

# Level 0.0-1.9

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**LEVEL:** 0.0 – 1.9

**STANDARD:** 1.0 Demonstrate mastery of skills prerequisite to reading

**BENCHMARK:** 01.01 Recognize that printed materials normally flow from left to right, top to bottom, front to back.

**MATERIALS:** Stories or articles on charts, chalkboard or transparencies.

**ACTIVITIES:** Share the stories with the class while following the written material with a pointer.

\*This activity helps show the learner the direction that printed materials usually flow.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 1.0 Demonstrate mastery of skills prerequisite to reading

**BENCHMARK:** 01.02 Recognize that letters make words.

**MATERIALS:** Copies of alphabet, scissors

**ACTIVITIES:** Give each student a copy of the alphabet. Ask students to define what the letters are and what they are used for as they look at them. Have the students cut out the letters and try to make words.

\*This may also be an opportune time to discuss real and nonsense words.

**Letters Make Words**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>
<b>Z</b>				

**LEVEL:** 0.0 – 1.9

**STANDARD:** 1.0 Demonstrate mastery of skills prerequisite to reading

**BENCHMARK:** 01.03 Recognize that words make sentences.

**MATERIALS:** Teacher-created sentences, teacher selected sentences from published magazines, scissors

- ACTIVITIES:**
1. Present a sentence to the student.
  2. Read the sentence to the student, pointing to each word.
  3. Ask the student to “read” the sentence and provide assistance.
  4. Have the learner cut out words from the sentence and reassemble them in the correct order.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Sentence Assembly**

Today I am going to the library.

My sister is going to visit New York City.

What are you going to have for dinner tonight?

Please let me know if you are going to the party.

When are you going to bake a chocolate cake for me?

**LEVEL:** 0.0 – 1.9

**STANDARD:** 1.0 Demonstrate mastery of skills prerequisite to reading

**BENCHMARK:** 01.04 Recognize that there are spaces between words.

**MATERIALS:** Teacher-created sentences, pencils

**ACTIVITIES:** Show learners examples of sentences that have been written without any spaces. These sentences may be written on paper or on the board. Ask if they notice if anything is wrong. If so, what? How would they correct the problem? Read the sentences orally and have the students tell you where the spaces need to be. Then have the students write the sentences correctly.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Word Spacing in Sentences**

1. Todaylamgoingtothestore.

\_\_\_\_\_

2. Thecatischasingthedog.

\_\_\_\_\_

3. Wecanhearthemusicfromourhouse.

\_\_\_\_\_

4. Whatdoyouwantmetobuyatthemall?

\_\_\_\_\_

5. WhenareyougoingtotakeyourGEDtest?

\_\_\_\_\_



**LEVEL:** 0.0 – 1.9

**STANDARD:** 1.0 Demonstrate mastery of skills prerequisite to reading

**BENCHMARK:** 01.06 Listen to and comprehend a story read aloud.

**MATERIALS:** Short stories, books, or newspaper articles

**ACTIVITIES:** Read chosen material aloud to the learners. After completing the oral reading, follow up with oral comprehension questions.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 1.0 Demonstrate mastery of skills prerequisite to reading

**BENCHMARK:** 01.07 Narrate a picture story in a sequence.

**MATERIALS:** Sequencing pictures

- ACTIVITIES:**
1. Give each learner a worksheet.
  2. Direct the learner to cut apart the pictures.
  3. Have the learner arrange the pictures in a logical sequence and then orally relate the story they tell.

\* This could be used for small group activities. Have each group share their story with the class.

Butterfly Sequence - <http://www.hhmi.org/coolscience/butterfly/>

Baby Chick Sequence - <http://esd.iu5.org/LessonPlans/LifeCycle/animals.htm>

Frog Sequence - <http://www.manatee.k12.fl.us/sites/elementary/palmasola/pskinfrogseq.htm>

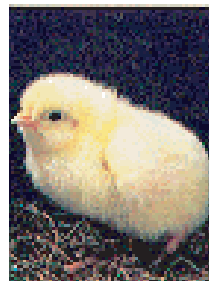
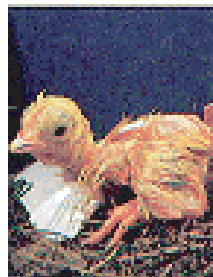
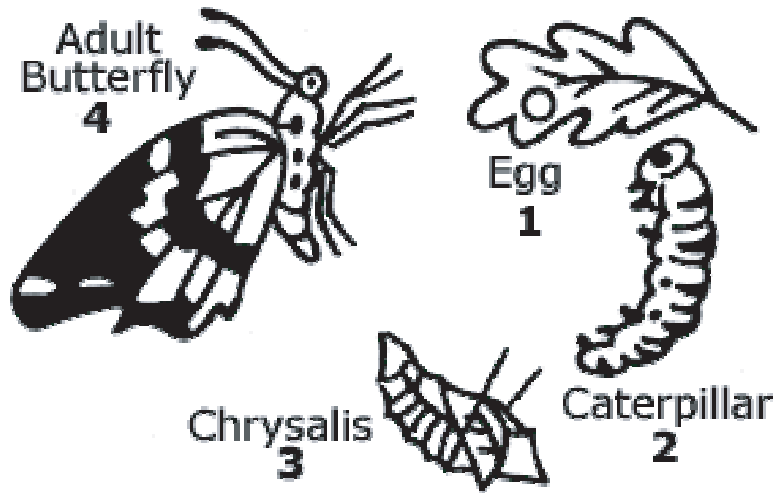
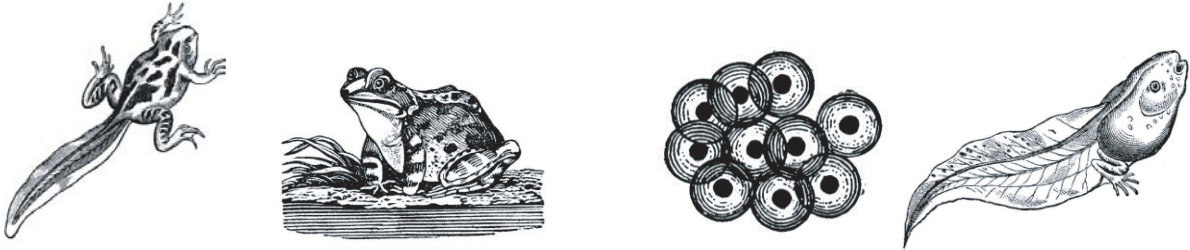
Image credit: Images are from Art Today.com

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Picture Story Sequencing/Worksheet



- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/stuctural analysis as tools for reading
- BENCHMARK:** 02.01 Identify letters of the alphabet.
- MATERIALS:** Alphabet flash cards (these can be made by the students). Simply cut out the letters and glue them on 3 x 5 cards.
- ACTIVITIES:** Show the students the flash cards and have them name the letters.

\*This activity can be done with the entire class, the teacher with small groups and students in groups of two or three.

