

Cat Nap/Nat Sat

Yellow Series (Original) Book 1

Yellow Square Book 1

Teacher Tip Sheet
(Page 1 of 3)



- 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

- <a>/ă/ (e.g., “cat”), <o>/ö/ (e.g., “on”)
- <c>/k/, <g>/g/, <s>/s/ unvoiced (e.g., “sat”)
- <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/

Note: Specific ideas for teaching and consolidation activities can be found in our Grapheme/Phoneme Correspondence Background Information Sheet.

Key Concepts to Understand

- /m/ and /n/ are nasal phonemes, which means the air stream created during articulation is directed through the nasal cavity - nasal phonemes are fun to explore, because the sound stops when you plug your nose
- nasal phonemes can also change the sound of the preceding vowel - be aware of this when reading and writing words that contain <an> and <am> - if your students are not ready for this - save these words for later lessons
- be aware of “stop phonemes” and “continuous phonemes” when having students read and spell words - blending from a stop phoneme to a vowel can be difficult, so it is a good idea to start with continuous phonemes

Words and Phrases for Reading and Writing

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

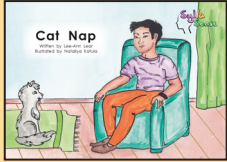
- at, cat, nap, sat, dad, sap, had, tap, sad, gap, mad, hat, an, man, pan, tan, can, am, ham, on, cot, hot, hop, dot, nod, dog, hog, mop, pot, sod

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

- mat → map → mop → top → tap → tad → dad → sad → sat → pat → pot → hot → got → not → cot → cat

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

Noun Phrases	Verb Phrases	Prepositional Phrases
a cat	can hop	on a mat
a sad dog	got mad	at a tap
a tan cat	got on top	on a hot pot
a map	can sit	on a cot



Cat Nap/Nat Sat

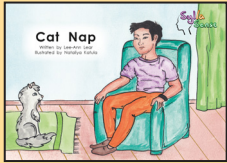
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Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
<ul style="list-style-type: none"> • short vowel sounds in closed syllables • <c> as default grapheme for /k/ 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • closed syllables have a single vowel that is followed by one or more consonants - the vowel usually makes its short sound • we use <c> to represent /k/ unless it is followed by an <e>, <i> or <y> (then it is pronounced as /s/), or when /k/ is found at the end of a base (e.g., milk, bank, sick) • some words such as <i>kangaroo</i>, <i>kayak</i>, etc., are not full English words, and therefore do not follow this convention • when teaching <c>/k/, be careful to stay away from phrases like “<c> says /k/”, because <c> also represents other phonemes and can be part of other digraphs such as in <u>school</u>, <u>science</u>, and <u>back</u> <p>Activities to Try</p> <ul style="list-style-type: none"> • students need practice recognizing and reading words with short vowels - here are some consolidation activities: <ul style="list-style-type: none"> • Sticky Note Pile Up: have students become detectives and look for closed syllable words on classroom displays, on signs in the school, in books, etc. - write the words they find on sticky notes and place on an anchor chart • Word Sorts: to begin with, the teacher can create the sorts, then have students create their own - the purpose of sorts is to help students see what closed syllables are, and what they are not • More Ideas: https://alongthelearningjourney.wordpress.com/2019/11/12/post-6-consolidation-activities/
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> • concept of phrase and sentence • period at end of complete sentence • exclamation mark • capitalization of proper nouns 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • a complete sentence contains a subject and a predicate: <ul style="list-style-type: none"> • subject: the what (or who) the sentence is about • predicate: what the subject is doing/what the subject is being • a complete sentence must always end in punctuation • when we see an exclamation mark, we need to read the sentence in an emphatic way • proper nouns (a noun for a particular person, place or thing) are capitalized



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

High Frequency Words	Tips and Activities to Try
<p>• “a” (<a> typically pronounced as a <i>schwa</i>)</p>	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> the word <i>a</i> is usually pronounced with a “schwa” (unstressed vowel sound), rather than a short /ă/ or long /ā/ English is a stress timed language (review concept from Grapheme/Phoneme Background Sheet) unstressed syllables are often reduced (not as clearly articulated or emphasized) vowels in unstressed syllables are pronounced as a schwa <i>a</i> is a function word - <u>function</u> words are defined as words that have a grammatical purpose/specify grammatical relations, as opposed to <u>content words</u> such as nouns, verbs, adjectives and adverbs which have a distinct meaning function words are often unstressed in a phrase or sentence, thus are pronounced with a schwa <p>Activities to Try</p> <ul style="list-style-type: none"> Have students explore the concept of stressed and unstressed words and syllables by saying simple sentences. For instance, say the sentence, “I have to go to a doctor” and have students repeat, stressing every word (like a robot). Repeat the sentence with natural stress and intonation. Hearing the contrast helps students notice that we tend to stress <i>I, go,</i> and <i>doctor,</i> while the <i>have to</i> and <i>to a,</i> squish together and are said quickly and are unstressed.

