- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>**Introduced in This Book**</u>

- **<o>/ō/ and <e>/ē/ in open syllables (e.g., "me", "go")**

<u>Previously Introduced</u>

<u>Vowels</u>
- all short vowels, <u>/o͞o/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

<u>Additional Concepts</u>
- <al> (<a> as short /ǒ/ before <l>)
- <wa> (<a> as short /ǒ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
- a long vowel sound is often pronounced when a vowel is found at the end of a syllable (e.g., *no*, *she*)
  Note - this is often referred to as an open-syllable
- once students control these phoneme-grapheme associations (<o> as /ō/ and <e> as /ē/), have students give both known sounds for each grapheme during grapheme drills (e.g., when you hold up <o>, students can say, "<o> *octopus* /ǒ/, <o> *go* /ō/")
- Note: this book can be used for consolidation of <al>, <ll>, consonant clusters, <ng>, digraphs, and reading words with suffixes

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:

- go, no, so, me, she, he, we, going, ball, tall, fall, will, spill, chill, splash, jumping, well, sing, dunk, wing, long, this, thin, bath, ship, wishing, jumps, plants, trick, math

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
the small frog	ran to the pond	with you
Jo and Jack	will be sad	in the long jump
you	jumped up	at the falls
he	can go up	on the plant

You can differentiate for your students by dropping some of the words in these phases (e.g., "ran to the pond" can just be "ran").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
• **long vowel sounds in open syllables**	**Key Concepts to Understand** • a long vowel sound is often pronounced when a vowel is found at the end of a syllable (e.g., *no*, *she*) * this is often referred to as an open-syllable

Morphology	Tips and Activities to Try
<u>**Previously Introduced**</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

High Frequency Words	Tips and Activities to Try
• **"you"**	**Key Concepts to Understand** • *you* is best taught alongside *your*(s), *our*(s) → these words are connected in meaning and spelling • *you* → refers to the person/people the speaker is addressing • *your* → belonging to/associated with the person/people the speaker is addressing • *our* → belonging to/associated with the speaker and one or more other people • these words are connected with <ou> • pronunciation of the <ou> is not consistent within these three words • spelling prioritizes meaning over phonics Refer to Page 2 in **Grapheme/Phoneme Correspondence Background Information Sheets.**

Comprehension Corner - Jump!

Vocabulary Development
• What does it mean to *scrunch* up?

Making Connections
• The book shows many ways to jump. Do you like jumping?
• What is your favourite way to jump?

Inferencing
• Why do you think the dog is trying so hard to get the ball?

Retelling/Summarizing
• What is your favourite page in this book? Explain why it is your favourite.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

Introduced in This Book

- **<y>/ī/ in stressed open syllables (e.g., "by", "my")**

Previously Introduced

Vowels
- all short vowels, <u>/o͞o/
- <o>/ō/, <e>/ē/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
- complete English words do not end in <i>
- a <y>, as a vowel, often represents /ī/ when in final position in single syllable words (or in a stressed syllable)

Refer to Page 5 in the **Grapheme/Phoneme Background Information Sheets**

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:

- shy, why, my, dry, by, try, cry, fly, pry, flying, trying, go, so, no, she, he, we, me, going

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
a shy man	can fly	by the pond
my mom	will cry	on the path
the big gull	did not try	on the dry sand
my dog	can land	by the log

You can differentiate for your students by dropping some of the words in these phases (e.g., "the big gull" can just be "the gull")

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try

Introduced in This Book

- **suffix <-es> as plural and third person singular (forms another syllable)**

Key Concepts to Understand
- suffix <-es> is used instead of suffix <-s> when another syllable is needed
- every syllable has a vowel phoneme - this does not necessarily mean a vowel grapheme (e.g., *prism*)

Refer to Page 5 in **Orthographic Conventions Background Information Sheets** and Page 6 of **Oral Morphology Background Information and Tip Sheet**

