

Teacher Manual

SECOND EDITION





TEACHER MANUAL

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Second Edition

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The University of Texas at Austin
www.jessicatoste.com

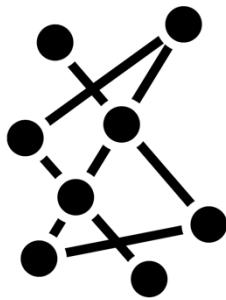


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INTRODUCTION



Introduction to Teacher Manual

Thank you for your interest in *Word Connections: A Multisyllabic Word Reading Program*©. This targeted reading intervention program was developed by me (Dr. Jessica Toste) and my colleagues at The University of Texas at Austin. We sought to create an intervention to support upper elementary students in development of multisyllabic word reading fluency. While decoding instruction tends to be reduced in the upper elementary grades, text is becoming more complex and the number of multisyllabic words that students encounter increase dramatically in third grade and beyond. Students who experience reading challenges often lack a systematic approach for decoding these words.

There is evidence that the 40-lesson *Word Connections* program improves reading outcomes for students in 3rd to 5th grades. Specifically, we have tested the program with students identified as with or at-risk for reading disability – performing below the 25th percentile on standardized tests of word reading efficiency. To date, our team has conducted three empirical studies reporting positive effects from this program (see references on p. 11). Students who participated in the intervention showed greater gains in word reading and decoding, reading comprehension, spelling, and accurate reading of both isolated affixes and multisyllabic words.

The Toste et al. (2019) study published in the *Journal of Learning Disabilities* was reviewed by the What Works Clearinghouse (WWC) in December 2021. The study met WWC standards without reservations and the program was reported to show promising evidence of effectiveness. You can view the WWC review at <https://ies.ed.gov/ncee/wwc/study/89568>.

We have since named the program *Word Connections*, created this teacher manual, and redesigned the materials for ease of use. We are excited for you to use this intervention program and look forward to continued feedback from teachers and students!

For questions or additional information, please reach out via the coordinates below.

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Note: Two of our studies explored *Word Connections* with an integrated motivational beliefs training component. While we demonstrated promise in using this approach to enhance students' response to intervention, these materials require further development before sharing widely.



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CHANGES TO THE SECOND EDITION

If you previously accessed the October 2022 edition (1st ed.) of *Word Connections*, here is a quick overview of some of the changes you will find in the 2nd edition you are now viewing.

The biggest change to this newest edition of *Word Connections* is that we have replaced our Text Reading passages. Our team has developed great passages for Lessons 21-40. Passages are all written in Q&A style, using questions collected from real students and teachers!

- Passage length ranges from 215 to 287 words ($M = 243$ words).
- Every affix taught in the program appears in at least three different passages.
- All of the 20 passages have Flesh-Kincaid scores within the Grade 4-5 band (4.51 to 7.73), and Lexile scores within the Grades 4-5 band (740 to 1010). We also calculated the Polysyllabic Word Score for each passage, which is the square root of the number of polysyllabic words per 30 sentences. Scores ranged from 19.29 and 7.41, and we used this information to determine the order of passages.
- We also provide new key words for each passage—the *Text Reading Key Words & Definitions* cheat sheet can be found in the Teacher Reference section of the manual.

Next, the program is now organized into two parts, each downloaded as a separate PDF: Teacher Manual and Student Materials. The 1st edition had a third PDF (Appendix), which has now been integrated into the *Supplemental Materials* section of the Teacher Manual.

Finally, we have made edits throughout to correct typos, incorrect word examples, and formatting issues. We appreciate the feedback received from educators around the world who have been implementing the *Word Connections* program with their students!



Overview of Word Connections

Word Connections is a supplemental, targeted reading intervention program. It includes 40 lessons, divided into 4 units of instruction. The program includes research-based instructional practices to support students' multisyllabic word reading development. This need not—and should not—be the sole focus of supplemental intervention, but it is critical that students receive explicit, targeted instruction and opportunities for practice.

This multisyllabic word reading program was developed for students in third grade and above who are experiencing challenges with word reading. The program is meant for students who are proficient decoders of most vowel patterns in monosyllabic words. If students are not proficient in monosyllabic word reading, their intervention should first focus on development of these foundational decoding skills in order to support instruction focused on reading more complex, multisyllabic words.

Word Connections is focused on promoting automaticity with reading “big words.” This approach to multisyllabic word reading integrates multiple opportunities for students to manipulate and read words, rather than focus on rule-based instruction. Instruction moves from part to whole—introducing morphemes first in isolation, then reading in words, and finally in connected text.



Organization of Materials

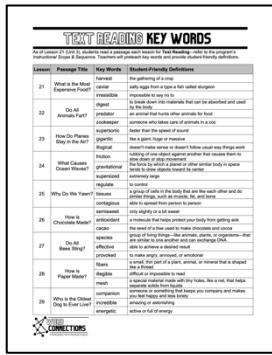
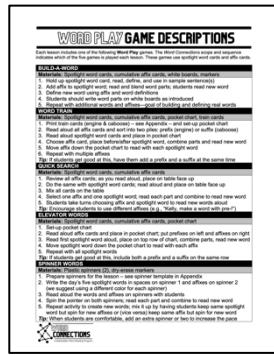
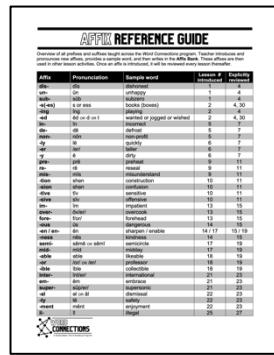
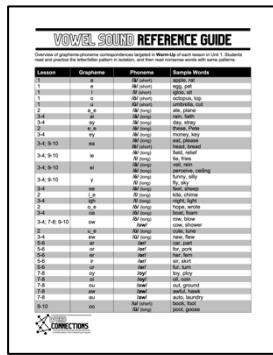
This manual provides you with everything you need to implement the *Word Connections* intervention program with your students. Almost everything—you will also need whiteboards, dry-erase markers, and a handful of other materials to fully implement the program. We have attempted to organize the materials in a way that is accessible and easy to use. The *Word Connections* program manual is organized into two parts: (1) Teacher Manual, and (2) Student Materials. Each part can be downloaded as a separate PDF.

Teacher Manual

Teacher Reference

In addition to the *Instructional Scope & Sequence*, which provides an overview of all 40 lessons, we have created four reference guides to support your implementation of the program.

- **Vowel Sounds Reference Guide.** Provides an overview of all vowel patterns taught during lesson warm-ups, sample words for each pattern, and in which lesson they appear.
- **Affix Reference Guide.** Lists the affixes taught in each lesson (and when they are explicitly reviewed), pronunciation, and sample words.
- **Word Play Game Descriptions.** This cheat sheet outlines the instructional routines for each of the five word-building games.
- **Text Reading Key Words & Definitions.** This cheat sheet lists the three key words, and student-friendly definitions, to be introduced before passage reading in Lesson 21-40.



Supplemental Materials

In this section of the Teacher Manual, you will find materials that will be needed for instruction across the *Word Connections* lessons. You will only need one set of these materials for the program, unlike the student materials which have a new set for each of the 40 lessons.

- **Lesson Agenda.** Print one copy of this poster to be used for each lesson.
- **Inflectional Ending Rules Poster.** Print this poster to be used for *Write Word* in Lessons 1 and 2. Each lesson script includes explanation for students so that they can use the poster as a reference for this spelling activity.
- **Word Play Materials.** Two games require additional materials that can be found in this section of the manual. For Word Train, there are two train cards (engine and caboose) that can be printed and placed in the pocket chart. For Spinner Words, there is a spinner

template that can be printed and assembled. Instructions are provided on the template. The *Instructional Scope & Sequence* indicates which game is played each lesson.

Lesson Scripts

The Teacher Manual includes scripts for all 40 lessons of *Word Connections*. You can navigate to each lesson by page number (Table of Contents) or clicking on the lesson # bookmark in the PDF. If navigation pane is not showing, right click in the PDF and select “Show Navigation Pane Buttons”—from the icons that appear, click on bookmark symbol. 

The lesson scripts are divided into sections by each *Word Connections* activity. As the sample below shows, the textbox at the beginning of each section describes the (a) instructional routine for the activity, (b) specific focus and/or key elements for this lesson, and (c) required materials. Text in **bold** print identifies what the teacher should say to the students. Text in *italicized* print identifies instructions or guidance for the teacher, including how students should ideally respond to questions and prompts.

In the scripts, you will also find carefully placed stopwatch icons. These are meant as pacing reminders, cueing you to move on from the activity in the estimated time to complete the lesson in 40 minutes.

AFFIX BANK [3 minutes]

Instructional routine:

- Introduce or review affixes each lesson
- For each new affix introduced: read, provide sample word, writes 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 review the affixes in our Affix Bank. Start by pointing to the first affix in the prefix column. Point to first prefix on Affix Bank folder.

What is this affix? That's right, it's (name affix). Who can tell me a word that (begins/ends) with (affix)? Continue sample procedure to review additional review affixes. Ok. Let's see if we can read them 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.

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. 

Error correction  Provide corrections by noting which sound was incorrect: "This (letter pattern) says / _ /, so this word is ... What word?"

Lesson scripts also include error corrections in gray callout boxes. These provide scripted language that can be used to provide specific error corrections for each activity.



Lesson Structure

The *Word Connections* program includes 40 lessons of **40 minutes** each. Lessons should ideally be delivered 3 to 4 times per week, in small groups (e.g., 2 to 5 students per group).

To help prepare you for using this intervention program, the table on the following pages provides an overview of the 7 activities that are implemented in each *Word Connections* lesson: (1) Warm-Up, (2) Affix Bank, (3) Word Play, (4) Beat the Clock, (5) Write Word, (6) Speedy Read, and (7) Text Reading. We provide estimated time per activity, totaling 40 minutes of instruction, as well as list of required materials.

Please refer to the *Instructional Scope & Sequence* for a listing of the components included in each lesson and other specific activity details. The *Teacher Reference* section includes additional reference guides that summarize vowel patterns taught during warm-up, new affixes taught each lesson, word-building game descriptions, and key word definitions for text reading.



Word Connections Lesson Overview



Activity	Time	Description	Materials
1. Warm-Up	3 min	<p>Students practice prerequisite skills as the “warm-up” to the lesson. It is important that students are proficient decoders of most vowel patterns in monosyllabic words in order to benefit from multisyllabic word reading instruction. Each lesson, the teacher introduces cards with different target vowel patterns. Students read these vowel patterns in isolation and then within nonsense words. Lesson 23-30 focuses on mastery of reviewed vowel patterns and the warm-up activity is removed from Lesson 31-40 (Unit 4).</p>	Lesson 1-20 <ul style="list-style-type: none">- vowel cards*- nonsense word cards* Lesson 21-30 <ul style="list-style-type: none">- vowel mastery list[□]- vowel mastery teacher protocol[□]
2. Affix Bank	3 min	<p>Students are explicitly taught high frequency prefixes (e.g., pre-, dis-, un-) and suffixes (e.g., -ing, -ly, -tive). Learning these affixes supports greater efficiency when reading multisyllabic words. Each lesson, the teacher introduces new affixes: read, provide sample word, define, and students write in their Affix Bank. Lesson 1-32 alternate between prefixes, suffixes, combined, and total review. Lesson 33-40 focus on mastery of learned affixes.</p>	Lesson 1-32 <ul style="list-style-type: none">- Affix Bank group folder*- Affix Bank worksheet[□]- white board- dry-erase markers- pencils Lesson 33-40 <ul style="list-style-type: none">- affix mastery list[□]- affix mastery teacher protocol[□]
3. Word Play	5 min	<p>Word Play games focus on assembling or blending word parts. The teacher introduces the lesson’s five Spotlight Words, which are used to combine with affix cards. To increase engagement, five different word-building games that emphasize automaticity of the reading process are used across the program. These games rotate through the 40 lessons (see <i>Word Connections Scope & Sequence</i>). A description of the five Word Play games can be found in the “Teacher Reference” section of this manual.</p>	<ul style="list-style-type: none">- Spotlight Words poster*- Spotlight Word cards*- affix cards* [accumulated each lesson]- white boards- dry-erase markers Specific Game Materials <ul style="list-style-type: none">- Word Train Cards*- Spinners[□]

4. Beat the Clock	8 min	Students read words by breaking apart or segmenting into parts. This is often called a “peel off” strategy; students are asked to read the smaller words or word parts that they already know or can easily decode. The focus is on accurate and fluent word reading, not the meaning of the words or word parts. Students are given a new list with 40 multisyllabic words each lesson and the teacher supports them as they: circle and read affixes, choral read affixes, and choral read words. Each student then completes two timed readings, trying to “beat the clock” the second time.	- Beat the Clock worksheets ^o - Galaxy Chart [✉] - sheet protectors - dry-erase markers - timer
5. Write Word	8 min	Students engage in encoding (or spelling) practice using learned affixes. The teacher provides an affix to the group and students write words with 2-3 syllables (including nonsense words). Students share words and teacher provides corrective feedback, as needed.	- white boards - dry-erase markers
6. Speedy Read	5 min	Students’ reading fluency is influenced by the amount of time they spent reading. For struggling readers, this reading practice should be targeted and include immediate, corrective feedback from the teacher. During Speedy Read, students are given a new word list each lesson. They complete a group reading of the word list and then each student reads for 30 sec. They log the number of words read in 30 sec on their Speedy Read chart.	- Speedy Read word lists ^o - Speedy Read teacher copy [*] - Speedy Read chart [✉] - timer - pencils
7. Text Reading	8 min	Fluency practice is transitioned from word-level to text-level. Rather than reading passages immediately, we begin with sentences that target multisyllabic words (Lesson 1-5). We then use maze sentences that require students to select the correct affix for the base word (Lesson 6-15) and cloze sentences that require students to insert missing affix to complete the word (Lesson 16-20). Lesson 21-40 focus on reading passages (expository text) with multisyllabic words added. The teacher introduces key words and definitions before reading each passage.	Lesson 1-5 - “Let’s Read” Sentences ^o Lesson 6-20 - “Let’s Read” Sentences ^o - sheet protectors - dry-erase markers Lesson 21-40 - Passages ^o - Text Reading Key Words [✉]

Note. *One copy (or set of cards) per lesson – print and cut out lesson cards; [✉]Teacher copy – only one required for the intervention period; [✉]One copy in each student folder to be used throughout intervention; ^oOne copy for each student per lesson

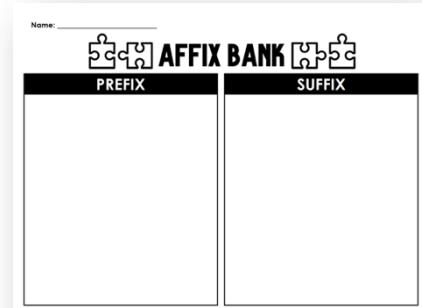
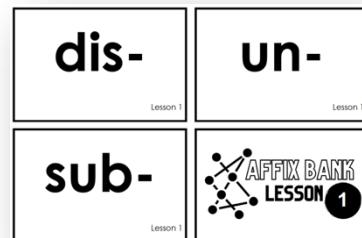


Instructional Routines

In this section, we summarize the instructional routines used for each of the *Word Connections* activities—research-based instructional practices that promote multisyllabic word reading fluency. We hope that these summaries support a broad understanding of what each activity “looks like” when it is implemented; however, these routines are fully described in the lesson scripts. We encourage teachers to use these scripts to deliver *Word Connections* lessons.

Affix Bank

- Name it.** Teacher introduces a new affix by reading it aloud, writing it on the white board, and having students chorally read the affix. If an affix corresponds to more than one sound (e.g., “-ed” can be pronounced as /ed/, /d/, or /t/), then the teacher provides additional explicit instruction and students practice all pronunciations.
- Provide sample word.** Teacher provides a sample word that uses the affix and writes it on the whiteboard.
- Define it.** Teacher provides a student-friendly definition of the affix. Define affixes only if meaning will be of high utility for students or it appears in highly transparent words (i.e., meaning of the word can be inferred from its parts). For example, the prefix “pre-” means *before* and helps students understand the meaning of common words such as *prepay*, *precaution*, or *preview*.
- Students generate sample words.** The teacher asks students to think of other words that use target affix.
- Write it.** Students write each new affix taught on their *Affix Bank* chart. Organizing affixes by “prefix” and “suffix” creates a resource for students. It can also be helpful for students to write a sample word.
- Review it.** Students regularly review previously learned affixes with their *Affix Bank* chart or flashcards. This can be done in pairs, or the group can chorally read affixes.



Word Play

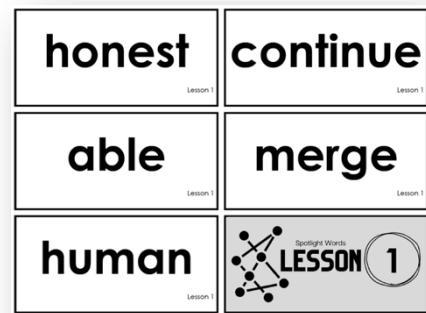
The teacher introduces the lesson’s Spotlight Words using the provided poster and cards. Students build words through playing one of five different word-building games:

- Quick Search
- Build-A-Word
- Word Train
- Elevator Words
- Spinner Words



Although these games differ slightly, they follow a similar instructional format. There is a *Word Play Game Description* cheat sheet available in the Teacher Reference section of the manual.

- Choral read base words.** Students are introduced to a set of base words (Spotlight Words) that they will be using to build longer words—teacher holds up card with the word, reads it aloud, and students repeat each word.
- Review affixes (as necessary).** The teacher reviews affixes previously taught in Affix Bank.
- Attach a prefix and/or suffix to base word.** Students build words by placing a base word beside a prefix and/or suffix. The teacher models this first.
- Read all word parts.** The students read each word part by pointing and saying (e.g., “un-” / “faith” / “-ful”). We do not discuss meaning of affixes here. The focus is blending word parts to read accurately and fluently.
- Say it fluently!** The student blends word parts together and pronounces the whole word (e.g., “unfaithful”). Students repeat steps 3-5 for continued practice.



Beat the Clock



- Underline affixes.** The teacher guides students in underlining affixes in each word. Lists vary in difficulty. They begin with only prefixes (e.g., unclear, rewrite) or only suffixes (e.g., friendly, challenging), progress to lists with words that have either prefixes and suffixes (e.g., invalid, guilty), and finally lists where individual words have both prefixes and suffixes (e.g., unfaithful, improbable).
- Choral read affixes in isolation.** Students chorally read underlined affixes. The teacher provides corrective feedback as necessary, ensuring students pronounce affixes accurately.
- Choral read words.** Next, the teacher and students read whole words aloud together. The teacher continues to provide corrective feedback as necessary.
- Timed reading of words.** Following the practice, all students are given two opportunities to read the list of words. The teacher times each student while reading the entire list aloud, focusing on reading accurately during the first read. While one student is reading, the other students follow along with their fingers on their own lists. The teacher has students record their time in seconds for their first read in the box at the bottom of their *Beat the Clock* word list. The teacher provides each student with the opportunity to read the list independently twice and record his or her times. During the second reading, students focus on maintaining accuracy while trying to “beat the clock” (e.g., improving on their initial time).

Write Word

1. **Review syllables.** The teacher will ensure that students know how to identify a syllable.
2. **Provide affix.** The teacher will provide an affix (using affix cards previously taught) and students will write the affix on their white boards.
3. **Build words.** Students will work individually to add a word part to the affix to make a two-syllable word. As the lessons progress, students will be encouraged to add more word parts or affixes to make three-syllable words.
4. **Read word.** After building a two- or three-syllable word, each student will read the word fluently to the group. The teacher will prompt each student to identify whether this is a real word or a nonsense word.

Speedy Read

1. **Teacher-led choral reading.** Students are first given a word list that has similar phonetic patterns and asked to chorally read the list aloud with the teacher.
2. **Timed reading.** Then, each student is given an opportunity to read for 30 seconds while the teacher tracks the accuracy of responses. The teacher provides corrective feedback by having students re-read incorrectly pronounced words. After reading, students record the number of words read on a chart to help monitor their progress.
3. **Listen and follow.** While a student is completing 30-sec timed reading, the other students follow along with the list.

LESSON 1

SPEEDY READ



1. tax	21. dish
2. pen	22. cheek
3. bog	23. whack
4. lit	24. batch
5. fun	25. fish
6. basket	26. chap
7. sunset	27. when
8. common	28. itch
9. picnic	29. wish
10. nugget	30. chat
11. tablet	31. chill
12. happen	32. whip
13. coffin	33. anywhere
14. pencil	34. milkshake
15. rustic	35. buckwheat
16. napkin	36. horseshoe
17. velvet	37. cheerful
18. campus	38. stopwatch
19. fantastic	39. aftershave
20. redbud	40. airbrush

Text Reading

Passage reading focuses on expository text that includes many multisyllabic words.

1. **Key words.** The teacher introduces and defines key words. These are words that are central to the meaning of the story.
2. **Repeated reading practice.** The teacher leads students in a repeated text reading. Students read the text aloud at least two times using various oral reading practices: choral read, whisper read, or echo read.
3. **Note useful words.** The teacher calls students' attention to irregular words or multisyllabic words. Noting multisyllabic words helps students make the connection from word-level and text-level practices.
4. **Check for understanding.** After reading the passage, the teacher asks comprehension questions to check for understanding. Depending on the focus of the overall lessons with each group of students, the teacher might choose to ask more in-depth, higher order questions.

LESSON 21

Transportation in America



You may have come to school today on a bicycle, in a car, or on a bus. Around the world, bicycles, cars, buses, and trains are the most common kinds of transportation.

When the United States was a new country in 1776, there were not many kinds of transportation. People rode on horses or in wagons that were powered by horses and sometimes traveled long distances. Of course, there were no air conditioners or heaters in the covered wagons. In the summer months, it could become very hot in the covered wagons, which would cause people to overheat. No one traveled by bus, train, car, or airplane, so it could take weeks or months to get from one place to another, especially if you are traveling internationally. Trains, cars, and airplanes had not been invented yet.

Today, a few dollars is enough to ride a bus with a heater and air conditioner. People can travel long distances quickly and comfortably. Transportation has changed a lot over the course of history. Who knows what types of superpower transportation we will have in the future!



Open Access Materials

The *Word Connections* program is freely available for download and use. If you share the materials with colleagues, we simply ask that you direct them to our collection on figshare where they can also download for free. This helps our team track metrics to better understand access and use of the program overtime.

