



4th Grade

READ:IT

COMMON CORE AND RTI STANDARDS BASED READING CURRICULUM

Developed by teachers FOR teachers



READ:IT! Table of Contents

Read: IT Teacher's Manual Components	Page Numbers
Requirements/ How it Works	3
Format of the Response to Intervention(RTI) Lesson Plans	3-6
Phonics/Spelling Instruction Tier One	7
Phonics book step by step Instructions Tier 1	8-14
Phonics book step by step instructions Tiers 2-3	14-16
Word Maker Square Instructions	17-19
Word Maker Bingo and Go Fish Instructions	19-20
Air Writing/ Symbol Imagery (SI) Practice Instructions	20
Phonemic Awareness (blocks) Instructions	21-24
Fluency Instructions	25-26
Comprehension Strategy Instructions	27-60
Vocabulary Instructions	61-66
Teacher Resources	67-

Welcome to Read:IT! This fully tested curriculum developed by teachers for teachers has over ten years of clinical research with amazing results.

REQUIREMENTS:

In order to fully utilize the Read:IT program, teachers will need the following:

- The internet
- A Reading A-Z subscription (<http://www.readinga-z.com>)
- One of the following: projector, Smartboard, student individualized laptops, Ipads, Chromebooks, etc.
- Six hours of training by the StemFuse team prior to instruction
- Weekly ongoing 30 minute training sessions as needed during the year.

HOW IT WORKS

Read:IT has weekly lesson plans divided into each of the three RTI (Response to Intervention) Tiers.

Tier One Lesson Plans are designed for the classroom teachers whose students are at or above grade level in all aspects of reading. This information is based on an initial screening done at the beginning of the academic year. These aspects are phonemic awareness, phonics, fluency, reading accuracy, vocabulary, and reading comprehension.

Tier Two Lesson Plans are designed for the classroom teachers who works with students who test somewhat below grade level in phonics, fluency, accuracy, and/or reading comprehension.

Tier Three Lesson Plans are designed for the instructor who works with students who test below grade level in all or most of the aspects of reading--phonemic awareness, phonics, fluency, accuracy, vocabulary, and comprehension. Many of these students may be on on an IEP or 504 plan. Tier Three is also divided into reading blocks. Block one is for the recommended instructional time that all students are encouraged to have in reading. Block Two is the additional time that Tier Three students are encouraged to have.

LEARNING STYLES

The Read:IT curriculum is unique in that it includes a learning styles assessment. This assessment is created to guide teachers further in ways to scaffold their instruction. Ideas for scaffolding are also included in the daily lesson plans.

FORMAT

Each grade level has weekly lesson plans for each of the three RTI Tiers. If your school has not adopted the RTI model, simply use the Tier I lesson plans for your students who test at grade

level, Tier 2 for those who are behind in one or two areas, and Tier 3 for those who really struggle with both decoding and comprehension.

TIER ONE: is divided into three sections and is a 70 minute instruction period 2 days per week:

Multi-syllable Phonics (20 minutes): This section of the lesson plan will direct teachers to utilize the digital phonics books included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. Passages are also included for students to apply phonics skills to reading right away. Five phonics assessments are included.

Fluency/Comprehension Practice (20 minutes): This section will include fluency passages from the Reading A-Z program. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included. Fluency is practice one time per week at this level.

Comprehension/Vocabulary Practice (30 minutes): This section will include content area reading and reading workshop opportunities. Teachers are encouraged to use both non-fiction and fiction stories from the Reading A-Z program. Teachers are encouraged to project the text or have it on individual student devices. Very specific higher level comprehension strategies are listed to teach as well as guided vocabulary instruction. Journal entry and oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

TIER TWO: is divided into three sections as well and is a 70-90 minute instruction period taught 3x per week:

Phonics Instruction (20-30 minutes): This section of the lesson plan will direct teachers to utilize the phonics books included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. Passages are also included for students to apply phonics skills to reading right away. As students at this level have demonstrated that phonics is a bit difficult, specific symbol imagery lessons and techniques are implemented.

Fluency/Comprehension Practice (20 minutes): This section will include fluency passages from the Reading A-Z program for up to two days of direct instruction. Teachers are encouraged to project the

fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30-40 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program, content area reading strategies, and reading workshop lessons. Teachers are encouraged to project the text or have it on individual student devices. Very specific comprehension strategies are listed to teach as well as guided vocabulary instruction. Journal entry and oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

TIER THREE: is divided into four sections and two block periods:

Block One (40 minutes) 4x per week:

Phonemic Awareness Instructions (10 minutes): Students will utilize our hands-on colored blocks to for a multi-sensory approach to phonemic awareness. Blocks may be projected or loaded onto individual student devices. Teachers may also opt to use three dimensional student blocks if desired.

