



Advanced Phonics

AP. 001

Variant Correspondences

Homophone Bingo!

Objective

The student will identify variant correspondences in words.

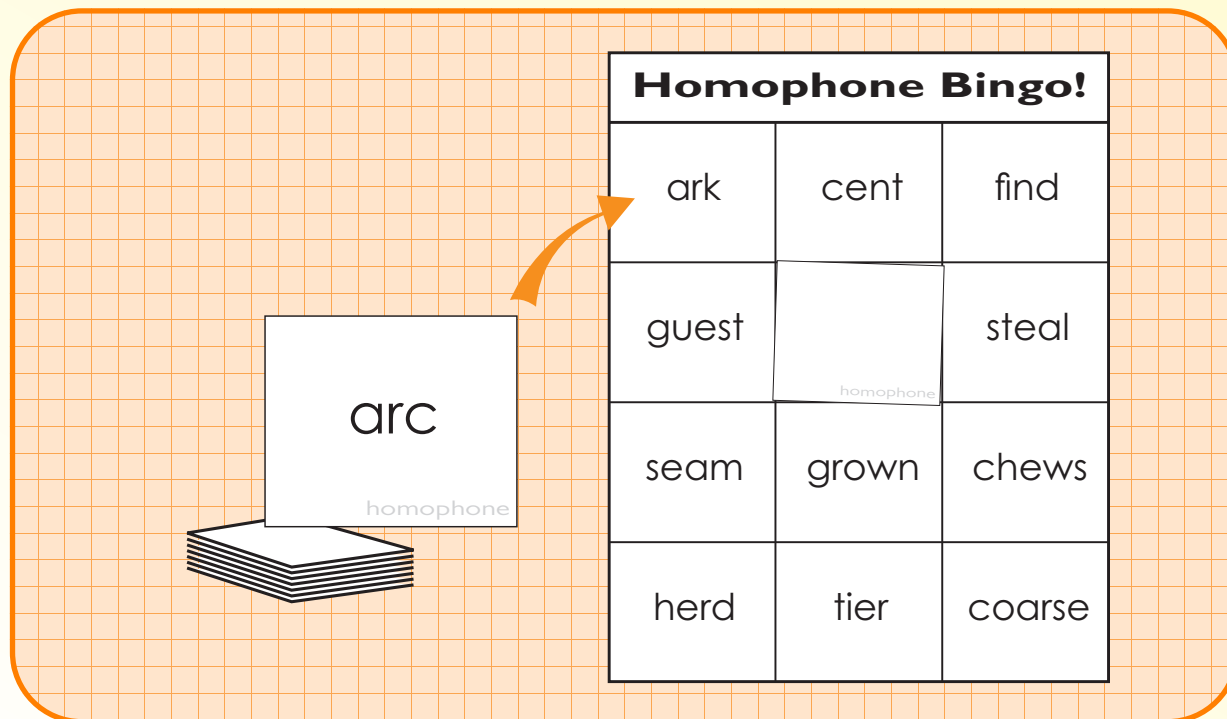
Materials

- ▶ Bingo cards
Each card has different words.
- ▶ Homophone word cards

Activity

Students match homophones by playing a bingo-type game.

1. Place the word cards face down in a stack. Provide each student with a different bingo card.
2. Taking turns, students select the top card and read the word (e.g., arc).
3. Look for the matching homophone on the bingo card. If there is a match, spell each word and state the difference in the spelling pattern. For example, “Arc is spelled a-r-c and ark is spelled a-r-k. The /k/ sound is spelled with a ‘c’ in one word and a ‘k’ in the other.” Place the word card on the corresponding word on the bingo card (e.g., ark).
4. If no match, return card to the bottom of the stack.
5. The game is finished when one bingo card is covered with word cards and a student says “Homophone Bingo!”
6. Peer evaluation



ark	cent	find
guest	homophone	steal
seam	grown	chews
herd	tier	coarse

Extensions and Adaptations

- ▶ Record the homophones and circle the spelling differences.
- ▶ Make other bingo and corresponding word cards.
- ▶ Write sentences to demonstrate the meanings of the homophones.

Advanced Phonics

Homophone Bingo!

AP. 001

Homophone Bingo!

ark

cent

find

guest

brake

steal

seam

grown

chews

herd

tier

coarse



Homophone Bingo!

locks

cymbal

chord

knows

rain

piece

higher

doe

chute

hanger

hear

soar



Advanced Phonics

Homophone Bingo!

AP. 001

arc homophone	scent homophone	finned homophone
guessed homophone	break homophone	steel homophone
seem homophone	groan homophone	choose homophone
heard homophone	tear homophone	course homophone



homophone word cards

Advanced Phonics

AP. 001

Homophone Bingo!

lox homophone	symbol homophone	cord homophone
nose homophone	rein homophone	peace homophone
hire homophone	dough homophone	shoot homophone
hangar homophone	here homophone	sore homophone



homophone word cards

Name _____

Homophone Bingo!

AP. 001

Homophone Bingo!

ark

cent

find

guest

brake

steal

seam

grown

chews

herd

tier

coarse

Name _____

AP. 001

Homophone Bingo!

Homophone Bingo!

locks

cymbal

chord

knows

rain

piece

higher

doe

chute

hanger

hear

soar

Homophone Bingo!



Advanced Phonics

AP. 001

Homophone Bingo!



blank word cards



Domino Duo



Objective

The student will identify variant correspondences in words.



Materials

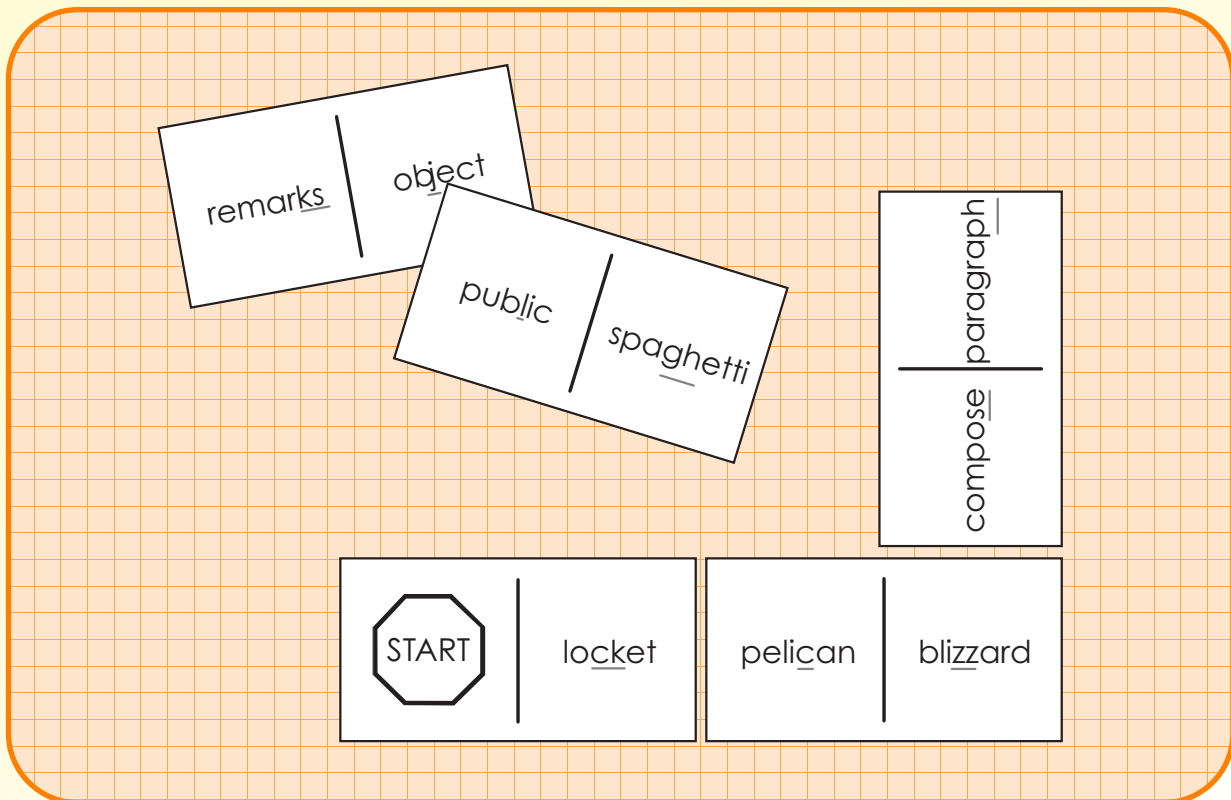
- ▶ Domino cards



Activity

Students match same consonant sounds that are spelled differently by playing a domino game.

1. Scatter 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., locket).
3. Looks at underlined letters and states consonant sound (i.e., /k/). Selects domino with the same underlined consonant sound and reads word (i.e., pelican). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., blizzard), identifies the sound for the underlined letter or letters (i.e., /z/), finds the domino with a matching consonant sound, and reads word (i.e., compose). Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



Extensions and Adaptations

- ▶ Fill in the variant correspondences to complete the word.
- ▶ Make other dominoes.

Advanced Phonics

AP. 002

Domino Duo

<p>gr<u>uff</u></p> <hr/> <p>ess<u>ay</u></p>	<p>START</p> <hr/> <p>lock<u>et</u></p>
<p>cent<u>er</u></p> <hr/> <p>kn<u>uckle</u></p>	<p>pelic<u>an</u></p> <hr/> <p>blizz<u>ard</u></p>
<p>sign<u> </u></p> <hr/> <p>w<u>ax</u></p>	<p>com<u>pose</u></p> <hr/> <p>par<u>agraph</u></p>




START/locket, pelican/blizzard, compose/paragraph, gruff/essay, center/knuckle, sign /wax

Advanced Phonics

Domino Duo

AP. 002

public	spaghett <u>i</u>	remarks	obj <u>e</u> ct
guide	wr <u>e</u> ath	postag <u>e</u>	kett <u>l</u> e
rap <u>i</u> d		hik <u>e</u> d	poll <u>u</u> te

remarks/object, postage/kettle, hiked/pollute, public/spaghetti, guide/wreath, rapid/STOP

Name _____

AP. 002

Domino Duo

sna__e
/k/

turn__
/d/

bri__
/j/

__ong
/r/

crack__
/t/

__ife
/n/

__ertain
/s/

choo__
/z/

__aw
/n/

villa__
/j/

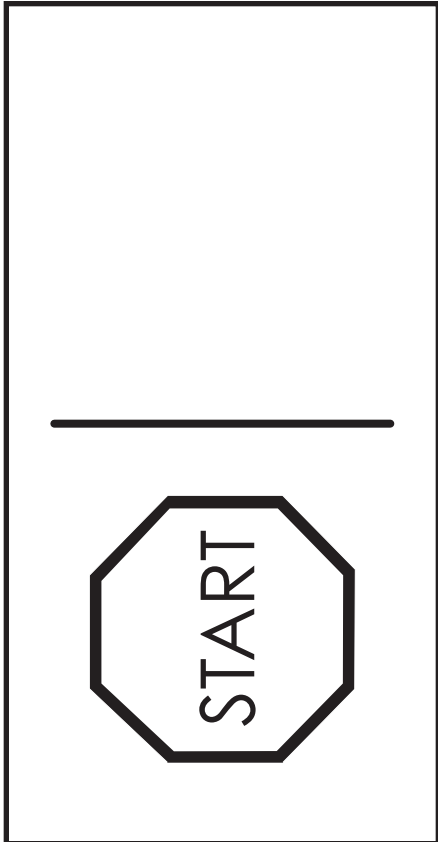
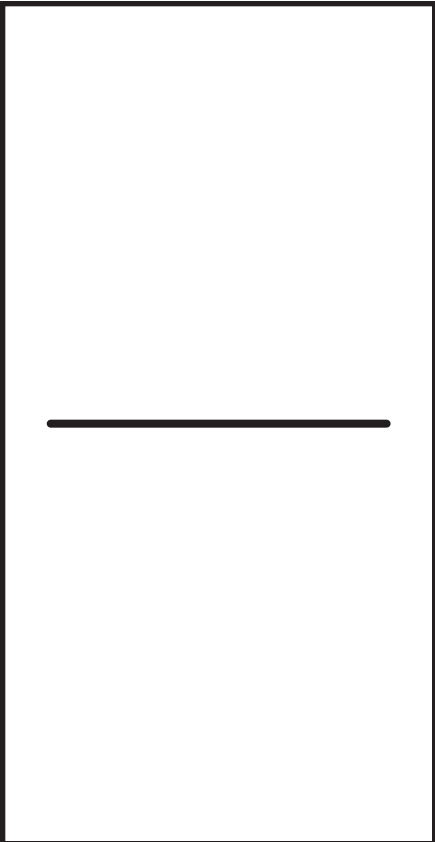
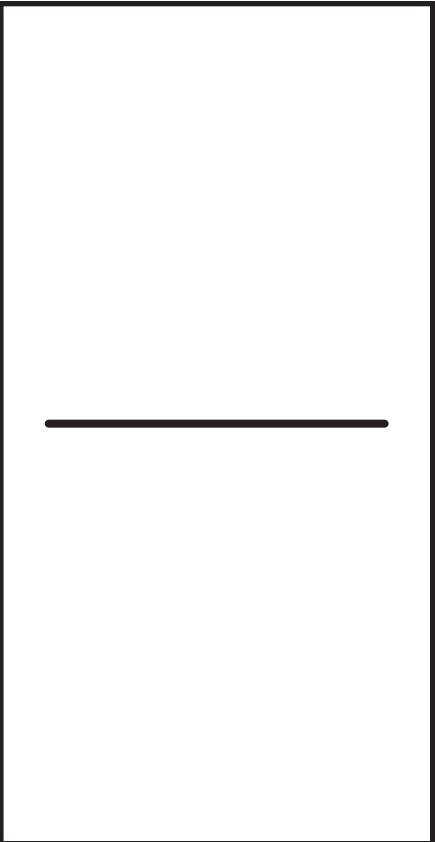
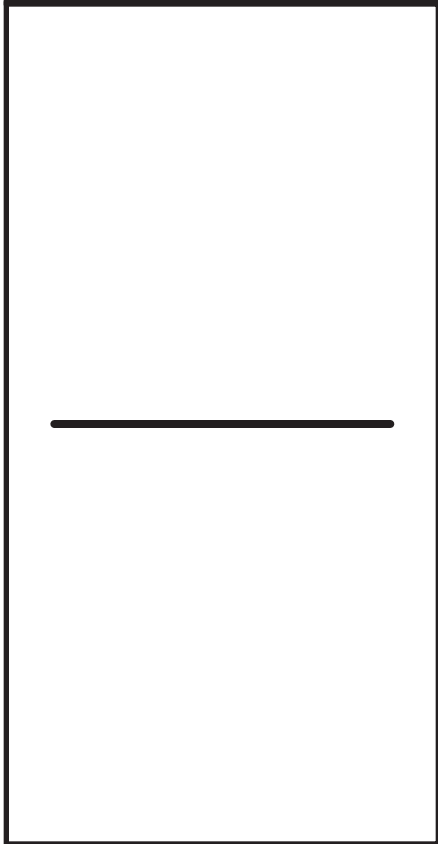
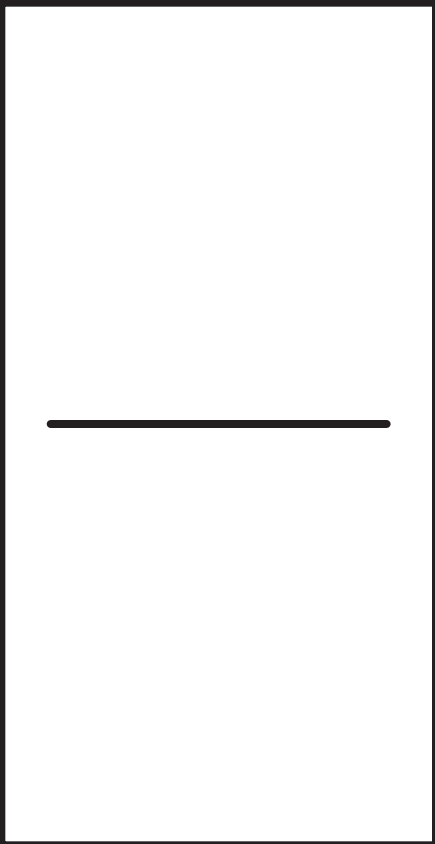
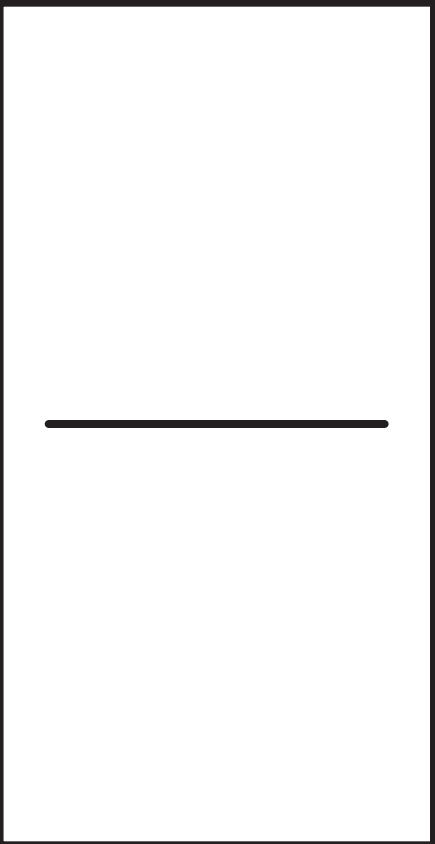
cli__
/m/

publi__
/k/

Advanced Phonics

Domino Duo

AP. 002










blank dominoes

Advanced Phonics

AP. 002

Domino Duo



blank dominoes

Sound Choice

Objective

The student will identify variant correspondences in words.

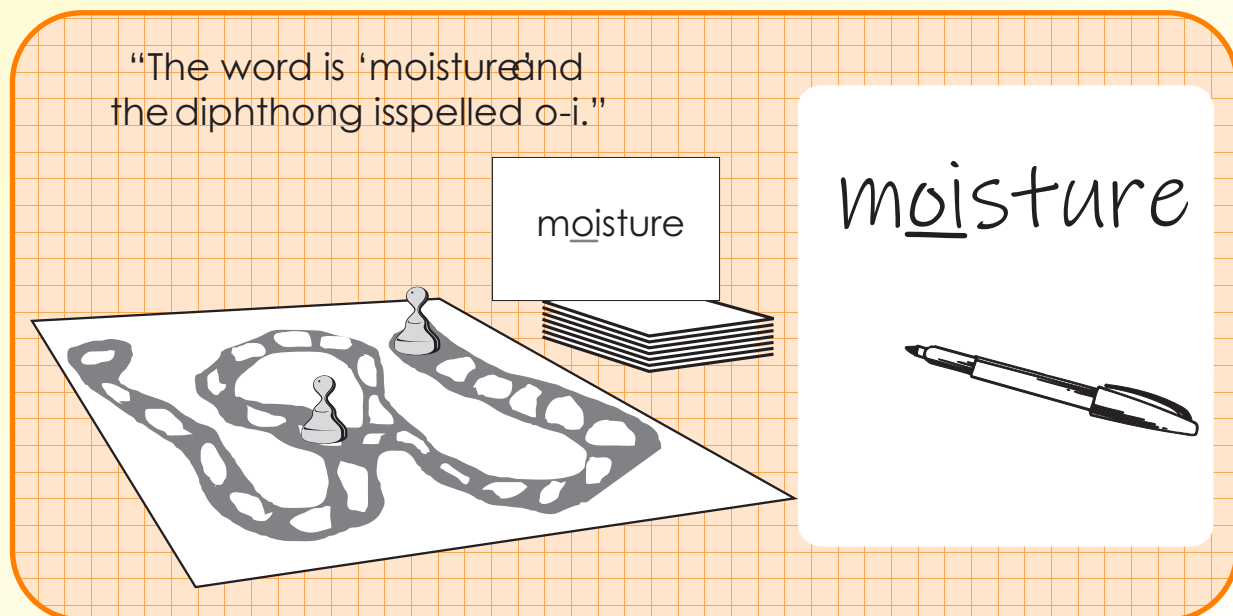
Materials

- ▶ Word cards
- ▶ Game board
- ▶ Whiteboards
- ▶ Game pieces (e.g., counters)
- ▶ Vis-à-Vis® markers

Activity

Students spell words and state diphthongs (i.e., ou, ow, oi, oy) by playing a board game.

1. Place the game board and game pieces on a flat surface. Place the word cards face down in a stack on the game board. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one selects the top card from the stack (without revealing it). Reads word aloud to student two (e.g., “moisture”).
3. Student two writes the word on the whiteboard and underlines the diphthong (i.e., oi). Student one verifies the spelling.
4. If correct, student two places game piece on the next space that has the same diphthong on the game board. If incorrect, game piece remains on original spot. Return card to the bottom of the stack.
5. Reverse roles and continue until both students reach the end.
6. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards to play game.
- ▶ Use selected diphthong from spinner to record words on paper.
- ▶ Play new game by using other target words and variant correspondences on game board.

Advanced Phonics

AP. 003

Sound Choice

disappoint

moisture

turmoil

sirloin

poison

appoint

destroy

employ

word cards



Advanced Phonics

Sound Choice

AP. 003

joyful

voyage

pronounce

discount

doghouse

background

announce

surround

word cards



Advanced Phonics

AP. 003

Sound Choice

chowder

hometown

crowded

allow

royal

disloyal

downhill

powder

word cards



Advanced Phonics

Sound Choice

AP. 003

START

oi

oy

ou

ow

oi

oy

cards

ou

ow

oi

ou

ow

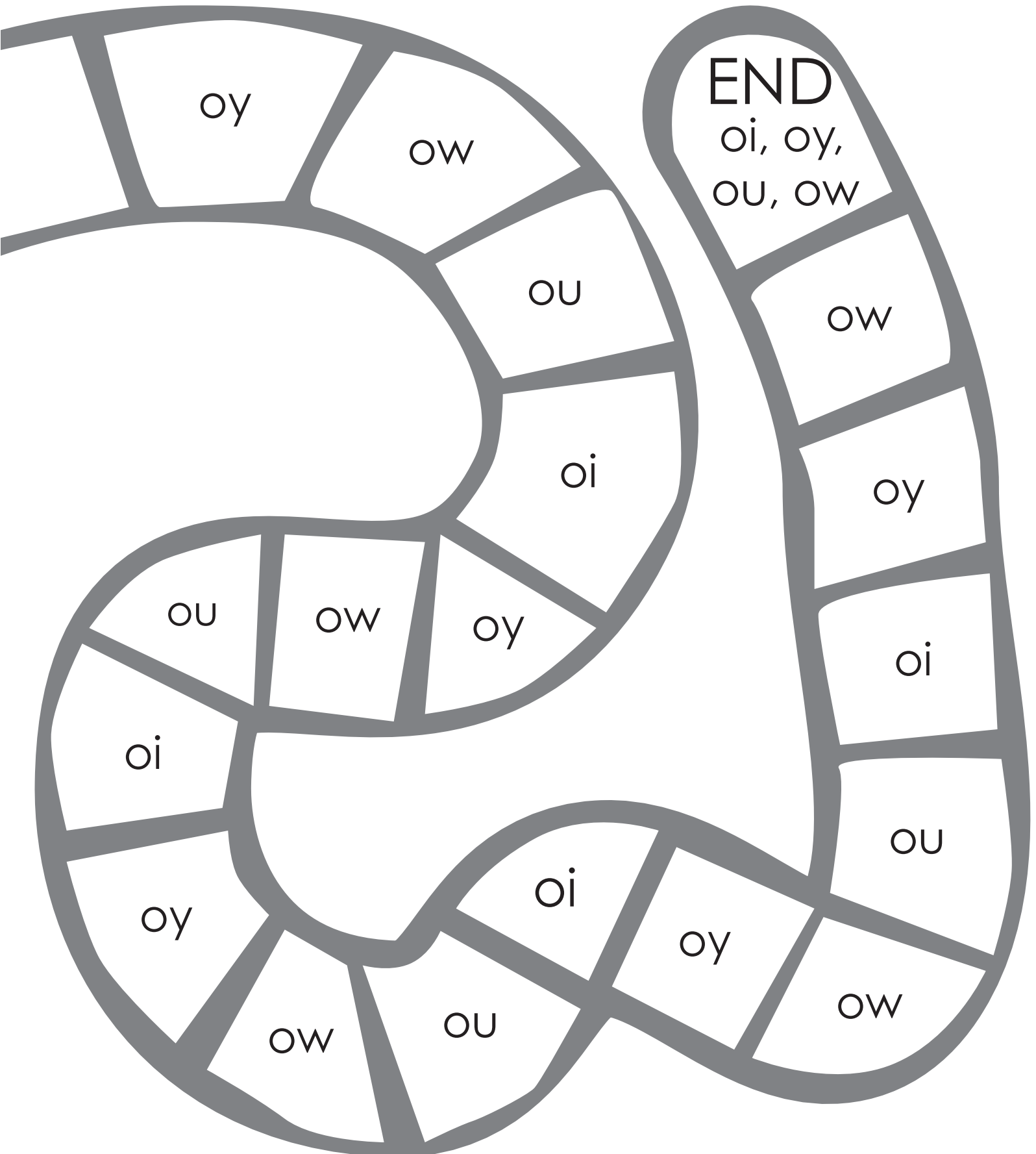
oy

oi

Advanced Phonics

AP. 003

Sound Choice



Advanced Phonics

Sound Choice

AP. 003

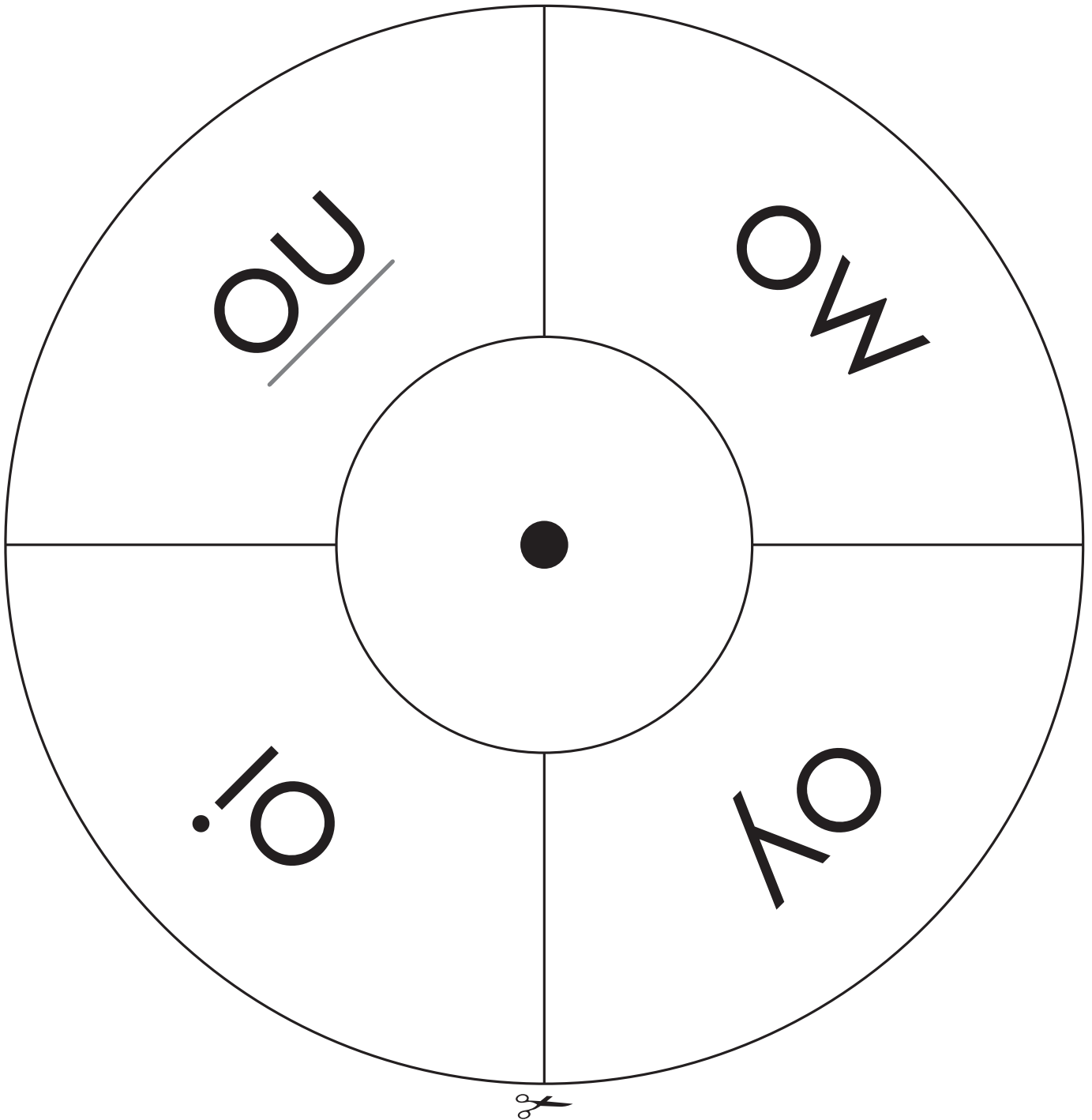
blank word cards



Advanced Phonics

AP. 003

Sound Choice



Advanced Phonics

Sound Choice

AP. 003

START

cards

Advanced Phonics

AP. 003

Sound Choice



END



Double Time

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Vowel spelling patterns for long vowel sounds tent card
Note: This is not a comprehensive listing of long vowel spelling patterns. These are the spelling patterns used in this activity.
Copy on card stock, cut out, and fold in half.
- ▶ Header cards
- ▶ Word cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write corresponding spelling patterns for long vowels in multisyllabic words.

1. Place header cards face up in a row. Place word cards face down in a stack. Place the tent card so each student can see it. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, students select the top card from the stack and read the word using the long vowel sound found at the bottom of the card (e.g., / ē /, b__tw__n, between).
3. Write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct spelling patterns are determined (e.g., between). *Note: Some words have three blanks, but only two spelling patterns. Refer to vowel spelling pattern tent card, as needed.*
4. Place word card in column under matching header card.
5. Continue until all cards are sorted.
6. Point to and read words in entire column starting with header card.
7. Peer evaluation

/ā/	/ē/	/ī/	/ō/	/ū/
a	e	i	o	ew
a_e	ee	ie	o_e	u
ai	e_e	igh	oa	u_e
ay	ea	y	oe	ue
ea	y		ow	
	ie			
	ei			

Extensions and Adaptations

- ▶ Record words and circle the vowel spelling patterns.
- ▶ Identify vowel sound, write pattern, and sort.
- ▶ Write the correct vowel for the schwa sound (/ə/).
- ▶ Make other word cards.

Advanced Phonics

AP. 004

Double Time

ew u u_e ue	o o_e oa oe ow	! !_e igh y	e ee e_e ea y !_e !_e	a a_e ai ay ea
/u/	/o/	/i/	/e/	/a/

Vowel Spelling Patterns for Long Vowel Sounds

Vowel Spelling Patterns for Long Vowel Sounds

/ā/	/ē/	/ī/	/ō/	/ū/
a a_e ai ay ea	e ee e_e ea y ie ei	i i_e igh y	o o_e oa oe ow	ew u u_e ue



Advanced Phonics

Double Time

AP. 004

/ā/

header

/ē/

header

/ī/

header

/ō/

header

/ū/

header

header

header cards



Advanced Phonics

AP. 004

Double Time

pl__m__t__

/ā/

d__br__k

/ā/

r__lw__

/ā/

tr__bl__z__

/ā/

v__c__t__

/ā/

word cards - playmate, daybreak, railway, trailblaze, vacate



Advanced Phonics

Double Time

AP. 004

c__ling

/ē/

d__l__t__

/ē/

l__f__

/ē/

b__l__f

/ē/

b__tw__n

/ē/



word cards - ceiling, delete, leafy, belief, between

Advanced Phonics

AP. 004

Double Time

tw _ l _ t

/t/

sk _ l _ n _

/t/

n _ tt _ m _

/t/

f _ n _ t _

/t/

h _ l _ t

/t/

word cards - twilight, skyline, nighttime, finite, highlight



Advanced Phonics

Double Time

AP. 004

__ z __ n __

/ō/

r __ b __ t

/ō/

h __ m __ gr __ n

/ō/

__ b __

/ō/

sl __ p __ k __

/ō/



word cards - ozone, rowboat, homegrown, oboe, slowpoke

Advanced Phonics

AP. 004

Double Time

__tility

/ū/

curf__

/ū/

contin__

/ū/

am__s__

/ū/

b__gle

/ū/

word cards - utility, curfew, continue, amuse, bugle



Name _____

Double Time

AP. 004

/ā/	1.					
/ē/	1.					
/ī/	1.					
/ō/	1.					
/ū/	1.					

rec__pt

term__t__

upr__t

g__gantic

envel__p__

word cards - answers: receipt, termite, upright, gigantic, envelope



Advanced Phonics

Double Time

AP. 004

maint__n

estim__t__

n__ture

breez__

s__weed

word cards - answers: maintain, estimate, nature, breezy, seaweed



pr__ton

sh__lders

__niform

parach__t__

j__el

word cards - proton, shoulders, uniform, parachute, jewel



Name _____

Double Time

AP. 004

banan__
/ə/

arithm__tic
/ə/

penc__l
/ə/

radi__m
/ə/

cal__ndar
/ə/

__riginal
/ə/

sens__tive
/ə/

probl__m
/ə/

__nother
/ə/

cany__n
/ə/

magnesi__m
/ə/

f__miliar
/ə/

Advanced Phonics

AP. 004

Double Time

blank word cards





Star Search

Objective

The student will identify variant correspondences in words.

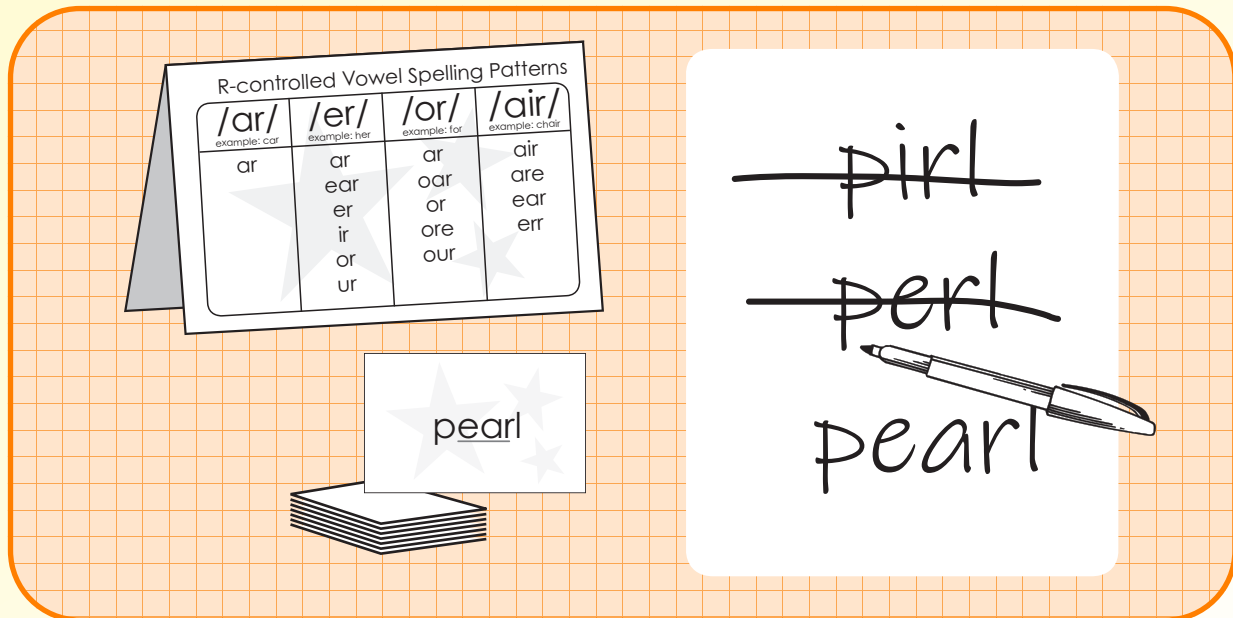
Materials

- ▶ R-controlled vowel spelling patterns tent card
Copy on card stock, cut out, and fold in half.
- ▶ Word cards
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students write words with r-controlled vowel sounds using the correct spelling pattern.

1. Place the word cards face down in a stack. Place the tent card so each student can see it. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one selects top card (without revealing it) and reads the word to student two (e.g., pearl).
3. Student two repeats the word and identifies the r-controlled vowel sound (i.e., /er/).
4. Uses the whiteboard to try various r-controlled patterns, if necessary. Spells the word orally to student one.
5. Student one checks the spelling. If incorrect, student one prompts student two to try again.
6. Reverse roles until all word cards are used.
7. Peer evaluation



/ar/ example: car	/er/ example: her	/or/ example: for	/air/ example: choir
ar	ar ear er ir or ur	ar oar or ore our	air are ear err

Extensions and Adaptations

- ▶ Use multisyllabic word cards.
- ▶ Write various words with r-controlled vowels.

Advanced Phonics

AP. 005

Star Search

<p>err ear are air</p>	<p>our ore or oar ar</p>	<p>ur or ir er ear ar</p>	<p>ar</p>
<p>example: chair /aɪr/</p>	<p>example: for /ɔr/</p>	<p>example: her /er/</p>	<p>example: car /ɑr/</p>

R-controlled Vowel Spelling Patterns

R-controlled Vowel Spelling Patterns

<p>/ar/ example: car</p>	<p>/er/ example: her</p>	<p>/or/ example: for</p>	<p>/air/ example: chair</p>
<p>ar</p>	<p>ar ear er ir or ur</p>	<p>ar oar or ore our</p>	<p>air are ear err</p>

Advanced Phonics

Star Search

AP. 005

march

cellar

stern

pearl

third

work

churn

warm

word cards



Advanced Phonics

AP. 005

Star Search

porch

chore

coarse

pour

repair

compare

raspberry

bear

word cards



Advanced Phonics

AP. 005

Star Search

porter

harbor

cardboard

farmer

border

murmur

forward

barnyard

word cards



Advanced Phonics

Star Search

AP. 005

armchair

terror

courtyard

airport

perturb

scorecard

further

perfom

word cards



Name _____

AP. 005

Star Search

____ar____	____er____	____er____
____ir____	____or____	____ur____
____or____	____ar____	____ore____
air____	____are	ear____
____oar____	____err____	____our____



Word-O-Matic

Objective

The student will produce words with variant correspondences.

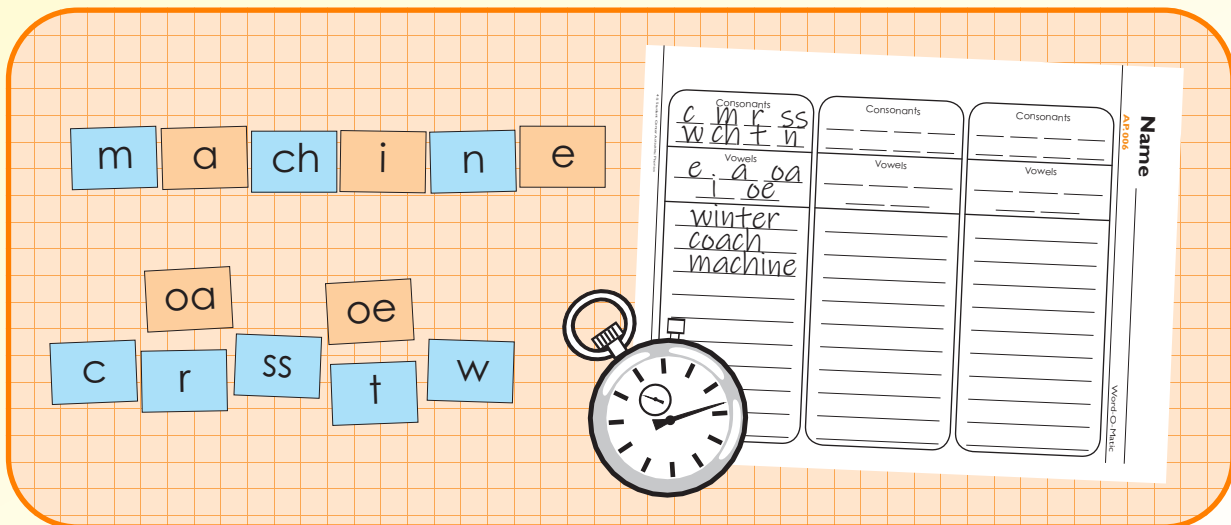
Materials

- ▶ Letter cards
Consonants and vowels are printed on different pages. Copy on card stock, laminate, and cut.
Use different colored paper to distinguish consonants from vowels. Optional: Use plastic letter tiles.
- ▶ Student sheet
- ▶ Paper bags
Label bags (i.e., consonants and vowels).
- ▶ Timer
- ▶ Pencils

Activity

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

1. Place consonants, consonant digraphs, and other consonant combinations in the bag labelled consonants. Place vowels, diphthongs, and vowel digraphs in the bag labelled vowels. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose eight tiles from the consonants bag and five vowels from the vowels bag. Record selected letters on the student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on the student sheet. Read words aloud after timer rings.
5. Place cards back in the bag and select new cards from the bags and continue to make new words.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Add r-controlled vowels to other letters to make words.
- ▶ Write target letters on spinners or cubes and use to make words.
- ▶ Use the same letters as partner and compare words that are made. Record words on paper.

Advanced Phonics

AP. 006

Word-O-Matic

b	c	d	d	f
g	h	k	j	l
m	n	n	n	p
q	r	r	r	s
t	t	t	v	w
x	y	z	ch	sh
ck	th	wh	ph	gh
ff	ll	ss	tt	zz



letter cards –
consonants

kn

mb

wr

Advanced Phonics

Word-O-Matic

AP. 006

a	a	a	a	a
e	e	e	e	e
i	i	i	i	o
o	o	o	u	u
ai	au	aw	ay	ea
ee	ei	eigh	ey	ie
igh	oa	oe	oi	oo
ou	ow	oy	ui	y

letter cards –
vowels



Name _____

AP. 006

Word-O-Matic

Consonants _____ _____ _____ _____	Vowels _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Consonants _____ _____ _____ _____	Vowels _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Consonants _____ _____ _____ _____	Vowels _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
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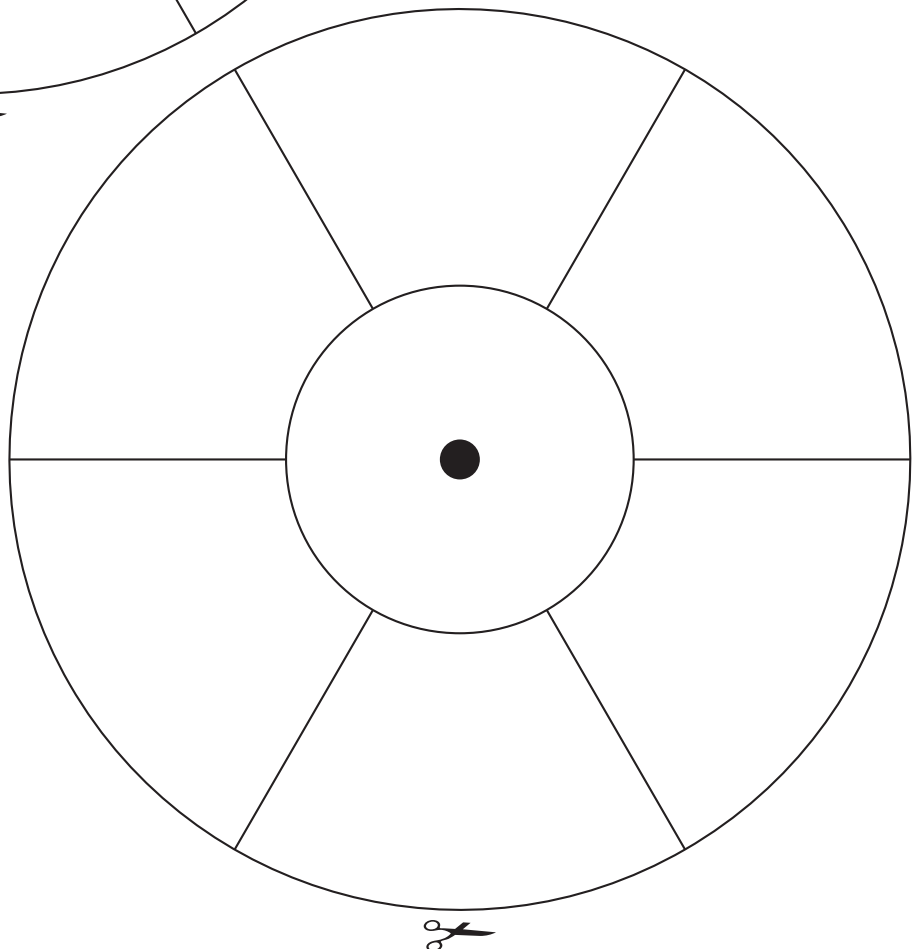
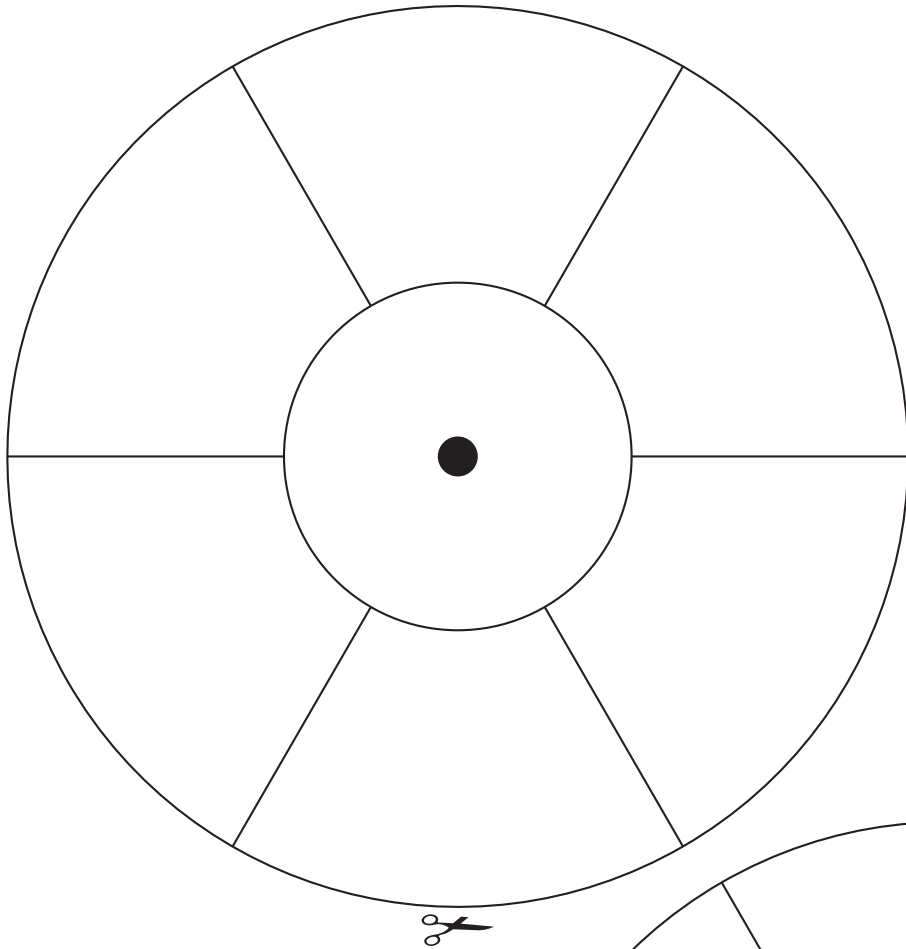
Advanced Phonics

Word-O-Matic

AP. 006

ar	er	ir	or	ur
air	are	ear	ore	err
oar	our			





blank spinners



Objective

The student will produce words with variant correspondences.

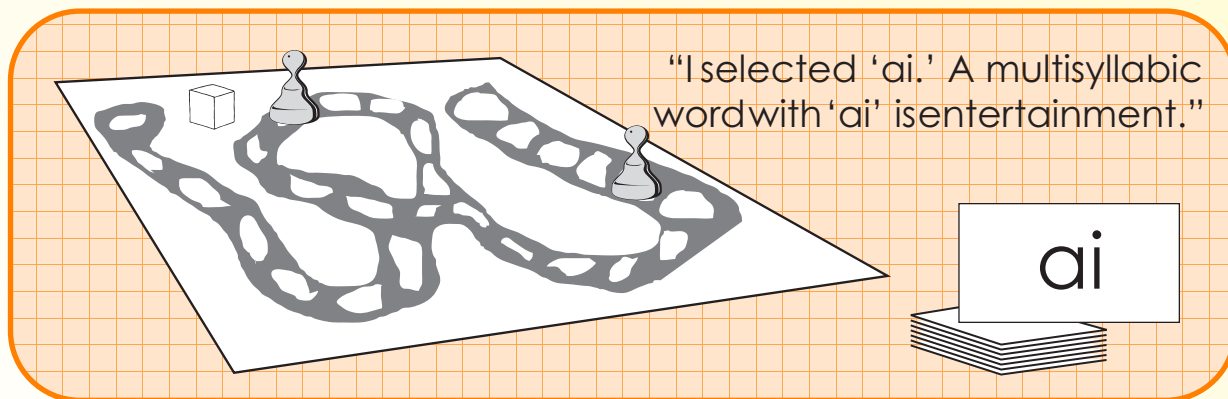
Materials

- ▶ Game board
- ▶ Spelling pattern cards
- ▶ Number cube
- ▶ Student sheet
- ▶ Whiteboards
- ▶ Dictionary
- ▶ Game pieces (e.g., counters)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

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

1. Place spelling pattern cards face down in a stack. Place game board, number cube, game pieces, and dictionary on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card. Read variant correspondence (e.g., ai) and state a multisyllabic word that contains that spelling pattern (e.g., entertainment). Use the whiteboard to try various spellings. Use dictionary to verify words, if necessary.
3. If able to make a word, record spelling pattern and word on student sheet. Roll the number cube, and move game piece the number of spaces shown.
4. If unable to make a word, leave game piece on the original space.
5. Place card at the bottom of the stack.
6. Continue until all students reach the end.
7. Teacher evaluation



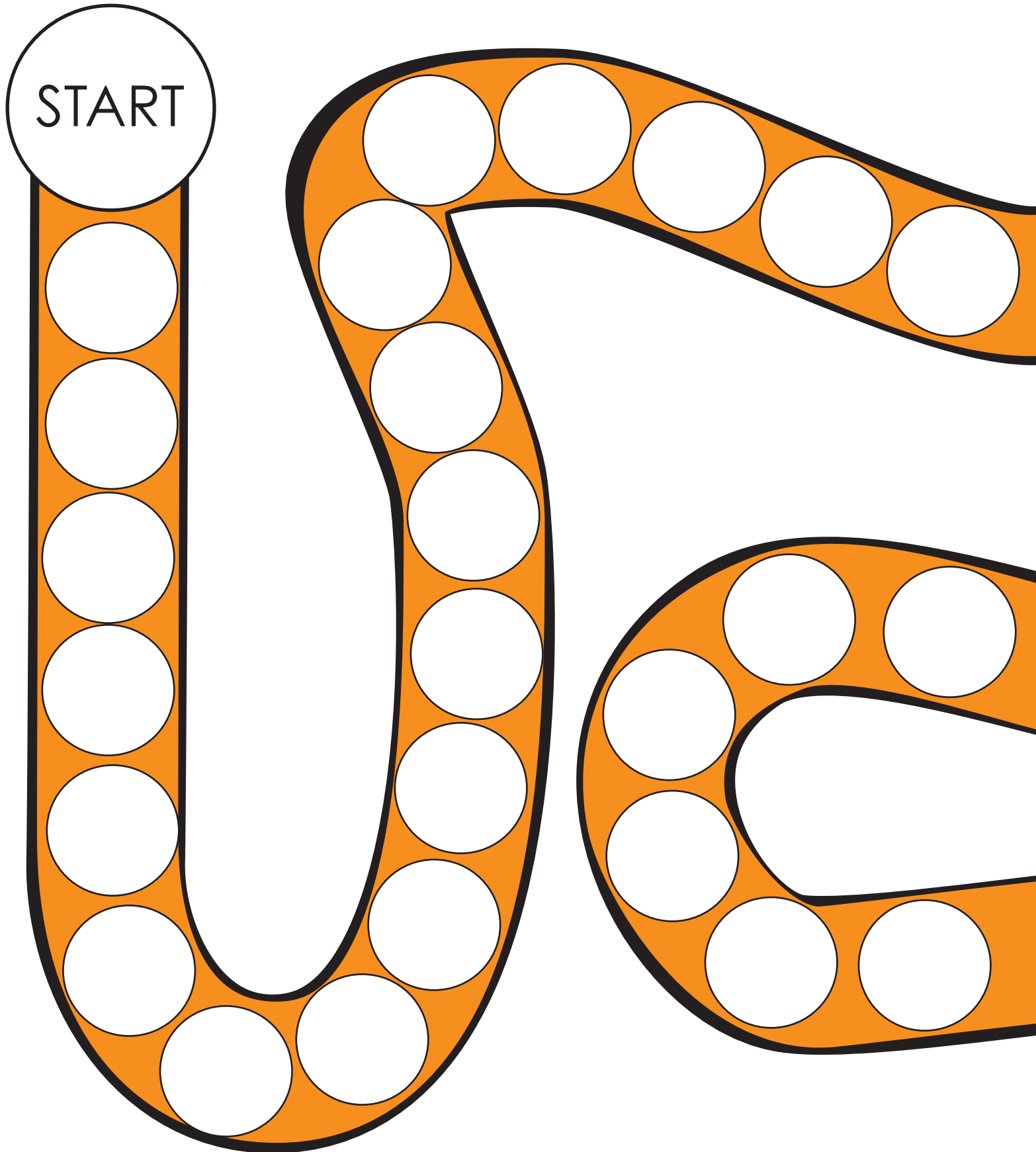
Extensions and Adaptations

- ▶ Use other spelling pattern cards.
- ▶ Make other cards to play game. For example, use target prefixes, suffixes, roots, and other spelling patterns.

Advanced Phonics

The Write Word

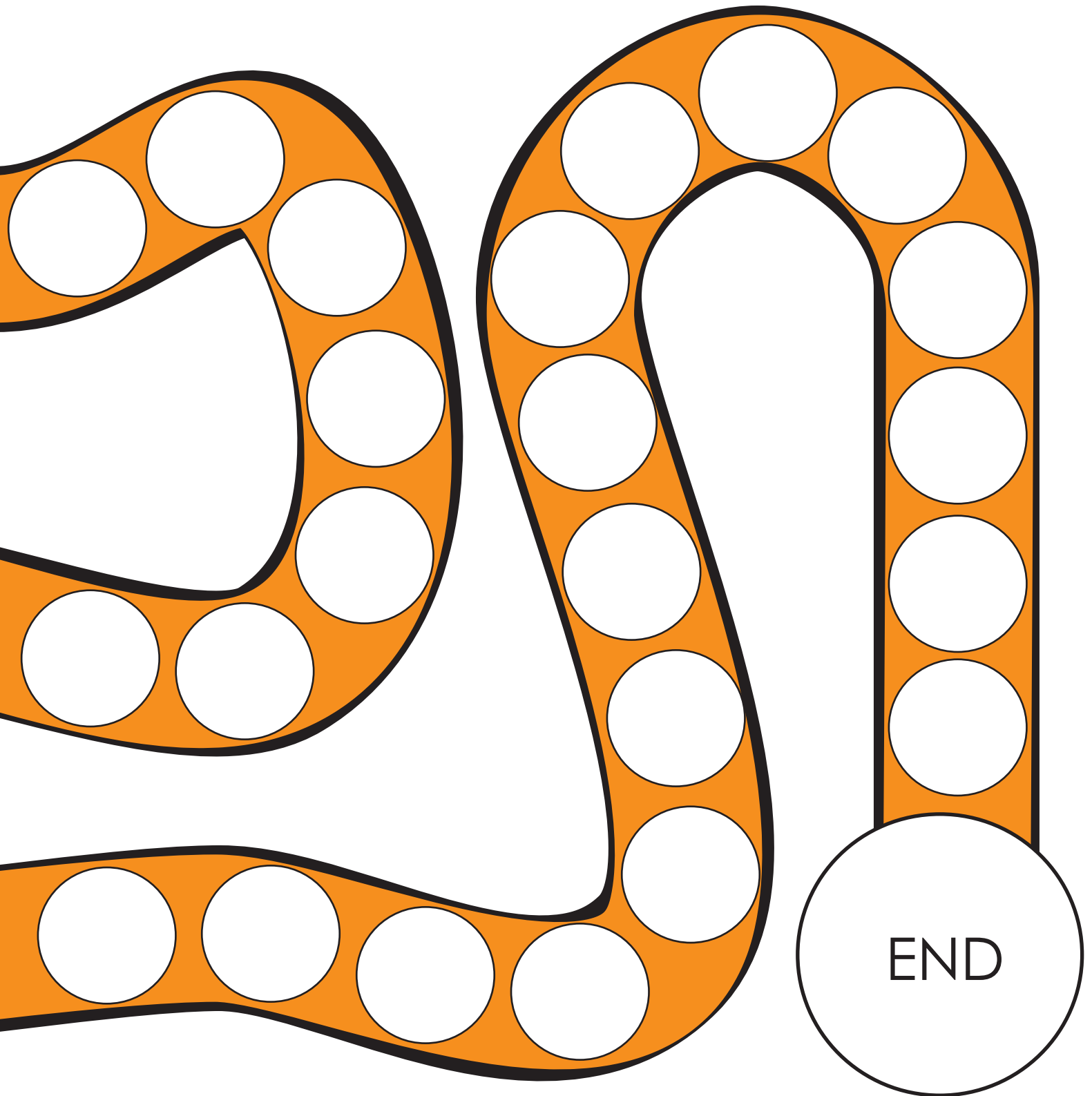
AP. 007



Advanced Phonics

AP. 007

The Write Word



Advanced Phonics

The Write Word

AP. 007

a_e

e_e

i_e

o_e

u_e

ai

ay

ea

ee

ei

ew

ey

ie

igh

oa

oe

oo

oi

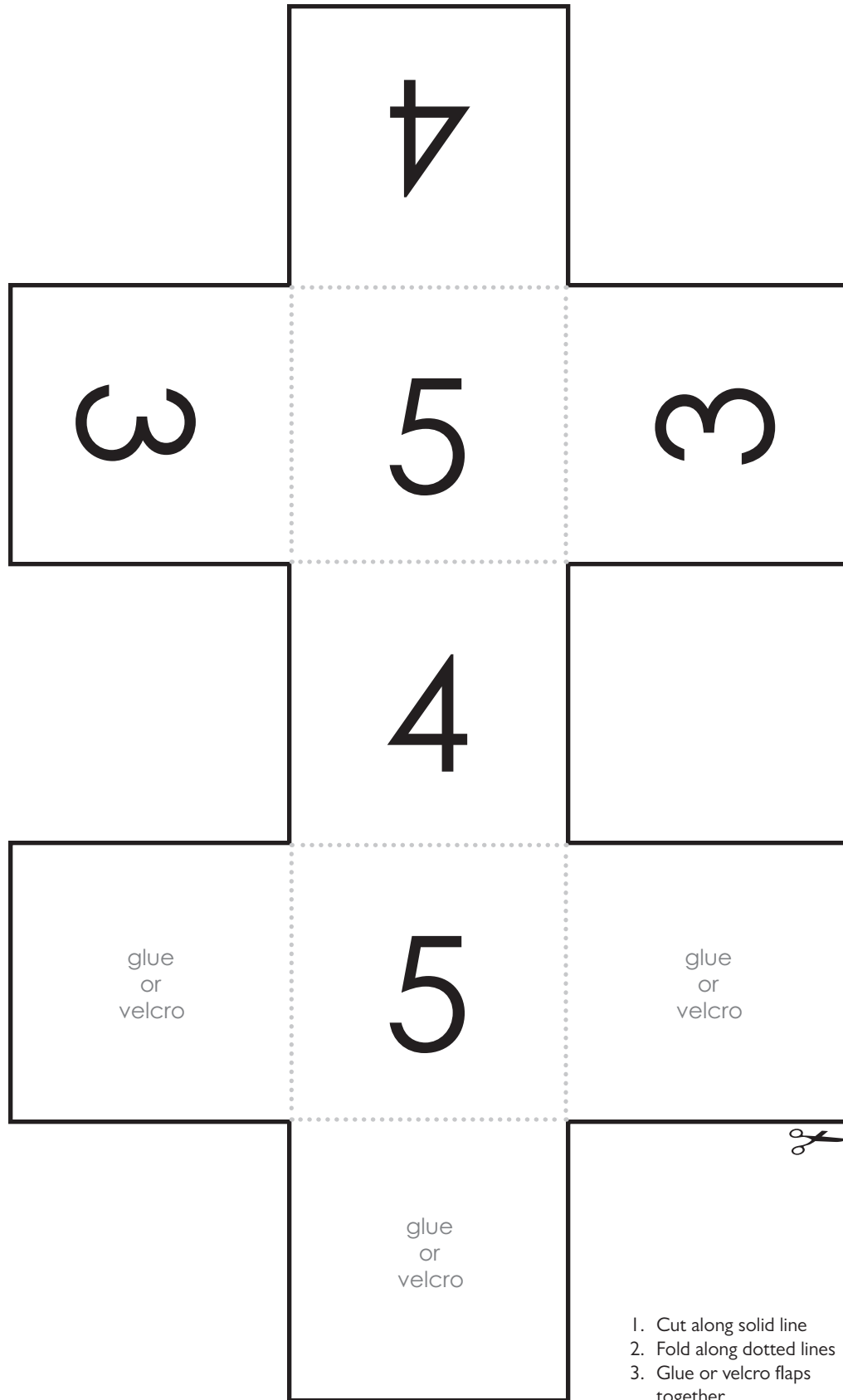
ou

ow

oy

spelling pattern cards (long vowels and diphthongs)





1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

number cube

Advanced Phonics

AP. 007

The Write Word

aw	au	th
sh	ch	wh
ph	gh	ng
ar	er	ir
or	ur	air
are	ear	err
oar	ore	our

spelling pattern cards (consonant and vowel digraphs, r-controlled vowels)



Advanced Phonics

The Write Word

AP. 007

blank cards





Objective

The student will segment syllables in words.

Materials

- ▶ Syllable game board
- ▶ Word cards

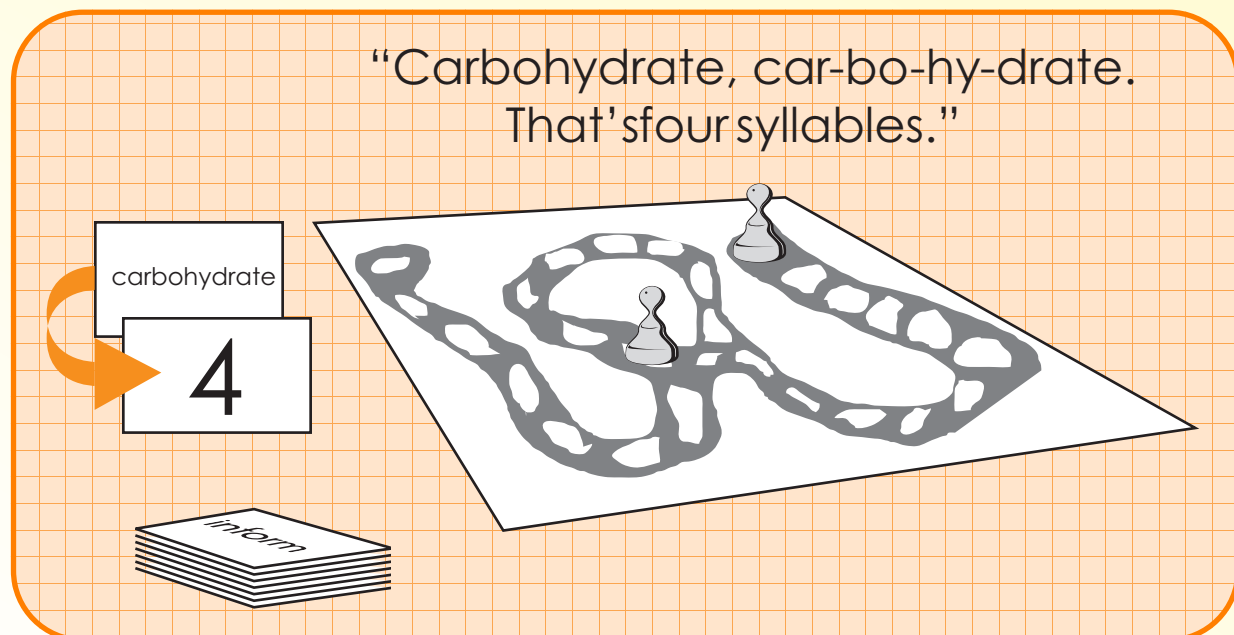
Write the number of syllables on the back of the word cards. Optional: Provide students with a dictionary that shows syllable breaks.

- ▶ Game pieces (e.g., counters)

Activity

Students count syllables in words by playing a game.

1. Place game board on a flat surface and word cards face up in a stack.
2. Students place game pieces at START on the game board.
3. Taking turns, students pick the top card and read the word (e.g., carbohydrate).
4. Say the word again segmenting it by syllables (i.e., car-bo-hy-drate). Count and state the number of syllables (i.e., four syllables).
5. Check the back of the card for the number of syllables. If correct, move game piece to the next space with the corresponding number. If incorrect, leave game piece where it is and next student takes turn. Word card is placed at the bottom of the stack.
6. Continue until all students reach the END of the game board.
7. Peer evaluation



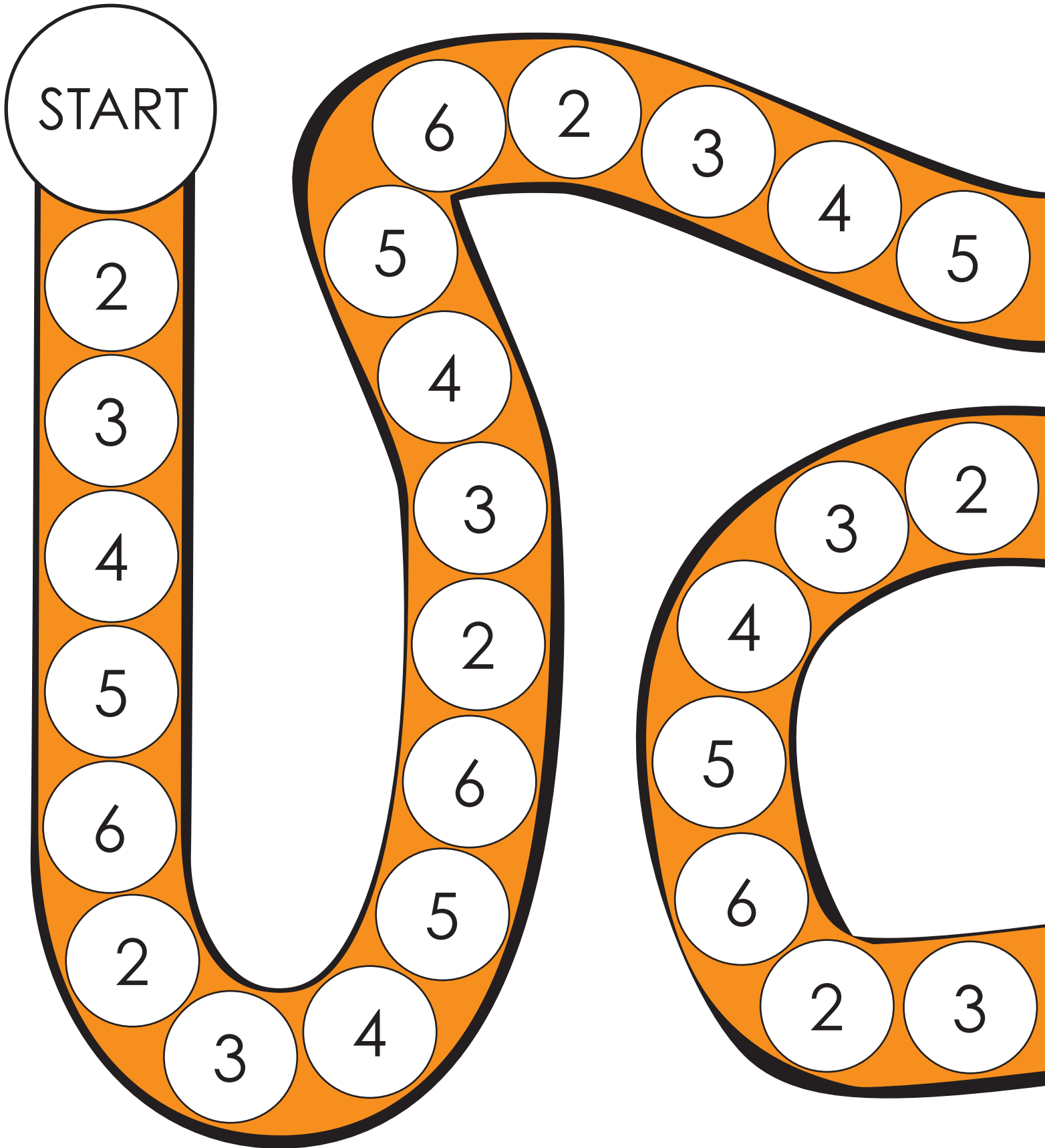
Extensions and Adaptations

- ▶ Make other word cards to use in game.
- ▶ Sort target words by number of syllables.

Advanced Phonics

Syllable Game

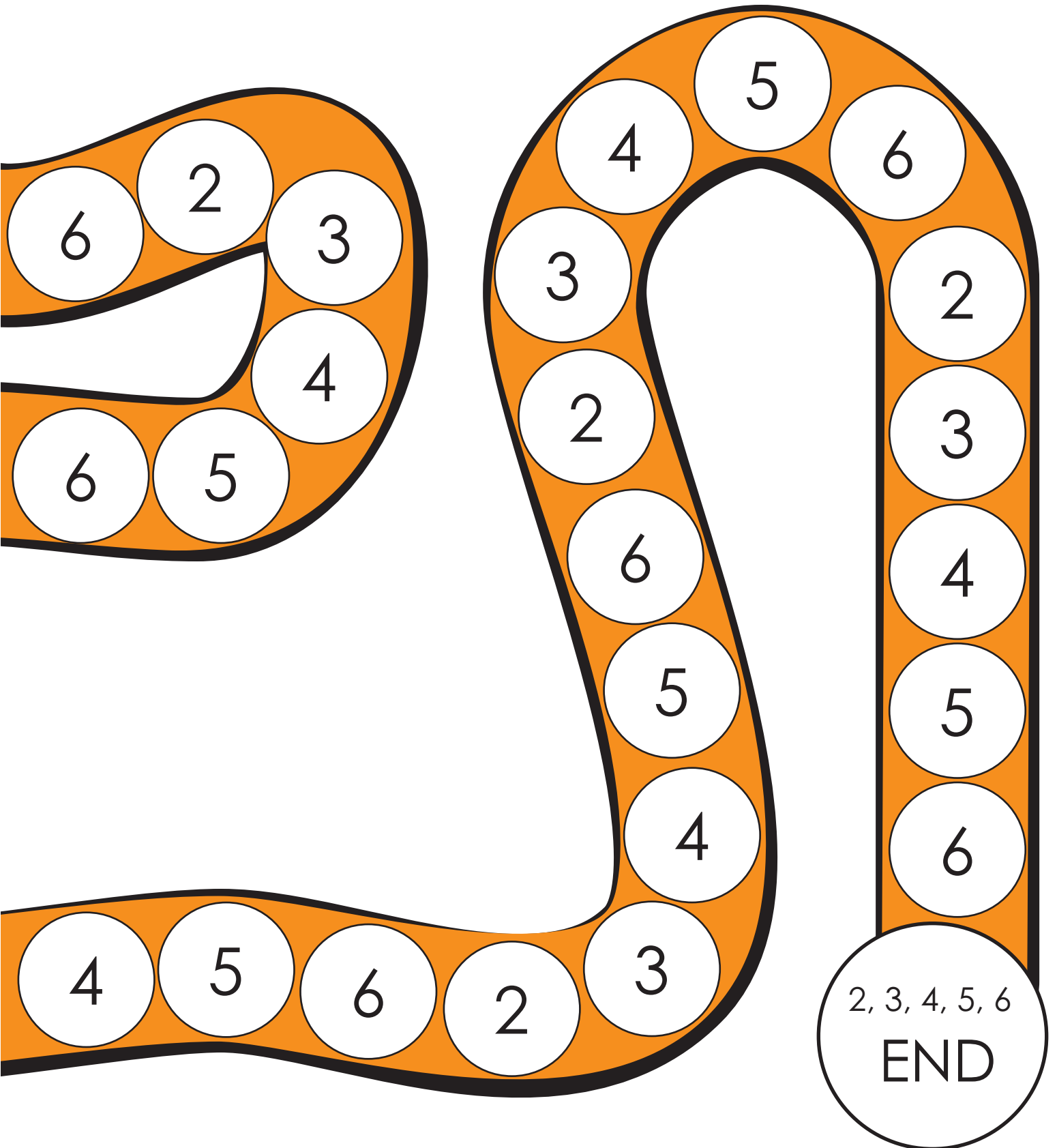
AP. 008



Advanced Phonics

AP. 008

Syllable Game



Advanced Phonics

Syllable Game

AP. 008

dolphin

employ

fragment

inform

encyclopedia

unsatisfactory

autobiography

unimaginable

word cards - two and six syllable words



Advanced Phonics

AP. 008

Syllable Game

committee

headquarters

festival

percussion

advertise

distinguish

foundation

livelihood

word cards - three syllable words



Advanced Phonics

Syllable Game

AP. 008

emergency

constellation

immediate

occupation

administer

locomotive

binoculars

catastrophe

word cards - four syllable words



Advanced Phonics

AP. 008

Syllable Game

denomination

precipitation

quadrilateral

vocabulary

hydroelectric

intermediate

perpendicular

supernatural






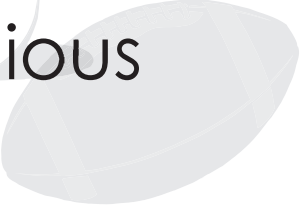
























word cards - five syllable words



Advanced Phonics

AP. 009

Syllable Score

   <p>temper</p>	   <p>precious</p>
   <p>character</p>	   <p>synthesis</p>
   <p>percussion</p>	   <p>afterward</p>
   <p>dynamite</p>	   <p>harmonica</p>
   <p>invisible</p>	   <p>particular</p>

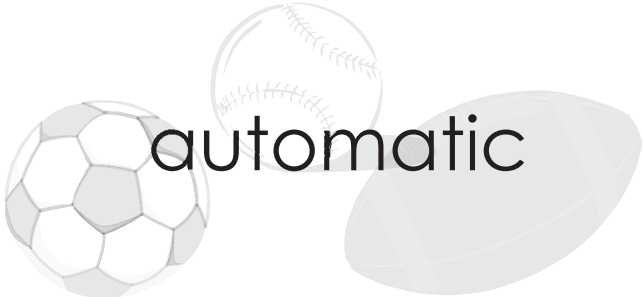









word cards - answers: tem-per, pre-cious, char-ac-ter, syn-the-sis, per-cus-sion, af-ter-ward,
dy-na-mite, har-mon-i-ca, in-vis-i-ble, par-tic-u-lar



Advanced Phonics

Syllable Score

AP. 009

 <p>automatic</p>	 <p>democracy</p>
 <p>individual</p>	 <p>planetarium</p>
 <p>antibiotics</p>	 <p>university</p>
 <p>representative</p>	 <p>veterinarian</p>
 <p>incomprehensible</p>	 <p>agriculture</p>

word cards - answersäu-to-mat-ic, de-moc-ra-cy, in-di-vid-u-al, plan-e-tar-i-um, an-ti-bi-ot-ics,
u-ni-ver-si-ty, rep-re-sen-ta-tive, vet-er-i-nar-i-an, in-com-pre-hen-si-ble, ag-ri-cul-ture



Advanced Phonics

Syllable Score

AP. 009

blank word cards



Name _____

AP. 009

Syllable Score

1

1. _____

2. _____

3. _____

4. _____

5. _____

2

1. _____

2. _____

3. _____

4. _____

5. _____

3

1. _____

2. _____

3. _____

4. _____

5. _____

4

1. _____

2. _____

3. _____

4. _____

5. _____

5

1. _____

2. _____

3. _____

4. _____

5. _____

6

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Syllable Score

AP. 009

cooperate

co

op

er

ate

cottonwood

bibliography

obstacle

geography

permission

administration

exercise



Syllable Patterns

AP. 010

Syllable Sort

Objective

The student will identify syllables in words.

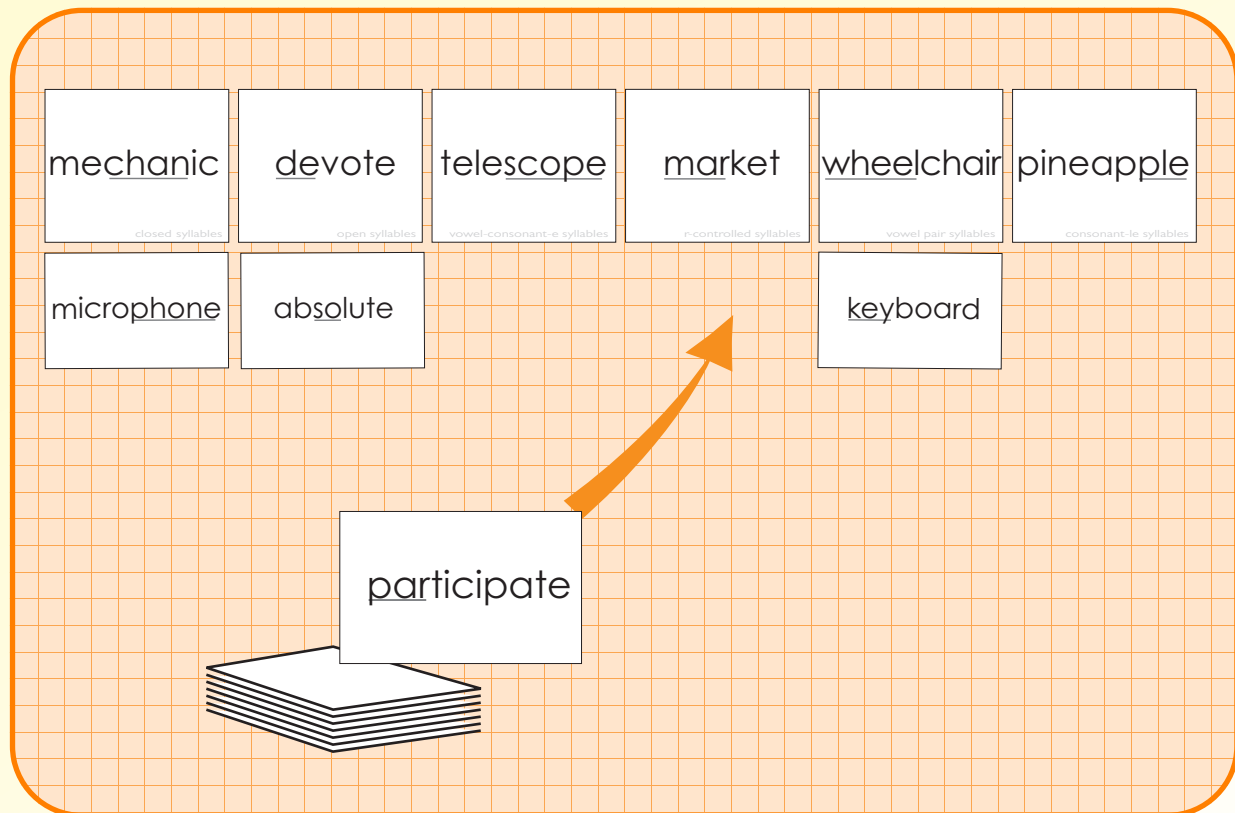
Materials

- ▶ Header cards
Syllable type is underlined.
- ▶ Word cards

Activity

Students sort words by syllable types.

1. Place header cards face up in a row. Place the word cards face down in a stack.
2. Taking turns, students select a card from the stack, read the word, note the underlined syllable, and identify what type it is (e.g., “participate, r-controlled syllable”).
3. Place in column under corresponding header card (i.e., market).
4. Point to and read words in entire column starting with header card.
5. Continue until all cards are sorted.
6. Peer evaluation



mechanic <small>closed syllables</small>	devote <small>open syllables</small>	telescope <small>vowel-consonant-e syllables</small>	market <small>r-controlled syllables</small>	wheelchair <small>vowel pair syllables</small>	pineapple <small>consonant-le syllables</small>
microphone	absolute			keyboard	

Extensions and Adaptations

- ▶ Make other word cards and sort using the headers.
- ▶ Identify and highlight target syllables in a passage.

Advanced Phonics

AP. 010

Syllable Sort

mechanic

closed syllables

devote

open syllables

telescope

vowel-consonant-e syllables

market

r-controlled syllables

wheelchair

vowel pair syllables

pineapple

consonant-le syllables

header cards



Advanced Phonics

Syllable Sort

AP. 010

calendar

intelligent

magnificent

chemical

detergent

absolute

imitation

identity

word cards –closed syllables - calendar, intelligent, magnificent, chemical
open syllables - detergent, absolute, imitation, identity



Advanced Phonics

AP. 010

Syllable Sort

penetrate

trademark

microphone

limelight

freeway

keyboard

entertain

disagreed

word cards –vowel-consonant-e syllables - penetrate, trademark, microphone, limelight
vowel pair syllables - freeway, keyboard, entertain, disagreed



Advanced Phonics

Syllable Sort

AP. 010

participate

passenger

landmark

intersect

rattlesnake

quadruple

resemble

motorcycle

word cards -r-controlled syllables - participate, passenger, landmark, intersect
consonant-le syllables - rattlesnake, quadruple, resemble, motorcycle



Name _____

AP. 010

Syllable Sort

closed
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

open syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

vowel-consonant-e
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

vowel pair
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

r-controlled
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

consonant-le
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Syllable Patterns

AP.011

Syllable Swap

Objective

The student will identify syllables in words.

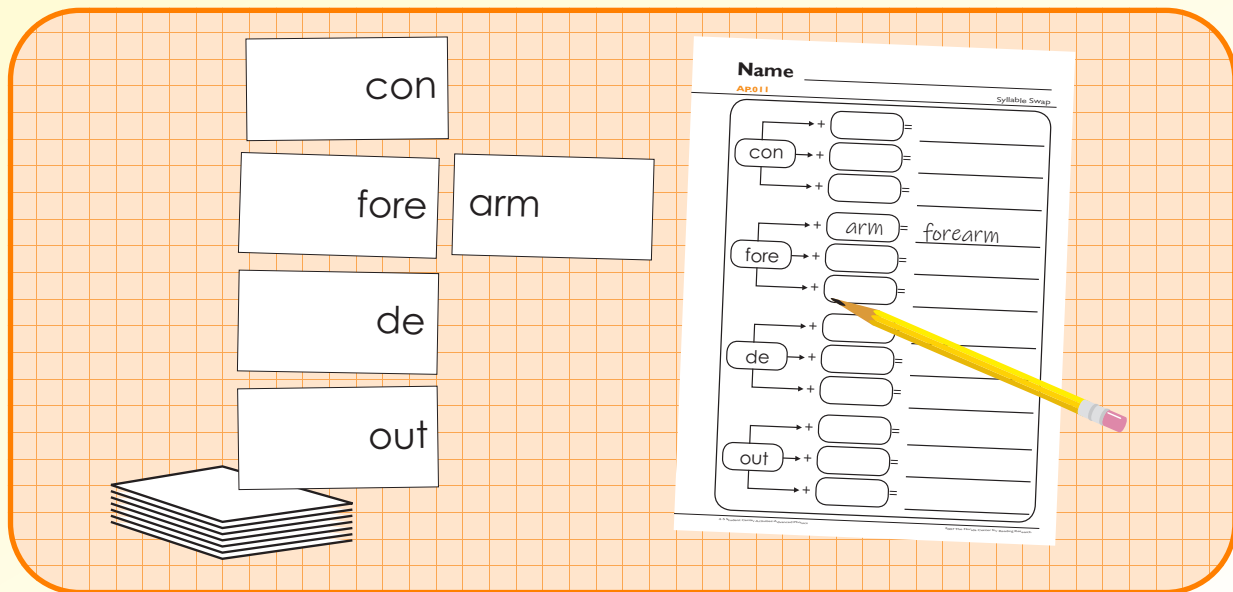
Materials

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

Activity

Students make three words using the same initial syllable.

1. Spread the initial syllable cards face up. Place the final syllable cards face down in a stack. Provide each student with a different student sheet. Students pick up the initial syllable cards that match the initial syllables on their student sheet.
2. Taking turns, students select the top card on the stack and say the final 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 or no word is formed.
4. If word is formed, place final syllable with the initial syllable. Read the word.
5. If no word is formed, place final syllable card on bottom of stack. Note: There will be three words formed with each initial syllable card.
6. Continue until all cards are placed.
7. Record the final syllable and word next to the corresponding initial syllables on the student sheet.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Make other initial and final syllable cards.
- ▶ Use final syllables to make words using multiple initial syllables.
- ▶ Use other initial and final syllables.

Advanced Phonics

AP. 011

Syllable Swap

con

de

ex

fore

pro

can

com

out

initial syllable cards



Advanced Phonics

Syllable Swap

AP. 011

cert

vince

trol

ny

stroy

pend

pect

haust

ist

head

final syllables – answers: concert, convince, control, deny, destroy,
depend, expect, exhaust, exist, forehead



Advanced Phonics

AP. 011

Syllable Swap

arm

word

gram

ton

trude

cel

teen

vas

plex

pete

final syllables – answers: forearm, foreword, program, proton, protrude,
cancel, canteen, canvas, complex, compete



Advanced Phonics

Syllable Swap

AP. 011

bat

come

law

line

final syllables – answers: combat, outcome, outlaw, outline



Name _____

AP. 011

Syllable Swap

con	+		=	_____
	+		=	_____
	+		=	_____
fore	+		=	_____
	+		=	_____
	+		=	_____
de	+		=	_____
	+		=	_____
	+		=	_____
out	+		=	_____
	+		=	_____
	+		=	_____

Name _____

Syllable Swap

AP. 011

ex + = _____
ex + = _____
ex + = _____

com + = _____
com + = _____
com + = _____

pro + = _____
pro + = _____
pro + = _____

can + = _____
can + = _____
can + = _____

Name _____

AP. 011

Syllable Swap

boun
ca
con
drib

du
im
man
ob

post
re
trea
tum

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +



→ serve =

→ ble =

→ ty =

→ age =

=

=

=

=

=

=

=

=

=

=

=

=

Name _____

Syllable Swap

AP. 011

Diagram 1: [Large rounded rectangle] → + [Small rounded rectangle] = _____

Diagram 2: [Large rounded rectangle] → + [Small rounded rectangle] = _____

Diagram 3: [Large rounded rectangle] → + [Small rounded rectangle] = _____

Diagram 4: [Large rounded rectangle] → + [Small rounded rectangle] = _____

Name _____

AP. 011

Syllable Swap

The worksheet contains four identical sets of boxes for syllable swap activities. Each set consists of three small rounded rectangular boxes on the left, a bracket with a plus sign in the middle, a larger rounded rectangular box on the right, and an equals sign followed by two horizontal lines for writing on the far right.



Syllable Map-It

Objective

The student will match phonemes to graphemes and identify syllables in words.

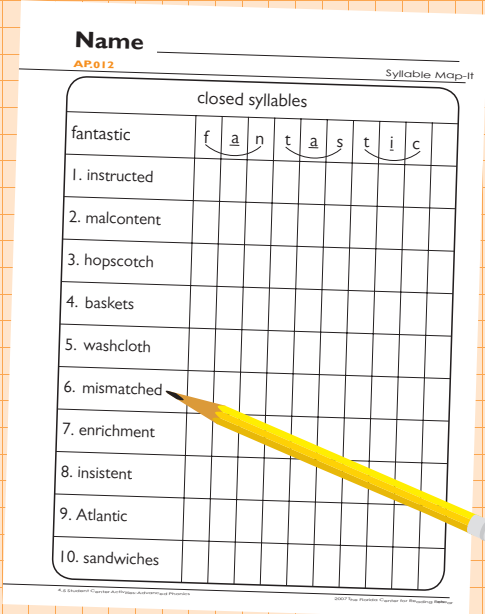
Materials

- ▶ Student sheet
Choose target syllable pattern(s). When mapping vowel-consonant-e (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.
- ▶ Answer Key
An answer key is provided for optional use.
- ▶ Pencil

Activity

Students map sounds to letters and mark syllables within words.

1. Provide the student with the target student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel sound. Note: The “e” in “ed” will not be underlined when it combines with the “d” to make the single sounds /t/ or /d/.
4. Makes a swoop underneath the letters of the syllables (e.g., f a n t a s t i c).
5. Continues until the student sheet is complete.
6. Teacher evaluation



Name _____

AP.012 Syllable Map-It

closed syllables

fantastic	f	a	n	t	a	s	t	i	c
1. instructed									
2. malcontent									
3. hopscotch									
4. baskets									
5. washcloth									
6. mismatched									
7. enrichment									
8. insistent									
9. Atlantic									
10. sandwiches									

Extensions and Adaptations

- ▶ Complete student sheet consisting of combined syllable types.
- ▶ Write target words, map graphemes to phonemes, and mark syllables.

Name _____

AP. 012

Syllable Map-It

closed syllables

fantastic	f	<u>a</u>	n	t	<u>a</u>	s	t	<u>i</u>	c	
1. instructed										
2. malcontent										
3. hopscotch										
4. baskets										
5. washcloth										
6. mismatched										
7. enrichment										
8. insistent										
9. Atlantic										
10. sandwiches										

Name _____

Syllable Map-It

AP. 012

open syllables

sil <u>o</u>	s	i	l	o						
1. lazy										
2. halo										
3. Pluto										
4. polo										
5. yo-yo										
6. photo										
7. rhino										
8. zero										
9. we										
10. redo										

Name _____

AP. 012

Syllable Map-It

vowel-consonant-e (VCE) syllables

milestone	m	i	l	s	t	o	n			
1. snakebite										
2. homemade										
3. lifelike										
4. grapevine										
5. pinecone										
6. pipeline										
7. sideswipe										
8. likewise										
9. rhinestone										
10. nosedive										

Name _____

Syllable Map-It

AP. 012

r-controlled syllables

barnyard	b	<u>ar</u>	n	y	<u>ar</u>	d				
1. perturb										
2. scorcher										
3. forward										
4. farmer										
5. farther										
6. mortar										
7. murmur										
8. order										
9. harbor										
10. charter										

Name _____

AP. 012

Syllable Map-It

vowel pair syllables

steamboat	s	t	<u>ea</u>	m	b	<u>oa</u>	t			
1. toenail										
2. railroad										
3. eighteen										
4. proofread										
5. mainstream										
6. oatmeal										
7. weekday										
8. newsbreak										
9. reindeer										
10. freeload										

Name _____

Syllable Map-It

AP. 012

consonant-le syllables

thimble	th	i	m	b	le					
1. beagle										
2. sample										
3. circle										
4. comfortable										
5. stumble										
6. dwindle										
7. visible										
8. unstable										
9. resemble										
10. doodle										

Name _____

AP. 012

Syllable Map-It

combined syllables

stateroom	s	t	<u>a</u>	t/	r	<u>oo</u>	m			
1. porcupine										
2. screwdriver										
3. university										
4. prejudice										
5. chronicle										
6. aftershock										
7. moonlight										
8. tarnished										
9. fortress										
10. dragonfly										

Advanced Phonics

AP. 012

Syllable Map-It

closed syllables										
fantastic	f	a	n	t	a	s	t	i	c	
1. instructed	i	n	s	t	r	u	c	t	e	d
2. malcontent	m	a	l	c	o	n	t	e	n	t
3. hopscotch	h	o	p	s	c	o	t	c	h	
4. baskets	b	a	s	k	e	t	s			
5. washcloth	w	a	s	h	c	l	o	t	h	
6. mismatched	m	i	s	m	a	t	c	h	e	d
7. enrichment	e	n	r	i	c	h	m	e	n	t
8. insistent	i	n	s	i	s	t	e	n	t	
9. Atlantic	A	t	l	a	n	t	i	c		
10. sandwiches	s	a	n	d	w	i	c	h	e	s

open syllables										
silo	s	i	l	o						
1. lazy	l	a	z	y						
2. halo	h	a	l	o						
3. Pluto	P	l	u	t	o					
4. polo	p	o	l	o						
5. yo-yo	y	o	y	o						
6. photo	ph	o	t	o						
7. rhino	rh	i	n	o						
8. zero	z	e	r	o						
9. we	w	e								
10. redo	r	e	d	o						

vowel-consonant-e (VCE) Syllables										
milestone	m	i	l	s	t	o	n	e		
1. snakebite	s	n	a	k	b	i	t	e		
2. homemade	h	o	m	m	a	d	e			
3. lifelike	l	i	f	l	i	k	e			
4. grapevine	g	r	a	p	v	i	n	e		
5. pinecone	p	i	n	c	o	n	e			
6. pipeline	p	i	p	l	i	n	e			
7. sideswipe	s	i	d	s	w	i	p	e		
8. likewise	l	i	k	w	i	s	e			
9. rhinestone	rh	i	n	s	t	o	n	e		
10. nosedive	n	o	s	d	i	v	e			

r-controlled syllables										
barnyard	b	ar	n	y	ar	d				
1. perturb	p	er	t	ur	b					
2. scorcher	s	c	or	ch	er					
3. forward	f	or	w	ar	d					
4. farmer	f	ar	m	er						
5. farther	f	ar	th	er						
6. mortar	m	or	t	ar						
7. murmur	m	ur	m	ur						
8. order	o	r	d	er						
9. harbor	h	ar	b	or						
10. charter	ch	ar	t	er						

Advanced Phonics

Syllable Map-It

AP. 012

vowel pair syllables										
steamboat	s	t	ea	m	b	oa	t			
1. toenail	t	oe	n	ai	l					
2. railroad	r	ai	l	r	oa	d				
3. eighteen	ei	gh	t	ee	n					
4. proofread	p	r	oo	f	r	ea	d			
5. mainstream	m	ai	n	s	t	r	ea	m		
6. oatmeal	oa	t	m	ea	l					
7. weekday	w	ee	k	d	ay					
8. newsbreak	n	ew	s	b	r	ea	k			
9. reindeer	r	ei	n	d	ee	r				
10. freeload	f	r	ee	l	oa	d				

consonant-le syllables										
thimble	th	i	m	b	le					
1. beagle	b	ea	g	le						
2. sample	s	a	m	p	le					
3. circle	c	ir	c	le						
4. comfortable	c	o	m	f	or	t	a	b	le	
5. stumble	s	t	u	m	b	le				
6. dwindle	d	w	i	n	d	le				
7. visible	v	i	s	i	b	le				
8. unstable	u	n	s	t	a	b	le			
9. resemble	r	e	s	e	m	b	le			
10. doodle	d	oo	d	le						

combined syllables										
stateroom	s	t	a	t	r	oo	m			
1. porcupine	p	or	c	u	p	i	n	e		
2. screwdriver	s	c	r	ew	d	r	i	v	er	
3. university	u	n	i	v	er	s	i	t	y	
4. prejudge	p	r	e	j	u	d	ge			
5. chronicle	ch	r	o	n	i	c	le			
6. aftershock	a	f	t	er	sh	o	ck			
7. moonlight	m	oo	n	l	igh	t				
8. tarnished	t	ar	n	i	sh	ed				
9. fortress	f	or	t	r	e	ss				
10. dragonfly	d	r	a	g	o	n	f	l	y	



Objective

The student will produce words using syllables.

Materials

- ▶ Syllable cards
 - Copy on card stock, laminate, and cut.*
- ▶ Student sheet
- ▶ Paper bags
- Label bags (i.e., initial syllables and final syllables).*
- ▶ Timer
- ▶ Pencils

Activity

Students make words by using syllable cards.

1. Place initial syllable cards in bag labelled initial syllables. Place final syllable cards in bag labelled final syllables. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose five cards from the initial syllables bag and five cards from the final syllables bag. Record syllables on student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on student sheet. Read words aloud after timer rings.
5. Place cards back in the bag and select new cards from the bags and continue to make new words.
6. Teacher evaluation



The image shows a grid background with several syllable cards. One card is joined to form the word 'market'. Other cards are 're', 'fix', 'ing', 'ture', 'press', 'fect', and 'fa'. To the right is a student sheet with three columns. The first column is labeled 'Initial Syllables' and contains 'com', 'fix', 'mar', 're', 'fa'. The second column is labeled 'Final Syllables' and contains 'ing', 'press', 'fect', 'ture', 'ket'. Below these are the words 'fixing', 'fixture', and 'market' written in a cursive-like font. The sheet also has a 'Name' field and a 'Syllable Time' field.

Extensions and Adaptations

- ▶ Use the same syllables as partner and compare words that are made. Record words on paper.
- ▶ Use target syllable patterns and syllable bank to make words.
- ▶ Write target words, segment into syllables, and identify syllable types.

Advanced Phonics

Select Syllables

AP. 013

re	per	de
in	im	com
coun	pos	fix
pic	out	mar
ca	ex	

initial syllables



Advanced Phonics

AP. 013

Select Syllables

tract	tain	cent
fect	port	side
press	ply	ing
ties	ter	ting
ture	ward	ket
vel	ble	nic
fer		

final syllables



Name _____

Select Syllables

AP. 013

Initial Syllables _____ _____ _____	Final Syllables _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Initial Syllables _____ _____ _____	Final Syllables _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Initial Syllables _____ _____ _____	Final Syllables _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Name _____

AP. 013

Select Syllables

Syllable Bank

closed

ig
land
min

open

fa
sta
pro

VCE

nite
mite

r-controlled

gur
vor
ter

vowel pair

main
now
ceed

consonant-le

gle
ple

_____ + _____ = _____
open r-controlled

_____ + _____ = _____
vowel pair closed

_____ + _____ = _____
r-controlled VCE

_____ + _____ = _____
open consonant-le

_____ + _____ = _____
closed vowel pair

_____ + _____ = _____
r-controlled consonant-le

_____ + _____ = _____
closed VCE

_____ + _____ = _____
open vowel pair

Name _____

Select Syllables

AP. 013

Syllable Types:

closed
open
VCE

r-controlled
vowel pair
consonant-le

anteater

ant - eat - er

closed - vowel pair - r-controlled

example



Objective

The student will produce compound words.

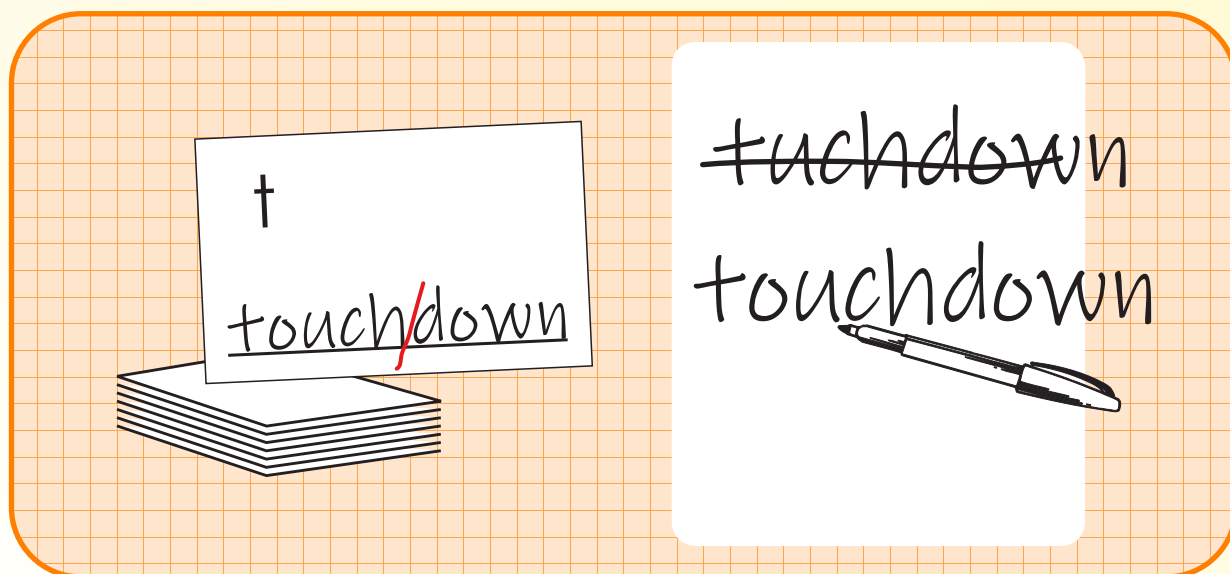
Materials

- ▶ Letter cards
Laminate.
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Dictionary

Activity

Students state and write a compound word that starts with a selected letter.

1. Place letter cards face down in a stack. Provide students with a dictionary. Provide each student with a whiteboard and a Vis-à-Vis® marker.
2. Taking turns, students select one card and state letter (e.g., t).
3. State a compound word that starts with the letter (e.g., touchdown).
4. If able to state a word, write the word on the card with the Vis-à-Vis® marker. Use the whiteboard to practice spelling the word, if needed. If unable to state a word, look in the dictionary for a compound word, then write word on card.
5. Read the word. Place slash marks between the two words that make the compound word (e.g., touch/down). Place card face up.
6. Continue until all letter cards are used.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record compound words and put a slash between the two words.
- ▶ Select words to make compound words. For example, the word *down* could be used to make *touchdown* or *downtown*.
- ▶ Read and segment multisyllabic compound words into two words.

Advanced Phonics

Compound Construction

AP. 014

a

b

c

d

e

f

g

h

letter cards



Advanced Phonics

AP. 014

Compound Construction

i <hr/>	j <hr/>
k <hr/>	l <hr/>
m <hr/>	n <hr/>
o <hr/>	p <hr/>

letter cards



Advanced Phonics

Compound Construction

AP. 014

q

r

s

t

u

v

w

y

letter cards



Name _____

AP. 014

Compound Construction

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

Advanced Phonics

Compound Construction

AP. 014

back

boat

house

side

day

work

time

book

word cards



Advanced Phonics

AP. 014

Compound Construction

down

fish

light

stand

hand

out

over

water

word cards



Name _____

Compound Construction

AP. 014

loud/speaker	supermarket
underground	motorcycle
levelheaded	shipbuilding
overactive	watermelon
bookmobile	grandparent
newspaper	quarterback
thundershower	underestimate
counterbalance	tenderhearted



Objective

The student will produce words using inflections.

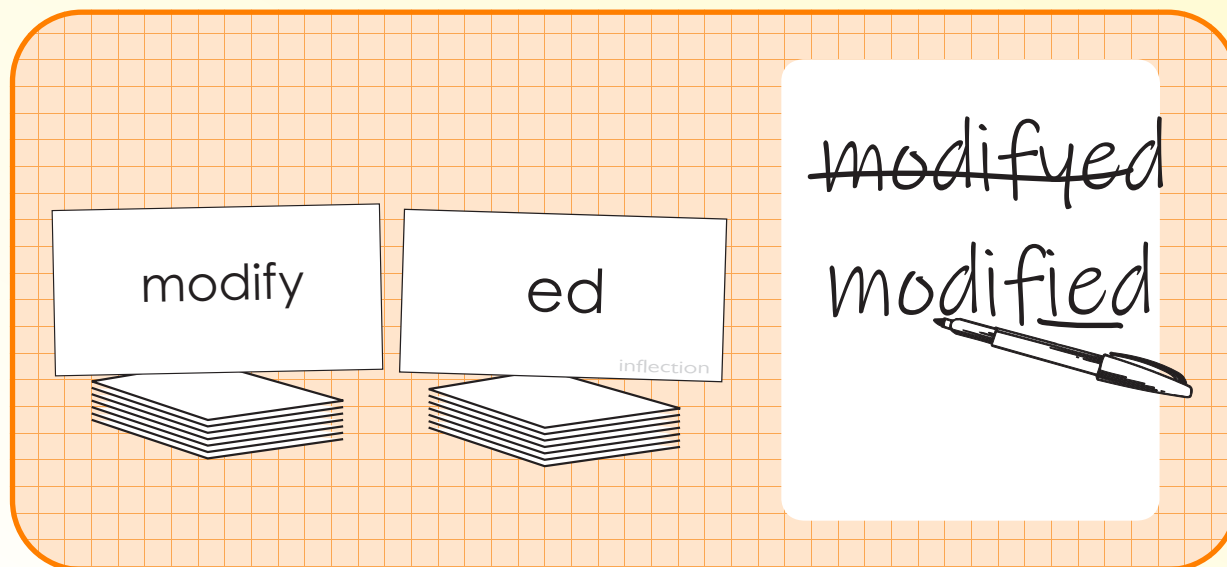
Materials

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

Activity

Students make new words by combining words and inflections.

1. Place word cards and inflection cards face down in two stacks. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, students pick the top card from each stack and state the word and the inflection (e.g., modify, ed).
3. Attempt to make a word (i.e., modified). Use whiteboard to practice writing word, if necessary.
4. If a word is made, record the word on the student sheet and place cards at the bottom of their respective stacks. Use dictionary to confirm any disputed words.
5. If no word can be made, place cards at the bottom of their respective stacks.
6. Continue until each student records ten words on student sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Segment and blend words and inflections.
- ▶ Write other words and segment into parts.

Advanced Phonics

Inflection Reflection

AP. 015

s or es

inflection

s or es

inflection

ed

inflection

ed

inflection

er

inflection

er

inflection

ing

inflection

ing

inflection

est

inflection

est

inflection

inflection cards



Advanced Phonics

AP. 015

Inflection Reflection

happy

modify

decay

demolish

harness

enthrall

crunch

proof

clear

narrow

word cards



Advanced Phonics

Inflection Reflection

AP. 015

leaf

half

puff

box

stun

omit

trim

admire

experience

close

word cards



Name _____

AP. 015

Inflection Reflection

Word		Inflection		New Word
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____

Name _____

Inflection Reflection

AP. 015

	Word	Inflection
submitted	= _____	+ _____
largest	= _____	+ _____
relieved	= _____	+ _____
completing	= _____	+ _____
prettier	= _____	+ _____
obeying	= _____	+ _____
groceries	= _____	+ _____
coaches	= _____	+ _____
happiest	= _____	+ _____
straighter	= _____	+ _____

Name _____

AP. 015

Inflection Reflection

Word	Inflection	New Word
colony	+ s/es =	_____
fret	+ ing =	_____
hitch	+ s/es =	_____
qualify	+ ed =	_____
strict	+ est =	_____
calf	+ s/es =	_____
heavy	+ er =	_____
trespass	+ ing =	_____
publish	+ ed =	_____
dismiss	+ s/es =	_____

Name _____

Inflection Reflection

AP. 015

	Word	Inflection
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____
_____	= _____	+ _____



Advanced Phonics

AP. 016

Morpheme Structures

Affix Sort

Objective

The student will identify affixes.

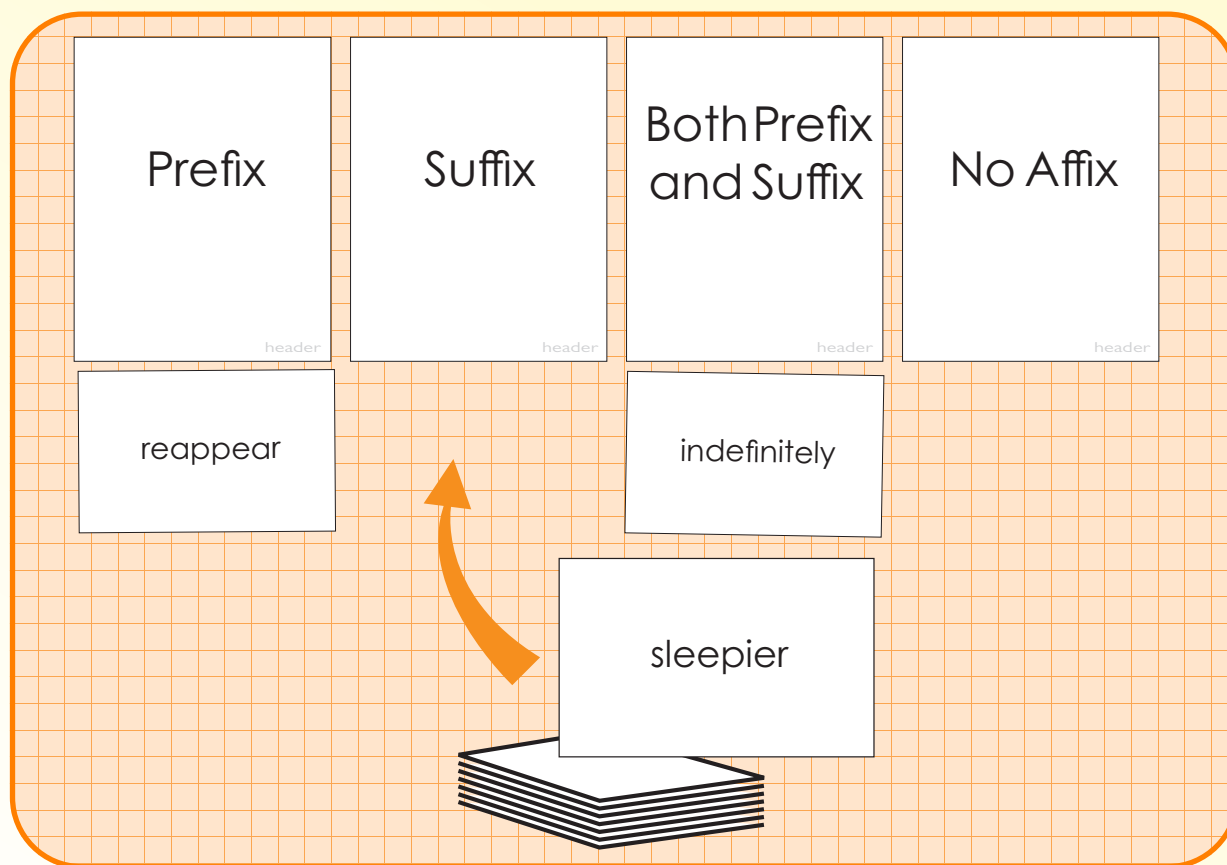
Materials

- ▶ Header cards
- ▶ Word cards

Activity

Students sort words into words that have suffixes, prefixes, both prefixes and suffixes, and those that have no affixes.

1. Place header cards face up in a row. Place word cards face down in a stack.
2. Taking turns, students select top word card and read it.
3. Determine if the word has a prefix, suffix, both, or no affix.
4. Place under the corresponding header.
5. Continue until all word cards are sorted.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record sorted words and circle affixes.
- ▶ Identify the word and any affixes.
- ▶ Write other words and identify affixes.

Advanced Phonics

Affix Sort

AP. 016

Prefix

header

Suffix

header

Both Prefix
and Suffix

header

No Affix

header

header cards



Advanced Phonics

AP. 016

Affix Sort

nonspecific

unsafe

illiterate

reappear

constantly

exclamation

knowledgeable

sleepier

word cards



Advanced Phonics

Affix Sort

AP. 016

unimpressed

restating

irresistible

indefinitely

uncle

mother

cable

empty

word cards



Name _____

AP. 016

Affix Sort

Prefix	Suffix	Both Prefix and Suffix	No Affix

Name _____

Affix Sort

AP. 016

	Prefix	Word	Suffix
<u>prehistoric</u>	= _____	+ _____	+ _____
<u>miscalculated</u>	= _____	+ _____	+ _____
<u>nonoperational</u>	= _____	+ _____	+ _____
<u>irresponsible</u>	= _____	+ _____	+ _____
<u>insecurity</u>	= _____	+ _____	+ _____
<u>disrespectful</u>	= _____	+ _____	+ _____
<u>unequally</u>	= _____	+ _____	+ _____
<u>decomposition</u>	= _____	+ _____	+ _____
<u>rededication</u>	= _____	+ _____	+ _____
<u>unrecognizable</u>	= _____	+ _____	+ _____

Name _____

AP. 016

Affix Sort

Prefix	Word	Suffix
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____
_____ = _____	+ _____	+ _____



Four Word



Objective

The student will identify base words.



Materials

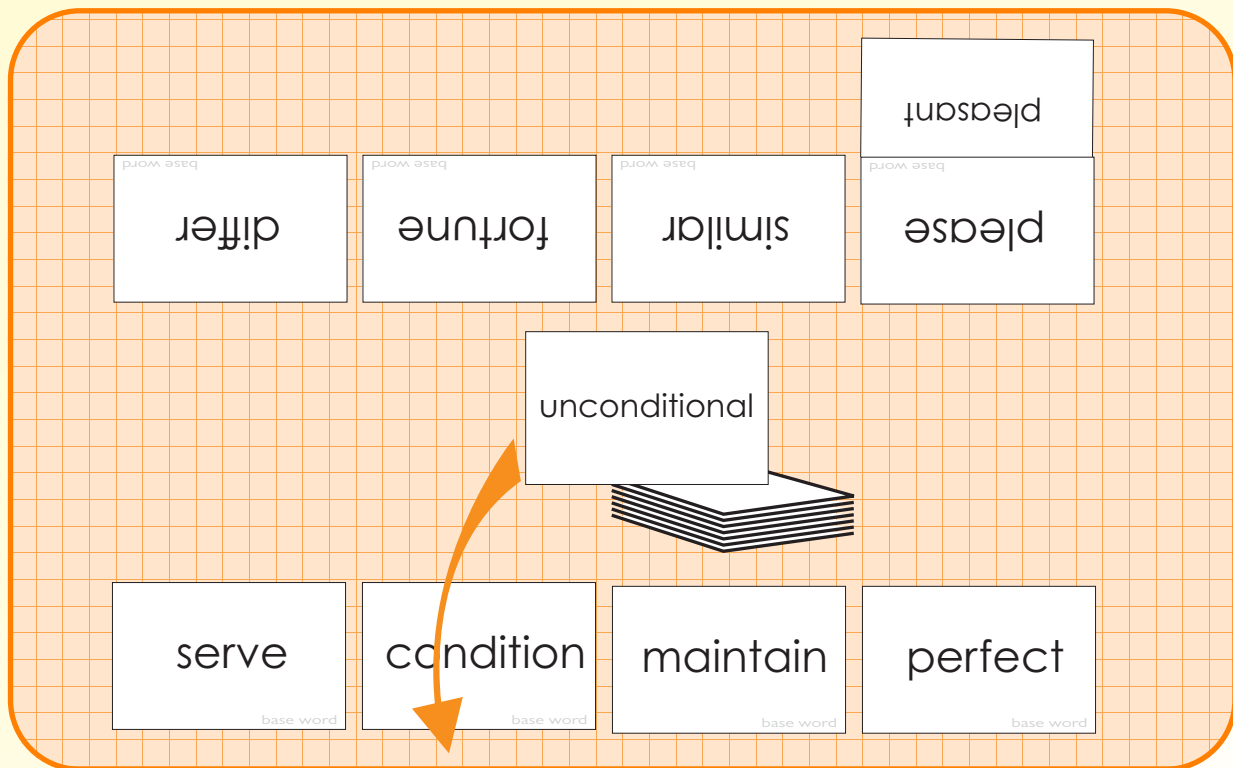
- ▶ Base word cards
- ▶ Word cards



Activity

Students group multisyllabic words containing the same base word.

1. Place base word cards face down in a stack. Place word cards face down in a separate stack.
2. Students each select four cards from the base word stack. Read the words and place face up in a row.
3. Taking turns, students select a card from the word stack. Read it (e.g., unconditional).
4. Determine if the word is derived from one of their four base words (i.e., condition). If there is a correspondence, read the related words and place word card under corresponding base word. If there is no match, place card at the bottom of the stack.
5. Continue until all word cards are placed.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record base words and related words.
- ▶ Write other base words and related words.
- ▶ Write base word or root in square and related words in circles.

