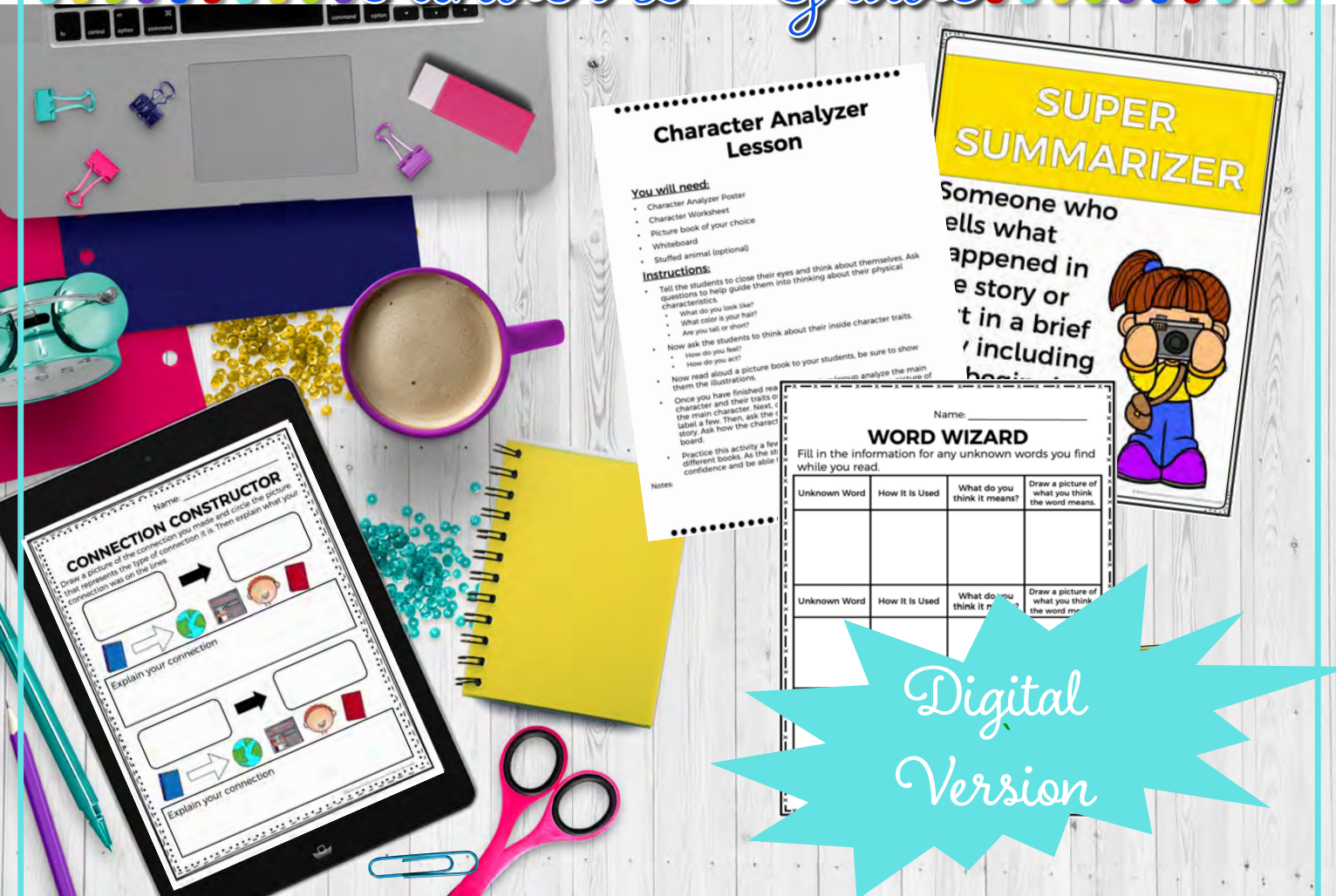
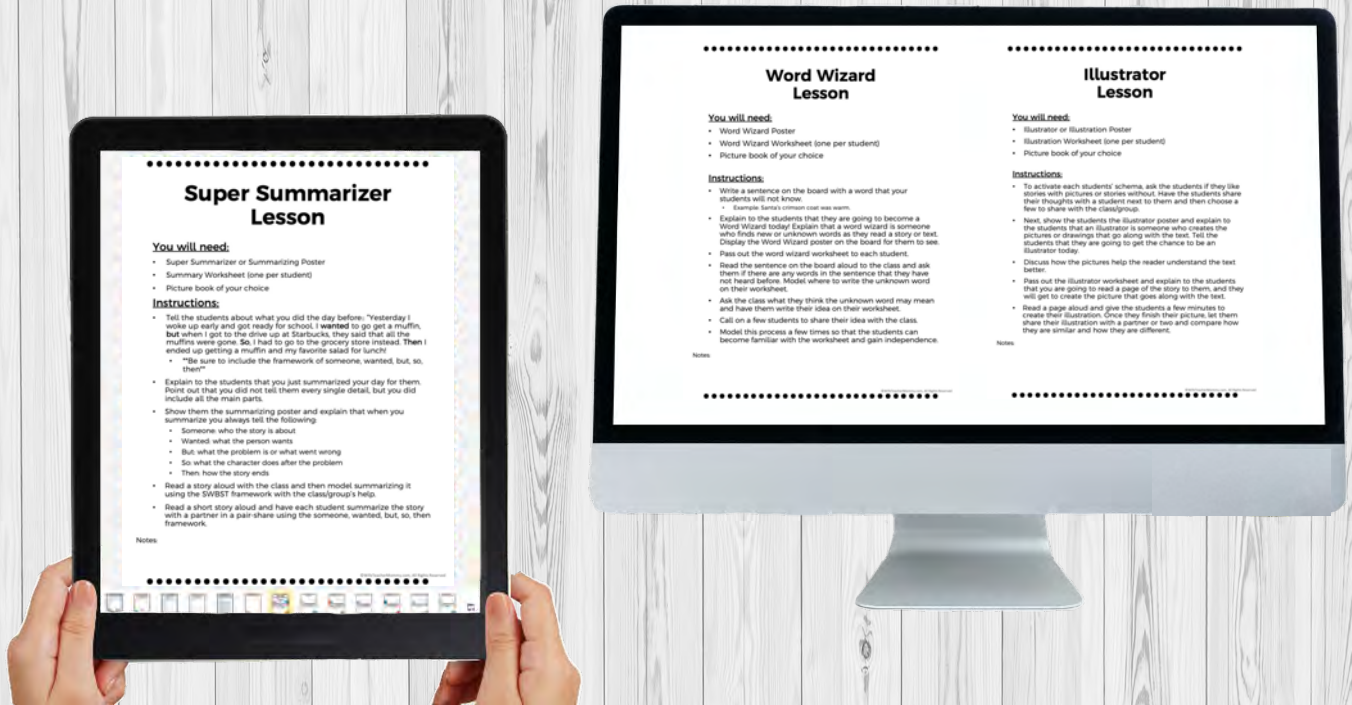


Literature Circles Book Study Toolkit

Kinder-2nd Grade



Engaging Reading Comprehension Lesson Plans to be Easily Implemented



We have included 11 fun reading comprehension lesson plans to easily guide you through each activity. These lessons are designed to be used with any book or text of your choice, so they are extremely convenient to implement in your reading groups, book clubs, etc.

