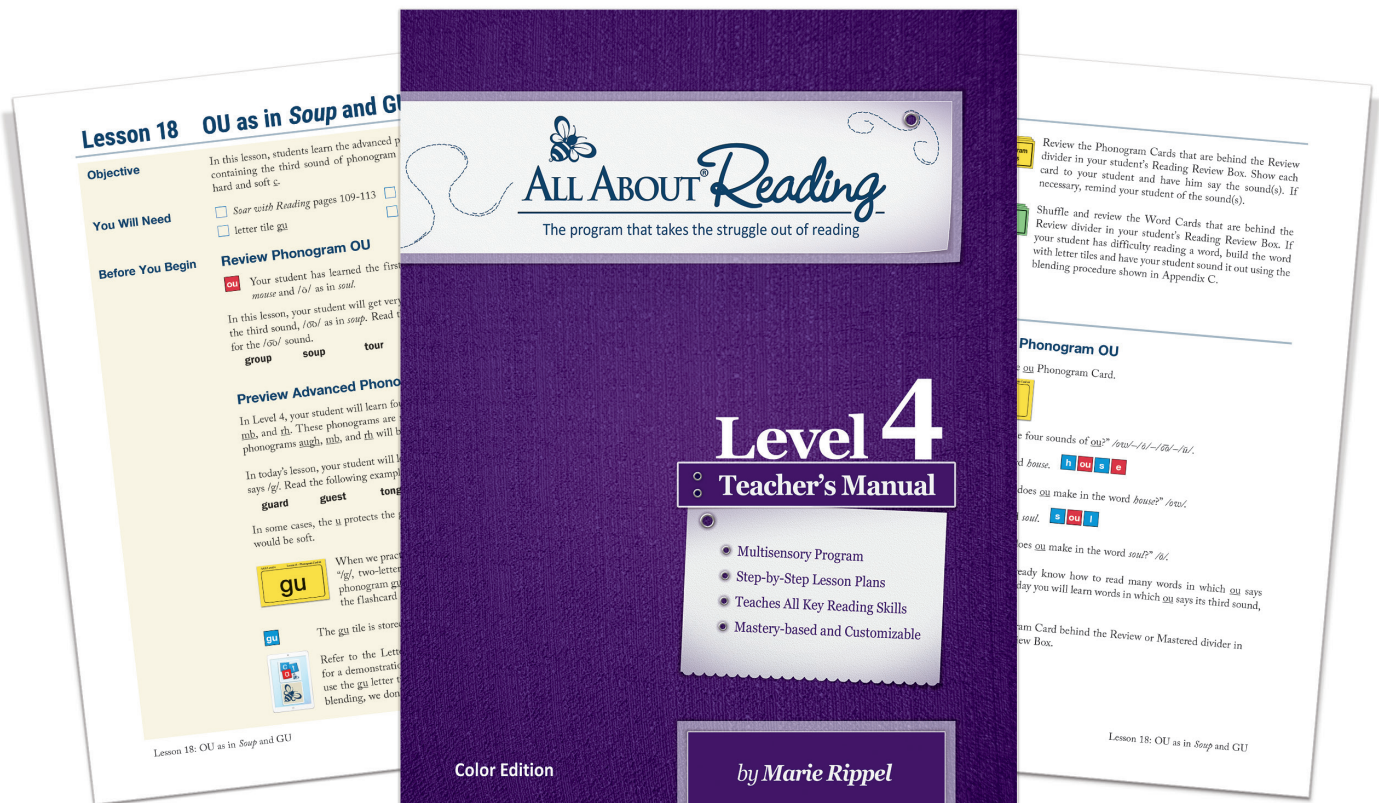


Level 4 Teacher's Manual Sample

In this sample you will find:

Table of Contents	Teacher's Manual pages 2-4
Preparing for Level 4.....	Teacher's Manual pages 9-32
Lesson 18: OU as in Soup and GU	Teacher's Manual pages 153-160
Lesson 19: Read "The Spy Guy and the Case of the Stolen Soup"	Teacher's Manual pages 161-168
Lesson 56: More Greek Words	Teacher's Manual pages 381-384
Lesson 57: Read "Charlie's Sick Day"	Teacher's Manual pages 385-388
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1

Preparing for Level 4

Let Us Show You!

If you prefer, you can skip the reading in Part 1 (pages 9-32) 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-4 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.



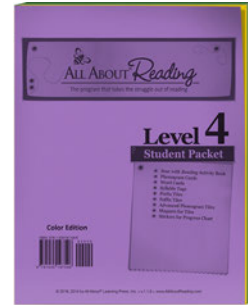
What Do You Need?

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

1. Student Packet

The Student Packet contains:

- *Soar with Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
- Prefix and suffix tiles
- Advanced phonogram tiles
- Magnets for letter tiles
- 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

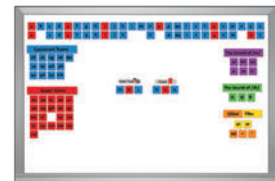
- *Heirloom Antics*
- *The Voyage*



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
- One small baggie (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 the following concepts before beginning *All About Reading* Level 4.

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

- Your student should be able to read words with the fourth sound of *y*. To test, have your student read the following words.

army	shiny	jelly	baby	every
bunny	party	hobby	puppy	fifty

- Your student should be able to read words with the Pickle syllable type. To test, have your student read the following words.

apple	idle	pickle	needle	bottle
maple	candle	title	middle	puzzle

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

darkness	silently	gladly	spotless	forgetful
sadly	playful	quickly	thankful	helpful

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

biggest	sharing	colder	waving	jumping
ruler	sandy	baking	longer	nicest

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

presoak	misplace	repay	unhappy	semicircle
overflow	nonstop	mistake	nonsense	redo

- Your student should understand syllable division rules for reading multisyllable words. To test, have your student divide and read the following words.

lobster	watchdog	ankle	hippo	giant
whatever	paddle	address	yahoo	whisper

- Your student should have mastered the sounds of the phonograms on Phonogram Cards 1-60. These cards can be found in your Level 4 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 (c 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 ea, your student should say “/ē/-/ě/-/ā/” without hesitation.

- Your student should be able to read sentences containing previously covered concepts. To test, have your student read the following sentences.

The Willow Brook bridge is forty years old.

Henry tickled the fluffy puppy with a feather.

