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R

READING

E

EXCELLENCE:

W

WORD

A

ATTACK and

R

RATE

D

DEVELOPMENT

S

STRATEGIES

**Teacher's
Guide**

*Resource
Washington
Middle School
Missoula Montana*

Anita L. Archer, Ph.D.

Mary M. Gleason, Ph.D.

Vicky Vachon, Ph.D.

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S T R A T E G I E S

**Teacher's
Guide**

*To build
fluency read
at least 4 times*

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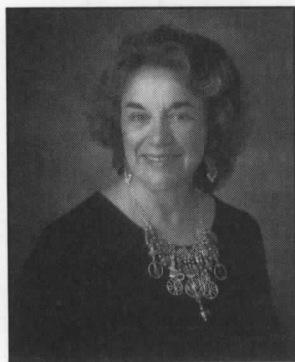
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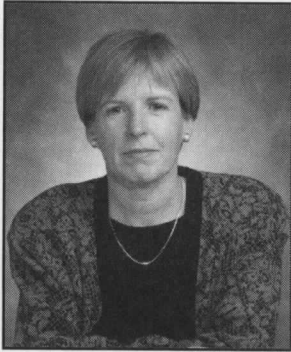
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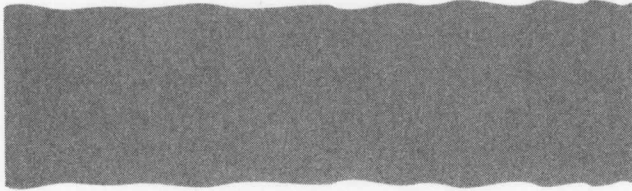
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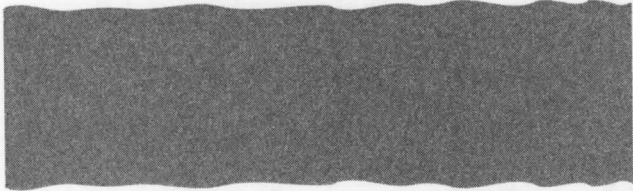


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Introduction

Overview

What is *REWARDS*?

REWARDS is a specialized reading program designed to teach intermediate and secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. The letters in the acronym stand for:

R – Reading

E – Excellence:

W – Word

A – Attack and

R – Rate

D – Development

S – Strategies.

What are the goals of *REWARDS*?

As a result of participation in this program, students will:

1. Decode previously unknown multisyllabic words containing two to eight word parts.
2. Accurately read more multisyllabic words within sentences.
3. Accurately read more multisyllabic words found in science, social studies, health textbooks, and other classroom materials.
4. Read content area passages not only accurately but fluently.

5. Experience increased comprehension as their accuracy and fluency increases.
6. Have more confidence in their reading ability.

Which students would benefit from participating in this program?

The *REWARDS* program is generally recommended for use with students in grades 4 through 12 who have mastered the basic reading skills associated with first and second grade expectations but who are not accurate or fluent oral readers in grade-level materials. Students who would benefit from this program lack word identification skills and are generally slower at oral reading than their peers. As they moved into third grade reading and beyond, they did not gain skills needed to read longer words. These students tend to read one- and two-syllable words well but have difficulty with words of three or more syllables in length. They also orally read between 60 and 120 words per minute, whereas fluent readers read 150 words per minute or better.

In what types of settings has *REWARDS* been used?

Because *REWARDS* is a short-term intervention, it has been taught in a number of different settings during the field-test period.

1. General Education Classes—Intermediate Grades.

REWARDS has been used at the beginning of the school year to review and expand the decoding skills of intermediate students (fourth, fifth, and sixth graders) in general education classes. The increased decoding and fluency skills that resulted allowed students more ease in reading anthology selections, chapter books, and content area textbooks.

2. Remedial Reading Classes

REWARDS has also been utilized with struggling readers in intermediate and secondary schools in remedial reading classes, special education resource rooms, and specialized tutoring programs. Once *REWARDS* has been taught, instructors are encouraged to continue decoding and fluency exercises similar to those found in Lessons 13-20 using content area textbook selections.

3. **Intensive Remedial Programs (Summer School Programs, Interim Programs)**

REWARDS has been a very effective intervention when used during summer sessions for struggling readers entering fifth and sixth grades, middle school, or junior high school. The fact that the program consists of only twenty lessons that are very intense has made it a perfect match to summer school.

Why might you want to teach *REWARDS*?

- **Word recognition is a necessary, though not sufficient, skill to allow comprehension.**

While the ultimate goal of reading instruction is comprehension, not word recognition, all of us recognize the importance of word recognition skills. If I am unable to read the words, I have no pathway to comprehension. In fact, many researchers have concluded that poorly developed word recognition skills are the most pervasive and debilitating source of reading challenges (Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995). In addition, if a student's word recognition skills and fluency are low, making reading laborious, they are unlikely to select reading as a recreational activity or to complete their class assignments. Thus, as Stanovich (1986) summarized in the *Matthew Effects in Reading*, "The rich get richer. The poor poorer." Students with difficulty in word recognition and fluency are less likely to get the practice needed to increase these very skills. For these reasons, it is important that we equip students with word recognition, as well as comprehension strategies.

- **Intermediate and secondary level materials include many more multisyllabic words.**

Nagy and Andersen (1984) determined that from fifth grade on average students encounter approximately 10,000 words each year that they have never encountered in print before. Most of these new words are longer words having two or more syllables (Cunningham, 1998). While multisyllabic words still do not make up all the words that students read, they do carry most of the meaning in a passage.

Assume that you cannot read multisyllabic words. Read the following passage deleting the underlined, multisyllabic words. How much would you gain from reading this social studies passage?

Introduction

“The framers of the Constitution faced a difficult conflict. They saw the need for a strong national government. At the same time, they did not want to take away all power from the states. Like most Americans, they believed that state governments would better understand the special needs and concerns of their citizens.”

– *The American Nation* (1994) published by Prentice Hall.

- **For many students, decoding instruction ended with second grade.**

Most systematic word recognition instruction occurs only in the primary grades. In fact, the document “Becoming a Nation of Readers” (Anderson, Hiebert, Scott, & Wilkinson, 1985) actually recommends that phonics instruction be completed by the end of second grade. This is unfortunate given that the number of multisyllabic words dramatically increases in third grade materials, leaving students with strategies for monosyllabic words but without strategies for longer words.

- **Many students in intermediate grades are hampered by their inability to read multisyllabic words.**

If you picked up this program, you probably have personal experience working with intermediate or secondary students who are inhibited by long words and lack systematic strategies for attacking these words. A number of researchers have validated your personal observations. Poor decoders, even those who can decode single syllable words, have a difficult time with multisyllabic words (Just & Carpenter, 1987; Samuels, La Berge, & Bremer, 1978). Shefelbine and Calhoun (1991) analyzed the decoding errors of low and high intermediate decoders. They determined that low decoders correctly pronounced fewer affixes and vowel sounds correctly, disregarded large portions of letter information, and were two to four times more likely to omit syllables. Perfetti (1986) concluded that the ability to decode long words increases the qualitative differences between good and poor readers.

- **Students need to be taught flexible strategies for unlocking the pronunciation of long words.**

When you were an elementary student, you were probably taught a set of syllabication rules for segmenting words. After breaking the words into syllables, you were to apply your phonics knowledge to the parts, and say the word. These rules are seldom taught today as a decoding strategy partially because teachers realized that the rules didn't improve decoding. Actually, Canney and Schreiner (1977)

found no relationship between knowing syllabication rules and successful reading.

The strategy taught in *REWARDS* is based on our current knowledge of word recognition. Words are identified on the basis of the brain's processing letter by letter and then using context to ensure that what has been read makes sense (Cunningham, 1998; Stanovich, 1991). The eye-movement research done with computerized tracking indicates that readers look at every word and almost every letter of each word (Rayner & Pollatsek, 1989). Thus, the *REWARDS* strategy teaches students to examine the letters and patterns in words rather than guessing the word's pronunciation from context. Second, we understand that the major word recognition function of the brain is pattern detection (Cunningham, 1998). The strategy taught in *REWARDS* is based on the two most useful patterns found in multisyllabic words: (1) the presence of affixes in about 80% of multisyllabic words, and (2) that all parts of multisyllabic words contain a vowel grapheme (letter or letters that map a vowel sound). In order to decode a word a student doesn't need to segment the word into perfect dictionary syllables, but rather into manageable chunks that can be decoded. The student also doesn't need to emerge with the exact pronunciation of the word on the first attempt. Instead, the student gets a close approximation of the word's pronunciation and corrects it using his/her knowledge of language and the context in which the word appears. A flexible strategy rather than a rigid rule bound strategy is taught in *REWARDS*.

- **Teaching strategies for reading longer words is very helpful to students.**

Several studies have shown that teaching students strategies for decoding longer words improves their decoding ability. Shefelbine (1990) taught fourth and sixth graders having difficulty decoding multisyllabic words to use affixes and vowels to pronounce long words. When compared to a control group, significant gains were made in ability to pronounce long words. Similarly, Lenz and Hughes (1990) were able to reduce the oral reading errors and increase students' comprehension at reading level by teaching seventh, eighth, and ninth graders a decoding strategy. Using an earlier version of the *REWARDS* program (now revised based on research and feedback), the authors of *REWARDS* conducted two formal studies that verified the power of the *REWARDS* strategy for improving students' word recognition skills.

In the first study, statistically significant differences in reading skills were observed between reading deficient fourth and fifth graders receiving the multisyllabic (*REWARDS*) strategy instruction and those receiving monosyllabic word instruction. Similar student gains

were observed in the second controlled study in which reading deficient sixth, seventh, and eighth graders served as subjects. Significant increases in word reading accuracy and fluency were observed in students using the *REWARDS* program. More complete descriptions of these studies are found in Appendix G at the end of the *Teacher's Guide*.

What is the content of *REWARDS*?

As noted previously, students are taught a flexible strategy for reading longer words rather than a set of rigid syllabication rules. This strategy is based on two realities found in English: (1) 80% of multisyllabic words contain one or more prefix or suffix, and (2) all decodable parts of a word contain vowels. Thus, the students are taught to identify word parts at the beginning and ending of the word (prefixes and suffixes) and vowel sounds in the rest of the word to assist them in segmenting the word into manageable, decodable "chunks." The students are then taught to say the parts and to say the parts fast. No decoding strategy in English will yield accurate pronunciation of every word. Instead, the goal is to get a close approximation to the actual pronunciation and to correct that pronunciation using your oral-aural language and the context.

In *REWARDS*, students are initially taught a strategy containing *overt* behaviors (circling and underlining). The steps of this strategy include:

Overt Strategy

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters for vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it a real word.

EXAMPLE

reconstruction

Because students would not be expected to actually stop their reading when encountering a multisyllabic word, in order to circle word parts and underline vowels, the circling and underlining behaviors are

gradually faded. In the end, students use the following *covert strategy*. The steps of this strategy include:

Covert Strategy

1. Look for word parts at the beginning and end of the word and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

As you would expect, many students would have difficulty learning this strategy not because of the strategy complexity, but rather because of unknown preskills. In order to apply these strategies, the students must be able to:

1. Say the correct vowel sound (phoneme) when shown the corresponding letters (grapheme).
2. Say the sound (short sound) and name (long sound) for single vowel letters.
3. Underline vowel graphemes within words.
4. Sound out word parts containing various vowel graphemes.
5. Say the correct pronunciation for common prefixes and suffixes (referred to as word parts at the beginning and end of words).
6. Circle word parts at the beginning of a word (prefixes) and the end of a word (suffixes).
7. Blend auditorily presented word parts into a word.
8. Correct incorrect pronunciations of longer words when presented in context.

Because of the importance of these preskills to student success, the first twelve lessons of the *REWARDS* program are dedicated to preskill training.

In Lessons 13-20, students are introduced to the *REWARDS* flexible decoding strategy. To increase the probability that students will transfer this strategy to their classroom reading assignments, practice reading longer words within sentences and content area passages is provided. Because accuracy without automaticity will not serve students, rate development exercises are also provided. In addition, students are taught that many of the word parts at the beginning and end of the words carry specific meanings and that knowledge of these parts can assist in deciphering the meaning of an unknown word.

How to Use This Program

What are the components of *REWARDS*?

1. **Teacher's Guide.** The *Teacher's Guide* consists of the following three sections:

- a. **Introduction**

This section provides information about the program and how the program is implemented. The introduction should be carefully read before the program is implemented.

- b. **Lessons**

Twenty comprehensive teacher-directed lessons provide information for the teacher to ensure successful implementation of the program. Each lesson contains instructional activities, activity procedures, and lesson blueprints (scripts) that outline possible teacher wording and student responses.

The activities for the preskill lessons (Lessons 1-12) are similar each day, as are the strategy lessons (Lessons 13-20). For each activity, two "lesson plans" are given. First, there is a general description of the activity. Next, there is a teacher script that includes the wording that a teacher could use when teaching the lesson. The scripts were developed for the formal research projects and field-testing of the *REWARDS* program to ensure fidelity of treatment across teachers.

Please read the lessons prior to instruction including the activity procedures and the scripts. You may then choose to follow the general procedure or the script, maintaining the essence of the activity in either case.

- c. **Additional Materials**—In the back of the *Teacher's Guide*, you will find:

- Blackline Masters for Overhead Transparencies
- Strategies for Reading Long Words
- Student Reference Chart: Word Parts at the Beginning and End of Words, and Vowel Combinations
- Word Relatives
- Pre/Post and Generalization Tests
- Fluency Graph: Correct Words Per Minute

- Incentive Program
- Research on *REWARDS*
- Word List for *REWARDS*

2. ***Student Book***

The *Student Book* contains the student material used in the lessons for the various teacher-directed and practice activities. All student materials needed for the program are found in the *Student Book*.

What activities are included in the *REWARDS* program?

1. **Preskill Lesson Activities** (Lessons 1-12)

The first 12 lessons present the preskills necessary for applying the flexible decoding strategy taught in *REWARDS*. Please read the descriptions of each of the preskill activities so that you will understand the rationale for the activity.

a. **Oral Activity—Blending Word Parts Into Words**

When a student sounds out a long word, he/she must blend the parts into a recognizable whole. This blending skill can be practiced auditorily even before the decoding strategy is introduced. In this activity, the teacher says a word separating the parts (i.e., for the word intermission say *in ter mis sion*) and the students say the entire word quickly. The words used in this exercise appear later in decoding exercises in order to expand students' familiarity with the pronunciation of the words. When pronouncing the words by parts, pause for a second between each part. This will not only make the task more challenging, but will parallel what the student will experience when sounding out words.

b. **Vowel Combinations**

While most students know consonant sounds, many have not yet mastered the sounds of vowel combinations (digraphs and diphthongs). In this book, students are introduced to the common sounds (major sounds) for high frequency vowel combinations (**ay, ai, au, er, ir, ur, ar, a-e, o-e, i-e, e-e, u-e, oi, oy, or, ee, oa, ou**) and the major and minor sounds for **ow** (low, down), **oo** (moon, book), and **ea** (meat, thread). After each vowel combination is presented, they are reviewed in subsequent lessons to ensure accurate and quick recognition.

Before you introduce a phoneme-grapheme association, check the pronunciation using the following table. Accurate pronunciation is essential in all lessons.

Vowel Combinations			
Vowel Combination	Key Word	Vowel Combination	Key Word
ay	say	oa	foam
ai	rain	ou	loud
au	sauce	ow	low, down
er	her	oo	moon, book
ir	bird	ea	meat, thread
ur	turn	a-e	make
ar	farm	o-e	hope
oi	void	i-e	side
oy	boy	e-e	Pete
or	torn	u-e	use
ee	deep		

c. Vowel Conversions

When a student encounters a single vowel letter in a word, the student should first try the short sound (referred to as the *sound* in *REWARDS*). If the student does not emerge with a recognizable word, he/she should then say the long sound (referred to as the *name*). In this activity, the students practice saying the sound then the name for the letters **a**, **i**, **e**, **o**, and **u**.

d. Reading Word Parts

In this activity, students practice reading parts of words (i.e., **pede**, **murd**, **mi**) which are similar to parts they will encounter when decoding multisyllabic words. The purpose of this activity is to provide students with practice decoding vowel graphemes (letters) that have been introduced, increase the speed at which they decode, and make reading longer words easier.

e. Underlining Vowel Sounds in Words

Each part of a long word contains a vowel grapheme. Thus, locating the vowel graphemes is very helpful in segmenting a word into decodable units. In this activity, students will locate

and underline vowel graphemes within words (e.g., sportsman, destroy). Next, the teacher will segment the word into parts. Students will say the parts and then the whole word. Practice reading long words begins during the Preskill Lessons (Lessons 1-12) with the teacher segmenting the words.

f. **Oral Activity—Correcting Close Approximations Using Context**

No matter what strategy is used to determine the pronunciation of an unknown word, perfection cannot be guaranteed given the nature of English. Therefore, use of a decoding strategy often yields a pronunciation that is a close approximation to the word, but not the exact pronunciation. These close approximations must be turned into real words using oral/aural language in conjunction with context clues. In this oral activity, the teacher mispronounces a word in a manner similar to common decoding errors (**hot** el, stressing the **hot** in hotel), repeats the mispronunciation within a sentence (We stayed in a **hot** el.), and asks the students to produce the accurate pronunciation of the word. While enjoying this “detective” game activity, students are learning a critical decoding skill—the words we read must be real words that other English speakers have said or heard.

g. **Word Parts at the Beginning and End of Words**

Because about 80% of multisyllabic words have one or more affixes, the ability to quickly identify and pronounce prefixes (e.g, **re**, **un**, **dis**) and suffixes (**tion**, **al**, **able**), facilitates the accuracy and fluency of decoding longer words. Prefixes and suffixes have three characteristics: a specific pronunciation, a specific spelling, and a specific meaning. Thus, they can assist us in decoding, spelling, and knowing meanings. However, in many cases they are only helpful with decoding and spelling, as the prefix or suffix does not carry a meaning that would be easily identified or applied by students. Because the elements are no longer technically prefixes and suffixes, yet tremendously useful decoding elements, we refer to them as word parts at the beginning and end of words. In this activity, students listen to the pronunciation of new word parts (prefixes and suffixes), practice saying these word parts, and review previously introduced word parts with the goal being accurate and quick pronunciation.

The following high frequency prefixes and suffixes are introduced in this program. On the day a new word part is introduced, we suggest that you write the word part on an index

card and place it on a chart labeled Word Parts at the Beginning of Words and Word Parts at the End of Words. This will assist students in many of the activities until mastery has occurred. After completion of the program, you may wish to add less frequent affixes that you and your students encounter. Individual reference charts are also found at the back of this manual. These should be given to students when they complete Lesson 12.

Before you introduce a word part, check the pronunciation. Accurate pronunciation is essential in all lessons. Because many of these word parts are not pronounced as you would expect, they are introduced with a key word.

Word Parts at the Beginning of Words		
Word Part	Key Word	Meaning
dis	discover	away, apart; negative
mis	mistaken	wrong
ab	abdomen	from; away; off; not
ad	advertise	to, toward; against
in	insert	in, into; not; really
im	immediate	in, into; not
com	compare	with; together; really
be	belong	really; by; to make
pre	prevent	before
de	depart	away from; down; negative
re	return	again, back, really
pro	protect	in favor of; before; forward
con	continue	with; together; really
per	permit	through; really
un	uncover	not; reversal of; remove
a	above	in, on, at; not, without
ex	example	out, away
en	entail	in; within; on

Word Parts at the End of Words

Word Part	Key Word	Meaning
s	birds	more than one, verb marker
ing	running	when you do something; quality, state
ed	landed	in the past; quality
ness	kindness	that which is; state, quality
less	useless	without; not
ic	frantic	like; related to
ate	regulate	To make, act; having the quality of
ish	selfish	like, related to; to make
ist	artist	one who
ism	realism	state, quality; act
est	biggest	the most
ful	careful	full of
or	tailor	one who; what which
er	farmer	more; one who, that which
al	final	related to, like
tion	action	state, quality; act
sion	mission	state, quality; act
ion	million	state, quality; act
tive	attentive	one who; quality of
sive	expensive	one who; quality of
y	industry	having the quality of; in the manner of; small
ly	safely	how something is
ary	military	related to
ity	oddity	quality; state
ant	dormant	one that performs; thing that promotes; being

Word Parts at the End of Words		
Word Part	Key Word	Meaning
ent	consistent	one that performs; thing that promotes; being
ment	argument	that which; quality, act
ance	disturbance	action, process; quality or state
ence	essence	action, process; quality or state
ous	nervous	having the quality of
cious	precious	having the quality of
tious	cautious	having the quality of
cial	special	related to; like
tial	partial	related to; like
age	courage	that what is; state
ture	picture	state; quality; that which
able	disposable	able to be
ible	reversible	able to be
le	cradle	—

h. Circling Word Parts

“Peeling off” the prefixes and suffixes is a critical part of the strategy taught in this program which makes the task of reading long words significantly easier. In this exercise, the students identify, circle, and pronounce, and then, with teacher assistance in segmenting, read words with affixes. The goal is to quickly recognize very common affixes embedded within words and to show their usefulness as a decoding tool.

i. Focus on Meaning

In many cases, the affixes facilitate decoding, spelling, and knowing meanings. While *REWARDS* is primarily a decoding program, this activity shows students the relationship between words and how a prefix or suffix can systematically alter the meaning of a word. In this activity, students are given a definition of a word and asked to locate the corresponding word. The wording of the definition has been designed to stress the meaning of the affix (e.g., to NOT fit within a group—misfit). Additional practice activities can be found in the Word Relatives

section (Appendix C) in the back of the book. In these activities, students read a number of sentences containing related words. Using the meaning of all of the words in a family, they then determine the meaning of the final word in each set.

j. **Spelling Dictation**

Many students who have poor decoding skills also have low spelling knowledge and are intimidated by longer words. In this activity, the teacher dictates a lesson word, and then the students say and write the parts of the word. Students then compare their spellings to the correct spelling of the word. They cross out any misspellings and rewrite those words.

2. **Strategy Lesson Activities (Lessons 13-20)**

In Lessons 13-20, all of the preskills are incorporated into the flexible decoding strategy that is the heart of this program. Students practice the strategy using word lists, complex sentences, and content area passages. The following activities are found in each of these lessons.

a. **Vowel Combinations Review**

Students quickly review all of the vowel combinations taught in the initial twelve lessons.

b. **Vowel Conversions Review**

Students practice saying the sound then the name of each letter.

c. **Word Parts at the Beginning and End of Words Review**

To sharpen their ability to recognize and correctly pronounce affixes, students review them each day.

d. **Strategy Instruction**

In this activity, the teacher demonstrates each step in the overt strategy and guides students in applying the strategy steps. This, of course, is the most important activity in the program. You will need to carefully read the instructional procedures to ensure clarity.

e. **Strategy Practice**

To take any skill to the point of automaticity, extensive practice is needed. Each day, the students will circle the word parts at the beginning and end of words, underline the vowel sounds in the rest of the word, and read the words by parts.

f. **Word Reading Review**

In order to increase fluency in word recognition, students reread multisyllabic words from previous lessons. The students can use the overt strategy steps (circling the word parts at the beginning and end of the word and underlining the vowel sounds) if they have any difficulty segmenting and decoding the word.

g. **Sentence Reading**

As you have probably already experienced when teaching various strategies to your students, the challenge is not always teaching the strategy *but* getting students to use the strategy. For this reason, specific activities are included to promote generalization of the strategy to daily reading. In this activity, students read sentences laden with multisyllabic words that have been introduced within the specific lesson or previous lessons.

h. **Passage Preparation**

To further promote generalization of the strategy to daily reading, students practice the strategy as they read passages taken from science, social studies, and health books. Prior to passage reading, the teacher tells students some difficult words and leads them in applying the *REWARDS* strategy to other words. Even when the program is completed, you can use this same type of passage preparation activity before students read content area chapters, chapters in novels, or anthology selections.

i. **Passage Reading**

After students have been introduced to words, they read the related content area article, first for accuracy and then for fluency.

• **Passage Reading—Accuracy**

Select the passage reading procedure that best fits the reading proficiency of your students, the age of the students, and the size of the group. However, every effort should be made not to embarrass students since many may have a history of reading difficulties and may be uncomfortable reading in front of the whole group, particularly with no prior practice.

If you are teaching a *small group* with students who *are having difficulty*, use Option A. Have students read *one* paragraph silently. Then, call on one student to orally read

a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

If you are teaching a *small group* with students who *are not having difficulty*, use Option B. Have students read the entire selection, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

If you are teaching a *large group* with students who *are having difficulty*, use Option C. Have students read a paragraph silently. Then have students read the paragraph to their partner. Alternate partner reading turns. In a large group, the use of a partner reading increases the amount of practice each student receives and creates a safer venue for desired practice.

If you are teaching a *large group* with students who *are not having difficulty*, use Option D. Have students read the article silently, rereading the article if their peers are not done. Then, have students read the passage with their partners alternating on each paragraph.

- **Passage Reading—Fluency.** A number of studies have determined that students' oral reading fluency is correlated with reading comprehension. As students read words more fluently with automaticity, they can turn their attention from decoding to comprehension.

The following oral reading rate goals represent the number of words read correctly in a minute at different reading levels.

Reading Level	Words Read Correctly in a Minute
Grades 4th–5th	120–150 wpm
Grades 6th–8th	150–180 wpm
Grades 9th–12th	180–200 wpm

Oral reading fluency can be increased through multiple rereadings of passages for which you already have a high level of accuracy. After practicing the passage for the purpose of accuracy, the students whisper-read the passage

for a minute, noting their ending points. This is then repeated with the students trying to get beyond their initial ending points. Next, the students exchange books, listen to their partners read for a minute, and record their partners' errors. At the close of this activity, students determine and graph (using the Fluency Graph at the back of the book) the number of correctly read words on the last timing. Teachers have consistently reported that this activity was a student favorite.

Student Motivation

How can I motivate my students?

As in all academic and nonacademic areas, students are significantly more motivated if they have experienced success. Thus, we must teach in such a way that students can obtain as much success as possible. Careful lesson preparation, intentional modeling of skills and strategies, and effective correction of errors are three teacher behaviors that increase students' success. In addition, the lesson delivery must be lively with lots of responses garnered from the students.

Students' motivation is also influenced by your personal enthusiasm. If you reflect a belief that this program is important and will make a difference in students' reading ability, that enthusiasm will effect your students' view of the program. Your enthusiasm can be conveyed through your positive comments and body language (smiles, nods).

Motivation can also be increased by sharing with students the relevance of the program content: why reading long words accurately and fluently is important, when they can use the strategies, where they can use the strategies. In the first lesson, the purpose of the program is introduced to the students. However, you can continue to reiterate the importance of the program throughout the 20 lessons.

Students who are involved in this program have often experienced failure in regard to reading. For this reason, they may be reluctant learners. To establish a positive climate that makes each student comfortable, you should praise students for their academic efforts, accurate reading, and appropriate behavior. In addition to verbal praise, some classes will benefit from a formal incentive program. An example incentive program can be found in the Incentive Program section (Appendix F of the *Teacher's Guide*).

What can I do if students' attention begins to wane on the practice activities?

To maintain the students' attention without sacrificing the necessary practice that leads to automaticity, the following practice procedures can be used.

1. Partner Reading

After the students read any of the lists with the teacher, have them reread a portion of the list to their partners. One student becomes the reader, the other the coach. If the reader makes an error, the coach tells the reader to use what they have learned to figure out the word. If they cannot correct the error within three seconds, the coach says the word. Have students switch roles.

2. Timed Word List Reading

After a list of words has been read under teacher guidance, engage the students in minitimings. Have one student whisper-read words for ten seconds to his/her partner. As he/she reads, his/her partner/coach counts the number of words read. Have the partners switch roles.

3. Team Practice

After an initial reading of a list, two partnerships form a team. The four students read the list "round-robin," each student saying a word.

4. Cross-Out

After initial reading of the list, students can play cross-out. One student says a word and everyone crosses out the word on his/her word list. The next student says a word and students cross out that word. This continues until all words are crossed out.

5. Cross-Out Variation (Game Format)

Have each student circle three words on his/her word list. Be sure that the students do not show classmates their circled words. Read any word from the list. Have students locate and cross out the word. Continue reading words from the list in random order. The winner of the game is the person that has his/her circled words crossed out first.

6. I'm Thinking of a Word

After an initial reading of a list, tell the students a statement that relates to the meaning of a word on the list (e.g., "I am thinking of a word that means to tell someone the wrong information."). Have each student locate the word, compare his/her choice with the partner's, and say the word.

Frequently asked Questions

How can I actively involve my students in the instruction?

As in all programs, student achievement is built on their active participation. When students must constantly say, write, or do things in a lesson, they are much more likely to be attentive and to learn from the resulting practice. The following chart outlines some of the procedures you may wish to use to involve all of the students in the lessons.

Best Practices for Eliciting Responses	
Type of Response	Best Practice
<p>Group</p> <p>(A group response can be used when there is only one correct answer and it is short.)</p>	<p>If students are looking at the teacher.</p> <ul style="list-style-type: none"> • The teacher asks a question. • The teacher raises his/her hands to signal when students should start thinking about the question. • The students think of the answer. • The teacher says, "Everyone" and lowers his/her hands. • The students say answer.
<p>Group</p>	<p>If students are looking at their modules.</p> <ul style="list-style-type: none"> • The teacher asks a question or gives a directive. • The teacher gives the students thinking time. • The students think of the answer. • The teacher signals auditorily (e.g., voice signal, such as "Everyone"). • The students respond.

Best Practices for Eliciting Responses

Type of Response	Best Practice
Partners	<p>The teacher assigns students response partners and the number one or two.</p> <ul style="list-style-type: none"> • The teacher asks a question or gives a directive. • The teacher asks one partner to respond. (“Ones, tell your partner ...”). • The teacher asks students to look up when they are done. • Student one tells the answer to his/her partner. • The teacher monitors the class. • The teacher gives feedback to each group.
Individual	<ul style="list-style-type: none"> • The teacher asks a question. • The teacher raises his/her hands to signal when students should start thinking about the question and gives eye contact to all students to encourage formulation of an answer. • The students think of an answer. • The teacher calls on one student. • The student gives an answer.
Written	<ul style="list-style-type: none"> • The teacher gives a directive or asks a question. Tells students to put their pencils down and to look up when they are done. • The students write a response. • The teacher monitors the students. • The teacher gives feedback to students.

How much time do the lessons take?

The amount of time to complete each lesson varies greatly depending on the size of the group, the competency of the students, and the pace of the teacher. Generally, though, the teacher should allocate 40 to 45 minutes for each session or in secondary sites to one class period. If teachers do not complete a lesson, they would review the lesson's content and complete the lesson the following day.

How should errors be corrected?

The type of correction is dependent on the type of error. The following chart lists common errors and the recommended correction procedures.

Type of Error	Recommended Correction
<p>The student mispronounces a vowel combination (e.g., ai).</p>	<p>The teacher says the sound. <i>"The sound is /ā/."</i></p> <p>Then, the teacher has the group repeat the sound. <i>"Everyone, what sound?"</i></p>
<p>The student mispronounces a word part (e.g., dis).</p>	<p>The teacher says the word part. <i>"The part is dis."</i></p> <p>Then, the teacher has the group repeat the sound. <i>"Everyone, what part?"</i></p>
<p>When reading a long word, the student says a close approximation to the word but not the accurate pronunciation. (e.g., The student says <i>redoocion</i> for reduction.)</p>	<p>First the teacher should direct the student to correct the word. <i>"Can you make it a real word?"</i></p> <p>If the student cannot correct the pronunciation of the word, tell him/her the word and have the group repeat the word. <i>"The word is reduction. Everyone, what word?"</i></p>

Type of Error	Recommended Correction
<p>In Lessons 13-20, a student can't pronounce a long word. (e.g., The student says "I don't know the word" or mispronounces the word.)</p>	<p>Direct the student to use the <i>REWARDS</i> strategy for figuring out the word.</p> <p><i>"Use what you have learned to figure out this word."</i></p> <p>If the student cannot figure out the word in three seconds, tell him/her the word and have the student or group repeat the word.</p> <p><i>"The word is reduction. Everyone, what word?"</i></p> <p>If the word is in a sentence, you may wish to have the students reread the sentences.</p>

What kind of assessment can be used to determine which students would be candidates for the *REWARDS* program?

Your students' needs for word attack and rate development can be assessed in a number of ways. First, determine an approximate grade level for word identification for your students. If students can successfully read second grade material but struggle with reading third through fifth grade material, they are candidates for this program. A more formal approach for assessing word identification difficulties is to use the Word Identification and Word Attack subtests of the *Woodcock Reading Mastery Tests* (Woodcock, 1987). Students whose grade equivalent score on the Word ID subtest is between 3.0 and 5.0 would benefit from this program. A grade equivalent score between 2.5 and 4.5 on the Word Attack test would further confirm the need for the skills taught in this program.

Second, ask each student to orally read grade-level expository material such as social studies or science content for one minute. Students who read expository passages between 60 and 120 words per minute in addition to the word identification difficulties discussed in the preceding paragraph would benefit from this program. Students who read less than 60 words per minute would most likely require further basic literacy instruction before participating in the *REWARDS* program.

How can I measure the progress that my students make in this program?

