



Teacher Tip Sheets

Teal Series: Step 1

Teal Circle: Jump!



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.:

- go, no, so, me, she, he, we, going, ball, tall, fall, will, spill, chill, splash, jumping, well, sing, dunk, wing, long, this, thin, bath, ship, wishing, jumps, plants, trick, math

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

got → go → so → no → not → net → met → me →
 he → she → we → wet → web → well → bell → be

- 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 small frog	ran fast	with you
Jo and Jack	will be sad	in the long jump
you	jumped	at the falls
he	can go up	on the plant

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

Comprehension Corner

Jump! (● Teal Circle)

Vocabulary Development

- What does it mean to *scrunch* up?

Inferencing

- Why do you think the dog is trying so hard to get the ball?

Making Connections

- The book shows many ways to jump. Do you like jumping?
- What is your favourite way to jump?

Retelling/Summarizing

- What is your favourite page in this book? Explain why it is your favourite.



Teacher Tip Sheets

Teal Series: Step 1

Teal Circle: Jump!



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

- <o>/ō/ and <e>/ē/ in open syllables (e.g., “go”, “me”)

Key Concepts to Understand

- **open syllables** are often defined as syllables ending in a single vowel grapheme, where the vowel represents its “long” sounds (e.g., *no*, *she*)
- once students control these phoneme-grapheme associations (<o> as /ō/ and <e> as /ē/), have students give both known sounds for each grapheme during grapheme drills (e.g., when you hold up <o>, students can say, “<o> octopus /ō/, <o> go /ō/”)

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

☆ Introduced in Step 1

- long vowel sounds in open syllables

Key Concepts to Understand

- **open syllables** are often defined as syllables ending in a single vowel grapheme, where the vowel represents its “long” sounds (e.g., *no*, *she*)

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Teal Series: Step 1

Teal Circle: Jump!



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

High Frequency Words — Tips and Activities to Try

☆ Introduced in Step 1

- "you"

Key Concepts to Understand

- *you* is best taught alongside *your(s)*, *our(s)* → these words are connected in meaning and spelling
- *you* → refers to the person/people the speaker is addressing
- *your* → belonging to/associated with the person/people the speaker is addressing
- *our* → belonging to/associated with the speaker and one or more other people these words are connected with <ou>
- pronunciation of the <ou> is not consistent within these three words
- spelling prioritizes meaning over phonics



Refer to the Grapheme/Phoneme Correspondence Background Information Sheets.



Teacher Tip Sheets

Teal Series: Step 2

Teal Circle: Fast!



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.:

• shy, why, my, dry, by, try, cry, fly, pry, flying, trying, go, so, no, she, he, we, me, going

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

by → my → shy → she → me → he →

we → wet → web → well → bell → be

- 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
a shy man	can fly	by the pond
my mom	will cry	on the path
the big gull	did not try	in the dry sand
your dog	can land	by the log

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

Comprehension Corner

Fast! (● Teal Circle)

Vocabulary Development

- There are many different words used in this book to describe *fast*. Can you find them? Can you think of other ways of saying the same thing?

Inferencing

- Why is going fast important for animals?

Making Connections

- Do you enjoy going fast? What is your favourite way to travel fast? (e.g., running, riding on a train, etc.)

Retelling/Summarizing

- Can you think of a better title for this book? Explain your thinking.



Teacher Tip Sheets

Teal Series: Step 2

Teal Circle: Fast!



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

- <y>/ī/ in stressed open syllables (e.g., “by”, “my”)

Key Concepts to Understand

- complete English words do not end in <i>
- a <y>, as a vowel, often represents /ī/ when in final position in single syllable words (or in a stressed syllable)



Refer to the Grapheme/Phoneme Background Information Sheets

Morphology — Tips and Activities to Try

★ Introduced in Step 2

- suffix <-es> as plural and third person singular (forms another syllable)

Key Concepts to Understand

- suffix <-es> is used instead of suffix <-s> when another syllable is needed
- every syllable has a vowel phoneme — this does not necessarily mean a vowel grapheme (e.g., *prism*)



Refer to the Orthographic Conventions Background Information Sheets and the Oral Morphology Background Information and Tip Sheet



Note: remind students that suffixes come “after bases” and not “at the end of words” as there can be more than one suffix (e.g., *play* + *er* + *s* and *catch* + *er* + *s*)

Continued on next page.