Please do not repost these materials or distribute without written permission from the authors. If you use the *Word Connections* program, we ask that you cite as follows:

Toste, J. R., Capin, P., Williams, K. J., Kearns, D. M., & Vaughn, S. (2023). *Word Connections: A Multisyllabic Word Reading Program* (2nd ed.). figshare.
<https://doi.org/10.6084/m9.figshare.c.6259368>

Research on Word Connections Program

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SCOPE & SEQUENCE

UNIT 1

Lesson	Warm-Up	Affix Bank	Spotlight Words	Word Play	Speedy Read	Text
1	Short Vowels	Prefixes: dis- / un- / sub-	honest, continue, able, merge, human	Build-A-Word	CVC / Digraphs	Sentence Reading
2	Long Vowels (VCe)	Suffixes: -s(es) / -ing / -ed	match, color, attach, tick, smell	Build-A-Word	Vowel teams [long a and i]	Sentence Reading
3	Long Vowels (Digraphs)	Suffixes: -s(es) / -ing / -ed	harvest, allow, chop, read, land	Build-A-Word	Vowel teams [long e and o]	Sentence Reading
4	Long Vowels (Digraphs)	Combined: dis- / un- / sub- -s(es) / -ing / -ed	play, taste, side, button, total	Build-A-Word	Vowel teams [long u]	Sentence Reading
5	R-Controlled	Prefixes: in- / de- / non-	active, sense, part, stop, direct	Build-A-Word	R-controlled [ar and or]	Sentence Reading
6	R-Controlled	Suffixes: -ly / -er / -y	mother, kind, cruel, jump, scoot	Word Train	R-controlled [er, ur, and ir]	Maze Sentences
7	Diphthongs	Combined: in- / de- / non- -ly / -er / -y	form, consistent, injure, stick, harsh	Word Train	Diphthongs	Maze Sentences
8	Diphthongs	Review Lessons 1-7	decide, swim, bug, valid, borrow	Word Train	Diphthongs	Maze Sentences
9	Flexing	Prefixes: pre- / re- / mis-	place, paid, write, arrange, count	Word Train	Open syllables	Maze Sentences
10	Flexing	Suffixes: -tion / -sion / -tive / -sive	act, pass, suggest, confess, intense	Word Train	Closed syllables	Maze Sentences



SCOPE & SEQUENCE

UNIT 2

Lesson	Warm-Up	Affix Bank	Spotlight Words	Word Play	Speedy Read	Text
11	Short Vowels [repeat lesson 1 cards]	Combined: pre- / re- / mis- -tion / -sion / -tive / -sive	record, print, effect, complete, suspense	Quick Search	-sion, -tion ending	Maze Sentences
12	Long Vowels (VCe) [repeat lesson 2 cards]	Review Lessons 1-11	main, guide, father, express, conform	Quick Search	-ture ending	Maze Sentences
13	Long Vowels [repeat lesson 3-4 cards]	Prefixes: im- / over- / fore-	head, possible, mature, night, seen	Quick Search	-ous, -tious, -cious	Maze Sentences
14	Long Vowels [repeat lesson 3-4 cards]	Suffixes: -ous / -en / -ness	stole, related, grace, religion, strength	Quick Search	-tive, -sive	Maze Sentences
15	R-Controlled [repeat lesson 5-6 cards]	Combined: im- / over- / fore- -ous / -en / -ness	port, sight, fall, fame, done	Quick Search	-tient, -cient, -ful	Maze Sentences
16	R-Controlled [repeat lesson 5-6 cards]	Review Lessons 1-15	probable, sad, happy, space, construct	Elevator Words	-less, -ness	Cloze Sentences
17	Diphthongs [repeat lesson 7-8 cards]	Prefixes: en- / semi- / mid-	joy, circle, sweet, year, finals	Elevator Words	-able, -ible	Cloze Sentences
18	Diphthongs [repeat lesson 7-8 cards]	Suffixes: -or / -able / -ible	profess, conduct, drink, horror, reverse	Elevator Words	Open syllables [multisyllabic]	Cloze Sentences
19	Flexing [repeat lesson 9-10 cards]	Combined: en- / semi- / mid- -or / -able / -ible	rage, day, accept, manage, truck	Elevator Words	Closed syllables [multisyllabic]	Cloze Sentences
20	Flexing [repeat lesson 9-10 cards]	Review Lessons 1-19	soft, trap, morning, favor, inflate	Elevator Words	Open & closed [multisyllabic]	Cloze Sentences

Notes • Reuse warm-up cards from Lesson 1-10 • Beat the Clock includes both prefixes & suffixes as of Lesson 11 • Introduce 3-syllables for Write Word in Lesson 13



SCOPE & SEQUENCE

UNIT 3

Lesson	Warm-Up	Affix Bank	Spotlight Words	Word Play	Text Reading	Key Words
21	Review [vowel mastery list]	Prefixes: inter- / em- / super-	national, mission, brace, natural, power	Spinner Words	What is the Most Expensive Food?	harvest caviar irresistible
22	Review	Suffixes: -al / -ty / -ment	arrive, special, amuse, comic, apart	Spinner Words	Do All Animals Fart?	digest predator zookeeper
23	Mastery	Combined: inter- / em- / super- -al / -ty / -ment	lap, state, body, size, detach	Spinner Words	How Do Planes Stay in the Air?	supersonic gigantic illogical
24	Mastery	Review Lessons 1-23	concept, commit, prevent, contain, view	Spinner Words	What Causes Ocean Waves?	friction gravitational supersized
25	Mastery	Prefixes: il- / ir- / trans-	logical, regular, legal, pose, formation	Spinner Words	Why Do We Yawn?	regulate tissues contagious
26	Mastery	Suffixes: -ic / -ful / -less	automate, care, faith, use, effort	Quick Search	How is Chocolate Made?	semisweet antioxidant cacao
27	Mastery	Combined: il- / ir- / trans- -ic / -ful / -less	price, point, action, shame, hope	Quick Search	Do all Bees Sting?	species effective provoked
28	Mastery	Review Lessons 1-27	explain, entertain, imitate, complain, ache	Quick Search	How is Paper Made?	fibers illegible mesh
29	Mastery	Prefixes: anti- / under- / ab-	freeze, war, stand, rate, common	Quick Search	Who is the Oldest Dog to Ever Live?	companion incredible energetic
30	Mastery	Suffixes: -est	smart, fast, fox, march, found	Quick Search	Why Do We Have Earwax?	substance particles prevent

Notes • Use Vowel Mastery List as of Lesson 21 • Beat the Clock continues with both prefixes & suffixes • Transition to reading passages for Text Reading • Introduce and define three key words before reading new passage



SCOPE & SEQUENCE

UNIT 4

Lesson	Affix Bank	Spotlight Words	Word Play	Text Reading	Key Words
31	Prefixes: pro- / per-	hero, church, fair, important, slam	Elevator Words	How is Ice Cream Made?	churning texture mixture
32	Combined: anti- / under- / ab- / pro- / per- / -est	cover, take, change, help, imagine	Elevator Words	What is the Slowest Animal in the World?	metabolism unique survive
33	Mastery [affix mastery list]	draw, collect, agree, lock, solve	Elevator Words	What is the Difference Between a Frog and a Toad?	amphibians habitat nocturnal
34	Mastery	measure, profit, mistake, inspect, dress	Elevator Words	Why Do We Dream?	boost theories consolidation
35	Mastery	waste, debate, strong, transition, teach	Elevator Words	Why Do We Get Goosebumps?	follicle contract foreboding
36	Mastery	friend, understand, intend, scales, transmit	Spinner Words	How Do Fireflies Glow?	luciferin attract reaction
37	Mastery	shadow, excuse, dismiss, reach, believe	Spinner Words	Are Video Games Addictive?	accomplishment addictive antisocial
38	Mastery	impress, rich, predict, prove, forget	Spinner Words	What is the Difference Between a Fruit and a Vegetable?	minerals vitamins climate
39	Mastery	collapse, convert, tell, response, school	Spinner Words	What is the Oldest Instrument in the World?	ancient forerunner transcribe
40	Mastery	judge, concert, extend, thought, visible	Spinner Words	What is the Difference Between Alligators and Crocodiles?	tropical snout conservation

Notes • No warm-up section in Unit 4; time to be used for additional practice across lesson activities • Use *Affix Mastery List* as of Lesson 33 • Reduction in the amount of teacher talk and modeling during Word Play & Write Word • Wrapping up during Lesson 39-40

TEACHER REFERENCE

VOWEL SOUND REFERENCE GUIDE

Overview of grapheme-phoneme correspondences targeted in Warm-Up of each lesson in Unit 1. Students read and practice the letter/letter pattern in isolation, and then read nonsense words with same patterns.

Lesson	Grapheme	Phoneme	Sample Words
1	a	/ă/ (short)	apple, rat
1	e	/ĕ/ (short)	egg, pet
1	i	/ĭ/ (short)	igloo, sit
1	o	/ŏ/ (short)	octopus, top
1	u	/ŭ/ (short)	umbrella, cut
2	a_e	/ā/ (long)	ate, plane
3-4	ai	/ā/ (long)	rain, faith
3-4	ay	/ā/ (long)	day, stray
2	e_e	/ē/ (long)	these, Pete
3-4	ey	/ē/ (long)	money, key
3-4; 9-10	ea	/ē/ (long) /ĕ/ (short)	eat, please head, bread
3-4; 9-10	ie	/ē/ (long) /ī/ (long)	field, relief tie, fries
3-4; 9-10	ei	/ā/ (long) /ē/ (long)	veil, rein perceive, ceiling
3-4; 9-10	y	/ē/ (long) /ī/ (long)	funny, silly fly, sky
3-4	ee	/ē/ (long)	feet, sheep
2	i_e	/ī/ (long)	kite, chime
3-4	igh	/ī/ (long)	night, light
2	o_e	/ō/ (long)	hope, wrote
3-4	oa	/ō/ (long)	boat, foam
3-4; 7-8; 9-10	ow	/ō/ (long) /ōw/	row, blow cow, shower
2	u_e	/ū/ (long)	cute, tune
3-4	ew	/ū/ (long)	new, flew
5-6	ar	/ar/	car, part
5-6	or	/or/	for, pork
5-6	er	/ĕr/	her, fern
5-6	ir	/ĕr/	sir, skirt
5-6	ur	/ĕr/	fur, turn
7-8	oy	/oy/	toy, ploy
7-8	oi	/oy/	oil, coin
7-8	ou	/ow/	out, ground
7-8	aw	/aw/	awful, hawk
7-8	au	/aw/	auto, laundry
9-10	oo	/ʊ/ (short) /ü/ (long)	book, foot pool, goose

AFFIX REFERENCE GUIDE

Overview of all prefixes and suffixes taught across the *Word Connections* program. Teacher introduces and pronounces new affixes, provides a sample word, and then writes in the **Affix Bank**. These affixes are then used in other lesson activities. Once an affix is introduced, it will be reviewed every lesson thereafter.

Affix	Pronunciation	Sample word	Lesson # introduced	Explicitly reviewed
dis-	dĕs	dishonest	1	4
un-	ŭn	unhappy	1	4
sub-	sŭb	subzero	1	4
-s(-es)	s or ess	books (boxes)	2	4, 30
-ing	ĭng	playing	2	4
-ed	ĕd OR d OR t	wanted or jogged or wished	2	4, 30
in-	ĭn	incorrect	5	7
de-	dē	defrost	5	7
non-	nōn	non-profit	5	7
-ly	lē	quickly	6	7
-er	/er/	taller	6	7
-y	ē	dirty	6	7
pre-	prē	preheat	9	11
re-	rē	reseal	9	11
mis-	mĭs	misunderstand	9	11
-tion	shən	construction	10	11
-sion	shən	confusion	10	11
-tive	tĭv	sensitive	10	11
-sive	sĭv	offensive	10	11
im-	ĭm	impatient	13	15
over-	ōv/er/	overcook	13	15
fore-	f/or/	forehead	13	15
-ous	ŭs	dangerous	14	15
-en / en-	ĕn	sharpen / enable	14 / 17	15 / 19
-ness	nĕs	kindness	14	15
semi-	sĕmĕ OR sĕmī	semicircle	17	19
mid-	mĭd	midday	17	19
-able	ĕble	likeable	18	19
-or	/or/ OR /er/	professor	18	19
-ible	ĭble	collectible	18	19
inter-	ĭnt/er/	international	21	23
em-	ĕm	embrace	21	23
super-	süp/er/	supersonic	21	23
-al	ĕl OR āl	dismissal	22	23
-ty	tē	safety	22	23
-ment	mĕnt	enjoyment	22	23
il-	ĭl	illegal	25	27

Affix	Pronunciation	Sample word	Lesson # introduced	Explicitly reviewed
ir-	ēr	irresistible	25	27
trans-	tranz	transport	25	27
-ic	īc	gigantic	26	27
-ful	fūl	joyful	26	27
-less	lēs	fearless	26	27
anti-	ăntē OR ăntī	antibacterial	29	32
under-	ünd/er/	underage	29	32
ab-	ăb	abnormal	29	32
-est	ěst	fastest	30	32
pro-	prō	proactive	31	32
per-	p/er/	perception	31	32

WORD PLAY GAME DESCRIPTIONS

Each lesson includes one of the following **Word Play** games. The *Word Connections* scope and sequence indicates which of the five games is played each lesson. These games use spotlight word cards and affix cards.

BUILD-A-WORD

Materials: Spotlight word cards, cumulative affix cards, white boards, markers

1. Hold up spotlight word card, read, define, and use in sample sentence(s)
2. Add affix to spotlight word; read and blend word parts; students read new word
3. Define new word using affix and word definitions
4. Students should write word parts on white boards as introduced
5. Repeat with additional words and affixes—goal of building and defining real words

WORD TRAIN

Materials: Spotlight word cards, cumulative affix cards, pocket chart, train cards

1. Print train cards (engine & caboose) – see Appendix – and set-up pocket chart
2. Read aloud all affix cards and sort into two piles: prefix (engine) or suffix (caboose)
3. Read aloud spotlight word cards and place in pocket chart
4. Choose affix card, place before/after spotlight word, combine parts and read new word
5. Move affix down the pocket chart to read with each spotlight word
6. Repeat with multiple affixes

Tip: If students get good at this, have them add a prefix and a suffix at the same time

QUICK SEARCH

Materials: Spotlight word cards, cumulative affix cards

1. Review all affix cards; as you read aloud, place on table face up
2. Do the same with spotlight word cards; read aloud and place on table face up
3. Mix all cards on the table
4. Select one affix and one spotlight word; read each part and combine to read new word
5. Students take turns choosing affix and spotlight word to read new words aloud

Tip: Encourage students to use different affixes (e.g., “Kelly, make a word with pre-!”)

ELEVATOR WORDS

Materials: Spotlight word cards, cumulative affix cards, pocket chart

1. Set-up pocket chart
2. Read aloud affix cards and place in pocket chart; put prefixes on left and affixes on right
3. Read first spotlight word aloud, place on top row of chart, combine parts, read new word
4. Move spotlight word down the pocket chart to read with each affix
5. Repeat with all spotlight words

Tip: If students get good at this, include both a prefix and a suffix on the same row

SPINNER WORDS

Materials: Plastic spinners (2), dry-erase markers

1. Prepare spinners for the lesson – see spinner template in Appendix
2. Write the day’s five spotlight words in spaces on spinner 1 and affixes on spinner 2 (we suggest using a different color for each spinner)
3. Read aloud the words and affixes on spinners with students
4. Spin the pointer on both spinners; read each part and combine to read new word
5. Repeat activity to create new words; mix it up by having students keep same spotlight word but spin for new affixes or (vice versa) keep same affix but spin for new word

Tip: When students are comfortable, add an extra spinner or two to increase the pace

TEXT READING KEY WORDS

As of Lesson 21 (Unit 3), students read a passage each lesson for **Text Reading**—refer to the program's *Instructional Scope & Sequence*. Teachers will preteach key words and provide student-friendly definitions.

Lesson	Passage Title	Key Words	Student-Friendly Definitions
21	What is the Most Expensive Food?	harvest	the gathering of a crop
		caviar	salty eggs from a type of fish called sturgeon
		irresistible	impossible to say no to
22	Do All Animals Fart?	digest	to break down into materials that can be absorbed and used by the body
		predator	an animal that hunts other animals for food
		zookeeper	someone who takes care of animals in a zoo
23	How Do Planes Stay in the Air?	supersonic	faster than the speed of sound
		gigantic	like a giant; huge or massive
		illogical	doesn't make sense or doesn't follow usual way things work
24	What Causes Ocean Waves?	friction	rubbing of one object against another that causes them to slow down or stop movement
		gravitational	the force by which a planet or other similar body in space tends to draw objects toward its center
		supersized	extremely large
25	Why Do We Yawn?	regulate	to control
		tissues	a group of cells in the body that are like each other and do similar things, such as muscle, fat, and bone
		contagious	able to spread from person to person
26	How is Chocolate Made?	semisweet	only slightly or a bit sweet
		antioxidant	a molecule that helps protect your body from getting sick
		cacao	the seed of a tree used to make chocolate and cocoa
27	Do All Bees Sting?	species	group of living things—like animals, plants, or organisms—that are similar to one another and can exchange DNA
		effective	able to achieve a desired result
		provoked	to make angry, annoyed, or emotional
28	How is Paper Made?	fibers	a small, thin part of a plant, animal, or mineral that is shaped like a thread
		illegible	difficult or impossible to read
		mesh	a special material made with tiny holes, like a net, that helps separate solids from liquids
29	Who is the Oldest Dog to Ever Live?	companion	someone or something that keeps you company and makes you feel happy and less lonely
		incredible	amazing or astonishing
		energetic	active or full of energy

30	Why Do We Have Earwax?	substance	a solid, liquid, or gas material
		particles	a tiny amount or small piece of something
		prevent	to block or get in the way of something
31	How is Ice Cream Made?	churning	to beat, shake, or stir powerfully
		texture	the way the surface of an object feels when we touch it, such as smooth, bumpy, or sticky
		mixture	something that is made from combining two or more different substances together into one
32	What is the Slowest Animal in the World?	metabolism	the process of turning food into energy
		unique	different from everything else
		survive	to continue to live despite serious threat to one's life
33	What is the Difference Between a Frog and a Toad?	amphibians	a small animal that spends part of its life cycle in water and part of its life cycle on land
		habitat	the natural environment of an animal or plant
		nocturnal	sleeping during the day and becoming active during the night
34	Why Do We Dream?	boost	to increase or raise
		theories	reasonable, widely accepted explanation for something
		consolidation	to join together or combine
35	Why Do We Get Goosebumps?	follicle	a small hole in the skin that a hair grows out of
		contract	to make smaller, shrink, or get tighter
		foreboding	a feeling that something bad might happen
36	How and Why Do Fireflies Glow?	luciferin	a chemical found in fireflies that produces light
		attract	to cause something to come near
		reaction	an action or response to something that has happened
37	Are Video Games Addictive?	accomplishment	something that has been successfully done or completed
		addictive	something that the body or mind wants to keep doing
		antisocial	something or someone who likes to be alone or doesn't want to be around other people
38	What is the Difference Between a Fruit and a Vegetable?	minerals	crystals that form in the ground and are needed in tiny amounts to keep our bodies healthy
		vitamins	special substances found in food that help our bodies grow, stay healthy, and work properly
		climate	the long-term weather patterns in a certain place
39	What is the Oldest Instrument in the World?	ancient	something from a really, really long time ago
		forerunner	someone or something that came before or happened earlier
		transcribe	write down or copy what someone is saying or to turn spoken words into written words
40	What is the Difference Between Alligators and Crocodiles?	tropical	a warm place where you can find colorful plants and animals
		snout	the long, pointy nose of an animal
		conservation	taking care of our environment; protecting plants, animals, and natural resources so they can be around for a long time

SUPPLEMENTAL MATERIALS

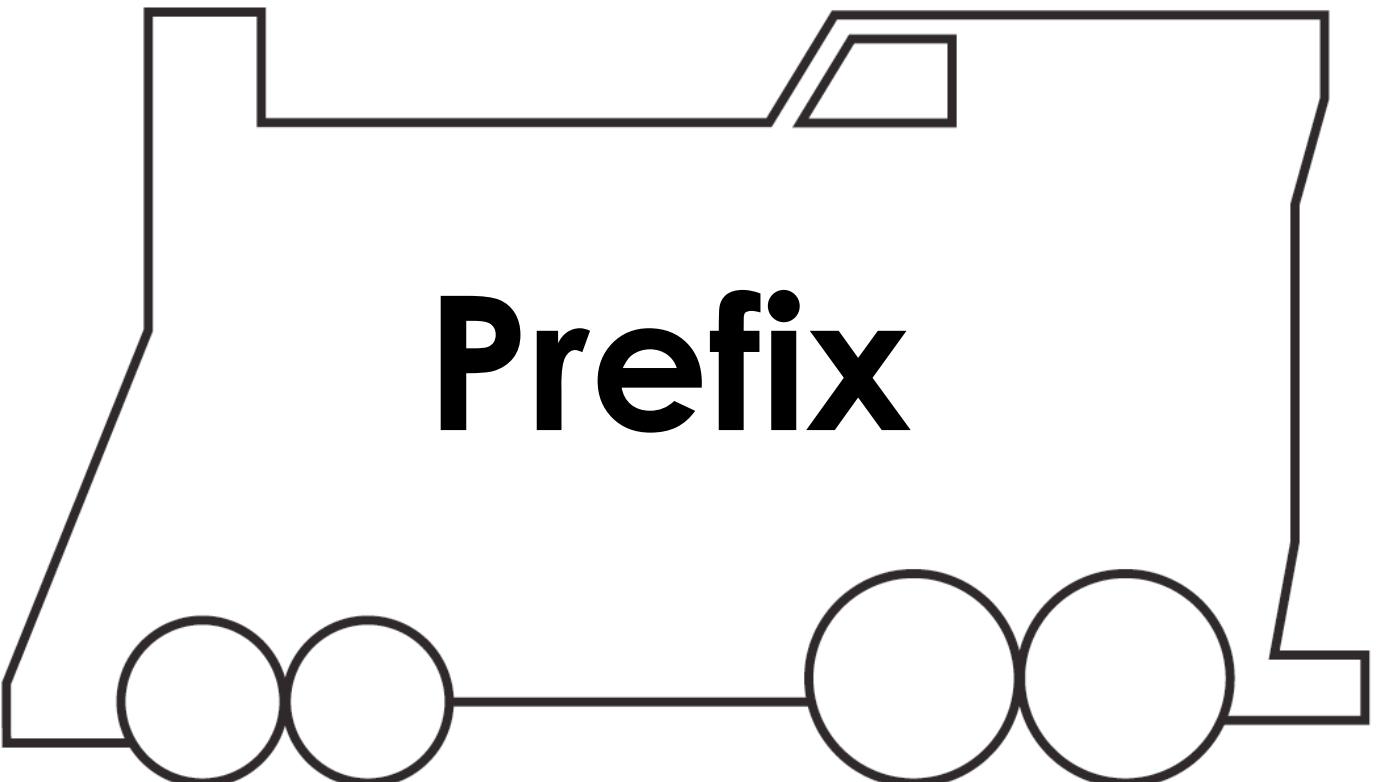
LESSON SCHEDULE

- ① Welcome!
- ② Warm-Up
- ③ Affix Bank
- ④ Word Play
- ⑤ Beat the Clock
- ⑥ Write Word
- ⑦ Speedy Read
- ⑧ Text Reading
- ⑨ Goodbye

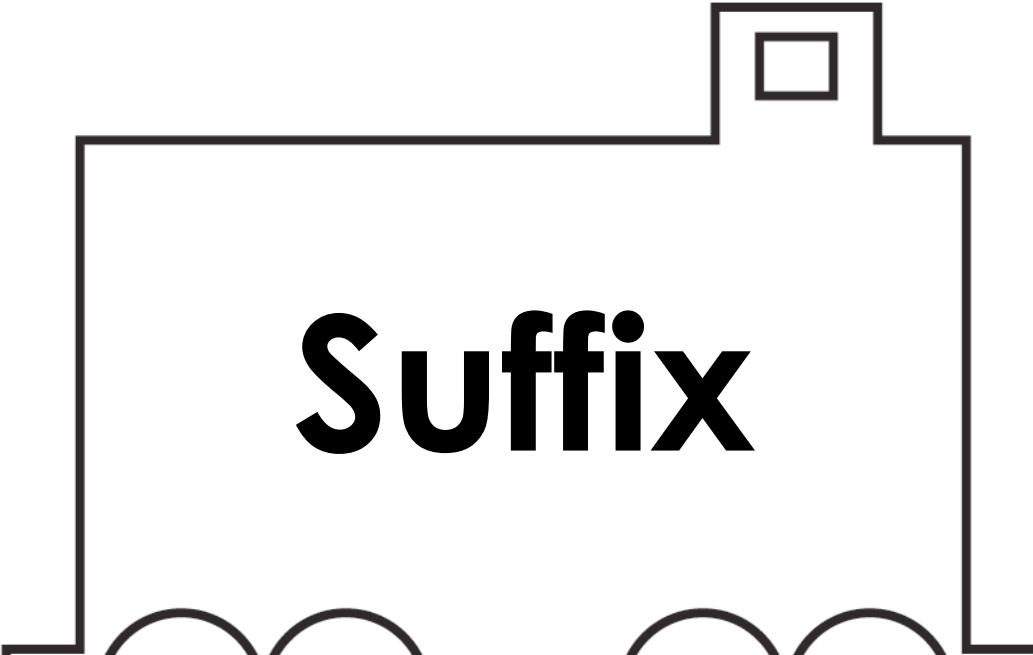
INFLECTIONAL ENDINGS

-ed -ing -s(es) -est -er

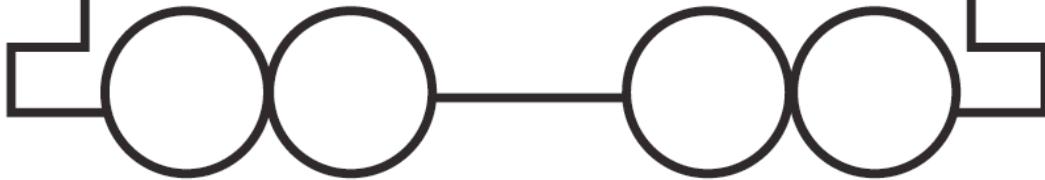
NOTHING	E-DROP	DOUBLE
Join the two parts together	Base word ends with an e; drop the e and add new part	Word ends with VC; double the last consonant and add new part
rest + ed = rested	bake + ed = baked	beg + ed = begged

