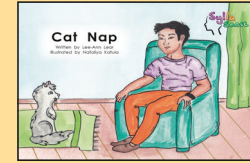


# Cat Nap - Teacher Tip Sheet (Page 1 of 3)

## Yellow Series - Book 1 - Cat Nap



**- 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

- short <a>/ă/, short <o>/ö/
- <c>/k/, <g>/g/, <s>/s/ unvoiced, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/

**Note: Specific ideas for teaching and consolidation activities can be found in our Grapheme/Phoneme Correspondence Background Information Sheet.**

#### **Key Concepts to Understand**

- /m/ and /n/ are nasal phonemes, which means the air stream created during articulation is directed through the nasal cavity - nasal phonemes are fun to explore, because the sound stops when you plug your nose
- nasal phonemes can also change the sound of the preceding vowel - be aware of this when reading and writing words that contain <an> and <am> - if your students are not ready for this - save these words for later lessons
- be aware of “stop phonemes” and “continuous phonemes” when having students read and spell words - blending from a stop phoneme to a vowel can be difficult, so it is a good idea to start with continuous phonemes

#### **Words and Phrases for Reading and Writing**

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

- at, cat, nap, sat, dad, sap, had, tap, sad, gap, mad, hat, an, man, pan, tan, can, am, ham, on, cot, hot, hop, dot, nod, dog, hog, mop, pot, sod

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

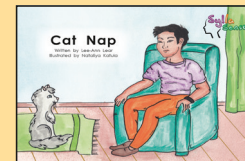
- mat → map → mop → top → tap → tad → dad → sad → sat → pat → pot → hot → got → not → cot → cat

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

Noun Phrases	Verb Phrases	Prepositional Phrases
a cat	can hop	on a mat
a sad dog	got mad	at a tap
a tan cat	got on top	on a hot pot
a map	can sit	on a cot

# Cat Nap - Teacher Tip Sheet (Page 2 of 3)

## Yellow Series - Book 1 - Cat Nap

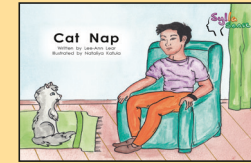


**- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -**

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• short vowel sounds in closed syllables</li> <li>• &lt;c&gt; as default grapheme for /k/</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• closed syllables have a single vowel that is followed by one or more consonants - the vowel usually makes its short sound</li> <li>• we use &lt;c&gt; to represent /k/ unless it is followed by an &lt;e&gt;, &lt;i&gt; or &lt;y&gt; (then it is pronounced as /s/), or when /k/ is found at the end of a base (e.g., milk, bank, sick)</li> <li>• some words such as <i>kangaroo</i>, <i>kayak</i>, etc., are not full English words, and therefore do not follow this convention</li> <li>• when teaching &lt;c&gt;/k/, be careful to stay away from phrases like “&lt;c&gt; says /k/”, because &lt;c&gt; also represents other phonemes and can be part of other digraphs such as in <u>school</u>, <u>science</u>, and <u>back</u></li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>• students need practice recognizing and reading words with short vowels - here are some consolidation activities:             <ul style="list-style-type: none"> <li>• <b>Sticky Note Pile Up:</b> have students become detectives and look for closed syllable words on classroom displays, on signs in the school, in books, etc. - write the words they find on sticky notes and place on an anchor chart</li> <li>• <b>Word Sorts:</b> to begin with, the teacher can create the sorts, then have students create their own - the purpose of sorts is to help students see what closed syllables are, and what they are not</li> <li>• <b>More Ideas:</b> <a href="https://alongthelearningjourney.wordpress.com/2019/11/12/post-6-consolidation-activities/">https://alongthelearningjourney.wordpress.com/2019/11/12/post-6-consolidation-activities/</a></li> </ul> </li> </ul>
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• concept of phrase and sentence</li> <li>• period at end of complete sentence</li> <li>• exclamation mark</li> <li>• capitalization of proper nouns</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• a complete sentence contains a subject and a predicate:             <ul style="list-style-type: none"> <li>• subject: the what (or who) the sentence is about</li> <li>• predicate: what the subject is doing/what the subject is being</li> </ul> </li> <li>• a complete sentence must always end in punctuation</li> <li>• when we see an exclamation mark, we need to read the sentence in an emphatic way</li> <li>• proper nouns (a noun for a particular person, place or thing) are capitalized</li> </ul>

# Cat Nap - Teacher Tip Sheet (Page 3 of 3)

## Yellow Series - Book 1 - Cat Nap



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

High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• “a” (&lt;a&gt; typically pronounced as a schwa)</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• the word <i>a</i> is usually pronounced with a “schwa” (unstressed vowel sound), rather than a short /ă/ or long /ā/</li> <li>• English is a stress timed language (review concept from Grapheme/Phoneme Background Sheet)</li> <li>• unstressed syllables are often reduced (not as clearly articulated or emphasized)</li> <li>• vowels in unstressed syllables are pronounced as a schwa</li> <li>• <i>a</i> is a function word - <u>function</u> words are defined as words that have a grammatical purpose/specify grammatical relations, as opposed to <u>content words</u> such as nouns, verbs, adjectives and adverbs which have a distinct meaning</li> <li>• function words are often unstressed in a phrase or sentence, thus are pronounced with a schwa</li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>• Have students explore the concept of stressed and unstressed words and syllables by saying simple sentences. For instance, say the sentence, “I have to go to a doctor” and have students repeat, stressing every word (like a robot). Repeat the sentence with natural stress and intonation. Hearing the contrast helps students notice that we tend to stress <i>I</i>, <i>go</i>, and <i>doctor</i>, while the <i>have to</i> and <i>to a</i>, squish together and are said quickly and are unstressed.</li> </ul>

### Comprehension Corner - Discussion Ideas

**Vocabulary Development**

- What is a *nap*?
- Do you like to take naps?
- Is a nap different from going to sleep at night?
- Do you have a pet that likes to take naps?

