

Teacher Tip Sheets

Green Series: Review

Green Circle — Illustrated: Get Up Cat



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

Words and Phrases for Reading and Writing

- Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, 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 Phrases	Verb Phrases	Prepositional Phrases
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., *six red hens* can just be *hens*).

Comprehension Corner

Get Up Cat (● Green Circle — Illustrated)

Vocabulary Development

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

Inferencing

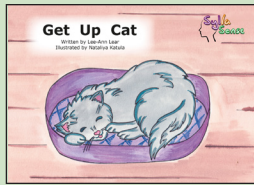
- Why are the animals all standing around Cat's bed on Page 15?
- Why do you think Cat's fur is standing up on the last page?

Making Connections

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

Retelling/Summarizing

- Can you retell the story?
- What was your favourite part?



Teacher Tip Sheets

Green Series: Review

Green Circle — Illustrated: Get Up Cat



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

Grapheme/Phoneme Correspondence — Tips and Activities to Try

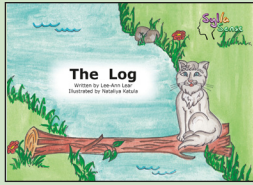
☆ Introduced in Review

- Review of all concepts

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Green Series: Step 1

Green Circle — Illustrated: The Log



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

Words and Phrases for Reading and Writing

- 1 Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game 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

- 2 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

- 3 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 Phrases	Verb Phrases	Prepositional Phrases
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., *a dog and a moth* can just be *a moth*).

Comprehension Corner

The Log (● Green Circle — Illustrated)

Vocabulary Development

- The animals say, “Ack!” when the log breaks. What do you think this means?

Inferencing

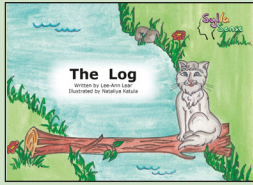
- Why do you think the author chose to use an ellipsis in this text?
- What do you think caused the log to break?

Making Connections

- Have you ever balanced on something thin like a log?
- Have you ever fallen into water unexpectedly? Was it fun, or scary?

Retelling/Summarizing

- Can you retell the story?
- What was your favourite part?



Teacher Tip Sheets

Green Series: Step 1

Green Circle — Illustrated: The Log



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 Step 1

- consonant digraph <th>/th/ unvoiced (e.g., “thin”), and <th>/TH/ voiced (e.g., “this” in addition to “the”)

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

Punctuation/Text Features — Tips and Activities to Try

☆ Introduced in Step 1

- ellipsis

Key Concepts to Understand

- 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

Key Concepts to Understand

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



Teacher Tip Sheets

Green Series: Step 2

Green Circle — Illustrated: The Bath



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

Words and Phrases for Reading and Writing

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

2 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

3 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 on the shell.* → *Shad and Bill shut the lid on the shell.*)

Noun Phrases	Verb Phrases	Prepositional Phrases
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*).

Comprehension Corner

The Bath (● Green Circle — Illustrated)

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

- Can you retell the story?
- What was your favourite part?



Teacher Tip Sheets Green Series: Step 2

Green Circle — Illustrated: The Bath



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 Step 2

- consonant digraph <sh>/sh/ (e.g., “ship”)

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

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Green Series: Step 3a

Green Circle — Illustrated: The Hot Sun
Green Circle — Photo: Fat Cat

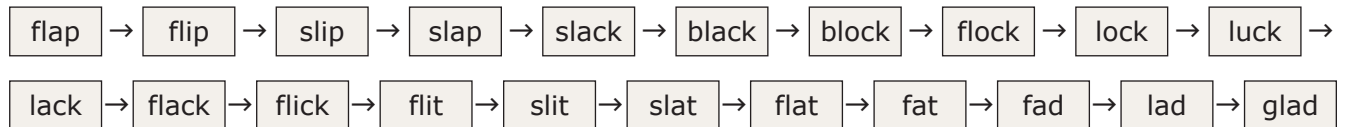


IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING!

Words and Phrases for Reading and Writing

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



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

Noun Phrases	Verb Phrases	Prepositional Phrases
a 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*).

Comprehension Corner

The Hot Sun (● Green Circle — Illustrated)

Vocabulary Development

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

Inferencing

- 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

- 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

- Can you retell the story?
- What was your favourite part?

