



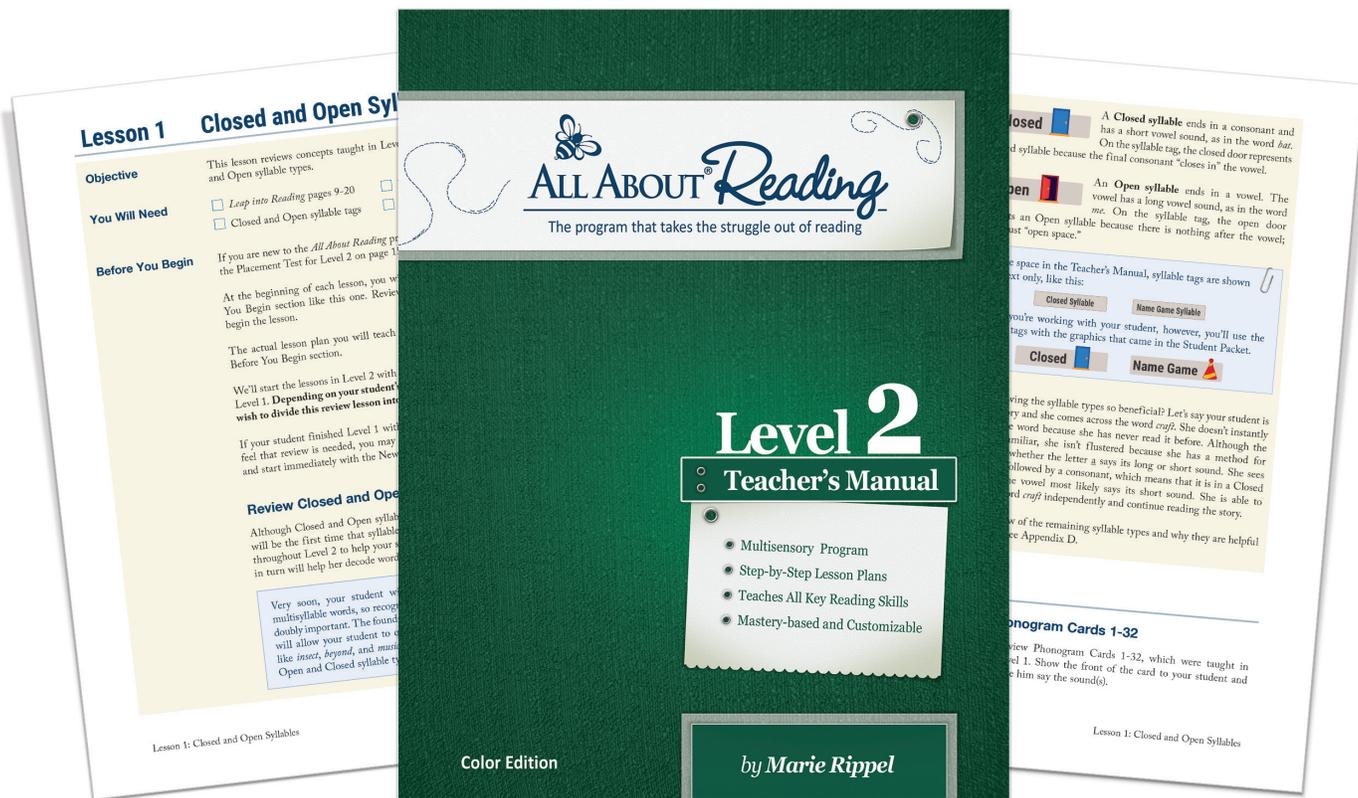
ALL ABOUT[®] Reading

The program that takes the struggle out of reading

Level 2 Teacher's Manual Sample

In this sample you will find:

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Level 2

Teacher's Manual

- Multisensory Program
- Step-by-Step Lesson Plans
- Teaches All Key Reading Skills
- Mastery-based and Customizable

Color Edition

by Marie Rippel

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Preparing for Level 2

Let Us Show You!

If you prefer, you can skip the reading in Part 1 (pages 11-32) and let us show you instead! For a complete overview of how to prepare for *All About Reading*, check out our short videos.

Just follow these three easy steps.



Grab a cup of coffee or tea.



Access www.aalp.tv/reading-level-2 on your phone, tablet, or computer.



Let us show you how to get set up for success!

You will only need to do this once, and then you and your student will be all set for the best teaching and learning experience you've ever had!

After watching the videos, rejoin us on page 35 of this Teacher's Manual to start teaching the first lesson.



What Do You Need?

In addition to this Teacher’s Manual, you will need the following items:

1. Student Packet

The Student Packet contains:

- *Leap into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
- Stickers for the Progress Chart



2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- Phonogram Sounds app
- Reading Review Box (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not purchase the Reading Review Box, you will need an index card box.)



3. Readers

- *What Am I?*
- *Queen Bee*

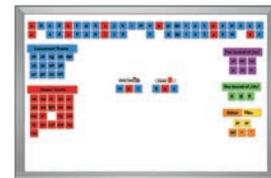
(This Teacher’s Manual must be used with the Third Edition or Color Edition of the readers.)



4. Letter Tiles App or 2’ x 3’ Magnetic White Board

Our Letter Tiles app makes building words fun and easy. Go to www.allaboutlearningpress.com/letter-tiles-app to download.

If you prefer working with physical letter tiles, then a magnetic white board is highly recommended.



5. Common Craft Materials

- Scissors
- Stapler
- Two small baggies (if you are using the physical letter tiles)



What You Should Know about This Program

First of all, you can do this! *All About Reading* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach reading without being overwhelmed.

Your student will be actively involved in the learning process. This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

There are no gaps in this program. Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

There are five key components of reading—and our program teaches all of them thoroughly. These five components are:

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

***All About Reading* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

Most importantly, *All About Reading* is committed to results. The *All About Reading* program has a very focused mission: to enable you to teach your student to read while guaranteeing retention and enjoyment. Our approach to reading focuses on enabling students to become confident, fluent readers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at support@allaboutlearningpress.com or 715-477-1976. We're here to help!

Is Your Student in the Right Level?

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 2.

- Your student should understand how to sound out words using the blending procedure demonstrated in Appendix C of this Teacher's Manual.

- Your student should be able to read words with final blends. To test, have your student read the following words.

tent **bunch** **dent** **lost** **sent**
next **film** **help** **champ** **milk**

- Your student should be able to read words with initial blends. To test, have your student read the following words.

stem **flat** **brush** **twin** **stop**
flap **drip** **crab** **grip** **fresh**

- Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

b **a** **e** **t** **h** **r** **o**

- Your student should have a basic understanding of compound words. To test, have your student read the following words.

sandbox **windmill** **sunset** **cobweb** **chopstick**

Now have your student identify the two smaller words in each compound word.

- Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

hilltop **duck** **yesterday** **crash** **elephant** **bathtub**

- Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable.

me **met** **she** **shed** **we** **wet**

- Your student should have a basic understanding of plurals. To test, have your student read the following plural words.

stems **wings** **wishes** **acts**
boxes **chills** **checks** **messes**

- Your student should have mastered the sounds of Phonograms 1-32. These Phonogram Cards can be found in your Level 2 Student Packet. Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (ck says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”

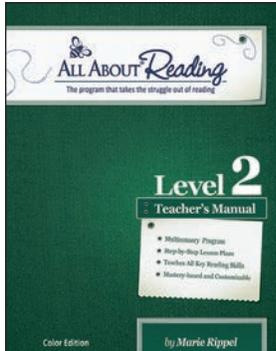
- Your student should be able to read sentences containing one-syllable words with Closed syllables (such as *land*) and Open syllables (such as *she*). To test, have your student read the following sentences.
 - Jump from step to step.**
 - Lend me a hand.**
 - We can go back up the hill.**
 - He sang a song with Pam.**

How did your student do?

- If your student could easily complete each of these activities, begin with Level 2.
- If just one area was difficult, you can remediate in that specific area.
- If your student needs help in two or more areas, start with Level 1 to build a strong foundation for reading.

Preview the Teacher's Manual

As you flip through the Teacher's Manual, you'll notice that all the lessons are laid out for you, step by step. You'll also notice that there are two types of lessons.



“New concept” lessons. In these lessons, your student will learn new phonograms and new words. You can see an example of a typical “new concept” lesson in Lesson 2 on page 45.

“Read a story” lessons. In these lessons, your student will practice the new concepts taught in the previous lesson by reading a story. Vocabulary and comprehension strategies are emphasized. You can see an example of a typical “read a story” lesson in Lesson 3 on page 51.

The lessons consist of five parts:

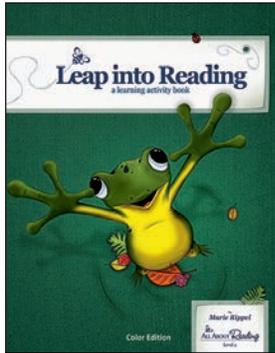
1. **Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It never takes more than a few minutes to read it, after which you will be well equipped to teach the lesson confidently.
2. **Review.** Beginning with Lesson 2, you'll give your student a quick review of previously taught concepts. You will need your student's Reading Review Box for this part of the lesson.
3. **New Teaching.** This is the hands-on portion of the lesson. Your student will work with the letter tiles and activity sheets while completing comprehension, vocabulary, and fluency exercises.
4. **Read-Aloud Time.** This section is a friendly reminder to fit in twenty minutes of read-aloud time every day.
5. **Track Your Progress.** At the end of each lesson, you'll record your student's progress on the Progress Chart.

