

Teacher Tip Sheets Yellow Series: Step 1

Yellow Circle: Cat Nap
Yellow Square: Nat Sat



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.:
 - at, cat, nap, sat, dad, sap, had, tap, sad, gap, mad, hat, an, man, pan, tan, can, am, ham, on, cot, hot, hop, dot, nod, dog, hog, mop, pot, sod

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

mat → map → mop → top → tap → tad → dad → sad → sat →

pat → pot → hot → got → not → cot → cat → cap

- 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 dad	can hop	on a mat
a sad dog	got mad	at a tap
a tan cat	had a nap	on a hot pot
a map	sat	on a cot

Comprehension Corner

Cat Nap (● Yellow Circle)

Vocabulary Development

- What is a *nap*? Do you like to take *naps*?
- Is a *nap* different from going to sleep at night?
- Do you have a pet that likes to take naps?

Inferencing

- Why do you think Dad is sad?
- Does Dad stay sad?

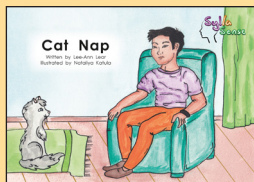
Making Connections

- Do you have a pet?
- Does your pet have a favourite human?

Retelling/Summarizing

- Can you retell the story?
- Do you think “Cat Nap” is a good title for this book? Why or why not?

Continued on next page.



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Yellow Square: Nat Sat



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

Comprehension Corner (Cont.)

Nat Sat (■ Yellow Square)

Vocabulary Development

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

Inferencing

- How do you think Dad feels when he sees Nat on his cap?
- Why did Dad pull out the mat?

Making Connections

- Do you have a pet?
- If you were to get a pet, what type of animal would you choose?

Retelling/Summarizing

- Can you retell the story?

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 1

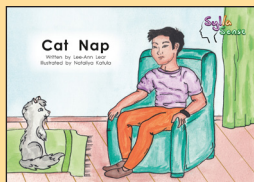
- <a>/ă/ (e.g., “cat”), <o>/ō/ (e.g., “on”) • <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/
- <c>/k/, <g>/g/, <s>/s/ unvoiced (e.g., “sat”)

Key Concepts to Understand

- /m/ and /n/ are nasal phonemes, which means the air stream created during articulation is directed through the nasal cavity — nasal phonemes are fun to explore, because the sound stops when you plug your nose
- nasal phonemes can also change the sound of the preceding vowel — be aware of this when reading and writing words that contain <an> and <am> — if your students are not ready for this, save these words for later lessons
- be aware of “stop phonemes” and “continuous phonemes” when having students read and spell words — blending from a stop phoneme to a vowel can be difficult, so it is a good idea to start with continuous phonemes



Note: Specific ideas for teaching and consolidation activities can be found in our Grapheme/Phoneme Correspondence Background Information Sheet.



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

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

★ Introduced in Step 1

- short vowel sounds in closed syllables
- <c> as default grapheme for /k/

Key Concepts to Understand

- closed syllables have a single vowel that is followed by one or more consonants — the vowel usually makes its short sound
- we use <c> to represent /k/ unless it is followed by an <e>, <i>, or <y> (then it is pronounced as /s/), or when /k/ is found at the end of a base (e.g., *milk*, *bank*, *sick*)
- some words such as *kangaroo*, *kayak*, etc., are not full English words, and therefore do not follow this convention
- when teaching <c>/k/, be careful to stay away from phrases like “<c> says /k/”, because <c> also represents other phonemes and can be part of other digraphs such as in school, science, and back

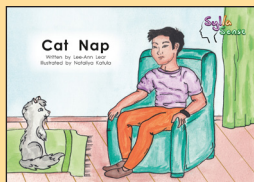
Activities to Try

Students need practice recognizing and reading words with short vowels — here are some consolidation activities:

- 1 **Sticky Note Pile Up:** have students become detectives and look for closed syllable words on classroom displays, on signs in the school, in books, etc. — write the words they find on sticky notes and place on an anchor chart
- 2 **Word Sorts:** to begin with, the teacher can create the sorts, then have students create their own — the purpose of sorts is to help students see what closed syllables are, and what they are not



More Ideas: www.alongthelearningjourney.wordpress.com/2019/11/12/post-6-consolidation-activities



Teacher Tip Sheets Yellow Series: Step 1

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

Punctuation/Text Features — Tips and Activities to Try

★ Introduced in Step 1

- concept of phrase and sentence
- period at end of complete sentence
- exclamation mark
- capitalization of proper nouns

Key Concepts to Understand

- a complete sentence contains a subject and a predicate:
 - subject: the what (or who) the sentence is about
 - predicate: what the subject is doing/what the subject is being
- a complete sentence must always end in punctuation
- when we see an exclamation mark, we need to read the sentence in an emphatic way
- proper nouns (a noun for a particular person, place, or thing) are capitalized