Note: remind students that suffixes come "after bases" and not "at the end of words" as there can be more than one suffix (e.g., play + er + s and catch + er +s)

Activities to Try
- Ask students to say the base *fox*.
- Ask them to say *fox* again with their lips closed and notice how many "hums" happen.
  Note: there are many ways in which teachers ask students to identify syllables (e.g., clapping, chin drops). Students are most accurate when saying the word with closed lips, which forces a "hum" with every vowel phoneme.
- Ask them to now say *foxes* with their lips closed and then identify how many "hums" there are and, therefore, how many vowels they should expect.
- Write "foxs" on the board (spelling incorrectly), and ask them to count the number of vowel graphemes there are.
- Ask them what type of grapheme (vowel) is needed to create another "hum."
- Show them suffix <-es>.
- Give students a suffix <-s> card and a suffix <-es> card and ask them to hold up the correct suffix when attaching them to the following bases:
  Suggested bases: *push*, *duck*, *dash*, *watch*, *leg*, *mix*, *rush*, *tent*, *flash*, *box*, *wish, jump*

Here are phrases that can be used for reading and/or dictation practice. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., The red foxes <u>dashes</u> on the path. → The red foxes <u>dash</u> on the path.).

Noun Phrase	Verb Phrase	Prepositional Phrase
the red foxes	pushes the swing	by the ditches
my mom	got lost	on the path
the big boxes	dashes	in the boxes
his glasses	got scratched	with a stick

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Comprehension Corner - Fast!

Vocabulary Development
- There are many different words used in this book to describe *fast*.
Can you find them? Can you think of other ways of saying the same thing?

Making Connections
- Do you enjoy going fast? What is your favourite way to travel fast?
(e.g., running, riding on a train, etc.)

Inferencing
- Why is going fast important for animals?

Retelling/Summarizing
- Can you think of a better title for this book? Explain your thinking.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>Introduced in This Book</u>

• **<a>/ā/ in VCe pattern (e.g., "cake")**

<u>Previously Introduced</u>

<u>Vowels</u>
• all short vowels, <u>/o͝o/
• <o>/ō/, <e>/ē/, <y>/ī/

<u>Consonants</u>
• all single consonants and clusters
• <ng>/ng/, <nk>/nk/
• <s> /s/ and /z/

<u>Digraphs/Trigraphs</u>
• <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

<u>Additional Concepts</u>
• <al> (<a> as short /ŏ/ before <l>)
• <wa> (<a> as short /ŏ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
• one job of marker <e> (often referred to as "magic <e>") is to mark the preceding vowel as long

Note: In this book, <a>'s long sound /ā/ is introduced. Once students control these phoneme-grapheme associations, have students give both known sounds for <a> during grapheme drills (e.g., when you hold up <a>, students can say, "<a> *apple* /ă/, <a> *cake* /ā/").

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:
• cake, made, take, plane, bake, game, safe, shade, make, pale, name, ape, chase, ate, fade, fake, gale, hate, tame, date, same, rate, grape

Here is a word chain you could complete with blending cards:

• make → take → bake → base → chase → case → came → same → game → gale → pale → pane → mane → made → shade → fade → fake

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Jake and Jane <u>was</u> fun at the gate. → Jake and Jane <u>had</u> fun at the gate.).

Noun Phrase	Verb Phrase	Prepositional Phrase
Jake and Jane	made a cake	at the gate
his game	was fun	in the shade
the plane	came to a stop	by the base
the red cake	was made	in his case

You can differentiate for your students by dropping some of the words in these phases (e.g., "the red cake" can just be "the cake").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
<u>Introduced in This Book</u> • **VCe pattern ("marker <e>" to mark preceding vowel as long**	**Key Concepts to Understand** • one job of marker (often referred to as "magic <e>") is to mark the preceding vowel as long • it is important to tell students that this is just one of the jobs of marker <e> - there are many others (e.g., plural cancelling, <c> softening, etc.)

