



The Cave

Purple Series - Book 1 - The Cave

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

- <i>/ī/ (e.g., “hide”), <a>/ā/ (e.g., “cake”), and <o>/ō/ (e.g., “close”) in VCe pattern

*now introduced in Teal

Previously Introduced Vowels

- all short vowels, <u>/ōō/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/, <y>/ē/

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 /ō/ before <l>)
- <wa> (<a> as short /ō/ after <w>)
- <er>/er/, <or>/or/

Key Concepts to Understand

- one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long
- Note: “The Cave” includes i-e (“i consonant e”), a-e (“a consonant e”), o-e (“o consonant e”) so ensure students have had a lot of practice with VCe before reading this book.

Review soft <c> from “Recess” (Blue Series)

- <c> when pronounced /s/ is often referred to as soft <c>
- in complete English words, <c> is usually pronounced /s/ when followed by <e>, <i>, or <y> (e.g., *ice*)

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.:

- blame, scale, state, shame, crave, grade, crime, shine, spine, white, size, drive, broke, chore, spoke, slope, globe, stole
- words with soft <c> → price, slice, splice, place, space, grace, dice

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
the white hose on sale	was laying	by the home
the ripe lime	<i>rolled</i> all the way refer to Bobcats Tip Sheet	to the slope
the nice bride	was awake	by the lake
her safe plane	was going to race	to the rare rose

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



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- 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

- review <wa> (<a> as short /ɔ̃/ after <w>)

Key Concepts to Understand

- when <a> follows <w> it is usually pronounced /ɔ̃/
- when <wa> is followed by /g/ or /k/ (velar stop) the <a> represents a short sound /ă/ (e.g., *wag, whack, wax*)

Word Sort

Provide students with the following (unsorted) words:

<a> as /ɔ̃/	<a> as /ă/
wand, watch, want, water, wasp, wall, wafted, swan, swamp, swap, swat	wagging, whack, wax, wago

The goal is for students to notice that the <a> is pronounced /ă/ when followed by /g/ or /k/ (velar stop).

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
- 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 *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing> - *drifting*.

Comprehension Corner - The Cave

Vocabulary Development

- What is a *tunnel*? How are *tunnels* formed?

Inferencing

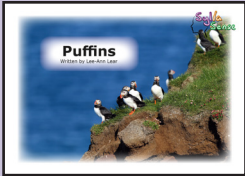
- The author writes, "Dad, Tess, and Zack went along the walls to get inside the cave." Why do they go along the walls?

Making Connections

- How would you feel if you were exploring a cave?

Retelling/Summarizing

- What is your favourite page in this book? Why?
- What activities did the family do when they were camping?



Puffins

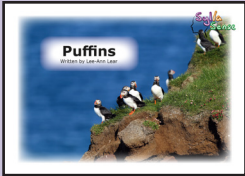
Purple Series - Book 2 - Puffins

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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
<p>Introduced in This Book</p> <ul style="list-style-type: none"> • <u>/yū/ in VCe pattern (e.g., “rule”) <p><i>*now introduced in Teal</i></p> <p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> • all short vowels, <u>/ōō/ • <o>/ō/ , <e>/ē/ , <y>/ī/ , <ee>/ē/ , <ay>/ā/ , <ai>/ā/ , <y>/ē/ , <a-e>/ā/ , <i-e>/ī/ , <o-e>/ō/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> • all single consonants and clusters • <ng>/ng/ , <nk>/nk/ • <s>/s/ and /z/ , <c>/s/ <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> • <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/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> • <al> (<a> as short /ō/ before <l>) • <wa> (<a> as short /ō/ after <w>) • <er>/er/ , <or>/or/ 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • long <u> can be pronounced /yū/ and /ōō/ • there are many ways to spell /yū/ (e.g., <u> , <u-e> , <ew> , <eu>) <p>Note: there are only a small number of words that use <u-e> to spell the long /yū/ phoneme as other spellings are more frequently used</p> <p>Words for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:</p> <ul style="list-style-type: none"> • cube, cute, fume, fuse, huge, mule, mute, puke, use, excuse, accuse, commute, confuse



