



# 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
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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.)*

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*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