

**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development

**BENCHMARK:** 08.01 Identify vowels and consonants.

**MATERIALS:** Worksheet, pencil

**ACTIVITIES:** **Worksheet 1:**  
Have the learner choose the correct vowel to complete each short vowel word.

**Worksheet 2:**  
The learner will decide if the consonant sound is at the beginning or ending of a word.

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

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

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

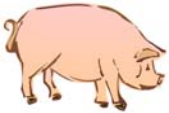
## Fill in the Missing Vowel

Fill in the blank with the missing short vowel sound.

a e i o u



s \_\_\_\_\_ n



p \_\_\_\_\_ g



d \_\_\_\_\_ g



c \_\_\_\_\_ t



b \_\_\_\_\_ d

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

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

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

## “b” Sound

If the “b” sound is at the beginning of the word write “b” before the picture.  
If it is at the end, write “b” after the picture



- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.02 Identify consonant blends.
- MATERIALS:** 3 X 5 cards, pictures, magazines, paper, pencils
- ACTIVITIES:** Put each blend on an index card and a picture of something that begins with each blend on another card. The learner identifies the picture and then picks out the blend card that matches.

sw	sm	sl	cl	st
br	sp	pl	bl	tr
sn	gr	fl	gl	fr

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

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

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

## **Initial Consonant Blends**

/br/- bride, breeze, broom, brag, brat

/cr/- crib, crazy, cram, crane, crash

/dr/- drip, drum, drop, dream, drab

/fr/- from, frog, freeze, frame, free

/gr/- grand, green, grab, grass, grub

/pr/- prop, prize, prom, prank, prance

/tr/- trust, trip, tree, trace, trade

/wr/- write, wring, wrist, wreck, wrap

/bl/- blot, black, block, blue, blend

/cl/- club, clock, clay, clash, clue

/fl/- fly, flock, flew, flag, flake

/gl/- glass, glad, glue, gland, glance

/pl/- plug, plan, plane, please, planet

/sl/- slow, slide, sled, slam, slap

/sc/- scare, scab, scan, scalp, scar

/sk/- skunk, skate, skid, skill, skim

/sm/- smile, small, smack, smell, smart

/sn/- snack, snap, snooze, snip, snow,

/sp/- spell, spot, span, spare, speak

/st/- sting, stop, stand, stoop, start

/sw/- swing, swipe, swag, sway, swap

**sw**

**sm**

**sl**

**cl**

**st**

**br**

**sp**

**pl**

**bl**

**tr**

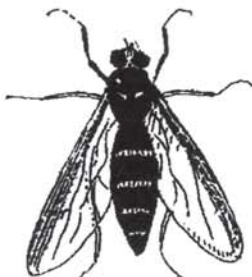
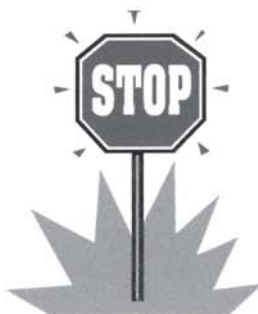
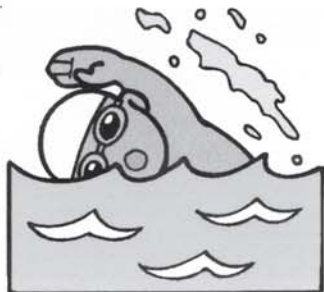
**sn**

**gr**

**fl**

**gl**

**fr**





- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.02 Identify consonant blends.
- MATERIALS:** Worksheet, pencil
- ACTIVITIES:** Beginning Blend Worksheet – The learner will choose the correct word to make the sentence correct.
- Final Blend Worksheet – The learner will choose the correct blend to complete each word.

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

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

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

## **Final Consonant Blends**

/ct/- act, fact, pact, sect, duct

/ft/- lift, soft, loft, left, sift

/ld/- old, cold, bold, weld, told

/lm/- calm, balm, palm

/lp/- pulp, yelp, help, kelp

/lt/- salt, bolt, colt jolt molt

/mp/- jump, mump, stump, stomp, chomp

/nd/- stand, land, bond, pond, blond

/nk/- sink, stink, pink, rink, think

/nt/- hint, lint, mint, tint, splint

/pt/- kept, wept, crept, slept, swept

/rd/- word, cord, lord, bird, third

/rt/- art, cart, mart, tart, chart, smart

/sk/- tusk, musk, disk, risk, brisk

/sp/- lisp, wisp, crisp, wasp, gasp

/st/- lost, cost, fast, past, blast

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

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

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

## **Beginning Consonant Blends**

Choose the correct word to make each sentence correct.

breeze  
drum

swing  
freeze

glass  
snack

fly  
planet

blue  
dream

1. I was hungry so I ate a cookie for a \_\_\_\_\_.
2. The baby woke up because she had a bad \_\_\_\_\_.
3. The cool \_\_\_\_\_ was blowing at the beach.
4. We live on the \_\_\_\_\_ Earth.
5. Yesterday, the baby bird learned how to \_\_\_\_\_.
6. My husband and I are going to take \_\_\_\_\_ dancing lessons.
7. Please be careful and do not break the \_\_\_\_\_ mirror.
8. \_\_\_\_\_ is my very favorite color.
9. The weather center issued a \_\_\_\_\_ warning for tonight.
10. Randy asked if he could play my bass \_\_\_\_\_ in the band.

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

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

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

## Final Consonant Blends

Choose the correct final consonant blend to complete each word.

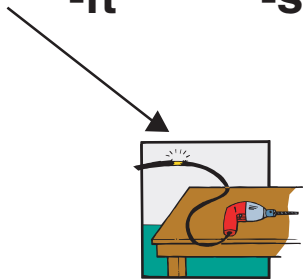
-ft

-sp

-rd

-lt

-ld



co\_\_\_\_\_



wa\_\_\_\_\_



le\_\_\_\_\_



go\_\_\_\_\_



sa\_\_\_\_\_

**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis

**BENCHMARK:** 08.03 Identify consonant digraphs.

**MATERIALS:** Paper, pencils

**ACTIVITIES:** In a small class, give examples of the consonant digraph (2 letters that represent one sound) (example, “ph”). Have each student in turn think of as many words as they can with that digraph.

Alternative: Have students write as many words as they can think of using the digraph. Set a time limit of about two minutes. Then have the students read their words in turn.

