

Get Up Cat

Green Fiction - Book 1 - Get Up Cat

Teacher Tip Sheet (Page 1 of 2)



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in This Book

- **review of all concepts**

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

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

Additional Concepts

- final consonant cluster <nd> (only in *and*)

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, Elkonin boxes, etc.:

- tap, got, lap, rim, fan, red, yet, pot, ten, and, gas, pin, tan, dock, rack, lick, peck, mock, bins, lips, mugs, kin, kids, vets, wed, will, wig, jam, job, less, cuff, sill, jazz, yes

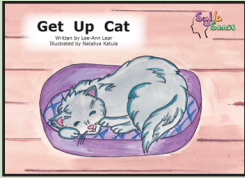
Here is a word chain you could complete with blending cards:

- sun → bun → ban → ran → rack → rock → lock → luck → puck → pick → pin → win → will → hill → hull → huff → hut → nut → jut → jot → jet → jets → pets → pet → pit → sit → six

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
six red hens	sat	in the tub
a rat and a dog	will huff	at a vet
Jeff and his pets	fell	on the big rock
ten packs	can pick	off the red deck

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



Get Up Cat

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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
<u>Previously Introduced</u> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural 	<ul style="list-style-type: none"> note suffix <-s> as students encounter it and support where needed

Comprehension Corner - Get Up Cat

Vocabulary Development

- What does *ack* mean? Why does Cat say this?

Making Connections

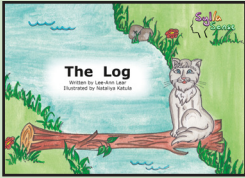
- Do you find it hard to get up in the morning?
- How do you know when it's time to get up?

Inferencing

- Why are the animals all standing around Cat's bed on Page 15?
- Why do you think Cat's fur is standing up on the last page?

Retelling/Summarizing

- Retell this story. What was your favourite part?



The Log

Green Fiction - Book 2 - The Log

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

- **consonant digraph <th>/th/ unvoiced and <th>/TH/ voiced (in addition to *the*)**

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

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

Additional Concepts

- final consonant cluster <nd> (only in *and*)

Key Concepts to Understand

- <th> has a “voiced” phoneme (e.g., *this*) and an “unvoiced” phoneme (e.g., *think*)
- the mouth position for both phonemes is the same, and distinct (tongue between teeth)
- voiced <th> has already been introduced in the context of *the*, but additional words are included in this 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, Elkonin boxes, etc.:

- thin, thick, bath, with, path, math, thud, moth, that, this, then, them, mock, hack, deck, pick, vet, web, pill, less, hiss, off, red, buzz, jet

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

- thin → thick → lick → lock → mock → moth → mop → map → math → mat → met → men → then → them → hem → him → his → this

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., A dog and a moth runs on the path. → A dog and a moth ran on the path.)

Noun Phrase	Verb Phrase	Prepositional Phrase
a dog and a moth	did math	at the vet
the thick fog	sat	to the thin log
Seth and his duck	will buzz	in a hot bath
this red mat	runs	on the path

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



The Log

Green Fiction - Book 2 - The Log

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

Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> ellipsis 	Key Concepts to Understand <ul style="list-style-type: none"> an ellipsis is a punctuation mark comprised of three dots an ellipsis can represent a dramatic pause, or hesitation in “The Log,” the ellipsis provides an opportunity for students to make inferences
Morphology	Tips and Activities to Try
<u>Previously Introduced</u> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural 	<ul style="list-style-type: none"> note suffix <-s> as students encounter it and support where needed
Comprehension Corner - The Log	
Vocabulary Development <ul style="list-style-type: none"> The animals say, “Ack!” when the log breaks. What do you think this means? 	Inferencing <ul style="list-style-type: none"> Why do you think the author chose to use an ellipsis in this text? What do you think caused the log to break?
Making Connections <ul style="list-style-type: none"> Have you ever balanced on something thin like a log? Have you ever fallen into water unexpectedly? Was it fun, or scary? 	Retelling/Summarizing <ul style="list-style-type: none"> Retell the story. What was your favourite part?



The Bath

Green Fiction - Book 3 - The Bath

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

Introduced in This Book

- consonant digraph <sh>/sh/

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/

Additional Concepts

- final consonant cluster <nd> (only in *and*)

Tips and Activities to Try

Key Concepts to Understand

- review concept of digraph (a grapheme comprised of two letters representing one phoneme)
- digraph <sh> can be found in the initial, medial or final position in a word

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, Elkonin boxes, etc.:

- ship, shops, shut, shun, shed, shin, shells, shock, shack, wish, bash, hush, mesh, lash, lush, fish, dish, cash, gush, this, that, thin, thick, them, jugs

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

- shin → shun → shut → shot → lot → let → led → shed → shell → bell → fell → fill → fish → wish → dish → dash

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., Shad and Bill shuts the lid. → Shad and Bill shut the lid.)