Puffins

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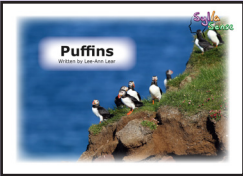
- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
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<ul style="list-style-type: none"> 3 syllable words, stress and schwa review 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> polysyllabic words often have a syllable that holds the primary stress a vowel sound in an unstressed syllable/word is called a schwa a schwa is a non-distinct vowel sound that does not sound like any of the main vowels in isolation <p>Refer to Page 5 in Grapheme to Phoneme Background Information Sheets for more information on schwa.</p> <p>Activity to Try with Multisyllabic Words Write multisyllabic words on the board and ask students to identify the vowel(s) that have reduced (schwa)</p> <p align="center">an-i-mal ba-na-na a-bout pen-cil fo-cus vo-wel prob-lem</p>
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Morphology	Tips and Activities to Try
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<p>Introduced in This Book</p> <ul style="list-style-type: none"> suffix <-y> as adjective: gives a sense of characterised by or inclined to be <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular, plural, and possessive suffix <-ing> as present participle suffix <-ed> as past tense of a verb compound words 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> vowel <y> can be pronounced many ways so ensure that you avoid absolute language such as “<y> says /y/” <ul style="list-style-type: none"> /ē/ in final position of multisyllabic words (baby, city) when syllable is unstressed /i/ in final position (try, my - usually in single syllable words or stressed syllables) /i/ in medial position (gym - from Greek origin) written and spoken words in English are formed by combining structural units called morphemes morphemes are meaning units, contributing to the overall sense of a word, or have a grammatical function suffix <-y> as an adjective gives a sense of <i>characterised by or inclined to be</i> <p>It is key for students to understand the structure of words (prefix/base/suffix) and not sound out these affixes.</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Noun Phrase</th> <th style="background-color: #e0e0e0;">Verb Phrase</th> <th style="background-color: #e0e0e0;">Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>her cute baby</td> <td>was going to puke</td> <td>by the smelly mule</td> </tr> <tr> <td>the skunk’s fumes</td> <td>wafted</td> <td>under the fuzzy chair</td> </tr> <tr> <td>the huge, messy ape</td> <td>made a thump</td> <td>after she landed on the cube</td> </tr> <tr> <td>the lucky swan</td> <td>met his kind mate</td> <td>on the bumpy grass</td> </tr> </tbody> </table> <p>You can differentiate for students by dropping some of the words in these phases (e.g., “her cute baby” can just be “her baby”).</p>	Noun Phrase	Verb Phrase	Prepositional Phrase	her cute baby	was going to puke	by the smelly mule	the skunk’s fumes	wafted	under the fuzzy chair	the huge, messy ape	made a thump	after she landed on the cube	the lucky swan	met his kind mate	on the bumpy grass
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Puffins

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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

- **“their”**

Key Concepts to Understand

- *their* is best taught alongside the words *them* and *they* as *they* are all “people connected” and all share the <e> grapheme
 - *their* → “belonging to” or “associated with” the people or things previously mentioned (e.g., “somebody’s something”)
- Note: *there* will be addressed in “The Tides” (Purple Series)

Comprehension Corner - Puffins

Vocabulary Development

- What is another word for *fantastic*?
- What is another word for *bill*? Do you know another meaning of *bill*?

Making Connections

- Do puffins remind you of any other birds?
- What other baby birds have names that end with “*ling*”?

Inferencing

- How do the cliffs keep puffins safe from animals such as dogs and minks?
- Why do you think puffins have such colourful bills?

Retelling/Summarizing

- What did you learn about puffins?



The Insect Hunt

Purple Series - Book 3 - The Insect Hunt

Teacher Tip Sheet
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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
<p>Introduced in This Book</p> <ul style="list-style-type: none"> long <u>/<u>oo</u>/ (in VCe pattern) <p><i>*now introduced in Teal</i></p> <p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> all short vowels, <u>/<u>oo</u>/ <o>/<u>o</u>/, <e>/<u>e</u>/, <y>/<u>i</u>/, <ee>/<u>e</u>/, <ay>/<u>a</u>/, <ai>/<u>a</u>/, <y>/<u>e</u>/, <a-e>/<u>a</u>/, <i-e>/<u>i</u>/, <o-e>/<u>o</u>/, <u-e>/<u>y</u>/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants and clusters <ng>/ng/, <nk>/nk/ <s>/s/ and /z/, <c>/s/ <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> <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/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <a> (<a> as short /<u>o</u>/ before <l>) <wa> (<a> as short /<u>o</u>/ after <w>) <er>/er/, <or>/or/ 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> long <u> can be pronounced as /yū/ and /oo/ dialects determine pronunciation (e.g., some dialects may pronounce a /yū/ in words where others use a /oo/ - there are many ways to spell /oo/ (e.g., <u>, <u-e>, <ew>, <ue>, <oo>, <ui>, <ou>) <p>Note: there are only a small number of words that use <u-e> to spell the phoneme /oo/, other spellings are more frequently used</p> <p>Words for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:</p> <ul style="list-style-type: none"> dude, duke, dune, tube, flute, flume, fluke, rule, rude, tune, June, prune <p>See next page for activities.</p>



The Insect Hunt

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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

Introduced in This Book

- **suffix <-er> as comparative (more)**

Previously Introduced

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

Key Concepts to Understand - <-er>

- suffix <-er> has multiple functions, some are:
 1. as an agent → denotes a person (“one who”) or thing that performs a specified action or activity such as teacher or mixer
 2. comparative (e.g., *stronger*)
 3. derivational suffix of verbs, indicating repeated or diminutive action (e.g., *flicker*)

Activity to Try

1. Provide students with a suffix **-er** card (use red to differentiate from the base).
2. Teacher reads a base such as *teach*, (either written on the board or orally presented).
3. Students repeat *teach*, hold up suffix **-er** card and say the new word *teacher*.

