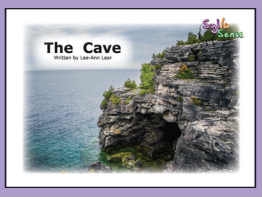


Teacher Tip Sheets
Purple Series: Step 1

Purple Circle: The Cave

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.:
   - blame, scale, state, shame, crave, grade, crime, shine, spine, white, size, drive, broke, chore, spoke, slope, globe, stole
   - words with soft <c> → price, slice, splice, place, space, grace, dice
2. Here is a word chain you could complete with blending cards:

   hide → tide → tile → mile → male → make → bake

   bike → like → lime → time → tame → shame

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
Tate's white rose	can hike	by his home
a ripe lime	rode a bike	to the slope
the high tide	was awake	by the lake
her safe plane	is going to race	beside your rope

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

Comprehension Corner

The Cave (● Purple Circle)

Vocabulary Development
- What is a *tunnel*? How are *tunnels* formed?

Inferencing
- The author writes, "Dad, Tess, and Zack went along the walls to get inside the cave." Why do they go along the walls?

Making Connections
- How would you feel if you were exploring a cave?

Retelling/Summarizing
- What is your favourite page in this book? Why?
- What activities did the family do when they were camping?

Teacher Tip Sheets
Purple Series: Step 1

Purple Circle: The Cave

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

- VCe pattern review

Key Concepts to Understand

- one job of marker <e> (often referred to as "magic <e>") is to mark the preceding vowel as long
  Note: "The Cave" includes i-e ("i consonant e"), a-e ("a consonant e"), o-e ("o consonant e") so ensure students have had a lot of practice with VCe before reading this book.
- review soft <c> from "Recess" (Blue Series)
- <c> when pronounced /s/ is often referred to as soft <c>
- in complete English words, <c> is usually pronounced /s/ when followed by <e>, <i>, or <y> (e.g., *ice*)

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

☆ Introduced in Step 1

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

Key Concepts to Understand

- when <a> follows <w> it is usually pronounced /ŏ/
- when <wa> is followed by /g/ or /k/ (velar stop) the <a> represents a short sound /ă/ (e.g., wag, whack, wax)

Word Sort

Provide students with the following (unsorted) words:

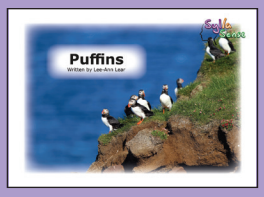
<a> as /ŏ/	<a> as /ă/
wand, watch, want, water, wasp, wall, wafted, swan, swamp, swap, swat	wagging, whack, wax, wago

The goal is for students to notice that the <a> is pronounced /ă/ when followed by /g/ or /k/ (velar stop).

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 *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*.



Teacher Tip Sheets
Purple Series: Step 2

Purple Circle: Puffins

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.:
   - cube, cute, fume, fuse, mule, mute, puke, use, excuse, accuse, commute, confuse, rock, rocky, wind, windy, sun, sunny, smell, smelly, fantastic, animal, activate, battery, develop, family, holiday

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

   crude → rude → rule → mule → muse → use → fuse → fume → flume →

   flute → lute → cute → cut → shut → shuck → luck → lucky → mucky

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
their best offer	sees skinny fish	in the messy bedroom
his problem	can focus	on the windy beach
the smelly ape	found a rocky cave	under the fuzzy chair
a lucky fellow	met his funny pal	on the bumpy grass

You can differentiate for students by dropping some of the words in these phrases (e.g., *their best offer* can just be *their offer*).

Comprehension Corner

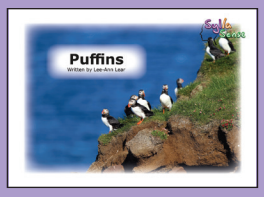
Puffins (● Purple Circle)

Vocabulary Development
- What is another word for *fantastic*?
- What is another word for *bill*? Do you know another meaning of *bill*?

Inferencing
- How do the cliffs keep puffins safe from animals such as dogs and minks?
- Why do you think puffins have such colourful bills?

Making Connections
- Do puffins remind you of any other birds?
- What other baby birds have names that end with "*ling*"?

Retelling/Summarizing
- What did you learn about puffins?



Teacher Tip Sheets
Purple Series: Step 2

Purple Circle: Puffins

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 2

- 3-syllable words
- stress and schwa review

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, reduced 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.

