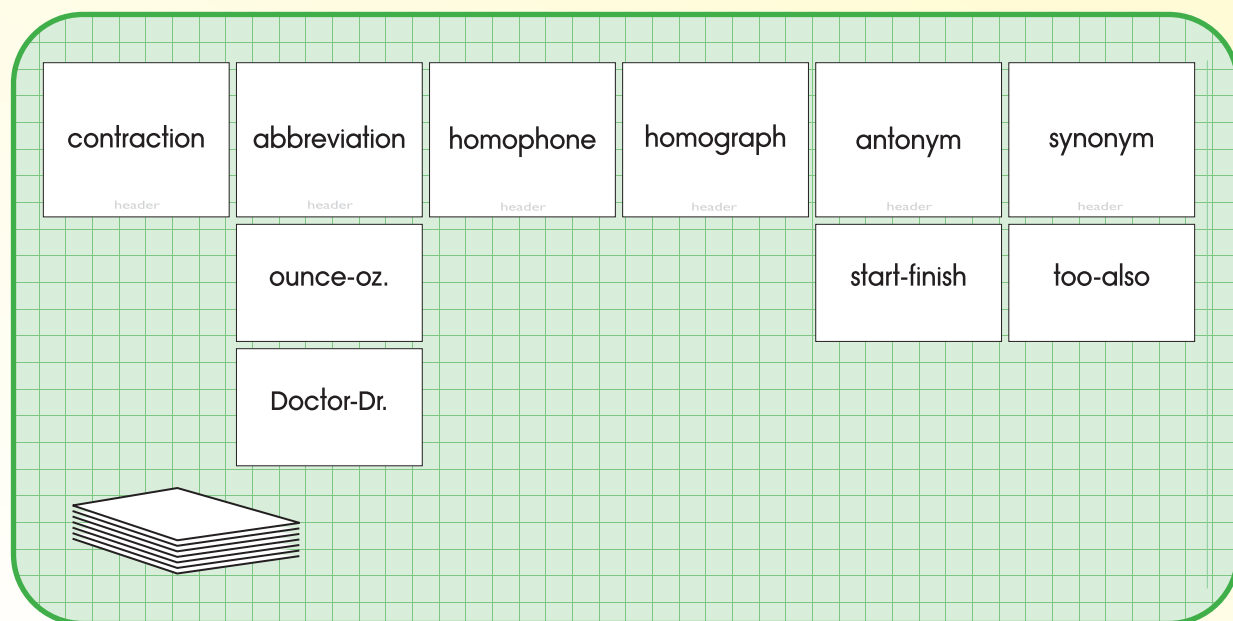
Materials

- ▶ Spinner
- ▶ *Laminate*
- ▶ Header cards
- ▶ Word cards
- ▶ Student sheet
- ▶ Pencils

Activity

Students sort words by playing a spinner game.

1. Place the spinner with header cards face up in a row at the center. Shuffle word cards and place in a stack face down.
2. Taking turns, student one spins the spinner and reads the category that the arrow lands on.
3. Looks through the stack and selects a word card that belongs to the category and reads it.
4. Places it under the corresponding header card.
5. Continue until all cards are sorted. Note: If spinner lands on a category that is complete (i.e., five cards), student spins again.
6. Complete the student sheet.
7. Teacher evaluation



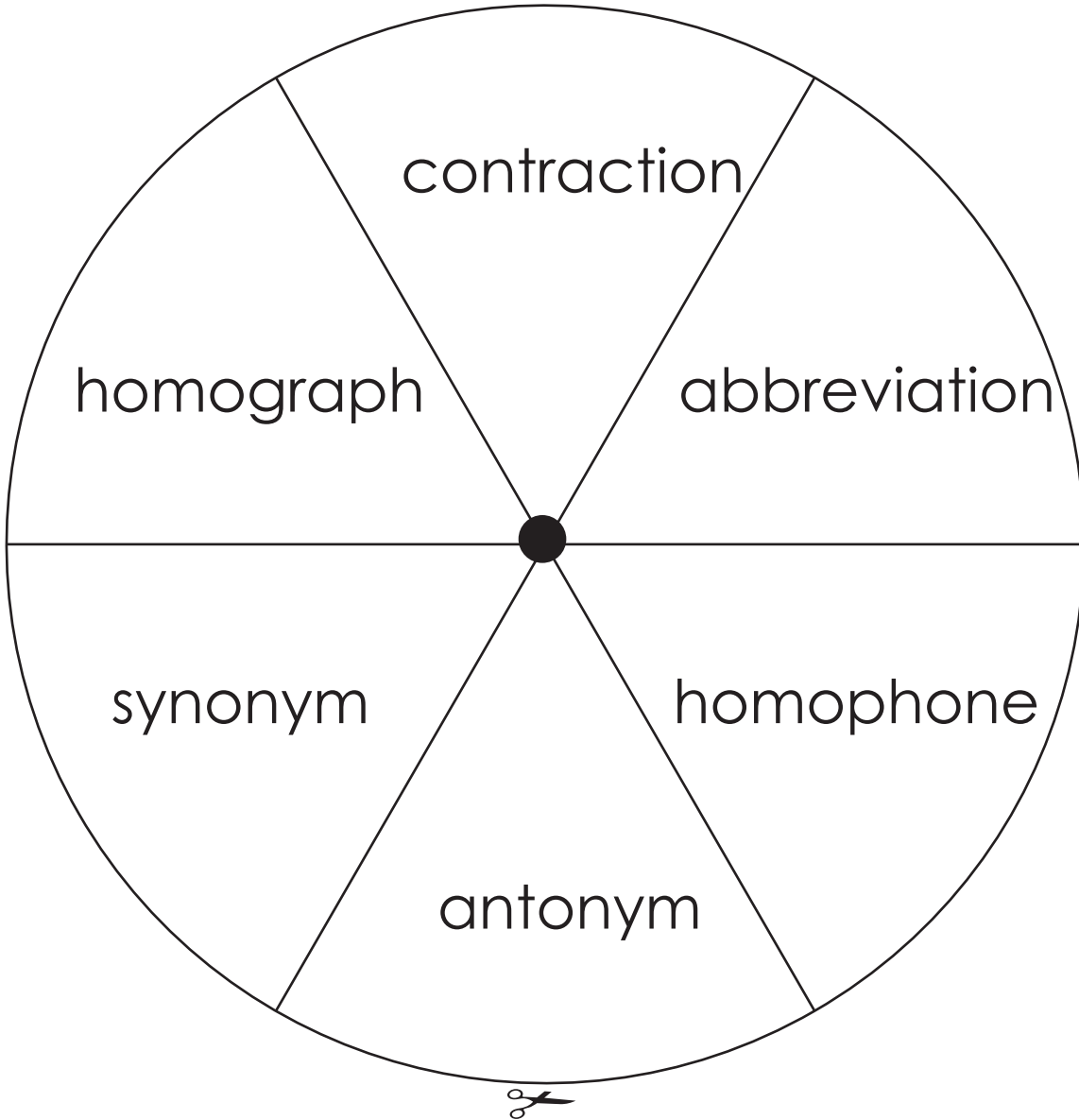
Extensions and Adaptations

- ▶ Write sentences using the pairs of words on paper or the back of the student sheet.
- ▶ Make other word cards to sort.

Vocabulary

Spin Sort

V. 008



contraction

header

abbreviation

header

homophone

header

homograph

header

antonym

header

synonym

header

header cards



Vocabulary

Spin Sort

V. 008

she'd-
she would

they'll-
they will

won't-will not

he's-he is

wouldn't-
would not

let-allow

almost-nearly

stop-end

word cards



wash-clean

too-also

off-on

many-few

up-down

most-least

start-finish

Doctor-Dr.



Vocabulary

Spin Sort

V. 008

ounce-oz.

October-Oct.

Mister-Mr.

Junior-Jr.

hour-our

sea-see

eye-l

sail-sale

word cards



Vocabulary

V. 008

Spin Sort

through-threw

well

- a hole dug for water
- how you feel

left

- direction
- did leave

ball

- toy that bounces
- royal dance

tick

- sound of a clock
- small insect

saw

- a cutting tool
- did see

word cards



Name _____

Spin Sort

V. 008

contraction	abbreviation	antonym	synonym	homophone	homograph



Objective

The student will identify the meaning of compound words.



Materials

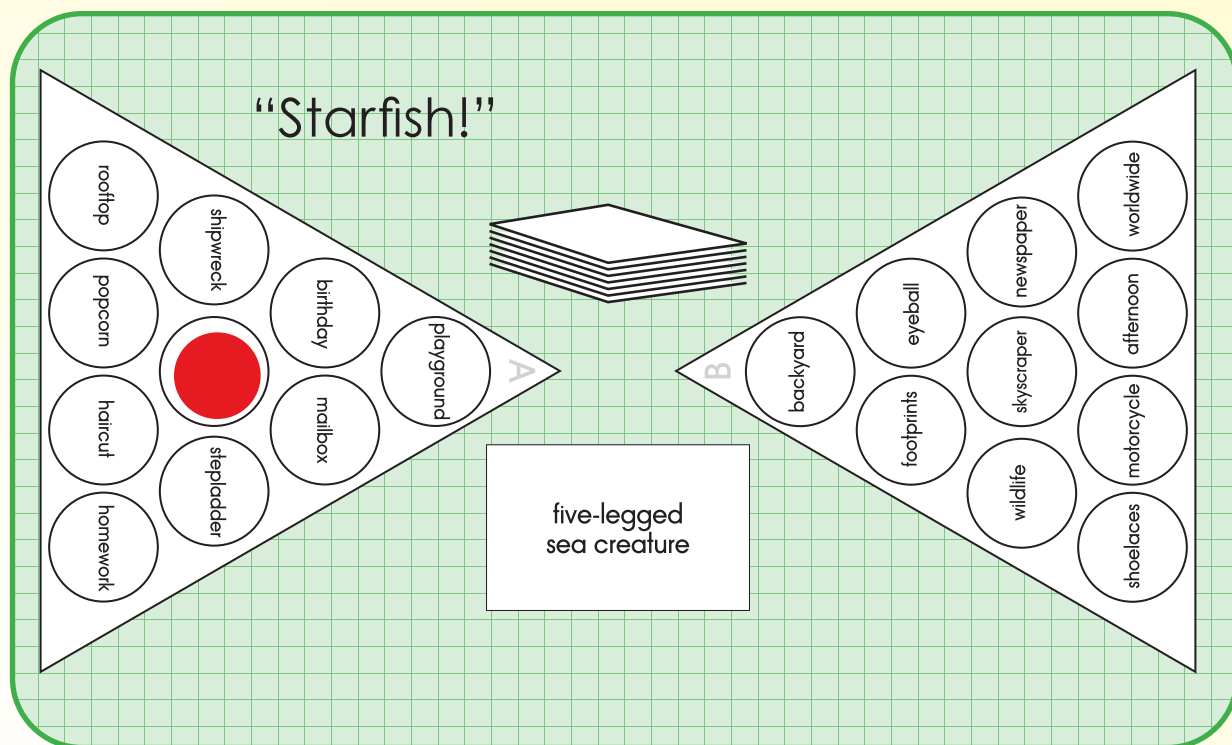
- ▶ Compound Word triangles
- ▶ Trivia cards
- ▶ Answer key
An answer key is provided.
- ▶ Game pieces



Activity

Students identify the meaning of compound words by playing a trivia game.

1. Place trivia cards face down in a stack at the center. Provide each student with a Compound Word triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it (e.g., five-legged sea creature).
3. Look for word on triangle that fits description (e.g., starfish). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



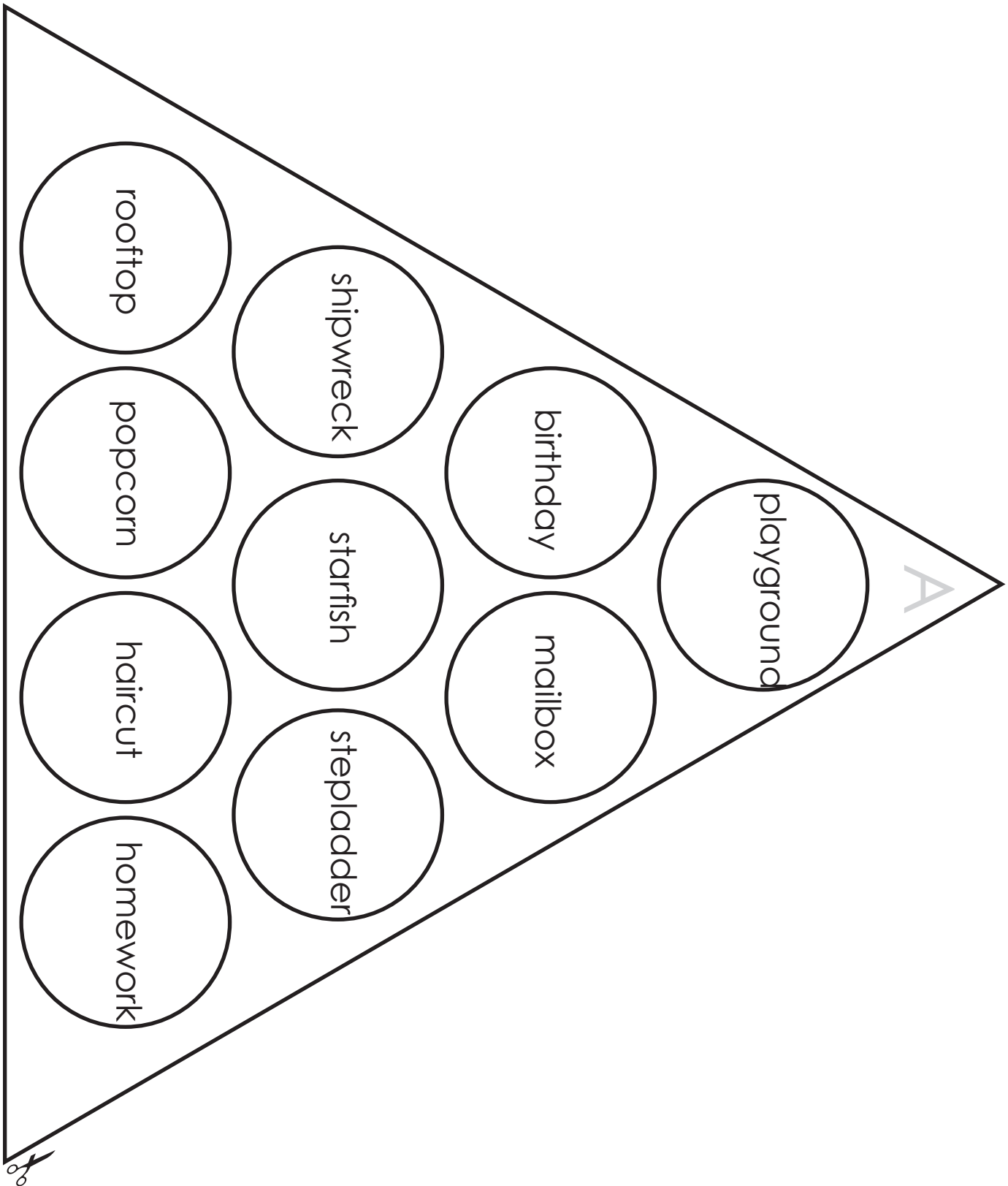
Extensions and Adaptations

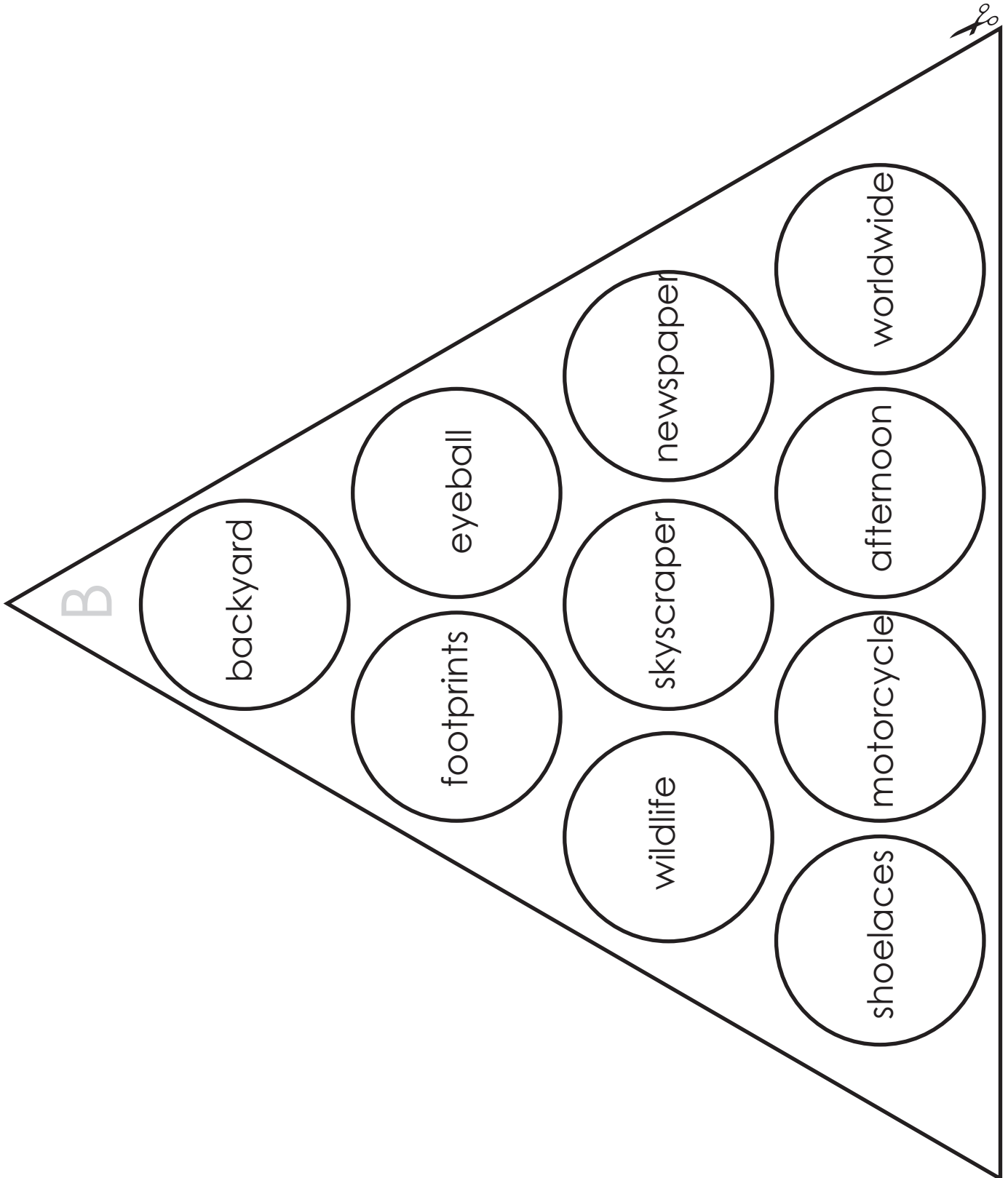
- ▶ Make other compound word triangles and trivia cards.

Vocabulary

Compound Word Trivia

V. 009





Vocabulary

Compound Word Trivia

V. 009

place outdoors
where children
can enjoy games
and have fun

container where
letters are put

part of the week
when one is born
and celebrated
every year

five-legged
sea creature

something that you
climb up or down
one foot at a time

a big boat that
is destroyed

yellow seeds from a
cob that jump

to shorten what
grows on your head



Vocabulary

V. 009

Compound Word Trivia

school work done
where you live

highest part
of a building

land behind
a house

tracks made by
the things that
you walk on

round thing in
your head that
helps you see

current events that
are written on
sheets of paper
folded together

all over the globe

time that follows
12:00 in the daytime



Vocabulary

Compound Word Trivia

V. 009

strings that hold together the things that you walk in

animals that are not tame

a very tall building that seems to rub against the place where there are clouds

thing you ride with two wheels and an engine

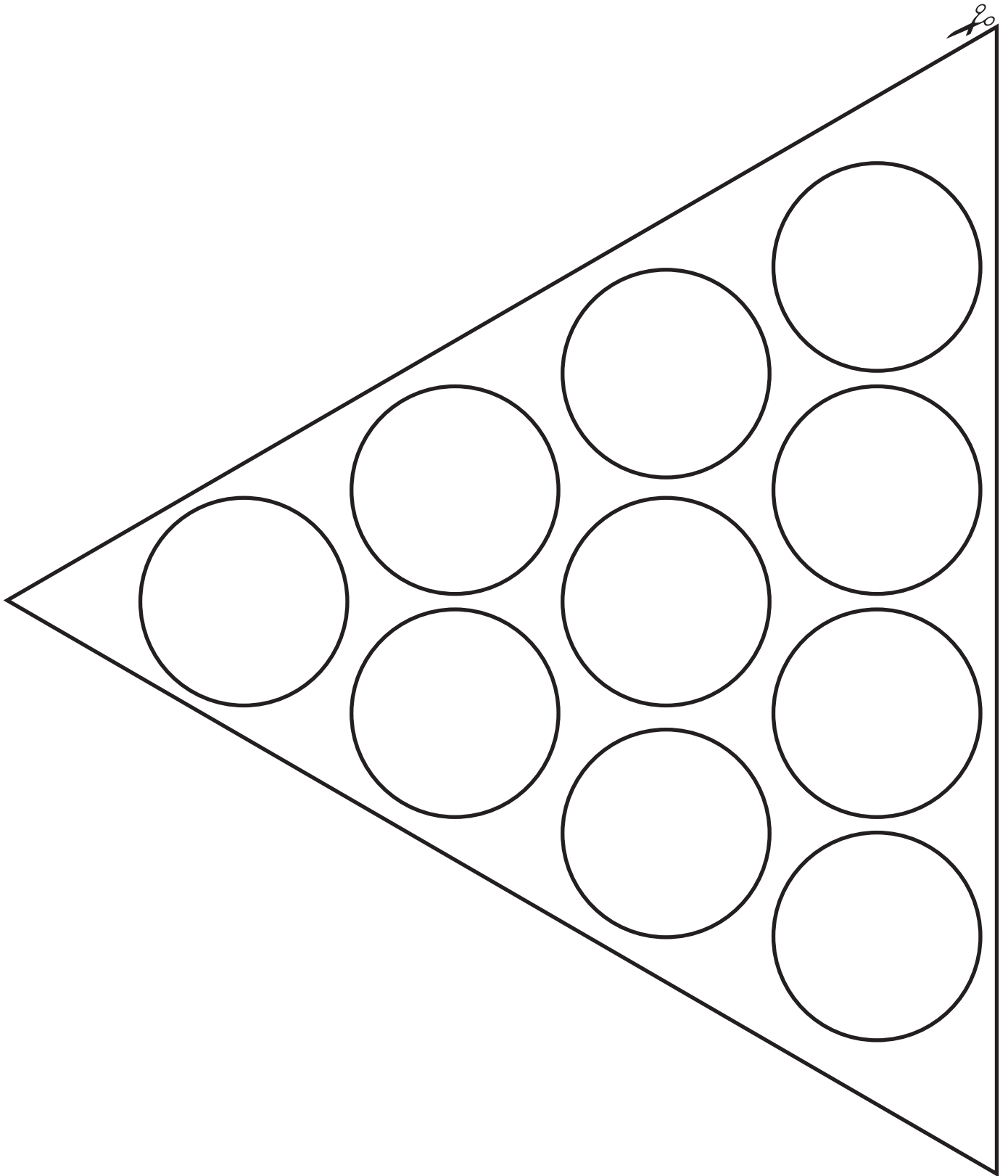


Answer Key A

place outdoors where children can enjoy games and have fun	playground
container where letters are put	mailbox
part of the week when one is born and celebrated every year	birthday
five-legged sea creature	starfish
something that you climb up or down one foot at a time	stepladder
a big boat that is destroyed	shipwreck
yellow seeds from a cob that jump	popcorn
to shorten what grows on your head	haircut
school work done where you live	homework
highest part of a building	rooftop

Answer Key B

land behind a house	backyard
tracks made by the things that you walk on	footprints
round thing in your head that helps you see	eyeball
current events that are written on sheets of paper folded together	newspaper
all over the globe	worldwide
time that follows 12:00 in the daytime	afternoon
strings that hold together the things that you walk in	shoelaces
animals that are not tame	wildlife
thing you ride with two wheels and an engine	motorcycle
a very tall building that seems to rub against the place where there are clouds	skyscraper





Affix Match

Objective

The student will identify the meaning of affixes.

Materials

- ▶ Affix and meaning cards

Activity

Students match affixes to their meanings by playing a memory game.

1. Place the affix and meaning cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards show an affix and its meaning (e.g., re-, again). If there is a match, pick up cards and place to the side. If cards do not match, return cards to their original position.
4. Continue until all matches are formed.
5. Peer evaluation

again			
		re-	

Extensions and Adaptations

- ▶ Make more cards and play again.
- ▶ Sort by prefixes and suffixes.

un-

not

re-

again

pre-

before

mis-

not
correctly



Vocabulary

Affix Match

V. 010

-er

more (when
comparing)

-est

most (when
comparing)

-s, -es

more
than one

-ful

full of

affix and meaning cards





Objective

The student will identify the meaning of words with affixes.

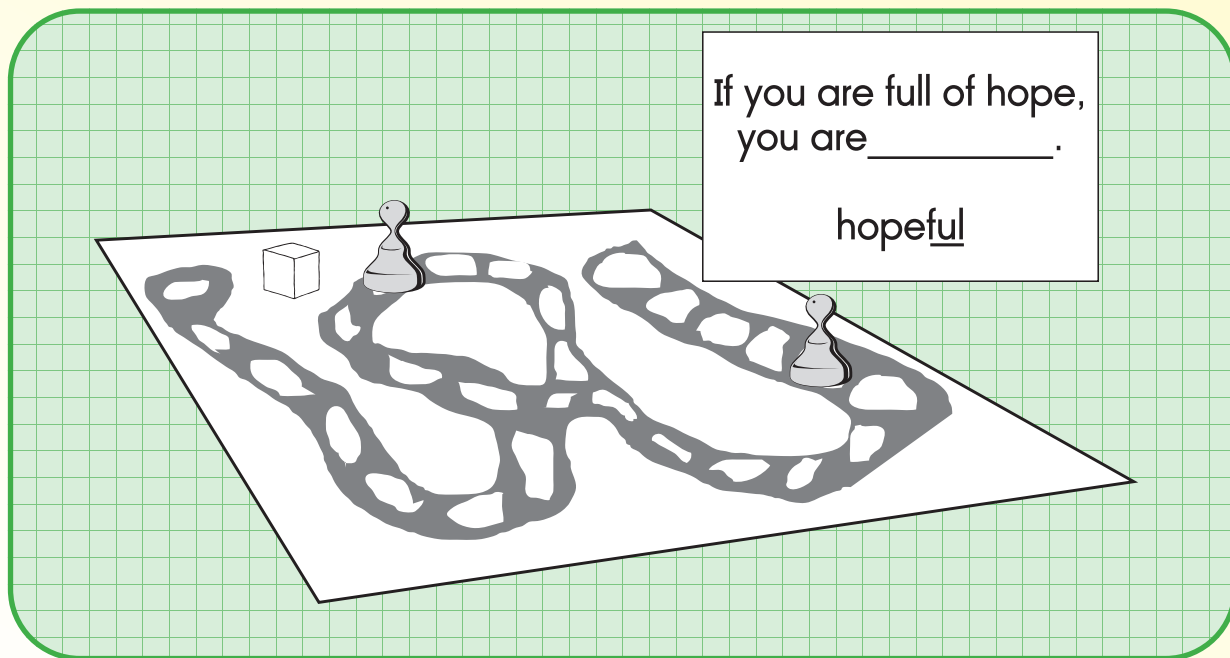
Materials

- ▶ Game board
- ▶ Sentence cards
Answers are provided at the bottom of each card.
- ▶ Game pieces (e.g., counters)

Activity

Students identify the meaning of words with affixes by matching them to their definitions.

1. Place game board and game pieces at the center. Place sentence cards face down beside the game board.
2. Working in pairs, student one selects the top card from the stack (without revealing it) and reads the sentence, saying the word “blank” at the underline (without the answer) to student two (e.g., If you are full of hope, you are blank).
3. Student two attempts to provide the word and identify the affix (e.g., hopeful, ful).
4. Student one checks the answer that is provided on the bottom of the word card.
5. If correct, student two moves game piece to the next space on the game board that has the identified affix. If incorrect, no move is made.
6. Return card to the bottom of the stack and continue until both students reach the end.
7. Peer evaluation



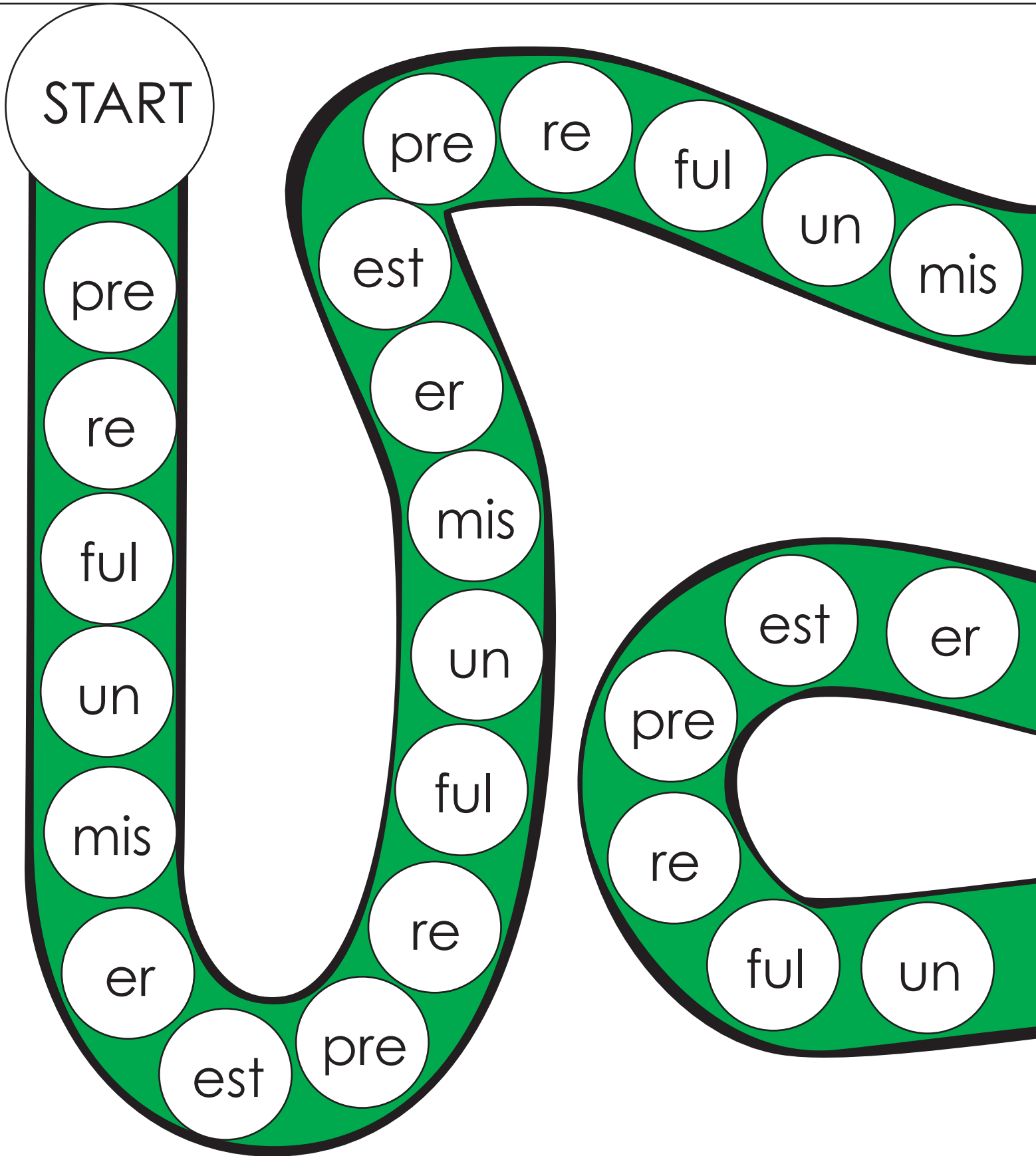
Extensions and Adaptations

- ▶ Make other word cards to use with game.
- ▶ Sort the phrases by prefixes and suffixes.

Vocabulary

V. 011

Affix Action



er est pre re ful un mis er est pre re ful un mis er est pre re

pre est
re er
un ful
mis

END

Vocabulary

V. 011

Affix Action

<p>The paint came off the house, so she had to _____ it.</p> <p><u>re</u>paint</p>	<p>If you are full of hope, you are _____.</p> <p>hope<u>ful</u></p>
<p>She did not write the story the right way. She will have to _____ it.</p> <p><u>re</u>write</p>	<p>If you pay for something before you get it, you _____.</p> <p><u>pre</u>pay</p>
<p>To spell something wrong is to _____ it.</p> <p><u>mis</u>spell</p>	<p>It is wrong to not behave in school. You will get in trouble if you _____.</p> <p><u>mis</u>behave</p>
<p>If you are not happy, you may be _____.</p> <p><u>un</u>happy</p>	<p>The story is not true. It is _____.</p> <p><u>un</u>true</p>



<p>The school that children go to before elementary school is called a _____.</p> <p><u>pre</u>school</p>	<p>Not all the food was eaten. Some of it was left _____.</p> <p><u>un</u>eaten</p>
<p>He is not able to perform the trick. He is _____ to do it.</p> <p><u>un</u>able</p>	<p>He didn't speak because his mouth was full of food. He had a _____.</p> <p>mouth<u>ful</u></p>
<p>If someone does not treat you well they _____ you.</p> <p><u>mis</u>treat</p>	<p>The rainbow is full of colors. It is very _____.</p> <p>color<u>ful</u></p>
<p>If you cook the food ahead of time, you _____.</p> <p><u>pre</u>cook</p>	<p>Fill the fishbowl and then _____ it when it needs more water.</p> <p><u>re</u>fill</p>



Vocabulary

V. 011

Affix Action

<p>Mom turned the oven heat off and the food got cold so we had to _____ it.</p> <p><u>re</u>heat</p>	<p>Cars move fast, but planes move _____.</p> <p>faster<u>e</u></p>
<p>Another word meaning to build again is _____.</p> <p><u>re</u>build</p>	<p>I am strong, but he is _____ because he can lift more.</p> <p>stronger<u>e</u></p>
<p>Tim is 10 years old. Mike is 14 years old. Mike is four years _____ than Tim.</p> <p>older<u>e</u></p>	<p>He is taller than his two brothers. He is the _____.</p> <p>tallest<u>e</u></p>
<p>Kemeika and Erik are smart. Zach makes better grades than both of them. He is the _____.</p> <p>smartest<u>e</u></p>	<p>My brother was lucky to find a penny. I was lucky to find a quarter. My sister found a dollar. She was the _____.</p> <p>luckiest<u>e</u></p>





Objective

The student will identify the meaning of words with affixes.

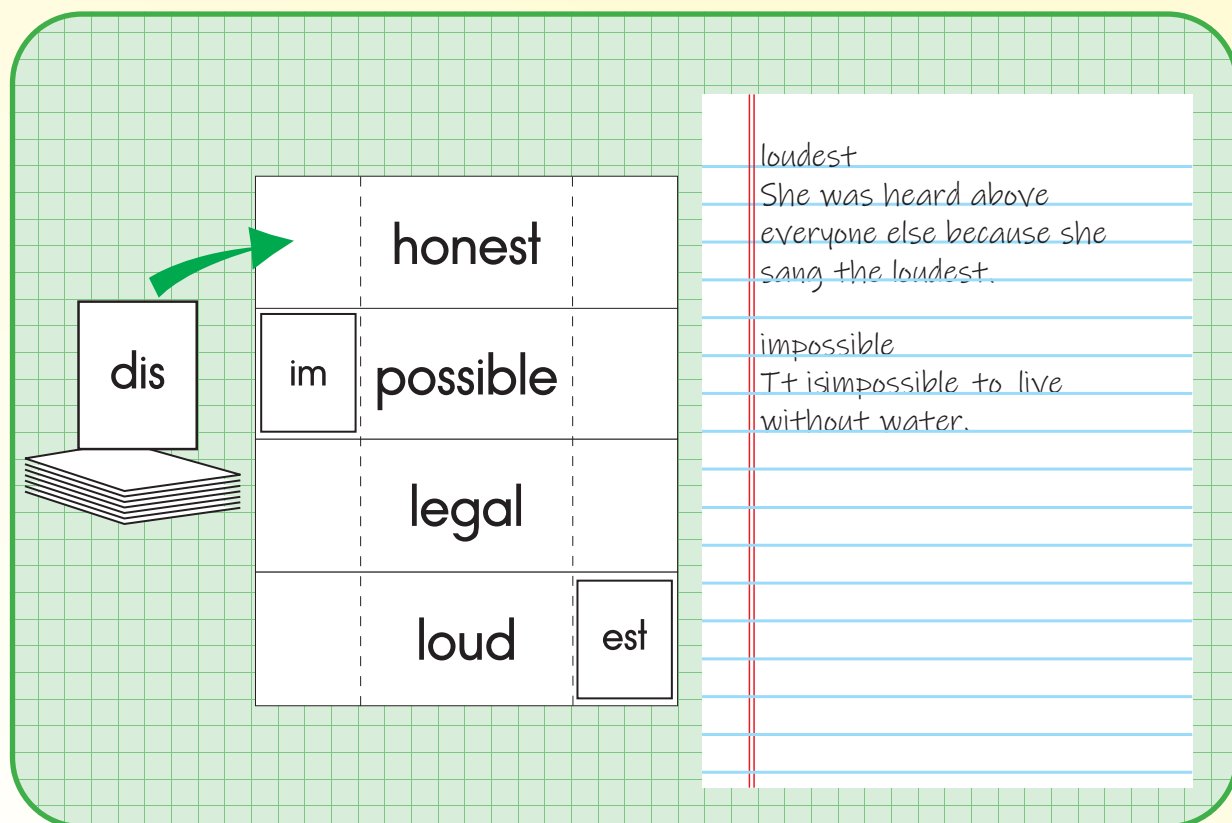
Materials

- ▶ Base word work boards
- ▶ Affix cards
- ▶ Paper
- ▶ Pencil

Activity

Students add affixes to make words and use new words in sentences.

1. Place affix cards face down in a stack. Place the base word work boards face up in a row.
2. Student selects the top card from the stack and says the name of the affix (e.g., dis).
3. Finds the base word that, when the affix is added, will make a real word (e.g., honest).
4. Places the affix next to the base word and reads the new word (i.e., dishonest).
5. Writes new word on the paper. Writes a sentence that demonstrates the meaning of the word.
6. Teacher evaluation



The diagram illustrates the activity setup on a green grid background. On the left, there is a stack of white cards with the affix 'dis' on top. A green arrow points from this stack to a 'Base word work board' on the right. The work board is a large rectangle divided into four rows by horizontal dashed lines and two columns by vertical dashed lines. The words in the rows are: 'honest', 'possible', 'legal', and 'loud'. The affix 'im' is placed in a small box to the left of 'possible', and 'est' is placed in a small box to the right of 'loud'. To the right of the work board is a sheet of lined paper with two red vertical margin lines. Handwritten in blue ink are the words 'loudest' and 'impossible', each followed by a sentence: 'She was heard above everyone else because she sang the loudest.' and 'It is impossible to live without water.'

Extensions and Adaptations

- ▶ Sort affixes into prefixes and suffixes.
- ▶ Use other base words and affixes.
- ▶ Read sentences to other student and identify the words with affixes.

Vocabulary

V. 012

Affix Action

behave

lunch

model

cheap



honest

possible

legal

loud



Vocabulary

V. 012

Affix Action

ripe

wonder

cook

protect



pre	un	im	mis
est	re	ful	er
es	il	dis	or





Sentence Match



Objective

The student will identify the meaning of words with affixes.



Materials

- ▶ Affix header cards
- ▶ Sentence cards
- Copy, laminate, and cut.*
- ▶ Student sheet
- ▶ Vis-à-Vis® markers



Activity

Students identify the meaning of affixes and base words by playing a matching game.

1. Place Vis-à-Vis® markers, header cards in a row face up, and sentence cards face down in a stack at the center. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the sentence (e.g., We loved the story so much that our teacher will tell it again.)
3. Identify the underlined words (e.g., tell it again). Say a word using an affix that means the same as the underlined phrase (i.e., retell). Identify the affix (i.e., re).
4. Write the word with the Vis-à-Vis® marker in the blank (i.e., retell) and place sentence card under the header card that corresponds to the affix that is part of the new word (i.e., re).
5. Complete the student sheet (i.e., write the meaning of the affix and the new words).
6. Continue until all sentence cards are sorted.
7. Teacher evaluation

	un	mis	re	er	est	ful
meaning	not	not correctly	again	more	meaning	meaning
1.	uncertain	misuse		bigger		
2.	unclear					
3.						
4.						



Extensions and Adaptations

- ▶ Use other target affixes.

un

header

re

header

mis

header

ful

header

er

header

est

header

header cards



Vocabulary

Sentence Match

V. 013

I am not certain how to get to your house.

Why was the horse not able to gallop?

This food is very good but not common.

The directions are not clear.

Conika didn't understand the paragraph so she read it again.

The storm blew down the trees, so we had to plant them again.

We loved the story so much that our teacher will tell it again.

The lion got loose, but was soon captured again.



Vocabulary

V. 013

Sentence Match

She did not correctly
count the number of
students.

If you do not correctly
use your toys, they will
break.

He could not find the
street because he did
not correctly spell the
street name.

I wore socks that did
not correctly match.

She was full of hope
that she could win
the contest.

The painting was fun
to look at because it
was full of color.

The cat was full of
fear when he saw the
dog running at him.

The engine is full of
power and will easily
put the rocket
into space.



Vocabulary

Sentence Match

V. 013

One puppy was more lively than the other.

Today is hot, but yesterday was more hot.

She felt more calm than her brother as they got ready to ride the roller coaster.

The cat was big, but the dog was more big.

Sam was the most quick and won the race.

This movie is the most funny I have ever seen.

The big dog was most loud and could be heard over the others.

The city was full of tall buildings, but one was above the rest since it was most tall.



Name _____

V. 013

Sentence Match

ful	meaning				
est	meaning				
er	meaning				
re	meaning				
mis	meaning				
un	meaning	1.	2.	3.	4.



Root-A-Word



Objective

The student will identify words containing the same root.



Materials

- ▶ Tree sort boards
- ▶ *Note: Roots used are port-carry, act-do, graph-write, tract-pull or drag.*
- ▶ Student sheet
- ▶ Word cards



Activity

Students identify and sort words by common roots.

1. Place the word cards face down in a stack. Place tree sort boards face up next to each other. Provide each student with a student sheet.
2. Working in pairs, student one selects top card and reads it (e.g., photograph).
3. States root portion of the word (i.e., graph).
4. Places word card on the tree sort board with matching root.
5. Reverse roles and continue until all words are sorted.
6. Record meaning of the root and words on student sheet.
7. Teacher evaluation

“photograph”

photograph

autograph

graphite

graph

Vocabulary

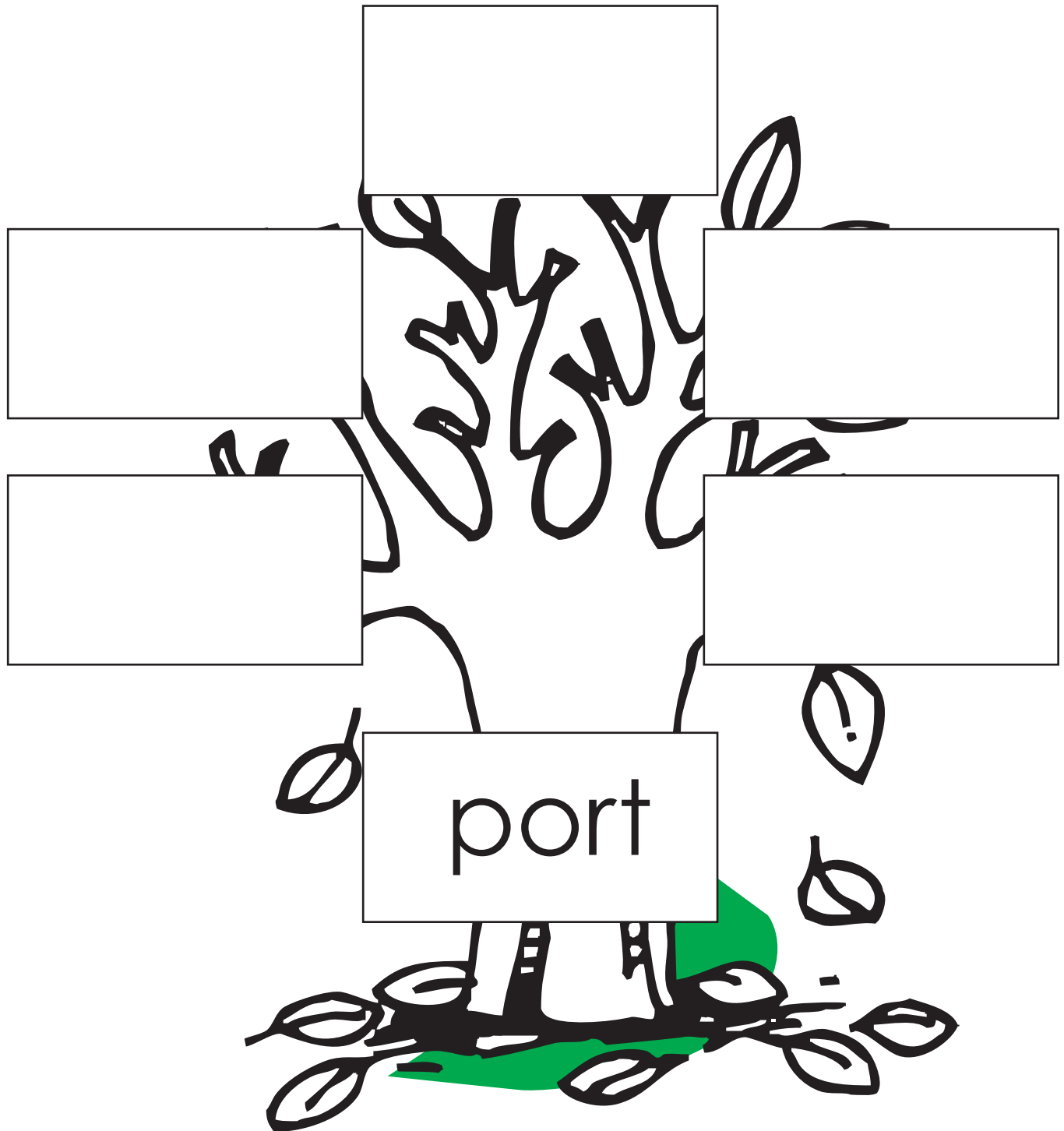
V.014

Root-A-Word



Extensions and Adaptations

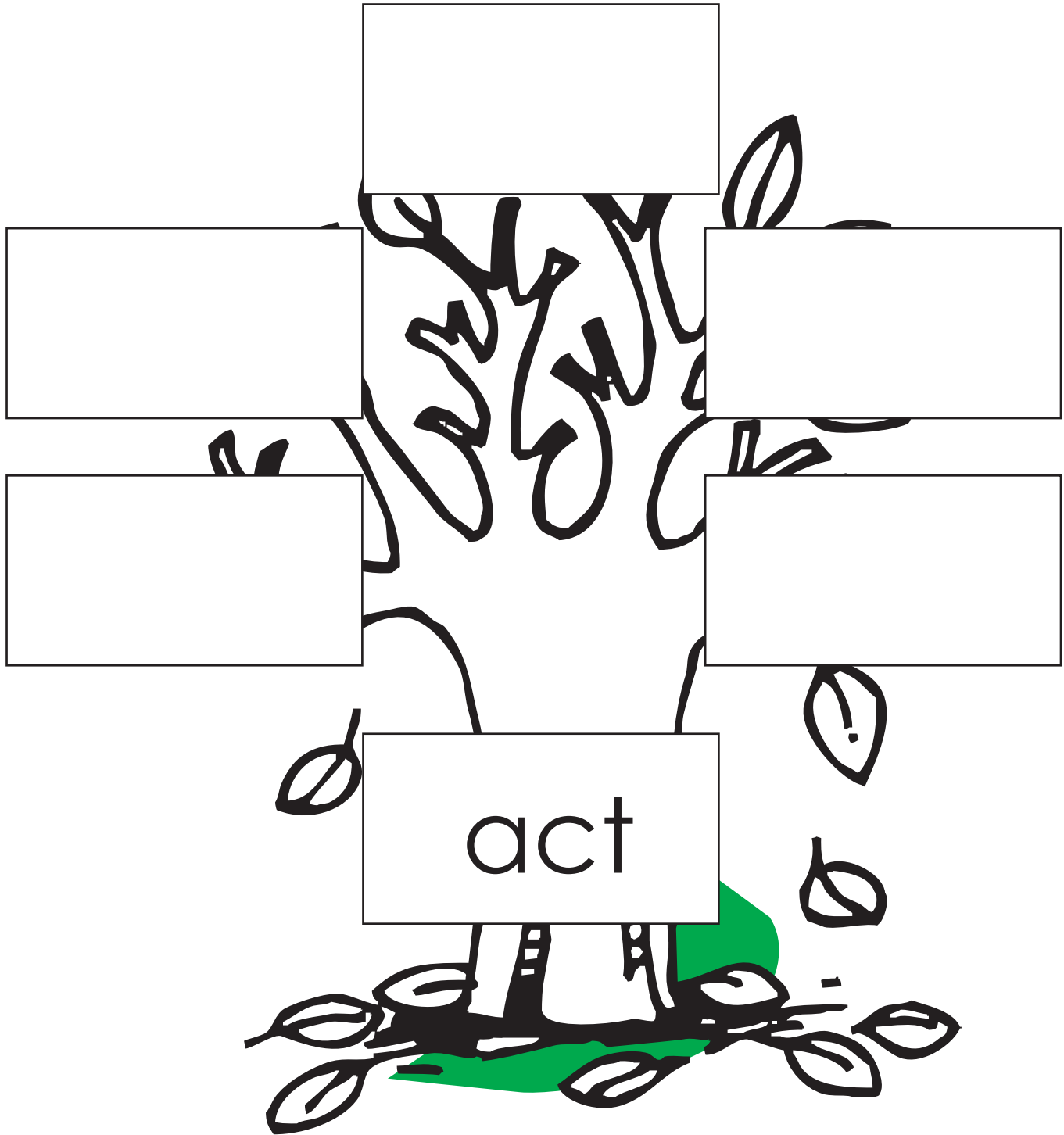
- ▶ Write other roots and related words.
- ▶ Play memory game with cards by matching words with the roots.

