Word Study

• Choose one sort from the three options of the week.

• Read directions on how to do the 4 different types of word sorts (Word Sort, Speed Sort, Blind Sort, Word Hunt).

• Practice with your words for about 15 minutes per day. Choose another sort if you’d like for additional practice.
How to Do a Word Sort

1) Take out your cards.

2) Read all of your cards.

3) Think about the sounds and spelling.

4) Sort the words into columns.

5) Read the words aloud to check.

6) Write the words in your notebook in columns.

7) Put your cards back in the envelope.
How to Do a Speed Sort

1) Take out your cards.

2) Shuffle the cards.

3) Get your stopwatch ready. Set it to zero.

4) Press start and begin sorting your cards.

5) When you finish sorting, press stop.

6) Try again to see if you can get a better time.

7) Put your cards back in the envelope.
How to Do a Blind Sort

1) Find a partner.

2) Open to a new page in your Journal.

3) Write the head words for your categories.

4) Ask your partner to select 10 or 12 words.

5) Then ask your partner to read the words aloud.

6) When he or she reads the word, you write it in the correct category.

7) When you finish, check the words for correct spelling and category.

8) Thank your partner and offer to read his/her words.

9) Put your cards in the envelope.
How to Do a Word Hunt

1) Decide if you are going to work alone or with a partner.

2) Take out your cards.

3) Sort and review your words.

4) Find a book or a magazine to read.

5) In your journal, write the title of the book.

6) Read the book and look for any words that fit your categories.

7) Record the words in your journal.

8) Then put your cards in the envelope.
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Sort 20: Review CVVC Patterns ai, oo, ee, ea
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Short Vowel Words With Final Digraphs
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Sort 8: Adding -ed (Double/No Change)
Word Ladders

• Read directions on how to do Word Ladders.

• Choose one ladder from the three options of the week.

• Practice with your words for about 5 minutes per day. Choose another ladder if you’d like for additional practice.
Welcome to Word Ladders!

In this book you'll find 100 mini-word-study lessons that are also kid-pleasing games! To complete each Word Ladder takes just ten minutes but actively involves each learner in analyzing the structure and meaning of words. To play, students begin with one word and then make a series of other words by changing or rearranging the letters in the word before. With regular use, Word Ladders can go a long way toward developing your students' decoding and vocabulary skills.

How do Word Ladders work?
Let's say our first Word Ladder begins with the word *walk*. The directions will tell students to change one letter in *walk* to make a word that means "to speak." The word students will make, of course, is *talk*. The next word will then ask students to make a change in *talk* to form another word—perhaps *chalk*, or *tall*. At the top of the ladder, students will have a final word that is in some way related to the first word—for example, *run*. If students get stuck on a rung along the way, they can come back to it, because the words before and after will give them the clues they need to go on.

How do Word Ladders benefit students?
Word Ladders are great for building students' decoding, phonics, spelling, and vocabulary skills. When students add or rearrange letters to make a new word from one they have just made, they must examine sound-symbol relationships closely. This is just the kind of analysis that all children need to do in order to learn how to decode and spell accurately. And when the puzzle adds a bit of meaning in the form of a definition (for example, "make a word that means to say something"), it helps extend students' understanding of words and concepts. All of these skills are key to students' success in learning to read and write. So even though Word Ladders will feel like a game your students will be practicing essential literacy skills at the same time!

How do I teach a Word Ladder lesson?
Word Ladders are incredibly easy and quick to implement. Here are four simple steps:

1. Choose a Word Ladder to try. (The first five pages feature easier ladders; you may want to start with those.)
2. Make a copy of the Word Ladder for each student.
3. Choose whether you want to do your Word Ladders with the class as a whole, or by having students work alone, in pairs, or in groups. (You might do the
first few together, until students are ready to work more independently.)

4. At each new word, students will see two clues: the kinds of changes they need to make to the previous word ("rearrange letters" or "add two letters"), and a definition of or clue to the meaning of the word. Sometimes this clue will be a sentence in which the word is used in context but is left out for children to fill in. Move from word to word this way, up the whole Word Ladder.

Look for the Bonus Boxes with stars. These are particularly difficult words you may want to preteach. Or you can do these ladders as a group so that children will not get stuck on this rung.

That's the lesson in a nutshell! It should take no longer than ten minutes to do. Once you're done, you may wish to extend the lesson by having students sort the words into various categories. This can help them deepen their understanding of word relationships. For instance, they could sort them into:

- Grammatical categories. (Which words are nouns? Verbs?)
- Word structure. (Which words have a long vowel, and which don't? Which contain a consonant blend?)
- Word meaning. (Which words express what a person can do or feel? Which do not?)