Use the Pre/posttests, in the Pre/Post and Generalization Tests section (Appendix D) at the back of the book, before the program is taught to establish the appropriateness of the program for a student and a baseline concerning his/her multisyllabic word reading. This same test can be administered when students complete the program. In addition, at the end of the program, you may wish to administer the Generalization Test in the same section, which contains words that were not taught in the program.

Lesson 1

Materials Needed:

- Lesson 1 from the *Student Book*
- Overhead Transparency 1
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

Preparation:

Write the following words on the chalkboard or overhead transparency:

- intentionally
- unconventionality
- inventiveness

INTRODUCTION

1. In the next few weeks, we are going to learn a strategy for reading longer words. You will learn to figure out words such as (point to each word on the chalkboard or overhead) intentionally, unconventionality, and inventiveness.
2. In which of your subjects do you have to read longer words? (Call on several students.)
3. Please turn to the first page in your *Student Book*.
4. Listen as I read the letter from the authors. (Read the letter from the *Student Book*.)
5. Now, we are going to learn the skills that you will need to read longer words. Then we will practice reading longer words.

ACTIVITY A: **Oral Activity—Blending Word Parts Into Words**

Activity Procedure: In this activity, students learn to hear words pronounced part by part by part, before they blend the word parts together to make a real word. Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 1.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. Listen. (Say the word, pausing completely between the word parts.)
tea spoon ful. What word? __
3. (Repeat with the following examples)

sec re tar y
in dis tinct
ad min is ter
in ter mis sion
fas cin a tion
ex tra va gant

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 1.)

ay (say)	ai (rain)	au (sauce)
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Activity Procedure: In this activity, students learn the sound to say when they see a combination of letters. Have students point to the letters in their *Student Books*. Tell students the sound as it is pronounced in the key word. Have students practice saying the sounds.

1. Find Activity B. We are going to learn some sounds. You may know some of them already.
2. Look at the box. Point to the letters **a-y**. The sound of these letters is usually /ā/. What sound? __
3. Point to the letters **a-i**. The sound of these letters is usually /ā/. What sound? __
4. Point to the letters **a-u**. The sound of these letters is usually /aw/. What sound? __
5. Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __ Next sound? __

rational:
These need to
become auto-
matic
Like football
Guitar chords
plays
notes
etc.

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 1.)

a

i

Activity Procedure: In this activity, students learn to switch between saying the sound and saying the name for a particular vowel letter. They learn that when they see a vowel letter in a long word, they should first say the sound. If it doesn't make a real word, they will say the name. Have students point to the letter while you tell them the sound, and have them repeat the sound. Then, have students point to the same letter while you tell them the name, and have students repeat the name. Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, first try the sound. If it doesn't make a real word, then try the name.
2. Point to the first letter. The sound is /ā/. What sound? __
The name is **a**. What name? __
3. Point to the next letter. The sound is /ī/. What sound? __
The name is **i**. What name? __
4. First letter again. What sound? __ What name? __
5. Next letter. What sound? __ What name? __

Vowel First

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 1.)

1.	frain	trast	cay	scrip
2.	fa *	tain	happ	ca *
3.	vi *	vict	tist	aud
4.	path	tri *	aut	min

Activity Procedure: In this activity, students learn to read parts of words that come from real words. When separated from the whole word, many of these word parts look like nonsense words. When a vowel in a word part could be pronounced with the sound or name, an asterisk under the vowel indicates that students should say the name. Ask students to say each word part to themselves, then aloud. Remind them what to do when they see the asterisk.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
 - If you are teaching older students for whom "thumbs-up" is inappropriate, have the students look at you when they can read the word part.
1. Find Activity D. We are going to practice parts of real words. Most of these word parts are not real words by themselves, but practicing them will help you read longer words later.
 2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. __ What part? __
 3. Next word part. Thumbs-up when you are ready. __ What part? __
 4. Next word part. (Pause.) What part? __
 5. Next word part. (Pause.) What part? __
 6. Line 2. Look at the vowel with the asterisk. What name? __ What part? ____
 7. Next word part. (Pause.) What part? __
 8. Next word part. (Pause.) What part? __
 9. Next word part. Look at the vowel with the asterisk. What name? __ What part? __
 10. Line 3. What name? __ What part? __
 11. (Repeat "What part?" or "What name? What part?" with all remaining word parts.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 2.)

1.	<u>waistband</u>	fraud	plaything
2.	pigtail	vault	pathway
3.	waylay	launch	railway
4.	midway	blackmail	maintain
5.	applaud	layman	hairpin

Activity Procedure: In this activity, students learn that each word part has a vowel sound. They learn to use the vowel sounds to read the word parts, then blend the word parts together to say the whole word. Show students how to find the vowel sounds and say the sounds. Next, ask them to say the word parts. Then, ask them to say the whole word.



(Use Overhead 1: Activity E)

- Find Activity E. Listen. Each word part has one vowel sound. What does each word part have? ___ Finding the vowel sounds in a word helps us read the word.
- Watch me find the vowel sounds in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the vowel sounds in **waistband**. Point to each vowel sound.) What sound? ___ What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
- Watch again. (Underline the vowel sound in **fraud**. Point to the vowel sound.) What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
- Watch one more. (Underline the vowel sounds in **plaything**. Point to each vowel sound.) What sound? ___ What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
- Now, you underline the vowel sounds in the words in Line 1. (Pause.) Now, underline the vowel sounds in the rest of the words. Look up when you are done. ___
- (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. ___
- (When students are done checking, assist students in reading each word beginning with the first word in Line 1. Touch each vowel sound in **waistband**.) What sound? ___
What sound? ___
(Then loop under each word part in **waistband**.) What part? ___ What part? ___
(Run your finger under the whole word.) What word? ___
- (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: In this activity, students listen to mispronunciations similar to those that might be made while they decode words. They also use the context of the sentence and their own language to make the word into a real word. Pronounce the word incorrectly as shown (stressing the word part in bold). When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Sometimes when we read a longer word, the word doesn't sound right. We have to change the pronunciation of the word so that it makes sense in the sentence. Let's see if you can change these words to make sense in the sentences.
2. Listen. I read the word 'hus **bănd**'. Change the word to make sense in this sentence. 'Have you met Mrs. Smith's hus **bănd**?' What should the word be? ___
3. (Repeat with the following examples, stressing the bold word part.)

höt el When we were on vacation, we stayed in a **höt** el.

dēs troy The twister will **dēs** troy the barn.

crăd le The baby is sleeping in the **crăd** le.

un **fort** ū nāte Losing his car keys was very un **fort** ū nāte.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 2.)

discover	dis
mistaken	mis
abdomen	ab
advertise	ad

Activity Procedure: In this activity, students learn to identify and pronounce word parts that frequently appear at the beginning or end of words. Because these word parts are not technically prefixes and suffixes as they don't always carry meaning, we have used the phrase "word part at the beginning of a word" or "word part at the end of the word." Have students first point to the words, then the circled word parts, while you pronounce them. Ask students to repeat the words and word parts after you.

- Find Activity G. Now, we are going to read word parts that come at the beginning of words. Where do we find these word parts? __
- Point to the first word in the box. The word is **discover**. What word? __
Point to the circled part. The part is /dis/. What part? __
- Point to the next word. The word is **mistaken**. What word? __
Point to the circled part. The part is /mis/. What part? __
- (Repeat with **abdomen** and /ab/, **advertise** and /ad/.)
- Find the next column. Let's read the word parts again. First part? __
Next part? __ Next part? __ Next part? __
- These word parts came at the beginning of words. In the next activity, you are going to circle these word parts.

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 3.)

1.	addict	milkmaid	damp
2.	distract	ad-lib	disclaim
3.	admit	misfit	backspin
4.	mislay	misplay	distraught
5.	mast	banish	display
6.	misprint	distill	digit
7.	disband	abstract	mismatch

Activity Procedure: In this activity, students practice identifying the word parts learned in the previous activity. Tell students to find the word parts and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



(Use Overhead 1: Activity H)

underline
vowel

1. Find Activity H. Circle word parts at the beginning of words. Be careful. Not all of the words begin with word parts that you've learned. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in **addict**.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 3.)

- | | | |
|----|--|-----------------|
| a. | to not claim (line 2) | <u>disclaim</u> |
| b. | a person that does not fit into a group (line 3) | <u>misfit</u> |
| c. | a word or phrase that was not printed correctly (line 6) | <u>misprint</u> |
| d. | to not match (line 7) | <u>mismatch</u> |

Activity Procedure: In this activity, students focus on the meaning of words when an affix is added. They read a definition that includes the root word and locate a related word with an affix. Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I. When word parts are added to the beginning or end of a word, the meaning of the word usually changes.
2. Listen to the first definition, 'to not claim.' Find the word that means 'to not claim' in Line 2 of Activity H, and write it on the line after a. (Pause and monitor.) What word means 'to not claim'? (disclaim)
3. Listen to the next definition, 'a person that does not fit into a group.' Find the word in Line 3 and write it. (Pause and monitor.) What word means 'a person that does not fit into a group'? (misfit)
4. Next. 'A word or phrase that was not printed correctly.' Find the word in Line 6 and write it. (Pause and monitor.) What word means 'a word or phrase that was not printed correctly'? (misprint)
5. Next. 'To not match.' Find the word in Line 7 and write it. (Pause and monitor.) What word means 'to not match'? (mismatch)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 3.)

1. admit	2. misprint
3. maintain	4. pathway

Activity Procedure: In this activity, students practice spelling some of the words they've learned to read. For each word, tell students the word, then have students say the parts of the word with you. Have them say the parts to themselves as they write the word.

Note:

- Distribute a piece of light cardboard to each of the students so they can cover their page during spelling dictation. The cardboard can also be used as a bookmark so students can quickly locate pages at the beginning of the lesson.

1. Find Activity J. At the end of each lesson you will be spelling four of the lesson words. Please cover up the rest of the page with your cardboard.
2. The first word is **admit**. Say the parts in **admit** with me. (ad mit). Say the parts slowly to yourself as you write the word. (Pause and monitor.)
3. (Write **admit** on the board or overhead transparency.) Check **admit**. If you misspelled it, cross it out and write it correctly.
4. The second word is **misprint**. Say the parts in **misprint** with me. (mis print). Say the parts slowly to yourself as you write the word. (Pause and monitor.)
5. (Write **misprint** on the board or overhead transparency.) Check **misprint**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **maintain** and **pathway**.)

Lesson 2

Materials Needed:

- Lesson 2 from the *Student Book*
- Overhead Transparency 2
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 2.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. (Say the word, pausing completely between the word parts.)
in com plete. What word? __
3. (Repeat with the following examples)

ad ven tur ous
de liv er y
par tic i pate
re con sid er
sub scrip tion
e vent u al ly

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 4.)

er (her)	ir (bird)	ur (turn)	ar (farm)
-------------	--------------	--------------	--------------

1.	ay	au	er	ai
2.	ur	ar	ir	au

Activity Procedure: Have students point to each combination of letters and tell students the sound as it is pronounced in the key word. Have students practice the new sounds and the sounds from the previous lesson.

1. Find Activity B. We are going to learn some sounds. You may know some of them already.
2. Look at the box. Point to the letters **e - r**. The sound of these letters is usually /er/. What sound? __
3. Point to the letters **i - r**. The sound of these letters is usually /er/. What sound? __
4. Point to the letters **u - r**. The sound of these letters is usually /er/. What sound? __
5. Point to the letters **a - r**. The sound of these letters is usually /ar/. What sound? __
6. Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __ Next sound? __ Next sound? __
7. Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __ Next sound? __
8. Point to the first letters in Line 2. What sound? __ Next sound? __
Next sound? __ Next sound? __

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 4.)

a

i

o

Activity Procedure: Have students point to the letter while you tell them the sound, and have them repeat the sound. Then, have students point to the same letter while you tell them the name, and have students repeat the name. Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, first try the sound. If it doesn't make a real word, then try the name.
2. Point to the first letter. The sound is /ă/. What sound? __ The name is **a**.
What name? __
3. Point to the next letter. The sound is /ĭ/. What sound? __ The name is **i**.
What name? __
4. Point to the next letter. The sound is /ŏ/. What sound? __ The name is **o**.
What name? __
5. First letter again. What sound? __ What name? __
6. Next letter. What sound? __ What name? __
7. Next letter. What sound? __ What name? __

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 4.)

if vowel
is at end of
word part, it
usually says
its name.
No * is real
life.

1.	naut	tern	nay	bo *
2.	ston	auth	cur	turb
3.	fraid	irk	gar	darl
4.	sa *	pert	pi *	sail

Activity Procedure: Have students say each word part to themselves, then aloud. Remind them to say the name when they see the asterisk.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- If you are teaching older students for whom "thumbs-up" is inappropriate, have the students look at you when they can read the word part.

1. Find Activity D. We are going to practice parts of real words. Most of these word parts are not real words by themselves.
2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. __ What part? __
3. Next word part. Thumbs-up when you are ready. __ What part? __
4. Next word part. (Pause.) What part? __
5. Next word part. Look at the vowel with the asterisk. What name? __
What part? __
6. Line 2. (Pause.) What part? __
7. Next word part. (Pause.) What part? __
8. Next word part. (Pause.) What part? __
9. Next word part. (Pause.) What part? __
10. Line 3. What part? __
11. (Repeat "What part?" or "What name? What part?" with all remaining word parts.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 5.)

1.	garland	autocrat *	sterling
2.	birthday	verdict	fingernail
3.	goddaughter	whirlwind	modern
4.	pattern	curtail	surcharge
5.	auburn	vertigo *	astronaut *

Activity Procedure: Have students underline the vowel sounds and say the sounds. Next, have them say the word parts and the whole word.



Use Overhead 2: Activity E

Note:

- An asterisk under the vowel of a word indicates that students should say the name.

1. Find Activity E. Listen. Each word part has one vowel sound. What does each word part have? __ Finding the vowel sounds in words helps us read them.
2. Watch me find the vowel sounds in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the vowel sounds in **garland**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
3. Watch again. (Underline the vowel sounds in **autocrat**. Point to the first vowel sound.) What sound? __ (Point to the vowel with the asterisk.) What name? __ (Point to the last vowel sound.) What sound? __ How many vowel sounds? __ So, how many word parts? __
4. Watch one more. (Underline the vowel sounds in **sterling**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
5. Now, you underline the vowel sounds in the words in Line 1. (Pause.) Now, underline the vowel sounds in the rest of the words. Look up when you are done. __
6. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. __

7. (When students are done checking, assist them in reading each word beginning with the first word in Line 1. Touch each vowel sound in **garland**.) What sound? __
 What sound? __
 (Then loop under each word part in **garland**.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
8. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

- Listen. Sometimes when we read a longer word, the word doesn't sound right. We have to change the pronunciation of the word so that it makes sense in the sentence. Let's see if you can change these words to make sense in the sentences.
- Listen. I read the word '**glor** ī ous'. Change the word to make sense in this sentence. 'The fireworks show was **glor** ī ous.' What should the word be? __
- (Repeat with the following examples, stressing the bold word part.)

nor mă l	The weather was perfectly nor mă l for summer.
rē la tīve	My aunt is my favorite rē la tīve.
in tel lī gěnt	You are very in tel lī gěnt.
rē cre a tion	I played softball for rē cre a tion.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 5.)

<u>i</u> nsert	in
<u>i</u> mmediate	im
<u>c</u> ompare	com

1.	in	com	ab	mis	dis	in
2.	im	mis	ad	im	ab	com

Activity Procedure: Have students first point to the words, then the circled word parts, while you pronounce them. Ask students to repeat the words and word parts after you. Then, have students practice saying the new word parts and the ones from the previous lesson.

- Find Activity G. Now, we are going to read word parts that come at the beginning of words. Where do we find these word parts? __
- Point to the first word in the box. The word is **insert**. What word? __ Point to the circled part. The part is /in/. What part? __
- Point to the next word. The word is **immediate**. What word? __ Point to the circled part. The part is /im/. What part? __
- (Repeat with **compare** and /com/.)
- Find the next column. Let's read the word parts again. First part? __
Next part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __
Next part? __ Next part? __ Next part? __ Next part? __
- Point to the first word part in Line 2. What part? __ Next part? __
Next part? __ Next part? __ Next part? __ Next part? __
- These word parts came at the beginning of words. In the next activity, you are going to circle these word parts.

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 6.)

1.	complain	indistinct	item
2.	absurd	insist	discard
3.	disarm	ingrain	dinner
4.	command	imprint	inert
5.	administer	mishap	impact
6.	inlaid	darling	complaint
7.	impair	differ	disaster

Activity Procedure: In this activity, students practice identifying the word parts learned in the previous activity. Tell students to find the word parts and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 2: Activity H

1. Find Activity H. Using what you learned in Activity G, circle word parts at the beginning of words. Be careful. Not all of the words begin with word parts you've learned. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in **complain**.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 6.)

- a. not clear or distinct (line 1) indistinct
- b. to take away arms (guns) (line 3) disarm
- c. a print of a hand in the sand (line 4) imprint
- d. laid into a design (line 6) inlaid

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I. When word parts are added to the beginning or end of a word, the meaning usually changes.
2. Listen to the first definition, 'not clear or distinct.' Find the word that means 'not clear or distinct' in Line 1 of Activity H and write it on the line after a. (Pause and monitor.) What word means 'not clear or distinct'? (indistinct)
3. Listen to the next definition, 'to take away arms (guns).' Find the word in Line 3 and write it. (Pause and monitor.) What word means 'to take away arms (guns)'? (disarm)
4. Next. 'A print of a hand in the sand.' Find the word in Line 4 and write it. (Pause and monitor.) What word means 'a print of the hand in the sand'? (imprint)
5. Next. 'Laid into a design.' Find the word in Line 6 and write it. (Pause and monitor.) What word means 'laid into a design'? (inlaid)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 6.)

1. astronaut	2. administer
3. imperfect	4. verdict

Activity Procedure: For each word, tell students the word, then have students say the parts of the word with you. Have them say the parts to themselves as they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page with your cardboard.
 2. The first word is **astronaut**. Say the parts in **astronaut** with me. (as tro naut). Say the parts slowly to yourself as you write the word. (Pause and monitor.)
 3. (Write **astronaut** on the board or overhead transparency.) Check **astronaut**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **administer**. Say the parts in **administer** with me. (ad min is ter). Say the parts slowly to yourself as you write the word. (Pause and monitor.)
 5. (Write **administer** on the board or overhead transparency.) Check **administer**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **imperfect** and **verdict**.)

Lesson 3

Materials Needed:

- Lesson 3 from the *Student Book*
- Overhead Transparency 3
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 3.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. (Say the word, pausing completely between the word parts.) fre quent ly.
What word? ___
3. (Repeat with the following examples)

pre dom in ate
in con sis tent
a larm ist
re con struct
ex trin sic
de nom i na tor

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 7.)

	a - e (make)	o - e (hope)	i - e (side)	e - e (Pete)	u - e (use)
1.	er	ir	au	ai	a - e
2.	ar	u - e	ay	i - e	au
3.	e - e	ir	ai	o - e	u - e
4.	ur	ay	a - e	au	i - e

Activity Procedure: Have students point to each new letter combination, tell them the sound as it is pronounced in the key word, and have students say the new sounds and the sounds from the previous lesson.

- Find Activity B. We are going to learn some sounds. You may know some of them already.
- Look at the box. Point to the letters **a - e**. The sound of these letters is usually /ā/. What sound? __
- Point to the letters **o - e**. The sound of these letters is usually /ō/. What sound? __
- Point to the letters **i - e**. The sound of these letters is usually /ī/. What sound? __
- Point to the letters **e - e**. The sound of these letters is usually /ē/. What sound? __
- Point to the letters **u - e**. The sound of these letters is usually /ū/. What sound? __
- Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __ Next sound? __ Next sound? __ Next sound? __
- Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __ Next sound? __ Next sound? __
- (Repeat for sounds in Lines 2-4.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 7.)

a	i	o	u
---	---	---	---

Activity Procedure: First tell students the sound and have them repeat it. Then, tell students the name and have students repeat it. Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, first try the sound. If it doesn't make a real word, then try the name.
2. Point to the first letter. The sound is /ă/. What sound? __ The name is **a**.
What name? __
3. Point to the next letter. The sound is /ĩ/. What sound? __ The name is **i**.
What name? __
4. Point to the next letter. The sound is /õ/. What sound? __ The name is **o**.
What name? __
5. Point to the next letter. The sound is /ũ/. What sound? __ The name is **u**.
What name? __
6. First letter again. What sound? __ What name? __
7. Next letter. What sound? __ What name? __
8. (Repeat step 7 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 7.)

1.	cue	ma *	plain	stile
2.	sud	mo *	haul	vate
3.	trode	aut	pede	larm
4.	mur <u>d</u>	trac	mu *	bi *

Activity Procedure: Have students say each word part to themselves, then aloud. Remind them to say the name when they see the asterisk.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- If you are teaching older students for whom "thumbs-up" is inappropriate, have the students look at you when they can read the word part.

1. Find Activity D. We are going to practice parts of real words. Most of these word parts are not real words by themselves.
2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. __ What part? __
3. Next word part. Look at the vowel with the asterisk. What name? __ What part? __
4. Next word part. (Pause.) What part? __
5. (Repeat "What part?" or "What name? What part?" with all remaining word parts.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 8.)

1.	turn <u>st</u> ile	cauldron	au <u>st</u> ere
2.	shipmate	sunstroke	backbone
3.	holiday	autumn	umpire
4.	costume	stampede	subscribe
5.	obso <u>le</u> te *	humanize *	frustrate

Activity Procedure: Have students underline the vowel sounds and say the sounds. Next, have them say the word parts and the whole word.



Use Overhead 3: Activity E

Note:

- An asterisk under the vowel of a word indicates that students should say the name.

1. Find Activity E. Listen. Each word part has one vowel sound. What does each word part have? ___ Finding the vowel sounds in words helps us read them.
2. Watch me find the vowel sounds in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the vowel sounds in **turnstile**. Point to each vowel sound.) What sound? ___ What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
3. Watch again. (Underline the vowel sounds in **cauldron**. Point to each vowel sound.) What sound? ___ What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
4. Watch one more. (Underline the vowel sounds in **austere**. Point to each vowel sound.) What sound? ___ What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
5. Now, you underline the vowel sounds in the words in Line 1. (Pause.) Now, underline the vowel sounds in the rest of the words. Look up when you are done. ___
6. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. ___

7. (When students are done checking, assist students in reading each word beginning with the first word in Line 1. Touch each vowel sound in **turnstile**.) What sound? __
 What sound? __
 (Then loop under each word part in **turnstile**.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
8. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Sometimes when we read a longer word, the word doesn't sound right. Let's see if you can change these words to make sense in the sentences.
2. Listen. I read the word '**prōm** ō tion'. Change the word to make sense in this sentence. 'His boss gave him a **prōm** ō tion.' What should the word be? __
3. (Repeat with the following examples, stressing the bold word part.)

gōv er nor	Every state has a gōv er nor.
lē mōn ade	On a sunny day, I enjoy lē mōn ade.
dē cō rā tions	They enjoyed making pretty dē cō rā tions.
prēv en tion	Everyone must work at fire prēv en tion.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 8.)

belong	be	return	re
prevent	pre	protect	pro
depart	de	continue	con

1.	pro	be	pre	ad	dis	mis
2.	con	in	im	com	ab	de
3.	re	com	dis	con	pro	pre

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the beginning of words. Where do we find these word parts? __
- Point to the first word in the box. The word is **belong**. What word? __ Point to the circled part. The part is /be/. What part? __
- Point to the next word. The word is **prevent**. What word? __ Point to the circled part. The part is /pre/. What part? __
- Point to the next word. The word is **depart**. What word? __ Point to the circled part. The part is /de/. What part? __
- Point to the next column of words. The first word in that column is **return**. What word? __ The part is /re/. What part? __
- (Repeat with **protect** and /pro/, and **continue** and /con/.)
- Find the second column. Let's read the word parts again. First part? __ Next part? __ Next part? __
- Find the last column. First part? __ Next part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2 and 3.)
- These word parts came at the beginning of words. In the next activity, you are going to circle these word parts.

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 9.)

1.	prepay	decode	readjust
2.	disgust	promote	mistake
3.	beside	conclude	pray
4.	defraud	combine	misplace
5.	intake	reconsider	confine
6.	reprint	impose	prescribe
7.	propose	discuss	advise

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 3: Activity H

1. Find Activity H. Circle word parts at the beginning of words. Be careful. Not all of the words begin with word parts you've learned. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in **prepay**.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 9.)

- | | | |
|----|---|-------------------|
| a. | to pay before you get something (line 1) | <u>prepay</u> |
| b. | to figure out a coded message (line 1) | <u>decode</u> |
| c. | to think about or consider something again (line 5) | <u>reconsider</u> |
| d. | to print a picture again (line 6) | <u>reprint</u> |

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I. When word parts are added to the beginning or end of a word, the meaning usually changes.
2. Listen to the first definition, 'to pay before you get something.' Find the word in Line 1 and write it. (Pause and monitor.) What word means 'to pay before you get something'? (prepay)
3. Listen to the next definition, 'to figure out a coded message.' Find the word in Line 1 and write it. (Pause and monitor.) What word means 'to figure out a coded message'? (decode)
4. Read the next definition to yourself. Find the word in Line 5 and write it. (Pause and monitor.) What word means 'to think about or consider something again'? (reconsider)
5. Read the next definition to yourself. Find the word in Line 6 and write it. (Pause and monitor.) What word means 'to print a picture again'? (reprint)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 9.)

1. obsolete	2. reconsider
3. sunstroke	4. conclude

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page with your cardboard.
 2. The first word is **obsolete**. Say the parts in **obsolete** slowly to yourself as you write the word. (Pause and monitor.)
 3. (Write **obsolete** on the board or overhead transparency.) Check **obsolete**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **reconsider**. Say the parts in **reconsider** slowly to yourself as you write the word. (Pause and monitor.)
 5. (Write **reconsider** on the board or overhead transparency.) Check **reconsider**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **sunstroke** and **conclude**.)

Lesson 4**Materials Needed:**

- Lesson 4 from the *Student Book*
- Overhead Transparency 4
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 4.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. (Say the word, pausing completely between the word parts.) cem e ter y.
What word? __
3. (Repeat with the following examples)

im prac ti cal
cel e bra tion
par tic i pa tion
un pro duc tive
en er get ic
his tor i cal

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 10.)

	oi (void)		oy (boy)		or (torn)	
1.	ay	oy	ai	er	ar	ir
2.	au	o - e	ur	i - e	oy	ai
3.	or	e - e	oi	u - e	oy	au

Activity Procedure: Have students point to each new letter combination, tell them the sound as it is pronounced in the key word, and have students say the new sounds and the sounds from the previous lesson.

- Find Activity B.
- Look at the box. Point to the letters **o - i**. The sound of these letters is usually /oy/. What sound? __
- Point to the letters **o - y**. The sound of these letters is usually /oy/. What sound? __
- Point to the letters **o - r**. The sound of these letters is usually /or/. What sound? __
- Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __ Next sound? __
- Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __ Next sound? __ Next sound? __ Next sound? __
- (Repeat for sounds in Lines 2-3.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 10.)

a	i	o	u
---	---	---	---

Activity Procedure: First tell students the sound and have them repeat it. Then, tell students the name and have students repeat it. Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. First letter again. What sound? __ What name? __
7. Next letter. What sound? __ What name? __
8. (Repeat step 7 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 10.)

1.	moil	straint	frant	mois
2.	sar	furn	mote	flo *
3.	tor	plete	cott	paup
4.	cate	stroy	saunt	mu *

Activity Procedure: Have students say each word part to themselves, then aloud. Remind them to say the name when they see the asterisk.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- If you are teaching older students for whom "thumbs-up" is inappropriate, have the students look at you when they can read the word part.

1. Find Activity D. We are going to practice parts of real words. Most of these word parts are not real words by themselves.
2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. __ What part? __
3. Next word part. (Pause.) What part? __
4. (Repeat "What part?" or "What name? What part?" with all remaining word parts.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 11.)

1.	turmoil	saunter	sportsman
2.	backporch	maximum	ordain
3.	murmur	loiter	boycott
4.	tabloid	vermin	tornado * *
5.	stockboy	popcorn	invoice

Activity Procedure: Have students underline the vowel sounds and say the sounds. Next, have them say the word parts and the whole word.



Use Overhead 4: Activity E

Note:

- An asterisk under the vowel of a word indicates that students should say the name.
1. Find Activity E. Listen. Each word part has one vowel sound. What does each word part have? __ Finding the vowel sounds in words helps us read them.
 2. Watch me find the vowel sounds in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the vowel sounds in **turmoil**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
 3. Watch again. (Underline the vowel sounds in **saunter**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
 4. Watch one more. (Underline the vowel sounds in **sportsman**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
 5. Now, you underline the vowel sounds in the words in Line 1. (Pause.) Now, underline the vowel sounds in the rest of the words. Look up when you are done. __
 6. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. __

7. (When students are done checking, assist students in reading each word beginning with the first word in Line 1. Touch each vowel sound in **turmoil**.) What sound? __
 What sound? __
 (Then loop under each word part in **turmoil**.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
8. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: Oral Activity—Correcting Close Approximations Using Context

start
10-14-03
Zeke

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Change these words to make sense in the sentences.
2. Listen. I read the word ‘pă **jā** măs’. Change the word to make sense in this sentence. ‘Tommy put on his pă **jā** măs.’ What should the word be? __
3. (Repeat with the following examples, stressing the bold word part.)

- | | |
|------------------------|---|
| tor pěd o | The submarine fired a tor pěd o. |
| occ ū pă tion | His occ ū pă tion is teaching. |
| im pos sī ble | Reading longer words is not im pos sī ble. |
| con tri bu tion | Students made a con tri bu tion to their school. |

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 11.)

permit	per
uncover	un
above	a

1.	pro	a	pre	com	re	un
2.	in	ab	mis	con	pre	dis
3.	be	com	a	de	ad	per
4.	un	a	con	com	im	pre

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the beginning of words. Where do we find these word parts? __
- Point to the first word in the box. The word is **permit**. What word? __ Point to the circled part. The part is /per/. What part? __
- Point to the next word. The word is **uncover**. What word? __ Point to the circled part. The part is /un/. What part? __
- Point to the next word. The word is **above**. What word? __ Point to the circled part. The part is /ü/. What part? __
- Find the next column. Read the word parts again. First part? __
Next part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __
Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-4.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 12.)

1.	unchain	discomfort	prefix
2.	conduct	persist	confirm
3.	uncurl	reclaim	unfit
4.	alone	confide	misinform
5.	pertain	protrude	unsafe
6.	afraid	provide	disconfirm
7.	alert	across	demote

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 4: Activity H

1. Find Activity H. Circle word parts at the beginning of words. Be careful. Not all of the words begin with word parts you've learned. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in unchain.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 12.)

a.	to remove from chains (line 1)	<u> unchain </u>
b.	to remove curl from hair (line 3)	<u> uncurl </u>
c.	to wrongly inform (line 4)	<u> misinform </u>
d.	something that is not safe (line 5)	<u> unsafe </u>

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I. When word parts are added to the beginning or end of a word, the meaning usually changes.
2. Listen to the first definition, 'to remove from chains.' Find the word in Line 1 and write it. (Pause and monitor.) What word means 'to remove from chains'? (unchain)
3. Read the next definition to yourself. Find the word in Line 3 and write it. (Pause and monitor.) What word means 'to remove curl from hair'? (uncurl)
4. Read the next definition to yourself. Find the word in Line 4 and write it. (Pause and monitor.) What word means 'to wrongly inform'? (misinform)
5. Read the next definition to yourself. Find the word in Line 5 and write it. (Pause and monitor.) What word means 'something that is not safe'? (unsafe)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 12.)

1. destroy	2. misinform
3. afraid	4. turmoil

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **destroy**. Say the parts in **destroy** slowly to yourself as you write the word. (Pause and monitor.)
 3. (Write **destroy** on the board or overhead transparency.) Check **destroy**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **misinform**. Say the parts in **misinform** slowly to yourself as you write the word. (Pause and monitor.)
 5. (Write **misinform** on the board or overhead transparency.) Check **misinform**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **afraid** and **turmoil**.)

Lesson 5**Materials Needed:**

- Lesson 5 from the *Student Book*
- Overhead Transparency 5
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 5.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. (Say the word, pausing completely between the word parts.) cor res pond.
What word? __
3. (Repeat with the following examples)

un in ten tion al
pre con cep tion
re es tab lish
per cus sion
pro vi sion al
ab surd i ty

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 13.)

ee (deep)	oa (foam)	ou (loud)			
1. er	a - e	oi	oy	ee	o - e
2. u - e	ou	au	or	oa	oi
3. e - e	ir	ai	i - e	ur	or

Activity Procedure: Have students point to each new letter combination, tell them the sound as it is pronounced in the key word, and have students say the new sounds and the sounds from the previous lesson.

1. Find Activity B.
2. Look at the box. Point to the letters **e - e**. The sound of these letters is usually /ē/. What sound? __
3. Point to the letters **o - a**. The sound of these letters is usually /ō/. What sound? __
4. Point to the letters **o - u**. The sound of these letters is usually /ou/. What sound? __
5. Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __ Next sound? __
6. Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __ Next sound? __ Next sound? __ Next sound? __
7. (Repeat for sounds in Lines 2-3.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 13.)

a	i	o	u	e
---	---	---	---	---

Activity Procedure: Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 13.)

