EPS

Experts in Intervention for Over 50 Years

Explode The Code®
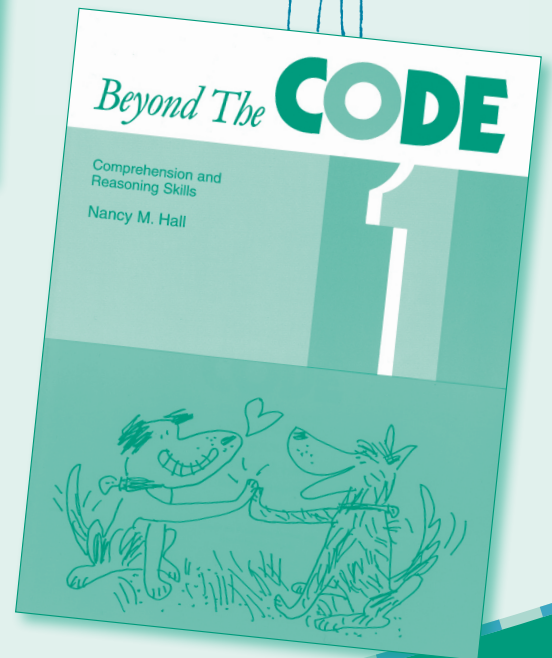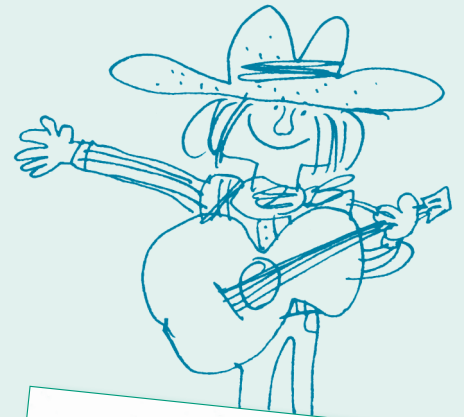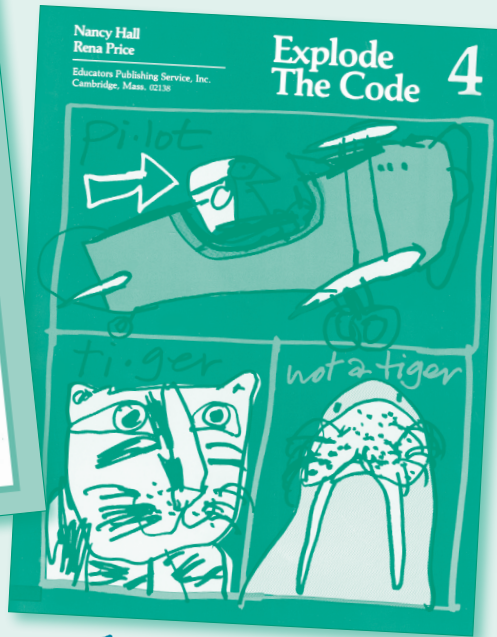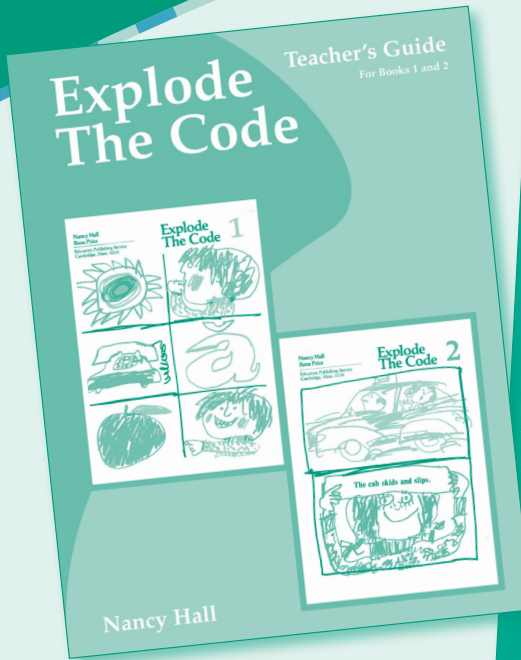
PROGRAM OVERVIEW
Grades K–4

NEW! ETC OnLine
Find out more at ExplodeTheCode.com

Increase reading fluency and comprehension through systematic phonics instruction

Teacher's Guide
For Books 1 and 2

Explode The Code

Nancy Hall
Rena Price
Educators Publishing Service
Cambridge, Mass. 02138

Explode The Code 1

Explode The Code 2

Nancy Hall

Nancy Hall
Rena Price

Educators Publishing Service, Inc.
Cambridge, Mass. 02138

Explode The Code 4

Beyond The CODE

Comprehension and Reasoning Skills

Nancy M. Hall

1

Explode The Code® by Nancy Hall and Rena Price

What is *Explode The Code®?*

Research-Based Reading Instruction

Students in the early grades need systematic instruction in phonics to become effective readers. This is exactly the type of instruction that *Explode The Code* provides. The Partnership for Reading's "Put Reading First" report, based on the National Reading Panel's reading assessment, states that "Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. . . . The hallmark of programs of systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence." The report concludes that students who are skilled decoders are shown to have increased fluency and improved comprehension.
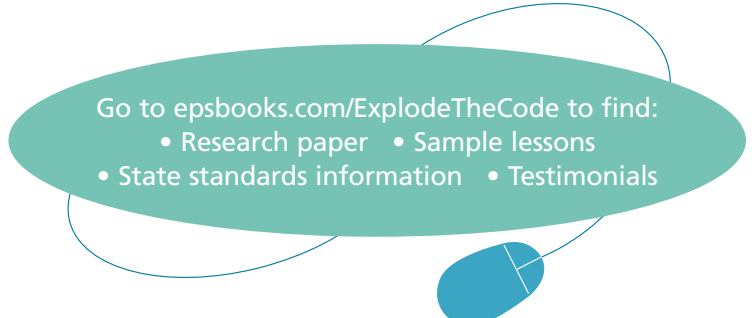
NEW! ETC OnLine

Explode The Code (ETC) Online presents the time-tested content from Books 1–8 in an online format. For a demonstration online, visit ExplodeTheCode.com

How do I fit *Explode The Code* into my curriculum?

