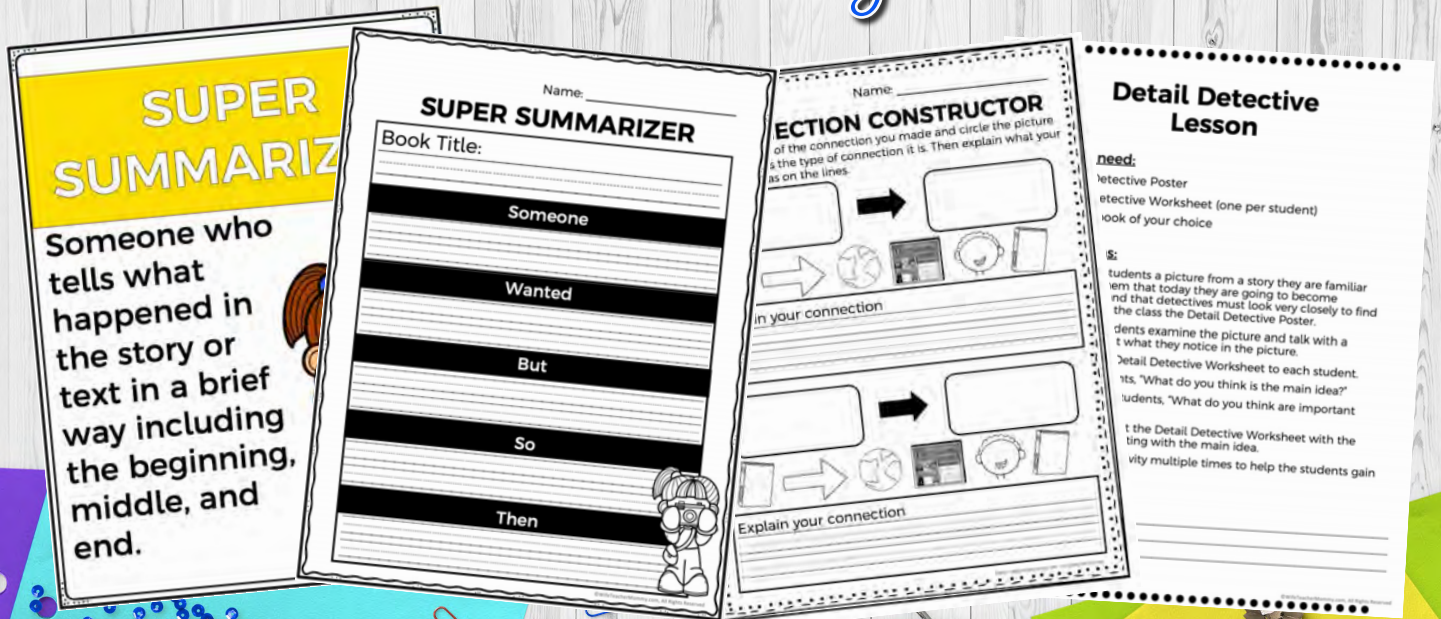


Literature Circles Book Study Toolkit

Kinder-2nd Grade



11 Student
Reading Roles

Engaging Reading Comprehension Lesson Plans to be Easily Implemented



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"
- Explain to the students that you just summarized your day for them. Point out that you did not tell them every single detail, but you did include all the main parts.
- Show them the summarizing poster and explain that when you summarize you always tell the following:
 - Someone: who the story is about
 - Wanted: what the person wants
 - But: what the problem is or what went wrong
 - So: what the character does after the problem
 - Then: how the story ends
- 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:

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.
- Next, show the students the illustrator poster and explain to the students that an illustrator is someone who creates the pictures or drawings that go along with the text. Tell the students that they are going to get the chance to be an illustrator today.
- Discuss how the pictures help the reader understand the text better.
- Pass out the illustrator worksheet and explain to the students that you are going to read a page of the story to them, and they will get to create the 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:

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:

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.

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



SUMMARIZING

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



ILLUSTRATIONS

The pictures or drawings used to create a story.


CONNECTIONS

Connections are relationships between two Readers like text to text to text or text to text as d.




RETELLING

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



CHARACTERS

The people, animals, or creatures in a story.



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



Name: _____

SUPER SUMMARIZER

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

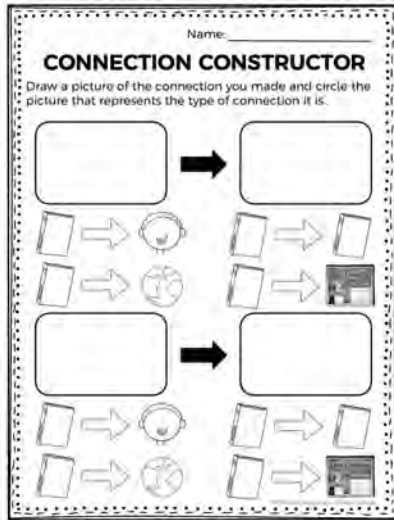
We have included many differentiated reading comprehension graphic organizer for each reading strategy to be used with each lesson plan. These worksheets can be used with any book or text of your choice throughout the year.