High-Frequency Words — Tips and Activities to Try

★ Introduced in Step 1

- “a” (<a> typically pronounced as a schwa)

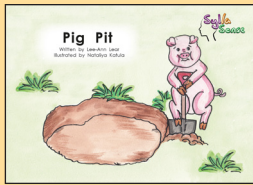
Key Concepts to Understand

- the word *a* is usually pronounced with a schwa
- a **schwa** is an unstressed or reduced vowel sound, rather than a short /ă/ or long /ā/
- English is a stress-timed language (review concept from **Grapheme/Phoneme Background Sheet**, Page 6)
- unstressed syllables are often reduced (not as clearly articulated or emphasized)
- vowels in unstressed syllables are pronounced as a schwa
- *a* is a function word - function words are defined as words that have a grammatical purpose/specify grammatical relations, as opposed to content words such as nouns, verbs, adjectives and adverbs which have a distinct meaning
- function words are often unstressed in a phrase or sentence, thus are pronounced with a schwa

Activities to Try

Have students explore the concept of stressed and unstressed words and syllables by saying simple sentences.

- 1 For instance, say the sentence, “I have to go to a doctor.” Have students repeat, stressing every word (like a robot).
- 2 Repeat the sentence with natural stress and intonation. Hearing the contrast helps students notice that we tend to stress *I*, *go*, and *doctor*, while the *have to* and *to a*, squish together, and are said quickly and are unstressed.



Teacher Tip Sheets Yellow Series: Step 2

Yellow Circle: Pig Pit
Yellow Square: A Big Bug!



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.:
 - it, sit, sip, mid, fad, fig, fin, is, fan, pit, big, pin, nab, pig, has, hid, dig, his, up, sun, hut, cut, hug, nut, cub, bun, dug, tug, hum, mug, bug

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

it → sit → sip → dip → dim → him → hum → sum →
 sun → bun → fun → fan → ban → bat → bit → bin

- 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 hut	can fit	up on top
a fun bug	had a sip	on a bus
his fat pig	can dig a pit	in a tub
a hot bun	cut a fig	at a big hut

Comprehension Corner

Pig Pit (● Yellow Circle)

Vocabulary Development

- What is a *pit*?
- What is Pig holding in her hand on Page 14?

Inferencing

- Why do you think Pig dug the pit?
- How do you think Pig is feeling at the end of the book?

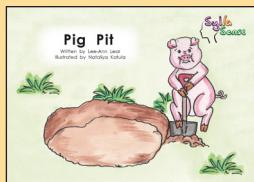
Making Connections

- Have you ever dug a pit or built something in the sand? In the grass?
- What activities do you like to do on hot summer days?

Retelling/Summarizing

- Can you retell the story?

Continued on next page.



Teacher Tip Sheets Yellow Series: Step 2

Yellow Circle: Pig Pit
Yellow Square: A Big Bug!



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

Comprehension Corner (Cont.)

A Big Bug! (■ Yellow Square)

Vocabulary Development

- Do you know another word for *bug*?

Inferencing

- How do you think Fin feels about having the bug sit on her?

Making Connections

- Have you ever held a bug?
- Do you like looking at bugs? Explain why or why not.

Retelling/Summarizing

- Can you retell the story?
- Which page of the book was your favourite?

Grapheme/Phoneme Correspondence — Tips and Activities to Try

☆ Introduced in Step 2

- <i>/ĩ/ (e.g., “sit”), <u>/ũ/ (e.g., “fun”)
- <s>/z/ voiced (e.g., “is”), /b/, <f>/f/

Key Concepts to Understand

- vowel phonemes are continuous, voiced, and have unobstructed air flow
- the shape of the mouth, tongue, and lips distinguish the articulation of one vowel phoneme from the other
- the grapheme <s> can represent /s/ (unvoiced — as in *sit*) and /z/ (voiced, as in *has*) (a reminder — don't say <s> says /s/)
- letter formation should be taught as a pathway (e.g., “magic <c>, up, down → <d>”), which can help students distinguish between the grapheme and <d>, which are formed very differently

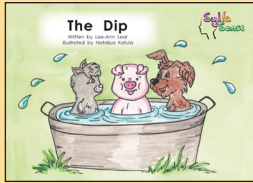
Punctuation/Text Features — Tips and Activities to Try

☆ Introduced in Step 2

- comma

Key Concepts to Understand

- students need to understand that attending to punctuation is important when reading
- if a comma is in the text, students need to pause, then continue reading



Teacher Tip Sheets Yellow Series: Step 3

Yellow Circle: The Dip
Yellow Square: In the Bin



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.:
 - an, man, can, tan, ban, fan, pan, and, pat, sat, bin, bit, sit, fit, din, fin, dip, sip, tap, sap, top, mop, pot, hog, hot, hug, tug, bug, bun, sun, fun, nut

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

and → an → man → fan → can → pan → pat → sat → sit →

fit → pit → pot → hot → hut → hug → bug → big → pig

- 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
Dot and Fin	fit	in the bin
the big hat	dug a pit	at the tap
Tim and his dog	had fun	on a cot
a cat and a pig	can bug the man	in the hot sun

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

Comprehension Corner

The Dip (● Yellow Circle)

Vocabulary Development

- What is a *dip*? Is a *dip* different from a *swim*?