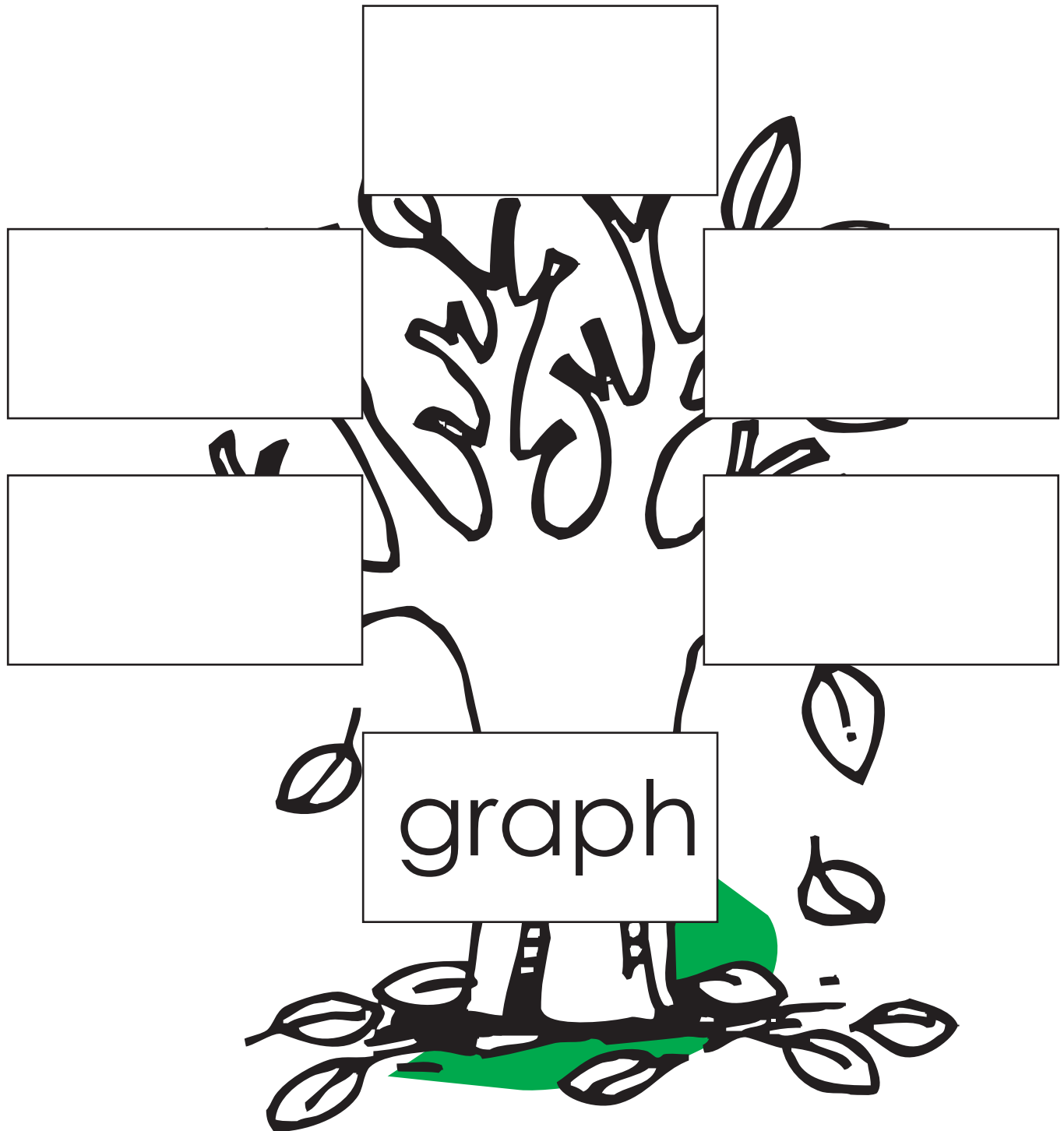


Vocabulary

Root-A-Word

V. 014

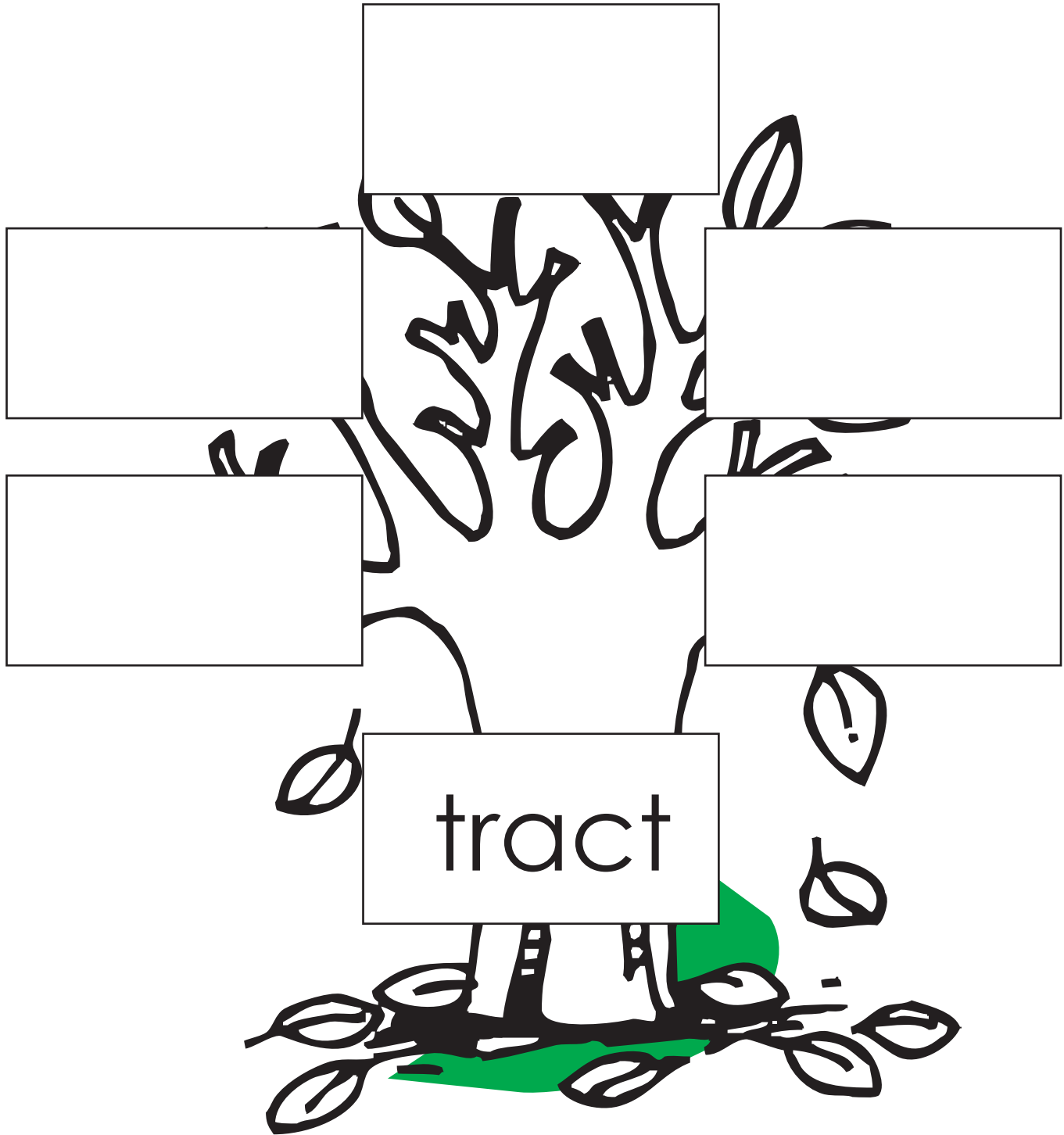




Vocabulary

Root-A-Word

V. 014



Vocabulary

V. 014

Root-A-Word

extract	tractor	attract
contract	subtract	react
activity	actor	activate
action	transport	import
support	portable	transportation
photograph	autograph	biography
digraph	graphite	



Name _____

Root-A-Word

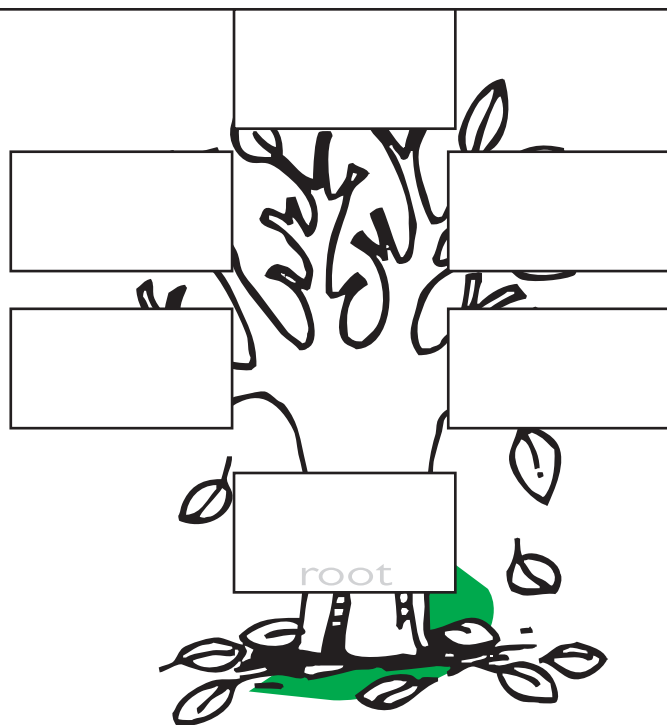
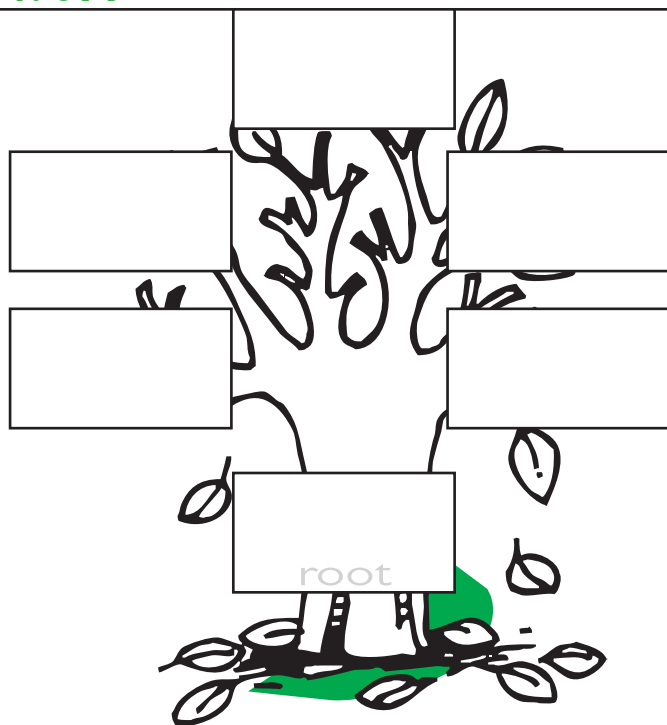
V. 014

port	meaning				
act	meaning				
graph	meaning				
tract	meaning	1.	2.	3.	4.

Name _____

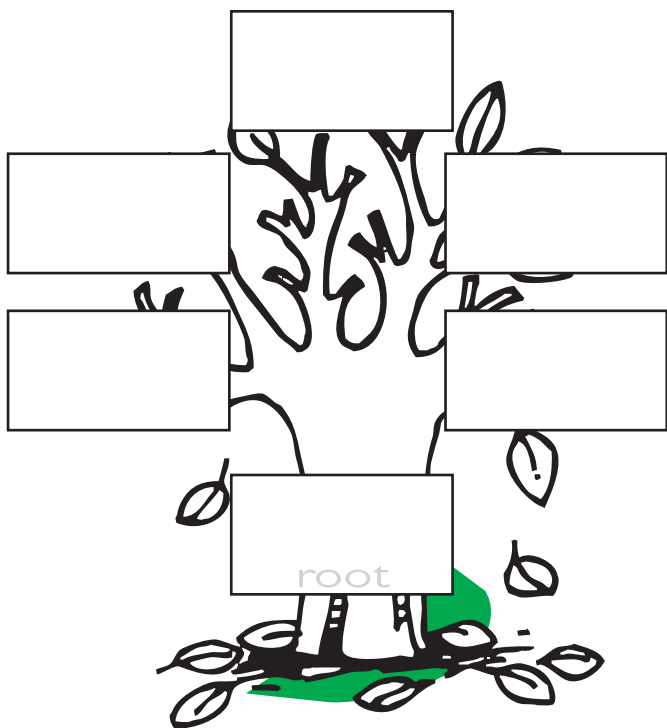
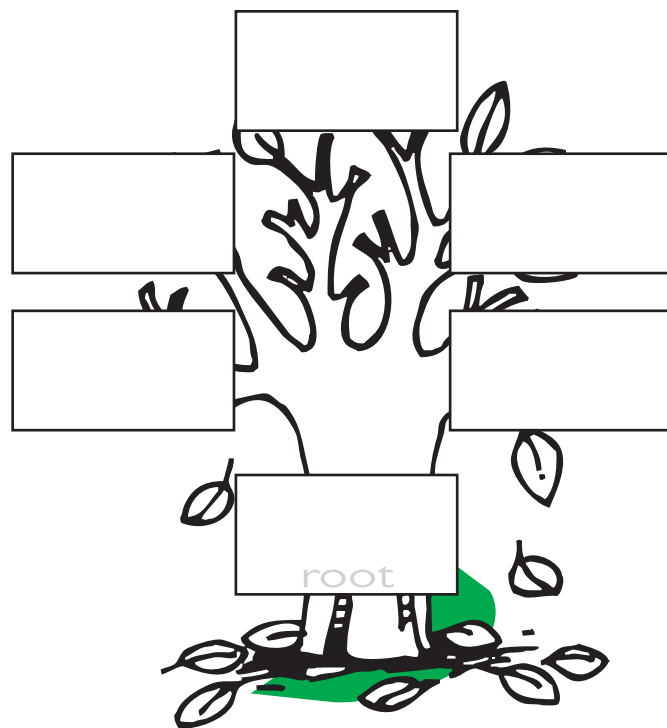
V. 014

Root-A-Word



meaning

meaning



meaning

meaning

Name _____

Root-A-Word

V. 014

	meaning				
	meaning				
	meaning				
	meaning	1.	2.	3.	4.



V. 015

Word Meaning

Word Wise



Objective

The student will produce the meaning of words.



Materials

- ▶ Narrative or expository text
- ▶ Word Wise bookmark
- ▶ Word Wise student sheet
- ▶ Pencils



Activity

Students find, record, and discuss words of interest in text.

1. Place text at the center. Provide the student with a Word Wise bookmark and student sheet.
2. Students read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important.
3. Write the book title, author, words of interest, and page numbers on the Word Wise bookmarks.
4. Choose five words from the Word Wise bookmark and complete the Word Wise student sheet. Write sentences using the words on the back of the page.
5. Teacher evaluation

The illustration shows a book with a bookmark and a student sheet. The bookmark is titled "Word Wise Bookmark" and features an owl illustration. It has fields for "Name", "Title", "Words", and "Page". The student sheet is a grid with columns for "Word", "Page", and "Meaning", and a "Name" field on the right. The grid has five rows for recording words.

Word	Page	Meaning



Extensions and Adaptations

- ▶ Share the words with a partner and discuss why they were selected and their meanings.
- ▶ Write synonyms and antonyms of selected words.

Vocabulary

V. 015

Word Wise

Word Wise Bookmark



Name _____

Title _____

Words

Page

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Word Wise Bookmark



Name _____

Title _____

Words

Page

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name _____

Word Wise

V. 015

Meaning					
Page					
Word	1.	2.	3.	4.	5.



Oh My Word!



Objective

The student will produce the meaning of words.



Materials

- ▶ Index cards or paper
Write target vocabulary words on the cards. Provide page numbers where the word can be found in books and textbooks if available.
- ▶ Word forms
Cut out forms
- ▶ Science or social studies text
- ▶ Dictionary or picture dictionary
- ▶ Stapler
- ▶ Pencil



Activity

Students write simple explanations, sentences, and synonyms of words by completing a form.

1. Place word cards and word forms, stapler, text, and dictionary at the center.
2. Student selects a word card, reads the word, and writes the word on a form.
3. Reviews the word in the text and thinks about the word meaning.
4. Records meaning in own words and writes a sentence using the word. Use the dictionary if needed.
5. Writes other words that have the same meaning.
6. Staples forms together to make a personal word book.
7. Teacher evaluation

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____



Extensions and Adaptations

- ▶ Use graphic organizer to record information.
- ▶ Select target words with a partner and brainstorm meanings.

Vocabulary

V. 016

Oh My Word!

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____



Name _____

Oh My Word!

V. 016

example

example

example

Definition

Sentence
Definition

Sentence
Definition

Sentence

word

word

word



Objective

The student will produce the meaning of words.

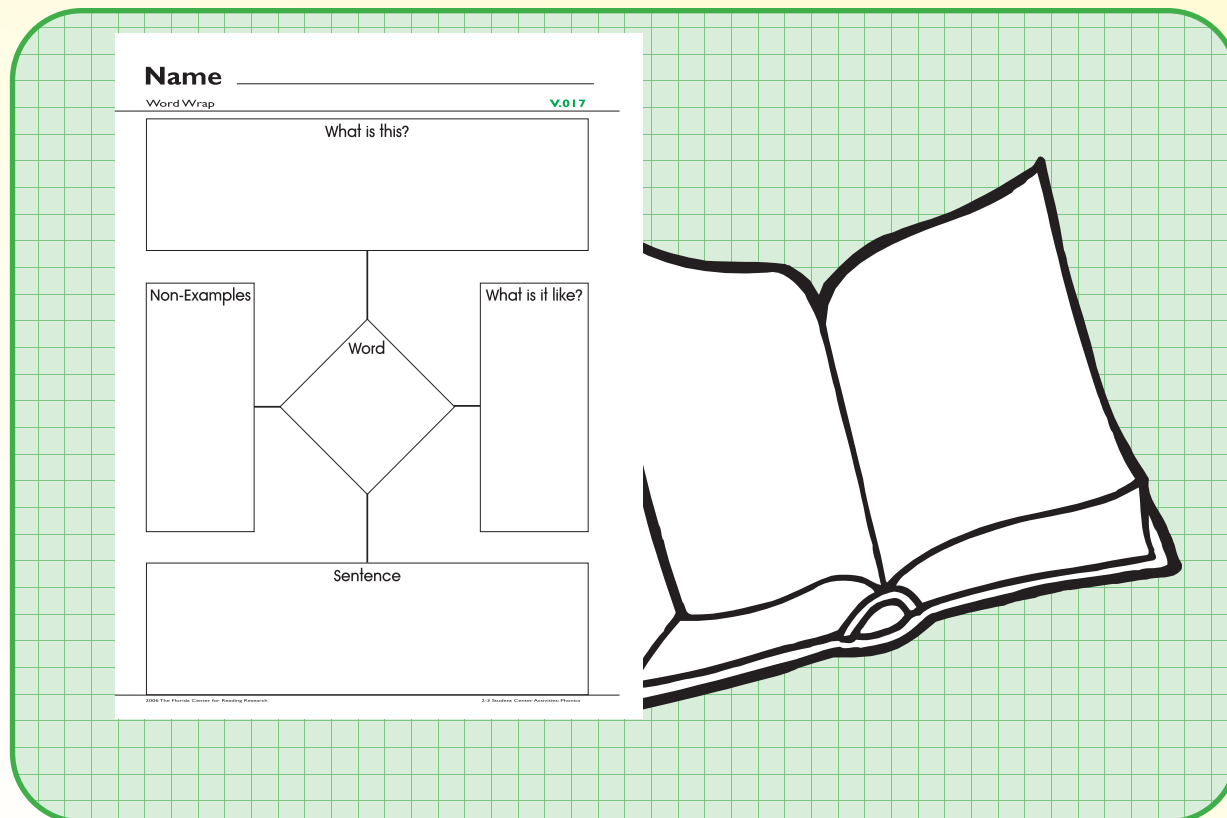
Materials

- ▶ Science or Social Studies text
Select one or more target words from text or curriculum.
- ▶ Index cards or chart paper
Write the target words on the index cards.
- ▶ Word Wrap student sheet
- ▶ Dictionary
- ▶ Pencil

Activity

Students describe a target word using a graphic organizer.

1. Place text, dictionary, and target words at the center. Provide the student with a student sheet.
2. Student writes a target word in the middle of the student sheet.
3. Fills out a graphic organizer by answering the questions in each box. Uses text or dictionary, if necessary.
4. Teacher evaluation



Name _____

Word Wrap V.017

What is this?

Non-Examples

Word

What is it like?

Sentence

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Extensions and Adaptations

- ▶ Use a “four square” word map.

Name _____

V. 017

Word Wrap

What is this?

Non-Examples

What is it like?

Word

Sentence

Name _____

Word Wrap

V. 017

<p>What are some examples?</p>	<p>What is it like?</p>
<p>Word</p>	<p>What is it?</p>



Inside Information



Objective

The student will produce the meaning of words.



Materials

- ▶ Content area text
Select three target words from content area text or curriculum.
- ▶ Chart paper or index cards
Write words and page numbers.
- ▶ Student sheet
- ▶ Dictionary
- ▶ Scissors
- ▶ Pencil



Activity

Students record information about words

1. Place text, dictionary, scissors, and chart of target words at the center. Provide the student with a student sheet.
2. Student follows the directions to prepare the student sheet (i.e., cut on dotted lines and fold the student sheet lengthwise or hot dog style).
3. Writes the target words on front of the student sheet.
4. Completes the information inside the flaps (i.e., definition, examples, uses the word in a sentence). Uses dictionary, if necessary.
5. Teacher evaluation

Word #1 <u>ocean</u>	
Definition <u>large body of salt water</u>	
Sentence <u>Most of the Earth is covered by oceans.</u>	
Examples <u>Atlantic Ocean</u> <u>Pacific Ocean</u>	
	Lake
	River



Extensions and Adaptations

- ▶ Use other target words.
- ▶ Make a vocabulary flip book.

Name _____

V. 018

Inside Information

Word #1 _____ Definition	Word #2 _____ Definition	Word #3 _____ Definition
Sentence	Sentence	Sentence
Examples	Examples	Examples



fold





Word Web



Objective

The student will identify the multiple meanings of words.



Materials

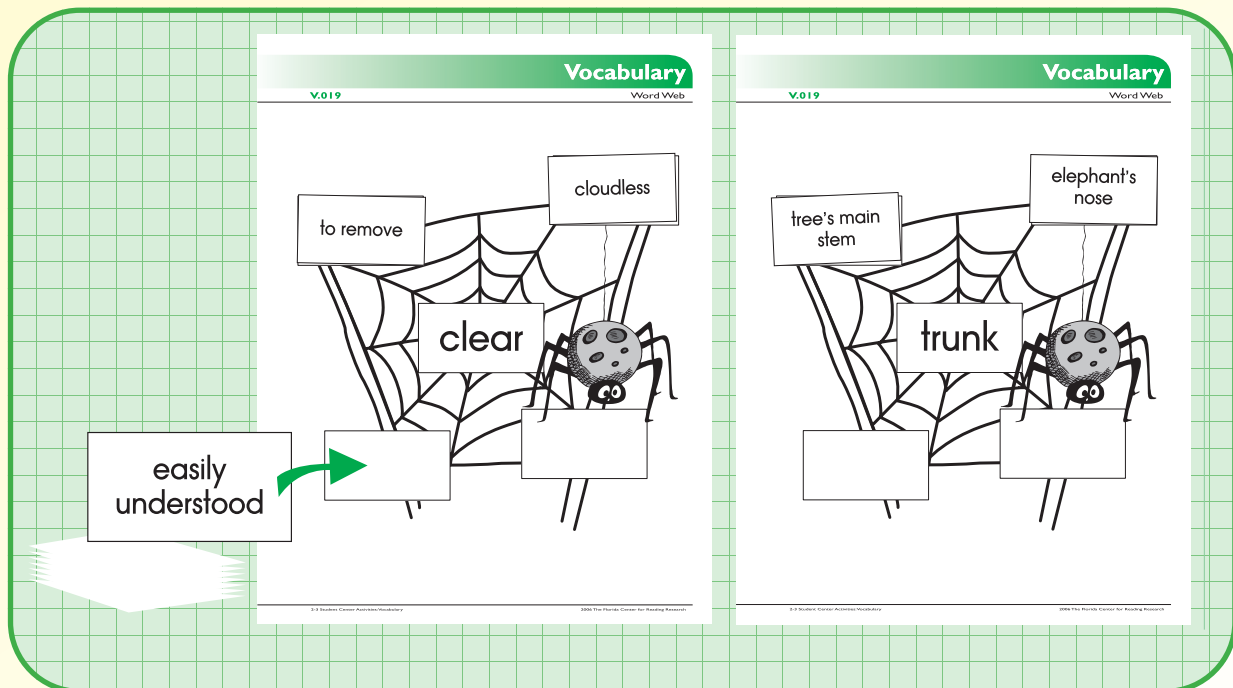
- ▶ Word Web work boards
Copy on card stock, laminate, and cut.
- ▶ Word cards
- ▶ Reference materials (e.g., dictionary, thesaurus, text)
- ▶ Student sheet
- ▶ Pencil



Activity

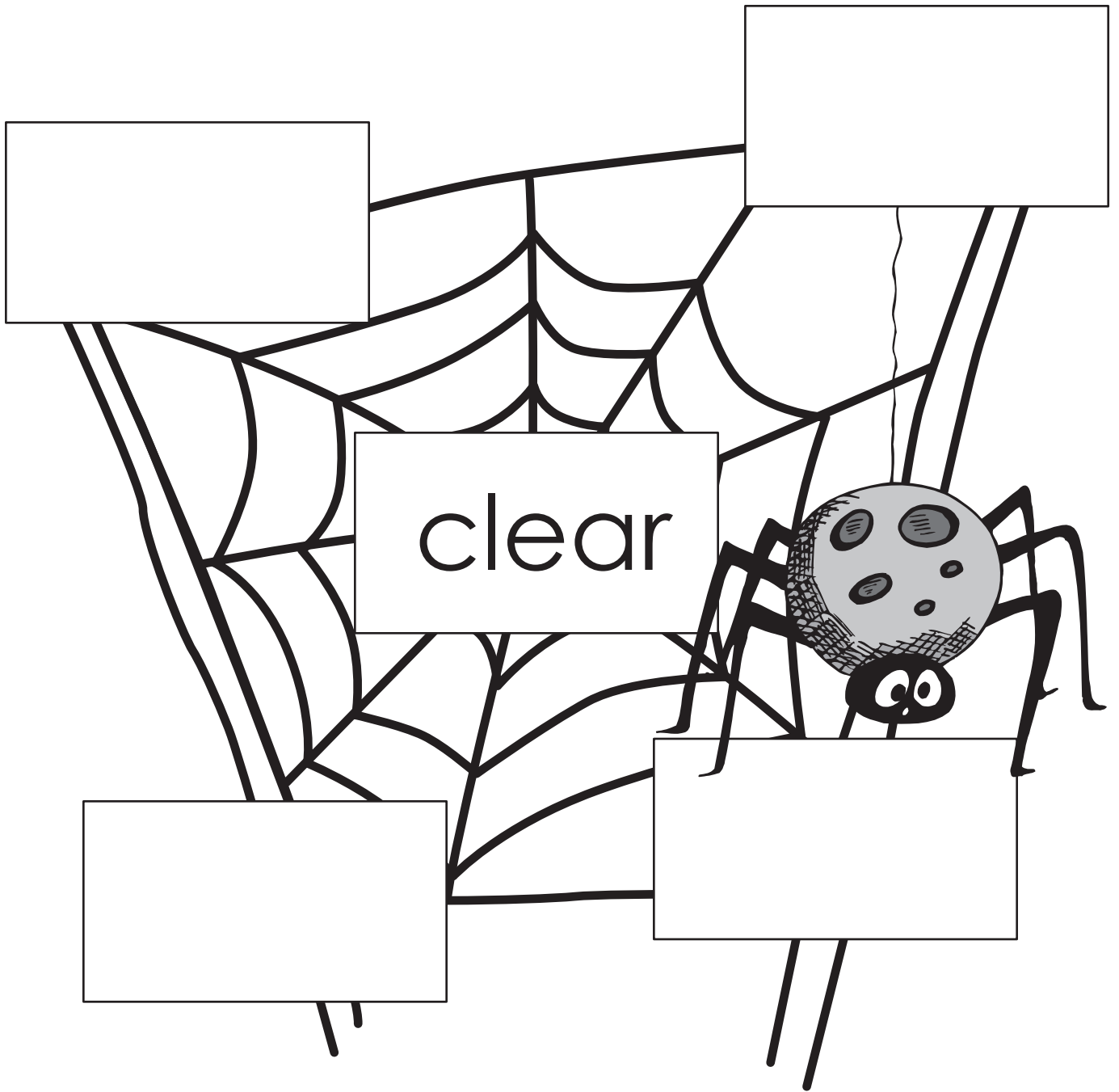
Students identify multiple meanings for a word by constructing a web.

1. Place the four Word Web work boards at the center. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Student reads each target word in the middle of each Word Web board.
3. Selects a word card from the stack, reads, and determines meaning. Places in a box on the work board of the corresponding target word. Uses dictionary, if necessary.
4. Completes all four boards.
5. Records information on the student sheet.
6. Chooses one word and writes sentences to demonstrate each meaning of the word.
7. Teacher evaluation



Extensions and Adaptations

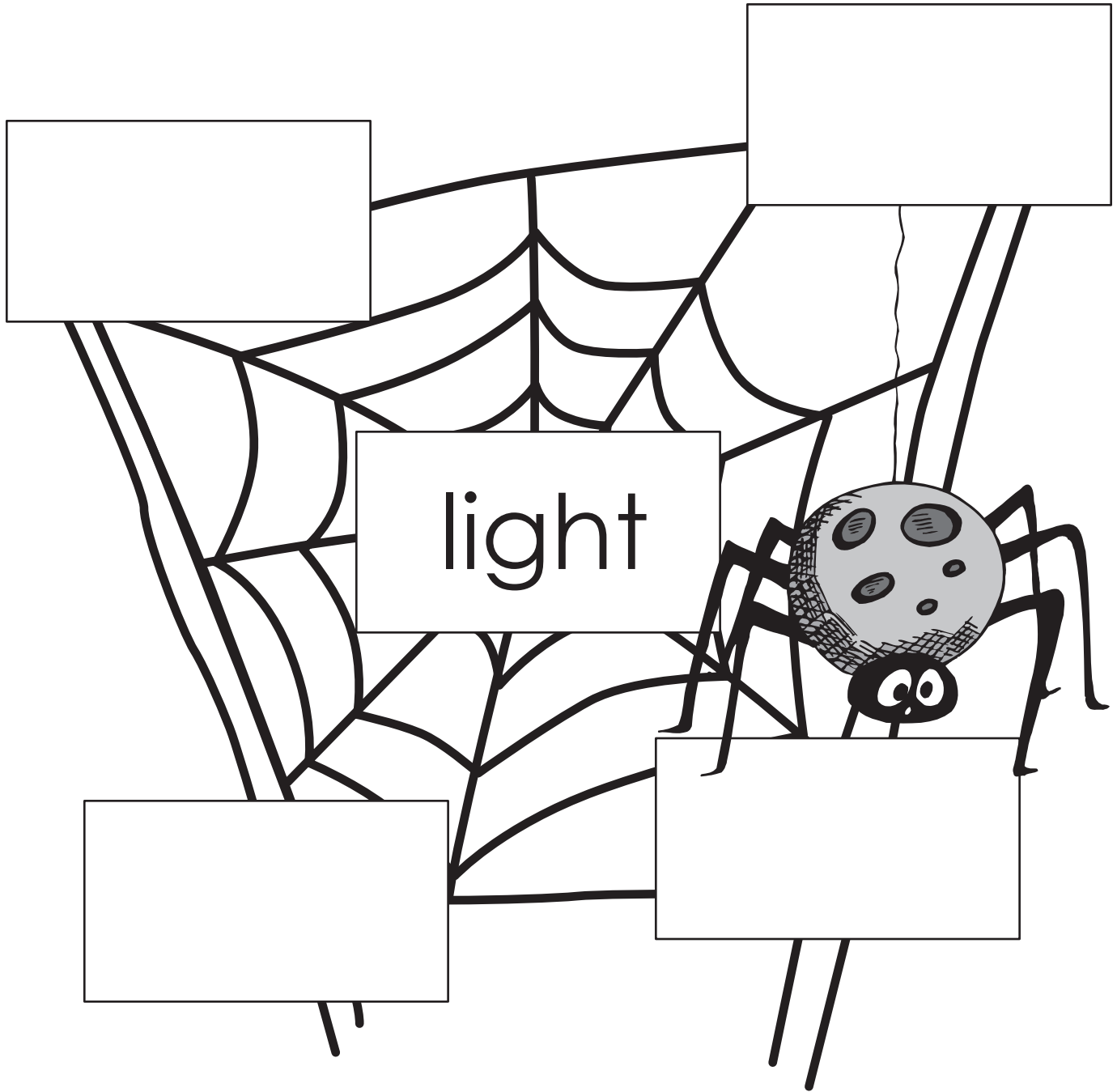
- ▶ Use other target words and write multiple meanings.

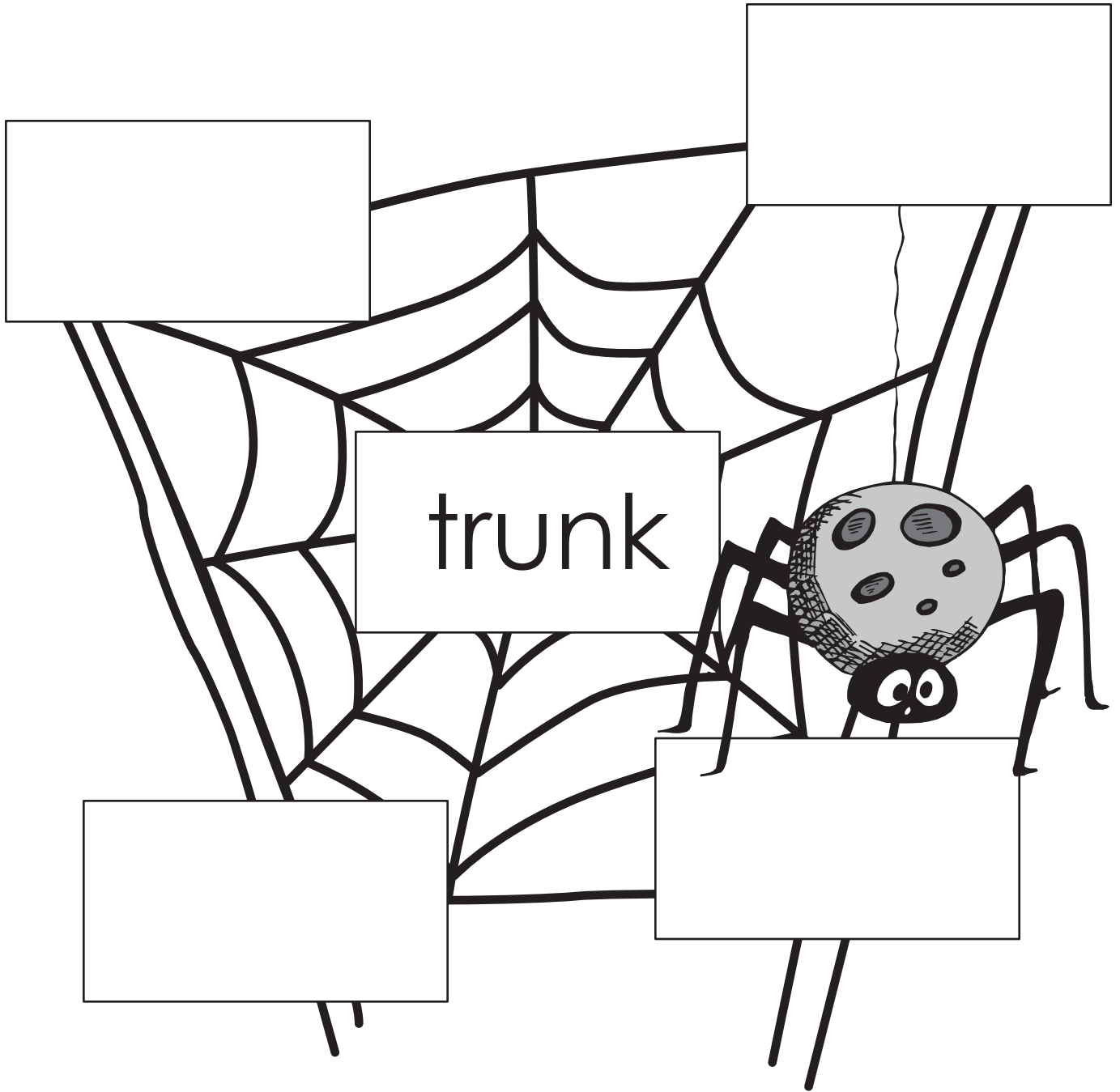


Vocabulary

Word Web

V. 019

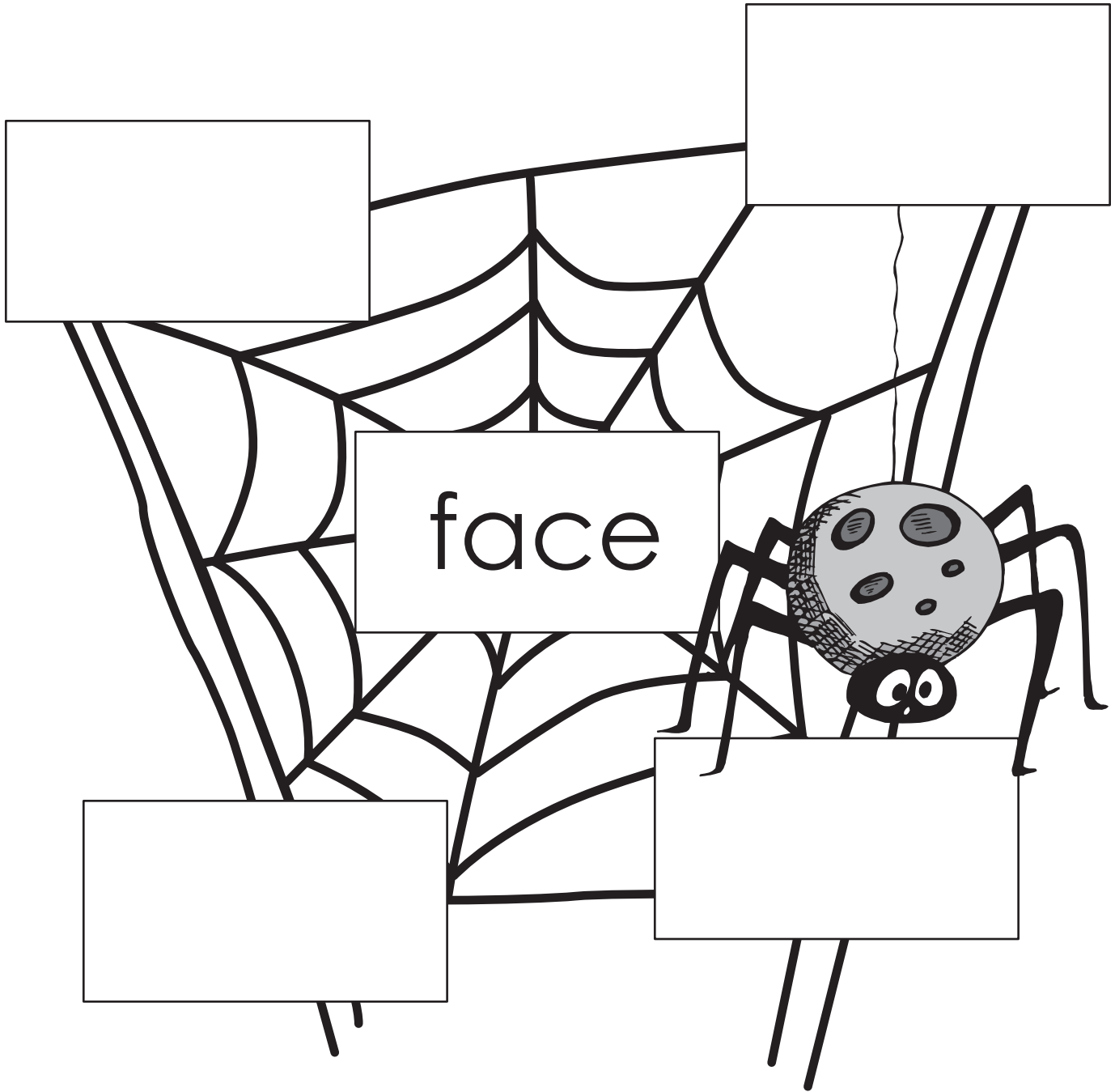




Vocabulary

Word Web

V. 019



Vocabulary

V. 019

Word Web

easily understood	to remove	go by without touching
cloudless	gentle	traffic signal
not dark	not heavy	turn toward
part of the head	to have to deal with something	side of a mountain
elephant's nose	car storage compartment	tree's main stem
upper body		

clear - easily understood, to remove, go by without touching, cloudless

light - traffic signal, not dark, not heavy, gentle

face - turn toward, part of the head, to have to deal with something, side of a mountain

trunk - elephant's nose, car storage compartment, tree's main stem, upper body

Name _____

Word Web

V. 019

face

trunk

light

clear

1.

2.

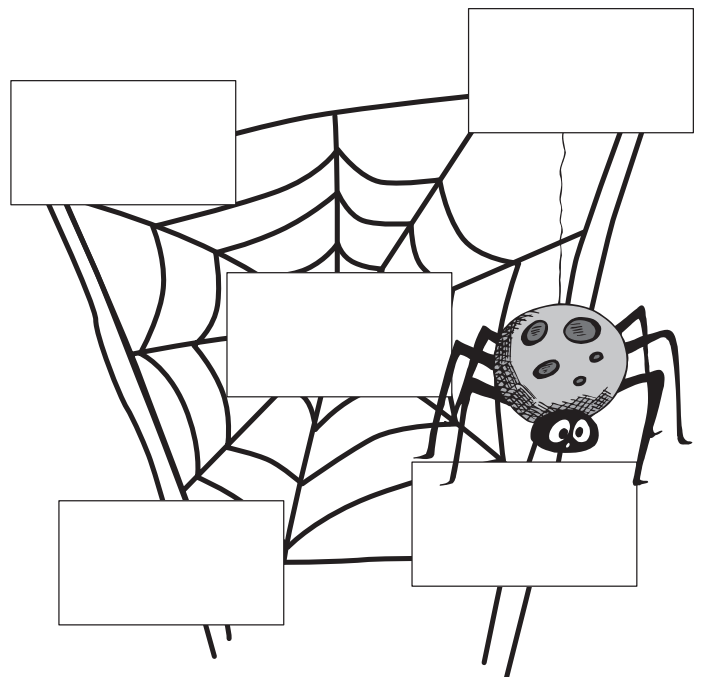
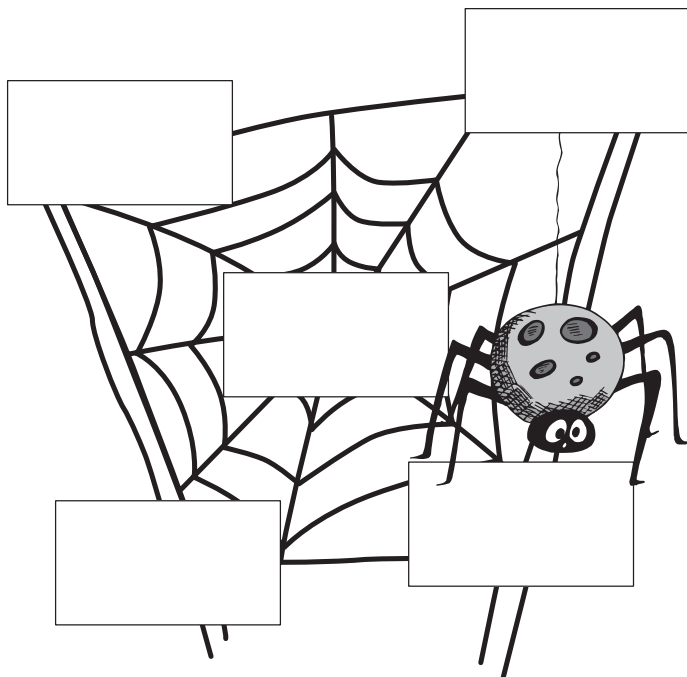
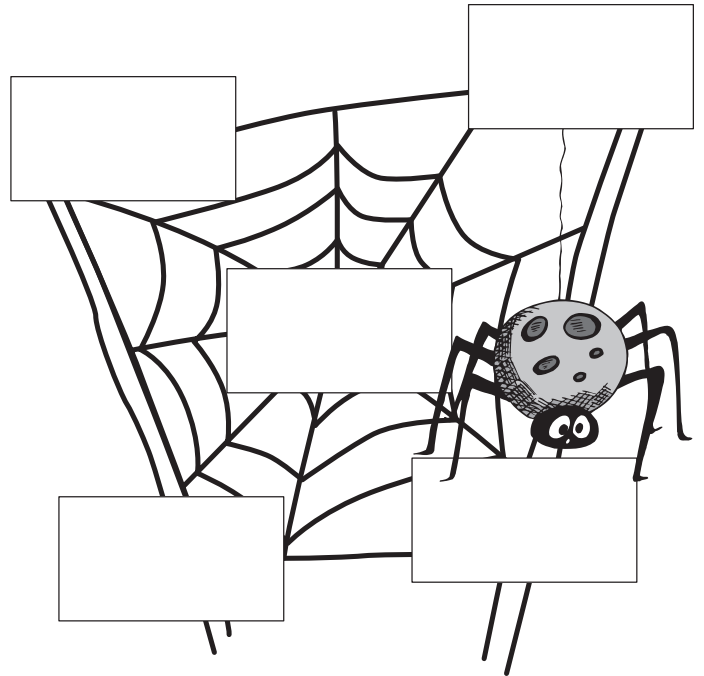
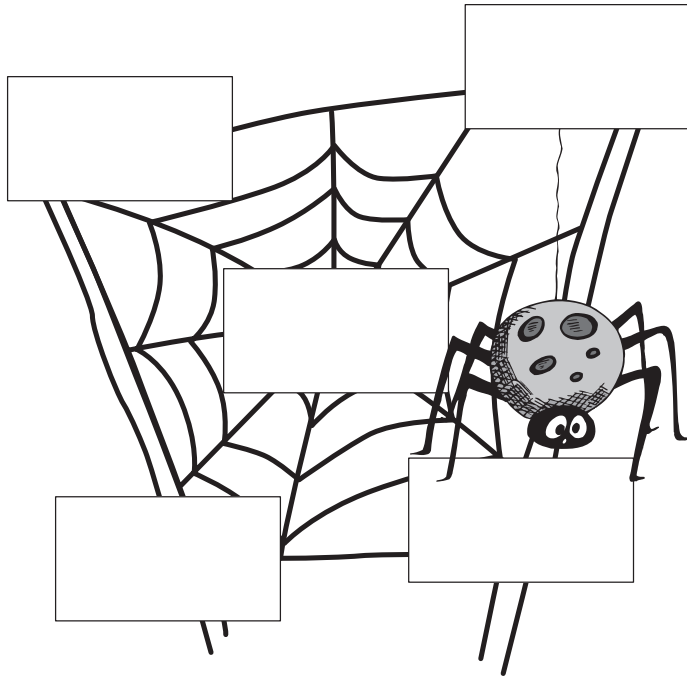
3.

