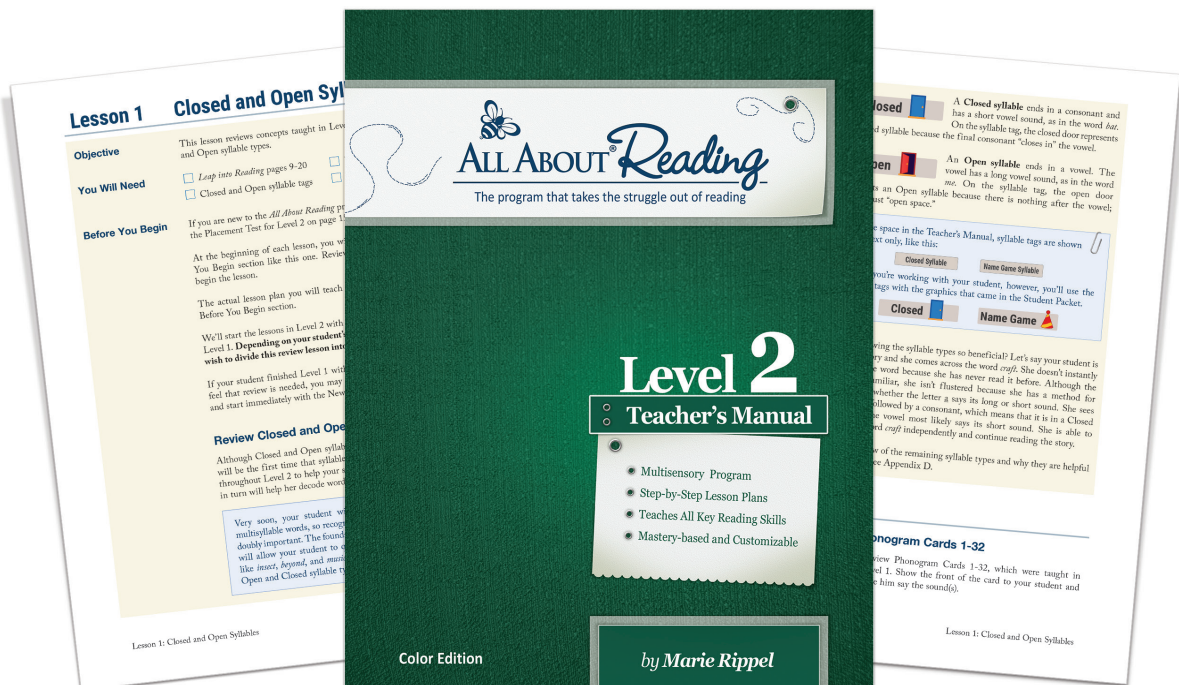


## Level 2 Teacher's Manual Sample

In this sample you will find:

Table of Contents .....	Teacher's Manual pages 3-5
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Lesson 1: Closed and Open Syllables .....	Teacher's Manual pages 35-42
Lesson 2: Blends at the Beginning and End.....	Teacher's Manual pages 45-50
Lesson 3: Read "Twist and Stomp" .....	Teacher's Manual pages 51-56
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Lesson 54: AW and AU .....	Teacher's Manual pages 351-360
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# Let Us Show You!

If you prefer, you can skip the reading in Part 1 (pages 11-32) and let us show you instead! For a complete overview of how to prepare for *All About Reading*, check out our short videos.

Just follow these three easy steps.



Grab a cup of coffee or tea.



Access [www.aalp.tv/reading-level-2](http://www.aalp.tv/reading-level-2) on your phone, tablet, or computer.



Let us show you how to get set up for success!

You will only need to do this once, and then you and your student will be all set for the best teaching and learning experience you've ever had!

After watching the videos, rejoin us on page 35 of this Teacher's Manual to start teaching the first lesson.



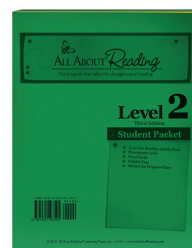
# What Do You Need?

In addition to this Teacher’s Manual, you will need the following items:

## 1. Student Packet

The Student Packet contains:

- *Leap into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
- Stickers for the Progress Chart



## 2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- Phonogram Sounds app
- Reading Review Box (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not purchase the Reading Review Box, you will need an index card box.)



## 3. Readers

- *What Am I?*
- *Queen Bee*

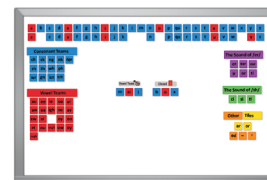
(This Teacher’s Manual must be used with the Third Edition or Color Edition of the readers.)



## 4. Letter Tiles App or 2' x 3' Magnetic White Board

Our Letter Tiles app makes building words fun and easy. Go to [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to download.

If you prefer working with physical letter tiles, then a magnetic white board is highly recommended.



## 5. Common Craft Materials

- Scissors
- Stapler
- Two small baggies (if you are using the physical letter tiles)



# What You Should Know about This Program

**First of all, you can do this!** *All About Reading* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach reading without being overwhelmed.

**Your student will be actively involved in the learning process.** This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

**There are no gaps in this program.** Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

**There are five key components of reading—and our program teaches all of them thoroughly.** These five components are:

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

***All About Reading* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

**Most importantly, *All About Reading* is committed to results.** The *All About Reading* program has a very focused mission: to enable you to teach your student to read while guaranteeing retention and enjoyment. Our approach to reading focuses on enabling students to become confident, fluent readers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at [support@allaboutlearningpress.com](mailto:support@allaboutlearningpress.com) or 715-477-1976. We're here to help!

## Is Your Student in the Right Level?

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 2.

- Your student should understand how to sound out words using the blending procedure demonstrated in Appendix C of this Teacher's Manual.

- Your student should be able to read words with final blends. To test, have your student read the following words.

**tent**      **bunch**      **dent**      **lost**      **sent**  
**next**      **film**      **help**      **champ**      **milk**

- Your student should be able to read words with initial blends. To test, have your student read the following words.

**stem**      **flat**      **brush**      **twin**      **stop**  
**flap**      **drip**      **crab**      **grip**      **fresh**

- Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

**b**      **a**      **e**      **t**      **h**      **r**      **o**

- Your student should have a basic understanding of compound words. To test, have your student read the following words.

**sandbox**      **windmill**      **sunset**      **cobweb**      **chopstick**

Now have your student identify the two smaller words in each compound word.

- Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

**hilltop**      **duck**      **yesterday**      **crash**      **elephant**      **bathtub**

- Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable.

**me**      **met**      **she**      **shed**      **we**      **wet**

- Your student should have a basic understanding of plurals. To test, have your student read the following plural words.

**stems**      **wings**      **wishes**      **acts**  
**boxes**      **chills**      **checks**      **messes**



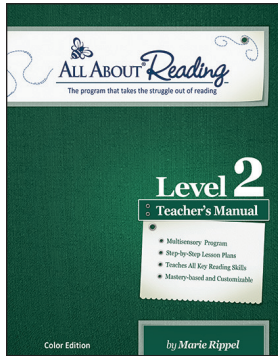
- Your student should have mastered the sounds of Phonograms 1-32. These Phonogram Cards can be found in your Level 2 Student Packet. Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (ck says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”
  
- Your student should be able to read sentences containing one-syllable words with Closed syllables (such as *land*) and Open syllables (such as *she*). To test, have your student read the following sentences.
  - Jump from step to step.**
  - Lend me a hand.**
  - We can go back up the hill.**
  - He sang a song with Pam.**

### How did your student do?

- If your student could easily complete each of these activities, begin with Level 2.
- If just one area was difficult, you can remediate in that specific area.
- If your student needs help in two or more areas, start with Level 1 to build a strong foundation for reading.

# Preview the Teacher’s Manual

As you flip through the Teacher’s Manual, you’ll notice that all the lessons are laid out for you, step by step. You’ll also notice that there are two types of lessons.



**“New concept” lessons.** In these lessons, your student will learn new phonograms and new words. You can see an example of a typical “new concept” lesson in Lesson 2 on page 45.

**“Read a story” lessons.** In these lessons, your student will practice the new concepts taught in the previous lesson by reading a story. Vocabulary and comprehension strategies are emphasized. You can see an example of a typical “read a story” lesson in Lesson 3 on page 51.

The lessons consist of five parts:

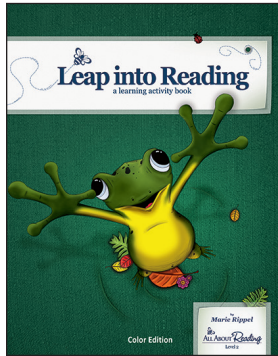
1. **Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It never takes more than a few minutes to read it, after which you will be well equipped to teach the lesson confidently.
2. **Review.** Beginning with Lesson 2, you’ll give your student a quick review of previously taught concepts. You will need your student’s Reading Review Box for this part of the lesson.
3. **New Teaching.** This is the hands-on portion of the lesson. Your student will work with the letter tiles and activity sheets while completing comprehension, vocabulary, and fluency exercises.
4. **Read-Aloud Time.** This section is a friendly reminder to fit in twenty minutes of read-aloud time every day.
5. **Track Your Progress.** At the end of each lesson, you’ll record your student’s progress on the Progress Chart.

If you are working with a younger student, you may only complete part of a lesson at a time. That’s okay! Simply mark your place in the lesson plan. The next day, start your lesson with a quick review and then pick up where you left off.

Don’t feel like you must push through an entire lesson in one sitting if your student isn’t ready. Do what is best for your student.

# Preview the Activity Book

The *Leap into Reading* activity book contains:



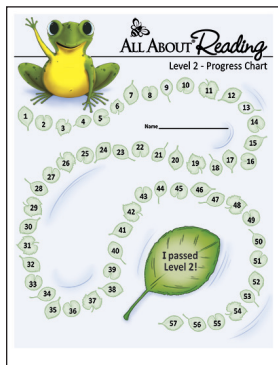
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Achievement

The lesson plans in the Teacher's Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

## Progress Chart

The Progress Chart can be found on page 5 of the activity book.



This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward reading independently.

Remove the chart on the perforation and decide where to place it. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next leaf on the chart.

## Read-Aloud Record

The Read-Aloud Record can be found on page 7 of the activity book.

Date	Book Title	Author

This chart is simply a place to record the books that you read aloud to your student. Toward the end of each lesson, you will be prompted to read to your student for twenty minutes. The daily read-aloud time may seem like a simple part of the reading lessons, but it's actually one of the most important components.

While your student is listening to good books, he'll also be

- gaining important background knowledge on a wide variety of subjects;
- developing a larger vocabulary; and
- hearing a variety of language patterns.

Your student's reading comprehension will be much higher because you've given him these huge benefits through daily read-aloud time.

This list is more for your use than for your student's. Not only is it a reminder of the many books that you enjoyed with your student, it is also great for accountability. If you skip read-aloud time, it will be obvious because of the short list! Aim for a long and varied list of books by the end of Level 2.

Here are some things to think about as you plan ahead for read-aloud time:

- **Figure out the best time of day for your read-aloud time.**  
You might find it easiest to connect read-aloud time to something else that you already do every day. It often works well to schedule it after lunch, recess, or a specific class. If you are a parent, bedtime is a natural time for enjoying books together.
- **Gather a variety of books, both fiction and nonfiction.**  
To keep interest high, look for books related to your student's specific interests and hobbies. You can also stimulate new interests by choosing read-alouds on topics that are completely new to your student.
- **Decide how you will minimize distractions.**  
At home, turn off the TV, computer, and telephone. Clear away competing toys and games. If you have a wiggly student, you can help him concentrate on the story by allowing him to play quietly while you read. Some students will be fine just holding a toy, while others might prefer to build with blocks, knead clay, or color quietly. For some students, it is easier to stay in one place and pay attention to what you are reading if they don't have to remain perfectly still.

## Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!



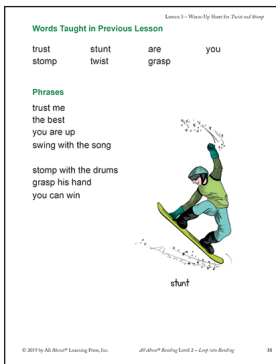
Take a look at the activity called “Party Monsters Go Shopping” on page 15 of the activity book. When you get to Lesson 1, the lesson plan will prompt you to cut out the monster cards and place them in a pile with the words facing down. Your student will select a monster card, read the word on the back, and decide if the word is a Closed or Open syllable, the two syllable types taught in Level 1. If it’s a Closed syllable, she’ll put the monster by the closed door. If it’s an Open syllable, she’ll put the monster by the open door.

If you are working with an older student who doesn’t need the additional practice for a certain concept, or who doesn’t want to do “kid” activities, feel free to skip that particular activity sheet. But you may find that even adult learners enjoy the mental break that the activity sheets provide.

For the activity sheets, you will need only scissors, a stapler, and a pencil.

## Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 33 of the activity book.

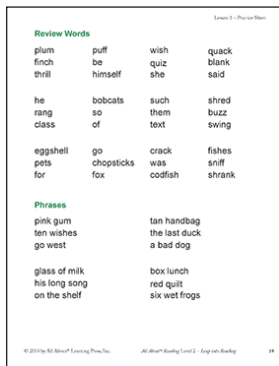


The Warm-Up Sheets are used just before reading a new story and contain words and phrases your student is about to encounter. Although all the words in the stories are completely decodable, these warm-up exercises give your student a little extra practice so he doesn’t start reading “cold.” Just as warming up our muscles before exercising is beneficial, warming up the brain before jumping right into a story helps your student be more successful.

The illustrations on the Warm-Up Sheets are used during short pre-reading vocabulary discussions.

## Practice Sheets

Take a look at the first Practice Sheet on page 19 of the activity book.



The Practice Sheets give your student practice reading words that reflect newly learned concepts. Most of the Practice Sheets contain four sections: New Words, Phrases, Sentences, and Challenge Words.