Activities to Try

Write multisyllabic words on the board and ask students to identify the vowel(s) that have reduced (schwa)

an-i-mal ba-na-na a-bout pen-cil fo-cus vo-wel prob-lem

Morphology — Tips and Activities to Try

Introduced in Step 2

- suffix <-y> as adjective: gives a sense of *characterized by* or *inclined to be*

Key Concepts to Understand

- vowel <y> can be pronounced many ways so ensure that you avoid absolute language such as "<y> says /y/"
  - /ē/ in final position of multisyllabic words (*baby*, *city*) when syllable is unstressed
  - /ī/ in final position (*try*, *my* — usually in single syllable words or stressed syllables)
  - /ĭ/ in medial position (*gym* — from Greek origin)
- written and spoken words in English are formed by combining structural units called morphemes
- morphemes are meaning units, contributing to the overall sense of a word, or have a grammatical function

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

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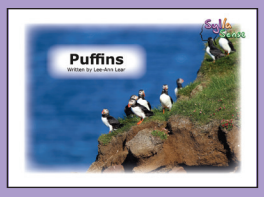
Tip Sheet written by Shari Kudsia and Helen Maclean



Teacher Tip Sheets
Purple Series: Step 2

Purple Circle: Puffins

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 2

- "their"

Key Concepts to Understand

- *their* is best taught alongside the words *them* and *they* as they are all “people connected” and all share the <e> grapheme
- *their* → “belonging to” or “associated with” the people or things previously mentioned (e.g., “somebody’s something”)
- **Note:** *there* will be addressed in “The Tides” (Purple Series: Step 7)

Teacher Tip Sheets
Purple Series: Step 3

Purple Circle: The Insect Hunt

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.:
   - dude, duke, dune, tube, flute, flume, fluke, rule, rude, tune, June, prune, small, smaller, big, bigger, tall, taller, long, longer, fast, faster

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

   tune → June → rune → run → rut → shut → sheet →

   feet → fat → fatter → faster → fasting → lasting → last

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 bigger duke left <u>their</u> flutes.* → *The bigger duke left <u>his</u> flutes.*)

Noun Phrases	Verb Phrases	Prepositional Phrases
their stronger tube	went drifting	by the older truck
the longer, hilly driveway	sang a shorter tune	on the higher deck
June and Bruce	got a bigger bucket	in the deeper pond
the bigger duke	left their flutes	along the grassy track

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

Comprehension Corner

The Insect Hunt (● Purple Circle)

Vocabulary Development
- The author wrote, "The moth's wings blended in with the trunk of the tree!" Do you know a word that describes this kind of *blending*?
- What are some comparing words in the story? (e.g., *taller*)

Inferencing
- Why do you think Luke made the rule that they must let the insects go after they catch them?

Making Connections
- What insects have you caught? What did you do with them?

Retelling/Summarizing
- What were all the insects that Luke and Jude found on their hunt?

Teacher Tip Sheets
Purple Series: Step 3

Purple Circle: The Insect Hunt

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

Morphology — Tips and Activities to Try

Introduced in Step 3

- suffix <-er> as comparative (more)

Key Concepts to Understand — <-er>

suffix <-er> has multiple functions, some are:

1. as an agent → denotes a person ("one who") or thing that performs a specified action or activity such as *teacher* or *mixer*
2. comparative (e.g., *stronger*)
3. derivational suffix of verbs, indicating repeated or diminutive action (e.g., *flicker*)

Activity to Try

1. Provide students with a suffix -er card (use red to differentiate from the base).
2. Teacher reads a base such as *big* (either written on the board or orally presented).
3. Students repeat *big*, hold up suffix -er card and say the new word *bigger*.

- Keep in mind suffixing conventions such as replace marker <e> when attaching a vowel suffix. Words ending in a vowel, such as large, are best presented orally. Students are responsible for repeating the base and adding the suffix <-er>, NOT independently decoding the base. Therefore, words with concepts that have not yet been taught can be used in this activity. The goal is to understand suffix <-er> as a meaningful unit, not as something to sound out.
- **Suggested bases:** small, rare, nice, brave, tall, wide, safe, long, fast, sweet, hard, wise

Continued on next page.