Explode The Code can be used in a variety of classroom settings. It lends itself to whole class, small group, or one-on-one instruction. Students can work on *Explode The Code* while a teacher meets with reading groups. It can be used as independent seatwork, as a morning routine, or for homework. *Explode The Code* can also be used in a one-on-one tutoring situation with a parent or volunteer. In addition, *Explode The Code* can be used for whole class instruction on its own or to supplement your current classroom reading program.

Go to epsbooks.com/ExplodeTheCode to find:
• Research paper   • Sample lessons
• State standards information   • Testimonials

Features for You	Benefits for Your Students
Systematic instruction in phonetic skills	Decoding skills are essential for fluency and reading comprehension in beginning readers. Students need to be able to use graphophonic cues to gain meaning from text.
Sequential instruction moving from simple vowel sounds to more complex word patterns	Students build confidence and work at their instructional level by building on existing knowledge.
Frequent review and reinforcement	Review and reinforcement lead to greater retention of essential concepts. Variety of exercises reinforces concepts through visual, auditory, and kinesthetic modalities.
Consistent format and simple directions	Students are able to work independently without the need for extensive teacher guidance.
Humorous multi-part stories in *Beyond The Code*	Students apply newly acquired phonics skills to connected text and develop high level comprehension skills.
Teacher Guides and an English Language Learner Guide with detailed lessons and explicit instructions	Students can all work from the same texts, as teachers have the tools to differentiate each lesson to meet individual needs.

Scope and Sequence

Get Ready for The Code A
Consonants *b, f, k, m, r,* and *t*

Get Set for The Code B
Consonants *d, h, j, n, p,* and *s*

Go for The Code C
Consonants *c, g, l, q, v, w, x, y,* and *z*

Books 1 and 1½
Consonant review
Short vowel sounds

Books 2 and 2½
Initial and final consonant blends

Books 3 and 3½
Long vowels including silent-*e*
Digraphs (*sh, th, wh, ch, ng, ck*)
Trigraphs (*-tch*)
Vowel digraphs (*ee-ea, ai-ay, oa-ow*)

Books 4 and 4½
Compound words
Common endings (*-ful, -ing, -est, -ed, -ness*)
Syllable types (open, closed, ending in *-y* and *-le*, diphthong, and three-syllable words.)

Books 5 and 5½
Word Families (*all-alk, old-olt-oll, ild-ind, qu* words)
3-letter blends (*thr, shr, scr, str, spr, spi*)
Diphthong *–ey*
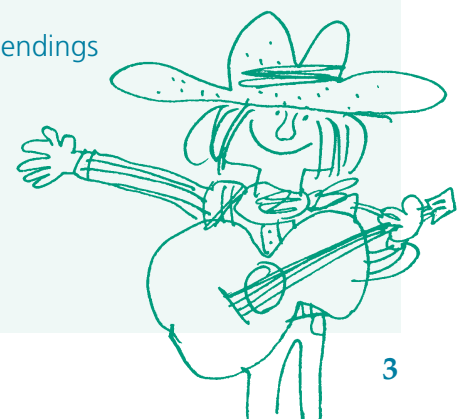Three sounds of *–ed*

Books 6 and 6½
R-controlled vowels (*ar, or, er, ir, ur*)
Diphthongs (*oo, oi-oy, ou-ow, au-aw, ew-ui-ue-ou*)
Vowel digraphs (*ea, ie, igh*)

Book 7
Soft *c* and *g*
Silent consonants
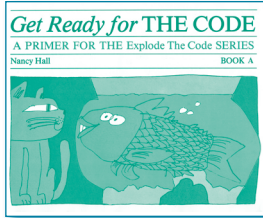Word patterns (*ear, ei, eigh*)
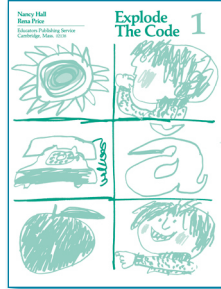Digraph *ph*

Book 8
Advanced suffixes and endings

Program Components

***Get Ready* (Book A), *Get Set* (Book B), and *Go for The Code* (Book C)**
Three primers address pre-literacy skills, and letter formation. Twenty-one consonant sounds are introduced through visual, auditory and kinesthetic activities.

Explode The Code 1–8
Eight books provide the most practice for developing phonics skills. Exercises include encoding, decoding and writing.
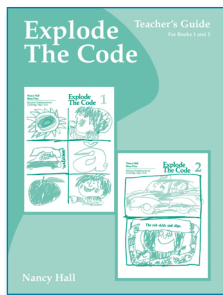
Explode The Code "Half" Books
The half books, 1½ – 6½, provide additional practice for every skill taught in books 1–6. These are great tools to assist in differentiating instruction in the classroom.
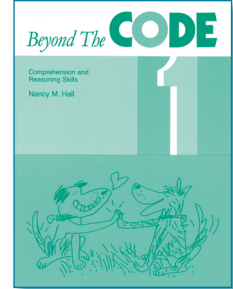
Beyond The Code
Engaging stories allow students to apply phonics skills in context and develop comprehension skills. Vocabulary activities preceding each story introduce sight words and word patterns encountered in the text.

