

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. We are going to try and build big words using our spinners. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Each of these words can stand alone, but how can we make these words bigger? Teacher will prompt students to respond with, "by adding affixes." That's right! We can add a prefix or suffix to make a word bigger. Let's look at the second spinner with affixes. We will read these together as well. Teacher will hold up second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. *I will choose someone to spin and then we will read together. Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. *Each of you will get a turn to spin and read. Spin the first spinner and read the base word. Then spin the second spinner and read the affix. And then you put the parts together and say the whole word. Remember, these can be nonsense words. Let's see how many new words we can make! Teacher calls on next student to spin and read.*

Error correction ⇒ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud.

Awesome job making Spinner Words!

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇒

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (*choose student*). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (i.e. "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two- and three-syllables. Our words keep getting bigger everyday!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix inter-. *Teacher writes affix name on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three syllable word. Teacher reads word aloud. Is this a real or nonsense word? Teacher will shape students' responses to correct answer.*

Distribute white boards and markers. **The first affix that we will work with is (affix name).** Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. **I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now.** Students write words. **Good job. Let's take turns reading some of our words.** Have each student share a two-syllable word and a three-syllable word. **Well done!**

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #23 (copy for each student)
- ☐ Teacher copy of Word List #23
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." Distribute copies of today's word list to students. **Let's do our choral read.** Wait until all students have word list in front of them on the table and have finger on the first word. **As we read each word, I want you to follow along with your finger. Let's go!** Read the words chorally as a group. Note: You may also do an echo read here instead of choral or alternate.

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! Put timer on the table in the middle of the group. _____ will go first. **Is everyone pointing? Great. Ready? Go.** Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs.

After 30 seconds has elapsed, say: **OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds.** Students should write down the total number of words read, even the ones that were incorrect. **Who's next?**

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [8 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “How Do Planes Stay in the Air?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let's read today's passage together. This will help us practice reading big words, but we'll also learn some interesting facts!

Today's passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** Write the word on a white board. Teacher will introduce the three key words before reading each passage.

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see?** Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 24

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

Today, we are going to continue to practice mastering all of our vowel sounds. You will get to graduate a vowel sound and highlight it on your list once you have read it correctly to me five times in a row correctly. Remember that while I work with one student, the rest of you will work together like we practiced yesterday.

Go ahead and take your copy of the vowel sound list out of your folder.

Before we practice reading the list in pairs. I want to choral read the list. Fingers pointing? Ok, let's read together? *Choral read the list. Have students repeat sounds when the students incorrectly or do not clearly say vowel sound.*

First, I am going to test (student name). Remember the rest of you will work in pairs. If you're a monitor, make sure you stop them when you hear a mistake. Remember the first time, you read for accuracy and the next time you read for speed.

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]**Instructional routine:**

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: Review all affixes

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your worksheet and a pencil. *Students should take out materials. Today, we are going to refresh our memories and look at all of the affixes we've learned so far.*

Point to the first affix on the Affix Bank chart. What is this prefix? Allow students to respond. That's right! Who can tell me a word that begins with this affix? Continue sample procedure to review all of the affixes in the Affix Bank chart.

Ok. Let's see if we can read these affixes quickly together. Start at the top and let's read them together. Ready, go. *Students read words. Let's reread the affixes, but this time let's start from the bottom and go up. Ready, begin.* *Students should read all prefixes and suffixes in Affix Bank chart.*

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.

**WORD PLAY [5 minutes]****Instructional routine:**

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #24 poster
- ☐ Spotlight Word #24 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our new "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. We are going to try and build big words using our spinners. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Each of these words can stand alone, but how can we make these words bigger? Teacher will prompt students to respond with, "by adding affixes." That's right! We can add a prefix or suffix to make a word bigger. Let's look at the second spinner with affixes. We will read these together as well. Teacher will hold up second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. I will choose someone to spin and then we will read together. *Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. Spin the first spinner and read the base word. Then spin the second spinner and read the affix. And then you put the parts together and say the whole word. Remember, these can be nonsense words. Let's see how many new words we can make! *Teacher calls on next student to spin and read.*

Error correction ⇒ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud.

Awesome job making Spinner Words!

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇒

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (i.e. "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two- and three-syllables. Our words keep getting bigger everyday!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix un-. *Teacher writes affix name on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three syllable word. Teacher reads word aloud. Is this a real or nonsense word? Teacher will shape students' responses to correct answer.*

Distribute white boards and markers. **The first affix that we will work with is (affix name).** Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. **I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now.** Students write words. **Good job. Let's take turns reading some of our words.** Have each student share a two-syllable word and a three-syllable word. **Well done!**

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #24 (copy for each student)
- ☐ Teacher copy of Word List #24
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." Distribute copies of today's word list to students. **Let's do our choral read.** Wait until all students have word list in front of them on the table and have finger on the first word. **As we read each word, I want you to follow along with your finger. Let's go!** Read the words chorally as a group. Note: You may also do an echo read here instead of choral or alternate.

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! Put timer on the table in the middle of the group. _____ will go first. **Is everyone pointing? Great. Ready? Go.** Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs.

After 30 seconds has elapsed, say: **OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who's next?**

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [8 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “What Causes Ocean Waves?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s read today’s passage together. This will help us practice reading big words, but we’ll also learn some interesting facts!

Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** Write the word on a white board. *Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see?** Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

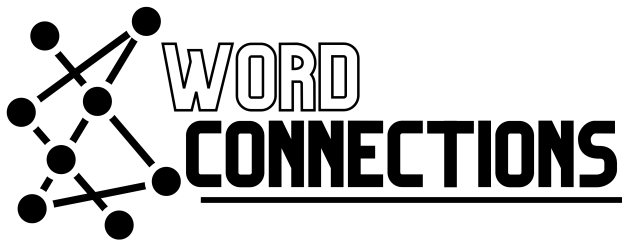
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 25

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

Today, we are going to continue to practice mastering all of our vowel sounds. You will get to graduate a vowel sound and highlight it on your list once you have read it correctly to me five times in a row correctly. Remember that while I work with one student, the rest of you will work together like we practiced yesterday.

Go ahead and take your copy of the vowel sound list out of your folder.

Before we practice reading the list in pairs. I want to choral read the list. Fingers pointing? Ok, let's read together? *Choral read the list. Have students repeat sounds when the students incorrectly or do not clearly say vowel sound.*

While I am going to test (student name), the rest of you need to work together in pairs, with one person reading and the other person acting as the monitor. Remember the first time, you read for accuracy and the next time you read for speed.

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]**Instructional routine:**

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: il- / ir- / trans-

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your Affix Bank worksheets and a pencil. *Students should take out worksheet and pencils. Today, we are going to learn 3 affixes and add them to our Affix Bank. Our first prefix is il-. Write il- on the white board. One word I can think of with this prefix is "illegal". Can you think of any other words that begin with il-? Take examples from students and encourage them to use the word in a sentence. Let's add this new prefix to our Affix Bank. Write il- on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing ir- and trans-.*

Teacher says new affix → provide sample word → add to Affix Bank

- ❖ ir- // irresistible
- ❖ trans- // transport

Now, let's take a look at all of the affixes in our Affix Bank chart and read them quickly together. Start at the top and read down each column. *Students read all affixes chorally. Great Job!*

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.

**WORD PLAY [5 minutes]****Instructional routine:**

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #25 poster
- ☐ Spotlight Word #25 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. We are going to try and build big words using our spinners. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Each of these words can stand alone, but how can we make these words bigger? Teacher will prompt students to respond with, "by adding affixes." That's right! We can add a prefix or suffix to make a word bigger. Let's look at the second spinner with affixes. We will read these together as well. Teacher will hold up second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. I will choose someone to spin and then we will read together. *Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. Spin the first spinner and read the base word. Then spin the second spinner and read the affix. And then you put the parts together and say the whole word. Remember, these can be nonsense words. Let's see how many new words we can make! *Teacher calls on next student to spin and read.*

Error correction ⇒ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud.

Awesome job making Spinner Words!

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇒

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. **Fantastic!**

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. Teacher and students read whole words chorally while students follow along by pointing. **Wow, nice reading!**

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. When they finish, provide positive reinforcement (i.e. "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two- and three-syllable. Our words keep getting bigger every day!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix il-. Teacher writes il- on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three-syllable word. Teacher reads word aloud. Is this a real or nonsense word? Shape students' responses to correct answer.

PRACTICE WITH IL-

Now it's your turn to write. *Distribute white boards and markers. Write the prefix il- like I did. Teacher writes il- and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the prefix il-. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the prefix il-. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. Students share.*

PRACTICE WITH IR- AND TRANS-

Let's choose a different prefix this time. Let's look at our other affixes from today and choose one. *Have student name a prefix from today's lesson from the Affix Bank. Let's write _____ on your boards. I want each of you to write two and three-syllable words that begin with _____. Students write words. Well done, let's read our words! Teacher shares his/her word and students share their words. Repeat these procedures with additional prefixes for lesson.*

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ [5 minutes]****Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #25 (copy for each student)
- ☐ Teacher copy of Word List #25
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note: You may also do an echo read here instead of choral or alternate.*

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds.** Students should write down the total number of words read, even the ones that were incorrect. **Who's next?**

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [8 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Why Do We Yawn?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let's read today's passage together. This will help us practice reading big words, but we'll also learn some interesting facts!