Keep in mind the suffixing convention: replace marker <e> when attaching a vowel suffix. Words ending in a vowel, such as *dance*, are best presented orally. Students are responsible for repeating the base and adding the suffix <-er>, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand suffix <-er> as a meaningful unit, not as something to sound out.

Suggested bases:

- dance, teach, play, paint, clean, run, walk, mark, help, sing

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
their stronger tube	went drifting	by the fluffy, mossy water
the longer, hilly driveway	ran	alongside the grassy place
June, the prune	went swimming	in the deeper pond
some rude, bossy dukes	left their flutes	after playing their tunes

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



The Insect Hunt

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

Morphology Continued

Tips and Activities to Try

- Review: doubling suffixing convention

Key Concepts to Understand - doubling convention

- when a base ends with a single consonant preceded by a single vowel (e.g., *run*, *skip*), the final consonant doubles when attaching a vowel suffix (e.g., <-ing>, <-er>)

Note: The letters <w> and <x> are never doubled because:

- <w>s have already been doubled → <u><u> “double <u>”
- historically <x> was seen as representing two consonants: → <k + s>

The replace marker <e> suffixing convention will be thoroughly explained in Purple, Book 6 “Biking”. Note that in The Insect Hunt, we only include the <-er> suffix in words that do not require replace <e>.

Refer See Page 4 of **Morphology Information Background Sheets**.

Activity to Try - To Double or Not to Double

- Underline the final grapheme and circle the preceding grapheme in each **base**.

	run + ing	skip + ing	jump + ed	hope + s
Does the base end in a final consonant preceded by a single vowel?	✓			
Is the suffix a vowel suffix?	✓			

- Then answer the questions with an **X** or a ✓. Words that double must have both questions checked.
- Write a word sum for the word that requires the doubling convention: runⁿ + ing → running



The Insect Hunt

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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
<ul style="list-style-type: none"> • "some" • *now introduced in Red 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • <i>some/same</i> and <i>come/came</i> are best taught together • historically <u>s were written as <v>s and therefore were sometimes replaced with <o>s when beside <m>s (e.g., <i>some</i> would have looked like <i>svm</i> - but more squished together)

Comprehension Corner - The Insect Hunt

Vocabulary Development

- The author wrote, "The moth's wings blended in with the trunk of the tree!" Do you know a word that describes this kind of blending?
- What are some comparing words in the story? (e.g., *taller*)

Making Connections

- What insects have you caught? What did you do with them?

Inferencing

- Why do you think Luke made the rule that they must let the insects go after they catch them?

Retelling/Summarizing

- What were all the insects that Luke and Jude found on their hunt?



Cupcakes

Purple Series - Book 4 - Cupcakes

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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
<p>Introduced in This Book</p> <ul style="list-style-type: none"> consonant digraph <wr>/r/ (e.g., “wrist”) <p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> all short vowels, <u>/ōō/ <o>/ō/ , <e>/ē/ , <y>/ī/ , <ee>/ē/ , <ay>/ā/ , <ai>/ā/ , <y>/ē/ , <a-e>/ā/ , <i-e>/ī/ , <o-e>/ō/ , <u-e>/yū/ , <u-e>/ōō/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants and clusters <ng>/ng/ , <nk>/nk/ <s>/s/ and /z/ , <c>/s/ <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> <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/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <al> (<a> as short /ō/ before <l>) <wa> (<a> as short /ō/ after <w>) <er>/er/ , <or>/or/ 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> <wr> words are Germanic in origin and imply twisting or distortion <p>Words for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:</p> <ul style="list-style-type: none"> wrap, write, wrench, wrong, wreck, wren, wrote, wring, wrist, wrack, wrath, wrung, wretch add suffixes (e.g., -s, -ed, -ing, -er) to suggested words where appropriate → be aware of suffixing conventions <p>Refer to Page 4 in Morphology Background Information Sheets</p> <p>See next page for activities.</p>



Cupcakes

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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

Introduced in This Book

- suffix <-er> as an “agent” or “one who”

Previously Introduced

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

Key Concepts to Understand

- suffix <-er> has multiple functions, some are:
 1. as an agent → denotes a person (“one who”) or thing (“something that”) that performs a specified action or activity such as *teacher* or *mixer*
 2. comparative (e.g., *stronger*)
 3. derivational suffix of verbs, indicating repeated or diminutive action (e.g., *flicker*)

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)

Note: sometimes <er> is just a grapheme and not a suffix (e.g., *water*)

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
Wren, the catcher	was on the pitch	across from players
the wrong golfer	broke his wrist	after he fell into the bunker
the smaller wren	sat on her wrench	under the dormer
the milder child	wrote with a marker	in her day plan

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

Comprehension Corner - Cupcakes

Vocabulary Development

- Do you know another kind of *whisker*?
- What is another way to say *flipped*?