4.

Name _____

V. 019

Word Web



Name _____

Word Web

V. 019

	1.	2.	3.	4.



Objective

The student will identify the relationship among words.



Materials

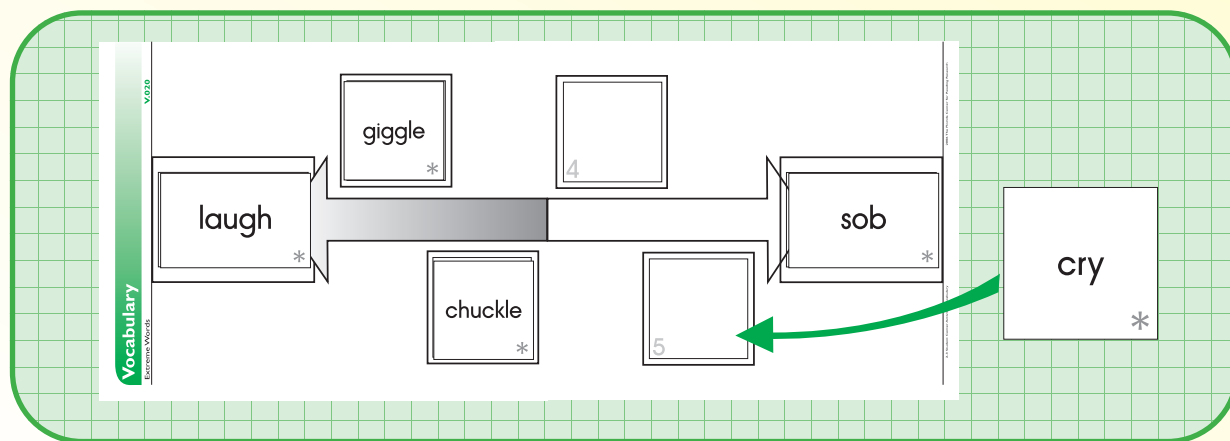
- ▶ Sorting board
Copy, glue ends together, and laminate.
- ▶ Large word cards
*Have icons that match the smaller cards.
Laminate and cut.*
- ▶ Small word cards
*Have icons that match the larger cards.
Laminate and cut.*
- ▶ Envelopes
Place each set of words with the same icons in an envelope.
- ▶ Student sheet
- ▶ Pencils



Activity

Students determine relationships among words by placing them on a continuum.

1. Place the sorting board and envelopes containing the word card sets at the center. Provide each student with a student sheet.
2. Taking turns, students open one of the envelopes, scatter cards, and place larger cards on either end of the sorting board (e.g., laugh, sob).
3. Read the other word cards. Talk about the words and what they mean to determine the order (e.g., giggle, chuckle, whimper, cry). Place on sorting board.
4. Record the information on the student sheet. Note: Each student can record four sets of words.
5. Continue until each student sheet is complete.
6. Teacher evaluation



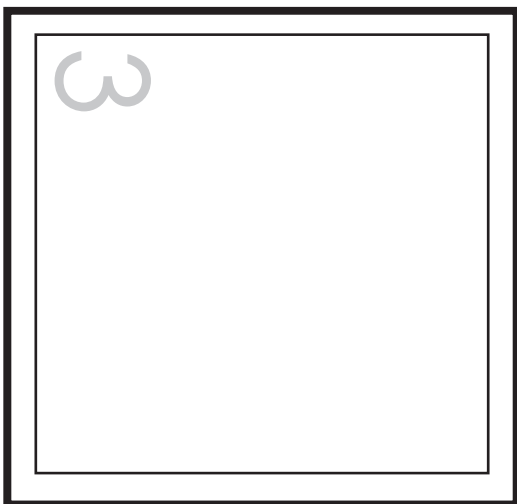
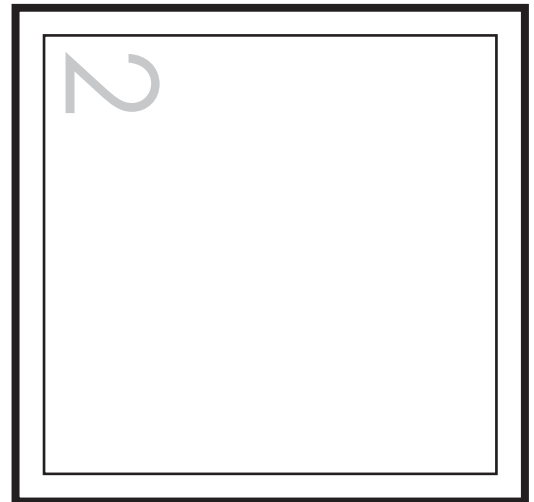
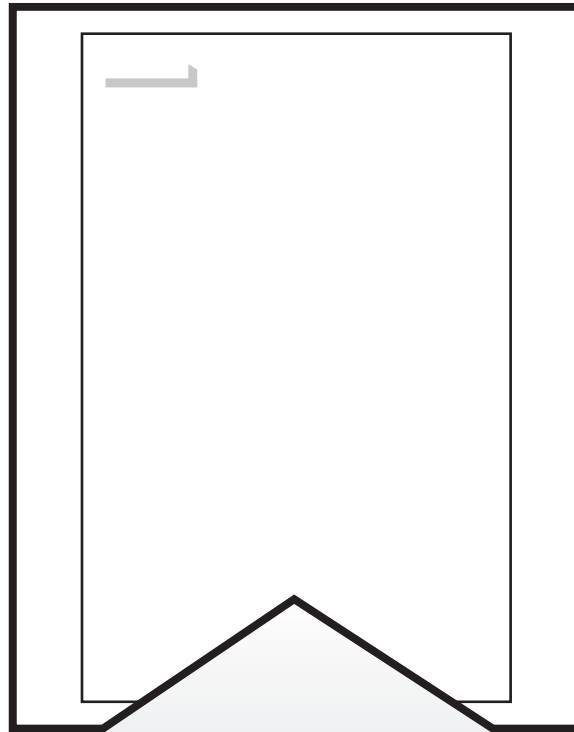
Extensions and Adaptations

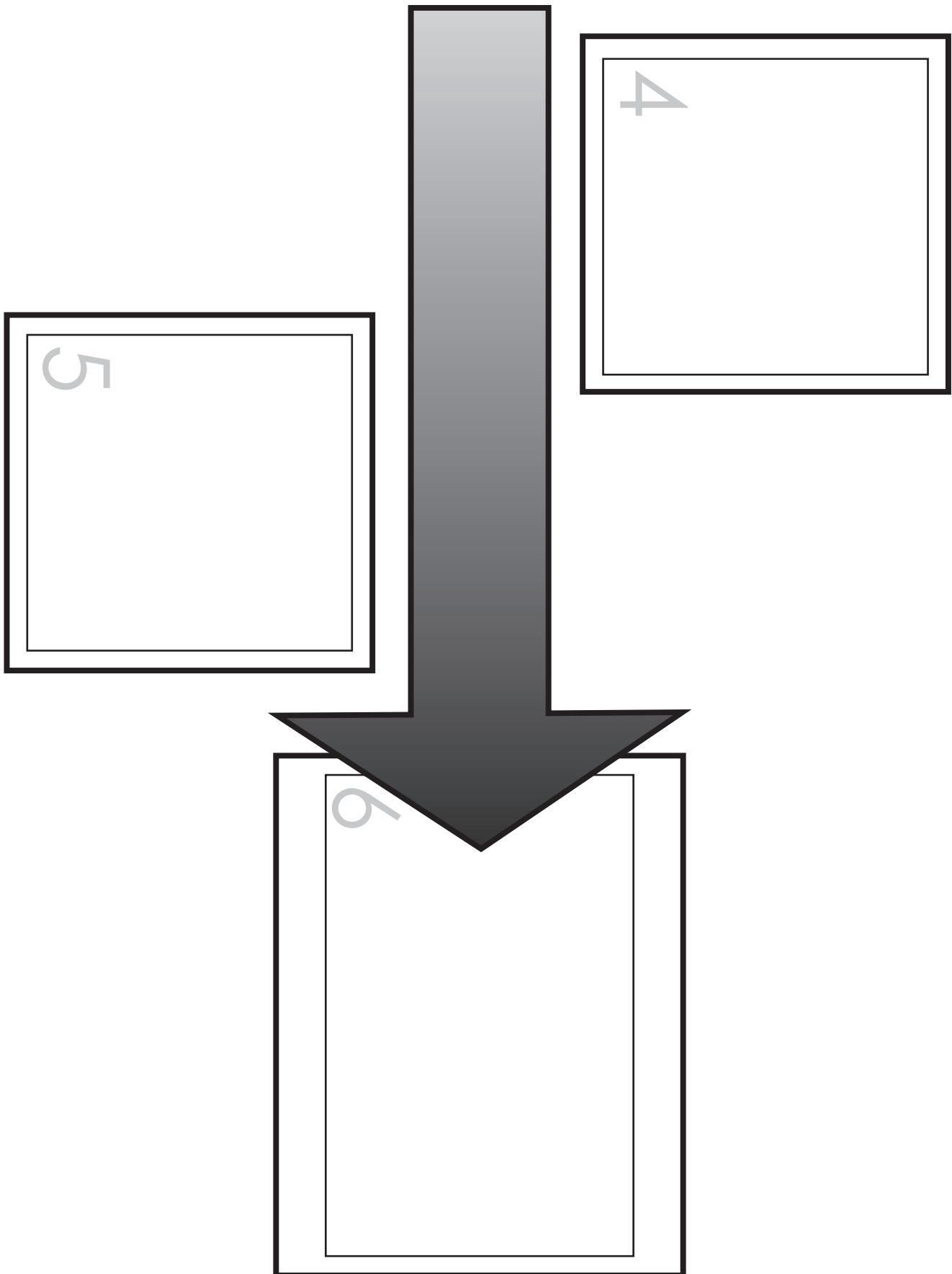
- ▶ Brainstorm other words that could be added to the envelopes.
- ▶ Write other words in order by degree on student sheet.

Vocabulary

V. 020

Extreme Words





Vocabulary

V. 020

Extreme Words

sunny



sunless



excellent



poor



tiny



immense



silent



scream



nothing

+

all

+

sunrise

~

midnight

~

laugh

*

sob

*

relative

□

stranger

□



Vocabulary

V. 020

Extreme Words

friend



classmate



neighbor



visitor



hazy



overcast



foggy



cloudy



great



good



average



fair



Vocabulary

Extreme Words

V. 020

few

+

several

+

some

+

many

+

morning

~

noon

~

afternoon

~

sunset

~

giggle

*

chuckle

*

whimper

*

cry

*



Vocabulary

V. 020

Extreme Words

small



medium



big



huge



whisper



mumble



talk



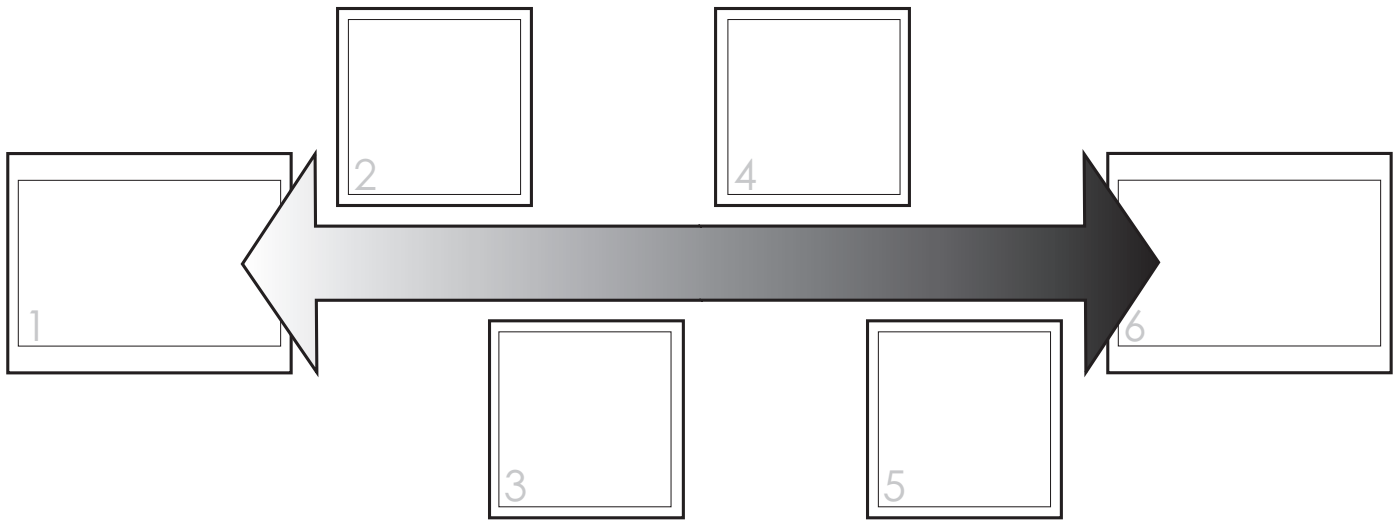
shout



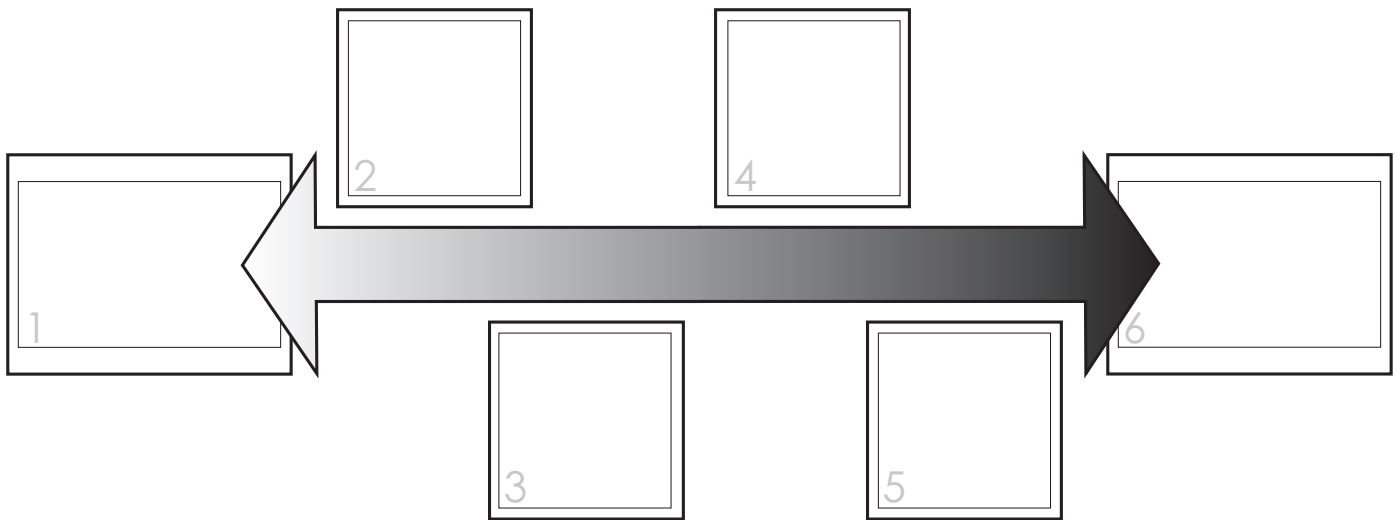
Name _____

Extreme Words

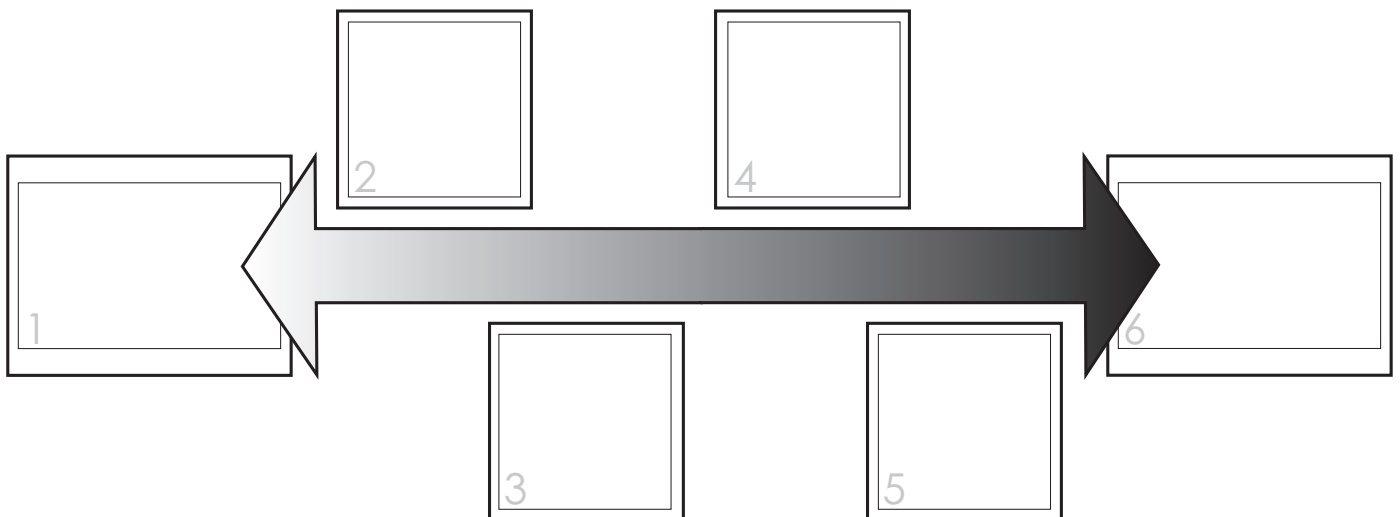
V. 020



A word puzzle grid consisting of a large horizontal arrow pointing right. The arrow's body is a thick black bar. At the tail of the arrow is a square box labeled '1'. At the tip of the arrow is another square box labeled '6'. Above the arrow, there are two square boxes labeled '2' and '4'. Below the arrow, there are two square boxes labeled '3' and '5'.



A word puzzle grid consisting of a large horizontal arrow pointing right. The arrow's body is a thick black bar. At the tail of the arrow is a square box labeled '1'. At the tip of the arrow is another square box labeled '6'. Above the arrow, there are two square boxes labeled '2' and '4'. Below the arrow, there are two square boxes labeled '3' and '5'.



A word puzzle grid consisting of a large horizontal arrow pointing right. The arrow's body is a thick black bar. At the tail of the arrow is a square box labeled '1'. At the tip of the arrow is another square box labeled '6'. Above the arrow, there are two square boxes labeled '2' and '4'. Below the arrow, there are two square boxes labeled '3' and '5'.



Word Wake-Up



Objective

The student will identify more precise alternatives for overused words.



Materials

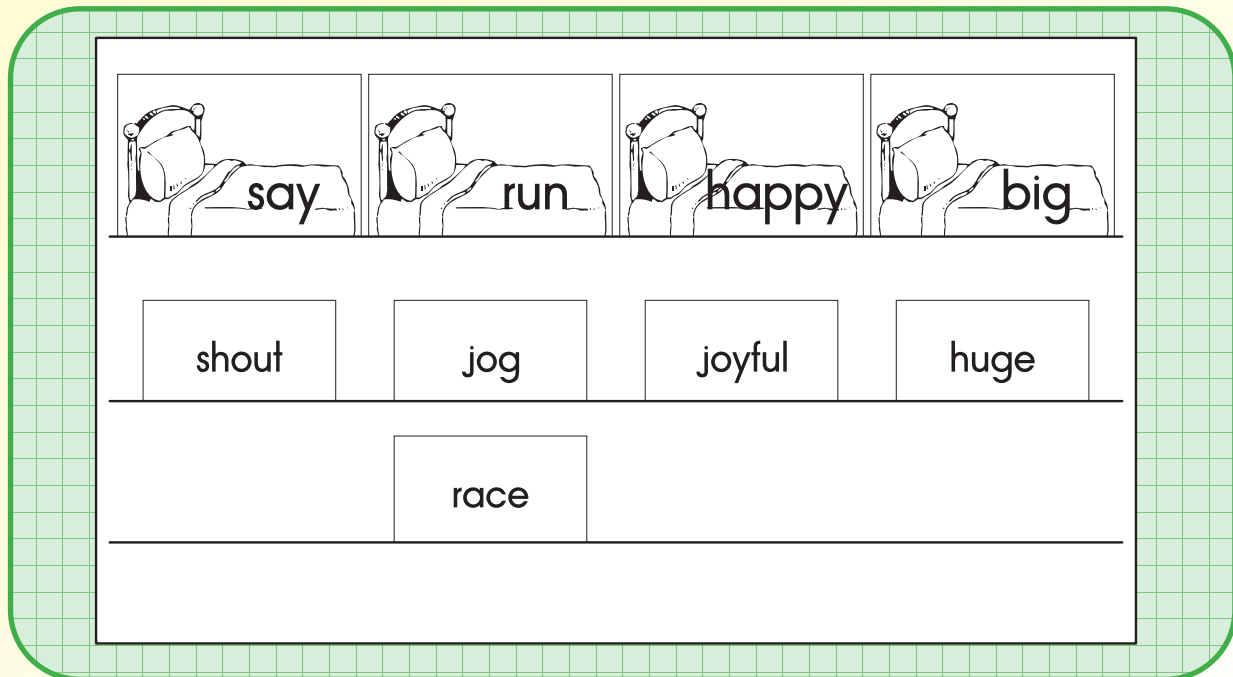
- ▶ Pocket chart
- ▶ Word Wake-Up header cards
- ▶ Word cards
- ▶ Student sheet
- ▶ Pencils



Activity

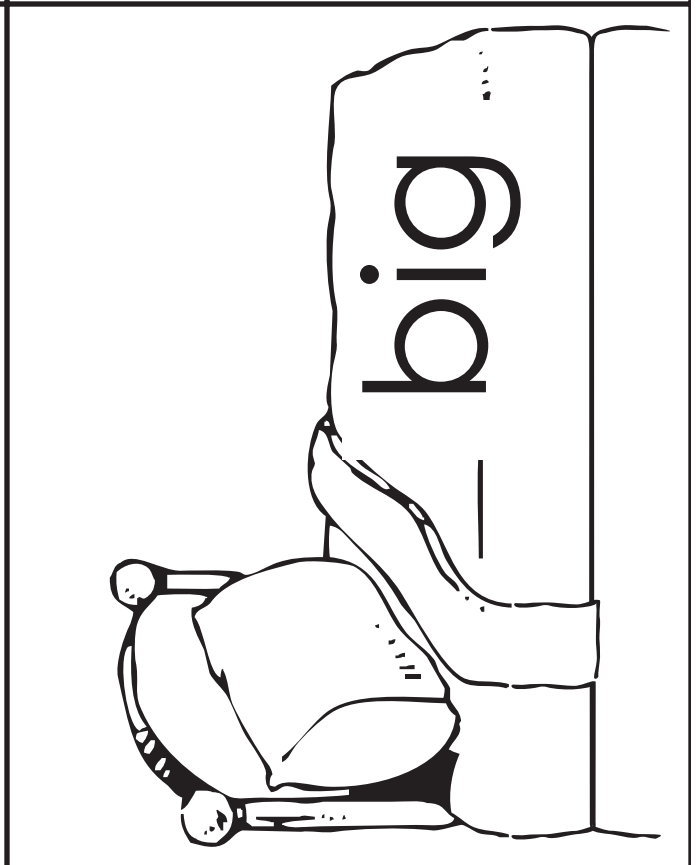
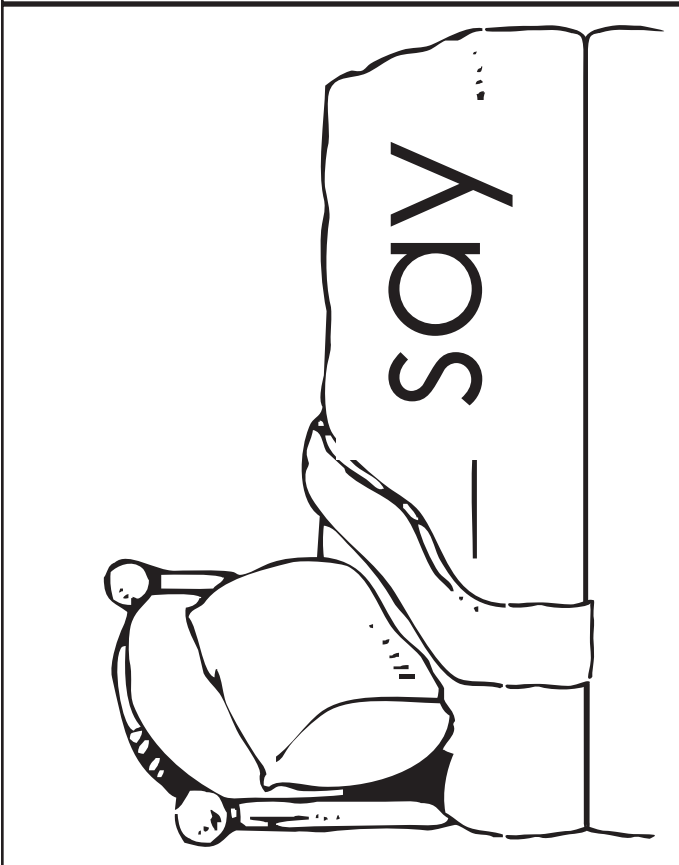
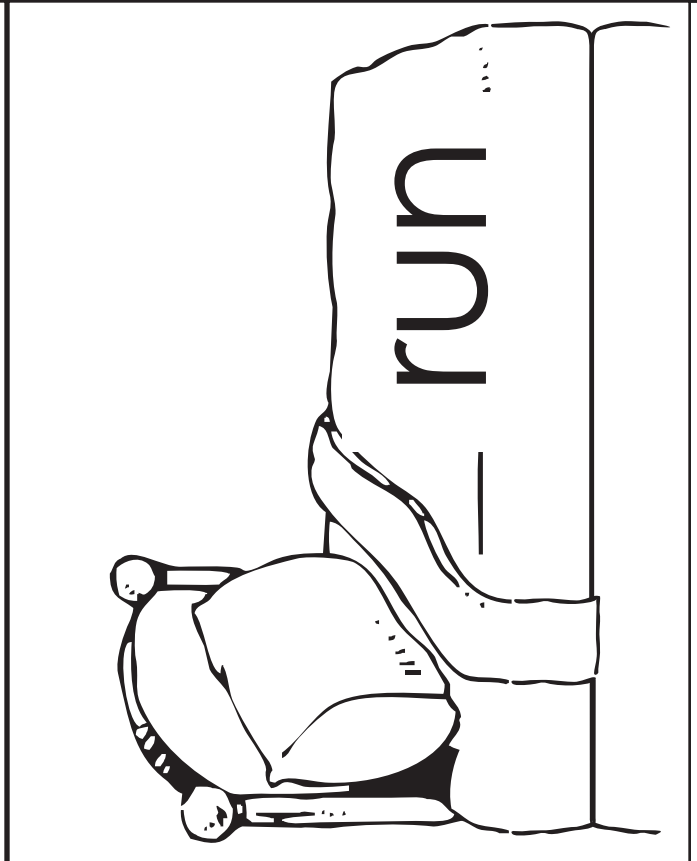
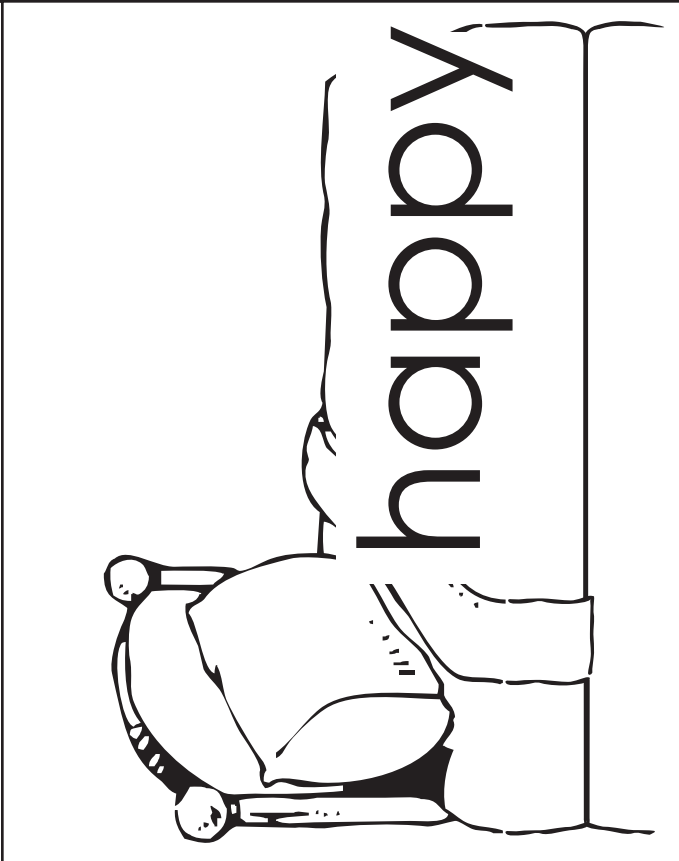
Students identify more precise words for overused words by playing a sorting game.

1. Place header cards in a row on the pocket chart. Place word cards face down in a stack at the center. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the word (e.g., joyful).
3. Look at the overused words on the headers.
4. Match the word card to the corresponding overused word (i.e., happy).
5. Place word under corresponding header and read all words in column.
6. Continue until all words are sorted.
7. Record information on a student sheet.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Produce more precise alternatives for other overused words.
- ▶ Write sentences using some of the alternative words.



header cards



Vocabulary

Word Wake-Up

V. 021

state

shout

speak

explain

huge

large

giant

immense



cheerful

content

pleased

joyful

jog

sprint

dash

race

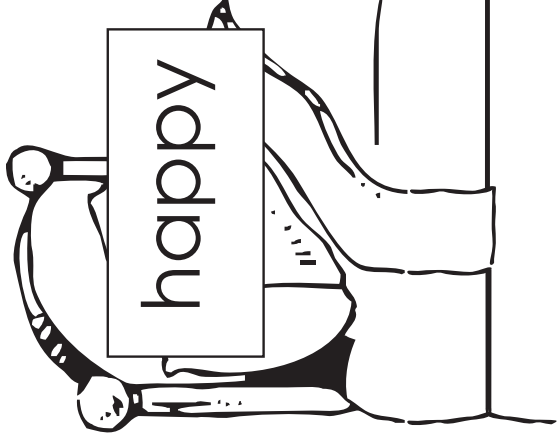


Name _____

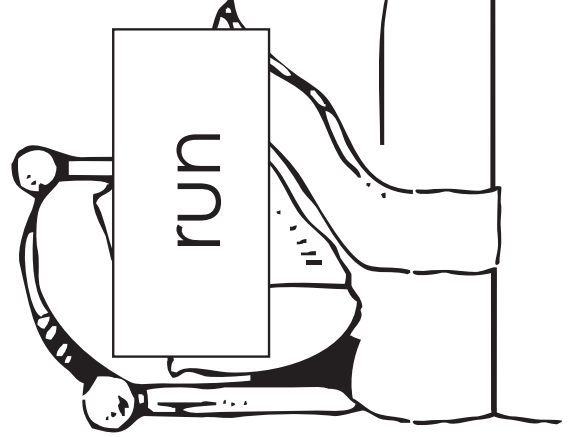
Word Wake-Up

V. 021

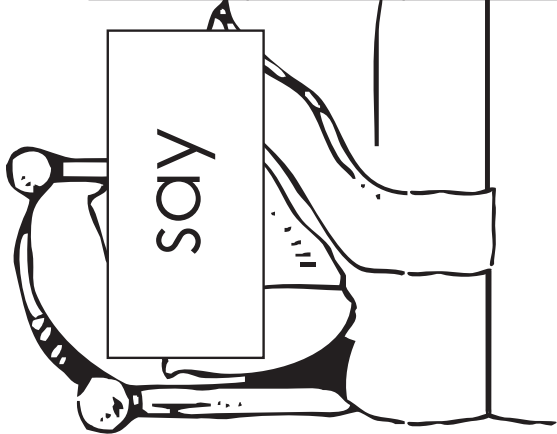
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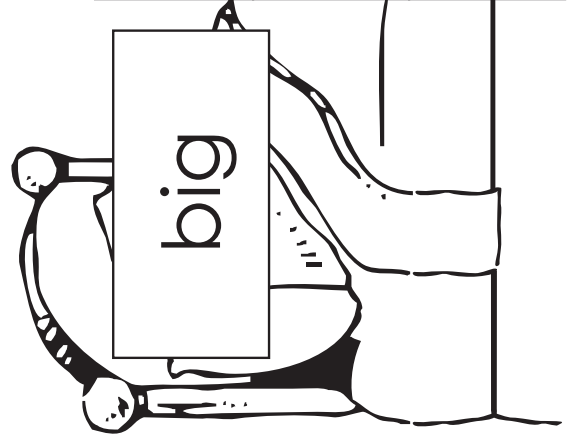
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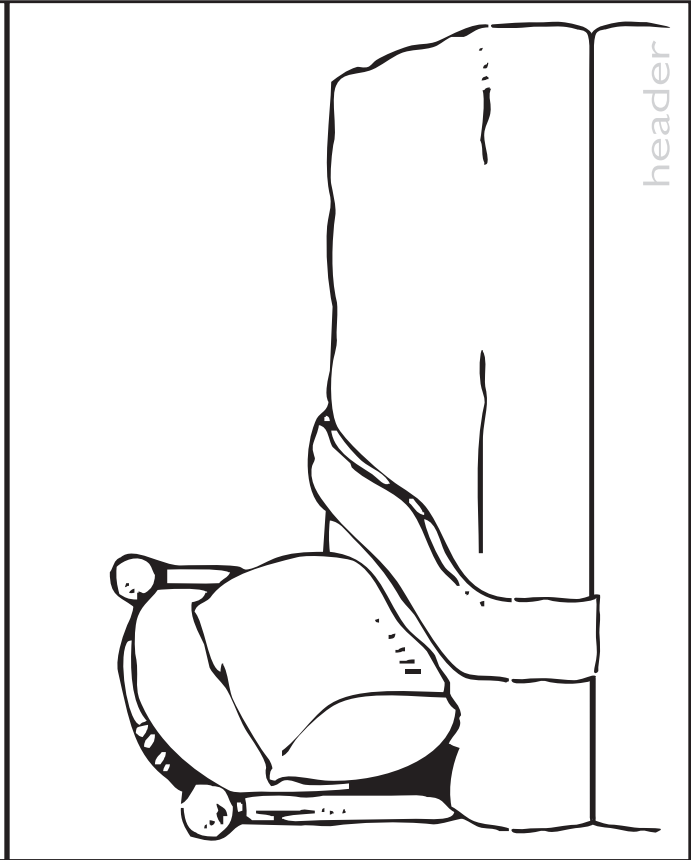
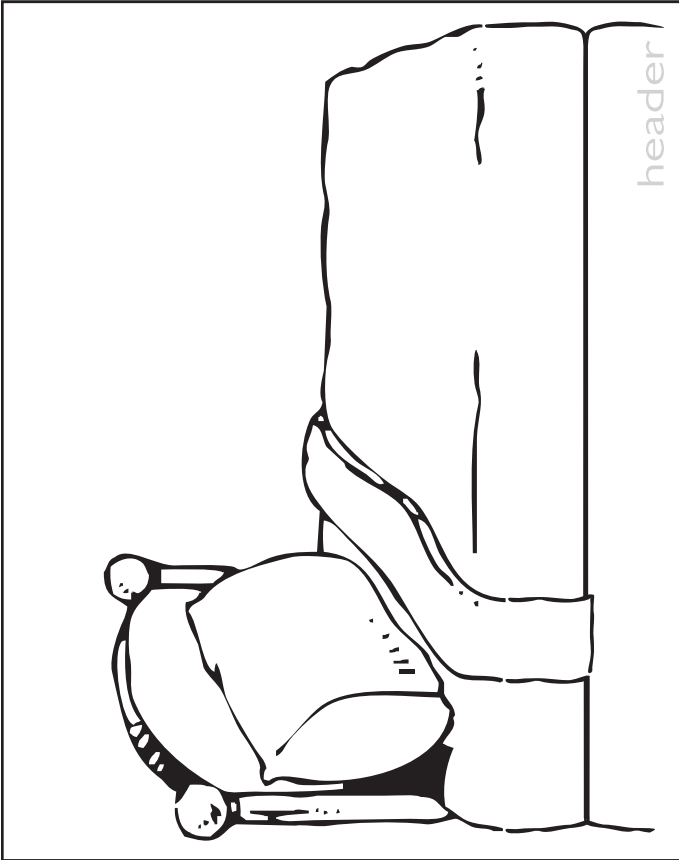
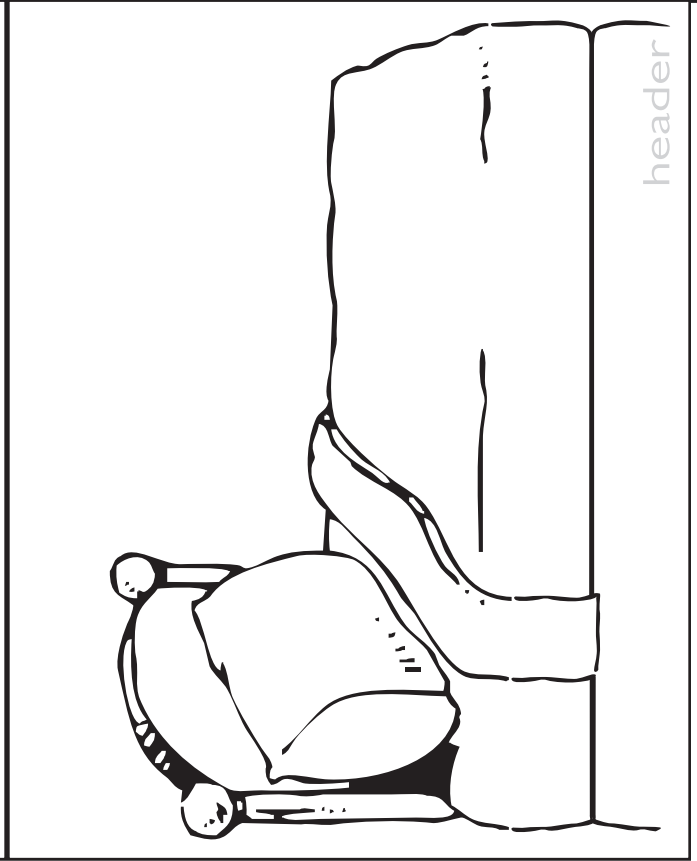
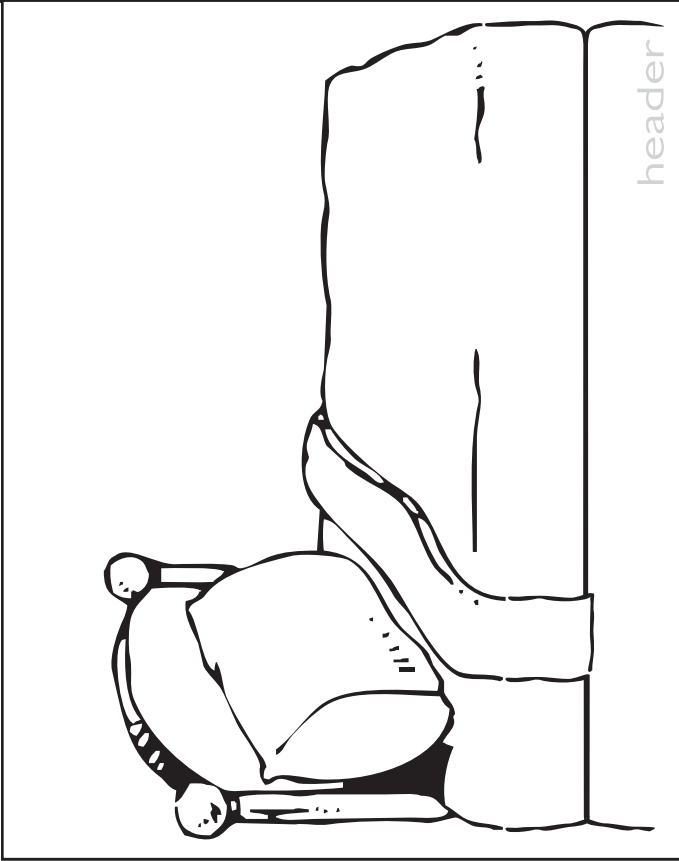
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Vocabulary

V. 021

Word Wake-Up



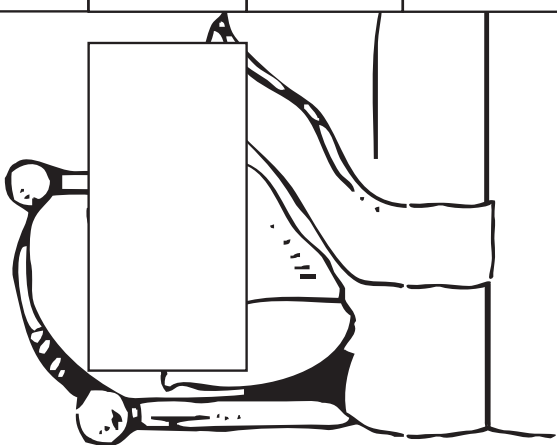
header cards

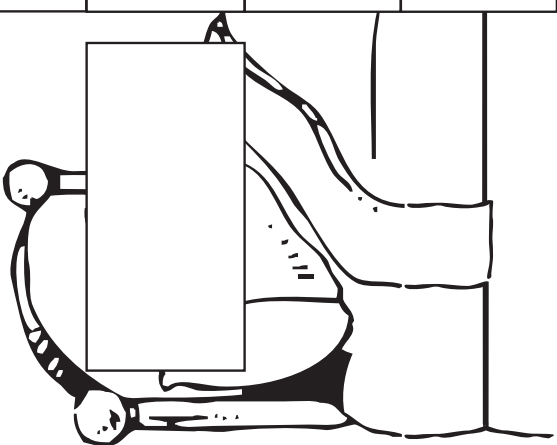


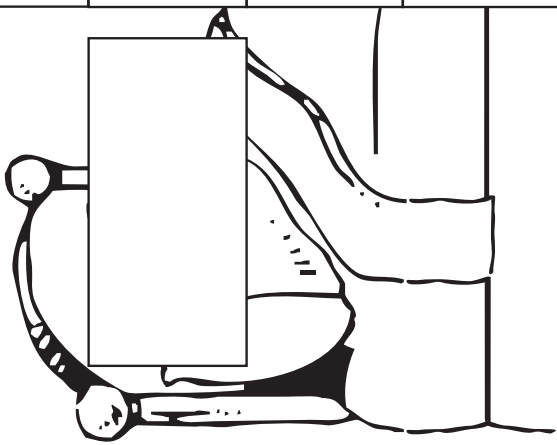
Name _____

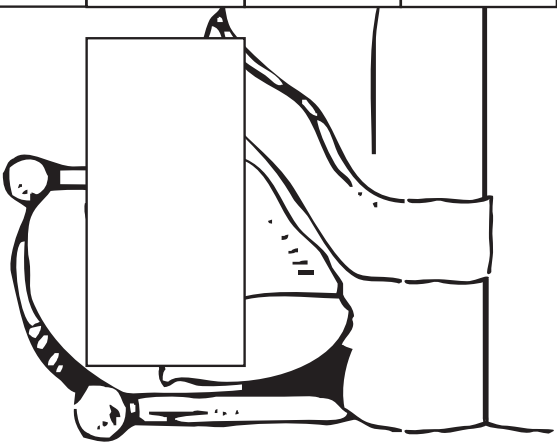
Word Wake-Up

V. 021

A line drawing of a person with curly hair sitting at a desk. A large, blank rectangular sign is placed on the desk in front of them. The person's hands are resting on the desk.

A line drawing of a person with curly hair sitting at a desk. A large, blank rectangular sign is placed on the desk in front of them. The person's hands are resting on the desk.

A line drawing of a person with curly hair sitting at a desk. A large, blank rectangular sign is placed on the desk in front of them. The person's hands are resting on the desk.

A line drawing of a person with curly hair sitting at a desk. A large, blank rectangular sign is placed on the desk in front of them. The person's hands are resting on the desk.



Objective

The student will produce words for categories.

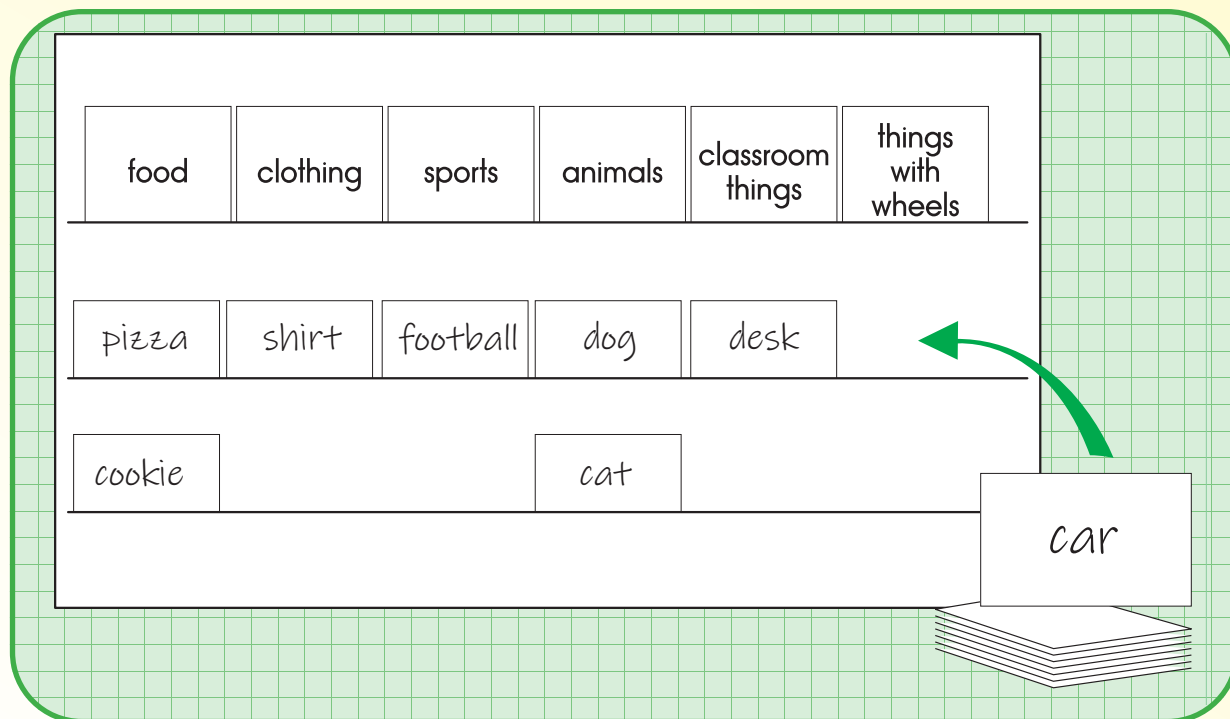
Materials

- ▶ Pocket chart
- ▶ Header cards
- ▶ Category Cube
- ▶ 30 Index cards
- ▶ Markers or pencils

Activity

Students produce and categorize words by rolling a cube and writing corresponding words.