Comprehension Corner - Cat Nap

<p>Vocabulary Development</p> <ul style="list-style-type: none"> What is a <i>nap</i>? Do you like to take naps? Is a nap different from going to sleep at night? Do you have a pet that likes to take naps? <p>Making Connections</p> <ul style="list-style-type: none"> Do you have a pet? Does your pet have a favourite human? 	<p>Inferencing</p> <ul style="list-style-type: none"> Why do you think Dad is sad? Does Dad stay sad? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Can you retell the story? Do you think “Cat Nap” is a good title for this book? Why or why not?
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Comprehension Corner - Nat Sat

<p>Vocabulary Development</p> <ul style="list-style-type: none"> What is a <i>cap</i>? Can you think of another word for a <i>cap</i>? <p>Making Connections</p> <ul style="list-style-type: none"> Do you have a pet? If you were to get a pet, what type of animal would you choose? 	<p>Inferencing</p> <ul style="list-style-type: none"> How do you think Dad feels when he sees Nat on his cap? Why did Dat pull out the mat? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Can you retell the story?
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Pig Pit/A Big Bug!

Yellow Series (Original) Book 2
Yellow Square Book 2

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- 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

- <i>/i/ (e.g., “sit”), <u>/ü/ (e.g., “fun”)
- <s>/z/ voiced (e.g., “is”), /b/, <f>/f/

Previously Introduced

Vowels

- <a>/ă/, <o>/ö/

Consonants

- <c>/k/, <g>/g/, <s>/s/ unvoiced, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/

Note: Once a grapheme and corresponding phoneme have been introduced, they will be listed in this section. Not all concepts will be included in every subsequent book, but they can be included in “Words and Phrases for Reading and Writing” for consolidation.

Key Concepts to Understand

- vowel phonemes are continuous, voiced, and have unobstructed air flow
- the shape of the mouth, tongue and lips distinguish the articulation of one vowel phoneme from the other
- the grapheme <s> can represent /s/ (unvoiced - as in *sit*) and /z/ (voiced, as in *has*) (a reminder - don’t say <s> says /s/)
- letter formation should be taught as a pathway (e.g., “magic <c>, up, down → <d>”), which can help students distinguish between the grapheme and <d>, which are formed very differently

Words and Phrases for Reading and Writing

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

- it, sit, sip, mid, fad, fig, fin, is, fan, pit, big, pin, nab, pig, has, hid, dig, his, up, sun, hut, cut, hug, nut, cub, bun, dug, tug, hum, mug, nab, bug

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

- it → sit → sip → dip → dim → him → hum → sum → sun → bun → fun → fan → ban → bat → bit → bin → ban

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

Noun Phrases	Verb Phrases	Prepositional Phrases
his hut	can hug	up on top
a fun hug	had a sip	on a pot
his fat pig	can dig a pit	in a big bin
a hot bun	cut a fig	at a big hut

Punctuation/Text Features

Tips and Activities to Try

- comma

Key Concepts to Understand

- students need to understand that attending to punctuation is important when reading
- if a comma is in the text, students need to pause, then continue reading



Pig Pit/A Big Bug!

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

Comprehension Corner - Pig Pit

Vocabulary Development

- What is a pit?
- What is Pig holding in her hand on Page 14?

Making Connections

- Have you ever dug a pit or built something in the sand? In the grass?
- What activities do you like to do on hot summer days?

Inferencing

- Why do you think Pig dug the pit?
- How do you think Pig is feeling at the end of the book?

Retelling/Summarizing

- Can you retell the story?

Comprehension Corner - A Big Bug!

Vocabulary Development

- Do you know another word for *bug*?

Making Connections

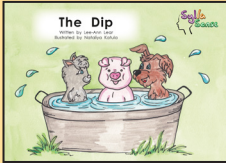
- Have you ever held a bug?
- Do you like looking at bugs? Explain why are why not.

Inferencing

- How do you think Fin feels about having the bug sit on her?

Retelling/Summarizing

- Can you retell the story?
- Which page of the book was your favourite?



The Dip/In the Bin

Yellow Series (Original) Book 3
Yellow Square Book 3

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- 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

- **consonant digraph <th>/TH/ voiced (only in “the”)**

Previously Introduced

Vowels

- <a>/ă/, <o>/ö/, <i>/ï/, and <u>/ü/

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/

Key Concepts to Understand

- <th> (voiced) is introduced in this book as part of the word *the* (<th> also has an unvoiced phoneme as in *think*)
- the mouth position for both phonemes is the same, and distinct (tongue between teeth)
- in the word *and*, the nasal <n> influences the phoneme produced by the <a> - be aware of this and support as needed

Tip: ask the children to say the word *and* while plugging and unplugging their nose, notice that nothing changes in their mouths

Words and Phrases for Reading and Writing

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

- an, man, can, tan, ban, fan, pan, and, pat, sat, bin, bit, sit, fit, din, fin, dip, sip, tap, sap, top, mop, pot, hog, hot, hug, tug, bug, bun, sun, fun, nut

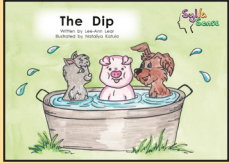
Here is a word chain you could complete with blending cards:

- and → an → man → fan → can → pan → pat → sat → sit → fit → pit → pot → hot → hut → hug → bug → big → pig

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

Noun Phrases	Verb Phrases	Prepositional Phrases
the sun	dug a pit	in the tub
a pig and a tub	can hug	at the pit
his big fan	had fun	on a cot
a cat and a dog	can bug the man	in the hot sun

You can differentiate for your students by dropping some of the words in these phrases (e.g., “dug a pit” can just be “dug”).