Advanced Phonics

AP. 017

Four Word

fortune

base word

please

base word

condition

base word

serve

base word

differ

base word

maintain

base word

perfect

base word

similar

base word

base word cards



Advanced Phonics

Four Word

AP. 017

fortunate

misfortune

unfortunately

pleasant

unpleasing

pleasurable

conditioner

conditioned

word cards



Advanced Phonics

AP. 017

Four Word

unconditional

service

serviceable

disservice

indifferent

difference

differently

maintenance

word cards



Advanced Phonics

Four Word

AP. 017

maintained

maintainable

imperfect

perfectly

perfection

dissimilar

similarity

dissimilarity

word cards



Name _____

AP. 017

Four Word

fortune

base word

_____ word

_____ word

_____ word

please

base word

_____ word

_____ word

_____ word

condition

base word

_____ word

_____ word

_____ word

serve

base word

_____ word

_____ word

_____ word

differ

base word

_____ word

_____ word

_____ word

maintain

base word

_____ word

_____ word

_____ word

perfect

base word

_____ word

_____ word

_____ word

similar

base word

_____ word

_____ word

_____ word

Name _____

Four Word

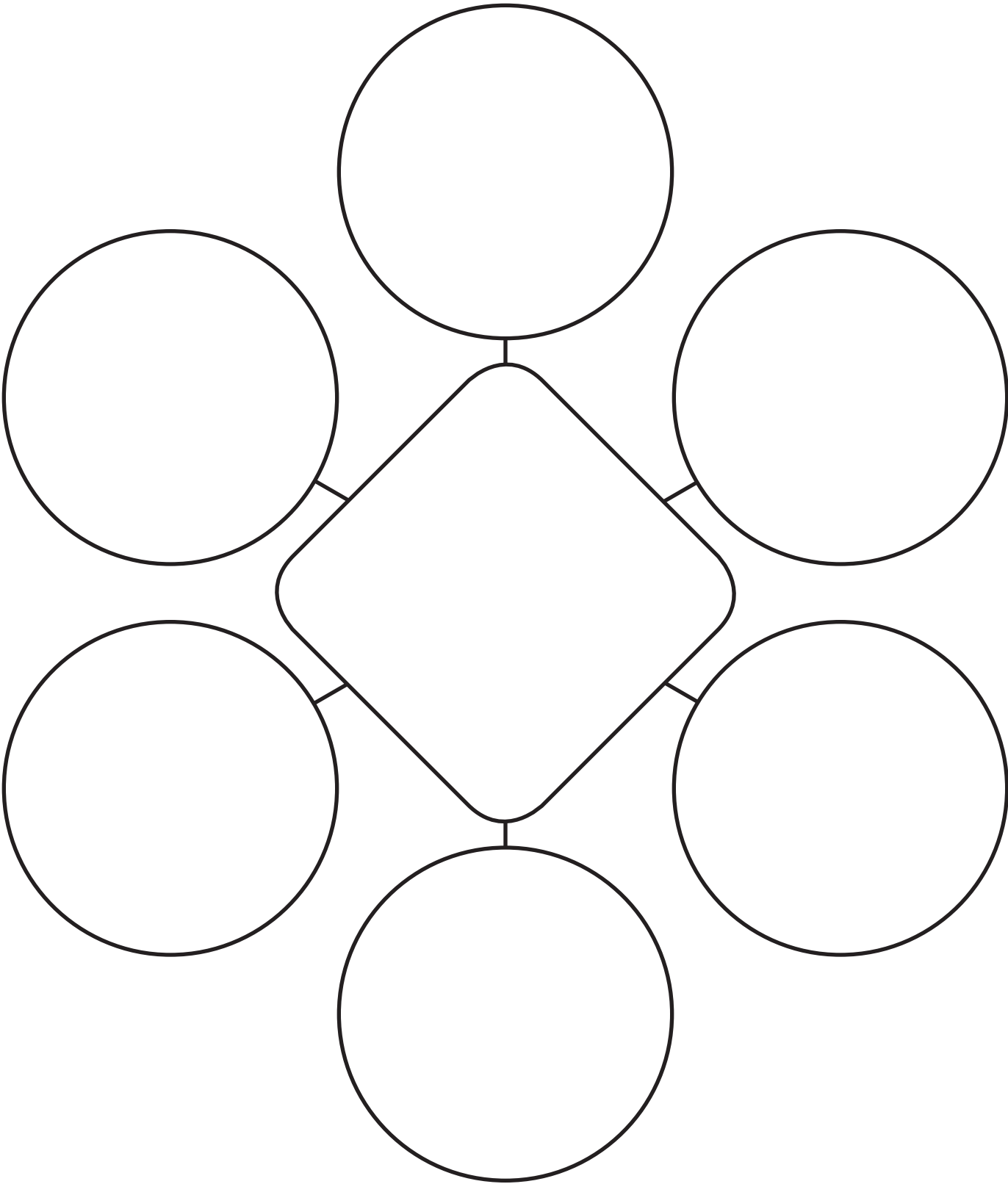
AP. 017

base word word word word	base word word word word	base word word word word	base word word word word
base word word word word	base word word word word	base word word word word	base word word word word
base word word word word	base word word word word	base word word word word	base word word word word
base word word word word	base word word word word	base word word word word	base word word word word

Name _____

AP. 017

Four Word





Affix Fit

Objective

The student will blend base words with affixes.

Materials

- ▶ Base word cards
- ▶ Affix cards
- ▶ Student sheet
- ▶ Paper bags
- ▶ *Label bags (i.e., base words and affixes).*
- ▶ Timer
- ▶ Pencils

Activity

Students combine base words and affixes to make new words.

1. Place base word cards in bag labelled base words. Place affix cards in bag labelled affixes. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose five cards from the base words bag and five cards from the affixes bag. Record selected base words and affixes on student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on the student sheet. Read words aloud after timer rings.
5. Place words and affixes back in the bags and select new cards from the bags and continue to make new words.
6. Teacher evaluation

The illustration shows the materials for the Affix Fit activity. On the left, there are two paper bags. The top bag is labeled "base words" and contains five cards with the words: "perfect", "direct", "collect", "employ", and "construct". The bottom bag is labeled "affixes" and contains six cards with the affixes: "ed", "im", "un", "ible", "able", and "ly". To the right of the bags is a student worksheet. The worksheet has a header for "Name" and "Affix Fit". Below the header, there are sections for "Base Words" and "Affixes". The "Base Words" section has a grid with handwritten words: "construct", "direct", "perfect", "collect", and "employ". The "Affixes" section has a grid with handwritten affixes: "un", "ible", "able", "ed", "ly", and "im". Below the "Affixes" section, there are sections for "Base Words" and "Affixes" with blank lines for recording words.

Extensions and Adaptations

- ▶ Make other base word and affix cards.
- ▶ Write new words using base words and affixes.
- ▶ Write words using common affixes.
- ▶ Write words using target base words and affixes.

Advanced Phonics

AP. 018

Affix Fit

construct

base word

correct

base word

select

base word

corrupt

base word

direct

base word

order

base word

collect

base word

perfect

base word

base word cards



Advanced Phonics

Affix Fit

AP. 018

predict

base word

invent

base word

consider

base word

affect

base word

present

base word

employ

base word

pass

base word

contract

base word

base word cards



Advanced Phonics

AP. 018

Affix Fit

dis	ed	er	ible able
im	in	ing	ion tion ation ition
ive	ly	non	or
re	s es	un	

affix cards



Name _____

Affix Fit

AP. 018

Base Words

Affixes

Base Words

Affixes

Advanced Phonics

AP. 018

Affix Fit

blank affix cards



Name _____

Affix Fit

AP. 018

Affix Bank

s, es
est
ing
ed

re-
un-
in-
dis-
non-

-able, -ible
-ation
-ion
-ive
-er
-or

adapt

compress

like

attach

form

contact

success

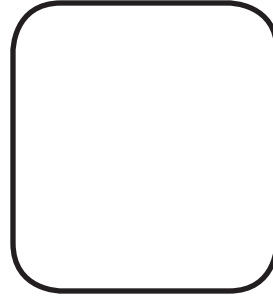
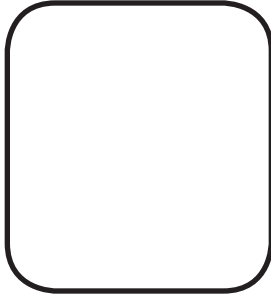
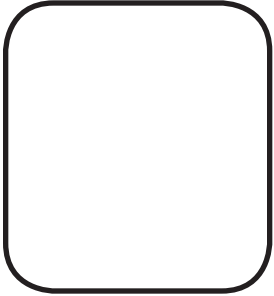
comfort

Name _____

Affix Fit

AP. 018

Affix Bank





Objective

The student will blend base words with affixes.

Materials

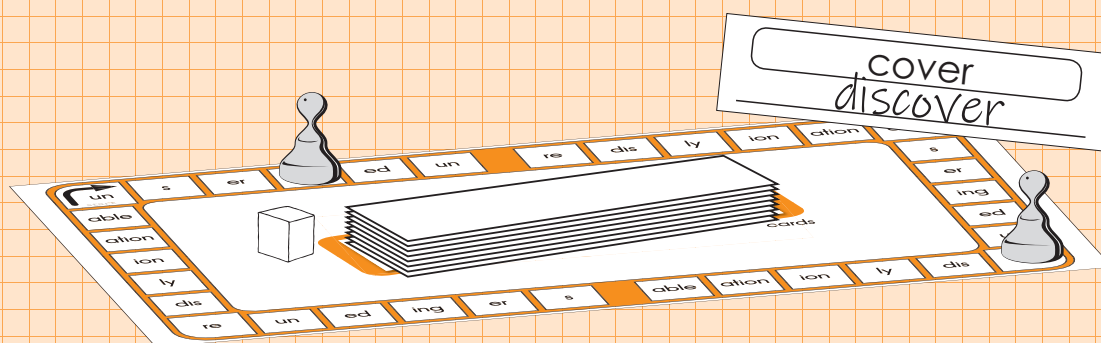
- ▶ Game board
- ▶ Word cards
Laminate.
- ▶ Number cube
- ▶ Vis-à-Vis® markers
- ▶ Game pieces (e.g., counters)

Activity

Students make words using base words and affixes by playing a board game.

1. Place game board, number cube, and game pieces on a flat surface. Place word cards face down in a stack on the game board.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown. Read affix on the game board (e.g., dis).
3. Pick up a word card and read it (e.g., cover).
4. Say the affix with the word (i.e., discover).
5. If the affix and base word make a new word, write it on the card using a Vis-à-Vis® marker.
Note: Combining the base word with affixes and inflections may require deletion or addition of letters (e.g., “organize” plus “ing” is spelled “organizing” without the “e”).
6. Keep the card with the new word. If the affix and word do not make a word, hold the word card until the next turn and try again with a new affix.
7. Continue until all word cards are used to make words.
8. Peer evaluation

“The word is ‘cover,’ and the affix is ‘dis.’ They make the word ‘discover’ when put together.”



Extensions and Adaptations

- ▶ Record words made using the affixes and base words during game.
- ▶ Make games using other affixes.
- ▶ Make other word cards to use with either game board.
- ▶ Identify and write base words and suffixes.

Advanced Phonics

Embellished Words

AP. 019

The image shows a large orange-bordered frame. On the left side, there is a vertical path of word segments: 'un' (with a curved arrow pointing right and the word 'start' below it), 'able', 'ation', 'ion', 'ly', 'dis', and 're'. At the top, there is a horizontal path of word segments: 's', 'er', 'ing', 'ed', and 'un'. At the bottom, there is another horizontal path of word segments: 'un', 'ed', 'ing', 'er', and 's'. In the center of the frame is a large, empty rectangular area with a thick orange border, tilted slightly to the right.

Advanced Phonics

AP. 019

Embellished Words

re

dis

ly

ion

ation

able

s

er

ing

ed

un

cards

able

ation

ion

ly

dis

re

Advanced Phonics

Embellished Words

AP. 019

admire

associate

believe

color

combine

word cards



complete

construct

cover

create

employ



Advanced Phonics

Embellished Words

AP. 019

establish

examine

form

negotiate

like

word cards



organize

pass

perfect

place

locate



Advanced Phonics

Embellished Words

AP. 019

quote

read

sense

stop

value

word cards



Advanced Phonics

AP. 019

Embellished Words

The image features a large orange outline of the letter 'L'. In the top-left corner of the 'L', there is a black arrow pointing right and then down, with the word 'start' written below it. The outline of the 'L' is composed of several rectangular segments. The top horizontal bar of the 'L' is divided into five equal-width empty rectangular boxes. The vertical stem of the 'L' is divided into six equal-height empty rectangular boxes. The bottom horizontal bar of the 'L' is divided into five equal-width empty rectangular boxes. A large, thick orange shape, resembling a stylized 'L' or a bracket, is positioned to the right of the main 'L' outline.

Advanced Phonics

AP. 019

Embellished Words

Blank rounded rectangular box for writing a word.

Horizontal line for writing a definition or additional notes.

Blank rounded rectangular box for writing a word.

Horizontal line for writing a definition or additional notes.

Blank rounded rectangular box for writing a word.

Horizontal line for writing a definition or additional notes.

Blank rounded rectangular box for writing a word.

Horizontal line for writing a definition or additional notes.

Blank rounded rectangular box for writing a word.

Horizontal line for writing a definition or additional notes.

blank word cards



Advanced Phonics

Embellished Words

AP. 019

	Word		Suffix
<u>repetition</u>	=	_____	+ _____
<u>exclamation</u>	=	_____	+ _____
<u>mechanic</u>	=	_____	+ _____
<u>succession</u>	=	_____	+ _____
<u>pronunciation</u>	=	_____	+ _____
<u>reliability</u>	=	_____	+ _____
<u>curiosity</u>	=	_____	+ _____
<u>judicial</u>	=	_____	+ _____
<u>reception</u>	=	_____	+ _____
<u>explanation</u>	=	_____	+ _____

Root Hoot

Objective

The student will identify roots in multisyllabic words.

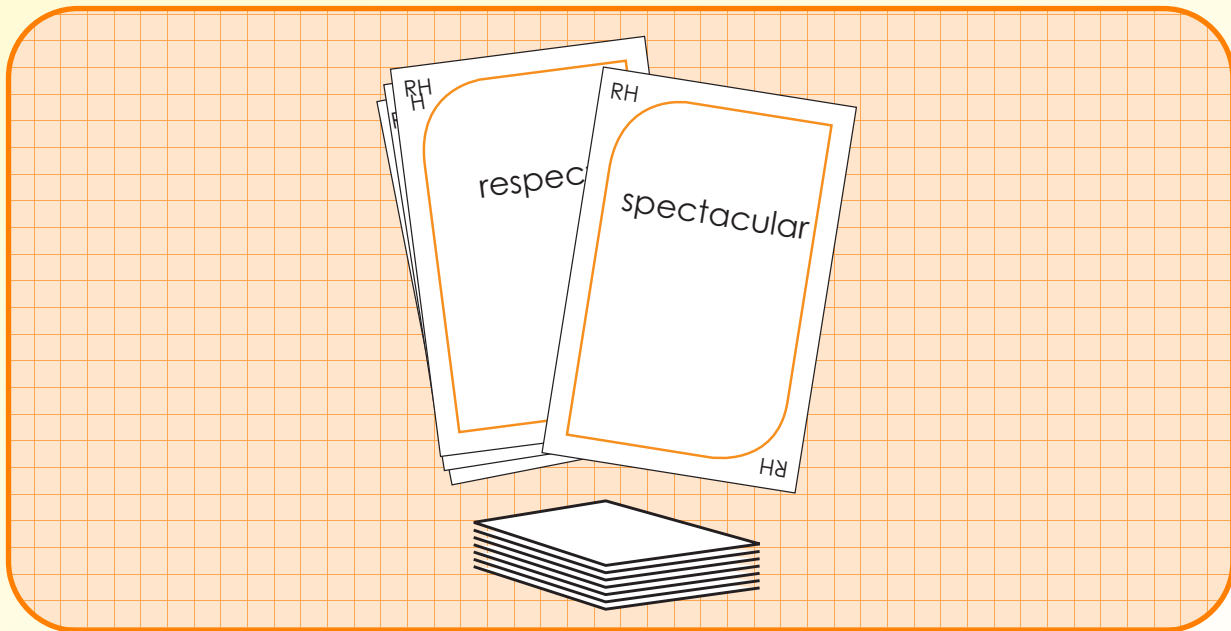
Materials

- ▶ Word cards
- ▶ Change root cards

Activity

Students identify words that share the same root by playing a card game.

1. Mix word cards and “change root” cards together and place face down in a stack.
2. Each student selects five cards from the stack.
3. Taking turns, student one places a card face up on the table (e.g., respect). This forms a discard pile.
4. Student two reads the word aloud, identifies the root (i.e., respect, the root is “spec”), and places another card with the same root face up on top of the card placed by student one (e.g., spectacular).
5. If student two does not have a word with the same root, selects cards from the stack until a word with the same root is selected. Places card on the pile. Or, may use a “change root” card to change root. Places “change root” card plus a word card with selected root on top of the pile.
Note: Mix cards in discard pile and turn over when cards in stack are all used.
6. Continue to place cards until one student is out of cards.
7. Peer evaluation



Extensions and Adaptations

- ▶ Sort words by roots or add roots to play game.
- ▶ Make other word cards to play game.
- ▶ Use base words, roots, and affixes to make words.
- ▶ Write root on tree trunk and related words on branches.

Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>spectacular</p> <p>RH</p>	<p>RH</p> <p>spectacle</p> <p>RH</p>
<p>RH</p> <p>introspect</p> <p>RH</p>	<p>RH</p> <p>perspective</p> <p>RH</p>



word cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>respect</p> <p>RH</p>	<p>RH</p> <p>dictionary</p> <p>RH</p>
<p>RH</p> <p>contradiction</p> <p>RH</p>	<p>RH</p> <p>predict</p> <p>RH</p>

word cards



Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>verdict</p> <p>RH</p>	<p>RH</p> <p>dictator</p> <p>RH</p>
<p>RH</p> <p>saxophone</p> <p>RH</p>	<p>RH</p> <p>microphone</p> <p>RH</p>



word cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>megaphone</p> <p>RH</p>	<p>RH</p> <p>symphony</p> <p>RH</p>
<p>RH</p> <p>phonics</p> <p>RH</p>	<p>RH</p> <p>moped</p> <p>RH</p>



word cards

Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>peddler</p> <p>RH</p>	<p>RH</p> <p>pedigree</p> <p>RH</p>
<p>RH</p> <p>quadruped</p> <p>RH</p>	<p>RH</p> <p>pedestrian</p> <p>RH</p>



word cards

Advanced Phonics

Root Hoot

AP. 020

RH credit RH	RH credulous RH
RH credential RH	RH incredible RH



word cards

Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>tractor</p> <p>RH</p>	<p>RH</p> <p>subtract</p> <p>RH</p>
<p>RH</p> <p>distract</p> <p>RH</p>	<p>RH</p> <p>attractive</p> <p>RH</p>



word cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>extract</p> <p>RH</p>	<p>RH</p> <p>porter</p> <p>RH</p>
<p>RH</p> <p>import</p> <p>RH</p>	<p>RH</p> <p>portable</p> <p>RH</p>



word cards

Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>support</p> <p>RH</p>	<p>RH</p> <p>report</p> <p>RH</p>
<p>RH</p> <p>erupt</p> <p>RH</p>	<p>RH</p> <p>rupture</p> <p>RH</p>



word cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>corrupt</p> <p>RH</p>	<p>RH</p> <p>abrupt</p> <p>RH</p>
<p>RH</p> <p>bankrupt</p> <p>RH</p>	<p>RH</p> <p>enact</p> <p>RH</p>

word cards



Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>transact</p> <p>RH</p>	<p>RH</p> <p>activity</p> <p>RH</p>
<p>RH</p> <p>activate</p> <p>RH</p>	<p>RH</p> <p>actress</p> <p>RH</p>



word cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>graphite</p> <p>RH</p>	<p>RH</p> <p>biography</p> <p>RH</p>
<p>RH</p> <p>paragraph</p> <p>RH</p>	<p>RH</p> <p>cartography</p> <p>RH</p>

word cards



<p>RH</p> <p>change root</p> <p>RH</p>	<p>RH</p> <p>change root</p> <p>RH</p>
<p>RH</p> <p>change root</p> <p>RH</p>	<p>RH</p> <p>change root</p> <p>RH</p>



change root cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>change root</p> <p>RH</p>	<p>RH</p> <p>change root</p> <p>RH</p>
<p>RH</p> <p>change root</p> <p>RH</p>	<p>RH</p> <p>change root</p> <p>RH</p>

change root cards



Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>spec</p> <p>RH</p>	<p>RH</p> <p>dict</p> <p>RH</p>
<p>RH</p> <p>phon</p> <p>RH</p>	<p>RH</p> <p>ped</p> <p>RH</p>



root word cards

Advanced Phonics

Root Hoot

AP. 020

<p>RH</p> <p>cred</p> <p>RH</p>	<p>RH</p> <p>tract</p> <p>RH</p>
<p>RH</p> <p>port</p> <p>RH</p>	<p>RH</p> <p>rupt</p> <p>RH</p>



root word cards

Advanced Phonics

AP. 020

Root Hoot

<p>RH</p> <p>act</p> <p>RH</p>	<p>RH</p> <p>graph</p> <p>RH</p>
<p>RH</p> <p></p> <p>RH</p>	<p>RH</p> <p></p> <p>RH</p>

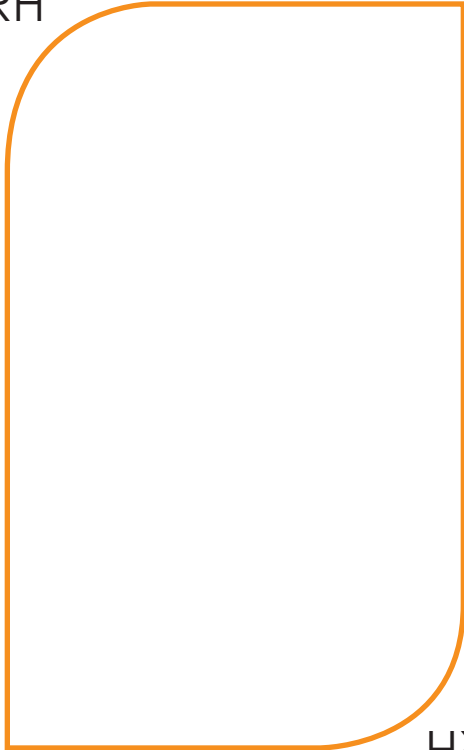

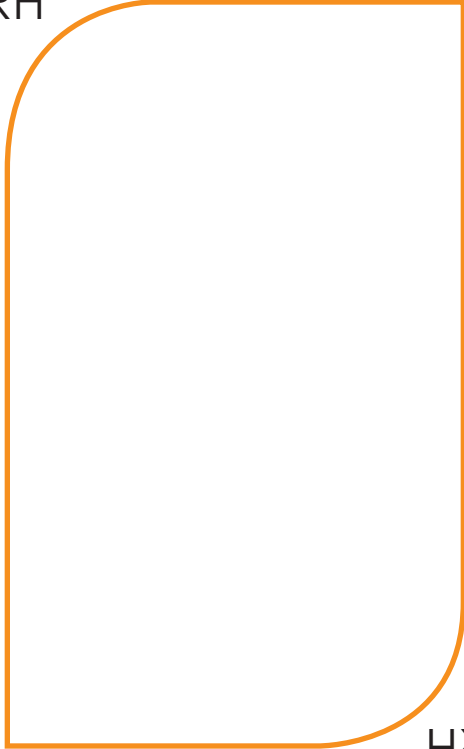



root word cards

Advanced Phonics

Root Hoot

AP. 020

RH  RH	RH  RH
RH  RH	RH  RH

blank word cards



Name _____

AP. 020

Root Hoot

		Roots					
		dict	tract	port	fer		
Affixes							
re							
pre							
dis							
im/in							
able							
ion							

note: some boxes may not have words

Name _____

Root Hoot

AP. 020

Roots						
Affixes						

note: some boxes may not have words

Name _____

AP. 020

Root Hoot

A tree diagram with a root and five empty boxes for labels. The root is labeled "root". The tree has a trunk, branches, and leaves. The boxes are arranged as follows: one at the top, one on the left side, one on the right side, one on the left side, and one at the bottom.

A tree diagram with a root and five empty boxes for labels. The root is labeled "root". The tree has a trunk, branches, and leaves. The boxes are arranged as follows: one at the top, one on the left side, one on the right side, one on the left side, and one at the bottom.

A tree diagram with a root and five empty boxes for labels. The root is labeled "root". The tree has a trunk, branches, and leaves. The boxes are arranged as follows: one at the top, one on the left side, one on the right side, one on the left side, and one at the bottom.

A tree diagram with a root and five empty boxes for labels. The root is labeled "root". The tree has a trunk, branches, and leaves. The boxes are arranged as follows: one at the top, one on the left side, one on the right side, one on the left side, and one at the bottom.



If the Clue Fits

Objective

The student will identify affixes, roots, base words, syllables, and variant correspondences in words.

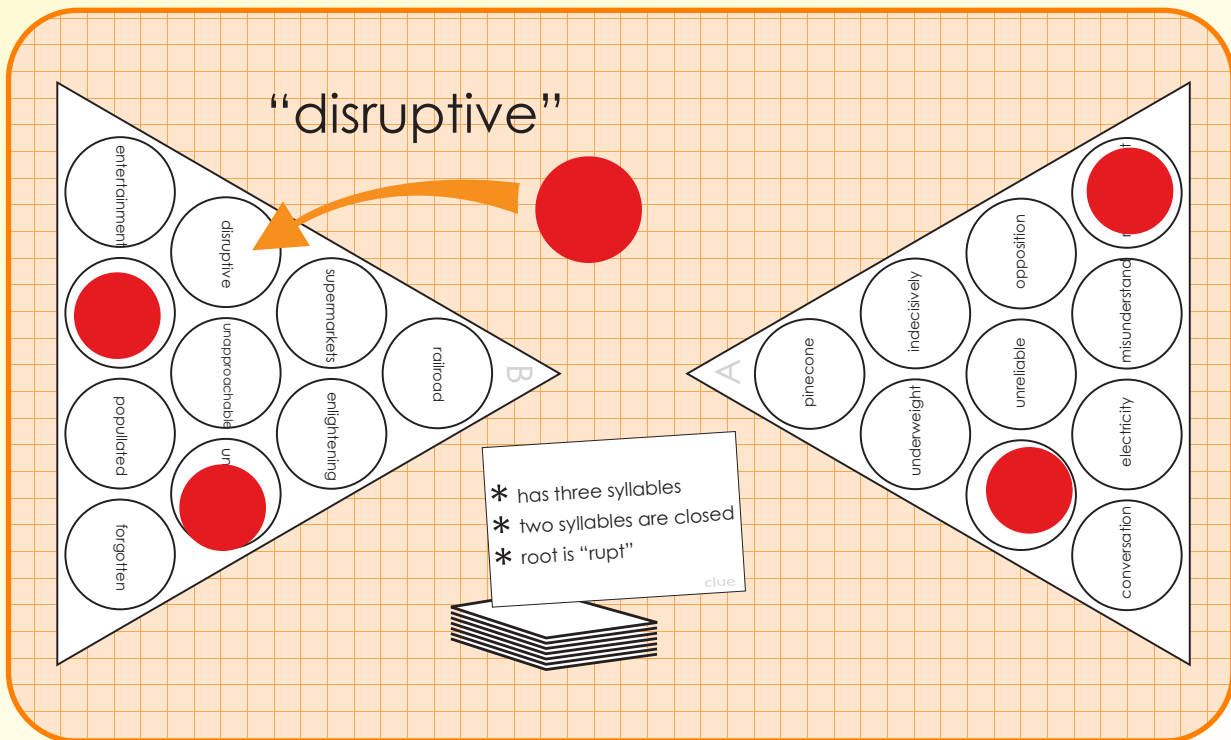
Materials

- ▶ If the Clue Fits triangles
- ▶ Clue cards
- ▶ Answer key
An answer key is provided for optional use.
- ▶ Game pieces (e.g., counters)

Activity

Students identify words by using advanced phonics-related clues.

1. Place clue cards face down in a stack. Provide each student with a different triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it (e.g., has three syllables, two syllables are closed, root is “rupt”).
3. Look for word on triangle that fits description (i.e., disruptive). Read word and place game piece on that spot. Place clue card in a discard pile.
4. If no word is found which matches description, place clue card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



“disruptive”

* has three syllables
* two syllables are closed
* root is “rupt”

clue

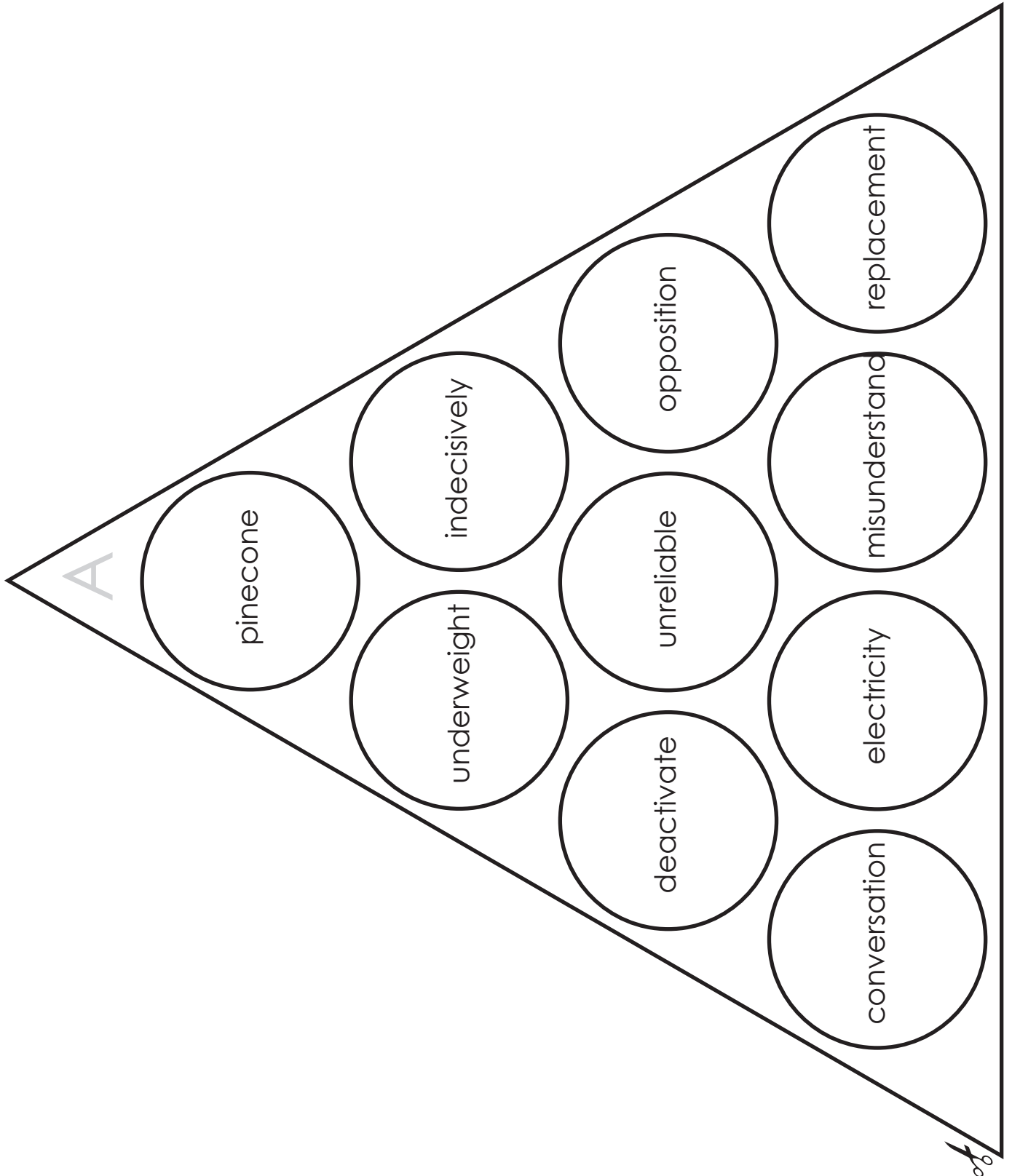
Extensions and Adaptations

- ▶ Write words based on clues.

Advanced Phonics

AP. 021

If the Clue Fits

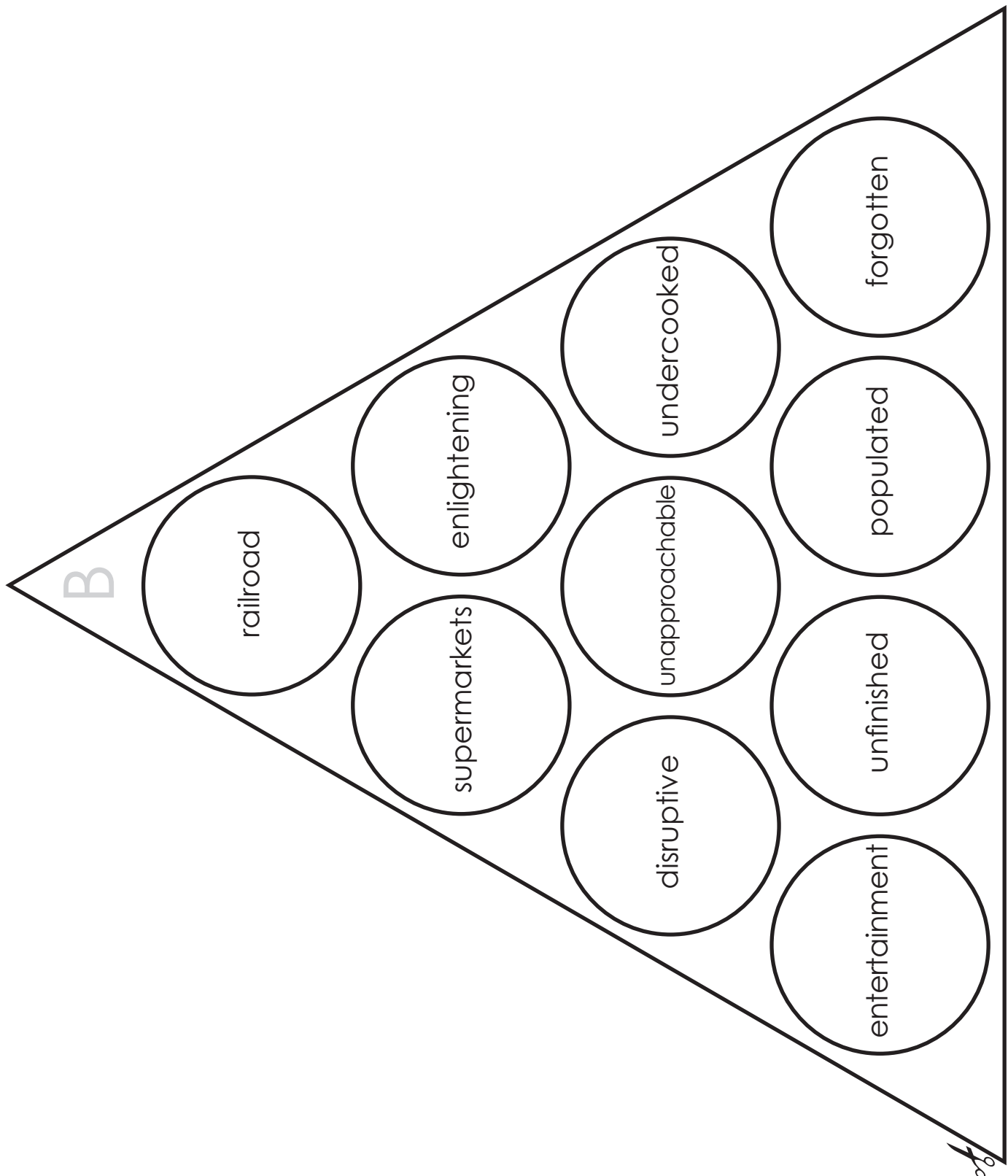


word triangle A

Advanced Phonics

If the Clue Fits

AP. 021



word triangle B

Advanced Phonics

AP. 021

If the Clue Fits

<ul style="list-style-type: none">* has two VCE syllables* one syllable has /ī/* compound word <p>clue</p>	<ul style="list-style-type: none">* has three syllables* third syllable has /ā/* compound word <p>clue</p>
<ul style="list-style-type: none">* has five syllables* has one prefix and two suffixes* base word is “decide” <p>clue</p>	<ul style="list-style-type: none">* has four syllables* has a prefix* root is “act” <p>clue</p>
<ul style="list-style-type: none">* has five syllables* prefix is a closed syllable* base word is “rely” <p>clue</p>	<ul style="list-style-type: none">* has four syllables* “s” makes the sound /z/* has a suffix <p>clue</p>
<ul style="list-style-type: none">* has four syllables* has r-controlled syllable* has a suffix <p>clue</p>	<ul style="list-style-type: none">* has five syllables* last syllable is open* “c” has two different sounds <p>clue</p>

clue cards



Advanced Phonics

If the Clue Fits

AP. 021

<ul style="list-style-type: none">* has four syllables* three syllables are closed* has a prefix <p>clue</p>	<ul style="list-style-type: none">* has three syllables* has a VCE syllable* has a prefix and suffix <p>clue</p>
<ul style="list-style-type: none">* has two vowel pair syllables* one syllable has /a/* is a compound word <p>clue</p>	<ul style="list-style-type: none">* has four syllables* two syllables are r-controlled* is a compound word <p>clue</p>
<ul style="list-style-type: none">* has four syllables* has one prefix and two suffixes* base word is "light" <p>clue</p>	<ul style="list-style-type: none">* has three syllables* two syllables are closed* root is "rupt" <p>clue</p>
<ul style="list-style-type: none">* has five syllables* last syllable is consonant-le* base word is "approach" <p>clue</p>	<ul style="list-style-type: none">* has three syllables* affix says /t/* has one vowel pair syllable <p>clue</p>

clue cards



Advanced Phonics

AP. 021

If the Clue Fits

<ul style="list-style-type: none">* has four syllables* has one vowel pair syllable* has a suffix <p>clue</p>	<ul style="list-style-type: none">* has three syllables* has two affixes* one of the affixes says /t/ <p>clue</p>
<ul style="list-style-type: none">* has four syllables* second syllable is open* has a suffix <p>clue</p>	<ul style="list-style-type: none">* has three syllables* second syllable is closed* has a suffix <p>clue</p>
<p>clue</p>	<p>clue</p>
<p>clue</p>	<p>clue</p>

clue cards



Advanced Phonics

If the Clue Fits

AP. 021

Answer Key A

has two VCE syllables
one syllable has /ī/
compound word

pinecone

has three syllables
third syllable has /ā/
compound word

underweight

has five syllables
has one prefix and two suffixes
base word is “decide”

indecisively

has four syllables
has a prefix
root is “act”

deactivate

has five syllables
prefix is a closed syllable
base word is “rely”

unreliable

has four syllables
“s” makes the sound /z/
has a suffix

opposition

has four syllables
has r-controlled syllable
has a suffix

conversation

has five syllables
last syllable is open
“c” has two different sounds

electricity

has four syllables
three syllables are closed
has a prefix

misunderstand

has three syllables
has a VCE syllable
has a prefix and suffix

replacement

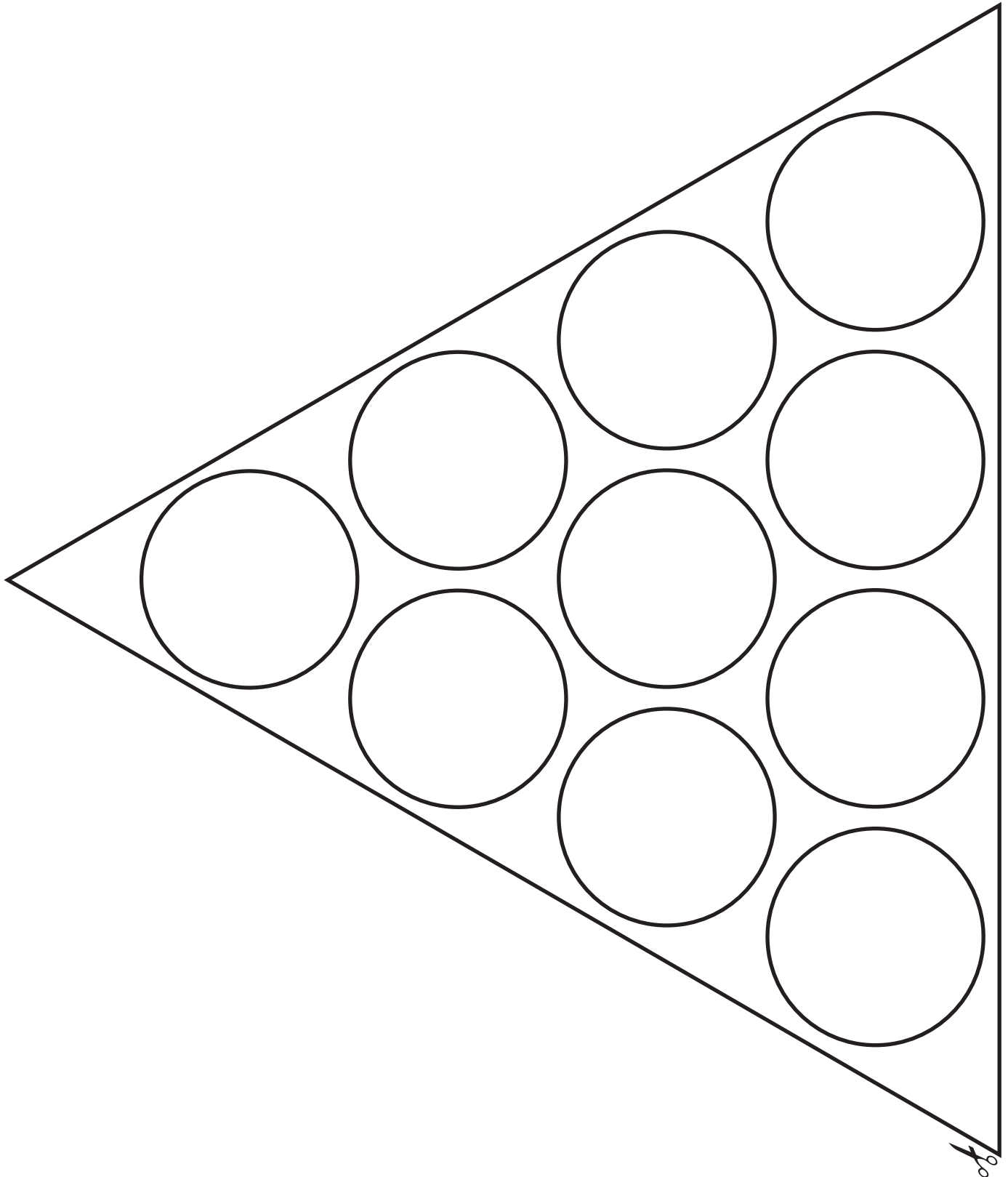
Answer Key B

<p>has two vowel team syllables one syllable has /ā/ compound word</p>	<p>railroad</p>
<p>has four syllables two syllables are r-controlled compound word</p>	<p>supermarkets</p>
<p>has four syllables has one prefix and two suffixes base word is "light"</p>	<p>enlightening</p>
<p>has three syllables two syllables are closed root is "rupt"</p>	<p>disruptive</p>
<p>has five syllables last syllable is consonant-le base word is "approach"</p>	<p>unapproachable</p>
<p>has three syllables affix says /t/ has one vowel pair syllable</p>	<p>undercooked</p>
<p>has four syllables has vowel pair syllable has a suffix</p>	<p>entertainment</p>
<p>has three syllables has two affixes one of the affixes says /t/</p>	<p>unfinished</p>
<p>has four syllables second syllable is open has a suffix</p>	<p>populated</p>
<p>has three syllables second syllable is closed has a suffix</p>	<p>forgotten</p>

Advanced Phonics

If the Clue Fits

AP. 021



blank triangle

Name _____

AP. 021

If the Clue Fits

has two syllables

both syllables have vowel pairs _____

has three syllables

has a suffix _____

has three syllables

first syllable is r-controlled _____

has two syllables

“c” in first syllable says /s/ _____

has four syllables

last syllable is VCE _____

has three syllables

root is “struct” _____

has three syllables

has a prefix _____

has three syllables

root is “act” _____



Word Way

Objective

The student will identify affixes, roots, base words, syllables, and variant correspondences in words.

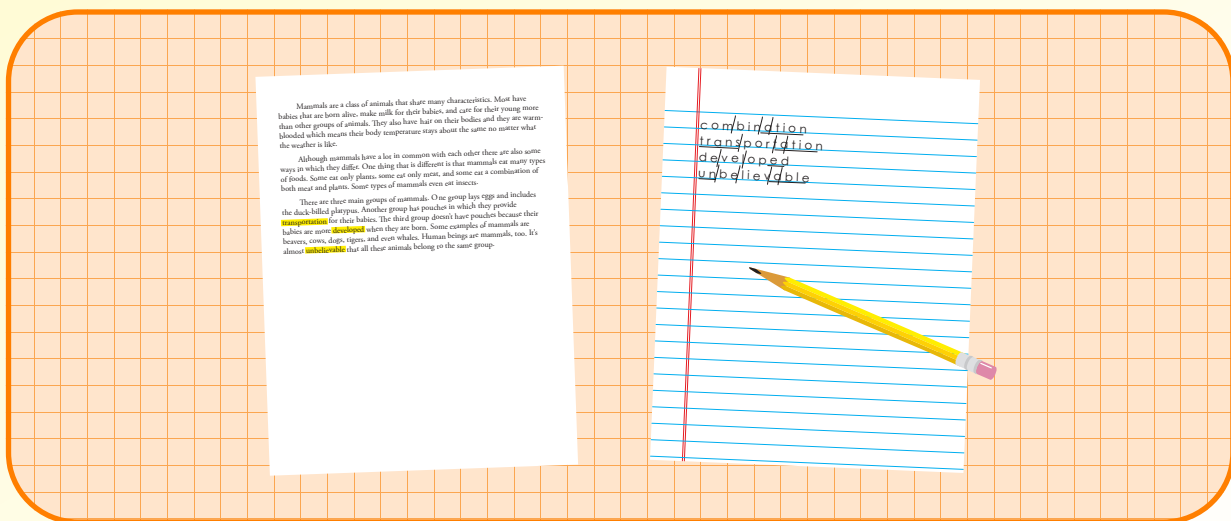
Materials

- ▶ Text
Choose a one-page passage within students' instructional-independent reading level range. Copy text. Optional: Laminate passage and use a Vis-à-Vis® marker.
- ▶ Highlighter
- ▶ Dictionary
- ▶ Notebook paper
- ▶ Pencil

Activity

Students decode unfamiliar words by analyzing their parts.

1. Provide the student with a copy of the text, highlighter, and dictionary.
2. Student starts to read the text.
3. If unable to read a word, highlights the word, and writes on paper.
4. Uses pencil to underline any prefix or suffix.
5. Identifies the vowel sounds and puts slash marks in between the syllables.
6. Attempts to pronounce the word. Reads the word again faster.
7. Rereads the sentence with the word. If the word makes sense continues reading. If the word does not make sense, pronounce word in a different way until it does make sense (e.g., pronounce the “c” in “combination” with a /k/ instead of /s/). Looks up word in dictionary, if necessary.
8. Continues until the entire text is read.
9. Teacher evaluation



Extensions and Adaptations

- ▶ Add student-friendly definitions or sentences to show meaning of the recorded words.
- ▶ Use tent card as a reference when reading.
- ▶ Circle affixes, identify vowel sounds, and make slash marks between the syllables.

1. Look at the word.
2. Identify prefixes and suffixes.
3. Note the vowel sounds in the rest of the word and divide the word into syllables.
5. Say the parts of the word together.
6. Say the parts together again fast.
7. Ask, "Is this a word I know? Does it make sense in the sentence?"
 - If it doesn't make sense try pronouncing it a different way. For example, some consonants and vowels can be pronounced differently (e.g., "c" can have the sound of /s/ or /k/, "ea" can have the sound of /e/ or /e/).
 - Look the word up in the dictionary, if necessary.
8. When the word is identified, read the sentence again with the word.
9. Good job! Keep reading.

How to Read an Unfamiliar Word

How to Read an Unfamiliar Word

1. Look at the word.
2. Identify prefixes and suffixes.
3. Note the vowel sounds in the rest of the word and divide the word into syllables.
5. Say the parts of the word together.
6. Say the parts together again fast.
7. Ask, "Is this a word I know? Does it make sense in the sentence?"
 - If it doesn't make sense try pronouncing it a different way. For example, some consonants and vowels can be pronounced differently (e.g., "c" can have the sound of /s/ or /k/, "ea" can have the sound of /e/ or /e/).
 - Look the word up in the dictionary, if necessary.
8. When the word is identified, read the sentence again with the word.
9. Good job! Keep reading.

Name _____

Word Way

AP. 022

imported	inaudible
inscription	perspective
predictable	incompleteness
disrupting	misinformation
impediment	relocation
expedition	undesirable
endothermic	uneventful
detractor	seamless



F. 001

Word Parts Speedy Syllables

Objective

The student will gain speed and accuracy in reading syllables.

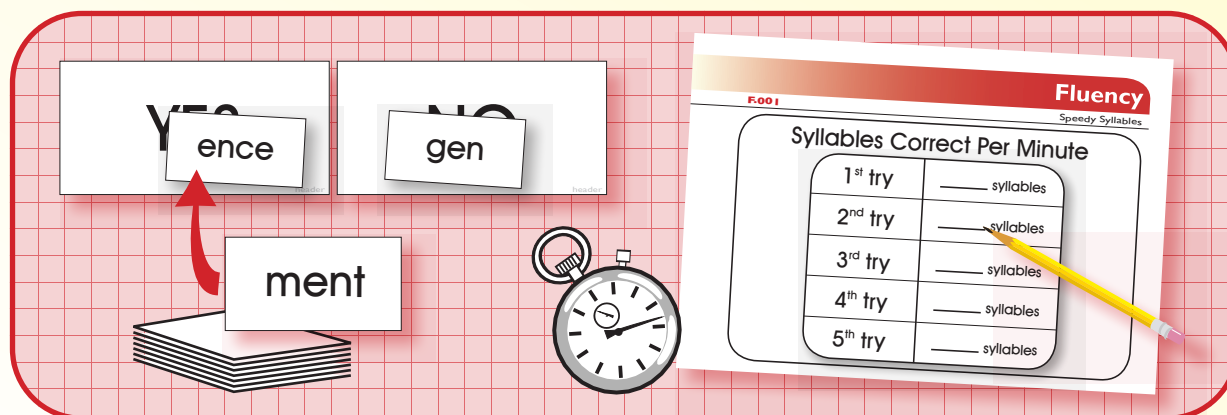
Materials

- ▶ YES and NO header cards
Copy on colored construction paper and laminate.
- ▶ Syllable cards
These are 100 syllables chosen from the list of 337 syllables found in the 5000 most frequent words. Some syllables have more than one pronunciation (e.g., “char” as in charter and character; “mal” as in formal and malnourished; “cy” as in fancy and cycle). It is suggested that when timing, students say only one sound per syllable. Note: All open syllables are pronounced with a long vowel sound.
- ▶ Syllables correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students quickly read syllables in a timed activity.

1. Place header cards face up and timer on a flat surface. Place the syllable cards face down in a stack. Provide each student with a syllables correct per minute record.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the syllable.
3. If the syllable is read correctly, student one 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 until the timer rings. Count the syllable cards in the “YES” pile and record the number on the syllables correct per minute record. Read syllables 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



Extensions and Adaptations

- ▶ Read common non-word syllables in a timed activity. There are approximately 20 different syllables presented on each sheet.

YES

header



NO

header



F. 001

Speedy Syllables

vi

tel

wil

ba

bles

bi

bor

cate

cen

char

syllable cards



Fluency

Speedy Syllables

F. 001

cial

cir

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gi

syllable cards



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Fluency

Speedy Syllables

F. 001

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syllable cards



F. 001

Speedy Syllables

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syllable cards



Fluency

Speedy Syllables

F. 001

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syllable cards



F. 001

Speedy Syllables

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syllable cards



Fluency

Speedy Syllables

F. 001

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syllable cards



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Fluency

Speedy Syllables

F. 001

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syllable cards



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

Fluency

Speedy Syllables

F. 001

1

ba bi tel bor cate

cen cir cial char cle

co cor cu cul cus (15)

cy gi bles vi wil

vi tel wil ba bi

cul bor cate cen cir (30)

cial char cle co cor

cu cul cus cy gi

wil vi tel gi cy (45)

cus bles cu cor co

cle cir cial char cen

cate bor bles bi ba (60)

common non-word syllables

2

ders	dle	dy	ence	ered	
fac	fect	gen	gle	heav	
ic	ies	pres	jo	ket	(15)
lat	lec	lect	li	lin	
ders	dy	ence	fac	ic	
dle	gen	ered	lin	jo	(30)
gle	heav	ies	pres	ket	
lat	lec	lect	li	fect	
lin	li	lect	lec	lat	(45)
ket	jo	pres	ies	ic	
heav	gle	gen	fect	fac	
ered	ence	dy	dle	ders	(60)

common non-word syllables

Fluency

Speedy Syllables

F. 001

3

su ous op oc ob

nu nore no ni mo

mil mi ments meas pi (15)

mal fel lu lo har

lo lu fel mal meas

ments mi mil mo su (30)

ni no nore nu ob

oc op ous har pi

har lo lu fel mal (45)

meas nu ments mo mi

mil ni no nore su

ob oc op ous pi (60)

common non-word syllables

4

ta	sur	sup	sug	sis	
sion	sim	ser	se	sa	
ro	ried	rep	rect	rec	(15)
ra	pos	ples	mag	ish	
ples	pos	se	ra	mag	
rec	rect	rep	ried	ro	(30)
sa	ser	sim	sion	sis	
sug	ish	sup	sur	ta	
ish	mag	ples	pos	ra	(45)
rec	rect	re	ried	ro	
sa	se	ser	sim	sion	
sis	sug	sup	sur	ta	(60)

common non-word syllables

Fluency

Speedy Syllables

F. 001

5

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ting

vid

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val

va

um

writ

tu

tro

tract

tor

ti

tem

(15)

te

tal

ner

min

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(30)

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tal

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(45)

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writ

(60)

common non-word syllables



Objective

The student will gain speed and accuracy in reading affixes.

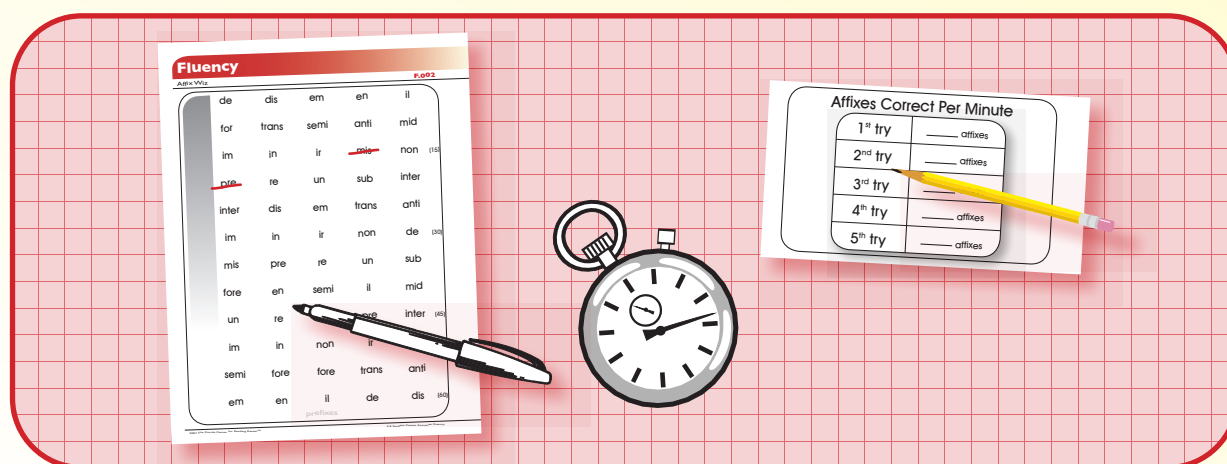
Materials

- ▶ Affix practice sheets
These sheets consist of common prefixes and suffixes, which repeat on the page. Select target practice sheet (i.e., prefix, suffix). Make two copies of each sheet and laminate.
- ▶ Affixes correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

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

1. Place timer on a flat surface. Provide each student with a copy of the target affix practice sheet, Vis-à-Vis® marker, and 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 reread affixes.
5. Continues until the timer rings. 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. Peer evaluation



Extensions and Adaptations

- ▶ Use prefixes and suffixes (mixed) practice sheet.
- ▶ Use affixes and words practice sheets.
- ▶ Highlight or circle target affixes in the newspaper or other print media.

Fluency

Affix Wiz

F. 002

de	dis	em	en	il	
fore	trans	semi	anti	mid	
im	in	ir	mis	non	(15)
pre	re	un	sub	inter	
inter	dis	em	trans	anti	
im	in	ir	non	de	(30)
mis	pre	re	un	sub	
fore	en	semi	il	mid	
un	re	sub	pre	inter	(45)
im	in	non	fore	mis	
semi	fore	ir	trans	anti	
em	en	il	de	dis	(60)

prefixes

able	ation	ed	en	er	
est	ful	ible	ing	ion	
ition	ity	ive	less	ly	(15)
ness	or	es	tion	ment	
ment	ful	ive	en	er	
est	ation	ible	or	ion	(30)
ition	ity	less	ed	ly	
ness	ing	es	tion	able	
or	tion	tion	ness	ment	(45)
ity	ive	ition	ly	less	
ible	ing	est	ful	ion	
able	en	er	ation	ed	(60)

suffixes

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

ity	ive	ir	mis	ition	
de	ed	en	in	non	
inter	less	im	sub	inter	(15)
pre	re	un	ful	ation	
anti	mid	tion	fore	ive	
dis	less	ly	ation	er	(30)
able	em	en	il	ion	
sub	ition	ness	er	im	
fore	trans	mis	ed	mid	(45)
tion	ment	im	ir	non	
ness	or	es	ment	re	
fore	est	ful	ible	ing	(60)

prefixes and suffixes

Fluency

Affix Wiz

F. 002

ir-	irregular	irresistible	irresponsible	irrational	
sub-	subdivide	subgroup	subway	substandard	
de-	debrief	decompose	deplane	defrost	
fore-	forearm	foreshadow	foreground	forehand	(20)
mid-	midday	midsize	midweek	midnight	
semi-	semifinal	semiskilled	semidry	semiweekly	
anti-	antigravity	antisocial	anticrime	antibacterial	(35)
inter-	interact	interconnect	interstate	interchange	
non-	nonabrasive	nonfiction	nonliving	nonstop	
em-	emblaze	embody	embolden	emplacement	(50)

prefixes and words

-ation	admiration	consultation	perspiration	expectation	
-en	darken	deepen	quicken	straighten	
-able	replaceable	noticeable	questionable	readable	
-less	sleepless	careless	colorless	thoughtless	(20)
-ment	amazement	development	entertainment	placement	
-ness	kindness	bitterness	weakness	darkness	
-ive	creative	passive	active	directive	(35)
-ity	minority	purity	ability	majority	
-ful	forgetful	successful	wonderful	thoughtful	
-or	governor	conductor	investigator	inventor	(50)

suffixes and words



Root Rap

Objective

The student will gain speed and accuracy in reading roots.

Materials

- ▶ Root cards
- ▶ List of roots

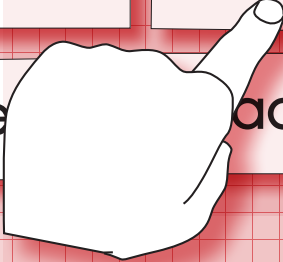
Activity

Students quickly identify roots in a timed activity.

1. Place list of roots and root cards face up in rows on a flat surface.
2. Working in pairs, student one picks up the list of roots and student two sits in front of the root cards.
3. Student one reads the first root on the first row of the list of roots while student two points quickly to the root.
4. Student one checks to assure that the correct root is identified. If the root is not identified correctly, student one assists. Student one quickly reads the remaining roots, pausing so that student two may locate and point to the corresponding card.
5. Reverse roles and continue until the roots are identified by each student multiple times.
6. Peer evaluation

“scop”

therm	vis	graph	spec
fer	cred	scop	aud
phon	fle	act	photo



Extensions and Adaptations

- ▶ Read list of roots in a timed activity and record.
- ▶ Read roots and words in a timed activity.
- ▶ Make other root cards.
- ▶ Use root cards as flash cards. Discuss meanings of the roots.

F. 003

Root Rap

photo

act

scop

tract

dict

ped

rupt

aud

cred

fer

root cards



Fluency

Root Rap

F. 003

gram

graph

phon

vis

port

script

spec

tele

therm

flect

root cards



gram	graph	phon	vis	port	
ped	cred	fer	rupt	aud	
dict	act	scop	photo	tract	(15)
script	spec	tele	therm	flect	
photo	act	scop	tract	dict	
ped	rupt	vis	port	script	(30)
spec	tele	therm	flect	aud	
gram	phon	cred	fer	graph	
tele	therm	flect	tract	dict	(45)
scop	graph	phon	photo	act	
ped	rupt	cred	fer	aud	
gram	vis	port	script	spec	(60)

list of roots

Roots Correct Per Minute

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



Roots Correct Per Minute

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

1

gram	telegram	anagram	diagram	grammar	
graph	phonograph	grapheme	telegraph	graphite	
phon	symphony	phonograph	phonogram	telephone	
vis	vision	invisible	visit	visual	(20)
port	import	transportation	porter	portable	
script	subscription	transcript	prescription	descriptive	
spec	spectacle	inspect	spectator	respect	(35)
tele	telephone	telegraph	telephoto	television	
therm	thermostat	thermal	thermodynamic	endothermic	
flect	reflect	inflection	deflect	genuflect	(50)

roots and words

Fluency

Root Rap

F. 003

2

photo	photocopy	photograph	photography	photogenic
act	actor	react	transact	enact
scop	telescope	microscopic	stethoscope	periscope
tract	tractor	retractor	traction	subcontract
dict	prediction	dictionary	verdict	dictator
ped	pedal	biped	pedestal	peddler
rupt	disrupt	rupture	corrupt	interrupt
aud	auditorium	inaudible	audio	audition
cred	incredible	credit	credential	incredulous
fer	transfer	confer	refer	ferry

roots and words

F. 003

Root Rap

blank cards





Word Part Rush

Objective

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

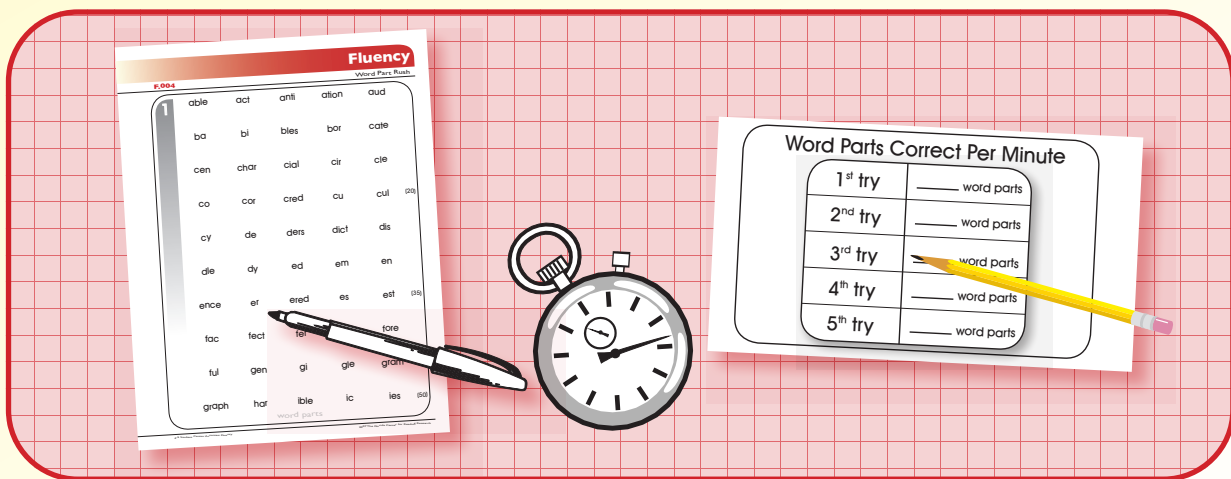
Materials

- ▶ Word part practice sheets
These sheets consist of common syllables, prefixes, suffixes, and roots. They are only featured once on the page. Select target practice sheet (i.e., 1, 2, 3). Make two copies of each sheet and laminate.
- ▶ Word parts correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students quickly read word parts on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a word parts practice sheet, Vis-à-Vis® marker, and a word parts correct per minute record.
2. Taking turns, students practice reading the word parts 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 word parts that are read incorrectly. If all the word parts on the sheet are read, go back to the top and reread the word parts.
5. Continues until timer rings. Student one marks the last word part read. Counts the number of word parts read correctly.
6. Student two records the number of word parts 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

- ▶ Take turns with a partner reading line-by-line on a copy of the same practice sheet.
- ▶ Highlight target word parts in the newspaper or other print media.

1

able act anti ation aud

ba bi bles bor cate

cen char cial cir cle

co cor cred cu cul (20)

cy de ders dict dis

dle dy ed em en

ence er ered es est (35)

fac fect fer flect fore

ful gen gi gle gram

graph har ible ic ies (50)

word parts

Fluency

Word Part Rush

F. 004

2

il im in ing inter

ion ir ish ition ity

ive jo ket lat lec

lect less li lin lo (20)

lu ly mag mal mar

meas ment mi mid mil

min mis mo ness ni (35)

no non nore nu ob

oc op or ous ped

phon photo pi ples port (50)

word parts

3

pos pre ra re rec

rect rep ried ro rupt

sa scop script semi ser

sim sion sis spec sub (20)

sug sup sur ta tal

te tel tele tem therm

ti tion tive tor tract (35)

trans tro tu tures um

un va val var vel

vi vid vis wil writ (50)

word parts

Word Parts Correct Per Minute

1 st try	_____ word parts
2 nd try	_____ word parts
3 rd try	_____ word parts
4 th try	_____ word parts
5 th try	_____ word parts



Word Parts Correct Per Minute

1 st try	_____ word parts
2 nd try	_____ word parts
3 rd try	_____ word parts
4 th try	_____ word parts
5 th try	_____ word parts



Objective

The student will gain speed and accuracy in reading words.

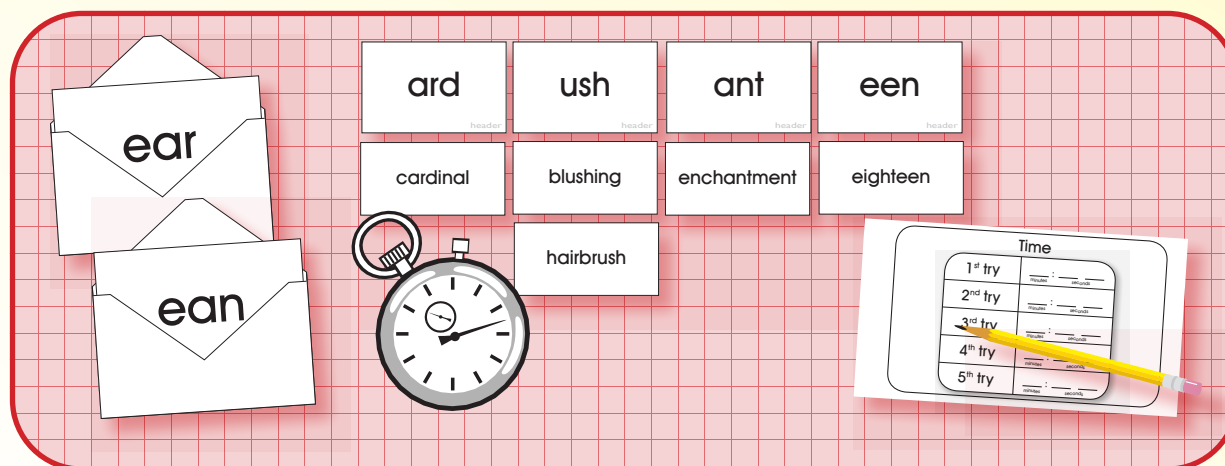
Materials

- ▶ Rime header cards
Note: Rimes used are ard, ean, ane, ush, one, ear, ant, een.
- ▶ Word cards
Note: There are five words containing each rime.
- ▶ 2 Envelopes
Place four rime header cards with corresponding words in each envelope.
- ▶ Time record
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students sort and read words with the same rimes in a timed activity.

1. Place envelopes containing four rime header cards and corresponding word cards on a flat surface.
2. Taking turns, student one and student two select an envelope.
3. Student one starts the timer and tells student two to “begin.”
4. Student two opens his envelope and places the header cards in a row. Reads each of the word cards orally and places under the corresponding headers.
5. Student one stops the timer when all cards are sorted. Tells student two the time. Student two records time on the recording sheet. Student two reads words aloud by rime to student one who checks for accuracy.
6. Reverse roles and continue until each student is able to sort both sets of cards multiple times.
7. Peer evaluation



Extensions and Adaptations

- ▶ Sort more than one envelope of words in a timed activity.
- ▶ Read rimes in a timed activity.
- ▶ Read rimes and words in a timed activity.
- ▶ Make other word cards to sort.

Fluency

Quick Sort

F. 005

ard

header

ean

header

ane

header

ush

header

one

header

ear

header

ant

header

een

header

header cards



F. 005

Quick Sort

hardness

bombard

cardinal

garden

cardiology

jellybean

cleanup

meaningful

housecleaning

demeanor

word cards



Fluency

Quick Sort

F. 005

humane

airplane

sugarcane

hurricane

membrane

hairbrush

blushing

mushroom

crushable

crushed

word cards



F. 005

Quick Sort

cyclone

chaperone

headphones

loneliness

postpone

appearance

weary

fearfully

nearsighted

yearbook

word cards



Fluency

Quick Sort

F. 005

grant

planter

enchantment

chanting

slanted

unforseen

teenager

sunscreen

eighteen

canteen

word cards



Time

1 st try	_____ : _____ minutes seconds
2 nd try	_____ : _____ minutes seconds
3 rd try	_____ : _____ minutes seconds
4 th try	_____ : _____ minutes seconds
5 th try	_____ : _____ minutes seconds



Time

1 st try	_____ : _____ minutes seconds
2 nd try	_____ : _____ minutes seconds
3 rd try	_____ : _____ minutes seconds
4 th try	_____ : _____ minutes seconds
5 th try	_____ : _____ minutes seconds

ade	ane	ant	ark	art	
ard	oy	oon	ave	ean	
ire	one	een	ort	ur	(15)

ound	ist	ush	ear	aught	
------	-----	-----	-----	-------	--

ade	ane	ant	ark	art	
ard	oy	oon	ave	ean	(30)
ire	one	een	ort	ush	

ear	aught	ist	ound	ur	
ist	ound	ush	ear	aught	(45)

ire	ave	een	ort	ur	
-----	-----	-----	-----	----	--

ard	oy	oon	one	ean	
-----	----	-----	-----	-----	--

ade	ane	ant	ark	are	(60)
-----	-----	-----	-----	-----	------

rimes

ade

parade

invader

cascade

everglades

crusade

decade

blockade

motorcade

barricade

downgrade

(11)

ist

history

assist

existence

finalist

dentist

bicyclist

consistently

wrist

resist

enlist

(22)

oon

afternoon

balloon

tablespoon

cocoon

moonlight

typhoon

baboon

cartoon

spoonful

raccoon

(33)

ur

currently

hamburger

occurrence

furnish

excursion

sulfur

blurry

murmur

burden

disturbance

(44)

rime and words

ark

market

ballpark

disembark

benchmark

darken

parka

sparkling

remarkable

skylark

sparkplugs

(11)

ire

perspire

admire

requirements

conspire

wireless

empire

entirely

inquire

retirement

desire

(22)

ave

bravery

behave

airwave

concave

engrave

forgave

microwave

pavement

quaver

brainwave

(33)

oy

boycott

voyage

convoy

destroy

enjoyable

annoy

loyalty

royal

soybean

employment

(44)

rime and words



Objective

The student will gain speed and accuracy in reading words.

Materials

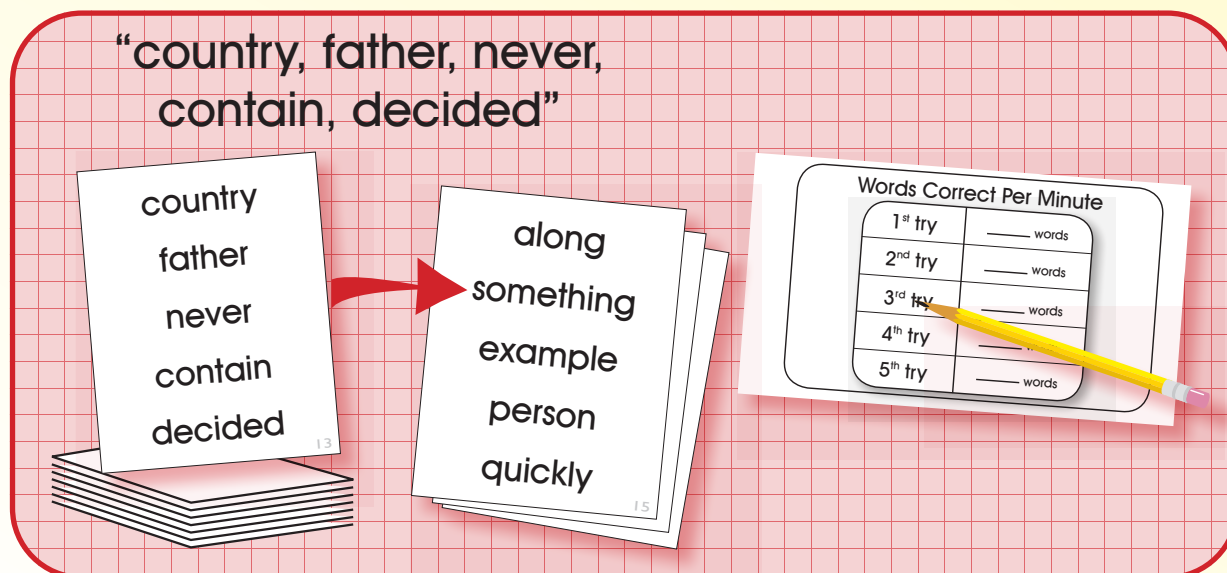
- ▶ High frequency word cards
These are 140 multisyllabic words found in the first 500 high frequency words.
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record
- ▶ Pencils

Activity

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

1. Place word cards face down in a stack. Provide each group of students with a timer and one words correct per minute record.
2. Student one sets the timer for one minute, picks up the first word card from the stack, reads it aloud, and places it in the discard pile. If unable to read a word on 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 rings.
5. Student one counts and records the number of words read in one minute on the group record. Passes group record and timer to the next student.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation

**“country, father, never,
contain, decided”**



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

Extensions and Adaptations

- ▶ Distribute all cards and take turns reading them in sequence. State number and then read words.
- ▶ Make other high frequency word cards.
- ▶ Use phrases and sentences.
- ▶ Time how long it takes one student to read all word cards.

Fluency

Give Me Five

F. 006

other
about
many
circle
include

1

heavy
special
material
into
number

2

people
water
over
order
cannot

3

power
among
object
only
very

4

high frequency word cards



after
sentence

before
government
equation

5

thousands
language

explain
follow
around

6

another
because
different
common
understand

7

behind
system
ago
picture
again

8



Fluency

Give Me Five

F. 006

away

animal

letter

machine

inside

9

island

scientists

carefully

mother

answer

10

study

America

every

nothing

ocean

11

building

produce

surface

between

below

12

high frequency word cards



country
father
never
contain
decided

13

inches
minutes
became
under
story

14

along
something
example
person
quickly

15

correct
finally
English
begin
always

16



Fluency

Give Me Five

F. 006

paper
together
important
upon
travel

17

certain
figure
notice
until
children

18

began
river
carry
busy
money

19

slowly
table
numeral
without
second

20

high frequency word cards



later
idea
enough
pattern
against

21

hundred
vowel
morning
become
really

22

almost
above
sometimes
toward
himself

23

several
covered
listen
mountain
being

24



Fluency

Give Me Five

F. 006

family

body

music

early

remember

25

measure

happened

products

color

question

26

area

problem

complete

however

better

27

during

today

across

usually

easy

28

high frequency word cards



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

Fluency

Give Me Five

F. 006

blank cards





Objective

The student will gain speed and accuracy in reading words.

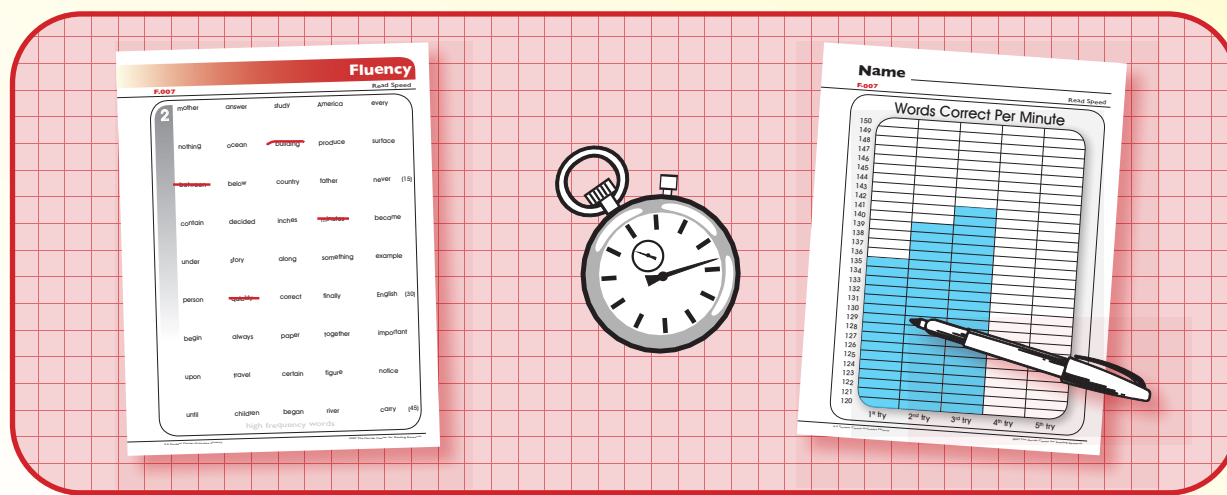
Materials

- ▶ Word practice sheets
*These are 135 multisyllabic words found in the first 500 high frequency words.
Each sheet consists of 45 different words.
Make two copies of each sheet and laminate.*
- ▶ Words correct per minute graph
- ▶ Timer (e.g., digital)
- ▶ Colored markers
- ▶ Vis-à-Vis® markers

Activity

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

1. Place timer on a flat surface. Provide each student with a word practice sheet, Vis-à-Vis® marker, and a words correct per minute graph.
2. Taking turns, students practice reading the words 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 sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, goes back to the top and continues until timer rings.
5. Student one counts number of words read correctly. Student two records the number of words read correctly on his words correct per minute graph using a colored marker.
6. Repeat the activity at least two more times attempting to increase speed and accuracy.
7. Reverse roles.
8. Peer evaluation



Extensions and Adaptations

- ▶ Use appropriate graphs for less and more fluent readers.
- ▶ Use blank graph. Indicate words per minute target numbers.

Fluency

Read Speed

F. 007

1

many	circle	include	carefully	scientists
heavy	special	material	busy	number
people	water	government	able	cannot (15)
power	among	object	only	very
after	sentence	before	over	equation
thousands	language	explain	follow	around (30)
another	because	different	common	understand
behind	system	order	picture	again
away	animal	letter	machine	inside (45)

high frequency words

2

mother	answer	study	America	every	
nothing	ocean	building	produce	surface	
between	below	country	father	never	(15)
contain	decided	inches	minutes	became	
under	story	along	something	example	
person	quickly	correct	finally	English	(30)
begin	always	paper	together	important	
upon	travel	certain	figure	notice	
until	children	began	river	carry	(45)

high frequency words

Fluency

Read Speed

F. 007

3

money

slowly

table

numeral

without

second

later

idea

enough

pattern

against

hundred

vowel

morning

Indian (15)

really

almost

above

sometimes

toward

himself

several

covered

listen

mountain

being

family

body

music

early (30)

remember

measure

happened

products

color

question

area

problem

complete

however

better

during

today

across

usually (45)

high frequency words



Quick Words

Objective

The student will gain speed and accuracy in reading words.

Materials

- ▶ Target word cards.
Write target words on cards. Option: Use target word cards from reading program or content areas.
- ▶ YES and NO header cards
- ▶ Words correct per minute graph
- ▶ Timer (e.g., digital)
- ▶ Colored markers

Activity

Students quickly read words in a timed activity.

1. Place header cards face up and timer on a flat surface. Place the word cards face down in a stack. Provide each student with a words correct per minute graph.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the word.
3. If the word is read correctly, student one places the card in a pile on the “YES” card. If the word is read incorrectly, places it in a pile on the “NO” card.
4. Continue until the timer rings. Count the word cards in the “YES” pile and record the number on the words correct per minute graph using a colored marker.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

“marvelous!”


YES

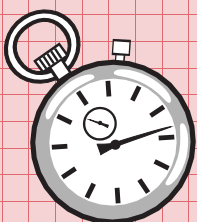
calculate

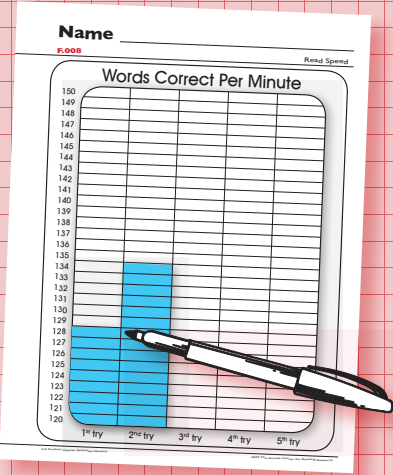
NO

barometer

marvelous







Extensions and Adaptations

- ▶ Make practice sheets of target words to read in a timed practice.
- ▶ Use blank graph. Indicate words per minute target numbers.

F. 008

Quick Words

blank cards



YES

header



NO

header





F. 009

Phrases

Fleeting 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. Note: These phrases were developed using high frequency words.

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

Activity

Students quickly read phrases on cards in a timed activity.

1. Place header cards face up and timer on a flat surface. Place the phrase cards face down in a stack. Provide each student with a phrases correct per minute record.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the phrase.
3. If all the words in the phrase are read correctly, student one 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. Continues 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

Extensions and Adaptations

- ▶ Identify and read sentences in text in which phrasing makes a difference in meaning (e.g., *Fruit flies like a banana.* Depending on phrasing, flies is either a noun or a verb).

Fluency

Fleeting Phrases

F. 009

several years ago

between the lines

remember to include

along the river

during certain times

never say never

before and after

among the family

phrase cards



really easy

body of water

enough money

cannot understand you

able to explain

usually order

today began slowly

again and again



Fluency

Fleeting Phrases

F. 009

a number of people

just minutes away

answer the question

an important idea

your mother and father

give me an example

measure in inches

before you begin

phrase cards



complete the sentence

a common color

listen carefully

every second counts

better late than never

something special

circle the letter

almost always



Fluency

Fleeting Phrases

F. 009

below the surface

early in the morning

the story is about

go inside the building

correct the paper

over and under

it finally happened

figure out the problem

phrase cards



across the ocean	too heavy to carry
children study together	travel across the country
nothing was decided	many different animals
covered the table	sometimes you notice

phrase cards



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

YES

header



NO

header





F. 010

Phrases Phrase Haste

Objective

The student will gain speed and accuracy in reading phrases.

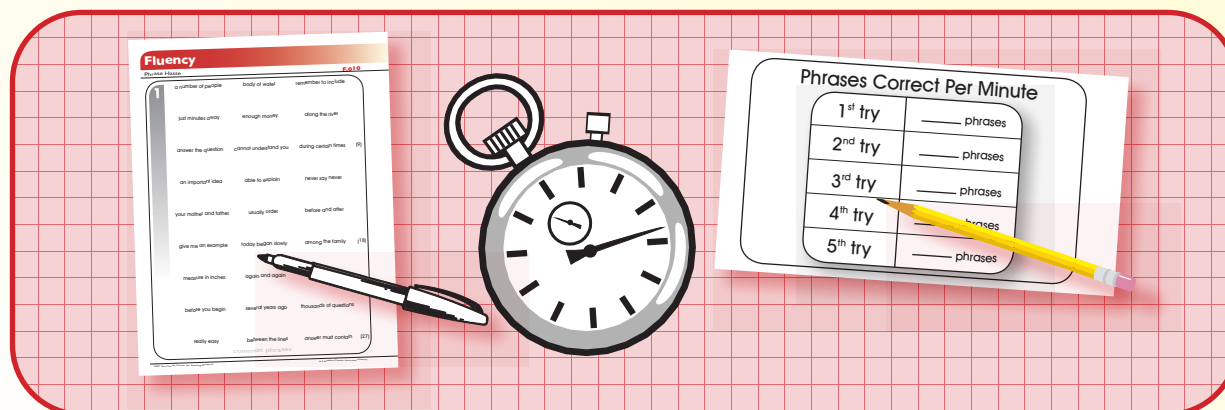
Materials

- ▶ Phrase practice sheets
These sheets consist of phrases using high frequency words. Select target practice sheet. Make two copies of each sheet and laminate.
- ▶ Phrases correct per minute record
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students quickly read phrases in a timed activity.

1. Place timer on a flat surface. Provide each student with a copy of the phrase practice sheet, Vis-à-Vis® marker, and a phrases correct per minute record.
2. Taking turns, students read the phrases 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 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, goes back to the top and rereads phrases.
5. Continues until the timer rings. Student one marks the last word read. Student two counts the number of total phrases read correctly. Note: To count the phrase as correct, all the words in the phrase must be read correctly.
6. Student two records the 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. Peer evaluation



Extensions and Adaptations

- ▶ Use other phrases.
- ▶ Read idioms in a timed activity. Discuss meanings of the idioms.

Fluency

Phrase Haste

F. 010

1

a number of people

body of water

remember to include

just minutes away

enough money

along the river

answer the question

cannot understand you

during certain times (9)

an important idea

able to explain

never say never

your mother and father

usually order

before and after

give me an example

today began slowly

among the family (18)

measure in inches

again and again

it happened quicky

before you begin

several years ago

thousands of questions

really easy

between the lines

answer must contain (27)

common phrases

2

complete the sentence

early in the morning

children study together

a common color

the story is about

travel across the country

listen carefully

go inside the building

nothing was decided (9)

every second counts

correct the paper

many different animals

better late than never

over and under

covered the table

something special

it finally happened

sometimes you notice (18)

circle the letter

figure out the problem

finally decided upon

almost always

across the ocean

until the very end

below the surface

too heavy to carry

another way around (27)

common phrases

3

bark up the wrong tree

get cold feet

measure up to the task

bird's eye view

glued to his seat

off the top of my head

burn the midnight oil

had her hands full

raining cats and dogs (9)

crack a smile

had us in stitches

root for the underdog

doesn't hold water

has a green thumb

skating on thin ice

drop me a line

let the cat out of the bag

speak my mind (18)

felt like a million dollars

know the ropes

spilled the beans

fish out of water

get the ball rolling

state-of-the-art

forever and a day

like a broken record

wrong side of the bed (27)

idioms

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



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) at slash marks.
4. Student two (lower performing student) then reads the same passage with intonation and expression while pausing briefly between chunks (or phrases) at slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the same passage without the slash marks using proper phrasing, intonation, and expression.
7. Reverse roles and repeat activity.
8. Peer evaluation

The image shows two copies of a reading chunk titled "Harry's Hiccups" from the "Fluency Reading Chunks" series, labeled "F.011". The left copy is the original version with slash marks at the end of each sentence. The right copy is a chunked version where the text is divided into smaller, meaningful units separated by slashes. The text of the passage is as follows:

Harry's Hiccups

What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and woke him up at 7:00 / so he could get ready for school. // Breakfast was the same cereal / he ate every day / along with his banana / and glass of juice. // As he left, / he grabbed his homework and backpack. // He reminded his mom / that he had a baseball game that night. //

He was on the bus / when they began. // He was involved in a conversation / with his friends when, / out of nowhere, / he began to hiccup. // He excused himself / and thought that would be the end of it. // Instead, / it was only the beginning. // He hiccupped again and again until, / finally, / one of his friends said, "Okay, Harry enough. // You're starting to bother me / and everyone else on the bus." // The problem was / they weren't small inaudible hiccups. // No, / they were loud enough / for everyone to hear. // They also got to be painful. //

The hiccups persisted / throughout the day. // This had never happened / to Harry before. // His teacher tried to be understanding / and suggested he get some water. // When that didn't work, / one of the students / tried to stifle him / as a way to stop the hiccups. // Another student suggested he breathe / into a bag. // None of these remedies worked. // Harry continued to hiccup. // When they got to be too loud, / everyone decided he should go / see the nurse. // His classmates did not want to be rude, / but no one wanted to sit with him at lunch, / so he sat at a table by himself. //

Harry thought the hiccups / might go away / when he started playing baseball. // But, / instead, / he hiccupped and struck out. // The coach told Harry / it probably would be better / if he sat out / the rest of the game. // That night / when he tried to do his homework, / all he could do was hiccup. // What if he had the hiccups / for the rest of his life? // Upset and worn out, / Harry went to bed. // The last thing he remembered / was hiccupping. // The next morning / when he woke up, / he opened his eyes and inhaled. // All was normal. // Harry was happy / to be quiet that day. //

Extensions and Adaptations

- ▶ Chunk and read other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.
- ▶ Read passage divided line-by-line in a chunked format and reread in original format.

Harry's Hiccups

What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and woke him up at 7:00 / so he could get ready for school. // Breakfast was the same cereal / he ate every day / along with his banana / and glass of juice. // As he left, / he grabbed his homework and backpack. // He reminded his mom / that he had a baseball game that night. //

He was on the bus / when they began. // He was involved in a conversation / with his friends when, / out of nowhere, / he began to hiccup. // He excused himself / and thought that would be the end of it. // Instead, / it was only the beginning. // He hiccupped again and again until, / finally, / one of his friends said, / "Okay, Harry enough. // You're starting to bother me / and everyone else on the bus."// The problem was / they weren't small inaudible hiccups. // No, / they were loud enough / for everyone to hear. // They also got to be painful. //

The hiccups persisted / throughout the day. // This had never happened / to Harry before. // His teacher tried to be understanding / and suggested he get some water. // When that didn't work, / one of the students / tried to startle him / as a way to stop the hiccups. // Another student suggested he breathe / into a bag. // None of these remedies worked. // Harry continued to hiccup. // When they got to be too loud, / everyone decided he should go / see the nurse. // His classmates did not want to be rude, / but no one wanted to sit with him at lunch, / so he sat at a table by himself. //

Harry thought the hiccups / might go away / when he started playing baseball. // But, / instead, / he hiccupped and struck out. // The coach told Harry / it probably would be better / if he sat out / the rest of the game. // That night / when he tried to do his homework, / all he could do was hiccup. // What if he had the hiccups / for the rest of his life? // Upset and worn out, / Harry went to bed. // The last thing he remembered / was hiccupping. // The next morning / when he woke up / he opened his eyes and inhaled. // All was normal. // Harry was happy / to be quiet that day. //

Harry's Hiccups

What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

He was on the bus when they began. He was involved in a conversation with his friends when, out of nowhere, he began to hiccup. He excused himself and thought that would be the end of it. Instead, it was only the beginning. He hiccupped again and again until, finally, one of his friends said, "Okay, Harry enough. You're starting to bother me and everyone else on the bus." The problem was they weren't small inaudible hiccups. No, they were loud enough for everyone to hear. They also got to be painful.

The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to startle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked. Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball. But, instead, he hiccupped and struck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

Cooking Up Trouble

Jill and her dad
went to the bakery
for breakfast.
Jill could see the baker
placing trays
in the massive oven.
The baker asked Jill
if she would like
a tour of the kitchen.
Jill smiled
and said, "Yes!"
The baker demonstrated
how the large mixer worked,
showed them the oven,
and the huge baker's
preparation table.
Then the baker told them
how he combines the ingredients
to make the dough.
As Jill listened,
the glistening switch
on the giant mixing machine
caught her eye.
She extended her hand
and flipped the switch.
"Whir!" went the machine.
The baker, Jill, and her dad
tried to dart
out of the way.
Chocolate cake batter splattered
around the room

and all over Jill.
The baker lunged
toward the machine
and turned it off.
Jill wanted to cry
and was afraid
to look at her dad
or the baker.
Unexpectedly the baker
started to laugh.
Then, Jill's dad
started to laugh.
Jill still felt dreadful,
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 had completed the job,
she asked the baker
to accept her apology
for making the mess.
He smiled and said,
"That's okay."
Then, he offered her a box
to take with her.
When she got outside the bakery,
she peered in the box
to see a huge piece
of chocolate cake.
Jill smiled.

Cooking Up Trouble

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

The baker demonstrated how the large mixer worked, showed them the oven, and the huge baker’s preparation table. Then the baker told them how he combines the ingredients to make the dough. As Jill listened, the glistening switch on the giant mixing machine caught her eye. She extended her hand and flipped the switch. “Whir!” went the machine.

The baker, Jill, and her dad tried to dart out of the way. Chocolate cake batter splattered around the room and all over Jill. The baker lunged toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Unexpectedly the baker started to laugh. Then, Jill’s dad started to laugh. Jill still felt dreadful, 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 had completed the job, she asked the baker to accept her apology for making the mess. He smiled and said, “That’s okay.” Then, he offered her a box to take with her. When she got outside the bakery, she peered in the box to see a huge piece of chocolate cake. Jill smiled.



Division Decisions

Objective

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

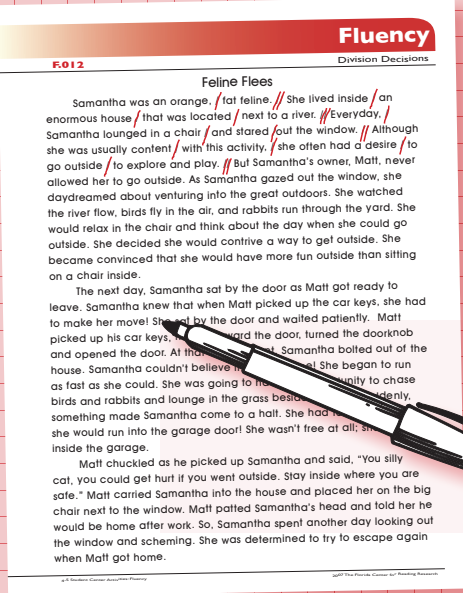
Materials

- ▶ Passage
Make two copies and laminate. Note: Several sentences have slashes to help students get started.
- ▶ Vis-à-Vis® markers

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) listens and checks for designated phrasing. Repeats the reading using proper intonation, expression, and phrasing.
6. Reverse roles and repeat activity.
7. Peer evaluation



Extensions and Adaptations

- ▶ Erase slash marks and read fluently.
- ▶ Use other passages and highlight every other phrase in the text and then read fluently.
- ▶ Use other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

Feline Flees

Samantha was an orange, / fat feline. // She lived inside / an enormous house / that was located / next to a river. // Everyday, / Samantha lounged on a chair / and stared /out the window. // Although she was usually content / with this activity, / she often had a desire / to go outside / to explore and play. // But Samantha’s owner, Matt, never allowed her to go outside. As Samantha gazed out the window, she daydreamed about venturing into the great outdoors. She watched the river flow, birds fly in the air, and rabbits run through the yard. She would relax on the chair and think about the day when she could go outside. She decided she would contrive a way to get outside. She became convinced that she would have more fun outside than sitting on a chair inside.

The next day, Samantha sat by the door as Matt got ready to leave. Samantha knew that when Matt picked up the car keys, she had to make her move! She sat by the door and waited patiently. Matt picked up his car keys, moved toward the door, turned the doorknob and opened the door. At that same instant, Samantha bolted out of the house. Samantha couldn’t believe it; she was free! She began to run as fast as she could. She was going to have the opportunity to chase birds and rabbits and lounge in the grass beside the river. Suddenly, something made Samantha come to a halt. She had to stop or else she would run into the garage door! She wasn’t free at all; she was still inside the garage.

Matt chuckled as he picked up Samantha and said, “You silly cat, you could get hurt if you went outside. Stay inside where you are safe.” Matt carried Samantha into the house and placed her on the big chair next to the window. Matt patted Samantha’s head and told her he would be home after work. So, Samantha spent another day looking out the window and scheming. She was determined to try to escape again when Matt got home.



Chunked Text

F. 013

Chunk It Up



Objective

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



Materials

- ▶ Tent card
- ▶ Passage

Make two copies and laminate. Optional: Provide each student a paper copy of the text to turn in.

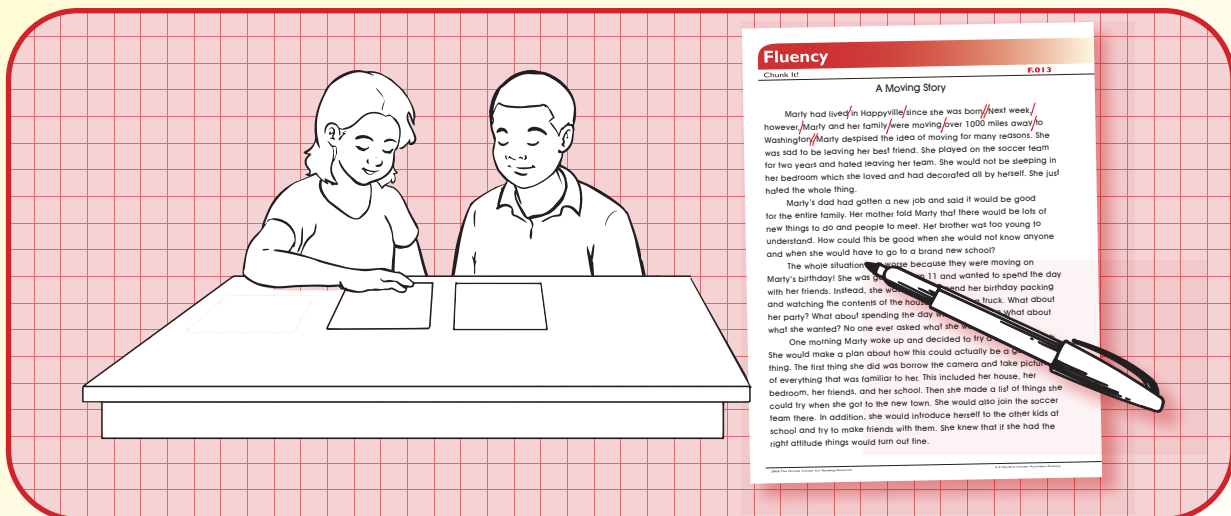
- ▶ Vis-à-Vis® markers



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. Place tent card so both students can read it. Provide each student with a copy of the text and a Vis-à-Vis® marker.
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. Refer to tent card, as necessary.
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. Reverse roles and repeat the activity.
7. Peer evaluation



Extensions and Adaptations

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

Example:
Mom relaxed / in the chair / and thought / about the day / when she / could go on vacation. //

- There are no defined rules to separate sentences into phrases.
- Most people pause somewhere in the middle of sentences.
- Sometimes subjects and predicates are placed in separate phrases.
- Prepositional phrases, verb phrases, and noun phrases may signal a pause.
- Punctuation marks within and at the end of sentences signal phrases and pauses.

Keep in mind:

1. Place a single slash mark (/) to indicate a short pause at the end of a phrase within the sentence.
2. Place two slash marks (//) at the end of a sentence to indicate a longer pause.

Divide or chunk sentences into meaningful phrases to practice fluent reading.

Chunking Text

Chunking Text

Divide or chunk sentences into meaningful phrases to practice fluent reading.

1. Place a single slash mark (/) to indicate a short pause at the end of a phrase within the sentence.
2. Place two slash marks (//) at the end of a sentence to indicate a longer pause.

Keep in mind:

- There are no defined rules to separate sentences into phrases.
- Most people pause somewhere in the middle of sentences.
- Sometimes subjects and predicates are placed in separate phrases.
- Prepositional phrases, verb phrases, and noun phrases may signal a pause.
- Punctuation marks within and at the end of sentences signal phrases and pauses.

Example:
Mom relaxed / in the chair / and thought / about the day / when she / could go on vacation. //



A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.



F. 014

Connected Text Practice and Read

Objective

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

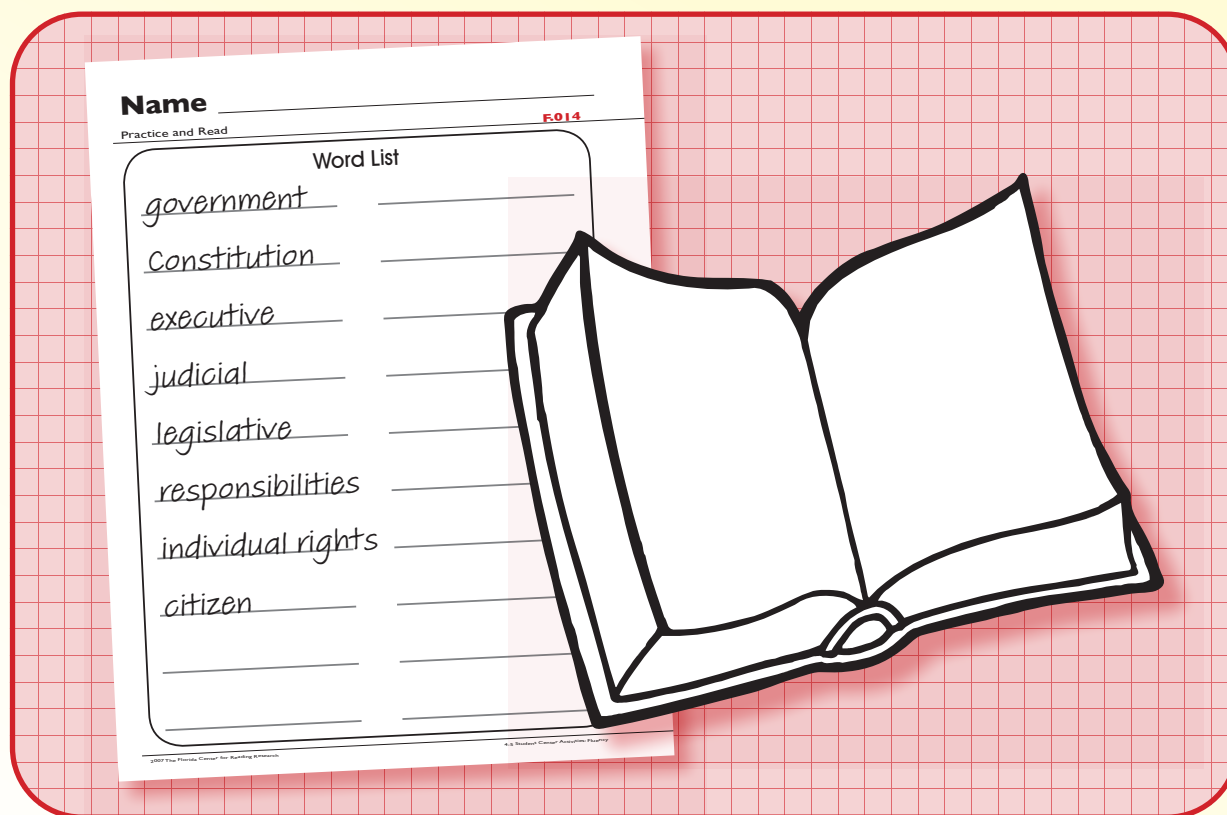
Materials

- ▶ Passage, book, or text
Select a target story, passage, or other connected text (e.g., basal selection, content area chapter) that is familiar to students. Provide two copies.
- ▶ Word list
Write target words from the passage. Provide 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. Students each practice reading the word list three times.
3. Taking turns, students read a paragraph of the passage focusing on speed and accuracy.
4. Continue until the entire text is read.
5. Repeat the activity.
6. Peer evaluation



Extensions and Adaptations

- ▶ Reread passage and focus on proper phrasing, intonation, and expression.

Name _____

Practice and Read

F. 014

Word List

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



F. 015

Connected Text Reading Twosome

Objective

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

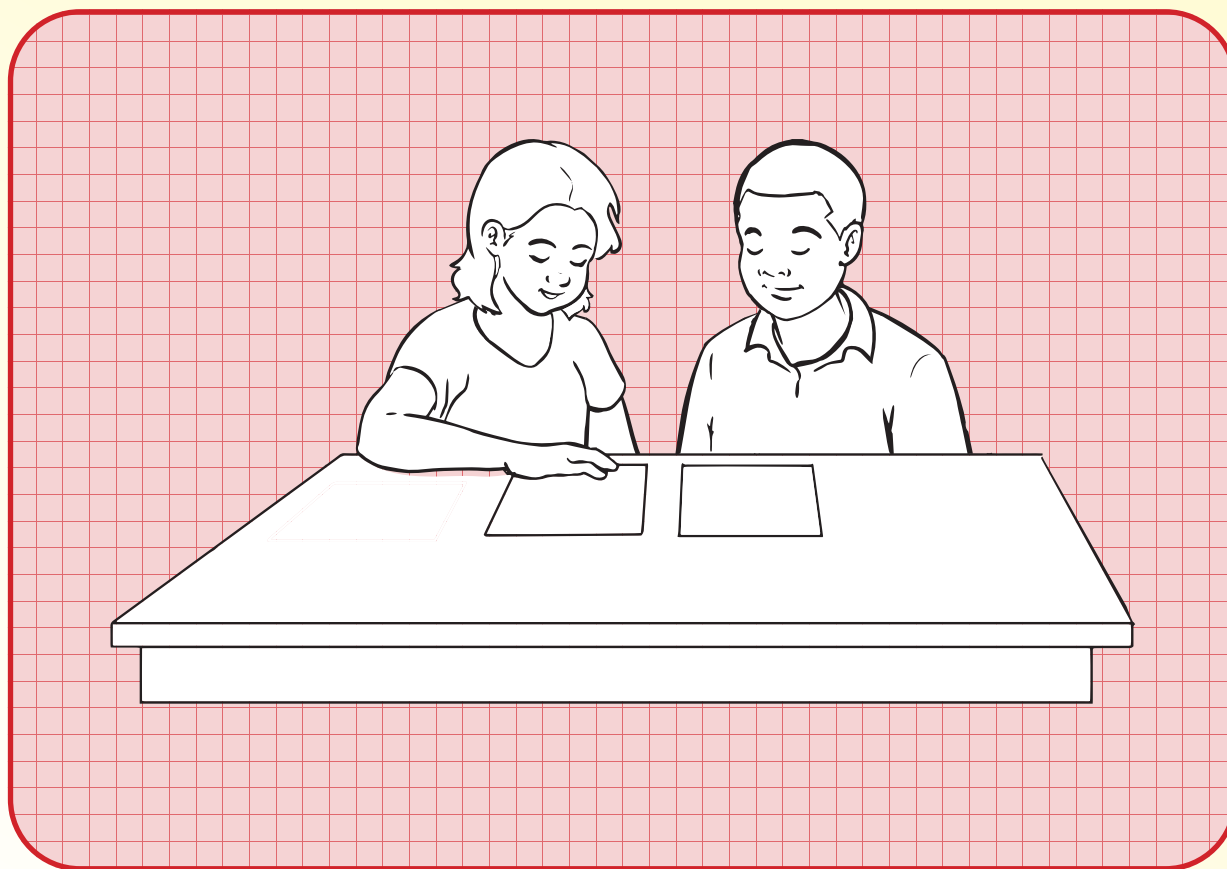
Materials

- ▶ Passage, book, or text
Select text within students' instructional-independent reading level range.

Activity

Students reread text with a partner.

1. Provide each student with a copy of the selected text.
2. Taking turns, students alternate reading sentences or paragraphs 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. Peer evaluation



Extensions and Adaptations

- ▶ Take turns reading a portion of the text, stopping in midsentence, and having partner read on from that point.
- ▶ Read entire text to each other using a timer to increase speed.



Reading Results

Objective

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

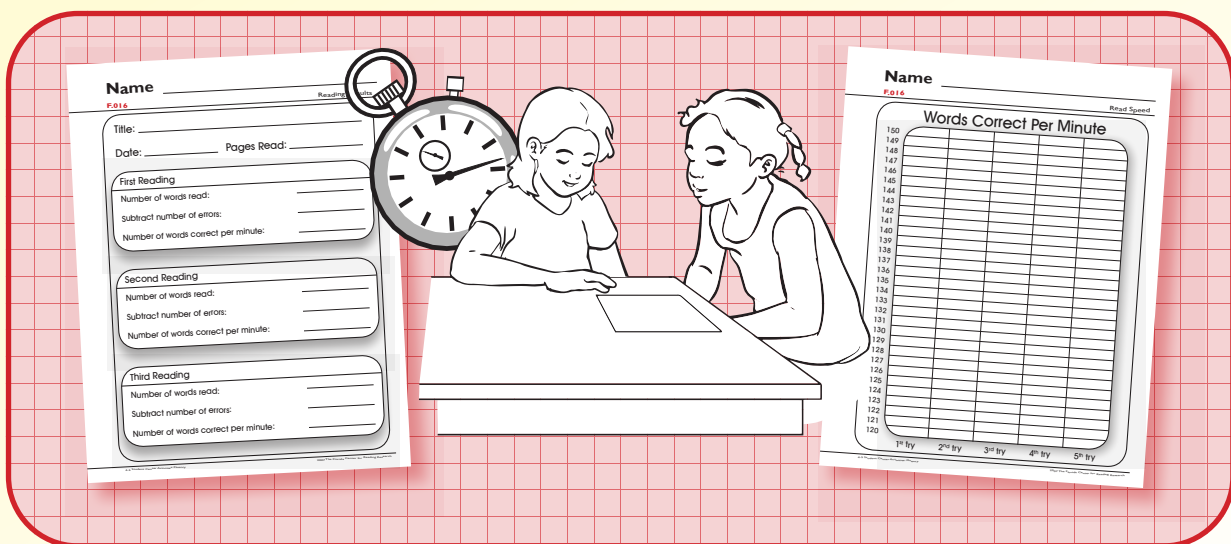
Materials

- ▶ Passage, book, or text
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
Select the words correct per minute graph appropriate for each student.
- ▶ Pencils
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis®

Activity

Students time repeated readings and graph words correct per minute.

1. Provide each student with a copy of the selected text, reading record, and words correct per minute graph. Provide students with a timer.
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 and marking text until the timer rings. 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



Extensions and Adaptations

- ▶ Make flash cards of words read incorrectly and practice in a timed activity.
- ▶ Use graphs to record weekly progress. Indicate words correct per minute (wcpm) target numbers on blank lines.
- ▶ Use graph to record monthly progress.

Name _____

F. 016

Reading Results

Title: _____

Date: _____ Pages Read: _____

First Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Second Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Third Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Name _____

F. 016

Reading Results

Progress Graph

	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
	Title: _____	Title: _____	Title: _____	Title: _____	Title: _____
(wcpm)					
(wcpm)					
(wcpm)					
(wcpm)					

(wcpm)
words
correct
per minute

Best Daily Reading

Name _____

Reading Results

F. 016

Progress Graph

	Week 1 Dates: _____					Week 2 Dates: _____					Week 3 Dates: _____					Week 4 Dates: _____				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
(wcpm)																				
(wcpm)																				
(wcpm)																				
(wcpm)																				
(wcpm) words correct per minute																				

 **Objective**

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

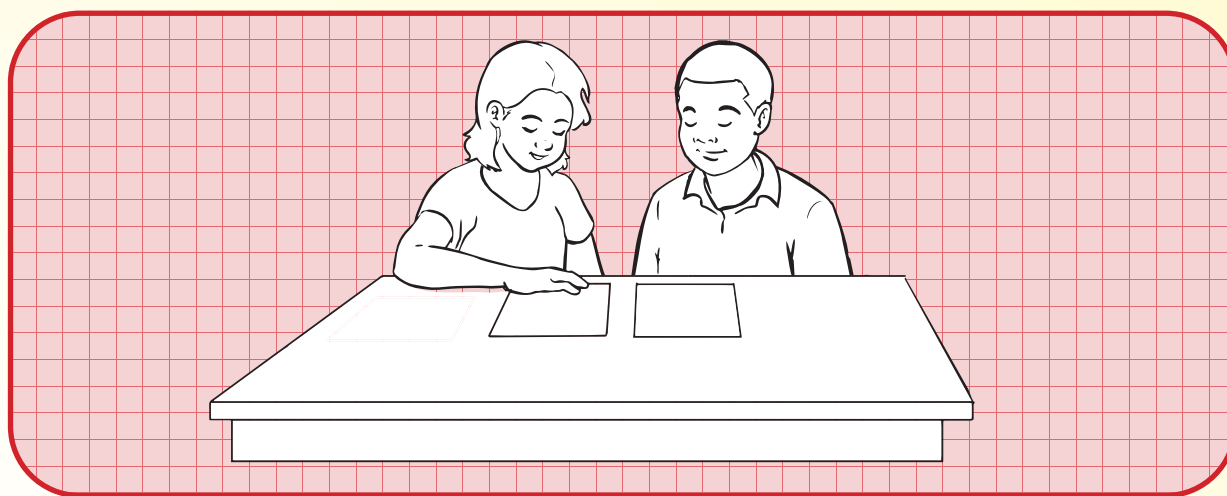
 **Materials**

- ▶ Passage, book, or text
Choose books or passages within lower performing students' instructional-independent reading level range.
- ▶ Sticky notes
Indicate the length of the text to be read at a time by using sticky notes or assigning sentences or paragraphs.

 **Activity**

Students practice reading fluently by echo 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 selected 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 using the same phrasing, intonation, and expression while student one assists.
5. Continue the activity until the entire text has been read.
6. Reread the text several times.
7. Reverse roles and repeat the activity.
8. Peer evaluation

 **Extensions and Adaptations**

- ▶ Change the assigned length of text read at a time and read the text again.
- ▶ After reading, discuss the text and its meaning.
- ▶ Retell the story or summarize the text.

Follow My Lead

Objective

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

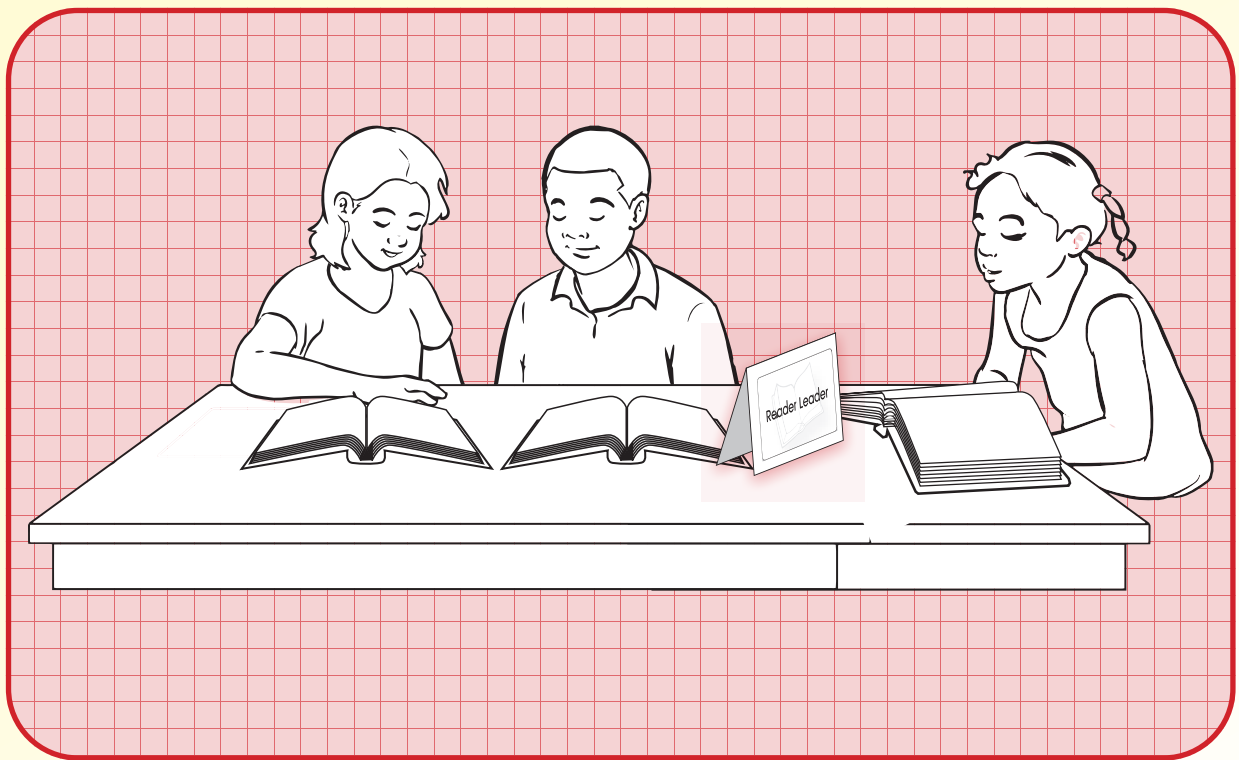
Materials

- ▶ Passage, book, or text
Choose stories within students' instructional-independent reading level range.
One copy for each student.
- ▶ Reader Leader tent card

Activity

Students read text chorally in unison.

1. Place Reader Leader tent card on a flat surface. Provide each student with a copy of the selected text.
2. A student is designated as the group leader. Reader Leader tent card is placed in front of that student.
3. Begins reading and the others choral read along.
4. Change roles allowing each student to lead the group and reread the text.
5. Peer evaluation



Extensions and Adaptations

- ▶ Copy text on laminated chart paper. One student leads the choral reading by swooping with a marker or finger under the designated phrases.
- ▶ Select a reading method from the tent card and read with a partner.



