



# Arctic Hares

## Red Series - Book 1 - Arctic Hares

# 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

- **vowel digraph <oa>/ō/** (e.g., “coat”)
- **<a>/ā/** (e.g., “basic”) \* see **orthographic conventions on next page**

#### Previously Introduced Vowels

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

#### Consonants

- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s>/s/ and <z>/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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/

#### Key Concepts to Understand

- Vowel digraph <oa> represents the phoneme /ō/ as in *coat*. The grapheme <oa> is found in initial position as in *oat* and in medial position as in *road*. You may find <oa> at the end of a base in non-English words, such as *cocoa*, which comes to us via the indigenous language Nahuatl.

#### Words and Phrases for Reading and Writing

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

- oat, oak, goat, coal, coat, load, road, soak, soap, toad, float, toast, throat, coast, loaded, floating, soap, toasted

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

Noun Phrase	Verb Phrase	Prepositional Phrase
the meek coach	was soaking	over the road
the loaded boat	floated	by the coastline
my green soap	was boasting	behind the oak tree
the soaring falcon	kept groaning	beside the boards

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



# Arctic Hares

## Red Series - Book 1 - Arctic Hares

## Teacher Tip Sheet (Page 2 of 2)



**- 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
<ul style="list-style-type: none"> <li>flexibility with vowel sounds (with a focus on &lt;a&gt;)</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>a long vowel sound is often pronounced when a vowel is found at the end of a syllable (e.g., <i>basic</i>) - this is often referred to as an open-syllable</li> <li>rather than teaching complicated syllable division rules, it is more efficient to teach students to toggle between long and short vowel sounds (see “toggling practice” below)</li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>provide words for toggling practice (e.g., <i>basic, native, travel</i>) → words without a schwa are an easier starting point than words with a schwa (e.g., <i>baçan</i> and <i>pençal</i>)</li> <li>Note: if you provide words with affixes, students should be directed to find the base before “toggling” → suffixes are units of meaning, and are not to be sounded out</li> <li>ask students to note how many vowels are in the base and therefore how many perceived syllables there are</li> <li>ask students to cover the section they would like to read first (e.g., with <i>native</i>, students may either choose <b>na</b>tive or <b>na</b>tive) → they should try both</li> </ul>
Morphology	Tips and Activities to Try
<p><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>suffix &lt;-ing&gt; as present participle</li> <li>suffix &lt;-ed&gt; as past tense of a verb</li> <li>suffix &lt;-es&gt; as third person singular and plural</li> <li>compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>
Comprehension Corner - Arctic Hares	
<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>What is a <i>squall</i>?</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>How are Arctic hares the same or different from hares that live in your area?</li> </ul>	<p><b>Inferencing</b></p> <ul style="list-style-type: none"> <li>What other prey might the Arctic hare encounter?</li> </ul> <p><b>Retelling/Summarizing</b></p> <ul style="list-style-type: none"> <li>What have you learned about the Arctic hare?</li> </ul>



# Up High

## Red Series - Book 2 - Up High

## 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

- **vowel trigraph <igh>/ī/**  
(e.g., “high”)

#### Previously Introduced Vowels

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

#### 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>)
- contractions
- <er>/er/ , <or>/or/ , <ar>/ar/ , <ir>/er/ , <ur>/er/
- <ild>/īld/ , <ind>/īnd/ , <old>/ōld/ , <ost>/ōst/

#### **Key Concepts to Understand**

- <igh> represents the phoneme /ī/ when preceded by a consonant and is often followed by a <t>
- <igh> is found in medial or final position

Note: The grapheme <igh> represents the phoneme /ā/ when preceded by an <e> (e.g., *eight*, *sleigh*). The word *height* has a unique story for its spelling, and isn’t introduced at this point in the series.

#### **Words and Phrases for Reading and Writing**

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

- right, light, sigh, night, tight, flight, bright, fright, sight, might, lighting, sighs, lighted

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

Noun Phrase	Verb Phrase	Prepositional Phrase
the bright coach	lay in fright	across the high road
a slight goat	moaned and sighed	at midnight
the light boar	hit the high board	with a toad
his right thigh	wanted to fight	by the lightbulb

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



# Up High

Red Series - Book 2 - Up High

## 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

#### **Previously Introduced**

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

#### **Key Concepts to Understand**

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

### Comprehension Corner - Up High

#### **Vocabulary Development**

- What does *plummet* mean? Is there a word in the book that you don't know?

#### **Inferencing**

- Why do you think some humans may be afraid of heights?

#### **Making Connections**

- Describe a time that you have been up high. Did you like or dislike it?