The Dip/In the Bin

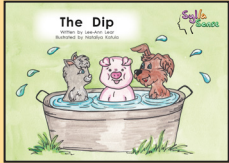
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Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
<ul style="list-style-type: none"> concept of digraph 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> digraph: a grapheme comprised of 2 letters representing one phoneme digraphs can be made from any combination of vowels and consonants <ul style="list-style-type: none"> consonant digraphs: 2 consonant letters representing one phoneme (e.g., <sh> representing /ʃ/) vowel digraph: 2 vowel letters representing one phoneme (e.g., <oa> representing long /ō/)
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> “the” (<e> typically pronounced as a <i>schwa</i>) “and” (<nd> is the only consonant cluster in the Yellow Series, and is only used in “and”) 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> the word <i>the</i> is usually pronounced with a “schwa” (unstressed vowel sound), rather than a short /ĕ/ or long /ē/ English is a stress timed language (review concept from Grapheme/Phoneme Background sheet) unstressed syllables are often reduced (not as clearly articulated or emphasized) vowels in unstressed syllables are pronounced as a schwa <i>the</i> is a function word - <u>function</u> words are defined as words that have a grammatical purpose/specify grammatical relations, as opposed to <u>content words</u> such as nouns, verbs, adjectives and adverbs which have a distinct meaning function words are often unstressed in a phrase or sentence, thus are pronounced with a schwa note <i>the</i> is sometimes stressed, at which point the <e> usually represents the long /ē/, which is expected for open syllables (vowel at end of syllable tends to make its long sound, for example in <i>she</i> and <i>me</i>) <p>Note: think about how we pronounce <i>the</i> at the end of a story (<i>the end</i>) compared to when <i>the</i> is unstressed (<i>for the kids...</i>)</p> <p>Activities to Try</p> <ul style="list-style-type: none"> As described in “Cat Nap,” have students explore the concept of stressed and unstressed words and syllables by saying simple sentences. For instance, say the sentence, “Let’s go to the movies” and have students repeat it, stressing every word equally (like a robot). Repeat the sentence with natural stress and intonation. Hearing the contrast helps students notice that we tend to stress <i>go</i> and <i>movies</i>, while the <i>let’s</i> and <i>to the</i>, squish together and are said quickly and are unstressed.



The Dip/In the Bin

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

Comprehension Corner - The Dip

Vocabulary Development

- What is a *dip*?
- Is a *dip* different from a *swim*?

Making Connections

- How do you stay cool in the summer?
- How do animals stay cool in the summer?

Inferencing

- Why do you think Pig was so hot?
- Why do you think Cat and Dog joined Pig in the tub?

Retelling/Summarizing

- Can you retell the story?

Comprehension Corner - In the Bin

Vocabulary Development

- What is a *bin*?

Making Connections

- Did you think both dogs would fit in the bin? Why or why not?

Inferencing

- Why do you think Dot got in the bin?
- Why do you think Sam joined Dot in the bin?

Retelling/Summarizing

- Can you retell the story?
- Which part of the story was your favourite?



On the Rug/The Pup

Yellow Series (Original) Book 4
Yellow Square Book 4

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- 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

- <r>/r/, <l>/l/

Previously Introduced

Vowels

- <a>/ă/, <o>/ö/, <i>/ï/, and <u>/ü/

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/

Digraphs

- <th>/TH/ voiced (only in “the”)

Key Concepts to Understand

- <r> and <l> are referred to as **liquid** consonants (see Orthographic Conventions)

Words and Phrases for Reading and Writing

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

- lap, lad, lid, lit, run, ran, rid, rug, runs, rip, rim, rod, ram, rap, hops, sets, gets, hits, digs, sits, sips, fits, pig, nut, has, fan, tan, man, can, not, hop, pop

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

- ran → rat → rap → rip → rim → ram → bam → ban → pan → pat → pot → lot → lit → lip → lid → lad → lap

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

Noun Phrases	Verb Phrases	Prepositional Phrases
the man	gets a lid	at the fun run
his fat lip	is not hot	on his lap
a red lid	digs a big pit	in the red can
the hot hut	rips the mat	on a rug

You can differentiate for your students by dropping some of the words in these phrases (e.g., “his fat lip” can just be “his lip”).

