



3rd Grade

READ:IT

COMMON CORE AND RTI STANDARDS BASED READING CURRICULUM

Developed by teachers FOR teachers



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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 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.

FORMAT

Each grade level has weekly lesson plans for each of the three RTI Tiers.

TIER ONE: is divided into three sections and is a 70 minute instruction period:

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. Eight 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.

Comprehension/Vocabulary Practice (30 minutes): This section will include 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 minute instruction period:

Phonics Instruction (20 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. As students at this level have demonstrated that phonics is 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 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 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program for up to three days of direct instruction. 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)

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. As students at this level have demonstrated that phonics is difficult, specific symbol imagery lessons and techniques are implemented.

Block Two (50 minutes)

Fluency/Comprehension Practice (20 minutes): This section will include fluency passages from the Reading A-Z program for up to four 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 minutes): This section will include both non-fiction and fiction text from the Reading A-Z program for up to four days of direct instruction. 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:

Instructions for Individual Lessons for all Tiers

- Tier One students will begin with Phonics book one as dictated in the daily lesson plans.
- Tiers Two students will begin with the word maker square, complete the first lesson in Phonics book three, and then move into Phonics book one as dictated in the daily lesson plans. All assessments are included.
- Tier Three students will begin with the word maker square and then move into Phonics Book 3 as dictated in the daily lesson plans. All assessments are included.

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.

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 1 Step by Step Directions:

Slide 1– Show slide and read the C-rule to students. Have them think of words they know that follow the rule.

Slide 2– Read and discuss the C-rule words with the students. Be sure to have students repeat the rule often.

Slide 3 - Show slide and read the G-rule to students. Have them think of words they know that follow the rule.

Slide 4 - Read and discuss the G-rule words with the students. Be sure to have students repeat the rule often.

Slide 5- I, U,V, J rule. Say, “English words do not in 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.

Slide 6- Read and discuss the I,U,V, J rule words with the students.

Slide 7– Say, “Symbol imagery is the ability to picture the sounds and letters in words.”

- ❖ With good symbol imagery, you can RAPIDLY create a mental picture.
- ❖ Symbol imagery is a tool that allows you to monitor and self-correct quickly.
- ❖ You can quickly compare what you read to your own symbol imagery.
- ❖ Symbol imagery helps you
 - ❖ Sound out words
 - ❖ Memorize sight words for quick and accurate reading in paragraphs
 - ❖ Spell phonetically AND accurately
(give, not giv; teach, not teech; nature, not nachur).

Say, “English can be tricky, but it is not hard when you can hear and visualize letters in words. Remember, You can do this. You can do anything. On top of this skill, we will be learning some spelling rules that will also ensure that you have confidence with spelling. We have learned a few of these rules, i,u,v,j rule, c rule, and the g rule. The English language actually has 30 rules that we can count on. “

Slide 8 – 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 it’s 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)

Slide 9– More words to practice counting syllables. Follow Slide 1 instructions.

Slide 10– Say, “Words have syllables and every syllable has a vowel sound. You can put your hand under your chin and feel our mouth drop on the vowels. Vowels are what give words volume. Try and say your name without the vowel sound or sounds. Now put your hand under your chin and say your name correctly. Did you feel your chin drop on each vowel sound? Let’s practice. How many vowels in “mom”? One vowel equals one syllable.” Continue with the rest of the examples on slide 2.

Say, “English can be tricky, but it is not hard, especially when you can hear and visualize sounds and letters.”

Slide 11 – This is a practice slide for independent work. Have the students continue practicing using the directions from the slide 3 instructions.

Slide 12 – Say, “Do you know what a prefix is? A prefix is a small word part that comes at the beginning of a word. When we read multi-syllable words, many of the words have prefixes. If you can learn the prefixes, all you will have to read is the root of the word. I am going to teach you some of the most common prefixes.”

Be sure to discuss that some prefixes have two different pronunciations.

