John Gregg Elementary

Mr. Brun-Reading Coach

Special Education Department- **Mrs. Bendle, Mrs. Carpenter, Miss Matics, Mr. Smyth, Miss Cain**
Title I Department- **Mrs. Stewart, Mrs. Smith**

To the Parents/Guardians of:

Due to the unexpected school closure, we would like to give our students an opportunity to continue their learning. Therefore, we have gathered materials/activities to reinforce and review previously taught skills. Any additional opportunities your child might have to read will also greatly benefit them.

Our priority is the health and safety of our John Gregg Family and we appreciate your cooperation and flexibility during this time.

Thank you-
John Gregg Small Group Reading Instructors

Explicit Instruction for Phonics Intervention

Instructional Focus: Multisyllable closed-closed

Story Number: 1

Mittens

My kitten has two paws that are white. We call her Mittens. Mittens loves to eat catnip. Once she chased a rabbit in the yard. She got so tired she took a catnap under the basket. When Mittens woke up, it was sunset and the sky was crimson. Mittens was stuck under the basket. She cried, "Meow Meow!" I heard her but couldn't find her. What a problem!

Mittens got hungry and cried louder. I looked and looked for her. Finally I saw two white paws waving from under the basket. It was Mittens, my kitten. Since that day, Mittens has never gone near the basket again!

Explicit Instruction for Phonics Intervention

Instructional Focus: Multisyllable closed-closed

Story Number: 2

Cactus Jack

Cactus Jack lived on a hilltop. At sunup, he woke and went for a walk. At sunset, he sat on the porch and watched the animals. He saw rabbits, vultures, kittens and insects. Cactus Jack could see he had a problem. The vultures were circling above the kittens. Cactus Jack scooped the kittens into a basket and ran to the canyon he had seen on his walk at sunup. He hid the kittens in the canyon and went back to his porch to enjoy the sunset.

Explicit Instruction for Phonics Intervention

Instructional Focus: Multisyllable closed-closed

Story Number: 3

My Pet Bluedog

Once upon a time I had a bulldog named Bluedog. I called her Bluedog because she was so grey she looked blue. She would eat anything! She loved to eat a sandwich, pumpkins in the garden, and even rocks. Bluedog would chase the chickens in the coop and the horse in the paddock. She would even chase Dad when he drove the tractor. Then she would roll in smelly, rotten cow pies. Mom would have a tantrum when she came back to our cottage.

When Bluedog was tired she slept on a bed covered with denim and rolled in a cotton blanket. Bluedog looked so angelic, you would never suspect that she could cause such havoc.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e

Story Number: 1

The Big Surprise

I like to provide my own fun when I am outside. It is not hard because lots of things amuse me. I can act like a cyclone and turn and turn. Or, I can play baseball. I will look for some friends to join me. Today, Mom had a surprise for me before I went outside to play.

She gave me a cupcake to eat outside. I sat on the sidewalk. Mom had put a surprise inside the cupcake to amaze me. I found a tiny baseball inside my cupcake. Mom had planned quite a surprise for me.

I showed Tyrone my surprise baseball. Tyrone was as surprised as I was.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e

Story Number: 2

Jolene and Tyrone

Jolene and Tyrone were sitting outside in the sunshine eating a cupcake and drinking some soda. A snake came to their picnic spot, and they ran up the hillside. Jolene and Tyrone were surprised when the snake turned away.

Then Jolene and Tyrone found they were too close to a beehive. The sunshine made the bees act out more, and the bees chased them because they had cupcake and soda on their hands. They raced back down the hillside and went inside the house. They washed the cupcake and soda off their hands.

During lunch Jolene and Tyrone sat on the sidewalk and told their mom about the snake and beehive. They told their tale to their mom to surprise and amaze her.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e

Story Number: 3

Blazing Sunrise

Last night, while Steven and Darlene were doing homework, Dad started a fire in the fireplace. It had been snowing all day. The snowflakes covered the driveway. When homework time was over, Dad said, "Steven and Darlene, put on your bathrobes. It is bedtime. When you're dressed for bed we'll pretend the fire in the fireplace is a campfire." We cooked homemade s'mores over the pretend campfire and ate them until we were stuffed.