Orthographic Conventions/Patterns and Generalisations

Tips and Activities to Try

- concept of liquid consonants

Key Concepts to Understand

- <r> and <l> are referred to as **liquid** consonants
- liquids are consonant speech sounds where the tongue creates a partial closure - the air flows either to the side of the mouth (/l/) or still forward and over the tongue (/r/) - this creates a vowel-like sound
- liquids tend to be among the later-developing speech sounds in children - can be difficult to pronounce and spell



On the Rug/The Pup

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

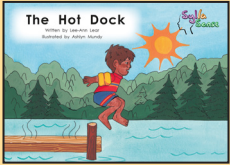
Morphology	Tips and Activities to Try
<p>Introduced in this Book</p> <ul style="list-style-type: none"> concept of “base” (free base can stand alone as a word) and concept of “suffix” suffix <-s> (both /s/ and /z/) as third person singular verb present tense <p>Note: there are two other functions of suffix <-s>: plural as in cats and possessive as in cat’s, which will be introduced later in the series</p>	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> a base is a structural element that forms the foundation of a written word (the term “root” refers to the etymological/historical source of the base) a free base is a base that functions independently/forms a complete English word on its own a suffix is a morpheme attached after a base - often changes the grammatical structure or the “sense” of a word <p>Key Concepts to Understand</p> <ul style="list-style-type: none"> the suffix <-s> represents the unvoiced phoneme /s/ if it follows an unvoiced phoneme (e.g., jumps, hits) the suffix <-s> represents the voiced phoneme /z/ if it follows a voiced phoneme (e.g., digs, calls) the suffix <-s> can indicate third person singular present tense (e.g., she jumps, he runs, Sue hits, etc.)

Comprehension Corner - On the Rug

<p>Vocabulary Development</p> <ul style="list-style-type: none"> What does it mean when something <i>tips</i>? What is a <i>rug</i>? Can you think of other words we use for a <i>rug</i>? <p>Making Connections</p> <ul style="list-style-type: none"> Do you have a pet? If you were able to get any pet, which would you choose? 	<p>Inferencing</p> <ul style="list-style-type: none"> How do you think Lan feels when Dog jumps on her lap? How do you think Lan is feeling at the end of the story? How do you know? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Can you retell the story? Which part of the story did you like the most?
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Comprehension Corner - The Pup

<p>Vocabulary Development</p> <ul style="list-style-type: none"> What is a <i>pup</i>? How is a <i>pup</i> different from a <i>dog</i>? <p>Making Connections</p> <ul style="list-style-type: none"> If you could have a pet, would you choose a puppy? 	<p>Inferencing</p> <ul style="list-style-type: none"> Why do you think the pup runs a lot? Do you think the pup likes the dog park? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Which part of the story did you like the most?
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The Hot Dock/Huck

Yellow Series (Original) Book 5
Yellow Square Book 5

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- 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

- **consonant digraphs <ck>/k/ and <ff>/f/**
- **<z>/z/**

Previously Introduced

Vowels

- <a>/ă/, <o>/ö/, <i>/ï/, and <u>/ü/

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/, <r>/r/, <l>/l/

Digraphs

- <th>/TH/ voiced (only in “the”)

Key Concepts to Understand

- graphemes can represent more than one phoneme (e.g., <s> can represent /s/ and /z/ - this has already been explored)
- students can now begin to explore the concept that phonemes can be represented by more than one grapheme
- introduce <z> is another grapheme that can represent /z/
- <ck> is a digraph - a digraph is a grapheme comprised of 2 letters representing one phoneme, in this case, /k/ (students have also been introduced to <c> representing the phoneme /k/)
- <ff> is a digraph - this digraph represents the phoneme /f/

Words and Phrases for Reading and Writing

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

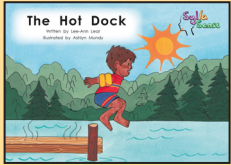
- sack, back, lack, hack, sick, lick, lock, sock, luck, tuck, muck, deck, off, puff, cuff, tiff, zip, zap, zig, zag, rag, ran, man, tan, runs, lip, lap, lug

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

- sack → lack → pack → pick → lick → sick → sock → lock → pock → puck → puff → cuff → cup → pup → pip → zip → zap → zag → zig

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., Zack and his dog picks up the pot. → Zack and his dog pick up the pot.)

Noun Phrases	Verb Phrases	Prepositional Phrases
a big rip	hops up	in his pack
a zig zag	has bad luck	on his cuff
his lock	picks up the pot	off the dock
Zack and his dog	zips the bag	in his sock



The Hot Dock/Huck

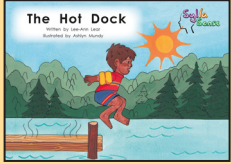
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- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular <p>Note: Once a morpheme has been introduced, it will be listed in this section. Not all concepts will be included in every subsequent book, but they can be included in “Words and Phrases for Reading and Writing” for consolidation.</p>	<ul style="list-style-type: none"> note suffix <-s> as students encounter it and support where needed
<p>Orthographic Conventions/Patterns and Generalisations</p>	<p>Tips and Activities to Try</p>
<ul style="list-style-type: none"> use <ck> for /k/ at the end of a base after a single (short) vowel 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> the digraph <ck> representing /k/ is found in final base position, after a single short vowel <p>Activities to Try</p> <ul style="list-style-type: none"> provide students with a deck of word cards to read and/or spell including the digraph <ck> have students play a board game (any board game will work) - before rolling the dice, student needs to either read or spell a word from the deck have students make their own list of <ck> words to use in the above game some additional <ck> activities can be found at: https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/



The Hot Dock/Huck

Yellow Series (Original) Book 5
Yellow Square Book 5

Teacher Tip Sheet (Page 3 of 3)



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

Comprehension Corner - The Hot Dock

Vocabulary Development

- What is a *dock*? Where do you find *docks*?
- What does Zack have on his arms? What are they for?