Morphology	Tips and Activities to Try

<u>Introduced in This Book</u>
 	
• compound words
	Key Concepts to Understand
	• compound words contain two or more bases (e.g., *sandpit*, *softball*)
	
	Activities to Try
	• give students a list of bases that can be combined to make a new word:
	    sun & *set*, *pan* & *cake*, *grand* & *dad*, *base* & *ball*, *up* & *hill*, *cup* & *cake*, *back* & *pack*
	• If this activity is done orally, or with pictures, you can expand the orthographic patterns that you use:
	    rain & *coat*, *tooth* & *brush*, *pop* & *corn*, *bird* & *house*, *star* & *fish*, *snow* & *man*

Comprehension Corner - Pancakes

Vocabulary Development
• In the book, they put a *dollop* of mix into the pan. What is a *dollop*? Can you think of another word or phrase to describe a dollop?

Inferencing
• Why might you need to check to see if the bottom of the pancake is *tanned*?

Making Connections
• Have you ever made pancakes? If not, what is your favourite food to cook?

Retelling/Summarizing
• Retell the steps to make pancakes. If you have made your own pancakes, did you do anything different from the steps listed in the book?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Introduced in This Book
- **<i>/ī/ in VCe pattern (e.g., "hide")**
- **<wh>/w/ (e.g., "when")**

Previously Introduced

Vowels
- all short vowels, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Key Concepts to Understand
- one job of marker <e> (often referred to as "magic <e>") is to mark the preceding vowel as long

Note: In this book, <i>'s long sound /ī/ is introduced in the VCe pattern. Once students control these phoneme-grapheme associations, have students give both known sounds for <i> during grapheme drills (e.g., when you hold up <i>, students can say, "<i> *itchy* /ĭ/, <i> *hide* /ī/").

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:

- hide, white, wide, bite, time, fine, vibe, side, wife, while, pile, spike, vine, mime, wise, ride, inside, kite, shine, chime, ripe, life, lime, like, tide, bike

Here is a word chain you could complete with blending cards:

- mine → fine → shine → pine → spine → spike → pike → bike → hike → hide → ride → tide → tile → mile → while → white → bite → quite

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
Mike and Jane	can hide	beside the wide path
the bride	sat	in the vines
his white bike	had a flat tire	on the side of the plant
his wife	had a fine time	on the ride

You can differentiate for your students by dropping some of the words in these phases (e.g., "on the side of the plant" can just be "on the plant").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • suffix <-es> as third person singular and plural • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

Punctuation/Text Features	Tips and Activities to Try
Introduced in This Book • **contractions (e.g., can't, isn't, etc.)**	**Key Concepts to Understand** • a **contraction** is a word or group of words resulting from shortening an original form • an apostrophe often replaces a vowel, but not always (e.g., we ~~will~~ → we'll) • teaching children the definition of contraction will deepen their understanding → "to shorten/make smaller" • you may want to begin with simple contractions where only a single vowel is replaced by the apostrophe (e.g., *let's*, *it's*, *that's*, *didn't*, *there's*) • Scratch Garden's video clearly illustrates this concept: https://www.youtube.com/watch?v=gubPH3WEurg • quickly introduce more complex contractions (e.g., *won't*, *we'll*, *can't*) where more than one grapheme is replaced by an apostrophe so students have flexibility in their understanding **Activities to Try** • Use grapheme cards, magnetic letters/tiles, and online blending boards to provide students with opportunities to physically replace graphemes with an apostrophe.

Comprehension Corner - Hide!

Vocabulary Development
• In this book, the author uses different words/phrases for *hide*, such as *blend in*, and *matches*. Do you know other words that have the same meaning?

Making Connections
• Do you like to hide? There are many different "hiding" games that you can play with your friends. Do you have a favourite?

Inferencing
• The dog and the cub are hiding for fun at the start of the book. What are some other reasons an animal might hide?