Tips for Working With Word Ladders

To give students extra help, mix up and write on the board all the "answers" for the ladder (that is, the words for each rung) for them to choose from as they go through the puzzle. In addition:

- Add your own clues to give students extra help as they work through each rung of a ladder. A recent event in your classroom or community could even inspire clues for words.
- If students are having difficulty with a particular word, you might simply say the word aloud and see if students can spell it correctly by making appropriate changes in the previous word. Elaborate on the meanings of the words as students move their way up the ladder.
- If students are stuck on a particular rung of the Word Ladder, tell them to skip it and come back to it later.
- Challenge students to come up with alternative definitions for the same words. Many words, like lock, fall, and stock, have multiple meanings.

Timothy Rasinski is a professor of literacy education at Kent State University, with a special focus on young and struggling readers. Dr. Rasinski has served on the board of directors at the International Reading Association and as president of the College Reading Association. He is the author of numerous books and professional articles on effective reading instruction.
Name ____________________________

Read the clues, then write the words. Start at the bottom and climb to the top.

**More or Less**

Opposite of *most.*
Add one letter.

Opposite of *first.*
Change one letter.

If something can’t be found, it’s ___.
Change one letter.

The land next to the sea.
Add one letter.

A wooden barrel that holds liquids.
Change one letter.

The pole on a sailboat that holds the sails.
Change one letter.

The price of something.
Take away one letter.

What a doctor puts or your arm or leg if it’s broken.
Change one letter.

This covers your face on Halloween.
Change one letter

---

*most*
Read the clues, then write the words.
Start at the bottom and climb to the top.

Barbershop

What you do to hair in a barbershop.
Change one letter.

A deep track made in the ground by wheels.
Change one letter.

A rodent.
Change one letter.

A male sheep.
Rearrange the letters.

A part of your body attached to your shoulder.
Take away one letter.

To hurt someone or something.
Take away one letter.

A small ornament you put on a bracelet.
Change one letter.

A drawing that shows information, like a graph.
Add one letter.

To burn something slightly. Rhymes with bar.
Take away one letter.

Something to sit on.
Add one letter.

Name

h a i r
Read the clues, then write the words. Start at the bottom and climb to the top.

Another opening on a house other than a door. 
Add two letters.

To ____ the race, you'll have to run fast. 
Change one letter.

Last night, I ____ the candles. 
Change one letter.

To cut off. Also, some rabbits are called ____-eared. 
Take away one letter.

When you stand in a room, your feet are on the ___. 
Take away one letter, then add two.

The toy car won't move unless you ____ it up. 
Add one letter.

The ability to say clever and funny things. 
Change one letter.

To whistle, put your ____s together. 
Change one letter.

To fall or drop heavily. 
Take away two letters, then add one.

door
Oral Reading Fluency

- Choose one passage to read out loud.
- Read the passage for 1 minute and have an adult mark your number of words per minute. (Subtract any mistakes from this number).
- Graph your words per minute on the fluency bar graph.
- Repeat passage daily and see your improvement!
- Choose another passage for additional practice if you'd like.
# My Fluency Graph

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My Beginning of the Quarter Fluency Score: _______

My End of the Quarter Fluency Score: _______
Fred was cold so he looked for a blanket. He couldn't find one. He wanted to be warm. He asked his mom for a blanket. She gave him a blanket and he still wasn't warm. Fred asked his dad for another blanket. His dad gave him a fuzzy blanket. With two blankets he was still cold. Fred asked his sister for a blanket. She got him one too. Even with three blankets he was still freezing. He looked for his dog, Scruffy. He walked around the house to find him. He found his dog in the closet and gave him a hug. Fred and his dog curled up on the couch and put the blankets over them. Fred was finally warm.
Tammy’s favorite candy was Hershey Kisses. She loved chocolate. She put chocolate in everything. She put it in her milk, in her ice cream, even in her popcorn. One day, Tammy wanted some chocolate so she went to the kitchen and went to the usual spot. There wasn’t any chocolate! She looked and looked but couldn’t find her chocolate. There wasn’t even chocolate syrup in the fridge. She ran to her parents and asked them where the chocolate was. They told her that the dentist told them that she needs to stop eating so much chocolate. They told Tammy that it’s bad for her teeth. Tammy couldn’t believe it. She loved chocolate. What was she going to do? But then her parents told her that she could still have chocolate but not so much. That made Tammy feel a lot better. After that, she began to try new healthier food to take better care of her teeth.
The best sandwich is a peanut butter and jelly. My brother showed me how to make it. The first thing to do is to get some bread. There are lots of kinds of bread. Some bread is brown, some bread is thin. They even have bread that is long and narrow. There is even some bread that is black. My favorite bread is white. The next thing you do is get out the peanut butter. There are two types—chunky and creamy. After you get the peanut butter out you have to spread some with a knife onto a piece of bread. It's pretty easy but it can get kind of messy. The next step is to put jelly on another piece of bread. My brother likes grape jelly. I like strawberry jelly, but I will eat grape if that's all we have. When you're done putting the peanut butter and jelly on the bread you put the two pieces of bread together to make a sandwich. Then prepare to eat—yum!