Slide 16 – open and closed syllables and doubling

Say, “A closed syllable is a syllable that ends in a consonant and the vowel may be short, which means it does not say its name. A consonant closes in the vowel so it can’t say its name. For example: sit, lit/tle, bug, bub/ble, cat, bag/gle, met, raf/fle “

Say, “An open syllable is a syllable that ends in a vowel and the vowel is long, so it says its own name. A vowel at the end of the syllable, with no “block” from a consonant, usually says to say its name! hi, ti/tle, bu/gle, she, go, ma/ple, ri/fle (see slide 16)

“Try to start a syllable with a consonant. Doubling the consonant keeps the vowel short.”

Slide 17 – Teach students how to pencil split and read words, how to use the visualize and spell strategy and what the extra practice is on future slides. Directions for these skills are on page 7 of the teacher’s manual. You can practice with the words on slide 9 or use your own words from other sources.

Slide 18-19- AEOU open syllable rule- Teach that aeou usually say their own name at the end of a syllable. Practice words are provided on slide 19. **(Do not move onto slide 20 until Assessment 1 is given)**

Slide 20 – Accents – Multi-syllable words have accented syllables. You can hum words and hear the accent! Let’s practice: thankful, octopus, dimmer, banana

Use list on slide 20 to practice finding the accents. Explain that when you hum the word your tone is automatically higher on the accented part of the word. Use felts to identify the number of syllables and then raise the felt of the syllable that is accented. For example, banana would look like this _ - _

Slide 21- Show slide and read the Y-rule to students. Have them think of words they know that follow the rule.

Slide 22 - Read and discuss the Y-rule words with the students. Be sure to have students repeat the rule often.

Slide 23- ing rule- Read the slide and go over the rule with the students. Have them practice by writing words on individual white boards, construction paper/chalk, shaving cream on their desk, or some other fun medium.

Slide 24- Practice the ing rule by playing “Reach the Peak.” The directions are on this slide and individual copies for the students can be found in the resource section of this manual. Students may practice this alone or with a partner.

Locate the cards labeled: “Double, No Change and E-drop.” Place these cards in a row at your table. We’ll call this your “Rule Row.”

2. Find the “-ing” card and place that **BELOW** your Rule Row.
3. Place the remaining cards in a pile off to the side. This is your “Draw Pile.”
4. Draw a word from your Draw Pile and determine what you need to do in order to add “-ing” to this word and spell it correctly.
5. Once you have determined what to do, **place your word card in front of the “-ing” card, and move the appropriate rule down from Rule Row and place it in the middle of the word & -ing cards.** Demonstrate how to place the cards correctly. If student is right the words “Reach the Peak” will be written on the back of the cards.

Slide 25- Use this slide to practice pencil split and read. Students are also encouraged to visualize and spell. Extra practice with ing is found in the symbol imagery packet on page 4, column 64.

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)

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

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.**

Slide 26- More practice with the ing rule. Have the students work with a partner to correctly add ing to the word. Have them state if they are dropping, doubling, or staying the same as they do this.

Slide 27 – ly and le words

Tell the students that we will be learning some new suffixes today. The first one is “ly” pronounced “lee.” Say, “ly is a suffix or ending. It says “lee” as in lovely. “Now let’s visualize the suffix ly, air write it and say “lee”. Read the words on the left column of the slide to the students. Now read them a second time having the students read them along with you in unison. Let’s practice with some real and nonsense words.” (badly, dugly, early, shyly, mudly) Remember, air writing is an important strategy as it helps students to hold the suffix in their visual memory.

Next teach that while “le” looks like it would say “lee,” it really just has the “L” sound because the “e” is silent. Have the students read the word “bubble.” Next have them air write the ble. Read the rest of the slide to the students and then go on to slide 28.

Slide 28- ly, le, and ful

The suffix t-l-e says “tl”

Go through the list of le endings with the class.

p-l-e, b-l-e, f-l-e, g-l-e, s-l-e, k-l-e, d-l-e, g-l-e, z-l-e, and c-l-e.”

Practice reading and air-writing each suffix.

