Syl-la-dot Reading Program

Instruction Manual

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Story

- I. What do you already know about ___ ? [comic books]
- 2. Our goal today is to learn more about this invention.
- 3. First, I would like you to follow along as I read this story to you. Watch how my thumb glides above each word.
- 4. Next, we will read the story together. Be sure to glide your thumb above each word as you read.
- 5. Finally, you will read the passage out loud, on your own.
- 6. As you read, it is important to form pictures / visual images in your mind. Think of it as creating your own movie. This will help you to remember the information. Be sure to use your gliding thumb.
- 7. Now that you have read the story on your own, please tell me at least 3 facts that you can remember about ____ . [comic books]

Teaching Tips

1. If students are not able to recall at least 3 facts correctly, have them refer back to the story for confirmation.



Comprehension Questions

- I. Now, it is time to answer some questions about ____. [comic books]
- There are 2 types of questions:
 Questions I 3 Short answer
 Question 4 Complete sentence
- 3. For question #1, it is important to write a creative title. [Heroes in Print]
- 4. As we read each question together, it will be your responsibility to provide the best answer. You may go back to the story to confirm your choice.
- 5. Once you have completed this activity, please read out loud, the 4 questions and answers you have chosen. Remember to use your gliding thumb.

Teaching Tips

- I. Encourage students to refer back to the story, if needed.
- 2. Check title to ensure capitalization accuracy. Refer to example above.
- Students should complete question 4 using appropriate sentence structure. Each sentence should begin with a capital letter and end with the correct punctuation mark, such as a period. Accuracy and neatness are important.

Syllabication

- 1. On this page, we are going to practice breaking up longer words into smaller parts. These smaller parts or chunks are called syllables.
- 2. Let's begin with the first word. [comic]
- 3. Put dots (Sylladots) above the vowel sounds that you hear. [comic]
- 4. As long as there are not two vowels together, we can place a Sylladot above each one.
- 5. Now, we are going to read this word together.
- 6. As we read it, clap each time you hear a syllable. [com, ic]
- 7. If you listen carefully, you can hear where to divide it.
- 8. Divide this word into syllables using a hyphen. [c o m-i c]
- 9. When you see 2 vowels together, the Sylladot is centered above these 2 letters.
 [r e a d-i n g]
- 10. Whenever you find 2 vowels together (vowel pair), draw a circle around the vowel pair to show that they form I sound together. [r (e a) d i n g]
- II. There is I exception to this 2-vowel rule: the letter u is not considered a sounded vowel if it follows the letters q or q. [p e n q u i n]
- 12. In these instances, gu and qu are considered digraphs just like ch, sh, th, and wh.
- 13. Sylladots will not be placed above the letter u when you see this exception.
 [penguin]
- 14. Now, it is time to add Sylladots and hyphens to the entire list. Remember to circle all vowel pairs.
- 15. Once completed, let's say and clap all 12 words out loud.



Timing

- I. Let's review our recent story on ____. [comic books]
- 2. We will start by reading the passage together.
- 3. Do not forget to use your gliding thumb. Let's read.
- 4. Now, I am going to time you as you read this story independently.
- 5. The goal is to see how much of the story you can read within I minute.
- 6. Do you see the vertical red lines throughout the story?
- 7. These red lines show up after every 25 words. [25, 50, 75, ...]
- 8. These lines will help you count how many words you have read during your I-minute timing.
- 9. Try your best not to sacrifice quality for speed.
- 10. Let's start your timing now. Remember to use your gliding thumb.
- 11. After reading, be sure to count the number of words that you have read.
- 12. Write the number of words read, on the red line, at the top of the page.

True / False

- I. This activity involves 6 statements based on the previous story.
- 2. Carefully read each sentence out loud and decide whether it is true or false.
- 3. If a statement is false, you will need to tell me what would make the statement true.
- 4. Remember to use your gliding thumb.

Teaching Tips

I. Encourage students to refer back to the story, if needed.

Affixes

- I. Today, we will be forming new words by adding prefixes and suffixes.
- 2. The term "affix" refers to both prefixes and suffixes.
- 3. The columns are color coded. [prefix, base word, suffix]
- 4. Let's begin by reading every option in each of the columns.
- 5. Now, mix and match these options from different columns to form a word.
- 6. You can choose to form this word using 2 or all 3 columns. [mismatch, matching, mismatching]
- 7. Write your newly formed words on the color-coded lines provided.
- 8. Make sure to copy each affix exactly as they are written in the list.
- 9. Continue this same process in order to complete all 7 words.
- 10. You will find that some base words end with a magic e.
- There may be an added step if you add a suffix (ending) to these magic e words.
- 12. If the suffix begins with a vowel, cross off the magic e at the end of the base word. [pleas zing]
- 13. Please read all of your newly formed words out loud.

Teaching Tips

I. Most word combinations are included in chart form within the answer key.



Synonyms

- I. This activity focuses on synonyms.
- 2. Synonyms are words that have nearly the same meaning.
- 3. We will complete this page together.
- 4. Let's start with #1.
- 5. The first thing we look at is the bold word at the top. [beautiful]
- 6. Next, you need to decide if the word underneath is a synonym. [pretty]
- 7. If these 2 words have the same meaning, select the Yes option.
- 8. Select the N_0 option, if they are not synonyms.
- 9. If it is No, we will make it correct by writing your own synonym on the red line provided.
- 10. Let's complete the rest of the page, following the same process.
- 11. You should only find 3 incorrect synonyms on this page.

