- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try
Introduced in This Book • **<o>/ō/ and <e>/ē/ in open syllables (e.g., "me", "go")** <u>Previously Introduced</u> <u>Vowels</u> • all short vowel, <u>/o͞o/ <u>Consonants</u> • all single consonants and clusters • <ng>/ng/, <nk>/nk/ • <s> /s/ and /z/ <u>Digraphs/Trigraphs</u> • <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/ <u>Additional Concepts</u> • <al> (<a> as short /ŏ/ before <l>) • <wa> (<a> as short /ŏ/ after <w>)	**Key Concepts to Understand** • open syllables are often described as a syllable ending in a vowel therefore producing its long sound (e.g., *so*, *no*, *he*) • Note: this book can be used for consolidation of: <al>, <-ll>, consonant clusters, <ng>, digraphs, <pull> (/o͞o/), and reading words with suffixes **Words and Phrases for Reading and Writing** Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.: • ball, call, staff, fall, small, squall, bang, hung, fang, fling, sting, bush, put, full, squish, flush, champ, think, thing, bringing, running, tossing, pulled, pushing, slipping, go, so, no, be, he, me, we Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., You <u>was</u> going to the hill. → You <u>were</u> going to the hill.)

Noun Phrase	Verb Phrase	Prepositional Phrase
the small chimp	was going	in the spring
the fun staff	pushed the ball	at the bush
you	flung the grass	to the hill
the fast sled	kept banging the wall	off the tank

You can differentiate for your students by dropping some of the words in these phrases (e.g., "the small chimp" can just be "the chimp").

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
• **long vowel sounds in open syllables**	• open syllables are often described as a syllable ending in a vowel, therefore producing its long sound (e.g., *so*, *no*, *he*)

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Morphology	Tips and Activities to Try
Previously Introduced • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing>, *drifting*.

High Frequency Words	Tips and Activities to Try
• **"you"**	**Key Concepts to Understand** • *you* is best taught alongside your(s), our(s) → these words are connected in meaning and spelling • *you* → refers to the person/people the speaker is addressing • *your* → belonging to/associated with the person/people the speaker is addressing • *our* → belonging to/associated with the speaker and one or more other people • these words are connected with <ou> • pronunciation of the <ou> is not consistent within these three words • spelling prioritises meaning over phonics Refer to Page 2 in **Grapheme/Phoneme Correspondence Background Information Sheets.**

Comprehension Corner - Sledding

Vocabulary Development
• What happened to Dad when he was sledding?

Inferencing
• What do you think happened after the boy went over the jump?

Making Connections
• Have you ever been sledding? Did you sled on a big hill or a small hill?

Retelling/Summarizing
• What is your favourite page in this book? Why?

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Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

Introduced in This Book

- **<y>/ī/ in stressed open syllables (e.g., "by", "my")**

<u>Previously Introduced</u>

<u>Vowels</u>
- all short vowel, <u>/o͝o/
- <o>/ō/, <e>/ē/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
- complete English words do not end in <i>
- a <y>, as a vowel, often represents /ī/ when in final position in single syllable words (or in a stressed syllable)

Refer to Page 5 in the **Grapheme/Phoneme Background Information Sheets**

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:

- sly, fly, cry, spry, dry, fry, try, sky, spy, shy

Co-author cloze sentences:
1. write focus words (e.g., *sly*, *fly*) on board
2. teacher creates sentences (e.g., "The _____ is full of clouds.") → increase complexity as needed
3. all students point to the word that fits (e.g., *sky*)
4. one student identifies the target word on the board (e.g., *sky*)
5. student spells out word - one tap (finger/arm) per grapheme → <s><k><y>)
6. rest of class echoes the "spelling out"

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Your ducklings <u>was</u> flying. → Your ducklings <u>were</u> flying.)