Noun Phrase	Verb Phrase	Prepositional Phrase
a red ship	shuts the lid	on the shell
this sad fish	had a big shock	to his shed
Shad and Bill	can shop	at the shack
his wish	will dash	in a big dish

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



The Bath

Green Fiction - Book 3 - The Bath

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

Previously Introduced

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

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

Comprehension Corner - The Bath

Vocabulary Development

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

Inferencing

- Why do you think the animals encouraged Cat to join them in the bath?
- Why do you think Cat is so shocked?

Making Connections

- Have you ever gotten wet when you didn't plan to? How did you feel?
- Have you ever given a pet a bath? If so, tell us about your experience.

Retelling/Summarizing

- Retell the story. What was your favourite part?



The Hot Sun / Fat Cat

Green Fiction - Book 4 - The Hot Sun
Green Photo - Book 1 - Fat Cat

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 These Books

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>)

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/

Additional Concepts

- final consonant cluster <nd> (only in *and*)

Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- it is easier to isolate phonemes when both consonants have a continuous sound within the cluster (e.g., <sw>, <sl>)

Words and Phrases for Reading and Writing

Note: Consider using Elkonin boxes when introducing consonant clusters, as they are difficult for students to isolate. Start with consonant clusters that have continuous sounds. When working with words that have affixes, only include a box for each phoneme in the base (e.g., use c-a-t and not c-a-t-s). Affixes should not be included in the Elkonin box. It is important that suffixes are understood as a unit of meaning and not sounded out.

Refer to Page 3 of the **Morphology Background Information Sheets**

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

- plan, blip, slim, glad, flop, glass, black, flat, swim, flick, swell, block, flack, swam, flap, plum, blob, flip, slip, slop, sled, slid, glop

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

- flap → flip → slip → slap → slack → black → block → flock → lock → luck → lack → flack → flick → flit → slit → slat → flat → fat → fad → lad → glad

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 glad sloth	can flop	in the lip gloss
Jan’s slim glass	plops	on the flat path
the black block	slid	in the slush
Pat’s plum	will flip	at the black well

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



The Hot Sun / Fat Cat

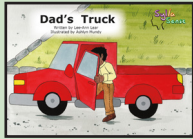
Green Fiction - Book 4 - The Hot Sun
Green Photo - Book 1 - Fat Cat

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 These Books <ul style="list-style-type: none">suffix <-s> as possessive <u>Previously Introduced</u> <ul style="list-style-type: none">suffix <-s> third person singularsuffix <-s> as plural	Key Concepts to Understand <ul style="list-style-type: none">suffix <-s> can indicate possessivesuffix <-s> as a possessive always follows a noun (e.g., <i>Mary’s truck, the dog’s bowl</i>)suffix <-s> as a possessive usually follows an apostrophe	
Punctuation/Text Features	Tips and Activities to Try	
<ul style="list-style-type: none">apostrophe	Key Concepts to Understand <ul style="list-style-type: none">an apostrophe is a punctuation markone of the uses for an apostrophe <s> is to indicate possession (e.g., <i>Dad’s truck</i>)	
Comprehension Corner - The Hot Sun		
Vocabulary Development <ul style="list-style-type: none">What does it mean to be <i>glad</i>?Can you think of another word for <i>glad</i>?		Inferencing <ul style="list-style-type: none">Why do you think Cat does not want to jump in the pond?Why do you think Cat is glad at the end of the story?
Making Connections <ul style="list-style-type: none">Do you like to go swimming? Why or why not?What sorts of things do you like to do when it is hot?		Retelling/Summarizing <ul style="list-style-type: none">Retell the story. What was your favourite part?
Comprehension Corner - Fat Cat		
Vocabulary Development <ul style="list-style-type: none">Review the concept of <i>taking a nap</i>.How is a <i>nap</i> different from going to sleep at night?		Inferencing <ul style="list-style-type: none">Why do you think Fat Cat naps in so many places?Why do you think Dad is happy that Fat Cat is napping on him?
Making Connections <ul style="list-style-type: none">Do you ever take naps? Do you like napping? Explain why or why not.		Retelling/Summarizing <ul style="list-style-type: none">Retell the story. What was your favourite part?