# **Alphabet Recognition**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>
<b>Z</b>				

# Alphabet Recognition

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>
<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>o</b>
<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>
<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>
<b>z</b>				

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.01 Identify letters of the alphabet.
- MATERIALS:** Newspaper, pencils, markers
- ACTIVITIES:** Let the learner look at the front-page headlines of the newspaper. Working with the letter learned most recently, have the student circle each appearance of that letter with a pencil.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools  
For reading
- BENCHMARK:** 02.01 Identify letters of the alphabet.
- MATERIALS:** 3 X 5 cards, laminating materials, cardboard
- ACTIVITIES:** Laminate a board with capital letters in boxes to make gameboard. Make a set of cards with lower case letters for learners to master. Have student take turns drawing cards and matching them to the capitals. Students may keep score and declare a winner if they wish.



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- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.01 Identify letters of the alphabet.
- MATERIALS:** Paper, pencils, grease pencils, laminating materials
- ACTIVITIES:** Make a copy of the typewriter/computer keyboard. Laminate. Learner can draw x with a grease pencil on letter called out by you or another player.

# Keyboard Game



<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.01 Identify letters of the alphabet.
<b>MATERIALS:</b>	Word processor or typewriter, paper, pencils
<b>ACTIVITIES:</b>	The learner can spell out words from word cards or a story as you type them on a word processor for him to see. If the learner calls out the wrong letter, it will not look like his/her card, and he/she can use his/her visual discrimination skills to self-correct.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading

**BENCHMARK:** 02.01 Identify letters of the alphabet.

**MATERIALS:** 3-D or textured cards, or sand, sugar or clay, paper, pencils

**ACTIVITIES:** Have 3-D or textured letters available. Choose five cards to review. The learner can study the card. Then he/she can close her eyes and identify letters by touch.

Alternative: Call out a letter and let her write it in sand or sugar with her finger or form the letter with clay.

<b>LEVEL:</b>	0.0 –1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/stuctural analysis as tools for reading
<b>BENCHMARK:</b>	02.02 Identify single consonant sounds.
<b>MATERIALS:</b>	magazines, scissors
<b>ACTIVITIES:</b>	Have the student cut words from stories and identify the beginning consonant sounds. Start and finish the lessons by reading the passage the words were taken from.

\*A variation of this activity would be to have the learner think of other words that begin with the same consonant sounds.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.02 Identify single consonant sounds.
- MATERIALS:** 3 X 5 cards, paper, pencils
- ACTIVITIES:** Make an index card for each letter/sound using lower case and capital letters.
- Say the letter's sound; ask the student what the letter is.
- Say four words that begin with that letter, telling the student to listen for the beginning sound.
- Say those same words one at a time; ask the student to repeat each word.
- Write those words on the back of the appropriate letter card.
- Add other words with the practice consonant in later lessons.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading

**BENCHMARK:** 02.02 Identify single consonant sounds.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** Use associations whenever possible. When teaching a letter, for example, have the learner think of words which begin with the letter (s: sun, sand, sit). Have him choose one of the words as his/her key word for the letter. Write down the letter and the associate word. Teach him the sound of the letter. Tell the student various words with and without the chosen letter as the beginning consonant sound and see if he/she can discriminate.

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<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.02 Identify single consonant sounds.
<b>MATERIALS:</b>	Mirrors
<b>ACTIVITIES:</b>	Ask the learner to place her fingers gently against her mouth to “feel” newly introduced letter/blend/diphthong sounds. The student voices the sound several times, then repeats teacher-suggested words containing the sound.

\*\*Variation: Use hand-held mirrors to see the shape of the mouth when making the sounds.






- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.02 Identify single consonant sounds.
- MATERIALS:** Worksheet, pencil
- ACTIVITIES:** Give students a copy of the consonant worksheet. Have the students look at the picture and name it. The teacher then reads the words in the row. The student circles the word that has the same beginning consonant sound as the object in the picture.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Beginning Sound Match

	work	day	food
	cat	dad	clock
	win	deer	ball
	paper	baby	sick
	girl	puppy	sister






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- MATERIALS:** Worksheet, pencil
- ACTIVITIES:** Give students a copy of the consonant worksheet. Have the students look at the picture and name it. The teacher then reads the words in the row. The student circles the word that has the same ending consonant sound as the object in the picture.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Ending Sound Match

	sick	big	sit
	red	glass	desk
	rest	past	green
	tub	plant	lip
	fly	catch	kiss

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<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.02 Identify single consonant sounds.
<b>MATERIALS:</b>	Sight word lists, student and/or teacher created word lists, paper, pencils
<b>ACTIVITIES:</b>	Teach the sound of “s” as in “silly” first. Then teach the “z” sound of “s” as in easy, does, it demonstrates the “z” sound at the end of a word. Give student new words with “s” or “z” in them and have the student predict whether the sound of “s” will be “s” or “z”.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Sound Match

Directions: For each of the following words, decide if the “s” makes the /s/ sound or the /z/ sound. Then, write “s” or “z” on the line beside each word.

1. some \_\_\_\_\_

2. inside \_\_\_\_\_

3. easy \_\_\_\_\_

4. is \_\_\_\_\_

5. gas \_\_\_\_\_

6. bus \_\_\_\_\_

7. person \_\_\_\_\_

8. his \_\_\_\_\_

9. desert \_\_\_\_\_

10. said \_\_\_\_\_

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<b>BENCHMARK:</b>	02.02 Identify single consonant sounds.
<b>MATERIALS:</b>	Sight word lists, student and/or teacher-created word lists
<b>ACTIVITIES:</b>	Teach the hard sounds first (cake, gum). Teach the soft sounds (city, germ) later. “C” and “g” are usually hard when followed by “a”, “o”, or “u”; soft when followed by “e” or “i”. Give students new words with “c” or “g” and have them predict whether they will be soft or hard sounds.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Hard / Soft Sounds

The letter “c” can make the /k/ sound as in cake or the /s/ sound as in city. Read each word and determine if it makes the /k/ sound or the /s/ sound. Write “k” or “s” on the blank beside each word.

1. city \_\_\_\_\_

2. cat \_\_\_\_\_

3. cot \_\_\_\_\_

4. center \_\_\_\_\_

5. cent \_\_\_\_\_

6. car \_\_\_\_\_

7. cell \_\_\_\_\_

8. cart \_\_\_\_\_

9. cigar \_\_\_\_\_

10. come \_\_\_\_\_



Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Hard / Soft Sounds

The letter “g” can make the /g/ sound as in gum or the /j/ sound as in germ. Read each word and determine if it makes the /g/ sound or the /j/ sound. Write “g” or “j” on the blank beside each word.