1.	gree	dain	des	fe *
2.	proach	snork	rupt	birth
3.	void	mount	spect	aust
4.	vide	teen	plaud	voy

Activity Procedure: Have students say each word part to themselves, then aloud. Remind them to say the name when they see the asterisk.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- If you are teaching older students for whom "thumbs-up" is inappropriate, have the students look at you when they can read the word part.

1. Find Activity D. We are going to practice parts of real words. Most of these word parts are not real words by themselves.
2. Line 1. Read the first word part to yourself. Put your thumb up when you can say the part. __ What part? __
3. Next word part. (Pause.) What part? __
4. (Repeat "What part?" or "What name? What part?" with all remaining word parts.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 14.)

1.	freedom	filigree	voucher
2.	sweepstake	forlorn	canteen
3.	railroad	cloudburst	scapegoat
4.	spellbound	starboard	greenhouse
5.	outboard	roadside	textile

Activity Procedure: Have students underline the vowel sounds and say the sounds. Next, have them say the word parts and the whole word.



Use Overhead 5: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch me find the vowel sounds in these words. (Cover all lines on the overhead transparency except Line 1. On the transparency, underline the vowel sounds in **freedom**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
3. Watch again. (Underline the vowel sounds in **filigree**. Point to each vowel sound.) What sound? __ What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
4. Watch one more. (Underline the vowel sounds in **voucher**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
5. Now, you underline the vowel sounds in the words in Line 1. (Pause.) Now, underline the vowel sounds in the rest of the words. Look up when you are done. __
6. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. __
7. (When students are done checking, assist students in reading each word beginning with the first word in Line 1. Touch each vowel sound in **freedom**.) What sound? __
What sound? __
(Then loop under each word part in **freedom**.) What part? __ What part? __
(Run your finger under the whole word.) What word? __
8. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Change these words to make sense in the sentences.
2. Listen. I read the word 'tor **năd** ō'. Change the word to make sense in this sentence. 'The tor **năd** ō destroyed the barn.' What should the word be? __
3. (Repeat with the following examples.)

sen sī ble	She is very sen sī ble about money.
rē pre sent	How many people rē pre sent your state?
dis tur bănce	The noise created a large dis tur bănce in class.
el e văt or	She went to the sixth floor in an el e văt or.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 14.)

e xample	ex
e ntail	en

1.	per	con	dis	a	pre	de
2.	com	pro	en	ab	im	mis
3.	ex	con	un	com	a	pre

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the beginning of words. Where do we find these word parts? __
- Point to the first word in the box. The word is **example**. What word? __ Point to the circled part. The part is /ex/. What part? __
- Point to the next word. The word is **entail**. What word? __ Point to the circled part. The part is /en/. What part? __
- Find the next column. Read the word parts again. First part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-3.)
- In the next activity, you are going to circle these word parts at the beginning of words.

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 15.)

1.	exact	reproduce	beseech
2.	enclose	exceed	perturb
3.	expert	reconstruct	edit
4.	enlist	protest	engrave
5.	disagree	export	defame
6.	pretend	exclude	unpaid
7.	extreme	pester	imperfect

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 5: Activity H

1. Find Activity H. Circle word parts at the beginning of words. Not all of the words begin with word parts you've learned. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in exact.) What part? __ What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 15.)

- | | | |
|----|---|--------------------|
| a. | to build or construct again (line 3) | <u>reconstruct</u> |
| b. | to send goods to a port in another country (line 5) | <u>export</u> |
| c. | to take away a good name or fame (line 5) | <u>defame</u> |
| d. | the opposite of include (line 6) | <u>exclude</u> |

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Read the first definition to yourself. Find the word in Line 3 and write it. (Pause and monitor.) What word means 'to build or construct again'? (reconstruct)
3. Read the next definition to yourself. Find the word in Line 5 and write it. (Pause and monitor.) What word means 'to send goods to a port in another country'? (export)
4. Read the next definition to yourself. Find the word in Line 5 and write it. (Pause and monitor.) What word means 'to take away a good name or fame'? (defame)
5. Read the next definition to yourself. Find the word in Line 6 and write it. (Pause and monitor.) What word means 'the opposite of include'? (exclude)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 15.)

1. reconstruct	2. maximum
3. pretend	4. extreme

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **reconstruct**. Say the parts in **reconstruct** to yourself as you write the word. (Pause and monitor.)
 3. (Write **reconstruct** on the board or overhead transparency.) Check **reconstruct**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **maximum**. Say the parts in **maximum** to yourself as you write the word. (Pause and monitor.)
 5. (Write **maximum** on the board or overhead transparency.) Check **maximum**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **pretend** and **extreme**.)

Lesson 6

Materials Needed:

- Lesson 6 from the *Student Book*
- Overhead Transparency 6
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 6.
2. Listen. (Say the word, pausing completely between the word parts.) dis tor tion.
What word? __
3. (Repeat with the following examples)

in vol un tar y
per fec tion ist
con cep tu al
de lib er ate
con tam i nate
com plex i ty

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 16.)

		ow				
		(low)		(down)		

1.	ou	ur	i - e	oy	ow	oa
2.	a - e	au	ai	ir	oi	ow
3.	ee	or	ar	oy	ow	u - e

Activity Procedure: In this lesson, students learn that sometimes a letter combination has two sounds. They learn that when they see this letter combination in a word or word part, they should try the first sound they have learned. If the word doesn't sound right, they will try the second sound they have learned. Have students point to the new letter combination. Tell them the sound as it is pronounced in the first key word. Then, tell students that if they try this sound and the word doesn't sound right, to try a second sound. Tell them the sound, then have them practice what they would say first and what they would say second. Have students say the new sounds and the sounds from the previous lesson. Whenever they come to a box around a letter combination, they should say both sounds.

1. Find Activity B. We are going to learn two sounds for these letters.
2. Look at the box. Point to the letters **o - w**. The sound of these letters is usually /ō/ as in low. What sound? __ If the word doesn't sound right, try /ou/ as in down. What sound? __
3. Let's review. What sound would you try first? (/ō/) What would you try next? (/ou/)

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
4. Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __ (Continue for all remaining sounds in Lines 1, 2, and 3.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 16.)

a

i

o

u

e

Activity Procedure: Have students practice saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 16.)

1.	dow	ster	ke *	spair
2.	feeb	slo *	croach	trow
3.	laud	flow	tope	aug
4.	coun	hale	fect	vent

Activity Procedure: In this lesson, you no longer wait for students to say the word part to themselves. Have students say each word part aloud. Remind them to say the name when they see the asterisk. Remind them to say both sounds when they see a box.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"

1. Find Activity D. We are going to practice parts of real words.
2. Line 1. What sound would you try first? (\bar{o}) What part? ($\bar{d}\bar{o}$) What sound would you try next? ($\bar{o}u$) What part? ($\bar{d}\bar{o}u$)
3. Next word part. (Pause.) What part?
4. (For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 17.)

1.	pillow	chowder	shallow
2.	crossroad	flowerpot	sundown
3.	elbow	bowstring	fellowship
4.	outgrowth	trowel	nowadays
5.	electrode	windowpane	thirteenth

Activity Procedure: Have students underline the vowel sounds. Then, have them say the sounds and the word parts to themselves. In this lesson, have them say only the whole word aloud. Remind them to try both sounds when they see an **ow** in the word.



Use Overhead 6: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **pillow**. Point to each vowel sound.) What sound? What sound? How many vowel sounds? So, how many word parts?
3. Underline the vowel sounds in each word. Look up when you are done.
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes.
5. Look up here. (Pause.) Line 1. Read the first word to yourself. You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. What word?
6. Next word. (Pause.) What word?
7. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Change these words to make sense in the sentences.
2. Listen. I read the word 'con **dī** tion'. Change the word to make sense in this sentence. 'What is the con **dī** tion of the car?' What should the word be? ___
3. (Repeat with the following examples.)

dĭ es tive In science, we studied the **dĭ** es tive system.

fŭn er al The Parkers attended a **fŭn** er al on Monday.

prē par a tions We made many **prē** par a tions for the party.

fur nĭt ure She bought a chair at the **fur** nĭt ure store.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 17.)

birds	s	frantic	ic
running	ing	regulate	ate
landed	ed	selfish	ish
		artist	ist
kindness	ness	realism	ism
useless	less	biggest	est

1.	com	a	pre	con	mis	de
2.	en	ex	per	dis	pro	be
3.	ness	ish	ist	ate	ism	ic
4.	less	ate	ish	est	ness	ist

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words. Some you have read in the past.
- Point to the first word in the first column in the box. The word is **birds**. What word? __ Point to the circled part. The part is /s/. What part? __
- Point to the next word. The word is **running**. What word? __ Point to the circled part. The part is /ing/. What part? __
- (Repeat with **landed** and /ed/, **kindness** and /ness/, and **useless** and /less/.)
- Point to the next column of **words**. The first word in that column is **frantic**. What word? __ The part is /ic/. What part? __
- (Repeat with **regulate** and /ate/, **selfish** and /ish/, **artist** and /ist/, **realism** and /ism/, and **biggest** and /est/.)
- Point to second column. It has word parts only. Read the word parts again. First part? __ Next part? __ Next part? __ Next part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __ Next part? __ Next part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-4.)

check + read
par. 5

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 18.)

1.	softness	astonish	extrinsic
2.	predominate	regardless	famish
3.	unselfish	ethnic	faddism
4.	alarmist	careless	loudest
5.	classic	abolish	degree
6.	hardness	exhaust	enthroned
7.	unhappiness	comprehend	hopeless

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 6: Activity H

1. Find Activity H. Circle word parts at the beginning and end of words. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with **softness**.) Look up here. __
(Loop under each word part in **softness**.) What part? __ What part? __
(Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

Note:

- The strategy students are learning in this program is a flexible strategy. This means that once the students have learned all the prefixes, they may identify a word part at the beginning of a word two different ways. Whichever way they choose, circling the word part will still lead to a close approximation of the word's pronunciation. For example, when circling word parts for the word **abolish**, students could circle the "a" or the "ab."

When you loop, it might look like this **abolish** or like this **abolish**.

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 18.)

a.	not selfish (line 3)	<u>unselfish</u>
b.	without care (line 4)	<u>careless</u>
c.	to place on a throne (line 6)	<u>enthrone</u>
d.	without hope (line 7)	<u>hopeless</u>

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means 'not selfish'? (unselfish)
4. Item b. What word means 'without care'? (careless)
5. Item c. What word means 'to place on a throne'? (enthrone)
6. Item d. What word means 'without hope'? (hopeless)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 18.)

1. unselfish	2. fellowship
3. extrinsic	4. hopeless

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **unselfish**. Say the parts in **unselfish** to yourself as you write the word. (Pause and monitor.)
 3. (Write **unselfish** on the board or overhead transparency.) Check **unselfish**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **fellowship**. Say the parts in **fellowship** to yourself as you write the word. (Pause and monitor.)
 5. (Write **fellowship** on the board or overhead transparency.) Check **fellowship**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **extrinsic** and **hopeless**.)

Lesson 7**Materials Needed:**

- Lesson 7 from the *Student Book*
- Overhead Transparency 7
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 7.
2. Listen. (Say the word, pausing completely between the word parts.) som er sault.
What word? __
3. (Repeat with the following examples)

vo cab u lar y
com pli ca tion
in cor por ate
in ac tiv i ty
pas sen ger

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 19.)

	ow					
	(low)	(down)				
1.	oy	ow	ee	oa	ou	oi
2.	au	ur	ai	ay	i - e	ow
3.	a - e	ir	ar	oy	u - e	ur

Activity Procedure: In this lesson, students review the two sounds of the letter combination introduced in the previous lesson. Have students point to the new letter combination. Tell them the sound as it is pronounced in the first key word. Then, tell students that if they try this sound and the word doesn't sound right, to try a second sound. Tell them the sound, then have them practice what they would say first and what they would say second. Have students say the new sounds and the sounds from the previous lesson. Whenever they come to a box around a letter combination, they should say both sounds.

1. Find Activity B. We are going to review a difficult sound.
2. Look at the box. Point to the letters **o - w**. The sound of these letters is usually /ō/. What sound? __ If the word doesn't sound right, try /ou/. What sound? __
3. Let's review. What sound would you try first? (/ō/) What would you try next? (/ou/)

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
4. Point to the first letters in Line 1. What sound? __ Next sound. __ What sound would you try first? __ What sound would you try next? __ Next sound? __
 5. (Continue for all remaining sounds in Lines 1, 2, and 3.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 19.)

i	e	u	a	o
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 19.)

1.	stow	creet	cor	fir
2.	cloist	struc	vi *	low
3.	crow	foun	stay	lope
4.	sau	cu *	daunt	fide

Activity Procedure: Have students say each word part aloud. Remind them to say the name when they see the asterisk. Remind them to say both sounds when they see a box.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"

1. Find Activity D. We are going to practice parts of real words.
2. Line 1. What sound would you try first? (/ō/) What part? (/stō/) What sound would you try next? (/ou/) What part? (/stou/)
3. Next word part. What part? __
4. (For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 20.)

1.	snowflake	cowboy	flounder
2.	shallow	frown	showdown
3.	township	outgrow	showmanship
4.	boatload	rainbow	marshmallow
5.	downhill	stowaway	outstrip

Activity Procedure: Have students underline the vowel sounds, saying the sounds and the word parts to themselves. Have them say the whole word aloud. Remind them to try both sounds when they see an **ow** in the word.



Use Overhead 7: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **snowflake**. Point to each vowel sound.) What sound? What sound? How many vowel sounds? So, how many word parts?
3. Underline the vowel sounds in the each word. Look up when you are done.
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes.
5. Look up here. (Pause.) Line 1. Read the first word to yourself. You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. What word?
6. Next word. (Pause.) What word?
7. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Listen. Change these words to make sense in the sentences.
2. Listen. I read the word 'dō cū ments'. Change the word to make sense in this sentence. 'His briefcase was full of important dō cū ments.' What should the word be? ___
3. (Repeat with the following examples.)

pū blish er Who was the **pū** blish er of the paper?

com plī **cā** ted The math problem had many steps making it very
com plī **cā** ted.

sūb mar īne The **sūb** mar īne went under the water.

prĕd ic tīon The weatherman's **prĕd** ic tīon of rain came true.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 20.)

careful	ful	farmer	er
tailor	or	final	al

1.	a	com	con	dis	pre	re
2.	im	ex	un	per	pro	a
3.	est	ic	ful	or	al	er
4.	ish	ism	less	ate	ness	ist

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words.
- Point to the first word in the first column in the box. The word is **careful**. What word? __ Point to the circled part. The part is /ful/. What part? __
- Point to the next word. The word is **tailor**. What word? __ Point to the circled part. The part is /er/. What part? __
- Point to the next column of words. The first word in that column is **farmer**. What word? __ The part is /er/. What part? __
- (Repeat with **final** and /al/.)
- Point to the second box. It has word parts only. Read the word parts again. First part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-4.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 21.)

1.	abnormal	organism	tremor
2.	dishonor	ungrateful	proposal
3.	unfaithful	respectful	historical
4.	inventor	redeemer	untruthful
5.	personal	stiffest	programmer
6.	exaggerate	bemoan	regretful
7.	energetic	unfortunate	exotic

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 7: Activity H

1. Find Activity H. Circle word parts at the beginning and end of words. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in **abnormal**.) What part? __ What part? __
 What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

Note:

- Remember, the strategy students are learning in this program is a flexible strategy. This means that some words could have a word part either circled or underlined and still lead to a close approximation of the word's pronunciation. For example, in the word **historical**, students could either circle the "or" as a word part they have learned or underline the "or" as a vowel sound they have learned.

When you loop, it might look like this **historical** or like this **historical**.

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 21.)

a.	not normal (line 1)	<u>abnormal</u>
b.	full of respect (line 3)	<u>respectful</u>
c.	a person who invents (line 4)	<u>inventor</u>
d.	full of sorrow and regret (line 6)	<u>regretful</u>

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means 'not normal'? (abnormal)
4. Item b. What word means 'full of respect'? (respectful)
5. Item c. What word means 'a person who invents'? (inventor)
6. Item d. What word means 'full of sorrow and regret'? (regretful)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 21.)

1. historical	2. showmanship
3. downhill	4. ungrateful

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **historical**. Say the parts in **historical** to yourself as you write the word. (Pause and monitor.)
 3. (Write **historical** on the board or overhead transparency.) Check **historical**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **showmanship**. Say the parts in **showmanship** to yourself as you write the word. (Pause and monitor.)
 5. (Write **showmanship** on the board or overhead transparency.) Check **showmanship**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **downhill** and **ungrateful**.)

Lesson 8

Materials Needed:

- Lesson 8 from the *Student Book*
- Overhead Transparency 8
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 8.
2. Listen. (Say the word, pausing completely between the word parts.) hor i zon tal.
What word? __
3. (Repeat with the following examples)

in tro duc tion
es tab lish ment
ac cum u late
re pub li can
ag ri cul ture
char ac ter ist ic

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 22.)

				oo		
			(moon)		(book)	

1.	ow	oa	oi	oo	oy	ee
2.	ou	er	ir	au	ay	oo
3.	a - e	ur	ai	ar	oo	ow

Activity Procedure: In this lesson, students learn the two sounds of a new letter combination. Have students point to the new letter combination. Tell them the sound as it is pronounced in the first key word. Then, tell students that if they try this sound and the word doesn't sound right, to try a second sound. Tell them the sound, then have them practice what they would say first and what they would say second. Have students say the new sounds and the sounds from the previous lesson. Remind them to try both sounds when they see a box.

1. Find Activity B. We are going to learn two sounds for these letters.
2. Look at the box. Point to the letters **o - o**. The sound of these letters is usually / \overline{oo} / as in moon. What sound? __ If the word doesn't sound right, try / \widetilde{oo} / as in book. What sound? __
3. Let's review. What sound would you try first? (/ \overline{oo} /) What would you try next? (/ \widetilde{oo} /)

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"

4. Point to the first letters in Line 1. What sound would you try first? __ What sound would you try next? __ Next sound? __ Next sound? __ What sound would you try first? __ What sound would you try next? __ Next sound? __
5. (Continue for all remaining sounds in Lines 1, 2, and 3.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 22.)

u	e	i	a	o
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 22.)

1.	ploy	wood	lude	stound
2.	draul	perm	lo *	pool
3.	ti *	root	chowd	plore
4.	tron	plaint	tray	duce

Activity Procedure: Have students say each word part aloud.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"

1. Find Activity D. We are going to read parts of words.
2. Line 1. What part? __ Next part. What sound would you try first? (/oo/) What part? (/wood/) What sound would you try next? (/oo/) What part? (/wood/)
3. Next word part. What part? __

(For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 23.)

1.	boomerang	toadstool	loophole
2.	cartoon	shampoo	backwoodsman
3.	lampoon	hoodwink	roommate
4.	toothpick	footprint	tattoo
5.	whirlpool	macaroon	bridegroom

Activity Procedure: Have students underline the vowel sounds, saying the sounds and the word parts to themselves. Have them say the whole word aloud.



Use Overhead 8: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **boomerang**. Point to each vowel sound.) What sound? __ What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
3. Underline the vowel sounds in the each word. Look up when you are done. __
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. __
5. Look up here. (Pause.) Line 1. Read the first word to yourself. __ You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. __ What word? __
6. Next word. (Pause.) What word? __
(Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Make these words into real words. Listen. I read the word 'star **va** tion.' Change the word to make sense in this sentence. 'The people died of star **va** tion.' What should the word be?

2. (Repeat with the following examples.)

ac **ti** vate Sam needs to ac **ti** vate his new cell phone.

prēs crip tion The pharmacist filled the **prēs** crip tion.

mē chan ic Is Julius a **mē** chan ic?

prö **fess** or She works at the university as a prö **fess** or.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 23.)

action	tion	attentive	tive
mission	sion	expensive	sive
million	ion		

1.	com	a	ad	com	pre	ex
2.	en	im	per	in	ab	mis
3.	ism	ist	ic	ion	tive	sion
4.	tion	ful	al	sive	or	ate

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words.
- Point to the first word in the first column in the box. The word is **action**. What word? __ Point to the circled part. The part is /tion/. What part? __
- (Repeat for **mission** and /sion/, and **million** and /ion/.)
- Point to the next column of words. The first word in that column is **attentive**. What word? __ The part is /tive/. What part? __
- (Repeat with **expensive** and /sive/.)
- Point to second column. It has word parts only. Read the word parts again. First part? __ Next part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-4.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 24.)

1.	unintentional	distasteful	deductive
2.	misconception	reestablish	billion
3.	preconception	opinion	conditional
4.	expansive	possession	exhaustive
5.	delightful	protection	external
6.	repulsive	percussion	provisional
7.	complication	adhesion	expressionless

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 8: Activity H

1. Find Activity H. Circle word parts at the beginning and end of words. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here __
(Loop under each word part in **unintentional**.) What part? __ What part? __
What part? __ What part? __ What part? __
(Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

Note:

- Remember, the strategy students are learning in this program is a flexible strategy. This means that some words could be segmented into word parts in more than one way yet still lead to a close approximation of the word's pronunciation. For example, when looping the word **reestablish**, it might look like this

reestablish or like this **reestablish**

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 24.)

a.	done without intention (line 1)	<u>unintentional</u>
b.	full of delight (line 5)	<u>delightful</u>
c.	the act of protecting from harm (line 5)	<u>protection</u>
d.	without expression (line 7)	<u>expressionless</u>

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means 'done without intention'? (unintentional)
4. Item b. What word means 'full of delight'? (delightful)
5. Item c. What word means 'the act of protecting from harm'? (protection)
6. Item d. What word means 'without expression'? (expressionless)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 24.)

1. whirlpool	2. expressionless
3. unintentional	4. roommate

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **whirlpool**. Say the parts in **whirlpool** to yourself as you write the word. (Pause and monitor.)
 3. (Write **whirlpool** on the board or overhead transparency.) Check **whirlpool**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **expressionless**. Say the parts in **expressionless** to yourself as you write the word. (Pause and monitor.)
 5. (Write **expressionless** on the board or overhead transparency.) Check **expressionless**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **unintentional** and **roommate**.)

Lesson 9

Materials Needed:

- Lesson 9 from the *Student Book*
- Overhead Transparency 9
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 9.
2. Listen. (Say the word, pausing completely between the word parts.) dem o crat.
What word? __
3. (Repeat with the following examples)

mis in for ma tion
 pros per i ty
 con fed er ate
 e lec tron ic
 ex ped i tion
 un im por tant ly

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 25.)

		oo		
		(moon)		(book)

1.	ow	oa	ee	au	ur	ai
2.	oo	oi	ar	oy	or	oo
3.	u - e	au	i - e	e - e	er	ow

Activity Procedure: In this lesson, students review the two sounds of the letter combination learned in the previous lesson. Have students point to the new letter combination. Tell them the sound as it is pronounced in the first key word. Then, tell students that if they try this sound and the word doesn't sound right, to try a second sound. Tell them the sound, then have them practice what they would say first and what they would say second. Have students say the new sounds and the sounds from the previous lesson.

1. Find Activity B. We are going to review a difficult sound.
2. Look at the box. Point to the letters **o - o**. The sound of these letters is usually /oo/. What sound? __ If the word doesn't sound right, try /oo/. What sound? __
3. Let's review. What sound would you try first? (/oo/) What would you try next? (/oo/)

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
4. Point to the first letters in Line 1. What sound would you try first? __ What sound would you try next? __ Next sound? __ Next sound? __ (Continue for all remaining sounds in Lines 1, 2, and 3.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 25.)

a	i	u	e	o
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 25.)

1.	foot	vir	part	to *
2.	blow	ize	curd	plot
3.	sault	press	hood	poon
4.	coll	vail	deem	ber

Activity Procedure: Have students say each word part aloud.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
 - Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"
1. Find Activity D. We are going to read parts of words.
 2. Line 1. What sound would you try first? (/oo/) What part? (/foot/) What sound would you try next? (/oo/) What part? (/foot/)
 3. Next word part. What part? __
 4. (For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 26.)

1.	balloon	classroom	raccoon
2.	goose	scrapbook	woodchuck
3.	toothbrush	buffoon	uproot
4.	kangaroo	outlook	girlhood
5.	platoon	rooftop	stateroom

Activity Procedure: Have students underline the vowel sounds, saying the sounds and the word parts to themselves. Have them say the whole word aloud.



Use Overhead 9: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **balloon**. Point to each vowel sound.) What sound? What sound? How many vowel sounds? So, how many word parts?
3. Underline the vowel sounds in each word. Look up when you are done.
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes.
5. Look up here. (Pause.) Line 1. Read the first word to yourself. You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. What word?
6. Next word. (Pause.) What word?
7. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Make these words into real words. Listen. I read the word 'ath **lē** tic'. Change the word to make sense in this sentence. 'The basketball player was very ath **lē** tic.' What should the word be? ___
2. (Repeat with the following examples.)

dēs crip tīve	His writing is very dēs crip tīve.
rě lī gion	Her rě lī gion was Buddhist.
ēm er gen cy	They took him to the ēm er gen cy ward.
or ches trā	I listened to the or ches trā play the symphony.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 26.)

industry	y		military	ary
safely	ly		oddity	ity

1.	com	be	en	a	ab
2.	con	im	dis	per	pre
3.	er	ary	or	y	tive
4.	ion	ity	ly	sion	ary
5.	ic	sive	or	al	ful

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words.
- Point to the first word in the first column in the box. The word is **industry**. What word? __ Point to the circled part. The part is /ē/. What part? __
- (Repeat for **safely** and /ly/.)
- Point to the next column of words. The first word in that column is **military**. What word? __ The part is /ary/. What part? __
- (Repeat with **oddity** and /ity/.)
- Point to second column. It has word parts only. Read the word parts again. First part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __
Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-5.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 27.)

1.	profoundly	absurdity	involuntary
2.	perfectionist	deliberate	collective
3.	liberalism	dictionary	contaminate
4.	incorporate	individuality	disability
5.	gladly	precautionary	personality
6.	independently	offensive	immortality
7.	incentive	confectionary	property

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 9: Activity H

1. Find Activity H. Circle word parts at the beginning and end of words. Look up when you are done. ___
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. ___
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. ___
 (Loop under each word part in **profoundly**.) What part? ___ What part? ___
 What part? ___
 (Run your finger under the whole word.) What word? ___
4. (Repeat with all words in Activity H.)

Note:

- Remember, once the students have learned all the prefixes, they may identify a word part at the beginning of a word two different ways. Whichever way they choose, circling the word part will still lead to a close approximation of the word's pronunciation. For example, when circling word parts for the word **disability** and then looping, the word might look like this

disability or like this **disability**.

ACTIVITY I: **Focus On Meaning** (See the *Student Book*, page 27.)

- | | | |
|----|---|----------------------|
| a. | one who demands perfection (line 2) | <u>perfectionist</u> |
| b. | unique to individual person (line 4) | <u>individuality</u> |
| c. | to do something with gladness or joy (line 5) | <u>gladly</u> |
| d. | causing anger; giving offense (line 6) | <u>offensive</u> |

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means 'one who demands perfection'? (perfectionist)
4. Item b. What word means 'unique to individual person'? (individuality)
5. Item c. What word means 'to do something with gladness or joy'? (gladly)
6. Item d. What word means 'causing anger; giving offense'? (offensive)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 27.)

1. perfectionist	2. toothbrush
3. independently	4. collective

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **perfectionist**. Say the parts in **perfectionist** to yourself as you write the word. (Pause and monitor.)
 3. (Write **perfectionist** on the board or overhead transparency.) Check **perfectionist**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **toothbrush**. Say the parts in **toothbrush** to yourself as you write the word. (Pause and monitor.)
 5. (Write **toothbrush** on the board or overhead transparency.) Check **toothbrush**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **independently** and **collective**.)

Lesson 10

Materials Needed:

- Lesson 10 from the *Student Book*
- Overhead Transparency 10
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 10.
2. Listen. (Say the word, pausing completely between the word parts.)
pro duc tive ness. What word? __
3. (Repeat with the following examples)

ex ca va tion

en thus i as tic

re in force ment

pre par a tor y

ac ci dent al ly

gen er al i za tion

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 28.)

			ea			
		(meat)		(thread)		
1.	oo	ow	ea	ou	oa	oi
2.	ai	au	ir	or	a - e	ee
3.	ea	oy	oo	ea	or	ay
4.	ow	o - e	ir	ar	ea	er

Activity Procedure: In this lesson, students learn the two sounds of a new letter combination. Have students point to it. Tell them the first sound as it is pronounced in the key word. Then, tell students that if they try this sound and the word doesn't sound right, to try a second sound. Tell them the sound, then have them practice what they would say first and what they would say second. Have students say the new sounds and the sounds from the previous lesson.

1. Find Activity B. We are going to learn two sounds for these letters.
2. Look at the box. Point to the letters **e - a**. The sound of these letters is usually /ē/ as in meat. What sound? __ If the word doesn't sound right, try /ě/ as in thread. What sound? __
3. Let's review. What sound would you try first? (/ē/) What would you try next? (/ě/)

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
4. Point to the first letters in Line 1. What sound would you try first? __ What sound would you try next? __ Next sound. What sound would you try first? __ What sound would you try next? __ (Continue for all remaining sounds in Lines 1, 2, 3, and 4.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 28.)

e	o	i	a	u
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity C. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 28.)

1.	head	proof	trate	pow
2.	te *	bean	vant	mead
3.	oid	ped	vout	laun
4.	bard	bide	strain	glam

Activity Procedure: Have students say each word part aloud.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"

1. Find Activity D. We are going to read parts of words.
2. Line 1. What sound would you try first? (/ē/) What part? (/hēd/) What sound would you try next? (/ě/) What part? (/hěd/)
3. Next word part. What sound would you try first? (/ō/) What part? (/pōof/) What sound would you try next? (/ō/) What part? (/pōof/)
4. (For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 29.)

1.	peanut	coffeebean	beard
2.	yearling	steamboat	leather
3.	northeastern	steadfast	widespread
4.	farmstead	fountainhead	seashell
5.	headstrong	meadow	please

Activity Procedure: Have students underline the vowel sounds, saying the sounds and the word parts to themselves. Have them say the whole word aloud.



Use Overhead 10: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **peanut**. Point to each vowel sound.) What sound? What sound? How many vowel sounds? So, how many word parts?
3. Underline the vowel sounds in the each word. Look up when you are done.
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes.
5. Look up here. (Pause.) Line 1. Read the first word to yourself. You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. What word?
6. Next word. (Pause.) What word?
7. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Make these real words. Listen. I read the word 'cour **ā**ge'. Change the word to make sense in this sentence. 'In saving the child, she showed a lot of cour **ā**ge.' What should the word be? __

2. (Repeat with the following examples.)

ă dor **ā** ble Her baby brother was cute and ă dor **ā** ble.

rēm ark able His feats of strength were very **rēm** ark able.

in tel **lī** gent The master chess player was very in tel **lī** gent.

căre ful ly The mother **căre** ful ly picked up her baby.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 29.)

dormant	ant	disturbance	ance
consistent	ent	essence	ence
argument	ment		

1.	ab	con	a	com	en
2.	al	or	ly	sive	ance
3.	tive	ary	ence	ent	ant
4.	ity	ment	y	ion	est
5.	ful	ism	sion	ance	ant

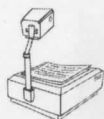
Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words.
- Point to the first word in the first column in the box. The word is **dormant**. What word? __ Point to the circled part. The part is /ant/. What part? __
- (Repeat for **consistent** and /ent/, and **argument** and /ment/.)
- Point to the next column of words. The first word in that column is **disturbance**. What word? __ The part is /ance/. What part? __
- (Repeat with **essence** and /ence/.)
- Point to second column. It has word parts only. Read the word parts again. First part? __ Next part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-5.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 30.)

1.	resentment	disinfectant	advertisement
2.	responsive	permanent	combatant
3.	excitement	disagreement	promotion
4.	compliance	informality	exuberant
5.	importance	insurance	continent
6.	rebellion	admittance	incoherence
7.	inconsistently	incidentally	experience

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 10: Activity H

1. Find Activity H. Circle all of the word parts at the beginning and end of words. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in resentment.) What part? __ What part? __
 What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

Note:

- Remember, the strategy students are learning in this program is a flexible strategy. This means that some words could have a word part circled or underlined yet still lead to a close approximation of the word's pronunciation. For example, in the word **incoherence**, students could either circle the "er" as a word part they have learned or underline the "er" as a vowel sound they have learned.

When you loop, it might look like this incoherence or might look like this incoherence.

ACTIVITY I: **Focus On Meaning** (See the *Student Book*, page 30.)

- | | | |
|----|---|-----------------------|
| a. | an informal or relaxed act (line 4) | <u>informality</u> |
| b. | act of rebelling against authority; uprising (line 6) | <u>rebellion</u> |
| c. | admitting or allowing entry (line 6) | <u>admittance</u> |
| d. | not acting consistently (line 7) | <u>inconsistently</u> |

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means ‘an informal or relaxed act’? (informality)
4. Item b. What word means ‘act of rebelling against authority; uprising’? (rebellion)
5. Item c. What word means ‘admitting or allowing entry’? (admittance)
6. Item d. What word means ‘not acting consistently’? (inconsistently)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 30.)