Inferencing

- Why do you think Pig was so hot?
- Why do you think Cat and Dog joined Pig in the tub?

Making Connections

- How do you stay cool in the summer?
- How do animals stay cool in the summer?

Retelling/Summarizing

- Can you retell the story?

In the Bin (■ Yellow Square)

Vocabulary Development

- What is a *bin*?

Inferencing

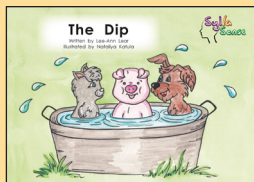
- Why do you think Dot got in the bin?
- Why do you think Sam joined Dot in the bin?

Making Connections

- Did you think both dogs would fit in the bin? Why or why not?

Retelling/Summarizing

- Can you retell the story?
- Which part of the story was your favourite?



Teacher Tip Sheets Yellow Series: Step 3

Yellow Circle: The Dip
Yellow Square: In the Bin



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

- consonant digraph <th>/TH/ voiced (only in “the”)

Key Concepts to Understand

- <th>/TH/ (voiced) is introduced in these books as part of the word *the* (<th> also has an unvoiced phoneme as in *think*)
- the mouth position for both phonemes is the same, and distinct (tongue between teeth)
- in the word *and*, the nasal <n> influences the phoneme produced by the <a> — be aware of this and support as needed



Tip: ask the children to say the word *and* while plugging and unplugging their nose — help them notice that nothing changes in their mouths

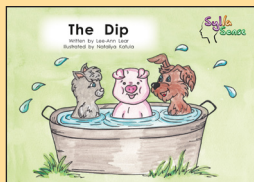
Orthographic Conventions/Patterns and Generalizations — Tips and Activities to Try

★ Introduced in Step 3

- concept of digraph

Key Concepts to Understand

- **digraph:** a grapheme comprised of 2 letters representing one phoneme
- digraphs can be made from any combination of vowels and consonants
 - consonant digraph: 2 consonant letters representing one phoneme (e.g., <sh> representing /ʃ/)
 - vowel digraph: 2 vowel letters representing one phoneme (e.g., <oa> representing long /ō/)



Teacher Tip Sheets Yellow Series: Step 3

Yellow Circle: The Dip
Yellow Square: In the Bin



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 3

- “the” (<e> typically pronounced as a schwa)
- “and” (<nd> is the only consonant cluster in the Yellow Series, and is only used in “and”)

Key Concepts to Understand

- the word *the* is usually pronounced with a schwa
- a **schwa** is an unstressed or reduced vowel sound, rather than a short /ĕ/ or long /ē/
- English is a stress-timed language (review concept from **Grapheme/Phoneme Background Sheet**, Page 6)
- unstressed syllables are often reduced (not as clearly articulated or emphasized)
- vowels in unstressed syllables are pronounced as a schwa
- *the* is a function word — function words are defined as words that have a grammatical purpose/specify grammatical relations, as opposed to content words such as nouns, verbs, adjectives and adverbs which have a distinct meaning
- function words are often unstressed in a phrase or sentence, thus are pronounced with a schwa
- note: *the* is sometimes stressed, at which point the <e> usually represents the long /ē/, which is expected for open syllables (vowel at end of syllable tends to make its long sound, for example in *she* and *me*)

Activities to Try

As described in “Cat Nap”, have students explore the concept of stressed and unstressed words and syllables by saying simple sentences.

- 1 For instance, say the sentence, “Let’s go to the movies.” Have students repeat it, stressing every word equally (like a robot).
- 2 Repeat the sentence with natural stress and intonation. Hearing the contrast helps students notice that we tend to stress *go* and *movies*, while to the squishes together and is said quickly and is unstressed.



Teacher Tip Sheets

Yellow Series: Step 4



Yellow Circle: On the Rug
Yellow Square: The Pup

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.:
 - lap, lad, lid, lit, run, ran, rid, rug, runs, rip, rim, rod, ram, rap, hops, hits, digs, sits, sips, fits, pig, nut, has, fan, tan, man, can, not, hop, pop

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

ran → rat → rap → rip → rim → ram → bam → ban → pan →
 pat → pot → lot → lit → lip → lid → lad → lap

- 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
Ron	runs a lot	at the fun run
his pal	sits	on his lap
a big lid	digs a big pit	in a log
the rat	rips the rag	on a rug

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

Comprehension Corner

On the Rug (● Yellow Circle)

Vocabulary Development

- What does it mean when something *tips*?
- What is a *rug*? Can you think of other words we use for a *rug*?

Inferencing

- How do you think Lan feels when Dog jumps on her lap?
- How do you think Lan is feeling at the end of the story? How do you know?

Making Connections

- Do you have a pet? If you were able to get any pet, which would you choose?

Retelling/Summarizing

- Can you retell the story?
- Which part of the story did you like the most?

Continued on next page.



Teacher Tip Sheets

Yellow Series: Step 4



Yellow Circle: On the Rug
Yellow Square: The Pup

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

Comprehension Corner (Cont.)

The Pup (■ Yellow Square)

Vocabulary Development

- What is a *pup*?
- How is a *pup* different from a *dog*?

Inferencing

- Why do you think the pup runs a lot?
- Do you think the pup likes the dog park?

Making Connections

- If you could have a pet, would you choose a puppy?

Retelling/Summarizing

- Which part of the story did you like the most?

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 4

- <r>/r/, <l>/l/

Key Concepts to Understand

- <r> and <l> are referred to as **liquid consonants** (see Orthographic Conventions)

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

★ Introduced in Step 4

- concept of liquid consonants

Key Concepts to Understand

- <r> and <l> are referred to as **liquid consonants**
- liquids are consonant speech sounds where the tongue creates a partial closure — the air flows either to the side of the mouth (/l/) or still forward and over the tongue (/r/) — this creates a vowel-like sound
- liquids tend to be among the later-developing speech sounds in children — can be difficult to pronounce and spell



Teacher Tip Sheets

Yellow Series: Step 4



Yellow Circle: On the Rug
Yellow Square: The Pup

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

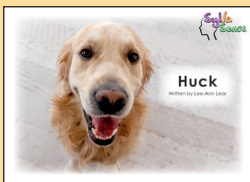
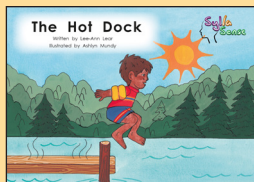
Morphology – Tips and Activities to Try

☆ Introduced in Step 4

- suffix <-s> (both /s/ and /z/) as third person singular verb present tense
- concept of “base” (free base can stand alone as a word) and concept of “suffix”

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 the grammatical structure or the “sense” of a word
- the suffix <-s> represents the unvoiced phoneme /s/ if it follows an unvoiced phoneme (e.g., *jumps*, *hits*)
- the suffix <-s> represents the voiced phoneme /z/ if it follows a voiced phoneme (e.g., *digs*, *calls*)
- the suffix <-s> can indicate third person singular present tense (e.g., *she jumps*, *he runs*, *Sue hits*, etc.)



Teacher Tip Sheets

Yellow Series: Step 5



Yellow Circle: The Hot Dock

Yellow Square: Huck

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.:

- sack, back, lack, hack, sick, lick, lock, sock, luck, tuck, muck, off, puff, cuff, tiff, zip, zap, zig, zag, rag, ran, man, tan, runs, lip, lap, lug

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

sack → pack → lack → lick → sick → sock → lock → pock → puck →
puff → cuff → cup → pup → pip → zip → zap → zag → zig

- 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
Huck and Biff	zigs and zags	in the muck
Tiff	huff and puff	on the rock
his pal	can run back	off the dock
Zack and his dog	zips the sack	in the back

A good opportunity arises to address syntax if the resulting sentence is not grammatically correct.

Comprehension Corner

The Hot Dock (● Yellow Circle)

Vocabulary Development

- What is a *dock*? Where do you find *docks*?
- What does Zack have on his arms? What are they for?

Inferencing

- Why do you think the dock is so hot?
- Why is Zack no longer hot?

Making Connections

- Have you ever gone swimming in a lake?
- Have you ever jumped into water? What did you jump off?

Retelling/Summarizing

- Can you retell the story?

Huck (■ Yellow Square)

Vocabulary Development

- What does “Zzzzzz” mean in the text?
- Is a *dip* different from a *swim*?

Inferencing

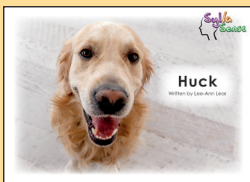
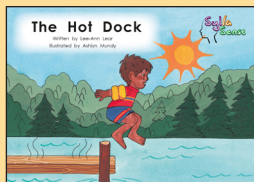
- Why does the author say, “Not the muck, Huck!”
- Why does it say “bad luck” on Page 14?

Making Connections

- Do you like playing in the mud?

Retelling/Summarizing

- Which picture in the book was your favourite? Explain why you liked it.