Expanding Sentences

- I. On this page, we will be making short sentences longer.
- 2. Let's read the first sentence.
- 3. Can you think of any words that can be added to this sentence to make it more interesting?
- 4. Words or phrases can be added to the end or within the sentence itself.[The cardboard box is full of children's toys.]
- 5. After expanding the first sentence, please read out loud what you have written. Remember to use your gliding thumb.
- 6. Using the same method, let's expand the remaining sentences together.

Antonyms

- I. This activity focuses on antonyms.
- 2. Antonyms are words that have nearly the opposite meaning.
- 3. We will complete this page together.
- 4. Let's begin with #1.
- 5. The first thing we look at is the bold word at the top. [always]
- 6. Next, you need to decide if the word underneath is an antonym. [never]
- 7. If these 2 words have the opposite meaning, select the Yes option.
- 8. Select the N_0 option, if they are not antonyms.
- If it is No, we will make it correct by writing your own antonym on the red line provided.
- 10. Let's complete the rest of the page, following the same process.
- 11. You should only find 3 incorrect antonyms on this page.

Spelling

- 1. This page is divided into 2 or 3 sections; each one contains a specific spelling pattern. Different colored lines represent a new pattern.
- 2. All of our spelling words will consist of 2-syllable words.
- 3. We will begin with #1.
- 4. I will say the first syllable out loud.
- 5. You will then repeat the same syllable, as you write out the letters that form that syllable.
- 6. A line is provided for each letter. [b a t-]
- 7. Now, I will say the second syllable out loud.
- 8. Then you will also say and write out the second syllable. [$\underline{b} \ \underline{a} \ \underline{t} \underline{t} \ \underline{l} \ \underline{e}$]
- 9. Finally, you will need to add Sylladots above all sounded vowels. [b a t-t l e]
- 10. This same method should be used to complete the remaining words.
- Once you have finished, please clap out the syllables as you read each word in the spelling list. [bat, tle]

Teaching Tips

- I. Be sure to correct any spelling errors before moving on to the next word.
- 2. Assist students by modeling the spelling (saying / writing) process. As students say each syllable, they should simultaneously write out the letters for that syllable.
- 3. Sometimes there are multiple ways to create the same syllable sound. If students choose the wrong combination, discuss other spelling options.



Writing Using Spelling Words

- I. At the top of the page, you will see 6 words from your spelling list.
- 2. We will begin by reading these 6 words.
- 3. You are going to choose only 5 of these words and form a complete sentence using each one.
- Suffixes (endings) can be added to the end of the spelling word choices when forming sentences. [platters]
- 5. Remember each sentence must begin with a capital letter and end with some form of punctuation.
- 6. Once you have completed this activity, please read your sentences out loud to ensure accuracy.

Teaching Tips

 Be sure to correct any spelling and / or grammatical errors before moving on to the next sentence.

Correct Sentence Order

- I. For this page, you will be asked to rearrange the 5 sentences in the correct order.
- 2. When in the right order, these sentences form a paragraph.
- 3. Remember, the first sentence usually introduces the topic.
- 4. The last sentence summarizes or ends the topic.
- 5. Now, let's read the sentences together and discuss which order would be best.
- 6. Next to the first sentence, you should write a number I on the line provided.
- 7. Label the remaining sentences (2-5) using this same method.
- 8. Lastly, we will reread the finished order out loud to see if it makes sense.

Teaching Tips

- An optional activity would be to have students write out the 5 sentences in a paragraph format. By doing this, they can see how the sentences come together to form a complete story.
- 2. In some instances, there may be more than I correct answer.

Games

Games 2–15 can be found in the back of the student workbook.

- I. Cut out all 20 playing cards and shuffle them well.
- 2. We will be playing 2 games today using these cards.

Go Fish

- I. Both players (PI and P2) receive 5 cards.
- 2. Any pairs found in your hand should be placed to the side.
- 3. The remaining 10 cards are placed in the center draw pile.
- 4. PI reads a card in their hand.
- 5. Does P2 have this card?
 - Yes PI receives the card and places this pair to the side.
 - No P2 says "Go Fish". PI then draws a card from the pile.
- 6. Players take turns until all of the cards have been matched.
- 7. Both PI and P2 read all of their word pairs out loud.
- 8. The player with the most word pairs wins.

Memory Game

- I. Place all of the cards face down on a table.
- 2. PI flips over 2 cards and reads them out loud.
- 3. Do these 2 cards match?
 - Yes PI takes both cards and places this pair to the side.
 - No PI flips both cards face down.
- 4. Players take turns until all of the cards have been matched.
- 5. Both PI and P2 read all of their word pairs out loud.
- 6. The player with the most word pairs wins.

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Comprehension Questions Answer Key

3	19
I. Heroes in Print	I. A Frozen Treat
2. Balloons	2. Unknown
3. Stores and libraries	3. Cream and butter
 People liked reading about their favorite heroes. 	4. It can be made faster and cheaper.
31	43
I. Does this Piece Fit?	I. Open for Business
2. Wood	2. Electricity
3. Solve problems	3. By using different gases
 Yes, because it makes learning more fun. 	 There are more types of lights to choose from.
55	67
I. Feel the Words	I. Sweet Money
2. One to six dots	2. Beans from the cacao tree
3. To help blind people learn to read	3. 30 beans
 Yes, it helps the blind find their way in public places. 	 Money and credit cards are easier to carry.