Teacher Tip Sheets
Purple Series: Step 3

Purple Circle: The Insect Hunt

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 — <-er>

Note: The doubling convention is introduced for reading in our Green Series. This section offers information and activities for helping students learn to apply this convention when spelling.

- when a base ends with a single consonant preceded by a single vowel (e.g., *run*, *skip*), the final consonant doubles when attaching a vowel suffix (e.g., <-**i**ng>, <-**e**r>)
- **Note:** The letters <w> and <x> are never doubled because:
  1. <w>s have already been doubled → <u><u> "double <u>"
  2. historically <x> was seen as representing two consonants: → <k + s>
- The replace marker <e> suffixing convention will be thoroughly explained in Purple: Step 6 "Biking". **Note:** in The Insect Hunt, we only include the <-er> suffix in words that do not require replace <e>.

Refer to the **Morphology Background Information Sheets.**

Activity to Try — To Double or Not to Double

1. Underline the final grapheme and circle the preceding grapheme in each base.

	run + ing	skip + ing	jump + ed	hope + s
Does the base end in a final consonant preceded by a single vowel?	✓			
Is the suffix a vowel suffix?	✓			

2. Then answer the questions with an X or a ✓ . Words that double must have both questions checked.
3. Write a word sum for the word that requires the doubling convention: run^{n} + ing → running

High Frequency Words — Tips and Activities to Try

Key Concepts to Understand

- *some/same* and *come/came* are best taught together
- historically <u>s were written as <v>s and therefore were sometimes replaced with <o>s when beside <m>s (e.g., *some* would have looked like *svм* — but more squished together)

Teacher Tip Sheets
Purple Series: Step 4

Purple Circle: Cupcakes

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.:
   - wrap, write, wrench, wrong, wreck, wren, wrote, wring, wrist, wrack, wrath, wrung, wretch, teach, teacher, whisk, whisker, help, helper, mark, marker

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

   write → wrote → wrong → wrung → wring → wrist

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
Wren, the catcher	wrapped the box	across from the players
the wrong golfer	broke his wrist	next to the digger
Granddad's helper	grabbed the wrench	at the shipwreck
his teacher	wrote with a marker	on the wrong path

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

Comprehension Corner

Cupcakes (● Purple Circle)

Vocabulary Development
- Do you know another kind of *whisker*?
- What is another way to say *flipped*?

Inferencing
- Why was the cake mix full of lumps?
- How do you think Granddad will feel about Jordan's cupcakes?

Making Connections
- Have you ever baked? Who do you bake with?

Retelling/Summarizing
- What were the steps that Jordan took to make the cupcakes?

Teacher Tip Sheets
Purple Series: Step 4

Purple Circle: Cupcakes

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

- consonant digraph <wr>/r/ (e.g., “wrist”)

Key Concepts to Understand

- <wr> words are Germanic in origin and imply twisting or distortion

Morphology — Tips and Activities to Try

Introduced in Step 4

- suffix <-er> as an “agent” or “one who”

Key Concepts to Understand — <-er>

suffix <-er> has multiple functions, some are:

1. as an agent → denotes a person (“one who”) or thing that performs a specified action or activity such as *teacher* or *mixer*
2. comparative (e.g., *stronger*)
3. derivational suffix of verbs, indicating repeated or diminutive action (e.g., *flicker*)

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)

Note: sometimes <er> is just a grapheme and not a suffix (e.g., *water*).

Activity to Try

1. Provide students with a suffix -er card (use red to differentiate from the base).
2. Teacher reads a base such as *teach*, (either written on the board or orally presented).
3. Students repeat *teach*, hold up suffix -er card and say the new word *teacher*.

- Keep in mind the suffixing convention: replace marker <e> when attaching a vowel suffix. Words ending in a vowel, such as *dance*, are best presented orally. Students are responsible for repeating the base and adding the suffix <-er>, NOT independently decoding the base. Therefore, words with concepts that have not yet been taught can be used in this activity. The goal is to understand suffix <-er> as a meaningful unit, not as something to sound out.
- **Suggested bases:** dance, teach, play, paint, clean, run, walk, mark, help, sing, keep, find, sweep

Teacher Tip Sheets
Purple Series: Step 5

Purple Circle: Red Foxes

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.:
   - here, these, theme, raise, sense, house, Steve, athlete, delete, horse, cheese, rinse, complete, eve, compete, geese, loose, praise, false, concrete

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

   mouse → louse → house → hose → pose → those → these → theme →

   them → hem → him → Tim → team → tea → teas → tease

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
Eve, the athlete	jumped higher	on the bumpy boxes
the tall horse	grabbed the cheese	with his smaller brushes
Pete, the singer	ran quicker than Steve	in the tall grasses
a flock of geese	can raise the bar	by the nice nurse

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

Comprehension Corner

Red Foxes (● Purple Circle)

Vocabulary Development
- What is a *grassland*?
- What is a litter of *pups*?