1. disagreement	2. coffeebean
3. informality	4. advertisement

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **disagreement**. Say the parts in **disagreement** to yourself as you write the word. (Pause and monitor.)
 3. (Write **disagreement** on the board or overhead transparency.) Check **disagreement**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **coffeebean**. Say the parts in **coffeebean** to yourself as you write the word. (Pause and monitor.)
 5. (Write **coffeebean** on the board or overhead transparency.) Check **coffeebean**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **informality** and **advertisement**.)

Lesson 11

Materials Needed:

- Lesson 11 from the *Student Book*
- Overhead Transparency 11
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 11.
2. Listen. (Say the word, pausing completely between the word parts.) in cen tive.
What word? __
3. (Repeat with the following examples)

re ac tion ar y
glor i ous ly
con tin u ous ly
un con scious ness
in com bust i ble
un con ven tion al i ty

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 31.)

		ea				
		(meat)		(thread)		

1.	oo	ea	ow	ee	er	ai
2.	au	ay	e - e	oy	ea	ur
3.	oa	i - e	ir	ea	ar	oi
4.	ow	ur	ea	oo	oi	au

Activity Procedure: In this lesson, students review the two sounds of the new letter combination learned in the previous lesson. Have students point to it. Tell them the first sound as it is pronounced in the key word. Then, tell students that if they try this sound and the word doesn't sound right, to try a second sound. Tell them the sound, then have them practice what they would say first and what they would say second. Have students say the new sounds and the sounds from the previous lesson.

1. Find Activity B. We are going to review a difficult sound.
2. Look at the box. Point to the letters **e - a**. The sound of these letters is usually /ē/. What sound? __ If the word doesn't sound right, try /ě/. What sound? __
3. Let's review. What sound would you try first? (/ē/) What would you try next? (/ě/)

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
4. Point to the first letters in Line 1. What sound would you try first? __ What sound would you try next? __ Next letters. What sound would you try first? __ What sound would you try next? __ (Continue for all remaining sounds in Lines 1, 2, 3, and 4.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 31.)

e	u	o	i	a
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity C. When you see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

start used
on lines per 3

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 31.)

1.	plor	hist	feath	cul
2.	read	gain	drift	bute
3.	pede	gart	ne *	stead
4.	ro *	story	caust	cen

Activity Procedure: Have students say each word part aloud.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"

1. Find Activity D. We are going to read parts of words.
2. Line 1. What part? __
3. Next word part. What part? __
4. (For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 32.)

1.	earshot	bread	breakfast
2.	feather	letterhead	streamline
3.	readership	blockhead	jetstream
4.	seamstress	streambed	moonbeam
5.	meant	threadbare	headboard

Activity Procedure: Have students underline the vowel sounds, saying the sounds and the word parts to themselves. Have them say the whole word aloud.



Use Overhead 11: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **earshot**. Point to each vowel sound.) What sound? ___ What sound? ___ How many vowel sounds? ___ So, how many word parts? ___
3. Underline the vowel sounds in the each word. Look up when you are done. ___
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. ___
5. Look up here. (Pause.) Line 1. Read the first word to yourself. ___ You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. ___ What word? ___
6. Next word. (Pause.) What word? ___
7. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Make these real words. Listen. I read the word 'ad van **tage**'. Change the word to make sense in this sentence. 'Living near a pool is a real ad van **tage**.' What should the word be? __

2. (Repeat with the following examples.)

dē mon stra tion They went to watch the cooking **dē** mon stra tion.

im mā **ture** He acted young and very im mā **ture**.

prōp el lers The small airplane had two **prōp** el lers.

cōn sid er **able** It was a cōn sid er **able** distance to the highway.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 32.)

nerv <u>ous</u>	ous	spec <u>ial</u>	cial
prec <u>ious</u>	ci <u>ous</u>	part <u>ial</u>	tial
caut <u>ious</u>	tious		

Redo w/ par 3

1.	im	a	com	con	en
2.	tive	ous	ion	or	y
3.	ary	tial	tious	ist	al
4.	ance	ment	ent	ly	ity
5.	ant	cial	ci <u>ous</u>	tion	sive

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words.
- Point to the first word in the first column in the box. The word is **nervous**. What word? __ Point to the circled part. The part is /ous/. What part? __
- (Repeat for **precious** and /cious/, and **cautious** and /tious/.)
- Point to the next column of words. The first word in that column is **special**. What word? __ The part is /cial/. What part? __
- (Repeat with **partial** and /tial/.)
- Point to second column. It has word parts only. Read the word parts again. First part? __ Next part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-5.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 33.)

1.	tremendous	judicial	vicious
2.	spacious	social	substantial
3.	entertainment	marvelous	glacial
4.	compulsion	racial	initial
5.	pretentious	excessive	inconclusive
6.	continuous	gracious	indecision
7.	official	robbery	delicious

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 11: Activity H

1. Find Activity H. Circle all of the word parts at the beginning and end of words. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in **tremendous**.) What part? __ What part? __
 What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 33.)

- | | | |
|----|--|-----------------|
| a. | having much space (line 2) | <u>spacious</u> |
| b. | produced by ice or glaciers (line 3) | <u>glacial</u> |
| c. | full of grace and kindness (line 6) | <u>gracious</u> |
| d. | of or relating to a public office (line 7) | <u>official</u> |

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means ‘having much space’? (spacious)
4. Item b. What word means ‘produced by ice or glaciers’? (glacial)
5. Item c. What word means ‘full of grace and kindness’? (gracious)
6. Item d. What word means ‘of or relating to a public office’? (official)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 33.)

1. continuous	2. official
3. spacious	4. entertainment

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **continuous**. Say the parts in **continuous** to yourself as you write the word. (Pause and monitor.)
 3. (Write **continuous** on the board or overhead transparency.) Check **continuous**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **official**. Say the parts in **official** to yourself as you write the word. (Pause and monitor.)
 5. (Write **official** on the board or overhead transparency.) Check **official**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **spacious** and **entertainment**.)

Lesson 12**Materials Needed:**

- Lesson 12 from the *Student Book*
- Overhead Transparency 12
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

ACTIVITY A: Oral Activity—Blending Word Parts Into Words

Activity Procedure: Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 12.
2. Listen. (Say the word, pausing completely between the word parts.)
dis ad vant age. What word? __
3. (Repeat with the following examples)

un pre dict a bly
ir re vers ib le
hom e o sta sis
va por i za tion
psy cho log i cal ly
un char ac ter ist i cal ly

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 34.)

1.	oo	ea	oi	ow	er	ou
2.	oy	au	i - e	oa	ay	ir
3.	u - e	or	ou	ee	oo	ai
4.	ur	ar	ow	ea	au	o - e

Activity Procedure: In this lesson, students review letter combinations learned in the first eleven lessons. Have students say the sounds. When the letter combination has a box around it, ask students to tell you both sounds.

1. Find Activity B. We are going to review sounds.
2. Point to the first letters in Line 1. What sound would you try first? __ What sound would you try next? __ Next letters. What sound would you try first? __ What sound would you try next? __ Next sound? __
3. (Repeat for all remaining sounds in Lines 1, 2, 3, and 4.)

ACTIVITY C: **Vowel Conversions** (See the *Student Book*, page 34.)

a	i	e	u	o
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity C. When you see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __
7. First letter again. What sound? __ What name? __
8. Next letter. What sound? __ What name? __
9. (Repeat step 8 for remaining vowels.)

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 34.)

1.	thread	nore	ceal	ceed
2.	town	pun	pell	board
3.	cau	glor	na *	claim
4.	zoid	bount	gard	marv

Activity Procedure: Have students say each word part aloud.

Notes:

- On words with an asterisk under the vowel letter, tell the students to say the name. Ask: "What name?"
- Whenever you come to a word in a box, ask "What sound would you try first? What part? What sound would you try next? What part?"

1. Find Activity D. We are going to read parts of words.
2. Line 1. What sound would you try first? (/ē/) What part? (/thrēd/) What sound would you try next? (/ě/) What part? (/thrěd/)
3. Next word part. What part? __
4. (For each remaining word part, ask "What part?" or "What sound would you try first? What part? What sound would you try next? What part?" or "What name? What part?")

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 35.)

1.	waiter	daunt	monorail *
2.	prime-time	sidetrack	oilcloth
3.	torpedo * *	solitude	cockroach
4.	magnet	downstream	milkmaid
5.	marketplace	closet	bookcase

Activity Procedure: Have students underline the vowel sounds, saying the sounds and the word parts to themselves. Have them say the whole word aloud.



Use Overhead 12: Activity E

1. Find Activity E. Listen. What does each word part have? (one vowel sound)
2. Watch. (Cover all lines on the overhead transparency except the first word. Underline the vowel sounds in **waiter**. Point to each vowel sound.) What sound? __ What sound? __ How many vowel sounds? __ So, how many word parts? __
3. Underline the vowel sounds in each word. Look up when you are done. __
4. (Show the rest of the overhead transparency.) Now check to see if you underlined all the vowel sounds. Fix any mistakes. __
5. Look up here. (Pause.) Line 1. Read the first word to yourself. __ You may have to try both sounds for some vowels. Put your thumb up when you can say a real word. __ What word? __
6. Next word. (Pause.) What word? __
7. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

Activity Procedure: Pronounce the word incorrectly as shown. When saying the sentence, continue to mispronounce the word. Then, ask students to make the word into a real word.

1. Make these real words. Listen. I read the word 'dis **pōs** able'. Change the word to make sense in this sentence. 'The baby's diapers are dis **pōs** able.' What should the word be? __

2. (Repeat with the following examples.)

in dis **pēns** able His advice was important and in dis **pēns** able.

in **căp** able The bird's injury left it in **căp** able of flying.

un bear **āble** It hurt so much the pain was un bear **āble**

star **vă** tion Many people died of star **vă** tion.

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 35.)

courage	age	disposable	able
picture	ture	reversible	ible
		cradle	le

1.	per	a	con	com	ex
2.	ous	able	ment	le	ent
3.	al	age	ture	cious	tial
4.	ion	ible	y	ance	or
5.	ity	ary	ence	ant	ment

Activity Procedure: Tell students the words, then the circled word parts. Have students repeat the words and word parts. Then, have students practice saying the new and previously-learned word parts.

- Find Activity G. Now, we are going to read word parts that come at the end of words.
- Point to the first word in the first column in the box. The word is **courage**. What word? __ Point to the circled part. The part is /age/. What part? __
- (Repeat for **picture** and /ture/.)
- Point to the next column of words. The first word in that column is **disposable**. What word? __ The part is /able/. What part? __
- (Repeat with **reversible** and /ible/, and **cradle** and /le/.)
- Point to second column. It has word parts only. Read the word parts again. First part? __ Next part? __
- Point to the last column of word parts. First part? __ Next part? __ Next part? __
- Point to the first word part in Line 1. What part? __ Next part? __ Next part? __ Next part? __
- (Repeat for word parts in Lines 2-5.)

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 36.)

1.	average	incombustible	inflexible
2.	conjecture	feeble	uncomfortable
3.	advisable	premature	mishandle
4.	predictable	adorable	inexhaustible
5.	nature	competition	incapable
6.	culinary	disadvantage	descriptive
7.	dependence	unobtrusive	unconventionality

Activity Procedure: Have students find word parts practiced in the previous activity and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.



Use Overhead 12: Activity H

1. Find Activity H. Circle all of the word parts at the beginning and end of words. Look up when you are done. __
2. (Show the overhead transparency.) Now check to see if you circled all the parts at the beginning and end of words. Fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word of Line 1.) Look up here. __
 (Loop under each word part in average.) What part? __ What part? __
 What part? __
 (Run your finger under the whole word.) What word? __
4. (Repeat with all words in Activity H.)

ACTIVITY I: **Focus on Meaning** (See the *Student Book*, page 36.)

- | | | |
|----|---|--------------------------|
| a. | cannot flex or be bent; stiff (line 1) | <u>inflexible</u> |
| b. | easily foreseen or predicted (line 4) | <u>predictable</u> |
| c. | worthy of being adored, delightful (line 4) | <u>adorable</u> |
| d. | being unconventional or different (line 7) | <u>unconventionality</u> |

Activity Procedure: Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

1. Find Activity I.
2. Complete items **a - d**. Look up when you are done. (Pause.) Check your work. Fix any mistakes. __
3. Item a. What word means 'cannot flex or be bent; stiff'? (inflexible)
4. Item b. What word means 'easily foreseen or predicted'? (predictable)
5. Item c. What word means 'worthy of being adored, delightful'? (adorable)
6. Item d. What word means 'being unconventional or different'? (unconventionality)

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 36.)

1. adorable	2. prime-time
3. uncomfortable	4. unconventionality

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **adorable**. Say the parts in **adorable** to yourself as you write the word. (Pause and monitor.)
 3. (Write **adorable** on the board or overhead transparency.) Check **adorable**. If you misspelled it, cross it out and write it correctly.
 4. The second word is **prime-time**. Say the parts in **prime-time** to yourself as you write the word. (Pause and monitor.)
 5. (Write **prime-time** on the board or overhead transparency.) Check **prime-time**. If you misspelled it, cross it out and write it correctly.
 6. (Repeat the procedures for the words **uncomfortable** and **unconventionality**.)

Transition Note:

- By completing Lessons 1-12, your students have finished learning the preskills needed to attack longer words. In the next set of lessons, Lessons 13-20, students will use those preskills to figure out longer words. They will read these words in lists, in sentences, and in grade-level passages.
- A word of warning: Lessons 13-20 may take longer to complete, depending on how fluent your students are with using the preskills to figure out longer words. Your students may also find these lessons to be more difficult than the lessons they just completed.
- Remember that the strategy they have learned is a flexible strategy. This means that some words could be segmented into word parts in more than one way yet still lead to a close approximation of the word's pronunciation. On the overheads, we have tried to note words where this might be the case, but we are sure that you and your students will find others.

Lesson 13

Materials Needed:

- Lesson 13 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 13 and 14
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 37.)

1.	oa	ay	oo	ee	a - e	er
2.	or	oy	ir	i - e	ar	ou
3.	au	oi	or	e - e	ur	ow

Activity Procedure: In this activity, students review letter combinations learned in the first twelve lessons. Have students say the sounds. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. What sound? __ Next sound? __
 3. (For oo) What sound would you try first? __ What sound would you try next? __ Next sound? __ Next sound? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 37.)

i	e	a	o	u
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Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 37.)

1.	un	ab	dis	com	im
2.	be	con	pro	a	en
3.	age	able	le	cial	ent
4.	ence	al	sion	ant	ary
5.	ity	sive	ous	ment	ly

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words. First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 38.)

1.	propeller	construction
2.	infection	suddenness
3.	befuddle	instruction
4.	exterminate	commitment

Activity Procedure: In this activity, students practice using all the skills learned in the first twelve lessons for figuring out longer words. First, show students how to use the strategy. Then, work with students to apply the strategy to all the words in this activity. Ask students if there are word parts at the beginning and end of the word, then circle them. Underline the vowel sounds and have students say the sounds. Finally, have students say the word, part by part, and then as a whole word.



Use Overhead 13: Activity D

Note:

- Read this lesson *carefully* before you teach.

1. Find Activity D.
2. Today we are going to learn a strategy for figuring out longer words. This strategy uses all the skills you have learned in the first twelve lessons.
3. Look up here. Watch me use the strategy. (Point to the word **propeller**.)
4. First, I circle word parts at the beginning and end of the word. (Circle **pro** and **er**. Point to each part and ask ...) What part? What part?
5. Next, I underline the vowel sounds in the rest of the word. (Underline **e** in **pell**. Point to the vowel and ask ...) What sound?
6. Next, I say the parts in the word. (Loop under each part and say the parts.)
pro pell er
7. Next, we say the whole word. It must be a real word. What word?
8. (Repeat these procedures with **construction**.)
9. Let's read some more words.

Note:

- Use the following procedures for the remaining words.

10. (Point to the word.) Is there a word part at the beginning of this word? __ (If the answer is yes, circle the word part and ask ...) What part? __
11. Is there a word part at the end of this word? __ (If the answer is yes, circle the word part and ask ...) What part? __
12. (Underline the vowel sounds in the rest of the word and ask ...) What sound? __
13. Say the word by parts. (Loop under each of the parts and ask ...) What part? __
What part? __ What part? __
14. (Run your finger under the whole word.) What word? __
15. (Repeat steps 10-14 with each remaining word in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Strategy Practice** (See the *Student Book*, page 38.)

1.	expansion	unspeakable
2.	container	effective
3.	performance	consultant
4.	reunion	fraction
5.	furnish	inartistic

Activity Procedure: In this activity, students practice using the strategy themselves for figuring out longer words. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Assist students in checking their work, then reading each word, first part by part, and then as a whole word.



Use Overhead 13: Activity E

1. Find Activity E.
2. Now it's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) Look up here. __
 (Loop under each word part in the first word.) What part? __ What part? __
 What part? __
 (Run your finger under the whole word.) What word? __
5. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Spelling Dictation** (See the *Student Book*, page 39.)

1. effective	2. infection
3. commitment	4. expansion

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity F.
2. The first word is **effective**. Say the parts in **effective** to yourself as you write the word. (Pause and monitor.)
3. (Write **effective** on the board or overhead transparency.) Check **effective**. If you misspelled it, cross it out and write it correctly.
4. The second word is **infection**. Say the parts in **infection** to yourself as you write the word. (Pause and monitor.)
5. (Write **infection** on the board or overhead transparency.) Check **infection**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **commitment** and **expansion**.)

ACTIVITY G: **Sentence Reading** (See the *Student Book*, page 39.)

1. The performance was very artistic.
2. Our new plane propeller is very effective.
3. The cruel words in the letter were unspeakable.
4. When construction is finished, we can furnish the house.
5. Everyone is sick because the infection spread.
6. Did you make a commitment to finish the work?
7. Can you exterminate the ants before they eat all the food?
8. The food consultant will help the people plan their dinner.
9. The man gave them instructions about how to furnish their house.
10. The container leaked; it was not effective for holding water.
11. The awful painting was completed by an inartistic person.
12. The new construction will result in expansion of the school.

Activity Procedure: In this activity, students use the strategy for figuring out longer words in the context of sentences that contain words they have already practiced. Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity G. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time for each sentence.)

ACTIVITY H: **Passage Preparation** (See the *Student Book*, page 40.)**Part 1—Tell**

- | | | |
|----|-----------|-----------|
| 1. | although | believed |
| 2. | justice | Europeans |
| 3. | Christian | language |

Part 2—Strategy Practice

- | | | |
|----|-------------------------|---------------------------------|
| 1. | escape | profitable |
| 2. | indenture
indentured | colony
colonies
colonists |
| 3. | racism | superior |
| 4. | inferior | marketplace |
| 5. | Middle Passage | plantation |

Activity Procedure: In this activity, students practice difficult words that will be contained in the paragraphs in the next activity. Because the first set of words is difficult to read using the part-by-part strategy, tell students the words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 14: Activity H

Part 1—Tell

- At the end of Lessons 13-20, you will be applying your word reading strategy to passages taken from science, social studies, or health textbooks. Content area textbooks contain many longer words that often hold the key to understanding the passage.
- (Show overhead transparency.) Before we read the first passage, let's read the difficult words. (Point to **although**.) The first word is **although**. What word? __
- (Point to **believed**.) The next word is **believed**. What word? __
- (Pronounce each of the words in Part 1 and have students repeat them.)

5. Find Part 1 in your *Student Book*. Let's read the words again. Say the words in Line 1. ___ Say the words in Line 2. ___ Say the words in Line 3. ___

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. ___
2. (Show the overhead transparency.) Now check and fix up any mistakes. ___
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) Look up here. ___
(Loop under each word part in escape.) What part? ___ What part? ___
(Run your finger under the whole word.) What word? ___
4. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY I: **Passage Reading** (See the *Student Book*, pages 40 and 41.)**“Growth of Slavery”**

9 Tidewater planters needed many workers to make their land
 21 profitable. At first, they tried to make Indians work the land. Or
 30 they brought indentured servants from England. By the late
 39 1600s, however, planters were buying large numbers of African
 49 slaves. Although people in other colonies owned some slaves, most
 slaves lived in the South. (#1)

54 Why did southern planters turn to African slave labor? The
 64 English saw how slave labor earned profits for the Spanish
 74 colonists. Planters believed that Africans were used to warm
 83 climates. Then, too, it was hard for blacks to escape because their
 95 skin color made it easy to find them. Unlike the Indians, Africans
 107 did not know the forests of North America. (#2)

115 Planters preferred slaves to indentured servants because
 122 buying a slave was a one-time expense. Indentured servants
 132 could leave after they completed their years of service. But
 142 planters owned and controlled their slaves as well as their slaves’
 153 children forever. Colonists passed slave codes, or laws that
 162 controlled the behavior of slaves and denied them basic rights.
 172 Slaves were seen as property, not as human beings. (#3)

181 Most English colonists accepted slavery. They did not
 189 question the justice of owning slaves because of racism. Racism is
 200 the belief that one race is superior to another. White Europeans
 211 believed that black Africans were inferior to them. They claimed
 221 to be helping their slaves by teaching them Christian beliefs. A
 232 few colonists, however, protested that slavery was unjust. (#4)

240 During the 1700s, the slave trade grew into a major
 250 business. White slave traders built forts on the African coast.
 260 They offered guns and other goods to African rulers who brought
 271 slaves to the coast. Slaves were forced on board ships and packed
 283 into small spaces below decks with hardly enough room to sit up.
 295 Often, they were chained together two by two. Once or twice a
 307 day, they were taken up on deck to eat and exercise. (#5)

318 Some Africans fought for their freedom during the trip.
 327 Others refused to eat. But sailors pried open their mouths and
 338 forced them to swallow food. Still others leaped overboard. They
 348 chose to die rather than to live as slaves. Many died of diseases
 361 that spread quickly in the hot, filthy air below deck. (#6)

<p>371 382 390 399 409 419 426</p>	<p>The horrible trip from Africa to the Americas was called the Middle Passage. When slave ships reached American ports, captains sold their human cargo in the marketplace. Planters inspected the slaves to find healthy, strong workers. On the plantation, slaves had to adjust to a strange language and <u>culture</u>—and to a life without freedom. (#7)</p> <p style="text-align: right;">From <i>The American Nation</i> by John Garraty. © 1994 by Prentice Hall. Used by permission.</p>
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- | | |
|--|---|
| <p>A. <input type="checkbox"/></p> <p>B. <input type="checkbox"/></p> <p>C. <input type="checkbox"/></p> | <p>Total number of words read</p> <p>Total number of underlined words (mistakes)</p> <p>Total number of words read correctly</p> |
|--|---|

Activity Procedure: In this activity, students read passages containing words they practiced in the previous activity. Reading these passages gives students the opportunity to practice using their strategy for figuring out longer words. In addition, it gives students an opportunity to work on rate development, that is, building fluency while reading difficult passages. Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students count the total number of words read and the number of words missed and subtract to find the number of words read correctly. You may also wish to have students graph their daily fluency.

Find Activity I. Today's article comes from a social studies textbook. The article is about slavery in America in the 1600s and 1700s. Read the title with me. "Growth of Slavery."

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. **What three groups of workers did planters use on their farms in America?** (Indians, whom we now call Native Americans, indentured servants from England, and African slaves.)
2. **What were three reasons that the English southern planters used Africans for their slave labor?** (It was working for the Spanish colonists, Africans were used to warm weather, hard for blacks to escape.)

3. What were three differences between indentured servants and slaves? (Indentured servants could leave after their years of service, planters owned slaves and their children forever; laws controlled slaves and denied them basic rights; slaves were seen as property, not human beings.)
4. What reasons would planters use to explain why it was acceptable to have slaves? (White Europeans were superior to black Africans; they were helping slaves by teaching them Christian beliefs.) Did everyone agree with them? (No, some colonists thought slavery was unjust.)
5. The slaves passage to America in boats was horrible. How were they treated on the ships? (They were packed into small spaces with hardly any room to sit up, chained together two by two, and only taken up on deck once a day to eat and exercise.)
6. What were three ways that slaves died on the ships during their trip to America? (From not eating, from jumping overboard, and from disease.)
7. The text says the slaves were doomed to a life without freedom. What evidence in this paragraph supports that statement? (The slaves were sold so they were owned by somebody and they had to live a life they weren't used to.)

Passage Reading—Fluency

1. It is important that you read textbooks accurately. However, it is also important that you can read the material quickly. What are some benefits of reading quickly? __ (Call on individual students.)
2. In each of the remaining lessons, we will work to increase your reading fluency. First, you will practice reading the passage. Then, your partner will listen to you read.
3. Find the beginning of the article. Get ready for your first practice. I want you to whisper-read so that I can hear you when I am close, but you will not disturb your neighbors. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
4. Let's practice again. Return to the beginning of the article. __ Remember to whisper-read. See if you can read more words. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
5. Please exchange books with your partner. __ Partner 1, you are going to read first. Partner 2, you are going to listen carefully to your partner. If your partner makes a mistake or leaves out a word, underline the word. Ones, get ready to read quietly to your partner. Begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
6. Partner 2, you are going to read next. Partner 1, listen carefully to your partner. If your partner makes a mistake or leaves out a word, underline the word. Twos, get ready to read quietly to your partner. Begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __

7. Please return your partner's book. __ Let's figure out the total number of words you read. Find the line containing the last word that you read. __ Now, find the number at the beginning of that line. __ Start with that number and count on until you get to your last word. __ Write that number in Box A at the end of the article. __
8. Now, go back and count the number of words you missed. These words are underlined. __ Write that number in Box B. __
9. Please subtract to determine the number of words that you read correctly in one minute. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 14

Materials Needed:

- Lesson 14 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 15 and 16
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 42.)

1.	au	ee	a - e	ou	i - e	oo
2.	er	or	oa	oy	ay	ur
3.	ow	oi	ai	ir	ea	e - e

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __ Next sound? __ Next sound? __
 3. (For oo) What sound would you try first? __ What sound would you try next? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 42.)

e	o	i	u	a
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 42.)

1.	en	con	re	un	pre
2.	ab	ex	mis	de	a
3.	ness	er	ity	ism	ary
4.	ish	ture	tious	tion	ate
5.	al	tive	ent	ance	able

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 43.)

1.	commander	invention
2.	saintly	indifferent
3.	consolidate	adventure
4.	redecorate	projector

Activity Procedure: Work with students to apply the strategy for figuring out longer words to all words in this activity. Ask students if there are word parts at the beginning and end of the word, then circle them. Underline the vowel sounds and have students say the sounds. Then, have students say the word, first part by part, and then as a whole word.



Use Overhead 15: Activity D

1. Find Activity D.
2. Today we are going to practice the strategy for figuring out longer words.
3. Look up here. Watch me use the strategy. (Point to the word **commander**.)
4. First, I circle word parts at the beginning and end of the word. (Circle **com** and **er**. Point to each part and ask ...) What part? ___ What part? ___
5. Next, I underline the vowel sounds in the rest of the word. (Underline **a** in **man**. Point to the vowel and ask ...) What sound? ___
6. Next, I say the parts in the word. (Loop under each part and say the parts.)
com mand er
7. Next, we say the whole word. It must be a real word. What word? ___
8. (Repeat these procedures with **invention**.)
9. Let's read some more words.

Note:

- Use the following procedures for the remaining words.
10. (Point to the word.) Is there a word part at the beginning of this word? ___ (If the answer is yes, circle the word part and ask ...) What part? ___
 11. Is there a word part at the end of this word? ___ (If the answer is yes, circle the word part and ask ...) What part? ___
 12. (Underline the vowel sounds in rest of the word and ask ...) What sound? ___

13. Say the word by parts. (Loop under each of the parts and ask ...) What part? __
What part? __ What part? __
14. (Run your finger under the whole word.) What word? __
15. (Repeat steps 10-14 with each remaining word in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Strategy Practice** (See the *Student Book*, page 43.)

1.	redundant	defensive
2.	proclaim	investment
3.	informative	concealment
4.	remission	fundamentally
5.	deliverance	determination

Activity Procedure: Have students circle word parts at the beginning and end of words and underline the vowel sounds. Assist students in checking their work, then reading each word, first part by part, and then as a whole word.



Use Overhead 15: Activity E

1. Find Activity E.
2. Now it's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) Look up here. __
(Loop under each word part in **redundant**.) What part? __ What part? __
What part? __
(Run your finger under the whole word.) What word? __
5. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 43.)

1.	unspeakable	commitment
2.	effective	befuddle
3.	inartistic	exterminate
4.	fraction	propeller
5.	reunion	performance

Activity Procedure: In this activity, students review words they have already practiced in previous lessons. Because they have seen these words before, this activity gives them the opportunity to practice applying the strategy for longer words a little faster and without overt prompting from the teacher. Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Say the word to yourself. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil to circle word parts and underline vowel sounds. Put up your thumb when you can say the word. __ (Pause and monitor.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 44.)

1. determination	2. investment
3. exterminate	4. redundant

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **determination**. Say the parts in **determination** to yourself as you write the word. (Pause and monitor.)
3. (Write **determination** on the board or overhead transparency.) Check **determination**. If you misspelled it, cross it out and write it correctly.
4. The second word is **investment**. Say the parts in **investment** to yourself as you write the word. (Pause and monitor.)
5. (Write **investment** on the board or overhead transparency.) Check **investment**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **exterminate** and **redundant**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 44.)

1. Will you redecorate the house with new furnishings?
2. The book about engines was very informative.
3. Though Jane liked to paint, she was quite inartistic.
4. The commander who kept us fighting had great determination.
5. It would be a good investment to redecorate.
6. The defensive backs on the football team are explosive.
7. The invention will make the movie projector better.
8. Saying it over again is redundant.
9. The saintly commander helped the people find food.
10. What did the consultant proclaim he would accomplish?
11. Can you consolidate the cups into one container?
12. The colonists faced many dangerous adventures.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time for each sentence.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 45.)**Part 1—Tell**

- | | | |
|----|------------|---------|
| 1. | liquid | notice |
| 2. | surface | reduced |
| 3. | kilometers | process |

Part 2—Strategy Practice

- | | | |
|----|--------------|-------------------------|
| 1. | vaporization | evaporate
evaporated |
| 2. | evaporation | perspiration |
| 3. | strenuous | particle
particles |
| 4. | ordinary | temperature |
| 5. | conditions | altitudes |

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 16: Activity I

- At the end of the lesson, you will be applying your reading strategy to a passage taken from a science book.

Part 1—Tell

- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **liquid**.) The first word is **liquid**. What word? __
- (Point to **notice**.) The next word is **notice**. What word? __
- (Pronounce each of the words in Part 1 and have students repeat them.)
- Find Part 1 in your book. Let's read the words again. Say the words in Line 1. __ Say the words in Line 2. __ Say the words in Line 3. __

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
2. (Show the overhead transparency.) Now check and fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) **Look up here.** __
(Loop under each word part in vaporization.) What part? __ What part? __
What part? __ What part? __ What part? __
(Run your finger under the whole word.) What word? __
4. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 45 and 46.)**“Liquid-Gas Phase Changes”**

12 Have you ever left a glass of water standing on the kitchen
 24 counter overnight? If so, did you notice that the water level was
 36 lower the next morning? Some of the liquid in the glass changed
 48 phase and became a gas. The gas then escaped into the air. (#1)

61 The change of a substance from a liquid to a gas is called
 70 vaporization. During this process, particles in a liquid absorb
 80 enough heat energy to escape from the liquid phase. If
 92 vaporization takes place at the surface of the liquid, the process is
 104 called evaporation. So some of the water you left in the glass
 106 overnight evaporated. (#2)

116 Evaporation is often thought of as a cooling process. Does
 127 this sound strange to you? Think for a moment about perspiration
 138 on the surface of your skin. As the water in perspiration
 148 evaporates, it absorbs and carries away heat energy from your
 162 body. In this way, your body is cooled. Can you explain why it is
 175 important for you to sweat on a hot day or after you perform
 177 strenuous exercise? (#3)

189 Vaporization does not occur only at the surface of a liquid. If
 199 enough heat energy is supplied, particles inside the liquid can
 212 change to a gas. These particles travel to the surface of the liquid
 223 and then into the air. This process is called boiling. The
 235 temperature at which a liquid boils is called its boiling point. The
 246 boiling point of water under normal conditions at sea level is
 259 100°C. The boiling point of table salt is 1413°C, and that of a
 262 diamond is 4827°C! (#4)

275 The boiling point of a liquid is related to the pressure of the
 287 air above it. Since the gas particles must escape from the surface
 299 of the liquid, they need to have enough “push” to equal the
 312 “push” of the air pressing down. So the lower the air pressure (the
 324 less the “push” of the air pressing down), the more easily the
 336 bubbles of gas can form within the liquid and then escape. Thus,
 344 lowering the air pressure lowers the boiling point. (#5)

355 At high altitudes, air pressure is much lower, and so the
 366 boiling point is reduced. If you could go many kilometers above
 379 the Earth’s surface, the pressure of the air would be so low that
 389 you could boil water at ordinary room temperature! However, this
 401 boiling water would be cool. You would not be able to cook
 414 anything in this water. For it is the heat in boiling water that
 421 cooks food, not simply the boiling process. (#6)

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A.	<input type="text"/>	Total number of words read
B.	<input type="text"/>	Total number of underlined words (mistakes)
C.	<input type="text"/>	Total number of words read correctly

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students count the total number of words read and the number of words missed and subtract to find the number of words read correctly. You may also wish to have students graph their daily fluency.

Find Activity J. Today's article comes from a science textbook. The article is about liquids changing into gases. Read the title with me. "Liquid-Gas Phase Changes."