If you are working with a younger student, you may only complete part of a lesson at a time. That's okay! Simply mark your place in the lesson plan. The next day, start your lesson with a quick review and then pick up where you left off.

Don't feel like you must push through an entire lesson in one sitting if your student isn't ready. Do what is best for your student.

Preview the Activity Book

The *Leap into Reading* activity book contains:



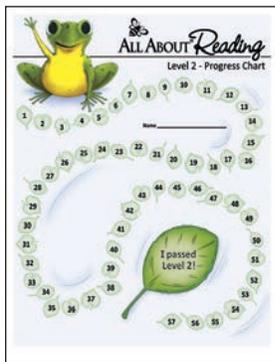
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Achievement

The lesson plans in the Teacher's Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

Progress Chart

The Progress Chart can be found on page 5 of the activity book.



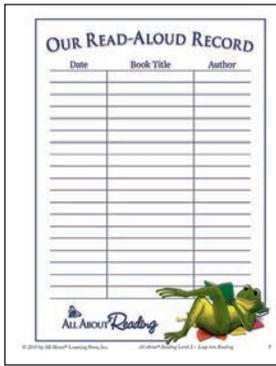
This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward reading independently.

Remove the chart on the perforation and decide where to place it. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next leaf on the chart.

Read-Aloud Record

The Read-Aloud Record can be found on page 7 of the activity book.



The image shows a chart titled "OUR READ-ALOUD RECORD". It has three columns: "Date", "Book Title", and "Author". Below the columns are several rows for recording. At the bottom of the chart, there is a small illustration of a green frog sitting on a lily pad. The text "ALL ABOUT Reading" is written in a stylized font at the bottom left of the chart area. There is also a small copyright notice at the bottom left: "© 2010 by All About Learning Press, Inc." and "All About Reading Level 2 - Log for Reading" at the bottom right.

This chart is simply a place to record the books that you read aloud to your student. Toward the end of each lesson, you will be prompted to read to your student for twenty minutes. The daily read-aloud time may seem like a simple part of the reading lessons, but it's actually one of the most important components.

While your student is listening to good books, he'll also be

- gaining important background knowledge on a wide variety of subjects;
- developing a larger vocabulary; and
- hearing a variety of language patterns.

Your student's reading comprehension will be much higher because you've given him these huge benefits through daily read-aloud time.

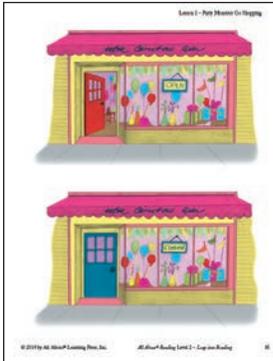
This list is more for your use than for your student's. Not only is it a reminder of the many books that you enjoyed with your student, it is also great for accountability. If you skip read-aloud time, it will be obvious because of the short list! Aim for a long and varied list of books by the end of Level 2.

Here are some things to think about as you plan ahead for read-aloud time:

- **Figure out the best time of day for your read-aloud time.**
You might find it easiest to connect read-aloud time to something else that you already do every day. It often works well to schedule it after lunch, recess, or a specific class. If you are a parent, bedtime is a natural time for enjoying books together.
- **Gather a variety of books, both fiction and nonfiction.**
To keep interest high, look for books related to your student's specific interests and hobbies. You can also stimulate new interests by choosing read-alouds on topics that are completely new to your student.
- **Decide how you will minimize distractions.**
At home, turn off the TV, computer, and telephone. Clear away competing toys and games. If you have a wiggly student, you can help him concentrate on the story by allowing him to play quietly while you read. Some students will be fine just holding a toy, while others might prefer to build with blocks, knead clay, or color quietly. For some students, it is easier to stay in one place and pay attention to what you are reading if they don't have to remain perfectly still.

Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!



Take a look at the activity called “Party Monsters Go Shopping” on page 15 of the activity book. When you get to Lesson 1, the lesson plan will prompt you to cut out the monster cards and place them in a pile with the words facing down. Your student will select a monster card, read the word on the back, and decide if the word is a Closed or Open syllable, the two syllable types taught in Level 1. If it’s a Closed syllable, she’ll put the monster by the closed door. If it’s an Open syllable, she’ll put the monster by the open door.

If you are working with an older student who doesn’t need the additional practice for a certain concept, or who doesn’t want to do “kid” activities, feel free to skip that particular activity sheet. But you may find that even adult learners enjoy the mental break that the activity sheets provide.

For the activity sheets, you will need only scissors, a stapler, and a pencil.

Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 33 of the activity book.



The Warm-Up Sheets are used just before reading a new story and contain words and phrases your student is about to encounter. Although all the words in the stories are completely decodable, these warm-up exercises give your student a little extra practice so he doesn’t start reading “cold.” Just as warming up our muscles before exercising is beneficial, warming up the brain before jumping right into a story helps your student be more successful.

The illustrations on the Warm-Up Sheets are used during short pre-reading vocabulary discussions.

Practice Sheets

Take a look at the first Practice Sheet on page 19 of the activity book.



The Practice Sheets give your student practice reading words that reflect newly learned concepts. Most of the Practice Sheets contain four sections: New Words, Phrases, Sentences, and Challenge Words.

The Phrases section includes several phrases of two to five words each. The Sentences section includes short phrases like *The plump cat* and longer sentences like *The plump cat had shrimp*.

This type of practice is called *phrased reading*. Phrasing is important for fluency; fluent readers are able to phrase, or break text into meaningful chunks.

If your student does not need practice with phrasing, feel free to skip the shorter phrases and have your student read just the full sentences.

Over time, the Practice Sheets will help your student move from sounding out words letter by letter to instant recognition of words. This change usually happens gradually, so don't expect perfection at first.

Here are some tips to help you get the most benefit out of the Practice Sheets:

1. **Place the sheet directly in front of your student.**
2. **Read across the page from left to right** to reinforce proper eye movements. Don't read down the columns.
3. **Stop before your student fatigues.** You might not complete the Practice Sheet all in one day, depending on your student's age and attention span.
4. **Would your student benefit from reviewing the Practice Sheet several times?** If so, repeat the exercise several days in a row.
5. **On the other hand, don't overwhelm your student with *too much* practice.** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line or every third line.

Preview the Readers

All About Reading Level 2 includes two readers that are 100% decodable.



What Am I?
First used in
Lesson 3



Queen Bee
First used in
Lesson 32

Your student will read one story approximately every other lesson.

The first time a student reads a story is called a “cold reading.” The student may read choppyly, one word at a time. This is normal because the student is working very hard at decoding many of the individual words. Don’t expect smooth reading during the cold reading.

Most students benefit from repeated readings—that is, reading the story a second or even third time. You’ll find that during the repeated reading, your student will read more fluently and with better understanding. Since every student’s needs will vary, these repeated readings are not scheduled in the lesson plans. Be sure to make time for them!

The Teacher’s Manual provides comprehension questions and activity sheets for each story. If you feel your student would benefit from further activities, refer to Appendix J: List of Comprehension Activities.

If your student is having difficulty reading the stories, refer to Appendix N: If Your Student Struggles with the Stories.

Prepare Your Reading Review Box



The **Reading Review Box organizes your flashcards** so review time can be productive for your student. Every lesson starts with review. Whether you use our custom Reading Review Box or your own index card box, follow the instructions below to set it up.



1. **Place the divider cards in your box.** The divider cards are numbered 1-6 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.

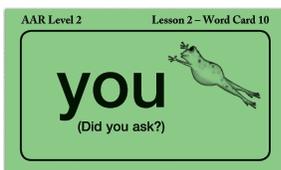
If you used *All About Reading* Level 1, your instructions for this first section are a bit different since you already have cards in the Reading Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place in a labeled baggie and store separately.



2. **Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.



3. **Locate the green Word Cards** in the Student Packet. Separate the perforated cards and place them behind the green tabbed divider called *Word Cards–Future Lessons*.



4. **Preview the Leap Word Cards.** Take a look at Word Card 10. See the frog?

We use the frog graphic to indicate high-frequency words that either don't follow the normal rules or that contain phonograms that your student hasn't practiced yet. Your student will be "leaping ahead" to learn these words as sight words.

There are thirty-two Leap Words in Level 2, and the first two are taught in Lesson 2. Several techniques will be used to help your student remember these Leap Words:

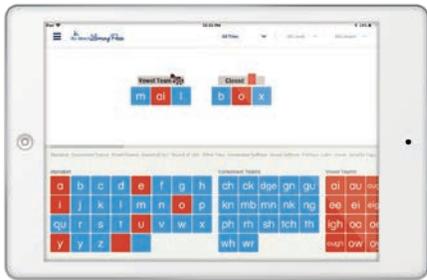
- The frog graphic acts as a visual reminder to your student that the word is being treated as a sight word.
- Leap Word Cards are kept behind the Review divider in your student's Reading Review Box until your student has achieved instant recognition of the word.
- Leap Words frequently appear on the Practice Sheets.
- Leap Words are used frequently in the readers.
- If a Leap Word causes your student trouble, have your student use a light-colored crayon to circle the part of the word that doesn't say what the student expects it to say. Help your student see that Leap Words generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.