**Making Connections**

- Do you have a pet?
- Does your pet have a favourite human?

**Inferencing**

- Why do you think Dad is sad?
- Does Dad stay sad?

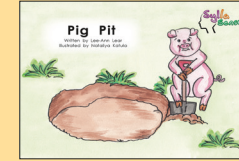
**Retelling/Summarizing**

- Can you retell the story?
- Do you think “Cat Nap” is a good title for this book? Why or why not?



# Pig Pit - Teacher Tip Sheet (Page 1 of 2)

## Yellow Series - Book 2 - Pig Pit



**- 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

- short <i>/i/, short <u>/ü/
- <s>/z/ voiced, <b>/b/, <f>/f/

#### Previously Introduced

##### Vowels

- short <a>/ä/, short <o>/ö/

##### Consonants

- <c>/k/, <g>/g/, <s>/s/ unvoiced, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/

**Note: Once a grapheme and corresponding phoneme have been introduced, they will be listed in this section. Not all concepts will be included in every subsequent book, but they can be included in “Words and Phrases for Reading and Writing” for consolidation.**

#### **Key Concepts to Understand**

- vowel phonemes are continuous, voiced, and have unobstructed air flow
- the shape of the mouth, tongue and lips distinguish the articulation of one vowel phoneme from the other
- the grapheme <s> can represent /s/ (unvoiced - as in *sit*) and /z/ (voiced, as in *has*) (a reminder - don't say <s> says /s/)
- letter formation should be taught as a pathway (e.g., “magic <c>, up, down → <d>”), which can help students distinguish between the grapheme <b> and <d>, which are formed very differently

#### **Words and Phrases for Reading and Writing**

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

- it, sit, sip, mid, fad, fig, fin, is, fan, pit, big, pin, nab, pig, has, hid, dig, his, up, sun, hut, cut, hug, nut, cub, bun, dug, tug, hum, mug, nab, bug

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

- it → sit → sip → dip → dim → him → hum → sum → sun → bun → fun → fan → ban → bat → bit → bin → ban

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

Noun Phrases	Verb Phrases	Prepositional Phrases
his hut	can hug	up on top
a fun hug	had a sip	on a pot
his fat pig	can dig a pit	in a big bin
a hot bun	cut a fig	at a big hut

### Punctuation/Text Features

### Tips and Activities to Try

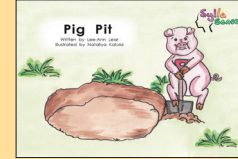
- comma

#### **Key Concepts to Understand**

- students need to understand that attending to punctuation is important when reading
- if a comma is in the text, students need to pause, then continue reading

# Pig Pit - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 2 - Pig Pit



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

### Comprehension Corner - Discussion Ideas

#### Vocabulary Development

- What is a pit?
- What is Pig holding in her hand on Page 14?

#### Making Connections

- Have you ever dug a pit or built something in the sand? In the grass?
- What activities do you like to do on hot summer days?

#### Inferencing

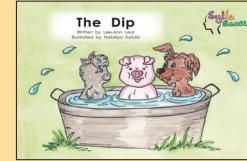
- Why do you think Pig dug the pit?
- How do you think Pig is feeling at the end of the book?

#### Retelling/Summarizing

- Can you retell the story?

# The Dip - Teacher Tip Sheet (Page 1 of 3)

## Yellow Series - Book 3 - The Dip



**- 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 <th>/TH/ voiced (only in *the*)**

#### Previously Introduced

##### Vowels

- short <a>/ă/, short <o>/ö/, short <i>/ï/, short <u>/ü/

##### Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, <b>/b/, <f>/f/

#### **Key Concepts to Understand**

- <th> (voiced) is introduced in this book as part of the word *the* (<th> also has an unvoiced phoneme as in *think*)
- the mouth position for both phonemes is the same, and distinct (tongue between teeth)
- in the word *and*, the nasal <n> influences the phoneme produced by the <a> - be aware of this and support as needed

Tip: ask the children to say the word *and* while plugging and unplugging their nose, notice that nothing changes in their mouths

#### **Words and Phrases for Reading and Writing**

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

- an, man, can, tan, ban, fan, pan, and, pat, sat, bin, bit, sit, fit, din, fin, dip, sip, tap, sap, top, mop, pot, hog, hot, hug, tug, bug, bun, sun, fun, nut

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

- and → an → man → fan → can → pan → pat → sat → sit → fit → pit → pot → hot → hut → hug → bug → big → pig

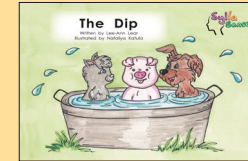
Here are phrases that can be used for reading and/or dictation practice. These phrases can be combined to create sentences.

