

# Teaching Students to Read / Read Better Resources

Liz Rowley, Instructional Coach-EAL, SECPSD

- Slide 6      Phonological Awareness: A Guidebook for Parents  
[https://www.uwo.ca/fhs/lwm/teaching/dld2\\_2020\\_21/Kung\\_dld2.pdf](https://www.uwo.ca/fhs/lwm/teaching/dld2_2020_21/Kung_dld2.pdf)
- Slide 6      List of 44 Phonemes – according to Dawn Reithaug  
<https://www.boardman.k12.oh.us/userfiles/363/Phonological%20Awareness/44Phonemes.pdf>
- Slide 11      Spelling Rules – from Liz’s mom, Margaret Rowley (*attached below*)
- Slide 11      Rules to help with Tricky Words:
- If the short vowel does not sound right in a word, try the long one.
  - The letter i does not like to be alone at the end of a word, so y takes its place.
  - When y is not the first letter in a word, it will sound like ē (long e) or ī (long i).
- Slides 12,13      Jolly Phonics promotes an activity called Word Boxes for practicing blending and segmenting. In the Jolly Phonics Handbook by Sue Lloyd, they have word cards prepared to match their order for teaching phonics. Be aware that Jolly Phonics was originally created in the United Kingdom. They do have an American version, which better matches Canadian phonemes.
- Slide 15      Dolch Word List  
<https://www.dolchword.net/printables/All220DolchWordsByGradeFreq.pdf>
- Slide 16      Prepositions of place – A Bee Flies \_\_\_\_ the Bottle  
[https://mrsburgessclass.weebly.com/uploads/8/0/0/6/8006539/writing\\_bootcamp- cue cards vocab revised 2013.pdf](https://mrsburgessclass.weebly.com/uploads/8/0/0/6/8006539/writing_bootcamp- cue cards vocab revised 2013.pdf)
- Slide 19      Academic Word Lists:  
Academic Vocabulary List by Jim Burke – has great lists of prefixes & suffixes with their meanings and purpose  
[https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/57/academic\\_vocabulary\\_2.pdf](https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/57/academic_vocabulary_2.pdf)

Slide 19 BUSD Grade Level Academic Vocabulary – has academic vocabulary organized by grade levels

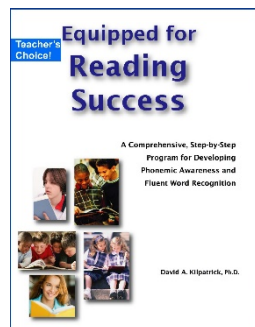
[https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD\\_Academic\\_Vocabulary.pdf](https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf)

Slide 21 Vocabulary Flash Card Game rules and Kindergarten academic words (as per BUSD Grade Level Academic Vocabulary list (*attached below*).

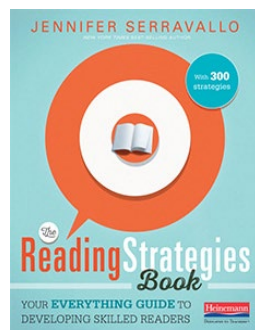
**NOTE:** When printing the word cards back-to-back, instruct the printer to “flip on the short edge”. That will cause the boxes to align front to back.

Slide 21 Scale & Rank Words – a great activity to broaden students' vocabulary & requires no prep! (*attached below*)

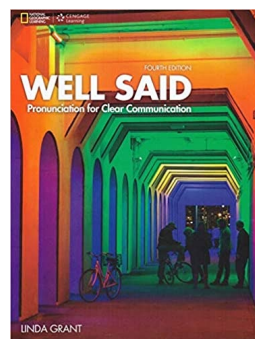
Slide 33



Kilpatrick, David. *Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phoneme Awareness and Fluent Word Recognition*. Casey & Kirsch Publishers, 2021.



Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann, 2015.



Grant, Linda. *Well Said: Pronunciation for Clear Communication*. Heinle ELT, 2016.

# Spelling Rules

(Margaret Rowley)

The following rules are taught in formal spelling lessons and wherever the need arises. Syllables are taught in poetry before formal spelling begins. In the beginning, syllables are referred to as one-beat and two-beat words. As the child gets used to this the teacher begins to use the word syllables.