Noun Phrase	Verb Phrase	Prepositional Phrase
the quick fox	was flying	on top of the wall
your ducklings	quacked	by the hedge
the witch and her wand	was spying	off the bridge
Walt and my pal Madge	pulled them	on the ledge

You can differentiate for your students by dropping some of the words in these phrases (e.g., "Walt and my pal Madge" can just be "my pal").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing>, *drifting*.

High Frequency Words	Tips and Activities to Try
• "your"	**Key Concepts to Understand** • *your* is best taught alongside you, our(s) → these words are connected in meaning and spelling • *you* → refers to the person/people the speaker is addressing • *your* → belonging to/associated with the person/people the speaker is addressing • *our* → belonging to/associated with the speaker and one or more other people • these words are connected with <ou> • pronunciation of the <ou> is not consistent within these three words • spelling prioritises meaning over phonics Refer to Page 2 in **Grapheme/Phoneme Correspondence Background Information Sheets**

Comprehension Corner - Fishing

Vocabulary Development
• What are the different ways that fish were caught in this book?

Making Connections
• Which way would you want to catch a fish?
• What would you do with the fish if you caught one?

Inferencing
• Do you think all fish get fooled by the bait?

Retelling/Summarizing
• Retell this story. What was the most interesting way to fish?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>Introduced in This Book</u>

- **vowel digraph <ee>/ē/ (e.g., "tree")**

<u>Previously Introduced</u>
<u>Vowels</u>
- all short vowel, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
- in reading, <ee> is always pronounced /ē/, whereas /ē/ can be represented many ways in spelling
- <ee> is a digraph, and students should understand <ee> as one unit (therefore one tap when spelling, one Elkonin box, etc.)
- <ee> can be found in initial, medial and final position
- students should be explicitly told that they will be working on the <ee> spelling of /ē/ and they will be learning other ways to spell /ē/ later
- it is very important to practice spelling and reading <ee> (when first introduced) before including other /ē/ graphemes (e.g., <ea>, e_e) into a lesson

Words and Phrases for Reading and Writing
Here is a word chain you could complete with blending cards:

- three → thee → tee → teen → keen → keep → deep → sheep → sheen → been → bee → beet → feet → feed → seed → weed → weep → sweep

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Lee and the teen <u>was</u> feeling sad and crying. → Lee and the teen <u>were</u> feeling sad and crying.)

Noun Phrase	Verb Phrase	Prepositional Phrase
Lee and the teen	can flee	on a spree
the keen kid	can sweep the deck	by your tree
his big feet	was trying to feed	at the meeting
the queen bee	was feeling sad and crying	on the street

You can differentiate for your students by dropping some of the words in these phases (e.g., "can sweep the deck" can just be "can sweep").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
• **flexibility with vowel sounds in v/cv words (e.g., "moment") and vc/v words (e.g., "vanish")**	**Key Concepts to Understand** • open syllables are often described as syllables ending in a vowel therefore a long vowel sound is often produced, however with multi-syllabic words, it is more efficient to teach students to toggle between long and short vowel sounds (see "toggling practice" below) **Activities to Try** • provide words for toggling practice (e.g., *robot*, *topaz*, *tripod*, *mascot*) → words without a schwa are an easier starting point than words with a schwa (e.g., *bacɘn* and *pencɘl*) • Note: if you provide words with affixes, students should be directed to find the base before "toggling" (suffixes are units of meaning, and are not to be sounded out) • every syllable has a vowel phoneme - ask students to note how many vowels are in the base and therefore how many perceived syllables there are • ask students to cover the section they would like to read first (e.g., with *robot*, students may either choose **ro-**b̶o̶t̶ or **rob-**o̶t̶) → they should try both

Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing>, *drifting*

Comprehension Corner - At the Creek

Vocabulary Development
• What did Lin spot on her visit to the creek?
• What is the difference between a creek and a pond?

Making Connections
• What is a *bank* (by the creek)? Is there another kind of *bank*?