“I know!” cried Holly. “Let’s eat a dozen purple peaches!”

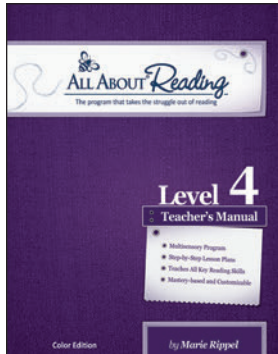
The raging wind blew all night.

How did your student do?

- If your student could easily complete each of these activities, begin with Level 4.
- 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 2 or 3 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 49.

“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 55.

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.

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 *Soar with Reading* activity book contains:



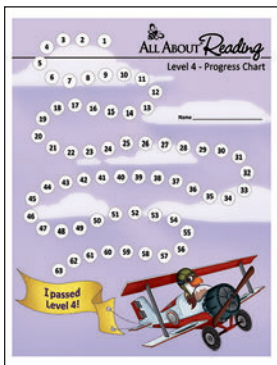
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Achievement

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 independent reading.

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 circle on the chart.

Read-Aloud Record

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



Date	Book Title	Author

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 4.

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 “Build a House” on page 19 of the activity book. When you get to Lesson 2, the lesson plans will prompt you to cut out the syllable cards at the bottom of each page and place them in three piles next to the appropriate game board. Your student will pick a card, read the syllable aloud, and then “build a house” by placing the card on the game board in the appropriate space to complete a word. For example, the *es* card would be placed in the empty space next to *tab-lish* to form the word *establish*.

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 31 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 27 of the activity book.



The Practice Sheets give your student practice reading words that reflect newly learned concepts.

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.

For more tips on using the Practice Sheets, including how to make fluency practice more fun, see Appendix L.

Preview the Readers

All About Reading Level 4 includes two readers that are 100% decodable.



Heirloom Antics
First used in
Lesson 3



The Voyage
First used in
Lesson 35

Your student will read one story in approximately every other lesson.

The first time a student reads a story is called a “cold reading.” The student may read choppy, 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 O: 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.

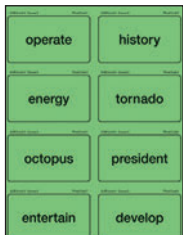


- 1. Place the divider cards in your box.** The divider cards are numbered 1-6 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.

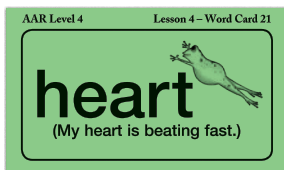
If you used *All About Reading Levels 1-3*, your instructions for this first section are a bit different since you already have cards in the Reading Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place them in a labeled baggie and store separately.



- 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 21. 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-eight Leap Words in Level 4, and the first one is taught in Lesson 4. Several techniques will be used to help your student remember these Leap Words:

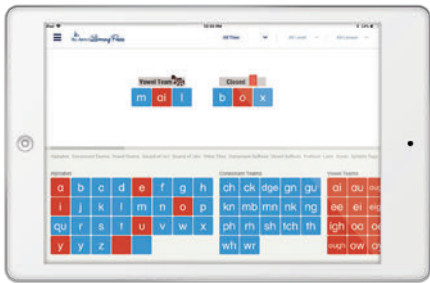
- The frog graphic acts as a visual reminder to your student that the word is being treated as a sight word.
- Leap Word Cards are kept behind the Review divider in your student's Reading Review Box until your student has achieved instant recognition of the word.
- Leap Words frequently appear on the 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 4, see Appendix Q.

Set Up the Letter Tiles

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

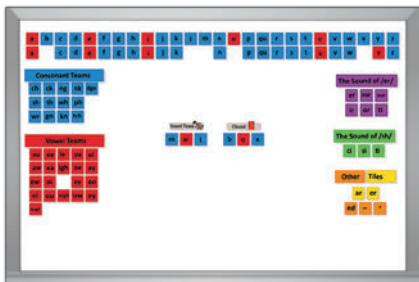
You have the option to use either the Letter Tiles app or the physical letter tiles. Here are some considerations to help you decide between the two formats.



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 ebooks 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?

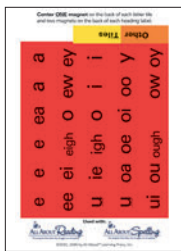
You really can’t go wrong with either the app or the physical letter tiles since they both make reading concepts more concrete for your student. Choose one (or both) methods for working with letter tiles.

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.

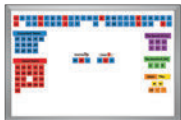
If You Choose the Physical Letter Tiles



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, third e, third s, hyphen, apostrophe
- letter tiles ai, ar, aw, au, ay, ch, ck, dge, ea, ed, ee, eigh, er, ew, igh, ir, kn, ng, nk, oa, oe, oi, oo, purple or, yellow or, ou, ow, oy, sh, tch, th, ti, ur, wh, wr
- suffix and prefix tiles
- labels: Consonant Teams, Vowel Teams, Sound of /er/, Sound of /sh/, Other Tiles, Consonant Suffixes, Vowel Suffixes, Prefixes

(If you used Level 3, you already have these letter tiles on your magnetic white board.)



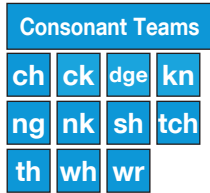
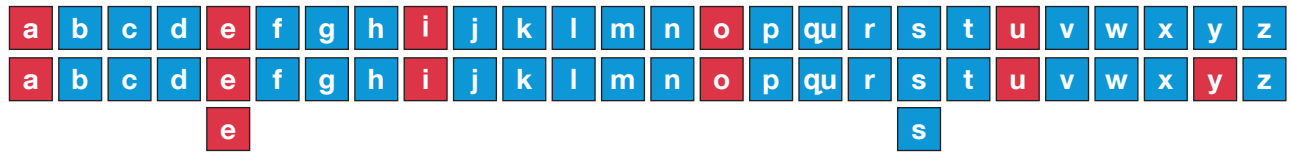
Next, label a small plastic baggie *Level 4* and place the following tiles and labels in it:

- ey, ear, ui, ie, ph, gn, ei, ough, si, our, ci
- advanced phonograms ough, gu, mb, rh
- suffix tiles able, ance, ence, ible, ish, sion

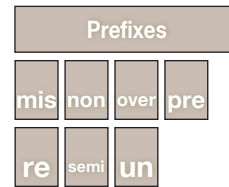
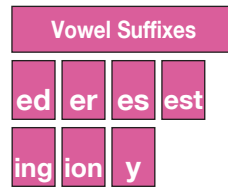
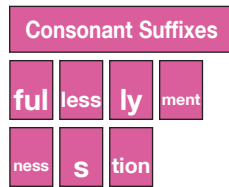
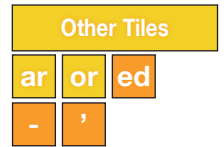
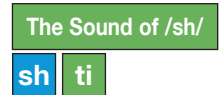
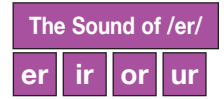
Store the baggie in your *All About Reading* tote bag or another safe place.