Reader Leader

Ways I Can Practice Fluent Reading

Repeated Reading

Read the same text over and over again attempting to improve.
May use a timer and graph progress.

Buddy Read

Take turns reading the same text with a buddy or partner.

Choral Read

Read the same text together at the same time.

Drop Read

Take turns reading a portion of text, stopping in midsentence,
and having partner read on from that point.

Echo Read

Take turns reading a portion of text (e.g., phrase, sentence,
paragraph) that partner rereads.



Cast of Readers

Objective

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

Materials

► Play script

Locate appropriate scripts from various sources (e.g., Internet). Make multiple copies.

Option: Choose stories with dialogue-rich text and develop scripts within students' instructional-independent reading level range.

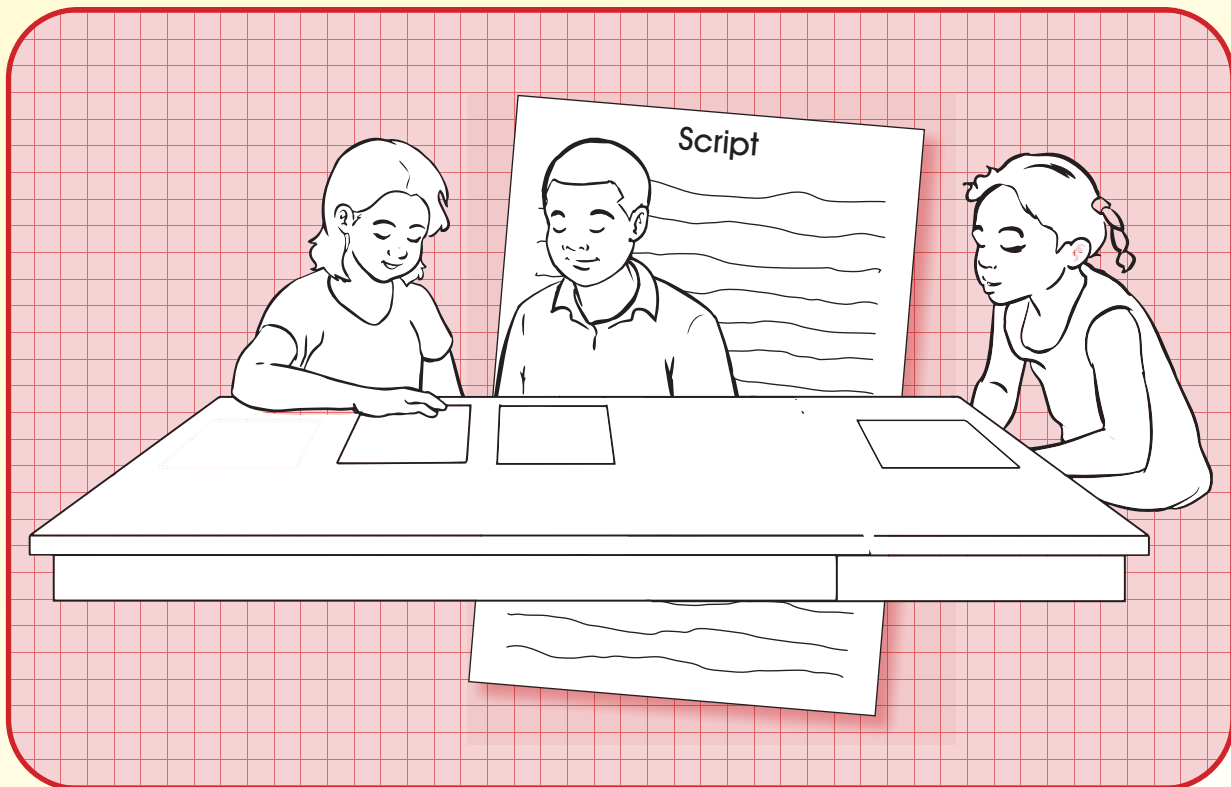
► Highlighters

Highlight specific parts on copies of script.

Activity

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

1. Provide each student with a copy of the selected script 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



Extensions and Adaptations

- Perform play for class.
- Perform script like an old fashion radio show including sound effects.
- Record performance for analysis or use in the listening center.
- Evaluate after reader's theater or reading other text.

Name _____

F. 019

Cast of Readers

Self-Evaluation

Today I read:

title or character

What I liked about how I read today:

What I did not like about how I read today:

As I read, I noticed that I was good at the following:

As I read, I noticed that I need to improve the following:

I can improve by:

Name _____

This is how I think _____ did in reading:
student name

Title: _____

- Accuracy—Words in text were read correctly.

Awesome		Good		Fair
1	2	3	4	5

- Rate—Text was read at a good speed; not too fast or slow.

Awesome		Good		Fair
1	2	3	4	5

- Expression—Text was read with feeling and the right tone.

Awesome		Good		Fair
1	2	3	4	5

- Phrasing—Text was read in phrases, not word by word or choppy.

Awesome		Good		Fair
1	2	3	4	5

One thing I would suggest is:



Objective

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

Materials

- ▶ Short passages

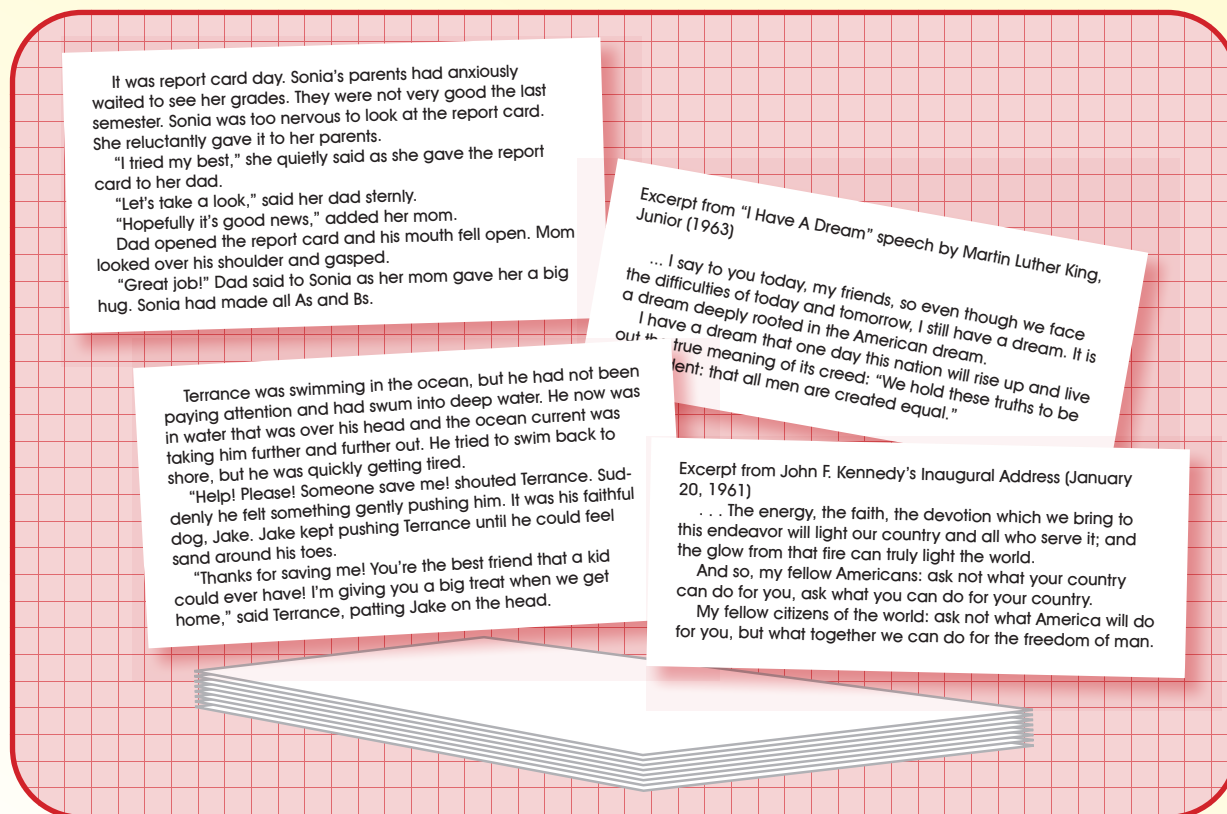
Choose short passages within instructional-independent reading level that may be read with expression (e.g., paragraphs with dialogue, excerpts from famous speeches).

Copy on card stock, laminate, and cut apart.

Activity

Students read passages using expression appropriate to the content of the text.

1. Place the selected passages face down in a stack.
2. Taking turns, students select the top passage and practice reading it silently.
3. Orally reads the passage using proper phrasing, intonation, and expression.
4. Continue until all passages are read.
5. Peer evaluation



Extensions and Adaptations

- ▶ Cut apart speaking parts of different characters from various scripts and read.
- ▶ Evaluate reading performance.

Name _____

F. 020

Impressive Expressive

Self-Evaluation

Today I read:

title or character

What I liked about how I read today:

What I did not like about how I read today:

As I read, I noticed that I was good at the following:

As I read, I noticed that I need to improve the following:

I can improve by:

Name _____

Impressive Expressive

F. 020

This is how I think _____ did in reading:
student name

Title: _____

- Accuracy—Words in text were read correctly.

Awesome		Good		Fair
1	2	3	4	5

- Rate—Text was read at a good speed; not too fast or slow.

Awesome		Good		Fair
1	2	3	4	5

- Expression—Text was read with feeling and the right tone.

Awesome		Good		Fair
1	2	3	4	5

- Phrasing—Text was read in phrases, not word by word or choppy.

Awesome		Good		Fair
1	2	3	4	5

One thing I would suggest is:



Poetic License

Objective

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

Materialst

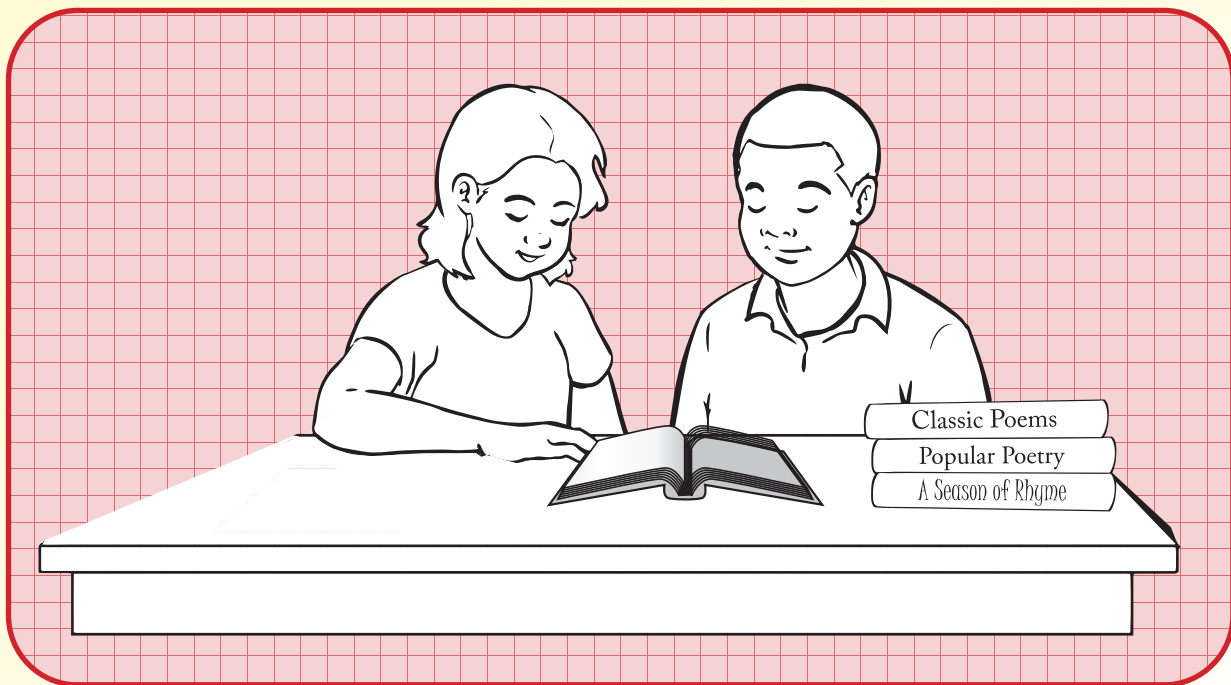
► Poetry

*Choose poetry 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. Students face each other.
3. Working in pairs, student one (the higher-performing student) reads the assigned poem or stanza aloud. Student two (the lower-performing student) reads along silently.
4. Student two reads the same poem or stanza using the same phrasing and expression while student one assists.
5. Reverse roles and repeat the activity.
6. Peer evaluation



Extensions and Adaptations

- Take turns reading poetry, with one student reading a stanza and other students choral reading the refrain.
- Alternate reading a poem line-by-line or stanza-by-stanza with a partner.
- Discuss the meaning of the poem.



F. 022

Connected Text
Compu-Read

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 applications or programs on students' instructional level.

Activity

Students interact with fluency passages using reading applications or programs.

1. Download fluency applications or programs and place headphones at the computer center.
2. The student listens to passages and interacts with fluency-based application or program.
3. Progresses to the next level and continues to follow instructions.
4. Self-check



Extensions and Adaptations

- ▶ Use various reading-related online programs.



Read Along

Objective

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

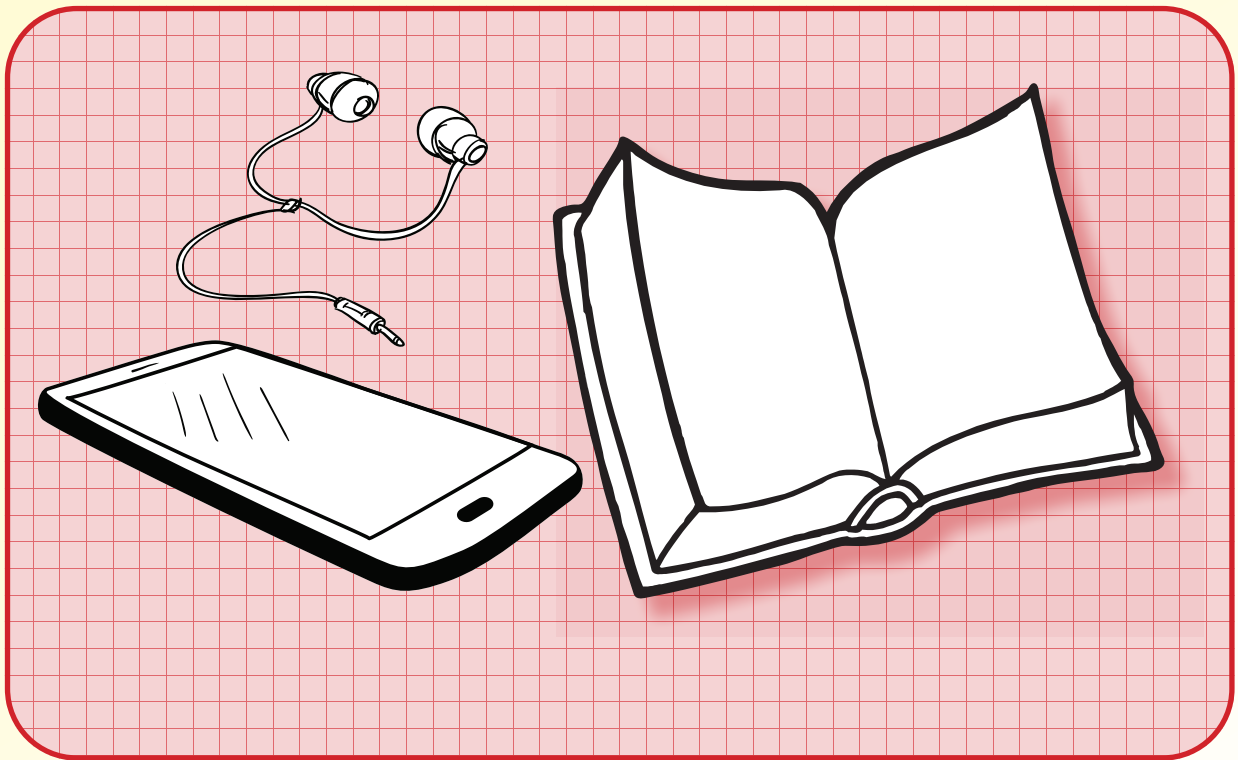
Materials

- ▶ Media player with recordings of a book, passage, or other text at students' instructional reading level
- ▶ Headphones
Choose or make recordings of a book, passage, or other text on students' instructional reading level.
- ▶ 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 listening center. Provide each student with a copy of the text.
2. The student listens to the recording and follows along in the text.
3. Rewinds and reads with the recording, emphasizing rate, accuracy, and expression.
4. Practices reading the text without the recording attempting to improve reading fluency.
5. Self-check



Extensions and Adaptations

- ▶ Read the text or passage to or with another student.
- ▶ Read along with teacher-recorded text (e.g., basal stories, favorite class books).



Objective

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

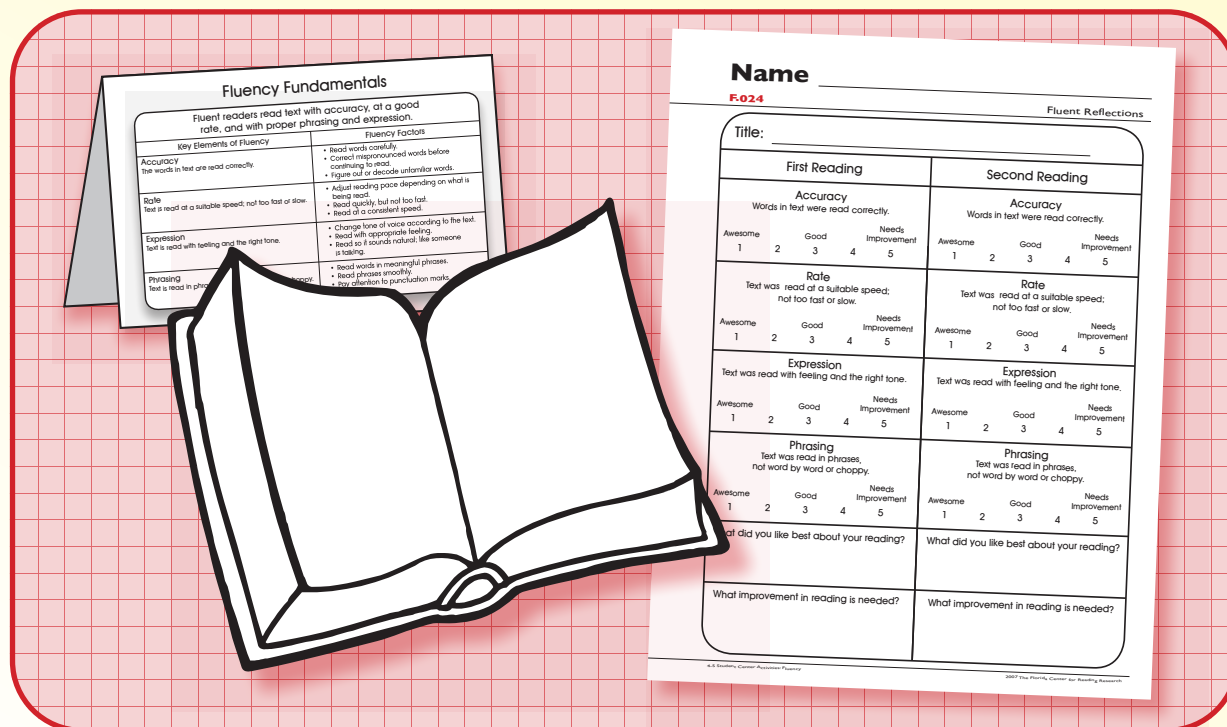
Materials

- ▶ Passage, book, or text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Fluency Fundamentals tent card

Activity

Students read text and evaluate reading performance.

1. Provide each student with a copy of the text and a student sheet.
2. The student reviews the Fluency Fundamentals printed on the tent card.
3. Reads text emphasizing accuracy, rate, phrasing, intonation, and expression.
4. Completes “first reading” section of student sheet.
5. Rereads the text making planned improvements.
6. Completes “second reading” section of student sheet.
7. May repeat a third time.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Record self reading and use the student sheet to evaluate.
- ▶ Evaluate self weekly by circling the number that best describes reading.
- ▶ Read with a partner, discuss reading performance, and evaluate each other.

<p>Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.</p>	
Key Elements of Fluency	Fluency Factors
Accuracy The words in text are read correctly.	<ul style="list-style-type: none"> Read words carefully. Correct mispronounced words before continuing to read. Figure out or decode unfamiliar words.
Rate Text is read at a suitable speed; not too fast or slow.	<ul style="list-style-type: none"> Adjust reading pace depending on what is being read. Read quickly, but not too fast. Read at a consistent speed.
Expression Text is read with feeling and the right tone.	<ul style="list-style-type: none"> Change tone of voice according to the text. Read with appropriate feeling. Read so it sounds natural; like someone is talking.
Phrasing Text is read in phrases, not word by word or choppy.	<ul style="list-style-type: none"> Read words in meaningful phrases. Read phrases smoothly. Pay attention to punctuation marks.

Fluency Fundamentals

Fluency Fundamentals

Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.

Key Elements of Fluency	Fluency Factors
Accuracy The words in text are read correctly.	<ul style="list-style-type: none"> Read words carefully. Correct mispronounced words before continuing to read. Figure out or decode unfamiliar words.
Rate Text is read at a suitable speed; not too fast or slow.	<ul style="list-style-type: none"> Adjust reading pace depending on what is being read. Read quickly, but not too fast. Read at a consistent speed.
Expression Text is read with feeling and the right tone.	<ul style="list-style-type: none"> Change tone of voice according to the text. Read with appropriate feeling. Read so it sounds natural; like someone is talking.
Phrasing Text is read in phrases, not word by word or choppy.	<ul style="list-style-type: none"> Read words in meaningful phrases. Read phrases smoothly. Pay attention to punctuation marks.



Name _____

F. 024

Fluent Reflections

Title: _____

First Reading

Second Reading

Accuracy

Words in text were read correctly.

Awesome Good Needs
1 2 3 4 5
Improvement

Accuracy

Words in text were read correctly.

Awesome Good Needs
1 2 3 4 5
Improvement

Rate

Text was read at a suitable speed;
not too fast or slow.

Awesome Good Needs
1 2 3 4 5
Improvement

Rate

Text was read at a suitable speed;
not too fast or slow.

Awesome Good Needs
1 2 3 4 5
Improvement

Expression

Text was read with feeling and the right tone.

Awesome Good Needs
1 2 3 4 5
Improvement

Expression

Text was read with feeling and the right tone.

Awesome Good Needs
1 2 3 4 5
Improvement

Phrasing

Text was read in phrases,
not word by word or choppy.

Awesome Good Needs
1 2 3 4 5
Improvement

Phrasing

Text was read in phrases,
not word by word or choppy.

Awesome Good Needs
1 2 3 4 5
Improvement

What did you like best about your reading?

What did you like best about your reading?

What improvement in reading is needed?

What improvement in reading is needed?

Name _____

Reading Fluency Evaluation

Circle one number for each category (i.e., accuracy, rate, expression, and phrasing).	Date	Date	Date	Date	Date
ACCURACY					
• I read every word correctly.	3	3	3	3	3
• I read most of the words correctly and corrected my errors.	2	2	2	2	2
• I read a few words correctly, but needed lots of help.	1	1	1	1	1
RATE					
• I read at a steady and good rate.	3	3	3	3	3
• I read at a good rate most of the time, but sometimes read either too fast or too slowly.	2	2	2	2	2
• I read the whole text too fast or too slowly.	1	1	1	1	1
EXPRESSION					
• I read with feeling while changing the tone of my voice.	3	3	3	3	3
• I read with feeling some of the time while changing the tone of my voice.	2	2	2	2	2
• I did not read with feeling or change the tone of my voice.	1	1	1	1	1
PHRASING					
• I read in meaningful phrases and paid attention to punctuation marks.	3	3	3	3	3
• I sometimes read in phrases, but didn't always pay attention to punctuation marks.	2	2	2	2	2
• I read word by word and it sounded choppy. I didn't pay attention to punctuation marks.	1	1	1	1	1
Fluency Total					

What I really liked about my reading this week: _____

What I will work on to make my reading more fluent: _____



V. 001

Word Knowledge

Synonym Bingo!

Objective

The student will identify synonyms.

Materials

- ▶ Bingo cards
Each card has different synonyms.
- ▶ Synonym cards
- ▶ Counters

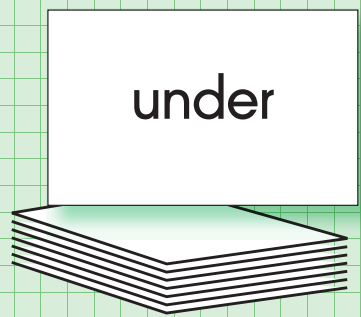
Activity

Students match synonyms by playing a bingo-type game.

1. Place the synonym cards face down in a stack. Provide each student with a different bingo card and counters.
2. Taking turns, students select the top card and read the word (e.g., under).
3. Look for the matching synonym on the bingo card (i.e., below). If there is a match, place a counter on that synonym and place card in a discard pile. If there is no match, return card to the bottom of the stack.
4. Continue until one card is covered with counters and a student says “Synonym Bingo!”
5. Peer evaluation

Synonym Bingo!			
below	gift	thin	error
brave	allow	stop	● t
try	● n	pair	right
put	●	huge	near

“The words ‘under’ and ‘below’ are synonyms.”



Extensions and Adaptations

- ▶ Make other bingo cards and synonym cards with different words.

Vocabulary

Synonym Bingo!

V. 001

Synonym Bingo!			
every	ill	shout	close
agree	heal	late	finish
locate	mend	fragile	often
go	own	help	build



Synonym Bingo!

below	gift	thin	error
brave	allow	stop	want
try	begin	pair	right
put	hide	huge	near



Vocabulary

Synonym Bingo!

V. 001

all

sick

yell

shut

consent

cure

tardy

complete

synonym cards



Vocabulary

V. 001

Synonym Bingo!

find

fix

breakable

frequent

leave

possess

assist

construct

synonym cards



Vocabulary

Synonym Bingo!

V. 001

start

couple

place

correct

conceal

mistake

courageous

permit

synonym cards



Vocabulary

V. 001

Synonym Bingo!

end

close by

desire

immense

slender

present

under

attempt

synonym cards



Vocabulary

Synonym Bingo!

V. 001

Bingo!			



Vocabulary

V. 001

Synonym Bingo!

blank cards





Word Knowledge

V. 002

Antonym Dominoes



Objective

The student will identify antonyms.



Materials

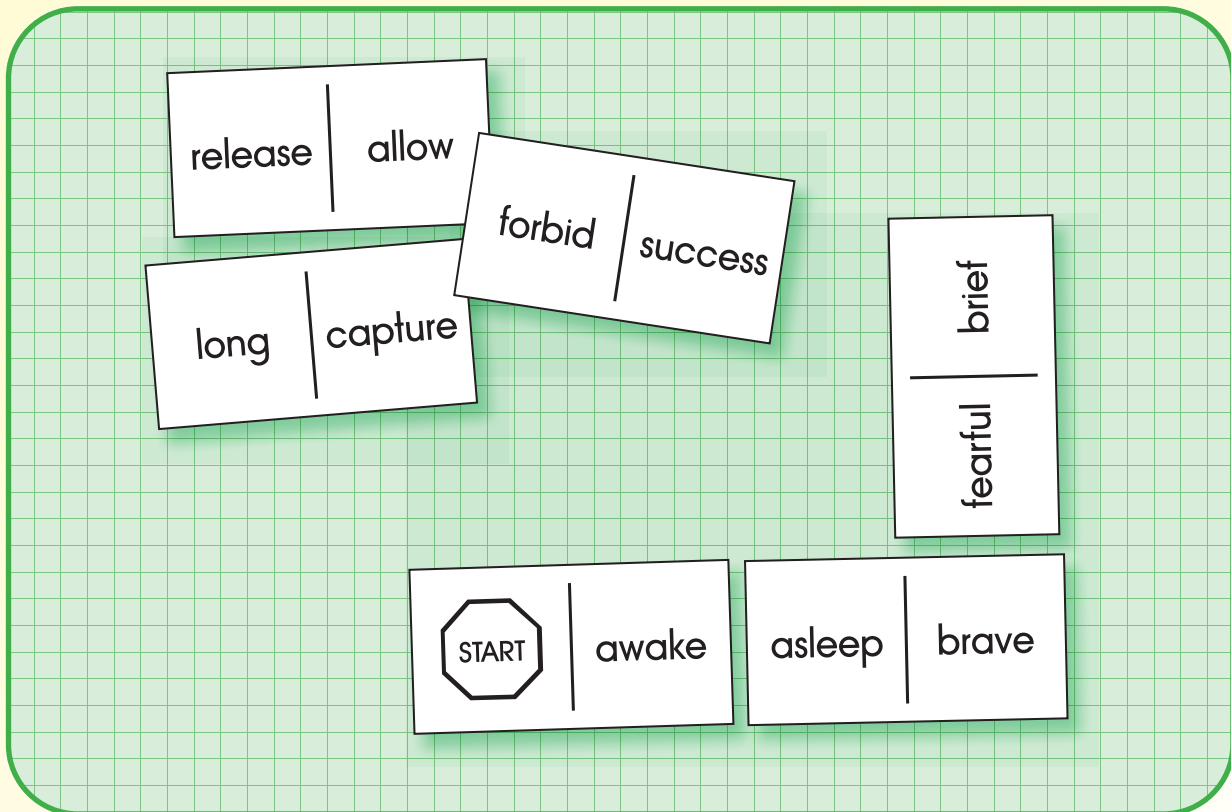
- ▶ Antonym domino cards



Activity

Students match antonyms by playing a domino game.

1. Scatter antonym 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., awake).
3. Looks for a domino with an antonym (i.e., asleep). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., brave), finds the domino with a matching antonym (i.e., fearful), and reads the word. Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use synonym dominoes.
- ▶ Make other dominoes.

long	capture	START	awake
release	allow	asleep	brave
forbid	success	fearful	brief

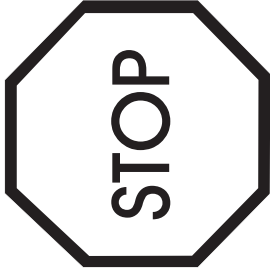


START/awake, asleep/brave, fearful/brief, long/capture, release/allow, forbid/success

Vocabulary

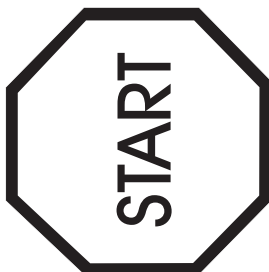
Antonym Dominoes

V. 002

failure	answer
question	argue
agree	plus
minus	rude
polite	hero
coward	



failure/answer, question/argue, agree/plus, minus/rude, polite/hero, coward/STOP

<p>anger</p> <hr/> 	<p>surprise</p> <hr/> <p>rage</p>	<p>one</p> <hr/> <p>astonish</p>
<p>single</p> <hr/> <p>hide</p>	<p>conceal</p> <hr/> <p>wealth</p>	<p>riches</p> <hr/> <p>pardon</p>

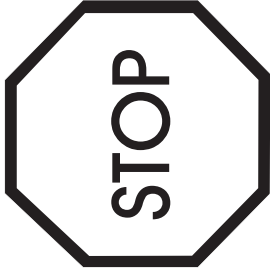
START/anger, rage/surprise, astonish/one, single/hide, conceal/wealth, riches/pardon



Vocabulary

Antonym Dominoes

V. 002

supply	forgive
vacant	provide
turn	empty
terrify	revolve
write	frighten
	record

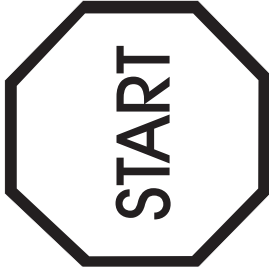



forgive/supply, provide/vacant, empty/turn, revolve/terrify, frighten/write, record/STOP

Vocabulary

V. 002

Antonym Dominoes

 _____	 _____	_____
_____	_____	_____



blank dominoes



Word Knowledge

V. 003

Antonym Concentration



Objective

The student will identify antonyms.



Materials

- ▶ Antonym cards



Activity

Students match antonyms by playing a memory game.

1. Place the antonym cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by being antonyms (e.g., appear, vanish). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original places.
4. Continue until all matches are made.
5. Peer evaluation

	appear			
			vanish	



Extensions and Adaptations

- ▶ Make other antonym cards.
- ▶ Use synonym cards.

problem

solution

strong

weak

vanish

appear

show

hide



Vocabulary

Antonym Concentration

V. 003

raw

cooked

seldom

often

unique

common

vacant

full

antonym cards



Vocabulary

V. 003

Antonym Concentration

deep

shallow

complex

simple

fresh

stale

create

destroy

antonym cards



Vocabulary

Antonym Concentration

V. 003

careful

cautious

decrease

lessen

mistake

error

hurry

rush

synonym cards



work

labor

ornament

decoration

answer

solution

pain

ache



Vocabulary

Antonym Concentration

V. 003

bother

annoy

need

require

leave

depart

faithful

loyal

synonym cards





Objective

The student will produce synonyms and antonyms.

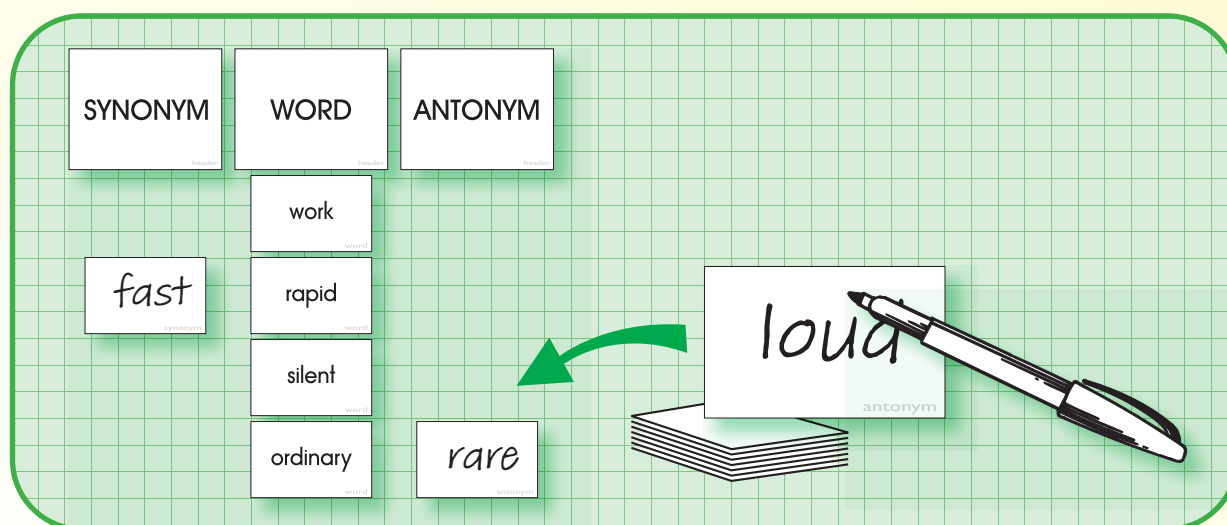
Materials

- ▶ Header cards
- ▶ Word cards
- ▶ Blank synonym and antonym cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write synonyms and antonyms to match words by playing a game.

1. Place header cards face up in a row in the following order: SYNONYM, WORD, ANTONYM. Place word cards face up in a column under the WORD header card. Mix the blank synonym and antonym cards and place face down in a stack.
2. Taking turns, student one selects the top card from the stack and reads the designation at the bottom (e.g., antonym).
3. Chooses one of the words in the word column without telling partner (e.g., silent).
4. Writes synonym or antonym, as designated on card, that corresponds to the chosen word (e.g., loud).
5. Hands card to student two who reads the word written on the card, determines which word it corresponds to, and places it beside the word (i.e., under the ANTONYM header and next to the word silent).
6. Reverse roles and continue until all words have both a synonym and an antonym.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record synonyms and antonyms next to the words on student sheet.
- ▶ Write synonyms and antonyms of target words.

Vocabulary

Synonym-Antonym Creations

V. 004

SYNONYM

header

ANTONYM

header

WORD

header

header

header cards



Vocabulary

V. 004

Synonym-Antonym Creations

work

word

rapid

word

silent

word

ordinary

word

powerful

word

rich

word

difficult

word

delete

word

word cards



Vocabulary

Synonym-Antonym Creations

V. 004

synonym	synonym
synonym	synonym
synonym	synonym
synonym	synonym

blank synonym cards



Vocabulary

V. 004

Synonym-Antonym Creations

	antonym		antonym
	antonym		antonym
	antonym		antonym
	antonym		antonym

blank antonym cards



Name _____

Synonym-Antonym Creations

V. 004

SYNONYM	WORD	ANTONYM
	work	
	rapid	
	silent	
	ordinary	
	powerful	
	rich	
	difficult	
	delete	

Name _____

V. 004

Synonym-Antonym Creations

SYNONYM	WORD	ANTONYM



Homograph Hook

Objective

The student will identify the meaning of homographs.

Materials

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

Activity

Students match homographs with their corresponding meanings by playing a sorting game.

1. Place homograph cards face up in a column. 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., inside of a hand).
3. Read the words in the column and determine which word best matches the meaning (i.e., palm).
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., inside of a hand and a type of tree).
6. Complete student sheets by writing sentences to match identified meanings.
7. Teacher evaluation

Name _____	
Homograph Hook V.005	
Homograph	Two sentences showing two different meanings
bill	A duck has an orange bill.
palm	I scraped my palm when I fell off of my bike.
counter	
match	

Extensions and Adaptations

- ▶ Make new homograph and meaning cards.
- ▶ Select four other homographs and write corresponding sentences.
- ▶ Use cards to play a memory game that matches a homograph to its two meanings.

Vocabulary

V. 005

Homograph Hook

bill

homograph

counter

homograph

palm

homograph

match

homograph

tire

homograph

well

homograph

stable

homograph

pupil

homograph

homograph cards



Vocabulary

Homograph Hook

V. 005

beak

record of
money
owed

one who
counts

long flat
surface in a
kitchen

a type
of tree

inside of
a hand

equal

stick to
light fires

meaning cards



Vocabulary

V. 005

Homograph Hook

need rest

rubber
around
a wheel

satisfactory

a hole dug
for water

building
for horses

unchanging

student

part of
the eye

meaning cards



Name _____

Homograph Hook

V. 005

Homograph	Two sentences showing two different meanings
bill	
palm	
counter	
match	

Name _____

V. 005

Homograph Hook

Homograph	Two sentences showing two different meanings
tire	
well	
stable	
pupil	

Name _____

Homograph Hook

V. 005

Homograph	Two sentences showing two different meanings



Objective

The student will identify the meaning of homographs.

Materials

- ▶ Homograph meaning cards
- ▶ Student sheets
There are two different student sheets.
- ▶ Pencils

Activity

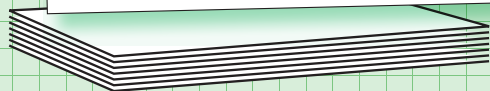
Students read two meanings and write a matching homograph.

1. Place homograph meaning cards face down in a stack. Provide each student with a different student sheet.
2. Taking turns, students select a card from the stack and read it (e.g., ribbon decoration for a gift and used to launch arrows).
3. Look for meanings on student sheet. If found, write homograph in the corresponding column on the student sheet (i.e., bow). Trace over corresponding letter in the word HOMOGRAPH found in the left column.
4. If meanings are not found, place meaning card at the bottom of the stack.
5. Continue activity until all meanings on student sheets are found.
6. Teacher evaluation

“The two meanings on my card say ‘ribbon decoration for gift’ and ‘used to launch arrows.’ The word ‘bow’ is the homograph!”

1. ribbon decoration for gift
 2. used to launch arrows

homograph meanings



Name _____

V.006 Homograph Hoorah! #1

	HOMOGRAPH	MEANINGS
H	bow	1. ribbon decoration for gift 2. used to launch arrows
O		1. container for pouring liquid 2. baseball player position
M		1. space around a house 2. 36 inches
O		land along a river
G		where you keep money
R		1. round 2. game with knock over 10 pins
A		1. speedy 2. go without food
P		1. large bird that quacks 2. bend down suddenly
H		1. conceal; keep out of sight 2. animal skin
		1. belonging to me 2. hole made in the earth to get ores

Extensions and Adaptations

- ▶ Make other homograph meaning cards and complete student sheets.
- ▶ Write sentences using homographs. Partner reads the sentences, identifies the homograph, and tells the meaning.

Vocabulary

Homograph Hoorah!

V. 006

1. ribbon decoration for gift
2. used to launch arrows

homograph meanings

1. container for pouring liquid
2. baseball player position

homograph meanings

1. space around a house
2. 36 inches

homograph meanings

1. land along a river
2. place where you keep money

homograph meanings

1. rounded dish
2. game with a ball to knock over 10 pins

homograph meanings

1. speedy
2. go without food

homograph meanings

answers: bow, pitcher, yard, bank, bowl, fast



1. large bird that quacks
2. bend down suddenly

homograph meanings

1. conceal; keep out of sight
2. animal skin

homograph meanings

1. belonging to me
2. hole made in the earth to get ores

homograph meanings

1. opposite of right
2. did leave

homograph meanings

1. fail to hit
2. unmarried girl or woman

homograph meanings

1. not cooked much
2. unusual

homograph meanings

answers: duck, hide, mine, left, miss, rare



Vocabulary

Homograph Hoorah!

V. 006

1. instrument for locking and unlocking
2. low island

homograph meanings

1. circle
2. bell sound

homograph meanings

1. did see
2. tool for cutting

homograph meanings

1. sleep; nap
2. what is left

homograph meanings

1. small piece
2. tool for drilling

homograph meanings

1. not dark
2. not heavy

homograph meanings

answers: key, ring, saw, rest, bit, light



Name _____

V. 006

Homograph Hoorah!

Homograph Hoorah! #1

	HOMOGRAPH	MEANINGS
H		<ol style="list-style-type: none">1. ribbon decoration for gift2. used to launch arrows
O		<ol style="list-style-type: none">1. container for pouring liquid2. baseball player position
M		<ol style="list-style-type: none">1. space around a house2. 36 inches
O		<ol style="list-style-type: none">1. land along a river2. place where you keep money
G		<ol style="list-style-type: none">1. rounded dish2. game with a ball to knock over 10 pins
R		<ol style="list-style-type: none">1. speedy2. go without food
A		<ol style="list-style-type: none">1. large bird that quacks2. bend down suddenly
P		<ol style="list-style-type: none">1. conceal; keep out of sight2. animal skin
H		<ol style="list-style-type: none">1. belonging to me2. hole made in the earth to get ores

Name _____

Homograph Hoorah!

V. 006

Homograph Hoorah! #2

	HOMOGRAPH	MEANINGS
H		1. opposite of right 2. did leave
O		1. fail to hit 2. unmarried girl or woman
M		1. not cooked much 2. unusual
O		1. instrument for locking and unlocking 2. low island
G		1. circle 2. bell sound
R		1. did see 2. tool for cutting
A		1. sleep; nap 2. what is left
P		1. small piece 2. tool for drilling
H		1. not dark 2. not heavy

Vocabulary

V. 006

Homograph Hoorah!

1. _____

2. _____

homograph meanings

1. _____

2. _____

homograph meanings

1. _____

2. _____

homograph meanings

1. _____

2. _____

homograph meanings

1. _____

2. _____

homograph meanings

1. _____

2. _____

homograph meanings



blank meaning cards

Name _____

Homograph Hoorah!

V. 006

Homograph Hoorah!

	HOMOGRAPH	MEANINGS
H		1. _____ 2. _____
O		1. _____ 2. _____
M		1. _____ 2. _____
O		1. _____ 2. _____
G		1. _____ 2. _____
R		1. _____ 2. _____
A		1. _____ 2. _____
P		1. _____ 2. _____
H		1. _____ 2. _____



Objective

The student will identify the meaning of homophones.

Materials

- ▶ Homophone and meaning cards

Activity

Students match homophones with their meanings by playing a card game.

1. Place the homophone and meaning cards face down in two different stacks. Student one selects the top five cards from the homophone stack. Student two selects the top five cards from the meaning stack.
2. Student one asks student two for a matching meaning card for one of his homophone cards. For example, “I have chilly, c-h-i-l-l-y, do you have a meaning card that matches?”
3. If yes, student two gives the meaning card to student one who reads both (i.e., chilly, cold). Places match down. Both students select the top card from their respective stacks. If no, student two takes a turn.
4. Student two asks student one for a homophone that matches one of her meaning cards. For example, “I’m looking for a word that means two of a kind. Do you have the matching homophone?”
5. Continue game until all cards are matched. Discuss homophones and regroup cards by pairs of homophones and their meanings (e.g., chilly, cold and chili, hot pepper).
6. Peer evaluation

“I have ‘chilly’ which is spelled c-h-i-l-l-y. It means cold.”



Extensions and Adaptations

- ▶ Make other homophone and meaning cards to play game.
- ▶ Match homophones in a memory game.

Vocabulary

Homophone Go Fish

V. 007

<p>bury</p> <p>homophone</p>	<p>berry</p> <p>homophone</p>	<p>chilly</p> <p>homophone</p>
<p>put in ground</p> <p>meaning</p>	<p>fruit</p> <p>meaning</p>	<p>cold</p> <p>meaning</p>



homophone and meaning cards

<p>chili</p> <p>homophone</p>	<p>foul</p> <p>homophone</p>	<p>fowl</p> <p>homophone</p>
<p>hot pepper</p> <p>meaning</p>	<p>bad</p> <p>meaning</p>	<p>bird (chicken)</p> <p>meaning</p>



Vocabulary

Homophone Go Fish

V. 007

<p>pail</p> <p>homophone</p>	<p>pale</p> <p>homophone</p>	<p>flour</p> <p>homophone</p>
<p>bucket</p> <p>meaning</p>	<p>light (white)</p> <p>meaning</p>	<p>ground up grain</p> <p>meaning</p>



homophone and meaning cards

<p>flower</p> <p>homophone</p>	<p>stair</p> <p>homophone</p>	<p>stare</p> <p>homophone</p>
<p>blossom</p> <p>meaning</p>	<p>step</p> <p>meaning</p>	<p>look intently</p> <p>meaning</p>



Vocabulary

Homophone Go Fish

V. 007

<p>brake</p> <p>homophone</p>	<p>break</p> <p>homophone</p>	<p>hair</p> <p>homophone</p>
<p>to stop</p> <p>meaning</p>	<p>smash into pieces</p> <p>meaning</p>	<p>grows on head</p> <p>meaning</p>



homophone and meaning cards

<p>hare</p> <p>homophone</p>	<p>heal</p> <p>homophone</p>	<p>heel</p> <p>homophone</p>
<p>rabbit</p> <p>meaning</p>	<p>make well</p> <p>meaning</p>	<p>bottom of foot</p> <p>meaning</p>



Vocabulary

<p>toe</p> <p>homophone</p>	<p>tow</p> <p>homophone</p>	<p>homophone</p>
<p>digit on foot</p> <p>meaning</p>	<p>pull</p> <p>meaning</p>	<p>meaning</p>



homophone and meaning cards

Vocabulary

V. 007

Homophone Go Fish

homophone	homophone	homophone
meaning	meaning	meaning



blank homophone and meaning cards



Word Knowledge

V. 008

Homophone Puzzle

Objective

The student will produce homophones based on meaning.

Materials

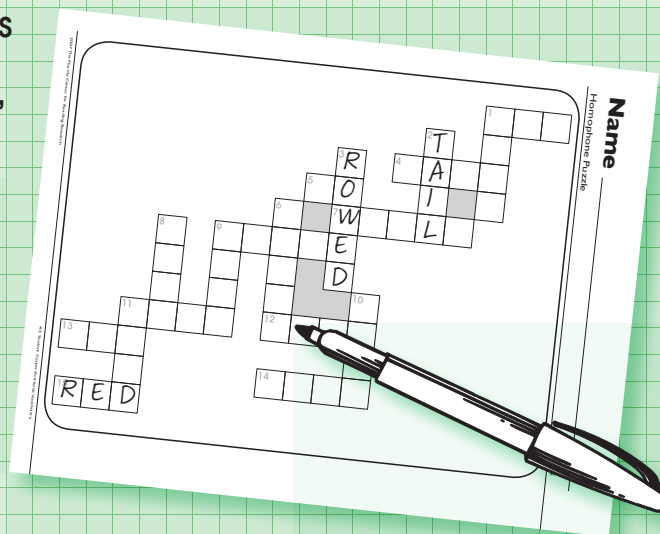
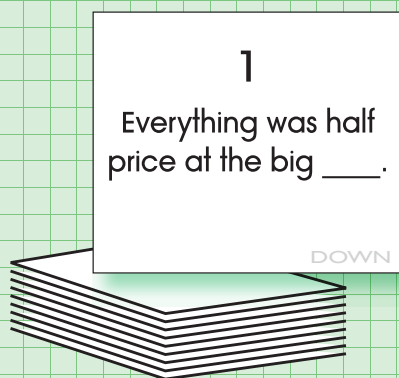
- ▶ Homophone clue cards
- ▶ Homophone puzzle student sheet
Copy on card stock and laminate.
- ▶ Vis-à-Vis® markers
- ▶ Answer key
An answer key is provided for optional use.

Activity

Bold Text

1. Place the homophone clue cards face down in a stack. Provide students with markers and one homophone puzzle.
2. Taking turns, students select a homophone clue card and read the clue. For example, “Everything was half price at the big ____.”
3. Determine the correct homophone, say, spell, and write it in the corresponding boxes (i.e., sale, s-a-l-e).
4. Continue until all the boxes are filled.
5. Peer evaluation

“The homophone that completes the sentence is ‘sale.’ s-a-l-e. I’ll write it in the spaces at one down.”



Extensions and Adaptations

- ▶ Use homophone clues and word bank and complete puzzle individually.
- ▶ Make other homophone or word puzzles. Note: There are many free puzzle makers available online.

Vocabulary

V. 008

Homophone Puzzle

1

What is the ____ of
53 and 64?

ACROSS

4

He put a white,
canvas ____ on the
boat to make it go.

ACROSS

5

I went ____ the
baseball game.

ACROSS

7

What ____ you like
to eat for lunch?

ACROSS

9

Please ____ your
name on the top of
the page.

ACROSS

11

After his injury, he
was too ____ to lift
the furniture.

ACROSS

homophone clue cards



Vocabulary

Homophone Puzzle

V. 008

12

Cinderella is a popular fairy _____.

ACROSS

13

One half of four is _____.

ACROSS

14

We drove down a long and winding _____.

ACROSS

15

The colors of the American flag are _____, white, and blue.

ACROSS

1

Everything was half price at the big _____.

DOWN

2

The dog was wagging his _____ because he was happy.

DOWN

homophone clue cards



Vocabulary

V. 008

Homophone Puzzle

3

He _____ the boat
with two oars
yesterday.

DOWN

6

He didn't miss any
questions; he got
them all _____.

DOWN

8

If you can't drink all
of it, drink _____.

DOWN

9

There are seven
days in a _____.

DOWN

10

The teacher _____
the book to the
whole class.

DOWN

11

He chopped _____
for the fire.

DOWN

homophone clue cards



Name _____

Homophone Puzzle

V. 008

The crossword puzzle grid consists of 15 numbered starting points for words. The grid is contained within a rounded rectangle. Some cells are shaded gray, indicating they are not to be filled. The numbers are: 1 (down), 2 (across), 3 (across), 4 (down), 5 (down), 6 (across), 7 (across), 8 (across), 9 (across), 10 (across), 11 (across), 12 (across), 13 (down), 14 (down), and 15 (down).

Homophone Puzzle Answer Key

The crossword puzzle grid contains the following words:

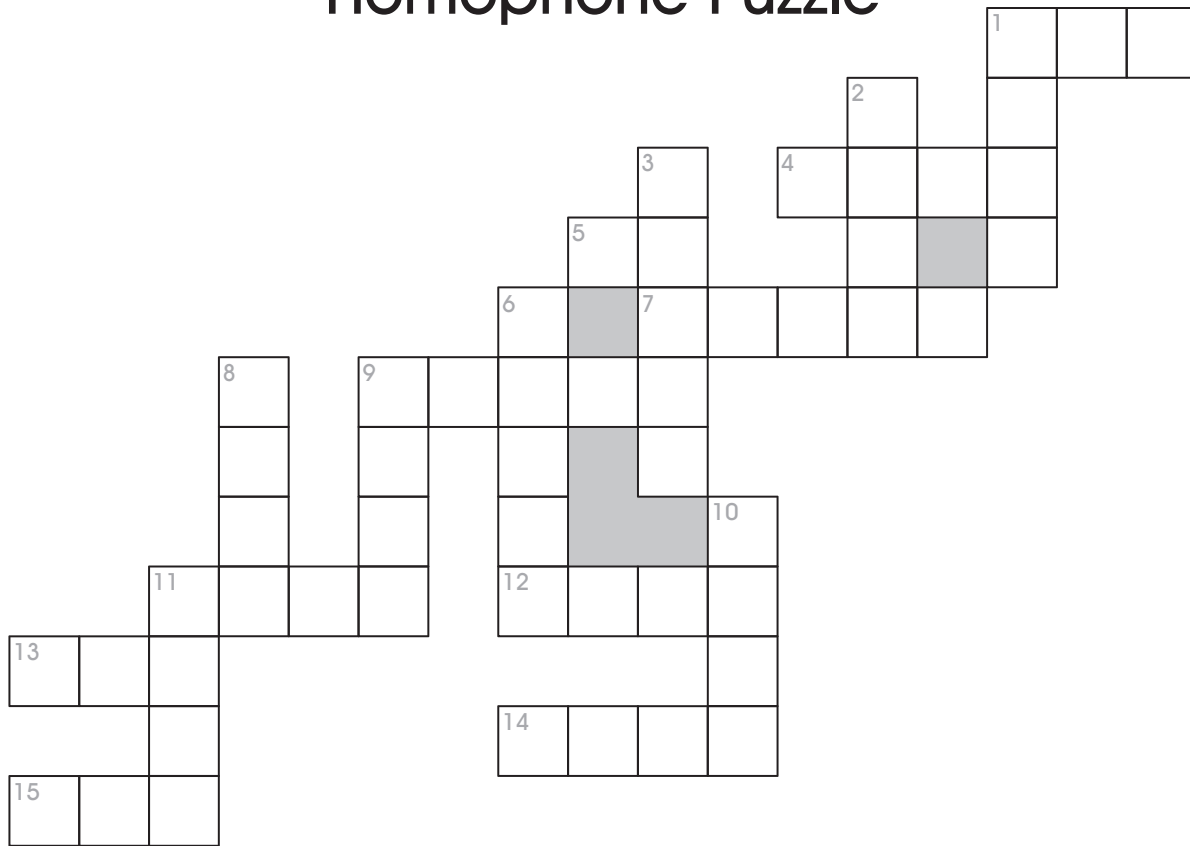
- 1. SUM
- 2. T
- 3. R
- 4. SAIL
- 5. TOW
- 6. R
- 7. WOULD
- 8. SOM
- 9. WRITE
- 10. R
- 11. WEAK
- 12. TALE
- 13. TWO
- 14. ROAD
- 15. RED

Name _____

Homophone Puzzle

V. 008

Homophone Puzzle



ACROSS

1. What is the ___ of 53 and 64?
4. He put a white, canvas ___ on the boat to make it go.
5. I went ___ the baseball game.
7. What ___ you like to eat for lunch?
9. Please ___ your name on the top of the page.
11. After his injury, he was too ___ to lift the furniture.
12. Cinderella is a popular fairy ___.
13. One half of four is ___.
14. We drove down a long and winding ___.
15. The colors of the American flag are ___, white, and blue.

DOWN

1. Everything was half price at the big ___.
2. The dog was wagging his ___ because he was happy.
3. He ___ the boat with two oars yesterday.
6. He didn't miss any questions; he got them all ___.
8. If you can't drink all of it, drink ___.
9. There are seven days in a ___.
10. The teacher ___ the book to the whole class.
11. He chopped ___ for the fire.

HOMOPHONE WORD BANK

sale	read	wood	two
road	sail	red	sum
week	some	rowed	write
tail	to	tale	weak
would	right		



V. 009

Morphemic Elements

Affix Concentration

Objective

The student will identify the meaning of affixes.

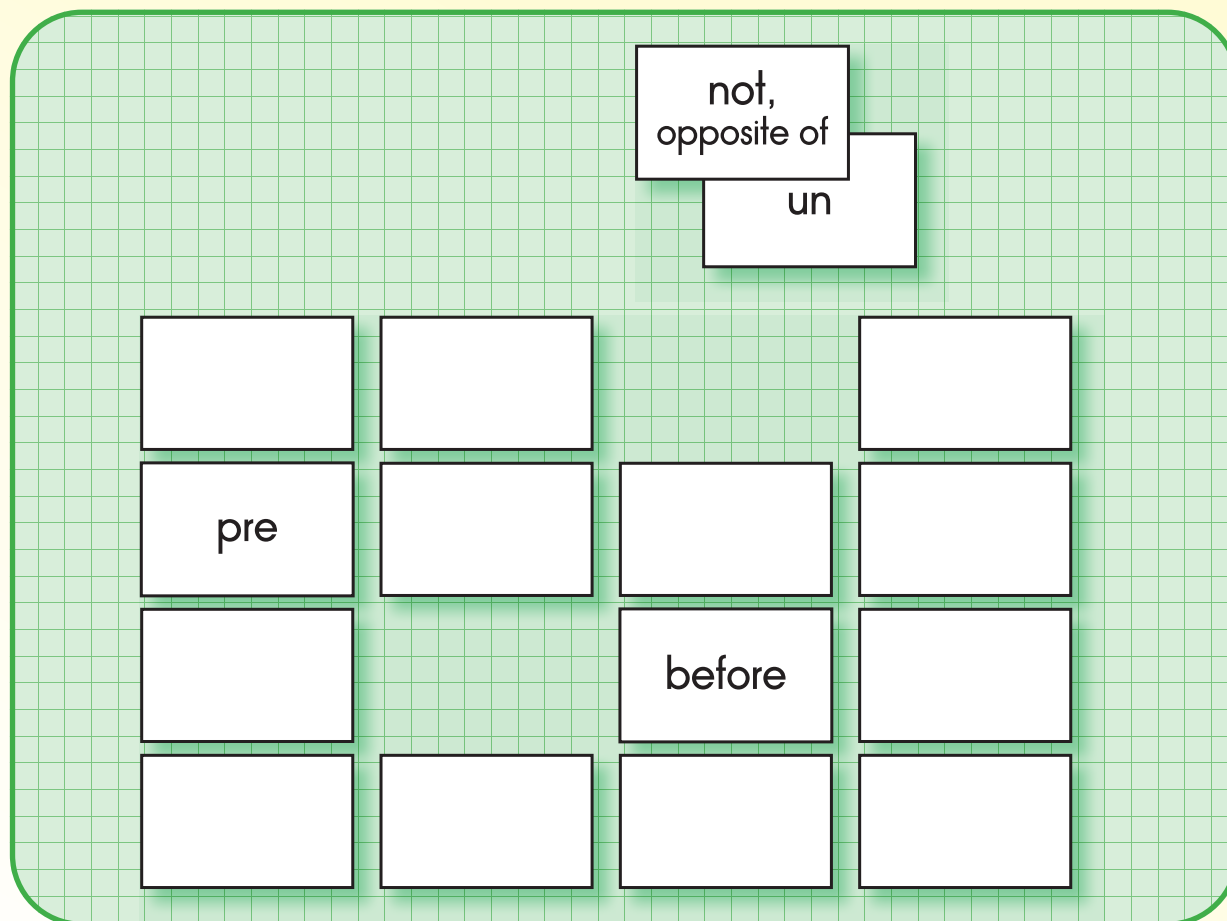
Materials

- ▶ 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 match by showing an affix and its meaning (e.g., pre, before). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all matches are formed.
5. Peer evaluation



		not, opposite of	
		un	
pre			
		before	

Extensions and Adaptations

- ▶ Make more cards and play again.
- ▶ Sort by prefixes and suffixes.

Vocabulary

Affix Concentration

V. 009

un

not,
opposite of

re

again

pre

before

mis

wrongly

affix and meaning cards



dis

not,
opposite of

in

not, into

non

not,
opposite of



Vocabulary

Affix Concentration

V. 009

less

without

ly

resembling

able

is, can be

ness

state or
quality of

affix and meaning cards



er

one who

est

most (when
comparing)

ful

full of





Morphemic Elements

V. 010

Meaningful Affixes

Objective

The student will identify the meaning of words with affixes.

Materials

- ▶ Work boards
- ▶ Affix cards
- ▶ Base word cards

There are ten base words. Six will be used twice: clear, faith, kind, inform, comfort, assemble. Four will be used once: avoid, fiction, heat, direct.

- ▶ Meaning cards

Activity

Students make words to match meanings by combining affixes and base words.

1. Place affix and base word cards face up in separate rows. Place the meaning cards face down in a stack. Provide each student with a work board.
2. Taking turns, students select a card from the meaning stack, read it, and place it on the work board (e.g., put together again).
3. Find the base word (i.e., assemble) and affix (i.e., re) to make the word that matches the meaning.
4. Place the affix and base word above the meaning on the work board and read it (i.e., reassemble). Return base word and affix cards back to their original positions.
5. Continue until all meaning cards are used.
6. Peer evaluation

ly re dis ful un

assemble

put together again

avoid clear faith

Extensions and Adaptations

- ▶ Record words on paper. Write sentences using the words to demonstrate meaning.
- ▶ Use same base words and affixes with easier meaning cards.
- ▶ Make other affix, base word, and meaning cards.

Vocabulary

V. 010

Meaningful Affixes

Affix	Base Word	Affix
Meaning		



Affix	Base Word	Affix
Meaning		



work boards

Vocabulary

Meaningful Affixes

V. 010

pre	un	re	mis
non	in	dis	
ly	able	est	er
ful	ness	less	



affix cards

avoid

fiction

heat

direct

clear

faith

kind

inform

comfort

assemble



Vocabulary

Meaningful Affixes

V. 010

can stay away from

not make believe

warm before

not straight

not see through

resembling see through

meaning cards — answers: avoidable, nonfiction, preheat, indirect, unclear, clearly



full of belief

without belief

state of being nice, helpful

nicest, most helpful

wrongly tell

one who tells



Vocabulary

Meaningful Affixes

V. 010

not satisfied, not at ease

state of being satisfied, at ease

opposite of put together

put together again

meaning cards — answers: discomfort, comfortable, disassemble, reassemble



can avoid

not fiction

heat before

not direct

not clear

resembling clear

meaning cards — answers: avoidable, nonfiction, preheat, indirect, unclear, clearly



Vocabulary

Meaningful Affixes

V. 010

full of faith

without faith

state of being kind

most kind

not inform

one who informs

meaning cards — answers: faithful, faithless, kindness, kindest, misinform, informer



no comfort

state of (feeling) comfort

opposite of assemble

assemble again

meaning cards — answers: discomfort, comfortable, disassemble, reassemble



Vocabulary

Meaningful Affixes

V. 010

affix	affix	affix	affix
base words		base words	
base words		base words	
meaning			
meaning			

affix cards, base word cards, and meaning cards





Objective

The student will produce the meaning of words with affixes.



Materials

- ▶ Word cards
- ▶ Student sheet
- ▶ Pencils



Activity

Students segment words into base words and affixes to determine the meaning.

1. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select a word card and read it (e.g., effortless).
3. State the base word and affix (i.e., effort is the base word and less is the suffix).
4. Brainstorm the meaning of the word with partner.
5. Record word, circle the affix, write the affix meaning, and the meaning of the word on the student sheet.
6. Teacher evaluation

Word	Affix meaning	Meaning of the word
disqualify	not	not eligible
effortless	without	without force



Extensions and Adaptations

- ▶ Mix same word cards with non-example word cards. Sort by words containing affixes and those that only appear to contain affixes.
- ▶ Make other word cards containing affixes to dissect.
- ▶ Use words that have prefixes and suffixes.

Vocabulary

Word Dissect

V. 011

affordable

effortless

doubtful

frequently

farmer

soreness

strictest

fearless

word cards



misplace

indirect

nonsense

reattach

presuppose

unhinge

disqualify

informal



Name _____

Word Dissect

V. 011

Word	Affix meaning	Meaning of the word

pressure

index

uncle

under

intrigue

butterfly

imagine

table

non-example cards



Example

(has affix)

header



Non-Example

(appears to have affix)

header





Objective

The student will produce the meaning of words with affixes.

Materials

- ▶ Affix meaning header cards
Note: Affixes used are dis-not, opposite of; pre-before; mis-wrongly; ness-state or quality of; er-one who; able-is, can be.
- ▶ Sentence cards
Copy, laminate, and cut.
- ▶ Vis-à-Vis® markers

Activity

Students write the meanings of words with affixes and sort by affix meaning.

1. Place header cards in a row face up and sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, students select the top card from the stack and read the sentence aloud. For example, “The pitcher threw the ball right over home plate.”
3. Read the underlined word (e.g., pitcher). Say the base word and the affix with its meaning. For example, “The base word is pitch and the affix is er which means one who.”
4. Write the meaning of the word with the Vis-à-Vis® marker in the blank (i.e., one who pitches).
5. Place sentence card under the header card that corresponds to the meaning of the affix (i.e., one who).
6. Continue until all sentence cards are sorted. Identify the affix used in each column (i.e., er means one who).
7. Peer evaluation

before	one who	state or quality of	wrongly
If may rain, so as a precaution, take an umbrella. caution before	The pitcher threw the ball right over home plate. one who pitches	We used a flashlight to look for the cat in the darkness. state of darkness	After continuing to misbehave, the child had her privileges taken away. wrongly behave
Children go to preschool before they go to kindergarten. school before			

Extensions and Adaptations

- ▶ Record meanings from headers, corresponding affixes, and words with meanings (e.g., before, pre, precaution, caution before).
- ▶ Make more affix meaning and sentence cards using target affixes.
- ▶ Write other target affixes, meanings, and words.

Vocabulary

Make It Meaningful

V. 012

not,
opposite of

header

before

header

wrongly

header

state or
quality of

header

one who

header

is, can be

header

header cards



Vocabulary

V. 012

Make It Meaningful

Although we do disagree, we still respect each other's opinion.

She did not eat much because she was dissatisfied with the food.

When the magician made the rabbit disappear, we wondered if we would see it again.

We had to discontinue the use of electronic devices so they wouldn't interfere with the airplane's equipment.

It may rain, so as a precaution, take an umbrella.

Children go to preschool before they go to kindergarten.

We got to preview the movie and make comments before anyone else saw it.

I will precook the meat in the morning, so just heat it up when you want to eat.

sentence cards



Vocabulary

Make It Meaningful

V. 012

If you mistreat others, they may not be kind to you.

There was a miscount of the votes, so they had to be added up again.

After continuing to misbehave, the child had her privileges taken away.

He studied hard and as a result did not misspell any words.

We used a flashlight to look for the cat in the darkness.

Their sadness about losing the game was replaced by joy when they won the next day.

Her pleasantness is just one of the reasons people like her.

His goodness was apparent in the way he helped others and expected nothing in return.

sentence cards



Vocabulary

V. 012

Make It Meaningful

My parents spoke to the banker about getting a loan.

The speaker talked to the audience for over an hour.

The pitcher threw the ball right over home plate.

The seller got exactly the amount he wanted for his bike.

It was honorable of the person to save the little girl from drowning.

She was agreeable to letting us borrow her car so we wouldn't have to walk.

Forest fires can be preventable if you make sure your campfire is completely out.

The reclining chair with the cushions is more comfortable than the wooden one.

sentence cards



Name _____

Make It Meaningful

V. 012

meaning	affix	meaning	affix	meaning	affix	meaning	affix
1.							
2.							
3.							
4.							



Objective

The student will produce the meaning of words with affixes.

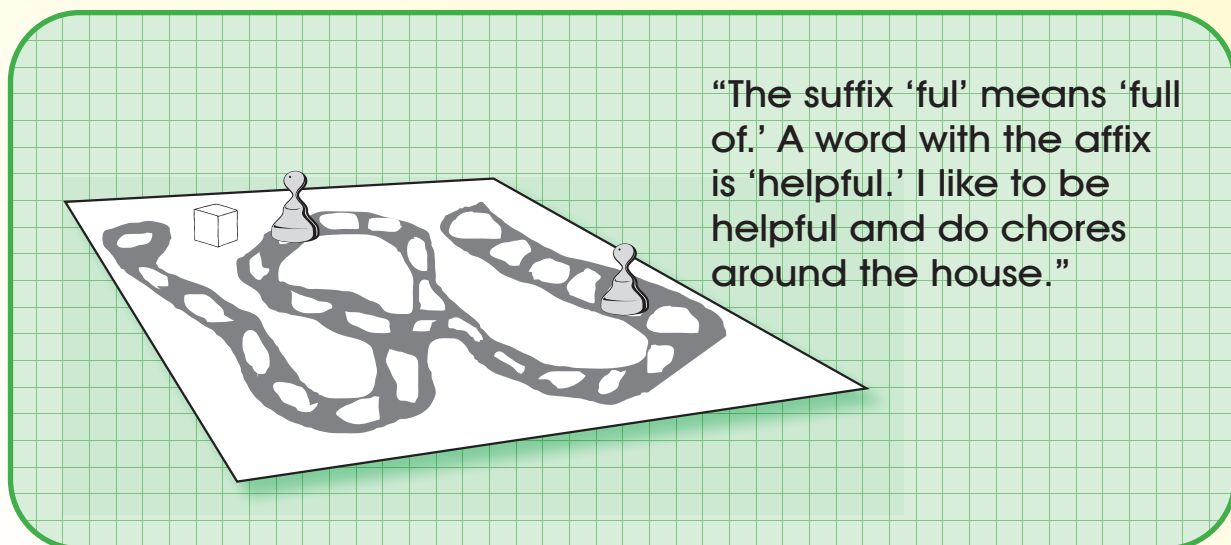
Materials

- ▶ Game board
Copy, mount, and laminate.
- ▶ Work board
Laminate.
- ▶ Number cube
- ▶ Dictionary
- ▶ Vis-a-Vis® markers
- ▶ Game pieces (e.g., counters)

Activity

Students make words and use them in a sentence to show meaning by playing an affix game.

1. Place game board, number cube, work board, game pieces, and dictionary on a flat surface. Provide each student with Vis-a-Vis® marker.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Read affix, identify as a prefix or suffix, and state the meaning. Say a word with the affix and use in a sentence. For example, “Ful is a suffix that means full of. A word with the affix is helpful. I like to be helpful and do chores around the house.”
4. If correct, leave game piece on the space and write word under the corresponding row on the work board. Note: Students may only use a word once. Use dictionary, as needed.
5. If incorrect, return game piece back to the previous space.
6. Continue until both students reach the end.
7. Peer evaluation



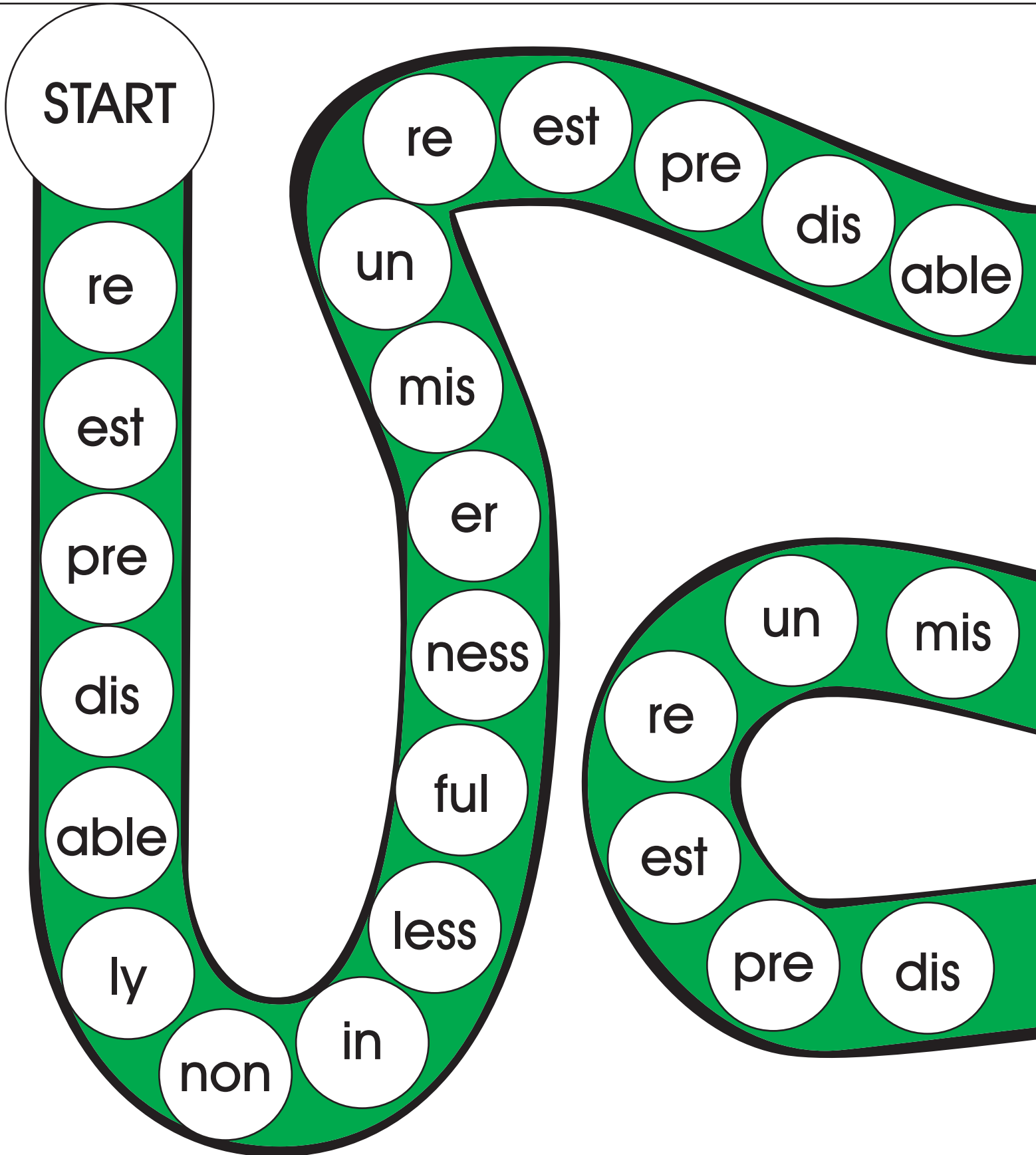
Extensions and Adaptations

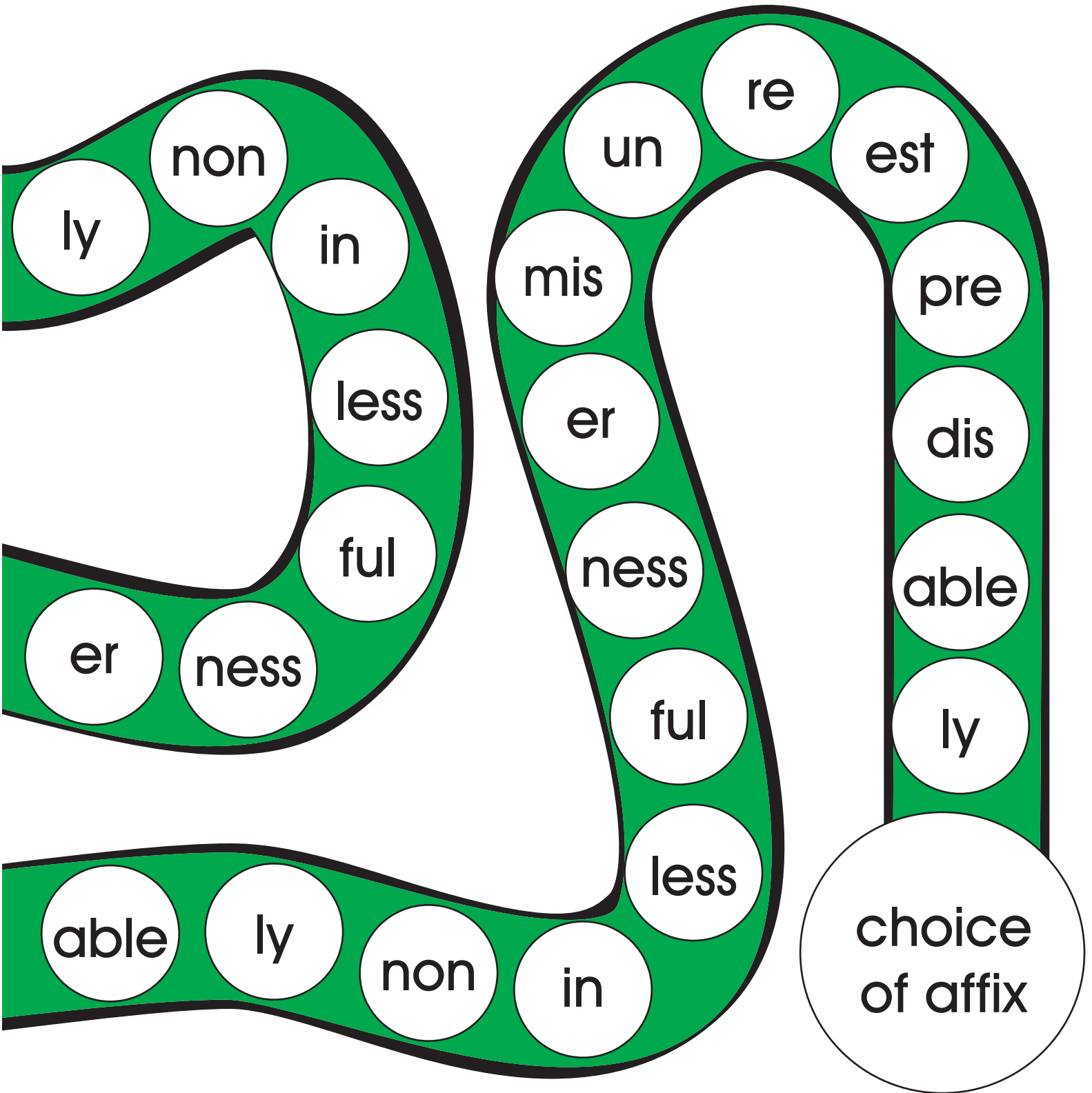
- ▶ Record affix, affix meaning, and a sentence using a word with the affix.
- ▶ Make other games using other affixes or roots.

Vocabulary

Affix Game

V. 013





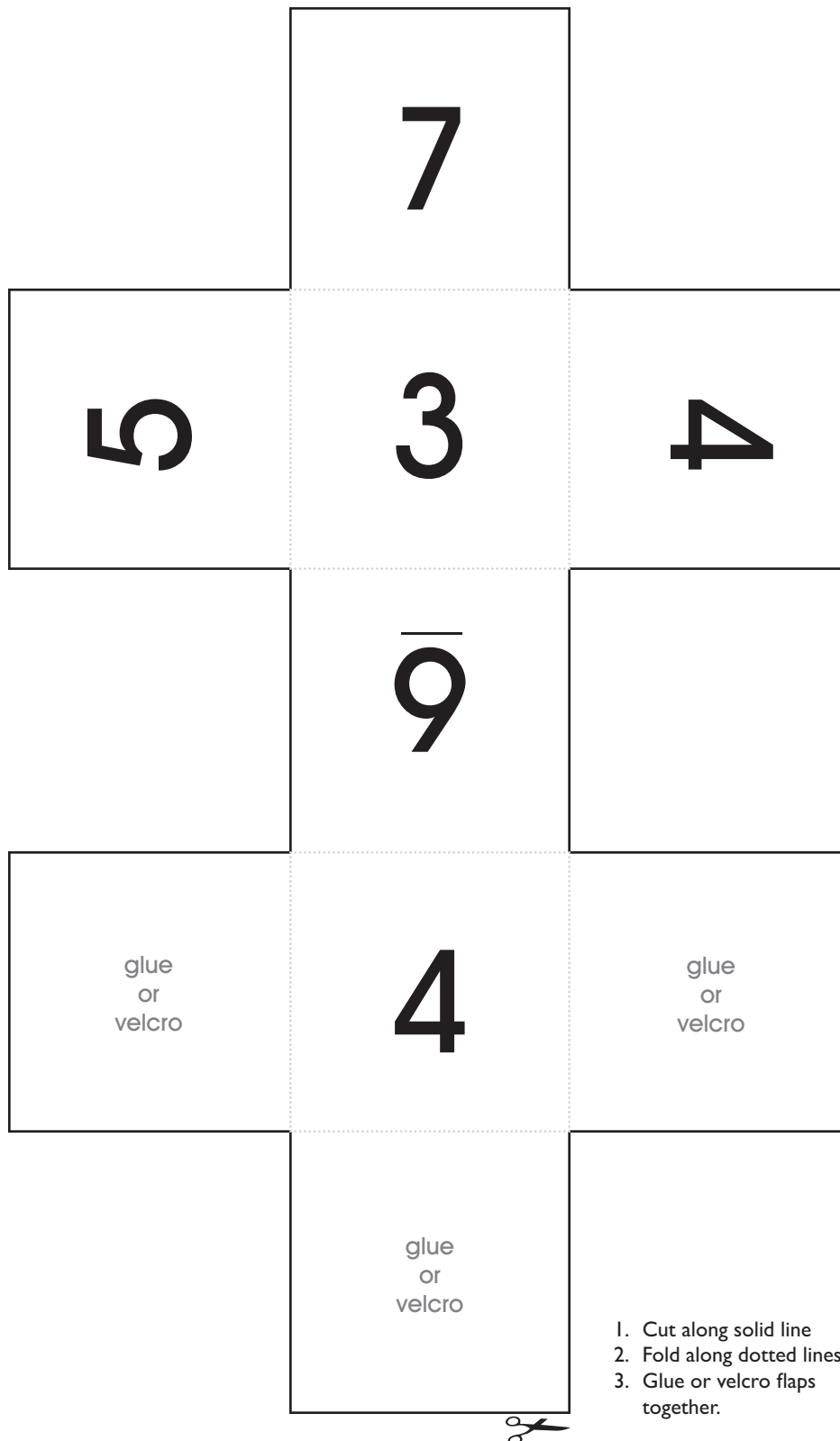
END

Vocabulary

Affix Game

V. 013

re					
est					
pre					
dis					
able					
ly					
non					
in					
less					
ful					
ness					
er					
mis					
un					

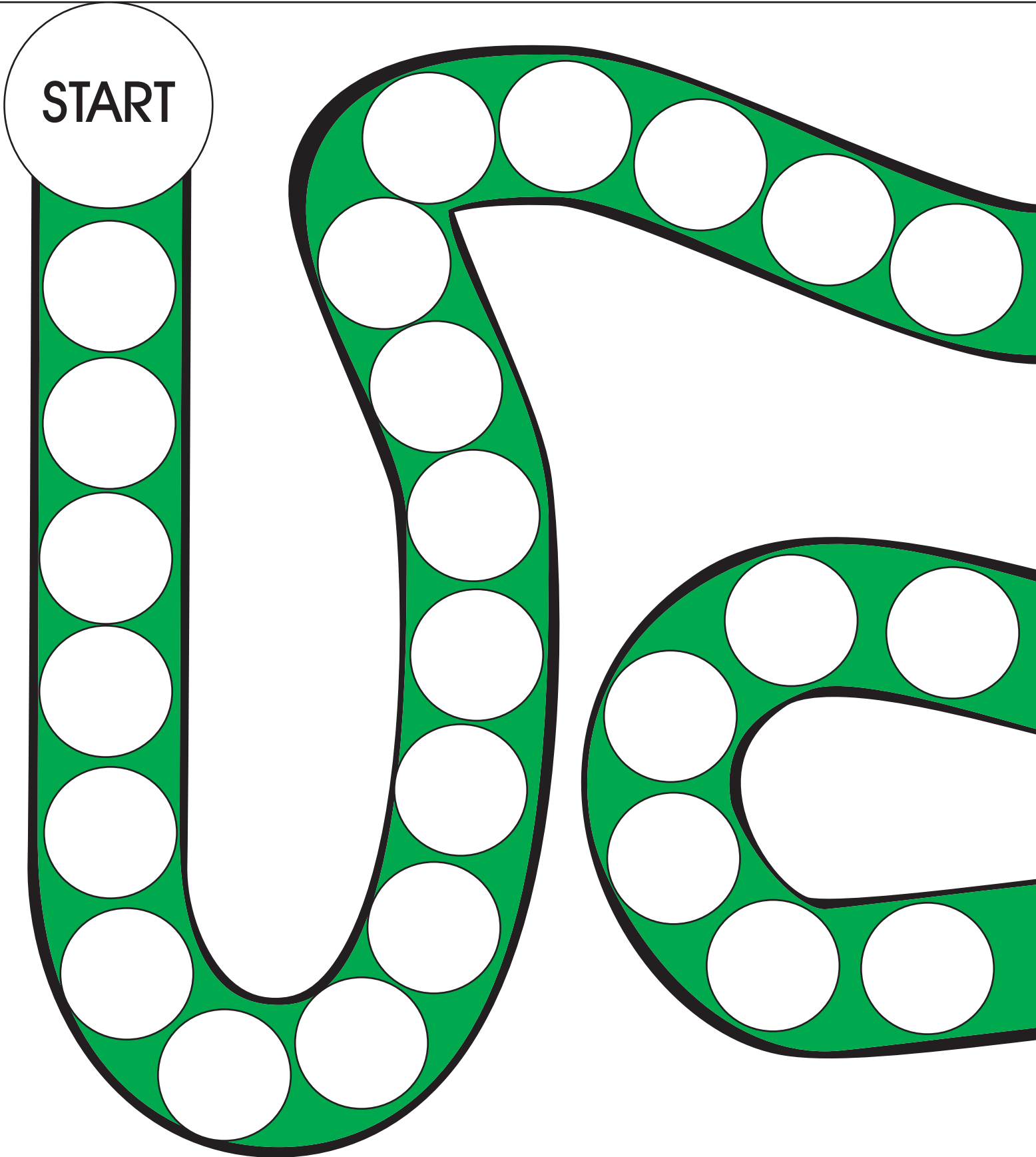


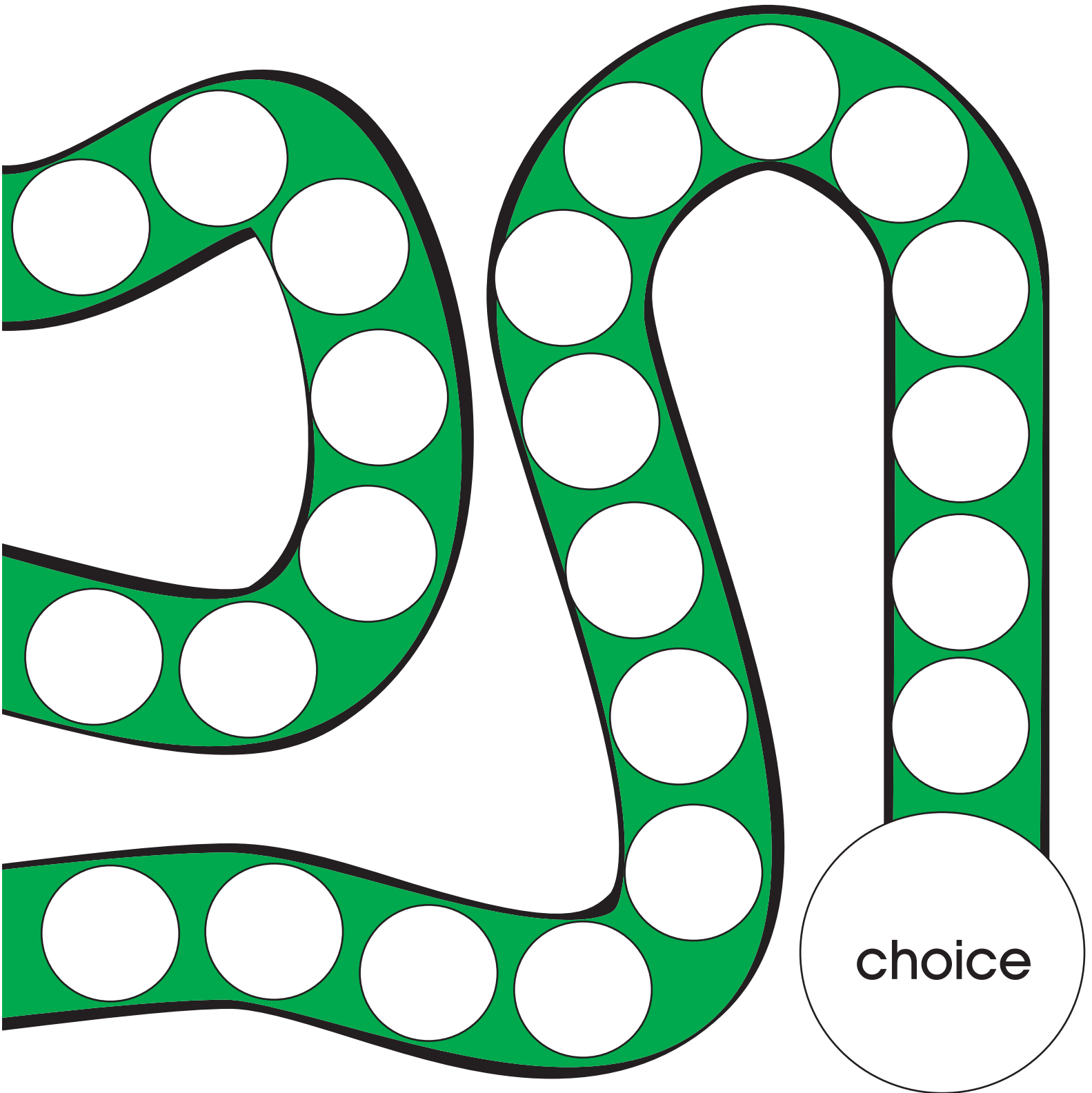
1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

Vocabulary

Affix Game

V. 013





choice

END



Objective

The student will identify the meaning of roots.

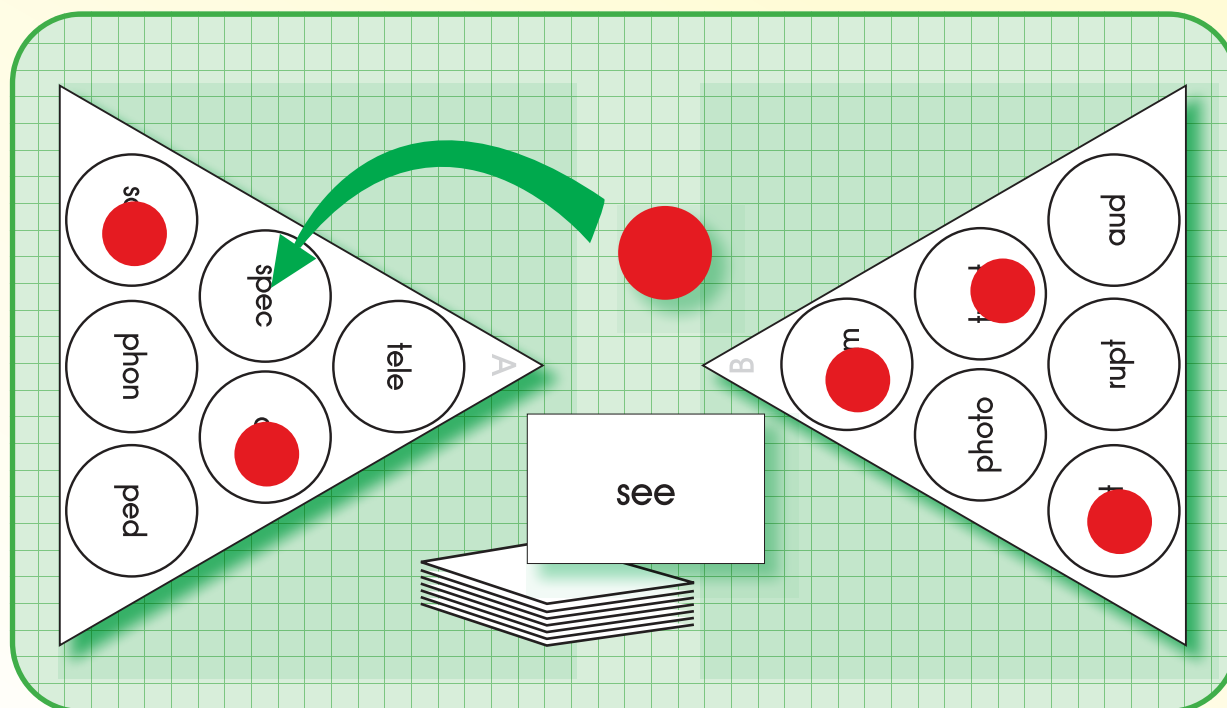
Materials

- ▶ Root triangles
 - There are two triangles marked “A” and “B.” One student will use the “A” triangle and the other will use the “B” triangle.*
- ▶ Meaning cards
- ▶ Game pieces (e.g., counters)

Activity

Students find roots that correspond to meanings by playing a matching game.

1. Place meaning cards face down in a stack. Provide each student with a different root word triangle.
2. Taking turns, students draw a card from the stack and read the meaning (e.g., see).
3. Look on triangle for the root word that matches the meaning (i.e., spec). If found, read the root and place game piece on the root. Place meaning card in a discard pile. If not found, place meaning card on bottom of stack.
4. Continue until both triangles are filled.
5. Peer evaluation



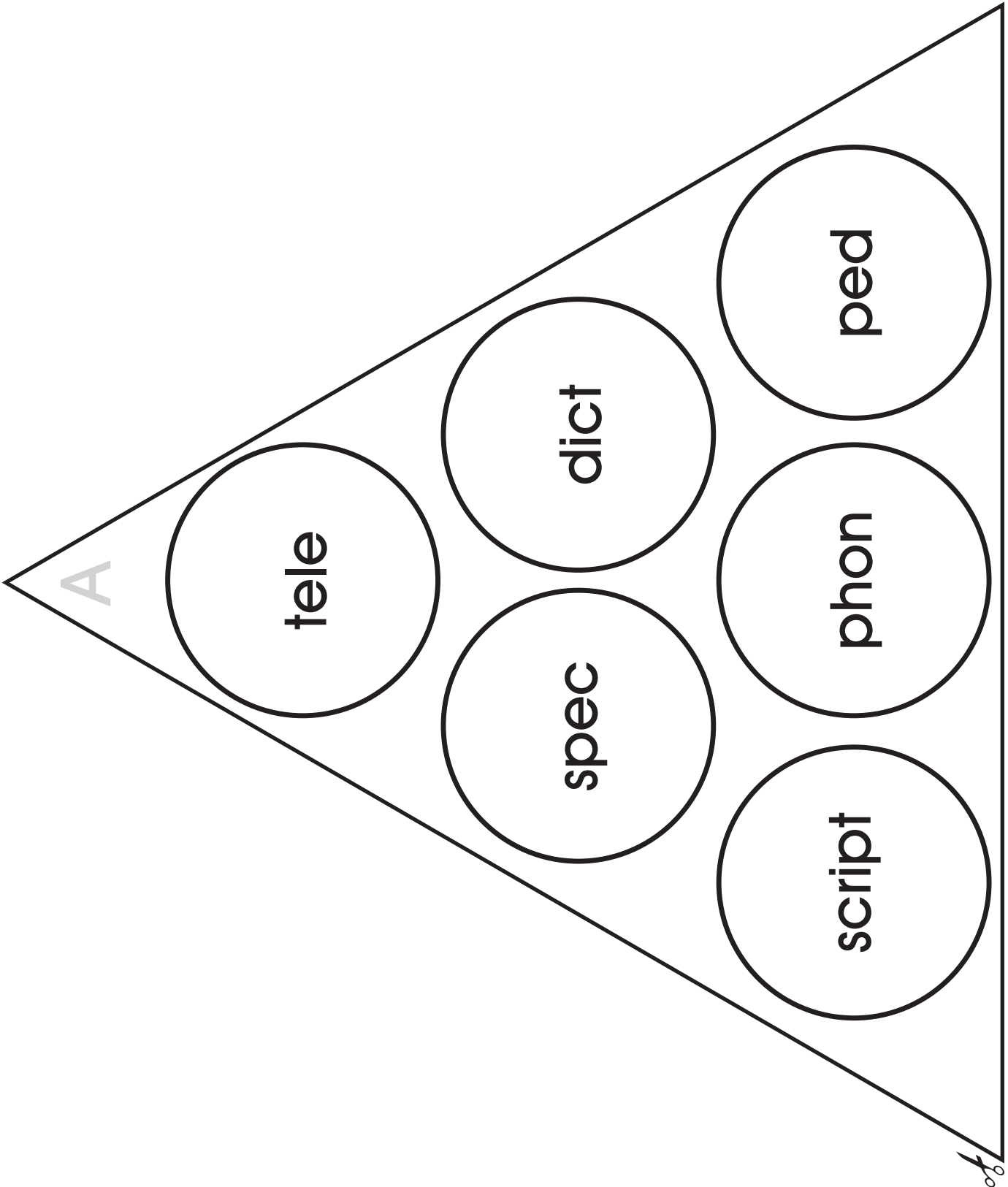
Extensions and Adaptations

- ▶ Play game by using roots on triangles to complete words.
- ▶ Write a root that completes each set of words.
- ▶ Make root word triangles and meaning cards.

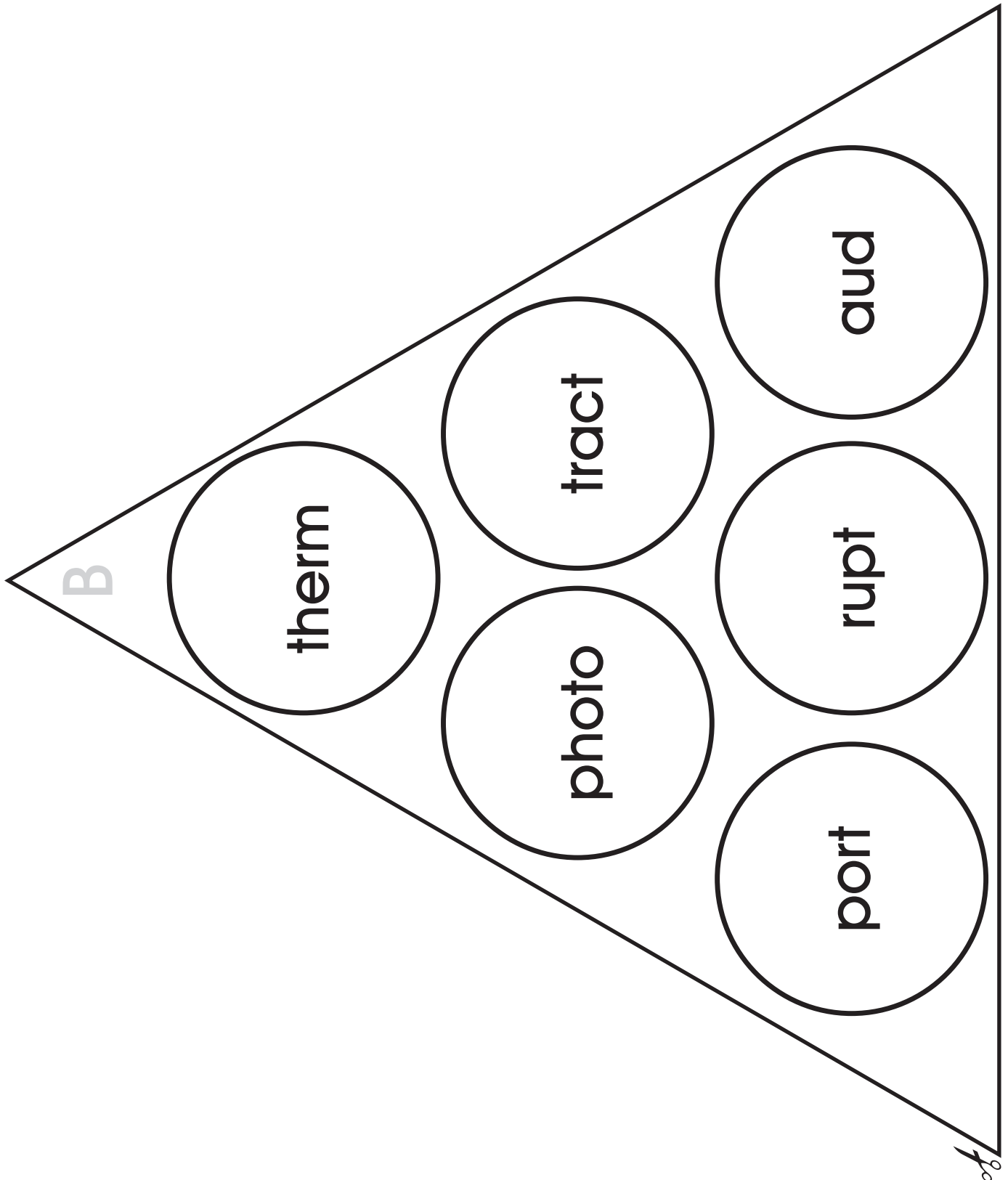
Vocabulary

Rooting for Meaning!

V. 014



root triangle



root triangle

Vocabulary

Rooting for Meaning!

V. 014

far or distant

see

say

write

sound

foot

heat

light

meaning cards — answers (left to right): tele, spec, dict, script, phon, ped, therm, photo 

Vocabulary

V. 014

Rooting for Meaning!

drag or pull

carry

break

hear

meaning cards — answers (left to right): tract, port, rupt, aud



Vocabulary

Rooting for Meaning!

V. 014

_____ vision

_____ tacle

_____ ation

pre _____ ion

sym _____ y

_____ estrian

_____ OS

_____ synthesis

word cards — answers: television, spectacle, dictation, prescription,
symphony, pedestrian, thermos, photosynthesis



Vocabulary

V. 014

Rooting for Meaning!

_____or

im_____

inter_____

_____ience

word cards — answers: tractor, import, interrupt, audience



Vocabulary

Rooting for Meaning!

V. 014

_____graph

_____phone

_____scope

in _____t

_____tator

re _____t

_____ate

_____ionary

pre _____

tran _____

manu _____

pre _____ion

_____ograph

micro _____e

_____ics

_____al

_____estal

mo _____

_____ostat

_____al

_____ometer

_____graph

_____synthesis

_____genic

word cards — answers: tele, spec, dict, script, phon, ped, therm, photo



Vocabulary

V. 014

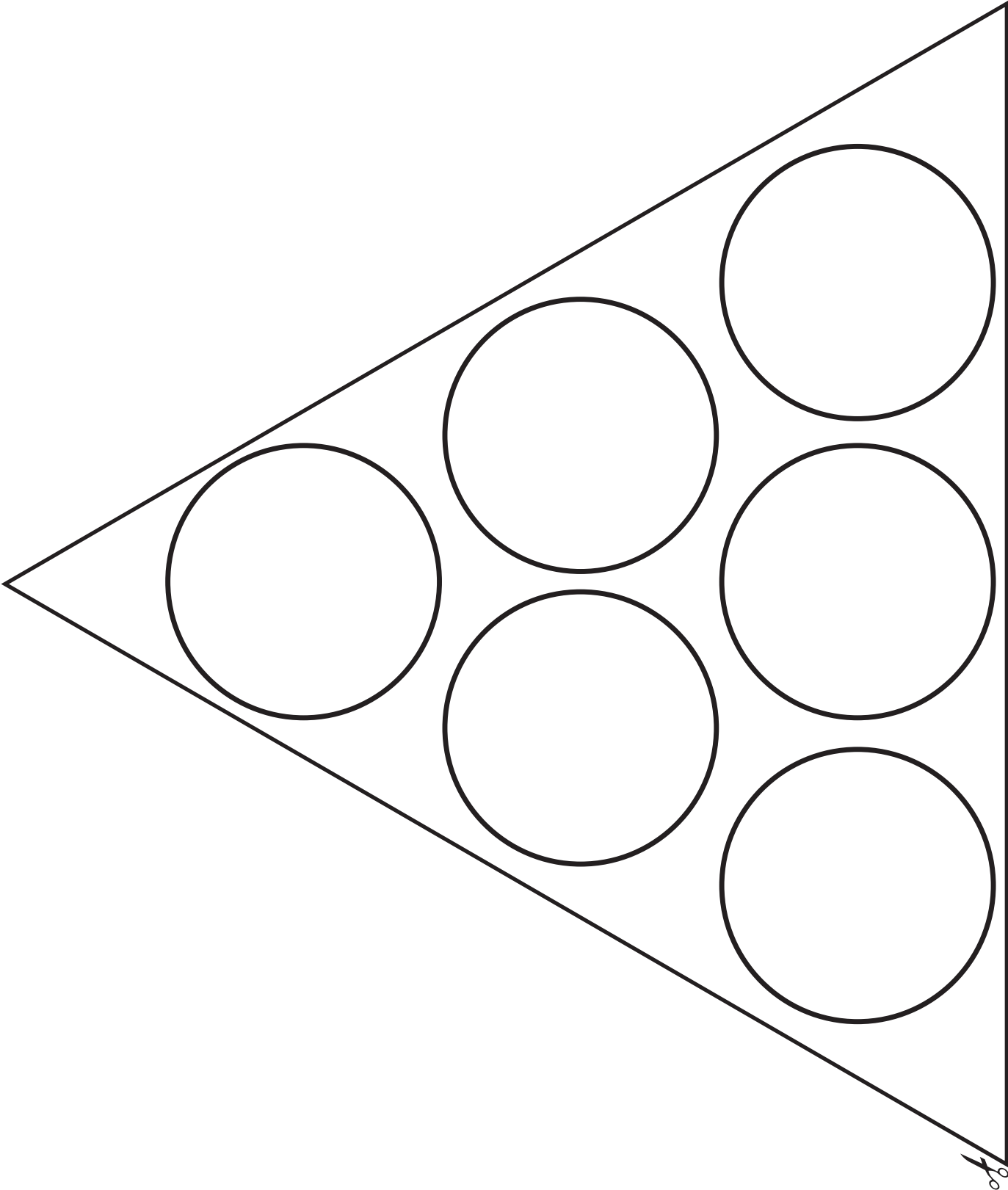
Rooting for Meaning!

_____ion con_____ sub_____	im_____able _____able trans_____
e_____ure _____ure dis_____	_____io _____itorium _____ience
con_____ion in_____ure _____ure	re_____uni_____al
dia_____mar _____mar tele_____	tele_____e micro_____e stetho_____e

word cards — answers: tract, port, rupt, aud, struct, form, gram, scop



Vocabulary



blank triangle



Objective

The student will identify words with common roots and related meanings.

Materials

- ▶ Tree sorting board
Copy five times and laminate.
- ▶ Word, root, and meaning cards
Note: Roots used are photo, rupt, script, spec, therm.
- ▶ Student sheet
- ▶ Dictionaries
- ▶ Pencils

Activity

Students group words with common roots and related meanings by using a sorting board.

1. Place the word, root, and meaning cards face down in one stack. Place tree sorting boards face up in a row. Provide each student with a student sheet and a dictionary.
2. Taking turns, students select a card and read it (e.g., spectator). Place the card in one of the boxes on a tree. Note: Words containing a common root are placed on the same tree (e.g., *thermal* and *thermos* are on one; *spectacle* and *respect* are on another). Root cards are placed at the bottom of the tree in designated box (e.g., *spec*). Meaning cards are placed at the bottom of the sorting board in designated box (i.e., *see*).
3. Continue selecting, reading, and placing words until all cards are sorted on trees. Record root, root meaning, and words on student sheet.
4. Discuss meanings of the roots and corresponding words. Use dictionary, as needed.
5. Teacher evaluation



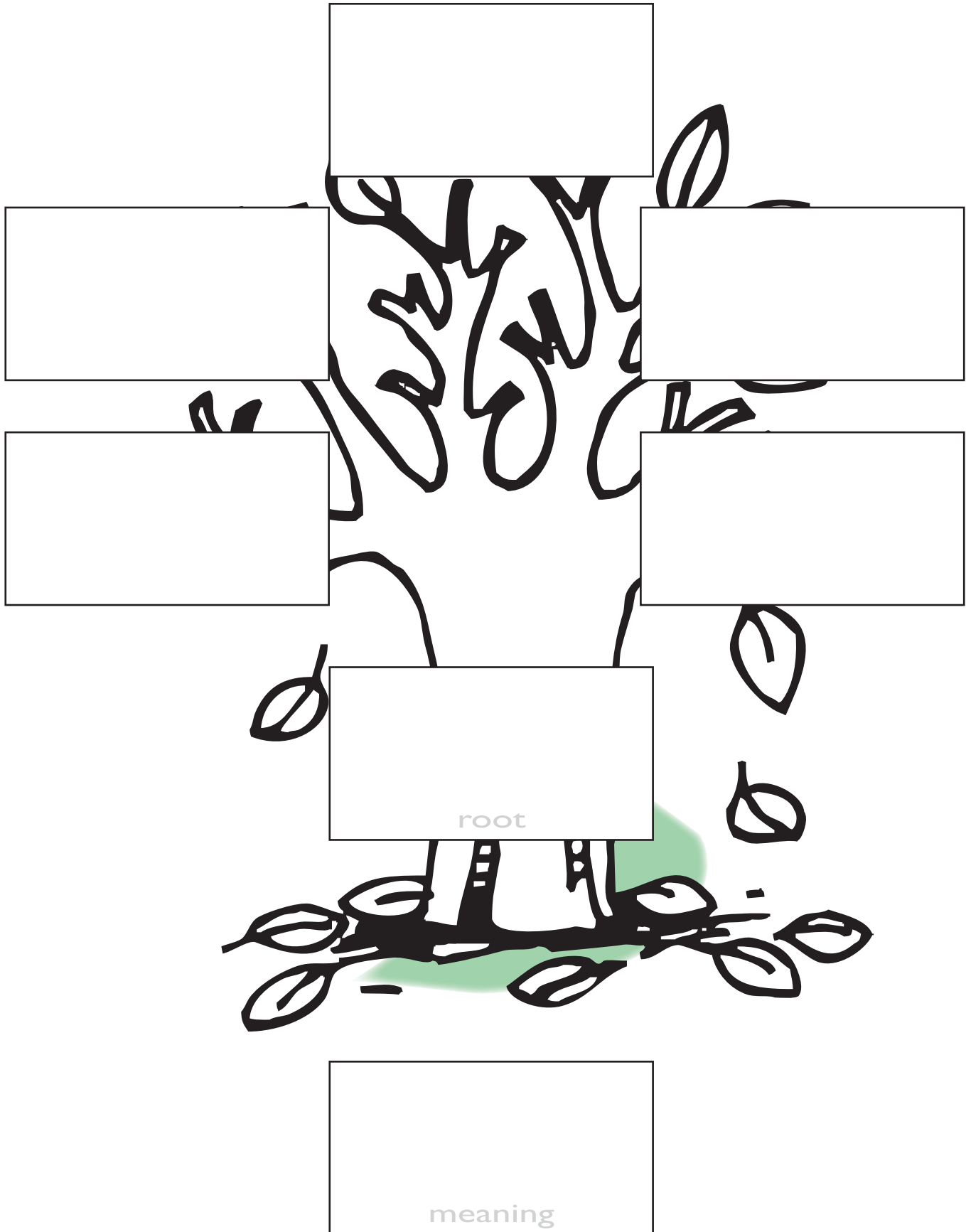
Extensions and Adaptations

- ▶ Choose one root and write the words and their meanings on back of student sheet.
- ▶ Make other root and word cards.
- ▶ Write other roots and related words.
- ▶ Play memory game with cards by matching words with common roots.

Vocabulary

Getting to the Root of It

V. 015



Vocabulary

V. 015

Getting to the Root of It

photo root	rupt root	script root
light meaning	break meaning	write meaning
photogenic	erupt	prescription
photographer	interrupt	description
telephoto	disrupt	inscription
photography	rupture	manuscript
photograph	bankrupt	transcript

word, root, and meaning cards



Vocabulary

Getting to the Root of It

V. 015

therm root	spec root	root
heat meaning	see meaning	meaning
thermostat	spectator	
thermodynamic	respect	
thermos	suspect	
thermometer	inspect	
thermal	spectacle	

word, root, and meaning cards



Name _____

V. 015

Getting to the Root of It

root	meaning					
root	meaning	1.	2.	3.	4.	5.
root	meaning					
root	meaning					
root	meaning					
root	meaning					
root	meaning					

Vocabulary

Getting to the Root of It

V. 015

root	root	root
meaning	meaning	meaning

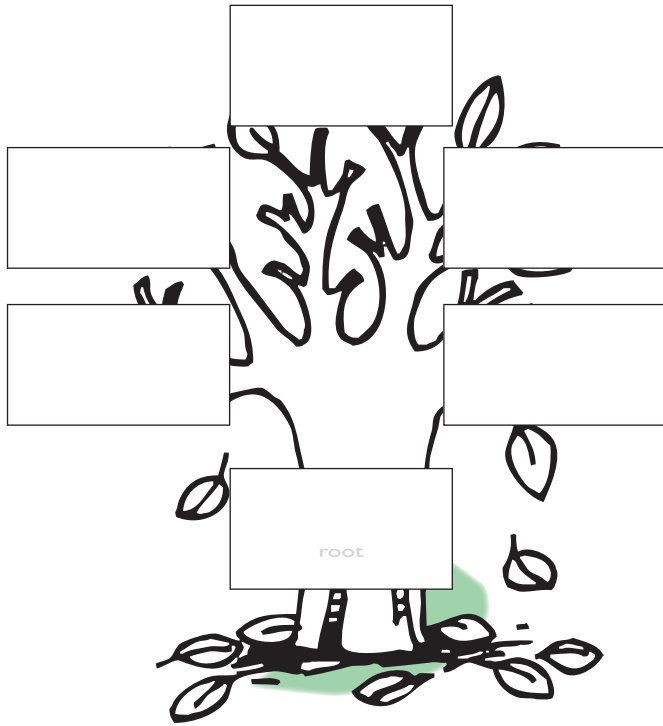
blank word, root, and meaning cards



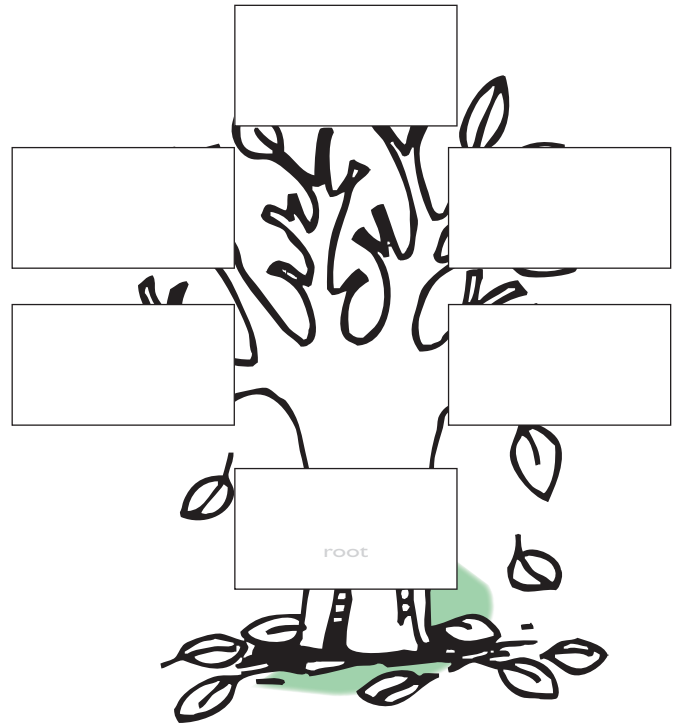
Name _____

V. 015

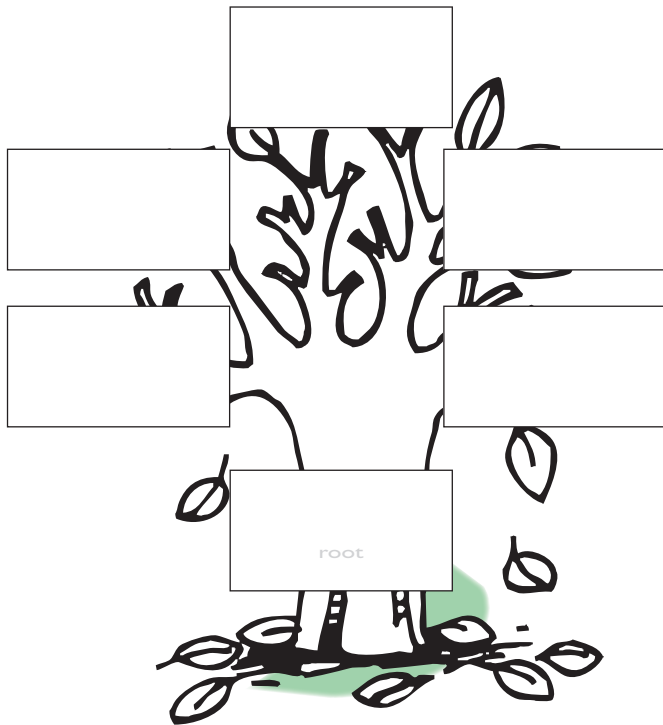
Getting to the Root of It



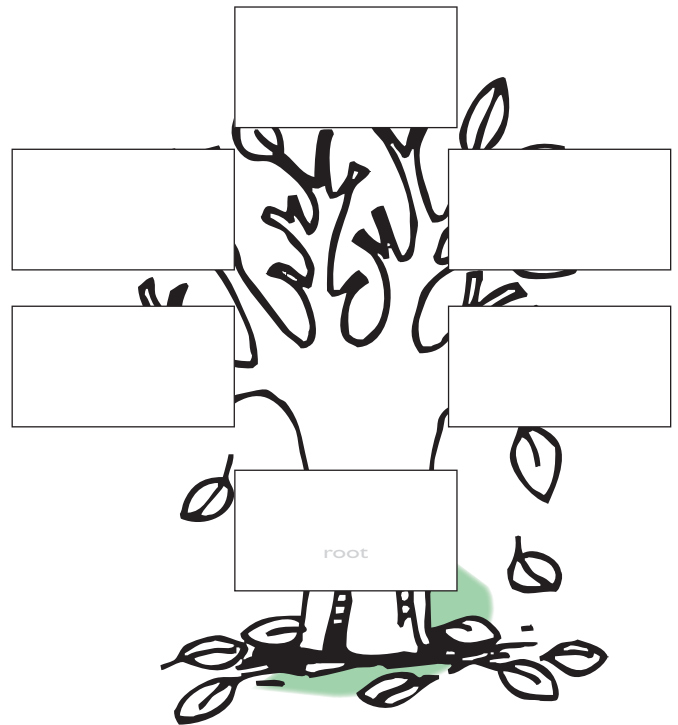
meaning



meaning



meaning



meaning



Root-O!