Inferencing
• What else could Lin have been watching for in the creek?
• What do you think Lin liked most about the creek?

Retelling/Summarizing
• What is your favourite page in this book? Why?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>Introduced in This Book</u>
- **vowel digraph <ay>/ā/ (e.g., "play")**

<u>Previously Introduced</u>

<u>Vowels</u>
- all short vowel, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
- <ay> is pronounced as /ā/ and can be found in final position of a base (Note: *rayon*, *crayon* and *mayor* do not fit this pattern)
- there are many ways to spell /ā/ (e.g., <ay>, <a>, <ai>, <ea>, <a_e> etc.)
- <ay> is a digraph, and students should understand <ay> as one unit (one tap when spelling, one Elkonin box, etc.)
- the default spelling is <ay> when /ā/ is the final phoneme

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:

- spray, jay, okay, sway, tray, day, lay, clay, playing, stayed, straying, bay, hay

Here is a word chain you could complete with blending cards:

- lay → flay → play → slay → spay → spray → pray → tray → ray → way → pay → jay → may → say → stay

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., (e.g., They all <u>stays</u> still by the tree. → They all <u>stay</u> still by the tree.)

Noun Phrase	Verb Phrase	Prepositional Phrase
they all	sprayed the trees	in May (explicitly explain that May is a proper noun and therefore uses a capital at the beginning)
the gray tray	stays still	at the play
my pal Jay	played with clay	on the way
Fay	was straying	by the tree

You can differentiate for your students by dropping some of the words in these phrases (e.g., "played with clay" can just be "played").
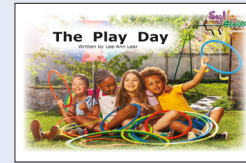
- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Punctuation/Text Features	Tips and Activities to Try
• **contraction "let's"**	**Key Concepts to Understand** • a contraction is a **word** or **group of words** resulting from shortening an original form • often an apostrophe replaces a vowel, but not always (e.g., throught the years, *will not* became *wynnot,* then *wonnot* → *won't*) • teaching children the definition of contraction will deepen their understanding → "to shorten/make smaller" • you may want to begin with simple contractions where only a single vowel is replaced by the apostrophe (e.g., *let's, it's, that's, didn't, there'*s) • Scratch Garden's video clearly illustrates this concept: https://www.youtube.com/watch?v=gubPH3WEurg • quickly introduce more complex contractions (e.g., *don't, we'll, can't*) where more than one grapheme is replaced by an apostrophe so students have flexibility in their understanding **Activities to Try** • Use grapheme cards, magnetic letters/tiles, and online blending boards to provide students with opportunities to physically replace graphemes with an apostrophe.

Comprehension Corner - The Play Day

Vocabulary Development
• What activities did Tray and his friends create for their play day?

Inferencing
• What other games could the children play on this hot day?

Making Connections
• Have you had a play day? Where?
• Which activities would you like to do?

Retelling/Summarizing
• Retell this story.

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Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>Introduced in This Book</u>
- **consonant digraph <wh>/wh/ (e.g., "when")**
- **<c>/s/ (e.g., "dance")**

<u>Previously Introduced</u>

<u>Vowels</u>
- all short vowel, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Orthographic Conventions/Patterns and Generalisations
- **<c> as /s/ (when followed by <e>, <i>, or <y>)**

Tips and Activities to Try

Key Concepts to Understand
- with the exception of *how*, <wh> is used for question words that cannot be answered with a "yes" or "no" (interesting fact: who used to be spelled *hwo* and pronounced with an initial /h/)
- <wh> words often suggest a sense of blowing or movement (e.g., *whack, whistle, whip, whine*)
- <c> when pronounced as /s/ is often referred to as "soft <c>"
- in complete English words, <c> is usually pronounced as /s/ when followed by an <e>, <i>, or <y> (e.g., *cello* is an Italian loan word and *soccer* was slang created by abbreviating: Football Association → Assoc. → soccer)

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:

- whisk, whip, whiff, whizz, wheel, wham, whack, cell, cent, dance, chance, since

Provide students with the following (unsorted) words:

<c> /s/	<c> /k/
cell, acid, cent, dance, cider, cinch, chance, cement, fence, since, wince, prince	call, cabin, cup, cut, cub, cusp, cot, cash, cast, cost, comic, combo

Ask students to sort the following words based on these two categories. Have them investigate when <c> is soft vs when <c> is hard. Prompt: "Circle the grapheme that comes after the <c>."

