

Level 2

# Teacher's Manual

Vol. 1 of 3  
Lessons 1-10

UP-WORDS  READING®

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Gus and Friends Illustrated by Julie Ferris

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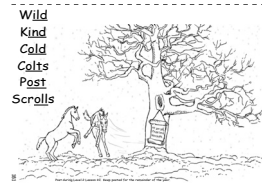
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# Lesson 10



**Phonics Focus:** Chunks -ild, -ind, -old, -olt, -ost, -oll

**Sight Words:** hour, our, minute, journey, route

## Plan for this Week

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Warm-Ups:</b></p> <ol style="list-style-type: none"> <li>Auditory Warm-Up: Vowel Sound Identification</li> <li>Phonics Warm-Up: Phonics Card Drill</li> <li>Review: Nonsense Word Treasure Trove</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Teach -ild, -ind</li> <li>Reading Words</li> <li>Words With Tiles</li> <li>Reading Comprehension</li> <li>Tap Spelling</li> </ol> <p><b>Sight Words:</b></p> <ol style="list-style-type: none"> <li>Introduce New Sight Words and Sight Word Reading</li> </ol> <p><b>Student-read Story</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #10 <u>Snow Blind</u> Chapter 1</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>A Crazy Day with Cobras</u>, Prologue and Chapter 1 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Warm-Ups:</b></p> <ol style="list-style-type: none"> <li>Auditory Warm-Up: Vowel Sound Identification</li> <li>Phonics Warm-Up: Spell the Sounds</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Teach -old, -olt</li> <li>Reading Words</li> <li>Words with Tiles</li> <li>Reading Comprehension</li> <li>Tap Spelling</li> </ol> <p><b>Sight Words:</b></p> <ol style="list-style-type: none"> <li>Sight Word Reading and Tactile Spelling</li> </ol> <p><b>Student-read Story</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #10 <u>Snow Blind</u> Chapter 2</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>A Crazy Day with Cobras</u>, Chapter 2 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Warm-Ups:</b></p> <ol style="list-style-type: none"> <li>Auditory Warm-Up: Vowel Sound Identification</li> <li>Phonics Warm-Up: Phonics Card Drill</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Teach: -oll, -ost</li> <li>Reading Words</li> <li>Words with Tiles</li> <li>Spelling Strategy</li> <li>Reading Comprehension</li> </ol> <p><b>Sight Words:</b></p> <ol style="list-style-type: none"> <li>Sight Word Reading and Kinesthetic Spelling</li> </ol> <p><b>Student-read Story</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #10 <u>Snow Blind</u> Chapter 3</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>A Crazy Day with Cobras</u>, Chapters 3 and 4 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Warm-Ups:</b></p> <ol style="list-style-type: none"> <li>Phonics Warm-Up: Spell the Sounds</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Reading Words</li> <li>Words with Tiles</li> <li>Spelling Strategy</li> <li>Reading Comprehension</li> <li>Tap Spelling</li> <li>Writing Sentences</li> </ol> <p><b>Sight Words:</b></p> <ol style="list-style-type: none"> <li>Sight Word Reading and Writing Words</li> </ol> <p><b>Student-read Story</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #10 <u>Snow Blind</u> Chapter 4</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>A Crazy Day with Cobras</u>, Chapters 5 and 6 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Warm-Ups:</b></p> <ol style="list-style-type: none"> <li>Phonics Warm-Up: Phonics Card Drill</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Dice Game</li> <li>Reading Words</li> <li>Reading Comprehension</li> <li>Writing Sentences</li> <li>Cumulative Progress Assessment 1</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>A Crazy Day with Cobras</u>, Chapter 7 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>

# Monday

1.

Monday

## Auditory Warm Up Vowel Sound Identification

No Workbook page



**Supplies:** Learned Chunks poster

### Teacher Instructions:

Explain that you will say a word, and you want the student to repeat the word, tap the sounds in the word, and then point to the symbol on either the Short Vowel Spellings poster, the Long Vowel Spellings poster, the Bossy-r Spellings, or the Learned Chunks poster for the vowel sound or chunk heard in the word. Remind the student that when tapping a word with a Bossy-r or a learned chunk in it, we keep the Bossy-r sounds and the chunks together as one tap.

For example,

**Teacher says:** stink

**Student says:** stink, /s/-/t/-/ink/ (with 3 finger taps), and then points to the /ink/ symbol on the Learned Chunks poster.

### Do this for each of the following words:

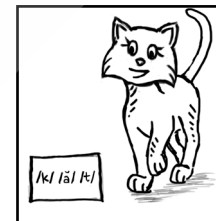
stark (/s/-/t/-/ar/-/k/ with 4 taps, and points to /er/ on Bossy-r Spellings poster)  
stick (/s/-/t/-/ī/-/k/ with 4 taps, and points to /ī/ on Short Vowel Spellings poster)  
stripe (/s/-/t/-/r/-/ī/-/p/ with 5 taps, and points to /ī/ on Long Vowel Spellings poster)  
strong (/s/-/t/-/r/-/ong/ with 4 taps, and points to /ong/ on Learned Chunks poster)  
shone (/sh/-/ō/-/n/ with 3 taps, and points to /ō/ on Long Vowel Spellings poster)  
shirt (/sh/-/er/-/t/ with 3 taps, and points to /er/ on Bossy-r Spellings poster)  
shop (/sh/-/ō/-/p/ with 3 taps, and points to /ō/ on Short Vowel Spellings poster)  
shrank (/sh/-/r/-/ank/ with 3 taps, and points to /ank/ on Learned Chunks poster)

2.

Monday

## Phonics Warm Up Phonics Card Drill

No Workbook page



**Supplies:** Phonics Drill Cards s, -ck, -ss-ll-ff-zz, -tch, a, e, i, o, u, y

### Teacher Instructions:

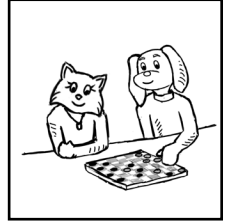
Follow the "Phonics Warm-Up: Phonics Card Drill" procedure (found on page 12 of the Level 2 Reference Guide) for each of the Phonics Cards listed above.

# 3.

Monday

## Nonsense Word Treasure Trove

Workbook page 1



### Teacher Instructions:

Show the workbook page and tell the student that he gets to collect treasure today by grabbing as many coins as possible to put into the treasure chest. Explain that the student gets to put coins into their treasure chest by reading the nonsense words inside each coin correctly. When collecting treasure, we want to work **slowly** and carefully so we don't miss anything.

Ask the student to read across in rows from left to right, using what he knows about phonics to read each word. **Recall the 3 vowel sounds of y: ĭ, ī, and ē.** The student should not rush, but should read the nonsense words carefully. When the student finishes reading each row, the teacher should write the number of coins that the student earned (the number of nonsense words read correctly without assistance) in the pile of coins at the end of the row. Once the student has finished the page, either the teacher or the student may add up the total number of coins the student earned and write it in the treasure chest. The goal is for the student to collect at least 17 coins. If the number in the treasure chest is less than 17, the teacher can briefly review any missed words with the student, and then student should try again to earn at least 17 coins. If the number in the treasure chest is 17 or above on the first try, the student does not need to read the words again.