Teacher Guides
Detailed lesson plans are available for each lesson in books A-8. Phonemic awareness, fluency, vocabulary, comprehension, writing and differentiation are included for each lesson.
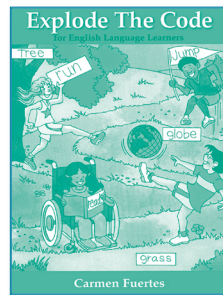
Explode The Code for English Language Learners
Specific lesson plans for ELL students focus on vocabulary, grammar, reading and comprehension. Reproducible pages included.

Wall Chart and Activity Book
Felt wall chart corresponds to key words in the series. Activity Book includes hands-on activities to reinforce skills.
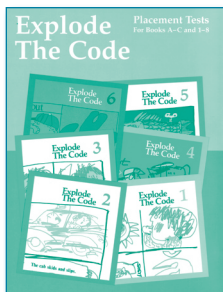
Placement Test 1-8
Criterion-referenced diagnostic tool assesses specific reading and spelling skills taught in this series. Results can determine entry level, placement within the series, or specific skills intervention.
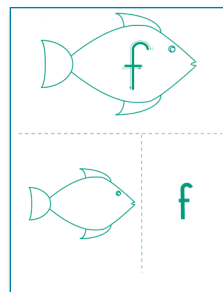
Picture-Letter Cards
Sturdy cards feature consonants taught in Books A–C. Each sheet has a picture card, a letter card, and a picture card with the letter superimposed.
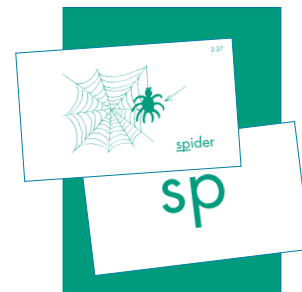
Code Cards
54 cards for all concepts from books 1–3 ½. Side one features a word and illustration. Side two features the concept letter(s) in large print.

Explode The Code Teacher's Guide For Books A, B and C — Nancy Hall
Books A, B and C

Explode The Code Teacher's Guide For Books 1 and 2 — Nancy Hall
Books 1 and 2

Explode The Code Teacher's Guide For Books 3 and 4 — Nancy Hall
Books 3 and 4

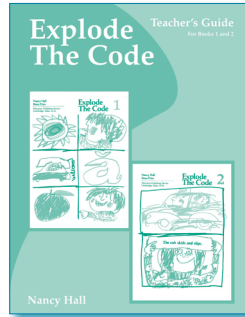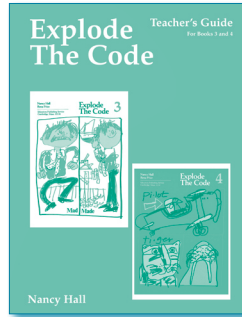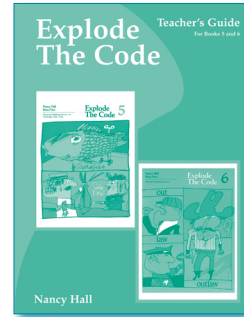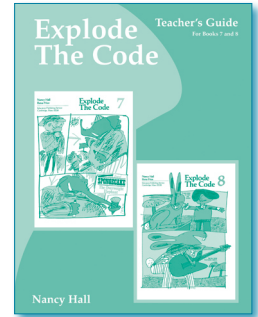**Explode The Code** Teacher's Guide For Books 5 and 6 — Nancy Hall
Books 5 and 6
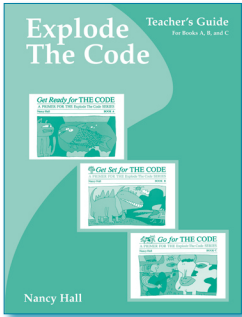
Explode The Code Teacher's Guide For Books 7 and 8 — Nancy Hall
Books 7 and 8

> Lessons incorporate Code Cards, Picture-Letter Cards and Wall Chart activities.

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18   Explode The Code Book 1 Teacher's Guide and Key

Learning Styles (Visual/Kinesthetic)   Create word card sets with these words: *bad, sap, sip, did, can, bin, dig, ham, sat, hid, cap, Dan, din, cat, sit, him, had, hat,* and *dim.* Have students sort the cards three times: first by short vowel, next by first letter, and then by final letter. Have them read each new group of words.