Dad's Truck / Red Dog

Green Fiction - Book 5 - Dad's Truck
Green Photo - Book 2 - Red Dog

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 These Books

- initial consonant clusters with continuous sound as second phoneme (e.g. <tr>, <sn>)

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/

Additional Concepts

- final consonant cluster <nd> (only in *and*)
- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>)

Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a "blend")
- it is easier to isolate phonemes when both consonants have a continuous sound within the cluster (e.g., <sw>, <sl>)
- when consonant clusters are found at the end of a base it is common for students to omit the first phoneme in the cluster

Note: Spelling <tr> words can be challenging for students. The mouth formation for /tr/ is very similar to /ch/, so students often write <chr> instead of <tr>. Explain that, although these words may sound and feel like /ch/ combined with /r/ when we are saying them, we consistently use <tr> to spell them. When <chr> is spelled in English, it is pronounced /kr/ (e.g., chrome). It is important to practice a lot of words that start with <tr>. Some students also find <dr> words challenging, and perceive them as /j/. Extra practice with these words is beneficial as well.

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, Elkonin boxes, etc.:

- plan, trip, slim, trap, flop, grass, black, glad, trick, grill, smell, snap, block, flick, brim, drip, trap, trim, prop, flap, snack, sniff, drum, drop, flip, snip, track, truck

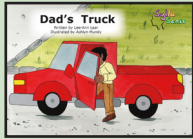
Here is a word chain you could complete with blending cards:

- trap → trip → tip → sip → slip → slap → slack → black → block → lock → lot → rot → rat → rap → lap → flap → flop → slop → slot

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., Trin and Jazz drops the block. → Trin and Jazz drop the block.)

Noun Phrase	Verb Phrase	Prepositional Phrase
Trin and Jazz	can snap the trap	on the grass
the slim trap	drops the block	in his pack of snacks
a big drop	will trick his dad	on the back of the truck
Dad's black grill	trips	at the track

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



Dad's Truck / Red Dog

Green Fiction - Book 5 - Dad's Truck

Green Photo - Book 2 - Red Dog

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

Previously Introduced

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

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

High Frequency Words

Tips and Activities to Try

-“of”

Key Concepts to Understand

- in Old English, *of* and *off* were the same word
- *of* is a function word, and became shorter (function words are written with as few letters as possible)
- <o> is pronounced as a schwa in *of* - function words are not stressed
- /v/ represented by <f> - /v/ and /f/ are voiced and unvoiced pairs (mouth formation is the same)

Comprehension Corner - Dad's Truck

Vocabulary Development

- What does it mean to be *cross*?
- Can you think of another word for *cross*?

Inferencing

- Why do you think Ben and his pets snuck into the back of the truck?
- Why do you think Dad was cross?

Making Connections

- Have you ever been left behind? How did it make you feel?
- Tell us about something you like to do with your family.

Retelling/Summarizing

- Retell the story. What was your favourite part?

Comprehension Corner - Red Dog

Vocabulary Development

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

Inferencing

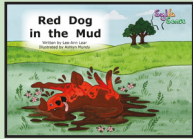
- Why do you think Red Dog likes to go on trips with Dad?

Making Connections

- Have you ever gone on a trip? Where did you go?
- What do you like to do for fun with your family?

Retelling/Summarizing

- Which page was your favourite in the book? Explain why you enjoyed it.



Red Dog in the Mud / Kids Can

Green Fiction - Book 6 - Red Dog in the Mud
Green Photo - Book 3 - Kids Can

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 These Books

- **consonant digraph** <ch>/ch/
- **3 consonant cluster** <spl>, <scr>

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/

Additional Concepts

- final consonant cluster <nd> (only in *and*)
- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>, <tr>, <sn>)

Key Concepts to Understand

- review concept of digraph (a grapheme comprised of two letters representing one phoneme)
- digraph <ch> can be found in initial, medial, and final position
- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- consonant clusters with three consonants can be challenging for students - using Elkonin boxes can help students isolate the phonemes in these clusters - it is very important for students to notice what is happening in their mouths when they pronounce the phonemes (e.g., I need to close my lips after the /s/ in *split* to form the /p/.)

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, Elkonin boxes, etc.:

- chip, chess, chat, chick, check, chill, much, such, chop, chap, scrub, scam, scrap, scruff, splash, split, press, trap, trick, flip, snap, snack, chips, chicks, scraps

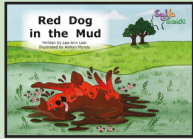
Here is a word chain you could complete with blending cards:

- chap → chip → chill → chick → chicks → licks → locks → lock → dock → deck → check → chuck → muck → much → such → sum → chum → chub → rub

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
six chicks	got such a chill	with the scraps
his big chin	scrubs	in the bath
Chad and his dog	can split	on the track
the big splash	will chat	in the muck

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



Red Dog in the Mud / Kids Can

Green Fiction - Book 6 - Red Dog in the Mud
Green Photo - Book 3 - Kids Can

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 Generalisations

Tips and Activities to Try

- unconventional spelling of *much*, *such*, (and *which*)

Key Concepts to Understand

- *much*, *such* (and *which*) are high frequency words that students need to be familiar with
- *much*, *such* (and *which*) do not follow the <-tch> spelling convention (use <-tch> to represent /ch/ after a single short vowel, final to base) because they are function words and therefore written with as few letters as possible
- the <-tch> pattern is introduced later in the series - depending on the age of your students, it might be worth pointing out to them that, although *much* and *such* are spelled as they sound, their spelling is unconventional

Morphology

Tips and Activities to Try

Previously Introduced

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

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

Comprehension Corner - Red Dog in the Mud

Vocabulary Development

- What does it mean to *chill*?
- Can you think of another word for *scrub*?