In the nighttime an ember from the fireplace hit a cloth that was beside the fireplace and caught it on fire. By sunrise our entire living room was ablaze. The firemen came and put out the fire while we stood in the driveway and watched. It was an exciting time.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-Syllable Silent e

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Explicit Instruction for Phonics Intervention

Instructional Focus: 2-syllable vowel teams

Story Number: 1

Hoodwink and Peanut

Hoodwink tied his boat in the harbor. His friend, Peanut, saw a rainbow. Hoodwink looked at the rainbow and saw a sunray come through. Hoodwink wrote in a notebook what he and Peanut had seen.

When Hoodwink and Peanut finished writing, they saw a mermaid. The mermaid was floating while holding a cup of coffee. Hoodwink and Peanut wanted to offer the mermaid a snack. Peanut went to get a teaspoon of honey for her coffee and put some cookies on a saucer.

However, raindrops fell and without notice the mermaid and rainbow faded away into the sunset. Perhaps the mermaid was just a daydream. They have even more to write in their notebook now!

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-syllable vowel teams

Story Number: 2

Peanut and Teacup

Peanut went camping at a campground where he met a mermaid named Teacup. Peanut and Teacup floated in the pool on a sunny day until they were drowsy. Teacup showed Peanut how to do a pinwheel turn underneath the water. Peanut showed Teacup how to do a flip. They both loved playing football in the pool.

Next, they went to the clubhouse and made crafts. Peanut placed his craft in a notebook and Teacup placed hers in a scrapbook. When they returned outside, they saw a rainbow with a sunray shining through.

Explicit Instruction for Phonics Intervention

Instructional Focus: 2-syllable vowel teams

Story Number: 3

Freeman and his Tweezers

Freeman had a huge thorn in his foot. Freeman looked all over for his tweezers. He checked the storeroom. He peeked into the playhouse. Freeman could not find his tweezers.

Freeman even went to look in the old houseboat, but no tweezers could be found. Freeman looked in the roadhouse. They were not under the footrest. Freeman did not find his tweezers. He found a beehive instead! Could they be in Jan's playhouse under her bedspread? No tweezers. The tweezers had to be somewhere. They were in the classroom beneath the teacher's desk. Freeman found the tweezers and removed the thorn from his sore foot!

RAPID RECOGNITION CHART

50

basket	tennis	mascot	rabbit	tablet	mitten
mitten	tablet	rabbit	mascot	tennis	basket
tablet	mitten	tennis	basket	mascot	rabbit
rabbit	mascot	basket	tennis	mitten	tablet
mascot	basket	mitten	tablet	tennis	rabbit

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RAPID RECOGNITION CHART

55 B

say	lay	may	pay	saty	hay
lay	say	pay	may	hay	saty
pay	hay	say	saty	lay	may
hay	pay	saty	say	may	lay
saty	may	pay	hay	lay	say

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www.ReadingTeachersNotebook

RAPID RECOGNITION CHART

stick	stop	stem	staff	stack	stuck
stuck	stack	staff	stem	stop	stick
stack	stuck	stop	stick	stem	staff
staff	stem	stick	stop	stuck	stack
stem	stick	stuck	stack	stop	staff

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RAPID RECOGNITION CHART

5

those	them	that	this	this	than
that	than	those	this	this	them
them	that	this	than	those	this
this	this	them	those	than	that
that	this	this	than	them	those

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RAPID RECOGNITION CHART

52

wing	bring	string	king	ring	spring
spring	ring	king	string	bring	wing
ring	spring	bring	wing	string	king
king	string	wing	bring	spring	ring
string	wing	spring	ring	bring	king

Created with Rapid Word Recognition Chart Creator

www.ReadingTeachersNetwork...

Divide each word below into syllables. Read the word. Write the syllables on the lines.

explode = _____ _____

concrete = _____ _____

pancake = _____ _____

admire = _____ _____

intake = _____ _____

include = _____ _____

costume = _____ _____

postpone = _____ _____

confuse = _____ _____

compare = _____ _____

flashcube = _____ _____

frustrate = _____ _____

reptile = _____ _____

exclude = _____ _____

pavement = _____ _____

baseball = _____ _____

homemade = _____ _____

bedtime = _____ _____

drugstore = _____ _____

classmate = _____ _____

Underline or "scoop" each syllable. Mark them with **c** to indicate closed or **v-e** if vowel-consonant-e. Mark the vowels. Write syllables on the lines. Read the word.