Noun Phrases	Verb Phrases	Prepositional Phrases
the sun	dug a pit	in the tub
a pig and a tub	can hug	at the pit
his big fan	had fun	on a cot
a cat and a dog	can bug the man	in the hot sun

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

# The Dip - Teacher Tip Sheet (Page 2 of 3)

## Yellow Series - Book 3 - The Dip



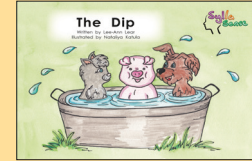
**- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -**

Orthographic Conventions/Patterns and Generalisations	Tips and Activities to Try
<ul style="list-style-type: none"> <li>concept of digraph</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li><b>digraph:</b> a grapheme comprised of 2 letters representing one phoneme</li> <li>digraphs can be made from any combination of vowels and consonants               <ul style="list-style-type: none"> <li>consonant digraphs: 2 consonant letters representing one phoneme (e.g., &lt;sh&gt; representing /ʃ/)</li> <li>vowel digraph: 2 vowel letters representing one phoneme (e.g., &lt;oa&gt; representing long /ō/)</li> </ul> </li> </ul>
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> <li>“the” (&lt;e&gt; typically pronounced as a schwa)</li> <li>“and” (&lt;nd&gt; is the only consonant cluster in the Yellow Series, and is only used in “and”)</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>the word <i>the</i> is usually pronounced with a “schwa” (unstressed vowel sound), rather than a short /ĕ/ or long /ē/</li> <li>English is a stress timed language (review concept from Grapheme/Phoneme Background sheet)</li> <li>unstressed syllables are often reduced (not as clearly articulated or emphasized)</li> <li>vowels in unstressed syllables are pronounced as a schwa</li> <li><i>the</i> is a function word - <u>function</u> words are defined as words that have a grammatical purpose/specify grammatical relations, as opposed to <u>content words</u> such as nouns, verbs, adjectives and adverbs which have a distinct meaning</li> <li>function words are often unstressed in a phrase or sentence, thus are pronounced with a schwa</li> <li>note <i>the</i> is sometimes stressed, at which point the &lt;e&gt; usually represents the long /ē/, which is expected for open syllables (vowel at end of syllable tends to make its long sound, for example in <i>she</i> and <i>me</i>)</li> </ul> <p>Note: think about how we pronounce <i>the</i> at the end of a story (<i>the end</i>) compared to when <i>the</i> is unstressed (<i>for the kids...</i>)</p> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>As described in “Cat Nap,” have students explore the concept of stressed and unstressed words and syllables by saying simple sentences. For instance, say the sentence, “Let’s go to the movies” and have students repeat it, stressing every word equally (like a robot). Repeat the sentence with natural stress and intonation. Hearing the contrast helps students notice that we tend to stress <i>go</i> and <i>movies</i>, while the <i>let’s</i> and <i>to the</i>, squish together and are said quickly and are unstressed.</li> </ul>



# The Dip - Teacher Tip Sheet (Page 3 of 3)

## Yellow Series - Book 3 - The Dip



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

### Comprehension Corner

#### Vocabulary Development

- What is a *dip*?
- Is a *dip* different from a *swim*?

#### Making Connections

- How do you stay cool in the summer?
- How do animals stay cool in the summer?

#### Inferencing

- Why do you think Pig was so hot?
- Why do you think Cat and Dog joined Pig in the tub?

#### Retelling/Summarizing

- Can you retell the story?



# On the Rug - Teacher Tip Sheet (Page 1 of 2)

## Yellow Series - Book 4 - On The Rug



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

Grapheme/Phoneme Correspondence	Tips and Activities to Try															
<p><b>Introduced in This Book</b></p> <ul style="list-style-type: none"> <li>&lt;r&gt;/r/, &lt;l&gt;/l/</li> </ul> <p><b>Previously Introduced</b></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> <li>short &lt;a&gt;/ă/, short &lt;o&gt;/ö/, short &lt;i&gt;/i/, short &lt;u&gt;/ü/</li> </ul> <p><u>Consonants</u></p> <ul style="list-style-type: none"> <li>&lt;c&gt;/k/, &lt;g&gt;/g/, &lt;s&gt;/s/ and /z/, &lt;d&gt;/d/, &lt;h&gt;/h/, &lt;m&gt;/m/, &lt;n&gt;/n/, &lt;p&gt;/p/, &lt;t&gt;/t/, &lt;b&gt;/b/, &lt;f&gt;/f/</li> </ul> <p><u>Digraphs</u></p> <ul style="list-style-type: none"> <li>&lt;th&gt;/TH/ voiced (only in <i>the</i>)</li> </ul> <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <li>final consonant cluster &lt;nd&gt; (only in <i>and</i>)</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>&lt;r&gt; and &lt;l&gt; are referred to as <b>liquid</b> consonants (see Orthographic Conventions)</li> </ul> <p><b>Words and Phrases for Reading and Writing</b></p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games cards, etc.:</p> <ul style="list-style-type: none"> <li>lap, lad, lid, lit, run, ran, rid, rug, runs, rip, rim, rod, ram, rap, hops, sets, gets, hits, digs, sits, sips, fits, pig, nut, has, fan, tan, man, can, not, hop, pop</li> </ul> <p>Here is a word chain you could complete with blending cards:</p> <ul style="list-style-type: none"> <li>ran → rat → rap → rip → rim → ram → bam → ban → pan → pat → pot → lot → lit → lip → lid → lad → lap</li> </ul> <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 Phrases</th> <th style="background-color: #d9d9d9;">Verb Phrases</th> <th style="background-color: #d9d9d9;">Prepositional Phrases</th> </tr> </thead> <tbody> <tr> <td>the man</td> <td>gets a lid</td> <td>at the fun run</td> </tr> <tr> <td>his fat lip</td> <td>is not hot</td> <td>on his lap</td> </tr> <tr> <td>a red lid</td> <td>digs a big pit</td> <td>in the red can</td> </tr> <tr> <td>the hot hut</td> <td>rips the mat</td> <td>on a rug</td> </tr> </tbody> </table> <p>You can differentiate for your students by dropping some of the words in these phrases (e.g., “his fat lip” can just be “his lip”).</p>	Noun Phrases	Verb Phrases	Prepositional Phrases	the man	gets a lid	at the fun run	his fat lip	is not hot	on his lap	a red lid	digs a big pit	in the red can	the hot hut	rips the mat	on a rug
Noun Phrases	Verb Phrases	Prepositional Phrases														
the man	gets a lid	at the fun run														
his fat lip	is not hot	on his lap														
a red lid	digs a big pit	in the red can														
the hot hut	rips the mat	on a rug														
<p><b>Orthographic Conventions/Patterns and Generalisations</b></p> <ul style="list-style-type: none"> <li>concept of liquid consonants</li> </ul>	<p><b>Tips and Activities to Try</b></p>															
<ul style="list-style-type: none"> <li>concept of liquid consonants</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>&lt;r&gt; and &lt;l&gt; are referred to as <b>liquid</b> consonants</li> <li>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</li> <li>liquids tend to be among the later-developing speech sounds in children - can be difficult to pronounce and spell</li> </ul>															