Inferencing

- Why do you think Red Dog jumped in the mud?

Making Connections

- How do you cool yourself down when you are hot?
- Have you ever made a big mess in your house? Tell us about what happened.

Retelling/Summarizing

- Retell the story. What was your favourite part?
- What is the problem in this story? How is the problem solved?

Comprehension Corner - Kids Can

Vocabulary Development

- What is a *chick*?
- Can you think of another name for baby animals?

Inferencing

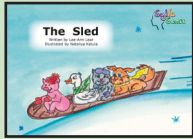
- Why do you think the author called this book “Kids Can”?
- Do you think “Kids Can” is a good title?

Making Connections

- Do you ever help with the cooking? What is your favourite meal?
- What do you like to do for fun with your family?

Retelling/Summarizing

- Which page was your favourite in the book? Explain why you enjoyed it.



The Sled / Frog at the Pond

Green Fiction - Book 7 - The Sled

Green Photo - Book 4 - Frog at the Pond

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 These Books

- final consonant clusters (e.g., <mp>, <st>, <nd> in addition to and)

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- final consonant cluster <nd> (only in *and*)
- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>, <tr>, <sn>)
- 3 consonant clusters (e.g., <spl>, <scr>)

Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- when consonant clusters are found at the end of a base it is common for students to omit the first phoneme in the cluster (e.g., a student might read or spell *wet*, instead of *went*)
- 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*.
- Note: Consider using Elkonin boxes when introducing consonant clusters, as they are difficult for students to isolate. Start with consonant clusters that have continuous sounds. When working with words that have affixes, only include a box for each phoneme in the base (e.g., use c-a-t and not c-a-t-s). Affixes should not be included in the Elkonin box. It is important that suffixes are understood as a unit of meaning and not sounded out.

Refer to Page 3 in the **Morphology Background Information Sheets**

Words and Phrases for Reading and Writing

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

- went, fast, drift, bump, help, helping, thump, thumping, pond, ponds, branch, soft, bask, basking, next, bend, bending, rest, resting, check, checking, chill, chilling, splash

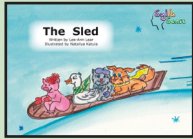
Here is a word chain you could complete with blending cards:

- thump → bump → lump → limp → lamp → camp → champ → chomp → chop → pop → pod → pond → bond → bend → lend → lent → lest → best

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 champ	was bending	at the pond
a nest	hit a soft bump	on the sled
his hand	was drifting fast	off the ramp
Kip’s best pig	went rushing	on a branch

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



The Sled / Frog at the Pond

Green Fiction - Book 7 - The Sled

Green Photo - Book 4 - Frog at the Pond

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 These Books

- suffix <-ing> as present participle

Previously Introduced

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

Key Concepts to Understand

- a base is a structural element that forms the foundation of a written word (the term “root” refers to the etymological/historical source of the base)
- a free base is a base that functions independently/forms a complete English word on its own
- a suffix is a morpheme attached after a base - often changes grammatical structure or the “sense” of a word
- suffix <-ing> as a present participle (the form of a verb ending in <-ing>)

High Frequency Words

Tips and Activities to Try

- “was”

Key Concepts to Understand

- historically, *was* was likely pronounced with a short <a> - over the years, the /ă/ has become increasingly reduced (schwa), as *was* is a function word
 - the grapheme <s> can represent /s/ (unvoiced - as in *sit*), and /z/ (voiced, as in *has*)
- Note: remember to say, “<s> can be pronounced as /s/,” rather than “<s> says /s/”

Comprehension Corner - The Sled

Vocabulary Development

- What does *drifting* mean? What was *drifting*?

Inferencing

- Why did Dog have a big grin?
- Why was Dog not checking the path?

Making Connections

- Whose sled was it?

Retelling/Summarizing

- Retell this story. What was your favourite part?

Comprehension Corner - Frog at the Pond

Vocabulary Development

- What does *basking* mean?

Inferencing

- Do you think Frog enjoyed falling off the thin branch?

Making Connections

- Does Frog look like any other frog you have seen before?