Making Connections

- Have you ever baked? Who do you bake with?

Inferencing

- Why was the cake mix full of lumps?
- How do you think Granddad will feel about Jordan’s cupcakes?

Retelling/Summarizing

- What were the steps that Jordan took to make the cupcakes?



Red Foxes

Purple Series - Book 5 - Red Foxes

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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
<p>Introduced in This Book</p> <ul style="list-style-type: none"> <e>/ē/ in VCe pattern (e.g., “these”) <p><i>*now introduced in Teal</i></p> <p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> all short vowels, <u>/ōō/ <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/, <y>/ē/, <a-e>/ā/, <i-e>/ī/, <o-e>/ō/, <u-e>/yū/, <u-e>/ōō/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants and clusters <ng>/ng/, <nk>/nk/ <s>/s/ and /z/, <c>/s/ <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> <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/, <wr>/r/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <al> (<a> as short /ō/ before <l>) <wa> (<a> as short /ō/ after <w>) <er>/er/, <or>/or/ 	<p>Key Concepts to Understand - Grapheme/Phoneme Correspondence</p> <ul style="list-style-type: none"> one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long there are many ways to spell /ē/ (e.g., <e>, <ee>, <ea>, <y>, <e-e>, <ie>, <ey>, <ei>) <e-e> is the least common way to spell long <e> in single syllable words <p>Note: there is no “rule” to determine which spelling is used to represent long <e>/ē/ in words; when using these words for practice, explicitly tell students that they will be spelling words with <e-e></p> <p>Words for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:</p> <ul style="list-style-type: none"> here, these, theme, eve, Pete, Steve, athlete, concrete, delete, stampede, sincere, concede, complete <p>Key Concepts to Understand - Orthography</p> <ul style="list-style-type: none"> marker <e> (often referred to as “magic <e>”) has many jobs one job of marker <e> is to mark the preceding vowel as long another job can be seen as a “suffix canceller” (e.g., if the base <i>sense</i> was written as <i>sens</i>, the word would be understood as (sen + s) which would mean more than one <i>sen</i>) <p>Continued on the next page.</p>



Red Foxes

Purple Series - Book 5 - Red Foxes

Teacher Tip Sheet
(Page 2 of 4)



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

Orthographic Conventions/Patterns and Generalizations

Tips and Activities to Try

- "marker <e>" as suffix cancellation (e.g., *sense*)

Activity to Try

1. Put the following on the board:

gees	tens	chees	fals	rais
------	------	-------	------	------

2. Ask students to create word sums (e.g., $gee + s \rightarrow gees$).
3. Ask students to define "gees".
4. Once students cannot come up with a definition, tell them you wanted to write *geese*.
5. Ask them if they know of a marker that can go at the end of a base that has a "job" and is not pronounced.
6. Tell them the meaning of *tense*, *cheese*, *false*, and *raise* and ask them what grapheme needs to be at the end of the base in order to spell the word correctly.



Red Foxes

Purple Series - Book 5 - Red Foxes

Teacher Tip Sheet

(Page 3 of 4)



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

Morphology

Tips and Activities to Try

Introduced in This Book

- suffix <-es> as plural
(forms another syllable)

*now introduced in Teal

Previously Introduced

- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- compound words
- suffix <-y>
- suffix <-er> as comparative and as agent

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**

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)

Activity to Try

1. Ask students to say the base *fox*.

2. 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.

1. 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.
2. Write “foxs” on the board and ask them to count the number of vowel graphemes there are.
3. Ask them what type of grapheme (vowel) is needed to create another “hum.”
4. Show them suffix <-es>.
5. 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: box, can, kiss, glass, mask, cube, watch

Note: suffix <-es> is also attached to bases that end in <o> such as: do, go, echo, potato, etc.

Here are phrases that can be used for reading and/or dictation practice.

Noun Phrase	Verb Phrase	Prepositional Phrase
Eve, the athlete	jumped faster	on the bumpy boxes
painter Steve	cannot cover the paint	with his smaller brushes
Pete, the horse	ran quicker than Cleve	across the tall grasses
the fun baseball players	swung on the fence	by the nice catchers



Red Foxes

Purple Series - Book 5 - Red Foxes

Teacher Tip Sheet
(Page 4 of 4)



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

Comprehension Corner

Vocabulary Development

- What is a grassland?
- What is a litter of *pups*?