For the complete list of Leap Words taught in Level 2, see Appendix P.

Set Up the Letter Tiles

Letter tiles are used in every “new concept” lesson to help your student quickly and easily grasp new concepts.

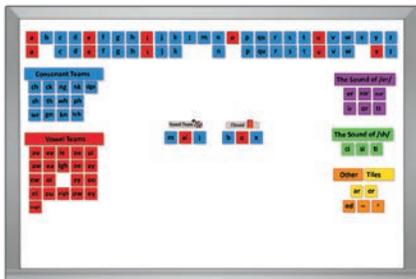
You have the option to use either the Letter Tiles app or the physical letter tiles. Here are some considerations to help you decide between the two formats.



With the Letter Tiles app:

- It's easy to capitalize words.
- You can hear the sounds of the phonograms as you teach.
- No more worries about lost letter tiles.
- Lessons are easy to teach “on the go.”
- It's easy to switch between students. Simply select your current lesson in *All About Reading* or *All About Spelling* and you're ready to begin.

The Letter Tiles app has been our most requested product of all time, but the physical letter tiles have devoted fans as well.



With the physical letter tiles:

- No tablet is required to complete the lessons.
- Larger tiles are easy to read.
- It's easy to incorporate hands-on alphabetizing practice.
- Timeless and traditional educational tool.

Can't decide which tool to use? Consider which one would be most engaging for your student based on his current preferences. For example, does your student prefer colored pencils, or does she like video games? Is your student used to using technology for learning, or is he more comfortable with traditional methods of learning? Does she prefer e-books or paper books?

And don't forget to consider *your* preferences as well. Do you like the larger format of the magnetic white board and physical tiles? Or do you like the more compact nature of the app?

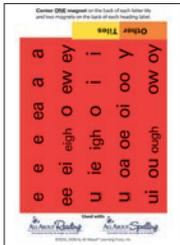
You really can't go wrong with either the app or the physical letter tiles since they both make reading concepts more concrete for your student. Choose one (or both) methods for working with letter tiles.

If You Choose the Letter Tiles App

Visit www.allaboutlearningpress.com/letter-tiles-app to purchase the app for your tablet.

Two short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

If You Choose the Physical Letter Tiles



Take out the laminated Letter Tiles sheets. Separate the letter tiles and labels on the perforations.



Apply the magnets to the back of the letter tiles. Stick one magnet on the back of each letter tile and two magnets on the back of each label. (Skip this step if you will be using the letter tiles on a tabletop instead of a magnetic white board.)



Set aside the following letter tiles for the first lesson. You'll organize them on the next page.

- two sets of letters a to z
- letter tiles ch, ck, ng, nk, sh, th, third s, hyphen
- labels: Consonant Teams, Other Tiles

(If you used Level 1, you already have these letter tiles on your magnetic white board.)



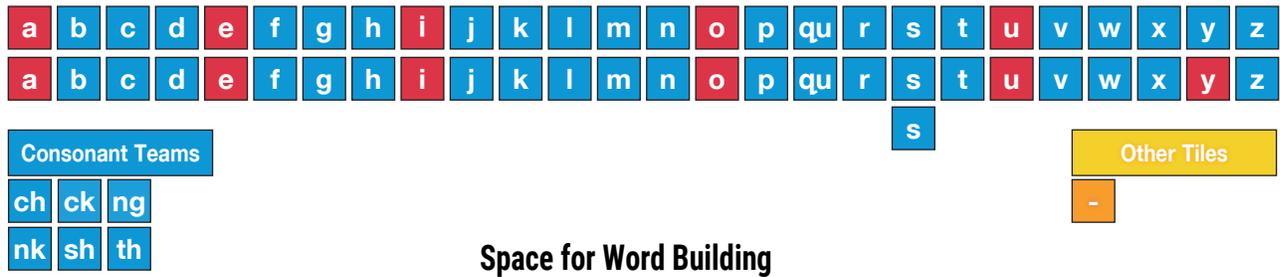
Prepare two small plastic baggies. Label one bag Level 2 and the other bag Levels 3-4. Place the following tiles and labels in your Level 2 baggie:

- wh, ee, er, ar, or, ed, oy, oi, aw, au, ow, ou
- apostrophe tile
- labels: Vowel Teams, Sound of /er/

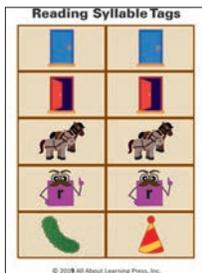
Put the remaining tiles and labels, including the blank ones, in the Levels 3-4 baggie. Store the baggie in your *All About Reading* tote bag or another safe place.

Set Up Your Magnetic White Board

You'll be using the letter tiles in every lesson. Set up the letter tiles on your magnetic white board as shown below.



Prepare the Syllable Tags



1. **Take out the laminated Syllable Tags sheet.** Separate the syllable tags on the perforations.
2. **Apply the magnets to the back of the syllable tags.** Stick two magnets on the back of each syllable tag. Note that the magnets go on the side with the word on it, not the picture. Store the syllable tags on your magnetic white board for use in the lessons.

Answers to Common Questions about Letter Tiles

What do the different colors mean?

- b** Blue tiles are consonants and consonant teams.
- u** Red tiles are vowels and vowel teams.
- er** Purple tiles are for the sound of /er/.
- or** Yellow tiles are for Bossy R combinations that don't say /er/.
- ci** Green tiles are for alternate spellings of /sh/: ti, ci, si.
- ed** Orange tiles are for miscellaneous symbols and letters.

You'll learn about each category when you get to it in the lessons.

Why are there two different y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /ī/, or /ē/.

Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

What will happen with the other letter tiles that are left in my Level 2 baggie?

- Starting in Lesson 19, we will gradually add these letter tiles to the board.
- Keep the baggie in a safe place (such as your reading tote bag) until the tiles are needed.

What if I don't have a magnetic white board?

A magnetic white board makes it easier and faster to set up for your reading lessons, but if you don't have a magnetic white board, you can set up the letter tiles right on your table.

What do all these funny marks and symbols mean?

As a shorthand way to represent the sounds of letters in this Teacher's Manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*.

You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *macron*.
- A "smile" above a letter, as in /ă/, represents the short vowel sound. This symbol is called a *breve*.

For a complete list of letter sounds and key words, please see Appendix B.

Preview the Letter Sounds

Your student will learn the sounds of letters and letter combinations, called *phonograms*. For example, phonogram t says /t/ as in *tent*. Phonogram sh says /sh/ as in *ship*.

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. There are three ways you can preview the sounds:

- 1. Phonogram Sounds app.** This free app can be used on your computer, tablet, or phone. Go to www.allaboutlearningpress.com/phonogram-sounds-app to download. Simply tap the phonogram to hear the sound.
- 2. Letter Tiles app.** If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s). (As discussed on page 27, this app has many other features as well, including moveable letter tiles.)
- 3. Chart in Appendix B.** Key words are given for each phonogram.

Using the method you prefer, take a moment to preview phonograms wh and ee, which are the first two phonograms you will be teaching in Level 2.

How Much Time Should I Spend on Reading?

All About Reading lessons are designed so that you can work at your student's pace. Following are general guidelines.

Spend 20 minutes per day teaching reading.

We recommend spending about 20 minutes per day, five days a week, on reading instruction, but you can adjust this if necessary for early readers or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards, and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.

Lessons often take more than one day to complete.

Please know that the lessons in *All About Reading* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the stories all play a part in how quickly a lesson can be completed.

And after the formal lesson, it will be time for some great read-alouds!

In addition to the lessons, read aloud to your student for 20 minutes per day.

Reading aloud to your student is one of the most important things you can do to promote future reading ability. In fact, this is such an important part of the program that it is actually added as a reminder at the end of every lesson.

Reading aloud for 20 minutes a day may not seem like a lot, but the cumulative effect cannot be overstated. By reading aloud for just 20 minutes a day over a five-year period, your student will have the advantage of 600 hours of read-alouds. That equates to huge gains in vocabulary, comprehension, and background information.

When you combine 20 minutes of direct reading instruction with 20 minutes of read-aloud time, you can rest assured that you are providing your student with the very best opportunity for long-term reading success.

Lesson 1 Closed and Open Syllables

Objective

This lesson reviews concepts taught in Level 1 and teaches the Closed and Open syllable types.

You Will Need

- Leap into Reading* pages 9-20
- Phonogram Cards 1-32
- Closed and Open syllable tags
- Progress Chart

Before You Begin

If you are new to the *All About Reading* program, have your student take the Placement Test for Level 2 on page 15.

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

We'll start the lessons in Level 2 with a review of the concepts taught in Level 1. **Depending on your student's age and attention span, you may wish to divide this review lesson into two or more sessions.**

If your student finished Level 1 within the last few days and you don't feel that review is needed, you may choose to skip the Review sections and start immediately with the New Teaching section on page 40.

Review Closed and Open Syllables

Although Closed and Open syllables were introduced in Level 1, today will be the first time that syllable tags are used. We'll use syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help her decode words with greater accuracy.