Retelling/Summarizing

- Retell this story. What was your favourite part?



Fat Cat's Lunch / The Trip

Green Fiction - Book 8 - Fat Cat's Lunch
Green Photo - Book 5 - The Trip

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 These Books

- initial consonant clusters with stop sound as second phoneme (e.g., <st>, <sp>)

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>, <tr>, <sn>)
- 3 consonant clusters (e.g., <spl>, <scr>)
- final consonant clusters (e.g., <mp>, <st>, <nd>)

Key Concepts to Understand

- it is easier to isolate phonemes when both consonants have a continuous sound within the cluster (e.g., <sn>, <sl>) - be sure to practice this before moving on to consonant clusters with stop sounds
- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme
- Note: remind students to think about what position their mouths need to be in when pronouncing the phonemes (e.g., "I need to close my lips after the /s/ in spots to form the /p/.").
- 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 *sulks*, ask students to cover the <-s> and read *sulk*, ask them to release their finger and reread the entire word with the <-s>, *sulks*.
- Note: Consider using Elkonin boxes when introducing consonant clusters, as they are difficult for students to isolate. Start with consonant clusters that have continuous sounds. When working with words that have affixes, only include a box for each phoneme in the base (e.g., use c-a-t and not c-a-t-s). Affixes should not be included in the Elkonin box. It is important that suffixes are understood as a unit of meaning and not sounded out.

Refer to Page 3 in the **Morphology Background Information Sheets**

Words and Phrases for Reading and Writing

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

- steps, lunch, lost, grass, check, fish, sulks, glad, last, still, stop, fast, spots, grab, crab, mask, swim, trip, sand, black, blocking, went, stack, spill, stick, slick

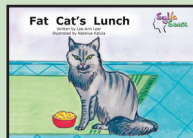
Here is a word chain you could complete with blending cards:

- spit → spot → spat → span → spin → spill → still → stick → stack → stock → stop → slop → slip → slim → slam → spam → scam → scamp → camp → clamp

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 stem	was stacking blocks	on the back steps
his stick	stops and sulks	at the pond
Sam and Spot	is still jumping	to the bus stop
Stan's mask	had spots	on his hand

You can differentiate for students by dropping some of the words in these phrases (e.g., "Sam and Spot" can just be "Spot").



Fat Cat's Lunch / The Trip

Green Fiction - Book 8 - Fat Cat's Lunch

Green Photo - Book 5 - The Trip

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 Generalisations

Tips and Activities to Try

- <o> can be pronounced as /ŭ/ when followed by <v> or <m> (e.g., *Mom*)

Key Concepts to Understand

- some students may pronounce *Mom* as “mum”, and others may pronounce it as “mom” - support if needed

Morphology

Tips and Activities to Try

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural
- suffix <-s> as possessive
- suffix <-ing> as present participle

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

Punctuation/Text Features

Tips and Activities to Try

- capitalization for emphasis

Key Concepts to Understand

- there are many ways to emphasize capitalized words (e.g., tone, stress, volume, intonation)

Comprehension Corner - Fat Cat's Lunch

Vocabulary Development

- Where did Fat Cat look for his lunch?
- Why was Fat Cat mad?

Inferencing

- What did Fat Cat want to eat when he couldn't find his lunch?

Making Connections

- Have you ever lost your lunch?

Retelling/Summarizing

- Retell this story. What was your favourite part?

Comprehension Corner - The Trip

Vocabulary Development

- Describe the zip. What is a zip line? Have you ever been on one?

Inferencing

- Why did Mom wear a hat?

Making Connections

- What do you think Zack saw in the water?

Retelling/Summarizing

- Retell this story. What was your favourite part?



Spot The Dog / Cam

Green Fiction - Book 9 - Spot The Dog
Green Photo - Book 6 - Cam

Teacher Tip Sheet (Page 1 of 2)



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

Morphology

Introduced in These Books

- suffix <-ed> as past tense of a verb

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural
- suffix <-s> as possessive
- suffix <-ing> as present participle

Grapheme/Phoneme Correspondence

Introduced in These Books

- <-ed>/t/, /d/, /əd/ (schwa)

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)

Tips and Activities to Try

Key Concepts to Understand

- suffix <-ed> can be pronounced three ways (e.g., jumped → /t/, yelled → /d/, rested → /əd/)

Refer to Page 5 in the **Grapheme/Phoneme Correspondence Background Information Sheets** for more information on schwa

- it is important to focus on the concept of a suffix and how it changes the meaning, rather than simply focusing on the three sounds that <-ed> can represent

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

Morphology Activity

- Ask students to jump and ask them what they did. "We jumped!" Ask what suffix was attached to the base, *jump*. Once they identify the suffix <-ed>, ask how <-ed> was pronounced. In the large group, repeat with *yelled* and *landed*. Provide each pair of students with an <-ed> morpheme/suffix card. Have one partner do an action (e.g., *look*) and call out the base (e.g., *look*) and the other will hold up the <-ed> and say the new word (e.g. *looked*). Students may come up with words such as *felled* and *runned*. Simply correct them because these "strong verbs" are not necessary to teach at this time.

