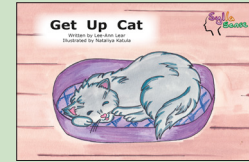


Get Up Cat- Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 1 - Get Up Cat

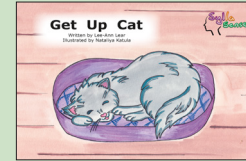


- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try															
<p><u>Introduced in This Book</u></p> <ul style="list-style-type: none"> review of all concepts <p><u>Previously Introduced</u></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> all short vowels <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants <s> /s/ and /z/ <p><u>Digraphs</u></p> <ul style="list-style-type: none"> <th>/TH/ voiced (only in <i>the</i>), <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/ 	<p>Words and Phrases for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, Elkonin boxes, etc.:</p> <ul style="list-style-type: none"> tap, got, lap, rim, fan, red, yet, pot, ten, and, gas, pin, tan, dock, rack, lick, peck, mock, bins, lips, mugs, kin, kids, vets, wed, will, wig, jam, job, less, cuff, sill, jazz, yes <p>Here is a word chain you could complete with blending cards:</p> <ul style="list-style-type: none"> sun → bun → ban → ran → rack → rock → lock → luck → puck → pick → pin → win → will → hill → hull → huff → hut → nut → jut → jot → jet → jets → pets → pet → pit → sit → six <p>Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">Noun Phrase</th> <th style="background-color: #d9d9d9;">Verb Phrase</th> <th style="background-color: #d9d9d9;">Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>six red hens</td> <td>sat on a hill</td> <td>in the tub</td> </tr> <tr> <td>a rat and a dog</td> <td>will huff</td> <td>at a vet</td> </tr> <tr> <td>Jeff and his pets</td> <td>fell in a well</td> <td>on the big rock</td> </tr> <tr> <td>ten packs</td> <td>can pick</td> <td>off the red deck</td> </tr> </tbody> </table> <p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “sat on a hill” can just be “sat”).</p>	Noun Phrase	Verb Phrase	Prepositional Phrase	six red hens	sat on a hill	in the tub	a rat and a dog	will huff	at a vet	Jeff and his pets	fell in a well	on the big rock	ten packs	can pick	off the red deck
Noun Phrase	Verb Phrase	Prepositional Phrase														
six red hens	sat on a hill	in the tub														
a rat and a dog	will huff	at a vet														
Jeff and his pets	fell in a well	on the big rock														
ten packs	can pick	off the red deck														

Get Up Cat- Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 1 - Get Up Cat



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

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular • suffix <-s> as plural 	<ul style="list-style-type: none"> • note suffix <-s> as students encounter it and support where needed

Comprehension Corner - Get Up Cat

Vocabulary Development

- What does *ack* mean? Why does Cat say this?

Making Connections

- Do you find it hard to get up in the morning?
- How do you know when it's time to get up?

Inferencing

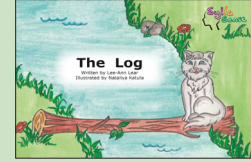
- Why are the animals all standing around Cat's bed on Page 15?
- Why do you think Cat's fur is standing up on the last page?

Retelling/Summarizing

- Retell this story. What was your favourite part?

The Log - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 2 - The Log

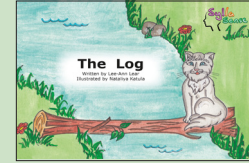


- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -

Grapheme/Phoneme Correspondence	Tips and Activities to Try															
<p>Introduced in This Book</p> <ul style="list-style-type: none"> consonant digraph <th>/th/ unvoiced (e.g., “thin”), and <th>/TH/ voiced (e.g., “this” in addition to “the”) <p><u>Previously Introduced</u></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> all short vowels <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants <s> /s/ and /z/ <p><u>Digraphs</u></p> <ul style="list-style-type: none"> <th>/TH/ voiced (only in <i>the</i>), <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/ 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> <th> has a “voiced” phoneme (e.g., <i>this</i>) and an “unvoiced” phoneme (e.g., <i>think</i>) the mouth position for both phonemes is the same, and distinct (tongue between teeth) voiced <th> has already been introduced in the context of <i>the</i>, but additional words are included in this book <p>Words and Phrases for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, Elkonin boxes, etc.:</p> <ul style="list-style-type: none"> thin, thick, bath, with, path, math, thud, moth, that, this, then, them, mock, hack, deck, pick, vet, web, pill, less, hiss, off, red, buzz, jet <p>Here is a word chain you could complete with blending cards:</p> <ul style="list-style-type: none"> thin → thick → lick → lock → mock → moth → mop → map → math → mat → met → men → then → them → hem → him → his → this <p>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., A dog and a moth <u>runs</u> on the path. → A dog and a moth <u>ran</u> on the path.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">Noun Phrase</th> <th style="background-color: #d9d9d9;">Verb Phrase</th> <th style="background-color: #d9d9d9;">Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>a dog and a moth</td> <td>did math</td> <td>at the vet</td> </tr> <tr> <td>a thin path</td> <td>sat in the bath</td> <td>on a thin log</td> </tr> <tr> <td>his math</td> <td>will pick up</td> <td>in a hot bath</td> </tr> <tr> <td>this red mat</td> <td>runs on the path</td> <td>on the path</td> </tr> </tbody> </table> <p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “sat on a hill” can just be “sat”).</p>	Noun Phrase	Verb Phrase	Prepositional Phrase	a dog and a moth	did math	at the vet	a thin path	sat in the bath	on a thin log	his math	will pick up	in a hot bath	this red mat	runs on the path	on the path
Noun Phrase	Verb Phrase	Prepositional Phrase														
a dog and a moth	did math	at the vet														
a thin path	sat in the bath	on a thin log														
his math	will pick up	in a hot bath														
this red mat	runs on the path	on the path														

The Log - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 2 - The Log



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

Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> ellipsis 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> an ellipsis is a punctuation mark comprised of three dots an ellipsis can represent a dramatic pause, or hesitation in “The Log,” the ellipsis provides an opportunity for students to make inferences
Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural 	<ul style="list-style-type: none"> note suffix <-s> as students encounter it and support where needed

Comprehension Corner - The Log

Vocabulary Development

- The animals say, “Ack!” when the log breaks. What do you think this means?