# On the Rug - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 4 - On The Rug



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

### Morphology

### Tips and Activities to Try

#### **Introduced in this Book**

- concept of “base” (free base can stand alone as a word) and concept of “suffix”
- suffix <-s> (both /s/ and /z/) as third person singular verb present tense

**Note: there are two other functions of suffix <-s>: plural as in cats and possessive as in cat’s, which will be introduced later in the series**

#### **Key Concepts to Understand**

- 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 the grammatical structure or the “sense” of a word

#### **Key Concepts to Understand**

- the suffix <-s> represents the unvoiced phoneme /s/ if it follows an unvoiced phoneme (e.g., jumps, hits)
- the suffix <-s> represents the voiced phoneme /z/ if it follows a voiced phoneme (e.g., digs, calls)
- the suffix <-s> can indicate third person singular present tense (e.g., she jumps, he runs, Sue hits, etc.)

### Comprehension Corner

#### **Vocabulary Development**

- What does it mean when something *tips*?
- What is a *rug*? Can you think of other words we use for a *rug*?

#### **Inferencing**

- How do you think Lan feels when Dog jumps on her lap?
- How do you think Lan is feeling at the end of the story? How do you know?

#### **Making Connections**

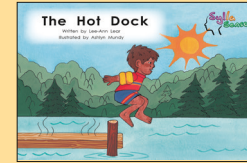
- Do you have a pet? If you were able to get any pet, which would you choose?

#### **Retelling/Summarizing**

- Can you retell the story?
- Which part of the story did you like the most?

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

## Yellow Series - Book 5 - The Hot Dock

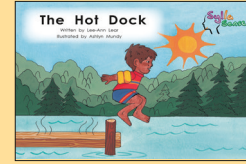


**- IT IS ESSENTIAL TO PRE-TEACH THE CONCEPTS INTRODUCED IN EACH BOOK PRIOR TO READING! -**

Grapheme/Phoneme Correspondence	Tips and Activities to Try																
<p><b>Introduced in This Book</b></p> <ul style="list-style-type: none"> <li>consonant digraphs &lt;ck&gt;/k/ and &lt;ff&gt;/f/</li> <li>&lt;z&gt;/z/</li> </ul> <p><u>Previously Introduced</u></p> <p><u>Vowels</u></p> <ul style="list-style-type: none"> <li>short &lt;a&gt;/ă/, short &lt;o&gt;/ö/, short &lt;i&gt;/ï/, short &lt;u&gt;/ü/</li> </ul> <p><u>Consonants</u></p> <ul style="list-style-type: none"> <li>&lt;c&gt;/k/, &lt;g&gt;/g/, &lt;s&gt;/s/ and /z/, &lt;d&gt;/d/, &lt;h&gt;/h/, &lt;m&gt;/m/, &lt;n&gt;/n/, &lt;p&gt;/p/, &lt;t&gt;/t/, &lt;b&gt;/b/, &lt;f&gt;/f/, &lt;r&gt;/r/, &lt;l&gt;/l/</li> </ul> <p><u>Digraphs</u></p> <ul style="list-style-type: none"> <li>&lt;th&gt;/TH/ voiced (only in <i>the</i>)</li> </ul> <p><u>Additional Concepts</u></p> <ul style="list-style-type: none"> <li>final consonant cluster &lt;nd&gt; (only in and)</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>graphemes can represent more than one phoneme (e.g., &lt;s&gt; can represent /s/ and /z/ - this has already been explored)</li> <li>students can now begin to explore the concept that phonemes can be represented by more than one grapheme</li> <li>introduce &lt;z&gt; is another grapheme that can represent /z/</li> <li>&lt;ck&gt; is a digraph - a digraph is a grapheme comprised of 2 letters representing one phoneme, in this case, /k/ (students have also been introduced to &lt;c&gt; representing the phoneme /k/)</li> <li>&lt;ff&gt; is a digraph - this digraph represents the phoneme /f/</li> </ul> <p><b>Words and Phrases for Reading and Writing</b></p> <p>Here is a list of words that can be used for phonemic awareness activities, reading, dictation, games cards, etc.:</p> <ul style="list-style-type: none"> <li>sack, back, lack, hack, sick, lick, lock, sock, luck, tuck, muck, deck, off, puff, cuff, tiff, zip, zap, zig, zag, rag, ran, man, tan, runs, lip, lap, lug</li> </ul> <p>Here is a word chain you could complete with blending cards:</p> <ul style="list-style-type: none"> <li>sack → lack → pack → pick → lick → sick → sock → lock → pock → puck → puff → cuff → cup → pup → pip → zip → zap → zag → zig</li> </ul> <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., Zack and his dog <u>pick</u> up the pot. → Zack and his dog <u>pick</u> up the pot.)</p>	<table border="1"> <thead> <tr> <th>Noun Phrases</th> <th>Verb Phrases</th> <th>Prepositional Phrases</th> </tr> </thead> <tbody> <tr> <td>a big rip</td> <td>hops up</td> <td>in his pack</td> </tr> <tr> <td>a zig zag</td> <td>has bad luck</td> <td>on his cuff</td> </tr> <tr> <td>his lock</td> <td>picks up the pot</td> <td>off the dock</td> </tr> <tr> <td>Zack and his dog</td> <td>zips the bag</td> <td>in his sock</td> </tr> </tbody> </table>	Noun Phrases	Verb Phrases	Prepositional Phrases	a big rip	hops up	in his pack	a zig zag	has bad luck	on his cuff	his lock	picks up the pot	off the dock	Zack and his dog	zips the bag	in his sock
Noun Phrases	Verb Phrases	Prepositional Phrases															
a big rip	hops up	in his pack															
a zig zag	has bad luck	on his cuff															
his lock	picks up the pot	off the dock															
Zack and his dog	zips the bag	in his sock															