The Phrases section includes several phrases of two to five words each. The Sentences section includes short phrases like *The plump cat* and longer sentences like *The plump cat had shrimp*.

This type of practice is called *phrased reading*. Phrasing is important for fluency; fluent readers are able to phrase, or break text into meaningful chunks.

If your student does not need practice with phrasing, feel free to skip the shorter phrases and have your student read just the full sentences.

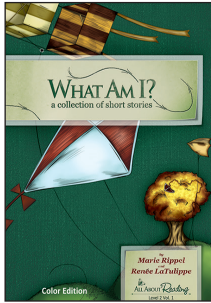
Over time, the Practice Sheets will help your student move from sounding out words letter by letter to instant recognition of words. This change usually happens gradually, so don't expect perfection at first.

Here are some tips to help you get the most benefit out of the Practice Sheets:

1. **Place the sheet directly in front of your student.**
2. **Read across the page from left to right** to reinforce proper eye movements. Don't read down the columns.
3. **Stop before your student fatigues.** You might not complete the Practice Sheet all in one day, depending on your student's age and attention span.
4. **Would your student benefit from reviewing the Practice Sheet several times?** If so, repeat the exercise several days in a row.
5. **On the other hand, don't overwhelm your student with *too much* practice.** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line or every third line.

## Preview the Readers

*All About Reading* Level 2 includes two readers that are 100% decodable.



*What Am I?*  
First used in  
Lesson 3



*Queen Bee*  
First used in  
Lesson 32

Your student will read one story approximately every other lesson.

The first time a student reads a story is called a “cold reading.” The student may read choppy, one word at a time. This is normal because the student is working very hard at decoding many of the individual words. Don’t expect smooth reading during the cold reading.

Most students benefit from repeated readings—that is, reading the story a second or even third time. You’ll find that during the repeated reading, your student will read more fluently and with better understanding. Since every student’s needs will vary, these repeated readings are not scheduled in the lesson plans. Be sure to make time for them!

The Teacher’s Manual provides comprehension questions and activity sheets for each story. If you feel your student would benefit from further activities, refer to Appendix J: List of Comprehension Activities.

If your student is having difficulty reading the stories, refer to Appendix N: If Your Student Struggles with the Stories.

# Prepare Your Reading Review Box



The **Reading Review Box organizes your flashcards** so review time can be productive for your student. Every lesson starts with review. Whether you use our custom Reading Review Box or your own index card box, follow the instructions below to set it up.



1. **Place the divider cards in your box.** The divider cards are numbered 1-6 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.

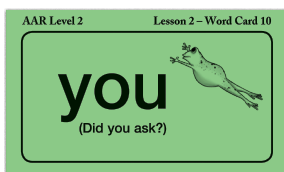
If you used *All About Reading* Level 1, your instructions for this first section are a bit different since you already have cards in the Reading Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place in a labeled baggie and store separately.



2. **Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.



3. **Locate the green Word Cards** in the Student Packet. Separate the perforated cards and place them behind the green tabbed divider called *Word Cards–Future Lessons*.



4. **Preview the Leap Word Cards.** Take a look at Word Card 10. See the frog?

We use the frog graphic to indicate high-frequency words that either don't follow the normal rules or that contain phonograms that your student hasn't practiced yet. Your student will be "leaping ahead" to learn these words as sight words.



There are thirty-two Leap Words in Level 2, and the first two are taught in Lesson 2. Several techniques will be used to help your student remember these Leap Words:

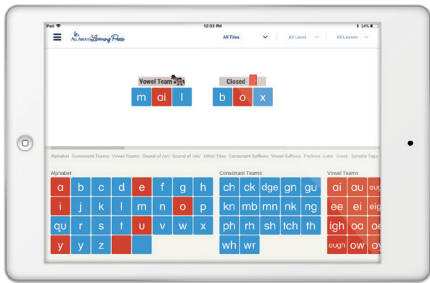
- The frog graphic acts as a visual reminder to your student that the word is being treated as a sight word.
- Leap Word Cards are kept behind the Review divider in your student's Reading Review Box until your student has achieved instant recognition of the word.
- Leap Words frequently appear on the Practice Sheets.
- Leap Words are used frequently in the readers.
- If a Leap Word causes your student trouble, have your student use a light-colored crayon to circle the part of the word that doesn't say what the student expects it to say. Help your student see that Leap Words generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.

For the complete list of Leap Words taught in Level 2, see Appendix P.

# Set Up the Letter Tiles

Letter tiles are used in every “new concept” lesson to help your student quickly and easily grasp new concepts.

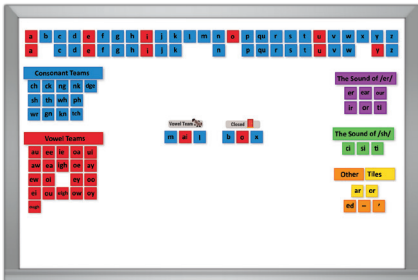
You have the option to use either the Letter Tiles app or the physical letter tiles. Here are some considerations to help you decide between the two formats.



## With the Letter Tiles app:

- It's easy to capitalize words.
- You can hear the sounds of the phonograms as you teach.
- No more worries about lost letter tiles.
- Lessons are easy to teach “on the go.”
- It's easy to switch between students. Simply select your current lesson in *All About Reading* or *All About Spelling* and you're ready to begin.

The Letter Tiles app has been our most requested product of all time, but the physical letter tiles have devoted fans as well.



## With the physical letter tiles:

- No tablet is required to complete the lessons.
- Larger tiles are easy to read.
- It's easy to incorporate hands-on alphabetizing practice.
- Timeless and traditional educational tool.

Can't decide which tool to use? Consider which one would be most engaging for your student based on his current preferences. For example, does your student prefer colored pencils, or does she like video games? Is your student used to using technology for learning, or is he more comfortable with traditional methods of learning? Does she prefer e-books or paper books?

And don't forget to consider *your* preferences as well. Do you like the larger format of the magnetic white board and physical tiles? Or do you like the more compact nature of the app?

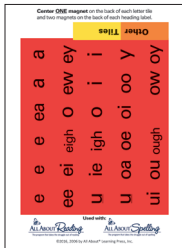
You really can't go wrong with either the app or the physical letter tiles since they both make reading concepts more concrete for your student. Choose one (or both) methods for working with letter tiles.

## If You Choose the Letter Tiles App

Visit [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to purchase the app for your tablet.

Two short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

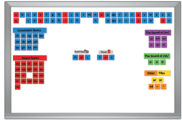
## If You Choose the Physical Letter Tiles



**Take out the laminated Letter Tiles sheets.** Separate the letter tiles and labels on the perforations.



**Apply the magnets to the back of the letter tiles.** Stick one magnet on the back of each letter tile and two magnets on the back of each label. (Skip this step if you will be using the letter tiles on a tabletop instead of a magnetic white board.)



**Set aside the following letter tiles for the first lesson.** You'll organize them on the next page.

- two sets of letters a to z
- letter tiles ch, ck, ng, nk, sh, th, third s, hyphen
- labels: Consonant Teams, Other Tiles

(If you used Level 1, you already have these letter tiles on your magnetic white board.)



**Prepare two small plastic baggies.** Label one bag Level 2 and the other bag Levels 3-4. Place the following tiles and labels in your Level 2 baggie:

- wh, ee, er, ar, or, ed, oy, oi, aw, au, ow, ou
- apostrophe tile
- labels: Vowel Teams, Sound of /er/

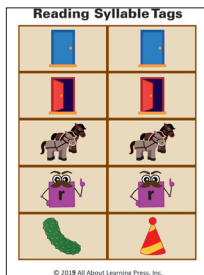
Put the remaining tiles and labels, including the blank ones, in the Levels 3-4 baggie. Store the baggie in your *All About Reading* tote bag or another safe place.

## Set Up Your Magnetic White Board

You'll be using the letter tiles in every lesson. Set up the letter tiles on your magnetic white board as shown below.



## Prepare the Syllable Tags



1. **Take out the laminated Syllable Tags sheet.** Separate the syllable tags on the perforations.
2. **Apply the magnets to the back of the syllable tags.** Stick two magnets on the back of each syllable tag. Note that the magnets go on the side with the word on it, not the picture. Store the syllable tags on your magnetic white board for use in the lessons.

## Answers to Common Questions about Letter Tiles

**What do the different colors mean?**

- b** Blue tiles are consonants and consonant teams.
- u** Red tiles are vowels and vowel teams.
- er** Purple tiles are for the sound of /er/.
- or** Yellow tiles are for Bossy R combinations that don't say /er/.
- ci** Green tiles are for alternate spellings of /sh/: ti, ci, si.
- ed** Orange tiles are for miscellaneous symbols and letters.

You'll learn about each category when you get to it in the lessons.

### Why are there two different y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /ī/, or /ē/.

### Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

### What will happen with the other letter tiles that are left in my Level 2 baggie?

- Starting in Lesson 19, we will gradually add these letter tiles to the board.
- Keep the baggie in a safe place (such as your reading tote bag) until the tiles are needed.

### What if I don't have a magnetic white board?

A magnetic white board makes it easier and faster to set up for your reading lessons, but if you don't have a magnetic white board, you can set up the letter tiles right on your table.

### What do all these funny marks and symbols mean?

As a shorthand way to represent the sounds of letters in this Teacher's Manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*.

You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *macron*.
- A "smile" above a letter, as in /ă/, represents the short vowel sound. This symbol is called a *breve*.

For a complete list of letter sounds and key words, please see Appendix B.

## Preview the Letter Sounds

Your student will learn the sounds of letters and letter combinations, called *phonograms*. For example, phonogram t says /t/ as in *tent*. Phonogram sh says /sh/ as in *ship*.

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. There are three ways you can preview the sounds:

- 1. Phonogram Sounds app.** This free app can be used on your computer, tablet, or phone. Go to [www.allaboutlearningpress.com/phonogram-sounds-app](http://www.allaboutlearningpress.com/phonogram-sounds-app) to download. Simply tap the phonogram to hear the sound.
- 2. Letter Tiles app.** If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s). (As discussed on page 27, this app has many other features as well, including moveable letter tiles.)
- 3. Chart in Appendix B.** Key words are given for each phonogram.

Using the method you prefer, take a moment to preview phonograms wh and ee, which are the first two phonograms you will be teaching in Level 2.

## How Much Time Should I Spend on Reading?

*All About Reading* lessons are designed so that you can work at your student's pace. Following are general guidelines.

### **Spend 20 minutes per day teaching reading.**

We recommend spending about 20 minutes per day, five days a week, on reading instruction, but you can adjust this if necessary for early readers or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards, and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.

### **Lessons often take more than one day to complete.**

Please know that the lessons in *All About Reading* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the stories all play a part in how quickly a lesson can be completed.

And after the formal lesson, it will be time for some great read-alouds!

### **In addition to the lessons, read aloud to your student for 20 minutes per day.**

Reading aloud to your student is one of the most important things you can do to promote future reading ability. In fact, this is such an important part of the program that it is actually added as a reminder at the end of every lesson.

Reading aloud for 20 minutes a day may not seem like a lot, but the cumulative effect cannot be overstated. By reading aloud for just 20 minutes a day over a five-year period, your student will have the advantage of 600 hours of read-alouds. That equates to huge gains in vocabulary, comprehension, and background information.

When you combine 20 minutes of direct reading instruction with 20 minutes of read-aloud time, you can rest assured that you are providing your student with the very best opportunity for long-term reading success.

# Lesson 1 Closed and Open Syllables

## Objective

This lesson reviews concepts taught in Level 1 and teaches the Closed and Open syllable types.

## You Will Need

- Leap into Reading* pages 9-20
- Phonogram Cards 1-32
- Closed and Open syllable tags
- Progress Chart

## Before You Begin

If you are new to the *All About Reading* program, have your student take the Placement Test for Level 2 on page 15.

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

We'll start the lessons in Level 2 with a review of the concepts taught in Level 1. **Depending on your student's age and attention span, you may wish to divide this review lesson into two or more sessions.**

If your student finished Level 1 within the last few days and you don't feel that review is needed, you may choose to skip the Review sections and start immediately with the New Teaching section on page 40.

## Review Closed and Open Syllables

Although Closed and Open syllables were introduced in Level 1, today will be the first time that syllable tags are used. We'll use syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help her decode words with greater accuracy.

Very soon, your student will be learning to read longer multisyllable words, so recognizing syllable types will become doubly important. The foundation we are building at this early stage will allow your student to quickly and confidently decode words like *insect*, *beyond*, and *music* simply by applying her knowledge of Open and Closed syllable types.



## Before You Begin

(continued)

**Closed**



A **Closed syllable** ends in a consonant and has a short vowel sound, as in the word *bat*. On the syllable tag, the closed door represents a Closed syllable because the final consonant “closes in” the vowel.

**Open**



An **Open syllable** ends in a vowel. The vowel has a long vowel sound, as in the word *me*. On the syllable tag, the open door represents an Open syllable because there is nothing after the vowel; there is just “open space.”

To save space in the Teacher’s Manual, syllable tags are shown with text only, like this:

Closed Syllable

Name Game Syllable

When you’re working with your student, however, you’ll use the syllable tags with the graphics that came in the Student Packet.

**Closed**



**Name Game**



Why is knowing the syllable types so beneficial? Let’s say your student is reading a story and she comes across the word *craft*. She doesn’t instantly recognize the word because she has never read it before. Although the word is unfamiliar, she isn’t flustered because she has a method for determining whether the letter a says its long or short sound. She sees that the a is followed by a consonant, which means that it is in a Closed syllable, so the vowel most likely says its short sound. She is able to decode the word *craft* independently and continue reading the story.

For an overview of the remaining syllable types and why they are helpful for decoding, see Appendix D.