Engaging Student Activity Worksheets That Students Will Love

Name: _____

CONNECTION CONSTRUCTOR

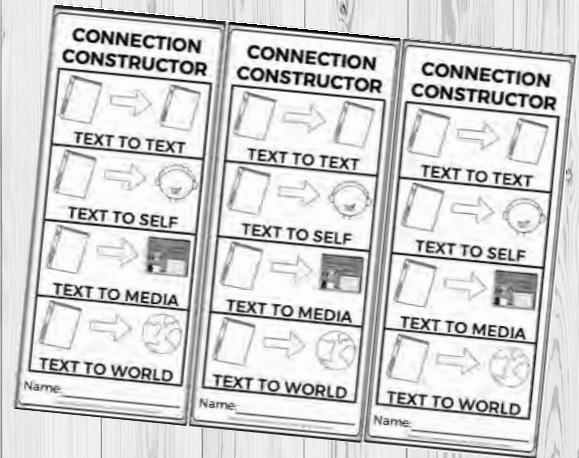
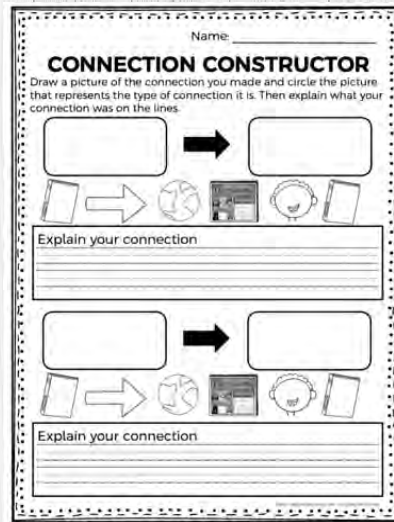
Draw a picture of the connection you made and circle the picture that represents the type of connection it is.



Name: _____

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.



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: _____

RETELL REPORTER

Draw pictures to fill in the information about the story you just read to help you retell the story in your own words.

Characters		Setting	
Beginning	Middle	End	
Problem		Solution	

Name: _____

RETELL REPORTER

Fill in the information about the story you just read in your own words.

Characters		Setting	
Beginning	Middle	End	
Problem		Solution	

Name _____

Title of the Story Goes Here

Date Goes Here _____

Retell the Story Here	What was the problem?
What was the solution?	

Illustration Goes Here

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!

Complete Guided Reading Lesson Plan Template and Notes Pages



Date: _____		Group: _____	
Level: _____		Book Title: _____	
Guided Reading Lesson Plan			
Teaching Strategy			
Decoding <input type="checkbox"/> Silent E <input type="checkbox"/> Word Stretching <input type="checkbox"/> Chunking <input type="checkbox"/> Use Pictures <input type="checkbox"/> Reread <input type="checkbox"/> Context Clues <input type="checkbox"/> _____ <input type="checkbox"/> _____	Comprehension <input type="checkbox"/> Make Predictions <input type="checkbox"/> Retell <input type="checkbox"/> Summarize <input type="checkbox"/> Questioning <input type="checkbox"/> _____ <input type="checkbox"/> _____	Fluency <input type="checkbox"/> Accuracy <input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Punctuation	Reading Roles <input type="checkbox"/> Super Summarizer <input type="checkbox"/> Illustrator <input type="checkbox"/> Connection Constructor <input type="checkbox"/> Character Analyzer <input type="checkbox"/> Retell Reporter <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 <input type="checkbox"/> CVC Words <input type="checkbox"/> Mix & Fix <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Whiteboards	<input type="checkbox"/> Syllables <input type="checkbox"/> Rhyming <input type="checkbox"/> Word Family <input type="checkbox"/> Word Chain <input type="checkbox"/> Blends/Digraphs	Sight Words 1. _____ 4. _____ 2. _____ 5. _____ 3. _____ 6. _____	
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: 1. Can you retell what you read? 2. Can you summarize the story? 3. _____ 4. _____ 5. _____		Questions: 1. What did you think about the story? 2. What questions do you have about the story? 3. Did this story remind you of anything? 4. What facts do you remember? 5. _____ 6. _____	

Date: _____		Group: _____	
Level: _____		Book Title: _____	
TEACHER NOTES			
Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:
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!

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



Answering Questions Lesson

You will need:

- Questions to Ask Handouts one per student
- Book on Student's Reading Level

Instructions:

- Explain to the students that good readers are always thinking about the text before, during, and after they read it!
- Tell the students that good readers can answer questions about the text even before they start reading!
- Next, show the students the cover of the book that they will be reading.
 - Choose a few questions from the "Questions to Ask Before You Read" section of the handout to ask the student(s).
 - Example: "Can you look at the cover and make a prediction about the text?"
- Explain that good readers can answer questions about the text while they are reading too.
 - Have one student read a page from the passage.
 - Repeat this process until you finish the story/section of the text.
 - Choose 1-2 questions from the "Questions to Ask While You Read" section of the handout to ask the student(s).
 - Example: "What do you think will happen next?"
 - Repeat this process with different students until you finish the story/section of the text.
- Once you have finished the story, ask the student(s) a few questions from the "Questions to Ask After You Read" section of the handout.

***This activity can be completed over the course of a few days depending on the length of the text.

Notes

QUESTIONS TO ASK

QUESTIONS TO ASK BEFORE YOU READ

Fiction

- Can you look at the cover and make a prediction about the text?
- What characters do you think will be in the story?
- Do you think there will be a problem in this story? Why or why not?
- What do you think the problem might be?
- What does this story make you think of?
- What does the title tell you about it?
- Where do you think this story will take place?

Nonfiction

- Can you look at the cover and make a prediction about the text?
- What do you know already about it?
- What would you like to learn about it?
- How can you tell this is a nonfiction text?

QUESTIONS TO ASK

QUESTIONS TO ASK WHILE READING

Fiction

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you think the story will end?
- Why do you think _____ did that?
- How would you have felt if you were _____?
- What are some questions you have about the story?
- As we read the story, it reminds me of _____ in my mind you of?
- How do you think _____ will change the events in the story?
- How do you think _____ will change the events in the story?
- How do you think _____ will change the events in the story?
- How do you think _____ will change the events in the story?

Nonfiction

- How do you think _____ will change the events in the story?
- How do you think _____ will change the events in the story?
- How do you think _____ will change the events in the story?
- How do you think _____ will change the events in the story?