1. Place Category Cube and pocket chart with header cards at the center. Place index cards in a stack.
2. Taking turns, students roll the word cube and read the category that lands on top (e.g., things with wheels). Say a word that goes with that category (e.g., car).
3. Write the word on an index card and read it.
4. Place the word card on the pocket chart under the correct category.
5. Continue until all the categories have five cards.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record sorted words and other related words on the student sheet.
- ▶ Make other headings and category cubes.

Vocabulary

Category Cube

V. 022

food

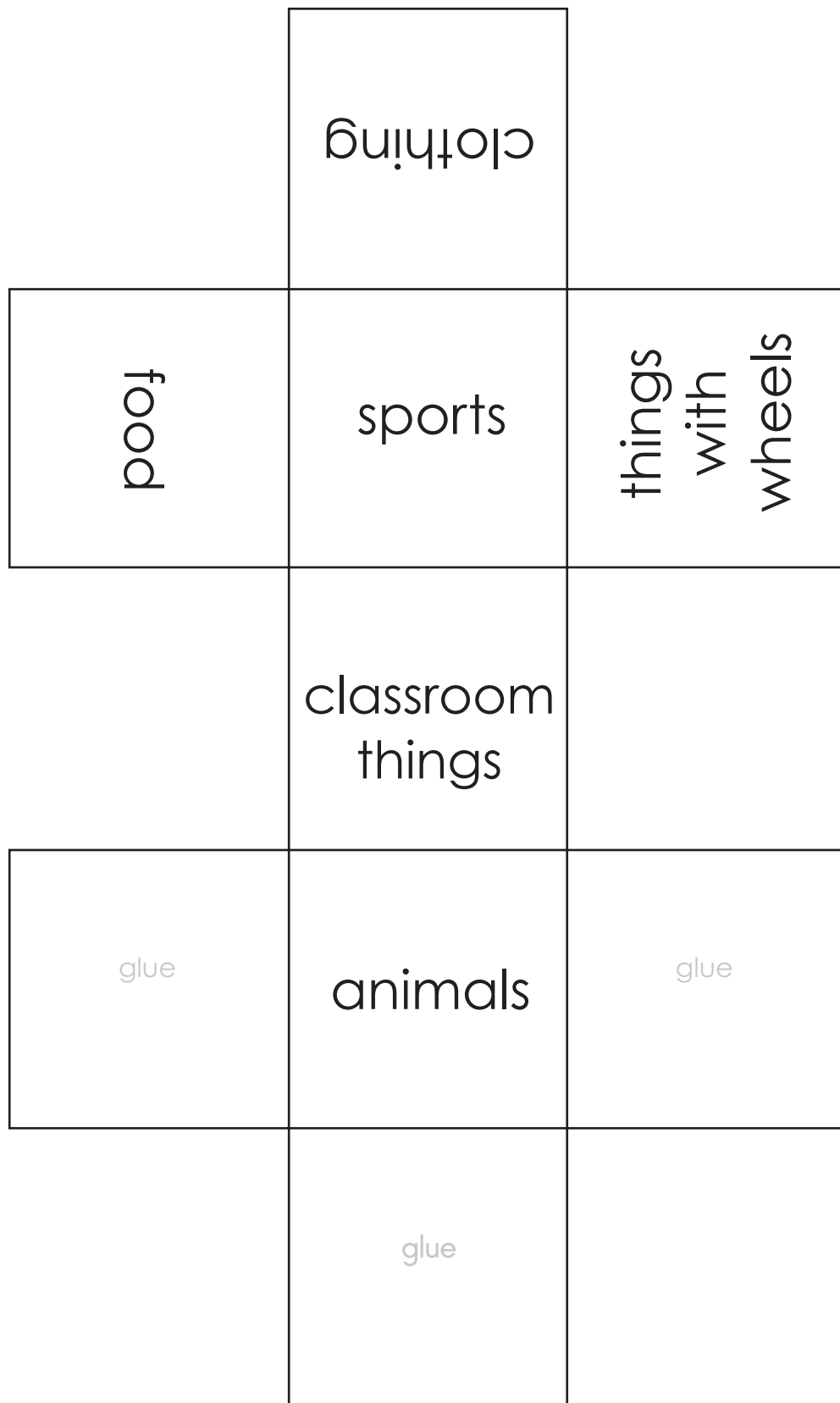
clothing

sports

animals

classroom
things

things
with
wheels

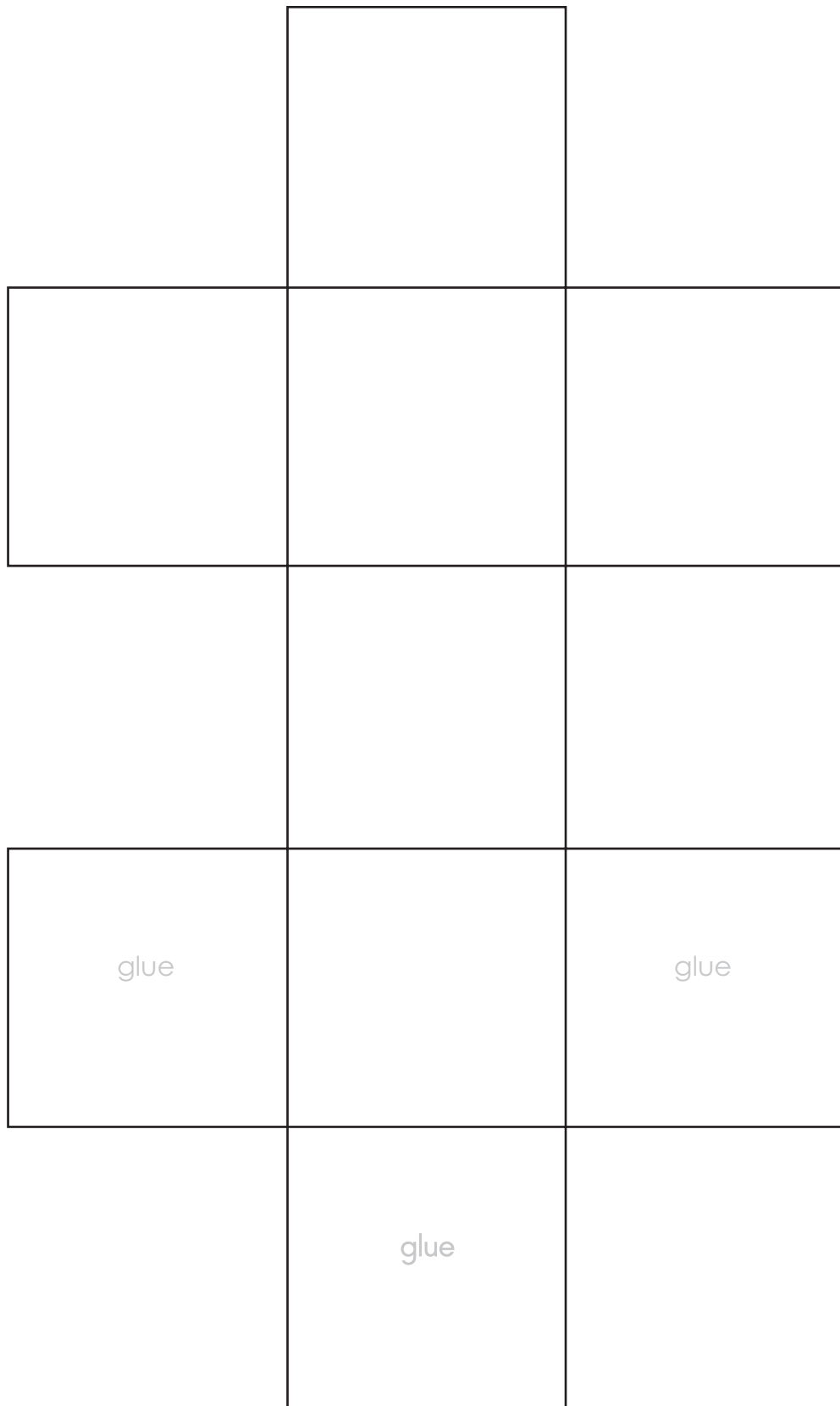


Name _____

Category Cube

V. 022

clothing	food	classroom things	animals	things with wheels	sports





Category Sort

Objective

The student will produce categories and corresponding words.

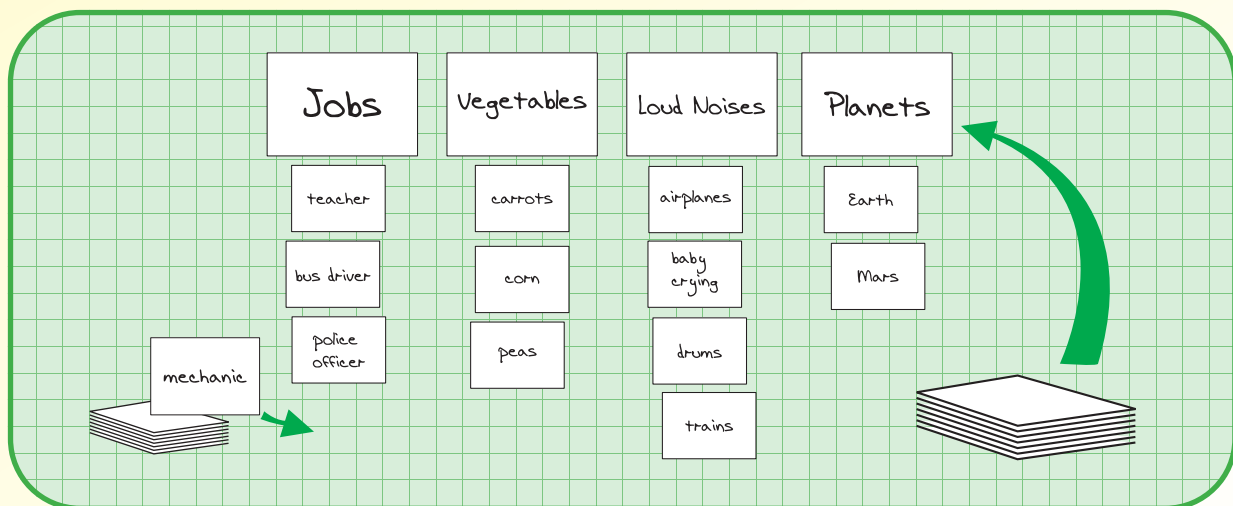
Materials

- ▶ Large index cards
These will be used for header cards.
Laminate.
- ▶ Small index cards
These will be used as the word cards.
Laminate.
- ▶ Vis-à-Vis® markers
- ▶ Student sheet
- ▶ Pencils

Activity

Students brainstorm category headings and produce words for each category.

1. Place large and small index cards at the center. Provide each student with a student sheet and a Vis-à-Vis® marker.
2. Working in pairs, students brainstorm four headings for categories (e.g., wild animals, types of vegetables, states, planets, things to laugh about, jobs, loud noises). Write the agreed upon headings on large index cards. (Each student can be responsible for writing two of the headings).
3. Identify and write five words for each category. For example, for the category of jobs, words may include police officer, nurse, bus driver, mechanic, and teacher. (Students can take turns writing the words.) Place cards under the corresponding heading.
4. Write the headings and words on the student sheet.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Sort target words provided by the teacher and identify headings for each of the grouped cards.

Vocabulary

V. 023

Category Sort

heading	heading	heading	heading
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word



Meaning Map



Objective

The student will identify attributes of words.



Materials

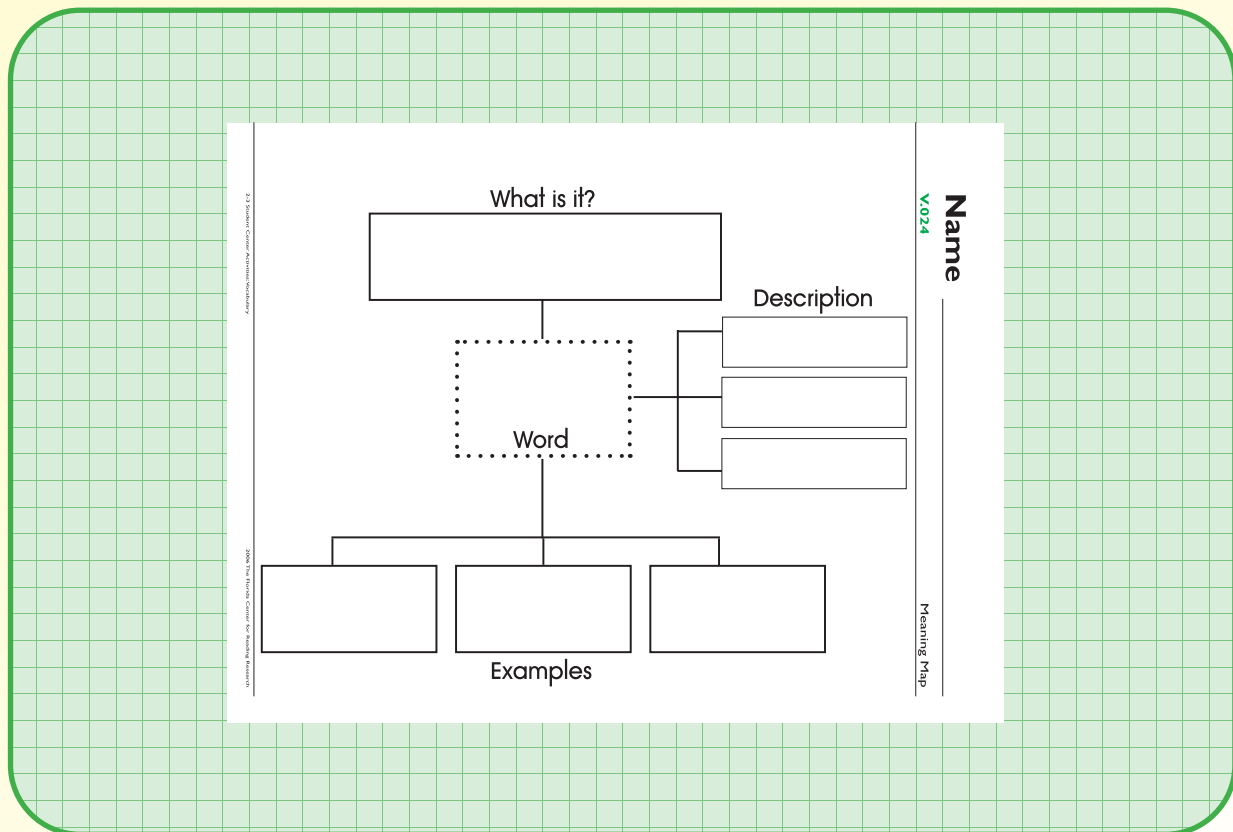
- ▶ Chart paper
Write target vocabulary words or write word(s) on Meaning Map when it is copied for students.
- ▶ Meaning Map
- ▶ Resources (e.g., dictionary, encyclopedia, books, textbooks).
- ▶ Pencils



Activity

Students write words related to a topic and record the words on a semantic map.

1. Place resources at the center. Provide each student with a Meaning Map.
2. Student reads the target word.
3. Reads the categories or questions in each box on the Meaning Map and writes a one word answer or sentence for each area (i.e., What is it?, Examples, Description).
4. Teacher evaluation



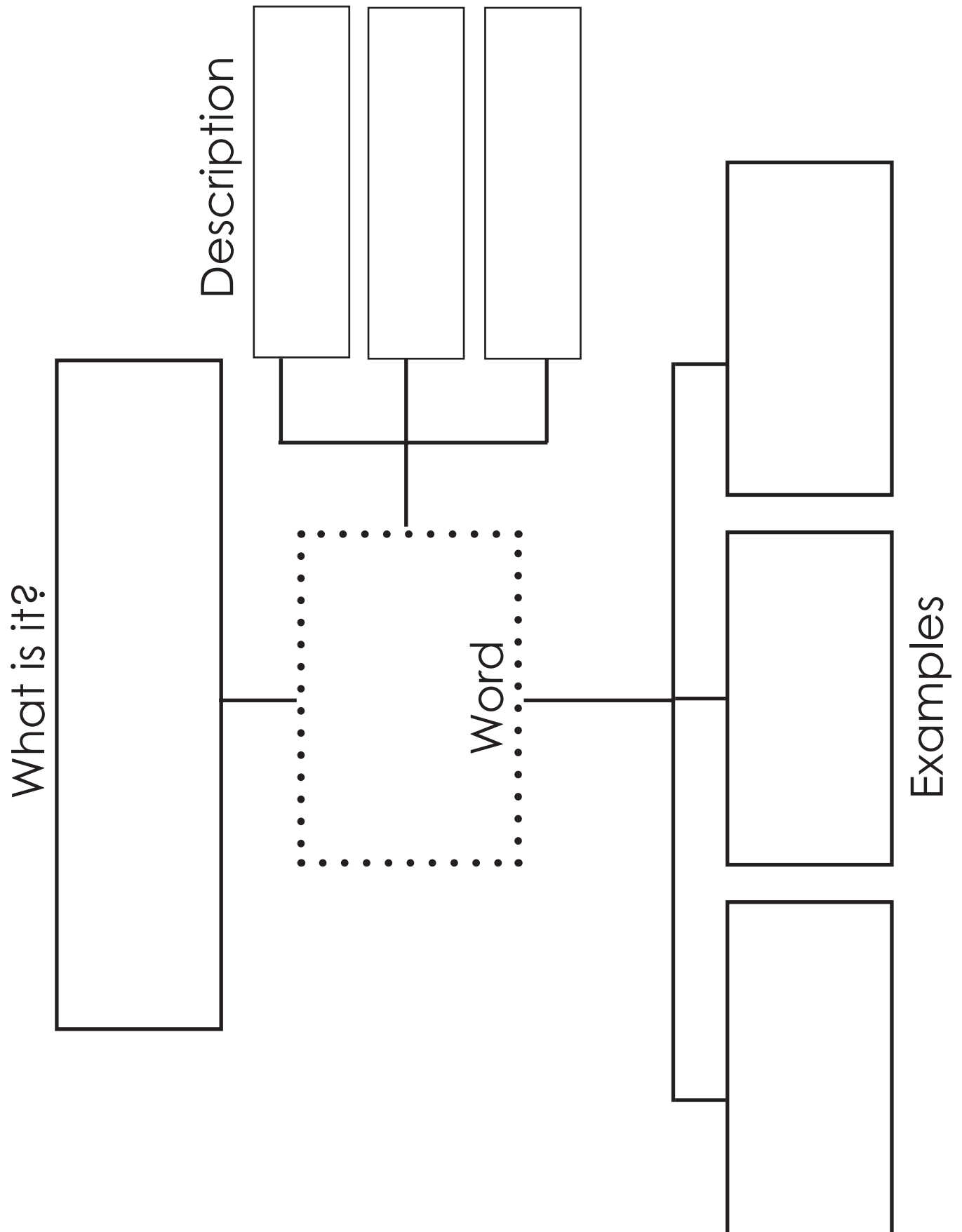
Extensions and Adaptations

- ▶ Use other meaning maps. Write the target topic or keyword in the center of the map. Write categories or questions in the various circles or boxes.

Name _____

V. 024

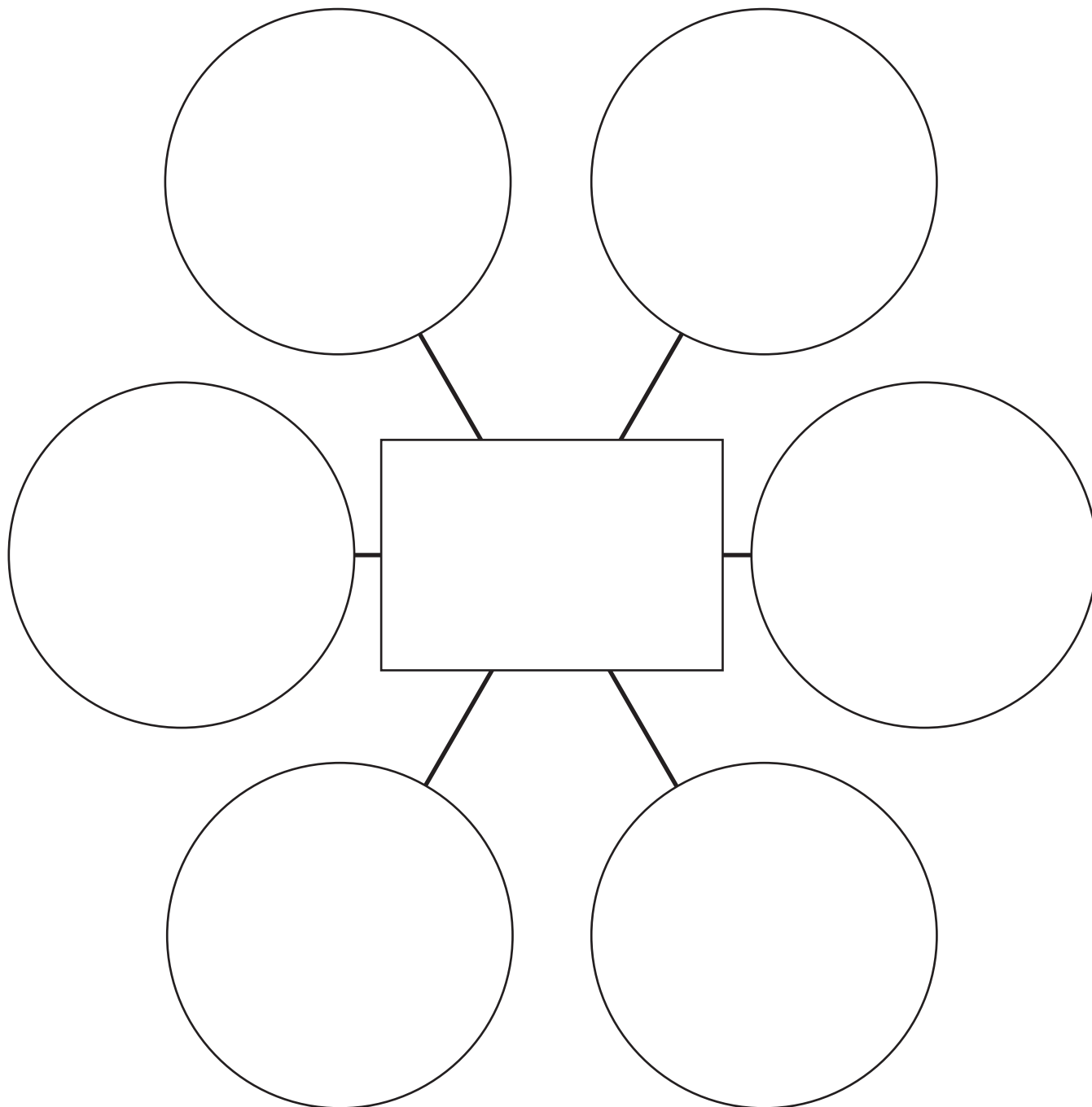
Meaning Map



Name _____

Meaning Map

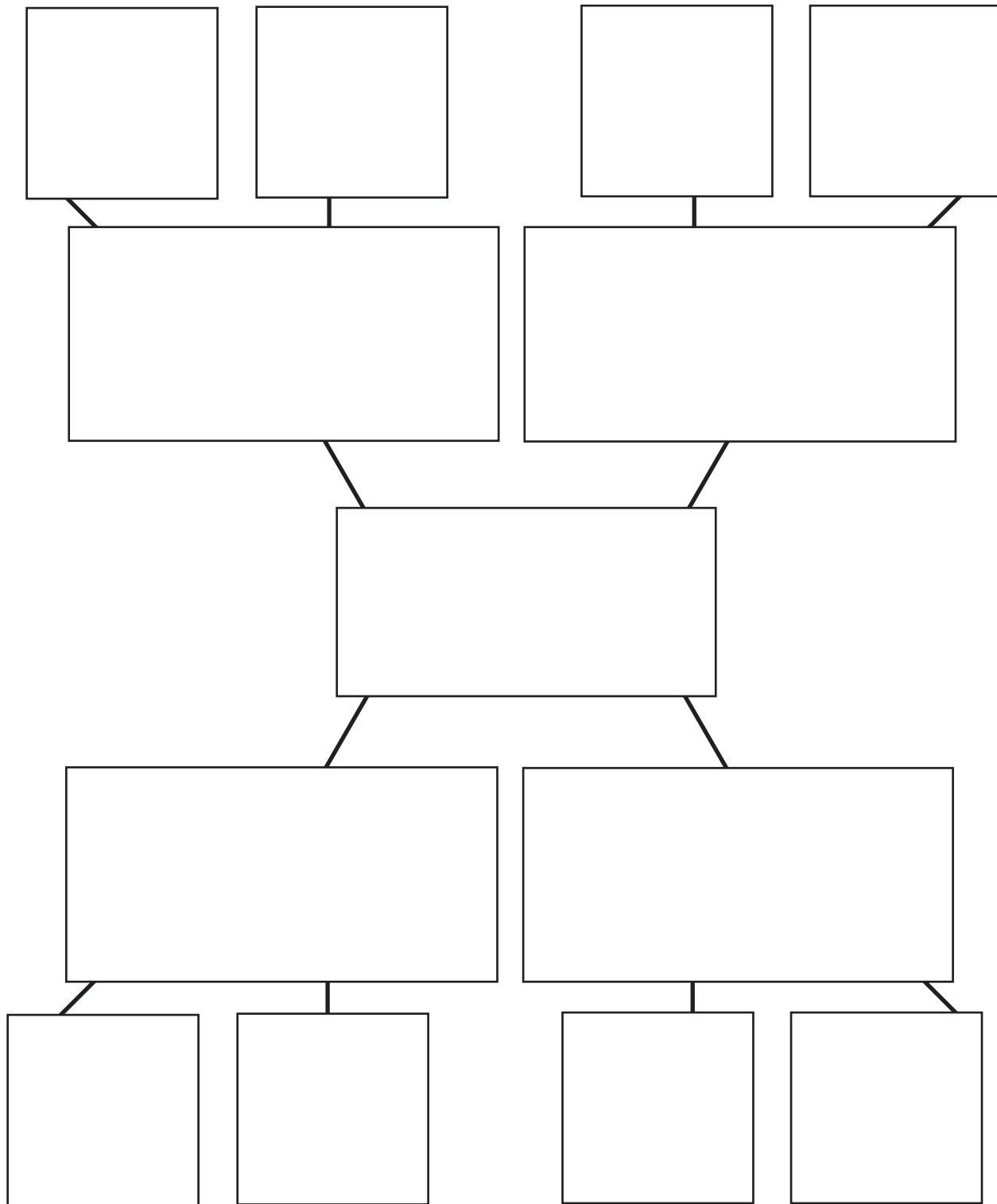
V. 024



Name _____

V. 024

Meaning Map





Concept Connection



Objective

The student will identify similarities and differences between the meanings of words.



Materials

- ▶ Strips of four words
Copy, laminate, and cut into strips.
- ▶ Student sheet
- ▶ Vis-à-Vis® marker
- ▶ Pencil



Activity

Students compare four words, find three words that are similar, and record the shared attribute.

1. Place word strips at the center. Provide the student with a student sheet.
2. The student selects a strip of four words (e.g., chair, sofa, door, bed).
3. Reads the words and finds a similarity between three of the words (e.g., chair, sofa, bed). Marks out the word that does not belong with the marker.
4. Continues until strips have been marked.
5. Chooses five strips to record. Writes the three similar words from each strip on the student sheet in the three connected rectangles and writes the shared attribute under the words in sentence form (i.e., All of them are pieces of furniture).
6. Teacher evaluation

chair	sofa	door	bed
-------	------	-----------------	-----

chair	sofa	bed
-------	------	-----

pieces of furniture



Extensions and Adaptations

- ▶ Write the word that is different on back of the student sheet along with a word that shares a similar attribute (e.g., ship and canoe are both used for water transportation).

Vocabulary

V. 025

Concept Connection

Saturn	Sun	Earth	Mars
glasses	pencil	marker	pen
quarter	dime	dollar bill	penny
lake	river	mountain	ocean
chair	sofa	door	bed
happy	sad	listen	scared
Florida	Georgia	Alabama	Miami
tornado	umbrella	hurricane	thunder storm
piano	drums	guitar	radio
toothpaste	mop	soap	detergent



Cut along the dotted lines.

Name _____

Concept Connection

V. 025

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--





Objective

The student will identify similarities and differences between the meanings of words.



Materials

- ▶ Venn diagrams
Copy and laminate.
- ▶ Attribute cards
Write location of where the card should be placed on back of each card.



Activity

Students compare words using a Venn diagram.

1. Place the Venn diagrams and attribute cards face up at the center.
2. The student reads all the attribute cards.
3. Places shared attribute cards of each header in the overlapping area of the Venn diagram.
4. Places the unique attribute cards of each header in the corresponding circles.
5. Turns over cards to determine accuracy and re-sorts, if necessary.
6. Self-check

The image shows two Venn diagrams on a grid background. The left diagram compares 'cat' and 'dog'. The right diagram compares 'quarter' and 'penny'. Below the diagrams are attribute cards: 'tails', '25 cents', 'silver', 'meows', 'walk on a leash', 'washes face with paws', 'pets', 'purrs', and 'money'. A green arrow points from the 'tails' card to the overlapping area of the 'cat' and 'dog' Venn diagram.



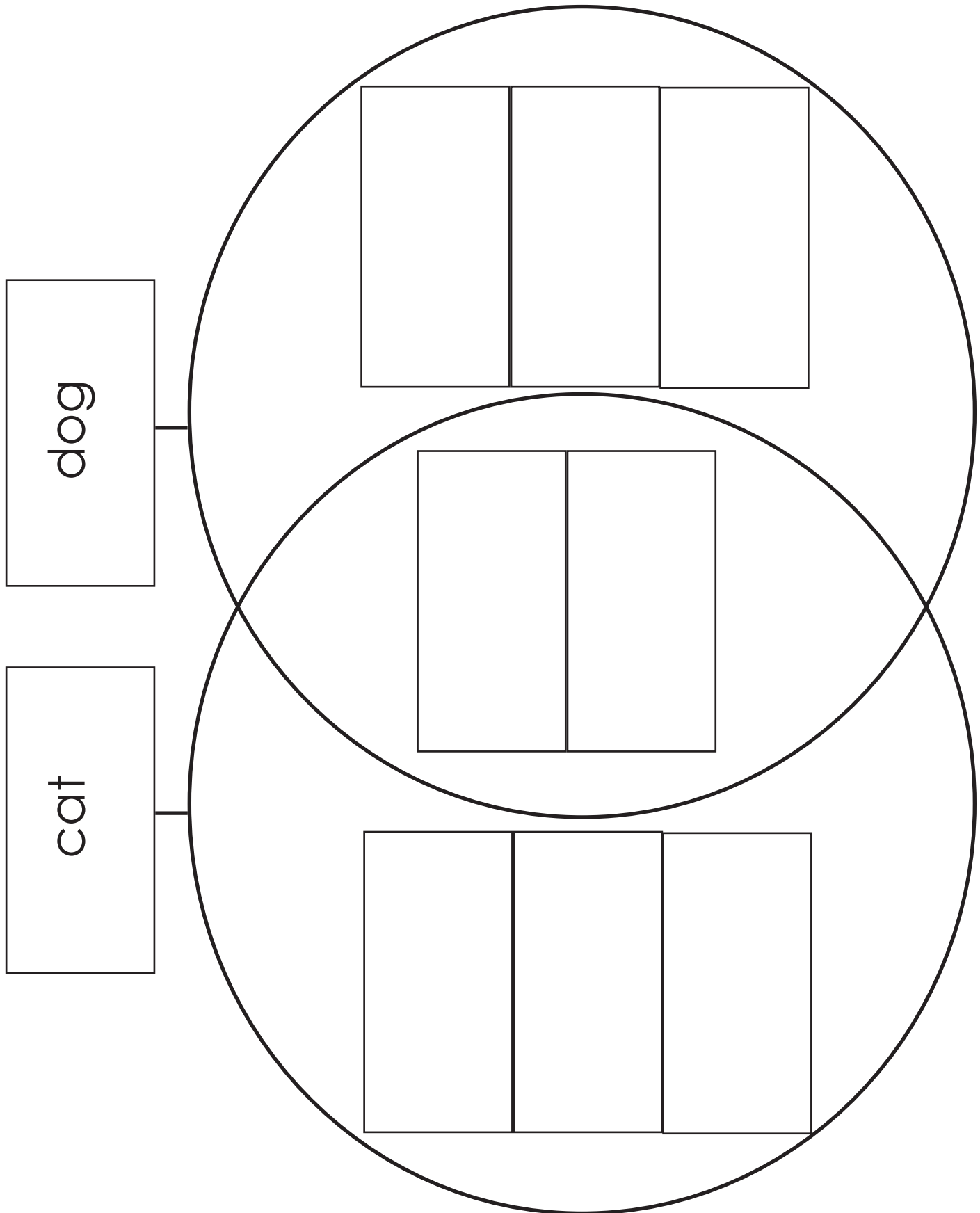
Extensions and Adaptations

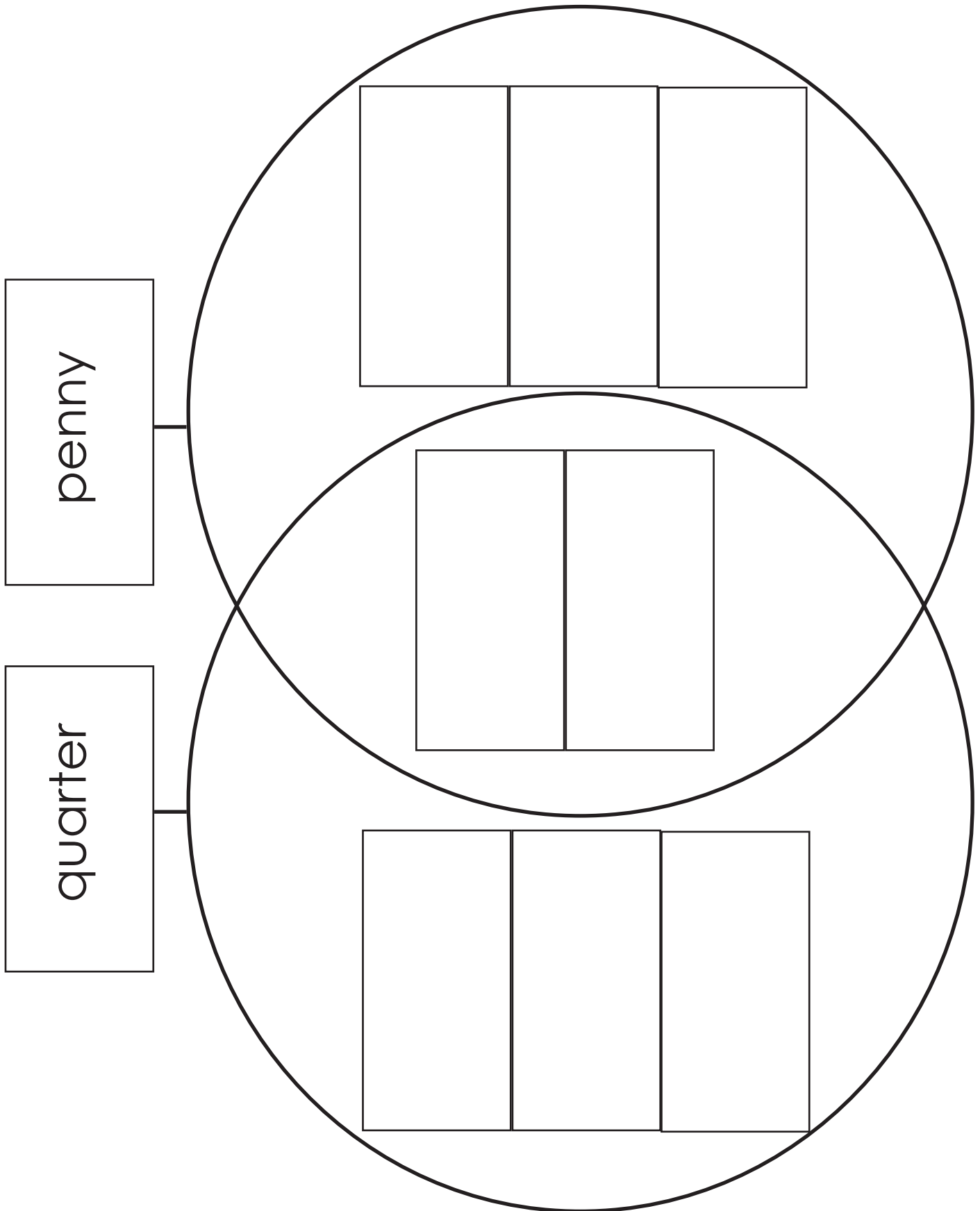
- ▶ Record one of the completed Venn diagrams on a student sheet.
- ▶ Compare other target words and write attributes using student sheet.

Vocabulary

Alike and Different

V. 026





Vocabulary

Alike and Different

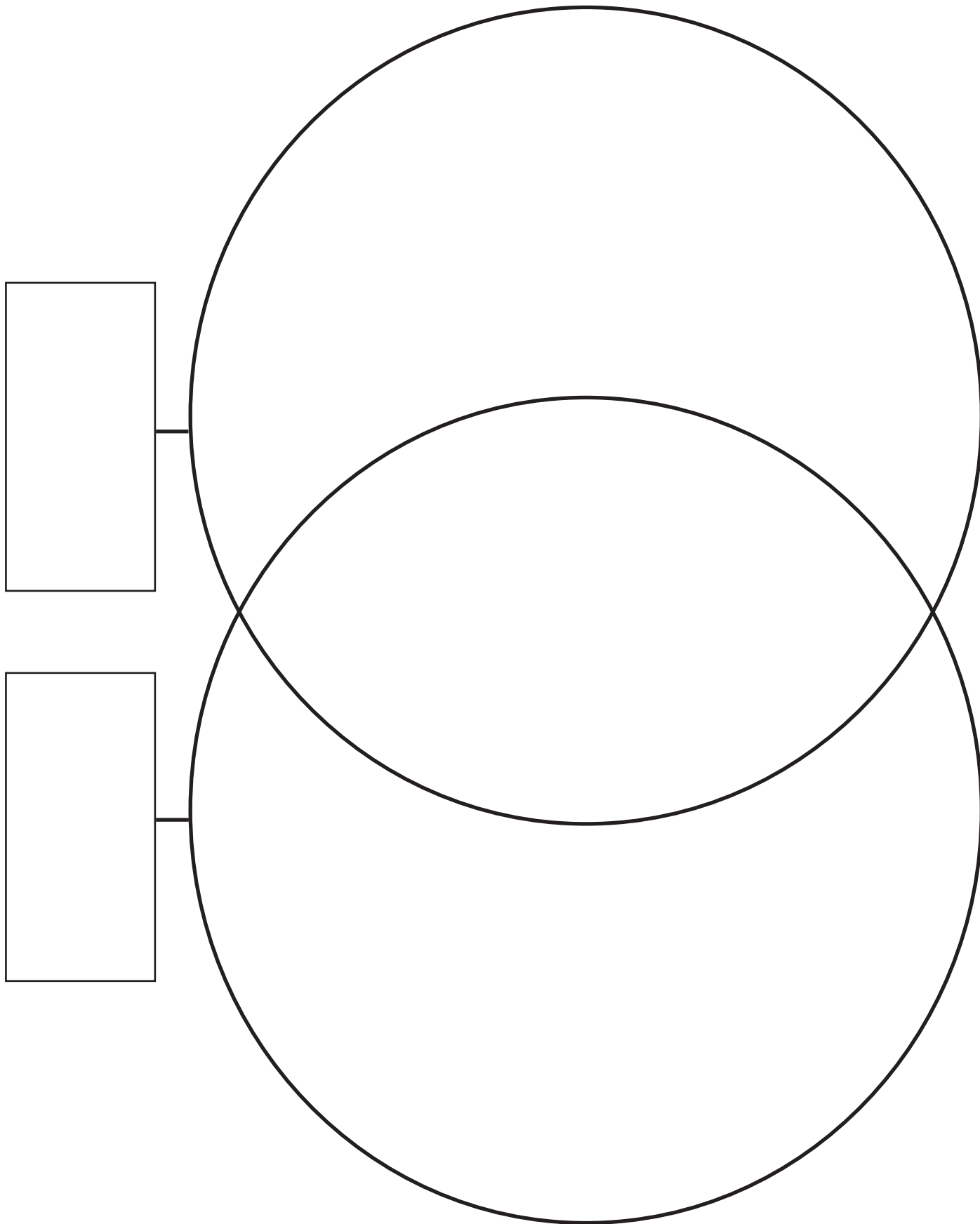
V. 026

one cent	copper	Lincoln
25 cents	Washington	silver
money	round	meows
washes face with paws	bury bones	walk on a leash
purrs	barks	pets
tails		

Name _____

V. 026

Alike and Different





Attribute Analysis



Objective

The student will identify similarities and differences between the meanings of words.



Materials

- ▶ Attribute Analysis student sheet
- ▶ Pencil



Activity

Students identify semantic features that distinguish one word from another by completing an attribute analysis grid.

1. Provide the student with a student sheet.
2. The student reads the words in the left column (i.e., list of games) and the words in the top row (i.e., list of game attributes).
3. Reads the games one at a time and places checks in the attribute boxes that apply to that game. For example, across from “Basketball” places checks in boxes for “teams, indoors, outdoors, use ball, and keep score.”
4. Teacher evaluation

Name _____									
V.027		Attribute Analysis							
	alone or small group	teams	indoors	outdoors	board game	card game	use ball	keep score	
Basketball		✓	✓	✓			✓	✓	
Soccer									
Go Fish									
Hide & Seek									
Kickball									
Video Games									
Checkers									
Golf									
Hop Scotch									
Jump Rope									



Extensions and Adaptations

- ▶ List more categories and attributes on the blank attribute grid.

Name _____

V. 027

Attribute Analysis

	alone or small group	teams	indoors	outdoors	board game	card game	use ball	keep score
Basketball								
Soccer								
Go Fish								
Hide & Seek								
Kickball								
Video Games								
Checkers								
Golf								
Hop Scotch								
Jump Rope								

Name _____

Attribute Analysis

V. 027



Objective

The student will identify words to complete analogies.

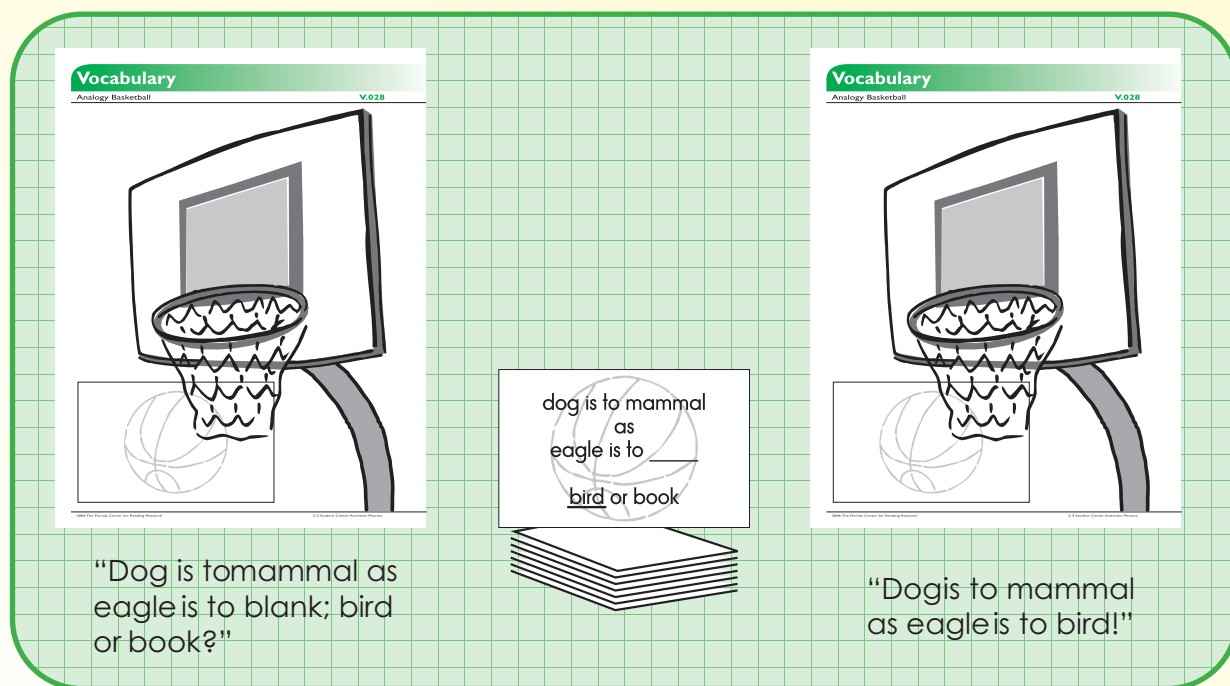
Materials

- ▶ Analogy Basketball hoops
Make two copies and laminate.
- ▶ Analogy Basketball cards
Answers are provided on the card with word underlined.

Activity

Students complete analogies by playing a basketball game.

1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to _____. bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation



Extensions and Adaptations

- ▶ Make other analogy basketball cards.

