

# Lesson 10

Focus: Prefixes anti-, semi-  
 Phonics: Review Spellings of Long ū  
eu says /ū/ as in feud  
ou says /ōō/ as in soup  
ui says /ōō/ as in fruit

High Frequency Words: live, wrong, circle, sick, year  
 Sight Words: notice, routine, social, soldier,  
 Nazi, synagogue

## Plan for this Week

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Morphology:</b></p> <ol style="list-style-type: none"> <li>Mixed Review</li> <li>Mixed Affix Review</li> <li>Teach: Introduce Prefix anti-</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Review Spellings of Long ō</li> <li>Spellings of Long ō in Context</li> </ol> <p><b>Special Word Program:</b></p> <ol style="list-style-type: none"> <li>Introduce New Words</li> </ol> <p><b>Student-read Story:</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #4, <u>In the Land of Hiding</u> Chapter 1</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>Little House in the Big Woods</u>, Chapter 6 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Morphology:</b></p> <ol style="list-style-type: none"> <li>Review Prefix anti-</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Review Spellings of Long ū</li> </ol> <p><b>Special Word Program:</b></p> <ol style="list-style-type: none"> <li>Tactile Spelling</li> </ol> <p><b>Student-read Story:</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #4, <u>In the Land of Hiding</u> Chapter 2</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>Little House in the Big Woods</u>, Chapter 7 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Morphology:</b></p> <ol style="list-style-type: none"> <li>Teach: Introduce Prefix semi-</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Review Spellings of Long ū; <u>eu</u> says /ū/</li> </ol> <p><b>Special Word Program:</b></p> <ol style="list-style-type: none"> <li>Kinesthetic Spelling</li> </ol> <p><b>Student-read Story:</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #4, <u>In the Land of Hiding</u> Chapter 3</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>Little House in the Big Woods</u>, Chapter 8 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Morphology:</b></p> <ol style="list-style-type: none"> <li>Review Prefix semi-</li> <li>Mixed Review</li> </ol> <p><b>Phonics:</b></p> <ol style="list-style-type: none"> <li>Review Spellings of /ōō/</li> <li>/ōō/ in Context</li> <li>Review Spellings of /ōō/</li> </ol> <p><b>Special Word Program:</b></p> <ol style="list-style-type: none"> <li>Writing Words</li> </ol> <p><b>Student-read Story:</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #4, <u>In the Land of Hiding</u> Chapter 4</li> </ol> <p><b>Language and Literature:</b></p> <ol style="list-style-type: none"> <li>Read Book 5, <u>Little House in the Big Woods</u>, Chapters 9 from the Up-Words Reading® recommended reading list, with Oral Language Discussion</li> </ol>	<p><b>Morphology:</b></p> <ol style="list-style-type: none"> <li>Mixed Review</li> <li>Error Identification and Correction</li> <li>Spelling Test</li> </ol> <p><b>Student-read Story:</b></p> <ol style="list-style-type: none"> <li>Decodable Reader #4, <u>In the Land of Hiding</u> Story Map</li> </ol>

# Monday

1.  
Monday

## Mixed Review



Workbook Page 3

**Supplies:** pencil

**Teacher Instructions:**

Have the student complete the word chart on the workbook page. The chart contains information about the prefixes and suffixes we have learned about so far. But, the chart is missing information. The student should complete the chart so that it contains all of the correct information.