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Comprehension Questions Answer Key

1	
79 I. Lights, Camera, Action!	91 I. Fast Checkout
2. Something that looks different than what it really is	 Circle / bullseye In the sand
3. Many pictures	4. It makes checking out easier and
 TV shows and video games all use this illusion. 	faster.
103	115
I. Turning Made Easy	I. The Angry Chef
2. Let other drivers know when and	2. 1853
where you are turning	3. Became upset
3. Their arms	4. I would have tried to make the
4. Yes, turn signals make driving much	customer happy.
safer.	
127	139
I. Push vs. Carry	I. How Will You be Paying?
2. Baskets became too heavy	2. Embarrassment
3. 2	3. Buy things without cash
 They could offer electric carts that would not require any pushing. 	 Some people might spend more than they can afford.

Comprehension Questions Answer Key

151

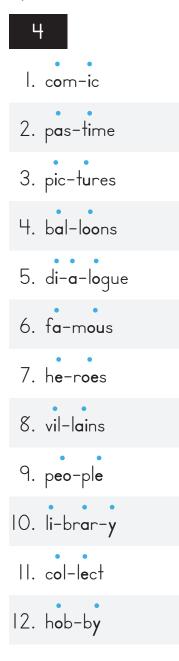
- I. Not What It Used to Be
- 2. To make medicine taste better
- 3. Soft drinks and pop
- 4. People enjoy the taste.

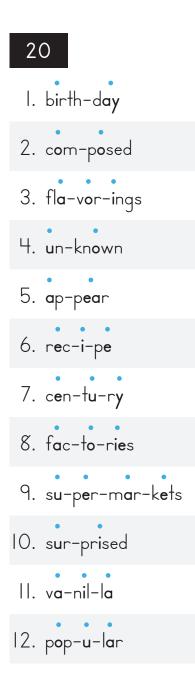
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- I. Along for the Ride
- 2. Russia
- 3. Wheels
- Today's roller coasters are run by engines.

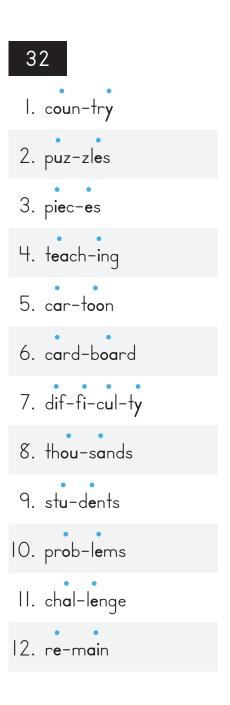
- I. Fixing Mistakes
- 2. Crust
- 3. By mistake
- 4. Bread erasers can get moldy.



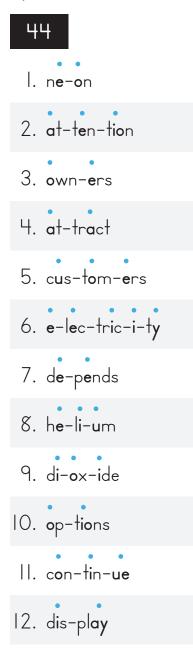


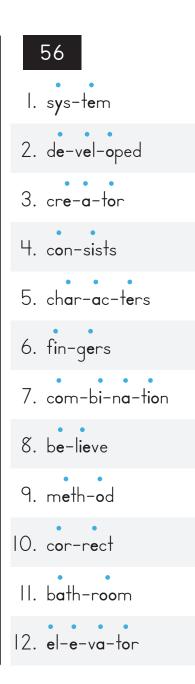


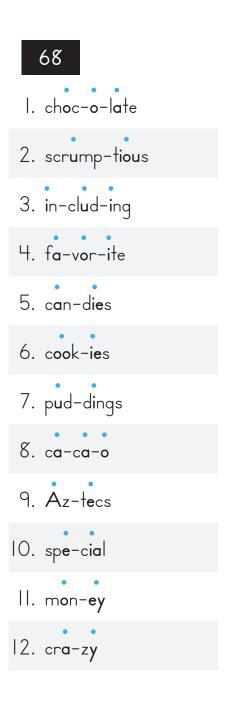
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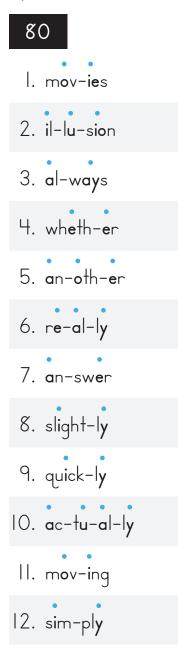