Today's passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** Write the word on a white board. Teacher will introduce the three key words before reading each passage.

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see?** Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

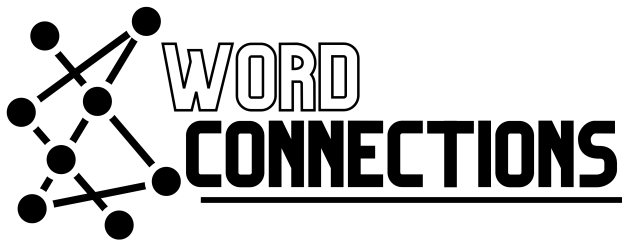
- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 26

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

Let's practice our vowel sounds, so we can graduate them. I want to choral read the list. Fingers pointing? Ok, let's read together. *Choral read the list. Have students repeat sounds when the students incorrectly or do not clearly say vowel sound.*

We are now going to continue to practice mastering all of our vowel sounds. You know how this works. I'm going to test _____ first. Pair up with a partner and begin your first read. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: -ic / -ful / -less

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your Affix Bank worksheets and a pencil. *Students should take out worksheet and pencils. Today, we are going to learn 3 affixes and add them to our Affix Bank. Our first suffix is -ic. Write -ic on the white board. One word I can think of with this suffix is gigantic. Can you think of any other words that end with -ic? Take examples from students and encourage them to use the word in a sentence. Let's add this new suffix to our Affix Bank. Write -ic on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing -ful and -less.*

Teacher says new affix → provide sample word → add to Affix Bank

- ❖ -ful // joyful // definition: full of
- ❖ -less // fearless // definition: without

Now, let's take a look at all of the affixes in our Affix Bank chart and read them quickly together. Start at the top and read down each column. *Students read all affixes chorally. Great Job!*

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.

**WORD PLAY [5 minutes]****Instructional routine:**

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Quick Search

Materials:

- ☐ Spotlight Words #26 poster
- ☐ Spotlight Word #26 cards
- ☐ Affix cards
- ☐ White boards
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

QUICK SEARCH

Today we are going to play our game called Quick Search! We are going to be using our new spotlight words and our affix cards to help us build big words. *Teacher makes sure there is room on the table to spread out spotlight word cards and affix cards.*

Remember we start out by reading each affix. I am going to hold up an affix card and we will read it together. Repeat process with all affix cards: Hold up each affix card, students choral read, and place card on table. Periodically ask students if the affix is a prefix or suffix. **Great! Now we will do the same thing with our spotlight words. I will hold up a spotlight word card and we will read them.** Students should choral read, and then teacher places the word card on table face up. Read all spotlight word cards.

Now that we've placed all of our cards on the table, I am going to mix them up! Move cards around on the table, but leave them face up. We are going to make some long words! Remember how this game works. Select affix card from table. First I choose an affix—which is on colored paper—and hold it up so you all can see it. This affix says “(affix name)”. Select spotlight word from table. Next I pick up a spotlight word—always on white paper—and read it: “(spotlight word)”. I remember that “(affix name)” is a (prefix/suffix), so I put it (in front of/after) the spotlight card. I hold the word parts together and read the whole word: “(affix+word)”. Return cards to table, face up.

Let's build more big words! These can be nonsense or silly words as well—they don't have to be real words. Teacher calls on first student. **Alright, _____,** quickly choose an affix card, hold it up to the group and read it aloud. Student reads affix. **Excellent! Now pick a spotlight word.** Student picks spotlight word. **Hold it up. Decide whether the affix goes in front of or at the end of the word.** Student places affix card appropriately. **Now you have two word parts. Read the whole word.** Student reads word. **Great job!**

Let's build more words, only this time we are going go a bit faster. Each of you will choose an affix card and read it. Then you will choose a spotlight word card. You put the word parts together, and read the whole word. Remember, these can be nonsense words. Let's see how many new words we can make! Teacher calls on next student to choose cards and build a word. Teacher can encourage students to make longer words (with both prefix and suffix) once they get used to game.

Nice reading! You are getting so quick at putting together new words.

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]

Instructional routine:

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to “Beat the Clock”! Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. **We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word,**

“_____?” Student identifies the affix(es), _____. **Great, let’s circle the affix(es), _____. Continue through the list of words circling all of the affixes.**

Error correction ⇨

“That’s close. Actually the affix is ‘_____,’ let’s circle this on our worksheet.”

Now, that we have circled all of our affixes, let’s read them quickly together. We will start at the top and read down. Hold up worksheet for students to see and point to the first affix. Let’s begin. Teacher and students chorally read affix. Fantastic!

This time we are going to read the entire words together. Let’s start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!

Your turn. Let’s start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says “first time.” While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. When they finish, provide positive reinforcement (e.g., “great reading”) and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, “Go on.” After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. “Let me repeat a few of these words. (Point.) This word is _____. What word?”

Y’all did a fantastic job on your first round. Let’s see if you “beat the clock.” This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let’s start with our “Write Word” activity. Today, we will continue writing words with two- and three-syllable. Our words keep getting bigger every day!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix -ic. Teacher writes

-ic on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three-syllable word, I would add another affix to the beginning of the word. Teacher writes final affix making the word a three-syllable word. Teacher reads word aloud. Is this a real or nonsense word? Teacher shapes responses.

PRACTICE WITH -IC

Now it's your turn to write. *Distribute white boards and markers. Write the suffix -ic like I did. Teacher writes ic- and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the suffix -ic. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the suffix -ic. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. Students share.*

PRACTICE WITH -FUL AND -LESS

Let's choose a different prefix this time. Let's look at our other affixes from today and choose one. *Have student name a prefix from today's lesson from the Affix Bank. Let's write _____ on your boards. I want each of you to write two and three-syllable words that begin with _____. Students write words. Well done, let's read our words! Teacher shares his/her word and students share their words. Repeat these procedures with additional prefixes for lesson.*

Error correction ⇨

(A) If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.

(B) If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."

(C) If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #26 (copy for each student)
- ☐ Teacher copy of Word List #26
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who's next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt "Wait, what word?" You can also correct words after the timed reading (if not corrected during) in the same manner.

32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [8 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ "How is Chocolate Made?" passage (copy for each student)
- ☐ Text reading key words and definitions

Let's read today's passage together. This will help us practice reading big words, but we'll also learn some interesting facts!

Today's passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see? Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

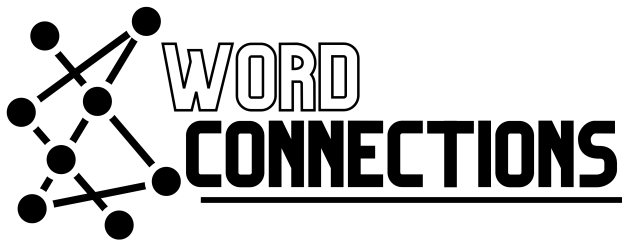
- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 27

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

We are now going to continue to practice mastering all of our vowel sounds. You know how this works. I'm going to test _____ first. Pair up with a partner and begin your first read.

Remember the first read is for accuracy and the second is for speed. Begin to work with students individually.

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: il- / ir- / trans- / -ic / -ful / -less [Combined review of lessons #25-26]

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your worksheet and a pencil. *Students should take out materials. Today, we are going to refresh our memories and look at all of the affixes we've learned so far.*

Point to the first affix on the Affix Bank chart. What is this prefix? Allow students to respond. That's right! Who can tell me a word that begins with this affix? Continue sample procedure to review all of the affixes in the Affix Bank chart.

Ok. Let's see if we can read these affixes quickly together. Start at the top and let's read them together. Ready, go. *Students read words. Let's reread the affixes, but this time let's start from the bottom and go up. Ready, begin. Students should read all prefixes and suffixes in Affix Bank chart.*

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [5 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Quick Search

Materials:

- ☐ Spotlight Words #27 poster
- ☐ Spotlight Word #27 cards
- ☐ Affix cards
- ☐ White boards
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

QUICK SEARCH

Today we are going to play our game called Quick Search! We are going to be using our new spotlight words and our affix cards to help us build big words. *Teacher makes sure there is room on the table to spread out spotlight word cards and affix cards. Let's read our affixes together. Hold up each affix card, students choral read, and place card on table. Great! Now let's read our spotlight words quickly. Students should choral read, and then teacher places the word card on table face up.*

Now that we've placed all of our cards on the table, I am going to mix them up! Move cards around on the table, but leave them face up. We are going to make some long words! Remember how this game works. Select affix card from table. First I choose an affix—which is on colored paper—and hold it up so you all can see it. This affix says "(affix name)". Select spotlight word from table. Next I pick up a spotlight word—always on white paper—and read it: "(spotlight word)". I remember that "(affix name)" is a (prefix/suffix), so I put it (in front of/after) the spotlight card. I hold the word parts together and read the whole word: "(affix+word)".