Total words read minus errors equal correct words per minute

Score

Hello Literacy Fluency Passages © 2013, Jennifer Jones
www.helloliteracy.blogspot.com
Paragraph Writing

• Day 1- Read the prompt and complete brainstorming in the space provided.
• Day 2- Complete organizer and write a first draft.
• Day 3- Revise and edit your work using editing marks. Check spelling, punctuation, and add more details if needed.
• Day 4- Write or type your final copy.
• Day 5- Share your writing with someone at home.

*Choose additional prompts for more practice if needed.
Put an X next to ideas you probably will not use.

Put a star next to ideas you think you will use.

Definitions, examples, and the topic using facts. Information about you will need to give.

Remember:

Write a paragraph about how you can cheer up a friend who is having a bad day.

Cheer up!
### Informative Paragraph Writing

**Title:** Use a different color pen or pencil to edit your draft.

1. Use what you wrote in the organizing boxes to write your first draft. Then use the editing marks to note errors and ways you can make your paragraph better.

2. Supporting Details:
   - [ ] 
   - [ ] 
   - [ ]

3. Topic Sentence:

4. Closing Sentence:

**First Draft:**

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**Name:**

**Date:**
Journaling

- Read the journal prompt options.
- Choose one prompt to answer on paper or type.
  - Remember to...
    - Include a hook or introduction
    - Include 3 or more details
    - Answer all parts of the prompt
    - Provide a conclusion
    - Check for proper spelling, capitalization, and punctuation

- If you could be invisible for one day, what would you do? Where would you go?
- What was your favorite birthday so far? Describe that birthday.
- What are you looking forward to this year? Why are you looking forward to those things?
- What is your favorite memory with your family? Why is that your favorite memory?
- Write a letter to your teacher.
Reading Comprehension

• Read the story and read the comprehension questions that follow.

• Reread the story and answer the comprehension questions.
Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.

The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”

But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.

The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”

So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.

This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”

So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.

For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”

This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.
Think

1. This question has two parts. Answer Part A. Then answer Part B.

   Part A
   What is the central message of “Sharing the Crops”?
   A  It is wrong to try to cheat others.
   B  Never make a deal with a clever farmer.
   C  The best part of a crop is usually at the top.
   D  If a plan doesn’t succeed, keep trying.

   Part B
   Which sentence from the story best supports the answer you chose for Part A above?
   A  “Once a farmer rented some land.”
   B  “The owner wanted to get the better part of the deal.”
   C  “This was a fair deal at last.”
   D  “So this time, the farmer planted corn.”

Talk

2. Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.

Write

3. **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.
Write  Use the space below to write your answer to the question on page 125.

Sharing the Crops

3 Short Response  Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response.

HINT  Reread to look for the character who learns a lesson.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Handwriting

• Look at the guide letter at the top of the page.
• Trace gray letters, following the numbered steps.
• Practice the letter on your own on the lines provided.
Write the letter and the words.

J - J - J - J - J

Jackson  Joliet  Japan

Jett  Jay  Jolynn

Write the sentences.

Jasmine jets to Joplin.

Jake is in Jordan.
Write the letter and the words.

Q Q Q Q Q Q Q

Quietta Quatar Queens

Quito Quincy Quin

Write the sentences.

I am not near Quebec

Quit going to Quena.

Stroke Description 1. Curve back; overcurve; curve down; retrace; curve forward; curve under.
Name:

Write the letter and the words.

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Tacoma  Tampa  Tonga

Tate  Thor  Tess

Write the sentences.

Tori toured Tulsa.

I went to Turkey.

Stroke Description
1. Slant.
2. Curve forward and right. Lift.
3. Doublecurve; curve up.
4. Retrace; curve right.

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Practice Master 65