1. germ \_\_\_\_\_

2. gun \_\_\_\_\_

3. gum \_\_\_\_\_

4. giant \_\_\_\_\_

5. gem \_\_\_\_\_

6. get \_\_\_\_\_

7. gold \_\_\_\_\_

8. gin \_\_\_\_\_

9. golf \_\_\_\_\_

10. good \_\_\_\_\_

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.02 Identify single consonant sounds.
<b>MATERIALS:</b>	Sight word lists, student - and/or teacher-created word lists
<b>ACTIVITIES:</b>	Teach “q” at the beginning of the word first. Emphasize that it almost* never appears without a “u” following it. Have students add two new “q” words to their personal word lists.  *Exceptions: IRAQ, other non-English based words

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.02 Identify single consonant sounds.
<b>MATERIALS:</b>	Fifteen to twenty 3 X 5 cards, paper, pencils
<b>ACTIVITIES:</b>	Dominoes

Make 40-50 cards from index cards cut into thirds. Each card should have a line drawn down the middle with a word on each side. Example: car/cement, cut/copper, cigar/traffic. Each word must have only one letter “c” in it. Some sound like “k,” some like “s.” The position of the sounds can vary: sometimes use two “c’s,” sometimes two “k’s.”

Each player draws seven cards, face down, from the pile. Players can look at their own cards but no one else’s. The first player puts a card, face up, on the table. The next player must lay down a card next to one of the two words on the card. The two words that touch must have the same sound of the letter “c” in them.

Example: Player #1 puts down car/cement card. Player #2 puts down cigar/traffic card with “cigar” touching the “cement” side of the first player’s card. Player #3 continues to add card with the same sound as one available to touch. Players continue building onto the domino. If players do not have a word that fits, they draw from the pile until they find one. The first player to get rid of all his/her cards wins. Many variations are possible.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 66.)

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.02 Identify single consonant sounds.
- MATERIALS:** Large sheets of paper, pencils
- ACTIVITIES:** Add-a-Word Game

Provide large sheets of paper on which grids have been drawn. A word bank is provided at the bottom of the paper. The first person chooses a word from the word bank and writes the letters of the word in a square of the grid. He/she announces to the group the initial consonant letter and the word. Player #2 must choose a word from the word bank which will begin with a letter in the first word. Player #2 also announces the word and the initial consonant and writes it in the grid spaces under the letter in the first word which is the initial consonant in his/her word. Play continues until all possible words have been used.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 93.)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Add A Word**


<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.03 Identify single vowels.
<b>MATERIALS:</b>	Vowel chart, pencils
<b>ACTIVITIES:</b>	<p>Give the students the worksheet with the short vowel sounds listed across the top.</p> <p>Ask the students to give the names and sounds of the letters.</p> <p>Give an example of a short /a/ word, writing it under the appropriate column and pronouncing the word as you write it.</p> <p>Ask the students for examples of words with the same vowel sound; add it to the column.</p> <p>Repeat with the other short vowel sounds.</p>

\*Use the same activity when teaching long vowel sounds.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Vowel Chart

<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.04 Identify rhyming patterns.
- MATERIALS:** 3 X 5 cards, paper, pencils
- ACTIVITIES:** Groups of words called word families have similar spelling and pronunciation. Members of a single word family rhyme.

Use word families as tools to teach a specific skill or as an extra activity to emphasize skills you are teaching, but do not focus on these too much as the learner needs to be reading for meaning.

To teach, first select a simple one-syllable word from the learner's sight word vocabulary: man, for example. It is important that he/she learn the first word in the word family as a sight word.

Print "an" in the upper left-hand corner of a card, and the letter "m" in the upper right-hand corner of another card.

Place the two cards side by side to make the word "man."

Ask your learner to read the word.

Print a "c" in the upper right-hand corner of another card, and place it so that the "c" covers the "m" to make the word "can."

If "can" is not one of your learner's sight words, explain that c-a-n spells "can." The learner should say the word while looking at it.

Print an "f" in the upper right-hand corner of another card, and place it over the "c" to make "fan." Have your learner read it.

Tell your student that these words rhyme. Give a few examples of rhyming words so she can hear the end similarity. Ask for another word that rhymes with "man." Write the word. Show your learner that it looks like the other words.

Print these four words in vertical order on a card: man, can, fan, tan.

*(continued)*



Ask the learner to tell you what is the same (alike) and what is different in these four words.

Emphasize that the “an” remains the same. These four words belong to the “an” family.

As new words in the “an” word family appear in later readings, add them to the card set.

Have the learner use these words in sentences to check for meaning.

(Source: Adapted from Hakanson & Gunderson, 1986.)

**LEVEL:** 0.0 – 1.9

**STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading

**BENCHMARK:** 02.04 Identify rhyming patterns.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** Form a small group of students for this exercise. Give an example of a word family (example: at) and a word in that family (cat). Have each student give an example in turn of another word in the word family. Continue for several rounds or until they run out of words. Have students make lists of such word families.

\*After they have made words, have students distinguish between real and nonsense words.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Common Rimes:

\*rime - vowel sound plus a consonant sound

-ay	jay	say	pay	day	play
-ill	hill	bill	will	fill	spill
-ip	dip	ship	tip	skip	trip
-ug	rug	hug	bug	dug	tug
-ing	ring	sing	king	wing	thing
-an	Dan	pan	tan	man	ran
-ine	line	nine	fine	shine	pine
-ap	cap	map	tap	clap	trap
-ock	sock	rock	lock	dock	block
-in	pin	tin	win	chin	thin

- LEVEL:** 0.0 –1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/stuctural analysis as tools for reading
- BENCHMARK:** 02.05 Understand that word order differs between statements and questions.
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Each learner writes a question on a piece of paper. It can be a simple question such as, “How are you today?” Pass papers to the right. Each learner must then read the question he receives and write an answer. Then each learner writes a new question on the same piece of paper and passes the paper to the right. Writing answers and new questions continues until the original papers come back to original question writers. The learners now read questions and answers out loud to the whole group.

(Source: Adapted from Kennedy & Sarkisian, 1979, p.104)

- LEVEL:** 0.0 –1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/stuctural analysis as tools for reading
- BENCHMARK:** 02.05 Understand that word order differs between statements and questions.
- MATERIALS:** Paper, pencils
- ACTIVITIES:** A learner can demonstrate written knowledge of punctuation by writing from dictation. A more interesting way to provide this practice is by having the learner provide written answers to dictated questions which they write.

***Examples:***

What is your address?

What would you say if you burned your finger?

Where were you born?

What date is your birthday?

- LEVEL:** 0.0 –1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/stuctural analysis as tools for reading
- BENCHMARK:** 02.05 Understand that word order differs between statements and questions.
- MATERIALS:** folders, glue, paper, pencils
- ACTIVITIES:** Glue two pockets on a folder, one with a period and one with a question mark on the front. A third pocket contains easy-to-read sentences. The learner picks a sentence from the sentence pocket and reads it. Then, he/she puts the sentence in the pocket that has the correct punctuation.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Periods and Question Marks**

We are going to the store

Have you seen my lunchbox

My dog chased the cat

What are you doing to have for dinner

Are you going to apply for the job

Sam is going to get married on Saturday

My sister is one year older than me

Is red or blue your favorite color

Would you please pass me the salt and pepper

I have seven dogs, two cats and one hamster

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.05 Understand that word order differs between statements and questions.
<b>MATERIALS:</b>	Paper, pencils
<b>ACTIVITIES:</b>	Encourage a student to exchange notes with another learner giving both learners practice in asking and answering questions.