Inferencing

- Why do you think the dock is so hot?
- Why is Zack no longer hot?

Making Connections

- Have you ever gone swimming in a lake?
- Have you ever jumped into water? What did you jump off?

Retelling/Summarizing

- Can you retell the story?

Comprehension Corner - Huck

Vocabulary Development

- What does “zzzzz” mean in the text?
- Is a *dip* different from a *swim*?

Inferencing

- Why does the author say, “Not the muck, Huck!”
- Why does it say “bad luck” on Page 14?

Making Connections

- Do you like playing in the mud?

Retelling/Summarizing

- Which picture in the book was your favourite? Explain why you liked it.



In Bed/In the Bag

Yellow Series (Original) Book 6
Yellow Square Book 6

Teacher Tip Sheet (Page 1 of 2)



- 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

- <e>/ě/ (e.g., “bed”)
- <x>/ks/

Previously Introduced

Vowels

- <a>/ă/, <o>/ö/, <i>/i/, and <u>/ü/

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/

Digraphs

- <th>/TH/ voiced (only in “the”), <ck>/k/, <ff>/f/

Key Concepts to Understand

- vowel phonemes are continuous, voiced, and have unobstructed air flow
- what distinguishes the articulation of one vowel phoneme from the other is the shape of the mouth, tongue and lips
- explicit teaching prevents confusion (e.g., the short /e/ phoneme can be confused with short /i/ phoneme - use a key word to help students remember and distinguish between these sounds (e.g., <e> *edge* /e/, <i> *itchy* /i/), and draw attention to the slight changes that occur in their mouths as they move between these phonemes
- the grapheme <x> represents /ks/, which is actually two phones combined - this can be challenging for students, extra practice may be needed with these words

Words and Phrases for Reading and Writing

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

- bed, red, hen, den, hem, led, let, men, met, pen, pet, ten, fed, box, fox, fix, six, mix, lax, tax, luck, lock, back, sack, sick, lick, puck, muck, duck, sock, dock

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

- bet → set → met → men → den → deck → dock → lock → lick → lip → sip → six → fix → fax → max → tax → tux → tuck → buck → bun

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., Six cats packs the box. → Six cats pack the box.)

Noun Phrases	Verb Phrases	Prepositional Phrases
six cats	can fix the fan	in the bed
a red fox	packs the box	on the deck
the big pig pen	can pet the dog	at his den
his big box	met a hen	off the dock

You can differentiate for your students by dropping some of the words in these phrases (e.g., “the big pig pen” can just be “the pen”).



In Bed/In the Bag

Yellow Series (Original) Book 6
Yellow Square Book 6

Teacher Tip Sheet (Page 2 of 2)



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

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular 	<ul style="list-style-type: none"> • note suffix <-s> as students encounter it and support where needed

Comprehension Corner - In Bed

<p>Vocabulary Development</p> <ul style="list-style-type: none"> • What is a <i>den</i>? • Do you know any other animals that live in dens? <p>Making Connections</p> <ul style="list-style-type: none"> • Where do you sleep at night? • Do you sleep with anything special at night? (a stuffie, a blanket, etc.) 	<p>Inferencing</p> <ul style="list-style-type: none"> • Why do you think wild animals sleep in dens? • Why do you think Cat might be sleeping on Dad instead of in his own bed? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> • Describe this book to someone - pretend they have not read it.
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Comprehension Corner - In the Bag

<p>Vocabulary Development</p> <ul style="list-style-type: none"> • What is a <i>nap</i>? Do you like taking naps? <p>Making Connections</p> <ul style="list-style-type: none"> • Do you enjoy packing for a trip? • Have you ever seen a cat doing something funny like this? 	<p>Inferencing</p> <ul style="list-style-type: none"> • Why do you think Max keeps jumping into the bag? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> • Can you retell the story? • Which page was your favourite? Explain why you liked it.
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Pets/Kick!

Yellow Series (Original) Book 7

Yellow Square Book 7

Teacher Tip Sheet (Page 1 of 3)



- 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

- <v>/v/, <k>/k/

Previously Introduced

Vowels

- all short vowels

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/, <x>/ks/

Digraphs

- <th>/TH/ voiced (only in “the”), <ck>/k/, <ff>/f/

Key Concepts to Understand

- phonemes can be represented by more than one grapheme
- students now have 3 ways to represent the phoneme /k/: <c>, <k>, <ck>
- we use <c> to represent /k/ unless it is followed by an <e>, <i> or <y> (then it is pronounced as /s/), or when /k/ is found at the end of a base (e.g., milk, bank, sick)
- some words such as kangaroo, kayak, etc., are not full English words, and therefore do not follow this convention
- when teaching <c>/k/, be careful to stay away from phrases like “<c> says /k/”, because <c> also represents other phonemes and can be part of other digraphs such as in school, science, and back

Words and Phrases for Reading and Writing

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

- kit, kick, kid, kip, kids, vet, van, vets, pet, pets, dock, sock, peck, deck, lick, sick, sack, tack, red, bed, hen, den, net, set, fox, box, six, mix, fix, fax

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

- kit → kid → kip → kick → lick → sick → sip → sit → set → vet → vets → pets → pet → pen → pan → van → vans

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., Six kids packs the kit. → Six kids pack the kit.)