Making Connections

- Have you ever balanced on something thin like a log?
- Have you ever fallen into water unexpectedly? Was it fun, or scary?

Inferencing

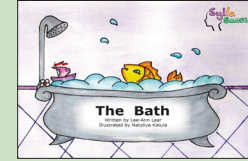
- Why do you think the author chose to use an ellipsis in this text?
- What do you think caused the log to break?

Retelling/Summarizing

- Retell the story. What was your favourite part?

The Bath - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 3 - The Bath



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in This Book

- **consonant digraph <sh>/sh/** (e.g., “ship”)

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/

Key Concepts to Understand

- review concept of digraph (a grapheme comprised of two letters representing one phoneme)
- digraph <sh> can be found in the initial, medial or final position in a word

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, Elkonin boxes, etc.:

- ship, shops, shut, shim, shun, shed, shin, shells, shock, shack, wish, bash, hush, mesh, lash, lush, fish, dish, cash, gush, this, that, thin, thick, them, jugs

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

- shin → shun → shut → shot → lot → let → led → shed → shell → bell → fell → fill → fish → wish → dish → dash

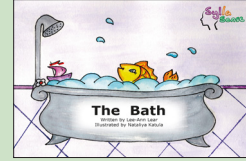
Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Shad and Bill shuts the lid. → Shad and Bill shut the lid.)

Noun Phrase	Verb Phrase	Prepositional Phrase
a red ship	shuts the lid	on the shell
his sad fish	had a big shock	in his shed
Shad and Bill	can get a fish	at the shack
his wish	will dash	on his red dish

You can differentiate for your students by dropping some of the words in these phrases (e.g., “a red ship” can just be “a ship”).

The Bath - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 3 - The Bath



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

Morphology

Tips and Activities to Try

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural

- note suffix <-s> as students encounter it and support where needed

Comprehension Corner - The Bath

Vocabulary Development

- What is a *pal*?
- Can you think of another word for *pal*?

Inferencing

- Why do you think the animals encouraged Cat to join them in the bath?
- Why do you think Cat is so shocked?

Making Connections

- Have you ever gotten wet when you didn't plan to? How did you feel?
- Have you ever given a pet a bath? If so, tell us about your experience.

Retelling/Summarizing

- Retell the story. What was your favourite part?

The Hot Sun - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 4 - The Hot Sun



Fat Cat - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 1 - Fat Cat



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in These Books

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>)

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/

Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- it is easier to isolate phonemes when both consonants have a continuous sound within the cluster (e.g., <sw>, <sl>)

Words and Phrases for Reading and Writing

Note: Consider using Elkonin boxes when introducing consonant clusters, as they are difficult for students to isolate. Start with consonant clusters that have continuous sounds. When working with words that have affixes, only include a box for each phoneme in the base (e.g., use c-a-t and not c-a-t-s). Affixes should not be included in the Elkonin box. It is important that suffixes are understood as a unit of meaning and not sounded out.

Refer to Page 3 of the **Morphology Background Information Sheets**

Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, Elkonin boxes, etc.:

- plan, blip, slim, glad, flop, glass, black, flat, swim, flick, swell, block, blip, flack, swam, flap, plum, blob, flip, slip, slop, sled, slid, glop

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

- flap → flip → slip → slap → slack → black → block → flock → lock → luck → lack → flack → flick → flit → slit → slat → flat → fat → fad → lad → glad

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
a sloth	can slip	in the lip gloss
a slim glass	slaps the block	on the flat path
the black block	slid on the deck	in the slush
a flock	can pick up the slab	at the black well

You can differentiate for your students by dropping some of the words in these phrases (e.g., “slid on the deck” can just be “slid”).

The Hot Sun - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 4 - The Hot Sun



Fat Cat - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 1 - Fat Cat



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

Morphology	Tips and Activities to Try
<p>Introduced in These Books</p> <ul style="list-style-type: none"> • suffix <-s> as possessive <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular • suffix <-s> as plural 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • suffix <-s> can indicate possessive • suffix <-s> as a possessive always follows a noun (e.g., <i>Mary's truck, the dog's bowl</i>) • suffix <-s> as a possessive usually follows an apostrophe
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> • apostrophe for possession 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • an apostrophe is a punctuation mark • one of the uses for an apostrophe <s> is to indicate possession (e.g., <i>Dad's truck</i>)

Comprehension Corner - The Hot Sun

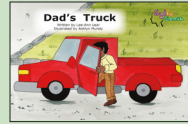
<p>Vocabulary Development</p> <ul style="list-style-type: none"> • What does it mean to be <i>glad</i>? • Can you think of another word for <i>glad</i>? <p>Making Connections</p> <ul style="list-style-type: none"> • Do you like to go swimming? Why or why not? • What sorts of things do you like to do when it is hot? 	<p>Inferencing</p> <ul style="list-style-type: none"> • Why do you think Cat does not want to jump in the pond? • Why do you think Cat is glad at the end of the story? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> • Retell the story. What was your favourite part?
--	--

Comprehension Corner - Fat Cat

<p>Vocabulary Development</p> <ul style="list-style-type: none"> • Review the concept of <i>taking a nap</i>. • How is a <i>nap</i> different from going to sleep at night? <p>Making Connections</p> <ul style="list-style-type: none"> • Do you ever take naps? Do you like napping? Explain why or why not. 	<p>Inferencing</p> <ul style="list-style-type: none"> • Why do you think Fat Cat naps in so many places? • Why do you think Dad is happy that Fat Cat is napping on him? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> • Retell the story. What was your favourite part?
---	---

Dad's Truck - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 5 - Dad's Truck



Red Dog - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 2 - Red Dog



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in These Books

- initial consonant clusters with continuous sound as second phoneme (e.g. <tr>, <sn>)

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/

Additional Concepts

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>)

Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- it is easier to isolate phonemes when both consonants have a continuous sound within the cluster (e.g., <sw>, <sl>)
- when consonant clusters are found at the end of a base it is common for students to omit the first phoneme in the cluster

Note: Spelling <tr> words can be challenging for students. The mouth formation for /tr/ is very similar to /ch/, so students often write <chr> instead of <tr>. Explain that, although these words may sound and feel like /ch/ combined with /r/ when we are saying them, we consistently use <tr> to spell them. When <chr> is spelled in English, it is pronounced /kr/ (e.g., chrome). It is important to practice a lot of words that start with <tr>. Some students also find <dr> words challenging, and perceive them as /j/. Extra practice with these words is beneficial as well.

