

Short Vowel Word Family Lists

<u>Short a</u>		<u>Short e</u>		<u>Short i</u>	
<u>-at</u>	<u>-ap</u>	<u>-en</u>	<u>-et</u>	<u>-ill</u>	<u>-ip</u>
at	cap	Ben	get	ill	rip
bat	clap	pen	net	grill	dip
rat	gap	hen	jet	hill	hip
cat	map	den	let	pill	sip
fat	strap	men	met	frill	slip
splat	tap	ten	pet	chill	trip
that	wrap	then	set	fill	flip
mat	nap	when	yet	will	nip
pat	sap	Ken	bet	bill	tip
sat	snap		vet	Jill	lip
scat	flap		wet	mill	zip
flat	trap			spill	

<u>Short o</u>		<u>Short u</u>			
<u>-op</u>	<u>-ot</u>	<u>-ug</u>	<u>-un</u>		
cop	cot	bug	fun		
pop	dot	chug	bun		
hop	got	hug	sun		
top	hot	jug	stun		
mop	jot	lug	nun		
drop	not	mug	run		
shop	tot	plug	pun		
stop	plot	tug	shun		
bop	knot	dug	gun		
chop	lot	pug			
lop	pot	rug			
plop	rot	slug			
crop	spot	snug			

Long Vowel Word Lists

<u>Long a (a_e)</u>		<u>Long e (ee)</u>		<u>Long i (i_e)</u>	
bake	cage	bee	tweet	ice	time
date	lane	see	sleep	bike	hike
lace	page	beef	feet	bite	line
name	wage	keep	heel	fire	rice
vane	crane	sheep	glee	life	ride
brave	fake	seed	green	pile	vine
grade	made	seem	tree	tide	mice
stage	safe	creek	bleed	wise	dive
base	gave	speed	cheek	price	fine
face	hate	steel	seen	five	size
lake	cave	breeze	teen	like	wipe
pace	case	free	peek	pine	slide
grape	tape	feel	need	prize	smile
chase	space	jeep	sheet	hide	nice
<u>Long o (o_e)</u>		<u>Long u (u_e)</u>			
bone	zone	use	mute		
hose	globe	cube	rude		
robe	stove	cute	rule		
code	hope	dude	tube		
joke	nose	duke	tune		
rode	spoke	fuse	chute		
phone	dome	huge	fluke		
rope	home	June	flume		
cone	pole	mule	flute		
smoke	stone				
drove	froze				
note	vote				
hole	rose				
poke	broke				

Sight Words #1- 100

I	one	up	many
am	had	other	no
the	by	of	way
and	as	me	about
a	but	little	word
to	not	from	than
have	what	then	each
is	all	so	them
it	were	these	been
in	do	some	would
he	will	her	who
for	can	we	its
can	we	make	now
with	said	or	find
see	there	him	out
she	go	into	which
look	an	time	their
they	like	has	could
you	went	look	did
are	play	two	get
at	my	more	come
be	how	when	made
this	was	your	first
on	if	see	may
his	that	use	long

Sight Words #101- 200

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	through	does	picture
only	help	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
years	too	even	air
live	means	such	away
me	old	because	animals
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	asked	letters
after	following	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	farm	home	should
man	three	us	America
think	small	move	word

Blending Routine #1

bet

hop

tap

cat

jam

then

pill

job

pet

gap

rat

will

lip

Jill

zip

met

Ken

sap

that

mill

dip

Blending Routine #2

bin

tot

mad

lot

rip

shin

top

shop

pit

vet

that

van

than

mop

cop

set

pot

fill

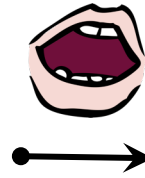
hot

fan

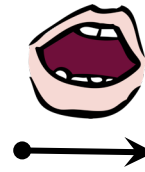
chop

Silent Blending Routine # 1

 bin

 jam

 fun

 Ned

 pop

 cat

 cap

 bud

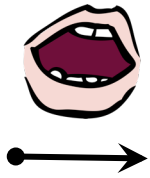
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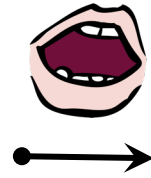
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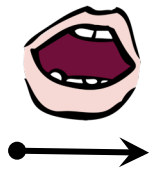
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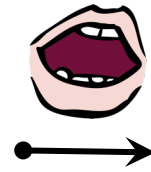
 jab

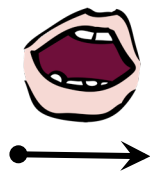
Silent Blending Routine #2

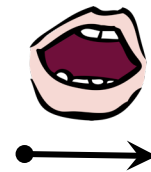
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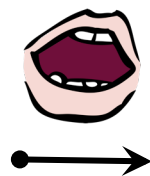
 gap

 sip

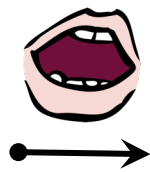
 bet

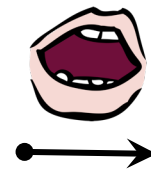
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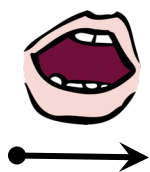
 gum