QUESTIONS TO ASK

QUESTIONS TO ASK AFTER READING

Fiction

- Why do you think the author wrote this story?
- Why do you think the book is called _____?
- In your opinion, was this a good book? Why or why not?
- How was the problem in the story solved?
- What do you think we're supposed to learn by reading this story?
- What was your favorite part of the story?
- If you could change one part of the story, what would you change?
- If you were _____, how would you feel?
- What was the most interesting part of the story?
- How are you like the main character? How are you different?
- Can you think of a different title for the story?
- Was there anything you did not like about the story?
- Were there any parts that surprised you?
- What are you going to read next?

Nonfiction

- What else would you like to know about this topic?
- Why do you think the author wrote this text?
- What did you find interesting about this 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.

Fluency Lesson Plan and Tracking Sheets to Keep Your Students Excited About Improving Their Fluency

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Fluency Lesson

You will need:

- Fluency Lesson
- Books on students' reading level or WTM reading passages


Instructions:

- Tell the class a story using a robot voice.
 - Example: "Yesterday, I went to the store and bought a new pair of slippers. They are red and black. I can't wait to wear them when I get home today."
- Ask the student(s) if the story was easy to listen to and if they enjoyed it.
 - When the student(s) answer that it was not easy to listen to ask them why.
- Now explain that instead of reading word by word like a robot, it is important to read a few words at a time so that it sounds better to the person listening. Tell the student(s) that when we read a few words at a time also known as a phrase, it is easier to understand the text.
- Show the students an example of grouping a few words together into a phrase.
 - Example: "This is... a book... it is about... a cat... his name... is Teri"
- Now tell the class that when readers make the text sound smooth instead of choppy like a robot it is called fluency. Tell them that they are going to become experts on reading fluently by listening to you read from the story and deciding what sounds the best.
- Read a line from the story in a robot voice.
- Then read the same line fluently.
- Ask the students which way sounded better.
- Now put the students into pairs and let them practice reading in a choppy robot voice and then in a fluent way. Have their partner decide which way sounds better.
- You can assess each students' fluency by timing each student for 1 minute and having them read the text. Once the 1 minute is up, count the number of words the student was able to read. This can also be done in pairs for more advanced/mature students.

Notes

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Reading Fluency Passages Class Recording Sheet




Student Name	Passage # 1	Passage # 2	Passage # 3	Passage # 4	Passage # 5	Passage # 6	Passage # 7	Passage # 8	Passage # 9	Passage # 10

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Reading Fluency Student Recording Sheet

Name: _____



Fill in the bar graph to represent the number of words you read within 1 minute. Color in the bar next to the passage number you completed that represents how you feel you did with your fluency, expression, and punctuation!

70	
65	
60	
55	
50	
45	
40	
35	
30	
25	
20	
15	
10	
5	
0	

Passage # 1	Passage # 2	Passage # 3	Passage # 4	Passage # 5	Passage # 6	Passage # 7	Passage # 8	Passage # 9	Passage # 10	Passage # 11	Passage # 12	Passage # 13
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	--------------	--------------	--------------	--------------

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We have included a lesson plan to get your students excited about reading and setting goals to read fluently. You can easily track your students' progress using the class tracking sheet.

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



Expression Lesson

You will need:

- Expression Lesson
- Books on students' reading level

Instructions:

- Tell the class that a good reader changes how their voice sounds they read to make it match what is happening in the story. Say sentence in an excited voice.
 - Example: "Last night I lost my wallet, and we can't find it any sad about it!"
- Ask the student(s), "What was wrong with the way I said the sentence? Now explain that there are clues in the text that help us know each sentence. These clues are called punctuation.
- Explain that as we read, we need to look ahead to see if there exclamation mark, or question mark at the end of the sentence how our voice should sound as we read that sentence.
 - Periods can be read in a normal voice and our voice should go end of the sentence.
 - Exclamation marks should be read in a way that conveys a strong emotion like anger, happiness, or excitement depending on what is happening in the sentence.
 - Question marks tell us that there is a question, and our voices at the end of the sentence.
- Now explain to the students that when the reader makes their voice match the story and characters it is called reading with expression.
- Read part of the story in a voice that does not match the text students what was wrong with the way you read it.
- Then read it with correct expression and ask why that way you.
- Now put the students into pairs and let them practice reading expression!

Notes:

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 you 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.
- Explain that as we read, we need to look ahead to see if there is a period, exclamation mark, or question mark at the end of the sentence to know how our voice should sound as we read that sentence.
 - Periods can be read in a normal voice and our voice should go down at the end of the sentence.
 - Exclamation marks should be read in a way that conveys a strong emotion like anger, happiness, or excitement depending on what is happening in the sentence.
 - Question marks tell us that there is a question, and our voices should go up at the end of the sentence.
- Demonstrate using your voice to match the punctuation in the story and have the students give you a thumbs up or thumbs down to represent how you did.
- 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 was my expression?

Fill in the face that represents how you think you read today!

Did my voice match the character?

my voice match t was happening ie story?

I pay attention to punctuation?

W was my expr a face that represents how you thr

my voice match character?

my voice match t was happening ie story?

I pay attention to punctuation?

Name: _____

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 (?)

Name: _____

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 (?)

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



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 look at a few short words!
- Choose 3-5 CVC words to use for this activity.
- Pass out the CVC Word Worksheet and have the student(s) build the words using the letter tiles.
- Say the first CVC word aloud and have the student(s) use the letter tiles inside the 'B' box.
- Next, have the student(s) write the word in the 'W' box.
- After that, have the student(s) say each letter as they say the sound. Once the entire word is said, have the student(s) slide their finger along the sounds each letter makes.
- Then, have the student(s) change one letter in the 'Change It' box.
- Last, have each student draw a picture of the word.
- Repeat this process multiple times with different words.