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, Elkonin boxes, etc.:

- plan, trip, slim, trap, flop, grass, black, glad, trick, grill, smell, snap, block, flick, brim, drip, trap, trim, prop, flap, snack, sniff, drum, drop, flip, snip, track, truck

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

- trap → trip → tip → sip → slip → slap → slack → black → block → lock → lot → rot → rat → rap → lap → flap → flop → sloop → slot

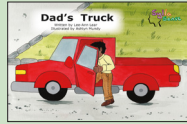
Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences. A good opportunity arises to address syntax if the resulting sentence is not grammatically correct (e.g., Trin and Jazz drops the block. → Trin and Jazz drop the block.)

Noun Phrase	Verb Phrase	Prepositional Phrase
Trin and Jazz	can snap the trap	on the grass
a slim trap	drops the block	in his pack of snacks
a big drop	will trick his dad	on the back of the truck
the black grill	can pick up the drum	at the track

You can differentiate for your students by dropping some of the words in these phrases (e.g., “can pick up the drum” can just be “can pick up”).

Dad's Truck - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 5 - Dad's Truck



Red Dog - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 2 - Red Dog



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

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular • suffix <-s> as plural • suffix <-s> as possessive 	<ul style="list-style-type: none"> • note suffix <-s> as students encounter it and support where needed
High Frequency Words	Tips and Activities to Try
<p>-“of”</p>	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • in Old English, <i>of</i> and <i>off</i> were the same word • <i>of</i> is a function word, and became shorter (function words are written with as few letters as possible) • <o> is pronounced as a schwa in <i>of</i> - function words are not stressed • /v/ represented by <f> - /v/ and /f/ are voiced and unvoiced pairs (mouth formation is the same)

Comprehension Corner - Dad's Truck

Vocabulary Development

- What does it mean to be *cross*?
- Can you think of another word for *cross*?

Making Connections

- Have you ever been left behind? How did it make you feel?
- Tell us about something you like to do with your family.

Inferencing

- Why do you think Ben and his pets snuck into the back of the truck?
- Why do you think Dad was cross?

Retelling/Summarizing

- Retell the story. What was your favourite part?

Comprehension Corner - Red Dog

Vocabulary Development

- What is a *track*?
- Can you think of another word for *track*?

Making Connections

- Have you ever gone on a trip? Where did you go?
- What do you like to do for fun with your family?

Inferencing

- Why do you think Red Dog likes to go on trips with Dad?

Retelling/Summarizing

- Which page was your favourite in the book? Explain why you enjoyed it.

Red Dog in the Mud - Teacher Tip Sheet (Page 1 of 2)
Green Fiction - Book 6 - Red Dog in the Mud



Kids Can - Teacher Tip Sheet (Page 1 of 2)
Green Photo - Book 3 - Kids Can



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in These Books

- **consonant digraph <ch>/ch/** (e.g., “chip”)
- **3 consonant cluster** (e.g., <spl>, <scr>)

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/

Additional Concepts

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>, <tr>, <sn>)

Key Concepts to Understand

- review concept of digraph (a grapheme comprised of two letters representing one phoneme)
- digraph <ch> can be found in initial, medial, and final position
- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- consonant clusters with three consonants can be challenging for students - using Elkonin boxes can help students isolate the phonemes in these clusters - it is very important for students to notice what is happening in their mouths when they pronounce the phonemes (e.g., I need to close my lips after the /s/ in *split* to form the /p/.)

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, Elkonin boxes, etc.:

- chip, chess, chat, chick, check, chill, much, such, chop, chap, scrub, scam, scrap, scruff, splash, split, press, trap, trick, flip, snap, snack, chips, chicks, scraps

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

- chap → chip → chill → chick → chicks → licks → locks → lock → dock → deck → check → chuck → muck → much → such → sum → chum → chub → rub

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
a bunch of chicks	got such a chill	with the scraps
his big chin	chops the scraps	in the chips
Chad and his dog	can jump	on the chess men
a big splash	will chat	with a big splat

You can differentiate for your students by dropping some of the words in these phrases (e.g., “Chad and his dog” can just be “Chad”).

Red Dog in the Mud - Teacher Tip Sheet (Page 2 of 2)
Green Fiction - Book 6 - Red Dog in the Mud



Kids Can - Teacher Tip Sheet (Page 2 of 2)
Green Photo - Book 3 - Kids Can



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

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
<ul style="list-style-type: none"> unconventional spelling of <i>much</i>, <i>such</i>, (and <i>which</i>) 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> <i>much</i>, <i>such</i> (and <i>which</i>) are high frequency words that students need to be familiar with <i>much</i>, <i>such</i> (and <i>which</i>) do not follow the <-tch> spelling convention (use <-tch> to represent /ch/ after a single short vowel, final to base) because they are function words and therefore written with as few letters as possible the <-tch> pattern is introduced later in the series - depending on the age of your students, it might be worth pointing out to them that, although <i>much</i> and <i>such</i> are spelled as they sound, their spelling is unconventional
Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural suffix <-s> as possessive 	<ul style="list-style-type: none"> note suffix <-s> as students encounter it and support where needed

Comprehension Corner - Red Dog in the Mud

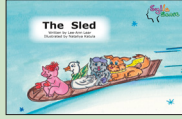
<p>Vocabulary Development</p> <ul style="list-style-type: none"> What does it mean to <i>chill</i>? Can you think of another word for <i>scrub</i>? 	<p>Inferencing</p> <ul style="list-style-type: none"> Why do you think Red Dog jumped in the mud?
<p>Making Connections</p> <ul style="list-style-type: none"> How do you cool yourself down when you are hot? Have you ever made a big mess in your house? Tell us about what happened. 	<p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Retell the story. What was your favourite part? What is the problem in this story? How is the problem solved?