Teacher Tip Sheets

Teal Series: Step 2

Teal Circle: Fast!



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

Morphology – Tips and Activities to Try (Cont.)

Activities to Try

- 1 • Ask students to say the base *fox*.
 - Ask them to say *fox* again with their lips closed and notice how many “hums” happen.
Note: there are many ways in which teachers ask students to identify syllables (e.g., clapping, chin drops). Students are most accurate when saying the word with closed lips, which forces a “hum” with every vowel phoneme.
 - Ask them to now say *foxes* with their lips closed and then identify how many “hums” there are and, therefore, how many vowels they should expect.
 - Write “foxs” on the board (spelling incorrectly), and ask them to count the number of vowel graphemes there are.
 - Ask them what type of grapheme (vowel) is needed to create another “hum.”
 - Show them suffix <-es>.
 - Give students a suffix <-s> card and a suffix <-es> card and ask them to hold up the correct suffix when attaching them to the following bases: *push, duck, dash, watch, leg, mix, rush, tent, flash, box, wish, jump*
- 2 Here are phrases that can be used for reading and/or dictation practice. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., *The red foxes dashes by the ditches.* → *The red foxes dash by the ditches.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
the red foxes	pushes the swing	by the ditches
my wishes	hatches	on the dishes
the big boxes	dashes	in the boxes
his glasses	got scratches	next to the benches



Teacher Tip Sheets

Teal Series: Step 3

Teal Circle: Pancakes



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.:
- cake, made, take, plane, bake, game, safe, shade, make, pale, name, ape, chase, ate, fade, fake, gale, hate, tame, date, same, rate, grape

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

make → take → bake → base → chase → case → came → same → game →
gale → pale → pane → mane → made → shade → fade → fake

- 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., *Jake and Jane was the same at the gate.* → *Jake and Jane were the same at the gate.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
Jake and Jane	made a cupcake	at the gate
his catfish	can flip a pancake	in the shade
Blake's plane	came to a stop	by the base
the red cape	was the same	at sunset

You can differentiate for your students by dropping some of the words in these phrases (e.g., *the red cape* can just be *the cape*).

Comprehension Corner

Pancakes (● Teal Circle)

Vocabulary Development

- In the book, they put a *dollop* of mix into the pan. What is a *dollop*? Can you think of another word or phrase to describe a *dollop*?

Inferencing

- Why might you need to check to see if the bottom of the pancake is *tanned*?

Making Connections

- Have you ever made pancakes? If not, what is your favourite food to cook?

Retelling/Summarizing

- Retell the steps to make pancakes. If you have made your own pancakes, did you do anything different from the steps listed in the book?



Teacher Tip Sheets

Teal Series: Step 3

Teal Circle: Pancakes



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 3

- <a>/ā/ in VCe pattern (e.g., “cake”)

Key Concepts to Understand

- one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long



Note: In this book, <a>’s long sound /ā/ is introduced. Once students control these phoneme-grapheme associations, have students give both known sounds for <a> during grapheme drills (e.g., when you hold up <a>, students can say, “<a> apple /ā/, <a> cake /ā/”).

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

★ Introduced in Step 3

- VCe pattern (“marker <e>” to mark preceding vowel as long)

Key Concepts to Understand

- one job of marker (often referred to as “magic <e>”) is to mark the preceding vowel as long
- it is important to tell students that this is just one of the jobs of marker <e> — there are many others (e.g., plural cancelling, <c> softening, etc.)

Morphology — Tips and Activities to Try

★ Introduced in Step 3

- compound words

Key Concepts to Understand

- compound words contain two or more bases (e.g., *sandpit*, *softball*)

Activities to Try

- 1 give students a list of bases that can be combined to make a new word:
 - *sun* & *set*, *pan* & *cake*, *grand* & *dad*, *base* & *ball*, *up* & *hill*, *cup* & *cake*, *back* & *pack*
- 2 If this activity is done orally, or with pictures, you can expand the orthographic patterns that you use:
 - *rain* & *coat*, *tooth* & *brush*, *pop* & *corn*, *bird* & *house*, *star* & *fish*, *snow* & *man*



Teacher Tip Sheets

Teal Series: Step 4

Teal Circle: Hide!