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

- Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.
- Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.
- Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.
- Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. If you noticed the water level in a glass being lower the next morning, what happened to the missing water? (It turned into a gas and escaped into the air.)
2. What is it called when a liquid such as water changes into a gas? (vaporization) And when the vaporization happens on the surface of the liquid, what do you call it? (evaporation)
3. So why is perspiration on a hot day or after you exercise important? (Because it helps you cool off.)
4. Sometimes vaporization does not occur on the surface of the liquid but inside it. So what is happening inside the liquid when it reaches its boiling point? (Particles inside the liquid are changing to a gas, bubbling to the surface and then into the air.)
5. When the gas bubbles to the surface and then into the air, it pushes against the air above it. If the air pressure pushing down is lower, what effect does that have on the boiling liquid? (The liquid can change to gas more easily, so the boiling point is lower.)
6. At high altitudes, the air pressure is lower and the boiling point is lower. What are two things that are different about having boiling water at high altitude? (The boiling water is cool; you couldn't cook with this boiling water.)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Get ready for your first practice. I want you to whisper-read so that I can hear you when I am close, but you will not disturb your neighbors. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Return to the beginning of the article. Remember to whisper-read. See if you can read more words. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 2, you are going to read first. Partner 1, you are going to listen carefully to your partner. If your partner makes a mistake or leaves out a word, underline the word. Twos, get ready to read quietly to your partner. Begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __

5. Partner 1, you are going to read next. Partner 2, listen carefully to your partner. If your partner makes a mistake or leaves out a word, underline the word. Ones, get ready to read quietly to your partner. Begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
6. Please return your partner's book. __ Let's figure out the total number of words you read. Find the line containing the last word that you read. __ Now, find the number at the beginning of that line. __ Start with that number and count on until you get to your last word. __ Write that number in Box A at the end of the article. __
7. Now, go back and count the number of words you missed. These words are underlined. __ Write that number in Box B. __
8. Please subtract to determine the number of words that you read correctly in one minute. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 15

Materials Needed:

- Lesson 15 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 17 and 18
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 47.)

1.	ea	oi	oy	oa	ee	a - e
2.	oo	ur	ai	ow	i - e	o - e
3.	ow	oi	ai	ir	ea	e - e

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. (For **ea**) What sound would you try first? __
What sound would you try next? __
 3. Next sound? __ Next sound? __ Next sound? __ Next sound? __ Next sound? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 47.)

a	e	i	o	u
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 47.)

1.	in	dis	per	im	re
2.	con	un	en	de	com
3.	ful	sion	ly	ture	ant
4.	tial	ible	le	ence	y
5.	cial	al	ment	ary	ity

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. __ These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 48.)

- | | | |
|----|------------|-----------|
| 1. | consistent | amendment |
| 2. | readdress | pavilion |

Activity Procedure: Work with students to apply the strategy for figuring out longer words to all words in this activity. Ask students if there are word parts at the beginning and end of the word, then circle them. Underline the vowel sounds and have students say the sounds. Then, have students say the word, first part by part, and then as a whole word.



Use Overhead 17: Activity D

1. Find Activity D.
2. Look up here. Let's use the strategy to read these words.

Note:

- Use the following procedures for each word in Activity D.
3. (Point to the word.) Is there a word part at the beginning of this word? ___ (If the answer is yes, circle the word part and ask ...) What part? ___
 4. Is there a word part at the end of this word? ___ (If the answer is yes, circle the word part and ask ...) What part? ___
 5. (Underline the vowel sounds in the rest of the word and ask ...) What sound? ___
 6. Say the word by parts. (Loop under each of the parts and ask ...) What part? ___
What part? ___ What part? ___
 7. (Run your finger under the whole word.) What word? ___
 8. (Repeat steps 2-6 with each remaining word in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Strategy Practice** (See the *Student Book*, page 48.)

1.	intermission	dependent
2.	unimportant	confederate
3.	amusement	intolerable
4.	potential	defender
5.	instructor	administrative
6.	discussion	unprofessional
7.	expectant	investigation

Activity Procedure: Have students circle word parts at the beginning and end of words and underline the vowel sounds. Assist students in checking their work, then reading each word, first part by part, and then as a whole word.



Use Overhead 17: Activity E

1. Find Activity E.
2. Now it's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) Look up here. __
 (Loop under each word part in **intermission**.) What part? __ What part? __
 What part? __ What part? __
 (Run your finger under the whole word.) What word? __
5. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 48.)

1.	exterminate	effective
2.	consolidate	informative
3.	indifference ^{rent}	adventure
4.	deliverance	investment
5.	progression <i>concealment</i>	fundamentally

Activity Procedure: In this activity, students review words they have already practiced in previous lessons. Because they have seen these words before, this activity gives them the opportunity to practice applying the strategy for longer words a little faster and without overt prompting from the teacher. Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Say the word to yourself. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil to circle word parts and underline vowel sounds. Put up your thumb when you can say the word. __ (Pause and monitor.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 49.)

1. investigation	2. discussion
3. dependent	4. reflective

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **investigation**. Say the parts in **investigation** to yourself as you write the word. (Pause and monitor.)
3. (Write **investigation** on the board or overhead transparency.) Check **investigation**. If you misspelled it, cross it out and write it correctly.
4. The second word is **discussion**. Say the parts in **discussion** to yourself as you write the word. (Pause and monitor.)
5. (Write **discussion** on the board or overhead transparency.) Check **discussion**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **dependent** and **reflective**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 49.)

1. The instructor led the discussion.
2. The confederate army was the defender in the battle.
3. It was important to readdress the letters.
4. The amendment was passed after some discussion.
5. There was an odd expression on the instructor's face.
6. She is dependent on the consultant for help.
7. Lee had a commitment to the Confederate Army.
8. Four defenders on the defensive team were hurt.
9. There will be an investigation of the consultant's unprofessional acts.
10. Should we consolidate our investments?
11. At intermission, Trevor and Janis had an important discussion.
12. The performance was held in the Arts Pavilion.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time for each sentence.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 50.)**Part 1—Tell**

- | | | |
|----|------------------|--------------|
| 1. | influence | bulimia |
| 2. | anorexia nervosa | periodically |
| 3. | psychological | nutrients |

Part 2—Strategy Practice

- | | | |
|----|--------------|------------------------------|
| 1. | disorders | overeating |
| 2. | appearance | overexercise |
| 3. | extremely | essential |
| 4. | malnutrition | starvation |
| 5. | medication | abnormality
abnormalities |

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 18: Activity I

Part 1—Tell

- At the end of the lesson, you will be applying your reading strategy to a passage from a health book.
- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **influence**.) The first word is **influence**. What word? __
- (Point to **bulimia**.) The next word is **bulimia**. What word? __
- (Pronounce each of the words in Part 1 and have students repeat them.)
- Find Part 1 in your book. Let's read the words again. Say the words in Line 1. __ Say the words in Line 2. __ Say the words in Line 3. __

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
2. (Show the overhead transparency.) Now check and fix any mistakes. __
3. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) Look up here. __
(Loop under each word part in **disorders**.) What part? __ What part? __
What part? __
(Run your finger under the whole word.) What word? __
4. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 50 and 51.)

“What Are Eating Disorders?”

10 You can probably tell when your body needs food because
 19 you feel hungry. Sometimes other factors might influence when
 32 and how much you eat. For example, you might tend to eat more
 42 when you are bored. Different people can have different eating
 54 habits, but most people are able to control the way they eat.
 63 However, some people have serious eating disorders that cause
 73 them to lose control over their patterns of eating. Anorexia
 82 nervosa, bulimia, and overeating are three such eating disorders. (#1)
 92 Anorexia nervosa is a serious disorder that occurs when a
 102 person avoids eating. Both boys and girls can suffer from
 111 anorexia nervosa, but this disorder is more common among
 113 teenage girls. (#2)
 124 Typically, people in early stages of anorexia begin to diet.
 132 Some people diet to improve their appearance. Sometimes,
 144 athletes go on strict diets to quickly reach or maintain a certain
 154 weight for an athletic event. However, people with anorexia do
 166 not stop dieting. They eat less and less. Soon they complain about
 179 feeling full after eating only a bite or two of food. Often, anorexic
 189 people overexercise to use up calories. Anorexics have an intense
 201 fear of becoming fat, and continue to think of themselves as fat
 207 even though they are extremely thin. (#3)
 216 People with this eating disorder deprive their bodies of
 225 essential nutrients. This disease leads to severe malnutrition and
 231 can even cause death by starvation. (#4)
 240 A doctor’s treatment is needed to overcome anorexia. A
 249 doctor may need to prescribe medication for malnutrition. In
 257 addition, people with anorexia need psychological counseling/
 265 to deal with the causes of this eating disorder.
 275 Bulimia is an eating disorder in which a person periodically
 287 eats overly large amounts of food within a short period of time.
 296 The person often vomits. Bulimia can cause serious health
 304 problems, including severe weight loss, malnutrition, tooth decay,
 312 and heart abnormalities. Medical and psychological treatment is
 320 needed to help a person overcome this disorder. (#5)
 331 You probably can think of some times when you ate too
 342 much food. Perhaps you tried a dessert because it looked good
 355 even though you were not hungry. Maybe you ate too much at a
 366 large meal during special holidays. Most people overeat once in a
 while.

367 For some people, however, overeating becomes a regular
 375 practice. These people often eat when they are not hungry, and
 386 they frequently eat without enjoying their food. People with this
 396 eating disorder seem to lose control over the way they eat. (#6)
 407 Overeating can cause a person to become overweight. In
 416 addition, overeating can lead to malnutrition. While people with
 425 this eating disorder eat large amounts of food, they do not always
 437 eat food that provides them with the necessary nutrients. (#7)
 446

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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today's article comes from a health textbook. The article is about different kinds of eating disorders. Read the title with me. "What are Eating Disorders?"

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

- Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.
- Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.
- Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.
- Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. What are other reasons for people eating besides being hungry? (They are bored, don't have control over their eating patterns.)
2. Who tends to have anorexia nervosa? (teenage girls)
3. What do people with anorexia believe about themselves? (They are too fat.) So what do they do because of this belief? (They don't stop dieting; eat less and less.)
4. When people don't eat enough, what happens to their bodies? (They suffer from malnutrition or not getting essential nutrients; die from starvation.)

5. What is the name of the eating disorder in which people eat too much? (bulimia)
6. Should you think you have bulimia if you eat too much during a holiday meal? (No, only if eating too much becomes a regular habit.)
7. What are two results of overeating and why? (People become overweight because they eat large amounts of food; develop malnutrition because they do not eat the right kinds of food to give them the nutrients they need to stay healthy.)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Return to the beginning of the article. Remember to whisper-read. See if you can read more words. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 1, you are going to read first. Partner 2, you are going to listen carefully to your partner. If your partner makes a mistake or leaves out a word, underline the word. Ones, get ready to read quietly to your partner. Begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
5. Partner 2, you are going to read next. Partner 1, listen carefully to your partner. If your partner makes a mistake or leaves out a word, underline the word. Twos, get ready to read quietly to your partner. Begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __
6. Please return your partner's book. __ Let's figure out the total number of words you read. Find the line containing the last word that you read. __ Now, find the number at the beginning of that line. __ Start with that number and count on until you get to your last word. __ Write that number in Box A at the end of the article. __
7. Now, go back and count the number of words you missed. These words are underlined. __ Write that number in Box B. __
8. Please subtract to determine the number of words that you read correctly in one minute. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 16

Materials Needed:

- Lesson 16 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 19 and 20
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 52.)

1.	a - e	ay	oy	oo	er	i - e
2.	ir	ow	o - e	au	or	oi
3.	oo	ea	ar	ow	ai	e - e

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __
 3. (For oo) What sound would you try first? __ What sound would you try next? __ Next sound? __ Next sound? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 52.)

o	i	e	a	u
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 52.)

1.	ab	de	mis	in	com
2.	con	ad	per	un	im
3.	ness	ence	y	ate	or
4.	ant	ment	able	age	ion
5.	ary	ist	le	est	tive

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 53.)

- | | | |
|----|--------------|---------------|
| 1. | completeness | laminates |
| 2. | tentatively | decompression |

Activity Procedure: Work with students to apply the strategy for figuring out longer words to all words in this activity. Ask students if there are word parts at the beginning and end of the word, then circle them. Underline the vowel sounds and have students say the sounds. Then, have students say the word, first part by part, and then as a whole word.



Use Overhead 19: Activity D

1. Find Activity D.
2. Look up here. Let's use the strategy to read these words.

Note:

- Use the following procedures for each word in Activity D.
3. (Point to the word.) Is there a word part at the beginning of this word? ___ (If the answer is yes, circle the word part and ask ...) What part? ___
 4. Is there a word part at the end of this word? ___ (If the answer is yes, circle the word part and ask ...) What part? ___
 5. (Underline the vowel sounds in the rest of the word and ask ...) What sound? ___
 6. Say the word by parts. (Loop under each of the parts and ask ...) What part? ___
What part? ___ What part? ___
 7. (Run your finger under the whole word.) What word? ___
 8. (Repeat steps 2-6 with each remaining word in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Strategy Practice** (See the *Student Book*, page 53.)

1.	distrustful	unmanageable
2.	missionary	intentional
3.	completely	dissatisfaction
4.	reduction	absorbent
5.	astonishingly	discriminate
6.	glamorously	immediately
7.	apartment	enlightenment

Activity Procedure: In this activity, have students apply the strategy for figuring out longer words by themselves. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Underline the vowel sounds and have students say the sounds. Then, have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 19: Activity E

1. Find Activity E.
2. Now it's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. ___
3. (Show the overhead transparency.) Now check and fix any mistakes. ___
4. Go back to the first word. ___ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. ___
What word? ___
5. (Repeat with all words in Activity E.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 53.)

1.	instructor	potential
2.	amendment	intermission
3.	informative	determination
4.	intolerable	unprofessional
5.	investigation	administrative

Activity Procedure: Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Say the word to yourself. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put up your thumb when you can say the word. __ (Pause and monitor.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 54.)

1. immediately	2. amendment
3. reduction	4. intentional

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **immediately**. Say the parts in **immediately** to yourself as you write the word. (Pause and monitor.)
3. (Write **immediately** on the board or overhead transparency.) Check **immediately**. If you misspelled it, cross it out and write it correctly.
4. The second word is **amendment**. Say the parts in **amendment** to yourself as you write the word. (Pause and monitor.)
5. (Write **amendment** on the board or overhead transparency.) Check **amendment**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **reduction** and **intentional**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 54.)

1. The unmanageable work led to job dissatisfaction.
2. People who pray hope to gain enlightenment.
3. The instructor's corrections to the test were intentional.
4. We couldn't tell how she was feeling because her face was completely expressionless.
5. The astonishingly high heat in the desert is almost intolerable.
6. The students and the instructors came to the reunion.
7. Was there a reduction in the apartment's rent?
8. Apartment managers cannot discriminate against people.
9. At intermission, go immediately to the front desk.
10. The apartment was decorated very glamorously.
11. The athlete showed great determination during training.
12. How Mr. Hernandez completed his administrative tasks led to great satisfaction among the other teachers.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 55.)**Part 1—Tell**

- | | | |
|----|--------------|-----------|
| 1. | Emerald Isle | Ireland |
| 2. | famine | machinery |
| 3. | European | ancestry |
| 4. | Celts | Gaelic |

Part 2—Strategy Practice

- | | | |
|----|------------------------|------------------------------|
| 1. | surrounded | capital |
| 2. | uniform | Protestant |
| 3. | pasture
pastureland | manufacture
manufacturing |
| 4. | emigrate | industry |
| 5. | disaster | transportation |
| 6. | equipment | official |

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 20: Activity I

Part 1—Tell

- At the end of the lesson, you will be applying your reading strategy to a passage from a social studies book.
- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **Emerald Isle**.) The first words are **Emerald Isle**. What words? __
- (Point to **Ireland**.) The next word is **Ireland**. What word? __
- (Pronounce each of the words in Part 1 and have students repeat them.)

5. Find Part 1 in your book. Let's read the words again. Say the words in Line 1. ___ Say the words in Line 2. ___ Say the words in Line 3. ___ Say the words in Line 4. ___

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in rest of the word. Look up when you are done. ___
2. (Show the overhead transparency.) Now check and fix any mistakes. ___
3. Go back to the first word. ___ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. ___
What word? ___
4. (Repeat with all remaining words in Activity 1.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 55 and 56.)**“The Emerald Isle”**

12 If you could fly over Ireland on a summer day, you would
 22 see lush green meadows and tree-covered hills. Surrounded on
 33 three sides by the Atlantic Ocean, Ireland’s green color is so
 striking that it was named the Emerald Isle. (#1)

The Landscape

43 At Ireland’s center lies a wide, rolling plain dotted with low
 54 hills. Forests and farmland cover this central lowland. Much of
 64 the area is rich in peat, or wet ground with decaying plants that
 77 can be used for fuel. Peat is dug from bogs, or swampy lands. (#2)

90 Along the Irish coast, the land rises in rocky highlands. In
 101 some places, however, the central plain spreads all the way to the
 113 sea. Dublin, Ireland’s capital, is on an eastern stretch of the plain.

The Climate

127 Whether plain or highland, no part of Ireland is more than
 138 70 miles from the sea. This nearness to the sea gives Ireland a
 151 uniform climate. Like the United Kingdom, Ireland is warmed by
 161 moist winds blowing over the North Atlantic Current. The mild
 171 weather, along with frequent rain and mist, makes Ireland’s
 180 landscape green year-round. (#3)

The Economy

186 Ireland has few mineral resources. The country, however,
 194 does have rich soil and pastureland.

200 The mild and rainy climate favors farming. In the mid-
 210 1800s, Irish farmers grew potatoes as their main food crop. When
 221 too much rain and a blight caused the potatoes to rot in the fields,
 235 famine struck, bringing hardship to the Irish. This disaster forced
 245 many Irish to emigrate to other countries, especially to the United
 256 States. (#4)

257 Although farming is still important to Ireland, industry now
 266 also contributes to economic development. The economy depends
 274 on the manufacturing of machinery and transportation
 281 equipment exported to the United Kingdom and the European
 290 mainland. Ships bringing mineral and energy resources to
 298 Ireland dock at the country’s many ports, including Dublin and
 308 Cork. (#5)

The People

311 Most of the Irish trace their ancestry to groups of people
 322 who settled Ireland more than 7,000 years ago. The Celts and
 333 British made the biggest impact. Their languages—Gaelic and
 342 English—are Ireland’s two official languages today. Most Irish,
 351 however, speak English as their everyday language. (#6)

Per. 7
 Question
 3

358 362 372 380 388 398 407 419 430 431	<p>Influences of the Past</p> <p>Stormy politics mark Ireland's history. From the 1100s to the early 1900s, the British governed Ireland. Religion and government controls mixed to cause disagreement. The Irish people resisted British rule and demands that the Roman Catholic country become Protestant. British officials seized land in Ireland and gave it to English and Scottish Protestants. At one time the British drove out Irish Catholics to make room for the new settlers. (#7)</p> <p style="text-align: right;">From <i>Geography: The World and Its People</i>. © 1998 by McGraw-Hill Companies. Reprinted by permission.</p>
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A.	<input type="text"/>	Total number of words read
B.	<input type="text"/>	Total number of underlined words (mistakes)
C.	<input type="text"/>	Total number of words read correctly

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today's article comes from a geography textbook. The article is about the country of Ireland. Read the title with me. "The Emerald Isle."

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A If you are teaching a *small group* with students who are having difficulty, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B If you are teaching a *small group* with students who are not having difficulty, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C If you are teaching a *large group* with students who are having difficulty, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D If you are teaching a *large group* with students who are not having difficulty, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Option E → you read loud leaving out occasional words they say... then have read silently with question given so they read with a purpose
oral read oral cloze

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. What country is sometimes called the Emerald Isle? (Ireland) Why? (Because it is so green.)
2. What do the Irish dig up from the central plain? (Peat that can be used for fuel.)
3. Describe the reason for Ireland being so green. (listen for ideas such as: not far from the sea, uniform climate, moist winds, mild weather, frequent rain and mist)
4. Besides making Ireland green, what else does the mild and rainy climate contribute? (good farming) But, what happened when Ireland had too much rain? (The potatoes rotted in the fields and Irish people escaped to the United States.)

Texts are written to be read more than once

fill in reading

leave out pre-taught words or words at end of a phrase

5. Once the Irish could no longer depend solely on farming, what did they do to make a living? (They manufactured machinery and transportation equipment.)
6. How did Ireland get Gaelic and English as its two official languages? (from the Celts and from the British)
7. What are three things Britain has done to Ireland over the years? (Britain has governed Ireland, demanded that they become Protestant, seized their land to give to Protestants, and driven Irish Catholics off their land.)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 2, you are going to read first. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __
5. Partner 1, you are going to read next. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
6. Please return your partner's book. __ Figure out the total number of correct words you read. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 17

Materials Needed:

- Lesson 17 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 21 and 22
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 57.)

1.	ay	a - e	au	oo	o - e	er
2.	ee	oi	ur	o - e	ai	ow
3.	ir	oy	ou	or	ea	u - e

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. What sound? __ Next sound? __
Next sound? __
 3. (For oo) What sound would you try first? __ What sound would you try next? __ Next sound? __ Next sound? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 57.)

a	u	e	i	o
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you are reading words and see these letters, what should you try first, the sound or the name? __ If it doesn't make a real word, what should you try? __
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 57.)

1.	a	pre	re	un	mis
2.	re	ab	con	com	per
3.	ic	ful	ly	ary	ate ✓
4.	tion	ous ✓	ist ✓	ance	able
5.	al	sive	cial	age	ture

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Practice** (See the *Student Book*, page 58.)

- | | | |
|----|-------------|-----------------|
| 1. | depression | exemption |
| 2. | defendant | persistent |
| 3. | destructive | communication |
| 4. | commemorate | instrumentalist |

Activity Procedure: In this activity, have students apply the strategy for figuring out longer words by themselves. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 21: Activity D

1. Find Activity D.
2. It's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. Go back to the first word. __ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. __
What word? __
5. (Repeat with all words in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Independent Strategy Practice** (See the *Student Book*, page 58.)

1.	surrender	incorrectly
2.	expansion	government
3.	flattery	cultivate
4.	consistence	contentment
5.	unpredictable	inadmissible

Activity Procedure: In this activity, students independently practice using their strategy for figuring out longer words on words they have not seen in these lessons. Have students look carefully at each word, locate word parts and vowels, and figure out the word to themselves. Then, have students say the word aloud.



Use Overhead 21: Activity E

1. Find Activity E.
2. We have not read these words. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put up your thumb when you can say the first word. __ (Give ample thinking time.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining lines.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 58.)

- | | | |
|----|---------------|-----------------|
| 1. | completeness | reduction |
| 2. | dependent | intermission |
| 3. | discriminate | intentional |
| 4. | tentatively | unmanageable |
| 5. | investigation | dissatisfaction |

Activity Procedure: Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Say the word to yourself. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put up your thumb when you can say the word. __ (Pause and monitor.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 59.)

1. expansion	2. unpredictable
3. communication	4. government

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **expansion**. Say the parts in **expansion** to yourself as you write the word. (Pause and monitor.)
3. (Write **expansion** on the board or overhead transparency.) Check **expansion**. If you misspelled it, cross it out and write it correctly.
4. The second word is **unpredictable**. Say the parts in **unpredictable** to yourself as you write the word. (Pause and monitor.)
5. (Write **unpredictable** on the board or overhead transparency.) Check **unpredictable**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **communication** and **government**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 59.)

1. Clear communication is important in relationships.
2. The Confederate Army had to surrender to the Union Army.
3. Most people cultivate their gardens in the spring.
4. The government commemorated the man's life with a special stamp.
5. Her actions were unpredictable, not consistent.
6. The investigation will focus on the main defendant.
7. The worker incorrectly connected the cables causing a power outage.
8. The government helped the people after the destructive earthquake.
9. The defendant was not given an exemption from paying the fine.
10. Jared no longer suffered from depression; he felt contentment.
11. Marty is an instrumentalist not a singer.
12. Maria showed great potential during her dance performance.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 60.)

Part 1—Tell		
1.	circuits	chemists
2.	pancreas	diabetes
3.	bacteria	medicines

Part 2—Strategy Practice		
1.	laboratory laboratories	aluminum
2.	customer	experiment
3.	contaminate contaminating	unavoidable unavoidably
4.	astronauts	resistant
5.	advantages	eliminate

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 22: Activity I

Part 1—Tell

1. At the end of the lesson, you will be applying your reading strategy to a passage from a science book.
2. (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **circuits**.) The first words is **circuits**. What word? ___
3. (Point to **chemists**.) The next word is **chemists**. What word? ___
4. (Pronounce each of the words in Part 1 and have students repeat them.)
5. Find Part 1 in your book. Let's read the words again. Say the words in Line 1. ___ Say the words in Line 2. ___ Say the words in Line 3. ___

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
2. (Show the overhead transparency.) Now check and fix any mistakes. __
3. Go back to the first word. __ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. __
What word? __
4. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 60 and 61.)

“Factories Beyond Earth”

10 The sun’s intense rays bounced off giant mirrors and were
 22 instantly focused on the lump of iron hanging in space. As the
 33 temperature of the iron rose, it began to melt. Quickly, two
 45 white-suited astronauts floating out of range of the hot rays
 55 added a little carbon and aluminum to the molten iron. (#1)
 65 “Maybe we should add some nickel from that last asteroid
 76 the space miners brought back,” one of the astronauts radioed to
 88 her co-worker. “We want that steel we’re making to be tough and
 90 acid-resistant.” (#2)
 102 “I’ll call the customer on my long-range radio and let you
 113 know,” the other astronaut replied. “Just let the steel hang there
 122 in a molten lump until I get an answer.”
 131 Meanwhile, inside a nearby space factory, a chemist was
 142 busy growing crystals for electronic circuits. “I wonder what it was
 154 like to grow crystals like these on Earth, where gravity kept them
 165 from forming the perfect shape they form here in space,” he
 176 thought to himself. “I guess chemists had problems in the days
 186 when there were no gravity-free laboratories or processing plants.
 198 The crystals I’m growing will be used to make the very best
 203 computers in the solar system. (#3)
 213 Down the hall from the chemist, a biology professor was
 222 telling her medical students about the advantages of making
 232 medicines in space. “We know from an experiment performed in
 245 space way back in 1975 that kidney cells produce much more of a
 256 special chemical when they are grown in space than when they
 are grown on Earth,” she explained. “We have recently discovered

266 that, like kidney cells, human pancreas cells will produce more of
 277 their special chemical, insulin, when they are grown in space labs.
 288 We are also growing bacteria in space that can produce human
 299 insulin. Bacteria grow faster in space than on Earth. Growing
 309 more human insulin at a faster rate is a big help to people who
 323 have diabetes. (#4)
 325 “We’re also making purer vaccines and medicines here in
 334 space than we ever made on Earth,” the professor continued. (#5)
 344 “Why is that?” asked a student.
 350 “Because we don’t need to use containers to hold the
 360 materials we’re mixing,” she responded. “Without gravity, they
 368 hold together all by themselves. And because we can eliminate
 378 containers, we avoid contaminating the materials we’re working
 386 with. On Earth, microscopic pieces of containers unavoidably got
 395 mixed in with the products. There was no such thing as a really
 408 pure product on Earth—whether it was a medicine, cosmetic,
 418 metal, or glass.” (#6)
 421

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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today's article is from a science textbook. The article is about something that could happen in the future. It is telling us about what it would be like to develop medicines and other items in a gravity-free environment in outer space. Read the title with me. "Factories Beyond Earth."

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. How can you tell that something is happening out in space and not on earth? (The iron is hanging in space; two white-suited astronauts are working there; the astronauts are floating.)
2. What are the astronauts making? (steel)
3. How do crystals grow differently in space compared to on the Earth? (They form a perfect shape in space.)

4. What are some differences between making medicines in space and on Earth? (More specialized chemicals can be grown in space and the special chemicals grow faster.)
5. What else is different about the vaccines and medicines made in space? (They are purer.)
6. Why are the vaccines and medicines purer? (Because doctors don't have to use containers and contaminate the materials.)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 1, you are going to read first. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
5. Partner 2, you are going to read next. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __
6. Please return your partner's book. __ Figure out the total number of correct words you read. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 18

Materials Needed:

- Lesson 18 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 23 and 24
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 62.)

1.	ow	ee	ir	oy	ay	or
2.	au	ou	oo	i - e	oi	o - e
3.	oa	er	ur	ea	ai	ar

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. (For **ow**) What sound would you try first? __ What sound would you try next? __
 3. Next sound? __ Next sound? __ Next sound? __ Next sound? __ Next sound? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 62.)

i	e	a	o	u
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B.
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 62.)

1.	ad	im	be	com	de
2.	con	per	dis	ab	pro
3.	le	al	ity	ence	ly
4.	or	ible	age	ture	ful
5.	ary	eive able	le	tious	ent

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Practice** (See the *Student Book*, page 63.)

1.	rejection	disrespectful
2.	tenacious	collectively
3.	exaggerate	premeditated
4.	comprehensive	disorganization

Activity Procedure: In this activity, have students apply the strategy for figuring out longer words by themselves. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 23: Activity D

1. Find Activity D.
2. It's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. Go back to the first word. __ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. __
What word? __
5. (Repeat with all words in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Independent Strategy Practice** (See the *Student Book*, page 63.)

1.	complaining	culminate
2.	forgetfulness	establishment
3.	captivate	inconsiderate
4.	commandment	unconventional
5.	impressionable	inspirational

Activity Procedure: In this activity, students independently practice using their strategy for figuring out longer words on words they have not seen in these lessons. Have students look carefully at each word, locate word parts and vowels, and figure out the word to themselves. Then, have students say the word aloud.



Use Overhead 23: Activity E

1. Find Activity E.
2. We have not read these words. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put up your thumb when you can say the word. __ (Give ample thinking time.)
3. (When students have decoded the word, ask ...) What word? __ What word? __
4. (Repeat for the remaining lines.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 63.)

1.	government	instrumentalist
2.	reflective	surrender
3.	exemption	destructive
4.	administrative	contentment
5.	unpredictable	intolerable

Activity Procedure: Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Use your strategy to figure out the words in Line 1. When you know both words put your thumb up. Be sure they are real words. __ (Give ample thinking time.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 64.)

1. disrespectful	2. rejection
3. establishment	4. forgetfulness

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **disrespectful**. Say the parts in **disrespectful** to yourself as you write the word. (Pause and monitor.)
3. (Write **disrespectful** on the board or overhead transparency.) Check **disrespectful**. If you misspelled it, cross it out and write it correctly.
4. The second word is **rejection**. Say the parts in **rejection** to yourself as you write the word. (Pause and monitor.)
5. (Write **rejection** on the board or overhead transparency.) Check **rejection**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **establishment** and **forgetfulness**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 64.)

1. The commander was very inconsiderate of the troops.
2. He was not only inconsiderate but also unpredictable and intolerant.
3. His forgetfulness was astonishing.
4. Michael's inventiveness culminated in the design of a new kind of car.
5. Young children are very impressionable and copy everything they see.
6. Terrell's collection of poems is inspirational to all readers.
7. The school's administration was quite unconventional.
8. Because of their forgetfulness and disorganization, we missed the show.
9. The playfulness of the chimp can captivate even indifferent people.
10. Jason is very persistent. His teacher is proud that he is tenacious with his schoolwork, always trying to succeed.
11. Unlawful discrimination can be very destructive.
12. The jury agreed that the murder was premeditated.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 65.)**Part 1—Tell**

- | | | |
|----|-----------|---------|
| 1. | climate | biomes |
| 2. | ecosystem | lichens |
| 3. | taiga | acidic |

Part 2—Strategy Practice

- | | | |
|----|-------------------------|------------------------|
| 1. | organisms | characteristic |
| 2. | determine
determined | property
properties |
| 3. | temperature | precipitation |
| 4. | centimeters | permafrost |
| 5. | deciduous | abundant |

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 24: Activity I

Part 1—Tell

- At the end of the lesson, you will be applying your reading strategy to a passage from a science book.
- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **climate**.) The first word is **climate**. What word? __
- (Point to **biomes**.) The next word is **biomes**. What word? __
- (Pronounce each of the words in Part 1 and have students repeat them.)
- Find Part 1 in your book. Let's read the words again. Say the words in Line 1. __ Say the words in Line 2. __ Say the words in Line 3. __

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in rest of the word. Look up when you are done. __
2. (Show the overhead transparency.) Now check and fix any mistakes. __
3. Go back to the first word. __ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. __
What word? __
4. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 65 and 66.)

