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Program 101-1, Week 32

From FreeReading

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Week 31, Day 5

Introduce al

Activity Type: Introduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials:

- Letter card (print here)
- Pronunciation guide (listen here)

Goal: Given a printed letter combination, the student can say its sound (ai -> /ay/)

Items: al

What to do

1. Write the letters *al* on the board; make them at least a foot tall. Alternatively, use a letter card large enough for the whole group to see easily.
2. **Some letters stick together, so they make one sound even though they are two letters. Here are two letters that stick together. The sound for these letters is /al/. It's the sound in the middle of the word *halt*: /al/. What's the sound?**
3. Look for students who are not saying the sound. Ask them: **What's the sound?** Look for students who are making the wrong sound and model the sound for them until they have it right. **Well done everyone.**
4. Erase *al*. Now write a mix of 12 letters and letter combinations on the board, arranged randomly: 4 of the items should be *al* and they should be interspersed with 8 other items dissimilar in appearance to *al*, such as *th* and *ee*.
5. **When I point to the letters we just learned, say their sound. When I point to anything else, you have to stay quiet. My turn first.** Point to a series of items and either say the sound or make a performance of saying nothing, as appropriate.
6. **Your turn. Ready?** Point to items randomly, holding on each one for a few seconds.
7. If a student says the sound for one of the other items (not *al*), point to *al* and say: **You only need to make a sound for these letters. When I point to anything else, stay quiet. Ready?** Look for individuals who are saying nothing when you point to *al*. Have those students try items individually until they have it (but don't call only on struggling students). Keep going until everyone has the new sound.

Related activities

- Reintroduce al
- Letter combination accuracy
- Letter combination fluency
- All Letter Combination Activities

Letter combination fluency: th .. aw

Activity Type: Build Fluency

Activity Form: Standard

Grade: K, 1

Group Size: Small Group

Length: 10 minutes

Materials: Multiple copies of large letter combination cards (print them here)

Goal: Given a printed letter combination, the student can say its sound with automaticity (ai -> /ay/)

Items: All letter combinations learned so far

What to do

1. Assemble a stack of letter combination cards large enough for the group to see. The cards should be a mix of all combinations learned so far. It's a good idea to include multiple copies of any cards that students struggle with.

2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the correct sound. These are all letters that stick together, so say just one sound when you draw a card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying its sound after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** (Or, if students are still mastering the sounds, **Do you think you can go through the stack without making a mistake?**) Call on a single student in the group. Show the first card: **What's the sound?** If the student is incorrect, correct the student, have him or her repeat your answer, and move to the next card. Praise correct answers.
5. Select the next student, shuffle the stack, and repeat until all students in the group have worked through it.
6. **Okay, now let's go faster.** Shuffle the stack of cards and then repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Letter combination fluency, student-led
- Letter combination accuracy
- Category:Letter Combinations
- All Letter Combination Activities

Irregular word fluency: your .. any

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular word index cards (print them here)

Goal: Given a printed irregular word, say its sound with automaticity (irregword -> "irregword")

Items: All irregular words learned so far

What to do

1. Assemble a stack of word index cards. The cards should be a mix of all irregular words learned so far. (Optionally, once students are comfortable with irregular words, you can include some regular words in the pack too.)
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the word on each card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying the word after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slower. Show the first card: **What's the word?** If the student is incorrect, correct him, have him repeat your answer, and move to the next card. Praise correct answers.
5. Select the next quicker student and repeat until all students in the group have worked through the stack.
6. **Okay, now let's go faster.** Shuffle the stack of cards and repeat with students in the same order, but encouraging them to go faster.

7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce an irregular word
- Introduce multiple irregular words
- All Irregular Word Activities

Word families accuracy: -ake, -ink, -uck

Activity Type: Build Accuracy

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 6 minutes

Materials: Print word cards here

Goal: Given a written word with the same rime as a known word, the student can say the new word (knowing back -> "back", read sack -> "sack", black -> "black", etc.)

Items: The words specified in the lesson titles, here

What to do

1. Print or write word cards for words ending with three different rimes. Here we'll assume you are using *back* (for *-ack* words), *say* (for *-ay* words), and *nine* (for *-ine* words). You can get word suggestions and print index card-sized words for each rime here. Put each word at the head of a list, making sure all students can see them.
2. **Can you read these words with me?** Support students as necessary to read the words. For example, they may need reminding of the sound *ay* makes, or that the silent *e* in *nine* makes the *i* say its name.
3. **Now we're going to play the matching game. My turn first. Here's a new word.** Show *pay*, for example. **Does this word have the same ending as the first word here?** Hold *pay* below *back*. **Or this word?** Hold *pay* below *say*. **Or maybe this word?** Hold *pay* below *nine*. **Hmmm.** Hold *pay* below each of the other words again as you consider it. **I think it has the same ending as this word, so I'm going to put it here.** Place *pay* below *say*. **Do you agree?**
4. **Now that I've matched the word, I read from the top of that list: say, pay. They rhyme! Say, pay. That's because they have the same letters at the end. Do you see?** Point to the endings as you read the *-ay* words again.
5. **Okay, now it's your turn to play the matching game. Ready?** Select another word card and hold it below each of the word columns in turn, asking whether the ending matches. Wait for students to agree. If a student does not answer, ask him what he thinks. Then put the word in the correct list. Now ask students to read each word in that list.
6. Continue with other word cards. Remember to have students read down the matching list each time.
7. Introduce words with initial blends or digraphs such as *black*, *play*, and *shine* once students have gotten the hang of the activity.
8. Watch for students who are struggling or not taking part. Call on a mix of several students, some who aren't correctly matching words and some who are. Make a note of students who continue to have trouble in an Activity Log.