Answer Key:	Affix	Prefix or Suffix?	Meaning	Example	Changes to Grammatical Category
	-ing	suffix	present progressive	running	—
	-ed	suffix	past tense	walked	—
	-s	suffix	third person singular	grows	—
	-s	suffix	plural	cats	—
	-'s	suffix	possessive	mom's	—
	un-	prefix	opposite or reversal	undo	—
	non-	prefix	without	nonfat	—
	-ful	suffix	full of	careful	adjective
	-less	suffix	without	careless	adjective
	il-, im-, in-, ir-	prefix	not	illegal	—
				impure	—
				insane	—
				irregular	—
	-ness	suffix	state of being	kindness	noun
	-ly	suffix	in a way	slowly	adverb
	re-	prefix	again	rename	—
	dis-	prefix	reversal; not	disappear	—
				disagree	—
	-ible	suffix	capable of being	collectible	adjective
	-able	suffix	capable of being	agreeable	adjective
	<b>mis-</b>	<b>prefix</b>	<b>bad; wrongly</b>	<b>misbehave</b>	—
	<b>-en-, em-</b>	<b>prefix</b>	<b>cause to have or be</b>	<b>enjoy; empower</b>	<b>verb</b>

2.  
Monday

## Mixed Affix Review



No Workbook Page

**Supplies:** paper and pencil or dry erase board and marker

**Teacher Instructions:**

On the board, write each of the following base words, one at a time. Have the student change them into a different part of speech (given), using an appropriate prefix or suffix.

Example: **happy (noun)**      **happiness**

- Answer Key:**
- happy** (adjective) unhappy
  - happy** (adverb) happily
  - heat** (verb) heats, reheats, heating
  - agree** (verb) agreeing, disagree, disagrees
  - agree** (adjective) agreeable
  - help** (adjective) helpful, helpless
  - judge** (verb) judges, misjudges
  - joy** (verb) enjoy
  - regular** (adjective) irregular
  - regular** (adverb) regularly
  - color** (adjective) colorful, colorless

3.  
Monday

# Introduce Prefix anti-



## Workbook Page 4

**Supplies:** pencil

**Teacher Instructions:**

Explain to the student that today we are going to learn about the prefix **anti-**. Ask your student to think of any derived words that begin with the prefix anti- (Ex. antiwar). Explain that when we add anti- to a base word the new word is an adjective and the meaning changes to mean "**against**." For example, "antiwar" means against war. The prefix anti- is always spelled A-N-T-I, and pronounced /antē/. The pronunciation of the base word does not change with the addition of anti-. The spelling of the base word never changes with the addition of the prefix anti-.

At the top of the workbook page, have the student separate the words into their base word and the prefix anti-, then read the words aloud. Example: anti | war

**Answer Key:** 1. anti | social      2. anti | toxin    3. anti | aging    4. anti | bullying  
5. anti | bacterial      6. anti | slavery

At the bottom of the workbook page, have the student add the prefix anti- to the base word to create the new word, then write the definition of the new word based on what is known about the prefix anti-.

**Answer Key:** 1. antibullying: against bullying    2. antibacteria: against bacteria    3. antitoxin: against toxin  
4. antislavery: against slavery    5. antisocial: against being social    6. antiaging: against aging

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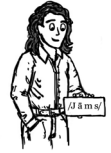


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4.

Monday

## Review Spellings of Long o



Workbook Page 5

**Supplies:** paper and pencil or dry erase board and marker, highlighter

**Teacher Instructions:**

Ask the student to list the five ways that we know how to spell the long o sound and give an example word for each spelling. Write these on the board. For example, the student could answer with o-e (magic e), with an example such as the word "rose." If the student struggles to name the different spellings for long o ask for some words with the long o sound in them. For example, "boat." Write the word "boat" on the board and underline the -oa that says long o.

**Answer Key:** long o: o (open, banjo) open syllable, o-e (rose), oa (boat), ow (snow), oe (toe)

On the workbook page, ask the student to read each of the words across each row, highlighting the letter or group of letters that make the long o sound in each word.

5.

Monday

## Spellings of Long o in Context



Workbook Page 6

**Supplies:** pencil

**Teacher Instructions:**

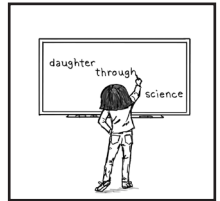
On the workbook page, ask the student to read each of the sentences and fill in the blanks with the correct answer found in the word bank.