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
Clay and Chance	whacked the ball	by the wheel and the fence
May and Fay	whisked the eggs	at the dance

You can differentiate for your students by dropping some of the words in these phrases (e.g., "Clay and Chance" can just be "Clay").

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Morphology	Tips and Activities to Try
• **compound words (2 bases combined)**	**Key Concepts to Understand** • compound words contain two or more bases (e.g., *sandpit*, *softball*) **Activities to Try** • Give students a list of bases that can be combined to make new words. • *play & day, soft & ball, sand & box, in & to, up & hill, him & self* Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing>, *drifting*.

Comprehension Corner - Recess

Vocabulary Development
- What activities did the children do at recess?
- Is there another word for *whack*? What does it mean to *whack* something?

Making Connections
- What is your favourite activity to do at recess?

Inferencing
- Do you think children in other countries get recess?
- How does recess help you to focus at school?

Retelling/Summarizing
- What is your favourite page in this book? Why?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try
<u>Introduced in This Book</u> • **vowel digraph <ai>/ā/ (e.g., "tail")** <u>Previously Introduced</u> <u>Vowels</u> • all short vowel, <u>/o͝o/ • <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/**ā**/ <u>Consonants</u> • all single consonants and clusters • <ng>/ng/, <nk>/nk/ • <s> /s/ and /z/, <c>/s/ <u>Digraphs/Trigraphs</u> • <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/ <u>Additional Concepts</u> • <al> (<a> as short /ŏ/ before <l>) • <wa> (<a> as short /ŏ/ after <w>)	**Key Concepts to Understand** • <ai> is pronounced as /ā/ and can be found in initial and medial positions • there are many ways to spell /ā/ (e.g., <ay>, <a>, <ai>, <ea>, <a_e>, etc.) • <ai> is a digraph, and students should understand <ai> as one unit (therefore one tap when spelling, said quickly together, one Elkonin box, etc.) **Words and Phrases for Reading and Writing** Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.: • rain, aid, aim, gain, main, paid, pain, wait, braid, chain, claim, drain, faith, brain, paint, plain, stain, train • Note: students may perceive an extra syllable when reading <ai> bases that end in <l> or <r>; reading these words is easier than spelling them until the pronunciation changes that can occur with these "liquids" is explicitly taught • liquids are consonant speech sounds where the tongue creates a partial closure - the air flows either to the side of the mouth (/l/) or still forward and over the tongue (/r/) - this creates a vowel-like sound • liquids tend to be among the later-developing speech sounds in children - can be difficult to pronounce and spell • List of words for reading only: *chair, snail, tail, fail, pail, fair, hair, pair, trail* The Homophone Principle → Where two or more words have different meanings, but identical pronunciations, there will usually be different spellings to reflect the different meanings when possible. • Studying homophones is an excellent way to demonstrate that meaning is the primary focus of spelling. As students may not have practiced reading/writing words with "marker <e>" you can ask them orally if they know another kind of *pail, fair, hair, tail,* etc. You can show them how these words are spelled differently. Here is a word chain you could complete with blending cards: • brain → drain → rain → main → mail → fail → pail → pain → paint → faint → quaint Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. *Note: there are some "liquids" in the following phrases. CONTINUED ON THE NEXT PAGE

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try		
	Noun Phrase	Verb Phrase	Prepositional Phrase
	the train	painted the stain	on the gray deck
	a pair of snails	fell by the rail	off the main path
	the quail	waited on the runway	next to the chain
	a big rain	drained the bathtub	by the train track

You can differentiate for your students by dropping some of the words in these phrases (e.g., "painted the stain" can just be "painted").