Introduce the ful suffix “The suffix ful is very common and says fl just like the suffix fle (armful, fearful, playful, helpful, aimful, artful, beautiful, careful, colorful). See it, say it, and air-write it. Your mental picture will help you know which suffix to use in spelling. There are many rules, so taking mental picture of words helps us to learn them.”

Slide 29 – Practice pencil split and read skills for words with ly, ful, le,ing and er suffixes. Have the students read the paragraph on the right side to practice these rules in context. This is also an opportunity to integrate the comprehension strategies of visualizing and predicting into the lesson.

Slide 30– Extra practice for pencil split and read words with ly, ful, le, and ing. Have students apply this skill to reading with the text at the bottom of the slide. This is also an opportunity to integrate the comprehension strategies of visualizing and predicting into the lesson.

Slide 31- For students needing more practice with ly, ful, le, and ing. (Remind students of their meanings as given on slide 13)

Slide 32- ment, ness (Remind students of their meanings--slide 13)

Introduce “ment” and “ness”. Explain that these are suffixes. Read columns one and two to the students. Read the columns a second time with the students in unison. Have the students practice pencil split and read with a partner.

Slide 33 – Teach the suffix tion along with it’s meaning (See slide 13) A fun video to introduce this sound can be found on youtube.

<https://www.youtube.com/watch?v=cmEnH19skeE&feature=kp> Have the students practice pencil split and read with this slide as well. (Have students take Assessment 2 before moving on.)

Slide 34 – Have students air write suffixes ment, less, ness and tion. Be sure students are writing in the air and following their fingers with their eyes as they write as this ensures they are holding in their minds eye and retaining it in their visual memory.

Match the suffixes with the meanings: ment (action), less (without), ness (quality), tion (a state), ly (in the manner of), le (prone to), ful (quantity), er (person), ing (expressing action)

Slide 35– This slide is for independent practice if needed.

Slide 36 – Introduce the suffix ture (chur). This suffix means an action or process. Discuss the meanings of the words listed and how the suffix helps to decode meaning.

Slide 37 – Practice decoding words with tion and ture. Use pencil split and read strategy. There is also an extra practice section for independent practice.

Slide 38 – Introduce the schwa.

This is a very difficult lesson for students at this age. Mastery in grade 3 is not expected as it is more developmentally appropriate for students to have this mastered in grades 4 or 5. Please use this lesson as an introduction to the schwa and not for mastery purposes.

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 38. Have students air write the schwa and say it’s name.

Slide 39 – Practice identifying the schwa sound in words. There is also an extra practice for independent practice. NOTE: Remember that this is an introduction to the schwa. Have the students practice teaching each other the rule. Remind them that if they can teach it, they have learned it.

Slide 40-41– Show slide and read e-rule to students. Have them think of words they know that follow the rule. This is a simple rule for most students as they learned it in the first grade. Explain that in our next phonics lesson we are going to learn some additions to this rule. Read and discuss the e-rule words on slide 40. Be sure to have students repeat the rule often. A resource for extra practice with this rule is found at: <http://www.ling.upenn.edu/pri/pdfs/rr3.pdf>

Slide 42- This is a great review of rules in the past. Have the students see how the silent “e” has a role in these rules.

Slide 43- 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

Slide 44-more e rule additions-

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.

Slide 45- Practice with e rule additions.

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.

Slide 46-Show slide and read the Two Vowels Go Walking (2VGW) rule to students. Have them think of words they know that follow the rule.

Slide 47- Read and discuss the Two Vowels Go Walking (2VGW) words. Be sure to have students repeat the rule often. **Review all rules and then give Assessment 3. (In resources section of this manual.)**

Slide 48- suffix tive and sive

Say, "These are the suffixes tive and sive. (Pronounced tiv and siv) They look like they should say tive and sive (use the long /i/ to pronounce them), but they don't. Let's read the words on this slide together." Explain the meaning of any of the words that they do not know-- tive

(strong), sive (pertaining to). It is important here to remind students that visualizing is an excellent way to practice spelling words that end with tive or sive. Practice pencil split and read as well as visualize and spell.