Notes:

CVC Words

• bin	• get	• pet
• bar	• gap	• pit
• bat	• hat	• pen
• big	• hen	• run
• bet	• hit	• rim
• bed	• hot	• rot
• cat	• jam	• rug
• car	• jet	• ran
• cop	• kit	• rat
• can	• lit	• red
• cut	• led	• set
• cot	• log	• sad
• cup	• low	• sip
• dig	• man	• sat
• dog	• met	• sun
• dot	• men	• tin
• den	• mug	• tag
• dip	• mud	• tap
• fit	• mow	• tip
• fin	• net	• tub
• fat	• nut	• tow
• fed	• pig	• wet
• fun	• pin	• win
• fog	• pot	• zit

CVC Word Mat

Name: _____

Build It	Write It
Draw It Out	Draw It

Notes:

Sight Words

- the
- of
- and
- a
- in
- to
- is

- one
- had
- by
- words
- but
- not
- what
- all
- were
- we
- when
- your
- can
- said
- there
- use
- an
- each
- which
- she
- do
- how
- their
- if
- will
- up

- other
- about
- out
- many
- then
- them
- these
- so
- some
- her
- would
- make
- like
- him
- into
- time
- has
- look
- two
- more
- write
- go
- see
- number
- no
- way

Notes:

Mix & Fix Activity

You will need:

- Magnetic Letter Manipulatives or Letter Tiles
- Small Containers/Bags
- Sight Word Lists

Instructions:

- Prepare the small containers/bags by choosing a sight word from the list to practice for the day and then placing the letters needed for that word into each of the containers. Example: If you choose the word "these", each container should have each of the letters inside: H E S E. (S letter tiles total!)
- Pass out one letter filled container to each student and tell them not to open it until you say so.
- Explain that all the letters are included to spell one of the tricky sight words and it is their job to try their best to spell it.
- Tell the students that good readers must know and practice their sight words because they can be very tricky!
- Explain that all the letters are included to spell one of the tricky sight words and it is their job to try their best to spell it.
- Tell the students what the sight word is and tell them that they can open their container and try their very best to spell the tricky word.
 - Help struggling students if needed.
- Once they have all spelled the word correctly have them touch each letter and say the sound. Once they have said each letter sound, have them draw a straight line under the letters and say the full word. Have your students repeat this 5 times so that they become so familiar that they feel they are too much of an expert for it to be beneficial!
- Here is the fun part! Tell each student to completely close their eyes and you are going to mix up the letters and they will have to fix the word. Tell the students that once they have fixed the word, to cover it with their hands so that no one can peek at their word.
- Repeat this process a few times so that they become experts on that sight word. If someone misspells the word say, "This is an extra tricky word! Try one more time, the word is _____"

Notes:

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



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 to the students that words are made up of sound phonemes. Phonemes can be made of one letter or more than one letter.
- Say a word aloud and have the students help you phonemes within the word.
 - sheep sh...ee...p (3 phonemes)
 - bean b...ea...n (3 phonemes)
 - block b...l...o...c...k (5 phonemes)
 - geese g...ee...s (3 phonemes)
- Now pass out the laminated "Sound Boxes" worksheet to each student. Whiteboards can be used as a worksheet.
- Say a word aloud to the students and have them write each sound they hear into the corresponding box.
 - zoo z...oo (2 phonemes)
 - date d...a...t...e (3 phonemes)
 - crab c...r...a...b (4 phonemes)
 - stripe s...t...r...i...p (5 phonemes)
 - fin f...i...n (3 phonemes)
 - stick s...t...i...c...k (5 phonemes)
 - boy b...oy (2 phonemes)

Notes

Sound Boxes

Name: _____

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

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 a syllable.

is that there is a silly way to see how many syllables a word has. You can use your thumb and index finger to make a "duck lip" and then use your thumb and index finger to touch the duck lips and hold them together. Now say the word "today" while making the duck lips. How many times do you push your thumb and index finger together? That's how many syllables the word "today" has.






to...day (2 syllables)
hap...py (2 syllables)
zoo (1 syllable)
ay...yes...ter...day (3 syllables)

Use the syllable worksheet of your choice depending on the level of your students. Have them count the syllables in each word and write the number in the box. You can also use the worksheet to create your own words and syllables.

Syllables

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



Name: _____

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

Syllables

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

Name: _____

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

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



Rhyming Activity

You will need:

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

Instructions:

- Teach the students that rhyming ending sounds.
 - For example: "cat" and "hat".
- Read aloud a few pages of a nursery rhyme as you read.
- After each rhyme, ask the student that they heard.
- Repeat this a few times to help them.
- Pass out the Rhyming Word Worksheet and have them choose what rhymes with the word.

Notes:

Name: _____

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

(optional)

words in the same word family all have the same ending sound.

Sort words into their word families by the ending sound.

Sort worksheets to model how to sort the words into their word families by the ending sound.

Sort worksheets to model how to sort the words into their word families by the ending sound.

Name: _____

Rhyming Words

Write the word and then write 2 words that rhyme with it. Then draw a picture to represent each word.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____

Word Family Sort

_____	_____
_____	_____
_____	_____
_____	_____

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



Word Chain Activity

You will need:

- Word Chain Worksheet
- Whiteboard
- Dry Erase Marker

Instructions:

- Write the word "mug" on the whiteboard and hold it up for the students to see. Ask them to raise their hand if they know what that word is. Choose a student to say the word out loud!
- Now ask that student to change to word to say "bug". Let them use the marker to change the word.
- Hold it up for the students to see. Ask them to raise their hand if they know what that word is. Choose a student to say the word out loud!
- Now ask that student to change to word "bug" to be "big". Let them use the marker to change the word.
- Next, you will pass out the Word Chain Worksheet to each student and you will practice making word chains.
- Read the 1st word "ten" aloud and have each student trace it on their own paper then ask them to change the word "ten" to "pen". Continue down each of the word chains.
 - ten, pen, pin, tin, tip
 - cat, car, tar, tap, map
 - rug, rg, jrg, pig, pin
 - car, bar, bag, beg, leg
 - pig, wig, wag, nig, rig
 - bid, bid, bid, did
- This activity can be done with any CVC words using the blank CVC worksheet. A fun variation of this activity is to have your students think up a CVC word and then you tell them what to change it to.