<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.06 Identify the meanings of plural nouns.
<b>MATERIALS:</b>	Poster board or paper, pencils, paper fastener, marker
<b>ACTIVITIES:</b>	Word Wheels

To help the learner recognize regular plural formations (“s” and “es”), cut two circles from a poster board.\* Put the smaller circle on top of the other and attach them in the center with a paper fastener so that the wheel will turn. On the wheel, write “s” or “es.” Write known words on the larger circle. Turn the wheel and have learners identify the new words.

(Source: Adapted from Burns & Roe, 1979, p. 68.)

\* The smaller circle should have a diameter of about 5 inches, the larger about 20 inches

**Word List**

car

grass

bus

bar

shoe

map

desk

rat

bat

book

gas

clock

lamp

phone

star

church

moon

bench

store

wish

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.06 Identify the meanings of plural nouns.
<b>MATERIALS:</b>	Recipes, highlighter pens, paper, pencils
<b>ACTIVITIES:</b>	<p>Read a recipe with the learner. Discuss one and more than one. Find examples of each.</p> <p>The learner highlights the number and “s” or “es” ending for ingredients that illustrate plurals.</p> <p><i>Example:</i> Two cups of milk Three carrots</p>

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.06 Identify the meanings of plural nouns.
<b>TITLE:</b>	Singular/Plural Concentration
<b>MATERIALS:</b>	48 cards, pencils
<b>ACTIVITIES:</b>	Concentration

Make 24 pairs of cards, one pile with singular forms and one pile with plural forms (example: child, children). Cards are shuffled and placed face down on the table. The first person turns over one card from each pile. If they match, singular and plural, the player keeps the pair and takes another turn. If they do not match, cards must be turned face down again and the next person takes a turn. The players must try to remember where they saw the cards they need. Continue until all cards are matched. The player with the most cards wins.

Alternative: If this seems too difficult, players may leave cards turned face up as game progresses. Any time a player turns up a match, he/she may take the pair to keep. This game can also be used to teach past/present tense, contractions, etc.

(Source: Adapted from Kennedy and Sarkisian, 1979, p. 60.)

**Concentration**

**bar**

**bars**

**child**

**children**

**foot**

**feet**

**desk**

**desks**

**car**

**cars**

**wish**

**wishes**

**bench**

**benches**

**star**

**stars**

**baby**

**babies**

**clock**

**clocks**

**lamp**

**lamps**

**church**

**churches**

**moon**

**moons**

**book**

**books**

**dish**

**dishes**

**inch**

**inches**

**yard**

**yards**

**gas**

**gases**



**pad**

**pads**

**grass**

**grasses**

**dress**

**dresses**

**camp**

**camp**

**bat**

**bats**

**lunch**

**lunches**

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.06 Identify the meanings of plural nouns.
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Explain that when a word ending in “y” is made plural, the “y” changes to “i.”

**Examples:**

daisy	daisies
remedy	remedies
victory	victories
story	stories

But when a word ends in a vowel plus “y,” add “s.”

**Examples:**

attorney	attorneys
survey	surveys
key	keys

Have student practice by independently writing the plural form of words ending in “y.”

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Plurals

Directions: Change each word to a plural by adding –s or –es.

1. daisy \_\_\_\_\_

2. remedy \_\_\_\_\_

3. victory \_\_\_\_\_

4. story \_\_\_\_\_

5. attorney \_\_\_\_\_

6. survey \_\_\_\_\_

7. key \_\_\_\_\_

8. story \_\_\_\_\_

9. baby \_\_\_\_\_

10. money \_\_\_\_\_

**LEVEL:** 0.0 – 1.9

**STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading

**BENCHMARK:** 02.06 Identify the meanings of plural nouns.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** Provide sentences written in the singular, using nouns ending in “y.” The learner rewrites the sentences, changing singular nouns to plurals.

**Example:** Carol picked a daisy.  
Carol picked some \_\_\_\_\_.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Writing Sentences

Directions: Complete the second sentence with the plural of the underlined word in the first sentence.

Carol picked a daisy.

Carol picked some \_\_\_\_\_.

She had one key on her key ring.

She had many \_\_\_\_\_ on her key ring.

Please read me a story.

Please read me four \_\_\_\_\_.

I will hire an attorney.

I will hire two \_\_\_\_\_.

Susan completed the survey.

Susan completed both the \_\_\_\_\_.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
- BENCHMARK:** 02.06 Identify the meanings of plural nouns.
- MATERIALS:** Pencil, worksheets
- ACTIVITIES:** Give each learner a copy of the worksheet. Instruct him/her to make each singular noun plural.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Plural Nouns

Change each singular noun into a plural noun.

1. bat \_\_\_\_\_
2. house \_\_\_\_\_
3. toy \_\_\_\_\_
4. ball \_\_\_\_\_
5. match \_\_\_\_\_
6. fox \_\_\_\_\_
7. base \_\_\_\_\_
8. pail \_\_\_\_\_
9. stitch \_\_\_\_\_
10. brush \_\_\_\_\_
11. dog \_\_\_\_\_
12. child \_\_\_\_\_
13. foot \_\_\_\_\_
14. goose \_\_\_\_\_
15. kiss \_\_\_\_\_

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2.0 Demonstrate basic understanding of phonics/stuctural analysis as tools for reading
- BENCHMARK:** 02.07 Identify possessives.
- MATERIALS:** Sentence strips or paper, pencils
- ACTIVITIES:** Provide a simple story in which the possessive forms are listed in a word bank below the story. The learner must rewrite the story filling in the correct word from the word bank for each blank in the story.



Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Fill in the Possessive

Directions: Complete the following story by filling in the blanks with a word from the word bank below.

Tammy and her \_\_\_\_\_ went to the grocery store. When they started to check out, the \_\_\_\_\_ line was very long. Tammy knew that she would be late getting home so she called her \_\_\_\_\_ phone to see if she could pick up her \_\_\_\_\_. When they got home her sister was there and had already prepared her \_\_\_\_\_ snack.

### Word Bank

sister's  
husband  
children's  
sister  
children  
cashier's

**LEVEL:** 0.0 – 1.9

**STANDARD:** 2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading

**BENCHMARK:** 02.07 Identify possessives.

**MATERIALS:** Pencil, worksheet

**ACTIVITIES:** Give each learner a worksheet. Each learner will change each word to a possessive.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Making it Possessive**

Directions: Change each word below to a possessive.

1. friend \_\_\_\_\_

2. sister \_\_\_\_\_

3. dad \_\_\_\_\_

4. girls \_\_\_\_\_

5. baby \_\_\_\_\_

6. Jones \_\_\_\_\_

7. cloud \_\_\_\_\_

8. dog \_\_\_\_\_

9. boys \_\_\_\_\_

10. boss \_\_\_\_\_

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	2.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading
<b>BENCHMARK:</b>	02.08 Identify the period, question mark, and exclamation point as ending punctuation marks.
<b>MATERIALS:</b>	Worksheet, pencils
<b>ACTIVITIES:</b>	Give each learner a worksheet with declarative, interrogative and exclamatory sentences. Have learners add correct ending punctuation.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Ending Punctuation

Complete each sentence with the correct ending punctuation.