Related activities

- Introduce word families
- All Advanced Phonics Activities

Reading connected text accuracy: Ken's truck spun. It got stuck in a drift.

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it, and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (fewer if all students are able to keep up). **What's the word?** If a student mispronounces a word or incorrect decodes it, give her a chance to self-correct. If she doesn't, model the correct word and ask her to repeat it.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. If the passage is long enough, let each student read a line or sentence of it on their own so you can see who is struggling and make a note in an Activity Log to give that student extra practice.
8. Optionally, go through the story one more time, a little faster again and without asking: **What's the word?**
9. **Now I want you to read this story to yourself, without speaking. As you do, make a movie in your head of what is happening in the story.** Wait a few seconds, then ask individuals what happens in their movie. Guide them back to the scene in the story if they digress.

Video

See this video for an example of an exercise for reading connected text accuracy.

Related activities

- Introduce reading connected text
- Reading connected text fluency
- All Reading Connected Text Activities

Reading connected text fluency: Matt planted a lot of carrots.

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: None

Goal: Given a written sentence, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: The sentences specified in the titles of these activities, here

What to do

1. Write the story on the board.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly.**
Get ready. Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't**

recognize it straight away. Ready?

4. Point just beneath the first word. Pause for three seconds. **What's the word?** Note that they may need help with the uppercase first letter.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of the sentence or to self-correct individual words.
6. **Okay, now let's read the story again from the beginning.** Go back through the sentence with slightly shorter pauses.
7. **Great. Now let's try really fast. This time, I'm not going to ask: "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel of what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answers, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for his or her question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Introduce reading connected text
- Reading connected text accuracy
- All Reading Connected Text Activities

Week 32, Day 1

Reintroduce al

Activity Type: Reintroduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials:

- Letter card (print here)
- Pronunciation guide (listen here)

Goal: Given a printed letter combination, the student can say its sound (ai -> /ay/)

Items: al

What to do

1. Write the letters *al* on the board; make them at least a foot tall. Alternatively, use a letter card large enough for the whole group to see easily.
2. **Remember these two letters that stick together? Let's review the sound for these letters. Anyone: what's the sound? Good: /al/. Remember, it's the sound in the middle of the word *halt*: /al/. What's the sound?**
3. Look for students who are not saying the sound. Ask them: **What's the sound?** Look for students who are making the wrong sound and model the sound for them until they have it right. **Well done everyone.**
4. Erase *al*. Now write a mix of 12 letters and letter combinations on the board, arranged randomly: 4 of the items should be *al* and they should be interspersed with 8 other items dissimilar in appearance to *al*, such as *ou* and *er*.
5. **When I point to the letters we just learned, say their sound. When I point to anything else, you have to stay quiet. My turn first.** Point to a series of items and either say the sound or make a performance of saying nothing, as appropriate.
6. **Your turn. Ready?** Point to items randomly, holding on each one for a few seconds.
7. If a student says the sound for one of the other items (not *al*), point to *al* and say: **You only need to make a sound for these letters. When I point to anything else, stay quiet. Ready?** Look for individuals who are saying nothing when you point to *al*. Have those students try items individually until they have it (but don't call only on struggling students). Keep going until everyone has the new sound.

Related activities

- Introduce *al*
- Letter combination accuracy
- Letter combination fluency
- All Letter Combination Activities

Letter combination accuracy: th .. al

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials:

- Multiple copies of letter combination cards (print them here)
- One container such as a hat or bag for every eight students in the group

Goal: Given printed letter combinations, the student can discriminate between them and say the sound of each (*sh* -> /sh/)

Items: All letter combinations learned so far

What to do

1. Put a mix of letter combination cards in a hat or bag that students will pass around the classroom, draw a card from it, and say the sound for that combo. The cards should be a mix of all combinations learned so far, *weighted towards the most recently learned letter combinations*. You will need at least one bag for every eight or so students in the group, else students will quickly become distracted.