Use the answer key below if you are unsure about how any of the nonsense words should be pronounced according to phonetic rules. To review what sounds the sound symbols represent, consult the Key to Symbols on page 11 in the Level 2 Reference Guide.

Each week, the Treasure Hunt will review the previous week's phonics skill, but will also include varying review of all previously learned phonics and syllabication skills. Teachers should use the Treasure Hunt each week as an informal way of monitoring whether the student is **remembering** and **using** the phonics skills that they have previously learned. If you notice a pattern of incorrect responses, try to work in some review of those phonetic skills throughout the week in the Phonics Warm-Up drills as well as reading and spelling activities.

### Answer Key:

sym = /sĭm/  
sply = /splĭ/  
yink = /yĭnk/  
glorn = /glorn/  
splod = /splōd/

fyle = /fĭl/  
yand = /yănd/  
hyre = /hĭr/  
spurk = /sperk/  
traim = /trām/

hy = /hĭ/  
bym = /bĭm/  
chy = /chĭ/  
kern = /kern/  
freep = /frēp/

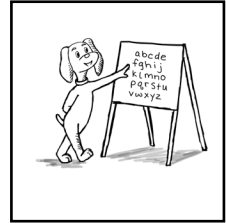
kryp = /krĭp/  
tyme = /tĭm/  
dyn = /dĭn/  
arsh = /arsh/  
smeath = /smēth/

# 4.

Monday

## Teach New Chunks -ild and -ind

No Workbook page



**Supplies:** ild-ind-old-olt-ost-oll phonics card, paper and pencil, or chalk/dry-erase board, Syllable Detectives posters, Wild Colt poster, and Learned Chunks poster

### Teacher Instructions:

Pointing to Inspector Covrel's notepad poster, review what a closed syllable is, and what type of vowel sound that it usually has (short). Then explain that Inspector Covrel has found groups of letters that are closed syllables but that have long vowel sounds! These are like wild colts that will not stay in the fence, but keep jumping over the fence to do whatever they want. We will learn about these "wild colt" words as new chunks.

Write the following words on your paper or board:

**wild find**

Discuss with your student that these words certainly **look** like closed syllables, but when we try to pronounce them with a short vowel sound, they do not sound like real words: "wīld" and "fīnd"

Underline the ild in **wild** and the ind in **find**. Explain that these are the chunks that are like wild colts. Like wild colts who run and buck and may even jump fences, these new chunks do not do what they are supposed to do. They are supposed to make a short vowel sound, but they do not. They make a long vowel sound! Now pronounce both word with a long vowel sound, "wīld," and "fīnd."

Explain that we will work on with several words today that have these new chunks in them. On the learned chunks poster, **write these new chunks on the 4th line:** ild, ind. Also, pull out and show the new phonics card: ild-ind-old-olt-ost-oll. Explain that today you only want them to focus on the top two chunks. We will learn the others later this week. Teach the first two sounds and keywords that the student should say when shown this card:

ild, wild, /īld/

ind, find, /īnd/

Last, write the word **pint** on the board/paper, and teach that this is a "wild colt" word as well. Practice reading it with a long i sound. Explain that most words with -int are pronounced with a short vowel (mint, lint, hint), so we will not write the int chunk on the Learned Chunks poster with the other "wild colt" chunks. Students, however, should be aware that there are occasional words that are "wild colt" words but that are not one of the chunks we are learning this week.

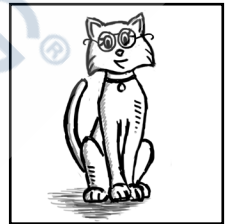
Post the Wild Colt poster on the poster wall underneath the Learned Chunks poster according to the poster diagram located a the back of the Reference Guide.

# 5.

Monday

## Reading Words

Workbook page 2



**Supplies:** Highlighter

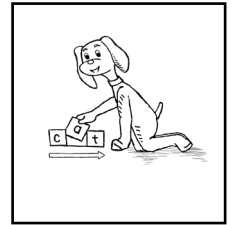
### Teacher Instructions:

- Follow the "Reading Words" procedure (found on page 14 of the Level 2 Reference Guide) for each of the words listed in the workbook page.
- Highlight the new chunk ild as in wild or ind as in find and read each word across each row.
- **Note:** When your student reads the last word, **wind**, take a moment to explain that this word can be pronounced with a short or a long vowel sound. With a short vowel sound, it is "wīnd" as in "The wind blew hard during the storm." With a long vowel sound, it is "wīnd," as in, "I will wind the thread around the spool."
- If the student is working on speed and fluency, use the optional timed component as described in the Reading Words procedure.

6.  
Monday

## Words with Tiles

No Workbook page



**Supplies:** Letter Tiles Letter tiles a, e, i, o, u, b, c, d, f, h, k, l, m, n, w

### Teacher Instructions:

Place the above tiles out of the box and lay them lower-case face-up on the table.

Explain that you will ask the student to change letters to turn one word into another word. Today, words will all be "wild colt" words.

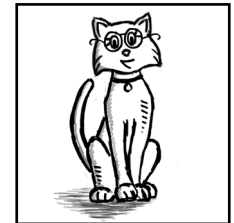
Now, ask students to use the tiles to spell, change, and read the following words:

- Spell the word **mild**.
- change **mild** to **mind**. Student changes l to n and reads **mind**.
- change **mind** to **kind**. Student changes m to k and reads **kind**.
- change **kind** to **find**. Student changes k to f and reads **find**.
- change **find** to **bind**. Student changes f to b and reads **bind**.
- change **bind** to **blind**. Student adds l and reads **blind**.
- change **blind** to **wind**. Student changes bl to w and reads **wind**. (use the long i sound - "I wind the thread around the spool.")
- change **wind** to **wild**. Student changes n to l and reads **wild**.
- change **wild** to **child**. Student changes w to ch and reads **child**.

7.  
Monday

## Reading Comprehension

Workbook page 3



### Teacher Instructions:

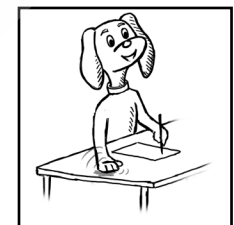
Show the workbook page and ask the student to read each word in the word bank and explain its meaning. Then, the student should read the story, filling in each blank with a word from the word bank to complete each sentence so that it makes sense. Remember to encourage students to read past the blank to the end of the sentence to help figure out the unknown word. After filling in all of the blanks, the student should re-read the story to make sure it makes sense.

**Answer Key:** name, thirsty, wind, floor, plaything, robot, flip, collect, hurt, mind, smile, seen, himself, share

8.  
Monday

## Tap Spelling

Workbook page 4



### Teacher Instructions:

- Follow the "Tap-Spelling" procedure (found on page 16 of the Level 2 Reference Guide) for each of the words and sentences listed below.

### Words to dictate today:

child, mind, bind, blind, grind, wild, hind, mild

### Sentences to dictate (sight words are underlined):

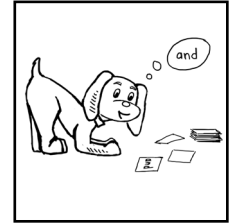
1) We will be in a bind if we are not quick to find the wild bunny.