#### **Retelling/Summarizing**

- What high places were described in the book?



# Sea Glass

## Red Series - Book 3 - Sea Glass

# 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><b>Introduced in This Book</b></p> <ul style="list-style-type: none"> <li><b>vowel digraph &lt;ea&gt;/ē/ (e.g., “sea”)</b></li> </ul> <p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> <li>all short vowels, &lt;u&gt;/ōō/</li> <li>&lt;o&gt;/ō/, &lt;e&gt;/ē/, &lt;y&gt;/ī/, &lt;a&gt;/ā/, &lt;i&gt;/ī/, &lt;u&gt;/ū/, &lt;u&gt;/yū/, &lt;oa&gt;/ō/, &lt;igh&gt;/ī/</li> </ul> <p><u>Consonants</u></p> <ul style="list-style-type: none"> <li>all single consonants and clusters</li> <li>&lt;ng&gt;/ng/, &lt;nk&gt;/nk/</li> <li>&lt;s&gt; /s/ and /z/, &lt;c&gt;/s/</li> </ul> <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> <li>&lt;th&gt;/TH/ voiced, &lt;th&gt;/th/ unvoiced, &lt;ck&gt;/k/, &lt;ff&gt;/f/, &lt;zz&gt;/z/, &lt;ss&gt;/s/, &lt;ll&gt;/l/, &lt;sh&gt;/sh/, &lt;ch&gt;/ch/, &lt;qu&gt;/kw/, &lt;-tch&gt;/ch/, &lt;-dge&gt;/j/, &lt;wh&gt;/wh/</li> </ul> <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <li>&lt;al&gt; (&lt;a&gt; as short /ō/ before &lt;l&gt;)</li> <li>&lt;wa&gt; (&lt;a&gt; as short /ō/ after &lt;w&gt;)</li> <li>contractions</li> <li>&lt;er&gt;/er/, &lt;or&gt;/or/, &lt;ar&gt;/ar/, &lt;ir&gt;/er/, &lt;ur&gt;/er/</li> <li>&lt;ild&gt;/īld/, &lt;ind&gt;/īnd/, &lt;old&gt;/ōld/, &lt;ost&gt;/ōst/</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>the three sounds of &lt;ea&gt; are /ē/ (<i>sea</i>), /ě/ (<i>bread</i>), and /ā/ (only in <i>steak</i>, <i>great</i>, and <i>break</i>)</li> <li>&lt;ea&gt; can be found in initial position (<i>ease</i>), medial position (<i>cheat</i>) and final position (<i>flea</i>)</li> <li>&lt;ea&gt; and &lt;ee&gt; are often connected as homophones (e.g., <i>meat</i> &amp; <i>meet</i>, <i>heal</i> &amp; <i>heel</i>, etc.)</li> </ul> <p>Note: At this point students have learned that /ē/ can be spelled &lt;ee&gt; and &lt;e_e&gt;. When introducing and first working with &lt;ea&gt; as /ē/, it is important to tell students that all of the words they are practicing will be words where /ē/ is spelled &lt;ea&gt;. At this time, we want students to practice &lt;ea&gt;, not differentiate between graphemes that represent /ē/.</p> <p><b>Words and Phrases for Reading and Writing</b></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"> <li>eat, sea, flea, heat, mean, beach, beat, team, teach, heal, weak, cleaned, pleat, squeak, peace, squealing, feasted</li> </ul> <p>Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.</p> <table border="1" data-bbox="562 911 1980 1177"> <thead> <tr> <th>Noun Phrase</th> <th>Verb Phrase</th> <th>Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>the boasting team</td> <td>will eat a feast</td> <td>on the beach</td> </tr> <tr> <td>roaming fleas</td> <td>can hear them squeal</td> <td>while they clean</td> </tr> <tr> <td>the weak seal</td> <td>can dream and heal</td> <td>in the cold sea</td> </tr> <tr> <td>a nice teacher</td> <td>is treated to a meal of peaches and cream</td> <td>on the bleak road</td> </tr> </tbody> </table> <p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “roaming fleas” can just be “fleas”).</p>	Noun Phrase	Verb Phrase	Prepositional Phrase	the boasting team	will eat a feast	on the beach	roaming fleas	can hear them squeal	while they clean	the weak seal	can dream and heal	in the cold sea	a nice teacher	is treated to a meal of peaches and cream	on the bleak road
Noun Phrase	Verb Phrase	Prepositional Phrase														
the boasting team	will eat a feast	on the beach														
roaming fleas	can hear them squeal	while they clean														
the weak seal	can dream and heal	in the cold sea														
a nice teacher	is treated to a meal of peaches and cream	on the bleak road														



