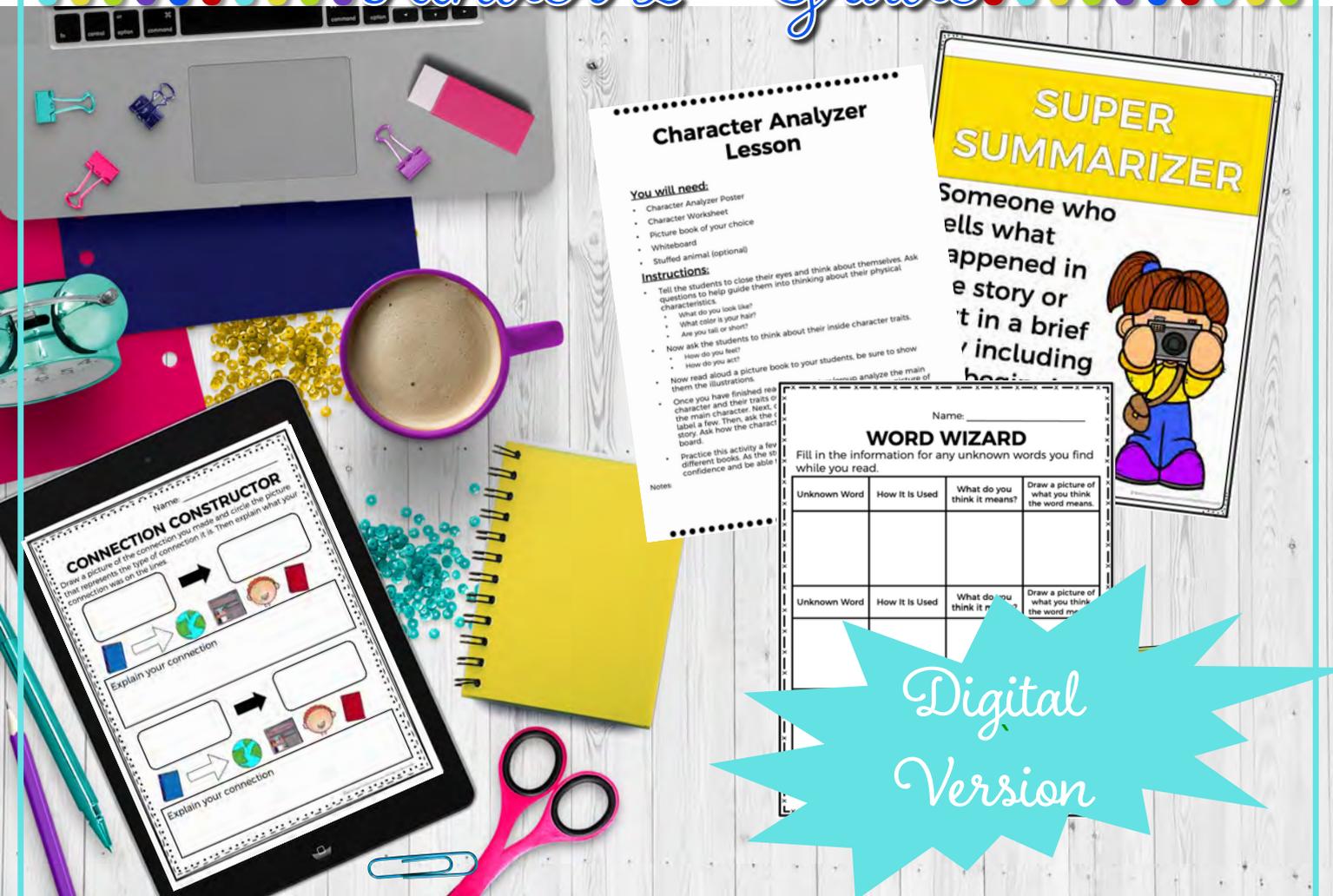


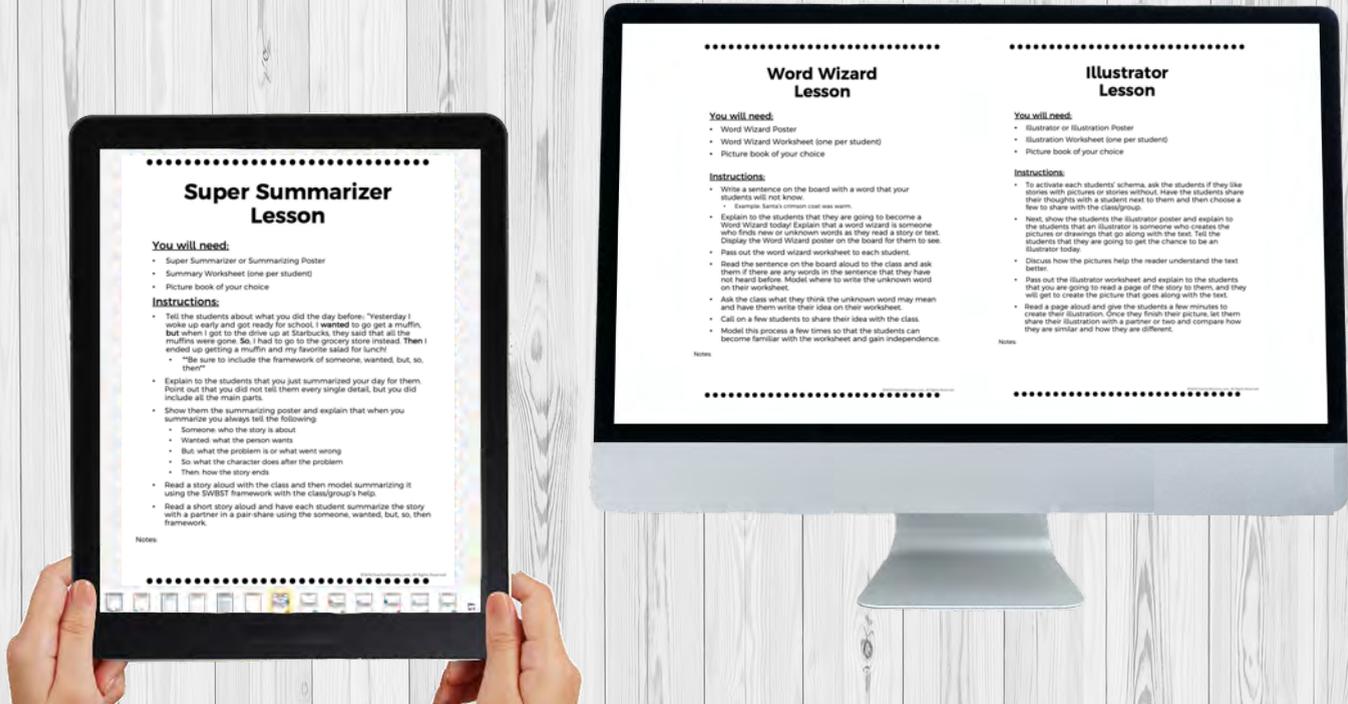
Literature Circles Book Study Toolkit

Kindergarten-2nd Grade



Digital
Version

Engaging Reading Comprehension Lesson Plans to be Easily Implemented



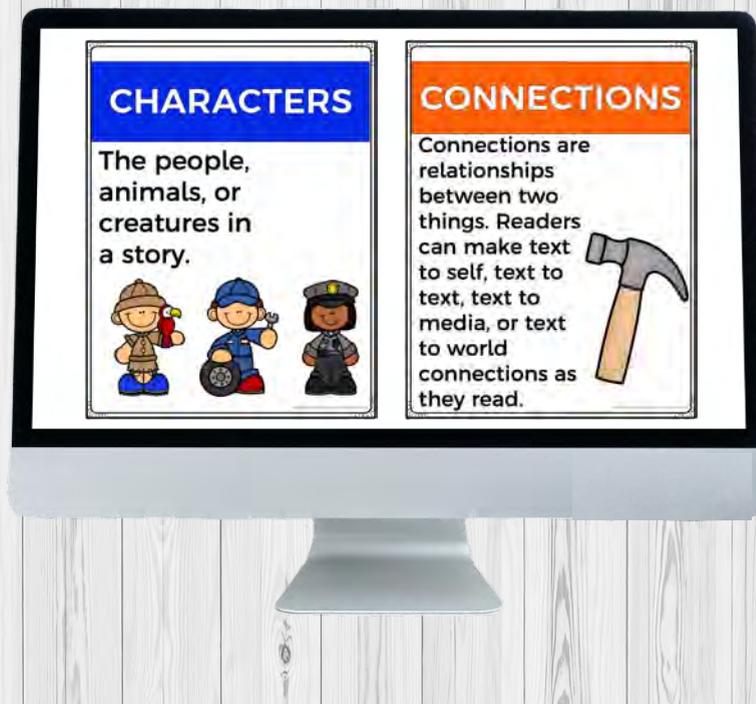
We have included 11 fun reading comprehension lesson plans to easily guide you through each activity. These lessons are designed to be used with any book or text of your choice, so they are extremely convenient to implement in your reading groups, book clubs, etc.