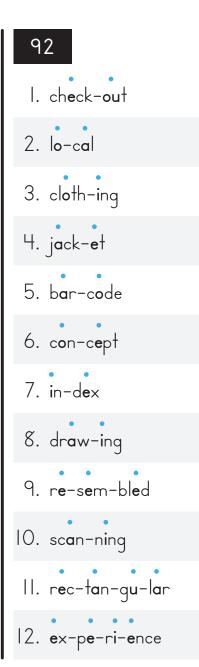


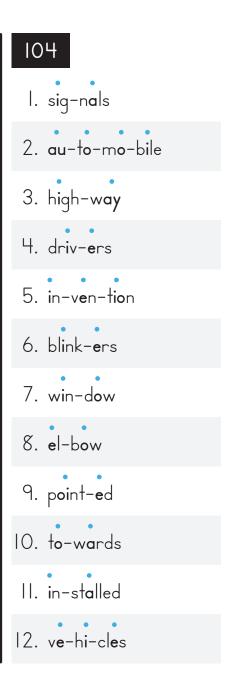


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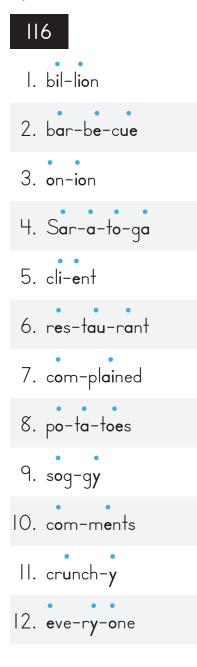


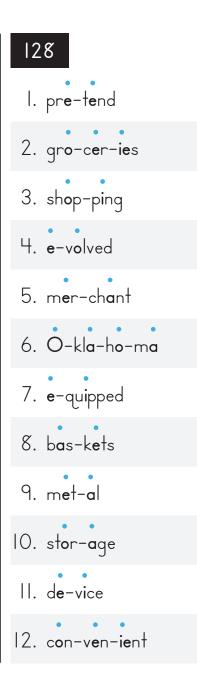


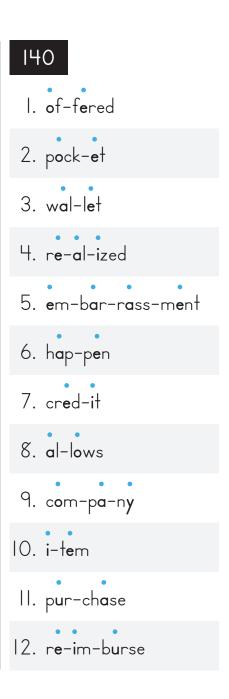


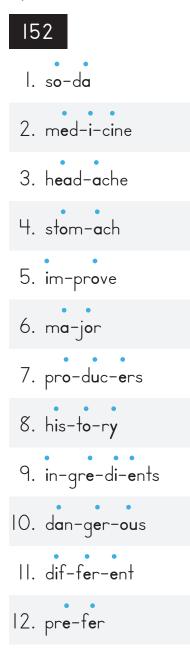
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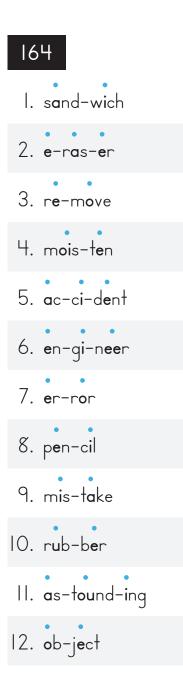
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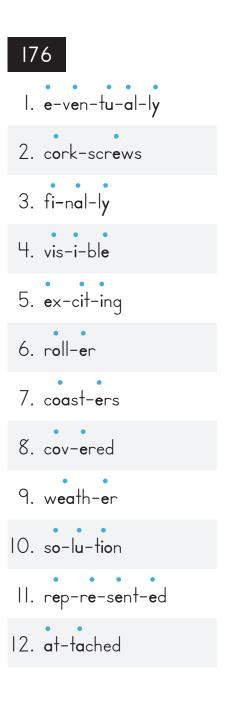