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

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

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

## **Digraph List**

digraph – a group of two successive letters that form one sound.

sh	/sh/	shoe, sheep, shall, ship, shop
ch	/ch/	church, chop, chip, chimp, chair
th	/th/	thank, think, thing, third, thirty
th	/th/	the, that, them, they, this
wh	/hw/	white, whale, which, whisper, while

**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis

**BENCHMARK:** 08.03 Identify consonant digraphs.

**MATERIALS:** Pencil, crossword puzzle worksheet

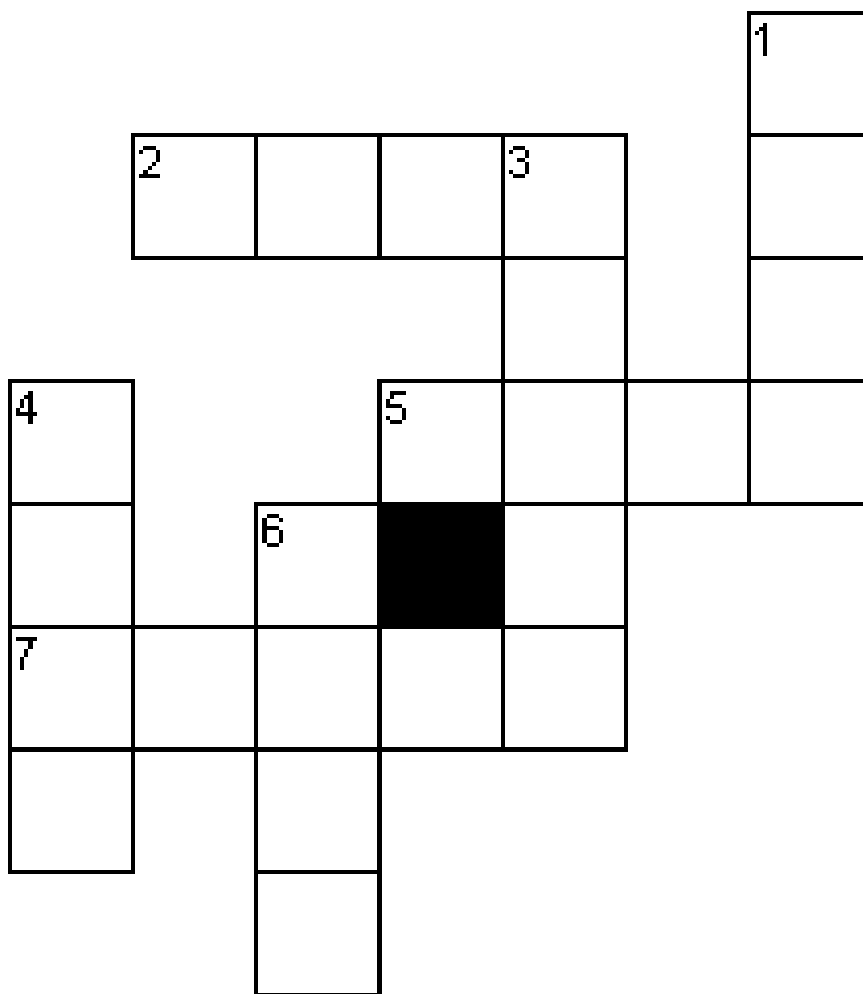
**ACTIVITIES:** Give each learner a copy of the worksheet. He/She will choose the correct word to complete each sentence. Then, write the word in the puzzle.

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

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

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

# Digraph Crossword Puzzle



**Across**

- 2. She wished me good \_\_\_\_\_ when I left.
- 5. We tied the boat at the \_\_\_\_\_.
- 7. What time does the \_\_\_\_\_ say?

**Down**

- 1. There was a big \_\_\_\_\_ on my dog.
- 3. There was a \_\_\_\_\_ at the door.
- 4. The boy's name is \_\_\_\_\_.
- 6. Please \_\_\_\_\_ the door.

**Word Bank**

- lock
- tick
- knock
- luck
- dock
- clock
- Jack



- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.04 Use standard pronunciation in oral reading.
- MATERIALS:** Newspapers, fiction/non-fiction books, content area textbooks, etc.
- ACTIVITIES:** Many adult learners are not comfortable reading aloud in class. For that reason, this skill can be observed during day-to-day reading assignments. As the learner is reading, the teacher sits or stands beside him and asks him to read a paragraph or two. This may be done with content area material or even with the newspaper. The teacher can also have content specific paragraphs that she gives to each learner to read.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.05 Identify long and short vowel sounds.
- MATERIALS:** Pencils, worksheet
- ACTIVITIES:** Give each learner a worksheet and have them correctly identify each word as having a long vowel sound or a short vowel sound.  
Then write each word in the correct column

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

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

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

## Is It Long or Short?

Identify each word as having a long or short vowel sound. Then, write each word in the correct column.

hat, dim, fin, fine, cub, note, not, hop, cod, bite, cut, tube, rip,  
made, us, mane, wine, use, hate, nine

short

long


- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.06 Identify vowel combinations.
- MATERIALS:** Paper, pencil
- ACTIVITIES:** The learners, as a class will brainstorm as many /oo/ words as possible. They will then use these words to create a class poem.

**EXAMPLE OF BRAINSTORMING POSSIBILITIES:**

/oo/ as in foot

book, look, wool, foot, stood, shook, wood, brook, good, hood, took

/oo/ as in food

food, moon, room, broom, soon, tooth, proof, pool, boot, shoot, smooth, spoon

**Poem example:**

Sam was sitting by the brook,  
He was reading a very good book.  
The book was extremely funny,  
So his body just shook.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development

**BENCHMARK:** 08.06 Identify vowel combinations.

**MATERIALS:** worksheet, pencil

**ACTIVITIES:** Give each learner a worksheet. Each learner will fill in the blanks to complete each word.

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

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

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

## **oy and oi-Say /oi/.**

Fill in the blanks with *oi* or *oy* to complete each word.

b \_\_\_\_\_

n \_\_\_\_\_ se

\_\_\_\_\_ l

j \_\_\_\_\_ n

t \_\_\_\_\_

j \_\_\_\_\_ nt

j \_\_\_\_\_

cowb \_\_\_\_\_

sp \_\_\_\_\_ l

s \_\_\_\_\_

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.07 Identify and define compound words.
- MATERIALS:** Paper, pencil
- ACTIVITIES:** Give each learner a worksheet. Have them choose the correct word to make a compound word.

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

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

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

## Make a Compound Word

Compound words are single words that are made up from two other words.  
For example, the word “sunshine” is made from the two words “sun” and “shine”.

Choose the correct word to make a compound word.

1. Select the word that makes a compound word with “base”.

 case ball fall state

2. Select the word that makes a compound word with “dug.”

 out way light line

3. Select the word that makes a compound word with “back”.

 not yard fast day

4. Select the word that makes a compound word with “left”.

 set door pool over

5. Select the word that makes a compound word with “snow”.

 room flake look work



**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development

**BENCHMARK:** 08.07 Identify and define compound words.

**MATERIALS:** Index cards with compound words written on them.

**ACTIVITIES:** Use index cards to make matching cards. On each card write one half of a compound word. Turn all the cards over. Learners take turns turning the cards over, attempting to make a compound word.