1. We had a great time at the party
2. What are you going to have for lunch
3. Hurry, close the door
4. Where did you find that beautiful sweater
5. Is that a Toyota Camry
6. The holiday party will be this Friday
7. Hallelujah
8. The Smith's are building a lovely new home
9. Did you see the shooting star
10. The traffic accident was horrible

**LEVEL:** 0.0 – 1.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary.

**BENCHMARK:** 03.01 Identify at least 75% of the preprimer, primer and first grade words from the Dolch list.

**MATERIALS:** 3 X 5 cards, Dolch word lists, paper, pencils

**ACTIVITIES:** General Method for Teaching Sight Words

- a) Decide on 4-5 words to be covered.
- b) Print these words in lower case letters on index cards, one word for each card.
- c) Ask the learner to dictate a sentence to you using each of these words. You write the sentence on the back of the card. Underline the word to be taught.
- d) Show each word to the learner. Say the word as he/she looks at it. Ask him to look at the word and repeat it. Read the sentence on the back of the card aloud. Ask him to read the sentence.
- e) At the next lesson, review the words and sort into two piles: words he/she remembers and words not recognized immediately. Put the cards the learner knows on a notebook ring.
- f) Review the unknown cards, one at a time. Tell the learner the word. Have him look closely at it, noticing the shape and number of letters. Ask him to trace the word in the air or on the table.
- g) Have the learner say the word and ask how he/she would use it in a sentence.
- h) Repeat with other words.
- i) Mix new and old sight words and review often.
- j) Add words learned to a notebook ring so that the learner can see his/her own progress.

(Source: Adapted from Hakanson & Gunderson, 1986.)

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	3.0 Demonstrate knowledge of basic vocabulary
<b>BENCHMARK:</b>	03.02 Identify the meanings of frequently used words presented in context.
<b>MATERIALS:</b>	Magazines, driver’s manuals, bumper stickers, pictures of signs, paper, pencils
<b>ACTIVITIES:</b>	Use magazines, driver’s manuals, bumper stickers and pictures of actual signs to choose words from common reading tasks to make flash cards. Words with silent letters such as “e” are usually taught first as sight words. Teach them as they come up.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 03.02 Identify the meanings of frequently used words presented in context.
- MATERIALS:** Forms, magazines, junk mail, newspaper, paper, pencils
- ACTIVITIES:** Use student-generated vocabulary. Ask the learner to copy down words he/she sees outside of class and bring those in along with forms, junk mail, newspaper or magazine clippings. Logos are also excellent and distinctive. Add these words to their sight word lists and work to eventually move them to their notebook ring. (See activity for 3.1)



**LEVEL:** 0.0 – 1.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.02 Identify the meanings of frequently used words presented in context.

**MATERIALS:** Teacher-made flash cards, paper, pencils

**ACTIVITIES:** Use flash cards of basic vocabulary in sets of 20. The learner and teacher go through each set, eliminating those mastered and repeating those not mastered until the set is completed and checked off on an assignment sheet.

**a**

**and**

**away**

**big**

**blue**

**can**

**come**

**down**

**find**

**for**

**funny**

**go**

**help**

**hers**

**I**

**in**

**is**

**it**

**jump**

**little**

**look**

**make**

**me**

**my**

**not**

**one**

**play**

**red**

**run**

**said**

**see**

**the**

**three**

**to**

**two**

**up**

**we**

**yellow**

**all**

**am**

**are**

**at**

**ate**

**be**

**black**

**brown**

**but**

**came**

**did**

**do**

**eat**

**four**

**get**

**good**

**has**

**he**



**into**

**like**

**must**

**new**

**no**

**now**

**on**

**our**

**out**

**please**

**pretty**

**ran**

**ride**

**saw**

**say**

**she**

**so**

**soon**

**that**

**there**

**after**

**again**

**an**

**any**

**as**

**ask**

**by**

**could**

**every**

**fly**

**from**

**give**

**going**

**had**

**has**

**her**

**him**

**how**

**just**

**know**

**let**

**live**

**may**

**of**

**old**

**once**

**open**

**over**

**put**

**round**

**some**

**stop**

**take**

**thank**

**them**

**then**

**think**

**walk**



<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	3.0 Demonstrate knowledge of basic vocabulary
<b>BENCHMARK:</b>	03.02 Identify the meanings of frequently used words presented in context.
<b>MATERIALS:</b>	Books, teacher- and/or student-created stories, paper, pencils
<b>ACTIVITIES:</b>	Read in context. Highlight words in the text which are unfamiliar to the learner. Read each highlighted word to her and allow her to read along. Ask her to use the new sight word in her own sentence.


- LEVEL:** 0.0 – 1.9
- STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 03.02 Identify the meanings of frequently used words presented in context.
- MATERIALS:** Teacher-created Word Bingo, 3 X 5 cards, paper, pencils
- ACTIVITIES:** Play Word Bingo. Learners have words on cards. They must match their cards with words on a sheet in front of them when the caller calls out the matching definition. This is played like regular Bingo.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Bingo Card

- LEVEL:** 0.0 –1.9
- STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 03.02 Identify the meanings of frequently used words presented in context.
- MATERIALS:** Reading material
- ACTIVITIES:** Ask the learner to skip an unknown word and finish the sentence when reading. The meaning may become clear.
- Have the learner re-read the preceding sentence, the sentence containing the “mystery word,” and the following sentence. Meaning develops.
- Encourage the learner to define the meaning of a new word in his own words.

**LEVEL:** 0.0 – 1.9, 2.0 – 3.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.02 Identify the meanings of frequently used words presented in context.

**MATERIALS:** 3 x 5 cards, file box, pencils

**ACTIVITIES:** Students begin a personal word bank using 3 x 5 cards on which they print words taken from their language experience stories. They continue to add to the bank with sight words. Cards are kept alphabetically in a small file box. Reviews can be conducted by students pairing up with each other and using the cards as flash cards.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.03 Demonstrate the ability to read personal information, e.g., name, address, zip code, phone number and age.

**MATERIALS:** Address forms, paper, pencils

**ACTIVITIES:** Help the learner fill out address forms.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Address Form

Name:			
Last:	First:	M.I.:	
Address:			
City:	State:	Zip Code:	
Phone:			

**LEVEL:** 0.0 –1.9, 2.0 –3.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.04 Dictate and read back his/her own stories.

**MATERIALS:** Magazines and/or calendars, paper, pencils

**ACTIVITIES:** Cut interesting pictures from magazines, calendars, etc., and put into a file. Show the learner a picture. Ask “who, what, when, where” questions. The learner dictates or writes down his interpretations of the picture and reads back what was written. The learner discusses what occurred just prior to the picture and predicts what might happen next. Then he dictates or writes a story about the picture.