Making Connections

- Why does the author describe foxes as *dog-like*?
- Have you ever seen a fox in the wild?

Inferencing

- Why do you think foxes that are not red are still called "*red foxes*?"

Retelling/Summarizing

- List the "*red fox facts*" the author states in the book.



Biking

Purple Series - Book 6 - Biking

Teacher Tip Sheet
(Page 1 of 2)



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

Morphology

Tips and Activities to Try

Introduced in This Book

- **replace <e> suffixing convention**
- **suffix <-ful>: gives a sense of *full* or *full of***

Previously Introduced

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

Key Concepts to Understand - Replace <e>

- suffixing convention → replace marker <e> when attaching a vowel suffix (i.e., suffixes that begin with a vowel letter such as <-er>)

For example, the marker <e> in *hope* is replaced when you attach suffix <-ing>. When we see <hopping> we know marker <e> has not been replaced (as the <p> is doubled) therefore the base is <hop>.

Refer to Page 4 of **Morphology Information Background Sheets**

Important Background Information

The assumption when attaching vowel suffixes is that marker <e> has been replaced whenever a marker <e> has the possibility of existing:

1. single syllabic bases with a final single consonant preceded by a single vowel (e.g., bike + ing)
2. words that end with soft <c> (and soft <g>) (e.g., fence + es)
3. words that end in /s/ where marker <e> may be a suffix canceller (sense + ing)

Activity to Try

Write a word sum for the following words:

long + er → _____

run + ing → _____

cute + er → _____

Key Concepts to Understand - suffix <-ful>

- suffix <-ful> - gives a sense of *full* or *full of*
- <full> vs <-ful> → <l> is doubled when final to base after single short vowel (full), suffix <-ful> is not a base, therefore it is spelled with one <l> (e.g., *helpful*)

Continued on the next page.



Biking

Purple Series - Book 6 - Biking

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

Activity To Try

1. Provide students with a suffix **-ful** card (use red to differentiate from the base).
2. Teacher reads base such as *cheer*, (either written on the board or orally presented).
3. Students repeat *cheer* and hold up suffix **-ful** card and say the new word *cheerful*.

Students are responsible for repeating the base and adding the suffix <-ful>, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand suffix <-ful> as a meaningful unit, not as something to sound out.

Suggested bases:

- joy, law, cup, faith, fruit, harm, grace, mind, right, thought, spoon, pocket, use, power, play, peace, tear, event, doubt, mourn, colour, wonder, truth, delight, mouth

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
the playful wren	was hiding	in the bigger hedges
her cheerful geese	felt thankful	after the wreck missed them
the useful wrapper	kept his binder dry	on the rainy, thundery day
the faithful child	misses his mom	under the taller bridges

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

Comprehension Corner - Biking

Vocabulary Development

- What is another word for *daring*?
- How should you prepare if you want to try jumping with your bike?

Making Connections

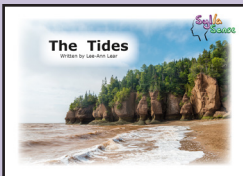
- Can you ride a bike? Where do you like to ride?
- Do you like to ride fast or take your time on your bike?

Inferencing

- What are ways to be safer when riding a bike?
- What are some of the reasons people ride bikes?

Retelling/Summarizing

- What are the places where people ride their bikes in this book?



The Tides

Purple Series - Book 7 - The Tides

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
<p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> all short vowels, <u>/<u>oo</u>/ <o>/<u>ō</u>/, <e>/<u>ē</u>/, <y>/<u>ī</u>/, <ee>/<u>ē</u>/, <ay>/<u>ā</u>/, <ai>/<u>ā</u>/, <y>/<u>ē</u>/, <a-e>/<u>ā</u>/, <i-e>/<u>ī</u>/, <o-e>/<u>ō</u>/, <u-e>/<u>yū</u>/, <u-e>/<u>ōō</u>/, <e-e>/<u>ē</u>/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants and clusters <ng>/ng/, <nk>/nk/ <s>/s/ and /z/, <c>/s/ <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> <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/, <wr>/r/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <a> (<a> as short /<u>ō</u>/ before <l>) <wa> (<a> as short /<u>ō</u>/ after <w>) <er>/er/, <or>/or/ 	<p>Key Concepts to Understand - suffix <-est></p> <ul style="list-style-type: none"> suffix <-est> - as superlative (the most) suffix <-est> is a vowel suffix, so be mindful of suffixing conventions when building words <p>Refer to Page 4 of Morphology Information Background Sheets</p> <p>Activity To Try</p> <ol style="list-style-type: none"> Provide students with a suffix -est card (use red to differentiate from the base). Teacher reads base such as <i>small</i>, (either written on the board or orally presented). Students repeat <i>small</i>, hold up suffix -est and say the new word <i>smallest</i>. <p>Students are responsible for <u>repeating the base</u> and adding the suffix <-est>, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand suffix <-est> as a meaningful unit, not as something to sound out.</p> <p>Suggested bases:</p> <ul style="list-style-type: none"> big, tall, sweet, short, nice, dark, light, smooth, high, strong, fine, slow, loud, bright <p>Words and Phrases for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:</p> <ul style="list-style-type: none"> fastest, greenest, longest, shortest, softest, smallest, kindest, coldest, where, there, their, they're, here <p>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.</p> <p>Continued on the next page.</p>