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.:
- hide, white, wide, bite, time, fine, vibe, side, wife, while, pile, spike, vine, mime, wise, ride, inside, kite, shine, chime, ripe, life, lime, like, tide, bike

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

mine → fine → shine → pine → spine → spike → pike → bike → hike →
hide → ride → tide → tile → mile → while → white → bite → quite

- 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., *Mike and Shane isn't in the vines.* → *Mike and Shane aren't in the vines.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
Mike and Shane	can't hide	beside the wide path
the bride	isn't	on the side of the track
his white bike	got a flat tire	in the vines
the kite	had a fine time	when on the ride

You can differentiate for your students by dropping some of the words in these phrases (e.g., *on the side of the track* can just be *on the track*).

Comprehension Corner

Hide! (● Teal Circle)

Vocabulary Development

- In this book, the author uses different words/phrases for *hide*, such as *blend in*, and *matches*. Do you know other words that have the same meaning?

Inferencing

- The dog and the cub are hiding for fun at the start of the book. What are some other reasons an animal might hide?

Making Connections

- Do you like to hide? There are many different “hiding” games that you can play with your friends. Do you have a favourite?

Retelling/Summarizing

- Which page in this book was your favourite? Explain why you liked it.



Teacher Tip Sheets

Teal Series: Step 4

Teal Circle: Hide!



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 4

- <i>/ī/ in VCe pattern (e.g., “hide”) • <wh>/w/ (e.g., “when”)

Key Concepts to Understand

- one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long



Note: In this book, <i>’s long sound /ī/ is introduced in the VCe pattern. Once students control these phoneme–grapheme associations, have students give both known sounds for <i> during grapheme drills (e.g., when you hold up <i>, students can say, “<i> itchy /ī/, <i> hide /ī/”).

Morphology — Tips and Activities to Try

Key Concepts to Understand

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

Punctuation/Text Features — Tips and Activities to Try

☆ Introduced in Step 4

- contractions (e.g., “can’t”, “isn’t”)

Key Concepts to Understand

- a **contraction** is a word or group of words resulting from shortening an original form
- an apostrophe often replaces a single vowel, but not always (e.g., we **will** → we’ll)
- teaching children the definition of contraction will deepen their understanding → “to shorten/make smaller”
- you may want to begin with simple contractions where only a single vowel is replaced by the apostrophe (e.g., *let’s*, *it’s*, *that’s*, *didn’t*, *there’s*)
- quickly introduce more complex contractions (e.g., *won’t*, *we’ll*, *can’t*) where more than one grapheme is replaced by an apostrophe so students have flexibility in their understanding



Scratch Garden’s video clearly illustrates this concept: www.youtube.com/watch?v=gubPH3WEurg

Activities to Try

- Use grapheme cards, magnetic letters/tiles, and online blending boards to provide students with opportunities to physically replace graphemes with an apostrophe.



Teacher Tip Sheets

Teal Series: Step 5

Teal Circle: The Camping Trip



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.:
 - home, pole, rode, hole, robe, nose, whole, rope, slope, joke, close, smoke, stove, chose, note, spoke, node, lone, poke, rose, code, drone, broke, scope, tone

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

pole → hole → role → rope → hope → cope → scope → scone → cone →
 bone → bode → node → nose → rose → pose → poke → joke → woke

- 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., *Rose and James broke his nose.* → *James broke his nose.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
Rose and James	spoke	on the pole
the wide rope	grabbed the hose	at the slope
a note	rode the bike	in the smoke
Cole	broke his nose	beside the hot stove

You can differentiate for your students by dropping some of the words in these phrases (e.g., *Rose and James* can just be *Rose*).

Comprehension Corner

The Camping Trip (● Teal Circle)

Vocabulary Development

- The author states, “They slid poles into the *channels* at the top of the tent”. What is a *channel*?

Inferencing

- Why do you think Cole and Granddad set up their tent next to the lake?

Making Connections

- Have you ever gone camping? If so, did you enjoy the trip?
If you have not gone camping, would you like to?