# Sea Glass

## Red Series - Book 3 - Sea Glass

### 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><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>• suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>• suffix &lt;-ing&gt; as present participle</li> <li>• suffix &lt;-ed&gt; as past tense of a verb</li> <li>• suffix &lt;-es&gt; as third person singular and plural</li> <li>• compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• 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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• “many”</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• once pronounced <i>mani</i> (as in <i>manifold</i>), over the years, the pronunciation of many has been influenced by the word <i>any</i>. * sourced from Etymonline</li> </ul>

### Comprehension Corner - Sea Glass

**Vocabulary Development**

- What does *etching* mean?

**Inferencing**

- How do you think salt etches glass?
- Do you think sea glass is harmful to fish?

**Making Connections**

- What would you do if you found sea glass?

**Retelling/Summarizing**

- Is sea glass getting harder to find? Why or why not?



# In the Snow

## Red Series - Book 4 - In the Snow

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**

- **vowel digraph <ow>/ō/**  
(e.g., “snow”)

#### Previously Introduced Vowels

- all short vowels, <u>/ōō/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/, <u>/yū/, <oa>/ō/, <igh>/ī/, <ea>/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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/

#### **Key Concepts to Understand**

- <ow> pronounced /ō/ can be found in initial (only in *own* and *owe*), medial, and final position
- <ow> can be pronounced /ō/, and /aʊ/ (*cow*)

#### **Words and Phrases for Reading and Writing**

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

- snow, row, mow, tow, blow, grow, show, crow, glow, elbow, window, snowing, showed, crows

Here are phrases that can be used for reading practice only. Two-syllable <ow> words may be challenging for writing. To use these phrases for writing, simplify them as suggested below.

Noun Phrase	Verb Phrase	Prepositional Phrase
the willow tree	will be slow to grow	by the narrow stream
a yellow bowl	was overflowing with bows	in the bright glowing window
the snow blower	will follow	along the low road
a bunch of crows	might stow away	on a slow mower

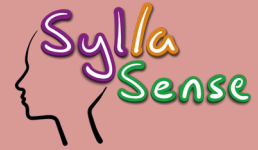
You can differentiate for your students by dropping some of the words in these phrases (e.g., “in the bright glowing window” can just be “in the window”).



# In the Snow

## Red Series - Book 4 - In the Snow

## 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><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>• suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>• suffix &lt;-ing&gt; as present participle</li> <li>• suffix &lt;-ed&gt; as past tense of a verb</li> <li>• suffix &lt;-es&gt; as third person singular and plural</li> <li>• compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• 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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>
High Frequency Words	Tips and Activities to Try
<p><b>High Frequency Word: “once”</b></p> <p><b>Content Word: “ski”</b></p>	<p><b>Key Concepts to Understand</b></p> <p>It is beneficial to teach the words <i>once/one/only/alone</i> together</p> <ul style="list-style-type: none"> <li>• <i>only</i> can be defined as: <i>single, solitary, solely</i></li> <li>• <i>one</i> can be defined as: <i>a single person, thing, etc.</i></li> <li>• <i>once</i> can be defined as: <i>on one occasion</i></li> <li>• <i>alone</i> is a compound of all and one and can be defined as: <i>being on one’s own</i></li> <li>• these words are connected in meaning, and an &lt;o&gt;&lt;n&gt;</li> </ul> <p><i>Ski</i> is a Norwegian word and therefore does not follow the English convention that complete words do not end in an &lt;i&gt;. <i>Skiing</i> is the only word now used in English that has two &lt;i&gt;s together. If <i>skiing</i> was spelled <i>skying</i>, the word would be seen as sky + ing.</p>

### Comprehension Corner - In the Snow

#### Vocabulary Development

- What does *glare* mean?

#### Making Connections

- What other winter sports are there?
- Have you been skiing or snowboarding? Did you like it?
- If you have never been skiing or snowboarding, do you think you would enjoy it?

#### Inferencing

- What countries do you think people would have difficulty finding places to ski or snowboard?

#### Retelling/Summarizing

- Describe how you might get started when you first try skiing. What can you do on skis once you get better?