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, Elkonin boxes, etc.:

- jumped, yelled, rested, landed, picked, stacked, asked, helped, chilled, planted, tested, spelled, handed, licked, spilled, locked, basked, ranted

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

- picked → licked → locked → locks → docks → ducks → duck → puck → pack → packed → backed → hacked

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
his soft dog	stacked the blocks	on his desk
Stan and his pal	rested	off the path
Sam and Chad	asked dad	at the hill
the fun kid	ran and jumped	in the sun

You can differentiate for students by dropping some of the words in these phrases (e.g., "ran and jumped" can just be "ran").



Spot The Dog /Cam

Green Fiction - Book 9 - Spot The Dog
Green Photo - Book 6 - Cam

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 Generalisations	Tips and Activities to Try
<ul style="list-style-type: none"> concept of schwa in unstressed syllables 	<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 the Grapheme/Phoneme Correspondence Background Information Sheets for more information on schwa</p>
Morphology	Tips and Activities to Try
<p><u>Introduced in These Books</u></p> <ul style="list-style-type: none"> suffix <-ed> as past tense of a verb <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural suffix <-s> as possessive suffix <-ing> as present participle 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> 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 <-ed> is often used as the past tense of a verb
Comprehension Corner - Spot, the Dog	
<p>Vocabulary Development</p> <ul style="list-style-type: none"> Where were all the places Spot tried to join Sam and Chad? <p>Making Connections</p> <ul style="list-style-type: none"> Have you ever been left out of an activity? 	<p>Inferencing</p> <ul style="list-style-type: none"> Do you think Spot should be allowed to nap on the bed? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> How did the story end? Retell this story. What was your favourite part?
Comprehension Corner - Cam	
<p>Vocabulary Development</p> <ul style="list-style-type: none"> What does chilling mean? Can you think of other words that have a similar meaning? <p>Making Connections</p> <ul style="list-style-type: none"> Would you want to go on a dog sled ride? Why or why not? Have you ever made something out of blocks? Describe what you built. 	<p>Inferencing</p> <ul style="list-style-type: none"> What do you think Cam and the dog did to have so much fun? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> What was your favourite part of the story? Explain why.



The Chick / In The Bush

Green Fiction - Book 10 - The Chick
Green Photo - Book 7 - In The Bush

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 These Books

- consonant trigraph <-tch>/ch/
- <u>/oo/

Previously Introduced

Vowels

- all short vowels

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced,
- <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/,
- <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)
- <-ed>/t/, /d/, /əd/ (schwa)

Tips and Activities to Try

Key Concepts to Understand

- <-tch> is typically used directly after a single, short, vowel (see "Red Dog in the Mud"/"Kids Can" for exception words)
- there are a small group of words where <u> represents /oo/ (e.g., put, push, pull, bush, bull)

Word Sort

- Provide students with the following (unsorted) words:

/ŭ/	/oo/
sun, crunch, bunch, fun, jump, club, just, mush	put, push, pull, bush, bull, full

- The goal is to make students aware that there is another phoneme represented by <u>.

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, Elkonin boxes, etc.:

- chick, ranch, crack, nest, egg, fluff, put, push, split, hatch, grasp, bush, hitch, witch, botch, hutch, hatch

Here are two word chains you could complete with blending cards:

- hatch → patch → pitch → ditch → titch → stitch → stick
- fetch → retch → etch → itch → it → bit → bin → bun → bunch

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 mad witch	scratched a lot	at the pitch
Patch	fetches the stick	in the bush
its mom	was sitting	on its back
a big rabbit	hopped	to the nest

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



The Chick / In The Bush

Green Fiction - Book 10 - The Chick
Green Photo - Book 7 - In The Bush

Teacher Tip Sheet
(Page 2 of 3)



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

Orthographic Conventions/Patterns and Generalisations

- use <-tch> for /ch/ final to base after single short vowel
- vc/cv syllable division
- doubling rule (see morphology)

Tips and Activities to Try

Key Concepts to Understand

- <-tch> is typically used directly after a single, short, vowel
- a simple way to read multisyllabic bases with short vowels syllables → when reading *rabbit*, students identify the first CVC chunk and cover the rest of the word, read <rab>, release finger and read <bit>, reread entire word *rabbit*
- syllable division is not necessary to teach at this time for spelling purposes → at this point students should be confident in reading closed-syllable bases so reading words such as, rabbit and Jasmin, will not be difficult to decode once they find the first CVC chunk