Slide 49- Teach finger split and read

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

Have the student 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)

Slide 50-Suffixes ous, cious, and al

Practice the pronunciation and meaning of these suffixes. Refer to slide 13 if needed. Use finger split and read.

Slide 51- Practice rules learned thus far using finger split and read.

Slide 52-53- two i 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 52 together. Use these words to prove this rule.

Slide 54-Prefixes pro, pre, dis, in and con

Say, “Remember, prefixes are small word parts that come at the beginning of a word. In the next few days we will be discussing different prefixes.” Review the meaning of these prefixes.

Practice finger split and read strategy for prefixes pro (for), pre (before), dis (opposite of), in (in) and con (with).

Slide 55 Prefixes ex, re, com, trans, de

Practice finger split and read with the words on this slide and remind the students of their meaning. Discuss the meanings of prefixes ex (out of), re (again), com (together), trans (across) and de (down or not) Remind students to flex the vowel for re (re or ree). Have the students read the paragraph on the right side of the slide for application practice.

Slide 56-57- Begin with three syllables

Say, ““We are going to move on to three syllable words. Let’s feel the beats by clapping our hands. Clap the first word, “forgetful”. How many times did you clap?” Another way to feel the beats is to hum them. Hum the word department. 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 it’s texture which enhances a multi-sensory approach.

Next turn to slide 56 and say, “Let’s use our pencil split and read strategy. Identify the vowels with a dot above the vowel, underline the prefix or suffix, split the word after a prefix and before a suffix, read the word.” Remind students that by identifying each part of the word, they will understand how to spell words correctly.

NOTE: Remember to use different mediums such as whiteboards, construction paper and chalk, and colored markers to create more enthusiasm and interest. Sometimes giving each student an individual choice as to which medium he/she prefers will also help increase motivation and attention. **(Do not move on until assessment 4 is given)**

Slide 58- Suffixes ence and ent

Discuss suffixes ence (action) and ent (performs the account). Use finger split and read strategy.

Slide 59-60- ti, ci, si rule

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. Use slide 61 for extra practice if needed.

Slide 61- Teach eye split and read

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)

Slide 62- Practice with ti, ci and si rule

Have the students use eye split and read to practice the ti, ci, and si rule.

Slide 63 – Discuss the suffix ance (process). Give students the option of finger or eye split and read. This slide also contains a story starter for independent work.

Slide 64 – Introduce the use of suffix ify (cause). Use the eye split and read strategy.

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)

Slide 65- Suffix ery and Schwa review

Teach that ery says (pronounced airy). Have the students use eye split and read for these words.

Review the schwa by saying, “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 ‘banana’ with me. We can hear where the accent is in the word banana. The first and last syllables are not stressed. They just sound like /u/.” Also remember “When a word ends with the letter a, it makes the schwa sound /u/.”

Slide 66 – Practice eye split and read with 3 syllable words containing suffix ic.

This slide also contains a writing prompt for independent practice.

Slide 67- Review the meaning of ist (person or member), read words and discuss meanings.

There is an extra practice on this slide for independent practice.

Slide 68– Discuss the use of the letter i pronounced as ee (ious, ion, ian, ient, io, and ia).

Practice reading words with i pronounced as ee. **(Give assessment 5)**

Slide 69 – Say, “ate and age follow the silent e-rule. However, at times we need to flex or change the vowel. By flexing, we mean to choose one of the 3 sounds the vowel can make. These sounds are the short, the long, or the schwa for each vowel. For example, we say cour (edge) not age. We say, “et” at the end of adequate. When reading words with ate or age

endings just flex the vowel to check for the correct pronunciation.” In other words, when you are reading a word with ate or age in it, and the way you are pronouncing it, doesn’t make sense. Try another way. So if you are trying the long vowel sound, try the short sound or the schwa sound instead.

Slide 70– Say, “the suffixes gious and gion follow the g-rule. They make the soft sound of j. Let’s practice them in some real words.”

This slide also contains a written practice for independent work.