Inferencing
- Why do you think foxes that are not red are still called "*red foxes*"?

Making Connections
- Why does the author describe foxes as *dog-like*?
- Have you ever seen a fox in the wild?

Retelling/Summarizing
- List the "red fox facts" the author states in the book.

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Tip Sheet written by Shari Kudsia and Helen Maclean

Teacher Tip Sheets
Purple Series: Step 5

Purple Circle: Red Foxes

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

Grapheme/Phoneme Correspondence — Tips and Activities to Try

Key Concepts to Understand

- marker <e> (often referred to as "magic <e>") has many jobs
- one job of marker <e> is to mark the preceding vowel as long
- another job can be seen as a "suffix canceller" (e.g., if the base *sense* was written as *sens*, the word would be understood as (sen + s) which would mean more than one *sen*

Activity to Try

1. Put the following on the board:

gees	tens	chees	fals	rais

2. Ask students to create word sums (e.g., *gee* + s → *gees*).
3. Ask students to define "gees".
4. Once students cannot come up with a definition, tell them you wanted to write *geese*.
5. Ask them if they know of a marker that can go at the end of a base that has a "job" and is not pronounced.
6. Tell them the meaning of *tense*, *cheese*, *false*, and *raise* and ask them what grapheme needs to be at the end of the base in order to spell the word correctly.

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

☆ Introduced in Step 5

- "marker <e>" as suffix cancellation (e.g., "sense")

Teacher Tip Sheets
Purple Series: Step 6

Purple Circle: Biking

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.:
   - joyful, faithful, harmful, graceful, mindful, rightful, spoonful, useful, powerful, playful, tearful, eventful, cupful, hopeful, thankful, helpful, cheerful, fearful, restful, painful, willful, graceful

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

   hopeful → hope → rope → rose → raise → praise →

   prose → probe → robe → rope → hope → hopeful

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
a playful wren	was hiding	next to the wider hedges
her cheerful goose	felt thankful	after sunset
the helpful writer	was riding	on the rainy, thundery day
their mindful child	went biking	with the cheerful boy

You can differentiate by dropping some of the words in these phrases (e.g., *a playful wren* can just be *a wren*).

Comprehension Corner

Biking (● Purple Circle)

Vocabulary Development
- What is another word for *daring*?
- How should you prepare if you want to try jumping with your bike?

Inferencing
- What are ways to be safer when riding a bike?
- What are some of the reasons people ride bikes?

Making Connections
- Can you ride a bike? Where do you like to ride?
- Do you like to ride fast or take your time on your bike?

Retelling/Summarizing
- What are the places where people ride their bikes in this book?

Teacher Tip Sheets
Purple Series: Step 6

Purple Circle: Biking

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

Morphology — Tips and Activities to Try

Introduced in Step 6

- suffix <-ful>: gives a sense of full or full of
- replace <e> suffixing convention

Key Concepts to Understand

- suffixing convention → replace marker <e> when attaching a vowel suffix (i.e., suffixes that begin with a vowel letter such as <-er>)
  - For example, the marker <e> in hope is replaced when you attach suffix <-ing>. When we see <hopping> we know marker <e> has not been replaced (as the <p> is doubled) therefore the base is <hop>.

Refer to the Morphology Background Information Sheets.

Important Background Information

The assumption when attaching vowel suffixes is that marker <e> has been replaced whenever a marker <e> has the possibility of existing:

1. single syllabic bases with a final single consonant preceded by a single vowel (e.g., bike + ing)
2. words that end with soft <c> (and soft <g>) (e.g., fence + es)
3. words that end in /s/ where marker <e> may be a suffix canceller (sense + ing)

Activity to Try

Write a word sum for the following words:

1. long + er → _____
2. run + ing→ _____
3. cute + er → _____

Continued on next page.

Teacher Tip Sheets
Purple Series: Step 6

Purple Circle: Biking

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

Morphology — Tips and Activities to Try (Cont.)