Vocabulary

Analogy Basketball


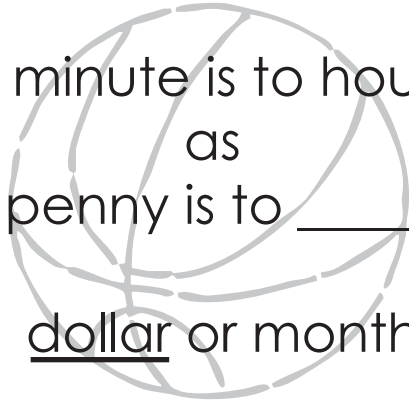

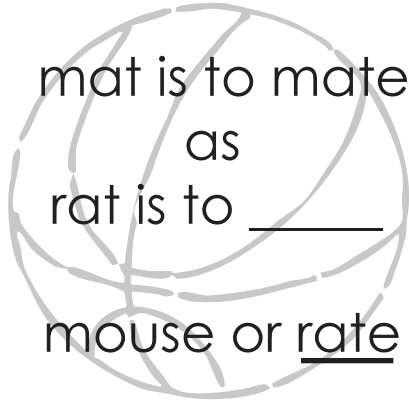
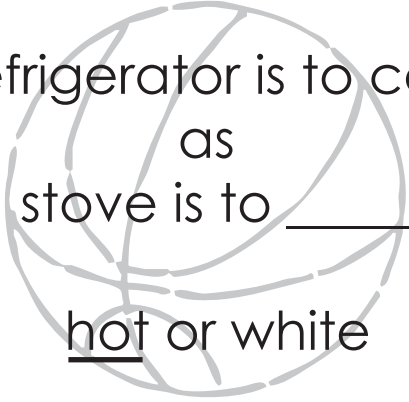
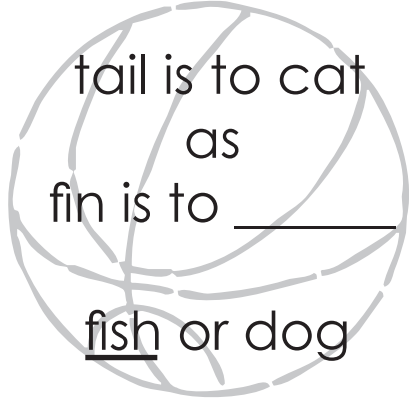
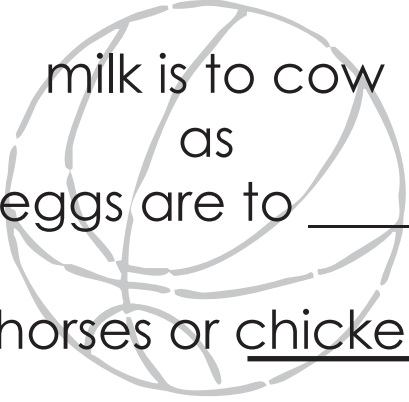
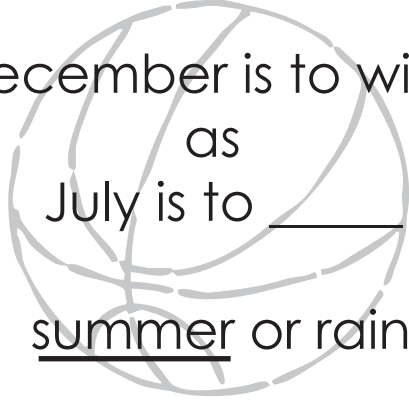
V. 028



Vocabulary

V. 028

Analogy Basketball

 <p>night is to day as on is to _____ <u>ride</u> or <u>off</u></p>	 <p>minute is to hour as penny is to _____ <u>dollar</u> or month</p>
 <p>dog is to mammal as eagle is to _____ <u>bird</u> or book</p>	 <p>mat is to mate as rat is to _____ mouse or <u>rate</u></p>
 <p>refrigerator is to cold as stove is to _____ <u>hot</u> or white</p>	 <p>tail is to cat as fin is to _____ <u>fish</u> or dog</p>
 <p>milk is to cow as eggs are to _____ horses or <u>chicken</u></p>	 <p>December is to winter as July is to _____ <u>summer</u> or rain</p>



Vocabulary

Analogy Basketball

V. 028

sandwich is to eat
as
milk is to _____
sleep or drink

up is to down
as
out is to _____
in or close

happy is to sad
as
light is to _____
dark or high

bee is to hive
as
bird is to _____
school or nest

pear is to fruit
as
poodle is to _____
dog or cat

shirt is to clothing
as
pizza is to _____
round or food

three is to four
as
seven is to _____
odd or eight

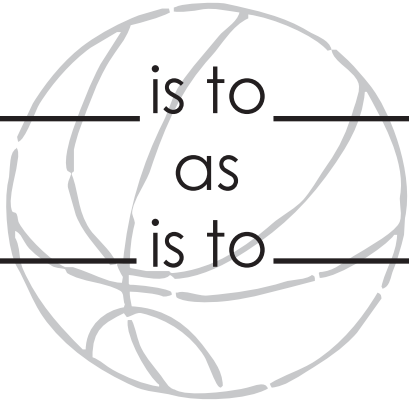
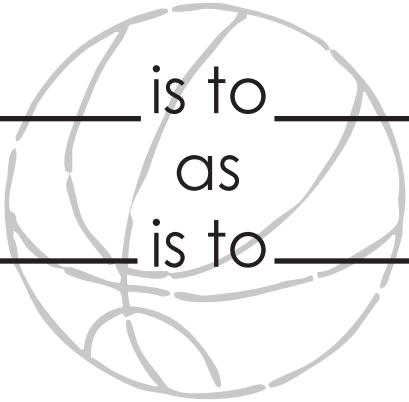
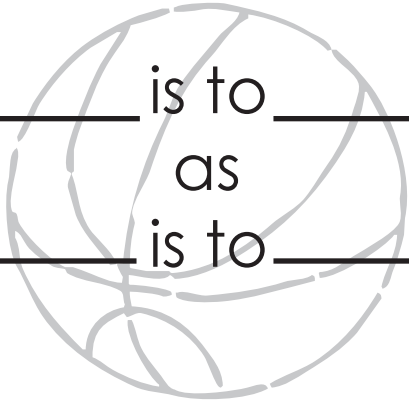
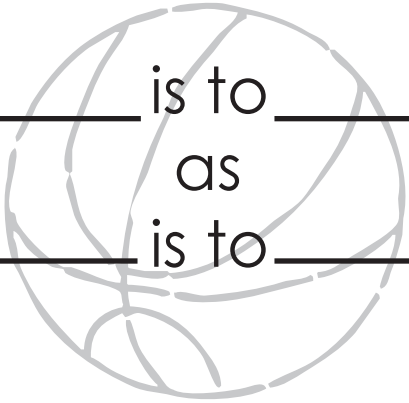
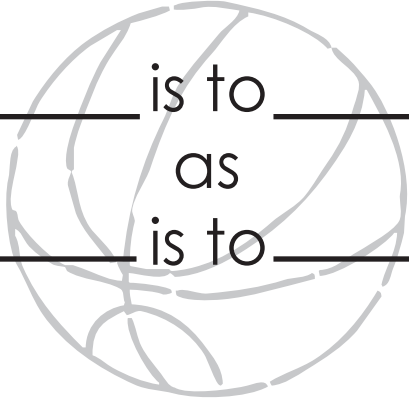
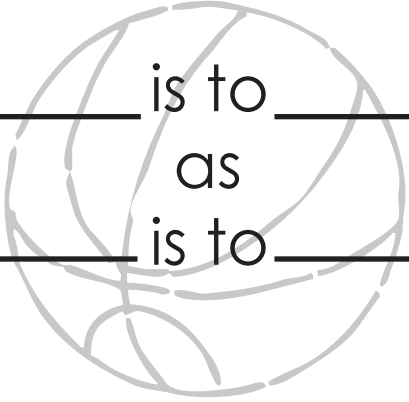
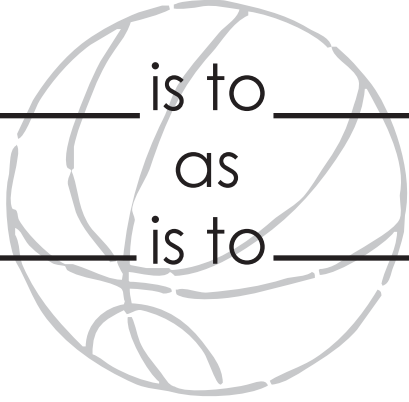
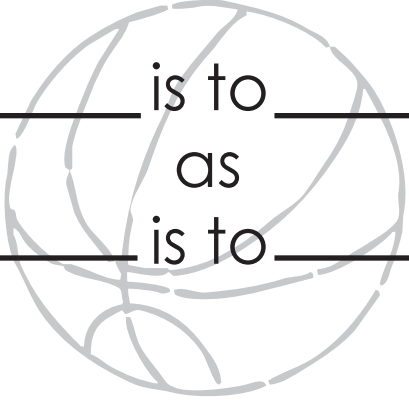
mother is to daughter
as
father is to _____
brother or son



Vocabulary

V. 028

Analogy Basketball

 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>
 <p>_____ is to _____ as _____ is to _____</p>	 <p>_____ is to _____ as _____ is to _____</p>





Analogy Action



Objective

The student will identify words to complete analogies.



Materials

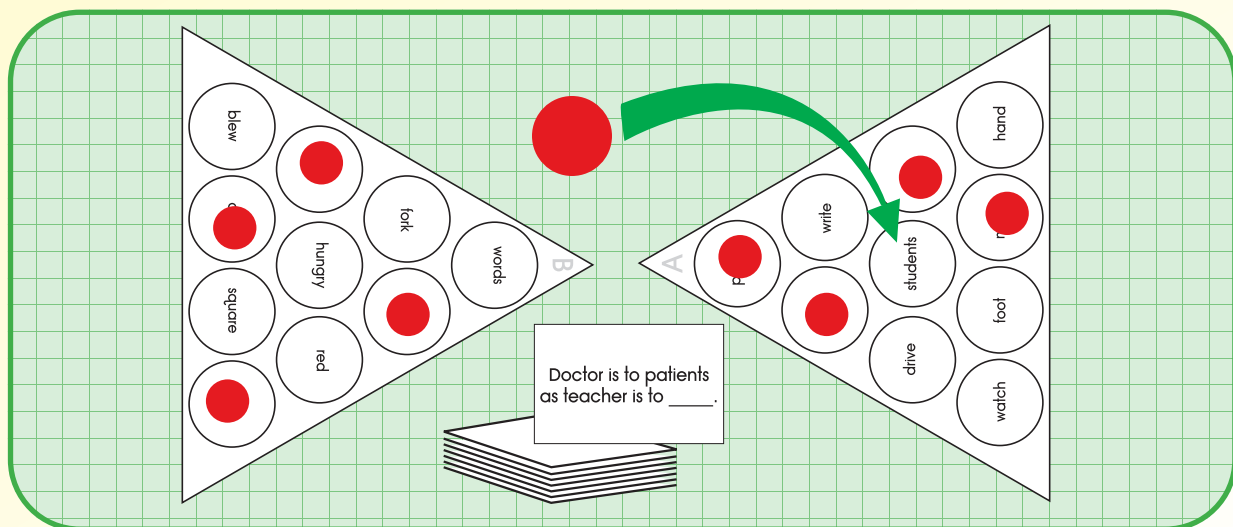
- ▶ Analogy word triangles
 - There are two triangles marked "A" and "B." One student will use the "A" triangle and the other will use the "B" triangle.*
- ▶ Analogy cards
- ▶ Answer key
 - An answer key is provided.*
- ▶ Game pieces



Activity

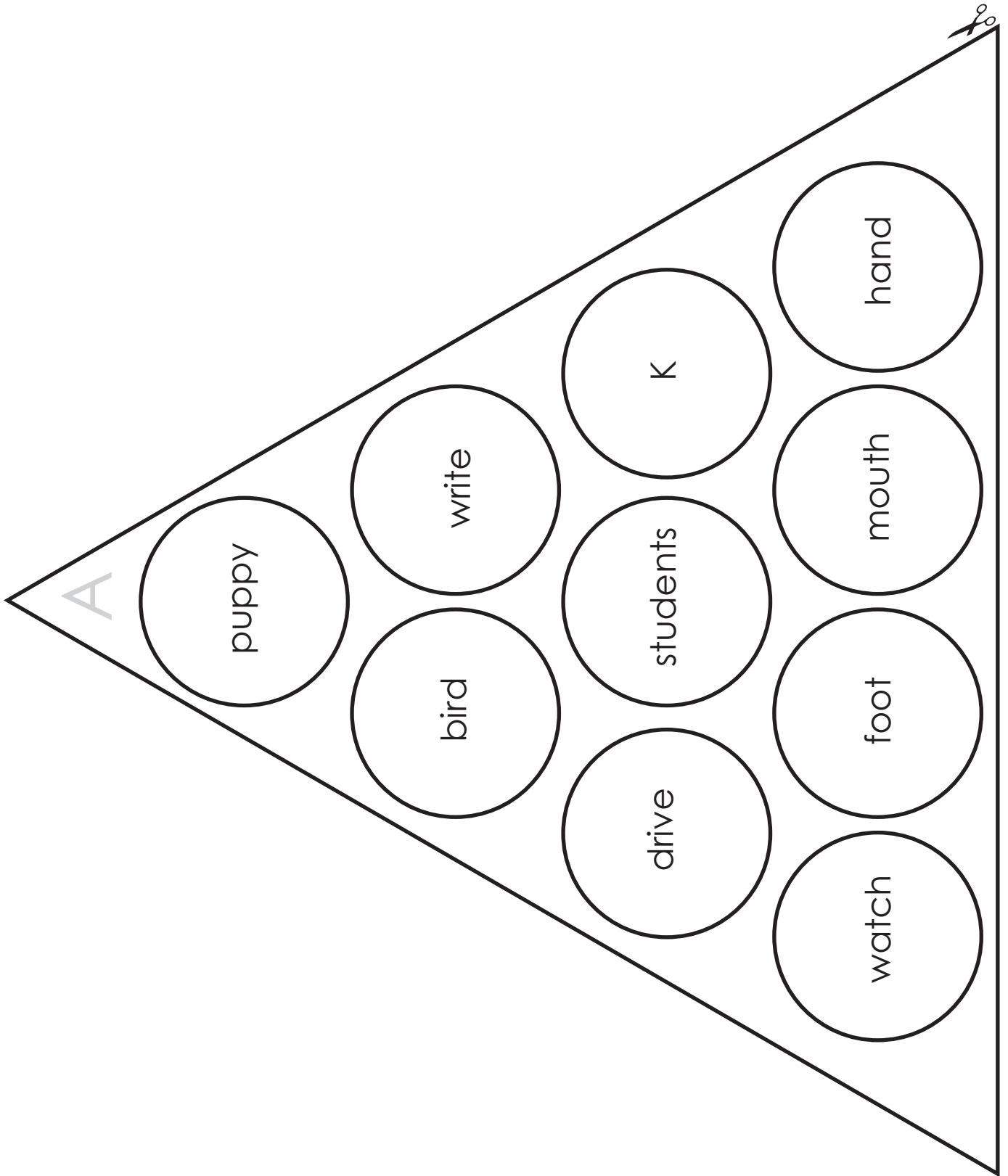
Students complete analogies playing a completion game.

1. Place analogy cards face down in a stack. Provide each student with a different analogy word triangle.
2. Taking turns, student one draws the top card from the stack and reads the phrase (e.g., Doctor is to patients as teacher is to _____).
3. Student one looks for the word that completes the analogy on his analogy word triangle (i.e., students). If found, reads the analogy with the word (i.e., Doctor is to patients as teacher is to students) and places game piece on the word. Places analogy card in a discard pile. If not found, places analogy card on bottom of stack.
4. Reverse roles.
5. Continue until triangles are filled.
6. Teacher evaluation



Extensions and Adaptations

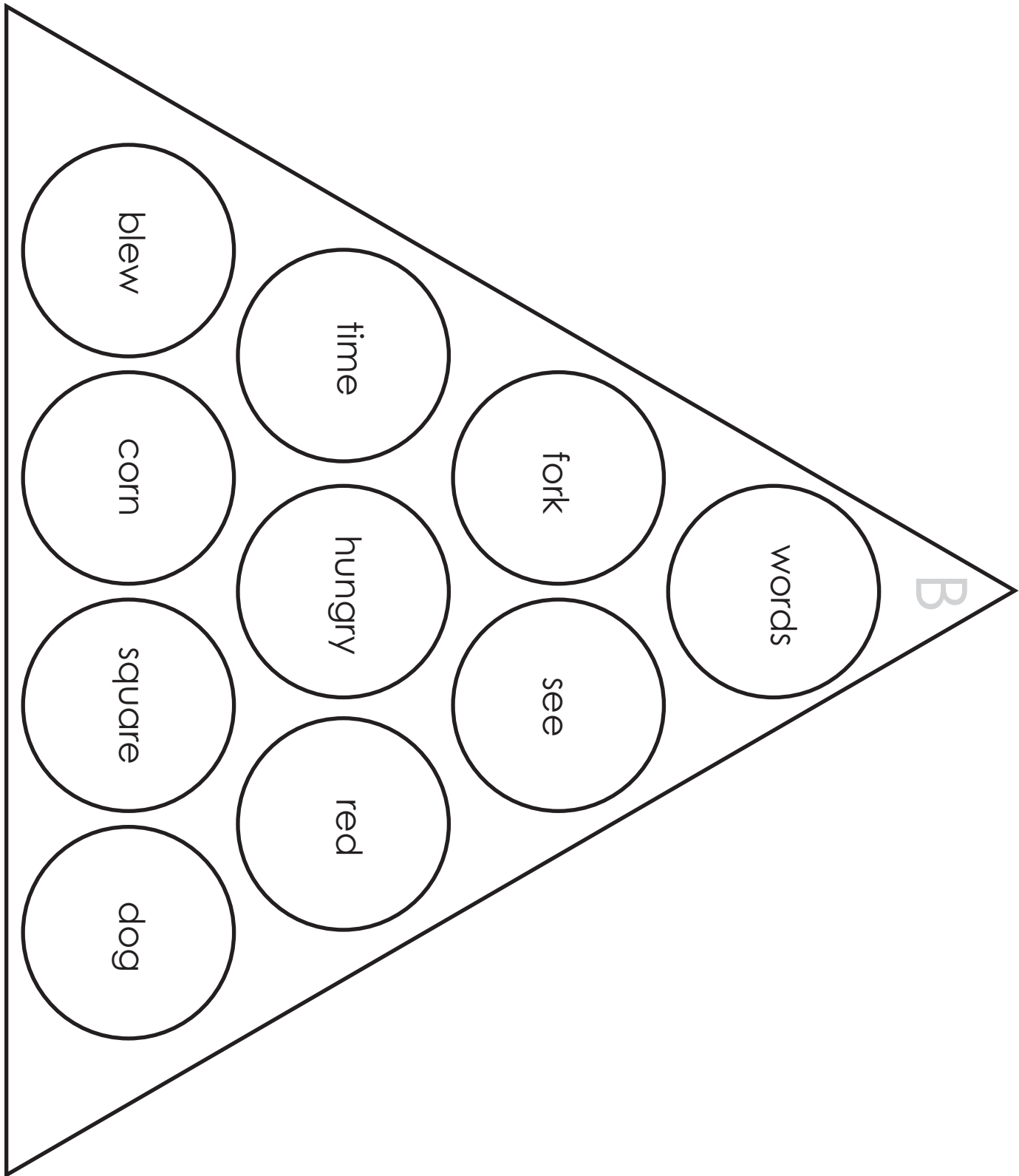
- ▶ Develop more analogy word triangles and analogies.
- ▶ Write analogies.



Vocabulary

Analogy Action

V. 029



Vocabulary

V. 029

Analogy Action

Cat is to kitten as
dog is to _____.

Fur is to dog as
feathers are to _____.

Scissors are to cut as
pencil is to _____.

Plane is to fly as
car is to _____.

Doctor is to patients
as teacher is to _____.

B is to C as
J is to _____.

Book is to read as
television is to _____.

Finger is to hand as
toe is to _____.



Name _____

Analogy Action

V. 029

Wink is to eye as a
smile is to _____.

Boot is to foot as
glove is to _____.

Count is to numbers
as read is to _____.

Soup is to spoon as
steak is to _____.

Ear is to hear as
eye is to _____.

Go is to green as
stop is to _____.

Three is to triangle as
four is to _____.

Sleep is to tired as
eat is to _____.



Name _____

V. 029

Analogy Action

Thermometer is to
temperature as
clock is to _____.

Oink is to pig as
bark is to _____.

Green is to peas as
yellow is to _____.

Eight is to ate as blue
is to _____.



Name _____

Analogy Action

V. 029

Answer Key A

Cat is to kitten as dog is to puppy

Fur is to dog as feathers are to bird

Scissors are to cut as pencil is to write

Plane is to fly as car is to drive

Doctor is to patients as teacher is to students

B is to C as J is to K

Book is to read as television is to watch

Finger is to hand as toe is to foot

Wink is to eye as smile is to mouth

Boot is to foot as glove is to hand

Answer Key B

Count is to numbers as read is to	words
Soup is to spoon as steak is to	fork
Ear is to hear as eye is to	see
Go is to green as stop is to	red
Three is to triangle as four is to	square
Sleep is to tired as eat is to	hungry
Thermometer is to temperature as clock is to	time
Oink is to pig as bark is to	dog
Green is to peas as yellow is to	corn
Eight is to ate as blue is to	blew

Name _____

Analogy Action

V. 029

Analogies

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.

_____ is to _____ as _____ is to _____.



Objective

The student will identify words to complete sentences.

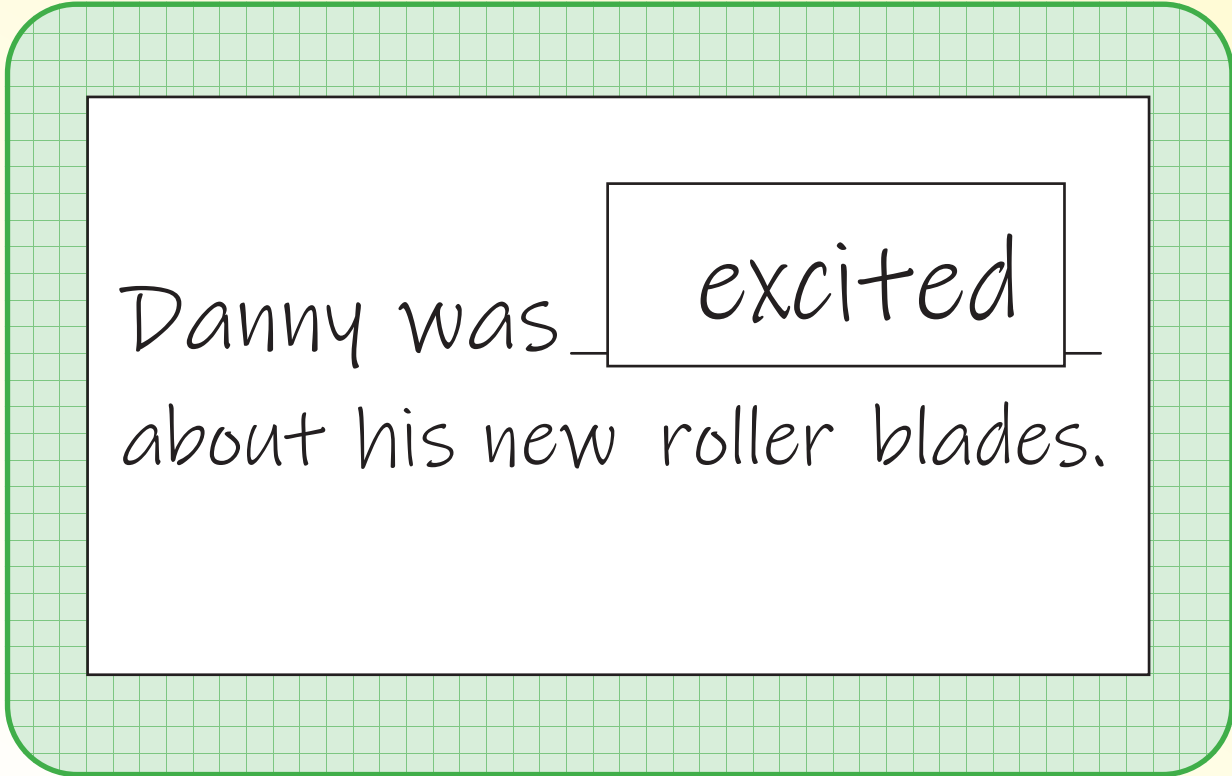
Materials

- ▶ Sentence strips
Select target vocabulary. Write sentences putting a blank line for the target words. For example, Danny was _____ about his new roller blades.
- ▶ Index cards or construction paper rectangles
Write the missing target words from the sentences on the cards (i.e., excited).

Activity

Students choose words to complete sentences.

1. Place sentence strips in a stack at the center. Place word cards face up in rows.
2. Taking turns, student one selects a sentence strip and reads the sentence, saying “blank” for the missing word.
3. Student two finds the word, places it on the blank, and reads the sentence. If the sentence doesn’t make sense, chooses another word until the correct word is found.
4. Reverse roles and continue until all the words are matched to corresponding sentences.
5. Peer evaluation



Danny was _____ about his new roller blades.

Extensions and Adaptations

- ▶ Make other word cards that complete the sentences. For example, *Danny was thrilled about his new roller blades.*
- ▶ Write other sentences and exchange with a partner to fill in the blanks.



Homograph Hitch



Objective

The student will identify words to complete text.



Materials

- ▶ Altered text
Copy text, white out target vocabulary, and draw a line where word was deleted.
- ▶ Chart paper
Provide a word bank of the deleted vocabulary. Word bank can be listed on copy of the altered text.
- ▶ Original text
Provide a copy of the original text in a file folder or envelope to use as an answer key.
- ▶ Pencils



Activity

Students complete sentences in text by choosing appropriate words.

1. Place the chart paper word bank and original text (concealed in an envelope or file folder) at the center. Provide each student with a copy of the altered text.
2. Taking turns, students read a sentence, read words in word bank, and select a word from the word bank that best completes the sentence.
3. Read the sentence with the selected word.
4. If sentence sounds correct, write selected word in the blank. If sentence doesn't sound correct, select another word.
5. Reverse roles and continue until the text is complete.
6. Reread the completed text to each other. Check completed text with original text.
7. Peer evaluation

Name _____	<small>What-A-Word</small>												
<small>V.031</small>													
A Day at the Beach													
<p>Linda and Sue were friends. The weather was <u>gorgeous</u> one Saturday, so they decided to spend the day at the beach. They started to collect everything they needed to take with them. Linda _____ the towels, sunglasses, and volleyball while Sue _____ the drinks, sandwiches, and snacks. They _____ the car with all of their belongings and started to pull out of the driveway.</p> <p>"Wait!" Sue said. Linda stopped the car and waited for Sue to run back into the house. Sue _____ with her camera. "I can't forget this," she said. They started to back out of the _____ again.</p> <p>"Oh no!" said Linda.</p> <p>"What is the matter?" asked Sue.</p> <p>"I need to go back inside to find my snorkel and mask."</p> <p>Linda _____.</p> <p>When Linda returned to the car with her snorkel and mask, Sue _____ up of the sky and saw the clouds growing dark. She didn't listen to the weather report that morning, so she wasn't sure if rain was in the _____.</p> <p>Just then, they heard thunder _____ in the distance. Moments later, drops of rain fell on the car's windshield. Both were _____ that their plans had been _____. They decided to go inside to play cards and eat their lunch.</p> <p>"So much for a day at the beach!" said Linda.</p>													
<p>WORD BANK</p> <table style="width: 100%; border: none;"> <tr> <td>gathered</td> <td>loaded</td> <td>prepared</td> <td>forecast</td> </tr> <tr> <td>glanced</td> <td>driveway</td> <td>gorgeous</td> <td>disappointed</td> </tr> <tr> <td>returned</td> <td>rumble</td> <td>spoiled</td> <td>replied</td> </tr> </table>		gathered	loaded	prepared	forecast	glanced	driveway	gorgeous	disappointed	returned	rumble	spoiled	replied
gathered	loaded	prepared	forecast										
glanced	driveway	gorgeous	disappointed										
returned	rumble	spoiled	replied										



Extensions and Adaptations

- ▶ Use the word bank to write other sentences or paragraphs.
- ▶ Discuss and complete altered text.
- ▶ Alter text and exchange with a partner.

Name _____

V. 031

What-A-Word

A Day at the Beach

Linda and Sue were friends. The weather was _____ one Saturday, so they decided to spend the day at the beach. They started to collect everything they needed to take with them. Linda _____ the towels, sunglasses, and volleyball while Sue _____ the drinks, sandwiches, and snacks. They _____ the car with all of their belongings and started to pull out of the driveway.

"Wait!" Sue said. Linda stopped the car and waited for Sue to run back into the house. Sue _____ with her camera. "I can't forget this," she said. They started to back out of the _____ again.

"Oh no!" said Linda.

"What is the matter?" asked Sue.

"I need to go back inside to find my snorkel and mask."

Linda _____.

When Linda returned to the car with her snorkel and mask, Sue _____ up at the sky and saw the clouds growing dark. She didn't listen to the weather report that morning, so she wasn't sure if rain was in the _____. Just then, they heard thunder _____ in the distance. Moments later, drops of rain fell on the car's windshield. Both were _____ that their plans had been _____. They decided to go inside to play cards and eat their lunch.

"So much for a day at the beach!" said Linda.

WORD BANK

gathered	loaded	prepared	forecast
glanced	driveway	glorious	disappointed
returned	rumble	spoiled	replied



Multiple Meaning Match



Objective

The student will identify words that have multiple meanings in context.



Materials

- ▶ Word cards
- ▶ Sentence cards
- ▶ Student sheet
- ▶ Pencils



Activity

Students identify multiple meanings of words by playing a sentence game.

1. Place the word cards face up in a column on a flat surface. Place sentence cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students pick up the top sentence card on the stack and read the sentence saying “blank” where there is a space. For example, “My uncle works in a ten ____ building.”
3. Find the word card that completes the sentence (i.e., story). Place the word card face up next to the sentence card. Read the sentence with the word (i.e., “My uncle works in a ten story building.”).
4. State what the word means (i.e., story means floor of a building). Note: There will be two sentences for each word (i.e., the other sentence for the word story: I read a story about a dog that finds a lost boy).
5. Continue until two sentences are placed on either side of the corresponding word.
6. Write the words and both meanings on student sheet.
7. Teacher evaluation

Name _____		
Multiple Meaning Match V.032		
meaning	word	meaning
floors in a building	story	events that tell something



Extensions and Adaptations

- ▶ Write more sentences using other meanings of the words.
- ▶ Write other words and multiple meanings on student sheet.
- ▶ Make more multiple meaning sentence and word cards to match.

bark

mine

story

yard

pen

present

fair

jam



Vocabulary

Multiple Meaning Match

V. 032

The _____ on the tree is rough.

I hope that the dog doesn't _____ all night.

They looked for gold in the _____.

Put your shoes next to _____.

My uncle works in a ten _____ building.

I read a _____ about a dog that finds a lost boy.

There are three feet in a _____.

My brother will mow the _____ today.



Vocabulary

V. 032

Multiple Meaning Match

<p>There were two pigs living in the _____.</p>	<p>Do you write with a pencil or a _____?</p>
<p>The _____ had many fun rides and interesting animals.</p>	<p>The weather was rainy yesterday, but today it is sunny and _____.</p>
<p>She was absent on Monday, but _____ today.</p>	<p>I got a nice _____ for my birthday.</p>
<p>Many cars were stopped and they caused a traffic _____.</p>	<p>She puts lots of strawberry _____ on her toast.</p>



Name _____

Multiple Meaning Match

V. 032

meaning

word

meaning



Objective

The student will identify the meaning of words in context

Materials

- ▶ Sentence cards

Note: If words in this activity are not appropriate for your students, use words that are more applicable.

- ▶ Sentence cards with blanks

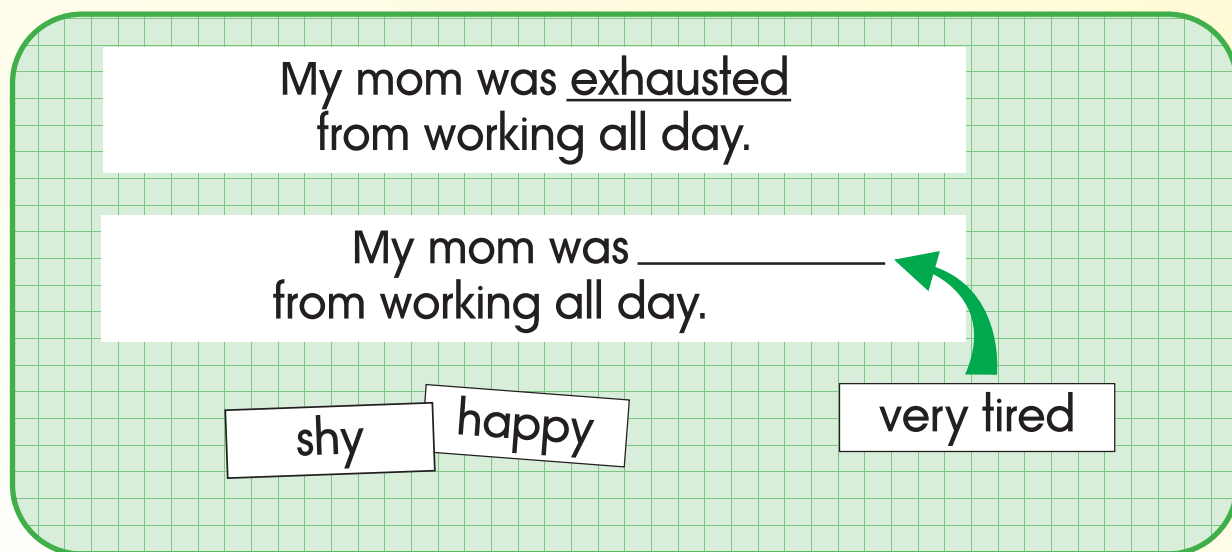
Optional: Laminate and put velcro in blank areas and on the back of word cards.

- ▶ Meaning cards

Activity

Students identify the meaning of vocabulary words by playing a matching game.

1. Place sentence cards (with underlined words) face down in a stack at the center. Place sentence cards with blanks and meaning cards face up.
2. Working in pairs, student one selects the top sentence card from the stack and reads the sentence to student two and places it on the table. For example, “My mom was exhausted from working all day.”
3. Student two looks for the sentence card that shows the same sentence with a blank for the underlined word. Then looks for the word or phrase that has the same meaning as the underlined word (i.e., very tired).
4. Places the meaning card on the blank in the sentence. Places the sentences one above the other and reads both sentences.
5. Reverse roles.
6. Continue until all meaning cards are used.
7. Peer evaluation



My mom was exhausted from working all day.

My mom was _____ from working all day.

shy happy very tired

Extensions and Adaptations

- ▶ Make more sentences and meaning cards using target vocabulary.
- ▶ Write new sentences using both words.

Vocabulary

Meaning Exchange

V. 033

The dog snarled at the cat.

We coaxed the scared boy
to ride the roller coaster.

The children were gleeful and
excited about the party.

I can't understand what he is
saying because he mumbles.

It was a gloomy day that
made us feel sad and tired.



Some people are timid when they first meet new people.

My mom was exhausted from working all day.

You should concentrate when taking a test so you can do well.

We prefer to go swimming instead of to the movies.

The teacher asked the students to reply to the questions.



Vocabulary

Meaning Exchange

V. 033

The dog _____ at the cat.

We _____ the scared boy
to ride the roller coaster.

The children were _____ and
excited about the party.

I can't understand what he is saying
because he _____.

It was a _____ day that
made us feel sad and tired.



Some people are _____ when they first meet new people.

My mom was _____ from working all day.

You should _____ when taking a test so you can do well.

We _____ to go swimming instead of to the movies.

The teacher asked the students to _____ to the questions.



Vocabulary

Meaning Exchange

V. 033

persuaded

very tired

think hard

depressing

speaks unclearly

shy

growled

happy

choose

answer



Vocabulary

V. 033

Meaning Exchange

--	--	--	--	--	--	--





Word Express



Objective

The student will identify the meaning of words in context.



Materials

- ▶ Question cards

If words in this activity are not appropriate for your students, use words that are more applicable. Note: First word underlined is the target word and the second is the answer.



Activity

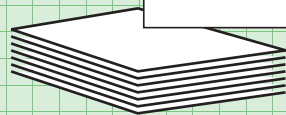
Students identify the meaning of target vocabulary by responding to questions.

1. Place question cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two (without revealing it). For example, “If a farmer has to prod the cow to move, does he sing to it or push it?”
3. Student two states the answer (i.e., push it). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two who keeps the card. If incorrect, student one states the correct answer, shows the card to student one and places it at the bottom of the stack.
5. Reverse roles.
6. Continue until all cards are read.
7. Peer evaluation

“If a farmer has to prod the cow to move, does he sing to it or push it?”

“The farmer would have to push the cow to make it move!”

If a farmer has to prod the cow to move, does he sing to it or push it?



Extensions and Adaptations

- ▶ Write more sentences using the underlined words.
- ▶ Write more question and vocabulary cards to match.

Vocabulary

V. 034

Word Express

If you had to yank on a door to open it, do you pull hard or use a key?

If a leaf quivers in the wind, does the leaf change colors or shake?

When someone is interested in the stars and gazes at them, is he looking or making wishes?

If a mouse knows that a cat is near, he may scurry away. Will the mouse hurry or will he walk slowly?

If a policeman is stern with a person who runs a red light, is he telling jokes or being firm and strict?

If a woman is in a panic because she needs to make a phone call and can't find a phone, is she upset or tired?

If an office parking lot is vacant on Sunday because no one is at work, is it empty or busy?

If you didn't get enough sleep and are grumpy, are you hungry or in a bad mood?



Vocabulary

Word Express

V. 034

<p>If a weatherman <u>informs</u> people it is going to storm, is he teasing them or <u>letting them know</u>?</p>	<p>If you <u>complain</u> about taking out the trash, are you <u>unhappy about doing it</u> or don't mind doing it?</p>
<p>If a farmer has to <u>prod</u> the cow to move, does he sing to it or <u>push it</u>?</p>	<p>If a doctor <u>examines</u> the sick patient, is he <u>studying the patient</u> or staying away from the patient?</p>
<p>If the children had a <u>splendid</u> day at the fair, did they have an <u>enjoyable</u> or unhappy day?</p>	<p>If a dress is <u>exquisite</u> because it is made of lace, is it too big or <u>very beautiful</u>?</p>
<p>If you read a story that is strange and <u>absurd</u>, is it from a different country or <u>completely silly</u>?</p>	<p>If the rocks <u>glisten</u> in the river, are they falling from the mountain or <u>reflecting light because they are wet</u>?</p>



Name _____

Meaning Maker

V. 035

Sentence										
Definition										
Unknown Word										



Objective

The student will identify the meaning of words in context.



Materials

- ▶ Question cards

Note: If words in this activity are not appropriate for your students, use words that are more applicable.

- ▶ Student sheet
- ▶ References
- ▶ Pencils



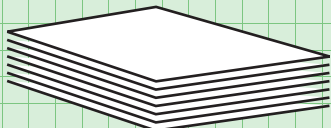
Activity

Students demonstrate knowledge of word meanings by answering questions.

1. Place question cards face down in a stack at center. Provide each student with a student sheet.
2. Working in pairs, student one selects the top card from the stack and reads it to student two.
3. Both students brainstorm answers and reasons to the question.
4. Record answer and reason on student sheet.
5. Reverse roles and continue until all cards are read.
6. Teacher evaluation

Name _____		
V.036 Word Why		
Sentence	Yes or No	Why?
Could you see something if it had vanished?		
Would it be astonishing to see a person walking?		
Would you be delighted if you lost your pet?	NO	Delighted means very happy and I would be very sad if I lost my pet.
Would you say someone who gives you money is generous?		
Is a cat frisky when it is sleeping?		
Would you celebrate if you were in trouble?		
Would it be exciting to stare at a wall for an hour?		
Can a gorilla be enormous?		

Would you be delighted if you lost your pet?





Extensions and Adaptations

- ▶ Use vocabulary words that have already been introduced.

Vocabulary

Word Why

V. 036

Could you see something if it had vanished?

Would it be astonishing to see a person walking?

Would you be delighted if you lost your pet?

Would you say someone who gives you money is generous?

Is a cat frisky when it is sleeping?

Would you celebrate if you were in trouble?

Would it be exciting to stare at a wall for an hour?

Can a gorilla be enormous?



Name _____

V. 036

Word Why

Sentence	Yes or No	Why?
Could you see something if it had vanished?		
Would it be astonishing to see a person walking?		
Would you be delighted if you lost your pet?		
Would you say someone who gives you money is generous?		
Is a cat frisky when it is sleeping?		
Would you celebrate if you were in trouble?		
Would it be exciting to stare at a wall for an hour?		
Can a gorilla be enormous?		



Ask-Explain-List



Objective

The student will identify the meaning of words in context.



Materials

- ▶ Explanation cards

Note: If words in this activity are not appropriate for your students, use words that are more applicable.

- ▶ Student sheet

There are two students sheets. These can be used individually or copied back to back.

- ▶ References (e.g., dictionary or glossary)

- ▶ Pencils

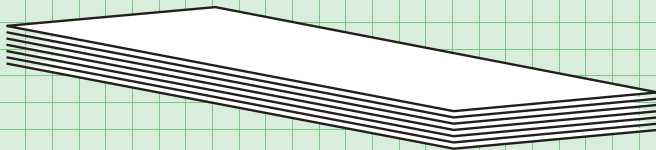


Activity

Students demonstrate understanding of words by applying them to a variety of contexts.

1. Place explanation cards face down in a stack at center. Provide each student with a different student sheet.
2. Working in pairs, student one selects the top card from the stack and reads it to student two.
3. Student two explains why or why not.
4. Both students brainstorm examples based on the last question.
5. Record on student sheet. Each student records examples for four different words.
6. Reverse roles and continue until all cards are read.
7. Teacher evaluation

If you are eager for your birthday, are you sad?
Why or why not?
What kinds of things might make you eager?



Name _____

V.037

Ask - Explain - List

1. What kinds of things might make you eager?

Things that make me eager are my birthday, a trip, vacation, and a new pet.

2. What are some other delicious foods?

3. What are some things that you can do to delight your mother?

4. What are some things that you are curious about?



Extensions and Adaptations

- ▶ Use vocabulary words that have already been introduced.

If you are eager for your birthday, are you sad?
Why or why not?
What kinds of things might make you eager?

If you are curious about something, do you want to learn about it?
Why or why not?
What are some things that you are curious about?

If you do something to delight your mother, is she upset?
Why or why not?
What are some things that you can do to delight your mother?

If ice cream is delicious, would you enjoy eating it?
Why or why not?
What are some other delicious foods?



Vocabulary

Ask-Explain-List

V. 037

If something is familiar to you is it new?

Why or why not?

List some things that are familiar to you.

If a horse runs swiftly, does it move slowly?

Why or why not?

What are some things that move swiftly?

If she was patient waiting her turn, was she angry?

Why or why not?

What are some times when you need to be patient?

If you announce something, are you keeping it a secret?

Why or why not?

What are some things that someone may announce?



Name _____

V. 037

Ask-Explain-List

1. What kinds of things might make you eager?

2. What are some other delicious foods?

3. What are some things that you can do to delight your mother?

4. What are some things that you are curious about?

Name _____

Ask-Explain-List

V. 037

1. List some things that are familiar to you?

2. What are some things that move swiftly?

3. What are some times when you need to be patient?

4. What are some things that someone may announce?



Objective

The student will describe characters.

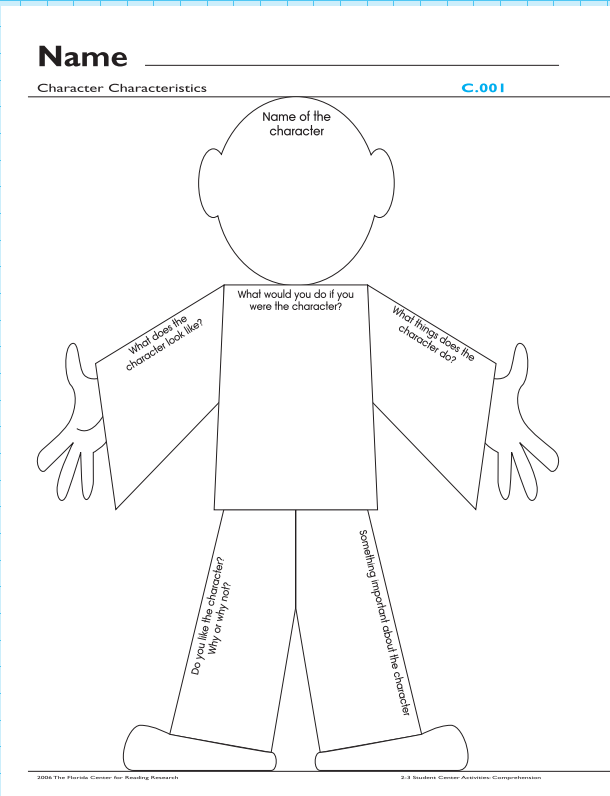
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character map student sheet
- ▶ Pencil

Activity

Students describe a character by using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the main character in the story and writes the name on the head on the character map. Describes character by answering questions in each section.
4. Teacher evaluation



The graphic organizer is a character map shaped like a person, set against a blue grid background. At the top, there is a line for the character's name. Below the name line, the text "Character Characteristics" is on the left and "C.001" is on the right. The character's head is a circle with the text "Name of the character" inside. The left arm is a rectangle with the text "What does the character look like?". The right arm is a rectangle with the text "What things does the character do?". The left leg is a rectangle with the text "Do you like the character? Why or why not?". The right leg is a rectangle with the text "Something important about the character". At the bottom left, there is a small copyright notice: "©2005 The Florida Center for Reading Research". At the bottom right, there is another small copyright notice: "©2005 Student Center Activities: Comprehension".

Extensions and Adaptations

- ▶ Write a sentence describing the character using the words on the graphic organizer.
- ▶ Use other character maps.

Name _____

Character Characteristics

C. 001

Name of the character

What does the character look like?

What would you do if you were the character?

What things does the character do?

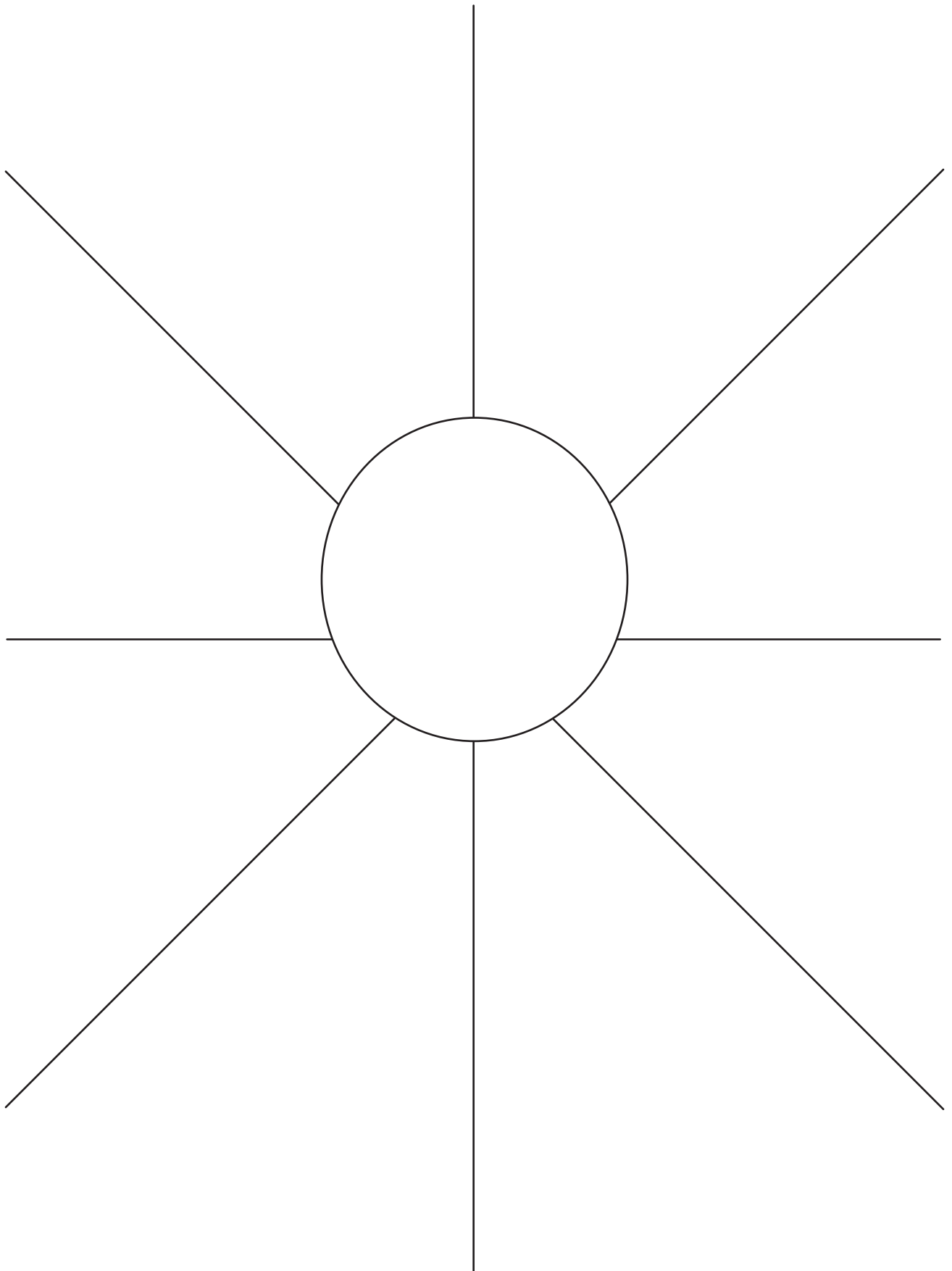
Do you like the character?
Why or why not?

Something important about the character

Name _____

C. 001

Character Characteristics





Compare-A-Character

Objective

The student will identify similarities and differences between characters.

Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character comparison student sheet
- ▶ Pencil

Activity

Students compare characters using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the two main characters in the story and writes each name at the top of the character map.
4. Writes specific character attributes under the names of the characters and then writes the shared characteristics in the circle between the two figures.
5. Teacher evaluation

The graphic organizer is a worksheet on a light blue grid background. It features two simple line drawings of human figures standing side-by-side. Each figure has a rectangular head, a rectangular torso, and two legs. The heads are blank, with the text "Name of the character" written inside each. The torsos are labeled "characteristics". Between the two figures is a large, empty circle labeled "Shared characteristics". To the left of the figures is a vertical line with the word "Name" written vertically next to it, and "C.002" written below it. To the right of the figures is another vertical line with "Compare-A-Character" written vertically next to it. At the bottom right, there is a small vertical line with the text "©2005 The Florida Center for Reading Research" and "2-3 Student Center Activities: Comprehension" written vertically.