illustrate = _____ _____ _____

valentine = _____ _____ _____

demonstrate = _____ _____ _____

incomplete = _____ _____ _____

contemplate = _____ _____ _____

contribute = _____ _____ _____

infantile = _____ _____ _____

recognize = _____ _____ _____

postponement = _____ _____ _____

tranquilize = _____ _____ _____

Nonsense Words

Mark the syllables (**c** for closed, **v-e** for vowel consonant e, **o** for open). Mark the vowels long or short. Read the nonsense syllables.

demp	chone	strim
vene	milp	shep
ble	cro	clebe
trine	ope	dru
chy	und	bry

Write the nonsense syllables in the correct columns below.

closed	**v-e**	open

Read each suffix below.

en	ness	ful
ment	ly	er
ish	ive	ty
est	es	less
able	y	ing

Copy the suffix endings from above into the correct columns.

vowel suffixes		consonant suffixes	

Underline or "scoop" the syllables in the baseword and circle the suffix. Write the 2 parts on the lines provided.

EXAMPLE: **in spect(ing) = inspect+ing**

	baseword	suffix		baseword	suffix
thankful =	_____	+ _____	dependable =	_____	+ _____
publisher =	_____	+ _____	mildest =	_____	+ _____
frequently =	_____	+ _____	slyly =	_____	+ _____
selfish =	_____	+ _____	freshen =	_____	+ _____
longest =	_____	+ _____	destructive =	_____	+ _____
hopeless =	_____	+ _____	amazement =	_____	+ _____
secretly =	_____	+ _____	silently =	_____	+ _____
kindness =	_____	+ _____	expanding =	_____	+ _____
strongly =	_____	+ _____	crunchy =	_____	+ _____
statement =	_____	+ _____	taller =	_____	+ _____

Underline the baseword and circle the suffix in each word below. Read the word. Write (/ĕd/, /d/ or /t/) above the **-ed** suffix to indicate the sound.

responded	stamped	happened
requested	expressed	thrilled
neglected	impressed	distracted
complimented	called	trashed
demolished	crunched	depended
defended	winked	banged

Write the **-ed** words in the correct column below.

-ed = /ĕd/	**-ed = /d/**	**-ed = /t/**

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

organize	shortstop	artichokes	memorize	opportunity
artistic	history	Scarlet	transport	corporation

1 We must try to _____ these terms for the quiz.

2 The large _____ posted huge profits in March.

3 It takes just sixty seconds to _____ my desk.

4 The _____ slid into home plate to score the winning run!

5 Jim's _____ talent gave him an edge in the graphics class.

6 It would be a shame to miss the _____ to contact the company's president.

7 If we can _____ the cargo to the dock, we will be able to depart on time.

8 The _____ quiz was more difficult than I expected.

9 That old red home is called the "_____ Farm."

10 Tony discarded the _____ on his salad.

Divide the words and write the syllables on the lines. Mark the syllable types and read the words.

turbulent	=		verbatim	=	
circulate	=		cucumber	=	
interstate	=		internship	=	
organize	=		thermostat	=	
percolate	=		refurbish	=	
consider	=		intervene	=	
bursitis	=		absorbant	=	
persistent	=		advertise	=	
circumvent	=		flattery	=	
temperament	=		exercise	=	
pottery	=		turpentine	=	
insurgent	=		interfere	=	
archery	=		veranda	=	
intercom	=		pulverize	=	
imperfect	=		perjury	=	

Use each word below in a sentence. Write the sentence on the line. Proofread carefully.

1 irrigate

2 current

3 barren

4 barricade

5 surrender

6 territory

7 narrate

8 paragraph

9 aroma

Read the words below.

crayon	decade	station
daily	birthday	airplane
flavor	David	paper
space	rainfall	Thursday
explain	subway	dainty

Write the words in the correct columns below. If a word has two /ā/ spellings, write it in more than one column.

a	a-e	ai	ay
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____		_____	_____
		_____	

Fill in the correct spelling option for the /ā/ sound to complete each word.

a, a-e, ai, or **ay?**

spr___	t___ble	pl___n___
cel e br___t___	re m___n	ar c___d___
f___nt	hol i d___	re p___r
cr___v___	ex pl___n	trans por t___tion
d___time	re l___	st___tion