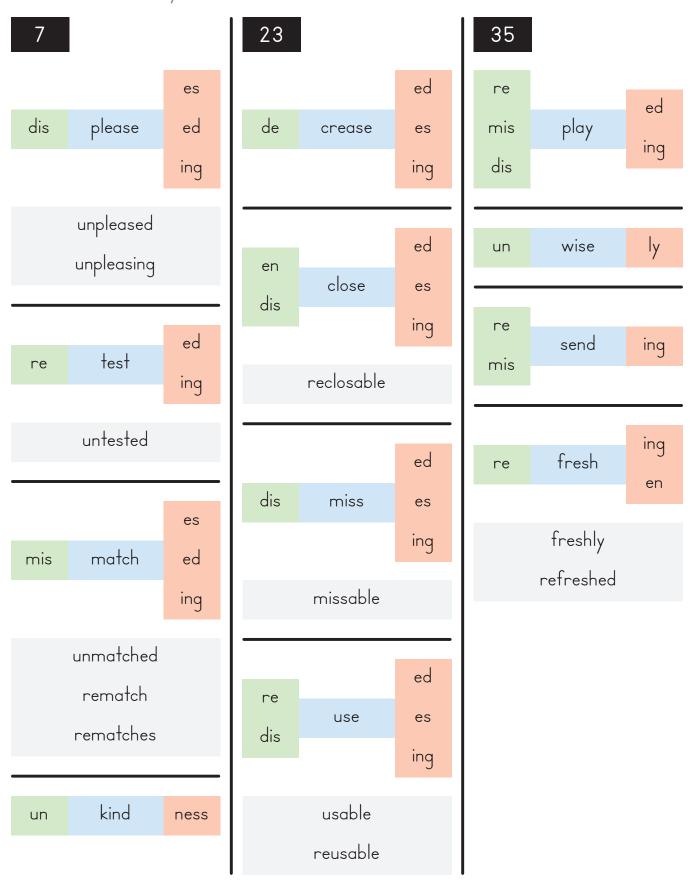




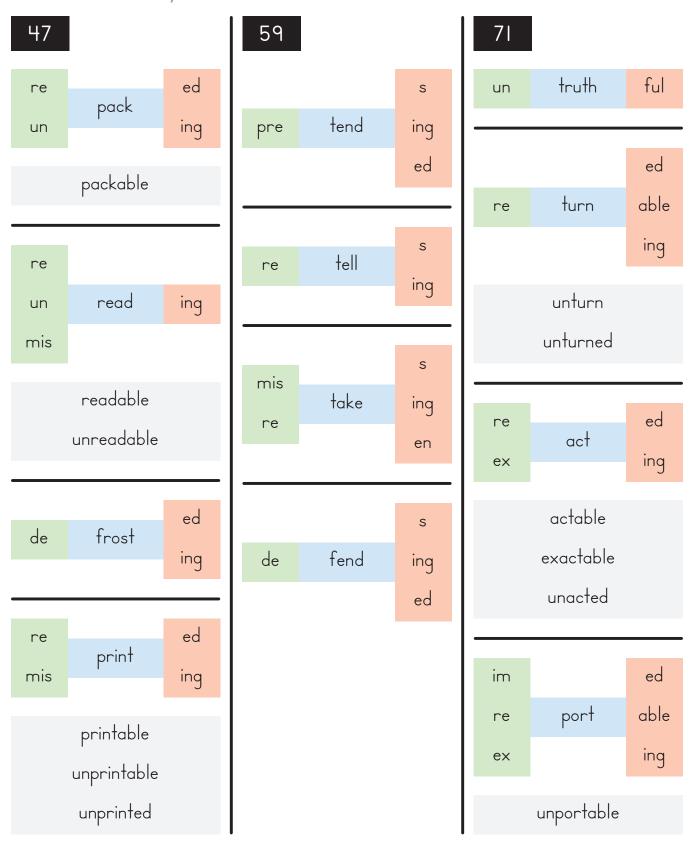
True / False Answer Key

6 1. True 2. True 3. False 4. True 5. True 6. False	22 1. True 2. False 3. False 4. True 5. True 6. False	 34 I. False 2. True 3. False 4. True 5. True 6. True 	 46 1. False 2. True 3. True 4. True 5. True 6. False 	58 1. True 2. True 3. False 4. False 5. True 6. True	 70 I. False 2. True 3. True 4. True 5. False 6. False
 82 1. True 2. True 3. True 4. True 5. False 6. False 	 94 1. True 2. True 3. False 4. True 5. True 6. False 	 IO6 I. True 2. True 3. False 4. False 5. False 6. True 	 II8 I. True 2. True 3. False 4. True 5. True 6. True 	 I30 I. True 2. True 3. False 4. True 5. False 6. True 	 142 1. True 2. True 3. False 4. True 5. True 6. True
 154 1. True 2. True 3. True 4. True 5. True 6. False 	 166 1. True 2. False 3. True 4. True 5. False 6. False 	 178 1. False 2. True 3. True 4. True 5. True 6. False 			