2) The kind child is sweet and mild.

9.  
Monday

# Sight Word Work

## Sight Word Program



### Teacher Instructions:

Complete the following activities from the Sight Word Program (found on page 22 of the Level 2 Reference Guide):

Introduce New Sight Word(s)

Sight Word Reading: "See and Say" activity with the following sight word cards:

hour, our, minute, journey, route, people, neighbor, woman, women, earth, heard, listen, learn, piano

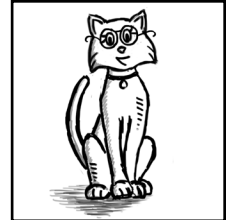
Note: The words "hour" and "our" are homophones.

**our:** Of or relating to us. "Our team won the game."

**hour:** A period of time equal to 60 minutes. "We waited an hour for dinner."

10.  
Monday

# Student-Read Literature



No Workbook page

**Supplies:** Up-Words Reading® Decodable Reader #10 Snow Blind

### Teacher Instructions:

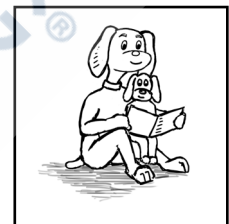
Today your student will read Chapter 1 of the Level 2 Decodable Reader! Answers to comprehension questions can be found in the section beginning on page 51 of Level 2 Reference Guide.

Use the tips for Reading Decodable Readers (found on page 15 of the Level 2 Reference Guide).

11.  
Monday

# Language and Literature

## Oral Language



No Workbook page

**Supplies:** Book 5, A Crazy Day with Cobras, from the Up-Words Reading® recommended reading list

### Teacher Instructions:

Today you will read aloud to your student Book 5, A Crazy Day with Cobras, Prologue and Chapter 1 from the Level 2 Up-Words Reading® recommended reading list. Comprehension questions begin on page 108 of the Level 2 Reference Guide.

Use the tips for Language and Literature - Oral Language (found on page 18 of the Level 2 Reference Guide).



# Tuesday

1.

Tuesday

## Auditory Warm Up Vowel Sound Identification

No Workbook page



Supplies: Learned Chunks poster

### Teacher Instructions:

Explain that you will say a word, and you want the student to repeat the word, tap the sounds in the word, and then point to the symbol on the Learned Chunks poster for the chunk heard in the word. Remind the student that when tapping a word with a learned chunk in it, we keep the chunk together as one tap.

For example,

**Teacher says:** blink

**Student says:** blink, /b/-/l/-/ink/ (with 3 finger taps), and then points to the /ink/ symbol on the Learned Chunks poster.

### Do this for each of the following words:

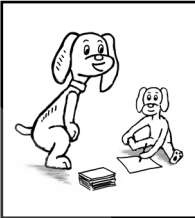
ball (/b/-/ôl/ with 2 taps, and points to /ôl/ on Learned Chunks poster)  
honk (/h/-/onk/ with 2 taps, and points to /onk/ on Learned Chunks poster)  
kind (/k/-/ind/ with 2 taps, and points to /ind/ on Learned Chunks poster)  
kink (/k/-/ink/ with 2 taps, and points to /ink/ on Learned Chunks poster)  
wild (/w/-/ild/ with 2 taps, and points to /ild/ on Learned Chunks poster)  
wing (/w/-/ing/ with 2 taps, and points to /ing/ on Learned Chunks poster)

2.

Tuesday

## Phonics Warm Up Spell the Sounds

Workbook page 5



### Teacher Instructions

- Follow the "Spell the Sounds" procedure (found on page 13 of the Level 2 Reference Guide) for each of the sounds listed below.

### Sounds to Dictate (Answer Key in bold)

Short Vowel Spellings: /ă/ (**/ă/ a**), /ĕ/ (**/ĕ/ e**), /ĭ/ (**/ĭ/ i, y**), /ŏ/ (**/ŏ/ o**), /ŭ/ (**/ŭ/ u**)

Endings for Words with Short Vowels: Teacher asks: What are the special spellings that are used only at the end of a 1-syllable word right after 1 short vowel?

**-ss, -ll, -ff, -zz, -ck, -tch**

Long Vowel Spellings: /ā/ (**/ā/ a | a-e | ai, ay**), /ē/ (**/ē/ e, y | e-e | ea, ee**), /ī/ (**/ī/ i, y | i-e, y-e**), /ō/ (**/ō/ o | o-e | oa, ow, oe**), /ū/ (**/ū/ u | u-e**), /oo/ (**/oo/ u | u-e**)

# 3.

Tuesday

## Teach New Chunks -old and -olt



No Workbook page

**Supplies:** ild-ind-old-olt-ost-oll phonics card, paper and pencil, or chalk/dry-erase board, Syllable Detectives posters, Wild Colt Poster and Learned Chunks poster

### Teacher Instructions:

Pointing to Inspector Covrel's notepad poster, review what a closed syllable is, and what type of vowel sound that it usually has (short). Then review that Inspector Covrel has found groups of letters that are closed syllables but that have long vowel sounds! These are like a wild colt that will not stay in the fence, but keeps jumping over the fence to do whatever he wants. We will learn about these "wild colt" words as new chunks.

Write the following words on your paper or board:

**hold colt**

Discuss with your student that these are more "wild colt" words that **look** like closed syllables, but when we try to pronounce them with a short vowel sound, they do not sound like real words: "höld" and "cölt"

Underline the old in **hold** and the olt in **colt**. Explain that these are the next two "wild colt" chunks we will be working on today. Like wild colts who run and buck and may even jump fences, these new chunks do not do what they are supposed to do. They are supposed to make a short vowel sound, but they do not. They make a long vowel sound! Now pronounce both word with a long vowel sound, "höld," and "cölt."

On the learned chunks poster, **write these new chunks on the 5th line: old, olt**. Also, pull out and show the new phonics card: ild-ind-old-olt-ost-oll. Explain that today we will add the next two chunks. We will learn the last two tomorrow. Teach the next two sounds and keywords that the student should say when shown this card:

old, cold, /öld/

olt, colt, /ölt/

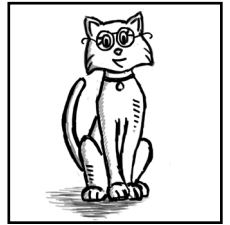
Last, write the word **both** on the board/paper, and teach that this is a "wild colt" word as well. Practice reading it with a long i sound. Explain that most words with -oth are pronounced with a short vowel (moth, cloth, sloth), so we will not write the oth chunk on the Learned Chunks poster with the other "wild colt" chunks. Students, however, will be working on **both** as one of the wild colt words this week.