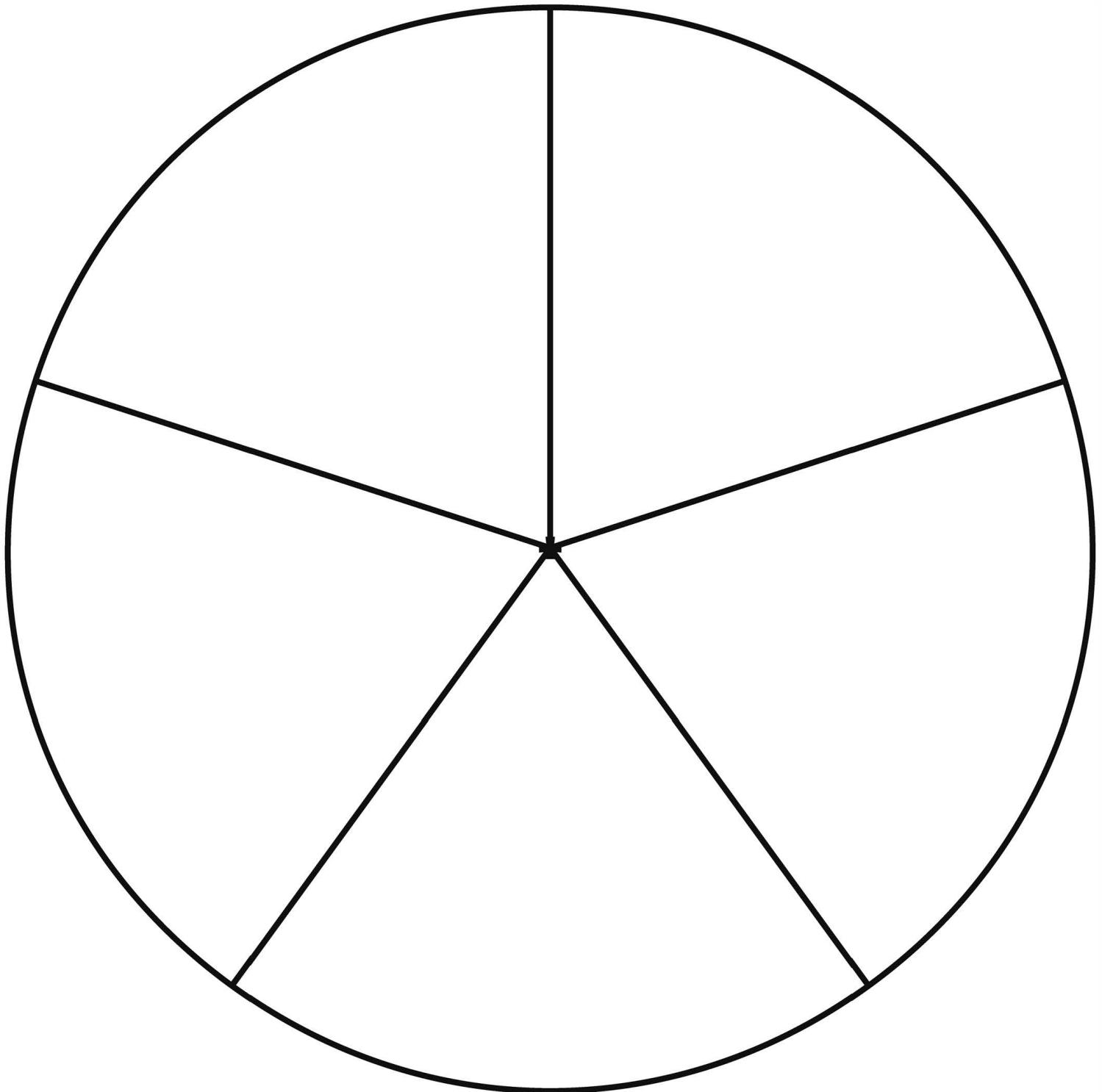


Prefix



Suffix





SPINNER WORDS

Assemble two spinners. Cut out all spinner pieces and laminate (optional). Secure arrow to the wheel with a prong fastener. You can also find plastic spinners available for purchase at a teacher supply store.

LESSON SCRIPTS



Lesson
1

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, “**Great work identifying the affix and then reading the word accurately!**”
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, “Actually, this suffix says “-tion.” Try the word again.”
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

INTRODUCTION

Instructional routine:

- Review rules for the lesson
- Review lesson schedule

Materials:

- Lesson schedule

Welcome to our reading group! Provide personalized welcome and introduction. I’m really looking forward to working together. In these lessons, we are going to focus on reading big words. These are words that can get pretty tricky to read and we start seeing a lot of them in text as we move into the upper grades. Let’s do a little activity to get to know each other. Introduce a brief icebreaker so that everyone can introduce themselves.

We have only a few rules for when we work together, but they are important. Your job is to try hard and listen carefully so that you understand what we are doing. We also want to make sure we treat each other with respect. Sometimes we are going to read some words that might be difficult, so we all need to support and encourage each other here. And finally, I want us to have fun! We will be working hard, but we’ll get to do lots of fun activities and enjoy our time reading together. Any questions?

These are the activities that we are going to work on during each of our lessons. Place lesson outline in sheet protector on table so that students can look at it as a reference. Quickly review the schedule so students know what to expect and refer to it as you begin each new section of the lesson. Are we ready to get started? Yay!

WARM-UP [3 minutes]**Instructional routine:**

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within nonsense words

Today's focus: short vowels

Materials:

- Vowel cards—short vowels
- Nonsense word cards—set #1

The first activity of each lesson is a warm-up. Point to lesson outline. We want to get our brains warmed up and ready to read! Every day we will review vowel sounds and words that will help our brains get ready for reading.

I am going to hold up a card with a letter on it. I want you to tell me what sounds that letter says. Let's look at this one first. Hold up the "a" letter card. What sounds does this letter say? Students will likely say both the short vowel sound /a/ and the long vowel sound /ā/. What about this letter? What sounds does it say? Hold up the "e" letter card. Continue with each of the five vowels.

You named more than one sound for all of these letters. Who knows what these five letters (A E I O U) are called? That's right, they are vowels. Today, we are going to talk about one kind of sound that vowels say—we call it the short vowel sound. Listen to me and repeat. Hold up each letter card and say the short vowel sound. Students repeat. I like your nice, clear vowel sounds!

Now, let's look at some words that have these short vowel sounds in them. These words are kind of silly because they aren't real words. They're nonsense words. A nonsense word is a word that is not real, but it can be read out loud like a real word. I'll hold up a word and I want you to read it. Here we go. Go through nonsense word cards and have students read aloud. Alternate between individual and choral reading. Provide corrections and specific positive reinforcement.

Excellent warm-up reading!

Error correction ⇒

Provide corrections by calling students attention to the spelling and vowel sound. For example: "The letter A says /a/ so this word is _____. What word?"

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

Today's affixes: dis- / un- / sub-

Materials:

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

Big words can sometimes be tricky to read. One of the best ways to read big words is to pay attention to smaller words or word parts. When we put the smaller word parts together, it is easy to read big words. Write the word “unfriendly” on teacher’s white board and hold up for the students to see. Look at this word. This word says “unfriendly.” What word? Students repeat word. When I look at this word, I see the word “friend” in the middle. This is our base word. Underline friend. There are other word parts here and they help me to know what this whole word says. Underline un- and -ly. This word part (point to un-) says un- and this word part (point to -ly) says -ly. A small part that we add to a base word is called an affix. Write AFFIX on white board. What are they called? Right, affix.

There are two kinds of affixes. The small parts added to the beginning of words are called prefixes, and the parts added to the ending of words are called suffixes. So in our example here, **unfriendly**, **un-** is a prefix (circle **un-** and write **PREFIX** underneath it) and **-ly** is a suffix (circle **-ly** and write **SUFFIX** underneath it). What is an affix at the beginning of a word called? Right, prefix. And what is an affix at the ending of a word called? That’s right, suffix.

In our lessons, we are going to talk about different affixes. We’re going to keep track of all of the new prefixes and suffixes we learn in our **Affix Bank**, a place where we can organize and keep all this information! Look at this folder. Hold up group version of the **Affix Bank** folder that will be used by the group. It is divided into two sections, labeled prefixes and suffixes. This is our **Affix Bank** (point to title) and, inside of it, we will add all the new prefixes we learn on this side (point to left) and all the new suffixes we learn on this side (point to right).

Today, let’s talk about three prefixes. Put folder to the side for the moment and take out white board. The first prefix is **dis-**. Write **dis-** on the white board. Can you say **dis-**? Students should say **dis-** aloud. Let me explain something quickly. You’ll see there is a dash here (point to the dash). This shows us that this is a prefix and the rest of the word will go after. For suffixes, which are word endings, the dash will come before the suffix because the rest of the word will come before it. For instance, if our suffix is **-ing** (write on board and point to the dash), then we know the rest of the word will come before the suffix. Erase **-ing** and cue students back to **dis-**.

This affix, **dis-**, means “not or opposite.” What does it mean? Yes, not or opposite. Write “not or opposite” under **dis-** on the white board. I can think of lots of words that start with **dis-**. One word I can think of is **dishonest**. Write **dishonest** on the white board. **Dishonest** means not being honest or truthful. Like if I didn’t do my homework and lied to my teacher, I am being dishonest. Can you think of any other words that start with **dis-**? Take one example word from each student. Now that I’ve introduced this new prefix, I want to add it to our **Affix Bank** so we will be able to look back and remember it when we see it in big words. I am going to give each of you your own **Affix Bank worksheet**. Distribute individual worksheets and bring out **Affix Bank** folder again. On the left side, under the **prefix** heading, I am going to add **dis-** and I want you to do the same on your worksheet.

Great! Now let’s look at our two other prefixes for today. The next one is **un-**. Write **un-** on the whiteboard. This affix, **un-**, also means “not.” What does it mean? Yes, it means not or opposite. I can think of a word that starts with **un-** and it is **unhappy**. **Unhappy** means I am not happy. Can you think of any other words that start with **un-**? Take 1-2 examples from students. Now, let’s add **un-** to our **Affix Bank**! Because it’s a prefix, I’m going to add **un-** to the left side of my worksheet. Make sure students write **un-** on the left side of their worksheets.

We have one more prefix to learn today and it is **sub-**. Can I hear you say it? Use same structure as above; write the prefix, brief definition, and sample word as you introduce each. This prefix, **sub-**, means “under or below.” What does it mean? You got it. Hmmm. Can you think of a word that starts with **sub-**? Talk 1-2 responses from students. Those are great ideas. The word I can think of is **subzero**. We usually use this word to talk about a temperature that is below or under zero. For

example, if you went to Antarctica, the temperatures might be subzero or freezing cold! We are going to add this last prefix sub- to our Affix Bank. Have students write sub- on the left side of their Affix Bank worksheet.

We have three prefixes in our Affix Bank after just one lesson! You are going to keep your worksheets inside your folders so that we can add new affixes each time we work together. Distribute student folders for them to insert Affix Bank worksheet. Ask them to put the folders to the side or in the middle of the table so they are not distracting during instruction.

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. This time is flexible for the first lesson.



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: Build-A-Word

Materials:

- Spotlight Words #1 poster
- Spotlight Word #1 cards
- Affix cards
- White boards
- Dry-erase markers

INTRODUCE SPOTLIGHT WORDS

During this part of our lesson, we are going to play games with words. Our job will be to build and take apart lots of big words, so that we can become better readers! Each day, we will introduce five “spotlight words.” We call them spotlight words because we are highlighting them in our lesson. We will practice reading them, adding common beginnings, which we now know are called prefixes and common endings to them, and they may appear again in other activities during our lesson.

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

BUILD-A-WORD

We are going to use our spotlight words to play a game. The game we are playing today is called “Build-A-Word.” We are going to use our spotlight words and the affixes we added to our Affix Bank to make new words. These will be big words because we are putting together word parts! Teacher takes out white board, marker, and cards with spotlight words.

Let me show you what we are going to do! We will start with one spotlight word. Hold up the first spotlight card. This word is “honest.” What word? Students repeat the word. I am going to put this card on my white board. Place card on white board and hold up to show students. When someone is honest they are fair or truthful. For example, “My grandmother told me to always be honest and never tell lies.” Can anyone use the word “honest” in another sentence? Allow 1-2 students to provide a sentence. Correct as necessary.

Awesome! Now that we know what “honest” means, we are going to build onto it and make a new word. We are going to use the affixes in our Affix Bank to build words. One of the affixes is dis-. If I wanted to add this prefix to my base word, “honest,” would I put it before or after the word? Students should answer before. Right, I would add a prefix to the beginning of my base word. So I am going to put dis- before honest. Take the affix card that says dis- and hold it up in front of the word “honest” or write the affix “dis-” in front of the honest card on the board. Now we have two word parts, let’s read them! “dis... honest” Point to each word part as you say them. Now I am going to put both parts together and read the new word: “dishonest.” Track under the word with your finger as you read. Your turn to read the word. Students read the word while you track under the word with your finger. I want to find out what this new word means. We know that dis- means not or opposite of, so dishonest would mean to not tell the truth or not be fair. For example, if I told a lie to the teacher about my dog eating my homework, then I am being dishonest.

Now let’s try this together. I am going to give each of you a white board and I want you to write “honest” in the center of the board. Distribute white board and markers to each student. Make sure the spotlight word and affix cards are always clearly visible for students when they are being asked to copy onto their boards. I just made a new word by adding a prefix, now I want all of you to add the prefix dis- to the word honest. Let’s read the word together. Teacher holds up board and tracks finger under the word: “dishonest.” Excellent! Let’s try making another new word.

Let’s erase “honest” and keep the prefix dis- on our boards. Now, I’m going to add one of the other spotlight words to our prefix dis-. This spotlight word is “continue.” Hold up the spotlight word card that says “continue.” Continue means to go on or to keep on. Can anyone use the word “continue” in a sentence? Allow 1-2 students to provide a sentence. Correct as necessary. I want to make a new word by adding the spotlight word “continue” to our prefix “dis-.” Let’s write the “continue” next to dis-. Have students write continue next to the prefix dis-. Now we can read our two word parts: “dis...continue.” Teacher holds up board and points to each as read. And if we put both of them together, what is our new word? Students say “discontinue.” If we know that dis- means not or opposite of, what does “discontinue” mean? Allow students to provide answer, which should be to “to stop; the opposite of going on or keeping on.” Great! Can you think of a sentence with the word “discontinue” in it? Allow students to provide 1-2 example sentences.

I want everyone to erase your boards. Have students erase boards so they are blank. Now, let’s add a new spotlight word, “able”. Hold up the card with the second spotlight word, “able”. What word is this? Students read. Yes, this word is “able”—let’s write it on our white boards. Have students write new spotlight word on their boards. Able means to have the ability to do something. Can anyone use “able” in another sentence? Allow 1-2 students to provide a sentence. Correct as necessary. Now, I want you to add one of our affixes from our affix bank (point to affix bank) to the word able. Since all of our affixes are prefixes, you will want to write it before the word able. Make sure to pick an affix that would make sense. Students write affix (un- or dis-) on white board before spotlight word. If students pick an affix that makes a non-word, tell them that we are making real words for this activity, so they need to pick an affix that makes a real word. Great, let’s read the word we came up with. Who can tell me a word you created? Prompt student to give you the word “unable” or “disable.” Great! What does the word (unable/disable) mean? Prompt students to respond, “not having the ability to do something.” Good job!

Error correction ⇒

If students are struggling to define a word, say the following, “Remember that (affix name) means (affix definition) and that (spotlight word name) means (spotlight word definition). When I combine these two parts, I also combine the definitions. (spotlight word + affix / affix + spotlight word) would probably mean (give plausible definition based on affix and spotlight word definitions).

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, 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 we are going to play a fun game called “Beat the Clock.” In this game, you will be break apart big words. After we take a look at the words together, you will keep track of how fast you can read the list and then you will have one more chance to read the list to see if you can beat your previous time and earn a sticker for your chart. Let’s get started.

Each of you will need a worksheet and a white board marker. Hand out worksheets with sheet protector and markers to students. Let’s begin by circling any prefixes together. I’ll do the first one. Hold up sheet protector so students can see it. Our first word is “disrupt.” In this word, we have the prefix dis- at the beginning of the word, so I will circle the prefix dis-. Circle the prefix on your word list for students to see. OK, let’s all circle the prefix dis- on our page. Students circle.

Great job! Let’s continue through the list together. Who knows the prefix in our second word? Student identifies prefix, re-. Great, let’s circle the prefix. Continue through the list of words circling all of the prefixes. Lessons 1-5 only have prefixes.

Error correction ⇒

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

Now, that we have circled all of our prefixes, 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 prefix. Let’s begin. Teacher and students chorally read affixes. Fantastic!

This time we are going to read each whole word together. Then, it will be your turn to read the words and I will time you! 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. Everyone did a great job reading those big words!

Now, it will be your turn to read the words individually. 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 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 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?”

You all did a wonderful job on your first round I am going to let each of you read the word list to me one more time and see if you can beat your previous time! If you “beat the clock” by beating your previous time, then you will put a sticker on your chart. Let’s get started. 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 you met or beat your time, you get a sticker to put on your Galaxy Chart. Each time you get to the blast on your chart, you will earn a prize. 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! I am thrilled with how quickly you have learned affixes.

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

Today we are going to practice writing some words. When we do “Write Word,” we’ll always start with the affixes we learned for that day.

Before we start, it’s important that we remember what a syllable is because I’m going to be asking you to write words with two and three syllables. A syllable is a word part. For instance, in the word “teacher,” there are two syllables. Clap each syllable as you say: tea.../...cher, teacher. Now let’s say it and clap it together: tea.../...cher. What word? Teacher. Let’s try one more. The word is “forest.” I want you to clap it and say it: for.../...est, forest. How many syllables does the word “forest” have? Right, two syllables. Teacher holds up fingers to count: for.../...est. We will even work with words that have three syllables. Let’s try the word elephant. What word?

Students say elephant. Let’s clap it and say it together: (teacher and student say el.../...e/...phant), elephant. Wow, three syllables! Teacher holds up fingers to count: el.../...e/...phant. Alright, I think we’re ready to start writing now!

Let me tell you what our “Write Word” activity will look like. Today, we talked about the prefix dis- I am going to write it on my white board. Write the dis- on the board and hold up to show students. Now I am going to write a two-syllable word with dis-. Because I already have one syllable with dis-, I am just going to have to add one more syllable or word part. I can think of the word “display,” so I am going to write “display” on my board. Teacher adds play after dis- and holds up board. This word says “display.”

This time, I was able to think of a real word with two syllables, display. But sometimes, I won’t be able to think of a real word. When we do “Write Word,” it’s OK for us to write nonsense words. Remember we read some nonsense words during our warm-ups before? They aren’t real words, but we can read them out loud like a real word. Wipe “play” off white board and hold up with just “dis.” So, if I couldn’t think of a real word that had two syllables with dis, then I might come up with a word like “disnod” or “dismag.” Write the two nonsense words on the board. Are these real words? Students answer no. Right, they are nonsense words, but they have two syllables

and can be read like a real word. Let's clap and say "disnod" to check: dis.../...nod. Have students clap as you say the word to identify the syllables. Let's clap and say "dismag" to check: dis.../...mag. Have students clap as you say the word to identify the syllables.

PRACTICE WITH ADDITIONAL AFFIXES: UN-

Now it's your turn to write. Distribute white boards and markers. Today, we also talked about the affix un-. Let's write it. Students write un- on their boards. Teacher writes un- and then holds up board so all students can check their writing. Great! Now, let's try to think of a big word we can make with this prefix. Remember it can be a real word or a nonsense word. Allow students to give ideas verbally and choose one. Provide corrections when needed and count syllables if any students appear to be having difficulty. OK, let's all write the word "(student provided word with un-)." Students write word. Nice writing! Your turn. Let's erase the other syllable "____," but leave un-written on your board. I want each of you to write another big word with the affix un-. Allow students time to write words. Teacher also writes sample word, "unclear". Wow, we have lots of words here. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. I'll start (hold up board). My word is "unclear." Continue with each student reading. If students write three-syllable words this is okay.

PRACTICE WITH ADDITIONAL AFFIXES: SUB-

Today, we also talked about the affix sub-. Let's write it. Students write -sub on their boards. Teacher writes sub- and then holds up board so all students can check their writing. Great! Now, let's try to think of a big word we can make with this prefix. Remember it can be a real word or a nonsense word. Allow students to give ideas verbally and choose one. Provide corrections when needed and count syllables if any students appear to be having difficulty. OK, let's all write the word "(student provided word with sub-)." Students write word. Nice writing! Your turn. Let's erase the other syllable "____," but leave sub- written on your board. I want each of you to write another big word with the affix sub-. Allow students time to write words. Teacher also writes sample word, "submit". Wow, we have lots of words here. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. I'll start (hold up board). My word is "submit." Continue with each student reading. If students write three-syllable words this is okay.

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."

You must complete this activity with at least two affixes from the lesson. If time is running short, you can end after the second 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 # 1 (copy for each student)
- Teacher copy of Word List #1
- Speedy Read chart [student folders]
- Timer
- Pencils

It's time for our "Speedy Read." Hold up Speedy Read word list. We will start by reading the words together and then we will see how many words each of you can read in 30 seconds!

Distribute copies of today's word list to students. First, let's do a choral read—where we read the words together. 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. In an echo read, the teacher reads a word and then the whole group repeats each word aloud. Follow this procedure for the whole list.

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. Everyone will have a turn to read. Choose a student to go first. Put each student's initials above a set of checkboxes.

Alright, _____ is going to start. Remember I want the person reading and those listening to follow along by pointing to each word with your finger. Read down the page, like we have been practicing, as fast as you can. Try to read the words correctly. 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.

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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- "Let's Read" sentences (copy for each student)

Let's read some sentences together. This will help us practice reading big words when they are in text, like sentences or passages. Distribute copies of "Let's Read" sentence page to students.

First, we'll do an echo read. I'll read the sentence and then you all will echo me by reading the same sentence. Read one sentence, pointing to words. Encourage students to follow along with their fingers on their text as you read. Your turn. Students repeat what you read. Finish as an echo read.

Now, you all will do a whisper read. By yourself, you're going to whisper the sentences aloud. Remember that I should be able to see your lips moving and your finger following along so I know that you're reading. Go ahead and start. Students should read the sentences to themselves while the teacher observes. Remind them to follow along with their fingers while reading.

Now that we've practiced reading the sentences, we will read it one more time together. This is called a choral read. Let's all put our fingers on the first word and get ready to start. Ready? Read the sentences chorally as a group. Ensure that all students are following along and reading aloud.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Everyone did a great job reading sentences today! I noticed that some of our spotlight words are in the sentences. Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y'all worked hard reading those sentences.

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."

At the end of each of our lessons, you will get a mark off one of the boxes on your points chart for your participation during the lesson. Each time you get to five points, you will get to pick a prize! Let's take our points charts out of our folders to mark today's point. Students get a point at the end of each lesson for their participation. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
2

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, "**Great work identifying the affix and then reading the word accurately!**"
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, "Actually, this suffix says “-tion.” Try the word again."
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

INTRODUCTION

Let's review the rules of our reading group. [Go over 3-4 rules that are most applicable to this group. For example: "**I want you to try hard on every activity, work quietly, and listen while I'm talking.**"]

Remember here is our activity schedule. Place lesson outline in sheet protector on table so that students can view. Quickly review the schedule as a reminder. **Let's get started!**

WARM-UP [3 minutes]

Instructional routine:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: long vowels VCe

Materials:

- Vowel cards—long vowels VCe
- Nonsense word cards—set #2

Time for warm-up! Quickly, I want everyone to tell me the sounds that these vowels make.

Hold up the “a” letter card. What sounds does this vowel say? Hold up each letter card and students will identify short vowel sounds. Nice job! Remember we talked about these being short vowel sounds, but we also know that these vowels sometimes say other sounds. Does anyone know what we call those vowel sounds? Let students respond. Right, we also have long vowel sounds. For example, the letter a: (hold up the “a” letter card) says /a/, but also says /ā/. What sounds does “a” make? Repeat with each card to identify the short and long vowel sounds.

Sometimes there are patterns in words that help us to know whether a vowel is short or long. Look at this card. Hold up VCe pattern card—a_e. This line means that there would be another letter or letters when we see this pattern in a word, but when the “e” at the end tells us that the “a” will be long and say /ā/. Let’s look at each of our vowels with this pattern. Hold up the a_e card. This pattern tells us “a blank e” says /ā/. What sound? Repeat with each card.

Let’s try reading some of our nonsense words. We are going to see the same spelling patterns we just went over in these words. I’ll hold up a word and I want you all to read it together. Here’s the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. Provide corrections and feedback. Excellent warm-up reading!

Error correction ⇒

Provide corrections by calling students attention to the spelling and vowel sound. For example: “The letter A says /a/ so this word is _____. What word?”

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, teacher writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today’s affixes: -s(es) / -ing / -ed

Materials:

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

Do you remember yesterday we talked about big words can sometimes be tricky? Paying attention to smaller words or word parts. We learned that if we have a base word like, friend (write “friend” on teacher’s white board), we can add some other word parts called affixes. I might add a prefix to the beginning of the word or a suffix to the ending of a word. Watch me. Add un- and -ly to friend. What is this word? Point to each part and say together. Right, **unfriendly**? Underline un- and -ly. Which part is the prefix? Right, it’s un-. And which part is the suffix? Right, it’s -ly. The word “unfriendly” has three word parts.

Yesterday, we talked about some prefixes. Take out your Affix Bank worksheet—who can remind me of the prefixes we learned? Hold up group version of the Affix Bank folder that will be used by the group. Students should identify dis-, un-, and sub-.

Today, let’s talk about three suffixes. Take out white boards and markers.

NEW AFFIX: -S(-ES)

- Name it: This suffix is –s or -es. Write the affix’s name on the white board.
- Sample word: I can think of some words that end with -s or -es. One word I can think of that ends in -s is books. Write example on the white board.
- When possible, define it: This affix -s(-es) means “more than one” What does it mean? Yes, “more than one.” Write definition with taught affix on the white board. Since we know the

affix -s means “more than one,” then we know the word “books” means more than one book. Sometimes we write -es at the end of a word when it ends in “s” like bus, “ss” like kiss, “sh” like dish, or “ch” like church. Write each word on the board with -es.

- Students generate sample words: Can you think of any other words that end with -s or -es? Take a few examples.
- Add words to Affix Bank: Now that I’ve introduced this new suffix, let’s add it to our Affix Bank. Remember that prefixes will go on the left side and suffixes will go on the right side. Write the new affix on your Affix Bank folder and students should do the same on their worksheets. Make sure students write the affix in the correct location. Great job!

NEW AFFIX: -ING

- Name it: This suffix is -ing. Write the affix’s name on the white board.
- Sample word: I can think of some words that end with -ing. One word I can think of that ends in -ing is playing. Write example on the white board.
- When possible, define it: This affix -ing means “to show that an action is taking place” What does it mean? Yes, “to show that an action is taking place.” Write definition with taught affix on the white board. Since we know the affix -ing means “to show that an action is taking place,” then we know the word playing means that play is taking place.
- Students generate sample words: Can you think of any other words that end with -ing? Take a few examples.
- Add words to Affix Bank: Now that I’ve introduced this new suffix, let’s add it to our Affix Bank. Remember that prefixes will go on the left side and suffixes will go on the right side. Write the new affix on your Affix Bank folder and students should do the same on their worksheets. Make sure students write the affix in the correct location. Great job!

NEW AFFIX: -ED

- Name it: This suffix is -ed. Write the affix’s name on the white board. Refer the three pronunciations in the Affix Reference Guide.
- Sample word: I can think of some words that end with -ed. One word I can think of that ends in -ed is jogged. Write example on the white board.
- When possible, define it: This affix -ed means “to make a verb become past tense” What does it mean? Yes, “to make a verb become past tense.” Write definition with taught affix on the white board. Since we know the affix -ed is used to make a verb become past tense, then we know the word jogged means to jog sometime in the past, like yesterday.
- Students generate sample words: Can you think of any other words that end with -ed? Take a few examples.
- Add words to Affix Bank: Now that I’ve introduced this new suffix, let’s add it to our Affix Bank. Remember that prefixes will go on the left side and suffixes will go on the right side. Write the new affix on your Affix Bank folder and students should do the same on their worksheets. Make sure students write the affix in the correct location. Great job!

Awesome affix work! Ask them to put the folders to the side or in the middle of the table.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Build-A-WordMaterials:

- Spotlight Words #2 poster
- Spotlight Word #2 cards
- Affix cards
- White boards
- 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!

BUILD-A-WORD

We are going to use our spotlight words in a game we already learned called, "Build-A-Word." We're going to use the prefixes and suffixes in our Affix Bank to make new words. These will be big words because we are putting together word parts! Teacher takes out white board, marker, and cards with spotlight words.

Hold up the first spotlight card. This word is "match." What word? Students repeat the word. I am going to put this card on my white board. Put card on white board and hold up to show students. Match means "to be equal to something." Can anyone use the word "match" in a sentence? Allow 1-2 students to provide a sentence. Correct as necessary

Awesome! Now that we know what "match" means, we are going to build onto it and make a new word. Let's look at our affix bank. One of the suffixes is -ing. If I wanted to add a suffix to my base word "match," would I put it before or after the base word? Students should answer after. Right, I would add a suffix to the end of my base word. So I am going to put -ing after "match." Write -ing after the word match. Now we have two word parts, let's read them! "match... ing." Point to each word part as you say them. Now I am going to put both parts together and read the new word: "matching" Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger. I want to find out what this new word means. We know that "-ing" means "to show that an action is taking place", so "matching" would mean that a match is taking place. For example, if the shirt and pants I am wearing are the same color, then they are matching in color.

Distribute white boards and markers. Now, let's add a new spotlight word, "color". Hold up the card with the second spotlight word, "color". What word is this? Students read. Yes, this word is "color" like "the color of my sister's new car is bright blue." Let's write it on our white boards. Have students write new spotlight word on their boards. Now, I want you to add one of our affixes from our affix bank (point to affix bank) to the word color. Since all of our affixes are suffixes, you will want to write the affix after the spotlight word color. Make sure to pick an affix that would make sense. Students write affix on white board after spotlight word. If they make a non-word, tell them that we are making real words for this activity, so they need to pick an affix that makes a real word. Great, let's read the words we came up with. When it's your turn, read your word and tell me what you think it means. Have students read their words aloud and support them in defining the word, if necessary. Can anyone use his or her word in a sentence? Have students say 1-2 sentences with their words.

Let's try making more new words. Teacher should have students continue adding affixes to spotlight words. These should make real words.

Hold up new word card → Students write word on board → define and use in sentence → add prefix/suffix → define new word → use in sentence

- ❖ **Match:** To be equal to something. For example, “If the shirts and pants I am wearing are the same color, then they are matching in color.”
- ❖ **Color:** The hue or tone of an object. For example, “The color of my sister’s new car is bright blue.”
- ❖ **Attach:** To fasten or join. For example, “I need to attach the trailer to the car.”
- ❖ **Tick:** A short, sharp sound usually made by a watch; . For example, “My watch would tick as each second went by.”
- ❖ **Smell:** To notice or detect an odor of something. For example, “I could smell fresh baked cookies coming from the kitchen.”

Error correction ⇒

If students are struggling to define a word, say the following, “Remember that (affix name) means (affix definition) and that (spotlight word name) means (spotlight word definition). When I combine these two parts, I also combine the definitions. (spotlight word + affix / affix + spotlight word) would probably mean (give plausible definition based on affix and spotlight word definitions).

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 for the “Beat the Clock” game. Here are your worksheets and white board markers. Hand out worksheets with sheet protector and markers to students. Let's begin by circling the prefixes together. Who knows the prefix in our first word, “redraw?” Student identifies the prefix, re-. Great, let's circle the prefix, re-. Continue through the list of words circling all prefixes.

Error correction ⇒

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

Now, that we have circled all of our prefixes, 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 prefix. Let's begin. Teacher and students chorally read prefixes. Fantastic!

This time we are going to read the entire words together. Then, it will be your turn to read the words and I will time you! 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. Everyone did a great job reading those big words!

Now, it will be your turn to read the words individually. 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 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 (i.e. "great reading") and direct students to write down time on their sheet. Continue 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" and beat your previous time, so you can put a sticker on your chart. 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.

Remember, if you met or beat your time, you get a sticker to put on your Galaxy Chart. Each time you get to the blast on your chart, you will earn a prize. 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! I am thrilled with how quickly you have learned affixes.

19-minute reminder: If timer hits the 19:00 mark before you finish Beat the Clock activity, 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
- Inflectional Ending Rules poster (see Supplemental Materials)

Let's begin with our "Write Word" activity. Today, we will practice writing big words, like two syllable words, with our affixes from our lesson.

SYLLABLE REVIEW

Before we get started, remember that a syllable is a word part. For example, in the word "picture," there are two syllables: teacher count on fingers as you say: pic.../...ture. Let's count the syllables in the word "understanding" together on our fingers: Teacher and students say syllables and count together on fingers. Un-der-stand-ing. How many syllables? Students say four. Great! I think you all understand that a syllable is a word part.

MODEL

Every lesson should include modeling. Today, we talked about the suffix -ing, so I am going to write -ing on my white board. Write -ing and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the affix -ing. The word is "packing" so I am going to write "pack" on my whiteboard before -ing. Teacher adds

"pack" to "-ing" on white board and holds up board. This word says "packing." This time, I was able to think of a real word with two syllables, "packing." Remember, during the Write Word activity, it is fine to write nonsense words when you can't think of a real two-syllable word. For instance, if I couldn't think of a real word, then I could make up a word like—erase "packing" from white board and replace it with "borming"—"borming." Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying "borming" aloud and counting the syllables. Teacher counts syllables with fingers—borm.../...ing. Continue practice

INFLECTIONAL ENDING REVIEW

Now, before we start writing words, I want to go over endings that start with a vowel because they can be a little tricky. Today we learned the suffixes -ed and -ing, so those would be examples of when you need to use special rules. I am going to hold up this poster, so I can quickly explain what I mean. In our future lessons, when we talk about these special endings again, I will bring out the poster as a reminder. Hold up "Inflectional Ending Rules" poster (see Supplemental Materials) and refer to it as you explain. There are three things that can happen when you add an ending that starts with a vowel like these. Point to the box at top of poster that lists inflectional endings.

① Sometimes when you add a suffix that starts with a vowel, like -ed, to the end of a word the two parts will just join together to become a new word. Point to section on poster with #1 rule (nothing). An example of this would be rested. In this case, you simply add rest and -ed to make the word rested. This is the easiest example.

② The second case we might have to drop an e. This happens when you have a suffix that starts with a vowel, like -ed, and you're adding it to a word that ends with an "e." Point to section on poster with #2 rule (e-drop). An example of this would be baked. From the word bake, we have to cross out the "e." Then we can add -ed. If we didn't do that, our word "baked" would have two "e"s and that would look kind of silly, right? Write bakeed on the white board.

③ In our last example, we have to double the consonant. Let's look at another example with -ed. This time we are going to combine beg + ed. Point to section on poster with #3 rule (doubling). To make the word begged, we have to add another g between the word parts. We double the last letter before we add the ending -ed.

Hold up poster again for the students and emphasize that knowing these things will help them in the future, say: We don't have to memorize all of these examples, but I want to point them out so you know that sometimes we will keep, add, or take away a letter when adding a suffix that starts with a vowel. Knowing this can help us with our reading and spelling!

PRACTICE WITH -ING

Now it's your turn to write. Let's pick up our white board markers again to keep working with the suffix -ing. Let's write it. Students write -ing on their boards. Teacher writes -ing and then holds up board so all students can check their writing. Great! Now, let's try to think of a big word we can make with this suffix. Remember it can be a real word or a nonsense word. Allow students to give ideas verbally and choose one. Provide corrections when needed and count syllables if any students appear to be having difficulty. OK, let's all write the word "(student provided word with -ing)." Students write word. Nice writing! Your turn. Let's erase the other syllable "_____, but leave -ing written on your board. I want each of you to write another big word with the suffix -ing. Allow students time to write words. Teacher also writes sample word, "flipping." Wow, we have lots of words here. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. I'll start (hold up board). My word is "flipping." Remember our rules about doubling letters. I had to double the letter "p," before I could add -ing.

Wow, great job writing words with the suffix -ing. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. Each student shares. If students write three-syllable words this is okay.

PRACTICE WITH -ED

We were also introduced to the suffix -ed. Let's write it. Write -ed on your boards. Students write -ed on their boards. Teacher writes -ed and then holds up board so all students can check their writing. I want each of you to write a two-syllable word that ends with -ed. Students write words. Well done, let's read our words! Teacher shares a word and students share their words.

PRACTICE WITH -S(-ES)

Let's try one more. Write the suffix -s on your boards. Students write -s on their boards. Teacher writes -s and then holds up for students to see. Write at least one word that has the suffix -s. This suffix won't add a syllable when you attach it to another word, so it's okay if you have some one syllable words this time. Students write words. If student write base words (real or nonsense) that end in s, ss, ch, or sh—remind them that we use -es as the suffix. What words did you come up with? Continue with each student sharing their words.

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."

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 # 2 (copy for each student)
- Teacher copy of Word List # 2
- Speedy Read chart [student folders]
- Timer
- Pencils

It's time for our "Speedy Read." Hold up Speedy Read word list. We will start by reading the words together and then we will see how many words each of you can read in 30 seconds!

Distribute copies of today's word list to students. First, let's do a choral read—where we read the words together. 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. In an echo read, the teacher reads a word and then the whole group repeats each word aloud. Follow this procedure for the whole list.

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. Everyone will have a turn to read. Choose a student to go first.

Alright, _____ is going to start. Remember I want the person reading and those listening to follow along by pointing to each word with your finger. Read down the page, like we have been practicing, as fast as you can. Try to read the words correctly. 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)

Let’s read some sentences together. This will help us practice reading big words when they are in text, like sentences or passages. Distribute copies of “Let’s Read” sentence page to students.

First, we’ll do an echo read. I’ll read the sentence and then you all will echo me by reading the same sentence. This is called an echo read. I’ll go first. Read one sentence, pointing to words.

Encourage students to follow along with their fingers on their text as you read. Your turn. Students repeat what you read. Finish the sentences as an echo read.

Now, you all will do a whisper read. By yourself, you’re going to whisper the sentences aloud. Remember that I should be able to see your lips moving and your finger following along so I know that you’re reading. Go ahead and start. Students should read the sentences to themselves. Remind them to follow along with their fingers while reading.

Let’s do our choral read. Everyone put your finger on the first word and get ready to start.

Ready? Read the sentences chorally as a group. Ensure that the students are following along and reading aloud.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Everyone did a great job reading sentences today! I noticed that some of our spotlight words are in the sentences. Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y'all worked hard reading those sentences.

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 take our points charts out of our folders to mark today's point. Students get a point at the end of each lesson. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should make an effort to discuss this with them individually.



Lesson
3

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, "**Great work identifying the affix and then reading the word accurately!**"
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, "Actually, this suffix says “-tion.” Try the word again."
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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. [For example: "**I want you to try hard on every activity, work quietly, and listen while I'm talking.**"] I'm excited to get started today!

WARM-UP [3 minutes]

Instructional routine:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: long vowels

Materials:

- Vowel cards—long vowels
- Nonsense word cards—set #3-4

Are we ready to get warmed up? I am going to hold up a card with a letter pattern on it. This means that there is more than one letter, but they are working together to say one sound. We call this a vowel team. Let's look at this one first. Hold up the “ai” letter card. What sound does this pattern say? Students should identify the /ā/ sound. Right, the letters “a-i” make the sound /ā/—we call them a vowel team because they work together to make the long “a” sound. Let's look at the next card. What sound does this pattern say? Introduce all of the cards with the /ā/ spelling patterns. Go through quickly and call students' attention to the fact that all of these vowel teams make the long “a” sound.

Let's look at some vowel teams that make the long "e" sound. Hold up the "ee" letter card. What sound does this pattern say? Students should identify the /ē/ sound. Right, the letters "e-e" make the sound /ē/. Let's look at the next card. What sound does this pattern say? Introduce all of the cards with the /ē/ spelling patterns. Go through quickly and call students attention to the fact that all of these vowel teams make the long "e" sound.

Now that we've looked at all of the vowel teams for the long "e," let's go on to the long i. Hold up the "igh" letter card. What sound does this pattern say? Students should identify the /ī/ sound. Right, the letters "i-g-h" make the sound /ī/. Let's look at the next card. What sound does this pattern say? Introduce all of the cards with the /ī/ spelling patterns. Go through quickly and call students attention to the fact that all of these vowel teams make the long "i" sound.

Two sound prompt ⇒

In your set of sound cards, you will notice that the "ei," "ie," and "y" cards have TWO SOUNDS noted on the bottom. Introduce all three of them first as /ē/ spelling patterns. Include them again when you introduce the /ī/ spelling patterns. Prompt the students by saying: This vowel team makes the long "e" sound, /ē/, but it also makes the long "i" sound, /ī/. When we see this vowel team in a word, it might make either of these sounds. What two sounds does it make?

This vowel team makes the long "o" sound. Hold up the "oa" letter card. What sound does this pattern say? Students should identify the /ō/ sound. Right, the letters "o-a" make the sound /ō/. Let's look at the next card. What sound does this pattern say? Introduce all of the cards with the /ō/ spelling patterns. Go through quickly and call students attention to the fact that all of these vowel teams make the long "o" sound.

Our last vowel teams make the long "u" sound. Hold up the "ue" letter card. What sound does this pattern say? Students should identify the /ū/ sound. Right, the letters "u-e" make the sound /ū/. Let's look at the next card. What sound does this pattern say? Introduce all of the cards with the /ū/ spelling patterns. Go through quickly and call attention to the fact that all of these vowel teams make the long "u" sound.

Wow, there are lots of different ways that we might see the long vowel sounds represented with vowel teams when we are reading and spelling!

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: -s(-es) / -ing / -ed

Materials:

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

Let's look at our Affix Bank. But first, who can remind me: if we have a prefix, would we add it to the beginning or the end of a word? Allow students to respond. That's right, a prefix goes at the beginning of a word. What about a suffix? Allow students to respond. Yes, suffixes are placed at the end of words.

Take out your Affix Bank worksheets. Students should take worksheets out of their folders. Today, we are going to review the suffixes that we learned yesterday. Point to -s(es) on Affix Bank folder. What is this suffix? That's right, it's -s. Who can tell me a word that ends with -s? Continue sample procedure to review -ing and -ed.

Ok, I have all of our affix cards in a stack. Let's read them together quickly. Ready? Show cards and have students read chorally. Mix in individual questioning as needed. Fantastic!

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. It's fine to move on before 6-minute mark.

**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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Build-A-Word

Materials:

- Spotlight Words #3 poster
- Spotlight Word #3 cards
- Affix cards
- White boards
- 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!

BUILD-A-WORD

We are going to play our "Build-A-Word" activity. Teacher takes out white board, marker, and cards with spotlight words. Hold up the first spotlight card. The first spotlight word is "allow." What word? Students repeat the word. I am going to put this card on my white board. Put card on white board and hold up to show students. Allow means "give permission." Can anyone use the word "allow" in a sentence? Allow 1-2 students to provide a sentence. Correct as necessary.

Awesome! Let's build onto it and make a new word. Let's look at our Affix Bank. One of the suffixes is -ing. If I wanted to add a suffix to my base word "allow," would I put it before or after the base word? Students should answer after. Right, I would add a suffix to the end of my base word. So I am going to write -ing after "allow." Write -ing after the word allow. Now we have two word parts, let's read them! "allow... ing." Point to each word part as you say them. Now I am going to put both parts together and read the new word: "allowing" Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger. I want to find out what this new word means. We know that "-ing" means "to show that an action is taking place", so "allowing" would mean that permission is taking place. For example, if my mom gives me permission to buy a new video game, she is allowing me to buy it.

Now let's try some together. I want each of you to write our next spotlight word, _____ on your whiteboard. Distribute white board to the students and have them write the next spotlight word on their boards. Teacher should have students continue adding suffixes and/or prefixes to the spotlight words. These should make real words.

Hold up new word card → Students write word on board → define and use in sentence → add prefix/suffix → define new word → use in sentence

- ❖ *Allow*: To give permission. For example, "My mom said she would allow me to go to the movies with my friends."
- ❖ *Chop*: To cut into pieces. For example, "I am going to chop vegetables for the salad."
- ❖ *Harvest*: To gather. For example, "The farmer will harvest all of the tomatoes when they are bright red and ready to be picked."
- ❖ *Read*: To look at and understand something that is written. For example, "My teacher likes to read books aloud to the class each week."
- ❖ *Land*: This word has multiple meaning. Land can be used as a verb, which is an action word, and as a verb it means to cause to come to the ground. For example, "The plane is flying from Austin to San Diego. It will land on the runway when it arrives in San Diego."

Error correction ⇒

If students are struggling to define a word, say the following, "Remember that (affix name) means (affix definition) and that (spotlight word name) means (spotlight word definition). When I combine these two parts, I also combine the definitions. (spotlight word + affix / affix + spotlight word) would probably mean (give plausible definition based on affix and spotlight word definitions).

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 for the "Beat the Clock" game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Let's begin by circling the prefixes together. Who knows the prefix in our first word, "_____?" Student identifies the prefix, _____. Great, let's circle the prefix, _____. Continue through the list of words circling all of the prefixes.

Error correction ⇒

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

Now, that we have circled all of our prefixes, 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 prefix. Let's begin. Teacher and students chorally read prefixes. Fantastic!

This time we are going to read the entire words together. Then, it will be your turn. 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. Everyone did a great job reading those big words!

Now, it's 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 read." While _____ is reading, everyone else should follow along on the word list with their 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" and beat your previous time, so you can put a sticker on your chart. 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! I am thrilled with how quickly you have learned affixes.

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
- Inflectional Ending Rules poster (see Supplemental Materials)

Let's begin with our "Write Word" activity. Today, we will practice writing big words, like two syllable words, with our affixes from our lesson.

MODEL

Every lesson should include modeling. Today, when we did Write Word, we practiced with the suffix -es, so today I am going to write -es on my white board. Write -es and hold up to show students. We use -es instead of -s when we have base words that end in s, ss, x, ch, or sh. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the affix -es. The word is "church" so I am going to write "church" on my whiteboard before -es. Teacher adds "church" to "-es" on white board and holds up board. This word says "churches." This time, I was able to think of a real word with two syllables, "churches." Remember, during the Write Word activity, it is fine to write nonsense words when you can't think of a real two-syllable word. For instance, if I couldn't think of a real word, then I could make up a word like—erase "churches" from white board and replace it with "plunch"—"plunches." Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying "plunches" aloud and counting the syllables. Teacher counts syllables with fingers—plunch.../...es. Continue practice.

PRACTICE WITH -S(-ES)

Now it's your turn to write. Distribute white boards and markers. Write the suffix -es like I did. Teacher writes -es and then holds up so all students can check their writing. Great! Now, write a two-syllable word with the suffix -es. Remember it can be a real word or a nonsense word, but the base word should end with s, ss, x, ch, or sh. Students should write base words (real or nonsense) that end in s, ss, ch, or sh. Wow, great job writing words with the suffix -es. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. Each student shares.

INFLECTIONAL ENDING REVIEW

Now, before we start writing words with our affixes, I want review the endings that start with a vowel that we already learned.

Remember I showed you this poster and we talked about the three things that can happen when you add an ending that starts with a vowel? Hold up Inflectional Ending Rules poster. Point to the box that lists inflectional endings. All these of our endings today follow these special rules. We have already practiced with -ed and -ing before, so let's review quickly our poster.

- ① Sometimes when you add a suffix that starts with a vowel, like -ed, to the end of a word the two parts will join together. Point to section on poster with #1 rule (nothing). An example of this would be rested. In this case, you simply add rest and -ed to make the word rested.
- ② The second case we might have to drop an e. This happens when you have a suffix that starts with a vowel, like -ed, and you're adding it to a word that ends with an "e." Point to section on poster with #2 rule (e-drop). An example of this would be baked. From the word bake, we have to cross out the "e." Then we can add -ed. If we didn't do that, our word "baked" would have two "e"s and that would look kind of silly, right?
- ③ In our last example, we have to double the consonant. Let's look at another example with -ed. This time we are going to combine beg + ed. Point to section on poster with #3 rule (doubling). make the word begged, we have to add another g between the word parts. We double the last letter before we add the ending -ed.

Hold up poster again for the students and emphasize that knowing these things will help them in the future, say: We don't have to memorize all of these examples, but I want to point them out so you know that sometimes we will keep, add, or take away a letter when adding a suffix that starts with a vowel. Knowing this can help us with our reading and spelling!

PRACTICE WITH -ED

Now it's your turn to write. Let's pick up our white board markers again. Write **-ed** on your boards. I want each of you to write a two-syllable word that ends with **-ed**. Students write words. Well done, let's read our words! Teacher shares word "jogged" and students share their words.

PRACTICE WITH -ING

We also reviewed the suffix **-ing**. Let's write it. Students write **-ing** on their boards. Teacher writes **-ing** and then holds up board so all students can check their writing. Great! Now, let's try to think of a big word we can make with this suffix. Remember it can be a real word or a nonsense word.

Allow students to give ideas verbally and choose one. Provide corrections when needed and count syllables if any students appear to be having difficulty. OK, let's all write the word "(student provided word with **-ing**).". Students write word. Nice writing! Let's erase the other syllable "_____, but leave **-ing** written on your board. I want each of you to write another big word with the suffix **-ing**. Allow students time to write words. Teacher also writes sample word, "chopping". Wow, we have lots of words here. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. I'll start (hold up board). My word is "chopping." Remember our rules about doubling letters. I had to double the letter "p," before I could add **-ing**. What words did you come up with? Continue with each student reading. If students write three-syllable words this is okay.

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."*

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #3 (copy for each student)
- Teacher copy of Word List #3
- Speedy Read chart [student folders]
- Timer
- Pencils

It's time for our "Speedy Read." Hold up Speedy Read word list. We will start by reading the words together and then we will see how many words each of you can read in 30 seconds!

Distribute copies of today's word list to students. First, let's do a choral read—where we read the words together. 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. In an echo read, the teacher reads a word and then the whole group repeats each word aloud. Follow this procedure for the whole list.

Alright, _____ is going to see how many words they can each read in 30 seconds. Read as fast as you can while making sure you read the words correctly. 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 in 30 seconds. 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- "Let's Read" sentences (copy for each student)

Let's read today's sentences! This helps us practice reading big words. Distribute copies of "Let's Read" sentence page to students.

First, we will do our echo read. I'll go first. Read one sentence, pointing to words. Encourage students to follow along with their fingers on their text as you read. **Your turn.** Students repeat what you read. Finish the sentences as an echo read.

Good reading! Go ahead and do your whisper read. Remember that I should be able to see your lips moving and your finger following along so I know that you're reading. Go ahead and start.

Students should read the sentences to themselves. Remind them to follow along with their fingers while reading. **Now, we're each going to have a turn to read the sentences aloud.** Teacher will pick a student to go first and prompt the student to begin reading one sentence aloud. Students take turns reading sentences until all 8 have been read.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Everyone did a great job reading sentences today! I noticed that some of our spotlight words are in the sentences. Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y'all worked hard reading those sentences.

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
4

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, "**Great work identifying the affix and then reading the word accurately!**"
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, "Actually, this suffix says “-tion.” Try the word again."
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for our group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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. For example: "**I want you to try hard on every activity, work quietly, and listen while I'm talking.**"]*

WARM-UP [3 minutes]

Instructional routine:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: long vowels

Materials:

- Vowel cards—long vowels
- Nonsense word cards—set #3-4

Let's get warmed up and ready to read! Today we will read long vowel patterns that we reviewed yesterday. These are patterns with more than one letter, but they work together to say one sound. We call these vowel teams. Hold up the first vowel team card. What sound does this pattern make? Students should identify the vowel team sound. Right! The letters (say letter names) make the (say letter sound). Let's look at the next card. What sound does this pattern say? All of the cards will be vowel teams with long vowel spelling patterns. Wow, there are lots of different ways we might see these long vowel sounds represented when we read and spell!

Let's try reading some of our nonsense words. We are going to see these same spelling

patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one.
Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: dis- / un- / sub- / -s(-es) / -ing / -ed

Materials:

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

Let's look at our Affix Bank. Students should take out worksheets. Today, we are going to refresh our memories. Let's look at some of the affixes we have learned over the past few days. Point to dis- on Affix Bank folder. What is this prefix? That's right, it's dis-. Who can tell me a word that begins with dis-? Continue sample procedure to review un-, sub-, -s(es), -ing, and -ed.

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.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Build-A-Word

Materials:

- Spotlight Words #4 poster
- Spotlight Word #4 cards
- Affix cards
- White boards
- 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!

BUILD-A-WORD

Now we are going to play our "Build-A-Word" activity. Teacher takes out white board, marker, and cards with spotlight words. Hold up the first spotlight card. This word is "play." What word? Students repeat the word. I am going to put this card on my white board. Put card on white board and hold up to show students. Match play "to participate in games or a sport." Can anyone use the word "play" in a sentence? Allow 1-2 students to provide a sentence. Correct as necessary

Awesome! Let's make a new word. Let's look at our affix bank. We've learned six different affixes so far. I need to find one that would go before or after play. If I add an affix before "play" is it a prefix or suffix? Students will respond, "prefix." If I add an affix after "play," is it a prefix or suffix? Students will respond, "suffix." I'm going to look at my affix bank and see if I can find an affix that goes with "play". I see a few different affixes that could go with "play." So I am going to choose -ed and write -ed after "play." Write -ed after the word play. Now we have two word parts, let's read them! "play... ed" Point to each word part as you say them. Now I am going to put both parts together and read the new word: "played" Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger. I want to find out what this new word means. We know that "-ed" makes "a verb become past tense", so "played" would mean that a game or sport took place in the past. For example, if I competed in a soccer game yesterday, I played in the game.

Now let's try some together. I want each of you to write our next spotlight word, _____ on your whiteboard. Distribute white board to the students and have them write the next spotlight word on their boards. Teacher should have students continue adding suffixes and/or prefixes to the spotlight words. These should make real words.

Hold up new word card → Students write word on board → define and use in sentence → add prefix/suffix → define new word → use in sentence

- ❖ **Play:** To participate in games or a sport. For example, "My favorite game to play is football."
- ❖ **Taste:** To have flavor. For example, "We went to a Mexican restaurant and ate salsa with our chips. The salsa had a spicy taste."
- ❖ **Side:** Either the left or right half of something. For example, "My mom told me that I had spilled spaghetti sauce on the left side of my shirt."
- ❖ **Button:** To close or fasten with buttons. For example, "This morning, I forgot to button my jeans."
- ❖ **Total:** The whole amount. For example, "When Grandma went to checkout at the grocery store, they told her that the total she would have to pay was \$65.00."

Error correction ⇒

If students are struggling to define a word, say the following, "Remember that (affix name) means (affix definition) and that (spotlight word name) means (spotlight word definition). When I combine these two parts, I also combine the definitions. (spotlight word + affix / affix + spotlight word) would probably mean (give plausible definition based on affix and spotlight word definitions).

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 for the "Beat the Clock" game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Let's begin by circling the prefixes together. Who knows the prefix in our first word, "_____?" Student identifies the prefix, _____. Great, let's circle the prefix, _____. Continue through the list of words circling all of the prefixes.

Error correction ⇒

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

Now, that we have circled all of our prefixes, 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 prefix. Let's begin. Teacher and students chorally read prefixes. Fantastic!

This time we are going to read the entire words together. Then, it will be your turn. 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. Everyone did a great job reading those big words!

Now, it's 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 read." While _____ is reading, everyone else should follow along on the word list with their 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." _____, 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! I am thrilled with how quickly you have learned affixes.

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 begin with our "Write Word" activity. Today, we will practice writing big words, like two syllable words, with our affixes from our lesson.

MODEL

Every lesson should include modeling. Today we are reviewing all of our affixes from the past three lessons. I'm going to write one of our prefixes, dis-, on my board. Write dis- and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the prefix dis-. The word is "dismiss" so I am going to write "miss" on my whiteboard after dis-. Teacher adds "miss" to "dis-" on white board and holds up board. This word says "dismiss". This time, I was able to think of a real word with two syllables, "dismiss." Remember, during the Write Word activity, it is fine to write nonsense words when you can't think of a real two-syllable word. For instance, if I couldn't think of a real word, then I could make up a word like—erase "dismiss" from white board and replace it with "disbag"—"disbag." Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying "disbag" aloud and counting the syllables. Teacher counts syllables with fingers—dis...!...bag. Continue practice.

PRACTICE WITH DIS-

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

PRACTICE WITH ADDITIONAL AFFIXES

Now it's your turn to write. Let's pick up our white board markers again. Let's choose a different affix this time. Someone pick a suffix for us to write. Have student name a suffix from the Affix Bank aloud. Let's write _____ on your boards. I want each of you to write a two-syllable word that ends with _____. Students write words. Well done, let's read our words! Teacher shares his/her word and students share their words. Repeat procedures with additional affixes (prefixes and suffixes).

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."

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #4 (copy for each student)
- Teacher copy of Word List #4
- Speedy Read chart [student folders]
- Timer
- Pencils

It's time for our "Speedy Read." Hold up Speedy Read word list.

Distribute copies of today's word list to students. First, let's do a choral read—where we read the words together. 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. In an echo read, the teacher reads a word and then the whole group repeats each word aloud. Follow this procedure for the whole list.

Now it's your turn. Alright, _____ is going to start. Choose a student to 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 in 30 seconds. 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- "Let's Read" sentences (copy for each student)

Let's read today's sentences! This helps us practice reading big words. Distribute copies of "Let's Read" sentence page to students.

First, we will do our echo read. I'll go first. Read one sentence, pointing to words. Encourage students to follow along with their fingers on their text as you read. Your turn. Students repeat what you read. Finish the sentences as an echo read.

Good reading! Go ahead and do your whisper read. Remember that I should be able to see your lips moving and your finger following along so I know that you're reading. Go ahead and start. Students should read the sentences to themselves. Remind them to follow along with their fingers while reading. **Now, we're each going to have a turn to read the sentences aloud.** Teacher will pick a student to go first and prompt the student to begin reading one sentence aloud. Students take turns reading sentences until all 8 have been read.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Everyone did a great job reading sentences today! I noticed that some of our spotlight words are in the sentences. Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome!

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
5

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, “**Great work identifying the affix and then reading the word accurately!**”
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, “Actually, this suffix says “-tion.” Try the word again.”
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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. For example: “I want you to try hard on every activity, work quietly, and listen while I’m talking.”]

WARM-UP [3 minutes]

Instructional routine:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today’s focus: r-controlled vowels

Materials:

- Vowel cards—r-controlled vowels
- Nonsense word cards—set #5-6

Let’s get warmed up and ready to read! Today we will read r-controlled vowels. When a vowel is followed by *r*, the vowel doesn’t make its expected sound. *R* changes the vowel sound. In fact, *r* “controls” the vowel sound, which is why we say r-controlled vowels. What do we call it when a vowel’s sound is controlled by *r*? Students say “an r-controlled vowel.” Right, r-controlled vowel.

Let’s review some r-controlled vowels. Hold up the “ar” digraph card. What sound does this pattern say? Students should identify the /ar/ sound. Right, the letters “a-r” make the sound /ar/—when a and *r* are together, they say /ar/. Let’s look at some other r-controlled vowels. What does this r-controlled vowel say? Go through the remaining r-controlled vowel cards and have

*students identify sounds. Notice that **ir**, **er**, and **ur** make the same sound, even though they are spelled differently. What sound does **ir**, **er**, and **ur** make? Students should identify the /er/ sound. Correct, **ir**, **er**, and **ur** make the /er/ sound.*

Let's say these sounds one more time. Do one more round of practice, calling on each student to individually say the sounds. Let's try reading some of our nonsense words. We are going to see r-controlled vowels in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel sound first, then read word. Great job reading!

Error correction ⇒

Provide corrections by noting which sound was incorrect (e.g., r-controlled vowel) and say: "This (r-controlled vowel) says / /, so this word is _____. What word?"

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: in- / de- / non-

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 learn three new prefixes and add them to our Affix Bank.

NEW AFFIX: IN-

This prefix is in-. Write the affix's name on the white board. I can think of some words that begin with in-. One word I can think of is incorrect. Write example on the white board. This affix in- means "not or opposite of" What does it mean? Yes, "not or opposite of." Write definition with taught affix on the white board. Since we know the affix means "not or opposite of" then we know the word "incorrect" means not correct. Can you think of any other words that start with in-? Take a couple examples. Now that I've introduced this new prefix, let's add it to our Affix Bank. Remember that prefixes will go on the left side and suffixes will go on the right side. Write the new affix on your Affix Bank folder and students should do the same on their worksheets. Make sure students write the affix in the correct location. Great job!

NEW AFFIX: DE-

This prefix is de-. Write the affix's name on the white board. I can think of some words that begin with de-. One word I can think of is defrost. Write example on the white board. This affix de- means "reverse or remove" What does it mean? Yes, "reverse or remove." Write definition with taught affix on the white board. Since we know the affix means reverse or remove, then we know the word "defrost" means to remove frost from something. Can you think of any other words that

start with de-? Take a couple examples. Now let's add it to our Affix Bank. Write the new affix on your Affix Bank folder and students should do the same on their worksheets.

NEW AFFIX: NON-

This prefix is non-. Write the affix's name on the white board. I can think of some words that begin with non-. One word I can think of is nonprofit. Write example on the white board. This affix non- means "not." What does it mean? Yes, "not." Write definition with taught affix on the white board. Since we know the affix means not, then we know the word "nonprofit" means something that is not done for profit or money. Can you think of any other words that start with non-? Take a couple examples. Now let's add it to our Affix Bank. Write the new affix on your Affix Bank folder and students should do the same on their worksheets.

Ok. I have all of the affixes in a stack. Let's read them together quickly. Ready? Show cards and have students read chorally. Mix in individual questioning as needed. 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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Build-A-Word

Materials:

- Spotlight Words #5 poster
- Spotlight Word #5 cards
- Affix cards
- White boards
- 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!

BUILD-A-WORD

Now we are going to play our "Build-A-Word" activity. Teacher takes out white board, marker, and cards with spotlight words. Hold up the first spotlight card. This word is "active." What word? Students repeat the word. I am going to put this card on my white board. Put card on white board and hold up to show students. Allow means "busy or doing something." Can anyone use the word "active" in a sentence? Allow 1-2 students to provide a sentence. Correct as necessary.

Awesome! Let's build onto it and make a new word. Let's look at our affix bank. One of the prefixes is in-. If I wanted to add a prefix to my base word "active," would I put it before or after the base word? Students should answer before. So I am going to write in- before "active." Write in- before the word active. Now we have two word parts, let's read them! "in... active." Point to each word part as you say them. Now I am going to put both parts together and read the new word:

"inactive" Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger. I want to find out what this new word means. We know that "in-" means "not or opposite of", so "inactive" would mean not busy or doing something. For example, if I spent all day lying on my couch watching TV, then my mom might say that I'm inactive.

Now let's try some together. I want each of you to write our next spotlight word, _____ on your whiteboard. Distribute white board to the students and have them write the next spotlight word on their boards. Teacher should have students continue adding suffixes and/or prefixes to the spotlight words. These should make real words.

Hold up new word card → Students write word on board → define and use in sentence → add prefix/suffix → define new word → use in sentence

- ❖ **Active:** Busy or doing something. For example, "I had a very busy day where I went to school, had a dentist appointment, did my homework, and played soccer. I was very active today."
- ❖ **Sense:** To notice someone or something. For example, "I could sense that my grandpa was really tired. He was walking slowly and needed to rest every couple minutes."
- ❖ **Part:** An area or portion. For example, "The whipped cream was my favorite part of the ice cream sundae."
- ❖ **Stop:** To end or discontinue. For example, "The crossing guard would stop the cars before the children could cross the street."
- ❖ **Direct:** Going the shortest distance between two places. For example, "The bus was on a direct route from the school to the neighborhood. It did not make any stops."

Error correction ⇒

If students are struggling to define a word, say the following, "Remember that (affix name) means (affix definition) and that (spotlight word name) means (spotlight word definition). When I combine these two parts, I also combine the definitions. (spotlight word + affix / affix + spotlight word) would probably mean (give plausible definition based on affix and spotlight word definitions).

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 for the "Beat the Clock" game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Let's begin by circling the prefixes together. Who knows the prefix in our first word, "_____?" Student identifies the prefix, _____. Great, let's circle the prefix, _____. Continue through the list of words circling all of the prefixes.

Error correction ⇒

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

Now, that we have circled all of our prefixes, 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 prefix. Let's begin.
Teacher and students chorally read prefixes. **Fantastic!**

This time we are going to read the entire words together. Then, it will be your turn. 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. Everyone did a great job reading those big words!

Now, it's 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 read." While _____ is reading, everyone else should follow along on the word list with their 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! I am thrilled with how quickly you have learned affixes.

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 begin with our "Write Word" activity. We will practice writing big words, like two syllable words, with our affixes from our lesson. Today we talked about the prefix in-, so I am going to write in- on my white board. Write in- and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the affix in-. The word is "input" so I am going to write "put" on my whiteboard after in-. Teacher adds "put" to "in-" on white board and holds up board. This word says "input." This time, I was able to think of a real word with two syllables, "input." Remember, during the Write Word activity, it is fine to write

nonsense words when you can't think of a real two-syllable word. For instance, if I couldn't think of a real word, then I could make up a word like—erase "input" from white board and replace it with "inmap"—"inmap." Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying "inmap" aloud and counting the syllables. Teacher counts syllables with fingers—in.../...map. Continue practice.

PRACTICE WITH IN-

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

PRACTICE WITH DE-

Now it's your turn to write. Let's pick up our markers again. Write de- on your boards. I want each of you to write a two-syllable word that begins with de-. Students write words. Well done, let's read our words! Teacher shares his/her word and students share their words.

PRACTICE WITH NON-

Let's write words using our last prefix, non-. Pick up your markers again. Write non- on your boards. I want each of you to write a two-syllable word that begins with non-. Students write words. Well done, let's read our words! Teacher shares his/her word and students share their words.

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."*

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #5 (copy for each student)
- Teacher copy of Word List #5
- Speedy Read chart [student folders]
- Timer
- Pencils

It's time for our "Speedy Read." Distribute copies of today's word list to students. First, let's do a choral read—where we read the words together. 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. In an echo read, the teacher reads a word and then the whole group repeats each word aloud. Follow this procedure for the whole list.

Now it's your turn. Alright, _____ is going to start. 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. 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- "Let's Read" sentences (copy for each student)

Let's read today's sentences! Distribute copies of "Let's Read" sentence page to students.

First, we will do our echo read. I'll go first. Read one sentence, pointing to words. Encourage students to follow along with their fingers on their text as you read. **Your turn.** Students repeat what you read. Finish the sentences as an echo read.

Good reading! Go ahead and do your whisper read. Remember that I should be able to see your lips moving and your finger following along so I know that you're reading. **Go ahead and start.** Students should read the sentences to themselves. Remind them to follow along with their fingers while reading. **Let's read the sentences one last time.** Teacher can decide whether to complete the final repeated reading as a choral read (i.e., reading together as a group) or popcorn read (i.e., calling on students to take turns reading sentences).

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Everyone did a great job reading sentences today! I noticed that some of our spotlight words are in the sentences. Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. **Awesome!** Y'all worked hard reading those sentences.

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. How many points do you all have? Has anyone reached five?! Students get a point at the end of each lesson for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
6

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, "**Great work identifying the affix and then reading the word accurately!**"
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, "Actually, this suffix says “-tion.” Try the word again."
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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. For example: "**I want you to try hard on every activity, work quietly, and listen while I'm talking.**"]*

WARM-UP [3 minutes]

Instructional routine:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: r-controlled vowels

Materials:

- Vowel cards—r-controlled vowels
- Nonsense word cards—set #5-6

Let's get warmed up and ready to read! Today we will review r-controlled vowels which we learned last time we met. Remember, when a vowel is followed by *r*, the vowel doesn't make its expected sound. *R* changes the vowel sound. In fact, *r* “controls” the vowel sound, which is why they are called r-controlled vowels. What do we call it when a vowel's sound is controlled by *r*? Students say “an r-controlled vowel.” Right, an r-controlled vowel. Let's review some r-controlled vowels. Hold up the “ar” digraph card. What sound does this pattern say? Students should identify the /ar/ sound. Right, the letters “a-r” make the sound /ar/—when *a* and *r* are together, they say /arl/. Let's look at some other r-controlled vowels. What does this r-controlled vowel say? Go through the remaining r-controlled vowel cards and have students identify

sounds. Notice that ***ir***, ***er***, and ***ur*** make the same sound, even though they are spelled differently. What sound does ***ir***, ***er***, and ***ur*** make? Students should identify the /er/ sound. Correct, ***ir***, ***er***, and ***ur*** make the /er/ sound.

Let's say these sounds one more time. Do one more round of practice, calling on each student to individually say the sounds. Let's try reading some of our nonsense words. We are going to see r-controlled vowels in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel sound first, then read word. Great job reading!

Error correction ⇒

Provide corrections by noting which sound was incorrect: "This (letter pattern) says / _ /, so this word is _____. What word?"

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: -ly / -er / -y

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 learn three new suffixes and add them to our Affix Bank.

NEW AFFIX: -LY

This suffix is **-ly**. Write the affix's name on the white board. I can think of some words that end with -ly. One word I can think of is "quickly". Write example on the white board. Can you think of any other words that end with -ly. Take a couple examples. Now that I've introduced this new suffix, let's add it to our Affix Bank. Remember that prefixes will go on the left side and suffixes will go on the right side. Write the new affix on your Affix Bank folder and students should do the same on their worksheets. Make sure students write the affix in the correct location. Great job!

NEW AFFIX: -ER

This suffix is **-er**. Write the affix's name on the white board. I can think of some words that end with -er. One word I can think of is taller. Write example on the white board. Can you think of any other words that end with -er? Take a couple examples. Now let's add it to our Affix Bank. Write the new affix on your Affix Bank folder and students should do the same on their worksheets.

NEW AFFIX: -Y

This suffix is **-y**. Write the affix's name on the white board. I can think of some words that end with -y. One word I can think of is dirty. Write example on the white board. Can you think of any other words that end with -y? Take a couple examples. Let's add it to our Affix Bank. Write the new affix

on your Affix Bank folder and students should do the same on their worksheets.

Ok. I have all of the affixes in a stack. Let's read them together quickly. Ready? Show cards and have students read chorally. Mix in individual questioning as needed.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Word Train

Materials:

- Spotlight Words #6 poster
- Spotlight Word #6 cards
- Affix cards
- White boards
- 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!

WORD TRAIN

We are going to play a new game today called Word Train. We are going to be using today's 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 teachering space). Let me explain some things before we play.

We have two train cards. Hold up engine and caboose cards. We'll use these cards to help us organize our affixes. When we see the picture of a train engine, this will remind us that we have a prefix because the train engine is always at the start of the train. Show students the picture of the engine. The other part of the train is the caboose. Show student the picture of the caboose. The caboose is always the last section of the train; it comes at the end. So when we see the caboose, we should know that we have a suffix. Teacher places the engine and caboose pictures on the table in front of students. The first thing we are going to do is sort all of our affix cards into the engine or caboose. When I hold a card up, we will read it together and then decide if it is a prefix or a suffix. Teacher holds up first affix card. What does this say? Right, _____. Prefix or suffix? Students respond. Good, it's a (prefix/suffix) so that means we will put it into our (engine/caboose) pile. Continue to quickly read and sort all affix cards.

Let me show you what we are going to do next! We are going to place our spotlight word cards in the pocket chart. This word is "mother." What word? Students respond. I'm going to put "mother" on the first row. Let's read the rest of these words together as I put them in our pocket chart. Hold up each spotlight word card and choral read with the students.

Now that we have all of our spotlight words organized, we are going to make some new words! Watch me play Word Train. I will choose one affix card—an engine (prefix) or a caboose (suffix). Select a card from the stack. This card says “-ly” What does it say? Have students repeat affix name. Because it is in the caboose pile, I know that this is a suffix and I would have to add it to the end of my word. Let’s see how many words I can make by adding this suffix to my spotlight words on the chart. The first spotlight word is “mother” and I am going to put my suffix right after it. Now I have two word parts. Let’s read them: mother...ly” Point to each word part as you say them. Now I am going to put both parts together and read the new word: “motherly.” Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Let’s try the rest of these together. We can make nonsense or silly words as well—they don’t have to be real words. Take first affix card out of the pocket chart and hold it up. I am going to move the suffix -ly down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. Say both word parts, such as: “kind...ly.” Prompt students to say the whole word together.

Wow, great reading! Let’s try with another word train affix card and we are going to read a bit faster this time. Choose card from the prefix pile. This affix is (next affix name). What affix? Because it is in the engine pile, I know it’s a prefix and it goes at the beginning of the word. Let’s see what new words we can make. Move the card down the pocket chart and choral read. Continue selecting new affixes and call students’ attention to the change from prefix to suffix.

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 for the “Beat the Clock” game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. For the next five lessons we will be focusing on suffixes. Let’s begin by circling the suffixes together. Who knows the suffix in our first word, “_____?” Student identifies the suffix, _____. Great, let’s circle the suffix, _____. Continue through the list of words circling all of the suffixes.

Error correction ⇒

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

Now, that we have circled all of our suffixes, 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 suffix. Let’s begin. Teacher and students chorally read suffixes. Fantastic!

This time we are going to read the entire words together. Then, it will be your turn. 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. Everyone did a great job reading those big words!

Now, it's 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 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! I am thrilled with how quickly you have learned affixes.

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 begin with our "Write Word" activity. We will practice writing big words with our affixes from the lesson. Today, we talked about the suffix -ly, so I am going to write -ly on my white board. Write -ly and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the affix -ly. The word is "friendly" so I am going to write "friend" on my whiteboard before -ly. Teacher adds "friend" to "-ly" on white board and holds up board. This word says "friendly." This time, I was able to think of a real word with two syllables, "friendly." Remember, during the Write Word activity, it is fine to write nonsense words when you can't think of a real two-syllable word. For instance, if I couldn't think of a real word, then I could make up a word like—erase "friendly" from white board and replace it with "dogly"—"dogly." Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying "dogly" aloud and counting the syllables. Teacher counts syllables with fingers—dog.../...ly. Continue practice.

PRACTICE WITH -LY

Now it's your turn to write. Distribute white boards and markers. Write the suffix **-ly** like I did.

Teacher writes **-ly** and then holds up so all students can check their writing. Great! Now, write a two-syllable word with the suffix **-ly**. Remember it can be a real word or a nonsense word. Students write words. Wow, great job writing words with the suffix **-ly**. Let's read them. When it's your turn, hold up your board so everyone can see and read the word. Each student shares.

PRACTICE WITH -ER and -Y

Now it's your turn to write. Let's pick up our markers again. Let's choose a different affix this time. Someone pick another one of our suffixes for us to write. Have student name a suffix from the Affix Bank from today's lesson. Let's write _____ on your boards. I want each of you to write a two-syllable word that ends 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 suffixes from 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."

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #6 (copy for each student)
- Teacher copy of Word List #6
- Speedy Read chart [student folders]
- Timer
- Pencils

It's time for our "Speedy Read." Distribute copies of today's word list to students. First, let's do a choral read—where we read the words together. 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. In an echo read, the teacher reads a word and then the whole group repeats each word aloud. Follow this procedure for the whole list.

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. Everyone pointing? Start. 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 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Are we ready to read some sentences? Distribute copies of “Let’s Read” sentence page in sheet protector. Today, our sentence reading activity is going to be a little different. In each sentence, there is a box with two words in it—that’s because we need to decide which word fits best in the sentence. The words are almost the same except they have different affixes, so one of them is a real word and one of them is not.

Let’s do the first two sentences together. Remember to follow along with your finger as I read the sentence aloud. Teacher will read the first sentence aloud and will say the two choices. Example: “The Davis brothers once again came home with bruises all over their body after playing in the park. They play so _____. When I read that sentence, I see the two words: roughly and roughing. Which one is a real word? Teacher will prompt students to provide correct answer. That’s great, roughly! Let’s circle the correct answer on your sheet. Now, let’s all read the sentence aloud with the correct answer choice. Students will chorally read the sentence with the correct choice. We are going to try one more together. Repeat guided practice procedure with a second example.

Great. Let’s continue with the rest of the sentences! Continue for remaining sentences—teacher reads sentence, call on student to respond, all students circle correct word, and choral read of sentence.

Error correction ➔

If student responds incorrectly, prompt: “Hmmm. I’m not sure if that word makes sense in our sentence.” Then explain why it doesn’t make sense. For example, “In this sentence the boy says he lost the first copy of his book report. Since the prefix mis- means wrong or incorrect, if we choose misprint, that would mean the boy printed the book report incorrectly and that’s not what the sentence said. What does the prefix re- mean? Right, it means again. So reprint means to print again. Since the boy said he lost his first copy, he would need to reprint it or print it again. I think reprint is the correct choice.”

Everyone did a great job reading sentences today! I noticed that some of our spotlight words are in the sentences. Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y’all worked hard reading those sentences.

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should make an effort to discuss this with them individually.



Lesson
7

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, “**Great work identifying the affix and then reading the word accurately!**”
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, “Actually, this suffix says “-tion.” Try the word again.”
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: diphthongs

Materials:

- Vowel cards—diphthongs
- Nonsense word cards—set #7-8

Let's get warmed up and ready to read! Today we will read some special vowel sounds. Hold up the “oy” diphthong card. What sound does this pattern say? Students should identify the /oy/ sound. Right, the letters “o-y” make the sound /oy/. Hold up the “oi” card. What sound? Students should identify the /oy/ sound. Wow, there is more than one way that we might see the /oy/ sound represented when we read and spell! Both “o-y” and “o-i” make the /oy/ sound.

Hold up the “ow” diphthong card. We have seen “o-w” before when it says /ō/, but “o-w” can actually say two different sounds. When we see “o-w,” it might say /ō/ like in the word low or it might say /ow/ like in the word cow. Let's talk about the /ow/ sound. What sound? Students should identify the /ow/ sound. Right! The letters “o-w” make the /ow/ sound. Let's look at another

special vowel sound. Hold up the “ou” diphthong card. **What sound?** Students should say /ow/ sound. Again, there is more than one way we might see the /ow/ sound represented when we read and spell. Both “o-w” and “o-u” make the /ow/ sound.

*Hold up the “aw” diphthong card. **What sound does this pattern say?** Students should identify the /aw/ sound. Right, the letters “a-w” make the sound /awl/. Hold up the “au” card. **What sound?** Students should identify the /aw/ sound. Right, two patterns “a-w” and “a-u” both make the sound /awl/. Let’s say all of our new sounds one more time. Do one more round of practice, calling on each student to individually say the sounds.*

Let’s try reading some of our nonsense words. We are going to see these special vowel patterns that make the /oy/, /ow/, and /awl/ sounds in these words. I’ll hold up a word and I want you to read it. Here’s the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel sound first, then read word. **Nice reading!**

Error correction ⇒

Provide corrections by noting which sound was incorrect: “This (letter pattern) says / _ /, so this word is _____. What word?”

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today’s affixes: in- / de- / non- / -ly / -er / -y

Materials:

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

Let’s look at our Affix Bank. Students should take out worksheets. Today, we are going to refresh our memories. Let’s look at some of the affixes we have learned over the past couple of days. Only review affixes listed (in- / de- / non- / -ly / -er / -y) from past two lessons.

Point to in- on Affix Bank folder. What is this prefix? That’s right, it’s in-. Who can tell me a word that begins with in-? Continue sample procedure to review de-, non-, -ly, -er, and -y.

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.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Word Train

Materials:

- Spotlight Words #7 poster
- Spotlight Word #7 cards
- Affix cards
- White boards
- 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!

WORD TRAIN

Like yesterday, we are going to play Word Train. Remember, first we will sort our affix cards. Place affix cards on the table. Hold up engine and caboose cards. When we see the picture of a train engine, this will remind us that we have a prefix. Who can tell me why a prefix goes on the engine? Student response should reflect that the train engine is at the start of the train and a prefix is at the start of a word. The other part of the train is the caboose. What kind of affix is on a caboose, and why? Student response should reflect that a suffix comes at the end of a word and a caboose comes at the end of a train. Let's read and sort. When I hold a card up, we will read it together and then decide if it is a prefix or a suffix. Quickly read and sort all affix cards.

Teacher hangs up pocket chart. Let's place our spotlight words card on the pocket chart and read them together. This word is "form." What word? Students respond. I'm going to put "form" on the first row. Let's read the rest of these words together as I put them in our pocket chart. Hold up each spotlight word card and choral read with the students.

Now that we have all of our spotlight words organized, we are going to make some new words! We will choose one affix card—an engine (prefix) or a caboose (suffix). Watch me play Word Train. Select a card from the stack. This card says "in-" What does it say? Because it is in the engine pile, I know that this is a prefix and I would have to add it to the beginning of my word. Let's see how many words we can make by adding this prefix to my spotlight words on the chart. The first spotlight word is "form" and I am going to put my prefix right in front of it. Now I have two word parts. Let's read them: "in...form" Point to each word part as you say them. Now I am going to put both parts together and read the new word: "inform." Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Let's try the rest of these together. We will choose a prefix or suffix, and then move it down the chart to try to make a new word with each of the spotlight words. These can be nonsense or silly words as well—they don't have to be real words. Take first affix card out of the pocket chart and hold it up. I am going to move the prefix "in-" down the rows and we will read the words. I

will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. Say both word parts, such as: "(affix...word)" Prompt students to say the whole word together.

Wow, great reading! Let's try with another word train affix card and we are going to read a bit faster this time. Choose card from whichever pile wasn't chosen for last affix. What affix? Students read affix. Because it is in the (engine/caboose) pile, I know it's a (prefix/suffix) and it goes at the (beginning/end) of the word. Let's see what new words we can make. Move the card down the pocket chart and choral read. Continue selecting new affixes and reading words.

Students may take turns being the one to move the cards down the rows, if they are able to do this quickly and smoothly.

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 for the "Beat the Clock" game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Remember, we are focusing on suffixes now. Let's begin by circling the suffixes together. Who knows the suffix in our first word, "_____?" Student identifies the suffix, _____. Great, let's circle the suffix, _____. Continue through the list of words circling all of the suffixes.

Error correction ⇒

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

Now, that we have circled all of our suffixes, 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 suffix. Let's begin. Teacher and students chorally read suffixes. 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. Everyone did a great job reading 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 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 put a sticker on their Galaxy Chart. When the student reaches the “blast” on the Galaxy Chart (every fifth sticker), they earn a prize. **Excellent work!**

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 begin with our “Write Word” activity. Today we are reviewing all of our affixes from the past two lessons. I'm going to write one of our prefixes on my board, -in. Write in- and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the prefix in-. The word is “invent” so I am going to write “vent” on my whiteboard after in-. Teacher adds “vent” to “in-” on white board and holds up board. This word says “invent.” This time, I was able to think of a real word with two syllables, but I can think of a nonsense word too. For instance, I can make up a word like—erase “invent” from white board and replace it with “injab”—“injab.” Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. I can check by saying “injab” aloud and counting the syllables. Teacher counts syllables with fingers—in.../...jab. Continue practice.

Now it's your turn to write. Distribute white boards and markers. Let's choose a different affix this time. Someone pick a suffix for us to write. Have student name a suffix from the past two lessons from the Affix Bank. Let's write _____ on your boards. I want each of you to write a two-syllable word with the prefix/suffix _____. 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 affixes (prefixes and suffixes) that were reviewed during Affix Bank.

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 ‘up.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #7 (copy for each student)
- Teacher copy of Word List #7
- 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! 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let's Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let's look at our sentences for today! Distribute copies of “Let's Read” sentence page in sheet protector. I'm going to read each sentence aloud with the two choices. Remember that the words

are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the first sentence and calls on student to answer.

Great. Let's continue with the rest of the sentences! Continue for remaining sentences—teacher reads sentence, call on student to respond, all students circle correct word, and choral read of sentence.

Now that we've read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Great job reading sentences!

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
8

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, "**Great work identifying the affix and then reading the word accurately!**"
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, "Actually, this suffix says “-tion.” Try the word again."
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: diphthongs

Materials:

- Vowel cards—diphthongs
- Nonsense word cards—set #7-8

Let's get warmed up and ready to read! Today we are going to review the sounds we practiced yesterday. Hold up the “oy” diphthong card. What sound does this pattern say? Students should identify the /oy/ sound. Right, the letters “o-y” make the sound /oy/. Hold up the “oi” card. What sound? Students should identify the /oy/ sound. Both “o-y” and “o-i” make the /oy/ sound.

Hold up the “ow” diphthong card. What sound? Students should identify the /ow/ sound. Right! The letters “o-w” make the /ow/ sound. Hold up the “ou” diphthong card. What sound? Students should say /ow/ sound. Right, both “o-w” and “o-u” make the /ow/ sound.

Hold up the “aw” diphthong card. What sound does this pattern say? Students should identify the /aw/ sound. Right, the letters “a-w” make the sound /awl/. Hold up the “au” card. What sound? Students should identify the /aw/ sound. Awesome! Both “a-w” and “a-u” both make the sound /awl/.

Let's try reading some of our nonsense words. We are going to see these special vowel patterns that make the /oy/, /owl/, and /awl/ sounds in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud.

Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel sound first, then read word. Nice reading!

Error correction ⇒

Provide corrections by noting which sound was incorrect: “This (letter pattern) says / _ /, so this word is _____. What word?”

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, writes 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 review the affixes in our Affix Bank. Start by pointing to the first affix in the prefix column. Point to first prefix on Affix Bank folder.

What is this affix? That's right, it's (name affix). Who can tell me a word that (begins/ends) with (affix)? Continue sample procedure to review additional review affixes. Ok. Let's see if we can read them 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.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Word Train**Materials:**

- Spotlight Words #8 poster
- Spotlight Word #8 cards
- Affix cards
- White boards
- 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!

WORD TRAIN

Time for Word Train! Let's sort our affix cards. Place affix cards on the table. Hold up engine and caboose cards. When we see the picture of a train engine, this will remind us that we have a ____? Students respond. That's right, a prefix. The other part of the train is the caboose and that will remind us that we have a ____? Students respond. Yes, suffix. Let's read and sort. When I hold a card up, we will read it together and then decide if it is a prefix or a suffix. Quickly read and sort all affix cards.

Teacher hangs up pocket chart. Let's place our spotlight words card on the pocket chart and read them together. This word is "decide" What word? Students respond. I'm going to put "decide" on the first row. Let's read the rest of these words together as I put them in our pocket chart. Hold up each spotlight word card and choral read with the students.

Now that we have all of our spotlight words organized, we are going to make some new words! We will choose one affix card—an engine (prefix) or a caboose (suffix). Watch me play Word Train. Select a card from the stack. This card says "-ed." What does it say? Because it is in the caboose pile, I know that this is a suffix and I would have to add it to the end of my word. Let's see how many words we can make by adding this suffix to my spotlight words on the chart. The first spotlight word is "decide" and I am going to put my suffix right behind it. Now I have two word parts. Let's read them: "decide...ed." Point to each word part as you say them. Now I am going to put both parts together and read the new word: "decided." Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Let's try the rest of these together. We will choose a prefix or suffix, and then move it down the chart to try to make a new word with each of the spotlight words. These can be nonsense or silly words as well—they don't have to be real words. Take first affix card out of the pocket chart and hold it up. I am going to move the suffix "-ed" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. Say both word parts, such as: "(word...affix)" Prompt students to say the whole word together.

Wow, great reading! Let's try with another word train affix card and we are going to read a bit faster this time. Choose card from whichever pile wasn't chosen for last affix. What affix? Students read affix. Let's see what new words we can make. Move the card down the pocket chart and choral read. Continue selecting new affixes and reading words.

Students may take turns being the one to move the cards down the rows, if they are able to do this quickly and smoothly.



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 marker
- Timer
- Galaxy Charts [student folders]

Now it's time for the "Beat the Clock" game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Remember, we are focusing on suffixes now. Let's begin by circling the suffixes together. Who knows the suffix in our first word, _____? Student identifies the suffix, _____. Great, let's circle the suffix, _____. Continue through the list of words circling all of the suffixes.

Error correction ⇒

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

Now, that we have circled all of our suffixes, 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 suffix. Let's begin. Teacher and students chorally read suffixes. 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. Everyone did a great job reading 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 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 (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 begin with our "Write Word" activity. Today we are reviewing all of our affixes from the past two lessons. I'm going to write one of our suffixes on my board, -ly. Write -ly and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the suffix -ly. The word is "quickly" so I am going to write "quick" on my whiteboard before -ly. Teacher adds "quick" to "-ly" on white board and holds up board. This word says "quickly." This time, I was able to think of a real word with two syllables, but I can think of a nonsense word too. For instance, I can make up a word like—erase "quickly" from white board and replace it with "stugly"—"stugly." Is this a real word? Students answer no. Right, it's a nonsense word, but does it have two syllables? Students say yes. I can check by saying "stugly" aloud and counting the syllables. Teacher counts syllables with fingers—stug.../...ly. Continue practice.

Now it's your turn to write. Distribute white boards and markers. Let's choose a different affix this time. Someone pick a suffix for us to write. Have student name a suffix from the past two lessons from the Affix Bank. Let's write ____ on your boards. I want each of you to write a two-syllable word with the prefix/suffix _____. 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 affixes (prefixes and suffixes) that were reviewed during Affix Bank.

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."

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #8 (copy for each student)
- Teacher copy of Word List #8
- 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.

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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let's Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let's look at our sentences for today! Distribute copies of “Let's Read” sentence page in sheet protector. I'm going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the first sentence and calls on student to answer.

Great. Let's continue with the rest of the sentences! Continue for remaining sentences—teacher reads sentence, call on student to respond, all students circle correct word, and choral read of sentence.

Now that we've read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y'all worked hard reading.

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
9

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, "**Great work identifying the affix and then reading the word accurately!**"
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, "Actually, this suffix says “-tion.” Try the word again."
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: flexing

Materials:

- Vowel cards—flexing
- Nonsense word cards—set #9-10

Let's get warmed up and ready to read! Today we will be looking at some vowel patterns that make two sounds. These are tricky because when you see these letters or letter teams, you need to know both sounds to see which one works in the word! Let's look at the first pattern.

Hold up the “ea” card. What sound does this pattern say? Students should identify the /ē/ sound. Right, we have seen this before. We know the letters “e-a” make the sound /ē/ like in the word “treat.” Teacher writes the word “treat” on whiteboard and underlines “e-a.” These letters also make another sound, the short “e” sound /e/ like in the word “head.” Teacher writes the word “head” on whiteboard and underlines “e-a.” When I see the letters “e-a” in a word, sometimes I might have to try to say both sounds to see which one is right. For example, if I didn’t know the word “treat” I

might try it with the /e/ sound, tret, and with the /e/ sound, treet. Hold up the “ea” card. What two sounds does this pattern make? Students respond.

Let’s look at another letter pattern that has two sounds. Hold up the “ie” card. What sounds does this pattern make? Students should identify the /i/ and /ē/ sounds. We have practiced both of these sounds before. We know the letters “i-e” make the sounds /i/ like in the word “tie.” Teacher writes the word “tie” on whiteboard and underlines “i-e.” And they also make the sound /ē/ like “field.” Teacher writes the word “field” on whiteboard and underlines “i-e.” Hold up the “ie” card again. So what two sounds does this pattern make? Students respond.

Hold up the “ei” card. What sounds does this pattern make? Students should identify the /ā/ and /ē/ sounds. That’s right. This pattern, “e-i,” makes the sounds /ā/ and /ē/. It can make the sound /ā/ like in the word “veil.” Teacher writes the word “veil” on whiteboard and underlines “e-i.” It can also make the sound /ē/ like “perceive.” Teacher writes the word “perceive” on whiteboard and underlines “e-i.” Hold up the “ei” card again. So what two sounds does this pattern make? Students respond.

Hold up the “y” card. What sounds does this letter make? Students should identify the /i/ and /ē/ sounds. We know the letter “y” can make two vowel sounds, /i/ like in the word “fly.” Teacher writes the word “fly” on whiteboard and underlines “y.” Or /ē/ like in the word “funny.” Teacher writes the word “funny” on whiteboard and underlines “y.” Hold up the “y” card again. So what two vowel sounds does this letter make? Students respond.

Hold up the “ow” card. What sounds does this pattern make? Students should identify the /ō/ and /ow/ (diphthong) sounds. Right! The letters “o-w” make the /ō/ sound, like in the word “row,” or the /ow/ sound like in the word “cow.” Teacher writes both words on whiteboard and underlines “o-w.” What two sounds do these pattern make? Students respond.

This last pattern we haven’t talked about yet, but you have seen it in many words you already know. Hold up the “oo” card. Do you know what sounds this pattern makes? Take student responses. The letters “o-o” make two sounds. One sound is /u/ like in the word “book” or “foot.” Teacher writes words on whiteboard and underlines “o-o.” The other sound is /u/ like the word “goose” or “pool.” Teacher writes words on whiteboard and underlines “o-o.” Hold up the “o-o” card again. So what two vowel sounds does this letter make? Students respond.

Let’s try reading some of our nonsense words. This will be fun because when we see a word, we need to look at the vowel pattern and read the word both ways. Watch me do an example. Hold up the word “gead.” When I see this, I know that “e-a” says two sounds, /e/ and /ē/. Put sound card beside word as a visual support. So I can try reading this as “ged” or “geed.” Let’s keep going! I’ll hold up a word and I want you to read it. We will try both sounds in each of the words. Here’s the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. Wow, nice reading!

Error correction ⇒

Provide corrections by noting which sound was incorrect: “This (letter pattern) says / _ /, so this word is . . . What word?”

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today's affixes: pre- / re- / mis-

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 learn three new prefixes and add them to our Affix Bank.

NEW AFFIX: PRE-

This prefix is pre-. Write the affix's name on the white board. I can think of some words that begin with pre-. One word I can think of is preheat. Write example on the white board. This affix pre- means "before" What does it mean? Yes, "before." Write definition with taught affix on the white board. Since we know the affix means "before" then we know the word "preheat" means to heat something beforehand. Can you think of any other words that start with pre-? Take a couple examples. Now that I've introduced this new prefix, let's add it to our Affix Bank. Remember that prefixes will go on the left side and suffixes will go on the right side. Write the new affix on your Affix Bank folder and students should do the same on their worksheets. Make sure students write the affix in the correct location. Great job!

NEW AFFIX: RE-

This prefix is re-. Write the affix's name on the white board. I can think of some words that begin with re-. One word I can think of is reseal. Write example on the white board. This affix re- means "again" What does it mean? Yes, "again." Write definition with taught affix on the white board. Since we know the affix means again, then we know the word "reseal" means to seal or close something again. Can you think of any other words that start with re-? Take a couple examples. Now let's add it to our Affix Bank. Write the new affix on your Affix Bank folder and students should do the same on their worksheets.

NEW AFFIX: MIS-

This prefix is mis-. Write the affix's name on the white board. I can think of some words that begin with mis-. One word I can think of is misunderstand. Write example on the white board. This affix mis- means "wrongly or incorrectly." What does it mean? Yes, "wrongly or incorrectly." Write definition with taught affix on the white board. Since we know the affix means wrongly or incorrectly, then we know the word "misunderstand" means to understand or know something incorrectly. Can you think of any other words that start with mis-? Take a couple examples. Let's add it to our Affix Bank. Write the new affix on your Affix Bank folder and students should do the same on their worksheet

Ok. I have all of the affixes in a stack. Let's read them together quickly. Ready? Show cards and have students read chorally. Mix in individual questioning as needed.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Word Train

Materials:

- Spotlight Words #9 poster
- Spotlight Word #9 cards
- Affix cards
- White boards
- 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!

WORD TRAIN

Time for Word Train! Let's sort our affix cards. Place affix cards on the table. Hold up engine and caboose cards. When we see the picture of a train engine, this will remind us that we have a ___? Students respond. That's right, a prefix. The other part of the train is the caboose and that will remind us that we have a ___? Students respond. Yes, suffix. Let's read and sort. When I hold a card up, we will read it together and then decide if it is a prefix or a suffix. Quickly read and sort all affix cards.

Teacher hangs up pocket chart. Let's place our spotlight words card on the pocket chart and read them together. This word is "place." What word? Students respond. I'm going to put "place" on the first row. Let's read the rest of these words together as I put them in our pocket chart. Hold up each spotlight word card and choral read with the students.

Now that we have all of our spotlight words organized, we are going to make some new words! We will choose one affix card—an engine (prefix) or a caboose (suffix). Watch me play Word Train. Select a card from the stack. This card says "mis-." What does it say? Because it is in the engine pile, I know that this is a prefix and I would have to add it to the beginning of my word. Let's see how many words we can make by adding this prefix to my spotlight words on the chart. The first spotlight word is "place" and I am going to put my prefix right in front of it. Now I have two word parts. Let's read them: "mis...place." Point to each word part as you say them. Now I am going to put both parts together and read the new word: "misplace." Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Let's try the rest of these together. We will choose a prefix or suffix, and then move it down the chart to try to make a new word with each of the spotlight words. These can be nonsense or silly words as well—they don't have to be real words. Take first affix card out of the pocket chart and hold it up. I am going to move the prefix "mis-" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher

moves the spotlight word down the pocket chart. Say both word parts, such as: “(affix...word)” Prompt students to say the whole word together.