Set Up Your Magnetic White Board

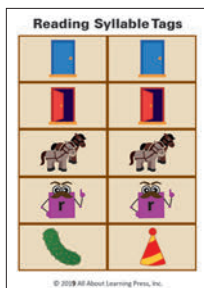
You'll be using the letter tiles in every lesson. Set up the letter tiles on your magnetic white board as shown below.



Space for Word Building



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.
- ful** Pink tiles are for suffixes.
- pre** Gray tiles are for prefixes.

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 4 baggie?

- Starting in Lesson 6, 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 ey and ear, the first two phonograms you will be teaching in Level 4.

How Much Time Should I Spend on 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. Short daily lessons are much more effective than longer, less frequent lessons.

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.



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.



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, it is so important that we've added 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 are providing your student with the very best opportunity for long-term reading success.

Lesson 18 OU as in *Soup* and GU

Objective

In this lesson, students learn the advanced phonogram gu, decode words containing the third sound of phonogram ou, and practice words with hard and soft c.

You Will Need

- Soar with Reading* pages 109-113
- Phonogram Cards 44 and 66
- letter tile gu
- Word Cards 92-101

Before You Begin

Review Phonogram OU

ou Your student has learned the first two sounds of ou: /ow/ as in *mouse* and /ō/ as in *soul*.

In this lesson, your student will get very familiar with words containing the third sound, /ōō/ as in *soup*. Read the following examples and listen for the /ōō/ sound.

group soup tour toucan

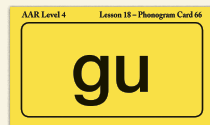
Preview Advanced Phonogram GU

In Level 4, your student will learn four advanced phonograms: gu, ugh, mb, and rh. These phonograms are not used in many words. Advanced phonograms ugh, mb, and rh will be taught in later lessons.

In today's lesson, your student will learn advanced phonogram gu, which says /g/. Read the following examples and listen for the /g/ sound.

guard guest tongue disguise guide

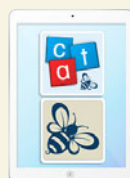
In some cases, the u protects the g from e, i, or y. Without the u, the g would be soft.



When we practice the Phonogram Card for gu, we say “/g/, two-letter /g/.” By learning the full wording for phonogram gu now, your student won't have to relearn the flashcard for spelling purposes later.



The gu tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the gu phonogram sound. When we use the gu letter tile, we only say the sound /g/. To facilitate blending, we don't say the second part, “two-letter /g/.”

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).

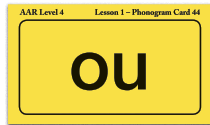


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Review Phonogram OU

Hold up the ou Phonogram Card.



“What are the four sounds of ou?” /oʊ/–/ō/–/ōō/–/ū/.

Build the word *house*.

h	ou	s	e
---	----	---	---

“What sound does ou make in the word *house*?” /oʊ/.

Build the word *soul*.

s	ou	l
---	----	---

“What sound does ou make in the word *soul*?” /ō/.


“Good. You already know how to read many words in which ou says /oʊ/ and /ō/. Today you will learn words in which ou says its third sound, /ōō/.”

File the Phonogram Card behind the Review or Mastered divider in the Reading Review Box.

New Teaching

(continued)

Blend Sounds with the OU Letter Tile

Build the word *soup*. 

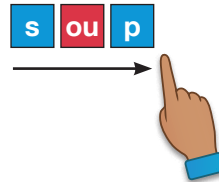
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the s and say /s/. 

Touch under the ou and say /ōō/. 

Touch under the p and say /p/. 

Now go back to the beginning of the word. Slide your finger under the letters s-ou-p and say *soup* slowly.



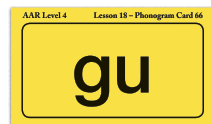
Finally, read the word *soup* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the words *group*, *tour*, and *toucan*.



Teach New Phonogram GU

Hold up the gu Phonogram Card.




“G-u says /g/, two-letter /g/. Repeat after me: /g/, two-letter /g/.”
Student repeats the sound.

New Teaching

(continued)

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sound accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the gu tile into the workspace. 

“When you see this tile, say its sound, /g/. You don’t have to say *two-letter /g/* when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.

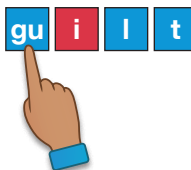


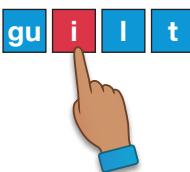
For extra practice with the new phonogram, try the activity “Stamp It.” For instructions, look for this icon in Appendix M.

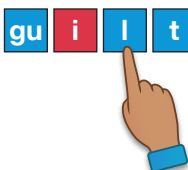
Blend Sounds with the GU Letter Tile

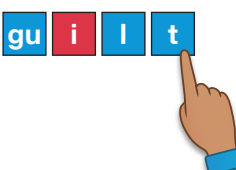
Build the word *guilt*. 

“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the gu and say /g/. 

Touch under the i and say /i/. 

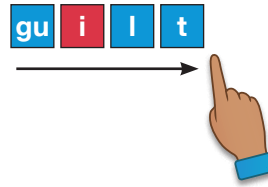
Touch under the l and say /l/. 

Touch under the t and say /t/. 

New Teaching

(continued)

Now go back to the beginning of the word. Slide your finger under the letters gilt and say *guilt* slowly.



Finally, read the word *guilt* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *guard*.



Teach Words Containing CC

Build the word *accept*.



“Divide the word *accept* into syllables.” *Student divides the word between the two c’s.*



Point to the first c. “What sound does the first c make?” /k/.

Point to the second c. “What sound does the second c make?” /s/.