Cheerful Student Reading Roles to Get Kids Excited About Reading!



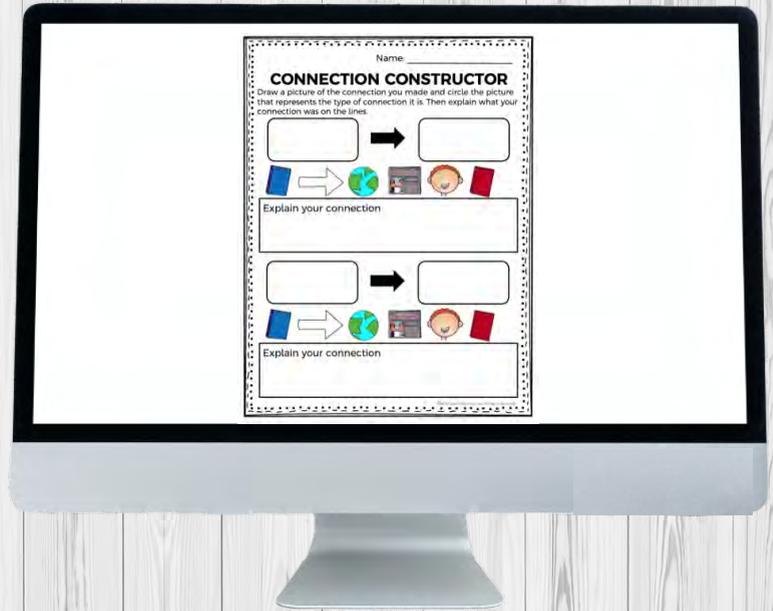
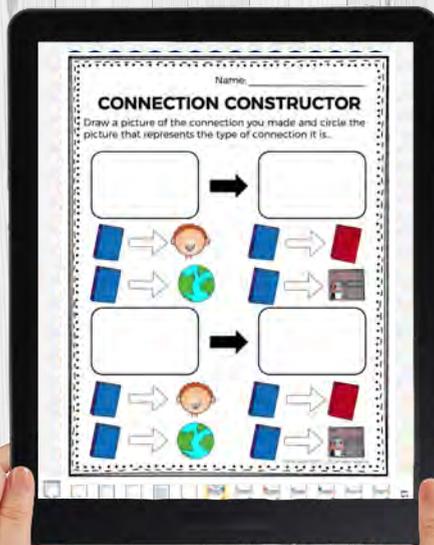
We have included 11 fun and cheerful student reading roles to go along with each lesson plan and reading comprehension strategy. Students will love stepping into each role with their fun occupation themed title!