Retelling/Summarizing
• Which page in this book was your favourite? Explain why you liked it.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Introduced in This Book

- **<o>/ō/ in VCe pattern (e.g., "close")**

Previously Introduced

Vowels
- all short vowels, <u>/o͞o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- contractions

Key Concepts to Understand
- one job of marker <e> (often referred to as "magic <e>") is to mark the preceding vowel as long
- this book introduces <o>'s long sound /ō/ (o_e, "<o> consonant <e>")

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:

- home, pole, rode, hole, robe, nose, whole, rope, slope, joke, close, smoke, stove, chose, note, spoke, node, lone, poke, rose, code, drone, broke, scope, tone

Here is a word chain you could complete with blending cards:

- pole → hole → role → rope → hope → cope → scope → scone → cone → bone → bode → node → nose → rose → prose → pose → poke → joke → woke

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Rose and James <u>was</u> stuck on the slope. → Rose and James <u>were</u> stuck on the slope.).

Noun Phrase	Verb Phrase	Prepositional Phrase
Rose and James	fell	on the pole
the rope	was stuck	on the slope
the man	rode his bike	in the smoke
Cole	broke his nose	beside the hot stove

You can differentiate for your students by dropping some of the words in these phases (e.g., "Rose and James" can just be "Rose").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try
<u>**Previously Introduced**</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • suffix <-es> as third person singular and plural • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

Comprehension Corner - The Camping Trip

Vocabulary Development
• The author states, "They slid poles into the *channels* at the top of the tent". What is a *channel*?

Making Connections
• Have you ever gone camping? If so, did you enjoy the trip? If you have not gone camping, would you like to?

Inferencing
• Why do you think Cole and Granddad set up their tent next to the lake?

Retelling/Summarizing
• Retell "The Camping Trip" in your own words. Which part of the trip would you have enjoyed the most?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Introduced in This Book

- **<e>/ē/ in VCe pattern (e.g., "these")**
- **<c>/s/ in VCe pattern (e.g., "ice")**

Previously Introduced

Vowels
- all short vowels, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/w/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- contractions

Orthographic Conventions/Patterns and Generalizations
- **<c> as /s/ (when followed by <e>, <i>, or <y>)**

Key Concepts to Understand

- one job of marker <e> (often referred to as "magic <e>") is to mark the preceding vowel as long
- this book introduces <e>'s long sound /ē/ (e_e, "<e> consonant <e>")
- when pronounced /s/, <c> is often referred to as "soft <c>"
- in complete English words, <c> is usually pronounced /s/ when followed by an <e>,<i>, or <y>. Words that do not follow this pattern are "borrowed" from other languages (e.g., *cello* is an Italian loan word) or examples of abbreviations (*soccer* was slang created by abbreviating: *Football Association → Assoc. → soccer*)

Words and Phrases for Reading and Writing

Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:

- eve, these, theme, here, ice, nice, twice, rice, dice, mice, price, slice, ace, face, space, lace, brace, pace, race, trace

Provide students with the following (unsorted) words:

<c> /s/	<c> /k/
ice, mice, vice, dice, face, ace, trace, space, lace	came, crunch, cannot, comic, focus, cusp, catch, cosmic

Ask students to sort the following words based on these two categories. Have them investigate when <c> is soft vs when <c> is hard. Prompt: "Circle the grapheme that comes after the <c>."

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
Grace and Steve	will slip	into the open space
the mice	ran fast	on the ice
Pete	slid	at the race
Eve	will slice the cake	on the plate

You can differentiate for your students by dropping some of the words in these phases (e.g., "Grace and Steve" can be just "Steve").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try

Previously Introduced
- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- suffix <-es> as third person singular and plural
- compound words

Key Concepts to Understand
- Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

Comprehension Corner - The Race

Vocabulary Development
- The author described the mud as *slick*. Do you know any other words that mean the same as *slick*?

Inferencing
- Why do you think Grace recommended sitting when they came to the slope? What do you think might have happened if they hadn't sat down at this point in the race?

Making Connections
- Do you like running/playing in the mud? How do you get the mud cleaned off?