Noun Phrases	Verb Phrases	Prepositional Phrases
his vans	can kick	to the deck
six kids	gets his socks	in the van
Kip and his pets	can get a van	on the rocks
a big red van	packs the kit	off to the vet

You can differentiate for your students by dropping some of the words in these phrases (e.g., “Kip and his pets” can just be “Kip”).



Pets/Kick!

Yellow Series (Original) Book 7
Yellow Square Book 7

Teacher Tip Sheet (Page 2 of 3)



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

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
<ul style="list-style-type: none"> <k> as /k/ (before <e>, <i> or <y>) 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> use <k> to represent /k/ before <e>, <i>, or <y> use <ck> to represent /k/ in final base position, after a single short vowel complete English words do not end in <v>
Morphology	Tips and Activities to Try
<p>Introduced in this Book</p> <ul style="list-style-type: none"> suffix <-s> (both /s/ and /z/) as plural <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular <p>Note: there are three functions of suffix <-s>: plural, third person singular verb present tense, possessive</p>	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> review: a base is a structural element that forms the foundation of a written word (the term “root” refers to the etymological/historical source of the base) a free base is a base that functions independently/forms a complete English word on its own a suffix is a morpheme attached after a base - often changes the grammatical structure or the “sense” of a word one of the functions of suffix <-s> is to indicate the base is plural the suffix <-s> represents the unvoiced phoneme /s/ if it follows an unvoiced phoneme (e.g., jumps, cats) the suffix <-s> represents the voiced phoneme /z/ if it follows a voiced phoneme (e.g., dogs, calls) <p>Activities to Try</p> <ul style="list-style-type: none"> introducing word sums can be valuable at this time <ul style="list-style-type: none"> pet + s → pets kid + s → kids van + s → vans use the phrase “is rewritten as” for the arrow in a word sum
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> “to” 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> <i>to</i>, <i>two</i> and <i>too</i> are homophones (words that are pronounced the same but have different meanings) homophones usually have different spelling, which helps readers differentiate between the words <i>to</i> is a function word, and as such, it has as few letters as possible (e.g., <i>to</i> has fewer letters than <i>too</i> and <i>two</i>) the <o> is often pronounced as a schwa - say the sentence, “<i>I am going to the store</i>” to help demonstrate this making connections to similar words such as <i>do</i> and <i>who</i> can help students remember the spelling of <i>to</i>



Pets/Kick!
 Yellow Series (Original) Book 7
 Yellow Square Book 7

Teacher Tip Sheet
(Page 3 of 3)



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

Comprehension Corner - Pets

Vocabulary Development

- Can you think of a word that means the same as *kid*?

Inferencing

- How do you think Kim is feeling on page 13? Why?
- Why do you think the author states, "It is fun to get pets!"?

Making Connections

- Do you have a pet? If you were able to get any pet, which would you choose?

Retelling/Summarizing

- Which page of this text was your favourite? Explain why you enjoyed reading it.

Comprehension Corner - Kick!

Vocabulary Development

- Ken kicks a *sack*. What kind of *sack* is he kicking?

Inferencing

- Why do you think the ducks are kicking in the water?

Making Connections

- Do you like to kick?
- Do you enjoy doing any of the activities shown in this book?

Retelling/Summarizing

- Describe this book to someone - pretend they have not read it.
- Which picture in this book is your favourite? Explain why you liked it.



Fun in the Mud!/Mud!

Yellow Series (Original) Book 8
Yellow Square Book 8

Teacher Tip Sheet (Page 1 of 3)



- 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

- <w>/w/, <j>/j/
- consonant digraphs <zz>/z/, <ss>/s/, and <ll>/l/

Previously Introduced

Vowels

- all short vowels

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/, <x>/ks/, <v>/v/, <k>/k/

Digraphs

- <th>/TH/ voiced (only in “the”), <ck>/k/, <ff>/f/

Key Concepts to Understand

- the phoneme represented by <w> can be hard to pronounce in isolation (e.g., without a schwa “w-uh”) - ask students to get their mouth in the /w/ position, and then blend straight into the word (e.g., /w/, /e/, /t/ NOT /w-uh/, /e/, /t/)

Words and Phrases for Reading and Writing

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

- wet, win, wit, well, wag, web, wig, will, jet, jazz, jam, jiff, jig, jug, jog, jab, job, mess, less, hiss, bill, pill, doll, sill, off, huff, buff, puff, buzz, fuzz

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

- wet → wit → win → will → well → bell → tell → ten → tin → tiff → jiff → jig → jug → jog → job → jab → jazz → razz → ran → pan → pass

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., Jazz and his doll jogs in the muck. → Jazz and his doll jog in the muck.)