Lesson 6
Short *u*

Materials: *Explode The Code* Code Cards 1–3, *Explode The Code* Wall Chart

Quick Review
Make sure that every student has Code Cards 1 and 2 (or index cards with *a* and *i*). Ask students to listen for the sound they hear in the *middle* of each word. As they do, have them show the letter card that matches the sound: *fin, fan, mat, mitt, win, tin, tan,* and *bit.*

Phonemic Awareness
Phoneme Blending   Tell students you are going to sound out some words very slowly. Ask students to listen to the sounds, repeat the sounds, and say the word. For example, ask, What word is /c/ /u/ /p/? Response: /c/ /u/ /p/ is *cup.*

/f/ /u/ /n/ (fun)
/m/ /u/ /d/ (mud)
/r/ /u/ /n/ (run)
/h/ /u/ /m/ (hum)
/l/ /u/ /k/ (luck)
/b/ /u/ /d/ (bud)

Phonics
Introduce the Skill   Show students the Wall Chart umbrella or a picture of an umbrella and ask them to name it. Ask students what sound they hear at the beginning of *umbrella.* (/ŭ/) Ask students if anyone can name the letter that makes the /ŭ/ sound. (*u*)
Write the letter *u* on a chart or display Code Card 3. Have students repeat the rule after you: *u* says /ŭ/ as in *umbrella.* Have students brainstorm other words that begin with the sound /ŭ/.
Tell students that they may hear the /ŭ/ sound at the beginning of some words and also in the middle of words like *run, nut, cut,* and *hum.* Have students brainstorm additional words with the middle sound /ŭ/. Display some of these words, sounding each letter out as you write it. Then ask volunteers to underline the letter *u* in each word.

Explode The Code Book 1 Teacher's Guide and Key   19

Vocabulary
Introduce New Vocabulary   If students are not familiar with lesson words or concepts, provide explanations such as the following: A **sub** is an underwater boat. A **tug** is a type of boat that pulls other boats. When you **tug** something, you pull it. A **hut** is a small house.

Completing Student Pages 42–50
Read the directions with students. Identify any pictures that may be unfamiliar, such as *under* in rows 2 and 4 and *upside down* in row 3 on page 42 and *hug* in row 1 on page 44. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

Fluency
Developing Accuracy   Have students take turns rereading the sentences on page 49 with the person sitting next to them. Instruct students to monitor each other for accuracy.
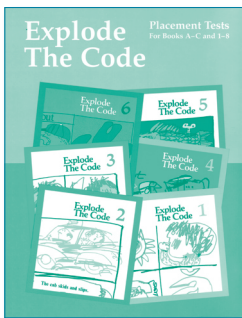
Comprehension
Extending Word Knowledge   Ask questions or give directions such as the following to be sure that students understand short-*u* words used in this lesson:

1. What is the difference between a mug and a cup?
   (appearance, type of beverage each holds)
2. Name as many kinds of nuts as you can.
   (peanut, walnut, cashew, almond, hazelnut)
3. Name as many kinds of bugs as you can. (ants, spiders, fleas, etc.)
4. A pup is a baby dog. What is a baby cat? (kitten) A baby cow? (calf)
   A baby horse? (colt)
5. What do you get when you add water to dirt? (mud)

Writing   Have students write numbers 1–5 on sheets of lined paper. Tell them to write the short-*u* word from the lesson that matches each clue:

1. This is a short word meaning "insect." (bug)
2. Some students ride this big, yellow vehicle to school. (bus)
3. This is the opposite of *walk.* (run)
4. The moon shines at night. What shines during the day? (sun)
5. This is a kind of underwater boat. (sub)

▲ *Teacher's Guide 1-2, pp. 18-19*

> Guides incorporate a quick review, phonemic awareness, vocabulary, fluency and comprehension in every lesson. Suggestions for writing practice and differentiated instruction are provided for each lesson.

Explode The Code Placement Tests For Books A–C and 1–8
Placement Tests

Explode The Code Placement Tests are designed to assess students' encoding and decoding skills. All tests can be given in either a group setting or individually, with the exception of Test 4, which must be administered individually.   Included are directions for administering and analyzing results; answer keys and reproducible test forms. This book contains:

Test 1:   Sound Recognition/Phonemic Awareness
Test 2:   Sound-Symbol Relationships
Test 3:   Spelling
Test 4:   Word Reading
Test 5:   Syllable Division
Test 6:   Word Identification

Explode The Code for English Language Learners

ELL LESSONS AND STRATEGIES FOR *EXPLODE THE CODE* BOOKS 1, 2 AND 3

Explode The Code for English Language Learners offers a detailed instruction plan for Books 1-3 that is specially designed for ELL students.

This approach combines English language instruction with phonics, vocabulary, grammar and comprehension instruction.

Strategies to assist students in correct sound pronunciation are provided, along with tips to avoid common mispronunciations.

Children are systematically asked to create picture-word connections during vocabulary instruction and phonic lessons.

Pronunciation Tips for Short Vowels

The material in this section will help you teach the letter-sound correspondence for short vowels. Remember to animate your discussion and exaggerate the pronunciation of target words.

Short a

1. Demonstrate the short *a* sound several times. Say, "A says /ă/, /ă/, *apple*, /ă/, /ă/, /ă/."

2. Show or draw an illustration of the letter *a* in which the letter takes the shape of an apple with a leaf attached to its stem. Then write the letter *a* on the board several times, while making the short *a* sound.

3. Show children how to make a monster face by opening their mouths wide, showing their teeth, and extending their chins. Then say, "Open your mouths wide like a fantasy monster and say /ă/, /ă/, /ă/. Say the short *a* sound loudly and harshly." Given that in English, vowel sounds are voiced more harshly than in many other languages, exaggerating the nature of the sound can be helpful. In addition, the humor involved in making fantasy monster sounds will encourage children to lose their inhibitions and take risks.

4. Playfully check children's pronunciation as you point to an *a* and ask them to produce the sound. Repeat as often as necessary.

> **TEACHING TIP FOR SPANISH SPEAKERS**
>
> **Pronunciation of short a.** Spanish speakers may pronounce short *a* as if combining an English /ă/ slightly with an /ŏ/, while blowing the sound out softly. Show children how to *force* out the sound when speaking English.