## Review

### Review Phonogram Cards 1-32



Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have him say the sound(s).

## Review

(continued)

If your student could instantly recite all the sounds of the phonograms, file these thirty-two flashcards behind the **Phonogram Cards Mastered** divider in your student's Reading Review Box. If there was any hesitation on the sounds, file those cards behind the **Phonogram Cards Review** divider. Those cards will be reviewed at the beginning of the next lesson.

## Review Words from Level 1

"In this first activity, we'll review words that you already know. See how accurately you can read these words."



If you are working with an older student, feel free to skip any of the activity sheets that your student wouldn't enjoy. You can review the words from Level 1 using flashcards, if you prefer.



### Feed the Anteater

Remove pages 9-13 from the *Leap into Reading* activity book.

Cut two slits on page 10 as indicated by the dotted lines. Cut apart the word strips. Tape the ends of several strips together to make one long strip. Repeat with the remaining strips.

Take one of the word strips and weave it through the slits. A word and an ant will appear on the anthill, as shown below.



## Review

(continued)

Pull the slip up from the back so that one word is revealed at a time. Have your student read the word aloud and then pull the slip to reveal the next word.

Continue until the anteater has “eaten” all the words on the word strips.

## Review Plural Words


Build the word *wings* with letter tiles. 

Cover the s with your finger.

“We say one *wing*.” 

“And we say two *wings*.” 

“*Wings* is **plural** because it means **more than one**.”

Build the word *dishes*. 



Point to e-s. “Words can be made plural by adding s or e-s.”

“I’m going to say a word, and then you’ll say the plural version of that word.”

“One *drum*, two \_\_\_\_\_.” If necessary, prompt your student to say *drums*.

“One *box*, two \_\_\_\_\_.” *Boxes*.

“One *desk*, two \_\_\_\_\_.” *Desks*.

## Review Vowels

“What are the vowels?” *The vowels are a, e, i, o, u, and sometimes y.*

“What is a consonant?” *Any letter that isn’t a vowel.*

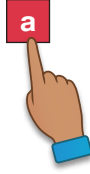
## Review

(continued)

Move the letter tiles a, e, i, o, and u into the workspace.

a e i o u

Point to the a tile.



“Tell me the sounds of the letter a.” /ă/-/ā/-/ab/.

“Tell me the first sound of the letter a.” /ă/.

“Good. A vowel’s first sound is its short sound.”

“I will point to a vowel and you will tell me its **short** sound.”

a /ă/.  
e /ĕ/.  
i /ĭ/.  
o /ō/.  
u /ū/.

“Now tell me the **long** sound of each vowel.” Point to each vowel.

a /ā/.  
e /ē/.  
i /ī/.  
o /ō/.  
u /ū/.

## Review the First and Second Syllable Types: Closed and Open Syllables

Build the word *well* with letter tiles.

w e l l

“What does this word say?” *Well*.

Point to the e.

“What does this vowel say?” /ĕ/.

## Review


(continued)

“Is there anything after the e?” *Yes, l-l.*

“Good. We say that the e is closed in by the l-l. This is a Closed syllable.”

“Is the vowel in this word short or long?” *Short.*

“Right. When a vowel is in a Closed syllable, it usually says its short sound.”

Remove the two l's. 

“What does this new word say?” *We.*

“Is there anything after the e now?” *No.*

“There is ‘open space’ after the vowel, so we call this an Open syllable.”

“When a vowel is in an Open syllable, it usually says its long sound.”

Point to the e. “What does the e say in this word?” */ē/.*

## New Teaching

### Introduce Closed and Open Syllable Tags

Move the Closed and Open syllable tags into the workspace.







“This **closed door** represents a **Closed** syllable.”



“This **open door** represents an **Open** syllable.”



Build the following words. Have your student place the correct tag above the syllable.

<p>Open Syllable</p> <p></p>	<p>Closed Syllable</p> <p></p>	<p>Open Syllable</p> <p></p>
<p>Closed Syllable</p> <p></p>	<p>Closed Syllable</p> <p></p>	<p>Open Syllable</p> <p></p>

“Now let’s help some friendly monsters get supplies for a party!”



## Party Monsters Go Shopping

Remove pages 15-18 from the activity book.

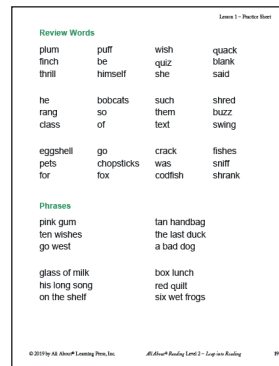
Place page 15 in front of your student. Cut out the monster cards on page 17 and place them in a pile with the words facing down.

“These Party Monsters are planning a party and need to buy some supplies at the store. Let’s see if the store is open or closed when the monsters get there.”

Have your student select the monster cards one at a time and read the word on the back. If the word is a Closed syllable, she should put the monster by the closed door. If the word is an Open syllable, put the monster by the open door.

Once all the monster cards have been sorted, have your student count how many monsters were at the store when it was open and how many were at the store when it was closed.

## Practice Fluency



Turn to pages 19-20 in the activity book.

Have your student read from the Practice Sheets to review words, phrases, and sentences from Level 1.

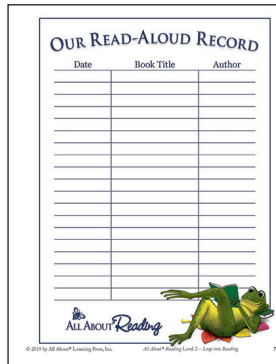


**Don't Forget!**

For tips on using the Practice Sheets, refer to Appendix K.

## Read-Aloud Time

### Read a Story or Poem



OUR READ-ALOUD RECORD

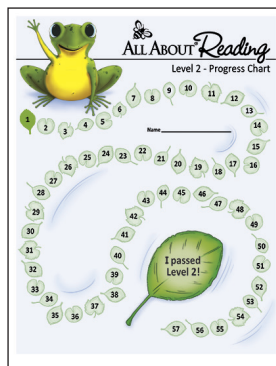
Date	Book Title	Author

ALL ABOUT Reading  
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Read aloud to your student for twenty minutes. You can keep track of your read-alouds on the Read-Aloud Record found on page 7 of the activity book.

## Track Your Progress

### Mark the Progress Chart



If you haven't already done so, remove page 5 from the activity book.

After each lesson has been completed, have your student color in or place a sticker over that lesson number on the Progress Chart.







The ants  
in that anteater activity were  
sticky-tongue delicious! (Oh, and  
the review words weren't bad either).  
Speaking of delicious ... I wonder if those  
Party Monsters were going to get  
some good snacks? No party is complete  
without french flies, you know!

If you're ready for Lesson 2,  
I'll hop along with you.  
Let's bounce!

# Lesson 2 Blends at the Beginning and End

## Objective

This lesson teaches words containing consonant blends at the beginning and end.

## You Will Need

- Leap into Reading* pages 21-29
- Word Cards 1-11

## Before You Begin

### Preview Blends at the Beginning and End

In Level 1, your student learned words with consonant blends either at the beginning, as in *plan*, or at the end, as in *lump*. A consonant blend consists of two sounds that are said together quickly. For example, the word *stop* has a consonant blend at the beginning. The /s/ and /t/ sounds are said in rapid succession, but each consonant keeps its own sound.

A consonant blend is different from a consonant team (also known as a digraph). In a consonant team, two or more letters work together to make one sound, such as sh and th, while the letters in a blend retain their own individual sounds.



In this lesson, your student will learn words containing blends at both the beginning and end. Read the following examples and listen for the blends.

**bland    slump    grunt    trust    cramp**

Words with consonant blends will be decoded using the same procedure your student used in Level 1. This procedure is described in detail in Appendix C: Blending Procedure.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

If your student knows the Phonogram Card without prompting and you feel that the card has been mastered, place the card behind the **Phonograms Mastered** divider. If the card has not yet been mastered, place it back behind the **Phonograms Review** divider.

Previous Concepts

Build the following words with letter tiles. Have your student label the words with the proper syllable tags and then read the words.

Closed Syllable

d r o p

Open Syllable

n o

## New Teaching

### Play "Change the Word"

Build the word *plan*. p l a n

"What is this word?" *Plan*.

"I'm going to add a tile to this word." Add a t to form the word *plant*.

p l a n t

"What does this new word say?" Encourage your student to sound out the new word, *plant*.

Build the word *plum*. p l u m

"Sound out this word." *Student sounds out the word plum.*

## New Teaching

(continued)

Add a **p** to form the word *plump*.



“What does this new word say?” *Student sounds out the word plump.*

Continue this activity using several of the words below.

Add a letter tile to the end of the following words.

<b>bran</b> → <b>branch*</b>	<b>scan</b> → <b>scant</b>
<b>bran</b> → <b>brand</b>	<b>slum</b> → <b>slump</b>
<b>clam</b> → <b>clamp</b>	<b>Stan</b> → <b>stand</b>
<b>cram</b> → <b>cramp</b>	<b>stun</b> → <b>stunt</b>
<b>prim</b> → <b>primp</b>	

Add a letter tile to the beginning of the following words.

<b>land</b> → <b>bland</b>	<b>runt</b> → <b>grunt</b>
<b>last</b> → <b>blast</b>	<b>lamp</b> → <b>clamp</b>
<b>lend</b> → <b>blend</b>	<b>lump</b> → <b>clump</b>
<b>limp</b> → <b>blimp</b>	<b>rust</b> → <b>trust</b>
<b>ranch*</b> → <b>branch*</b>	<b>rump</b> → <b>grump</b>
<b>risk</b> → <b>brisk</b>	<b>wept</b> → <b>swept</b>

\*Use the **ch** tile for the words *branch* and *ranch*.

## Complete Activity Sheet

“Let’s help these pups find their favorite things.”



### It’s a Dog’s Life

Remove pages 21-26 from the *Leap into Reading* activity book.

Cut out the dog cards and the object cards. Place the dog cards in a pile with the words facing down. Spread the object cards on the table with the words facing down.

Your student should select a dog card and then locate the two cards whose objects match the object on the dog card. For example, if your student selects the dog card with the image of a puppy and a bone, he will locate the cards with the image of a bone. He will then turn over all three cards and read the rhyming words.

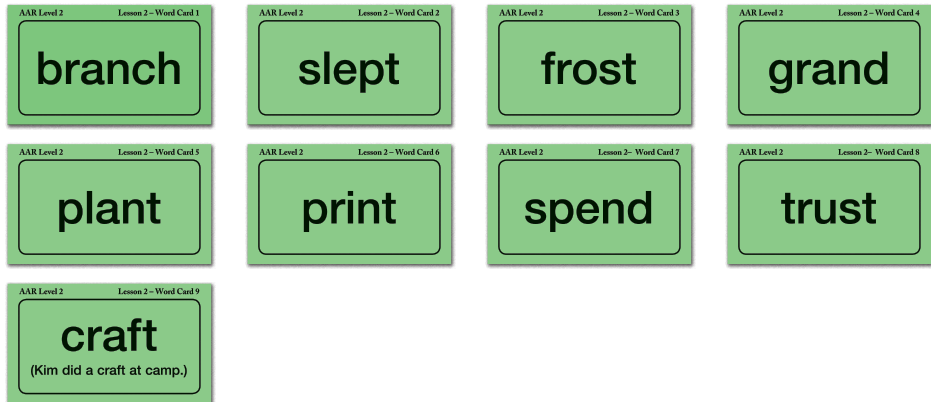
Continue playing until all the dog cards have been matched with the appropriate object cards.

## New Teaching

(continued)

## Practice Reading Words

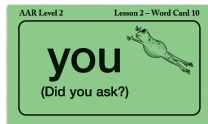
Have your student practice reading the words on Word Cards 1-9.



File the Word Cards behind the Review divider in the Reading Review Box.

## Teach Two Leap Words: *you* and *are*

Show Word Card 10 to your student.

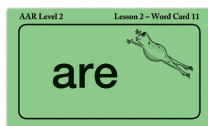


“This word is *you*, as in *Did you ask?* The y says /y/ and the o and u work together to say /ō/. You haven’t learned the sounds of ou yet, but this is a common word that you will see often.”

“What is this word?” *You.*

The words *craft/kraft* and *you/ewe* are homophones (two words that sound alike but are spelled differently). A sentence has been added to the Word Cards for *craft* and *you* and all cards containing homophones in future lessons. Your student does not need to read these sentences, but they are there in case you wish to discuss the correct word usage.

Show Word Card 11 to your student.



“This word is *are*, as in *My shoes are brown.* The a and the r work together

## New Teaching

(continued)

to say /ar/, and the e isn't pronounced—it's a Silent E. You haven't learned about ar and Silent E yet, but this is a common word that you will see often."

"What is this word?" *Are.*

Review these Leap Words several times today.



File the flashcards behind the **Word Cards Review** divider in your student's Reading Review Box. The cards will be reviewed at the beginning of the next lesson.

## Practice Fluency

Review Words			
glum	puff	wish	quack
finch	be	quiz	blank
thrill	himself	she	said
he	bobcats	such	shred
rang	so	them	buzz
class	of	text	swing
eggshell	go	crack	fishes
pets	chopsticks	was	sniff
for	fox	codfish	shrank
Phrases			
pink gum		tan handbag	
ten wishes		the last duck	
go west		a bad dog	
glass of milk		box lunch	
his long song		red quilt	
on the shelf		six wet frogs	

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Turn to pages 27-29 in the activity book.

Have your student read from the Practice Sheets.

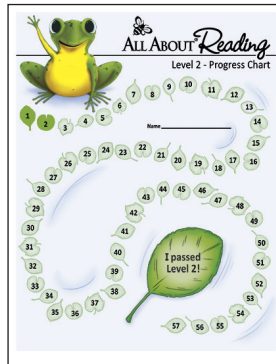
Most of the Practice Sheets contain a section called Challenge Words. Skip this section if you are working with younger students. Use the section with older students who need an additional challenge.