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

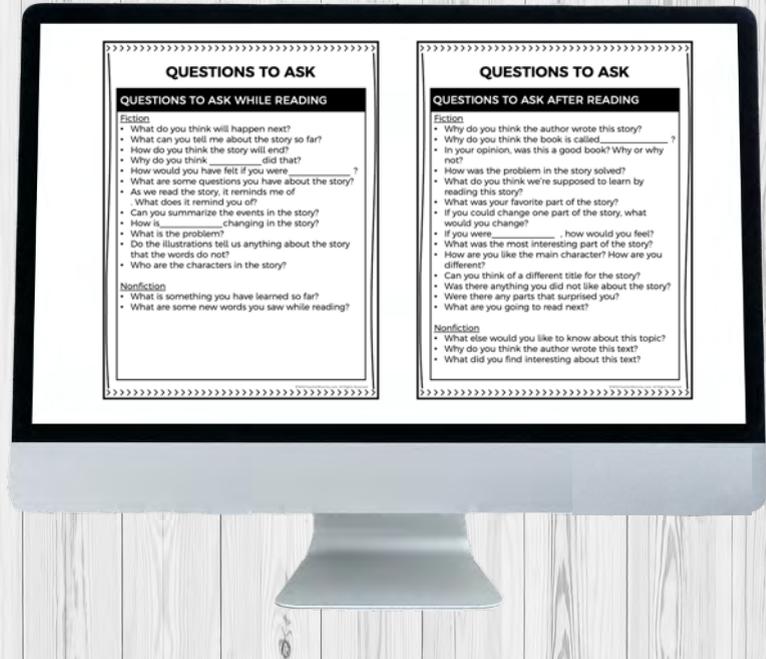
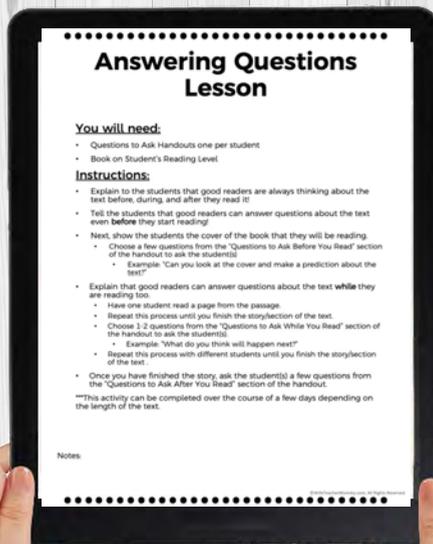
Main Idea

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



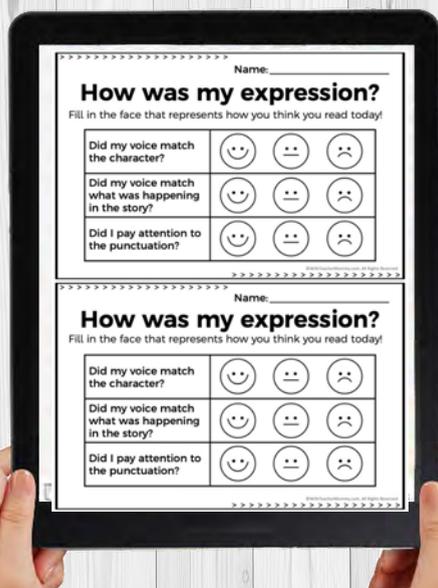
We have created a lesson plan to get your students thinking about the text and engaging with the story. We have provided lists of questions to use with fiction and nonfiction reading passages so that you can easily refer to the question lists during literature circles, guided reading groups, book clubs,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