Short e

1. Demonstrate the short *e* sound several times. Say, "E says /ĕ/, /ĕ/, *egg*, /ĕ/, /ĕ/, /ĕ/."

2. Show or draw an illustration of the letter *e* in which the top part of the letter *e* is in the shape of a egg with a cracked shell. Children love it when you add a chick's face popping out of the egg. W the letter *e* on the board times several times while making short *e* sounds, and pointing to both th and the egg.

3. Tell children a story about a very old man who could never hear. Draw his ears using lowercase Whenever someone said something to the old man, he could never hear what the person said. So cupped his hand around his ear and said, "eehh?" Then point to the *e*s and have students practic the *e* sound.

4. Playfully check children's pronunciation as you point to an *e* and ask them to produce the sound. Repeat the process as you point to the picture of the egg. Also point to the old man's ear and cup your hand over your own ear for added emphasis.

> **TEACHING TIP FOR SPANISH SPEAKERS**
>
> **Pronunciation of short i.** To ensure that children are not pronouncing the Spanish *i*, which sounds like the English *ee*, tell them to scrunch their lips up tightly when pronouncing the English short *i*.

Short i

1. Demonstrate the short *i* by pronouncing it several times. Say, "I says /ĭ/, /ĭ/, *insect*, /ĭ/, /ĭ/, /ĭ/."

2. Show or draw an illustration of the letter *i* in which it appears as an insect. Use the body of

Chapter

Strategies for Reinforcing and Applying New Vocabulary

Once children have mastered several words through direct instruction they will be ready to recognize, produce, and use these words in a variety of contexts. Remember to praise your children's efforts to master new vocabulary words and encourage them to take risks when learning new vocabulary.

1. Ask children to recall, decode, and read the words as you alternately point to the illustrations and words. You may even act out word meanings, asking children to find the word on the list whenever possible.

2. Play "Say Stop" with the words. For example, tell children, "Say 'Stop' when I touch *rat*." When you glide your hand by the illustration or touch the word, children should call out "Stop!"

3. Write a new short vowel word or show the word side of a picture-word card. Have children say each word aloud.

4. On vocabulary review days, reinforce phonics skills by substituting beginning, middle, and ending sounds. Explain how important each sound is and how the new sound and letter completely change the word. Have children read each new word you create. Then ask them point to the picture. Include rhyming words and word families in your review.

5. Begin by modeling for children how to create sentences using the new short vowel vocabulary and high utility words (HUWs). For example, see the leveled sentences on the lesson-specific pages. The sentences become increasingly more difficult as you progress from Set 1 to Set 3.

6. After presenting one or two sentences, call on volunteers to create additional sentences. Repeat each child's sentence as you write it on the board, revising as needed. Then read the revised sentence back to the student, nodding your head to make sure you have correctly captured the child's meaning and that he or she understands the corrected sentence. Praise each child for creating a good sentence. Next, have children practice reading their sentences individually, with a partner, or in small groups.

7. Model how to comprehend sentences by asking children to read a sentence and point to each word as they pronounce it. Show them how to stop at the period as you point to it. Then look up, shrug your shoulders, and ask children to explain what the sentence means.

8. Call on volunteers to generate sentences and illustrate their ideas. Then have the class check the sentence word by word. If the sentence is correct, it will match the illustration. If it is not correct, have children point out the errors and explain how to correct the illustration. Children really enjoy it when you write the "author's" name next to the sentence.

9. After reading the sentences in class, copy them and have children take them home to review with family members.

> **TEACHING TIP**
>
> **Ending sounds.** English language learners (ELLs) often leave ending sounds off of words. To heighten their awareness of all the sounds in a word, teach children to touch each letter as they pronounce the sound and blend the word.

Working with Explode The Code, Book 1

Sample Lesson Plan

The following lesson plan offers suggestions and techniques for working with the short vowel lessons in *Explode The Code*, Book 1.

This comprehensive guide includes:

- ELL pedagogy
- Classroom management tips
- High utility word strategies
- Reading comprehension development
- Grammar integration
- Writing skills development
- 100+ reproducible pages

An organized lesson planner lists the high-utility words (HUW) and vocabulary that will be incorporated throughout lesson activities.

Lesson Specifics for Initial Consonant Blends sm, sn, sp
Explode The Code, Book 2, Lesson 5

Explode The Code Vocabulary

Nouns	Verbs
snack	sniff
spot	snip
	sped
	spell
	spill
	spin

HUW List

gray
just
very

Vocabulary for English Language Learners

Nouns	Verbs	Adjectives
smell	smell	small
smog	snack	smart
snap	snag	smelly
snob	snap	snappy
speck	snuck	snobby
	snug	spotted
	spit	
	spot	
	spun	

Leveled Sentences

Set 1	Set 2	Set 3
I can sniff.	I smelled the smog.	The spotted dog napped in a snug spot.
I can smell.	The truck sped to the spot.	The tot spins and spills her snack.
I like snacks.	The big bug spins a big web.	Dad spotted me when I snuck a snack.
Look at the spot.	The black pup has tan specks.	I am small, but I am very smart.

TEACHING SUGGESTION

*Preview words ending in -***y***, using smelly, snappy, snobby, and very.*

Name _____

Read. Fill it in.