Very soon, your student will be learning to read longer multisyllable words, so recognizing syllable types will become doubly important. The foundation we are building at this early stage will allow your student to quickly and confidently decode words like *insect*, *beyond*, and *music* simply by applying her knowledge of Open and Closed syllable types.

Before You Begin

(continued)

Closed



A **Closed syllable** ends in a consonant and has a short vowel sound, as in the word *bat*. On the syllable tag, the closed door represents a Closed syllable because the final consonant “closes in” the vowel.

Open



An **Open syllable** ends in a vowel. The vowel has a long vowel sound, as in the word *me*. On the syllable tag, the open door represents an Open syllable because there is nothing after the vowel; there is just “open space.”

To save space in the Teacher’s Manual, syllable tags are shown with text only, like this:

Closed Syllable

Name Game Syllable

When you’re working with your student, however, you’ll use the syllable tags with the graphics that came in the Student Packet.

Closed



Name Game



Why is knowing the syllable types so beneficial? Let’s say your student is reading a story and she comes across the word *craft*. She doesn’t instantly recognize the word because she has never read it before. Although the word is unfamiliar, she isn’t flustered because she has a method for determining whether the letter a says its long or short sound. She sees that the a is followed by a consonant, which means that it is in a Closed syllable, so the vowel most likely says its short sound. She is able to decode the word *craft* independently and continue reading the story.

For an overview of the remaining syllable types and why they are helpful for decoding, see Appendix D.

Review

Review Phonogram Cards 1-32



Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have him say the sound(s).

Review

(continued)

If your student could instantly recite all the sounds of the phonograms, file these thirty-two flashcards behind the **Phonogram Cards Mastered** divider in your student's Reading Review Box. If there was any hesitation on the sounds, file those cards behind the **Phonogram Cards Review** divider. Those cards will be reviewed at the beginning of the next lesson.

Review Words from Level 1

"In this first activity, we'll review words that you already know. See how accurately you can read these words."



**Don't
Forget!**

If you are working with an older student, feel free to skip any of the activity sheets that your student wouldn't enjoy. You can review the words from Level 1 using flashcards, if you prefer.



Feed the Anteater

Remove pages 9-13 from the *Leap into Reading* activity book.

Cut two slits on page 10 as indicated by the dotted lines. Cut apart the word strips. Tape the ends of several strips together to make one long strip. Repeat with the remaining strips.

Take one of the word strips and weave it through the slits. A word and an ant will appear on the anthill, as shown below.



Review

(continued)

Pull the slip up from the back so that one word is revealed at a time. Have your student read the word aloud and then pull the slip to reveal the next word.

Continue until the anteater has “eaten” all the words on the word strips.

Review Plural Words

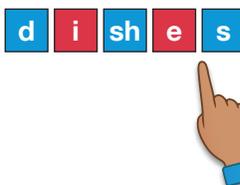
Build the word *wings* with letter tiles. 

Cover the s with your finger.

“We say one *wing*.” 

“And we say two *wings*.” 

“*Wings* is **plural** because it means **more than one**.”

Build the word *dishes*. 

Point to e-s. “Words can be made plural by adding s or e-s.”

“I’m going to say a word, and then you’ll say the plural version of that word.”

“One *drum*, two _____.” If necessary, prompt your student to say *drums*.

“One *box*, two _____.” *Boxes*.

“One *desk*, two _____.” *Desks*.

Review Vowels

“What are the vowels?” *The vowels are a, e, i, o, u, and sometimes y.*

“What is a consonant?” *Any letter that isn’t a vowel.*

Review

(continued)

Move the letter tiles a, e, i, o, and u into the workspace.

a e i o u

Point to the a tile.



“Tell me the sounds of the letter a.” /ă/-/ā/-/ab/.

“Tell me the first sound of the letter a.” /ă/.

“Good. A vowel’s first sound is its short sound.”

“I will point to a vowel and you will tell me its **short** sound.”

a /ă/.
e /ĕ/.
i /ĭ/.
o /ō/.
u /ū/.

“Now tell me the **long** sound of each vowel.” Point to each vowel.

a /ā/.
e /ē/.
i /ī/.
o /ō/.
u /ū/.

Review the First and Second Syllable Types: Closed and Open Syllables

Build the word *well* with letter tiles.

w e l l

“What does this word say?” *Well*.

Point to the e.

“What does this vowel say?” /ĕ/.

Review

(continued)

“Is there anything after the e?” *Yes, l-l.*

“Good. We say that the e is closed in by the l-l. This is a Closed syllable.”

“Is the vowel in this word short or long?” *Short.*

“Right. When a vowel is in a Closed syllable, it usually says its short sound.”

Remove the two l's. 

“What does this new word say?” *We.*

“Is there anything after the e now?” *No.*

“There is ‘open space’ after the vowel, so we call this an Open syllable.”

“When a vowel is in an Open syllable, it usually says its long sound.”

Point to the e. “What does the e say in this word?” */ē/.*

New Teaching

Introduce Closed and Open Syllable Tags

Move the Closed and Open syllable tags into the workspace.

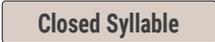
“This **closed door** represents a **Closed** syllable.”



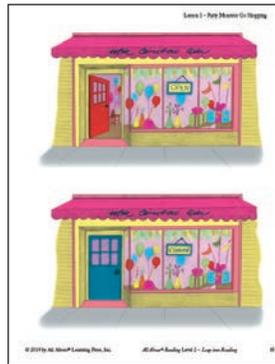
“This **open door** represents an **Open** syllable.”



Build the following words. Have your student place the correct tag above the syllable.

“Now let’s help some friendly monsters get supplies for a party!”



Party Monsters Go Shopping

Remove pages 15-18 from the activity book.

Place page 15 in front of your student. Cut out the monster cards on page 17 and place them in a pile with the words facing down.

“These Party Monsters are planning a party and need to buy some supplies at the store. Let’s see if the store is open or closed when the monsters get there.”

Have your student select the monster cards one at a time and read the word on the back. If the word is a Closed syllable, she should put the monster by the closed door. If the word is an Open syllable, put the monster by the open door.

Once all the monster cards have been sorted, have your student count how many monsters were at the store when it was open and how many were at the store when it was closed.

Practice Fluency

Lesson 1 - Practice Book

Review Words

plum	puff	wish	quack
finch	be	quizz	blink
thrill	himself	she	said
he	bobcats	such	shred
rang	so	them	buzz
class	of	text	swing
eggshell	go	crack	fishes
pets	chopsticks	was	sniff
for	fox	codfish	strank

Phrases

pink gum	tan handbag
ten wishes	the last duck
go west	a bad dog
glass of milk	box lunch
his long song	red quilt
on the shelf	six wet frogs

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Turn to pages 19-20 in the activity book.

Have your student read from the Practice Sheets to review words, phrases, and sentences from Level 1.



Don't Forget!

For tips on using the Practice Sheets, refer to Appendix K.

Lesson 4 Y Can Say /ī/

Objective

This lesson teaches words containing the sound of /ī/ spelled *y*.

You Will Need

- Leap into Reading* pages 35-41
- Word Cards 12-21

Before You Begin

Review Phonogram Y

In this lesson, your student will learn to read words in which *y* says its third sound, /ī/. As a quick review, here are the four sounds of *y*:

- /y/ as in *yarn* (emphasized in Level 1, Lesson 4)
- /ī/ as in *gym* (emphasized in Level 4, Lesson 55)
- /i/ as in *my* (emphasized in this lesson)
- /ē/ as in *happy* (emphasized in Level 3, Lesson 6)

The letter *y* says /ī/ when it comes at the end of one-syllable words. Many of these are high-utility words that your student will encounter frequently. Read the following examples and listen for the /ī/ sound.

my **try** **by** **fly**
cry **dry** **sky** **shy**

The letter *y* is unusual because it can represent either a consonant sound or a vowel sound. 

Y represents a consonant sound in approximately sixty words including *yarn*, *yellow*, and *beyond*. Much more often, in thousands of words, *y* is a vowel, and it has the same three sounds that i has: /ī/-/i/-/ē/. Y is also part of the vowel teams *ay*, *oy*, and *ey*.



For this lesson, we'll use the red *y* letter tile since we'll be emphasizing the vowel sound of /ī/. When we use the *y* letter tile to represent the sound of /ī/, we only say the sound /ī/. To facilitate blending, we don't say all four sounds. Later, if your student comes across a word and isn't sure which sound to use for the letter *y*, he should try all the sounds in sequence until he finds the right one.

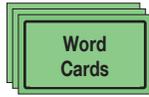


Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the *y* phonogram sounds.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Build the following words with letter tiles. Have your student label the words with the proper syllable tags and then read the words.



New Teaching

Teach that Y Can Say /ī/

Move the red and blue *y* tiles into the workspace.  

“As you know, *y* can be a consonant or a vowel. Point to the consonant *y*.” *Student points to the blue tile.*

Build the word *yell*.    

“When *y* is at the beginning of a word, it is always a consonant.”

Point to the red *y* tile. “When *y* is a vowel, it can say /ī/, /ī/, or /ē/.”

Build the word *cry*.   

“This word is *cry*. How many syllables are in the word *cry*?” *One.*

“Good. At the end of one-syllable words, the letter *y* says /ī/.”

New Teaching

(continued)

“Is *cry* an Open or Closed syllable?” Help your student see that it is an Open syllable because it ends with a vowel.