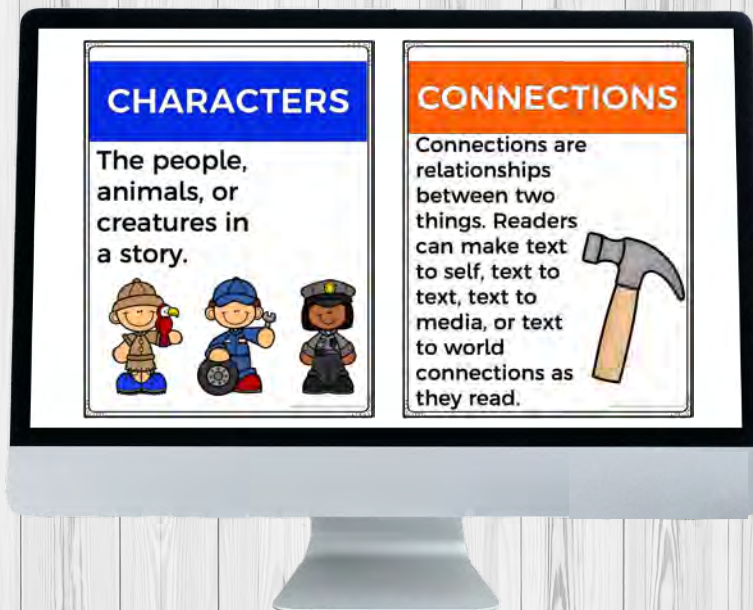
WWW.WIFETEACHERMOMMY.COM

Cheerful Student Reading Roles to Get Kids Excited About Reading!



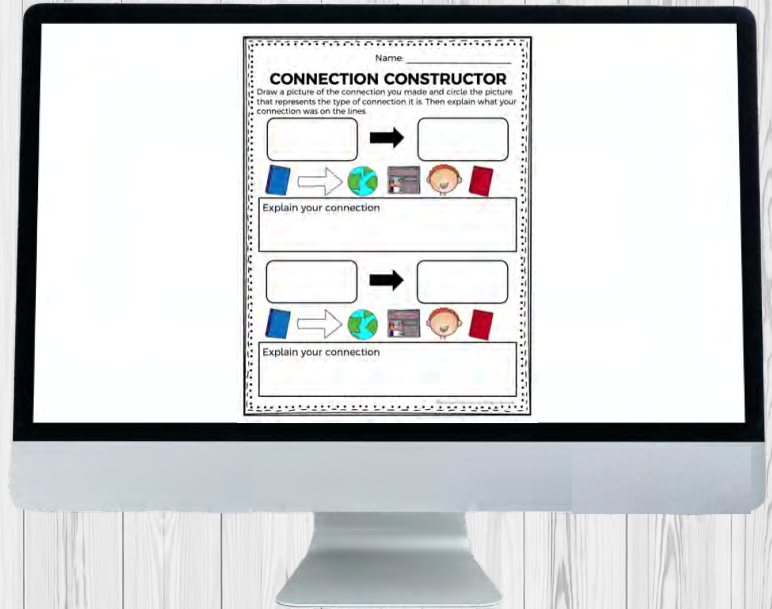
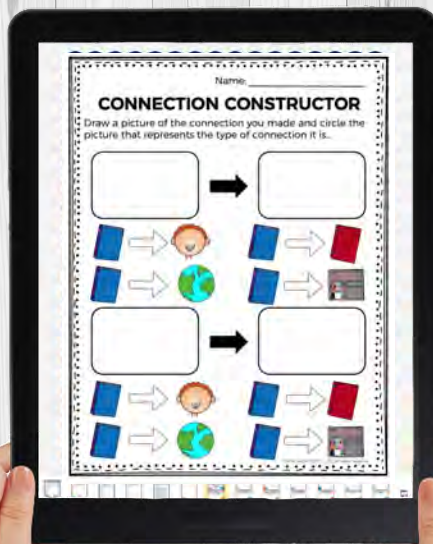
We have included 11 fun and cheerful student reading roles to go along with each lesson plan and reading comprehension strategy. Students will love stepping into each role with their fun occupation themed title!

Memorable Reading Comprehension Strategy Posters



We have included many memorable reading comprehension strategy posters to be used along with our student reading role posters and activities to get kids excited about literature!

Exciting Student Activity Worksheets for Student Practice



We have included many differentiated reading comprehension graphic organizer for each reading strategy to be used with each lesson plan. These worksheets can be used with any book or text of your choice throughout the year.

Engaging Student Activity Worksheets That Students Will Love



We have included many differentiated reading comprehension graphic organizer worksheets to be used with each lesson plan to get your students gaining independence. These worksheets can be used independently, in small groups, or in a whole class setting.

Entertaining Student Activities To Be Used With Any Book



Name: _____

DETAIL DETECTIVE

Draw the main idea and the important details of the story.

Detail

Detail

Main Idea

Detail

Detail

Name: _____

DETAIL DETECTIVE

Fill in the main idea and the important details of the story.

Detail

Detail

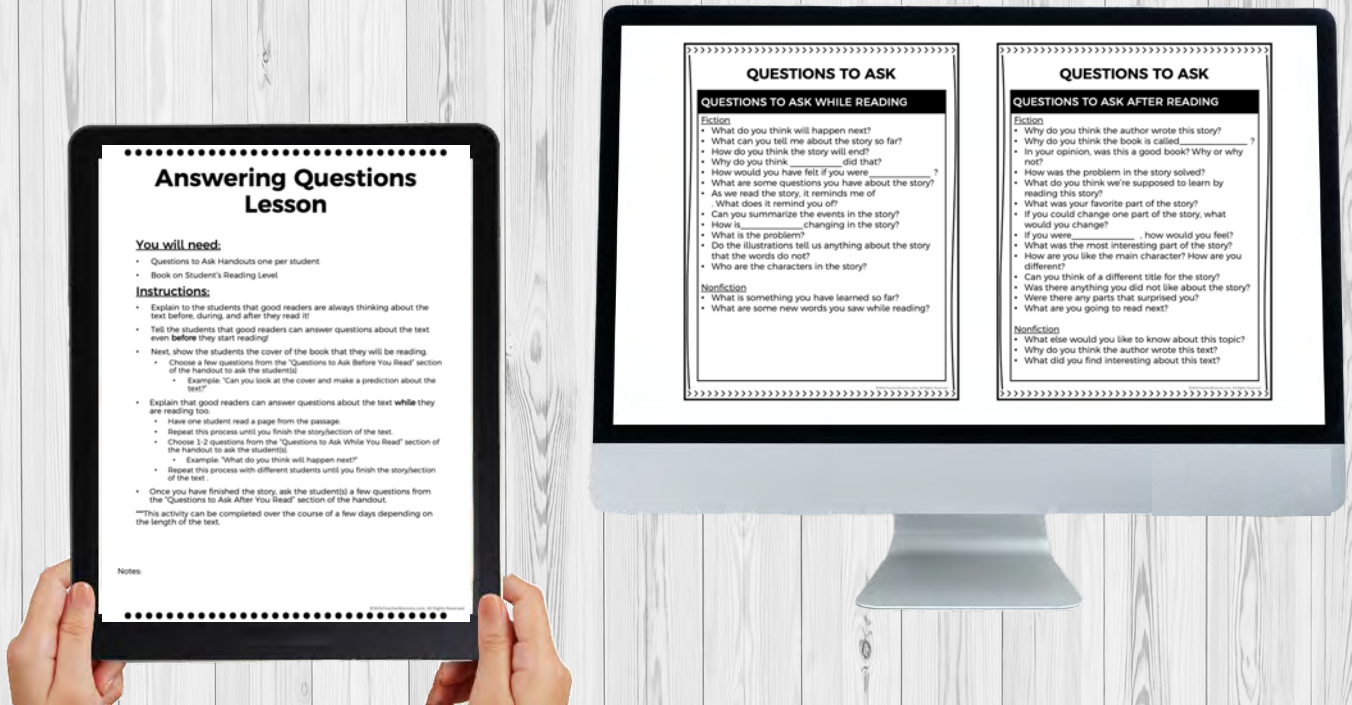
Main Idea

Detail

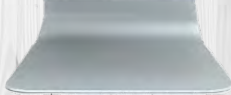
Detail

Your students will be able to master each reading comprehension strategy by using these lesson plans and activities throughout the year! Your students will beg to use these cheerful, fun activities!