Continued on next page.



Teacher Tip Sheets

Green Series: Step 3a



Green Circle — Illustrated: The Hot Sun
Green Circle — Photo: Fat Cat

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

Comprehension Corner (Cont.)

Fat Cat (● Green Circle — Photo)

Vocabulary Development

- Review the concept of *taking a nap*.
- How is a *nap* different from going to sleep at night?

Inferencing

- 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

- Do you ever take naps? Do you like napping? Explain why or why not.

Retelling/Summarizing

- Can you retell the story?
- What was your favourite part?

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 3a

- 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>)



Tip: 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.



Teacher Tip Sheets

Green Series: Step 3a

Green Circle — Illustrated: The Hot Sun
Green Circle — Photo: Fat Cat



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

Morphology — Tips and Activities to Try

☆ Introduced in Step 3a

- suffix <-s> as possessive

Key Concepts to Understand

- suffix <-s> can indicate possessive
- suffix <-s> as a possessive always follows a noun (e.g., *Mary's truck*, *the dog's bowl*)
- suffix <-s> as a possessive usually follows an apostrophe

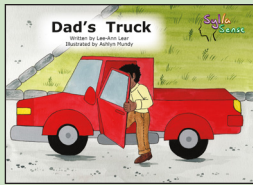
Punctuation/Text Features — Tips and Activities to Try

☆ Introduced in Step 3a

- apostrophe for possession

Key Concepts to Understand

- an apostrophe is a punctuation mark
- one of the uses for an apostrophe <s> is to indicate possession (e.g., *Dad's truck*)



Teacher Tip Sheets

Green Series: Step 3b

Green Circle — Illustrated: Dad's Truck
Green Circle — Photo: Red Dog



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

Words and Phrases for Reading and Writing

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

- 2 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

- 3 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 on the grass.* → *Trin and Jazz drop the block on the grass.*)

Noun Phrases	Verb Phrases	Prepositional Phrases
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*).

Comprehension Corner

Dad's Truck (● Green Circle — Illustrated)

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 sneak into the back of the truck?
- Why do you think Dad was cross?

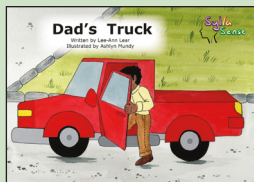
Making Connections

- 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

- Can you retell the story?
- What was your favourite part?

Continued on next page.



Teacher Tip Sheets

Green Series: Step 3b



Green Circle — Illustrated: Dad's Truck

Green Circle — Photo: Red Dog

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

Comprehension Corner (Cont.)

Red Dog (● Green Circle — Photo)

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.

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 3b

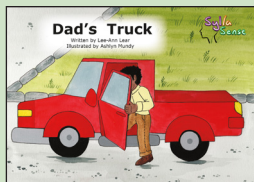
- initial consonant clusters with continuous sound as second phoneme (e.g., <tr>, <sn>)

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.



Teacher Tip Sheets

Green Series: Step 3b



Green Circle — Illustrated: Dad's Truck

Green Circle — Photo: Red Dog

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

Morphology — Tips and Activities to Try

Key Concepts to Understand

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

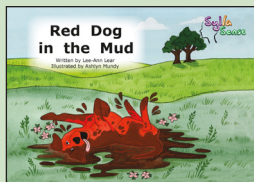
High-Frequency Words — Tips and Activities to Try

★ Introduced in Step 3b

- "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)



Teacher Tip Sheets

Green Series: Step 4



Green Circle — Illustrated: Red Dog in the Mud
Green Circle — Photo: Kids Can

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

Words and Phrases for Reading and Writing

- Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
 - 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. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Chad and his dog scrubs in the bath. → Chad and his dog scrub in the bath.)

Noun Phrases	Verb Phrases	Prepositional Phrases
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*).

Comprehension Corner

Red Dog in the Mud (● Green Circle — Illustrated)

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?

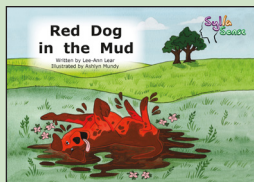
Making Connections

- 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?