# The Hot Dock - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 5 - The Hot Dock



**- 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"> <li>suffix &lt;-s&gt; third person singular</li> </ul> <p><b>Note: Once a morpheme has been introduced, it will be listed in this section. Not all concepts will be included in every subsequent book, but they can be included in “Words and Phrases for Reading and Writing” for consolidation.</b></p>	<ul style="list-style-type: none"> <li>note suffix &lt;-s&gt; as students encounter it and support where needed</li> </ul>
<p>Orthographic Conventions/Patterns and Generalisations</p>	<p>Tips and Activities to Try</p>
<ul style="list-style-type: none"> <li>use &lt;ck&gt; to represent /k/ at the end of a base after single (short) vowel</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>the digraph &lt;ck&gt; representing /k/ is found in final base position, after a single short vowel</li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>provide students with a deck of word cards to read and/or spell including the digraph &lt;ck&gt;</li> <li>have students play a board game (any board game will work) - before rolling the dice, student needs to either read or spell a word from the deck</li> <li>have students make their own list of &lt;ck&gt; words to use in the above game</li> <li>some additional &lt;ck&gt; activities can be found at: <a href="https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/">https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/</a></li> </ul>
<p>Comprehension Corner - Discussion Ideas</p>	
<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>What is a <i>dock</i>? Where do you find <i>docks</i>?</li> <li>What does Zack have on his arms? What are they for?</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>Have you ever gone swimming in a lake?</li> <li>Have you ever jumped into water? What did you jump off?</li> </ul>	<p><b>Inferencing</b></p> <ul style="list-style-type: none"> <li>Why do you think the dock is so hot?</li> <li>Why is Zack no longer hot?</li> </ul> <p><b>Retelling/Summarizing</b></p> <ul style="list-style-type: none"> <li>Can you retell the story?</li> </ul>

# In Bed - Teacher Tip Sheet (Page 1 of 2)

## Yellow Series - Book 6 - In Bed



**- 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

- short <e>/ĕ/
- <x>/ks/

#### Previously Introduced

##### Vowels

- short <a>/ă/, short <o>/ŏ/, short <i>/ĭ/, short <u>/ŭ/

##### Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, <b>/b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/

##### Digraphs

- <th>/TH/ voiced (only in *the*), <ck>/k/, <ff>/f/

#### Additional Concepts

- final consonant cluster <nd> (only in *and*)

#### **Key Concepts to Understand**

- vowel phonemes are continuous, voiced, and have unobstructed air flow
- what distinguishes the articulation of one vowel phoneme from the other is the shape of the mouth, tongue and lips
- explicit teaching prevents confusion (e.g., the short /e/ phoneme can be confused with short /i/ phoneme - use a key word to help students remember and distinguish between these sounds (e.g., <e> *edge* /e/, <i> *itchy* /i/), and draw attention to the slight changes that occur in their mouths as they move between these phonemes
- the grapheme <x> represents /ks/, which is actually two phones combined - this can be challenging for students, extra practice may be needed with these words

#### **Words and Phrases for Reading and Writing**

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

- bed, red, hen, den, hem, led, let, men, met, pen, pet, ten, fed, box, fox, fix, six, mix, lax, tax, luck, lock, back, sack, sick, lick, puck, muck, duck, sock, dock

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

- bet → set → met → men → den → deck → dock → lock → lick → lip → sip → six → fix → fax → max → tax → tux → tuck → buck → bun

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., Six cats packs the box.)  
→ Six cats pack the box.)

Noun Phrases	Verb Phrases	Prepositional Phrases
six cats	can fix the fan	in the bed
a red fox	packs the box	on the deck
the big pig pen	can pet the dog	at his den
his big box	met a hen	off the dock

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

# In Bed - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 6 - In Bed



**- 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"> <li>• suffix &lt;-s&gt; third person singular</li> </ul>	<ul style="list-style-type: none"> <li>• note suffix &lt;-s&gt; as students encounter it and support where needed</li> </ul>

### Comprehension Corner - Discussion Ideas

#### Vocabulary Development

- What is a *den*?
- Do you know any other animals that live in dens?

#### Inferencing

- Why do you think wild animals sleep in dens?
- Why do you think Cat might be sleeping on Dad instead of in his own bed?

#### Making Connections

- Where do you sleep at night?
- Do you sleep with anything special at night? (a stuffie, a blanket, etc.)

#### Retelling/Summarizing

- Describe this book to someone - pretend they have not read it.