Phonics Instruction (30 minutes): This section of the lesson plan will direct teachers to utilize the phonics books included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. Passages are also included for students to apply phonics skills to reading right away. As students at this level have demonstrated that phonics is difficult, specific symbol imagery lessons and techniques are implemented.

Block Two (50-60 minutes)

Fluency/Comprehension Practice (20 minutes): This section will include fluency passages from the Reading A-Z program for up to three days of direct instruction. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30-40 minutes): This section will include both non-fiction and fiction text from the Reading A-Z program, content area reading strategies, and reading workshop mini-lessons. Teachers are encouraged to project the text or have it on individual student devices. Teachers

will be given very specific comprehension strategies to teach as well as guided vocabulary instruction. Journal entry and oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

Phonics/ Spelling Instruction:

Phonics/Spelling Tier One

The main focus at this tier is on identifying syllables and being able to recognize prefixes and suffixes quickly. This skill helps students to be able to decode words quickly using a variety of multi-sensory strategies. Spelling rules are also integrated to improve spelling simultaneously with reading. At the upper grade levels, the meanings of prefixes and suffixes are an important part of the lessons in order to help students decipher the meanings of unfamiliar words. The following are explanations of the strategies used:

Pencil split and read: students will divide words into syllables using the following steps:

- Instruct the student to identify the vowels or vowel teams in the word by placing a dot above them.
- Have the student find the known prefixes and suffixes and underline them
- Have the student split the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Note: Later the student will identify whether the syllable is open or closed. Once this skill becomes automatic, students will no longer split the word with a pencil, but with their finger and then with their eyes alone.

Finger Split and read: students divide words into syllables using the following steps:

- Verbally identify the vowels or vowel teams in the word
- Verbally identify the prefixes and suffixes

Use his/her finger to split the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Eye Split and read: students divide words into syllables using the following steps:

- visually identify the vowels or vowel teams in the word
- visually identify the prefixes and suffixes

Decode the word by visually splitting the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Visualize and Spell: Have student picture the word in his/her head then spell words appropriate to the patterns presented in the lesson.

Air Writing: Extra Practice using the Symbol Imagery Packet: Have students air-write prefixes, suffixes, or words in this column. Alternate between “see and spell” and “see and read.”

To “see and spell” , the teacher or another student will turn to the page and column suggested in the lesson plan. This column contains 10 words. The “**see and spell**” words are the first five words in the column. The teacher or another student will say the word orally. The student hears the word, visualizes it and spells it by writing the letters in the air and verbalizing what letters he/she is writing. For example, if the word in the column is “hislic,” the teacher will say the word and the student will write the letters h-i-s-l-i-c in the air. This exercise is created to build up the student’s visual memory. Teachers are then encouraged to have the student “manipulate” the word by changing some of the letters. For example, the teacher may say, “If you wanted to change hislic to haslid, what would you need to change?”

To “**see and read**”, the teacher or another student spells the word orally. These are the bottom 5 words of the given column. For example, the teacher would say, “See and read h-a-m-l-e-r.” The student writes the letters he/she hears in the air and then reads what was written. (hamler) Teachers are then encouraged to have the student “manipulate” the word by changing some of the letters. For example, the teacher may say, “If you wanted to change hamler to tomler, what would you need to change?”

NOTE: When air writing, the students need to picture the letters in their heads and then write them in the air watching their fingers as they write. This is a way to build up the student’s visual memory. This skill needs to be done in the air to be effective, **do not allow the students to write on any surface.**

Flashcards:

Flashcards for many of the rules are in the resource section of this manual. These are to be used as “flip cards” in that students will show their partner the card for 5 seconds and then flip

it so he/she can no longer see it. The partner will then air write this word on his/her imaginary whiteboard. It is suggested that students imagine their board to be whatever color they would like it to be. (In other words, it doesn't have to be white) They may also imagine that their finger is a colored marker. By writing in the air, students are increasing their visual memories. After the student writes the word, have the other student ask him questions about it. For example, What is the first letter? What is the last letter? Name the first vowel in the word. Spell it backwards. The question portion of this activity is the most important part as it forces the speller to focus on the word in his/her mind's eye.

Phonics Book Step by Step Directions:

A reminder that students who used the READ:IT! curriculum in the 3rd grade have already been introduced to the phonics skills in this curriculum. Phonics at the Tier One level is to be used as a review. Teachers are encouraged to monitor student progress and move at a pace that is not frustrating for the students. Games and multi-sensory activities should always be included. Students should also be encouraged to look for words in their day to day reading that applies these skills. Students in Tiers 2 and 3 may need to move at a much slower pace.