“Land Biomes”	
12 25 35 47 54 63 74 75 86 94 103 113 125 137 148 162 172 179 188 196 206 218 221 234	<p>Would you be surprised to see a polar bear living in a desert? Of course you would. You know that polar bears live in a different kind of area. Scientists have determined that Earth can be divided into eight different areas called biomes. A biome is a large ecosystem with characteristic organisms and nonliving factors throughout. Each biome has certain properties, such as the amount of sunlight, range of temperature, and the amount of precipitation. (#1)</p> <p>The tundra is a land biome with an annual precipitation of nearly twenty centimeters and with mosses and plantlike organisms called lichens. The temperature in the tundra ranges from -60°C in the winter to 15°C in the summer.</p> <p>Most precipitation in the tundra is in the form of snow, and most of the ground is also frozen. During the short summer, the soil thaws through just the top few centimeters. Deeper than that is the permafrost, a layer of soil that is frozen all year. Because of the permafrost, no plants with deep-reaching root systems can grow. Trees can't grow in the tundra. (#2)</p> <p>The taiga (TI guh) is a land biome with an annual precipitation of nearly fifty centimeters. Conifers are the characteristic plants. They are the main kind of tree. The temperature in the taiga ranges from -35°C in the winter to 20°C in the summer.</p> <p>Much of the precipitation is in the form of rain. There is also a lot of fog. Because the temperature is above 0°C for a longer</p>

247 period of time in the taiga than it is in the tundra, the soil thaws
 262 completely each year. The soil, though, is very wet and acidic. The
 274 acid condition is caused by peat mosses and conifers that grow in
 286 the taiga. (#3)

288 The temperate forest is a land biome with an annual
 298 precipitation of one hundred centimeters. Deciduous trees are the
 307 characteristic plants. The temperature in the temperate forest
 315 ranges from -30°C in the winter to 40°C in the summer. The
 327 temperate forest biome has four distinct seasons each year:
 336 spring, summer, autumn, and winter. (#4)

341 The tropical rain forest is a land biome with an annual
 352 precipitation of nearly two hundred to four hundred centimeters
 361 of rainfall. Vines and broadleaf trees are the characteristic plants.
 371 The temperature in the tropical rain forest is nearly the same all
 383 year, around 25°C . Rainfall is abundant all year in a tropical rain
 395 forest.

396 The growing season lasts all year long in the tropical rain
 407 forest. Plants grow very well in the warm, wet climate. More kinds
 419 of plants grow in this biome than in any other. (#5)
 429

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- A. Total number of words read
- B. Total number of underlined words (mistakes)
- C. Total number of words read correctly

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today's article is from a science textbook. The article is about four of the eight land biomes. Read the title with me. "Land Biomes."

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. **What did you just learn about land biomes?** (There are eight of them; certain plants and animals live in each biome; each biome has certain conditions, like light, climate, weather.)
2. **What would you expect to find if you visited the tundra?** (cold, snow, frozen ground, no plants with long roots, no trees, mosses and lichen)
3. **How would the taiga be different from the tundra?** (There is a lot more precipitation, mostly rain rather than snow, fog, not as cold, ground not frozen; it has trees.)

4. What would the temperate forest be like if you went there? (rain, deciduous trees, sometimes cold, sometimes warm, four different seasons)
5. How is the tropical rain forest different from the temperate forest? (There is a lot more rain, vines and broadleaf trees, similar temperature all year, warm, year-long growing season. Lots of plants grow in the tropical rain forest.)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 2, you are going to read first. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __
5. Partner 1, you are going to read next. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
6. Please return your partner's book. __ Figure out the total number of correct words you read. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 19

Materials Needed:

- Lesson 19 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 25 and 26
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 67.)

1.	oo	er	ou	ur	ow	or
2.	au	ai	ea	oy	au	a - e
3.	ee	oa	ar	e - e	oi	ir

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. (For oo) What sound would you try first? __ What sound would you try next? __
 3. Next sound? __ Next sound? __ Next sound? __
 4. (For ow) What sound would you try first? __ What sound would you try next? __
 5. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 67.)

o	i	u	a	e
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B.
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 67.)

1.	ad	com	a	in	be
2.	pre	pro	ab	im	un
3.	ic	tion	ist	ent	le ✓
4.	ful	sive	ary	cial ✓	ture ✓
5.	est	er	ity	able	tious

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Practice** (See the *Student Book*, page 68.)

- | | | |
|----|---------------|----------------|
| 1. | estimation | punishable |
| 2. | occupation | meaningfulness |
| 3. | incorruptible | misinformation |
| 4. | individuality | accomplishment |

Activity Procedure: Have students circle word parts at the beginning and end of words and underline the vowel sounds. Have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 25: Activity D

1. Find Activity D.
2. It's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. Go back to the first word. __ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. __
What word? __
5. (Repeat with all words in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Independent Strategy Practice** (See the *Student Book*, page 68.)

1.	inference	masterfully
2.	circumstantial	murderous
3.	evaluate	environmentally
4.	impracticality	excommunicate
5.	proportionate	departmental

Activity Procedure: Have students look carefully at each word, locate word parts and vowels, and figure out the word to themselves. Then, have students say the word aloud.



Use Overhead 25: Activity E

1. Find Activity E.
2. Find Line 1. We have not read these words. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put up your thumb when you can say the word. __ (Give ample thinking time.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining lines.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 68.)start
More
Row 5

1.	comprehensive	fundamentally
2.	disorganization	premeditated
3.	inconsiderate	communication
4.	inspirational	tentatively
5.	unconventional	investigation

Activity Procedure: Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Use your strategy to figure out the words in Line 1. When you know both words put your thumb up. Be sure they are real words. __ (Give ample thinking time.)
3. (When students have decoded the words, ask ...) What word? __ What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 69.)

1. occupation	2. accomplishment
3. inference	4. estimation

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **occupation**. Say the parts in **occupation** to yourself as you write the word. (Pause and monitor.)
3. (Write **occupation** on the board or overhead transparency.) Check **occupation**. If you misspelled it, cross it out and write it correctly.
4. The second word is **accomplishment**. Say the parts in **accomplishment** to yourself as you write the word. (Pause and monitor.)
5. (Write **accomplishment** on the board or overhead transparency.) Check **accomplishment**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **inference** and **estimation**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 69.)

1. It is a great accomplishment to masterfully read longer words.
2. It is inconsiderate to interrupt a conversation.
3. Misinformation should not be part of good communication.
4. Organization, not disorganization, is needed in most occupations.
5. As you read, you constantly make inferences and evaluations.
6. The scientist will communicate the results of the investigation.
7. The comprehensive test evaluated students' reading and math skills.
8. The corporate department determines if the building plans are environmentally safe.
9. A person is excommunicated when the church removes him or her from the rolls.
10. Music can be meaningful as well as inspirational.
11. Marlene tentatively estimated the room's area as eight square feet.
12. The boss asked each person who worked for her to maintain his or her individuality.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 70.)

per 5
them.

Part 1—Tell

- | | | |
|----|-----------|----------|
| 1. | typhoid | frontier |
| 2. | journeyed | westward |
| 3. | cholera | European |
| 4. | prairie | typhoid |

Part 2—Strategy Practice

- | | | |
|----|-----------------------------|-----------------------|
| 1. | tornado | century
centuries |
| 2. | settlement | expedition |
| 3. | possessions | territory |
| 4. | romanticize
romanticized | resident
residency |
| 5. | homesteaders | terrestrial |
| 6. | navigators | accessible |

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 26: Activity I

Part 1—Tell

- At the end of the lesson, you will be applying your reading strategy to a passage from a social studies book.
- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **typhoid**.) The first word is **typhoid**. What word? ___
- (Point to **frontier**.) The next word is **frontier**. What word? ___
- (Pronounce each of the words in Part 1 and have students repeat them.)

5. Find Part 1 in your book. Let's read the words again. Say the words in Line 1. ___ Say the words in Line 2. ___ Say the words in Line 3. ___ Say the words in Line 4. ___

Part 2—Strategy Practice

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. ___
2. (Show the overhead transparency.) Now check and fix any mistakes. ___
3. Go back to the first word. Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. ___ What word? ___
4. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 70 and 71.)

"Pioneer Life"	
12	The sky turned red and clouds of dust began to sweep across
21	the prairie. From inside the tiny Kansas schoolhouse, India
31	Harris Simmons and her frightened students watched as a black,
40	funnel-shaped cloud moved straight toward them. They were
53	miles away from the nearest house, in one of the first schools on
56	the Kansas frontier.
66	Suddenly a child standing in the doorway, his face drained
77	of color, cried out, "It's done turned, teacher. It's going straight
84	north." The tornado had shifted its course. (#1)
93	The children opened their books and returned to work.
104	Having journeyed with their families into a vast new land where
113	schools, papers, and books were scarce, they desperately wanted
115	to learn. (#2)
125	In the early 1840s, restless young people, many of them
134	farmers with families, saw westward settlement as an adventure.
145	They wanted to escape heavy taxes, and sometimes debts, for a
158	new life away from what they thought of as the crowds back East.
167	But settling the frontier presented serious hardships for men
176	and women alike. Not everyone undertook the dangerous and
183	demanding expedition with enthusiasm. Women left behind,
191	usually forever, relatives, neighbors, and most of their
201	possessions, to be near their husbands and keep their young
	families together. (#3)

203 Since the Plains Indians did not build upon the land they
 214 had inhabited for centuries, European Americans considered
 221 Indian territory to be free land. Plains Indians roamed over a
 232 wide area searching for buffalo and carrying most of their
 242 possessions with them. The early pioneers were often frightened
 251 by the Indians and traveled in large groups for protection. But
 262 most Indians, while resentful, were curious about the intruders.
 271 They readily exchanged salmon and buffalo meat for blankets,
 280 cash, and clothing. (#4)

283 In later years, Congress passed laws that enabled
 291 homesteaders to claim frontier property if they established
 299 residency and made improvements on the land. Gradually, white
 308 settlers took most of the Indian lands. (#5)

315 Guidebooks and early settlers' accounts romanticized (gave
 322 an appealing quality to) the Pacific Coast. One man who traveled
 333 to the Oregon Territory in 1834 described it as a "terrestrial
 344 paradise." But the journey was difficult. Women hiked up steep
 354 mountains, sometimes carrying small children in their arms,
 362 while men hoisted the covered wagons up rocky cliffs with ropes
 373 and pulleys. Together they crossed arid deserts and traversed
 382 rolling streams in canoes with the help of Indian navigators.
 392 Women nursed children and husbands through illness after
 400 illness.

401 Clean water was not always accessible and diseases spread
 410 rapidly. Cholera and typhoid, carried across the continent by
 419 emigrants (people who leave one country to settle in another),
 429 proved to be the most deadly illnesses. (#6)

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From *Old Hate—New Hope: Volume Two 1825 to 1876* by Ira Peck with Steven Deyle.
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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today's article is from a social studies textbook. The article is about pioneers who went to the western part of the United States in the 1800s. Read the title with me. "Pioneer Life."

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A If you are teaching a *small group* with students who *are having difficulty*, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B If you are teaching a *small group* with students who *are not having difficulty*, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C If you are teaching a *large group* with students who *are having difficulty*, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D If you are teaching a *large group* with students who *are not having difficulty*, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. **What were the teacher and students frightened about?** (A tornado was coming toward them and they were miles from the nearest house.)
2. **How was school for the pioneers, the same or different from your experience?** (They had books; they had to do work in school, but schools, books, and paper were scarce; they were desperate to learn.)

3. What were the advantages and disadvantages of moving out West? (They escaped heavy taxes and debts, got away from crowds, but settling the frontier was dangerous and demanding and women left friends, relatives, and possessions behind.)
4. What were the Plains Indians like? (They didn't build houses on the land, roamed about looking for buffalo, were curious about the pioneers, readily exchanged goods.)
5. How and why did the white settlers take most of the Indian lands? (Indians didn't build houses on their land—made it look like the land was free; Congress passed laws that let white settlers build houses and make improvements to the land and then claim it as theirs.)
6. Even though the Pacific Coast was an appealing place to move to, what hardships did many of the pioneers face trying to get there? (listen for ideas such as: difficult journey, steep mountains and cliffs, arid desert, streams where they had to use canoes, illnesses, water that wasn't clean—spread of disease) So what kind of life did pioneers live as they moved toward the Pacific Coast? (listen for ideas such as: a difficult life, a treacherous life, a life full of problems)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 1, you are going to read first. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
5. Partner 2, you are going to read next. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __
6. Please return your partner's book. __ Figure out the total number of correct words you read. __

Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson 20

Materials Needed:

- Lesson 20 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 27 and 28
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 73.)

1.	a - e	ow	oi	ay	ee	au
2.	ar	o - e	oo	i - e	or	ea
3.	ai	oy	u - e	ou	i - e	oa

Activity Procedure: Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
 2. Point to the first letters in Line 1. What sound? __ (For **ow**) What sound would you try first? __ What sound would you try next? __
 3. Next sound? __ Next sound? __ Next sound? __ Next sound? __
 4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 73.)

e	o	i	a	u
---	---	---	---	---

Activity Procedure: Have students review saying the sound, then the name for each letter.

1. Find Activity B.
2. Point to the first letter. What sound? __ What name? __
3. Point to the next letter. What sound? __ What name? __
4. Point to the next letter. What sound? __ What name? __
5. Point to the next letter. What sound? __ What name? __
6. Point to the next letter. What sound? __ What name? __

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 73.)

1.	re	ab	con	im	de
2.	pro	per	dis	com	ad
3.	le	ence	tial	ance	ism
4.	al	ism	le	ary	ly
5.	cious	able	ible	ic	ate

Activity Procedure: Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words.
First part? __ Next part? __ Next part? __ Next part? __ Next part? __
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? __
Next part? __ Next part? __ Next part? __ Next part? __
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Practice** (See the *Student Book*, page 74.)

1.	invitation	optical
2.	pardonable	perseverance
3.	unpredictable	deliberation
4.	trepidatiously	repercussion

Activity Procedure: Have students circle word parts at the beginning and end of words and underline the vowel sounds. Have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 27: Activity D

1. Find Activity D.
2. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. Go back to the first word. __ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. __
What word? __
5. (Repeat with all words in Activity D.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Independent Strategy Practice** (See the *Student Book*, page 74.)

1.	population	sarcastic
2.	spectator	inconspicuous
3.	incompetent	dissimilarity
4.	contaminate	examination
5.	impressionistic	insurmountable

Activity Procedure: Have students look carefully at each word, locate word parts and vowels, and figure out the word to themselves. Then, have students say the word aloud.



Use Overhead 27: Activity E

1. Find Activity E.
2. Find Line 1. We have not read these words. Put up your thumb when you can say the first word. __ (Give ample thinking time.)
3. (When students have decoded the word, ask ...) What word? __
4. (Repeat for the remaining lines.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 74.)

1.	administrative	dissatisfaction
2.	impracticality	environmentally
3.	tentatively	unpredictable
4.	consistence	communication
5.	government	impressionable

Activity Procedure: Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find Line 1. These are words that we have already practiced Use your strategy to figure out the words in Line 1. When you know both words put your thumb up. Be sure they are real words. __ (Give ample thinking time.)
3. (When students have decoded the words, ask ...) What word? __ What word? __
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 75.)

1. frustration	2. incompetent
3. population	4. contaminate

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **frustration**. Say the parts in **frustration** to yourself as you write the word. (Pause and monitor.)
3. (Write **frustration** on the board or overhead transparency.) Check **frustration**. If you misspelled it, cross it out and write it correctly.
4. The second word is **incompetent**. Say the parts in **incompetent** to yourself as you write the word. (Pause and monitor.)
5. (Write **incompetent** on the board or overhead transparency.) Check **incompetent**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **population** and **contaminate**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 75.)

1. As an attempt to reduce the size of the federal government, administrative departments will be consolidated.
2. He did not find his companion's sarcastic comments entertaining.
3. The written communication contained a number of misconceptions, and was, therefore, confusing.
4. The children watched the evening performance hiding behind curtains, trying to be inconspicuous.
5. Consistency and professionalism are qualities needed in all occupations.
6. The defendant could not submit the circumstantial evidence from the investigation.
7. All corporations thrive on effective organization and environmentally-safe conditions.
8. Historically, our population has always been environmentally concerned.
9. I think the estimate of the number of spectators was exaggerated.
10. Most impressionable children do not act independently.
11. The instrumentalist's recordings were truly inspirational.
12. While the instructor's methods were unconventional, the results were tremendous.

Activity Procedure: Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. __
2. (When students can read the sentence, use one of the following options:
 - a. Ask the students to read the sentence together, i.e., choral reading.
 - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
 - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time.)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 76.)**Part 1—Tell**

- | | | |
|----|-----------------|--------------|
| 1. | symphonies | South Korea |
| 2. | Huang He River | Tigris River |
| 3. | Euphrates River | society |

Part 2—Strategy Practice

- | | | |
|----|------------------------|---------------|
| 1. | Arabic | classical |
| 2. | ancestors | agriculture |
| 3. | irrigate
irrigating | civilizations |
| 4. | culture
cultural | diffusion |
| 5. | geographers | authoritarian |
| 6. | democracy | constitution |

Activity Procedure: Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 28: Activity I

Part 1—Tell

- At the end of the lesson, you will be applying your reading strategy to a passage from a social studies book.
- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **symphonies**.) The first word is **symphonies**. What word? __
- (Point to **South Korea**.) The next words are **South Korea**. What words? __
- (Pronounce each of the words in Part 1 and have students repeat them.)
- Find Part 1 in your book. Let's read the words again. Say the words in Line 1. __ Say the words in Line 2. __ Say the words in Line 3. __

Part 2—Strategy Practice

1. Find Part 2. Use your strategy to figure out these words. Put up your thumb when you can say the first word. ___ (Give ample thinking time.)
2. (When students have decoded the word, ask ...) What word? ___
3. (Repeat with all remaining words in Part 2.)

Note:

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: Passage Reading (See the *Student Book*, pages 76 and 77.)**“What is Culture?”**

12 If you wake up to rock music, put on denim jeans, drink
 22 orange juice for breakfast, and speak English, those things are
 34 part of your culture. If you eat flat bread for breakfast, speak
 47 Arabic, and wear a long cotton robe to protect you from the hot
 55 sun, those things are part of your culture. (#1)

55 When some people hear the word culture, they think of priceless
 66 paintings and classical symphonies. Culture, as used in
 74 geography, is the way of life of a group of people who share
 87 similar beliefs and customs. These people may speak the same
 97 language, follow the same religion, and dress in a certain way.
 108 The culture of a people also includes their government, their
 118 music and literature, and the ways they make a living. (#2)

128 A colorfully dressed dancer in South Korea reflects certain
 137 customs that are important to her. Many of her beliefs and
 148 customs have been passed down from distant ancestors. All of us
 159 hold certain beliefs and act certain ways because of what we’ve
 170 learned in our culture. What things are important in your
 180 culture? (#3)

181 Some 4,000 to 5,000 years ago, at least four cultures arose
 192 in Asia and Africa. One developed in China along a river called
 204 the Huang He. Another developed near the Indus River in South
 215 Asia, a third between the Tigris and Euphrates rivers in
 225 Southwest Asia, and a fourth along the Nile River in North
 236 Africa.

237 All four river-valley cultures developed agriculture and
 245 ways of irrigating or bringing water to the land. Why was irrigation
 257 important? Farming produced more food than hunting and
 265 gathering, which meant that larger populations could develop.
 273 People then learned trades, built cities, and made laws. (#4)

282 The river-valley cultures eventually became civilizations,
 289 which are highly developed cultures. These civilizations spread
 297 their knowledge and skills from one area to another, a process
 308 known as cultural diffusion. (#5)

312 The kind of government, or political system, a society has
 322 reflects its culture. Until a few hundred years ago, most countries
 333 had authoritarian systems in which one person ruled with
 342 unlimited power.

344 When the people of a country hold the powers of
 354 government, we think of that government as a democracy.
 363 Citizens choose their leaders by voting. Once in power, leaders in
 374 a democracy are expected to obey a constitution or other long-
 385 standing traditions that require them to respect individual
 393 freedoms. (#6)

394 Language is a powerful tool, offering a way for people to
 405 share information. Sharing a language is one of the strongest
 415 unifying forces for a culture. Languages spoken in a culture
 425 region often belong to the same language family, or group of
 436 languages having similar beginnings. Romance languages, for
 443 example, come from Latin, the language of ancient Rome.
 452 Spanish, Portuguese, French, Italian, and Romanian are in the
 461 Romance language family. (#7)

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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Activity Procedure: Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today's article is from a social studies textbook. The article is about various aspects of culture. Read the title with me. "What is Culture?"

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

- Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.
- Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.
- Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.
- Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. What kinds of things are part of your culture? (the music you listen to, the clothes you wear, what you eat and drink, and the language you speak)
2. What else is part of a group's culture? (their beliefs and customs, religion, government, literature, and ways they make a living)
3. So, what is important in our culture? (accept reasonable answers)

4. Long ago, four river-valley cultures developed in Asia and Africa. What did they have in common? (developed agriculture and ways of irrigating, produced more food from the land than with hunting and gathering, learned trades, built cities, and made laws)
5. These four cultures became highly developed and engaged in cultural diffusion. What did that mean they did? (They spread their knowledge and skills from one area to another.)
6. Government also reflects culture. What kind of culture exists in a democracy? (The people hold the powers of government, citizens choose leaders by voting, and individual freedom is respected.)
7. What does language do for a culture? (listen for ideas such as: it offers a way for people to share information; it is a unifying force for a culture)

Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. __ (Time the students for a minute.) Stop. __ Circle the last word that you read. __
3. Let's practice again. Begin. __ (Time the students for a minute.) Stop. __ Put a box around the last word that you read. __
4. Please exchange books with your partner. __ Partner 2, you are going to read first. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. __ (Time the students for a minute.) Stop. __ Ones, cross out the last word that your partner read. __
5. Partner 1, you are going to read next. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. __ (Time the students for a minute.) Stop. __ Twos, cross out the last word that your partner read. __
6. Please return your partner's book. __ Figure out the total number of correct words you read. __

Note:

- Optional—You may select to have the students graph their daily fluency. See Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.

Lesson Overheads

Blackline Masters for Overhead Transparencies

Description: The overhead transparencies are essential to the lessons. They are used for modeling strategies and for providing students with feedback on their responses.

Use: If you are teaching a group of four or more children, we recommend that you use an overhead. Prepare the transparencies before the lesson. Have a piece of paper handy so that you can frame the stimulus that you wish the students to attend to.

If you are teaching an individual or a small group of two or three, make a copy of the blackline master and place the copy on a clipboard. Use the copy in the same manner as the transparency in the lesson.

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|----------------|------------------|-----------------|
| 1. | waistband | fraud | plaything |
| 2. | <u>pigtail</u> | <u>vault</u> | <u>pathway</u> |
| 3. | <u>waylay</u> | <u>launch</u> | <u>railway</u> |
| 4. | <u>midway</u> | <u>blackmail</u> | <u>maintain</u> |
| 5. | <u>applaud</u> | <u>layman</u> | <u>hairpin</u> |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|-----------------|-----------------|-------------------|
| 1. | <u>addict</u> | <u>milkmaid</u> | <u>damp</u> |
| 2. | <u>distract</u> | <u>ad-lib</u> | <u>disclaim</u> |
| 3. | <u>admit</u> | <u>misfit</u> | <u>backspin</u> |
| 4. | <u>mislay</u> | <u>misplay</u> | <u>distraught</u> |
| 5. | <u>mast</u> | <u>banish</u> | <u>display</u> |
| 6. | <u>misprint</u> | <u>distill</u> | <u>digit</u> |
| 7. | <u>disband</u> | <u>abstract</u> | <u>mismatch</u> |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|----------------------|----------------------------|------------------------------|
| 1. | garland | autocrat
* | sterling |
| 2. | <u>birth</u> day | ver <u>dic</u> t | fi <u>ng</u> er <u>na</u> il |
| 3. | god <u>da</u> ughter | whir <u>l</u> wi <u>nd</u> | mo <u>d</u> ern |
| 4. | pa <u>tt</u> ern | cu <u>r</u> tail | su <u>rch</u> arge |
| 5. | au <u>bu</u> rn | ver <u>t</u> igo
* | astron <u>au</u> t
* |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|---------------------|---------------------|--------------------|
| 1. | com <u>pl</u> ain | in <u>di</u> stinct | ite <u>m</u> |
| 2. | abs <u>ur</u> d | in <u>s</u> ist | dis <u>ca</u> rd |
| 3. | dis <u>ar</u> m | in <u>gr</u> ain | din <u>ne</u> r |
| 4. | com <u>ma</u> nd | in <u>pr</u> int | in <u>er</u> t |
| 5. | ad <u>mi</u> nister | mi <u>sh</u> ap | im <u>pa</u> ct |
| 6. | in <u>la</u> id | dar <u>li</u> ng | com <u>pl</u> aint |
| 7. | im <u>pa</u> ir | diff <u>er</u> | dis <u>as</u> ter |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|-----------|-----------|-----------|
| 1. | turnstile | cauldron | austere |
| 2. | shipmate | sunstroke | backbone |
| 3. | holiday | autumn | umpire |
| 4. | costume | stampede | subscribe |
| 5. | obsolete | humanize | frustrate |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|---------|------------|-----------|
| 1. | prepay | decode | readjust |
| 2. | disgust | promote | mistake |
| 3. | beside | conclude | pray |
| 4. | defraud | combine | misplace |
| 5. | intake | reconsider | confine |
| 6. | reprint | impose | prescribe |
| 7. | propose | discuss | advise |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|------------------|----------------|-----------------------|
| 1. | turmoil | saunter | sportsman |
| 2. | <u>backporch</u> | <u>maximum</u> | <u>ordain</u> |
| 3. | <u>murmur</u> | <u>loiter</u> | <u>boycott</u> |
| 4. | <u>tabloid</u> | <u>vermin</u> | <u>tornado</u>
* * |
| 5. | <u>stockboy</u> | <u>popcorn</u> | <u>invoice</u> |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|-----------------|---------------------|--------------------|
| 1. | <u>un</u> chain | dis <u>com</u> fort | <u>pre</u> fix |
| 2. | <u>con</u> duct | <u>per</u> sist | <u>con</u> firm |
| 3. | <u>un</u> curl | <u>re</u> claim | <u>un</u> fit |
| 4. | <u>al</u> one | <u>con</u> fide | <u>mis</u> inform |
| 5. | <u>per</u> tain | <u>pro</u> trude | <u>un</u> safe |
| 6. | <u>a</u> fraid | <u>pro</u> vide | <u>dis</u> confirm |
| 7. | <u>a</u> lert | <u>a</u> cross | <u>de</u> mute |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|-------------------|-------------------|-------------------|
| 1. | freedom | filigree | voucher |
| 2. | <u>sweepstake</u> | <u>forlorn</u> | <u>canteen</u> |
| 3. | <u>railroad</u> | <u>cloudburst</u> | <u>scapegoat</u> |
| 4. | <u>spellbound</u> | <u>starboard</u> | <u>greenhouse</u> |
| 5. | <u>outboard</u> | <u>roadside</u> | <u>maximum</u> |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|-----------------|--------------------|------------------|
| 1. | <u>exact</u> | <u>reproduce</u> | <u>beseech</u> |
| 2. | <u>enclose</u> | <u>exceed</u> | <u>perturb</u> |
| 3. | <u>expert</u> | <u>reconstruct</u> | <u>edit</u> |
| 4. | <u>enlist</u> | <u>protest</u> | <u>engrave</u> |
| 5. | <u>disagree</u> | <u>export</u> | <u>defame</u> |
| 6. | <u>pretend</u> | <u>exclude</u> | <u>unpaid</u> |
| 7. | <u>extreme</u> | <u>conduct</u> | <u>imperfect</u> |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|-----------|------------|------------|
| 1. | pillow | chowder | shallow |
| 2. | crossroad | flowerpot | sundown |
| 3. | elbow | bowstring | fellowship |
| 4. | outgrowth | trowel | nowadays |
| 5. | murmur | windowpane | thirteenth |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|-------------|---|-----------|
| 1. | softness | astonish | extrinsic |
| 2. | predominate | regardless | famish |
| 3. | unselfish | ethnic | faddism |
| 4. | alarmist | careless | loudest |
| 5. | classic | abolish
<small>(OK to circle ab)</small> | degree |
| 6. | hardness | exhaust | enthroned |
| 7. | unhappiness | comprehend | hopeless |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|-----------|----------|-------------|
| 1. | snowflake | cowboy | flounder |
| 2. | shallow | frown | showdown |
| 3. | township | outgrow | showmanship |
| 4. | boatload | rainbow | marshmallow |
| 5. | downhill | stowaway | outstrip |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|------------|-------------|---------------------------------|
| 1. | abnormal | organism | tremor |
| 2. | dishonor | ungrateful | proposal |
| 3. | unfaithful | respectful | historical
(OK to circle or) |
| 4. | inventor | redeemer | untruthful |
| 5. | personal | stiffest | programmer |
| 6. | exaggerate | bemoan | regretful |
| 7. | energetic | unfortunate | exotic |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|-----------|-----------|--------------|
| 1. | boomerang | toadstool | loophole |
| 2. | cartoon | shampoo | backwoodsman |
| 3. | lampoon | hoodwink | roommate |
| 4. | toothpick | footprint | tattoo |
| 5. | whirlpool | macaroon | bridegroom |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|---------------|-------------|----------------|
| 1. | unintentional | distasteful | deductive |
| 2. | misconception | reestablish | billion |
| 3. | preconception | opinion | conditional |
| 4. | expansive | possession | exhaustive |
| 5. | delightful | protection | external |
| 6. | repulsive | percussion | provisional |
| 7. | complication | adhesion | expressionless |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|------------|-----------|-----------|
| 1. | balloon | classroom | raccoon |
| 2. | goose | scrapbook | woodchuck |
| 3. | toothbrush | buffoon | uproot |
| 4. | kangaroo | outlook | girlhood |
| 5. | platoon | rooftop | stateroom |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|----------------------------------|---------------|---------------------------------|
| 1. | profoundly | absurdity | involuntary |
| 2. | perfectionist | deliberate | collective |
| 3. | liberalism
(OK to circle er) | dictionary | contaminate |
| 4. | incorporate
(OK to circle or) | individuality | disability
(OK to circle ab) |
| 5. | gladly | precautionary | personality |
| 6. | independently | offensive | immortality |
| 7. | incentive | confectionary | property
(OK to circle ty) |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|--------------|--------------|------------|
| 1. | peanut | coffeebean | beard |
| 2. | yearling | steamboat | leather |
| 3. | northeastern | steadfast | widespread |
| 4. | farmstead | fountainhead | seashell |
| 5. | headstrong | meadow | please |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|----------------|--------------|-------------------|
| 1. | resentment | disinfectant | advertisement |
| 2. | responsive | permanent | combatant |
| 3. | excitement | disagreement | promotion |
| 4. | compliance | informality | exuberant |
| 5. | importance | insurance | continent |
| 6. | rebellion | admittance | incoherence |
| | | | (OK to circle er) |
| 7. | inconsistently | incidentally | experience |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|------------|------------|------------|
| 1. | earshot | bread | breakfast |
| 2. | feather | letterhead | streamline |
| 3. | readership | blockhead | jetstream |
| 4. | seamstress | streambed | moonbeam |
| 5. | meant | threadbare | headboard |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|---------------|-----------|--------------|
| 1. | tremendous | judicial | vicious |
| 2. | spacious | social | substantial |
| 3. | entertainment | marvelous | glacial |
| 4. | compulsion | racial | initial |
| 5. | pretentious | excessive | inconclusive |
| 6. | continuous | gracious | indecision |
| 7. | official | robbery | delicious |

ACTIVITY E: **Underlining Vowel Sounds in Words**

- | | | | |
|----|-------------|------------|-----------|
| 1. | waiter | daunt | monorail |
| 2. | prime-time | sidetrack | oilcloth |
| 3. | torpedo | solitude | cockroach |
| 4. | magnet | downstream | milkmaid |
| 5. | marketplace | closet | bookcase |

ACTIVITY H: **Circling Word Parts**

- | | | | |
|----|------------------------------|-------------------------------|-------------------|
| 1. | average
(OK to circle er) | incombustible | inflexible |
| 2. | conjecture | feeble | uncomfortable |
| 3. | advisable | premature | mishandle |
| 4. | predictable | adorable
(OK to circle ad) | inexhaustible |
| 5. | nature | competition | incapable |
| 6. | culinary | disadvantage | descriptive |
| 7. | dependence | unobtrusive | unconventionality |

ACTIVITY D: **Strategy Instruction**

1.	propeller	construction
----	-----------	--------------

2. infection suddenness

3. befuddle instruction

4. exterminate commitment

ACTIVITY E: **Strategy Practice**

1. expansion unspeakable

2. container effective

3. performance consultant

4. reunion fraction

(OK to not circle un)

5. furnish inartistic

ACTIVITY H: **Passage Preparation****Part 1—Tell**

- | | | |
|----|-----------|-----------|
| 1. | although | believed |
| 2. | justice | Europeans |
| 3. | Christian | language |

Part 2—Strategy Practice

- | | | |
|----|----------------------------------|---------------------------------|
| 1. | <u>e</u> scape | profitable |
| 2. | in <u>d</u> enture
indentured | colony
colonies
colonists |
| 3. | rac <u>i</u> sm | superior |
| 4. | inferior | marketplace |
| 5. | Middle Passage | plantation |

ACTIVITY D: **Strategy Instruction**

- | | | |
|----|-------------|-------------|
| 1. | commander | invention |
| 2. | saintly | indifferent |
| 3. | consolidate | adventure |
| 4. | redecorate | projector |

ACTIVITY E: **Strategy Practice**

- | | | |
|----|------------------------------|------------------------|
| 1. | re <u>du</u> ndant | de <u>f</u> ensive |
| 2. | pro <u>cl</u> aim | in <u>ve</u> stment |
| 3. | in <u>fo</u> rmat <u>ive</u> | con <u>ce</u> alment |
| 4. | re <u>mi</u> ssion | fu <u>nd</u> amentally |
| 5. | de <u>li</u> verance | de <u>te</u> rmination |