Comprehension Corner - Kids Can

<p>Vocabulary Development</p> <ul style="list-style-type: none"> What is a <i>chick</i>? Can you think of another name for baby animals? 	<p>Inferencing</p> <ul style="list-style-type: none"> Why do you think the author called this book “Kids Can”? Do you think “Kids Can” is a good title?
<p>Making Connections</p> <ul style="list-style-type: none"> Do you ever help with the cooking? What is your favourite meal? What do you like to do for fun with your family? 	<p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Which page was your favourite in the book? Explain why you enjoyed it.

The Sled - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 7 - The Sled



Frog at the Pond - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 4 - Frog at the Pond



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in These Books

- **final consonant clusters (e.g., <mp>, <st>, <nd> in addition to “and”)**

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>, <tr>, <sn>)
- 3 consonant clusters (e.g., <spl>, <scr>)

Key Concepts to Understand

- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme (often referred to as a “blend”)
- when consonant clusters are found at the end of a base it is common for students to omit the first phoneme in the cluster (e.g., a student might read or spell *wet*, instead of *went*)
- 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*.
- Note: Consider using Elkonin boxes when introducing consonant clusters, as they are difficult for students to isolate. Start with consonant clusters that have continuous sounds. When working with words that have affixes, only include a box for each phoneme in the base (e.g., use c-a-t and not c-a-t-s). Affixes should not be included in the Elkonin box. It is important that suffixes are understood as a unit of meaning and not sounded out.

Refer to Page 3 in the **Morphology 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, Elkonin boxes, etc.:

- went, fast, drift, bump, help, helping, thump, thumping, pond, ponds, branch, soft, bask, basking, next, bend, bending, rest, resting, check, checking, chill, chilling, splash

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

- thump → bump → lump → limp → lamp → camp → champ → chomp → chop → pop → pod → pond → bond → bend → lend → lent → lest → best

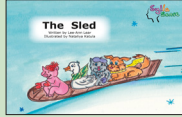
Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrase	Verb Phrase	Prepositional Phrase
the champ	was damp	at the pond
a thin frog	was drifting fast	on the sled
his hand	hit a soft bump	off the path
the pig’s hat	went rushing	on a branch

You can differentiate for your students by dropping some of the words in these phrases (e.g., “was drifting fast” can just be “was drifting”).

The Sled - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 7 - The Sled



Frog at the Pond - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 4 - Frog at the Pond



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

Morphology	Tips and Activities to Try
<p>Introduced in These Books</p> <ul style="list-style-type: none"> suffix <-ing> as present participle <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural suffix <-s> as possessive 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> a base is a structural element that forms the foundation of a written word (the term “root” refers to the etymological/historical source of the base) a free base is a base that functions independently/forms a complete English word on its own a suffix is a morpheme attached after a base - often changes grammatical structure or the “sense” of a word suffix <-ing> as a present participle (the form of a verb ending in <-ing>)
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> “was” 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> historically, <i>was</i> was likely pronounced with a short <a> - over the years, the /ă/ has become increasingly reduced (schwa), as <i>was</i> is a function word the grapheme <s> can represent /s/ (unvoiced - as in <i>sit</i>), and /z/ (voiced, as in <i>has</i>) <p>Note: remember to say, “<s> can be pronounced as /s/,” rather than “<s> says /s/”</p>

Comprehension Corner - The Sled

Vocabulary Development

- What does *drifting* mean? What was *drifting*?

Inferencing

- Why did Dog have a big grin?
- Why was Dog not checking the path?

Making Connections

- Who’s sled was it?

Retelling/Summarizing

- Retell this story. What was your favourite part?

Comprehension Corner - Frog at the Pond

Vocabulary Development

- What does *basking* mean?

Inferencing

- Do you think Frog enjoyed falling off the thin branch?

Making Connections

- Does Frog look like any other frog you have seen before?

Retelling/Summarizing

- Retell this story. What was your favourite part?

Fat Cat's Lunch - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 8 - Fat Cat's Lunch



The Trip - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 5 - The Trip



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in These Books

- initial consonant clusters with stop sound as second phoneme (e.g., <st>, <sp>)

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters with continuous sound as second phoneme (e.g. <pl>, <tr>, <sn>)
- 3 consonant clusters (e.g., <spl>, <scr>)
- final consonant clusters (e.g., <mp>, <st>, <nd>)

Key Concepts to Understand

- it is easier to isolate phonemes when both consonants have a continuous sound within the cluster (e.g., <sn>, <sl>) - be sure to practice this before moving on to consonant clusters with stop sounds
- consonant clusters are two or more adjacent consonant letters, each representing their own phoneme
- Note: remind students to think about what position their mouths need to be in when pronouncing the phonemes (e.g., "I need to close my lips after the /s/ in spots to form the /p/.").
- 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 *sulks*, ask students to cover the <-s> and read *sulk*, ask them to release their finger and reread the entire word with the <-s>, *sulks*.
- Note: Consider using Elkonin boxes when introducing consonant clusters, as they are difficult for students to isolate. Start with consonant clusters that have continuous sounds. When working with words that have affixes, only include a box for each phoneme in the base (e.g., use c-a-t and not c-a-t-s). Affixes should not be included in the Elkonin box. It is important that suffixes are understood as a unit of meaning and not sounded out.