Notes

Name: _____

Word Chains

Base Word	2nd Word	3rd Word	4th Word	5th Word
ten				
cat				
rug				
car				
pig				
bid				

Draw pictures to represent one of your word chains.

--	--	--	--	--

Name: _____

Word Chains

Base Word	2nd Word	3rd Word	4th Word	5th Word

Draw pictures to represent one of your word chains.

--	--	--	--	--






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	 race
 compete	 arrow	 cut	 complete
 line	 dine	 tune	 pop
 cone	 kit	 bone	 lip
 June	 hat	 bin	 dune

Name: ANSWER KEY

Word Family Sort

 cap	 hat
 tap	 nap
 map	 mat
 cap	 cat

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

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 the materials in a binder for easy access.

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

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
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- Word Wizard
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- Clunky 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."
- Read the 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

A small cartoon illustration of a girl with a camera, similar to the one in the first poster.

Name: _____
Book: _____

Beginning

Middle

End

Name: _____

SUPER SUMMARIZER

Book Title: _____

Someone

Wanted

But

So

Then

A small cartoon illustration of a girl with a camera, similar to the one in the first poster.

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 story of the pictures or drawings that are going along with a text story. Discuss how the pictures help the reader understand the text better.
- Pass out the illustration worksheet and explain to the students they are going to read a page from a story and create an illustration to go along with that page.
- 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.



Name: _____
ILLUSTRATOR

Describe what is happening in your illustration.



Connection Constructor Lesson

You will need:

- Connection Constructor Poster
- Connection Constructor 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.



Name: _____
CONNECTION CONSTRUCTOR

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

Diagram showing a large box with an arrow pointing to another large box. Below are two rows of icons: a book, a person, a globe, a TV, and a house. Each icon has a smaller version of itself to its right, with an arrow pointing from the larger to the smaller.

Name: _____
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.

Diagram showing a large box with an arrow pointing to another large box. Below are two rows of icons: a book, a person, a globe, a TV, and a house. Each icon has a smaller version of itself to its right, with an arrow pointing from the larger to the smaller.

Explain your connection

NAME: _____

CONNECTION CONSTRUCTOR

TEXT TO WORLD

TEXT TO MEDIA

TEXT TO SELF

TEXT TO TEXT

NAME: _____

TEXT TO WORLD

TEXT TO MEDIA

TEXT TO SELF

TEXT TO TEXT

NAME: _____

TEXT TO WORLD

TEXT TO MEDIA

TEXT TO SELF

TEXT TO TEXT

.....

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 _____

_____ to gain a better understanding of them.



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 happened next?
 - What was the problem?
 - How did you solve the problem?
 - What happened next?
 - How did the story end?
- Read the story to your students and then have the students retell the story to a partner. If the students struggle to retell the story, you can show them the picture and retell the story to help their memory.


This activity can be done over the course of several days with different picture 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: _____

RETELL REPORTER



Draw pictures to fill in the information about the story you just read to help you retell the story in your own words.

Characters		Setting	
			
Beginning	Middle	End	
Problem		Solution	
			

Name: _____

RETELL REPORTER

Fill in the information about the story you just read in your own words.

Characters		Setting	
Beginning	Middle	End	
Problem		Solution	
			

Name: _____

Title of the Story Goes Here

Date Goes Here

Retell the Story Here	What was the problem?
Illustration Goes Here	

REVIEW PREVIEW

.....

Word Wizard Lesson

You will need:

- Word Wizard poster
- Word Wizard Worksheet (one per student)
- Picture book of your choice

Instructions:

- Write a sentence on the board with a word that your students will not know.
 - Example: Santa's crimson coat was warm.
- Explain to the students that they are going to become a Word Wizard today! Explain that a word wizard is someone who finds new or unknown words as they read a story or text. Display the Word Wizard poster on the board for them to see.
- Pass out the word wizard worksheet to each student.
- Read the sentence on the board aloud to the class and ask them if there are any words in the sentence that they have not heard before. Model where to write the unknown word on their worksheet.
- Ask the class what they think the unknown word may mean and have them write their idea on their worksheet.
- Call on a few students to share their idea with the class.
- Model this process a few times so that the students can become familiar with the worksheet and gain independence.

Notes



NEW WORDS

Words you have not seen or heard before that are new to your vocabulary.

REVIEW PREVIEW

Name: _____

WORD WIZARD

Fill in the information for any unknown words you find while you read.

1. _____

What do you think it means?

Draw a picture of what you think it means:

2. _____

What do you think it means?

Draw a picture of what you think it means:

3. _____

What do you think it means?

Draw a picture of what you think it means:

Name: _____

WORD WIZARD

Fill in the information for any unknown words you find while you read.

Unknown Word	How It Is Used	What do you think it means?	Draw a picture of what you think the word means.

Quirky Questioner Lesson

You will need:

- Quirky Questioner Poster
- Questioning Worksheet (one per student)
- Picture book of your choice

Instructions:

- Display the read aloud story for the students to see. Ask them what they think the story might be about. Ask what questions they have about the story before you start reading.
- Explain to the students that good readers ask questions about the text as they read to help them better understand the story. Show them the Quirky Questioner Poster and tell them that today they will become expert questioners.
- Pass out the Quirky Questioner Worksheet and brainstorm a few questions they have before you start reading. Model.
- As you read the story stop every few pages to give students a chance to ask questions. Let them share their questions and help them think of answers.
- Once you have finished reading the story, give students a chance to ask questions they still have about the story. Brainstorm answers to these questions for the students to gain independence.


Notes

.....