# Space Tools

## Red Series - Book 5 - Space Tools

# 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

#### Introduced in This Book

- vowel digraph <oo>/ū/ (e.g., “cool”)
- <i>/ī/ (e.g., “items”) \* see orthographic conventions on next page

#### Previously Introduced Vowels

- all short vowels, <u>/ōō/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/, <u>/yū/, <oa>/ō/, <igh>/ī/, <ea>/ē/, <ow>/ō/

#### 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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/

#### Key Concepts to Understand

- <oo> is pronounced /ū/ (*broom*) and /ōō/ (*book*)

#### Words and Phrases for Reading and Writing

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

- too, cool, tool, smooth, groove, roof, zoo, tooth, moon, food, broom, raccoon, swoop, baboon

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

Noun Phrase	Verb Phrase	Prepositional Phrase
the light of the moon	needed the right tool	by the booth on the right side
the delighted groom	was soon	beside the bright room
a troop of baboons	used brooms	on the roof of the zoo
a strong raccoon	dug a smooth groove	under the chicken coop

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



# Space Tools

## Red Series - Book 5 - Space Tools

# 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 Generalizations	Tips and Activities to Try
<ul style="list-style-type: none"> <li><b>flexibility with vowel sounds (with a focus on &lt;i&gt;)</b></li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>a long vowel sound is often pronounced when a vowel is found at the end of a syllable (e.g., <i>vital</i>) - this is often referred to as an open-syllable</li> <li>rather than teaching complicated syllable division rules, it is more efficient to teach students to toggle between long and short vowel sounds (see “toggling practice” below)</li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>provide words for toggling practice (e.g., <i>visit, mimic, items, basic</i>) → words without a schwa are an easier starting point than words with a schwa (e.g., (<i>vital</i>) <i>vital</i> and <i>pencal</i>)</li> <li>Note: if you provide words with affixes, students should be directed to find the base before “toggling” → suffixes are units of meaning, and are not to be sounded out</li> <li>ask students to note how many vowels are in the base and therefore how many perceived syllables there are</li> <li>ask students to cover the section they would like to read first (e.g., with <i>mimic</i>, students may either choose <i>mimie</i> or <i>mimie</i>) → they should try both</li> </ul>
Morphology	Tips and Activities to Try
<p><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>suffix &lt;-ing&gt; as present participle</li> <li>suffix &lt;-ed&gt; as past tense of a verb</li> <li>suffix &lt;-es&gt; as third person singular and plural</li> <li>compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>



# Space Tools

## Red Series - Book 5 - Space Tools

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

**Content Word: "Canadarm"**

**Key Concepts to Understand**

- The **Canadarm** is a series of robotic arms, created in Canada, that were used in space to assist with a variety of tasks

### Comprehension Corner - Space Tools

**Vocabulary Development**

- What does *mimic* mean? What does *vital data* mean?

**Inferencing**

- What vital data do you think a rover could find on Mars?

**Making Connections**

- Why was the Canadarm designed to mimic a human arm?

**Retelling/Summarizing**

- What jobs did the Canadarm do? Why are space tools important?