Retelling/Summarizing

- Retell “The Camping Trip” in your own words. Which part of the trip would you have enjoyed the most?



Teacher Tip Sheets

Teal Series: Step 5

Teal Circle: The Camping Trip



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 5

- <o>/ō/ in VCe pattern (e.g., “close”)

Key Concepts to Understand

- one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long
- this book introduces <o>’s long sound /ō/ (o_e, “<o> consonant <e>”)

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Teal Series: Step 6

Teal Circle: The Race



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.:
- eve, these, theme, here, ice, nice, twice, rice, dice, mice, price, slice, ace, face, space, lace, brace, pace, race, trace

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

ice → mice → rice → race → face → lace → lice → dice →
dime → time → tile → pile → pale → pace → ace

- 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
Grace and Steve	didn't slip	into the open space
the mice	will race	on the ice
Pete and Eve	can toss the dice	at a fast pace
his brace	will slice the cake	on the plate

You can differentiate for your students by dropping some of the words in these phrases (e.g., *Grace and Steve* can be just *Steve*).

Comprehension Corner

The Race (● Teal Circle)

Vocabulary Development

- The author described the mud as *slick*. Do you know any other words that mean the same as *slick*?

Inferencing

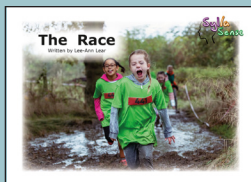
- Why do you think Grace recommended sitting when they came to the slope? What do you think might have happened if they hadn't sat down at this point in the race?

Making Connections

- Do you like running/playing in the mud? How do you get the mud cleaned off?

Retelling/Summarizing

- What was your favourite part of this book? Explain why you liked it.



Teacher Tip Sheets

Teal Series: Step 6

Teal Circle: The Race



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 5

- <e>/ē/ in VCe pattern (e.g., “these”)
- <c>/s/ in VCe pattern (e.g., “ice”)

Key Concepts to Understand

- one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long
- this book introduces <e>’s long sound /ē/ (e_e, “<e> consonant <e>”)
- when pronounced /s/, <c> is often referred to as “soft <c>”
- in complete English words, <c> is usually pronounced /s/ when followed by an <e>, <i>, or <y>. Words that do not follow this pattern are “borrowed” from other languages (e.g., *cello* is an Italian loan word) or examples of abbreviations (soccer was slang created by abbreviating: *Football Association* → *Assoc.* → *soccer*)

Word Sort

Provide students with the following (unsorted) words:

<c> /s/	<c> /k/
ice, mice, vice, dice, face, ace, trace, space, lace	came, crunch, cannot, comic, focus, cusp, catch, cosmic

Ask students to sort the following words based on these two categories. Have them investigate when <c> is soft vs when <c> is hard. **Prompt:** “Circle the grapheme that comes after the <c>.”

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Teal Series: Step 7

Teal Circle: Yes! But...



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.:
- use, cute, mute, mule, cube, tube, rule, tune, flute, June, rude, prune, music, human, unit, cupid, tulip, student, amuse

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

mute → mule → rule → rude → Jude → June → tune → tube → cube → cute → cut

- 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 tall tulip	rules	in June
the red ring	will amuse	on the mule
his flute	sang a tune	by the tube
Jude	was so cute	on the cube

You can differentiate for your students by dropping some of the words in these phrases (e.g., *the red ring* can just be *the ring*).

Comprehension Corner

Yes! But... (● Teal Circle)

Vocabulary Development

- The author states, “When a dog sings, it makes quite a *racket*!”. What does this mean?
Can you think of another word for *racket*?

Inferencing

- Why do you think the author called this book “Yes! But...”?
Do you think this is a good title?
Would you have called it something different?

Making Connections

- Would you like to have a rat as a pet? Why or why not?

Retelling/Summarizing

- In your own words, explain why you need to be careful if you keep a rat as a pet.



Teacher Tip Sheets

Teal Series: Step 7

Teal Circle: Yes! But...