Let's build more big words! Alright, _____, quickly choose an affix card, hold it up to the group and read it aloud. *Student reads affix. Excellent! Now pick a spotlight word. Student picks spotlight word. Now you have two word parts. Read the whole word. Student reads word. Great!*

Let's build more words, only this time we are going go a bit faster. Let's see how many new words we can make! *Teacher calls on next student to choose cards and build a word. Teacher can encourage students to make longer words (with both prefix and suffix) once they get used to game.*

Nice reading! You are getting so quick at putting together new words.

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]

Instructional routine:

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇌

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, “Go on.” After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. “Let me repeat a few of these words. (Point.) This word is _____. What word?”

Y’all did a fantastic job on your first round. Let’s see if you “beat the clock.” This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.

**WRITE WORD** [8 minutes]**Instructional routine:**

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let’s start with our “Write Word” activity. Today, we will continue writing words with two- and three-syllables. Our words keep getting bigger every day!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix inter-. Teacher writes affix name on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three-syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three-syllable word. Teacher reads word aloud. Is this a real or nonsense word? Teacher will shape students’ responses to correct answer.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let’s take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!

Error correction ⇨

(A) If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.

(B) If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #27 (copy for each student)
- ☐ Teacher copy of Word List #27
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who's next?*

Error correction ⇒

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt "Wait, what word?" You can also correct words after the timed reading (if not corrected during) in the same manner.

32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [8 minutes]**Instructional routine:**

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Do All Bees Sting?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s read today’s passage together. This will help us practice reading big words, but we’ll also learn some interesting facts!

Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see? Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

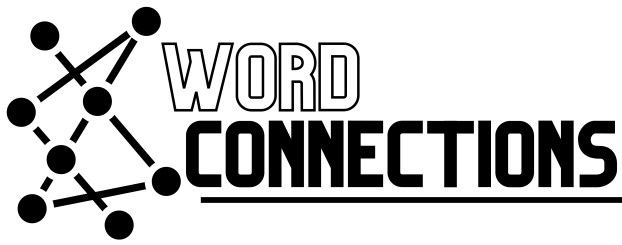
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 28

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

Before we practice reading the list in pairs. Let's read it together. Fingers pointing? Ok, let's read together. Choral read the list. Have students repeat sounds when the students incorrectly or do not clearly say vowel sound.

We are now going to continue to practice mastering all of our vowel sounds. You know how this works. I'm going to test _____ first. Pair up with a partner and begin your first read. Remember the first read is for accuracy and the second is for speed. Work with students individually.

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: Review all affixes

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank folder
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your worksheet and a pencil. *Students should take out materials. Today, we are going to refresh our memories and look at all of the affixes we've learned so far.*

Point to the first affix on the Affix Bank chart. What is this prefix? Allow students to respond. That's right! Who can tell me a word that begins with this affix? Continue sample procedure to review all of the affixes in the Affix Bank chart.

Ok. Let's see if we can read these affixes quickly together. Start at the top and let's read them together. Ready, go. *Students read words. Let's reread the affixes, but this time let's start from the bottom and go up. Ready, begin.* *Students should read all prefixes and suffixes in Affix Bank chart.*

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.

**WORD PLAY [5 minutes]****Instructional routine:**

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Quick Search

Materials:

- ☐ Spotlight Words #28 poster
- ☐ Spotlight Word #28 cards
- ☐ Affix cards
- ☐ White boards
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

QUICK SEARCH

Today we are going to play our game called Quick Search! We are going to be using our new spotlight words and our affix cards to help us build big words. *Teacher makes sure there is room on the table to spread out spotlight word cards and affix cards. Let's read our affixes together. Hold up each affix card, students choral read, and place card on table. Great! Now let's read our spotlight words quickly. Students should choral read, and then teacher places the word card on table face up.*

Now that we've placed all of our cards on the table, I am going to mix them up! Move cards around on the table, but leave them face up. We are going to make some long words! Remember

how this game works. *Select affix card from table. First I choose an affix—which is on colored paper—and hold it up so you all can see it. This affix says “(affix name)”. Select spotlight word from table. Next I pick up a spotlight word—always on white paper—and read it: “(spotlight word)”. I remember that “(affix name)” is a (prefix/suffix), so I put it (in front of/after) the spotlight card. I hold the word parts together and read the whole word: “(affix+word)”.*

Let’s build more big words! Alright, _____, quickly choose an affix card, hold it up to the group and read it aloud. *Student reads affix. Excellent! Now pick a spotlight word. Student picks spotlight word. Now you have two word parts. Read the whole word. Student reads word. Great!*

Let’s build more words, only this time we are going go a bit faster. Let’s see how many new words we can make! *Teacher calls on next student to choose cards and build a word. Teacher can encourage students to make longer words (with both prefix and suffix) once they get used to game.*

Nice reading! You are getting so quick at putting together new words.

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]

Instructional routine:

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it’s time to “Beat the Clock”! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let’s begin by circling the affixes together. Who knows the affix(es) in our first word, “_____?” Student identifies the affix(es), _____. Great, let’s circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

“That’s close. Actually the affix is ‘_____,’ let’s circle this on our worksheet.”

Now, that we have circled all of our affixes, let’s read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let’s begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let’s start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let’s start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says “first time.” While _____ is reading, everyone else should

follow along on the word list with his or her finger. Ready _____? Begin. When they finish, provide positive reinforcement (i.e. “great reading”) and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, “Go on.” After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. “Let me repeat a few of these words. (Point.) This word is _____. What word?”

Y’all did a fantastic job on your first round. Let’s see if you “beat the clock.” This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let’s start with our “Write Word” activity. Today, we will continue writing words with two- and three-syllables. Our words keep getting bigger every day!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix pre-. Teacher writes affix name on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three syllable word. Teacher reads word aloud. Is this a real or nonsense word? Shape students’ responses.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let’s take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!

Error correction ⇨

(A) If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #28 (copy for each student)
- ☐ Teacher copy of Word List #28
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” *Distribute copies of today’s word list to students. Let’s do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let’s go! Read the words chorally as a group. Note:* Use echo reading here instead of choral or alternate between the two.

Now it’s your turn to read the words independently. Let’s get ready to be speedy and see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [8 minutes]**Instructional routine:**

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “How is Paper Made?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s read today’s passage together. This will help us practice reading big words, but we’ll also learn some interesting facts!

Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see? Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

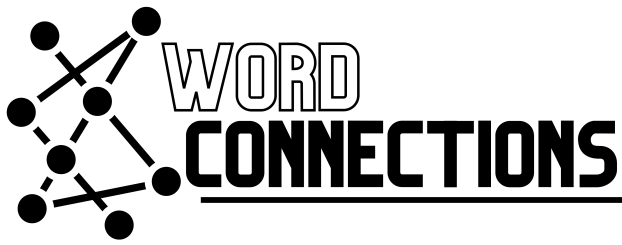
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 29

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

We are now going to continue to practice mastering all of our vowel sounds. You know how this works. I'm going to test _____ first.

Before we practice reading the list in pairs. Let's read it together. Fingers pointing? Ok, let's read together. *Choral read the list. Have students repeat sounds when the students incorrectly or do not clearly say vowel sound.*

Pair up with a partner and begin your first read. Remember the first read is for accuracy and the second is for speed. *Begin working with students individually.*

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: anti- / under- / ab-

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your Affix Bank worksheets and a pencil. *Students should take out worksheet and pencils. Today, we are going to learn 3 affixes and add them to our Affix Bank. Our first prefix is anti-. Write anti- on the white board. One word I can think of with this prefix is "antibacterial". Can you think of any other words that begin with anti-? Take examples from students and encourage them to use the word in a sentence. Let's add this new prefix to our Affix Bank. Write anti- on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing under- and un-.*

Teacher says new affix → provide sample word → add to Affix Bank

- ❖ under- // underage // definition: less than or below
- ❖ al- // personal // definition: having the form or character of

Now, let's take a look at all of the affixes in our Affix Bank chart and read them quickly together. Start at the top and read down each column. *Students read all affixes chorally. Great Job!*

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.

**WORD PLAY [5 minutes]****Instructional routine:**

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Quick Search

Materials:

- ☐ Spotlight Words #29 poster
- ☐ Spotlight Word #29 cards
- ☐ Affix cards
- ☐ White boards
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

QUICK SEARCH

Today we are going to play our game called Quick Search! We are going to be using our new spotlight words and our affix cards to help us build big words. *Teacher makes sure there is room on the table to spread out spotlight word cards and affix cards. Let's read our affixes together. Hold up each affix card, students choral read, and place card on table. Great! Now let's read our spotlight words quickly. Students should choral read, and then teacher places the word card on table face up.*

Now that we've placed all of our cards on the table, I am going to mix them up! *Move cards around on the table, but leave them face up.* We are going to make some long words! Remember how this game works. Select affix card from table. First I choose an affix—which is on colored paper—and hold it up so you all can see it. This affix says “(affix name)”. Select spotlight word from table. Next I pick up a spotlight word—always on white paper—and read it: “(spotlight word)”. I remember that “(affix name)” is a (prefix/suffix), so I put it (in front of/after) the spotlight card. I hold the word parts together and read the whole word: “(affix+word)”.