**Answer Key:** 1. bingo    2. goal    3. throat    4. window    5. oboe    6. skateboard    7. lifeboat  
8. slopes    9. charcoal    10. lasso    11. smoke    12. cockroach    13. robots    14. float

6.

Monday

# Special Word Program



No Workbook Page

**Supplies:** pencil

**Teacher Instructions:**

Complete the Introduce New High Frequency and Sight Words activity from the Special Word Program (found on page 24 of the Level 3 Reference Guide) with the following word cards:

**High Frequency Words:** live (sw) , wrong, circle, sick, year

**Sight Words:** notice, routine, social, soldier, Nazi, synagogue

7.

Monday

# Student Read Story



Workbook Page 1

**Supplies:** Up-Words Reading® Decodable Reader #4 In the Land of Hiding

**Teacher Instructions:**

Today your student will read Chapter 1 of the Level 3 Decodable Reader! **Use the tips for Reading Decodable Readers** (found on page 16 of the Level 3 Reference Guide). **Use tips for Teaching Vocabulary** (found on page 17 of the Level 3 Reference Guide) to help the student learn the definitions of these words this week.

8.

Monday

# Language and Literature



No Workbook Page

**Supplies:** Book 5, Little House in the Big Woods, from the Up-Words Reading® recommended reading list

**Teacher Instructions:**

Today you and your student will read Book 5, Little House in the Big Woods, Chapter 6 from the Level 3 Up-Words Reading® recommended reading list.

**Use the tips for Language and Literature** (found on page 19 of the Level 3 Reference Guide).

# Tuesday

1.

Tuesday

## Review Prefix anti-



### Workbook Page 7

**Supplies:** pencil

**Teacher Instructions:**

The list of words on the top of the workbook page has words containing the prefix anti- and words that simply begin with the letters A-N-T-I. Have the student examine the list. If the word contains the anti- prefix, have the student draw a line between the prefix and the base word. If it does not contain the anti- prefix, underline the word. Then, read the word aloud.

Example: anticipate does not mean against cipate so it does not contain the prefix anti-

**Answer Key:** anti | war      anti | aging      antics      anti | slavery  
                  antique      anti | social      anti | freeze

On the bottom of the workbook page, ask the student to read each of the sentences and fill in the blanks with the correct answer found in the word bank. All words will be spelled with the prefix anti-. Remind the student that the prefix anti- means "against."

**Answer Key:** 1. antiaging      2. antislavery      3. antibacterial      4. antifreeze      5. antiwar  
6. antisocial      7. antibullying

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2.

Tuesday

# Review Spellings of Long ū



Workbook Page 8

**Supplies:** paper and pencil or dry erase board and marker

**Teacher Instructions:**

First, explain that the long ū can make two sounds as we learned in Level 2. **It can say /ū/ as in few and in rescue.** The long ū can also say /ōō/ as in grew and as in blue. Today we will look at words where long ū says /ū/.

Ask the student to list the four ways that we know how to spell the /ū/ sound (as in few and rescue) and give an example word for each spelling. Write these on the board. For example, the student could answer with ue, with an example such as the word "barbecue." If the student struggles to name the different spellings for long ū ask for some words with the long ū sound in them. For example, "argue." Write the word "argue" on the board and underline the ue that says long ū. You may also want to ask the student to think about how the long ū sound is spelled at the beginning, middle, or end of a word or syllable. Guide the student to brainstorm.

Show the Spell the Sounds Chart from the Level 3 Reference Guide and review the spellings for /ū/.

**Answer Key:** long ū: u (mu/sic), u-e (cube), ew (few), ue (rescue)

Other possible answers:

u (mu/sic) open syllable: cupid, humane, humid, human, unit, unite, pupil, bugle, puny, cupid

u-e (cube): mule, muse, mute, cute, use

ew (few): pew, mew, phew, nephew, curfew, skewer

ue (rescue): cue, hue, argue, value, venue, continue, devalue, discontinue, barbecue

Explain to the student that there is a **another** spelling of long ū: **eu**. Explain that the eu spelling is rarely used.

eu (feud): Eugene

On the workbook page, ask the student to read each of the words across each row, highlighting the letter or group of letters that make the long ū sound in each word.