“Label this word with the syllable tag.”

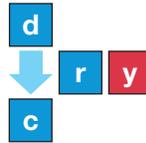
Open Syllable



Leave the word *cry* in the workspace.

Play “Change the Word”

“I’m going to change the first letter of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *dry*.

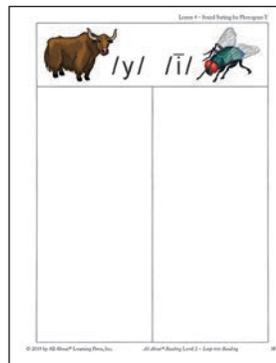
Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**dry → pry → fry → try → fly → sly → sky → my →
by → shy***

*Use the sh tile for the word *shy*.

Complete Activity Sheet

“Let’s sort some yaks and flies.”



Sound Sorting for Phonogram Y

Remove pages 35-38 from the *Leap into Reading* activity book.

Cut out the word cards, mix them up, and place them in a pile.

Have your student choose the cards one by one and read the words aloud. He will then decide whether the word has a /y/ sound (as in *yak*) or an /ī/ sound (as in *fly*) and place the card in the appropriate column.

When all cards have been placed, the student may flip them over to check his work.

New Teaching

(continued)

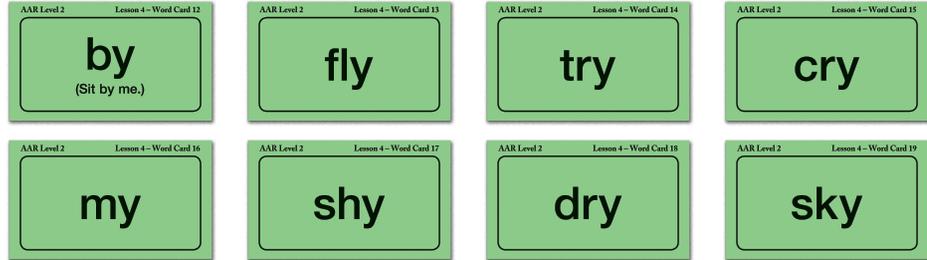
Answer Key

/y/: yam, yak, yum, yes, yet, yell, yuck

/ī/: by, dry, fly, my, shy, spy, try

Practice Reading Words

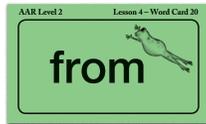
Have your student practice reading the words on Word Cards 12-19.



File the Word Cards behind the Review divider in the Reading Review Box.

Teach Two Leap Words: *from* and *your*

Show Word Card 20 to your student.



“This word is *from*, as in *I am from Utah*. What does the o say in this word?” /ŭ/.

“Right. In this word, the o says its fourth sound instead of the more common short sound.”

“You haven’t learned other words in which o says /ŭ/ yet, so this frog will remind you to stop and remember this special Leap Word.”

“What is this word?” *From*.

New Teaching

(continued)

Show Word Card 21 to your student.

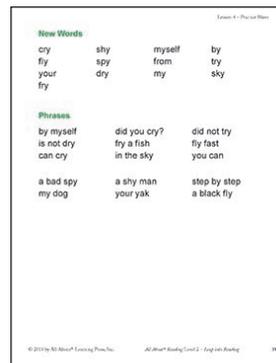


“This word is *your*, as in *This is your cat*. It is another common word that doesn’t follow the rules that you have learned so far. In this word, the o, u, and r work together to say /or/.”

“What is this word?” *Your.*

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 39–41 in the activity book.

Have your student read from the Practice Sheets.



Don't Forget!

Your beginning student isn't expected to read through the Practice Sheets in one sitting.

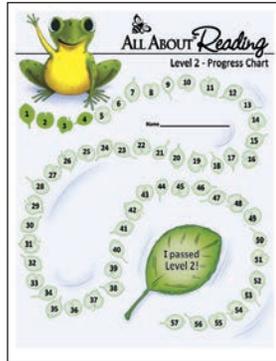
Many students will still be at the stage of sounding out many of the words, and that can be tiring mental work. Stop before your student fatigues. You can always continue tomorrow.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Mark the Progress Chart



Have your student mark Lesson 4 on the Progress Chart.



Wow ...
the letter *y* can be a vowel or a
consonant. It's like a chameleon! If that doesn't
put a boing in your step, I don't know what will!

Wouldn't it be fun to be a chameleon like *y*? It
sure would be easier to evade foxes if I could
blend into my surroundings!

Lesson 5 Read “The Grump”

Objective

In this lesson, students read a short story and practice meaningful expression.

You Will Need

- Leap into Reading* pages 43-45
- What Am I?* book

Before You Begin

Preview Reading with Meaningful Expression

When we talk, we use a lot of expression to communicate how we feel. If we’re angry, we might frown and speak loudly. If we’re happy, we might smile and speak in a cheerful voice.

Likewise, when we read, we can use expression to show how the characters feel. Today’s activity sheet encourages students to pay attention to expression as they read.

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

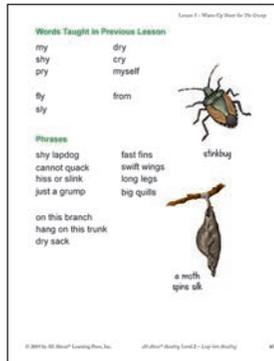


You might like to have some fun with today’s Phonogram Card review by playing the game “Phonogram Go Fish.” For instructions, look for this icon in Appendix L.



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

Read the Warm-Up Sheet for “The Grump”



Turn to page 43 in the *Leap into Reading* activity book.

Have your student practice reading words and phrases that will be encountered in “The Grump.”

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a stinkbug on the Warm-Up Sheet. “There are many kinds of insects, and this particular insect is called a *stinkbug*. Why do you think it is called a stinkbug?”

“A stinkbug gives off a bad smell if it is touched. And they taste really nasty to predators, too. If a bird or animal accidentally bites into a stinkbug, they spit it out.”

Point out the illustration of the cocoon on the Warm-Up Sheet. “Have you ever watched a caterpillar make a *cocoon*? Moth caterpillars make cocoons to protect themselves from predators while they are changing into moths. They spin the silk for their cocoons using a special gland in their mouths.”

“This next story is about a caterpillar who feels grumpy. He’s in a crabby mood. Let’s find out if he’s still crabby at the end of the story.”

Read “The Grump”

“Turn to page 23 in your reader and read ‘The Grump’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 29: “What do you think *prick* means? The porcupine has quills, which can poke or stab something, so *prick* means...?”

After page 31: “What do you think will happen while the caterpillar takes a nap?”

“Are you ready to act like the Grump?”



Be a Grump

Remove page 45 from the activity book. Point to the first illustration of the stinkbug.

“Today you’re going to practice reading with meaningful expression. Read each of these quotes in the way that you imagine the Grump would say it, with full expression.” Continue until your student has read all the quotations. Discuss the appropriate expression needed for each quote.

If desired, you can continue the activity by asking your student to demonstrate different ways of saying the same quote. For example, your student could read “I can fly! I am *not* a grump!” in a delighted, happy voice and then read the quote again with a sad and melancholy voice. Or your student could read “I wish I had big quills to prick” with a very sad voice followed by a secretive, whispery voice.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

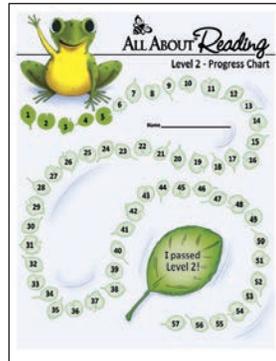
Why Read Aloud?

Reading aloud to your student is one of life’s great joys, to be sure. But it’s also one of the most important things you can do to promote your student's future reading ability. Reading aloud to children...

- creates a lifetime interest in reading
- extends their attention spans
- aids in language development
- strengthens their power of imagination
- builds reading comprehension
- creates a special one-on-one bond

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 5 on the Progress Chart.



*Can you believe we've already
been through five lessons together?*

We are AWESOME!

We should celebrate with some fly pie!

Oh, and we've read our first two Level 2 stories!

*You did an outstanding job reading aloud
and being as grumpy as that caterpillar.*

*I'm glad we're done
with the stinkbugs, though.*

P-U!

Lesson 27 Contractions

Objective

This lesson teaches common contractions.

You Will Need

Leap into Reading pages 193-199

apostrophe tile

rubber band

Word Cards 130-139

Before You Begin

Preview Contractions

In this lesson, your student will learn about contractions. A contraction is a shorter way of saying something. Contractions are formed by combining two words and using an apostrophe to replace the letters that have been removed.

Common contractions include:

aren't	can't	didn't	hasn't	you'll	I'll
she'll	let's	wasn't	you've	it's	isn't

The first word in a contraction doesn't change. Letters are always deleted from the second word and an apostrophe takes their place. There is one exception in which the first word of a contraction is changed: *won't*, which is a contraction for *will not*.

Won't and *don't* will be taught in Lesson 29 when we teach the Find Gold rule: o is long when followed by two consonants.



-  This lesson also introduces the apostrophe tile. This tile is stored under the Other Tiles category.

Review



It's time to review the flashcards behind the **Mastered** dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both dividers and choose a selection for review. See Appendix L and Appendix M for engaging ways to review Phonogram Cards and Word Cards.