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



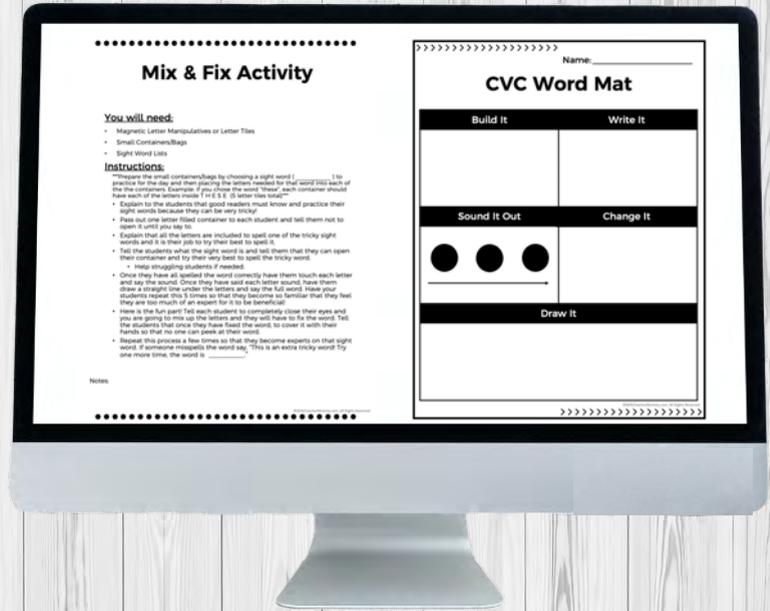
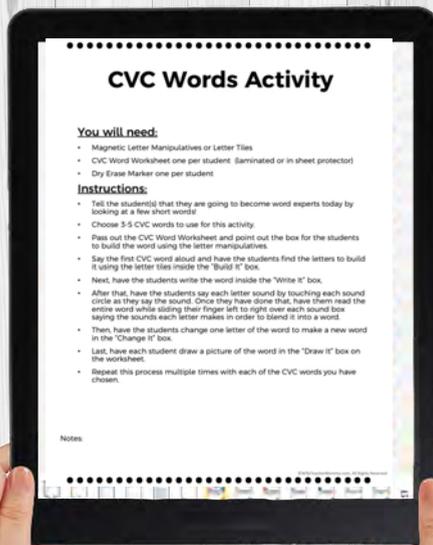
We have included a lesson plan to get your students excited about reading and setting goals to read fluently. You can easily track your students' progress using the class tracking sheet.

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



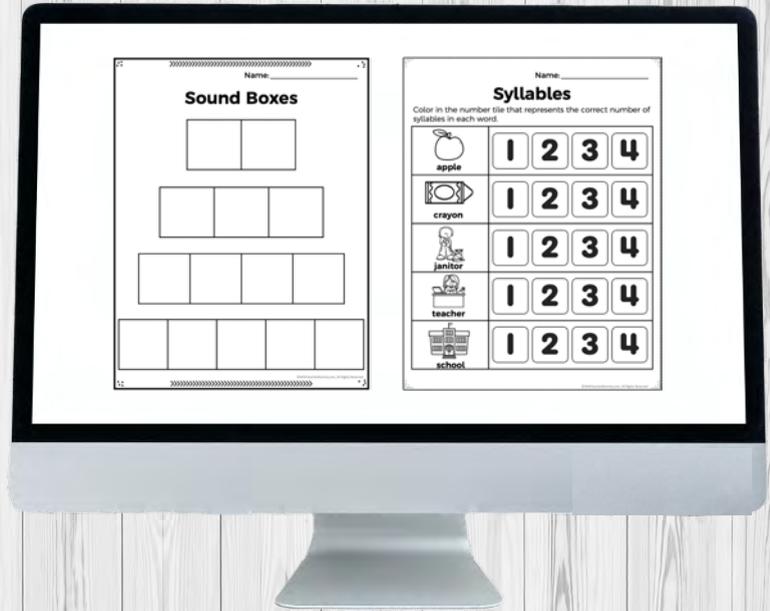
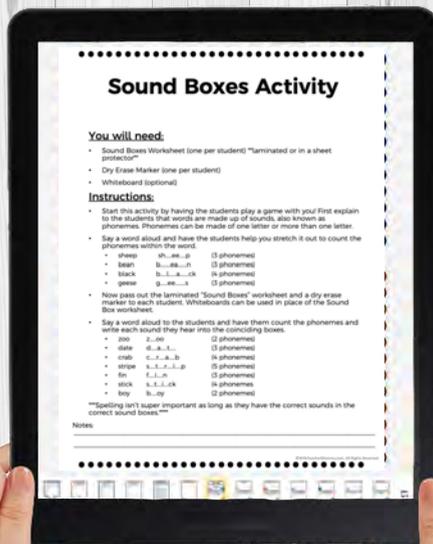
If your students are struggling with reading in a monotone voice, we have created a lesson plan focusing on expression to get your students matching their voices to the text and the characters. Your students will be fun to listen to and excited to show their skills!