2. (You can also do this activity with half the cards showing the single most recently learned letter combination, say *sh*, and the other half showing combinations the students have not yet learned, such as *ai*. In that version of the activity, you ask students to say /**sh**/ or **not** /**sh**/ depending on what letter combination they draw.)
3. **Now let's play a game. We're going to take turns to pull a card from this bag and say the sound of the letters. These are all letters that stick together, so say just one sound when you draw a card. My turn first.**
4. Draw a card, pause, show the letter combination to the students, then say its sound.
5. **Then, I put the card back in the bag and pass it to my neighbor.** Pass the bag to a student who is likely to get the answer correctly. Make sure they show the card to the other students. Remind them to put the card back and shake the bag, and then pass it to the next student.
6. As soon as it's clear that the students get the idea, you can introduce the other bags to speed things up. Each time, draw the first card yourself. Circulate around the group making sure everyone is performing the activity correctly.
7. If students don't know a card, say it for them, then ask them to say it. Then, have them draw another card and try again. If they continue to have trouble, make a note in an Activity Log and move on. Try to make sure the last letter combination they draw before passing the bag on is one they name correctly and praise them strongly.
8. Keep going until everyone has had at least one turn.

Related activities

- Letter combination fluency
- Letter combination fluency, student-led
- All Letter Combination Activities

Introduce multiple irregular words: want, through, also, does, because, own

Activity Type: Introduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. **Let's meet some more words that try to trick you: when you try to sound them out, it doesn't work.**
2. Write the first irregular word--take *your* as an example--on the board in letters at least a foot high or, for a small group, show students the index card printed word. **This word is *your*. What's the word? That's right. Can you spell *your*?** Help students spell the word. **Right. What word did you spell? Correct: *Your*.**
3. Continue with the other irregular words you are introducing for this session.
4. Now create a random arrangement of the new words on the board. **Here are all the words we just**

learned. When I point to a word, say it. My turn first. Point to a series of words and read them.

5. **Your turn. Ready?** Point to words randomly, holding on each one for a few seconds. Have students respond as a group, and then give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so you can't sound them out. Can you say this word without sounding out? Try it.**
6. If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has it.

Related activities

- Reintroduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Word families accuracy: -ale, -ew, -ock

Activity Type: Build Accuracy

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 6 minutes

Materials: Print word cards here

Goal: Given a written word with the same rime as a known word, the student can say the new word (knowing back -> "back", read sack -> "sack", black -> "black", etc.)

Items: The words specified in the lesson titles, here

What to do

1. Print or write word cards for words ending with three different rimes. Here we'll assume you are using *back* (for *-ack* words), *say* (for *-ay* words), and *nine* (for *-ine* words). You can get word suggestions and print index card-sized words for each rime here. Put each word at the head of a list, making sure all students can see them.
2. **Can you read these words with me?** Support students as necessary to read the words. For example, they may need reminding of the sound *ay* makes, or that the silent *e* in *nine* makes the *i* say its name.
3. **Now we're going to play the matching game. My turn first. Here's a new word.** Show *pay*, for example. **Does this word have the same ending as the first word here?** Hold *pay* below *back*. **Or this word?** Hold *pay* below *say*. **Or maybe this word?** Hold *pay* below *nine*. **Hmmm.** Hold *pay* below each of the other words again as you consider it. **I think it has the same ending as this word, so I'm going to put it here.** Place *pay* below *say*. **Do you agree?**
4. **Now that I've matched the word, I read from the top of that list: say, pay. They rhyme! Say, pay. That's because they have the same letters at the end. Do you see?** Point to the endings as you read the *-ay* words again.
5. **Okay, now it's your turn to play the matching game. Ready?** Select another word card and hold it below each of the word columns in turn, asking whether the ending matches. Wait for students to agree. If a student does not answer, ask him what he thinks. Then put the word in the correct list. Now ask students to read each word in that list.
6. Continue with other word cards. Remember to have students read down the matching list each time.

7. Introduce words with initial blends or digraphs such as *black*, *play*, and *shine* once students have gotten the hang of the activity.
8. Watch for students who are struggling or not taking part. Call on a mix of several students, some who aren't correctly matching words and some who are. Make a note of students who continue to have trouble in an Activity Log.

Related activities

- Introduce word families
- All Advanced Phonics Activities

Reading connected text accuracy: Zack hid in a tunnel, at the back of the windmill.

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it, and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (fewer if all students are able to keep up). **What's the word?** If a student mispronounces a word or incorrectly decodes it, give her a chance to self-correct. If she doesn't, model the correct word and ask her to repeat it.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. If the passage is long enough, let each student read a line or sentence of it on their own so you can see who is struggling and make a note in an Activity Log to give that student extra practice.
8. Optionally, go through the story one more time, a little faster again and without asking: **What's the word?**
9. **Now I want you to read this story to yourself, without speaking. As you do, make a movie in your head of what is happening in the story.** Wait a few seconds, then ask individuals what happens in their movie. Guide them back to the scene in the story if they digress.

Video

See this video for an example of an exercise for reading connected text accuracy.

Related activities

- Introduce reading connected text
- Reading connected text fluency
- All Reading Connected Text Activities

Reading connected text fluency: Jeff got a muffin from his pocket. He fed it to the red fox.

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: None

Goal: Given a written sentence, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: The sentences specified in the titles of these activities, here

What to do

1. Write the story on the board.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly. Get ready.** Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds. **What's the word?** Note that they may need help with the uppercase first letter.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of the sentence or to self-correct individual words.
6. **Okay, now let's read the story again from the beginning.** Go back through the sentence with slightly shorter pauses.
7. **Great. Now let's try really fast. This time, I'm not going to ask: "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel of what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answers, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for his or her question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Introduce reading connected text
- Reading connected text accuracy
- All Reading Connected Text Activities

Week 32, Day 2

Introduce igh

Activity Type: Introduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials:

- Letter card (print here)

- Pronunciation guide (listen here)

Goal: Given a printed letter combination, the student can say its sound (ai -> /ay/)

Items: igh

What to do

1. Write the letters *igh* on the board; make them at least a foot tall. Alternatively, use a letter card large enough for the whole group to see easily.
2. **Some letters stick together, so they make one sound even though they are two letters. Here are two letters that stick together. The sound for these letters is /igh/. It's the sound at the end of the word *high*: /igh/. What's the sound?**
3. Look for students who are not saying the sound. Ask them: **What's the sound?** Look for students who are making the wrong sound and model the sound for them until they have it right. **Well done everyone.**
4. Erase *igh*. Now write a mix of 12 letters and letter combinations on the board, arranged randomly: 4 of the items should be *igh* and they should be interspersed with 8 other items dissimilar in appearance to *igh*, such as *ou* and *ay*.
5. **When I point to the letters we just learned, say their sound. When I point to anything else, you have to stay quiet. My turn first.** Point to a series of items and either say the sound or make a performance of saying nothing, as appropriate.
6. **Your turn. Ready?** Point to items randomly, holding on each one for a few seconds.
7. If a student says the sound for one of the other items (not *igh*), point to *igh* and say: **You only need to make a sound for these letters. When I point to anything else, stay quiet. Ready?** Look for individuals who are saying nothing when you point to *igh*. Have those students try items individually until they have it (but don't call only on struggling students). Keep going until everyone has the new sound.

Related activities

- Reintroduce igh
- Letter combination accuracy
- Letter combination fluency
- All Letter Combination Activities

Letter combination fluency: th .. al

Activity Type: Build Fluency

Activity Form: Standard

Grade: K, 1

Group Size: Small Group

Length: 10 minutes

Materials: Multiple copies of large letter combination cards (print them here)

Goal: Given a printed letter combination, the student can say its sound with automaticity (ai -> /ay/)

Items: All letter combinations learned so far

What to do

1. Assemble a stack of letter combination cards large enough for the group to see. The cards should be a mix of all combinations learned so far. It's a good idea to include multiple copies of any cards that students struggle with.
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the correct sound. These are all letters that stick together, so say just one sound when you draw a card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying its sound after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** (Or, if students are still mastering the sounds, **Do you think you can go through the stack without making a mistake?**) Call on a single student in the group. Show the first card: **What's the sound?** If the student is incorrect, correct the student, have him or her repeat your answer, and move to the next card. Praise correct answers.
5. Select the next student, shuffle the stack, and repeat until all students in the group have worked through it.
6. **Okay, now let's go faster.** Shuffle the stack of cards and then repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Letter combination fluency, student-led
- Letter combination accuracy
- Category:Letter Combinations
- All Letter Combination Activities

Reintroduce multiple irregular words: want, through, also, does, because, own

Activity Type: Reintroduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. Arrange all the new irregular words on the board.
2. **Let's review these words. Pay attention because they are trick words.**
3. Point to each word in turn, model its sound, and have students repeat.
4. Next, point to words randomly and let students say the word without your help. Give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so you can't sound them out. Can you say this word without sounding out? Try it.**
5. If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has mastered these words.

6. If time allows, to help students 'deep process' a word, ask an individual student, **Can you make a sentence with the word *around* in it?** Select a different word from today's set for each student. An alternative formulation you can use for variety is, **I'll say the first part of a sentence and you have to make up an ending for it: *The dog ran around and around the oak tree because...*** Student: *...there was a squirrel in it.*

Related activities

- Introduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Introduce compound words: bedbug, sandbox, windmill, cowboy, softball

Activity Type: Introduce

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: Compound word index cards (print them here)

Goal: Given a written compound word, the student can say the word (bedbug -> "bedbug").

Items: bedbug, sandbox, windmill, cowboy, softball

What to do

1. Write the word *bedbug* on the board or use an index card (here). **Here's a weird word. It's weird because it's made up from two shorter words glued together. Here's the first word.** Cover up *bug*. **Sound it out with me: beeed. Now say it fast: *bed*.** Here's the second word. Cover up *bed*. **Sound it out with me: buuug. Now say it fast: *bug*.** Uncover *bed*. ***Bed...bug*.** Point to each part of the word as you say it. **Now put the two words together: *bed...bug; bedbug!***
2. **What's a *bedbug*? That's right, a bug that you find in your bed, if you're not lucky. So the word *bedbug* is made up of two shorter words: *bed* and *bug*. And its meaning is made up from those two shorter words also: it's a bug in your bed!**
3. **Let's try another word made up from two shorter words. We'll read the two shorter words, then put them together.** Show students the word *sandbox*. Cover up *box*. **What word is this?** Students: sand. **Good.** Now cover up *sand*. **What word is this?** Students: box. Now uncover the whole word. **So put them together and what have you got?** Students: sandbox. **Right!**
4. Repeat with *windmill*, *cowboy*, and *softball*. For at least one of these, explain how the compound word meaning derives from the two shorter words--for example, ***softball* is like *baseball*, but the *ball* is *softer*.**
5. Watch for students who are not joining in, and give them an individual turn. If they continue to struggle, make a note in an Activity Log.

Related activities

- Compound word fluency
- All Advanced Phonics Activities

Reading connected text accuracy: The egg fell from Rob's hand. It split on the rug in a sticky mess.

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it, and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (fewer if all students are able to keep up). **What's the word?** If a student mispronounces a word or incorrectly decodes it, give her a chance to self-correct. If she doesn't, model the correct word and ask her to repeat it.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. If the passage is long enough, let each student read a line or sentence of it on their own so you can see who is struggling and make a note in an Activity Log to give that student extra practice.
8. Optionally, go through the story one more time, a little faster again and without asking: **What's the word?**
9. **Now I want you to read this story to yourself, without speaking. As you do, make a movie in your head of what is happening in the story.** Wait a few seconds, then ask individuals what happens in their movie. Guide them back to the scene in the story if they digress.

Video

See this video for an example of an exercise for reading connected text accuracy.

Related activities

- Introduce reading connected text
- Reading connected text fluency
- All Reading Connected Text Activities

Reading connected text fluency: Ken's truck spun. It got stuck in a drift.

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: None

Goal: Given a written sentence, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: The sentences specified in the titles of these activities, here

What to do

1. Write the story on the board.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly. Get ready.** Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't**

recognize it straight away. Ready?

4. Point just beneath the first word. Pause for three seconds. **What's the word?** Note that they may need help with the uppercase first letter.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of the sentence or to self-correct individual words.
6. **Okay, now let's read the story again from the beginning.** Go back through the sentence with slightly shorter pauses.
7. **Great. Now let's try really fast. This time, I'm not going to ask: "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel of what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answers, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for his or her question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Introduce reading connected text
- Reading connected text accuracy
- All Reading Connected Text Activities

Week 32, Day 3

Reintroduce igh

Activity Type: Reintroduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials:

- Letter card (print here)
- Pronunciation guide (listen here)

Goal: Given a printed letter combination, the student can say its sound (ai -> /ay/)

Items: igh

What to do

1. Write the letters *igh* on the board; make them at least a foot tall. Alternatively, use a letter card large enough for the whole group to see easily.
2. **Remember these two letters that stick together? Let's review the sound for these letters. Anyone: what's the sound? Good: /igh/. Remember, it's the sound at the end of the word *high*: /igh/. What's the sound?**
3. Look for students who are not saying the sound. Ask them: **What's the sound?** Look for students who are making the wrong sound and model the sound for them until they have it right. **Well done everyone.**
4. Erase *igh*. Now write a mix of 12 letters and letter combinations on the board, arranged randomly: 4 of the items should be *igh* and they should be interspersed with 8 other items dissimilar in appearance to *igh*, such as *oa* and *th*.
5. **When I point to the letters we just learned, say their sound. When I point to anything else, you have to stay quiet. My turn first.** Point to a series of items and either say the sound or make a performance of saying nothing, as appropriate.
6. **Your turn. Ready?** Point to items randomly, holding on each one for a few seconds.
7. If a student says the sound for one of the other items (not *igh*), point to *igh* and say: **You only need to make a sound for these letters. When I point to anything else, stay quiet. Ready?** Look for individuals who are saying nothing when you point to *igh*. Have those students try items individually until they have it (but don't call only on struggling students). Keep going until everyone has the new sound.

Related activities

- Introduce igh
- Letter combination accuracy
- Letter combination fluency
- All Letter Combination Activities

Letter combination accuracy: th .. igh

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials:

- Multiple copies of letter combination cards (print them here)
- One container such as a hat or bag for every eight students in the group

Goal: Given printed letter combinations, the student can discriminate between them and say the sound of each (sh -> /sh/)

Items: All letter combinations learned so far

What to do

1. Put a mix of letter combination cards in a hat or bag that students will pass around the classroom, draw a card from it, and say the sound for that combo. The cards should be a mix of all combinations learned so far, *weighted towards the most recently learned letter combinations*. You will need at least one bag for every eight or so students in the group, else students will quickly become distracted.

2. (You can also do this activity with half the cards showing the single most recently learned letter combination, say *sh*, and the other half showing combinations the students have not yet learned, such as *ai*. In that version of the activity, you ask students to say /**sh**/ or **not** /**sh**/ depending on what letter combination they draw.)
3. **Now let's play a game. We're going to take turns to pull a card from this bag and say the sound of the letters. These are all letters that stick together, so say just one sound when you draw a card. My turn first.**
4. Draw a card, pause, show the letter combination to the students, then say its sound.
5. **Then, I put the card back in the bag and pass it to my neighbor.** Pass the bag to a student who is likely to get the answer correctly. Make sure they show the card to the other students. Remind them to put the card back and shake the bag, and then pass it to the next student.
6. As soon as it's clear that the students get the idea, you can introduce the other bags to speed things up. Each time, draw the first card yourself. Circulate around the group making sure everyone is performing the activity correctly.
7. If students don't know a card, say it for them, then ask them to say it. Then, have them draw another card and try again. If they continue to have trouble, make a note in an Activity Log and move on. Try to make sure the last letter combination they draw before passing the bag on is one they name correctly and praise them strongly.
8. Keep going until everyone has had at least one turn.

Related activities

- Letter combination fluency
- Letter combination fluency, student-led
- All Letter Combination Activities

Irregular word fluency: your .. own

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular word index cards (print them here)

Goal: Given a printed irregular word, say its sound with automaticity (irregword -> "irregword")

Items: All irregular words learned so far

What to do

1. Assemble a stack of word index cards. The cards should be a mix of all irregular words learned so far. (Optionally, once students are comfortable with irregular words, you can include some regular words in the pack too.)
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the word on each card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying the word after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slower. Show the first card: **What's the word?** If the student is incorrect, correct him,

have him repeat your answer, and move to the next card. Praise correct answers.

5. Select the next quicker student and repeat until all students in the group have worked through the stack.
6. **Okay, now let's go faster.** Shuffle the stack of cards and repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce an irregular word
- Introduce multiple irregular words
- All Irregular Word Activities

Compound word fluency: bedbug, milkshake, classroom, football, railroad, spaceship, toothbrush, myself, lighthouse

Activity Type: Build Fluency

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: Compound word index cards (print them here)

Goal: Given a written compound word, the student can say the word with automaticity (bedbug -> "bedbug").

Items: bedbug, sandbox, classroom, football, railroad, spaceship, toothbrush

What to do

1. Assemble a stack of around 12 index cards with compound words printed on them. (Once students are comfortable with compound words, you can include in the pack some words the students already know.)
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can, saying the word on each card. Let's see how fast we can go. Remember, sometimes a word is made up of two shorter words, so you have to read those two words and put them together. My turn first.**
3. Next, model taking the top card off the stack, showing it to the students, and saying the word after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slower. Show the first card: **What's the word?** If the student struggles, have him identify each part of the word by covering up the other part, then have him put them together. Do the same for the next few cards, and then see if he can read both parts of the word without your covering up the other part. Praise him when he gets it.
5. Select the next quicker student, and repeat until all students in the group have worked through the stack.
6. **Okay, now let's go faster.** Shuffle the stack of cards and repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who continue to struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce compound words
- All Advanced Phonics Activities

Reading connected text accuracy: I sent a parrot to tell Bob that his raft had sunk. But the parrot got lost.

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it, and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (fewer if all students are able to keep up). **What's the word?** If a student mispronounces a word or incorrect decodes it, give her a chance to self-correct. If she doesn't, model the correct word and ask her to repeat it.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. If the passage is long enough, let each student read a line or sentence of it on their own so you can see who is struggling and make a note in an Activity Log to give that student extra practice.
8. Optionally, go through the story one more time, a little faster again and without asking: **What's the word?**
9. **Now I want you to read this story to yourself, without speaking. As you do, make a movie in your head of what is happening in the story.** Wait a few seconds, then ask individuals what happens in their movie. Guide them back to the scene in the story if they digress.

Video

See this video for an example of an exercise for reading connected text accuracy.

Related activities

- Introduce reading connected text
- Reading connected text fluency
- All Reading Connected Text Activities

Reading connected text fluency: Zack hid in a tunnel, at the back of the windmill.

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: None

Goal: Given a written sentence, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: The sentences specified in the titles of these activities, here

What to do

1. Write the story on the board.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly.**
Get ready. Wait until everyone is sitting ready.

3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds. **What's the word?** Note that they may need help with the uppercase first letter.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of the sentence or to self-correct individual words.
6. **Okay, now let's read the story again from the beginning.** Go back through the sentence with slightly shorter pauses.
7. **Great. Now let's try really fast. This time, I'm not going to ask: "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel of what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answers, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for his or her question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Introduce reading connected text
- Reading connected text accuracy
- All Reading Connected Text Activities

Week 32, Day 4

Letter combination fluency: th .. igh

Activity Type: Build Fluency

Activity Form: Standard

Grade: K, 1

Group Size: Small Group

Length: 10 minutes

Materials: Multiple copies of large letter combination cards (print them here)

Goal: Given a printed letter combination, the student can say its sound with automaticity (ai -> /ay/)

Items: All letter combinations learned so far

What to do

1. Assemble a stack of letter combination cards large enough for the group to see. The cards should be a mix

of all combinations learned so far. It's a good idea to include multiple copies of any cards that students struggle with.

2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the correct sound. These are all letters that stick together, so say just one sound when you draw a card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying its sound after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** (Or, if students are still mastering the sounds, **Do you think you can go through the stack without making a mistake?**) Call on a single student in the group. Show the first card: **What's the sound?** If the student is incorrect, correct the student, have him or her repeat your answer, and move to the next card. Praise correct answers.
5. Select the next student, shuffle the stack, and repeat until all students in the group have worked through it.
6. **Okay, now let's go faster.** Shuffle the stack of cards and then repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Letter combination fluency, student-led
- Letter combination accuracy
- Category:Letter Combinations
- All Letter Combination Activities

Introduce multiple irregular words: both, being, should, me, give, where

Activity Type: Introduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. **Let's meet some more words that try to trick you: when you try to sound them out, it doesn't work.**
2. Write the first irregular word--take *your* as an example--on the board in letters at least a foot high or, for a small group, show students the index card printed word. **This word is *your*. What's the word? That's right. Can you spell *your*?** Help students spell the word. **Right. What word did you spell? Correct: *Your*.**
3. Continue with the other irregular words you are introducing for this session.
4. Now create a random arrangement of the new words on the board. **Here are all the words we just learned. When I point to a word, say it. My turn first.** Point to a series of words and read them.
5. **Your turn. Ready?** Point to words randomly, holding on each one for a few seconds. Have students

respond as a group, and then give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so you can't sound them out. Can you say this word without sounding out? Try it.**

6. If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has it.

Related activities

- Reintroduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Silent-letter word fluency: duck, bomb, thick, wrist, listen, answer, biscuit, gnome

Activity Type: Build Fluency

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: Silent-letter word index cards (print them here)

Goal: Given a written word with a silent letter, the student can say the word with automaticity (lamb -> "lamb").

Items: Silent-letter words such as wrap, lamb, knee, sock, wrong, knot, answer, ticket, stick

What to do

1. Assemble a stack of around 12 index cards with silent-letter words printed on them. (Once students are comfortable with silent-letter words, you might include in the pack some words the students already know.)
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can, saying the word on each card. Let's see how fast we can go. Remember, some letters stay silent when you read the word. My turn first.**
3. Next, model taking the top card off the stack, showing it to the students, and saying the word after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slower. Show the first card: **What's the word?** If the student is incorrect, correct him, have him repeat your answer, and move to the next card. Praise correct answers.
5. Select the next quicker student, and repeat until all students in the group have worked through the stack.
6. **Okay, now let's go faster.** Shuffle the stack of cards and repeat with students in the same order, but encourage them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce silent-letter words
- All Advanced Phonics Activities

Reading connected text accuracy: Mick put his hand in the soft mud of the pond. He felt for the ring he had lost.

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it, and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (fewer if all students are able to keep up). **What's the word?** If a student mispronounces a word or incorrectly decodes it, give her a chance to self-correct. If she doesn't, model the correct word and ask her to repeat it.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. If the passage is long enough, let each student read a line or sentence of it on their own so you can see who is struggling and make a note in an Activity Log to give that student extra practice.
8. Optionally, go through the story one more time, a little faster again and without asking: **What's the word?**
9. **Now I want you to read this story to yourself, without speaking. As you do, make a movie in your head of what is happening in the story.** Wait a few seconds, then ask individuals what happens in their movie. Guide them back to the scene in the story if they digress.

Video

See this video for an example of an exercise for reading connected text accuracy.

Related activities

- Introduce reading connected text
- Reading connected text fluency
- All Reading Connected Text Activities

Reading connected text fluency: The egg fell from Rob's hand. It split on the rug in a sticky mess.

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: None

Goal: Given a written sentence, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: The sentences specified in the titles of these activities, here

What to do

1. Write the story on the board.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly. Get ready.** Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't**

recognize it straight away. Ready?

4. Point just beneath the first word. Pause for three seconds. **What's the word?** Note that they may need help with the uppercase first letter.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of the sentence or to self-correct individual words.
6. **Okay, now let's read the story again from the beginning.** Go back through the sentence with slightly shorter pauses.
7. **Great. Now let's try really fast. This time, I'm not going to ask: "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel of what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answers, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for his or her question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Introduce reading connected text
- Reading connected text accuracy
- All Reading Connected Text Activities

Week 32, Day 5

VCe rule fluency

Activity Type: Build Fluency

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Optional: CVC/CVCe index cards (print them here)

Goal: Given a printed word ending vowel-consonant-*e*, say the word with automaticity (VCe-word -> "VCe-word")

Items: Any CVC or CVCe (or CCVCe word) learned so far

What to do

1. Assemble a stack of word index cards. The cards should be a mix of CVC and CVCe words (and CCVC,

CCCVC, CCVCe, and CCCVe words) (or use these index cards).

2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the word on each card. Let's see how fast we can go. Be careful because some of these words end in a silent e. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying the word after a pause. Do not sound out the word. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slow. Show the first card: **What's the word?** If the student is incorrect, correct him, have him repeat your answer, and move to the next card. Praise correct answers.
5. Select the next quicker student and repeat until all students in the group have worked through the stack.
6. If a student sounds out a CVCe word as if it is a CVC word, say, **Remember the rule: the e stays silent but it makes the vowel say its name.** Cover up the e. **Which letter here is the vowel? Right, the i (or whichever letter).** Uncover the e. **So instead of /i/, the i says its name: /ī/. So what's the word?**
7. **Okay, now let's go faster.** Shuffle the stack of cards and then repeat with students in the same order but encouraging them to go faster.
8. If time and focus allow, shuffle and repeat at an even faster pace.
9. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce the VCe rule
- Reintroduce the VCe rule
- Introduce the VCe rule (long i)
- Introduce the VCe rule (long u, o)
- VCe rule accuracy
- Word-form recognition fluency
- All Letter Combination Activities

Reintroduce multiple irregular words: both, being, should, me, give, where

Activity Type: Reintroduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. Arrange all the new irregular words on the board.
2. **Let's review these words. Pay attention because they are trick words.**
3. Point to each word in turn, model its sound, and have students repeat.
4. Next, point to words randomly and let students say the word without your help. Give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so**

you can't sound them out. Can you say this word without sounding out? Try it.

- If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has mastered these words.
- If time allows, to help students 'deep process' a word, ask an individual student, **Can you make a sentence with the word around in it?** Select a different word from today's set for each student. An alternative formulation you can use for variety is, **I'll say the first part of a sentence and you have to make up an ending for it:** *The dog ran around and around the oak tree because...* Student: *...there was a squirrel in it.*

Related activities

- Introduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Word families accuracy: -ame, -ide, -oke

Activity Type: Build Accuracy

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 6 minutes

Materials: Print word cards here

Goal: Given a written word with the same rime as a known word, the student can say the new word (knowing back - > "back", read sack -> "sack", black -> "black", etc.)

Items: The words specified in the lesson titles, here

What to do

- Print or write word cards for words ending with three different rimes. Here we'll assume you are using *back* (for *-ack* words), *say* (for *-ay* words), and *nine* (for *-ine* words). You can get word suggestions and print index card-sized words for each rime here. Put each word at the head of a list, making sure all students can see them.
- Can you read these words with me?** Support students as necessary to read the words. For example, they may need reminding of the sound *ay* makes, or that the silent *e* in *nine* makes the *i* say its name.
- Now we're going to play the matching game. My turn first. Here's a new word.** Show *pay*, for example. **Does this word have the same ending as the first word here?** Hold *pay* below *back*. **Or this word?** Hold *pay* below *say*. **Or maybe this word?** Hold *pay* below *nine*. **Hmmm.** Hold *pay* below each of the other words again as you consider it. **I think it has the same ending as this word, so I'm going to put it here.** Place *pay* below *say*. **Do you agree?**
- Now that I've matched the word, I read from the top of that list: say, pay. They rhyme! Say, pay. That's because they have the same letters at the end. Do you see?** Point to the endings as you read the *-ay* words again.
- Okay, now it's your turn to play the matching game. Ready?** Select another word card and hold it below each of the word columns in turn, asking whether the ending matches. Wait for students to agree. If a student does not answer, ask him what he thinks. Then put the word in the correct list. Now ask students to read each word in that list.

6. Continue with other word cards. Remember to have students read down the matching list each time.
7. Introduce words with initial blends or digraphs such as *black*, *play*, and *shine* once students have gotten the hang of the activity.
8. Watch for students who are struggling or not taking part. Call on a mix of several students, some who aren't correctly matching words and some who are. Make a note of students who continue to have trouble in an Activity Log.

Related activities

- Introduce word families
- All Advanced Phonics Activities

Reading connected text accuracy: Nick went to the empty cabin on the hill. His hat got stuck in a cobweb.

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it, and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (fewer if all students are able to keep up). **What's the word?** If a student mispronounces a word or incorrect decodes it, give her a chance to self-correct. If she doesn't, model the correct word and ask her to repeat it.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. If the passage is long enough, let each student read a line or sentence of it on their own so you can see who is struggling and make a note in an Activity Log to give that student extra practice.
8. Optionally, go through the story one more time, a little faster again and without asking: **What's the word?**
9. **Now I want you to read this story to yourself, without speaking. As you do, make a movie in your head of what is happening in the story.** Wait a few seconds, then ask individuals what happens in their

movie. Guide them back to the scene in the story if they digress.

Video

See this video for an example of an exercise for reading connected text accuracy.

Related activities

- Introduce reading connected text
- Reading connected text fluency
- All Reading Connected Text Activities

Reading connected text fluency: I sent a parrot to tell Bob that his raft had sunk. But the parrot got lost.

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: None

Goal: Given a written sentence, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: The sentences specified in the titles of these activities, here

What to do

1. Write the story on the board.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly. Get ready.** Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds. **What's the word?** Note that they may need help with the uppercase first letter.
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of the sentence or to self-correct individual words.
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8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answers, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for his or her question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Introduce reading connected text
- Reading connected text accuracy
- All Reading Connected Text Activities

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