**LEVEL:** 0.0 –1.9, 2.0 –3.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.04 Dictate and read back his/her own stories.

**MATERIALS:** Books, paper, pencils

**ACTIVITIES:** Keep this relevant to the student's way of life, experiences, vocabulary, etc.

Begin a story with a sentence which you say, write, and then read.

The learner then reads (with prompting) the sentence.

The learner supplies the next sentence, and you write it and read it.

The learner reads (with prompting) her own sentence.

Supply the next sentence.

Eventually, the learner may begin writing her own sentences.

**OPTION TO ALLOW INTERACTION WITH CLASS OF VARYING SKILL LEVELS:**

When her confidence level is reached, the learner reads the story to others and asks for suggested endings.

The story can be published and distributed to the class.

If a learner encounters an unrecognizable word, ask her to see if there is any group of letters she recognizes. Ask her to slash mark that group (or isolate with two 3 x 5 cards). Then build on sound recognition around the recognizable part.

Begin this process with compound words, then with affixes.

Use context clues.

Once the word is pronounced by the learner, have her copy it to a new word list in her notebook.

**LEVEL:** 0.0 –1.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.04 Dictate and read back his/her own stories.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** The beginning student dictates a sentence or story to you. To get it started, ask the learner questions such as, “What did you do yesterday?” Write what the student says, word for word. Use correct spelling but do not change the grammar the student uses. If the student seems to have vision problems or is unclear about directionality, double-space and leave extra space between words. One to three sentences are enough for a start.

Read the story to the student. Then have the student read it to you. This can be done several times until the student is comfortable with his reading.

Let the learner copy the sentences.

Reread the story frequently. Use words from the story to teach as sight words, writing them on index cards.

This activity is motivational because the student is reading his own words and thus “owns” the material.

**LEVEL:** 0.0 –1.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.04 Dictate and read back his/her own stories.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** Give students a writing assignment. When assignment is complete, have students exchange papers and read each others stories.

**LEVEL:** 0.0 –1.9, 2.0 –3.9

**STANDARD:** 3.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 03.04 Dictate and read back his/her own stories.

**MATERIALS:** Chalkboard or dry-erase board, action pictures, paper, pencils

**ACTIVITIES:** Give learners pictures that show action and unusual characters. Each learner studies his picture and then the group makes up a story. The first learner says, “Once there was . . .” and tells about his picture. Write the sentence on the board. The next learner continues “Then,”... and adds from his picture. Continue to write sentences on the board. When everyone has added to the story, read it aloud to the learners. Then encourage the group to read it together aloud.

**LEVEL:** 0.0 –1.9, 2.0 –3.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.01 Determine the main idea and factual details of a paragraph.

**MATERIALS:** Newspaper, paper, pencils

**ACTIVITIES:** Read the lead paragraph of an article to the learner.  
Ask the learner to read along silently.  
Ask the learner verbal questions.  
Ask the learner to fill in the form with assistance.  
Repeat this exercise over a period of a week.

Then, explain that this same information is usually used in stories, but sometimes we have to dig further into a story to find all the answers. Introduce a very short piece of fiction at the learner's reading level. Keeping the form with questions at hand, allow the learner to read and indicate if she finds the answer to ANY of the questions. When she finds an answer, assist him/her in putting it on the form.

Prepare a form:

1. Who is the main person in the story?
2. Where did it happen?
3. When did it happen?
4. What happened?
5. Why did it happen?

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Newspaper Lead Paragraph**

Title of article: \_\_\_\_\_

1. Who is the main person in the story? \_\_\_\_\_

\_\_\_\_\_

2. Where did it happen? \_\_\_\_\_

3. When did it happen? \_\_\_\_\_

4. What happened? \_\_\_\_\_

5. Why did it happen? \_\_\_\_\_

<b>LEVEL:</b>	0.0 –1.9
<b>STANDARD:</b>	4.0 Demonstrate literal comprehension skills
<b>BENCHMARK:</b>	04.01 Determine the main idea and factual details of a paragraph.
<b>MATERIALS:</b>	Short stories, newspaper articles, magazine articles
<b>ACTIVITIES:</b>	The teacher reads a selection to the class. Upon completion of the selection the teacher discusses with the class what they think is the main idea. Then, the teacher asks questions about factual details from the reading.
<b>FOLLOW-UP:</b>	Give individual assignments to the learners. Have them read a selection and answer specific main idea and detail questions.

**LEVEL:** 0.0 –1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.02 Identify the order of events in a paragraph.

**MATERIALS:** Pictures, magazines, paper, pencils

**ACTIVITIES:** Provide a set of pictures from magazines, a worksheet, or a set of sentences printed on strips of paper, one sentence for each picture. Each person chooses a picture, then finds the matching sentence that describes it. An alternative is to choose a sentence strip and then find the picture to match it. Pictures and sentences can be chosen so that they tell a story. After learners match sentences and pictures, they must put them in order to form a story.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 68.)

\*Pictures and sentences on the matching pictures and sentences will need to be cut apart.



Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Matching Pictures and Sentences



Today it's sunny, so we're going on a picnic.



We can ride our bicycle there.



We can go swimming.



After we swim, we can eat our lunch.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Sequencing Events in a Paragraph**

Directions: Read the following paragraph and answer the questions.

This morning we decided to go fishing. My husband hooked the truck to the trailer and I got the fishing gear ready. I got the rods and reels, the tackle box and the life preservers. We needed a lunch, so I fixed two roast beef sandwiches. Then, I packed several Cokes in the cooler. My husband loaded everything in the boat and we were ready to go. We had a great day, but we didn't catch any fish.

1. What did the husband do first?

\_\_\_\_\_

2. What was the second thing that the wife did?

\_\_\_\_\_

3. What was the last thing the husband did?

\_\_\_\_\_

4. What was the last thing the wife did?

\_\_\_\_\_

<b>LEVEL:</b>	0.0 –1.9
<b>STANDARD:</b>	4.0 Demonstrate literal comprehension skills
<b>BENCHMARK:</b>	04.03 Predict what a passage is about based upon its title and illustrations.
<b>MATERIALS:</b>	Labels, advertisements, mail, recipes, manuals, letters, comics, children's books, paper, pencils
<b>ACTIVITIES:</b>	Each day the learner can bring in something he/she would like to read – label, ad, mail received, recipes, manuals, letters, comics, children's books, poems.* Finally, he/she will copy the material and then read it aloud with teacher assistance. A wordbank card can be kept of any difficult words.

\* First, look at any illustrations with the student. Ask for the student's idea about what he/she will learn about by reading the selection. Next, read the title or heading. Have the student repeat the title or heading. Then give the student an opportunity to enlarge on what might be found in the selection.

**LEVEL:** 0.0 –1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.04 Increase comprehension by re-reading, re-telling and discussing.

**MATERIALS:** Labels, advertisements, mail, recipes, manuals, letters, comics, children's books, paper, pencils

**ACTIVITIES:** Each day the learner can bring in something he/she would like to read – label, ad, mail received, recipes, manuals, letters, comics, children's books, poems. The teacher will assist students as they read.