**after**

**noon**

**basket**

**ball**

**day**

**dream**

**for**

**ever**

**may**

**be**

**roller**

**blade**

**air**

**borne**

**bath**

**room**

**day**

**light**

**frost**

**bite**

**mean**

**while**

**run**

**way**

**back**

**ache**

**car**

**pool**

**finger**

**nail**

**hand**

**cuff**

**our**

**selves**

**rain**

**bow**

**red**

**wood**

**straw**

**berry**

**lip**

**stick**

**foot**

**ball**

**base**

**ball**

**fire**

**place**

**cup**

**cake**

**cow**

**boy**

**bare**

**foot**

**back**

**yard**



**pepper**

**mint**

**side**

**walk**

**spot**

**light**

**step**

**mother**

**rattle**

**snake**

**on**

**line**

**some**

**body**

**up**

**stairs**

**water**

**fall**

**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development

**BENCHMARK:** 08.08 Identify root words.

**MATERIALS:** Thirty-six 3 X 5 cards, paper, pencils

**ACTIVITIES:** Word Building

Learners make words by combining prefixes, base words and suffixes, manipulating parts of words.

Provide three piles of cards—12 cards in each pile.

Print a different prefix on each card in pile #1.

Print a different base word on each card in pile #2.

Print a different suffix on each card in pile #3.

Use different color markers for different piles.

**Example:** Pile #1—Prefixes:  
Extra-, pre-, dis-, de-, super-, un-, anti-, over-, under-, inter-, re-

Pile #2—Base Words:  
Treat, freeze, tie, bake, act, view, pay, help, employ,  
agree, manage, construct

Pile #3—Suffixes:  
able, -ly, -s, -ed, -tive, -less, -ing, -ment, -er, -tion, -ful, -or

Students should first be taught meanings of all prefixes, suffixes, and base words.

Place the pile of base words face down on the table. To the left, place the pile of prefixes face up in a row. To the right, place the pile of suffixes also face up in a row.

*(continued)*

The first player picks up a base word, reads it aloud, and places it face up on the table. He/she then makes all the words he/she can by placing the appropriate prefix and suffix cards next to the base word, reading them aloud.

For a base word ending in “e,” cover the “e” with the suffix card to show the spelling change. Example: “give” plus “ing” equals “giving” (covering the final “e” with the ing” card).

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 88.)

## Prefixes

**pre-**

**dis-**

**de-**

**super-**

**un-**

**anti-**

**over-**

**under-**

**inter-**

**re-**

## Base Words

**treat**

**freeze**

**tie**

**bake**

**act**

**view**

**pay**

**help**

**employ**

**agree**

**manage**

**construct**

## Suffixes

**-ly**

**-s**

**-ed**

**-tive**

**-less**

**-ing**

**-ment**

**-er**

**-tion**

**-ful**

**-or**

**-able**



- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.09 Identify words with prefixes to determine meaning and increase vocabulary.
- MATERIALS:** worksheet, pencil
- ACTIVITIES:** Give each learner a worksheet and have them complete the meaning of each word with prefixes added. Then, complete each sentence with the correct word.

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

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

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

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

***pre-* means earlier or before.**

***re-* means again.**

***in-* means not**

WRITE THE MEANINGS OF THE FOLLOWING WORDS:

1. reapply \_\_\_\_\_
2. reconnect \_\_\_\_\_
3. rename \_\_\_\_\_
4. incorrect \_\_\_\_\_
5. inactive \_\_\_\_\_
6. informal \_\_\_\_\_
7. precaution \_\_\_\_\_
8. preamble \_\_\_\_\_
9. preview \_\_\_\_\_
10. preheat \_\_\_\_\_

CHOOSE THE CORRECT WORD FOR EACH SENTENCE.

**incorrect**

**reconnect**

**preheat**

1. Please \_\_\_\_\_ the oven to 350 degrees.
2. Your answer for number three on the test is \_\_\_\_\_.
3. You need to \_\_\_\_\_ your phone line.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.10 Identify words with suffixes to determine meaning and increase vocabulary.
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Give the student examples of base words ending with “e” and the same base word with “-ing” written underneath. Point out that we drop the “e” when we add “ing.” Have her practice writing “-ing” words. Alternately, present her with words ending in “ing” and ask her to write the base word.
- Examples:**
- |        |          |
|--------|----------|
| make   | making   |
| stride | striding |
| chide  | chiding  |

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

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

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

## “ing” Words

When you add *ing* to a word that ends in silent *e*, drop the *e* and add *ing*.

Example: like + ing = liking

Add *-ing* to each word.

1. save + ing = \_\_\_\_\_
2. race + ing = \_\_\_\_\_
3. care + ing = \_\_\_\_\_
4. hope + ing = \_\_\_\_\_
5. hide + ing = \_\_\_\_\_

Use each of the new words in sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.10 Identify words with suffixes to determine meaning and increase vocabulary.
- MATERIALS:** Paper, pencils
- ACTIVITIES:** To teach the suffix “ful,” begin with defining the vocabulary word “full.” Discuss how English adapts over time (words shortened and spellings changed). Explain that “-ful” and “full” have the same meaning. Give the example, “full of beauty” = beaut-i-ful. Elicit examples from the learner and begin listing on a notebook page. The learner can add words with this suffix as they are recognized. The learner will then read this vocabulary list a number of times until familiarity is established. The list can be kept in a reading notebook which he/she retains for review and reference.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development
- BENCHMARK:** 08.10 Identify words with suffixes to determine meaning and increase vocabulary.
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Give each learner a worksheet. Discuss that each word has a suffix added. Have learners write the base words

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

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

## **Writing Base Words**

Each word below has a suffix. Write the base word for each word.

1. walked \_\_\_\_\_

2. judged \_\_\_\_\_

3. tripped \_\_\_\_\_

4. hopeful \_\_\_\_\_

5. safely \_\_\_\_\_

6. taking \_\_\_\_\_

7. shiny \_\_\_\_\_

8. truly \_\_\_\_\_

9. taking \_\_\_\_\_

10. skater \_\_\_\_\_

**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development

**BENCHMARK:** 08.11 Identify the meanings of contractions.

**MATERIALS:** 3 X 5 cards

**ACTIVITIES:** Memory Game

On one set of cards write two separate words which can form contractions (example, "I am"). \*Place all cards face down. Each player takes a turn flipping over two cards at a time. If the player finds a match, he/she gets to keep the cards. The person with the most cards when all cards are matched is the winner.

Alternative: Old Maid. Use the same cards as above plus one "No Match" card.

\* On a second set of cards, write contractions.



**wasn't**

**was not**

**aren't**

**are not**

**hasn't**

**has not**

**haven't**

**have not**

**I've**

**I have**

**there's**

**there is**

**they're**

**they are**

**don't**

**do not**

**here's**

**here is**

**that's**

**that is**

**let's**

**let us**

**who's**

**who is**

**you're**

**you are**

# Level 2.0-3.9

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**LEVEL:** 2.0 – 3.9

**STANDARD:** 8.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development

**BENCHMARK:** 08.11 Identify the meanings of contractions.

**MATERIALS:** Worksheet, pencils

**ACTIVITIES:** Discuss contractions. Give each learner a worksheet. They will make contractions from the words given.

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

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

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

## Making Contractions

A contraction is one word made from two words with one or more letters taken out. The letters taken out are replaced with an apostrophe (').