# 4.

Tuesday

## Reading Words

Workbook page 6



**Supplies:** Pencil

**Teacher Instructions:**

- Follow the "Reading Words" procedure (found on page 14 of the Level 2 Reference Guide) for each of the words listed in the workbook page.
- Ask the student to highlight the ild, ind, old or olt in each word and read each word aloud.
- If the student is working on speed and fluency, use the optional timed component as described in the Reading Words

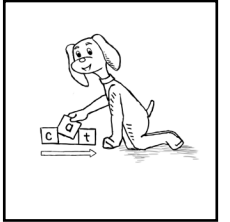
**Note:** Many of these words may not be vocabulary your student has encountered before. As always, take time after the student finishes reading all of the words to discuss any questions they may have about word meanings. Be sure to address the vocabulary word **bolt**, as it will appear in stories this week. **Bolt** is a word with two meanings. It can mean a type of sliding lock, and it can be a verb meaning to rush off.

# 5.

Tuesday

## Words with Tiles

No Workbook page



**Supplies:** Letter Tiles a, e, i, o, u, b, c, d, g, h, j, l, s, t

**Teacher Instructions:**

Place the the above tiles out of the box and lay them lower-case face-up on the table. Explain that you will ask the student to change letters to turn one word into another word. Today, words will all be "wild colt" words.

Now, ask students to use the tiles to spell, change, and read the following words:

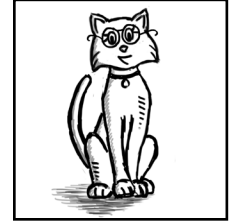
- Spell the word **hold**.
- change **hold** to **gold**. Student changes h to g and reads **gold**.
- change **gold** to **bold**. Student changes g to b and reads **bold**.
- change **bold** to **bolt**. Student changes d to t and reads **bolt**.
- change **bolt** to **jolt**. Student changes b to j and reads **jolt**.
- change **jolt** to **colt**. Student changes j to c and reads **colt**.
- change **colt** to **cold**. Student changes t to d and reads **cold**.
- change **cold** to **scold**. Student adds s and reads **scold**.
- change **scold** to **old**. Student removes sc and reads **old**.

6.

Tuesday

# Reading Comprehension

Workbook page 7



**Teacher Instructions:**

Show the workbook page and ask the student to read each sentence, circling the correct word for the blank. Encourage students to read past a blank to the end of the sentence to help figure out which word makes sense. After filling in all of the blanks, the student should re-read each sentence to make sure they make sense.

**Answer key:**

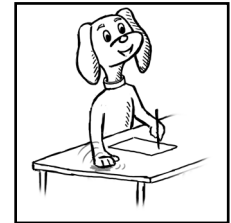
colts, wild, bolt, fold, Hold, kind

7.

Tuesday

# Tap Spelling

Workbook page 8



**Teacher Instructions:**

- Follow the "Tap-Spelling" procedure (found on page 16 of the Level 2 Reference Guide) for each of the words and sentences listed below.

**Words to dictate today:**

old, jolt, bold, volt, fold, hold, sold, told

**Sentences to dictate:**

- 1) The men bolted off on their hunt for the chest full of gold.
- 2) Do not scold the colt when it is cold outside.

8.

Tuesday

# Sight Word Work

## Sight Word Program



### Teacher Instructions:

Complete the following activities from the Sight Word Program (found on page 22 of the Level 2 Reference Guide):

Sight Word Reading: "See and Say"

Sight Word Tactile Spelling

Use the following sight words: **hour, our, minute, journey, route, people, neighbor, woman, women, earth, heard, listen, learn, piano**

Note: The words "hour" and "our" are homophones.

**our:** Of or relating to us. "Our team won the game."

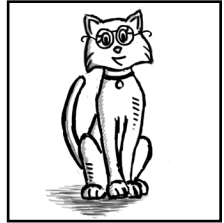
**hour:** A period of time equal to 60 minutes. "We waited an hour for dinner."

9.

Tuesday

# Student-Read Literature

No Workbook page



**Supplies:** Up-Words Reading® Decodable Reader #10 Snow Blind

### Teacher Instructions:

Today your student will read Chapter 2 of the Level 2 Decodable Reader! Answers to comprehension questions can be found in the section beginning on page 51 of Level 2 Reference Guide.

**Use the tips for Reading Decodable Readers** (found on page 15 of the Level 2 Reference Guide).

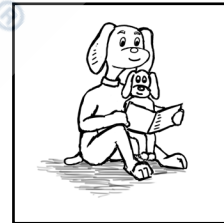
10.

Tuesday

# Language and Literature

Oral Language

No Workbook page



**Supplies:** Book 5, A Crazy Day with Cobras from the Up-Words Reading® recommended reading list

### Teacher Instructions:

Today you will read aloud to your student Book 5, A Crazy Day with Cobras, Chapter 2 from the Level 2 Up-Words Reading® recommended reading list. Comprehension questions begin on page 108 of the Level 2 Reference Guide.

**Use the tips for Language and Literature - Oral Language** (found on page 18 of the Level 2 Reference Guide).

# Wednesday

1.

Wednesday

## Auditory Warm Up Vowel Sound Identification

No Workbook page



**Supplies:** Learned Chunks poster

### Teacher Instructions:

Explain that you will say a word, and you want the student to repeat the word, tap the sounds in the word, and then point to the symbol on the Learned Chunks poster for the chunk heard in the word. Remind the student that when tapping a word with a learned chunk in it, we keep the chunk together as one tap.

For example,

**Teacher says:** gold

**Student says:** gold, /g/-/old/ (with 2 finger taps), and then points to the /old/ symbol on the Learned Chunks poster.

### Do this for each of the following words:

bolt (/b/-/olt/ with 2 taps, and points to /olt/ on Learned Chunks poster)

blind (/b/-/l/-/ind/ with 3 taps, and points to /ind/ on Learned Chunks poster)

child (/ch/-/ild/ with 2 taps, and points to /ild/ on Learned Chunks poster)

fold (/f/-/old/ with 2 taps, and points to /old/ on Learned Chunks poster)

mind (/m/-/ind/ with 2 taps, and points to /ind/ on Learned Chunks poster)

scold (/s/-/k/-/old/ with 3 taps, and points to /old/ on Learned Chunks poster)

2.

Wednesday

## Phonics Warm Up Phonics Card Drill

No Workbook page



**Supplies:** Phonics Drill Cards ai, ay, oa, oe, ow, ee, ea, a-e, e-e, i-e, o-e, u-e, y-e, ild-ind-old-olt-ost-oll

### Teacher Instructions:

Follow the "Phonics Warm-Up: Phonics Card Drill" procedure (found on page 12 of the Level 2 Reference Guide) for each of the Phonics Cards listed above.

# 3.

Wednesday

## Teach New Chunks -oll and -ost

No Workbook page



**Supplies:** ild-ind-old-olt-ost-oll phonics card, paper and pencil, or chalk/dry-erase board, Syllable Detectives posters, Wild Colts poster and Learned Chunks poster

### Teacher Instructions:

Review what a "wild colt" word is - A word that looks like a closed syllable, but does not make the short vowel sound that it is supposed to make; instead, it makes a long vowel sound. Explain that we will learn the last two new "wild colt" chunks today.

Write the following words on your paper or board:

**post scroll**

Underline the ost in **post** and the oll in **scroll**. Now pronounce both words with a long vowel sound, "pōst," and "scrōll."