Objective

The student will produce words containing the same root and identify their meanings.

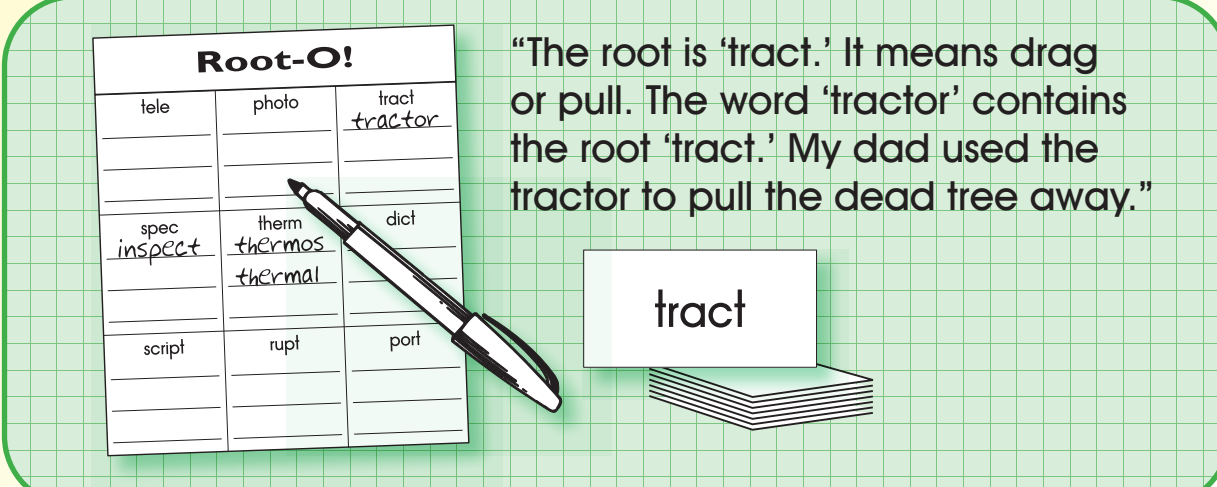
Materials

- ▶ Root-O! game boards
Laminate.
- ▶ Root cards
Copy twice.
- ▶ Dictionaries
- ▶ Vis-à-Vis® markers

Activity

Students write words and use them in a sentence to show meaning by playing a root game.

1. Place root cards face down in a stack. Provide each student with a different Root-O! game board, Vis-à-Vis® marker, and dictionary.
2. Taking turns, students select the top root card, read it, and state the meaning (e.g., tract, tract means drag or pull).
3. Say a word that contains the root that has not been stated by either student (e.g., tractor). Use dictionary, if needed.
4. State a sentence using the word that demonstrates its meaning. For example, “My dad used the tractor to pull the dead tree away.”
5. Write the word in the corresponding box. Note: If same root card is selected, another word is recorded in the box. If three words are recorded in one box, the student selects another card.
6. Place the root card at the bottom of the stack.
7. Continue until three of the boxes in a row contain at least one word.
8. Peer evaluation



The illustration shows a 'Root-O!' game board on a grid background. The board is a 3x3 grid with the following roots in each cell: (1,1) tele, (1,2) photo, (1,3) tract; (2,1) spec, (2,2) therm, (2,3) dict; (3,1) script, (3,2) rupt, (3,3) port. Handwritten words are in the cells: 'tractor' in (1,3), 'inspect' in (2,1), 'thermos' in (2,2), and 'thermal' in (2,3). A black marker is shown writing 'tract' in the (1,3) cell. To the right of the board is a stack of root cards, with the top card showing the word 'tract'. A quote next to the board reads: “The root is ‘tract.’ It means drag or pull. The word ‘tractor’ contains the root ‘tract.’ My dad used the tractor to pull the dead tree away.”

Extensions and Adaptations

- ▶ Make other Root-O! boards and root cards .
- ▶ Write three roots, their meanings, and three words containing each root. Write a sentence using each word to show its meaning.

Root-O!

tele

photo

tract

spec

therm

dict

script

rupt

port



Root-O!

tract

therm

script

tele

spec

port

photo

dict

rupt



tele

photo

tract

spec

therm

dict

script

rupt

port



Vocabulary

Root-O!

V. 016

Root-O!

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Vocabulary

V. 016

Root-O!

blank root cards



Name _____

Root-O!

V. 016

root:	Sentence using the word
meaning:	
word	
word	
word	Sentence using the word
root:	
meaning:	
word	
word	Sentence using the word
word	
word	
word	
root:	Sentence using the word
meaning:	
word	
word	
word	Sentence using the word
word	
word	
word	



Objective

The student will relate new vocabulary to prior knowledge.



Materials

- ▶ Header cards
- ▶ Word cards

Write target word on each card. Note: This activity can be used in conjunction with the introduction of new vocabulary.

- ▶ Student sheet
Depending on the number of words, students may need more than one student sheet.
- ▶ Dictionary
- ▶ Pencil



Activity

Students sort words based on understanding of meaning.

1. Place word cards face down in a stack. Place header cards face up in a row. Provide the student with a dictionary and a student sheet.
2. The student selects the top card and reads the word.
3. Reads headers and decides which one best describes how well the word is known. Places the word card under that header. Note: If unable to read the word, card is placed under the header, Don't know meaning.
4. Continues until all word cards are placed.
5. Writes the words in the corresponding column and the meaning of the words on the student sheet using dictionary, as needed.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss previous experience and knowledge of words with a partner.
- ▶ Write sentences or paragraphs using the words on the back of the student sheet.
- ▶ Count (e.g., using check marks) number of target word encounters in corresponding column for a week. Record an example of where and how.

Vocabulary

Know or No

V. 017

Know meaning
well and can
use the word

header

Know something
about the
meaning

header

Don't know
meaning

header

Seen or heard
the word, but
not sure of
the meaning

header

header cards



Name _____

V. 017

Know or No

Meaning					
Don't know meaning					
Know something about the meaning					
Seen or heard the word, but not sure of the meaning					
Know meaning well and can use the word					

Name _____

Know or No

V. 017

Word	Heard it (Put a check mark for each time you hear the word.)	Said it (Put a check mark for each time you say the word.)	Wrote it (Put a check mark for each time you write the word.)	Read it (Put a check mark for each time you read the word.)	Examples of where and how



Objective

The student will identify the meaning of words and word-related information using a dictionary.

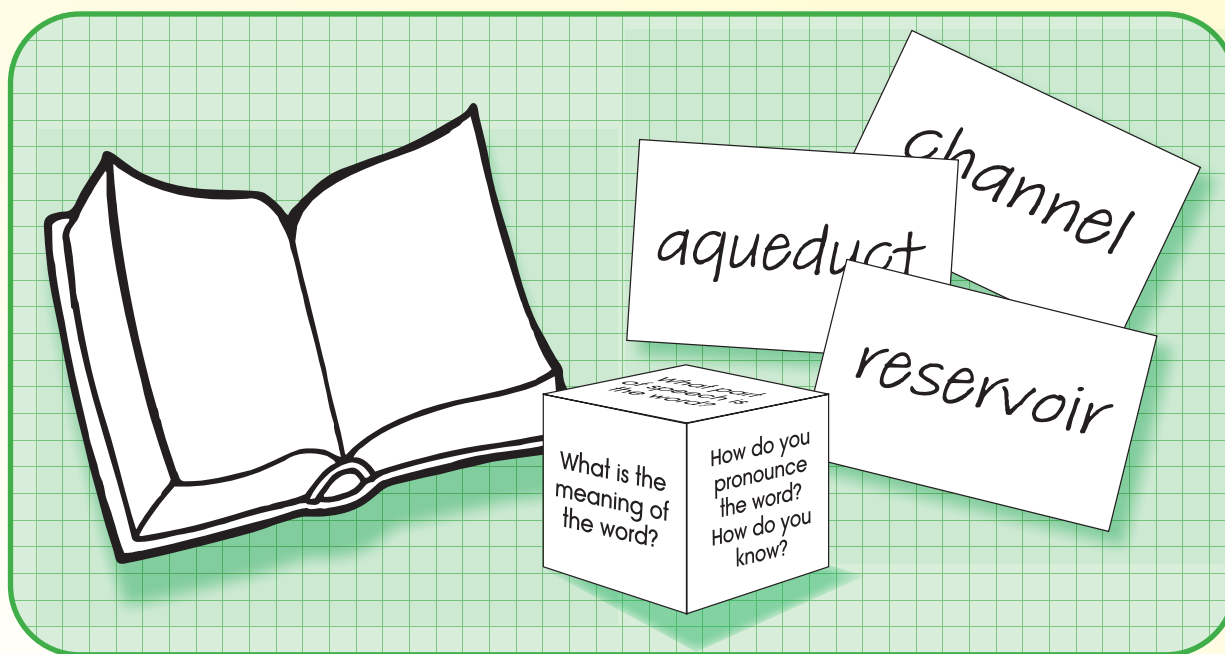
Materials

- ▶ Word cards
Select target words and write on cards.
- ▶ Dictionary cube
- ▶ Dictionaries

Activity

Students discuss vocabulary words by answering dictionary-related questions.

1. Place word cards face down in a stack next to the dictionary cube. Provide each student with a dictionary.
2. Taking turns, student one selects a word card and reads aloud. Both students find the word in the dictionary.
3. Student two rolls the dictionary cube, reads the question, and answers it based on the information in the dictionary.
4. Discuss answer with student one to assure accuracy.
5. Reverse roles.
6. Continue the activity until all the target words have been discussed.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record answers.
- ▶ Use thesaurus, digital tools, or other references to find words. Make other cubes with different questions.

Vocabulary

Dictionary Cube

V. 018

	How do you pronounce the word? How do you know?	
What part of speech is the word?	What is the meaning of the word?	Use the word in a sentence.
	Is the origin or etymology of the word listed? If so, what is it?	
glue or velcro	Are synonyms or antonyms listed? If so, what are they?	glue or velcro
	glue or velcro	

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

dictionary cube



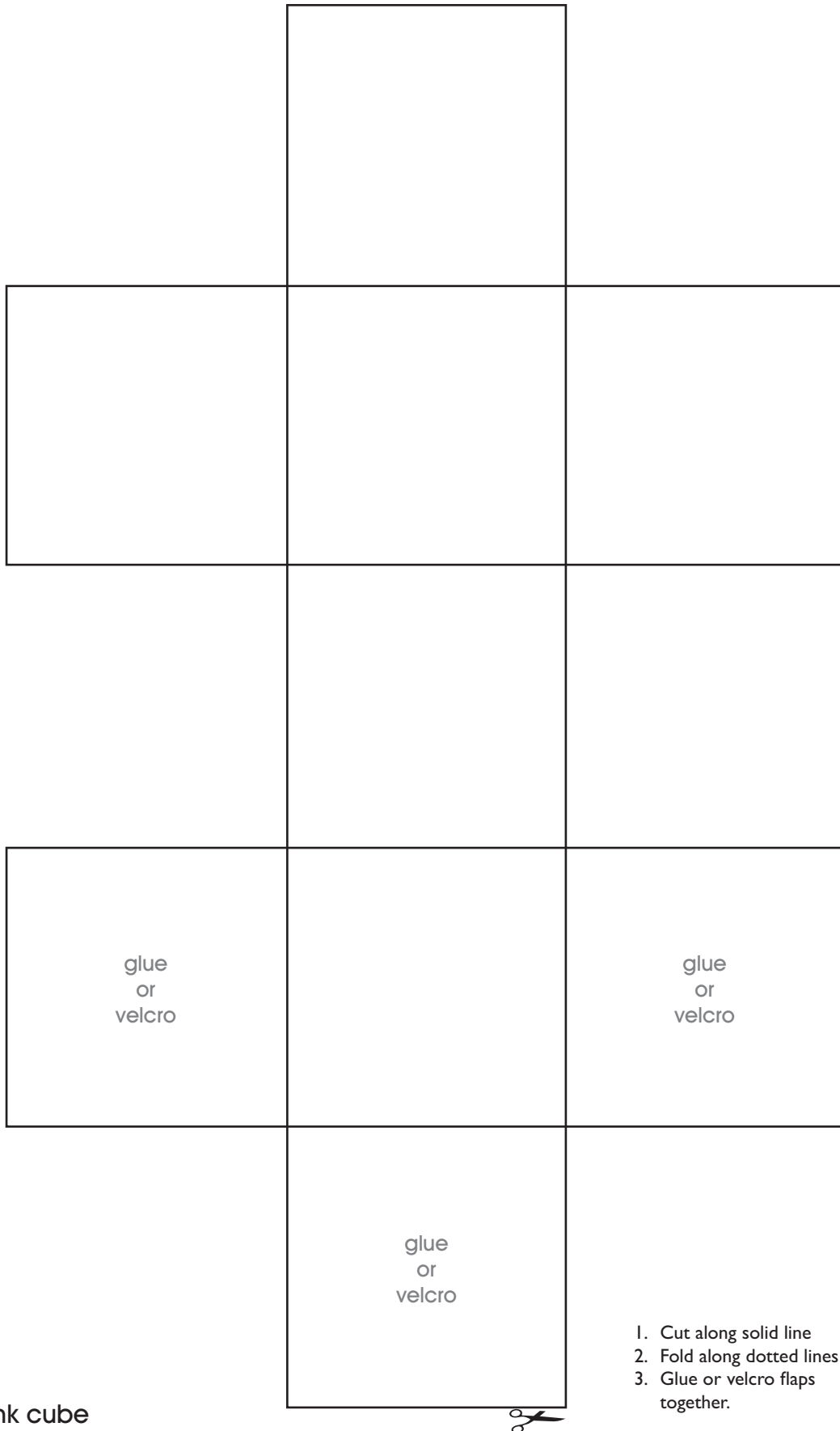
Name _____

V. 018

Dictionary Cube

Word	How do you pronounce the word? How do you know?	Is the origin of the word listed? If so, what is it?	What part of speech is the word?	What is the meaning of the word?	Are synonyms or antonyms listed? If so, what are they?	Use the word in a sentence. Use the back of this sheet, if necessary.

Vocabulary



1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

blank cube



Objective

The student will identify the meaning of words and word-related information using a dictionary.

Materials

- ▶ Student sheet

Write a target vocabulary word in the center box. Either the same word can be written on one sheet and copied for all students or a different word can be written on each individual sheet.

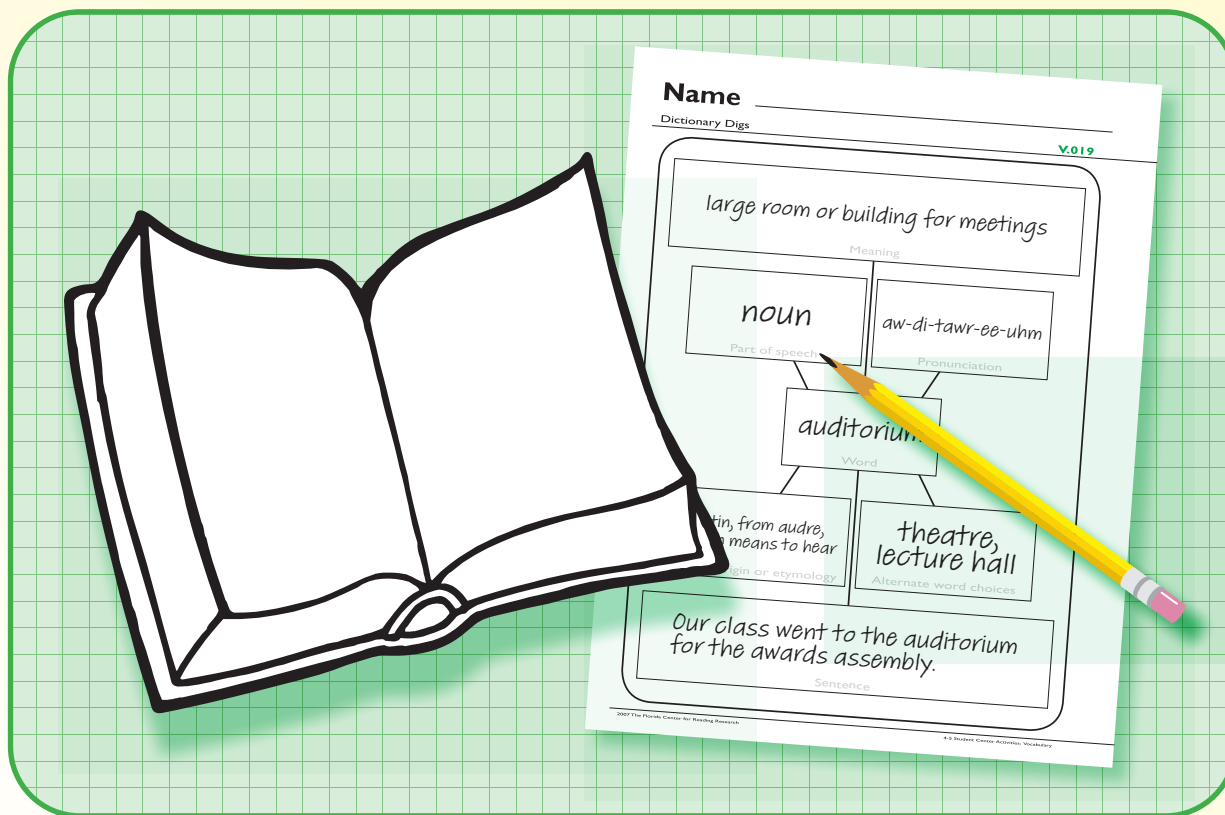
Optional: Provide word cards and students choose word and write on student sheet.

- ▶ Dictionary
- ▶ Pencil

Activity

Students look up target words in the dictionary and record specific information.

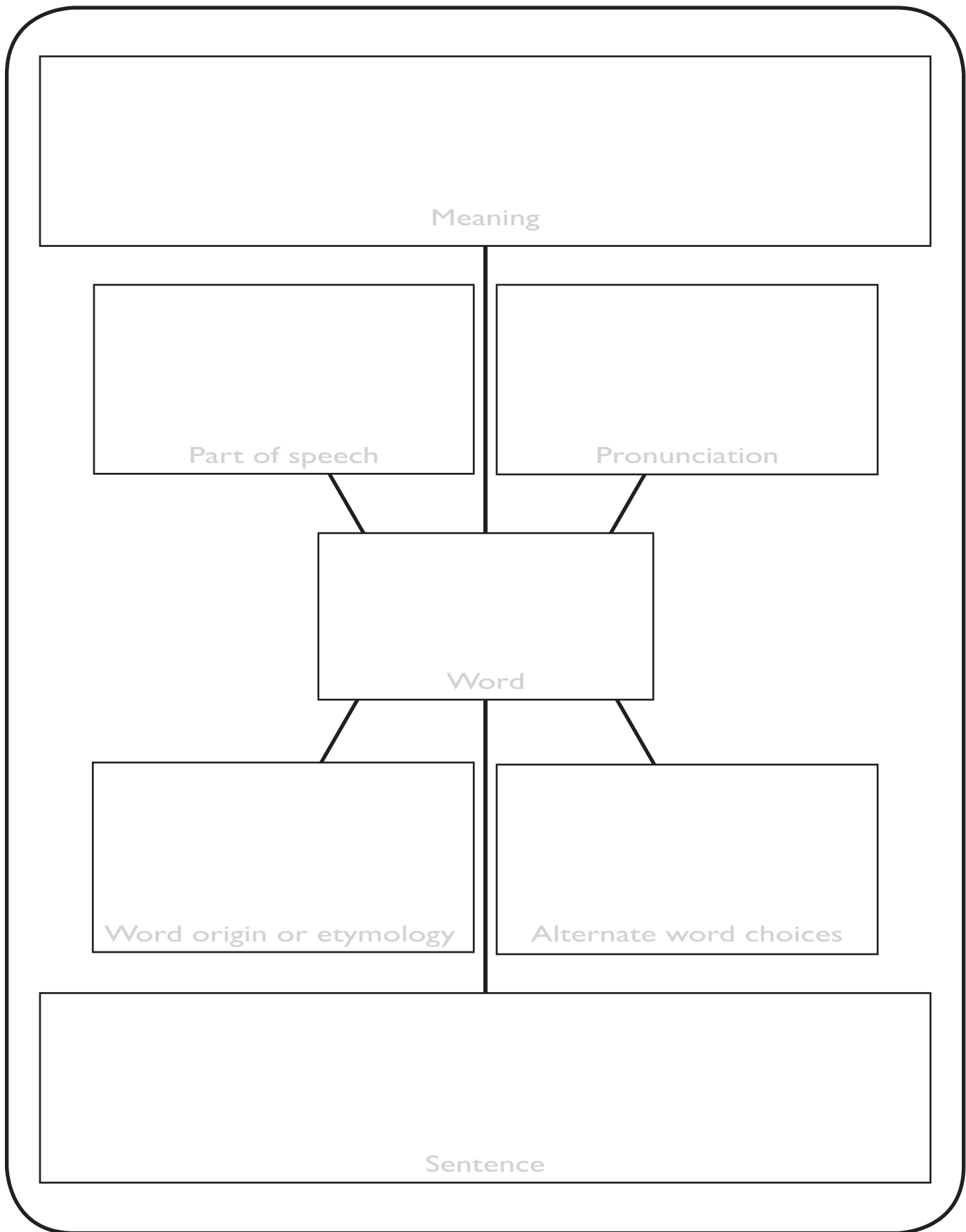
1. Provide the student with a student sheet and a dictionary.
2. The student reads the word on the student sheet and looks the word up in the dictionary.
3. Records meaning and other information about the word using the dictionary.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Cut and staple forms to make a personal dictionary.
- ▶ State target word. Read definition or other fact (e.g., part of speech) of the target word and another word on the same page. Partner guesses which fact corresponds to target word.
- ▶ Use graphic organizer to record word-related information.

Name _____



Vocabulary

V. 019

Dictionary Digs

Word: _____

Meaning: _____

Synonyms: _____

Sentence: _____

Other information: _____

Word: _____

Meaning: _____

Synonyms: _____

Sentence: _____

Other information: _____

Word: _____

Meaning: _____

Synonyms: _____

Sentence: _____

Other information: _____

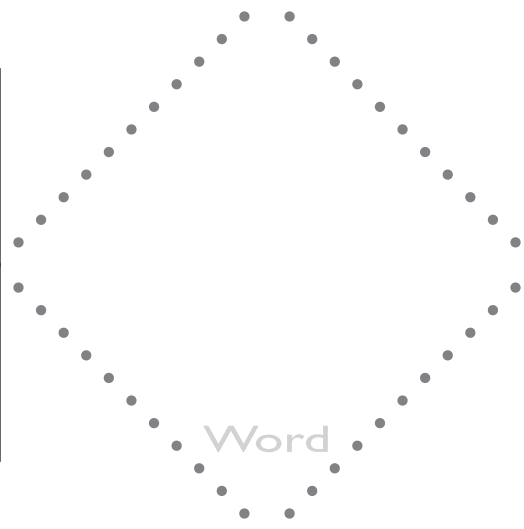


Name _____

Meaning

Synonyms

Antonyms



Word

Other Interesting Word-Related Information



Objective

The student will identify words with common roots and related meanings.

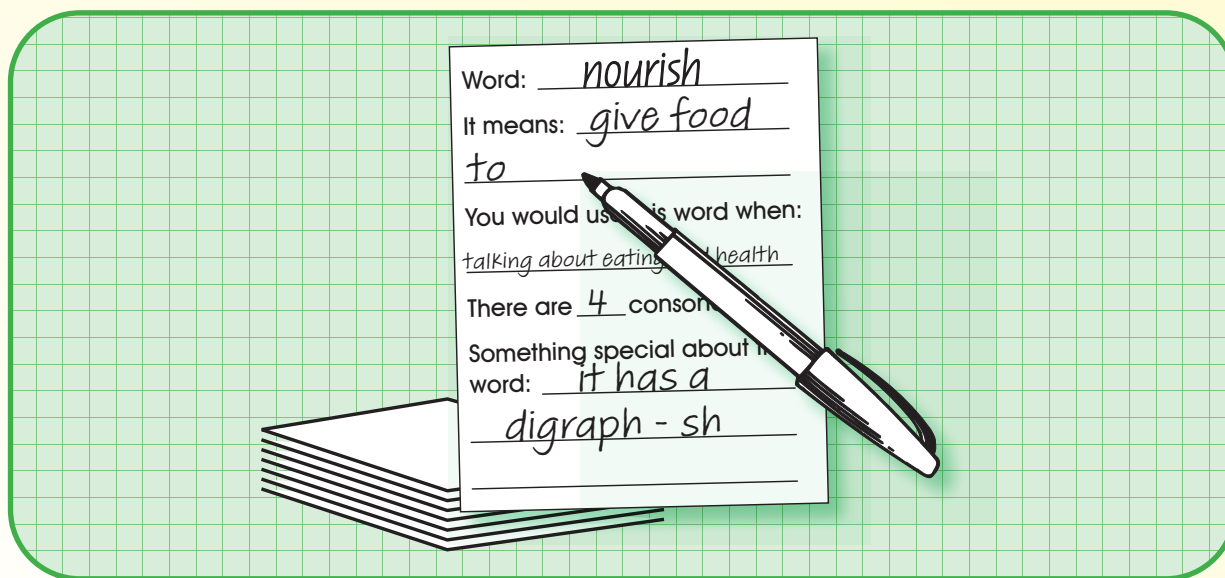
Materials

- ▶ Chart paper
Provide a word bank of familiar target words.
- ▶ Word clue cards
Copy as many cards as needed. Write one target word on each card, laminate, and cut.
- ▶ Reference books (e.g., dictionary, thesaurus)
- ▶ Vis-à-Vis® markers

Activity

Students develop clues to reveal words.

1. Shuffle word clue cards and place face down in a stack and display the word bank.
Provide each student with Vis-à-Vis® marker and reference books.
2. Taking turns, students select clue cards until all the cards are distributed (without revealing them to partner). Fill out clue cards independently using references, as needed.
3. Student one reads the clues to student two who looks at the word bank and tries to guess the word. If correct, clue card is given to student two. If incorrect, student one continues to give other clues until guessed correctly.
4. Reverse roles.
5. Continue until all clue cards are used.
6. Peer evaluation



Extensions and Adaptations

- ▶ Write specific clue prompts for other words (e.g. this is how you feel when your pet runs away, it starts with the letter m, an antonym is happy; the answer is melancholy).
- ▶ Write dictionary clues.

Vocabulary

Word Clues

V. 020

Word: _____

It means _____

A synonym is _____

There are _____ syllables.

Something special about
this word: _____

Word: _____

It means _____

You would use this word when _____

There are _____ consonants.

Something special about this
word: _____

Word: _____

It means _____

It could be used to _____

This word begins with _____

Something special about
this word: _____

Word: _____

It means _____

This is a _____ (part of speech)

There are _____ syllables.

Something special about this
word: _____

word clue cards



Vocabulary

V. 020

Word Clues

Word: _____

It means _____

It could be used to _____

It has a _____ (prefix, suffix, both, neither)

Something special about this word: _____

Word: _____

It means _____

An antonym is _____

It has a _____ (prefix, suffix, both, neither)

Something special about this word: _____

Word: _____

It means _____

A synonym is _____

There are ____ vowels.

Something special about this word: _____

Word: _____

It means _____

An antonym is _____

This word ends with _____

Something special about this word: _____

word clue cards



Vocabulary

Word Clues

V. 020

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

Alternate word choices:

dictionary clue cards





Objective

The student will identify the meaning of words.

Materials

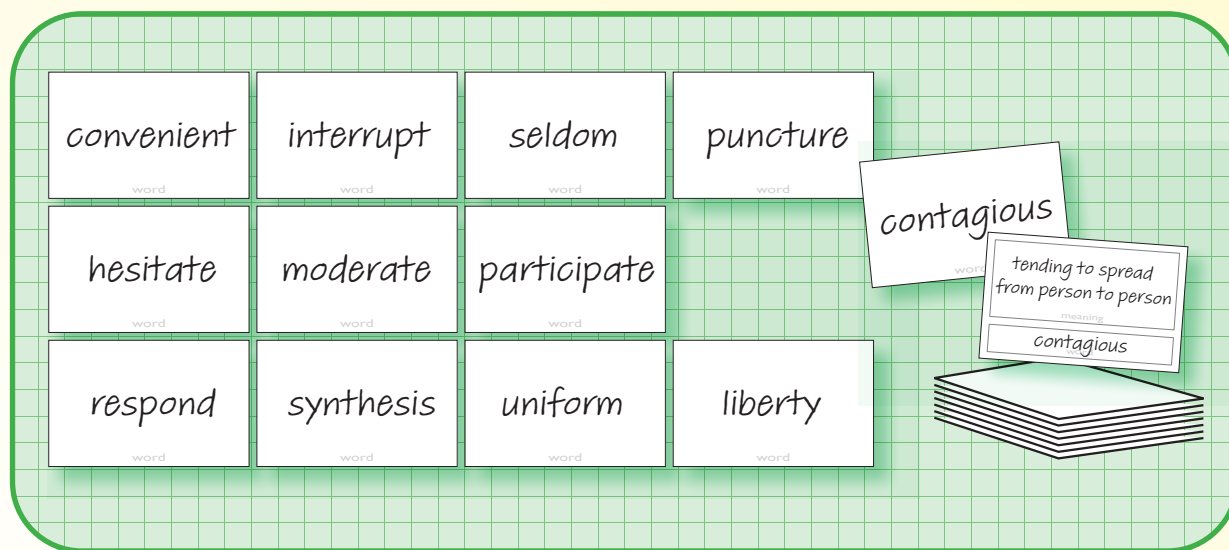
- ▶ Word and meaning cards

Write target vocabulary word that has been introduced on each word card. Write meaning to correspond to the vocabulary word on meaning card. In small letters write the word at the bottom of the meaning card. Note: Preprinted vocabulary and meaning cards can be used (e.g., from your reading program).

Activity

Students match meanings to vocabulary words.

1. Place word cards face up in rows. Place meaning cards face down in a stack.
2. Taking turns, student one selects the top meaning card (without revealing it) and reads it to student two (without the answer that is shown at the bottom). For example, “tending to spread from person to person.”
3. Student two picks up a word card that may match the meaning and reads it aloud (i.e., contagious). Student one checks the bottom of the card for the correct word. If correct, student one gives the card to student two who places both cards face up next to each other. If incorrect, the meaning card is placed at the bottom of the stack and the word card is returned to its original place.
4. Reverse roles.
5. Continue until all word cards are used.
6. Peer evaluation



The illustration shows a grid of word cards on a green grid background. The word cards are arranged in three rows and four columns. The words are: convenient, interrupt, seldom, puncture (top row); hesitate, moderate, participate (middle row); respond, synthesis, uniform, liberty (bottom row). Each word is written in a cursive font, and the word 'word' is printed in small letters below each word. To the right of the grid is a stack of meaning cards. The top card is labeled 'contagious' and has the meaning 'tending to spread from person to person' written on it. Below the meaning is the word 'contagious' written in small letters. The stack consists of several more cards underneath.

Extensions and Adaptations

- ▶ Play a memory matching game with cards.
- ▶ Read word cards to partner who states the meaning.
- ▶ Read word cards in a timed practice.

Vocabulary

What Do You Mean?

V. 021

word	<div data-bbox="802 264 1430 527">meaning</div> <div data-bbox="802 552 1430 646">word</div>
word	<div data-bbox="802 688 1430 951">meaning</div> <div data-bbox="802 976 1430 1071">word</div>
word	<div data-bbox="802 1115 1430 1377">meaning</div> <div data-bbox="802 1402 1430 1497">word</div>
word	<div data-bbox="802 1541 1430 1803">meaning</div> <div data-bbox="802 1829 1430 1923">word</div>

word and meaning cards





V. 022

Word Meaning Defining Depictions

Objective

The student will identify the meaning of words.

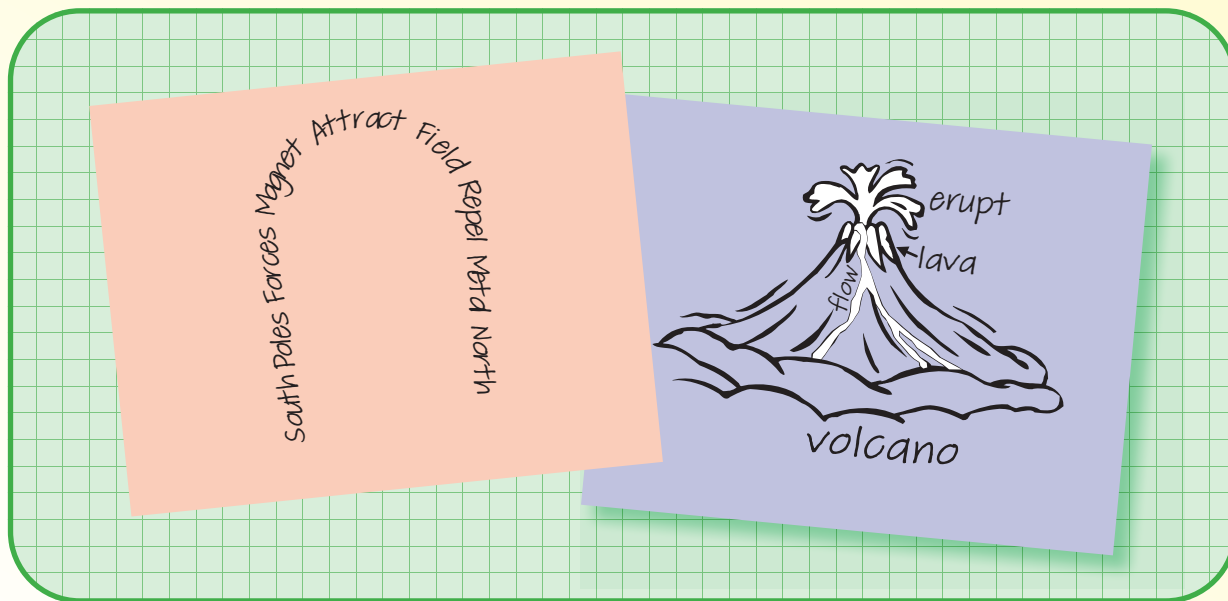
Materials

- ▶ Chart paper
Provide a list of target vocabulary.
- ▶ Dictionary
- ▶ Construction paper
May cut in half or use large index cards.
- ▶ Markers or crayons
- ▶ Pencil

Activity

Students depict words by drawing pictures that relate to meaning.

1. Provide the student with list of words, dictionary, construction paper, and markers.
2. The student reads all the words and selects one. If the meaning is not known, looks up the meaning in the dictionary.
3. Uses the construction paper and markers to write word and draw a picture clue that helps to remember the meaning. For example, for the word volcano, may draw a volcano and label the parts.
4. Display words on classroom wall or make class or individual picture dictionary.
5. Teacher evaluation



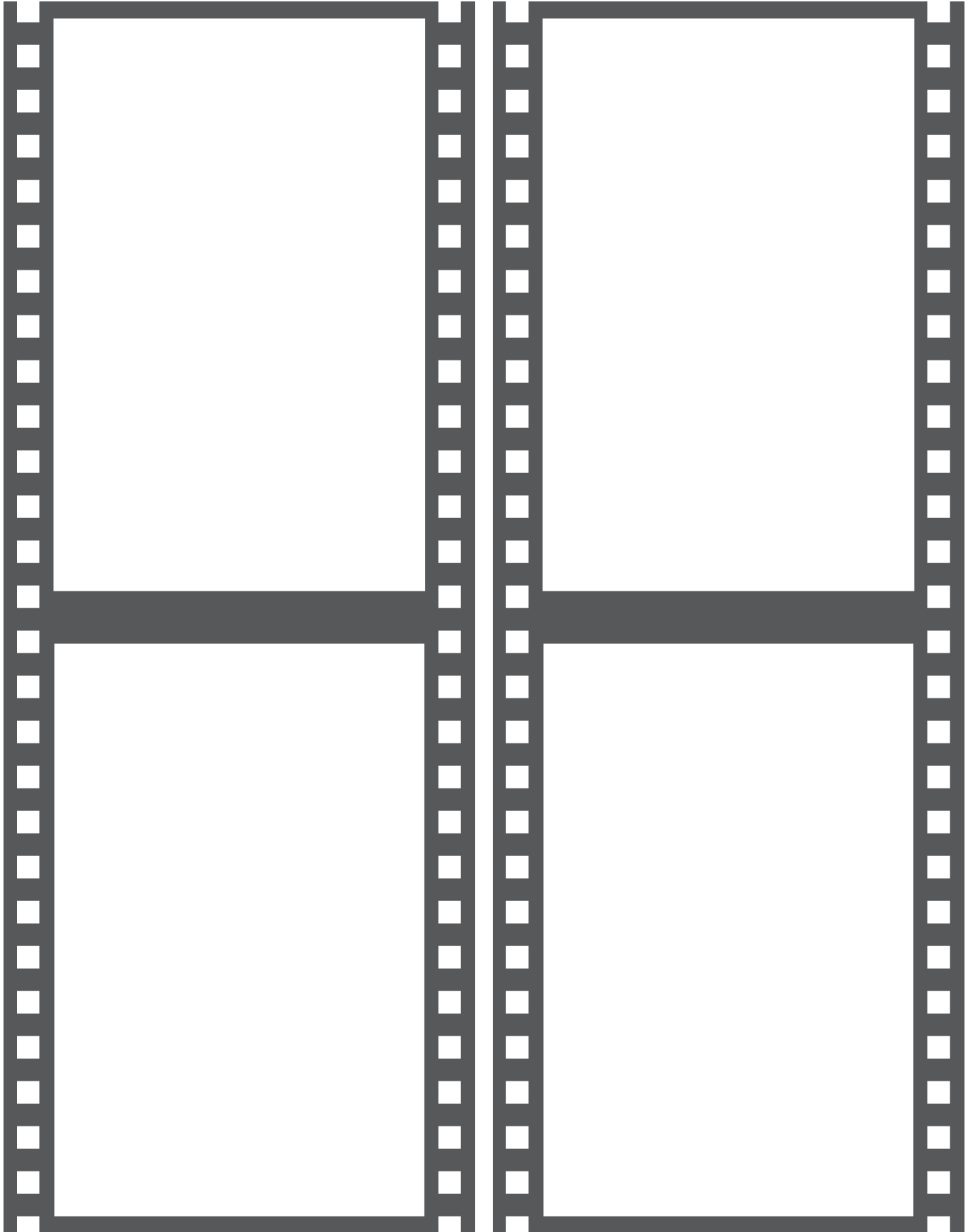
Extensions and Adaptations

- ▶ Use target vocabulary and drawings to depict a cartoon like dialogue that illustrates the meaning of the word or words.
- ▶ Depict target vocabulary.
- ▶ Label magazine picture (e.g., automobile with axle, engine, and upholstery).

Name _____

Defining Depictions

V. 022



Name _____

V. 022

Defining Depictions

Word _____



Undercover Meanings

Objective

The student will identify the meaning of words.

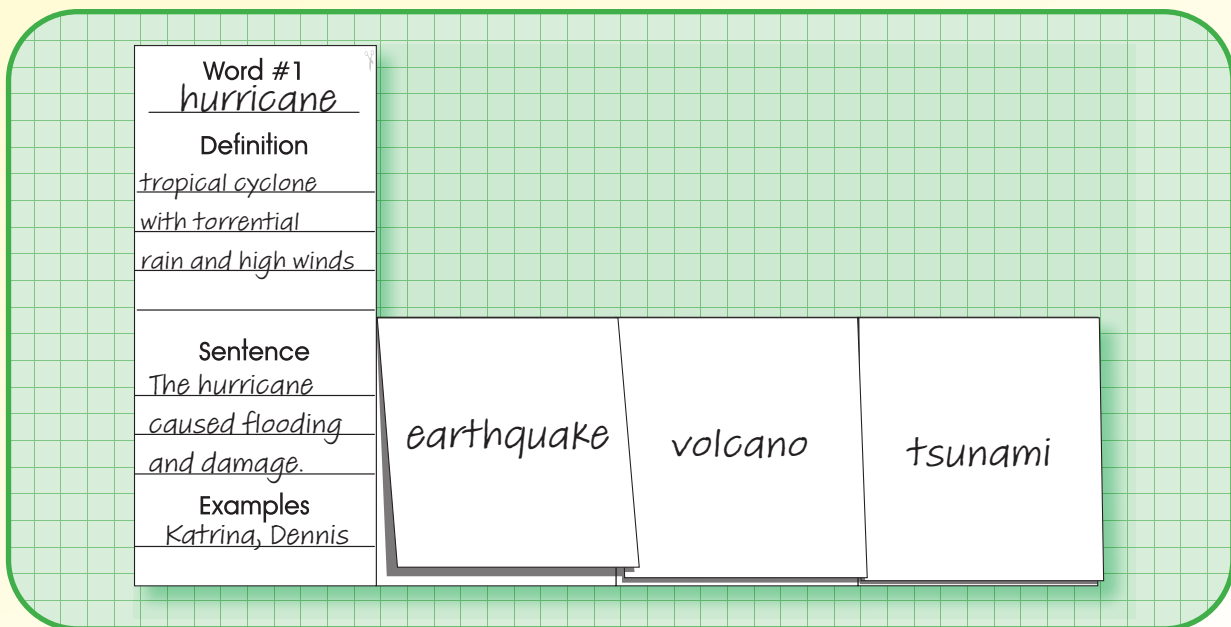
Materials

- ▶ Content area text
Select four target words from content area text or curriculum.
- ▶ Chart paper or index cards
Write target words and page numbers.
- ▶ Vocabulary flap book
- ▶ Dictionary
- ▶ Scissors
- ▶ Pencil

Activity

Students record information about words.

1. Place text, dictionary, scissors, and chart of target words on a flat surface. Provide the student with a vocabulary flap book.
2. Student follows the directions to prepare the vocabulary flap book (i.e., cut on dotted lines and fold the student sheet lengthwise).
3. Writes the target words on front of the vocabulary flap book.
4. Completes the information inside the flaps (i.e., definition, examples, uses the word in a sentence). Uses dictionary and text, as needed.
5. Teacher evaluation



Word #1 <u>hurricane</u>			
Definition <i>tropical cyclone with torrential rain and high winds</i>			
Sentence <i>The hurricane caused flooding and damage.</i>			
Examples <i>Katrina, Dennis</i>			
	earthquake	volcano	tsunami

Extensions and Adaptations

- ▶ Use graphic organizer to record information about words.
- ▶ Select three words and compare.
- ▶ Use Venn diagrams to compare words.

Vocabulary

V. 023

Undercover Meanings

Word #1	Word #2	Word #3	Word #4
Definition	Definition	Definition	Definition
Sentence	Sentence	Sentence	Sentence
Examples	Examples	Examples	Examples

fold



Name _____

What is this?

Examples

Non-Examples

Word

What is it like?

Vocabulary

V. 023

Undercover Meanings

Word #1 _____	Word #2 _____	Word #3 _____
Definition	Definition	Definition
Sentence	Sentence	Sentence
Examples	Examples	Examples

fold





All For One



Objective

The student will produce the multiple meanings of words.



Materials

- ▶ Multiple meaning word cards
- ▶ Student sheet
- ▶ Blank cards
- ▶ *Copy on card stock and laminate.*
- ▶ Reference materials (e.g., dictionary, thesaurus, text)
- ▶ Vis-à-Vis® markers
- ▶ Pencils



Activity

Students write multiple meanings for words on blank cards.

1. Place the word cards face down in a stack next to reference materials. Provide each student with blank cards, Vis-à-Vis® markers, and a different student sheet.
2. Taking turns, student one selects the top card, reads it, and places it down on the table (e.g., present).
3. Writes a meaning for the word on a blank card using a Vis-à-Vis® marker. Places it beside the word and reads it (e.g., gift).
4. Student two writes a different meaning for the word and places it on the other side of the word (e.g., here). Uses dictionary, if necessary.
5. Reverse roles and continue until all word cards are used.
6. Record meanings on the student sheet and write sentences to demonstrate both meanings.
7. Teacher evaluation

Word	Meanings	Sentences
present	something given in attendance	My cousin bought me a present for my birthday. All the students were present on the first day of school.



Extensions and Adaptations

- ▶ Continue to write additional meanings for each word.
- ▶ Write target words and multiple meanings, shuffle, and sort using multiple webs.
- ▶ Use graphic organizer to record multiple meanings.

present

file

wake

vault

bay

date

kind

stick



Name _____

All For One

V. 024

Sentences																
Meanings																
Word																

Vocabulary

V. 024

All For One

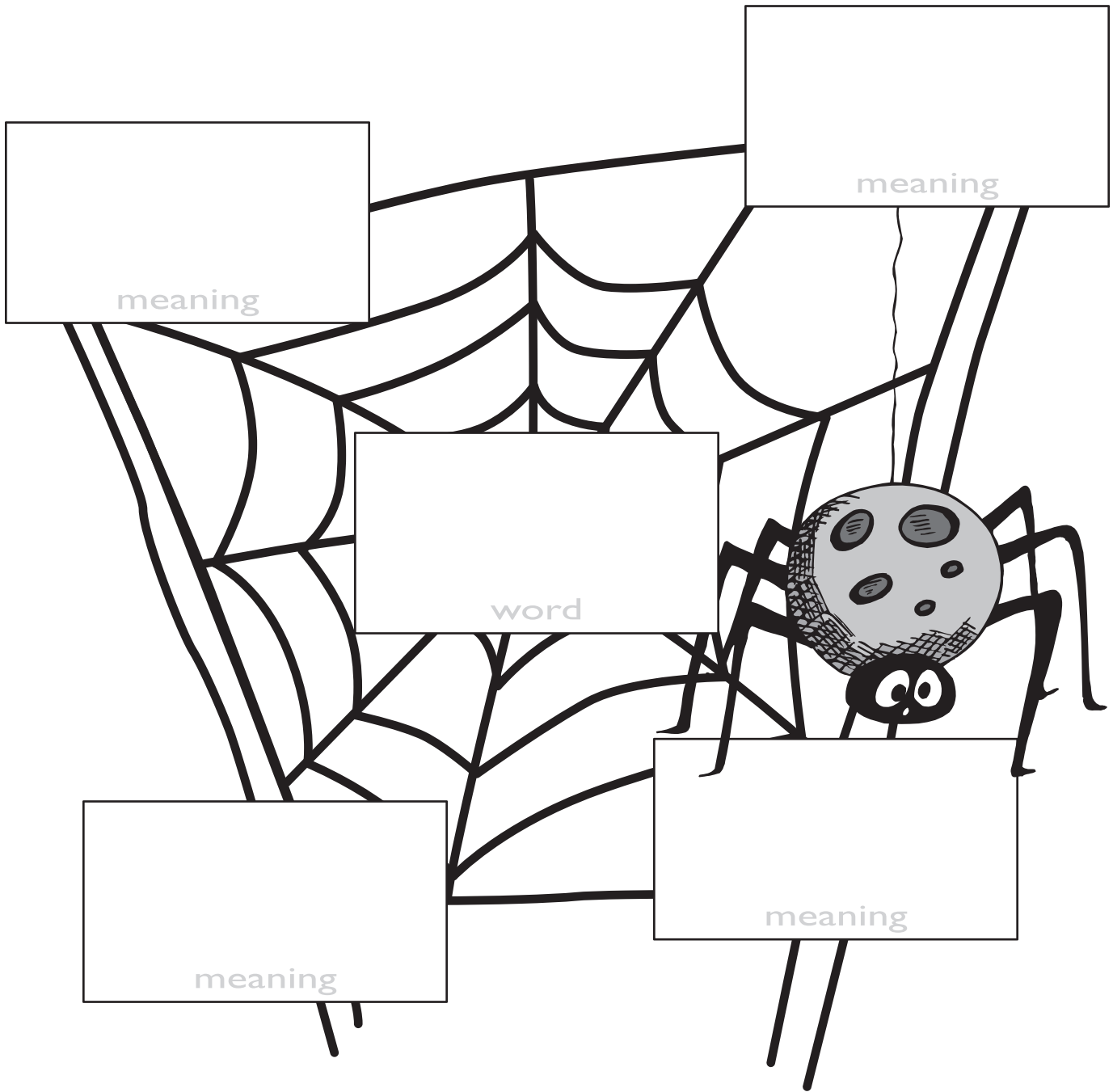
blank cards



Vocabulary

All For One

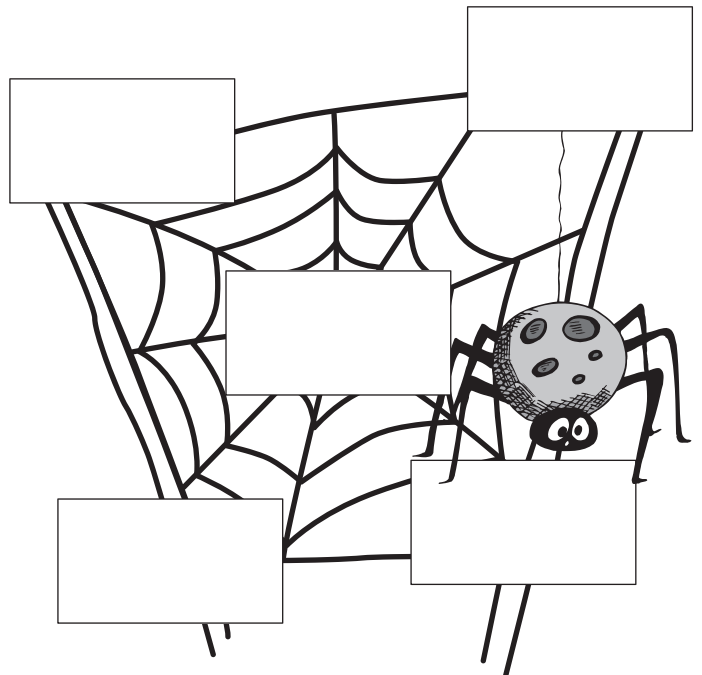
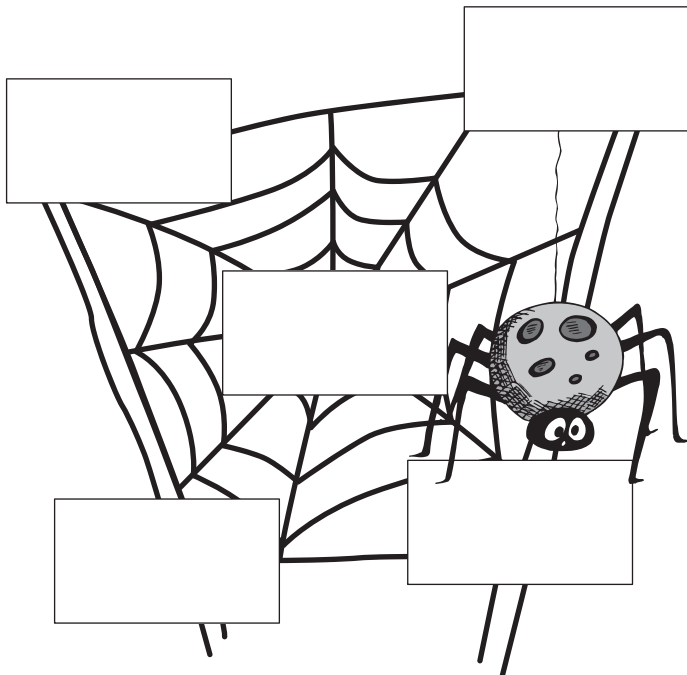
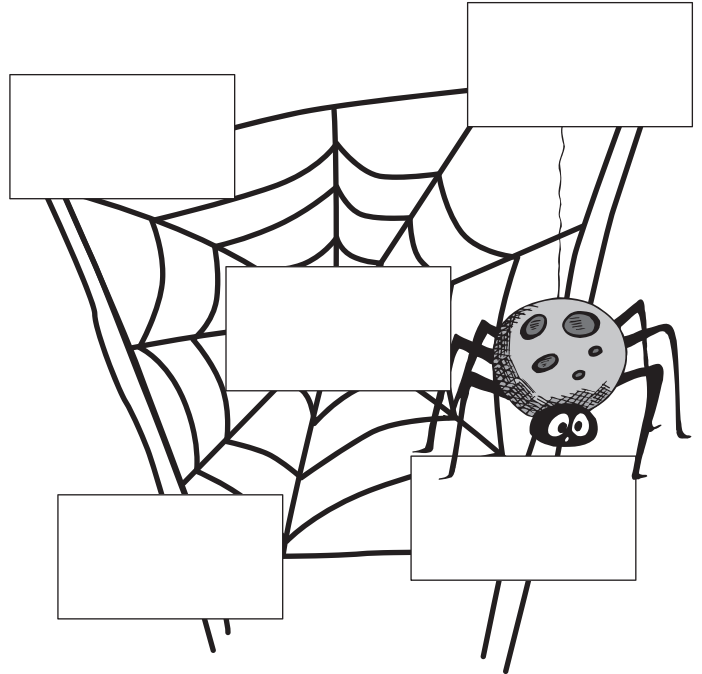
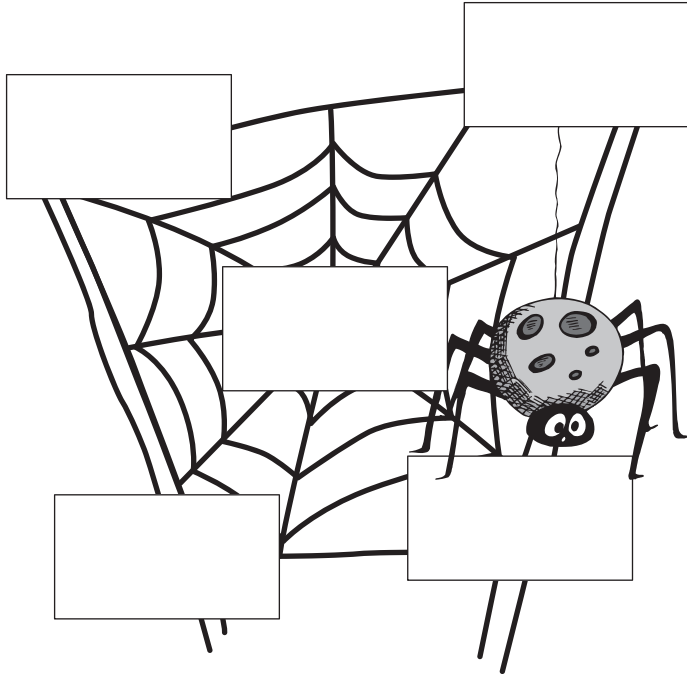
V. 024



Name _____

V. 024

All For One





Ask-A-Word



Objective

The student will demonstrate a deeper understanding of the meaning of words.



Materials

- ▶ Chart paper
Write target vocabulary words that are familiar to the students.
- ▶ Student sheet
- ▶ References (e.g., dictionary, thesaurus)
- ▶ Pencils



Activity

Students answer questions related to the meaning of words by completing a questionnaire.

1. Provide students with chart of target words, references, and student sheet.
2. Taking turns, students choose a different target word and write it on their student sheet.
3. Student one (the interviewer) asks student two the first question on the student sheet.
4. Student two (acting as the word) answers and student one records.
5. Continue to ask questions and record answers until the student sheet is complete.
Use references, if needed.
6. Reverse roles.
7. Teacher evaluation

Name _____ V.025 Ask-A-Word

Word individual

How do people describe you?
They think that I'm unique, distinctive, personal, and different than others.

Name some others that are related to you?
I am related to special, exclusive, and particular.

What are some things that you like? Why?
I like crowds and common things, because I stand out in them.

What are some things that you don't like? Why?
I don't like being made to act like everyone else, because that is against everything that I believe in.

How do others feel about you? Why?
They admire me because I encourage people to be themselves and to not conform.

What makes you special?
I represent each person in a different way.

What else do you want people to know about you?
I just want people to know to always be proud of who they are as an individual!



Extensions and Adaptations

- ▶ Write more questions. Answer acting as the word. For example, What makes you proud?
- ▶ Take turns and answer questions.
- ▶ Ask and answer probing questions about the meaning of target words. For example, If you are an individual do you do what everyone else does or what you think is right for you? Why?

Name _____

V. 025

Ask-A-Word

Word _____

How do people describe you?

Name some others that are related to you?

What are some things that you like? Why?

What are some things that you don't like? Why?

How do others feel about you? Why?

What makes you special?

What else do you want people to know about you?

Vocabulary

Ask-A-Word

V. 025

How do people describe you?

Name some others that are related to you?

What are some things that you like? Why?

What are some things that you don't like? Why?

How do others feel about you? Why?

What makes you special?

Name one thing you want people to know about you?

What makes you most proud to be you? Why?

question cards





Objective

The student will identify the relationship among words.

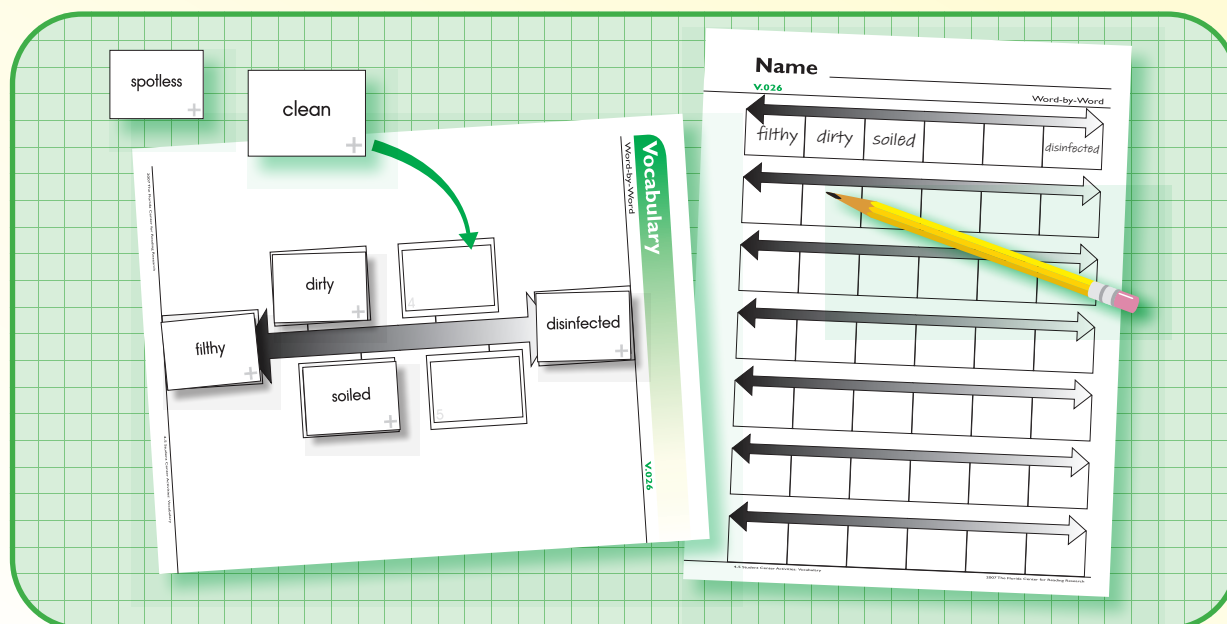
Materials

- ▶ Sorting board
Laminate.
- ▶ Word cards
Laminate and cut.
- ▶ Envelopes
Place each set of words with the same icons in an envelope.
- ▶ Student sheet
- ▶ Pencil

Activity

Students show relationships among the meaning of words by placing them on a continuum.

1. Place the sorting board and envelopes containing the word card sets on a flat surface. Provide the student with a student sheet.
2. The student opens one of the envelopes and scatters cards.
3. Reads the words on the cards. Thinks about what they mean to determine the order relative to each other. Places on sorting board (e.g., filthy, dirty, soiled, clean, spotless, disinfected).
4. Records the information on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation



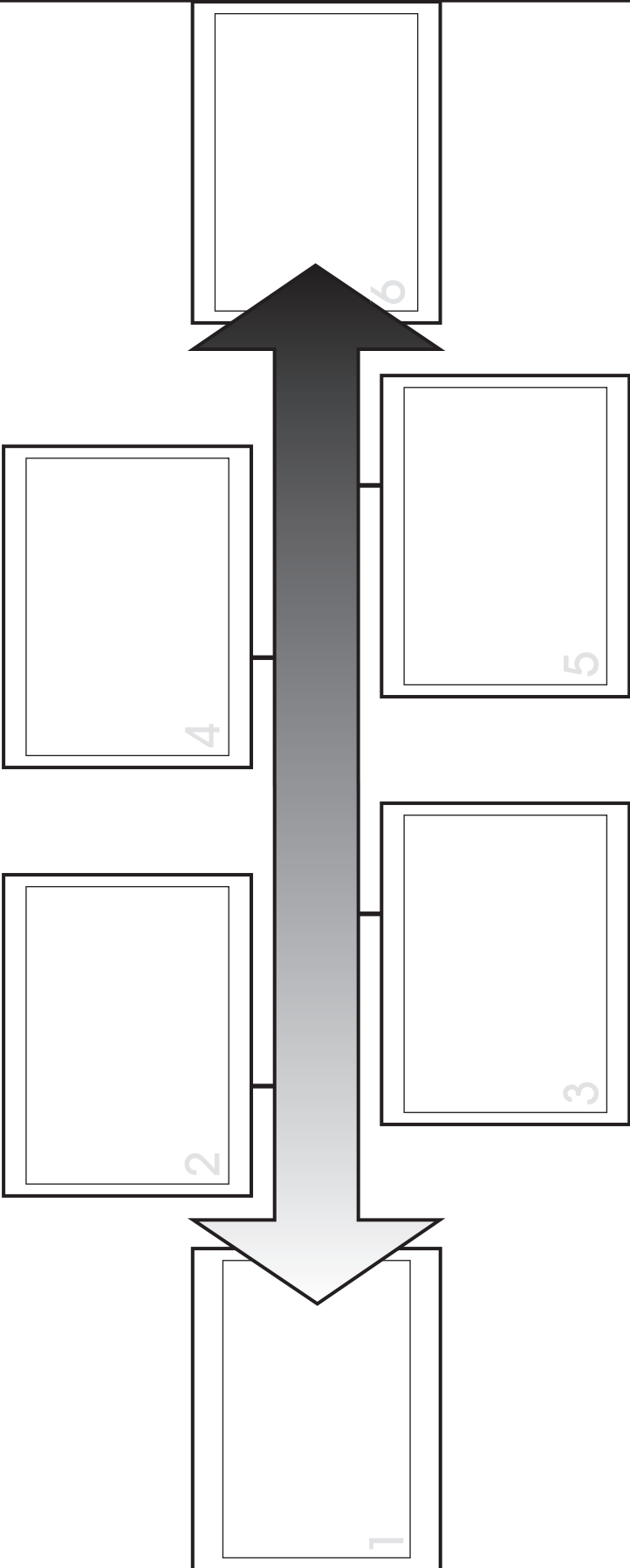
Extensions and Adaptations

- ▶ Write other words to sort on sorting board.
- ▶ Work with a partner and write words to place on the large sorting board
Note: Glue sorting board together. Record words on student sheet.

Vocabulary

Word-by-Word

V. 026



Vocabulary

V. 026

Word-by-Word

none △	dirty +	cowardly ○	ravenous ~	
abundant △	soiled +	heroic ○		
few △	clean +	weak-willed ○		starving
some △	spotless +	fearful ○		hungry ~
many △	filthy +	daring ○		
numerous △	disinfected +	brave ○		





















word cards

Vocabulary

Word-by-Word

V. 026

microscopic 	grave 	fleeting 	
miniature 	somber 	temporary 	satisfied
small 	sad 	brief 	full
medium 	humorless 	stable 	satiated
large 	amusing 	long-term 	
enormous 	hilarious 	permanent 	





word cards


Name _____


V. 026


Word-by-Word


					

Vocabulary

Word-by-Word

V. 026

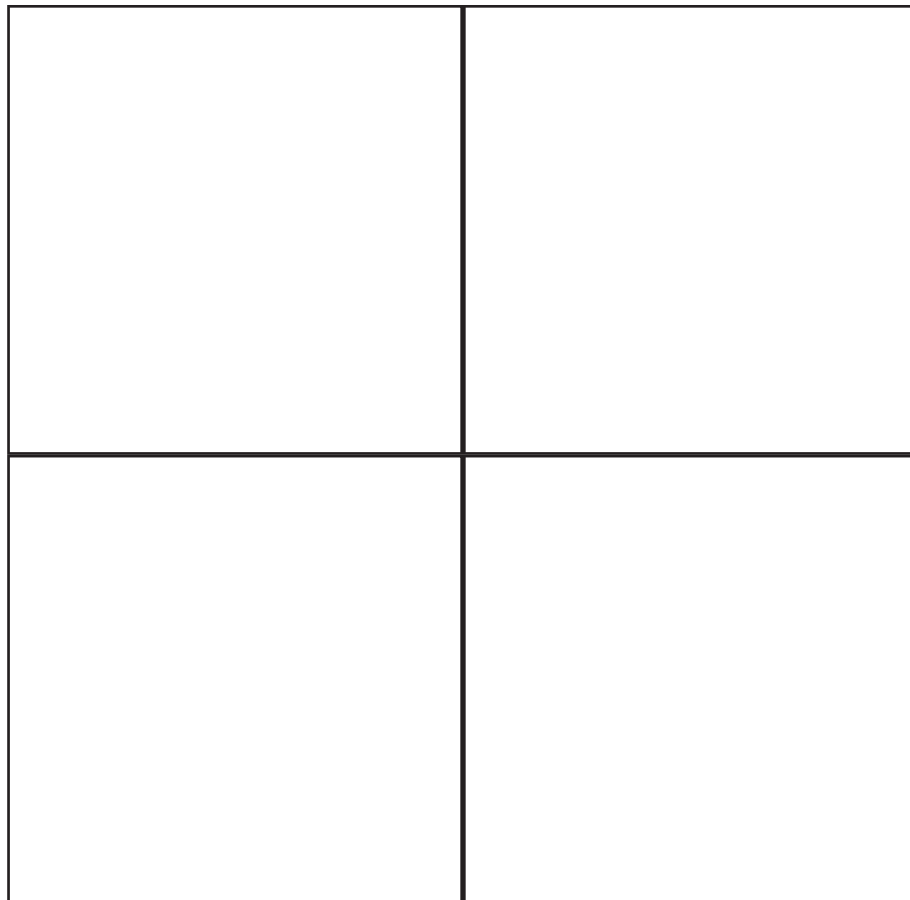
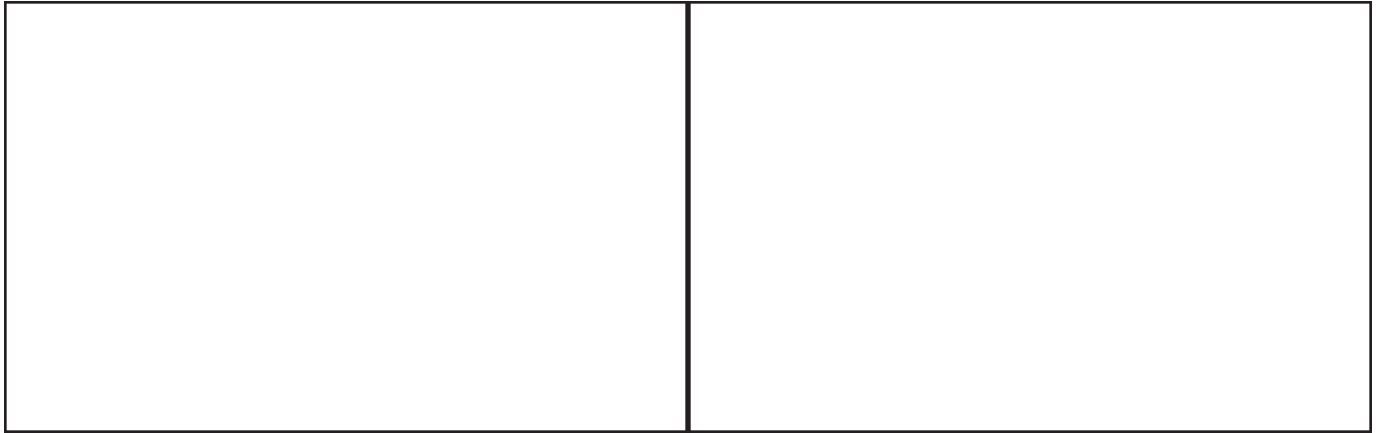


small blank cards for sorting board

Vocabulary

V. 026

Word-by-Word

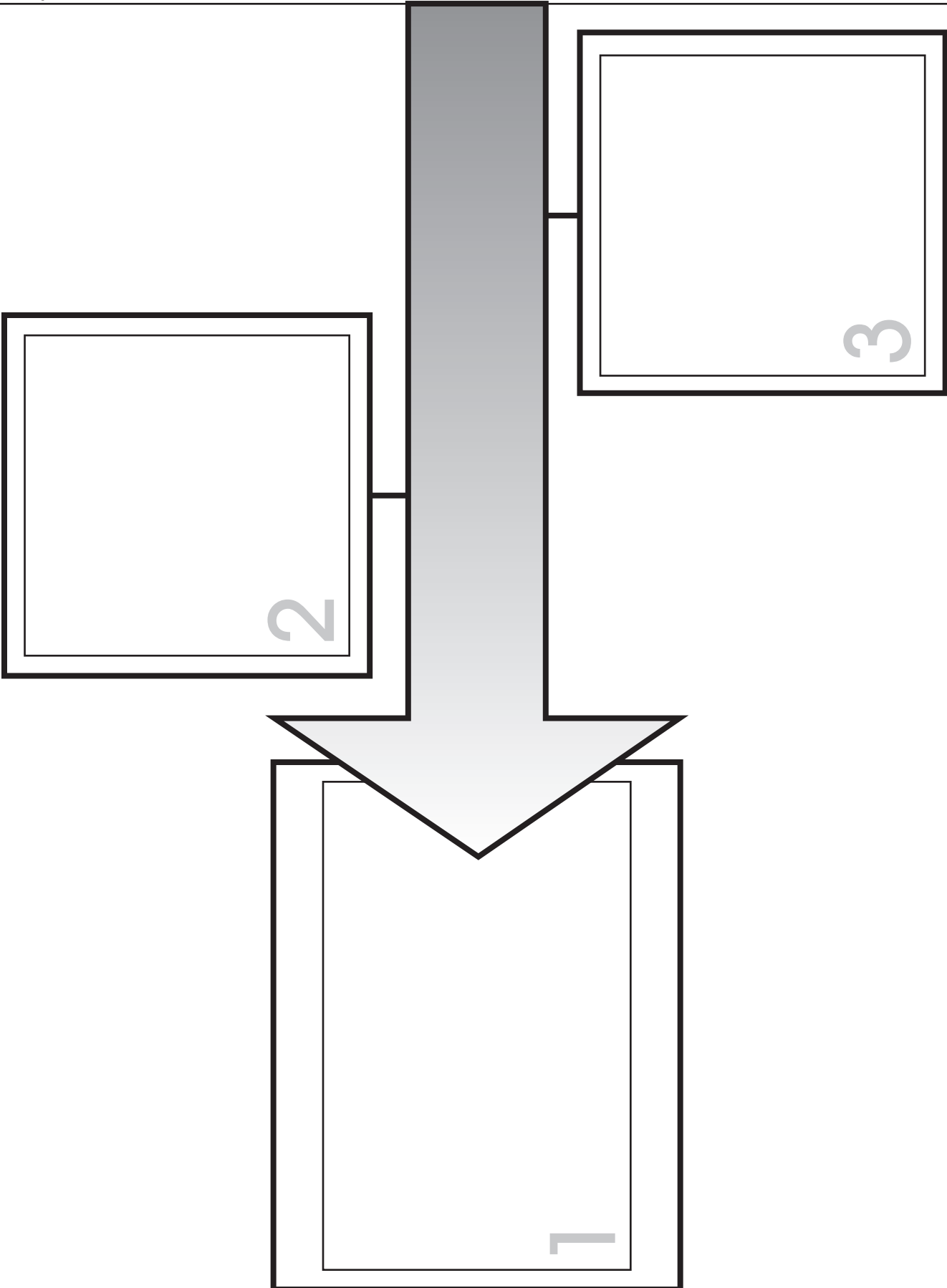


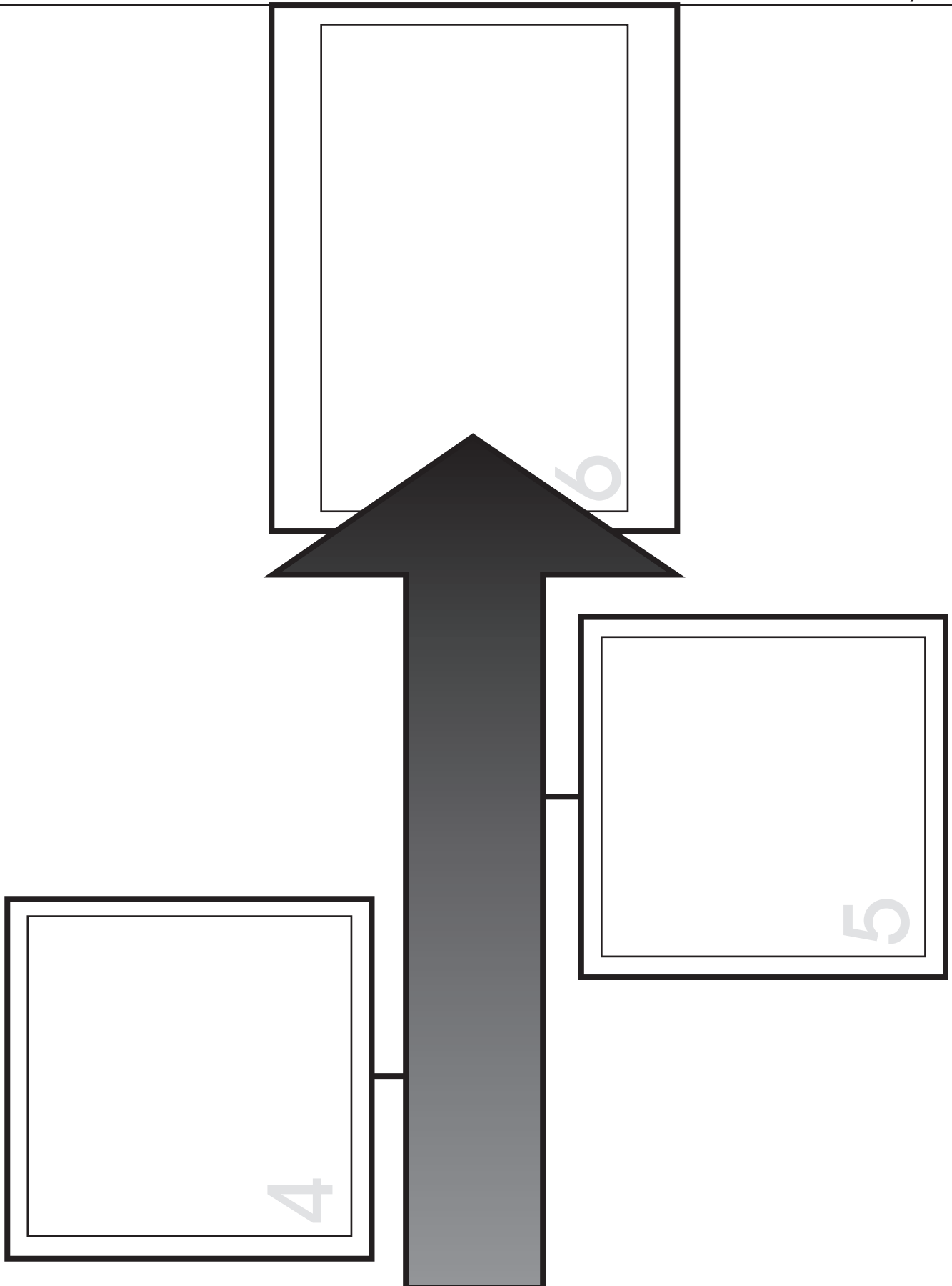
small and large blank cards for sorting board

Vocabulary

Word-by-Word

V. 026

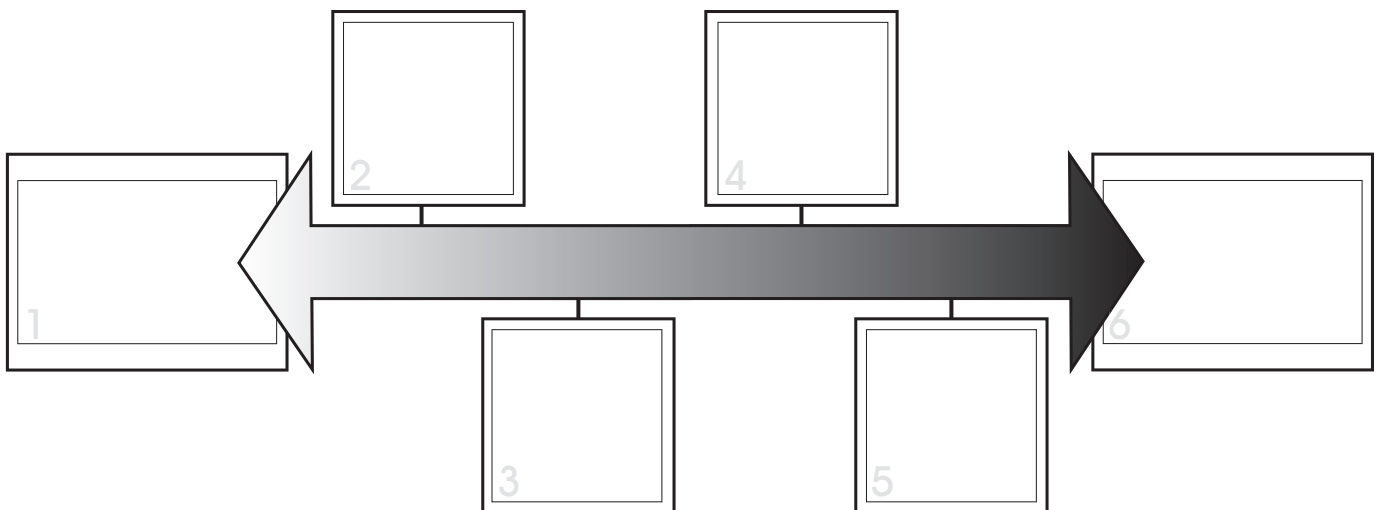
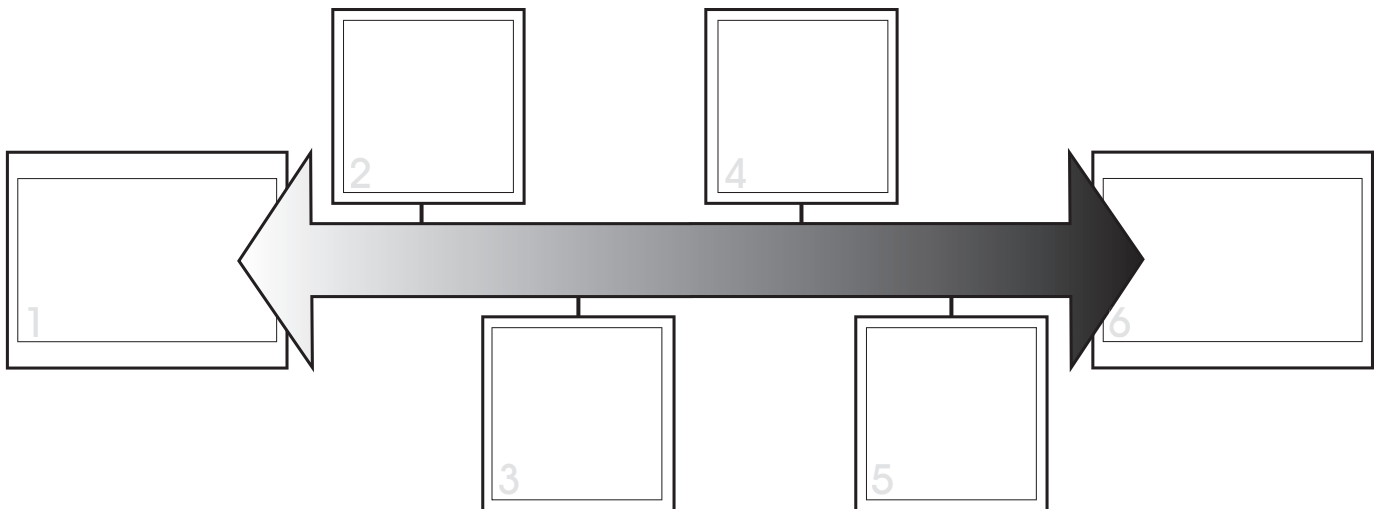
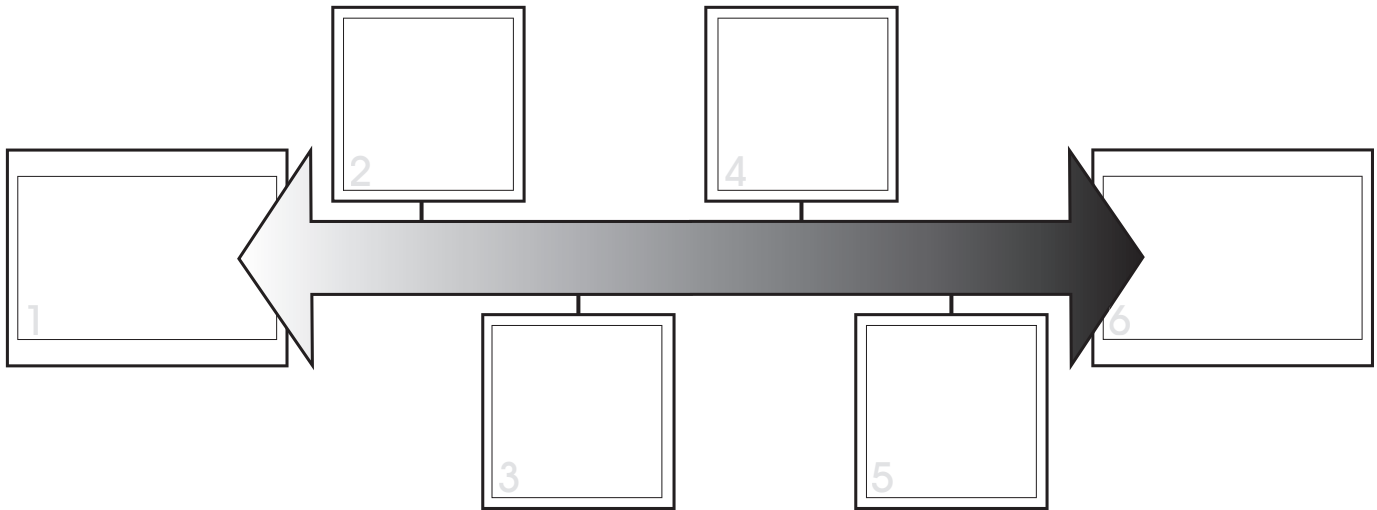




Name _____

Word-by-Word

V. 026





Objective

The student will produce more precise alternatives for overused words.

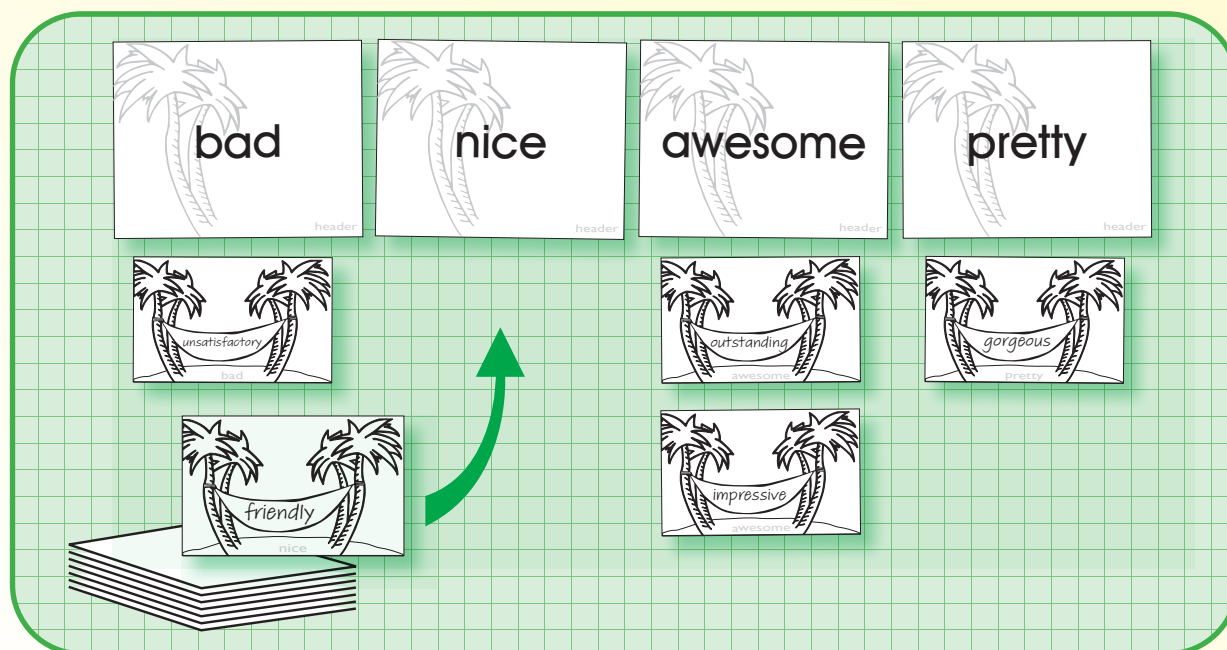
Materials

- ▶ Worn-Out Words header cards
- ▶ Word cards
Copy two pages and laminate.
- ▶ Student sheet
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students write more precise alternatives for overused words.

1. Place header cards face up in a row 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 from the stack and read the word at the bottom of the card (e.g., nice).
3. Write a precise alternative (e.g., friendly) and place under the corresponding header.
4. Read the word.
5. Continue until each header has four alternatives.
6. Record information on a student sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Write and sort more precise alternatives for other overused words using header cards. Record on student sheet.
- ▶ Write sentences using some of the alternative words.

Vocabulary


Worn-Out Words

V. 027




awesome

header




nice

header



pretty

header



bad

header

header cards



Vocabulary

V. 027

Worn-Out Words



word cards

Vocabulary

Worn-Out Words

V. 027



word cards



Name _____

V. 027

Worn-Out Words

awesome			

bad			

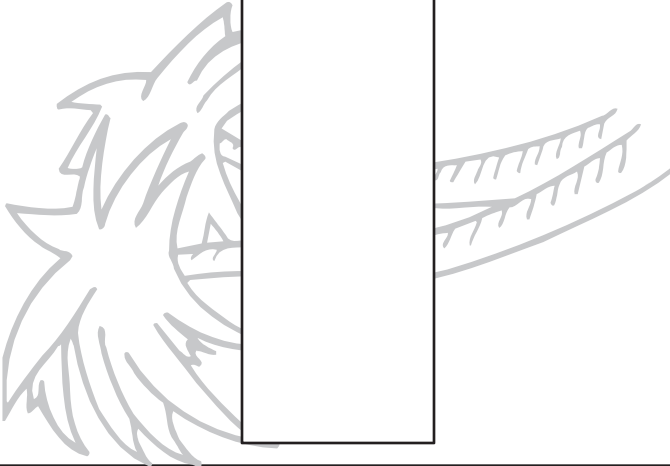
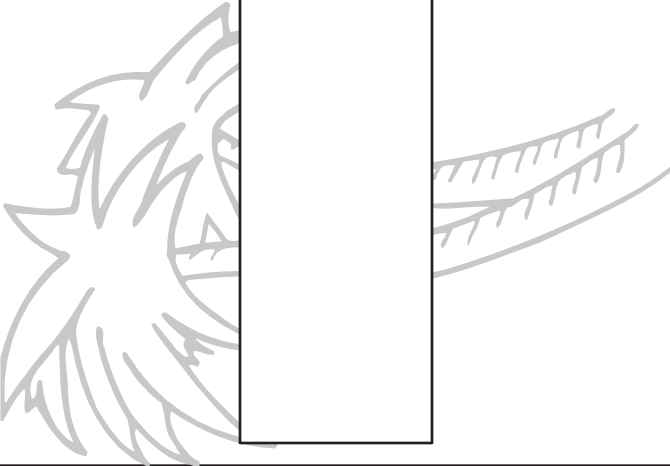
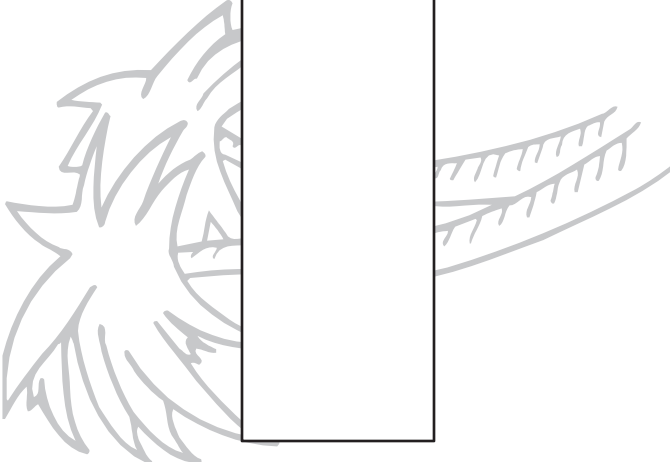
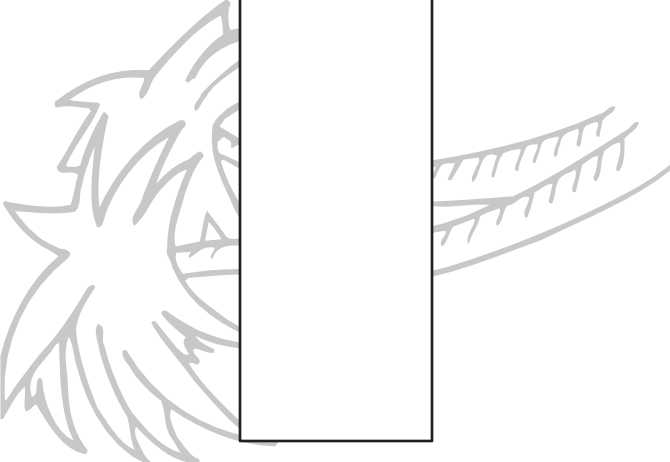
pretty			

nice			

Vocabulary

Worn-Out Words

V. 027

		header			header
		header			header

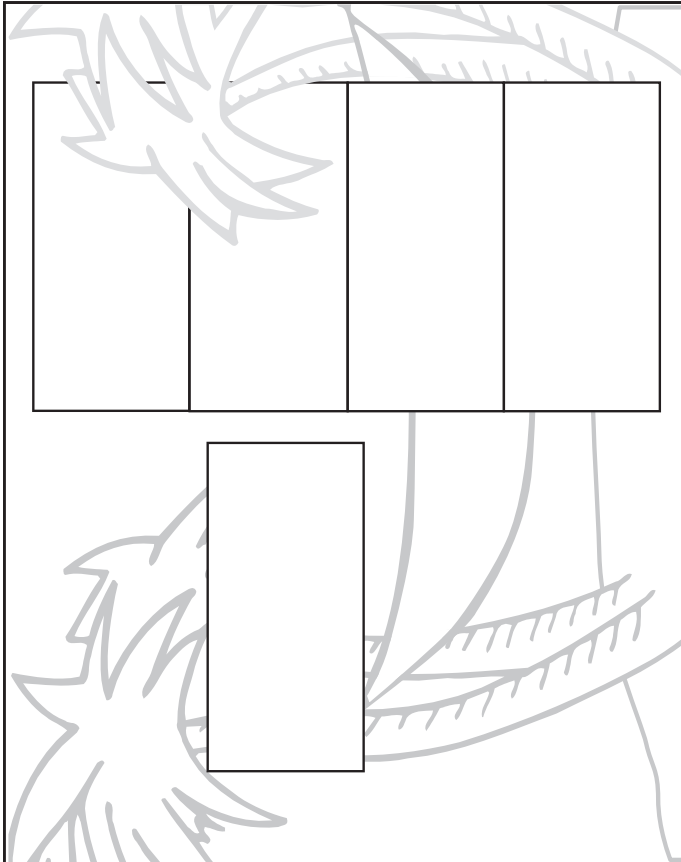
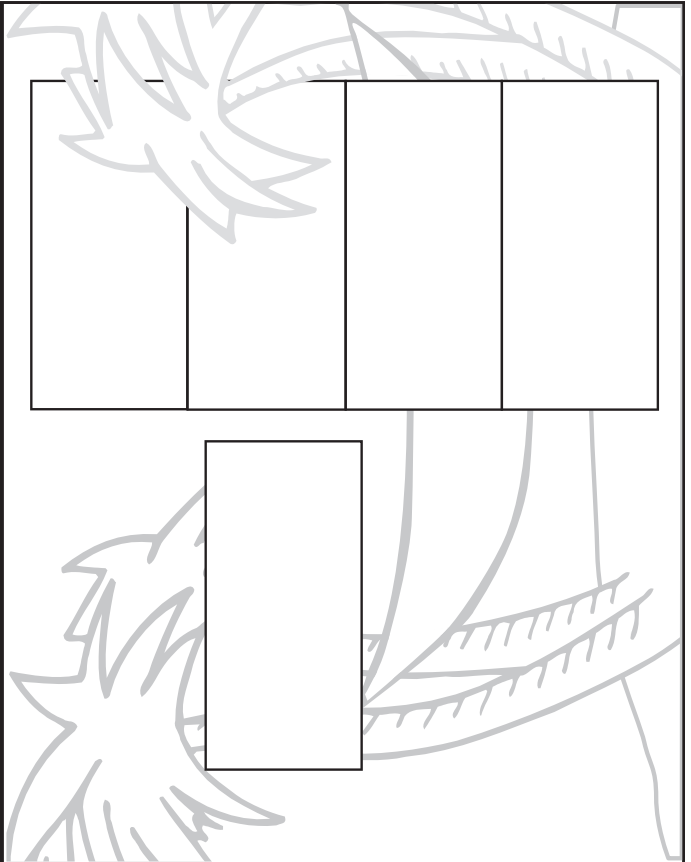
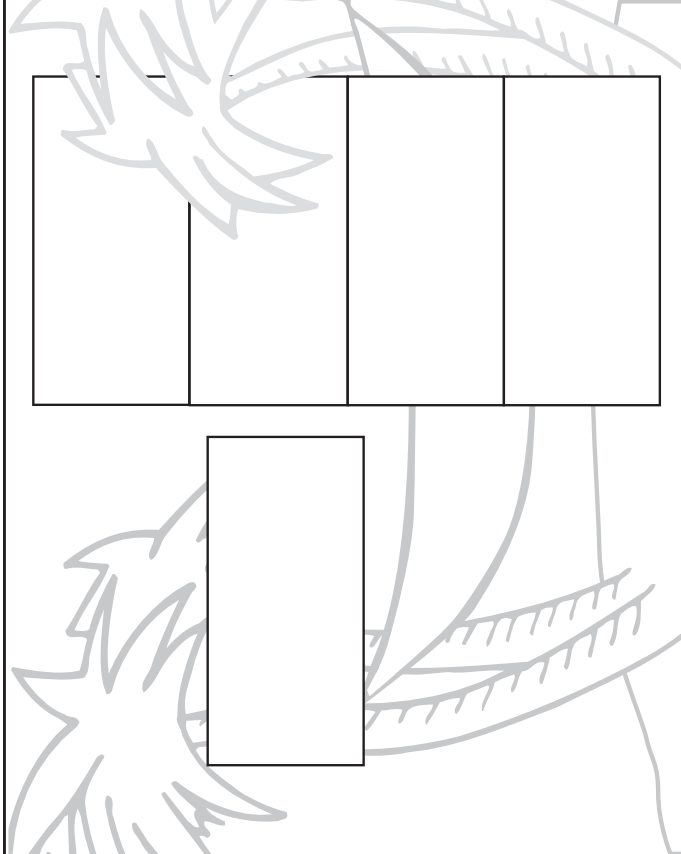
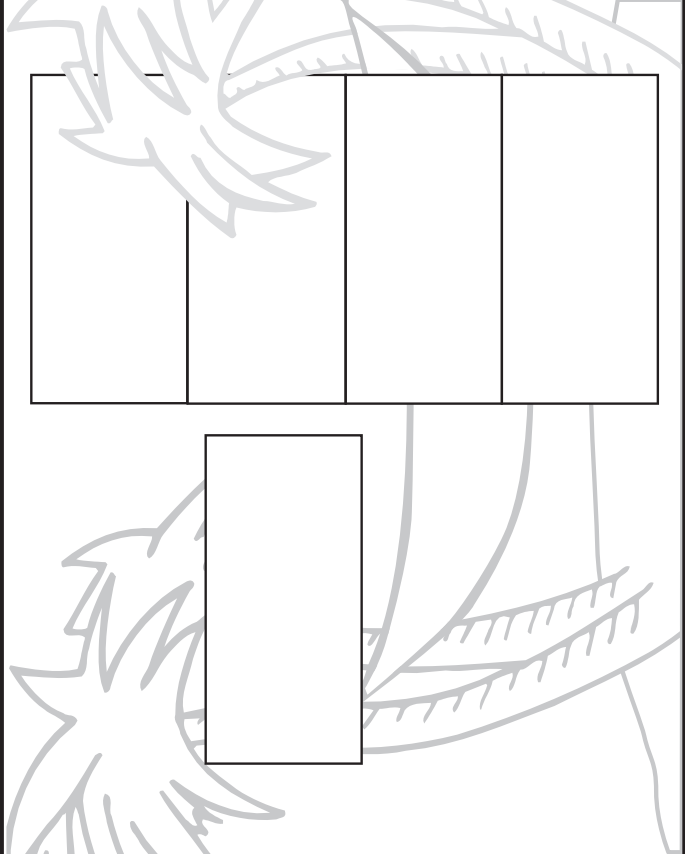
header cards



Name _____

V. 027

Worn-Out Words

 <table border="1"><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>									 <table border="1"><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>								
 <table border="1"><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>									 <table border="1"><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>								



Category Clues

Objective

The student will produce categories for words.

Materials

- ▶ Category cards
- ▶ Student sheet
- ▶ Pencils

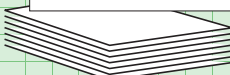
Activity

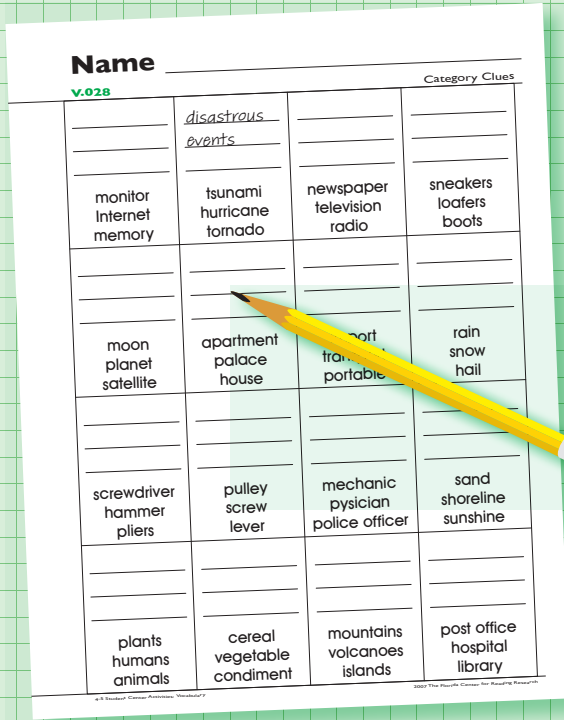
Students categorize related words and label them.

1. Place category cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, student one selects the top card. Reads the words on the card to student two (e.g., tsunami, hurricane, tornado).
3. Student two says a word or phrase that best categorizes all the words (e.g., disastrous events or weather words with three syllables). Places card in a discard pile.
4. Record label for each category on the student sheet.
5. Reverse roles and continue until all the cards are used and identified.
6. Teacher evaluation

“Tsunami,
hurricane,
tornado.”

tsunami
hurricane
tornado





“These are
disastrous
events.”

Name _____		Category Clues	
V.028			
monitor Internet memory	disastrous events tsunami hurricane tornado	newspaper television radio	sneakers loafers boots
moon planet satellite	apartment palace house	port fridge portable	rain snow hail
screwdriver hammer pliers	pulley screw lever	mechanic pysician police officer	sand shoreline sunshine
plants humans animals	cereal vegetable condiment	mountains volcanoes islands	post office hospital library

Extensions and Adaptations

- ▶ Sort some of the category cards and label (i.e., apartment, palace, house; post office, hospital, library are all buildings).
- ▶ Write more category cards.
- ▶ Record other categories and related words.

Vocabulary

V. 028

Category Clues

monitor
Internet
memory

tsunami
hurricane
tornado

newspaper
television
radio

sneakers
loafers
boots

moon
planet
satellite

apartment
palace
house

rain
snow
hail

import
transport
portable

category cards



Vocabulary

Category Clues

V. 028

screwdriver hammer pliers	pulley screw lever
mechanic physician police officer	sand shoreline sunshine
plants humans animals	cereal vegetable condiment
mountains volcanoes islands	post office hospital library

category cards



Name _____

V. 028

Category Clues

<p>_____</p> <p>_____</p> <p>_____</p> <p>monitor Internet memory</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>tsunami hurricane tornado</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>newspaper television radio</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>sneakers loafers boots</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>moon planet satellite</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>apartment palace house</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>import transport portable</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>rain snow hail</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>screwdriver hammer pliers</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>pulley screw lever</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>mechanic physician police officer</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>sand shoreline sunshine</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>plants humans animals</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>cereal vegetable condiment</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>mountains volcanoes islands</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>post office hospital library</p>

Name _____

Category Clues

V. 028

<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>
<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>category</p> <hr/> <hr/> <hr/> <p>examples</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>

Vocabulary

Category Tag

V. 029

START



Category Tag!

Go back
one space.

sports played
with a ball

feelings

hobbies

living things

green foods

musical
instruments

things that
are round

funny
things

Go back
one
space.

shiny things

ways to
move

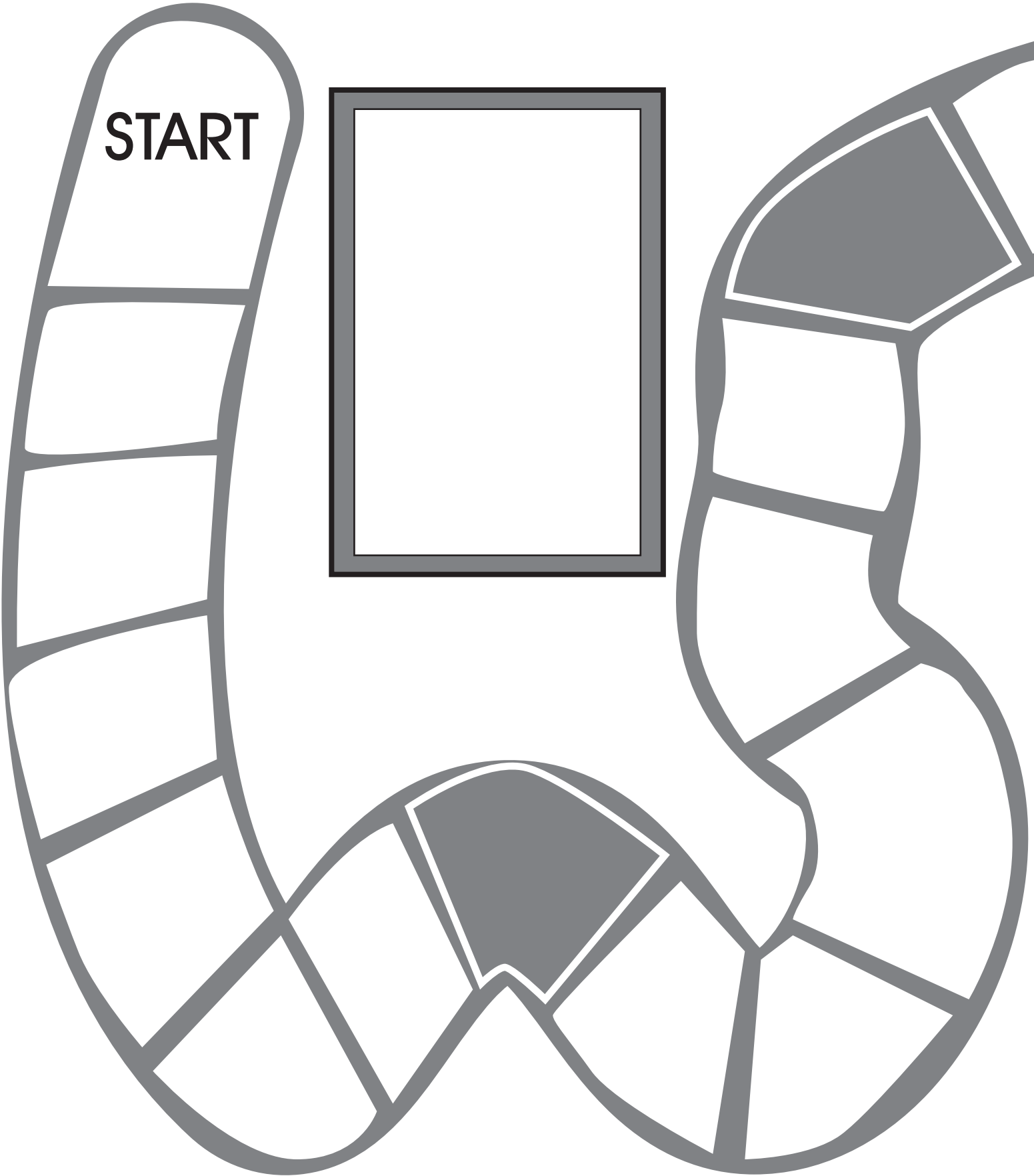
books

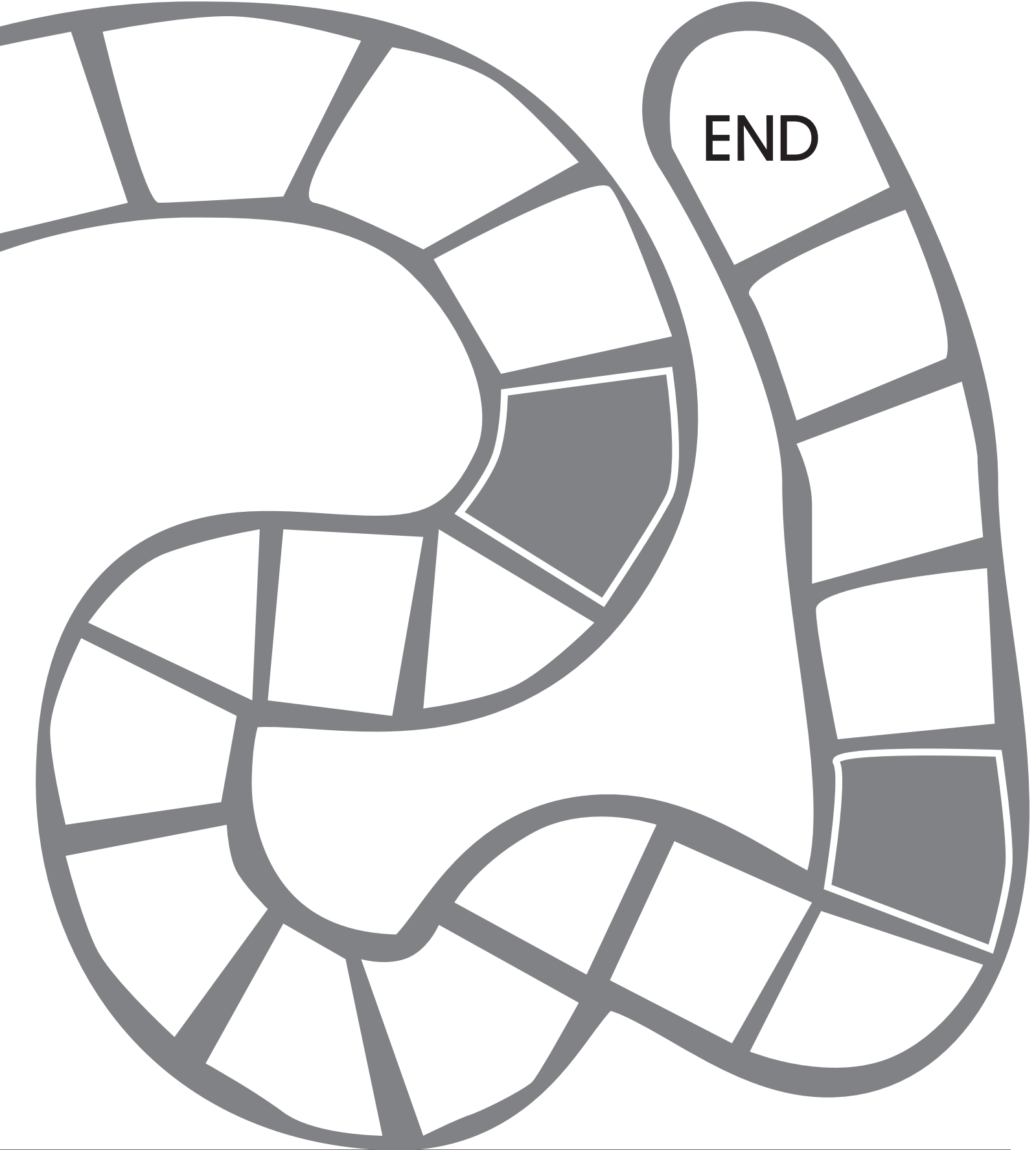


Vocabulary

Category Tag

V. 029



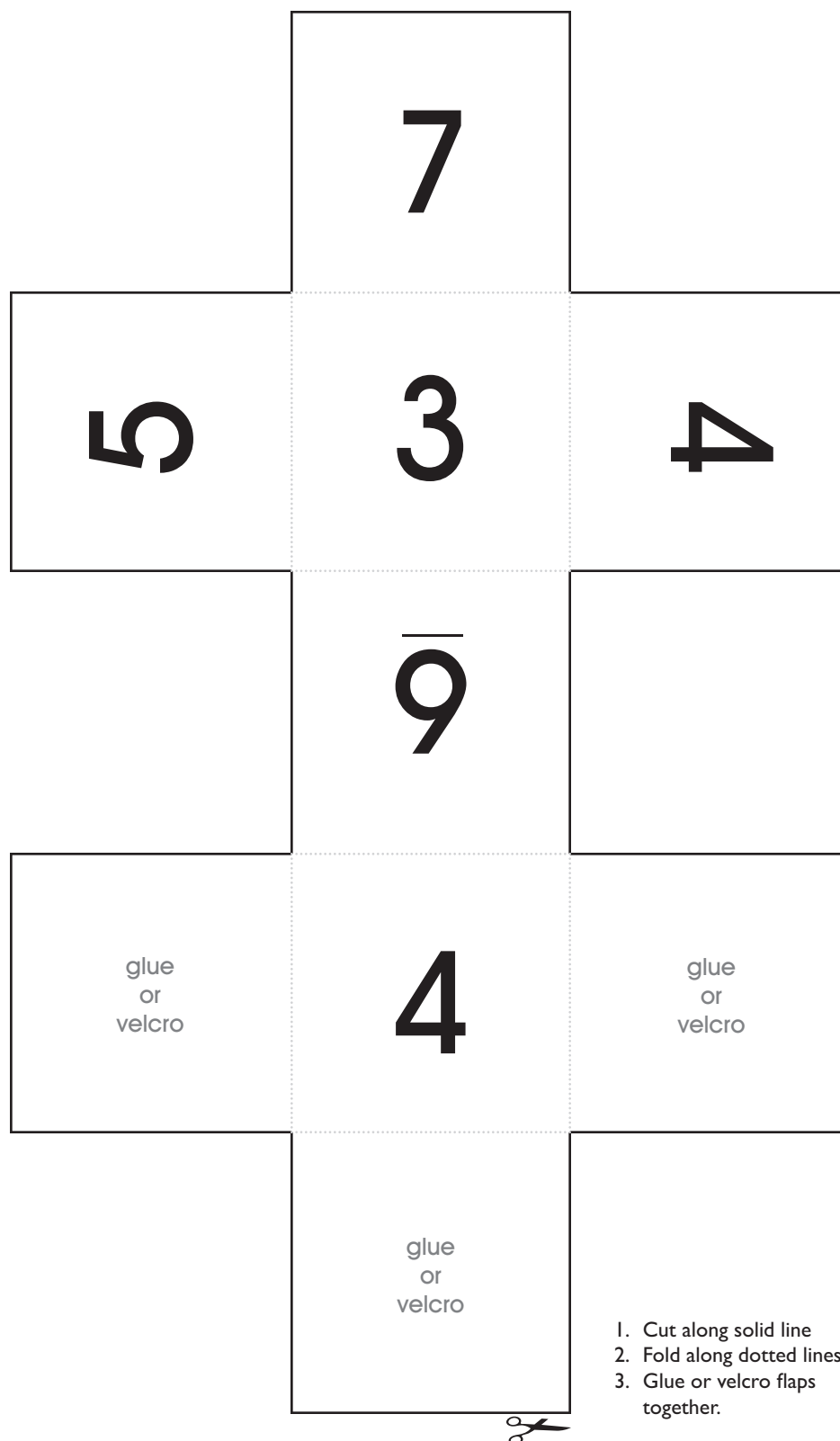


Name _____

Category Tag

V. 029

pulley	lever	hammer	screw	simple machines category
orbit	meteor	revolve	rotate	category
witty	nervous	tense	jumpy	category
friend	companion	stranger	partner	category
plate	stop sign	wheel	frisbee	category
governor	dentist	president	mayor	category
dogwood	sunflower	goldenrod	violet	category
monitor	surfboard	keyboard	mouse	category
multiplication	subtraction	division	musician	category
sun	rain	snow	hail	category



1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.



Objective

The student will produce categories and corresponding words.