Noun Phrases	Verb Phrases	Prepositional Phrases
Jazz and his doll	will buzz	at the well
a big jet	will huff and puff	on the hill
a big mess	got the pass	to the jet
his red jug	jogs in the muck	off the big deck



Fun in the Mud!/Mud!

Yellow Series (Original) Book 8
Yellow Square Book 8

Teacher Tip Sheet
(Page 2 of 3)



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

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
<p>-BOMP (Buzz Off Miss Pill) (double <z>, <f>, <s> and <l> at the end of a base after a single (short) vowel)</p>	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> double the <z>, <f>, <s>, and <l> final to a base after a single short vowel (e.g., class, tell, buzz) the acronym BOMP (Buzz Off Miss Pill) can help students remember this convention (some resources refer to this as the FLOSS convention) <p>Activities to Try</p> <ul style="list-style-type: none"> provide students with a deck of word cards to read and/or spell including the digraph <zz>, <ff>, <ss>, <ll> have students play a board game (any board game will work) - before rolling the dice, students need to either read or spell a word from the deck have students make their own deck of BOMP words to use in the above game here are some additional BOMP activities: https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/
Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural 	<ul style="list-style-type: none"> note suffix <-s> as students encounter it and support where needed



Fun in the Mud!/Mud!

Yellow Series (Original) Book 8
Yellow Square Book 8

Teacher Tip Sheet
(Page 3 of 3)



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

Comprehension Corner - Fun in the Mud!

Vocabulary Development

- What is a *mess*?

Inferencing

- Why do you think Cat had “less fun” in the mud?
- Why do you think Cat is sad at the end?

Making Connections

- Do you like to play in the mud?
- Have you ever jumped in a puddle? Was it fun?

Retelling/Summarizing

- Which page of this text was your favourite? Why?
- Do you think “Fun in the Mud” is a good title for this book? Why or why not?

Comprehension Corner - Mud!

Vocabulary Development

- Page 16 says, “Jess is a mess!” What is a *mess*?

Inferencing

- Why do you think all the animals find the mud “fun”?

Making Connections

- Do you enjoy playing in the mud?
- Have you ever seen an animal playing in the mud?

Retelling/Summarizing

- Retell the story in your own words.
- Which picture in this book is your favourite? Explain why you liked it.



Run!/Fox in the Sun

Yellow Series (Original) Book 9
Yellow Square Book 9

Teacher Tip Sheet (Page 1 of 2)



- 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

- <y>/y/ as a consonant (e.g., “yes”)

Previously Introduced

Vowels

- all short vowels

Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, /b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/, <x>/ks/, <v>/v/, <k>/k/, <w>/w/, <j>/j/

Digraphs

- <th>/TH/ voiced (only in “the”), <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/

Key Concepts to Understand

- <y> can represent a consonant sound and a vowel sound
- be sure to introduce the phoneme /y/ as **one** of the phonemes that can be represented by the grapheme <y>
- the consonant phoneme represented by <y> can be hard to pronounce in isolation (e.g., without a schwa “y-uh”) - ask students to get their mouth in the /y/ position, and then blend straight into the word vowel (e.g., /y/, /e/, /s/ NOT /y-uh/, /e/, /s/)

Words and Phrases for Reading and Writing

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

- yes, yet, yum, yuck, yell, yam, yap, yack, yip, fizz, buzz, ill, cuff, mill, fill, boss, toss, will, web, wet, jet, jag, jug, job, jazz, fuzz, kids, kick, vet, pets

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

- yes → yet → yell → well → will → win → wit → sit → sat → sap → yap → yam → yack → back → buck → buff → puff → cuff → cut → cot → lot → loss

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., Jazz and his cat yells at the dog. → Jazz and his cat yell at the dog.)

Noun Phrases	Verb Phrases	Prepositional Phrases
a big yam	yells at the dog	in the muck
the red fox	did yip and yap	at the jet
Jazz and his cat	can kick the puck	to the well
his red pup	will fill the cup	on a big hill

You can differentiate for your students by dropping some of the words in these phrases (e.g., “Jazz and his cat” can just be “Jazz”).



Run!/Fox in the Sun

Yellow Series (Original) Book 9
Yellow Square Book 9

Teacher Tip Sheet (Page 2 of 2)



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

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular • suffix <-s> as plural 	<ul style="list-style-type: none"> • note suffix <-s> as students encounter it and support where needed
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> • question mark 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • a reader’s voice should go up slightly up at the end of a question

Comprehension Corner - Run!

Vocabulary Development

- What is a *den*? (refer to Book 6, “In Bed”, if needed)

Inferencing

- Do you think all the people and animals in this book are having fun running? Why or why not?

Making Connections

- Do you like to run?
- What kinds of exercise do you enjoy?

Retelling/Summarizing

- Tell someone what you liked about this book. Which picture was your favourite?
- What do you think the children are doing on the last page?

Comprehension Corner - Fox in the Sun

Vocabulary Development

- What does it mean to *huff* and *puff*?

Inferencing

- Why do you think Fox decides to have a dip in the pond?

Making Connections

- Why do you think Fox jogged up the hill?
- How do you cool down if you are feeling hot?