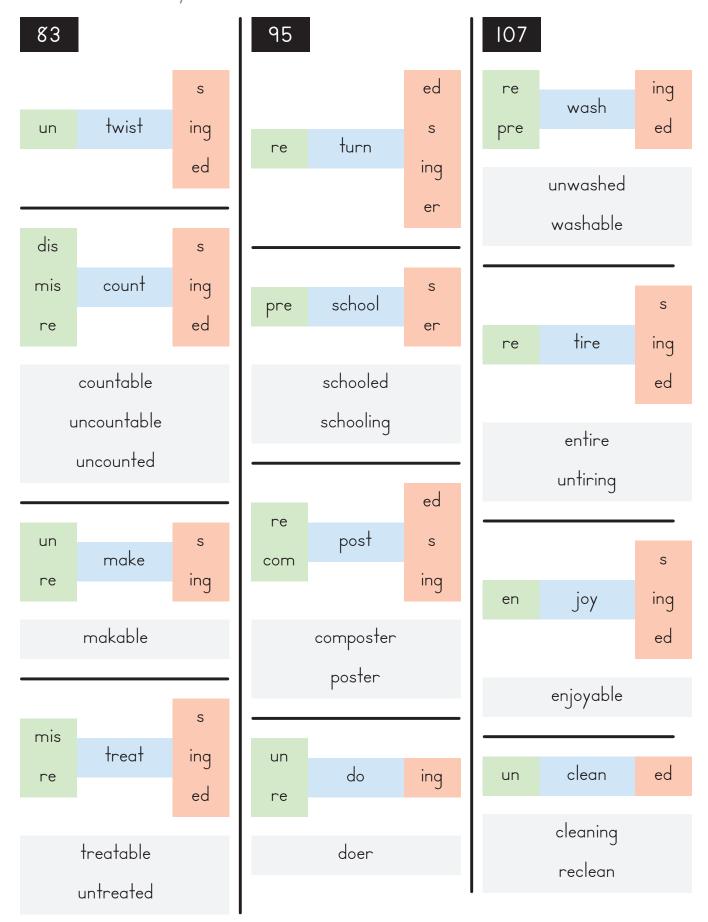
Affixes Answer Key



Affixes Answer Key



Affixes Answer Key

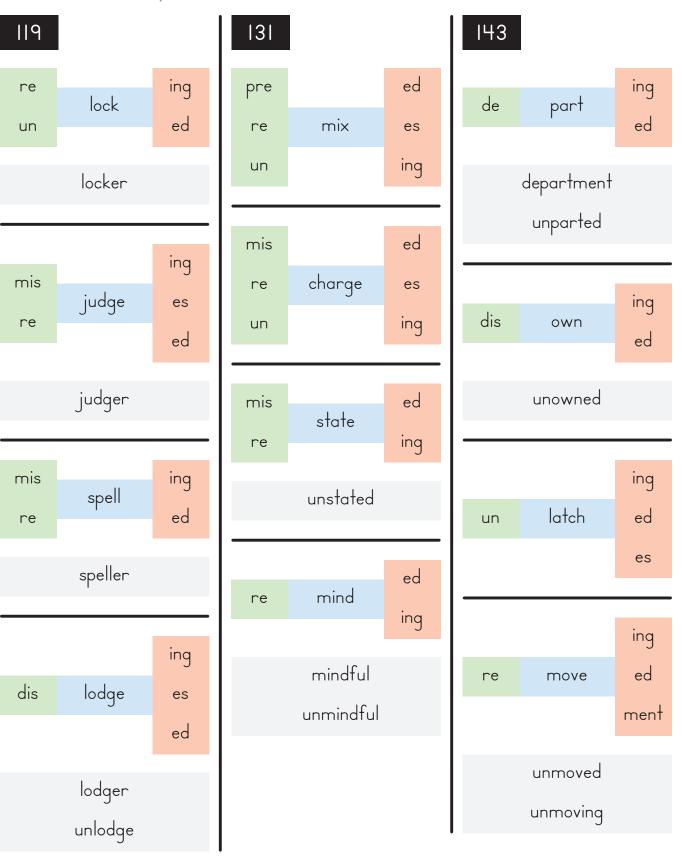


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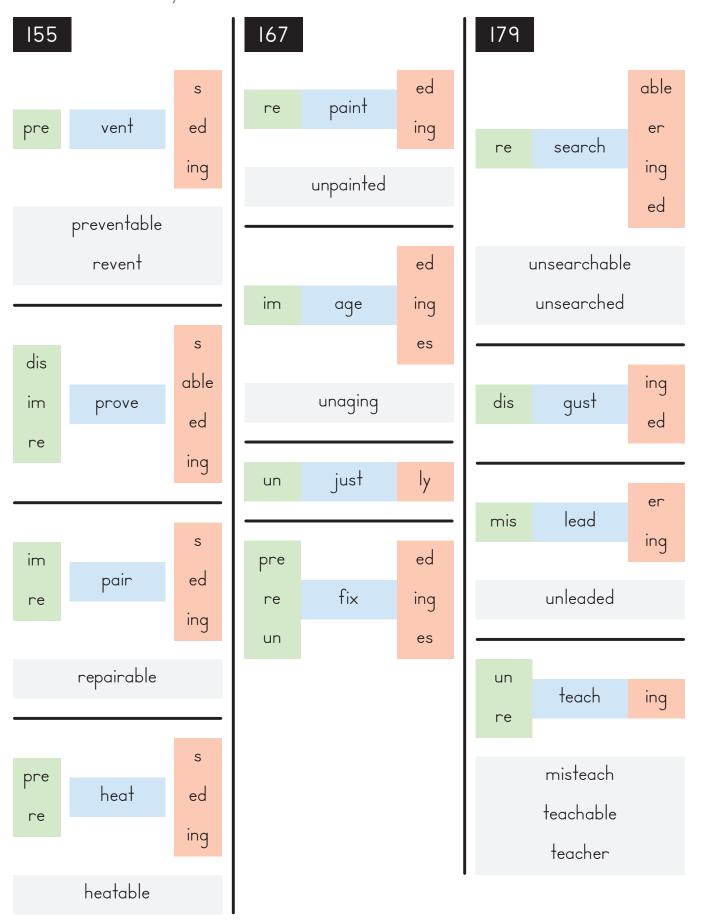
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Affixes Answer Key