On the Learned Chunks poster, **write these new chunks on the right side of the 5th line: oll, ost.** Also, pull out and show the new phonics card: ild-ind-old-olt-ost-oll. Teach the last two sounds and keywords that the student should say when shown this card:

oll, scroll, /ōl/

ost, post, /ōst/

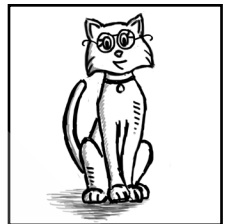
Last, write the words **yolk** and **folk** on the board/paper, and teach that these are a "wild colt" words as well. Practice reading it with a long o sound. Explain that these are the only two common words with the **-olk** ending, so we will not write the **olk** chunk on the Learned Chunks poster with the other "wild colt" chunks. Students, however, will be working on **yolk** and **folk** as two more wild colt words this week.

# 4.

Wednesday

## Reading Words

Workbook page 9



**Supplies:** Highlighter, Pencil

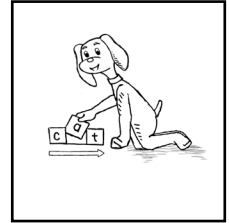
### Teacher Instructions:

- Follow the "Reading Words" procedure (found on page 14 of the Level 2 Reference Guide) for each of the words listed in the workbook page.
- Ask the student to highlight the ild, ind, old, olt, ost, or oll in each word and read each word aloud.
- If the student is working on speed and fluency, use the optional timed component as described in the Reading Words procedure

5.

Wednesday

# Words with Tiles



No Workbook page

**Supplies:** Letter Tiles a, e, i, o, u, c, h, l (x2), m, p, r, s, t

**Teacher Instructions:**

Take the above tiles out of the box and lay them lower-case face-up on the table.

Explain that you will ask the student to change letters to turn one word into another word. Today, words will all be "wild colt" words.

Now, ask students to use the tiles to spell, change, and read the following words:

- Spell the word **host**.
- change **host** to **most**. Student changes h to m and reads **most**.
- change **most** to **post**. Student changes m to p and reads **post**.
- change **post** to **poll**. Student changes st to ll and reads **poll**.
- change **poll** to **toll**. Student changes p to t and reads **toll**.
- change **toll** to **roll**. Student changes t to r and reads **roll**.
- change **roll** to **troll**. Student adds t and reads **troll**.
- change **troll** to **stroll**. Student adds s and reads **stroll**.
- change **stroll** to **scroll**. Student changes t to c and reads **scroll**.

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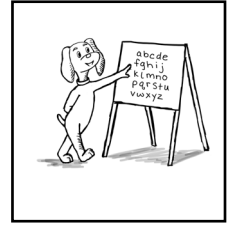


6.

Wednesday

# Spelling Strategy

Workbook page 10



Supplies: posters

### Teacher Instructions:

In spelling strategy activities, we are teaching the framework of how each spelling rule or pattern fits into the larger framework of sounds and letter patterns. Spelling strategy activities should encourage students to approach spelling as a thinking skill rather than a guessing game.

On your paper or board, write the word **toll**. Ask the student to read this word. Now write the word **hole** and ask the student to read this word. Finally, write the word **goal**. Express surprise that these three words all have the same /ōl/ sound! Explain that the **-oll** chunk can be tricky because we have learned other ways to spell the long o sound. The /ōl/ sound can be spelled with our learned chunk (**-oll**), with a magic-**e** (**-ole**), or with a vowel team (**-oal**).

Now, write the word **most** and ask the student to read it. Write the word **coast** for the student to read. Notice together that they both have the same /ōst/ sound in these words. Explain that the /ōst/ sound can have multiple spellings: with our learned chunk (**-ost**) or with a vowel team (**-oast**). Today during this spelling strategy activity, we will be working on thinking through these options for spelling as we work with words using our spelling strategy today.

Review the following steps for our spelling strategy:

1. Listen to the sounds in the word and think through what **type** of vowel sound you hear: **short, long, bossy-r, or learned chunk**.

Teachers, point to the Short Vowel Spellings, Long Vowel Spellings, Learned Chunks, and Bossy-r Spellings posters as you ask this question.

2. If it is a short vowel sound, then listen to the end of the word to see if you need to use any of the short vowel spelling rules.

Teachers, point from the Short Vowel Spellings poster to the short vowel spelling rules posters - Sam Loves Fast Zip-lines, Mack Truck, and Catch as you explain this step.

3. If it is a long vowel sound, then think through how to spell that long vowel sound, **being sure to notice if the long vowel sound is possibly in one of the new learned chunks**.

Teachers, point to the Long Vowel Spellings and Learned Chunks posters as you explain this step.

4. If it is a bossy-r sound, then think through how to spell that specific sound. Don't forget that the /or/ sound can be spelled different ways.

Teachers, point to spelling options on the Bossy-r Spellings poster as you explain this step.

5. If it is a learned chunk, recall how to spell that chunk, **being sure to notice if it could be spelled with another long o spelling (-ost and -oll)**.

Teachers, point to the Learned Chunks poster as you explain this step.

Now, show the workbook page and point out that the first column is for words with a short vowel sound, and the second is for words with a long vowel sound, the third is for words with a bossy-r sound, and the fourth is for words with one of the learned chunks. Point to the "sticky note" at the bottom of the page, and encourage the student to use the "sticky note" whenever a word more than one possible spelling for the vowel sound.

Example words to go over together:

**stroll** - discuss that this word has the /ōl/ sound at the end, which could be spelled with the learned chunk **oll**, a vowel team **oal**, or a magic-**e** **ole**. Try all three spellings on the sticky note (**stroll**, **stroal**, **strole**), circle the one that looks right (**stroll**), and then write it in the Learned Chunks column.

**goal** - discuss that this word has the /ōl/ sound at the end, which could be spelled with the learned chunk **oll**, a vowel team **oal**, or a magic-**e** **ole**. Try all three spellings on the sticky note (**gooll**, **goal**, **gole**), circle the one that looks right (**goal**), and then write it in the Long Vowels column, since it is spelled with one of the regular long vowel spellings on the Long Vowel Spellings poster.

**stole** - discuss that this word has the /ōl/ sound at the end, which could be spelled with the learned chunk **oll**, a vowel team **oal**, or a magic-**e** **ole**. Try all three spellings on the sticky note (**stoll**, **stoa**, **stole**), circle the one that looks right (**stole**), and then write it in the Long Vowels column, since it is spelled with one of the regular long vowel spellings on the Long Vowel Spellings poster.

Words to dictate: **toll, hole, kind, hutch, skirt, post, boast, stress, cold, fork, pole, bolt**

### Answer Key:

#### Short Vowel Sounds

hutch

stress

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Long Vowel Sounds

goal

stole

hole

boast

pole

#### Bossy-r Sounds

skirt

fork

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Learned Chunks

stroll

kind

cold

toll

post

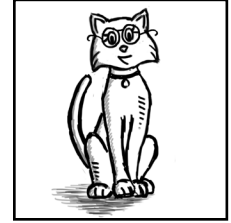
bolt

# 7.

Wednesday

## Reading Comprehension

Workbook page 11



### Teacher Instructions:

Show this workbook page and tell the student that this is a summary of the chapter they read yesterday in their reader titled, "I Should Have Told Him." The only problem is that the sentences got all mixed up! Have the student read each sentence, number the boxes in the order in which they happened in the story, and then re-write the summary on the lines provided.