Retelling/Summarizing
- What was your favourite part of this book? Explain why you liked it.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Introduced in This Book

- **<u>/ū/ (e.g., "rule") and /yū/ (e.g., "use") in VCe pattern and open syllables (e.g., "music")**

<u>Previously Introduced</u>

<u>Vowels</u>
- all short vowels, <u>/o͞o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- contractions

Key Concepts to Understand
- one job of marker <e> (often referred to as "magic <e>") is to mark the preceding vowel as long

Note: In this book, <u>'s long sounds /ū/ and /yū/ are introduced in the VCe pattern and in open syllables. Once students control these phoneme-grapheme associations, have students give all known sounds for <u> during grapheme drills (e.g., when you hold up <u>, students can say, "<u> *up* /ŭ/, <u> *rule* /ū/, and <u> *use* /yū/").

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:
- use, cute, mute, mule, cube, tube, rule, tune, flute, June, rude, prune, music, human, unit, cupid, tulip, student, amuse

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
the red tulip	sat	in June
the red ring	will drop	on the mule
his flute	played a tune	in the tube
Jude	was so cute	on the cube

You can differentiate for your students by dropping some of the words in these phases (e.g., "the red ring" can just be "the ring").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
<u>**Introduced in This Book**</u> • **flexibility with vowel sounds in v/cv words (e.g., "human") and vc/v words (e.g., "vanish")**	**Key Concepts to Understand** • rather than teaching complicated syllable division rules, it is more efficient to teach students to toggle between long and short vowel sounds (see "toggling practice" below) **Activities to Try** • provide words for toggling practice (e.g., *lady, exit, cabin, music*) → words without a schwa are an easier starting point than words with a schwa (e.g., *bacən* and *pencəl*) **Note: If you provide words with affixes, students should be directed to find the base before "toggling" (suffixes are units of meaning, and are not to be sounded out).** • every syllable has a vowel phoneme - ask students to note how many vowels are in the base and therefore how many perceived syllables there are • ask students to cover the section they would like to read first (e.g., with *cabin*, students may either choose ca-bin or cab-in) → they should try both

Morphology	Tips and Activities to Try
<u>**Previously Introduced**</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • suffix <-es> as third person singular and plural • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

Comprehension Corner - Yes! But...

Vocabulary Development
• The author states, "When a dog sings, it makes quite a *racket*!". What does this mean? Can you think of another word for *racket*?

Making Connections
• Would you like to have a rat as a pet? Why or why not?

Inferencing
• Why do you think the author called this book "Yes! But..."? Do you think this is a good title? Would you have called it something different?

Retelling/Summarizing
• In your own words, explain why you need to be careful if you keep a rat as a pet.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>Introduced in This Book</u>
- **<ar>/ar/ (e.g., "car")**

<u>Previously Introduced</u>
<u>Vowels</u>
- all short vowels, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/ and <u>/yū/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- contractions

Tips and Activities to Try

Key Concepts to Understand
- the phone /r/ can change the quality of the preceding vowel (e.g., *cat* vs *car* and *her* vs *hen*)

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:
- car, star, far, bar, tar, chart, start, harm, arm, harp, sharp, yarn, barn, bark, shark, scar, jar, march, scarf, part, hard, dark, farm, card, mark, have, give, dive

Here is a word chain you could complete with blending cards:
- car → tar → bar → far → farm → harm → charm → chart → part → art → ark → park → mark → shark → sharp → harp → hard → card → shard

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Mark <u>have</u> a hard time in the car. → Mark <u>has</u> a hard time in the car.).