Let's build more big words! Alright, _____, quickly choose an affix card, hold it up to the group and read it aloud. *Student reads affix.* Excellent! Now pick a spotlight word. *Student picks spotlight word.* Now you have two word parts. Read the whole word. *Student reads word.* Great!

Let's build more words, only this time we are going go a bit faster. Let's see how many new words we can make! *Teacher calls on next student to choose cards and build a word. Teacher can encourage students to make longer words (with both prefix and suffix) once they get used to game.*

Nice reading! You are getting so quick at putting together new words.

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]

Instructional routine:

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to “Beat the Clock”! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students.* We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, “_____?” *Student identifies the affix(es), _____.* Great, let's circle the affix(es), _____. *Continue through the list of words circling all of the affixes.*

Error correction ⇒

“That's close. Actually the affix is ‘_____,’ let's circle this on our worksheet.”

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix.* Let's begin. *Teacher and students chorally read affix.* Fantastic!

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing.* Wow, nice reading!

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your

finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says “first time.” While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. When they finish, provide positive reinforcement (i.e. “great reading”) and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, “Go on.” After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. “Let me repeat a few of these words. (Point.) This word is _____. What word?”

Y’all did a fantastic job on your first round. Let’s see if you “beat the clock.” This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they put a sticker on their Galaxy Chart. When student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize. **Excellent work everyone!**

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let’s start with our “Write Word” activity. Today, we will continue writing words with two- and three-syllable. Our words keep getting bigger every day!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix anti-. Teacher writes anti- on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three-syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three-syllable word. Teacher reads word aloud. Is this a real or nonsense word? Teacher shapes students’ responses.

PRACTICE WITH ANTI-

Now it’s your turn to write. Distribute white boards and markers. **Write the prefix anti- like I did.** Teacher writes anti- and then holds up so all students can check their writing. **Great! Now, write two- and three-syllable words with the prefix anti-. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the prefix anti-. Let’s read them. When it’s your turn, hold up your board so everyone can see and read the word. Students share.**

PRACTICE WITH UNDER- AND AB-

Let’s choose a different prefix this time. Let’s look at our other affixes from today and choose one. Have student name a prefix from today’s lesson from the Affix Bank. Let’s write _____ on your boards. I want each of you to write two and three-syllable words that begin with _____. Students write words. Well done, let’s read our words! Teacher shares his/her word and students share their words. Repeat these procedures with additional prefixes for lesson.

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ** [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #29 (copy for each student)
- ☐ Teacher copy of Word List #29
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” Distribute copies of today’s word list to students. **Let’s do our choral read.** Wait until all students have word list in front of them on the table and have finger on the first word. **As we read each word, I want you to follow along with your finger. Let’s go!** Read the words chorally as a group. **Note:** Use echo reading here instead of choral or alternate between the two.

Now it’s your turn to read the words independently. Let’s get ready to be speedy and see how many words you can each read in 30 seconds! Put timer on the table in the middle of the group. _____ will go first. **Is everyone pointing? Great. Ready? Go.** Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?**

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.



32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

TEXT READING [8 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Who is the Oldest Dog to Ever Live?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s read today’s passage together. This will help us practice reading big words, but we’ll also learn some interesting facts!

Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond.* **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see?** *Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 30

INTRODUCTION

After welcoming the students, **Let's review the rules of our reading group.** [Go over 3-4 rules that you feel are most applicable to this group of students.] **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Practice vowel sounds chorally
- Test students individually and track student progress on vowel mastery protocol
- Students not working with the teacher should practice in pairs

Today's focus: Mastery

Materials:

- ☐ Student vowel mastery list (copy for each student)
- ☐ Vowel mastery teacher protocol (copy for each student)

Before we practice reading the list in pairs. Let's read it together. Fingers pointing? Ok, let's read together. Choral read the list. Have students repeat sounds when the students incorrectly or do not clearly say vowel sound.

We are now going to continue to practice mastering all of our vowel sounds. You know how this works. I'm going to test _____ first. Pair up with a partner and begin your first read.

Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, the student will read down the columns of their vowel sounds list. The teacher will borrow the vowel sounds mastery protocol and cross yes or no based on student responses. Once there are five consecutive checkmarks for a vowel sound, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and then they can skip it in the next day.

3-minute reminder: If timer hits the 3:00 mark before you finish the warm-up, finish up the nonsense word you are on and move to affix bank.



AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: -est

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Let's look at our Affix Bank. Take out your Affix Bank worksheets and a pencil. *Students should take out worksheet and pencils. Today, we are going to learn 3 affixes and add them to our Affix Bank. Our first suffix is -est. Write -est on the white board. One word I can think of with this suffix is "fastest". Can you think of any other words that end with -est? Take examples from students and encourage them to use the word in a sentence. Let's add this new suffix to our Affix Bank. Write -est on your Affix Bank chart and students should do the same on their worksheets.*

Now, let's take a look at all of the affixes in our Affix Bank chart and read them quickly together. Start at the top and read down each column. Students read all affixes chorally. Great Job!

6-minute reminder: If timer hits the 6:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.

**WORD PLAY [5 minutes]****Instructional routine:**

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Quick Search

Materials:

- ☐ Spotlight Words #30 poster
- ☐ Spotlight Word #30 cards
- ☐ Affix cards
- ☐ White boards
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

QUICK SEARCH

Today we are going to play our game called Quick Search! We are going to be using our new spotlight words and our affix cards to help us build big words. *Teacher makes sure there is room on the table to spread out spotlight word cards and affix cards. Let's read our affixes together. Hold up each affix card, students choral read, and place card on table. Great! Now let's read our spotlight words quickly. Students should choral read, and then teacher places the word card on table face up.*

Now that we've placed all of our cards on the table, I am going to mix them up! Move cards around on the table, but leave them face up. We are going to make some long words! Remember how this game works. Select affix card from table. First I choose an affix—which is on colored paper—and hold it up so you all can see it. This affix says "(affix name)". Select spotlight word

from table. Next I pick up a spotlight word—always on white paper—and read it: “(spotlight word)”. I remember that “(affix name)” is a (prefix/suffix), so I put it (in front of/after) the spotlight card. I hold the word parts together and read the whole word: “(affix+word)”.

Let’s build more big words! Alright, _____, quickly choose an affix card, hold it up to the group and read it aloud. *Student reads affix. Excellent! Now pick a spotlight word. Student picks spotlight word. Now you have two word parts. Read the whole word. Student reads word. Great!*

Let’s build more words, only this time we are going go a bit faster. Let’s see how many new words we can make! *Teacher calls on next student to choose cards and build a word. Teacher can encourage students to make longer words (with both prefix and suffix) once they get used to game.*

Nice reading! You are getting so quick at putting together new words.

11-minute reminder: If timer hits the 11:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]

Instructional routine:

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it’s time to “Beat the Clock”! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let’s begin by circling the affixes together. Who knows the affix(es) in our first word, “_____?” Student identifies the affix(es), _____. Great, let’s circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇒

“That’s close. Actually the affix is ‘____,’ let’s circle this on our worksheet.”

Now, that we have circled all of our affixes, let’s read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let’s begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let’s start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let’s start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says “first time.” While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish,*

provide positive reinforcement (e.g., “great reading”) and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, “Go on.” After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. “Let me repeat a few of these words. (Point.) This word is _____. What word?”

Y’all did a fantastic job on your first round. Let’s see if you “beat the clock.” This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [8 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let’s start with our “Write Word” activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day!

Remember, when I write two- and three-syllable words, I first write an affix. Then I add a word part and another affix to make it three syllables. For example, I write the affix -est. Teacher writes -est on board. Then, I add a word or word part that can be real or nonsense. Teacher writes a real or nonsense word after the affix on the board. To make this a three-syllable word, I would add another affix to the end of the word. Teacher writes final affix making the word a three-syllable word. Teacher reads word aloud. Is this a real or nonsense word? Teacher will shape students’ responses to correct answer.

PRACTICE WITH -EST

Now it’s your turn to write. Distribute white boards and markers. **Write the suffix -est like I did.** Teacher writes est- and then holds up so all students can check their writing. **Great! Now, write two- and three-syllable words with the prefix -est. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the suffix -est. Let’s read them. When it’s your turn, hold up your board so everyone can see and read the word. Students share.**

PRACTICE WITH OTHER PREFIXES (TEACHER CHOICE)

Let’s choose a different prefix this time. Teachers selects prefix from the Affix Bank. **Let’s write _____ on your boards. I want each of you to write two and three-syllable words that begin with _____. Students write words. Well done, let’s read our words! Teacher shares his/her word and students share their words. Repeat these procedures with additional prefixes.**

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

27-minute reminder: If timer hits the 27:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ** [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #30 (copy for each student)
- ☐ Teacher copy of Word List #30
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” *Distribute copies of today’s word list to students. Let’s do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let’s go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Now it’s your turn to read the words independently. Let’s get ready to be speedy and see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.