If the student has difficulty, have them reread this chapter, and then complete this assignment.

Teachers, use this opportunity to reinforce the concept of formatting for writing a paragraph: Indenting on the first line, and continuing each sentence right after the other ends, rather than starting each sentence on a new line. After re-writing the paragraph, the student should re-read it to make sure it makes sense.

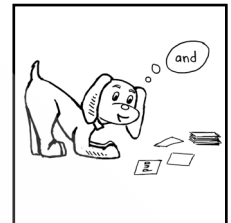
**Answer Key:** The correct order of numbers in the boxes should be 5, 7, 2, 6, 1, 4, 3

Kim, Gus and Sam were playing hide and seek. When Kim went looking for Gus and Sam, she found Gus fast because he did not have time to hide. Then Kim and Gus looked all over the yard for Sam. They looked for over an hour, but he was not there. At last, they saw shoeprints on the other side of the gate, leading into the trees. As the snow started falling, Kim and Gus began their long journey to look for Sam. Let's hope they find him before they get stranded in the snowstorm!

# 8.

Wednesday

## Sight Word Work Sight Word Program



### Teacher Instructions:

Complete the following activities from the Sight Word Program (found on page 22 of the Level 2 Reference Guide):

Sight Word Reading: "See and Say"

Sight Word Kinesthetic Spelling with Visualizing

Use the following sight words: **hour, our, minute, journey, route, people, neighbor, woman, women, earth, heard, listen, learn, piano**

Note: The words "hour" and "our" are homophones.

**our:** Of or relating to us. "Our team won the game."

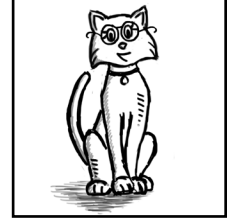
**hour:** A period of time equal to 60 minutes. "We waited an hour for dinner."

9.

Wednesday

## Student-Read Literature

No Workbook page



**Supplies:** Up-Words Reading® Decodable Reader #10 Snow Blind

**Teacher Instructions:**

Today your student will read Chapter 3 of the Level 2 Decodable Reader! Answers to comprehension questions can be found in the section beginning on page 51 of Level 2 Reference Guide.

**Use the tips for Reading Decodable Readers** (found on page 15 of the Level 2 Reference Guide).

10.

Wednesday

## Language and Literature

Oral Language

No Workbook page



**Supplies:** Book 5, A Crazy Day with Cobras from the Up-Words Reading® recommended reading list

**Teacher Instructions:**

Today you will read aloud to your student Book 5, A Crazy Day with Cobras, Chapters 3 and 4 from the Level 2 Up-Words Reading® recommended reading list. Comprehension questions begin on page 108 of the Level 2 Reference Guide.

**Use the tips for Language and Literature - Oral Language** (found on page 18 of the Level 2 Reference Guide).

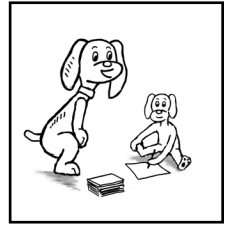
# Thursday

1.

Thursday

## Phonics Warm Up Spell the Sounds

Workbook page 12



### Teacher Instructions

- Follow the "Spell the Sounds" procedure (found on page 13 of the Level 2 Reference Guide) for each of the sounds listed below.

**Important Note:** Notice that the new learned chunks are now included in the Learned Chunk section below.

### Sounds to Dictate (Answer Key in bold)

Bossy -r Spellings: /ar/ (**/ar/ ar**), /or/ (**/or/ or, ore, oar**), /er/ (**/er/ er, ir, ur**)

Learned Chunks: /ing/ (**ing**), /ang/ (**ang**), /ong/ (**ong**), /ung/ (**ung**),  
/ink/ (**ink**), /ank/ (**ank**), /onk/ (**onk**), /unk/ (**unk**), /ôl/ (**all, al**)  
/ild/ (**ild**), /ind/ (**ind**), /ôld/ (**old**), /ôlt/ (**olt**), /ôst/ (**ost**), ôl/ (**oll**)

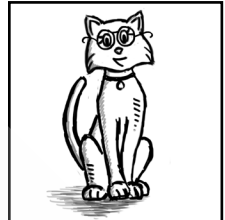
Consonant Spellings: /k/ (**/k/ c, k, ck**), /s/ (**/s/ s, ss**), /l/ (**/l/ l, ll**), /f/ (**/f/ f, ff**), /z/ (**/z/ z, zz, s**)  
/ch/ (**/ch/ ch, tch**), /t/ (**/t/ t, -ed**), /d/ (**/d/ d, -ed**)

2.

Thursday

## Reading Words

Workbook page 13



**Supplies:** Pencil

### Teacher Instructions:

- Follow the "Reading Words" procedure (found on page 14 of the Level 2 Reference Guide) for each of the words listed in the workbook page.
- Ask the student to simply divide each word with a pencil using the VC/CV, the V/CV, or the C.W. division pattern, highlight the 'Wild Colt' spellings and read, going across in rows.
- If the student is working on speed and fluency, use the optional timed component as described in the Reading Words procedure.

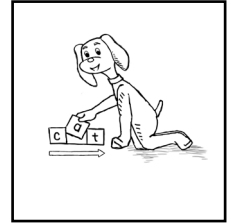
**Answer Key:** be/hind re/mind al/most un/told re/wind un/kind blind/fold be/hold mind/ful

3.

Thursday

# Words with Tiles

No Workbook page



**Supplies:** Blending board and Letter Tiles a, e, i, o, u, b, d (x2), f, h, k, l, m, n (x2), r, w

**Teacher Instructions:**

On the table, place the Blending Board, side 2 face-up and the above letter tiles, lower-case face-up. Students will be asked to manipulate and change syllables in 2-syllable words today.

**The first syllable should be made on the 1<sup>st</sup> space on the blending board and the second syllable on the 2<sup>nd</sup> space. Explain that there will be several "wild colt" chunks in the words today.**

Now, ask students to use the tiles to spell, change, and read the following words:

- Spell the syllable **be** on the first space of the blending board.
  - If needed, explain that the /ē/ sound in this syllable is spelled with e in an open syllable.
- Add the syllable **hind** to the second space. Student makes and reads **behind**.
- Remove the second syllable and change the first syllable from **be** to **re**.
- Add the second syllable **mind**. Student makes and reads **remind**.
- Change the second syllable from **mind** to **wind**. Student makes and reads **rewind**.
- Remove the first syllable and change the second syllable from **wind** to **kind**.
- Add the first syllable **un**. Student makes and reads **unkind**.
- Remove the first syllable and change the second syllable from **kind** to **blind**.
- Move **blind** from the second to the first space and add the second syllable **fold**. Student makes and reads **blindfold**.

be	hind
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# 4.

Thursday

# Spelling Strategy

Workbook page 14



**Supplies:** paper and pencil or board and writing utensils, Wild Colts poster and spelling posters

**Teacher Instructions:**

In spelling strategy activities, we are teaching the framework of how each spelling rule or pattern fits into the larger framework of sounds and letter patterns. Spelling strategy activities should encourage students to approach spelling as a thinking skill rather than a guessing game.