Write the contractions for these words.

has not \_\_\_\_\_

is not \_\_\_\_\_

did not \_\_\_\_\_

cannot \_\_\_\_\_

who is \_\_\_\_\_

they are \_\_\_\_\_

was not \_\_\_\_\_

have not \_\_\_\_\_

I have \_\_\_\_\_

here is \_\_\_\_\_

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

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

## Making Contractions

Complete each sentence by making a contraction from the two words given.

1. \_\_\_\_\_ going to the dance on Friday night.

We are

2. Dan \_\_\_\_\_ going to go with us.

is not

3. He \_\_\_\_\_ know how to dance.

does not

4. I told him that I \_\_\_\_\_ know how to dance either.

did not

5. Dan decided that he still \_\_\_\_\_ going.

was not



**LEVEL:** 0.0 – 1.9

**STANDARD:** 9.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 09.01 Identify 98% of the words on the second and third grade lists from the Dolch Word List.

**MATERIALS:** Index cards, file boxes or folders, pencils

**ACTIVITY:** Students create a personal word bank by using index cards on which they print words taken from their language experience stories and other sources.

Students continually add to the bank with new sight words.

Ask students to alphabetize cards by the first letter of each word.

Students may keep cards in individual file boxes or folders.

For review students may pair up and use the cards as flash cards.

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**Dolch Word List**

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<b>Preprimer</b>	<b>Primer</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
my	now	of	or	long
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
hers	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	has	him	gave	hot
it	he	how	goes	hurt
jump	into	just	green	if
little	like	know	its	keep
look	must	let	made	kind
make	new	live	many	laugh
me	no	may	off	light

<b>Preprimer</b>	<b>Primer</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
not	on	old	pull	much
one	our	once	read	myself
play	out	open	right	never
red	please	over	sing	only
run	pretty	put	sit	own
said	ran	round	sleep	pick
see	ride	some	tell	seven
the	saw	stop	their	shall
three	say	take	these	show
to	she	thank	those	six
two	so	them	upon	small
up	soon	then	us	start
we	that	think	use	ten
yellow	there	walk	very	today
you	they	where	wash	together
	this	when	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			

**LEVEL:** 0.0 – 1.9

**STANDARD:** 9.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 09.01 Identify 98% of the words on the second and third grade lists from the Dolch Word List.

**MATERIALS:** Poster board, one of a pair of dice, playing pieces, index cards, paper, pencils, pens, markers

**ACTIVITY:** Create a game board with poster board. Draw a trail of squares on the board. Leave some squares blank, mark others with a star, and write *Start* on the first square and *Finish* on the last square.

Print sight/vocabulary words on index cards. Turn these cards face down in a stack beside the playing board.

Students take turns rolling dice and counting with a playing piece to move along the game trail. When a student comes to a starred square, she takes the top word card from the stack. If the student recognizes the sight word, she reads it and gives a definition.

If a student does not recognize the word, give hints.

The game is over when all students have reached the finish line. Encourage students to help each other toward this goal.

(Adapted from Kennedy & Sarkisian, 1979, p. 16)

\*Dolch Work List - pg. 219-220

**LEVEL:** 0.0 – 1.9, 2.0 – 3.9

**STANDARD:** 9.0 Demonstrate knowledge of basic vocabulary.

**BENCHMARK:** 09.01 Identify 98% of the words on the second and third grade lists from the Dolch Word List.

**MATERIALS:** 5 x 7 index cards or paper, pencils, pens

**ACTIVITY:** On large cards or paper, print sentences containing sight words.

As a class, in small groups or in pairs, students find and identify recently introduced sight words.

\*Dolch Work List - pg. 219-220

- LEVEL:** 0.0 – 1.9
- STANDARD:** 9.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 09.01 Identify 98% of the words on the second and third grade lists from the Dolch Word List.
- MATERIALS:** Chalkboard and chalk or dry-erase board and marker, action pictures, paper, pencils, pens
- ACTIVITY:** Give students pictures that show action and unusual characters.
- Each student studies his picture and then joins with the class to make up a story. The first student says, “Once there was...” and tells about his picture. Write the sentence on the board. The next student 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 students.
- Then encourage the group to read it together aloud.
- As skills progress, ask students to pass around a large piece of paper on which to write their part of the story.
- (Adapted from Kennedy & Sarkisian, 1979, p. 102)

\*Dolch Work List - pg. 219-220

**LEVEL:** 2.0 – 3.9

**STANDARD:** 9.0 Demonstrate knowledge of basic vocabulary

**BENCHMARK:** 09.01 Identify 98% of the words on the second and third grade lists from the Dolch Word List.

**MATERIALS:** Restaurant menu, paper, pencils, pens

**ACTIVITY:** Ask the student to bring in a menu from a restaurant he frequents.

Assist the student in building a vocabulary list of *new* words by writing down what he wants to order from the menu.

Ask the student to include these words in his word bank.

Choose a different meal each day for a week.

\*Dolch Work List - pg. 219-220

- LEVEL:** 2.0 – 3.9
- STANDARD:** 9.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 09.02 Follow teacher-read content text in order to develop student's vocabulary.
- MATERIALS:** Textbooks, newspapers, short stories, etc.
- ACTIVITIES:** Learners will follow along as the teacher reads a section from chosen reading material.
- FOLLOW-UP:** Hold a class discussion on the selection. This may include vocabulary that is unknown by the learners, main idea, characters, setting, etc.



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

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

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

## **Follow Along**

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?

\_\_\_\_\_

**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.01 Identify words and construct meaning from text, illustrations, graphics and charts using the strategies of phonics, word structure and context clues.

**MATERIALS:** Worksheet, pencil

**ACTIVITY:** Give each learner a worksheet. \*The learner will use context clues to define each underlined word.

\*Review the meaning of a context clue, using an example:

Karen became impatient when her ride was late.

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

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

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

## Context Clues

Using the context clues in each sentence, choose the correct meaning for the underlined words.

1. The elated child screamed aloud when her mom gave her a new kitten.
  - hungry
  - happy
  - sleepy
2. John frowned and was indignant when he didn't get the promotion.
  - happy
  - sad
  - angry
3. Sally had a variety of snacks at the party, including cakes, candy and chips.
  - many different things
  - the same
  - too many
4. That model car is a replica, but it looks like the real car.
  - copy
  - drawing
  - memory
5. Our class saw the monument of Abraham Lincoln when we visited Washington D.C.
  - something set up to honor a person or event
  - a picture or painting
  - an actual person

**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.01 Identify words and construct meaning from text, illustrations, graphics and charts using the strategies of phonics, word structure and context clues.

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

**ACTIVITY:** Cut interesting pictures from magazines, calendars, etc., and put into a file.

Show the student a picture. Ask who, what, when and where questions.