“Good. Why does each c make a different sound?” *The first c is followed by a consonant, so it says /k/. The second c is followed by an e, so it says /s/.*

Build the word *accomplish*.



“Divide the word *accomplish* into syllables.” *Student divides the word.*



Point to the first c. “What sound does the first c make?” /k/.

Point to the second c. “What sound does the second c make?” /k/.

“Good. Why does each c make the /k/ sound?” *The first c is followed by a consonant, so it says /k/. The second c is followed by an o, so it says /k/.*

“Right. The c-c can say /ks/ or /k/ depending on what letter comes after the second c.”

New Teaching

(continued)

Complete Activity Sheet

“Now it’s time to make some soup.”



Let’s Make Soup!

Remove pages 109–112 from the *Soar with Reading* activity book.

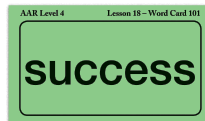
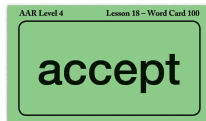
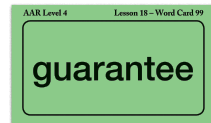
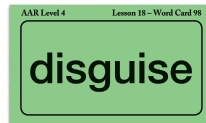
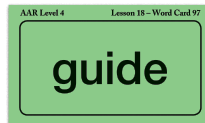
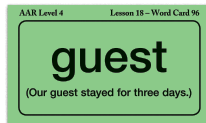
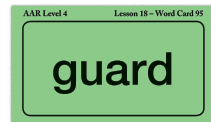
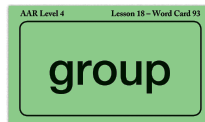
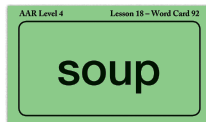
Cut a hole in the soup pot along the dotted line on page 110. Cut out the word cards on page 111 and place them in a stack with the words facing up.

Have your student select one of the word cards and read it aloud. If the word is read correctly, the student may flip the card over to reveal a soup ingredient and then add the ingredient to the soup pot. If the word is not read correctly, return it to the bottom of the pile so your student can try again later.

Continue until all the cards have been read and all the ingredients are in the soup pot.

Practice Reading Words

Have your student practice reading the words on Word Cards 92–101.



You may wish to point out that in the word *guarantee*, the ar says /air/.



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

New Teaching (continued)

Practice Fluency

New Words		Level 18 - Practice Sheet	
soup	loucan	tour	group
youth	coupon		
guard	Guernsey	guilt	guide
guilt	guess	guinea	guitar
guy	disguise	guarantee	guidebook
accelerate	accent	accept	success
succeed	accident		
occupy	occupation	occur	accomplish
account	accuse		

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Turn to page 113 in the activity book.

Have your student read from the Practice Sheet.



To engage your student in the fluency exercises, play the game “Swat the Words.” For instructions, look for this icon in Appendix L.

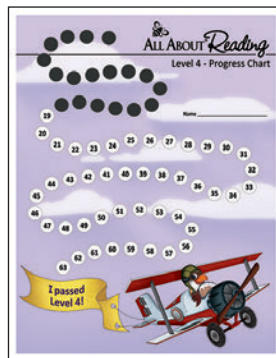
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 18 on the Progress Chart.

Lesson 19 Read “The Spy Guy and the Case of the Stolen Soup”

Objective

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

You Will Need

Soar with Reading pages 115-122

Heirloom Antics book

Before You Begin

Preview Collective Nouns

A collective noun is a noun that denotes a group of individuals, like a *school of fish*. In today’s lesson, your student will learn about collective nouns by matching up animals with their collective name.

Collective nouns can be fun to collect! If your student is intrigued by the concept of collective nouns, suggest that he start a list of collective nouns that he runs across, or help him research more collective nouns. Here are some interesting ones to start with.

<u>pride</u> of lions	<u>prickle</u> of porcupines	<u>gaggle</u> of geese
<u>glint</u> of goldfish	<u>wisdom</u> of wombats	<u>battery</u> of barracudas
<u>quiver</u> of cobras	<u>paddling</u> of ducks	<u>pounce</u> of cats
<u>swarm</u> of bees	<u>scurry</u> of squirrels	<u>shiver</u> of sharks
<u>sloth</u> of bears	<u>cackle</u> of hyenas	<u>romp</u> of otters
<u>parliament</u> of owls	<u>gang</u> of turkeys	<u>parade</u> of elephants

Collective nouns are commonly used for categories of people as well.

<u>jury</u> of citizens	<u>army</u> of soldiers
<u>audience</u> of listeners	<u>crew</u> of sailors
<u>band</u> of thieves	<u>panel</u> of experts
<u>choir</u> of singers	<u>team</u> of baseball players
<u>board</u> of directors	<u>house</u> of senators

Collective nouns can also be used for things.

<u>bouquet</u> of flowers	<u>galaxy</u> of stars
<u>group</u> of islands	<u>range</u> of mountains
<u>bunch</u> of bananas	<u>chest</u> of drawers
<u>forest</u> of trees	<u>pack</u> of lies
<u>strand</u> of pearls	<u>bushel</u> of apples
<u>flight</u> of stairs	<u>deck</u> of cards

Before You Begin Preview the Use of Italics

(continued)

Italics are used to highlight particular words and phrases within a text. Most commonly, italics are used

- to distinguish the titles of books and newspapers: *The New York Times*;
- to show someone's thoughts: *I wish I could run faster*, thought Gary;
- for emphasis: I said I *might* bake cookies, not that I *would*!

Your student has already encountered italicized words and phrases, but today's lesson will provide additional information that will aid fluency and comprehension.

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).

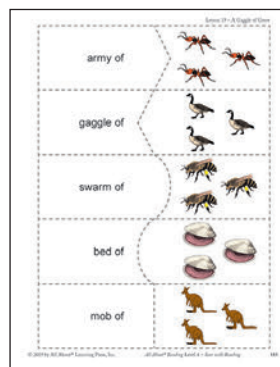


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Learn about Collective Nouns

"When we talk about groups of people or animals, we often give the groups names like *herd of cattle* or *flock of sheep*. Words like *herd*, *flock*, and *group* are called *collective nouns*. In this activity, you'll learn some fun collective nouns for animals."



A Gaggle of Geese

Remove pages 115-118 from the *Soar with Reading* activity book.