Each learner will choose something he/she has read and tell the class about it.

A wordbank card can be kept of any difficult words.

**LEVEL:** 0.0 –1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.04 Increase comprehension by re-reading, re-telling and discussing.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** The learner dictates to the teacher everything he/she knows about a topic for a weekly class essay. Help the learner organize a paragraph from the information dictated. The learner copies this and then reads it aloud. During following class meeting, the learner will reread the paragraph and add to it. As progress is made, she may want to share it with others.

<b>LEVEL:</b>	0.0 –1.9
<b>STANDARD:</b>	4.0 Demonstrate literal comprehension skills
<b>BENCHMARK:</b>	04.05 Know strategies to discover if information presented in a text is accurate, e.g., asking others and checking another source.
<b>MATERIALS:</b>	Short stories, newspaper articles, magazine articles
<b>ACTIVITIES:</b>	The learner reads his/her selection and determines if the information is correct by checking other sources.
<b>SOURCES:</b>	newspapers, magazines, encyclopedia, dictionary, biographies, Internet, other class members, instructor

**LEVEL:** 0.0 – 1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.06 Determine the meaning of a sentence that contains negative words.

**MATERIALS:** Index cards, pencils, pens

**ACTIVITY:** This is a version of the game Charades. Prepare a stack of cards with one side labeled *POSITIVE* and the other side labeled *NEGATIVE*. On the *POSITIVE* side of the card, write a positive command. On the *NEGATIVE* side of the card, write a corresponding negative command.

**Examples:** *POSITIVE* side: Please sit down.  
*NEGATIVE* side: Please do not sit down.

*POSITIVE* side: Laugh!  
*NEGATIVE* side: Do not laugh!

*POSITIVE* side: Wave your hands.  
*NEGATIVE* side: Do not wave your hands.

*POSITIVE* side: Please stand up.  
*NEGATIVE* side: Please do not stand up.

Hand the cards out one at a time to students asking them to act out the *POSITIVE* command first, then to turn the card over and act out the *NEGATIVE* command.

Ask the group to notice the difference between the *POSITIVE* and the *NEGATIVE* behaviors.

Ask them to identify the word on the card that made the difference.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 4.0 Demonstrate literal comprehension skills
- BENCHMARK:** 04.06 Determine the meaning of a sentence that contains negative words.
- MATERIALS:** Newspaper, highlighter, chalkboard and chalk or dry-erase board and marker
- ACTIVITY:** Ask students, as a group, to choose a newspaper article of interest to them. Ask students to highlight sentences that contain negative words.
- Read the article aloud to the class.
- Read aloud sentences that contain negative words. Write the sentences on the board.
- Together reread the sentences omitting or changing the negative words to positive words.
- Ask students to notice the change in meaning. Discuss.



**LEVEL:** 0.0 – 1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.07 Distinguish verbs denoting the past, present or future.

**MATERIALS:** Index cards, pencils, pens

**ACTIVITY:** Make three piles of cards. One pile should contain the present tense of a verb, one the past tense and one the future tense. Mix up each pile.

The student draws a card from each pile and tries to get a match for all tenses of one verb. If the student gets a match, she lays the cards down and takes another turn.

If the student does not get a match, she puts one card in the discard pile and tries again. She can try three times before giving the next person a turn. Before the next person's turn, add discard cards back to correct piles and shuffle.

**Alternative:** Ask the students to categorize word cards into present, past or future tense verbs.

**walk**

**walked**

**walking**

**sit**

**sat**

**sitting**

**talk**

**talked**

**talking**

**sing**

**sang**

**sung**

**see**

**saw**

**seen**

**shrink**

**shrank**

**shrunk**

**ring**

**rang**

**rung**

**go**

**went**

**gone**

**sink**

**sank**

**sunk**

**write**

**wrote**

**written**

**take**

**took**

**taken**

**shake**

**shook**

**shaken**

**speak**

**spoke**

**spoken**

**get**

**got**

**gotten**

**tear**

**tore**

**torn**

**LEVEL:** 0.0 – 1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.07 Distinguish verbs denoting the past, present or future.

**MATERIALS:** Paper, paper strips, pencils, pens

**ACTIVITY:** Draw three vertical columns on a sheet of paper. Label one *Yesterday*, one *Today* and one *Tomorrow*.

On paper strips, write down sentences using past, present and future verb tenses.

**Example:** The dog jumped for the bone.  
The dog jumps for the bone.  
The dog will jump for the bone.

Ask the student to place the sentences in the appropriate column.



## Benchmark: 04.07

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

	YESTERDAY	TODAY	TOMORROW
1. The cat is chasing the mouse.			
2. The cat chased the mouse.			
3. The cat will chase the mouse.			
4. Sue is going to the store.			
5. Lynn went to the movies.			
6. Katrina cooked dinner for us.			
7. Laura will fly to Paris.			
8. Julie is sailing to the Bahamas.			
9. Mary flew to Arizona.			
10. Glenda is running in the race.			

**LEVEL:** 0.0 – 1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.07 Distinguish verbs denoting the past, present or future.

**MATERIALS:** Paper, pencils, worksheet

**ACTIVITIES:** Give each learner a worksheet. Have them complete each sentence by choosing the correct form of each verb.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Verb Tenses

Directions: Complete each sentence by choosing the correct verb.

**go**  
**goes**  
**going**  
**went**

**walk**  
**walks**  
**walking**  
**walked**

1. John asked me to \_\_\_\_\_ to the movies.
2. I asked him when he was \_\_\_\_\_ .
3. He said if all \_\_\_\_\_ well, we would \_\_\_\_\_ tonight.
4. I asked him how we would get there. He said we could \_\_\_\_\_ .
5. But, I do not like \_\_\_\_\_ .
6. I had to take \_\_\_\_\_ a lot when I was a kid and I have  
\_\_\_\_\_ myself to death!

**LEVEL:** 0.0 – 1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.08 Distinguish between statements, questions and exclamations.

**MATERIALS:** Paper for sentence strips, index cards, pencils, pens

**ACTIVITY:** Make sentence strips of sentences that could end with either a period, a question mark or an exclamation point. Put each ending mark on a card.

Explain that punctuation often tells how something should be read.

Demonstrate: “Your cat ran away?!.!” Read using each punctuation mark.

Ask the student to place a punctuation mark at the end of each sentence, then to read, expressing the difference using each punctuation mark.

# Benchmark: 04.08

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

	<b>Period</b> .	<b>Question</b> ?	<b>Exclamation</b> !
1. Bob is taking you to Hawaii			
2. The stove is still on			
3. Christmas makes us happy			
4. You are still driving that old car			
5. Hallelujah			
6. May I call you Bill			
7. Which one of you will take the lead			
8. I am excited to be finishing school			
9. Will you please read a story to me			
10. Jennifer graduated last year			

**LEVEL:** 0.0 – 1.9

**STANDARD:** 4.0 Demonstrate literal comprehension skills

**BENCHMARK:** 04.08 Distinguish between statements, questions and exclamations.

**MATERIALS:** Index cards, pencils, pens

**ACTIVITY:** Explain first that statements give information, questions ask something, and exclamations make strong or sudden announcements.