The student dictates or writes down his interpretations of the picture and reads back what he has written.

The student discusses what occurred just before the picture was taken and predicts what might happen next.

Then he dictates or writes a story about the picture.

<b>LEVEL:</b>	2.0 – 3.9
<b>STANDARD:</b>	10.0 Construct meaning from a wide range of texts, literary forms and printed materials
<b>BENCHMARK:</b>	10.01 Identify words and construct meaning from text, illustrations, graphics and charts using the strategies of phonics, word structure and context clues.

**TITLE:** Answering Questions

**MATERIALS:** Newspaper, paper, pencils, pens

**ACTIVITY:** Who, what, when, where, and why questions become routine when introduced with newspaper articles. Generally, a reporter answers these questions within the first two paragraphs.

Prepare a questionnaire:

Who is the main character in the story?

Where did it happen?

When did it happen?

What happened?

Why did it happen?

Tell the student that these are the questions a reporter answers right away because the newspaper reader is in a hurry and wants the answers immediately.

Next read the lead paragraph of an article to the student. Ask the student to read along silently.

Ask the student objective questions about the text read.

Ask the student to complete the questionnaire with assistance.

Repeat this exercise over a period of a week.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials
- BENCHMARK:** 10.02 Determine the main idea or essential message from a text and identify supporting information.
- MATERIALS:** Worksheet, pencils
- ACTIVITY:** Give each learner a worksheet and pencil. Have the learner read each paragraph and determine the main idea.

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

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

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

## What's the Main Idea?

Read the following paragraphs and answer the questions that follow. Choose only one answer.

Ashley looked out the window. It was raining. She could not go out to play. Ashley said, "I wish it would stop raining."

\_\_\_\_\_ Ashley wanted the rain to stop.

\_\_\_\_\_ Ashley liked looking at the rain.

\_\_\_\_\_ Ashley made a wish.

The sun was coming up and the weather was beautiful. John had his boat loaded up, and his rod and reel were ready. All he needed was some bait and he would be all set.

\_\_\_\_\_ John was going hunting.

\_\_\_\_\_ John was going on a fishing trip.

\_\_\_\_\_ John was selling his boat.

Susan sat at the piano and waited. She heard the doorbell ring and knew it must be Mrs. Smith, her piano teacher. She took a deep breath and answered the door.

\_\_\_\_\_ Susan was selling her piano.

\_\_\_\_\_ Susan was getting ready to have a piano lesson.

\_\_\_\_\_ Susan was waiting for her mother.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.02 Determine the main idea or essential message from a text and identify supporting information.

**MATERIALS:** Music

**ACTIVITY:** Play a song for the class. Provide the words to the song so the students can follow along with the lyrics.

When the song is over, ask questions about the song. For example: “What was the song about?” “What symbols are in the song?” “What do they stand for?” “Where did the action in the song take place?”



**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.02 Determine the main idea or essential message from a text and identify supporting information.

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

**ACTIVITY:** Provide newspapers for students and choose an editorial or a column from the opinion page.

Read aloud while students follow along.

Lead a discussion of the article asking students to volunteer their own ideas regarding the content.

The discussion may include questions about the main idea and facts supporting or illustrating the main idea.

Ask the students to *read between the* lines to determine if there are more issues than those mentioned in the article.

**LEVEL:** 0.0 – 1.9, 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.02 Determine the main idea or essential message from a text and identify supporting information.

**MATERIALS:** Newspaper, paper, pencils, pens

**ACTIVITY:** Read students a letter to “Dear Abby.” Ask students to discuss a possible answer.

Read another “Dear Abby” letter. Ask each student to write an answer. Students may volunteer to share answers in class.

**Alternative:** Students write their own letters to “Dear Abby” and exchange them with another student, who writes an answer and returns the letter. Give students time to read answers silently, then ask students to read the correspondence aloud.

(Adapted from Kennedy & Sarkisian, 1979, p. 109)

- LEVEL:** 2.0 – 3.9
- STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials
- BENCHMARK:** 10.3 Answer “who,” “what,” “where,” questions about sentences or paragraphs.
- MATERIALS:** Fictional story, paper, pencils, pens
- ACTIVITY:** Explain to the student that the same information that is written about in newspaper articles is often the subject of fictional writing as well. Emphasize the importance of thinking and asking questions about what we read.
- Provide a worksheet with the following in a questionnaire format, leaving space for the student to write his responses:
- Who is the main character in this story?
  - What happened?
  - Where did it happen?
  - When did it happen?
  - Why did it happen?
- Introduce a short piece of fiction at the student’s reading level.
- Give the student the questionnaire and ask him to keep the questions in mind as he reads. Ask him to answer the questions on the form when he finishes reading. Assist him as needed.

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

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

## **“Dear Abby” Letters**

Answer each of the following questions about the letter you read.

1. Who is the main character in this letter's?

\_\_\_\_\_

2. What happened?

\_\_\_\_\_

3. Where did it happen?

\_\_\_\_\_

4. When did it happen?

\_\_\_\_\_

5. Why did it happen?

\_\_\_\_\_

**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.04 Follow simple written directions.

**MATERIALS:** Worksheet, pencil

**ACTIVITY:** Give each learner a worksheet and a pencil. Have each learner read and follow the written directions.

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

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

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

# Following Directions

## Tips For Reading and Understanding Written Directions

1. Carefully read the entire set of directions so you know what you have to do.
2. Think about what you have to do.
3. Follow the directions in the order they are written.
4. Don't skip any steps in the directions.
5. If there's something you don't understand, ask for help!

## Using these tips, read and follow the following written directions.

1. Draw a box.
2. Draw a star above the box.
3. Draw a line connecting the star to the box.

1. Write the letter *a*.
2. Write the letter *r* before the *a*.
3. Write the letter *t* after the *a*.
4. What word did you spell?

1. Write the word snow.
2. Write the word flake after the word snow.
3. Draw a picture of the word you made.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials
- BENCHMARK:** 10.05 Recognize the characteristics of a paragraph and stanza (verse) forms in writings, e.g., indentation, poetry spacing.
- MATERIALS:** Newspaper, pens
- ACTIVITY:** Give instruction regarding indentation and spacing to set paragraphs apart.
- Ask students to choose a newspaper article of interest to them.
- Ask the students to circle each paragraph in the article.

<b>LEVEL:</b>	2.0 – 3.9
<b>STANDARD:</b>	10.0 Construct meaning from a wide range of texts, literary forms and printed materials
<b>BENCHMARK:</b>	10.05 Recognize the characteristics of a paragraph and stanza (verse) forms in writings, e.g., indentation, poetry spacing.
<b>MATERIALS:</b>	Volume of poetry
<b>ACTIVITY:</b>	<p>Explain to student that stanza or verse paragraphs are often set apart using spacing.</p> <p>Read one or more poems, noting the spacing utilized by the poet to separate the verses.</p> <p>Ask questions regarding the poem such as, “How many stanzas are there?” “How many sentences are there?”</p>



**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.05 Recognize the characteristics of a paragraph and stanza (verse) forms in writings, e.g., indentation, poetry spacing.