The Tides

Purple Series - Book 7 - The Tides

Teacher Tip Sheet (Page 2 of 3)



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

Morphology

Tips and Activities to Try

Introduced in This Book

- suffix <-est> as superlative (the most)

Previously Introduced

- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- compound words
- suffix <-y>
- suffix <-er> as comparative/as agent
- suffix <-es> as plural
- suffix <-ful>

Noun Phrase	Verb Phrase	Prepositional Phrase
the kindest, sweetest kid	tapped on the biggest drum	by the camping lodges
the saddest writer	wrote the longest songs	on all of their porches
the strongest mule	pulled the thankful wren	from the coldest ledge
the greenest frog	was riding on the smallest deer	between the tallest bushes

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

High Frequency Words

Tips and Activities to Try

- “where” and “there”

Key Concepts to Understand

- it is best to teach *here*, *there* and *where* together as they are all “location” words and have a similar spelling pattern (“ere”)

Note: have students notice that the pronunciation of the “ere” is not consistent with these three words which is not unexpected as our spelling system supports meaning before pronunciation

You may also want to teach the homophones their/there/they’re:

- *their* → belonging to or associated with the people or things previously mentioned (e.g., “somebody’s something”)
- *there* → place/position
- *they’re* → contraction of *they are*



The Tides

Purple Series - Book 7 - The Tides

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 Tides

Vocabulary Development

- The author says, "There, they spotted some caves, and the oddest rock spires." What's another word for *spotted* in this sentence? What is a rock *spire*?

Making Connections

- Have you ever seen tides? Where?
- Do you think you'd like to play in the tides? Why or why not?

Inferencing

- Why do you think Dad's feet left the deepest footprints in the mud?

Retelling/Summarizing

- What did Mom, Dad, Tess and Zack do at Hopewell Rocks?



Niagara Falls

Purple Series - Book 8 - Niagara Falls

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

- <g>/j/ (e.g., “plunge”)

Previously Introduced Vowels

- all short vowels, <u>/ōō/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/, <y>/ē/, <a-e>/ā/, <i-e>/ī/, <o-e>/ō/, <u-e>/yū/, <u-e>/ōō/, <e-e>/ē/

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/, <wr>/r/

Additional Concepts

- <a> (<a> as short /ō/ before <l>)
- <wa> (<a> as short /ō/ after <w>)
- <er>/er/, <or>/or/

Orthographic Conventions

- <g> as /j/ (when followed by <e>, <i>, or <y>)

Key Concepts to Understand

- <-dge> is used directly after a single, short, vowel to represent /j/
- <g> is often softened to /j/ when followed by an <e>, <i>, or <y> (this is more consistent when /j/ is at the end of a base), and is less reliable than the soft <c> convention

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.:

- age, gel, gem, cage, gene, huge, page, hinge, forge, lunge, merge, range, grunge, plunge, sponge, twinge, teenage

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

age → cage → rage → page → wage → sage → stage

Provide students with the following (unsorted) words:

<g> /j/	<dge> /j/
gender, generate, gist, gorge, singe, verge, fringe, indulge, giant, ginger	judge, edge, ridge, hedge, smudge, grudge, sludge, pledge, dodge, fudge

Ask students to sort the above words based on these two categories. Have them investigate when we use <g> vs when we use <dge>.

Prompt: “Circle the grapheme that precedes the /j/ (if there is one).”



Niagara Falls

Purple Series - Book 8 - Niagara Falls

Teacher Tip Sheet
(Page 2 of 3)



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

Morphology

Tips and Activities to Try

Introduced in This Book

- suffix <-ly>: gives a sense of *like* or *manner of*

Previously Introduced

- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- compound words
- suffix <-y>
- suffix <-er> as comparative/as agent
- suffix <-es> as plural
- suffix <-ful>
- suffix <-est> as superlative

Key Concepts to Understand

- suffix <-ly> → gives a sense of *like* or *manner of*
- when attaching a suffix to an element ending with the single grapheme <y>, replace the <y> with an <i> (e.g., happy + ly → happily)

Note: this is a tip for future use, words with suffix -ly in Niagara Falls do not have bases ending in <y>

It is key for students to understand the structure of words (prefix/base/suffix) and not sound out these affixes.