Answering Questions Lesson Plan and Question Lists to Get Your Students Thinking About the Text

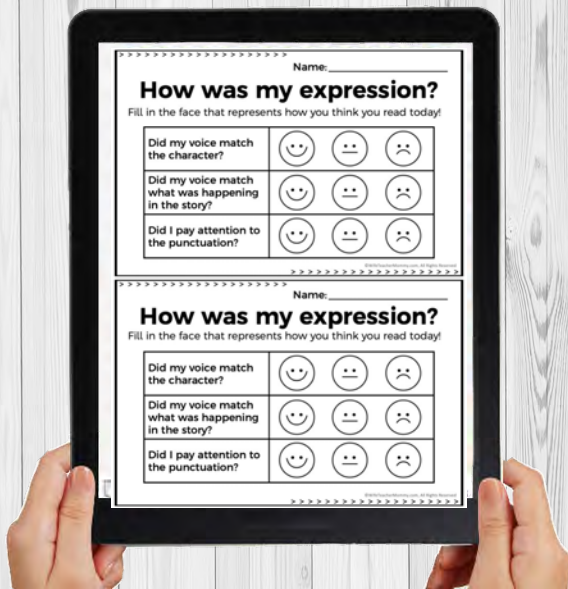


We have created a lesson plan to get your students thinking about the text and engaging with the story. We have provided lists of questions to use with fiction and nonfiction reading passages so that you can easily refer to the question lists during literature circles, guided reading groups, book clubs, etc.



WWW.WIFETEACHERMOMMY.COM

Expression and Punctuation Lesson Plan to Get Your Students Reading with Excellent Expression



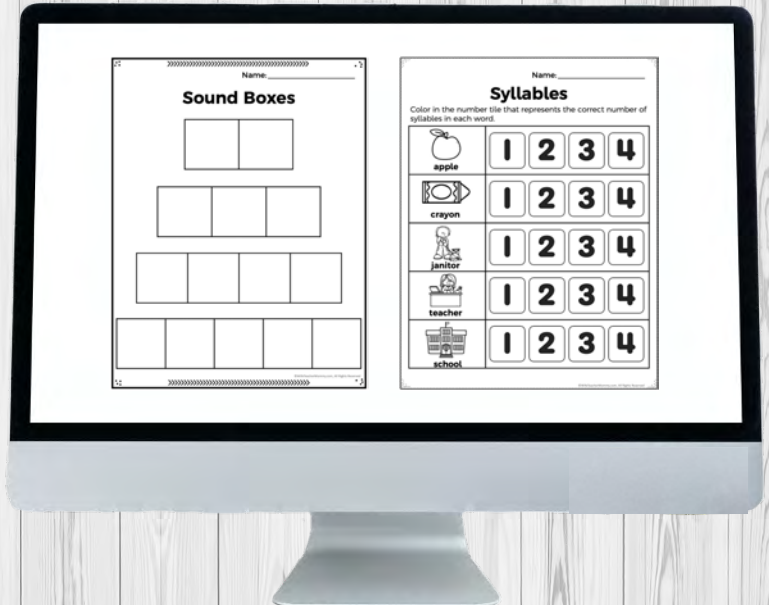
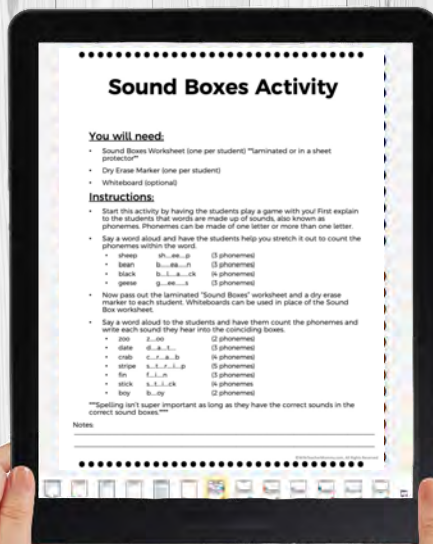
If your students are struggling with reading in a monotone voice, we have created a lesson plan focusing on expression to get your students matching their voices to the text and the characters. Your students will be fun to listen to and excited to show their skills!

Word Work Lesson Plans and Activities to Implement During Small Groups



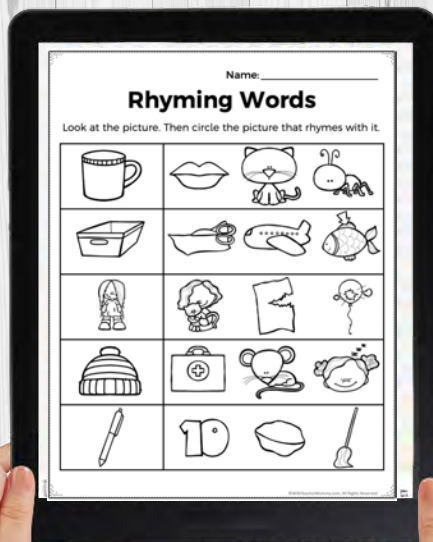
We have included multiple word work lesson plans and activities to get your students practicing their words to help them improve their decoding skills while reading.