Teacher Tip Sheets Yellow Series: Step 5

Yellow Circle: The Hot Dock

Yellow Square: Huck



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

- consonant digraphs <ck>/k/ and <ff>/f/
- <z>/z/

Key Concepts to Understand

- graphemes can represent more than one phoneme (e.g., <s> can represent /s/ and /z/ — this has already been explored)
- students can now begin to explore the concept that phonemes can be represented by more than one grapheme
- introduce <z> as another grapheme that can represent /z/
- <ck> is a digraph — a digraph is a grapheme comprised of 2 letters representing one phoneme, in this case, /k/ (students have also been introduced to <c> representing the phoneme /k/)
- <ff> is a digraph — this digraph represents the phoneme /f/

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

★ Introduced in Step 5

- use <ck> for /k/ at the end of a base after a single (short) vowel

Key Concepts to Understand

- the digraph <ck> representing /k/ is found in final base position, after a single short vowel

Activities to Try

- provide students with a deck of word cards to read and/or spell including the digraph <ck>
- have students play a board game (any board game will work) — before rolling the dice, students need to either read or spell a word from the deck
- have students make their own list of <ck> words to use in the above game



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

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets

Yellow Series: Step 6



Yellow Circle: In Bed

Yellow Square: In the Bag

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.:

- bed, red, hen, den, hem, led, let, men, met, pen, pet, ten, fed, box, fox, fix, six, mix, lax, tax, luck, lock, back, sack, sick, lick, puck, muck, duck, sock, dock

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

bet → set → met → men → den → deck → dock → lock → lick → lip →
sip → six → fix → fax → max → tax → tux → tuck → buck → bun

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
six cats	can fix the pen	in the bed
a red fox	packs the box	on the deck
the red hens	pets the dog	in his den
Max	met a hen	off the dock

- 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 cats packs the box.* → *Six cats pack the box.*)
- You can differentiate for your students by dropping some of the words in these phrases (e.g., *the red hens* can just be *the hens*).

Comprehension Corner

In Bed (● Yellow Circle)

Vocabulary Development

- What is a *den*?
- Do you know any other animals that live in *dens*?

Inferencing

- Why do you think wild animals sleep in dens?
- Why do you think Cat might be sleeping on Dad instead of in his own bed?

Making Connections

- Where do you sleep at night?
- Do you sleep with anything special at night? (a stuffie, a blanket, etc.)

Retelling/Summarizing

- Describe this book to someone — pretend they have not read it.

Continued on next page.



Teacher Tip Sheets

Yellow Series: Step 6

Yellow Circle: In Bed

Yellow Square: In the Bag



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

Comprehension Corner (Cont.)

In the Bag (■ Yellow Square)

Vocabulary Development

- What is a *nap*? Do you like taking *naps*?

Inferencing

- Why do you think Max keeps jumping into the bag?

Making Connections

- Do you enjoy packing for a trip?
- Have you ever seen a cat doing something funny like this?

Retelling/Summarizing

- Can you retell the story?
- Which page was your favourite? Explain why you liked it.

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 6

- <e>/ě/ (e.g., “bed”)
- <x>/ks/

Key Concepts to Understand

- vowel phonemes are continuous, voiced, and have unobstructed air flow
- what distinguishes the articulation of one vowel phoneme from the other is the shape of the mouth, tongue and lips
- the grapheme <x> represents /ks/, which is actually two phones combined — this can be challenging for students, extra practice may be needed with these words
- explicit teaching prevents confusion (e.g., the short /ě/ phoneme can be confused with short /ĩ/ phoneme — use a key word to help students remember and distinguish between these sounds (e.g., <e> *edge* /ě/, <i> *itchy* /ĩ/), and draw attention to the slight changes that occur in their mouths as they move between these phonemes

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets Yellow Series: Step 7

Yellow Circle: Pets
Yellow Square: Kick!

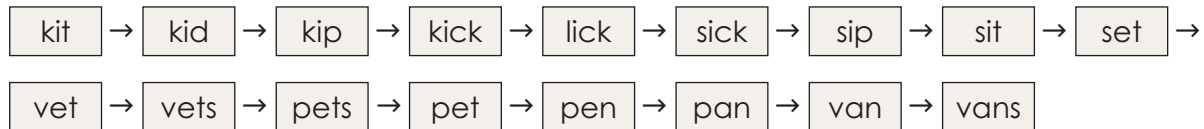


IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING!

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.:
- kit, kick, kid, kip, kids, vet, van, vets, pet, pets, dock, sock, peck, deck, lick, sick, sack, tack, red, bed, hen, den, net, set, fox, box, six, mix, fix, fax

- 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., *Six kids packs the kit.* → *Six kids pack the kit.*)

Noun Phrases	Verb Phrases	Prepositional Phrases
Val	can kick	to the deck
six kids	runs	in the van
Kip and his pets	can get	on the rocks
Vin and Ken	packs the kit	off to the vet

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

Comprehension Corner

Pets (● Yellow Circle)

Vocabulary Development

- Can you think of a word that means the same as *kid*?