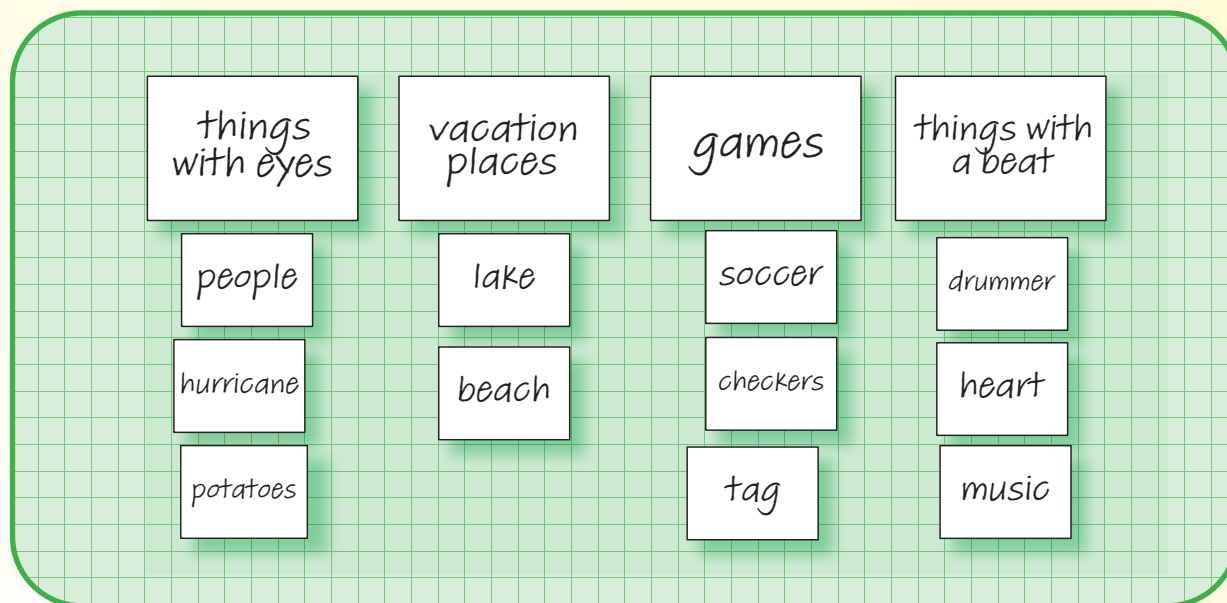
Materials

- ▶ 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

Activity

Students write categories and related words by playing a sorting game.

1. Provide each student with two large index cards, 12 small index cards, and a Vis-à-Vis® marker.
2. Students write a word or phrase that can be used as a category header on each of their large index cards (e.g., vacation places and things with eyes). Place the four category headers in a row.
3. Taking turns, students read aloud one of the four categories (e.g., things with eyes) and write a word that corresponds to that category (e.g., potatoes).
4. Continue to write and place words under the corresponding headers until each category has six cards.
5. Peer evaluation



things with eyes	vacation places	games	things with a beat
people	lake	soccer	drummer
hurricane	beach	checkers	heart
potatoes		tag	music

Extensions and Adaptations

- ▶ Record category header and corresponding words.
- ▶ Sort words differently and write new category headings.
- ▶ Sort target words provided by the teacher and identify headings for each of the grouped cards.

Name _____

Category Creations

V. 030

category	category	category	category
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word



Objective

The student will identify similarities and differences between the meanings of words.

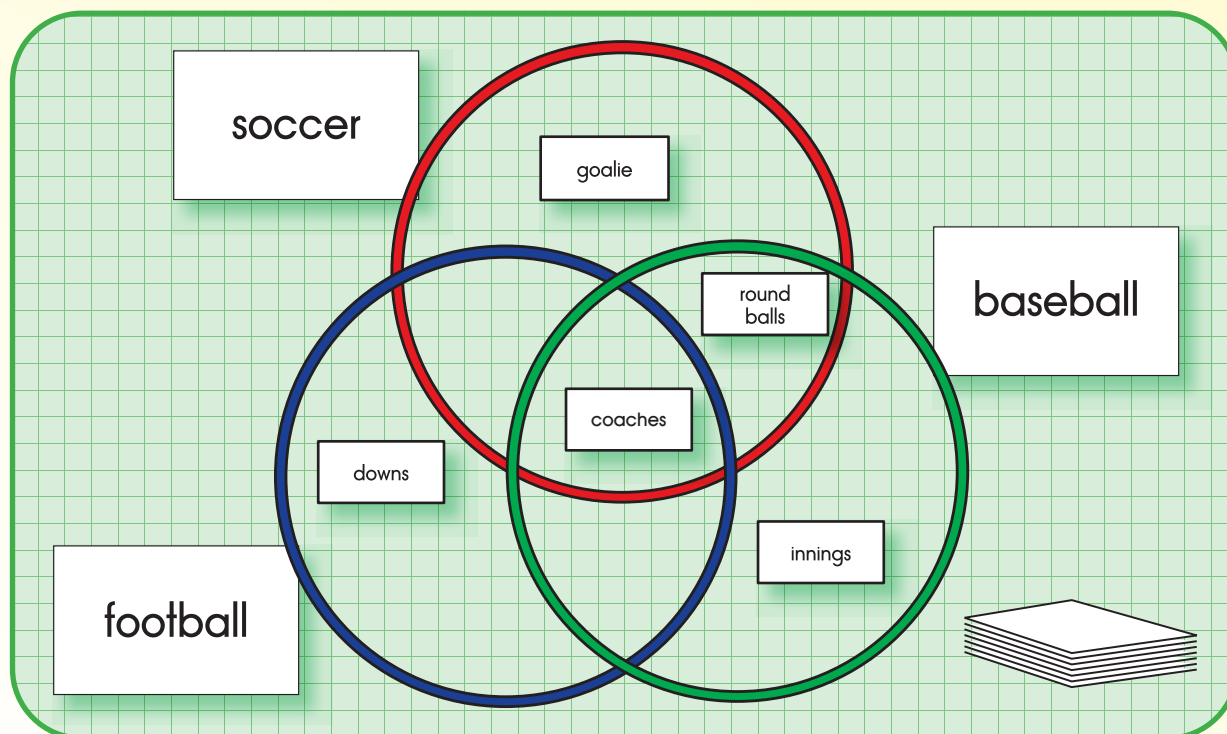
Materials

- ▶ Venn diagram pattern
Copy three times, color each circle with a different color, and cut. Assemble circles to make a 3-way Venn diagram. Mount on poster board and laminate. Optional: Copy on three different colored pieces of paper to make circles stand out. Use string or other material (e.g., hoola hoops) to form 3-way Venn diagrams.
- ▶ Header and attribute cards

Activity

Students compare words using a 3-way Venn diagram.

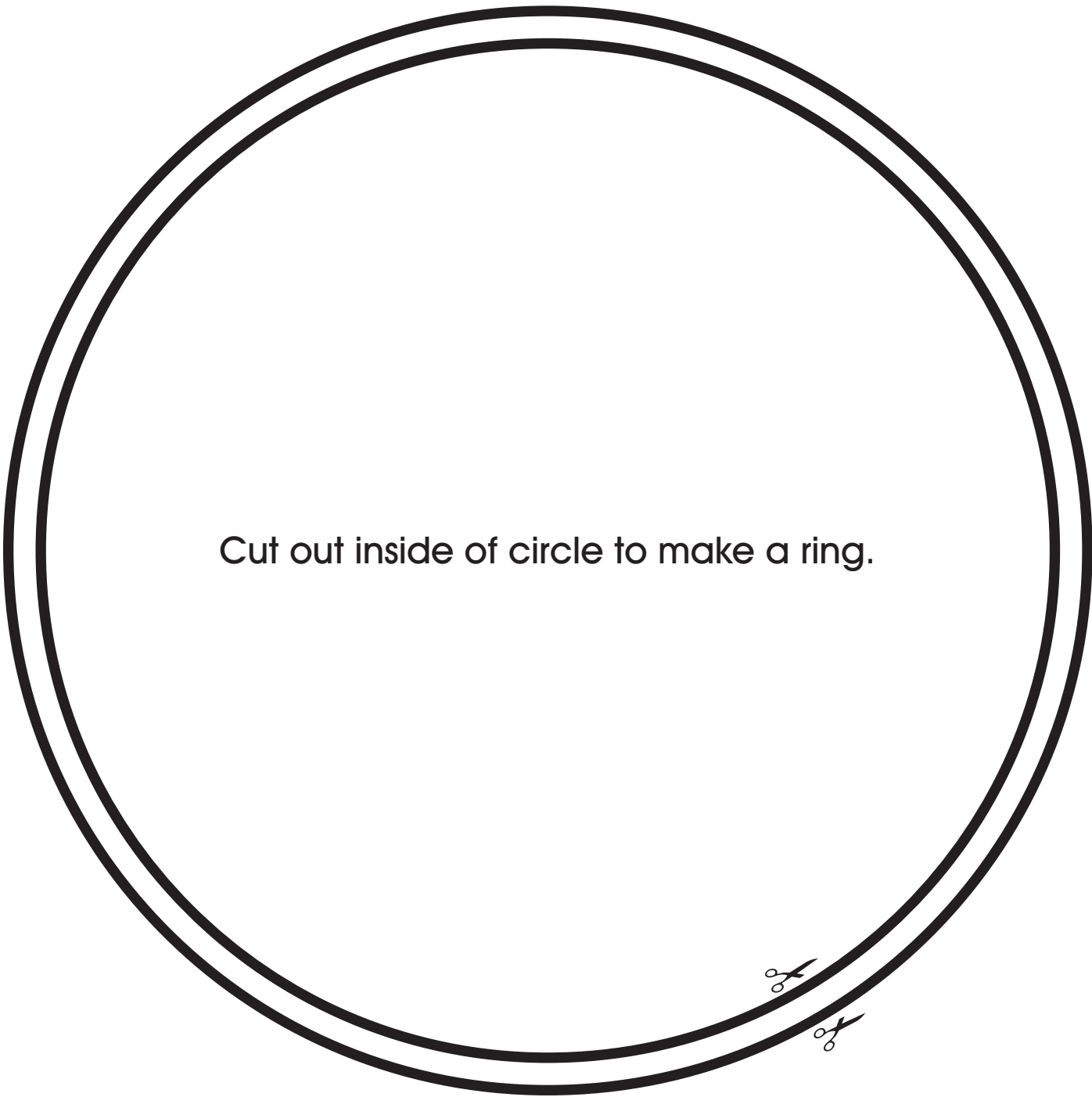
1. Place the 3-way Venn diagram on a flat surface. Place one header card near each circle. Place the attribute cards face down in a stack.
2. Taking turns, students select the top card and read it.
3. Determine if attribute or related vocabulary applies to one or more of the headers. Place in the corresponding section of the diagram.
4. Continue until all cards are placed.
5. Peer evaluation



Extensions and Adaptations

- ▶ Record attributes and related vocabulary on student sheet.
- ▶ Compare other target words and write attributes.
- ▶ Compare only two words using a Venn diagram.

Vocabulary



Venn diagram circle

football	baseball	soccer
----------	----------	--------

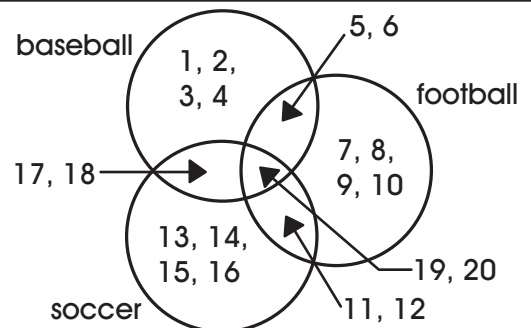


diamond	innings	bases	umpire
helmets	laces on ball	pigskin	downs
quarters	egg-shaped	kick the ball	goal posts
shorts	pentagons on ball	goalie	net
round balls	international teams	opponents	coaches



Answer Key

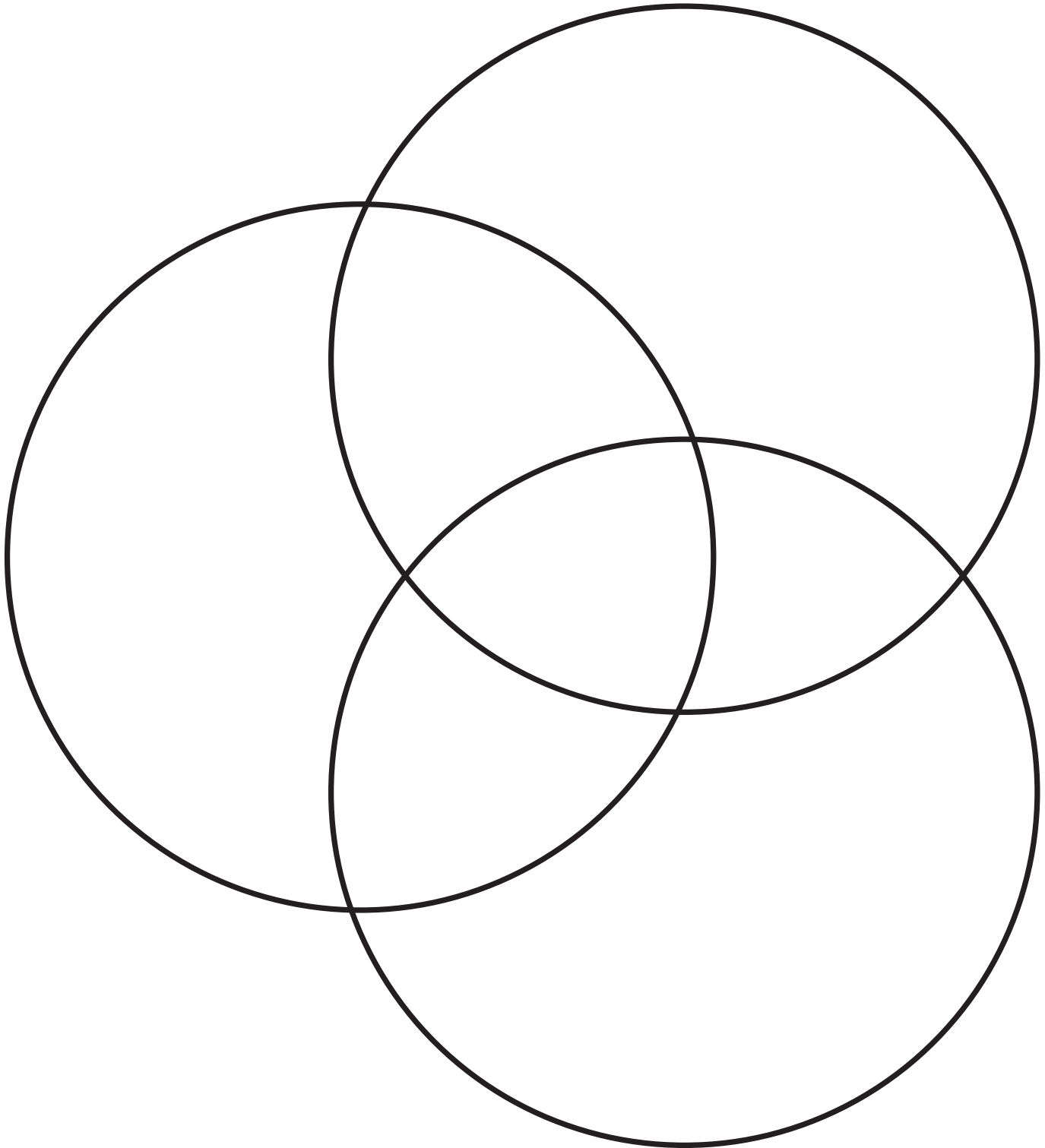
- | | |
|------------------|-------------------------|
| 1. diamond | 11. kick the ball |
| 2. innings | 12. goal posts |
| 3. bases | 13. shorts |
| 4. umpire | 14. pentagons on ball |
| 5. helmets | 15. goalie |
| 6. laces on ball | 16. net |
| 7. pigskin | 17. round balls |
| 8. downs | 18. international teams |
| 9. quarters | 19. opponents |
| 10. egg-shaped | 20. coaches |



Name _____

Compare Extraordinaire

V. 031



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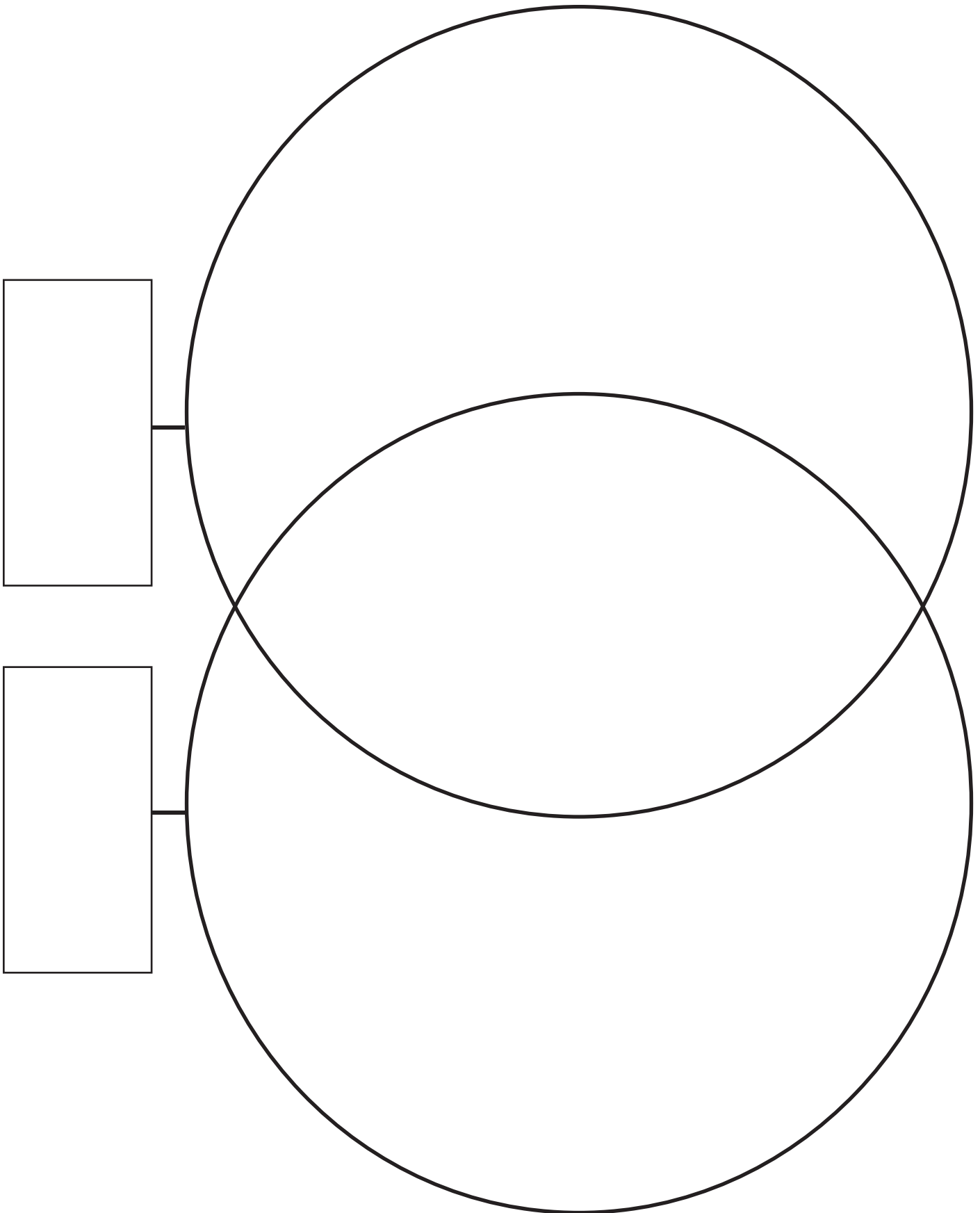


blank header and attribute cards

Name _____

Compare Extraordinaire

V. 031





Objective

The student will identify similarities and differences between the meanings of words.



Materials

- ▶ Student sheet
- ▶ Pencil



Activity

Students 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 top row (i.e., list of transportation methods) and the words in the left column (i.e., list of transportation attributes).
3. Reads each transportation method one at a time and places a check in each attribute box that applies to that method. For example, in the *cars* column places checks in boxes for motor, tires, fuel, recreation, wear safety gear, and travel by land.
4. Teacher evaluation

Name _____

Now Featuring **V.032**

	cars	trains	airplanes	boats	bicycles	motorcycles	skateboard	bus
motor	✓							
tires	✓							
public transportation	✓							
fuel	✓							
recreation	✓							
wings								
wear safety gear	✓							
travel by land	✓							
travel by air								
travel by water								



Extensions and Adaptations

- ▶ List more concepts and attributes on the blank attribute grid.
- ▶ Write riddles using the attributes as clues. For example, What has wings, a motor, and travels by air? An airplane.

Name _____

Now Featuring

V. 032

	cars	trains	airplanes	boats	bicycles	motorcycles	skateboard	bus
motor								
tires								
public transportation								
fuel								
recreation								
wings								
wear safety gear								
travel by land								
travel by air								
travel by water								



Analogy Soccer



Objective

The student will identify words to complete analogies.



Materials

- ▶ Analogy Soccer player
Make two copies and laminate.
- ▶ Analogy cards
Answers are provided at the bottom of the card with word underlined.

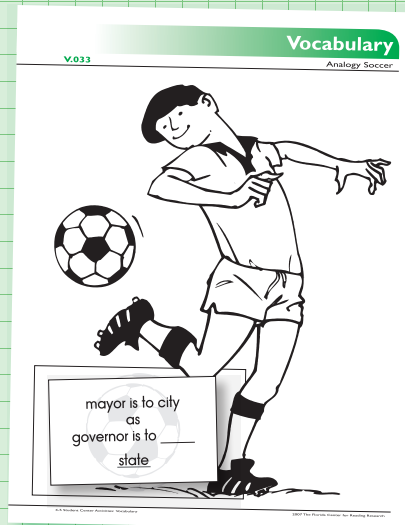
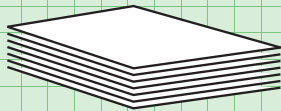


Activity

Students make analogies by playing a completion game.

1. Place analogy soccer cards face down in a stack. Provide each student with a soccer player.
2. Taking turns, student one draws the top card from the stack and reads the phrase to student two (without revealing the answer shown at the bottom of the card). For example, “Mayor is to city as governor is to blank.”
3. Student two says a word to fill in the blank (i.e., state) and repeats the phrase with the answer. For example, “Mayor is to city as governor is to state.”
4. Student one checks the answer given on the bottom of the card. If correct, student one gives the card to student two who places it on his soccer player. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all analogies are completed.
7. Peer evaluation

“Mayor is to city
as governor is
to blank.”



“Mayor is to city
as governor is
to state.”



Extensions and Adaptations

- ▶ Make other analogy cards.
- ▶ Write other analogies.
- ▶ Read the analogies leaving out other words. For example, smile is to blank as wink is to eyes.



Vocabulary

Analogy Soccer

V. 033

fiction is to fact
as
laugh is to _____
cry

plus is to add
as
minus is to _____
subtract

insect is to six
as
dog is to _____
four

teacher is to student
as
pilot is to _____
passenger

cafeteria is to eat
as
playground is to _____
play

blue is to color
as
square is to _____
shape

car is to road
as
train is to _____
tracks

microscope is to scientist
as
stethoscope is to _____
doctor

analogy cards



Vocabulary

V. 033

Analogy Soccer

necklace is to jewelry
as
couch is to _____
furniture

flood is to water
as
avalanche is to _____
snow

mayor is to city
as
governor is to _____
state

teacher is to faculty
as
student is to _____
class

inch is to foot
as
minute is to _____
hour

character is to book
as
ingredient is to _____
recipe

smile is to lips
as
wink is to _____
eyes

write is to wrote
as
hide is to _____
hid

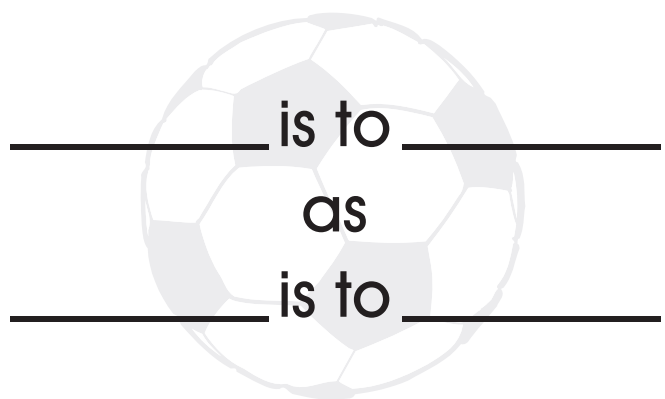
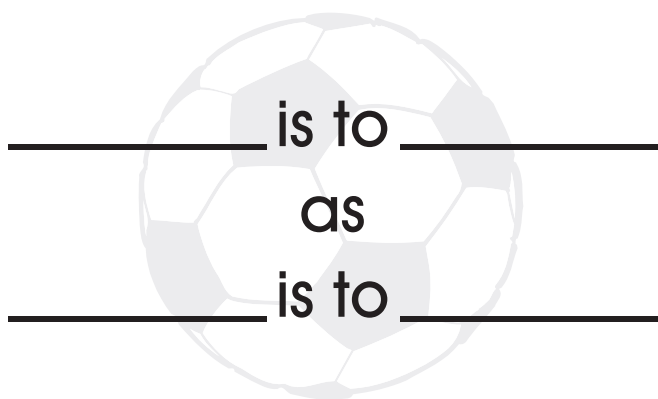
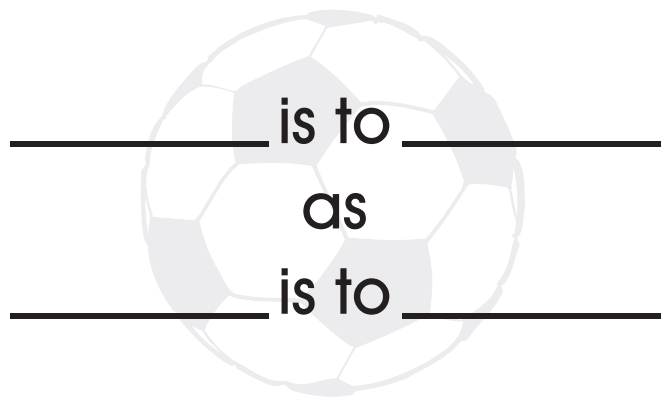
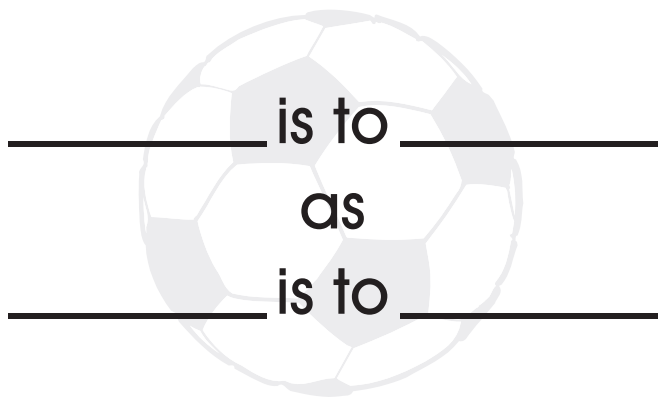
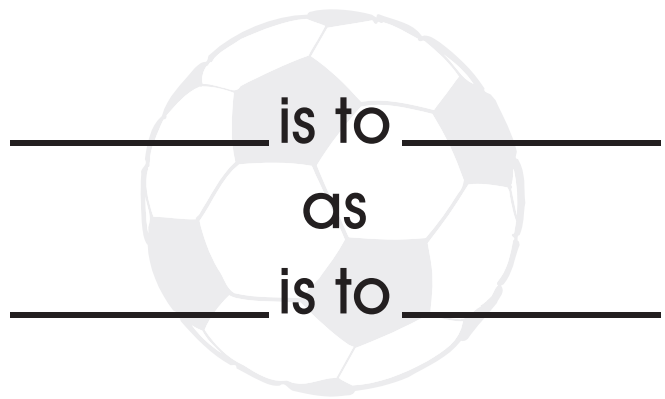
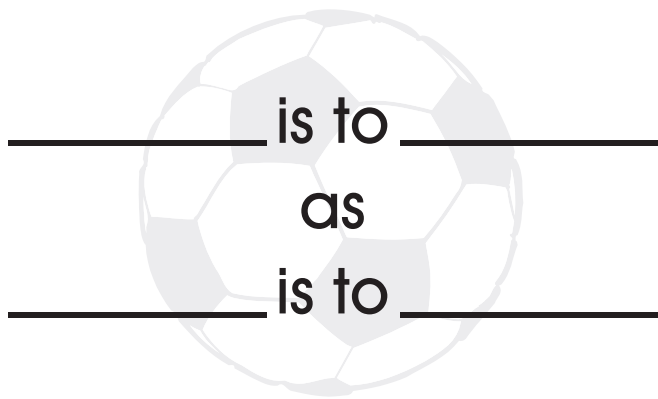
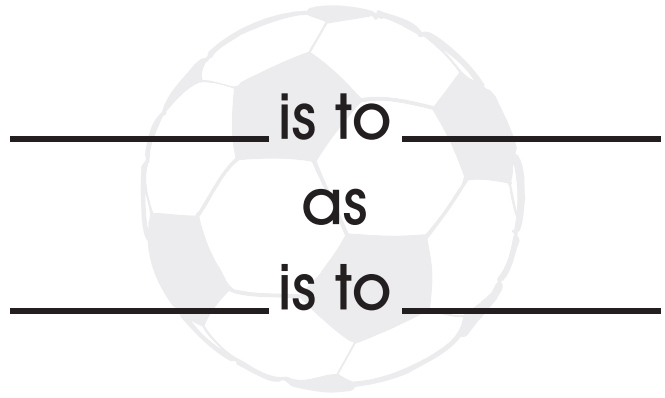
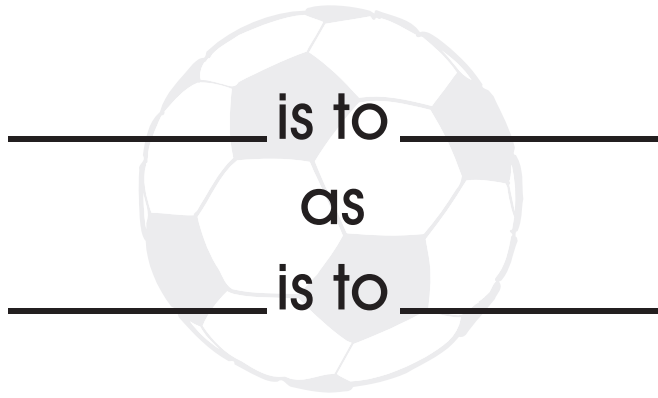
analogy cards



Vocabulary

Analogy Soccer

V. 033



blank analogy cards



Name _____

V. 033

Analogy Soccer

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 _____ .

Name _____

Analogyes

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____



 **Objective**

The student will identify meaning in word play.

 **Materials**

- ▶ Books
Select books with puns, riddles, figurative language, palindromes, and other types of word play
- ▶ Sticky notes

 **Activity**

Students read texts and mark favorite types of word play using sticky notes.

1. Provide students with books and sticky notes.
2. Students read through books.
3. Use sticky notes to tag at least three selections that feature favorite word play.
4. Read selections, discuss why they were chosen, and their meanings with partner.
5. Peer evaluation

“The magician turned into the driveway! That’s funny! You can read it two ways -- like the magician is driving a car or performing a magic trick.”



 **Extensions and Adaptations**

- ▶ Record favorite word play and possible meanings.
- ▶ Write examples of word play (e.g., riddles, tongue twisters, Tom Swifities, palindromes, anagrams, oxymorons, idioms, metaphors, similies, hyperboles, euphemisms, and acronyms).



Objective

The student will identify meaning in word play.

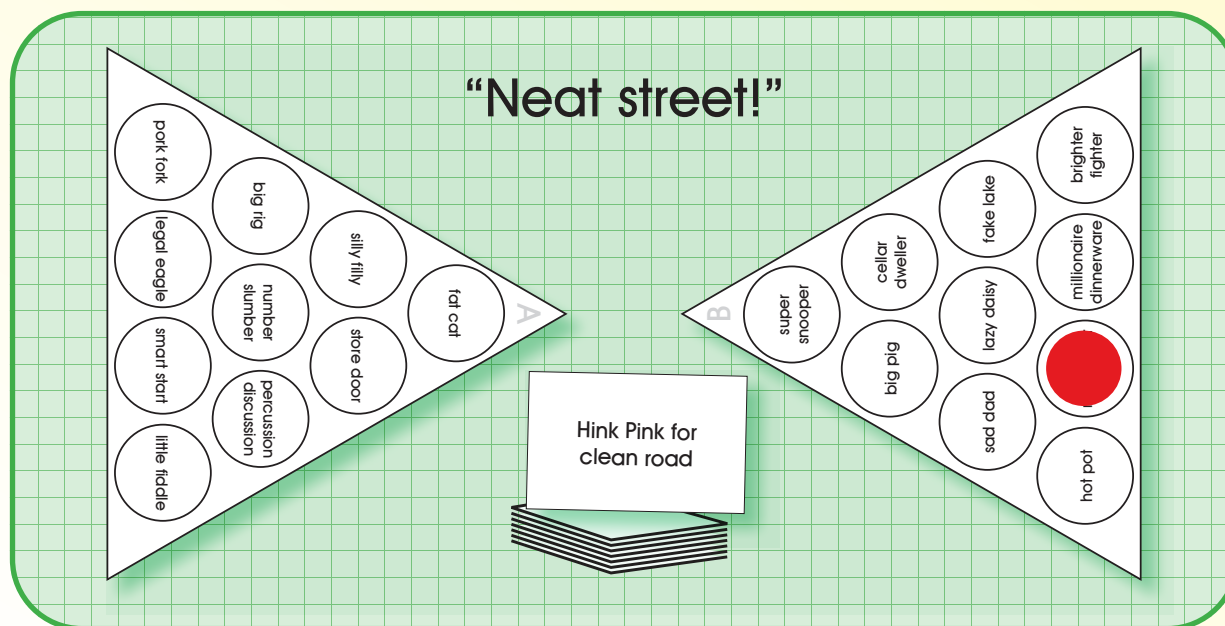
Materials

- ▶ Hink Pink triangles
Hink Pinks are riddles with answers that are a pair of rhyming words with the same number of syllables. A Hink Pink has one syllable (e.g., fat cat), a Hinky Pinky has two syllables (e.g., lazy daisy), and a Hinkity Pinkity has three syllables (e.g. millionaire dinnerware).
- ▶ Meaning cards
- ▶ Answer key
An answer key is provided for optional use.
- ▶ Game pieces (e.g., counters)

Activity

Students find Hink Pinks that correspond to meanings by playing a matching game.

1. Place meanings cards face down in a stack. Provide each student with a different Hink Pink triangle and game pieces.
2. Taking turns, students select the top meaning card from the stack and read it (e.g., Hink Pink for clean road).
3. Look for Hink Pink on triangle that fits meaning (i.e., neat street). Read Hink Pink and place game piece on that spot. Place meaning card in a discard pile.
4. If no Hink Pink is found which matches meanings, place card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



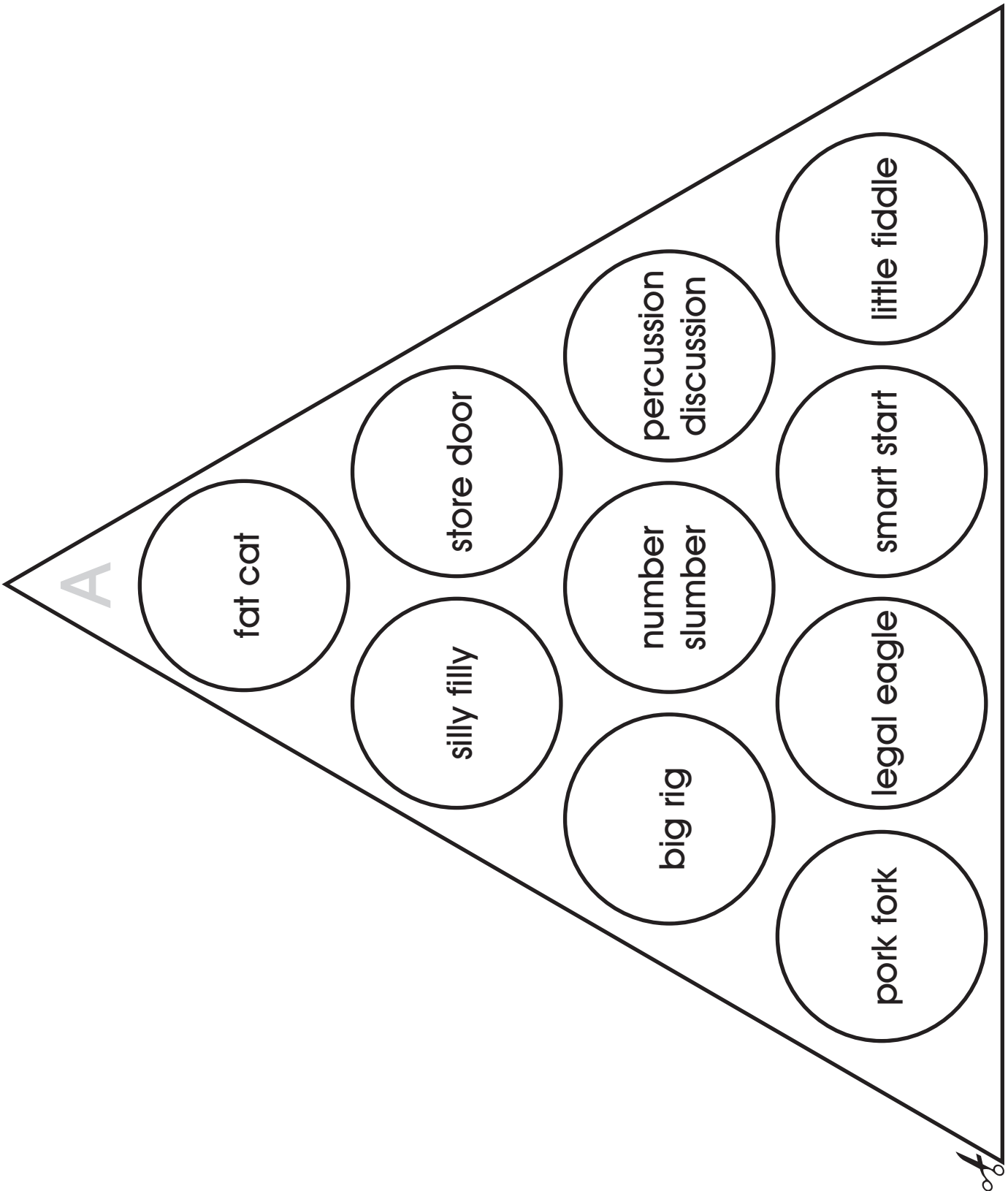
Extensions and Adaptations

- ▶ Make more meaning cards and Hink Pink triangles.

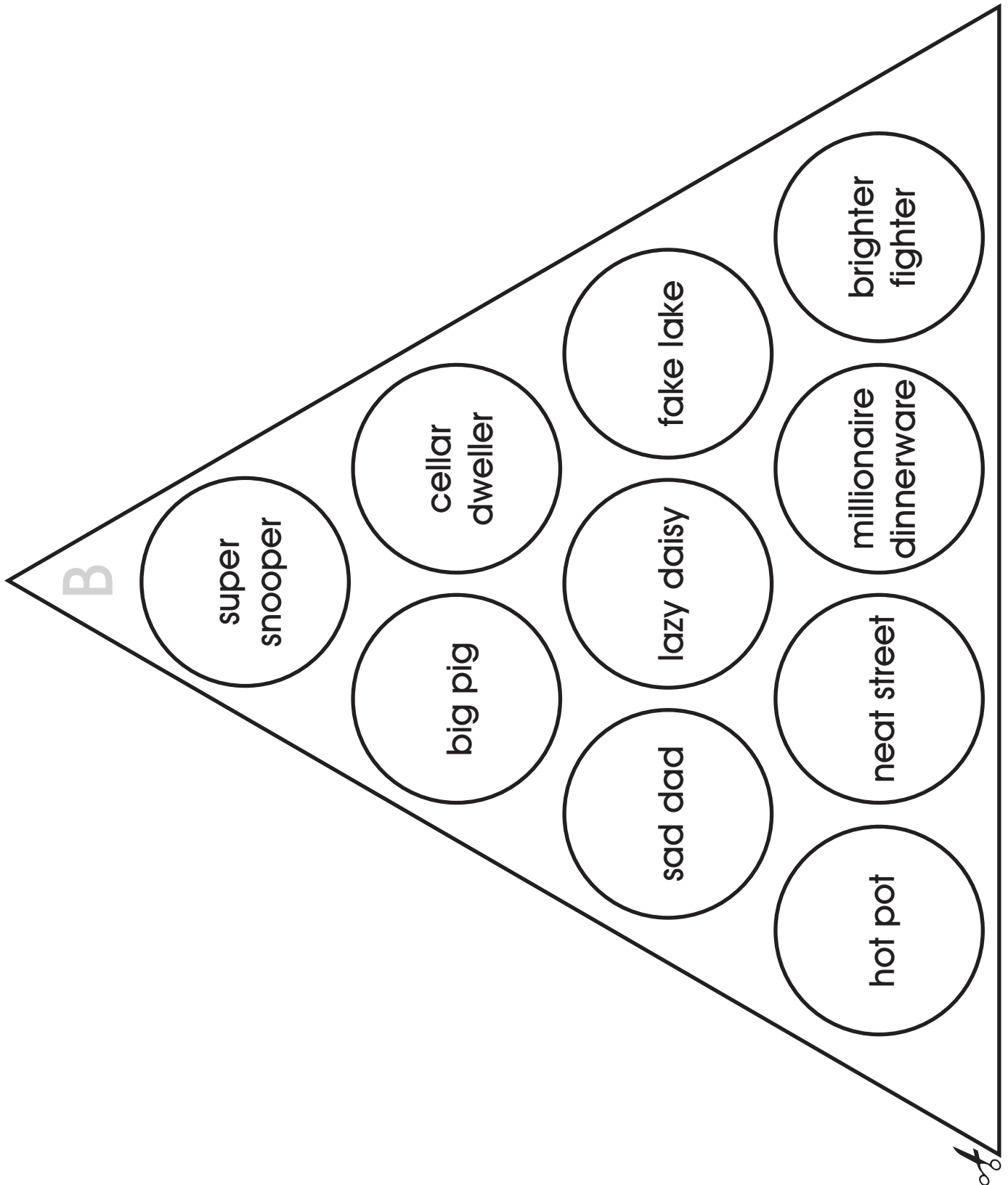
Vocabulary

Hink Pink Think!

V. 035



hink pink triangle A



hink pink triangle B

Vocabulary

Hink Pink Think!

V. 035

Hink Pink for
overweight feline

Hinky Pinky for
funny female horse

Hink Pink for
shop entrance

Hink Pink for
large truck

Hinky Pinky for
when numerals
sleep

Hinkity Pinkity for
talking drums

Hink Pink for
used to eat
pig meat

Hinky Pinky for
lawful bird

meaning cards



Vocabulary

V. 035

Hink Pink Think!

Hink Pink for
intelligent beginning

Hinky Pinky for
small violin

Hinky Pinky for
great detective

Hink Pink for
huge hog

Hinky Pinky for
one who lives
in a basement

Hink Pink for
unhappy father

Hinky Pinky for
tired flower

Hink Pink for
body of water
that is not real

meaning cards



Vocabulary

Hink Pink Think!

V. 035

Hink Pink for
boiling pan

Hink Pink for
clean road

Hinkity Pinkity for
rich people's
dishes

Hinky Pinky for
smarter boxer

meaning cards

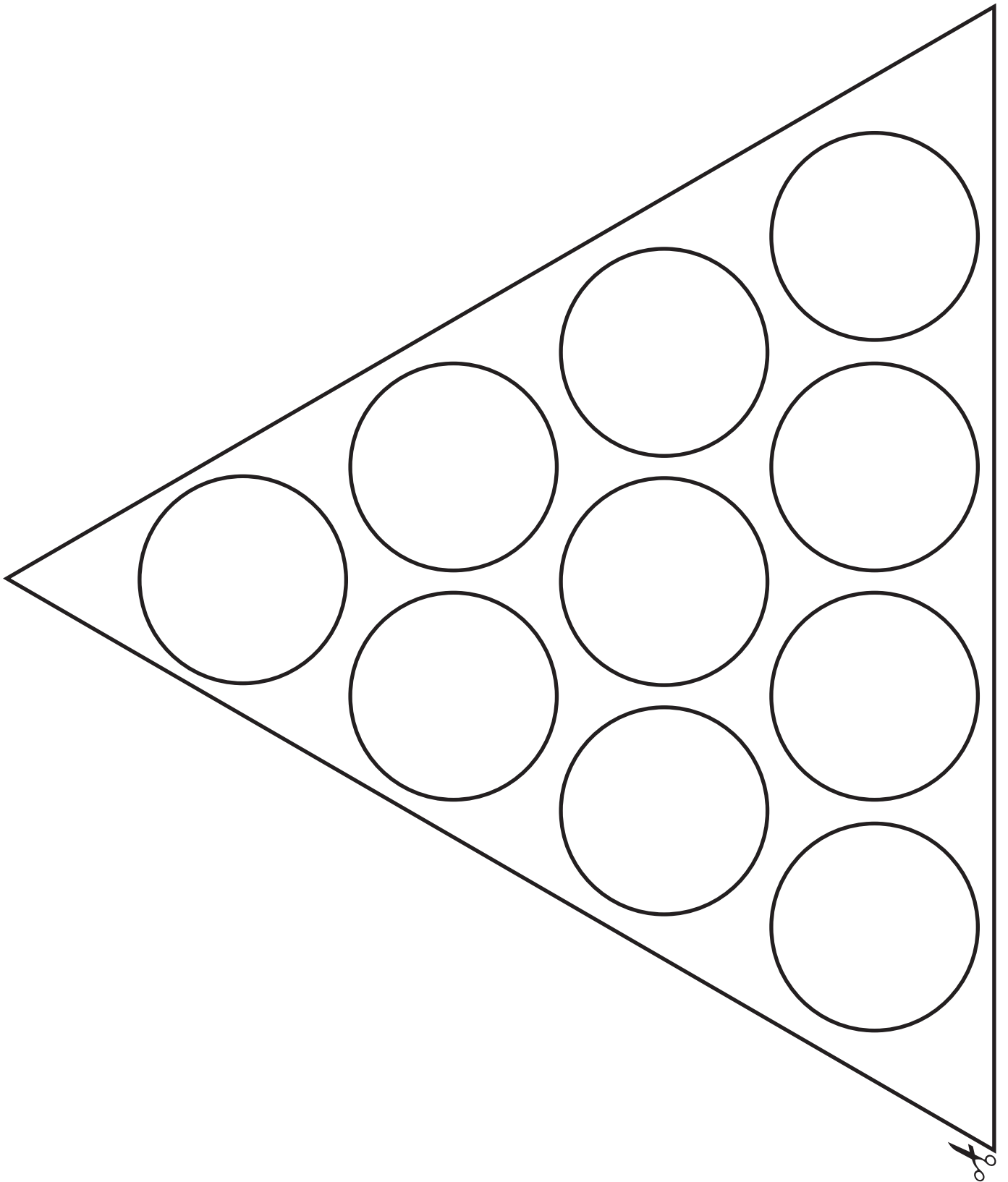


Answer Key A

Hink Pink for overweight feline	fat cat
Hinky Pinky for funny female horse	silly filly
Hink Pink for shop entrance	store door
Hink Pink for large truck	big rig
Hinky Pinky for when numerals sleep	number slumber
Hinkity Pinkity for talking drums	percussion discussion
Hink Pink for used to eat pig meat	pork fork
Hinky Pinky for lawful bird	legal eagle
Hink Pink for intelligent beginning	smart start
Hinky Pinky for small violin	little fiddle

Answer Key B

Hinky Pinky for great detective	super snooper
Hink Pink for huge hog	big pig
Hinky Pinky for one who lives in a basement	cellar dweller
Hink Pink for unhappy father	sad dad
Hinky Pinky for tired flower	lazy daisy
Hink Pink for body of water that is not real	fake lake
Hink Pink for boiling pan	hot pot
Hink Pink for clean road	neat street
Hinkity Pinkity for rich people's dishes	millionaire dinnerware
Hinky Pinky for smarter boxer	brighter fighter



blank triangle



Word Analysis

V. 036

Up With Words

Objective

The student will produce more precise alternatives for overused words in context.

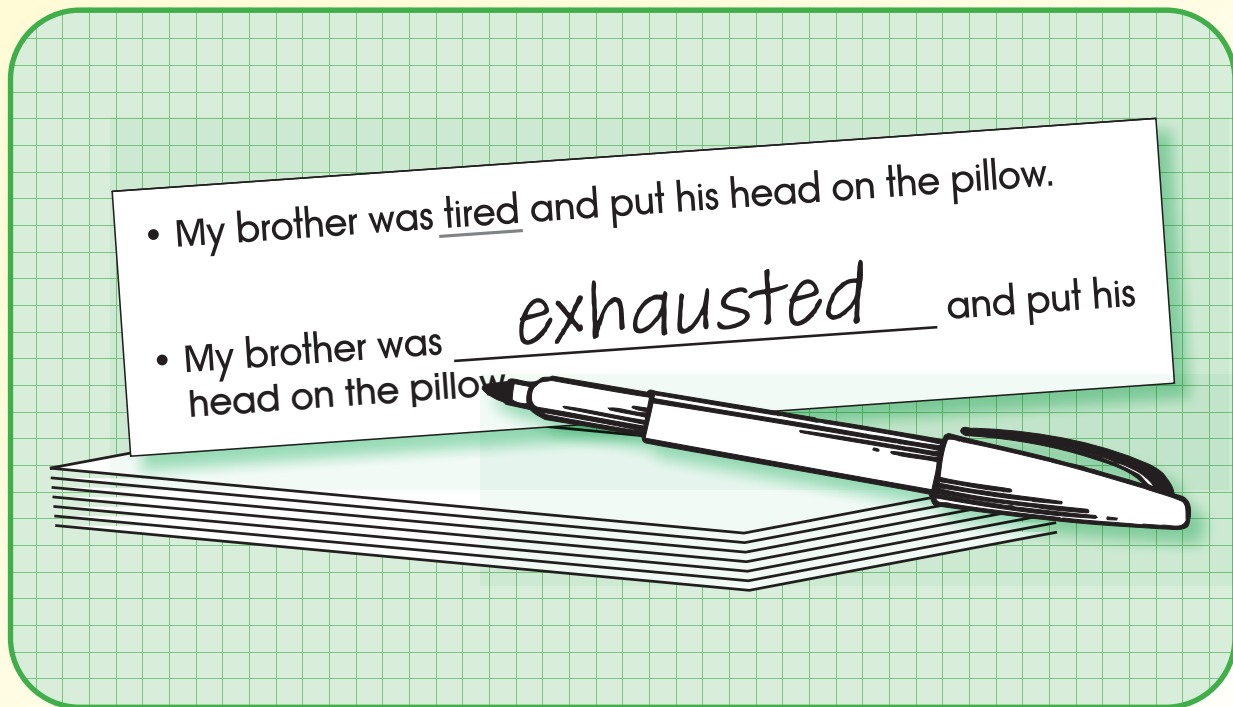
Materials

- ▶ Sentence cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students substitute a more precise alternative word by completing sentences.

1. Place sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects the top sentence card from the stack and reads the sentence aloud. For example, “My brother was tired and put his head on the pillow.”
3. Reads and considers the underlined word. Identifies a word that more precisely completes the sentence. Writes it in the blank in the sentence at the bottom of the card (e.g., exhausted).
4. Places the card down. Student two reads the sentence using the chosen word. For example, “My brother was exhausted and put his head on the pillow.”
5. Reverse roles.
6. Continue until all sentence cards are used.
7. Peer evaluation



Extensions and Adaptations

- ▶ Use small word cards to complete the sentences. Use dictionary, if needed.
- ▶ Make more sentence cards using target words.

• My brother was tired and put his head on the pillow.

• My brother was _____ and put his head on the pillow.

• He complained and said the decision was unfair.

• He _____ and said the decision was unfair.

• The water flowed slowly from the faucet.

• The water _____ from the faucet.



Vocabulary

Up With Words

V. 036

• The mission was successful so they headed for home.

• The mission was _____ so they headed for home.

• She expects that the news will be good.

• She _____ that the news will be good.

• They left the building due to its dangerous conditions.

• They _____ the building due to its dangerous conditions.



• This is a higher quality computer because it can do more.

• This is a _____ computer because it can do more.

• She is late for class every day.

• She is _____ for class every day.

• The baby cries weakly and you can hardly hear him.

• The baby _____ and you can hardly hear him.



Vocabulary

Up With Words

V. 036

• The grass looked wet and shiny with the dew on it.

• The grass _____ with the dew on it.

• The answers he gave us were correct.

• The answers he gave us were _____.

• The directions were confusing and we got lost.

• The directions were _____ and we got lost.



drowsy

protested

trickled

glistened

accomplished

anticipates

abandoned

whimpers

tardy

superior

accurate

perplexing



Vocabulary

Up With Words

V. 036

<p>Vertical writing lines for the first column.</p>	<p>Vertical writing lines for the second column.</p>	<p>Vertical writing lines for the third column.</p>
---	--	---





Objective

The student will identify the meaning of words in context.

Materials

- ▶ Meaning cards

These are marked with a number that corresponds to the question cards. If words in this activity are not appropriate for your students, use words that are more applicable.

- ▶ Question cards

Underlined word is the answer. Look at the watermark number on the front and write the same number on the back of the card.

Activity

Students use meanings of words to answer questions.

1. Place question cards face down in rows. Place meaning cards face down in a stack.
2. Working in pairs, student one selects the top card from the meaning card stack and tells student two the number on the card. Student two looks for the question card with the matching number and picks it up without revealing it to student one.
3. Student one reads each word and meaning aloud. Student two reads the question aloud.
4. Student one answers the question by choosing the best word. Student two checks to see if the answer is correct by looking at the underlined word.
5. If correct, student two gives the question card to student one who places the cards down together and face up. If incorrect, student two states the correct answer, gives the card to student one who places it down with the meaning card face up.
6. Reverse roles and continue until all cards are read.
7. Peer evaluation

"If a man completes a marathon, is he a capable or an available runner?"

If a man completes a marathon is he a capable or an available runner?

6

7

8

"He's capable. That means that he was able to run the marathon."

capable means able to do something
available means able to be used or obtained

Extensions and Adaptations

- ▶ Write more meaning cards and question cards.

Vocabulary

Choice Meanings

V. 037

1
capable means able to do something

available means able to be used
or obtained

2
introduce means to present someone
or something

inspect means to look at something carefully

3
respond means to act or do something as a
reaction to something else

permit means to make something possible

4
assure means to overcome somebody's doubt

disappoint means to not be as good as
was hoped

meaning cards



5
concentrate means to think intensely
about something

glance means to look at something quickly

6
donate means to give

conserve means to use sparingly

7
dismiss means to give permission to leave

recognize means to identify somebody

8
inspire means to stimulate (motivate) somebody
to do something

resemble means to be like somebody



Vocabulary

Choice Meanings

V. 037

If a man completes a marathon is he a capable or an available runner?

If I want you to meet a friend of mine do I want to introduce or inspect him?

Does a police officer permit or respond when there is an emergency?

Will the doctor dissappoint or assure the patient by telling her she will get well?

If a student is studying for a test, should he concentrate or glance at the information he is reading?

Is turning water off while brushing your teeth a way to donate or conserve water?

Does a teacher dismiss or recognize the students when the bell rings at the end of the day?

Is it difficult to tell twins apart who inspire or resemble each other?

question cards



Vocabulary

V. 037

Choice Meanings

blank meaning cards





Word Analysis

V. 038

Meaning Extender

Objective

The student will identify the meaning of words in context.

Materials

- ▶ Question cards

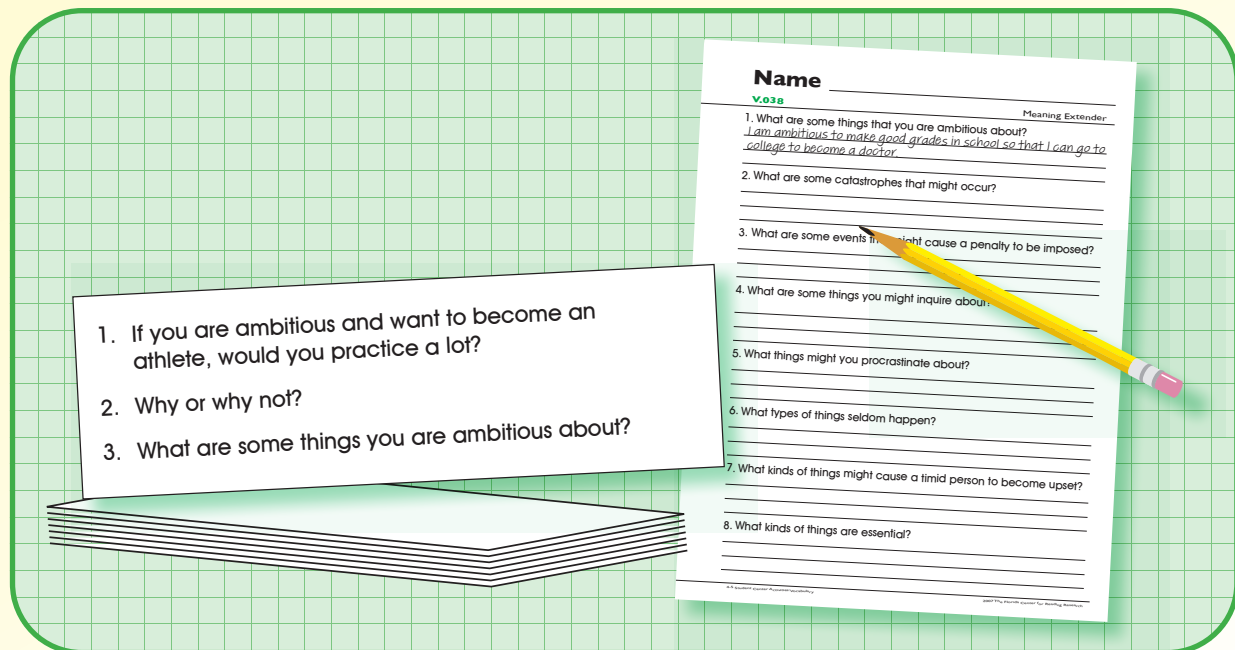
Note: If words in this activity are not appropriate for your students, use words that are more applicable.

- ▶ Student sheet
- ▶ References
- ▶ Pencils

Activity

Students demonstrate understanding of words by applying them to a variety of contexts.

1. Place question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack, read the first question aloud, and answer yes or no. Use dictionary, if necessary.
3. Read second question and explain why or why not.
4. Read third question and brainstorm the answer.
5. Record answers to third question on student sheet using complete sentences.
6. Read answers to each other.
7. Reverse roles and continue until all cards are read.
8. Teacher evaluation



The illustration shows a stack of question cards on the left and a student sheet on the right, both on a green grid background. A yellow pencil is resting on the student sheet. The question card on top of the stack has the following text:

1. If you are ambitious and want to become an athlete, would you practice a lot?
2. Why or why not?
3. What are some things you are ambitious about?

The student sheet has the following text:

Name _____

V.038 Meaning Extender

1. What are some things that you are ambitious about?
I am ambitious to make good grades in school so that I can go to college to become a doctor.
2. What are some catastrophes that might occur?
3. What are some events that might cause a penalty to be imposed?
4. What are some things you might inquire about?
5. What things might you procrastinate about?
6. What types of things seldom happen?
7. What kinds of things might cause a timid person to become upset?
8. What kinds of things are essential?

Extensions and Adaptations

- ▶ Make question cards using previously introduced target words.
- ▶ Write target word in the box and corresponding examples in the circles (e.g., the word *ambitious* is written in the box and *go to college, make good grades, become doctor* are written in the circles).

1. If you are ambitious and want to become an athlete, would you practice a lot?
2. Why or why not?
3. What are some things you are ambitious about?

1. If a catastrophe occurred in your town, would you be likely to invite friends to visit?
2. Why or why not?
3. What are some catastrophes that might occur?

1. If you have to pay a penalty, are you buying something?
2. Why or why not?
3. What are some events that may cause a penalty to be imposed?

1. If you inquire about the weather, do you want to find out what it is going to be like outside?
2. Why or why not?
3. What are some things you might inquire about?



Vocabulary

Meaning Extender

V. 038

1. If you procrastinate, are you more likely to do some thing right now?
2. Why or why not?
3. What things might you procrastinate about?

1. If you seldom get sick, is your health good?
2. Why or why not?
3. What types of things seldom happen?

1. Would a timid person be the first one to walk into a scary house?
2. Why or why not?
3. What kinds of things might cause a timid person to become upset?

1. If it is essential to be at a meeting, do you have to be there?
2. Why or why not?
3. What kinds of things are essential?

question cards



Name _____

V. 038

Meaning Extender

1. What are some things that you are ambitious about?

2. What are some catastrophes that might occur?

3. What are some events that might cause a penalty to be imposed?

4. What are some things you might inquire about?

5. What things might you procrastinate about?

6. What types of things seldom happen?

7. What kinds of things might cause a timid person to become upset?

8. What kinds of things are essential?

Vocabulary

Meaning Extender

V. 038

1. _____

2. Why or why not? _____

3. _____

1. _____

2. Why or why not? _____

3. _____

1. _____

2. Why or why not? _____

3. _____

1. _____

2. Why or why not? _____

3. _____

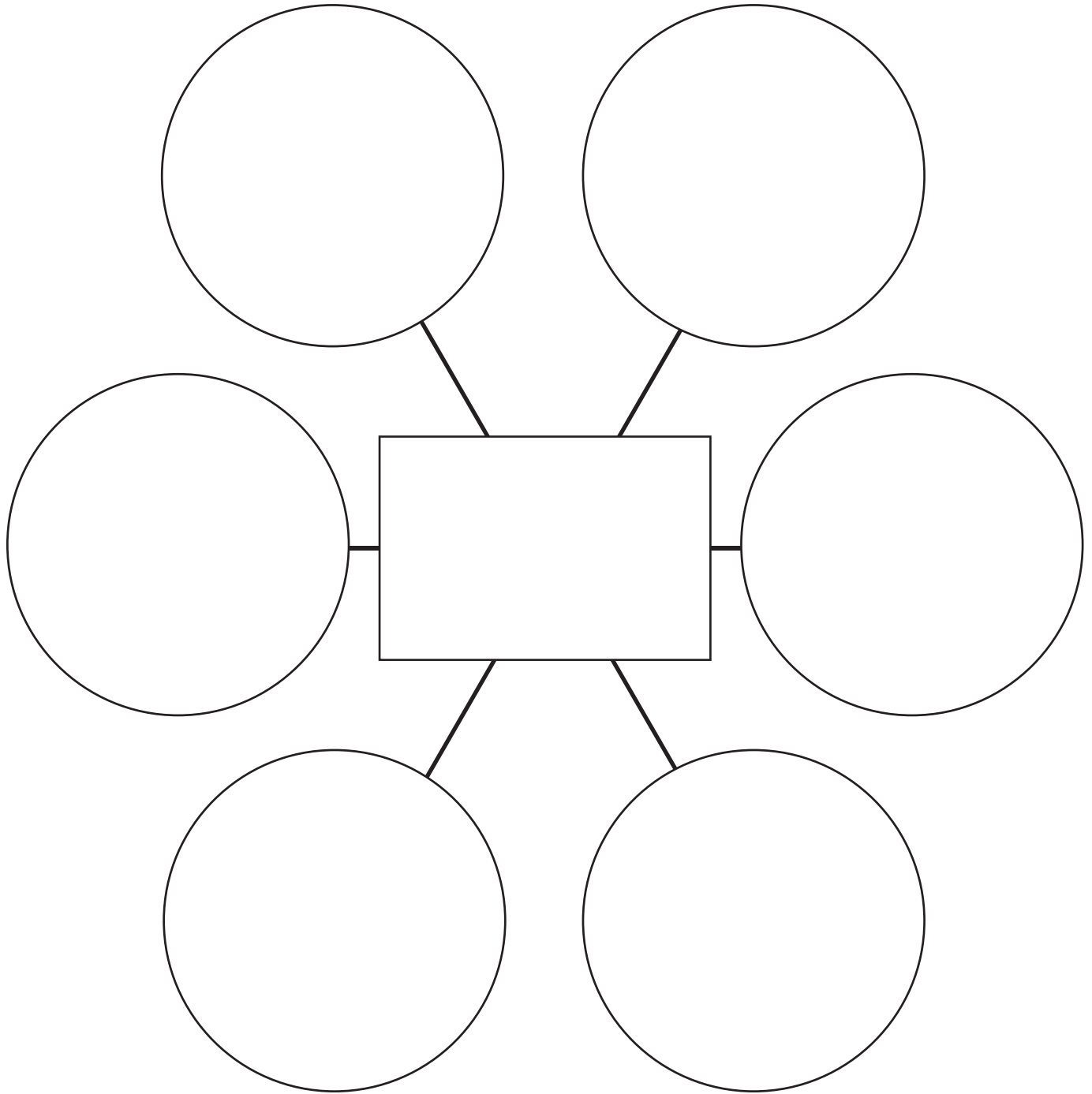
question cards



Name _____

V. 038

Meaning Extender





Word Analysis

V. 039

Word Share

Objective

The student will identify the meaning of words in context.

Materials

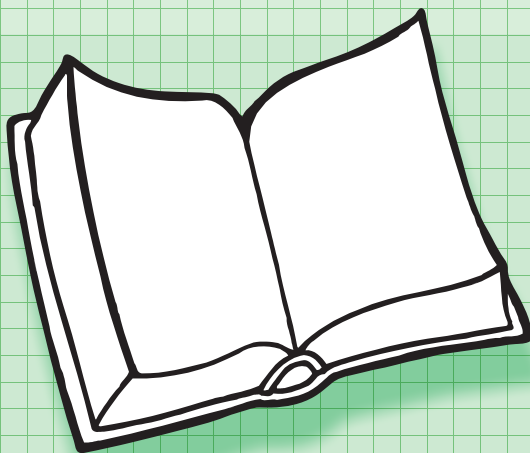
- ▶ Narrative or expository text
Choose familiar or challenging text. Provide each student with a copy. Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Dictionary
- ▶ Pencils

Activity

Students find, discuss, record, and define selected words in text.


1. Provide students with text, student sheet, and dictionary.
2. Taking turns, students read paragraphs of the text and choose words that are interesting, new, challenging, or important.
3. Discuss words, why they were chosen, what they mean, and how they contribute to the text.
4. Record each word on the student sheet as discussed. Use dictionary, as needed.
5. Continue reading selection until complete.
6. Teacher evaluation

“Instead of using a word like ‘small’ the author used the word ‘miniature’ to describe the pony. This word is more specific and helps to paint a better picture of the pony.”



Word	Page number	Why Chosen	Meaning
miniature	35	I liked the way the word looked because I saw little words in it.	Miniature means a very small model of something.

Name _____
V. 039
Word Share



Extensions and Adaptations

- ▶ Write sentences or a paragraph using as many of the chosen words as possible.
- ▶ List favorite words while reading (e.g., library books, basals, subject matter, billboards) to use in writing.

Name _____

V. 039

Word Share

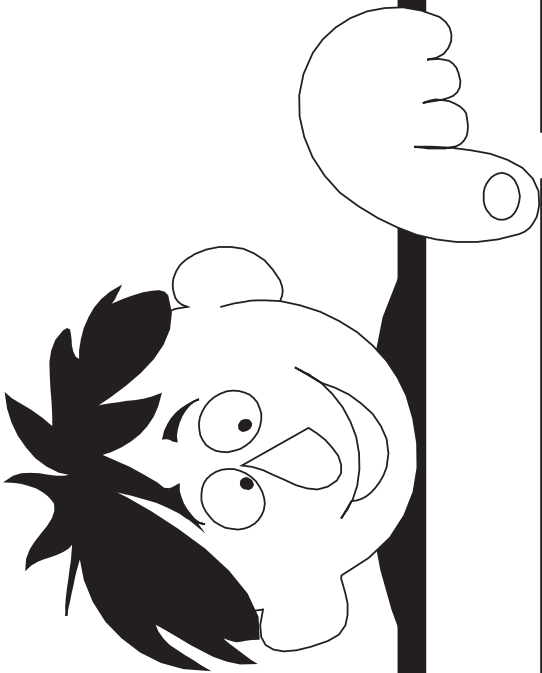
Word	Page number	Why Chosen	Meaning
1.			
2.			
3.			
4.			
5.			

Name _____

Word Share

V. 039

Favorite Word List





Objective

The student will use strategies to identify the meaning of words in context.

Materials

- ▶ Header cards
- ▶ Context Clue cards

The numbers of the cards correspond to headers in the following manner: Definition - 6, 13, 18; Synonym - 1, 9, 11; Antonym - 8, 14, 16; Example - 3, 5, 15; General - 2, 12, 17.

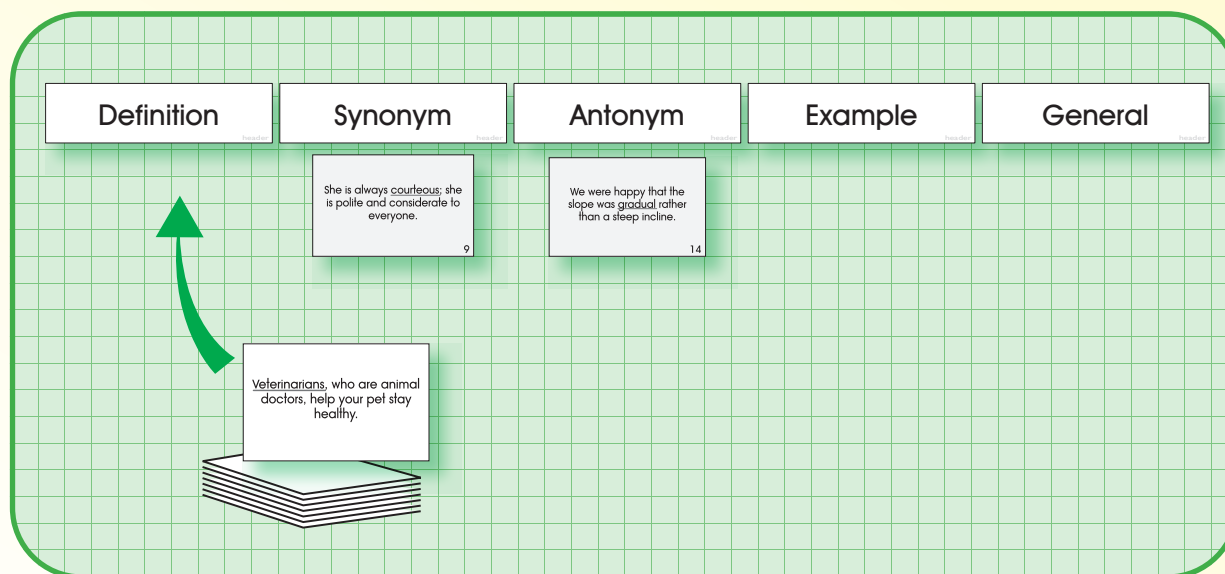
Optional: Provide students with a copy of the bookmark that features the context clues.

If text in this activity is not appropriate for your students, use text that is more applicable.

Activity

Students read text containing context clues that assist with determining the meaning of unfamiliar words and sort by type.

1. Place header cards face up in a row. Place Context Clue 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 aloud.
3. Look at the underlined word. Decide what type of context clue is used to assist with understanding the meaning of the word.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



Extensions and Adaptations

- ▶ Identify the type of context clues in each example. Answers: 1-Synonym, 2-Example, 3-General, 4-Antonym, 5-Definition
- ▶ Add examples in which context clues do not help with meaning and sort with others. Answers for No Context Clues: 4, 7, 10
- ▶ Write other Context Clue cards to sort.

Definition

header

Synonym

header

Antonym

header

Example

header

General

header



Vocabulary

V. 040

Context Clues

<p>The factory <u>manufactures</u>, or makes, parts for computers.</p> <p>13</p>	<p><u>Veterinarians</u>, who are animal doctors, help your pet stay healthy.</p> <p>18</p>
<p><u>Ecology</u>, which is the study of organisms and the environment, should be important to everyone.</p> <p>6</p>	<p>She is always <u>courteous</u>; she is polite and <u>considerate</u> to everyone.</p> <p>9</p>
<p>When he reached the <u>summit</u>, he was amazed at what he could see from the top of the mountain.</p> <p>1</p>	<p>He was a very <u>generous</u> man who always gave his time and money to help organizations.</p> <p>11</p>
<p>We were happy that the slope was <u>gradual</u> rather than a steep incline.</p> <p>14</p>	<p>He worked hard to <u>conquer</u> his fears so they would not beat him.</p> <p>16</p>

context clue cards



Vocabulary

Context Clues

V. 040

<p>The citizens tried to save the building, but in the end they lost and it was <u>demolished</u>.</p> <p>8</p>	<p><u>Deciduous</u> trees such as oak, elm, and maple, grow in many parts of the county.</p> <p>15</p>
<p>Landscaping, horse training, and fishing are types of <u>occupations</u> that are done outdoors.</p> <p>5</p>	<p>Reading, spelling, math, social studies, and science are part of the elementary <u>curriculum</u>.</p> <p>3</p>
<p>The <u>innocent</u> man was greeted happily by his family.</p> <p>17</p>	<p>Since the brothers <u>quarrel</u> all the time, their mother wonders if they will ever live near each other.</p> <p>12</p>
<p>She is so <u>responsible</u>, we knew that if we left her in charge to watch the children, they would be safe and happy.</p> <p>2</p>	

context clue cards



Name _____

V. 040

Context Clues

Example	Context Clue Type
1 He <u>demonstrated</u> how to make the recipe. He showed us everything from measuring the ingredients to serving it to guests.	
2 <u>Burrowing</u> animals such as moles, armadillos, and groundhogs all dig holes, tunnels, or homes in the ground.	
3 It was so <u>convenient</u> to be able to meet here and have lunch with you. I'm glad that I didn't have to drive across town.	
4 Unfortunately, the discussion ended in a <u>dispute</u> even though we were hoping we could have agreed on this issue.	
5 She likes to <u>procrastinate</u> , or delay, doing things until the last moment.	

No Context Clue

header



The students used lockers that were in the corridor because there were no closets in the classroom.

4

We traveled to the outskirts of town to meet our friends and go to the birthday party.

7

She will compete after school and then go home to do her homework.

10





Objective

The student will use strategies to identify the meaning of words in context.

Materials

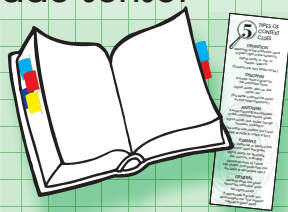
- ▶ Text
Choose text within students' instructional-independent reading level range.
- ▶ Context clues bookmark
- ▶ Sticky notes
Small slips of paper can also be used.
- ▶ References (e.g., dictionary or glossary)
- ▶ Pencils

Activity

Students determine the meaning of unfamiliar words by using context clues.

1. Provide each student with a copy of the text, student sheet, sticky notes, context clues bookmark, and references.
2. The students read the first paragraph or page of the text silently and think about the meaning.
3. Identify unfamiliar words. Attempt to determine meaning by using context clues. Use the bookmark as a reference for the types of context clues and signal words. Write the word on a sticky note and place it on the page where the word appears. Wait for partner to finish the page or paragraph.
4. Discuss the meaning of the text, any unfamiliar words, and the context clues that are used to determine meaning with partner.
5. If unable to determine the meaning of the word(s) ask partner for assistance. If still unable to determine the meaning of the word, look it up in the dictionary and discuss meaning.
6. Continue until the text is read and discussed with partner.
7. Peer evaluation

"I read the word 'extinct' which was unfamiliar. The sentence read, 'The dinosaurs lived long ago, but now they are extinct.' I noticed the word 'but' which is a signal word for an antonym -- so I knew that extinct might mean the opposite of lived. When I used it in the sentence, it made sense."



Extensions and Adaptations

- ▶ Complete the student sheet.
- ▶ Write an explanation of how a context clue was used to determine the meaning of the unfamiliar words on the back of the student sheet.
- ▶ Use copy of the text and circle unfamiliar words and underline the context clues and signal words.



TYPES OF CONTEXT CLUES

DEFINITION

Meaning of the unfamiliar word is given right in the sentence.

Signal words: is, are, or, means, refers to

(Caverns are very large caves.)

SYNONYM

A similar word is given for the unfamiliar word.

Signal words: also, as, like, same, too

(She is cautious crossing the street and also careful riding her bike.)

ANTONYM

A word meaning the opposite of the unfamiliar word is given.

Signal words: but, unlike, though however, instead of

(The water was shallow, but it was deep enough to catch a fish.)

EXAMPLE

Samples, instances, or ideas of the unfamiliar word are given.

Signal words: for example, like, such as, including

(Souvenirs such as T-shirts, key chains, and postcards are fun ways to remember trips.)

GENERAL

General clues are given about the unfamiliar word.

No signal words

(I appreciate the way you encouraged me. I won first prize.)

HOW I CAN USE CONTEXT CLUES TO FIGURE OUT THE MEANING OF UNFAMILIAR WORDS.

1. Think about the five types of context clues.
2. Look for words, phrases, and signal words that may help to figure out the meaning of the unfamiliar word.
3. If necessary, reread or read ahead to find other clues about the word.
4. Use the clues to help figure out the meaning of the word.
5. Try the learned meaning in the sentence.
6. If it makes sense, continue reading.
7. If no clues are available, or if unable to figure out the meaning, look the word up in the dictionary.



Name _____

V. 041

Get A Clue!

Unfamiliar Word	Clue Used?		If yes, context clue type	Meaning
	YES	NO		



Word Analysis

V. 042

Cloze Encounters



Objective

The student will use strategies to identify the meaning of words in context.



Materials

- ▶ Altered text

Copy text, white out target vocabulary, and draw a line where word was deleted.

Provide a word bank of the deleted vocabulary. Word bank can be listed on the copy of the altered text or listed on separate sheet.

- ▶ Pencils



Activity

Students substitute a more precise alternative word by completing sentences.

1. Provide the student with a copy of the altered text and word bank.
2. The student reads the text and pauses after reading a sentence with a blank.
3. Uses context clues and reads the words in the word bank to select a word that best completes the sentence.
4. Reads the sentence with the selected word.
5. If sentence sounds correct, writes selected word in the blank. If sentence doesn't sound correct, selects another word.
6. Continues until the text is complete.
7. Reread the completed text.
8. Teacher evaluation

Chaos in the Kitchen

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

The baker _____ how the large _____ worked, showed them the oven, and the huge baker's _____ face on the baker told them how he combines the _____ to make _____ dough. As Jill listened, the _____ switch on the giant mixing machine caught her eye. She _____ her hand and flipped the switch. "Whirr" went the machine. The baker, Jill, and her dad tried to _____ out of the way. Chocolate cake batter _____ around the room and all over Jill. The baker _____ toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. _____ the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt dreadful, but she began to giggle too.

Jill's dad sat and had a cup of coffee while Jill _____ up the chocolate cake batter. When she had _____ the job, she asked the baker to accept her _____ for making the mess. He smiled and said, "That's okay." Then, he _____ her a box to take with her. When she got outside the bakery, she _____ in the box to see a huge piece of chocolate cake. Jill smiled.

WORD BANK

lunged	ingredients	splattered	offered
massive	glistening	cleaned	peered
demonstrated	extended	dart	lour
preparation	completed	apology	unexpectedly



Extensions and Adaptations

- ▶ Work with a partner to complete the altered text. Use the original text provided by the teacher to check answers.



Objective

The student will produce more precise alternatives for overused words.

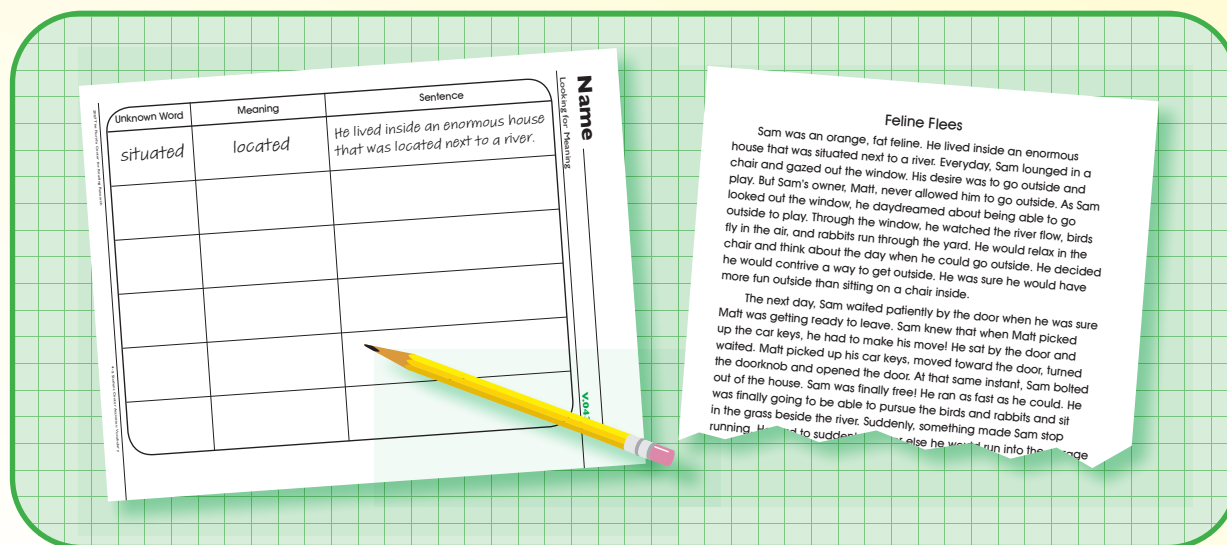
Materials

- ▶ Text
*Choose text within students' instructional-independent reading level range.
Copy and attach to the student sheet.*
- ▶ Student sheet
Provide students with multiple sheets, if necessary.
- ▶ References (e.g., dictionary or glossary)
Optional: Provide students with a Word Winner bookmark.
- ▶ Pencil

Activity

Students determine the meanings of unfamiliar or unknown words and rewrite sentences to demonstrate understanding.

1. Provide the student with a copy of the text, a student sheet, and references.
2. The student reads the text silently and thinks about the meaning.
3. Rereads the text and underlines unfamiliar words.
4. Writes the underlined words on the student sheet.
5. Writes the meaning of each word by using context clues, word parts (affixes and roots), and references.
6. Rewrites sentences containing the unfamiliar words by using the learned meanings.
7. Continues until all unfamiliar words are defined and used in rewriting original sentences.
8. Teacher evaluation



Unknown Word	Meaning	Sentence
situated	located	He lived inside an enormous house that was located next to a river.

Feline Flees
 Sam was an orange, fat feline. He lived inside an enormous house that was situated next to a river. Everyday, Sam lounged in a chair and gazed out the window. His desire was to go outside and play. But Sam's owner, Matt, never allowed him to go outside and looked out the window, he daydreamed about being able to go outside to play. Through the window, he watched the river flow, birds fly in the air, and rabbits run through the yard. He would relax in the chair and think about the day when he could go outside. He decided he would contrive a way to get outside. He was sure he would have more fun outside than sitting on a chair inside.
 The next day, Sam waited patiently by the door when he was sure Matt was getting ready to leave. Sam knew that when Matt picked up the car keys, he had to make his move! He sat by the door and waited. Matt picked up his car keys, moved toward the door, turned the doorknob and opened the door. At that same instant, Sam bolted out of the house. Sam was finally free! He ran as fast as he could. He was finally going to be able to pursue the birds and rabbits and sit in the grass beside the river. Suddenly, something made Sam stop running. He had to suddenly stop because he would run into the garage.

Extensions and Adaptations

- ▶ Discuss the meaning of the text with a partner.
- ▶ Write a summary of the text using the learned words.

Name _____

Looking for Meaning

V. 043

Sentence						
Meaning						
Unknown Word						



Objective

The student will use strategies to identify the meaning of words in context.

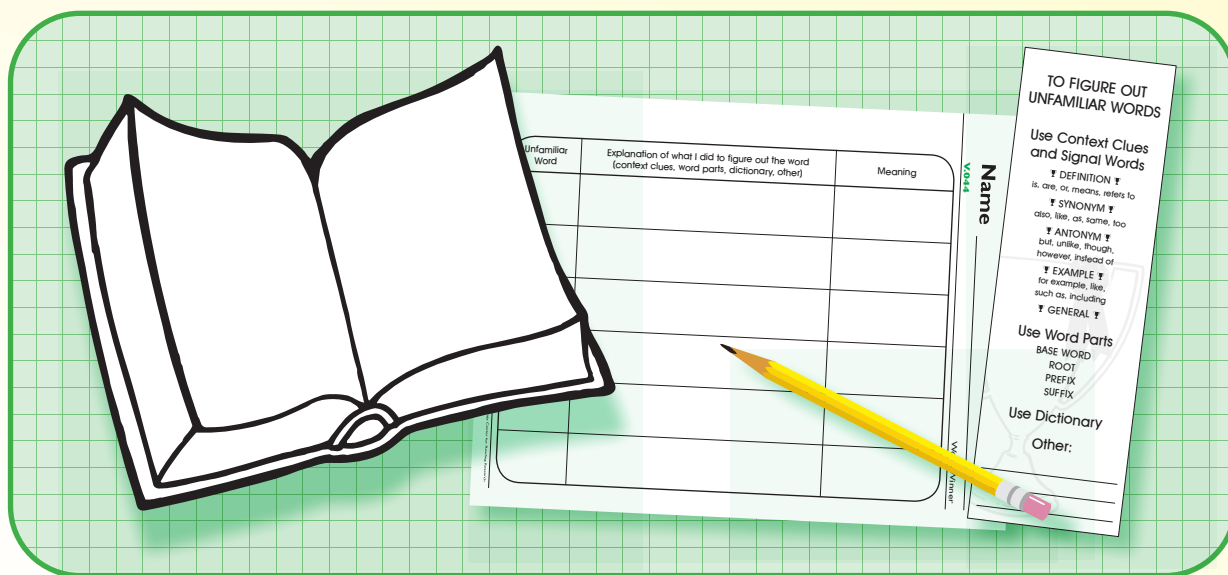
Materials

- ▶ Text
Choose text within students' instructional-independent reading level range.
- ▶ Word Winner bookmark
Copy, fold, laminate, and cut.
- ▶ Student sheet
- ▶ Dictionary
- ▶ Pencil

Activity

Students gain understanding of the meaning of words by using strategies.

1. Provide the student with text, a bookmark, and a student sheet.
2. The student reads the text. Stops at unfamiliar words. Thinks about a strategy or strategies to figure out the meaning (e.g., context clues, words parts). Looks at bookmark for ideas about strategies, if needed.
3. Uses strategy or strategies to determine the meaning of the word.
4. Uses the meaning in the original sentence and decides if it makes sense.
5. Confirms by looking word up in the dictionary, if necessary.
6. Records the word, strategy or strategies used to understand the meaning, and the meaning of the word on the student sheet.
7. Continues until entire text is read.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss text, learned words, and vocabulary strategies with a partner.
- ▶ Use graphic organizer to show word-learning strategies.

TO FIGURE OUT UNFAMILIAR WORDS

Use Context Clues and Signal Words

🏆 DEFINITION 🏆

is, are, or, means, refers to

🏆 SYNONYM 🏆

also, like, as, same, too

🏆 ANTONYM 🏆

but, unlike, though, however, instead of

🏆 EXAMPLE 🏆

for example, like, such as, including

🏆 GENERAL 🏆

Use Word Parts

BASE WORD

ROOT

PREFIX

SUFFIX

Use Dictionary

Other:

STEPS FOR FIGURING OUT AN UNFAMILIAR WORD

1.

Look for context clues and signal words in the sentence of the unfamiliar word and other nearby sentences.

2.

Break the word into word parts (roots, prefixes, base words, and suffixes). Identify the meaning of each part, then put the meanings together to figure out the whole word.

3.

Attempt to determine the meaning of the word and use it in the sentence.

4.

If necessary, look the word up in the dictionary.

Other:



Name _____

V. 044

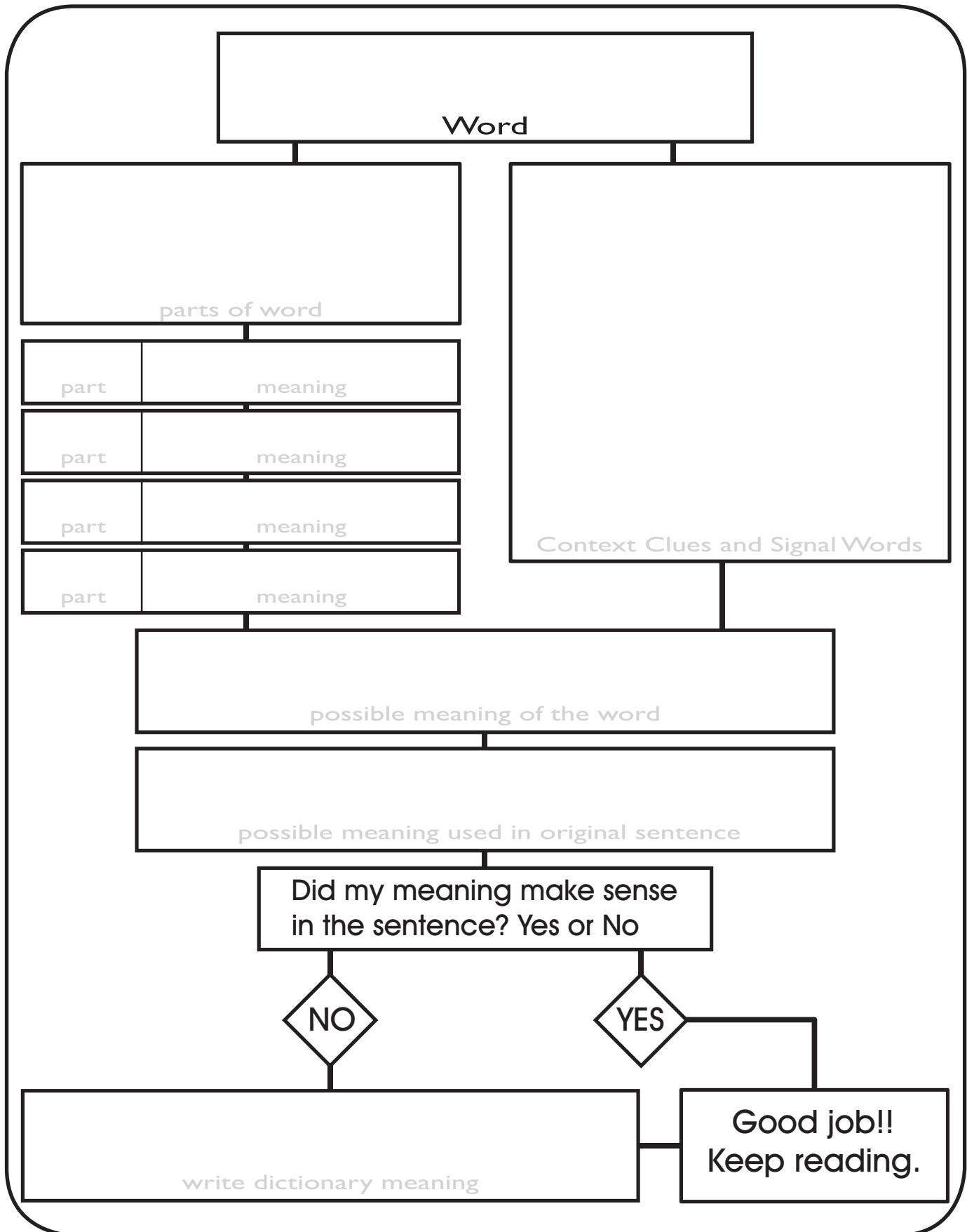
Word Winner

Unfamiliar Word	Explanation of what I did to figure out the word (context clues, word parts, dictionary, other)	Meaning

Name _____

Word Winner

V. 044





Comprehension

C. 001

Narrative Text Structure
Character Consideration

Objective

The student will describe characters.

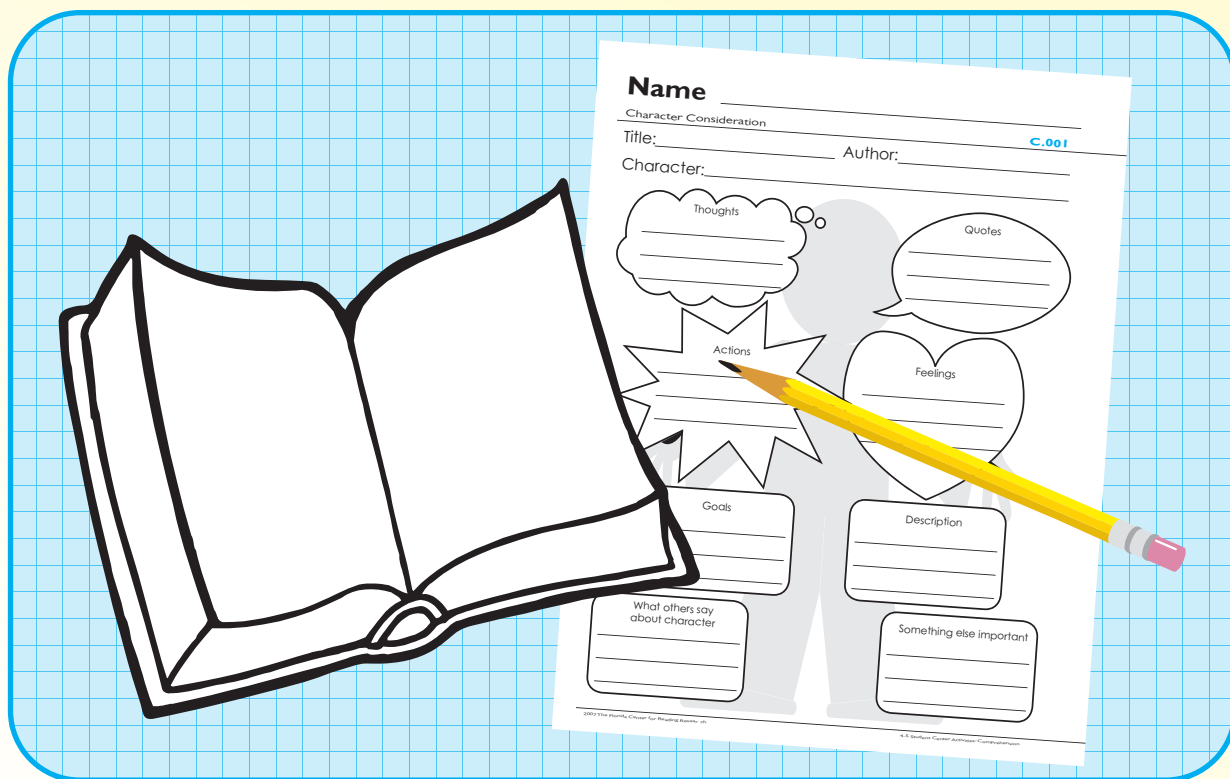
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
Choose text that features multiple characters.
- ▶ Student sheet
- ▶ Pencils

Activity

Students compare characters using a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Name the main characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the student sheet.
5. Describe the selected character by reading the prompts and recording answers.
6. Discuss the answers and how the role of the character contributes to the story.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other character maps.
- ▶ Answer questions from a selected character's viewpoint.
- ▶ Describe a situation outside the story and how the character might react to it (e.g., how the character would react to losing a baseball game).

Name _____

Character Consideration

C. 001

Title: _____ Author: _____

Character: _____

Thoughts

Quotes

Actions

Feelings

Goals

Description

What others say about character

Something else important

Name _____

C. 001

Character Consideration

Title: _____ Author: _____

Character: _____

A character analysis template for character 1. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "1" on the left side. To the right of the "Thoughts" bubble is a circular speech bubble labeled "Quotes".

A character analysis template for character 2. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "2" on the left side. To the right of the "Thoughts" bubble is a circular speech bubble labeled "Quotes".

A character analysis template for character 3. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "3" on the left side. To the right of the "Thoughts" bubble is a circular speech bubble labeled "Quotes".

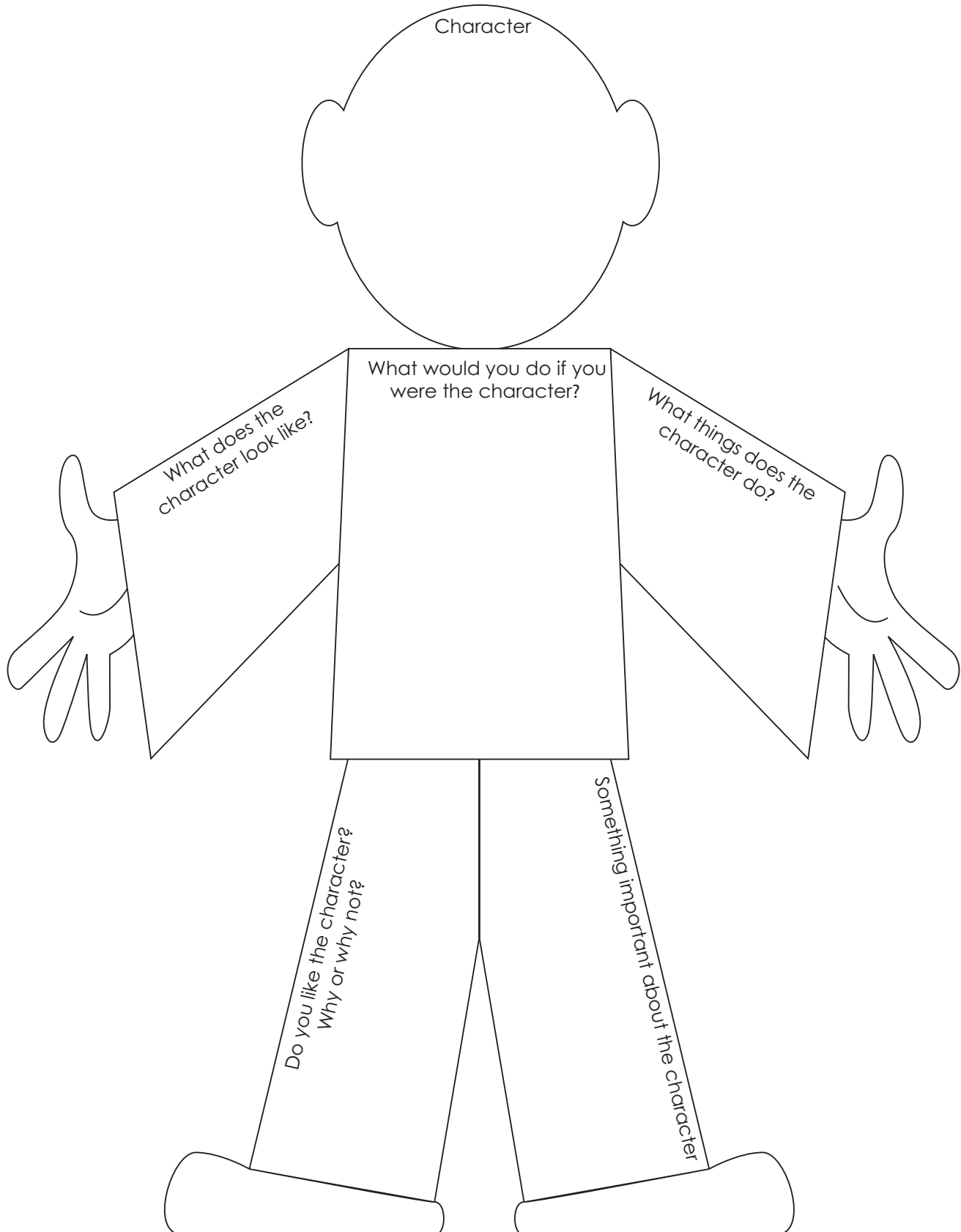
Name _____

Character Consideration

C. 001

Title: _____

Author: _____



Name _____

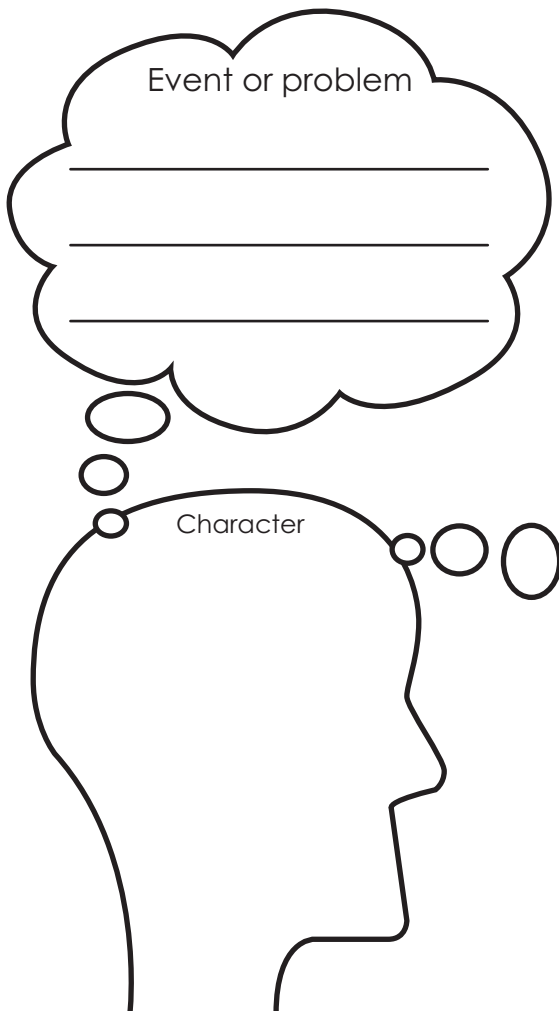
C.001

Character Consideration

Title: _____ Author: _____

How does the character think and feel about the event or problem?

How does the character feel about the outcome of the event or problem?



How does the character react to the event or problem?



Character Connections

Objective

The student will identify similarities and differences between characters.

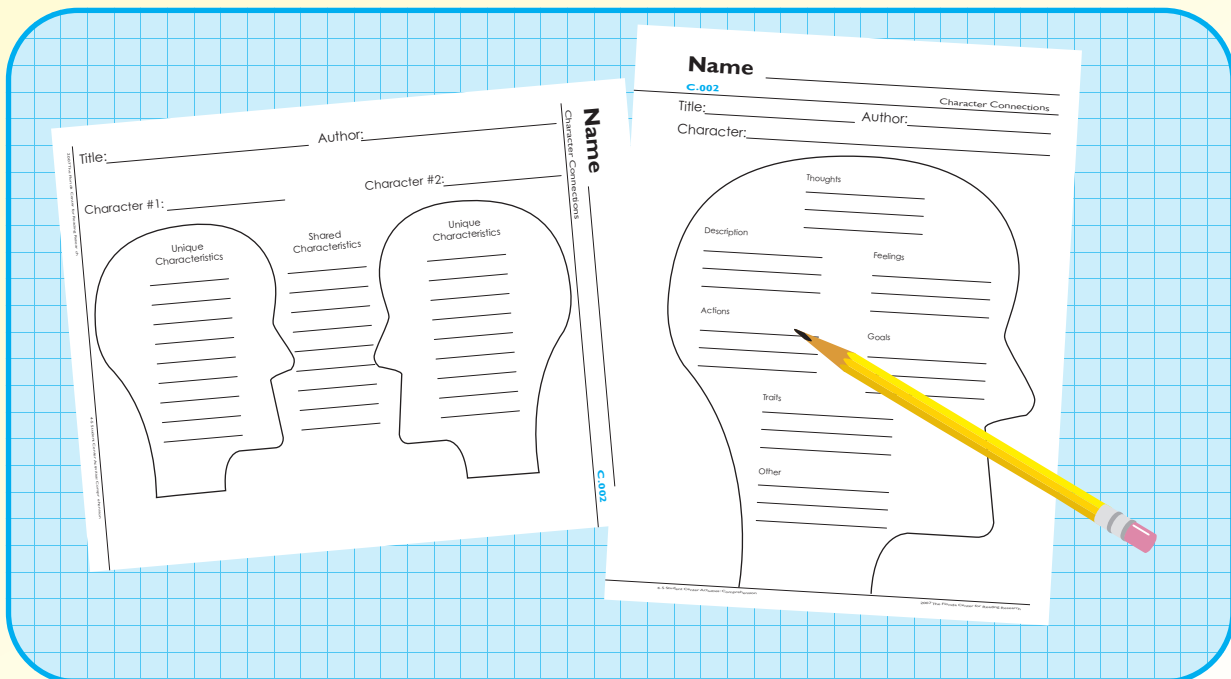
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character student sheet
- ▶ Character comparison student sheet
- ▶ Pencils

Activity

Students compare characters using a graphic organizer.

1. Provide each student with a copy of the text and a character student sheet. Provide students with one character comparison sheet that they will complete together.
2. The students read or review the text.
3. Name the characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the character student sheet. Write specific information about the character.
5. Discuss the unique and shared characteristics of the characters.
6. Write the unique characteristics of the characters and the shared characteristics on the character comparison sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters in the same story or different stories.
- ▶ Discuss the perspective of two characters regarding an event.
- ▶ Use a 3-way Venn diagram to compare three characters.

Name _____

C. 002

Character Connections

Title: _____ Author: _____

Character: _____

Thoughts

Description

Feelings

Actions

Goals

Traits

Other

Name _____

Title: _____

Author: _____

Character #2: _____

Character #1: _____

Unique Characteristics

Shared Characteristics

Unique Characteristics

Name _____

C. 002

Character Connections

How are they alike?

Title: _____

Character #1: _____

Title: _____

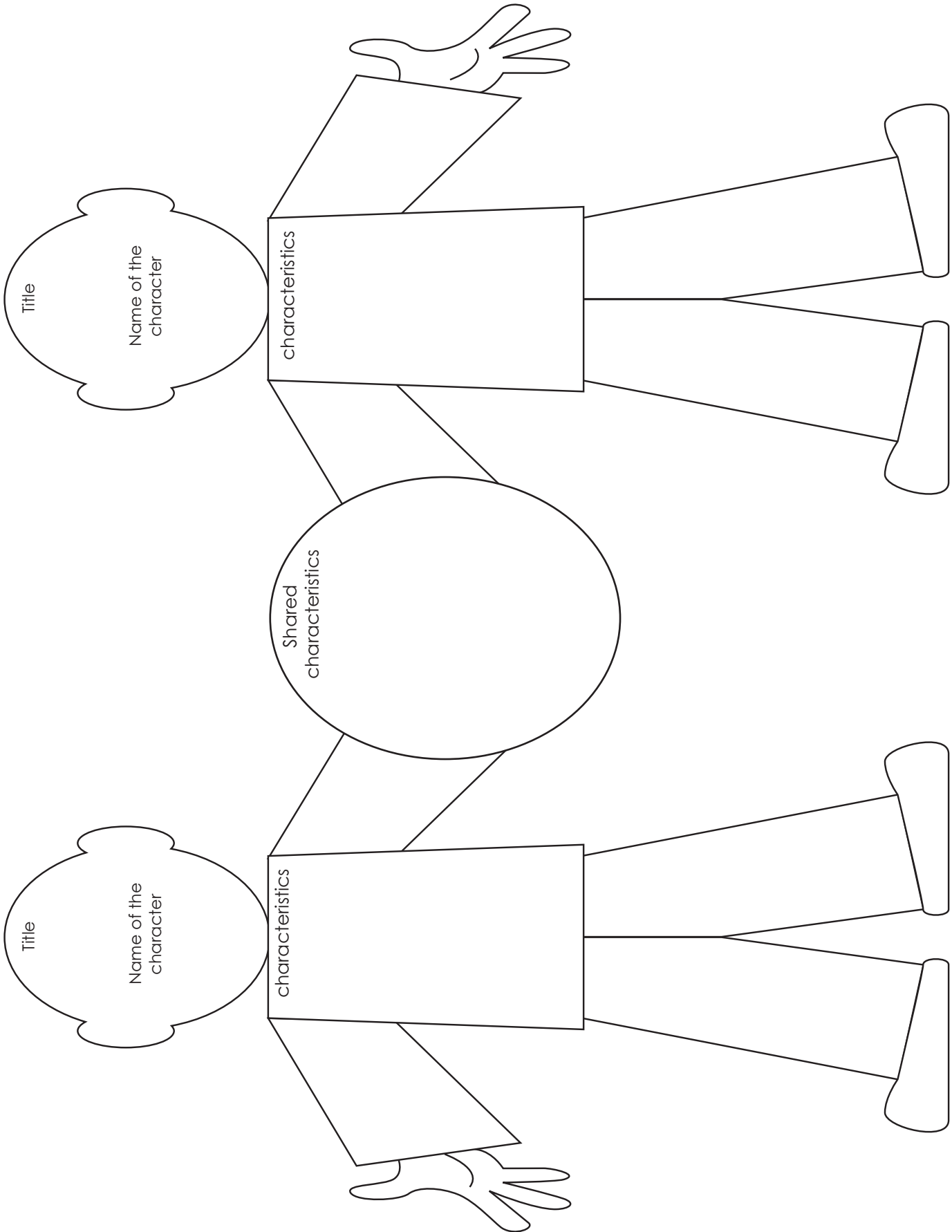
Character #2: _____

How are they different?

Name _____

Character Connections

C. 002



Name _____

C. 002

Character Connections

Title: _____ Author: _____

Character #2

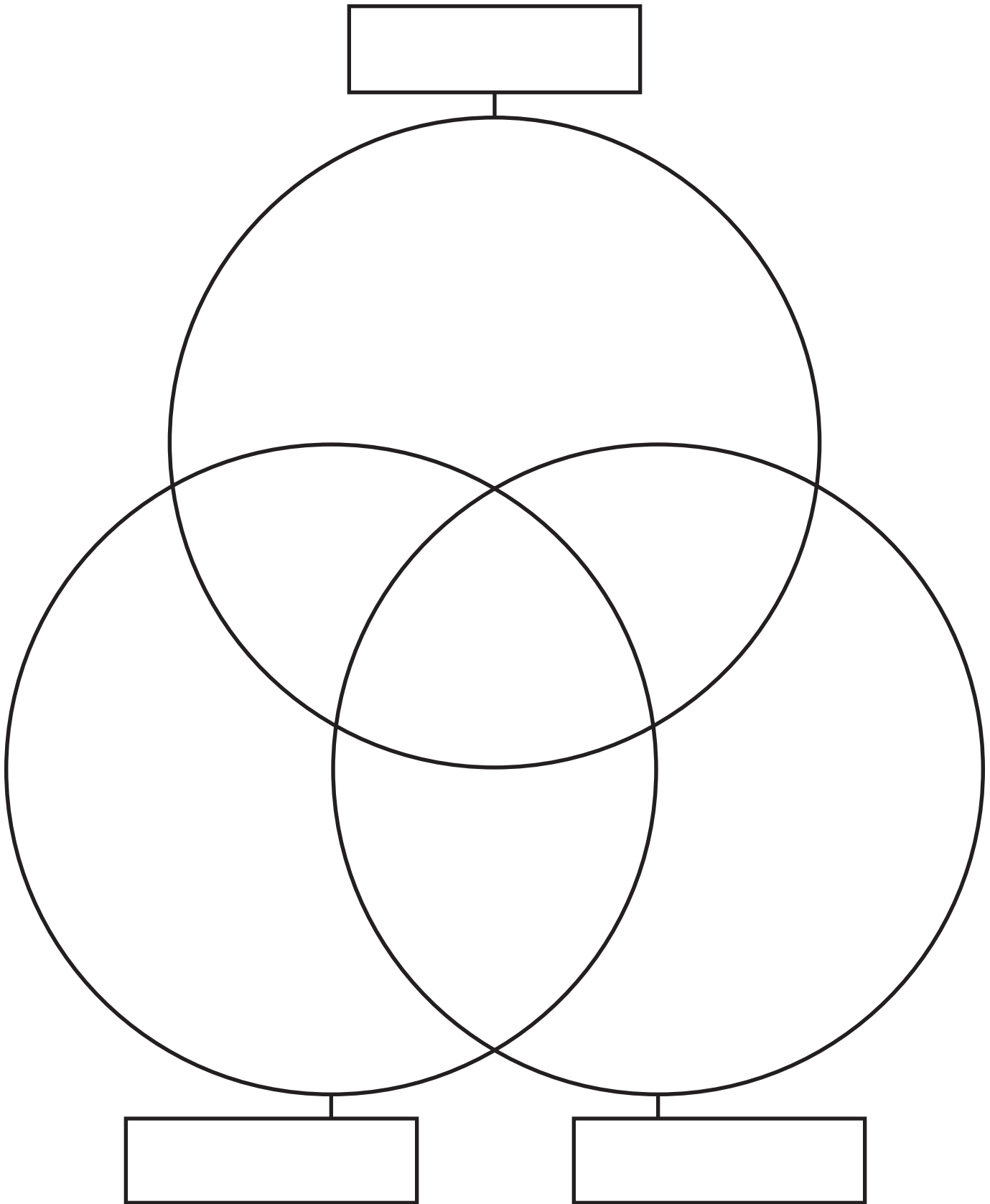
How did the character feel, think, or react to the event or problem?

Event or Problem

Character #1

How did the character feel, think, or react to the event or problem?

Name _____





Objective

The student will identify similarities and differences between characters.

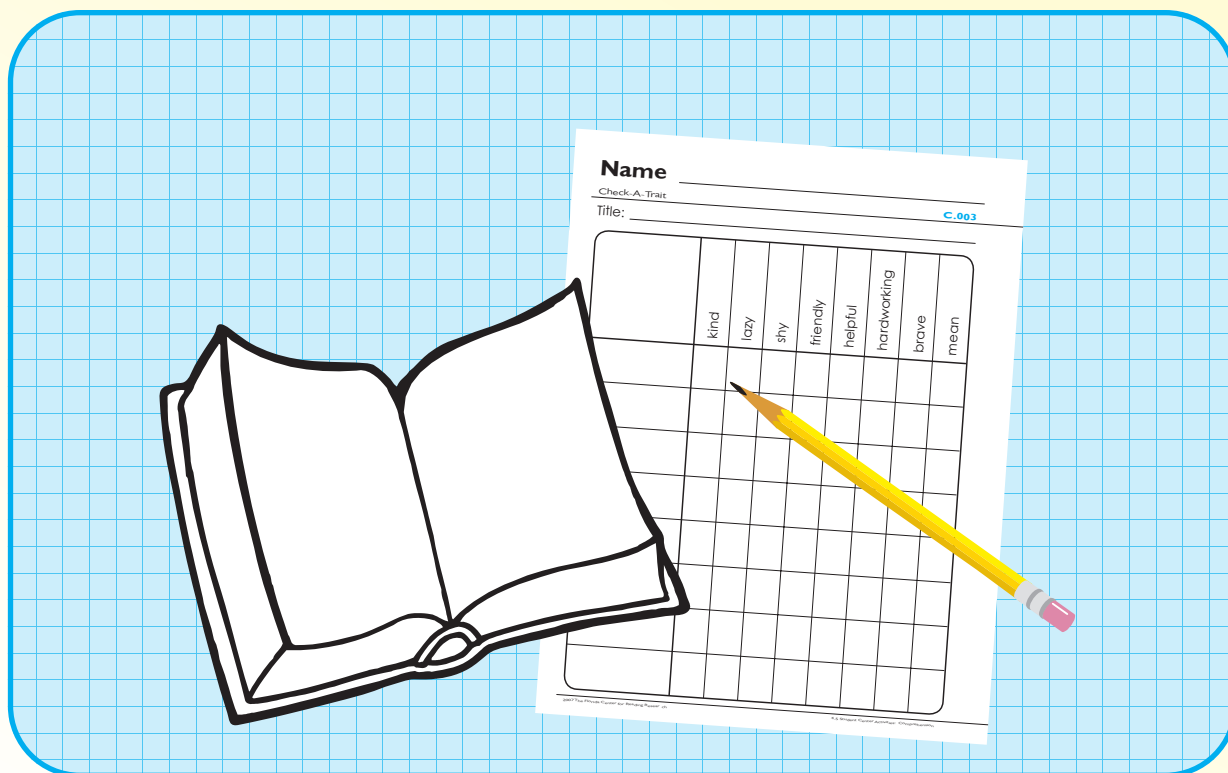
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students indicate traits of characters by completing a grid.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the names of the characters in the boxes in the left column on the student sheet.
4. Reads the character traits in the top row.
5. Reads each name one at a time and places a check in each trait box that describes that character.
6. Selects two characters. Uses the back of the student sheet to write how they are similar or different based on the recorded information.
7. Teacher evaluation



Extensions and Adaptations

- ▶ List other traits and characters on the blank attribute grid.
- ▶ Determine the strengths and weaknesses of a character.
- ▶ Write riddles using traits and descriptors as clues. For example, Who was very thin, hardworking, very friendly, and liked apple trees? Johnny Appleseed.

Name _____

Check-A-Trait

C. 003

Title: _____ Author: _____

Character: _____

	Strength	Weakness	Why?
1. Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
2. Facing challenges	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
3. Being curious	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
4. Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
5. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____



Objective

The student will sequence events in a story.