Review

(continued)

Previous
Concepts

Build the following words with letter tiles. Have your student divide the words where necessary, label with syllable tags, and read. *Grapevine* is divided using the Compound Words syllable division rule.

teeth

Vowel Team Syllable

t ee th

grapevine

Name Game Syllable

g r a p e

Name Game Syllable

v i n e

New Teaching

Teach Contractions

In this exercise, you will use a rubber band to demonstrate the meaning of the words *contract* and *expand*. When you say the word *expand*, stretch out the rubber band.

“A rubber band can **expand** and **contract**. Watch: **Expand. Contract.**”

Demonstrate the concept with the rubber band. “Is the rubber band smaller when it **expands** or when it **contracts**?” *When it contracts.*

“Today you are going to learn some contractions. A *contraction* is **two** words that have been made into **one** word. Say the word *contraction*.” *Contraction.*

“We call it a contraction because the words **contract** and become smaller.”

Build the words *we* and *will*.  **w e** **w i l l**

“Here is an example. Here are the words *we* and *will*.”

Remove the w-i and replace them with the apostrophe tile. “Now instead of two words, we have one word, *we’ll*.”

 **w e ' l l**

Point to the apostrophe tile. “I put an *apostrophe* in place of the letters that I took out. Say the word *apostrophe*.” *Apostrophe.*

“We often use contractions when we speak because they are a shorter way of saying something, and people like to take shortcuts when they speak.”

New Teaching

(continued)

Build the following phrases. Have your student read each phrase and then form the contraction using the apostrophe tile.

he will → he'll

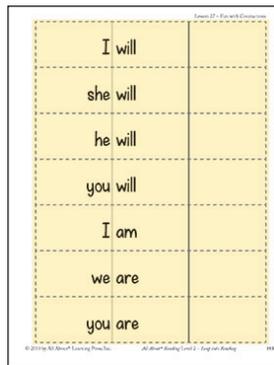
she will → she'll

she is → she's

she had → she'd

Complete Activity Sheet

“Now let’s practice forming contractions.”



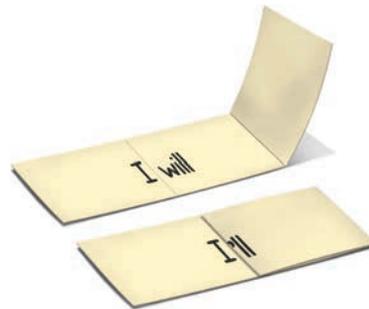
Fun with Contractions

Remove pages 193-196 from the *Leap into Reading* activity book.

Cut out the word strips along the dotted lines and place them in a pile. Do not cut on the solid lines.

Begin by having your student read the pair of words on the word strip (for example, *I will*.)

Then have your student fold the word strip on the solid line to reveal the contraction (*'ll*) on the back of the word strip. Your student may then read the newly created contraction (*I'll*).



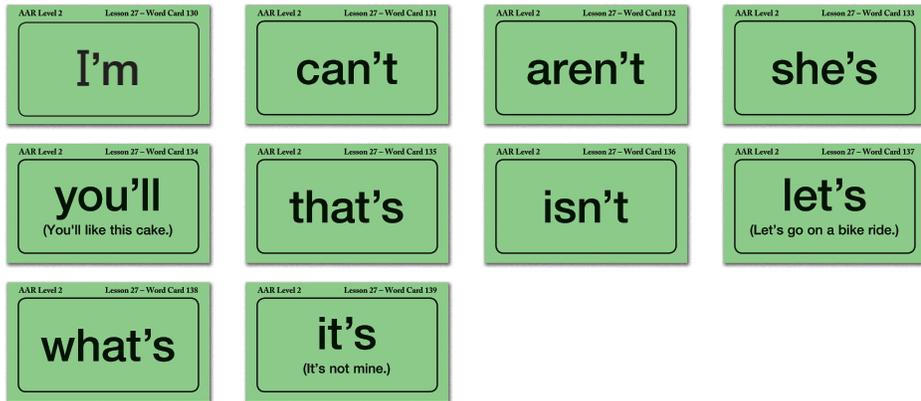
Continue until all the word strips and the new contractions have been read.

New Teaching

(continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 130-139.



File the Word Cards behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 197-199 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try playing the game “Fluency Snowball Fight.” For instructions, look for this icon in Appendix K.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

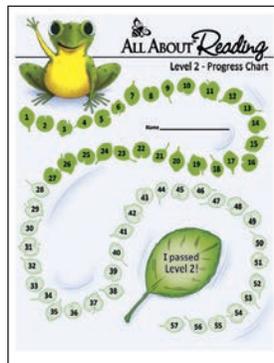
Choose a Wide Range of Books

If you've ever picked up a book outside of your expertise (such as a book on musical theory if you aren't a musician), then you've encountered unfamiliar vocabulary words that you don't understand. It would be difficult for you to read these books fluently because you wouldn't know what many of the words mean or how to pronounce them.

In the same way, it is difficult for your student to read fluently if he doesn't understand what the words mean. You can help your student develop a large listening vocabulary by reading aloud from a wide selection of books and discussing unfamiliar words.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 27 on the Progress Chart.



Lesson 27!

Well, bounce me off the lily pad!
Can you believe how much stuff
we've learned?

Let's see ...

Open and Closed syllables

Silent E

wh and ee

syllable division rules

plurals

contractions

and a swampful of new words

Are you as proud of us
as I am?

Lesson 38 Read “Dragon in the Wagon”

Objective

In this lesson, students learn about alliteration and read a short story.

You Will Need

- Leap into Reading* pages 265-269
- Queen Bee* book

Before You Begin

Preview Alliteration

Writers often use figurative language to stir the reader’s emotions or convey a certain feeling. One type of figurative language is called *alliteration*. Alliteration is when the same starting sound is repeated in words, such as the /p/ sound in *Peter Piper picked a peck of pickled peppers*.

Other examples of alliteration are *hairy hippo*, *sunset on the sea*, and *jar of jiggly jello*. In today’s activity, your student will create her own examples of alliteration and then read a story containing alliteration.

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



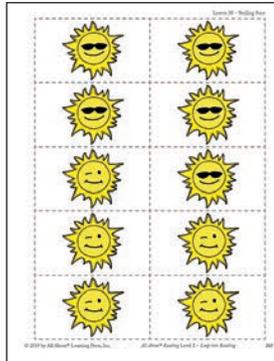
Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



For today’s Word Card review, let your student express her artistic side with an illustration activity. For instructions, look for this icon in Appendix M.

Complete Activity Sheet

“Have you ever heard the tongue twister *Peter Piper picked a peck of pickled peppers*? Most of the words start with the same sound of /p/. That’s called *alliteration*. This activity is called ‘Smiling Suns,’ which is also an example of alliteration because both words start with the /s/ sound. Let’s see if you can make your own examples of alliteration.”



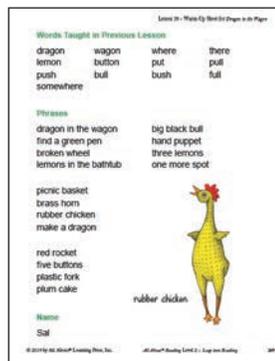
Smiling Suns

Remove pages 265-268 from the *Leap into Reading* activity book.

Cut out the cards on pages 265 and 267. Mix the cards and place them on the table with the words facing up. Encourage your student to group the cards by their beginning sounds: all the words that begin with s, all the words that begin with c, and so on.

After your student has successfully sorted the cards into groups, have her create some alliterative phrases such as *big black bull* and *skip, skid, slide*.

Read the Warm-Up Sheet for “Dragon in the Wagon”



Turn to page 269 in the activity book.

Have your student practice reading words and phrases that are found in “Dragon in the Wagon.”

New Teaching

(continued)

Teach Vocabulary and Activate Prior Knowledge

Point to the illustration of the rubber chicken on the Warm-Up Sheet. “A *rubber chicken* is a funny object used in comedy shows. It looks like a plucked chicken and is made of rubber.”

“Do you like art? What’s your favorite tool for making art? Pencils? Paint? Clay?”

“What kinds of things do you like to make?”

“Have you ever looked and looked for something but couldn’t find it? What was it? What did you do?”

“In the story you are about to read, the main character can’t find an item he needs to create his work of art. Let’s see what he does instead.”

Read “Dragon in the Wagon”

“Turn to page 71 in your reader and read ‘Dragon in the Wagon’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 73: “Where should Sal look for a green pen?”

After page 81: “Where do you think Sal will look?”

After page 89: “Can you see the dragon in the wagon?”

Find Examples of Alliteration

Guide your student in finding and reading one or two of the following examples of alliteration.

Page 76: Third paragraph: *slip, skid, slide; slips on the slick tiles*

Page 77: Third paragraph: *Sal snorts*

Page 79: First sentence: *crash, clank, clunk*

Page 80: List of items: *red rocket*

Page 86: List of items: *big black bull; plate of plum cake*

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

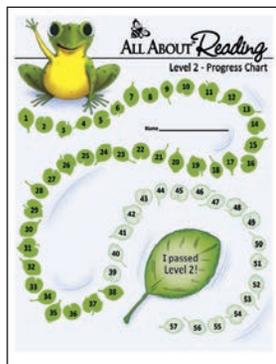
Read Fairy Tales

If your student isn't familiar with classic fairy tales, now is a good time to read them aloud! Here are some you might consider:

- Goldilocks and the Three Bears
- The Ugly Duckling
- Rumpelstiltskin
- Beauty and the Beast
- The Gingerbread Man
- The Steadfast Tin Soldier
- Tom Thumb
- Aladdin

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 38 on the Progress Chart.