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 7

- <u>/ū/ (e.g., “rule”) and /yū/ (e.g., “use”) in VCe pattern and open syllables (e.g., “music”)

Key Concepts to Understand

- one job of marker <e> (often referred to as “magic <e>”) is to mark the preceding vowel as long



Note: In this book, <u>’s long sounds /ū/ and /yū/ are introduced in the VCe pattern and in open syllables. Once students control these phoneme-grapheme associations, have students give all known sounds for <u> during grapheme drills (e.g., when you hold up <u>, students can say, “<u> up /ū/, <u> rule /ū/, and <u> use /yū/”).

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

☆ Introduced in Step 7

- flexibility with vowel sounds in v/cv words (e.g., “human”) and vc/v words (e.g., “vanish”)

Key Concepts to Understand

- rather than teaching complicated syllable division rules, it is more efficient to teach students to toggle between long and short vowel sounds (see “toggling practice” below)

Activities to Try

- 1 provide words for toggling practice (e.g., *lady*, *exit*, *cabin*, *music*) → words without a schwa are an easier starting point than words with a schwa (e.g., *bacən* and *pencəl*)
Note: If you provide words with affixes, students should be directed to find the base before “toggling” (suffixes are units of meaning, and are not to be sounded out).
- 2 every syllable has a vowel phoneme — ask students to note how many vowels are in the base and therefore how many perceived syllables there are
- 3 ask students to cover the section they would like to read first (e.g., with *cabin*, students may either choose ca-bin or cab-in) → they should try both

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Teal Series: Step 8

Teal Circle: At the Park

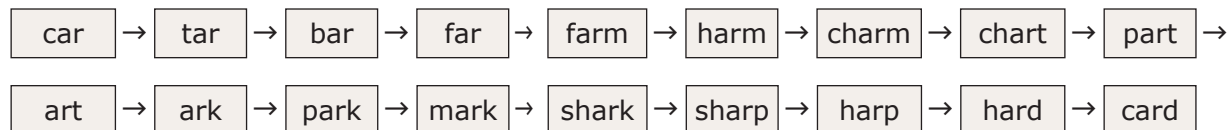


IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING!

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.:
- car, star, far, bar, tar, chart, start, harm, arm, harp, sharp, yarn, barn, bark, shark, scar, jar, march, scarf, part, hard, dark, farm, card, mark, have, give, dive

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



- 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., *Mark have a hard time in the car.* → *Mark had a hard time in the car.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
the white star	have a hard time	in the car
Mark	was far off	on the farm
five sharks	live	in the dark sky
Carl and Steve	drove fast	beside the park

You can differentiate for your students by dropping some of the words in these phrases (e.g., *the white star* can just be *the star*).

Comprehension Corner

At the Park (● Teal Circle)

Vocabulary Development

- The author describes big rides that will “give you a *thrill*.” What is a *thrill*?
- Can you describe something you find *thrilling*?

Inferencing

- Why do you think a dog park is a safer space for dogs? Explain your thinking.

Making Connections

- What kind of park is your favourite to visit? Explain why.

Retelling/Summarizing

- What is a *game park*? How is it different from other kinds of *parks* that you know?



Teacher Tip Sheets

Teal Series: Step 8

Teal Circle: At the Park



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 8

- <ar>/ar/ (e.g., “car”)

Key Concepts to Understand

- the phone /r/ can change the quality of the preceding vowel (e.g., *cat* vs *car* and *her* vs *hen*)

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

☆ Introduced in Step 8

- r-controlled vowel
- complete English words do not end in <v>, so a “marker <e>” is added

Key Concepts to Understand

- rhotic vowels are often referred to as “bossy r’s” or “r-controlled vowels”
Note: Not all English speakers are ‘rhotic’ (e.g., pronounce the /r/ in words with <ar>, <ir>, <er>, etc.)
- one job of marker <e> is to ensure that complete English words do not end in <v>
- words like *have* and *give*, while often considered irregular, are not - the <e> is not marking the preceding vowel as long, rather it is there because complete English words do not end in <v>

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Teal Series: Step 9

Teal Circle: Turn, Spin, and Twirl



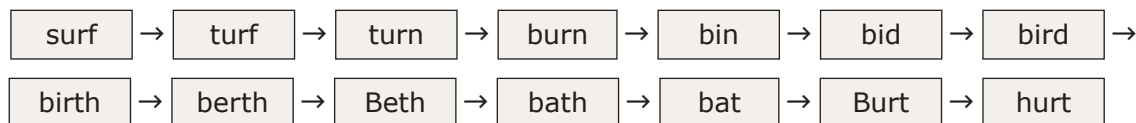
IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING!