ACTIVITY I: **Passage Preparation****Part 1—Tell**

- | | | |
|----|------------|---------|
| 1. | liquid | notice |
| 2. | surface | reduced |
| 3. | kilometers | process |

Part 2—Strategy Practice

- | | | |
|----|--------------|-------------------------|
| 1. | vaporization | evaporate
evaporated |
| 2. | evaporation | perspiration |
| 3. | strenuous | particle
particles |
| 4. | ordinary | temperature |
| 5. | conditions | altitudes |

ACTIVITY D: **Strategy Instruction**

- | | | |
|----|------------|-----------|
| 1. | consistent | amendment |
| 2. | readdress | pavilion |

ACTIVITY E: **Strategy Practice**

- | | | |
|----|--------------|----------------|
| 1. | intermission | dependent |
| 2. | unimportant | confederate |
| 3. | amusement | intolerable |
| 4. | potential | defender |
| 5. | instructor | administrative |
| 6. | discussion | unprofessional |
| 7. | expectant | investigation |

ACTIVITY I: **Passage Preparation**

Part 1—Tell

- | | | |
|----|------------------|--------------|
| 1. | influence | bulimia |
| 2. | anorexia nervosa | periodically |
| 3. | psychological | nutrients |

Part 2—Strategy Practice

- | | | |
|----|--------------|------------------------------|
| 1. | disorders | overeating |
| 2. | appearance | overexercise |
| 3. | extremely | essential |
| 4. | malnutrition | starvation |
| 5. | medication | abnormality
abnormalities |

ACTIVITY D: **Strategy Instruction**

- | | | |
|----|--------------|---------------|
| 1. | completeness | lamine |
| 2. | tentatively | decompression |

ACTIVITY E: **Strategy Practice**

- | | | |
|----|---------------|-----------------|
| 1. | distrustful | unmanageable |
| 2. | missionary | intentional |
| 3. | completely | dissatisfaction |
| 4. | reduction | absorbent |
| 5. | astonishingly | discriminate |
| 6. | glamorously | immediately |
| 7. | apartment | enlightenment |

ACTIVITY I: **Passage Preparation****Part 1—Tell**

- | | | |
|----|--------------|-----------|
| 1. | Emerald Isle | Ireland |
| 2. | famine | machinery |
| 3. | European | ancestry |
| 4. | Celts | Gaelic |

Part 2—Strategy Practice

- | | | |
|----|---|---|
| 1. | <u>sur</u> <u>rou</u> nded | cap <u>ital</u> |
| 2. | <u>un</u> <u>ifo</u> rm | <u>Pro</u> test <u>ant</u> |
| 3. | <u>pas</u> t <u>ure</u>
pastureland | <u>man</u> u <u>fact</u> ure
manufacturing |
| 4. | <u>em</u> ig <u>rate</u> | <u>in</u> du <u>stry</u>
(OK to circle ry) |
| 5. | <u>dis</u> as <u>ter</u> | <u>tran</u> s <u>por</u> t <u>ation</u> |
| 6. | <u>equ</u> ip <u>ment</u>
(OK to underline u and i separately) | <u>off</u> ic <u>ial</u> |

ACTIVITY D: **Strategy Practice**

- | | | |
|----|-------------|-----------------|
| 1. | depression | exemption |
| 2. | defendant | persistent |
| 3. | destructive | communication |
| 4. | commemorate | instrumentalist |

ACTIVITY E: **Independent Strategy Practice**

- | | | |
|----|---------------|--------------|
| 1. | surrender | incorrectly |
| 2. | expansion | government |
| 3. | flattery | cultivate |
| 4. | consistence | contentment |
| 5. | unpredictable | inadmissible |

ACTIVITY I: **Passage Preparation****Part 1—Tell**

- | | | |
|----|----------|-----------|
| 1. | circuits | chemists |
| 2. | pancreas | diabetes |
| 3. | bacteria | medicines |

Part 2—Strategy Practice

- | | | |
|----|------------------------------|----------------------------|
| 1. | laboratory
laboratories | aluminum |
| 2. | customer | experiment |
| 3. | contaminate
contaminating | unavoidable
unavoidably |
| 4. | astronauts | resistant |
| 5. | advantages | eliminate |

ACTIVITY D: **Strategy Practice**

- | | | |
|----|---------------|-----------------|
| 1. | rejection | disrespectful |
| 2. | tenacious | collectively |
| 3. | exaggerate | premeditate |
| 4. | comprehensive | disorganization |

ACTIVITY E: **Independent Strategy Practice**

- | | | |
|----|----------------|----------------|
| 1. | complaining | culminate |
| 2. | forgetfulness | establishment |
| 3. | captivate | inconsiderate |
| 4. | commandment | unconventional |
| 5. | impressionable | inspirational |

ACTIVITY I: **Passage Preparation**

Part 1—Tell

- | | | |
|----|-----------|---------|
| 1. | climate | biomes |
| 2. | ecosystem | lichens |
| 3. | taiga | acidic |

Part 2—Strategy Practice

- | | | |
|----|--------------------------------|---------------------------------------|
| 1. | organ <u>isms</u> | charac <u>teristic</u> |
| 2. | <u>determine</u>
determined | prop <u>erty</u>
<u>properties</u> |
| 3. | temper <u>ature</u> | <u>precipitation</u> |
| 4. | centim <u>eters</u> | <u>permafrost</u> |
| 5. | <u>deciduous</u> | <u>abundant</u> |

(OK to circle **ab**)

ACTIVITY D: **Strategy Practice**

- | | | |
|----|--------------------------------|----------------------------------|
| 1. | <u>est</u> im <u>ati</u> on | pu <u>nish</u> able |
| 2. | <u>occu</u> pati <u>on</u> | me <u>an</u> ing <u>ful</u> ness |
| 3. | <u>incor</u> rupt <u>ible</u> | <u>mis</u> in <u>for</u> mation |
| 4. | <u>indiv</u> id <u>ual</u> ity | <u>ac</u> com <u>plish</u> ment |

ACTIVITY E: **Independent Strategy Practice**

- | | | |
|----|----------------|-----------------|
| 1. | inference | masterfully |
| 2. | circumstantial | murderous |
| 3. | evaluate | environmentally |
| 4. | impracticality | excommunicate |
| 5. | proportionate | departmental |

ACTIVITY I: **Passage Preparation****Part 1—Tell**

- | | | |
|----|-----------|----------|
| 1. | typhoid | frontier |
| 2. | journeyed | westward |
| 3. | cholera | European |
| 4. | prairie | typhoid |

Part 2—Strategy Practice

- | | | |
|----|---|---|
| 1. | t <u>o</u> r <u>n</u> a <u>d</u> o
* * | cent <u>u</u> r <u>y</u>
centuries |
| 2. | sett <u>l</u> em <u>e</u> nt | exp <u>e</u> dit <u>i</u> o <u>n</u> |
| 3. | pos <u>s</u> ess <u>i</u> o <u>n</u> s | terr <u>i</u> tor <u>y</u>
(OK to circle or) |
| 4. | rom <u>a</u> ntic <u>i</u> z <u>e</u>
romanticized | res <u>i</u> dent
residency |
| 5. | hom <u>e</u> st <u>e</u> ad <u>e</u> rs | ter <u>r</u> est <u>r</u> ial |
| 6. | nav <u>i</u> gator <u>s</u> | ac <u>e</u> ssible |

ACTIVITY D: **Strategy Practice**

- | | | |
|----|----------------|--------------|
| 1. | invitation | optical |
| 2. | pardonable | perseverance |
| 3. | unpredictable | deliberation |
| 4. | trepidatiously | repercussion |

ACTIVITY E: **Independent Strategy Practice**

- | | | |
|----|-----------------|----------------|
| 1. | population | sarcastic |
| 2. | spectator | inconspicuous |
| 3. | incompetent | dissimilarity |
| 4. | contaminate | examination |
| 5. | impressionistic | insurmountable |

ACTIVITY I: **Passage Preparation****Part 1—Tell**

- | | | |
|----|-----------------|--------------|
| 1. | symphonies | South Korea |
| 2. | Huang He River | Tigris River |
| 3. | Euphrates River | society |

Part 2—Strategy Practice

- | | | |
|----|-----------------------------|-----------------------|
| 1. | <u>Arabic</u> | classical |
| 2. | ancest <u>ors</u> | agricult <u>ure</u> |
| 3. | irrigate
irrigating | civilizati <u>ons</u> |
| 4. | cult <u>ure</u>
cultural | diffusi <u>on</u> |
| 5. | geograph <u>ers</u> | authoritari <u>an</u> |
| 6. | democrac <u>y</u> | constitu <u>tion</u> |

Appendix A

Strategies for Reading Long Words

The following chart outlines the strategies that students are taught for attacking unknown long words. Initially, they are taught a strategy that involves the overt act of circling word parts at the beginning and end of words and underlining vowel sounds. These overt steps are gradually faded until the students use only the cognitive steps unless they have difficulty with a word.

This chart can be used in a number of ways:

1. **Overhead transparency**—It would be useful to have an overhead transparency that you display when you periodically review the strategy use after the program has concluded.
2. **Poster**—It would also be useful to make a poster to display in your classroom. This will not only be a helpful reference for your students, it will also serve to remind you to review the strategy with your students.
3. **Student Reference Charts**—When you begin Lesson 13, give each of the students a copy of the strategies.

Strategies for Reading Long Words

Overt Strategy

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it a real word.

EXAMPLE

reconstruction

Covert Strategy

1. Look for word parts at the beginning and end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

Appendix B

Student Reference Chart: Word Parts at the Beginning and End of Words, and Vowel Combinations

These charts should be given to students to assist them in circling word parts and underlining vowels. Since the charts include all of the word parts and vowels taught in the first twelve lessons, to avoid confusion with untaught material, distribute charts when you introduce Lesson 13.

It will also be useful to maintain a cumulative chart in your room that students can refer to. Divide the chart into three parts and label the parts Word Parts at the Beginning of Words, Word Parts at the End of Words, and Vowel Combinations. When a new word part or vowel combination is introduced, write it on an index card and add it to your chart. When the program is complete, additional word parts that you or your students find while reading can be added.

Word Parts and Vowel Combinations

	Word Part	Key Word	Word Part	Key Word	Word Part	Key Word
Word Parts at the Beginning of Words	dis	discover	com	compare	con	continue
	mis	mistaken	be	belong	per	permit
	ab	abdomen	pre	prevent	un	uncover
	ad	advertise	de	depart	a	above
	in	insert	re	return	ex	example
	im	immediate	pro	protect	en	entail
Word Parts at the End of Words	s	birds	er	farmer	ment	argument
	ing	running	al	final	ance	disturbance
	ed	landed	tion	action	ence	essence
	ness	kindness	sion	mission	ous	nervous
	less	useless	ion	million	cious	precious
	ic	frantic	tive	attentive	tious	cautious
	ate	regulate	sive	expensive	cial	special
	ish	selfish	y	industry	tial	partial
	ist	artist	ly	safely	age	courage
	ism	realism	ary	military	ture	picture
	est	biggest	ity	oddity	able	disposable
	ful	careful	ant	dormant	ible	reversible
Vowel Combinations	ay	say	a—e	make	or	torn
	ai	rain	o—e	hope	ee	deep
	au	sauce	i—e	side	oa	foam
	er	her	e—e	Pete	ou	loud
	ir	bird	u—e	use	ow	low, down
	ur	turn	oi	void	oo	moon, book
	ar	farm	oy	boy	ea	meat, thread

Appendix C

Word Relatives

All readers must gain the understanding that many, though not all, words that are similar in spelling and pronunciation often have similar meanings. These types of words can be called *relatives*. With this understanding, we are able to generate possible meanings for an unknown word if we are familiar with some of its *relatives*.

These supplemental activities are designed to help students gain this critical understanding and increase their word curiosity.

Lessons 1-12 Because students are not yet proficient in their ability to read long words, read the sentences in each family with your students. Next, have your students write a short definition for the last word in each family using both the context of the final sentence and the meaning of the related words revealed in the previous sentences. The students should not use a derivative to define the last word. Students will often find the task more interesting if they generate their definition with a partner.

Lessons 13-20 Students will be able to read these sentences independently. You may select to have the students work with partners while reading the sentences and writing a definition for the last word in each family.

Lesson 1: Word Relatives

Family 1

admit	If you have a ticket, they will admit you to the theater.
admitted	Jason and Samantha were admitted to the movie theater.
admission	The theater admission was five dollars.
admittance	Theater goers show their tickets to gain admittance .

Family 2

maintain	You maintain a machine by taking care of it.
maintainer	A machine maintainer keeps it working.
maintainable	Machines that you can take care of easily are maintainable .
maintenance	All machines need some upkeep or maintenance .

Family 3

discover	The scientists hope to discover a cure for cancer.
discovered	They have discovered cures for other diseases.
discoverer	The discoverer of a cure for cancer would become very famous.
discovery	Such a discovery would be very important.

Lesson 2: Word Relatives

Family 1

complain	When Jason's new stereo didn't work, he decided to complain .
complainer	He wasn't usually a complainer , but his stereo was very expensive and didn't work.
complaint	Jason wrote a complaint and mailed it to the company.
complainant	Finally, Jason became a complainant when he sued the company in court.

Family 2

differ	The chairs differ in size, color, and shape.
different	The chairs are different .
difference	The greatest difference between the chairs is their size.
differently	They are used differently because some of the chairs are comfortable and others are uncomfortable.

Family 3

command	The army officer will command the troops.
commanded	The army officer commanded the troops to march.
commanding	The commanding officer led the troops.
commander	The commanding officer is called the commander .

Lesson 3: Word Relatives

Family 1

pay	We must pay for long distance phone calls.
prepay	You can choose to prepay for phone calls before you make the calls.
prepaid	You can even get a prepaid phone card.
repaid	In some cases, you will be repaid for phone calls that you don't make.

Family 2

combine	If you combine red and blue paint, you will make purple paint.
combining	Artists may make unique colors by combining paints.
combination	The new combination of colors can be beautiful or ugly.

Family 3

protect	The mother lion will protect her cubs from danger.
protective	The mother lion is very protective and doesn't let her cubs walk far away from the den alone.
protector	Like the mothers of other animals, the lion is a protector .
protection	Small baby animals need protection .

Lesson 4: Word Relatives

Family 1

inform	Books can inform us about many different subjects.
misinform	Unfortunately, some books can also actually misinform the reader.
information	We can gain a great deal of good information from the Internet.
misinformation	However, you have to be careful of misinformation .

Family 2

persist	While learning the violin was difficult, Jessica decided to persist in her practice.
persistent	Jessica was especially persistent in practicing certain pieces.
persistence	Her persistence really paid off when she won first place in the music contest.

Family 3

provide	The school will provide school supplies.
providing	They are providing paper, pens, and pencils.
provider	Usually the school is not the provider of school supplies.
provisions	Each student got their own provisions at the beginning of the year.

Lesson 5: Word Relatives

Family 1

perfect	The vase had no cracks. It was perfect .
imperfect	The vase was cracked. It was imperfect .
perfection	Her mother tried to achieve perfection in everything she did.
imperfection	But, almost all vases have some imperfection .

Family 2

construct	Megan will construct a model house of legos.
constructing	She loves constructing things from legos.
construction	The construction of the complicated house will take days.
reconstruct	If the house falls down, she will have to reconstruct it.

Family 3

free	Two hundred years ago slaves were not free to make any choices.
freed	Later, the slaves were released. They were freed .
freedom	Slaves were given the freedom to make personal choices, such as where to live, who to work for, and who to marry.
freedoms	Today, our freedoms include freedom of speech and religion.

Lesson 6: Word Relatives

Family 1

loud	The first band was loud .
louder	The second band was louder .
loudest	The sixth band at the concert hurt my ears; it was the loudest band.

Family 2

astonish	The magician will astonish you with many tricks.
astonishing	It was astonishing to see the magician pull a bird from the hat.
astonishment	You will gasp in astonishment when you see the last amazing trick.

Family 3

selfish	Ms. Marcus wouldn't share anything with anyone. She was very selfish .
selfishness	Because of her selfishness , she never let anyone borrow anything.
unselfish	On the other hand, Ms. Cortez shared her things. She was unselfish .
unselfishness	She had many friends because of her unselfishness .

Lesson 7: Word Relatives

Family 1

history	Events that happened in our past form history .
historic	The Fourth of July is an important historic date.
historical	The signing of the Declaration of Independence was a historical event.
historically	Historically , many people have felt that the Fourth of July is one of the most important events in U.S. history.

Family 2

program	A show on television is called a program .
programmer	A person who selects the programs for a television network is called a programmer .
program director	The television director is a program director .

Family 3

invent	If you make something new that has never been made before, you invent it.
invention	What you make through your own thinking and imagination is your invention .
inventor	If you create something, you are an inventor .

Lesson 8: Word Relatives

Family 1

attended	During class, the students really thought about the lesson. They carefully attended to the teacher.
attentive	The teacher thanked the students for being so attentive .
attention	Because they paid such good attention to the teacher, the students learned a great deal.
attention span	The teacher was amazed at the students' attention span; they listened for hours and hours.

Family 2

intend	Katie intends to be a great horsewoman.
intention	Her intention was to learn to ride well.
intentionally	She intentionally joined a riding club to learn to ride.
unintentionally	Unintentionally , but happily, she also made many new friends.

Family 3

exhaust	Running for hours can exhaust you if you have not built up the strength to do it.
exhausted	In fact, some people will be exhausted if they run for just an hour.
exhaustion	Some kinds of exercise can quickly lead to exhaustion .

Lesson 9: Word Relatives

Family 1

collect	I like to collect shells when I go to the beach.
collection	I have a large collection of shells.
collectible	Many different things are collectible including shells, stamps, coins, comic books, and old books.

Family 2

person	Each human being is a person .
personality	Each person has a personality . For example, you might be kind and generous.
personally	If you do something yourself for someone else, you do it personally .
personalize	You can personalize a tee-shirt by adding your own artwork to it.

Family 3

caution	With great caution , Ryan crossed the busy street.
cautious	Ryan is very cautious . He doesn't take chances or risks.
cautiously	Ryan moves cautiously when he climbs rocks.
precaution	As a precaution , he uses ropes, a helmet, and other special equipment when rock climbing.

Lesson 10: Word Relatives

Family 1

agreed	While the teachers had different opinions about many issues, they all agreed that the students should read at home.
agreement	The teachers were in agreement about the importance of home reading.
disagreed	However, the teachers disagreed about how much time students should spend reading.
disagreement	The teachers had a disagreement about which students should read for twenty minutes and which students should read for thirty minutes.

Family 2

infected	The wound became infected from the dirty bandage.
infection	Because of the infection the wound healed slowly.
disinfected	The wound should be disinfected by cleansing carefully.
disinfectant	A special disinfectant can be used to kill the bacteria or germs in a wound.

Family 3

resented	Mark resented Jonathan for receiving the writing award he wanted.
resentful	Mark became more resentful when Jonathan earned all A's in school.
resentment	Mark often told others about how much he disliked Jonathan. But they didn't believe him. Mark's resentment was obvious to everyone.

Lesson 11: Word Relatives

Family 1

concluded	Samantha concluded her cat, Max, was hiding under the bed when she couldn't find him.
conclusive	The conclusive evidence explaining where Max was came when Samantha heard him meowing under the bed.
conclusion	Her mother came to the same conclusion when she saw Max's ear peeking out.
inconclusive	Neither Samantha or her mother found the evidence to be inconclusive .

Family 2

continue	After summer vacation, classes will continue at the school.
continuous	The school's continuous classes have been offered since 1920.
continually	Since 1920, the school has continually offered classes to adults.
continuity	The school's classes have not been interrupted. Certainly the public has appreciated the school's continuity .

Family 3

decided	After thinking about it for a number of weeks, Jared has decided to take the job.
decision	Jared considered the job's benefits, the salary, and his own talents when making his decision .
decisive	Jared is usually able to determine the best action to take quickly. He is very decisive .
indecisive	On the other hand, Matthew can never make a decision. He is very indecisive .

Lesson 12: Word Relatives

Family 1

predict	When I read a story, I can often predict what will happen next.
prediction	If the author has given me many clues, my prediction will usually be correct.
predictable	Sometimes the action in the story is too predictable . I don't always want to guess what will happen next. Sometimes I want to be surprised.
unpredictable	In a good mystery, the events are often unpredictable .

Family 2

reversed	Two weeks after deciding on a 10:00 p.m. curfew for teenagers, the city council reversed its decision.
reversible	The reversible sweater is red on one side and blue on the other.
irreversible	The city council had said they would not change their decision; it was irreversible , but they did anyway.
reversion	A reversion from a curfew to no curfew took place two weeks later.

Family 3

flex	Marcus had to flex his arm when he pitched the ball.
flexor	A muscle that bends an arm or leg is called a flexor .
flexible	A rubber band is very flexible .
flexibility	Ballet dancers are known for their flexibility .

Lesson 13: Word Relatives

Family 1

artist	One glance at Jennifer's paintings and you know that she is an excellent artist .
artistic	People particularly appreciate Jennifer's artistic use of color.
artistically	Even her selection of frames is done artistically .
inartistic	People who aren't able to create art like Jennifer are inartistic .

Family 2

union	The students came together and formed a union .
reunion	Every five years, the Class of 1980 gathers again at a reunion .
unity	The returning class members can still feel the unity of their class.
community	Many of the students live in the same town and make up the community .

Family 3

contains	The jar contains tea.
containers	The kitchen has containers filled with tea, coffee, sugar, and flour.
containment	The containment of hot liquids in a kitchen should always happen over a sink.

Lesson 14: Word Relatives

Family 1

offended	Being called laid-back really offended Bob. He felt that he was not lazy.
offense	Don insisted that he had meant no offense . He meant Bob was relaxed, not lazy.
offensive	However, Bob still found the comment very offensive and was angry.

Family 2

perform	The singing group will perform on stage this evening.
performers	All members of the singing group are excellent performers , whether they are on a small stage or in a huge concert hall.
performances	The singing group will give ten performances over the next five days.

Family 3

profit	All people who own a business must make some profit . If their profits are low they will have to go out of business.
profitable	Mr. Henry made a great deal of money selling insurance. His business was very profitable .
profiteers	Before the hurricane, a number of profiteers in the grocery store business sold water, flashlights, and other items needed by the townspeople at outrageous prices.

Lesson 15: Word Relatives

Family 1

differ	Michael and James differ in how they look. (Michael is dark-haired and James is red-haired.)
differences	They also have differences in personality. Michael is shy while James is very friendly.
different	When things are different , they are not the same.
differential	Differential job salaries were given to Michael and James because Michael had four years of experience and James only had two.

Family 2

professions	A lawyer and a doctor are two examples of professions .
professional	Doctors and lawyers both charge fees for their professional services.
professionalism	The doctor showed her professionalism by taking excellent care of her patient.
unprofessional	It is very unprofessional for a doctor to prescribe a medicine to a patient that she has never met.

Family 3

administered	Ms. Jones is in charge of the hospital. She makes sure medicine is administered properly to all the patients.
administrator	Ms. Jones is the hospital's administrator .
administration	She works with four other people. Together they form the hospital's administration .
administrative	Each of the five people have important administrative duties that make the hospital run smoothly.

Lesson 16: Word Relatives

Family 1

manages	Mr. Carlos and seven department heads manage the large department store, taking care of the merchandise and hiring employees.
manager	Mr. Carlos is the store's manager .
management	The store's management is responsible for ordering merchandise and promoting sales.
managerial	These are not the only managerial duties of the department heads. They must also hire and fire employees.

Family 2

determined	Roxie was determined to become a professional swimmer.
determination	Her determination could be seen during her three hours of daily practice.
determinedness	Roxie's coach applauded her determinedness .

Family 3

glamour	The glamour of the movie industry is appealing to many people.
glamorous	The glamorous movie star wore a diamond studded gown.
glamorize	The movie glamorized crime. Unfortunately, this might make young people believe that a life of crime is exciting and desirable, not incredibly dangerous.

Lesson 17: Word Relatives

Family 1

instrument	Which instrument do you intend to play? Flute, clarinet, or trumpet?
instrumental	Instrumental music is composed for instruments not voices.
instrumentalist	While she once had sung for a living, today, Renee is an instrumentalist .

Family 2

construct	Scott has loved to construct buildings since he was a little boy.
construction	Today, Scott owns a large construction company that builds houses throughout the city.
constructive	When Scott works with his employees, he tries to give only constructive criticism or feedback.
destructive	Scott understands that put-downs can be destructive to a person rather than helpful.

Family 3

tolerate	The babysitter could tolerate the two-year old's crying, running around the park, and screaming. She just reminded herself what it was like to be two years old.
tolerable	She found the crying, running, and screaming tolerable .
intolerable	On the other hand, she found hitting intolerable .

Lesson 18: Word Relatives

Family 1

organized	He organized his coins by placing them in coin holders labeled with the country they were from.
organization	Because of the organization of his coin collection, he could quickly find any coin he needed.
disorganization	Previously, his coins had been in a total state of disorganization . Some had been in boxes while others had been thrown into drawers.

Family 2

inspire	The speaker at graduation was able to inspire all the graduates to make the most of their lives.
inspiration	The speaker was truly an inspiration to all that listened.
inspirational	The speaker's inspirational words captured the minds and hearts of the graduates.

Family 3

respect	The teachers were always fair to their students. The students had great respect for them.
respectable	Martin's father always acted in an honest, respectable manner.
respectability	Each of Martin's family members tried to always be kind to others. Their respectability was important to them.
respectfully	Martin treated the aged man respectfully . Martin was always courteous.
disrespectfully	On the other hand, Fred treated all people disrespectfully . He was rude.

Lesson 19: Word Relatives

Family 1

practical	The skills that students learned in the home living class were very practical . They included shopping, cooking, and creating a budget.
practicality	The students and parents appreciated the practicality of most of the skills taught in the home living class.
impractical	Only a few of the skills taught seemed to be impractical .

Family 2

corrupt	The criminals in the city tried to corrupt the police officers with bribes.
corruption	Even after a few years, corruption was not widespread in the police department. Most of the officers continued to be honest.
corruptible	It appeared that very few of the police officers were corruptible .
incorruptible	In fact, an investigation found that most of the officers were incorruptible .

Family 3

environment	Children living in a city grow up in a totally different environment than children living in the country.
environmental	Environmental issues are a great concern today. For example, people are concerned about the destruction of trees in forests.
environmentalists	Many environmentalists are also concerned about the growing amount of air and water pollution in the world.

Lesson 20: Word Relatives

Family 1

similar	The two similar houses were designed by the same architect.
similarity	The similarity of the houses could be seen in both their designs, and also the materials and colors used.
dissimilar	On the same block is a totally dissimilar house in terms of design, materials, and colors. They were not even built in the same time period.
dissimilarity	Their dissimilarity is noticeable to everyone.

Family 2

impressed	I was so impressed by the minister's message that it changed my thinking and my actions.
impression	The message left a lasting impression on me. As a result, I find that I am much kinder to other people.
impressionable	Some people think I am just young and impressionable .

Family 3

consider	All of the students stopped to consider how teasing and being unkind made others feel.
considerate	As a result of their discussion, the students decided to be more considerate to everyone. Their teasing ended immediately and their politeness increased.
inconsiderate	Students were only occasionally inconsiderate .

Appendix D

Pre/Post and Generalization Tests

The pre/posttest contains words that are taught in the program. The generalization test contains words that are not taught in the program, but contain elements and word parts that have been introduced. You may select to administer the pre/posttest before beginning the program and readminister it upon completion. The generalization test should also be given upon completion of the program.

Administration: **Pretest**—Hand the Student Test Copy to the child. Tell the student, “This is a list of long words. I don’t expect you to know all of these words so just do your best. Please read down the list.”

Posttest—Hand the Student Test Copy to the child. Tell the student, “These are words that you have read in *REWARDS*. Use what you have learned to figure out each word.”

Generalization Test—Hand the Student Test Copy to the child. Tell the student, “These are words that you have not read in *REWARDS*. Use what you have learned to figure out each word.”

Recording: As the student reads, cross out the word parts that are pronounced correctly in the Word Parts Correct column. Put a plus (+) in the final column if a word is pronounced correctly and a minus (-) for incorrectly pronounced words. If the student mispronounces four consecutive words, terminate the test.

Scoring: Determine the total number of correct words read by counting the pluses in the final column. Determine the total number of word parts read correctly by counting the parts that you crossed out. Notice that these do not always correspond to syllables, instead they reflect word parts taught in the program. For example, **ity** is one word part, not two. The analysis of word parts is more sensitive than the word measure. Through the word part analysis you will be able to see if the student deletes whole parts of words, a common error of poor decoders.

Pre/Posttest Student Test Copy

- | | |
|--------------------|---------------------|
| 1. consider | 11. entertainment |
| 2. distasteful | 12. unavoidable |
| 3. promotion | 13. circumstantial |
| 4. abnormal | 14. glamorously |
| 5. continent | 15. confederate |
| 6. argument | 16. astonishingly |
| 7. disturbance | 17. instrumentalist |
| 8. comprehensive | 18. fundamentally |
| 9. expressionless | 19. impracticality |
| 10. meaningfulness | 20. communication |

Pre/Posttest

Teacher Recording Form

Word	Word Parts Correct (Cross out correct word parts)	Words Correct (+)/ Words Incorrect (-)
1. consider	1. con sid er 3	
2. distasteful	2. dis taste ful 3	
3. promotion	3. pro mo tion 3	
4. abnormal	4. ab norm al 3	
5. continent	5. con tin ent 3	
6. argument	6. ar gu ment 3	
7. disturbance	7. dis turb ance 3	
8. comprehensive	8. com pre hen sive 4	
9. expressionless	9. ex pres sion less 4	
10. meaningfulness	10. mean ing ful ness 4	
11. entertainment	11. en ter tain ment 4	
12. unavoidable	12. un a void able 4	
13. circumstantial	13. cir cum stan tial 4	
14. glamorously	14. glam or ous ly 4	
15. confederate	15. con fed er ate 4	
16. astonishingly	16. a ston ish ing ly 5	
17. instrumentalist	17. in stru ment al ist 5	
18. fundamentally	18. fun da ment al ly 5	
19. impracticality	19. im pract ic al ity 5	
20. communication	20. com mun i ca tion 5	
Total number of correct word parts _____\78		Total correct Words _____\20
Percentage correct _____%		_____%

Generalization Test Student Test Copy

- | | |
|-----------------|---------------------|
| 1. impression | 11. competitor |
| 2. communism | 12. affectionate |
| 3. bedazzle | 13. confidential |
| 4. conference | 14. explosively |
| 5. refreshments | 15. hospitality |
| 6. miserable | 16. occasionally |
| 7. donation | 17. misrepresenting |
| 8. expensively | 18. enthusiastic |
| 9. development | 19. international |
| 10. admiration | 20. irregularity |

Generalization Test

Teacher Recording Form

Word	Word Parts Correct (Cross out correct word parts)	Words Correct (+)
1. impression	1. im pres sion 3	
2. communism	2. com mun ism 3	
3. bedazzle	3. be dazz le 3	
4. conference	4. con fer ence 3	
5. refreshments	5. re fresh ments 3	
6. miserable	6. mis er able 3	
7. donation	7. do na tion 3	
8. expensively	8. ex pen sive ly 4	
9. development	9. de vel op ment 4	
10. admiration	10. ad mir a tion 4	
11. competitor	11. com pet it or 4	
12. affectionate	12. af fec tion ate 4	
13. confidential	13. con fid en tial 4	
14. explosively	14. ex plo sive ly 4	
15. hospitality	15. hos pit al ity 4	
16. occasionally	16. oc ca sion al ly 5	
17. misrepresenting	17. mis rep re sent ing 5	
18. enthusiastic	18. en thu si ast ic 5	
19. international	19. in ter na tion al 5	
20. irregularity	20. ir reg u lar ity 5	
Total number of correct word parts _____\78		Total correct Words _____\20
Percentage correct _____%		_____%

Appendix E

Fluency Graph: Correct Words Per Minute

In Lessons 13-20, students engage in daily reading activities to increase their reading fluency. First, students practice the passage a number of times, reading for one minute. Next, students practice with their partners (coaches). Each student reads while his/her coach underlines any word errors. When both students have read for a minute, they determine the total number of words they have read correctly in a minute and graph their totals.

Many teachers have continued the fluency building activities after the completion of *REWARDS*, using content area passages from their own textbooks.

Appendix F

Incentive Program

Distribute the *REWARDS* chart to each student. This will allow students to record their own points when you award them. During the lesson, award points for each segment of the lesson. These points can also be used to determine a lesson grade and an overall grade for the student. For some classes, you may decide to have your students earn points toward a special event (popcorn party, free reading period, or video viewing) or prizes (e.g., a book, school supplies, or treats). The following procedures can be used for awarding points.

Lessons 1-12

1. After each page in the *Student Book* is completed, award Participation Points. If students have followed your behavioral guidelines, paid attention, participated, and responded accurately, award three points. If students performed below your expectations, award zero, one, or two points.
2. For the Reading Check, ask each student to read one line in Activity G. If the student makes no errors, award three points. Award two points if one error is made, one point if two errors are made.
3. Award Bonus Points for excellent reading and/or behavior.
4. At the end of the lesson, have students total their points.