Next, have the student list the five ways that we know how to spell the long ū sound and give an example word for each spelling.

**Answer Key:** long ū: u (mu/sic), u-e (cube), ew (few), ue (rescue), eu (feud)

3.

Tuesday

## Special Word Program



No Workbook Page

**Supplies:** pencil

**Teacher Instructions:**

Complete the Tactile Spelling While Visualizing activity from the Special Word Program (found on page 24 of the Level 3 Reference Guide) with the following word cards:

**High Frequency Words:** live (sw) , wrong, circle, sick, year

**Sight Words:** notice, routine, social, soldier, Nazi, synagogue

4.

Tuesday

## Student Read Story



No Workbook Page

**Supplies:** Up-Words Reading® Decodable Reader #4 *In the Land of Hiding*

**Teacher Instructions:**

Today your student will read Chapter 2 of the Level 3 Decodable Reader! **Use the tips for Reading Decodable Readers** (found on page 16 of the Level 3 Reference Guide).

5.

Tuesday

## Language and Literature



No Workbook Page

**Supplies:** Book 5, *Little House in the Big Woods*, from the Up-Words Reading® recommended reading list

**Teacher Instructions:**

Today you and your student will read Book 5, *Little House in the Big Woods*, Chapter 7 from the Level 3 Up-Words Reading® recommended reading list.

**Use the tips for Language and Literature** (found on page 19 of the Level 3 Reference Guide).



# Wednesday

1.  
Wednesday

## Teach Prefix semi-



### Workbook Page 9

**Supplies:** pencil

**Teacher Instructions:**

Explain to the student that today we are going to learn about the prefix **semi-**. Ask your student to think of any derived words that begin with the prefix semi- (Ex. semicircle). Explain that when we add semi- to a base word the meaning changes to mean **"partly" or "half."** For example, semicircle means "half of a circle." When we add it to a word that indicates time, it means it takes half of that time or, in other words, it occurs twice during the original time. For instance, semiweekly means "twice a week."

The prefix semi- is always spelled S-E-M-I, and pronounced /sīmē/. The pronunciation of the base word does not change with the addition of semi-. The spelling of the base word never changes with the addition of semi-.

At the top of the workbook page, have the student separate the words into their base word and the prefix semi-, then read the words aloud. Example: semi | circle

**Answer Key:** 1. semi | annual      2. semi | conscious      3. semi | automatic  
4. semi | final      5. semi | sweet      8. semi | dry

At the bottom of the workbook page, have the student add the prefix semi- to the base word to create the new word, then write the definition of the new word based on what is known about the prefix semi-.

**Answer Key:** 1. circle: semicircle, half of a circle      2. weekly: semiweekly, twice a week  
3. monthly: semimonthly, twice a month      4. annual: semiannual, twice a year  
5. dry: semidry, partly dry

2.  
Wednesday

## Review Spellings of Long ū



### Workbook Pages 10-11

**Supplies:** pencil

**Teacher Instructions:**

On the top of the workbook page, ask the student to read each of the sentences and fill in the blanks with the correct answer found in the word bank.

**Answer Key:** 1. mule      2. skewer      3. cute      4. bugle      5. continue  
6. mute      7. curfew      8. pupil      9. barbecue      10. pewter  
11. nephew      12. rescued

Next, have the student list the five ways that we know how to spell the long ū sound and give an example word for each spelling.

**Answer Key:** long ū: u (mu/sic), u-e (cube), ew (few), ue (rescue), eu (feud)

On the next workbook page and ask the student to read the words in the word bank. For each word, students should identify which spelling was used for the /ū/ sound, and write the word in the correct column. After the page is complete, take a moment to go over again the different possible spellings of /ū/.