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.:

- turn, hurt, church, fur, burn, burst, curve, curb, curl, surf, blur, lurch, first, girl, bird, third, sir, dirt, shirt, birth, firm, stir, skirt, thirst, swirl

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



- 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., *The third girl hurt his hand.* → *The third girl hurt her hand.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
Kate's shirt	hurt his hand	in the dirt
the third girl	will lurch	by the turn
his dog's fur	stirs the pot	on the birch
the red bird	was a blur	in the surf

You can differentiate for your students by dropping some of the words in these phrases (e.g., *the red bird* can just be *the bird*).

Comprehension Corner

Turn, Spin, and Twirl (● Teal Circle)

Vocabulary Development

- The author describes the drill as *massive*. Can you define this word?
- What are other words that the author could have chosen to describe the drill?

Inferencing

- Why do you think the author states, "You must be brave to go on this ride."?

Making Connections

- Not everyone enjoys turning, spinning, and twirling. Do you enjoy it? Explain why.

Retelling/Summarizing

- Which page of this book is your favourite? Explain why.



Teacher Tip Sheets

Teal Series: Step 9

Teal Circle: Turn, Spin, and Twirl



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 9

- <ir>/er/ (e.g., “bird”) and <ur>/er/ (e.g., “hurt”)

Key Concepts to Understand

- the phone /r/ can change the quality of the preceding vowel (e.g., *cat* vs *car* and *her* vs *hen*)
- <ir> and <ur> both represent /er/ - they can be challenging for spelling as you cannot hear the difference between the <ir>, <ur>, and <er>

Morphology — Tips and Activities to Try

Key Concepts to Understand

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

High Frequency Words — Tips and Activities to Try

☆ Introduced in Step 9

- “are”

Key Concepts to Understand

- there are many variables that may have influenced the spelling of are over time — the final <e> in are could mark are’s relationship to were and be — making students aware of this relationship can help them remember the spelling of all three words



Teacher Tip Sheets

Teal Series: Step 10

Teal Circle: The Marsh



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.:
- wild, child, mild, kind, mind, bind, blind, find, old, bold, cold, fold, sold, hold, most, post, host, roll, stroll, troll, bolt, jolt, volt, colt

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

find → kind → bind → wind → wild → child → mild → mold →
old → fold → sold → bold → bolt → colt → jolt

- 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., *Six wild colts was cold.* → *Six wild colts were cold.*).

Noun Phrases	Verb Phrases	Prepositional Phrases
the small child	holds firm	next to the old bench
six wild colts	sold the old sled	to the kind man
his kind mom	finds the child	in the mild spring
a black post	was cold	to the bold dog

You can differentiate for your students by dropping some of the words in these phrases (e.g., *sold the old sled* could just be *sold*).

Comprehension Corner

The Marsh (● Teal Circle)

Vocabulary Development

- The author states that certain plants *thrive* in a marsh.
What does it mean to *thrive*? Can you think of another way to describe this?

Inferencing

- Why do you think a marsh is so full of wildlife?

Making Connections

- Have you ever been to a marsh? How is a marsh different from the area where you live?

Retelling/Summarizing

- What is something you learned from this book? What else would you like to learn about marshes?



Teacher Tip Sheets

Teal Series: Step 10

Teal Circle: The Marsh



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 10

- <ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/ (e.g., “mild”, “find”, “bold”, and “most”)

Key Concepts to Understand

- many words that have <-ild>, <-ind>, <-old> <-ost> are pronounced with their “long” vowel sound (this is unexpected as they contain a single vowel and do not end in marker <e>)
- the words roll, stroll, and troll are also pronounced with their “long” vowel sound, as well as words with <-olt>
- “The Marsh” introduces <-ild>, <-ind>, <-old> and <-ost>, however we have included <-oll> and <-olt> words in the practice below

Morphology — Tips and Activities to Try

Key Concepts to Understand

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

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!