**MATERIALS:** Paper, pens

**ACTIVITY:** Ask each student to write a letter to a friend or relative.

Remind students to either indent or skip a line to define each paragraph.

<b>LEVEL:</b>	2.0 – 3.9
<b>STANDARD:</b>	10.0 Construct meaning from a wide range of texts, literary forms and printed materials
<b>BENCHMARK:</b>	10.06 Use simple references to obtain information, e.g., beginner’s dictionary, glossary, etc.
<b>MATERIALS:</b>	Dictionary, notepad, pen
<b>ACTIVITY:</b>	<p>Occasionally look at the student’s <i>invented spelling</i> and circle the misspelled words.</p> <p>Ask the student to correct misspellings by looking up words in the dictionary. Give assistance only as needed.</p> <p>When the student finds the correct spelling, she may write the word in her word bank book.</p>

- LEVEL:** 2.0 – 3.9
- STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials
- BENCHMARK:** 10.06 Use simple references to obtain information, e.g., beginner’s dictionary, glossary, etc.
- MATERIALS:** Telephone book, paper, pencils, pens
- ACTIVITY:** Discuss how the telephone book is organized.
- Ask each student to look up a variety of things in the phone book.
- Examples:** themselves, their school, favorite store, friends’ zip codes, area codes, local agencies, etc.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials
- BENCHMARK:** 10.06 Use simple references to obtain information, e.g., beginner’s dictionary, glossary, etc.
- MATERIALS:** Beginner’s dictionary, teacher-generated word list, paper and pens
- ACTIVITY:** Ask students to look up a short list of words and read the definitions, giving assistance as needed.
- Then ask the students to write the definitions in their own words.

<b>LEVEL:</b>	2.0 – 3.9
<b>STANDARD:</b>	10.0 Construct meaning from a wide range of texts, literary forms and printed materials
<b>BENCHMARK:</b>	10.06 Use simple references to obtain information, e.g., beginner’s dictionary, glossary, etc.
<b>MATERIALS:</b>	Newspaper
<b>ACTIVITY:</b>	Explain how to use the newspaper index.  Ask students to locate the classified ads (employment and sales), local section, sports, etc.  Discuss what types of information are found in each section.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.07 Identify the meanings of abbreviations

**MATERIALS:** Pen, paper, dictionary

**ACTIVITY:** Ask the student to list the names of about ten people he knows.

Explain that we use certain forms when we speak to people or write to people. Some of these forms are Ms., Miss, Mrs., Mr. and Dr. Discuss the meaning of these abbreviations. Use the dictionary.

Ask the student to go through his list and write the preferred title (or abbreviation) next to each name.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 10.0 Construct meaning from a wide range of texts, literary forms and printed materials

**BENCHMARK:** 10.07 Identify the meanings of abbreviations.

**MATERIALS:** Worksheet, pencil

**ACTIVITY:** Give each learner a pencil and a worksheet. Each learner will choose the correct abbreviation for each word.

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

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

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

## Make It Shorter

Match each word to the correct abbreviation.

1. Drive \_\_\_\_\_ Sgt.

2. Monday \_\_\_\_\_ Mr.

3. March \_\_\_\_\_ Rev.

4. Highway \_\_\_\_\_ oz.

5. Sergeant \_\_\_\_\_ qt.

6. ounces \_\_\_\_\_ Dr.

7. inches \_\_\_\_\_ Mon.

8. quart \_\_\_\_\_ Hwy.

9. Reverend \_\_\_\_\_ in.

10. Mister \_\_\_\_\_ Mar.



**LEVEL:** 2.0 – 3.9

**STANDARD:** 11.0 Demonstrate inferential comprehension skills

**BENCHMARK:** 11.01 Identify the meanings of words in context using compare and/or contrast clues.

**MATERIALS:** Worksheet, pencil

**ACTIVITIES:** Each learner will complete the worksheet by reading each sentence and using context clues to determine the meaning of the underlined word.

Review the meaning of a context clue, giving an example;

*A collision often happens when you lose control of your car.*

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

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

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

## What's the Definition?

Directions: Read each sentence and then choose the correct definition for the underlined words.

1. The weather today is very humid, but the weather man reported that tomorrow will be very dry.
  - hot
  - cold
  - wet
2. Lynn's perfume is fragrant like the roses in my garden.
  - smells good
  - stinks
  - beautiful
3. The choir at church sang in unison, but David sang a solo.
  - quietly
  - loudly
  - together
4. We reached the summit of the mountain four days after we left the bottom.
  - meeting
  - top
  - forest

**LEVEL:** 2.0 – 3.9

**STANDARD:** 11.0 Demonstrate inferential comprehension skills

**BENCHMARK:** 11.02 Identify the cause and effect implied in a paragraph.

**MATERIALS:** Worksheet, pencil

**ACTIVITIES:** Read each paragraph and then complete the cause and effect chart.

Define cause. Give and ask for examples.

A tickle in my nose causes me to sneeze.

A feeling of tiredness causes me to yawn.

An automatic timer causes a traffic light to turn red.

Define effect. Give and ask for examples.

My sisters singing makes me leave the room.

After I have something to eat, I have to put on more lipstick.

Two people wanting the same thing can cause a problem.

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

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

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

## Cause and Effect

Read each paragraph and then complete the chart.

1. Sarah and her friends decided to go to the beach. They made a picnic lunch and packed the cooler with soft drinks and bottled water. Caroline packed the beach towels, books, magazines and radio. Jessica was in charge of the sunscreen. The girls packed everything in the car and headed to the beach. When they arrived and unpacked the car, Sarah discovered that Jessica had forgotten to pack the sunscreen. The girls did not want to miss this beautiful day at the beach, so they stayed and all three ended up sunburned.
2. Kareem is a student in Mrs. Jones' history class. Today, they are having a test. Kareem has spent many hours studying and preparing for the test. When he finishes the exam, Mrs. Jones grades it for him and he makes an "A". Kareem is very glad that he took the time to read and study for the test.
3. Jimmy and Paulina have been dating each other for three years. Jimmy decides it is time to pop the big question. He takes Paulina out for dinner and, during dessert, he asks her to marry him. She is extremely excited and answers yes. They plan a spring wedding.

CAUSE	EFFECT
Sarah and her friends have a day off from school.	
	They pack the cooler with drinks and water.
	The girls get sunburned.
Kareem spends many hours studying.	
Jimmy asks Paulina to be his wife.	

**LEVEL:** 2.0 – 3.9

**STANDARD:** 12.0 Demonstrate evaluative comprehension skills

**BENCHMARK:** 12.01 Distinguish between facts and opinions in a paragraph.

**MATERIALS:** Informational paragraph, paper, pencils, pens

**ACTIVITY:** Ask the student to read an informational paragraph and distinguish between fact and opinion. Define each of these terms and give examples.