# Pets - Teacher Tip Sheet (Page 1 of 3)

## Yellow Series - Book 7 - Pets



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

Grapheme/Phoneme Correspondence	Tips and Activities to Try
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**Introduced in This Book**

- <v>/v/, <k>/k/

**Previously Introduced**

**Vowels**

- all short vowels

**Consonants**

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, <b>/b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/, <x>/ks/

**Digraphs**

- <th>/TH/ voiced (only in *the*), <ck>/k/, <ff>/f/

**Additional Concepts**

- final consonant cluster <nd> (only in *and*)

**Key Concepts to Understand**

- phonemes can be represented by more than one grapheme
- students now have 3 ways to represent the phoneme /k/: <c>, <k>, <ck>
- we use <c> to represent /k/ unless it is followed by an <e>, <i> or <y> (then it is pronounced as /s/), or when /k/ is found at the end of a base (e.g., milk, bank, sick)
- some words such as kangaroo, kayak, etc., are not full English words, and therefore do not follow this convention
- when teaching <c>/k/, be careful to stay away from phrases like “<c> says /k/”, because <c> also represents other phonemes and can be part of other digraphs such as in school, science, and back

**Words and Phrases for Reading and Writing**

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

- kit, kick, kid, kip, kids, vet, van, vets, pet, pets, dock, sock, peck, deck, lick, sick, sack, tack, red, bed, hen, den, net, set, fox, box, six, mix, fix, fax

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

- kit → kid → kip → kick → lick → sick → sip → sit → set → vet → vets → pets → pet → pen → pan → van → vans

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., Six kids packs the kit.)

→ Six kids pack the kit.)

Noun Phrases	Verb Phrases	Prepositional Phrases
his vans	can kick	to the deck
six kids	gets his socks	in the van
Kip and his pets	can get a van	on the rocks
a big red van	packs the kit	off to the vet

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

# Pets - Teacher Tip Sheet (Page 2 of 3)

## Yellow Series - Book 7 - Pets



**- 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
<ul style="list-style-type: none"> <li>&lt;k&gt; as /k/ (before &lt;e&gt;, &lt;i&gt; or &lt;y&gt;)</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>use &lt;k&gt; to represent /k/ before &lt;e&gt;, &lt;i&gt;, or &lt;y&gt;</li> <li>use &lt;ck&gt; to represent /k/ in final base position, after a single short vowel</li> <li>complete English words do not end in &lt;v&gt;</li> </ul>
Morphology	Tips and Activities to Try
<p><b>Introduced in this Book</b></p> <ul style="list-style-type: none"> <li>suffix &lt;-s&gt; (both /s/ and /z/) as plural</li> </ul> <p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> <li>suffix &lt;-s&gt; third person singular</li> </ul> <p><b>Note: there are three functions of suffix &lt;-s&gt;: plural, third person singular verb present tense, possessive</b></p>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>review: a <b>base</b> is a structural element that forms the foundation of a written word (the term “root” refers to the etymological/historical source of the base)</li> <li>a <b>free base</b> is a base that functions independently/forms a complete English word on its own</li> <li>a <b>suffix</b> is a morpheme attached after a base - often changes the grammatical structure or the “sense” of a word</li> <li>one of the functions of suffix &lt;-s&gt; is to indicate the base is plural</li> <li>the suffix &lt;-s&gt; represents the unvoiced phoneme /s/ if it follows an unvoiced phoneme (e.g., jumps, cats)</li> <li>the suffix &lt;-s&gt; represents the voiced phoneme /z/ if it follows a voiced phoneme (e.g., dogs, calls)</li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>introducing word sums can be valuable at this time             <ul style="list-style-type: none"> <li>pet + s → pets</li> <li>kid + s → kids</li> <li>van + s → vans</li> </ul> </li> <li>use the phrase “is rewritten as” for the arrow in a word sum</li> </ul>
High Frequency Words	Tips and Activities to Try
<ul style="list-style-type: none"> <li>“to”</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li><i>to</i>, <i>two</i> and <i>too</i> are homophones (words that are pronounced the same but have different meanings)</li> <li>homophones usually have different spelling, which helps readers differentiate between the words</li> <li><i>to</i> is a function word, and as such, it has as few letters as possible (e.g., <i>to</i> has fewer letters than <i>too</i> and <i>two</i>)</li> <li>the &lt;o&gt; is often pronounced as a schwa - say the sentence, “<i>I am going to the store</i>” to help demonstrate this</li> <li>making connections to similar words such as <i>do</i> and <i>who</i> can help students remember the spelling of <i>to</i></li> </ul>

# Pets - Teacher Tip Sheet (Page 3 of 3)

## Yellow Series - Book 7 - Pets



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

### Comprehension Corner - Discussion Ideas

#### Vocabulary Development

- Can you think of a word that means the same as *kid*?

#### Making Connections

- Do you have a pet? If you were able to get any pet, which would you choose?

#### Inferencing

- How do you think Kim is feeling on page 13? Why?
- Why do you think the author states, "It is fun to get pets!"?

#### Retelling/Summarizing

- Which page of this text was your favourite? Explain why you enjoyed reading it.



# Fun in the Mud! - Teacher Tip Sheet (Page 1 of 2)

## Yellow Series - Book 8 - Fun in the Mud!



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

### Grapheme/Phoneme Correspondence

#### Introduced in This Book

- <w>/w/, <j>/j/
- consonant digraphs <zz>/z/, <ss>/s/, and <ll>/l/

#### Previously Introduced

#### Vowels

- all short vowels

#### Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, <b>/b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/, <x>/ks/, <v>/v/, <k>/k/

#### Digraphs

- <th>/TH/ voiced (only in *the*), <ck>/k/, <ff>/f/

#### Additional Concepts

- final consonant cluster <nd> (only in *and*)

### Tips and Activities to Try

#### **Key Concepts to Understand**

- the phoneme represented by <w> can be hard to pronounce in isolation (e.g., without a schwa “w-uh”) - ask students to get their mouth in the /w/ position, and then blend straight into the word (e.g., /w/, /e/, /t/ NOT /w-uh/, /e/, /t/)