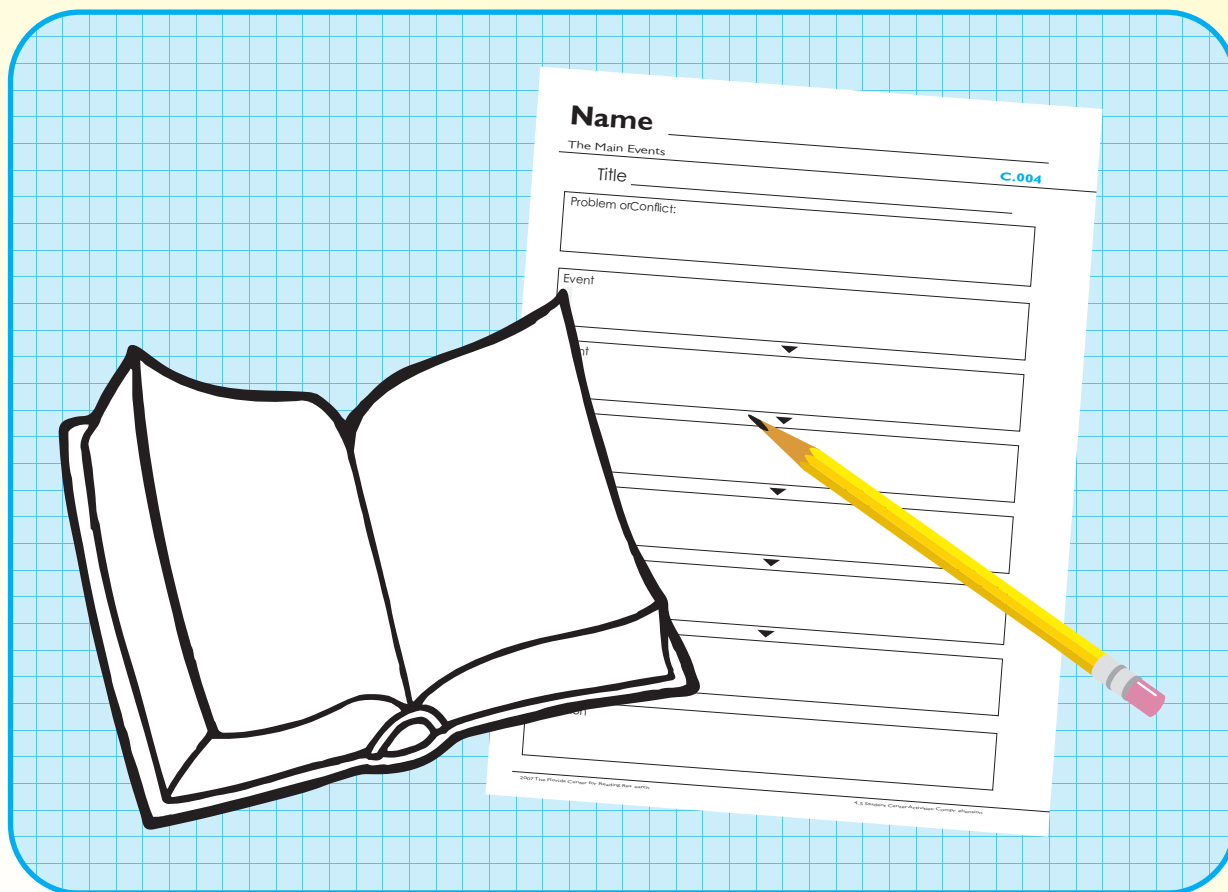
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students write the main events of a story in sequential order using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author on the student sheet.
4. Writes the events in sequential order.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Share information from the student sheet with a partner and discuss story.
- ▶ Sequence events.
- ▶ Describe what happened first, next, then, and last in the story.

Name _____

The Main Events

C. 004

Title: _____ Author: _____

Problem or Conflict:

Event

1

Event

2

Event

3

Event

4

Event

5

Event

6

Resolution

Name _____

C. 004

The Main Events

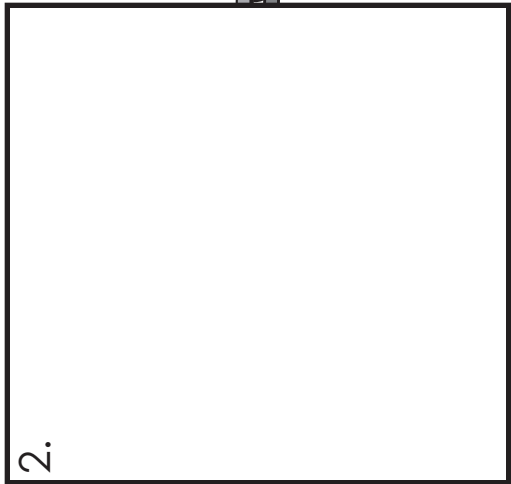
Title: _____

Author: _____

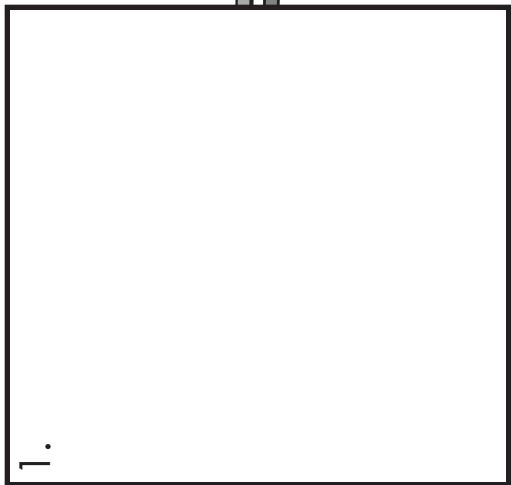
3.



2.



1.



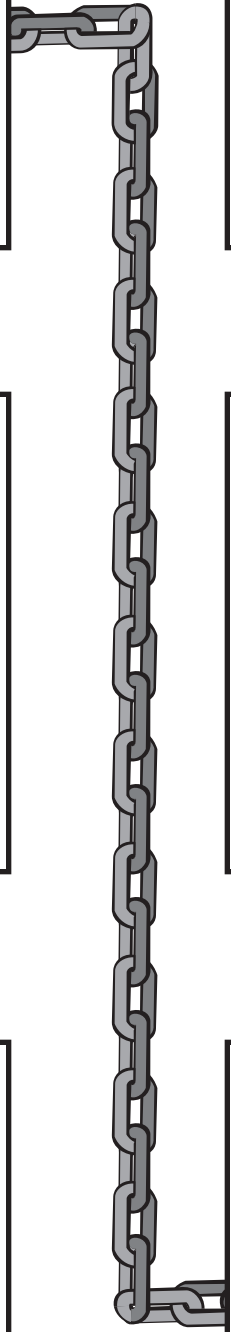
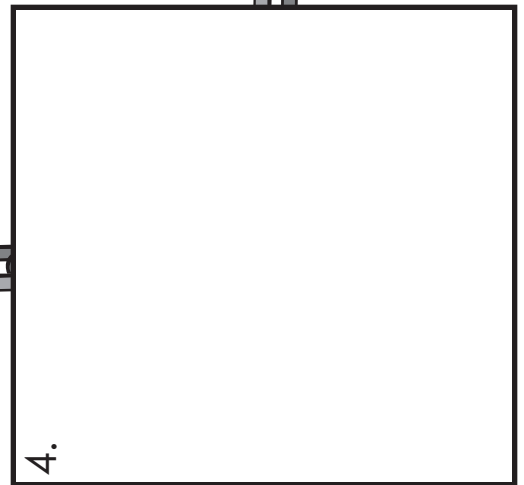
6.



5.



4.



Name _____

The Main Events

C. 004

Author: _____

Title: _____

Event 1

Event 2

Event 3

Event 4

Event 5

Event 6

Name _____

C. 004

The Main Events

Title: _____

Author: _____

1. What happened first?

2. What happened next?

3. What happened then?

4. What happened last?



Plotting the Plot

Objective

The student will identify the components of a plot.

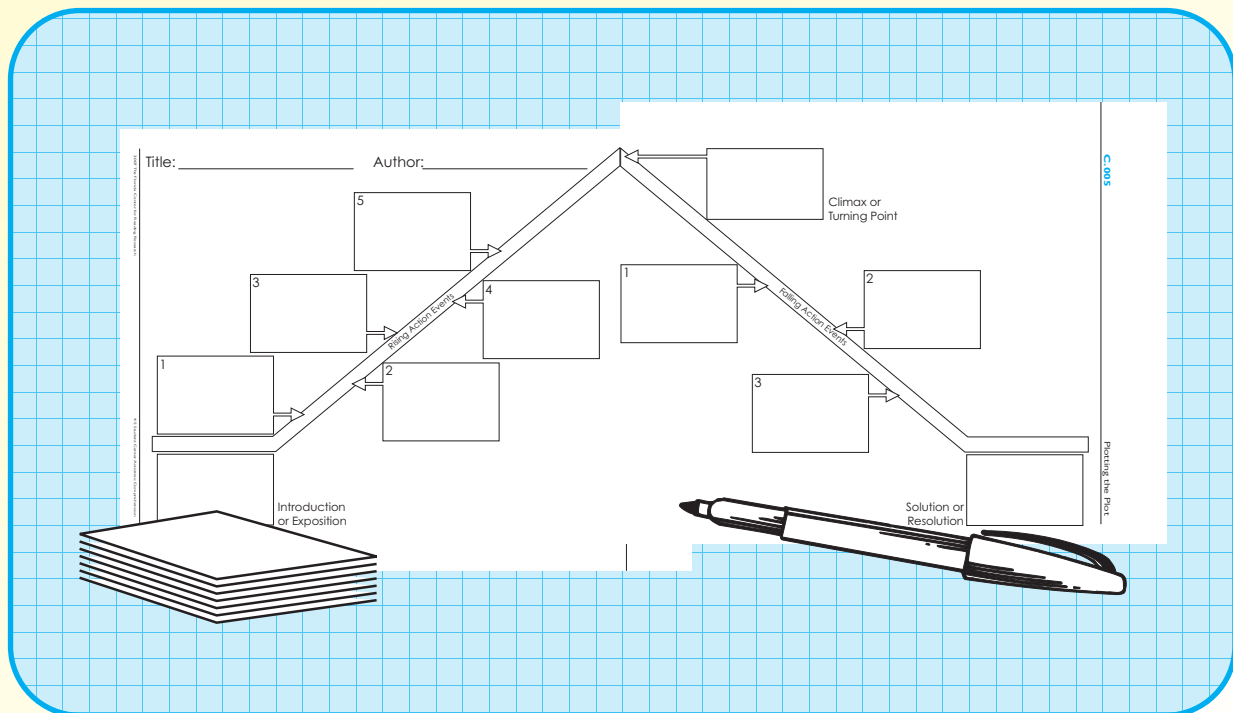
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Plot cards
Laminate.
- ▶ Plot work board
Copy, align pages, glue sides together, and laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write plot components and place them on the plot structure.

1. Place plot work board on a flat surface. Place the plot cards face down in a stack. Provide each student with a copy of the text.
2. Students read or review text and discuss it. Write title and author on work board.
3. Taking turns, student one selects the top plot card from the stack, reads designation at the bottom aloud, and writes the corresponding information on the card. Hands card to student two.
4. Student two places the plot card in the appropriate box on the work board. Explains placement.
5. Continue until all plot cards are placed.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record answers on student sheet.
- ▶ Write plot components of multiple stories on cards and sort using header cards.

Comprehension

C. 005

Plotting the Plot

introduction or exposition	rising action event	rising action event
rising action event	rising action event	rising action event
climax or turning point	falling action event	falling action event
falling action event	solution or resolution	

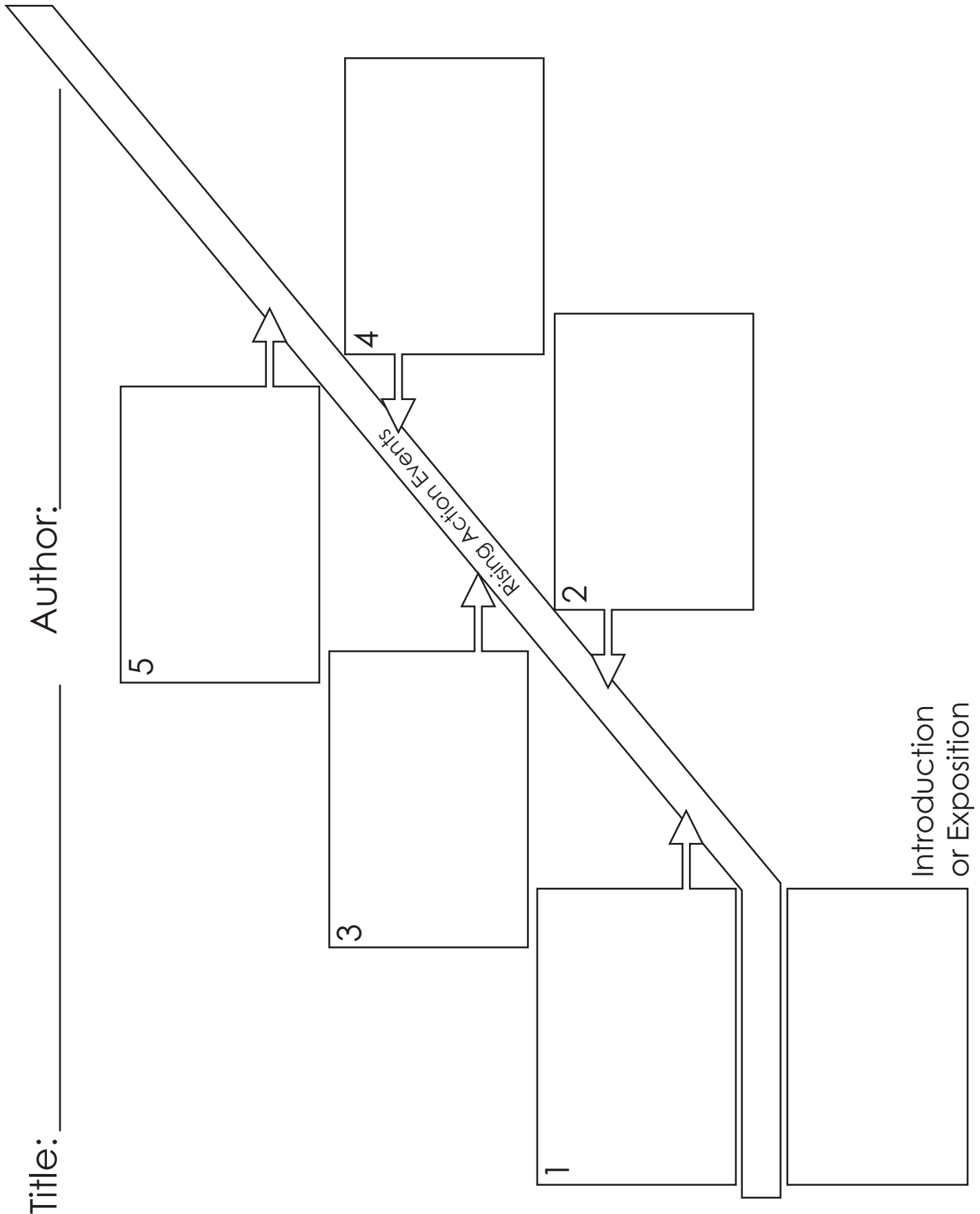


plot cards

Comprehension

Plotting the Plot

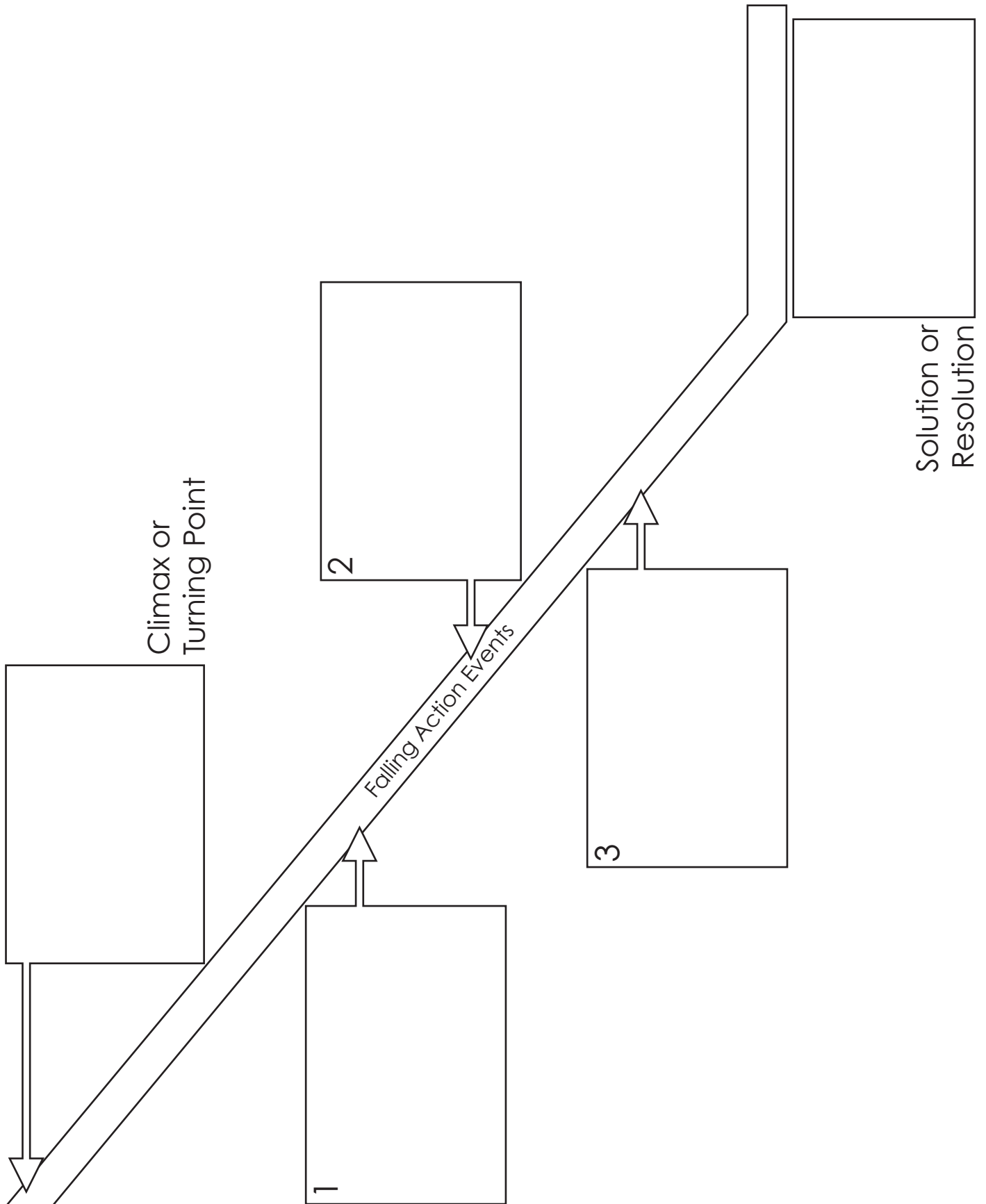
C. 005



Comprehension

C. 005

Plotting the Plot



Name _____

Plotting the Plot

C. 005

Author: _____

Title: _____

Climax or Turning Point

1

2

3

Solution or Resolution

Falling Action Events

4

2

Introduction or Exposition

Rising Action Events

5

3

1

Comprehension

C. 005

Plotting the Plot

blank cards



Name _____

Plotting the Plot

C. 005

introduction
or
exposition

header

rising action
(multiple events)

header

climax
or
turning point

header

falling action
(multiple events)

header

solution
or
resolution

header

conflict

header

header cards





Objective

The student will identify the components of a plot.

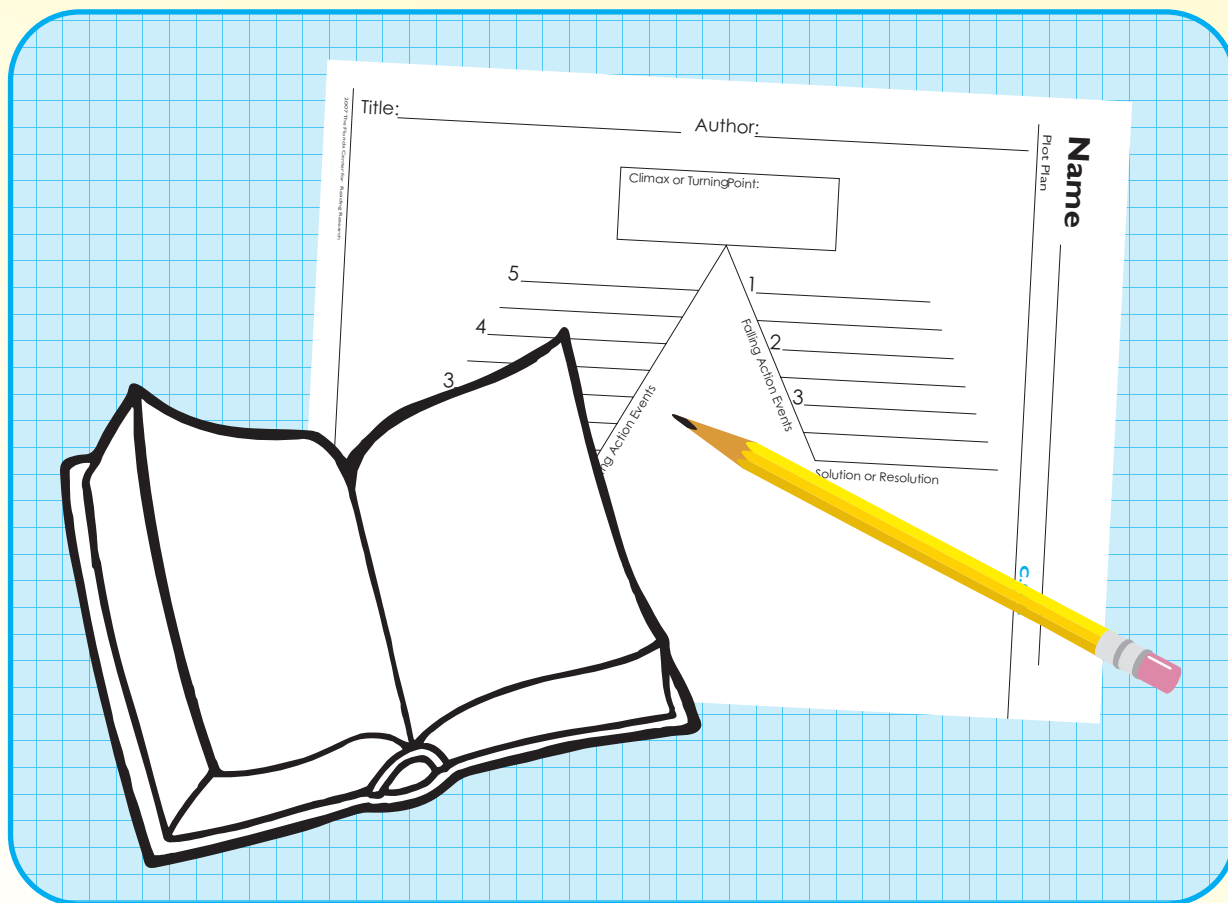
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students write the parts of a plot on a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the parts of the plot on the student sheet.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Write a summary of the plot on the back of the student sheet.
- ▶ Use a more detailed graphic organizer to record plot.
- ▶ Select two stories, complete a student sheet on each, and discuss the plots with a partner.
- ▶ Use other plot graphic organizers.

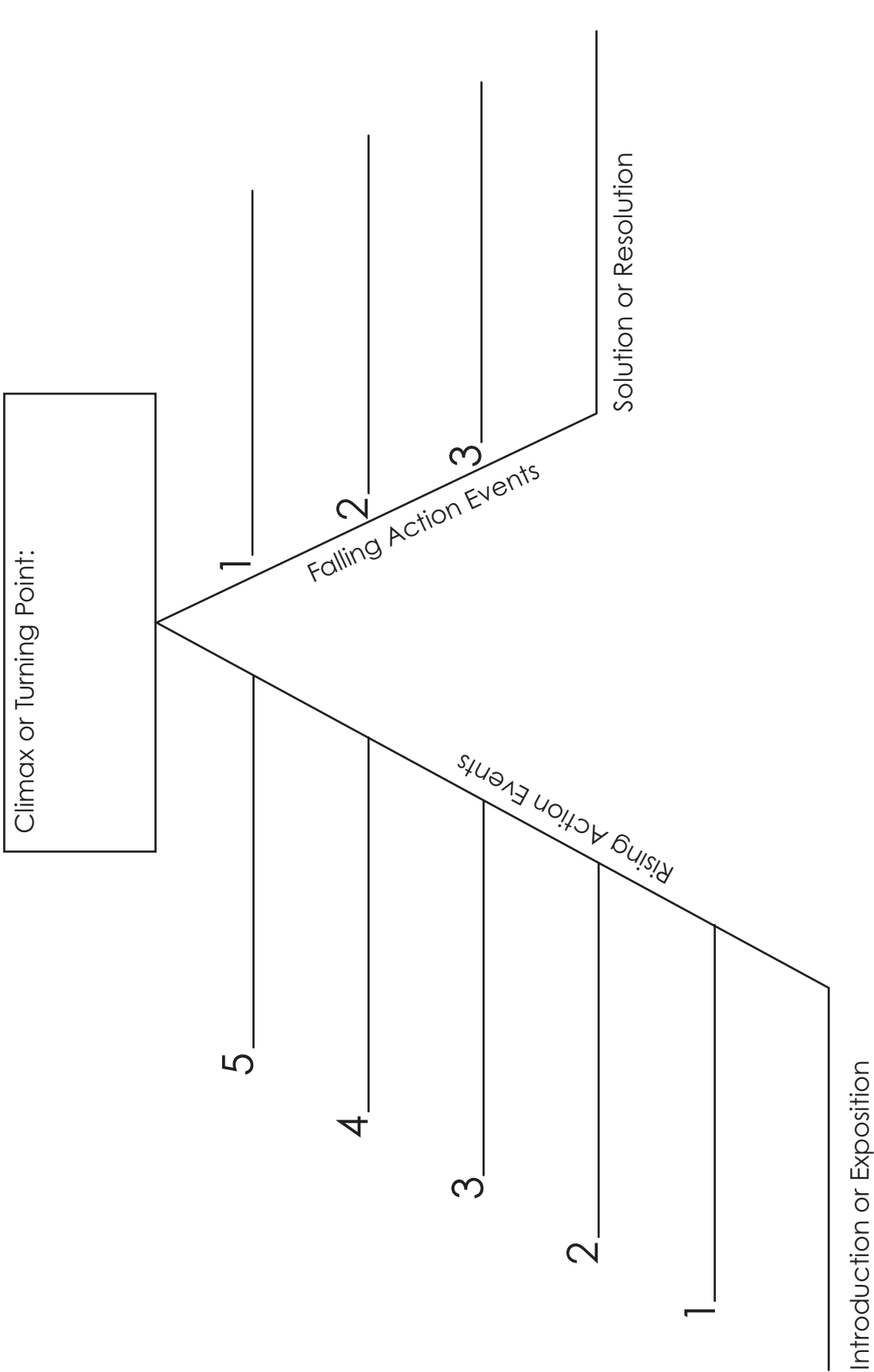
Name _____

Plot Plan

C. 006

Title: _____

Author: _____



Name _____

C. 006

Plot Plan

Title: _____ Author: _____

Climax or Turning Point:

1 _____

2 _____

3 _____

Falling Action Events

Solution or Resolution

Conflict:

Theme:

5 _____

4 _____

3 _____

2 _____

1 _____

Rising Action Events

Introduction or Exposition

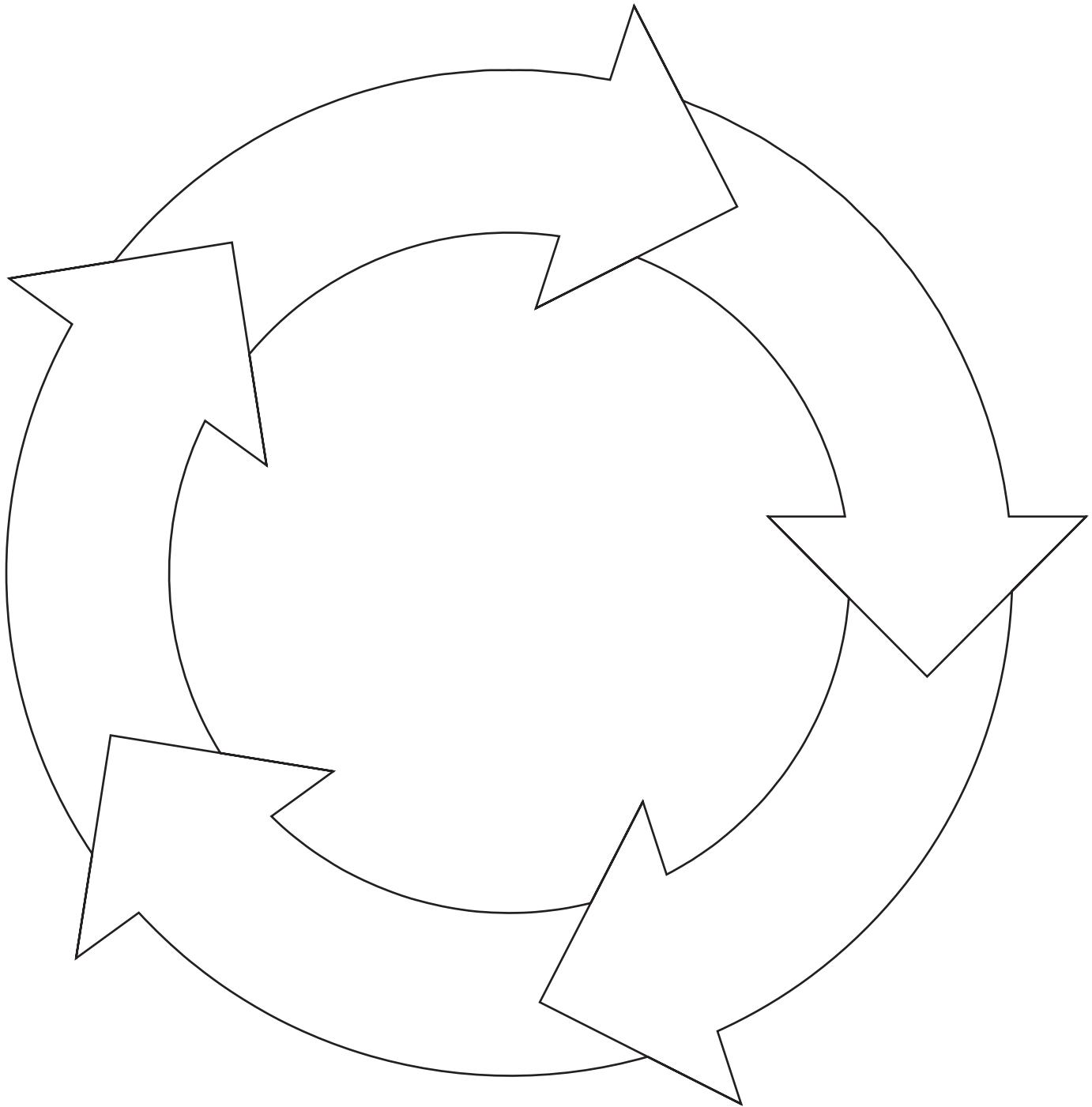
Setting:

Name _____

Plot Plan

C. 006

Title: _____ Author: _____



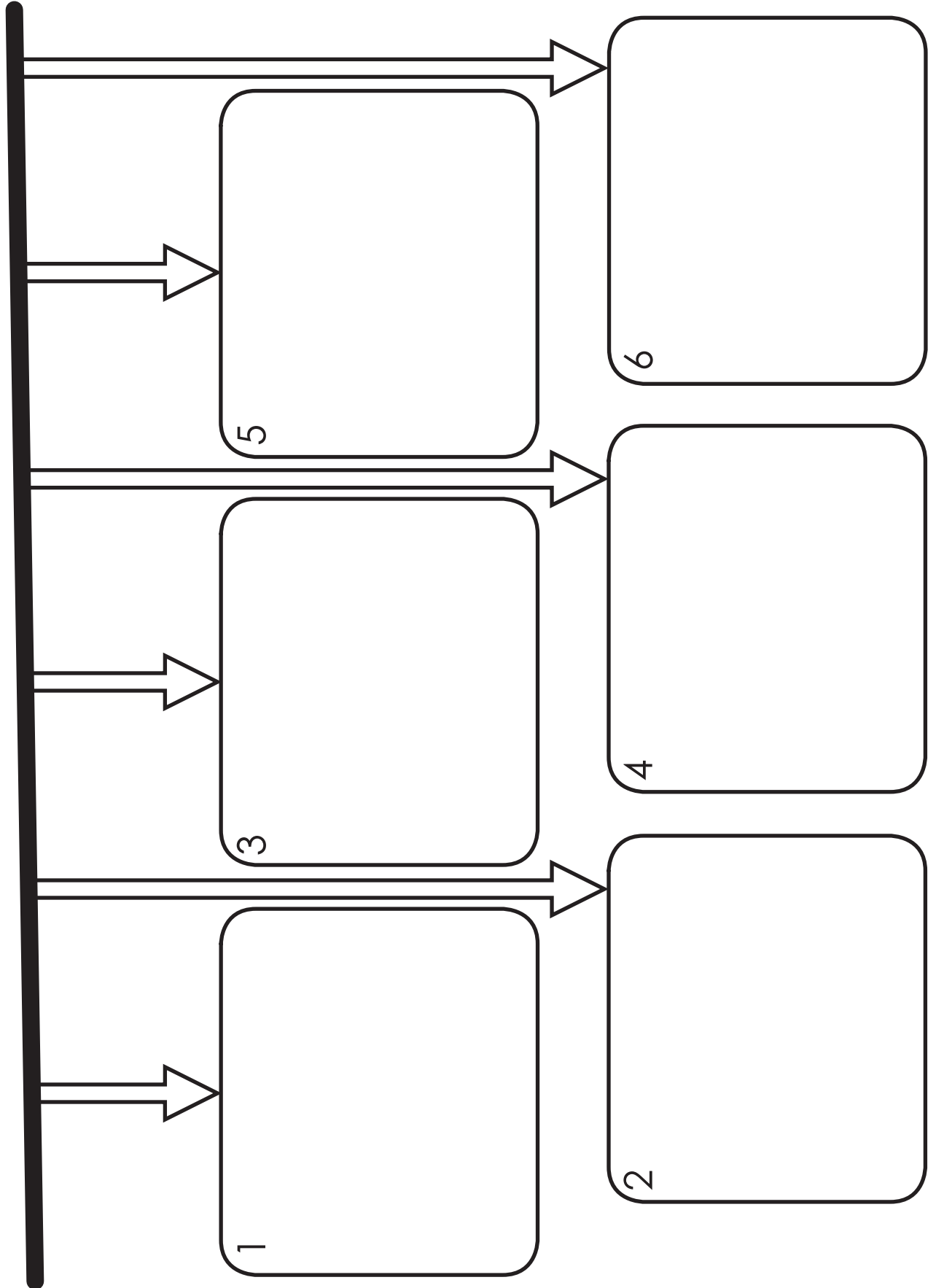
Name _____

C. 006

Plot Plan

Title: _____

Author: _____





Story Pieces

Objective

The student will identify story elements.

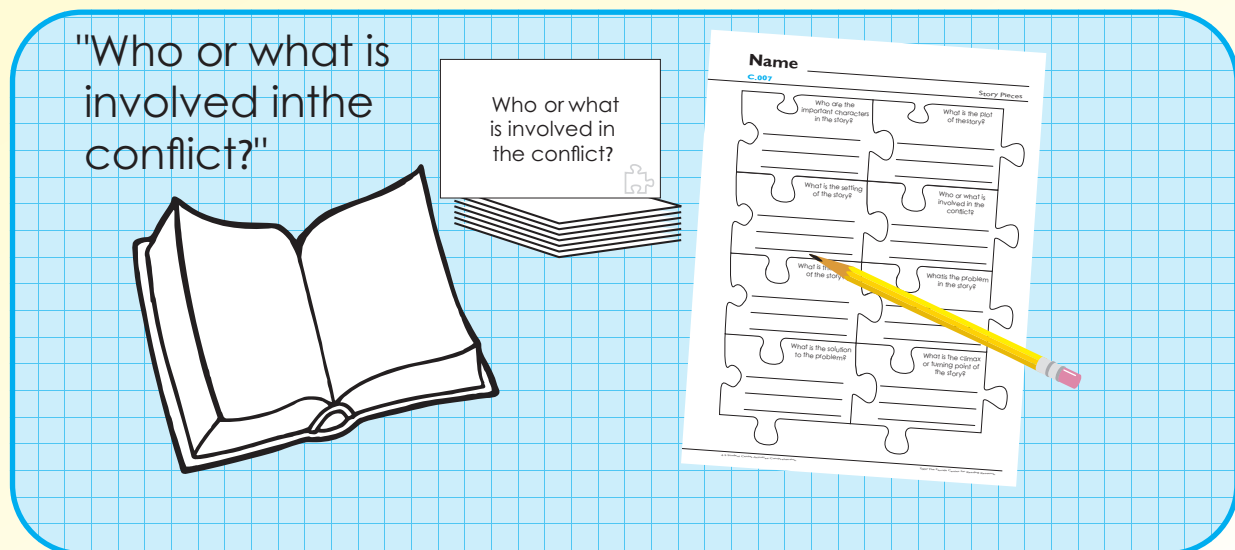
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Question cards
*Use question cards that are appropriate for your students.
Laminate.*
- ▶ Student sheet
- ▶ Pencils

Activity

Students answer questions related to story elements and record on a graphic organizer.

1. Place story element question cards face down in a stack. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Taking turns, students select the top card and read the question. For example, "Who or what is involved in the conflict?"
4. Discuss answer. Place the card in a discard pile.
5. Record answers to selected questions on the student sheet. (Use back of student sheet, if necessary.)
6. Continue until all question cards are answered.
7. Teacher evaluation



"Who or what is involved in the conflict?"

Who or what is involved in the conflict?

Name _____

Story Pieces

Who are the important characters in the story?	What is the plot of the story?
What is the setting of the story?	Who or what is involved in the conflict?
What is the problem of the story?	What is the problem in the story?
What is the solution to the problem?	What is the climax or turning point of the story?

Extensions and Adaptations

- ▶ Complete two student sheets on two different stories. Write title or draw picture related to each story on the back. Cut out each story's puzzle pieces, mix pieces, and give to a partner to put pieces back in the right order. Turn pieces over to check by revealing the title or picture.
- ▶ Add questions. For example, What are the effects of the problem?

Comprehension

C. 007

Story Pieces

Who are the important characters in the story?



Who is your favorite character? 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?



question cards



Comprehension

Story Pieces

C. 007

What do the other characters think about the main character?



Does the main character change in some way during the story? How?



Name another story that has a similar theme or plot.



Name an event and tell how two characters reacted to it.



What is the climax or turning point of the story?



Who or what is involved in the conflict?



Did the character learn a lesson? If so, what was it?



If the story continued, what might happen next?



question cards



Name _____

C. 007

Story Pieces

Title: _____ Author: _____

Who are the important characters in the story?

What is the plot of the story?

What is the setting of the story?

Who or what is involved in the conflict?

What is the theme of the story?

What is the problem in the story?

What is the solution to the problem?

What is the climax or turning point of the story?



Story Element Ease

Objective

The student will identify story elements.

Materials

- ▶ Narrative texts
Choose three stories, books, or other texts that students have read. Put a number on each text. Choose stories that can be compared and contrasted.
- ▶ Story element header cards
- ▶ Story element cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write information related to story elements and sort into appropriate categories.

1. Place header cards face up in a row. Place the story element cards face down in a stack. Provide each student with a copy of the texts.
2. Students review and discuss each of the texts.
3. Taking turns, students select the top card from the stack and read the category printed at the bottom of the card.
4. Write the title of the text that corresponds to the number on the card. Write information related to the story element and place in column under matching header card.
5. Continue until all cards are sorted.
6. Discuss the similarities and differences among the texts.
7. Peer evaluation

The illustration shows a sorting activity on a grid background. At the top, six header cards are arranged in a row, each with a story element label: "characters", "setting", "problem", "solution", "theme", and "plot". Below these are three story cards. Card 1, titled "Title #1 The Lion's Tale", has "monkey, lion, and alligator" written under the "characters" header and "in the jungle" under the "setting" header. Card 2, titled "Title #2 The Terrific Trio", has "Tim, Jim, Keith" written under the "characters" header. Card 3, titled "Title #3", has a blank space under the "theme" header. A stack of cards and a pen are also shown.

Extensions and Adaptations

- ▶ Record answers.
- ▶ Use 3-way Venn diagram to compare three stories.
- ▶ Choose multiple stories, write information related to the six story elements, mix into a stack, use headers, and take turns sorting.

Comprehension

C. 008

Story Element Ease

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header

story element header cards



Name _____

C. 008

Story Element Ease

plot			
theme			
solution			
problem			
setting			
characters			
story	Title #1	Title #2	Title #3

Comprehension

Story Element Ease

C. 008

blank cards





Objective

The student will identify story elements.

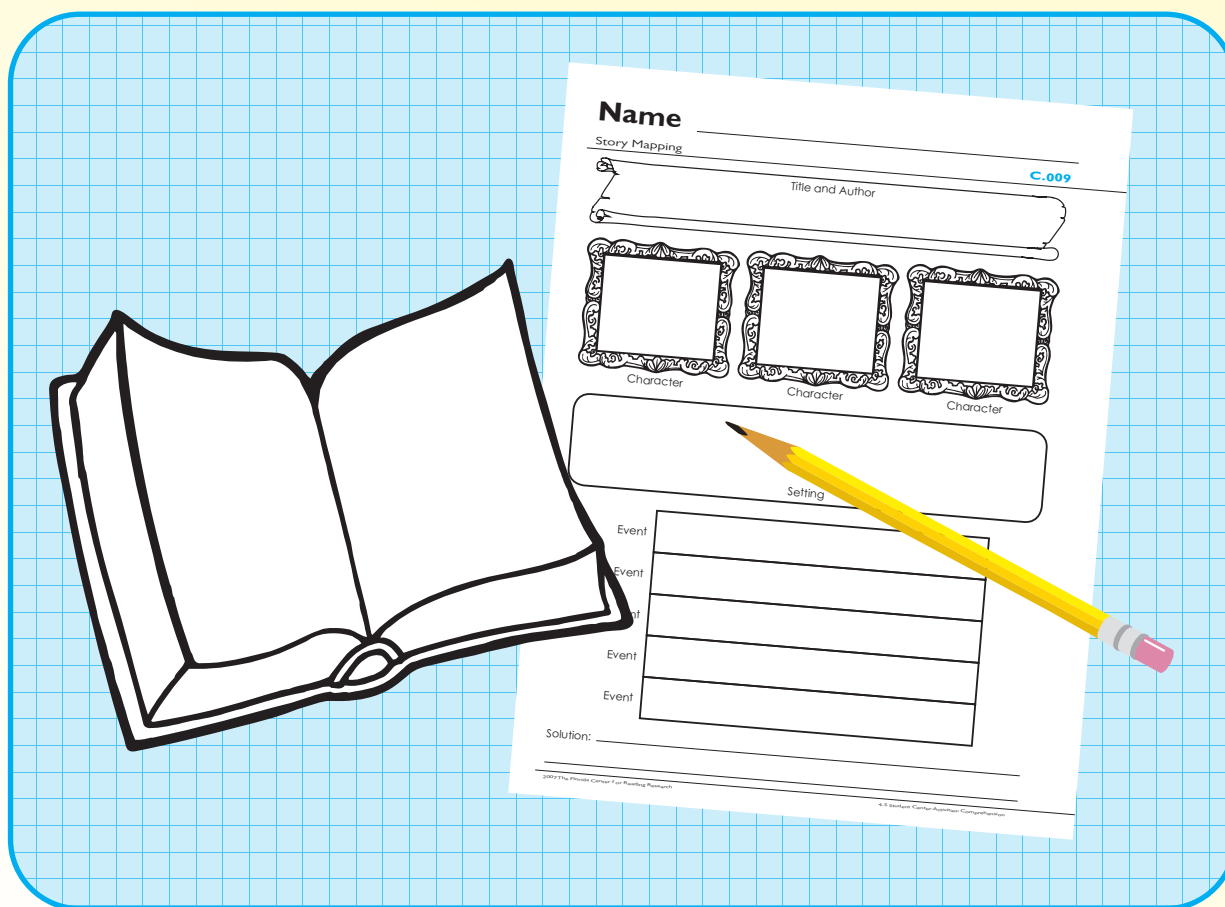
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students record information related to story elements on a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author of the story on the student sheet.
4. Reads the prompts and records the answers until the sheet is complete.
5. Teacher evaluation



Extensions and Adaptations

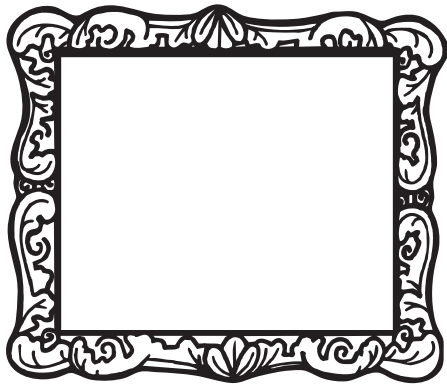
- ▶ Use different colored highlighters to mark story elements on a copy of the text.
- ▶ Use other story maps.
- ▶ Write other questions about the story and exchange with a partner who answers.

Name _____

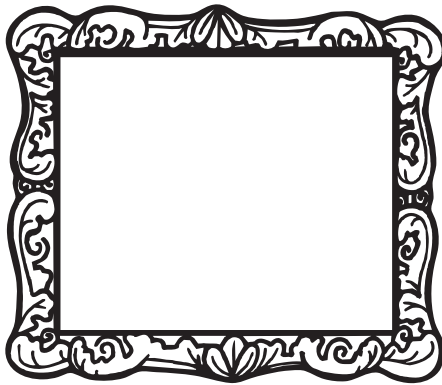
Story Mapping

C. 009

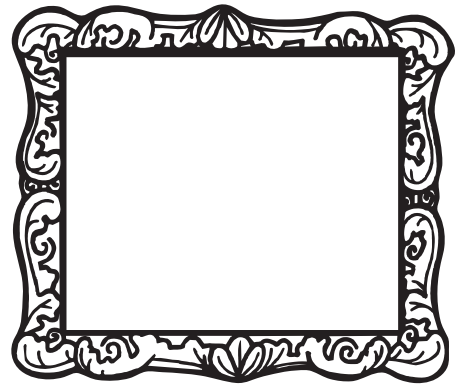
Title and Author



Character



Character



Character

Setting

Problem: _____

Event

Event

Event

Event

Solution: _____

Name _____

C. 009

Story Mapping

Title: _____ Author: _____

Setting
Where:
When:



Characters



Problem



Event



Event



Event



Event



Event

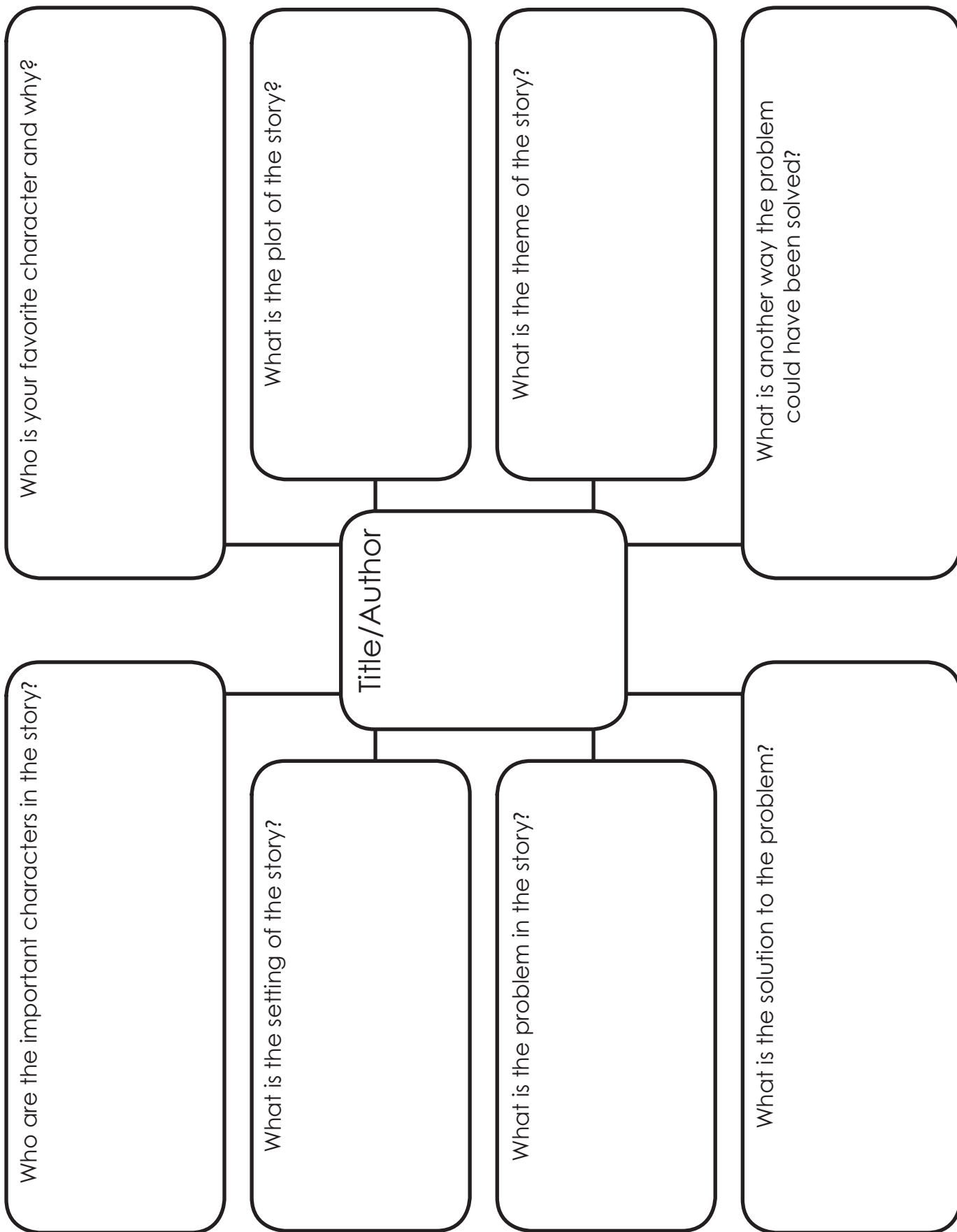


Solution

Name _____

Story Mapping

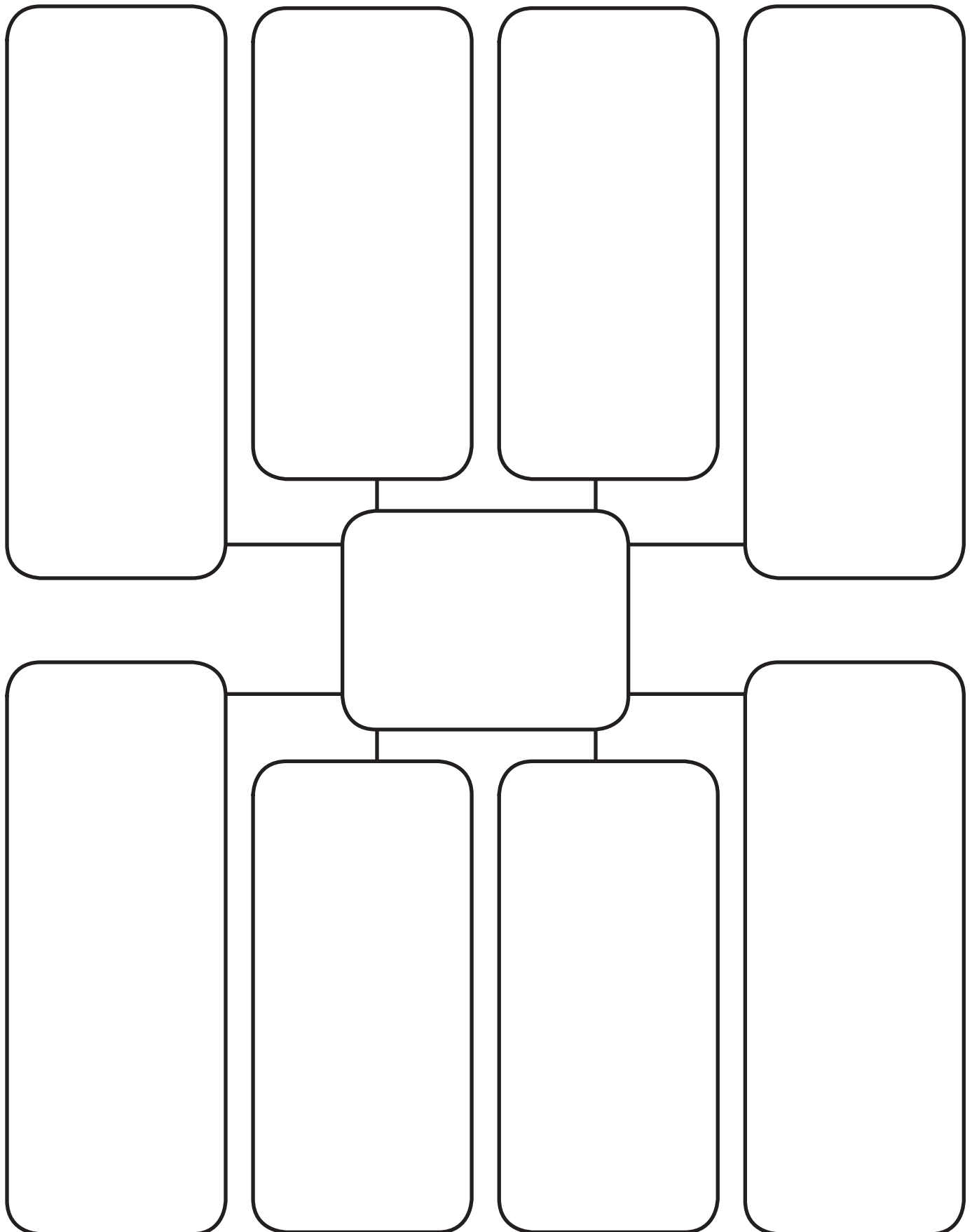
C. 009



Name _____

C. 009

Story Mapping





Narrative Text Structure

C. 010

Side-by-Side Stories

Objective

The student will identify similarities and differences between stories.

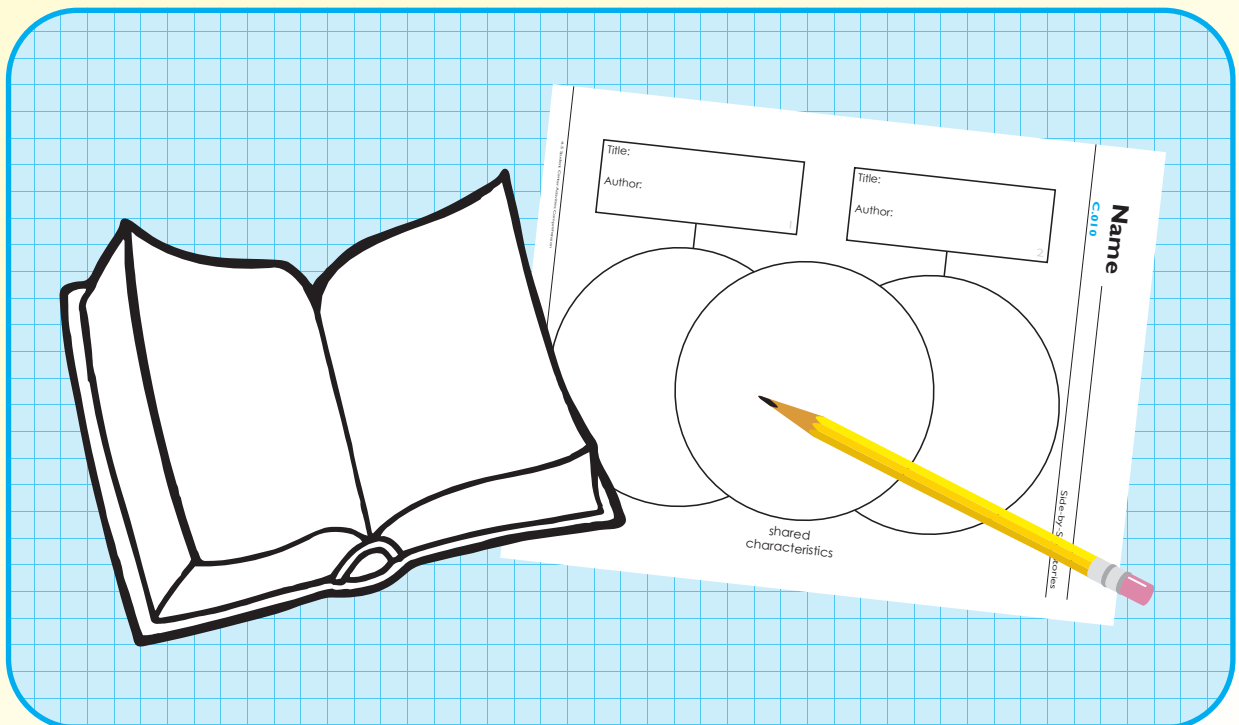
Materials

- ▶ Narrative texts
Choose text within students' instructional-independent reading level range.
Select two short stories that students can compare.
- ▶ Student sheet
- ▶ Pencil

Activity

Students record similarities and differences of story elements by completing a graphic organizer.

1. Provide the student with a copy of the texts and a student sheet.
2. The student reads or reviews both texts. Writes the story titles and authors on the graphic organizer in the designated areas.
3. Thinks about the story elements of each story. Decides which are unique to each story and which are shared.
4. Records the answers under the corresponding story title or shared area.
5. Continues until all story elements are recorded.
6. Teacher evaluation



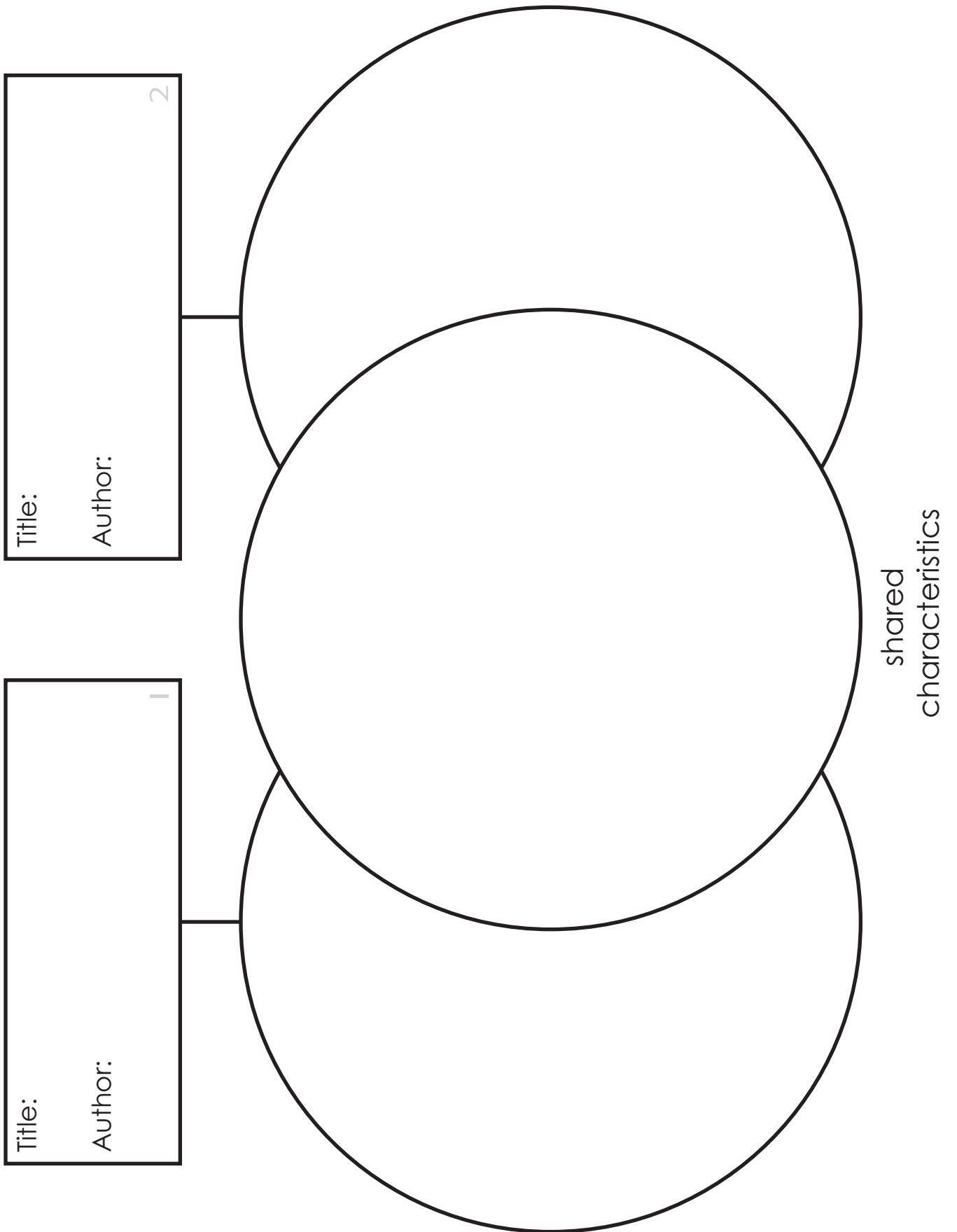
Extensions and Adaptations

- ▶ Read and discuss two stories with a partner and complete student sheet.
- ▶ Compare narrative texts using other graphic organizers.
- ▶ Compare three stories.

Name _____

C. 010

Side-by-Side Stories



Name _____

Side-by-Side Stories

C. 010

How are they alike?



Story #1 _____

Story #2 _____

How are they different?



Name _____

C. 010

Side-by-Side Stories

<p>Title</p>	<p>Title</p>
<p>Author</p>	<p>Author</p>
<p>Story #1 (characters, setting, events, problem, solution)</p>	<p>Story #2 (characters, setting, events, problem, solution)</p>
<p>Shared (characters, setting, events, problem, solution)</p>	



Retell Recap

Objective

The student will retell a story.

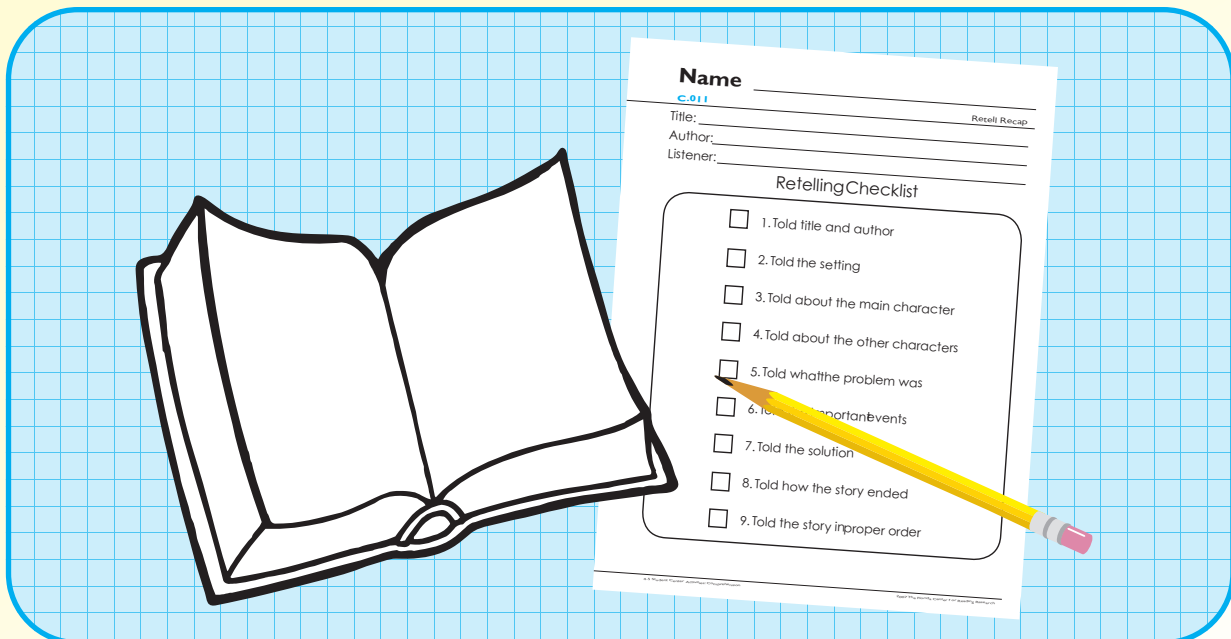
Materials

- ▶ Narrative texts
Choose two or more texts within students' instructional-independent reading level range.
Optional: Laminate and use Vis-à-Vis® marker.
- ▶ Retelling Checklist student sheet
- ▶ Pencils

Activity

Students restate a story with a partner.

1. Provide each student with a copy of the texts and a student sheet.
2. Students select one of the texts and read or review it.
3. Discuss text using the student sheet as a guide.
4. Student one writes name on top of student sheet and hands to student two.
5. Student one retells the story while student two checks the story elements as they are stated.
6. Student two hands back the student sheet to student one, discusses the retelling and the items that are checked and unchecked.
7. Select a different text and reverse roles.
8. Continue until each student has retold at least one story.
9. Peer evaluation



Extensions and Adaptations

- ▶ Write the summary of the story on the back of the student sheet or on notebook paper.
- ▶ Place questions in sequence on a binder ring to retell a story.
- ▶ Give story element clues to partner who guesses the title. For example, A small animal helps a large animal escape from a trap in the jungle. What is the story? The Lion and the Mouse.

Name _____

C.011

Retell Recap

Title: _____ Author: _____

Listener: _____

Retelling Checklist

- 1. Told title and author
- 2. Told the setting
- 3. Told about the main character
- 4. Told about the other characters
- 5. Told what the problem was
- 6. Told the important events
- 7. Told the solution
- 8. Told how the story ended
- 9. Told the story in proper order

Comprehension

Retell Recap

C.011

State the title and author of the story.	Who are the main characters?
Where and when does the story take place?	What is the problem?
What are the important events?	How is the problem solved?
How does the story end?	What is the theme of the story?

story element cards





Objective

The student will retell a story.

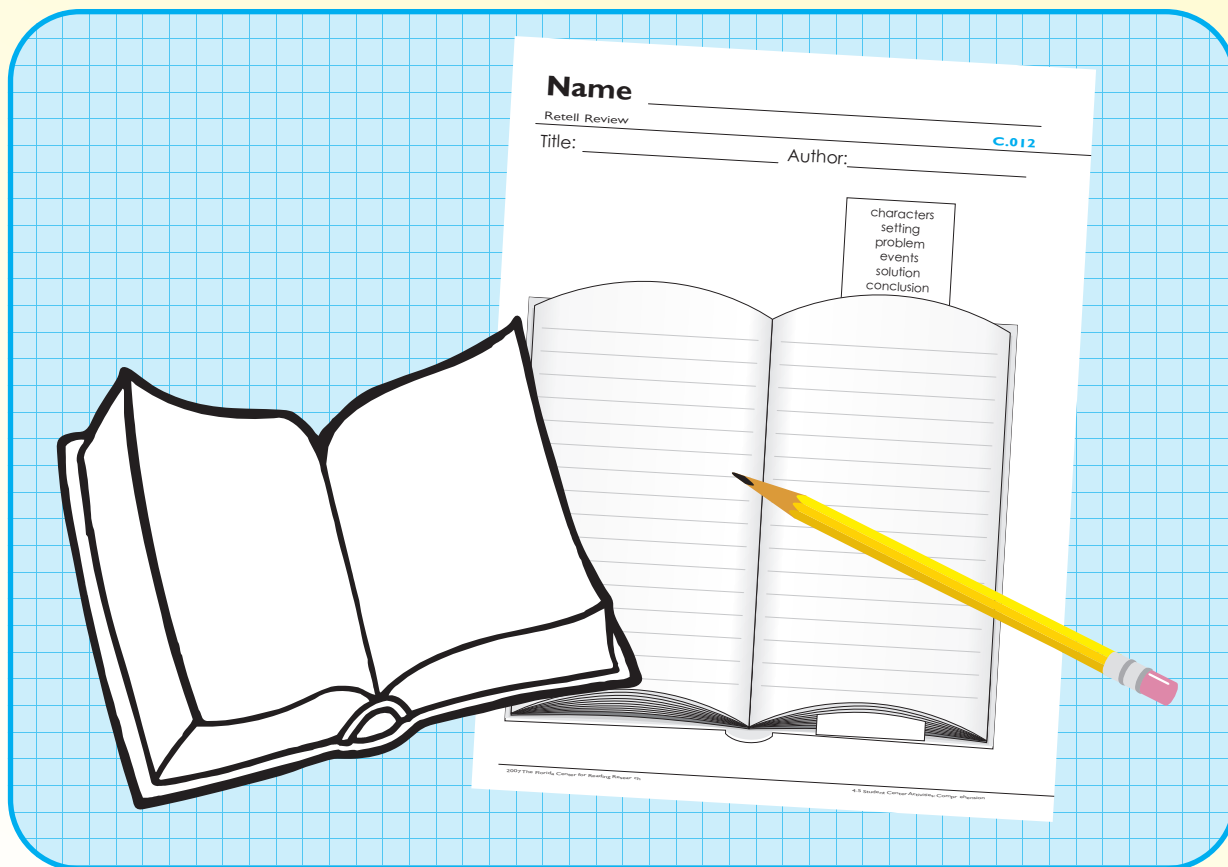
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students restate a story using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, solution to the problem, and conclusion.
4. Writes a retelling of the story on the student sheet.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Write a retelling of the story in 20 words or less on the back of the student sheet.
- ▶ Retell other stories using graphic organizers.
- ▶ Describe elements in the story and write a summary.

Name _____

Retell Review

C. 012

Title: _____

Author: _____

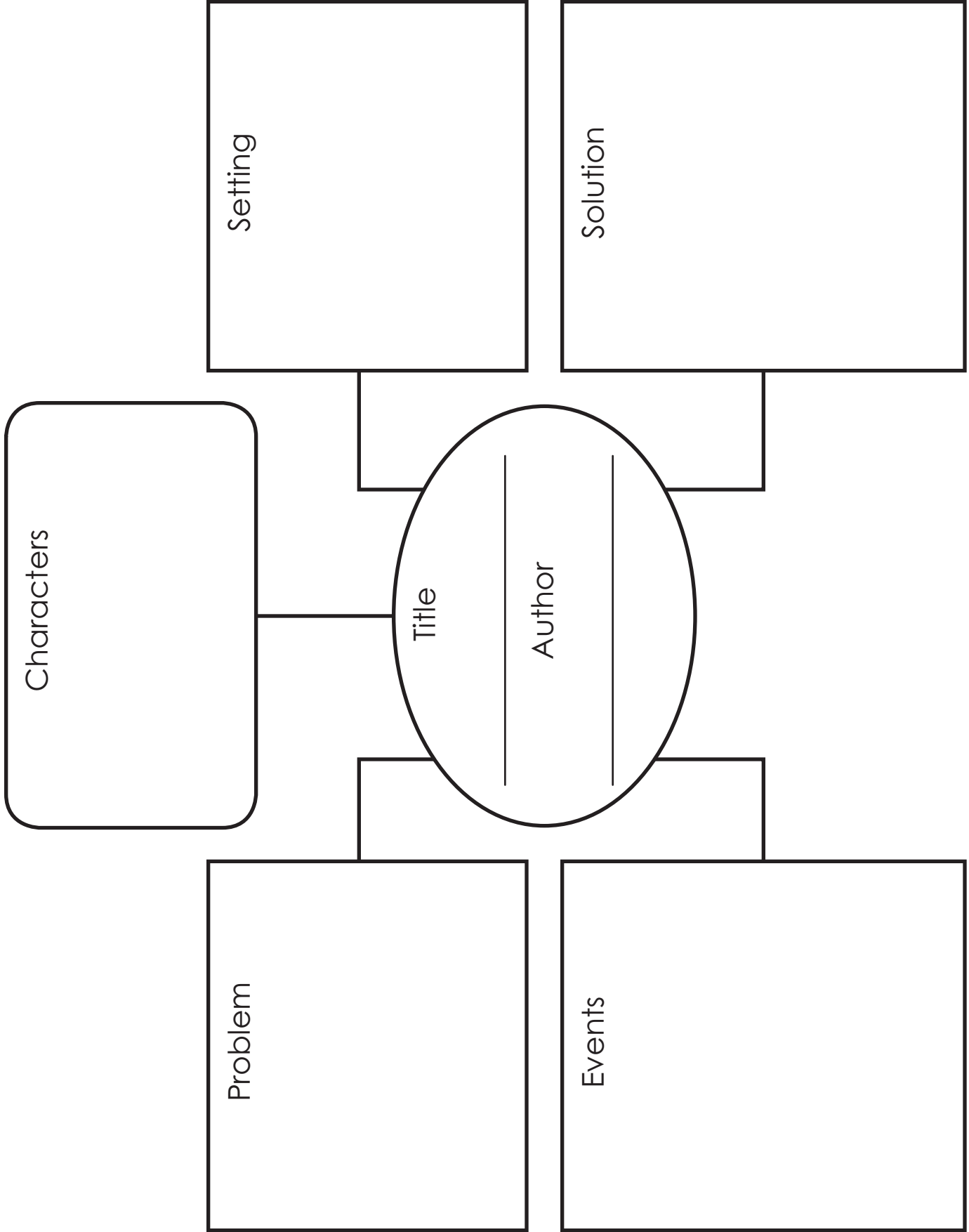
characters
setting
problem
events
solution
conclusion

The image shows an open book with two pages. Each page has a curved top and is filled with horizontal lines for writing. The book is drawn in a simple, clean style with a grey cover and a central spine. At the bottom center of the right page, there is a small, empty white rectangular box.

Name _____

C. 012

Retell Review



Name _____

Retell Review

C. 012

Title: _____ Author: _____

This story takes place _____

The characters are _____

This story begins when _____

The problem is _____

An event that happens is _____

Then, _____

After that, _____

The problem is solved when _____

The story ends by _____

Name _____

C. 012

Retell Review

Title: _____

Author: _____

Story Sequence	Student's Retelling
<p>Beginning</p> <p>Who are the main characters?</p> <p>Where and when does the story take place?</p> <p>What happens in the beginning?</p>	
<p>Middle</p> <p>What happens in the middle?</p> <p>What is the problem?</p> <p>What does the main character do?</p>	
<p>End</p> <p>How is the problem solved?</p> <p>How does the story end?</p>	



Summary Step-Up



Objective

The student will summarize narrative text.



Materials

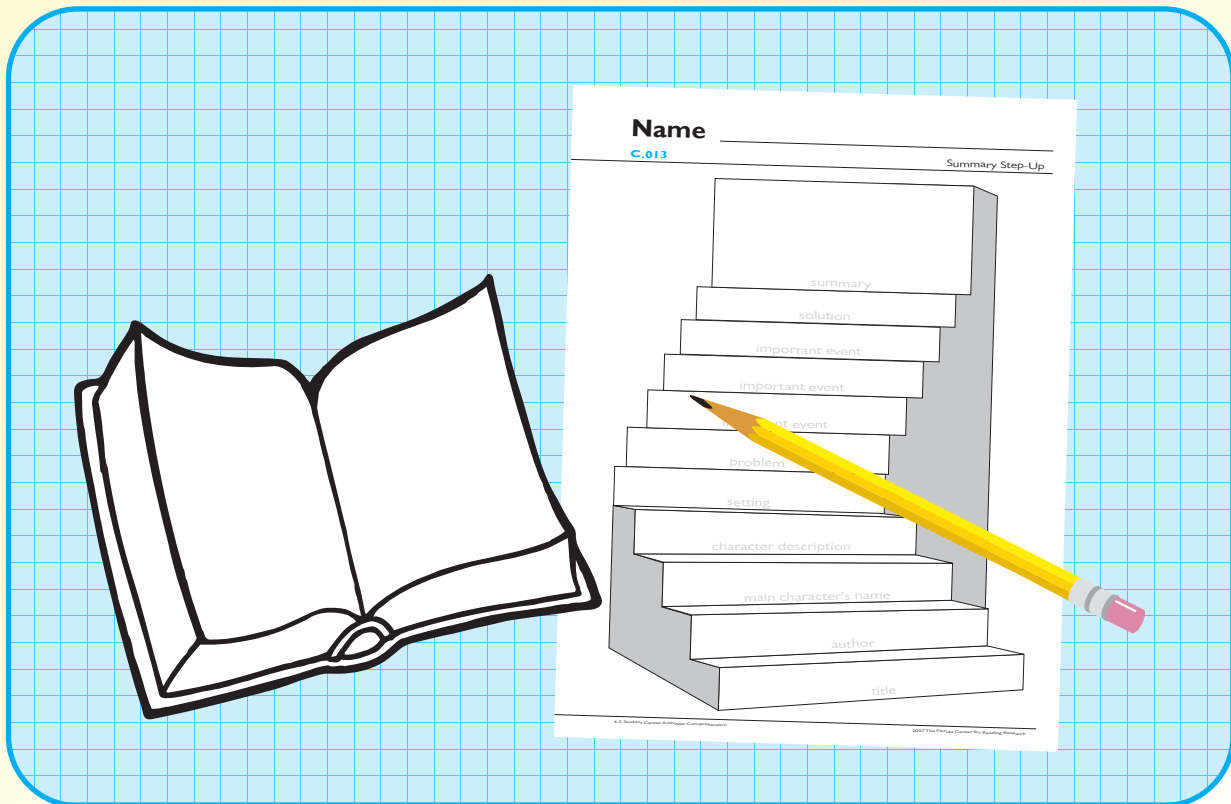
- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil



Activity

Students write a summary of a story by using prompts.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, and solution to the problem.
4. Writes sentences on each of the steps corresponding to the story-related prompts on the student sheet.
5. Writes a summary of the story at the top of the student sheet using information on the steps.
6. Teacher evaluation



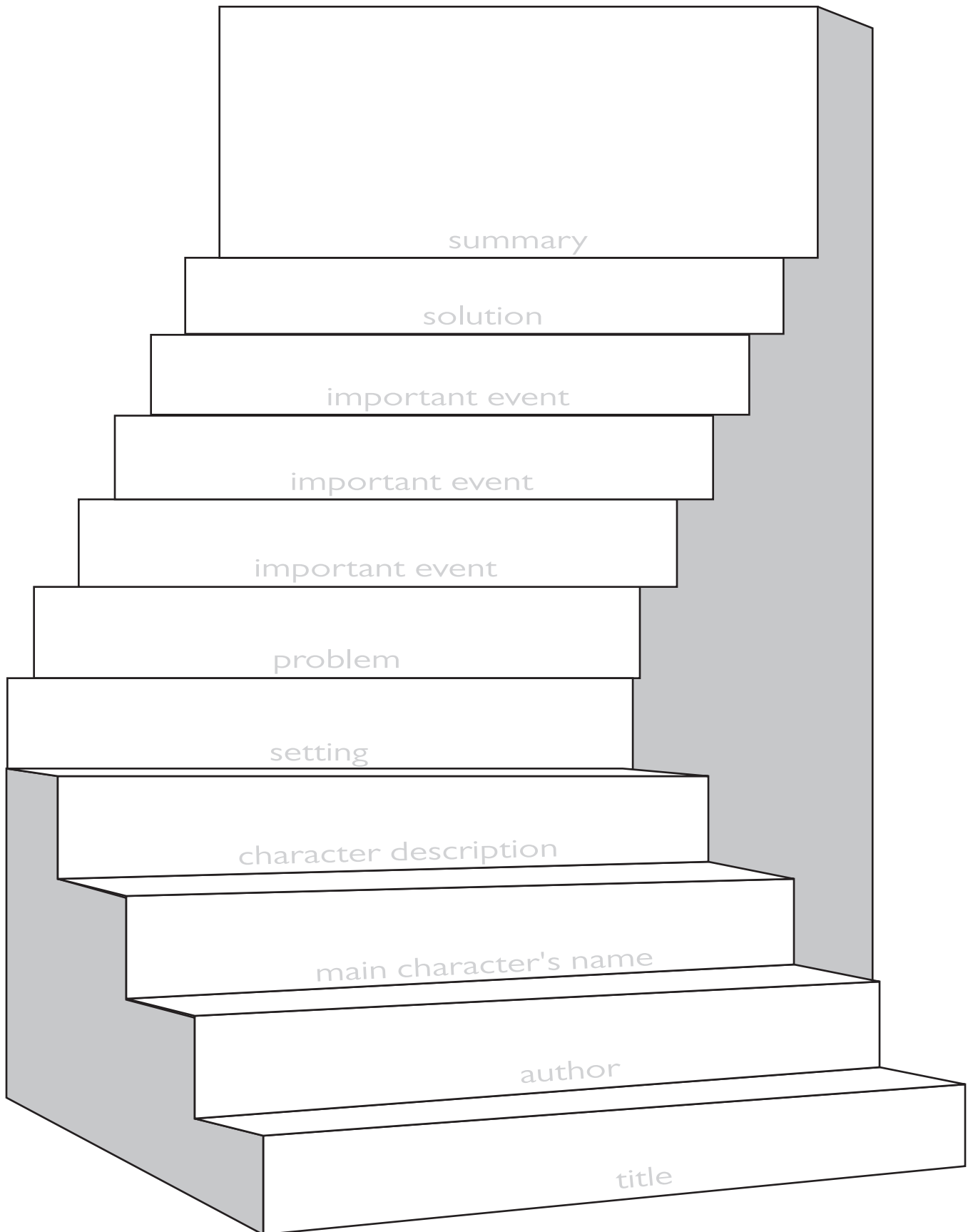
Extensions and Adaptations

- ▶ Summarize other stories using graphic organizer.
- ▶ Use the prompts somebody, wanted, but, so, then to tell or write a summary. For example, Cinderella (somebody) wanted to go to the Royal Ball, but her stepmother wouldn't let her, so her fairy godmother made it possible; then Cinderella married the prince.

Name _____

C. 013

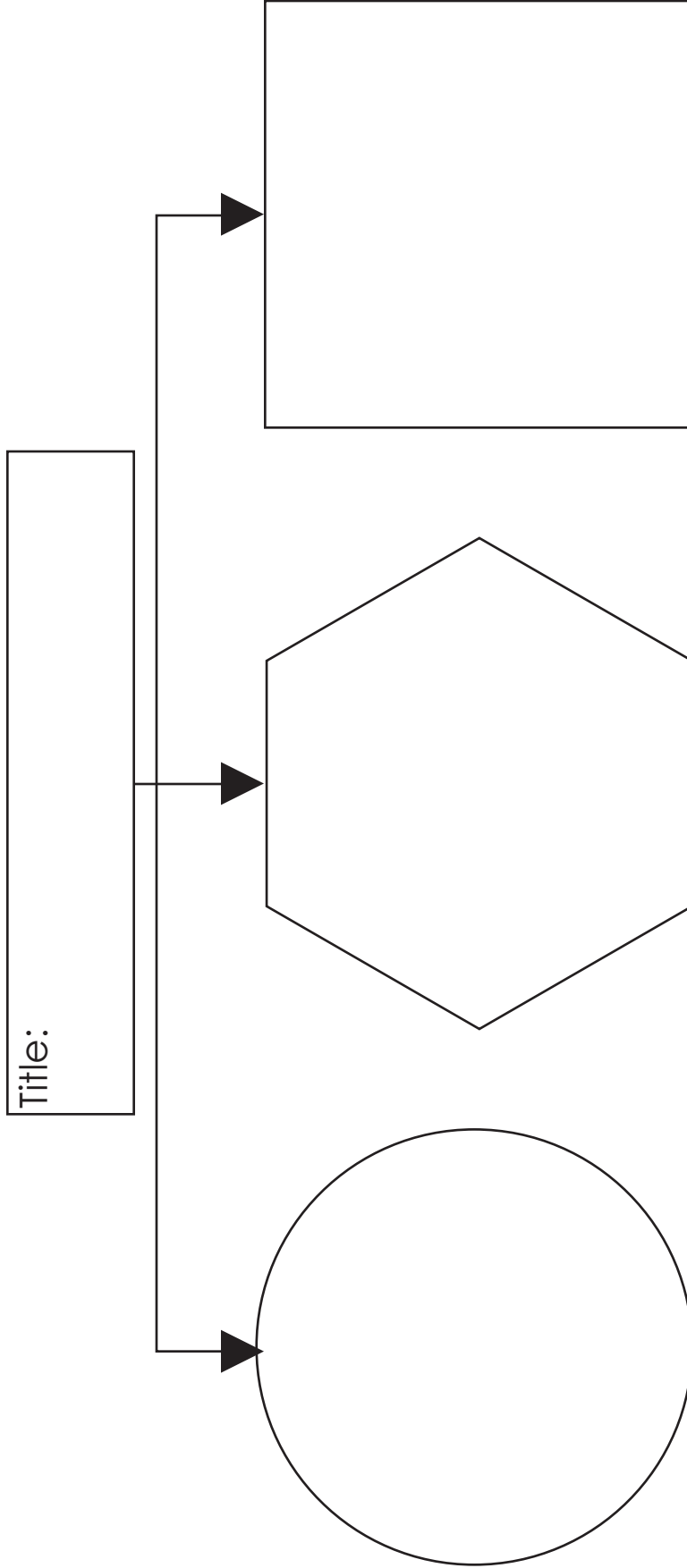
Summary Step-Up



Name _____

Summary Step-Up

C. 013



○ + ◡ + ◻ = Summary Statement



Comprehension

C. 014

Expository Text Structure

Text Feature Find



Objective

The student will identify text features.



Materials

- ▶ Expository text
Choose content area text used in the curriculum or other informational text that contains a variety of text features (e.g., glossary, print variations, diagrams).
- ▶ Student sheet
- ▶ Pencil



Activity

Students locate text features and answer related questions.

1. Provide the student with a copy of the book and 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

The illustration shows a student sheet titled "Text Feature Find" with the code "C.014" in the top right corner. The sheet has a "Name" field at the top. Below the title is a table with the following structure:

Text Features	Found in book? Yes or No	If yes, search and find.
Table of Contents		Is the Table of Contents easy to use? Why or why not? Use the table & contents to read a chapter title, its number, and beginning page.
Sequence and format		Describe how the text sequenced and formatted (e.g., titles, subtitle organization). How does this organization help the reader understand the text?
Charts, graphs and maps		Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.
Diagrams, graphics, illustrations		Find a diagram, graphic, or illustration and record the page number. Describe it and how it helps the reader understand the text.
Print variations		Find an example of a print variation (e.g., bold face, underline, italics). Describe it and how it helps the reader understand the text.
Index		Is the index easy to use? Why or why not? Locate and read a topic in the index and the page number.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

A yellow pencil is shown pointing to the "Diagrams, graphics, illustrations" row of the table. To the left of the sheet is a simple line drawing of an open book.



Extensions and Adaptations

- ▶ Write other text feature questions to exchange with partner.
- ▶ Identify parts of the book using sticky notes or bookmarks. Write text features at the top of the bookmarks and place in text.
- ▶ Use text features (e.g., headings and subheadings) to summarize or outline text.

Name _____

Text Feature Find

C. 014

Title		
Text Features	Found in book? Yes or No	If yes, search and find.
Table of Contents		Is the Table of Contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number, and beginning page.
Sequence and format		Describe how the text is sequenced and formatted (e.g., titles, subtitles, organization). How does this organization help the reader understand the text?
Charts, graphs and maps		Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.
Diagrams, graphics, illustrations		Find a diagram, graphic, or illustration and record the page number. Describe it and how it helps the reader understand the text.
Print variations		Find an example of a print variation (e.g., bold face, underline, italics). Describe it and how it helps the reader understand the text.
Index		Is the index easy to use? Why or why not? Locate and record a topic in the index and the page number.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

Name _____

C. 014

Text Feature Find

Title		
Text Features	Found in book? Yes or No	If yes, search and find.



Objective

The student will identify details in text.

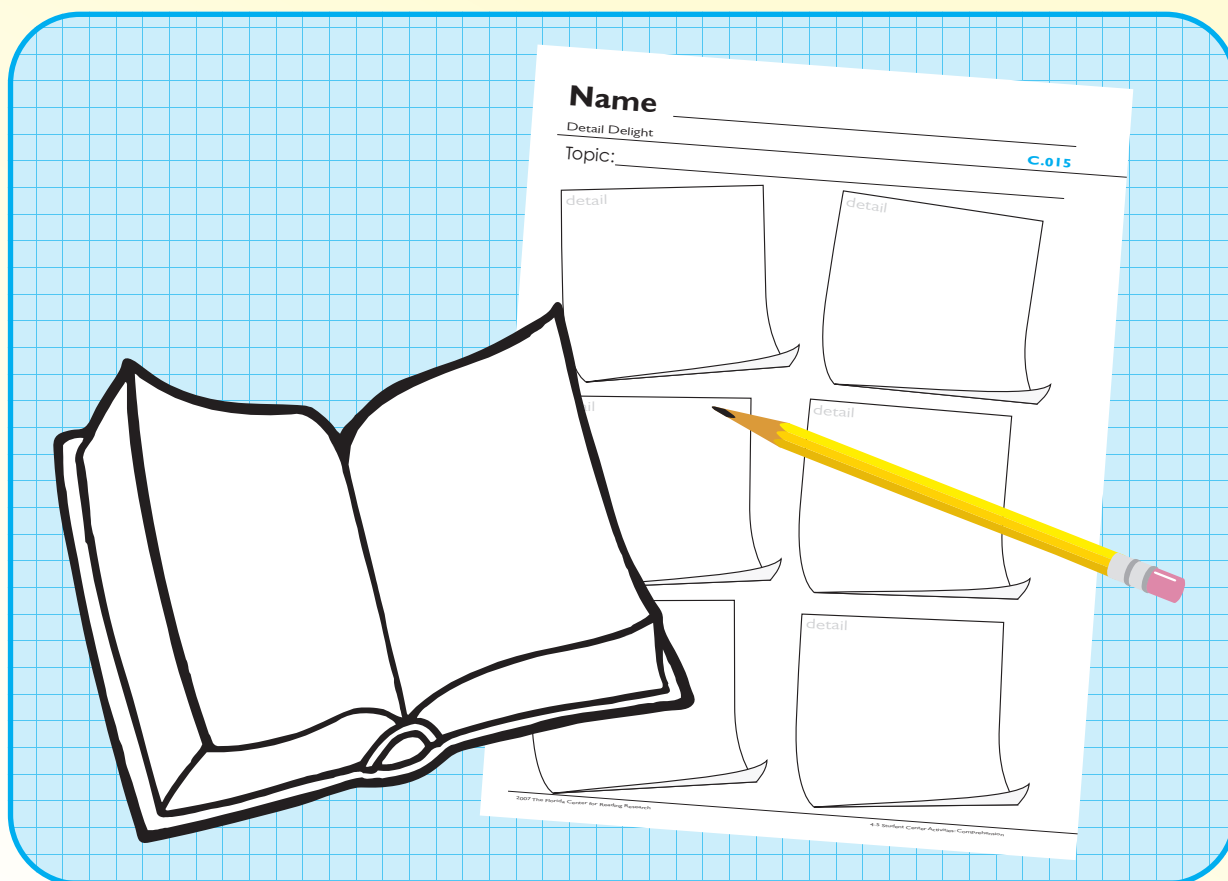
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students locate and record details in expository text by completing a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the topic on the student sheet.
4. Writes details from the text in the designated areas.
5. Teacher evaluation



Extensions and Adaptations

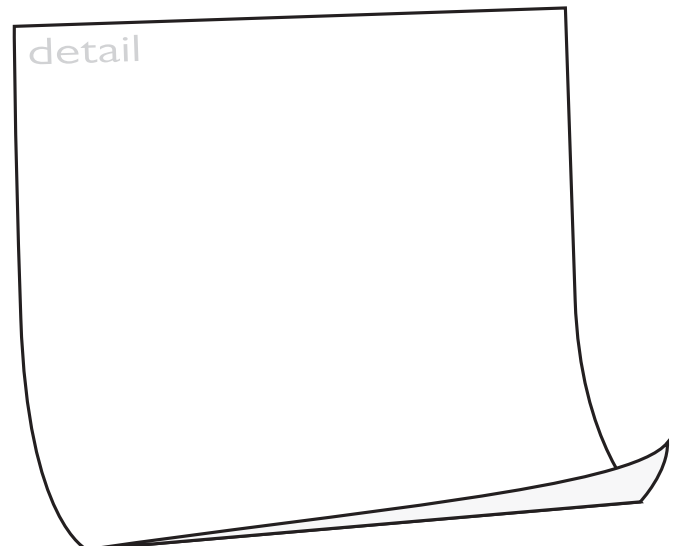
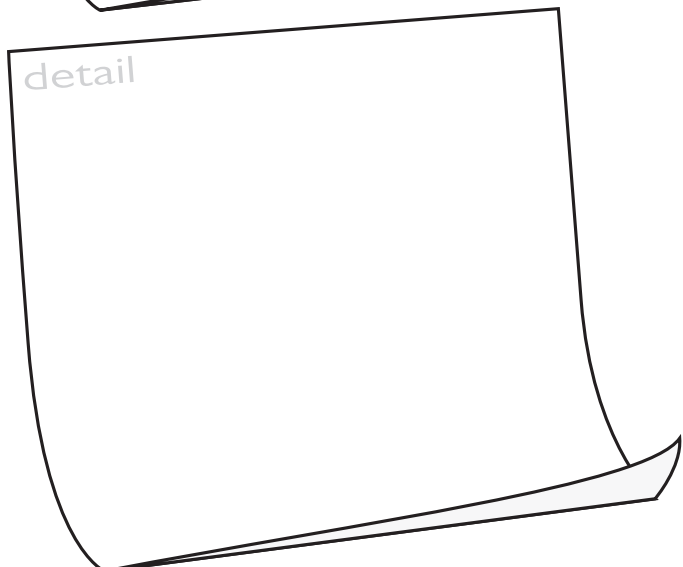
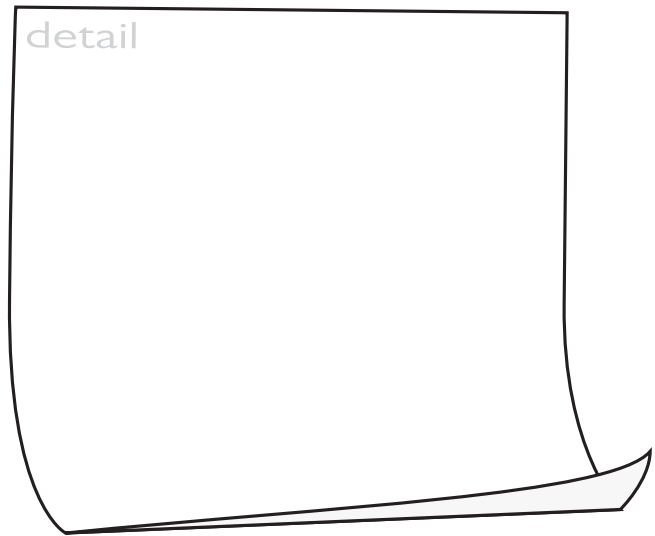
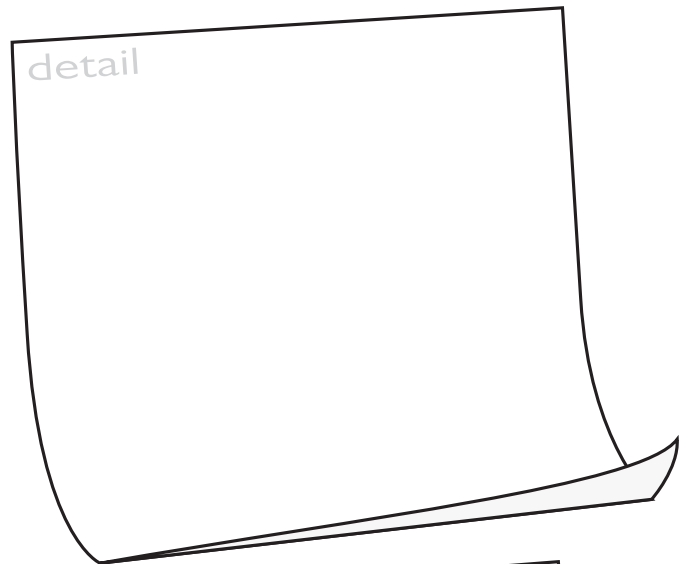
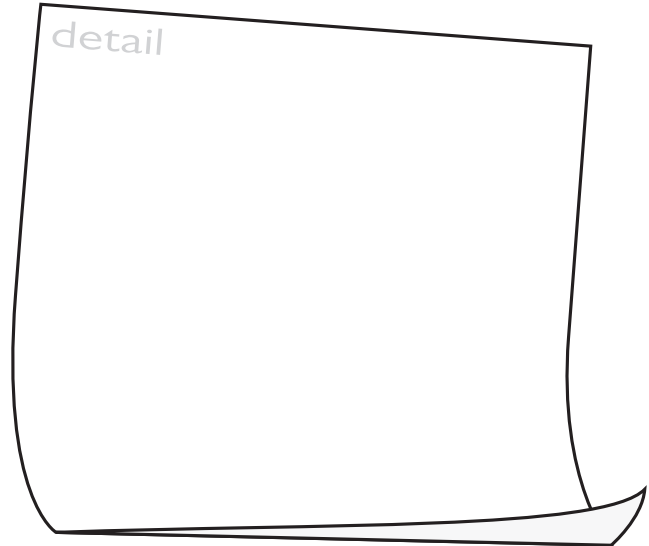
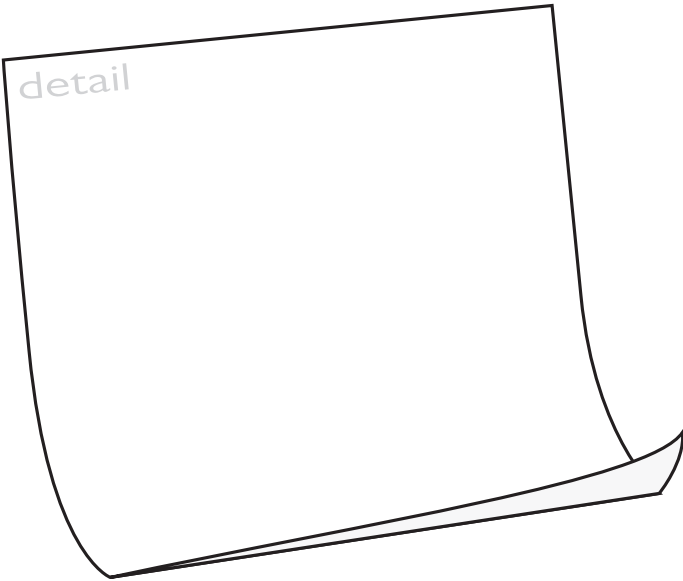
- ▶ Discuss details with a partner.
- ▶ Use other graphic organizers to record details.
- ▶ Compare similar and different details between two different topics by using a graphic organizer (e.g., Civil War and World War II).

Name _____

Detail Delight

C. 015

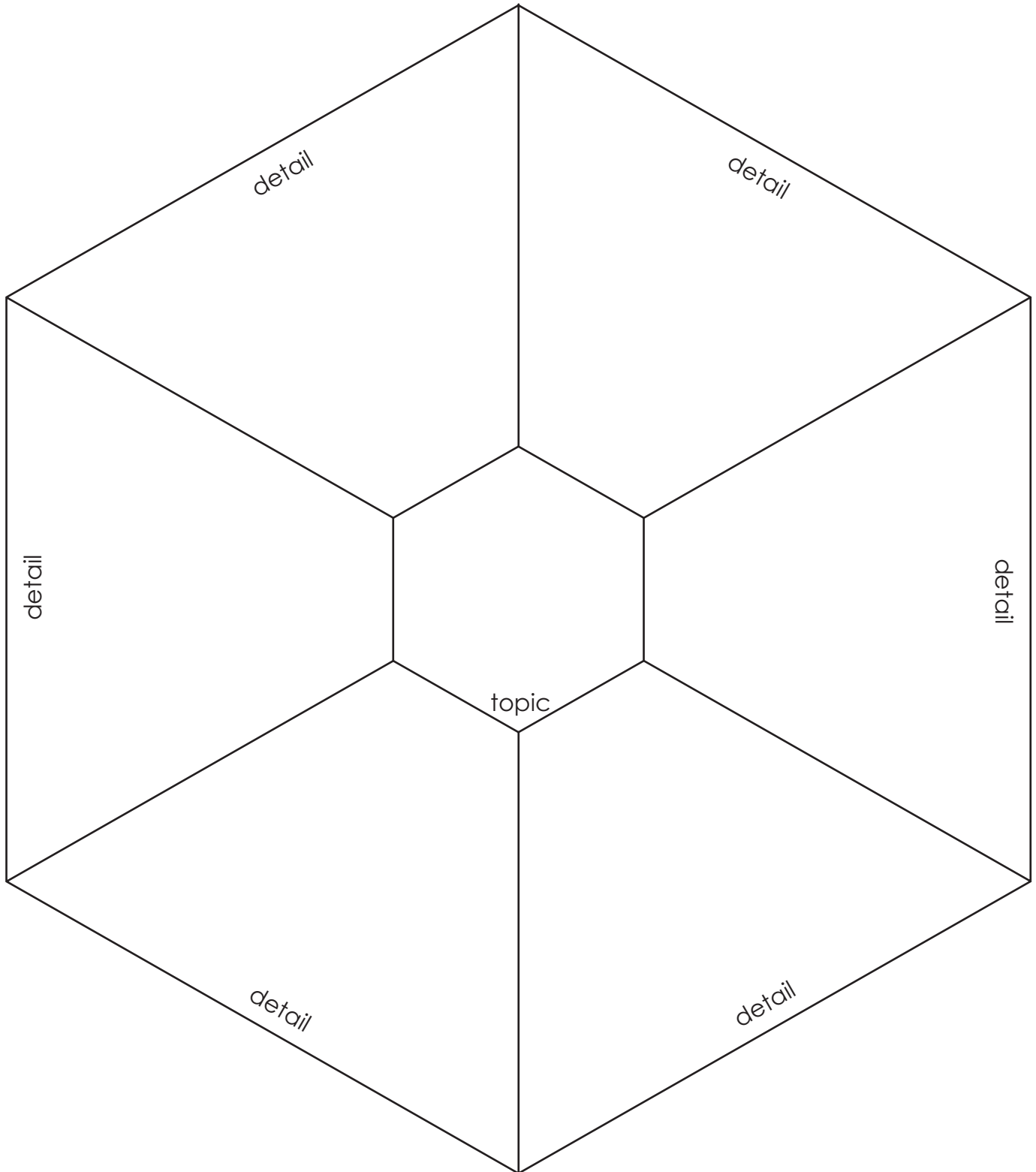
Topic: _____



Name _____

C. 015

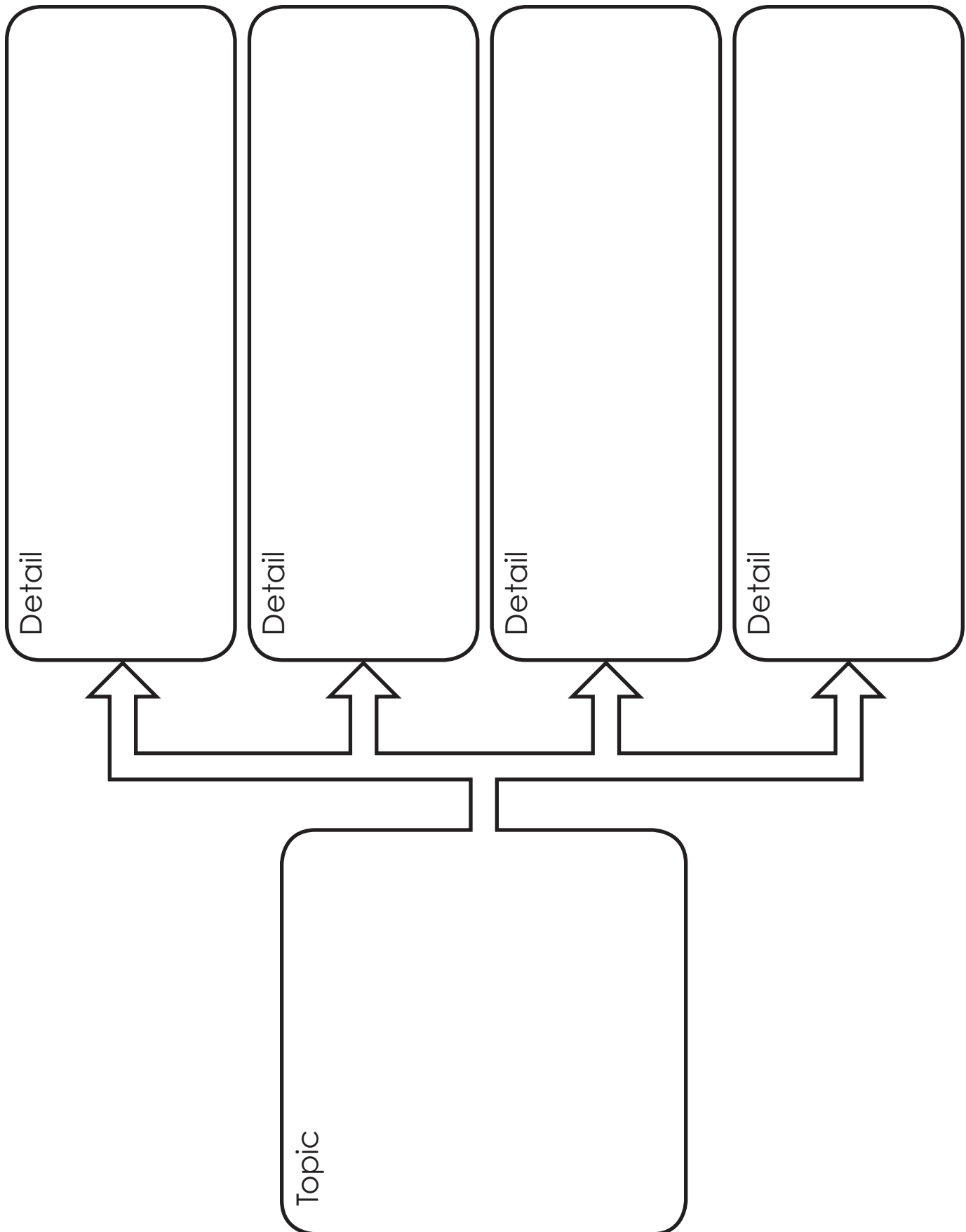
Detail Delight



Name _____

Detail Delight

C. 015



Name _____

C. 015

Detail Delight

Topic: _____

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

similar details

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Topic: _____

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Distinguishing Details

Objective

The student will identify significant and minor details in text.

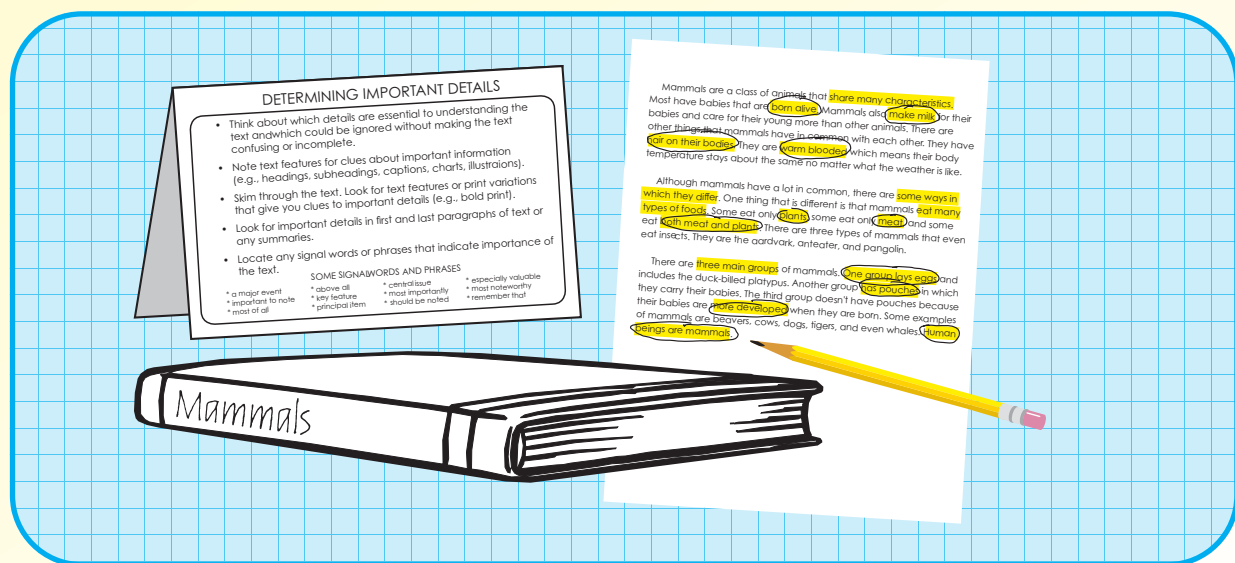
Materials

- ▶ Expository text
Choose a one-page passage within students' instructional-independent reading level range.
- ▶ Highlighter
- ▶ Determining Important Details tent card
Copy on card stock, cut out, and fold in half.
- ▶ Pencils

Activity

Students determine important details in text.

1. Provide each student with a copy of the text and a highlighter. Place tent card so that each student can read one side. Provide a third copy of the text for students to complete together.
2. Students read or review the entire text independently.
3. Use the highlighter to mark all details (e.g., keywords, phrases, sentences) without marking the entire text.
4. Determine which of those are essential to understanding the text and which details could be ignored without making the text confusing or incomplete. Refer to the Determining Important Details tent card, if necessary.
5. Use a pencil to circle those details that are considered essential or important.
6. Discuss what was circled. Decide together which of these details are essential or important.
7. Use third copy of text to mark agreed-upon details with the highlighter and pencil.
8. Teacher evaluation



DETERMINING IMPORTANT DETAILS

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

SOME SIGNALWORDS AND PHRASES

• a major event	• above all	• central issue	• especially valuable
• important to note	• key feature	• most importantly	• most noteworthy
• most of all	• principal item	• should be noted	• remember that

Mammals are a class of animals that **share many characteristics**. Most have babies that are **born alive**. Mammals also **create milk** for their babies and care for their young more than other animals. There are other **signs** that mammals have in **common** with each other. They have **fat 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 aardvark, anteater, and pangolin.

There are **three main groups** of mammals. **One group lays eggs** and they carry **their babies**. Another group **use pouches** in which their babies are **born developed** when they are born. Some examples of mammals are **beavers, cows, dogs, tigers, and even whales**. **Human beings are mammals**.

Extensions and Adaptations

- ▶ Rank order details with the most important listed as number one.
- ▶ Attach blank transparency to text page and use Vis-à-Vis® marker to note important details.
- ▶ Use graphic organizer to indicate significant and minor details.

SOME SIGNAL WORDS AND PHRASES

* a major event	* above all	* central issue	* especially valuable
* important to note	* key feature	* most importantly	* most noteworthy
* most of all	* principal item	* should be noted	* remember that

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

DETERMINING IMPORTANT DETAILS

DETERMINING IMPORTANT DETAILS

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

SOME SIGNAL WORDS AND PHRASES

* a major event	* above all	* central issue	* especially valuable
* important to note	* key feature	* most importantly	* most noteworthy
* most of all	* principal item	* should be noted	* remember that



Name _____

Distinguishing Details

C. 016

What helped you to determine that it was important?						
Why is this detail important?						
Important Detail	1.	2.	3.	4.	5.	6.

Name _____

C. 016

Distinguishing Details

Topic

Significant Details	Minor Details



Main Idea Mania

Objective

The student will identify supporting details and main ideas in text.

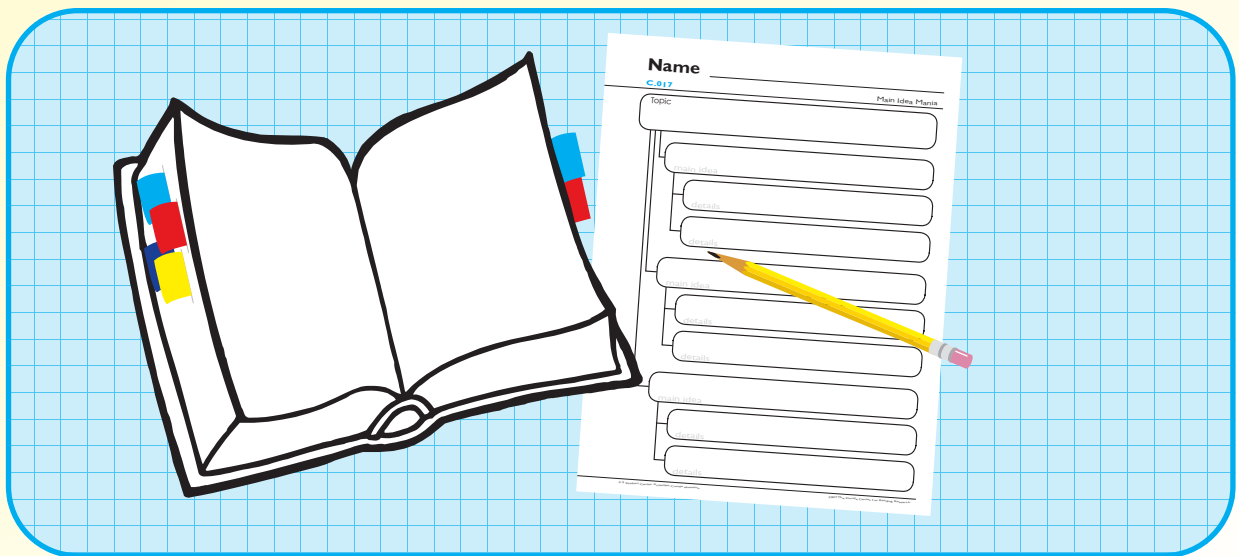
Materials

- ▶ 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 stop and identify supporting details and main ideas.
- ▶ Student sheet
Provide enough copies to record main ideas in text. Can be copied double-sided and stapled.
- ▶ Pencils

Activity

Students determine main ideas and supporting details by discussing text.

1. Provide each student with a copy of the text. Provide multiple student sheets (depending on the number of main ideas). Students will share these sheets.
2. Taking turns, student one writes and reads the topic and the text aloud until designated stopping point.
3. Brainstorms and discusses the main idea and its supporting details with student two.
4. Writes the main idea statement and the supporting details on the student sheet in designated areas.
5. Hands student sheet to student two and reverse roles.
6. Continue until the text is read and all main ideas and supporting details are recorded.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizers.
- ▶ Write main ideas and supporting details on separate index cards to play a memory game or exchange with a partner to match together.