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
• **complete English words do not end in \<v>, so a "marker e\>" is added**	**Key Concepts to Understand** • "marker \<e>" has many uses • one use is to ensure that \<v>s do not end complete English words → this explains the spelling of *have* and *give*

Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix \<-s> third person singular, plural, and possessive • suffix \<-ing> as present participle • suffix \<-ed> as past tense of a verb • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the \<-ing> and read *drift*, ask them to release their finger and reread the entire word with the \<-ing>, *drifting*.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

High Frequency Words	Tips and Activities to Try
• "do"	**Key Concepts to Understand** • *do* is best taught with *to* and *who*

Comprehension Corner - Why?

Vocabulary Development
- Which living things were discussed in this book?
- What does it mean to flex? Can you think of another word for flex?

Making Connections
- Did you learn anything new about living things in this book? What new information did you learn?

Inferencing
- Why do you think humans don't have tails?
- Why do you think humans have toes?

Retelling/Summarizing
- What is your favourite page in this book? Why?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

Introduced in This Book

- **<er>/er/ (e.g., "otter")**

Previously Introduced

Vowels
- all short vowel, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)

Tips and Activities to Try

Key Concepts to Understand
- the phone /r/ can change the quality of the preceding vowel (e.g., *cat* vs *car* and *her* vs *hem*)
- the <er>s in "River Otters" are not suffixes (they are graphemes that are part of a base)
- <-er> as a suffix is introduced in the Purple Series

Words and Phrases for Reading and Writing

Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:
- her, germ, fern, herb, herd, perk, perm, term, verb, love, glove, shove, cover (see below in Orthographic Conventions/ Patterns and Generalisations for more information regarding these words)

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
her pink gloves	lay	on the covers
the green fern	loves the rain	next to the train tracks
a herd of sheep	flocked	by her hedge
Her truck	bumped	by the dry grass

You can differentiate for your students by dropping some of the words in these phrases (e.g., "the green fern" can just be "the fern").

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
• **r-controlled vowel** • **<o> is often pronounced as /ŭ/ when followed by <v> (e.g., "love")**	**Key Concepts to Understand** • rhotic vowels are often referred to as "bossy r" or "r-controlled vowel" • Note: not all English speakers are 'rhotic' (e.g., pronounce the /r/ in words with <ar>, <ir>, <er>, etc.) • historically <u>s were written as <v>s and therefore are often not found beside each other (e.g., *love* would have looked like *lvve*) • One job of marker <e> is to ensure that complete English words do not end in <v>s Provide students with the following (unsorted) words:

/ŭ/ represented by <u>	/ŭ/ represented by <o>
bump, bunk, budge, fluff, clunk, shrunk	love, glove, shove, cover, hover, above

Ask students to sort the above words based on these two categories. Have them investigate when <o> is used vs when <u> and pronounced as /ŭ/. Prompt: "Circle the grapheme that comes after the /ŭ/."

Morphology	Tips and Activities to Try
• **suffix <-ed> attached to noun to form adjective (e.g., "webbed")**	**Key Concepts to Understand** • suffix <-ed> can be attached to nouns to form adjectives • students need to be aware of the difference between <er> as part of a base and suffix <-er> (will be introduced in the Purple Series) Activities to Try (can be done orally as the focus is not on decoding the base but rather attaching the suffix) 1. generate nouns with students (e.g., *shock*, *thrill*, *disgust*, *hood*) 2. students create word sums to build these adjectives (see Page 3 in Morphology Background Sheets) e.g., shock + ed → shocked Refer to Page 4 in **Morphology Background Information Sheets** when creating word sums with suffixing changes

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High Frequency Words	Tips and Activities to Try
• "love"	**Key Concepts to Understand** • see above explanation of the spelling of *love*

Comprehension Corner

Vocabulary Development
- How long do you think the pups stay with their moms?