Cut apart the puzzle strips on the dotted lines. Place the animal puzzle pieces in a pile with the illustrations facing up. Mix up the collective noun puzzle pieces and spread them out on the table.

New Teaching

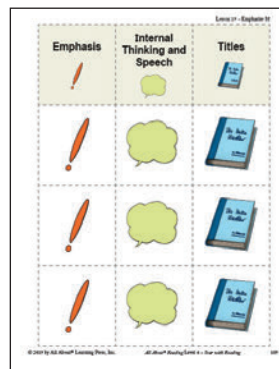
(continued)

Have your student discover the collective noun for each animal group by matching each animal puzzle piece to its corresponding collective noun piece. When the student finds a match, he should read the phrase on the collective noun piece.

Continue until all the animals have been matched with their collective nouns.

Learn about Italics

“When reading, we often come across words or phrases in *italics*. When something is written in italics, the print is slanted. Let’s check out some examples of italics.”



Emphasize It!

Remove pages 119-120 from the activity book.

Cut out the cards. Place the three italics heading cards in a row on the table. Mix the sentence cards and place them in a pile with the words facing up.

Have your student select a card, read the sentence aloud, and decide how the italics are being used.

He should then place the sentence card under the appropriate heading card.

If your student needs a hint, the illustration on the back of the sentence card matches the illustration on the corresponding heading card.

Continue until all the sentence cards have been read and placed under the correct heading.

Read the Warm-Up Sheet for “The Spy Guy and the Case of the Stolen Soup”

Lesson 19: Read “The Spy Guy and the Case of the Stolen Soup”

Words Taught in Previous Lesson

guy	soup	accent	guard
toucan	guitar	accept	guest
guidebook	guilty	accuse	disguise
guinea	success	Guatemala	accident

New Decodable Words

everybody	instantly	unlikely	unaware
flattered	accomplishment	southern	tourist
commotion	conversation	inquires	renders
magnitude	savor	stolen	superb
recipe	pleasant		

Phrases

group of tourists
wear a disguise
a soup snatcher
a pleasant Southern accent

I should be flattered.
I'm going to stand guard
music to my ears
delightful lemon cake



toucan

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Turn to pages 121-122 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Spy Guy and the Case of the Missing Soup.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

Word	Decoding Tips
everybody	Look for the two smaller words in this compound word.
instantly unlikely unaware flattered accomplishment southern tourist	Build and decode the base words first and then add the prefixes and suffixes. Note that <i>ern</i> is a suffix meaning “a place” and <i>ist</i> is a suffix meaning “a person who does a specific action or activity.” In the word <i>southern</i> , the <u>ou</u> says a sound that hasn’t been taught yet. Although the word consists of <i>south</i> + <i>ern</i> , the <u>ou</u> sound changes when the suffix is added.
commotion	Follow the Two Consonant Tiles and Suffixes division rules. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Closed Syllable</div> </div> <p style="text-align: center; margin-top: 5px;">com mo tion</p>
conversation	<i>Conversation</i> comes from the word <i>converse</i> , meaning <i>to talk</i> . converse + a + tion Alternatively, follow the Two Consonant Tiles division rule twice, and then the One Consonant Tile, Part 1 division rule. con ver sa tion

New Teaching

(continued)

Word	Decoding Tips
<p>inquires renders</p>	<p>Follow the Two Consonant Tiles syllable division rule.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Name Game Syllable</div> </div> <p style="text-align: center;">in quires</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Bossy R Syllable</div> </div> <p style="text-align: center;">ren ders</p>
<p>magnitude</p>	<p>Follow the Two Consonant Tiles and One Consonant Tile, Part 1 syllable division rules.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Name Game Syllable</div> </div> <p style="text-align: center;">mag ni tude</p> <p>Although the <u>i</u> is in an open syllable, it says its short sound.</p>
<p>savor stolen superb</p>	<p>Follow the One Consonant Tile, Part 1 syllable division rule.</p>
<p>recipe</p>	<p>Follow the One Consonant Tile, Part 2 and Part 1 syllable division rules.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> </div> <p style="text-align: center;">rec i pe</p> <p>Point out that:</p> <ul style="list-style-type: none"> • the <u>c</u> says /s/ • the <u>i</u> says its short sound • the final <u>e</u> is not silent; it says its name, /ē/.
<p>pleasant</p>	<p>Follow the One Consonant Tile, Part 2 syllable division rule. Guide your student in using the second sound of <u>ea</u>.</p>

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the toucan on the Warm-Up Sheet. “A *toucan* is a bird with a large, brightly colored bill. Toucans mostly live in tropical regions.”

New Teaching

(continued)

“A *potluck* is a meal to which everyone brings a dish to share with the other diners. Have you ever been to a potluck dinner? If you were invited to a potluck, what dish would you make to pass around?”

“Have you ever lost something? What did you do to try to find it?”

“Have you ever read a detective story or watched a show about detectives? What are some of the things they do to try to solve a mystery?”

“The main character in today’s story is a detective who tries to solve a mystery. Let’s see what happens.”

Read “The Spy Guy and the Case of the Stolen Soup”

“Turn to page 117 in your reader and read ‘The Spy Guy and the Case of the Stolen Soup’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 121: “Can you find the two collective nouns on this page?”
Group (of tourists) and gaggle (of geese).

After page 128: “Why is Mr. Guinea confused? What do you think happened?”

After reading: Guide your student in discussing the following questions, skimming the text for clues as needed.

“On page 120, The Spy Guy says that he is the right person to handle the case. Why does he say that? What does this statement tell you about his character?” *He is confident; he is overly sure of himself.*

“What important clue does The Spy Guy miss on pages 123 to 127?”
Everyone is eating or serving soup, including The Spy Guy.

“The Spy Guy suspects various animals of being the soup thief. Whom does he suspect? Why does he suspect them?” *The geese because they are strangers (page 122); the turkey based solely on how he looks (page 123).*

“Reporters use six question words to gather facts: who, what, when, where, why, and how. Detectives also use these questions to solve cases. What answers did The Spy Guy find for these questions? Skim the text for information.”

“Do you think The Spy Guy is a good detective? Why or why not?”