Continued on next page.



Teacher Tip Sheets

Green Series: Step 4



Green Circle — Illustrated: Red Dog in the Mud

Green Circle — Photo: Kids Can

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

Comprehension Corner (Cont.)

Kids Can (● Green Circle — Photo)

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.

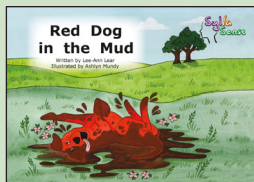
Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 4

- consonant digraph <ch>/ch/ (e.g., “chip”)
- 3 consonant cluster (e.g., <spl>, <scr>)

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/.”)



Teacher Tip Sheets

Green Series: Step 4



Green Circle — Illustrated: Red Dog in the Mud

Green Circle — Photo: Kids Can

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

☆ Introduced in Step 4

- unconventional spelling of “much” and “such”

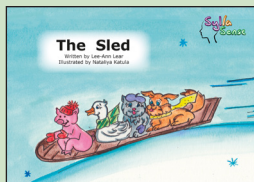
Key Concepts to Understand

- *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

Key Concepts to Understand

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



Teacher Tip Sheets

Green Series: Step 5

Green Circle — Illustrated: The Sled
Green Circle — Photo: Frog at the Pond



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

Words and Phrases for Reading and Writing

- Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
 - 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 Phrases	Verb Phrases	Prepositional Phrases
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*).

Comprehension Corner

The Sled (● Green Circle — Illustrated)

Vocabulary Development

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

Inferencing

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

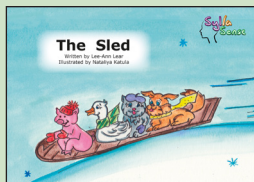
Making Connections

- Whose sled was it?

Retelling/Summarizing

- Can you retell the story?
- What was your favourite part?

Continued on next page.



Teacher Tip Sheets

Green Series: Step 5

Green Circle — Illustrated: The Sled
Green Circle — Photo: Frog at the Pond



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

Comprehension Corner (Cont.)

Frog at the Pond (● Green Circle — Photo)

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

- Can you retell the story?
- What was your favourite part?

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 5

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

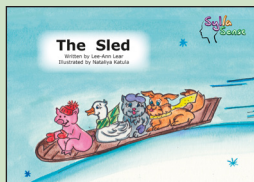
Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- 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.

Refer to the Morphology Background Information Sheets



Teacher Tip Sheets

Green Series: Step 5

Green Circle — Illustrated: The Sled
Green Circle — Photo: Frog at the Pond



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

Morphology — Tips and Activities to Try

★ Introduced in Step 5

- suffix <-ing> as present participle

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

★ Introduced in Step 5

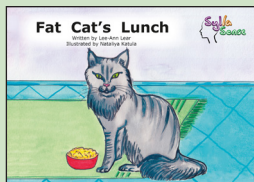
- “was”

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/”



Teacher Tip Sheets Green Series: Step 6

Green Circle — Illustrated: Fat Cat's Lunch

Green Circle — Photo: The Trip



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

Words and Phrases for Reading and Writing

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

- 2 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

- 3 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., *Sam and Spot is still jumping to the bus stop.* → *Sam and Spot are still jumping to the bus stop.*)

Noun Phrases	Verb Phrases	Prepositional Phrases
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*).

Comprehension Corner

Fat Cat's Lunch (● Green Circle — Illustrated)

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?

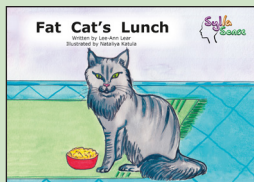
Making Connections

- Have you ever lost your lunch?

Retelling/Summarizing

- Can you retell the story?
- What was your favourite part?

Continued on next page.



Teacher Tip Sheets

Green Series: Step 6

Green Circle — Illustrated: Fat Cat's Lunch

Green Circle — Photo: The Trip



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

Comprehension Corner (Cont.)

The Trip (● Green Circle — Photo)

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

- Can you retell the story?
- What was your favourite part?