32-minute reminder: If timer hits the 32:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

TEXT READING [8 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Why Do We Have Earwax?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s read today’s passage together. This will help us practice reading big words, but we’ll also learn some interesting facts!

Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Be sure to have the *Text Reading Key Words & Definitions* teacher reference prepared. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond.* **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see?** *Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 31

AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: pro- / per-

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

Good to see y'all. Let's look at our Affix Bank. Take out your Affix Bank worksheets and a pencil. *Students should take out worksheet and pencils. Today, we are going to learn 2 affixes and add them to our Affix Bank. Our first prefix is pro- Write pro- on the white board. One word I can think of with this prefix is "program". Can you think of any other words that start with pro-? Take examples from students and encourage them to use the word in a sentence. Let's add this new prefix to our Affix Bank. Write pro- on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing per-*

Teacher says new affix → provide sample word → add to Affix Bank

❖ per- // perform

Now, let's take a look at all of the affixes in our Affix Bank chart and read them quickly together. Start at the top and read down each column. Students read all affixes chorally. Great Job!

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently
- **NOTICE:** *The script does not call for teachers to read the word parts for students, but rather have the students repeat the parts together. We'd like to maximize the students' opportunities to respond, so have them do all of the reading.*

Today's assembling game: Elevator Words

Materials:

- ☐ Spotlight Words #31 poster
- ☐ Spotlight Word #31 cards
- ☐ Affix cards
- ☐ Pocket chart

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

ELEVATOR WORDS

Who remembers the game called "Elevator Words"? We used our spotlight words and the affixes from our Affix Bank to help us build big words. *Teacher hangs up pocket chart (or places it in a location that will be easily accessible to students, based on feasibility in your teaching space). Put today's spotlight word and all affix cards on the table. This activity will use all affixes that have been taught up until this point.*

The first thing we need to do is place each of our affix cards in the pocket chart. *Hold up cards to show students. Hold up the first prefix. This says _____. What does it say? Students respond. I'm going to put _____ on the first row. Let's read the rest of these together as I put them in our pocket chart. Hold up each affix card, choral read with the students, encourage them to repeat if you need to make corrections, and ask students if it is a prefix or suffix (and where on the row it should be placed). Place all prefixes first, and then move to suffixes on the remaining rows.*

Now it's time to make our words! *Hold up the first spotlight word card. This word is "hero." What word? Students say profess. I start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, you read them! "hero..._____" Point to each word part as you the students say them. Now I am going to put both parts together and you read the new word: "_____." Students read the word while you track under the word with your finger.*

Remember we will read real and nonsense words in this activity. So let's try the rest of them. *Take "hero" out of the pocket chart and hold it up. I am going to move the word "hero" down the rows and we will read the words. I want you to read the two parts first, and then say the word at once! Ready? Teacher moves the spotlight word down the pocket chart. Have students say both word parts, and prompt students to say the whole word. Continue for all affixes and call students attention to the change from prefix to suffix.*

Amazing job reading these new words!. *Hold up the next spotlight word card. Our next word is _____. What word? Let's see what new words we can make. Move the word down pocket chart and choral read.*

Continue this same procedure for all five spotlight words. You can have students take turns being the one to move the spotlight word down the rows, if they are able to do this quickly and smoothly.

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]**Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. *Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.*

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!



17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.

WRITE WORD [9 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- **NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.**

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day! Remember, you first write an affix and then add a word part and another affix to make it three syllables.

PRACTICE WITH PRO-

Ready to write? *Distribute white boards and markers. Write the prefix pro- like I did. Teacher writes pro- and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the prefix pro-. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the prefix pro-! Let's read them. When it's your turn, hold up your board so everyone can see and read the words quickly. Students share.*

PRACTICE WITH OTHER PREFIXES (TEACHER CHOICE)

Let's choose a different prefix this time. *Teachers selects prefix from the Affix Bank. Let's write _____ on your boards. I want each of you to write two and three-syllable words that begin with _____. Students write words. Well done, let's read our words! Teacher shares his/her word and students share their words. Repeat these procedures with additional prefixes.*

Error correction ⇌

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #31 (copy for each student)
- ☐ Teacher copy of Word List #31
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note:* Use echo reading here instead of choral or alternate between the two.

Now it's your turn to read the words independently. Let's see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! Write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who's next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt "Wait, what word?" You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

**TEXT READING [9 minutes]****Instructional routine:**

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ "How is Ice Cream Made?" passage (copy for each student)
- ☐ Text reading key words and definitions

Let's practice our reading skills with today's passage, which is called (state passage name).

There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability

- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see? Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 32

AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, write affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: anti- / under- / ab- / pro- / per- / -est [Combined review of lessons #29-31]

Materials:

- ☐ White board
- ☐ Dry-erase markers
- ☐ Group Affix Bank chart
- ☐ Affix Bank worksheet [student folders]
- ☐ Pencils

I'm excited to work with you all. Let's look at our Affix Bank. Take out your worksheet and a pencil. Students should take out materials. Today, we are going to refresh our memories and look at all of the affixes we've learned so far.

Point to the first affix on the Affix Bank chart. What is this affix? Allow students to respond. That's right! Who can tell me a word that begins with this affix? Continue sample procedure to review all of the affixes in the Affix Bank chart.

Ok. Let's see if we can read these affixes quickly together. Start at the top and let's read them together. Ready, go. Students read words. Let's reread the affixes, but this time let's start from the bottom and go up. Ready, begin. Students should read all prefixes and suffixes in Affix Bank chart.

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently
- NOTICE: The script does not call for teachers to read the word parts for students, but rather have the students repeat the parts together. We'd like to maximize the students' opportunities to respond, so have them do all of the reading.

Today's assembling game: Elevator Words

Materials:

- ☐ Spotlight Words #32 poster
- ☐ Spotlight Word #32 cards
- ☐ Affix cards
- ☐ Pocket chart

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

ELEVATOR WORDS

We're going to play elevator words again today.. *Teacher hangs up pocket chart (or places it in a location that will be easily accessible to students, based on feasibility in your teaching space). Put today's spotlight word and all affix cards on the table. This activity will use all affixes that have been taught up until this point.*

Let's place each of our affix cards in the pocket chart. *Hold up cards to show students. Hold up the first prefix. This says _____. What does it say? Students respond. I'm going to put _____ on the first row. Let's read the rest of these together as I put them in our pocket chart. Hold up each affix card, choral read with the students, encourage them to repeat if you need to make corrections, and ask students if it is a prefix or suffix (and where on the row it should be placed). Place all prefixes first, and then move to suffixes on the remaining rows.*

Now it's time to make our words! *Hold up the first spotlight word card. This word is "cover." What word? Students say profess. I start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, you read them! "cover... ____" Point to each word part as the students say them. Now I am going to put both parts together and you read the new word: "_____." Students read the word while you track under the word with your finger.*

Remember we will read real and nonsense words in this activity. So let's try the rest of them. *Take cover" out of the pocket chart and hold it up. I am going to move the word "cover" down the rows and we will read the words. I want you to read the two parts first, and then say the word at once! Ready? Teacher moves the spotlight word down the pocket chart. Have students say both word parts, and prompt students to say the whole word. Continue for all affixes and call students attention to the change from prefix to suffix.*

Amazing job reading these new words! Our next word is _____. What word? Let's see what new words we can make. *Move the word down pocket chart and choral read.*

Continue this same procedure for all five spotlight words. You can have students take turns being the one to move the spotlight word down the rows, if they are able to do this quickly and smoothly.

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock!" Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. *Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.*

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.

**WRITE WORD** [9 minutes]**Instructional routine:**

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day!

Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!

Error correction ⇨

(A) If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.

(B) If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."

(C) If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ [5 minutes]****Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #32 (copy for each student)
- ☐ Teacher copy of Word List #32
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note: Use echo reading here instead of choral or alternate between the two.*

Now it's your turn to read the words independently. Let's see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! Write how many words you read correctly in 30 seconds.** Students should write down the total number of words read, even the ones that were incorrect. **Who's next?***

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt "Wait, what word?" You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ "What is the Slowest Animal in the World?" passage (copy for each student)
- ☐ Text reading key words and definitions

Let's practice reading accurately and for understanding. Today's passage is called (state passage name). There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. One of the words is (state first key word). Write the word on a white board. Teacher will introduce the three key words before reading passage.

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see? Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 33

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

I'm excited to work with y'all and start something new. Just as we have worked on mastering our vowel sounds, we are now going to practice mastering our affixes and you are going to have a chance to graduate them. I am going to have each of you read all of our affixes to me individually. Once you have read an affix correctly five days in a row, then you'll be able to graduate it!!