Briefly review the following multiple spellings with these two learned chunk sounds:

- The /ōl/ sound can be spelled with our learned chunk (-oll as in scroll), with a magic-e (-ole as in hole), or with a vowel team (-oal as in goal).
- the /ōst/ sound can have multiple spellings: with our learned chunk (-ost as in post) or with a vowel team (-oast as in coast).

Today during this spelling strategy activity, we will be working more on thinking through these options for spelling as we work with words using our spelling strategy today.

Review the following steps for our spelling strategy:

- 1. Listen to the sounds in the word and think through what type of vowel sound you hear: short, long, bossy-r, or learned chunk.**  
Teachers, point to the Short Vowel Spellings, Long Vowel Spellings, Learned Chunks, and Bossy-r Spellings posters as you ask this question.
- 2. If it is a short vowel sound, then listen to the end of the word to see if you need to use any of the short vowel spelling rules.**  
Teachers, point from the Short Vowel Spellings poster to the short vowel spelling rules posters - Sam Loves Fast Zip-lines, Mack Truck, and Catch as you explain this step.
- 3. If it is a long vowel sound, then think through how to spell that long vowel sound, being sure to notice if the long vowel sound is possibly part of one of the new learned chunks.**  
Teachers, point to the Long Vowel Spellings and Learned Chunks posters as you explain this step.
- 4. If it is a bossy-r sound, then think through how to spell that specific sound. Don't forget that the /or/ sound can be spelled different ways.**  
Teachers, point to spelling options on the Bossy-r Spellings poster as you explain this step.
- 5. If it is a learned chunk, recall how to spell that chunk, being sure to notice if it could be spelled with another long o spelling.**  
Teachers, point to the Wild Colts poster as you explain this step.

Now, show the workbook page and point out that the first column is for words with a short vowel sound, and the second is for words with a long vowel sound, the third is for words with a bossy-r sound, and the fourth is for words with one of our learned chunks.

Point to the "sticky note" at the bottom of the page, and encourage the student to use the "sticky note" whenever a word more than one possible spelling for the vowel sound.

Example words to go over together:

**host** - discuss that this word has the /ōst/ sound at the end, which could be spelled with the learned chunk ost or a vowel team oast. Try both spellings on the sticky note (host, ~~hoast~~), circle the one that looks right (host), and then write it in the Learned Chunks column.

**toast** - discuss that this word also has the /ōst/ sound at the end, which could be spelled with the learned chunk ost or a vowel team oast. Try both spellings on the sticky note (~~toast~~, toast), circle the one that looks right (toast), and then write it in the Long Vowel Sounds column, since it is spelled with one of the regular long vowel spellings on the Long Vowel Spellings poster.

Words to dictate: scroll, foal, pole, pill, scold, cork, most, roast, tick, cold, colt, fort

**Answer Key:**

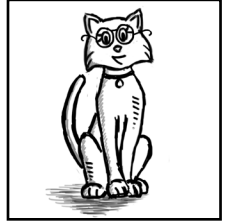
<u>Short Vowel Sounds</u>	<u>Long Vowel Sounds</u>	<u>Bossy-r Sounds</u>	<u>Learned Chunks</u>
<u>pill</u>	<u>toast</u>	<u>cork</u>	<u>host</u> <u>scroll</u>
<u>tick</u>	<u>foal</u>	<u>fort</u>	<u>scold</u> <u>most</u>
_____	<u>pole</u>	_____	<u>cold</u> <u>colt</u>
_____	<u>roast</u>	_____	
_____	<u>roast</u>	_____	

5.

Thursday

# Reading Comprehension

Workbook page 15-16



## Teacher Instructions:

Show the workbook page and ask the student to read the story. Explain that good readers make pictures in their minds as they read, and can even imagine what it would look, feel, and sound like to be in the story. Encourage the student to make mental pictures while reading, almost like watching a movie.

If needed, explain that the saying, "prime of life" means when a person is young, not old.

Next, ask the student to read the questions on the next page, filling in the bubble for the correct multiple-choice answer. Encourage the student to try to answer the questions without looking back at the story. If any answers are incorrect, have the student read back through the story to find the correct answer

## Answer key:

1. What was it that woke the troll up from his sleep? **b. Stomping from goats walking on his home woke him up.**
2. Why did the goats want to cross over the troll's home? **a. The goats wanted to cross over the troll's home to get to the green grass on the other side.**
3. What did the third goat do when he was asked to get off? **c. The third goat used his horns to butt the troll off so that he rolled down the cliff to the stream.**
4. Why does the troll think he should ask goats to pay a toll for crossing? **d. The troll wants goats to pay a toll to help pay for the cost of repairing his home if it gets hurt from the big goats.**

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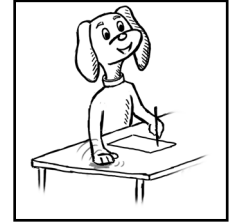
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# 6.

Thursday

## Tap Spelling

Workbook page 17



### Teacher Instructions:

Review the clap-tap routine for tap-spelling 2-syllable words. The routine can be found below and on page 16 of the Level 2 Reference Guide.

### Clap-Tap Routine (for 2-syllable words)

1. The student will repeat the word while clapping syllables. Then he will repeat the first syllable, finger-tap it, and write it in the first blank.
2. Next, he will repeat the whole word again while clapping both syllables, repeat the second syllable, finger-tap it, and write it in the second blank.
3. Last, the student will write the whole 2-syllable word on the longer line.

\*Note: If a word has multiple possible spellings and the student is unsure about which spelling to use in a word, encourage the use of the vowel spellings posters and the sticky note to try out different ways to see which one looks right (Ex: the student might write almost, almost on the sticky note).

**Words to dictate today:** Teachers, be sure to enunciate the /ē/ sound in the first syllables of **behind** and **remind** (rather than a schwa) as a spelling aid.

behind, remind, almost, untold, unkind, blindfold

### Sentences to dictate:

- 1) We played pin the tail on the bunny with a blindfold on.
- 2) The unkind troll hides behind a rock next to the stream.

# 7.

Thursday

## Writing Sentences

Workbook pages 18



### Teacher Instructions:

Show this workbook page and ask the student to read each question and then write a complete sentence to answer each question on the lines provided. Provide assistance as needed with spelling of unknown words.

As they write, teach the student to use similar wording from the question to help write the answer in a complete sentence.

For example, (Actual student answers may vary)

**Question:** Who do you think was most unkind in the tale of the goats and the troll?

**Answer:** I think the \_\_\_\_\_ was/were most unkind.

**Question:** What makes you think so?

**Answer:** I think the \_\_\_\_\_ was/were most unkind because \_\_\_\_\_.

**Question:** If you were the troll, what would you have said to the goats?

**Answer:** If I were the troll, I would have \_\_\_\_\_.

**Question:** What do you think would be a good way to fix the problem between the goats and the troll?

**Answer:** A good way to fix the problem would be to \_\_\_\_\_.

After writing each sentence, the student should re-read what was written to make sure it makes sense.