Affixes Answer Key



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Synonyms Answer Key

8 24 36 48 60 72	
	2
I. Yes I. Yes I. windy I. Yes I. kid I. `	Yes
2. Yes 2. Yes 2. stay 2. Yes 2. Yes 2. H	happy
3. huge 3. Yes 3. Yes 3. smart 3. small 3. h	lost
4. Yes 4. Yes 4. Yes 4. Yes 4. Yes	Yes
5. fast 5. rude 5. Yes 5. hold 5. Yes 5. Y	Yes
6. Yes 6. stop 6. Yes 6. Yes 6. Yes 6. H	hot
7. Yes 7. Yes 7. cooked 7. Yes 7. Yes 7. Yes	Yes
8. start 8. bad 8. Yes 8. short 8. letters 8. Y	Yes
9. Yes 9. Yes 9. Yes 9. Yes 9. Yes	Yes
84 96 108 120 132	
84 96 108 120 132 1. try 1. rotten 1. yell 1. hungry 1. Yes	
I. try I. rotten I. yell I. hungry I. Yes	
I. tryI. rottenI. yellI. hungryI. Yes2. Yes2. Yes2. Yes2. Yes2. Yes	
I. try I. rotten I. yell I. hungry I. Yes 2. Yes 2. Yes 2. Yes 2. Yes 2. Yes 2. Yes 3. Yes 3. Yes 3. Yes 3. Yes 3. Yes 3. Yes	
I. tryI. rottenI. yellI. hungryI. Yes2. Yes2. Yes2. Yes2. Yes2. Yes3. Yes3. Yes3. Yes3. Yes3. Yes4. circle4. Yes4. run4. Yes4. Yes	
I. tryI. rottenI. yellI. hungryI. Yes2. Yes2. Yes2. Yes2. Yes2. Yes3. Yes3. Yes3. Yes3. Yes3. Yes4. circle4. Yes4. run4. Yes4. Yes5. Yes5. war5. Yes5. Yes5. Yes	
I. tryI. rottenI. yellI. hungryI. Yes2. Yes2. Yes2. Yes2. Yes2. Yes3. Yes3. Yes3. Yes3. Yes3. Yes4. circle4. Yes4. run4. Yes4. Yes5. Yes5. war5. Yes5. Yes5. Yes6. Yes6. Yes6. Yes6. shut	

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Synonyms Answer Key

144	156	168	180
l. sleeping	l. trash	I. Yes	I. Yes
2. Yes	2. wise	2. Yes	2. Yes
3. Yes	3. yes	3. Yes	3. <mark>useful</mark>
4. Yes	4. Yes	4. join	4. private
5. honest	5. Yes	5. Yes	5. Yes
6. careless	6. Yes	6. Yes	6. Yes
7. Yes	7. Yes	7. thin	7. Yes
8. Yes	8. Yes	8. smile	8. shy
9. Yes	9. Yes	9. Yes	9. Yes



Antonyms Answer Key

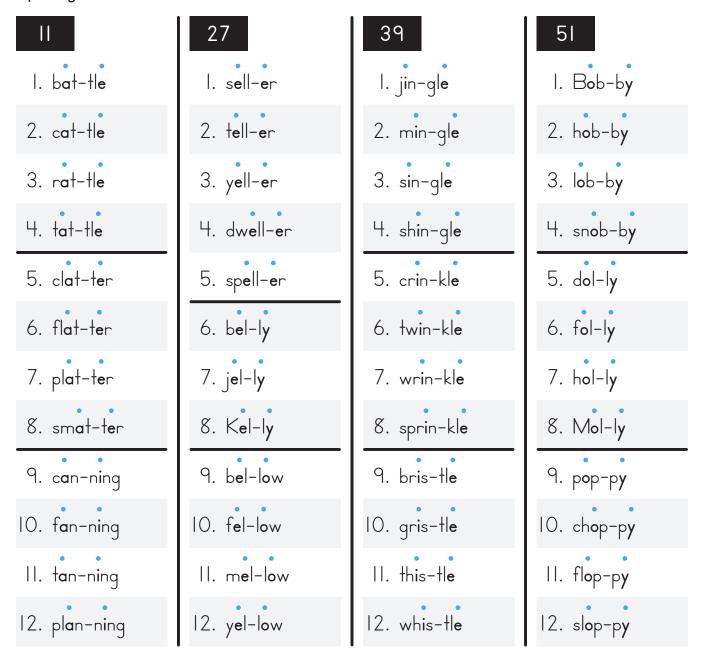
10	26	38	50	62	74
I. Yes	I. Yes	I. Yes	I. Yes	I. Yes	I. Yes
2. safe	2. Yes	2. Yes	2. Yes	2. Yes	2. Yes
3. Yes	3. answer	3. Yes	3. Yes	3. <mark>hate</mark>	3. Yes
4. false	4. loud	4. Yes	4. sharp	4. Yes	4. <mark>tie</mark>
5. Yes	5. mean	5. brave	5. <mark>hard</mark>	5. Yes	5. Yes
6. Yes	6. Yes	6. Yes	6. <mark>add</mark>	6. loser	6. after
7. Yes	7. Yes	7. under	7. Yes	7. trust	7. outside
8. Yes	8. Yes	8. Yes	8. Yes	8. Yes	8. Yes
9. poor	9. Yes	9. <mark>weak</mark>	9. Yes	9. Yes	9. Yes
86	98		110	122	
86 I. Yes	98 I. Yes		IIO I. hello	122 I. Yes	
I. Yes	I. Yes		I. hello	I. Yes	
I. Yes 2. Yes	I. Yes 2. Yes		I. <mark>hello</mark> 2. Yes	I. Yes 2. Yes	
I. Yes 2. Yes 3. Yes	I. Yes 2. Yes 3. unpack		I. <mark>hello</mark> 2. Yes 3. fat	I. Yes 2. Yes 3. <mark>South</mark>	
I. Yes 2. Yes 3. Yes 4. agree	1. Yes 2. Yes 3. unpack 4. uncover		I. hello 2. Yes 3. fat 4. Yes	I. Yes 2. Yes 3. <mark>South</mark> 4. Yes	
I. Yes 2. Yes 3. Yes 4. agree 5. unlock	 Yes Yes unpack uncover Yes 		I. hello 2. Yes 3. fat 4. Yes 5. legal	I. Yes 2. Yes 3. South 4. Yes 5. prey	
 Yes Yes Yes Yes agree unlock Yes 	 Yes Yes Yes unpack uncover Yes Yes 		 hello Yes fat Yes legal Yes 	 Yes Yes South Yes Prey Yes 	