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

### Mark the Progress Chart



Have your student mark Lesson 2 on the Progress Chart.

*Ohhhh ...*

*I like these consonant blends.*

*We can make a lot of fun words with them.*

*My favorite words with blends are croak and swamp. What are yours?*

*You know what else blends well together?*

*Mosquitoes and dragonflies. Mmmm ... time to whip up a nice batch of bug stew! I'll bring you some for the next lesson.*

*Don't forget your spoon!*



# Lesson 3 Read “Twist and Stomp”

## Objective

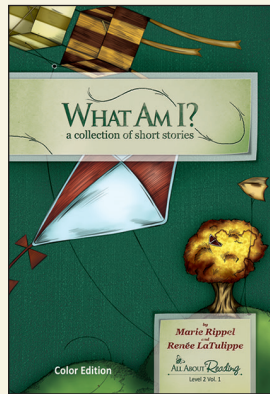
In this lesson, students read a short story and use pantomime to act out actions from the story.

## You Will Need

- Leap into Reading* pages 31–33
- optional: sticky notes
- What Am I?* book

## Before You Begin

## Preview the Story-Related Lessons



You’ve reached the first story-related lesson in Level 2! That means that your student will read a short story today. This is a great chance to practice newly learned decoding skills and learn comprehension strategies.

And of course we want to set your student up for success! To help her get the most out of this lesson, your student will do several warm-up activities before reading the story:

- **Completing an activity sheet** that introduces a new literary concept.
- **Reading a Warm-Up Sheet** to refresh her memory about words that have been explicitly taught in previous lessons.
- **Learning new vocabulary and activating prior knowledge** about story-specific topics through interesting pre-reading discussion.

During and after the story, we ask open-ended questions because we want students to relate to and put thought into what they’re reading. We want them to contribute their ideas, test their predictions, and comprehend in a meaningful way. To encourage an active reading process, our reading comprehension strategies also focus on visualizing, questioning, summarizing, making predictions, and drawing conclusions.

Post-reading activities include discussing the main character or conflict, story sequencing, imagining alternate endings, and relating the story to your student’s life. A complete list of reading comprehension activities can be found in Appendix J.

Together, these pre- and post-reading activities move your student toward the goal of reading with comprehension.



## Before You Begin

(continued)

After completing the warm-up activities in this lesson, your student will read “Twist and Stomp” in the *What Am I?* book. All the words in the story are decodable using previously taught concepts.

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Remember: as your student masters the flashcards, move them behind the appropriate **Mastered** dividers.

How do you know when your student has mastered a card? Here are the signs:

- Your student responds quickly and easily when you hold up the card.
- You have no doubt that your student knows the card thoroughly.

## New Teaching

### Complete Activity Sheet

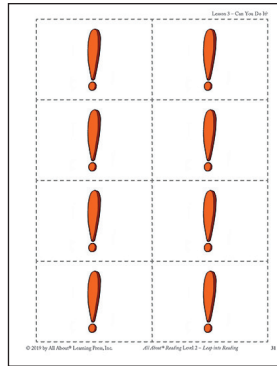
“There are many different ways you can move. Show me how you can wave.” *Student waves.*

“Show me how you can jump.” *Student jumps.*

“Good. Let’s act out more ways of moving.”

## New Teaching

(continued)



### Can You Do It?

Remove pages 31-32 from the *Leap into Reading* activity book.

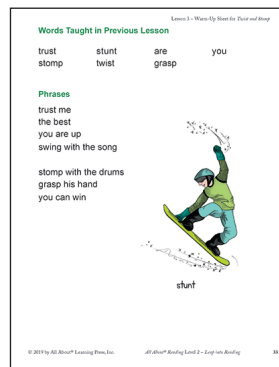
Cut out the cards and arrange them on the table with the words facing up.

Read each card with your student so you are both familiar with the words. Then mix the cards and place them in a pile with the words facing down.

Have your student choose a card and act it out in pantomime. Try to guess which card your student is acting out.

Continue until your student has acted out all the cards.

## Read the Warm-Up Sheet for “Twist and Stomp”



Turn to page 33 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Twist and Stomp.”

If your student is reading words with blends very easily, you can skip this Warm-Up Sheet.



## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the stunt on the Warm-Up Sheet. “A *stunt* is a daring trick, like doing flips on a snowboard. In the movies, a person who performs daring stunts is called a *stuntman* or *stuntwoman*.”

“Have you ever seen someone do a stunt? What did the person do? Was it scary or funny?”

“In today’s story, a lot of animals perform stunts in a contest. Let’s see who wins.”

## New Teaching

(continued)

## Read “Twist and Stomp”

During the story, you will stop your student in several places to model important comprehension strategies. You’ll model for your student how to stop to think about unfamiliar words or ideas. You’ll also model the beginning stages of making predictions by thinking ahead to what might happen next.

If you wish, you can place a small sticky note at the bottom of pages 13 and 21 of the reader so you remember to stop after reading those pages.

“Turn to page 9 in your reader and read ‘Twist and Stomp’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 13:** “Whose stunts do you like better, the pigs’ or the dogs’? Why?”

**After page 21:** “Why does the animals’ pyramid fall down? Look at the illustration for clues.”

**After reading:** “Do you think that Fox’s team wins the stunt competition? If not, which team do you think wins the competition, the pigs or the dogs? Why?”

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

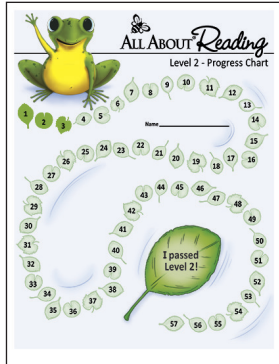


**Read-Aloud Tip!**

#### Increase a Short Attention Span

Since young children have short attention spans, start small with your read-alouds. Begin by choosing shorter books or books with less text. As your student’s attention span increases, gradually add in a mix of longer, more complex stories.

## Mark the Progress Chart



Have your student mark Lesson 3 on the Progress Chart.

# Lesson 25 EE and Vowel Team Syllables

## Objective

This lesson teaches phonogram ee, the Vowel Team syllable type, and words containing ee.

## You Will Need

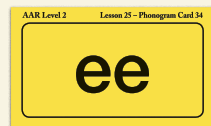
- Leap into Reading* pages 183-188
- Vowel Team syllable tag
- letter tile ee
- Vowel Team label
- Phonogram Card 34
- Word Cards 120-129

## Before You Begin

### Preview Phonogram EE

Phonogram ee says /ē/ as in *need*. Read the following examples and listen for the /ē/ sound.

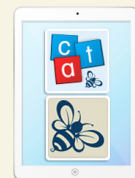
<b>need</b>	<b>green</b>	<b>queen</b>	<b>steep</b>	<b>seed</b>
<b>teen</b>	<b>tree</b>	<b>street</b>	<b>feed</b>	<b>deed</b>



When we practice the Phonogram Card for ee, we say “/ē/, double e.” This phrase distinguishes ee from the other ways of spelling /ē/, such as ea, which will be taught in Level 3. By learning the full wording for phonogram ee now, your student won’t have to relearn the flashcard for spelling purposes later.



The ee tile is stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ee phonogram sound. When we use the ee letter tile, we only say the sound /ē/. To facilitate blending, we don’t say the second part, “double e.”

Vowel team ee always says long e as in *sheep*, with one possible exception: the word *been*. In American English, *been* is pronounced with a short i or short e sound. In British English, though, *been* retains the long e sound. If your student pronounces this word with a long e sound, skip the part of the lesson in which we teach *been* as a Leap Word.

## Before You Begin Preview Vowel Teams

(continued)

In this lesson, your student will learn the first vowel team, phonogram ee. A vowel team is two or more letters working together to make one sound, such as ee, ea, oi, ay, and ou. Since the letters work together, the letters that make up a vowel team appear on a single letter tile. As you can guess by the name, vowel teams always contain a vowel. Examples of vowel teams are found in the words *sheep*, *heat*, *boil*, *stay*, and *house*.

Sometimes consonants are used in vowel teams, as in aw, ow, igh, and ugh. Example words include *thaw*, *how*, *night*, and *daughter*.

## Preview Vowel Team Syllables

Your student has already learned three syllable types: Closed, Open, and Name Game. Today he will learn the fourth syllable type, the Vowel Team syllable, which we label with the following syllable tag.

### Vowel Teams

On the syllable tag, the team of horses represents a Vowel Team syllable. Just as a team of horses works together, the letters in a vowel team work together to make one sound.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



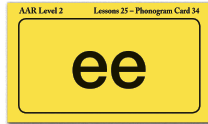
Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Let your student get creative with the Word Card review with the activity "Color It." For instructions, look for this icon in Appendix M.


### Teach New Phonogram EE

Hold up the ee Phonogram Card.



“E-e says /ē/. When we practice this card, we say /ē/, *double* /ē/. Repeat after me: /ē/, *double* /ē/.” *Student repeats the sound.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the ee tile into the workspace. 


Point to the ee tile. “When you see this tile, say its sound, /ē/. You don’t have to say *double* /ē/ when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.



For extra practice with the new phonogram, play the game “Phonogram Bingo.” For instructions, look for this icon in Appendix L.

### Blend Sounds with Letter Tiles

Build the word *feet*. 

“I’ll sound out this first word, and then you’ll sound out the next word.”

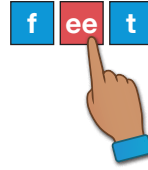
Touch under the f and say /f/. 



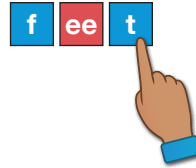
## New Teaching

(continued)

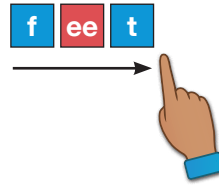
Touch under the ee and say /ē/.



Touch under the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters f-ee-t and say *feet* slowly.



Finally, read the word *feet* at a normal pace as we do when we speak.

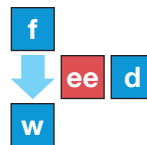
Using the same blending procedure, have your student sound out the word *weed*.



Leave the word *weed* in the workspace.

## Play “Change the Word”

“I’m going to change the first part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *feed*.

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**feed → need → seed → seem → seen → green**



## New Teaching

(continued)

## Complete Activity Sheet

“Now it’s time to wake up these sheep with some ee words.”



### Wake Up the Sheep

Remove pages 183-184 from the *Leap into Reading* activity book.

Cut out the cards and place them in a pile with the words facing up. Have your student wake up the napping sheep by choosing a sleeping sheep card and reading the word. If he reads the word correctly, he can turn the card over to reveal a sheep that is awake.

Continue reading the cards until all the sleeping sheep have been awoken.

## Teach the Fourth Syllable Type: Vowel Team

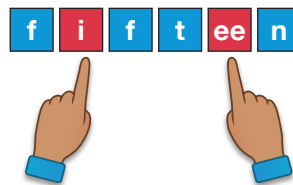
Place the Vowel Team syllable tag in the workspace. “We have a new syllable tag.”



“This syllable tag shows a team of horses. A *team of horses* is two or more horses working together. We will use this to represent **vowel teams**, which are two or more letters working together to make one vowel sound.

Build the word *fifteen*. **f i f t ee n**

“When you divide a word into syllables, treat the vowel team the same as you would treat a vowel. When I look for the vowels in *fifteen*, I see the i tile and the ee tile.”

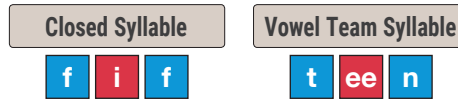


“There are two consonants between these tiles, so I divide between the consonants.”



“Now I can put a tag above each syllable. What type is the first syllable?”  
*Closed.*

“What type is the second syllable?” *Vowel Team*.



“Read the first syllable.” *Fif*.

“Read the second syllable.” *Teen*.

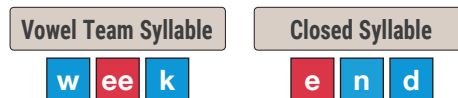
“Now read the word.” *Fifteen*.

“Great! *Fifteen* is a real word, so you’ve divided the word correctly.”

Build the word *weekend*. w ee k e n d

“Divide this word into syllables.” *Student divides the word*.

“Put a tag above each syllable.” *Student uses the Vowel Team and Closed tags*.



“Read each syllable and then read this word.” *Week–end. Weekend*.

## Complete Activity Sheet

“Those Party Monsters are back and now they want to form teams!”



### Party Monsters Form Teams

Remove pages 185-186 from the activity book.

Cut out the four syllable type cards and lay them on the table. Cut out the monster cards and place them in a pile with the words facing down.

Have your student select a monster card and read the word on the back. He should then decide if the word is a Closed, Open, Name

Game, or Vowel Team syllable and put the monster on the appropriate syllable type card.

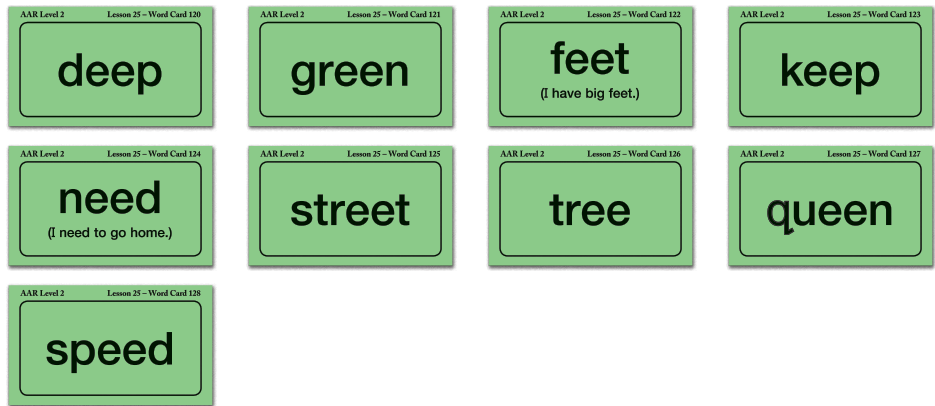
Continue until all the monster cards have been read and sorted.