Name _____

C. 017

Main Idea Mania

Topic _____

main idea _____

detail _____

detail _____

main idea _____

detail _____

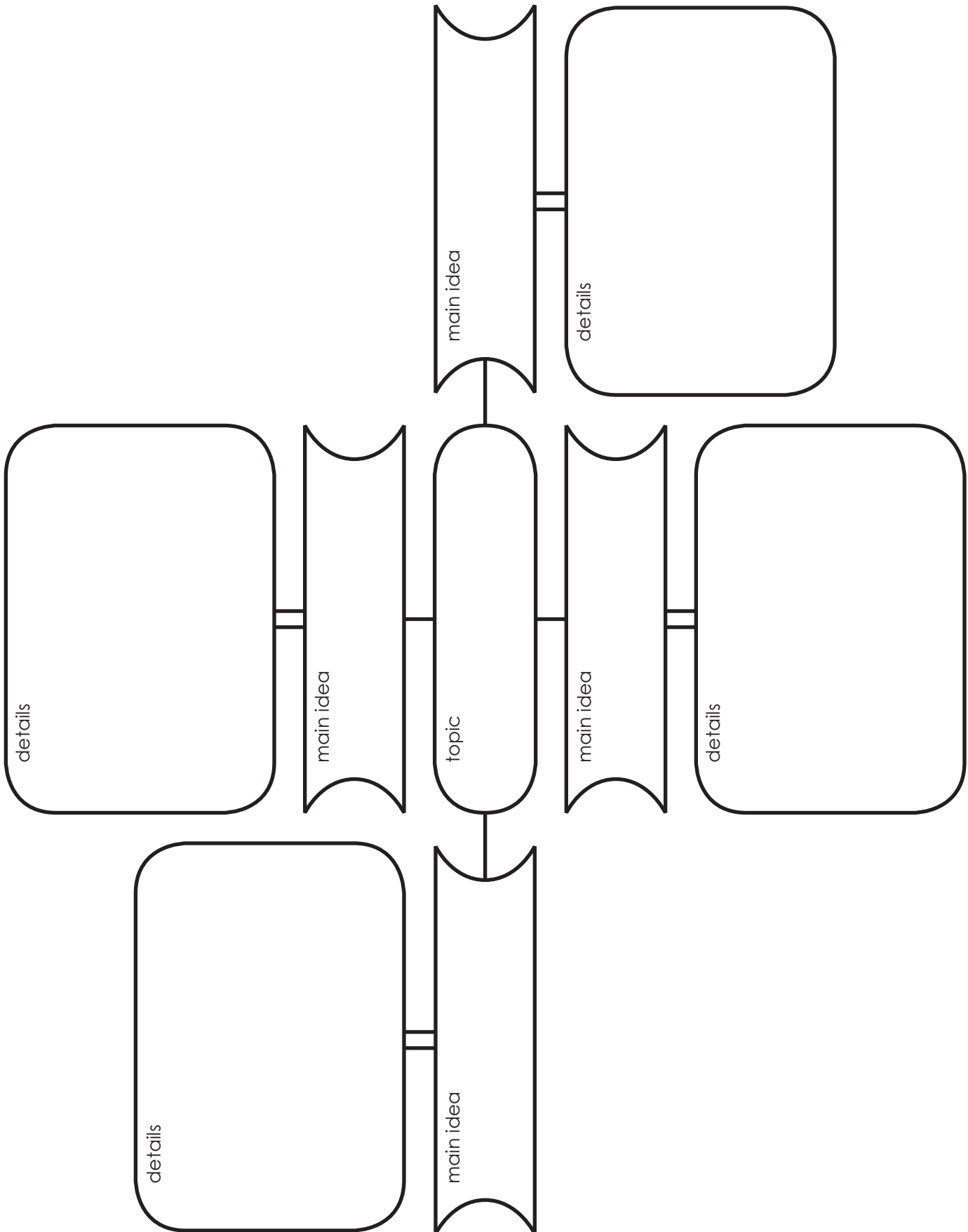
detail _____

main idea _____

detail _____

detail _____

Name _____



Name _____

C.017

Main Idea Mania

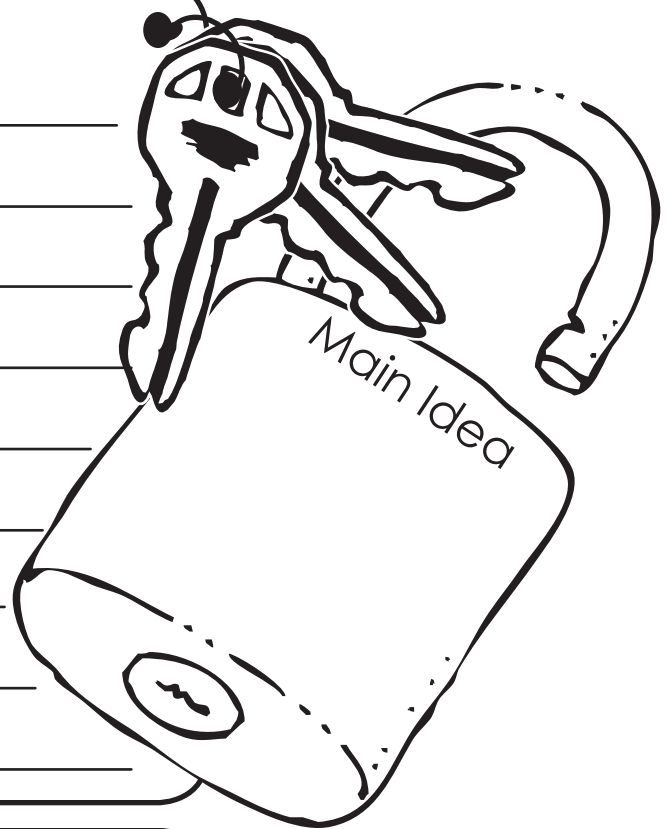
Topic: _____

Supporting Details

1. _____

2. _____

3. _____

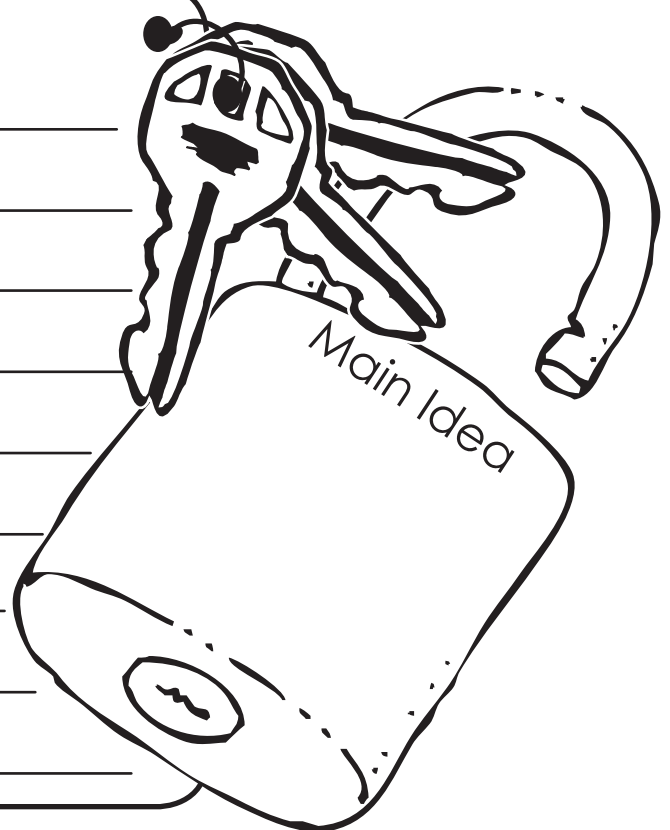


Supporting Details

1. _____

2. _____

3. _____



Name _____

Main Idea Mania

C. 017

Main Idea:

Main Idea:

Main Idea:

Details:

1.

2.

3.

Details:

1.

2.

3.

Details:

1.

2.

3.

Topic



Objective

The student will identify supporting details and main ideas in text.



Materials

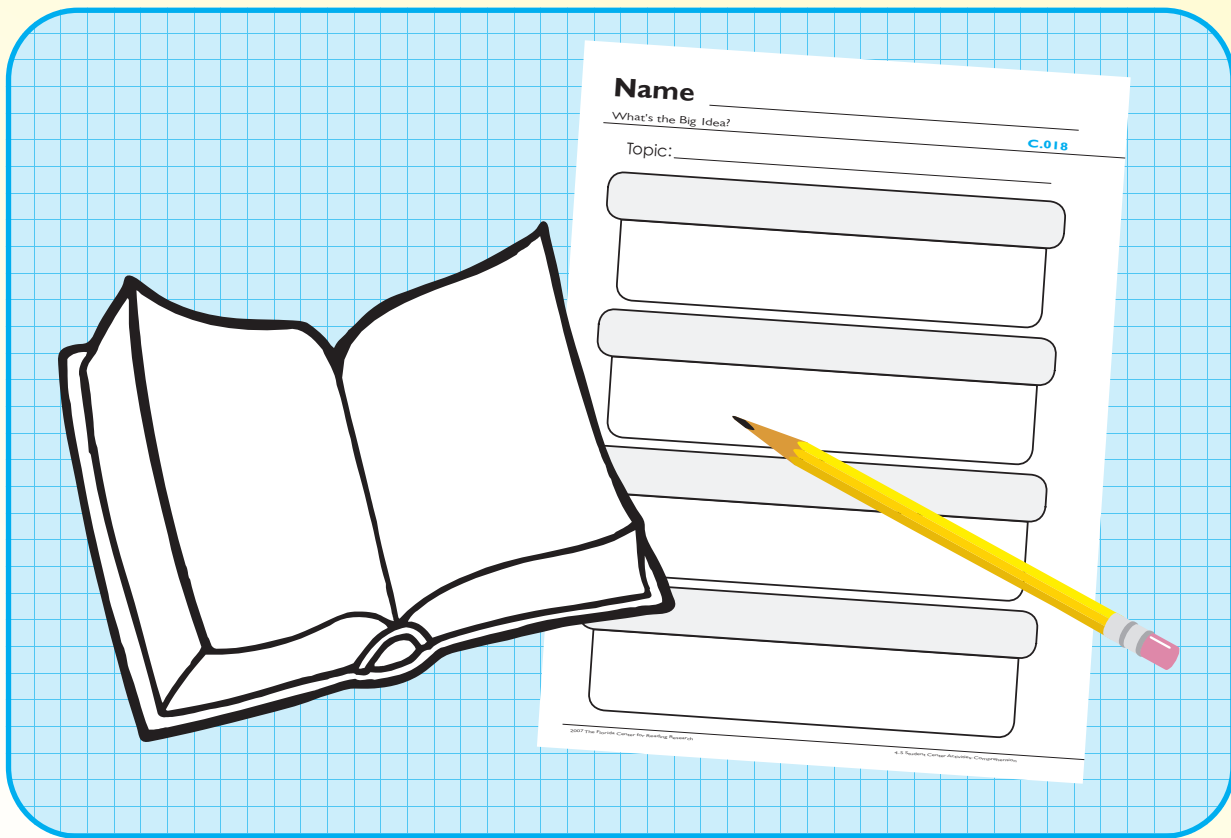
- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil



Activity

Students use text features, main ideas, and details to organize information about a topic.

1. Provide the student with a copy of the text and multiple student sheets (depending on the length of the text).
2. The student reads or reviews the text.
3. Writes headings, subheadings, main ideas, or major concepts in the shaded box.
4. Writes details in the adjoining box (e.g., words, phrases, or sentences) that relate to the information written in the shaded box. Uses multiple student sheets, if necessary.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss text with a partner and complete a student sheet together.
- ▶ Use other graphic organizers to record information from the text.
- ▶ Use student sheet to organize information in narrative text.

Name _____

What's the Big Idea?

C. 018

Topic: _____

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Name _____

C. 018

What's the Big Idea?

Topic: _____

I. _____

A. _____

B. _____

C. _____

II. _____

A. _____

B. _____

C. _____

III. _____

A. _____

B. _____

C. _____

IV. _____

A. _____

B. _____

C. _____

V. _____

A. _____

B. _____

C. _____

VI. _____

A. _____

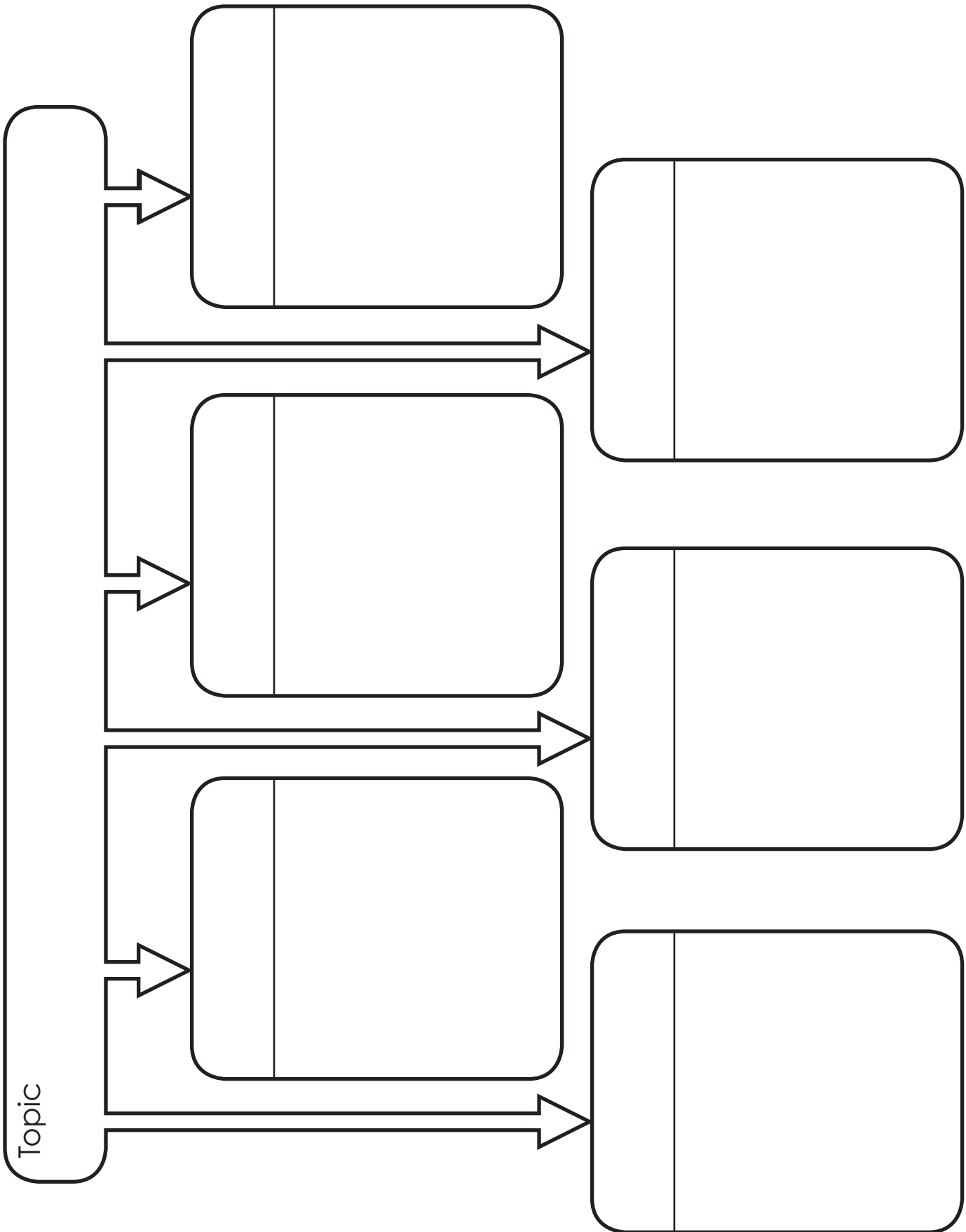
B. _____

C. _____

Name _____

What's the Big Idea?

C. 018





Comprehension

C. 019

Expository Text Structure
In My Own Words



Objective

The student will paraphrase text.



Materials

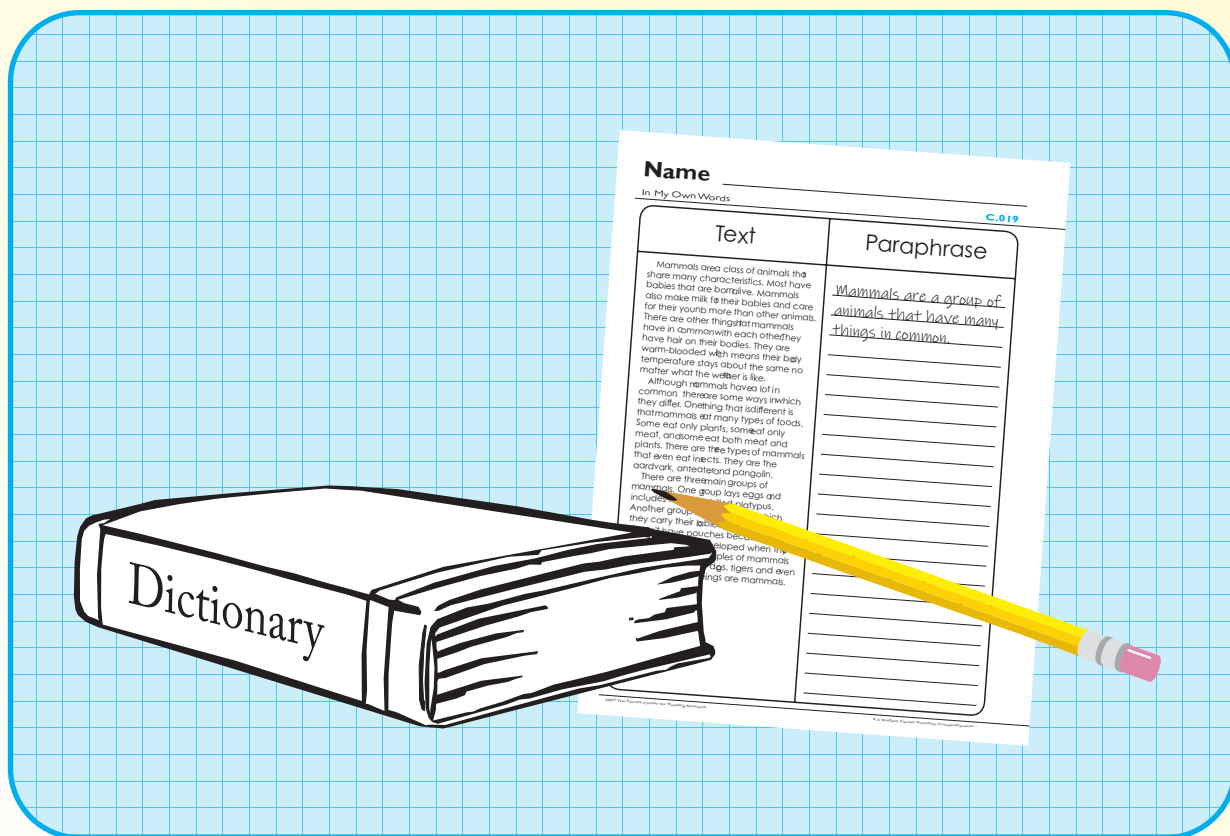
- ▶ Expository text
Choose text within students' instructional-independent reading level range.
Format text to fit on left side of student sheet, attach, and copy.
- ▶ Student sheet
- ▶ Dictionary
- ▶ Pencil



Activity

Students rewrite text in own words.

1. Provide the student with a student sheet.
2. Student reads or reviews the text. Looks up any unfamiliar words in the dictionary, if necessary.
3. Underlines any important words, phrases, or sentences.
4. Rewrites each sentence in own words.
5. Rereads what is written and confirms that the meaning is comparable to the original text.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss text with a partner and paraphrase text together.
- ▶ Write a summary statement based on the text on the back of the student sheet.



Objective

The student will summarize expository text.

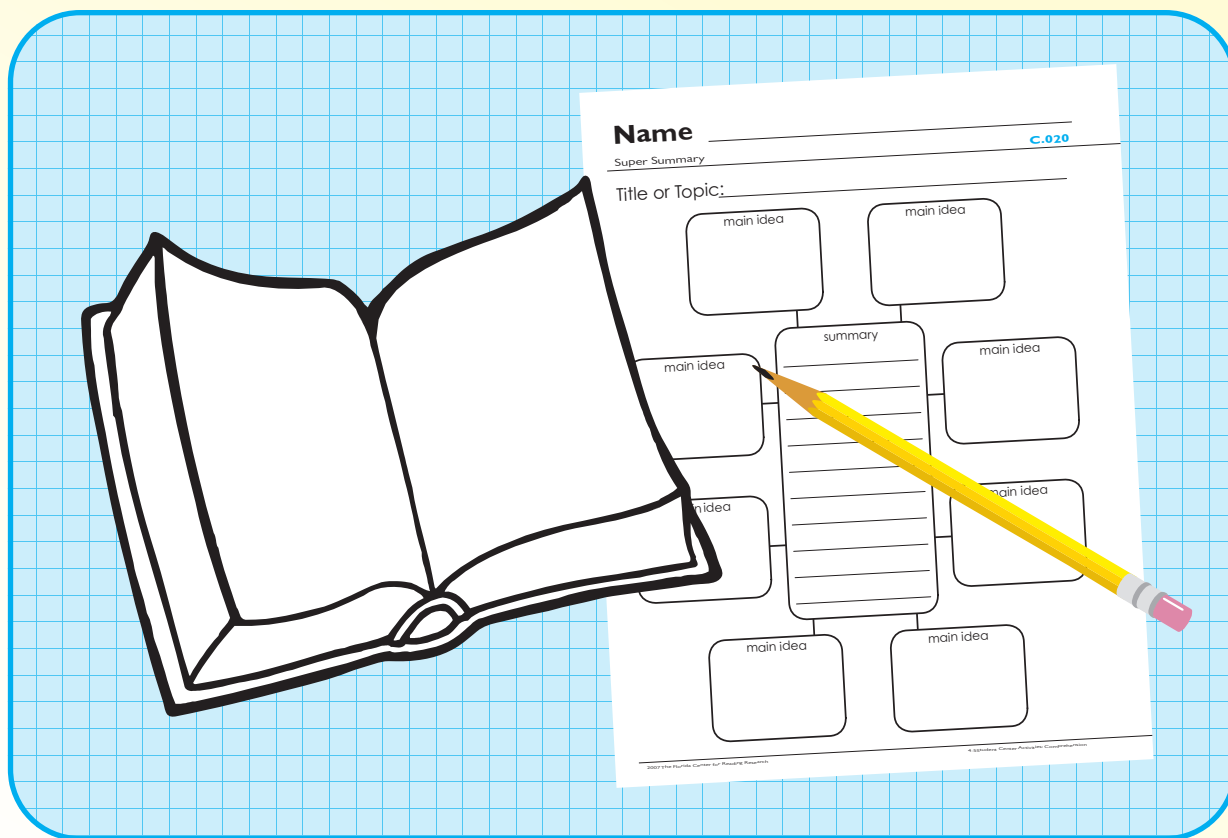
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students write a summary of expository text by using the main ideas.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the entire text.
3. Goes back to the beginning of the text and rereads one or two paragraphs (depending on the size and amount of information) and records the main idea(s).
4. Continues to reread the text and record main ideas. Note: May or may not use all the main idea boxes or may add another student sheet.
5. Reviews recorded information and writes a summary of the entire text.
6. Teacher evaluation

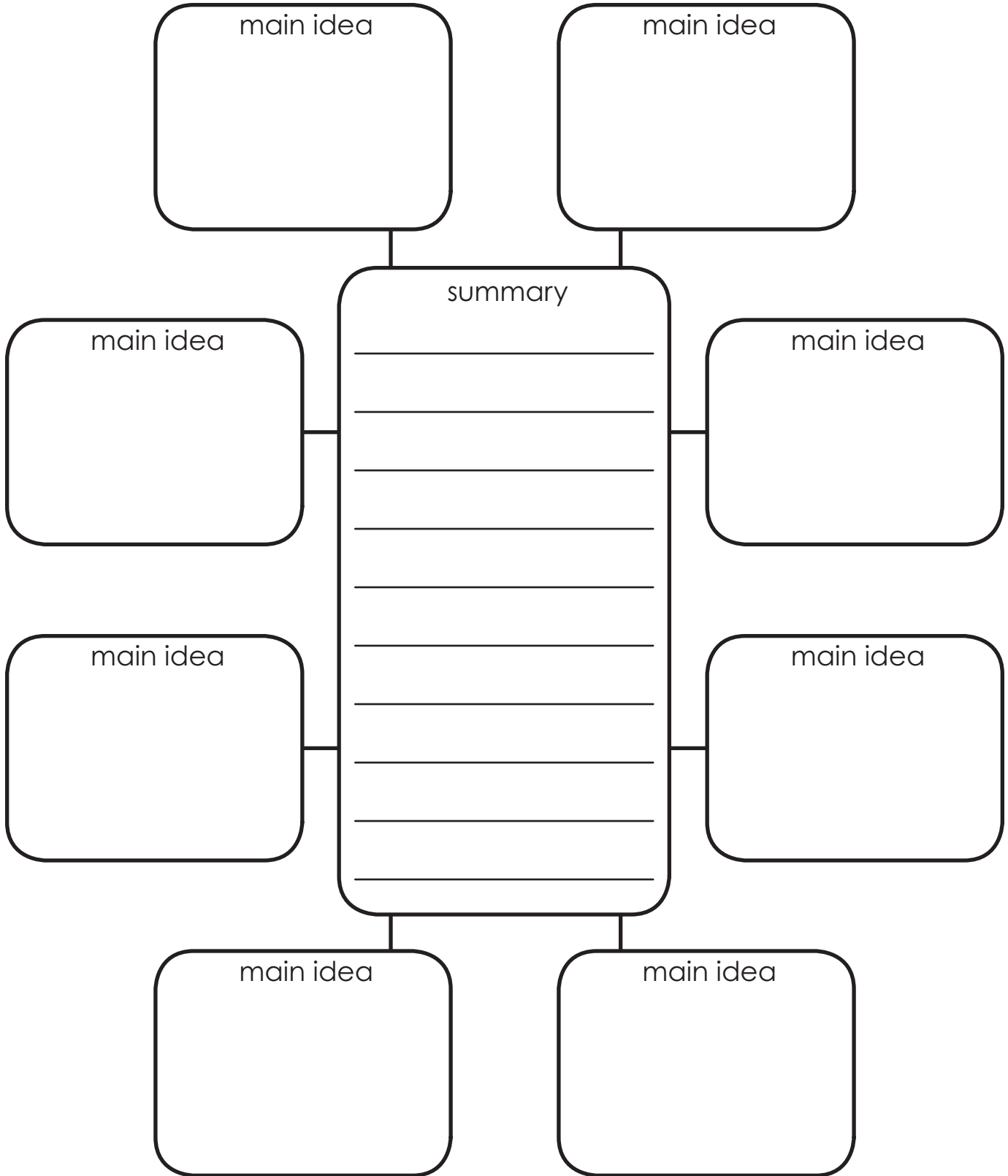


Extensions and Adaptations

- ▶ Discuss text with a partner and write a summary together.
- ▶ Use other graphic organizers to record main ideas and summary.

Name _____

Topic: _____



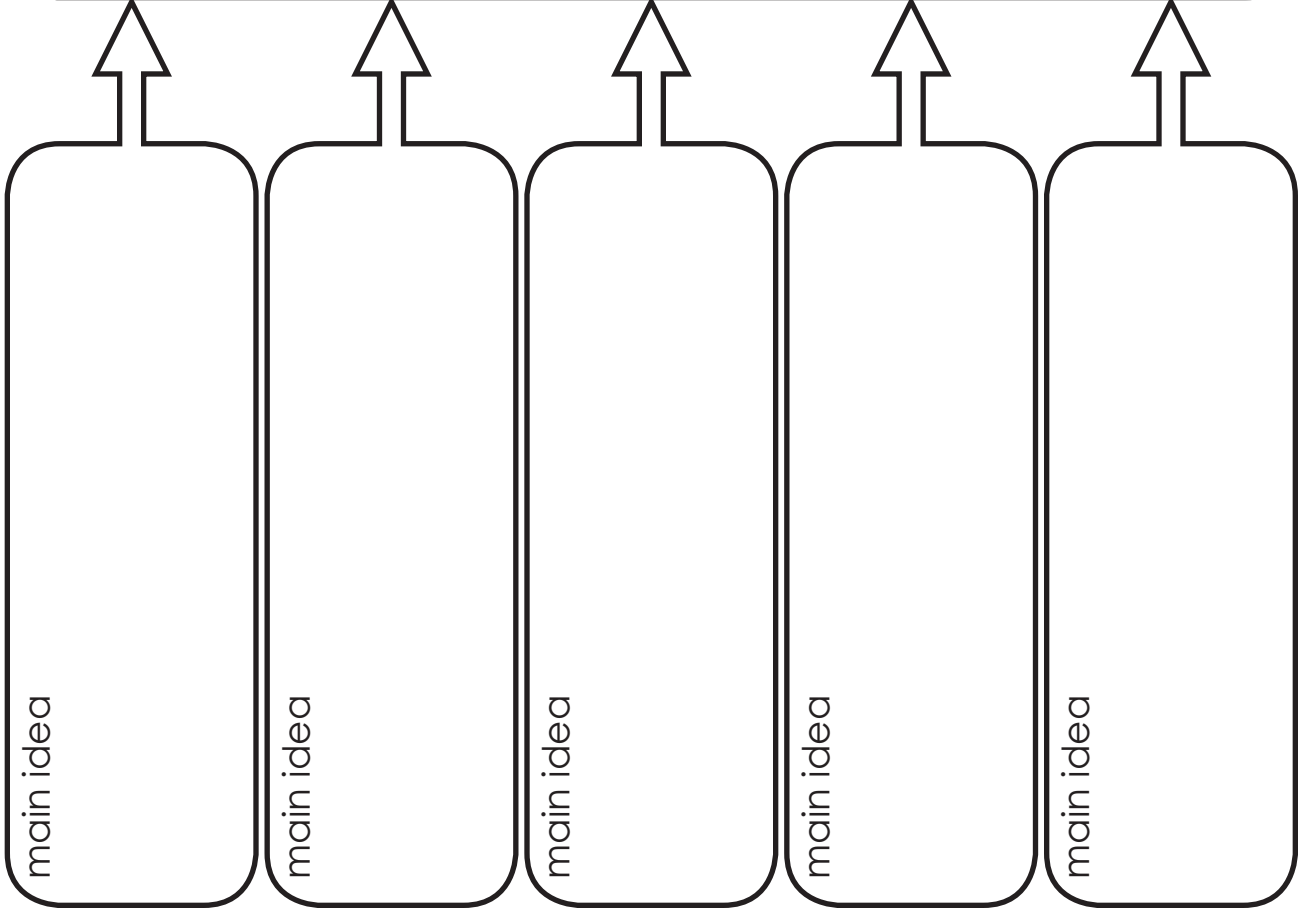
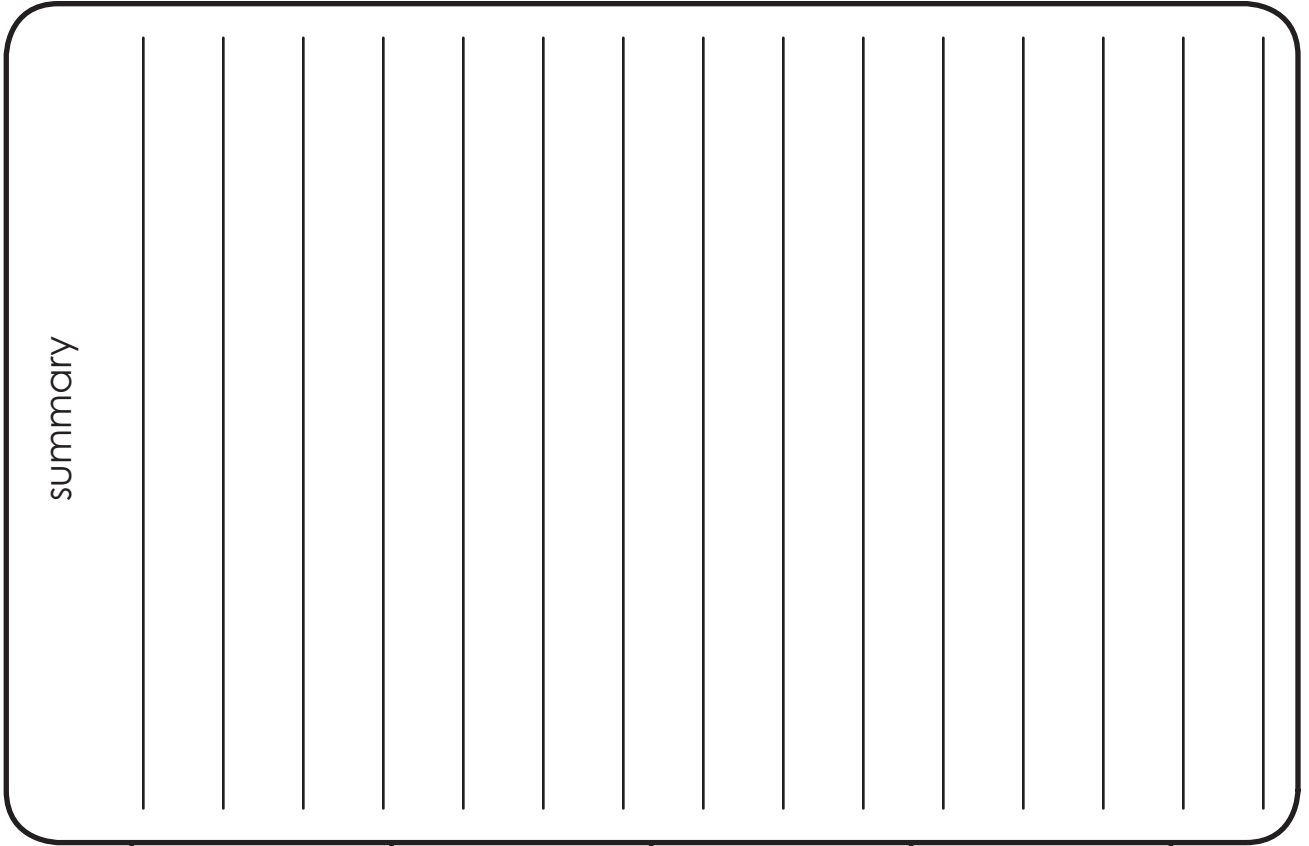
Name _____

C. 020

Super Summary

Topic: _____

summary



main idea

main idea

main idea

main idea

main idea

Name _____

Super Summary

C. 020

Topic: _____

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:



Objective

The student will identify the relationship between cause and effect.

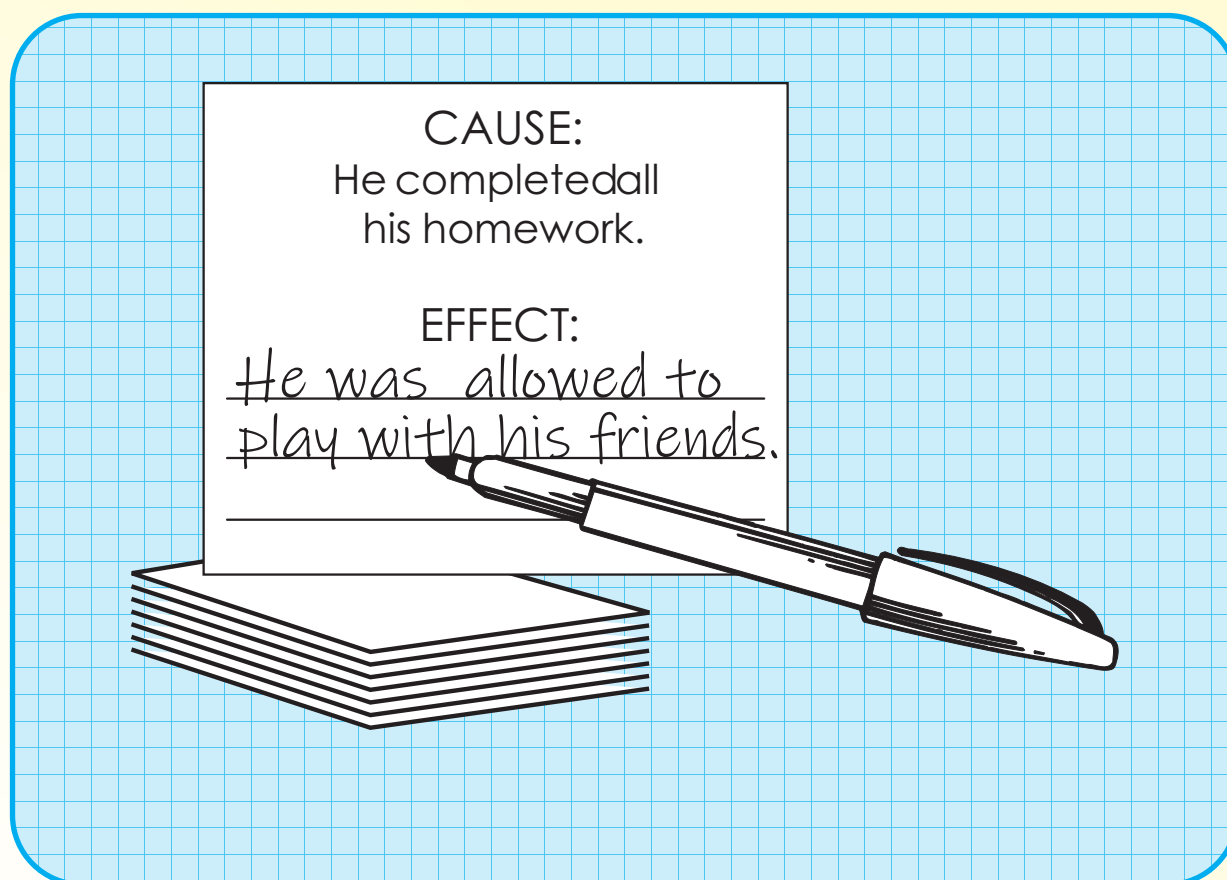
Materials

- ▶ Cause and effect cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write causes and effects by playing a completion game.

1. Place cause and effect cards face down in a stack. Provide students with Vis-à-Vis® markers.
2. Taking turns, students select top card from stack, read the cause or effect on the card to partner.
3. Think about the possible causes or effects and discuss with partner.
4. Write a corresponding cause or effect on card. Place card face up on a flat surface.
5. Reverse roles and continue until all cards are completed.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record six of the causes and effects on student sheet.
- ▶ Write cause or effect on cards and play game.
- ▶ Make cause and effect cards to play memory game.
- ▶ Record multiple effects for one cause or multiple causes for one effect.

Comprehension

Write Cause or Effect

C. 021

CAUSE:

She fell asleep for two hours in the sun.

EFFECT:

CAUSE:

He completed all his homework.

EFFECT:

CAUSE:

He climbed the tree.

EFFECT:

CAUSE:

He was careless and didn't pay attention while riding his bicycle.

EFFECT:

CAUSE:

Sunlight shone through the rain.

EFFECT:

CAUSE:

The car drove over nails and glass.

EFFECT:



Comprehension

C. 021

Write Cause or Effect

<p>CAUSE: She helped carry in the groceries.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE: He was walking without any shoes.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>
<p>CAUSE: He raised his hand.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE:</p> <hr/> <hr/> <hr/> <p>EFFECT: The water turned to ice.</p>
<p>CAUSE:</p> <hr/> <hr/> <hr/> <p>EFFECT: The warning alarm rang.</p>	<p>CAUSE:</p> <hr/> <hr/> <hr/> <p>EFFECT: He spent two hours cleaning his room.</p>

cause and effect cards



Comprehension

Write Cause or Effect

C. 021

CAUSE:

EFFECT:
She had a cast
on her foot.

CAUSE:

EFFECT:
He was late for school.

CAUSE:

EFFECT:
The mouse
got loose.

CAUSE:

EFFECT:
The food spoiled and
got thrown away.

CAUSE:

EFFECT:
They hid behind
the tree.

CAUSE:

EFFECT:
The power went out.



Name _____

C. 021

Write Cause or Effect

CAUSE: He climbed the tree.

EFFECT: _____

CAUSE: Sunlight shone through the rain.

EFFECT: _____

CAUSE: He was walking without any shoes.

EFFECT: _____

CAUSE: _____

EFFECT: They hid behind the tree.

CAUSE: _____

EFFECT: The power went out.

CAUSE: _____

EFFECT: He spent two hours cleaning his room.

Comprehension

Write Cause or Effect

C. 021

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

blank cause and effect cards



Comprehension

C. 021

Write Cause or Effect

	cause		effect
	cause		effect
	cause		effect
	cause		effect

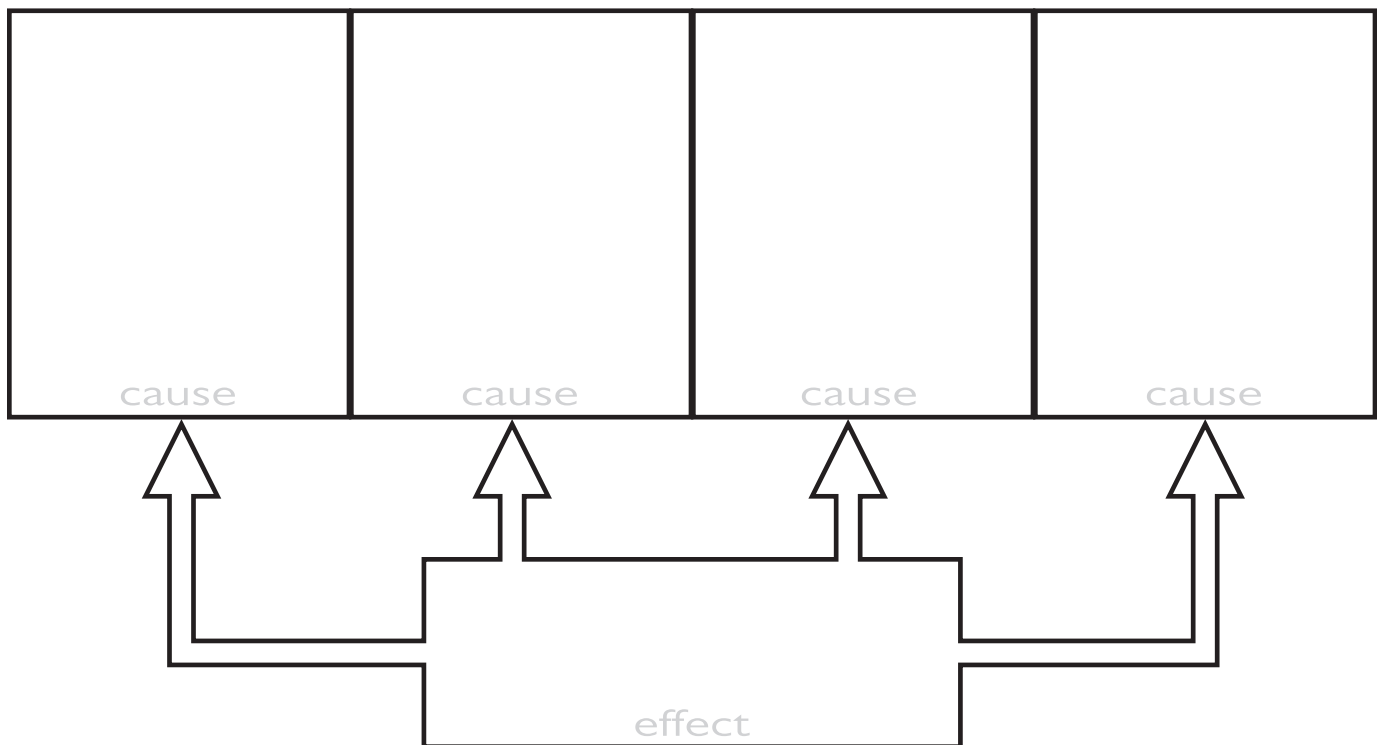
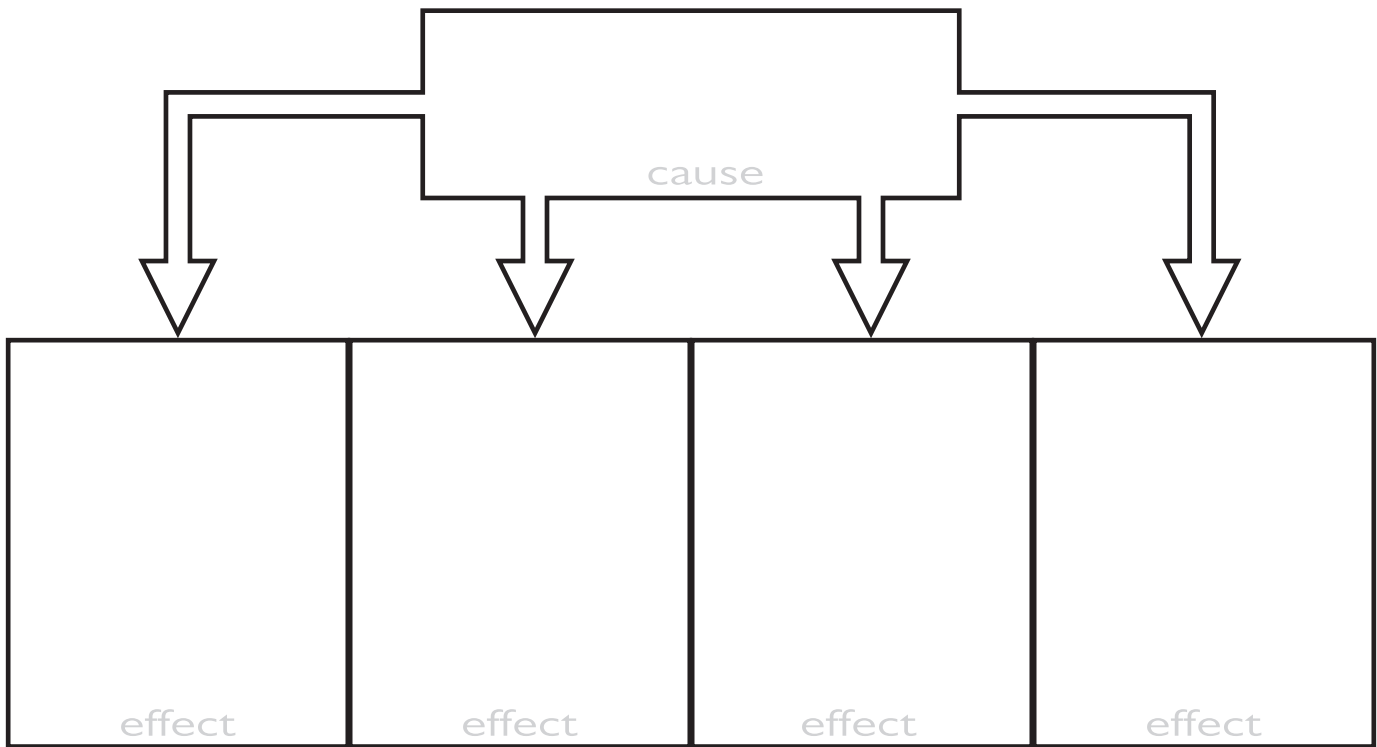
blank cause and effect cards



Name _____

Write Cause or Effect

C. 021



Comprehension

Text Structure Sort

C. 022

Cause
and Effect

header

Problem
and Solution

header

Question
and Answer

header

Compare
and Contrast

header

Description

header

Sequence

header

text structure header cards



Comprehension

C. 022

Text Structure Sort

Cats often have lots of energy and will play for a long time. As a result, they take many naps.

5

Cats sometimes scratch the furniture. One solution is to cover the furniture.

17

Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate.

13

Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.

1

You can tell when a cat is angry. Its ears are laid back and it may hiss.

4

When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed.

10



text structure cards

Comprehension

Text Structure Sort

C. 022

<p>It was 32 degrees Fahrenheit when precipitation fell from the clouds. Since it was freezing, the precipitation was in the form of snow.</p> <p>3</p>	<p>Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking.</p> <p>18</p>
<p>Why do clouds look white? Clouds reflect all the colors in light which gives the appearance of white.</p> <p>7</p>	<p>All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air.</p> <p>11</p>
<p>Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.</p> <p>14</p>	<p>Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.</p> <p>9</p>

text structure cards



Comprehension

C. 022

Text Structure Sort

If you don't get enough sleep, then it could affect your memory, ability to pay attention, and performance in school.

12

If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.

8

How long do people sleep each night? People sleep an average of eight hours per night.

2

Animals spend different amounts of time sleeping. Humans sleep about eight hours a day compared to giraffes who sleep less than two hours a day. On the other hand, brown bats sleep almost 20 hours a day.

6

Animals sleep in many positions. For example, cats and dogs sleep curled up, as opposed to horses and birds that sleep standing. Some animals, such as bats, sleep hanging upside down.

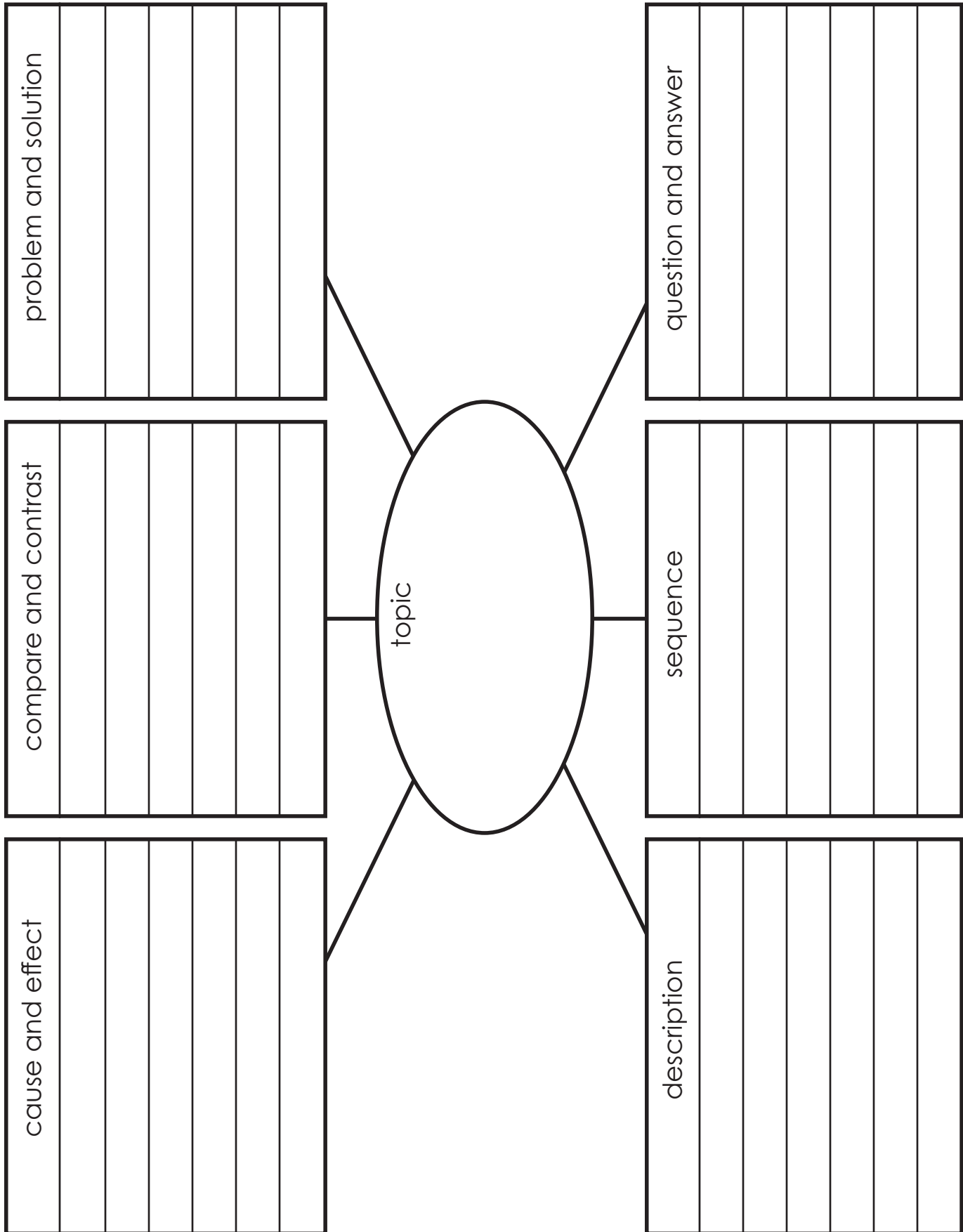
16

A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep.

15



Name _____





Objective

The student will identify text structures.

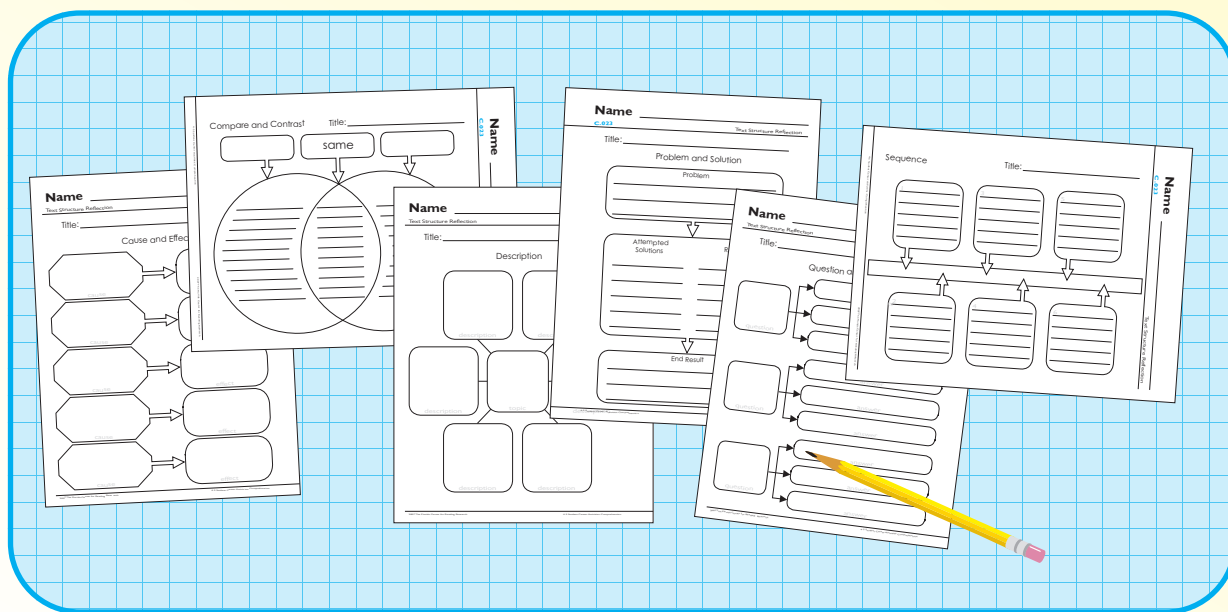
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
Choose a book or a passage that demonstrates one of the expository text structures (e.g., cause and effect, problem and solution, question and answer, compare and contrast, description, and sequence). Note: Lists of expository books corresponding to various text structures can be found on the Internet.
- ▶ Student sheets
Choose the text structure graphic organizer that corresponds to the selected text.
- ▶ Expository text structure reference card
- ▶ Pencil

Activity

Students record information related to text structure using a graphic organizer.

1. Provide the student with a copy of the text, reference card, and a student sheet.
2. Student reads or reviews the text.
3. Notes the organization of the text and any words that are used to signal or cue the reader to the type of text structure. Use reference card, if necessary.
4. Completes graphic organizer.
5. Teacher evaluation



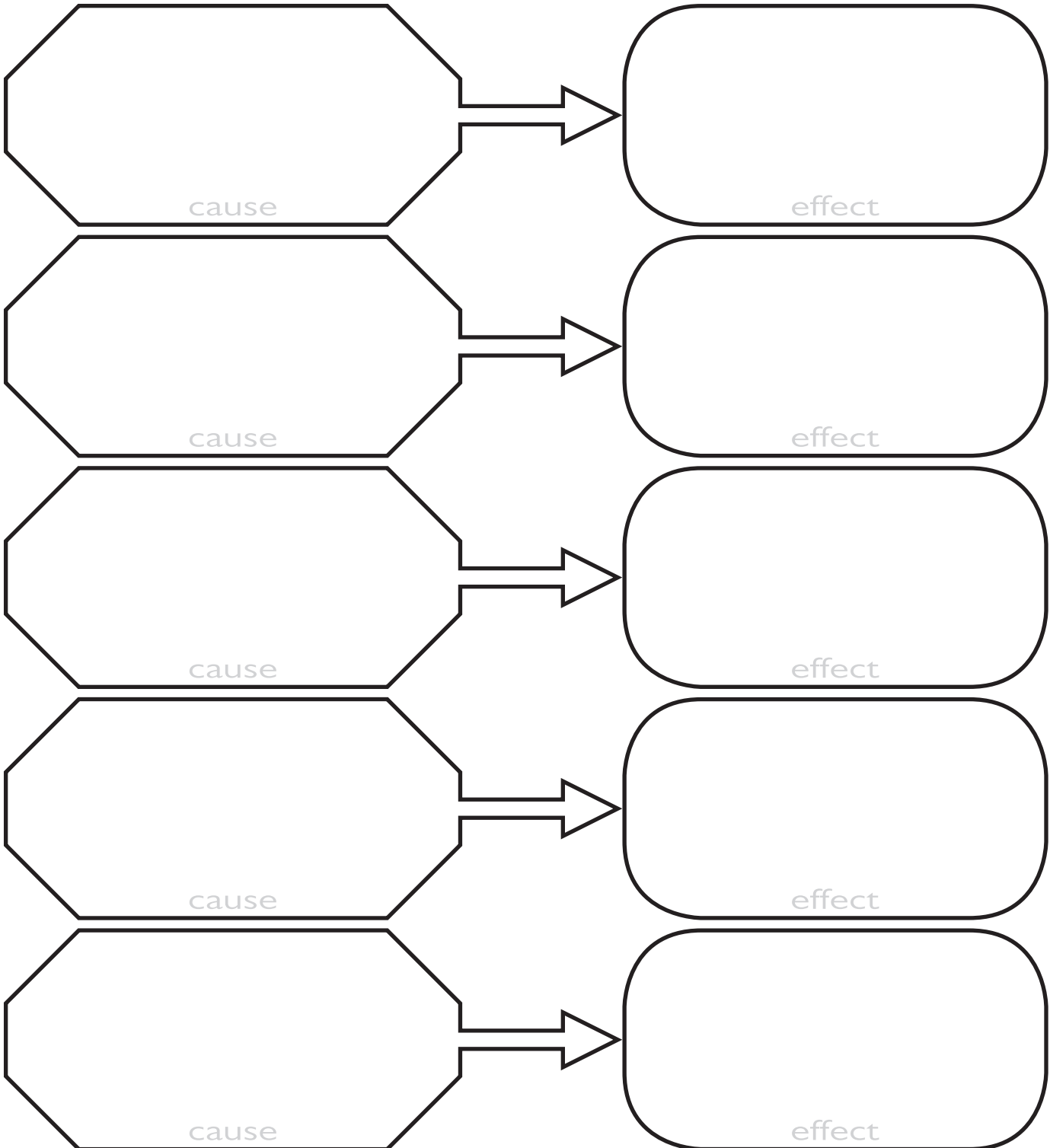
Extensions and Adaptations

- ▶ Discuss text with partner and complete a graphic organizer together.
- ▶ Choose two texts on same topic, but with different text structures and compare.
- ▶ Determine the text structure by answering questions.
- ▶ Use other graphic organizers.

Name _____

Title: _____

Cause and Effect

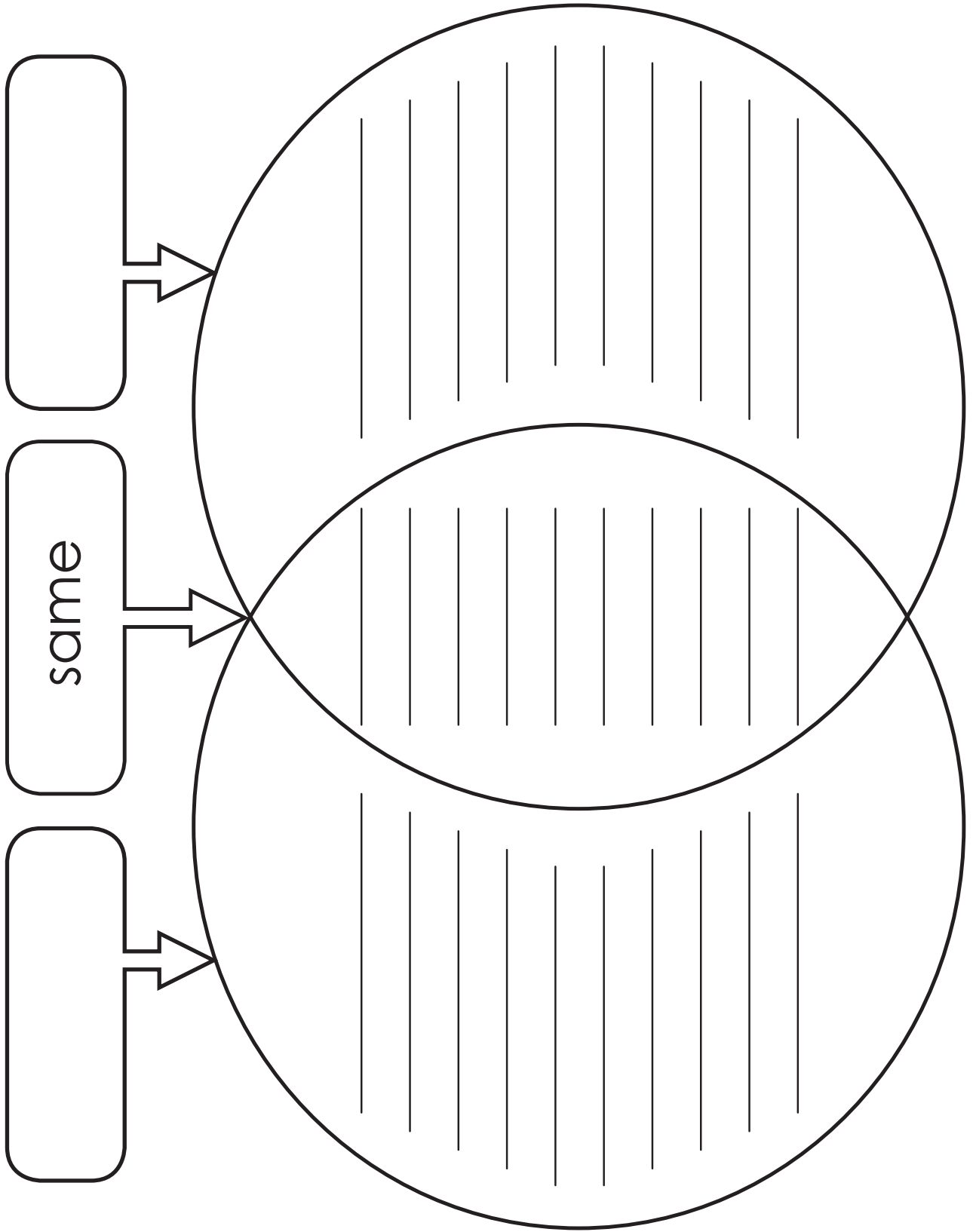


Name _____

C. 023

Text Structure Reflection

Compare and Contrast Title: _____



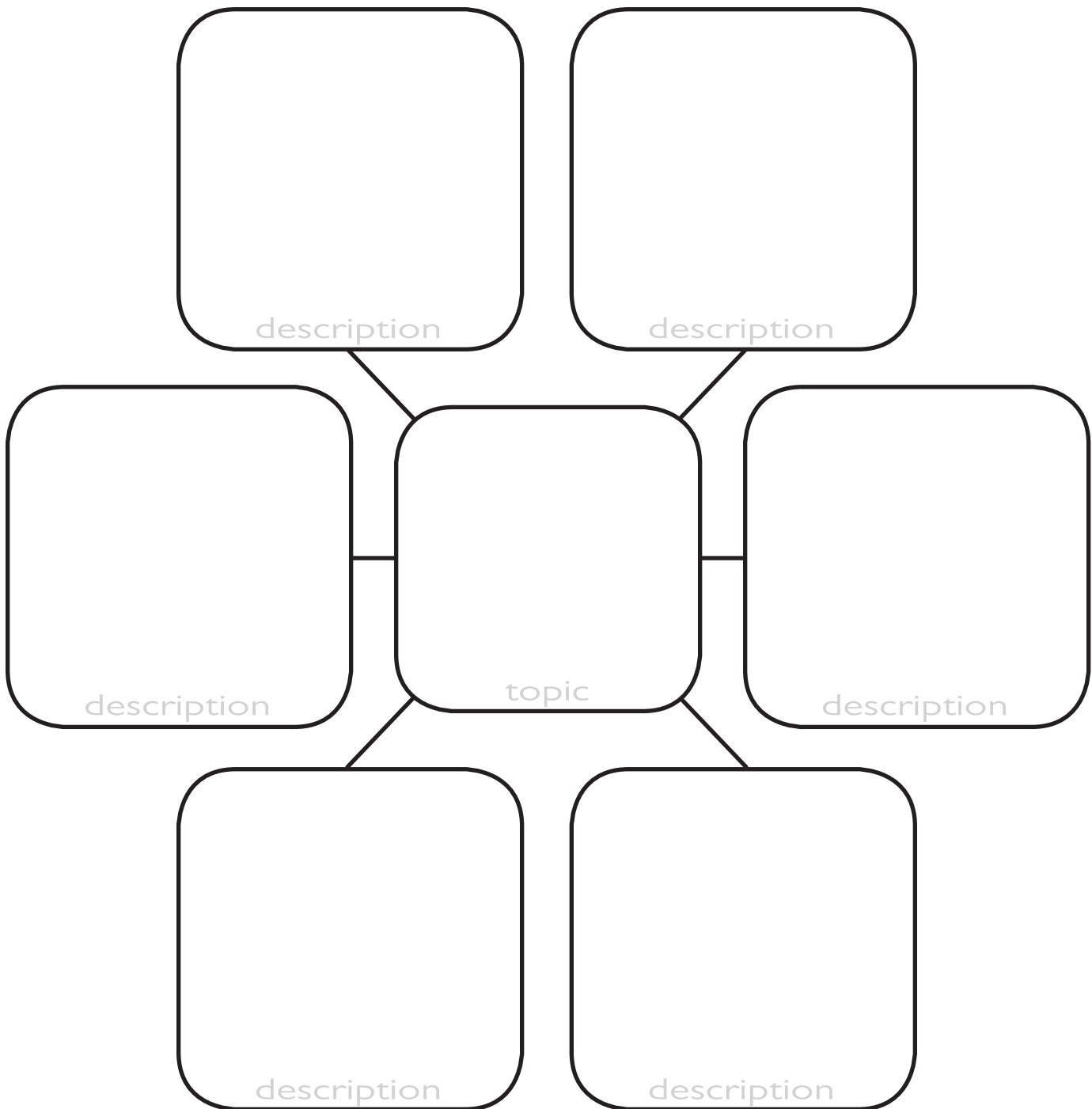
Name _____

Text Structure Reflection

C. 023

Title: _____

Description



Name _____

C. 023

Text Structure Reflection

Title: _____

Problem and Solution

Problem



Attempted Solutions	Results
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



End Result

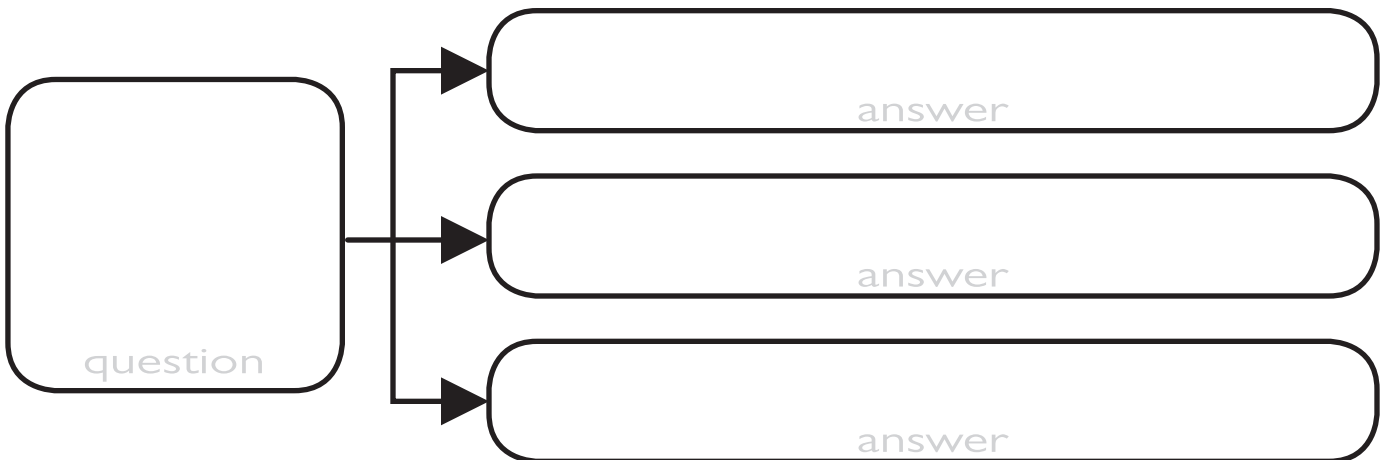
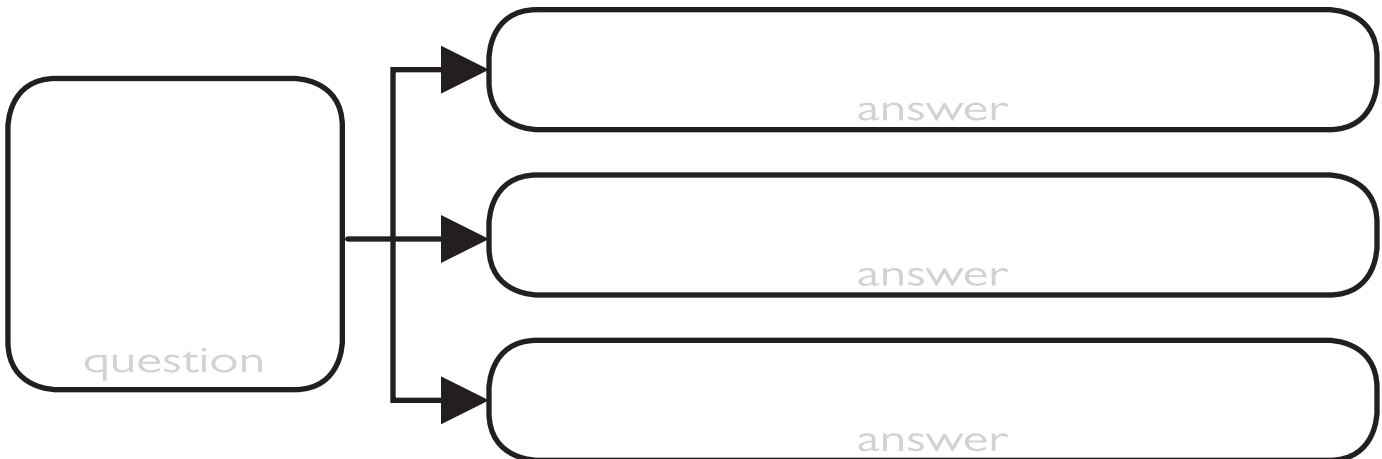
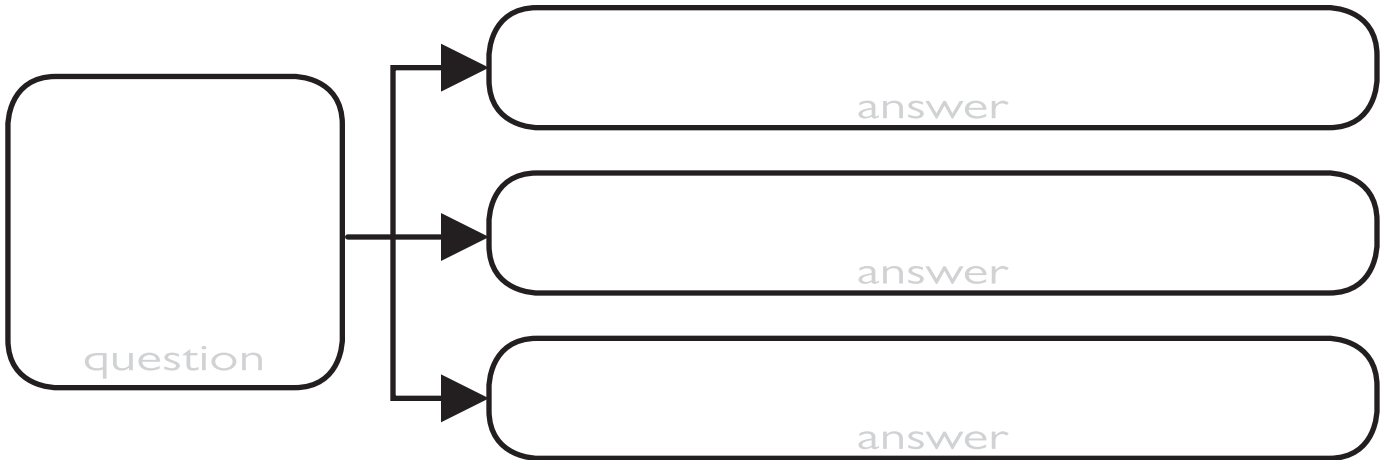
Name _____

Text Structure Reflection

C. 023

Title: _____

Question and Answer

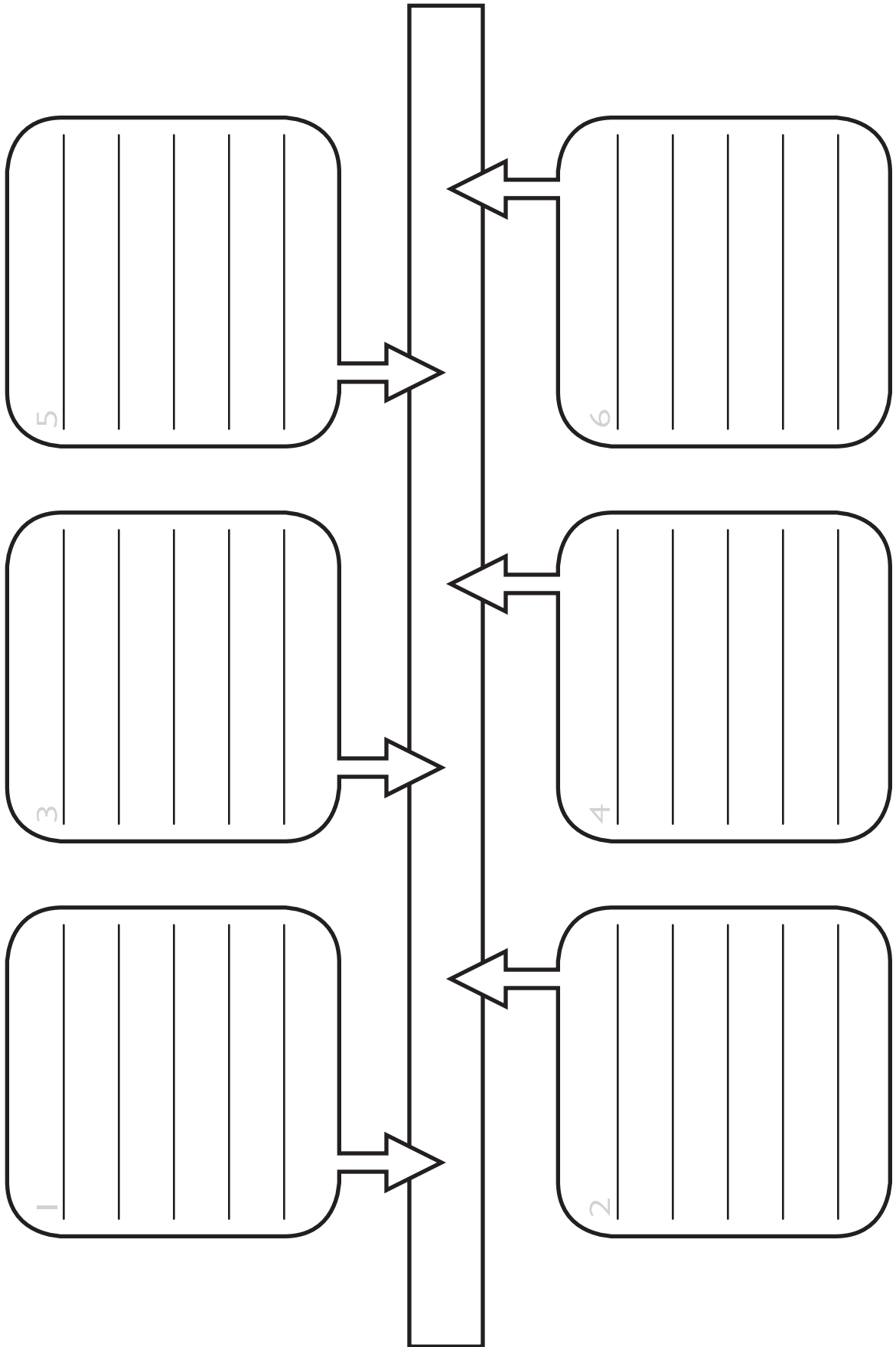


Name _____

C. 023

Text Structure Reflection

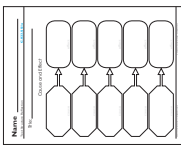
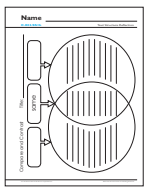
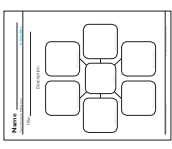
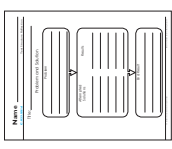
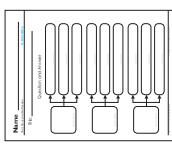
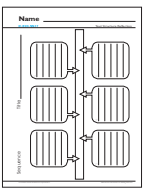
Sequence _____
Title: _____



Comprehension

Text Structure Reflection

C. 023

Text Structure	Explanation	Signal Words	Graphic Organizers
Cause and Effect	Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects	<ul style="list-style-type: none"> because for this reason nevertheless therefore as a result if...then since this led to 	
Compare and Contrast	Similarities and differences are presented between two or more topics or concepts	<ul style="list-style-type: none"> as opposed to compared with even though likewise yet as well as different from however not only 	
Description	Provides information about a topic	<ul style="list-style-type: none"> appears to be for example in back of looks like as in for instance including such as 	
Problem and Solution	Problem is presented followed by one or more solutions	<ul style="list-style-type: none"> a solution for this reason leads/led to since this led to accordingly if... then may be due to so that thus 	
Question and Answer	Question is posed and then followed by answers	<ul style="list-style-type: none"> how many one may conclude when why the best estimate where it could be that what who 	
Sequence	Events are described in numerical or chronological order	<ul style="list-style-type: none"> after before first initially next on (date) soon today while afterward during following later not long after preceding then until at last finally immediately meanwhile now second third when 	

Name _____

C. 023

Text Structure Reflection

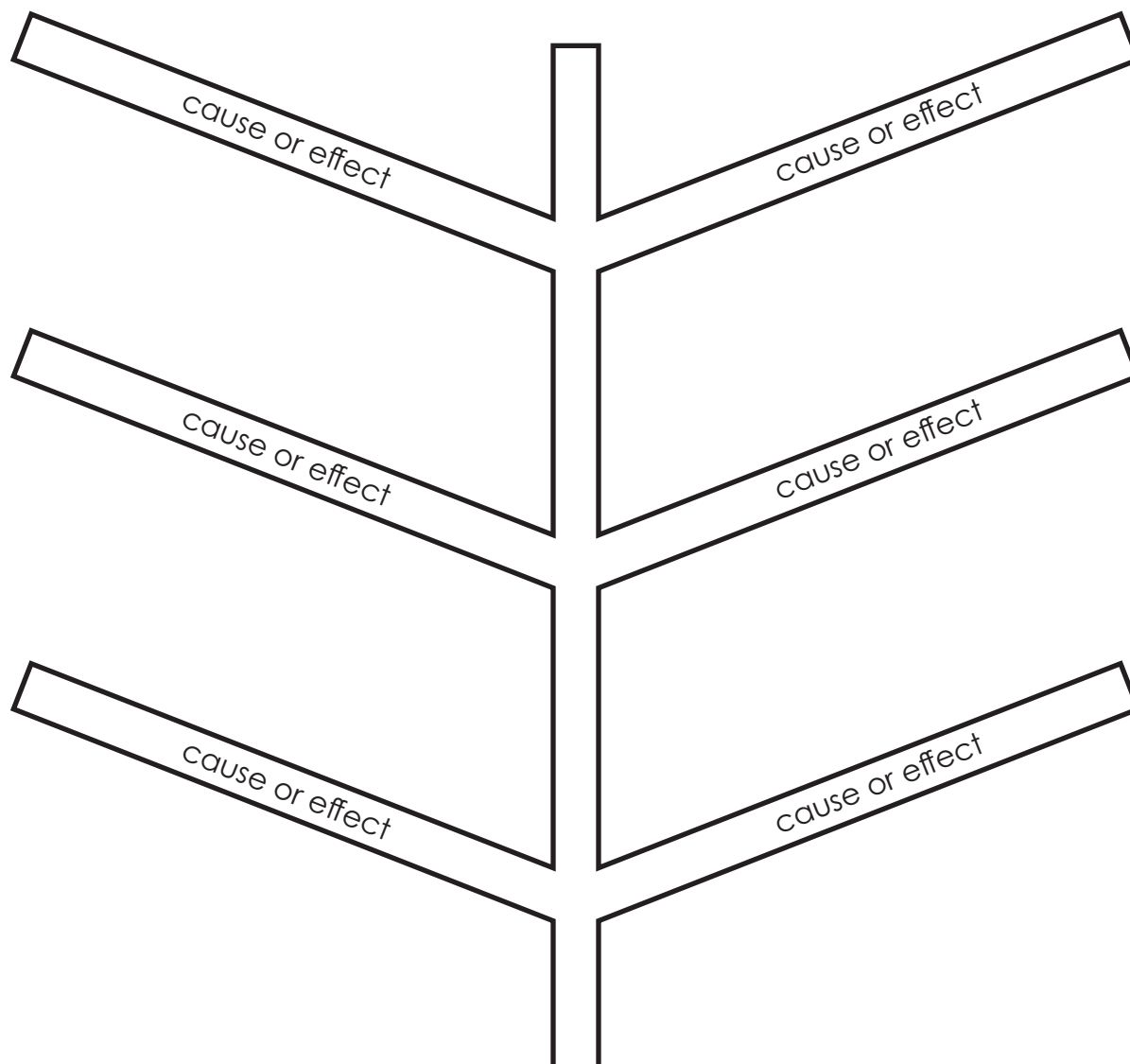
Title: _____

What are some of the text features?	What clues do these features give you about the structure of the text?
<input type="checkbox"/> table of contents	
<input type="checkbox"/> index	
<input type="checkbox"/> headings	
<input type="checkbox"/> subheadings	
<input type="checkbox"/> print variations (e.g., italics, bold, underline)	
<input type="checkbox"/> pictures, illustrations, graphics, diagrams, captions	
<input type="checkbox"/> charts and maps	
<input type="checkbox"/> other _____	
Are there any signal words that give clues about the structure of the text? <input type="checkbox"/> Yes <input type="checkbox"/> No	
What are the signal words?	
What is the text about?	
Based on the information above and the text, which best describes the text structure? <input type="checkbox"/> cause and effect <input type="checkbox"/> problem and solution <input type="checkbox"/> compare and contrast <input type="checkbox"/> question and answer <input type="checkbox"/> description <input type="checkbox"/> sequence	

Name _____

Title: _____

Cause and Effect



Effect or Cause

Name _____

C. 023

Text Structure Reflection

Title: _____

Compare and Contrast

	#1 _____	#2 _____	#3 _____
detail or attribute			
detail or attribute			
detail or attribute			

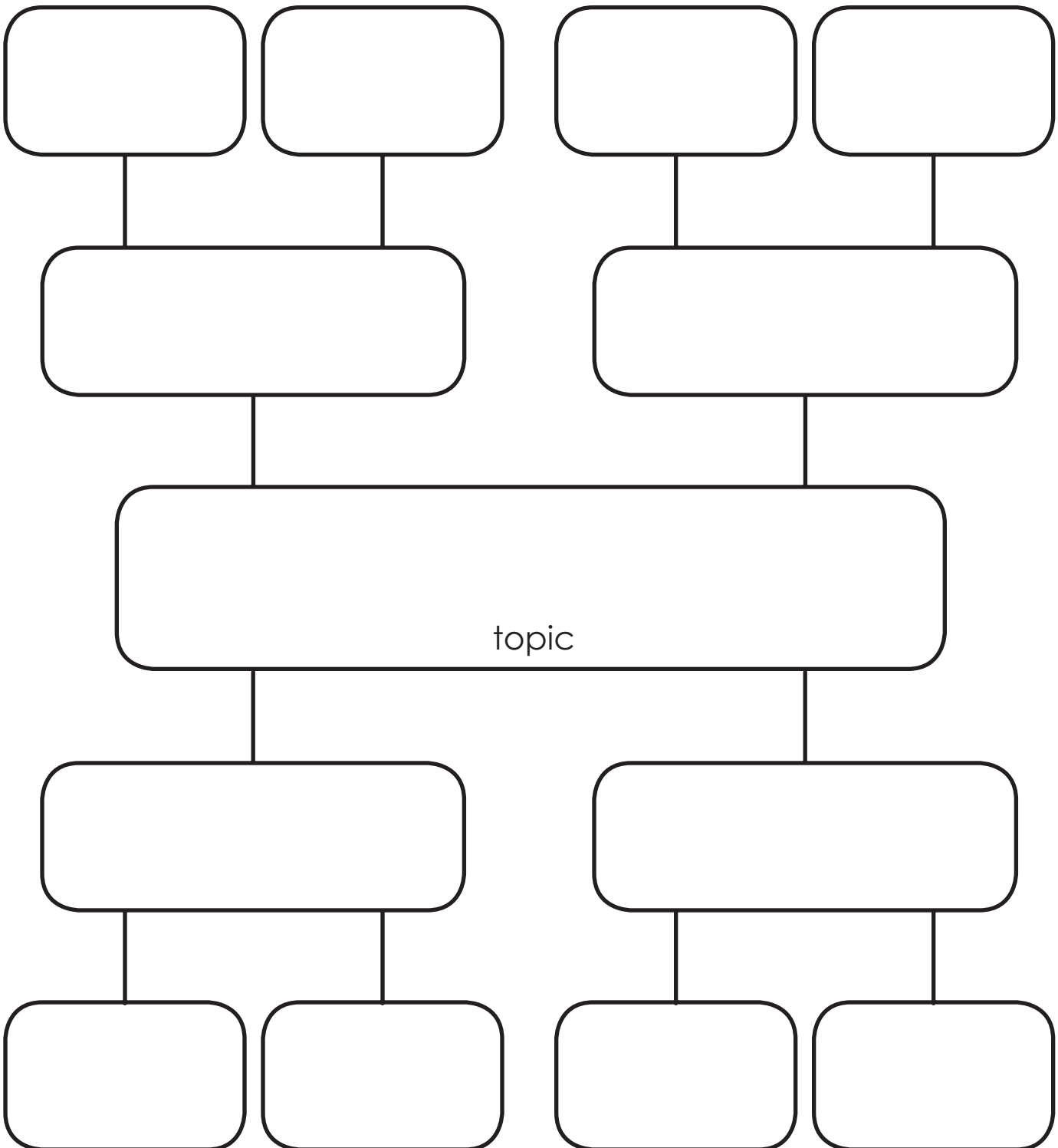
Name _____

Text Structure Reflection

C. 023

Title: _____

Description



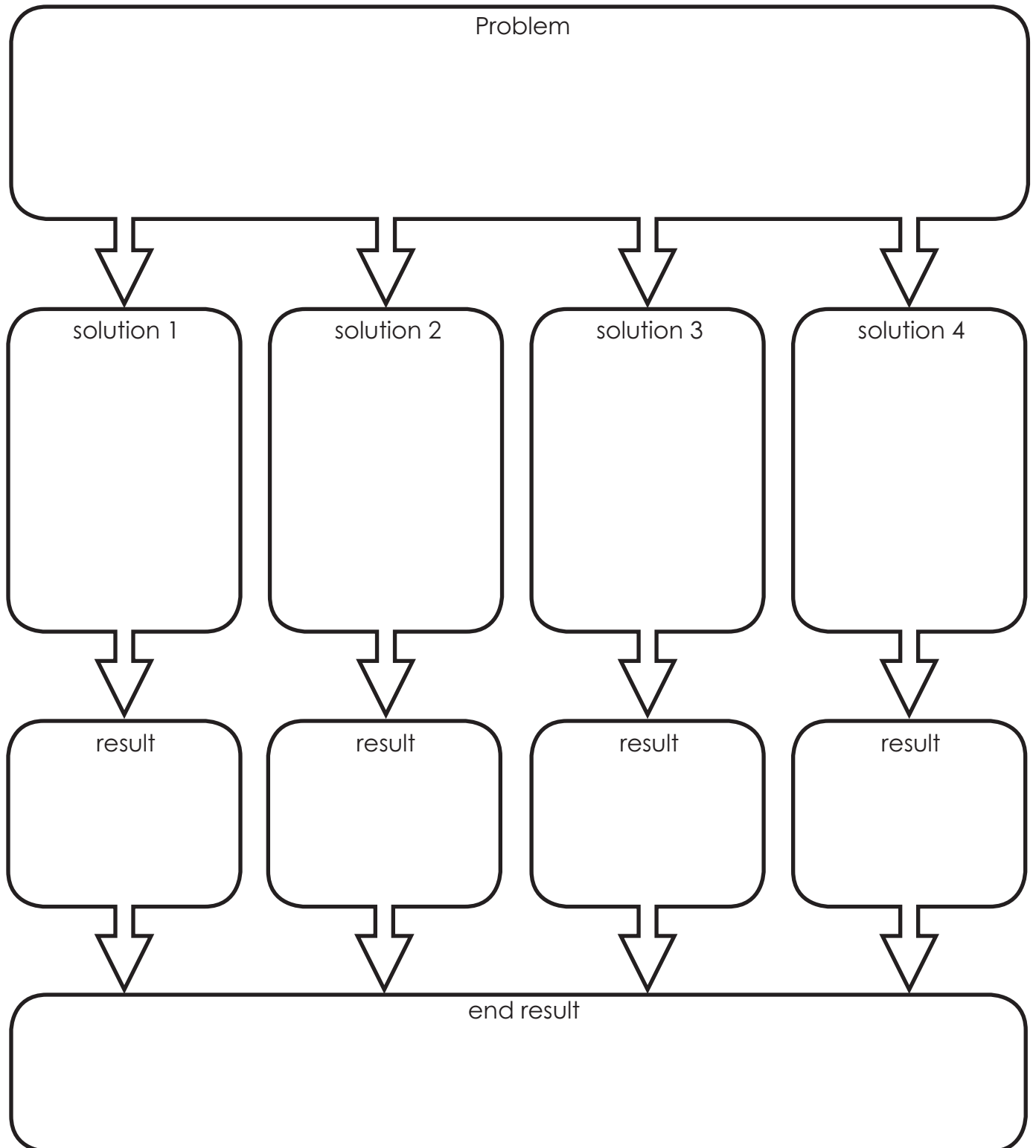
Name _____

C. 023

Text Structure Reflection

Title: _____

Problem and Solution



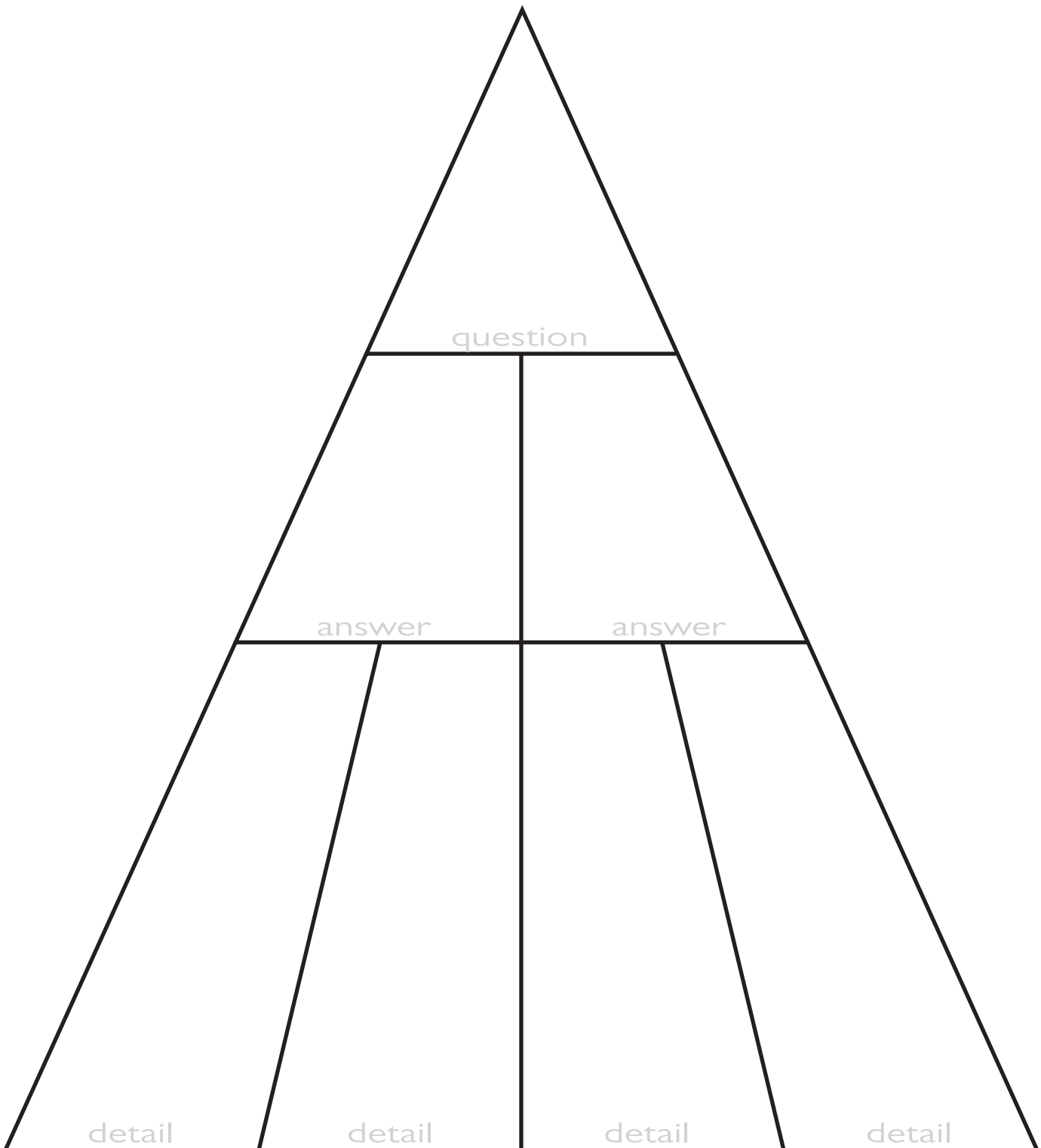
Name _____

Text Structure Reflection

C. 023

Title: _____

Question and Answer



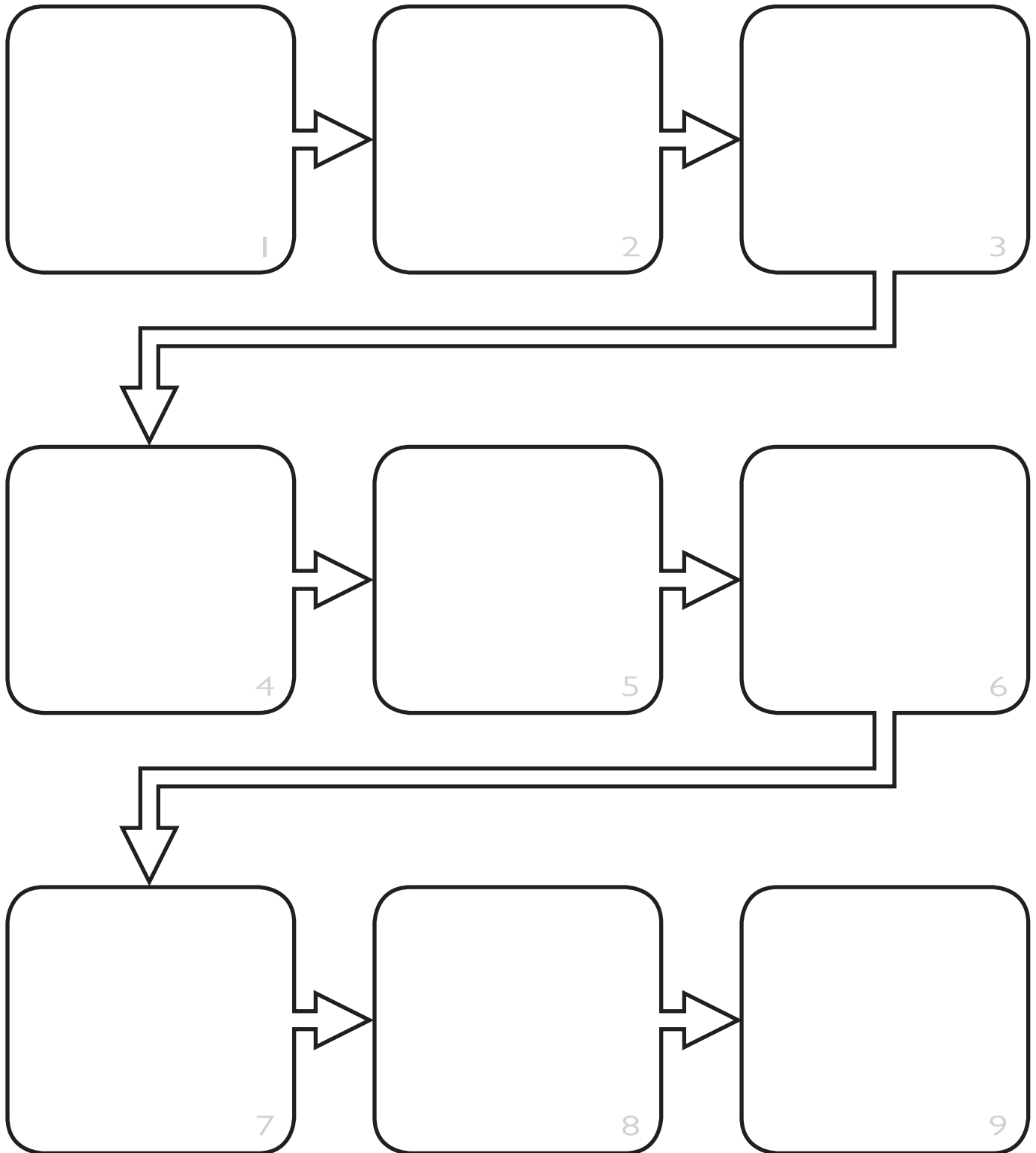
Name _____

C. 023

Text Structure Reflection

Title: _____

Sequence





Research Roundup

Objective

The student will use resources to identify information about a topic.

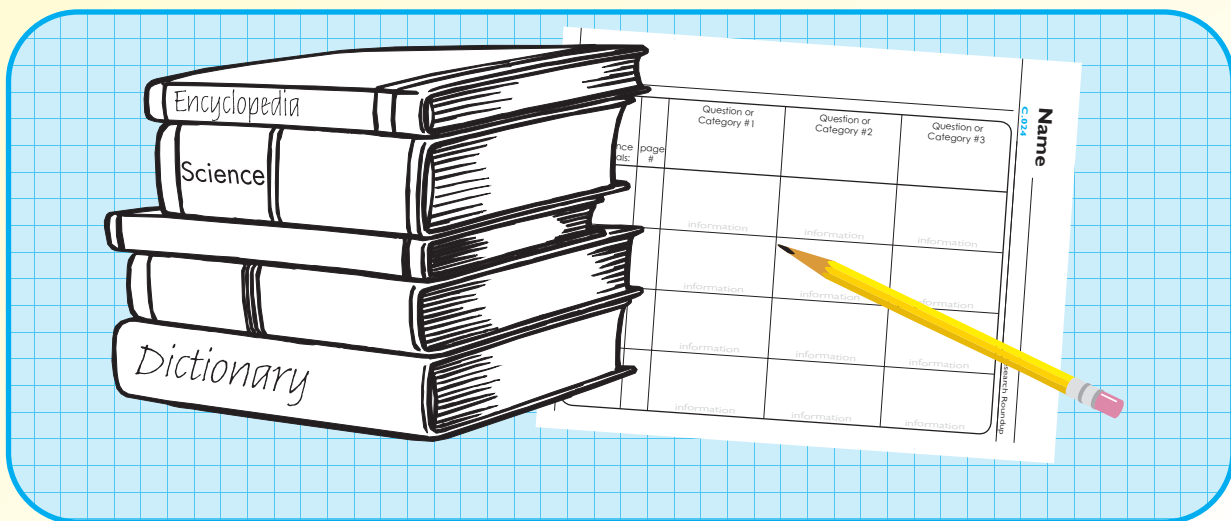
Materials

- ▶ Index cards
- ▶ Sentence strips
Select a topic and write at least three questions for students to answer (e.g., What do bears eat? Where do bears live? What are some bear behaviors?) or categories to explore (e.g., Bear Food, Bear Habitats, Bear Behaviors).
- ▶ Reference materials (e.g., textbooks, information books, encyclopedias, dictionaries, thesaurus)
Provide a variety of resources based on a target topic.
- ▶ Information collection student sheet
- ▶ Pencils

Activity

Students record information relating to a common topic using different expository text.

1. Provide the students with a variety of reference materials, index cards, and one information collection student sheet. Place the sentence strips face up in a row.
2. The students read each question or category on the sentence strips.
3. Review references to locate answers or information about the questions or categories.
4. Write information relating to the questions or categories on index cards, include the title and page number.
5. Place the card under the corresponding question or category.
6. Continue until all questions or categories have at least five cards of information.
7. Take turns recording information on one student sheet.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Use the information to write a short report.
- ▶ Write facts and a summary using multiple sources.
- ▶ Collect all the cards that all students write to make a class fact book about the topic.

Name _____

C. 024

Research Roundup

Topic: _____

Titles of reference materials:	page #	Question or Category #1	Question or Category #2	Question or Category #3
		information	information	information
		information	information	information
		information	information	information
		information	information	information

Name _____

Research Roundup

C. 024

Topic: _____ Question: _____

Source: _____
Fact: _____

Source: _____
Fact: _____

Source: _____
Fact: _____

Source: _____
Fact: _____

Summary: _____



Comprehension

C. 025

Text Analysis

Fiction and Nonfiction Find



Objective

The student will identify fiction and nonfiction text.



Materials

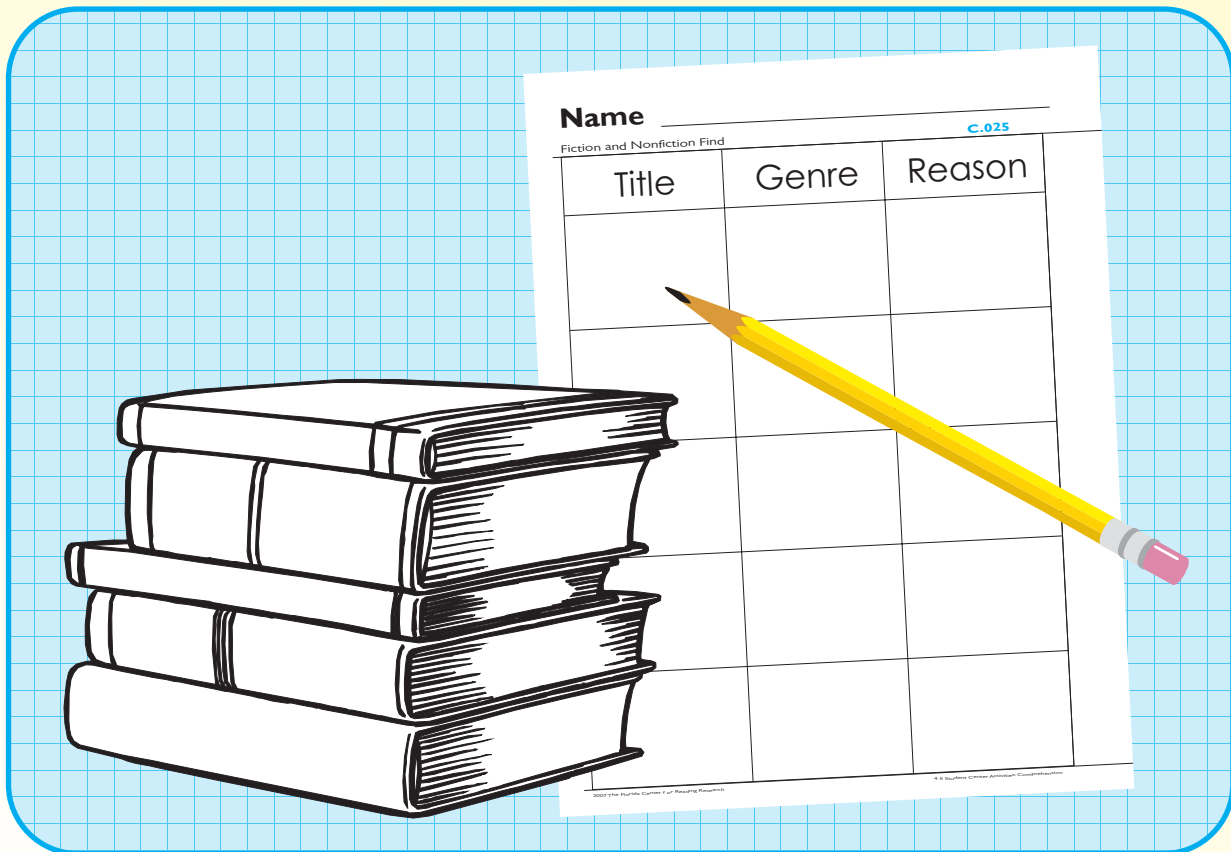
- ▶ Books
A variety of fiction and nonfiction books or texts.
- ▶ Student sheet
- ▶ Pencil



Activity

Students sort books or texts into fiction and nonfiction.

1. Provide the student with books or texts and a copy of the student sheet.
2. The student selects a book, reviews it, and determines if it is fiction or nonfiction.
3. Writes the title of the book, genre (i.e., fiction or nonfiction), and the reason for the designation on the student sheet.
4. Continues until all the books or texts are reviewed.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss book or text designations with a partner.
- ▶ Sort books or texts by other genres and subgenres (e.g., biography, poetry, fantasy, folktale), write titles, and place under correct header. Write any needed headers.

Name _____

Fiction and Nonfiction Find

C. 025

Title	Genre	Reason

Comprehension

C. 025

Fiction and Nonfiction Find

fiction

header

nonfiction

header

autobiography

header

biography

header

fantasy

header

folktale

header

header cards



Comprehension

Fiction and Nonfiction Find

C. 025

poetry

header

mythology

header

historical
fiction

header

mystery

header

science fiction

header

fairy tale

header

header cards





Objective

The student will identify facts and opinions.

Materials

- ▶ Game board

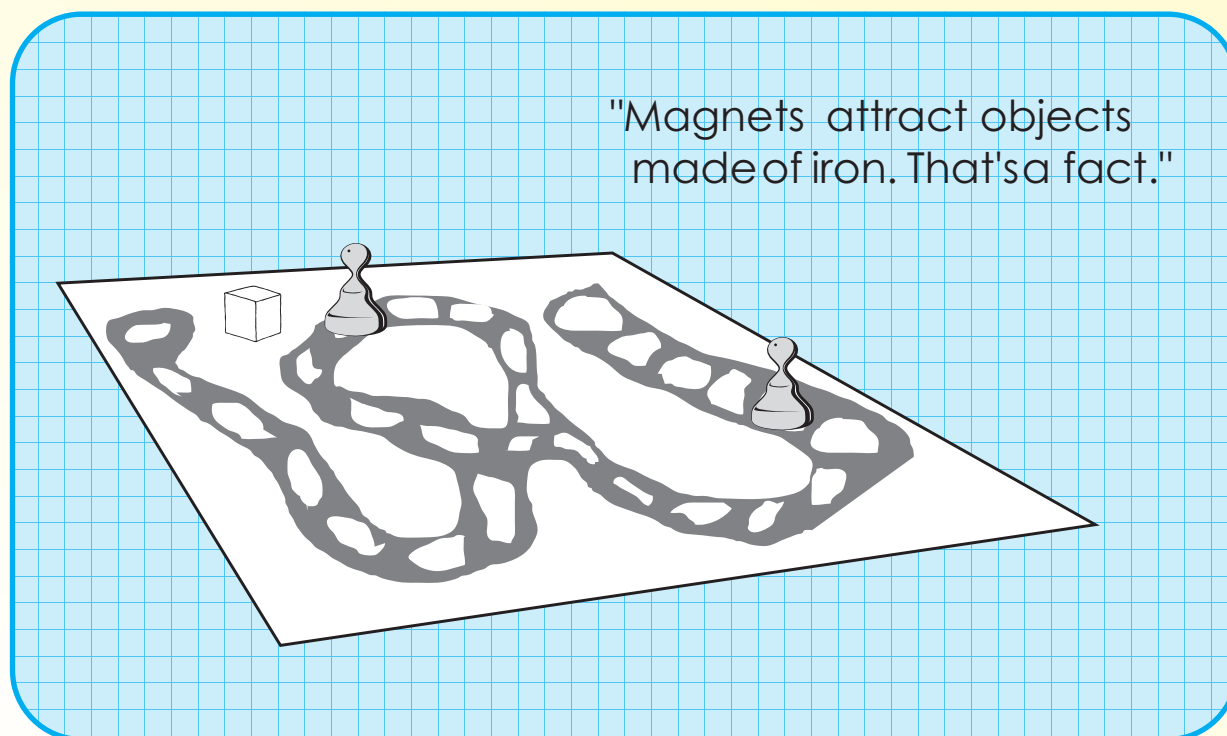
Note: If facts and opinions in this activity are not appropriate for your students, provide an answer key or use statements that are more applicable and make game board using.

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

Activity

Students determine facts and opinions by reading statements on a game board.

1. Place game board, number cube, and game pieces on a flat surface.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown on the number cube.
3. Read statement. For example, Magnets attract objects made of iron.
4. State whether the statement is a fact or an opinion (i.e., fact).
5. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
6. Continue until both students reach the end.
7. Peer evaluation



Extensions and Adaptations

- ▶ Play game by rolling number cube and stating a fact or opinion.
- ▶ Circle or highlight facts and opinions in different colors on copies of text.

Comprehension

Fact or Opinion Game

C. 026

START

A triangle is a three-sided figure.

It's boring to be inside on a rainy day.

The Atlantic Ocean and Pacific Ocean border the United States.

Hurricanes cause more damage than earthquakes.

Roll again.

Football is more interesting to watch than basketball.

Dogs, cows, and whales are all mammals.

Twelve times three equals thirty-six.

Everyone should learn to play the piano.

Move back two spaces.

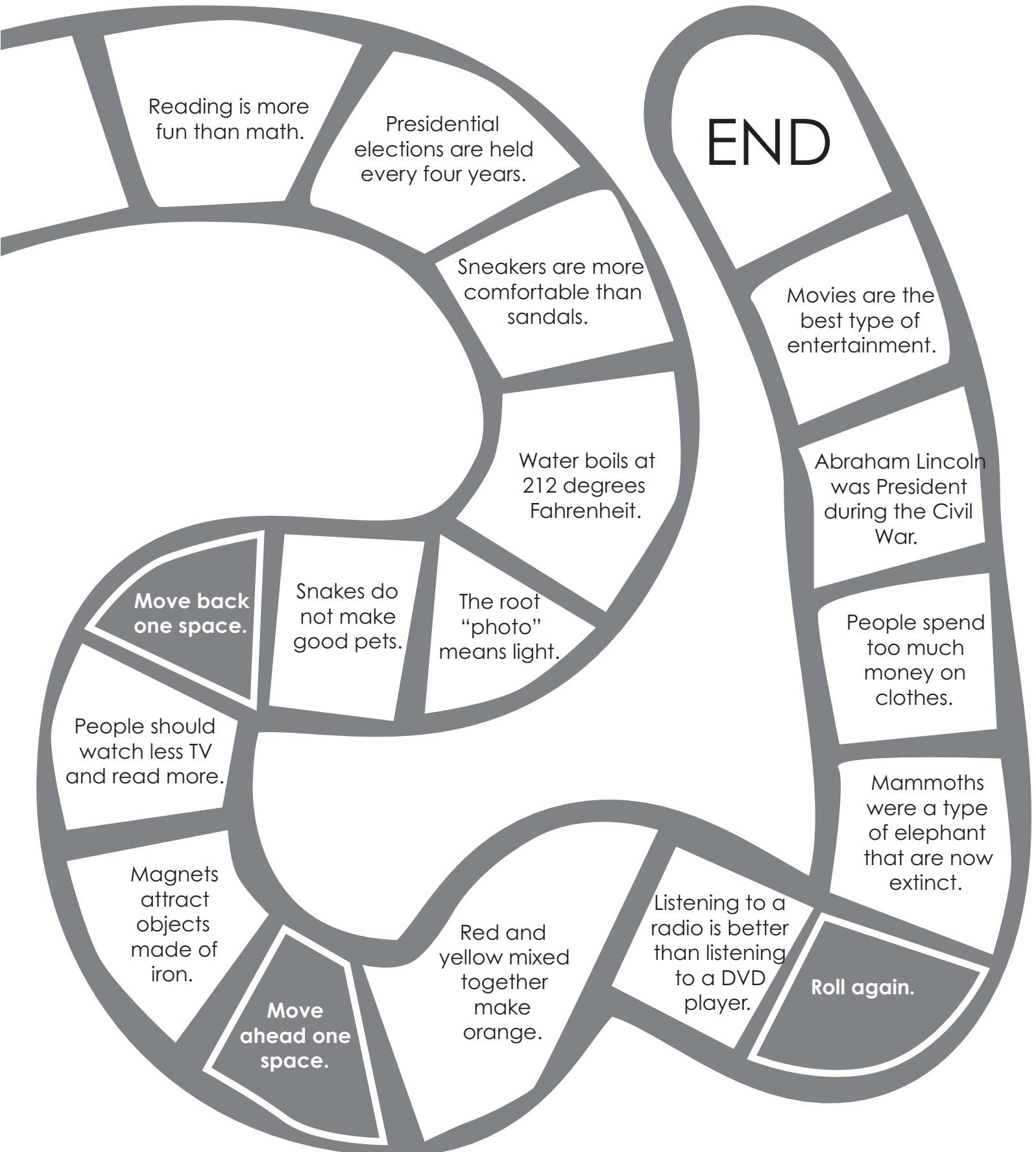
Calculators are useless now that there are computers.

Planes can be delayed due to bad weather.

Comprehension

C. 026

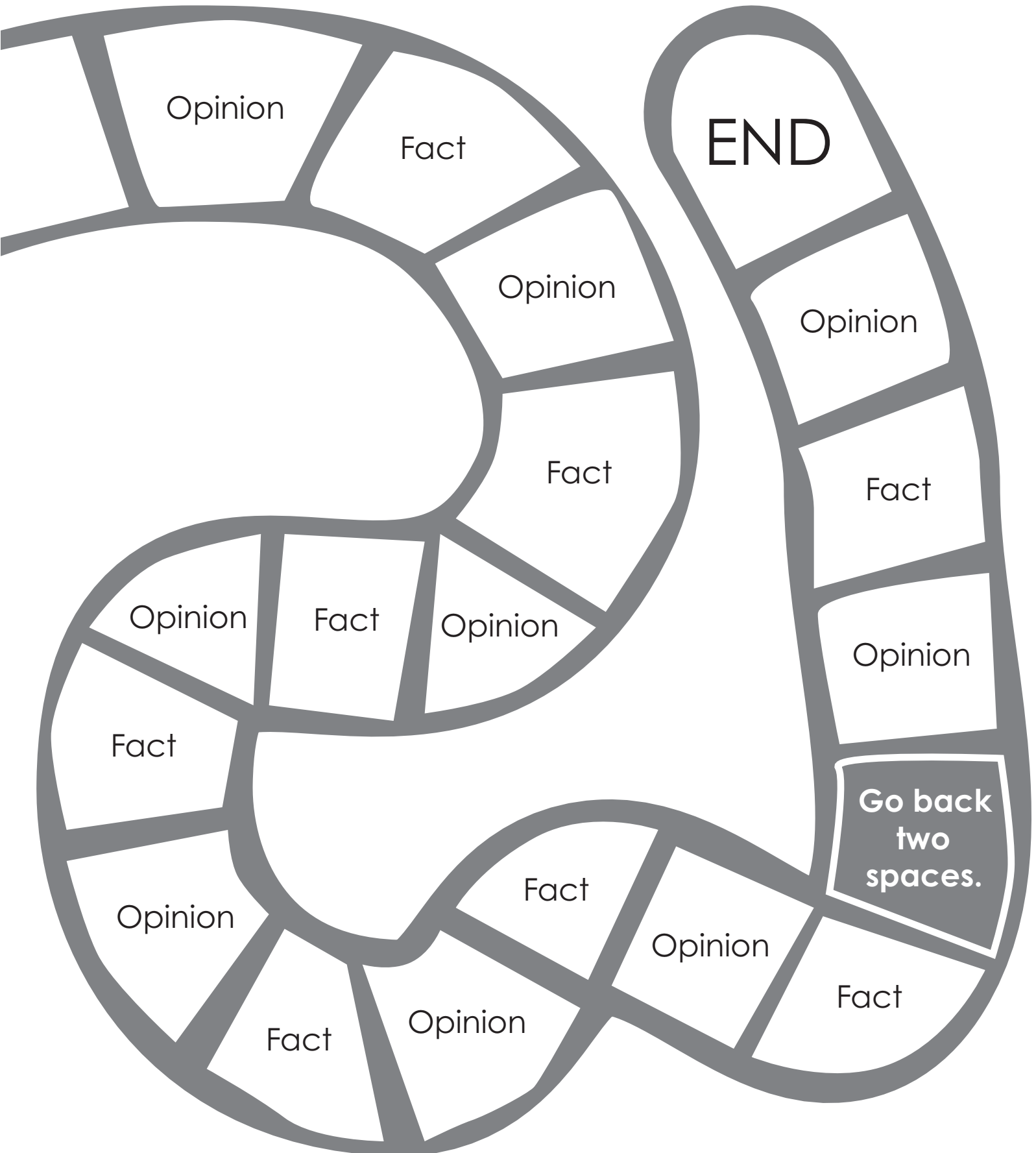
Fact or Opinion Game



Comprehension

C. 026

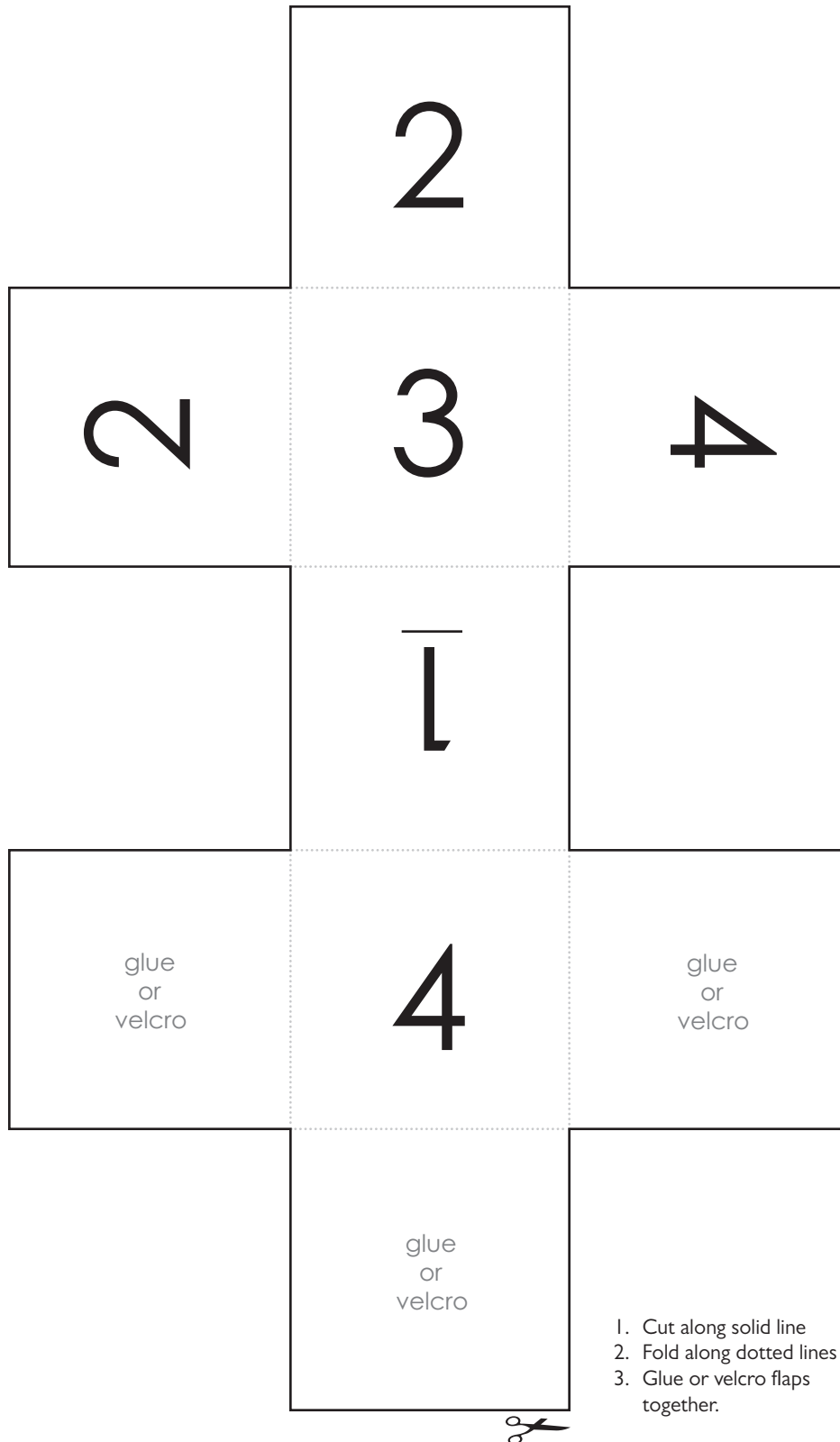
Fact or Opinion Game



Comprehension

Fact or Opinion Game

C. 026



1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

number cube



Objective

The student will produce facts and opinions.