1. The “q” never goes alone. It is always “qu” as in quen.
2. The “v” never goes alone. It is followed by an e as in leave and have.
3. The “u” never goes alone on the end of words as in blue.
4. The “c” says “cuh” and usually comes at the beginning of words except for a few exceptions: kite, kick, kill.
5. When the “g” is followed by an e, i, or y, it sounds like j but you put “g”: cage.
6. When the “c” is followed by an e, i, or y, it sounds like s but you put “c”: face.
7. The vowels “a, e, i, o, u”, usually say ai, ee, ie, oa, ue, at the end of a syllable: open, music, baby.
8. In a two-beat word, the “y” says ee at the end of the word: baby, Sally, Daddy.
9. In a one-beat word, the “y” says ie at the end of the word but you put y: my, by.
10. There are five kinds of silent “e”. Knowing the vowels, the children will by now apply the silent e rule with ease. Thus they learn the rule and enjoy saying it in unison. They say “Kite: The e on the end makes the i say i (eye)”. “Rode: The e on the end makes the o say o (oh)”. “Make: The e on the end makes the a say a (eh)”. “Cute: The e on the end makes the u say u (you)”. “Pete: The e on the end makes the e say e (eeee)”.
11. The “l” is followed by an e in a two-beat word: table, purple.
12. The silent “e” on the following words have no job and thus are referred to as the lazy e as in come, are, house.
13. The “or” may say “er” when w comes before the “or” as in works.
14. The “si” is used to say “sh” when the syllable before it ends in “s” – session.

15. The “si” says “zh” as in division.
16. Words of one syllable (like, get) ending in one consonant which have only one vowel before the last consonant always doubles the last consonant before adding an ending that begins with a vowel: getting. We call this the one-one-one rule.
17. Words ending with a silent “e” drop the “e” when adding an ending that begins with a vowel (these rules may often be shortened for Grade One pupils by saying the “e” doesn’t like the “ing” so it runs away when “ing” is added) – hoping, having, making.
18. Words of two syllables like “begin” where the second syllable “gin” is like “get” having one consonant at the end and one vowel before it, also doubles the last consonant before adding an ending that begins with a vowel if the accent is on the last syllable – beginning.
19. In a one-beat words the “f”s, “l”s and “s”s double – mess, puff, will.
20. A vowel may say its name if followed by two consonants – old.
21. When “full” is added to another syllable as in beautiful, we drop one “l”.
22. S never follows x. There is an s-sound in x, such as (ks).
23. L used in a two-beat word is not doubled – always, also.
24. Dge is used with a short vowel sound – hedge.
25. To make cry become cried we change the “y” to “i” and add “ed”.
26. To make cry become cries we change the “y” to “i” and add “es”.
27. In a one-beat word with a short vowel sound we put “ck” at the end of the word – black.
28. In a one-beat word when a consonant comes between a short vowel sound and the ending we put “k” as in bank.
29. Where a consonant doubles in a two-beat word, the consonant in the second syllable is the only consonant that can be heard – getting.
30. If the vowel in the first syllable has a long sound the following consonant is not doubled – baby.  
(The more advanced rules are used with fast achievers.)

# Vocabulary Flash Card Game Rules

Liz Rowley

## **How to create the flash cards:**

1. Either buy index/recipe cards or cut cards from thin cardboard (similar to file folder thickness). Make sure all the cards are the same size.
2. Using words from your personal dictionary (or from a class list of vocabulary), create one card for each word.
3. On one side of the card print the word. Make it large enough so it is easy to read, but also make sure you cannot see the word from the back of the card (be careful if you use a marker to print the word).
4. On the back of the card, print an easy-to-understand definition of the word (in English).
5. Put the set of cards in a sturdy envelope that students can easily put their hands in without tearing the envelope. You may also use a box.
6. If making cards to use in class, feel free to make multiple sets of cards, so more than one group of students can use them at a time.
7. You may separate the cards by subject/topic or mix them all together to be more challenging.