Smarty
Smarty is Tran's pup.
She is gray with black specks and spots.
She is very smart and tricky!
One day, Tran hid a snack by his back.
Tran said, "Come!" and Smarty ran to him
First, Smarty just sniffed and sniffed.
Next, she hopped on Tran.
Tran dropped the bag of snacks and
the snacks spilled.
Smarty snagged a bit and ran.
Then, snug on her rug, she sat.
And she had her snack.
Smarty was glad she was tricky. She wagged her tail!
Tran was glad, too. He grinned!

1. What does Tran's pup look like? _____

2. What did Smarty sniff and smell? _____

3. Why did Tran drop the bag of snacks?
    _____

4. What happened when the bag of snacks
    spilled? _____

5. Why do you think the pup is named Smarty?
    _____

S-56

Explode The Code Book 2
sm, sn, sp Story Comprehension

Explode The Code for English Language Learners

snip	spill
The cup spills and makes a _____ on the rug.	The tot is _____ as she naps.
sniff	snuck
spot	frog
grip	snug

S-58

Explode The Code for English Language Learners

Extensive Blackline Masters extend activities that students find in Books 1-3. The Blackline Master pages center upon word, sentence and story reading.
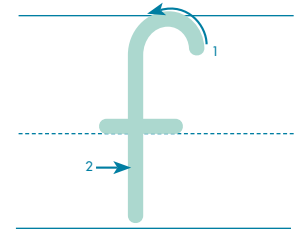
Get Ready, Get Set and *Go for The Code* Series

STUDENT BOOKS A, B AND C

Students practice fine-motor skills and letter formation through tracing and writing consonants.

Say the sound at the beginning of each pictured word.
Trace the letter f that it begins with and write 2 more fs on the lines.

Get Ready for The Code Book A, pg. 11

Look carefully at the letter in the box. Circle the letters that match it.

p	m	p	k	b	p
k	k	b	k	r	k
p	p	r	m	p	p
r	p	r	k	r	m
P	B	P	P	F	P

Visual matching exercises develop visual discrimination and letter recognition. Use of capital and lowercase letters reinforce letter recognition.

Get Set for The Code Book B, pg. 4 ▲

Listen; then follow the directions.

Listening activity instructions are included in Teacher Guide; for example:

"I am thinking of something you can drink from. It often sits in a saucer. What is it? Say the sound you hear at the beginning of *cup*. Draw a box around the cup."

Explode The Code
Teacher's Guide
For Books A, B, and C

Get Ready for THE CODE
A PRIMER FOR THE Explode The Code SERIES

Get Set for THE CODE

Go for THE CODE

Nancy Hall

Teacher's Guide A, B, C

Listening activities provide practice in developing listening skills, identifying initial sounds, and building vocabulary.

▲ *Go for The Code* Book C, pg. 6
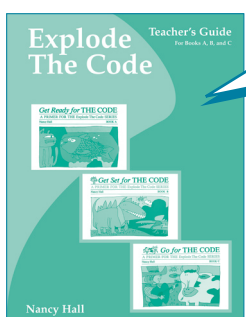
This felt wall chart provides opportunities for classroom demonstrations and activities, as well as tactile learning for individual students.

Wall Chart Activity Book includes over 30 enjoyable, innovative games and activities to build phonemic awareness in early readers.
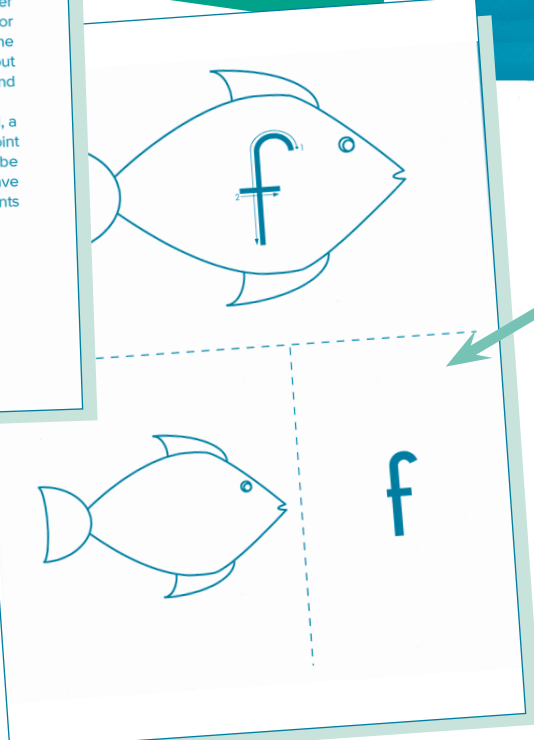
Activity Book for
Explode The Code
Wall Chart

Nancy M. Hall

Pitch It!

Materials: shoeboxes (at least 3), paper bag

Put each letter card that has been taught in a separate shoebox. (This can be played when only three letters have been taught.) Next, put the corresponding objects in a paper bag. As the child pulls an object from the bag, he says the initial sound of the object and names the letter that represents that sound. Then the child pitches or throws the object into the correct box that contains the corresponding letter. Have the child stand back about 3 to 5 feet from the box depending upon the height and skill of the child.

The child gets a point for voicing the correct sound, a point for naming the correct letter, and an additional point for getting the object into the box. This game can be played with five or more boxes if that many letters have been presented. A tangible reward for every 10 points can be an added incentive of this active game.

Wall Chart Activity Book ▲

Picture letter cards (set of 21) reinforce consonant sounds and keyword pictures from Books A-C.

◄ *Picture Letter Cards*

Explode The Code

Students match pictures to words with attention to specific phonetic sounds and word patterns.