Refer to Page 3 in the **Morphology 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, Elkonin boxes, etc.:

- steps, lunch, lost, grass, check, fish, sulks, glad, last, still, stop, fast, spots, grab, crab, mask, swim, trip, sand, black, blocking, went, stack, spill, stick, slick

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

- spit → spot → spat → span → spin → spill → still → stick → stack → stock → stop → slop → slip → slim → slam → spam → scam → scamp → camp → clamp

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
the red dish	was blocking the sun	on the back steps
his black stick	stops and sulks	at the zip
the crab	is still mad	with the sand
his mask	was lost	in his hand

You can differentiate for students by dropping some of the words in these phrases (e.g., "is still mad" can just be "is mad").

Fat Cat's Lunch - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 8 - Fat Cat's Lunch



The Trip - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 5 - The Trip



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

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> some students may pronounce <i>Mom</i> as “mum”, and others may pronounce it as “mom” - support if needed
Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural suffix <-s> as possessive suffix <-ing> as present participle 	<ul style="list-style-type: none"> note suffix <-s> and suffix <-ing> as students encounter them and support where needed
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> capitalization for emphasis 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> there are many ways to emphasize capitalized words (e.g., tone, stress, volume, intonation)

Comprehension Corner - Fat Cat's Lunch

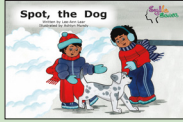
<p>Vocabulary Development</p> <ul style="list-style-type: none"> Where did Fat Cat look for his lunch? Why was Fat Cat mad? <p>Making Connections</p> <ul style="list-style-type: none"> Have you ever lost your lunch? 	<p>Inferencing</p> <ul style="list-style-type: none"> What did Fat Cat want to eat when he couldn't find his lunch? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Retell this story. What was your favourite part?
--	--

Comprehension Corner - The Trip

<p>Vocabulary Development</p> <ul style="list-style-type: none"> Describe the zip. What is a zip line? Have you ever been on one? <p>Making Connections</p> <ul style="list-style-type: none"> What do you think Zack saw in the water? 	<p>Inferencing</p> <ul style="list-style-type: none"> Why did Mom wear a hat? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> Retell this story. What was your favourite part?
---	--

Spot The Dog - Teacher Tip Sheet (Page 1 of 2)

Green Fiction - Book 9 - Spot The Dog



Cam - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 6 - Cam



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

Morphology

Tips and Activities to Try

Introduced in These Books

- suffix <-ed> as past tense of a verb

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural
- suffix <-s> as possessive
- suffix <-ing> as present participle

Grapheme/Phoneme Correspondence

Introduced in These Books

- <-ed>/t/ (e.g., “jumped”), /d/ (e.g., “called”), and /əd/ (e.g., “landed”)

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)

Key Concepts to Understand

- suffix <-ed> can be pronounced three ways (e.g., jumped → /t/, yelled → /d/, rested → /əd/)

Refer to Page 5 in the **Grapheme/Phoneme Correspondence Background Information Sheets** for more information on schwa

- it is important to focus on the concept of a suffix and how it changes the meaning, rather than simply focusing on the three sounds that <-ed> can represent

It is key for students to understand the structure of words (prefix/base/suffix) and not sound out these affixes.

Morphology Activity

- Ask students to jump and ask them what they did. “We jumped!” Ask what suffix was attached to the base, *jump*. Once they identify the suffix <-ed>, ask how <-ed> was pronounced. In the large group, repeat with *yelled* and *landed*. Provide each pair of students with an <-ed> morpheme/suffix card. Have one partner do an action (e.g., *look*) and call out the base (e.g., *look*) and the other will hold up the <-ed> and say the new word (e.g. *looked*). Students may come up with words such as *felled* and *runned*. Simply correct them because these “strong verbs” are not necessary to teach 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, Elkonin boxes, etc.:

- jumped, yelled, rested, landed, picked, stacked, asked, helped, chilled, planted, tested, spelled, handed, licked, spilled, locked, basked, ranted

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
the soft dog	stacked the blocks	on his desk
Stan and his pal	rested	on the path
Sam and Chad	asked dad	at the hill
the fun kid	ran and jumped	in the sun

You can differentiate for your students by dropping some of the words in these phrases (e.g., “ran and jumped” can just be “ran”).

Spot The Dog - Teacher Tip Sheet (Page 2 of 2)

Green Fiction - Book 9 - Spot The Dog



Cam - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 6 - Cam



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

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try
---	----------------------------

<ul style="list-style-type: none"> concept of schwa in unstressed syllables 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> polysyllabic words often have a syllable that holds the primary stress a vowel sound in an unstressed syllable/word is called a schwa a schwa is a non-distinct vowel sound that does not sound like any of the main vowels in isolation <p>Refer to Page 5 in the Grapheme/Phoneme Correspondence Background Information Sheets for more information on schwa</p>
--	--

Morphology	Tips and Activities to Try
------------	----------------------------

<p>Introduced in These Books</p> <ul style="list-style-type: none"> suffix <-ed> as past tense of a verb <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural suffix <-s> as possessive suffix <-ing> as present participle 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> written and spoken words in English are formed by combining structural units called morphemes morphemes are meaning units, contributing to the overall “sense” of a word, or have a grammatical function <-ed> is often used as the past tense of a verb
---	---

Comprehension Corner - Spot, the Dog

<p>Vocabulary Development</p> <ul style="list-style-type: none"> Where were all the places Spot tried to join Sam and Chad? <p>Making Connections</p> <ul style="list-style-type: none"> Have you ever been left out of an activity? 	<p>Inferencing</p> <ul style="list-style-type: none"> Do you think Spot should be allowed to nap on the bed? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> How did the story end? Retell this story. What was your favourite part?
--	---