## New Teaching

(continued)

## Practice Reading Words

Have your student practice reading the words on Word Cards 120-128.



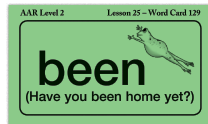
File the Word Cards behind the Review divider in the Reading Review Box.

## Teach a Leap Word: *been*

If your student pronounces *been* with a long e, you can skip this section. You don't need to teach *been* as a Leap Word.



Show Word Card 129 to your student.



“This word is *been*, as in *Have you been home yet?* Vowel team ee always makes the long e sound, except in this word.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

## Practice Fluency

New Words			
been	deer	jeep	sheet
greet	tree	beet	fifteen
sheep	meet	seed	beep
weed	bleed	sweet	free
steer	cheek	teeth	need
freeze	deep	speed	coffee
cheer	three	seem	seen
wheel	week	green	see
street	feed	bee	queen
sixteen	breeze	seventeen	sweep
sleep	weekend	keep	feel
feet	beef	tweed	

Turn to pages 187-188 in the activity book.

Have your student read from the Practice Sheets.

Some students will notice that the words *breeze* and *freeze* end in Silent E. Z is usually not alone at the end of a word. It's typically either doubled (as in *buzz*) or paired with Silent E (as in *freeze*).



To engage your student in the fluency exercises, try making his progress more concrete. For ideas on how to do that, look for this icon in Appendix K.

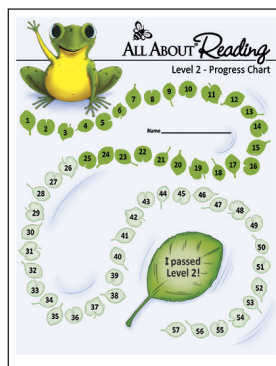
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 25 on the Progress Chart.

# Lesson 26 Read “Pine Tree Pet Shop”

## Objective

In this lesson, students read a short story and discuss the main conflict.

## You Will Need

- Leap into Reading* pages 189-192
- sticky notes
- What Am I?* book

## Before You Begin

### Avoid Making Corrections Too Soon

When your student misreads a word in a sentence, resist the temptation to correct him immediately. Let him reach the end of the sentence before you interrupt, giving him the chance to realize on his own that he made a mistake.

For example, if your student reads *The hot sat with a thud*, he will probably self-correct because the sentence obviously doesn't make sense. He will look back to see where his error is and reread the sentence correctly as *The hog sat with a thud*. If he does continue reading without correcting himself, ask him if the sentence he just read makes sense.

When you interrupt your student immediately after he makes an error, he is deprived of the opportunity to monitor what he is reading for meaning. In the example above, the phrase *The hot...* does make sense in itself, as it could be *The hot day* or *The hot lunch*. If you give your student time to reach the end of the sentence, though, it will most likely be clear to him that he has misread a word.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

## Read the Warm-Up Sheet for “Pine Tree Pet Shop”

Lesson 26 – Warm-Up Sheet for Pine Tree Pet Shop

**Words Taught in Previous Lesson**

free	sweep	greet	sheet
street	sweets	sleeps	steef
week	creep	peer	reed

been	seed	freeze	feel
tree	feed	green	three
need	wheel	peek	


**Phrases**

Pine Tree Pet Shop  
 Reed Street  
 broke her leg  
 pick up the snake

I have been  
 ring up sales  
 help with odd jobs  
 sheet of steel

cannot get free  
 run the store  
 peer at the rats

sniff the seeds  
 quick as a wink  
 stares at the rats



a rat runs on the wheel

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Turn to page 189 in the *Leap into Reading* activity book.

Have your student practice reading words and phrases that are found in “Pine Tree Pet Shop.”

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the rat on the wheel on the Warm-Up Sheet. “Some people keep white rats as pets and give them a running wheel so they can exercise in their cages. You can buy pet rats and running wheels at a pet shop.”

“Do you think it would be fun to work in a pet shop? You could feed the animals, sweep the floors, and give names to the pets. What would you name a puppy? How about a kitten? What would you name a pair of bunny rabbits?”

“In our next story, something unexpected happens at the Pine Tree Pet Shop. Let’s find out what it is!”

## Read “Pine Tree Pet Shop”

“Turn to page 161 in your reader and read ‘Pine Tree Pet Shop’ aloud. In this story, the main character faces a big problem. See if you can find out what this big problem is. Once you find it, put a sticky note next to it.”

Discuss your student’s ideas for the question below when you come to it.

**After page 169:** “Why do you think the main character says, ‘I feel my skin creep’?”

## New Teaching

(continued)

## Discuss the Main Conflict

“In a story, the problem that a character faces is called the *conflict*. What do you think is the biggest conflict in this story?” Encourage your student to look for the sticky note(s) if necessary.

“What does the main character do to solve the problem?”

“What does the main character say that he or she would do to prevent that problem from happening again? Skim the text for the answer.”

## Complete Activity Sheet

“Now let’s solve some other conflicts.”



### Solve Your Problem

Remove pages 191-192 from the activity book.

Cut out the cards. Place the Problem cards in a stack and arrange the Fix It! cards on the table with the solutions facing up. Have your student select a Problem card and read it aloud. Then have him select an appropriate Fix It! card to solve the problem. Some of the solutions are suitable for more than one problem. Discuss your student’s choices.

Continue until all the problems have been solved.

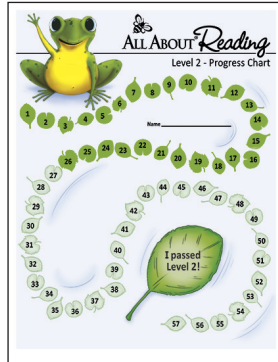
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 26 on the Progress Chart.

*ACK! Snakes on the loose!  
Did your skin creep? Mine sure did!  
Snakes eat frogs, you know!*

*Let's get on to the next lesson ...  
and hop to it!*





# Lesson 52 OY and OI

## Objective

This lesson teaches phonograms oy and oi and words containing those phonograms.

## You Will Need

- Leap into Reading* pages 357-364
- Phonogram Cards 39 and 40
- letter tiles oy and oi
- Word Cards 263-272

## Before You Begin

### Preview Phonograms OY and OI

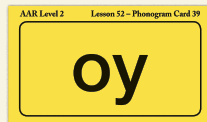
In this lesson, your student will learn two related phonograms: oy and oi. Both phonograms say /oy/.

Phonogram oy is found mainly at the end of words, as in *boy*, but also in the beginning and middle of several words, as in *oyster*. Read the following examples and listen for the /oy/ sound.

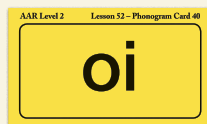
**toy**      **ploy**      **joy**      **oyster**      **coy**

Phonogram oi is found only in the beginning or middle of words, as in *oil* and *point*. It isn't found at the end of words because, except for the word *I*, English words don't end in *i*. Read the following examples and listen for the /oy/ sound.

**point**      **choice**      **soil**      **join**      **voice**



When we practice the Phonogram Card for oy, we say "/oy/, /oy/" that we **may** use at the end of English words."



When we practice the Phonogram Card for oi, we say "/oy/, /oy/" that we **may not** use at the end of English words."

When we use the oy and oi letter tiles, we only say the sound /oy/. To facilitate blending, we don't say the second part, "that we may/may not use at the end of English words."

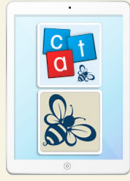
For reading purposes, the student just needs to know that oy and oi both say /oy/. We include the additional phrases "that we **may** use at the end of English words" and "that we **may not** use at the end of English words" on the flashcards so your student won't have to relearn the flashcards for spelling purposes later.

## Before You Begin

(continued)

oy oi

The oy and oi tiles are stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the oy and oi phonogram sounds.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Build the following words with letter tiles. Have your student divide the words using the Two Consonant Tiles rule, label with syllable tags, and read.

**ginger**



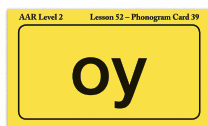
**entire**



## New Teaching

### Teach New Phonograms OY and OI

Hold up the oy Phonogram Card.



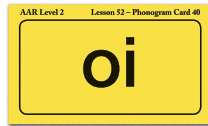
“O-y says /oy/, /oy/ that we **may** use at the end of English words. Repeat

## New Teaching

(continued)

after me: /oy/, /oy/ that we **may** use at the end of English words.” *Student repeats the sound.*

Hold up the oi Phonogram Card.



“O-i says /oy/, /oy/ that we **may not** use at the end of English words. Repeat after me: /oy/, /oy/ that we **may not** use at the end of English words.” *Student repeats the sound.*

Mix in several other flashcards for mixed review and practice until your student can say the sounds of oy and oi accurately. File the Phonogram Cards behind the Review divider in the Reading Review Box.

Move the oy and oi tiles into the workspace.  

“Both of these tiles say /oy/. When you see these tiles, say just the sound, /oy/. You don’t have to say /oy/ that we **may/may not** use at the end of English words when we are building with tiles, just when we are using the flashcards.”





Mix in several other letter tiles for mixed review and practice with the new phonograms until your student can say the sounds accurately.




For extra practice with the new phonograms, try the activity “Jump On It.” For instructions, look for this icon in Appendix L.

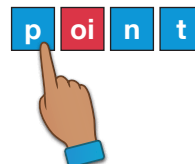
## Blend Sounds with the OI Letter Tile

“All the words you will learn today contain the sound /oy/. First we’ll use the oi tile.”

Build the word *point*.    

“I’ll sound out this first word, and then you’ll sound out the next word.”

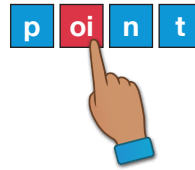
Touch under the p and say /p/.    



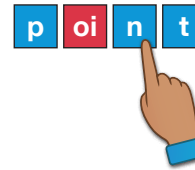
## New Teaching

(continued)

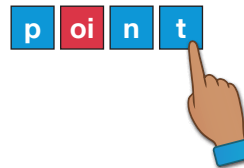
Touch under the oi and say /oy/.



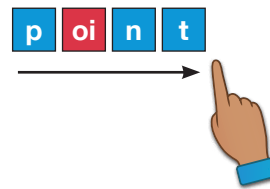
Touch under the n and say /n/.



Touch under the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters p-oi-n-t and say *point* slowly.



Finally, read the word *point* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *oil*.

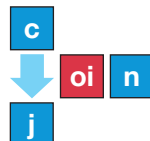


## Play “Change the Word” with OI

Build the word *join*. 

“What is this word?” *Join*.

“I’m going to change the first part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *coin*.

## New Teaching

(continued)

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**coin** → **coil** → **boil** → **soil** → **spoil**

Build the word *noise*.



“In this word, the s says /z/ because it is between two vowels. The Silent E keeps the word from looking like a plural. What is this word?” *Noise*.”

## Blend Sounds with the OY Letter Tile

“Now let’s work with the oy tile, which also says /oy/.”

Build the word *boy*.



“I’ll sound out this first word, and then you’ll sound out the next word.”

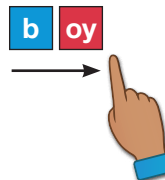
Touch under the b and say /b/.



Touch under the oy and say /oy/.



Now go back to the beginning of the word. Slide your finger under the letters b-oy and say *boy* slowly.




Finally, read the word *boy* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *enjoy*.



## Play “Change the Word” with OY

Build the word *toy*. 

“I’m going to change the first part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *joy*.

Continue to change tiles to form the following words. Each time, have your student sound out the new word.

**joy → soy → coy → ploy**

## Complete Activity Sheet

“Are you ready to collect some oysters?”



### A Bucket of Oysters

Remove pages 357-360 from the *Leap into Reading* activity book.

Cut a slit along the dotted line on the oyster pail. Cut out the oyster cards and arrange them around the pail with the words facing down.

Have your student select a card and read the word aloud. If he reads the word correctly, he may add the oyster card to the pail, pushing it through the slit. If he reads the word incorrectly, return the card to its place so your student can try again later.

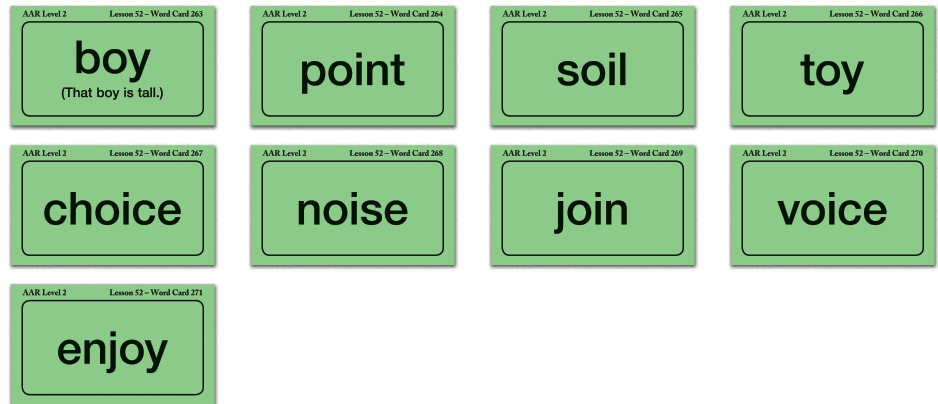
Continue until your student has collected all the oysters and placed them in the pail.

## New Teaching

(continued)

## Practice Reading Words

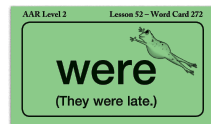
Have your student practice reading the words on Word Cards 263-271.