Students can read instructions once they have mastered several sight words such as *match*, *write* and *spell*.

Match and write it.

| fan | hat | rat | can |
| pan | man | bat | sad |

fan

12

▲ Book 1, pg. 12

Students blend letter sounds to encode words using phonetic knowledge and sound-symbol relationships.

Spell.   Write.

f	l	a	c	i	n	fan
m	n	a	d	m	n	
k	s	c	a	d	g	
c	w	a	k	n	t	
p	v	g	a	d	n	
r	j	c	a	t	n	
t	h	a	c	t	m	

◄ Book 1, pg. 13

13

2-37

spider

sp

Code cards set contains a card for every concept introduced in Books 1-3½. Included are suggestions for daily practice activities and games. Each card is marked with the book and page number on the concept which it is introduced.

Keywords for more complex letter patterns help increase retention and understanding.

The English Language Learners guide presents lesson extenders for every phonetic concept introduced in Books 1-3.

Book 3, pg. 83 ▼

Lesson 11

ai and ay say /ā/ in p<u>ai</u>l and p<u>ay</u>.

Ai is at the beginning or in the middle of a word.
Ay is at the end of a word.

⬭ it.

seal sail sat	sail snail snore
peel beam pail	hay here heat
team track train	step stain stay
meal nail name	play

Name

Read. Fill it in.

Tub Day

Kate wanted to play in her little pool.
She wanted to play with her tug.
Mom said, "First sit in the chair.
I will put your hair in braids. It is a windy day."
Soon it began to rain.
"It's OK," said Mom.
"You can play in the rain."
But then it began to hail.
"No way!" said Kate as she went up the stairs.
"I will just play with my tug in the tub today!"

1. Where did Kate want to play? _____

2. What did she want to play with? _____

_d Mom want to do first? _____

_ppened after it rained? _____

_d Kate go to play? _____

S-90

Explode The Code for English Language Learners

▲
Explode The Code for English Language Learners, pg. S-90

Review lessons are built into every book.

Lesson 7	Review Lesson

⬭ it.

flag fat flat	clop clip clap
sell spell smell	drug drag drip
cross press pass	gas grass glass
stack stuck stick	slam slim Sam

55

▲ Book 2, pg. 55

NEW! ETC OnLine

Explode The Code (ETC) Online presents the time-tested content from Books 1–8 in an online format. For a demonstration online, visit ExplodeTheCode.com

Explode The Code "Half" Books

FOR EXTRA PRACTICE AND DIFFERENTIATION

The "Half" books provide additional skills practice for students requiring reinforcement.

Pick a word to fit each sentence:

paper	human	hoping
frozen	silent	erase
tiger	motel	driving

In winter the lake is _____ .

A _____ has a _____ ___ite.

_____ safe

str says /str/ as in **strong**.
spr says /spr/ as in **spray**.
spl says /spl/ as in **split**.

◯ it.

spring?

scream or stream?

or spit?

splash or flush?

g or string?

sprang or sprain?

ray or street?

spent or spleen?

▲ Book 4, p. 48

▲ Book 5, p. 66

Sometimes 2 vowels together in a syllable make 1 sound.
This is a vowel digraph syllable: **ai, ay, ee, ea, oa, ow**.

<u>r**ow**</u> / b**oa**t

◯ it:

teapot or tepee?

toaster or soapsuds?

shipboard or skateboard?

earring or eating?

cotton or coffee?

speaking or sneakers?

beaver or beacon?

peacock or peanut?

48

Instructions for the "Half" books are also included in Teacher Guides noted on pp. 10–11.

▲ Book 4¹/₂, p. 48

Explode The Code "Half" Books

ie says /ī/ as in p**ie**.
ie says /ē/ as in police ch**ief**.

◯ it.

sheep or shield?

yell or yield?

Explode The Code Books 1½–6½ follow the same scope and sequence of the *Explode The Code* Books 1–6 for easy classroom management.

Spell.   Write.

1.	shim chim	ney mer	_____
2.	cook look	ies ist	_____
	joc tur	key nip	_____
	beef brief	cast case	_____
	hick hock	er ey	_____
	aim ball	filed field	_____
	wall wind	ley shield	_____

59

Pick the best word or phrase to finish each sentence.

luggage   sponge cake   postage
teenager   gerbil   stingy
gentleman   vegetables   changed

1. A _____ is a man with fine manners who is kind and helpful.

2. You must put _____ on all letters you send in the mail.

3. _____ with ice cream and caramel sauce is a wonderful dessert.

4. I have a pet _____ that I keep in a plastic cage.

5. We grow lots of green and yellow _____ in our garden.

6. Ella Cinders _____ her ragged dress before going to the fancy dress ball.

7. When you are a _____, you can learn to drive a car.

13

Later books introduce students to more complex letter patterns. Cloze activities help promote vocabulary development by presenting words in context.