## **How to play the game – 2 or more people:**

1. Students sit in a circle, facing each other.
2. Student A randomly picks a card from the envelope. Make sure no one can see what is written on either side of the card. (You can use the envelope or box lid to hide the card from the other students.)
3. Student A reads the word aloud.
4. Student B must spell the word correctly, define the word correctly, and use it correctly in a sentence. If Student B is successful at all three tasks, he/she keeps the card. If Student B is not successful, the card is returned to the bottom of the pile in the envelope.
5. Student B takes a new card out of the envelope and reads the word aloud for Student C and Student C spells, defines, and uses the word in a sentence (as per Step 4).
6. The game continues either until all the cards have been claimed or until time runs out. The student with the most cards is the winner.

## **How to play the game – 1 person:**

1. Take a card out of the envelope – only looking at the word.
2. Define the word. You will have to check your definition by looking on the back of the card.
3. If you defined it correctly, keep the card and take a new one to try. If not, return the card to the envelope and try another.

**Game Variation:**

1. Take a card out of the envelope - only looking at the definition. Read the definition aloud.
2. The student trying to win the card must guess the word, spell it, and use it in a sentence.

**Recommendations:**

- When a word is well known by all students – take it out of the envelope/box.
- Add new words as they are studied in class.



after



again



agree with



also



any



appropriate



audience



because



before

have the same feeling/thought	once more	behind / later
good / right	either	too / and
in front / previous	for the reason that	viewers / listeners



clue



copy



detail



differ



does



even



every



example



explain

more information	do the same as someone	hint
the same / much / still	do / make something happen	not the same
talk about	for instance / model / sample	all / each one



finish



just



list



many



much



must



near



only



part

write down

only

end

have to

lots of

(things you cannot  
count - water, rice)

lots of

(things you can count –  
pens, friends)

a piece of

nothing but

close to



perform



place (v)



point



put



self



sort



start



such




always

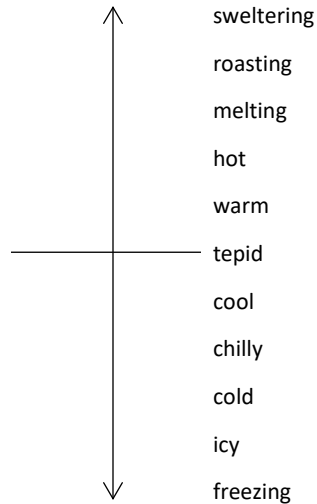
use your finger to show something	to put something down	act
type of / organize	person	to set something down
every time	similar (thing) / this or that	begin

## Scale / rank words to emphasize meaning & increase vocabulary

1. Brainstorm vocabulary with students.

Example: temperature words  hot, cold, chilly, roasting, cool, warm, tepid, freezing, icy, sweltering, melting

2. As a whole group, have students rank/place the words on a scale.



3. Introduce the word 'not' and how it can work with each word to expand their vocabulary (example in red on scale below).

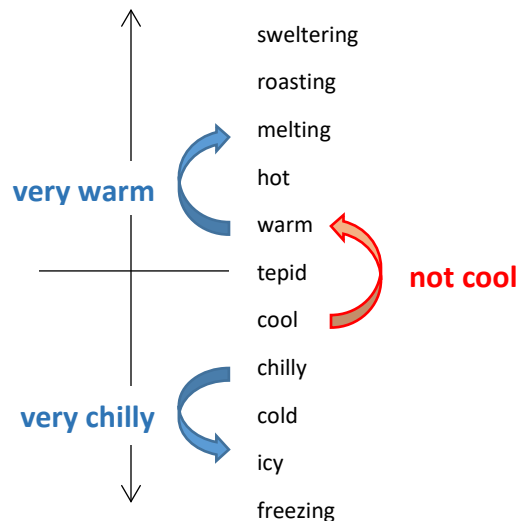
**not cool = warm**

'not' means an opposite word – a word on the opposite side of the middle line and approx. equidistance from the line

4. Introduce the word 'very' and how it expands one's vocabulary by increasing the degree of meaning by moving away from the middle line (examples in blue below).