Inferencing

- How do you think Kim is feeling on page 13? Why?
- Why do you think the author states, "It is fun to get pets!"?

Making Connections

- Do you have a pet? If you were able to get any pet, which would you choose?

Retelling/Summarizing

- Which page of this text was your favourite? Explain why you enjoyed reading it.

Continued on next page.



Teacher Tip Sheets Yellow Series: Step 7

Yellow Circle: Pets
Yellow Square: Kick!



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

Comprehension Corner (Cont.)

Kick! (■ Yellow Square)

Vocabulary Development

- Ken kicks a sack. What kind of sack is he kicking?

Inferencing

- Why do you think the ducks are kicking in the water?

Making Connections

- Do you like to kick?
- Do you enjoy doing any of the activities shown in this book?

Retelling/Summarizing

- Describe this book to someone — pretend they have not read it.
- Which picture in this book is your favourite? Explain why you liked it.

Grapheme/Phoneme Correspondence — Tips and Activities to Try

☆ Introduced in Step 7

- <v>/v/
- <k>/k/

Key Concepts to Understand

- phonemes can be represented by more than one grapheme
- students now have 3 ways to represent the phoneme /k/: <c>, <k>, <ck>
- we use <c> to represent /k/ unless it is followed by an <e>, <i>, or <y> (then it is pronounced as /s/), or when /k/ is found at the end of a base (e.g., *milk*, *bank*, *sick*)
- some words such as kangaroo, kayak, etc., are not full English words, and therefore do not follow this convention
- when teaching <c>/k/, be careful to stay away from phrases like “<c> says /k/”, because <c> also represents other phonemes and can be part of other digraphs such as in *school*, *science*, and *back*

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

☆ Introduced in Step 7

- <k> as /k/ (before <e>, <i>, or <y>)

Key Concepts to Understand

- use <k> to represent /k/ before <e>, <i>, or <y>
- use <ck> to represent /k/ in final base position, after a single (short) vowel
- complete English words do not end in <v>



Teacher Tip Sheets Yellow Series: Step 7

Yellow Circle: Pets
Yellow Square: Kick!



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

Morphology — Tips and Activities to Try

☆ Introduced in Step 7

- suffix <-s> (both /s/ and /z/) as plural

Key Concepts to Understand

- review: 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 the grammatical structure or the “sense” of a word
- one of the functions of suffix <-s> is to indicate the base is plural
- the suffix <-s> represents the unvoiced phoneme /s/ if it follows an unvoiced phoneme (e.g., *jumps*, *cats*)
- the suffix <-s> represents the voiced phoneme /z/ if it follows a voiced phoneme (e.g., *dogs*, *calls*)

Activities to Try

- introducing word sums can be valuable at this time
 - pet + s → pets
 - kid + s → kids
 - van + s → vans
- use the phrase “is rewritten as” for the arrow in a word sum

High-Frequency Words — Tips and Activities to Try

☆ Introduced in Step 7

- “to”

Key Concepts to Understand

- to, two and too are homophones (words that are pronounced the same but have different meanings)
- homophones usually have different spelling, which helps readers differentiate between the words
- to is a function word, and as such, it has as few letters as possible (e.g., to has fewer letters than too and two)
- the <o> is often pronounced as a schwa — say the sentence, “I am going to the store.” to help demonstrate this
- making connections to similar words such as do and who can help students remember the spelling of to



Teacher Tip Sheets Yellow Series: Step 8

Yellow Circle: Fun in the Mud!

Yellow Square: Mud!



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.:

- wet, win, wit, well, wag, web, wig, will, jet, jazz, jam, jiff, jig, jug, jog, jab, job, mess, less, hiss, bill, pill, doll, sill, off, huff, buff, puff, buzz, fuzz

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

wet → wit → win → will → well → bell → tell → ten → tin → tiff →
jiff → jig → jug → jog → job → jab → jazz → razz → ran → pan → pass

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
Jazz and his doll	can buzz	at the well
the bell	will hiss	on the hill
a wet mess	got the pass	to the jet
his red jug	jogs	off the big deck

A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., *Jazz and his doll jogs on the hill.* → *Jazz and his doll jog on the hill.*)

Comprehension Corner

Fun in the Mud! (● Yellow Circle)

Vocabulary Development

- What is a *mess*?

Inferencing

- Why do you think Cat had “less fun” in the mud?
- Why do you think Cat is sad at the end?

Making Connections

- Do you like to play in the mud?
- Have you ever jumped in a puddle? Was it fun?