Slide 2: Air Writing (Symbol Imagery):

Use this slide to direct students to on how to use air writing in this curriculum. (Page 8 of this manual) Explain to the students that this exercise helps them to strengthen their visual memory just like exercising helps to strengthen their muscles. Use the SI packet in this curriculum to gather words for each phonics lesson as you present it. Sample words are also often given on the phonics slides.

Slides 3,4, 5: Anglo-Saxon prefixes: un, under, and over

With these slides students will learn the meaning of un, under, and over. Explain that knowing the meaning of a prefix can help you to understand the meaning of the word. Use slide 4 to practice reading the words. Use slide 5 to practice pencil split and read with the words. (See page 7 of this manual.) Additional practice games can be found in the resource section of this manual.

NOTE: It is important that the students spend some time with each set of prefixes that are introduced. Having them air write words, play the games in the resource packet, and practice them using pencil break and read are all great ways to help the students remember the

meaning of the prefixes. Having them give each other little quizzes by placing the prefixes on flash cards is another great strategy. Think “multi-sensory” as they play around with these new terms.

Slides 6,7: Learning about the Latin prefixes: non, im, pre, mis, dis, re, in, bi, quad, de, and per

Use these slides to introduce the meanings of these prefixes.

Slides 8,9: Practice Slides

Use these slides to practice reading and using pencil split and read with these prefixes. Additional practice games can be found in the resource section of this manual.

Slides 10, 11: Introducing the Latin prefixes: trans, con, ex, per, sub, com, and un

Use these slides to introduce the meanings of these prefixes.

Slides 12,13: Practice slides

Used these slides to practice reading and using pencil split and read with these prefixes. Additional practice games can be found in the resource section of this manual.

Slide 14: Greek prefixes oct, tri, tele, pro

Use this slide to introduce the meanings to these prefixes.

Reminder: It is important that the students spend some time with each set of prefixes that are introduced. Having them air write words, play the games in the resource packet, and practice them using pencil break and read are all great ways to help the students remember the meaning of the prefixes. Having them give each other little quizzes by placing the prefixes on flash cards is another great strategy. Think “multi-sensory” as they play around with these new terms.

Slide 15-16: Practicing these prefixes

Used these slides to practice reading and using pencil split and read with these prefixes. Additional practice games can be found in the resource section of this manual.

Slides 17-18: Introducing the Anglo Saxton suffixes of en, ness, ly, est, s, and less

Use these slides to go over the suffix meanings. Have the students create a memory game by writing the suffix on one card and it’s meaning on the other. Have them play this game with a partner. It is important that the students do the writing on these cards for added practice in experiencing their spelling and meaning.

Slides 19-20: Use these slides for additional practice

Slides 21-22: Introducing the Anglo Saxton suffixes es, y, le, tion, ing, and ful

Use the variety of resources given to have the students practice the meaning of these suffixes.

Slides 23-24

Use these slides to practice reading and using pencil split and read with these suffixes.

Additional practice games can be found in the resource section of this manual.

Slides 25-26: Latin suffixes: ment, ture, tious/cious, er/or, al, tive/sive

Use the variety of resources given to have the students practice the meaning of these suffixes.

Slides 27-28:

Use these slides to practice reading and using pencil split and read with these suffixes.

Additional practice games can be found in the resource section of this manual.

Slide 29: Bound suffixes This is a new concept for the students. Really have them look at them and process how this works.

Slides 30-32: Use these slides to go over the meaning of the Latin root words. Have the students play the prefix, suffix, root word game found in the resource section of this manual. Again, remind the students that by knowing the meaning of the root words, they will be able to learn the meaning of new words more quickly.

Slides 33-35: Greek root words

Use these slides to introduce the meanings of these root words which look more like bound prefixes and suffixes. Play games such as concentration, bingo, and go fish to help students to learn the meanings.

Slides 36-38: The C rule

Most students should have this rule down by now if they were using the Read:IT curriculum in previous grades. Use these slides to review and practice the rule.

Slides 39-41: The G rule

Most students should have this rule down by now if they were using the Read:IT curriculum in previous grades. Use these slides to review and practice the rule.

Slides 42-44 I, U,V, J rule

I, U,V, J rule. Say, "English words do not in a i, u, v, or j. Use the pictures on this slide to help the students to remember the rule. Explain that we use "dge" or "ge" instead of a j at the end of a word.

Slides 45-47: Open and closed syllables and doubling

Use the game "Reach the Peak" in the resource section to help students practice this concept.

Slides 48-50: AEOU rule

AEOU open syllable rule- Teach that aeou usually say their own name at the end of a syllable.