8.  
Thursday

## Sight Word Work

### Sight Word Program



**Teacher Instructions:**

Complete the following activities from the Sight Word Program (found on page 22 of the Level 2 Reference Guide):

Sight Word Reading: "See and Say"  
Writing Words

Use the following sight words: **hour, our, minute, journey, route, people, neighbor, woman, women, earth, heard, listen, learn, piano**

Note: The words "hour" and "our" are homophones.

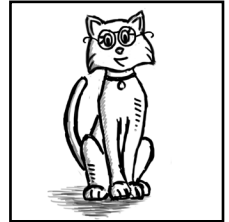
**our:** Of or relating to us. "Our team won the game."

**hour:** A period of time equal to 60 minutes. "We waited an hour for dinner."

9.  
Thursday

## Student-Read Literature

No Workbook page



**Supplies:** Up-Words Reading® Decodable Reader #10 Snow Blind

**Teacher Instructions:**

Today your student will read Chapter 4 of the Level 2 Decodable Reader! Answers to comprehension questions can be found in the section beginning on page 51 of Level 2 Reference Guide.

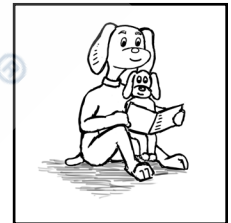
**Use the tips for Reading Decodable Readers** (found on page 15 of the Level 2 Reference Guide).

10.  
Thursday

## Language and Literature

### Oral Language

No Workbook page



**Supplies:** Book 5, A Crazy Day with Cobras from the Up-Words Reading® recommended reading list

**Teacher Instructions:**

Today you will read aloud to your student Book 5, A Crazy Day with Cobras, Chapters 5 and 6 from the Level 2 Up-Words Reading® recommended reading list. Comprehension questions begin on page 108 of the Level 2 Reference Guide.

**Use the tips for Language and Literature - Oral Language** (found on page 18 of the Level 2 Reference Guide).

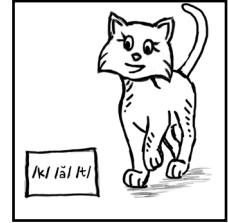
# Friday

1.

Friday

## Phonics Warm Up Phonics Card Drill

No Workbook page



**Supplies:** Phonics Drill Cards all-al, ing-ang-ong-ung, ink-ank-onk-unk, ed, ar, or, er, ir, ur, ild-ind-old-olt-ost-oll

**Teacher Instructions:**

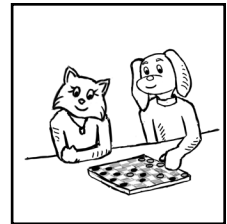
Follow the "Phonics Warm-Up: Phonics Card Drill" procedure (found on page 12 of the Level 2 Reference Guide) for each of the Phonics Cards listed above.

2.

Friday

## Dice Game

Workbook page 19



**Supplies:** vis-à-vis pen and 2 blank dice: one green and one red, and workbook page

**Teacher Instructions:**

With the vis-à-vis pen, write the following groups of letters on each die:

green die - w, m, h, p, b, t

red die - ild, ind, old, olt, ost, oll

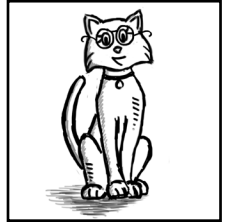
(write a small line under letters that are easily confused such b, d, w and m to show which is the bottom of the letter)

To play, each player chooses one column on the workbook page. Then, the players take turns rolling the green and red dice and placing them in a line in this order: green-red (ex: w ild, real). The player who rolled should read and then write this word on the workbook page and decide if it is real, circling real or not real next to the word. Now it is the other player's turn to roll first the green and red die, lining them up as red-green, reading it, writing it on the workbook page in that player's column, and circling real or not real. The first player to write 5 real words in one column is the winner!

3.  
Friday

## Reading Words

Workbook page 20



**Supplies:** Pencil, Highlighter

**Teacher Instructions:**

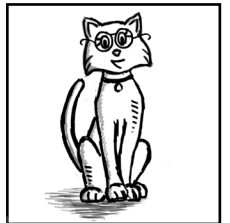
- Follow the "Reading Words" procedure (found on page 14 of the Level 2 Reference Guide) for each of the words listed in the workbook page.
- Ask the student to highlight the 'Wild Colt' spellings and read each word across in rows.
- If the student is working on speed and fluency, use the optional timed component as described in the Reading Words procedure.

4.  
Friday

## Reading Comprehension

Silly Story

Workbook page 21-22



**Teacher Instructions:**

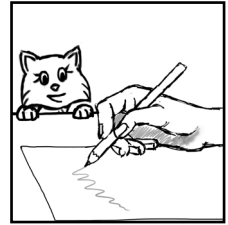
On the first page, ask the student for words to fill in the numbered blanks at the bottom of the page by choosing a word from the list that corresponds to icon for the blank and writing it in the space provided. For example, on the blank for number 1 choose a word from the list of adjectives and write that adjective on line 1. Repeat for each line through number 9. Then, continue on to the next page to write the words on the blanks corresponding to each number. Then, the student can read the story aloud. Have fun and laugh together as your student reads and re-reads the silly story.

5.

Friday

## Writing Sentences

Workbook pages 23



### Teacher Instructions:

Show this workbook page and ask the student to read each question and then write a complete sentence to answer each question on the lines provided. Provide assistance as needed with spelling of unknown words.

Teach the student to use similar wording from the question to help write the answer in a complete sentence.

For example,

**Question:** Can you remember a time when someone was unkind to you or someone you know?

**Answer:** I (can/can not) remember when someone was unkind to \_\_\_\_\_.

**Question:** What do you think you should do when someone is unkind to you or someone you know?

**Answer:** If someone is unkind, I should \_\_\_\_\_.

**Question:** Why do you think this would be a good thing to do?

**Answer:** This would be a good thing to do because \_\_\_\_\_.

**Question:** What can you do to make sure you are not unkind to others?

**Answer:** I can treat others how I would like to be treated.

After answering each question, the student should re-read what was written to make sure it makes sense.

6.

Friday

## Cumulative Progress Assessment 1

Weeks 1-10

Workbook pages 24-30



### Teacher Instructions:

Follow the instructions in the Progress Manual, Cumulative Progress Assessment 1, Parts A through F. Allow more time for this assessment than for the usual Progress Checks.

The purpose of this in-depth assessment is to monitor the progress of the student so you can see whether or not the student is learning, remembering and using all of the important skills covered so far. This assessment will pinpoint any concepts that the student may not have mastered. These specific concepts can then be practiced until mastery is achieved.

7.

Friday

## Language and Literature

Oral Language

No Workbook page



**Supplies:** Book 5, *A Crazy Day with Cobras* from the Up-Words Reading® recommended reading list

### Teacher Instructions:

Today you will read aloud to your student Book 5, *A Crazy Day with Cobras*, Chapter 7 from the Level 2 Up-Words Reading® recommended reading list. Comprehension questions begin on page 108 of the Level 2 Reference Guide.

Use the tips for Language and Literature - Oral Language (found on page 18 of the Level 2 Reference Guide).