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 6

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

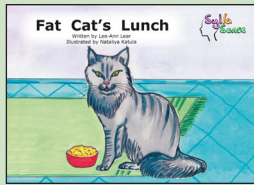
Key Concepts to Understand

- 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: 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 the Morphology Background Information Sheets



Teacher Tip Sheets Green Series: Step 6

Green Circle — Illustrated: Fat Cat's Lunch
Green Circle — Photo: The Trip



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

Key Concepts to Understand

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

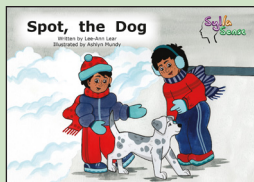
Punctuation/Text Features — Tips and Activities to Try

☆ Introduced in Step 6

- capitalization for emphasis

Key Concepts to Understand

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



Teacher Tip Sheets Green Series: Step 7

Green Circle — Illustrated: Spot, the Dog

Green Circle — Photo: Cam



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

Words and Phrases for Reading and Writing



Note: Review the Morphology Section before trying these words and phrases with students

- 1 Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
 - jumped, yelled, rested, landed, picked, stacked, asked, helped, chilled, planted, tested, spelled, handed, licked, spilled, locked, basked, ranted

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

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

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

Noun Phrases	Verb Phrases	Prepositional Phrases
his 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*).

Comprehension Corner

Spot, the Dog (● Green Circle — Illustrated)

Vocabulary Development

- Where were all the places Spot tried to join Sam and Chad?

Inferencing

- Do you think Spot should be allowed to nap on the bed?

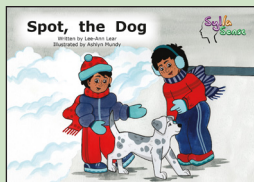
Making Connections

- Have you ever been left out of an activity?

Retelling/Summarizing

- How did the story end?
- Retell this story. What was your favourite part?

Continued on next page.



Teacher Tip Sheets Green Series: Step 7

Green Circle — Illustrated: Spot, the Dog

Green Circle — Photo: Cam



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

Comprehension Corner (Cont.)

Cam (● Green Circle — Photo)

Vocabulary Development

- What does *chilling* mean? Can you think of other words that have a similar meaning?

Inferencing

- What do you think Cam and the dog did to have so much fun?

Making Connections

- Would you want to go on a dogsled ride? Why or why not?
- Have you ever made something out of blocks? Describe what you built.

Retelling/Summarizing

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

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 7

- <-ed>/t/ (e.g., “jumped”), /d/ (e.g., “called”), and /əd/ (e.g., “landed”)

Key Concepts to Understand

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

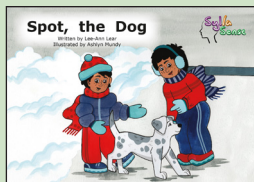


Refer to the Grapheme/Phoneme Correspondence Background Information Sheets for more information on schwa.

- 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.



Teacher Tip Sheets Green Series: Step 7

Green Circle — Illustrated: Spot, the Dog

Green Circle — Photo: Cam



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

☆ Introduced in Step 7

- concept of schwa (/ə/) in unstressed syllables

Key Concepts to Understand

- 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



Refer to the Grapheme/Phoneme Correspondence Background Information Sheets for more information on schwa

Morphology — Tips and Activities to Try

☆ Introduced in Step 7

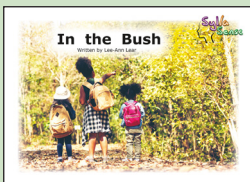
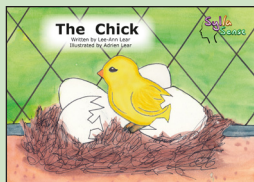
- suffix <-ed> as past tense of a verb

Key Concepts to Understand

- 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 having a grammatical function
- <-ed> is often used as the past tense of a verb

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.



Teacher Tip Sheets Green Series: Step 8

Green Circle — Illustrated: The Chick
Green Circle — Photo: In the Bush



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

Words and Phrases for Reading and Writing

- Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
 - chick, ranch, crack, nest, egg, fluff, put, push, split, batch, grasp, bush, hitch, witch, botch, hutch, hatch

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

1 hatch → patch → pitch → ditch → titch → stitch → stick

2 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 Phrases	Verb Phrases	Prepositional Phrases
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*).

Comprehension Corner

The Chick (● Green Circle — Illustrated)

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?

