



ALL ABOUT *Reading*

The program that takes the struggle out of reading

Level 4

by Marie Rippel

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All About[®] Reading program.

For more books in this series, go to www.AllAboutReading.com.

Contents

1 Preparing for Level 4

What Do You Need?	7
What You Should Know about This Program	9
Is Your Student in the Right Level?	11
Preview the Teacher’s Manual	13
Preview the Activity Book	15
Organize the Manipulatives.....	19
How Long Should a Lesson Last?.....	24

2 Complete Step-by-Step Lesson Plans

Lesson 1: Review	27
Lesson 2: Multisyllabic Words	39
Lesson 3: Read “Scary Night”.....	45
Lesson 4: Words with Two Suffixes	51
Lesson 5: Read “Not a Fish”	57
Lesson 6: EY and Plurals of Words Ending in F and FE	63
Lesson 7: Read “The Makeover”	71
Lesson 8: EAR	77
Lesson 9: UI and IE	83
Lesson 10: Read “The Earl of Pondwater Bog”	91
Lesson 11: A in Unaccented Syllables	97
Lesson 12: /air/ Spelled AR, ARR, ER, and ERR	103
Lesson 13: Read “Carmelita Takes the Stage”	107
Lesson 14: PH and /s/ Spelled SC	113
Lesson 15: Read “The Elephant in the Room”	119
Lesson 16: OU as in <i>Soul</i>	125
Lesson 17: Read “The Raccoon Problem”	131
Lesson 18: OU as in <i>Soup</i> and GU	135
Lesson 19: Read “The Spy Guy and the Case of the Stolen Soup”	143
Lesson 20: OU as in <i>Touch</i> and Words Ending in -STLE	151
Lesson 21: Read “The Whistle Man”	159
Lesson 22: GN.....	163
Lesson 23: Read “Beware of the Gnu”	171
Lesson 24: AUGH and EI	175
Lesson 25: Read “Heirloom Antics”	185
Lesson 26: OR in Unaccented Syllables	191
Lesson 27: Read “The Puppy Project”	199
Lesson 28: AR in Unaccented Syllables	203
Lesson 29: Read “Summer Storm”	209
Lesson 30: OUGH	213
Lesson 31: Read “Rough and Tough”	219
Lesson 32: Suffixes ABLE and IBLE	225
Lesson 33: Read “The Inventors”	231

Lesson 34: AR following W and IE says /ē/	237
Lesson 35: Read “Pigs in the Kitchen”	245
Lesson 36: Suffixes ANCE and ENCE	251
Lesson 37: Read “Humble Bee Hollow”	257
Lesson 38: SI	261
Lesson 39: Read “A Procession of Cats”	267
Lesson 40: MB and Silent Letters	271
Lesson 41: Read “Cowboy Star”	277
Lesson 42: Suffixes ICE, ILE, INE, ITE, and IVE	283
Lesson 43: Read “The Elusive Slime-Spitting Blunderbird”	287
Lesson 44: Suffixes ACE, ATE, and AGE	291
Lesson 45: Read “The Voyage”	295
Lesson 46: Suffixes IC, AL, OUS, and IST	299
Lesson 47: Read “The Snowman”	303
Lesson 48: Suffixes ISM, ITY, IZE, ARY, and ERY	307
Lesson 49: Read “Library Bugs”	311
Lesson 50: OUR and I says /y/	317
Lesson 51: CI	323
Lesson 52: Read “The Legend of William Tell”	327
Lesson 53: Words Ending in AIN, TURE, and SURE	331
Lesson 54: Read “The Bargain Tomatoes”	337
Lesson 55: Greek Influences	343
Lesson 56: More Greek Words	351
Lesson 57: Read “Charlie’s Sick Day”	355
Lesson 58: French Influences	359
Lesson 59: Read “Pirate Food”	367
Lesson 60: Spanish Influences	373
Lesson 61: Read “Llama Has a Fiesta”	377
Lesson 62: Italian Influences	381
Lesson 63: Read “Ditto, the Rhyming Echo”	385

3 Appendices

Appendix A: Scope and Sequence of Level 4	391
Appendix B: Phonograms Taught in Levels 1-4	393
Appendix C: Decoding Procedure	397
Appendix D: The Six Syllable Types	399
Appendix E: The Jobs of Silent E	401
Appendix F: Ways to Spell Long Vowel Sounds	403
Appendix G: Syllable Division Rules	405
Appendix H: How to Handle the Schwa Sound	407
Appendix I: List of Comprehension Activities	409
Appendix J: Figurative Language and Story Elements Covered in Level 4	411
Appendix K: Words Taught in Level 4	413

1

Preparing for Level 4

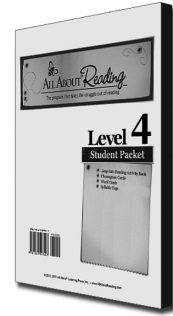
What Do You Need?