Making Connections
- Do you like to do any of the things that river otters do?
- What do river otters and human children have in common?

Retelling/Summarizing
- Retell the story and state your favourite part.

Inferencing
- What do river otters love to do?
- How do you think river otters can smell fish under the water?

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Grapheme/Phoneme Correspondence	Tips and Activities to Try
<u>Introduced in This Book</u> • **<or>/or/ (e.g., "sports")** <u>Previously Introduced</u> <u>Vowels</u> • all short vowel, <u>/ŏo/ • <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/**ā/,** <ai>/ā/ <u>Consonants</u> • all single consonants and clusters • <ng>/ng/, <nk>/nk/ • <s> /s/ and /z/, <c>/s/ <u>Digraphs/Trigraphs</u> • <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/ <u>Additional Concepts</u> • <al> (<a> as short /ŏ/ before <l>) • <wa> (<a> as short /ŏ/ after <w>) • <er>/er/	**Key Concepts to Understand** • rhotic vowels are often referred to as "bossy r" or "r-controlled vowel" • Note: not all English speakers are 'rhotic' (e.g., pronounce /r/ in words with <ar>, <ir>, <er>, etc.) • <-or> can also be a suffix, but is not introduced at this time **Words and Phrases for Reading and Writing** Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.: • for, orb, or, born, cord, cork, corn, dorm, fork, form, fort, horn, port, sort, torn, thorn, porch, short, forth, north, scorn, snort, sport, storm, torch Here is a word chain you could complete with blending cards: • or → for → fork → form → fort → forth → north → norm → dorm → corm → cord → corn → scorn Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Norm and Faith <u>was</u> born. → Norm and Faith <u>were</u> born.) <table><tr><td>Noun Phrase</td><td>Verb Phrase</td><td>Prepositional Phrase</td></tr><tr><td>the torn dress</td><td>was born</td><td>in the storm</td></tr><tr><td>short Doris</td><td>played back and forth</td><td>under the porch</td></tr><tr><td>the horned herd</td><td>snorted</td><td>with her fork</td></tr><tr><td>Norm and Faith</td><td>laid</td><td>in the fort</td></tr></table> You can differentiate for your students by dropping some of the words in these phrases (e.g., "played back and forth" can just be "played")

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Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing>, *drifting*.

High Frequency Words	Tips and Activities to Try
• "are"	**Key Concepts to Understand** • there are many variables that may have influenced the spelling of *are* over time - the final <e> in *are* could mark *are*'s relationship to *were* and *be* - making students aware of this relationship can help them remember the spelling of all three words

Comprehension Corner - Sports

Vocabulary Development
• Have you ever heard of *cricket*? Do you know of another type of *cricket*?

Inferencing
• Can new sports be invented at any time? Explain your thinking.
• How do you think these sports came to be?

Making Connections
• Have you played any of the sports the children were playing in this book?
• Do you participate in a different sport?

Retelling/Summarizing
• What were all the sports mentioned in this book?

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Grapheme/Phoneme Correspondence	Tips and Activities to Try

Grapheme/Phoneme Correspondence

<u>Introduced in This Book</u>

- **<y>/ē/ in unstressed open syllables (e.g., "city")**

<u>Previously Introduced</u>

<u>Vowels</u>
- all short vowel, <u>/o͞o/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/

<u>Consonants</u>
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

<u>Digraphs/Trigraphs</u>
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

<u>Additional Concepts</u>
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- <er>/er/, <or>/or/

Tips and Activities to Try

Key Concepts to Understand
- <y> can be pronounced many ways so ensure that you avoid absolute language such as "<y> says /y/"
  - /ē/ in final position of multisyllabic words (*baby, city*) when syllable is unstressed
  - /y/ in initial position
  - /ī/ in final position (*try, my* - usually in single syllable words or stressed syllables)
  - /ĭ/ in medial position (*gym* - from Greek origin)
- Note: When producing /t/ between two vowels and the first vowel is stressed (e.g., *button*, which is found in this book), the tongue can quickly and briefly make contact with the ridge behind the upper front teeth, which results in <t> being pronounced differently (called a flap). Explicit teaching of this concept can support spelling.