**Answer Key:**

<b>u</b> music cupid humane humid	<b>u-e</b> mule muse mute cute	<b>ew</b> few pew mew pew	<b>ue</b> cue hue rescue value	<b>eu</b> feud Eugene
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3.  
Wednesday

## Special Word Program



No Workbook Page

**Supplies:** pencil

**Teacher Instructions:**

Complete the Kinesthetic Spelling While Visualizing activity from the Special Word Program (found on page 24 of the Level 3 Reference Guide) with the following word cards:

**High Frequency Words:** live (sw) , wrong, circle, sick, year

**Sight Words:** notice, routine, social, soldier, Nazi, synagogue

4.  
Wednesday

## Student Read Story



No Workbook Page

**Supplies:** Up-Words Reading® Decodable Reader #4 *In the Land of Hiding*

**Teacher Instructions:**

Today your student will read Chapter 3 of the Level 3 Decodable Reader! **Use the tips for Reading Decodable Readers** (found on page 16 of the Level 3 Reference Guide).

5.  
Wednesday

## Language and Literature



No Workbook Page

**Supplies:** Book 5, *Little House in the Big Woods*, from the Up-Words Reading® recommended reading list

**Teacher Instructions:**

Today you and your student will read Book 5, *Little House in the Big Woods*, Chapter 8 from the Level 3 Up-Words Reading® recommended reading list.

**Use the tips for Language and Literature** (found on page 19 of the Level 3 Reference Guide).

# Thursday

1.

Thursday

## Review Prefix semi-



Workbook Page 12

**Supplies:** pencil

**Teacher Instructions:**

On the top of the workbook page, ask the student to read each of the sentences and fill in the blanks with the correct answer found in the word bank. Remind the student the semi- means "partly" or "half."

**Answer Key:** 1. semiweekly 2. semicircle 3. semisweet 4. semiannual  
5. semidry 6. semimonthly

On the bottom of the workbook page, the list of words contains words containing the prefix semi-, as well as words that simply begin with the letters S-E-M-I. Have the student underline the words that do not contain the prefix semi-.

**Answer Key:** 1. semisweet 2. seminar 3. seminary 4. semidry 5. semicircle

2.

Thursday

## Mixed Review



Workbook Page 13

**Supplies:** pencil

**Teacher Instructions:**

On the workbook page, have the student choose an one of the prefixes (anti- or semi-) to add to the list of base words to create a new word. Then, have the student answer the questions about the prefixes.

**Answer Key:** 1. semiannual 2. anticlimax 3. semifinal  
4. anticrime 5. antiviolenace 6. semidaily  
7. semihourly 8. antigrowth

Questions.

1. The prefix anti- attaches to base words that are what parts of speech? **nouns**
2. The prefix semi- attaches to base words that are what two parts of speech? **adjectives and adverbs**

3.

Thursday

# Review Spellings of /ōō/



Workbook Page 14

**Supplies:** paper and pencil or dry erase board and marker

**Teacher Instructions:**

Remember that the long ū can make two sounds as we learned in Level 2. It can say /ū/ as in few and in rescue. The long ū can also say /ōō/ as in grew and as in blue. Today we will look at words where long ū says /ōō/ .

Ask the student to list the five ways that we know how to spell the /ōō/ sound (as in moon) and give an example word for each spelling. Write these on the board. For example, the student could answer with ue, with an example such as the word "blue." If the student struggles to name the different spellings for /ōō/ sound ask for some words with the this sound in them. For example, "dude." Write the word "dude" on the board and underline the -u that says /ōō/. You may also want to ask the student to think about how the /ōō/ sound is spelled at the beginning, middle, or end of a word or syllable. Guide the student to brainstorm.

/ōō/: u (student) open syllable , u-e (flute) , ew (grew), oo (moon), ue (blue).