Beyond The Code

Beyond The CODE 1
Comprehension and Reasoning Skills
Nancy M. Hall

Beyond The CODE 2
Comprehension and Reasoning Skills
Nancy M. Hall

Beyond The CODE 3
Comprehension and Reasoning Skills
Nancy M. Hall

Beyond The CODE 4
Comprehension and Reasoning Skills
Nancy M. Hall
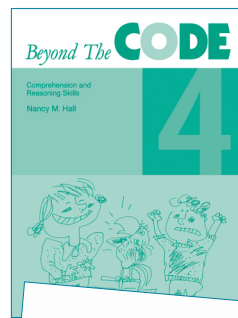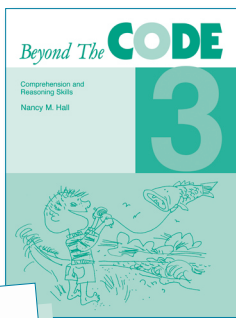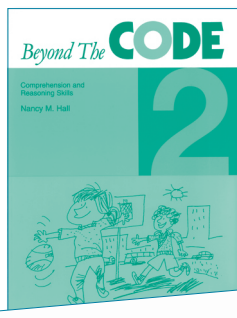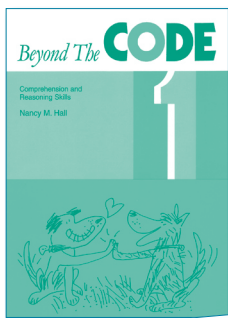
Zack the Dog PART 1

Zack, the pup, is sad.
He will not wag his tail.
Zack, the pup, is sad.
He will not run. He will not play.
He just sits and will not eat.
You can tell; Zack is not a bit well.

Is Zack sick? Is he ill?
Will Miss Pim give him a pill?

Beyond The Code, Book 1, p. 5

Beyond The Code reading selections follow the phonetic sequence of *Explode The Code,* allowing students to apply phonics skills to connected text and build meanings.

Zack the Dog PART 2

Yip! Yip! Yip! Yip!
What is it? Zack sits up.
Zack runs to the back. On the deck sits a pup.
It's his pal, Red! Zack runs to the door.
He wags his tail and jumps up on the door.
Zack just can not be still.
(But you can tell, he's not a bit ill.)

15

Beyond The Code, Book 1, p. 15

Beginning readers will enjoy the story lines and character development of multi-part stories.

The Camp Out

It is a swell day with no fog or mist. Kris begs her dad to go on a camp out. She plans to set up a tent on the bank of the West Bend Riv•er. Kris wants to go so bad, but she knows she can't go by her•self.

At last Dad gives in and tells her, "OK, we'll go! Tell your pal Pam she can come as well!"

Kris jots down a list of all they will have to pack. Dad tells her not to take a lot of stuff. At last they stop by to pick up Pam and then set off to find the best spot to camp.

19

Engaging pictures add interest and provide clues to help students construct meaning.

Beyond The Code, Book 2, p. 19

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STORIES TO DEVELOP REASONING AND COMPREHENSION SKILLS

Introductory pages for every reading selection develop vocabulary, provide word attack skills and introduce sight words

Beyond The Code, Book 2, p. 15 ▼

Introduction to **The Camp Out**

• With some drill you can learn to read longer words. Look at the pictures below and then read the word, one part at a time. Now put the two parts together and say the word again.

= riv + er = river

= un + pack = unpack

= back + pack = backpack

= a + sleep = asleep

= rab + bit = rabbit

= hidden

▼ *Beyond The Code*, Book 2, p. 17

Words for **The Camp Out**

1. **bear** =
   A **bear** sleeps in a den.
   Write and spell it: _____

2. **that** = th + at (**That** rhymes with **cat**.)
   That is my mom.
   Write and spell it: _____

3. **make** = **Make** rhymes with .
   Did you **make** that in class? Write and spell it: _____

   take = **Take** rhymes with **make**.
   They **take** a nap.
   Write and spell it: _____

4. **find** = f + I + nd
   Ken **finds** the pin.
   Write and spell it: _____

   kind = **Kind** rhymes with **find**.
   What **kind** of dog do you have?
   Write and spell it: _____

5. **fire** =
   The **fire** is hot.
   Write and spell it: _____

6. **after** =

Think About It!

1. How are a washer and a dishwasher different? _____

2. Why don't animals wear clothes? _____

3. Name an animal that looks like a lizard, but is much bigger. _____

4. Why is it risky to have a dog or cat in the city? _____

5. Why was Keegan the rat so popular? _____

6. How did Shandra feel as she was deciding which pet to borrow? _____

7. How can you tell which animal is right for your family? _____

8. Which animal would you borrow if you could? _____
   Why? _____

Let's Try More Reasoning!

Peanuts are to **crunchy**, as gum is to _____.
Think: Peanuts are **crunchy**, and gum is _____.
Now try these:
Grass is to **green**, as sky is to _____.
Kitten is to **soft**, as stone is to _____.

46

Can You Figure This Out?

Name 2 things that:

1. you can chew:

2. can grow:

3. are very cute:

4. are hard:

5. have toes:

6. you can zip:

7. you do in school:
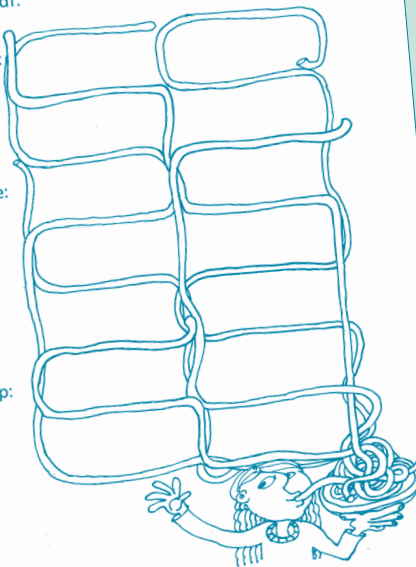
63

▲ *Beyond The Code*, Book 4, p. 46

Beyond The Code, Book 3, p. 63 ▲

The comprehension questions for each story focus on analytical and inferential thinking skills.

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