Word Work Lesson Plans and Activities to Implement During Small Groups



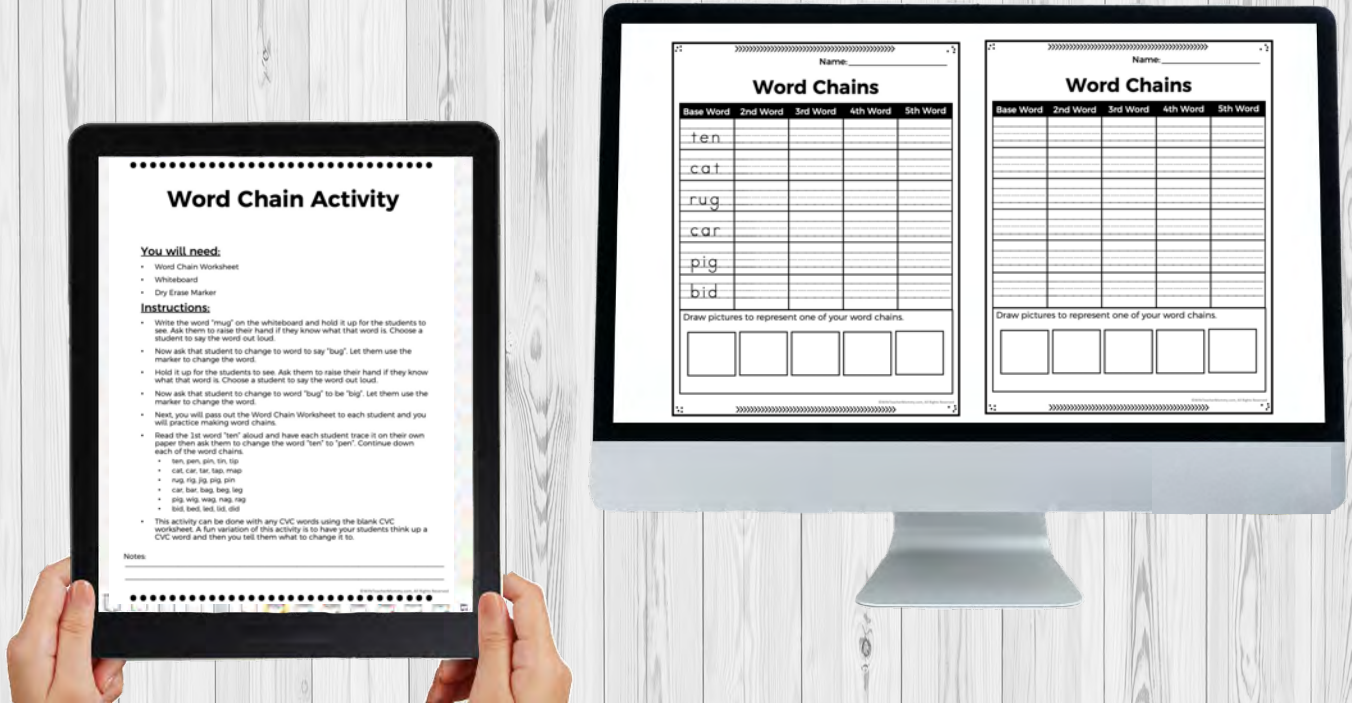
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Word Work Lesson Plans and Activities to Implement During Small Groups



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Word Work Lesson Plans and Activities to Implement During Small Groups



We have included multiple word work lesson plans and activities to get your students practicing their words to help them improve their decoding skills while reading.

Answer Keys for Easy Assessments During Small Groups or Whole Class

Name: **ANSWER KEY**

Syllables

Color in the number tile that represents the correct number of syllables in each word.

 chair	1	2	3	4
 sunscreen	1	2	3	4
 sunglasses	1	2	3	4
 sandcastle	1	2	3	4
 flipflops	1	2	3	4

Name: **ANSWER KEY**

Rhyming Words

Look at the picture. Then circle the picture that rhymes with it.

 take	 same	 bake	 face
 complete	 arrow	 cut	 chocolate
 line	 dine	 tune	 pop
 cone	 kit	 bone	 lip
 June	 hat	 bin	 clune

Word Family Sort

 pig	 fish
 egg	 hat
 time	 mail
 kit	 cat

We have included answer keys to make assessing your students' understanding quick and easy during a small group activities or whole class situations!

Complete Guided Reading Lesson Plan Template and Notes Pages

Date: _____ Group: _____
Level: _____ Book Title: _____

Guided Reading Lesson Plan

Teaching Strategy			
Decoding	Comprehension	Fluency	Reading Roles
<input type="checkbox"/> Start E	<input type="checkbox"/> Make Predictions	<input type="checkbox"/> Accuracy	<input type="checkbox"/> Super Summarizer
<input type="checkbox"/> Word Stretching	<input type="checkbox"/> Retell	<input type="checkbox"/> Rate	<input type="checkbox"/> Illustrator
<input type="checkbox"/> Chunking	<input type="checkbox"/> Summarize	<input type="checkbox"/> Expression	<input type="checkbox"/> Connection Constructor
<input type="checkbox"/> Use Pictures	<input type="checkbox"/> Questioning	<input type="checkbox"/> Punctuation	<input type="checkbox"/> Character Analyzer
<input type="checkbox"/> Read Aloud			<input type="checkbox"/> Retell Reporter
<input type="checkbox"/> Context Clues			<input type="checkbox"/> Word Wizard
			<input type="checkbox"/> Quizzing Questioner
			<input type="checkbox"/> Setting Setter
			<input type="checkbox"/> Detail Detective
			<input type="checkbox"/> Story Element Solver
			<input type="checkbox"/> Fact Finder

Before Reading

Word Work	Sight Words
<input type="checkbox"/> CVC Words	<input type="checkbox"/> Silences
<input type="checkbox"/> Mix & Fix	<input type="checkbox"/> Rhyming
<input type="checkbox"/> Sound Boxes	<input type="checkbox"/> Word Family
<input type="checkbox"/> Sight Words	<input type="checkbox"/> Word Chain
	<input type="checkbox"/> Blend/Digraphs

During Reading

Students should self monitor using some of the following questions:

- Does it sound right?
- Do we say it that way?
- Does it make sense?
- Does the word I said match the letters on the page?

After Reading

Prompts	Questions
1. Can you retell what you read?	1. What did you think about the story?
2. Can you summarize the story?	2. What questions do you have about the story?
3. _____	3. Did this story remind you of anything?
4. _____	4. What facts do you remember?
5. _____	5. _____

Date: _____ Group: _____
Level: _____ Book Title: _____

TEACHER NOTES

Student:	Student:
Student:	Student:
Student:	Student:
Student:	Student:

We have designed a complete guided reading lesson plan template to help you plan out your guided reading groups, literature circles, or book clubs. We have included a page for anecdotal note taking to help every teacher stay efficient!

Note to Educator

Congratulations! This product should provide fun, appealing, educational activities for all your reading group and book club needs. All you need to do is print and go! We know your kids will benefit from these engaging reading activities that can be used with any book of your choice.

To prepare your printable activities, start printing from the next page. Simply print or copy each page! We highly recommend organizing them in a binder for easy access.

If you haven't already, be sure to check out the Teacher Club as you can access even more resources like this! <https://www.teachermommy.com/teacher-mommy-club>

If you have any questions about this product at all, please feel free to email us at hello@teachermommy.com!

Rest easy now! ☺

— Team Wife Teacher Mommy

Table of Contents

- Super Summarizer
- Illustrator
- Connection Constructor
- Character Analyzer
- Retell Reporter
- Word Wizard
- Clunky Questioner
- Missing Seeker
- Detail Detective
- Story Element Server
- Fact Farmer
- Teacher Notes
- Guided Reading Lesson Plan

Super Summarizer Lesson

You will need:

- Super Summarizer or Summarizing Poster
- Summary Worksheet (one per student)
- Picture book of your choice


Instructions:

- Tell the students about what you did the day before: "Yesterday I woke up early and got ready for school. I **wanted** to go get a muffin, but when I got to the drive up at Starbucks, they said that all the muffins were gone. So, I had to go to the grocery store instead. Then I ended up getting a muffin and my favorite salad for lunch!"
- "Be sure to include the framework of someone, wanted, but, so, then."
- Ask the students to think of a story they have read or a story they want to read. Have them summarize it using the framework.
- Read a story aloud with the class and then model summarizing it using the SWBST framework with the class/group's help.
- Read a short story aloud and have each student summarize the story with a partner in a pair-share using the someone, wanted, but, so, then framework.

Notes: _____

SUPER SUMMARIZER

Someone who tells what happened in the story or text in a brief way including the beginning, middle, and end.



SUMMARIZING

Telling what happened in a story including the characters, beginning, middle, and end.