Refer to Page 5 and 6 in the **Orthographic Conventions Background Information Sheets** for more information on syllables

Word Sort

- Provide students with the following (unsorted) words:

<ch>	<-tch>
bunch, branch, ranch, lunch, crunch, pinch, bench, march, inch, finch, hunch, munch	hatch, patch, pitch, ditch, stitch, fetch, stretch, itch, match, catch, witch, switch

- Ask students to sort the words based on the two categories. Have them investigate when <-tch> is used.
- Prompt: "Circle the grapheme that comes before the <-tch>."
- some additional <-tch> activities can be found at: <https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/>



The Chick / In The Bush

Green Fiction - Book 10 - The Chick
Green Photo - Book 7 - In The Bush

Teacher Tip Sheet
(Page 3 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 These Books

- **suffix <-s> as possessive without apostrophe in *its***
- **doubling rule**

Previously Introduced

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

Key Concepts to Understand

- *its*, when possessive, does not have an apostrophe so as not to be confused with the contraction <it's> → it is
 - the doubling rule is not necessary to teach at this time for spelling purposes → at this point the students should be confident in reading closed syllables, so words such as grabbed and spotted will not be difficult to decode
- Refer to Page 4 in the **Orthographic Conventions Background Information Sheets** for more information on the doubling convention

Comprehension Corner - The Chick

Vocabulary Development

- What did the chick have to do to get out of the egg?
- What does it mean to *fetch* something?

Inferencing

- What do you think will happen next in the story?

Making Connections

- Have you ever seen a real chick? Where?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.

Comprehension Corner - In the Bush

Vocabulary Development

- What's another word for *bush*?

Inferencing

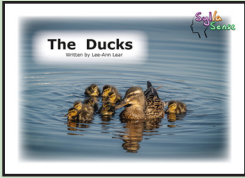
- Why do you think Kim and Jem stopped to put sticks and rocks in the nets?

Making Connections

- Have you ever seen a map? Where?
- Have you ever come across a fox in your neighbourhood?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.



The Ducks

Green Photo - Book 8 - The Ducks

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

Introduced in This Book

- <ng>/ng/ (e.g., *long*)
- digraph <qu>/kw/

Previously Introduced

Vowels

- all short vowels
- <u>/ōō/

Consonants

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

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Trigraphs

- <-tch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)
- <-ed>/t/, /d/, /əd/ (schwa)

Tips and Activities to Try

Key Concepts to Understand

- <n>s (and <m>s) are difficult for students to isolate in words
- it is very effective to have students plug their noses while pronouncing /n/ in order to understand that <n>s are nasal phonemes
- students should have many opportunities to say words where <n> is in initial, medial and final position (while plugging and unplugging their noses) in order to recognize the sensation that producing nasal phonemes creates
- <q> will always be followed by a <u> in complete English words, therefore it is more efficient to teach <q> in the digraph <qu> and not in isolation

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, Elkonin boxes, etc.:

- quack, quick, flung, long, quit, quill, fling, sing, rang, sang, wing, bring, sting, stung, swung, song, sung, singing, swinging, bringing

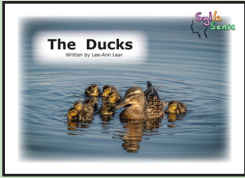
Here are two word chains you could complete with blending cards:

- quit → quiz → quip → quit → quill → quick → quack
- rang → sang → sung → stung → stunt → stint → sting → string → strong

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
his strong wing	stung his back	in the duck's nest
Quinn	quacked	at the king's hill
the quick duckling	was ringing the bell	on a quilt
his long neck	sung a song	with a long string

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



The Ducks

Green Photo - Book 8 - The Ducks

Teacher Tip Sheet (Page 2 of 2)



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

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular • suffix <-s> as plural • suffix <-s> as possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • suffix <-s> as possessive in <i>its</i> 	<ul style="list-style-type: none"> • note suffixes as students encounter them and support where needed
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> • quotation marks 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • quotations mark the exact words that somebody says
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> • "said" 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • it is important to explicitly teach that <said> is the past tense of <say> • there are differing opinions among linguists as to the etymology of this word • do not assume that <ai> is a digraph in the word <i>said</i>
Comprehension Corner - The Ducks	
<p>Vocabulary Development</p> <ul style="list-style-type: none"> • How did the ducklings get the nuts? <p>Making Connections</p> <ul style="list-style-type: none"> • Have you ever fed ducks? 	<p>Inferencing</p> <ul style="list-style-type: none"> • Why do you think the children were feeding the ducks nuts instead of bread? • Why do you think the ducklings swam off and hid at first? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> • What was your favourite part of the story? Explain why.