#### **Words and Phrases for Reading and Writing**

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

- wet, win, wit, well, wag, web, wig, will, jet, jazz, jam, jiff, jig, jug, jog, jab, job, mess, less, hiss, bill, pill, doll, sill, off, huff, buff, puff, buzz, fuzz

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

- wet → wit → win → will → well → bell → tell → ten → tin → tiff → jiff → jig → jug → jog → job → jab → jazz → razz → ran → pan → pass

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., Jazz and his doll jogs in the muck. → Jazz and his doll jog in the muck. )

Noun Phrases	Verb Phrases	Prepositional Phrases
Jazz and his doll	will buzz	at the well
a big jet	will huff and puff	on the hill
a big mess	got the pass	to the jet
his red jug	jogs in the muck	off the big deck

# Fun in the Mud! - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 8 - Fun in the Mud!



**- 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
<p>-BOMP (Buzz Off Miss Pill) (double &lt;z&gt;, &lt;f&gt;, &lt;s&gt; and &lt;l&gt; at the end of a base after single (short) vowel)</p>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>double the &lt;z&gt;, &lt;f&gt;, &lt;s&gt;, and &lt;l&gt; final to a base after a single short vowel (e.g., class, tell, buzz)</li> <li>the acronym BOMP (Buzz Off Miss Pill) can help students remember this convention (some resources refer to this as the FLOSS convention)</li> </ul> <p><b>Activities to Try</b></p> <ul style="list-style-type: none"> <li>provide students with a deck of word cards to read and/or spell including the digraph &lt;zz&gt;, &lt;ff&gt;, &lt;ss&gt;, &lt;ll&gt;</li> <li>have students play a board game (any board game will work) - before rolling the dice, students need to either read or spell a word from the deck</li> <li>have students make their own deck of BOMP words to use in the above game</li> <li>here are some additional BOMP activities: <a href="https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/">https://alongthelearningjourney.wordpress.com/2019/12/28/post-8-closed-syllable-spelling-patterns/</a></li> </ul>
Morphology	Tips and Activities to Try
<p><u>Previously Introduced</u></p> <ul style="list-style-type: none"> <li>suffix &lt;-s&gt; third person singular</li> <li>suffix &lt;-s&gt; as plural</li> </ul>	<ul style="list-style-type: none"> <li>note suffix &lt;-s&gt; as students encounter it and support where needed</li> </ul>

### Comprehension Corner - Discussion Ideas

#### Vocabulary Development

- What is a *mess*?

#### Making Connections

- Do you like to play in the mud?
- Have you ever jumped in a puddle? Was it fun?

#### Inferencing

- Why do you think Cat had “less fun” in the mud?
- Why do you think Cat is sad at the end?

#### Retelling/Summarizing

- Which page of this text was your favourite? Why?
- Do you think “Fun in the Mud” is a good title for this book? Why or why not?

# Run! - Teacher Tip Sheet (Page 1 of 2)

## Yellow Series - Book 9 - Run!



**- 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

- <y>/y/ as a consonant

#### Previously Introduced

##### Vowels

- all short vowels

##### Consonants

- <c>/k/, <g>/g/, <s>/s/ and /z/, <d>/d/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <t>/t/, <b>/b/, <f>/f/, <r>/r/, <l>/l/, <z>/z/, <x>/ks/, <v>/v/, <k>/k/, <w>/w/, <j>/j/

##### Digraphs

- <th>/TH/ voiced (only in *the*), <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/

#### Additional Concepts

- final consonant cluster <nd> (only in *and*)

#### **Key Concepts to Understand**

- <y> can represent a consonant sound and a vowel sound
- be sure to introduce the phoneme /y/ as **one** of the phonemes that can be represented by the grapheme <y>
- the consonant phoneme represented by <y> can be hard to pronounce in isolation (e.g., without a schwa “y-uh”) - ask students to get their mouth in the /y/ position, and then blend straight into the word vowel (e.g., /y/, /e/, /s/ NOT /y-uh/, /e/, /s/)

#### **Words and Phrases for Reading and Writing**

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

- yes, yet, yum, yuck, yell, yam, yap, yack, yip, fizz, buzz, ill, cuff, mill, fill, boss, toss, will, web, wet, jet, jag, jug, job, jazz, fuzz, kids, kick, vet, pets

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

- yes → yet → yell → well → will → win → wit → sit → sat → sap → yap → yam → yack → back → buck → buff → puff → cuff → cut → cot → lot → loss

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., Jazz and his cat yells at the dog. → Jazz and his cat yell at the dog.)

Noun Phrases	Verb Phrases	Prepositional Phrases
a big yam	yells at the dog	in the muck
the red fox	did yip and yap	at the jet
Jazz and his cat	can kick the puck	to the well
his red pup	will fill the cup	on a big hill

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

# Run! - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 9 - Run!



**- 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"> <li>• suffix &lt;-s&gt; third person singular</li> <li>• suffix &lt;-s&gt; as plural</li> </ul>	<ul style="list-style-type: none"> <li>• note suffix &lt;-s&gt; as students encounter it and support where needed</li> </ul>
Punctuation/Text Features	Tips and Activities to Try
<ul style="list-style-type: none"> <li>• question mark</li> </ul>	<p><b>Key Concepts to Understand</b></p> <ul style="list-style-type: none"> <li>• a reader's voice should go up slightly up at the end of a question</li> </ul>

### Comprehension Corner - Discussion Ideas

**Vocabulary Development**

- What is a *den*? (refer to Book 6, "In Bed", if needed)

**Making Connections**

- Do you like to run?  
ite?
- What kinds of exercise do you enjoy?

**Inferencing**

- Do you think all the people and animals in this book are having fun running?  
Why or why not?