SUPER SUMMARIZER


Name: _____

Book Title: _____

Beginning

Middle

End



Name: _____

Book: _____

Beginning

Middle

End

Name: _____

SUPER SUMMARIZER

Book Title: _____


Someone

Wanted

But

So

Then



Name: _____

Book: _____

Someone

Wanted

But

So

Then

Illustrator Lesson

You will need:

- Illustrator or Illustration Poster
- Illustration Worksheet (one per student)
- Picture book of your choice

Instructions:

- To activate each students' schema, ask the students if they like stories with pictures or stories without. Have the students share their thoughts with a student next to them and then choose a few to share with the class/group.
- Show students the illustration poster. Ask them to tell the pictures or drawings that are going along with a text story. The students then are going to get a chance to be an illustrator too.
- Discuss how the pictures help the reader understand the text better.
- Pass out the illustration worksheet and explain to the students that they are going to draw a picture that goes along with the text.
- Read a page aloud and give the students a few minutes to create their illustration. Once they finish their picture, let them share their illustration with a partner or two and compare how they are similar and how they are different.

Notes

ILLUSTRATOR

Someone who creates pictures or drawings to go along with a text story.



ILLUSTRATIONS

The pictures or drawings used to decorate a book or other text.



ILLUSTRATOR

Name: _____

Describe what is happening in your illustration.



Connection Constructor Lesson

You will need:

- Connection Constructor Poster
- Connections Worksheet (one per student)
- Picture book of your choice

Instructions:

- Choose a book that you can make connections to. Before reading, place sticky notes throughout the book on the pages where you can make connections. Keep connections to about 3-5 for the story.
- Introduce the lesson by telling students that good readers think about what they are reading and make connections to other things as they read. These connections can connect the text to the reader, text to the world, text to media, or the text to another text. Show the students the Connection Constructor poster.
- You will then read the book aloud stopping at the post-its to explain the connections. It is very important that you explain why that part of the story relates to you, the world, or another text. Modeling is important!
- Ask the students to make connections between the story and their own lives.
 - Have the students do a pair share with another student.
- Pass out the Connection Constructor worksheet and have the students fill it out.

Notes

CONNECTION CONSTRUCTOR

Someone who makes connections between two things as they read a text.



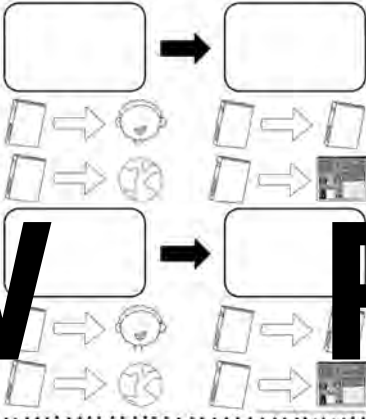
CONNECTIONS

Connections are relationships between two things. Readers can make text to self, text to text, text to media, or text to world connections as they read.



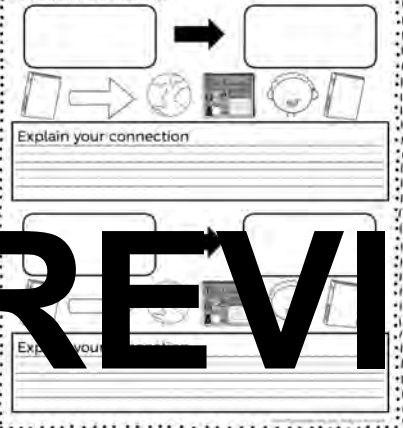
CONNECTION CONSTRUCTOR

Draw a picture of the connection you made and circle the picture that represents the type of connection it is.



CONNECTION CONSTRUCTOR

Draw a picture of the connection you made and circle the picture that represents the type of connection it is. Then explain what your connection was on the lines.



Name: _____

TEXT TO WORLD	TEXT TO MEDIA	TEXT TO SELF	TEXT TO TEXT	CONNECTION CONSTRUCTOR

Name: _____

TEXT TO WORLD	TEXT TO MEDIA	TEXT TO SELF	TEXT TO TEXT	CONNECTION CONSTRUCTOR

Name: _____

TEXT TO WORLD	TEXT TO MEDIA	TEXT TO SELF	TEXT TO TEXT	CONNECTION CONSTRUCTOR

Character Analyzer Lesson

You will need:

- Character Analyzer Poster
- Character Worksheet
- Picture book of your choice
- Whiteboard
- Stuffed animal (optional)

Instructions:

- Tell the students to close their eyes and think about themselves. Ask questions to help guide them into thinking about their physical characteristics.
 - What do you look like?
 - What color is your hair?
 - Are you tall or short?
- Now ask the students to think about their inside character traits.
 - How do you feel?
 - How do you act?
- Now read aloud a picture book to your students, be sure to show them the illustrations.
- Once you have finished reading, as a class/group analyze the character and their traits on the whiteboard. First, draw a picture of the main character. Next, discuss the character's physical traits and label a few. Then, ask the class/group how the character acts in the story. Ask how the character felt. Be sure to label the drawing on the board.
- Practice this activity a few times over the course of a few days with different books. As the students become more familiar, they will gain confidence and be able to complete this activity independently.

Notes: _____

CHARACTER ANALYZER

Someone who examines the

CHARACTERS

The people, animals, or creatures in a story.

Name: _____

CHARACTER ANALYZER

Draw a picture in the middle of the page of one of the characters from the story and then write 5 words to describe them, one on each line.

Name: _____

CHARACTER ANALYZER SNAPSHOTS

Draw a picture of each character on the blank boxes.

Retell Reporter Lesson

You will need:

- Retell Reporter Poster
- Retell Worksheet (one per student)
- Picture book of your choice

Instructions:

- Display a picture from a fun picture book to activate your students' schema. Let them examine the picture while you get ready to read the story.
- Once everyone is ready to listen to the story tell the class that they will need to listen very carefully because they will become a reporter who retells the story, and they will need to remember what happens. Remind them that a reporter retells events in their own words.
- Read the story aloud and call on individual students to help retell the story. Guide the class with prompting questions.
 - What happened first?
 - What did they do after that?
 - What was the problem?
 - How did they solve the problem?
 - What happened next?
 - How did they feel?
 - How did they end?
- Read the story again and then have the students retell the story to a partner. If they struggle to tell the story you can show them the picture and ask them to help with their memory.
- Practice this activity a few times over the course of a few days with different books. As the students become more familiar, they will gain confidence and be able to complete this activity independently.

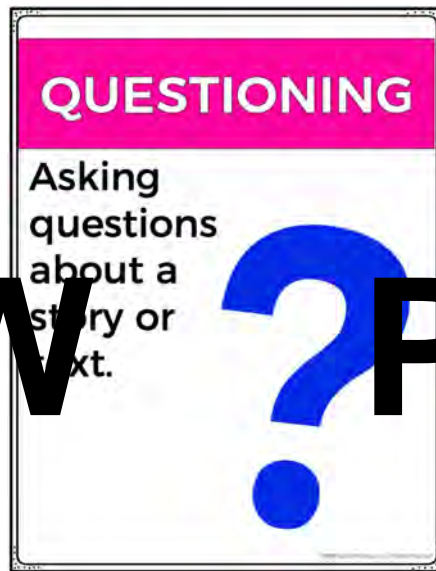
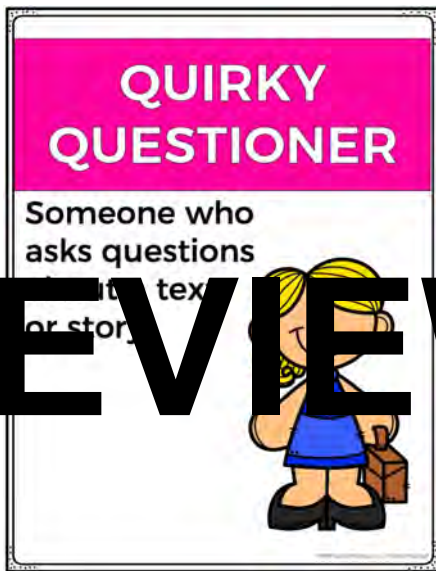
Notes: _____

RETELL REPORTER

Someone who retells the story in their own words.