Lessons 13-20

1. After the initial sound and word reading activities, award Participation Points.

2. After the Sentence Reading activity, award Participation Points. If students have followed behavioral guidelines, paid attention, carefully practiced the sentences, and responded accurately, award three points.
3. After the Passage Reading activities, award Participation Points. If students have followed behavioral guidelines, paid attention, carefully read the passage, participated in the fluency check, and responded accurately, award three points.
4. For the Reading Check, ask each student to read one of the sentences in the Sentence Reading Activity. If the student makes no errors, award three points. Award two points if one error is made, one point if two errors are made.
5. At the end of the lesson, have students total their points.

Lesson Grade

You may wish to award students with a lesson grade. If you choose to do this, determine the number of points needed for each grade. The following may be used as a guide.

Total possible points = 12

11 or 12 points = A

9 or 10 points = B

7 or 8 points = C

5 or 6 points = D

Less than 6 = F

Overall Grade

The total points earned can be used to determine an overall grade for this portion of your reading program. Determine the number of points needed for each grade. The following may be used as a guide.

Total possible points = 240

90% 220-240 = A

80% 192-219 = B

70% 168-191 = C

60% 144-167 = D

Other Incentives

Group Incentives

You may select to have special events to encourage participation and accurate reading. Often it is easier to offer group incentives rather than individual incentives, thus encouraging the students to support the academic and behavioral efforts of their peers. Group incentives could be one of the following: a popcorn party, ten minutes to visit, a word game, or a special edible treat.

While you may determine your own way of awarding the group incentives, the following may be used as a guide.

1. Set a goal of all A's or B's for five lessons.
2. At the end of each lesson, examine the students' point sheets to determine if everyone received an A or B. If so, record a group point in a prominent place (i.e., a bulletin board).
3. When students have earned all A's or B's for five lessons, celebrate with the selected event.

Individual Incentives

If you are teaching a small group that includes students with learning challenges, you may wish to award individual prizes when a certain number of A or B lessons are earned. For example, individual students could earn a special treat for achieving all A's or B's for five lessons.

REWARDS Chart

Name _____

Lesson	First Page Activities A, B, C, D	Second Page Activities E, F, and G	Third Page Activities H, I, and J	Reading Check Activity G	Bonus Points	Total Points	Lesson Grade
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Lesson 7							
Lesson 8							
Lesson 9							
Lesson 10							
Lesson 11							
Lesson 12							
Lesson	Initial Activities	Sentence Reading	Passage Reading	Reading Check	Bonus Points	Total Points	Lesson Grade
Lesson 13							
Lesson 14							
Lesson 15							
Lesson 16							
Lesson 17							
Lesson 18							
Lesson 19							
Lesson 20							
						Total Points	Overall Grade

Participation Points

- Following behavioral guidelines
- Paying attention and participating
- Responding accurately

Reading Check (line or sentence)

1. Two errors
2. One error
3. No errors

Appendix G

Research on *REWARDS*

What is the research base for this program?

In the past, research on the acquisition of decoding skills has concentrated largely on monosyllabic (single-syllable) word reading. However, a need exists for research about multisyllabic (two or more syllables) word reading and how students accomplish the learning necessary to read these longer words. Beginning with fourth grade material, multisyllabic words account for anywhere from 10% to 80% of the words students read in a passage. Yet, few curriculum materials exist to teach students to read longer words. The development of the *REWARDS* program and conducting research regarding its effectiveness was initiated to meet these needs.

Various versions of the *REWARDS* program have been field-tested and used widely with poor readers and students with reading disabilities. Before any formal studies were conducted, data was collected in several field-tests and in at least four pilot studies. Using the grade equivalent (GE) scores of two subtests from the *Woodcock Reading Mastery Tests* (Word Attack and Word Identification) (Woodcock, 1973), substantial gains in short periods of time were documented. In approximately five weeks, some students gained as little as one year's worth of reading, while other students showed a gain that was equivalent to eight years on the Word Attack subtest. Anita Archer (1981) found in the pilot studies that flexible syllabication procedures focusing on vowel sounds (e.g., **ai**, **ea**, **ou**), word parts, vowel conversions, and approximate pronunciations, in conjunction with a word building strategy that taught students to break longer words down into smaller recognizable word parts, read part by part, then read the whole word, were effective in teaching low-performing fourth and fifth grade students to read multisyllabic words.

To validate the strong field-test and pilot test results, and confirm that the intervention was responsible for the results, two studies were completed using previous versions of the *REWARDS* program as the

intervention. In the first study, the experimenter tried three different versions of *REWARDS* and compared them to a program not specifically designed to teach multisyllabic words. In the second study, different versions of the *REWARDS* program were implemented requiring different success levels for different groups (80% versus 90%) and providing different practice modes (sentences versus whole paragraphs). Each study will be described briefly.

1. **Archer, A. L., Gleason, M. M., Vachon, V. L., & Hollenbeck, K. (2000).** *Instructional strategies for teaching struggling fourth and fifth grade students to read long words.* Manuscript in preparation.

In the first experimental study, fourth and fifth graders were nominated by their teachers as reading-deficient and randomly assigned to one of three treatment groups or one control group. Participants' reading scores on the Word Identification and Word Attack subtests of the *Woodcock Reading Mastery Tests* (Woodcock, 1973) ranged from 2.7 to 3.5 grade equivalent on the first subtest and 2.5 to 3.8 grade equivalent on the second subtest. In addition, participants were decidedly deficient in decoding multisyllabic words. On a multisyllabic word reading pretest, students ranged from 2 correct responses to 13 correct responses out of 48 words.

Each of the three treatment groups engaged in the same instruction during the first half of the intervention. The three groups received 30 minutes of preskill instruction for nine days. The preskills taught were:

- a) blending of word parts from an orally segmented model presented by the teacher;
- b) saying isolated vowel sounds for vowel letter combinations;
- c) vowel conversions;
- d) circling vowel graphemes in words and saying the phonemes for the graphemes;
- e) silently sounding out and orally reading word parts;
- f) correcting close approximations using context;
- g) pronunciation of affixes in isolation; and
- h) locating and reading affixes by circling and pronouncing word parts found at the beginning and end of words.

After preskills training, a criterion test (Preskill Posttest) was administered in order to measure the level of mastery that occurred across the three treatment groups, and to ensure that similar levels of attainment occurred for the groups but not for the

control group (which did not receive preskill training). The groups then received an additional nine days of instruction followed by administration of the posttest measures, similar to those included in the *Teacher's Guide* for *REWARDS*. The posttest measures required students to read three- and four-syllable words in isolation and in sentences.

During the additional nine days of instruction, the three groups and the control group received different kinds of instruction. The Preskill Training Only group continued to work 30 minutes a day with their teacher. They received five minutes of review on three preskills taught during the initial training: pronouncing vowel combinations, saying the letter sound or name for single letter graphemes (vowel conversions), and pronouncing prefixes and suffixes. This was followed by instruction in lessons from a commercial program, in which students practiced reading word lists and passages that consisted primarily of monosyllabic words.

The second group, the Strategy Training group, received 30 minutes of instruction a day on how to apply the *REWARDS* strategy while decoding individual multisyllabic words as well as these words in sentences. The strategy required students to put together the separate skills taught during the initial nine days of the study (preskill training). The strategy involved the following steps:

- a) segmenting the word into decodable parts by locating and circling word parts at the beginning and end of the word (prefixes and suffixes);
- b) orally reading these affixes;
- c) locating and underlining vowel graphemes in the middle parts of the word;
- d) reading the vowel sounds;
- e) segmenting by reading all words part by part;
- f) blending by saying the whole word; and
- g) correcting the pronunciation of the word if necessary.

Student participation in this condition included watching the teacher model word reading, engaging in guided practice of reading similar words, and independently applying the strategy to more and more difficult review words, novel words, and words embedded in sentences. Over the course of the nine days, overt use of the

strategy was reduced and covert strategy use was increased by both teachers and students.

The last group, the Word Build-Up group, did not use all eight preskills introduced during the nine days of strategy training. Unlike the Strategy Training group described above, students did not independently segment a word into decodable parts; that is, they did not locate and circle affixes or locate and underline vowel graphemes or pronounce vowel sounds. Instead, the instructor indicated decodable parts in the word by putting a dot between the word parts. This visual partitioning was done by the teacher during both teacher modeling and guided practice. Affixes and vowel sounds were not pronounced orally by teachers or students, but students did read each of the words part by part, blend the parts by saying the whole word, and correct their pronunciation to match oral/aural language or the sentence context. As in the Strategy Training group, students watched the teacher model word reading, engaged in guided practice, and independently applied the strategy to review words, novel words, and words embedded in sentences. Again, as in the Strategy Training group, the gradual fading of prompts occurred. Thus, the Strategy Training and Word Build-Up strategies were two variations of a strategy for reading longer words.

Subjects in the monosyllabic training condition served as the control group. They received 30 minutes of instruction from a commercial program for each of the eighteen days. The program being used did not focus on teaching students to read multisyllabic words; instead, it was designed to bring students to mastery on phonetic and structural analysis skills, which are prerequisite skills for reading multisyllabic words.

Statistically significant differences in reading skills were observed on criterion measures of multisyllabic word reading (three- and four-syllable words) and multisyllabic word reading in sentences for students who were directly taught the two variations of the strategy that is now embedded in the *REWARDS* program. Students in the two strategy groups (Strategy Training and Word Build-Up), who read an average of approximately 8 out of 48 multisyllabic words on the pretest, were able to read an average of 31 out of 48 words after learning the strategy. In contrast, students who were not taught the strategy, but worked instead on preskills, read an average of approximately 14 out of the 48 words by the end of the study. In addition, performance on the Word Identification and Word Attack subtests of the *Woodcock Reading Mastery Tests* (Woodcock, 1973) indicated that specific instruction related to

multisyllabic word reading increased students' general word recognition skills.

Comparing the scores before and after the study shows that, on average, students who were reading at second and third-grade levels before they learned the strategy could read at the fourth grade level afterwards. Though standardized measures are not expected to be as sensitive to the effects of short-term treatments, they do provide information on students' abilities to read real and nonsense words of graduated difficulty. And, because of the controlled research design, the results of the study can be attributed to the intervention. This attribution was also confirmed by the fact that the control group, who received a structured monosyllabic approach to reading, did not make significant gains. These results suggest that students significantly benefit when taught the necessary decoding preskills as well as the strategies for recognizing word parts in a flexible manner (versus following strict syllabication rules) and using the word parts to put together a whole word.

2. **Vachon, V. L. & Gleason, M. M. (2000). *The effects of mastery teaching and varying practice contexts on middle school students' acquisition of multisyllabic word reading strategies*. Manuscript in preparation.**

The purpose of this study was to examine the effects of mastery learning on multisyllabic word reading component skills and the effects of practice context on word and text reading skills of middle school students (sixth, seventh, and eighth grade) with reading deficiencies, including students with learning disabilities (LD). A factorial design was used to examine the effects of mastery and context. Sixty-five subjects, including twenty-five students with LD, were matched according to oral reading fluency and then randomly assigned to one of four treatment conditions (groups): high mastery/passage, high mastery/sentence, low mastery/passage, and low mastery/sentence. Participants' reading scores on the Word Identification and Word Attack subtests of the *Woodcock Reading Mastery Tests* (Woodcock, 1973) ranged from 3.0 to 5.0 grade equivalent on the two subtests. In addition, on a multisyllabic word reading pretest, students averaged 20 correct responses out of 36 words, slightly higher than the fourth and fifth grade students in the first study. In social studies passages, these

students read an average of 73 correct words per minute with an average of 7 errors.

Over the course of seven weeks, groups learned and practiced multisyllabic word reading strategies for 40 minutes a day using an earlier version of the *REWARDS* program. Some groups completed 18 lessons while others completed fewer. Each lesson took from one to three days to complete. After another eight weeks, students were given maintenance tests, bringing the research study to a duration of 15 weeks.

For the first nine lessons, high mastery groups *required* scores of 90% or higher on daily probes of component skills in order to progress to the next lesson. The high mastery groups *achieved* a 95% level on daily probes. Low mastery groups progressed regardless of probe performance. But, in spite of being called low mastery, their mastery level, according to probe data, was calculated as 85%.

On the last nine lessons, groups progressed at a lesson per day and practiced reading in either social studies passages or those same passages arranged as randomly numbered sentences. The passages were drawn from grade-appropriate social studies textbooks. It was hypothesized that a high component skill mastery would result in stronger word identification skills, and that passage practice would result in higher gains in oral reading fluency and in stronger transfer to science text reading skills. Word identification skills were measured by standardized and criterion measures. Oral reading fluency was measured as correct words per minute in the social studies text and later in the science text.

Students from both high and low mastery groups made statistically significant gains in word and text reading skills, accompanied by a significant decrease in errors. Over the course of 15 weeks, regardless of the assigned intervention condition (group), students made statistically significant gains in their ability to decode multisyllabic words, and in their ability to apply the strategy of identifying word parts when encountering unfamiliar words. However, no significant differences were observed between the high and low mastery groups on any index of word reading ability during post or maintenance testing. In other words, it didn't matter whether the mastery level they demonstrated while learning the strategy was 85% or 95%, as long as students kept practicing and reviewing the skills (demonstrating at least 80% mastery level before moving on to new lessons). Similarly, oral reading fluency was comparable for passage and sentence groups on post and maintenance measures, indicating that it didn't matter if students practiced reading multisyllabic words in sentences or in

passages. Either way, their oral reading fluency improved significantly from pretest to maintenance test. On average, students gained 14 correct words read per minute. Students who were reading within a range of 40 to 95 words per minute before the study were now reading between 45 and 122 words per minute after the study. Overall errors decreased by 2.4 words or 36%, while multisyllabic word reading errors decreased by 1.8 words or 38% from pretest to maintenance test.

On criterion measures that required students to read lists of three-, four-, and five-syllable words, students read substantially better at the end of the study than at the beginning. By the end of the study, they read more total multisyllabic words, more word parts within multisyllabic words, even if they couldn't read the total word, and more fluently as denoted by a substantial gain in correct word parts read per minute. Students read a mean of 26 out of 36 multisyllabic words correctly. They read 126 out of 144 word parts correctly, and they read 75 word parts per minute (compared to 59 word parts per minute at the beginning of the study).

In addition, by the second half of the intervention, students began making only an average of 2.3 errors per 100 words of connected text. This was due largely to learning the preskills in the first nine lessons and beginning to use the entire *REWARDS* strategy each time they came to a multisyllabic word within a social studies passage. However, students still needed help when they couldn't apply the strategy. Each time they made an error, the teacher briefly prompted students by reminding them to use what they had learned from the first nine lessons. In response to the brief strategy prompt, students on average successfully corrected 50% of their multisyllabic word reading errors, which brought them, by the end of the study, to a 98% to 99% level of reading success in grade-level social studies material. When they couldn't apply the strategy, the teacher gave more structured prompts similar to those given in the first nine lessons. In addition to reading well in social studies text, students demonstrated transfer of this oral reading accuracy to grade-level science text.

Gains for special education and low ability students were statistically comparable to the group as a whole, thus demonstrating that the *REWARDS* program would benefit a range of diverse learners with reading problems. Only a few individual students needed more work on basic phonetic skills before participating in the program. A stronger phonetic foundation

would have assisted them in benefiting from the program more than they did.

The *REWARDS* program provides students with the necessary decoding preskills, a highly generalizable strategy for reading longer words, and the practice necessary to read words, sentences, and passages in various subject areas successfully and independently. The two research studies cited describe successful use of this program with low-performing fourth and fifth grade students and with sixth, seventh, and eighth grade students with reading deficiencies (as defined by rate and accuracy measures). The second study also demonstrated that learning to read with the *REWARDS* program transfers to successful reading of the kinds of passages encountered in general education textbooks.

Appendix H

Word List for *REWARDS*

The following alphabetized list contains all of the words that were presented in the practice activities of *REWARDS*. Additional long words found in the sentences and content area passages are not included in this list.

Word List for *REWARDS*

Word	Lessons	Activity
abdomen	1	G
abnormal	7	H
abnormalities	15	I
abnormality	15	I
abolish	6	H
above	4	G
absorbent	16	E
abstract	1	H
absurd	2	H
absurdity	9	H
abundant	18	I
accessible	19	I
accomplishment	19	D
across	4	H
action	8	G
addict	1	H
adhesion	8	H
ad-lib	1	H
administer	2	H
administrative	15	E
administrative	16, 18, 20	F
admit	1	H
admittance	10	H
adorable	12	H
advantages	17	I
adventure	14	D

Word	Lessons	Activity
adventure	15	F
advertise	1	G
advertisement	10	H
advisable	12	H
advise	3	H
afraid	4	H
agriculture	20	I
alarmist	6	H
alert	4	H
alone	4	H
altitudes	14	I
aluminum	17	I
amendment	15	D
amendment	16	F
amusement	15	E
ancestors	20	I
apartment	16	E
appearance	15	I
applaud	1	E
Arabic	20	I
argument	10	G
artist	6	G
astonish	6	H
astonishingly	16	E
astronaut	2	E
astronauts	17	I

Word List for REWARDS

Word	Lessons	Activity
attentive	8	G
auburn	2	E
austere	3	E
authoritarian	20	I
autocrat	2	E
autumn	3	E
average	12	H
backbone	3	E
backporch	4	E
backspin	1	H
backwoodsman	8	E
balloon	9	E
banish	1	H
beard	10	E
befuddle	13	D
befuddle	14	F
belong	3	G
bemoan	7	H
beseech	5	H
beside	3	H
biggest	6	G
billion	8	H
birds	6	G
birthday	2	E
blackmail	1	E
blockhead	11	E
boatload	7	E
bookcase	12	E
boomerang	8	E

Word	Lessons	Activity
bowstring	6	E
boycott	4	E
bread	11	E
breakfast	11	E
bridegroom	8	E
buffoon	9	E
canteen	5	E
capital	16	I
captivate	18	E
careful	7	G
careless	6	H
cartoon	8	E
cauldron	3	E
cautious	11	G
centimeters	18	I
centuries	19	I
century	19	I
characteristic	18	I
chowder	6	E
circumstantial	19	E
civilizations	20	I
classic	6	H
classical	20	I
classroom	9	E
closet	12	E
cloudburst	5	E
cockroach	12	E
coffeebean	10	E
collective	9	H

Word List for REWARDS

Word	Lessons	Activity
collectively	18	D
colonies	13	H
colonists	13	H
colony	13	H
combatant	10	H
combine	3	H
command	2	H
commander	14	D
commandment	18	E
commemorate	17	D
commitment	13	D
commitment	14	F
communication	17	D
communication	19, 20	F
compare	2	G
competition	12	H
complain	2	H
complaining	18	E
complaint	2	H
completely	16	E
completeness	16	D
completeness	17	F
compliance	10	H
complication	8	H
comprehend	6	H
comprehensive	18	D
comprehensive	19	F
compulsion	11	H
concealment	14	E

Word	Lessons	Activity
conclude	3	H
conditional	8	H
conditions	14	I
conduct	4	H
confectionary	9	H
confederate	15	E
confide	4	H
confine	3	H
confirm	4	H
conjecture	12	H
consistence	17	E
consistence	20	F
consistent	10	G
consistent	15	D
consolidate	14	D
consolidate	15	F
constitution	20	I
construction	13	D
consultant	13	E
container	13	E
contaminate	9	H
contaminate	17	I
contaminate	20	E
contaminating	17	I
contentment	17	E
contentment	18	F
continent	10	H
continue	3	G
continuous	11	H

Word List for REWARDS

Word	Lessons	Activity
costume	3	E
courage	12	G
cowboy	7	E
cradle	12	G
crossroad	6	E
culinary	12	H
culminate	18	E
cultivate	17	E
cultural	20	I
culture	20	I
curtail	2	E
customer	17	I
damp	1	H
darling	2	H
daunt	12	E
deciduous	18	I
decode	3	H
decompression	16	D
deductive	8	H
defame	5	H
defendant	17	D
defender	15	E
defensive	14	E
defraud	3	H
degree	6	H
deliberate	9	H
deliberation	20	D
delicious	11	H
delightful	8	H

Word	Lessons	Activity
deliverance	14	E
deliverance	15	F
democracy	20	I
demote	4	H
depart	3	G
departmental	19	E
dependence	12	H
dependent	15	E
dependent	17	F
depression	17	D
descriptive	12	H
destructive	17	D
destructive	18	F
determination	14	E
determination	16	F
determined	18	I
dictionary	9	H
differ	2	H
diffusion	20	I
digit	1	H
dinner	2	H
disability	9	H
disadvantage	12	H
disagree	5	H
disagreement	10	H
disarm	2	H
disaster	2	H
disaster	16	I
disband	1	H

Word List for *REWARDS*

Word	Lesson	Activity	Word	Lesson	Activity
discard	2	H	downstream	12	E
disclaim	1	H	earshot	11	E
discomfort	4	H	edit	5	H
disconfirm	4	H	effective	13	E
discover	1	G	effective	14, 15	F
discriminate	16	E	elbow	6	E
discriminate	17	F	electrode	6	E
discuss	3	H	eliminate	17	I
discussion	15	E	emigrate	16	I
disgust	3	H	enclose	5	H
dishonor	7	H	energetic	7	H
disinfectant	10	H	engrave	5	H
disorders	15	I	enlightenment	16	E
disorganization	18	D	enlist	5	H
disorganization	19	F	entail	5	G
display	1	H	entertainment	11	H
disposable	12	G	enthrone	6	H
disrespectful	18	D	environmentally	19	E
dissatisfaction	16	E	environmentally	20	F
dissatisfaction	17, 20	F	equipment	16	I
dissimilarity	20	E	escape	13	H
distasteful	8	H	essence	10	G
distill	1	H	essential	15	I
distract	1	H	establishment	18	E
distraught	1	H	estimation	19	D
distrustful	16	E	ethnic	6	H
disturbance	10	G	evaluate	19	E
dormant	10	G	evaporate	14	I
downhill	7	E	evaporated	14	I

Word List for *REWARDS*

Word	Lessons	Activity
evaporation	14	I
exact	5	H
exaggerate	7	H
exaggerate	18	D
examination	20	E
example	5	G
exceed	5	H
excessive	11	H
excitement	10	H
exclude	5	H
excommunicate	19	E
exemption	17	D
exemption	18	F
exhaust	6	H
exhaustive	8	H
exotic	7	H
expansion	13, 17	E
expansive	8	H
expectant	15	E
expedition	19	I
expensive	8	G
experience	10	H
experiment	17	I
expert	5	H
export	5	H
expressionless	8	H
exterminate	13	D
exterminate	14, 15	F
external	8	H

Word	Lessons	Activity
extreme	5	H
extremely	15	I
extrinsic	6	H
exuberant	10	H
faddism	6	H
famish	6	H
farmer	7	G
farmstead	10	E
feather	11	E
feeble	12	H
fellowship	6	E
filigree	5	E
final	7	G
finger nail	2	E
flattery	17	E
flounder	7	E
flowerpot	6	E
footprint	8	E
forgetfulness	18	E
forlorn	5	E
fountainhead	10	E
fraction	13	E
fraction	14	F
frantic	6	G
fraud	1	E
freedom	5	E
frown	7	E
frustrate	3	E
fundamentally	14	E

Word List for *REWARDS*

Word	Lesson	Activity
fundamentally	15, 19	F
furnish	13	E
garland	2	E
geographers	20	I
girlhood	9	E
glacial	11	H
gladly	9	H
glamorously	16	E
goddaughter	2	E
goose	9	E
government	17	E
government	18, 20	F
gracious	11	H
greenhouse	5	E
hairpin	1	E
hardness	6	H
headboard	11	E
headstrong	10	E
historical	7	H
holiday	3	E
homesteaders	19	I
hoodwink	8	E
hopeless	6	H
humanize	3	E
immediate	2	G
immediately	16	E
immortality	9	H
impact	2	H
impair	2	H

Word	Lesson	Activity
imperfect	5	H
importance	10	H
impose	3	H
impracticality	19	E
impracticality	20	F
impressionable	18	E
impressionable	20	F
impressionistic	20	E
imprint	2	H
inadmissible	17	E
inartistic	13	E
inartistic	14	F
incapable	12	H
incentive	9	H
incidentally	10	H
incoherence	10	H
incombustible	12	H
incompetent	20	E
inconclusive	11	H
inconsiderate	18	E
inconsiderate	19	F
inconsistently	10	H
inconspicuous	20	E
incorporate	9	H
incorrectly	17	E
incorruptible	19	D
indecision	11	H
indenture	13	H
indentured	13	H

Word List for *REWARDS*

Word	Lessons	Activity
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independently 9 H
 indifference 15 F
 indifferent 14 D
 indistinct 2 H
 individuality 9 H
 individuality 19 D
 industry 9 G
 industry 16 I
 inert 2 H
 inexhaustible 12 H
 infection 13 D
 inference 19 E
 inferior 13 H
 inflexible 12 H
 informality 10 H
 informative 14 E
 informative 15, 16 F
 ingrain 2 H
 initial 11 H
 inlaid 2 H
 insert 2 G
 insist 2 H
 inspirational 18 E
 inspirational 19 F
 instruction 13 D
 instructor 15 E
 instructor 16 F
 instrumentalist 17 D
 instrumentalist 18 F

Word	Lessons	Activity
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insurance 10 H
 insurmountable 20 E
 intake 3 H
 intentional 16 E
 intentional 17 F
 intermission 15 E
 intermission 16, 17 F
 intolerable 15 E
 intolerable 16, 18 F
 invention 14 D
 inventor 7 H
 investigation 15 E
 investigation 16, 17, 19 F
 investment 14 E
 investment 15 F
 invitation 20 D
 invoice 4 E
 involuntary 9 H
 irrigate 20 I
 irrigating 20 I
 item 2 H
 jetstream 11 E
 judicial 11 H
 kangaroo 9 E
 kindness 6 G
 laboratories 17 I
 laboratory 17 I
 laminate 16 D
 lampoon 8 E

Word List for *REWARDS*

Word	Lessons	Activity	Word	Lessons	Activity
launch	1	E	milkmaid	12	E
layman	1	E	million	8	G
leather	10	E	misconception	8	H
letterhead	11	E	misfit	1	H
liberalism	9	H	mishandle	12	H
loiter	4	E	mishap	2	H
loophole	8	E	misinform	4	H
loudest	6	H	misinformation	19	D
macaroon	8	E	mislay	1	H
magnet	12	E	mismatch	1	H
maintain	1	E	misplace	3	H
malnutrition	15	I	misplay	1	H
manufacture	16	I	misprint	1	H
manufacturing	16	I	mission	8	G
marketplace	12	E	missionary	16	E
marketplace	13	H	mistake	3	H
marshmallow	7	E	mistaken	1	G
marvelous	11	H	modern	2	E
mast	1	H	monorail	12	E
masterfully	19	E	moonbeam	11	E
maximum	4	E	murderous	19	E
meadow	10	E	murmur	4	E
meaningfulness	19	D	nature	12	H
meant	11	E	navigators	19	I
medication	15	I	nervous	11	G
Middle Passage	13	H	northeastern	10	E
midway	1	E	nowadays	6	E
military	9	G	obsolete	3	E
<i>milkmaid</i>	1	H	<i>occupation</i>	19	D

Word List for *REWARDS*

Word	Lessons	Activity
oddity	9	G
offensive	9	H
official	11	H
official	16	I
oilcloth	12	E
opinion	8	H
optical	20	D
ordain	4	E
ordinary	14	I
organism	7	H
organisms	18	I
outboard	5	E
outgrow	7	E
outgrowth	6	E
outlook	9	E
outstrip	7	E
overeating	15	I
overexercise	15	I
pardonable	20	D
partial	11	G
particle	14	I
particles	14	I
Passage, Middle	13	H
pasture	16	I
pastureland	16	I
pathway	1	E
pattern	2	E
pavilion	15	D
peanut	10	E

Word	Lessons	Activity
percussion	8	H
perfectionist	9	H
performance	13	E
performance	14	F
permafrost	18	I
permanent	10	H
permit	4	G
perseverance	20	D
persist	4	H
persistent	17	D
personal	7	H
personality	9	H
perspiration	14	I
pertain	4	H
perturb	5	H
pester	5	H
picture	12	G
pigtail	1	E
pillow	6	E
plantation	13	H
platoon	9	E
plaything	1	E
please	10	E
popcorn	4	E
population	20	E
possession	8	H
possessions	19	I
potential	15	E
potential	16	F

Word List for REWARDS

Word	Lessons	Activity
pray	3	H
precautionary	9	H
precious	11	G
precipitation	18	I
preconception	8	H
predictable	12	H
predominate	6	H
prefix	4	H
premature	12	H
premeditate	18	D
premeditated	19	F
prepay	3	H
prescribe	3	H
pretend	5	H
pretentious	11	H
prevent	3	G
prime-time	12	E
proclaim	14	E
profitable	13	H
profoundly	9	H
programmer	7	H
progression	15	F
projector	14	D
promote	3	H
promotion	10	H
propeller	13	D
propeller	14	F
properties	18	I
property	9	H

Word	Lessons	Activity
property	18	I
proportionate	19	E
proposal	7	H
propose	3	H
protect	3	G
protection	8	H
protest	5	H
Protestant	16	I
protrude	4	H
provide	4	H
provisional	8	H
punishable	19	D
raccoon	9	E
racial	11	H
racism	13	H
railroad	5	E
railway	1	E
rainbow	7	E
readdress	15	D
readership	11	E
readjust	3	H
realism	6	G
rebellion	10	H
reclaim	4	H
reconsider	3	H
reconstruct	5	H
redecorate	14	D
redeemer	7	H
reduction	16	E

Word List for REWARDS

Word	Lessons	Activity
reduction	17	F
redundant	14	E
reestablish	8	H
reflective	18	F
regardless	6	H
regretful	7	H
regulate	6	G
rejection	18	D
remission	14	E
repercussion	20	D
reprint	3	H
reproduce	5	H
repulsive	8	H
resentment	10	H
residency	19	I
resident	19	I
resistant	17	I
respectful	7	H
responsive	10	H
return	3	G
reunion	13	E
reunion	14	F
reversible	12	G
roadside	5	E
robbery	11	H
romanticize	19	I
romanticized	19	I
rooftop	9	E
roommate	8	E

Word	Lessons	Activity
running	6	G
safely	9	G
saintly	14	D
sarcastic	20	E
saunter	4	E
scapegoat	5	E
scrapbook	9	E
seamstress	11	E
seashell	10	E
selfish	6	G
settlement	19	I
shallow	6, 7	E
shampoo	8	E
shipmate	3	E
showdown	7	E
showmanship	7	E
sidetrack	12	E
snowflake	7	E
social	11	H
softness	6	H
solitude	12	E
spacious	11	H
special	11	G
spectator	20	E
spellbound	5	E
sportsman	4	E
stampede	3	E
starboard	5	E
starvation	15	I

Word List for *REWARDS*

Word	Lessons	Activity	Word	Lessons	Activity
stateroom	9	E	territory	19	I
steadfast	10	E	textile	5	E
steamboat	10	E	thirteenth	6	E
sterling	2	E	threadbare	11	E
stiffest	7	H	toadstool	8	E
stockboy	4	E	toothbrush	9	E
stowaway	7	E	toothpick	8	E
streambed	11	E	tornado	4	E
streamline	11	E	tornado	19	I
strenuous	14	I	torpedo	12	E
subscribe	3	E	township	7	E
substantial	11	H	transportation	16	I
suddenness	13	D	tremendous	11	H
sundown	6	E	tremor	7	H
sunstroke	3	E	trepidatiously	20	D
superior	13	H	trowel	6	E
surcharge	2	E	turmoil	4	E
surrender	17	E	turnstile	3	E
surrender	18	F	umpire	3	E
surrounded	16	I	unavoidable	17	I
sweepstake	5	E	unavoidably	17	I
tabloid	4	E	unchain	4	H
tailor	7	G	uncomfortable	12	H
tattoo	8	E	unconventional	18	E
temperature	14, 18	I	unconventional	19	F
tenacious	18	D	unconventionality	12	H
tentatively	16	D	uncover	4	G
tentatively	17, 19, 20	F	uncurl	4	H
terrestrial	19	I	unfaithful	7	H

Word List for *REWARDS*

Word	Lessons	Activity
unfit	4	H
unfortunate	7	H
ungrateful	7	H
unhappiness	6	H
uniform	16	I
unimportant	15	E
unintentional	8	H
unmanageable	16	E
unmanageable	17	F
unobtrusive	12	H
unpaid	5	H
unpredictable	17	E
unpredictable	18, 20	F
unpredictable	20	D
unprofessional	15	E
unprofessional	16	F
unsafe	4	H
unselfish	6	H
unspeakable	13	E
unspeakable	14	F
untruthful	7	H
uproot	9	E
useless	6	G
vaporization	14	I
vault	1	E
verdict	2	E
vermin	4	E
vertigo	2	E
vicious	11	H
voucher	5	E

Word	Lessons	Activity
waistband	1	E
waiter	12	E
walked	6	G
waylay	1	E
whirlpool	8	E
whirlwind	2	E
widespread	10	E
windowpane	6	E
woodchuck	9	E
yearling	10	E

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- Read content area passages not only accurately but fluently.
- Experience increased comprehension as their accuracy and fluency increases.
- Have more confidence in their reading ability.

The **REWARDS Teacher's Guide** contains blackline masters, charts of strategies, student reference charts, additional practice activities, pre and post and generalization tests, and word lists.

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