Refer to Page 4 of **Morphology Information Background Sheets**

Activity To Try

1. Provide students with a suffix **-ly** card (use red to differentiate from the base).
2. Teacher reads base such as *glad*, (either written on the board or orally presented).
3. Students repeat *glad*, hold up suffix **-ly** card and say the new word *gladly*.

Students are responsible for repeating the base and adding the suffix <-ly>, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand suffix <-ly> as a meaning unit, not as something to sound out.

Suggested bases:

- high, neat, proud, slow, hopeful (hope + ful), cheerful, successful, cost, warm, even, wise, open, dear, final, harsh

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.:

- badly, coldly, sadly, sickly, mainly, quickly, wildly, softly, lonely, kindly

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
the cheerful judge	wrecked her toys	behind the stage
the huge page	was softly playing his flute	by the old king's lodge
sickly Gene	quickly cringed	at the lonely gorge
the kindly horn player	felt a tinge of pain	after it sadly dropped on him

You can differentiate for students by dropping some words from the phrases (e.g., "the cheerful judge" can just be "the judge").



Niagara Falls

Purple Series - Book 8 - Niagara Falls

Teacher Tip Sheet
(Page 3 of 3)



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

High Frequency Words

- **content word: "Niagara"**

Tips and Activities to Try

- We have not yet taught all concepts found in the word "Niagara". Support student as needed to read this word.

Comprehension Corner - Niagara Falls

Vocabulary Development

- The author says, "You can go on a hike along a river trail to watch the river *rapids*." What are *rapids*?
- What do you think *raging* water looks like?

Inferencing

- Why do you think there are tunnels behind the falls?
- How do you think Niagara Falls was formed?

Making Connections

- Have you visited Niagara Falls? Have you seen any other waterfalls?

Retelling/Summarizing

- What did this family do in Niagara Falls?



At the Lake

Purple Series - Book 9 - At the Lake

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
<p>Introduced in This Book</p> <ul style="list-style-type: none"> • consonant digraph <kn>/n/ (e.g., “knife”) <p><u>Previously Introduced</u></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> • all short vowels, <u>/ōō/ • <o>/ō/ , <e>/ē/ , <y>/ī/ , <ee>/ē/ , <ay>/ā/ , <ai>/ā/ , <y>/ē/ , <a-e>/ā/ , <i-e>/ī/ , <o-e>/ō/ , <u-e>/yū/ , <u-e>/ōō/ , <e-e>/ē/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> • all single consonants and clusters • <ng>/ng/ , <nk>/nk/ • <s>/s/ and /z/ , <c>/s/ , <g>/j/ <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> • <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/ , <wr>/r/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> • <al> (<a> as short /ō/ before <l>) • <wa> (<a> as short /ō/ after <w>) • <er>/er/ , <or>/or/ 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • <kn> is a digraph, and students should understand <kn> as one unit (therefore one tap when spelling, one Elkonin box, etc.) • the <k> in <kn> used to be pronounced (in Old and Middle English) • <kn> words are often “sticking out” (knob, knee) or “pinching” (knead, knot) words <p>Words for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games cards, etc.:</p> <ul style="list-style-type: none"> • knee, knit, knob, knot, knack, knave, kneel, knife, knock (you may also want to include suffixes with your words) <p>See next page for activities.</p>



At the Lake

Purple Series - Book 9 - At the Lake

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

Introduced in This Book

- **prefix <un->**: gives a sense of *reversal, removal, or deprivation*

Previously Introduced

- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- compound words
- suffix <-y>
- suffix <-er> as comparative/as agent
- suffix <-es> as plural
- suffix <-ful>
- suffix <-est> as superlative
- suffix <-ly>

Key Concepts to Understand

- prefixes can intensify, shift or nudge a base's meaning
- <un-> can give a sense of *reversal, removal or deprivation*

Note: prefixes can have more than one "sense" so ensure that you avoid absolute language such as, "<un-> means remove."

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
the bravest duke	knitted a fluffy hat	on the unpaved path
her tired wrists	kneels to unknot the laces	by the wren's nest
the unkind knave	knocked on the gate	beside the long fence
the unsafe kid	unpacked the knife	by the knob on the stove

You can differentiate for your students by dropping some of the words in these phrases (e.g., "unknowingly knocked on the gate" can just be "knocked").

Comprehension Corner - At the Lake

Vocabulary Development

- The author says, "It is unlike their home in the city, and it is a fun place to *unwind*." What does *unwind* mean in this sentence? What is another word for *unwind*?
- What does *knack* mean?

Inferencing

- What type of days does the fire stay unlit? Why?
- Do you think fires are safe at the lake? Why?

Making Connections

- Have you ever been to a place on a lake?
- Which activities would you like to do if you visited a place on a lake?
- What else can be *unlit*?