Ask the student to divide a piece of paper in half horizontally. Label the top half *FACT* and the bottom half *OPINION*.

Ask the student to write sentences she thinks are facts in the top section, and sentences she thinks are opinions in the bottom half.

Discuss.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 12.0 Demonstrate evaluative comprehension skills

**BENCHMARK:** 12.01 Distinguish between facts and opinions in a paragraph.

**MATERIALS:** Newspaper, paper, pencils, pens

**ACTIVITY:** Read sports scores in the newspaper and ask the student to keep a record of her favorite teams' scores.

Find an article about a game and read it to the student, asking her to read what she can.

Discuss the difference between fact and opinion, and ask the student to pick out statements in the article that are facts and those that are opinions.

Also, discuss how word choices affect how we think and feel.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 12.0 Demonstrate evaluative comprehension skills

**BENCHMARK:** 12.01 Distinguish between facts and opinions in a paragraph.

**MATERIALS:** Worksheet, pencil

**ACTIVITIES:** Give each learner a pencil and a worksheet. Have them read the paragraph and then write two facts and two opinions.

Reveiw meaning of fact and opinion, giving examples.

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

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

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

## Is That A Fact?

- **Fact** - tells something that is known to be true, or something that really happened; a fact is something that can be proven with evidence.
- **Opinion** - statements that someone believes, thinks, or feels.

Directions: Read the following paragraph and then write two facts and two opinions.

St. Valentine’s Day is celebrated on February 14<sup>th</sup> every year. It is my favorite holiday. I enjoy sending and receiving cards and eating chocolate candy. However, Valentine’s Day has not always been celebrated as we know it today. It began in 5<sup>th</sup> Century Rome as a tribute to St. Valentine, a Catholic bishop. Valentine was chosen by the Catholic Church to replace the pagan god Lupercus. He then became St. Valentine, saint of love. During this time, Emperor Claudius II did not like Valentine because he continued to marry young men and women after Claudius outlawed marriage for young men. Claudius did not want the young men getting married because he thought single men made better soldiers. For disobeying Claudius, St. Valentine was put to death. Legend has it that he sent the first Valentine to his love from prison before his death. His farewell message was, “From Your Valentine.”

Facts:

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Opinions:

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- LEVEL:** 2.0 – 3.9
- STANDARD:** 12.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions.
- MATERIALS:** Worksheet, pencil
- ACTIVITIES:** Give each student a pencil and a worksheet. Match each symbol to the correct meaning.

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

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

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

## Here's Your Sign

Directions: Match each symbol with the correct meaning.

1. Animal Crossing

2. Stop

3. Yield

4. School Crossing

5. Slippery When Wet

6. No U-Turn

7. Railroad Crossing

8. Handicap Parking

9. Do Not Enter

10. Traffic Signal Ahead



**LEVEL:** 2.0 – 3.9

**STANDARD:** 12.0 Demonstrate evaluative comprehension skills

**BENCHMARK:** 12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions.

**MATERIALS:** Posted emergency evacuation routes

**ACTIVITY:** Ask students to locate the classroom’s posted emergency evacuation routes.

Discuss the importance of these signs in the classroom and in other buildings.

Practice the evacuation routes.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 12.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions.
- MATERIALS:** City map, city phone book
- ACTIVITY:** Ask students to identify a variety of locations on the city map.
- For example: class location, public libraries, etc.
- Use the phone book for addresses.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 12.0 Demonstrate evaluative comprehension skills

**BENCHMARK:** 12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions.

**MATERIALS:** Map of the United States, paper, pens

**ACTIVITY:** Ask each student to write on a slip of paper the city and state of his or her birth. Shuffle the papers.

Each student then chooses a slip of paper and locates the city and state on one of the maps.

Ask the class to guess which student was born in that location.

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

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

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

## Where Is Home?



**LEVEL:** 2.0 – 3.9

**STANDARD:** 12.0 Demonstrate evaluative comprehension skills

**BENCHMARK:** 12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions.

**MATERIALS:** Map of USA

**ACTIVITY:** Ask students to locate the capitals of each of the fifty states.  
Using the key. Demonstrate on the map how capitals are indicated.

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

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

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

## **Locate State Capitals**





<b>LEVEL:</b>	2.0 – 3.9
<b>STANDARD:</b>	12.0 Demonstrate evaluative comprehension skills
<b>BENCHMARK:</b>	12.02 Appropriately evaluate information from pictures, maps, or signs to answer informational questions.
<b>MATERIALS:</b>	Map of the world
<b>ACTIVITY:</b>	Ask students to identify the continents by drawing an arrow to each.