Comprehension Corner - Cam

<p>Vocabulary Development</p> <ul style="list-style-type: none"> What does chilling mean? Can you think of other words that have a similar meaning? <p>Making Connections</p> <ul style="list-style-type: none"> Would you want to go on a dog sled ride? Why or why not? Have you ever made something out of blocks? Describe what you built. 	<p>Inferencing</p> <ul style="list-style-type: none"> What do you think Cam and the dog did to have so much fun? <p>Retelling/Summarizing</p> <ul style="list-style-type: none"> What was your favourite part of the story? Explain why.
---	--

The Chick - Teacher Tip Sheet (Page 1 of 3)

Green Fiction - Book 10 - The Chick



In The Bush - Teacher Tip Sheet (Page 1 of 3)

Green Photo - Book 7 - In The Bush



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in These Books

- **consonant trigraph <-tch>/ch/** (e.g., "hatch")
- **<u>/oo/** (e.g., "bush")

Previously Introduced

Vowels

- all short vowels

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)
- <-ed>/t/, /d/, /əd/ (schwa)

Key Concepts to Understand

- <-tch> is typically used directly after a single, short, vowel (see "Red Dog in the Mud"/"Kids Can" for exception words)
- there are a small group of words where <u> represents /oo/ (e.g., put, push, pull, bush, bull)

Word Sort

- Provide students with the following (unsorted) words:

/ü/	/oo/
sun, crunch, bunch, fun, jump, club, just, mush	put, push, pull, bush, bull, full

- The goal is to make students aware that there is another phoneme represented by <u>.

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, Elkonin boxes, etc.:

- chick, ranch, crack, nest, egg, fluff, put, push, split, hatch, grasp, bush, hitch, witch, botch, hutch, hatch

Here are two word chains you could complete with blending cards:

- hatch → patch → pitch → ditch → titch → stitch → stick
- fetch → retch → etch → itch → it → bit → bin → bun → bunch

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
the mad witch	scratched a lot	at the pitch
Patch	fetches the stick	in the bush

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

The Chick - Teacher Tip Sheet (Page 2 of 3)

Green Fiction - Book 10 - The Chick



In The Bush - Teacher Tip Sheet (Page 2 of 3)

Green Photo - Book 7 - In The Bush



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

Orthographic Conventions/Patterns and Generalizations

- use <-tch> for /ch/ at the end of a base after a single (short) vowel
- vc/cv words (e.g., “rabbit”)

Tips and Activities to Try

Key Concepts to Understand

- <-tch> is typically used directly after a single, short, vowel
- a simple way to read multisyllabic bases with short vowels syllables → when reading *rabbit*, students identify the first CVC chunk and cover the rest of the word, read <rab>, release finger and read <bit>, reread entire word *rabbit*
- at this point students should be confident in reading closed-syllable bases so reading words such as, rabbit and Jasmin, will not be difficult to decode once they find the first CVC chunk

Refer to Page 5 and 6 in the **Orthographic Conventions Background Information Sheets** for more information on syllables

Word Sort

- Provide students with the following (unsorted) words:

<ch>	<-tch>
bunch, branch, ranch, lunch, crunch, pinch, bench, march, inch, finch, hunch, munch	hatch, patch, pitch, ditch, stitch, fetch, stretch, itch, match, catch, witch, switch

- Ask students to sort the words based on the two categories. Have them investigate when <-tch> is used.
- Prompt: “Circle the grapheme that comes before the <-tch>.”
- some additional <-tch> activities can be found at: <https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/>

The Chick - Teacher Tip Sheet (Page 3 of 3)

Green Fiction - Book 10 - The Chick



In The Bush - Teacher Tip Sheet (Page 3 of 3)

Green Photo - Book 7 - In The Bush



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

Morphology

Tips and Activities to Try

Introduced in These Books

- **suffix <-s> as possessive without apostrophe in “its”**
- **doubling rule**

Previously Introduced

- <-s> as third person singular
- <-s> as plural
- <-s> as possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb

Key Concepts to Understand

- *its*, when possessive, does not have an apostrophe so as not to be confused with the contraction <it's> → it is
- the doubling rule is not necessary to teach at this time for spelling purposes → at this point the students should be confident in reading closed syllables, so words such as grabbed and spotted will not be difficult to decode

Refer to Page 4 in the **Orthographic Conventions Background Information Sheets** for more information on the doubling convention

Comprehension Corner - The Chick

Vocabulary Development

- What did the chick have to do to get out of the egg?
- What does it mean to *fetch* something?

Making Connections

- Have you ever seen a real chick? Where?

Inferencing

- What do you think will happen next in the story?

Retelling/Summarizing

- What was your favourite part of the story? Explain.

Comprehension Corner - In the Bush

Vocabulary Development

- What's another word for *bush*?

Making Connections

- Have you ever seen a map? Where?
- Have you ever come across a fox in your neighbourhood?

Inferencing

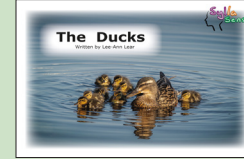
- Why do you think Kim and Jem stopped to put sticks and rocks in the nets?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.