RETELLING

Telling what happens in a story from the beginning to the end in your own words.



Name: _____

QUIRKY QUESTIONER

Write down any questions you have before, during, and after you read the story or text.

Before

1. _____

2. _____

3. _____

After

1. _____

2. _____

3. _____

Name: _____

QUIRKY QUESTIONER

Write down any questions you have before, during, and after you read the story or text.

1. _____

2. _____

3. _____

During

1. _____

2. _____

3. _____

After

1. _____

2. _____

3. _____

.....

Setting Seeker Lesson

You will need:

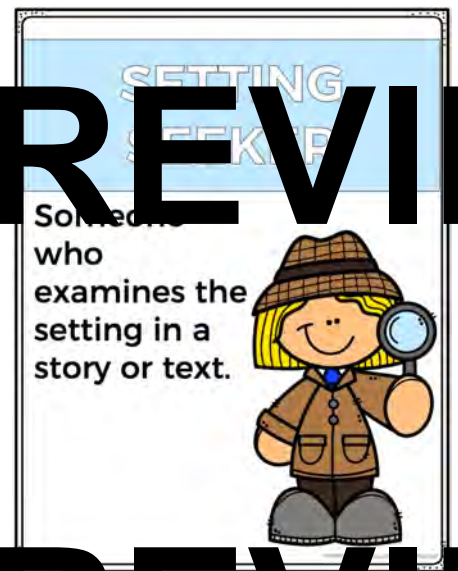
- Setting Seeker Poster
- Setting Seeker Worksheet (one per student)
- Picture book of your choice

Instructions:

- Ask the students to close their eyes and think about a story they want to write. Ask them where the story would take place. Have them pair share their story idea as well as where their story would take place.
- Explain to students that the setting of a story is where and when the story takes place. Review setting by showing pictures and text from stories the class is familiar with and discussing the setting of each story.
- Display the Setting Analyzer Poster for the class to see.
- Next, explain that you can use pictures and text, sometimes including clue words in the text that help you figure out the setting.
 - For example, describe a classroom with clue words (there are desks, chairs, a bookcase, a whiteboard). Explain how these clue words don't say classroom, but they help us figure out the setting.
- Read a picture book aloud and use it to model identifying the setting using keywords from the text and the story's illustrations.
- Pass out the Setting Analyzer Worksheet and have the students complete it based off the book you just read aloud.

Notes: _____

.....



Name: _____

SETTING SEEKER

Draw a picture of the setting of the story.

This story takes place _____

Choose a time of day: morning afternoon
evening night

This story takes place during the _____

.....

.....

Detail Detective Lesson

You will need:

- Detail Detective Poster
- Detail Detective Worksheet (one per student)
- Picture book of your choice

Instructions:


- Show the students a picture from a story they are familiar with. Tell them that today they are going to become detectives and that detectives must look very closely to find clues. Show the class the Detail Detective Poster.
- Have the students examine the picture and talk with a partner about what they notice in the picture.
- Pass out the Detail Detective Worksheet to each student.
- Ask the students, "What do you think is the main idea?"
 - Ask the students, "What do you think are important details?"
 - Have the students fill in the Detail Detective Worksheet with the main idea and important details.
 - Practice the strategy by using the picture book to help the students.

Notes: _____

.....

DETAIL DETECTIVE

Someone who examines the details in a story.



DETAILS

A small part of a story or a text.



Name: _____

DETAIL DETECTIVE

Draw the main idea and the important details of the story.

Detail

Detail

Main Idea

Detail

Detail

Name: _____

DETAIL DETECTIVE

Draw the main idea and the important details of the story.

Detail

Detail

Main Idea

Detail

Detail

Story Element Server Lesson

You will need:

- Story Element Server Poster
- Story Element Worksheet (one per month)
- Ingredients for rice krispie treats (optional but encouraged for the wow factor) labeled as character, setting, problem, solution, events).
- Picture book of your choice

Instructions:

- Show the students all the ingredients for rice krispies (or another easy treat) and tell them that in order to make rice krispies you need all of the ingredients. Explain that in order to have a great story, you need all of the ingredients which are also known as story elements.
- Show the students the Story Element Server Poster and explain what the server does. Tell the students that they are going to be servers today like at their favorite restaurant.
- Start mixing each ingredient into a bowl. Be sure to point out the story element names!
- As you mix emphasize that the recipe would not work if you left out ingredients much like a story wouldn't make sense if you left out any of the story elements.
- Once you mix everything together, read a picture book aloud to the class and discuss each element. Pass out the story element server worksheet and have the students fill out the worksheet with you.

Notes: _____


STORY ELEMENT SERVER

Someone who identifies all the parts of a story including the characters, setting, problem, and solution.



STORY ELEMENTS

Parts of a story including the characters, setting, problem, and solution.



Name: _____

STORY ELEMENTS

Fill in each story element.

TITLE	AUTHOR
CHARACTERS	SETTING
PROBLEM	SOLUTION

Name: _____

STORY ELEMENTS

Fill in each story element.

TITLE	AUTHOR
CHARACTERS	SETTING
PROBLEM	SOLUTION

Draw a picture of each story element.

Fact Farmer Lesson

You will need:

- Fact Farmer Poster
- Fact Farmer Worksheet (one per month)
- Nonfiction Picture book of your choice

Instructions:

- Tell the students, "Dogs are the very best animal!"
- Ask them if they agree that dogs are the best animal. When a student disagrees have them explain what they think is the very best animal.
- Then, tell the students, "Dogs are a kind of _____." (Fill in the blank with the name of the animal that the student thinks is the very best animal.)
- Ask the students, "What do you think is the very best animal?"
- Tell the students, "Dogs are a kind of _____." (Fill in the blank with the name of the animal that the student thinks is the very best animal.)
- Read aloud a nonfiction picture book that the students will understand easily.
- After you read each page, ask the students if they heard any facts that were proven in the story.
- Give the students a chance to pair share after every few pages.
- Pass out the Fact Farmer Worksheet and model for the students how to write down a fact from the story.
- Next, have the students write down a few facts they heard in the story and draw a picture to go along with each fact on their own worksheet.

Notes:

FACT FARMER

Someone who identifies the statements that we know to be true.



FACTS

Facts are statements that we know to be true.



FACT FARMER

Name: _____

Draw a picture of each fact.

Fact #1

Fact #2

FACT FARMER

Name: _____

Write down three facts you learned while reading the story. Draw a picture of each of them.