Slide 51: Accents

Students will hum to hear the accented syllables. Model this for the students.

Slides 52-54: Y rule

Show slide and read the Y-rule to students. Have them think of words they know that follow the rule. Read and discuss the Y-rule words with the students on slides 53,54. Be sure to have students repeat the rule often.

Slides 55-57: Two I's rule

Say, "Did you know that two i's cannot be next to one another in English words? Therefore, when we add an ending that starts with an i, we need to keep this in mind. For example, when we change busy to business, the 'y' changes to an 'i'. But in the word crying, we can't do that."

Look at the examples on the slide 56 together. Use these words to prove this rule. Apply again by having the students read the sentences on slide 57.

Slides 58-59: Ti, Ci, Si say sh

Have the students look at this slide to form a visual of the rule that says TI, CI and SI (that say sh) are **not** used in the first syllable.

Next look at slide 59 to see sample words that demonstrate this rule. Have students practice reading and then have them write them in the air.

Slides 60-61: Eye split and read

Students divide words into syllables using the following steps:

- visually identify the vowels or vowel teams in the word
- visually identify the prefixes and suffixes
- Decode the word by visually splitting the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Slides 62-63: The schwa

Say, "Let's practice humming words. Hum trusted, dozen, and seldom. Notice how the accent is on the first syllable in all of these words. When a word has an unaccented syllable, (if it is not a prefix or suffix) we call that a schwa. A schwa will always sound like 'uh' unless it is /r/controlled. This can be confusing when we spell, because we will want to spell this sound with a 'u.'

Tell the students to hum “umbrella.” Notice that the unaccented syllable is the last syllable, spelled “a” but we say “uh.” Let the students know that if a word ends with the letter ‘a’ it will have the schwa sound.

Say, “A schwa is a vowel sound that is neutral because it is in an unstressed, unaccented syllable. The word ‘happen’ has the accent on the first syllable. Hum the word ‘happen’ with me. We can hear where the accent is in the word happen. We can also hear the vowel /a/. We cannot hear the vowel in the second syllable. It just sounds like /u/.”

Point out the schwa symbol on slide 62. Have students air write the schwa and say it’s name.

Slide 64: Review

Slides 65-66: ED rule

NOTE: It is very important that the teacher does not assume that students know what the words “past tense” mean. Take a moment to clarify this before proceeding with this lesson.

Read “ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/. Otherwise, ED says /d/ or /t/.” Use the words on slide 66 to demonstrate this rule.

Slides 67-69: Adding s or es to make it plural

Add an S to make a noun plural unless the word hisses or changes, then add es instead. Make sure that the students understand that a noun is a person place or thing prior to this lesson. Look at slide 68-69 to identify the nouns.

Talk about what “hissing” means with this rule. The x, sh, s, and z all have continued air coming out of your mouth as you say them. Have your students say each letter with their hand in front of their mouth as they say the sound and feel the air “hissing.” The sound “ch” is a bit different as the sound doesn’t continue, but stops. We call this a short “hiss.”

Slides 70-71: More with plurals

To Make a verb 3rd person, add S unless the word hisses or changes, then add es. Make sure that students know what a verb is prior to teaching this lesson. Use the words on slide 71 to identify verbs. Discuss how the word “boxes” is both a noun and a verb.

Slides 72-74: ge and dge rule

Show slide and read the GE and DGE-rule to students. Have them think of words they know that follow the rule. Read and discuss the GE and DGE-rule words with the students. Have the students practice writing these words on their whiteboards or other medium. Extra practice can be found in the SI packet Page 3, column 50-54.

Slides 75-76: CK rule

Read the rule on slide 75 and then show slide 76 for application. Discuss the rule as you read each word. Have the students practice teaching this rule with a partner.

Slides 77-78: TCH rule

Read the rule on slide 77. "TCH is used only after a single vowel which says its short sound." Look at the words on slide 78 to enforce this rule. Have the students use this slide to quiz their partner on the words. As the partner writes the word, have him tell why he/she has chosen this particular spelling by explaining the rule.

Slides 79-81: Prefix and suffix review

Slides 82-83: Augh, eigh, igh, ough

Use these slides to teach that the gh is either silent or says "f" when put in these letter combinations.

Slides 84-85: Fszl rule

Show the student the visual of this rule on slide 84. Then go through the words on slide 85. Have the students practice reading and spelling these words with a partner to apply the rule.

Tiers 2-3 Slides

These are additional slides provided to help students get caught up to grade level in phonics. Teachers are encouraged to move at the pace that the students dictate. For example, if instructing using the e-rule, students demonstrate mastery, do not continue with this lesson and move on. If on the other hand, students seem to need additional practice with any of the rules, stay on that rule until mastery is obtained. Mastery is determined when the students can read and spell words using the given rule.

Slides 87-88: E rule practice

Slides 89-92: E rule additions

Rule 1 addition: Say "Do you know why there is a silent "e" in words such as mouse and moose? It is to keep them from looking like a plural word. Take a look at the word 'book.' If it is plural, we put an "s" on it to make it 'books.' How about pencil? We add an "s" to make it pencils. This first rule helps words that are not plural but do end in an s to be OK by themselves. Does this make sense? Can you think of any other words that fit this?" (Other examples would be "nose, rose, raise, please, erase, rise, and wise.")

Rule 2 addition: Say, "Sometimes words feel small and just want to look bigger. So do you know what they do? They add an 'e'!" Let's look at the sample words on this slide. awe, owe, ewe, tie, rye, and are." Can you think of any other words that will fit this rule?"

Rule 3 addition: Say, “Our final e rule addition for today is, Th says its voiced sound because of E. Let’s look at some of these sample words. “ Read the words together

Points to Ponder:

Rule 1: Silent final e’s are sometimes added to distinguish two words that sound alike (a homophone), or to clarify pronunciation. Take some time to go over this rule with the students. Compare it to the rules that they learned in the last lesson. How is it the same? How is it different?

Rule 2: Explain that sometimes there is really no reason for the silent e. The silent e holds a story that has been lost over time. Have the students brainstorm funny reasons why the e was added to these words.

It is important to remember that rules can be overwhelming and somewhat boring for students. To help alleviate this, it is important to remind them that learning these rules will indeed help them with their spelling. And, spelling is important to effectively communicate as we write. Use this slide to provide practice for the students. E-rule flashcards are also provided in the resource section of this manual. Allow the students time to create a game that can help them to remember these rules. Remember that some students will need movement in their game, while others will need art and/or music.

Slides 93-94: Two Vowels go walking practice

Students who have had the READ: IT program in previous grades will be very familiar with this rule. Use these slides for review.

Slides 95-100: Initial Blends

Read the column on the left side of this slide to the students. (Numbers 1-10) Go back and have the students read these words with you in unison. Point out how the initial blends are working together to form their own sound.

The right column is for multi-sensory practice. Students can choose to write these words using the following mediums:

- letter tiles or magnetic letters
- write in shaving cream
- write in a salt or rice tray
- make words out of clay or with a wiki stick
- any type of digital letter app that allows students to drag letters

Slides 101-102: Ending Blends

Read the column on the left side of this slide to the students. (Numbers 1-10) Go back and have the students read these words with you in unison. Point out how the initial blends are working together to form their own sound.

The right column is for multi-sensory practice. Students can choose to write these words using the following mediums:

- letter tiles or magnetic letters
- write in shaving cream
- write in a salt or rice tray
- make words out of clay or with a wiki stick
- any type of digital letter app that allows students to drag letters

Slides 103-104: Reviewing blends

Slides 105-106: Counting Syllables

Say, "Knowing how many syllables are in a word helps us to be able to read longer words. You can feel syllable chunks. They feel like beats. Sun has one beat, Sunny has two beats, and Sunnier has three beats. One way to feel the beats is to clap your hands. Clap "fun". How many times did you clap? Clap "table". How many times did you clap? Clap "elephant". How many times did you clap?" Another way to feel the beats is to hum them. Hum the word telephone. How many times did you hum? Did you feel any inflection in your voice as you hummed this word?

"For the word lists on this page, we are going to see how many syllables are in each word by placing a square piece of colored felt on the table for each syllable." (Have 3x3 squares of colored felt for individual students to use.)

NOTE: Colored paper may also be used instead of the 3x3 pieces of felt. Keep in mind that the reason colored felt is encouraged is because of its texture which enhances a multi-sensory approach.

Guide students to tap the table and place a colored felt: happy (2), happiness (3), hungry (2), bowl (1), elephant (3), love (1), camp (1), water (2), television (4), candy (2), street (1), yesterday (3)

Slides 107-108: Vowels in syllables

Use these slides to review vowels in syllables

Slides 109-124: Word Maker Square

These slides contain practice words (both real and nonsense words) to be used while teaching the students the word maker square. Students will read the words in the first column together up to 3x.

Column two words are not shown to the students, and are dictated to the students by the teacher for them to write or create in clay. It is recommended that students do not use paper/pencil but use a variety of mediums to do this.

Suggestions are:

- Writing with white boards/markers
- Writing in shaving cream, a salt tray, or a rice tray
- Forming words with clay
- Writing with chalk
- Use letter tiles or magnetic letters

Introduction of the Word Maker Square:

- Let students know that every word has a vowel in it
- Show what students' names would sound like without vowels in it
T: *Vowels are very important. Pretend like you were across the playground and I wanted to call you. I would say, (students name without vowels). It would be hard to hear me, right? Vowels give words sound and volume.*
- We are going to learn about these very important word makers by using a square shape to learn them. We will start on the left side of the square. A digital format of this is provided within this curriculum. Talk about mouth movement-the first part of the Word Maker square will slowly drop your jaw as you say them. These are called "Jaw Droppers."
T: *When you say the first vowel in the word maker square your teeth are going to be very close together. Your mouth is then going to drop until it's as low as it can get until your mouth is wide open!* Demonstrate for them by going through the vowels on the left side of the square and having them watch as your mouth drops when you get to "au". As we "slide" across the bottom of the square, our mouth will need to get "slippery." The slippery vowels slide from one sound to the next. After we "slide", we will then make our mouth very round like a circle to say "OO!" (There are two ways to say "oo.") Then say, "We made it through the slipperies! Now we are ready to get crazy again with the crazy R's as we move up the other side of the square. Finally, we will slide back across with the Magic E's."

a_e e_e i_e o_e u_e	or
i	ar
e	ur
a	ir
u	er
o	
au/aw oi/oy ou/ow oo/oo!!	

Introduction of the Vowel Groups:

- **T:** *We divide the vowels into several different groups based on how they feel when we say them. The first three groups are called jaw droppers, slipperies, and circle teams. I'll say the first group: i, e, , a, u,o, au/aw. Do you think those sounds are jaw droppers, slipperies or circle teams? (jaw droppers) I'll make the next group: oi/oy, ou/ow. Do you think those sounds are slipperies or circle teams? (slipperies) How about oo, and oo? How is my mouth? Is it round like a circle?*

Model the three groups while introducing to be sure the students understand the difference. Also demonstrate jaw droppers by using your finger. At the top, your finger barely fits between your teeth. As you go down the row your teeth are further apart. This technique is especially useful for feeling the difference between “i”, “e”, and “a.”

Jaw Droppers: i, e, a, u,o, au/aw

***Note that at the beginning your teeth are pretty close together and then your jaw begins to drop as you go through them.**

- Determine which vowel drops your jaw the most by holding up two of the jaw dropper cards and making the sound for each. *EX. Which is more of a jaw dropper, i or e?* Once you have gone through all of them set them up in the correct order and review them. See vowel practice on page 30. (The blank word maker template for students to write on is on p. 88 in the resource section of this manual.)
- NOTE: These will not be taught all at once, but in stages. (See lesson plans)

Slipperies: oi/oy, ou/ow

***Note sliders make two different mouth movements. Your mouth slides as it goes from one movement to the other.**

- When introducing oi/oy and ou/ow make sure that the student says o-i and o-y say /oy/. And o-u and o-w say “ow”. The students should put their hands on their chins to feel the movement as to how their mouth is slippery as it slides from sound to sound. Do all the vowel practice reviews.

Circle Teams: oo (hook), and oo (school)

***Note the lips form a tight puckered circle when making these sounds.** The oo sound (like in *school*) will be the most puckered. It will be hard to fit your finger in your mouth with this sound.

- Determine which is the most round by using your finger.

REVIEW FOR ALL VOWELS:

1. The teacher says the Word maker square by pointing to each one as you read them.

2. The teacher and students say the word maker square together once again pointing to each one.
3. The students say the word maker square by themselves pointing to each one.

Crazy R's: er, ir, ur, ar, or

***Note that some vowels are together with the letter "r". The r makes the vowel go crazy.**

- You say the crazy r's with the sound and lay them out in the correct order. **EX.** E-r, i-r, u-r, all say ER.
- A-r says the letter name R
- O-r says or like the word.

Do all the vowel practice reviews.

Magic E's: a_e, e_e, i_e, o_e, u_e

The E jumps over, bops the (A,E,I,O or U) on the head and says, "Say your own name in the alphabet (A,E,I,O or U)!"

This will be the first time that the student is introduced to a vowel rule. Show the E-rule card. (Slide 40, Phonics book 1)

VOWEL PRACTICES: (Students must do all 5 reviews every day until mastered.)

1. **Circle Set Up** = The student takes the vowel cards and places them in the correct spot of the word maker square. Once done, the student is to read it out loud.
2. **Goodnight Game**= The teacher says a vowel sound *EX. Show me (ae)*. The student has to match the sound and then turns the card over wishing it goodnight. *If a student gets it wrong then the card is not ready to go to bed and leave it face up.*
3. **Wake-Up Game**= Teacher points to a card and the student has to give the sound and turn it over. *If the student gets it wrong then the card is still sleeping and remains face down.*
4. **Flash Cards**= Teacher flashes the vowel cards. The student has to give the sound and the label. (in teacher resources)
5. **Writing the Square**= Students fill out a blank word maker square. Have them say the sounds as they write each vowel. Once finished writing, have the students read the entire square out loud. (Blank template for this exercise is on p. 88 in the resource section of this manual.)

Correction Techniques:

If a student lays the vowels in the wrong order of the square then...

Hold up the two cards to your mouth and say their sounds and ask the student which opens your jar more, slides, or is more round?

Or.....Have the student say the two sounds on their own and have them use their hand or mirror to determine which is more jaw dropping, sliding, or round.

If a student gives the wrong label, ask what he/she feels his/her mouth doing? Give choices if the student is stuck. "Is your mouth open, round, or sliding?" etc.

If a student gives the wrong sound, respond with the correct sound and have the student repeat the sound and label.

Word Maker Bingo:

Play like normal bingo. Use word maker cards and bingo sheet (both found in teacher resource section). One student is the caller and each of the other students has a bingo sheet. Cover and say the letter sound and group it belongs to. The first student with five in a row is the winner.

Word Maker Go Fish:

The game is played like normal Go-fish only students match vowel sounds. So, if one student has the word pool, he/she would need to ask for the oo sound. (Words to make go fish cards can be found in the resource section of this manual.)

Air Writing – Lesson plans will guide you to the **SI (Symbol Imagery) packet.**

The purpose of this portion of the lesson is to give students another way to practice the word maker square and phonics rules that they've learned thus far. It is also a way to strengthen their visual memories as students will be forced to picture letters and nonsense words in their mind's eye.

- Have the students picture an imaginary white writing board in the air in front of their faces. Let the students know that their imaginary board doesn't have to be white, it can be whatever color they choose. Explain that as they write in the air on this board, their finger becomes an imaginary colored marker. Students can imagine color for their markers.
- In the lesson plan, teachers are instructed to go to the SI (Symbol Imagery) packet. Two exercises are listed-- "see and read" and "see and spell." Teachers are also directed to go to a column. The first five words in the column are the "see and read" words, the second five words in that same column are "see and spell" words.
- For see and read, the teacher spells the word for the students to write on their imaginary boards. For example, the teacher will say, "Read t – e - b." Students then write each letter on their imaginary whiteboards, repeating the letter name aloud and looking at the imaginary letters as they write. The students then say that the word is "teb."
- Do five see and read (These are the first five words in the suggested column.)
- For see and spell, the teacher says the word for the students to write on their boards. For example, the teacher will say "teb." The students write t – e – b on their boards saying the letters orally.
- Do five see and spell (These are the bottom five words in the suggested column.)

If a student makes an error with the vowel, direct him/her to the vowel sound and ask about what he/she feels. For example, if the student writes tab instead of teb, the teacher would say, “What vowel did you write? What do you feel when you say teb? Which is more jaw dropping?”

Also use air writing as an opportunity for students to practice manipulating the word. This is another strategy to strengthen their visual memories. For example, the teacher says, “Change teb to tib” or “put a b at the beginning instead of a t.” Manipulation of the word should be done for both see and spell and see and read. By changing portions of the word in this manner, students gain a better understanding of how words work. They are also increasing their phonemic awareness.

Phonemic Awareness Tier 3

Students in Tier Three will have shown that they have a deficit in phonemic awareness. As this is the foundation of reading, it is imperative that students are brought to grade level in this area. The tool that will be used here are colored squares that students will be able to click and drag on the screen. (This is part of the digital vowel maker square.) If the online component is not available, students may use colored 2 x 2 inch in blocks to assist them with this process. Two sets of colored blocks are also included with this curriculum. Each set includes 100 blocks. Two sets will accommodate 13 students as each student will need 15 blocks. (3 of each colored block) Mats to be used with these blocks are located in the resource portion of this manual.

Introducing Colored Squares/ Blocks

The introduction of consonant and vowel sounds equips students with a tool—to enable them to think about and represent a sequence of speech sounds. In working with colored blocks, the students’ own ability to think about and represent sequences of sounds within syllables as developed.

While doing color encoding, students learn to represent the number, identity, and sequence of sounds within a syllable. They will also practice the comparison of one syllable with another and the representation of how they differ. This comparative function is crucial to the overall goal of student independence and self-correction. To detect and correct a spelling or reading error, one must be able to hold an oral word and compare it to a written word. It must be determined if the two words match and, if they don’t match, to figure out exactly where and how they differ. Tracking contrasts between syllables further develops the basis for self-correction by students.