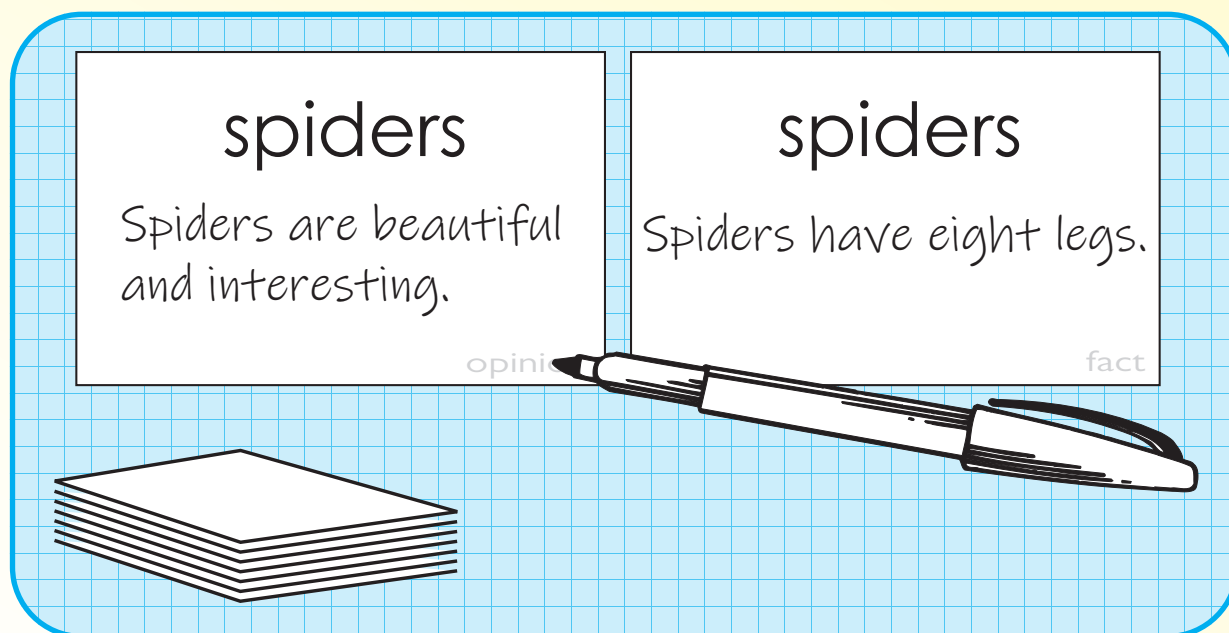
Materials

- ▶ Fact and opinion cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write facts and opinions based on a selected topic.

1. Place fact and opinion cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects top card from stack and reads the topic and the fact or opinion designation (printed at the bottom of the card) to partner (e.g., spider, opinion).
3. Writes a fact or opinion sentence that corresponds to the designation. For example, Spiders are beautiful and interesting.
4. Explains why it is a fact or opinion. For example, “This is my opinion, because someone else might think that spiders are ugly and scary.”
5. Reverse roles.
6. Continue until all cards are used. Pair fact and opinion sentences about the same topic together and discuss the differences between the facts and opinions.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record facts and opinions on student sheet.
- ▶ Make more fact and opinion cards.
- ▶ Write more facts and opinions according to new topics.
- ▶ Write facts and opinions and sort.

Comprehension

Matter of Fact or Opinion

C. 027

homework

fact

homework

opinion

vacations

fact

vacations

opinion

sports

fact

sports

opinion

snacks

fact

snacks

opinion

fact and opinion cards



Comprehension

C. 027

Matter of Fact or Opinion

computer games fact	computer games opinion
exercise fact	exercise opinion
spiders fact	spiders opinion
music fact	music opinion

fact and opinion cards



Name _____

Matter of Fact or Opinion

C. 027

Topic	Fact or Opinion	Fact or Opinion Statement
homework	opinion	
vacations	fact	
sports	opinion	
snacks	fact	
exercise	opinion	
computer games	fact	
spiders	opinion	
music	fact	

Comprehension

C. 027

Matter of Fact or Opinion

	fact		opinion
	fact		opinion
	fact		opinion
	fact		opinion

blank fact and opinion cards



Name _____

Matter of Fact or Opinion

C. 027

Topic	Fact or Opinion	Fact or Opinion Statement
peanut butter	opinion	
books	fact	
math	opinion	
weather	fact	
snakes	opinion	
ocean	fact	
rules or laws	opinion	
cars	fact	

FACT

header



OPINION

header





More Incredible Inferences

Objective

The student will identify inferences.

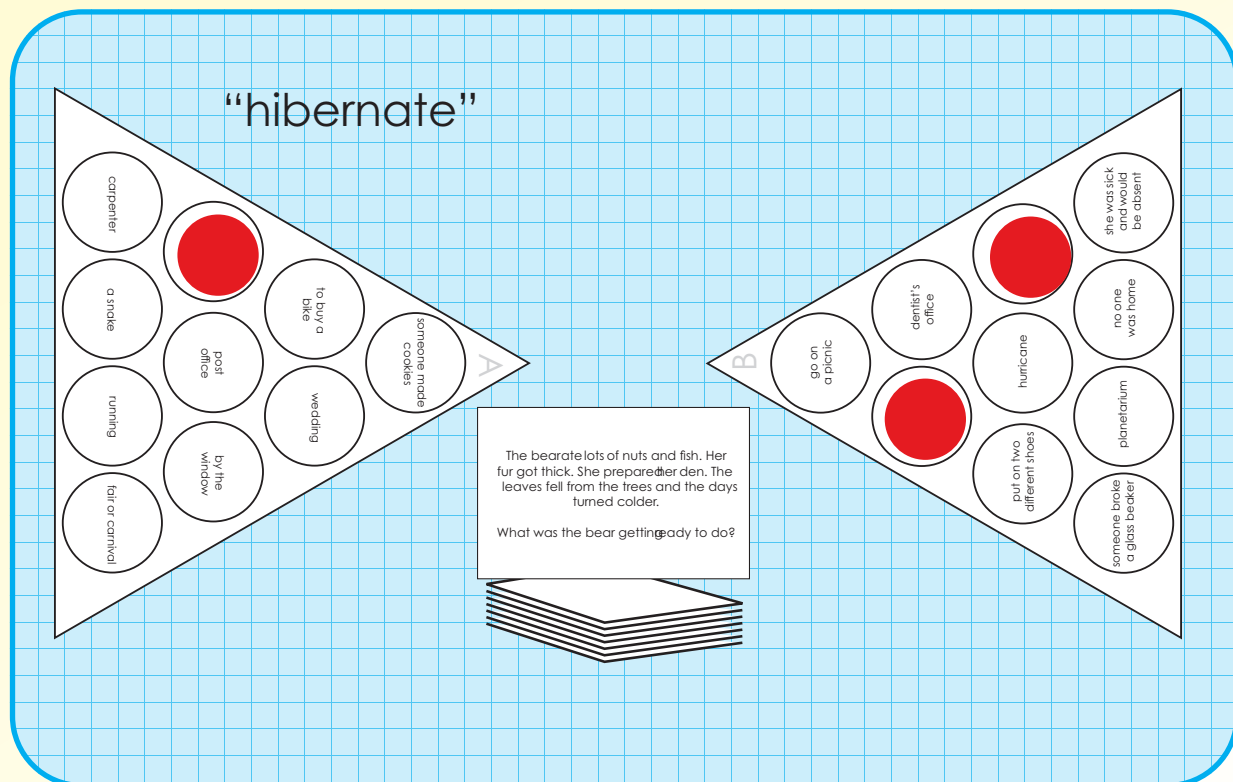
Materials

- ▶ Inference triangles
- ▶ Inference cards
- ▶ Answer key
- An answer key is provided for optional use.*
- ▶ Game pieces (e.g., counters)

Activity

Students identify inferences by reading clues.

1. Place inference cards face down in a stack. Provide each student with a different inference triangle and game pieces.
2. Taking turns, students select a card from the stack and read it.
3. Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which answers question, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



The diagram illustrates the activity setup on a light blue grid background. It features two large white triangles, labeled 'A' and 'B', each containing several circles with text. Triangle A has the word "hibernate" at the top. Triangle B has the word "hibernate" at the top. In the center, there is a white rectangular card with a question: "The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder. What was the bear getting ready to do?". Below the card is a stack of several white rectangular cards. The triangles and cards are arranged to show how they would be used in the activity.

Triangle A: "hibernate"

- carpenter
- a smoke
- running
- fat or carnival
- post office
- by the window
- wedding
- to buy a bike
- someone made cookies

Triangle B: "hibernate"

- go on a picnic
- dentist's office
- hurricane
- planetarium
- put on two different shoes
- someone broke a glass beaker
- the was sick and would be absent
- no one was home

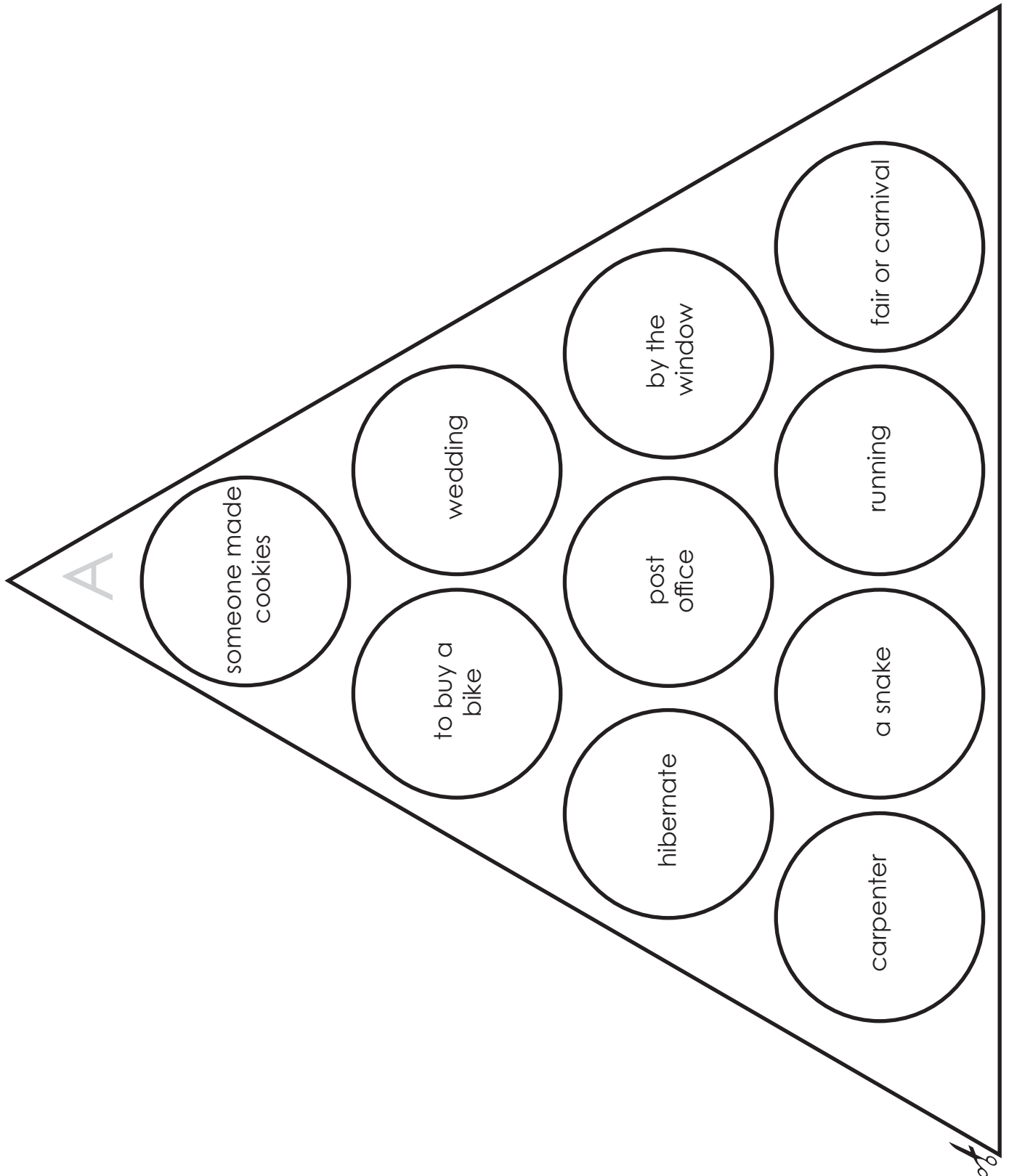
Central Card:

The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.

What was the bear getting ready to do?

Extensions and Adaptations

- ▶ Make other inference triangles and cards.
- ▶ Look at pictures from magazines, books, or other text and write inferences.

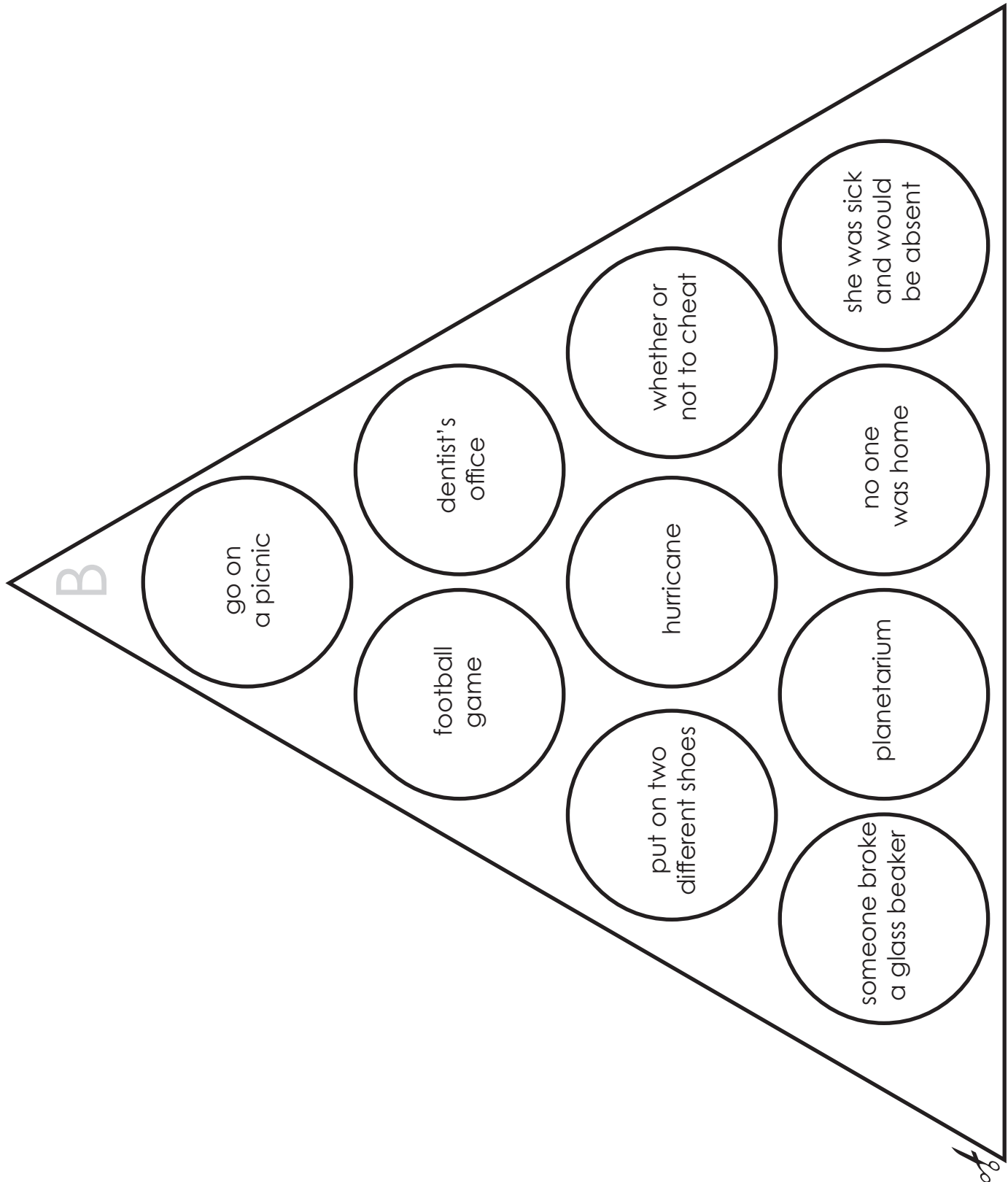


inference triangle A

Comprehension

More Incredible Inferences

C. 028



inference triangle B

Comprehension

C. 028

More Incredible Inferences

<p>The room was a mess! Pots and pans were piled in the sink. Drawers and cabinets were flung open. Chocolate chips dotted the floor and empty cartons were on a sticky counter, but the smell was delicious.</p> <p>Why was the room a mess?</p>	<p>The young woman looked down at her long dress. She felt like a princess. She and the others stood in the hall. They listened to the music. Then she heard the cue. She walked down the aisle as she held her flowers.</p> <p>What was this event?</p>
<p>The girl saved all her money. It was exactly what she wanted. She imagined gliding down the road pedaling effortlessly. She finally had enough money to make her dream come true.</p> <p>What was her dream?</p>	<p>The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.</p> <p>What was the bear getting ready to do?</p>
<p>Mailboxes are lined up outside the door. There is a long counter inside with scales. You can buy stamps, envelopes, and boxes. There are slots where you can mail a letter and long rows of boxes where some people go to pick up their mail.</p> <p>What is this place?</p>	<p>The cat stretches and yawns. She strolls over to her favorite spot. The sun shines in and makes it very warm. She watches the birds and squirrels. Sometimes the fresh air blows in on her. She climbs up into her soft bed and looks at the animals for a while. Then she curls up and goes to sleep.</p> <p>Where is the cat's favorite spot?</p>
<p>The man measures the wood and uses a saw to cut it. He puts the wood in place and hammers nails into it. He continues until the entire wall is built.</p> <p>What is this man's job?</p>	<p>The boy found it in the middle of the road on his way home from school. It was very tiny so he picked it up. He fed it food for several weeks. Soon, it grew and got very long.</p> <p>What did the boy find?</p>

inference cards



Comprehension

More Incredible Inferences

C. 028

<p>These athletes train a great deal. They eat a very healthy diet. Some compete in short races and others compete in long races called marathons.</p> <p>What is the sport?</p>	<p>There are many things to see. Many farm animals are on display. The midway is full of people playing games and eating food. There is also a place where you can go on many different rides.</p> <p>What is the place?</p>
<p>The rain was hard and steady. Sue stomped around the room and checked the clock every five minutes. The book that she bought the day before was flung in the corner beside the picnic basket and blanket. She stamped her feet and voiced her displeasure with nature.</p> <p>What plans did Sue have for the day?</p>	<p>The girl showed the lady her ticket. Then she walked down the stairs and found her seat. The players ran onto the field. They got into their positions. The ball went up in the air and the game began.</p> <p>Where was the girl?</p>
<p>Even though the man didn't want to do it he knew it had to be done. He picked up the phone and made the necessary arrangements. A few hours later, he found himself in a brightly lit room. He sat down in the movable chair. The person in charge bent over him as he began.</p> <p>Where was he?</p>	<p>People giggled and pointed at her feet. She didn't understand until she looked down. She turned red with embarrassment. She realized she should not have gotten dressed in the dark.</p> <p>Why shouldn't she have gotten dressed in the dark?</p>
<p>The waves crashed against the beach. Thunder cracked and lightning lit the sky. The wind howled and bent trees over sideways. People put shutters on their windows, bought supplies, and were ready.</p> <p>What were the people expecting?</p>	<p>The decision was difficult. No one would find out. She was the only one that would know. It would guarantee her a good grade, but was it worth it? Would she really feel proud passing this way?</p> <p>What was her struggle?</p>

inference cards



Comprehension

C. 028

More Incredible Inferences

The students were very quiet when the teacher walked over to the science center. The children sat at their desks and looked down at their hands. No one made a sound. The teacher looked around the classroom. Then she saw the pieces on the floor.

What happened in the classroom?

The children looked up at the twinkling lights. The background was pitch black. Although the air was a bit cool they didn't mind. They were busy looking at shapes, designs, and even some streaking lights.

Where were the children?

The boy rode his bike to his friend's house after dinner. When he got there, he rang the bell. He waited, but no one came to the door. He looked in the driveway. The car was not there. There were no lights on and the windows were all closed. The boy got back on his bike and went home.

What did the boy think?

The girl sneezed. Her dad felt her forehead and took her temperature. She told him her throat hurt. He pulled the blankets over her. He told her to try to sleep while he called her teacher.

Why did he call her teacher?



Answer Key A

Why was the room a mess?	someone made cookies
What was this event?	wedding
What was her dream?	to buy a bike
What was the bear getting ready to do?	hibernate
What is this place?	post office
Where is the cat's favorite spot?	by the window
What is this man's job?	carpenter
What did the boy find?	a snake
What is the sport?	running
What is the place?	fair or carnival

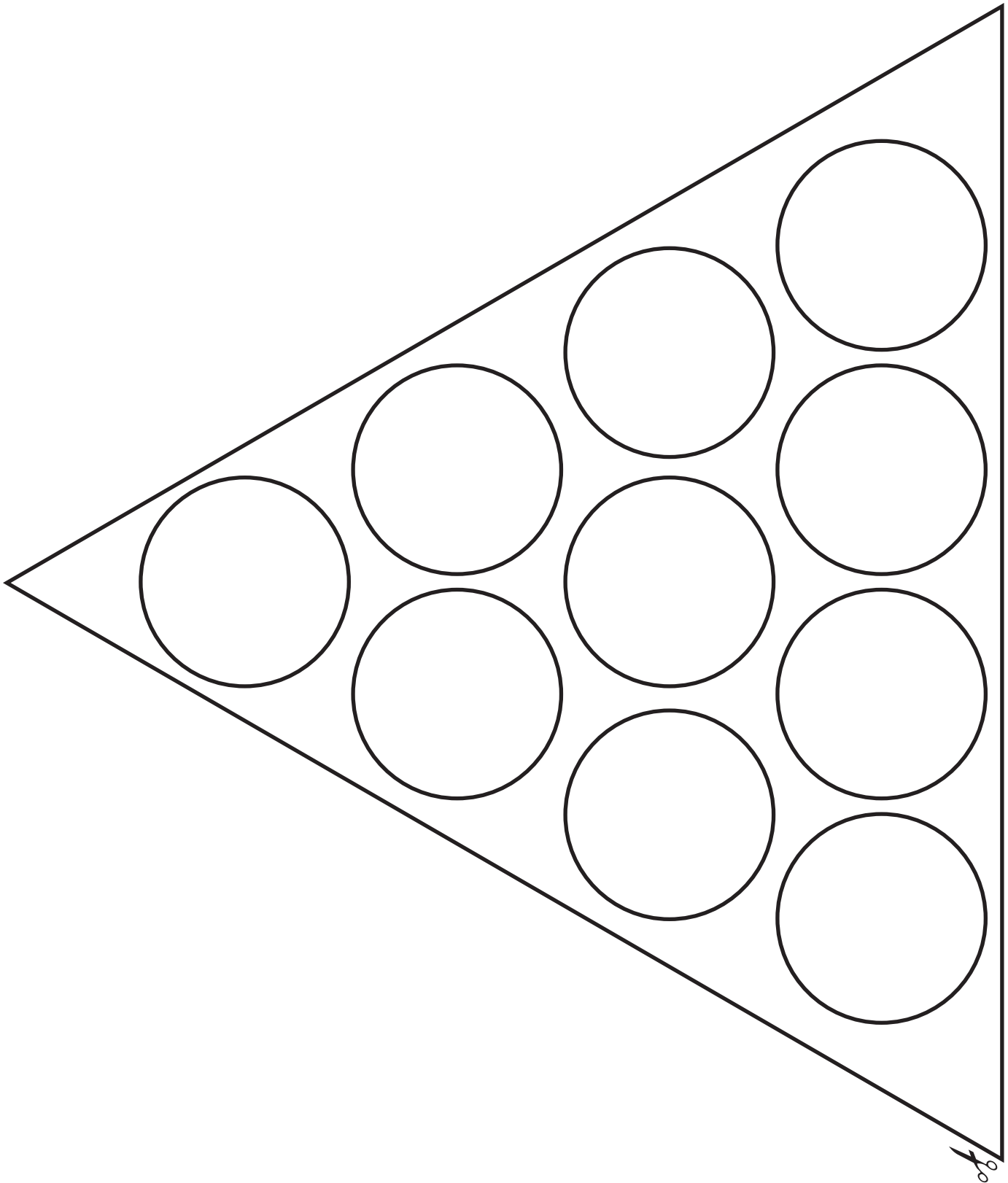
Answer Key B

What plans did Sue have for the day?	go on a picnic
Where was the girl?	football game
Where was he?	dentist's office
Why shouldn't she have gotten dressed in the dark?	put on two different shoes
What were the people expecting?	hurricane
What was her struggle?	whether or not to cheat
What happened in the classroom?	someone broke a glass beaker
Where were the children?	planetarium
What did the boy think?	no one was home
Why did he call her teacher?	she was sick and would be absent

Comprehension

More Incredible Inferences

C. 028



blank triangle



Objective

The student will make inferences.



Materials

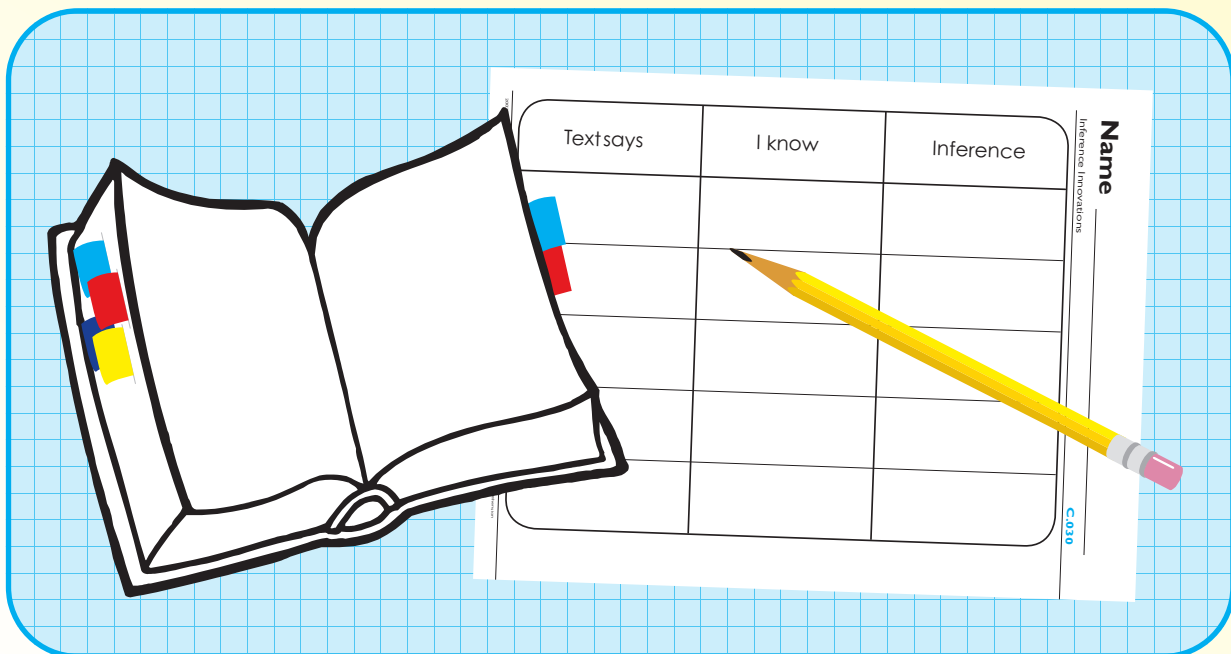
- ▶ Text
*Choose text within students' instructional-independent reading level range.
Choose text from which inferences can be made.*
- ▶ Student sheet
- ▶ Sticky notes
Place sticky notes throughout the text in places where it is appropriate to make inferences.
- ▶ Pencils



Activity

Students use information from text combined with background knowledge to make inferences.

1. Provide the student with a copy of the text and multiple copies of the student sheet.
2. The student reads up to the first sticky note.
3. Determines what the author is suggesting by using the information from the text and what is already known about the content.
4. Writes that information in the designated columns on the student sheet. Uses multiple sheets, if necessary.
5. Reviews recorded information and writes an inference in the designated box.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Compare and discuss inferences with a partner.
- ▶ Use graphic organizers to write inferences.

Name _____

Inference Innovations

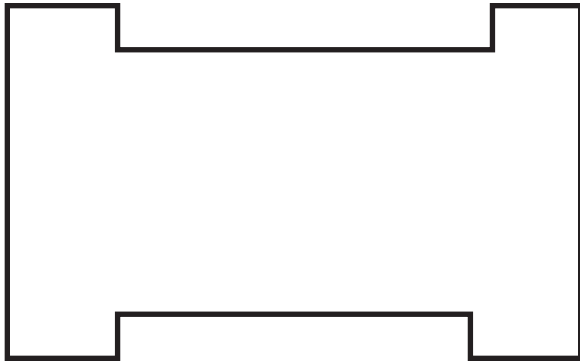
C. 029

Inference					
I know					
Text says					

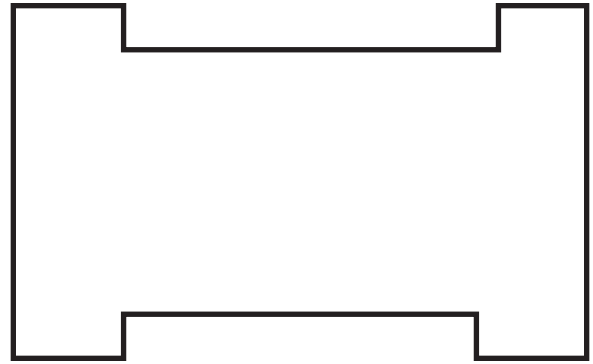
Name _____

C. 029

Inference Innovations

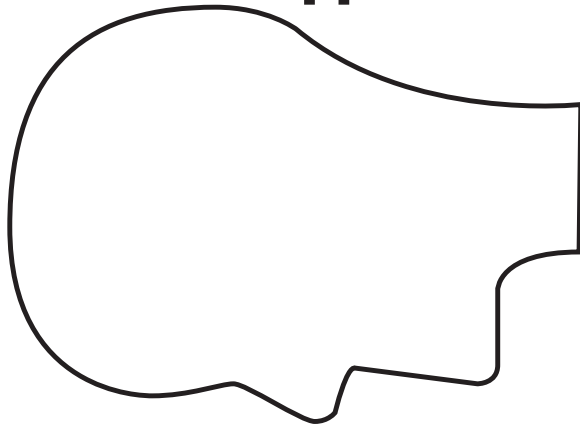


inference



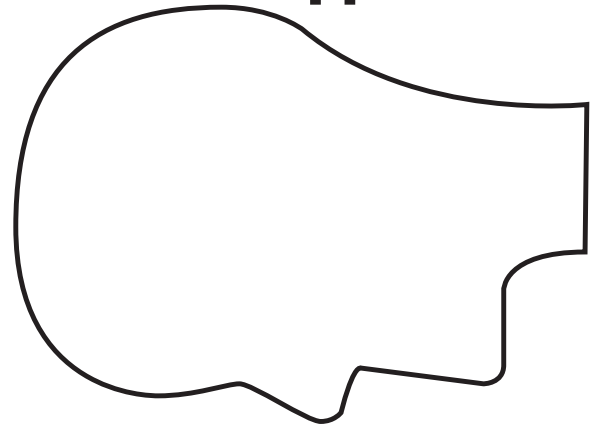
inference

=



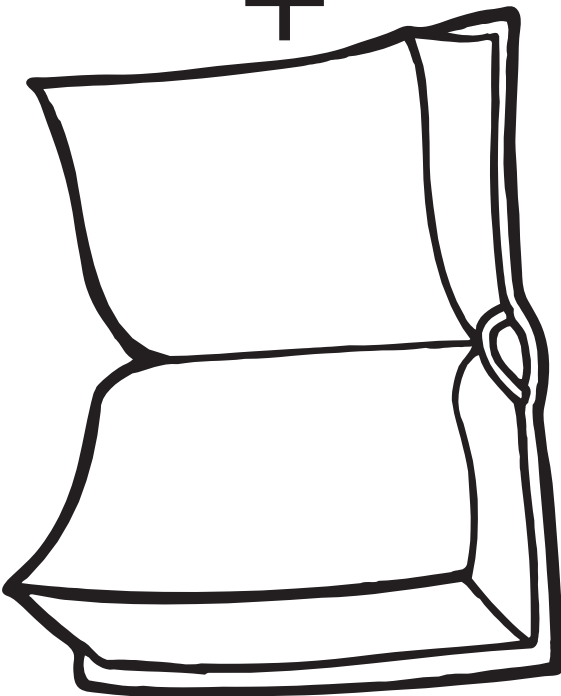
I know

=



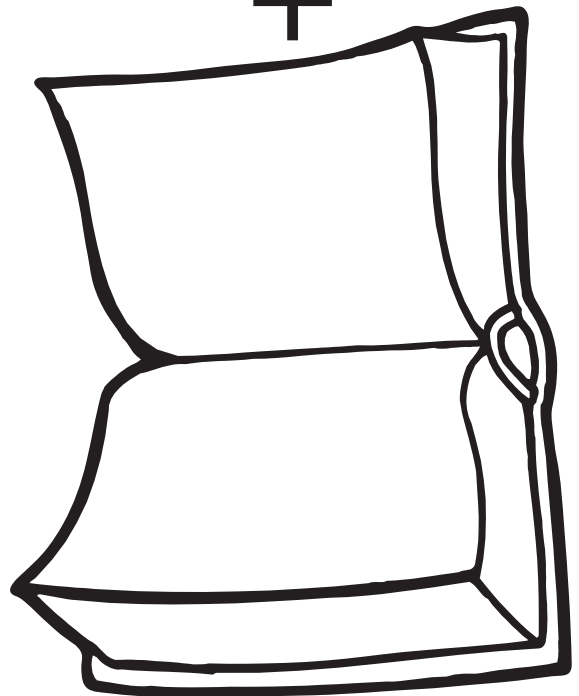
I know

+



text says

+



text says

Name _____

Summary of what text says:

inference

What I know:

Summary of what text says:

inference

What I know:



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.

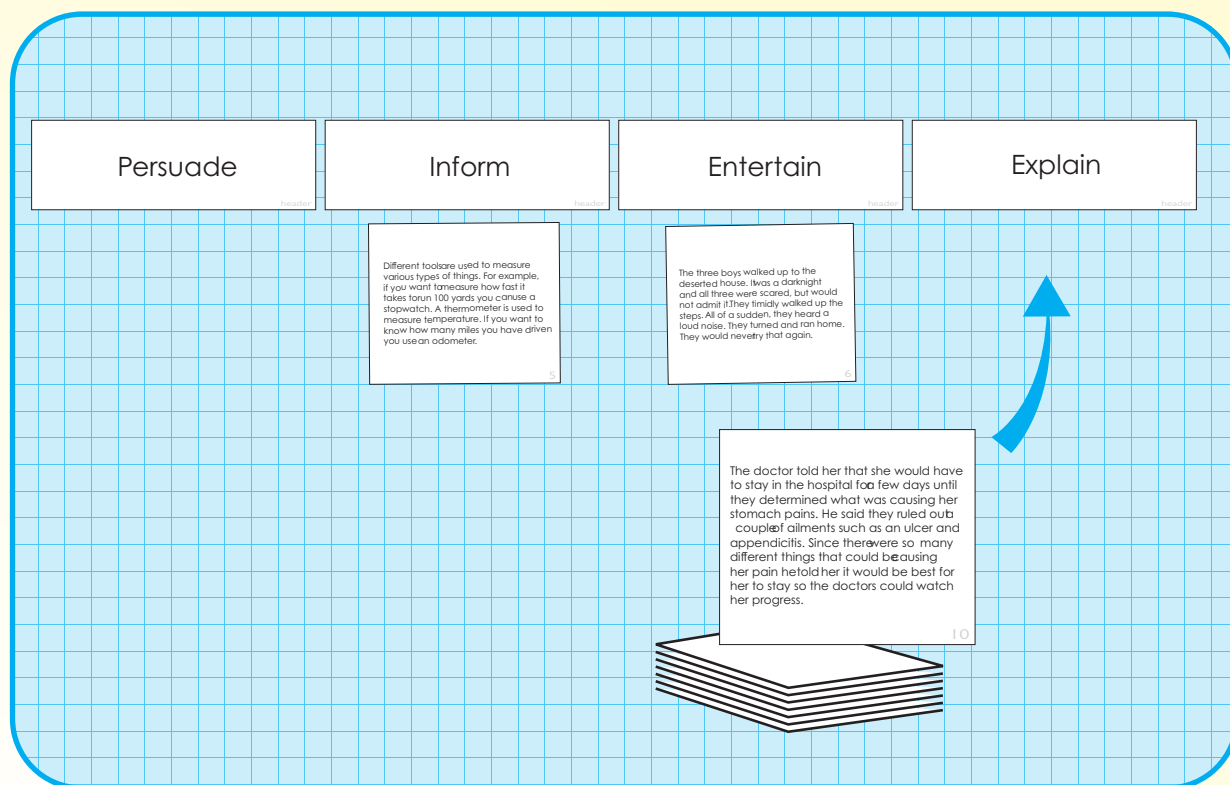
Note: The numbers of the cards correspond to headers in the following manner:

Persuade - 1, 8, 11, 16; Inform - 3, 5, 9, 14; Entertain - 2, 4, 6, 13; Explain - 7, 10, 12, 15.

Activity

Students determine author's purpose by sorting passages.

1. Place header cards face up in a row. Place passage cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Determine the author's purpose.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



The diagram shows a sorting activity on a grid background. At the top, four white header cards are arranged horizontally: "Persuade", "Inform", "Entertain", and "Explains". Below these are three passage cards. The first passage card (numbered 3) is placed under the "Inform" header. The second passage card (numbered 6) is placed under the "Entertain" header. The third passage card (numbered 10) is being moved from a stack of cards towards the "Explains" header, indicated by a blue arrow.

Persuade header

Inform header

Entertain header

Explains header

Different tools are used to measure various types of things. For example, if you want to measure how fast it takes to run 100 yards you can use a stopwatch. A thermometer is used to measure temperature. If you want to know how many miles you have driven you use an odometer. 3

The three boys walked up to the deserted house. It was a dark night and all three were scared, but would not admit it. They timidly walked up the steps. All of a sudden, they heard a loud noise. They turned and ran home. They would never try that again. 6

The doctor told her that she would have to stay in the hospital for a few days until they determined what was causing her stomach pains. He said they ruled out a couple of ailments such as an ulcer and appendicitis. Since there were so many different things that could be causing her pain he told her it would be best for her to stay so the doctors could watch her progress. 10

Extensions and Adaptations

- ▶ Read passages and write author's purpose.
- ▶ Write other passage cards to sort.
- ▶ Bring in examples of magazine, newspaper, and other articles to discuss and identify the author's purpose (i.e., persuade, inform, entertain, or explain).

Comprehension

What's the Purpose?

C. 030

Persuade

header

Inform

header

Entertain

header

Explain

header

header cards



Comprehension

C. 030

What's the Purpose?

If someone says, "Don't look a gift horse in the mouth," that person doesn't really think you will receive a horse or try to open its mouth and look inside. In order to understand what this idiom means it's necessary to know two things. First, a long time ago, people were sometimes given a horse as a gift. Second, it is possible to tell how old a horse is by counting its teeth. If a person was given a horse and then counted its teeth it was considered impolite. This evolved into the current idiom which means when you receive something don't be ungrateful.

7

The doctor told her that she would have to stay in the hospital for a few days until they determined what was causing her stomach pains. He said they ruled out a couple of ailments such as an ulcer and appendicitis. Since there were so many different things that could be causing her pain he told her it would be best for her to stay so the doctors could watch her progress.

10

The water cycle has no real beginning or end. Water in oceans, lakes, and plants changes into water vapor and seems to vanish from the earth. This is called evaporation. The water vapor cools into tiny droplets which then form clouds. This is called condensation. When the clouds become heavy with these droplets, they fall back to the earth as rain, snow, or sleet. Precipitation is the name for this part of the cycle, which then continues.

12

Fishing can be fun. The first thing you need to do is bait the hook. Different types of bait are used depending on what you want to catch. Then you either cast the line or drop it into the water. The third step, which can be the most difficult, is to wait until you feel a tug on the line. Then you try to reel or pull in the line. If you do this all successfully your reward will be waiting on the end of the line.

15

Everyone should learn how to ride a bike. It is a good form of transportation. It can also be an enjoyable and healthy activity. It is something that can be done alone or with others. You can use a bike to compete in a race or go on a leisurely ride. Bike riding is fun for people of all ages.

1

Summer is the best season of the year. You can spend all your time outdoors and not get cold. You can swim and enjoy many sports that you can't when it is winter. There are leaves on the trees and flowers are in bloom. You can leave all the windows open in your house. Summer is so pleasant; too bad it doesn't last all year.

8



passage cards

Comprehension

What's the Purpose?

C. 030

<p>Buy this DVD now and learn to play the guitar in less than a month. We guarantee that after using our six-step program you will be performing for all your friends. They will want you to entertain at all the parties. So, hurry before our offer ends, and we'll send you a free guitar pick with the DVD.</p> <p>11</p>	<p>Cell phones should not be used in public places. They annoy people who are close to the person using the cell phone. Cell phones often ring at inappropriate times. Often the person on the phone speaks too loudly. They can disrupt other people's conversations. If people need to make phone calls in public, they should excuse themselves and go outside.</p> <p>16</p>
<p>She walked along the beach enjoying how the sand felt between her toes. She gathered many different types of shells. As she bent down to pick up another shell she noticed it wasn't a shell. It was a bottle with a piece of paper inside it. She excitedly opened the bottle took out the paper and began to read what was on it.</p> <p>2</p>	<p>We all got excited when our teacher said she had an important announcement. She told us that we had won the contest for reading the most pages in the reading marathon. Each of us would receive a gift certificate to use at the local bookstore. Our class will also be treated to a visit by a famous author. This was such exciting news, I ran home to tell my mom.</p> <p>4</p>
<p>The three boys walked up to the deserted house. It was a dark night and all three were scared, but would not admit it. They timidly walked up the steps. All of a sudden, they heard a loud noise. They turned and ran home. They would never try that again.</p> <p>6</p>	<p>Charlie knew that he had waited until the last minute to do his report. As he quickly typed away on his computer, all of a sudden the power went out. He hadn't saved his document. He just stared at the screen in disbelief as all his work disappeared. It wouldn't have been so bad if he had saved it earlier, but he hadn't. Charlie promised himself that this would never happen to him again.</p> <p>13</p>

passage cards



Comprehension

C. 030

What's the Purpose?

The platypus is a different looking animal that lives in the rivers and coastal regions of Eastern Australia. It is a furry mammal, but it lays eggs. It lives near the water and uses its webbed feet to swim. Its nose resembles a duck's bill which helps it as it gathers food such as shrimp. When the platypus swims underwater it closes both its eyes and ears.

3

Different tools are used to measure various types of things. For example, if you want to measure how fast it takes to run 100 yards you can use a stopwatch. A thermometer is used to measure temperature. If you want to know how many miles you have driven you use an odometer.

5

There are many kinds of books. They can be classified in several ways. One way is to label them nonfiction which means that they contain factual information. Another way is to label them fiction which means that they tell a story. Books can be further classified into categories such as biography, historical fiction, and fantasy.

9

Food labels give you many details. The ingredients are listed as well as whether or not the product should be refrigerated. There is one whole section that gives facts about the nutritional components including amount of calories, fat, protein, and carbohydrates. In addition, you'll usually find a date when the product expires and you should throw it away.

14

passage cards



Name _____

What's the Purpose?

C. 030

Text	Purpose Entertain, Explain, Inform, Persuade
<p>Dear Principal Jones,</p> <p>Our class is studying the solar system. We believe that a trip to the planetarium would be a good educational experience and would go along with what we are studying. The planetarium is another way to learn about the solar system and can offer a different experience than we can get in the classroom. We hope you will agree to let us go.</p> <p style="text-align: center;">Thank you, Mrs. Smith's 4th grade class</p>	
<p>The game of checkers is a game played with two players. There is a game board with 32 dark and 32 light squares. Each player gets twelve game pieces. Players take turns moving diagonally on the dark squares. A player can capture an opponent's piece by jumping over that piece. When the piece is captured it is removed from the board. A player wins when the opponent cannot make a move or has lost all his pieces.</p>	
<p>The family drove across the United States for a vacation. Although there were times that it seemed very long and tiresome, they all enjoyed it. There were many things to see. Some of the places they went to were the Everglades, Mount Rushmore, and Yellowstone National Park. They all agreed that one of the most exciting things they did on the trip was to fly in a plane over the Grand Canyon. This was one trip they would never forget!</p>	
<p>Recycling is something everyone should do. Our earth is becoming more and more polluted. One thing we can do to help with this problem is to recycle. People can take papers, glass, and plastics to recycling centers or some places will pick them up. Another way to recycle is to use things over again. Wash out a paper cup and use it two or three times before throwing it away. Any little bit will help a great deal, so recycle often.</p>	
<p>Glaciers are large masses of snow, ice, and rock that move very slowly. They are formed when the amount of snow that falls over many years is more than the amount that melts. When a piece of a glacier breaks apart and floats in the water it is called an iceberg.</p>	



Objective

The student will identify the author's purpose.

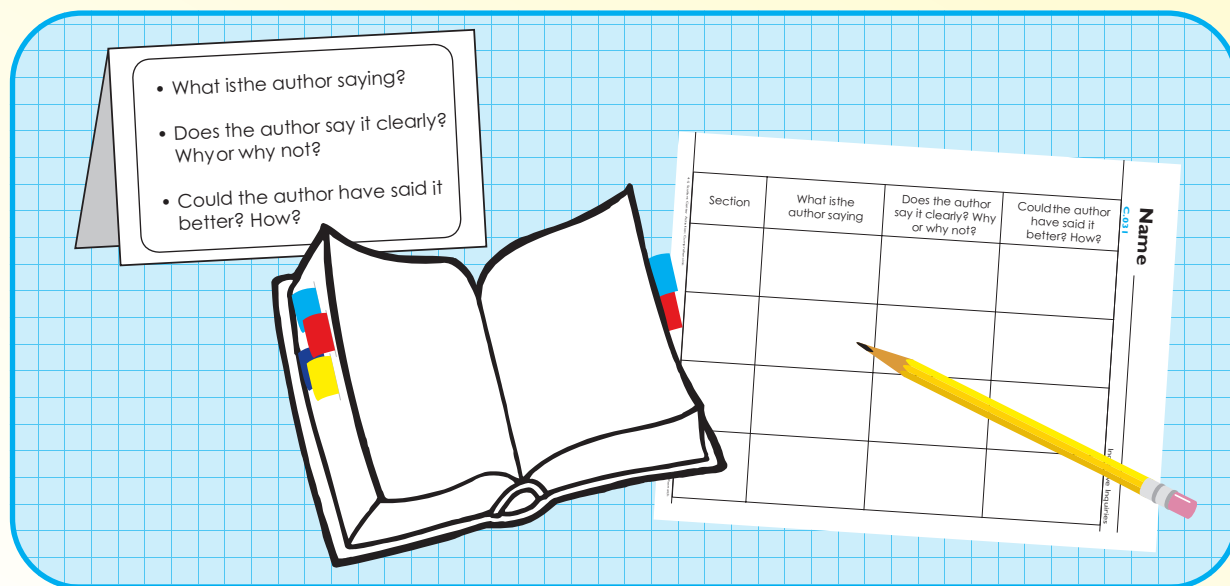
Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
Divide the text into logical one- or two-paragraph sections that will encourage discussion.
- ▶ Sticky notes
Use sticky notes to indicate where students are to stop and ask questions.
- ▶ Question tent card
Copy on card stock, cut out, and fold in half.
- ▶ Student sheet
- ▶ Pencils

Activity

Students answer questions about the text with a partner.

1. Place question tent card so each student can see it. Provide each student with a copy of the text and a student sheet.
2. Working in pairs, student one reads aloud and stops at the sticky note.
3. Student two reads the questions and discusses each answer with student one.
4. Student one writes the page number and answers on his student sheet.
5. Reverse roles and continue until all pages are read.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Read text and discuss questions with a partner.

Comprehension

Inquisitive Inquiries

C. 031

- What is the author saying?
- Does the author say it clearly?
Why or why not?
- Could the author have said it better? How?

- What is the author saying?
- Does the author say it clearly?
Why or why not?
- Could the author have said it better? How?

question tent card



Name _____

C. 031

Inquisitive Inquiries

Could the author have said it better? How?				
Does the author say it clearly? Why or why not?				
What is the author saying?				
Page number				

Comprehension

- What's the big idea the author is trying to get across?
- What does the author assume we already know?
- How does this connect to what the author already said?
- Is there a better way to say it?
- Why did the author say that?
- What is the author's message?

- What is the author's message?
- Why did the author say that?
- Is there a better way to say it?
- How does this connect to what the author already said?
- What does the author assume we already know?
- What's the big idea the author is trying to get across?





Objective

The student will activate prior knowledge.

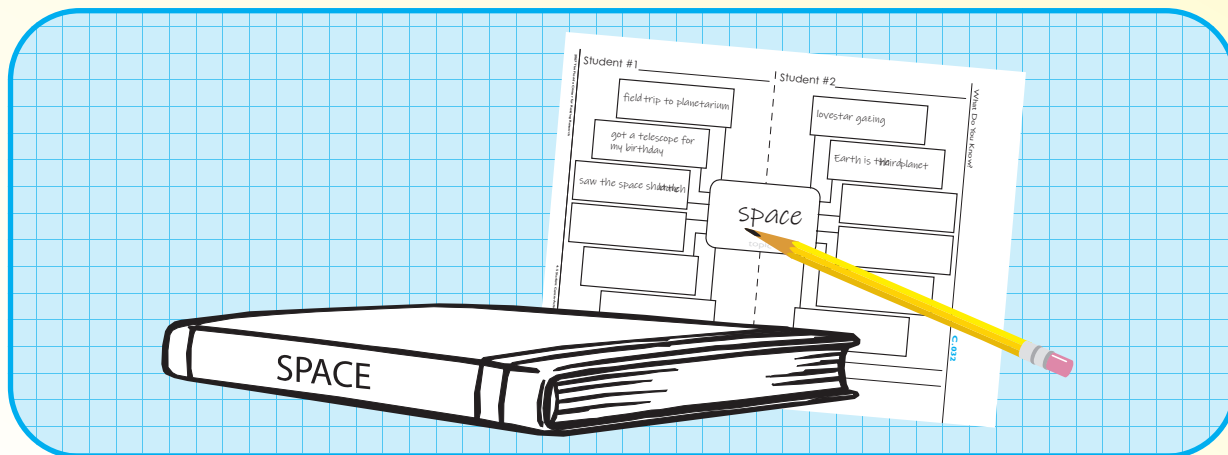
Materials

- ▶ Text
*Choose text within students' instructional-independent reading level range.
Select target topic from the text and write it in designated box.*
- ▶ Student Sheet
Write topic or subject on designated line.
- ▶ Dictionary
- ▶ Pencils

Activity

Students share what they already know about a topic.

1. Provide students with one student sheet, two copies of the text, and dictionary.
2. Students read the topic written on the student sheet and browse text to note headings and subheadings. Think about what is already known about the topic (e.g., from personal or learning experiences).
3. Taking turns, write names at the top of the student sheet. Orally share prior knowledge about the topic (e.g., if topic is space then student might talk about a class field trip to the planetarium).
4. Write key words and phrases associated with prior knowledge of the topic in the boxes on the student sheet (e.g., planetarium, stars, planets). Write on back of student sheet and use dictionary, if needed.
5. Write a statement at the bottom of the student sheet about something new that was learned from partner.
6. Teacher evaluation



Extensions and Adaptations

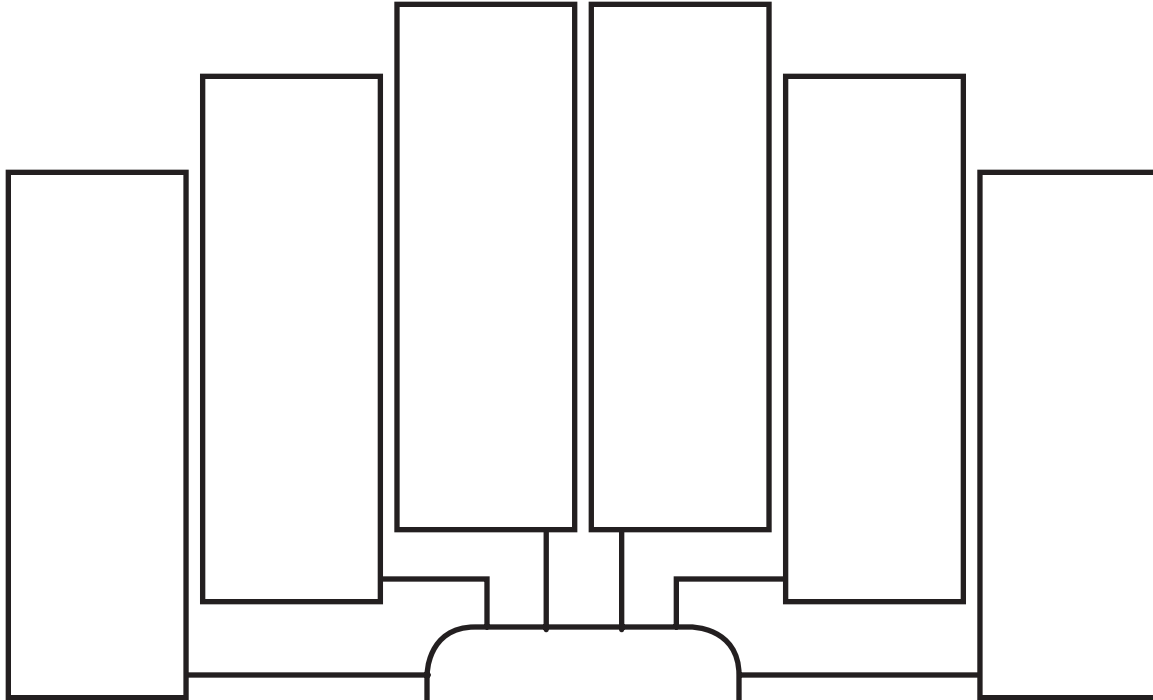
- ▶ Read text and circle words and phrases on the student sheet that correspond to the topic.
- ▶ Complete a prior knowledge inventory.
- ▶ Write questions based on topic interests and note answers.
- ▶ Complete KWL chart.

Comprehension

What Do You Know?

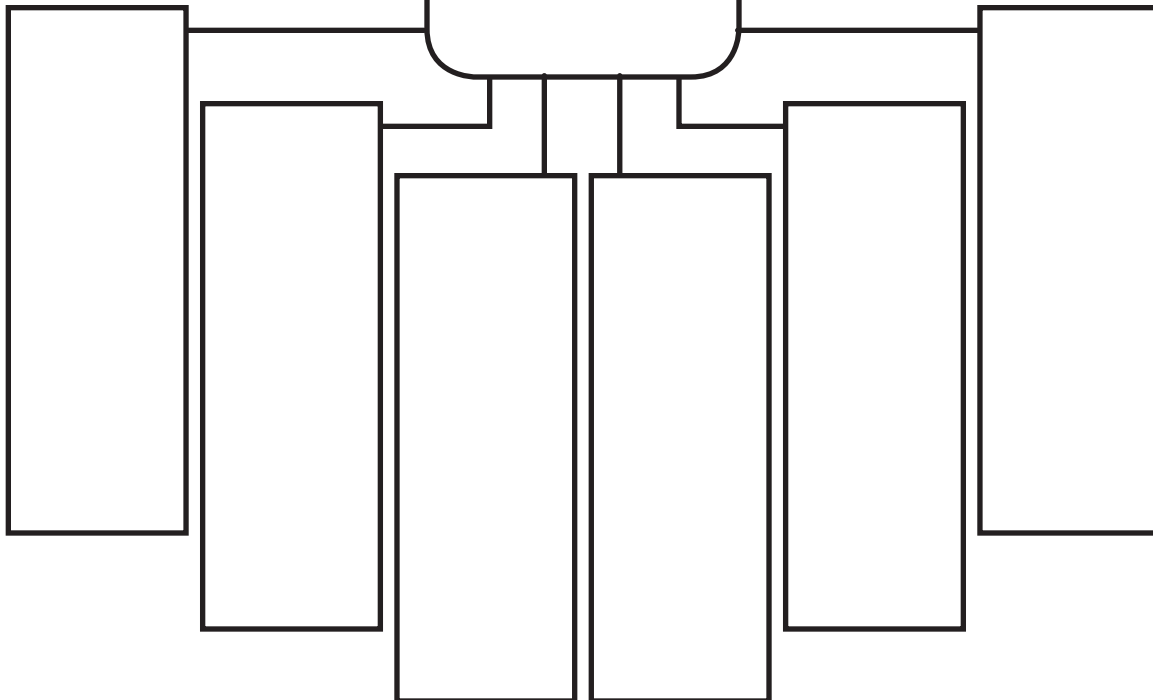
C. 032

Student #2



What I learned:

Student #1



What I learned:

Name _____

C. 032

What Do You Know?

Prior Knowledge Inventory

Topic: _____

Words I know related to the topic:

1. _____
2. _____
3. _____
4. _____
5. _____

Some facts I know about the topic:

1. _____
2. _____
3. _____

Experiences that I've had related to the topic:

1. _____

2. _____

Is this topic interesting to you? Yes No

Why or why not? _____

What do you want to know about the topic?

1. _____

2. _____

3. _____

Name _____

What Do You Know?

C. 032

Topic: _____

My Questions	My Answers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Name _____

C. 032

What Do You Know?

Topic: _____

What I/We Know	What I/We Want to Know	What I/We Learned



Background Check

Objective

The student will activate prior knowledge.

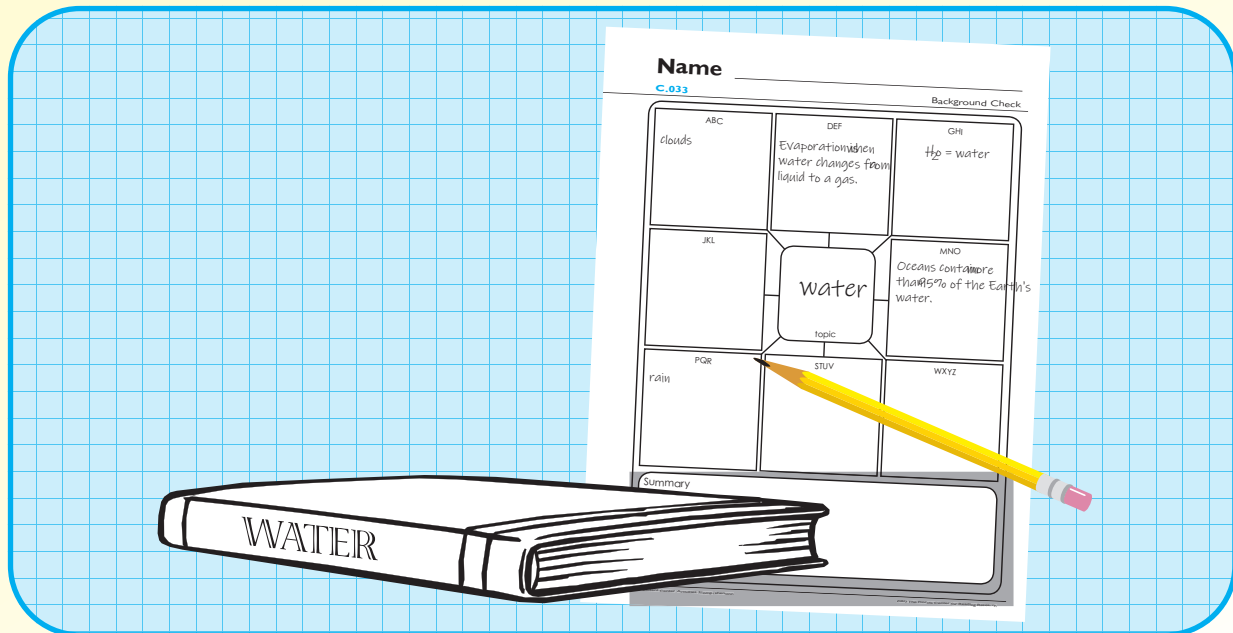
Materials

- ▶ Text
*Choose text within students' instructional-independent reading level range.
Select target topic from the text.*
- ▶ Student sheet
Write topic or subject in designated box.

Activity

Students think about what they already know about a topic or subject and write associated words and phrases.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads topic and browses text to note headings and subheadings. Thinks about what is already known about the topic (e.g., from personal or learning experiences).
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. Writes a summary about what is known about the topic by using the words and phrases written on the student sheet.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use student sheet while reading or after reading to record vocabulary important to the topic.
- ▶ Spell the topic vertically and write something that is known for each letter.
- ▶ Organize words from student sheet into categories. For example, words on sheet may be clouds, rain, evaporation that can be classified as *Water Cycle*.

Name _____

C. 033

Background Check

ABC	DEF	GHI
JKL	topic	MNO
PQR	STUV	WXYZ
Summary		



Objective

The student will use prior knowledge to comprehend text.

Materials

- ▶ Text
Choose text within students' instructional-independent reading level range.
- ▶ AGREE and DISAGREE header cards
- ▶ Statement cards
Write eight-to-ten sentences related to the text on cards that students can agree and disagree (one sentence per card). Optional: Write title of text on cards.

Activity

Students activate prior knowledge by agreeing or disagreeing with statements based on the text.

1. Place the header cards face up on a flat surface. Place the index cards face down in stack. Provide each student with a copy of the text.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Brainstorm and use prior knowledge to decide if agree or disagree with the statement.
4. Place statement under appropriate header.
5. Continue until all cards are sorted.
6. Read the text silently or aloud by taking turns.
7. Confirm or change the placement of the cards as a result of reading the text.
8. Peer evaluation



Extensions and Adaptations

- ▶ Complete student sheet. Note: Teachers write statements related to the text and copy.
- ▶ Mark an “X” on continuum to indicate the degree of agreement or disagreement regarding the text-related statement.

AGREE

header



DISAGREE

header



Comprehension

C. 034

Agree to Disagree

statement

statement

statement

statement

statement cards



Name _____

Agree to Disagree

C. 034

Before Reading		After Reading
1. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
2. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
3. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
4. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
5. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
6. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
7. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
8. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
9. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
10. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

Name _____

C. 034

Agree to Disagree

Before Reading		After Reading		
Statement	Agree or Disagree	Page #	Were you right? (yes/no)	Why?
1.				
2.				
3.				
4.				
5.				
6.				
7.				



Objective

The student will use prediction to comprehend text.

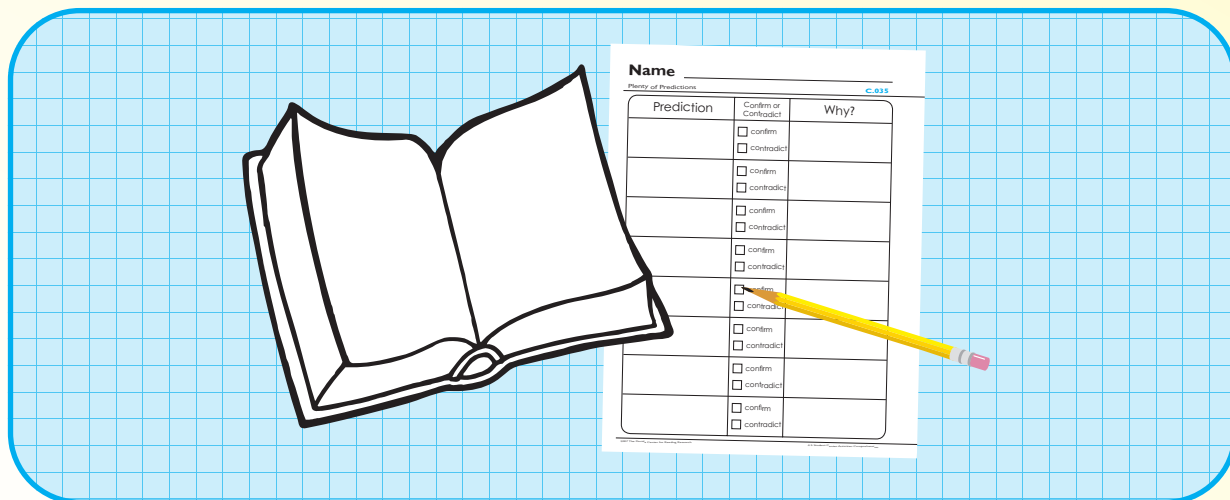
Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range. Divide the text strategically into passages. Use sticky notes to indicate where students are to make a prediction and verify predictions.
- ▶ Student sheet
- ▶ Sticky notes
- ▶ Pencils

Activity

Students make, write, and check predictions about text.

1. Provide the student with a copy of the text and 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 about the topic (e.g., from personal or learning experiences).
4. Combines what is known with what is read to form a prediction about what is going to be read next in the text.
5. Records prediction on student sheet.
6. Reads the text and stops at the next sticky note to confirm or contradict prediction and records on student sheet. If prediction is confirmed, then writes the evidence from the text that supports the prediction. If the prediction is contradicted, writes why prediction was wrong. Uses back of student sheet, if necessary.
7. Continues until the text is complete.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Review predictions and results with a partner.
- ▶ Read other text without sticky notes and make predictions.

Name _____

Plenty of Predictions

C. 035

Prediction	Confirm or Contradict	Why?
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	

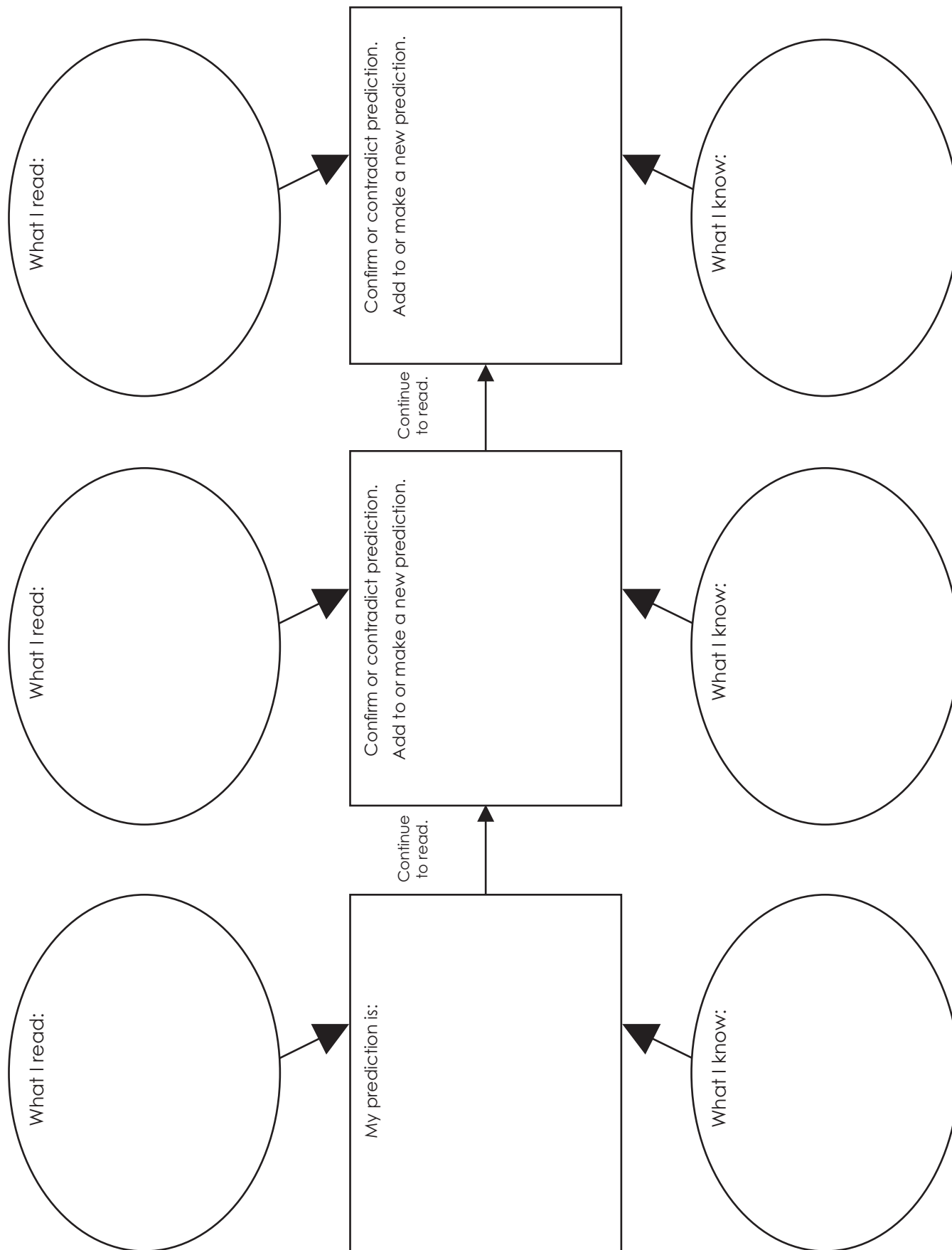
Name _____

C. 035

Plenty of Predictions

Confirm Predictions Was your prediction correct? Why or why not?				
Support Predictions What supports your prediction? (i.e., prior knowledge and information from the text)				
Make Predictions What will happen in the text?				

Name _____





Objective

The student will identify question types to comprehend text.

Materials

- ▶ Header cards
- ▶ Passage
- ▶ Question cards

If text in this activity is not appropriate for your students, use text that is more applicable and compose questions for sorting.

Note: The numbers on the cards correspond to headers in the following manner:

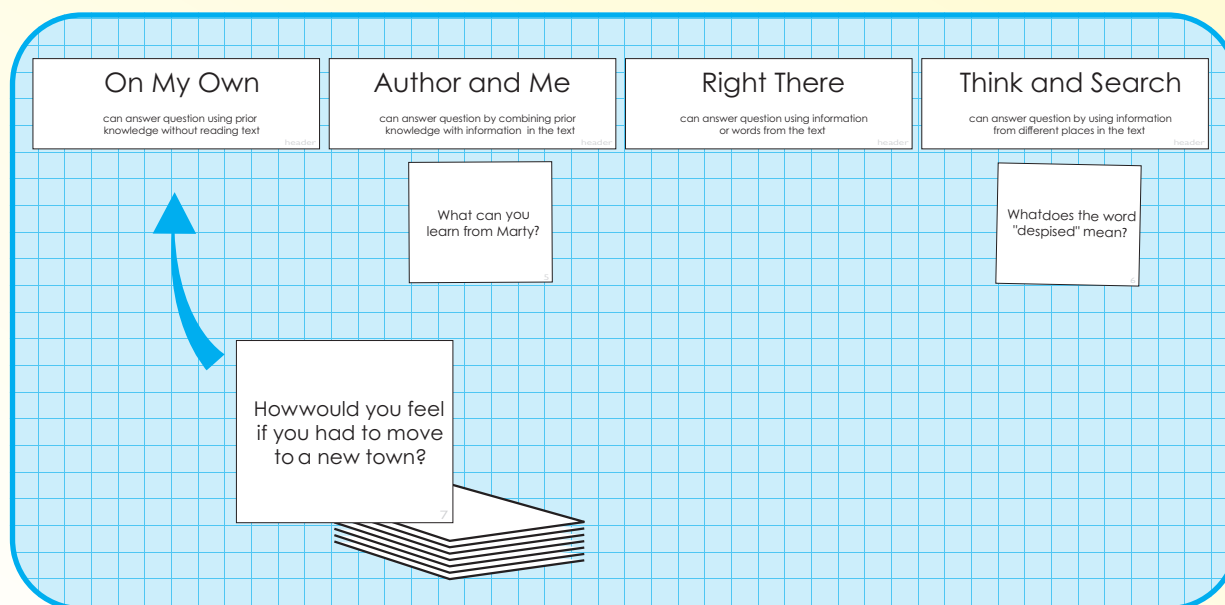
Right There - 1, 8, 11; Author and Me - 3, 5, 9; Think and Search - 2, 4, 6;

On My Own - 7, 10, 12.

Activity

Students determine types of questions and sort.

1. Place header cards face up in a row. Place question cards face down in a stack. Provide each student with a copy of the passage
2. Taking turns, students read the passage.
3. Select the top card from the stack and read it aloud. For example, “What can you learn from Jill?” Decide what type of question it is (i.e., Author and Me).
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



Extensions and Adaptations

- ▶ Answer the questions.
- ▶ Copy questions at end of textbook chapter and sort using headers.
- ▶ Write own questions and answer.
- ▶ Read text, sort questions, and answer.

On My Own

can answer question using prior knowledge without reading text

header

Author and Me

can answer question by combining prior knowledge with information in the text

header

Right There

can answer question using information or words from the text

header

Think and Search

can answer question by using information from different places in the text

header



A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.

Comprehension

Answer Know-How

C. 036

How long has Marty lived in Happyville?

1

Where are Marty and her family moving?

8

What did Marty decide to do to make moving to a new town a good thing?

11

Did Marty's attitude change? How?

2

Why did Marty think they should have picked another day to move?

4

What does the word "despised" mean?

6

question cards



Comprehension

C. 036

Answer Know-How

Do you think Marty will like her new home?

3

What can you learn from Marty?

5

Did Marty think anyone understood her? Why or why not?

9

How would you feel if you had to move to a new town?

7

Why can moving to a new place be an upsetting event?

10

Does having a good attitude make a difference? Why or why not?

12

question cards



Name _____

Answer Know-How

C. 036

How long has Marty lived in Happyville?

Did Marty's attitude change? How?

Do you think Marty will like her new home?

Why did Marty think they should have picked another day to move?

What can you learn from Marty?

What does the word "despised" mean?

How would you feel if you had to move to a new town?

Where are Marty and her family moving?

Did Marty think anyone understood her? Why or why not?

Why can moving to a new place be an upsetting event?

What did Marty decide to do to make moving to a new town a good thing?

Does having a good attitude make a difference? Why or why not?

Name _____

C. 036

Answer Know-How

Right There

Question	Answer
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____

Think and Search

Question	Answer
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____

Author and Me

Question	Answer
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____

On My Own

Question	Answer
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____

Harry's Hiccups

What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

He was on the bus when they began. He was involved in a conversation with his friends when, out of nowhere, he began to hiccup. He excused himself and thought that would be the end of it. Instead, it was only the beginning. He hiccupped again and again until, finally, one of his friends said, "Okay, Harry enough. You're starting to bother me and everyone else on the bus." The problem was they weren't small inaudible hiccups. No, they were loud enough for everyone to hear. They also got to be painful.

The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to startle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked. Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball. But, instead, he hiccupped and struck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

Comprehension

C. 036

Answer Know-How

<p>What was Harry's problem?</p> <p>14</p>	<p>What were some of the remedies people suggested?</p> <p>17</p>
<p>What happened at the baseball game?</p> <p>22</p>	<p>What does the word "inaudible" mean?</p> <p>24</p>
<p>Why did a student suggest he breathe into the bag?</p> <p>13</p>	<p>Was Harry upset the first time he hiccupped?</p> <p>18</p>

question cards — answers: Right There - 14, 17, 22 Think and Search - 24, 13, 18



Comprehension

Answer Know-How

C. 036

Why didn't anyone want to sit with Harry at lunch?

20

Why was Harry upset and worn out?

15

Why wasn't this a typical day?

23

How would you try to cure hiccups?

21

How could hiccups cause someone to strike out when trying to hit a baseball?

16

Why might listening to hiccups be annoying?

19

question cards — answers: Author and Me - 20, 15, 23 On My Own - 21, 16, 19



Name _____

C. 036

Answer Know-How

Why did a student suggest Harry breathe in the bag?

What was Harry's problem?

Why was Harry upset and worn out?

Did Harry have the hiccups the next morning?

What were some of the remedies people suggested?

Was Harry upset the first time he hiccupped?

How could hiccups have caused Harry to strike out?

Why didn't anyone want to sit with Harry at lunch?

Why did Harry think the hiccups might go away at the baseball game?

What happened at the baseball game?

Why wasn't this a typical day?

What does the word "inaudible" mean?



Question Cards

Objective

The student will answer questions to comprehend text.

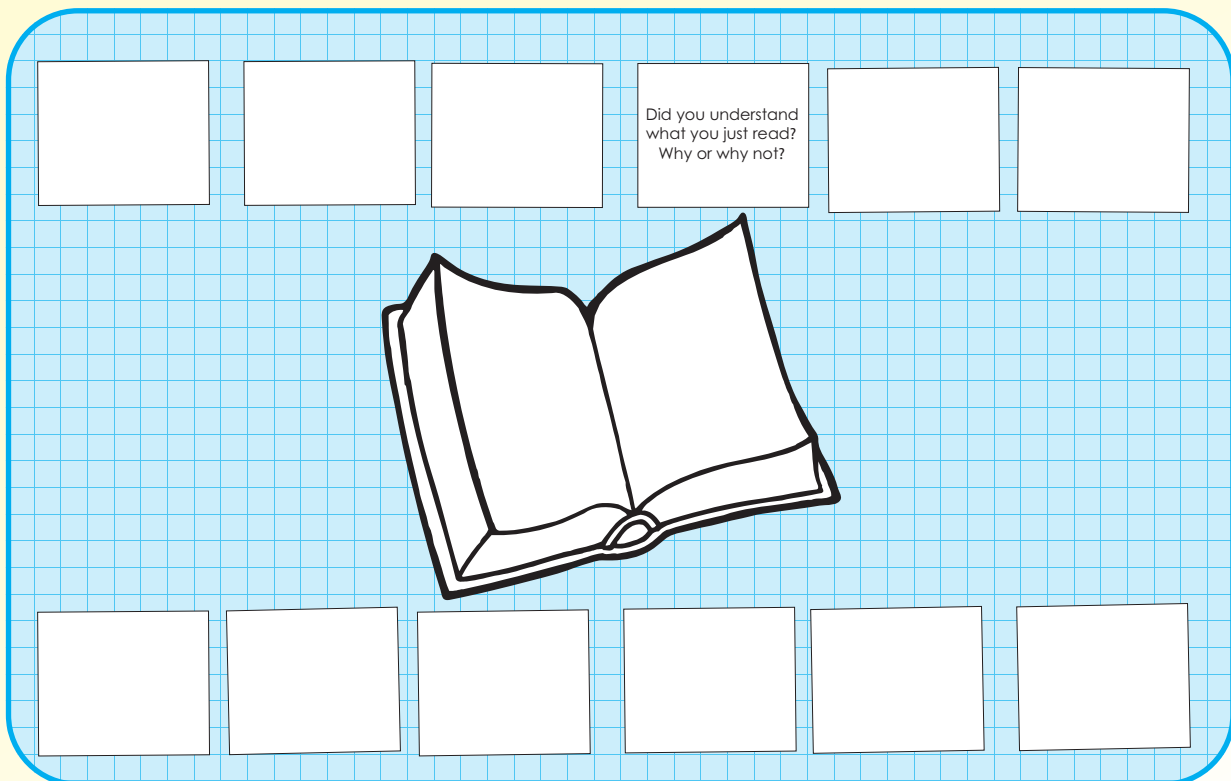
Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Question cards

Activity

Students discuss text by using question cards.

1. Place question cards face down in a stack. Provide each student with a copy of the text.
2. Taking turns, students select six cards from the stack and place face down in a row within reach.
3. Student one reads the first paragraph aloud. Selects a card randomly from his row and reads the question.
4. Answers the question. Discusses answer with partner.
5. Continue the activity until all the questions cards are face up, the questions are answered, and the text is read. Use questions twice, if necessary.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record page numbers, questions, and answers on paper.
- ▶ Use question cube to ask questions.
- ▶ Make other cards or cubes with new questions.
- ▶ Read text and answer questions.

Comprehension

C. 037

Question Cards

What do you think is going to happen next?

Is something inferred in the text?
What is it?

Discuss any words that you may not have known.

Did you understand what you just read?
Why or why not?

Based on what you read, what are you curious or interested in knowing more about?

How does what you just read relate to your own life?

question cards



Comprehension

Question Cards

C. 037

Could the author
have written the text
more clearly?
If so, how?

What are some
significant details?
What are some
minor details?

What is the
main idea?


Summarize what
you just read in 20
words or less.

Ask a question
based on the text
that you just read.
What do you think
is the answer?

Paraphrase what
you just read.

question cards



	Summarize what you just read in 20 words or less.	
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 or velcro	Did you understand what you just read? Why or why not?	glue or velcro
	glue or velcro	

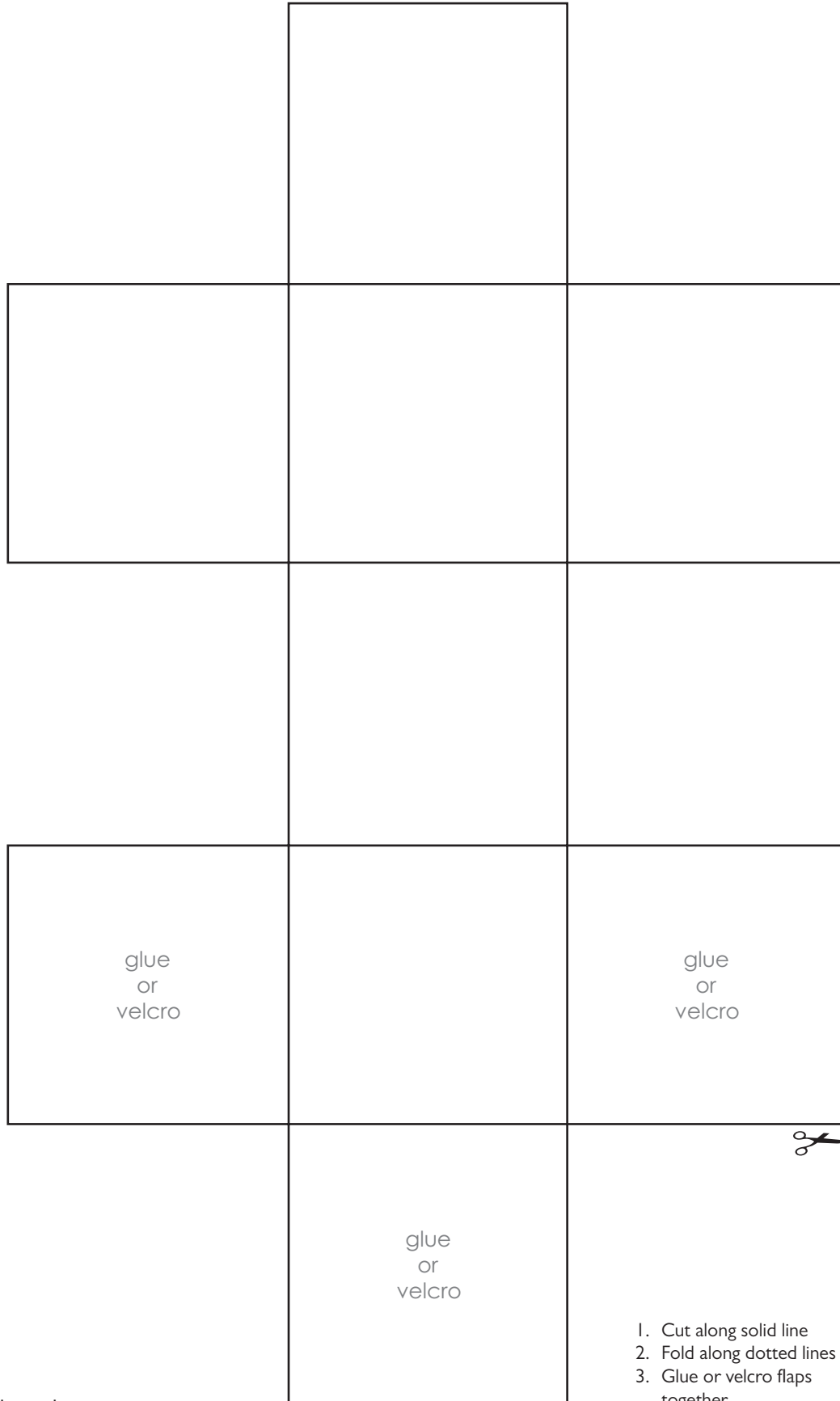
1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

question cube

Comprehension

Question Cards

C. 037



blank cube

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

Name _____

C. 037

Question Cards

Did you understand what you just read?
Why or why not?

Discuss any words that you may not have known.

How does what you just read relate to your own life?

Summarize what you just read.

Could the author have written the text more clearly?
Why or why not?

Based on what you read, what are you curious or interested in knowing more about?



Stop and Ask



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. At the end of selected paragraphs write numbers (i.e., 1- 8). These will correspond to questions on the student sheet. Optional: Use the original text and place removable sticky notes with numbers written on them.
- ▶ Student sheet
Numbers on student sheet correspond to numbers written on copy of text. Write questions related to that part of the text next to the numbers. Vary the complexity of the questions (e.g., literal, inferential).
- ▶ Pencil



Activity

Students read text and stop to answer questions.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads the text until reaching a number.
3. Reads the question on the student sheet.
4. Writes the answer in the space provided.
5. Continues until entire text is read and all questions are answered.
6. Teacher evaluation

The diagram illustrates the 'Stop and Ask' activity. On the left, a text page is shown with three paragraphs. The first paragraph is marked with '#1', the second with '#2', and the third with '#3'. A blue arrow points from the text to a student sheet on the right. The student sheet is titled 'Name _____' and 'C.038'. It has a 'Stop and Ask' section with eight numbered rows. Each row has a 'question' column and an 'answer' column. A yellow pencil is shown writing on the answer line for question 6.



Extensions and Adaptations

- ▶ Work with a partner to answer the questions.
- ▶ Teacher cuts a copy of the text apart, inserts questions, tapes all together, and copies.
- ▶ Stop at the end of each paragraph, write a question on the student sheet, and exchange with a partner who writes the answer.

Name _____

C. 038

Stop and Ask

1.	question
	answer
2.	question
	answer
3.	question
	answer
4.	question
	answer
5.	question
	answer
6.	question
	answer
7.	question
	answer
8.	question
	answer



Question Creation

Objective

The student will generate and answer questions to comprehend text.

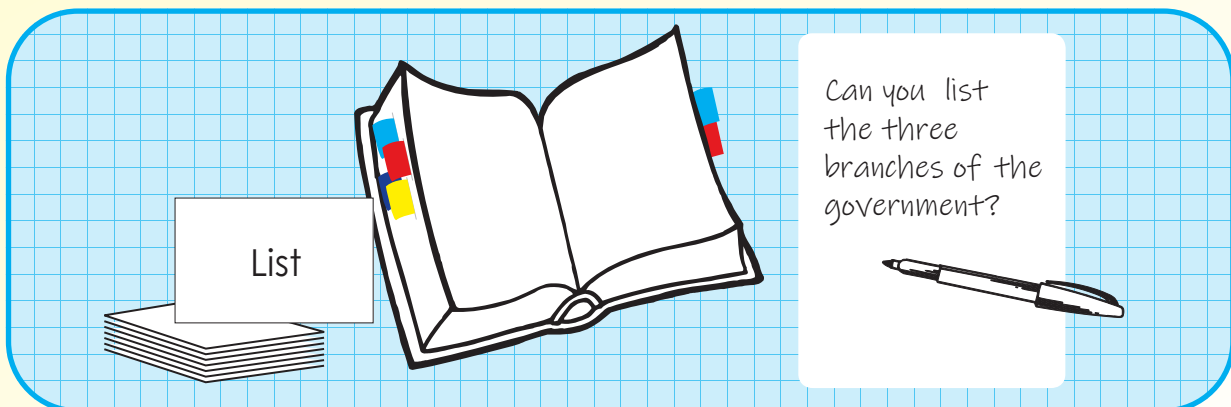
Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Sticky notes
Place sticky notes strategically throughout the text in places where it is appropriate to ask questions.
- ▶ Question word cards
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students generate and answer questions as they read text.

1. Place the question word cards face down in a stack. Provide each student with a copy of the text, whiteboard, and Vis-à-Vis® marker.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Selects the top card and reads it aloud (e.g., list). If the word on the card can not be used to make a question that pertains to the section of text read, selects another card. Places the card on the bottom of the stack.
4. Poses a question or task using the word on the card that can be answered by the text just read. Uses whiteboard to help compose question, if needed. For example, if the student is reading text about federal government, the question or task might be “Can you list the three branches of the government?” If student one has trouble developing a question, student two assists.
5. Student two answers (i.e., legislative, judicial, executive). If student two has trouble answering, student one assists.
6. Reverse roles and continue until entire text is read.
7. Peer evaluation



Extensions and Adaptations

- ▶ Record selected questions and answers on paper.
- ▶ Read text and write questions to exchange with a partner to answer.
- ▶ Use words in left column and verbs from top row to write questions.
- ▶ Make other question word cards.

List

Identify

Define

Explain

Summarize

Infer

Distinguish

Use



Comprehension

Question Creation

C. 039

Connect

Compare

When

How

Why

Who

What

Where

question word cards



Name _____

C. 039

Question Creation

Might						
Will						
Would						
Can						
Did						
Is						
	Who	What	Where	When	Why	How



Sum-thing Special

Objective

The student will summarize text.

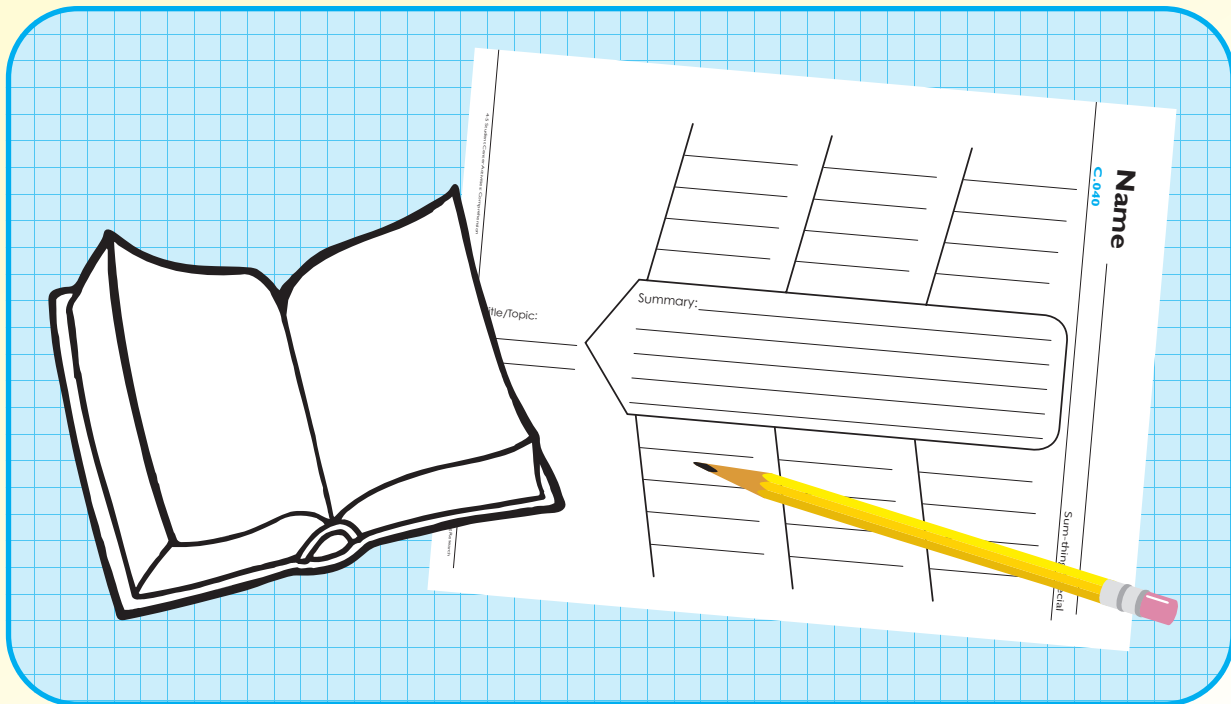
Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet
- ▶ Pencil

Activity

Students will summarize text using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews text.
3. Records information on student sheet based on the type of text. If expository text, writes the main ideas on the diagonal lines and the supporting details on the horizontal lines. If narrative text, writes story elements or story events on the diagonal lines and related information on the horizontal lines.
4. Uses recorded information on diagonal and horizontal lines to write a summary in the designated area.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss details and summary with a partner.
- ▶ Write a summary statement so that it reads like a bumper sticker or a newspaper headline (e.g., *Wolf Outsmarted by Three Smart Swine*).
- ▶ Write a summary using 20 words or less.

Name _____

C. 040

Sum-thing Special

Summary: _____

Title/Topic: _____

Name _____

Sum-thing Special

C. 040

Summary (20 words or less)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Rewrite Summary (20 words or less)



Objective

The student will use multiple strategies to comprehend text.

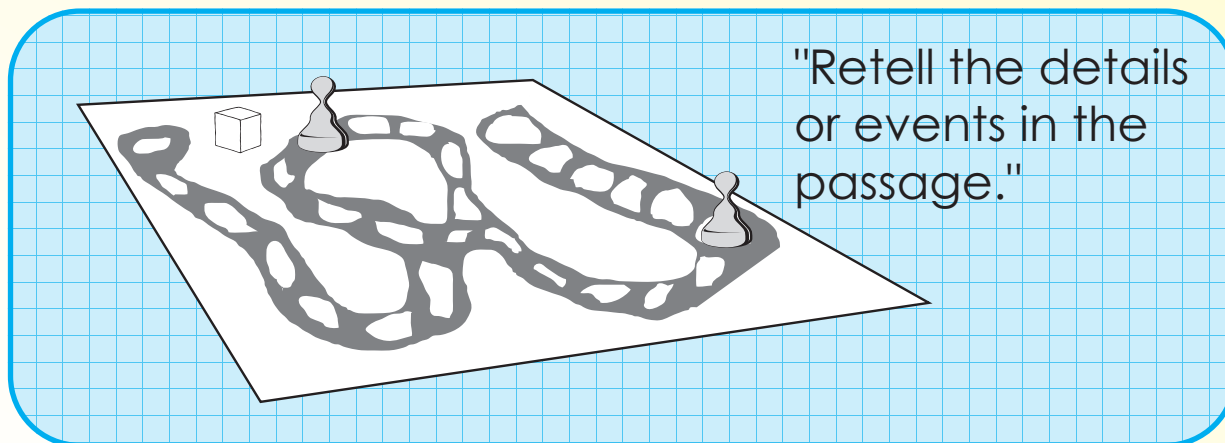
Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Game board
- ▶ Number cube
- ▶ Sticky notes
Place strategically throughout text to facilitate answering questions or completing tasks on game board.
- ▶ Game pieces (e.g., counters)

Activity

Students read text and use strategies to comprehend text by answering questions.

1. Place game board, game pieces, and number cube on a flat surface. Provide each student with a copy of the text that has been marked with sticky notes. Students place game pieces on space that reads, **BEFORE READING**.
2. Taking turns, students roll the number cube and move game piece that many spaces.
3. Read question or task and answer orally. Then move game piece to space that says, **START READING**.
4. Read text aloud and stop at the sticky note.
5. Roll number cube and move game piece that many spaces.
6. Read question or task and answer it as it relates to what has just been read. Note: If, at any time, there is a dispute about the answer given, students are encouraged to discuss it. If it can not be resolved, record question or task and answer, and discuss later with teacher.
7. Continue reading and answering questions or tasks until entire text is read. Note: If players reach **END** before text is completely read, go back to **START READING** and continue.
8. Peer evaluation



Extensions and Adaptations

- ▶ Record answers to selected questions.
- ▶ Read text with partner, stop periodically, select a card, and answer question or do task.
- ▶ Write text-related questions on game board.

Comprehension

Strategies Game

C. 041

BEFORE READING

What do you know about the topic or title?

What do you think the text will be about?

Why are you reading this?

What do you wonder about the text?

START READING

Summarize what you just read.

What do you think will happen next?

What did the author mean?

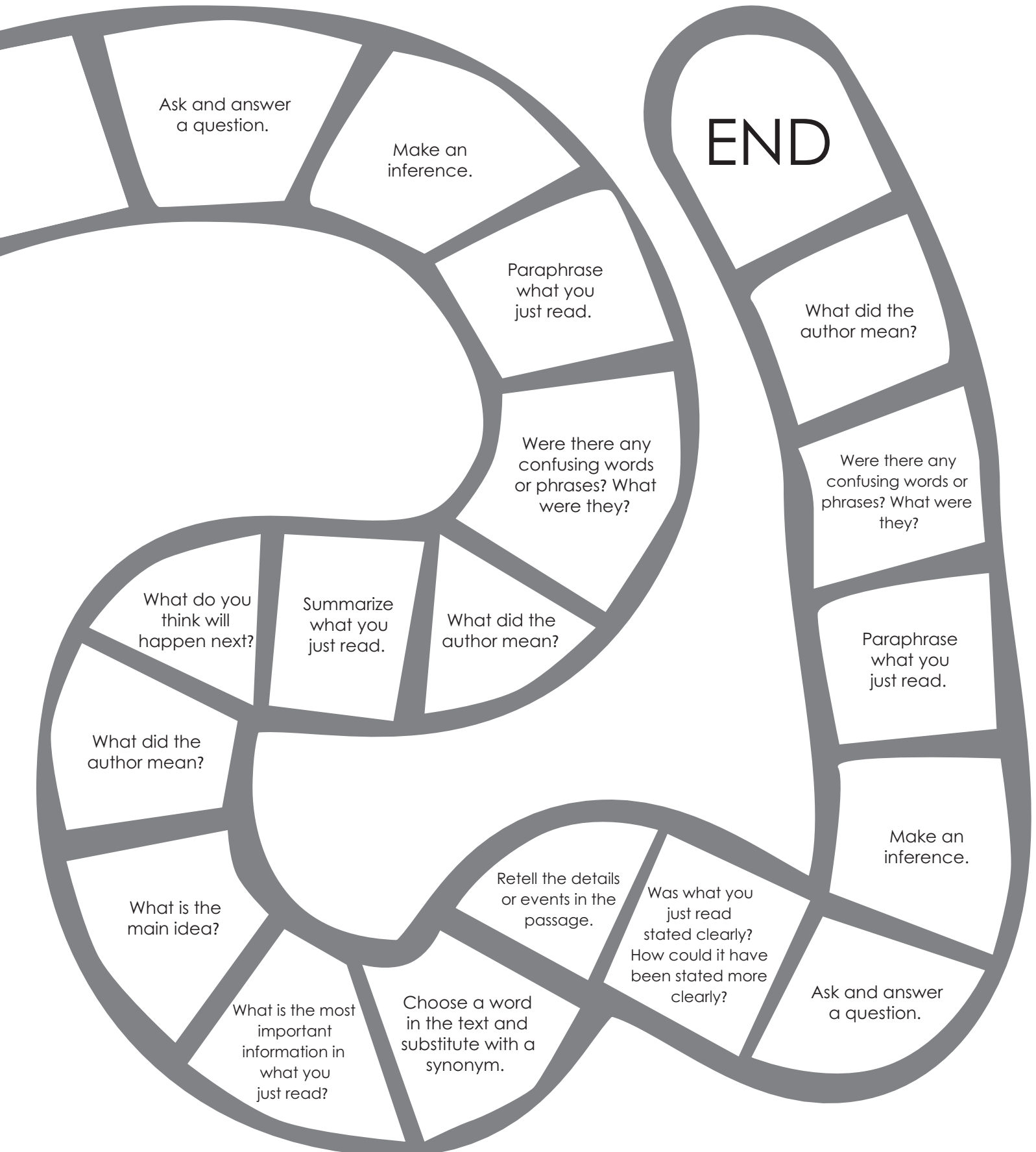
What is the main idea?

Was what you just read stated clearly? How could it have been stated more clearly?

Retell the details or events in the passage.

Choose a word in the text and substitute with a synonym.

What is the most important information in what you just read?



Name _____

Strategies Game

C. 041

1.	Ask and answer a question. _____ _____
2.	Make an inference. _____ _____
3.	What do you think will happen next? _____ _____
4.	What is the most important information in what you just read? _____ _____
5.	Summarize what you just read. _____ _____
6.	Were there any confusing words or phrases? What were they? _____ _____
7.	What is the main idea? _____ _____
8.	Choose a word in the text and substitute with a synonym. _____ _____

Comprehension

C. 041

Strategies Game

Paraphrase what you just read.

What did the author mean?

Were there any confusing words or phrases? What were they?

What do you think will happen next?

Was what you just read stated clearly?
How could it have been stated more clearly?

Summarize what you just read.

question and task cards



Comprehension

Strategies Game

C. 041

Retell the details or events in the passage.

Ask and answer a question.

Choose a word in the text and substitute with a synonym.

What is the most important information in what you just read?

What is the main idea?

Make an inference.

question and task cards





 **Objective**

The student will use multiple strategies to comprehend text.

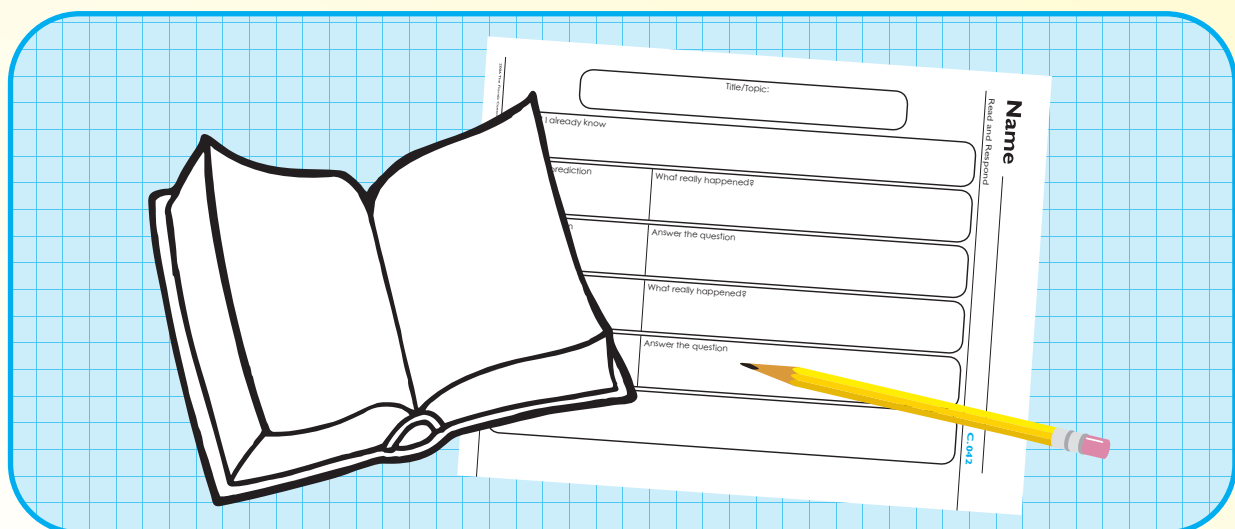
 **Materials**

- ▶ Narrative or Expository text
Choose text within students' instructional-independent reading level range.
Select text that is appropriate for multiple strategy use.
- ▶ Student sheet
- ▶ Pencil

 **Activity**

Students use multiple comprehension strategies and complete a graphic organizer.

1. Provide each student with a copy of the text and 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 after two or three paragraphs, makes a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
4. Continues to read. Stops after two or three paragraphs and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
5. Continues to read text. Stops to make a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
6. Continues to read. Stops and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
7. Finishes reading text and writes a summary on the student sheet in the designated area.
8. Teacher evaluation



 **Extensions and Adaptations**

- ▶ Insert prompt cards in text to guide students where to stop.
- ▶ Use prompt cards inserted in the text by teacher at appropriate spots and complete graphic organizer.
- ▶ Complete chart while reading text.

Name _____

Read and Respond

C. 042

Title/Topic:

What I already know

Make a prediction

What really happened

Ask a question

Answer the question

Make a prediction

What really happened

Ask a question

Answer the question

Summary

Comprehension

C. 042

Read and Respond

What I already know	Make a prediction
What really happened	Ask a question
Answer the question	Make a prediction
What really happened	Ask a question
Answer the question	Summary

prompt cards



Name _____

Read and Respond

C. 042

Title/Topic:	Summary:
	Ask a question Answer the question
	Ask a question Answer the question
	What I already know:

Comprehension

C. 042

Read and Respond

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	Summary

prompt cards



Name _____

Read and Respond

C. 042

Title/Topic: _____

Summary:

Make a prediction	What really happened
Make a prediction	What really happened
Make a prediction	What really happened

What I already know:

Comprehension

C. 042

Read and Respond

What I already know	Make a prediction
What really happened	Make a prediction
What really happened	Make a prediction
What really happened	Summary

prompt cards



Name _____

Read and Respond

C. 042

Title/Topic: _____

Predict	Ask and Answer Questions	Clarify
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Summary _____ _____ _____		



Comprehension

C. 043

Monitoring for Understanding

Monitor and Mend



Objective

The student will use multiple strategies to comprehend text.



Materials

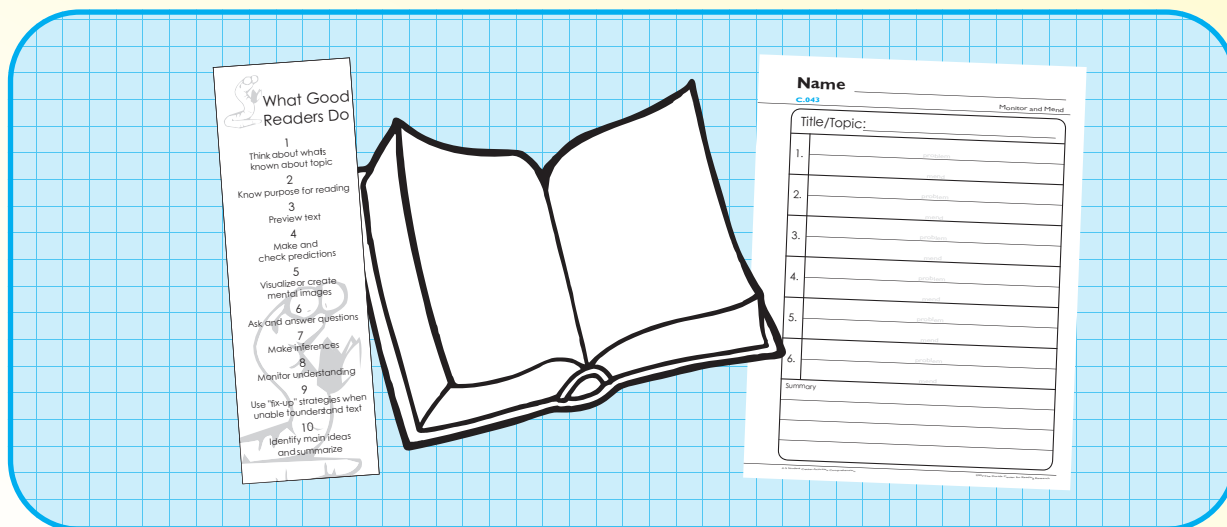
- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Bookmark
Copy, fold, laminate, and cut.
- ▶ Student sheet
- ▶ Dictionary



Activity

Students use repair strategies when necessary to assist in comprehension.

1. Provide the student with a copy of the text, bookmark, dictionary, and student sheet.
2. The student reads, “What Good Readers Do” on the bookmark before reading the text.
3. Begins to read the text and monitors understanding.
4. Keeps reading until confused or unable to understand text.
5. Thinks about what can be done to understand the text. Refers to the “Fix-Up Strategies” listed on the bookmark, if necessary.
6. Records page number and the problem on the student sheet (e.g., I didn’t understand what the paragraph meant).
7. Uses one or more of the ideas from the “Fix-Up Strategies” list (i.e., I reread the paragraph and looked up a word that I didn’t know in the dictionary). Records on student sheet.
8. Continues until entire text is read.
9. Writes a summary in the designated area.
10. Teacher evaluation



Extensions and Adaptations

- ▶ Read text page by page and record comprehension problems and repairs.
- ▶ Record comprehension problems and repair.



What Good Readers Do

- 1
Think about what is known about topic
- 2
Know purpose for reading
- 3
Preview text
- 4
Make and check predictions
- 5
Visualize or create mental images
- 6
Ask and answer questions
- 7
Make inferences
- 8
Monitor understanding
- 9
Use "fix-up" strategies when unable to understand text
- 10
Identify main ideas and summarize



Fix-Up Strategies

1. Reread the passage.
2. Read ahead and see if it makes sense.
3. Adjust reading rate (e.g., slow down).
4. Identify unknown words (e.g., sound out, break into parts, use context clues, look up in dictionary).
5. Other:

Name _____

C. 043

Monitor and Mend

Title/Topic: _____

1.

problem

mend

2.

problem

mend

3.

problem

mend

4.

problem

mend

5.

problem

mend

6.

problem

mend

Summary

Name _____

Monitor and Mend

C. 043

Title/Topic: _____

Page #	Problem? (yes/no)	Problem	Solution
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		

Name _____

C. 043

Monitor and Mend

Title/Topic: _____

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 _____



Strategy Success

Objective

The student will use multiple strategies to comprehend text.

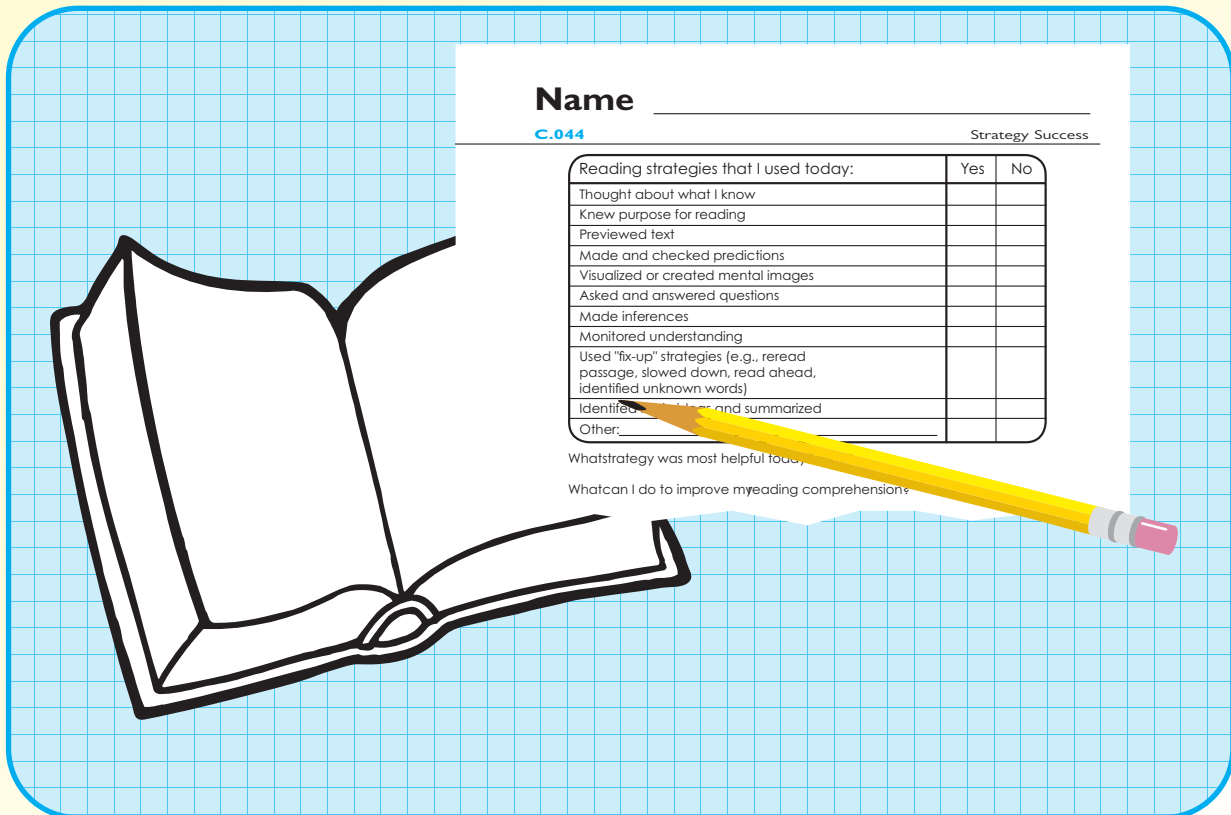
Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Self-assessment student sheet
- ▶ Pencil

Activity

Students evaluate use of reading strategies by filling out a self-assessment chart.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors use of the comprehension strategies while reading.
5. Completes text.
6. Reads each item and checks corresponding box on the student sheet.
7. Answers questions. Uses back of student sheet, if necessary.
8. Teacher evaluation



Name _____

C.044 Strategy Success

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main idea and summarized		
Other: _____		

What strategy was most helpful today?

What can I do to improve my reading comprehension?

Extensions and Adaptations

- ▶ Complete a weekly reading self-evaluation.
- ▶ Keep a reading journal and write a short summary of text read.

Name _____

C. 044

Strategy Success

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

Name _____

Strategy Success

C. 044

Reading strategies I used today:	Monday		Tuesday		Wednesday		Thursday		Friday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Thought about what I know										
Knew purpose for reading										
Previewed text										
Made and checked predictions										
Visualized or created mental images										
Asked and answered questions										
Made inferences										
Used fix-up strategies (e.g., reread passages, slowed down, read ahead, identified unknown words)										
Identified main ideas and summarized										
What strategy was most helpful this week?	_____									
What can I do to improve my reading comprehension?	_____									