Noun Phrase	Verb Phrase	Prepositional Phrase
the red star	have a hard time	in the car
Mark	was far off	on the farm
the white sharks	swam	in the sky
Carl and Steve	drove fast	in the park

You can differentiate for your students by dropping some of the words in these phases (e.g., "the red star" can just be "the star").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
Introduced in This Book • **r-controlled vowel** • **complete English words do not end in \<v\>, so a "marker \<e\>" is added**	**Key Concepts to Understand** • rhotic vowels are often referred to as "bossy r's" or "r-controlled vowels" Note: Not all English speakers are 'rhotic' (e.g., pronounce the /r/ in words with \<ar\>, \<ir\>, \<er\>, etc.) • one job of marker \<e\> is to ensure that complete English words do not end in \<v\> • words like *have* and *give*, while often considered irregular, are not - the \<e\> is not marking the preceding vowel as long, rather it is there because complete English words do not end in \<v\>

Morphology	Tips and Activities to Try
Previously Introduced • suffix \<-s\> third person singular, plural, and possessive • suffix \<-ing\> as present participle • suffix \<-ed\> as past tense of a verb • suffix \<-es\> as third person singular and plural • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the \<-ing\> and read *jump*, ask them to release their finger and reread the entire word with the \<-ing\>, *jumping*.

Comprehension Corner - At the Park

Vocabulary Development
• The author describes big rides that will "give you a *thrill*." What is a *thrill*?
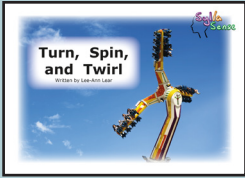• Can you describe something you find thrilling?

Inferencing
• Why do you think a dog park is a safer space for dogs? Explain your thinking.

Making Connections
• What kind of park is your favourite to visit? Explain why.

Retelling/Summarizing
• What is a *game park*? How is it different from other kinds of parks that you know?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Introduced in This Book

- **<ir>/er/ (e.g., "bird") and <ur>/er/ (e.g., "hurt")**

Previously Introduced

Vowels
- all short vowels, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/ and <u>/yū/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- contractions
- <ar>/ar/

Key Concepts to Understand
- the phone /r/ can change the quality of the preceding vowel (e.g., *cat* vs *car* and *her* vs *hen*)
- <ir> and <ur> both represent /er/ - they can be challenging for spelling as you cannot hear the difference between the <ir>, <ur>, and <er>
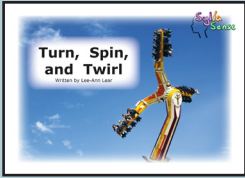
Words for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:

- turn, hurt, church, fur, burn, burst, curve, curb, curl, surf, blur, lurch, first, girl, bird, third, sir, dirt, shirt, birth, firm, stir, skirt, thirst, swirl

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
the car	hurt his hand	in the dirt
the third man	will lurch	of mud and dirt
his dog's fur	was full	up the hill
the red bird	was a blur	in the sky

You can differentiate for your students by dropping some of the words in these phases (e.g., "the red bird" can just be "the bird").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • suffix <-es> as third person singular and plural • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

High Frequency Words	Tips and Activities to Try
• "are"	**Key Concepts to Understand** • there are many variables that may have influenced the spelling of are over time - the final <e> in are could mark are's relationship to were and be - making students aware of this relationship can help them remember the spelling of all three words

Comprehension Corner - Turn, Spin, and Twirl

Vocabulary Development
• The author describes the drill as *massive*. Can you define this word? What are other words that the author could have chosen to describe the drill?

Making Connections
• Not everyone enjoys turning, spinning, and twirling. Do you enjoy it? Explain why.

Inferencing
• Why do you think the author states, "You must be brave to go on this ride."?

Retelling/Summarizing
• Which page of this book is your favourite? Explain why.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try

Introduced in This Book
- **<ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/ (e.g., "mild", "find", "bold", and "most")**

<u>Previously Introduced</u>
<u>Vowels</u>
- all short vowels, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/ and <u>/yū/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- contractions
- <ar>/ar/, <ir>/er/, <ur>/er/

Key Concepts to Understand
- many words that have <-ild>, <-ind>, <-old> <-ost> are pronounced with their "long" vowel sound (this is unexpected as they contain a single vowel and do not end in marker <e>)
- the words roll, stroll, and troll are also pronounced with their "long" vowel sound, as well as words with <-olt>
- "The Marsh" introduces <-ild>, <-ind>, <-old> and <-ost>, however we have included <-oll> and <-olt> words in the practice below