T: *“We are going to do something new, but it still has to do with thinking about and feeling sounds. We will use blocks to represent sounds. One block represents one sound. When*

we put a group of blocks together, we'll have a group of sounds that we can use to make words. By doing this, it will help you to follow the individual sounds in words."

"No color is assigned to any certain sound. That means if I use a blue block for a sound in one word, I don't have to use a blue block to show the same sound in another word."

"When we are working with blocks, only one move will be made at a time. However, there are five different moves that can be made. I am going to teach you those moves right now."

Square/ Block Movements

T: *"Every word has to have a vowel, so I'll start with a vowel sound. I will put down one block to show /i/."*

- Put one block out on the line on your screen (or on the table if using real blocks)
- Put your finger on the block and repeat the sound, /i/.

"Then, to make it seem more like a word, I'm going to put a consonant next to that vowel. I'll add a /p/, to make it say, ip."

- Put a different colored block to the right of the one previously placed on the screen/table.
- Put your finger on the first block and say, /i/.
- Put your finger on the second block and say, /p/.
- Slide your finger under both blocks while blending the two sounds together, "ip."

T: *"Let's talk about the moves that can be made now."*

1. Add

T: *"If that says ip and I want it to say mip, I will **add** an /m/ here at the front. We call this movement an **add**."*

- Put your finger on the first block and say, /m/.
- Put your finger on the second block and say, /i/.
- Put your finger on the last block and say, /p/.
- Slide your finger under all three blocks while blending the three sounds together, "mip."

2. Substitute

T: *“Have you ever had a substitute teacher? What do they do? (Allow response.) Basically, a substitute teacher comes in to be the teacher when your regular teacher is not there.”*

“Our next move is called a substitute. If that says mip and I want it to say mif, I take out the /p/ and put a substitute, /f/, in its place.”

- Put your finger on each block individually, while making the sound the block is representing. (Finger, /m/. Finger, /i/. Finger, /f/.)
- Slide your finger under the blocks while blending the sounds together, “mif.”

3. Take away / omit

T: *“If that says mif and I want it to say mi, I **take away** the /f/.”*

- Touch each block and say the sound it represents.
- Slide your finger under the blocks while blending the sounds together, “mi.”

4. Switch

T: *“If that says mi and I want it to say im, I **switch** the /i/ block with the /m/ block. I **switch** their places. That movement is called a **switch**.”*

- Touch and say the sound for each block, then blend the sounds together while sliding your finger under the word.

5. Repeat

T: *“If that says im and I want it to say mim, I add the sound, /m/, at the beginning of the word. Since /m/ is the same sound that I feel at the end of the word, im, I have to add a block that is the same color as the block I already have at the end of im. This move is called a **repeat**. You show a sound is **repeated** by using the same color of block.”*

“These five changes represent how sounds usually change in words. They also represent the most common errors we make when reading and spelling. Working with blocks helps us to sequence the sounds in words better. It also helps us to learn to blend them together easier. This will improve reading and spelling skills.”

Square/Block Jobs

NOTE: Block jobs are IMPERATIVE to this process! Students need to use all block jobs to fully master this process!

T: *“Now that you have learned the moves we will be doing when working with blocks, let’s talk about the jobs that you and I will have to do.”*

T: *“With the first pattern I give you, you need to match my word. That just means to repeat it back to me, and put out a block for each sound you hear.”*

1. Match the old word to the new word

T: *“With every pattern after the first one, you will need to match the old word and the new word that I give you. Just say the two words back to me.”*

2. Touch the old word and the new word (one sound at a time.)

T: *“You will touch each block, one at a time, in the old pattern while you are saying the sound it represents. Then, go back to the beginning of the blocks, and you’ll pretend it is the new pattern. You will touch each block, one at a time, in the new pattern while saying the sound it should represent.”*

3. Make and label the change.

T: *“By saying the sounds and touching each block, you will be able to tell where the difference is in the old and new patterns. You will change the old pattern to the new pattern while saying,*

“I’m taking out my (old sound), and putting in my (new sound).”

After going over the student’s jobs, proceed to work with blocks using some simple one syllable word sets. **Insist that all jobs be done properly, clearly and completely.** It is also helpful if you do the jobs, step-by-step, with the student until he/she is able to do them independently. At first you may be reminding the student of what to do every step of the way. With repeated practice, your students will pick up the good habits that you teach them now and working with blocks will become a simple and routine task.

Teacher language is:

T: (First pattern:) *“Show me ____.”*

(Subsequent patterns:) *“If that says ____, show me ____.”*