The Ducks - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 8 - The Ducks



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

Grapheme/Phoneme Correspondence	Tips and Activities to Try															
<p>Introduced in This Book</p> <ul style="list-style-type: none"> • <ng>/ng/ (e.g., “long”) • digraph <qu>/kw/ (e.g., “quick”) <p><u>Previously Introduced</u></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> • all short vowels • <u>/oo/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> • all single consonants • <s> /s/ and /z/ <p><u>Digraphs</u></p> <ul style="list-style-type: none"> • <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/ <p><u>Trigraphs</u></p> <ul style="list-style-type: none"> • <-tch>/ch/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> • initial consonant clusters • final consonant clusters (e.g., <mp>, <st>, <nd>) • <-ed>/t/, /d/, /əd/ (schwa) 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • <n>s (and <m>s) are difficult for students to isolate in words • it is very effective to have students plug their noses while pronouncing /n/ in order to understand that <n>s are nasal phonemes • students should have many opportunities to say words where <n> is in initial, medial and final position (while plugging and unplugging their noses) in order to recognize the sensation that producing nasal phonemes creates • <q> will always be followed by a <u> in complete English words, therefore it is more efficient to teach <q> in the digraph <qu> and not in isolation <p>Words and Phrases for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, Elkonin boxes, etc.:</p> <ul style="list-style-type: none"> • quack, quick, flung, long, quit, quill, quick, fling, sing, rang, sang, wing, bring, sting, stung, swung, song, sung, singing, swinging, bringing <p>Here are two word chains you could complete with blending cards:</p> <ul style="list-style-type: none"> • quit → quiz → quip → quit → quill → quick → quack • rang → sang → sung → stung → stunt → stint → sting → string → strong <p>Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">Noun Phrase</th> <th style="background-color: #d9d9d9;">Verb Phrase</th> <th style="background-color: #d9d9d9;">Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>his strong wing</td> <td>was stinging his back</td> <td>in the duck’s nest</td> </tr> <tr> <td>Quinn</td> <td>quacked</td> <td>at the king’s hill</td> </tr> <tr> <td>the quick duckling</td> <td>was ringing the bell</td> <td>with a string</td> </tr> <tr> <td>his long neck</td> <td>sung a song</td> <td>on a quilt</td> </tr> </tbody> </table> <p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “was ringing the bell” can just be “was ringing”).</p>	Noun Phrase	Verb Phrase	Prepositional Phrase	his strong wing	was stinging his back	in the duck’s nest	Quinn	quacked	at the king’s hill	the quick duckling	was ringing the bell	with a string	his long neck	sung a song	on a quilt
Noun Phrase	Verb Phrase	Prepositional Phrase														
his strong wing	was stinging his back	in the duck’s nest														
Quinn	quacked	at the king’s hill														
the quick duckling	was ringing the bell	with a string														
his long neck	sung a song	on a quilt														

The Ducks - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 8 - The Ducks



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

Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> • suffix <-s> third person singular • suffix <-s> as plural • suffix <-s> as possessive • suffix <-ing> as present participle • suffix <-ed> as past tense of a verb • suffix <-s> as possessive in <i>its</i> 	<ul style="list-style-type: none"> • note suffixes as students encounter them and support where needed
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> • quotation marks 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • quotations mark the exact words that somebody says
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> • "said" 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> • it is important to explicitly teach that <said> is the past tense of <say> • there are differing opinions among linguists as to the etymology of this word • do not assume that <ai> is a digraph in the word <i>said</i>

Comprehension Corner - The Ducks

<p>Vocabulary Development</p> <ul style="list-style-type: none"> • How did the ducklings get the nuts? 	<p>Inferencing</p> <ul style="list-style-type: none"> • Why do you think the children were feeding the ducks nuts instead of bread? • Why do you think the ducklings swam off and hid at first?
<p>Making Connections</p> <ul style="list-style-type: none"> • Have you ever fed ducks? 	<p>Retelling/Summarizing</p> <ul style="list-style-type: none"> • What was your favourite part of the story? Explain why.

The Chipmunk - Teacher Tip Sheet (Page 1 of 2)

Green Photo - Book 9 - The Chipmunk



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

Grapheme/Phoneme Correspondence	Tips and Activities to Try															
<p>Introduced in This Book</p> <ul style="list-style-type: none"> <nk>/nk/ (e.g., “think”) <p><u>Previously Introduced</u></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> all short vowels <u>/oo/ <p><u>Consonants</u></p> <ul style="list-style-type: none"> all single consonants <s> /s/ and /z/ <p><u>Digraphs</u></p> <ul style="list-style-type: none"> <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/ <p><u>Trigraphs</u></p> <ul style="list-style-type: none"> <-tch>/ch/ <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> initial consonant clusters final consonant clusters (e.g., <mp>, <st>, <nd>) <-ed>/t/, /d/, /əd/ (schwa) <ng>/ng/ (e.g., <i>long</i>) 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> <n>s (and <m>s) are difficult for students to isolate in words it is very effective to have students plug their noses while pronouncing /n/ in order to understand that <n>s are nasal phonemes students should have many opportunities to say words where <n> is in initial, medial and final position (while plugging and unplugging their noses) in order to recognize the sensation that producing nasal phonemes creates the <a> when followed by a <w> is usually pronounced as /ɔ̃/ when <wa> is followed by /g/ or /k/ (velar stop) the <a> represents a short sound /ă/ <p>Words and Phrases for Reading and Writing</p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, game cards, Elkonin boxes, etc.:</p> <ul style="list-style-type: none"> watch, watching, watched, want, wanted, wanting, wad, thanks, think, shrink, drank, drink, pink, trunk, ink <p>Here is a word chain you could complete with blending cards:</p> <ul style="list-style-type: none"> honk → hunk → junk → bunk → sunk → sink → stink → tink → rink → link → blink → blank → tank → sank → stank <p>Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">Noun Phrase</th> <th style="background-color: #d9d9d9;">Verb Phrase</th> <th style="background-color: #d9d9d9;">Prepositional Phrase</th> </tr> </thead> <tbody> <tr> <td>the big fish tank</td> <td>was quick to sink</td> <td>on the junk</td> </tr> <tr> <td>the pink drink</td> <td>stank</td> <td>off the bunk</td> </tr> <tr> <td>the wad of junk</td> <td>wanted to shrink</td> <td>in the rink</td> </tr> <tr> <td>Hank</td> <td>watched the chipmunk blink</td> <td>at the bank</td> </tr> </tbody> </table>	Noun Phrase	Verb Phrase	Prepositional Phrase	the big fish tank	was quick to sink	on the junk	the pink drink	stank	off the bunk	the wad of junk	wanted to shrink	in the rink	Hank	watched the chipmunk blink	at the bank
Noun Phrase	Verb Phrase	Prepositional Phrase														
the big fish tank	was quick to sink	on the junk														
the pink drink	stank	off the bunk														
the wad of junk	wanted to shrink	in the rink														
Hank	watched the chipmunk blink	at the bank														
<p>Orthographic Conventions/Patterns and Generalizations</p> <ul style="list-style-type: none"> <wa> (<a> as short /ɔ̃/ after <w>) 	<p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “the big fish tank” can just be “the tank”).</p>															

The Chipmunk - Teacher Tip Sheet (Page 2 of 2)

Green Photo - Book 9 - The Chipmunk



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

Morphology

Tips and Activities to Try

Previously Introduced

- suffix <-s> third person singular
- suffix <-s> as plural
- suffix <-s> as possessive
- suffix <-ing> as present participle
- suffix <-ed> as past tense of a verb
- suffix <-s> as possessive without apostrophe in *its*

- note suffixes as students encounter them and support where needed

Comprehension Corner - The Chipmunk

Vocabulary Development

- What's another word for *grin*?