Word Work Lesson Plans and Activities to Implement During Small Groups



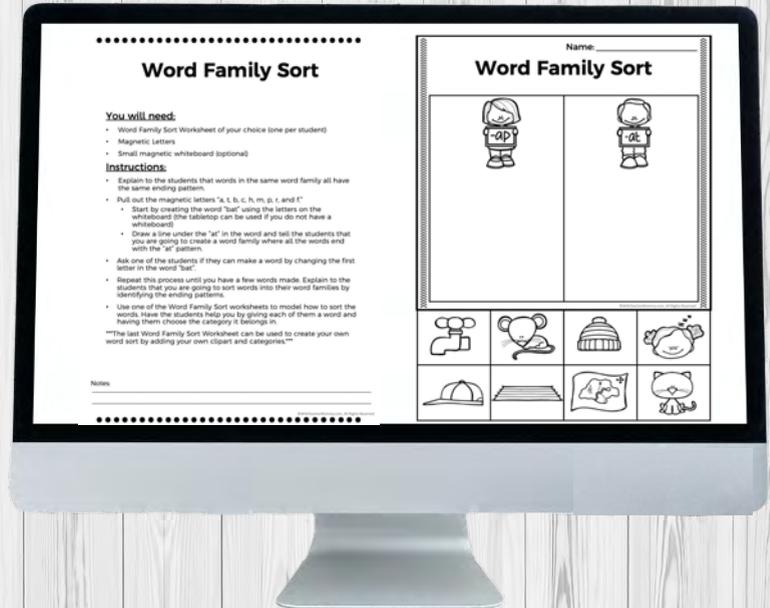
We have included multiple word work lesson plans and activities to get your students practicing their words to help them improve their decoding skills while reading.

Word Work Lesson Plans and Activities to Implement During Small Groups



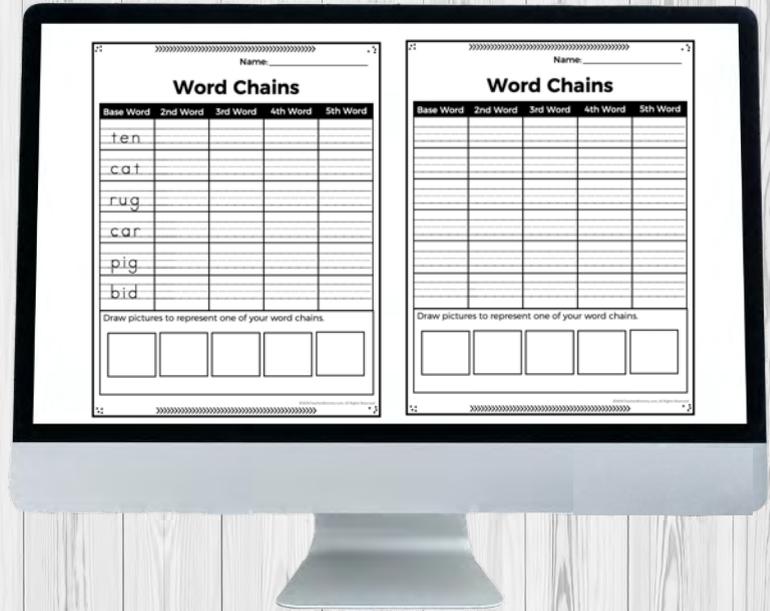
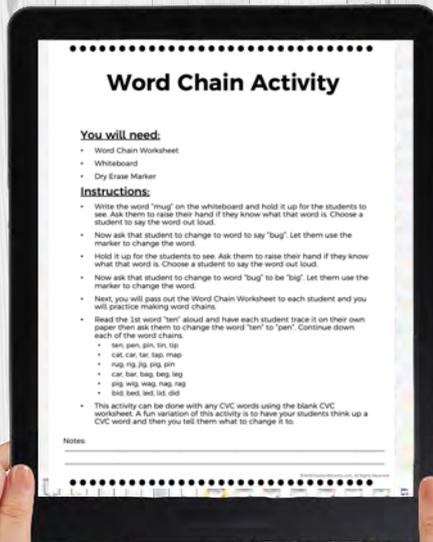
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Word Work Lesson Plans and Activities to Implement During Small Groups



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



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	sams	bake	race
compass	arrow	cut	chairslide
line	dine	tune	pop
cone	kit	bone	lip
June	hat	bin	dune