Key Concepts to Understand — Suffix <-ful>

- suffix <-ful> - gives a sense of *full* or *full of*
- <full> vs <-ful> → <l> is doubled when final to base after single short vowel (full), suffix <-ful> is not a base, therefore it is spelled with one <l> (e.g., *helpful*)

Activity To Try

1. Provide students with a suffix -ful card (use red to differentiate from the base).
2. Teacher reads base such as *cheer*, (either written on the board or orally presented).
3. Students repeat *cheer* and hold up suffix -ful card and say the new word *cheerful*.

Students are responsible for repeating the base and adding the suffix <-ful>, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand suffix <-ful> as a meaningful unit, not as something to sound out.

Suggested bases: joy, law, cup, faith, fruit, harm, grace, mind, right, thought, spoon, pocket, use, power, play, peace, tear, event, doubt, mourn, colour, wonder, truth, delight, mouth

Teacher Tip Sheets
Purple Series: Step 7

Purple Circle: The Tides

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.:
   - fastest, greenest, longest, shortest, softest, smallest, kindest, coldest, where, there

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

   cold → coldest → oldest → old → sold → bold →

   boldest → baldest → bald → bad → baddest → maddest

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
the kindest, sweetest kid	tapped the biggest drum	by the camping lodges
the saddest writer	wrote the longest songs	on the porch
the farmer's strongest mule	pulled the thankful wren	from the coldest ledge
Fin's greenest frog	was riding the smallest deer	between the tallest bushes

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

Comprehension Corner

The Tides (● Purple Circle)

Vocabulary Development

- The author says, "There, they spotted some caves, and the oddest *rock spires*."
  What's another word for *spotted* in this sentence? What is a *rock spire*?

Inferencing

- Why do you think Dad's feet left the deepest footprints in the mud?

Making Connections

- Have you ever seen tides? Where?
- Do you think you'd like to play in the tides? Why or why not?

Retelling/Summarizing

- What did Mom, Dad, Tess and Zack do at Hopewell Rocks?

Teacher Tip Sheets
Purple Series: Step 7

Purple Circle: The Tides

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 <-est> as superlative (the most)

Key Concepts to Understand

- suffix <-est> is a vowel suffix, so be mindful of suffixing conventions when building words

Refer to the Morphology Background Information Sheets.

Activity To Try

1. Provide students with a suffix -est card (use red to differentiate from the base).
2. Teacher reads base such as *small*, (either written on the board or orally presented).
3. Students repeat *small*, hold up suffix -est and say the new word *smallest*.

Students are responsible for repeating the base and adding the suffix <-est>, NOT independently decoding the base. Therefore, words with vowel teams that have not yet been taught can be used in this activity. The goal is to understand suffix <-est> as a meaningful unit, not as something to sound out.

Suggested bases: big, tall, sweet, short, nice, dark, light, smooth, high, strong, fine, slow, loud, bright

High Frequency Words — Tips and Activities to Try

Introduced in Step 7

- "where" and "there"

Key Concepts to Understand

- it is best to teach *here*, *there* and *where* together as they are all "location" words and have a similar spelling pattern ("ere")
- **Note:** have students notice that the pronunciation of the "ere" is not consistent with these three words which is not unexpected as our spelling system supports meaning before pronunciation
- You may also want to teach the homophones their/there/they're:
  - *their* → belonging to or associated with the people or things previously mentioned (e.g., "somebody's something")
  - *there* → place/position
  - *they're* → contraction of *they are*

Teacher Tip Sheets
Purple Series: Step 8

Purple Circle: Niagara Falls

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.:
   - age, gel, gem, cage, gene, huge, page, hinge, forge, lunge, merge, range, grunge, plunge, sponge, twinge, teenage, badly, coldly, sadly, sickly, mainly, quickly, wildly, softly, lonely, kindly

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

age → cage → page → wage → sage → stage → stake → take → tame →

time → timely → tamely → tame → same → sane → lane → lone → lonely

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
the cheerful judge	gladly skipped	behind the stage
a huge page	was softly playing his flute	by Zack's lodge
lovely Gene	quickly plunged	at the deepest gorge
the kindly horn player	felt a tinge of pain	under the hedge

You can differentiate for students by dropping some words from the phrases (e.g., *the cheerful judge* can just be *the judge*).