Inferencing

- Why do you think mom told Tess to "sit still"?
- Where do you think the chipmunk took the nut?

Making Connections

- Would you have been scared to feed the chipmunk as Tess did?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.

The Bridge - Teacher Tip Sheet (Page 1 of 3)

Green Photo - Book 10 - The Bridge



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

Grapheme/Phoneme Correspondence

Tips and Activities to Try

Introduced in This Book

- **trigraph <-dge>/j/ (e.g., “bridge”)**

Previously Introduced

Vowels

- all short vowels
- <u>/oo/

Consonants

- all single consonants
- <s> /s/ and /z/

Digraphs

- <th>/TH/ voiced, <th>/th/ unvoiced, <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/, <sh>/sh/, <ch>/ch/, <qu>/kw/

Trigraphs

- <-tch>/ch/

Additional Concepts

- initial consonant clusters
- final consonant clusters (e.g., <mp>, <st>, <nd>)
- <-ed>/t/, /d/, /əd/ (schwa)
- <ng>/ng/ (e.g., *long*)
- <nk>/nk/ (e.g., *think*)
- <wa> (<a> as short /ɔ̃/ after <w>)

Key Concepts to Understand

- <-dge> is used directly after a single, short, vowel to represent /j/
- <g> is often softened to /j/ when followed by an <e>, <i>, or <y> (this is more consistent when /j/ is at the end of a base), and is less reliable than the soft <c> convention
- the <a> when before an <l> is usually pronounced as /ɔ̃/ even when the <l> is not pronounced (e.g., *walk*, *talk*)

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, Elkonin boxes, etc.:

- ball, call, fall, hall, stall, small, wall, smudge, wedge, nudge, badge, dredge, hedge, bridge, fridge

Here are two word chains you could complete with blending cards:

- bridge → fridge → ridge → rid → red → led → ledge → edge → hedge → ledge → sledge → sled → bled → bed → bud → budge → judge
- all → call → fall → ball → tall → stall → small → mall → hall → wall

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
Hank's stall	wanted a small ball	in the hedge
the tall judge	was falling	on the ridge
the brick wall	went to the mall	at the lodge
Madge	called	in the fridge

You can differentiate for your students by dropping some of the words in these phrases (e.g., “went to the mall” can just be “went”).

CONTINUED ON THE NEXT PAGE

The Bridge - Teacher Tip Sheet (Page 2 of 3)

Green Photo - Book 10 - The Bridge



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

Orthographic Conventions/Patterns and Generalizations	Tips and Activities to Try				
<ul style="list-style-type: none"> <a> (<a> as short /ɔ̃/ when followed by <l>, e.g., “tall”) use <dge> for /j/ at the end of a base after a single (short) vowel 	<p>Word Sort Provide students with the following (unsorted) words:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #e0e0e0;"><j></th> <th style="background-color: #e0e0e0;"><-dge></th> </tr> </thead> <tbody> <tr> <td>jam, jug, jog, jot, jump, junk, just, jinx, job, jest</td> <td>edge, wedge, badge, lodge, dodge, smudge, bridge, fridge, ridge, fudge</td> </tr> </tbody> </table> <p>Ask students to sort these words based on the two categories. Have them investigate when <j> is used versus when <-dge> is used. Prompt: “Circle the grapheme that comes before the <-dge>.”</p>	<j>	<-dge>	jam, jug, jog, jot, jump, junk, just, jinx, job, jest	edge, wedge, badge, lodge, dodge, smudge, bridge, fridge, ridge, fudge
<j>	<-dge>				
jam, jug, jog, jot, jump, junk, just, jinx, job, jest	edge, wedge, badge, lodge, dodge, smudge, bridge, fridge, ridge, fudge				
Morphology	Tips and Activities to Try				
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> suffix <-s> third person singular suffix <-s> as plural suffix <-s> as possessive suffix <-ing> as present participle suffix <-ed> as past tense of a verb suffix <-s> as possessive without apostrophe in its 	<ul style="list-style-type: none"> note suffixes as students encounter them and support where needed 				
High Frequency Words	Tips and Activities to Try				
<ul style="list-style-type: none"> “they” 	<p>Key Concepts to Understand</p> <ul style="list-style-type: none"> <i>they</i> is best taught alongside the words <i>them</i> and <i>their</i> as they are all “people connected” and all share the <e> grapheme very few words ending in <ey> are pronounced as /ā/ <i>they</i> has two graphemes: <th> and <ey> 				

The Bridge - Teacher Tip Sheet (Page 3 of 3)

Green Photo - Book 10 - The Bridge



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

Comprehension Corner - The Bridge

Vocabulary Development

- What did Tess see from the bridge?
- What is a *ledge*?

Making Connections

- Have you ever been on a swing bridge?
- Would you like to go on a swing bridge? Why, or why not?

Inferencing

- How do you know that Mom was scared on the bridge? Who was not scared?

Retelling/Summarizing

- What was your favourite part of the story? Explain why.

References

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 educators. 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/ <ul style="list-style-type: none"> • 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/ <ul style="list-style-type: none"> • Teaching Real Script • SWI for Early Readers <ul style="list-style-type: none"> • 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.