# Puppy!

## Red Series - Book 6 - Puppy!

## Teacher Tip Sheet (Page 1 of 2)



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

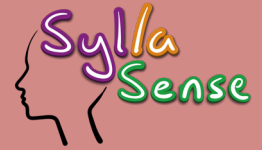
Grapheme/Phoneme Correspondence	Tips and Activities to Try															
<p><b>Introduced in This Book</b></p> <ul style="list-style-type: none"> <li>diphthongs &lt;oi&gt;/oy/ (e.g., “avoid”) and &lt;oy&gt;/oy/ (e.g., “boy”)</li> </ul> <p><u>Previously Introduced Vowels</u></p> <ul style="list-style-type: none"> <li>all short vowels, &lt;u&gt;/oo/</li> <li>&lt;o&gt;/ō/, &lt;e&gt;/ē/, &lt;y&gt;/ī/, &lt;a&gt;/ā/, &lt;i&gt;/ī/, &lt;u&gt;/ū/, &lt;u&gt;/yū/, &lt;oa&gt;/ō/, &lt;igh&gt;/ī/, &lt;ea&gt;/ē/, &lt;ow&gt;/ō/, &lt;oo&gt;/ū/</li> </ul> <p><u>Consonants</u></p> <ul style="list-style-type: none"> <li>all single consonants and clusters</li> <li>&lt;ng&gt;/ng/, &lt;nk&gt;/nk/</li> <li>&lt;s&gt; /s/ and /z/, &lt;c&gt;/s/</li> </ul> <p><u>Digraphs/Trigraphs</u></p> <ul style="list-style-type: none"> <li>&lt;th&gt;/TH/ voiced, &lt;th&gt;/th/ unvoiced, &lt;ck&gt;/k/, &lt;ff&gt;/f/, &lt;zz&gt;/z/, &lt;ss&gt;/s/, &lt;ll&gt;/l/, &lt;sh&gt;/sh/, &lt;ch&gt;/ch/, &lt;qu&gt;/kw/, &lt;-tch&gt;/ch/, &lt;-dge&gt;/j/, &lt;wh&gt;/wh/</li> </ul> <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <li>&lt;al&gt; (&lt;a&gt; as short /ō/ before &lt;l&gt;)</li> <li>&lt;wa&gt; (&lt;a&gt; as short /ō/ after &lt;w&gt;)</li> <li>contractions</li> <li>&lt;er&gt;/er/, &lt;or&gt;/or/, &lt;ar&gt;/ar/, &lt;ir&gt;/er/, &lt;ur&gt;/er/</li> <li>&lt;ild&gt;/īld/, &lt;ind&gt;/īnd/, &lt;old&gt;/ōld/, &lt;ost&gt;/ōst/</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>&lt;oi&gt; is found in initial position (<i>oil, oink</i>), and medial position (<i>boil, avoid</i>)</li> <li>&lt;oy&gt; is usually found in final position (e.g., <i>boy, joy</i>), however there are a few exceptions (e.g., <i>oyster, royal, and loyal</i>)</li> </ul> <p><b>Words and Phrases for Reading and Writing</b></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"> <li>joy, toy, boy, destroy, enjoy, decoy, ploy, deploy, coin, point, voice, choice, avoid, hoist, oink, join, broil</li> </ul> <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 (e.g., The boy with the booming voice <u>enjoy</u> the boiled corn. → The boy with the booming voice <u>enjoys</u> the boiled corn.).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">Noun Phrase</th> <th style="background-color: #d9d9d9;">Verb Phrase</th> <th style="background-color: #d9d9d9;">Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>Troy and Roy</td> <td>enjoy the boiled corn</td> <td>by the oinking pigs</td> </tr> <tr> <td>the smooth toy</td> <td>will join the boys</td> <td>at the destroyed tool shed</td> </tr> <tr> <td>the boy with the booming voice</td> <td>must avoid the oil</td> <td>beneath the joist <small>(reading only)</small></td> </tr> <tr> <td>his cool android</td> <td>was spoiled</td> <td>on the broiler</td> </tr> </tbody> </table> <p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “the boy with the booming voice” can just be “the boy”).</p>	Noun Phrase	Verb Phrase	Prepositional Phrase	Troy and Roy	enjoy the boiled corn	by the oinking pigs	the smooth toy	will join the boys	at the destroyed tool shed	the boy with the booming voice	must avoid the oil	beneath the joist <small>(reading only)</small>	his cool android	was spoiled	on the broiler
Noun Phrase	Verb Phrase	Prepositional Phrase														
Troy and Roy	enjoy the boiled corn	by the oinking pigs														
the smooth toy	will join the boys	at the destroyed tool shed														
the boy with the booming voice	must avoid the oil	beneath the joist <small>(reading only)</small>														
his cool android	was spoiled	on the broiler														



# Puppy!

## Red Series - Book 6 - Puppy!

## Teacher Tip Sheet (Page 2 of 2)



**- 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
<ul style="list-style-type: none"> <li>• <b>use &lt;oi&gt; for /oy/ in initial and medial position, and &lt;oy&gt; for /oy/ at the end of a base</b></li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• Although there are a few exceptions to the position of &lt;oy&gt;, the key thing for students to understand is that when they hear /oy/ at the end of a base, it is spelled with &lt;oy&gt; rather than &lt;oi&gt; (complete English words do not end in &lt;i&gt;)</li> </ul>
Morphology	Tips and Activities to Try
<p><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>• suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>• suffix &lt;-ing&gt; as present participle</li> <li>• suffix &lt;-ed&gt; as past tense of a verb</li> <li>• suffix &lt;-es&gt; as third person singular and plural</li> <li>• compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• 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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• <b>“come”</b></li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• historically &lt;u&gt;s were written as &lt;v&gt;s (e.g., <i>come</i> would have looked like <i>cvm</i> - but more squished together) therefore &lt;u&gt;s were sometimes replaced with &lt;o&gt;s when found beside &lt;m&gt;s in words Note: <i>some/same</i> and <i>come/came</i> are best taught together</li> </ul>

### Comprehension Corner - Puppy!

#### Vocabulary Development

- What does adjust mean?

#### Inferencing

- Why does a puppy have to be at least eight weeks old before it can come to live with you?

#### Making Connections

- Would you rather have a puppy or a kitten? Why?
- Would you like to have a dog? If so, would you prefer a small or a large dog as a pet? Why?

#### Retelling/Summarizing

- What do pet owners need to provide for their new puppy?