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 tiles



2. Interactive Kit

The Interactive Kit contains:

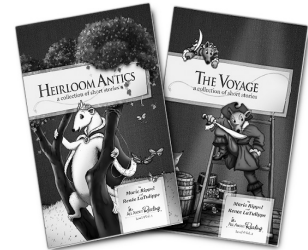
- Letter Tiles
- Divider Cards
- Reading Review Box (Deluxe Kit)
- Stickers for the Progress Chart (Deluxe Kit)
- Tote Bag (Deluxe Kit)

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



3. Readers

- *Heirloom Antics*
- *The Voyage*



4. Common Craft Materials

- Crayons or colored pencils, scissors, tape, stapler, paper



5. 2' x 3' Magnetic White Board

A magnetic white board is optional, but highly recommended.

6. Optional Items

- Globe or world map
- “Soaring Balloon” stickers for Progress Chart

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. If you can follow basic instructions, you can teach reading with this method—because everything is laid out for you, step by step. You get solid grounding in how to teach reading without being overwhelmed.

Your student will be actively involved in the learning process. This is a true 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. Those components are:

- Phonological Awareness
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension

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 as quickly as you can, while guaranteeing retention and enjoyment. Our approach to reading develops students into confident readers who 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.

Is Your Student in the Right Level?

Be sure your student is comfortable with the following concepts before beginning *All About Reading*

- Your student should understand how to sound out words using the Decoding Procedure for single and multisyllable words as demonstrated in Appendix C.

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

lobster	watchdog	ankle	hippo	giant
whatever	paddle	address	yahoo	whisper

- Your student should have mastered the sounds of Phonograms 1-61. Flashcards for phonograms 1-61 are included in the Level 4 Student Packet. You can also see the list of phonograms in Appendix B and use the *Phonogram Sounds* app to hear demonstrations of the sounds.
- 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 the letter a, your student should say “/ă/-/ā/-/ah/” without hesitation.
- Your student should be able to read sentences containing the 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!”

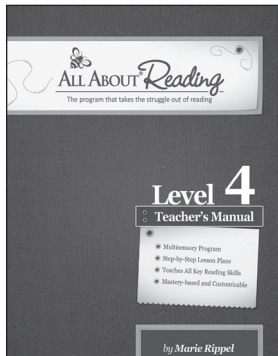
The raging wind blew all night.

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 before progressing to Level 4.
- If your student needs help in two or more areas, start with Level 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 39.

“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 45.

Most lessons consist of five parts:

- 1. Before You Begin.** In this section, you may be prompted to preview the sounds of the phonograms you will be teaching, or place new tiles on the magnetic white board, or get a quick introduction to new terminology. This section never takes more than a couple of minutes, and then you’ll be ready to call your student to the table.
- 2. Review.** You’ll give your student a quick review of previously taught concepts.
- 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 is the time you spend reading to your student from a book of your choice.
- 5. Track Your Progress.** This is where you will record your student’s progression on the Progress Chart.

Flip through the remaining lessons. You’ll see that some lessons are longer and others are shorter. Depending on the student and how much time you have allocated, you may sometimes be able to cover more than one lesson. If your student thoroughly understands a lesson and you sense that he is ready for the next challenge, move straight into the next lesson.

If you are working with a younger student, you may only complete part of a lesson. 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 if your student isn’t ready. Do what is best for your student.

Preview the Activity Book

The *Soar with Reading* activity book contains:



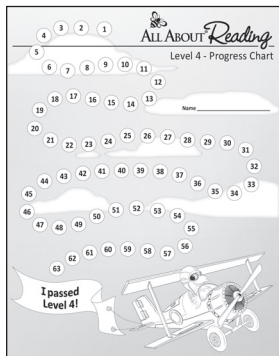
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Completion

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.

The 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 circle on the chart.

The Read-Aloud Record

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

Our Read-Aloud Record		
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.

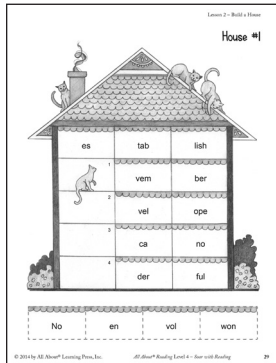
This list is more for your use than for your student's. Not only is it a reminder of the many books that you enjoyed with your student, it is also great for accountability. If you skip read-aloud time, it will be obvious because of the short list! Aim for a long and varied list of books by the end of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

The Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concept taught in the lesson. 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*.