Write the words above in the correct columns below.

a	**a-e**	**ai**	**ay**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
	_____	_____	_____

Choose a vowel combination from the top of each box to form real words. Use a dictionary or electronic spell checker as needed. Write the letters on the lines

ee ey
troll____
ind____d
coff____

ee ey
sixt____n
kidn____
disagr____

ee ey
hock____
chimn____
sl____ve

ee ey
donk____
scr____ch
jers____

Write the words above on the lines below. Read the words.

ee	ey

Fill in the correct spelling option for the /ē/ sound to complete each word. Use a dictionary or electronic spell checker as needed.

e, e-e, y, ee, or ey?

dai l___	ch___k	val l___
jer s___	pr___tend	a gr___
sp___ch	r___main	troll___
d___cide	lad___	dai s___
cand___	dun ga r___	tur k___

Write the words above in the correct columns below.

e

_____

_____

_____

y

_____

_____

_____

_____

ee

_____

_____

_____

_____

ey

_____

_____

_____

_____

Select a vowel combination from the top of each box to form real words. Write the letters on the lines.

oa oe
cockr____ch
charc____l
t____ster

oa oe
coc____
thr____t
t____s

oa oe
tipt____
b____rd
d____

oa oe
h____
t____st
appr____ch

oa oe
c____sting
c____ch
t____

oa oe
c____l
fl____t
cardb____rd

Fill in the correct spelling option for the /ō/ sound to complete each word. Use a dictionary or electronic spell checker as needed.

What says /ō/?

1 _____ **2** _____ **3** _____ **4** _____

s___p	thr___t	r___dent	d___
r___d block	h___m___	dom i n___	pho t___ graph
t___	ph___n___	c___ch	pr___tect
f___m	mi cro sc___p___		tip t___

Write the words above in the correct columns below.

oe

_____

_____

_____

o-e

_____

_____

_____

oa

_____

_____

_____

_____

_____

o

_____

_____

_____

_____

Choose a vowel combination from the top of each box to form real words. Write the letters on the lines. Use a dictionary or electronic spell checker as needed.

oi oy
t____
sirl____n
destr____

oi oy
enj____ment
l____al
p____nt

oi oy
t____let
ch____ce
cordur____

oi oy
p____son
br____ler
paperb____

Write the words above on the lines below. Read the words.

oi	oy

Choose a vowel combination from the top of each box to form real words. Write the letters on the lines. Use a dictionary or electronic spell checker as needed.

au aw
f___cet
d___n
cr___fish

au aw
h___nt
squ___k
s___ce

au aw
astron___t
r___hide
l___ndry

au aw
dr___
f___lt
___ful

Write the words above on the lines below. Read the words.

au	aw

Choose a vowel combination from the top of each box to form real words. Use a dictionary or electronic spell checker as needed. Write the letters on the lines.

ou ow
s____nd
cr____n
p____der

ou ow
tr____sers
fr____n
am____nt

ou ow
p____nce
all____
cr____ch

ou ow
cr____d
ch____der
disc____nt

Write the words above on the lines below. Read the words.

ou	ow

Read the words. Determine the sound of the underlined letters. Put the words in the correct spaces according to the underlined sounds. Use a dictionary or electronic spell-checker as needed.

moon	crown	hollow	thundercloud
ground	cougar	tower	coupon
discount	arrow	balloon	crook
soup	understood	Halloween	moose
hooked	chowder		

What says /**ou**/?

1 _____ **2** _____

_____ _____ _____

_____ _____ _____

What says /**ō**/?

1 _____ **2** _____ **3** _____ **4** _____ **5** _____

_____ _____ _____

What says /**ü**/?

1 _____ **2** _____ **3** _____ **4** _____ **5** _____

_____ _____ _____

_____ _____ _____

What says /**u̇**/?

1 _____

_____ _____ _____

Choose a vowel combination from the top of each box to form real words. Use a dictionary or electronic spell checker as needed. Write the letters on the lines.

ee ea
l____sh
tr____t
j____p

ee ea
asl____p
t____cup
b____

ee ea
b____tle
b____gle
sevent____n

ee ea
h____t
sl____ve
p____ce

Write the words above on the correct lines below. Read the words.

ee	ea