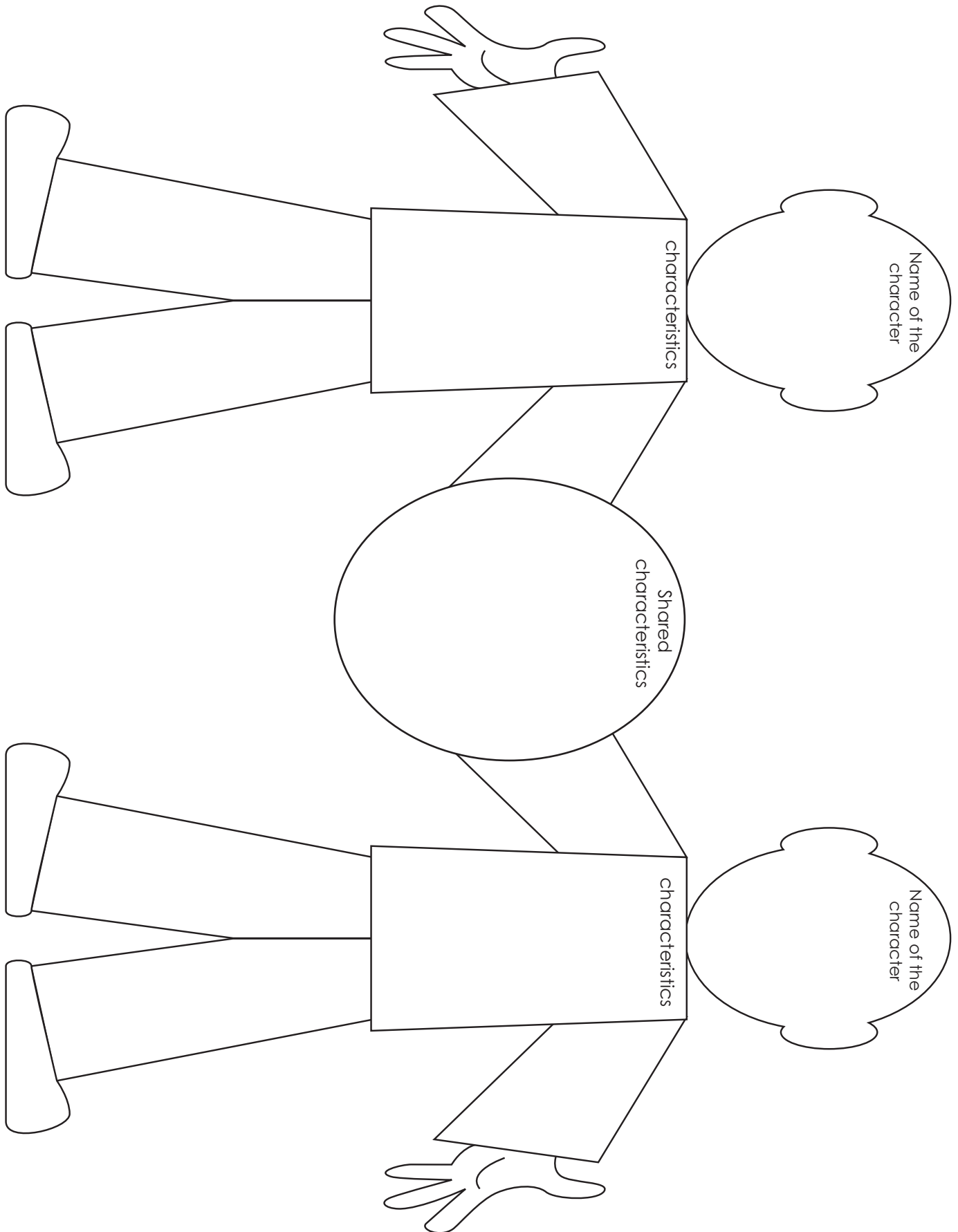
Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters.
- ▶ Compare characters in two different stories.

Name _____

C. 002

Compare-A-Character



Name _____

How are they alike?



Character #1 _____

Character #2 _____



How are they different?



Name _____

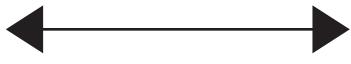
C. 002

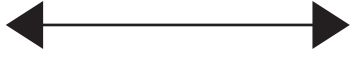
Compare-A-Character

Character A

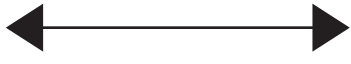
Character B

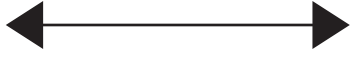
Shared Characteristics













Story Line-Up

Objective

The student will sequence events in a story.

Materials

- ▶ Pocket chart
- ▶ Sentence strips

Choose a familiar story and write the story title on a sentence strip.

Write four or more story events on sentence strips.

Activity

Students retell a story while sequencing sentences on a pocket chart.

1. Place the pocket chart and scrambled event sentence strips at the center.
2. Working in pairs, students read the sentences and select the title strip. Place the title in the top pocket of the chart.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place in the next row of the pocket chart.
4. Continue until all sentence strips are in sequential order.
5. Read the sentence strips in order.
6. Peer evaluation

Jack and the Bean Stalk

Jack trades cow for magic beans.

Mother throws beans out window and they grow into a giant beanstalk.

Jacks climbs the beanstalk and frees the golden goose.

Jack cuts down beanstalk.

Extensions and Adaptations

- ▶ Use other stories to make event sentence strips.
- ▶ Write a sentence and draw a picture that illustrates favorite event.
- ▶ Use a graphic organizer to depict events.

Name _____

C. 003

Story Line-Up

The graphic organizer is a large white rounded rectangle with a thick grey border, set against a black background. It contains four large ovals arranged in a 2x2 grid. The top-left oval is labeled "Event 1", the top-right "Event 2", the bottom-left "Event 3", and the bottom-right "Event 4". To the right of the ovals is a horizontal line with the word "Title" written above it. In the bottom-left corner of the white area, there are two grey circular icons.



Story Book

Objective

The student will sequence events in a story.

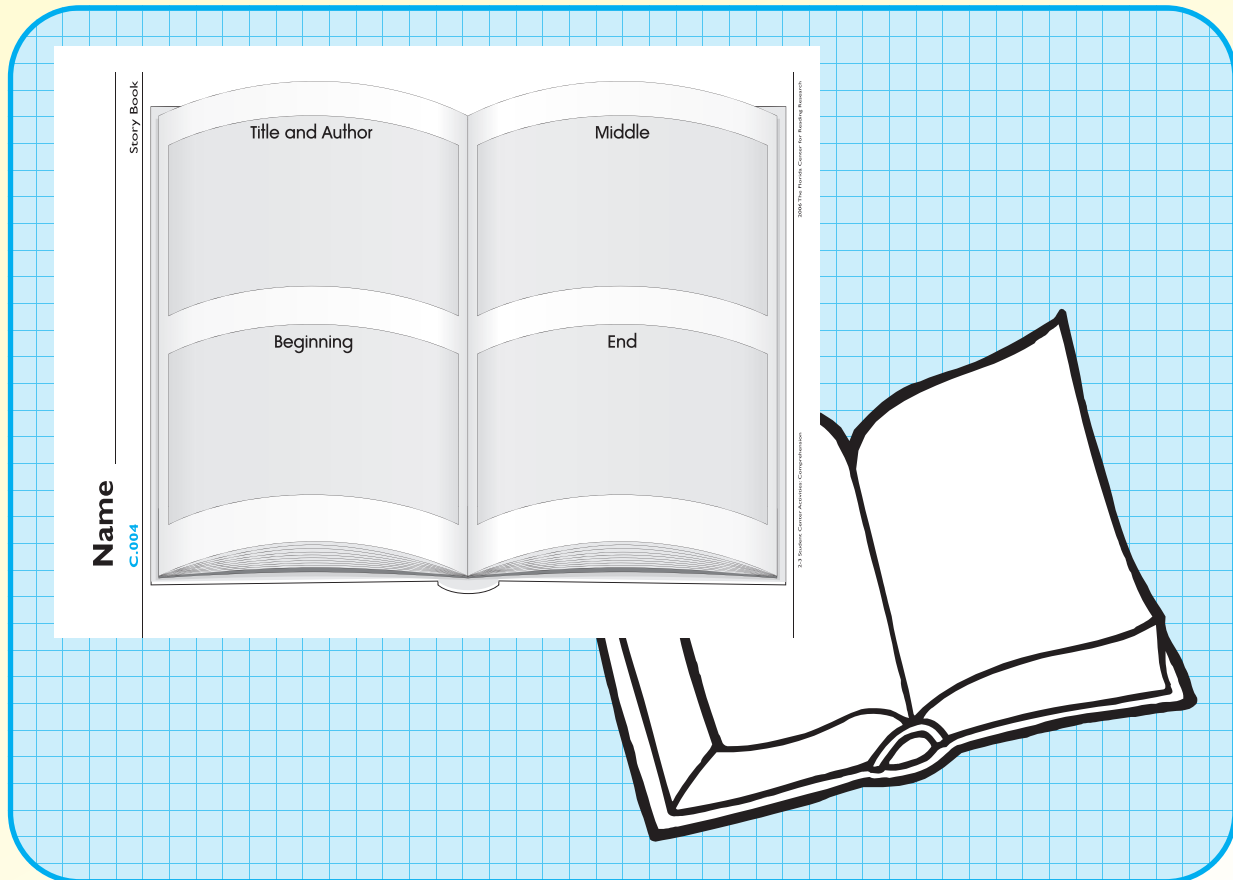
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Story book student sheet
- ▶ Pencil

Activity

Student writes the main events of a story in sequential order using a graphic organizer.

1. Place text at center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the title and author.
4. Writes the events in sequential order.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Share information from the student sheet with a partner.
- ▶ Use graphic organizer to sequence events.

Name _____

C. 004

Story Book

The image shows a template for a story book, laid out as if it were an open book. It consists of four pages arranged in a 2x2 grid. The top-left page is labeled "Title and Author". The top-right page is labeled "Beginning". The bottom-left page is labeled "Middle". The bottom-right page is labeled "End". The pages are blank, with only the labels. The template includes a central gutter and a binding edge on the left side.

Name _____

Story Book

C. 004

Title _____

What happened first?



What happened next?



What happened then?



What happened last?



Comprehension

C. 005

Narrative Text Structure

Story Element Sort

Objective

The student will identify story elements.

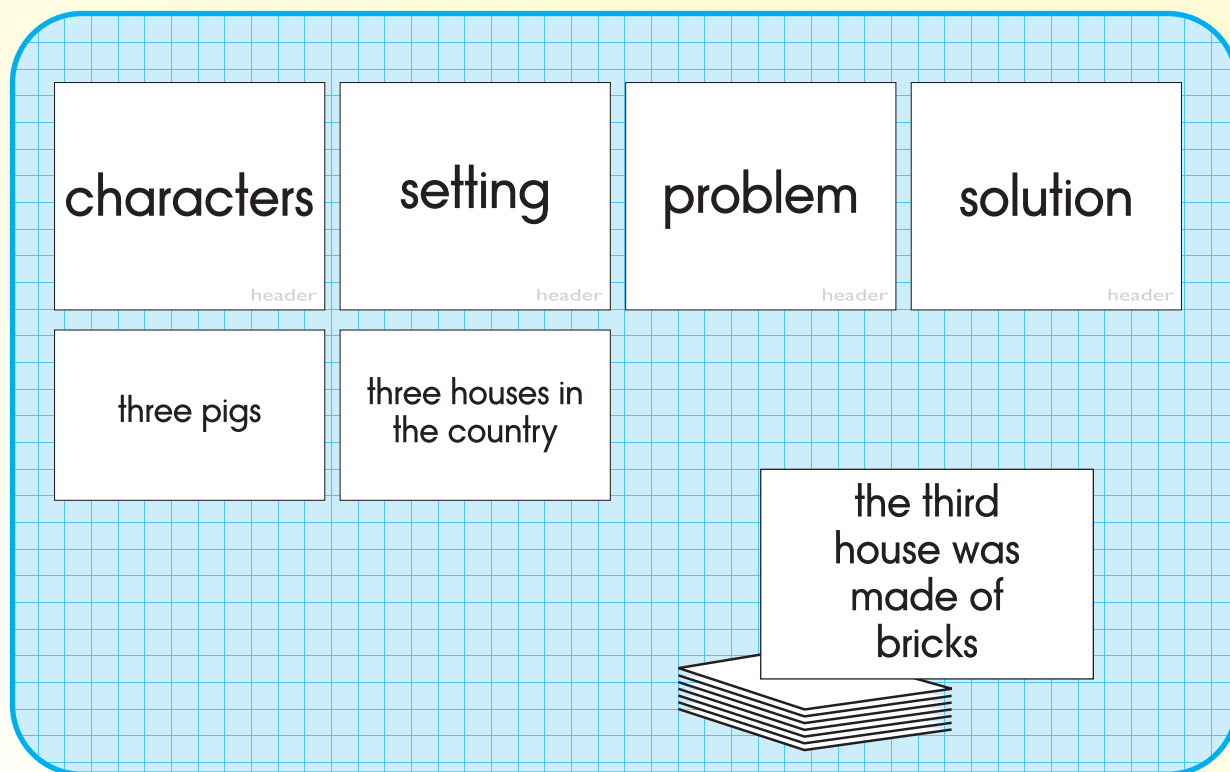
Materials

- ▶ Story element header cards
Plot and theme header cards are available, but do not have to be used.
- ▶ Story element cards
If plot and theme header cards are used then add plot and theme cards.

Activity

Students identify story elements by sorting them into appropriate categories.

1. Place header cards face up in a row at the center. Shuffle the story element cards and place face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Identify what story element it is and place in column with matching header card.
4. Continue until all cards are sorted.
5. Peer evaluation



The diagram shows a grid of story element cards. The top row contains four header cards: "characters", "setting", "problem", and "solution", each with the word "header" written in small text below it. Below the "characters" header is a card with the text "three pigs". Below the "setting" header is a card with the text "three houses in the country". To the right of these cards is a stack of several cards, with the top card reading "the third house was made of bricks".

Extensions and Adaptations

- ▶ Decide which cards belong to same story and sort accordingly.
- ▶ Make story elements cards to sort using header cards.
- ▶ Add plot and theme headers and story element cards and sort.

Comprehension

Story Element Sort

C. 005

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header

header cards



Comprehension

C. 005

Story Element Sort

three pigs	three houses in the country
wolf blows down two houses	the third house was made of bricks
Charlotte (spider), Wilbur (pig) and other farm animals	a barn on a farm
Wilbur is in danger of being killed for food	Charlotte uses web to write wonderful things about Wilbur



Comprehension

Story Element Sort

C. 005

Snow White and the seven dwarfs	cottage in the forest
Snow White eats a poisoned apple and falls asleep	a prince wakes up Snow White
Lion and Mouse	jungle
Lion gets caught in a trap	Mouse frees Lion from trap by eating the ropes



Comprehension

C. 005

Story Element Sort

three pigs outsmart a wolf	a pig avoids being killed with the help of a friend
evil stepmother tries to get rid of Snow White	Mouse saves a lion
smart thinking wins over physical bullying	friendship can help to overcome challenges
love is powerful	even the weak and small can be of great help





Story Element Web

Objective

The student will identify story elements.

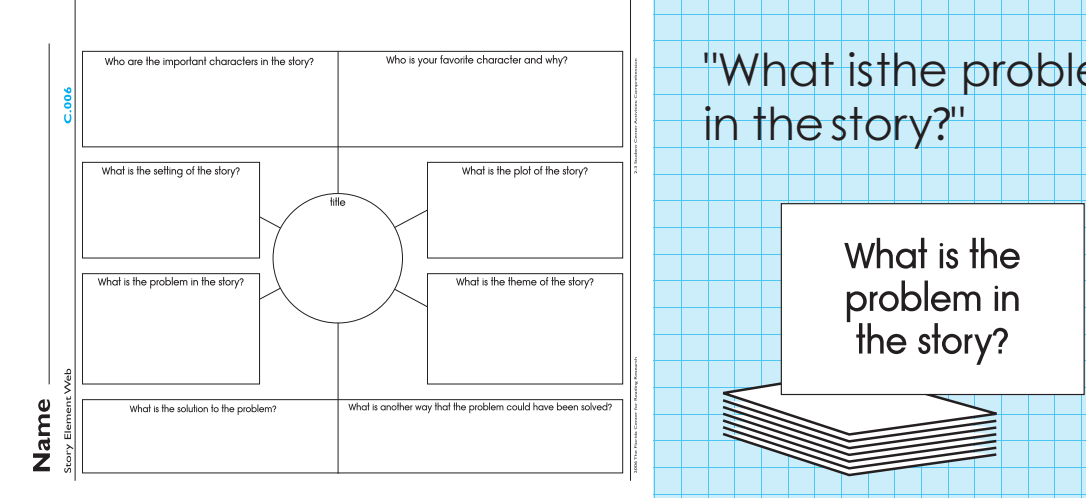
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Story element question cards
Use target element question cards that are appropriate for your students
- ▶ Student sheet
- ▶ Pencils

Activity

The student reads a story and then records the story elements using a graphic organizer.

1. Place text at the center. Place story element question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students read the entire text aloud.
3. Select top card and read question. For example, What is the problem in the story?
4. Discuss answer and record on student sheet. (Use back of student sheet if necessary.)
5. Continue until all questions are answered.
6. Teacher evaluation



The graphic organizer is a "Story Element Web" form. It features a central circle labeled "title". Six rectangular boxes are connected to the central circle by lines, each containing a question: "Who are the important characters in the story?", "Who is your favorite character and why?", "What is the setting of the story?", "What is the plot of the story?", "What is the problem in the story?", and "What is the theme of the story?". Below the web are two more boxes: "What is the solution to the problem?" and "What is another way that the problem could have been solved?". A vertical line on the left side is labeled "Name" and "C.006".

To the right of the web is a stack of question cards. The top card is visible and contains the question: "What is the problem in the story?"

Extensions and Adaptations

- ▶ Write other questions and answers about the story.
- ▶ Roll cube after reading text and answer questions.

Comprehension

C. 006

Story Element Web

Who are the important characters in the story?

Who is your favorite character and why?

What is the setting of the story?

What is the plot of the story?

What is the theme of the story?

What is the problem in the story?

What is the solution to the problem?

What is another way that the problem could have been solved?



Name _____

Story Element Web

C. 006

Who are the important characters in the story?

Who is your favorite character and why?

What is the setting of the story?

What is the plot of the story?

What is the problem in the story?

What is the theme of the story?

title

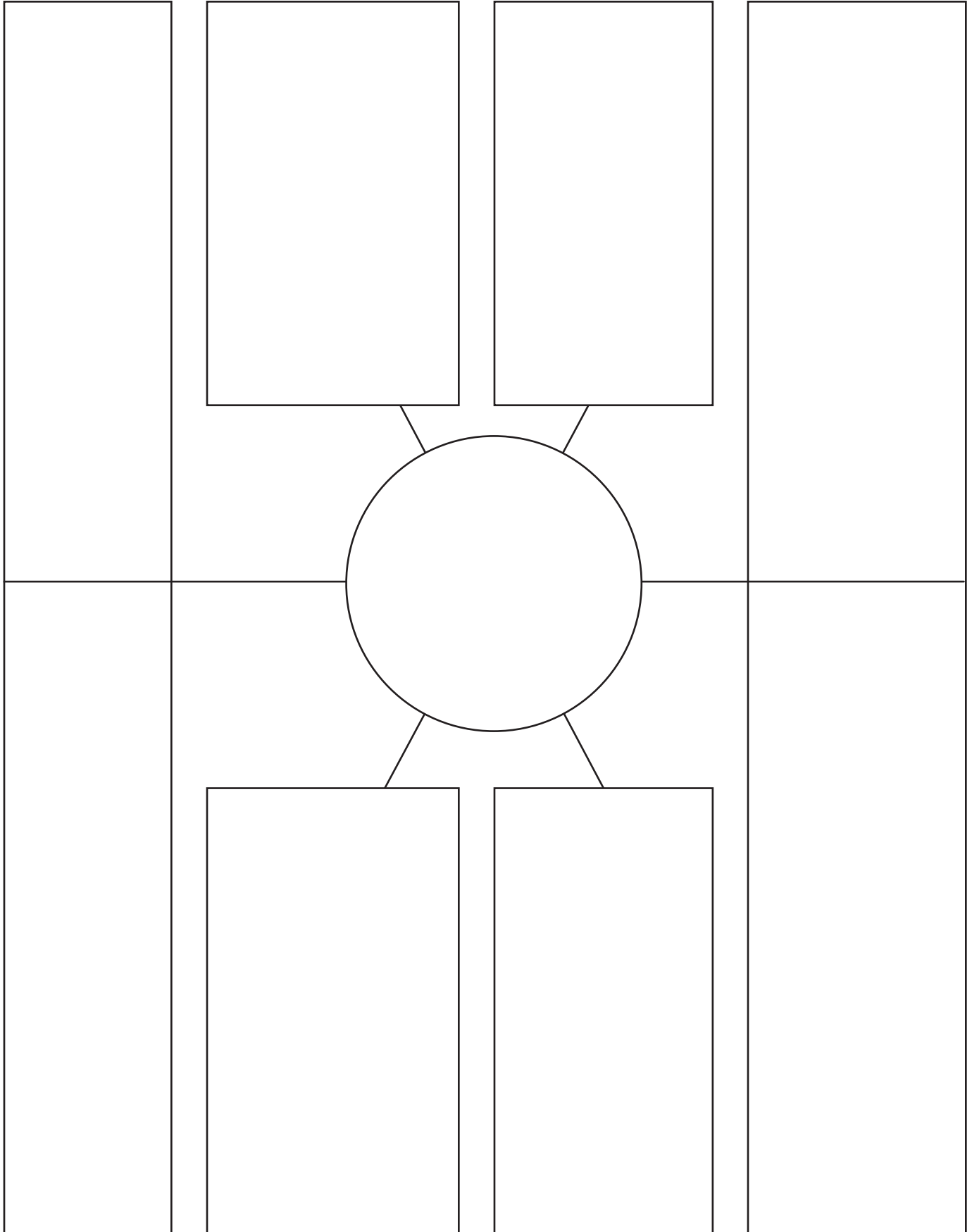
What is the solution to the problem?

What is another way that the problem could have been solved?

Name _____


C. 006

Story Element Web



Comprehension

	What happens in the story (beginning, middle, and end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



Name _____

C. 006

Story Element Web

Where does the story take place?	
What happens in the story (beginning, middle, and end)?	
How was the problem solved?	
Who are the characters?	
Why did the problem happen?	
When does the story take place (time)?	



Story Grammar Yammer



Objective

The student will identify story elements.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range
- ▶ Story Grammar Yammer student sheet
- ▶ Pencil



Activity

Students record story details using a story grammar organizer.

1. Place text at the center and provide each student with a student sheet.
2. The student reads the narrative text.
3. Identifies and writes the setting, characters, problem, events, and solution on the student sheet.
4. Teacher evaluation

Name _____

C.007 Story Element Web

Characters

Setting

Problem

Events

Solution

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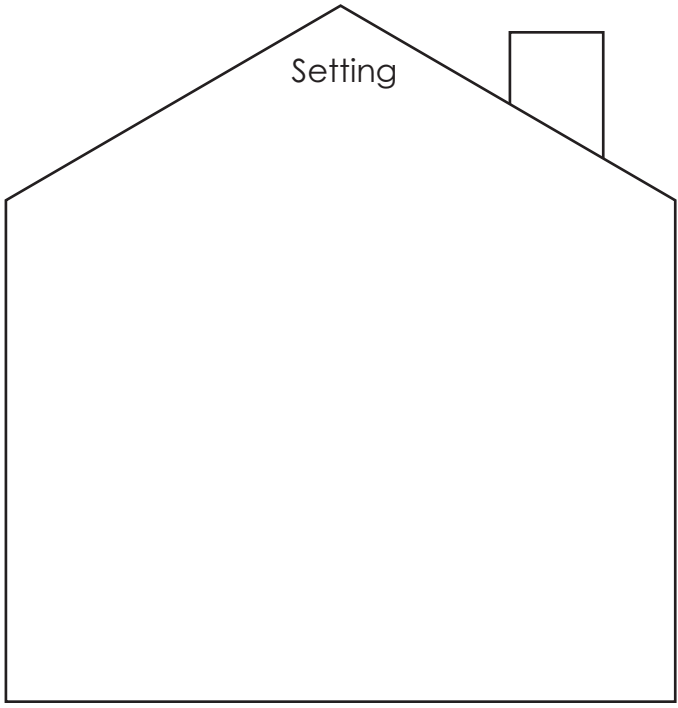
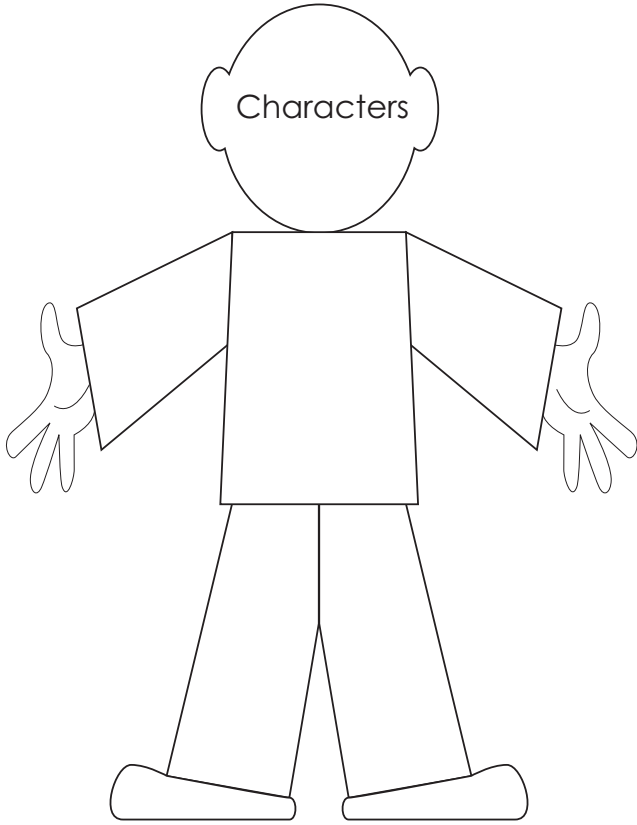
Extensions and Adaptations

- ▶ Work with a partner to retell the story using the graphic organizer.
- ▶ Use other story grammar maps.

Name _____

C. 007

Story Grammar Yammer



Problem

Events

Solution

Name _____

Title _____

Author _____

Setting

Characters



Problem



Important Events



Solution



Objective

The student will retell a story.

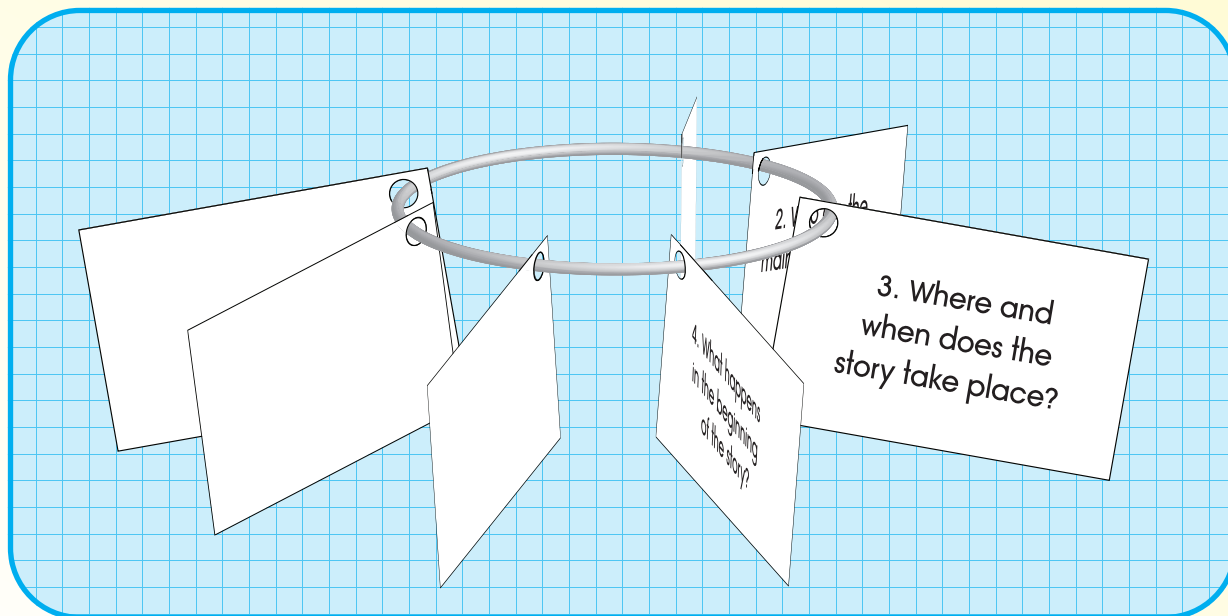
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Retelling cards
Laminate and cut apart. Use a hole puncher to punch a hole in the upper left hand corner of each card. Place the cards on a binder ring. Put the cards on the ring in numerical order.

Activity

Students retell a story answering questions related to story elements.

1. Place retelling cards on the binder ring at the center. Provide each student with a copy of the text.
2. Taking turns, students read text aloud.
3. Continue reading until story is completed.
4. Read first question and answer. If unable to answer question, go back and review story for answer.
5. Hand ring to partner who reads and answers the next question.
6. Continue until all cards are discussed.
7. Peer evaluation



Extensions and Adaptations

- ▶ Add cards to ring and answer questions.
- ▶ Write and answer other questions.

Comprehension

Retell Ring

C. 008

1. State the title and author of the story.

2. Who are the main characters?

3. Where and when does the story take place?

4. What happens in the beginning of the story?

5. What is the problem?

6. How is the problem solved?

7. How does the story end?

8. Did you like the story? Why?



Comprehension

C. 008

Retell Ring

<p>Name three events in the story.</p>	<p>Summarize the story in 20 words or less.</p>
<p>What is the theme of the story?</p>	<p>What is the plot of the story?</p>
<p>What is another way that the story could have ended?</p>	<p>Did the character do the right thing in the end? Why or why not?</p>
<p>Name other stories like this one. How are they the same?</p>	<p>Which character would you like to be your real life friend? Why?</p>





Retell-A-Story



Objective

The student will retell a story.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil



Activity

Students retell story using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. Student reads story.
3. Reads a question on the student sheet, answers, and records using complete sentences.
4. Continues until all questions are answered.
5. Teacher evaluation

Name _____	
C.009 Retell-A-Story	
Retell-A-Story	
Title: _____	
Author: _____	
Story Sequence	Student's Retelling
Beginning Who are the main characters? Where and when does the story take place? What happens in the beginning?	
Middle What happens in the middle? What is the problem? What does the main character do?	
End How is the problem solved? How does the story end?	



Extensions and Adaptations

- ▶ Write a summary of the story in 20 words or less on the back of the sheet.

Name _____

C. 009

Retell-A-Story

Retell-A-Story

Title: _____

Author: _____

Story Sequence	Student's Retelling
<p data-bbox="212 800 367 835">Beginning</p> <p data-bbox="152 863 386 919">Who are the main characters?</p> <p data-bbox="152 957 399 1052">Where and when does the story take place?</p> <p data-bbox="152 1087 375 1144">What happens in the beginning?</p>	
<p data-bbox="233 1213 342 1249">Middle</p> <p data-bbox="152 1266 396 1323">What happens in the middle?</p> <p data-bbox="152 1360 396 1396">What is the problem?</p> <p data-bbox="152 1434 391 1491">What does the main character do?</p>	
<p data-bbox="250 1633 310 1669">End</p> <p data-bbox="188 1696 402 1753">How is the problem solved?</p> <p data-bbox="188 1791 370 1848">How does the story end?</p>	



Compare-A-Story

Objective

The student will identify similarities and differences between stories.

Materials

- ▶ Narrative texts
Choose text within students' instructional-independent reading level range.
Select two short stories that students can compare.
- ▶ Compare-A-Story student sheet
- ▶ Pencils

Activity

Students identify similarities and differences of story details by using a graphic organizer.

1. Place texts at the center. Provide each student with a student sheet.
2. Students select one of the two texts and read it. Write the story title and author of the text on the graphic organizer in the designated areas.
3. Discuss story elements of each story. Decide which are unique to each story and which are the same.
4. Record the answers under the corresponding story title or shared area.
5. Continue until all story elements are discussed and recorded.
6. Teacher evaluation

Compare-A-Story

Shared
(characters, setting,
events, problem, solution)

Title

Author

Story #1
(characters, setting,
events, problem, solution)

Story #2
(characters, setting,
events, problem, solution)

Title

Author

Name

C.010

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Extensions and Adaptations

- ▶ Read both stories and complete student sheet without partner.
- ▶ Use other graphic organizers.
- ▶ Use Venn Diagram to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts.

Name _____

C. 010

Compare-A-Story

Story #1
(characters, setting,
events, problem, solution)

Title

Author

Shared
(characters, setting,
events, problem, solution)

Title

Author

Story #2
(characters, setting,
events, problem, solution)

Name _____

Compare-A-Story

C. 010

How are they alike?



Story #1 _____

Story #2 _____



How are they different?





Objective

The student will identify parts of a book.



Materials

- ▶ Expository books
Choose content area books used in the curriculum.
- ▶ Student sheet
- ▶ Pencil



Activity

Students identify parts of a book by completing an activity sheet.

1. Place books at the center. Provide the student with a student sheet.
2. The student reads the questions on the student sheet.
3. Locates information in book and records on student sheet.
4. Teacher evaluation

Name _____

C.011
Book Look

Title and Author		
Book Parts	Found in book? Yes or No	If yes, search and find.
Diagram		Describe a diagram and record the page number.
Chapter		How many chapters are in the book? What is one of the titles?
Index		Where is the index located in the book?
Index		Locate and record a topic in the index and the page number.
Glossary		Write a word found in the glossary. Write the guide words found on the page of the word.
Table of Contents		Where is the table of contents located in the book?
Table of Contents		Use the table of contents to record a chapter title, its number, and beginning page.
Picture with caption		Write the caption and the page number.

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Extensions and Adaptations

- ▶ Look through book and create own questions to exchange with partner.
- ▶ Label parts of the book using sticky notes or bookmarks.

Name _____

Book Look

C.011

Title and Author		
Book Parts	Found in book? Yes or No	If yes, search and find.
Diagram		Describe a diagram and record the page number.
Chapter		How many chapters are in the book? What is one of the titles?
Index		Where is the index located in the book?
Index		Locate and record a topic in the index and the page number.
Glossary		Write a word found in the glossary. Write the guide words found on the page of the word.
Table of Contents		Where is the table of contents located in the book?
Table of Contents		Use the table of contents to record a chapter title, its number, and beginning page.
Picture with caption		Write the caption and the page number.

Comprehension

C.011

Book Look

Diagram	Chapter	Glossary	Index	Table of Contents	Picture with a caption
---------	---------	----------	-------	-------------------	------------------------



Comprehension



Expository Text Structure

C. 012

Just the Facts



Objective

The student will identify details and facts in text.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil



Activity

Bold Text

1. Place text at the center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the topic in the square on the student sheet.
4. Writes details and facts from the text in the rectangles.
5. Teacher evaluation

A student sheet graphic organizer on a grid background. On the left, there is a vertical line for the student's name, labeled "Name" and "C.012". To the right of the name line is a vertical line labeled "Just the Facts". In the center, there is a square labeled "Topic". To the right of the "Topic" square are four stacked rectangular boxes, each labeled "Detail or Fact". Lines connect the right side of the "Topic" square to the left side of each of the four "Detail or Fact" boxes. At the bottom right of the grid, there is small vertical text: "©2005 The Florida Center for Reading Research" and "2-3 Student Center Activities: Comprehension".



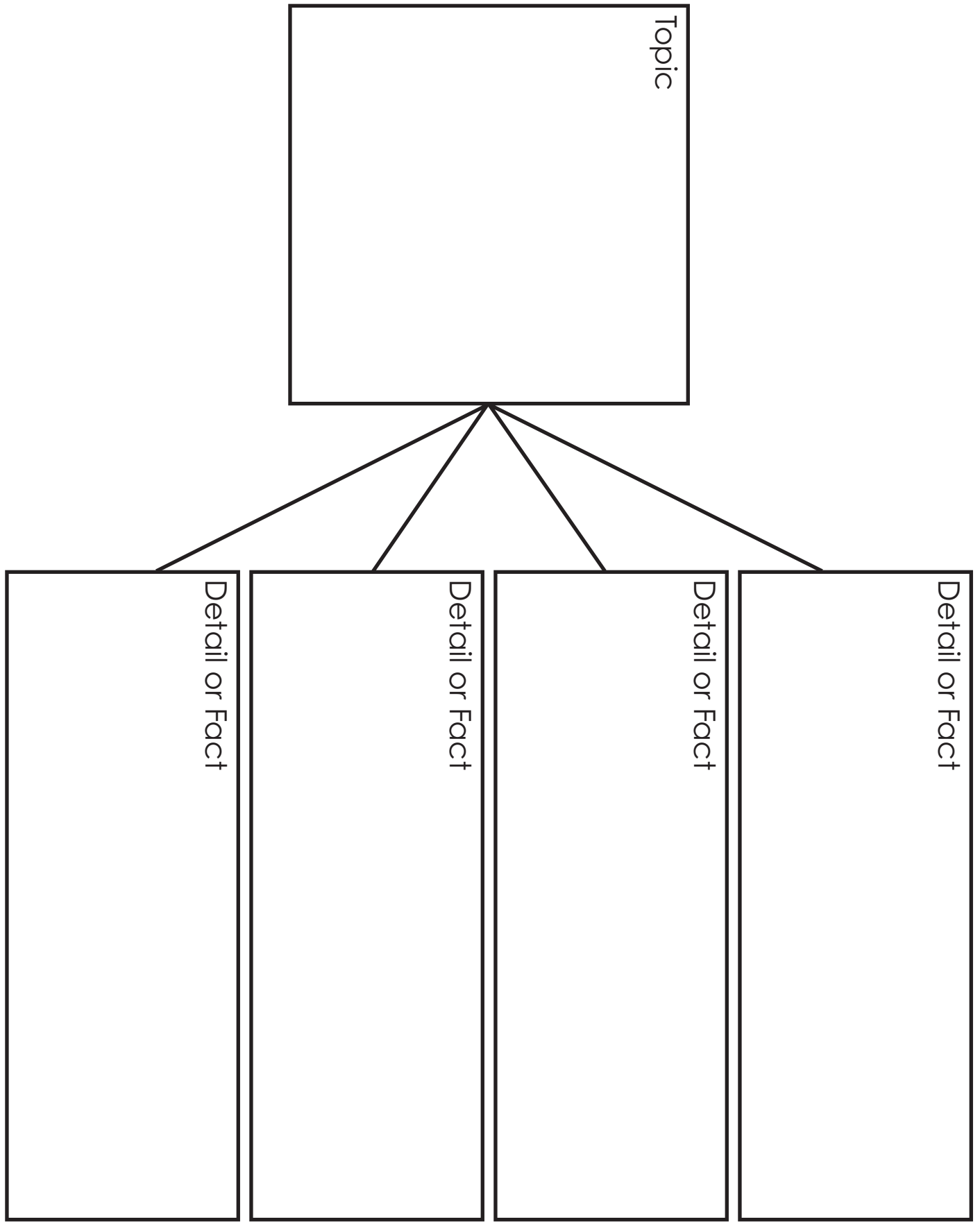
Extensions and Adaptations

- ▶ Use a graphic organizer to record facts and details.
- ▶ Compare similarities and differences between two different topics by using a graphic organizer (e.g., tigers and lions).

Name _____

C. 012

Just the Facts



Name _____

Just the Facts

C. 012

Topic: _____

Facts or Details



Objective

The student will identify details and main idea in text.

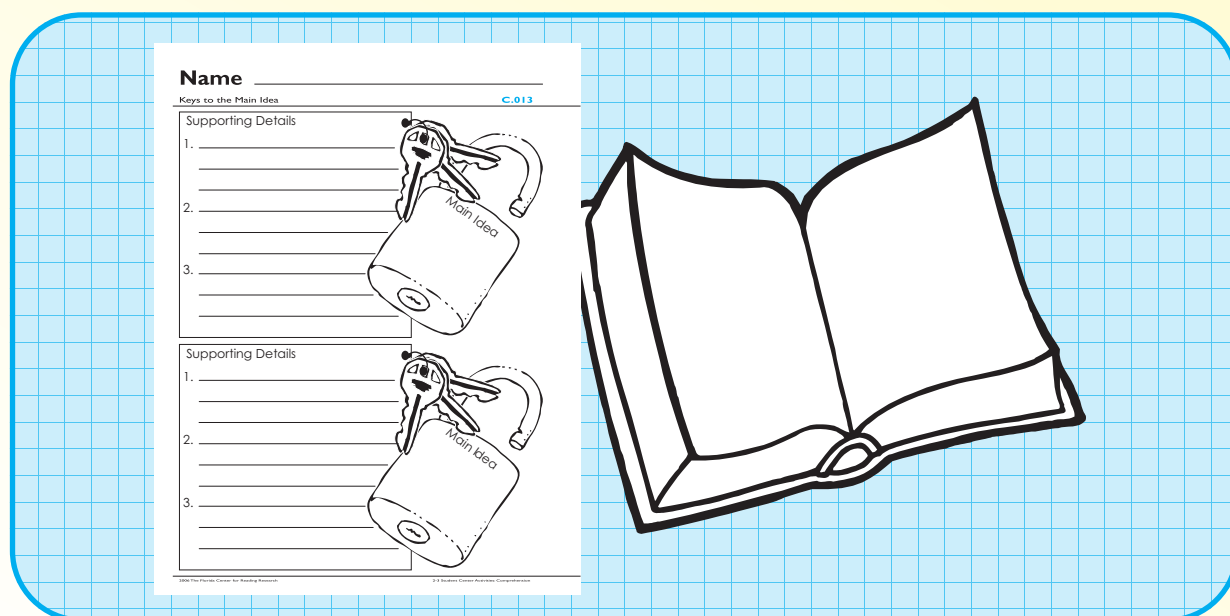
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range
- ▶ Sticky notes
Place sticky notes strategically throughout the text in places where it is appropriate to identify supporting details and main idea.
- ▶ Student sheet
Provide multiple copies corresponding to the number of designated paragraphs or passages to be read. Can be copied double-sided.
- ▶ Pencils

Activity

Students write main ideas by identifying supporting details and facts in expository text.

1. Place text at the center. Provide each student with a student sheet.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Brainstorm and discuss the main idea and its supporting details and facts with student two.
4. Writes the supporting details and a one sentence main idea on student sheet.
5. Reverse roles and continue until the text is read and each student has recorded at least two main ideas with supporting details.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizer. May cut details and main ideas apart and exchange with a partner to match together.

Name _____

Key to the Main Idea

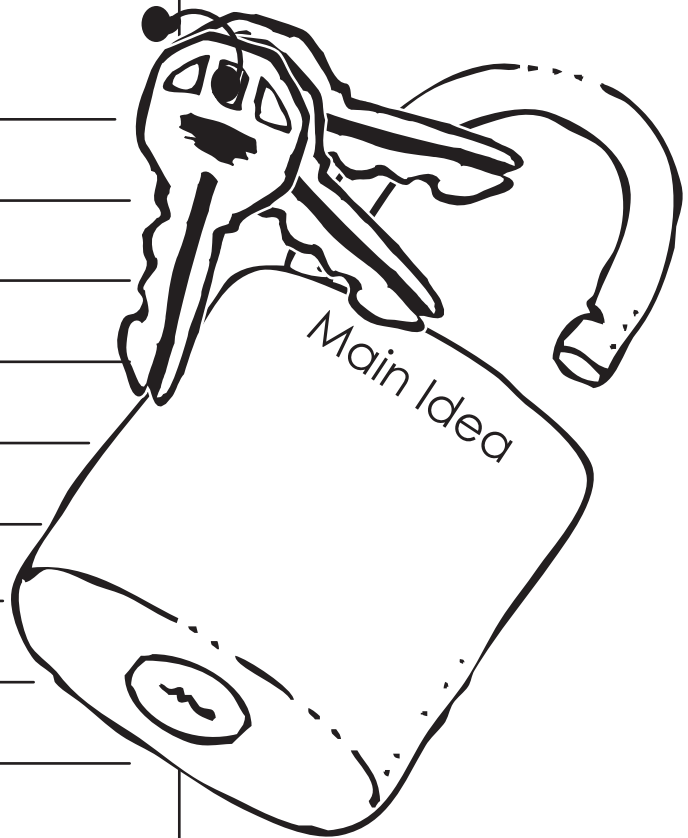
C. 013

Supporting Details

1. _____

2. _____

3. _____

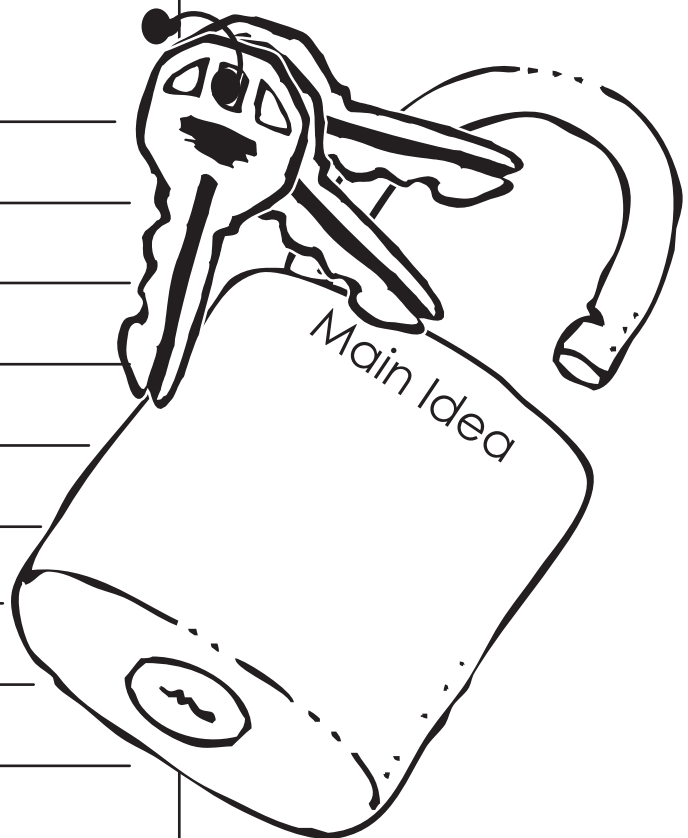


Supporting Details

1. _____

2. _____

3. _____



Name _____

C.013

Key to the Main Idea

Supporting Details









Main Idea

Supporting Details









Main Idea



Expository Text Structure

C. 014

Expository Exploration

Objective

The student will identify details and main idea in text.

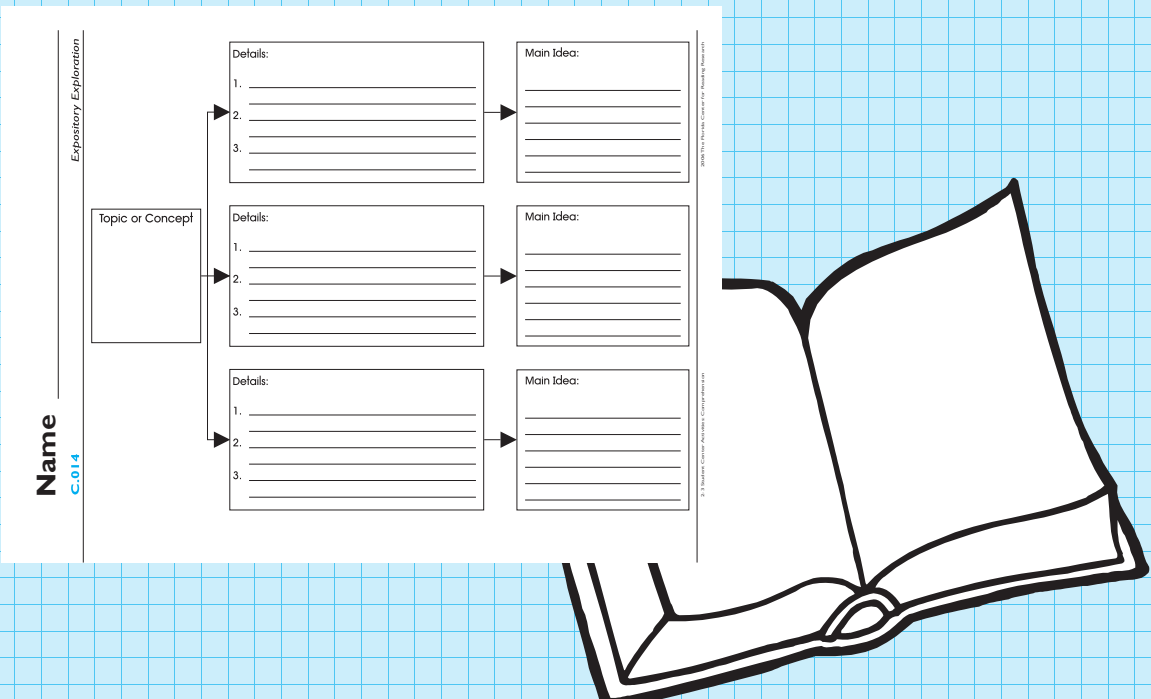
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
Select text or passage that contains at least three main ideas.
- ▶ Student sheet
- ▶ Pencil

Activity

Students record information in expository text by completing a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. Student writes the topic or concept on the student sheet and reads the text.
3. Thinks about what was read, identifies details, and main ideas based on those details. Writes the supporting details and main idea in the corresponding boxes.
4. Completes student sheet.
5. Teacher evaluation



The graphic organizer is a student sheet for expository exploration. It is set against a light blue grid background. On the left side, there is a vertical box labeled "Name" with "C.014" written below it. To the right of this is a box labeled "Topic or Concept". Three arrows point from the "Topic or Concept" box to three identical sets of boxes arranged vertically. Each set consists of a "Details" box on the left and a "Main Idea" box on the right. The "Details" boxes each have three numbered lines (1., 2., 3.) for writing. The "Main Idea" boxes each have three lines for writing. To the right of the graphic organizer is a large, stylized drawing of an open book.