Show the Spell the Sounds Chart from the Level 3 Reference Guide and review the spellings for /ōō/.

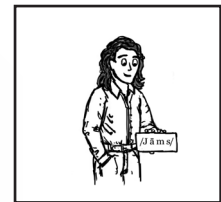
Today we will also introduce two new ways to spell the /ōō/ sound.  
ou (soup) and ui (fruit)

On the workbook page, ask the student to read each of the words across the rows while highlighting the group of letters that make the /ōō/ sound.

4.

Thursday

# Review Spellings of /ōō/



Workbook Page 15

**Supplies:** pencil

**Teacher Instructions:**

On the top of the workbook page, ask the student to read each of the sentences and fill in the blanks with the correct answer found in the word bank.

- Answer Key:** 1. wetsuit      2. juice      3. croutons      4. coupons      5. cruise      6. cougar  
7. suitcase      8. toucan      9. suit      10. routine      11. group      12. bruised      13. fruit

Show the Spell the Sounds Chart from the Level 3 Reference Guide and review the spellings for /ōō/. Together, write in the two new sounds for /ōō/ ou and ui in the spaces provided.

Next, have the student list the seven ways that we know how to spell the /ōō/ sound and give an example word for each spelling.

**Answer Key:** /ōō/: u-e (flute) , ew (grew), oo (moon), ue (blue), u (student) open syllable, ou (soup), ui (fruit)

5.

Thursday

# /ōō/ in Context



Workbook Pages 16

**Supplies:** pencil

**Teacher Instructions:**

Show the workbook page and ask the student to read the words in the word bank. For each word, students should identify which spelling was used for the /ōō/ sound, and write the word in the correct column. After the page is complete, take a moment to review again the different possible spellings of /ōō/.

**Answer Key:**

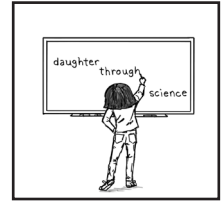
<b>u</b>	<b>u-e</b>	<b>oo</b>	<b>ew</b>	<b>ue</b>	<b>ou</b>	<b>ui</b>
crusade	dude	loose	screw	blue	cougar	juice
Pluto	duke	doom	shrew	glue	soup	suit
student	dune	spool	grew	true	youth	fruit
flu	rude	hoot	flew	clue	coupon	cruise

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6.

Thursday

# Special Word Program



No Workbook Page

**Supplies:** pencil

**Teacher Instructions:**

Complete the Writing Words activity from the Special Word Program (found on page 24 of the Level 3 Reference Guide) with the following word cards:

**High Frequency Words:** live (sw) , wrong, circle, sick, year

**Sight Words:** notice, routine, social, soldier, Nazi, synagogue

7.

Thursday

# Student Read Story



No Workbook Page

**Supplies:** Up-Words Reading® Decodable Reader #4 In the Land of Hiding, timer on a stopwatch or smartphone

**Teacher Instructions:**

Today your student will read Chapter 4 of the Level 3 Decodable Reader! You will also conduct this week's Progress Check. **Use the tips for Reading Decodable Readers and the tips for Progress Check Using the Decodable Reader** (found on page 16 of the Level 3 Reference Guide).

8.

Thursday

# Language and Literature



No Workbook Page

**Supplies:** Book 5, Little House in the Big Woods, from the Up-Words Reading® recommended reading list

**Teacher Instructions:**

Today you and your student will read Book 5, Little House in the Big Woods, Chapter 9 from the Level 3 Up-Words Reading® recommended reading list.

**Use the tips for Language and Literature** (found on page 19 of the Level 3 Reference Guide).

# Friday

1.  
Friday

## Mixed Review



Workbook Page 17

**Supplies:** pencil

**Teacher Instructions:**

Have the student examine the passage on the workbook page and circle all of the words with a prefix (anti- or semi-), and words with long ū sound or /ōō/ sound. Then have the student read the passage aloud.