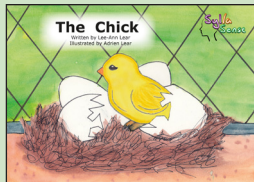
Making Connections

- Have you ever seen a real chick? Where?

Retelling/Summarizing

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

Continued on next page.



Teacher Tip Sheets Green Series: Step 8

Green Circle — Illustrated: The Chick
Green Circle — Photo: In the Bush



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

Comprehension Corner (Cont.)

In the Bush (● Green Circle — Photo)

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.

Grapheme/Phoneme Correspondence — Tips and Activities to Try

☆ Introduced in Step 8

- consonant trigraph <-tch>/ch/ (e.g., *hatch*)
- <u>/oo/ (e.g., *bush*)

Key Concepts to Understand

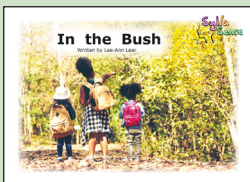
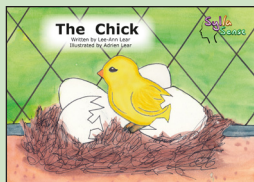
- <-tch> is typically used directly after a single, short, vowel (see “Red Dog in the Mud”/ “Kids Can” for exception words)
- there are a small group of words where <u> represents /oo/ (e.g., *put, push, pull, bush, bull*)

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>.



Teacher Tip Sheets Green Series: Step 8

Green Circle — Illustrated: The Chick
Green Circle — Photo: In the Bush



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

★ Introduced in Step 8

- use <-tch> for /ch/ at the end of a base after a single (short) vowel
- vc/cv words (e.g., “rabbit”)

Key Concepts to Understand

- <-tch> is typically used directly after a single, short, vowel
- a simple way to read multisyllabic bases with short vowel 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 the Orthographic Conventions Background Information Sheets for more information on syllables

Word Sort

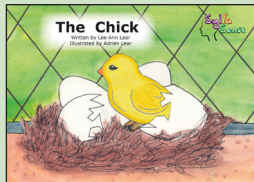
Provide students with the following (unsorted) words:

<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

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



some additional <-tch> activities can be found at: www.alongthelearningjourneywordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns



Teacher Tip Sheets Green Series: Step 8

Green Circle — Illustrated: The Chick

Green Circle — Photo: In the Bush



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

Morphology — Tips and Activities to Try

★ Introduced in Step 8

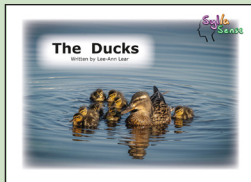
- suffix <-s> as possessive without apostrophe in “its”
- doubling rule

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 the Orthographic Conventions Background Information Sheets for more information on the doubling convention



Teacher Tip Sheets

Green Series: Step 9a

Green Circle — Photo: The Ducks



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

Words and Phrases for Reading and Writing

- 1 Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
- quack, quick, flung, long, quit, quill, fling, sing, rang, sang, wing, bring, sting, stung, swung, song, sung, singing, swinging, bringing

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

1 quit → quiz → quip → quit → quill → quick → quack

2 rang → sang → sung → stung → stunt → stint → sting → string → strong

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

Noun Phrases	Verb Phrases	Prepositional Phrases
his 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*).

Comprehension Corner

The Ducks (● Green Circle — Photo)

Vocabulary Development

- How did the ducklings get the nuts?

Inferencing

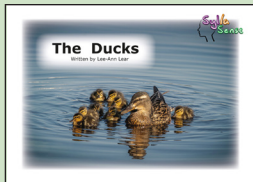
- Why do you think the children were feeding the ducks nuts instead of bread?
- Why do you think the ducklings swam off and hid at first?

Making Connections

- Have you ever fed ducks?