Wow, great reading! Let's try with another word train affix card and we are going to read a bit faster this time. Choose card from whichever pile wasn't chosen for last affix. What affix? Students read affix. Let's see what new words we can make. Move the card down the pocket chart and choral read. Continue selecting new affixes and reading words.

Students may take turns being the one to move the cards down the rows.

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 for the “Beat the Clock” game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Remember, we are focusing on suffixes now. Let's begin by circling the suffixes together. Who knows the suffix in our first word, _____? Student identifies the suffix, _____. Great, let's circle the suffix, _____. Continue through the list of words circling all of the suffixes.

Error correction ⇒

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

Now, that we have circled all of our suffixes, 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 suffix. Let's begin. Teacher and students chorally read suffixes. 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. Everyone did a great job reading 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 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 (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 begin with our "Write Word" activity. We will practice writing big words with our affixes from the lesson. Today, we talked about the prefix pre-, so I am going to write pre- on my white board. Write pre- and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the prefix pre-. The word is "prepay" so I am going to write "pay" on my whiteboard after pre-. Teacher adds "pay" to "pre-" on white board and holds up board. This word says "prepay." This time, I was able to think of a real word with two syllables, "prepay," but I can think of a nonsense word. For instance, I can make up a word like—erase "prepay" from white board and replace it with "prenob"—"prenob." Is this a real word? Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying "prenob" aloud and counting the syllables. Teacher counts syllables with fingers—pre.../...nob. Continue practice.

PRACTICE WITH PRE-

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

PRACTICE WITH RE- AND MIS-

Now it's your turn to write. Let's pick up our white board markers again. 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 a two-syllable word that begins 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.”*

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #9 (copy for each student)
- Teacher copy of Word List #9
- 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.



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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- "Let's Read" sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let's look at our sentences for today! Distribute copies of "Let's Read" sentence page in sheet protector. I'm going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the first sentence and calls on student to answer.

Great. Let's continue with the rest of the sentences! Continue for remaining sentences—teacher reads sentence, call on student to respond, all students circle correct word, and choral read of sentence.

Now that we've read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Great job reading sentences!

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
10

LESSON PACING

- The lesson should take no more than 40 minutes.
- Throughout the script, there are time markers for each section. These times are approximate, but try not to exceed any given section beyond the allotted time by more than 1-2 minutes.

POSITIVE & CORRECTIVE FEEDBACK

- Although there are praise statements in the script, you are encouraged to provide specific positive reinforcement whenever it is appropriate. For example, “**Great work identifying the affix and then reading the word accurately!**”
- If a student is having difficulty with a task, provide concise corrective feedback. After providing specific feedback, check for understanding by having the student repeat an affix or word, provide additional examples, etc. For example, “Actually, this suffix says “-tion.” Try the word again.”
- Additional points can be given to your students for demonstrating excellent behavior, engagement, accomplishing a goal they have been working toward, etc.

BEHAVIORAL EXPECTATIONS

- Before each session, remind students of the rules for the group: try hard, listen carefully, be respectful, and have fun. You can include your own specific rules, if necessary.

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today’s focus: flexing

Materials:

- Vowel cards—flexing
- Nonsense word cards—set #9-10

Let’s get warmed up and ready to read! Today we will be practicing the vowel patterns we worked with yesterday—the patterns that make two sounds. Hold up the “ea” card. What sound does this pattern say? Students should identify the /ē/ and /e/ sounds. Right, “e-a” makes the sound /ē/ like in the word “treat” and the sound /e/ like in the word “head.” Hold up the “ea” card. What sounds? Students respond.

Hold up the “ie” card. What sounds does this pattern make? Students should identify the /ī/ and /ē/ sounds. Yes, the letters “i-e” make the sounds /ī/ like in the word “tie” and the sound /ē/ like “field.” Hold up the “ie” card. What sounds? Students respond.

Hold up the “ei” card. What sounds does this pattern make? Students should identify the /ā/ and /ē/ sounds. That’s right. The letters “e-i” make the sounds /ā/ like in the word “veil” and /ē/ like in the word “perceive.” Hold up the “ei” card again. What sounds? Students respond.

Hold up the “y” card. What sounds does this letter make? Students should identify the /ī/ and /ē/ sounds. Yes, the letter “y” can say /ī/ like in the word “fly” and /ē/ like in the word “funny.” Hold up the “y” card again. What sounds? Students respond.

Hold up the “ow” card. What sounds does this pattern make? Students should identify the /ō/ and /ow/ (diphthong) sounds. Right! The letters “o-w” make the /ō/ sound like in the word “row” and the /ow/ sound like in the word “cow.” Hold up “ow” card again. What sounds? Students respond.

Hold up the “oo” card. What sounds does this pattern make? Students should identify /ʊ/ and /u/. The letters “o-o” can make the sound /ʊ/ like in the word “book” or /u/ like the word “pool.” Hold up the “o-o” card again. What sounds? Students respond.

Let’s try reading some of our nonsense words. Watch me. Hold up the word “gead.” When I see this, I know that “e-a” says two sounds, /e/ and /ē/. Put sound card beside word as a visual support. So I can try reading this as “ged” or “geed.” Let’s keep going! I’ll hold up a word and I want you to read it. We will try both sounds in each of the words. Here’s the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. Wow, nice reading!

Error correction ⇒

Provide corrections by noting which sound was incorrect: “This letter pattern says / _ /, so this word is _____. What word?”

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, writes affix in group Affix Bank, and students write on their own Affix Bank worksheets

Today’s affixes: -tion / -sion / -tive / -sive

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 learn four new suffixes and add them to our Affix Bank.

NEW AFFIX: -TION

This suffix is -tion. Write the affix’s name on the white board. I can think of some words that end with -tion. One word I can think of is “construction”. Write example on the white board. Can you think of any other words that end with -tion. Take a couple examples. Now that I’ve introduced this new suffix, let’s add it to our Affix Bank. Let’s add it to our Affix Bank.

NEW AFFIX: -SION

This suffix is **-sion**. Write the affix's name on the white board. You'll notice that **-tion** (point to card) and **-sion** (point to card) sound the same. I can think of some words that end with **-sion**. One word I can think of is **passion**. Write example on the white board. Can you think of any other words that end with **-sion**? Take a couple examples. Let's add it to our Affix Bank.

NEW AFFIX: -TIVE

This suffix is **-tive**. Write the affix's name on the white board. I can think of some words that end with **-tive**. One word I can think of is **sensitive**. Write example on the white board. Can you think of any other words that end with **-tive**? Take a couple examples. Let's add it to our Affix Bank.

NEW AFFIX: -SIVE

This suffix is **-sive**. Write the affix's name on the white board. I can think of some words that end with **-sive**. One word I can think of is **massive**. Write example on the white board. Can you think of any other words that end with **-sive**? Take a couple examples. Let's write this last suffix in our Affix Bank! Great job!

Ok. I have all of the affixes in a stack. Let's read them together quickly. Ready? Show cards and have students read chorally. Mix in individual questioning as needed.

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
- Stickers are earned each lesson, to work toward a prize

Today's assembling game: Word Train

Materials:

- Spotlight Words #10 poster
- Spotlight Word #10 cards
- Affix cards
- White boards
- 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!

WORD TRAIN

Time for Word Train! Let's sort our affix cards. Place affix cards on the table. Hold up engine and caboose cards. When we see the picture of a train engine, this will remind us that we have a ____? Students respond. That's right, a prefix. The other part of the train is the caboose and that will remind us that we have a ____? Students respond. Yes, suffix. Let's read and sort. When I hold a card up, we will read it together and then decide if it is a prefix or a suffix. Quickly read and sort all affix cards.

Teacher hangs up pocket chart. Let's place our spotlight words card on the pocket chart and read them together. This word is "act." What word? Students respond. I'm going to put "act" on the first row. Let's read the rest of these words together as I put them in our pocket chart. Hold up each spotlight word card and choral read with the students.

Now that we have all of our spotlight words organized, we are going to make some new words! We will choose one affix card—an engine (prefix) or a caboose (suffix). Watch me play Word Train. Select a card from the stack. This card says "-tion." What does it say? Because it is in the caboose pile, I know that this is a suffix and I would have to add it to the end of my word. Let's see how many words we can make by adding this suffix to my spotlight words on the chart. The first spotlight word is "act" and I am going to put my suffix right behind it. Now I have two word parts. Let's read them: (act...tion)." Point to each word part as you say them. Now I am going to put both parts together and read the new word: "action." Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Let's try the rest of these together. We will choose a prefix or suffix, and then move it down the chart to try to make a new word with each of the spotlight words. These can be nonsense or silly words as well—they don't have to be real words. Take first affix card out of the pocket chart and hold it up. I am going to move the suffix "-tion" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. Say both word parts, such as: "(word...affix)" Prompt students to say the whole word together.

Wow, great reading! Let's try with another word train affix card and we are going to read a bit faster this time. Choose card from whichever pile wasn't chosen for last affix. What affix? Students read affix. Let's see what new words we can make. Move the card down the pocket chart and choral read. Continue selecting new affixes and reading words.

Students may take turns being the one to move the cards down the rows, if they are able to do this quickly and smoothly.

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 for the "Beat the Clock" game. Here are your worksheets and markers. Hand out worksheets with sheet protector and markers to students. Remember, we are focusing on suffixes now. Let's begin by circling the suffixes together. Who knows the suffix in our first word, "_____?" Student identifies the suffix, _____. Great, let's circle the suffix, _____. Continue through the list of words circling all of the suffixes.

Error correction ⇒

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

Now, that we have circled all of our suffixes, 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 suffix. Let's begin.

Teacher and students chorally read suffixes. 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. Everyone did a great job reading 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 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!

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 begin with our "Write Word" activity. We will practice writing big words with our affixes from the lesson. Today, we talked about the suffix -tion, so I am going to write -tion on my white board. Write -tion and hold up to show students. Now I am going to add another syllable to make a two-syllable word. I can think of a real word with the affix -tion. The word is "fraction" so I am going to write "fraction" on my whiteboard before -tion. Teacher adds "frac" to "-tion" on white board and holds up board. This word says "fraction." This time, I was able to think of a real word with two syllables, but I can think of a nonsense word too. For instance, I can make up a word like—erase "completion" from white board and replace it with "bation"—"bation." Is this a real word?

Students answer no. Right, it is a nonsense word, but does it have two syllables? Students say yes. Right, I can check by saying “bation” aloud and counting the syllables. Teacher counts syllables with fingers—ba.../...tion. Continue practice.

PRACTICE WITH -TION

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

PRACTICE WITH -SION, -TIVE, and -SIVE

Now it's your turn to write. Let's pick up our white board markers again. Let's choose a different suffix this time. Someone pick another one of our suffixes for us to write. Have student name a suffix from the Affix Bank from today's lesson. Let's write _____ on your boards. I want each of you to write a two-syllable word that ends 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 suffixes from 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.”*

You should complete this activity with at least two affixes from the lesson. If time is running short, you may end after the second 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 #10 (copy for each student)
- Teacher copy of Word List #10
- 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentences for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the first sentence and calls on student to answer.

Great. Let’s continue with the rest of the sentences! Continue for remaining sentences—teacher reads sentence, call on student to respond, all students circle correct word, and choral read of sentence.

Now that we’ve read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If student pronounces a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Great job! I loved how hard everyone was working while we read our sentences.

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 for good behavior and earn a prize when they reach 5 points. Points should not be withheld unless a student has been extremely disruptive or defiant during a session, in which case you should try to discuss this with them individually.



Lesson
11

NOTE: See previous lessons for general guidelines and reminders! ☺

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: short vowels

Materials:

- Vowel cards—short vowels (lesson #1)
- Nonsense word cards—set #1

Let's get our brains warmed up and ready to read! Today we will review some of the vowel patterns that we have already learned. These are the short vowels—tell me what sound each letter says. Hold up the first sound card. Students respond. If they provide long vowel sound (i.e., letter name) remind them that you are looking for the short vowel sound. Right, this letter says /a/. What sound? Hold up the "e" letter card. Continue with each of the five vowels.

Now, let's read some of our nonsense words with these short vowel sounds in them. Here we go. Go through nonsense word cards and have students read aloud. Alternate between individual and choral reading. Provide corrections, as necessary. Excellent reading! Are we warmed up?

Error correction ⇒

Provide corrections by noting which sound was incorrect and say: "These letters says / _ /, so this word is _____. What word?" Great!

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: pre- / re- / mis- / -tion / -sion / -tive / -sive [Combined review of lessons #9-10]

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 some of the affixes we've learned over the past couple of days. Only review affixes from past two lessons.

Point to pre- on Affix Bank chart. What is this prefix? That's right, it's pre-. Who can tell me a word that begins with pre-? Continue sample procedure to review re-, mis-, -tion, -sio, -tive, and -sive.

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.

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 game: Quick Search

Materials:

- Spotlight Words #11 poster
- Spotlight Word #11 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

We are going to play a new game today. It's 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 me show you what we are going to do! Let's start out by reading each affix. I am going to hold up a card. This affix is "mis-." What affix? Students respond. Place the affix card on the table, face up. Let's read the rest. Repeat process with all affix cards: hold up each affix card, students choral read, and place card on table. Great! Now we will do the same thing with our spotlight

words. I will hold up a spotlight word card and we'll read them together. 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! I'll show you 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 “mis-.” Select spotlight word from table. Next I pick up a spotlight word—always on white paper—and read it: “print” I remember that “mis-” is a prefix, so I put it in front of the spotlight card. I hold the word parts together and read the whole word: “misprint.” Return cards to table, face up.

Let's build more big words! These can also be nonsense or silly words—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. Wow, you are building some big 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 going to begin looking at 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 aby 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 (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 begin "Write Word." Today, we will start writing three-syllable words. These words can be very big! First, we are going to write some two-syllable words and then I will show you how to turn them into three-syllable words.

Distribute white boards and markers. Write the affix "pre-" on your white board. Students write pre-on their boards. Ok, now write a two-syllable word with the prefix pre-. Remember it can be a real or nonsense word. Students write words and teachers writes one as well. Fantastic job writing words. Let's take turns reading our words. Each student shares one word. Great!

MODEL THREE-SYLLABLE WORDS

Now, let me show you how we can easily make three-syllable words. Let's look at the word I wrote when we were writing words with the affix pre-. I wrote "preham." Teacher holds up white

board to show the group. Is this a real word? That's right, it is a nonsense word. Watch me add another word part to the end of this word to make it three-syllables. One affix that we have learned is -ly. So, if I want to make a three-syllable word, I can add -ly to the end of my word. "prehamly." Let's count the syllables. Teacher counts syllables aloud using fingers and then repeats the word as a whole. That's right, it's three syllables! So the lesson here is that we can easily turn a two-syllable word into a three-syllable word by adding an affix or another word part to the beginning or end. Instead of adding -ly, I could have added -ing. Erase affix from white board and add -ing to word on board. I will remember to use the doubling rule for -ing. Teacher writes "prehamming" and counts syllables aloud.

Let's return to the words that you wrote down that started with pre-. I'd like to see you all add a new word part to make it a three-syllable word. You can look to your Affix Bank if you need some ideas. Teacher points to Affix Bank display. Students add affixes to the beginning/end of the words. Great, let's go around have each of you to read one of your words to the group. Student share. Perfect! You can erase your boards now.

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 #11 (copy for each student)
- Teacher copy of Word List #11
- 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let's look at our sentences for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud with the two choices. Remember that we need to decide which one is correct in our sentence. But something is different this time. The words have different affixes, but now they are both real words. So we need to read carefully to figure out which one makes sense in the sentence! Let’s do the first one together. Follow along with your finger and listen carefully because I am going to choose someone to tell me the answer. Teacher will read the first sentence aloud and will say the two choices. Example: “I had to (reprint OR misprint) my book report because I lost the first copy.” **When I read that sentence, I see the two words: reprint and misprint. Which word would make sense in our sentence?** Teacher will prompt students to provide correct answer. That’s right, I had to “reprint” the book report, or print again. **Nice job! Let’s circle the correct answer on your sheet. Now, we will read the sentence aloud with the correct answer choice.** Students will chorally read the sentence with the correct choice. **Great. Let’s continue with the rest of the sentences!** Continue for remaining sentences—teacher reads sentence, calls on student to respond, all students circle correct word, and choral read of sentence.

Now that we’ve read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome!

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
12

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: long vowels VCe

Materials:

- Vowel cards—long vowels VCe (lesson #2)
- Nonsense word cards—set #2

Time for warm-up! Quickly, I want everyone to tell me the sound that these vowels make. Hold up the "a" letter card. What is the short vowel sound that this letter says? Hold up each letter card and students will identify short vowel sounds. Nice job!

Sometimes there are patterns in words that help us to know whether a vowel is short or long. Look at this card. Hold up VCe pattern card—a_e. You know when you see a pattern like this, the vowel sound is going to be _____. Let students respond and repeat with each card.

Let's try reading some of our nonsense words. We are going to see the same spelling patterns we just went over in these words. I'll hold up a word and I want you all to read it together. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. Provide corrections and specific positive reinforcement. Excellent warm-up reading!

Error correction ↗

Provide corrections by noting which sound was incorrect and say: "These letters says / _ /, so this word is _____. What word?" Great!

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 the Affix Bank.

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: teachers 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 #12 poster
- Spotlight Word #12 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. Teachers 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 teachers 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. Teachers 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! Teachers calls on next student to choose cards and build a word. Teachers 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. Teachers 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. Teachers 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, teachers 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
- Teachers 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 re-. Teachers writes

affix name on board. Then, I add a word or word part that can be real or nonsense. Teachers 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. Teachers writes final affix making the word a three syllable word. Teachers reads word aloud. Is this a real or nonsense word? Teachers 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, teacher should choose affix that students need more practice with and write affix 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! Please erase your board.

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, teachers 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." Teachers 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 #12 (copy for each student)
- Teachers copy of Word List #12
- 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.

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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentences for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teachers reads the next sentence and calls on student to answer.

Which word should we choose to go in our sentence? Wait on student to respond and use correction procedure, as necessary. That’s right! Let’s all circle the word on our sheets. Now we will read the sentence together. Show me you’re ready to follow along with your finger. Read the sentence chorally. Continue for remaining sentences—teachers reads sentence, call on student to respond, students circle correct word, and choral read the sentence.

Now that we’ve read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teachers will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y’all worked hard reading!

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
13

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: long vowels

Materials:

- Vowel cards—long vowels (lesson #3)
- Nonsense word cards— set #3-4

Let's get our brains warmed up and ready to read! Today, we will review some of the vowel patterns that we have already learned. We are going to review patterns with more than one letter, but they work together to say one sound. We call these vowel teams. Hold up the first vowel team card. What sound does this pattern make? Students should identify the vowel team sound. Right! The letters (say letter names) make the (say letter sound). Let's look at the next card. What sound does this pattern say? All of the cards will be vowel teams with long vowel spelling patterns. Wow, there are lots of different ways we might see these long vowel sounds represented when we read and spell!

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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: im- / over- / fore-

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 im-. Write im- on the white board. Im- means "not." One word I can think of with this prefix is impatient. If I used it in a sentence I might say, "My teacher asked us to be patient while standing in line for recess, but I'm too excited to wait. I was impatient." Can you think of any other words that begin with im-? 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 im- on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing over- and fore-.

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

- ❖ over- // definition: too much // overcook // Overcook means to cook something too much.
- ❖ fore- // definition: before // foresight // Foresight means to see something beforehand.

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 #13 poster
- Spotlight Word #13 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. 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 im-.

im- on board. Then, I add a word or word part that can be real or nonsense. Teacher writes real or nonsense word after affix on board. To make this a three syllable word, I would add another affix to the end of the word. Teacher writes final affix making 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 IM-

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

PRACTICE WITH OVER- AND FORE-

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 #13 (copy for each student)
- Teacher copy of Word List #13
- 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.

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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let's look at our sentences for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the next sentence and calls on student to answer.

Which word should we choose to go in our sentence? Wait on student to respond and use correction procedure, as necessary. That’s right! Let’s all circle the word on our sheets. Now we will read the sentence together. Show me you’re ready to follow along with your finger. Read the sentence chorally. Continue for remaining sentences—teacher reads sentence, call on student to respond, students circle correct word, and choral read the sentence.

Now that we’ve read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y'all worked hard reading those sentences.

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
14

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: long vowels

Materials:

- Vowel cards—long vowels (lesson #3)
- Nonsense word cards—set #3-4

Let's get our brains warmed up and ready to read! Today, we will review some of the vowel patterns that we have already learned. We are going to review patterns with more than one letter, but they work together to say one sound. We call these vowel teams. Hold up the first vowel team card. What sound does this pattern make? Students should identify the vowel team sound. Right! Let's look at the next card. What sound does this pattern say? All of the cards will be vowel teams with long vowel spelling patterns. Wow, there are lots of different ways we might see these long vowel sounds represented when we read and spell!

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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: -ous / -en / -ness

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 -ous. Write -ous on the white board. One word I can think of with this suffix is dangerous. Can you think of any other words that end with -ous? 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 -ous on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing -en and -ness.

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

- ❖ -en // sharpen
- ❖ -ness // kindness

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 #13 poster
- Spotlight Word #13 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. 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 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-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 -ous. Teacher writes -ous 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 will shape students' responses to correct answer.

PRACTICE WITH -OUS

Now it's your turn to write. Distribute white boards and markers. Write the prefix -ous like I did. Teacher writes -ous and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the suffix -ous. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the suffix -ous. 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 -EN AND -NESS

Let's choose a different suffix this time. Let's look at our other affixes from today and choose one. Have student name a suffix 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 end 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 suffixes 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.

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 #14 (copy for each student)
- Teacher copy of Word List #14
- 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentences for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the next sentence and calls on student to answer.

Which word should we choose to go in our sentence? Wait on student to respond and use correction procedure, as necessary. That’s right! Let’s all circle the word on our sheets. Now we will read the sentence together. Show me you’re ready to follow along with your finger. Read the sentence chorally. Continue for remaining sentences—teacher reads sentence, call on student to respond, students circle correct word, and choral read the sentence.

Now that we’ve read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome!

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
15

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: r-controlled vowels

Materials:

- Vowel cards—r-controlled vowels (lesson 5)
- Nonsense word cards—set #5-6

Let's get our brains warmed up and ready to read! Today we will review some of the vowel patterns that we have already learned. Remember, when a vowel is followed by *r*, the vowel doesn't make its expected sound. *R changes the vowel sound.* Let's review some r-controlled vowels. **What does this pattern say?** Hold up the first sound card. Students respond. If students say the wrong sound, remind them that the letters "ar" make the sound /ar/ and that "ir," "er," and "ur" make the same sound /er/ even though they are spelled differently. Hold up the "ar" digraph card.

Now, let's read some of our nonsense words with these r-controlled vowel sounds in them. Here we go. Go through nonsense word cards and have students read aloud. Alternate between individual and choral reading. Provide corrections, as necessary. Excellent reading! Are we warmed up?

Error correction ⇒

Provide corrections by noting which sound was incorrect: "This (letter pattern) says / _ /, so this word is _____. What word?"

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: im- / over- / fore- / -ous / -en / -ness [Combined review of lessons #13-14]

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 some of the affixes we've learned over the past couple of days. Only review affixes from past two lessons.

Point to im- on Affix Bank chart. What is this prefix? That's right, it's im-. Who can tell me a word that begins with im-? Continue sample procedure to review over-, fore-, -ous, -en, and -ness.

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.

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 #13 poster
- Spotlight Word #13 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 (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 im-. Teacher writes im- 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! Please erase your board.**

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 #15 (copy for each student)
- Teacher copy of Word List #15
- 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.

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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentences for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud with the two choices. Remember that the words are almost the same except they have different affixes, so we need to decide which one is correct in our sentence. Listen carefully because I am going to choose someone to tell me the answer. Teacher reads the next sentence and calls on student to answer.

Which word should we choose to go in our sentence? Wait on student to respond and use correction procedure, as necessary. That’s right! Let’s all circle the word on our sheets. Now we will read the sentence together. Show me you’re ready to follow along with your finger. Read the sentence chorally. Continue for remaining sentences—teacher reads sentence, call on student to respond, students circle correct word, and choral read the sentence.

Now that we’ve read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y’all worked hard reading those sentences.