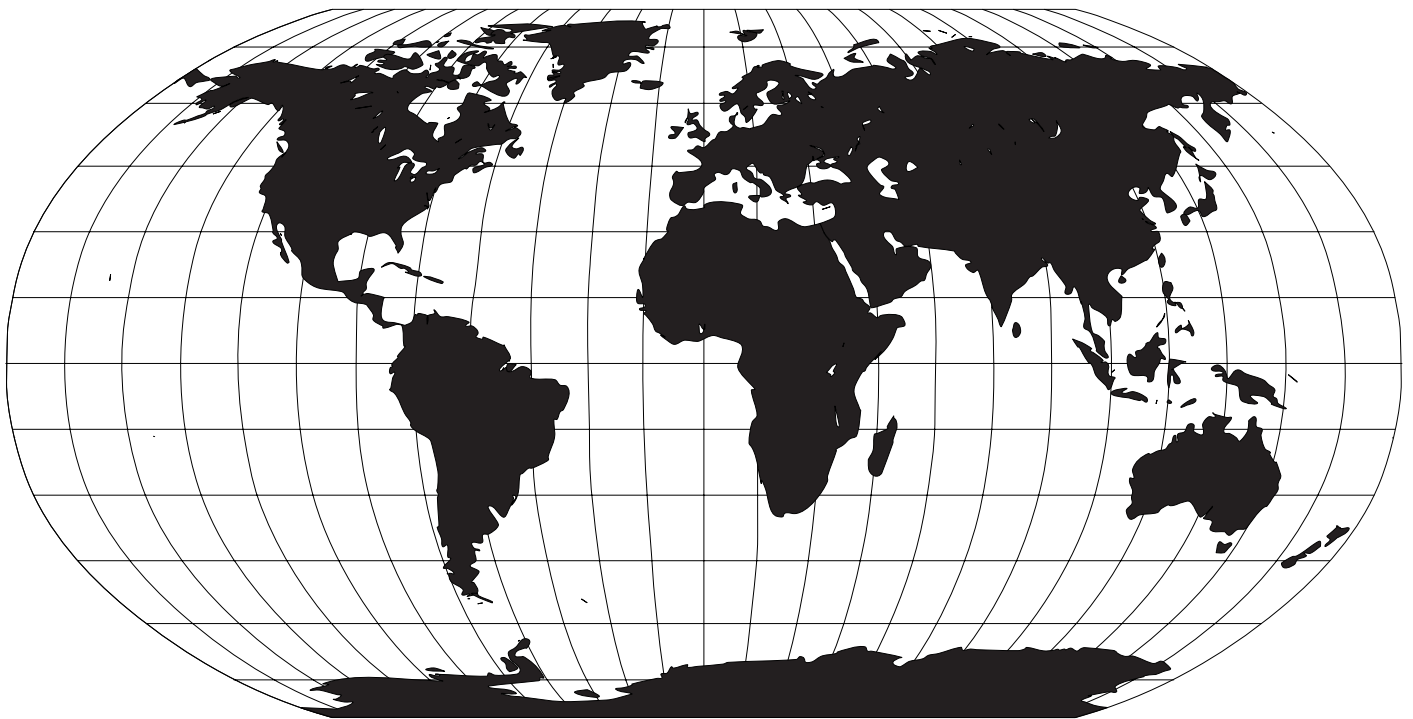
Student: \_\_\_\_\_

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

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

# The World

**Directions:** Draw an arrow and label each continent.



**LEVEL:** 2.0 – 3.9

**STANDARD:** 13.0 Understand how word choice affects meaning

**BENCHMARK:** 13.01 Recognize that a writer's word choice may influence how a reader thinks and feels.

**MATERIALS:** Pen, paper

**ACTIVITY:** Students draw names in class and write a short letter to the person whose name they drew.

Ask students to do the following:

Address the letter to the person whose name they drew.

Describe themselves in the letter.

Do not use their own name nor sign the letter.

Collect the letters and then give them to the addressees.

After giving students time to read the letters silently, ask students to read their letters aloud.

Recipients then try to guess the identity of the writer.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 13.0 Understand how word choice affects meaning

**BENCHMARK:** 13.01 Recognize that a writer's word choice may influence how a reader thinks and feels.

**MATERIALS:** Newspaper, highlighters, board and marker

**ACTIVITY:** Ask each student to choose a newspaper article of interest to him.

Ask students to highlight descriptive words in the first three sentences in the article.

In turn, ask each student to write his sentences on the board, underlining the descriptive words.

Ask the students to substitute other words for those underlined.

Ask students to notice how these substitutions change the way we think and feel.

**LEVEL:** 2.0 – 3.9

**STANDARD:** 13.0 Understand how word choice affects meaning

**BENCHMARK:** 13.01 Recognize that a writer's word choice may influence how a reader thinks and feels.

**MATERIALS:** Index cards, marker

**ACTIVITY:** Teacher generates a set of cards with equal numbers of nouns and adjectives.

The student lays out the shuffled cards with a column of adjectives beside a column of nouns.

Re-arrange the adjectives in relation to the nouns.

Ask the student to tell you how the change of adjectives changes the way we think and feel about the noun.

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

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

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

**NOUNS**

**ADJECTIVES**

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baby  
doll  
hair  
fish  
rabbit  
farmer  
nurse  
sun  
moon  
rain  
crayon  
rock  
dirt  
horse  
grape  
orange  
dhirt  
hat  
newspaper  
chicken

adequate  
cranky  
mad  
obnoxious  
spiteful  
ancient  
adorable  
fluffy  
glowing  
booming  
small  
massive  
long  
elegant  
tasteless  
sweet  
clean  
wide  
evening  
enormous

**LEVEL:** 2.0 – 3.9

**STANDARD:** 13.0 Understand how word choice affects meaning

**BENCHMARK:** 13.01 Recognize that a writer's word choice may influence how a reader thinks and feels.

**MATERIALS:** Volume of poems

**ACTIVITY:** Ask each student to take time to look through the book of poetry and select a poem which he particularly likes.

Give students an unhurried interval in which to do this selecting.

Give students time to read silently.

Then ask students to volunteer to read poems aloud.

Ask each student to choose individual words in the poem which have a particular impact. Discuss.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 14.0 Understand the distinguishing features of a variety of literary forms
- BENCHMARK:** 14.01 Distinguish between fact and fiction.
- MATERIALS:** Paper, pencils, pens
- ACTIVITY:** Divide the class into two groups:
- Ask one group to write paragraphs falsely describing at least two events. For example: “When My Dog Ate My Homework.”
- Ask the second group to accurately describe at least two events. For example: “Why I Did Not Complete My Homework.”
- Shuffle the completed pages.
- Choose one paper at a time to read aloud.
- Ask the class to vote on whether each story is true or false. Discuss why students believe each story is true or false.



**LEVEL:** 2.0 – 3.9

**STANDARD:** 14.0 Understand the distinguishing features of a variety of literary forms

**BENCHMARK:** 14.01 Distinguish between fact and fiction.

**MATERIALS:** Newspapers, magazines

**ACTIVITY:** Teacher chooses a variety of non-fiction and fiction paragraphs and cuts them into sections. Shuffle.

Ask students to choose a paragraph and read silently.

Then ask students to read their selections aloud.

Class discusses the truth or fiction of the passage. Discuss clues, which give the impression of truth or fiction.

- LEVEL:** 0.0 – 1.9, 2.0 – 3.9
- STANDARD:** 14.0 Understand the distinguishing features of a variety of literary forms
- BENCHMARK:** 14.02 Identify story elements including setting, plot, 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:

Plot:

Character(s):

Problem:

Solution/Resolution:

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

Discuss the answers.

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

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

## Identifying Story Elements

Title of Story/Book:

\_\_\_\_\_

Setting:

Plot:

Character(s):

Problem:

Solution/Resolution:

**LEVEL:** 2.0 – 3.9

**STANDARD:** 14.0 Understand the distinguishing features of a variety of literary forms

**BENCHMARK:** 14.02 Identify story elements including setting, plot, 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:** 2.0 – 3.9

**STANDARD:** 14.0 Understand the distinguishing features of a variety of literary forms

**BENCHMARK:** 14.03 Recognize the function of introductory and concluding paragraphs in an essay.

**MATERIALS:** Pen, paper

**ACTIVITY:** Ask the student to dictate her autobiography to the teacher or to another student. It is important that the scribe take down *exactly* what is dictated.

The first step is for the student to outline her story. Suggest she list the major events of her life in the order she wishes them to appear in her autobiography. (At another time, she may want to focus on one significant event and describe it in detail.)

Next, ask the student to dictate her story, following her outline and using complete sentences.

When the autobiography is finished, ask the student to practice reading it.

When she is ready, she may want to read it to the class.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 14.0 Understand the distinguishing features of a variety of literary forms
- BENCHMARK:** 14.03 Recognize the function of introductory and concluding paragraphs in an essay.
- TITLE:** Goals Essay
- MATERIALS:** Paper, pencils, pens
- ACTIVITY:** Ask the student to dictate three of his goals.
- Ask him to help you put the goals in paragraph form with introductory and concluding sentences.