Words for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:

- empty, city, plenty, envy, daisy, dairy, ivy, glory

Word Sort
Provide students with the following (unsorted) words:

<y> as /ē/	<y> as /ī/
empty, city, plenty, envy, daisy, dairy, ivy, glory	dry, cry, why, fry, sly, try, pry, sky, comply, reply

Ask students to sort the following words based on these two categories. Have them identify reasons the <y> may be pronounced differently in these particular words.

Prompt: "Where is the stress in these words?"

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Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing>, *drifting*.

High Frequency Words	Tips and Activities to Try
• **"from" and "one"**	**Key Concepts to Understand** • *from* is an Old English word where it had a sense of "forward" which eventually led to a sense of "moving away" • as a function word, *from* is often pronounced with a schwa • the initial phoneme in *one* was originally pronounced as it is in *only* • it is beneficial to teach the spelling of *one* alongside *only*, *alone* and *once* as all of these words have a sense of "oneness" and are therefore related in spelling **Activity to Try** • students often spell *from* as "form" so have them brainstorm other /fr-/ words (e.g., *friend, front, frisbee*) while paying close attention to what is happening in their mouths

Comprehension Corner - In the City

Vocabulary Development
• What does *tend* to mean when the author writes, "Trains *tend* to run at street level."

Making Connections
• Have you ever been to a big city? Gone on a subway?
• What do you like/dislike about the city?

Inferencing
• Why are the streets never empty in a big city?
• What is the difference between the trains in the story and a subway?

Retelling/Summarizing
• What are all the ways you can travel in this city?

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try

Orthographic Conventions/Patterns and Generalisations

Introduced in This Book
- **<ild>/īld/, <ind>/īnd/, <old>/ōld/, <ost>/ōst/ (e.g., "mild", "find", "bold", and "most")**

Previously Introduced

Vowels
- all short vowel, <u>/o͝o/
- <o>/ō/, <e>/ē/, <y>/ī/, <ee>/ē/, <ay>/ā/, <ai>/ā/, <y>/ē/

Consonants
- all single consonants and clusters
- <ng>/ng/, <nk>/nk/
- <s> /s/ and /z/, <c>/s/

Digraphs/Trigraphs
- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/, <-tch>/ch/, <-dge>/j/, <wh>/wh/

Additional Concepts
- <al> (<a> as short /ŏ/ before <l>)
- <wa> (<a> as short /ŏ/ after <w>)
- <er>/er/, <or>/or/

Tips and Activities to Try

Key Concepts to Understand
- many words that have <-ild>, <-ind>, <-old> <-ost> are pronounced with their "long" vowel sound (this is unexpected as they contain a single vowel and do not end in marker <e>)
- the words <roll>, <stroll> and <troll> are also pronounced with their "long" vowel sound, as well as words with <-olt>
- "Bobcats" introduces <-ild>, <-ind>, <-old> and <-ost>, however we have included <-oll> and <-olt> words in the practice below

Key Concepts to Understand
- a picture (the students can create them) of "kind, old, wild ghosts bolt and roll" can be helpful for students to remember this pattern

Words and Phrases for Reading and Writing
Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, etc.:

- kind, mind, blind, find, grind, old, cold, fold, hold, gold, sold, told, host, most, post, bolt, colt, jolt, roll

Here is a word chain you could complete with blending cards:
- old → cold → fold → hold → gold → sold → told

Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., The teens in the dorm was so cold. → The teens in the dorm were so cold.)