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
16**

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: r-controlled vowels

Materials:

- Vowel cards—r-controlled vowels (lesson 5)
- Nonsense word cards—set #5-6

Let's get our brains warmed up and ready to read! Today we will review some of the vowel patterns that we have already learned. Remember, when a vowel is followed by *r*, the vowel doesn't make its expected sound. *R* changes the vowel sound. Let's review some r-controlled vowels. What does this pattern say? Hold up the first sound card. Students respond. If students say the wrong sound, remind them that the letters "ar" make the sound /ar/ and that "ir," "er," and "ur" make the same sound /er/ even though they are spelled differently. Hold up the "ar" digraph card.

Now, let's read some of our nonsense words with these r-controlled vowel sounds in them. Here we go. Go through nonsense word cards and have students read aloud. Alternate between individual and choral reading. Provide corrections, as necessary. Excellent reading! Are we warmed up?

Error correction ⇒

Provide corrections by noting which sound was incorrect: "This (letter pattern) says / _ /, so this word is . What word?"

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, writes 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 read all prefixes and suffixes in the 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: Elevator Words

Materials:

- Spotlight Words #16 poster
- Spotlight Word #16 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!

ELEVATOR WORDS

We're playing a brand new game today! The game we are playing today is called "Elevator Words." We are going to be using our spotlight words from today 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 teachering space). Put today's spotlight words and affix cards on the table.

Let me show you what we are going to do! The first thing we are going to do is look at these cards that have prefixes and suffixes written on them. Hold up cards to show students. I'm going

to place each of the affixes on a row of the pocket chart. Hold up the first affix. This says -ly. What does it say? Students respond. I'm going to put -ly on the first row. We know that -ly is a suffix, so should I put it on this side (motion to left of row) or this side (motion to right of row)? Right, I will put it on the right side so that it would be at the end of a word. 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).

I'm sure you're wondering what we're going to do now that we have all of these affixes here. Well, we're going to make words, of course! We will start with one spotlight word. Hold up the first spotlight word card. This word is "sad." What word? Students repeat word. I will start by putting my spotlight word on the first row of my pocket chart, beside -ly. Now we have two word parts, let's read them! "sad... ly" Point to each word part as you say them. Now I am going to put both parts together and read the new word: "sadly." Track under the word with your finger as you read. Your turn to read the word. Students read the word while you track under the word with your finger.

Is "sadly" a real word? That's right, it is. For this activity, we are going to read all of the new words we make—even if they aren't real words. Pretty silly, right? Let's try the rest of these together. Take first spotlight word out of the pocket chart and hold it up. I am going to move the word "sad" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. Say both word parts, such as: "affix...word," pausing between the word and the affix. Prompt students to say the whole word together. Continue for all affixes and call students attention to the change from prefix to suffix.

Wow, great reading! Let's try with another spotlight word and we are going to read a bit faster this time. Hold up the next spotlight word card. This word is "probable." What word? Let's see what new words we can make. Move the spotlight word down the pocket chart and choral read.

Continue this same procedure for all five spotlight words. For the first play of Elevator Words, the teacher should be the one responsible for moving the spotlight word card. Be sure to maintain a quick and steady pace as students read the 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? 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 #16 (copy for each student)
- Teacher copy of Word List #16
- 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our new sentences! Distribute copies of “Let’s Read” sentence page in sheet protector. Do you notice something different about your sentence page? Allow students to respond. That’s right. We don’t have two different words to choose from this time. Now, we need to complete the word on our own. We have to add an affix to the word that is already here for the sentence to make sense. But we have a little bit of help! This box at the top of the page gives us affixes to choose from. Point to affix box. Watch me while I read the first sentence. Teacher will read aloud, noting the blank. Example: Yesterday, Kevin smell_____ fresh baked bread coming from the bakery. Point to blank. I know that I need to add an affix to the end of the word smell in order to complete my sentence. I’m going to check to see what suffix makes sense here. Teacher will model some choices. For example, “I’m going to try -y. Let me see if that makes sense. Kevin smelly fresh baked bread coming from the bakery. Hmm. I don’t think that makes sense, so I’m going to try another suffix. Let me try -ed. Kevin smelled fresh baked bread coming from the bakery. Yes. That makes sense. Let’s write -ed in the blank after smell. Now, let’s all read the sentence aloud with the correct affix. Read the sentence chorally.

Let’s continue. I’m going to read each sentence aloud and point to the blank. Remember that we need to decide what affix to add for the sentence to make sentence. After I read, I am going to choose someone to tell me the answer. Teacher reads the next sentence and calls on student.

Which affix should we write? Wait on student to respond and use correction procedure, as necessary. That’s right! Let’s write _____ (before/after) the word _____. Now we will read the sentence together. Show me you’re ready to follow along with your finger. Read the sentence chorally. Continue for remaining sentences—teacher reads sentence, call on student to respond, students circle correct word, and choral read the sentence.

Now that we've read through all of our sentences and chosen the correct words, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence.

Error correction ↵

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Who can quickly scan the sentences and find one of our spotlight words? Allow students a short time to find spotlight words and read them aloud. Awesome! Y'all worked hard reading.

CLOSURE

Instructional routine:

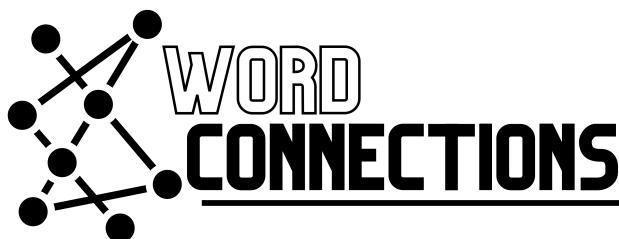
- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

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.



WORD CONNECTIONS

Lesson
17

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: diphthongs

Materials:

- Vowel cards—diphthongs (lesson #7)
- Nonsense word cards— set #7-8

Let's get our brains warmed up and ready to read! Today, we will review some of the vowel patterns that we have already learned. We are going to look at different spellings of the same sound. Hold up the first diphthong card. Students respond. Let's look at the next card. What sound does this pattern say? Continue procedure to review all diphthong cards.

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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: en- / semi- / mid-

Materials:

- | | |
|--|---|
| <input type="checkbox"/> White board | <input type="checkbox"/> Group Affix Bank chart |
| <input type="checkbox"/> Dry-erase markers | <input type="checkbox"/> Affix Bank worksheet [student folders] |
| <input type="checkbox"/> 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 en-. Write en- on the white board. One word I can think of with this prefix

is “entire”. Can you think of any other words that begin with en-? 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 en- on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing over- and fore-.

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

- ❖ semi- // definition: half // semicircle // Semicircle means half of a circle.
- ❖ mid- // definition: middle // midday // Midday means middle of the day.

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: Elevator Words

Materials:

- Spotlight Words #17 poster
- Spotlight Word #17 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!

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 teachering 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 “joy.” What word? Students say joy. I will start by putting my spotlight word on the first row of my pocket

chart. Now we have two word parts, let's read them! “_____ joy” Point to each word part as you say them. Now I am going to put both parts together and read the new word: “_____joy.” Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Remember for this activity, we are going to read all of the new words we make—even if they aren't real words. So let's try the rest of them. Take “joy” out of the pocket chart and hold it up. I am going to move the word “joy” down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. 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! Let's try with another spotlight word and we are going to read a bit faster this time. Hold up the next spotlight word card. This word is “circle.” What word? Let's see what new words we can make. Move the word down the 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.

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 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-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 en-. Teacher writes en- 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 EN-

Now it's your turn to write. Distribute white boards and markers. Write the prefix en- like I did. Teacher writes en- and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the prefix en-. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the prefix en-. 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 SEMI- AND MID-

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 #17 (copy for each student)
- Teacher copy of Word List #17
- 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.



SENTENCE READING [8 minutes]

Instructional routine:

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentence for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud and point to the blank. After I read, you are going to do a whisper read—and decide what affix to write in each of the blanks. Remember that we need to decide what affix to add for the sentence to make sentence. Let’s start reading. Please follow along with your finger. Teacher reads all sentences, making clear reference to the blank in each.

Now it’s your turn to do a whisper read and write in the missing affix for each sentence. Remember that I should be able to see your lips moving and your finger following along so I know that you’re reading. Go ahead and start. Students should read the sentences to themselves. Remind them to follow along with their fingers while reading.

Now that we’ve read through all of our sentences and chosen the correct affixes, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence. Clearly indicate the correct affix for each sentence and make corrections (as necessary).

Time permitting: **Let’s do our choral read. Follow along with your finger and we will read the sentences together.** Read the sentences chorally.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Did you notice any of our spotlight words in the sentences we read? Allow students a short time to find spotlight words. Great work!

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
18

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: diphthongs

Materials:

- Vowel cards—diphthongs (lesson #7)
- Nonsense word cards—set #7-8

Let's get our brains warmed up and ready to read! Today, we will review some of the vowel patterns that we have already learned. We are going to look at different spellings of the same sound. Hold up the first diphthong card. Students respond. Let's look at the next card. What sound does this pattern say? Continue procedure to review all diphthong cards.

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. **Excellent warm-up reading!**

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: -or / -able / -ible

Materials:

- | | |
|--|---|
| <input type="checkbox"/> White board | <input type="checkbox"/> Group Affix Bank chart |
| <input type="checkbox"/> Dry-erase markers | <input type="checkbox"/> Affix Bank worksheet [student folders] |
| <input type="checkbox"/> 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 -or. Write -or on the white board. One word I can think of with this suffix is sponsor. Can you think of any other words that end with -or? 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 -or on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing -able and -ible.

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

- ❖ -able // likeable
- ❖ -ible // possible
- ❖

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: Elevator Words

Materials:

- Spotlight Words #18 poster
- Spotlight Word #18 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!

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 teachering 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 "profess." What word? Students say profess. I will start by putting my spotlight word on the first row of my

pocket chart. Now we have two word parts, let's read them! "profess...____" Point to each word part as you say them. Now I am going to put both parts together and read the new word: "profess____." Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Remember for this activity, we are going to read all of the new words we make—even if they aren't real words. So let's try the rest of them. Take "profess" out of the pocket chart and hold it up. I am going to move the word "profess" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. 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! Let's try with another spotlight word and we are going to read a bit faster this time. Hold up the next spotlight word card. This word is "conduct." What word? Let's see what new words we can make. Move the word down the 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.

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 -or. Teacher writes -or 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 shape responses to correct.

PRACTICE WITH -OR

Now it's your turn to write. Distribute white boards and markers. Write the prefix -or like I did. Teacher writes -or and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the suffix -or. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the suffix -or. 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 -ABLE AND -IBLE

Let's choose a different suffix this time. Let's look at our other affixes from today and choose one. Have student name a suffix 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 end 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 suffixes 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.

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 #18 (copy for each student)
- Teacher copy of Word List #18
- 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.

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.

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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentence for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud and point to the blank. After I read, you are going to do a whisper read—and decide what affix to write in each of the blanks. Remember that we need to decide what affix to add for the sentence to make sentence. Let’s start reading.

Please follow along with your finger. Teacher reads all sentences, making reference to the blank.

Now it’s your turn to do a whisper read and write in the missing affix for each sentence. Remember that I should be able to see your lips moving and your finger following along so I know that you’re reading. Go ahead and start. Students should read the sentences to themselves. Remind them to follow along with their fingers while reading.

Now that we’ve read through all of our sentences and chosen the correct affixes, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence. Clearly indicate the correct affix for each sentence and make corrections (as necessary).

Time permitting: Let’s do our choral read. Follow along with your finger and we will read the sentences together. Read the sentences chorally.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Did you notice any of our spotlight words in the sentences we read? Allow students a short time to find spotlight words. Great work!

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.



WORD CONNECTIONS

Lesson
19

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: flexing

Materials:

- Vowel cards—flexing
- Nonsense word cards—set #9-10

Let's get warmed up and ready to read! Today we will be practicing the vowel patterns that make two sounds. Hold up the first sound card. What sounds does this pattern make? Students should identify both sounds for the letter pattern. If students only say one sound, prompt them to say both. Let's look at the next card. What sounds does this pattern make? Continue procedure to review all patterns and sounds.

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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: en- / semi- / mid- / -or / -able / -ible [Combined review of lessons #17-18]

Materials:

- | | |
|--|---|
| <input type="checkbox"/> White board | <input type="checkbox"/> Group Affix Bank chart |
| <input type="checkbox"/> Dry-erase markers | <input type="checkbox"/> Affix Bank worksheet [student folders] |
| <input type="checkbox"/> 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 on 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: Elevator Words

Materials:

- Spotlight Words #19 poster
- Spotlight Word #19 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!

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 teachering 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 "rage." What word? Students say rage. I will start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, let's read them! "_____... rage" Point to each word part as you say them. Now I am going to put both parts together and read the new word: "_____rage." Track under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Remember for this activity, we are going to read all of the new words we make—even if they aren't real words. So let's try the rest of them. Take "rage" out of the pocket chart and hold it up. I am going to move the word "rage" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. 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! Let's try with another spotlight word and we are going to read a bit faster this time. Hold up the next spotlight word card. This word is "day." What word? Let's see what new words we can make. Move the word down the 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.

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 re-. 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 #19 (copy for each student)
- Teacher copy of Word List #19
- 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.

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.



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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- "Let's Read" sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let's look at our sentence for today! Distribute copies of "Let's Read" sentence page in sheet protector. I'm going to read each sentence aloud and point to the blank. After I read, you are going to do a whisper read—and decide what affix to write in each of the blanks. Remember that we need to decide what affix to add for the sentence to make sentence. Let's start reading.

Please follow along with your finger. Teacher reads all sentences, making reference to blank in each.

Now it's your turn to do a whisper read and write in the missing affix for each sentence.

Remember that I should be able to see your lips moving and your finger following along so I know that you're reading. Go ahead and start. Students should read the sentences to themselves. Remind them to follow along with their fingers while reading.

Now that we've read through all of our sentences and chosen the correct affixes, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence. Clearly indicate the correct affix for each sentence and make corrections (as necessary).

Time permitting: Let's do our choral read. Follow along with your finger and we will read the sentences together. Read the sentences chorally.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, "What word?" Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say "This word is _____. What word?")

Did you notice any of our spotlight words in the sentences we read? Allow students a short time to find spotlight words. Great work!

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
20

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:

- Introduce/Review vowel(s) and sound correspondences
- Read target sounds presented within isolated nonsense words

Today's focus: flexing

Materials:

- Vowel cards—flexing
- Nonsense word cards—set #9-10

Let's get warmed up and ready to read! Today we will be practicing the vowel patterns that make two sounds. Hold up the first sound card. What sounds does this pattern make? Students should identify both sounds for the letter pattern. If students only say one sound, prompt them to say both. Let's look at the next card. What sounds does this pattern make? Continue procedure to review all patterns and sounds.

Let's try reading some of our nonsense words. We are going to see these same spelling patterns appear in these words. I'll hold up a word and I want you to read it. Here's the first one. Go through nonsense word cards and have students read aloud. Alternate between individual students and choral reading. If students are struggling to read words due to vowel sounds have them identify vowel first using sound card as a prompt, then read word. Excellent warm-up reading!

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

Today's affixes: Review all affixes

Materials:

- | | |
|--|---|
| <input type="checkbox"/> White board | <input type="checkbox"/> Group Affix Bank chart |
| <input type="checkbox"/> Dry-erase markers | <input type="checkbox"/> Affix Bank worksheet [student folders] |
| <input type="checkbox"/> 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: Elevator Words

Materials:

- Spotlight Words #20 poster
- Spotlight Word #20 cards
- Affix cards
- White boards
- 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!

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 teachering 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 "soft." What word? Students say soft. I will start by putting my spotlight word on the first row of my pocket chart. Now we have two word parts, let's read them! "_____... soft" Point to each word part as you say them. Now I am going to put both parts together and read the new word: "_____ soft." Track

under the word with your finger as you read. You read the word. Students read the word while you track under the word with your finger.

Remember for this activity, we are going to read all of the new words we make—even if they aren't real words. So let's try the rest of them. Take "soft" out of the pocket chart and hold it up. I am going to move the word "soft" down the rows and we will read the words. I will read the two parts first, and then I want you to say the new word we made! Ready? Teacher moves the spotlight word down the pocket chart. 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! Let's try with another spotlight word and we are going to read a bit faster this time. Hold up the next spotlight word card. This word is "trap." What word? Let's see what new words we can make. Move the word down the 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.

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 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-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 re-. 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 #20 (copy for each student)
- Teacher copy of Word List #20
- 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.

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.



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

- Complete repeated reading of connected text (sentences)
- Cue students to spotlight words and/or affixes in sentences

Materials:

- “Let’s Read” sentences (copy for each student)
- Sheet protectors
- Dry-erase markers

Let’s look at our sentence for today! Distribute copies of “Let’s Read” sentence page in sheet protector. I’m going to read each sentence aloud and point to the blank. After I read, you are going to do a whisper read—and decide what affix to write in each of the blanks. Remember that we need to decide what affix to add for the sentence to make sentence. Let’s start reading. Please follow along with your finger. Teacher reads all sentences, making reference to blank in each.

Now it’s your turn to do a whisper read and write in the missing affix for each sentence. Remember that I should be able to see your lips moving and your finger following along so I know that you’re reading. Go ahead and start. Students should read the sentences to themselves. Remind them to follow along with their fingers while reading.

Now that we’ve read through all of our sentences and chosen the correct affixes, we are going to read them again. This time, I will call on each of you to read a sentence. Teacher will complete popcorn reading, with students taking turns reading each sentence. Clearly indicate the correct affix for each sentence and make corrections (as necessary).

Time permitting: Let’s do our choral read. Follow along with your finger and we will read the sentences together. Read the sentences chorally.

Error correction ⇒

If students pronounce a word incorrectly or pause for more than 2 seconds, say the word. Then ask the student to repeat the word, “What word?” Student should repeat the word and continue reading the sentence. If student continues reading before correction can occur, do this procedure after reading the sentence. (Point and say “This word is _____. What word?”)

Did you notice any of our spotlight words in the sentences we read? Allow students a short time to find spotlight words. Great work!

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
21

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 start something new. We are going to practice mastering our vowel sounds and you are going to have a chance to graduate them. I am going to have each of you read all of our vowel sounds to me individually. Once you have read a vowel sound correctly five days in a row, then we'll highlight the word on your list and it will be graduated! Once a vowel sound is graduated, you won't have to practice it every day.

Today we are going to practice reading your vowel sounds with a partner. Starting tomorrow, when I'm working with one student, everyone else will practice together. Let me show you how this will work. Each person will have a vowel sounds worksheet. Distribute "Vowel Sound Mastery List" to the students. You can see the list includes all of the vowel sounds that we have learned.

Let's say I'm working with (student name), then the rest of you will work together. One of you will be the monitor and the other will be the reader. Teacher pair up students and specifically assign a role to each student. The person who is the student will read the words and the monitor will correct them if they make a mistake or don't know how to read the vowel sounds. What do you think you should do if you're the monitor and you don't know if a vowel sound is correct? Allow students to respond. Right, you should ask me. Once one person has finished reading the list, then you will switch roles. Everyone will get the chance to be the monitor.

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. Let me model this for you. Let's pretend that (student name) is my partner and I'm the monitor. Show students how to monitor—what to do when there is a mistake, what to do when the monitor can't remember a sound, etc.

OK. Now it's your turn to practice. Monitor, you should have your list ready to follow along. Students, you should have your finger on the first word ready to read. For this first reading, I want you to take your time reading so you can say each vowel sound correctly. Go ahead!

Students should practice reading the “Vowel Sound Mastery List” together. After the first student has finished reading the list, prompt them to switch roles of monitor and student. Provide guidance and feedback on how the monitor should correct peers.

Nice job reading together! Now after everyone has read the list, then you are going to read it again, but this time your goal is to speed up. This second time, I want you to read it faster—not so fast that your partner can’t understand you, but try to read it quickly. Questions? Let’s get started. Students practice reading the “Vowel Sound Mastery List” together. Provide guidance and feedback on how the monitor should correct peers.

Great! Please put your copy of the vowel sound list into your folder. Tomorrow, you will read together again.

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: inter- / em- / super-

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 inter-. Write inter- on the white board. One word I can think of with this prefix is “interact”. Can you think of any other words that begin with inter-? 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 inter- on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing em- and super-.

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

- ❖ em- // embrace
- ❖ super- // supervise

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 #21 poster
- Spotlight Word #21 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

Today, I am going to explain a new game called 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 the second spinner, point to each affix, and students choral read. Good job!

Now that we've read the base words and affixes, let's spin the first spinner and read the word aloud. Let me show you. Teacher will spin the first spinner and read the word aloud. Now, I will spin the second spinner and read the affix that the spinner lands on. Teacher will spin the spinner and read the affix aloud. Ok, I'm going to put that affix together with my base word. Teacher will the whole word while pausing between the two parts. This word says, " _____ ... _____. " Let's say the word all together without pausing. Teacher will prompt students to combine the word aloud without pausing. If students pause between the word and affix, the teacher will model the correct word and have students repeat. Awesome!

Now that I've shown you what we are going to do, let's take turns spinning the spinners and making new words. 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. Since this affix is a (prefix/suffix) would it go at the beginning or end of the word? Take responses. Is this a real word or a nonsense word? Now, let's read both parts together. Students read affix and word part together as one 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.

Great job making big words today! Y'all did an awesome job!

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 **inter-**. Teacher writes **inter-** 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 INTER-

Now it's your turn to write. Distribute white boards and markers. Write the prefix **inter-** like I did. Teacher writes **inter-** and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the prefix **inter-**. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the prefix **inter-**. 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 EM- AND SUPER-

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 #21 (copy for each student)
- Teacher copy of Word List #21
- 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:

- “What is the Most Expensive Food?” passage (copy for each student)
- Text reading key words & 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
22

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). As I'm working with (him or her), I expect the rest of you to be working together in pairs, with one person reading and the other person acting as the monitor. Teacher will assign roles of monitor and student. If you're a monitor, make sure you stop them when you hear a mistake. If you come across a vowel sound neither of you know, what should you do? Allow students to respond. Yes, you should ask me. 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: -al / -ty / -ment

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 -al. Write -al on the white board. One word I can think of with this suffix is personal. Can you think of any other words that end with -al? 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 -al on your Affix Bank chart and students should do the same on their worksheets. Follow consistent procedure for introducing -ty and -ment.

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

- ❖ -ty // responsibility
- ❖ -ment // enjoyment

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 #22 poster
- Spotlight Word #22 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. 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. 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 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 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 suffix -al. Teacher writes -al 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 will shape students' responses to correct answer.

PRACTICE WITH -AL

Now it's your turn to write. Distribute white boards and markers. Write the suffix -al like I did. Teacher writes al- and then holds up so all students can check their writing. Great! Now, write two- and three-syllable words with the suffix -al. Remember these can be real word or a nonsense words. Students write words. Wow, great job writing words with the suffix -al. 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 -TY AND -MENT

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 #22 (copy for each student)
- Teacher copy of Word List #22
- 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:

- "What is the Most Expensive Food?" passage (copy for each student)
- Text reading key words & 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
23

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). You know your job. The rest of you will work in pairs, with one person reading and the other person acting as the monitor. Teacher will assign roles of monitor and student. 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: inter- / em- / super- / -al / -ty / -ment [Combined review of lessons #21-22]

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? 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 #23 poster
- Spotlight Word #23 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-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 'up.' 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 teachering 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.



WORD CONNECTIONS

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 teachering 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:**

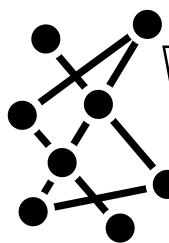
- Provide specific praise about each student's performance
- Assign points and/or distribute any prizes that were earned this lesson

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.



WORD CONNECTIONS

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:

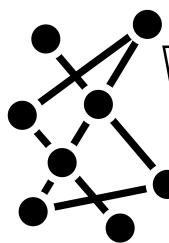
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

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.



WORD CONNECTIONS

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:**

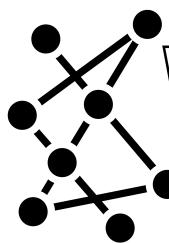
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

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.



WORD CONNECTIONS

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:

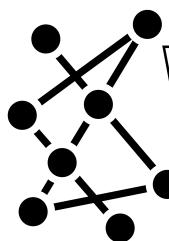
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

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.



WORD CONNECTIONS

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:

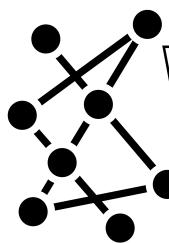
- Provide specific praise about each student’s performance
- Assign points and/or distribute any prizes that were earned this lesson

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.



WORD CONNECTIONS

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.