REVIEW PREVIEW


QUIRKY QUESTIONER

Someone who asks questions about the text or story.



QUESTIONING

Asking questions about a story or text.



Name: _____

QUIRKY QUESTIONER

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

Before

1. _____

2. _____

3. _____

During

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: _____

.....

SETTING SEEKER

Someone who examines the setting in a story or text.



SETTING

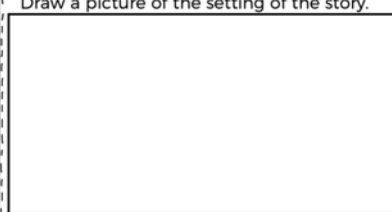
Where and when a story takes place.



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 _____

Notes: _____

.....

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?"
- Model filling in the Detail Detective Worksheet with the students by pointing to the main idea and important details. Practice this with the students several times to help them understand the process.

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: _____

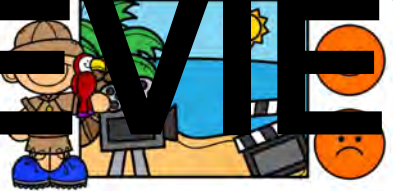
STORY ELEMENT SERVER

Solve to identify 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.

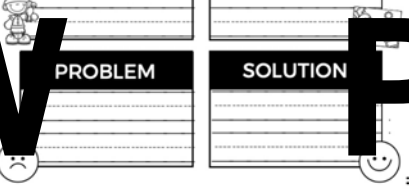


Name: _____

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.
- Ask 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.
- Ask 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.
- Ask 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.

Notes: _____

FACT FARMER

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



FACTS

Facts are statements that we know to be true.



Name: _____

FACT FARMER

Draw a picture of each of the facts you learned.

Fact #1

Fact #2

Name: _____

FACT FARMER

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

Fact #1

Fact #2

Fact #3

Date: _____ Group: _____

Level: _____ Book Title: _____

TEACHER NOTES

Student: _____	Student: _____
Student: _____	Student: _____
Student: _____	Student: _____
Student: _____	Student: _____

Date: _____ Group: _____

Level: _____ Book Title: _____

Guided Reading Lesson Plan

Teaching Strategy			
Decoding <input type="checkbox"/> Silent E <input type="checkbox"/> Word Sounding <input type="checkbox"/> Chunking <input type="checkbox"/> Use Pictures <input type="checkbox"/> Reread <input type="checkbox"/> Context Clues	Comprehension <input type="checkbox"/> Make Predictions <input type="checkbox"/> Retell <input type="checkbox"/> Summarize <input type="checkbox"/> Questioning	Fluency <input type="checkbox"/> Accuracy <input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Punctuation	Reading Roles <input type="checkbox"/> Super Summarizer <input type="checkbox"/> Illustrator <input type="checkbox"/> Connection Constructor <input type="checkbox"/> Character Analyzer <input type="checkbox"/> Retell Reporter <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 <input type="checkbox"/> CVC Words <input type="checkbox"/> Mix & Fix <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Whiteboards	<input type="checkbox"/> Syllables <input type="checkbox"/> Rhyming <input type="checkbox"/> Word Family <input type="checkbox"/> Word Chain <input type="checkbox"/> Blends/Digraphs	Sight Words 1. _____ 4. _____ 2. _____ 5. _____ 3. _____ 6. _____
--	---	---

During Reading

Does it sound like _____?
Do we say it that _____?
Does it make sense _____?
Word I saw _____

After Reading

Prompts:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

Answering Questions Lesson

You will need:

- Questions to Ask Handouts one per student
- Book on Student's Reading Level

Instructions:

- Explain to the students that good readers are always thinking about the text before, during, and after they read it!
- Tell the students that good readers can answer questions about the text even before they start reading!
- Next, show the students the cover of the book that they will be reading.
 - Choose a few questions from the 'Questions to Ask Before You Read' section of the handout to ask the student(s).
 - Example: "Can you look at the cover and make a prediction about the text?"
 - Explain that good readers can answer questions about the text while they are reading too!
 - We will now read a story from the book together and then we will ask you some questions about the text as we read.
 - Choose 1-2 questions from the 'Questions to Ask While You Read' section of the handout to ask the student(s).
 - Example: "What do you think will happen next?"
 - Ask the student(s) to answer the questions as you read the text.
 - Once you have finished the story, ask the student(s) a few questions from the 'Questions to Ask After You Read' section of the handout.

Notes:

QUESTIONS TO ASK

QUESTIONS TO ASK BEFORE YOU READ

Fiction

- Can you look at the cover and make a prediction about the text?
- What characters do you think will be in the story?
- Do you think there will be a problem in this story? Why or why not?
- What do you think the problem might be?
- What does this story make you think of?
- What does the title tell you about the story?
- Where do you think this story will take place?

Nonfiction

- Can you look at the cover and make a prediction about the text?
- What do you know already about this topic?
- What would you like to learn about this topic?
- How can you tell this is a nonfiction text?

QUESTIONS TO ASK

QUESTIONS TO ASK WHILE READING

Fiction

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you think the story will end?
- Why do you think _____ did that?
- How would you have felt if you were _____?
- What are some questions you have about the story?
- As we read the story, it reminds me of _____.
- What does it remind you of?

Nonfiction

- What do you think you have learned so far?
- What are some new words you saw while reading?

QUESTIONS TO ASK WHILE READING

Fiction

- Can you look at the cover and make a prediction about the text?
- Why do you think the author wrote this book?
- In your opinion, what is a good character? Why or why not?
- What was the problem in the story? How did you solve it?
- What do you think we're supposed to learn by reading this story?
- What was your favorite part of the story?
- If you could change one part of the story, what would you change?
- If you were _____, how would you feel?
- What was the most interesting part of the story?
- How are you like the main character? How are you different?
- Can you think of a different title for the story?
- Was there anything you did not like about the story?
- Were there any parts that surprised you?
- What are you going to read next?

Nonfiction

- What else would you like to know about this topic?
- Why do you think the author wrote this text?
- What did you find interesting about this text?

Fluency Lesson

You will need:

- Fluency Lesson
- Books on students' reading level or WTM reading passages

Instructions:

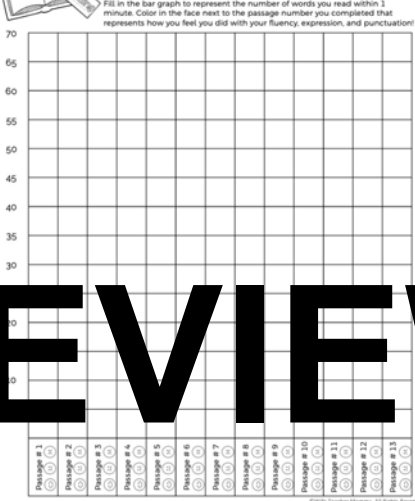
- Tell the class a story using a robot voice.
 - Example: "Yesterday, I went to the store and bought a new pair of slippers. They are red and black. I can't wait to wear them when I get home today."
- Ask the student(s) if the story was easy to listen to and if they enjoyed it.
 - When the student(s) answer that it was not easy to listen to ask them why.
- Now explain that instead of reading word by word like a robot, it is important to read a few words at a time so that it sounds better to the person listening. Tell the student(s) that when we read a few words at a time also known as a phrase, it is easier to understand the text.
- Show the students an example of grouping a few words together into a phrase.
 - Example: "This is... a book... It is about... a cat... his name... is Ted"
- Now tell the class that when readers make the text sound smooth instead of choppy like a robot it is called fluency. Tell them that they are going to become experts on reading fluently by listening to you read from the story, and deciding what sounds the best.
- Read a line from the story in a robot voice.
- Then read the same line fluently.
- Ask the students which way sounded better.
- Now put the students into pairs and let them practice reading in a choppy robot voice and then in a fluent way. Have their partner decide which way sounds better.
- You can assess each students' fluency by timing each student for 1 minute and having them read the text. Once the 1 minute is up, count the number of words the student was able to read. This can also be done in pairs for more advanced/mature students.

Notes:

Reading Fluency Passages Class Recording Sheet

Student Name	Passage # 1	Passage # 2	Passage # 3	Passage # 4	Passage # 5	Passage # 6	Passage # 7	Passage # 8	Passage # 9	Passage # 10

Reading Fluency Student Recording Sheet



Expression Lesson

You will need:

- Expression Lesson
- Books on students' reading level

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 I 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.
- Explain that as we read, we need to look ahead to see if there is a period, exclamation mark, or question mark at the end of the sentence to know how our voice should sound as we read that sentence.
 - Periods can be read in a normal voice and our voice should go down at the end of the sentence.
 - Exclamation marks should be read in a way that conveys a strong emotion like anger, happiness, or excitement depending on what is happening in the sentence.
- Question marks tell us that there is a question, and our voices should go up at the end of the sentence.
- Now explain to the students that when the reader makes their voice match the story and characters it is called reading with expression.
- Read part of the story in a voice that does not match the text and ask the students what was wrong with the way you read it.
- Then read it with correct expression and ask why that way sounded better.
- Now put the students into pairs and let them practice reading with expression!

Notes:

How was my expression?

Fill in the face that represents how you think you read today!

Did my voice match the character?	Happy Face	Neutral Face	Sad Face
Did my voice match what was happening in the story?	Happy Face	Neutral Face	Sad Face
Did I pay attention to the punctuation?	Happy Face	Neutral Face	Sad Face

How was my expression?

Name: _____

Fill in the face that represents how you think you read today!

Did my voice match the character?	Happy Face	Neutral Face	Sad Face
Did my voice match what was happening in the story?	Happy Face	Neutral Face	Sad Face
Did I pay attention to the punctuation?	Happy Face	Neutral Face	Sad Face

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 you 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:

Name: _____

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 (?)			

Name: _____

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. Students find the letters in the letter tiles and write the word in the box. Write the word in the box. Have the student read the word out loud. They have to say each letter sound as they write the word. They have to say the word out loud. They have to say each letter sound as they write the word. They have to say the word out loud. They have to say each letter sound as they write the word.
- Repeat this process multiple times with each of the CVC words you have chosen.

Notes:

REVIEW PREVIEW

CVC Words

- | | | | | |
|-------|-------|-------|-------|-------|
| • bat | • cat | • dog | • pig | • pen |
| • bed | • jet | • kit | • lit | • rot |
| • can | • cut | • led | • log | • rug |
| • cot | • cup | • low | • man | • sat |
| • dig | • dog | • met | • sun | • tin |
| • den | • dip | • mud | • tag | • tap |
| • fit | • fin | • net | • nut | • tub |
| • fat | • fed | • pig | • pin | • tow |
| • fun | • fog | • pot | • zit | • wet |
| • win | | | | |

CVC Word Mat

Name: _____

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 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. Students find the letters in the letter tiles and write the word in the box. Write the word in the box. Have the student read the word out loud. They have to say each letter sound as they write the word. They have to say the word out loud. They have to say each letter sound as they write the word.
- Repeat this process multiple times with each of the CVC words you have chosen.

Notes:

REVIEW PREVIEW

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 | • a | • look |
| • they | • each | • two |
| • at | • to | • write |
| • be | • how | • go |
| • this | • their | • up |
| • 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 | • the |
| • get | • sentence | • she |
| • can | • man | • see |
| • me | • think | • play |
| • my | • say | • eat |
| • very | • great | • drink |
| • sound | • where | • a |
| • take | • help | • water |
| • only | • through | • large |
| | • much | • must |
| | • 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_ee_n (3 phonemes)
 - black b_l_a_c_k (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.
- Have the students write the word in the box. Write the word in the box. Have the student read the word out loud. They have to say each letter sound as they write the word. They have to say the word out loud. They have to say each letter sound as they write the word.
- Repeat this process multiple times with each of the CVC words you have chosen.