Name: ANSWER KEY

Word Family Sort

mic	tip
pic	hat
mail	cat
kit	

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 <ul style="list-style-type: none"><input type="checkbox"/> Start<input type="checkbox"/> Word Stretching<input type="checkbox"/> Chunking<input type="checkbox"/> Use Pictures<input type="checkbox"/> Blend<input type="checkbox"/> Context Clues	Comprehension <ul style="list-style-type: none"><input type="checkbox"/> Make Predictions<input type="checkbox"/> Summarize<input type="checkbox"/> Questioning	Fluency <ul style="list-style-type: none"><input type="checkbox"/> Accuracy<input type="checkbox"/> Rate<input type="checkbox"/> Expression<input type="checkbox"/> Punctuation	Reading Roles <ul style="list-style-type: none"><input type="checkbox"/> Super Summarizer<input type="checkbox"/> Ruler<input type="checkbox"/> Connection Constructor<input type="checkbox"/> Character Analyzer<input type="checkbox"/> Word Reporter<input type="checkbox"/> Word Wizard<input type="checkbox"/> Setting Saver<input type="checkbox"/> Detail Detective<input type="checkbox"/> Story Element Saver<input type="checkbox"/> Fact Finder
---	--	---	--

Before Reading

Word Work <ul style="list-style-type: none"><input type="checkbox"/> CVC Words<input type="checkbox"/> Mix & Flip<input type="checkbox"/> Sound Boxes<input type="checkbox"/> Whiteboards	<input type="checkbox"/> Syllables	Sight Words <ul style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____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 <ul style="list-style-type: none">1. Can you retell what you read?2. Can you summarize the story?	Questions <ul style="list-style-type: none">1. What do 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?
---	--

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 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
- Character Analyzer
- Retell Reporter
- Word Wizard
- Clunky Questioner
- 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 student's 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 empty box for drawing a connection, with an arrow pointing to a smaller empty box for selecting a connection type. Below are several icons representing different connection types: a book with an arrow, a person with an arrow, a globe with an arrow, a person with a speech bubble, a person with a book, and a person with a screen.

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 empty box for drawing a connection, with an arrow pointing to a smaller empty box for selecting a connection type. Below are several icons representing different connection types: a book with an arrow, a person with an arrow, a globe with an arrow, a person with a speech bubble, a person with a book, and a person with a screen.

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 characters in a story 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 you solve the problem?
 - What happened next?
 - How did you solve the problem?
- Read the story to yourself and then have the students retell the story to a partner. If the student struggles to retell the story, you can show them the picture and help them retell the story to help their memory.
- This activity can be done over several days with different picture books. As the students become more familiar with the activity, 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.



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.

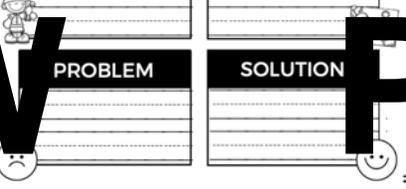


Name: _____

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.



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 | • wet |
| • fun | • fog | • pot | • zit | |

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 | • see |
| • 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 worksheet.
- Have the student 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: _____

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

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.

REVIEW

PREVIEW

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.

REVIEW

PREVIEW

REVIEW

PREVIEW

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. Encourage 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 then sort them into the categories you by drawing a line under the "at" pattern.
- The last Word Family Sort worksheet can be used to create your own word sort by adding your own words to the categories.

Notes:

Name: _____

Word Family Sort

Name: ANSWER KEY

Word Family Sort

REVIEW

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	 pip
 hip	 win	

Name: _____

Word Family Sort

Name: ANSWER KEY

Word Family Sort

		
 sit	 mitt	 dop
 key	 mop	 kit
 tent	 stop	

Name: _____

Word Family Sort

Name: ANSWER KEY

Word Family Sort

		
 hut	 mug	 bug
 cut	 rug	 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 and practice making word chains.
 - Read the 1st word of the chain and have each student 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
 - top, rig, jig, pig, pig
 - 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:

- Read the students, "are going to learn about blends and digraphs" (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: back, 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: chinch, chart, chase, chest, chisel, chisel
ck: check, chick, clock
ck: shack, kick, smack, quick, slack, tick, clock
pac: pack, pacifier
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

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW