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- [Help](#)
- [Login](#)
- [Register](#)

[Rating](#)
[Email Print](#)

Program 101-1, Week 34

From FreeReading

Contents

- 1 Week 34, Day 1
- 2 Reintroduce multiple irregular words: world, all, their, has, more, people
 - 2.1 What to do
 - 2.2 Related activities
- 3 Word families accuracy: -ash, -ight, -ump
 - 3.1 What to do
 - 3.2 Related activities
- 4 Reading connected text accuracy: Mack felt sad in his empty hut until he drank a big glass full of milk.
 - 4.1 What to do
 - 4.2 Video
 - 4.3 Related activities
- 5 Reading connected text fluency: Dad rested on a big, fat stump next to the pond.
 - 5.1 What to do
 - 5.2 Related activities
- 6 Week 34, Day 2
- 7 Irregular word fluency: your .. people
 - 7.1 What to do
 - 7.2 Related activities
- 8 Word families accuracy: -ate, -aw, -unk
 - 8.1 What to do
 - 8.2 Related activities
- 9 Reading connected text accuracy: Jim's family rented a van for a trip to the rocket contest. They got stuck in traffic.
 - 9.1 What to do
 - 9.2 Video
 - 9.3 Related activities
- 10 Reading connected text fluency: Red's trick was to pull a rabbit from his hat. But what he got was a carrot.
 - 10.1 What to do
 - 10.2 Related activities
- 11 Week 34, Day 3
- 12 Introduce multiple irregular words: go, no, my, water, word, call

- 12.1 What to do
- 12.2 Related activities
- 13 Introduce -ed = /ed/ words: melted, rested, landed, grunted, trusted, rented, blended, blasted, printed
 - 13.1 What to do
 - 13.2 Related activities
- 14 Reading connected text accuracy: For the song festival Hank put a trumpet, a banjo, and a set of drums in the den.
 - 14.1 What to do
 - 14.2 Video
 - 14.3 Related activities
- 15 Reading connected text fluency: Mack felt sad in his empty hut until he drank a big glass full of milk.
 - 15.1 What to do
 - 15.2 Related activities
- 16 Week 34, Day 4
- 17 Reintroduce multiple irregular words: go, no, my, water, word, call
 - 17.1 What to do
 - 17.2 Related activities
- 18 Introduce -ed = /d/, -ed = /t/ words: filled, hugged, smelled, kicked, asked, dropped, melted, landed, blasted
 - 18.1 What to do
 - 18.2 Related activities
- 19 Reading connected text accuracy: A jolly bunny hid a basket full of candy and plastic eggs at the top of Ellen's closet.
 - 19.1 What to do
 - 19.2 Video
 - 19.3 Related activities
- 20 Reading connected text fluency: Jim's family rented a van for a trip to the rocket contest. They got stuck in traffic.
 - 20.1 What to do
 - 20.2 Related activities
- 21 Week 34, Day 5
- 22 Irregular word fluency: your .. call
 - 22.1 What to do
 - 22.2 Related activities
- 23 -ed word accuracy: kicked, jumped, rested, wished, trusted, worked, baked, used, closed, smiled
 - 23.1 What to do
 - 23.2 Related activities
- 24 Reading connected text accuracy: It was not difficult to put on the helmet. As he fell, Frank was glad he had it on.
 - 24.1 What to do
 - 24.2 Video
 - 24.3 Related activities
- 25 Reading connected text fluency: For the song festival Hank put a trumpet, a banjo, and a set of drums in the den.
 - 25.1 What to do
 - 25.2 Related activities

Week 34, Day 1

Reintroduce multiple irregular words: world, all, their, has, more, people

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

Word families accuracy: -ash, -ight, -ump

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: Mack felt sad in his empty hut until he drank a big glass full of milk.

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: Dad rested on a big, fat stump next to the pond.

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 34, Day 2

Irregular word fluency: your .. people

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: -ate, -aw, -unk

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: Jim's family rented a van for a trip to the rocket contest. They got stuck

in traffic.

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: Red's trick was to pull a rabbit from his hat. But what he got was a carrot.

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 34, Day 3

Introduce multiple irregular words: go, no, my, water, word, call

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

Introduce -ed = /ed/ words: melted, rested, landed, grunted, trusted, rented, blended, blasted, printed

Activity Type: Introduce

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: -

Goal: Given a written word ending in *-ed*, the student can say the word (melt, melted -> "melted").

Items: melted, rested, landed, grunted, trusted, rented, blended, blasted, printed

What to do

Note: If your students already recognize the words here without needing to sound them out, you can skip the sounding out parts of this activity.

1. Write the word *melt* on the board in letters at least a foot tall. **Sound out this word with me: mmmeeelllt. Again: mmmeeelllt.** Point below each letter as you sound it out. Make sure everyone is joining in. **Now say it fast: melt; melt.** Run your finger underneath the word as you blend. **Good. Can anyone tell me what *melt* means? I'll name some things; you tell me if they could melt: a block of ice.** Students: yes. A tree; ice cream; an elephant; butter in a hot pan.
2. **Okay, now I'm going to change something.** Add the letters *-ed* to *melt*, making *melted*. **Let's sound out this new word I made. Ready? Mmmeeelllteed. Now say it fast: melted; melted. Does anyone know what *melted* means? Right! Yesterday I *melted* some butter in a pan. When you add /ed/ to the end of**

a word (underline the letters *ed*), it changes the word to mean something that happened in the past. **Watch again:** Cover up the *ed*. Today, I *melt* butter in a pan. Uncover *ed*. Yesterday, I *melted* butter in a pan. Cover up *ed* again. We call this the *base word*, like *home base* in baseball. Cover up *melt*. And we call this the *ending*. When you add an *ending* to a *base word*, the *base word* changes its meaning like it did here: *melt, melted*.

3. **Let's try another.** Erase *melted* and write *rest*. Have students sound it out and use it in a sentence. Change it to *rested*, and have students sound that out and use it in a sentence.
4. Repeat with *land-landed*, *grunt-grunted*, *trust-trusted*, *rent-rented*, *blend-blended*, *blast-blasted*, *print-printed*, or as many of these as necessary to convince you that all students get it. Watch for students who are not participating, and give them an individual turn.
5. If your students know how to read the irregular word *want*, show them *want-wanted* also. Similarly, if your students know how to read the VCe word *fade*, show them *fade-faded* also.

Related activities

- Introduce -ed = /d/, -ed = /t/ words
- -ed word accuracy
- All Advanced Phonics Activities

Reading connected text accuracy: For the song festival Hank put a trumpet, a banjo, and a set of drums in the den.

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: Mack felt sad in his empty hut until he drank a big glass full of milk.

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 34, Day 4

Reintroduce multiple irregular words: go, no, my, water, word, call

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 -ed = /d/, -ed = /t/ words: filled, hugged, smelled, kicked, asked, dropped, melted, landed, blasted

Activity Type: Introduce

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 8 minutes

Materials: -

Goal: Given a written word ending in -ed and pronounced /d/ or /t/, the student can say the word (filled -> "filled", kicked -> "kicked").

Items: filled, hugged, smelled, kicked, asked, dropped, melted, landed, blasted

What to do

1. Write the word *fill* on the board. **What's this word?** If students don't recognize the word, sound it out with them. **Good. Can anyone tell me what *fill* means? I'll name some things, you tell me if you can fill them: a cup.** Students: yes. **A bicycle; a garbage can; a fishing pole.**
2. **Okay, now I'm going to change something. I'm going to add an *ending* to this word.** Add the letters *-ed* to *fill* making *filled*. **What word do we have now?**
3. If a student answers *fill-ed*, say, **That's what you would get if you sounded it out, but is *fill-ed* a word? Remember, this ending (underline *ed*) changes the word to mean something that happened in the past, like yesterday. Today, I will *fill* the garbage can. Yesterday I...** Student: *filled*. **Right! Not *fill-ed*, *filled*. Good.**
4. Write *melted* on the board next to *filled*, starting a different column. You are going to write other words below these words. **What's this word? Right: *melt*. Here's the *e, d* ending.** Underline it. **So that's interesting, these words have the same *e, d* ending, but the endings sound different, listen: *melted*, *filled*.** Emphasize the endings. **Sometimes the same ending makes a different sound.**
5. **It gets stranger. Do you want to see how?** Write *kick* in a third column. As before, have students read it or sound it out, add *ed* and underline it, then have them read *kicked*. Correct students who say *kick-ed*. ***Kicked* has a /t/ sound at the end, like *hot*. Can you hear it: *kicked*. So now we have three different sounds for the *e, d* ending: *filled*, *melted*, *kicked*. Say them with me. Fortunately, there are only three different ways to say *e, d*!**
6. **There are lots of words like these. Let's see.** Write *landed* below *melted* and have students read it. Point out that the ending makes the same sound as in *melted*. Repeat with other words until you have three columns: *filled / hugged / smelled*, *melted / landed / blasted*, and *kicked / asked / dropped*.
7. If you have time, practice some more by pointing at one of the words on the board at random and asking students to read it. Continue until they are reading all the words fluently.

Related activities

- Introduce *-ed = /ed/* words
- *-ed* word accuracy
- All Advanced Phonics Activities

Reading connected text accuracy: A jolly bunny hid a basket full of candy and plastic eggs at the top of Ellen's closet.

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: Jim's family rented a van for a trip to the rocket contest. They got stuck in traffic.

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 34, Day 5

Irregular word fluency: your .. call

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

-ed word accuracy: kicked, jumped, rested, wished, trusted, worked, baked, used, closed, smiled

Activity Type: Build Accuracy

Activity Form: Standard

Grade: 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: -ed word index cards (print them here)

Goal: Given a written word ending in *-ed* pronounced /d/ or /t/, the student can say the word correctly pronouncing the ending: /ed/, /d/, or /t/ (melt -> "melted", filled -> "filled", kicked -> "kicked").

Items: filled, hugged, smelled, kicked, asked, dropped, melted, landed, blasted

What to do

1. Assemble a stack of around 12 index cards with -ed words printed on them. (If your students don't know how to read VCe words such as *fade* and *use*, exclude *faded*, *used*, etc., from the stack.)
2. **Let's see if I can trick you. I'm going to show you a card with a word on it ending in e, d, and I want you to tell me the word. My turn first.** Show the first card and read the word on it.
3. **Okay, your turn.** Call on students individually and ask them to read a single card each. If a student struggles, cover up the *ed* ending and ask her to say the base word, then uncover the ending and ask her to say the whole word. If she mispronounces the ending (for instance, saying *kick-ed* instead of *kicked* with a /t/ sound at the end), ask her, **Is *kick-ed* a word? What else could it be? Today I kick the ball; yesterday I...** Praise her when she gets it, and let her try two more cards. If they continue to struggle, make a note in an Activity Log.
4. Continue until students have mastered this set of cards.

Related activities

- Introduce -ed = /ed/ words
- Introduce -ed = /d/, -ed = /t/ words
- All Advanced Phonics Activities

Reading connected text accuracy: It was not difficult to put on the helmet. As he fell, Frank was glad he had it on.

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: For the song festival Hank put a trumpet, a banjo, and a set of drums in the den.

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.
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Related activities

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

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