Let me show you how this will work. Each person will have an affix worksheet. *Distribute "Affix Mastery List" to the students.* You can see all of the prefixes and suffixes that we have learned on this list. Just like when I test one student on their affix sounds, you will be responsible for working with a partner or working on your affix list by yourself. Remember when I am working with one student, you are expected to be practicing your word list.

Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin!
(*Read the list together.*)

First, I am going to test (student name). As I'm working with (him or her), I expect the rest of you to be working together or by yourself on your words. *Test individual students, keep track of student progress on the affix master list, and monitor the group.*

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently
- **NOTICE:** The script does not call for teachers to read the word parts for students, but rather have the students repeat the parts together. We'd like to maximize the students' opportunities to respond, so have them do all of the reading.

Today's assembling game: Elevator Words

Materials:

- ☐ Spotlight Words #33 poster
- ☐ Spotlight Word #33 cards
- ☐ Affix cards
- ☐ Pocket chart

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

ELEVATOR WORDS

The first thing we need to do is place each of our affix cards in the pocket chart. *Teacher hangs up pocket chart. Hold up cards to show students. Hold up the first prefix.). Put today's spotlight word and all affix cards on the table This says _____. What does it say? Students respond. I'm going to put _____ on the first row. Let's read the rest of these together as I put them in our pocket chart. Hold up each affix card, choral read with the students, encourage them to repeat if you need to make corrections, and ask students if it is a prefix or suffix (and where on the row it should be placed). Place all prefixes first, and then move to suffixes on the remaining rows.*

Now it's time to make our words! *Hold up the first spotlight word card. This word is "collect." What word? Students say profess. I start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, you read them! "collect..._____" Point to each word part as the students say them. Now I am going to put both parts together and you read the new word: "_____." Students read the word while you track under the word with your finger.*

Remember we will read real and nonsense words in this activity. So let's try the rest of them. *Take "collect" out of the pocket chart and hold it up. I am going to move the word "collect" down the rows and we will read the words. I want you to read the two parts first, and then say the word at once! Ready? Teacher moves the spotlight word down the pocket chart. Have students say both word parts, and prompt students to say the whole word. Continue for all affixes and call students' attention to the change from prefix to suffix.*

Amazing job reading these new words! Our next word is _____. What word? Let's see what new words we can make. *Move the word down pocket chart and choral read.*

Continue this same procedure for all five spotlight words. You can have students take turns being the one to move the spotlight word down the rows, if they are able to do this quickly and smoothly.

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.



BEAT THE CLOCK [8 minutes]

Instructional routine:

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '_____', let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. *Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.*

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.

**WRITE WORD** [9 minutes]**Instructional routine:**

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day!

Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!

Error correction ⇨

(A) If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.

(B) If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."

(C) If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ [5 minutes]****Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #33 (copy for each student)
- ☐ Teacher copy of Word List #33
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note: Use echo reading here instead of choral or alternate between the two.*

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who's next?***

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt "Wait, what word?" You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ "What is the Difference Between a Frog and a Toad?" passage (copy for each student)
- ☐ Text reading key words and definitions

Today's passage is called (state passage name). Let's practice reading accurately and understanding what we read. There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see? Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

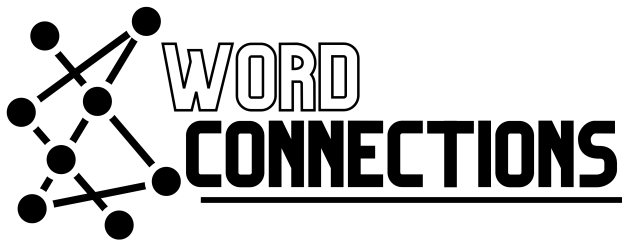
- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 34

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

Hi y'all. Let's work together today. We are going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin! (*Read the list together.*)

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently
- NOTICE: The script does not call for teachers to read the word parts for students, but rather have the students repeat the parts together. We'd like to maximize the students' opportunities to respond, so have them do all of the reading.

Today's assembling game: Elevator Words

Materials:

- ☐ Spotlight Words #34 poster
- ☐ Spotlight Word #34 cards
- ☐ Affix cards
- ☐ Pocket chart

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

ELEVATOR WORDS

The first thing we need to do is place each of our affix cards in the pocket chart. *Teacher hangs up pocket chart. Hold up cards to show students. Hold up the first prefix.). Put today's spotlight word and all affix cards on the table This says _____. What does it say? Students respond. I'm going to put _____ on the first row. Let's read the rest of these together as I put them in our pocket chart. Hold up each affix card, choral read with the students, encourage them to repeat if you need to make corrections, and ask students if it is a prefix or suffix (and where on the row it should be placed). Place all prefixes first, and then move to suffixes on the remaining rows.*

Now it's time to make our words! *Hold up the first spotlight word card. This word is "measure." What word? Students say profess. I start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, you read them! "measure..._____" Point to each word part as the students say them. Now I am going to put both parts together and you read the new word: "_____." Students read the word while you track under the word with your finger.*

Remember we will read real and nonsense words in this activity. So let's try the rest of them. *Take "measure" out of the pocket chart and hold it up. I am going to move the word "measure" down the rows and we will read the words. I want you to read the two parts first, and then say the word at once! Ready? Teacher moves the spotlight word down the pocket chart. Have students say both word parts, and prompt students to say the whole word. Continue for all affixes and call students attention to the change from prefix to suffix.*

Amazing job reading these new words! Our next word is _____. What word? Let's see what new words we can make. *Move the word down pocket chart and choral read.*

Continue this same procedure for all five spotlight words. You can have students take turns being the one to move the spotlight word down the rows, if they are able to do this quickly and smoothly.

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word,*

“_____?” Student identifies the affix(es), _____. **Great, let’s circle the affix(es), _____. Continue through the list of words circling all of the affixes.**

Error correction ⇨

“That’s close. Actually the affix is ‘____,’ let’s circle this on our worksheet.”

Now, that we have circled all of our affixes, let’s read them quickly together. We will start at the top and read down. Hold up worksheet for students to see and point to the first affix. Let’s begin. Teacher and students chorally read affix. Fantastic!

This time we are going to read the entire words together. Let’s start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!

Your turn. Let’s start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says “first time.” While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. When they finish, provide positive reinforcement (e.g., “great reading”) and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, “Go on.” After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. “Let me repeat a few of these words. (Point.) This word is _____. What word?”

Y’all did a fantastic job on your first round. Let’s see if you “beat the clock.” This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [9 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let’s start with our “Write Word” activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day!

Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Ready to write? *Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!*

Error correction ⇒

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #34 (copy for each student)
- ☐ Teacher copy of Word List #34
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note: Use echo reading here instead of choral or alternate between the two.*

Now it's your turn to read the words independently. Let's see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is*

everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! Write how many words you read correctly in 30 seconds.** Students should write down the total number of words read, even the ones that were incorrect. **Who's next?**

Error correction ⇒

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Why Do We Dream?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let's practice reading together. Today's passage is called (state passage name). There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** Write the word on a white board. Teacher will introduce the three key words before reading passage.

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see?** Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

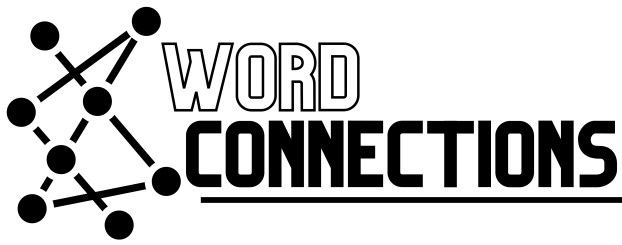
- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, "Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock."

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 35

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

Good to see everyone. We are now going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin!
(Read the list together.)

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently
- NOTICE: The script does not call for teachers to read the word parts for students, but rather have the students repeat the parts together. We'd like to maximize the students' opportunities to respond, so have them do all of the reading.

Today's assembling game: Elevator Words

Materials:

- ☐ Spotlight Words #35 poster
- ☐ Spotlight Word #35 cards
- ☐ Affix cards
- ☐ Pocket chart

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

ELEVATOR WORDS

The first thing we need to do is place each of our affix cards in the pocket chart. *Hold up cards to show students. Hold up the first prefix. This says _____. What does it say? Students respond. I'm going to put _____ on the first row. Let's read the rest of these together as I put them in our pocket chart. Hold up each affix card, choral read with the students, encourage them to repeat if you need to make corrections, and ask students if it is a prefix or suffix (and where on the row it should be placed). Place all prefixes first, and then move to suffixes on the remaining rows.*

Now it's time to make our words! *Hold up the first spotlight word card. This word is "debate." What word? Students say profess. I start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, you read them! "debate..._____" Point to each word part as the students say them. Now I am going to put both parts together and you read the new word: "_____." Students read the word while you track under the word with your finger.*

Remember we will read real and nonsense words in this activity. So let's try the rest of them. *Take "debate" out of the pocket chart and hold it up. I am going to move the word "debate" down the rows and we will read the words. I want you to read the two parts first, and then say the word at once! Ready? Teacher moves the spotlight word down the pocket chart. Have students say both word parts, and prompt students to say the whole word. Continue for all affixes and call students attention to the change from prefix to suffix.*

Amazing job reading these new words! Our next word is _____. What word? Let's see what new words we can make. *Move the word down pocket chart and choral read.*

Continue this same procedure for all five spotlight words. You can have students take turns being the one to move the spotlight word down the rows, if they are able to do this quickly and smoothly.