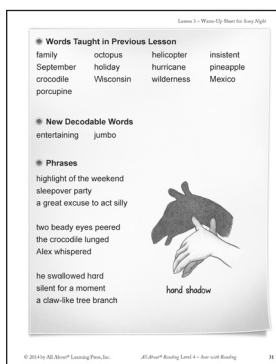
If you are working with an older student who doesn’t need the additional practice for a certain concept, or who doesn’t want to do “kid” activities, feel free to skip that particular activity sheet. But you may find that even adult learners enjoy the mental break that the activity sheets provide.

For the activity sheets, you will need these basic supplies:

- scissors
- stapler
- crayons, colored pencils, or markers (optional)
- pencil

The Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 31 of the activity book.

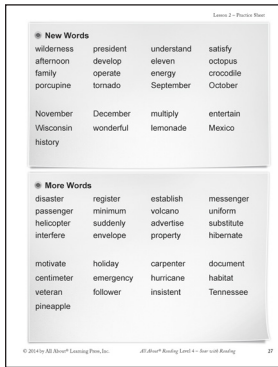


The Warm-Up Sheets are used just before reading a new story, and contain words and phrases your student is about to encounter. Although all the words in the stories are completely decodable, these warm-up exercises give your student a little extra practice so he doesn’t start reading “cold.” Just as 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.

The 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 a wide range of words that reflect newly learned concepts and increase vocabulary and fluency.

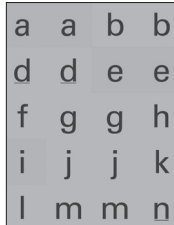
Here are some tips to help you get the most benefit out of the Practice Sheets:

- 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.

Organize the Manipulatives

There are three things left to do to prepare for your first lesson: get your letter tiles ready, set up your Reading Review Box, and preview the *Phonogram Sounds* app.

Get Your Letter Tiles Ready



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, and 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
- Labels: Consonant Teams, Vowel Teams, Sound of /er/, Sound of /sh/, Other Tiles

(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, gu, gn, ough, ei, ough, si, mb, our, ci, rh
- Suffix and Prefix Tiles
- Syllable Tags

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

Consonant Teams

ch ck dge gh kn ng
nk tch th wh wr

Vowel Teams

ai aw au ay ea ee
eigh ew igh oa oe
oi oo ou ow oy

The Sound of /er/

er ir or* ur
*purple

The Sound of /sh/

sh ti

Other Tiles

ar ed or* ' -
*yellow

Answers to Common Questions

What do the different colors mean?

- Blue tiles are consonants and consonant teams.
- Red tiles are vowels and vowel teams.
- Purple tiles are for the sound of /er/.
- Yellow tiles are for Bossy R combinations.
- Green tiles are for alternate spellings of /sh/: ti, ci, si.
- 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 /ĭ/, /ī/, or /ē/.

What will happen with the other letter tiles that are left in my *Level 4* baggie?

- Starting in Lesson 6, we will gradually add the remaining 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 one, you can set up the letter tiles right on your table. The lesson plans are worded as if you are using a magnetic white board, but please know that you can do exactly the same thing on your tabletop.

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.

Prepare Your Reading Review Box



The Reading Review Box keeps track of what has been mastered and what still needs to be reviewed. 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.

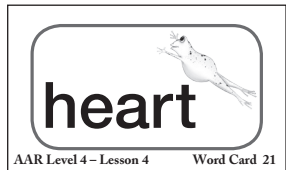
ie	ph
gu	gn
augh	ei
ough	si

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*.

operate	history
energy	tornado
octopus	president
entertain	develop

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.

Preview the Letter Sounds

In Level 4, we'll be teaching the sounds of ey, ear, ui, ie, ph, gu, gn, ough, ei, ough, si, mb, our, ci, and rh.

You can preview these sounds with the *Phonogram Sounds* app.



Scan the QR code below to download the *Phonogram Sounds* app.



- **Download the app for your computer, tablet, or phone at** www.allaboutlearningpress.com/phonogram-sounds-app or scan the QR code. (Note: If you'd prefer not to download the app, a CD-ROM version is available for purchase.)
- **Open the program and click on phonogram ey, which is the first new phonogram you will be teaching in Lesson 6.** You'll hear the sounds of phonogram ey: /ē/-/ā/.
- **Next, click on phonogram ear, which is the second phonogram you will be teaching.** You'll hear the sound of phonogram ear: /er/ as in *early*.
- **If you are ever unsure about how to pronounce the sounds of the letters** at any point in the program, refer to the *Phonogram Sounds* app.

You can also find a chart of the phonograms in Appendix B of this teacher's manual.

How Long Should a Lesson Last?

Since every child and situation is unique, there is no cookie-cutter answer to this question. In general, the ideal scenario is to do short lessons five days a week.

With young students, aim for twenty minutes of lesson time and twenty minutes of read-aloud time. If you want to make faster progress with older remedial students, you might try scheduling two twenty-minute reading lessons per day, five days a week, plus daily read-alouds. But if you feel your student is getting “bogged down,” back off to one session per day to let the concepts sink in, and feel free to adjust the time up or down depending on your student’s attention span.

You may not be able to complete an entire lesson in a session. That’s normal! Just start the next day with a quick review, and continue where you left off the previous day.

Hello there, my friend!

My name is Dusty, and I’m here to give you pep talks and friendly study reminders here in Level 4. Believe it or not, I’ve lost a couple of tail feathers from the excitement of working with you.

And between lessons, I just might show you some pretty sweet maneuvers in my flying machine.

Are you ready for takeoff?



2

**Complete Step-by-Step
Lesson Plans**

Lesson 18 - OU as in *Soup* and GU

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

You will need: *Soar with Reading* pages 109-114

letter tile gu

Phonogram Cards 44 and 67

Word Cards 92-101

Before You Begin

Review Phonogram OU

In Level 2, your student learned that phonogram ou has four sounds:

- /ow/ as in *mouse* (emphasized in Level 2, Lesson 50)
- /ō/ as in *soul* (emphasized in Lesson 16)
- /ōō/ as in *soup* (emphasized in this lesson)
- /ū/ as in *touch* (emphasized in Lesson 20)

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

group soup tour toucan

Preview Advanced Phonogram GU

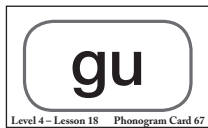
In Level 4, your student will learn four Advanced Phonograms: gu, ugh, mb, and rh. These phonograms are not used in many words. Advanced Phonograms ugh, mb, and rh will be taught in later lessons.

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.

Before You Begin



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.

gu

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/.”

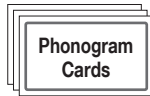
Store the tile under the following label:

Consonant Teams

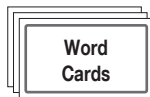
gu



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 decoding 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/.

New Teaching

(continued)

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

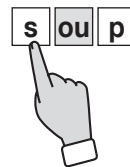
File the Phonogram Card behind the Review or Mastered divider in the Reading Review Box.

Blend Sounds with the OU Letter Tile

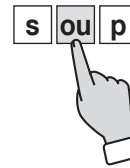
Build the word *soup*. **s** **ou** **p**

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

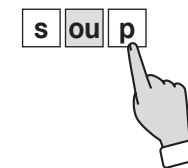
Touch the s and say /s/.



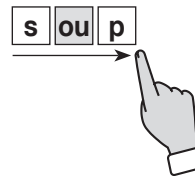
Touch the ou and say /oo/.



Touch 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*.

g **r** **ou** **p**

t **ou** **r**

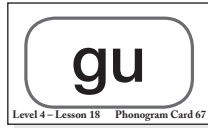
t **ou** **c** **a** **n**

New Teaching

(continued)

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.

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.

Set out the new letter tile. **gu**

Point to the gu tile. “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 tile until your student can say the sound accurately.

Blend Sounds with the GU Letter Tile


Build the word *guilt*. **gu** **i** **l** **t**

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


Touch the gu and say /g/. **gu** **i** **l** **t**



Touch the i and say /i/. **gu** **i** **l** **t**



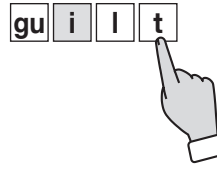
Touch the l and say /l/. **gu** **i** **l** **t**



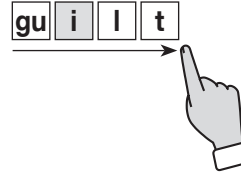
New Teaching

(continued)

Touch the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters gu-i-l-t 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 Two C's

Build the word *accept*. a c c e p t

“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*. a c c o m p l i s h

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



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

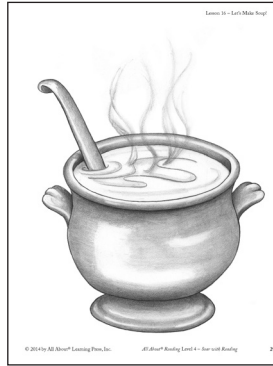
Point to the second c. “What sound does the second c make?” /k/.

“Good. Why does each c make the same 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.”

Complete Activity Sheet

“Let’s practice reading words with ou, gu, and c-c.”



Let’s Make Soup!

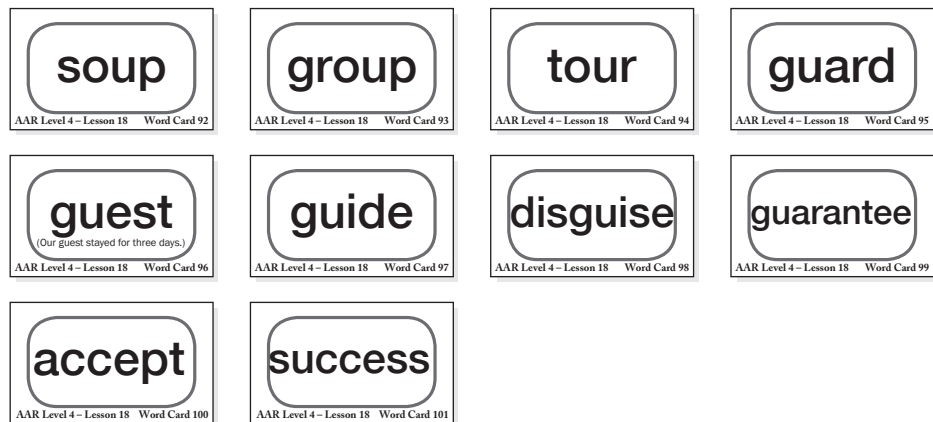
Remove pages 109-112 from the *Soar with Reading* activity book.

Cut out the word cards on page 111. Your student may color the soup ingredients, if desired. Place the word cards in a stack with the words facing up. Your student will 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			
soup	toucan	tour	group
youth	coupon		
guard	Guernsey	gunst	guide
guilt	guess	guinea	guitar
guy	disguise	guarantee	guidebook
accelerate	accent	accept	success
succeed	accident		
occupy	occupation	occur	accomplish
account	accuse		

Turn to page 113 in the activity book.

Have your student read from the Practice Sheet.

Automatic Word Recognition

Automatic word recognition means that words are recognized at a glance. If you have automatic word recognition, you don't have to decode the word; you just know what the word is with a single look. Another name for this skill is *automaticity*.

The Practice Sheets give your student the practice he needs to develop automaticity. After encountering the same words multiple times, your student will move from sounding out the words to automatic word recognition.

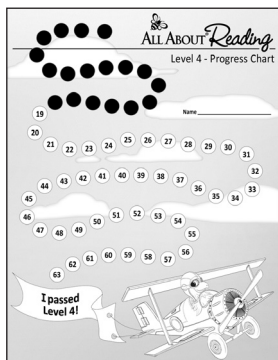
Automaticity enables your student to read more fluently. When he doesn't have to laboriously decode each and every word, he can read smoothly and with more comprehension.

Read-Aloud Time Read a Story or Poem

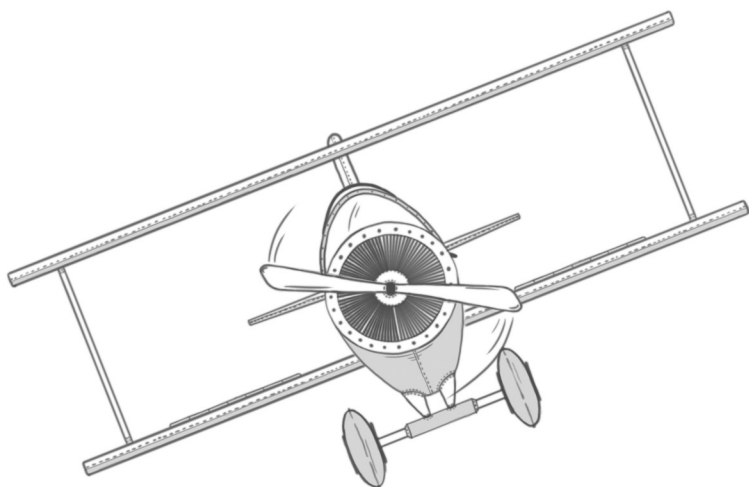
Read aloud to your student for twenty minutes.

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”

In this lesson, students will learn about collective nouns and read a 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

(continued)

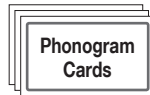
Preview the Use of Italics

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

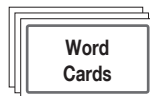
- to distinguish the titles of books and newspapers: *The New York Times*;
- to show someone’s thoughts: *I wish I could run faster*, thought Gary;
- for emphasis: I said I *might* bake cookies, not that I *would*!

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).

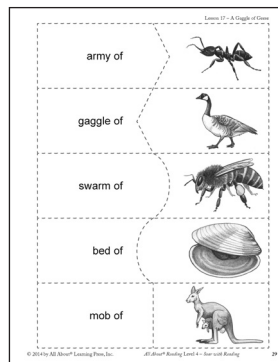


Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.

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

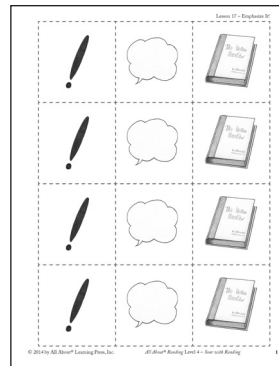
(continued)

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. Italics are used for many purposes, such as the titles of books and newspapers, to show someone’s thoughts, or to emphasize particular words. In this next activity, you’ll practice reading some words in italics.”



Emphasize It!

Remove pages 119-120 from the activity book.

Cut out the cards on page 120 and place the three italics heading cards on the table with the words facing up.

Mix the sentence cards and place them in a pile with the words facing up.

Have your student select a sentence card, read the sentence(s) aloud, and decide how the italics are being used. If he chooses correctly, he may place the sentence card under the heading card. If he chooses incorrectly, return the sentence card to the pile to try again.

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

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

Note: for the *emphasis* cards, have your student read all three sentences, placing the emphasis on the italicized word. You may wish to discuss how the meaning changes each time.

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

Lesson 19 • Warm-Up Sheet for “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	Guernsey	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 coke



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Turn to page 121 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 Stolen 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.

Decoding Tips							
Word	Special Notes						
everybody	Look for the two smaller words in this compound word.						
<u>instantly</u> <u>unlikely</u> <u>unaware</u> <u>flattered</u> <u>accomplishment</u> <u>southern</u> <u>tourist</u>	<p>Build and decode the underlined base words first, and then add the prefixes and suffixes.</p> <p>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.”</p> <p>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.</p>						
commotion	<p>Follow the Two Consonant Tiles and Suffixes division rules.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Closed Syllable</td> <td>Open Syllable</td> <td>Closed Syllable</td> </tr> <tr> <td>com</td> <td>mo</td> <td>tion</td> </tr> </table>	Closed Syllable	Open Syllable	Closed Syllable	com	mo	tion
Closed Syllable	Open Syllable	Closed Syllable					
com	mo	tion					
conversation	<p><i>Conversation</i> comes from the word <i>converse</i>, meaning <i>to talk</i>. converse + a + tion</p> <p>Alternatively, follow the Two Consonant Tiles division rule twice, and then the One Consonant Tile, Part 1 division rule. con ver sa tion</p>						

New Teaching

(continued)

<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 black; padding: 2px;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px;">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 black; padding: 2px;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px;">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 black; padding: 2px;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px;">Open Syllable</div> <div style="border: 1px solid black; padding: 2px;">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 division rule.</p>
<p>recipe</p>	<p>Follow the One Consonant Tile, Part 2 and Part 1 division rules.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px;">Open Syllable</div> <div style="border: 1px solid black; padding: 2px;">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 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.”

“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?”

New Teaching

(continued)

“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); the cow because she seems like someone who could eat a lot of soup (page 124).*

“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.”

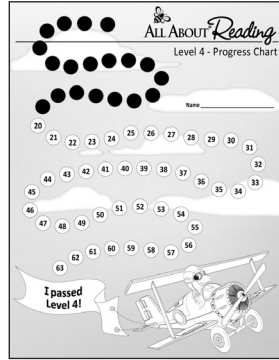
“Do you think The Spy Guy is a good detective? Why or why not?”

Read-Aloud Time Read a Story or Poem

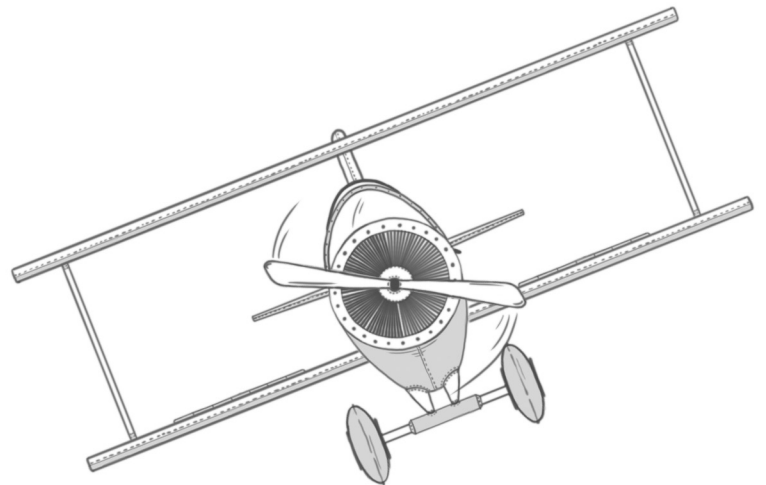
Read aloud to your student for twenty minutes.

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

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

You will need: Soar with Reading pages 339-334
 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.