**very warm** could mean **hot or melting**

**very chilly** could mean **cold or icy, maybe even freezing**



## Personal Dictionary Template

English Word:	<u>Picture/Diagram</u>
Translation:	
Sentence:	
Definition:	

English Word:	<u>Picture/Diagram</u>
Translation:	
Sentence:	
Definition:	

English Word:	<u>Picture/Diagram</u>
Translation:	
Sentence:	
Definition:	

# Chart of Verb Tenses

**Work** is an example of a regular verb.

**Eat** is an example of an irregular verb.

**Active** = The subject is doing the action.

**Passive** = Someone/thing else is doing the action.

	Form	Simple/Indefinite	Continuous / Progressive	Perfect	Perfect Continuous
Present	Active – Statement	I work. I eat.	I am working. I am eating	I have worked. I have eaten.	I have been working. I have been eating.
	Active – Question	Do I work? Do I eat?	Am I working? Am I eating?	Have I worked? Have I eaten?	Have I been working? Have I been eating?
	Passive – Statement	I am worked. I am eaten.	I am being worked. I am being eaten.	I have been worked. I have been eaten.	
	Passive - Question	Am I worked? Am I eaten?	Am I being worked? Am I being eaten?	Have I been worked? Have I been eaten?	
	Meaning	Expresses events or situations that exist <b>always, usually, or habitually</b> . These situations existed in the past, exist now, and will probably exist in the future.	<i>Happening right now.</i> Expresses events or situations that <b>began in the past, are in progress at the present time, and will probably continue in the future.</b>	Expresses events or situations that <b>began in the past and are completed at the present time.</b>	Expresses events or situations that are <b>in progress through the present time.</b>
Past	Active – Statement	I worked. I ate.	I was working. I was eating.	I had worked. I had eaten.	I had been working. I had been eating.
	Active – Question	Did I work? Did I eat?	Was I working? Was I eating?	Had I worked? Had I eaten?	Had I been working? Had I been eating?
	Passive – Statement	I was worked. I was eaten.	I was being worked. I was being eaten.	I had been worked. I had been eaten.	
	Passive - Question	Was I worked? Was I eaten?	Was I being worked? Was I being eaten?	Had I been worked? Had I been eaten?	
	Meaning	Expresses events or situations that occurred at <b>one particular time in the past</b> . These situations began and ended in the past.	<i>Implies a period of time.</i> Expresses events or situations that were <b>in progress at a particular time in the past.</b>	Expresses events or situations that were <b>completed before a particular time in the past.</b>	Expresses events or situations that were <b>in progress through a particular time in the past.</b>

	Form	Simple/Indefinite	Continuous / Progressive	Perfect	Perfect Continuous
Future	Active – Statement  <i>Will = spontaneous</i> <i>Going to = planned</i>	I will work. I will eat. I am going to work. I am going to eat.	I will be working. I will be eating. I am going to be working. I am going to be eating.	I will have worked. I will have eaten. I am going to have been worked. I am going to have been eaten.	I will have been working. I will have been eating. I am going to have been working. I am going to have been eating.
	Active – Question	Will I work? Will I eat? Am I going to work? Am I going to eat?	Will I be working? Will I be eating? Am I going to be working? Am I going to be eating?	Will I have been worked? Will I have been eaten? Am I going to have been worked? Am I going to have been eaten?	Will I have been working? Will I have been eating? Am I going to have been working? Am I going to have been eating?
	Passive – Statement	I will be worked. I will be eaten. I am going to be worked. I am going to be eaten.		I will have been worked. I will have been eaten. I am going to have been worked. I am going to have been eaten.	
	Passive - Question	Will I be worked? Will I be eaten? Am I going to be worked? Am I going to be eaten?		Will I have been worked? Will I have been eaten? Am I going to have been worked? Am I going to have been eaten?	
	Meaning	<i>Expresses events or situations that will occur at one particular time in the future.</i>	<i>Implies a period of time. Expresses events or situations that will be in progress at a particular time in the future.</i>	<i>Expresses events or situations that will be completed before a particular time in the future.</i>	<i>Expresses events or situations that will be in progress through a particular time in the future.</i>