Retelling/Summarizing

- What does the family like to do on chilly days?
- What do they do on hot days?
- What is your favourite page in this book?



Fish

Purple Series - Book 10 - Fish

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

- <y>/ī/ (e.g., “gym”)

Previously Introduced Vowels

- all short vowels, <u>/ōō/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/, <y>/ē/, <a-e>/ā/, <i-e>/ī/, <o-e>/ō/, <u-e>/yū/, <u-e>/ōō/, <e-e>/ē/

Consonants

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

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/, <wr>/r/, <kn>/n/

Additional Concepts

- <al> (<a> as short /ō/ before <l>)
- <wa> (<a> as short /ō/ after <w>)
- <er>/er/, <or>/or/

Key Concepts to Understand

- <y> can be pronounced many ways so ensure that you avoid absolute language such as “<y> says /y/”
 - /ē/ in final position of multisyllabic words (*baby, city*) when syllable is unstressed
 - /y/ in initial position
 - /ī/ in final position (*try, my* - usually in single syllable words or stressed syllables)
 - /i/ in medial position (*gym* - from Greek origin)

Words and Phrases for Reading

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

These words demonstrate <y> representing /ī/, but include some other complex spelling conventions, so they are best used for reading only.

- gym, syrup, crypt, symbol, system, myth, cygnet, oxygen, symptom, typical, syrup, calypso, pyramid, abyss, crystal, cyst, Egypt, syringe



Fish

Purple Series - Book 10 - Fish

Teacher Tip Sheet
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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

Introduced in This Book

- **prefix <re->**: gives a sense of *back* or *again*
- **concept of bound base**

Previously Introduced

- suffix <-s> third person singular, plural, and possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- compound words
- suffix <-y>
- suffix <-er> as comparative/as agent
- suffix <-es> as plural
- suffix <-ful>
- suffix <-est> as superlative
- suffix <-ly>
- prefix <un->

Key Concepts to Understand (Prefix <re->)

- prefixes can intensify, shift or nudge a base's meaning
- <re-> can give a sense of *back from, again, undoing* (to name a few)

Note: prefixes can have more than one "sense" so ensure that you avoid absolute language such as, "<re-> means again."

Activity To Try

1. Provide students with a suffix **re-** card (use red to differentiate from the base).
2. Teacher reads base such as *use* (either written on the board or orally presented).
3. Students repeat *use*, hold up suffix **re-** card and say the new word *reuse*.

Students are responsible for repeating the base and adding the suffix <re->, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand prefix <re-> as a meaningful unit, not as something to sound out.

Suggested bases:

- use, do, read, write, try, appear, build, act, heat, play, load, start, fill, call, claim, think, move, boot, count, fresh, wind, fuel, cap, name, cycle, arrange, wire, word, view

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.

Noun Phrase	Verb Phrase	Prepositional Phrase
the smallest foxes	reacted quickly	to the reused dishes
the relaxed mule	replayed the game	on the softest unknotted mat
her unlucky pal, Wren	can repay her mom	at the biggest bank
the recalled player	will refill the tallest cup	by the reclaimed benches

You can differentiate for your students by dropping some of the words in these phrases (e.g., "by the fluffy, mossy water" can just be "by the water").

Key Concepts to Understand (Bound Bases)

- bases can be "free" → a base that functions independently/forms a complete English word on its own (e.g., *play*)
- bases can be "bound" → a base that requires affixes to be an English word (e.g., con + **struct** + ion)

Refer to Pages 2 and 9 in **Morphology Background Information Sheets** for information on bound bases and activity ideas



Fish

Purple Series - Book 10 - Fish

Teacher Tip Sheet
(Page 3 of 3)



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

High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> content word: "ocean" 	<ul style="list-style-type: none"> We have not yet taught all concepts found in the word "ocean". Support student as needed to read this word.

Comprehension Corner - Fish

Vocabulary Development

- The author says, "Some fish have slime on their scales to help reduce *the drag* from the water and help them swim quickly." What does *the drag* mean?
- The base in the word *react* is <act>. How does <re-> in the word *react* alter the meaning?

Making Connections

- Have you ever swum with fish? Did you like it? Would you like to?
- How are fish and humans alike?

Inferencing

- Do you think fish and aquatic life that live in freshwater lakes could survive in saltwater oceans? Why?
- Do you think fish and sea life that live in saltwater oceans could survive in freshwater lakes? Why?
- What do you think fish think of humans swimming in their waters?

Retelling/Summarizing

- What fish facts did you learn from this story?
- Did you have a favourite fish in the story?

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 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/ <ul style="list-style-type: none"> • Teaching Real Script • SWI for Early Readers <ul style="list-style-type: none"> • 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 session on Mondays at 5:00pm.