Slide 71-72- Use to practice a mix of one, two and three syllable words. Encourage pencil, finger and eye split strategies for decoding.

Slide 73- Use this slide to review the rules learned thus far.

Say, “We are going to take a little quiz to help us remember how to read syllables.”

1. Words have syllables- chunks- you can count. (True)
2. Not every syllable needs a vowel. (False)
3. Visualizing the prefixes and suffixes in words helps us spell them. (T)
4. When breaking the word, try to start each syllable with a consonant. (T)
5. A closed syllable ends in a vowel. The vowel is long, saying its name. (F)
6. A closed syllable ends in a consonant. The vowel is short and doesn’t say its name. (T)
7. A double consonant keeps the vowel long. (F)
8. A schwa is a vowel sound that is neutral because it is unstressed-unaccented- in a syllable. (T)
9. The schwa says /i/. (F)
10. Flex vowel sounds in syllables from long to short to the schwa sound to help decode unfamiliar words. (T)

Slides 74-75- Past tense “ed” and “t”

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 74 to demonstrate this rule.

Slides 76, 77- 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 77 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.”

Use the words on slide 77 to practice this rule.

Slide 78– Say, “Let’s practice some 4 syllable words. Put your hand on your chin to feel the syllables. Remember, each syllable has to contain a vowel.”

As third graders, you can be very proud that you can read and spell such long words now! Give your partner a “high five!”

Slide 79,80- 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 80 to identify verbs. Discuss how the word “boxes” is both a noun and a verb.

Use slide 80 to identify examples of this rule. **Do not move on until Assessment 6 has been given and mastered.**

Phonics Book 2 Step by Step Directions:

Slide1 – Latin prefixes and what they mean.

Say, “Many common prefixes come from the Latin language. We have already learned many of them. Say, visualize, and air-write these Latin prefixes. “

Also discuss the meanings and remind students that knowing the meanings of the prefixes help us to be able to learn the meanings of the words.

ab (away from)

de (down, not)

per (through)

super (above, greater)

ad (to, toward)

dis (missing, taken
away)

post (after)

trans (across)

bi (two)

ex (out of)

pre (before)

tri (three)

circum (around)

inter (between)

pro (for, forward)

com (with, together)

multi (many)

re (again, back)

contra (against)

non (not)

sub (under)

Slide 2,3– These slides contain a matching activity and pencil split and read with four syllable words for independent practice.

Slide 4- Visualize and spell 4 syllable words using Latin prefixes.

Have the students read the column of words on this slide. Remove the slide from view and have the students see if they can still spell these words on their own by applying rules. The teacher will need to dictate the words to the student orally for them to accomplish this.

Slide 5 – Practice words with de, dis, non, and ex

Remind students of their meanings. Have students make flashcards with the meanings and practice them with a partner. Once this is completed, have the students practice eye split and read to better learn how to spell and read these words.

Slides 6,7- 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 8, 9- K/CK rule

Read the rule on slide 8 and then show slide 9 for application. Discuss the rule as you read each word. Have the students practice teaching this rule with a partner.

Slides 10, 11- TCH rule

Read the rule on slide 10. "TCH is used only after a single vowel which says its short sound." Look at the words on slide 11 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 12, 13- Latin prefixes re, pre, post, and inter

Review the meanings of these words using slide 1. Have the students use eye split and read first and then have them quiz their partner on the words.

Slide 14- Latin prefixes per, sub and super

Practice reading words with prefixes per (through), sub (under), and super (above or greater).

Have the students use eye split and read first and then have them quiz their partner on the words. **Do not move on until assessment 7 has been given and mastered.**

Slides 15-16- Latin prefixes ab, ad, com and contra

Practice reading words with prefixes ab (away from), ad (to or toward), com (with or together) and contra (against). Have the students use eye split and read first and then have them quiz their partner on the words.

Slide 17- Review of Latin prefixes

Slides 18,- Latin prefixes bi, tri, non and multi

Review the meanings of these words using slide 1. Have the students use eye split and read first and then have them quiz their partner on the words.