Comprehension Corner

Niagara Falls (● Purple Circle)

Vocabulary Development
- The author says, "You can go on a hike along a river trail to watch the river *rapids*." What are *rapids*?
- What do you think *raging* water looks like?

Inferencing
- Why do you think there are tunnels behind the falls?
- How do you think Niagara Falls was formed?

Making Connections
- Have you visited Niagara Falls? Have you seen any other waterfalls?

Retelling/Summarizing
- What did this family do in Niagara Falls?

Teacher Tip Sheets
Purple Series: Step 8

Purple Circle: Niagara Falls

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

- <g>/j/ (e.g., “plunge”)

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)

Word Sort

Provide students with the following (unsorted) words:

<g> /j/	<dge> /j/
gender, generate, gist, gorge, singe, verge, fringe, indulge, giant, ginger	judge, edge, ridge, hedge, smudge, grudge, sludge, pledge, dodge, fudge

Ask students to sort the above words based on these two categories. Have them investigate when we use <g> vs when we use <dge>. **Prompt:** “Circle the grapheme that precedes the /j/ (if there is one).”

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

☆ Introduced in Step 8

- <g> as /j/ (when followed by <e>, <i>, or <y>)

Key Concepts to Understand

- <g> as /j/ after <e>, <i>, or <y> is not as consistent as the soft <c> convention. It is still important to teach, but prompt students to be flexible.

Teacher Tip Sheets
Purple Series: Step 8

Purple Circle: Niagara Falls

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 <-ly>: gives a sense of *like* or *manner of*

Key Concepts to Understand

- when attaching a suffix to an element ending with the single grapheme <y>, replace the <y> with an <i> (e.g., happy + ly → happily)
- **Note:** this is a tip for future use, words with suffix -ly in Niagara Falls do not have bases ending in <y>

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

Refer to the Morphology Background Information Sheets.

Activity To Try

1. Provide students with a suffix -ly card (use red to differentiate from the base).
2. Teacher reads base such as *glad* (either written on the board or orally presented).
3. Students repeat glad, hold up suffix -ly card and say the new word gladly.

Students are responsible for repeating the base and adding the suffix <-ly>, NOT independently decoding the base. Therefore, words with concepts that have not yet been taught can be used in this activity. The goal is to understand suffix <-ly> as a meaning unit, not as something to sound out.

Suggested bases: high, neat, proud, slow, hopeful (hope + ful), cheerful, successful, cost, warm, even, wise, open, dear, final, harsh

High Frequency Words — Tips and Activities to Try

Introduced in Step 8

- content word: “Niagara”

Key Concepts to Understand

- We have not yet taught all concepts found in the word “Niagara”. Support student as needed to read this word.

Teacher Tip Sheets
Purple Series: Step 9

Purple Circle: At the Lake

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.:
   - knee, knit, knob, knot, knack, knave, kneel, knife, knock, unfair, unsafe, unkept, unstable

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

know → knee → see → seed → weed → wed → wad → sad →

sack → knack → lack → lick → lit → knit → knot → knob

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
the bravest knight	knitted a fluffy hat	on the unpaved path
her knapsack	kneels to unknot the laces	by the wren's nest
a knave	knocked	beside the unlit fence
their unkind kid	unpacked the knife	on his knee

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

Comprehension Corner

At the Lake (● Purple Circle)

Vocabulary Development
- The author says, "It is unlike their home in the city, and it is a fun place to *unwind*."
  What does *unwind* mean in this sentence?
  What is another word for *unwind*?
- What does *knack* mean?

Inferencing
- What type of days does the fire stay unlit? Why?
- Do you think fires are safe at the lake? Why?

Making Connections
- Have you ever been to a place on a lake?
- Which activities would you like to do if you visited a place on a lake?
- What else can be *unlit*?

Retelling/Summarizing
- What does the family like to do on chilly days?
- What do they do on hot days?
- What is your favourite page in this book?

Teacher Tip Sheets
Purple Series: Step 9

Purple Circle: At the Lake

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

- consonant digraph <kn>/n/ (e.g., “knife”)

Key Concepts to Understand

- <kn> is a digraph, and students should understand <kn> as one unit (therefore one tap when spelling, one Elkonin box, etc.)
- the <k> in <kn> used to be pronounced (in Old and Middle English)
- <kn> words are often “sticking out” (knob, knee) or “pinching” (knead, knot) words

Morphology — Tips and Activities to Try

Introduced in Step 9

- prefix <un->: gives a sense of *reversal*, *removal*, or *deprivation*

Key Concepts to Understand

- prefixes can intensify, shift or nudge a base’s meaning

Note: prefixes can have more than one “sense” so ensure that you avoid absolute language such as, “<un-> means remove.”