Noun Phrase	Verb Phrase	Prepositional Phrase
the kind old king	hid the gold	in the city
the host	was so cold	under the porch
a baby colt	bolted from her	by her folded socks
the teens in the dorm	rolled the most corn	in the old tray

You can differentiate for your students by dropping some of the words in these phrases (e.g., "the teens in the dorm" can just be "the teens").

See last page for references.

- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK <u>PRIOR</u> TO READING! -

Morphology	Tips and Activities to Try
<u>Previously Introduced</u> • suffix <-s> third person singular, plural, and possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • compound words	**Key Concepts to Understand** • Note: It is important to ask students to cover the suffix with their finger in order to focus on the base when consonant clusters are in final position and have an attached suffix. When reading *drifting*, ask students to cover the <-ing> and read *drift*, ask them to release their finger and reread the entire word with the <-ing> - *drifting*.

Comprehension Corner - Bobcats

Vocabulary Development
• How did bobcats get their name?
• What is a baby bobcat called?

Making Connections
• How are bobcats and house cats similar and how are they different?

Inferencing
• Why do you think bobcats would not make good pets?
• Why do you think bobcats love trees

Retelling/Summarizing
• What is your favourite page in this book? Why?

<u>References</u>

These sheets are being offered as a free download because the more we understand our language, the more powerful decodable books can be for our students. Each tip sheet provides Key Concepts to Understand and Tips and Activities for Grapheme/Phoneme Correspondence, Orthographic Conventions/Patterns and Generalisations, Morphology, and Phonetically Irregular Words. It is essential to pre-teach the concepts using this tip sheet prior to reading the book. There is nothing inherently decodable about a book. Decodability is a relationship between the student and the book. If the concepts in a book have been taught, the book is decodable.

The information for these sheets has been compiled from a wide variety of sources. Many thanks to those in the field who have researched, practised, and shared their knowledge with educatosrs. Please note - these sheets are based on our current understanding, both from our studies and from our personal experience. As we continue to learn, our understanding will evolve. If we reach a point where we feel these sheets need to be adjusted, we will do so and provide updated versions for free download

Here is a list of the resources we have used and courses/workshops we have completed

Source	Details
https://funlearning.ca/ • O-G Fundamentals • O-G Associate Practitioner • O-G Practicum • SWI Workshop • Grammar Workshops	Liisa Freure is an OG Fellow and teacher trainer based in Toronto. We highly recommend her courses, and cannot thank her enough for getting us started on this journey! Liisa provides OG training with supervised practicums, as well as a range of linguistic workshops.

https://rebeccaloveless.com/
• Teaching Real Script
• SWI for Early Readers
  • Beyond the Intro
  • The High Frequency Word Project -Rebecca Loveless & Fiona Hamilton
	Rebecca Loveless is a Structured Word Inquiry Coach based in California. Her courses are practical, informative, and inspirational - a great way to see how morphology can be explored with young learners!

Beneath the Surface of Words - Sue Hegland • https://learningaboutspelling.com/	Sue Hegland is the author of "Beneath the Surface of Words", which is a fantastic resource that has significantly broadened our understanding of morphology.
Real Spelling Toolbox - Real Spelling and Pascal Mira https://www.tbox2.com/	This book is our go-to reference for Orthographic Phonology, Orthography and Morphology. We would highly recommend getting a lifetime subscription!
Etymonline https://www.etymonline.com/ By Doug Harper	This is a free Online Etymology Dictionary that gives explanations of the history of words.
https://www.wordworkskingston.com/WordWorks/Home.html Peter Bowers	Pete Bowers is a Structured Word Inquiry Coach extraordinaire. His courses are practical, informative, and inspirational - a great way to see how morphology can be explored with young learners! He offers free drop in session on Mondays at 5:00pm.