The Chipmunk

Green Photo - Book 9 - The Chipmunk

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

Introduced in This Book

- <nk>/nk/ (e.g., *think*)

Previously Introduced

Vowels

- all short vowels
- <u>/oo/

Consonants

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

Digraphs

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

Trigraphs

- <-tch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)
- <-ed>/t/, /d/, /əd/ (schwa)
- <ng>/ng/ (e.g., *long*)

Tips and Activities to Try

Key Concepts to Understand

- <n>s (and <m>s) are difficult for students to isolate in words
- it is very effective to have students plug their noses while pronouncing /n/ in order to understand that <n>s are nasal phonemes
- students should have many opportunities to say words where <n> is in initial, medial and final position (while plugging and unplugging their noses) in order to recognize the sensation that producing nasal phonemes creates
- the <a> when followed by a <w> is usually pronounced as /ɔ̃/
- when <wa> is followed by /g/ or /k/ (velar stop) the <a> represents a short sound /ă/

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, Elkonin boxes, etc.:

- watch, watching, watched, want, wanted, wanting, wad, thanks, think, shrink, drank, drink, pink, trunk, ink

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

- honk → hunk → junk → bunk → sunk → sink → stink → tink → rink → link → blink → blank → tank → sank → stank

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 big fish tank	was quick to sink	on a trunk
the pink drink	stank	off the bunk
a wad of junk	wanted to shrink	in the rink
Hank	watched the chipmunk blink	at a bank

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



The Chipmunk

Green Photo - Book 9 - The Chipmunk

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
- suffix <-s> as plural
- suffix <-s> as possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- suffix <-s> as possessive without apostrophe in *its*

- note suffixes as students encounter them and support where needed

Comprehension Corner - The Chipmunk

Vocabulary Development

- What's another word for *grin*?

Making Connections

- Would you have been scared to feed the chipmunk as Tess did?

Inferencing

- Why do you think mom told Tess to "sit still"?
- Where do you think the chipmunk took the nut?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.



The Bridge

Green Photo - Book 10 - The Bridge

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

- **trigraph <-dge>/j/**

Previously Introduced

Vowels

- all short vowels
- <u>/oo/

Consonants

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

Digraphs

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

Trigraphs

- <-tch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)
- <-ed>/t/, /d/, /əd/ (schwa)
- <ng>/ng/ (e.g., *long*)
- <nk>/nk/ (e.g., *think*)
- <wa> (<a> as short /ō/ after <w>)

Tips and Activities to Try

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
- the <a> when before an <l> is usually pronounced as /ō/ even when the <l> is not pronounced (e.g., *walk*, *talk*)

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, Elkonin boxes, etc.:

- ball, call, fall, hall, stall, small, wall, smudge, wedge, nudge, badge, dredge, hedge, bridge, fridge

Here are two word chains you could complete with blending cards:

- bridge → fridge → ridge → rid → red → led → ledge → edge → hedge → ledge → sledge → sled → bled → bed → bud → budge → judge
- all → call → fall → ball → tall → stall → small → mall → hall → wall

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
Hank's small dog	wanted a ball	at the mall
the tall judge	was falling	on a ridge
a brick wall	can dodge	at the lodge
Madge	called	in the fridge

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

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Orthographic Conventions/Patterns and Generalisations

Tips and Activities to Try

- <al> (<a> as short /ɒ/ when followed by <l>)
- use <-dge> for /j/ final to base after single short vowel

Word Sort

Provide students with the following (unsorted) words:

<j>	<-dge>
jam, jug, jog, jot, jump, junk, just, jinx, job, jest	edge, wedge, badge, lodge, dodge, smudge, bridge, fridge, ridge, fudge

Ask students to sort these words based on the two categories. Have them investigate when <j> is used versus when <-dge> is used. **Prompt: “Circle the grapheme that comes before the <-dge>.”**

Morphology

Tips and Activities to Try

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural
- suffix <-s> as possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- suffix <-s> as possessive without apostrophe in its

- note suffixes as students encounter them and support where needed

High Frequency Words

Tips and Activities to Try

- “they”

Key Concepts to Understand

- *they* is best taught alongside the words *them* and *their* as they are all “people connected” and all share the <e> grapheme
- very few words ending in <ey> are pronounced as /ā/
- *they* has two graphemes: <th> and <ey>



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

Comprehension Corner - The Bridge

Vocabulary Development

- What did Tess see from the bridge?
- What is a *ledge*?

Making Connections

- Have you ever been on a swing bridge?
- Would you like to go on a swing bridge? Why, or why not?

Inferencing

- How do you know that Mom was scared on the bridge? Who was not scared?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.

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.