File the Word Cards behind the Review divider in the Reading Review Box.

## Teach a Leap Word: were

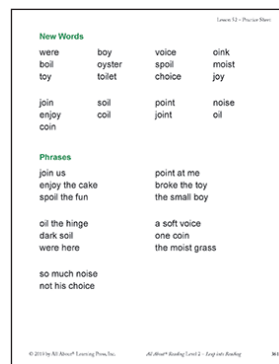
Show Word Card 272 to your student.



“This word is *were* as in *They were late*. Silent E doesn’t have a job in the word *were*, so it is a Leap Word.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 361-364 in the activity book.

Have your student read from the Practice Sheets.

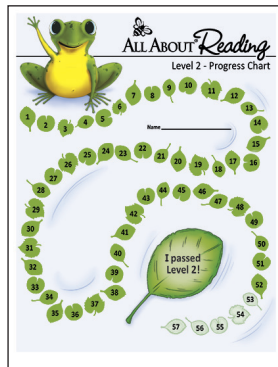
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 52 on the Progress Chart.



# Lesson 53 Read “Wild Rice Harvest”

## Objective

In this lesson, students read a short story and practice sequencing.

## You Will Need

- Leap into Reading* pages 365-368
- Queen Bee* book

## Before You Begin

### Preview the Purpose of the Activity Sheet

Today’s story is a nonfiction account of how wild rice is harvested. After reading the story, your student will complete a sequencing activity in which she determines the correct order of the steps involved in harvesting.

Such activities help develop not only literacy skills, but also other skills from following instructions (as in a recipe) to scientific inquiry.

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Have fun with today’s phonogram review with the “Swat the Phonograms” activity. For instructions, look for this icon in Appendix L.



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

## Read the Warm-Up Sheet for “Wild Rice Harvest”


Lesson 53: Wild Rice Harvest

**Words Taught in Previous Lesson**

boy	moist	soil	spoil
boil	enjoy	were	

**Phrases**

Finger Lake	boiled a pot of water
sat by a campfire	chicken broth
carved an old stick	kernels puff open
harvested wild rice	fluff the rice
as a boy	pat of butter
moist soil	
entire plant	
falls off	
it takes a while	
small pit	
put it in jars	
will not spoil	



wild rice and chaff

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Turn to page 365 in the *Leap into Reading* activity book.

Have your student practice reading words and phrases that are found in the short story “Wild Rice Harvest.”

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of wild rice and chaff on the Warm-Up Sheet. “Wild rice is a seed that grows on wild marsh grass. Wild rice is used for cooking, just like white rice.”

“The *chaff* is the outer covering of the seed; it protects each seed while it is growing. After the rice is harvested, the chaff is removed, leaving just the edible part of the wild rice. Then the rice is dried so it can be stored for a long time.”

“Do you like it when your parents or grandparents tell stories? It can be interesting to hear stories about when adults were children. It’s fun to imagine what they must have been like back then! What’s the best story your mom or dad or grandparent has ever told you?”

“In our next story, a father tells his children about how he gathered wild rice as a young boy. You can learn how to gather wild rice, too.”

## Read “Wild Rice Harvest”

“Turn to page 185 in your reader and read ‘Wild Rice Harvest’ aloud.” Discuss your student’s ideas for the question below when you come to it.

**After page 196:** “After reading this recipe, do you think you could cook wild rice by yourself? Why or why not?”

“Let’s see if we can remember what happened in the story you just read.”



**Harvest the Rice**

Remove pages 367-368 from the activity book.

Cut the page into four sections as indicated by the dotted lines. Put the sections in random order and have your student explain how to harvest wild rice by arranging the sections in the appropriate order.

For your reference, the number on the back of each section indicates its placement in the sequence.

**Read-Aloud Time**

**Read a Story or Poem**

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

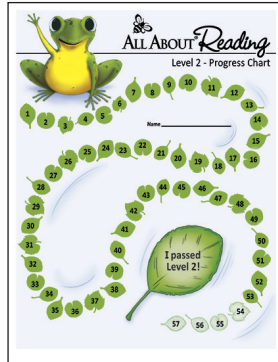
**Read a Range of Nonfiction Texts**

Reading nonfiction helps kids develop specialized vocabulary as well as background knowledge, which in turn gives kids a wider foundation for all other reading. Here are a few types of informational texts to share with your student:

- Nonfiction picture books and chapter books
- Life-cycle books
- Experiment and activity books
- Special interest books
- Photographic essay books
- Biographies and autobiographies
- Newspapers and magazines
- Browsable books of facts
- How-to guides, cookbooks, field guides, and craft books

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 53 on the Progress Chart.

You just read that wild rice plants live in lakes and swamps—that's home for me! There are wild rice plants right on the banks of my humble swamp.

You should come visit. We'll harvest some rice together and I'll teach you how to make my famous fly-rice patties!

Trust me, you'll love them.



# Lesson 54 AW and AU

## Objective

This lesson teaches phonograms aw and au and words containing those phonograms.

## You Will Need

- Leap into Reading* pages 369-376
- Phonogram Cards 41 and 42
- letter tiles aw and au
- Word Cards 273-282

## Before You Begin

### Preview Phonograms AW and AU

In this lesson, your student will work with two related phonograms: aw and au. Both of these phonograms say /aw/.

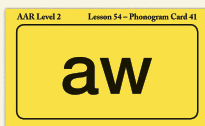
Phonogram aw is found mainly at the end of words, as in *saw*, but also before the letters l, n, and k in the middle of some words, as in *hawk*. Read the following examples and listen for the /aw/ sound.

**law          yawn          draw          lawn          flaw**

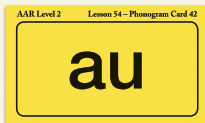
Phonogram au is found only in the beginning and middle of words, as in *August* and *haul*. It isn't found at the end of words because, except for the words *you* and *thou*, English words don't end in u. Read the following examples and listen for the /aw/ sound.

**maul          August          haul          Paul          pause**

There are several words in our vocabulary that do end in u, all of which come from other languages. For the full listing, see the "Before You Begin" section in Lesson 44.



When we practice the Phonogram Card for aw, we say "/aw/, /aw/" that we **may** use at the end of English words."



When we practice the Phonogram Card for au, we say "/aw/, /aw/" that we **may not** use at the end of English words."

When we use the aw and au letter tiles, we only say the sound /aw/. To facilitate blending, we don't say the second part, "that we may/may not use at the end of English words."

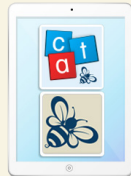
## Before You Begin

(continued)

For reading purposes, the student just needs to know that aw and au both say /aw/. We include the additional phrases “that we **may** use at the end of English words” and “that we **may not** use at the end of English words” on the flashcards so your student won’t have to relearn the flashcards for spelling purposes later.



The aw and au tiles are stored under the Vowel Teams category.

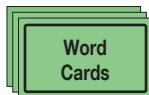


Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the aw and au phonogram sounds.

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Build the following words with letter tiles. Have your student divide the words where necessary, label with syllable tags, and read. *Order* is divided using the Two Consonant Tiles rule.

**order**

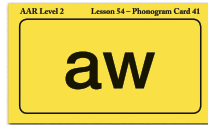


**bike**



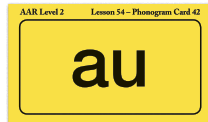
## Teach New Phonograms AW and AU

Hold up the aw Phonogram Card.





“A-w says /aw/, /aw/ that we **may** use at the end of English words. Repeat after me: /aw/, /aw/ that we **may** use at the end of English words.” *Student repeats the sound.*

Hold up the au Phonogram Card.



“A-u says /aw/, /aw/ that we **may not** use at the end of English words. Repeat after me: /aw/, /aw/ that we **may not** use at the end of English words.” *Student repeats the sound.*

Mix in several other flashcards for mixed review and practice until your student can say the sounds of aw and au accurately. File the Phonogram Cards behind the Review divider in the Reading Review Box.

Move the aw and au tiles into the workspace.  

“Both of these tiles say /aw/. When you see these tiles, say just the sound, /aw/. You don’t have to say /aw/ that we **may/may not** use at the end of English words when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonograms until your student can say the sounds accurately.



For more practice with the new phonograms, play “Phonogram Ball.” For instructions, look for this icon in Appendix L.

## New Teaching

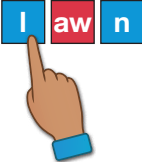
(continued)

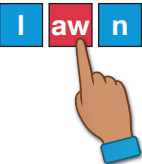
## Blend Sounds with the AW Letter Tile

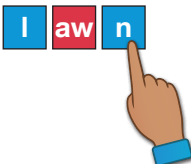
“All the words you will learn today contain the sound /aw/. First we’ll use the aw tile.”

Build the word *lawn*. 

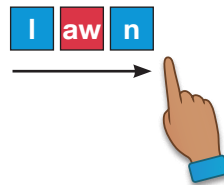
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the l and say /l/. 

Touch under the aw and say /aw/. 

Touch under the n and say /n/. 

Now go back to the beginning of the word. Slide your finger under the letters l-aw-n and say *lawn* slowly.



Finally, read the word *lawn* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *draw*.






## New Teaching

(continued)

## Play “Change the Word” with AW

Build the word *paʷ*. 

“What is this word?” *Paʷ*.

“I’m going to change the first part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *jaʷ*.

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**jaw** → **raw** → **law** → **claw** → **thaw\*** → **draw**

\*Use the th tile for *thaw*.

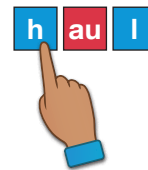
## Blend Sounds with the AU Letter Tile

“Now let’s work with the au tile, which also says /aʷ/.”

Build the word *haul*. 

“I’ll sound out this first word, and then you’ll sound out the next word.”

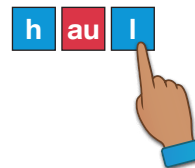
Touch under the h and say /h/.



Touch under the au and say /aʷ/.



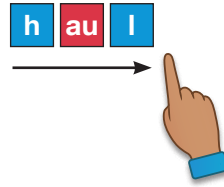
Touch under the l and say /l/.



## New Teaching

(continued)

Now go back to the beginning of the word. Slide your finger under the letters h-au-l and say *haul* slowly.



Finally, read the word *haul* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *launch*.



## Play “Change the Word” with AU

Build the word *pause*. **p** **au** **s** **e**

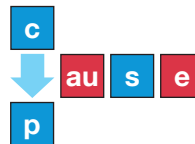
“This word is *pause*. What sound does the s say in *pause*?” /z/.

“Good. The s says /z/ because it is between two vowels.”

“Does the e say anything in this word?” *No*.

“Correct. Silent E keeps this word from looking like a plural word.”

“I’m going to change the first part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *cause*.

“Let’s add b-e to the beginning of *cause*.” Change the word to *because*.



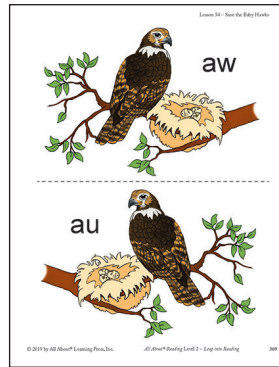
“Read this word.” *Because*.

## New Teaching

(continued)

## Complete Activity Sheet

“Now we need to help some baby hawks get in the right nest.”



### Save the Baby Hawks

Remove pages 369-372 from the *Leap into Reading* activity book.

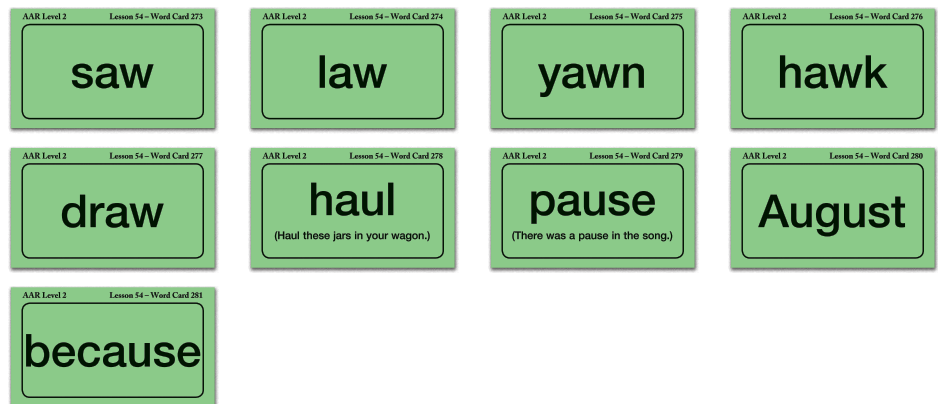
Cut the sheet with the nests in half as indicated. Cut out the egg cards, mix them up, and place them in a pile between the nests with the words facing down.

Have your student select a card from the pile, read the word aloud, and determine whether the word belongs in the aw nest or the au nest. He may then save the baby hawk by placing its egg in the appropriate nest.

Continue until all the baby hawks have been returned to their nests.

## Practice Reading Words

Have your student practice reading the words on Word Cards 273-281.



File the Word Cards behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

## Teach a Leap Word: *unt*

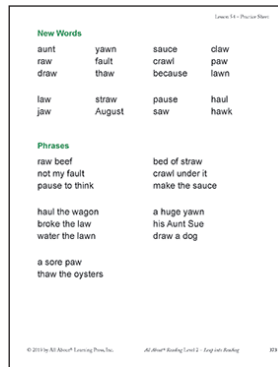
Show Word Card 282 to your student.



“This word is *unt* as in *Aunt Meg enjoys oysters*. The au doesn’t say /aw/ in this word. We usually pronounce *unt* like *ant* or /ōnt/.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 373-376 in the activity book.