On index cards, write a series of declarative, exclamatory and interrogative sentences. Put one sentence on each card. Do not punctuate the sentences. On the reverse side of the card, write the correct ending punctuation.

Use these as punctuation flash cards.

<b>LEVEL:</b>	0.0 – 1.9
<b>STANDARD:</b>	5.0 Demonstrate evaluative comprehension skills
<b>BENCHMARK:</b>	05.01 Distinguish between fact and fiction in a paragraph, assisted by discussion and /or teacher guidance.
<b>MATERIALS:</b>	Worksheet, pencils
<b>ACTIVITIES:</b>	After completing a class discussion on fact and fiction, give each student a copy of a worksheet. Read the paragraphs together as a class and then complete the worksheet.

### Fact or Fiction Worksheet Answer Key:

#### Fiction Statements

Possessing a driver's license is a right.

Anti-lock brakes reduce vehicle crashes.

The most common traffic ticket is for running a red light.

To keep a ticket from going on your record, overpay the fine.

The government classifies the far left lane as the "fast lane."

#### Fact Statements

Seat belts save lives.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Fact or Fiction

**Read the following paragraphs and then underline the statements that are facts once and the fiction statements twice.**

When you pass the minimum requirements for taking the driving, written and eye exams, possessing a driver's license is one of our rights as a citizen. When you begin driving, one of the most important assets on your vehicle is the braking system. Many cars now have anti-locking brakes. These systems reduce vehicle crashes. Another important asset in cars is the seat belt. When seat belts are worn, they save lives.

Safe drivers are those that try to follow all the rules and avoid getting tickets. The most common traffic ticket issued is for running a red light. If by chance you do receive a ticket, to keep it from going on your driving record you should overpay the fine by a few dollars. One way to avoid a speeding ticket is to stay out of the "fast lane." The government classifies the far left side as the "fast lane."



**LEVEL:** 0.0 – 1.9

**STANDARD:** 6.0 Understand how word choice affects meaning

**BENCHMARK:** 06.01 Understand that word choice can shape ideas, feelings and actions.

**MATERIALS:** Newspapers, catalogs, paper, envelopes, pencils, pens

**ACTIVITY:** Each student selects a picture of a gift he would like to receive and decides who might give it to him.

Each student then writes a thank you note addressed to the individual who might send the gift.

Envelopes are addressed, with made up addresses if address is not known.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 6.0 Understand how word choice affects meaning

**BENCHMARK:** 06.01 Understand that word choice can shape ideas, feelings and actions.

**MATERIALS:** Old greeting cards, construction paper, pens, colored pencils, markers

**ACTIVITY:** Provide a variety of old greeting cards: anniversary, sympathy, birthday, etc.

Discuss the types of greeting cards available at a card shop.  
Show examples and read the messages.

Name an occasion and ask the student to choose the appropriate type of card.

Then ask the student to make a greeting card using basic vocabulary.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 6.0 Understand how word choice affects meaning

**BENCHMARK:** 06.02 Identify and use repetition and rhyme in oral and written text.

**MATERIALS:** Paper, pencils

**ACTIVITY:** Ask students to repeat, as a class, some childhood rhymes.  
For example: “Row, row, row your boat...”

Ask the students to listen for rhymes and repeated words and jot them on paper. Discuss how the rhyming words ease memorization and are pleasing to the ear.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 6.0 Understand how word choice affects meaning

**BENCHMARK:** 06.02 Identify and use repetition and rhyme in oral and written text.

**MATERIALS:** Chalk board and chalk or dry-erase board and marker, paper, pencils, pens

**ACTIVITY:** Ask students to generate a list of rhyming words, using a base word.

**Example:** AT – bat, cat, fat, hat, etc.

Write the words on the board.

Ask students to use these words to compose a simple poem of at least four lines.

Read aloud. Enjoy.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 6.0 Understand how word choice affects meaning
- BENCHMARK:** 06.02 Identify and use repetition and rhyme in oral and written text.
- MATERIALS:** Song lyrics, chalkboard and chalk or dry erase board and markers
- ACTIVITY:** Ask students to write a verse of one of their favorite songs on the board, reminding them to choose lyrics appropriate for a classroom.
- Ask students to underline rhyming words and those words that are repeated throughout the verse.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 7.0 Respond critically to fiction, nonfiction, poetry or drama

**BENCHMARK:** 07.01 Identify the story elements of setting, character, problem and solution/resolution.

**MATERIALS:** Short story, paper, pencils, pens

**ACTIVITY:** Read a short story to the student while he follows along. Ask him to listen for the following information:

Setting:

Character(s):

Problem:

Solution/Resolution:

Ask the student to describe the above characteristics of the story he has just heard.

Discuss the answers.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 7.0 Respond critically to fiction, nonfiction, poetry or drama

**BENCHMARK:** 07.01 Identify the story elements of setting, character, problem and solution/resolution.

**MATERIALS:** paper, pencils, pens

**ACTIVITY:** Write down a noun (example, dog); have the student think of a noun that starts with the last letter of that word (example, glass).

Ask the student to come up with five nouns, one being a place. The place can be general or specific, for instance, the *capital* or *Washington, D.C.*

Ask the student to dictate a story to you using her list of nouns.

All five nouns do not have to be used; however, ask the student to use the following elements found in a story: character, setting, a problem and a solution/resolution.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 7.0 Respond critically to fiction, nonfiction, poetry or drama

**BENCHMARK:** 07.02 Use personal perspective in responding to a work of literature, e.g., relate characters and simple events in a story or biography to his/her own life.

**MATERIALS:** Magazine

**ACTIVITY:** Ask student to choose a magazine.

Ask student to find a passage about an individual that interests her.

Read the passage to the student as she follows along. Ask the student to then read a short passage silently, providing assistance as needed.

Ask student to read the selected passage aloud, giving assistance as needed.

Ask the student how the person's life is similar or different from her own.



**LEVEL:** 0.0 – 1.9

**STANDARD:** 7.0 Respond critically to fiction, nonfiction, poetry or drama

**BENCHMARK:** 07.02 Use personal perspective in responding to a work of literature, e.g., relate characters and simple events in a story or biography to his/her own life.

**MATERIALS:** Book of biographical sketches

**ACTIVITY:** Choose individual biographical sketches which may relate to members of the class.

Read aloud, asking students to listen for details that may be similar to their own lives. Discuss.

**LEVEL:** 0.0 – 1.9

**STANDARD:** 7.0 Respond critically to fiction, nonfiction, poetry or drama

**BENCHMARK:** 07.02 Use personal perspective in responding to a work of literature, e.g., relate characters and simple events in a story or biography to his/her own life.

**MATERIALS:** Audiotape of short stories, tape player

**ACTIVITY:** Ask students to listen to one or more short stories.

Ask students to discuss how the lives of the characters may be similar to their own.