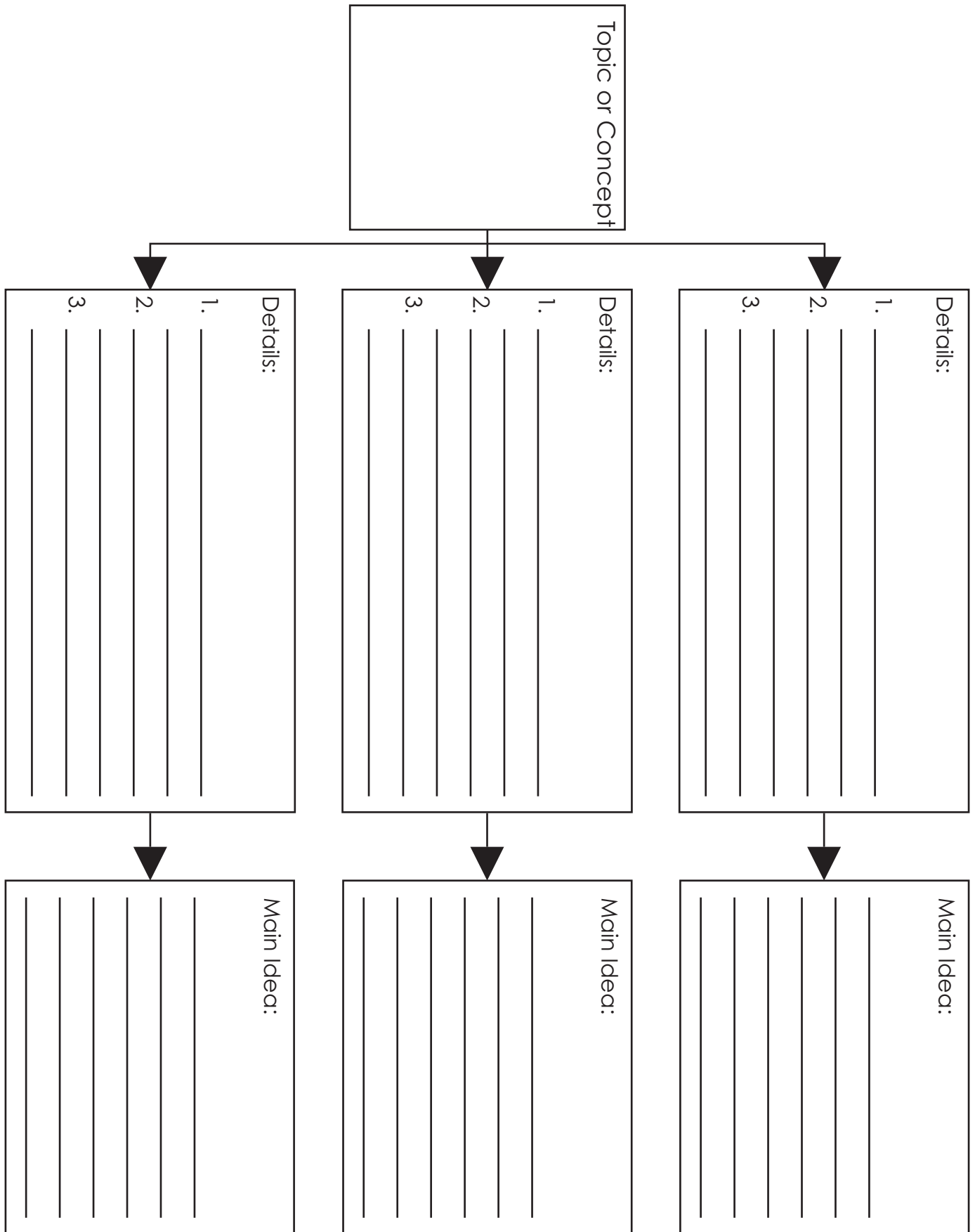
Extensions and Adaptations

- ▶ Write a summary statement about the topic based on the text read on back of the student sheet.
- ▶ Use other graphic organizers.

Name _____

C. 014

Expository Exploration





Objective

The student will identify details and main idea in text.

Materials

- ▶ Expository text

Choose a one-page passage within students' instructional-independent reading level range.

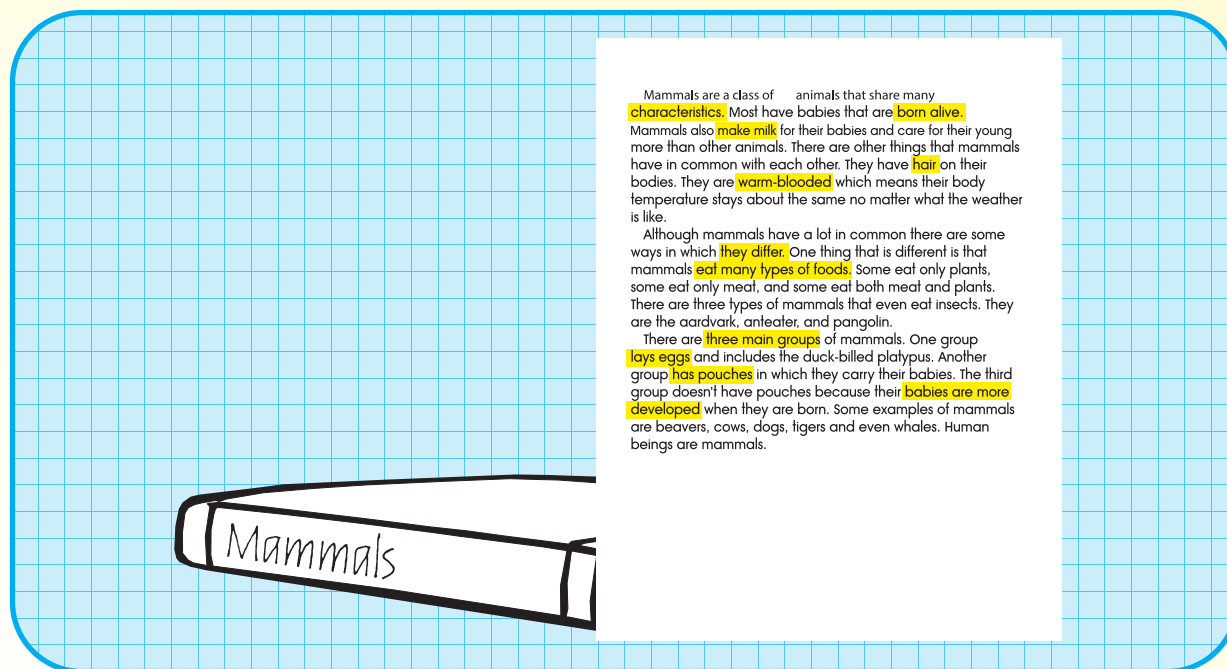
Note: It should be emphasized that highlighting is strategic and specific. Only important words should be highlighted.

- ▶ Highlighter
- ▶ Pencil

Activity

Students identify the main idea and details by highlighting words and phrases that pertain to a specific topic.

1. Place highlighter at the center. Provide the student with a copy of the text.
2. Student reads the entire text.
3. Rereads and decides which words and phrases are important for understanding the text.
4. Uses highlighter to mark important words and phrases.
5. Continues until all important words are highlighted.
6. Writes a main idea sentence for each paragraph based on the highlighted words on the back of the page.
7. Teacher evaluation



Mammals are a class of animals that share many characteristics. Most have babies that are born alive. Mammals also make milk for their babies and care for their young more than other animals. There are other things that mammals have in common with each other. They have hair on their bodies. They are warm-blooded which means their body temperature stays about the same no matter what the weather is like.

Although mammals have a lot in common there are some ways in which they differ. One thing that is different is that mammals eat many types of foods. Some eat only plants, some eat only meat, and some eat both meat and plants. There are three types of mammals that even eat insects. They are the armadillo, anteater, and pangolin.

There are three main groups of mammals. One group lays eggs and includes the duck-billed platypus. Another group has pouches in which they carry their babies. The third group doesn't have pouches because their babies are more developed when they are born. Some examples of mammals are beavers, cows, dogs, tigers and even whales. Human beings are mammals.

Extensions and Adaptations

- ▶ Write a summary for the text based on the main idea sentences.
- ▶ Use different colored highlighters to mark words or phrases (e.g., blue for main idea words or phrases, green for important details, yellow for examples).



Classic Classifying



Objective

The student will classify information in text.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
Write the topic in the center of the organizer and the categories relating to the topic on the line in the squares around the circle and copy.
- ▶ Pencil



Activity

Students write words that relate to and describe a category.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Writes words that describe or relate to the categories in each box.
4. Writes main idea sentences based on information in boxes on the back of the student sheet.
5. Teacher evaluation

Name _____

C.016 Classic Classifying

Uses food decoration	Parts leaf stem	Type shrubs trees flowers
----------------------------	-----------------------	------------------------------------

Plants

Florida Plants palm trees sunflowers	Plants We Eat corn potatoes	Favorite Plants roses peanuts
--	-----------------------------------	-------------------------------------

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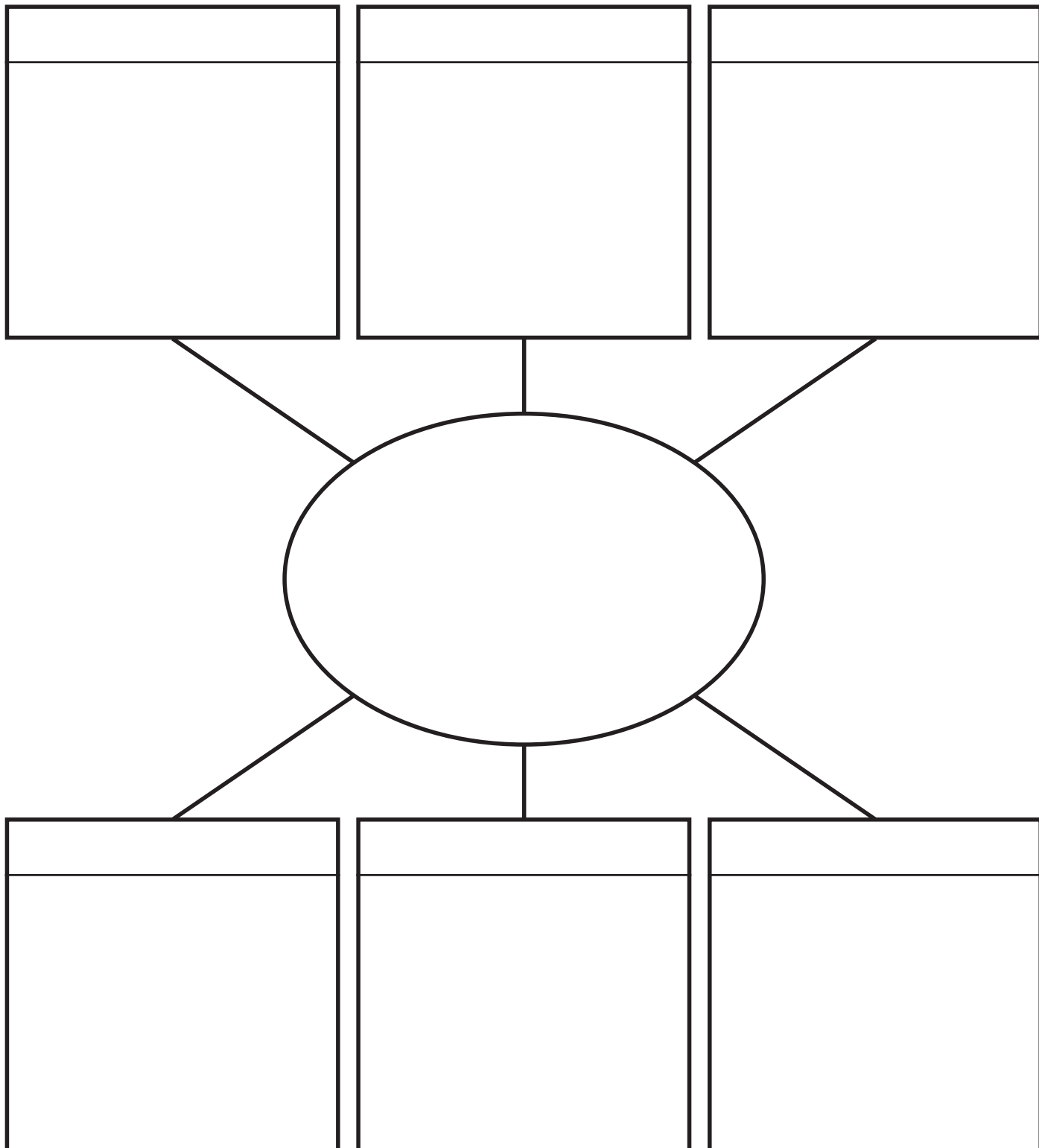
Extensions and Adaptations

- ▶ Generate topics, research, and write categories with descriptors relating to the topic.
- ▶ Use student sheet to classify narrative text.

Name _____

C. 016

Classic Classifying



Comprehension



Expository Text Structure

C. 017

Reading the Research



Objective

The student will use resources to identify information about a topic.



Materials

- ▶ Reference materials (e.g., textbooks, information books, encyclopedias, dictionaries, thesaurus)
- ▶ Reading the Research student sheet

Write the target word or concept in the topic box. Write questions in the column headings.

Write the references in the vertical columns on the left.

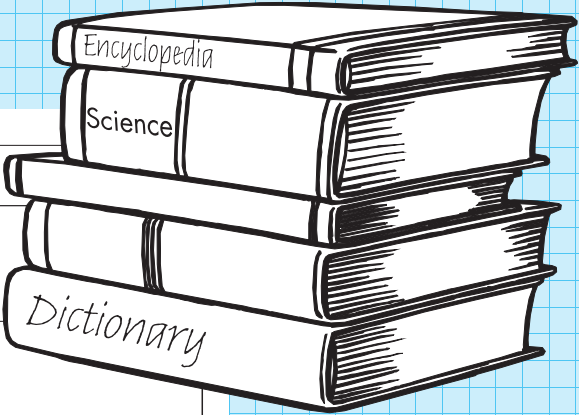
- ▶ Pencil



Activity

Students answer questions by using different resources.

1. Place reference materials at the center. Provide the student with a student sheet.
2. The student reads each question.
3. Reviews references to locate answers. If answer is found record answer in corresponding box. If not found, writes “not found” in corresponding box.
4. Continues until all questions are answered and boxes are filled.
5. Teacher evaluation



Name C.017	Topic:	
	Question #1.	Question #2.
	Reference materials:	
	Dictionary	
	Science	
Encyclopedia		



Extensions and Adaptations

- ▶ Write a summary statement for each question on the back of the student sheet.
- ▶ Write facts using multiple sources and a summary.

Name _____

C. 017

Reading the Research

				Reference materials:	
					Topic:
					Question #1
					Question #2
					Question #3

Name _____

Reading the Research

C. 017

Topic: _____

Question: _____

Source:

Fact:

Source:

Fact:

Source:

Fact:

Source:

Fact:

Summary:



Objective

The student will identify fiction and nonfiction text.

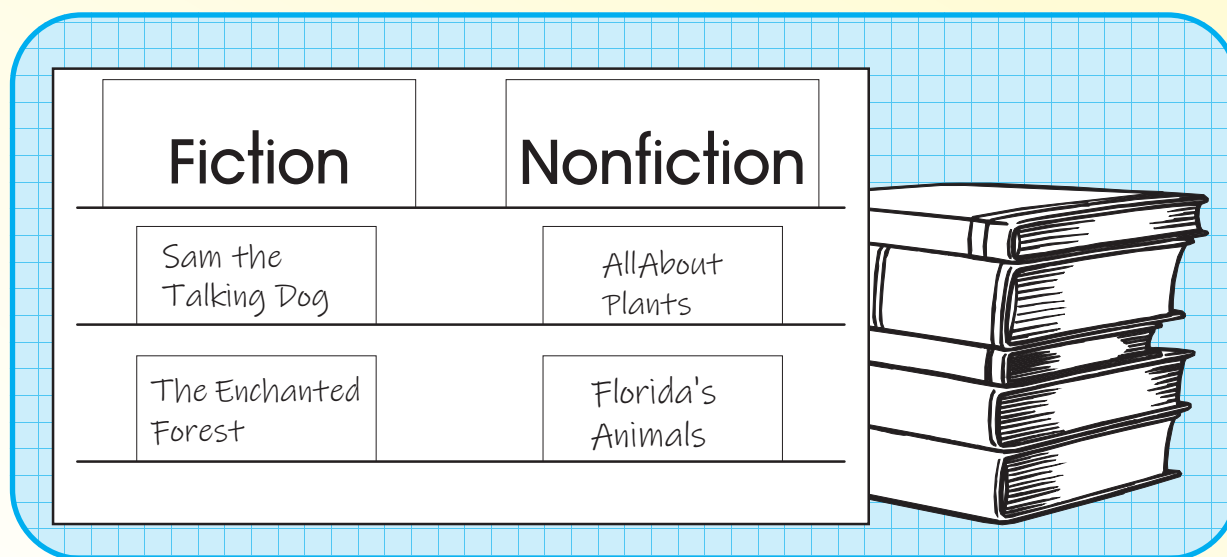
Materials

- ▶ Pocket chart
- ▶ Fiction and Nonfiction header cards
- ▶ Books
Fiction and nonfiction books.
- ▶ Basket
Place books in the basket.
- ▶ Index cards
Either prewrite titles of books on cards or leave blank for students to write titles.
- ▶ Pencils or markers

Activity

Students sort book titles into fiction and nonfiction categories on a pocket chart.

1. Place the header cards at the top of the pocket chart. Put the index cards and basket of books at the center.
2. Taking turns, the students select a book, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the appropriate heading on the pocket chart.
4. Continue until all the books are reviewed and titles are placed on the pocket chart.
5. Peer evaluation



Fiction	Nonfiction
Sam the Talking Dog	All About Plants
The Enchanted Forest	Florida's Animals

Extensions and Adaptations

- ▶ Record books on a student sheet.
- ▶ Select and sort other books from the class or school library.
- ▶ Sort additional books by genre (e.g., biography, poetry, folktale, fairy tale).

Fiction

header



Nonfiction

header



Comprehension

C. 018

Fiction and Nonfiction Review

Fiction

Nonfiction



Fact or Opinion Football

Objective

The student will identify facts and opinions.

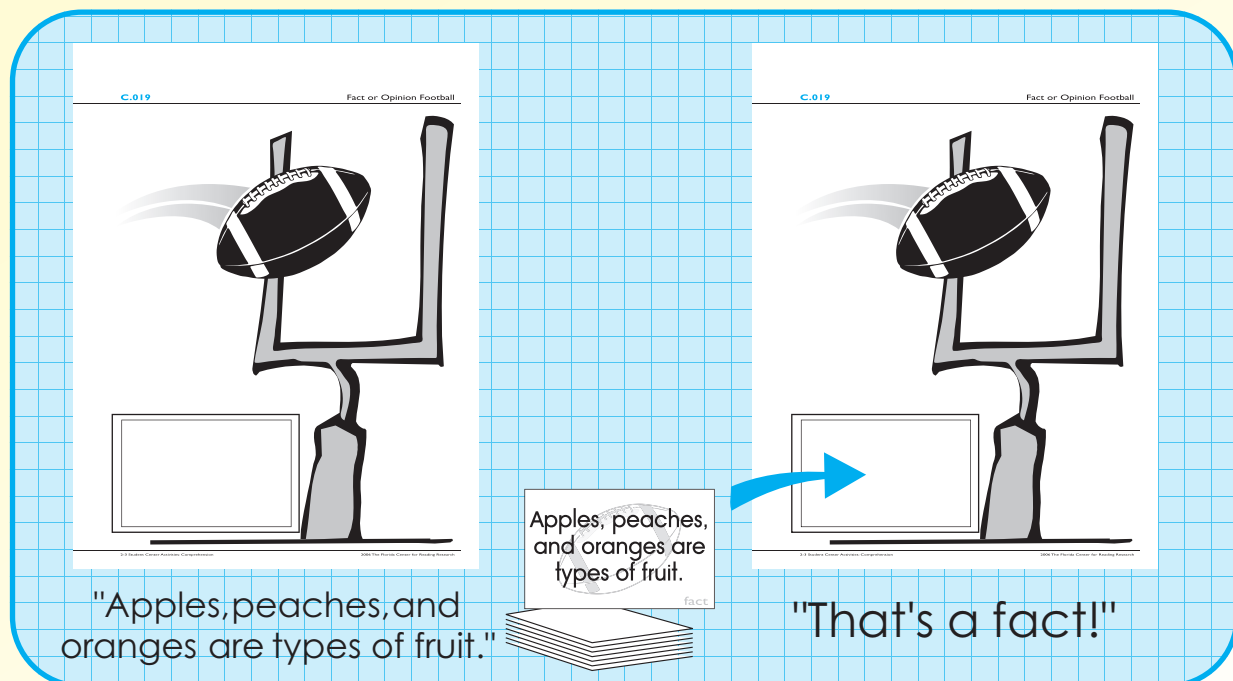
Materials

- ▶ Fact or opinion goal posts
Make two copies and laminate.
- ▶ Fact or Opinion cards
Answers are provided on the card.

Activity

Students identify facts and opinions by playing a football game.

1. Place two goal posts at the center. Place fact or opinion cards face down in a stack.
2. Taking turns, student one draws the top card from the stack (without revealing it) and reads the sentence to student two (e.g., “Apples, peaches, and oranges are types of fruit”).
3. Student two decides if the sentence is a fact or opinion and responds (i.e., “That’s a fact”).
4. Student one checks the bottom of the card for the answer (i.e., fact or opinion). If correct, student one gives the card to student two who places it on his goal post. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all cards are placed on goal posts.
7. Peer evaluation



C.019 Fact or Opinion Football

"Apples, peaches, and oranges are types of fruit."

Apples, peaches, and oranges are types of fruit.

fact

"That's a fact!"

Extensions and Adaptations

- ▶ Make other fact or opinion cards and sort using Fact and Opinion header cards.



Comprehension

Fact or Opinion Football

C. 019



Bread is made from flour.

fact



There are 12 months in a year.

fact



The sun rises in the east and sets in the west.

fact



Spiders have eight legs.

fact



Apples, peaches, and oranges are types of fruit.

fact



We live in the United States.

fact



Dogs bark.

fact



The earth revolves around the sun.

fact



Comprehension

C. 019

Fact or Opinion Football

Water freezes at 32 degrees Fahrenheit.

fact

There are 12 inches in a foot.

fact

The President lives in Washington, D.C.

fact

Elephants are bigger than dogs.

fact

George Washington was our first President.

fact

Ketchup is made from tomatoes.

fact

The sun is a star.

fact

Zebras have stripes.

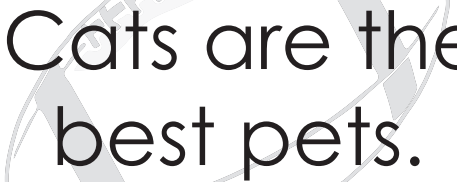
fact



Comprehension

Fact or Opinion Football

C. 019




Cats are the best pets.

opinion



All children like to ride skate boards.

opinion



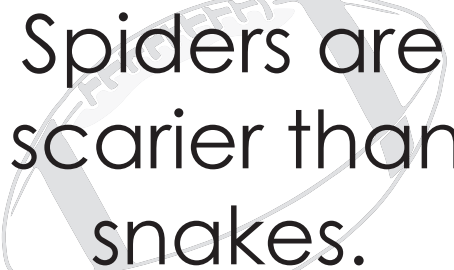
Chocolate ice cream is better than vanilla ice cream.

opinion



Everyone should eat pizza every day.

opinion



Spiders are scarier than snakes.

opinion



It feels good to walk barefoot.

opinion



Riding a bike is more fun than swimming.

opinion



Green is the prettiest color.

opinion



Comprehension

C. 019

Fact or Opinion Football

Hamburgers
are better
than hotdogs.

opinion

July is the
best month
of the year.

opinion

Math is easier
than reading.

opinion

Being an
airplane pilot
is the hardest
job.

opinion

Cell phones are
the greatest
invention.

opinion

Football should
be played
all year.

opinion

Camping is
not fun.

opinion

Trucks are big
and noisy.

opinion



Fact

header



Opinion

header





Objective

The student will identify the relationship between cause and effect.

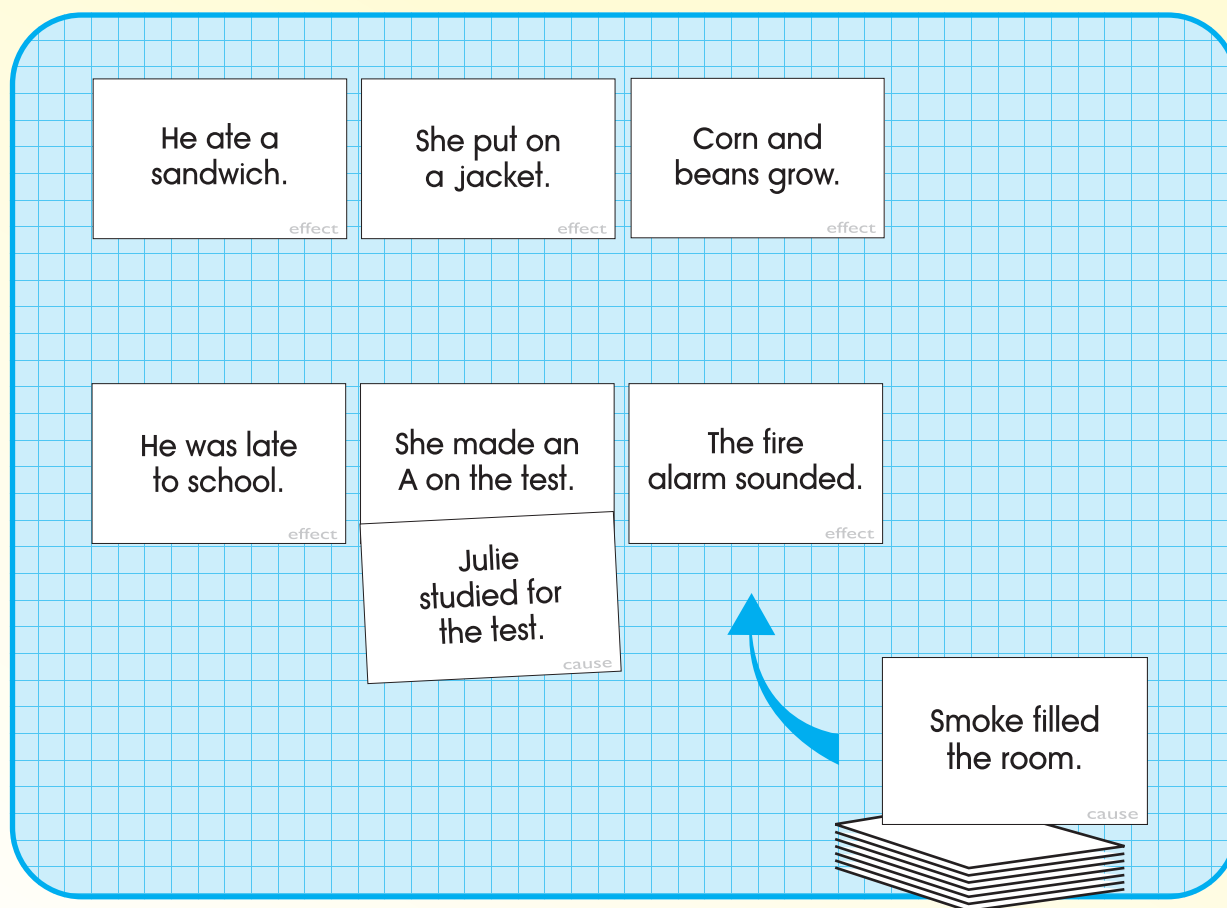
Materials

- ▶ Cause and effect cards

Activity

Students identify causes and corresponding effects by playing a matching game.

1. Place cause cards in a stack face down at the center. Place effect cards face up in rows.
2. Working in pairs, student one selects top card from cause stack and reads it to partner.
3. Student two looks at effect cards and identifies one that corresponds. Picks up card, reads it and places the two cards side by side. If the effect card is not identified, student one assists.
4. Reverse roles and continue until all cards are matched.
5. Peer evaluation



The diagram shows a grid of cards on a blue grid background. The cards are arranged as follows:

- Top row (Effect cards):
 - Card 1: "He ate a sandwich." (effect)
 - Card 2: "She put on a jacket." (effect)
 - Card 3: "Corn and beans grow." (effect)
- Middle row (Effect cards):
 - Card 4: "He was late to school." (effect)
 - Card 5: "She made an A on the test." (effect)
 - Card 6: "The fire alarm sounded." (effect)
- Bottom row (Cause cards):
 - Card 7: "Julie studied for the test." (cause) - This card is tilted and placed between Card 5 and Card 6.
 - Card 8: "Smoke filled the room." (cause) - This card is on a stack of three other cards.

A blue arrow points from Card 8 to Card 6, indicating a match.

Extensions and Adaptations

- ▶ Make more cause and effect cards to match and sort using header cards.
- ▶ Play memory game with cause and effect cards.

Comprehension

Cause and Effect Match

C. 020

Billy was
very hungry.

cause

He ate a
sandwich.

effect

It rained for
three days
and nights.

cause

The river
overflowed into
the streets and
houses.

effect

The girl
felt cold.

cause

She put on
a jacket.

effect

The farmer plants
the seeds and
waters them.

cause

Corn and
beans grow.

effect



Comprehension

C. 020

Cause and Effect Match

The baby
cried.

cause

The mother
picked up the
baby.

effect

The school
bell rang.

cause

The students
lined up at the
classroom door.

effect

Julie
studied for
the test.

cause

She made an
A on the test.

effect

He left the house
late and got
stuck in traffic.

cause

He was late
to school.

effect



Comprehension

Cause and Effect Match

C. 020

Smoke filled
the room.

cause

The fire
alarm sounded.

effect

The storm kept
my brother
awake all night.

cause

The next day
he was tired and
took a nap.

effect

He ran fast and
tripped on the
sidewalk.

cause

He scraped his
knee and elbow.

effect

She brushes and
flosses her teeth
everyday.

cause

She has
no cavities.

effect



Cause

header



Effect

header





Compare and Contrast

Objective

The student will identify similarities and differences between topics.

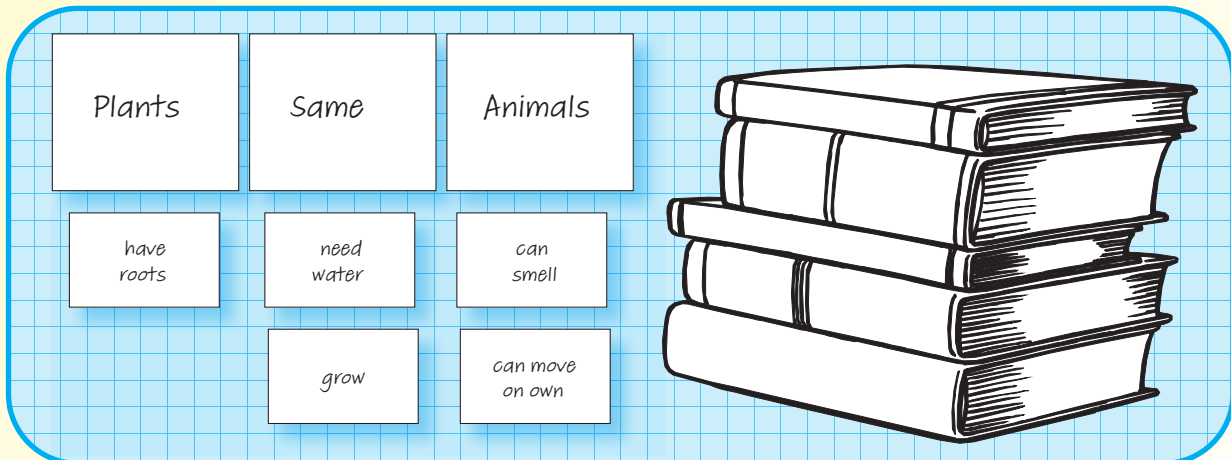
Materials

- ▶ Reference materials (e.g., texts, encyclopedia, dictionary, thesaurus)
Choose text within students' instructional-independent reading level range.
- ▶ Large index cards
*Label two cards with target words or topics.
Write the word SAME on an index card.*
- ▶ Small index cards
- ▶ Pencils or markers

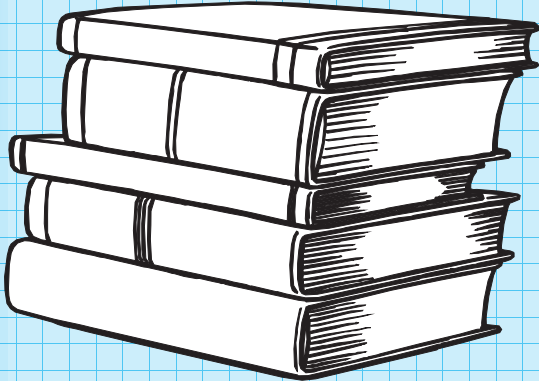
Activity

Students compare and contrast topics by researching and sorting.

1. Place the reference materials at the center. Place the large index cards with target words or topics face up in a row with the SAME card in the middle. Provide each student with four-to-six small index cards.
2. Students read the two topics and choose one.
3. Use background knowledge and reference materials to write one fact on each card relating to their chosen topic (four-to-six per topic).
4. Read each card and decide if it is unique to their topic or common to both topics. If unique to one topic, place under that topic name. If common to both topics place under SAME.
5. Continue until all cards are read and sorted.
6. Peer evaluation



Plants	Same	Animals
have roots	need water	can smell
grow	can move on own	can move on own



Extensions and Adaptations

- ▶ Record on student sheet.
- ▶ Use graphic organizers to compare topics.
- ▶ Write a paragraph about the topic using the sorted cards.

Name _____

C. 021


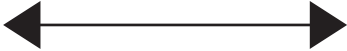


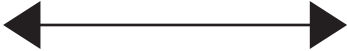
Compare and Contrast

Topic	SAME	Topic

Name _____

Compare and Contrast

C. 021

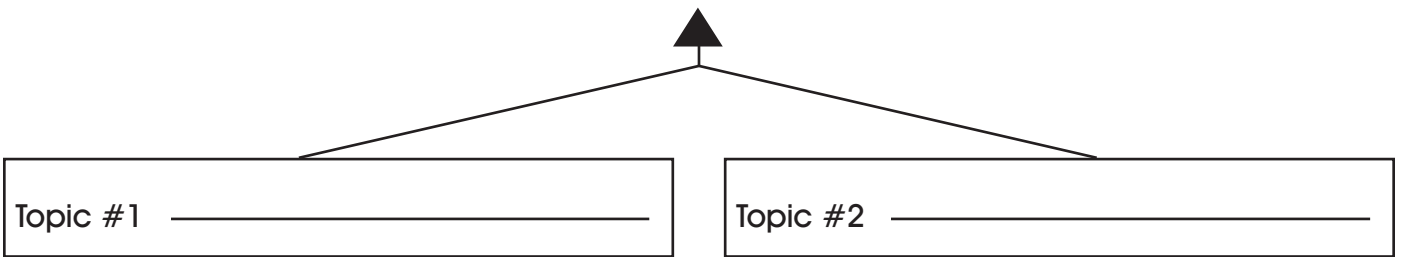
Topic	SAME	Topic
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Name _____

C. 021

Compare and Contrast

How are they alike?





Incredible Inferences

Objective

The student will identify inferences.

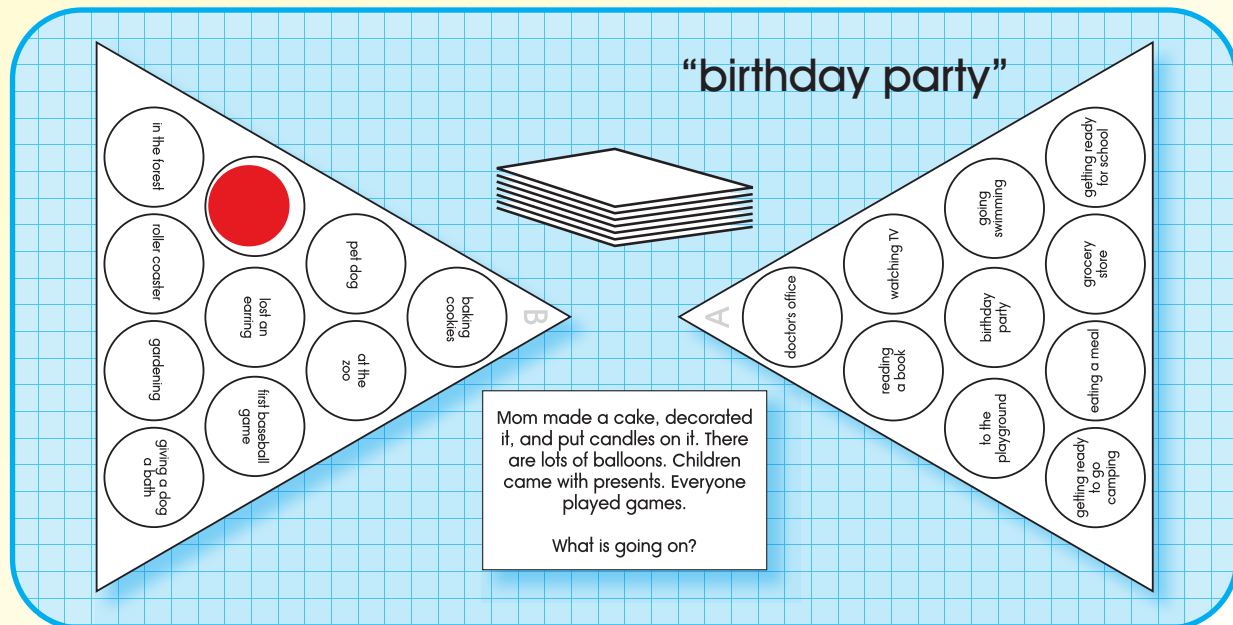
Materials

- ▶ Inference triangles
- ▶ Inference cards
- ▶ Answer key
- An answer key is provided.*
- ▶ Game pieces (e.g., counters)

Activity

Students identify inferences by reading clues.

1. Place inference cards face down in a stack at the center. Provide each student with an Inference triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it. For example, Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games. What is going on?
3. Look for phrase on triangle that answers the question (i.e., a birthday party). Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which matches clues, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



“birthday party”

B

- in the forest
- roller coaster
- lost an earring
- garden
- giving a dog a bath
- pet dog
- of the zoo
- first baseball game
- baking cookies

A

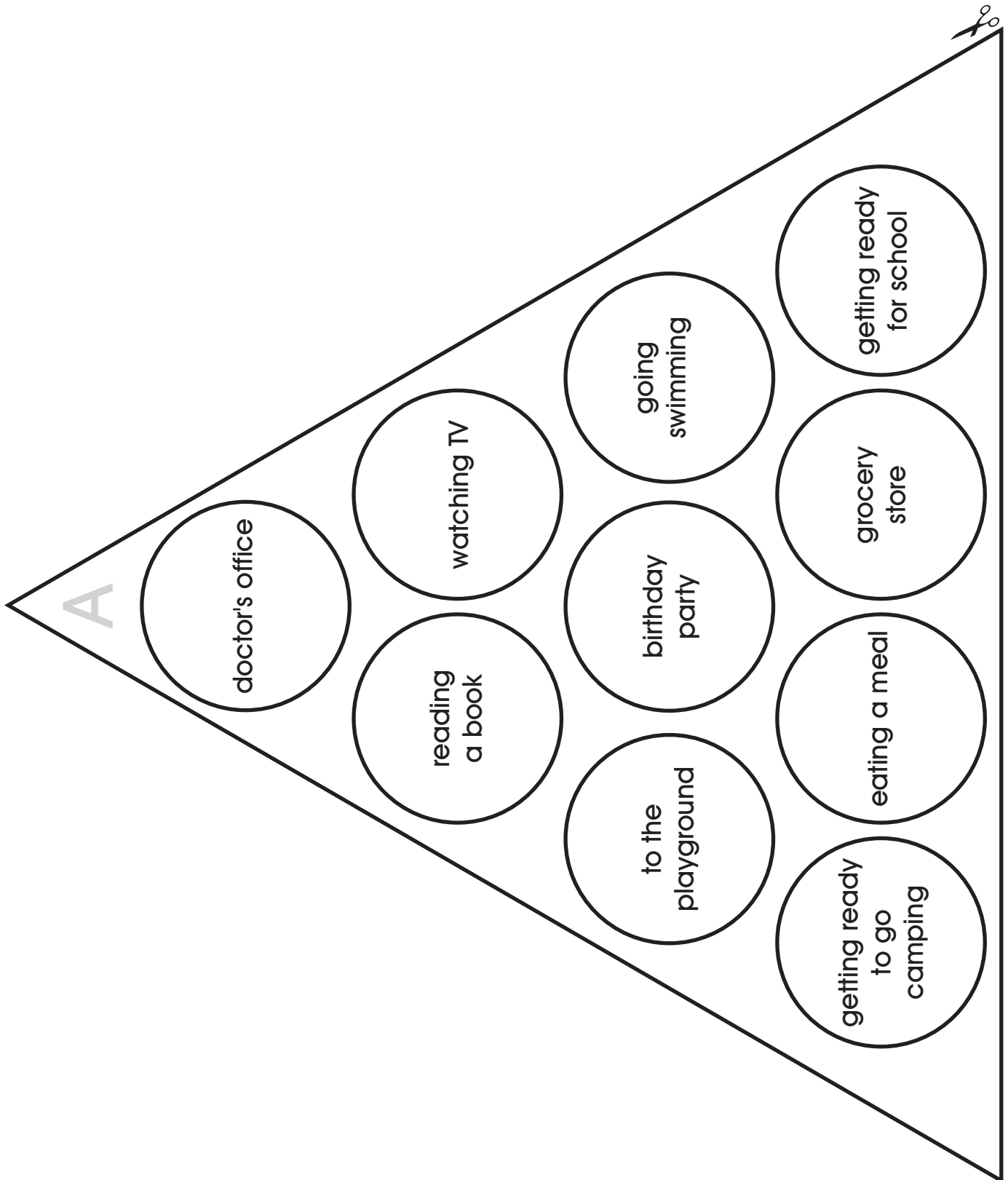
- doctor's office
- reading a book
- to the playground
- watching TV
- going swimming
- birthday party
- getting ready for school
- grocery store
- eating a meal
- getting ready to go camping

Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games.

What is going on?

Extensions and Adaptations

- ▶ Make other inference triangles and cards.



Comprehension

Incredible Inferences

C. 022

A large triangle is oriented with its top vertex pointing upwards. Inside the triangle, there are 12 circles arranged in four rows of three. The text inside the circles, from top to bottom, is:

- Row 1: baking cookies
- Row 2: pet dog, at the zoo
- Row 3: library, lost an earring, first baseball game
- Row 4: in the forest, roller coaster, gardening, giving a dog a bath

A large, light blue letter 'B' is positioned at the top vertex of the triangle. A small icon of a pair of scissors is located at the bottom vertex of the triangle.

Comprehension

C. 022

Incredible Inferences

A person takes your temperature. Another person listens to your heart and asks how you are feeling.

Where are you?

You watch the screen. You see a man telling what the weather will be tomorrow. You switch the channel to watch a cartoon.

What are you doing?

The boy looked at the cover and read the title. He looked at the pictures and some of the words. He went back to the beginning and began.

What is the boy doing?

The girl changed her clothes. She grabbed a towel and sunscreen. When she got there she walked to the edge, took a deep breath, and jumped in.

What is the girl doing?

Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games.

What is going on?

My brother woke up early and got dressed. After he ate breakfast, he waited for the bus. He and all the other children arrived as the bell was ringing.

What is my brother doing?

Dad put the tent and sleeping bags in the back of the car. Mom put the food in a cooler. The family got in the car and headed for the mountains.

What is the family doing?

The family took a cart and pushed it to the first row. They chose vegetables and fruit. Next they picked out meat and tomato sauce. Then they paid for it all and a lady put it in bags.

Where did the family go?