Have your student read from the Practice Sheets.



Have some fun with the fluency exercises with a silly sentence activity. For instructions, look for this icon in Appendix K.

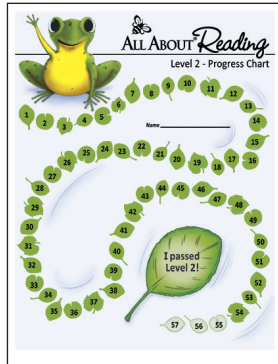
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Mark the Progress Chart

Have your student mark Lesson 54 on the Progress Chart.



# Lesson 55 Read “Rawhide”

## Objective

In this lesson, students learn about antonyms, read a short story, and practice reading between the lines.

## You Will Need

- Leap into Reading* pages 377-379
- Queen Bee* book

## Before You Begin

### Preview Antonyms

In this lesson, your student will complete an activity about *antonyms*, words that are opposite in meaning to other words. Besides helping your student broaden his vocabulary, working with antonyms also helps build other skills like critical thinking, categorizing, and comparing/contrasting.

### Preview Reading between the Lines

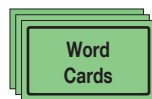
Sometimes the text doesn't tell the full story. Good readers learn to fill in the details based on their own experiences. We call this “reading between the lines.”

After reading the short story, you will ask your student a series of questions that point out that there is a difference between what the words say and what is really meant. By looking at both the text and the illustrations, we are able to guess what the real meaning is. This technique is often used to add humor to a story.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

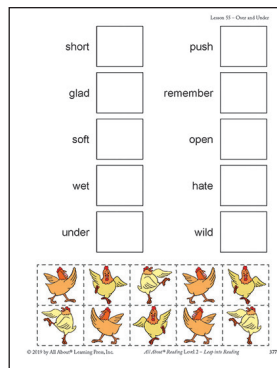
## Teach Antonyms

“What is the opposite of *tall*?” *Short*.

“What is the opposite of *hot*?” *Cold*.

“Words that are opposites, like *tall* and *short*, are called *antonyms*. You already know lots of antonyms.”

“In this activity, you will match up words that are antonyms.”



### Over and Under

Remove pages 377-378 from the *Leap into Reading* activity book.

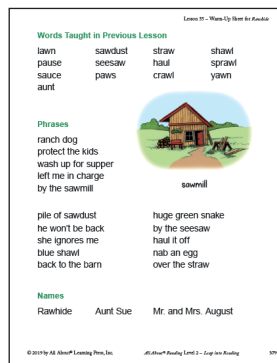
Cut out the ten cards at the bottom of the page and mix them up. Set the cards on the table with the chickens facing up. Have your student choose a chicken, read the word on the back, and place the card in the box next to the word that has the opposite meaning.

Continue until all the cards have been placed in the appropriate squares.

### Answer Key

short/tall	push/pull
glad/sad	remember/forget
soft/hard	open/closed
wet/dry	hate/love
under/over	wild/tame

## Read the Warm-Up Sheet for “Rawhide”



Turn to page 379 in the activity book.

Have your student practice reading words and phrases that are found in the short story “Rawhide.”

## New Teaching

(continued)

## Teach Vocabulary and Activate Prior Knowledge

Point out the sawmill on the Warm-Up Sheet. “Logs are brought to a *sawmill* to be turned into lumber or boards. The bark is removed from the logs and big saws cut the logs into boards. The boards are dried and sanded smooth, and then they are ready to use.”

“Our next story is about a dog. As you know, there are all kinds of dogs. There are tiny dogs that make fun pets, there are large dogs that help people, and there are medium-sized dogs that love to run and jump. Do you have a favorite kind of dog?” Discuss dogs and their abilities with your student.

“Some dogs are farm dogs or ranch dogs. They help farmers and ranchers with their daily chores. The dog in this story is a ranch dog who thinks he is the boss of the place. He creates a lot of commotion when his owners are away for the day. Let’s read ‘Rawhide’ to see how much trouble he can stir up.”

## Read “Rawhide”

“Turn to page 199 in your reader and read ‘Rawhide’ aloud.”

## Read between the Lines

Draw attention to Rawhide’s exaggerations by asking the following questions.

Turn to page 203. “Rawhide says that he’s chasing a ‘large rat,’ but the illustration shows a very small mouse. Do you think Rawhide is imagining the mouse to be bigger than it is?”

Turn to page 207. “Rawhide thinks the ranch hand is stealing the eggs. But what is the ranch hand really doing?” *Collecting the eggs for the family.*

Turn to page 209. “Rawhide thinks he has saved the children from a huge snake. What is he really carrying?” *A garden hose.*

“Rawhide seems to exaggerate a lot. He adds a few made-up details, like a big rat and a huge snake. Why do you think he does that?” *Possible answers: He wants to feel important. He really thinks he’s helping the family.*



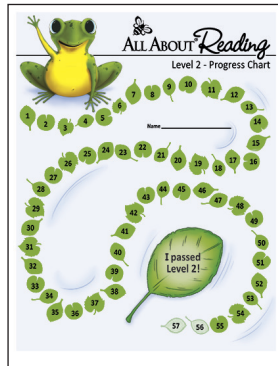
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 55 on the Progress Chart.

*Oh, boy, antonyms are just as fun as synonyms. I got out my banjo and wrote you a little "opposites" song. Feel free to croak along!*

*Antonyms are opposites,  
and that's true, right or wrong.  
Hot and cold, black and white,  
really short or long.  
I love all the opposites,  
whether cat or dog.*

*And YOU'LL love them or my name isn't  
Webfoot, Awesome Frog!*



## APPENDIX A

# Scope and Sequence of Level 2

Your Student Will:	Lesson
Review concepts taught in Level 1 and learn about Open and Closed syllable types	1
Read words with consonant blends at the beginning and end	2
Read a short story and use pantomime to act out actions	3
Read words with /ɪ/ spelled <u>y</u>	4
Read a short story and practice meaningful expression	5
Review and learn the Compound Words and Two Consonant Tiles syllable division rules	6
Learn about unaccented syllables, read a short story, and analyze important details in the text	7
Read words with three-letter blends	8
Read a short story and practice skimming for information	9
Learn Part 1 of the One Consonant Tile syllable division rule	10
Read a short story and learn about the use of speech bubbles for dialogue	11
Learn Part 2 of the One Consonant Tile syllable division rule	12
Read a short story, learn about abbreviations, and answer comprehension questions	13
Learn the first job of Silent E and read words with the VCE pattern	14
Learn the Name Game syllable type and read more words with Silent E	15
Read a short story and discuss character motivation	16
Learn the two sounds of long <u>u</u> and the sound of <u>s</u> between two vowels	17
Read a short story and compare and contrast characters	18
Learn phonogram <u>wh</u> and read words beginning with <u>wh</u>	19
Read a short story, learn about text features, identify the main character, and discuss the characters	20
Read words that combine consonant blends with the Name Game pattern and learn about heteronyms	21
Read a short story and practice sequencing	22
Read plural Silent E words	23
Read a short story and learn about possessives and onomatopoeia	24
Learn phonogram <u>ee</u> and the Vowel Team syllable type and read words with <u>ee</u>	25
Read a short story and discuss the main conflict	26
Learn to form and read contractions	27
Read a poem and complete a Venn diagram	28

Your Student Will:	Lesson
Read words with long <u>i</u> or <u>o</u> before two consonants	29
Read a short story and create hints for a guessing game	30
Learn phonogram <u>er</u> as in <i>her</i> and the Bossy R syllable type and read words with <u>er</u>	31
Read a short story and compare settings	32
Learn phonogram <u>ar</u> , decode three-syllable words, and read words with <u>ar</u>	33
Read a short story and learn about the five senses in literature	34
Learn phonogram <u>or</u> and read words with <u>or</u>	35
Read a short story and complete a concept map	36
Learn the third sound of <u>u</u> and read words with the sound of / <u>oo</u> /	37
Read a short story and learn about alliteration	38
Learn the second job of Silent E and read words with soft <u>e</u>	39
Learn that Silent E can have two jobs in the same word and read more words with Silent E	40
Read a short story and imagine an alternate ending	41
Read words with soft <u>g</u>	42
Read a poem, learn about rhyme and stanzas, and relate the poem to life	43
Learn the third job of Silent E and read more words with Silent E	44
Read a short story and make inferences from words and illustrations	45
Learn the fourth job of Silent E and read words with / <u>ü</u> /, the fourth sound of <u>o</u>	46
Learn about words with multiple meanings, read a short story, and make predictions	47
Learn phonogram <u>ed</u> and the concept of past tense	48
Read a rhyming story and practice skimming for information	49
Learn the third sound of <u>a</u> and read words with the sound of / <u>ah</u> /	50
Read a short story, learn about synonyms, and discuss the concept of realism vs. fantasy	51
Learn phonograms <u>oy</u> and <u>oi</u> and read words with the sound of / <u>oy</u> /	52
Read a short story and practice sequencing	53
Learn phonograms <u>aw</u> and <u>au</u> and read words with the sound of / <u>aw</u> /	54
Read a short story, learn about antonyms, and practice reading between the lines	55
Learn phonograms <u>ow</u> and <u>ou</u> and read words with the sound of / <u>ow</u> /	56
Read a short story and learn more about homophones	57

## APPENDIX B

# Phonograms Taught in Levels 1-4

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/ as in *bat*. The letter combination sh represents the sound /sh/ as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
<b>Phonograms Taught in Level 1</b>				
1	m	/m/	moon	Level 1
2	s	/s/-/z/	sun      has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple      acorn      father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose      gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow      city	
12	y	/y/-/ÿ/-/ī/-/ē/	yarn      gym      my      happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/i/-/ī/-/ē/	itchy      ivy      radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/oo/-/ü/	otter      open      to      oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ü/-/ū/-/oo/	udder      unit      put	
24	e	/ë/-/ē/	echo      even	
25	qu	/kw/	queen	
26	x	/ks/	ax	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
27	th	/th/-/tθ/	three then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/-/k/-/ʃ/	child school chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
<b>Phonograms Taught in Level 2</b>				
33	wh	/hw/	while	19
34	ee	/ē/, double <u>e</u>	feed	25
35	er	/er/ as in <i>her</i>	her	31
36	ar	/ar/	car	33
37	or	/or/-/er/ as in <i>work</i>	corn work	35
38	ed	/ĕd/-/d/-/t/	wanted snowed dropped	48
39	oy	/oy/ that we <b>may</b> use at the end of English words	toy	52
40	oi	/oy/ that we may <b>not</b> use at the end of English words	oil	52
41	aw	/aw/ that we <b>may</b> use at the end of English words	saw	54
42	au	/aw/ that we may <b>not</b> use at the end of English words	haul	54
43	ow	/ow/-/ō/	cow low	56
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	56
<b>Phonograms Taught in Level 3</b>				
45	ai	/ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	rain	Level 3
46	ay	/ā/, two-letter /ā/ that we <b>may</b> use at the end of English words	day	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
47	oa	/ō/, two-letter /ō/ that we may <b>not</b> use at the end of English words	boat	Level 3
48	ir	/er/ as in <i>first</i>	first	
49	ur	/er/ as in <i>nurse</i>	nurse	
50	oo	/ōō/-/ōō/-/ō/	food    book    floor	
51	ea	/ē/-/ē/-/ā/	leaf    bread    great	
52	igh	/ī/, three-letter /ī/	light	
53	tch	/ch/, three-letter /ch/	watch	
54	dge	/j/, three-letter /j/	badge	
55	ew	/ōō/-/ū/	grew    few	
56	wr	/r/, two-letter /r/ used <b>only</b> at the beginning of a word	write	
57	kn	/n/, two-letter /n/ used <b>only</b> at the beginning of a word	know	
58	eigh	/ā/, four-letter /ā/	eight	
59	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe	
60	ti	/sh/, tall-letter /sh/	nation	
<b>Phonograms Taught in Level 4</b>				
61	ey	/ē/-/ā/	key    they	Level 4
62	ear	/er/ as in <i>early</i>	early	
63	ui	/ōō/	fruit	
64	ie	/ē/-/ī/	field    pie	
65	ph	/f/, two-letter /f/	phone	
66	gu	/g/, two-letter /g/	guide	
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	
68	augh	/aw/, four-letter /aw/	daughter	
69	ei	/ā/-/ē/	vein    ceiling	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
70	ough	/ō/-/ōō/-/ūff/- /öff/-/aw/-/ow/	though    through    rough cough    thought    bough	Level 4
71	si	/sh/-/zh/	mission    vision	
72	mb	/m/, two-letter /m/	lamb	
73	our	/er/ as in <i>journey</i>	journey	
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

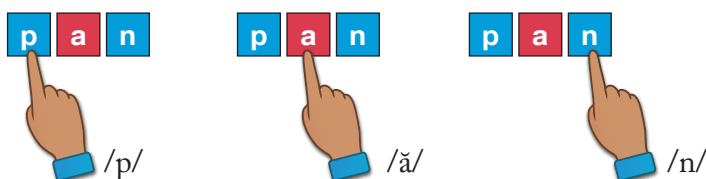
## APPENDIX C

# Blending Procedure

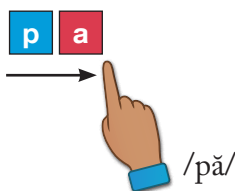
### Blending one-syllable words

1. Build the word with letter tiles. 

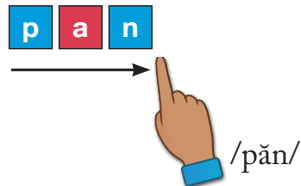
2. Touch under one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all the letters without this additional step.

5. Finally, say the word at a normal pace as we do when we speak.



#### **“Touch the Vowel” Technique**

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.