Retelling/Summarizing

- Do you think “Fox in the Sun” is a good title for this book? Why or why not?
- What did you learn about Fox in this book?



Max/Kit, the Cat

Yellow Series (Original) Book 10
Yellow Square Book 10

Teacher Tip Sheet (Page 1 of 2)



- 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

- review of all concepts

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced (only in “the”), <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/

Words and Phrases for Reading and Writing

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

- nap, gap, sap, rip, fin, bed, yes, hot, hen, and, gap, pan, fan, sock, back, pick, deck, lock, pins, logs, rugs, kit, kids, vet, web, win, wit, jet, job, mess, off, fill, buzz, yet, has, his, is, runs, jogs, pits

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

- sap → sip → hip → dip → rip → rap → lap → lack → sack → sock → lock → luck → puck → puff → pun → pan → pass → pat → pit → pin → win → wit → sit → set → sell → yell → tell → ten

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., His fun pets hits the puck. → His fun pets hit the puck.)

Noun Phrases	Verb Phrases	Prepositional Phrases
his fun pets	fell on the hill	in his cup
a bad mess	hits the puck	up on the rocks
the big red jet	picks up the jug	at the big well
Jazz and Jeff	can sip the fizz	off the red dock

You can differentiate for students by dropping some of the words in these phrases (e.g., “the big red jet” can just be “the jet”).

Morphology

Tips and Activities to Try

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural

- note suffix <-s> as students encounter it and support where needed

Vocabulary Development

- What is a *den*? (refer to Book 6, “In Bed”, if needed)

Inferencing

- Do you think all the people and animals in this book are having fun running? Why or why not?

Making Connections

- Do you like to run?
- What kinds of exercise do you enjoy?

Retelling/Summarizing

- Tell someone what you liked about this book. Which picture was your favourite?
- What do you think the children are doing on the last page?



Max/Kit, the Cat

Yellow Series (Original) Book 10
Yellow Square Book 10

Teacher Tip Sheet (Page 2 of 2)



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

Comprehension Corner - Max

Vocabulary Development

- What is a *tub*?
- Do you have a tub in your home? How is it different from Max's tub?

Inferencing

- Why do you think Max's mom gave him a bath?
- Why do you think the author describes Max as "fun." Do you agree?

Making Connections

- Would you like to have Max as a pet? Why or why not?
- What do you like to do for fun?

Retelling/Summarizing

- What did you learn about Max in this book?

Comprehension Corner - Kit, the Cat

Vocabulary Development

- What is a *rack*?
- Can you think of another word for a rack?

Inferencing

- What do you think is in the tins?

Making Connections

- Do you enjoy packing?
- Have you ever played in a big box? Was it fun?

Retelling/Summarizing

- Retell the story in your own words.

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 Generalisations, 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/ <ul style="list-style-type: none"> • O-G Fundamentals/O-G Associate Practitioner • O-G practicum • SWI Workshop • Grammar Workshop 	Liisa Freure is an OG Fellow and teacher trainer based in Toronto. I highly recommend her courses, and cannot thank her enough for getting me started on this journey! Liisa provides OG training with supervised practicums, as well as a range of linguistic workshops.
https://rebeccaloveless.com/ <ul style="list-style-type: none"> • Teaching Real Script • SWI for Early Readers 	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!
<i>Beneath the Surface of Words</i> - Sue Hegland <ul style="list-style-type: none"> • https://learningaboutspelling.com/ • https://www.youtube.com/watch?v=7DEuTWa0g5E&t=4s (Morphology, Important From the Beginning) 	Sue Hegland is the author of “Beneath the Surface of Words”, which is a fantastic resource that has significantly broadened my understanding of morphology. Her attached youtube video is also very informative.
<i>Speech to Print</i> - Dr. Louisa Moats	This book covers many fundamentals of the English Language - it is a great resource to build a solid background and understanding across a range of literacy topics. It’s a heavy read, but worth it!
<i>Uncovering the Logic of English</i> - Denise Eide	This book is my go-to reference book for spelling and spelling conventions. It’s great to have on standby when developing lesson materials!
<i>UFLI Foundations</i> - Holly Lane and Valentina Contesse <ul style="list-style-type: none"> • https://ufli.education.ufl.edu/resources/ 	This is a program from the University of Florida Literacy Institute. The background section at the beginning of the manual is very informative, and there are many, many free resources available on their website. This resource is definitely worth checking out!
Wordtorque <ul style="list-style-type: none"> • https://wordtorque.com/ • https://www.thehfwproject.com/ • https://wordtorque.com/category/engagewiththepage/ 	The Wordtorque site by Fiona Hamilton has a wealth of resources for teachers. Links can be found to the High Frequency Word Project (created in partnership with Rebecca Loveless) and Engage with the Page (word inquiry through picture books). Their conference last year was amazing!
Etymonline <ul style="list-style-type: none"> • https://www.etymonline.com/ 	Etymonline is an online etymology dictionary. It does not give definitions, rather “explanations of what our words meant and how they sounded 600 or 2,000 years ago”. It is a great resource to use if you are trying to determine the history of words and/or if words share a common root in history.