Fact #1

Fact #2

Fact #3

TEACHER NOTES

Date: _____ Group: _____

Level: _____ Book Title: _____

Student: _____ Student: _____

Student: _____ Student: _____

Student: _____ Student: _____

Student: _____ Student: _____

Date: _____ Group: _____

Level: _____ Book Title: _____

Guided Reading Lesson Plan

Teaching Strategy

Decoding	Comprehension	Fluency	Reading Roles
<input type="checkbox"/> Silent E	<input type="checkbox"/> Make Predictions	<input type="checkbox"/> Accuracy	<input type="checkbox"/> Super Summarizer
<input type="checkbox"/> Word Stretching	<input type="checkbox"/> Retell	<input type="checkbox"/> Rate	<input type="checkbox"/> Illustrator
<input type="checkbox"/> Chunking	<input type="checkbox"/> Summarize	<input type="checkbox"/> Expression	<input type="checkbox"/> Connection Constructor
<input type="checkbox"/> Use Pictures	<input type="checkbox"/> Questioning	<input type="checkbox"/> Punctuation	<input type="checkbox"/> Character Analyzer
<input type="checkbox"/> Reread			<input type="checkbox"/> Retell Reporter
<input type="checkbox"/> Context Clues			<input type="checkbox"/> Word Wizard
			<input type="checkbox"/> Quirky Questioner
			<input type="checkbox"/> Setting Seeker
			<input type="checkbox"/> Detail Detective
			<input type="checkbox"/> Story Element Server
			<input type="checkbox"/> Fact Farmer

Before Reading

Word Work	Sight Words
<input type="checkbox"/> CVC Words	1. _____ 4. _____
<input type="checkbox"/> Mix & Fix	2. _____ 5. _____
<input type="checkbox"/> Sound Boxes	3. _____ 6. _____
<input type="checkbox"/> Whiteboards	

During Reading

Does it sound right? _____

Do we say it that way? _____

Does it make sense? _____

Word I saw _____

Punctuation Lesson

You will need:

- Punctuation Lesson
- Books on students' reading level
- Dry erase markers (red, green, and blue)

Instructions:

- Tell the class that a good reader changes how their voice sounds while they read to make it match what is happening in the story. Say a sad sentence in an excited voice.
 - Example "Last night I lost my wallet, and we can't find it anywhere! I am so sad about it!"
- Ask the student(s) what was wrong with the way to said the sentence.
- Now explain that there are clues in the text that help us know how to read each sentence. These clues are called punctuation.

- If the students are having a hard time understanding the difference, Copy down the sentence on the board and circle the punctuation in the appropriate color to represent how your voice should sound.
 - Red = period (read in a normal voice and we pause)
 - Green = exclamation mark (read in a way that conveys a strong emotion)
 - Blue = voice should go up at the end of the sentence to convey that it is asking a question.

Notes:

How did I do?

Fill in the face that represents how you think you read each punctuation mark in the passage.

Periods (.)			
Exclamation Mark (!)			
Question Mark (?)			

How did I do?

Fill in the face that represents how you think you read each punctuation mark in the passage.

Periods (.)			
Exclamation Mark (!)			
Question Mark (?)			

CVC Words Activity

You will need:

- Magnetic Letter Manipulatives or Letter Tiles
- CVC Word Worksheet one per student (laminated or in sheet protector)
- Dry Erase Marker one per student

Instructions:

- Tell the student(s) that they are going to become word experts today by looking at a few short words!
- Choose 3-5 CVC words to use for this activity.
- Pass out the CVC Word Worksheet and point out the box for the students to build the word using the letter manipulatives.
- Have the first CVC word on the worksheet. Have the students find the letters to build the word.
- Have the students write the word in the box. Have them say the word out loud.
- Have the students say each letter out loud by touching each letter on the word.
- Have the students say the word out loud by touching each letter on the word.
- Have the students change one letter of the word to make a new word.
- Have the students say the new word out loud.
- Repeat this process multiple times with each of the CVC words you have chosen.

Notes:

CVC Words

- | | |
|-----|-----|
| bat | pen |
| bed | rot |
| cat | rug |
| cop | rat |
| can | red |
| cut | set |
| cot | sad |
| cup | sip |
| dig | sat |
| dog | sun |
| dot | tin |
| den | tag |
| dip | tap |
| fit | tip |
| fin | tub |
| fat | tow |
| fed | wet |
| fun | win |
| fog | zit |
| kit | |
| lit | |
| led | |
| log | |
| low | |
| man | |
| met | |
| men | |
| mug | |
| mud | |
| mow | |
| net | |
| nut | |
| pig | |
| pin | |
| pot | |

CVC Word Mat

Build It

Write It

Sound It Out

Change It

Draw It

Mix & Fix Activity

You will need:

- Magnetic Letter Manipulatives or Letter Tiles
 - CVC Word Worksheet one per student (laminated or in sheet protector)
 - Dry Erase Marker one per student
- ### Instructions:
- Tell the students that they are going to become word experts today by looking at a few short words!
 - Choose 3-5 CVC words to use for this activity.
 - Pass out the CVC Word Worksheet and point out the box for the students to build the word using the letter manipulatives.
 - Have the first CVC word on the worksheet. Have the students find the letters to build the word.
 - Have the students write the word in the box. Have them say the word out loud.
 - Have the students say each letter out loud by touching each letter on the word.
 - Have the students say the word out loud by touching each letter on the word.
 - Have the students change one letter of the word to make a new word.
 - Have the students say the new word out loud.
 - Repeat this process multiple times with each of the CVC words you have chosen.

Notes:

Sight Words

- | | | |
|------|-------|-------|
| the | one | other |
| of | had | about |
| and | by | out |
| a | words | many |
| to | but | then |
| in | not | them |
| is | what | these |
| you | all | so |
| that | were | some |
| it | we | her |
| he | when | would |
| was | your | make |
| for | can | like |
| on | said | him |
| are | there | into |
| as | use | time |
| his | look | |
| they | two | |
| at | write | |
| be | go | |
| this | say | |
| from | will | no |
| or | up | way |

Sight Words

- | | | |
|--------|----------|-----------|
| could | little | line |
| people | work | right |
| my | know | too |
| than | place | means |
| first | years | old |
| water | live | any |
| been | me | same |
| called | back | tell |
| who | give | boy |
| am | most | following |
| its | very | came |
| now | after | want |
| find | thing | show |
| long | our | also |
| down | just | around |
| day | name | farm |
| did | good | th |
| ge | sentence | st |
| co | man | se |
| m | think | p |
| my | say | e |
| at | great | st |
| the | where | d |
| my | help | al |
| sound | through | l |
| take | much | must |
| only | before | big |

Sound Boxes Activity

You will need:

- Sound Boxes Worksheet (one per student) "laminated or in a sheet protector"
- Dry Erase Marker (one per student)
- Whiteboard (optional)

Instructions:

- Start this activity by having the students play a game with you! First explain to the students that words are made up of sounds, also known as phonemes. Phonemes can be made of one letter or more than one letter.
- Say a word aloud and have the students help you stretch it out to count the phonemes within the word.
 - sheep sh...ee...p (3 phonemes)
 - bean b...ea...n (3 phonemes)
 - black b...l...a...ck (4 phonemes)
 - geese g...ee...s (3 phonemes)
- Now pass out the laminated "Sound Boxes" worksheet and a dry erase marker to each student. Whiteboards can be used in place of the Sound Boxes worksheet.
- Have the students write the word in the Sound Boxes.
- Have the students say each letter out loud by touching each letter on the word.
- Have the students say the word out loud by touching each letter on the word.
- Have the students change one letter of the word to make a new word.
- Have the students say the new word out loud.
- Repeat this process multiple times with each of the CVC words you have chosen.

Notes:

Name: _____

Sound Boxes

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.....