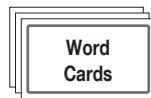
auto:	<i>self</i>	phon:	<i>sound</i>
bio:	<i>life</i>	photo:	<i>light</i>
graph:	<i>write or record</i>	scope:	<i>look</i>
logy:	<i>study of</i>	tele:	<i>far off</i>
meter:	<i>measure</i>	therm:	<i>heat</i>
micro:	<i>small</i>		

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

Review

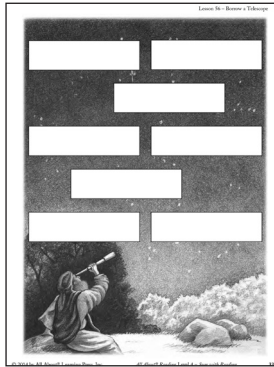


Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



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 decoding 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 card to the *phon* card to create the word *phone*.

phon + e phone

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.

photograph telephone

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

thermometer

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*.

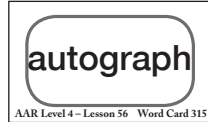
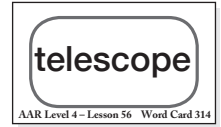
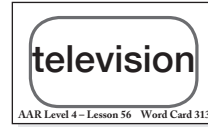
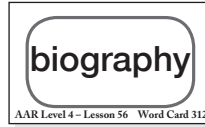
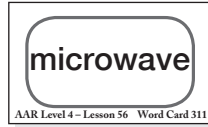
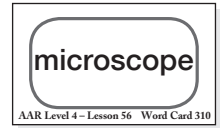
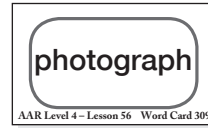
You may wish to discuss the varying pronunciations of *bio* with your student. When pronounced by itself, *bio* is pronounced /bī-ō/, but in the word *biology*, it’s pronounced /bī-ō/. You may also wish to point out that when *meter* is read by itself, it’s pronounced /mē-ter/. But when it appears in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

New Teaching

(continued)

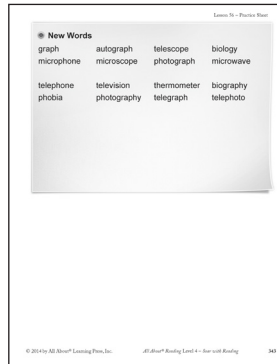
Practice Reading Words

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.

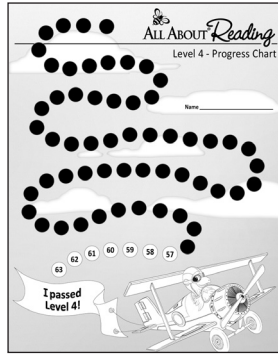
Have your student read from the Practice Sheet.

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.

*We're learning Greek!
We are practically GENIUSES by now.
If my heroes the Wright Brothers were here,
they'd probably tell us to give our memories
a workout by going over our Phonogram Cards and
Words Cards, because all that knowledge leads to great
inventions like the airplane. Who can argue with that?*

*The Wright Brothers would probably also tell us to
reward ourselves with a peaceful ride through the
beautiful blue sky.*

They were visionaries like that.



Lesson 57 - Read “Charlie’s Sick Day”

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

You will need: *Soar with Reading pages 345-348*

The Voyage book

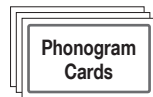
Before You Begin

Preview Words from Greek Mythology

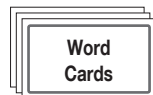
Greek mythology offers monsters, heroes, villains, and ancient stories of love, hate, courage, and fear. Myths have inspired art and literature for centuries, and many mythological references can still be found in modern pop culture, such as *Nike* (fashion), *Styx* (rock band), and *The Clash of the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

Review

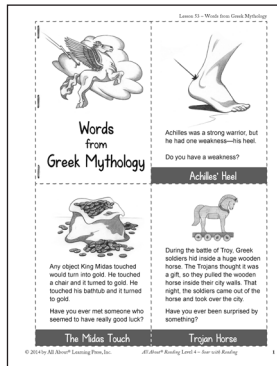


Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



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 decoding procedure shown in Appendix C.

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

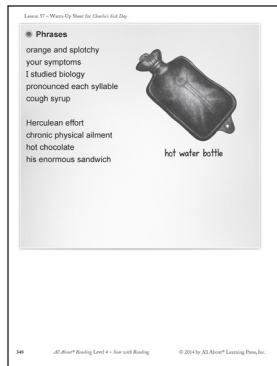


Words from Greek Mythology

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 page 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.

Decoding Tips	
Word	Special Notes
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?”