Retelling/Summarizing

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



Teacher Tip Sheets

Green Series: Step 9a

Green Circle — Photo: The Ducks



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 Step 9a

- ng>/ng/ (e.g., “long”)
- digraph <qu>/kw/ (e.g., “quick”)

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

Morphology — Tips and Activities to Try

Key Concepts to Understand

- note suffixes as students encounter them and support where needed

Punctuation/Text Features — Tips and Activities to Try

☆ Introduced in Step 9a

- quotation marks

Key Concepts to Understand

- quotations mark the exact words that somebody says

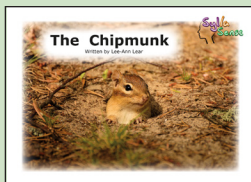
High-Frequency Words — Tips and Activities to Try

☆ Introduced in Step 9a

- “said”

Key Concepts to Understand

- 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 *said*



Teacher Tip Sheets

Green Series: Step 9b

Green Circle — Photo: The Chipmunk



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

Words and Phrases for Reading and Writing

- 1 Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
- watch, watching, watched, want, wanted, wanting, wad, thanks, think, shrink, drank, drink, pink, trunk, ink

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

honk → hunk → junk → bunk → sunk → sink → rink →
link → blink → blank → bank → tank → sank → stank

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

Noun Phrases	Verb Phrases	Prepositional Phrases
the 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*).

Comprehension Corner

The Chipmunk (● Green Circle — Photo)

Vocabulary Development

- What's another word for *grin*?

Inferencing

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

Making Connections

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

Retelling/Summarizing

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



Teacher Tip Sheets

Green Series: Step 9b

Green Circle — Photo: The Chipmunk



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 Step 9b

- <nk>/nk/ (e.g., “think”)

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 /ɔ̃/

Morphology — Tips and Activities to Try

Key Concepts to Understand

- note suffixes as students encounter them and support where needed



Teacher Tip Sheets

Green Series: Step 10

Green Circle — Photo: The Bridge



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

Words and Phrases for Reading and Writing

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

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

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

1 bridge → fridge → ridge → rid → red → led → ledge → edge →
 hedge → ledge → sledge → sled → bled → bed → bud → budge → judge

2 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 Phrases	Verb Phrases	Prepositional Phrases
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., *the tall judge* can just be *the judge*).

Comprehension Corner

The Bridge (● Green Circle — Photo)

Vocabulary Development

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

Inferencing

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

Making Connections

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

Retelling/Summarizing

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



Teacher Tip Sheets Green Series: Step 10

Green Circle — Photo: The Bridge



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 Step 10

- trigraph <-dge>/j/ (e.g., “bridge”)

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 /ɔ̃/ even when the <l> is not pronounced (e.g., *walk*, *talk*)

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>.”

Orthographic Conventions/Patterns and Generalizations — Tips and Activities to Try

★ Introduced in Step 10

- <al> (<a> as short /ɔ̃/ when followed by <l>, e.g., “tall”)
- use <-dge> for /j/ at the end of a base after a single (short) vowel



Teacher Tip Sheets Green Series: Step 10

Green Circle — Photo: The Bridge



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

Morphology — Tips and Activities to Try

Key Concepts to Understand

- note suffixes as students encounter them and support where needed

High Frequency Words — Tips and Activities to Try

☆ Introduced in Step 10

- "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>

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, practiced, 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
www.funlearning.ca • O-G Fundamentals/O-G Associate Practitioner • O-G practicum • SWI Workshop • Grammar Workshop	Liisa is an OG Fellow and teacher trainer based in Toronto. I highly recommend her courses, and cannot thank her enough for getting me started on this journey! Liisa provides OG training with supervised practicums, as well as a range of general workshops.
www.rebeccaloveless.com • Teaching Real Script • SWI for Early Readers • Beyond the Intro • The High Frequency Word Project - Rebecca Loveless & Fiona Hamilton	Rebecca 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!
www.learningaboutspelling.com • Beneath the Surface of Words – Sue Hegland	Sue Hegland is the author of “Beneath the Surface of Words”, which is a fantastic resource that has significantly broadened my understanding of morphology. Her attached Youtube video is also very informative.
www.tbox2.com • Real Spelling Toolbox – Real Spelling and Pascal Mira	This book is our go-to reference for Orthographic Phonology, Orthography and Morphology. We would highly recommend getting a lifetime subscription!
www.etymonline.com • Etymonline By Doug Harper	This is a free Online Etymology Dictionary that gives explanations of the history of words.
www.wordworkskingston.com/WordWorks/Home.html • Peter Bowers	Peter 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!