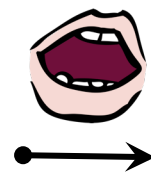
 Tim

 rat

 yum

 sap

 lid

 zig

Blending Routine #3

<u>cab</u>	<u>tip</u>	<u>jig</u>
<u>nag</u>	<u>pup</u>	<u>gum</u>
<u>van</u>	<u>beg</u>	<u>pep</u>
<u>mud</u>	<u>ram</u>	<u>rod</u>
<u>gas</u>	<u>mob</u>	<u>nut</u>
<u>tin</u>	<u>dud</u>	<u>lid</u>
<u>bid</u>	<u>hag</u>	<u>pan</u>
<u>bud</u>	<u>sob</u>	<u>wed</u>

Blending Routine #4

at •————→	not •————→	lit •————→
dim •————→	man •————→	on •————→
rod •————→	rot •————→	doll •————→
did •————→	tan •————→	pan •————→
nod •————→	tom •————→	net •————→
sod •————→	sin •————→	sap •————→
rim •————→	not •————→	fog •————→
ran •————→	fin •————→	dip •————→

Blending Routine #5

met fet	hid can	lap it
at tip	sun did	rag cup
gag let	hit nap	rib pup
up bat	but at	bus hum
red vat	bet bit	fed bun
hip rap	rod rob	hill tub
rim top	lab bat	fuss fit
let pin	hut bell	mop if

Reader's Theater Five Day Schedule

Day 1:

1. Introduce the script to students, and pass each student a script.
2. The first day no parts are assigned. You read through the whole script modeling how a fluent reader sounds, while the students are following along with their script.
3. Reread the script, you reading a sentence, then having the students repeat read the sentence.
4. If time, chorally read the script together.
5. Have the students pass in their scripts. Before Day 2, highlight one part on each script, there will be more than one student for each part.

Day 2:

1. Pass out the scripts to the students. It can be random, they have not been assigned parts yet.
2. As a class, read through the script. Whichever part is highlighted on the student's script is the part they read, along with the other students with the same part.
3. After you read through it as a class, have them break into groups, with at least one script for each character in the group. Have the group sit in a circle and pass their script once to the left. They should have a different part than they just read.
4. As a group they read through the script, just reading the part highlighted on the script they are holding.
5. Have them pass the script to the left again, and read the script through again.
6. Continue passing the scripts and reading through.
7. Collect the scripts from the students.

Day 3:

1. Assign each student a part. If there are extra parts, not enough to make a complete group, pair them up with the same part in another group (they can read the part at the same time).
2. Have the students break into their groups and sit in a circle. Have them read through the whole script, only reading/ practicing their parts. Repeat until you are ready to move on.

Day 4:

1. Continue to practice the play.
2. Teach them how to introduce the play and themselves. Line up chairs, one for each student in the group. The first student says: *We are performing _____. My name is _____, and I will be playing the part of _____.* Then the next student will introduce themselves, *My name is _____, and I will be playing _____.* And so on until each student has been introduced.
3. When performing, have them sitting in their chair, and when it is their part they stand up to read it, and then sit back down.
4. Have them continue to practice performing in their groups.

Day 5:

1. Give groups a couple of minutes to get together and prepare.
2. Perform! Have each group perform for the class.
3. After each one, take a few minutes to share compliments and what they liked about the performance (both students who watched and performed can share).
4. They can take home their finished scripts.

**Super Sentence
Modification Idea:**

1. Instead of coming up with a simple sentence for the picture, students can look at the picture and answer the questions with one word or small phrase response on the worksheet. Once the questions have been answered, they will need to combine the answers to complete their super sentence.

Expanding a Sentence

When? This morning

Who? Nan

Did what? was surprised

Why? to see Dan runaway

Where? _____

How? as fast as he could

My super sentence

This morning, Nan was surprised to see Dan runaway as fast as he could.

2. If you would like them to be able to easily manipulate the sentence, have the students use post-it notes to write their responses for each question word. Then they can easily move the details around to create their super sentence.

When?

This morning

Who?

Nan

Did what?

was surprised

Why?

to see Dan runaway

How?

as fast as he could

Super Sentences

Name: sample sentence

Simple
Sentence: The boy sat with his cat.

When? This morning

Who? Nat

Did what? sat

Why?

Where? on the mat

How? quietly

My Super Sentence

This morning, Nat sat on the mat with his cat quietly.

Super Sentences

Name: _____

Simple
Sentence: _____

When? _____

Who? _____

Did what? _____

Why? _____

Where? _____

How? _____

My Super Sentence