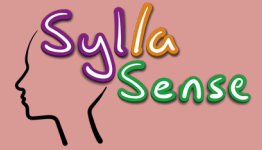


# Orcas

## Red Series - Book 7 - Orcas

# 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**

- **diphthong <ou>/ow/** (e.g., “out”)

#### Previously Introduced Vowels

- all short vowels, <u>/oo/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/, <u>/yū/, <oa>/ō/, <igh>/ī/, <ea>/ē/, <ow>/ō/, <oo>/ū/, <oi>/oy/, <oy>/oy/

#### 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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/ild/, <ind>/ind/, <old>/ōld/, <ost>/ōst/

#### **Key Concepts to Understand**

- <ou> can be found in initial position (*ouch*) and medial position (*sound*) - *thou* is the only word where <ou>/ow/ is in final position

#### **Words and Phrases for Reading and Writing**

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

- out, loud, shout, sound, count, round, noun, ouch, couch, mouth, found, proud, about, aloud, pounce, ounce, scout, pouch, south, cloud, mound, pound

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

Noun Phrase	Verb Phrase	Prepositional Phrase
a loud scout	found a cool toy	on the couch
the round trout	swam south	around the mouth of the lake
a green sprout	will grow	on the mound of soil
the proud count	pounced out	of a cloud of snow

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



# Orcas

## Red Series - Book 7 - Orcas

## 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><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>• suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>• suffix &lt;-ing&gt; as present participle</li> <li>• suffix &lt;-ed&gt; as past tense of a verb</li> <li>• suffix &lt;-es&gt; as third person singular and plural</li> <li>• compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• 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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>
High Frequency Words	Tips and Activities to Try
<p><b>Content Words: “ocean” and “calf”</b></p>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• <i>ocean</i> → it is not an exception that the &lt;c&gt; is being pronounced /sh/</li> <li>• show the students the following words: <i>social, official, crustacean, precious, appreciate, special, delicious</i></li> <li>• guide students towards noticing that &lt;c&gt; is pronounced /sh/ in more than the word <i>ocean</i> and can be pronounced /sh/ when &lt;c&gt; is followed by an &lt;e&gt; or &lt;i&gt;</li> <li>• <i>calf</i> → Etymonline tells us that calf comes from Old English <i>calf</i> (Anglian <i>cælf</i>) “young cow”- the &lt;l&gt; was likely retained to connect <i>calf</i> to its history</li> </ul>

### Comprehension Corner - Orcas

#### Vocabulary Development

- What does *pod* mean in this book? Can you think of another meaning for the word *pod*?
- What does *scouting* mean?
- What is a *mammal*?

#### Making Connections

- Why do you think orcas are sometimes called “killer whales”?
- How are orcas like humans?

#### Inferencing

- Could orcas live in Lake Ontario? Why or why not?

#### Retelling/Summarizing

- What is one method orcas use to hunt?
- What are the sounds that orcas make? Why do they make these sounds?
- What did you learn about orca babies?



# Towers and Tunnels

## Red Series - Book 8 - Towers and Tunnels

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

- diphthong <ow>/ow/  
(e.g., “cow”)

#### Previously Introduced Vowels

- all short vowels, <u>/oo/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/, <u>/yū/, <oa>/ō/, <igh>/ī/, <ea>/ē/, <ow>/ō/, <oo>/ū/, <oi>/oy/, <oy>/oy/, <ou>/ow/

#### 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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/ild/, <ind>/ind/, <old>/ōld/, <ost>/ōst/

#### Key Concepts to Understand

- <ow> can be found in initial position (*owl*), medial position (*crow*n) and final position (*cow*)

#### Words and Phrases for Reading and Writing

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

- cow, how, now, brow, plow, down, gown, clown, crown, drown, frown, tower, crowd, town, flower, owl, howl, growl, scowl

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., The howling owls was found at the top of the tower. → The howling owls were found at the top of the tower.).

Noun Phrase	Verb Phrase	Prepositional Phrase
the cow’s mouth	was found	in the downtown
the howling owls	was counting	by the smooth gown
the brown fowl	scowled	at the top of the tower
the frowning clown	wore a flower	on a cool crown

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





# Towers and Tunnels

## Red Series - Book 8 - Towers and Tunnels

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><b>Previously Introduced</b></p> <ul style="list-style-type: none"> <li>• suffix &lt;-s&gt; third person singular, plural, and possessive</li> <li>• suffix &lt;-ing&gt; as present participle</li> <li>• suffix &lt;-ed&gt; as past tense of a verb</li> <li>• suffix &lt;-es&gt; as third person singular and plural</li> <li>• compound words</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• 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 <i>soaring</i>, ask students to cover the &lt;-ing&gt; and read <i>soar</i>, ask them to release their finger and reread the entire word with the &lt;-ing&gt;, <i>soaring</i>.</li> </ul>
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• <b>“people”</b></li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• <i>People</i> is connected to the word <i>population</i>. Both of these words come from the Latin word <i>populus</i>. The &lt;o&gt; in <i>people</i> was retained to show its connection to <i>population</i>.</li> </ul> <p>Note: <i>Toronto</i> is not noted as a “content word” because all components of the word have been introduced in our scope and sequence. This being said, 3 syllable words without affixes are only a focus in the Purple Series. Support your students if need be with this word.</p>

### Comprehension Corner - Towers and Tunnels

**Vocabulary Development**

- What is a *high-rise*?

**Inferencing**

- Why do you think there are so many towers and tunnels in Toronto?
- Why do you think crowds of people visit the CN Tower every day?

**Making Connections**

- Have you been up the CN Tower? What’s the highest building you’ve been in?
- Do you prefer towers or tunnels?

**Retelling/Summarizing**

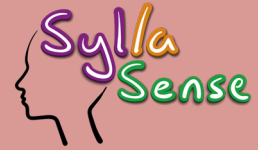
- How are tunnels useful in a big city like Toronto?



# Books

## Red Series - Book 9 - Books

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

- **vowel digraph <oo>/ōō/**  
(e.g., “look”)

#### Previously Introduced Vowels

- all short vowels, <u>/ū/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/, <u>/yū/, <oa>/ō/, <igh>/ī/, <ea>/ē/, <ow>/ō/, <oo>/ū/, <oi>/oy/, <oy>/oy/, <ou>/ow/, <ow>/ow

#### 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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/ild/, <ind>/ind/, <old>/ōld/, <ost>/ōst/

#### Key Concepts to Understand

- <oo> is pronounced /ū/ (broom) and /ōō/ (book)
- <oo> pronounced /ōō/ is found in medial position

#### Words for Reading and Writing

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

- book, look, cook, wood, foot, hook, took, good, crook, stood, wool, shook, nook

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

Noun Phrase	Verb Phrase	Prepositional Phrase
Brook the crook	found a sharp hook	in the boy's wool sock
a crooked stick	stood in a nook	at the low wall
the good cook	shook the frying pan	by the kid's hood
a rook and a crow	looked for a nook	high up in an oak tree

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



# Books

## Red Series - Book 9 - Books

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

#### Previously Introduced

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

#### Key Concepts to Understand

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

### Comprehension Corner - Books

#### Vocabulary Development

- What does vital mean?
- The author says, "The first step is to make a file that contains your book." What is a file?

#### Inferencing

- What might authors do with any crooked books they may receive?

#### Making Connections

- Have you ever written your own book? What was it about?

#### Retelling/Summarizing

- How do books get made?



# Clever Dolphins!

## Red Series - Book 10 - Clever Dolphins!

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

#### Introduced in This Book

- **digraph <ph>/f/ (e.g., “photo”)**

#### Previously Introduced Vowels

- all short vowels, <u>/oo/
- <o>/ō/, <e>/ē/, <y>/ī/, <a>/ā/, <i>/ī/, <u>/ū/, <u>/yū/, <oa>/ō/, <igh>/ī/, <ea>/ē/, <ow>/ō/, <oo>/ū/, <oi>/oy/, <oy>/oy/, <ou>/ow/, <ow>/ow/, <oo>/oo/

#### 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>)
- contractions
- <er>/er/, <or>/or/, <ar>/ar/, <ir>/er/, <ur>/er/
- <ild>/ild/, <ind>/ind/, <old>/old/, <ost>/ost/

### Tips and Activities to Try

#### **Key Concepts to Understand**

- <ph> has Greek origins: originally <ph> was the combination used by Romans to represent Greek letter *phi* (sourced by Etymonline)
- <ph> can be in initial position (e.g., *phone*), medial position (e.g., *nephew*), and final position (e.g., *graph*)

Note: At this point, students have learned that /f/ can be spelled <f>, <ff>, and <ph>. When introducing and first working with <ph> as /f/, it is important to tell students that all of the words they are practicing will be words where /f/ is spelled <ph>. At this time, we want students to practice <ph>, not differentiate between graphemes that represent /f/.

#### **Words and Phrases for Reading and Writing**

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

- phone, photo, photograph, dolphin, alphabet, photocopy, sphere, trophy, graph, phase, gopher, microphone

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. Phrases marked with a star (\*) are for reading only.

Noun Phrase	Verb Phrase	Prepositional Phrase
a cool dolphin	swam with joy	behind the trophy
the sleepy gopher	made a phone call	beside the graph
*Phil the scout	took a photo	with a smooth sphere
*Joseph	*reads the alphabet	*under an elephant

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



# Clever Dolphins!

## Red Series - Book 10 - Clever Dolphins!

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**- 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

**consonant-le syllables**

**Key Concepts to Understand**

- the <e> makes the <l> syllabic (adds a syllable)

**Words and Phrases for Reading and Writing**

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

- table, tumble, ladle, staple, needle, gentle, candle, simple, bubble, puddle, little, puzzle

**Word Sort**

Provide students with the following (unsorted) words:

consonant preceding the <l> in <le> is not doubled	consonant preceding the <l> in <le> is doubled
tumble, table, ladle, staple, needle, gentle, candle, simple, handle	bubble, puddle, little, puzzle, battle, dazzle, gobble, giggle, pebble

Help your students notice that a doubled consonant usually marks the preceding vowel as short (e.g., *dazzle*). This pattern can help them with accurate decoding.

Morphology

Tips and Activities to Try

**Previously Introduced**

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

**Key Concepts to Understand**

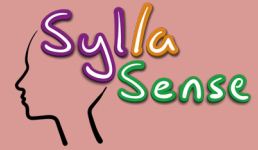
- Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *jumping*, ask students to cover the <-ing> and read *jump*, ask them to release their finger and reread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



# Clever Dolphins!

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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><b>High Frequency Word: “some”</b></p> <p><b>Content Word: “whistle”</b></p>	<p><b>Key Concepts to Understand - “some”</b></p> <ul style="list-style-type: none"> <li>historically &lt;u&gt;s were written as &lt;v&gt;s (e.g., <i>some</i> would have looked like <i>svm</i> - but more squished together) therefore &lt;u&gt;s were sometimes replaced with &lt;o&gt;s when found beside &lt;m&gt;s in words</li> </ul> <p>Note: <i>some/same</i> and <i>come/came</i> are best taught together</p> <p><b>Key Concepts to Understand - “whistle”</b></p> <ul style="list-style-type: none"> <li>comes from Old English <i>hwistle</i> so historically /wh/ had a different sound than /w/</li> <li>&lt;wh&gt; words often have an “airy” sense (e.g. <i>wheeze, whisper, whimper, whoosh</i>) - they are also found in question words (e.g., <i>why</i>)</li> </ul>

### Comprehension Corner - Clever Dolphins!

#### Vocabulary Development

- What does *distinct* mean?
- What does *nimble* mean?

#### Making Connections

- How are you similar to a dolphin?

#### Inferencing

- Why do you think dolphins have adapted to living in freshwater?

#### Retelling/Summarizing

- What do dolphins use to help them “look at” things around them?
- How do you know that dolphins are super smart mammals?

## References

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

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

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

Source	Details
<a href="https://funlearning.ca/">https://funlearning.ca/</a> <ul style="list-style-type: none"> <li>• O-G Fundamentals</li> <li>• O-G Associate Practitioner</li> <li>• O-G Practicum</li> <li>• SWI Workshop</li> <li>• Grammar Workshops</li> </ul>	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.
<a href="https://rebeccaloveless.com/">https://rebeccaloveless.com/</a> <ul style="list-style-type: none"> <li>• Teaching Real Script</li> <li>• SWI for Early Readers               <ul style="list-style-type: none"> <li>• Beyond the Intro</li> <li>• The High Frequency Word Project -Rebecca Loveless &amp; Fiona Hamilton</li> </ul> </li> </ul>	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 • <a href="https://learningaboutspelling.com/">https://learningaboutspelling.com/</a>	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 <a href="https://www.tbox2.com/">https://www.tbox2.com/</a>	This book is our go-to reference for Orthographic Phonology, Orthography, and Morphology. We would highly recommend getting a lifetime subscription!
Etymonline <a href="https://www.etymonline.com/">https://www.etymonline.com/</a> Doug Harper	This is a free Online Etymology Dictionary that gives explanations of the history of words.
<a href="https://www.wordworkskingston.com/WordWorks/Home.html">https://www.wordworkskingston.com/WordWorks/Home.html</a> Peter Bowers	Pete Bowers is a Structured Word Inquiry Coach extraordinaire. His courses are practical, informative, and inspirational - a great way to see how morphology can be explored with young learners! He offers free drop in sessions on Mondays at 5:00pm EST.