- **Suggested bases:** pack, fair, safe, fold, cover, mask, lock, tangle, ravel, bend

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Tip Sheet written by Shari Kudsia and Helen Maclean

Teacher Tip Sheets
Purple Series: Step 10

Purple Circle: Fish

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, game cards, etc. <u>These words demonstrate <y> representing /ī/, but include some other complex spelling conventions, so they are best used for reading only.</u>
   - gym, mystery, crypt, symbol, system, myth, oxygen, symptom, typical, lynx, crystal, reuse, redo, rewrite, retry, reappear, rebuild, reheat, replay, rewind

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

myth → math → bath → bam → Tam → tum → gum → gym → gem → get →

bet → bit → bill → rebill → refill → fill → fall → call → recall

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.

Noun Phrases	Verb Phrases	Prepositional Phrases
the myth	reacted quickly	next to the lynx
a relaxed mule	replayed the game	on the softest mat
her unlucky gym teacher	can repay her mom	in the afternoon
the recalled player	will refill the tallest cup	by the reclaimed benches

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

Comprehension Corner

Fish (● Purple Circle)

Vocabulary Development
- The author says, "Some fish have slime on their scales to help reduce the *drag* from the water and help them swim quickly." What does the *drag* mean?
- The base in the word *react* is <act>. How does <re-> in the word *react* alter the meaning?

Making Connections
- Have you ever swum with fish? Did you like it? Would you like to?
- How are fish and humans alike?

Inferencing
- Do you think fish and aquatic life that live in freshwater lakes could survive in saltwater oceans?
- Do you think fish and sea life that live in saltwater oceans could survive in freshwater lakes? Why?
- What do you think fish think of humans swimming in their waters?

Retelling/Summarizing
- What fish facts did you learn from this story?
- Did you have a favourite fish in the story?

Teacher Tip Sheets
Purple Series: Step 10

Purple Circle: Fish

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

- <y>/ī/ (e.g., “gym”)

Key Concepts to Understand

- <y> can be pronounced many ways so ensure that you avoid absolute language such as “<y> says /y/”
  - /ē/ in final position of multisyllabic words (*baby*, *city*) when syllable is unstressed
  - /y/ in initial position
  - /ī/ in final position (*try*, *my* — usually in single syllable words or stressed syllables)
  - /ĭ/ in medial position (*gym* — from Greek origin)

Morphology — Tips and Activities to Try

Introduced in Step 10

- prefix <re->: gives a sense of *back* or *again*
- concept of bound base

Key Concepts to Understand (Prefix <re->)

- prefixes can intensify, shift or nudge a base’s meaning

Note: prefixes can have more than one “sense” so ensure that you avoid absolute language such as, “<re-> means again.”

Continued on next page.

Teacher Tip Sheets
Purple Series: Step 10

Purple Circle: Fish

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

Morphology — Tips and Activities to Try (Cont.)

Activity To Try

1. Provide students with a suffix re- card (use red to differentiate from the base).
2. Teacher reads base such as *use* (either written on the board or orally presented).
3. Students repeat *use*, hold up suffix re- card and say the new word *reuse*.

Students are responsible for repeating the base and adding the suffix <re->, NOT independently decoding the base. Therefore, words with concepts that have not yet been taught can be used in this activity. The goal is to understand prefix <re-> as a meaningful unit, not as something to sound out.

Suggested bases: use, do, read, write, try, appear, build, heat, play, load, start, fill, call, claim, think, move, boot, count, fresh, wind, fuel, cap, name, cycle, arrange, wire, word, view

Key Concepts to Understand (Bound Bases)

- bases can be "free" → a base that functions independently/forms a complete English word on its own (e.g., *play*)
- bases can be "bound" → a base that requires affixes to be an English word (e.g., con + struct + ion)

High Frequency Words — Tips and Activities to Try

☆ Introduced in Step 10

- content word: "ocean"

Key Concepts to Understand

- We have not yet taught all concepts found in the word *ocean*. Support student as needed to read this word.

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!

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