Notes:

REVIEW PREVIEW

REVIEW PREVIEW

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 are 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 (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 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 Words worksheet and have them choose a rhyme from the first one and have them draw a picture of the words that rhyme.
- The last Rhyming Words worksheet can be used to create your own worksheet by writing down a rhyme and having them think of 2 words that rhyme with the given word. After that, they can draw a picture of the words.

Notes:

Name: _____

Rhyming Words
















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

Name: ANSWER KEY

Rhyming Words

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





















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Name: _____

Rhyming Words

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

Name: ANSWER KEY

Rhyming Words

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

Name: _____

Rhyming Words

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

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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 several words made. Ask the students to identify the ending pattern in each word.
- Use one of the Word Family Sort worksheets to make a word family. Have the students write the words in the boxes and how to sort them. Have them create their own word family by changing the first letter in the word.
- The last Word Family Sort worksheet can be used to create your own word sort by adding words to the part and having them write the words in the boxes.

Notes:








Name: _____

Word Family Sort

Name: ANSWER KEY

Word Family Sort











	
	
	
	

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PREVIEW











Name: _____

Word Family Sort







Name: **ANSWER KEY**

Word Family Sort

			
 hen	 pen	 jet	 net
 men	 ten	 net	 pet

Name: _____

Word Family Sort











Name: **ANSWER KEY**

Word Family Sort

			
 lip	 fin	 bin	
 rip	 pin	 hip	 win

Name: _____

Word Family Sort

			
	 mitt	 kit	 sweep
 hand	 mop		 stop








Name: **ANSWER KEY**

Word Family Sort

			
 sit	 mitt	 dop	
 key	 mop	 kit	 stop









Name: _____

Word Family Sort

		
 hut	 mug	 bug
	 cut	 hug

Name: **ANSWER KEY**

Word Family Sort

		
 hut	 mug	 bug
 cut	 hug	

Name: _____

Word Family Sort

_____	_____
_____	_____
_____	_____

Word Chain Activity

You will need:

- Word Chain Worksheet
- Whiteboard
- Dry Erase Marker

Instructions:

- Write the word "mug" on the whiteboard and hold it up for the students to see. Ask them to raise their hand if they know what that word is. Choose a student to say the word out loud.
 - Now ask that student to change to word to say "bug". Let them use the marker to change the word.
 - Now ask the student to change the word to be "rug". Let them use the marker to change the word.
 - You will use the Word Chain Worksheet to record the words. Practice making word chains.
 - Read the 1st word of the chain and have students write it on their own paper then ask them to change the word to "pe". Continue down each of the word chains.
 - car, bar, bag, bag, leg
 - pig, wig, wag, nag, rag
 - bid, bed, led, lid, did
- This activity can be done with any CVC words using the blank CVC worksheet. A fun variation of this activity is to have your students think up a CVC word and then you tell them what to change it to.

Notes:

Name: _____

Word Chains

Base Word	2nd Word	3rd Word	4th Word	5th Word
ten				
cat				
rug				
co				
p				
d				

Draw pictures to represent one of your word chains.

--	--	--	--	--

Name: _____

Word Chains

Base Word	2nd Word	3rd Word	4th Word	5th Word

Draw pictures to represent one of your word chains.

--	--	--	--	--

Blend or Digraph Activity

You will need:

- List of Blend or Digraph Lists
- Whiteboards (one for each student)

Instructions:

- Tell the students, "We are going to focus on blends or digraphs today." (Choose one)
- Review either consonant blends or digraphs with the students (focus on one)
 - Blend: when we blend more than one sound together to make a phoneme in a word
 - Digraph: a combination of two or more letters representing one sound
- Hand out the whiteboards and a dry erase marker for each student.
- Choose a blend or digraph to focus on for the day (teach blends first).
 - Say each letter aloud and have the students write it down on their whiteboard, "S-L"
 - Once the students have written down both letters, have them say each sound aloud and then blend the two sounds together.
 - Next have the students brainstorm any words that can think of that have the blend or digraph. Then stretch out the words so that they can hear each sound and then have them write it down on their whiteboard.
- Focus on one or two different blends or digraphs each day. Refer to the Blend or Digraph list for a few examples to choose from.

Notes:

Blend List

bl: black, blame, blanket, blast, blow, blunder, blue
 cl: clam, clap, clay, clever, climb, close, cloth, cloudy
 cr: crab, crayon, crib, crow, crew, cry
 fl: flat, flip, flap, fluffy, flutter, flower
 gl: glad, glance, glee, glide, glow, glitter, glee
 pl: plan, play, plug, plumber, plus, plum, platter
 sl: slam, slap, sled, sleeve, sleigh, slipper, slap, slot
 br: brag, breeze, brim, broke, broom, brown
 dr: drag, dragon, draw, dress, drop, dry, drip
 fr: frog, from, free, freeze, fry, frost, friend
 gr: grab, grip, grass, great, gray, grin, grow
 pr: pretty, prim, pride, prom, practice
 tr: tractor, trade, train, tree, try, trust
 sc: scab, scar, scoot, scooter, scare, score, scale

Digraph List

ch: catch, chin, chart, chase, chest, check, chess
 ck: back, book, buck, check, chick, kick, pack, sack
 ph: phone, phase, graph, nephew, photo
 sh: she, shack, shower, sheep, shut, shop, shelf, shell, push
 mash, crash, wash, trash, flash
 th: thank, think, thorn, thirst, thin, they, then, month, both, tooth
 wh: what, wheel, when, white, whip, whale, where, whisker
 wr: write, wreck, wrench, wrong, wrist, wreath

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