Retelling/Summarizing

- Which page of this text was your favourite? Why?
- Do you think “Fun in the Mud” is a good title for this book? Why or why not?

Continued on next page.



Teacher Tip Sheets Yellow Series: Step 8

Yellow Circle: Fun in the Mud!

Yellow Square: Mud!



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

Comprehension Corner (Cont.)

Mud! (■ Yellow Square)

Vocabulary Development

- Page 16 says, “Jess is a mess!” What is a *mess*?

Inferencing

- Why do you think all the animals find the mud “fun”?

Making Connections

- Do you enjoy playing in the mud?
- Have you ever seen an animal playing in the mud?

Retelling/Summarizing

- Retell the story in your own words.
- Which picture in this book is your favourite? Explain why you liked it.

Grapheme/Phoneme Correspondence — Tips and Activities to Try

☆ Introduced in Step 8

- <w>/w/, <j>/j/
- consonant digraphs <zz>/z/, <ss>/s/, and <ll>/l/

Key Concepts to Understand

- the phoneme represented by <w> can be hard to pronounce in isolation (e.g., without a schwa “w-uh”) — ask students to get their mouth in the /w/ position, and then blend straight into the word (e.g., /w/, /ě/, /t/ NOT /w-uh/, /ě/, /t/)



Teacher Tip Sheets Yellow Series: Step 8

Yellow Circle: Fun in the Mud!
Yellow Square: Mud!



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

- BOMP (Buzz Off Miss Pill) — double <z>, <f>, <s>, and <l> at the end of a base after a single (short) vowel

Key Concepts to Understand

- double the <z>, <f>, <s>, and <l> final to a base after a single short vowel (e.g., *class*, *tell*, *buzz*)
- the acronym BOMP (Buzz Off Miss Pill) can help students remember this convention (some resources refer to this as the FLOSS or FLSZ convention)

Activities to Try

- 1 provide students with a deck of word cards to read and/or spell including the digraph <zz>, <ff>, <ss>, and <ll>
- 2 have students play a board game (any board game will work) — before rolling the dice, students need to either read or spell a word from the deck
- 3 have students make their own deck of BOMP words to use in the above game



here are some additional BOMP activities: www.alongthelearningjourneywordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns

Morphology — Tips and Activities to Try

Key Concepts to Understand

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



Teacher Tip Sheets Yellow Series: Step 9

Yellow Circle: Run!
Yellow Square: Fox in the Sun

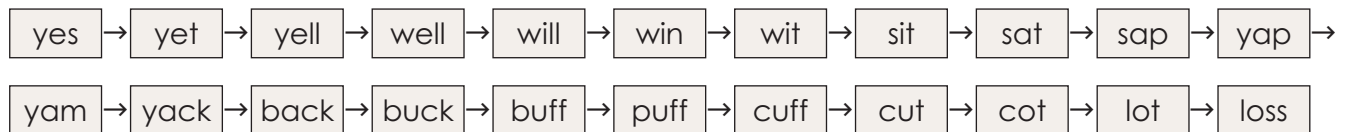


IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING!

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.:
- yes, yet, yum, yuck, yell, yam, yap, yack, yip, fizz, buzz, ill, cuff, mill, fill, boss, toss, will, web, wet, jet, jag, jug, job, jazz, fuzz, kids, kick, vet, pets

- 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:

Noun Phrases	Verb Phrases	Prepositional Phrases
a big yam	yells	in the mess
the red box	can yip and yap	to the jet
Jazz and his cat	kicks the puck	at a well
Yax	will fill the cup	on a big hill

A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., *Jazz and his cat yells on a big hill.* → *Jazz and his cat yell on a big hill.*)

Comprehension Corner

Run! (● Yellow Circle)

Vocabulary Development

- What is a *den*? (Refer to Yellow Circle Step 6, “In Bed”, if needed)

Inferencing

- Do you think all the people and animals in this book are having fun running? Why or why not?

Making Connections

- Do you like to run?
- What kinds of exercise do you enjoy?

Retelling/Summarizing

- Tell someone what you liked about this book. Which picture was your favourite?
- What do you think the children are doing on the last page?

Continued on next page.



Teacher Tip Sheets Yellow Series: Step 9

Yellow Circle: Run!
Yellow Square: Fox in the Sun



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

Comprehension Corner (Cont.)

Fox in the Sun (■ Yellow Square)

Vocabulary Development

- What does it mean to *huff* and *puff*?

Inferencing

- Why do you think Fox decides to have a dip in the pond?

Making Connections

- Why do you think Fox jogged up the hill?
- How do you cool down if you are feeling hot?

Retelling/Summarizing

- Do you think “Fox in the Sun” is a good title for this book? Why or why not?
- What did you learn about Fox in this book?