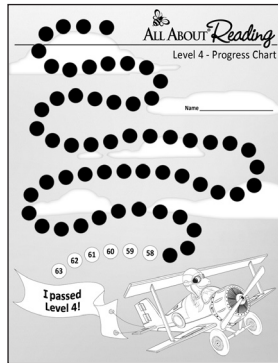
“Are the characters similar in any way? How?”

Read-Aloud Time Read a Story or Poem

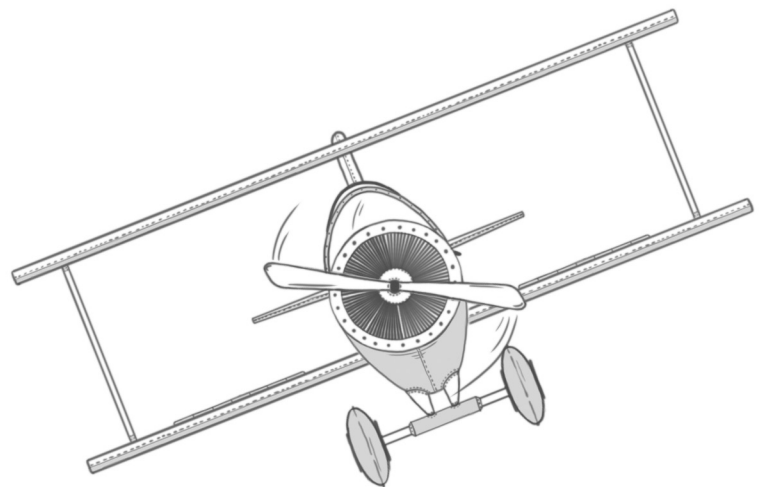
Read aloud to your student for twenty minutes.

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 narrative poem 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 <u>ar</u> , <u>arr</u> , <u>er</u> , and <u>err</u>	12
Read a story and follow textual clues to make predictions	13
Decode words containing phonogram <u>ph</u> and words with the sound of /s/ spelled <u>sc</u>	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 <u>-stle</u>	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>ugh</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 <u>com</u> pronounced /cŭm/	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
Read a short story and review alliteration, personification, and onomatopoeia	29
Decode words containing phonogram <u>ough</u>	30

Your Student Will:	Lesson
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 suffixes <i>ice</i> , <i>ile</i> , <i>ine</i> , <i>ite</i> , and <i>ive</i>	42
Read a short story and practice using a reference book	43
Decode words containing suffixes <i>ace</i> , <i>ate</i> , and <i>age</i>	44
Read a short story and compare and contrast stories	45
Decode words containing suffixes <i>ic</i> , <i>al</i> , <i>ous</i> , and <i>ist</i>	46
Read a short story and make inferences about it	47
Decode words containing suffixes <i>ism</i> , <i>ity</i> , <i>ize</i> , <i>ary</i> , and <i>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 ending in <i>ain</i> , <i>ture</i> , and <i>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
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)	Level
Phonograms Taught in Levels 1, 2, and 3				
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	
7	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/ōō/	udder unit put	
24	e	/ě/-/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)	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	
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	/ed/-/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	Level 3
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	
46	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day	
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	
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	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Level
51	ea	/ē/-/ě/-/ā/	leaf bread great	Level 3
52	gh	/silent/-/g/-/f/	sigh ghost rough	
53	igh	/ī/, three-letter /ī/	light	
54	tch	/ch/, three-letter /ch/	watch	
55	dge	/j/, three-letter /j/	badge	
56	ew	/ōō/-/ū/	grew few	
57	wr	/r/, two-letter /r/ used only at the beginning of a word	write	
58	kn	/n/, two-letter /n/ used only at the beginning of a word	know	
59	eigh	/ā/, four-letter /ā/	eight	
60	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	
61	ti	/sh/, tall-letter /sh/	nation	
New Phonograms Taught in Level 4				Lesson
62	ey	/ē/-/ā/	key they	6
63	ear	/er/ as in <i>early</i>	early	8
64	ui	/ōō/	fruit	9
65	ie	/ē/-/ī/	field pie	9
66	ph	/f/, two-letter /f/	phone	14
67	gu	/g/, two-letter /g/	guide	18
68	gn	/n/, two-letter /n/ used at the beginning or end of a base word	gnat	22
69	augh	/aw/, four-letter /aw/	daughter	24
70	ei	/ā/-/ē/	vein ceiling	24
71	ough	/ō/-/ōō/-/üff/-/öff/-/aw/-/ow/	though through rough cough thought bough	30
72	si	/sh/-/zh/	mission vision	38
73	mb	/m/, two-letter /m/	lamb	40
74	our	/er/ as in <i>journey</i>	journey	50
75	ci	/sh/, short-letter /sh/	special	51
76	rh	/r/, two-letter /r/ used in Greek words	rhyme	55