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

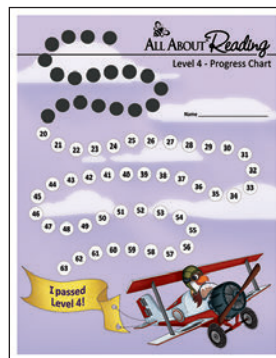
When Your Student Reads Too Fast

Reading too fast may not seem like a problem to worry about, but there are definite drawbacks to it. Your fast reader may skip or add words, ignore punctuation, mumble, or have a hard time remembering details of the story. Here are some strategies to slow your reader down!

- Model the same passage reading fast with no expression, and then again slowly with expression. Can your student hear the difference?
- See if having a physical reminder, like using a piece of paper as a guide, helps your student slow down.
- Invent a code phrase, like “speedy bunny,” to remind your student to slow down.
- If your student ignores punctuation, have her pinch her fingers together when she gets to punctuation at the end of sentences. This is a good physical reminder for her to slow down.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 19 on the Progress Chart.



*I'm a little embarrassed.
As a member of the feathered friend
species myself, I'd like to think we're a
smart bunch of birdies. But you wouldn't know it
from the display in this story! I guess the
guinea fowl and the geese were okay, but the
Spy Guy toucan? I mean, come on!
How can you miss all those clues?*

*The first rule in aviation is to be aware
of everything around you. Humph.
Maybe Spy Guy needs
a new pair of goggles!*

Lesson 56 More Greek Words

Objective

In this lesson, students decode words with Greek influences and work with Greek word parts.

You Will Need

- Soar with Reading* pages 339-343
- Word Cards 307-316

Before You Begin

Preview Words with Greek Word Parts

In this lesson, your student will be introduced to more words containing Greek influences. The words in this lesson feature some of the most common Greek word parts, such as *bio*, *tele*, and *micro*. As you may be aware, many words of Greek origin have to do with technology and science, such as *microscope* and *biology*.

To aid your student's comprehension, you may wish to provide definitions for the Greek word parts. A list of definitions is provided below.

auto:	<i>self</i>	phon:	<i>sound</i>
bio:	<i>life</i>	photo:	<i>light</i>
graph:	<i>write or record</i>	scope:	<i>look</i>
logy:	<i>study of</i>	tele:	<i>far off</i>
meter:	<i>measure</i>	therm:	<i>heat</i>
micro:	<i>small</i>		

Note that additional advanced words containing Greek word parts are taught in *All About Spelling* Level 7.

Letter tiles representing Greek word parts can be found on the Letter Tiles app.

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.

Teach Words with Greek Word Parts



Borrow a Telescope

Remove pages 339-342 from the *Soar with Reading* activity book.

Cut out the Greek word part cards and place them on the table in front of your student.

“These cards are Greek word parts.”

Point to the *graph* card. **graph**

“Some Greek word parts are words all on their own, such as *graph*.”

Point to the *phon* card. “Others need to have a letter added to them to create a word.” Add the e tile to the *phon* card to create the word *phone*.

phon + **e** **phon** **e**

Demonstrate to your student how the various Greek word parts can be mixed and matched to form longer words, using *photograph* and *telephone* as examples.

photo **graph** **tele** **phon** **e**

Build the word *thermometer* with your student and place it on the activity sheet.

therm **o** **meter**

Point to the o. “This is called ‘connector o.’ It is sometimes used to connect two Greek word parts. We need connector o for words like *thermometer*. Without it, this word would be hard to say.”

Guide your student in creating more words using the word parts and have him fill the night sky scene with the new words. If your student needs prompting, dictate the following words for him to build.

microphone	photograph	biography	autograph
telephone	telegraph	telescope	thermometer
photography	biology		

If desired, discuss the meanings of the words with your student by turning over the cards. For example, the word *telescope* is a combination of the Greek word parts *tele* (meaning *far off*) and *scope* (meaning *look*). The word *telescope*, then, essentially means *a far off look*.

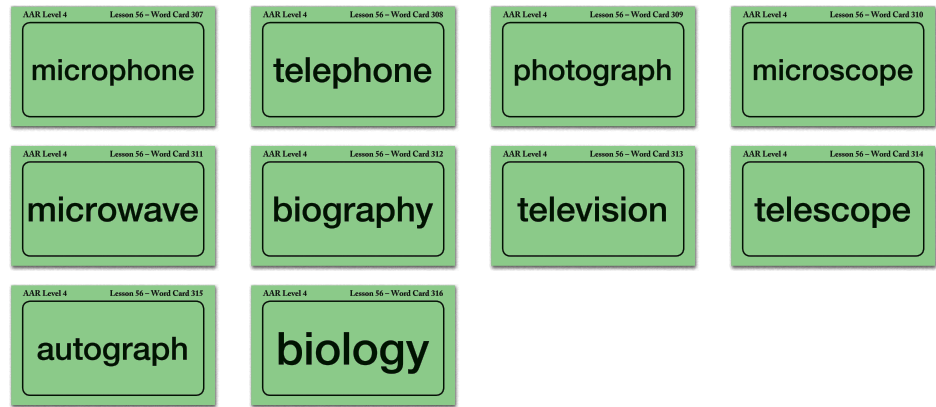
New Teaching

(continued)

You may wish to discuss the varying pronunciations of *bio* with your student. When pronounced by itself, *bio* is pronounced /bī-ō/, but in the word *biology*, it's pronounced /bī-ō/. You may also wish to point out that when *meter* is read by itself, it's pronounced /mē-ter/. But when it appears in a longer word, such as *thermometer*, *meter* is often pronounced /mī-ter/ instead.

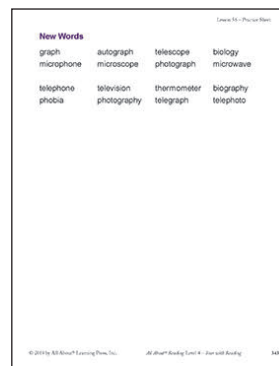
Practice Reading Words

Have your student practice reading the words on Word Cards 307-316.



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

Practice Fluency



Turn to page 343 in the activity book.

Have your student read from the Practice Sheet.



To engage your student in the fluency exercises, try making his progress more concrete. For ideas on how to do that, look for this icon in Appendix L.

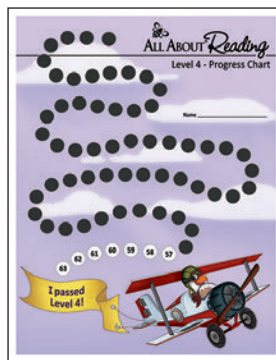
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 56 on the Progress Chart.

Lesson 57 Read “Charlie’s Sick Day”

Objective

In this lesson, students learn common Greek phrases and read a short story.

You Will Need

- Soar with Reading* pages 345-348
- The Voyage* book

Before You Begin

Preview Words from Greek Mythology

Greek mythology offers monsters, heroes, villains, and ancient stories of love, hate, courage, and fear. Myths have inspired art and literature for centuries, and many mythological references can still be found in modern pop culture, such as *Nike* (fashion), *Styx* (rock band), and *The Clash of the Titans* (film).

Today your student will become familiar with seven common allusions to Greek mythology, including *Herculean effort*, *Achilles’ heel*, and *the Midas touch*. Then he will read “Charlie’s Sick Day,” which includes the phrase *Herculean effort* and words of Greek origin that were taught in the previous lesson.

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.



Your student may enjoy reviewing Word Cards with the activity “Tell a Story.” For instructions, look for this icon in Appendix N.

Complete Activity Sheet

“Do you like myths? Today’s story contains a phrase from Greek mythology. Let’s look at some more common sayings from myths.”



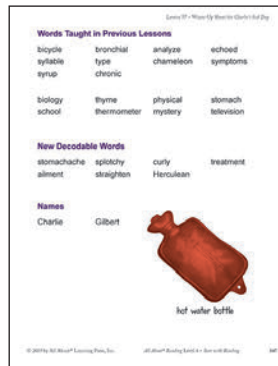
Words from Greek Mythology

Remove pages 345–346 from the *Soar with Reading* activity book.

Cut out the cards on page 345 and place them on the table with the words facing up.

Have your student select the cards one by one and read both sides of the card aloud. Discuss any unfamiliar words or stories with your student. He may then stack the cards and staple them into a booklet.

Read the Warm-Up Sheet for “Charlie’s Sick Day”



Turn to pages 347–348 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Charlie’s Sick Day.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

Word	Decoding Tips
stomachache splotchy curly treatment ailment straighten	Build and decode the base words first and then add the suffixes.
Herculean	Follow the Two Consonant Tiles, One Consonant Tile, Part 1, and Two Vowel Tiles division rules. Her cu le an

New Teaching

(continued)

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the hot water bottle on the Warm-Up Sheet. “A *hot water bottle* is a rubber container that you can fill with very hot water and place on aching muscles. Many people use them when they don’t feel well.”

“Have you ever visited or helped a sick relative, friend, or pet? What kinds of things did you do to help the sick person or animal feel better?”

“In today’s story, a lizard tries to help a friend feel better. Let’s see what happens.”

Read “Charlie’s Sick Day”

“Turn to page 169 in your reader and read ‘Charlie’s Sick Day’ aloud.” Discuss your student’s ideas for the questions below when you come to them.

After page 175: “What do you think is going to happen when Charlie drinks the cough syrup?”

After page 179: “Do you think Charlie is really sick?”

After reading: Guide your student in discussing the following questions, skimming the text for clues as needed.

“Although Gilbert and Charlie are friends, they are not exactly alike. Which character seems more like the leader to you? Why?”

“Why does Charlie think he is sick? What does that say about his character?”

“If Charlie had told Gilbert that he looked sick instead, do you think Gilbert would have reacted the same way as Charlie? Why or why not?”

“Are the characters similar in any way? How?”

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

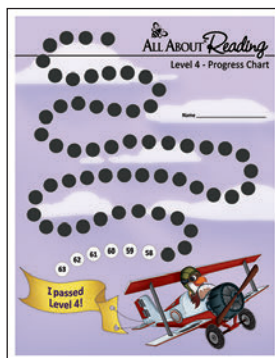
Explain New Vocabulary

If your student asks you what a word means during a read-aloud, by all means stop and define the word for her. But don't feel that you need to explain every unfamiliar word you come across. It would take a long time to get through a book if you did that!

Even if your student doesn't know the specific meaning of a word, more often than not she will pick up on context clues to form meaning. So as you read, choose just a few words to stop and define. You can always explain different new words the next time you read the book together.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 57 on the Progress Chart.

APPENDIX A

Scope and Sequence of Level 4

Your Student Will:	Lesson
Review concepts taught in Level 3	1
Decode multisyllable words and become familiar with the morphology of several common words	2
Read a short story and discuss shades of meaning	3
Decode words containing two suffixes	4
Read a short story and summarize the text	5
Decode words containing the first sound of <u>ey</u> and plurals of words ending in <u>f</u> and <u>fe</u>	6
Read a short story and learn about homonyms	7
Decode words containing phonogram <u>ear</u>	8
Decode words containing phonograms <u>ui</u> and <u>ie</u>	9
Read a rhyming story and learn about limericks and rhyme scheme	10
Decode words containing <u>a</u> in unaccented syllables	11
Decode words containing the sound of /air/ spelled <i>ar</i> , <i>arr</i> , <i>er</i> , and <i>err</i>	12
Read a short story and follow textual clues to make predictions	13
Decode words containing phonogram <u>ph</u> and words with the sound of /s/ spelled <i>sc</i>	14
Read a short story and learn some common idioms	15
Decode words containing the second sound of phonogram <u>ou</u> and review the Two Vowel Tiles syllable division rule	16
Read a short story and learn the names of baby animals	17
Decode words containing advanced phonogram <u>gu</u> , words containing the third sound of phonogram <u>ou</u> , and words with two <u>c</u> 's	18
Read a short story and learn about collective nouns	19
Decode words containing the fourth sound of phonogram <u>ou</u> and words ending in <i>stle</i>	20
Read a short story and learn about trades in medieval times	21
Decode words containing phonogram <u>gn</u> and words with the third sound of <u>a</u>	22
Read a short story and learn British terms	23
Decode words containing phonograms <u>augh</u> and <u>ei</u>	24
Read a short story and practice meaningful expression	25
Decode words containing phonogram <u>or</u> in unaccented syllables and the syllable <i>com</i> pronounced /cūm/	26
Read a short story and learn about acronyms	27
Decode words containing phonogram <u>ar</u> in unaccented syllables and /djōō/ spelled <u>du</u>	28