Antonyms Answer Key

134	146	158	170
I. Yes	I. Yes	l. save	I. Yes
2. nighttime	2. Yes	2. Yes	2. unlucky
3. Yes	3. <mark>enter</mark>	3. Yes	3. Yes
4. clumsy	4. fail	4. behave	4. Yes
5. good	5. Yes	5. Yes	5. Yes
6. Yes	6. Yes	6. Yes	6. give
7. Yes	7. Yes	7. Yes	7. Yes
8. Yes	8. Yes	8. Yes	8. attic
9. Yes	9. <mark>fact</mark>	9. <mark>nobody</mark>	9. Yes

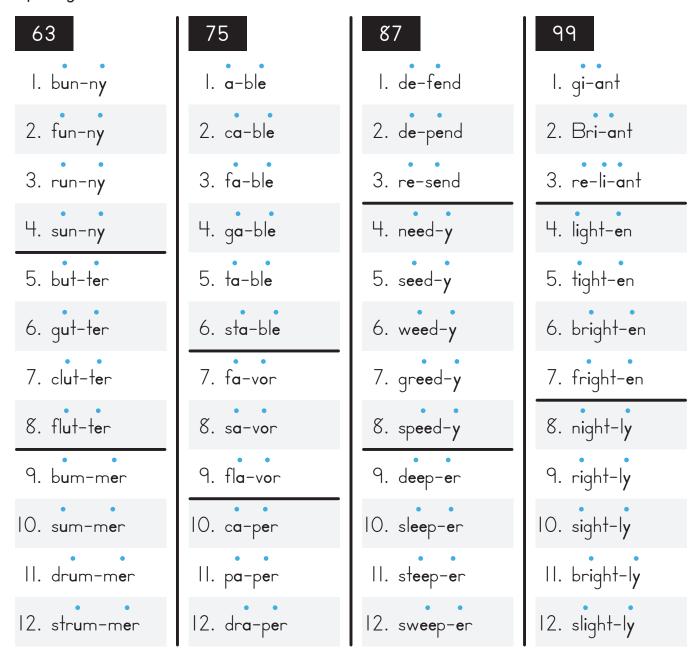
- I. Yes
- 2. Yes
- 3. shorten
- 4. Yes
- 5. Yes
- 6. nothing
- 7. Yes
- 8. Yes
- 9. wrong



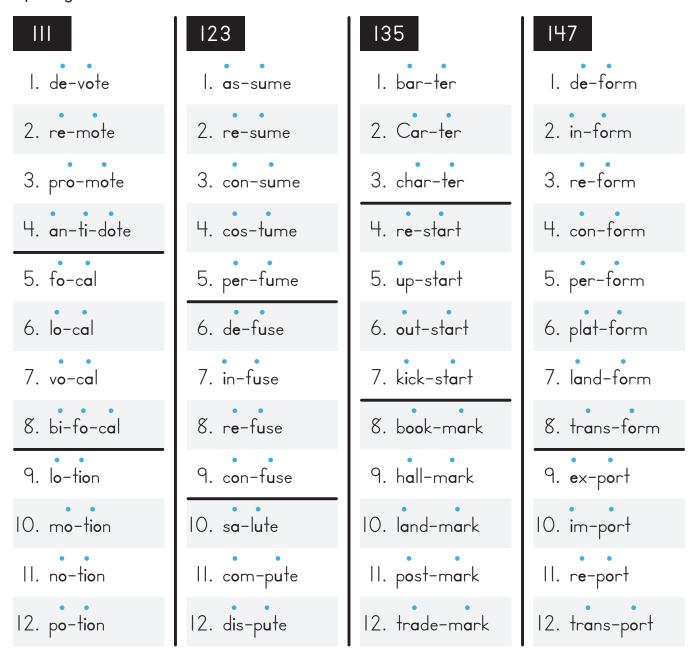


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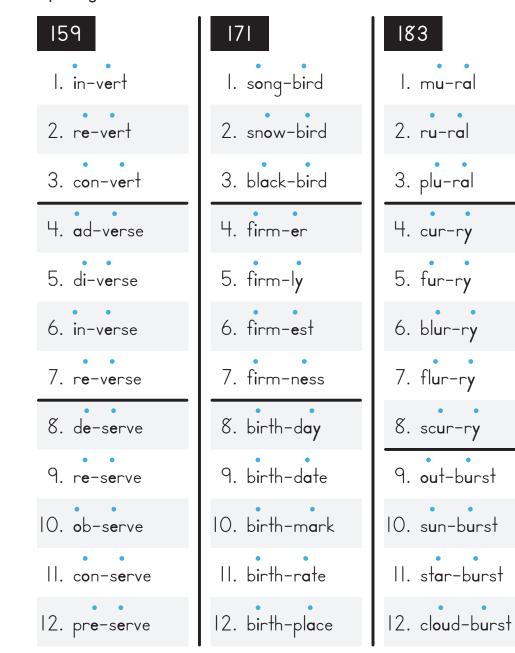






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Correct Sentence Order Answer Key