**Retelling/Summarizing**

- Tell someone what you liked about this book. Which picture was your favourite?
- What do you think the children are doing on the last page?



# Max - Teacher Tip Sheet (Page 1 of 2)

## Yellow Series - Book 10 - Max



**- 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**

- review of all concepts

#### Previously Introduced

##### Vowels

- all short vowels

##### Consonants

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

##### Digraphs

- <th>/TH/ voiced (only in *the*), <ck>/k/, <ff>/f/, <zz>/z/, <ss>/s/, <ll>/l/

##### Additional Concepts

- final consonant cluster <nd> (only in *and*)

#### **Words and Phrases for Reading and Writing**

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

- nap, gap, sap, rip, fin, bed, yes, hot, hen, and, gap, pan, fan, sock, back, pick, deck, lock, pins, logs, rugs, kit, kids, vet, web, win, wit, jet, job, mess, off, fill, buzz, yet, has, his, is, runs, jogs, pits

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

- sap → sip → hip → dip → rip → rap → lap → lack → sack → sock → lock → luck → puck → puff → pun → pan → pass → pat → pit → pin → win → wit → sit → set → sell → yell → tell → ten

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., His fun pets hits the puck. → His fun pets hit the puck. )

Noun Phrases	Verb Phrases	Prepositional Phrases
his fun pets	fell on the hill	in his cup
a bad mess	hits the puck	up on the rocks
the big red jet	picks up the jug	at the big well
Jazz and Jeff	can sip the fizz	off the red dock

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

### 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

#### **Vocabulary Development**

- What is a *den*? (refer to Book 6, “In Bed”, if needed)

#### **Inferencing**

- Do you think all the people and animals in this book are having fun running? Why or why not?

#### **Making Connections**

- Do you like to run?
- What kinds of exercise do you enjoy?

#### **Retelling/Summarizing**

- Tell someone what you liked about this book. Which picture was your favourite?
- What do you think the children are doing on the last page?

# Max - Teacher Tip Sheet (Page 2 of 2)

## Yellow Series - Book 10 - Max



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

### Comprehension Corner - Discussion Ideas

#### Vocabulary Development

- What is a *tub*?
- Do you have a tub in your home? How is it different from Max's tub?

#### Making Connections

- Would you like to have Max as a pet? Why or why not?
- What do you like to do for fun?

#### Inferencing

- Why do you think Max's mom gave him a bath?
- Why do you think the author describes Max as "fun." Do you agree?

#### Retelling/Summarizing

- What did you learn about Max in this book?

## 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
<a href="https://funlearning.ca/">https://funlearning.ca/</a> <ul style="list-style-type: none"> <li>• O-G Fundamentals/O-G Associate Practitioner</li> <li>• O-G practicum</li> <li>• SWI Workshop</li> <li>• Grammar Workshop</li> </ul>	Liisa Freure is an OG Fellow and teacher trainer based in Toronto. I highly recommend her courses, and cannot thank her enough for getting me started on this journey! Liisa provides OG training with supervised practicums, as well as a range of linguistic workshops.
<a href="https://rebeccaloveless.com/">https://rebeccaloveless.com/</a> <ul style="list-style-type: none"> <li>• Teaching Real Script</li> <li>• SWI for Early Readers</li> </ul>	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!
<i>Beneath the Surface of Words</i> - Sue Hegland <ul style="list-style-type: none"> <li>• <a href="https://learningaboutspelling.com/">https://learningaboutspelling.com/</a></li> <li>• <a href="https://www.youtube.com/watch?v=7DEuTWa0g5E&amp;t=4s">https://www.youtube.com/watch?v=7DEuTWa0g5E&amp;t=4s</a> (Morphology, Important From the Beginning)</li> </ul>	Sue Hegland is the author of “Beneath the Surface of Words”, which is a fantastic resource that has significantly broadened my understanding of morphology. Her attached youtube video is also very informative.
<i>Speech to Print</i> - Dr. Louisa Moats	This book covers many fundamentals of the English Language - it is a great resource to build a solid background and understanding across a range of literacy topics. It’s a heavy read, but worth it!
<i>Uncovering the Logic of English</i> - Denise Eide	This book is my go-to reference book for spelling and spelling conventions. It’s great to have on standby when developing lesson materials!
<i>UFLI Foundations</i> - Holly Lane and Valentina Contesse <ul style="list-style-type: none"> <li>• <a href="https://ufl.edu/education/ufl.edu/resources/">https://ufl.edu/education/ufl.edu/resources/</a></li> </ul>	This is a program from the University of Florida Literacy Institute. The background section at the beginning of the manual is very informative, and there are many, many free resources available on their website. This resource is definitely worth checking out!
Wordtorque <ul style="list-style-type: none"> <li>• <a href="https://wordtorque.com/">https://wordtorque.com/</a></li> <li>• <a href="https://www.thehfwproject.com/">https://www.thehfwproject.com/</a></li> <li>• <a href="https://wordtorque.com/category/engagewiththepage/">https://wordtorque.com/category/engagewiththepage/</a></li> </ul>	The Wordtorque site by Fiona Hamilton has a wealth of resources for teachers. Links can be found to the High Frequency Word Project (created in partnership with Rebecca Loveless) and Engage with the Page (word inquiry through picture books). Their conference last year was amazing!
Etymonline <ul style="list-style-type: none"> <li>• <a href="https://www.etymonline.com/">https://www.etymonline.com/</a></li> </ul>	Etymonline is an online etymology dictionary. It does not give definitions, rather “explanations of what our words meant and how they sounded 600 or 2,000 years ago”. It is a great resource to use if you are trying to determine the history of words and/or if words share a common root in history.