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (i.e. "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. *Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.*

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.

**WRITE WORD** [9 minutes]**Instructional routine:**

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day!

Remember, you first write an affix and then add a word part and another affix to make it three syllables. These words can be real or non-sense words.

Distribute white boards and markers. **The first affix that we will work with is (affix name).** Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. **I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now.** Students write words. **Good job. Let's take turns reading some of our words.** Have each student share a two-syllable word and a three-syllable word. **Well done!**

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #35 (copy for each student)
- ☐ Teacher copy of Word List #35
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." Distribute copies of today's word list to students. **Let's do our choral read.** Wait until all students have word list in front of them on the table and have finger on the first word. **As we read each word, I want you to follow along with your finger. Let's go!** Read the words chorally as a group. Note: Use echo reading here instead of choral or alternate between the two.

Now it's your turn to read the words independently. Let's get ready to be speedy and see how many words you can each read in 30 seconds! Put timer on the table in the middle of the group. _____ will go first. **Is everyone pointing? Great. Ready? Go.** Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds.** Students should write down the

total number of words read, even the ones that were incorrect. **Who's next?**

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.



TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Why Do We Get Goosebumps?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let's practice reading well and understanding what we read. Today's passage is called (state passage name). There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. One of the words is (state first key word). Write the word on a white board. Teacher will introduce the three key words before reading each passage.

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students' reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today's lesson that they see? Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student's performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let's add our points for today's lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 36

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

Let's get started! We are going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin! (*Read the list together.*)

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #36 poster
- ☐ Spotlight Word #36 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Let's look at the second spinner with affixes and add these word parts to the spotlight words to make the words bigger. We will read these together as well. Teacher will hold up the second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. I will choose someone to spin and then we will read together. *Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Is this a prefix or suffix? Yes, that's right. Does it go at the beginning or end of the word? Take student responses. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. Remember, these can be nonsense words. Let's see how many new words we can make! *Teacher calls on next student to spin and read.*

Error correction ⇒ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud. **Awesome job making Spinner Words!**

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin.*

Teacher and students chorally read affix. Fantastic!

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading of those big words!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. *Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.*

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.

**WRITE WORD** [9 minutes]**Instructional routine:**

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day!

Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. **The first affix that we will work with is (affix name).** Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. **I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now.** Students write words. **Good job. Let's take turns reading some of our words.** Have each student share a two-syllable word and a three-syllable word. **Well done!**

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #36 (copy for each student)
- ☐ Teacher copy of Word List #36
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." Distribute copies of today's word list to students. **Let's do our choral read.** Wait until all students have word list in front of them on the table and have finger on the first word. **As we read each word, I want you to follow along with your finger. Let's go!** Read the words chorally as a group. Note: Use echo reading here instead of choral or alternate between the two.

Now it's your turn to read the words independently. Let's see how many words you can each read in 30 seconds! Put timer on the table in the middle of the group. _____ will go first. **Is everyone pointing? Great. Ready? Go.** Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: **OK, good work! Write how many words you read correctly in 30 seconds.** Students write down total number of words read, even the ones that were incorrect. **Who's next?**

Error correction ⇒

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

**TEXT READING** [9 minutes]**Instructional routine:**

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “How and Why Do Fireflies Grow?” passage (copy for each student)
- ☐ Text reading key words and definitions

Today’s passage is called (state passage name). Let’s practice reading accurately and understanding what we read. There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see? Allow students to respond.

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 37

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

Let's get started! We are now going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin! (*Read the list together.*)

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #37 poster
- ☐ Spotlight Word #37 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Let's look at the second spinner with affixes. We will read these together as well. Teacher will hold up the second spinner, point to each affix, and students choral read. Good job!*

Great, now _____ will spin the second spinner and we'll read the affix. *Student will spin the second spinner and everyone will read the affix together. Is this a prefix or suffix? Yes, that's right. Since this affix is a (prefix/suffix) would it go at the beginning or end of the word? Take student responses. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. *Teacher calls on next student to spin and read.*

Error correction ⇒ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud. **Awesome job making Spinner Words!**

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. We are looking for both prefixes and suffixes in our words. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇒

"That's close. Actually the affix is '____,' let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Let's start at the top. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. After you finish, you will write down your time in the corner of the page where it says "first time." While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. *When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [9 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger everyday!

Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a

minute. You can begin now. *Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!*

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, "Let's think of the word 'lup.' Can you think of another silly word that rhymes? Try adding the affix to that word."*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don't have already). For example: "That's a great two syllable word. How can we make it a three syllable word?" Prompt students' response to be "by adding another affix." Teacher will say, "That's right! We can add another affix. Is your word missing a prefix or suffix?" Allow student to respond. "Great! Since your word has a (prefix/suffix), let's add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add." Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.



SPEEDY READ [5 minutes]

Instructional routine:

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #37 (copy for each student)
- ☐ Teacher copy of Word List #37
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It's time for our "Speedy Read." *Distribute copies of today's word list to students. Let's do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let's go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Now it's your turn to read the words independently. Let's see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students' initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! Write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who's next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.

31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

**TEXT READING** [9 minutes]**Instructional routine:**

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “Are Video Games Addictive?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s read today’s passage together. This will help us practice reading big words, but we’ll also learn some interesting facts!

Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond.* **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see?** *Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE**Instructional routine:**

- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 38

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

Let's get started. We are now going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin! (*Read the list together.*)

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #38 poster
- ☐ Spotlight Word #38 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Let's look at the second spinner with affixes and add these word parts to the spotlight words to make the words bigger. We will read these together as well. Teacher will hold up the second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. I will choose someone to spin and then we will read together. *Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Is this a prefix or suffix? Yes, that's right. Does it go at the beginning or end of the word? Take student responses. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. Remember, these can be nonsense words. Let's see how many new words we can make! *Teacher calls on next student to spin and read.*

Error correction ⇒ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud. **Awesome job making Spinner Words!**

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇒

"That's close. Actually the affix is '_____', let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. **Fantastic!**

This time we are going to read the entire words together. I want everyone to follow along by pointing to each word with your finger. Ready? Begin. Teacher and students read whole words chorally while students follow along by pointing. **Wow, nice reading of those big words!**

Your turn. Let's start with _____ (choose student). I will time you. Make sure you use your finger to point to the words as you read. While _____ is reading, everyone else should follow along on the word list with his or her finger. Ready _____? Begin. When they finish, provide positive reinforcement (e.g., "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇨

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [9 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day! Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. **Well done!**

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ** [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #38 (copy for each student)
- ☐ Teacher copy of Word List #38
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” *Distribute copies of today’s word list to students. Let’s do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let’s go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Let’s see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner. after the timed reading (if not corrected during) in the same manner.



31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “What is the Difference Between a Fruit and a Vegetable?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s practice reading with Today’s passage, which is called (state passage name). There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see? Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

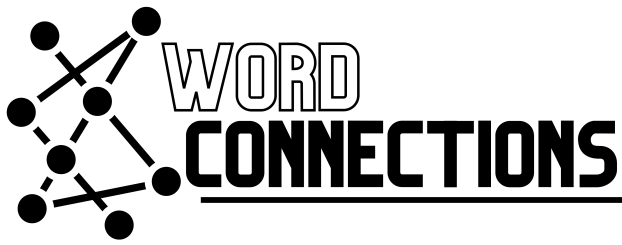
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 39

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

We are now going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin! (*Read the list together.*)

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #39 poster
- ☐ Spotlight Word #39 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Let's look at the second spinner with affixes and add these word parts to the spotlight words to make the words bigger. We will read these together as well. Teacher will hold up the second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. I will choose someone to spin and then we will read together. *Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Is this a prefix or suffix? Yes, that's right. Does it go at the beginning or end of the word? Take student responses. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. Remember, these can be nonsense words. Let's see how many new words we can make! *Teacher calls on next student to spin and read.*

Error correction ⇨ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud. **Awesome job making Spinner Words!**

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '_____', let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. We will start at the top and read down. Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. **Fantastic!**

This time we are going to read the entire words together. Following along with your finger? **Begin.** Teacher and students read whole words chorally while students follow along by pointing. **Wow,** nice reading of those big words!

Your turn. Let's start with _____ (choose student). I will time you. Following along with your finger? **Begin.** When they finish, provide positive reinforcement (i.e. "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.

Error correction ⇒

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [9 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonwords) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day! Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. **Well done!**

Error correction ⇒

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ** [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #39 (copy for each student)
- ☐ Teacher copy of Word List #39
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” *Distribute copies of today’s word list to students. Let’s do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let’s go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Let’s see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?*

Error correction ⇒

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner. after the timed reading (if not corrected during) in the same manner.