Your Student Will:	Lesson
Read a short story and review alliteration, personification, and onomatopoeia	29
Decode words containing phonogram <u>ough</u>	30
Read a narrative poem and learn about hyperbole and rhythm	31
Decode words containing suffixes <i>able</i> and <i>ible</i>	32
Read a short story and learn to identify the narrator of a story	33
Decode words containing phonogram <u>ar</u> following the letter <u>w</u> and words containing the first sound of <u>ie</u>	34
Read a short story and follow recipes to prepare simple snacks	35
Decode words containing suffixes <i>ance</i> and <i>ence</i>	36
Read a short story and skim the text to look for facts	37
Decode words containing phonogram <u>si</u> and suffix <i>sion</i>	38
Read a short story and learn more antonyms	39
Decode words containing phonogram <u>mb</u> and other words with silent letters	40
Read a short story and learn about dialects	41
Decode words containing word endings <i>ice, ine, ite, ive</i> and <i>ile</i>	42
Read a short story and practice using a reference book	43
Decode words containing word endings <i>ace, ate, and age</i>	44
Read a short story and compare and contrast stories	45
Decode words containing word endings <i>ic, al, ous, and ist</i>	46
Read a short story and make inferences about it	47
Decode words containing word endings <i>ism, ity, ize, ary, and ery</i>	48
Read a short story, learn the difference between fiction and nonfiction, and discuss character transformation	49
Decode words containing phonogram <u>our</u> and words with the sound of /y/ spelled <u>i</u>	50
Decode words containing phonogram <u>ci</u>	51
Read a short story, analyze point of view, and compare characters	52
Decode words containing word endings <i>ain, ture, and sure</i>	53
Read a short story and learn about types of conflict	54
Decode words with Greek influences, words containing phonogram <u>rh</u> , and words containing the second sound of phonogram <u>ch</u>	55
Decode more words with Greek influences and work with Greek word parts	56
Read a short story and learn common Greek phrases	57
Decode words with French influences and words containing the third sound of phonogram <u>ch</u>	58
Read a short story, learn pirate dialect, and practice dictionary skills	59

Your Student Will:	Lesson
Decode words with Spanish influences	60
Read a short story and analyze texts to determine point of view	61
Decode words with Italian influences	62
Read a short story and practice rhyming	63

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/-/ÿ/-/ī/-/ē/	yarn gym my happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ĭ/-/ī/-/ē/	itchy ivy radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/oo/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/oo/	udder unit put	
24	e	/ĕ/-/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/-/th/	three then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/-/k/-/sh/	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	Level 2
34	ee	/ē/, double e	feed	
35	er	/er/ as in <i>her</i>	her	
36	ar	/ar/	car	
37	or	/or/-/er/ as in <i>work</i>	corn work	
38	ed	/ĕd/-/d/-/t/	wanted snowed dropped	
39	oy	/oy/ that we may use at the end of English words	toy	
40	oi	/oy/ that we may not use at the end of English words	oil	
41	aw	/aw/ that we may use at the end of English words	saw	
42	au	/aw/ that we may not use at the end of English words	haul	
43	ow	/ow/-/ō/	cow low	
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	
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	6
62	ear	/er/ as in <i>early</i>	early	8
63	ui	/ōō/	fruit	9
64	ie	/ē/-/ī/	field pie	9
65	ph	/f/, two-letter /f/	phone	14
66	gu	/g/, two-letter /g/	guide	18
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	22
68	augh	/aw/, four-letter /aw/	daughter	24
69	ei	/ā/-/ē/	vein ceiling	24

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
70	ough	/ō/-/oo/-/uff/- /öff/-/aw/-/ow/	though through rough cough thought bough	30
71	si	/sh/-/zh/	mission vision	38
72	mb	/m/, two-letter /m/	lamb	40
73	our	/er/ as in <i>journey</i>	journey	50
74	ci	/sh/, short-letter /sh/	special	51
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	55

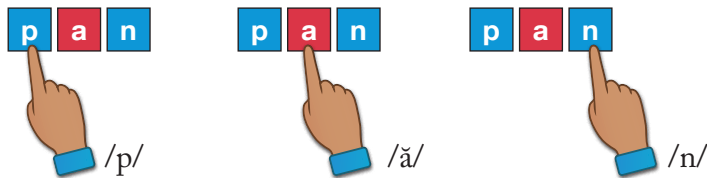
APPENDIX C

Blending Procedure

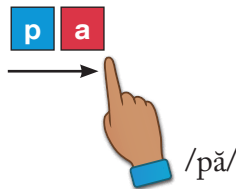
Blending one-syllable words

1. Build the word with letter tiles. 

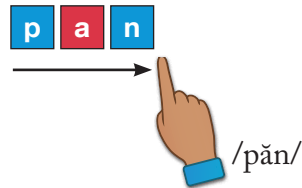
2. Touch under one letter at a time and say the sound of each letter.



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.



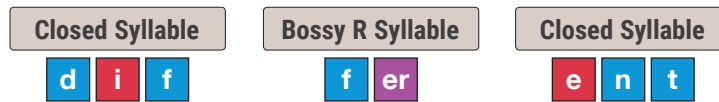
Blending multisyllable words

1. Build the word with letter tiles. 

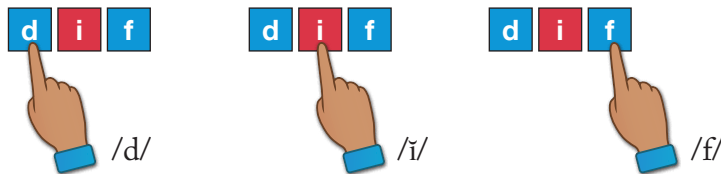
2. Divide the word into syllables using the appropriate syllable division rules.



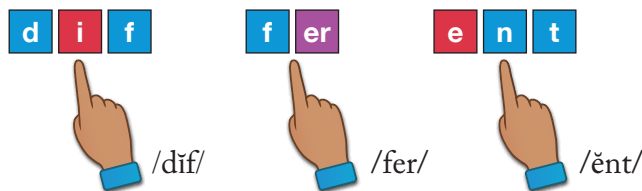
3. Label the syllable types.



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

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 L

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 453. 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 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.



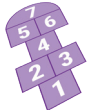
Play Swat the Words. Cut out the splat graphic on page 455. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it 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 emojis on page 457. 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 L, M, and N can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.

Tip!



ALL ABOUT[®] Reading

We hope you enjoyed this All About[®] Reading sample.

All About Reading is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life!

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