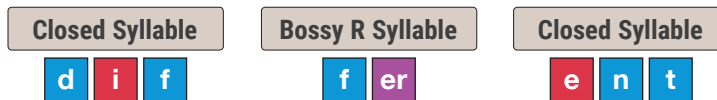
## Blending multisyllable words

1. Build the word with letter tiles. 

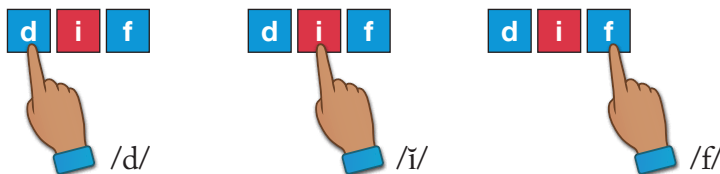
2. Divide the word into syllables using the appropriate syllable division rules.



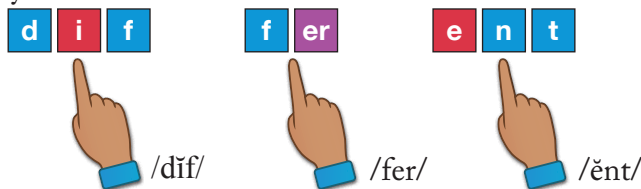
3. Label the syllable types.



4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



5. Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.



6. Finally, say the word at a normal pace as we do when we speak.

## APPENDIX D

# The Six Syllable Types

	<h3 style="text-align: center;">Closed</h3> <p>A <b>Closed syllable</b> ends in a consonant. The vowel has a short vowel sound, as in the word <i>bat</i>. On the syllable tag, the closed door represents a closed syllable because the consonant “closes in” the vowel.</p>
	<h3 style="text-align: center;">Open</h3> <p>An <b>Open syllable</b> ends in a vowel. The vowel has a long vowel sound, as in the first syllable of <i>apron</i>. On the syllable tag, the open door represents an open syllable. In an open syllable, there is nothing after the vowel. The vowel is “open.”</p>
	<h3 style="text-align: center;">Name Game</h3> <p>A <b>Name Game</b>, or VCE, syllable is typically found at the end of a word. The final <u>e</u> is silent and makes the previous vowel long, as in the word <i>name</i>. On the syllable tag, the vowel and Silent E are at a party. Silent E asks the vowel what its name is, and the vowel says its name.</p>
	<h3 style="text-align: center;">Vowel Team</h3> <p>A <b>Vowel Team</b> syllable has two vowels next to each other that together say a new sound, as in the word <i>south</i>. On the syllable tag, the team of horses represents a Vowel Team syllable. Just as a team of horses works together, vowel teams work together to make one sound.</p>
	<h3 style="text-align: center;">Bossy R</h3> <p>A <b>Bossy R</b> syllable contains a vowel followed by the letter <u>r</u>. The <u>r</u> controls the vowel and changes the way it is pronounced, as in the words <i>her</i>, <i>car</i>, and <i>firm</i>. On the syllable tag, the Bossy R syllable is represented by a bossy-looking <u>r</u> letter tile.</p>
	<h3 style="text-align: center;">Pickle</h3> <p>A <b>Pickle</b> syllable contains three letters: consonant + <u>l</u> + <u>e</u>. Examples include the second syllable in the words <i>handle</i>, <i>puzzle</i>, and <i>middle</i>. The second syllable in the word <i>pickle</i> is a memorable example of this syllable type.</p>

## APPENDIX E

# Syllable Division Rules

The first three syllable division rules are taught in Level 2. Remember to keep multiletter phonograms together when dividing words.

Division Rule	Other Words	First Taught In
<p style="text-align: center;"><b>Compound Words Rule</b></p> <p>Divide compound words into smaller words.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">d</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">u</span> <span style="border: 1px solid black; padding: 2px;">s</span> <span style="border: 1px solid black; padding: 2px;">t</span>                  <span style="border: 1px solid black; padding: 2px;">m</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">o</span> <span style="border: 1px solid black; padding: 2px;">p</span> </p>	anthill, suntan, dishcloth, cobweb	Level 2, Lesson 6
<p style="text-align: center;"><b>Two Consonant Tiles Rule</b></p> <p>Point to the vowels. If there are two consonant tiles between them, we usually divide between the consonants.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">n</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">a</span> <span style="border: 1px solid black; padding: 2px;">p</span>                  <span style="border: 1px solid black; padding: 2px;">k</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">i</span> <span style="border: 1px solid black; padding: 2px;">n</span> </p>	insect, contest, invent, muffin, upset	Level 2, Lesson 6
<p style="text-align: center;"><b>One Consonant Tile Rule</b></p> <p><b>Part 1:</b> Point to the vowels. If there is one consonant tile between them, we usually divide before the consonant.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">b</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">r</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">o</span>                  <span style="border: 1px solid black; padding: 2px;">k</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">e</span> <span style="border: 1px solid black; padding: 2px;">n</span> </p> <p><b>Part 2:</b> If that doesn't make a real word, move the consonant tile to the first syllable.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">r</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">o</span> <span style="border: 1px solid black; padding: 2px;">b</span>                  <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">i</span> <span style="border: 1px solid black; padding: 2px;">n</span> </p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">o</span> <span style="border: 1px solid black; padding: 2px;">ck</span>                  <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">e</span> <span style="border: 1px solid black; padding: 2px;">t</span> </p>	<p><b>Part 1:</b> belong, hotel, hero, protect, basic</p> <p><b>Part 2:</b> cabin, habit, seven, blanket, rocket</p>	<p><b>Part 1:</b> Level 2, Lesson 10</p> <p><b>Part 2:</b> Level 2, Lesson 12</p>
<p style="text-align: center;"><b>Two Vowel Tiles Rule</b></p> <p>When two vowel tiles are together, divide between them.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">d</span> <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">i</span>                  <span style="border: 1px solid black; padding: 2px; background-color: #e91e63; color: white;">e</span> <span style="border: 1px solid black; padding: 2px;">t</span> </p>	poet, meow, duet, create	Level 3, Lesson 2

Division Rule	Other Words	First Taught In
<p style="text-align: center;"><b>Pickle Syllables Rule</b></p> <p>When a word ends in a Pickle syllable, count back three letters from the end and divide.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">s</span> <span style="border: 1px solid black; padding: 2px;">t</span> <span style="border: 1px solid black; padding: 2px;">a</span> <span style="margin-left: 20px;"> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="border: 1px solid black; padding: 2px;">l</span> <span style="border: 1px solid black; padding: 2px;">e</span> </span> </p>	<p>pickle, sample, middle, candle, uncle</p>	<p>Level 3, Lesson 8</p>
<p style="text-align: center;"><b>Three Consonant Tiles Rule</b></p> <p><b>Part 1:</b> Point to the vowels. If there are three consonant tiles between them, we usually divide after the first consonant.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">ch</span> <span style="border: 1px solid black; padding: 2px;">i</span> <span style="border: 1px solid black; padding: 2px;">l</span> <span style="margin-left: 20px;"> <span style="border: 1px solid black; padding: 2px;">d</span> <span style="border: 1px solid black; padding: 2px;">r</span> <span style="border: 1px solid black; padding: 2px;">e</span> <span style="border: 1px solid black; padding: 2px;">n</span> </span> </p> <p><b>Part 2:</b> If that doesn't make a real word, divide after the second consonant.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="border: 1px solid black; padding: 2px;">u</span> <span style="border: 1px solid black; padding: 2px;">m</span> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="margin-left: 20px;"> <span style="border: 1px solid black; padding: 2px;">k</span> <span style="border: 1px solid black; padding: 2px;">i</span> <span style="border: 1px solid black; padding: 2px;">n</span> </span> </p>	<p><b>Part 1:</b> monster, hundred, pilgrim, explode</p> <p><b>Part 2:</b> sandwich</p>	<p>Level 3, Lesson 12</p>
<p style="text-align: center;"><b>Suffixes Rule</b></p> <p><b>Consonant suffixes</b> form their own syllables, with the exception of suffix <i>s</i>.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">g</span> <span style="border: 1px solid black; padding: 2px;">r</span> <span style="border: 1px solid black; padding: 2px;">a</span> <span style="border: 1px solid black; padding: 2px;">c</span> <span style="border: 1px solid black; padding: 2px;">e</span> <span style="margin-left: 20px; border: 1px solid black; padding: 2px;">ful</span> </p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">b</span> <span style="border: 1px solid black; padding: 2px;">ea</span> <span style="border: 1px solid black; padding: 2px;">k</span> <span style="border: 1px solid black; padding: 2px;">s</span> </p> <p><b>Vowel suffixes</b> usually form their own syllables, although they often grab the preceding consonant.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">s</span> <span style="border: 1px solid black; padding: 2px;">w</span> <span style="border: 1px solid black; padding: 2px;">i</span> <span style="border: 1px solid black; padding: 2px;">m</span> <span style="margin-left: 20px;"> <span style="border: 1px solid black; padding: 2px;">m</span> <span style="border: 1px solid black; padding: 2px;">er</span> </span> </p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">w</span> <span style="border: 1px solid black; padding: 2px;">a</span> <span style="margin-left: 20px;"> <span style="border: 1px solid black; padding: 2px;">v</span> <span style="border: 1px solid black; padding: 2px;">ing</span> </span> </p>	<p><b>Consonant suffixes:</b> careful, quickly, sadness, movement</p> <p><b>Vowel suffixes:</b> colder, jumping, biggest, sandy</p>	<p>Level 3, Lessons 13 and 15</p>
<p style="text-align: center;"><b>Prefixes Rule</b></p> <p>Divide after a prefix.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">pre</span> <span style="margin-left: 20px;"> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="border: 1px solid black; padding: 2px;">l</span> <span style="border: 1px solid black; padding: 2px;">a</span> <span style="border: 1px solid black; padding: 2px;">n</span> </span> </p>	<p>mistake, nonsense, overdue, recharge</p>	<p>Level 3, Lesson 35</p>

## APPENDIX K

# Tips and Activities for Using the Practice Sheets

Fluency is the ability to read smoothly, accurately, and with expression, and the Practice Sheets are an important part of developing your student's fluency. But students don't always find the Practice Sheets as exciting as the other hands-on activities in the lessons.

If working on Practice Sheets becomes a chore for you and your student, try some of the following games and creative activities to make them fun again.

Be sure to photocopy the Practice Sheets before playing games that require the pages to be cut into strips or single words.

## Games and Activities



**Feed the monster.** Cut out the monster on page 407. Cut the Practice Sheets into strips. Have your student feed the strips to the monster as he reads them. For a fun alternative, go to [blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game](http://blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game) to download our Feed the Puppy printable.



**Number the rows** of words and sentences on the Practice Sheet from 1 to 6, repeating those numbers as necessary. Have the student roll a die and read the words or sentences in the row of the number he rolled. For example, if he rolls a 2, he must read the words in row 2.



**Read with a buddy.** Take turns reading lines with your student, or let her read with a favorite stuffed animal or toy.



**Use sticker dots.** Break up the assignment and reduce your student's frustration by creating a "starting dot" and a "stopping dot."



**Play hide and seek** with words and sentences. Cut up the Practice Sheets and hide the pieces around the room. When the student finds a piece, he must read it before searching for the next piece.



**Use an online word search puzzle maker** to create your own word search puzzle using your student's fluency words. Have the student read the words as she finds them.



**Choose a letter and have your student search for and read** only words that begin with that particular letter.



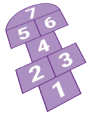
**Play Swat the Words.** Cut out the splat graphic on page 409. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it out loud. Then switch—you swat while your student reads.



**Break up the Practice Sheet** by covering it with a piece of paper. Slide the paper down to uncover one line or section at a time.



**Make progress more concrete.** Allow your student to track progress using colored highlighters or fun stickers.



**Play Fluency Hopscotch.** Write fluency words in each square of a hopscotch grid. Gather a different marker for each student, such as a beanbag, stone, or bottle cap. Follow the standard rules, but when the student stops to pick up his marker, he reads the word(s).



**Play Fluency Snowball Fight.** Cut up the Practice Sheets into strips and tape them to the wall. Have your student read the fluency words. After each strip is read correctly, have him stand back and throw a snowball at it! Use Ping-Pong balls, Nerf balls, styrofoam balls, or even crumpled paper for snowballs.

## Art and Creative Play



**Make a word road.** Cut the rows of words into long strips. Place the strips on a long table or on the floor to make a road. Have your student drive a matchbox car over the words as he reads them.



**Illustrate the words.** Select a few words and have your student draw a picture for each one. She may then make a collage of the words and pictures.



**Silly sentences.** Have your student read a word and then make up a silly sentence using the word.



**Have fun with emotions!** Cut out the emoticons on page 411. Put the faces in a hat. Cut out the words and sentences from the Practice Sheet and put those in another hat. Have your student pick a word/sentence from one hat, pick a face from the other hat, and then ham it up by reading the word with the selected emotion.

## Snacks and Rewards



**Eat your words!** Motivate your student to read each row of the Practice Sheet by putting a chocolate chip, marshmallow, M&M, popcorn, granola, fruit, or other favorite treat at the end of a section or row. At the end of the practice session, snuggle up with a story and munch on the rest of the snack.



**Set up a points system** in the corner of your white board or on a separate chart and give your student a small prize when she reaches 100 points. For example, you might give your student one point for every correct word she can read in five minutes. You might combine the points system with Phonogram Card and Word Card review as well so your student has more chances to rack up points. There are many point variations, so use what works best for you.

## Positive Words

**Fluent reading is hard work for your student!** Catch him working hard and give him a few words of encouragement. Try positive words like these:

“Very good! You are a quick learner!”

“Hey, you got that the first time!”

“You are doing great!”

“That was a tough one, and you got it!”

“You remembered that from yesterday—great!”

“I can tell that you tried hard to figure that out.”

Many of the tips and activities in Appendices K, L, and M can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.