31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “What is the Oldest Instrument in the World?” passage (copy for each student)
- ☐ Text reading key words and definitions

Today’s passage is called (state passage name). Let’s practice reading and understanding what we read. There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading each passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond.* **I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see?** *Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Let’s add our points for today’s lesson. Students get a point at the end of each lesson and earn a prize when they reach 5 points. Points should not be withheld unless an issue arises with a student.



Lesson 40

AFFIX BANK [3 minutes]

Instructional routine:

- Practice affixes chorally
- Test students individually and track student progress on affix mastery protocol
- Students not working with teacher should practice in pairs or independently

Today's focus: Mastery

Materials:

- ☐ Student affix mastery list (copy for each student)
- ☐ Affix mastery teacher protocol (copy for each student)

We are now going to continue to practice mastering our affix sounds. Ok, before I test each of you, let's read the list together. Point to the first word. Ready? Begin! *(Read the list together.)*

You know how this works. I'm going to test _____ first. Pair up with a partner or practice on your own. Remember the first read is for accuracy and the second is for speed. Begin working with students individually.

Test individual students and monitor the group. To test them, student will read down columns of their affix sounds list. The teacher will borrow the affix mastery protocol and put a check mark or X based on student responses. Once there are five consecutive correct responses for an affix, the student can highlight the word on their version of the Vowel Sounds Mastery protocol and it is "graduated."

3-minute reminder: If timer hits the 3:00 mark before you finish Affix Bank, briefly introduce the new affixes and move directly to Word Play.



WORD PLAY [6 minutes]

Instructional routine:

- Introduce the lesson's Spotlight Words: teacher reads, followed by a choral read
- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on assembling words
- Assembling game will rotate every five lessons (two per unit): reading affixes and spotlight words, putting them together and reading words fluently

Today's assembling game: Spinner Words

Materials:

- ☐ Spotlight Words #40 poster
- ☐ Spotlight Word #40 cards
- ☐ Spinners (3)
- ☐ Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

Let's look at our "spotlight words" for today. *Hold up daily Spotlight Words poster for all students to see. I will read all the words first. Listen. Read words. Now let's read them together. Prompt students to read with you. Great reading!*

SPINNER WORDS

Time to play Spinner Words! *Teacher places spinners on table. First, let's read the base words on the first spinner together—these are our spotlight words. Teacher will hold up the spinner, point to each word, and students choral read. Let's look at the second spinner with affixes and add these word parts to the spotlight words to make the words bigger. We will read these together as well. Teacher will hold up the second spinner, point to each affix, and students choral read. Good job!*

Ok, let's take turns spinning and reading. I will choose someone to spin and then we will read together. *Teacher will select a student to spin the first spinner and read the word together. Great, now _____ will spin the second spinner and we'll read the affix. Student will spin the second spinner and everyone will read the affix together. Is this a prefix or suffix? Yes, that's right. Does it go at the beginning or end of the word? Take student responses. Now, let's read both parts together. Students read the affix and word part together as one word. Is this a real word or a nonsense word?*

Let's build more words. Each of you will get a turn to spin and read. Remember, these can be nonsense words. Let's see how many new words we can make! *Teacher calls on next student to spin and read.*

Error correction ⇨ If students pause between the word and affix, the teacher will model the correct word and have students repeat.

If using three spinners, spin to select a prefix, suffix, and spotlight word. Then combine and read aloud. **Awesome job making Spinner Words!**

9-minute reminder: If timer hits the 9:00 mark before you finish Word Play, complete the current word/task and move directly to Beat the Clock.

**BEAT THE CLOCK [8 minutes]****Instructional routine:**

- The goal of this activity is to read morphemes (word parts) for automaticity by playing a game focused on breaking words apart
- Students will circle and read affixes, choral read affixes and word list, students take turns reading word list, and they attempt to read more quickly during their second read of the word list
- Stickers are earned each lesson, to work toward a prize

Materials:

- ☐ Beat the Clock worksheet (copy for each student)
- ☐ Dry-erase markers
- ☐ Timer
- ☐ Galaxy Charts [student folders]

Now it's time to "Beat the Clock"! Here are your worksheets and markers. *Hand out worksheets with sheet protector and markers to students. Let's begin by circling the affixes together. Who knows the affix(es) in our first word, "_____?" Student identifies the affix(es), _____. Great, let's circle the affix(es), _____. Continue through the list of words circling all of the affixes.*

Error correction ⇨

"That's close. Actually the affix is '_____', let's circle this on our worksheet."

Now, that we have circled all of our affixes, let's read them quickly together. *Hold up worksheet for students to see and point to the first affix. Let's begin. Teacher and students chorally read affix. Fantastic!*

This time we are going to read the entire words together. Pointing? Begin. *Teacher and students read whole words chorally while students follow along by pointing. Wow, nice reading!*

Your turn. Let's start with _____ *(choose student). I will time you. Pointing? Begin. When they finish, provide positive reinforcement (i.e. "great reading") and direct students to write down time on their sheet. Continue this procedure for each student.*

Error correction ⇒

If student pauses for more than 2 seconds while reading, point to the next word and say, "Go on." After the student is finished reading the list, teacher should quickly review any words skipped or pronounced incorrectly. "Let me repeat a few of these words. (Point.) This word is _____. What word?"

Y'all did a fantastic job on your first round. Let's see if you "beat the clock." *This time _____, you can go first. Choose one student to read at a time. Provide positive reinforcement and any error corrections (see procedure above). Each student will record his or her second time on the worksheet.*

If students meet or beat their first time, they can choose a sticker to put on their Galaxy Chart. When the student reaches the "blast" on the Galaxy Chart (every fifth sticker), they earn a prize.

Excellent work everyone!

17-minute reminder: If timer hits the 17:00 mark before you finish Beat the Clock, complete the current word/task and move directly to Write Word.



WRITE WORD [9 minutes]

Instructional routine:

- Students will practice encoding (writing) words
- Teacher will provide an affix and students will write words (including nonsense words) with 2-3 syllables
- NOTICE: You are not expected to model the write word for students. Of course, if students are struggling, please model as a way to re-explain task and set expectations.

Materials:

- ☐ White boards
- ☐ Dry-erase markers

Let's start with our "Write Word" activity. Today, we will continue writing words with two and three syllables. Our words keep getting bigger every day! Remember, you first write an affix and then add a word part and another affix to make it three syllables.

Distribute white boards and markers. The first affix that we will work with is (affix name). Since this is a review lesson, the teacher should choose an affix that students need more practice with and write the affix name on whiteboard. I would like you all to write two- and three-syllable words with the affix (affix name). Remember these can be real or nonsense words. I will give you about a minute. You can begin now. Students write words. Good job. Let's take turns reading some of our words. Have each student share a two-syllable word and a three-syllable word. Well done!

Error correction ⇨

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ** [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #40 (copy for each student)
- ☐ Teacher copy of Word List #40
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” *Distribute copies of today’s word list to students. Let’s do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. Pointing? Let’s go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Let’s see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Everyone pointing? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?*

Error correction ⇨

If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner.



31-minute reminder: If timer hits the 31:00 mark before you finish Speedy Read, transition out of the activity and directly into Sentence Reading.

TEXT READING [9 minutes]

Instructional routine:

- Preteach key words before reading
- Complete repeated reading of *Word Connections* passage
- After reading, pose questions—comprehension and word analysis

Materials:

- ☐ “What is the Difference Between Alligators and Crocodiles?” passage (copy for each student)
- ☐ Text reading key words and definitions

Let’s focus on reading carefully and understanding what we read. Today’s passage is called (state passage name). There are a few important words we want to pay attention to while we read. Check key word definitions for each passage. **One of the words is (state first key word).** *Write the word on a white board. Teacher will introduce the three key words before reading passage.*

Distribute copies of passage and have students read the passage aloud at least two times.

- Teachers should select two read aloud routines based on students’ reading ability
- Reading aloud options include, from easiest to more challenging: (1) Echo read, (2) Choral read, (3) Popcorn read, or (4) Whisper read
- Make sure all students are finger tracking before beginning each read

You all did a great job reading! I want to ask you a couple of questions about this passage. *Ask comprehension questions related to content of the passage and/or word analysis. Allow students to respond. I notice some of our spotlight words in this passage. Who can quickly scan the text and tell me a spotlight word from today’s lesson that they see? Allow students to respond.*

Note: If time is running short, you may skip the questions at the end of the passage.

CLOSURE

Instructional routine:

- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

Materials:

- ☐ Point sheets [student folders]
- ☐ Stickers

Thank you for working so hard today! Provide specific praise about each student’s performance. For example, “Katie, I really like how you followed along during Speedy Read today and Josh you did an excellent job beating your time in Beat the Clock.”

Today is our last day of working together. I have been so happy with how hard y’all have worked and how much progress you have made!

Students will get a prize on the last day of the intervention—as well as a bookmark, button, and certificate to bring home. You can let students keep their folders with passages, point charts, etc.