**Answer key:** antisocial, you, semicircle, you, you, curfew, do, mute, you, to, music, you, to, to, bedroom, Jews, room, soup, fruit, confused, you, doing, to, you, to, true, to, music

2.  
Friday

## Error Identification and Correction



Workbook Page 18

**Supplies:** paper and pencil or dry erase board and marker

**Teacher Instructions:**

Have the student read the passage on the workbook page. The paragraph contains words that are spelled incorrectly. Have the student identify the errors by marking through each misspelled word and writing the word with the correct spelling just above the incorrect word.

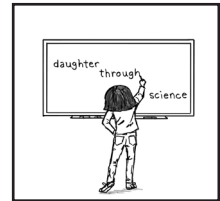
**Answer key:** mewsic music, hurd heard, antebullying antibullying, frute fruit, curfue curfew, semeweekly semiweekly

3.

Friday

# Spelling Test

No Workbook Page



**Supplies:** paper and pencil

### Teacher Instructions:

Explain to the student that you will say the word, then read a sentence using the word, then repeat the word again. The student should then write the word on the paper.

#### High Frequency and Sight Words

1. **live** - I can live with that. **live**
2. **wrong** - What felt so wrong about this place? **wrong**
3. **circle** - The kids formed a circle to play duck duck goose. **circle**
4. **sick** - Tabitha felt sick. **sick**
5. **year** - The Nazis invaded Holland in the year 1940. **year**
6. **social** - The kids in my group are very social, they enjoy being around other kids. **social**
7. **soldier** - The Nazi soldier wore a red arm band with a Swastika on it. **soldier**
8. **Nazi** - The Nazi soldiers were mean to Jewish people. **Nazi**
9. **synagogue** - The Nazis burned a Jewish synagogue. **synagogue**
10. **notice** - Tabitha did notice that none of the bicycle wheels had tires. **notice**
11. **routine** - The kids joined the crowd in the Ten Boom house, helping out where they could and learning the daily routine. **routine**

#### Spelling Words

12. **semicircle** - One day Cohen, Tabitha, and Sam sat in a semicircle and told stories. **semicircle**
13. **antislavery** - Because of the antislavery movement, the Thirteenth Amendment made it illegal for people to own slaves in the United States. **antislavery**
14. **antifreeze** - The mechanic puts antifreeze liquid in the cars during the winter tune-up to prevent the fluids from freezing in cold weather. **antifreeze**
15. **semisweet** - We used semisweet chocolate chips in the cookies we made for the bake sale. **semisweet**
16. **semidry** - The deck was still wet from being painted; it was only semidry. **semidry**
17. **mute** - I pressed the mute button on the TV control to turn off the volume. **mute**
18. **nephew** - My nephew plays football at college. **nephew**
19. **barbecue** - We had barbecue pork for dinner. **barbecue**
20. **humid** - It is humid in the tropical rain forest. **humid**
21. **chew** - We are not allowed to chew gum at school. **chew**
22. **June** - I love the month of June because it is warm enough to swim. **June**
23. **tooth** - The dentist told me I have a cavity in my tooth. **tooth**
24. **glue** - I used glue when putting my model airplane together. **glue**
25. **flu** - My doctor told me that I have the flu. **flu**
26. **soup** - I love chicken noodle soup for lunch. **soup**
27. **swoop** - The owl will swoop down and get the mouse. **swoop**

In the Progress Manual, record the number correct for both high frequency / sight and spelling words.

4.

Friday

# Student Read Story Story Map

Workbook Pages 19-22



**Supplies:** Up-Words Reading® Decodable Reader #4 In the Land of Hiding

### Teacher Instructions:

Today your student will complete the Story Map for Chapters 1-4 of the Level 3 Decodable Reader! **Use the tips for Completing the Story Map** (found on page 18 of the Level 3 Reference Guide).



# UP-WORDS READING®



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