3

Appendices

APPENDIX A

Scope and Sequence of Level 2

Your Student Will:	Lesson
Review concepts taught in Level 1 and learn about Open and Closed syllable types	1
Read words with consonant blends at the beginning and end	2
Read a short story and use pantomime to act out actions	3
Read words with /ɪ/ spelled <u>y</u>	4
Read a short story and practice meaningful expression	5
Review and learn the Compound Words and Two Consonant Tiles syllable division rules	6
Learn about unaccented syllables, read a short story, and analyze important details in the text	7
Read words with three-letter blends	8
Read a short story and practice skimming for information	9
Learn Part 1 of the One Consonant Tile syllable division rule	10
Read a short story and learn about the use of speech bubbles for dialogue	11
Learn Part 2 of the One Consonant Tile syllable division rule	12
Read a short story, learn about abbreviations, and answer comprehension questions	13
Learn the first job of Silent E and read words with the VCE pattern	14
Learn the Name Game syllable type and read more words with Silent E	15
Read a short story and discuss character motivation	16
Learn the two sounds of long <u>u</u> and the sound of <u>s</u> between two vowels	17
Read a short story and compare and contrast characters	18
Learn phonogram <u>wh</u> and read words beginning with <u>wh</u>	19
Read a short story, learn about text features, identify the main character, and discuss the characters	20
Read words that combine consonant blends with the Name Game pattern and learn about heteronyms	21
Read a short story and practice sequencing	22
Read plural Silent E words	23
Read a short story and learn about possessives and onomatopoeia	24
Learn phonogram <u>ee</u> and the Vowel Team syllable type and read words with <u>ee</u>	25
Read a short story and discuss the main conflict	26
Learn to form and read contractions	27
Read a poem and complete a Venn diagram	28

Your Student Will:	Lesson
Read words with long <u>i</u> or <u>o</u> before two consonants	29
Read a short story and create hints for a guessing game	30
Learn phonogram <u>er</u> as in <i>her</i> and the Bossy R syllable type and read words with <u>er</u>	31
Read a short story and compare settings	32
Learn phonogram <u>ar</u> , decode three-syllable words, and read words with <u>ar</u>	33
Read a short story and learn about the five senses in literature	34
Learn phonogram <u>or</u> and read words with <u>or</u>	35
Read a short story and complete a concept map	36
Learn the third sound of <u>u</u> and read words with the sound of / <u>oo</u> /	37
Read a short story and learn about alliteration	38
Learn the second job of Silent E and read words with soft <u>e</u>	39
Learn that Silent E can have two jobs in the same word and read more words with Silent E	40
Read a short story and imagine an alternate ending	41
Read words with soft <u>g</u>	42
Read a poem, learn about rhyme and stanzas, and relate the poem to life	43
Learn the third job of Silent E and read more words with Silent E	44
Read a short story and make inferences from words and illustrations	45
Learn the fourth job of Silent E and read words with / <u>ü</u> /, the fourth sound of <u>o</u>	46
Learn about words with multiple meanings, read a short story, and make predictions	47
Learn phonogram <u>ed</u> and the concept of past tense	48
Read a rhyming story and practice skimming for information	49
Learn the third sound of <u>a</u> and read words with the sound of / <u>ah</u> /	50
Read a short story, learn about synonyms, and discuss the concept of realism vs. fantasy	51
Learn phonograms <u>oy</u> and <u>oi</u> and read words with the sound of / <u>oy</u> /	52
Read a short story and practice sequencing	53
Learn phonograms <u>aw</u> and <u>au</u> and read words with the sound of / <u>aw</u> /	54
Read a short story, learn about antonyms, and practice reading between the lines	55
Learn phonograms <u>ow</u> and <u>ou</u> and read words with the sound of / <u>ow</u> /	56
Read a short story and learn more about homophones	57

APPENDIX B

Phonograms Taught in Levels 1-4

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/ as in *bat*. The letter combination sh represents the sound /sh/ as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
Phonograms Taught in Level 1				
1	m	/m/	moon	Level 1
2	s	/s/-/z/	sun has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple acorn father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow city	
12	y	/y/-/ī/-/ī/-/ē/	yarn gym my happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ī/-/ī/-/ē/	itchy ivy radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/ō/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/ō/	udder unit put	
24	e	/ē/-/ē/	echo even	
25	qu	/kw/	queen	
26	x	/ks/	ax	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
27	th	/th/-/tθ/	three then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/-/k/-/ʃ/	child school chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
Phonograms Taught in Level 2				
33	wh	/hw/	while	19
34	ee	/ē/, double <u>e</u>	feed	25
35	er	/er/ as in <i>her</i>	her	31
36	ar	/ar/	car	33
37	or	/or/-/er/ as in <i>work</i>	corn work	35
38	ed	/ĕd/-/d/-/t/	wanted snowed dropped	48
39	oy	/oy/ that we may use at the end of English words	toy	52
40	oi	/oy/ that we may not use at the end of English words	oil	52
41	aw	/aw/ that we may use at the end of English words	saw	54
42	au	/aw/ that we may not use at the end of English words	haul	54
43	ow	/ow/-/ō/	cow low	56
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	56
Phonograms Taught in Level 3				
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	Level 3
46	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	Level 3
48	ir	/er/ as in <i>first</i>	first	
49	ur	/er/ as in <i>nurse</i>	nurse	
50	oo	/ōō/-/ōō/-/ō/	food book floor	
51	ea	/ē/-/ē/-/ā/	leaf bread great	
52	igh	/ī/, three-letter /ī/	light	
53	tch	/ch/, three-letter /ch/	watch	
54	dge	/j/, three-letter /j/	badge	
55	ew	/ōō/-/ū/	grew few	
56	wr	/r/, two-letter /r/ used only at the beginning of a word	write	
57	kn	/n/, two-letter /n/ used only at the beginning of a word	know	
58	eigh	/ā/, four-letter /ā/	eight	
59	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	
60	ti	/sh/, tall-letter /sh/	nation	
Phonograms Taught in Level 4				
61	ey	/ē/-/ā/	key they	Level 4
62	ear	/er/ as in <i>early</i>	early	
63	ui	/ōō/	fruit	
64	ie	/ē/-/ī/	field pie	
65	ph	/f/, two-letter /f/	phone	
66	gu	/g/, two-letter /g/	guide	
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	
68	augh	/aw/, four-letter /aw/	daughter	
69	ei	/ā/-/ē/	vein ceiling	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
70	ough	/ō/-/ōō/-/ūff/- /öff/-/aw/-/ow/	though through rough cough thought bough	Level 4
71	si	/sh/-/zh/	mission vision	
72	mb	/m/, two-letter /m/	lamb	
73	our	/er/ as in <i>journey</i>	journey	
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

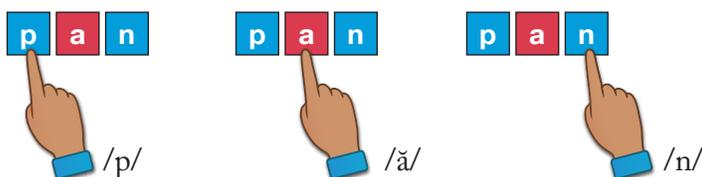
APPENDIX C

Blending Procedure

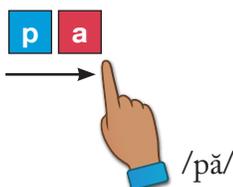
Blending one-syllable words

1. Build the word with letter tiles. 

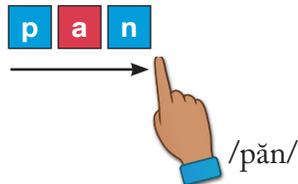
2. Touch under one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all the letters without this additional step.

5. Finally, say the word at a normal pace as we do when we speak.



“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.



Blending multisyllable words

1. Build the word with letter tiles.

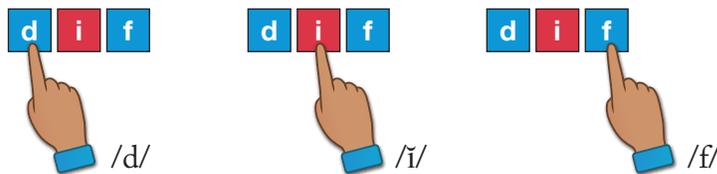
2. Divide the word into syllables using the appropriate syllable division rules.



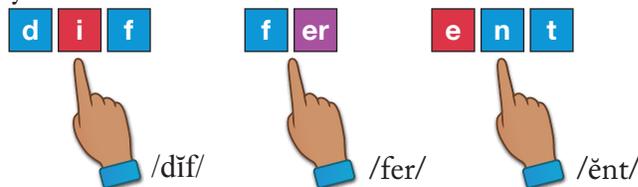
3. Label the syllable types.