Grapheme/Phoneme Correspondence – Tips and Activities to Try

★ Introduced in Step 9

- <y>/y/ as a consonant (e.g., “yes”)

Key Concepts to Understand

- <y> can represent a consonant sound and a vowel sound
- be sure to introduce the phoneme /y/ as one of the phonemes that can be represented by the grapheme <y>
- the consonant phoneme represented by <y> can be hard to pronounce in isolation (e.g., without a schwa “y-uh”) — ask students to get their mouth in the /y/ position, and then blend straight into the word vowel (e.g., /y/, /ě/, /s/ NOT /y-uh/, /ě/, /s/)

Morphology – Tips and Activities to Try

Key Concepts to Understand

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

Punctuation/Text Features – Tips and Activities to Try

★ Introduced in Step 9

- question mark

Key Concepts to Understand

- a reader’s voice should go up slightly up at the end of a question



Teacher Tip Sheets

Yellow Series: Step 10

Yellow Circle: Max
Yellow Square: Kit, the Cat



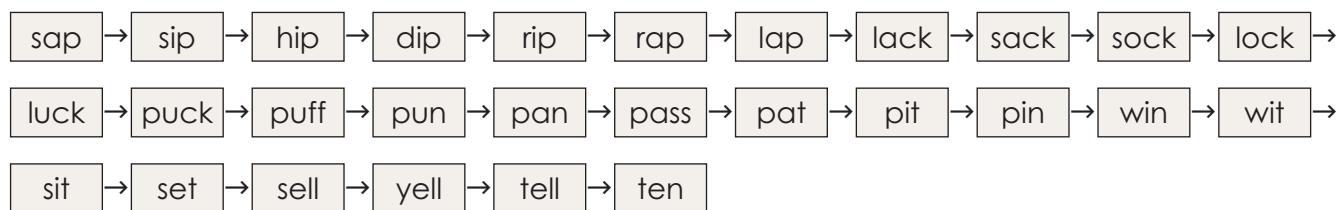
IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING!

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.:

- nap, gap, sap, rip, fin, bed, yes, hot, hen, and, pan, fan, sock, back, pick, deck, lock, pins, logs, rugs, kit, kids, vet, web, win, wit, jet, job, mess, off, fill, buzz, yet, has, his, is, runs, jogs, pits

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., *His fun pets hits the puck.* → *His fun pets hit the puck.*)

Noun Phrases	Verb Phrases	Prepositional Phrases
his fun pets	yell	in his cup
a bad mess	hits the puck	on the rocks
the big red jet	kicks a sack	at the big well
Jazz and Jeff	can sip the fizz	off the red dock

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

Comprehension Corner

Max (● Yellow Circle)

Vocabulary Development

- What is a *tub*?
- Do you have a *tub* in your home? How is it different from Max's *tub*?

Inferencing

- Why do you think Max's mom gave him a bath?
 - Why do you think the author describes Max as "fun"?
- Do you agree?

Making Connections

- Would you like to have Max as a pet? Why or why not?
- What do you like to do for fun?

Retelling/Summarizing

- What did you learn about Max in this book?

Continued on next page.



Teacher Tip Sheets Yellow Series: Step 10



Yellow Circle: Max

Yellow Square: Kit, the Cat

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

Comprehension Corner (Cont.)

Kit, the Cat (■ Yellow Square)

Vocabulary Development

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

Inferencing

- What do you think is in the tins?

Making Connections

- Do you enjoy packing?
- Have you ever played in a big box?
Was it fun?

Retelling/Summarizing

- Retell the story in your own words.

Grapheme/Phoneme Correspondence — Tips and Activities to Try

★ Introduced in Step 10

- review of concepts

Morphology — Tips and Activities to Try

Key Concepts to Understand

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

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 Freure 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 linguistic 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.
"Speech to Print" – Dr. Louisa Moats	This book covers many fundamentals of the English Language — it is a great resource to build a solid background and understanding across a range of literacy topics. It's a heavy read, but worth it!
"Uncovering the Logic of English" – Denise Eide	This book is my go-to reference book for spelling and spelling conventions. It's great to have on standby when developing lesson materials!
UFLI Foundations – Holly Lane and Valentina Contesse www.ufl.edu/education/ufl.edu/resources	This is a program from the University of Florida Literacy Institute. The background section at the beginning of the manual is very informative, and there are many free resources available on their website. This resource is definitely worth checking out!
Wordtorque www.wordtorque.com www.thehfwproject.com wordtorque.com/category/engagewthepage	The Wordtorque site by Fiona Hamilton has a wealth of resources for teachers. Links can be found to the High Frequency Word Project (created in partnership with Rebecca Loveless) and Engage with the Page (word inquiry through picture books).
www.etymonline.com Etymonline By Doug Harper	This is a free Online Etymology Dictionary that gives explanations of the history of words.