Comprehension

Incredible Inferences

C. 022

<p>The children lined up at the door. Some took a ball and others took jump ropes. They ran out and began playing games.</p> <p>Where did the children go?</p>	<p>He put meat, broccoli, and french fries on his plate. He picked up his knife and fork, cut the meat, put it in his mouth and began to chew.</p> <p>What is he doing?</p>
<p>The children read the directions. They got out a bowl and pans. They put sugar, flour, and butter in a bowl. They rolled it into balls, and put them in the oven.</p> <p>What are they making?</p>	<p>The family saw many animals. First, they saw the giraffes. Then they went to the bear den. They thought the monkeys were very fun to watch.</p> <p>Where is this family?</p>
<p>You have to give it plenty of food and water. It needs to go outside and get fresh air and sunshine. You need to pet it and play with it.</p> <p>What do you have?</p>	<p>It was very quiet when we entered. There were people at tables. Others stood at shelves. We saw many books.</p> <p>What building were you in?</p>
<p>She cried and cried. She made a poster and offered a reward. She wasn't sure when it had happened. She did not know if it had just fallen off or if she had dropped it when she put it on.</p> <p>Why is she crying?</p>	<p>It was the night before. He was excited and could not sleep. His uniform lay on the bed. He had practiced with his bat and ball. The coach said this was going to be a great season.</p> <p>What is happening the next day?</p>



Comprehension

C. 022

Incredible Inferences

<p>He heard a sound of twigs breaking. He was startled when an owl hooted. He walked through the trees and came to a creek.</p> <p>Where is he?</p>	<p>We have tickets. We go to our seat and strap ourselves in. The cars start to move very slowly up the hill. Finally, we are at the top and then we quickly race down.</p> <p>Where are they?</p>
<p>The man made rows and put one type in each. He covered them and watered the rows every day. Soon he saw sprouts and he was able to pick them.</p> <p>What is the man doing?</p>	<p>The boy ran the water. He called Skippy. Skippy hopped in and splashed. He got the soap, scrubbed Skippy, and rinsed him off. Skippy barked and shook himself off.</p> <p>What was happening?</p>



Answer Key A

Where are you?	doctor's office
What is the boy doing?	reading a book
What are you doing?	watching TV
Where did the children go?	to the playground
What is going on?	birthday party
What is the girl doing?	going swimming
What is the family doing?	getting ready to go camping
What is he doing?	eating a meal
Where did the family go?	grocery store
What is my brother doing?	getting ready for school

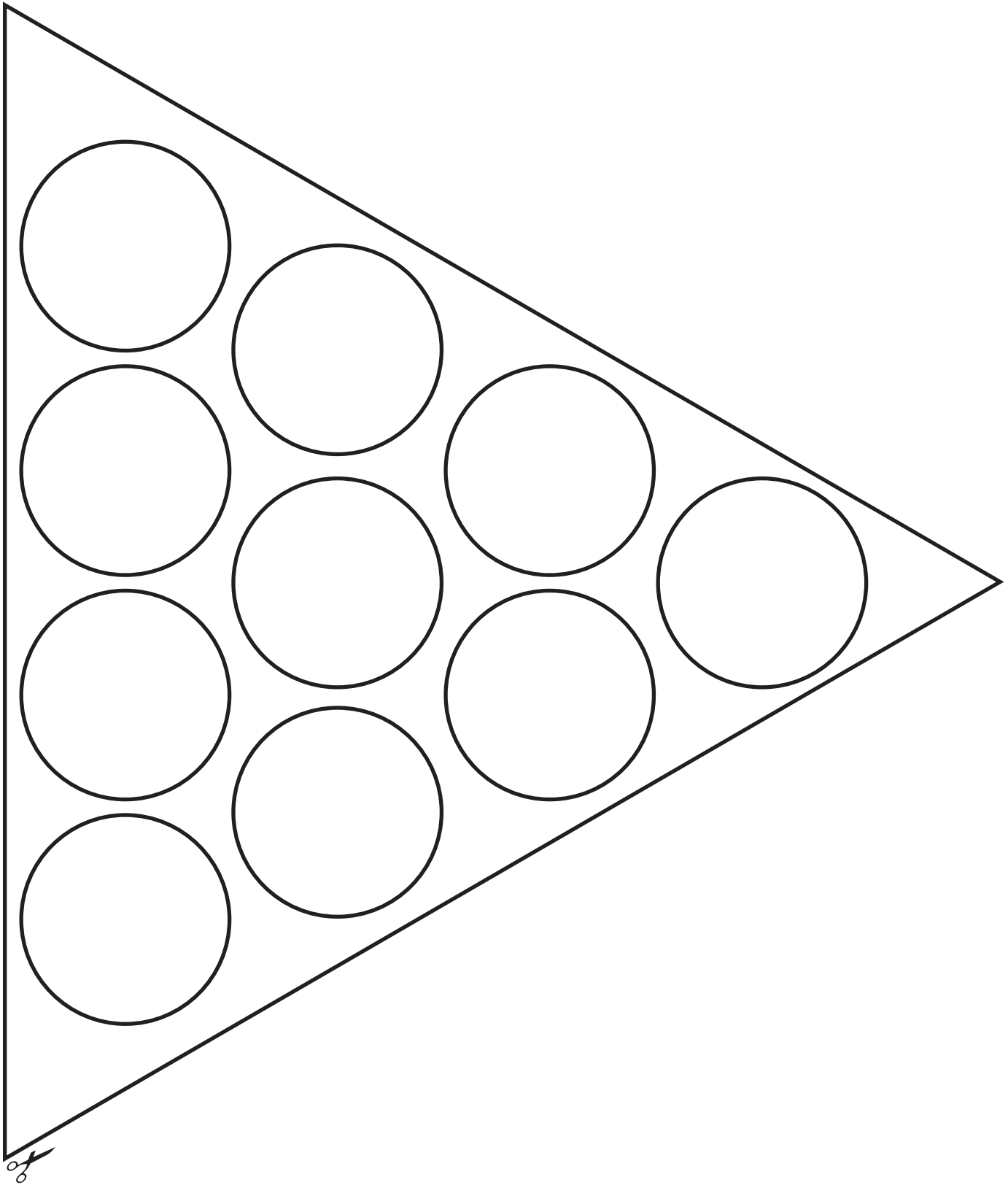
Answer Key B

What are they making?	baking cookies
Where is the family?	at the zoo
What do you have?	pet dog
What building were you in?	library
Why is she crying?	lost an earring
What is happening the next day?	first baseball game
Where is he?	in the forest
Where are they?	roller coaster
What is the man doing?	gardening
What was happening?	giving a dog a bath

Comprehension

Incredible Inferences

C. 022





Objective

The student will identify the author's purpose.

Materials

- ▶ Header cards
- ▶ Passage cards

If text in this activity is not appropriate for your students, use text that is more applicable.

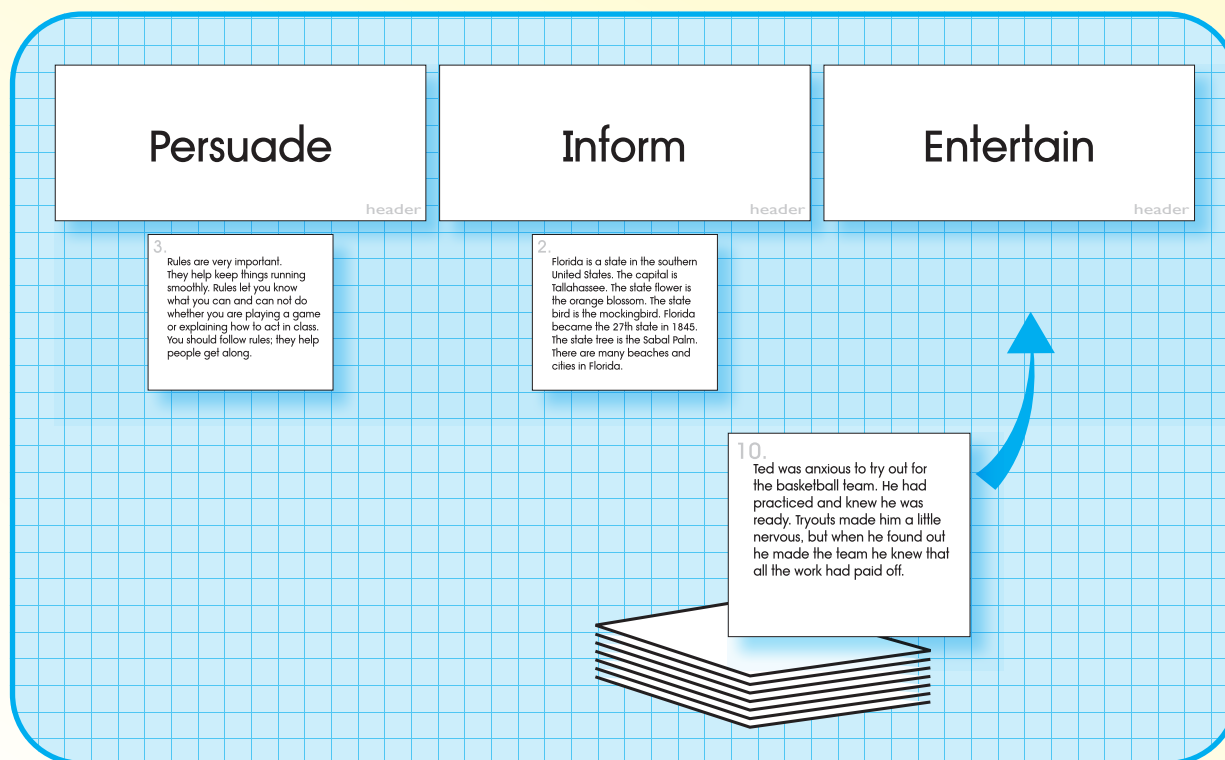
Note: The numbers of the cards correspond to headers in the following manner:

Persuade - 3, 8, 1, 5; Inform - 2, 9, 12, 7; Entertain - 10, 11, 4, 6.

Activity

Students determine author's purpose by sorting passages.

1. Place header cards in a row at the center. Place passage cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud. Decide what the author's purpose is.
3. Place under appropriate header card.
4. Continue until all cards are sorted.
5. Peer evaluation



The diagram illustrates the sorting activity on a light blue grid background. At the top, three white header cards are arranged horizontally, labeled "Persuade", "Inform", and "Entertain". Each header card has the word "header" written in small text at the bottom right corner. Below the "Persuade" header is a passage card numbered "3." with the text: "Rules are very important. They help keep things running smoothly. Rules let you know what you can and can not do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along." Below the "Inform" header is a passage card numbered "2." with the text: "Florida is a state in the southern United States. The capital is Tallahassee. The state flower is the orange blossom. The state bird is the mockingbird. Florida became the 27th state in 1845. The state tree is the Sabal Palm. There are many beaches and cities in Florida." Below the "Entertain" header is a passage card numbered "10." with the text: "Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Tryouts made him a little nervous, but when he found out he made the team he knew that all the work had paid off." At the bottom right of the grid, there is a stack of several white cards, with an arrow pointing from the stack to the "10." passage card.

Extensions and Adaptations

- ▶ Write other passage cards to sort.

Persuade

header

Inform

header

Entertain

header



Comprehension

C. 023

Persuade, Inform, and Entertain Sort

3.

Rules are very important. They help keep things running smoothly. Rules let you know what you can and can not do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along.

8.

Do you want to be an artist? Just enroll in "The Awesome Artists" program. Don't let this opportunity or your talent slip away. We guarantee you will be painting like the masters in two weeks for a low cost of \$59.95.

1.

What you learn in school will help you later in life. It will also help you get a job. If you work hard in school and make good grades, you may be able to go to college and have a career.

5.

Volunteering is a very rewarding experience. There are many ways you can volunteer. For example, you can help clean up a playground. Volunteering benefits other people and also will make you feel good about yourself.

9.

Abraham Lincoln was the 16th President of the United States. He was born on February 12, 1809 in Kentucky. He was married to Mary Todd and they had four children. One of his famous speeches was the Gettysburg Address.

2.

Florida is a state in the southern United States. The capital is Tallahassee. The state flower is the orange blossom. The state bird is the mockingbird. Florida became the 27th state in 1845. The state tree is the Sabal Palm. There are many beaches and cities in Florida.



Comprehension

Persuade, Inform, and Entertain Sort

C. 023

12.

Animals are divided into categories. They are grouped according to things they have in common. One category is birds. All birds have feathers. They are warm-blooded. Birds lay eggs and they have wings. Most birds fly, but there are some that do not.

7.

The Food Group Pyramid tells how to eat healthy. It shows how food is divided into six groups. It is important to eat foods that belong to each group every day. The pyramid helps show how much of each you should eat.

10.

Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Tryouts made him a little nervous, but when he found out he made the team he knew that all the work had paid off.

11.

Beth and her mom went to the circus. This was a special day because she had never been to a circus before. They bought peanuts and went to their seats. She saw clowns, jugglers, and people on trapezes. There were elephants, lions, and tigers. It was a very exciting day for Beth.

4.

The boys were happy when they woke up to find that it was windy outside. It would be a perfect day to fly a kite. They grabbed their kites and went to the park. They spent the whole day there having kite contests and races. The best part was that no one broke or lost his kite.

6.

I walked up to my house when I saw balloons on the front porch. So I walked faster and went inside the house. All of a sudden I heard "Surprise!" and all my friends jumped out with presents in their hands. My birthday wasn't until next week so I was really surprised and happy.





Comprehension

C. 024

Monitoring for Understanding
Background Knowledge Warm-Up



Objective

The student will use background knowledge to comprehend text.



Materials

- ▶ Text
*Choose text within students' instructional-independent reading level range.
Select target topic from the text.*
- ▶ Student sheet
Write topic or subject on designated line.
- ▶ Pencil



Activity

Students activate background knowledge by writing words or phrases associated with a topic or subject that will be read.

1. Place text at the center. Provide the student with a student sheet.
2. Student reads topic and thinks about what is already known from personal experience or has been learned.
3. Writes words, ideas, or phrases associated with topic in the box that matches the first letter of the word or phrase.
4. Fills in as many of the boxes as possible.
5. Reads designated text.
6. Circles important words and phrases that are used in text.
7. Teacher evaluation

The illustration shows a book titled "Sea Creatures" lying on a blue grid background. To the right of the book is a student sheet for a "Background Knowledge Warm-Up" activity. The sheet is titled "Name _____" and "C.024 Background Knowledge Warm-Up". It has a "Topic:" line followed by a grid of nine boxes. The boxes are labeled with three-letter combinations: ABC, DEF, GHI, JKL, MNO, PQR, ST, UVW, and XYZ. The text from the book is written in the boxes: "Blue whales are big." in the ABC box, "My dad took me fishing in a boat on the Atlantic Ocean." in the DEF box, "octopus - eight legs" in the MNO box, and "Shark" in the ST box. The other boxes are empty.



Extensions and Adaptations

- ▶ Use student sheet while reading or at end of text to record words and phrases that are important to the topic.
- ▶ Complete KWL chart.

Name _____

Background Knowledge Warm-Up

C. 024

Topic: _____

ABC

DEF

GHI

JKL

MNO

PQR

ST

UVW

XYZ

Name _____

C. 024

Background Knowledge Warm-Up

L What I Have Learned

W What I Want To Know

K What I Know



Anticipation Sort

Objective

The student will use background knowledge to comprehend text.

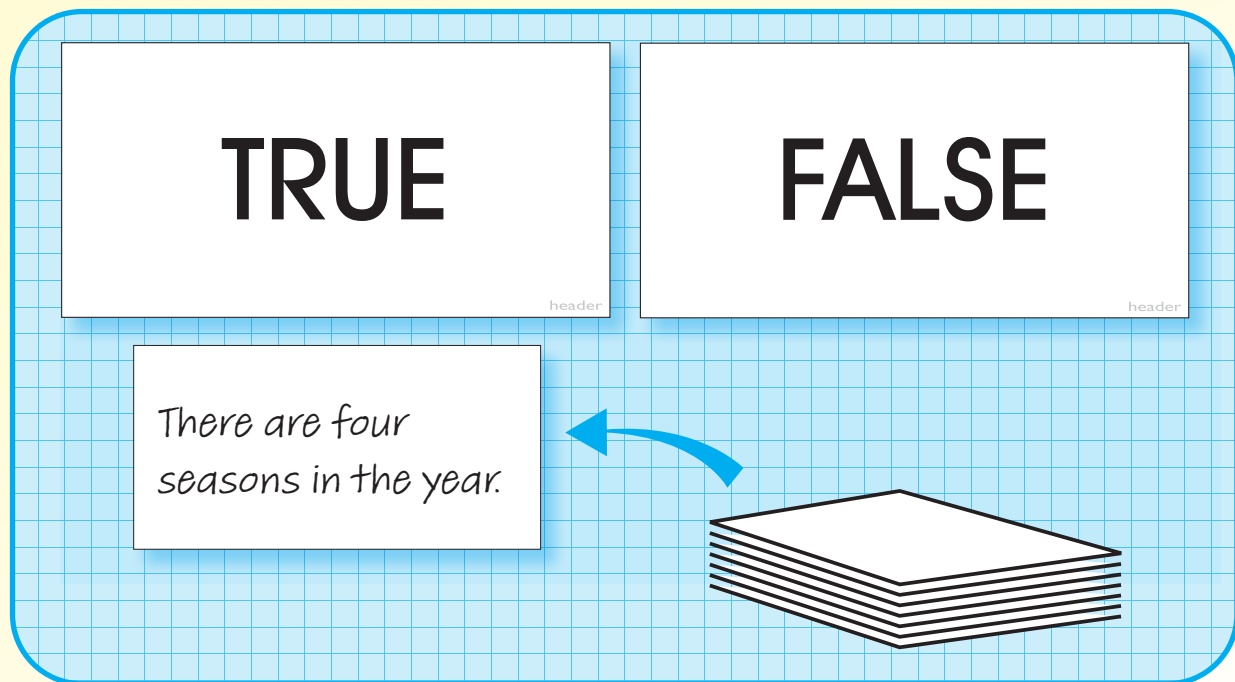
Materials

- ▶ Text
Choose text within students' instructional-independent reading level range.
- ▶ Index cards
Write true and false sentences related to the text on eight-to-ten cards (one sentence per card).
- ▶ TRUE and FALSE header cards

Activity

Students activate background knowledge by predicting if a statement is true or false.

1. Place the header cards face up on a flat surface. Place the index cards face down in stack. Place the text at the center.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Decide if statement may be true or false and put under appropriate header.
4. Continue until all cards are read and sorted.
5. Partner read the entire text aloud.
6. Confirm or change the placement of the cards as a result of reading the text.
7. Peer evaluation



The diagram illustrates the Anticipation Sort activity setup on a light blue grid background. At the top, there are two large white rectangular boxes labeled "TRUE" and "FALSE", each with the word "header" written in small text at the bottom right corner. Below these headers, there is a stack of index cards on the right side. An arrow points from the top card of the stack to a white rectangular box containing the sentence "There are four seasons in the year." in cursive handwriting.

Extensions and Adaptations

- ▶ Complete student sheet by answering statements before and after reading text.
Note: Teachers write true and false sentences related to the text and copy for students.

TRUE

header



FALSE

header



Name _____

Anticipation Sort

C. 025

before reading	after reading
1. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
2. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
3. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
4. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
5. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
6. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
7. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
8. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
9. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
10. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	



Objective

The student will use prediction to comprehend text.



Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.
- ▶ Prediction student sheet
- ▶ Sticky notes
- ▶ Pencil



Activity

Students make, write, draw, and check story predictions.

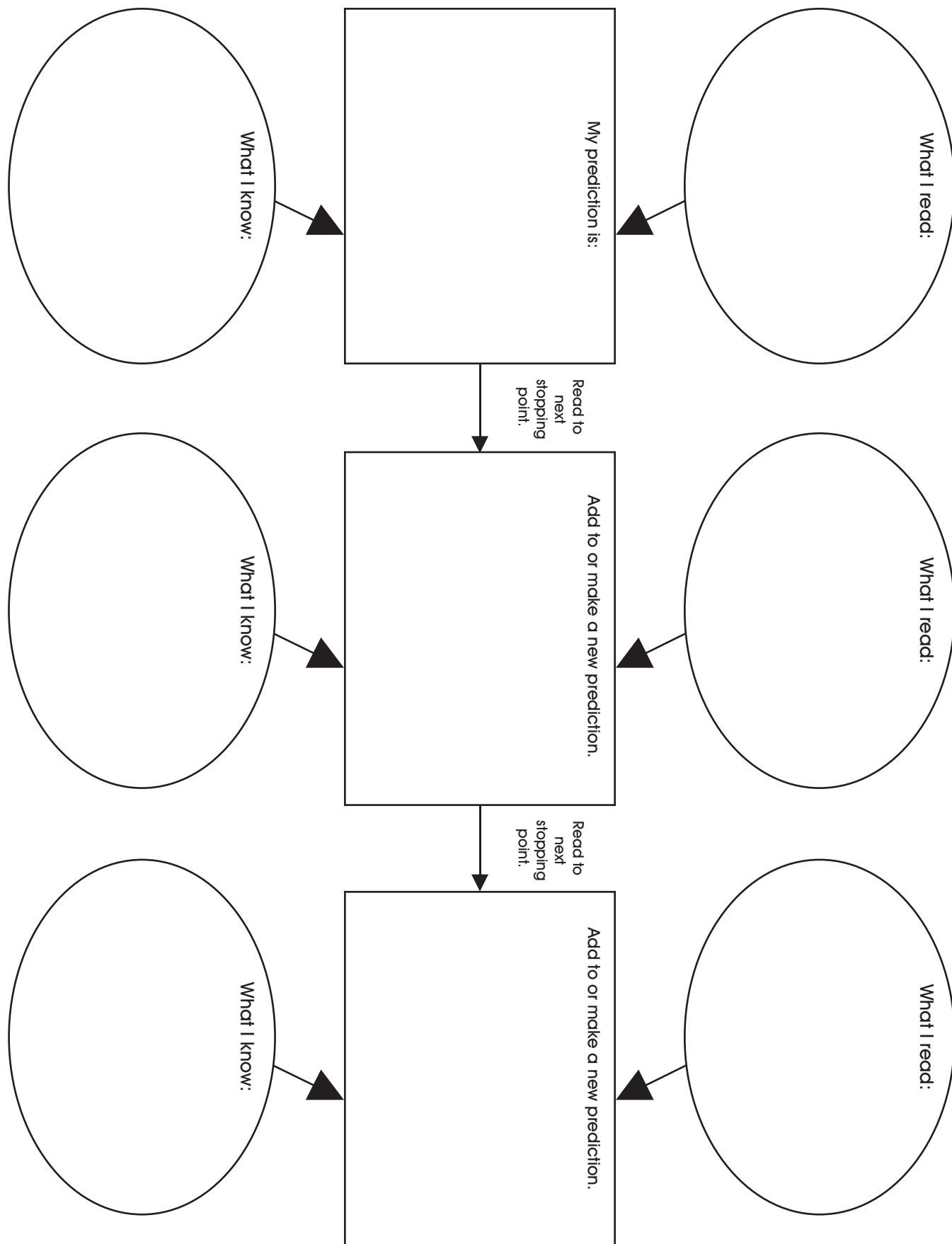
1. Place divided text at the center. Provide the student with a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Thinks about what has been read up to that point and what is already known from personal experience or has been learned. Writes words or phrases in bubbles (i.e., What I read and What I know).
4. Writes prediction in the first box.
5. Continues reading the text until the next sticky. Completes bubble and adds to or makes a new prediction. (Use back of student sheet if necessary.)
6. Continues until the text is complete.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Review predictions and results with a partner.

Name _____





 **Objective**

The student will answer questions to comprehend text.

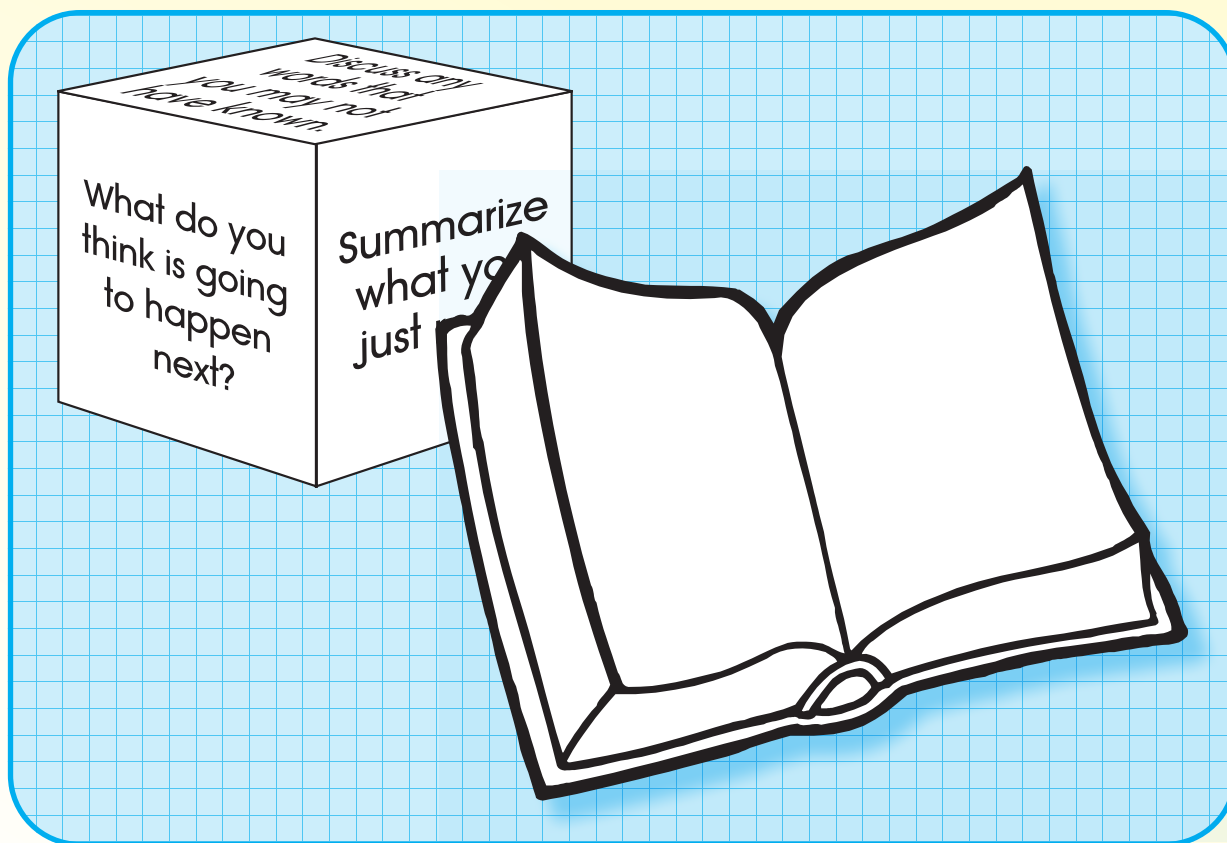
 **Materials**

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Question cube

 **Activity**

Students discuss text by using a question cube.

1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation



 **Extensions and Adaptations**


- ▶ Record answers.
- ▶ Make other cubes with different questions.

Comprehension

Read and Ask

C. 027

	Summarize what you just read.	
How does what you just read relate to your own life?	Discuss any words that you may not have known.	What do you think is going to happen next?
	Based on what you read, what are you curious or interested in knowing more about?	
glue	Did you understand what you just read? Why or why not?	glue
	glue	



Name _____

C. 027

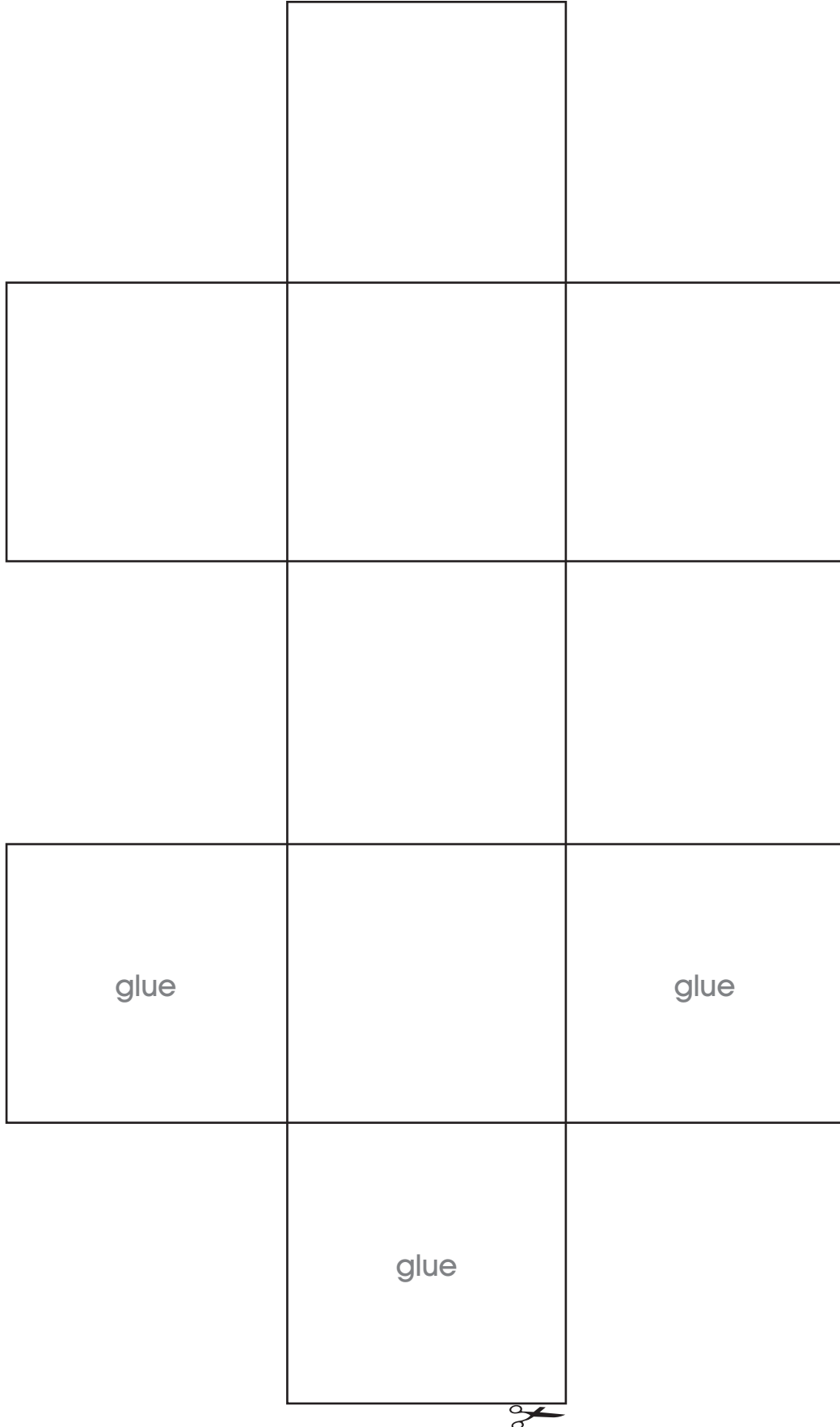
Read and Ask

<p>What do you think is going to happen next?</p>	
<p>Did you understand what you just read? Why or why not?</p>	
<p>Discuss any words that you may not have known.</p>	
<p>How does what you just read relate to your own life?</p>	
<p>Based on what you read, what are you curious or interested in knowing more about?</p>	
<p>Summarize what you just read.</p>	

Comprehension

Read and Ask

C. 027





Objective

The student will answer questions to comprehend text.



Materials

- ▶ Narrative or expository text

Choose text within students' instructional-independent reading level range.

Copy text.

- ▶ Scissors

Cut copied text into passages.

- ▶ Paper

Write questions or tasks specific to the passage. Provide space or lines for student response.

Note: Depending on the level of students, use higher level questions.

- ▶ Tape

Place questions in between passages and tape together. Copy prepared text for each student

- ▶ Pencil



Activity

Students read text and stop to answer questions and do tasks.

1. Place the prepared text at the center.
2. Student reads the text until reaching a question. For example, What group of mammals do humans belong to? Explain your answer.
3. Writes the answer in the space provided (i.e., Humans belong to the third group because they don't have pouches or lay eggs).
4. Continues until entire text is read and all questions or tasks are completed.
5. Teacher evaluation

Mammals are a class of animals that share many characteristics. Most have babies that are born alive. Mammals also make milk for their babies care for their young more than other animals. There are other things that mammals have in common with each other. They have hair on their bodies. They are warm-blooded which means their body temperature stays about the same no matter what the weather is like.

Although mammals have a lot in common there are some ways in which they differ. One thing that is different is that mammals eat many types of foods. Some eat only plants, some eat only meat, and some eat both meat and plants. There are three types of mammals that even eat insects. They are the armadillo, anteater, and pangolin.

There are three main groups of mammals. One group lays eggs and includes the duck-billed platypus. Another group has pouches in which they carry their babies. The third group doesn't have pouches because their babies are more developed when they are born. Some examples of mammals are beavers, cows, dogs, tigers and even whales. Human beings are mammals.

Mammals are a class of animals that share many characteristics. Most have babies that are born alive. Mammals also make milk for their babies care for their young more than other animals. There are other things that mammals have in common with each other. They have hair on their bodies. They are warm-blooded which means their body temperature stays about the same no matter what the weather is like.

Although mammals have a lot in common there are some ways in which they differ. One thing that is different is that mammals eat many types of foods. Some eat only plants, some eat only meat, and some eat both meat and plants. There are three types of mammals that even eat insects. They are the armadillo, anteater, and pangolin.

Name three things that mammals have in common?
They are warm-blooded, have hair, and are born alive.

There are three main groups of mammals. One group lays eggs and includes the duck-billed platypus. Another group has pouches in which they carry their babies. The third group doesn't have pouches because their babies are more developed when they are born. Some examples of mammals are beavers, cows, dogs, tigers and even whales. Human beings are mammals.

What group of mammals do humans belong to? Explain your answer.
Humans belongs to the third group because they don't have pouches or lay eggs.



Extensions and Adaptations

- ▶ Work with a partner to answer the questions.
- ▶ Answer questions and do tasks written on cards that have been inserted in text.
Record answers on paper.

Comprehension

Question Quest

C. 028

Who is the main character? Name the other characters.

Where does the story take place?

What do you think will happen next?
Read to next paragraph/page to see if you were right.

What is the problem in this story?

How was the problem solved?

What is the main idea of what you just read. Give two details about the main idea.



Comprehension

C. 028

Question Quest

What conclusions can you make about what you just read.

Compare what you just read with another book you read about the same subject.

Ask your partner a question about what you just read.

Retell in your own words what you just read.

What are you wondering at this point?

Summarize in one or two sentences what you just read.





Ask and Answer

Objective

The student will generate and answer questions to comprehend text.

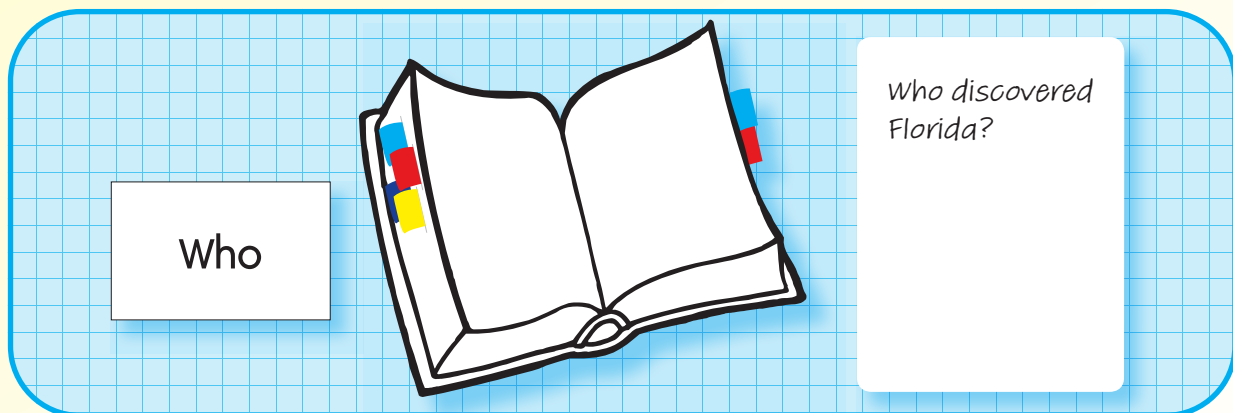
Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range and that students have some background knowledge.
- ▶ Sticky notes
Place sticky notes strategically throughout the text in places where it is appropriate to ask questions.
- ▶ Question word cards
Copy cards four times, laminate, and cut.
- ▶ Small whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students generate and answer questions as they read text.

1. Place text at the center. Lay the question word cards face up in rows. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Chooses one of the cards and reads it aloud (e.g., who).
4. Poses a question using the word on the card that can be answered by the text just read.
Uses whiteboard, if needed, to help compose question. For example, if the student is reading text about the discovery of Florida, the question might be “Who discovered Florida?”
If student one has trouble developing a question, student two assists.
5. Student two answers (i.e., Ponce de Leon). If student two has trouble answering, student one assists.
6. Reverse roles and continue until entire text is read and all words are used at least once.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record questions and answers on paper.
- ▶ Read all the text and then write five questions to exchange with a partner to answer.
- ▶ Use other higher level question words.

Comprehension

C. 029

Ask and Answer

Who

When

Where

What

Why

How

Define

List



Comprehension

Ask and Answer

C. 029

Explain

Compare

What if

Summarize

Arrange

**What
caused**





Objective

The student will summarize text.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Summarizing student sheet
- ▶ Sticky notes
Place sticky notes throughout the text in places that it is appropriate to state main ideas.
- ▶ Paper
- ▶ Pencil



Activity

Students read expository text, record main ideas, and use that information to write a summary.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the entire text without stopping.
3. Goes back to the beginning of the text and rereads up to the first sticky and records the main idea.
4. Continues to reread to each sticky and records the main ideas.
5. Reviews recorded information and writes a summary of the entire text using 20 words or less.
6. Teacher evaluation

The student sheet is titled "C.030 Simple Summary" and includes a "Name" field. It contains five "Main Idea:" sections, each with two lines for writing, and a "Summary:" section with four lines for writing. The sheet is placed over a blue grid background with a black and white illustration of an open book.



Extensions and Adaptations

- ▶ Use graphic organizers to record main ideas and summary.

Name _____

Simple Summary

C. 030

Title/Topic:

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:

Name _____

C. 030

Simple Summary

Main Idea	Main Idea	Main Idea
-----------	-----------	-----------

Summary (20 words or less)



Objective

The student will summarize text.

Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Summary student sheets
*Sheets are labeled for expository and narrative text.
Select sheet corresponding to the selected text.*
- ▶ Pencil

Activity

Students will summarize text using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. Student reads text.
3. Reads questions on student sheet and writes answers in designated shape.
4. Uses recorded information to help write a complete summary statement.
5. Teacher evaluation

Narrative Text

Title:

Who was in the story?

What was the problem?

How was it solved?

○ + ◡ + ◻ = Summary Statement

Name _____

Sum Summary _____

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Extensions and Adaptations

- ▶ Use laminated cards to write answers and summary.
- ▶ Practice writing summaries with 20 words or less and then ten words or less.
Note: This sheet can be laminated for multiple use.

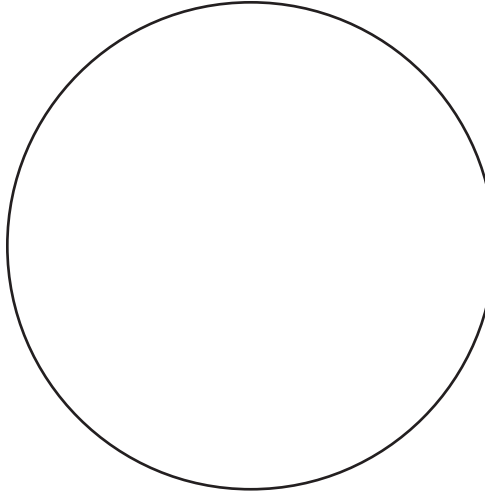
Name _____

Sum Summary!

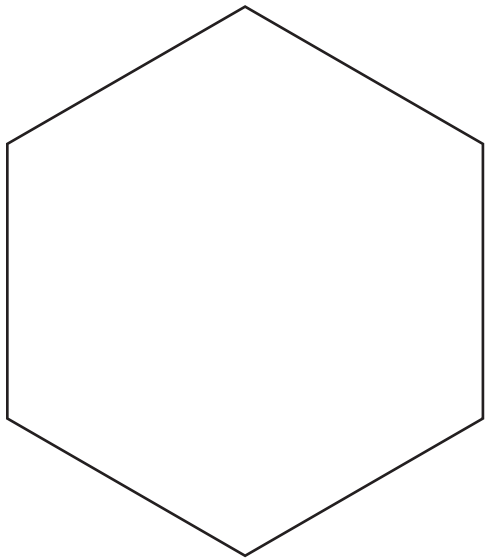
C. 031

Narrative Text

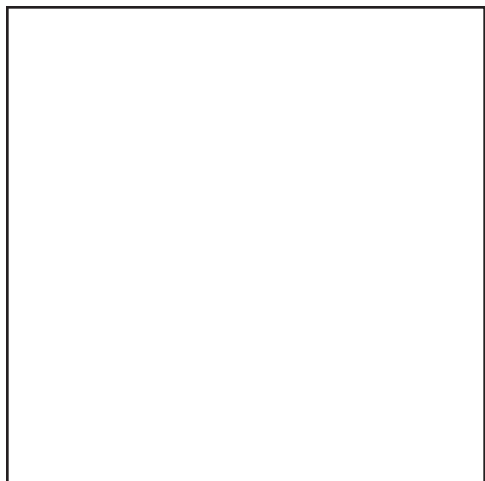
Title:



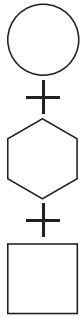
Who was in the story?



What was the problem?



How was it solved?



= Summary Statement

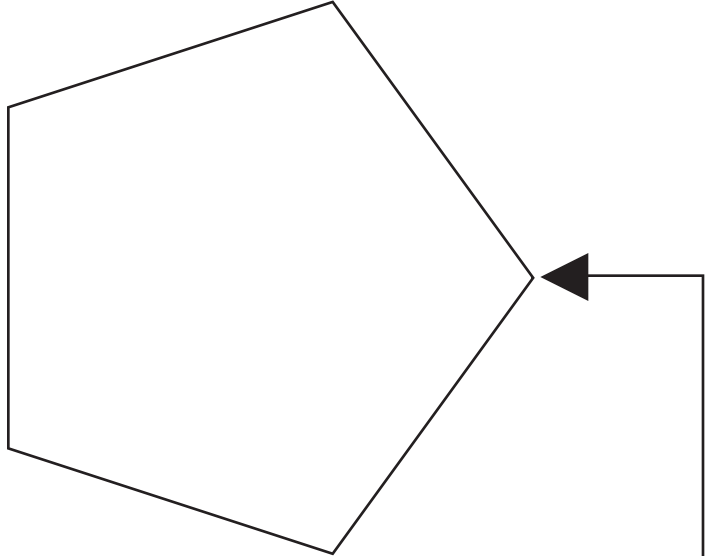
Name _____

C. 031

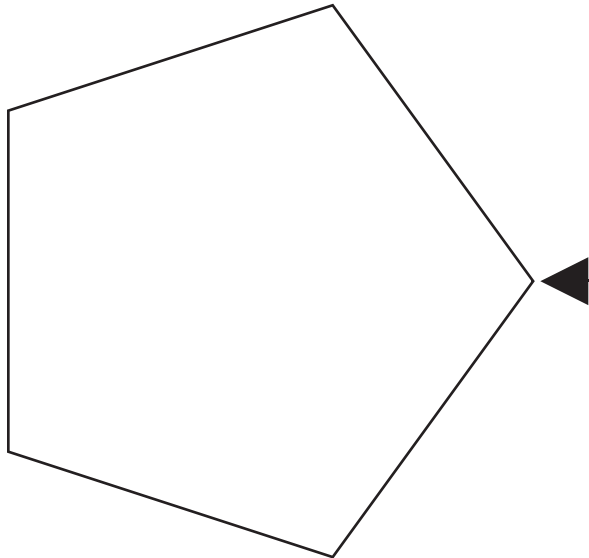
Sum Summary!

Expository Text

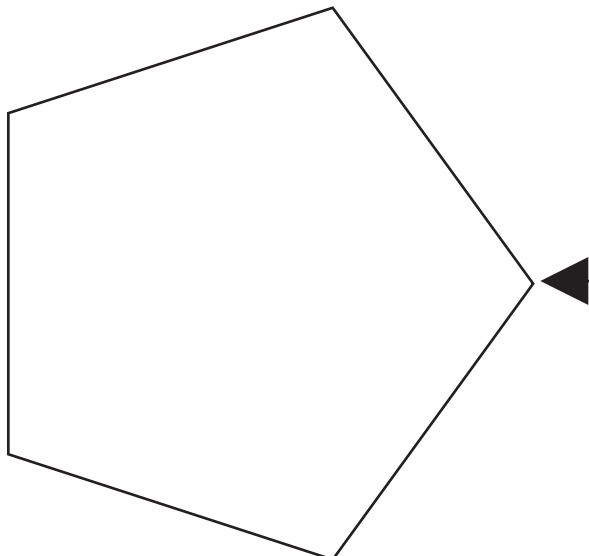
Title: _____



What is the main idea?



What is the main idea?



What is the main idea?

 = Summary Statement

Comprehension

Sum Summary!

C. 031

Who was in the story?

What was the problem?






Narrative Text



Narrative Text

How was it solved?

 +  +  = Summary



Narrative Text

Narrative Text



Comprehension

C. 031

Sum Summary!

Details and Main Idea




Details and Main Idea



Expository Text

Expository Text

Details and Main Idea

 +  +  = Summary



Expository Text



Expository Text



Name _____

C. 031

Sum Summary!

Summary (20 words or less)

1

2

3

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Rewrite Summary (20 words or less)



Objective

The student will use multiple strategies to comprehend text.

Materials

- ▶ Narrative or Expository text
Choose text within students' instructional-independent reading level range.
 - ▶ Student sheet
 - ▶ Prompt cards
 - ▶ Pencil
- Place prompt cards throughout the text (i.e., state what is known, ask questions, and summarize).*

Activity

Students use multiple strategies by reading a text and completing a graphic organizer.

1. Place the text at the center. Provide each student with a student sheet.
2. Student writes title or topic and what is already known about the topic before beginning to read.
3. Begins to read text. Stops at question prompt cards to write a question based on the text.
4. Reads on to answer question. Writes answer on student sheet.
5. Stops at summary prompt card at the end of the text and writes a brief summary.
6. Teacher evaluation

Name _____

C.032

Title/topic: _____

What I already know: _____

Ask a question. _____
Answer the question. _____

Ask a question. _____
Answer the question. _____

Ask a question. _____
Answer the question. _____

Ask a question. _____
Answer the question. _____

Ask a question. _____
Answer the question. _____

Summary: _____

Extensions and Adaptations

- ▶ Use other prompt cards and graphic organizer.

Name _____

Strategic Strategies

C. 032

Title/Topic:		
What I already know:		Summary:
Ask a question.	Ask a question.	Ask a question.
Answer the question.	Answer the question.	Answer the question.
Ask a question.	Ask a question.	Ask a question.
Answer the question.	Answer the question.	Answer the question.

Comprehension

C. 032

Strategic Strategies

What I
already know

Ask a
question

Ask a
question

Ask a
question

Ask a
question

Summary



Name _____

What I already know:		Title/Topic:	What really happened	Make a prediction	What really happened	Make a prediction	What really happened	Make a prediction	What really happened	Summary:

Comprehension

C. 032

Strategic Strategies

What I
already know

Make a
prediction

What really
happened

Make a
prediction

What really
happened

Make a
prediction

What really
happened

Summary





Reading Repair

Objective

The student will use multiple strategies to comprehend text.

Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Bookmark
Copy, fold, laminate, and cut.
- ▶ Student sheet
- ▶ Sticky notes
- ▶ Pencil
Place strategically where students are to stop and check their understanding of what they read.

Activity

Students use repair strategies when necessary to assist in comprehension.

1. Place text at the center. Provide the student with a bookmark and student sheet.
2. The student reads the text.
3. Stops at designated points and asks questions to assist in comprehension. Uses the questions from the “As I Read” list. For example, Was anything confusing?
4. Records page and the problem (i.e., I was confused when I didn't understand what the paragraph was talking about).
5. Reads, chooses, and uses one or more of the ideas from “Things I can do to understand what I read” (e.g., I can reread that paragraph).
6. If no problem, writes “no problem” and continues reading until next designated spot.
7. Continues until entire text is read.
8. Teacher evaluation

THINGS I CAN DO TO HELP ME UNDERSTAND WHAT I READ

1. Sound out an unknown word.
2. Go back and reread the passage.
3. Look up the meaning of an unknown word.
4. Read ahead and see if it makes sense.
5. Ask a question and try to find the answer.
6. Slow down as I read.
7. Do one or more of these things, or something that I've learned to understand what I read.

Name _____	
Reading Repair C. 033	
Problem	Repair
As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____
As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____
As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____
As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____

Extensions and Adaptations

- ▶ Place sticky notes to show where problems occur and record.



WHEN I READ

Before I read:

Think: What do I
already know?

Predict: What do I think
will happen?

As I read:

Ask:
Did I understand
what I just read?

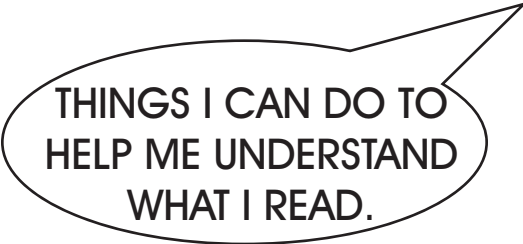
Were there any
words I didn't
understand?

Was anything
confusing?

Can I retell in my
own words what I
just read?

After I read:

Summarize



THINGS I CAN DO TO
HELP ME UNDERSTAND
WHAT I READ.

1. Sound out an unknown word.
2. Go back and reread the passage.
3. Look up the meaning of an unknown word.
4. Read ahead and see if it makes sense.
5. Ask a question and try to find the answer.
6. Slow down as I read.
7. Do one or more of these things, or something that I've learned to understand what I read.



Name _____

Problem	Repair
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____



Comprehension

C. 034

Monitoring for Understanding

Show-U-Know



Objective

The student will use multiple strategies to comprehend text.



Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Self-assessment student sheet
- ▶ Pencil



Activity

Students evaluate comprehension of text by filling out a self-assessment chart.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors comprehension while reading by thinking about the items on the student sheet.
5. Completes text and student sheet.
6. Teacher evaluation

Name _____

Show-U-Know C.034

	Never	Sometimes	Always
Think about what I know			
Make predictions			
Sound out unknown words			
Look up the meaning of unknown words			
Reread parts that I don't understand			
Ask and answer questions about the text			
Change reading rate			
Summarize			

To understand what I read today, I _____



Extensions and Adaptations

- ▶ Keep a reading journal and writes a short summary of text read.

Name _____

Show-U-Know

C. 034

	Never	Sometimes	Always
Think about what I know			
Make predictions			
Sound out unknown words			
Look up the meaning of unknown words			
Reread parts that I don't understand			
Ask and answer questions about the text			
Change reading rate			
Summarize			

To understand what I read today, I _____

	Never	Sometimes	Always
Think about what I know			
Make predictions			
Sound out unknown words			
Look up the meaning of unknown words			
Reread parts that I don't understand			
Ask and answer questions about the text			
Change reading rate			
Summarize			

To understand what I read today, I _____