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games, cards, etc.:
- wild, child, mild, kind, mind, bind, blind, find, old, bold, cold, fold, sold, hold, most, post, host, roll, stroll, troll, bolt, jolt, volt, colt

Here is a word chain you could complete with blending cards:
- find → kind → bind → wind → wild → child → mild → mold → old →fold → sold → bold → bolt → colt → jolt

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
the lost child	strolled	to the old bench
the wild colt	sold the old sled	inside the park
his kind mom	finds the child	in the cold
the black post	was bolted	to the bold dog

You can differentiate for your students by dropping some of the words in these phases (e.g., "sold the old sled" could just be "sold").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try

<u>Previously Introduced</u>
- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- suffix <-es> as third person singular and plural
- compound words

Key Concepts to Understand
- Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread the entire word with the <-ing>, *jumping*.

Comprehension Corner - The Marsh

Vocabulary Development
- The author states that certain plants *thrive* in a marsh. What does it mean to *thrive*? Can you think of another way to describe this?

Making Connections
- Have you ever been to a marsh? How is a marsh different from the area where you live?

Inferencing
- Why do you think a marsh is so full of wildlife?

Retelling/Summarizing
- What is something you learned from this book? What else would you like to learn about marshes?

References

These sheets are being offered as a free download because the more we understand our language, the more powerful decodable books can be for our students. Each tip sheet provides Key Concepts to Understand and Tips and Activities for Grapheme/Phoneme Correspondence, Orthographic Conventions/Patterns and Generalizations, Morphology, and Phonetically Irregular Words. It is essential to pre-teach the concepts using this tip sheet prior to reading the book. There is nothing inherently decodable about a book. Decodability is a relationship between the student and the book. If the concepts in a book have been taught, the book is decodable.

The information for these sheets has been compiled from a wide variety of sources. Many thanks to those in the field who have researched, practised, and shared their knowledge with educators. Please note - these sheets are based on our current understanding, both from our studies and from our personal experience. As we continue to learn, our understanding will evolve. If we reach a point where we feel these sheets need to be adjusted, we will do so and provide updated versions for free download.

Here is a list of the resources we have used and courses/workshops we have completed.

Source	Details
https://funlearning.ca/ • O-G Fundamentals • O-G Associate Practitioner • O-G Practicum • SWI Workshop • Grammar Workshops	Liisa Freure is an OG Fellow and teacher trainer based in Toronto. We highly recommend her courses, and cannot thank her enough for getting us started on this journey! Liisa provides OG training with supervised practicums, as well as a range of linguistic workshops.

https://rebeccaloveless.com/
 • Teaching Real Script
 • SWI for Early Readers
    • Beyond the Intro
    • The High Frequency Word Project -Rebecca Loveless & Fiona Hamilton
	Rebecca Loveless is a Structured Word Inquiry Coach based in California. Her courses are practical, informative, and inspirational - a great way to see how morphology can be explored with young learners!

Beneath the Surface of Words - Sue Hegland • https://learningaboutspelling.com/	Sue Hegland is the author of "Beneath the Surface of Words", which is a fantastic resource that has significantly broadened our understanding of morphology.
Real Spelling Toolbox - Real Spelling and Pascal Mira https://www.tbox2.com/	This book is our go-to reference for Orthographic Phonology, Orthography and Morphology. We would highly recommend getting a lifetime subscription!
Etymonline https://www.etymonline.com/ By Doug Harper	This is a free Online Etymology Dictionary that gives explanations of the history of words.
https://www.wordworkskingston.com/WordWorks/Home.html Peter Bowers	Pete Bowers is a Structured Word Inquiry Coach extraordinaire. His courses are practical, informative, and inspirational - a great way to see how morphology can be explored with young learners! He offers free drop in sessions on Mondays at 5:00pm EST.