4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



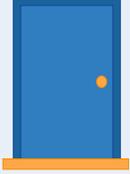
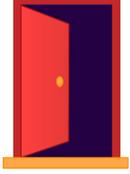
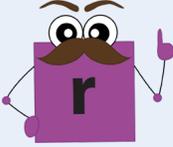
5. Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.



6. Finally, say the word at a normal pace as we do when we speak.

APPENDIX D

The Six Syllable Types

	<h3 style="text-align: center;">Closed</h3> <p>A Closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word <i>bat</i>. On the syllable tag, the closed door represents a closed syllable because the consonant “closes in” the vowel.</p>
	<h3 style="text-align: center;">Open</h3> <p>An Open syllable ends in a vowel. The vowel has a long vowel sound, as in the first syllable of <i>apron</i>. On the syllable tag, the open door represents an open syllable. In an open syllable, there is nothing after the vowel. The vowel is “open.”</p>
	<h3 style="text-align: center;">Name Game</h3> <p>A Name Game, or VCE, syllable is typically found at the end of a word. The final <u>e</u> is silent and makes the previous vowel long, as in the word <i>name</i>. On the syllable tag, the vowel and Silent E are at a party. Silent E asks the vowel what its name is, and the vowel says its name.</p>
	<h3 style="text-align: center;">Vowel Team</h3> <p>A Vowel Team syllable has two vowels next to each other that together say a new sound, as in the word <i>south</i>. On the syllable tag, the team of horses represents a Vowel Team syllable. Just as a team of horses works together, vowel teams work together to make one sound.</p>
	<h3 style="text-align: center;">Bossy R</h3> <p>A Bossy R syllable contains a vowel followed by the letter <u>r</u>. The <u>r</u> controls the vowel and changes the way it is pronounced, as in the words <i>her</i>, <i>car</i>, and <i>firm</i>. On the syllable tag, the Bossy R syllable is represented by a bossy-looking <u>r</u> letter tile.</p>
	<h3 style="text-align: center;">Pickle</h3> <p>A Pickle syllable contains three letters: consonant + <u>l</u> + <u>e</u>. Examples include the second syllable in the words <i>handle</i>, <i>puzzle</i>, and <i>middle</i>. The second syllable in the word <i>pickle</i> is a memorable example of this syllable type.</p>

APPENDIX E

Syllable Division Rules

The first three syllable division rules are taught in Level 2. Remember to keep multiletter phonograms together when dividing words.

Division Rule	Other Words	First Taught In
<p style="text-align: center;">Compound Words Rule</p> <p>Divide compound words into smaller words.</p> <p style="text-align: center;"> d u s t m o p </p>	anthill, suntan, dishcloth, cobweb	Level 2, Lesson 6
<p style="text-align: center;">Two Consonant Tiles Rule</p> <p>Point to the vowels. If there are two consonant tiles between them, we usually divide between the consonants.</p> <p style="text-align: center;"> n a p k i n </p>	insect, contest, invent, muffin, upset	Level 2, Lesson 6
<p style="text-align: center;">One Consonant Tile Rule</p> <p>Part 1: Point to the vowels. If there is one consonant tile between them, we usually divide before the consonant.</p> <p style="text-align: center;"> b r o k e n </p> <p>Part 2: If that doesn't make a real word, move the consonant tile to the first syllable.</p> <p style="text-align: center;"> r o b i n </p> <p style="text-align: center;"> p o ck e t </p>	<p>Part 1: belong, hotel, hero, protect, basic</p> <p>Part 2: cabin, habit, seven, blanket, rocket</p>	<p>Part 1: Level 2, Lesson 10</p> <p>Part 2: Level 2, Lesson 12</p>
<p style="text-align: center;">Two Vowel Tiles Rule</p> <p>When two vowel tiles are together, divide between them.</p> <p style="text-align: center;"> d i e t </p>	poet, meow, duet, create	Level 3, Lesson 2

Division Rule	Other Words	First Taught In
<p style="text-align: center;">Pickle Syllables Rule</p> <p>When a word ends in a Pickle syllable, count back three letters from the end and divide.</p> <p style="text-align: center;"> s t a p l e </p>	<p>pickle, sample, middle, candle, uncle</p>	<p>Level 3, Lesson 8</p>
<p style="text-align: center;">Three Consonant Tiles Rule</p> <p>Part 1: Point to the vowels. If there are three consonant tiles between them, we usually divide after the first consonant.</p> <p style="text-align: center;"> ch i l d r e n </p> <p>Part 2: If that doesn't make a real word, divide after the second consonant.</p> <p style="text-align: center;"> p u m p k i n </p>	<p>Part 1: monster, hundred, pilgrim, explode</p> <p>Part 2: sandwich</p>	<p>Level 3, Lesson 12</p>
<p style="text-align: center;">Suffixes Rule</p> <p>Consonant suffixes form their own syllables, with the exception of suffix <i>s</i>.</p> <p style="text-align: center;"> g r a c e ful </p> <p style="text-align: center;"> b ea k s </p> <p>Vowel suffixes usually form their own syllables, although they often grab the preceding consonant.</p> <p style="text-align: center;"> s w i m m er </p> <p style="text-align: center;"> w a v ing </p>	<p>Consonant suffixes: careful, quickly, sadness, movement</p> <p>Vowel suffixes: colder, jumping, biggest, sandy</p>	<p>Level 3, Lessons 13 and 15</p>
<p style="text-align: center;">Prefixes Rule</p> <p>Divide after a prefix.</p> <p style="text-align: center;"> pre p l a n </p>	<p>mistake, nonsense, overdue, recharge</p>	<p>Level 3, Lesson 35</p>

APPENDIX K

Tips and Activities for Using the Practice Sheets

Fluency is the ability to read smoothly, accurately, and with expression, and the Practice Sheets are an important part of developing your student's fluency. But students don't always find the Practice Sheets as exciting as the other hands-on activities in the lessons.

If working on Practice Sheets becomes a chore for you and your student, try some of the following games and creative activities to make them fun again.

Be sure to photocopy the Practice Sheets before playing games that require the pages to be cut into strips or single words.

Games and Activities



Feed the monster. Cut out the monster on page 407. Cut the Practice Sheets into strips. Have your student feed the strips to the monster as he reads them. For a fun alternative, go to blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game to download our Feed the Puppy printable.



Number the rows of words and sentences on the Practice Sheet from 1 to 6, repeating those numbers as necessary. Have the student roll a die and read the words or sentences in the row of the number he rolled. For example, if he rolls a 2, he must read the words in row 2.



Read with a buddy. Take turns reading lines with your student, or let her read with a favorite stuffed animal or toy.



Use sticker dots. Break up the assignment and reduce your student's frustration by creating a "starting dot" and a "stopping dot."



Play hide and seek with words and sentences. Cut up the Practice Sheets and hide the pieces around the room. When the student finds a piece, he must read it before searching for the next piece.



Use an online word search puzzle maker to create your own word search puzzle using your student's fluency words. Have the student read the words as she finds them.



Choose a letter and have your student search for and read only words that begin with that particular letter.



Play Swat the Words. Cut out the splat graphic on page 409. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it out loud. Then switch—you swat while your student reads.



Break up the Practice Sheet by covering it with a piece of paper. Slide the paper down to uncover one line or section at a time.



Make progress more concrete. Allow your student to track progress using colored highlighters or fun stickers.



Play Fluency Hopscotch. Write fluency words in each square of a hopscotch grid. Gather a different marker for each student, such as a beanbag, stone, or bottle cap. Follow the standard rules, but when the student stops to pick up his marker, he reads the word(s).



Play Fluency Snowball Fight. Cut up the Practice Sheets into strips and tape them to the wall. Have your student read the fluency words. After each strip is read correctly, have him stand back and throw a snowball at it! Use Ping-Pong balls, Nerf balls, styrofoam balls, or even crumpled paper for snowballs.

Art and Creative Play



Make a word road. Cut the rows of words into long strips. Place the strips on a long table or on the floor to make a road. Have your student drive a matchbox car over the words as he reads them.



Illustrate the words. Select a few words and have your student draw a picture for each one. She may then make a collage of the words and pictures.



Silly sentences. Have your student read a word and then make up a silly sentence using the word.



Have fun with emotions! Cut out the emoticons on page 411. Put the faces in a hat. Cut out the words and sentences from the Practice Sheet and put those in another hat. Have your student pick a word/sentence from one hat, pick a face from the other hat, and then ham it up by reading the word with the selected emotion.

Snacks and Rewards



Eat your words! Motivate your student to read each row of the Practice Sheet by putting a chocolate chip, marshmallow, M&M, popcorn, granola, fruit, or other favorite treat at the end of a section or row. At the end of the practice session, snuggle up with a story and munch on the rest of the snack.



Set up a points system in the corner of your white board or on a separate chart and give your student a small prize when she reaches 100 points. For example, you might give your student one point for every correct word she can read in five minutes. You might combine the points system with Phonogram Card and Word Card review as well so your student has more chances to rack up points. There are many point variations, so use what works best for you.

Positive Words

Fluent reading is hard work for your student! Catch him working hard and give him a few words of encouragement. Try positive words like these:

“Very good! You are a quick learner!”

“Hey, you got that the first time!”

“You are doing great!”

“That was a tough one, and you got it!”

“You remembered that from yesterday—great!”

“I can tell that you tried hard to figure that out.”

Many of the tips and activities in Appendices K, L, and M can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.





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