Syllables Activity

You will need:

- Syllables Worksheet
- Book On Students' Level

Instructions:

- Explain to the students that words are made up of chunks and each chunk is called a syllable.
- Tell the students that there is a silly way to see how many syllables in a word, it is called duck lips!
 - Make duck lips and then use your thumb and index finger to pinch the sides of your duck lips and hold them together. Have all the students do the duck lips with you. Now tell the class that you are going to say the word "today" while making the duck lips and count how many times you push air into your lips from inside.

• today	to...day (2 syllables)
• happy	hap...py (2 syllables)
• zoo	zoo (1 syllable)
• yesterday	yes...ter...day (3 syllables)

Handout the Syllables worksheet of your choice depending on students' levels. Have them count the syllables in each word. Once they have completed the syllable worksheet, choose a word from two from a text on their level to have them count the number of syllables.

The last syllables worksheet can be used to create your own worksheet by adding your own pictures and words.






Notes: _____

.....

Name: _____

Syllables

Color in the number tile that represents the correct number of syllables in each word.






 girl	1	2	3	4
 bucket	1	2	3	4
 ball	1	2	3	4
 camera	1	2	3	4
 sun	1	2	3	4

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Name: **ANSWER KEY**

Syllables

Color in the number tile that represents the correct number of syllables in each word.






 girl	1	2	3	4
 bucket	1	2	3	4
 ball	1	2	3	4
 camera	1	2	3	4
 sun	1	2	3	4

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Name: _____

Syllables

Color in the number tile that represents the correct number of syllables in each word.






 apple	1	2	3	4
 crayon	1	2	3	4
 janitor	1	2	3	4
 teacher	1	2	3	4
 school	1	2	3	4

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Name: **ANSWER KEY**

Syllables

Color in the number tile that represents the correct number of syllables in each word.






 apple	1	2	3	4
 crayon	1	2	3	4
 janitor	1	2	3	4
 teacher	1	2	3	4
 school	1	2	3	4

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Name: _____

Syllables

Color in the number tile that represents the correct number of syllables in each word.






 chair	1	2	3	4
 sunscreen	1	2	3	4
 sunglasses	1	2	3	4
 sandcastle	1	2	3	4
 flipflops	1	2	3	4

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Name: **ANSWER KEY**

Syllables

Color in the number tile that represents the correct number of syllables in each word.

 chair	1	2	3	4
 sunscreen	1	2	3	4
 sunglasses	1	2	3	4
 sandcastle	1	2	3	4
 flipflops	1	2	3	4

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Name: _____

Syllables

Color in the number tile that represents the correct number of syllables in each word.

	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

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Rhyming Activity

You will need:

- Rhyming Worksheet (one per student)
- Nursery Rhyme Book

Instructions:

- Teach the students that rhyming words are words that have the same ending sounds.
 - For example: "cat" and "hat".
- Read aloud a few pages of a nursery rhyme and emphasize the rhyming words as you read.
- After each rhyme, ask the students to pair-share the rhyming words.

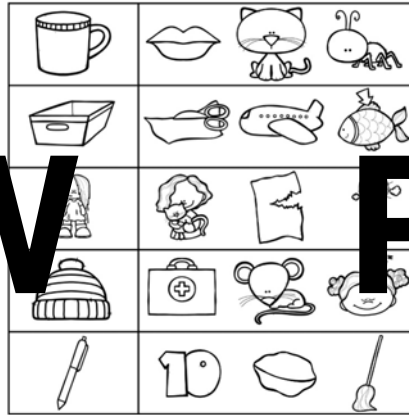
- Pass out the Rhyming Worksheet and have them choose the rhyming words from the first picture.

The last Rhyming Worksheet can be used to create your own worksheet by writing down the words that rhyme and then have them think of 2 words that rhyme with the given word. After that, they can draw a picture to represent each word.

Notes:

Rhyming Words

Look at the picture. Then circle the picture that rhymes with it.



Rhyming Words

Look at the picture. Then circle the picture that rhymes with it.



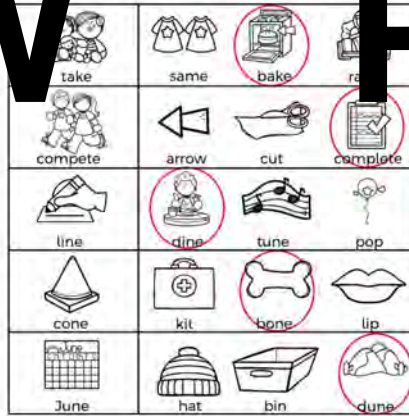
Rhyming Words

Look at the picture. Then circle the picture that rhymes with it.



Rhyming Words

Look at the picture. Then circle the picture that rhymes with it.



Rhyming Words

Look at the picture. Then circle the picture that rhymes with it.



Word Family Sort

You will need:

- Word Family Sort Worksheet of your choice (one per student)
- Magnetic Letters
- Small magnetic whiteboard (optional)

Instructions:

- Explain to the students that words in the same word family all have the same ending pattern.
- Pull out the magnetic letters "a, t, b, c, h, m, p, r, and f".
 - Start by creating the word "bat" using the letters on the whiteboard (the tabletop can be used if you do not have a whiteboard).
 - Draw a line under the "at" in the word and tell the students that you are going to create a word family where all the words end with the "at" pattern.
- Ask one of the students if they can make a word by changing the first letter in the word "bat".

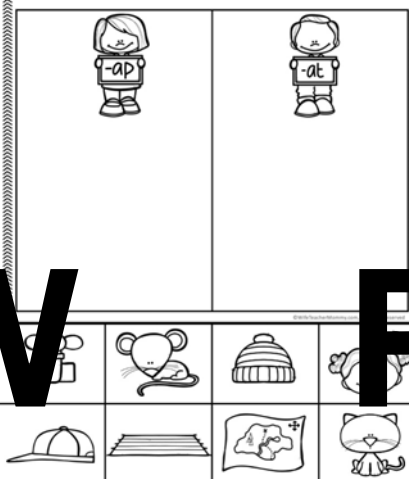
- Continue this process until you have found words that are going to the same word family. Have the students identify the ending pattern and write it down.

- Use one of the Word Family Sort worksheets to make how to sort the words. Have the students write the words in the correct family. Then have them create the word family by writing the words in the correct family.

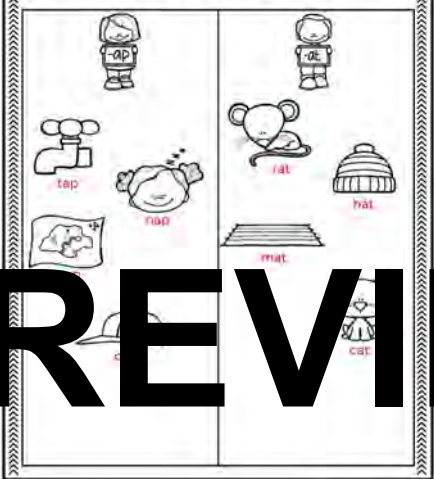
- The last Word Family Sort worksheet can be used to create your own word sort by adding words to the sort and creating your own word families.

Notes:

Word Family Sort













Word Family Sort













Name: _____

Word Family Sort










Name: ANSWER KEY

Word Family Sort

Name: _____

Word Family Sort







Name: ANSWER KEY

Word Family Sort









Name: _____

Word Family Sort

Name: ANSWER KEY

Word Family Sort

Name: _____

Word Family Sort

Name: ANSWER KEY

Word Family Sort

Name: _____

Word Family Sort

